



ST ALBANS
SCHOOL

Third Form & Middle School Curriculum

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PREFACE

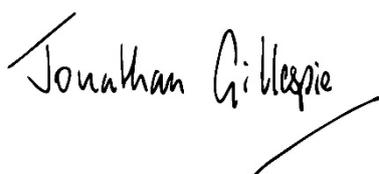
The Third, Fourth and Fifth Forms are a crucially formative time in a pupil's academic career. In the Third Form pupils are grouped into between six and eight forms in which those boys who have just joined the School are fully integrated with those already here. All pupils will already be working on (I)GCSE courses in the core subjects of English, Mathematics and Science and it is the time when important decisions have to be made about which optional subjects to take at GCSE. Because these decisions will have far-reaching effects, we feel it important to ensure that pupils base them on experience of a wide range of subjects. The curriculum in the Third Form, therefore, is more crowded than in any other year, and pupils will notice a marked increase in the amount of work they have to do.

It is also, of course, the time when the changes which adolescence brings are likely to make themselves felt, and when close and careful pastoral support and good communications with parents are invaluable.

In the Fourth and Fifth Forms, pupils are working towards the GCSEs and IGCSEs which will open the gate to a Sixth Form career, and ultimately to higher education. To have a realistic chance of success at A Level, a pupil needs to have demonstrated some aptitude for academic study at GCSE.

To enter the Sixth Form at St Albans School, we expect pupils to obtain an average of 6.6 in their GCSEs. Maths and English Language must be passed at grade 6 or better. They will need to obtain grade 7 or better in the subjects to be studied at A Level.

In the pages which follow, the curriculum during these vital years is described in detail.

A handwritten signature in black ink that reads "Jonathan Gillespie". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

Jonathan Gillespie
Headmaster

INTRODUCTION

St Albans School offers a broad curriculum with the opportunity for pupils to select an individual pathway whilst maintaining a rigorous academic core. This booklet describes the current provision for the Middle School.

Aims of the Middle School Curriculum:

- To develop imaginative, enquiring, and informed minds.
- To promote personal excellence in the pursuit of a wide range of academic, sporting, recreational and cultural activities.
- To develop metacognitive skills through our Learning to Learn (LTL) programme.
- To provide opportunities for self-expression and aesthetic appreciation.
- To develop moral and spiritual values and a respect for other cultures.
- To provide a balance between the various areas of learning and to allow an informed choice for further study.
- To connect learning through the application of knowledge, strategies, skills and values.
- To provide a rich and stimulating environment which encourages a wide range of teaching and learning styles.
- To provide carefully defined schemes of work which allow for differentiated teaching to cater for the varied needs of the pupils.
- To be sufficiently broad to enable pupils to develop their special interests through and beyond GCSE with a view to A Level courses.
- To provide a diagnostic assessment of skills and aptitudes related to further study and future career.

In common with the curriculum in all sections of the School:

- To promote the pupils' intellectual, moral, physical, social and spiritual development and prepare them for future opportunities, responsibilities and experiences.

SCHEDULE OF PERIODS

THIRD FORM

Subject		Subject	
Biology	2	Mathematics	3
Chemistry	2	PE & Games	3
English	3	Physics	2
Geography	2	Religion, Philosophy and Ethics	2
History	2	Learning to Learn	1
Options 1-4 ^[1]	8	Total	30

[1] For the four options, students have a choice from: Art, Computer Science, Design & Technology, Drama, French, German, Latin, Mandarin Chinese, Music and Spanish. One option must be a modern foreign language.

FOURTH FORM & FIFTH FORM GCSEs

Subject		Subject	
English Language and Literature	5 (3)	GCSE Option 1	3
Mathematics	4 (3)	GCSE Option 2	3
Biology	2 (3)	GCSE Option 3	3
Chemistry	2 (3)	GCSE Option 4	3
Physics	2 (3)	PE & Games	3
		Total	30

Figures in brackets refer to the Fifth Form, if the allocation changes from the Fourth Form.

For the four optional GCSEs, students have a free, but guided, choice from: Art, Classical Greek, Computer Science, Design & Technology, Drama, Economics, French, Geography, German, History, Latin, Mandarin Chinese, Music, Physical Education, Religious Studies and Spanish.

One option must be a modern foreign language.

ART

In Art, pupils are encouraged to make independent decisions and be self-aware. They learn how to be resilient in exposing their creations, to accept feedback and to work in teams, enabling them to become good communicators.

In the Third Form, pupils who choose Art are able to build upon what they have learnt in the first two years, gradually becoming more independent, innovative and creative artists. They are taught in classes no larger than 16 and gain experience of the varied nature of Art and Design. The syllabus covers two main areas: *understanding* – recognising and understanding the art of the past and present and acquiring the knowledge to respond critically to Art and Design in an informed manner; and *investigation* – the making of art objects, involving the exploration of specific artistic concepts and subject matter.

In the Fourth and Fifth Forms, pupils follow a structured GCSE course in which many areas of Art and Design are explored. The course can be subdivided into four main areas: *Observation* (involving drawing and recording from direct observation, for example still life and landscape); *Thematic study* (work which is inspired by a common theme - candidates are encouraged to use their creative imagination to the full in this area of study).

Techniques/materials (an understanding of art techniques and materials); *Critical/historical* (a study of an artist's or a designer's work to gain a deeper insight into a specific area of Art). Pupils maintain a coursework sketchbook and portfolio, and a formal exhibition is held at the end of the Fifth Form where students are assessed on the work displayed.

COMPUTER SCIENCE

In the Third Form, topics cover a broad Computer Science education as well as laying the foundations for further study at GCSE and beyond. These include a detailed examination of computer hardware, including the use of logic gates and assembly language; security aspects including malware and cybersecurity; flowcharting; artificial intelligence and high-level programming with Python. Pupils' experience of these topics should give them a clear idea of whether or not they would like to continue the subject to GCSE.

The IGCSE, studied from the Fourth Form, develops all these topics further and is divided into the Theory of Computer Science and Practical Problem-solving and Programming. A Level Computer Science is also offered.

The aims of the IGCSE course are to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required;
- understanding of the main principles of solving problems by using computers;
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems;

- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people;
- and the skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

Computer Science club offers the opportunity to explore aspects of the subject that pupils won't meet in lessons. Topics vary by term and year group but include Raspberry Pi projects and coding for the National Cipher Challenge.

DESIGN & TECHNOLOGY

At this stage, the study of Design and Technology is optional. Those pupils who continue their study of the subject throughout the Third Form will have two periods a week. They continue to gain experience and develop their knowledge and understanding of materials, electronics and communication techniques and extend their problem-solving capabilities with emphasis placed on growing independence, creativity, originality, and quality. We move forward to cover some elements of the GCSE courses and the Third Form should be seen as an important foundation year. The students will work through a range of design and manufacturing modules alongside specialist teaching staff undertaking more challenging tasks that continue to develop and hone their designing and manufacturing skills.

With the understanding gained throughout the year, the students should be able to decide if they wish to continue with Design Technology through to GCSE. Design and Technology extends through to the A Level course, which is often coupled with career aspirations in the various fields of design, engineering and architecture.

DRAMA

Drama in the Third Form is predominantly skill based preparing pupils for the level of work required at GCSE. Lessons have a practical focus and allow pupils to enhance their performance ability as well as their analytical skills. The course provides opportunities to learn about technical theatre and pupils are encouraged to take more of an active role with the production and design aspects of their work.

Drama is a popular and successful subject at GCSE level. The School has an excellent production record, and GCSE Drama has contributed much to this. The course is broad-based, covering a wide variety of skills and techniques. While the building of confidence and development of communication skills are particularly significant, it is not necessary to be a good actor to benefit from and be successful in GCSE Drama: in the practical exam, pupils are able to specialise in design elements such as lighting, sound, set and costume. Examinations in Drama consist of practical creation and performance, supporting coursework and one written exam.

An interest in drama and the theatre is essential for a pupil wishing to study this course: the work is challenging and can take up some time outside lessons. Students will also have several opportunities to watch professional productions, to take part in workshops with visiting theatre companies and in festivals such as the National Theatre Connections festival.

ECONOMICS

Economics is a stimulating subject for GCSE students. It is studied from the Fourth Form onwards. The specification provides a sound basis for progression to A Level. IGCSE Economics is an academic rather than a vocational course and should only be taken by those with a demonstrable interest in the subject. All pupils are expected to keep up with current affairs and follow news and media debate.

Course Content

Section A - The Market System: demand and supply, the role of the market in solving the economic problem, and the labour market. Why do Premier League players get paid more in one week than most people in one year? What causes the price of oil to fluctuate?

Section B - Business Economics: production, competition, and the public and private sectors. Does Apple have a negative impact on the technology market? Do the supermarkets take advantage of their customers and suppliers?

Section C - Government and the Economy: macroeconomic objectives, fiscal & monetary policies, and the relationship between objectives and policies. What impact has the recession had on the UK? What policy tools can the Government use to get the economy growing?

Section D - The Global Economy: globalisation, international trade and exchange rates. Why do we import shoes from the other side of the world? What impact is the growth of China having upon the UK? Does it matter if the pound weakens against the Euro?

ENGLISH

The Third Form is the first year of preparation for GCSE, in which pupils will begin work on the skills required for the examination syllabuses, but in a manner which grows naturally from work done in the Lower School or in Prep Schools. By this stage, students have developed different abilities and skills in English, and we set them accordingly. Pupils in the top sets are challenged to work at a faster pace and with more complex texts, while those in the lower sets develop confidence through a greater focus on their individual needs, and more revision of paragraphing, planning and punctuation skills. While there will remain an emphasis on creative writing and the diversity of imaginative response which this encourages, there will also be a more formal approach to the development of other writing skills, the analysis of literary techniques, the summarising and analysis of non-fictional material, and the skills of oral communication. More writing will be done under timed conditions to help pupils become aware of the different techniques required for examination success, but every attempt will be made to ensure that English does not become a subject in which the liberating pleasures of reading and self-expression are constrained by predictable routine. An

assessment of Reading and Writing ability takes place in November, after which pupils may be put into a different set.

Two separate qualifications, one in IGCSE English Language and one in GCSE English Literature are the culmination of our course. While they are recognised as two different GCSEs, they are taught as part of a unitary course and there is a considerable overlap in the skills required for each.

English Literature is assessed via terminal examinations at the end of the Fifth Form, while English Language also has a terminal exam but also includes two pieces of written coursework. Additionally, oral assessment is an integral part of the Language course and is separately certificated. Exams test reading skills, writing skills, four set texts, including a Shakespeare play, and the reading of unseen literature.

Internal examination is used to re-set pupils from the Third Form, in order that they prepare for examinations at an appropriate pace.

GEOGRAPHY

At the start of Third Form, Geography develops our pupils' skills of independence, discussion, and critical thinking through investigating the role of China in the global economy. The issues we study have political, environmental, economic and social dimensions and are often controversial, involving the pupils in an evaluation of a wide range of viewpoints. The work is also designed to build upon but be quite different to that explored at Common Entrance.

After Christmas we turn our attention towards an introduction to the Cambridge IGCSE. As a GCSE option chosen by over half of our pupils, the Geography curriculum develops a pupil's personal understanding and knowledge of a wide range of environments and major contemporary issues, including climate change, development challenges, the importance of biodiversity, and economic change. There is an even split between physical, economic and human Geography during IGCSE and several fieldwork opportunities are undertaken to develop skills outside of the classroom.

In the Middle School, the Geography Department also supports the delivery of several cross-curricular PSHEE themes.

HISTORY

The Department has its own specialist rooms of considerable historical interest in the Abbey Gateway. Contained within this building is the School Museum housing a wide range of books, collection of documents, pictorial material and maps catering for every age group in the School.

In the Third Form, pupils embark on thematic studies of WW1, migration, empire and revolutions, which involve looking at various case studies in order to draw links and conclusions which span chronological and geographical divides. The emphasis of history teaching continues to be upon the analysis of available evidence and the way that evidence is used to construct historical interpretations.

Pupils are exposed to a wide range of opinions as soon as possible and are encouraged to look critically at both evidence and interpretation. We seek to foster in our pupils an appreciation of how the past has shaped the present, and its continued influence on the way we see the world around us.

In the Fourth and Fifth Forms, History is a very popular GCSE option, and the AQA syllabus covers a wide geographical and chronological scope. In the Fourth Form, we explore two wider world studies: *Tsardom and Communism (1894-1945)* and *The Inter-War Years (1939-1945)*. In the Fifth Form, pupils embark on a breadth study of *Health and the People (c.1000-Present)*, before examining the challenges faced by Elizabeth I. Throughout each unit, pupils are challenged to develop their own overarching arguments, alongside developing their extended writing and source skills.

LATIN AND GREEK

As one might expect in a school situated close to the site of Roman Verulamium, Latin is available to all boys who have previously studied the subject.

In the Third Form, boys continue to develop their syntactical and linguistic knowledge and are introduced to the GCSE prescribed vocabulary list. Their language studies are complemented by an in-depth study of the Roman Army and how this professional fighting body helped to extend the Roman Empire from Scotland to the Sahara. All pupils get a taste of Greek and become familiar with the alphabet in time for GCSE Choices Evening.

The GCSE textbook consolidates the boys' grammatical knowledge, exploring translations that trace the history of the Romans from the mythological foundations of the Trojan War, through the reigns of kings, to the birth of the Republic. The course also incorporates English into Latin sentences and places a strong focus on language. It acts as an essential preparation for Latin GCSE, also introducing the boys to the epic poetry of Virgil as they read edited versions of Aeneas's adventures.

Latin and Greek are among the GCSE options available for all boys to choose in the Fourth Form and are of great value to the skilled linguist or serious student. Both Classical languages appeal to either the analytically minded pupil with a flair for Science and Mathematics or the lover of humanities who enjoys questioning and exploring the historical, philosophical and cultural influence of the Romans and Greeks. The examinations consist of questions on extracts from prepared Latin or Greek authors, unprepared translation and comprehension.

MATHEMATICS

At the beginning of the Third Form, pupils embark on the two-and-a-half year IGCSE course, leading to the external examination in January of the Fifth Form. The syllabus is divided into five main areas of study: number, algebra, graphs, data handling and shape and space.

At all stages the emphasis is on understanding rather than rote-learning of methods (although of course there are some facts which have to be remembered), and on the development of Mathematical skills by practice and application.

The teaching allocation over the two years enables the course to be completed in good time to allow for revision and development of examination technique using past examination papers.

Mathematics is taught in sets with different teaching styles appropriate to the needs of the pupils. Some pupils can cope with a faster pace and enjoy the challenge of high expectations and the opportunity to go beyond the syllabus, while others need more careful explanation and individual help. There is a considerable overlap of ability between the sets and set changes occur whenever it is clear that this will be beneficial, although continuity is also important and changes close to the examination are avoided if possible. All pupils, regardless of set, cover the same syllabus and are prepared for the same examination, so that the final grade achievable is not restricted by being in a particular set.

In the Fifth Form pupils follow a post-GCSE programme of study which can also be regarded as a taster course for A Level, enabling pupils to discover whether they have the ability and interest to take the subject further. Some of the concepts of advanced Mathematics, such as further algebra and the basics of calculus, are introduced, as well as some applications to areas such as Mechanics and Statistics. This programme must be completed successfully by any pupil intending to study Mathematics in the Sixth Form, and there are qualifying assessments throughout the Spring Term.

In the Third and Fourth Form, pupils have the opportunity to enter for the Intermediate Mathematics Challenge (IMC), a national competition where the questions are less predictable than examination questions and require lateral thinking. Success in the IMC leads to progression to later rounds where the problems become increasingly demanding. This Challenge can also be taken by Fifth Formers, while some of the most able enter for the Senior Challenge which is mainly aimed at Sixth Formers.

All the teachers in the Department are specialist mathematicians with an enthusiasm for the subject which they are keen to share with their pupils.

MODERN LANGUAGES

The Modern Languages Faculty has a suite of five classrooms and three computer rooms in a modern and well-equipped building. There are nine teachers of Modern Languages, most of

whom teach two languages. In addition, we have three language assistants who conduct conversation classes with pupils in their own rooms. We are all committed to the use of the spoken languages in class and emphasise the importance of accuracy in written work.

In the Third Form, boys must choose at least one and up to three languages from a choice of French, German, Mandarin Chinese, and Spanish. They will have two lessons of each language every week. For pupils joining the School in the Third Form, there are *ab initio* classes in German, Spanish and Mandarin Chinese. The Third Form is a critical time for boys to make up their minds about options they will pursue to GCSE level and the Head of Modern Languages and other language staff are happy to help advise pupils about their choices throughout the year. School policy determines that all boys should study at least one modern language to GCSE although a number of pupils take two GCSEs in languages, and it is possible to take three.

Apart from the immense intellectual satisfaction to be gained from the acquisition of fluency in a foreign language and the ability to read its literature, languages offer opportunities to develop cultural insights and vital transferable skills.

In French, German, Mandarin Chinese and Spanish, the Third Form course aims to develop pupils' listening, reading, speaking, and writing skills as well as widening their cultural knowledge. Further grammatical structures are introduced in the context of the various language topics that are covered and pupils will widen their vocabulary.

In the Fourth and Fifth Form, pupils prepare for the new Edexcel 9-1 IGCSE examination in French, German and Spanish. Pupils study the five IGCSE topic areas (home and abroad, education and employment, personal life and relationships, the world around us and social activities, fitness and health) and complete reading, listening, speaking and writing exercises on these topics. Our language assistants hold regular conversation lessons with pupils in order to develop their fluency. Pupils who have chosen Mandarin Chinese work towards the Edexcel GCSE qualification. They study five GCSE themes (identity and culture, local area and travel, school, future aspirations and work and international and global dimension). Pupils will complete a range of reading, listening, speaking and writing exercises on these topic areas. The use of Chinese characters is an important element of the examination.

We encourage our pupils to take part in study trips which have included a Lower School trip to the Christmas markets in Cologne, a French exchange to Chambéry, a German exchange to Usingen and a Spanish study trip to Murcia.

MUSIC

The Third Form Music course continues to build on the skills acquired during the two years in the Lower School, while preparing pupils for the IGCSE year with a focus on more IGCSE-specific skills and knowledge. Composition and Performing elements are also included, with formal assessments in both instances, and an hour-long end of year exam.

Music is an option for IGCSE, where the elements of listening, performing and composing form the basis of the course. The listening component involves in-depth study and covers a wide range of music and musical structures.

Coursework involves both performing and composing, and most students opting for the Subject, have some proficiency in at least one instrument. The composing skills which have been built up during the previous years are further developed, but the course allows for a degree of flexibility, and students are able to pursue their own particular musical tastes and interests. The course also includes a more extensive grounding in Theory and Aural skills, along with more detailed Composing tasks. Additionally, use of Music Tech is further developed.

PHYSICAL EDUCATION AND GAMES

In the Middle School, each year group has one PE period each week. In the Third Form, there is a focus on developing the pupil's physical literacy. This is taught in a variety of ways, with the focus on fun and enjoyment throughout with a clear drive to improve the individual's movement skills. Games such as handball and tchoukball, as well as more traditional sports such as basketball and gymnastics are used as the conduit for this development. In the Fourth and Fifth Forms, students have the choice to opt into a strength and conditioning course which they undertake both within their PE lesson and outside to help support their ambitions within sport. The remaining students will participate in a carousel of sports and activities such as basketball, lifesaving, climbing, badminton, synchronised swimming, weightlifting, volleyball, and table tennis.

Each year group has a Games afternoon lasting two hours. For the Third and Fourth Forms there is a guided choice between rugby, cross-country, hockey, football, athletics, cricket, swimming, indoor games, outdoor games, and tennis, depending on the season. In the Fifth Form, the choice is extended to include volleyball, fitness, squash, octopush, water polo, table tennis, basketball, climbing, softball, and Ultimate Frisbee.

Co-curricular activities take place at lunch times, after school, at the weekend and in holidays. The Middle School has teams in rugby, cross-country, hockey, cricket, football, athletics, tennis, swimming, badminton, table-tennis, basketball, and skiing. There is also the opportunity for students to work with a strength and conditioning coach to improve their physical health and wellbeing.

There is a tremendous commitment to Physical Education at St Albans School, with excellent opportunities for pupils of all abilities. There is something for everyone and sport for all. Sports tours in a diverse range of disciplines are organised regularly to destinations ranging from the UK to the other side of the world. These are greatly enjoyed by all and are always over-subscribed.

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

All pupils in the Third Form and the Middle School have one tutor period per week allocated to Personal, Social, Health, and Economic Education. The students follow a bespoke curriculum designed for their year group which covers all PSHEE topics and incorporates Relationship and Sex Education at appropriate points. The topics covered are far ranging and reflect the interests and needs of pupils of each year group and the government requirements.

Pupils are encouraged to learn about, reflect on, and consider a whole range of personal and social issues. The periods are led by individual form tutors and lend themselves both to a continuation of the pastoral work done in the School and to specific skills needed for academic study, for example, note-taking and study skills. There are termly PSHEE days for all year groups, led by experts, which serve as the starting point for the discussions with tutors. There are also PSHEE assemblies to focus on specific topics of relevance.

RELIGION, PHILOSOPHY AND ETHICS

The Third Form course leaves aside the systematic study of particular religions and focuses on belief and unbelief through the study of Philosophy of Religion and Ethics. Pupils will explore ideas surrounding personal identity and personhood, whether we can prove or disprove God and moral questions regarding medical ethics and Artificial Intelligence. The aim is to equip pupils with the ability to unpick philosophical arguments and theories and begin to articulate their own views in a logical, justified manner. This, along with their Lower School study, lays a strong foundation for further study at GCSE and A Level.

The Religious Studies GCSE affords students the opportunity to explore the important issues and ideas that have shaped our society through Christianity and Islam. This is achieved through a study of 'Religion and Ethics' and 'Religion, Peace and Conflict'. Pupils will not only attain a sound background knowledge in relevant areas of study; the course will also help them develop their critical and evaluative skills and their ability to put forward their own arguments clearly.

SCIENCE

All pupils start to study for separate IGCSEs in Biology, Chemistry and Physics in the Third Form. We follow the Edexcel IGCSE specification which is examined in the summer of the Fifth Form. There is no coursework. We have chosen this specification as we believe that it provides the best foundation of scientific knowledge and skills, is pitched at a level of challenge well suited to our pupils and represents the best possible preparation for study at A Level and beyond.

In the Third Form, all pupils have two periods of each science per week, taught by subject specialists in well-resourced laboratories. Pupils entering the School in the Third Form will probably have followed a similar science curriculum to our own as we are careful to match our courses with the content of the National Curriculum and the Common Entrance specification. In this way we ensure continuity so that pupils can all move forward together with confidence. In the Fourth Form pupils continue with two lessons per week for each science, rising to three in the Fifth Form.

The Physics course covers a broad base of topics including Forces and Motion, Electricity, Waves and Radioactivity. Practical work plays a major part of the teaching scheme and experimental skills are assessed as part of the written exams.

Chemistry develops students' understanding of how chemical processes underpin many natural phenomena; from the fundamental particles that make up atoms and molecules, through to bonding and reactivity and then on to more complex reactions and molecules. Engaging practical work is deep-rooted in the course.

The Biology course studies the more traditional topics of structure and function of humans and green plants as organisms, and how they interact with their environment, and then moves on to study DNA, inheritance and evolution, as well as modern molecular biology techniques such as genetic modification and cloning. Practical work is a key component of the IGCSE course, and pupils will experience a wide variety of techniques in order to develop their experimental and analytical skills.

TUTORS AND PASTORAL CARE

In the Third Form, boys are allocated to new forms with a new team of tutors. Present pupils and those joining from preparatory schools and elsewhere are distributed evenly so that all forms contain a social and geographical mix, integration is a priority. On the day before the new school year starts there is an induction session for all Third Form boys with their Tutor and Form Prefect. The Prefects are assigned to forms to help with the organisation and running of day-to-day activities and they are expected to ensure that high standards are maintained and to exercise tact and diplomacy when required. Their service to the form and School is highly regarded.

During the course of the year, all pupils have the opportunity to undertake a residential trip, with an emphasis on outdoor activities.

Tutors in the Middle School are aware of the progress towards personal autonomy in their charges and that pupils differ widely in their maturity throughout these years. Social and academic pressures become more intense. Tutors offer valuable support, encouraging an appreciation of the mores of our society and advising with day-to-day conflicts. Personal,

Social, Health and Economic Education (PSHEE) lessons are the responsibility of the Tutor and the Head of PSHEE.

In the Third Form, tutors lead a Learning to Learn (LTL) lesson which develops metacognitive skills and enables the development of effective study skills, revision techniques and research skills. All Third Form pupils undertake research and write and present a Third Form Project with the freedom to select a research topic of their own choice. Tutors give extensive support and guidance.

We believe strongly that we will do the best for our pupils by maintaining good communication between the School and the parents. To ensure that this happens, Third Form Tutors are supported by the Head and Deputy Head of Third Form, and Fourth and Fifth Form tutors by the Head and Deputy Heads of Middle School.

Parents receive regular reports on their son's progress. A social evening is arranged for parents during the first term of the Third Form and again in the first term of Middle School and, thereafter, regular consultations to discuss academic progress occur. Matters of urgency may be referred to the Tutor or Head of Section in strict confidence.



ST ALBANS
SCHOOL

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