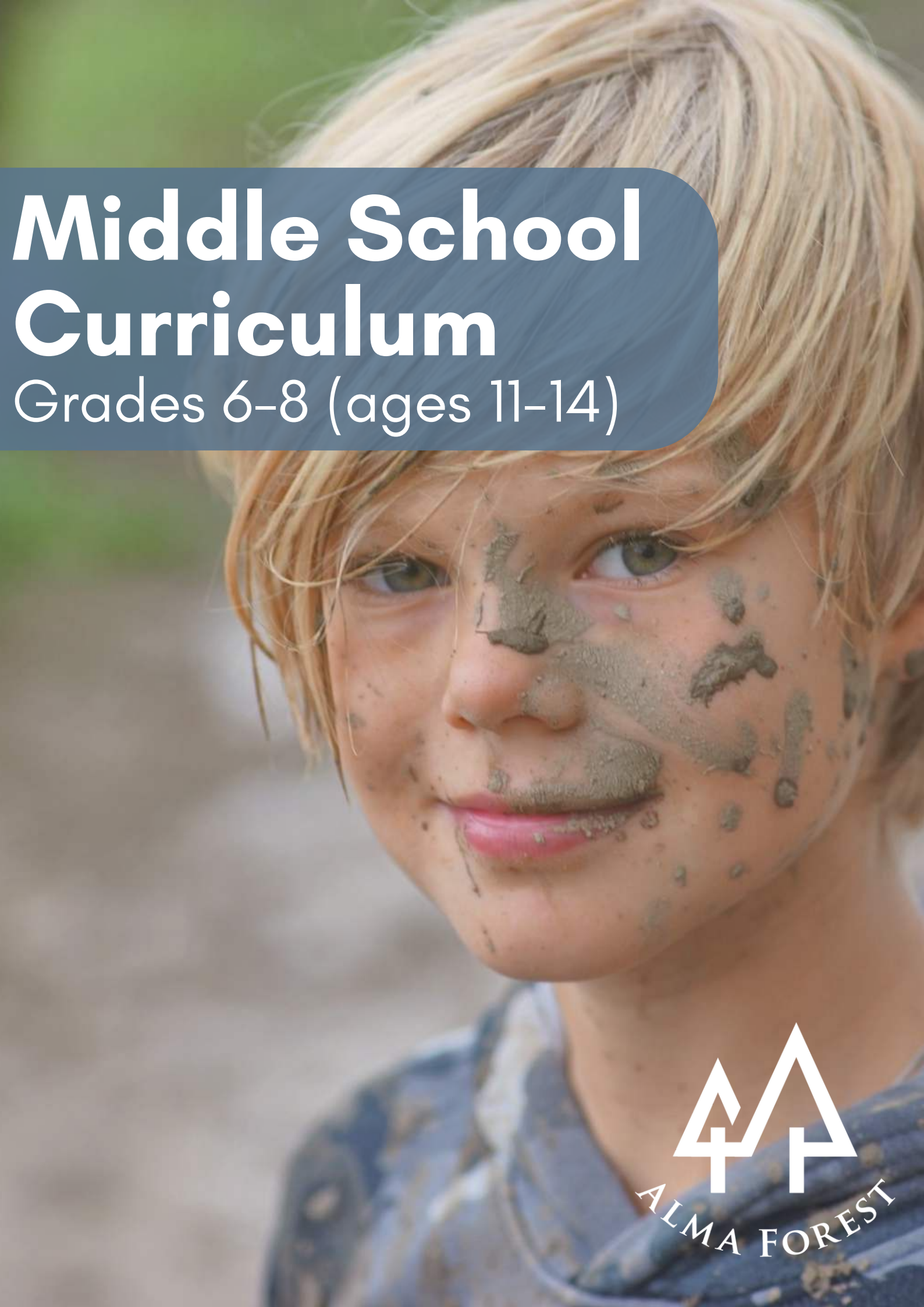


Middle School Curriculum

Grades 6-8 (ages 11-14)

ALMA FOREST

Mission

Each child will thrive in their discovery of self-knowledge, nature and ingenuity, applying their creativity and imagination as architects of a more resilient, collaborative and interconnected future.

An education for a people-yet-to come.

Small School. Ambitious Learning

Curiosity

We ask questions, and then question the answers.





Discovery

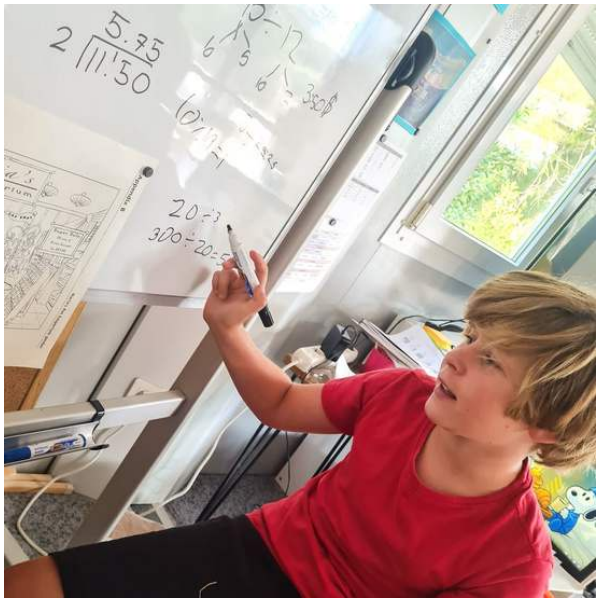
Everything is interesting; discovery is a way of seeing the world.





Ingenuity

We embrace challenges, fail well, and find creative solutions.





Collaboration

As a tribe, our agency multiplies.





Our Image of the Child

"It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold. Those who have the image of the child as fragile, incomplete, weak, made of glass gain something from this belief only for themselves. We don't need that as an image of children." - Loris Malaguzzi



Young people are not vessels to be filled. They are already full human beings with complex inner lives, needs and desires. We acknowledge that this requires us to engage with young people as equals and partners, affording them our full attention and respect.

We understand that young people are experts on their own lives. Their emotions and motivations are real and no less valid than those of the adults in our community. We respect the affective states of our students and they have the time and space to work through them.

Young people are capable of evaluating risk and making choices. An environment rich in choice and offering opportunities to evaluate and take risks empowers our students to take ownership of their actions and decisions. Rather than deciding for our students, we aim to decide with them.

Learning Principles

Natural Environment

We believe in fostering rich learning experiences, ecological literacy, and healthy living by connecting children to nature.

Reciprocity

The entire community; teachers, students, parents and the environment, are understood to be both teachers and learners

Intrinsic Motivation

We understand that learning happens best when students are intrinsically motivated and have a say in the how, when and where of learning.

Context Driven Learning

Learning is most meaningful when it occurs in rich and relevant contexts.

Individual Paths

We make sure to accommodate students' needs and preferences, allowing them to chart their own learning paths without fear of being compared to others.

Culture Building

A strong school culture based on interconnectedness and compassion is the best foundation for learning.

Unhurried Childhood

"Learning to read and write makes little sense If you don't understand what you're reading and writing about. While we may have forgotten, most of our early learning came not from being explicitly taught but from experiencing." David Elkind

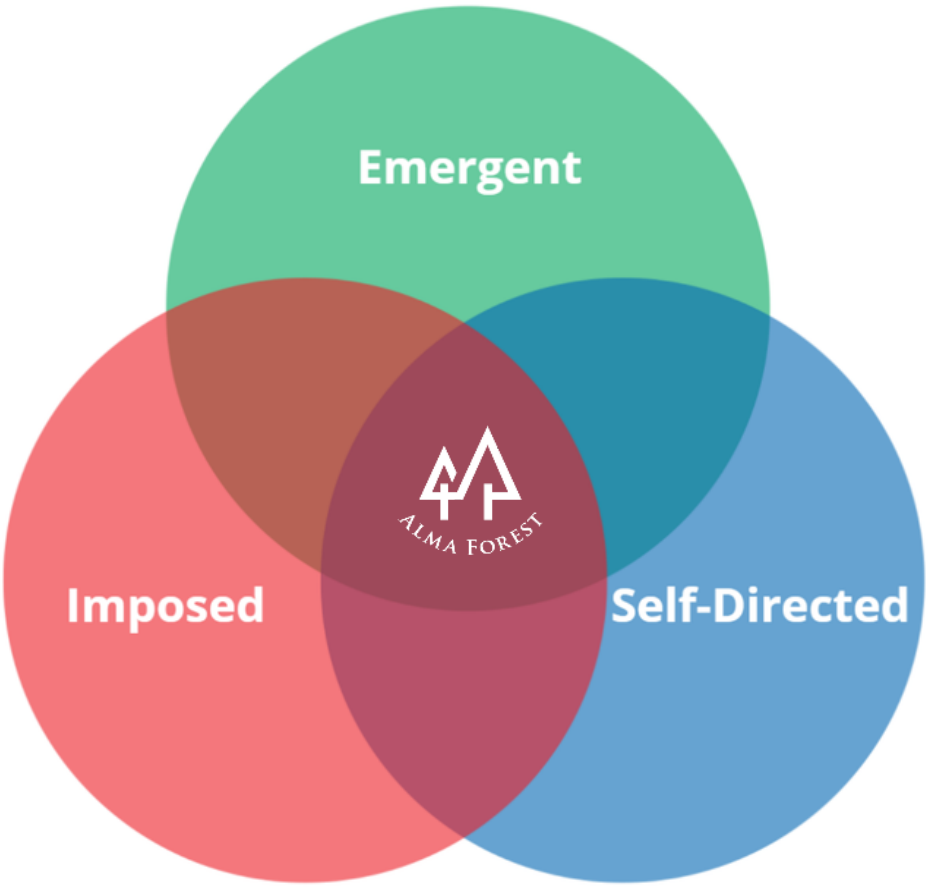
At Alma, our foremost priority is nurturing intrinsic motivation within our students. We firmly believe that when a child's innate curiosity is kindled, it paves the way for meaningful learning experiences that can foster a lifelong passion for education.



We carefully create an environment where learning is not only relevant but also engaging and enjoyable. Understanding that every child is unique, we adopt a responsive curriculum that allows students to advance at their own pace. Whether a child is already excelling or needs additional time to develop specific skills, our educational framework accommodates these varied needs.

By avoiding the rush to meet arbitrary academic milestones, we eliminate unnecessary stress, thereby reducing the risk of children developing a negative relationship with education. Our curriculum is thoughtfully designed to provide students with ample opportunities to discover their interests, encouraging them to take ownership of their learning journeys. In this way, Alma Forest offers a balanced, real-world educational experience that supports every child and holds no one back.

Curriculum



The curriculum is composed of three main strands that overlap and interact. Each strand is roughly equally weighted in terms of time allotment. This hybrid approach ensures that our students are able to have a say in their educational journeys while working towards international standards. It enables our students to develop into independent, intrinsically motivated learners and problem solvers.

Our curriculum draws from international, self-directed, democratic, project-based and outdoor education models, adapting their strengths to form a unique school experience for our students. Aspects of our curriculum will seem familiar while others are less traditional.

Our aim is to ensure that our students have a positive school experience full of wonder and exploration. Watching our students walk into school with a smile in the morning and leave with a sense of contentment in the afternoon is a testament to having achieved that goal.

Curriculum - Imposed

The Imposed strand of our curriculum consists of **Literacy, Numeracy and Science** workshops and self-study. These form the only subject-specific 'lessons' taught at Alma Forest School. All other subjects are explored through students' transdisciplinary research and impact projects. It is an imposed curriculum in that lessons and workshops are planned by the teaching staff using curriculum materials aligned with international standards. These workshops are essential to our curriculum, providing our students with the skills necessary to conduct independent research and work on complex personal projects.



A range of teaching and learning formats structures students' engagement with these academic disciplines. Students will be guided by MYP (the Middle Years Programme of the IB curriculum) resources and materials which form the basis of their Self-Study, a time when students work independently on a given subject and our teachers take the role of tutors, helping individual students progress and overcome challenges.

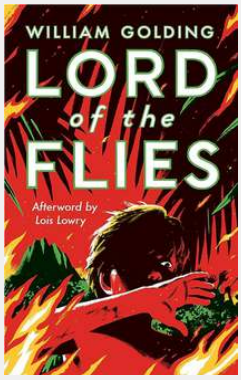
A university-style approach scaffolds this Self-Study. Practical skills tutorials, guest speakers, literature circles, guided group investigations, project presentations and individual supervision meetings. This allows our students a high level of independence in their learning while ensuring that they are supported and receive inspirational input from experts.

Literacy

Workshops

During their academic Self-Study time students follow the MYP English framework for skills acquisition and practice. These resources are well-suited to independent study with teachers on hand to help when needed. Skills learned during Self-Study find their application in various other areas of the Alma Forest curriculum. Using MYP resources also ensures a smooth transition to further study at other schools when students graduate at the age of 14.



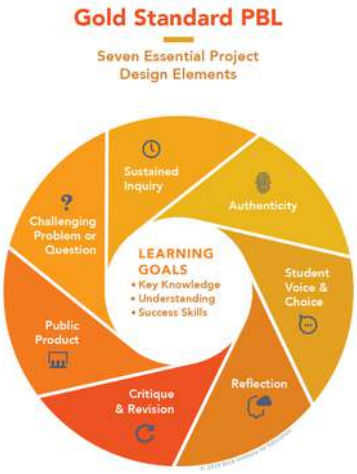


Literature

Literature is best experienced by collectively engaging with relevant and meaningful texts. Students choose books to read together, discuss and reflect on. This could be a classic text, a contemporary graphic novel, a selection of poems or a short story collection. A close reading of these texts enables students to examine writers' craft and expand their horizon regarding literary styles and genres. A blog on their portfolio website will showcase their understanding and insights.

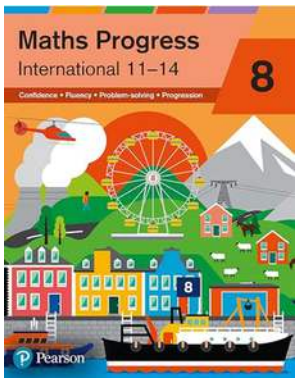
Research Projects

A primary arena where students employ their literacy skills and knowledge is during their independent research projects. Here, they grapple with intricate source materials and must devise effective methods to convey their discoveries. By allowing our students to utilize their skills for original research, learning becomes both meaningful and impactful. Students will share their discoveries via reports, presentations, posters or mini documentaries all of which require a range of literacy skills.

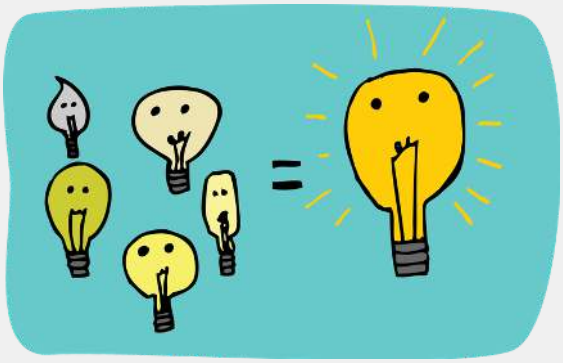


Numeracy

Workshops



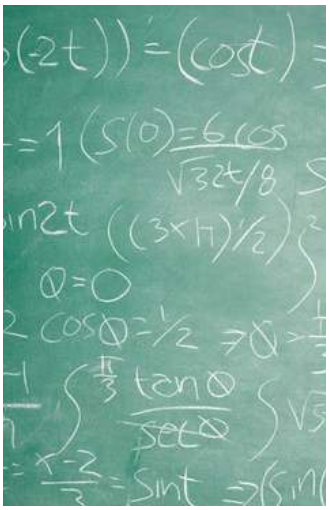
During their academic Self-Study time students follow the Maths Progress International resources for skills acquisition and practice. These resources are well-suited to independent study with teachers on hand to help when needed. Skills learned during Self-Study find their application in various other areas of the Alma Forest curriculum.



Group Investigations

To encourage mathematical thinking and the ability to articulate ones ideas, group investigation based on real-world problems give our students the opportunity to engage with open-ended and complex mathematical problems. These investigations allow our students to apply the skills they learned during their Self-Study in creative ways.

Challenges

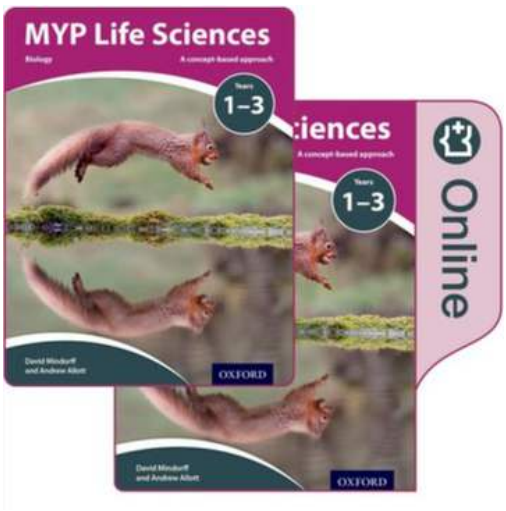


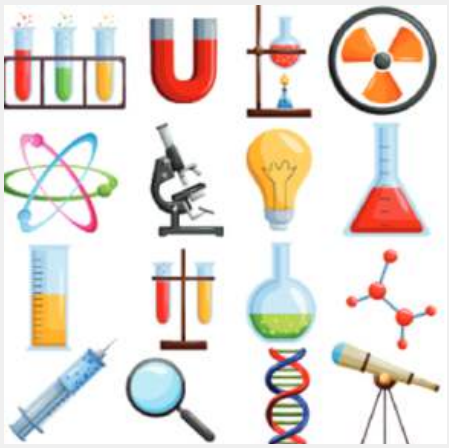
We value thinking outside the box and resilience. Nothing better than having some maths and logic challenges and puzzles to help our students develop both of those things. These challenges are shared as they are completed and students can work on them independently or in groups or on their own time. Some might be purely theoretical and others will involve manipulating objects. Think of the chicken & fox and grain crossing the river problem, the missing dollar riddle, or the Monty Hall problem.

Science

Workshops

During their academic Self-Study time students follow the MYP Science framework for skills acquisition and to gain understanding of a broad range of scientific concepts. These resources are well-suited to independent study with teachers on hand to help when needed. Skills learned during Self-Study find their application in various other areas of the Alma Forest curriculum. Using MYP resources also ensures a smooth transition to further study at other schools when students graduate at the age of 14.





Experiments

As our students encounter various concepts and read about experiments related to them, they can choose to conduct the ones they are interested in. Our teachers will also suggest related experiments that the students might not be aware of. An important aspect of these experiments is that students will plan and execute them independently, allowing for lots of trial and error. The process being as important as the outcome.

Environmental Science

As our mission highlights, we value fostering strong relationships with the natural world. The experts we invite to speak to our student and the organisations we visit have an environmental focus grounded in the local environment. In addition to this, students are directly involved in conservation efforts as part of the school's Eco Committee. The Impact Projects students chose also often have an environmental science focus or goal.



Curriculum - Emergent

The Emergent strand of the curriculum lies at the core of the Middle School experience at Alma Forest. Here, students hone their independent study abilities, ignite their passion for discovery, and witness firsthand the influence their projects exert on the community. This curriculum strand encompasses two distinct types of independent projects: **Research Projects**, which are tailored to students' individual interests, and **Impact Projects**, aimed at instigating positive change within their community.

Middle School students also join the older Primary School students to engage in **Explorations** on topics chosen by the students.

To provide our students with lots of inspiration for their projects we offer **Expert Workshops**. We invite individuals and organisations to share their experiences and knowledge with our students.



A crucial element of both Research and Impact Projects is the dissemination of their findings and outcomes to a broader audience. Not only do students share their accomplishments with their peers and parents, but they also engage with the local community and reach a more expansive audience through their portfolio websites.

Through undertaking these projects, students acquire essential life skills. They learn to efficiently manage their time and resources, effectively communicate with both their peers and experts, navigate extended investigative processes, and engage in thoughtful reflection on their choices and outcomes. This approach not only fosters academic growth but also nurtures their personal development, preparing them for challenges beyond the classroom.

Research Project Framework



A Challenging Problem or Question

The project is framed by a meaningful problem to be solved or a question to answer. It is important that the question cannot be answered by a simple Google search.

Sustained Inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.

Student Voice & Choice

Students make decisions about the project, including how they work and what they create, and express their own ideas in their own voice.

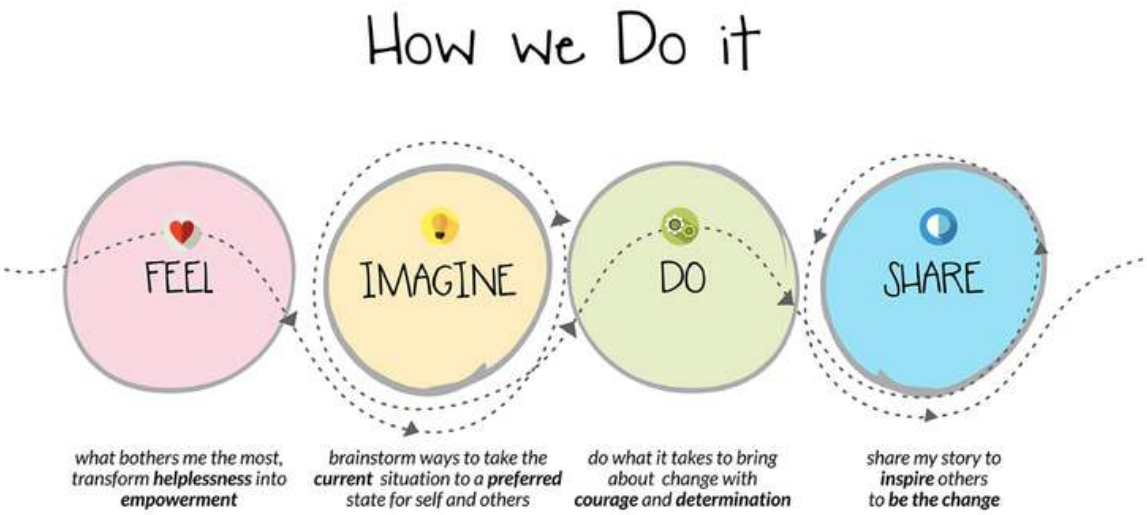
Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.

Critique & Revision

Students give, receive, and apply feedback to improve their process and products.

Impact Project Framework



Our Impact Projects are based on Design for Change, the largest movement of change - by and for children. A movement spearheaded by a global network of passionate community leaders, social entrepreneurs, designers and educators who are committed to nurturing the **I CAN** belief in all children. Using the simple and proven framework of 'Feel, Imagine, Do, Share' (FIDS), children are empowered with the skills to design a more desirable and sustainable future.



At Alma we encourage our students to make a positive impact on the world. Via their Impact Projects they are given the framework and support to do so. By identifying things they would like to improve in their immediate environment, they learn how to affect change in manageable and measurable ways. A student might feel the need to 'stop climate change', a huge goal that seems out of their reach, but within this framework, they can identify achievable projects that work towards the larger goal. This helps overcome a feeling of helplessness when it comes to global issues and helps students identify as agentic citizens.

Explorations - Conceptual Framework

In order to ensure that our explorations are driven by conceptual learning, there are a few key concepts that we keep in mind while planning the avenues our explorations will take, the activities we will engage in and the experiments we will conduct. We have adopted these key concepts from the IB PYP and the Common Ground Collaborative, curricula that share our approach to concept-based learning.



While the acquisition of knowledge still plays a role, we strive for our students to gain an understanding on a conceptual level. This allows for a dynamic learning environment where the context of our students' learning is adjusted according to their interests. Gone are the days when every 7-year-old learns the same things about Ancient Egypt year in and year out.

By identifying and investigating key concepts, students learn to think critically about big ideas. They begin to transfer their understanding of concepts to different contexts and make connections across time and space.

The benefit of conceptual learning versus an approach that focuses on transmitting specific knowledge is that students who acquire a conceptual understanding will be able to transfer this understanding to novel situations and problems. They end up with a conceptual toolkit that enables them to make sense of the world and competently navigate complex situations.

Example Exploration - The Beach









We spent two months exploring a beach close to the school. This involved spending two full days at the beach every week, research and experiments at school and various excursions.

Our students investigated rock pools and tidal changes, snorkeled and took photos of underwater life. Some memorable encounters with octopuses reminded our students of the film My Octopus Teacher.

Back at school, our interest in classifying what we found turned into an investigation of binomial nomenclature and the creation of their own sea creatures.

Our students collected their observations, sketches and research findings in their Exploration Journal. These quickly became sources of pride as they were filled with more and more discoveries.

We unsuccessfully searched for tardigrades with a microscope, became enthralled with abalone, learned about scorpion fish, began to understand the complexities of the global sand trade and marveled at the beauty of different sands when magnified.

We collected so many artifacts that a little cabinet of wonders had to be created at school but made sure to discuss the importance of not taking too much from the beach as this would negatively influence the habitat we so loved and grew to appreciate even more every day.

In order to learn more about how the sea has influenced our local culture, we visited the Barbate Tuna Museum on the Atlantic coast. Our students had the opportunity to watch a tuna being butchered and then tried some local tuna delicacies.

We also visited a local fish market to have a look at the huge variety of fish being sold. This inspired us to buy a selection of seafood and cook it at school. All were brave enough to try everything and some surprised at how much they enjoyed the fish and seafood.

Once we came to the end of this Exploration, our students began to reflect on their learning journeys. This involved looking back at their Exploration Journals and writing about their findings. Other students created interactive posters that displayed their research and understanding.

Throughout the two months we spent on this Exploration, our students were able to use our local beach as a gateway to investigating historical and scientific concepts. They now look at the sand under their feet and the fish on their plates a little differently.

Of course, we did not miss the chance to go swimming and build some sand castles as well.



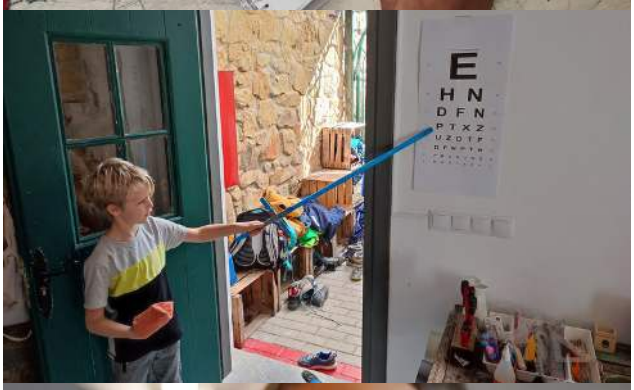


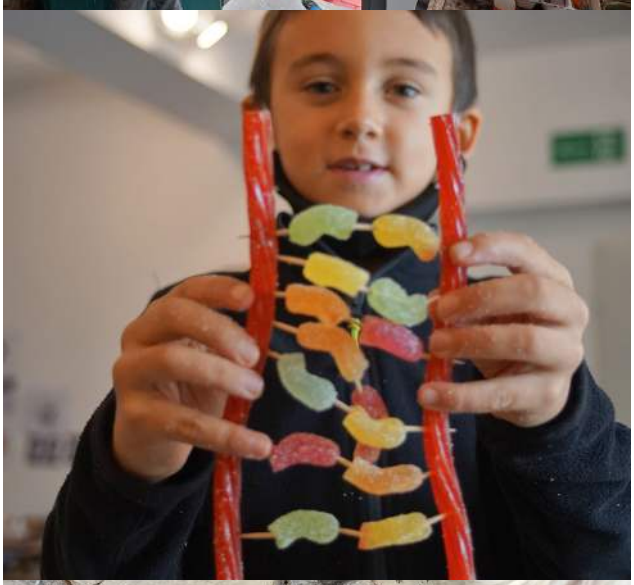




Example Exploration - Where are We From and Where are We Going?









As one Exploration ended we asked our students what they wanted to learn about next and which questions they wanted to find answers to. It turned out that many questions revolved around the origins of the world and humanity followed by an interest in where we are headed.

We began our Exploration by looking at creation stories from around the world and how each explained aspects of the world as we see it now. We looked at how these stories were told and shared, leading us to cave art and the invention of written language. Taking their lead from Sumerian cuneiform our students created their own alphabets and inscribed clay tablets with messages.

As many creation myths involved celestial events, we realized that we needed to take a step backward and look at the geological history of the earth and the evolution of life that lead to Homo sapiens emerging.

To understand how evolution and natural selection function, we conducted experiments based on Darwin's finches, looked at the peppered moth, traced the evolution of the eye from its origins as light-sensitive cells to the rich variety of eyes that exist today and looked at how prey and predators evolved different features in various habitats. Of course, we also had to look at genes and the structure of DNA.

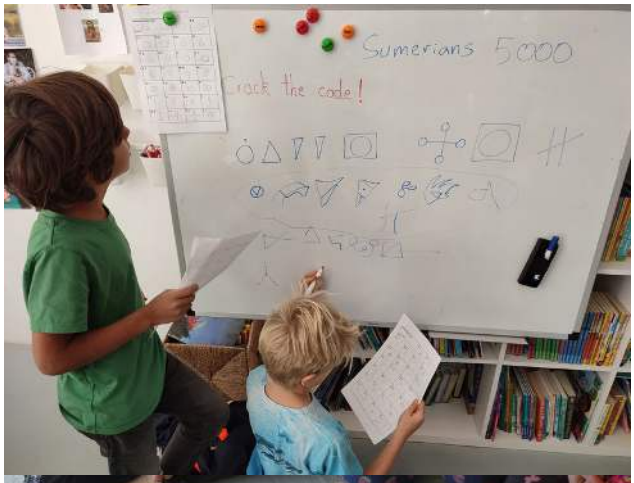
Once we arrived in the present, it was time to look at the Anthropocene and how humans impact the world at this moment. We focused on the main aspects of human life on earth that define the Anthropocene: plastic pollution, nuclear energy/bomb, extinction, urbanization, and large-scale farming.

We conducted experiments on various types of soil around the Finca, looked at the structure of the atom, studies some extinct species, and looked at how animals have adapted to life in cities.

Following a quick stop in the present, we embarked on imagining a better future. We started by looking at some projects that are trying to clean up the ocean before giving our students an idea of how the world has changed in just the lifetime of their teachers. After a brief introduction to the WalkMan and other obsolete devices, we asked our students to imagine possible futures.

Our Exploration culminated in a sleepover at school that turned into a mission to mars, where students had to solve problems we might face as part of settling on Mars.

Throughout this Exploration, we often challenged our students by introducing complex concepts and theories they would not have encountered in other schools until much later. They rose to this challenge and it was incredible to see our students make connections and ask insightful questions.









Expert Workshops



A parent sharing his experience of working on an ocean exploration vessel.



A workshop on ocean conservation by Nereide

Our students benefit from our partnerships with local organisations. We regularly invite passionate people to share their projects and knowledge with our students. Learning from experts in their field is contagious and also provides our students with a broad spectrum of possibilities regarding future jobs and ways to make a difference in the world. As the school grows we would like to develop Alma Forest into a hub where local organisations can host workshops and courses for a wider audience beyond the school community.

Our parent community is another valuable resource with a wealth of experiences to share with our students. Parents have shared their professional expertise, travel stories and home cultures with our students.



Catching and ringing local birds with Tumbabuey Grupo de Anillamiento

Curriculum - Self-Directed

The Self-Directed strand of our curriculum involves **Maker Projects** and times when our students get to freely choose how they spend their time. By giving our students the space, time and tools to develop their own learning journeys and follow their interests we give them opportunities to assume responsibility, experience success, fail well and discover what they are passionate about.



Students freely choose their projects but we ask them to plan them before starting and to reflect on them once they have completed a project. The planning involves considering the tools and materials that are likely to be needed, what support is needed from others, what the motivation for the project is and what they hope to learn or gain from embarking on the project.

Once a student has completed or abandoned a project, they record a reflection in their digital portfolio. These reflections enable our students to look back at their learning journeys, focusing on how challenges were overcome and what they gained from the project.

In addition to the Maker Projects, our students also have many opportunities to choose how to spend their time. While at the beach and in the forest our students are able to freely explore for substantial periods of time. There are also 1.5 hours of unstructured time every day.

Maker Project Examples



Probably the first of many, here a student presents his recently completed skateboard to his friends. A project that involved many steps and some precision work with power tools. Has since been seen on the streets of Sotogrande, London and Los Angeles.

Some of the older students built an electric go-kart. There was a lengthy research phase followed by trips to the hardware store. They quickly diverged from various plans that they had found and needed to improvise. In the end, even our younger students enjoyed a ride down the school driveway.





One of the first larger projects ever completed was this doghouse. It was sawn almost entirely by hand, taking a lot of time and perseverance. It is now the home of one lucky dog.

At one point a boat-building fad swept through the school. Pictured here is a student in the process of completing her catamaran. It all started with learning how to build electric circuits that would power the propeller.



Beach/Forest School





A fundamental part of the Alma curriculum is spending time immersed in our natural environment. Besides the daily time spent outdoors at the Finca, at least once a week we head out to the woods or spend the day at the beach.

Some of this time is structured and resembles what we might do in a classroom but much of the time is dedicated to exploring the habitat around us. Our students begin to casually recognise seasonal changes and become familiar with the flora and fauna. They form relationships with the life that surrounds them and start to recognise how they are connected to it. This relationship with nature motivates our students as they delve into environmental science and design their Impact Projects.

Our students also have a chance to learn classic forest and beach school skills such as knots, shelter building, fire making, snorkeling and foraging for food. Of course, they are also made aware of possible risks and how to manage these.

Personal, Social and Physical Education

PSPE is interwoven with everything we do at Alma. We have created an environment that fosters radical empathy and allows our students to discover themselves. We put a lot of emphasis on school culture building so that Alma Forest feels like a home where everyone is part of a tribe and can express their ideas and feelings freely.

We address many topics explicitly during our Morning Circles. There we discuss conflict resolution, healthy relationships, bodies, and community. We also use these circles to engage in philosophy and examine current affairs.





Our approach to discussing topics such as relationships, sex, race, gender, consent, bodies, inequality, religion and political opinions is age-appropriate yet honest. We challenge prejudice and discriminatory language, making sure to explain our reasoning rather than just establishing taboos.

We encourage a healthy lifestyle at school. This includes children bringing in healthy snacks and lunches but also preparing food in school on a regular basis. Our school vegetable plots, fresh eggs from the chickens, homegrown mushrooms and foraged greens broaden our students' palates.

We employ a non-violent approach to conflict resolution rooted in restorative practices. This enables us to find constructive resolutions to conflicts and become fluent in empathetic interactions.

An important aspect of our PSPE approach is that our teachers model a human, honest and humble way of interacting and being in the school. Our teachers extend unconditional positive regard toward all students and overcome challenges via a shared humanity.

Spanish



Our students receive regular Spanish lessons during their academic workshop time. These lessons are based on a conversational approach to learning Spanish and involve games and other vocabulary-building activities. Our Spanish teachers also includes Spanish vocabulary when students are at the beach, in the woods or while working on activities related their projects or excursions. This way Spanish acquisition happens in a more meaningful context. Although we are not a Spanish immersion school, we encourage students to appreciate learning the language of their host country.

English Language Learners

As an international school, we welcome students that are new to learning English. There are no requirements in regards to the level of English a student needs to have before joining. Given our very active curriculum and focus on social interaction, students very quickly pick up the language. Within the school community, there is usually someone who can help and translate if hands and feet fail. With over 20 nationalities already represented at our school, many students have had to learn English as an additional language and are happy to support new pupils joining us. Having such a diverse student body also means the common language of the school is English and spoken inside as outside the classroom.



Technology

At Alma, we believe that the effective integration of technology in our classrooms transcends mere access to devices. Our approach is to strategically leverage digital tools to enhance the learning experiences of our students, deepening their engagement and understanding. For us, technology is a catalyst that enhances inquiry and exploration; it isn't the end goal. We regularly evaluate our tech integration to ensure it enriches our pedagogical goals rather than overshadowing them. By harnessing its potential to amplify and diversify our teaching methods, we aim to ensure that technology remains a powerful tool in our students' educational journey, preparing them to be discerning digital citizens in a continuously evolving world. In the Middle School this takes several forms.

Personal Laptops

Students are provided with a laptop.

Research

As part of their research training, students learn how to effectively use the internet for academic research.

Maker Projects

Maker Projects are an opportunity for student to engage in video production, photo editing and programming.

Publishing Written Work

As students write and edit their works of fiction and research reports, they learn to use word processing software and other appropriate tools.

Disseminating Project Results

Sharing their various projects with an audience is an essential part of the Middle School experience and students use a wide variety of tools to prepare presentations and create visual materials.

Excursions

“Traveling – it leaves you speechless, then turns you into a storyteller."
Ibn Battuta



Our school is situated in an incredibly culturally and environmentally rich part of Spain and we endeavour to connect our Explorations to local places and events. Between Phoenician archeological sites to lush cork oak forests and experimental coastal agriculture, we are spoilt for choice. Our excursions aim to cultivate a love for exploration by gaining understanding from first-hand experiences. Sometimes we travel further afield while other excursions are short visits to local markets, the river or a neighbouring farm.

Our excursions are chosen with different intentions in mind. While some are linked to our Explorations in school, others might be trips linked to seasonal events or natural phenomena and some just strike us as a fun thing to do. No matter what the initial inspiration might have been, our students always come away with expanded horizons.

Assessment and Reporting

"Educational success should be measured by how strong your desire is to keep learning."
Alfie Kohn



There are no formal assessments at Alma. Given our size, there is simply no need for testing. Our small class sizes allow our experienced teachers to have in-depth knowledge of their students' needs, progress and ability. A robust formative assessment framework allows us to track how our students are progressing over time and to quickly recognise any barriers to learning that need to be addressed.

We believe that students have the right not to be compared to each other so we do not assign grades or marks to work. Our focus is on the progress each student makes measured against their own starting point. Many of the resources we use are levelled for specific age groups so that we are always cognisant of how our students are performing in the context of the wider international school world.

At the end of each academic year, students receive a formal report. This report celebrates their achievements, comments on the progress they have made and highlights some areas for further development.

Residential Trips and Sleepovers

At the end of the school year, we ask our students to reflect on the year and share moments they remembered and enjoyed. Our school sleepovers and residential trips always take the top spot.

Throughout the year we have several sleepovers in school that, depending on the weather might take place in tents or in our classrooms. The main purpose of these sleepovers is community and relationship building.



We also have at least one multi-day residential trip every year. These trips usually focus on being immersed in nature and often take place in the Alcornocales National Park. We spend days on long hikes, swimming in streams, telling stories by the fire and watching the stars. We discover creatures and their tracks, hope to capture something on our wildlife camera during the night and make friends with toads, spiders and ants.

As our students progress to Middle School, residential trips will also involve travel to other countries in order to broaden their horizons and explore different habitats and cultures. Visiting exciting schools with a similar ethos will also empower our older students to improve Alma Forest by bringing fresh ideas back from their visits.

Watching our students' personal growth over a few days away from home always amazes us no matter how many years we have experienced it and it is guaranteed that they will speak about these trips for many years to come.

Structure of the Day

Our timetable changes throughout the year as we adapt it to suit our students' needs and whether we are spending time at the Beach or in the Forest. Due to our small size, we are flexible and can adjust the timetable when something interesting happens at the Finca or we get carried away with an activity.

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>9:00 - 9:30</td><td colspan="5">Morning Circles</td></tr>
<tr><td rowspan="3">9:30 - 12:00</td><td colspan="4">Workshops/Independent Work</td><td rowspan="3">Beach School</td></tr>
<tr><td>Science 10:30 - 11:15</td><td>Literature 10:30 - 11:15</td><td>Science 10:30 - 11:15</td><td>Literature 10:30 - 11:15</td></tr>
<tr><td>Spanish 11:15 - 12:00</td><td>Spanish 11:15 - 12:00</td><td>Spanish 11:15 - 12:00</td><td>PE 11:15 - 12:00</td></tr>
<tr><td>12:00 - 13:15</td><td colspan="5">Lunch</td></tr>
<tr><td rowspan="2">13:15 - 15:00</td><td>Exploration 13:15 - 14:15</td><td>Exploration 13:15 - 14:15</td><td>Exploration 13:15 - 14:15</td><td>Research Project</td><td rowspan="2">Forest / Beach School</td></tr>
<tr><td></td><td>Personal Projects</td><td>Personal Projects</td><td>Workshops</td><td>Research Project</td></tr>
</table>

Morning Circle: We start every morning with a circle focused on discussing PSPE topics, engaging in some philosophy or building community.

Workshops/Independent Study: Time focused on Literacy and Numeracy skill acquisition.

Explorations: Mixed-aged groups engage in activities linked to the current Exploration.

Research/Impact Projects: Students spend this time designing and working on their own projects. They manage their own time and seek help from their peers and teachers when needed.

Personal Projects: Students create their own projects and can work with students of different ages during these time slots.

Literature: A bi-weekly time to read, discuss and write about literature.

Spanish: Students learn Spanish in engaging and culturally rich lessons.

Beach/Forest School: Most of the time is spent exploring and learning about the habitat but students can also choose to work on projects.

Home & School Communication



Being a small school, our parents always have direct access to their children's teachers. We value regular informal exchanges as children are dropped off in the morning and picked up at the end of the day. In addition to this, there are a few slightly more formal ways we make sure that parents are informed about their children's progress and the curriculum.

Parent/Student/Teacher Conferences: Twice a year we have a formal meeting with parents and students to discuss their life in school.

Curriculum & Ethos Evenings: Four times throughout the year we hold evening information sessions for parents to explain the philosophy that underpins our educational approach.

Monthly Class Newsletter: Once a month, parents receive a newsletter outlining what the class is working on and what will come up next.

Open Afternoons: Parents are invited to spend an afternoon in school and students explain what they have been learning and complete some activities with their parents.

SmugMug: Parents have access to a password-protected photo site that is regularly updated with photos showing what happens in school.

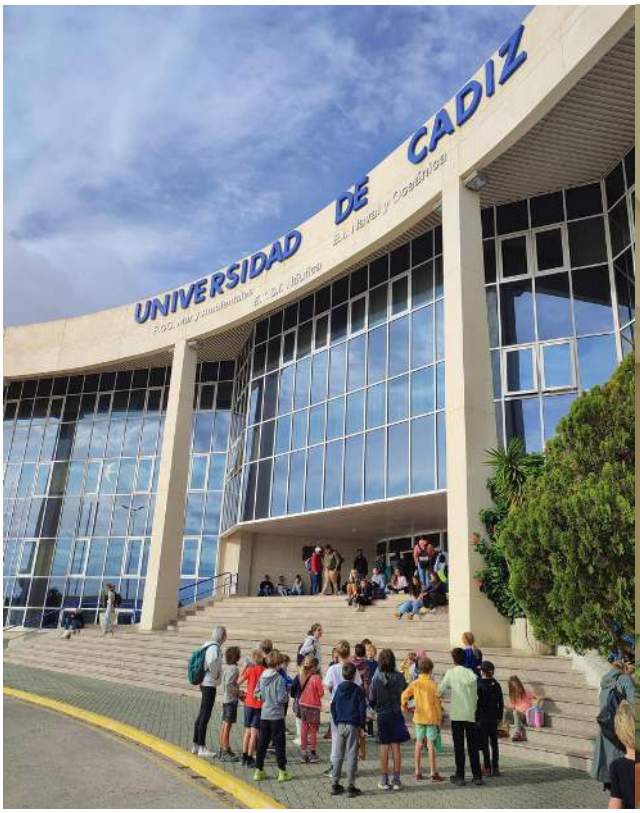
High School Transition

Students at Alma complete their journey with us at the age of 14, upon finishing Grade 8. Upon graduation, they are primed to transition into a variety of local or global international schools. The curriculum materials we utilise ensure that our students transition smoothly and confidently into diverse educational environments.

While our students are particularly well-equipped for schools emphasising an inquiry-based approach, such as those following the IB or Common Ground Collaborative curriculum, they are also adept at integrating into British or US curriculum institutions.

The comprehensive portfolios our students maintain attest to their rigorous work and academic progression. As global education shifts towards portfolio-based assessments, our students are positioned at the cutting edge of educational innovation. If destination schools necessitate traditional transcripts, we're equipped to provide them.

Being an internationally accredited institution, Alma Forest's educational standards are universally recognised, ensuring our students' smooth transition to other schools.







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