

Year 11 – The Year Ahead

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Welcome to Parent Information Evening

Here to help:



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KNATCHBULL
SCHOOL

Academic · Enrichment · Community · Excel



Mr T Sparrow
Head of KS4/Senior
Leadership Team



Mr T Snare
Head of Year



Mr R Adams
Student Support
Manager



Miss Neale
Pupil Premium/FSM/Senior
Leadership Team



Mr Uttin
SENCO

Tutor Team:



Mr McGinn 	11A	pmcginn@nks.kent.sch.uk
Mrs Linbourn  Mrs Bird 	11B	alinbourn@nks.kent.sch.uk abird@nks.kent.sch.uk
Mr Gray 	11Bu	rgray@nks.kent.sch.uk
Mrs Patch  Mrs Anderson 	11H	cpatch@nks.kent.sch.uk canderson@nks.kent.sch.uk
Mr Gowen 	11K	mgowen@nks.kent.sch.uk
Mrs Robinson 	11L	lrobinson@nks.kent.sch.uk
Mrs Duncalf  Miss Engley 	11W	cduncalf@nks.kent.sch.uk pengley@nks.kent.sch.uk

What are our expectations of students?



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- Students take ownership of their own learning.
- They develop resilience.
- Willingness to study independently.
- Attend school.
- Desire to be part of the wider school community.
- Aim high.
- Enjoy their time in school.
- Always try their best.

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PPEs



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- PPEs are a great way for teachers and the school to develop an understanding of students' strengths and areas for improvement.
- All teachers emphasise the importance of focusing on PPEs and doing well.
- PPEs will begin on Monday 9th November and last for two weeks.
- The sooner revision begins, the more manageable it will feel and the more effective it will be.

Identify, Review, Test



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Identify

Here you identify gaps in knowledge with a PLC.

Review

Review of learning/revision to deal with gaps.

Test

This could be an exam question under timed conditions. This is to test that the therapy has worked.

Identify:



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R.A.G IT

- *I can answer easily.*
- *I know it but would need some prompts.*
- *I don't know it without my notes.*

Sense and Sensibility - Knowit		
Plot Whose death does the novel begin with? Why do Elinor, her mother and sisters have to leave their home? Where do they move to? Who invites them there? How does Marianne first meet Willoughby? When does Edward visit the cottage? What is his mood like when he arrives? How are the Steele sisters introduced to the reader? When does Lucy share the news of her engagement with Elinor? Why do Elinor and Marianne go to London? What makes John and Fanny Dashwood invite the Steeles to stay with them in London? What happens between Marianne and Willoughby in London? What do we learn about Colonel Brandon and Willoughby? How do the Middletons and Ferrars families react to the news of Edward and Lucy's engagement? Where do Mrs Jennings, Elinor and Marianne go after they have been in London? What happens to Marianne here? Who visits Marianne unexpectedly and what do they tell Elinor? What does a servant tell Elinor about Edward? How do we find out that this is incorrect? How does the novel end? What do the following quotations tell us about the character: Elinor – "her disposition was affectionate, and her feelings were strong; but she knew how to govern them" Marianne – "her sorrows, her joys could have no moderation" Mrs Ferrars – "Her complexion was sallow, and her features small, without beauty, and naturally without expression" Willoughby – "he acquiesced in all her decisions, caught all her enthusiasm"	Characters Use three adjectives to describe each of the following. Justify your choices. Elinor / Marianne / Willoughby / Colonel Brandon What does Mrs Dashwood do to fill her days? How old are Elinor and Marianne? What is Elinor's most obvious quality? Give three examples from the novel where you see this. What is Elinor's main hobby? How does Elinor feel about Lucy Steele? What promise does John Dashwood make to his dying father? What part does Fanny Dashwood play in this promise being broken? What arguments does she use in doing so? Which characters have financial control in the novel? What career does Edward Ferrars wish to pursue? What type of company does Sir John Middleton prefer? What characterises Lady Middleton? List Mrs Jennings' characteristics. How many of these seem at odds with one another? How are the Dashwood sisters and Steele sisters similar and dissimilar? How does Willoughby convey his charm throughout the novel?	Context When was the novel written? When was it first published? Under what name was the novel published originally? How do we know that Austen was invested in her work? Why are there differences between the first and second editions of the novel? What were the prospects of most women at the time of writing? What is primogeniture and why is it relevant in the novel? What is a dowry? What was Jane Austen's sister called and why is their relationship relevant in this novel? Setting Plot the movement of setting throughout the novel. What is significant about the sense of travel? What characterises Norland Park? What plans do John and Fanny have for it? How do the Dashwood sisters feel about leaving it? What does the narrator mean when they say of Barton Cottage "as a cottage it was defective"? What does the reader associate Barton Park with most closely? What is the significance of Cleveland being in a remote setting? In what ways does London contrast with the more rural settings?

Curriculum:



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▼ PORTALS

▼ QUICKLINKS



HOME

ABOUT US

ADMISSIONS

CURRICULUM

PARENTS

SIXTH FORM

COMMUNITY

CONTACT US



Benefactorum Recordatio Jucundissima Est

Curriculum:

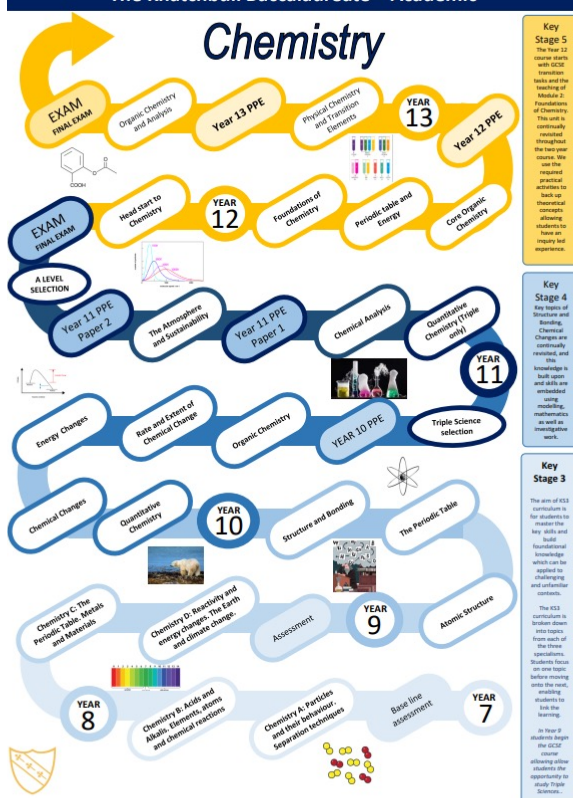


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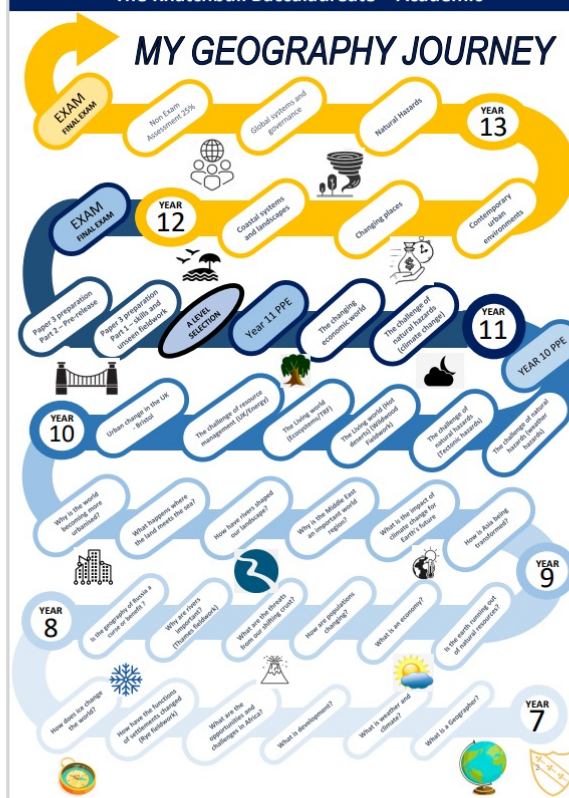
The Knatchbull Baccalaureate – Academic

Chemistry



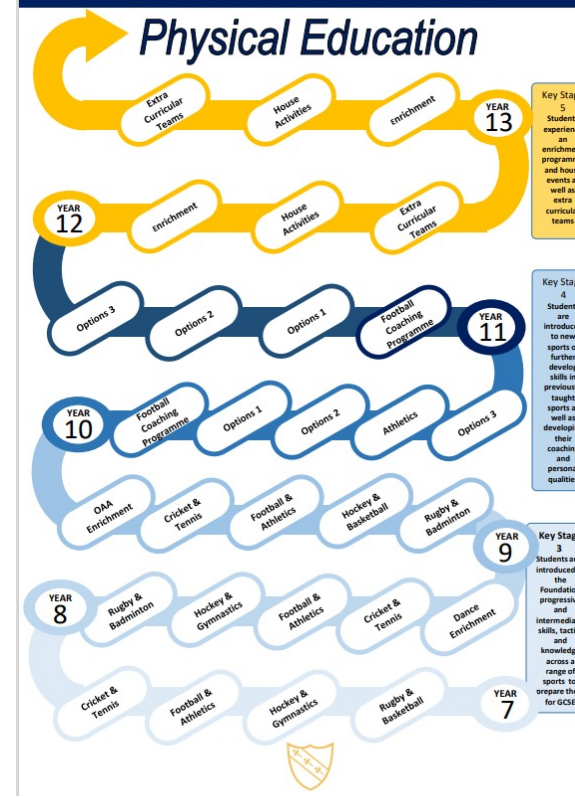
The Knatchbull Baccalaureate – Academic

MY GEOGRAPHY JOURNEY



The Knatchbull Baccalaureate – Academic

Physical Education

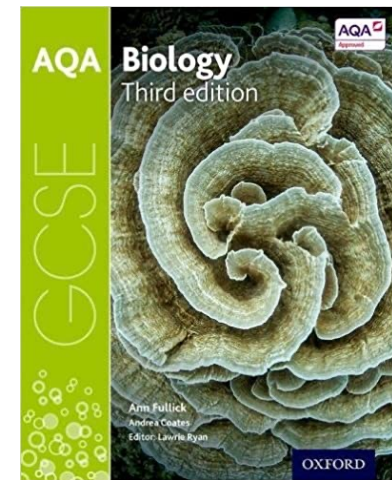
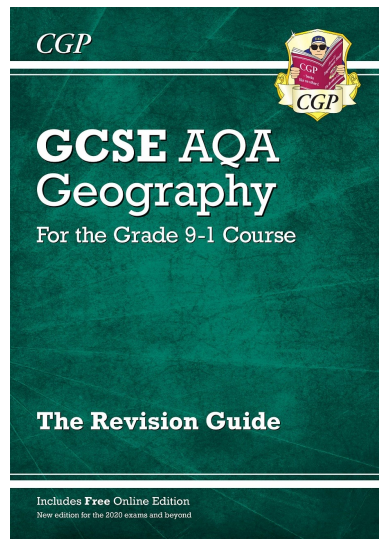
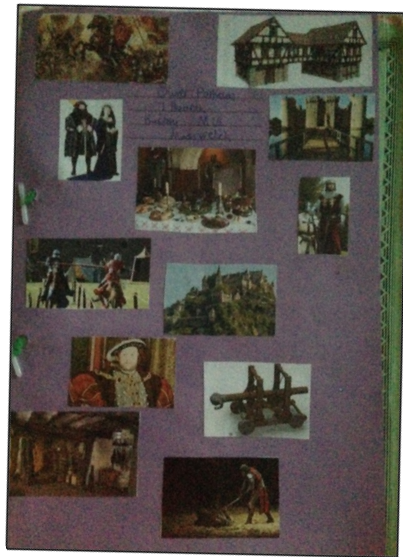


Review:



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Quizlet

HISTORY OF THE NHS

NHS



The National Health Service was
founded in 1948.

It provides free healthcare in
the United Kingdom.



SENECA

Free interactive content to
keep students engaged

Test:



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SENECA

Free interactive content to
keep students engaged

Quizlet

AQA

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE
BIOLOGY

Higher Tier Paper 1H

H

Tuesday 12 May 2020 Afternoon Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator.

Instructions

- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer all questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	



18N1240223

8461/1H

AQA

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE
HISTORY

Paper 2 Section B (K) Norman England, c1066–c1100

Afternoon

Time allowed: 2 hours

Materials

For this paper you must ensure you have:

- A ruler
- An Interim/Revision Booklet (provided)
- The other optional Question Paper/Answer Book and Source Booklet for this Paper 2 Section B (K) you are entered for.

You will have 2 hours to complete both papers.

Instructions

- Use black ink or black ball-point pen.
- Print the names at the top of this page.
- Answer all four questions.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

Information

- The maximum mark for this paper is 40.
- The marks for the questions are shown in brackets.
- Extended writing is tested in Question 4K.

Advice

- You are advised to spend about 1 hour on Paper 2 Section A and about 1 hour on Paper 2 Section B.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
TOTAL	

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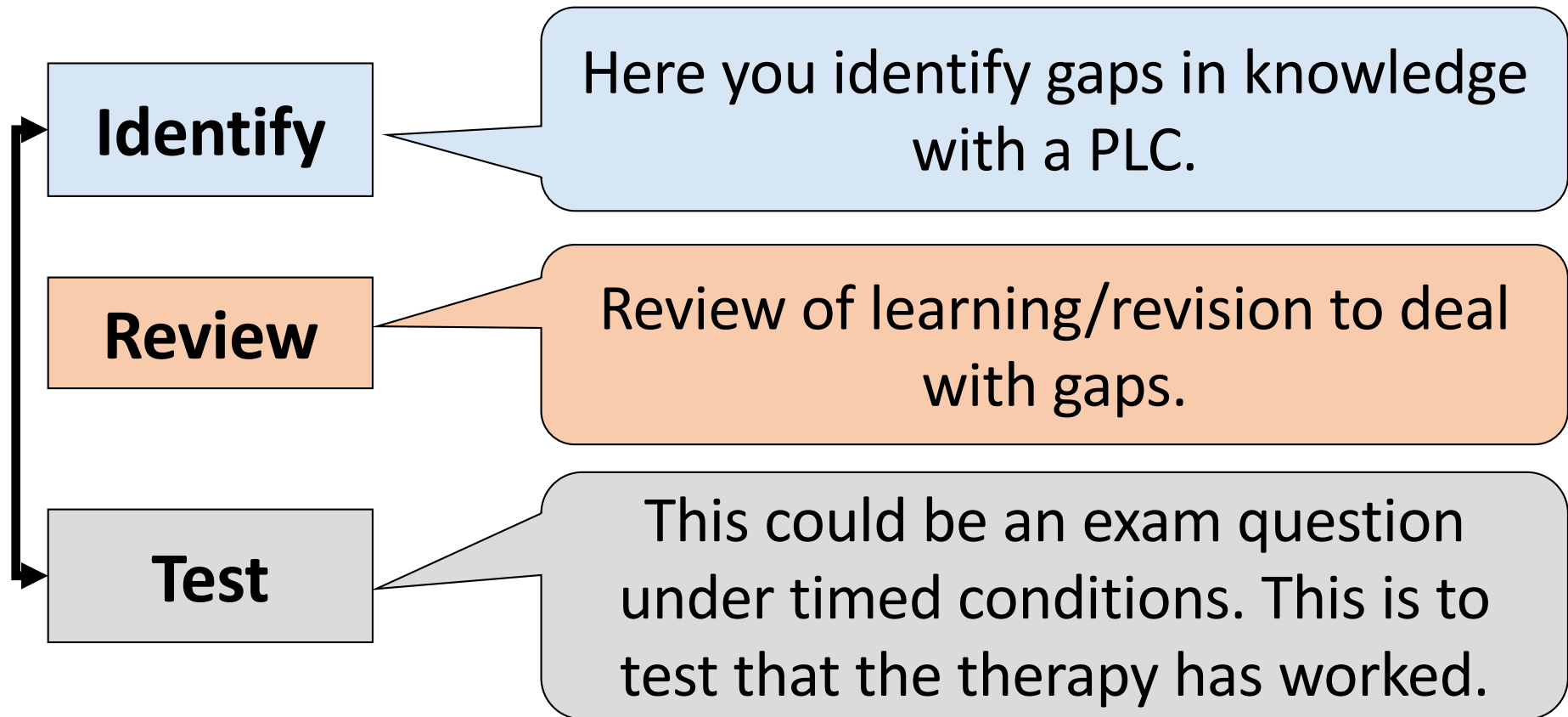
18N1240223

8445/2B/A

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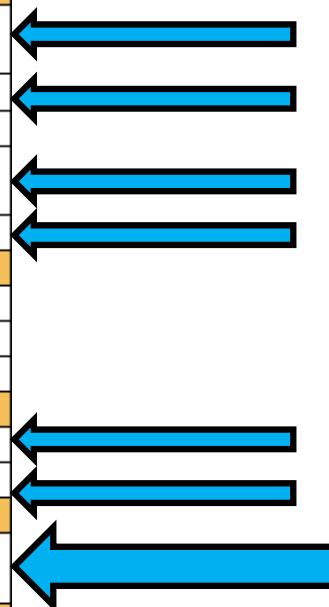
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***Do not let your grades
limit your options.***

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Introduction to KentChoices for Year 10's



The Education People working in partnership with Kent County Council

THE EDUCATION
PEOPLE

The 6th Form at NKS:



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- The progress that students make is in line with other selective grammar schools in the area.
- We currently have one of our largest Y12 cohorts.
- And there has been a growth in applications to the Sixth Form – 569 for around 185 places.

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Thursday, 19 August 2027	Results Day

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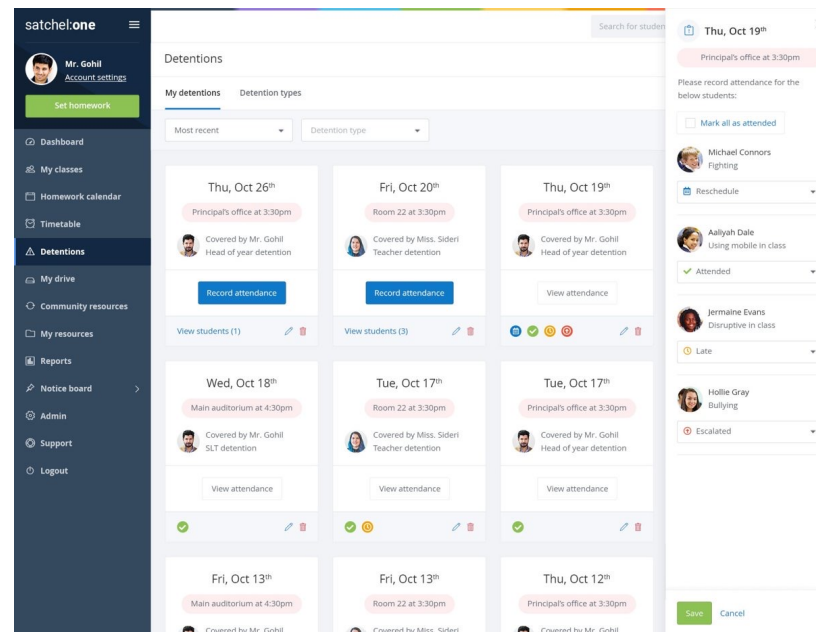


How can you support your son?



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- Remember that revision resources are usually made available directly to students via Satchel One, Teams and in class.



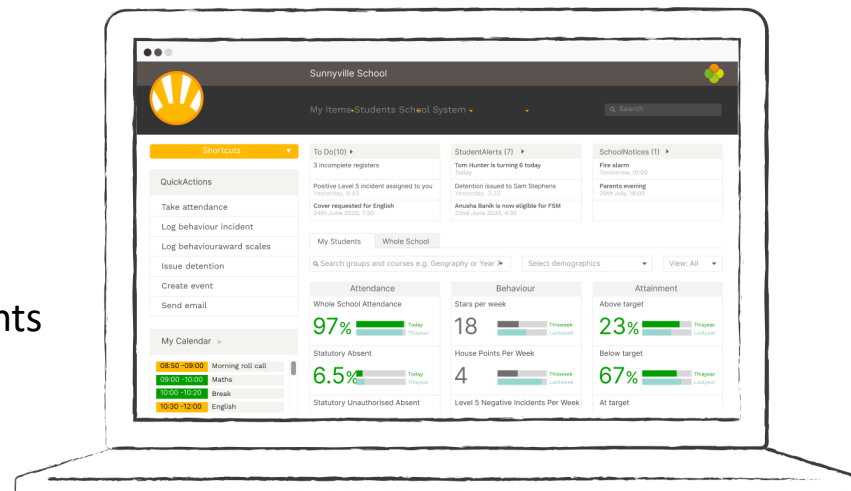
How can you support your son?



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- Remember that revision resources are usually made available directly to students via Satchel One, Teams and in class.
- Monitor behaviour in lessons/school and support attendance at detentions.

- Arbor is the schools MIS
- Main source of communications
- Achievement and behaviour points
- WEB based and app



How can you support your son?



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- Remember that revision resources are usually made available directly to students via Satchel One, Teams and in class. Monitor behaviour in lessons/school and support attendance at detentions.
- Have discussions regarding upcoming monitoring deadlines.
- Spend time going over your son's monitoring reports from the last couple of years and look for patterns in behaviour or comments.

KS4 grade 9 to 1	-		+
Definition	There is a possibility of dropping to the grade below.	Secure at this grade	Has potential to achieve the next grade up
ATL			Homework
Always follows the school's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning. Responds positively to feedback and guidance, developing their work and skills as a result. Actively engages with independent learning.		1	Homework is always completed on time. The quality of the work goes above and beyond the expectations set. The work is presented with care and accuracy.
Follows the school's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning. Routinely responds positively to the expectations of, and guidance from staff. Students participate in self-directed independent learning activities.		2	Homework is completed on time. The quality of work is of a good standard. The work is presented neatly and has minimal mistakes.
Follows the school's behaviour for learning rules and is usually prepared for lessons. Behaviour is good most of the time but can receive a first warning. Often responds to the expectations of, and guidance from staff. Students can participate in self-directed independent learning activities.		3	Homework is not handed in every time. The quality of work is acceptable but requires more detail. The presentation of work can be untidy.
Working below the expected standard of the school's behaviour for learning rules and an L1 behaviour has been set for this . Often unprepared for lessons and this impacts negatively on own learning. There is little or no participation in self-directed independent learning activities.		4	Homework is not submitted on time or is not of a suitable quality. The quality of work is incomplete or missing significant detail. The presentation of work is untidy. An L1 behaviour has been set for this.

Course	Grade (9 - 1)	Attitude to Learning	Homework
GCSE Biology: PPE Result	9	1	1
GCSE Biology: Projected Grade	9		
GCSE Chemistry: PPE Result	9	1	1
GCSE Chemistry: Projected Grade	9-		
GCSE Drama: PPE Result		1	1
GCSE Drama: Projected Grade	8+		
GCSE English Language: PPE Result	9	1	
GCSE English Language: Projected Grade	9-		
GCSE English Literature: PPE Result	8	1	1
GCSE English Literature: Projected Grade	8+		
GCSE French: PPE Result	8	1	2
GCSE French: Projected Grade	9-		
GCSE Geography: PPE Result	9	1	1
GCSE Geography: Projected Grade	8+		
GCSE Maths: PPE Result	8	1	1
GCSE Maths: Projected Grade	9		
GCSE Music: PPE Result	7	1	2
GCSE Music: Projected Grade	8		
GCSE Physics: PPE Result	9	1	1
GCSE Physics: Projected Grade	8+		
Sport: Games		2	
Personal, Social and Health Education: (PSHE)		1	

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GCSE Drama: PPE Result		1	1
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GCSE English Language: PPE Result	9	1	
GCSE English Language: Projected Grade	9-		
GCSE English Literature: PPE Result	8	1	1
GCSE English Literature: Projected Grade	8+		
GCSE French: PPE Result	8	1	2
GCSE French: Projected Grade	9-		
GCSE Geography: PPE Result	9	1	1
GCSE Geography: Projected Grade	8+		
GCSE Maths: PPE Result	8	1	1
GCSE Maths: Projected Grade	9		
GCSE Music: PPE Result	7	1	2
GCSE Music: Projected Grade	8		
GCSE Physics: PPE Result	9	1	1
GCSE Physics: Projected Grade	8+		
Sport: Games		2	
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How can you support your son?



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- Remember that revision resources are usually made available directly to students via Satchel One, Teams and in class. Have discussions regarding upcoming monitoring deadlines.
- Monitor behaviour in lessons/school and support attendance at detentions.
- Spend time going over your son's monitoring reports from the last couple of years and look for patterns in behaviour or comments.
- Departments may also email you directly with revision ideas.
- Keep a note of key dates and deadlines.
- Please ask for help early if you or your son are struggling.
- Set expectations from the beginning to make sure there is dedicated time and space for study and revision.
- If your son has SEN needs, please make sure all access arrangements are in place, preferably before the PPEs so we can accommodate them in time.

Moments Matter; Attendance counts:



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The Impact of School Absence on Lifetime Earnings

Research report

March 2025

The link between attendance and attainment in an assessment year

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Moments Matter; Attendance counts:



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Key Finding

On average, there is a **1 grade decrease per 13 days of absence.**

Moments Matter; Attendance counts:



The link between
attendance and
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Research Report
March 2025



The Impact of School
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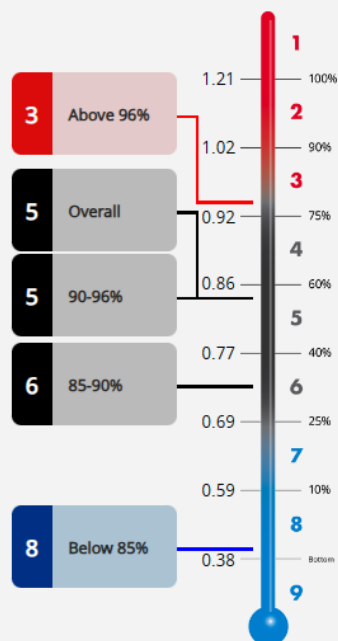
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Key Finding

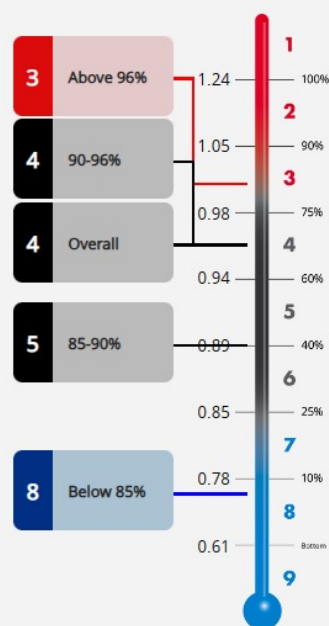
Missing just 10 days of year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%.

Moments Matter; Attendance counts:

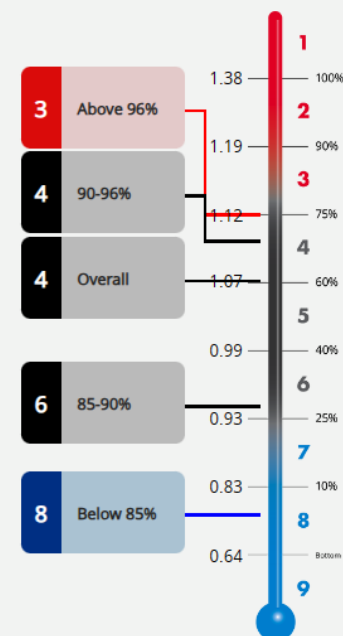
Computing



Maths



Chemistry



Attendance impact on grades:



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Group 1 Above 96%	Final Result	6+
Group 2 90-96%	Final Result	6
Group 3 85-90%	Final Result	5+
Group 4 Below 85%	Final Result	5

Attendance impact on grades:



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Group 1 Above 96%	Y10 PPEs	5.76
Group 2 90-96%	Y10 PPEs	5.19
Group 3 85-90%	Y10 PPEs	5.14
Group 4 Below 85%	Y10 PPEs	4.88

What we will do to support your son:



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- Tutor time activities that will help them with revision and study skills.
- Subject specific intervention clubs – these are run by specific departments on the lead up to exams. Please keep an eye out for subject communications regarding these or ask if you are not sure.
- One to one meetings with SLT to determine next steps and help students through the process of applying to post-16 places.
- Meetings with our careers advisor Mrs Vernon to help them make important next step decisions.
- Sixth form taster days – students will get to spend time as a sixth former for the day and experience subjects first hand before they have to decide.
- Options evenings so parents can see what options are available at sixth form and ask questions regarding entry requirements and content.
- We celebrate our achievements, both in the classroom and beyond.

What if my son is suffering from exam stress?



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- Firstly, remember that this is completely normal. The GCSEs are a big deal and while we want your son to treat them seriously and make sure they are putting in their best effort, this should not be at the cost of their mental health.
- Stress may not always look like overstudying and vocalising their worry. It can also look like avoidant behaviour, retreat away from friends and family, or displaying unhelpful behaviours. If you are concerned, please let us know.
- Revision should be chunked into manageable tasks so ensure that breaks are built into revision plans and schedules.
- Try to keep food and sleep consistent.
- Ask if you need help.

Here to help:



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Mr T Sparrow
Head of KS4/Senior
Leadership Team



Mr T Snare
Head of Year



Mr R Adams
Student Support
Manager



Miss Neale
Pupil Premium/FSM/Senior
Leadership Team



Mr Uttin
SENCO