



## The Astley Cooper School

Part of the East Dacorum Co-operative Learning Trust

# PROSPECTUS

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## The Curriculum 2020 - 2021

At The Astley Cooper School, we strive for the very best for all our students. We are committed to ensuring that when students leave, they have become successful, well rounded and confident individuals prepared to succeed in the modern world. Our core values of Aspiration, Determination and Integrity underpin our curriculum.

We achieve this by delivering the highest possible academic standards and offering students a wealth of opportunities within and beyond the National Curriculum to develop their talents.

### The School Day

#### Morning

8.25	Staff and students to tutor bases
8.30 - 8:50	Registration and Assembly
8.50 - 9.00	Reading
9.00 - 10.00	Period 1
10.00 - 11.00	Period 2
11.00 - 11.20	BREAK
11.20 - 12.20	Period 3
12.20 - 1.20	Period 4

#### Afternoon

1.20 - 2.10	LUNCH
2.10 - 2.15	Registration
2.15 - 3.15	Period 5

### COVID-19 Alternative Day

Due to COVID -19, the school is currently running an alternative day and timetable.

We are fortunate to have a very spacious site which has allowed us to locate different year groups in different buildings around the site. This ensures that students across the different year groups are unable to mix. Year groups also have a staggered start and end of the day.

In addition to these measures, the school has introduced staggered lunch breaks allowing students to have a designated lunch and canteen area.

The school is running a programme to ensure students catch up on any work that was missed due to the school closure during lockdown. All students are still studying the full range of subjects to ensure the National Curriculum is covered.

### Curriculum Aims

Our curriculum is created using our core values. We want to create:

- **Aspirational** individuals who go above and beyond and lead safe, healthy and fulfilling lives
- **Determined** learners who enjoy learning, make progress and achieve
- Students who have **integrity** and make a positive contribution to society

The progressive curriculum we deliver at The Astley Cooper School ensures students have the skills, concepts and knowledge to progress successfully through the Key Stages.

The curriculum is built to ensure the knowledge and skills learned in Key Stage 2 continue to be developed further through Key Stage 3, Key Stage 4 and Key Stage 5. Departments' Schemes of Learning are carefully planned to ensure skills and techniques are developed each year and built on prior knowledge.

Students' Spiritual, Moral, Social and Culture awareness is also planned for throughout the curriculum in addition to the new September 2020 statutory lessons on Personal, Social, Health and Economic Education, including promoting citizenship to all our students.

Our Religious Education programme is taught throughout the school unless parents/carers exercise their legal right to withdraw students on religious grounds.

The school ensures that all aspects of The National Curriculum are met as well as furthering students' education with additional activities beyond The National Curriculum. This includes Dragons' Apprentice, Interact Club, Speak Out Challenge, Sports Clubs, Drama and Dance Clubs, University of Hertfordshire Aspire Higher Programme and The Duke of Edinburgh Award Scheme.

*(A number of the clubs above will not be running while we are working under COVID-19 restrictions.)*

### Subject Number of hours per fortnight

	Year 7
English	8
Mathematics	7
Science	8
Art	2
Computing	1
Drama	2
Geography	3
History	3
Spanish	3
Music	1
Physical Education & Dance	6
PSHE*	2
RE**	2
Technology	2
<b>Total</b>	<b>50</b>

\* Personal, Social and Health Education

\*\* Religious Education

## Year 6 Transition

For a small number of students, we ease their transition from primary school by replicating their KS2 classroom in our nurture group. This is to ensure all students have the opportunity to develop and recall the skills needed in Key Stage 3 and Key Stage 4. The transition groups are identified using information provided by our primary schools. This programme is further supported in Year 8 and 9.

## Key Stage 3 (Years 7, 8 & 9)

Students follow a linear curriculum in Year 7 with students studying in their form group for a majority of classes. Setting occurs in Year 8 in core subjects.

In Key Stage 3 all students study:

- English
- Mathematics
- Science
- Religious Education
- Physical Education
- Art
- ASDAN Programme
- Character Education
- Computer Science
- Dance
- Design & Technology
- Drama
- Food Studies
- Geography
- History
- Modern Foreign Languages
- Music
- Physical, Social and Emotional Education

## Key Stage 4 (Years 10 & 11)

Students embark upon courses leading to GCSE, BTEC and other qualifications in Year 10. We provide an element of choice in their study programmes. All students in Key Stage 4 are required to study English Language, English Literature, Mathematics and two sciences within their core programme. For further development, students study PE, PRE (Philosophy, Religion and Ethics) and PSHE throughout Key Stage 4.

The Key Stage 4 option blocks are created with the abilities and talents of each cohort in mind as well as ensuring that we meet accessibility requirements of the Humanities, MFL and the Arts combination. Students and parents are provided with an options survey to ensure the option blocks are most appropriate to each year's cohort. This is then followed by interviews with a member of staff to determine appropriate option choices for each individual student.

The subjects available in Key Stage 4 are:

- English Language GCSE (Compulsory)
- English Literature GCSE (Compulsory)
- Mathematics GCSE (Compulsory)
- Physical Education (Compulsory & GCSE)
- Physical, Social and Emotional Education (Compulsory)
- Science GCSE Double Award (Compulsory)
- Art GCSE
- ASDAN Programme
- Business BTEC
- Hospitality & Catering Eduqas
- Computer Science GCSE
- Dance BTEC
- Drama BTEC
- Film Studies GCSE
- Finance GCSE
- Geography GCSE

- History GCSE
- Media Studies GCSE
- Music GCSE
- Religious Education GCSE
- Resistant Materials GCSE
- Spanish GCSE
- Triple Science GCSE

The school week is divided into 25 periods and the timetable runs on a fortnightly cycle.

### Subject Number of hours per fortnight

	Year 10
English	9
Mathematics	9
Science	9
Physical Education	3
Option 1	5
Option 2	5
Option 3	5
Option 4	5
<b>Total</b>	<b>50</b>

All of our curriculum maps are available on our website and detailed syllabuses and schemes of work may be examined on application to the school.

**Mr T Lally, Assistant Headteacher**

## Learning Resource Centre

*Our busy Learning Resource Centre (LRC) supports all aspects of learning and extends experiences with specialised events.*

The LRC is operated by a Librarian who is strongly committed to supporting all staff and students to fulfil their resource needs.

The department contains a combination of computer and desk spaces. These provide 47 work stations for the use of staff and students. The LRC is also home to a wide selection of books, both fiction and non-fiction. Each student receives a personal LRC account when they join the school, which gives them the opportunity to borrow two LRC items for two week durations.

The LRC is open during lesson, break and lunch times and for an hour after school. It can be used for research classes, small groups and individual students wishing to quench their thirst for knowledge.

To extend students' experiences and celebrate their passion for literacy, the Librarian is involved with specialised events and projects throughout the year. These events include World Book Day and Form Time Reading.

### Accelerated Reader

The Librarian actively supports students' reading by working closely with the English Department to introduce students in Year 7 and 8 to the reading programme, *Accelerated Reader*. This programme is designed to develop students' reading skills.

## Homework Club

The Librarian operates a Homework Club every weekday with a friendly, upbeat atmosphere. This provides all students with the opportunity to use the LRC facilities to support them with any task from any subject set as independent study. The Librarian is also available to offer guidance to students who are struggling with these tasks.

### LRC Manager/Librarian, Mrs Animashaun

## The Sixth Form

We are very proud of our Sixth Form and the individualised approach that we offer to our students and we provide the opportunities for all abilities. We also work closely with Longdean School in our Co-operative Trust partnership offering a wide variety of courses tailored to individual needs. All courses have specific entry requirements.

Sixth Form Education provides a transition between compulsory education and higher education, training or employment. Students are encouraged to achieve academic success while also developing as individuals and preparing for their future choice of employment. We pride ourselves on our individual support of students so that they can make the best possible use of their time in the Sixth Form, and use this as a springboard to ever greater success in the future.

### Among the Level 3 courses offered are:

A-Levels in Art, Biology, English Literature, Geography, Film Studies, History, Maths, Politics. BTEC qualifications in Forensic Science, Performing Arts (Dance & Drama), Sport and Travel and Tourism. We also offer a Personal Finance qualification and the Extended Project Qualification (EPQ) where students can gain substantial UCAS points through an extended piece of individual research.

### Pre-Apprenticeship Programme

In an innovative exciting development, we bring together the worlds of education and business. This unique programme in Dacorum is a combination of in-school study and work in local placements. It is an ideal preparation for a traineeship or apprenticeship. Input from local employers, Pearson and the Careers and Enterprise Company has ensured that our students will be equipped with exactly the right skills for work in designated sectors and are accredited with appropriate qualifications.

The programme includes two days a week in a placement, which is carefully tailored to the student and two days in school completing units in employment skills alongside the opportunity to improve on grades in English and Maths or study the Extended Project Qualification. Our dedicated learning mentor supports these students.

This programme will give the students a skill set that will give them a head start and make them stand above other candidates of the same age when applying for jobs. This course will need perseverance and commitment from students especially when they are at work.

### Academic Success

Sixth Form study is both challenging and rewarding. Students are supported in taking much more responsibility for their learning and are expected to undertake individual study outside of lessons. They are encouraged to make full use of the school's excellent ICT facilities, including a dedicated Sixth Form computer study area.

### Personal Development

Being a Sixth Form student is more than just gaining qualifications, it is about becoming a good well-rounded individual. We offer a wide range of activities that provide students with the opportunity to develop themselves which students will be able to add to a CV and UCAS applications.

Some of the opportunities on offer include: running a school club such as music, drama or sport, helping with lunchtime duties, being a mentor to younger students, supporting KS3 forms, Duke of Edinburgh awards, Interact Club and School Council.

Each year we appoint a Head Girl and Head Boy; these whole school appointments have a very important role in the school. Being the senior students and ambassadors in the school they are role models and are looked up to by younger students. They are given responsibilities such as promoting the sixth form, running social events,

speaking at school events and helping the School Council with promoting student voice.

### Preparing for the Future

All students complete an individual learning and career plan and are supported in finding work experience tailored to their interests and future career ideas. Students also attend careers events such as The Uni and Apprenticeship Show and UCAS Fairs. The process of applying to University is supported through PSHE lessons where students will look at writing a personal statement, choosing and applying to a university. Students will also look at preparing their CV's for a job and discuss possible gap year opportunities that are available.

We work closely with The University of Hertfordshire and Bedfordshire and the Nuffield Science Foundation to provide a range of opportunities for our students.

### Pastoral Care

All Sixth Form students are allocated a Form Tutor who oversees their personal development and provides individual guidance in one-to-one tutorial sessions throughout the year. We support students with advice and guidance on their next steps Post 18, whether this is university, an apprenticeship, a gap year or work.

We also offer our students financial support through our school bursary. This can be used for buying equipment, paying for additional courses, transport fares and costs incurred while on work experience.

Students participate in PSHE lessons once a week which are tailored to the needs of young adults and covers topics such as study skills, time management, money, driving and living in the wider world. We also provide external speakers during the year on topics such as drug awareness, mental health and wellbeing, gambling and safe driving.

*Miss C East, Head of Sixth Form*

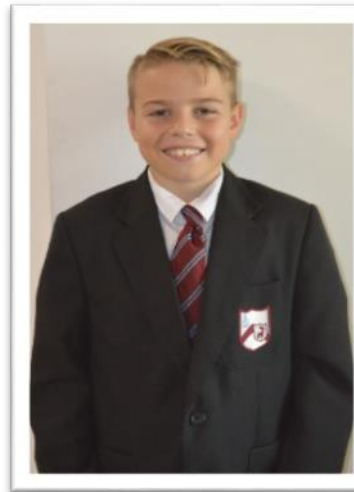
## School Uniform

We expect all students in Years 7 to 11 to wear full school uniform. Our uniform is comfortable, practical and smart and provides a corporate identity for all students.

It is readily recognisable in the community and we hope students will be proud to wear it.

Uniform for all students is available online at *Sportswear International* ([www.swischoolwear.co.uk](http://www.swischoolwear.co.uk))

Order forms are available from our reception.



## Girls

School Blazer

School Jumper (optional)

Shirt

School Tie

Skirt or Trousers

Shoes

Coat

## Boys

School Blazer

School Jumper (optional)

Shirt

School Tie

Trousers

Shoes

Coat

## PE Kit (Girls/Boys)

Polo shirt

Shorts

Rugby Shirt (Boys)

Hooded Sweatshirt (Girls)

Tracksuit Bottoms (optional)

Socks

Black blazer with school badge\*

Maroon V-necked jumper\*

Plain white shirt (long or short sleeved) with collar

KS3 (Y7/8/9) double stripe / KS4 (Y10/11) single stripe\*

Black pleated skirt / Black trousers available only from SWI\*

Plain black shoes - **No** boots or trainers, **No** canvas shoes or plimsolls

Dark coloured, plain and **No** 'hoodies'

Black blazer with school badge\*

Maroon V-necked jumper\*

Plain white shirt (long or short sleeved) with collar

KS3 (Y7/8/9) double stripe / KS4 (Y10/11) single stripe\*

Black trousers available only from SWI\*

Plain black shoes - **No** boots or trainers, **No** canvas shoes or plimsolls

Dark coloured, plain and **No** 'hoodies'

Blue polo shirt with logo\*

Maroon shorts with logo\*

Reversible Maroon and Blue Rugby Shirt\*

Navy hooded sweatshirt top with logo\*

Navy tracksuit bottoms with logo\*

Maroon Astley Cooper School socks\*

**\* These items must be purchased from SWI**

Please note uniform cannot be purchased through the school only from SWI

<https://www.swidtp.co.uk/>

## Charging and Remissions Policy

### School Trips

*All students are expected to pay for school trips. The money will need to be paid before the due date. The cost of the trip will cover entrance fees, transport, insurance and use of the minibus if required.*

We aim to balance the funding of the trip exactly but occasionally a small profit is achieved. When the profit is £3.00 or over per person it will be returned to the parent. Where the profit is less than £3.00 it is not economical for us to return the money. In such situations the profit will be carried forward to the next school trip. Where a profit is made on a smaller trip the School Business Manager may use her discretion and offer refunds.

### Catering Service

The school offers a meal service at breakfast, morning break and lunch time for the benefit of the students. The school is now cashless including school meals. All trips and meals are paid through *Parent Pay* and a biometric system is used in the dining room.

HCC offers financial assistance for students from low income families. Parents need to apply for this online at <https://www.hertfordshire.gov.uk> and search for free school meals. If a student has received free school meals at a previous school, there is no need to re-apply as the details will automatically be transferred. If you believe you are entitled but are not receiving free school meals, please contact our Finance office.

### Other Charges

The school will make nominal charges for other items such as concert and dance evenings, lockers, revision guides, planners, art packs and Design and Technology and Catering materials. Details of such arrangements will be sent to parents/carers by letter.

**Business and Personnel Manager, Mrs A Catterall**

## English

*English is taught by a highly qualified and enthusiastic team. Our aim is to deliver a curriculum that provides cultural capital and contextualised learning of English Language and Literature, ensuring that skills are developed and built upon with each unit of work. Our vision is to equip students with the knowledge and ability required to succeed in academia and life beyond Astley Cooper.*

English is the underpinning medium through which all subjects are taught. Furthermore, the breadth and depth of English result in the subject covering aspects of philosophy, media, politics, history, sociology, religious studies, ethics and psychology.

In a rapidly changing and diverse modern society it is vital that this multifaceted subject explore sensitive and controversial viewpoints and perspectives, challenging and discussing them in safe and supportive teaching environments.

Within The Astley Cooper School's English Department we encourage students to become critical thinkers and autonomous learners, encouraging students to become confident in their analysis and use of the English language.

We aim to inspire students through the study of Literature and nurture their creativity through English Language lessons.

We want every child to complete their GCSE English Language and Literature exams knowledge rich and secure in their application of English skills, empowering them to progress onto GCE English Literature, and other Post - 16 qualification, and employment, confident and competent in their use and understanding of English.

**Subject Leader, Mrs N Protheroe**

## Mathematics

*Maths is taught by an experienced and enthusiastic team of staff who are passionate about their subject. We thrive to deepen and broaden our students' knowledge, skills and understanding of the subject for students of all abilities to equip them with essential life skills.*

Throughout the course, students are given the opportunity to apply maths with a real life context and to solve problems through group work in lessons, and through internal and external competitions that show case and develop their confidence and cooperative learning. It enables them to become independent learners, and develop their confidence as well as being challenged with new and interesting concepts.

Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Through our teaching, we ensure our students become resilient young adults who understand the beauty and power of the subject.

As students move through KS3 and KS4, they are able to identify aspects of Mathematics linked to other subjects at school such as science, geography and even art. At GCSE, they will study the Edexcel GCSE Mathematics (9-1) which consists of one non-calculator and two calculator examination papers to be taken at the end of the two-year course.

Through our teaching and targeted interventions provided to Year 11 students, we inspire many of our high achievers to continue with the subject at A level. This is a fantastic launch pad for students wishing to continue higher education in a range of STEM (Science, Technology, Engineering, and Mathematics) related courses.

**Acting Subject Leader, Miss S Fernando**

## Science

*Science is taught by a team of dedicated, enthusiastic and well-qualified teachers. Expectations are high and excellent standards are rigorously applied. Teaching staff are supported by experienced technical staff.*

The Science Department is well-resourced, with six teaching laboratories and four preparation rooms.

### Key Stage 3 Science

Key Stage 3 is a three year course. All students follow a programme of units that develop their knowledge and understanding of Biology, Chemistry and Physics

Each unit contains a range of practical, written and discussion activities designed to develop their scientific ideas and skills.

### Key Stage 4 Science

At Key Stage 4 students follow one of two courses:

1. AQA Single Science
2. AQA Trilogy Combined Science

Students who take Trilogy Science will receive two GCSEs. Students who opt for Single Science will receive three GCSEs.

Students at Key Stage 4 are expected to make rapid progress towards their target grades.

### Post 16 Science

The Astley Cooper School offers A Levels in Biology (OCR), Chemistry (OCR) and Physics (OCR).

**Subject Leader, Mr R Baker**



## Art and Design

In Art, we provide opportunities for students to develop their creative potential. Our aim is to equip students with the knowledge and skills to experiment, invent and create visually exciting works of art, craft and design.

Students experience a broad curriculum, exploring a variety of themes and activities. The department consists of three spacious classrooms with facilities for drawing, painting, sculpture, ceramics, printmaking, textiles and digital art. We run weekly clubs, trips to galleries and operate an open door policy for students to use the art rooms during lunchtimes and after school.

**At Key Stage 3** students start with developing core skills in observational drawing. They undertake a range of projects, including painted portraits, printed pattern designs, Pop Art inspired ceramics, landscape art and imaginative sculpture. Students learn to handle different materials, develop technical skills and gain understanding of the art world.

As students progress they are encouraged to develop their individuality and independent learning skills to successfully transition to GCSE level.

**At Key Stage 4** projects are designed with broad themes that allow students to develop their own interests and skills. The course enables students to grow and improve their drawing and designing skills alongside painting, sculpture, mixed media and study of art and design. We follow the Edexcel GCSE Art, Craft and Design course, and deliver two projects and an exam project. Students gain a deeper understanding of visual language, and learn to use the creative process to build a visually exciting portfolio of work.

**At Key Stage 5** we offer the A Level Art, Craft and Design endorsement, where students are *encouraged to adopt a multi cross-disciplinary approach in their creative practice.*

**Subject Leader, Miss R Padam**

## Computer Science

*The department consists of well qualified teaching staff delivering courses at Key Stage 3, 4 and 5. There are two fully equipped ICT suites with the latest software (which is constantly updated) dedicated to the Computer Science courses. There are further general ICT suites available throughout the school.*

We aim to deliver Computer Science and ICT skills in both a cross-curricular way (as an integrated part of all subjects) and through specific courses. Across the curriculum students will use ICT to help them research, study independently and solve problems in many different situations.

Through the teaching of the Computing Programmes of Study at Key Stage 3, our high quality computing courses equip students to use computational thinking and creativity to understand the changing world. Computing has deep links with mathematics, science, design and technology providing insights into both natural and artificial systems.

At Key Stage 4, students study for the OCR GCSE in Computer Science qualification. This course gives the student a real, in-depth understanding of how computer technology works. It also provides excellent preparation for higher study and employment in Computer Science and helps to develop critical thinking, analysis and problem-solving skills.

At Key Stage 5, students study the OCR GCE in Computer Science. The A level qualification will inspire and challenge students to apply the knowledge they gain with the creative and technical skills they acquire. The key benefit of the Computer Science A level is the focus on computer programming which builds on our GCSE Computer Science course and emphasises the importance of computational thinking as a discipline.

## Citizenship

As technical computing skills are more widely used so is the need to understand accepting responsibility for one's behaviour online and respecting other people's points of view.

Students are taught a moral code to distinguish right from wrong when developing programs. These students are advised of the rapidly changing laws of the UK which govern computer usage.

**Computer Science Teacher, Dr M Ryde**

## Dance

As well as a number of extra curricular opportunities Dance is taught at Key Stage 3 to all students and is available as an optional subject at Key Stage 4 and 5.

### Key Stage 3 Curriculum

Students at Key Stage 3 are taught dance at different times throughout the year. Year 7, one lesson a week. Year 8, one lesson of dance per fortnight throughout the year. Year 9, on a carousel with Drama receive one lesson per week for half of the year. These are mixed gender classes. Students focus on developing their performance, choreography and evaluation skills through different themes and dance styles. The curriculum is structured into different units of work per rotation of dance lessons. These units cover themes such as different dance styles, topical issues and professional works.

### Key Stage 4 Curriculum

Students at Key Stage 4 are offered the BTEC Tech Award in Performing Arts (Dance). This allows students to study dance as a vocational course with ample performance opportunities.

### Key Stage 5 Curriculum

Students at Key Stage 5 are offered the BTEC Level 3 Extended Certificate in Performing Arts (Dance). This is the equivalent of one A Level. Students follow a vocational course studying a range of dance styles with ample performance opportunities. Students study different dance styles, dance analysis, professional works, choreography and performance.

### Extra Curricular Opportunities

Key Stage 3 students are offered the opportunity to attend a Dance club which runs at lunch time throughout the year. Students are given the opportunity to perform as part of the club in all school events.

The Astley Cooper Dance Company was started in 2008 and is aimed at the Most Able and Talented Dance students. Students audition to become a member of the company and will then train once a week. The company will perform in all school events as well as entering outside events such as the *County Dance Festival*, *Red Cross Make Your Move* and the *Great British Dance Off*. Auditions are held annually and are open to all students.

### Trips and Workshops

An opportunity to see live dance is offered to students each year.

We also have workshops by visiting professional artists including *Zoo Nation* and *Blue Boy Entertainment*.

### Citizenship

- Students study a range of dance styles including those of other cultures
- Students work in groups and are accepting of other people's beliefs and values
- Students learn about key British figures within the dance industry

**Subject Leader, Mrs H Harley**

## **Design and Technology**

*Design Technology is an area in the curriculum which encourages students to consider and explore ideas to produce a practical solution. By providing diverse and stimulating activities from designing through to making, the students are given individual guidance to support their development. Design and Technology also encourages students to become confident, creative and self-motivated with the ability to work both independently and as part of a team.*

The department has three well equipped rooms where the students have the opportunity to develop skills in Graphic Products, Resistant Materials and Systems and Control. This exciting and practical area of the curriculum helps to prepare students to participate in a rapidly changing industry.

In Key Stage 4 students can opt to take a GCSE in Design & Technology with the AQA Examination board and take full advantage of well-equipped workshops, a computer suite with some of the latest design software and a state of the art CAD/CAM room with new and up to date machinery to enable students to gain valuable experience of an ever advancing technological world.

### **Resistant Materials**

In Resistant Materials, students will gain knowledge and skills of working with a variety of materials and use an array of tools, equipment and state of the art machinery in our new CAD/CAM suite.

### **Graphic Products**

Graphic Products uses visual media to communicate a message. Here students will gain valuable presentation skills and learn to design logos, high quality product packaging and advertising media and printed publications.

## **Systems and Control**

Students will be working with structures, mechanisms, levers and electronics to design and make products that can be used in everyday life. They will use a wide range of equipment, tools and materials to produce a high quality outcome.

**Subject Leader, Mr S Elliott**

## Drama and Design

*The Drama department encourages students to engage in creative and practical work, exploring real life situations, play texts and storytelling.*

The Design aspect of the course enables the students to gain an understanding of lighting, sound, set and costume.

### Key Stage 3 Drama Curriculum

Drama is taught weekly to Year 7 and Year 8 and one period a fortnight to Year 9 in a fully equipped Drama studio. Students explore a variety of themes, skills and devices with a focus on their creating, performing and evaluating skills. Schemes of work are taught in themed units and there is one focused performance project. In some of these units, students have the opportunity to explore technical theatre and directing.

### Key Stage 4 Drama and Production Arts Curriculum

In Years 10 and 11 the BTEC Technical Award in Performing Arts, Acting or Design begins and three components are completed for this course:

- Component one: *Exploring the Performing Arts* - assessed internally
- Component two: *Developing Skills and Techniques in the Performing Arts* - assessed internally
- Component three: *Performing to a Brief* - assessed externally

### Extra-Curricular Activities

The Drama department offers a Key Stage 3 Drama Club that meets once a week. The club aims to build student confidence and a passion for drama.

The Astley Cooper Drama Company was formed in 2010 and is aimed at more able Drama students. The group perform in both school and external events. They have performed at the Welwyn Youth Drama Festival and as part of the National Theatre Connections Project. The company work with both script and devising material and produce performances of a high standard.

Regular theatre trips and workshops by outside theatre practitioners form part of our program of study. Recent visits include *Metamorphosis and School of Rock* and we have a backstage tour of the *National Theatre*.

Workshops have been run by Gecko, Frantic Assembly and Tangled Feet, exploring physical theatre and workshops by visiting professional actors.

The department offers a whole school Technical Club that meet once a week. The club aims to build student confidence and a passion for back stage theatre aspects, for those interested on Production Arts.

The Technical Club is a group of young enthusiasts who meet to learn more about technical theatre, lighting, sound and set design, getting to support in productions.

### Citizenship

- Students work in groups and are accepting of other people's beliefs and values
- Students learn about key British figures from the theatre industry
- Students are introduced to a variety of cultures and learn about their theatrical heritage

**Subject Leader, Mrs C Keane**

## Film Studies

Students will study the Eduqas specification in GCSE Film Studies. This course is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the 70-80s, looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different places is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. Students will produce their own creative films and screenplays, as well as provide an informed filmmaker's perspective on their own study of film.

**Film Studies Teachers, Miss M Roberts**

## Food Studies

*This department has two well-resourced rooms with a range of equipment. Our students are taught to think creatively and to become responsible consumers in our multicultural society. We combine practical and technological skills with creative thinking to design and make food products to meet a variety of needs and lifestyles along with developing self-confidence and self-esteem.*

### Key Stage 3

At Key Stage 3, our students have the opportunity to acquire the basic skills for life. They learn about healthy eating and changing lifestyles and produce dishes ranging from savoury pinwheels and seasonal soup to spaghetti bolognese and mini carrot cakes.

At Key Stage 3, all our students participate in a one star and two star chef award scheme which enables our students to share healthy recipes with family and friends. The results have been extremely pleasing and it is an excellent skill in readiness for students wishing to take Hospitality and Catering as one of their GCSE options in Year 10.

### Key Stage 4

At Key Stage 4, we currently offer the WJEC Eduqas Vocational two year Hospitality and Catering course which is extremely popular with our students. Our students have achieved very pleasing results since we began offering the subject.

The course is split into two components: a double practical lesson each week and a theory lesson once a fortnight with the emphasis being on developing practical skills. There is an opportunity to study a variety of food and safety laws and their impact on the food industry.

During the two year course many aspects of the catering industry are studied and in addition there are opportunities to excel in all aspects of catering as well as taking part in a local 'Young Chef of the Year' competition. A practical examination is held in Year 11 which is worth 60% of the final grade, leaving 40% for the onscreen assessment. We focus in depth on tasks set by the examination board and students produce a highly skilled meal under examination conditions with photographic evidence.

The students' practical work is a pleasure to see, showing the many skills they develop over the two years of an interesting and diverse course.

**Subject Leader Food Studies, Miss G Hodges**

# Humanities

## Geography

*Geography is a subject that is relevant today and in the future. It addresses issues as diverse as climate change, world population, living sustainably and the future of urban development. It teaches students to think outside the box to analyse, investigate and apply rigour to problems. It sits between the sciences and the arts and gives students a broad perspective on the world and the problems it faces. It is looked on well by institutions of further and higher education, as well as employers. Students who study Geography generally increase their life opportunities. Geographers go on into many career paths from town planning to engineering; from transport to medical research. It is a challenging subject. It asks students to think independently and to come up with ideas, as well as understand some complex interactions in the physical and human world. For those students who choose to study it, and work hard, it is very rewarding.*

We have a committed team of friendly and supportive staff in Geography who work very hard to support students in achieving their very best. We set high standards and expectations and we expect the same from our students. Our examination results have steadily improved over the past few years and it is a continually popular option subject at KS4.

Here at Astley Cooper, we strive to ensure that all students are given the opportunity to reach their full potential. We regularly run field trips for students at all Key Stages and currently run successful trips to field studies centres in order to support students in carrying out their own geographical investigations and enquiries.

The Astley Cooper School is pleased to offer Geography as a core component at KS3 and an option choice from GCSE to A level.

## History

*The History department is committed to helping students achieve success and reach their full potential.*

We aim to develop in students the key historical skills of analysis, argument, the use of evidence, interpretation, causation and change and continuity. Students develop these skills through a variety of creative lesson approaches including discussion, group work, role play, written work and hands on work. It is through these approaches that we aim to mould students into independent learners.

We have achieved very good examination results in recent years. Several students have gone on to study History at university including two who studied History at the University of East Anglia and the University of Nottingham (the latter achieved a First Class Honours Degree in Ancient History) and one student has recently completed studying History at Queen Mary, University of London.

We have also run several successful trips in recent years, including trips to the National Army Museum, the Imperial War Museum and *War Horse* in the West End. Two students visited the World War One Battlefields as part of the First World War Centenary Battlefield Tours Programme (a nationally funded programme to mark the centenary). In 2017 we ran a residential trip to Normandy with a focus on World War Two for Year 8 and 9. In 2018, we introduced a trip to Mountfitchet Castle for Year 7 and this now runs as an annual trip. In October 2019, we had a successful trip with a group of Year 9 - 11 students to the World War One Battlefields in France and Belgium. Students visited preserved trenches, witnessed the last post ceremony at The Menin Gate, and laid a wreath at the grave of a student's relative.

We have also welcomed a number of Holocaust survivors into school to share their stories and answer student questions over the past few years. In July 2018, we welcomed the late Harry Bibring (aged 92) into school to share his story. In December 2019 we welcomed another survivor, Ernest Simon. These trips and visits have all been introduced with the aim of supporting learning outside the classroom and encouraging students to build integrity and become decent citizens. We have also participated in the government funded *Lessons from Auschwitz* project, which enabled two Sixth Form students to visit Auschwitz, and had a planned to do so in March 2020. We look forward to taking part again in the future.

At Key Stage 4 and 5 (Edexcel) we regularly hold intervention sessions and revision sessions throughout the year and we pride ourselves on being on hand to support any student who needs extra help or has any queries.

**Subject Leader, Mrs R Waters**

## Modern Foreign Languages

*Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to a mutual understanding, a sense of global citizenship and personal fulfilment. Students learn to appreciate different countries, cultures, communities and people. The ability to understand and communicate in another language is a life-long skill for education, employment and leisure in this country and throughout the world.*

### Teaching Methods and Approaches

In Year 7 the aim of the MFL department is to introduce and instil a love for languages into children.

All KS3 students study Spanish throughout KS3.

Students in MFL learn through the main four skills that constitute a language: listening, reading, writing, and speaking.

These skills are developed working with authentic language materials. Speaking and writing are used to encourage real life communication in the form of conversation, letters, e-mails, text messages and accounts.

Students have the opportunity to continue their Spanish studies to AS and A level.

Where possible, we also arrange for students with a second language to sit the GCSE examination at the end of Year 10.

Students have access to ICT facilities and the department subscribe to several on-line language resources which students may also access from home.

### Extra Curricular Opportunities in the department include:

- GCSE (AQA) revision sessions
- Trips to Spain
- Access to Linguascope, Duolingo, BBC Bitesize

**Subject Leader, Mrs T Babouri**

## Music

*Students follow a broad and balanced curriculum in Music. Throughout Key Stage 3 they develop their skills in listening and appraising various musical traditions, including jazz and blues, film music, popular song, African drumming and numerous composers. They have the opportunity to perform their own cover versions in groups, using an array of instruments including keyboards, guitars, voices and percussion. In addition, music ICT is widely used in the department and the students enjoy the use of GarageBand software when composing their own theme tunes, ringtones, songs and jingles.*

At Key Stage 4, students are following the BTEC Technical Award in Music Practice. This is a practical introduction to life and work in the industry, students can explore the sector while:

- Developing skills, including teamwork, leadership and communication
- Developing and presenting music to a brief
- Analysing, evaluating and enhancing their learning

The course has two internally assessed components, and one that's externally assessed. Students are actively performing and engaging with a variety of musical genres from the Baroque era to the present day.

All students are able to join one of our music clubs, The Astley Cooper Choir, KS3 and KS4 bands (rock and orchestra) and students have the opportunity to learn and develop new skills on the following instruments:

Voice, Drums, Guitar, Piano, Woodwind (Flute, Clarinet and Saxophone) Brass (Trumpet, Horn, Tuba) or Strings (Violin and Cello).

**Music Teacher, Mr A O'Grady**



## **Philosophy, Religion & Ethics (PRE)**

*PRE aims to encourage all students to engage with the ultimate questions in life. Philosophy is concerned with our beliefs and our attitudes to life asking questions such as 'What is the meaning of life?', 'Does the world have a purpose?' and 'What can we really know?' Ethics is concerned with questions about right and wrong and students will focus on questions such as 'Is it right to have an abortion?', 'What rights should animals have?' and 'Is it ever right to kill?' The religious elements of the course focus mainly on philosophical and ethical issues in order to allow all students to feel the relevance of the subject within their own lives.*

PRE is highly important in the development of a student's life as it encourages independence of thought and gives students the opportunity to become responsible for their own views on some of the biggest questions in life. As the world changes and becomes more diverse, the skills of argument and comprehension of different viewpoints become increasingly critical.

### **GCSE Curriculum**

At Key Stage 4, students will follow the AQA Ethics course which covers a variety of different ethical issues. They approach these both from religious and non-religious points of view, and ultimately they are expected to form and support their own views on the issues. We have had some excellent examination results in recent years and Ethics is an increasingly popular option choice at KS4.

### **A Level Curriculum**

Religious studies is also offered at Key Stage 5. Students follow the AQA examination board which covers a variety of topics focusing on Philosophy of Mind, Ontology (Philosophy of Being), Philosophy of Religion and Ethics. The course is accompanied with a critical examination into Christianity, its origins, nuances and wisdom.

**Subject Leader, Mrs R Waters**

## Physical Education (PE)

*PE helps students acquire the knowledge, skills and understanding they need to participate successfully in a range of sporting activities.*

Students learn to work in a variety of different ways: individually, in small groups and in teams. At Astley Cooper, we firmly believe that PE teaches students how to communicate effectively in a range of ways and also introduces leadership skills that are vital throughout life. All PE staff will encourage students to make regular physical activity part of their lives and to get involved in healthy physical activity regularly in school and in the community.

We offer a wide variety of sports such as football, rugby, gymnastics, netball, swimming, handball, athletics, cricket and rounders. We also have trampolines, table tennis facilities and five tennis courts.

At Key Stage 3, students take part in 4 lessons over two weeks.

At Key Stage 4, students are offered GCSE Physical Education. Students can choose from a variety of activities in which to participate in physical activities. Students will learn how to evaluate performance. They will also learn a range of theoretical topics including anatomy and physiology and health & fitness.

At Key Stage 5, we offer BTEC Level 3 Diploma in Sport. Three of the units are externally assessed, the remaining units are assessed through coursework. It teaches students practical skills such as coaching in the community and theoretical skills such as knowledge of how sport is run in the UK.

We also offer the extended Diploma which is the equivalent of three A Levels. Four of the units are externally assessed, the remaining units are assessed through coursework.

There are many extra-curricular opportunities for students in all years. We run a range of teams, which are entered into Competitions as well as friendly matches with a number of local schools. We always seek to reward our high achieving students and those that always work to the best of their ability. These students are invited on rewards trips.

### Opportunities to excel

- Teamwork - enables students to develop their self-knowledge, self-esteem and self-confidence
- We offer a range of leadership opportunities, such as leading in lessons and at clubs. Also leading a range of primary school events either hosted at Astley Cooper or off site.
- Competitions and matches inter and intra school - encourages respect for other people
- Consider the role of extra-curricular activity, including any run directly by students. We have a wide range of extra curricular activities on offer including traditional games through to baseball and yoga

**Subject Leader, Mr M Gatenby**

## PSHE

*The PSHE (Personal, Social, Health and Economic Education) and Citizenship programme is designed to:*

- meet the statutory requirements (sex education, relationships, mental health and careers and First Aid)
- develop students' understanding and analytical skills to be healthy, safe, enjoy and achieve, make a positive contribution to their community and country and maintain emotional well-being
- promote young people's well-being (physical and mental health, emotional, social and economic, education, training and recreation and protection from harm and neglect)
- develop students' core skills such as communication, leadership, working with others, metacognition and analysis, exploring other cultures and beliefs

### **If we are successful, our students will be:**

- able to develop and learn to live life well
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society
- independent thinkers able to formulate their own personal opinions and able to participate in activities in school and the local community
- be tolerant and accepting individuals who appreciate Britain's diversity and attitudes towards social justice

### **General Information**

- The lessons will be delivered to Year 7 twice a fortnight, and to Years 8 and 9 once a fortnight. Years 10 and 11 will have discussions and debates in form time as well as drop down day
- External workshops and practitioners will be regularly used to support the learning and the development of knowledge such as *Drugs Link*, training the students on alcohol and drug abuse
- All students will develop key transferable skills including literacy, numeracy and creativity

### **Citizenship**

PSHE explores the fundamental British values of students understanding different cultures, beliefs, current topics and themes in society. PSHE students develop an appreciation of identity and different values, and lessons enable students to gain an understanding in a safe and respectful manner. A current scheme of work explores the questions '*What does it mean to be British*' and '*What does it mean to be English*'. Enabling students to consider the current society they live in and what makes them who they are. Students are able to acquire a general knowledge of healthy eating and the environment, focusing on climate change. Students are challenged in their own personal opinions and behaviours to maintain a high standard of the values and tolerance.

**PSHE Co-ordinator, Mr A Moscovici**

## **Support for Learning (SEND Special Educational Needs & Disabilities)**

Astley Cooper School is an inclusive school which values each and every member of the school community, whilst striving to raise aspirations and attainment in partnership with all stakeholders. The Inclusions and Achievement Centre is an integral and vitally important part of the school. It is staffed with teachers and teaching assistants who work closely with the teaching staff, pastoral team, students and parents. Working together, we aim to meet the learning, communication, physical, emotional and social needs of students who need a little extra support to unlock their true potential.

One of the main strengths of the department is that all support staff know the students well and treat them as individuals in order to make them independent and successful learners.

### **How do we do this?**

- Working within subject areas modifying, differentiating and extending materials to meet the wide range of needs within the school. We advise on the needs of individuals and strategies for supporting the students
- Close liaison with parents/carers of students with Special Educational Needs and Disability (SEND). Some students are assigned a specific “Key Worker/Mentor”
- Liaison with outside agencies as and when considered necessary in order to address the educational needs of individual students
- Detailed records keeping of all students offered to individual students the termly monitoring

- Screening all Year 7 students on entry – cognitive ability test. These results then ascertain current work levels and put in place extra provision if necessary

- In class support or withdrawal for specific interventions as listed below, are all provided if the need arises:-

- as a short term measure for a particular concern
- long term as specified in a particular students Educational, Health Care Plan (EHC)
- general for groups with a small number of students who need a little extra help

- Consistent monitoring, assessment and observation of individual students causing concern to main stream staff. Students with EHC Plans and students on the SEN register, including vulnerable groups, have access to a teaching assistant/key worker

- Liaison with local primary schools and the pastoral team to support the transition from Key Stage 2 to Key Stage 3 in the summer prior to entry

- Yearly reviews/evaluation of support programmes and progress of individuals leading to individual action plans known as pupil profiles

**SENDCo/Inclusion & Achievement,**  
*Mrs L Lakhani and Mrs C Ockendon*

## **Travel and Tourism**

*This is a BTEC Level 3 National Extended Certificate course and is offered to students in Key Stage 5.*

The course is intended for students who wish to study the Travel and Tourism industry. Students will learn about how the industry contributes to the economy as well as examining the importance of tourism in the UK. Students also study and investigate the features and appeal of global destinations. This qualification can lead to further education at University as well as transferable knowledge and skill such as communicating and presenting ideas.

**Subject Leader, Mrs R Waters**

## Teaching Staff

### Headteacher

Mr E Gaynor, BA (Hons), MA, NPQH

### Senior Assistant Headteacher

Mr B Daddow, BSc (Hons), NPQH

### Assistant Headteachers

Mr T Lally, BSc (Hons), MA  
Mrs J Rourke, BA (Hons)  
Mr M Sui, BA (Hons)

### Associate Assistant Headteachers

Mr R Baker, BSc (Hons)  
Dr M Ryde, MSc, PhD  
Miss A Welsh, BA (Hons)

### Head of Sixth Form

Miss C East, BA (Hons)

### Heads of Year

Head of Year 7 Mrs J Goodchild  
Head of Year 8 Mrs D Buzzle  
Head of Year 9 Miss M Roberts  
Head of Year 10 Mr S Hall  
Head of Year 11 Mr J Stevenson

### Art Department

Miss R Padam, BA (Hons) Subject Leader  
Miss C Holmes, BA (Hons)

### Business

Mrs Lydia Nowak, Diploma

## Computer Science and ICT

Dr M Ryde, MSc, PhD

## Design and Technology

Mr S Elliott, BA (Hons) Subject Leader

## English and Media

Mrs N Protheroe, BA (Hons) Subject Leader  
Miss A Gilmour, BA (Hons) Second in Department  
Miss E Colfer, BA (Hons)  
Mrs L Dixon, BA (Hons)  
Mr L Footman, BA (Hons)  
Miss H Myers, BA (Hons), MA  
Miss M Roberts, BA (Hons)  
Mrs J Rourke, BA (Hons)  
Mrs S Wiles, BA (Hons)

## Food Studies

Miss G Hodges, BA (Hons), MA

## Humanities

Mrs R Waters, BSc Subject Leader  
Mr J Bowsher, BA (Hons)  
Mr A Burnaby, BA (Hons)  
Mr B Daddow, BSc (Hons)  
Mr J Fanning, BA (Hons)  
Mr C Hardy, BS (Hons)  
Miss A Welsh, BA (Hons)

## Mathematics

Miss N Siva, BSc (Hons) Subject Leader  
Miss S Fernando, BA (Hons) Second in Department  
Mr S Burgin, BSc (Hons)  
Mr P Govind, BA (Hons)  
Mr S Hall, BA (Hons)  
Mrs J Noquet, BA (Hons)  
Mr M Sui, BA (Hons)

## Modern Languages

Mrs T Babouri, BA (Hons) Subject Leader  
Mr A Moscovici, BA (Hons)

## Performing Arts

Mrs C Keane, BA (Hons) Subject Leader  
Mr H Benaziza,  
Miss J Dowell, BA (Hons)  
Mrs H Harley, BA (Hons)  
Mr A O'Grady, BA (Hons), MA, PME

## Physical Education

Mr M Gatenby, BSc (Hons) Subject Leader  
Miss C East, BA (Hons)  
Mr K Fallan, BSc (Hons)  
Miss A Hunt, BSc (Hons)  
Mr T Lally, BSc (Hons), MA  
Mrs S Lee-Dell, BSc (Hons)  
Mr J Stevenson, BEd (Hons)

## Science

Mr R Baker, BSc (Hons) Subject Leader  
Miss S-A Bowen, BSc (Hons)  
Mrs S Clyne, BSc (Hons)  
Mr J Culank, BA (Hons), MA  
Mr P Hart, BA (Hons)  
Mr A Khan, BSc (Hons)  
Mr A Parker, BSc (Hons)  
Mrs L White, BA (Hons)

## SEND

Mrs C Ockendon, BA (Hons)  
Mrs L Lakhani, BA (Hons)

## **Administrative Support**

Mrs L Dorey, *PA to Headteacher*  
Mrs L Cassidy, *Office Manager*  
Mrs C Ouston, *Admissions Assistant*  
Mrs J Wybrow, *Administration Assistant*  
Mrs J Merriman, *Receptionist*  
Mrs K Palmer, *Receptionist*  
Mrs J Houchin, *Post 16 Pastoral Support Administrator*  
Mrs M Ribot, *Cover Administrator*

## **Examinations Officer**

Mrs D Cansick

## **Finance & Premises**

Mrs A Catterall, *AlnstAM Dip School Business and Personnel Manager*  
Mrs L Millar, *Finance Administrator*  
Mrs C Wiseman, *Finance Administrator*  
Mr P Biswell, *Facilities Manager*  
Mr R Darling, *Residential Caretaker*  
Mr E Foster, *Assistant Caretaker*  
Mr B Nelson, *Assistant Caretaker*

## **ICT Systems and Data**

Mr G Brewer, *Network Manager*  
Mrs L Cassidy, *SIMS Support*

## **Student & Curriculum Support**

Mrs A Allen, *Attendance Co-ordinator*  
Mrs C Animashaun, *LRC Manager*  
Mrs D Cansick, *KS4 Mentor*  
Mrs D Buzzle, *Cover Supervisor*  
Mrs J Nethercoat, *BA (Hons) Cover Supervisor*  
Mrs S Davies, *Cover Supervisor*  
Mr J Dwane, *Cover Supervisor*

## **SEND**

Mr J Fanning, *Inclusion Teacher*  
Mrs N Green, *Inclusion Co-ordinator*  
Mrs A Woodward, *Achievement Mentor*

## **Teaching Assistants**

Mrs R Al Alousi, *Teaching Assistant*  
Mrs J Brown, *Higher Level Teaching Assistant*  
Mrs A Cooke, *Teaching Assistant*  
Ms K Chinn, *Teaching Assistant*  
Miss A Kempson, *Teaching Assistant*

## **Technician Support**

Miss S Alford, *ICT Technician*  
Miss M Kinimah, *Science Technician*  
Miss L Matthews, *Art & Design & Technology Technician*  
Mrs S Nazmi, *Science Technician*  
Mrs K Thomson, *Food Technology Technician*  
Mr L Welby, *Performing Arts Technician*

## **Work-Based Learning**

Mr R O'Brien, *Pre Apprenticeship Co-ordinator*

## **Governing Body 2020/21**

### **Elected Parent Governors**

Mr M Bagley  
Mrs J Beaman  
Mrs J Daltan-Ratray  
Mrs V Mazillius

### **Co-opted Governors**

Mrs A Catterall  
Rev A Janes  
Mr J Lee  
Mrs J Moore  
Mr R Tucker

### **Governors Appointed by the Authority**

Mrs K Halker

### **Head Teacher**

Mr E Gaynor

### **Elected Staff Governor**

Mr J Bowsher

### **Foundation Governors**

Mr G Cunningham  
Mr M Evans

### **Associate Governors**

Mr T Lally  
Mrs T Prickett  
Mrs C Turton-Ryz

### **Clerk to the Governors**

Mrs R Carl