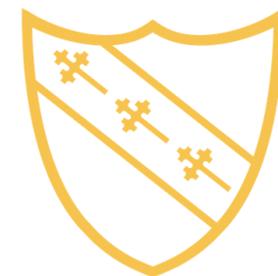


Year 7 – The Year Ahead



Year 7 Important Dates	Events
Wednesday, 3 September 2025	First day of academic year 2025/2026 School Photos
Monday, 15 th September 2025	Parent Information Evening at NKS (6-7pm)
Monday, 6 October 2025	*Monitoring 1 – Attitude to Learning only
Monday, 20 October to Friday, 31 October 2025	Half Term break
Wednesday, 19 November 2025	Parent Voice Evening 1 at NKS (6-7pm)
Monday, 22 December to Monday, 5 January 2026	Christmas break
Friday, 9 January 2026	Y7 Trip to Marlowe Theatre Panto
Monday, 19 January 2026	*Monitoring 2 (Grade, ATL, HW)
Thursday, 5 February 2026	Parents' Evening (online) (4 - 7:00pm)
Monday, 16 to Friday, 20 February 2026	Half Term break
Wednesday, 11 March 2026	Parent Voice Evening 2 at NKS (6-7pm)
Thursday, 2 to 17 April 2026	Easter break
Friday, 22 May 2026	Sports Day
Monday, 26 to Friday, 30 May 2026	Half Term break
Monday, 8 June 2026	*Monitoring 3 (Grade, ATL, HW and comments)
Wednesday, 8 July 2026	Junior Prizegiving (by invite only)
Wednesday, 15 – Friday, 17 July 2026	Enrichment Week
Tuesday, 21 July 2026	Last day of academic year 2025/2026

***Please note that the Monitoring dates above are teachers' deadlines, therefore you would expect the report approximately one to two weeks after this date.**

- Tonight's presentation will be shared with all Year 7 parents later this week
- Do not worry if you miss a slide or need a recap as you will be able to do this when it is sent out

Welcome to Year 7 Parental Information Evening



THE NORTON
KNATCHBULL
SCHOOL

**Knatchbull
Baccalaureate
– Year 7 –
Mr Snare**



The Knatchbull
Baccalaureate

Academic
Community
Extra-Curricular
Excel



Knatchbull Baccalaureate

1. Creative – adaptable, flexible, curious, innovative
2. Resilient – lifelong learners, problem solving
3. Thinkers – critical, analytical, questioning
4. Communicators – in person, in writing, responsive listeners
5. Leaders – Disciplined, confident, accountable
6. Aware – of self & others; emotionally intelligent, kind, mindful
7. Collaborative – team workers, inclusive, global citizens
8. Honest – Integrity, ethical
9. Independent – Self confident
10. Ambitious – Aspirational, aiming high, competitive
11. Healthy – physically and emotionally



Knatchbull Baccalaureate

Academic - All students follow a rigorous academic curriculum, so that they learn in **creative** and demanding ways, developing metacognition; recognising and acknowledging that secure understanding of knowledge enables students to become higher order **thinkers** (both within and across subjects).

Enrichment - Students engage with a wide range of enrichment and extra-curricular activities which broaden their perspectives, knowledge, skills and talents; so that they develop an appreciation that high quality outcomes in any field come as a result of **independent** commitment and targeted practice, combined with **collaborative** work, consequentially developing **resilience**, adaptability and learning through mistakes.



Knatchbull Baccalaureate

Community - All students have opportunities to experience and gain **awareness** how we gain from and **communicate** in, and contribute to, the development of **healthy** communities in which we live, study and work. We can all make a contribution – through various **leadership**, fundraising, volunteering opportunities (this may be in school or in the wider community).

Excel - Students have high aspirations and **ambitions** for themselves and each other – in what they want to achieve, but also how they conduct ourselves – with **honesty** and mutual respect. They look to stretch and challenge ourselves in at least one area of the three other pillars.



Benefactorum Recordatio Jucundissima Est



The Knatchbull Baccaluareate



School Improvement Plan



Aspiration



Culture



Creativity

Academic

- A broad and creative curriculum where students study 15 subjects
- Monitoring grades
- Year 9 GCSE options evening
- Subject interventions and support
- Achievement points
- Postcards home
- Specialist facilities to encourage progress
- Parents' evenings
- Homework Club
- Library resources
- Student Mentors

Enrichment

- Range of school clubs & societies
- Residential trips: ski trip, Spain, France and Bushcraft
- Subject trips: from London to Lille and a range of locations around Kent
- Enrichment Week
- School pantomime
- Music groups
- KS3 NKS Challenges
- Theatre trips
- House competitions
- Wide range of extra-curricular sport

Community

- Form Representatives
- Peer mentoring
- Student Council
- Culture Days
- March to Mersham
- Sports Day
- Charity events and non-uniform days
- Tour guides for visitors
- House competitions
- Remembrance assemblies
- Student panels for interviews and Governor Days
- Student Librarians
- Eco Group

Excel

- Visiting speakers
- Celebration Assemblies and rewards trips
- Representing the district, county or country in sports fixtures
- Programme of TED talks
- Junior Prize Giving
- Additional resources in all subjects to stretch and extend
- “Cake at Break” with Headteacher
- Student performances at school events
- National and regional competitions across many subjects



The Key Stage 4 Knatchbull Baccalaureate

Academic

- GCSEs – 18 subjects offered
- Year 11 1-2-1 guidance interviews
- PPE exams
- Revision sessions
- Careers guidance
- 6th Form Taster Days
- Monitoring grades
- Subject interventions and support
- Parents' evenings
- Achievement points
- Postcards home
- Homework Club
- Library resources
- Student Mentors

Enrichment

- Residential Trips: Rome, Naples
- Subject trips: from London to Lille, Dover to Dungeness...
- Range of school clubs & societies
- House competitions
- Wide range of extra-curricular sport
- Duke of Edinburgh
- Year 10 mock interviews and Work Experience Week
- School pantomime
- Music groups
- Theatre trips

Community

- Form Representatives
- Peer mentoring
- Student Council
- Culture Days
- March to Mersham
- Sports Day
- Charity events and non-uniform days
- House competitions
- Remembrance Assemblies
- Student panels for interviews and Governor Days
- Student Librarians
- Eco Group

Excel

- Year 10 Cambridge University Roadshow
- Representing the district, county or country in sports fixtures
- Visiting speakers
- Year 10 Super-Curricular Project
- Celebration assemblies and rewards trips
- National and regional competitions across many subjects
- Senior Prize Giving
- Programme of TED talks
- Additional resources in all subjects to stretch and extend



The Key Stage 5 Knatchbull Baccalaureate

Academic

- A Levels - 30 subjects offered
- 6th Form Taster Days
- PPE exams
- Revision Sessions
- Focus Days
- Achievement points
- Postcards home
- Monitoring grades
- Subject interventions and support
- Parents' evenings
- Library resources
- Student Mentors

Enrichment

- Residential Trips: Rome, New York, Spain
- Subject trips including Dungeness, London, Paris
- 6th Form Enrichment sessions
- Duke of Edinburgh Gold
- Range of school clubs and societies
- Weekly Enrichment sessions timetabled
- School pantomime
- Music groups
- Theatre trips
- House competitions
- Wide range of extra-curricular sport
- UCAS and Careers guidance/Fairs

Community

- Student Senior Leadership Team
- House Captains and Subject Prefects
- Form Representatives
- LiNKs
- Peer mentoring
- Student Council
- Culture Days
- Charity events and non-uniform days
- Tour guides for visitors
- House competitions
- Remembrance assemblies
- Student panels for interviews and Governor Days
- Eco Group

Excel

- Extended Project Qualification
- Med Society
- Oxbridge Group
- Representing the district, county or country in sports fixtures
- Visiting speakers
- Senior Prize Giving
- Celebration assemblies and rewards trips
- National and regional competitions across many subjects
- Programme of TED talks
- Additional resources in all subjects to stretch and extend

The Passport:



THE NORTON
KNATCHBULL
SCHOOL

Name:	
Form:	

Knatch Bacc Record

Academic

Enrichment

Community

Excel

Pillar:	What to consider:	Evidence of success in this pillar:
Academic:	<p>What test scores have you received recently?</p> <p>How does your monitoring show improvement?</p>	<ul style="list-style-type: none"> Increased from 60% to 80% in maths. Achieved mastery in two subjects.
Enrichment:	<p>Which Knatch Bacc tasks have you completed?</p> <p>What clubs have you taken part in at school?</p> <p>What clubs have you taken part in outside of school?</p>	<ul style="list-style-type: none"> Completed the Knatch Bacc book review task and achieved outstanding submission. Attend chess club.
Community:	<p>Have you volunteered anywhere recently?</p> <p>Have you undertaken fundraising for any causes?</p> <p>Have you been involved in the house competition?</p>	<ul style="list-style-type: none"> Volunteer at the Ashford Museum. Completed a sponsored cycle. Took part in house football. Ran the 800m on sports day.
Excel:	<p>What activities have you completed from the excel and extend booklet?</p> <p>Have you completed any department set additional challenges?</p>	<ul style="list-style-type: none"> Submitted the DT summer project. Listened to 4 History podcasts.

At NKS a student's experience in school is built on four key pillars that make up the 'The Knatchbull Baccalaureate' (**Knatch. Bacc.**) – Academic, Extra-Curricular, Community and Excel & Extend. Through making progress in each of the four categories, students will develop a wealth of experiences in a range of areas that take their time at NKS beyond the classroom.

Further information - [The Norton Knatchbull School - Curriculum](#)



The Optional Tasks:

- Every two weeks I will set an optional new task for Year 7 to complete at home.
- Tasks will consider topics such as exploring space, looking at your family tree and mythical beasts.
- Each submission will be given a points score of 1, 3 or 5.
 - 1 – Submission.
 - 3 – Good Submission.
 - 5 – Outstanding Submission.

- The points received for the Knatch Bacc **directly link to achievement points**
- These points will accumulate to various levels of certificates – again receiving **more achievement points**.
- All tasks will be set via Teams where students will upload their submissions for me to view.

Be a star gazer

Keep it simple!

Go outside on a clear night and take a look upwards – can you see the stars, the moon, a passing plane or maybe even a planet.

Go all out!

Find out which stars are visible in the northern hemisphere at this time of year and see if you can identify different constellations. Make a record of what you saw.

Staying safe

Have an adult with you, especially if you are leaving your own garden. If using a telescope, read the instructions first.

Useful links

[The Sky Tonight | National Schools' Observatory](#)
(see [schoolsobservatory.org](#))

Evidence

A photo of you gazing at stars.

A record of what you saw – maybe a diagram.



My Child is already very busy...

- These challenges are aimed at students who do not already have activities outside of lessons or who want more to do.
- All students are welcome to join in if they want to.
- Evidence of extra-curricular activities run by outside groups will not be required.
- All students must participate in the record keeping of the Knatchbull Baccalaureate and must review their life balance.

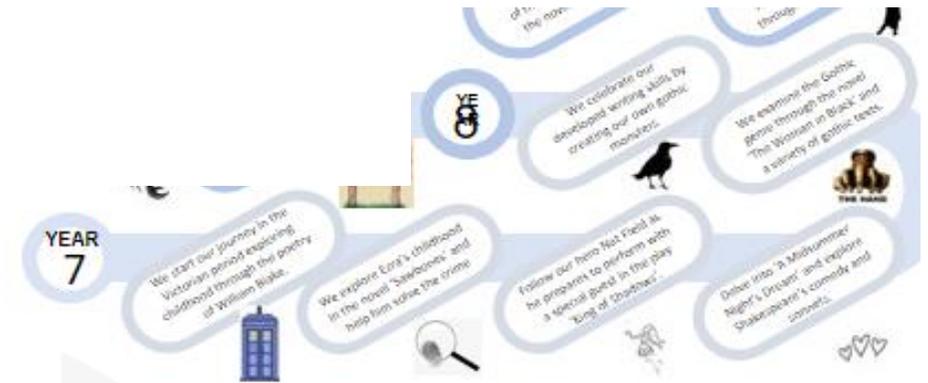


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English – Year 7 – Ms Burton

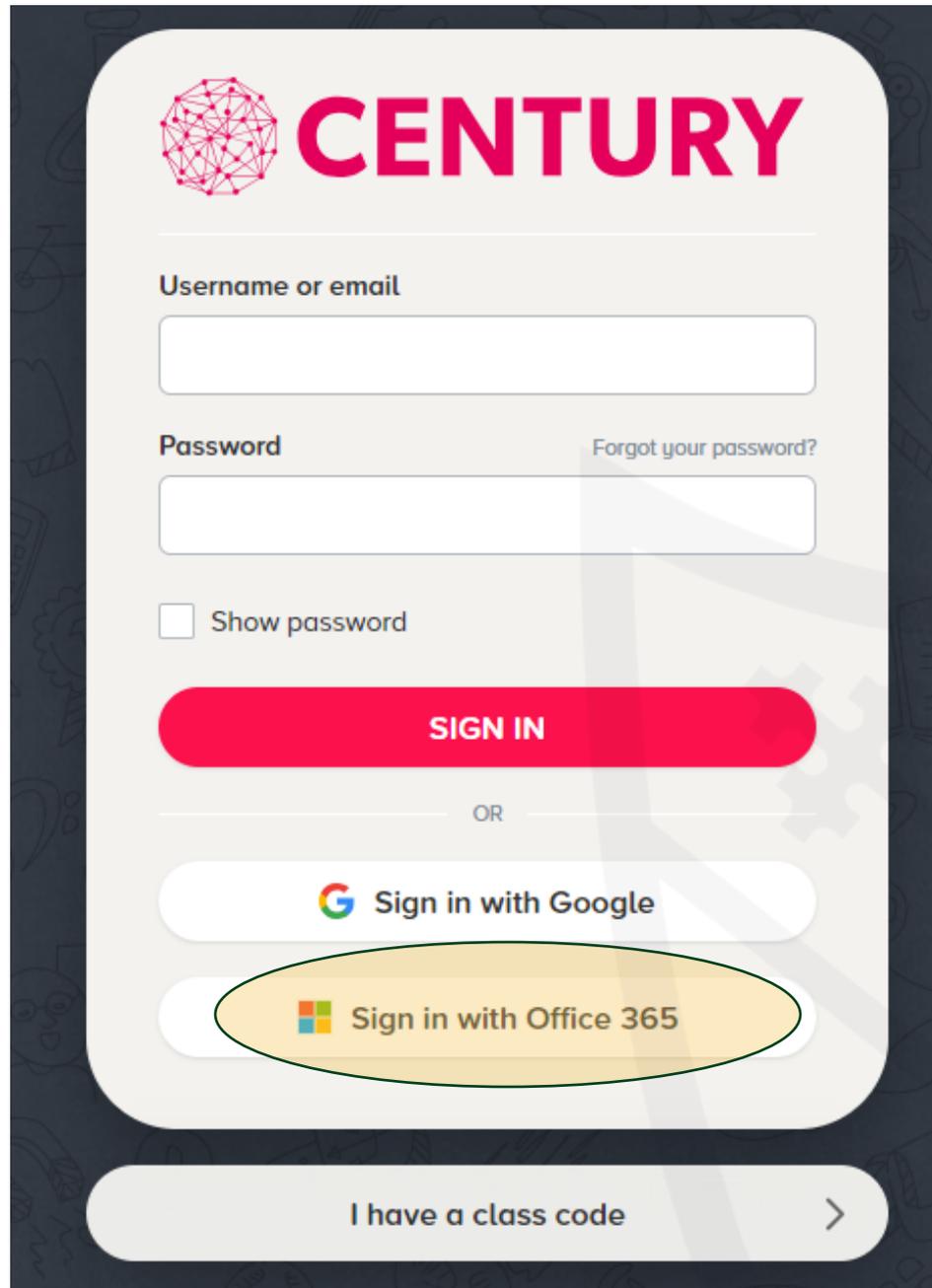
What do students in Year 7 study?

- Year 7 and (Year 8 group) are taught in their tutor groups and have 8 lessons per fortnight
- Each Year 7 group will study the English curriculum plus a writing unit that will focus on their discursive, narrative and descriptive writing skills throughout year 7. This unit has been designed to embed grammar, sentence structures, writing conventions and formal writing styles.



Term	Curriculum	Writing
1	Childhood – poetry, fiction and non-fiction	Descriptive writing
2	Sawbones - novel	Writing in character
3&4	Shakespeare	Discursive writing
5&6	Gothic – The Woman in Black	Narrative writing

Century

The image shows a login interface for Century. At the top left is a red geometric logo of a sphere with lines connecting points. To its right is the word "CENTURY" in large, bold, pink capital letters. Below this is a horizontal line. The main form area is light gray with rounded corners. It contains a "Username or email" label above a white input field. Below that is a "Password" label above another white input field. To the right of the password field is a link that says "Forgot your password?". Below the password field is a checkbox labeled "Show password". A prominent red rounded button with the text "SIGN IN" in white is centered below the password field. Below the button is the word "OR" in a smaller font. Underneath "OR" are two buttons: "Sign in with Google" with the Google logo and "Sign in with Office 365" with the Office 365 logo. The "Sign in with Office 365" button is highlighted with a green oval. At the bottom of the form is a light gray rounded button with the text "I have a class code" and a right-pointing chevron symbol.

CENTURY

Username or email

Password

[Forgot your password?](#)

Show password

SIGN IN

OR

 Sign in with Google

 Sign in with Office 365

I have a class code

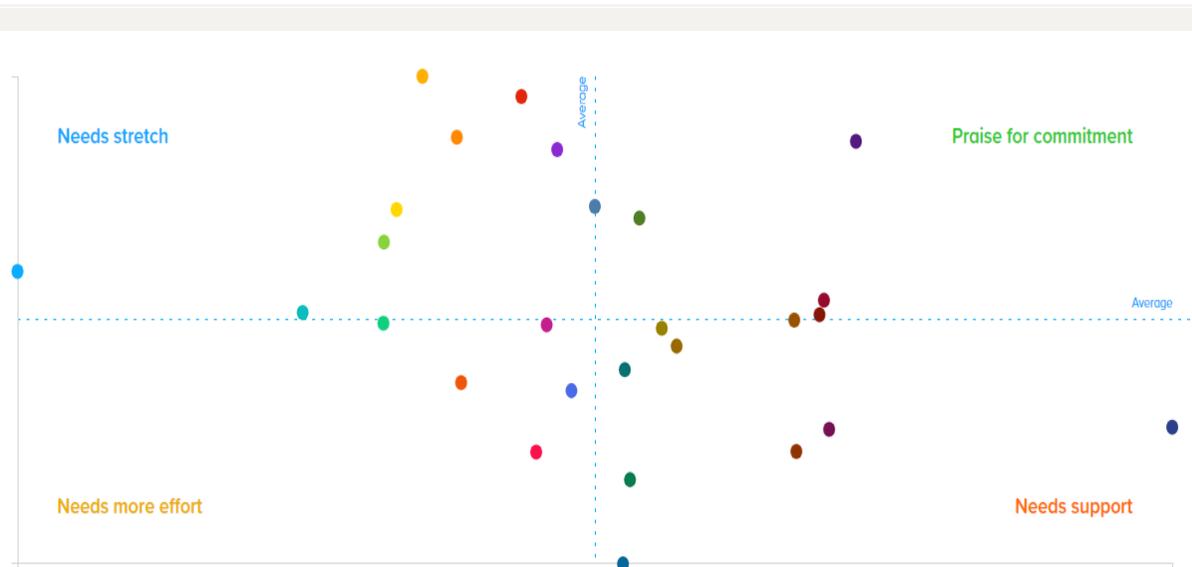


How we approach this.



Homework:

Term 1- all students will receive 3 nuggets a week.



- Every student will complete diagnostic tests for reading, writing and spelling
- If we are concerned we will invite students to intervention session to focus on reading skills during Form time and Lunch time.
- We will monitor Century and assessments to record progress.
- Most texts books have a reading age of at least 14 years old

Every English Lessons starts with reading for pleasure and / or a reading activity

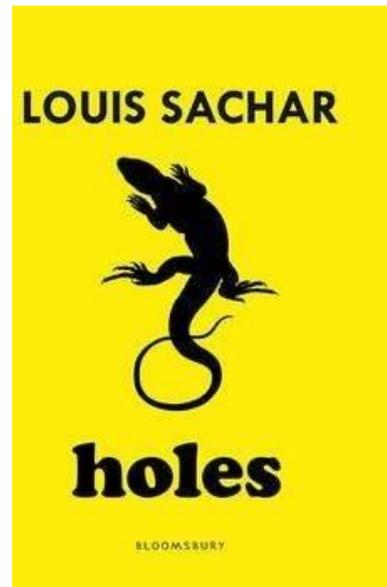
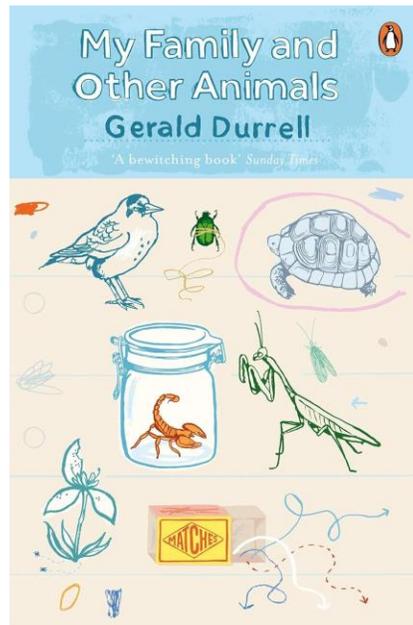
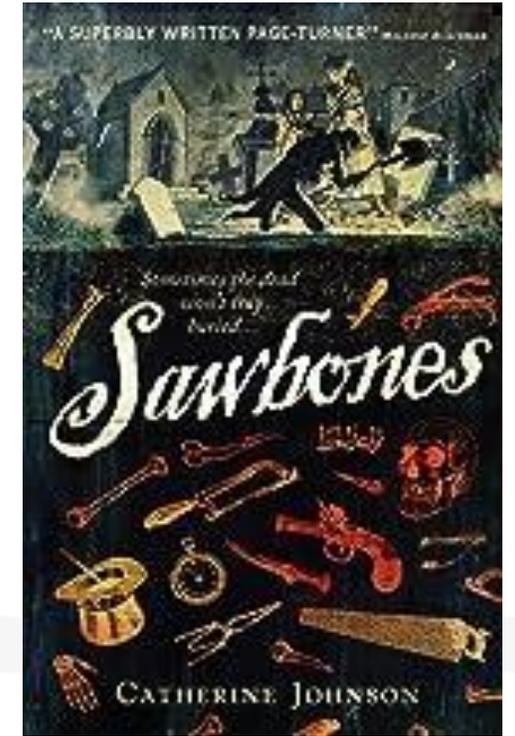
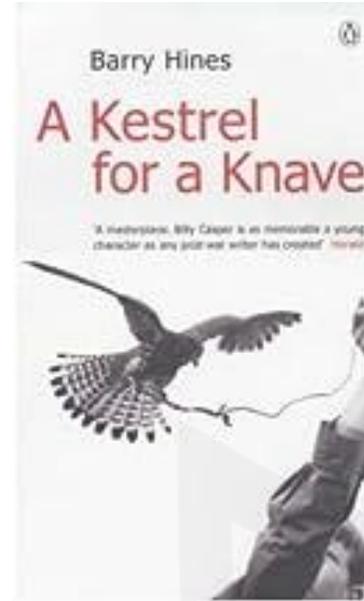
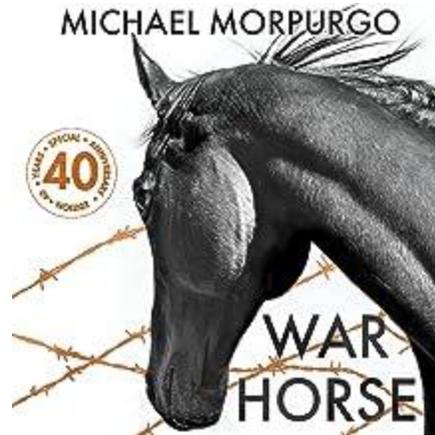
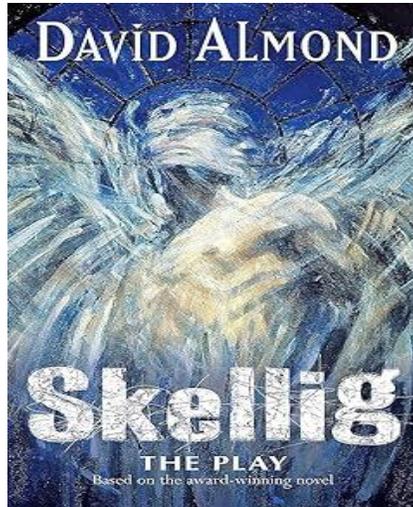
Every student should:

- Have a reading book on them during the school day
- Be reading everyday as part of their English homework
- Be able to talk and discuss their reading book
- Be reading at least one book a term – beyond their English text

 ePlatform



Reading challenge.



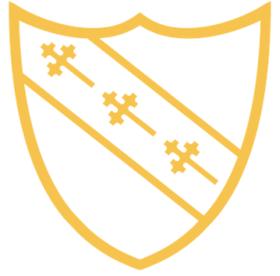
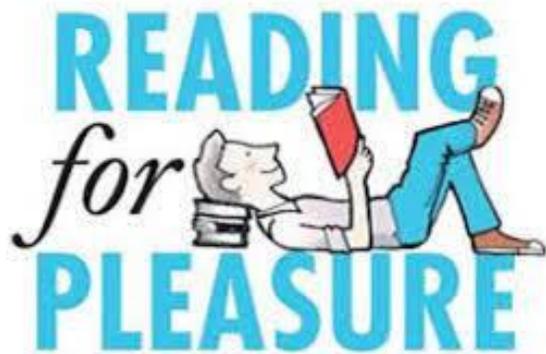
From Term 2 students will be taking part in the reading challenge when reading will become a formal part of the homework alongside Century.

Reading for meaning

How can I help?

Reading for pleasure is obviously important but is different to reading for meaning.

Question, Question, Question.



How can I help?

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

LOOK



SAY



COVER



WRITE



CHECK



Tutor time:
DEAR time
Spellings

Why is whole school Literacy Important?



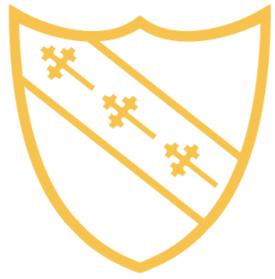
- **Literacy** is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world
- Competence and confidence in literacy, including competence in **grammar, spelling** and the **spoken word**, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.
- Links to Thinking Harder – challenging ideas and applying these to work.

Stretch and Challenge

How can you help?

1. Read everyday – but challenging (age appropriate texts)
2. Develop vocabulary – learn new words and use them in your writing
3. Learn and use your subject terminology
4. Correct spellings, look them up in a dictionary
5. Talk - discuss school work and challenge ideas. Think beyond the obvious answer and support with evidence, examples

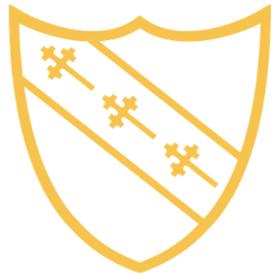
Reading and writing
cannot be
separated.
Reading is
breathing in;
writing is
breathing out.





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Maths – Year 7 – Mrs Bird



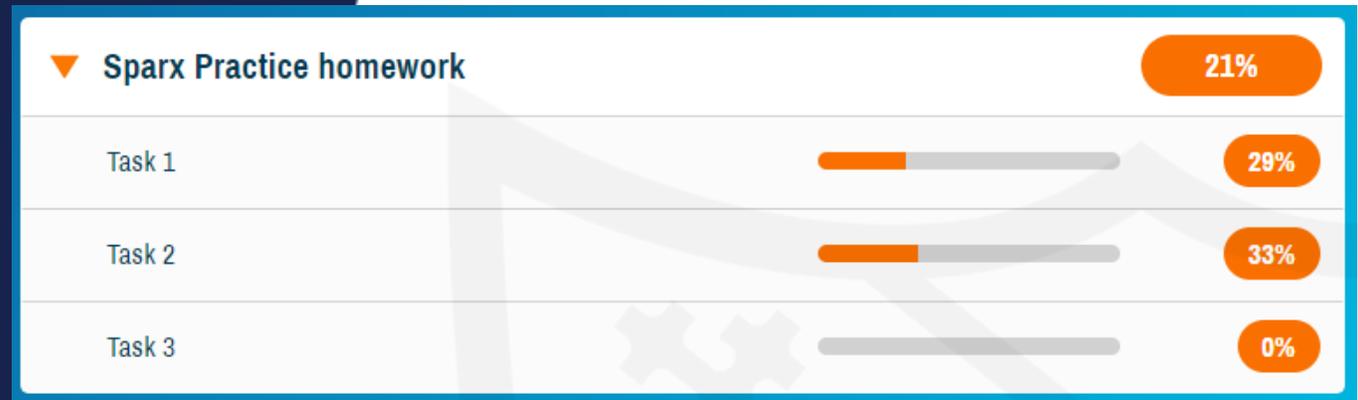
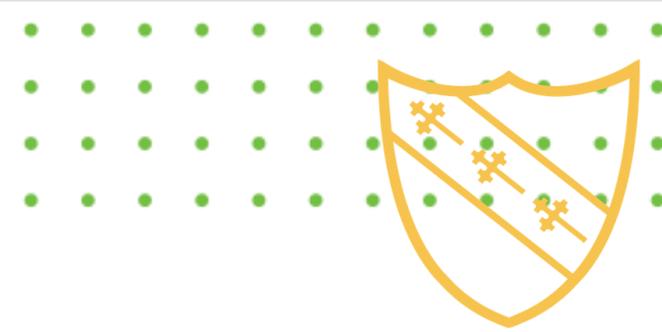
Sparx Maths

Empowering teachers, motivating learners

Sparx Maths

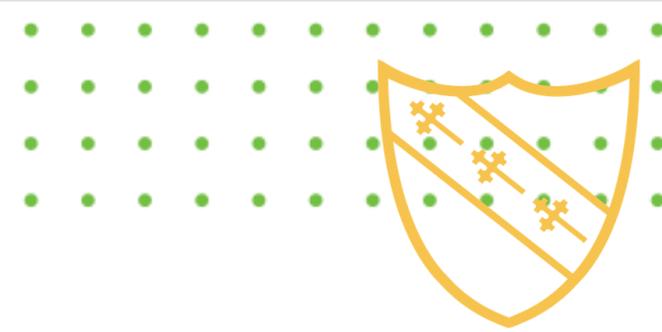
Quick Facts

- All homework needs to be completed to 100%
- Students will get a new task each week (except for school holidays)
- Homework should take about 30 minutes per week

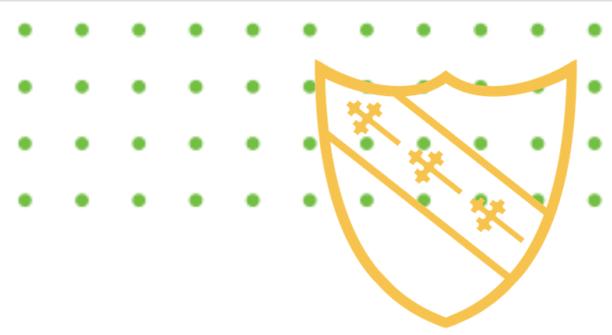


Sparx Maths

Teacher View



William [redacted]	16%		0h 00m	Incomplete	-
Charlie [redacted]	17%		0h 04m	Incomplete	
Matthew [redacted]	33%		0h 05m	Incomplete	
Jacob [redacted]	41%		0h 14m	Incomplete	
Jay [redacted]	44%		0h 25m	Incomplete	
William [redacted]	94%		0h 28m	Incomplete	
Toby [redacted]	✓		1h 13m	7 days early	
Henry [redacted]	✓		1h 28m	5 days early	
Joshua [redacted]	✓		1h 04m	4 days early	
Aaron [redacted]	✓		0h 20m	4 days early	



Sparx Follow-up Five - 10D\Ma - Week 2 Topic codes

Question set: **Question set 1** Show all answers Print View Full Screen

1. Position-to-term rules for quadratic sequences U206 Help the class

The start of a quadratic sequence is

7, 16, 27, 40, 55, ...

What is the n^{th} term rule for this sequence?

Show answer Expand question

2. Position-to-term rules for quadratic sequences U206 Help the class

A quadratic sequence begins

3, 12, 27, 48, 75, ...

Work out the n^{th} term rule for this sequence.

Show answer Expand question

3. Position-to-term rules for sequences of patterns U978 Help the class

A sequence of patterns is made from hexagons and triangles. The same number of hexagons and the same number of triangles are added each time.

How many triangles are there in **pattern number 70**?

Show answer Expand question

4. Plans and elevations U743 Help the class

Choose which option shows the plan and which option shows the side elevation of this 3D shape.

Show answer Expand question

5. Plans and elevations U743 Help the class

Which of the options below is the front elevation of this prism?

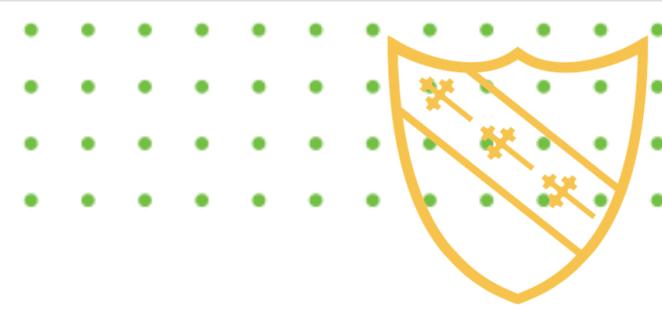
Show answer Expand question

Sparx Maths

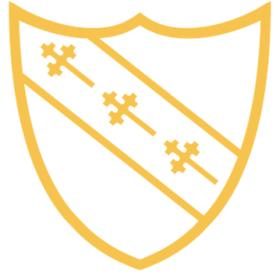
How can I help as a parent?

- Remind students to write down their working
- Encourage them to complete their homework early
- Check your emails to see if your child has completed Sparx each week

abird@nks.kent.sch.uk



Meet the Team for Year 7



Mr R Hoyte
Head of KS3/Senior Leadership Team
RHoyte@nks.kent.sch.uk



Mr W Trafford
Head of Year 7
wtrafford@nks.kent.sch.uk



Mrs S Parsonage
Student Support Manager for Year 7
sparsonage@nks.kent.sch.uk



Miss Neale
Pupil Premium/Senior Leadership Team
sneale@nks.kent.sch.uk



Mr Uttin
SENCO
puttin@nks.kent.sch.uk

Tutor Team



7A	Mrs Dryland	<u>edryland@nks.kent.sch.uk</u>
7B	Mrs Wagstaff	<u>hwagstaff@nks.kent.sch.uk</u>
7BU	Mrs Barnes	<u>ebarnes@nks.kent.sch.uk</u>
7H	Mr Hancock	<u>jhancock@nks.kent.sch.uk</u>
7K	Mr Johns	<u>jjohns@nks.kent.sch.uk</u>
7L	Mr Richardson	<u>orichardson@nks.kent.sch.uk</u>
7W	Miss Swan	<u>lswan@nks.kent.sch.uk</u>

NKS Mission Statement



At The Norton Knatchbull School we are proud of our history, tradition and achievements, at the same time as looking to the future for fresh challenges.

- We value each individual for whom they are and their ability to improve and grow.**
- We share mutual respect based on care, integrity and trust.**
- We are inspired by a passion for creative and demanding learning experiences.**
- We work with the wider community to make a positive difference.**
- We celebrate our achievements, both in the classroom and beyond.**

What are Our Expectations of Students?



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

Rewards at NKS



Success should be celebrated

We are proud of our student and their attitude towards learning. Last year students at the school amassed over 125,000 Achievement Points!

Y7 received over 30,000 positive achievement points

Celebration assemblies and reward trips take place throughout the year to celebrate this success

Last year we rewarded pupils with visits to FlipOut, Hollywood Bowl and Chessington for example

Every time a member of staff gives an Achievement Point out you will receive a notification from Arbor.

You will find a copy of the rewards policy in the behaviour policy on the school website.

REWARDS AND CELEBRATION MATRIX

LEVEL/SIMS &HOUSE POINTS	ACHIEVEMENT		REWARD	MANAGED BY...
1 1 point	Excellent work or effort during the lesson or an excellent homework	(3 times per year, merit points will be totalised, and certificates will be awarded as follows: Top 5% of year group = Gold, Next 5% = Silver, Next 5% = Bronze)	1 Achievement point Recorded in ARBOR	Individual teachers
2 5 points	100% attendance (3 times per year)		Attendance Certificate awarded Recorded in ARBOR	SSMs
	Sustained effort or attainment		Phone call or email home to praise achievements Recorded in ARBOR	Individual teachers
	Clean Uniform Card (6 times per year)		Entry in to prize draw Recorded in ARBOR	SSMs

Sanctions



- The vast majority of our students are well behaved and are enthusiastic about their learning.
- We have high expectations of our students and our behaviour policy reflects this.
- We follow a two strike policy in lessons
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- When a student receives a sanction/detention the parent will be informed via an email about the details of why that young person has a detention.
- We have incorporated automatic centralised L1 detentions within 24 Hours of the incident happening. This will be the breaktime after the incident.
- We also have a series of reports to support pupils – Blue / Orange / Yellow / Red
- Year 7 pupils received less than 750 Behaviour points compared to over 30,000 Achievement points last year

BEHAVIOUR AND CONSEQUENCES MATRIX			
LEVEL/ POINTS	BEHAVIOUR	CONSEQUENCE	MANAGED BY...
0	Low level behaviours: for example <ul style="list-style-type: none"> • Talking • Lack of focus • Minor/one off disruption 	Classroom management strategies. <ul style="list-style-type: none"> • Encouragement and praise • Verbal warnings and reiteration of 'Behaviour for Learning Rules' • Seating plan • 2 strikes before escalating to level 1- 1 warning then on second occasion of Low-Level disruption L1 	Individual teachers
L1 1 point	More persistent/problematic behaviours, for example <ul style="list-style-type: none"> • Constant talking • Failure to hand in homework • Inadequate classwork • Regular disruption • Failed 3 strikes technique • Disrespectful to peers • Disrespectful to staff • Misuse of school equipment • Repeated lateness to lessons • Failure to have uniform card on their person 	Department action <ul style="list-style-type: none"> • Students are issued a L1 detention for 15 minutes in the allocated detention room. This will be the next available breaktime. • Lateness to a L1 detention will result in a L2. • Recorded on ARBOR as an L1 • Parents informed by teacher • 3rd L1 detention in a department in a term triggers an L2 detention next time and Subject Report (after the L2 it drops back to L1s) • Detention reflection sheet completed in the detention. • Poor behaviour in the detention leads to an After School Detention 	Individual teachers

Uniform Expectations – Years 7-11



Aspect	Compulsory Uniform	Not permitted
Jacket	Dark blue blazer with the School Badge	
Trousers	Plain dark grey or black tailored style trousers	Trousers made from denim, corduroy or lycra. Trousers that have a very tight fit Trousers that by design look like jeans
Shorts	Plain dark grey or black tailored style shorts. (In term 6 only, as part of Summer Uniform). Example of acceptable shorts shown below	Shorts made from denim, corduroy, fleece fabric or lycra. Shorts that have a very tight fit.
Skirts	Smart grey or black pleated skirt of knee length. The choice to wear a skirt should be made with parental consent and include discussion with the relevant Head of Year. Example of acceptable skirt shown below. When a skirt is worn, it should be accompanied by black, grey or dark blue socks or tights.	Skirts made from denim, corduroy, fleece fabric or lycra. Skirts that are shorter than knee length.
Shirt	White with collar	
Socks	Black, grey or dark blue	Socks in vivid colours or white
Outer garments	Coats, hats, gloves and scarves of a conservative nature that are in keeping with the smart and business-like nature of the school uniform when weather deems this necessary	Hoodies Jackets made from denim or leather Clothing with garish or offensive slogans Baseball caps Other unconventional wear
School bag	All students must have a bag that is big enough to carry around all required equipment. The bag should be of a conservative nature and in keeping with the smart and business-like nature of the school uniform. A separate bag is recommended for carrying PE/Games kit	Bags with garish or offensive slogans
Jumper or cardigan	Plain dark grey or black V-neck jumpers or cardigan. Students can only wear a jumper/cardigan if they are also wearing their blazer.	Patterned jumpers Round neck jumpers Sweatshirts or hoodies Any logos

Footwear	Plain black shoes SEE BELOW FOR ADDITIONAL GUIDANCE	Boots, trainers (or shoes that look like trainers)
Jewellery /badges		No jewellery or badges are permitted at all, with the exception of watches and charity lapel badges/wrist bands at restricted and appropriate times.
Tie	School tie or school colours tie	Sporting or other club ties
Hair	Well-kept and tidy Long hair should be tied back	Hair cut into shapes likely to draw attention; hair dyed unnatural colours.
Equipment	All students should carry: <ul style="list-style-type: none"> • Pen • Ruler • Protractor • Colouring pencils • Eraser • Calculator • Pencil <ul style="list-style-type: none"> • Calculator • A pair of compasses • Pencil Sharpener • Reading book • Uniform Card • Green pen <ul style="list-style-type: none"> • Any exercise books, text books and further equipment required for their specific lessons 	
Games Kit	Dark blue reversible games shirt Dark blue football shorts Dark blue football/rugby socks Football boots Shin pads for Football/Hockey Gum shield for Hockey/Rugby	
PE Kit	White sports shirt (tennis style) White PE shorts White PE socks Training shoes	

Uniform Expectations – Years 7-11



Footwear should be plain black shoes. No boots, trainers (or shoes that look like trainers) are permitted.

Acceptable Shoes	Unacceptable shoes
	
	
	
	
	
Example of acceptable shorts	Example of acceptable skirt
	

[Link to Years 7 – 11 Uniform Policy](#)

Uniform Expectations – Years 7-11



Summer Uniform

- In the summer, when temperatures can be consistently high; summer uniform will operate.
- This means that blazers do not have to be worn and shorts can be worn. However, if a student is not warm enough, it is their blazer that should be worn. It cannot be replaced by other items such as hoodies, jumpers or coats.
- If particularly cold, a school jumper can still be worn under the blazer.
- **Summer uniform commences at the start of Term 6.**
- If it is particularly hot prior to term 6, Summer Uniform may commence early. This would be communicated to all staff, students and parents.

Exceptions

- Exceptions to the uniform policy may be granted for reasons of religious observance. This would only be permitted following discussions between parents and the relevant Head of Year/Student Support Manager.

[Link to Years 7 – 11 Uniform Policy](#)

You might have noticed in the news....

Schools which ban mobile phones get better GCSE grades, study finds

Secondary schools which impose an effective ban on smartphones are also twice as likely to be rated outstanding by Ofsted as the national average, the report says.

Ministers confirm plan to ban use of mobile phones in schools in England

Teaching unions say guidance includes practices already adopted and most schools already have policies in place

Press release

Mobile phone use to be banned in schools in England

Mobile phone use to be banned during the school day, including at break times, new guidance recommends.



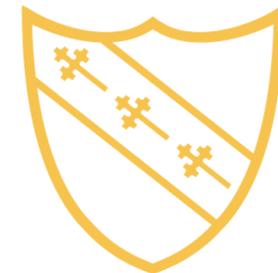
House of Commons
Education Committee

Screen time: impacts on education and wellbeing

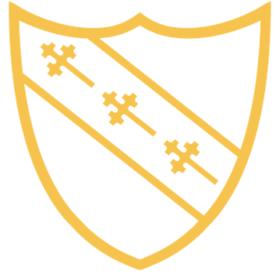
Fourth Report of Session 2023–24

Report, together with formal minutes relating to the report

Ordered by the House of Commons to be printed 23 May 2024



The basic principles from September 2024 onwards



Mobile phones and electronic devices are not allowed to be used or seen during the school day, this includes break and lunch times. **“Off and Away”**.

Students must put away their mobile phones as soon as they enter the school grounds. This also applies to earphones/headphones and smart watches, as well as handheld gaming device/ tablets , these are classed as “Electronic Devices”

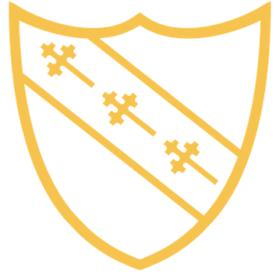
If a student is seen with an “Electronic Device” or uses them for any purpose during the school day, it will be confiscated on sight by a member of staff. The member of staff will deposit the phone at reception to be securely stored.

Devices - Off and away!



No Excuses, No Exceptions.

The basic principles from September 2025

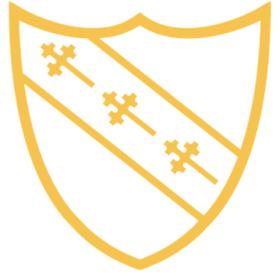


First confiscation – Phone/device can be collected by the student at the end of the day from reception. The student will also receive a L1.

Second confiscation- (second instance during any half term) Phone/device can be collected at the end of the day from reception. The student will also receive a L2.

Third confiscation – (third instance during any half term) The phone/device will be taken to reception and a L3 set. **Parents will be called to come in a collect the phone.**

Other details- From September 2024



When can students use electronic devices/phones?

Students will be allowed to use their phones/electronic devices once Period 5 finishes and the member of staff has dismissed the class from the teaching room as students have finished their learning for the day.

How will students access their timetable/homework

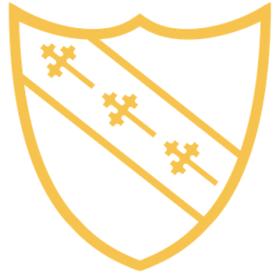
Students will have a paper based timetable that they can keep in their blazer pocket, like their uniform card.

We are increasing the amount of computers in the library so students have the option to complete homework on these before school, break and lunch times. We also offer a homework club afterschool. Otherwise, students complete homework at home.

Other schools let students use mobile phones.

Secondary schools in Ashford have made changes based on the government guidelines and research. Other local schools have very similar sanctions/policies. Reports suggest the government could be making this rule statutory soon.

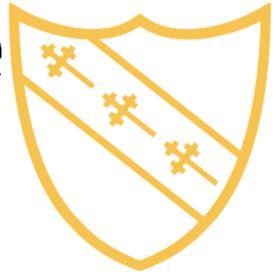
Online systems and support - Departmental homework



- To further support pupil engagement the school library is open from 08:15 everyday and pupils can use it at break and lunchtime also
- We also have a free homework club everyday from 15:15-16:30

Subject	Online textbook or app name	Parental login	What to do if forgotten password
Maths	Sparx Maths	No	See Maths teacher
Languages	ActiveLearn	No	Follow links on the login page
Science	Century / Kerboodle	No	See Science teacher
Geography	Hodder Boost	No	See Geog teacher
English	Century	No	See English teacher
All other	SatchelOne	Yes	See SSM or computing teacher

Online systems and support - Satchel One



- Pupil and parent portals
- You can see what homework has been set and what has been checked as completed
- Your son was given your login information on Wednesday last week



- Mr Gowen runs a computing support session in D15 every Tuesday lunchtime
- If your son is having issues logging on, accessing apps etc then they should be here or can ask Mrs Parsonage
- He has a series of video guides to further support:
- [NKS Quick Guides - YouTube](#)

The screenshot shows the Satchel One interface for a user named Mr. Gohil. The main content area is titled 'Detentions' and displays a grid of detention cards. Each card represents a detention event with the following details:

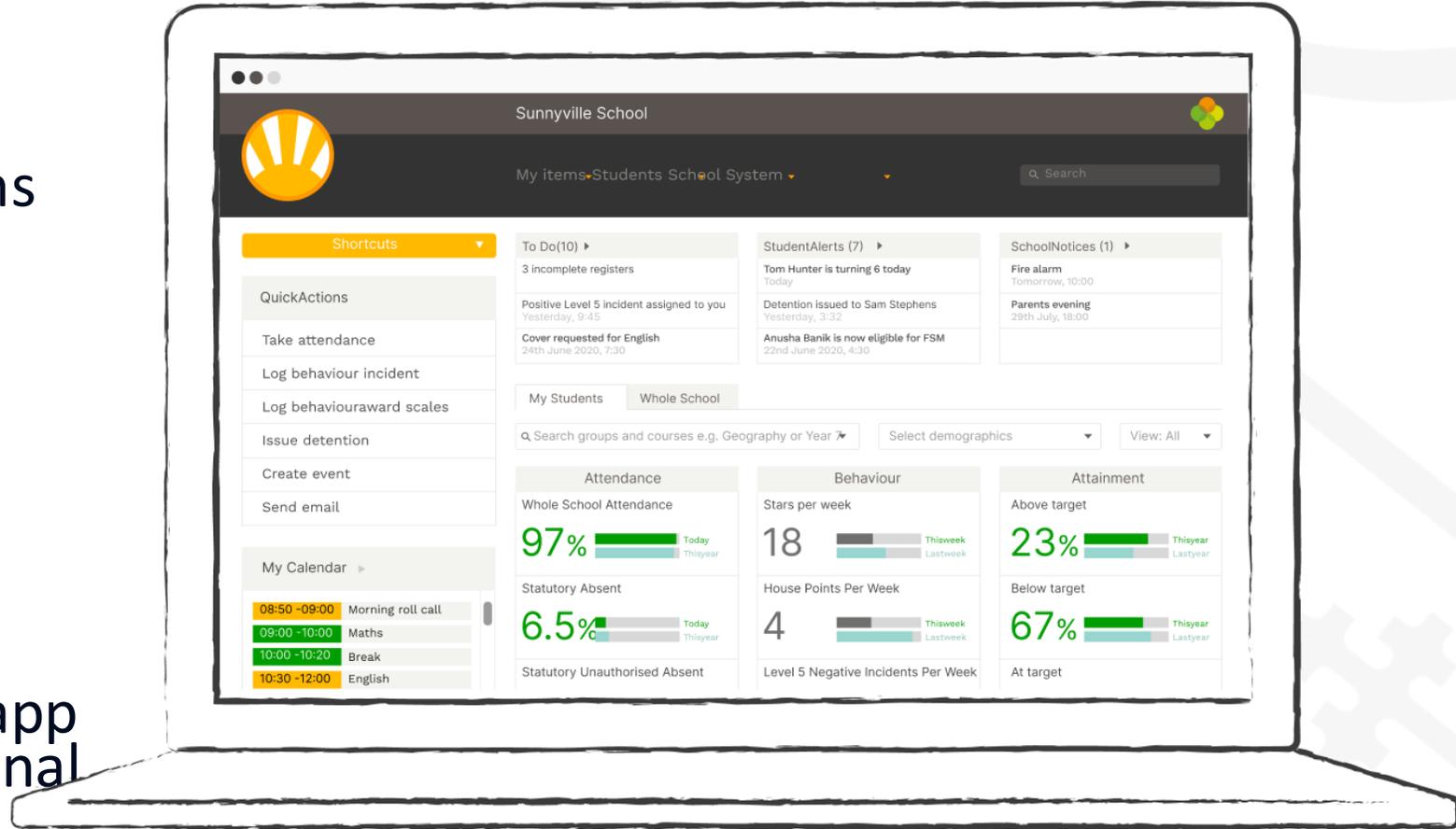
- Thu, Oct 26th**: Principal's office at 3:30pm, Covered by Mr. Gohil (Head of year detention). Record attendance button.
- Fri, Oct 20th**: Room 22 at 3:30pm, Covered by Miss. Sideri (Teacher detention). Record attendance button.
- Thu, Oct 19th**: Principal's office at 3:30pm, Covered by Mr. Gohil (Head of year detention). View attendance button.
- Wed, Oct 18th**: Main auditorium at 4:30pm, Covered by Mr. Gohil (SLT detention). View attendance button.
- Tue, Oct 17th**: Room 22 at 3:30pm, Covered by Miss. Sideri (Teacher detention). View attendance button.
- Tue, Oct 17th**: Principal's office at 3:30pm, Covered by Mr. Gohil (Head of year detention). View attendance button.
- Fri, Oct 13th**: Main auditorium at 4:30pm, Covered by Mr. Gohil. View attendance button.
- Fri, Oct 13th**: Room 22 at 3:30pm, Covered by Miss. Sideri. View attendance button.
- Thu, Oct 12th**: Principal's office at 3:30pm, Covered by Mr. Gohil. View attendance button.

The left sidebar contains navigation options: Dashboard, My classes, Homework calendar, Timetable, **Detentions**, My drive, Community resources, My resources, Reports, Notice board, Admin, Support, and Logout. The right-hand panel shows a list of students with their names and photos, and a 'Reschedule' dropdown menu. The top right corner shows the date 'Thu, Oct 19th' and a search bar for students.

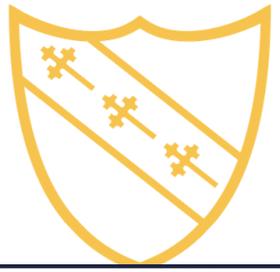
Online systems and support - Arbor



- Arbor is the schools MIS
- Main source of communications
- Achievement and behaviour points
- WEB based and app
- Pupils can access this and the app to see their timetables, additional sessions etc



Online systems and support - School Website (Students)



Students Useful Links

- All of the previous information and apps plus many more can be accessed through the student portal on the school website



WEBSITES



SCHOOL CENTRAL

Stay up-to-date with current technologies and the school IT changes



Microsoft 365

satchel:one

Active Learn



Arbor



CENTURY

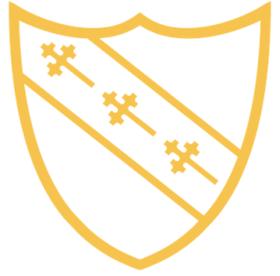


Collins Connect



desmos

Online systems and support - School



Website (Parents)

Parents

- Parents also have their own parental portal on the school website
- This gives you direct access to SatchelOne, Scopay and Arbor if you do not have or want to use the apps



WEBSITES



Data and monitoring

- Each term minimum of one piece of marked work per subject with development comments
- Their monitoring is a culmination of these and their work in class throughout the year

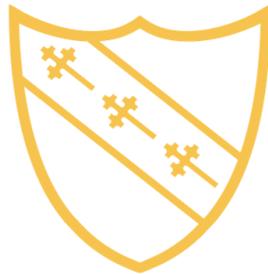
Monitoring Points for Year 7:
 Monitoring 1 – End of Term 1
 Monitoring 2 – End of Jan
 Monitoring 3 – June
 (Comments)

ATL and HWK
 1 - Excellent
 2 - Good
 3 – Requires some improvement
 4 - Inadequate



Attendance* 95.9%	Lates 2	Unauthorised Absences 2	Authorised Absences 6	
Behaviour Points 1	Achievement Points 33			Report date <input type="text"/>

Course	Current mark	Homework
Art and Design / Art: Art	1 – 1 st quartile 2 – 2 nd quartile 3 – 3 rd quartile 4 – 4 th quartile	1 2
Computer Science		2 2
Physical Education / Sports: PE		3 2
Design and Technology		4 2
Drama		2 2
English		2 2
Geography		2 2
History		2 2
Mathematics		2 2
Music		2 2
Religious Education: RE		3 3
Science		2 2
Spanish		2 2



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

Further information? - Curriculum



THE NORTON
KNATCHBULL
SCHOOL

[HOME](#)

[ABOUT US](#)

[ADMISSIONS](#)

[CURRICULUM](#)

[PARENTS](#)

[SIXTH FORM](#)

[COMMUNITY](#)

[CONTACT US](#)

▼ PORTALS

▼ QUICKLINKS



Benefactorum Recordatio Jucundissima Est

Curriculum



HOME > CURRICULUM > THE KNATCHBULL BACCALAUREATE (KNATCHBACC)

The Knatchbull Baccalaureate (KnatchBacc)

Our students' experience in school is built on four key pillars that make up the 'The Knatchbull Baccalaureate' (*Knatch. Bacc.*):

- **Academic** The timetable, the subjects, the lessons, the assessments, the exam outcomes... A rigorous academic curriculum, taught in creative and demanding ways, developing students' metacognition, recognising and acknowledging that secure understanding of knowledge underpins higher order thinking, synthesis (within and across subjects) and analysis.
- **Extra-Curricular** Enrichment, Sport, Music, The Arts... Through a wide range of enrichment and extra-curricular activities which broaden students' perspectives, knowledge, skills and talents; reinforcing that high quality outcomes in any field come as a result of commitment, targeted practice and teamwork, consequentially developing resilience, adaptability and learning through

In This Section

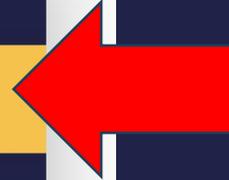
The Knatchbull
> Baccalaureate
(KnatchBacc)

KS3 Curriculum

GCSE Courses and
Options

Sixth Form Courses

SEND and Pupil
Premium



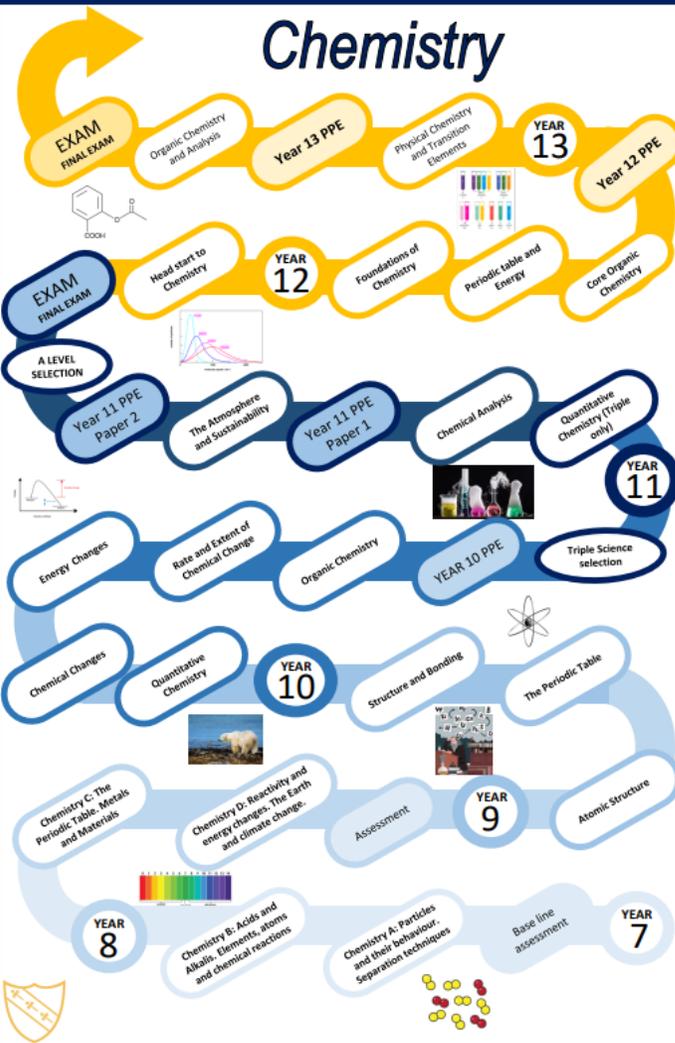
Individual subject content can be found by going to the Knatchbull Baccalaureate page and clicking on the subject

Curriculum



The Knatchbull Baccalaureate – Academic

Chemistry



Key Stage 5
The Year 12 course starts with GCSE transition tasks and the teaching of Module 2: Foundations of Chemistry. This unit is continually revisited throughout the two year course. We use the required practical activities to link up theoretical concepts allowing students to have an inquiry led experience.

Key Stage 4
Key topics of Structure and Bonding, Bonding, Chemical Changes are continually revisited and this knowledge is built upon and skills are embedded using modelling, mathematics as well as investigative work.

Key Stage 3
The aim of KS3 curriculum is for students to master the key skills and build foundational knowledge which can be applied to challenging and unfamiliar contexts.
The KS3 curriculum is broken down into topics from each of the three specifications. Students focus on one topic before moving onto the next, enabling students to link the learning.
In Year 9 students begin the GCSE course allowing either student the opportunity to study Triple Science.

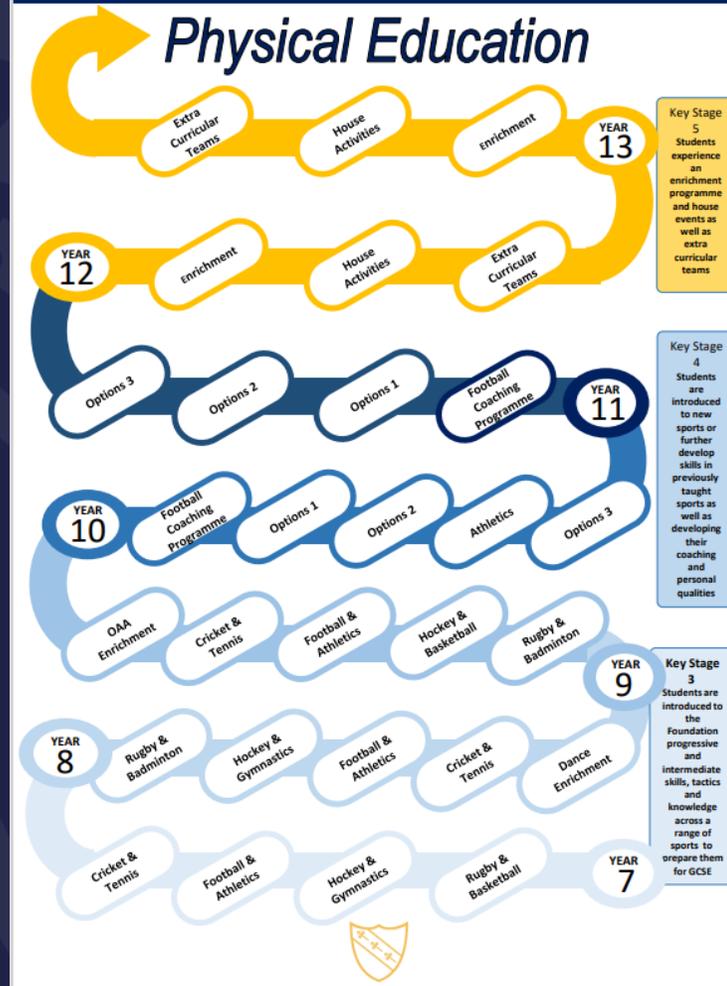
The Knatchbull Baccalaureate – Academic

MY GEOGRAPHY JOURNEY



The Knatchbull Baccalaureate – Academic

Physical Education



Key Stage 5
Students experience an enrichment programme and house events as well as extra curricular teams

Key Stage 4
Students are introduced to new sports or further develop skills in previously taught sports as well as developing their coaching and personal qualities

Key Stage 3
Students are introduced to the Foundation progressive and intermediate skills, tactics and knowledge across a range of sports to prepare them for GCSE

Further Information – School Calendar



- Stay in touch with what is happening at the school by subscribing to the calendar on our website
- This downloads our events into your calendar
- Parents -> School Calendar -> Subscribe

HOME > PARENTS > SCHOOL CALENDAR

School Calendar

September 2023

< > Calendar Month Print Subscribe

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1 Inset Day -...	2	3
4 Inset Day -...	5 Start of Te...	6 Return for ...	7 School Ph...	8	9	10
11	12	13	14	15	16	17
18 Year 7 Info...	19 Year 8 and ...	20 Year 10 an...	21 Year 12 an...	22	23	24
25	26	27	28	29	30	1

Navigation menu: HOME ABOUT US ADMISSIONS CURRICULUM PARENTS SIXTH FORM COMMUNITY CONTACT US

SIR NORTON KNATCHBULL - 1637

Dropdown menu items: School Calendar, Catering, School Closure Procedure, Term Dates, School Uniform, Attendance

Further Information: How can you support your son?



1. Access Satchel One on a regular basis (your parental logins were sent home last week)
2. Have discussions regarding upcoming monitoring deadlines
3. If possible, provide a dedicated workspace at home
4. Attend parents evening
5. Set out clear expectations at home
6. Ask for help from us if it is needed – form tutor or year team
7. Consider any additional needs that your son may require support with or any additional support that you might be eligible for, ie Free School Meals etc
8. Direct them to the support available – we cannot help if we do not know

Additional Educational Support – Mr Uttin

- Nurture Area
- Mainstream Core Standards
- Wave System
 - Wave 1 – Students supported by teachers within the classroom
 - Wave 2 - Substantial support within and outside the classroom
 - Wave 3 – Students with EHCP
- Learning Support Assistants
 - 5 in total supporting students with EHCP's
- What should I do if I have a concern about a specific subject / lesson?
 - In the first instance contact the teacher of that subject.
- What should I do if I have a concern about a potential learning need?
 - Mr Uttin SENCO puttin@nks.kent.sch.uk
 - Mrs Clements Assistant SENCO aclements@nks.kent.sch.uk



Pupil Premium and Service Students - Miss Neale

- FSM pupils are eligible for a lunch in the canteen
- FSM and PP pupils need a reapplication every 6 years to maintain funding
- Support with educational resources or texts
- Subsidy for educational trips and visits
- Travel Saver bus pass
- An email will go out via Arbor highlighting how and where to apply through the school website
- QR codes are also on Family 5 postcard

Contact Details – sneale@nks.kent.sch.uk

The FAMILY 5 a day

SCAN ME!

	How do I contact someone about my child's learning?	What are the important dates for the year?	
			
NKS Parent Portal			
	How do I contact someone about my child's attendance?	Help to access the KCC bus pass or FSM application	

The FAMILY 5 a day

Make sure children eat a healthy breakfast and lunch.
...so their body is prepared for learning

Make sure children leave for school in full uniform with the correct equipment.
...to have a sense of belonging to our school and to be ready to learn

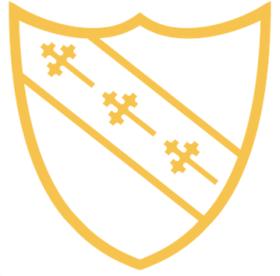
Make sure children attend school by 8.40 every day.
... so they don't miss out on any learning

Make sure children complete all their homework and have a good night's sleep.
... so they can make rapid progress in their subjects

Parents/ Carers must regularly use the 5 QR codes ..
..so they can to help ensure progress at school

Benefactorum Recordatio Jucundissima Est

Here to help – any questions please come and ask us



Mr R Hoyte
Head of KS3/Senior Leadership Team
RHoyte@nks.kent.sch.uk



Mr W Trafford
Head of Year 7
wtrafford@nks.kent.sch.uk



Mrs S Parsonage
Student Support Manager for Year 7
sparsonage@nks.kent.sch.uk



Miss Neale
Pupil Premium/ Senior Leadership Team
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Mr Uttin
SENCO
puttin@nks.kent.sch.uk