

ALAMEDA MIDDLE SCHOOL



INSPIRE • ACHIEVE • EXCEL

PROSPECTUS

2021 - 2021

Dear Parent/Carer,

Alameda Middle School is a popular and over-subscribed school where pupils enjoy their learning. They perform well above average for their age group in all subjects.

We want all pupils to be safe, happy and realise their potential; our committed staff ensure that there is a strong caring ethos at Alameda. We offer pupils outstanding opportunities including residential visits to activity centres and to France. There are extensive extra-curricular programs that run during and after school in areas such as PE, ICT, art and music.

At Alameda Middle School we offer a rich and varied curriculum, where pupils are inspired in their learning, can fulfil their potential and achieve high standards.

We have been accredited as a 'Values Based Education' school. We strive to reinforce the values of our school that in all that we do.

If you would like to visit the school and have not already done so, please contact the school office on 01525 750900 or e-mail office@alamedamiddleschool.org.uk

Miss M Warner

Headteacher



These are the 22 values chosen by all in our school



Alameda Middle School



Inspire – Achieve – Excel

Our Vision

‘Alameda is dedicated to offering an inspiring learning environment where all individuals are valued and everyone has the opportunity to achieve their best in everything they do.’

Our Aims

- Achieving our best in everything we do
- Engaging with and supporting the school’s values
- Collaboration and Community
- Preparing for the future



Development of our Aims



Achieving our best in everything we do

- Motivate and inspire our children through an excellent educational experience
- To provide a modern, innovative and challenging curriculum which is adapted to meet the needs of individuals and prepares them for their future.
- To set high expectations and high standards in all areas of the curriculum and extra-curricular provision
- Staff to have high aspirations and to set challenging targets for all pupils in academic areas
- For all members of the school community to do their best in everything they do
- For pupils to achieve high standards in all assessments and tests and to make excellent progress across their 4 years at middle school
- For attainment gaps to be closed between groups, including boys/girls, Pupil Premium
- For pupils to demonstrate clear progress from their starting points in maths and English
- To work with all pupils to build their resilience, self-esteem and confidence
- To develop and use the reward system effectively to motivate pupils in their learning and behaviour
- To encourage pupils to share and appreciate the achievements of others
- For emotional well-being to be strong within the context of a supportive and challenging learning environment
- For succession planning to be in place for staff, enabling everyone to achieve their best and develop their career
- The learning environment is modern, inspiring and supports learning for all



Engaging with and supporting the school's 22 values

- All members of the school community treat each other with mutual respect
- The 22 values are evident throughout the school community
- Providing strong pastoral care and a nurturing environment
- A courteous, caring and self-disciplined school community

Collaboration and Community

- To communicate with and treat all members of the school community with respect
- To engage parents fully in a learning partnership
- To keep parents and carers well informed about their child's progress
- To welcome members of the community into school
- Pupils are involved in decision making in school
- Pupils make a positive contribution to the school and wider community
- There are strong links and close collaboration with local schools
- Pupils are proud of their school and wider community
- The school is well respected in the local community

Preparing for the Future

- To ensure that excellent ICT facilities across the school enhance teaching and learning
- To continually look to the future and be aware of technical developments which will enhance learning
- To ensure that resources are used well to improve the learning experience
- To ensure pupils are prepared for their future happy and successful adult lives, with skills, knowledge, understanding, resilience, self-esteem and confidence
- To ensure that pupils are equipped for the next stages in their learning and ultimately the modern world of work, with the skills and attributes needed for success



Alameda is a purpose-built Middle School for pupils of all abilities from the ages of 9 to 13 years. Our intake of pupils comes mainly from our three feeder Lower Schools (The Firs, Russell and Maulden Lower Schools) and neighbouring villages. At the end of Year 8 our pupils move on to Redborne Upper School. In 2014 we increased our capacity from 600 to 720. By September 2019 we had become well over subscribed with over 740 pupils attending.

Restorative Practice, Promoting Positive Behaviour and Relationships

At Alameda we are committed to developing the practice of restorative practices. The roots of this are set in building positive relationships, fostered through individual conversations and whole class circle times. Concerns are discussed in a restorative manner, where principals such as seeking to understand before seeking to be understood and ensuring adults connect before they correct are key.

We provide an environment which is calm, welcoming and supportive to enable pupils to do their best. We promote good behaviour ensuring that all children have a clear understanding of our high standards, relating to our values. Children are expected to respect all members of our school. The attitudes and behaviours that we foster in our pupils is a strength of the school.

Bullying

All pupils are made aware that bullying in any form will not be tolerated at Alameda. We have produced an 'Anti bullying guide' for pupils and parents which is available on the website.

All staff are aware of the impact of bullying and, if it happens, it is dealt with firmly. We encourage everyone to report bullying incidents as quickly as possible so that issues can be resolved.

Enrichment

The curriculum is enhanced in a number of ways; through visits, activities and after school clubs. In history pupils enjoy a variety of special days such as Victorian School Day and Greek Day,

Approximately 30% of our pupils learn an instrument in school. Some progress with their instrument from Lower School, whilst others have the opportunity to take up a new instrument when they join us. We have a variety of music clubs which operate before, during and after school, where pupils may come to play their instrument together.

If your child has an interest in art, a range of lunch time clubs operate throughout the



year for pupils of all abilities including subject excellence. Pupils' work is exhibited annually and portfolios of work are displayed at our various open evenings.

In addition to the wide range of sporting activities offered as part of the PE curriculum, a large number of clubs operate during and after school. Pupils of all levels of abilities are encouraged to attend these clubs.

Organisation

The school is organised on a year group basis with six mixed ability classes in the care of a Year Leader.

The Form Teacher is initially concerned with both the academic progress and the pastoral care of the child whilst the Year Leader has overall care and responsibility. Subject Teachers and Subject Leaders liaise closely with pastoral staff on the academic progress of the child throughout his or her school career. In undertaking the pastoral responsibility, close links exist with the, Deputy Heads as well as the Headteacher

Year 5

Close liaison exists with our feeder Lower Schools to ensure that the transfer and continuity of pupils' progress is as constructive as possible. Children are allocated to form groups in terms of ability and gender to ensure that all classes have a full and equivalent spread of ability. With children mainly transferring from just three feeder Lower Schools, it is school policy to avoid having any form group with a majority of children in the class from one particular Lower School. We try to ensure that Year 5 children largely work with Year 5 teachers. Specialist teaching in certain subjects such as PE, art, design technology, and music is introduced.

House System

On entry to the school, all children are placed in one of the following four houses: **Aragon, Castile, Leon, Navarre.**

Inter house events take place throughout the year, these as well as merits awarded to individual pupils contribute to their house total.

Year 6

All form teachers have contact with their pupils for one or more subjects. For the most part, Year 6 has specialist teaching. Setting is used in English and mathematics. Pastoral and academic links are maintained with class and subject teachers. Key Stage 2 tests in maths and English take place early in the summer term.



Year 7

Key Stage 3 begins in Year 7. Pupils have their own form tutor who looks after their pastoral needs and oversees their academic progress, but the pupils are taught mainly by specialist teachers.

Year 8

In Year 8 pupils maintain contact with their form tutor, but are taught mainly by specialist teachers whilst setting continues in mathematics and English. Tests in English, maths and science take place in the final half term of year 8 and the results are sent to Redborne. To ensure transfer is as smooth and successful as possible, a close liaison exists between the upper school, Year 8 staff, subject leaders and form tutors. Meetings take place regularly and prospective leavers visit Redborne before the end of the summer term to meet their new form tutor and to familiarise themselves with the buildings and procedures.

Making the Transfer to Alameda

We like to make the transfer from Lower school to Middle school as seamless as possible so that the pupils settle in quickly, feel happy, safe and secure and move forward with their learning.

To prepare the pupils for the move we have introduced a range of activities in order to familiarise pupils with Alameda, so they are well prepared and know what to expect and are confident when they join us in September.

Early in the summer term the Year five leader, together with Year 5 pupils visit each lower school to talk about Alameda. This gives the lower school children the opportunity to ask questions and talk about any worries they have about the transfer.

Hopefully when your child starts Alameda in September they will feel very much at home and know just what to expect so they settle in very quickly.

If any pupil is showing signs of extreme worry or are likely to just take a little longer to feel settled, they will be invited to an extra 3 short visits where they will work on making new friends and developing their knowledge of the school further.

In addition to the days spent in the classroom year 4/5 pupils compete in a sports event. Teachers from both the middle and lower school are present on the day. As parents or carers you are invited to come and watch.

Prior to the end of term we invite year 4 pupils and their parents to a short evening presentation. Parents will have the opportunity to meet members of the year 5 team and other key members of staff.



Later Transfer to Alameda

If your child is joining the school part way through the four years, we also try to make this move as smooth as possible. Your child will be offered the opportunity to look around the school with you and also given the chance to have a 'taster day'. A buddy from the class they will be joining will look after them for the day taking them to lessons and introducing them to other class members.

Art and Design

The art and design department encourages each pupil to foster an awareness and enthusiasm for art and design, to develop pupils' self-esteem and to celebrate success.

Art and design engages us in highly creative and interrogative learning, where the process and what is learned on the way is just as important as the final product. At Alameda, we encourage individuality and self-discovery, helping pupils to learn ways to express their thoughts and ideas through the development of skills, techniques and styles. Art and design teaches transferable skills: creative thought and action, skills in planning, time management and problem solving to name but a few. Our pupils learn in a variety of ways. These styles include: collaborative learning in small groups or pairs, one to one learning, whole class and independent learning and peer and self-assessment.

Pupils have one lesson per week and are taught in mixed ability form groups. Pupils develop their skills in Key Stage 2 (KS2) through exploring and developing ideas, investigating and making art, craft and design and evaluating and developing work. In Key Stage 3 (KS3), skills are developed through exploring, creating, understanding and evaluating.

Art and design is taught in a specialist art room with a kiln. Pupils experience a wide range of materials, media and techniques and produce a variety of outcomes including three-dimensional, textiles and large-scale work.

Pupils' successes are celebrated around school and in the local community in a variety of ways. Pupils are asked to design the front cover for the programme of the 'Amphill Festival' which takes place every summer, parents, friends and family are invited to celebrate pupil achievements.



English

The English department is proud and enthusiastic about the delivery of this key subject. We aim to develop the intellect and spirit of our pupils, to encourage individual thinking and to supply them with a sophisticated level of critical ability. The English department at Alameda Middle School has high standards and expectations. We include many interesting and challenging schemes of work.

We aim to provide pupils with the life-skills they need for their adult lives whilst achieving a high level of academic success. We aim to develop the knowledge and skills of our pupils, accessing opportunities for learning through a wide variety of texts: from classic Shakespeare to modern film. Reading and writing are paramount to the English department, but speaking, listening and drama are incorporated into the essential skills we teach and promote.

At Key Stage 2, pupils have 6 lessons per week and in year 6 they are taught in sets. Year 6 pupils are prepared for their English SATs tests. In writing lessons, pupils focus on a variety of text types as well as spelling, punctuation and grammar. We teach pupils how to write appropriately for a range of audiences and purposes. Reading tasks include typical comprehension tasks and also analysis of texts on a deeper level, through developing an understanding of the writer's craft and by supporting views with textual evidence.

Key Stage 3 English classes are taught in sets. KS3 pupils have four one-hour English lessons per week and are taught to develop more sophisticated skills, directly preparing them for Key Stage 4 (GCSE English). Pupils are taught to become more critical and analytical readers: they develop a sophisticated essay style in which they provide textual evidence to support their viewpoints. Pupils are encouraged to read a wide-range of texts including classic literature (Shakespeare, Poe) and more modern texts and text-types including film, media and more modern authors. Writing units explore text types in detail, and pupils identify and learn features and techniques to ensure their writing is effective and appropriate.

History

The history department aims to provide pupils with an experience of history that will inspire their curiosity and enable them to gain an understanding of the past, with relation to themselves, their local community and the wider world. A range of teaching and learning strategies are used to engage the pupils including group activities, role-play, independent research, discussion, peer assessment and project work.

At Key Stage 2 pupils are taught in mixed ability groups and have one lesson per week. History lessons develop pupils understanding of chronology, their knowledge and understanding of events, people and changes in the past, their historical enquiry skills,



and how people interpret the past in different ways.

At Key Stage 3 pupils are taught in mixed ability groups and have three lessons per fortnight. History lessons develop pupil's skills of historical enquiry, using evidence and communicating about the past through a thematic approach based on the study of power and democracy, conflict and co-operation, empires, movement, settlement and lives, beliefs and attitudes. As pupils study these themes they will learn how to identify change and continuity within and across different periods of history, the cause and consequence of historical events, the understanding of diversity, the significance of key people and events and why there are different interpretations of the past.

In Year 8 history is taught as combined humanities, with the same teacher for both history and geography. This allows additional time for pupils to explore subject matter at a deeper level as they are able to have a larger number of lessons per week on a topic.

Geography

In geography lessons pupils develop enquiry skills to study places: the human and physical patterns and processes which shape them and the people who live in them.

Pupil experiences in lessons are diverse: a range of teaching and learning approaches are used: whole class mixed ability lessons, individual assignments, partner work, group exercises, role play, drama and discussion, with self and peer assessment being used alongside formative and summative assessments.

At Key Stage 2 pupils are taught in mixed ability class groups for one hour per week. Pupils are encouraged to be conscious that all the skills learned in other lessons are widely used and practiced in geography.

In Key Stage 3 geography is again taught in mixed ability class groups for three hours per fortnight. KS3 builds upon the pupils' experiences from Key Stage 2 and expands to include development of their knowledge and understanding of the changing world; especially sustainable development and environmental change. Through their lessons pupils are encouraged to develop their thinking skills and geographical enquiry skills and also, through empathy realise that other people may have a different point of view to their own. Many modules incorporate a fieldwork element that can be facilitated by working around the school and its immediate environment. Themed days are incorporated where possible to enhance pupils' enjoyment, which includes dressing up and handling artefacts. Visits from outside speakers are arranged where appropriate.

In Year 8 pupils have the same teacher for both history and geography. This allows additional time for pupils to explore subject matter at a deeper level as they are able to have a larger number of lessons per week on a topic.



Science

Science explores the wonders of the world through the study of living things, materials and physical processes. It aims to develop pupils understanding to become scientifically literate and be able to face the future needs of modern society.



Science is taught in a variety of ways to suit both the class and the individual. There is a large emphasis on practical experience within lessons, ensuring learning is both engaging and effective, whilst using individual, paired and group work, discussions and questioning, as well as self and peer assessment. The science department has three laboratories.

At Key Stage 2, pupils have 2 lessons per week taught in mixed ability groups. Pupils are guided to develop an understanding of science through various topics and to gain practical skills that will allow them to move forward in their science education. Working scientifically skills are a theme throughout all topics encouraging pupils to plan their own experiments and present their results appropriately. There is also a popular lunchtime science club where students have the opportunity to undertake practical tasks they would not necessarily do in their lessons.

At Key Stage 3, pupils have 3 lessons per week taught in mixed ability groups. The principle aim is to develop a deeper understanding of a range of scientific concepts in the discipline areas of biology, chemistry and physics. Pupils are encouraged to relate their understanding to phenomena in the world around them and make connections in their learning between different topic areas. There is a focus on developing the pupils investigative skills, including criticising results and evaluating both evidence and the experimental method.

Values: PSHCE, RE and Careers

These important and frequently linked lessons are taught as a combined subject called “values”.

Personal, social, health and citizenship education (PSHCE.) aims to help pupils’ lead confident, healthy and responsible lives as individuals and members of society. This is achieved through work in lessons as well as a wide range of activities across and beyond



the curriculum. Speaking and listening, discussion, debate, role play, research, team work and leadership are some of the skills that pupils will experience and learn to use in what is predominately an interactive subject area.

During Key Stage 2 pupils will develop an understanding of themselves as young, unique, individuals who have an important role to play as members of their communities. We want our students to develop self-confidence and responsibility so that they are able to make the most of their abilities and use the knowledge acquired to make healthy, safe, informed choices as they approach adulthood.

Curriculum enrichment is made through using outside speakers, theatre groups and school visits.

Religious education encourages students to explore and express their own responses to religious and human experience, and it aims to develop a positive, caring and understanding attitude towards those who are different, whether on grounds of religion, race, or gender.

Within the guidelines of the Bedfordshire Agreed Syllabus for Religious Education, pupils are prompted by written, spoken and visual material, and refine their thoughts and opinions through discussion, role-play, drama, written assignments or art work as appropriate.

As pupils are able, they will progress from describing the beliefs including practices of different faith groups; they will explore the reasons for the beliefs and the meanings of the practices, comparing and analysing the similarities and differences between faiths. In the case of the most able, they may start to link ideas common to different faiths, and to synthesize their own beliefs and ethical systems.

Whilst we encourage a wide understanding of religious teaching, parents do have the right to withdraw their child from RE and collective worship. If they wish to do so, they must apply in writing to the Headteacher.

Community Time

In order to support our commitment to Restorative Practice, an hour per week is dedicated to community time. This involves whole class discussion and relationship building. Topics covered are linked to the PSHCE curriculum, they are also dictated by current needs and events.

French

The Modern Foreign Languages (MFL) department aims to provide students with a unique experience of languages that enable pupils to get an insight of different cultures, to think



creatively and to be able to communicate in 4 language skills (listening, reading, writing and speaking). In lessons, varied activities are included; textbook exercises, songs, games, as well as access to website materials. This ensures that all learners reach their potential.

At Key Stage 2, pupils receive one lesson per week in mixed-ability classes. The Expo course builds on language work undertaken at lower school. Emphasis is placed on teaching the necessary skills for successful listening, speaking and reading at the appropriate level.

At Key Stage 3, pupils continue to be taught in mixed ability classes. In Year 7, they are taught French for one hour a week and in Year 8, for two hours a week. They are introduced to key grammatical concepts, and more emphasis is placed on writing, including using the Studio 2 course books. Pupils have access to online activities to consolidate their learning. All teaching at Key Stage 3 is delivered by a specialist French teacher.

A range of extra-curricular activities has been offered by the MFL department to enthuse students to develop their language skills in real life situations. Pupils have been able to participate to the French trip to the château de la Baudonnière in Year 8.

As part of the year 8 options module, pupils may choose to study Spanish as well.

Mathematics

Mathematics is taught with the intention of giving pupils the numeracy skills that they will need in the future, as well as providing them with the ability to approach, represent, interpret and solve problems in a range of contexts. Mathematics is taught through investigation, direct teaching and rehearsal of methods (both mentally and in writing). Children are encouraged to develop their ability to talk about their learning and question each other in whole class and small group work as well as working independently.

Pupils in Year 5 are taught an hour of mathematics every day. In year 6 they have 6 lessons to prepare for the end of Key Stage 2 assessment. Pupils learn to refine their methods of calculation; extending their understanding of number (including decimals, fractions and negative numbers); to describe and visualise geometric shapes and to collect and interpret statistics. Using and applying mathematics is a key part of the curriculum and children learn to consider the use of their skills in everyday situations as well as in unfamiliar mathematical contexts. Pupils in Year 6 prepare for national tests. Children are taught in bands to enable teaching and support to be focused at particular levels. Some pupils may be offered extra tuition in small groups across the full range of abilities.

Pupils in Years 7 and 8 are taught mathematics for four hours each week. Learning is extended from the work completed in Key Stage 2. Children have time to rehearse key



skills to enable them to access all areas of the subject. Work continues to develop calculation, number, geometry, measures and statistics. Algebra is introduced as a discrete area of mathematics. Pupils in Year 8 prepare for exit tests. Children are taught in ability sets across two bands to enable teaching and support to be focused at particular levels. For pupils who fail to achieve the national standard at Key Stage 2 there are focussed small groups to enable them to work on areas of weakness.

Where appropriate, pupils have access to computers, particularly for geometry and data handling. A range of maths clubs are available for all pupils.

Music

Music is a unique art form that can have a very positive impact on the life of the school



and the life of each individual in it. Music endeavours to offer the pupils the opportunity to develop their ability to perform and compose music with understanding and to listen and appraise music including knowledge of musical history, our diverse musical heritage and a variety of other musical traditions.

In Key Stage 2 pupils receive one hour of class music taught in mixed ability form classes. Pupils will have the opportunity to control sound made by the voice as well as a variety of tuned and un-tuned percussion instruments. They will play and sing (by ear, from signs and symbols which define musical elements), memorise and internalise songs and musical ideas and develop the necessary skills and concepts to perform rhythmic and melodic patterns whilst engaged in musical activity.

Key stage 3 pupils will continue to perform with others whilst developing an awareness of audience venue and occasion. Through controlling sound they will develop the ability to sensitively perform music. They will compose in response to a variety of stimuli and explore resources such as the voice, instruments and ICT and to select, create and organise them into music.

We have one large teaching room and 3 satellite rooms allowing for group work. We are very proud of our extra-curricular provision. Through Inspiring Music and private instrumental teachers we are able to provide instrumental lessons on all orchestral instruments, drums, voice and guitar. We run many clubs to support and extend our talented musicians. These can vary but some of the groups include; wind ensemble for



beginner wind players who are then able to move up into wind band, brass group and string orchestra for our younger string players, Alameda strings for more advanced pupils, recorder group, and choirs for KS2 and KS2.

Music is enjoyable and we hope pupils develop a lifelong interest and love of music for its own sake.

Design Technology

The design and technology (D&T) curriculum enables all pupils to develop practical and technological skills in order to create products and systems that meet a particular need. The creative and design process is at the heart of the subject and pupils' development is encouraged by being engaged in practical activities which combine designing, making and evaluating.

The school has a purpose-built technology department including a fully equipped food room and spacious product design room.

Pupils experience the three main areas of design technology - food, textiles and resistant materials in all year groups. They are timetabled on a rotational basis in mixed ability groups and receive one hour of DT each week, except in Year 7 when they have 3 lessons per fortnight.

All design technology courses follow the National Curriculum strategy, which requires pupils to build knowledge and understanding through Design and Make tasks, gaining independence to explore the subject further as they progress.

Food technology provides a broad spectrum of experience in practical and theoretical work covering aspects of health, hygiene and nutrition. Designing and making tasks are used to further pupils existing skills and encourage an investigative approach to food in terms of quality and function. In textiles we provide a broad introduction to the subject; building on experience gained in lower years. Studies in both Key Stages cover properties of fabrics and yarns. Practical skills are developed through focused 'design and make' tasks which include the use of the sewing machine. Product design provides a breadth of practical and theoretical experience covering aspects of graphics, electronics and the environment.



Computing

Computing is changing the lives of everyone. Through teaching computing, we aim to ensure that our pupils acquire a range of skills and understanding; this will enable them to take their place in a world where developments in technology are so fundamental that they alter our work, our culture and our education system. Through computing pupils should acquire not only the skills required by particular



software but also skills required in different parts of the curriculum. The skills will be refined and developed throughout their school life and on into the world of work.

All pupils in Key Stage 2 receive one hour of computing per week, which is taught in mixed ability form classes. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of IT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use IT to best effect, and to consider its implications for home and work both now and in the future. They explore their attitudes towards IT, its value for themselves, others and society, and develop an awareness of the advantages and disadvantages of its use.

All pupils in Key Stage 3 receive one hour of computing per week, which is taught in mixed ability form classes. In Key Stage 3 pupils use IT to find, develop, analyse and present information, as well as to model situations and solve problems. They collaborate and exchange information on a wide scale, and understand how to use IT safely and responsibly. Increased capability in the use of IT supports initiative and independent learning, as pupils are able to make informed judgments about when and where to use IT to enhance their learning and the quality of their work.

The school has 2 computer suites of 32 PC's forming a network. Laptops are available for use by other areas of the curriculum. All computers can access the internet. Most classrooms have an interactive white board and/or a digital projector to enable IT to be used in all areas of the curriculum.



Physical Education

Through physical activity the department seeks to promote sport for all and cater for special needs as well as provide access to as many activities as possible to allow pupils to participate and make an educated choice for later life. We also strive to educate pupils to cope with success and failure as well as encourage co-operation, integration and tolerance.

Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness as well as personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

We encourage progression in PE which is achieved in different ways. Pupils are given the opportunity to plan/refine/evaluate activities to widen their understanding and knowledge. They are also given the opportunity take on different roles such as score keepers, refereeing/umpiring. This empowers your child with the ability to carry out and monitor personal programmes for a healthy and enjoyable lifestyle.

Pupils in Years 5 and 6 have two, one hour lessons, per week and are taught in mixed ability form groups. They may work in gender groups during games based activities.

In Years 7 and 8 pupils also have two, one hour lessons per week and are taught in gender groups.

As a PE Department we are aware of our sporting community. We commit time and resources to offering a range of extra-curricular opportunities both in school and out of school time. Pupils who display talent or interest in a certain activity are guided towards their local club. Links have been made with a number of local sporting clubs.

We work closely with the upper school to provide further opportunities beyond the taught curriculum



Individual needs

In some subjects the needs of the individual are met through setting or banding of classes. Where pupils are taught in mixed ability classes, the work is differentiated to address the needs of the less able and more able within the class.

Children with Special Educational Needs (SEN) - Whilst all pupils follow the National Curriculum, some pupils receive additional learning support. This may be from a teaching assistant within the class or through interventions tailored to meet specific needs. Some pupils may at times work in our Learning Support area either individually or in a small group. We also offer bespoke curriculum packages to those with the highest level of need. In addition, we recognise that many pupils with SEN require support at break / lunch times and as such have a program of activities to assist in meeting their needs. Regular monitoring of pupils with SEN takes place and liaison regarding a child's progress takes place through review meetings, parents' evenings and annual reports. For those with EHCPs/SEN plans, there are additional review points to ensure that support continues to reflect and meet their needs.

Most Able and Talented - the school maintains a register of all such pupils. Pupils who are the most able or talented are encouraged to develop their talents by attending the various extra- curricular clubs that are provided by the school. There are very good provisions at Alameda for pupils who are talented in sport or music.

Homework

The nature and amount of homework varies according to the age and individual needs of the pupil and the activity being undertaken.

Homework, at its best, is seen as helping young people to work, think and learn independently, and some of our aims when setting it are to:

- develop a pupil's ability to work alone, be self-motivating and well organised
- develop skills of researching
- extend work being done in class
- encourage the habit of reading relevant information and stimulate enjoyment of reading
- develop and establish the habit of a regular work routine
- develop and sustain an effective partnership with parents/carers, keeping them informed of the work pupils are doing in class

A variety of homework tasks are provided. Some revise or reinforce what has been learned and some will be preparation tasks leading into the next lesson / area of learning.

Staff are conscious of the fact that homework tasks need to be worthwhile and that, at



this age, children often have many outside interests which they and their parents are keen for them to follow.

At Key Stage 2 pupils will receive homework in maths and English as well as be expected to read aloud at least three times each week.

At Key Stage 3 pupils will receive homework across most areas of study. Homework will be recorded on the learning platform, where there may be other resources to support your child's learning.

All homework tasks are recorded on "EduLink One" to which parents have access and can see the tasks set.



Home/school planner

Each pupil is provided with a home/school planner at the start of the school year, in which all homework should be recorded. The home/school planner is also the means for communication between home and school and the diary should be signed each week by parents and the pupil's form tutor.

School Library

The school has a well-equipped, attractive library of which all pupils become members on entry to the school. The library contains a wide range of fiction and nonfiction books, most of which are available for borrowing. The loan system operates on a computerised resource management system, called Eclipse.net which is accessible via the school website. In addition the school buys into the Local Authority's schools library scheme and is able to borrow a number of different project collections each term to support the various topics taught. Pupils are allowed to borrow two books at any one time. The library also contains leaflets and advice booklets on careers, a range of current magazines and various books and magazines to encourage the more reluctant readers as well as a small selection of books in French.

Library resources are organised on the Dewey system, which is the method of classification favoured by Public Libraries. Pupils have specific library lessons



during the year with the Library Manager, when they are taught how to use the system efficiently.

Our Library Manager knows her stock well and always finds time to talk to pupils, discuss what they have read and advise them on further suitable reading material. The library is also open each lunchtime for pupils who wish to read quietly, play chess, read magazines or use the computers during their lunch break.

Book Fairs are held twice a year. Pupils have the opportunity to choose and buy from a range of books. The commission received by the school is used to buy additional stock.

Parent Teacher Association (PTA)

Alameda has an active Parent Teacher Association which is run by a committee of parents and staff elected at the AGM in the autumn term. The PTA is a very important part of school life. They organise a wide range of fun and fundraising activities for pupils and parents throughout the year. The money generated is gratefully received by the school and provides for a range of additional equipment/activities etc which benefit all pupils in the school.

In addition, members of the PTA provide valuable support to school activities for example by organising and providing refreshment at parents meetings, music concerts and discos.



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