



AYLESFORD SCHOOL WARWICK

Welcome to Aylesford School!

We aim to jump, leap and stride to greater and better things – all the time. We believe in turning potential into reality, in chasing dreams and reaching for the stars! If you believe in the power of teaching and the influence it can have on young lives then we are interested in hearing from you. Our values underpin our determination to create a positive learning environment. See our website for more on our *raison d'être*.

Location

Warwick is a town of international reputation, famous for its Castle and historic connections. The School itself is on the attractive southwest side, adjacent to the green belt and within easy reach of Leamington Spa, Coventry and Stratford-upon-Avon. Junction 15 of the M40 is less than a mile away and the School is clearly visible on the left on the approach to the town.



History

The School's origins go back to the late nineteenth century. It was moved from Leamington Spa to its present site in 1964 as a response to overcrowding and the need for modernising. It opened as a School for 400, mainly Warwick students. In time it became a six-form entry Comprehensive School, attracting students from a wider area. A large prestigious housing development near the School has increased numbers on roll from approximately 850 to 1,200+. We became an academy on 1st January 2012 as a result of our desire to become more independent and free to control our own destiny. The school, its staff and governors have been supportive and positive in moving to this new status.

From September 2015 we have incorporated a new Primary School Phase into our facilities and now operate as a 4-19 Academy. This is an exciting development as from September 2021 we are now operating as an all-through school with Reception children through to Sixth Form Students.



School Organisation

There are approximately 1250 students on roll, including a Sixth Form of around 130. The teaching staff numbers 74 FTE. The Headteacher is aided by a Deputy Headteacher and six Directors, who together form the Senior Leadership Team. The teaching staff play an active and important part in decision-making processes within the School, largely through, Middle Leaders Networks and staff meetings. Aylesford is open, honest and transparent in organisation, structure, ethos and culture.

Curriculum

The Primary Phase adopts a 'thematic' approach to teaching and learning, allowing for a broad and balanced curriculum. Class teachers plan termly units, demonstrating clear progression and opportunities to apply knowledge, skills and understanding across subjects.

In the Secondary Phase, teaching and learning in the first three years is based on a banding system, with two mixed ability in the majority of subjects. Groups are based largely on ability in English, Maths & Science in Years 7, 8 and 9. Foundation subjects are taught within the mixed ability bands. The curriculum at Key Stage 3 comprises:

Core

English
Mathematics
Science
Religious Education
Citizenship
PE
Geography
History

Art
Music
Drama
Information Technology
Spanish
Design and Technology – Product Design
Graphics
Textiles Technology
Food Technology



During Year 9, there is an extensive programme in which parents also play an important part to assist students in making informed subject choices at 14+. There is a wide 'Core' programme and a limited range of choice within the options system. The curriculum ensures that both breadth and balance are maintained for all until the end of Key Stage 4. The 'Core' subjects are as follows:

English Language and Literature
 Mathematics
 Science, Separate Sciences or Double Award
 Physical Education
 Ethics
 Personal, Social and Health Education

Students are then able to select four more subjects from the following:

History	Geography
Photography	IT BTEC
Spanish	Art
Music	Physical Education BTEC & GCSE
Graphics	Child Development
Religious Studies	Food Technology
Product Design	Drama
Psychology	Media
Textiles	

In Years 10 and 11, students follow examination courses, mostly leading to GCSE. The Sixth Form generally points towards GCE 'A' Level and VCE Advanced courses (Business and PE). We also offer the EPQ award to Sixth Form Students.

The curriculum is delivered by subject departments. School self-evaluation is a valued framework for all aspects of our work and includes a full Performance Management programme, work trawls, line management support and development planning.

Subjects are housed in curriculum areas where the clustering of classrooms ensures a team approach and helps a supportive ethos. We are constantly updating facilities and upgrading accommodation to ensure the best that we can for both students and teachers. The school is kept clean and tidy classrooms are well resourced through ICT; the site is a pleasant and attractive place to work.

CPD

The School is committed to the on-going development of its staff. There is a weekly CPD Programme, currently on Monday twilight that keeps staff up to date on key issues and asks them to explore developments in some depth. We consider active involvement in the teaching and learning process to be the best form of training and support teachers in their role. The staff are the most important resource of any school and we seek to promote an atmosphere that allows them to do their job well.



Business and Industry Links

Aylesford School has developed excellent links with local employers. Members of the local industrial and business community are often in School to provide their advice and expertise. Projects include:

Annual Day events focusing on History (Year 7) Citizenship (Year 9) International Day (Year 8)
Year 11 Mock Interviews
Year 10 Careers talks/Enterprise Days
Work Experience for Year 12 on request (including Foreign WEX placements
Sixth Form Industrial Conferences and UCAS
preparation Teacher Placements

Extra-Curricular activities/visits

The School offers a full range of extra-curricular activities.

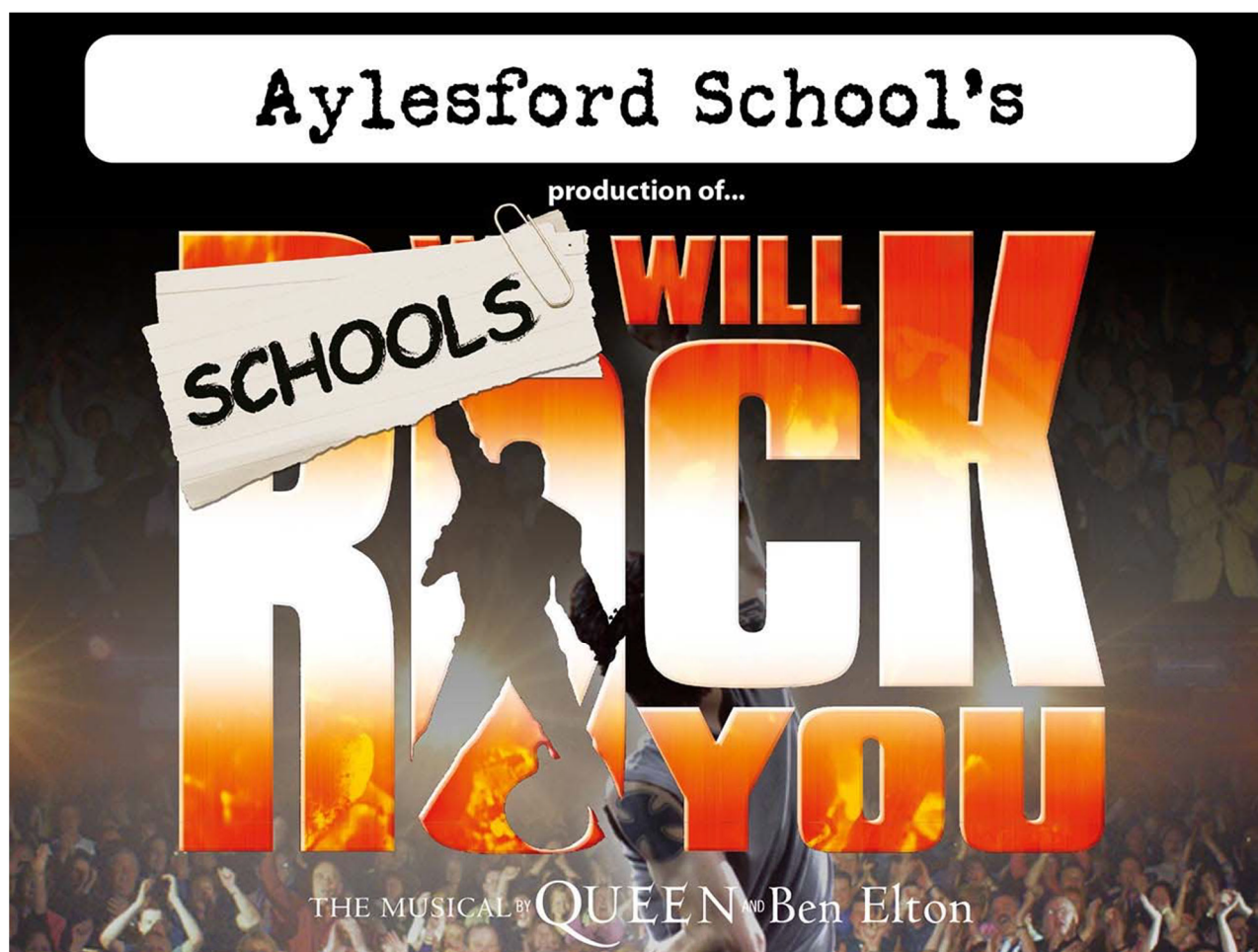
In the Primary Phase:

Sport	Music
Football	Drama
Multi-sports	Theatre visits
Dance	Eco-Club
School Council	School trips

In the Secondary Phase:

Sport	Music
Drama	Continental trips and visits
Skiing	Army courses
Activity Weekends	Theatre visits
Young Enterprise	Duke of Edinburgh Award
School Council	

Educational visits are a regular feature of the work in the majority of subjects and we place great value on residential visits that broaden horizons and help create an independent spirit!



Pastoral Care

Aylesford has a dedicated Director of Pastoral Care who oversees the pastoral systems including safeguarding and child protection. In the Primary Phase, The Director of Primary Education and Class Teachers have the responsibility for day-to-day management in social and educational matters including pupil progress. In the Secondary Phase, Heads of Year hold this responsibility. Classes/tutor groups are of mixed ability and a Personal, Social and Health Education programme is taught in all year groups.

School Council

The School Council consists of representatives from each Year. It regularly discusses all aspects of School life, it makes recommendations, and its views are often taken into account before decisions are made.

Aylesford Fund Raisers

There is a long-established and active fund raising committee which supports a number of School activities and which raises substantial sums of money for the School. Almost £5000 is raised each year by the combined efforts of students, parents and staff and the money raised is ploughed back into additional resources for the benefit of the students.

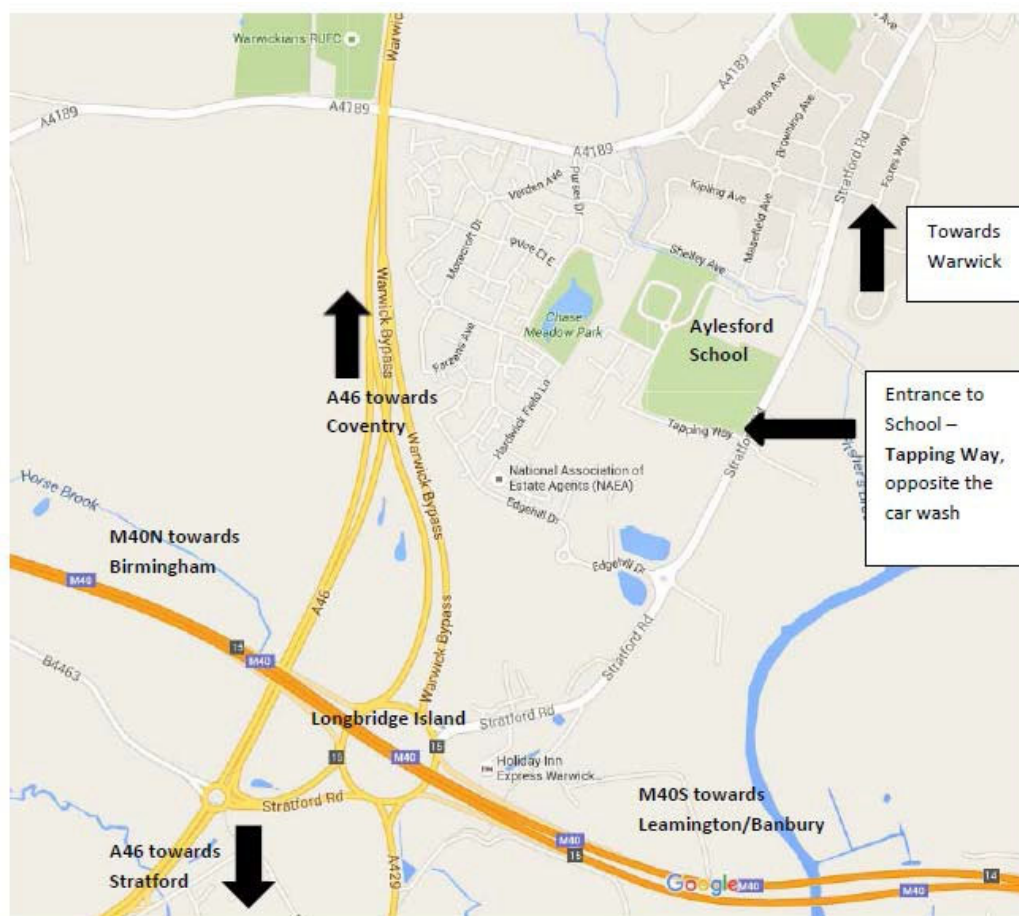
The Future

Aylesford is a thriving, energetic place to teach and learn. On the basis of demographic changes and planned housing development, the future of Aylesford School is assured. We look forward with excitement to the continuous challenges that will arise in the years ahead.



Aylesford School location:

Aylesford School Warwick, Tapping Way, Warwick, CV34 6XR



To find out more about our school visit www.aylesfordschool.org.uk

GCSE DESIGN AND TECHNOLOGY OCR

Overview:

The OCR Design and Technology course is designed for students who have an inquisitive and curious nature, those students who ask “Why? How? and Can it be improved?”

Those who are creative, who want to design, build and understand why Design and Technology is an intrinsic component in our everyday life's.

The course introduces students to the design process, graphic techniques, materials, manufacturing processes, environmental and sustainability issues, design movements and much more. There are two different pathways to follow for a GCSE in D&T. **Graphics** are for those students who enjoy working on packaging, promotional material and have an interest in graphic design and art. **Product design** follows a similar course but is more suitable for those students with an interest and desire to produce products in a range of different materials such as woods, plastics and metals.

It's important to note that the course and the exam both have a Math's element to them, the exam board understand and promote the importance of Math's in DT.

Design and Technology students will need an A3 plastic wallet, art/graphics supplies and the OCR revision/practice book.

Year 10

This year is a mix of two projects and theory.

Project 1 USB design/make and packaging. Students are asked to research, design and make a USB stick and the packaging and promotional material for it. This project builds on knowledge of materials, design skills, packaging and promotion, environmental issues, and CAD/CAM.

Project 2 Board Game. This project allows students to choose their medium: Pine or Card, the project then asks the students to research, design and build their own board game, box, playing surface and pieces etc.

Year 11

Year 11 is devoted to the NEA, Non-Examined Assessment: this takes the form of a research, design and make project and makes up 50% of the overall grade, the remaining 50% coming from the exam where the theory is covered throughout the two years during lesson time.

The exam board set 3 Design Challenges (projects) from which the students must choose one, from that point on the direction and outcome of the project/NEA is determined by the individual.

This subject would suit students who	This subject would suit students who
• Are creative, artistic and productive. • Want to build and manufacture products. • Like to take things apart and understand how they work. • Are interested in a career in Graphic Design, Engineering, Architecture, Fashion and Product Design. • Enjoy the workshop environment. • Relish a challenge	• Think Design and Technology is an easy option • Have little or no interest in Design and Technology. • Prefer subjects that are more prescriptive. • Struggle to be independent and self-motivated • May find it hard to be creative and imaginative.

Questions? **Speak to Mr Bainbridge**

DESIGN AND TECHNOLOGY

Qualification: A- Level (2 years)

Exam Board: WJEC Eduqas

About the course

Design and technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values

The course enables students to identify market needs and opportunities for new products, initiate and develop design solutions and make, test and evaluate prototypes. Students will acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture

Students should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on Science and Mathematics and those subjects they are studying alongside A Level Design and Technology.

Assessment

Component 1: Design and Technology in the 21st Century

Written Exam: 3hrs

Component 2: Design and make project, NEA (Non Examined Assessment.

Approx. 80hrs

For the practical element students will be expected to identify and work with a client, investigate design possibilities, then develop a design brief and specification. They will then have to generate and develop design ideas and mock ups followed by manufacture of a prototype, testing and evaluating

Entry Requirements

At least a grade 5 or above, in either Graphic Products, Product design, Resistant materials or Electronics products. Along with a good understanding in Maths and Sciences.

Higher Education and Careers

Any product design based course along with engineering degrees or higher level apprenticeships.

Additional Information

The course will be taught by Mr Bainbridge and Mr Thompson.

"Design is not just what it looks like and feels like. Design is how it works."

– Steve Jobs

"We cannot solve our problems with the same thinking we used when we created them."

– Albert Einstein