

# Key Dates – Year 7



Year 7 – The Year Ahead	
Year 7 Important Dates	Events
Wednesday, 4 September 2024	First day of academic year 2024/2025
Monday, 16 <sup>th</sup> September	Parent Information Evening at NKS (6-7pm)
Monday, 30 October 2024	*Monitoring 1 – Attitude to Learning only
Monday, 21 October to Friday, 1 November 2024	Half Term break
Wednesday, 20 November 2024	Parent Voice Evening 1 at NKS (6-7pm)
Thursday, 28 November 2024	Parents' Evening (online) (4 - 7:30pm)
Monday, 23 December to Friday, 3 January 2025	Christmas break
Monday, 3 February 2025	Monitoring 2 with comments
Monday, 17 to Friday, 21 February 2025	Half Term break
Wednesday, 12 March 2025	Parent Voice Evening 2 at NKS (6-7pm)
Monday, 7 to 21 April 2025	Easter break
Friday, 23 May 2025	Sports Day
Monday, 26 to Friday, 30 May 2025	Half Term break
Monday, 9 June 2025	Monitoring 3
Wednesday, 18 June 2025	Parent Voice 3
Wednesday, 9 July 2025	Junior Prizegiving (by invite only)
Wednesday, 16 – Friday, 18 July 2025	Enrichment Week
Tuesday, 22 July 2025	Last day of academic year 2024/2025

**\*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



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SCHOOL

# Knatchbull Baccalaureate

- Our students' experience in school is built on four key pillars that make up the 'The Knatchbull Baccalaureate' (*Knatch. Bacc.*):
  - **Academic**
  - **Extra-Curricular**
  - **Community**
  - **Excel and extend**

# Part 1 – The Passport

- It is an expectation that all students will keep a log of their progress through completing the Knatch Bacc Passport.
- In the passport students will record examples of how you have met the four pillars.
- The Passport will be available on Teams.
- This will be checked by either me or a member of SLT.

Name:

Form:



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## Knatch Bacc Record

**Academic**

**Extra-  
Curricular**

**Community**

**Excel &  
Extend**

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 \(nks.kent.sch.uk\)](https://nks.kent.sch.uk)

## Academic

- Increased from 60% to 80% in maths.
- Achieved mastery in two subject.

Record examples of your academic success in this pillar.

Think:

What test scores have you received recently?

How does your monitoring compare to previous monitoring?

## Extra-Curricular

- Completed the Knatch Bacc book review task and achieved outstanding submission.
- Attend chess club.

Record examples of your extra-curricular activities in this pillar.

Think:

Which ~~Knatch Bacc~~ tasks have you completed?

What clubs have you taken part in at school?

What clubs have you taken part in outside of school?

## Community

- Volunteer at Ashford Museum.
- Completed a sponsored cycle.

Record examples of your community involvement in this pillar.

Think:

Have you volunteered anywhere recently?

Have you undertaken fundraising for any causes?

## Excel & Extend

- Submitted the DT summer project.
- Listened to 4 History podcasts.

Record examples of how you have stretched and challenged yourself.

Think:

What activities have you completed from the excel and extend booklet?

How have you further developed your understanding of the subjects you are studying?



# Part 2 – The Tasks

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

**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](#)  
([schoolsobservatory.org](#))

**Evidence**  
A photo of you gazing at stars.  
A record of what you saw – maybe a diagram.

# Part 2 – The Tasks

- 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.





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# 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

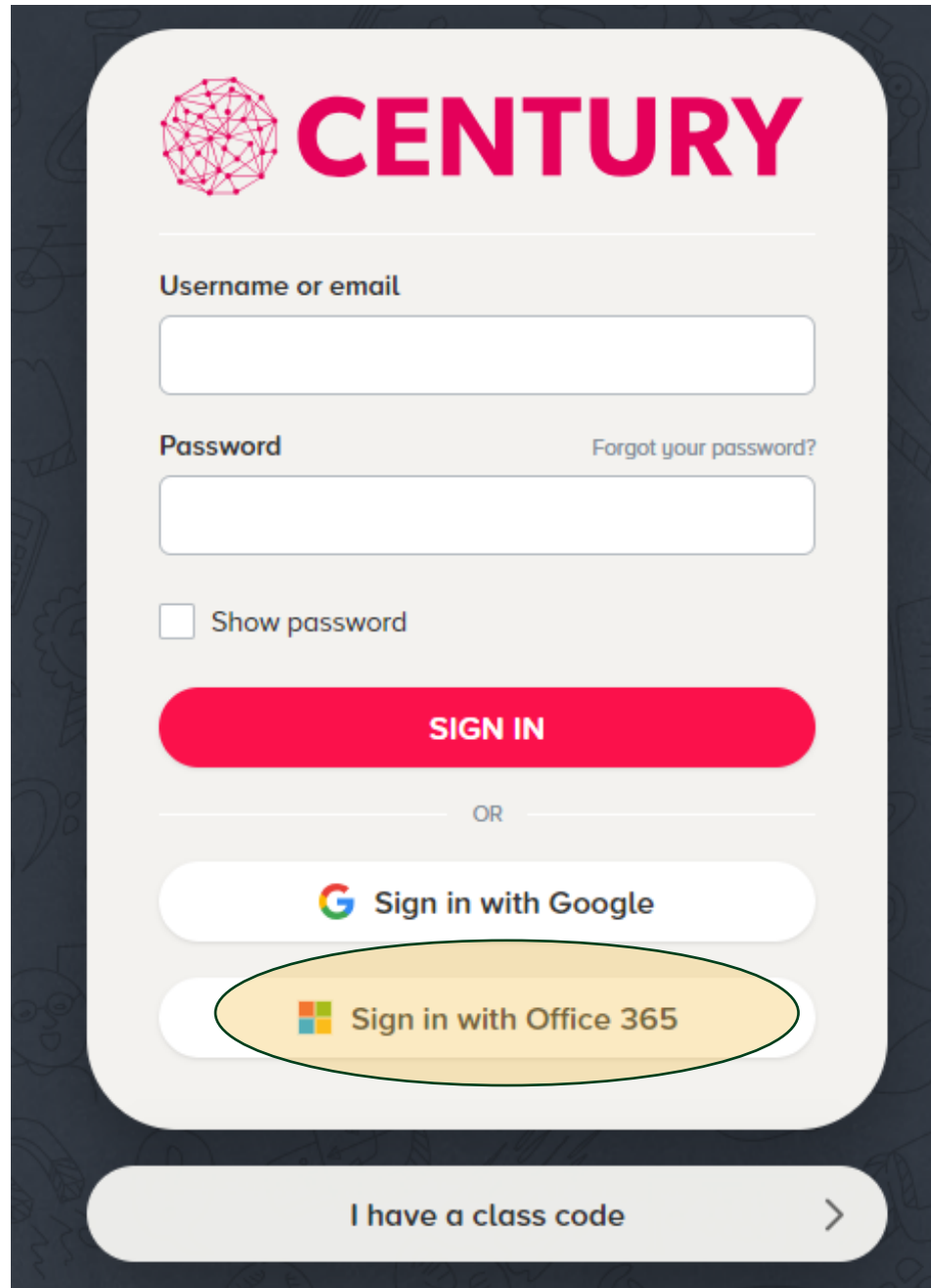
# What do students in Year 7 study?

- 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, there is a logo consisting of a red wireframe sphere next to the word 'CENTURY' in bold pink capital letters. Below the logo, there are two input fields: 'Username or email' and 'Password'. 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 large red button with the text 'SIGN IN' in white is positioned below the checkbox. Below the 'SIGN IN' button is a horizontal line with the word 'OR' in the center. Below the 'OR' line 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 interface is a button that says 'I have a class code' followed by a right-pointing arrow.

 **CENTURY**


Username or email


Password [Forgot your password?](#)

☐ Show password

**SIGN IN**

OR

 Sign in with Google

 Sign in with Office 365

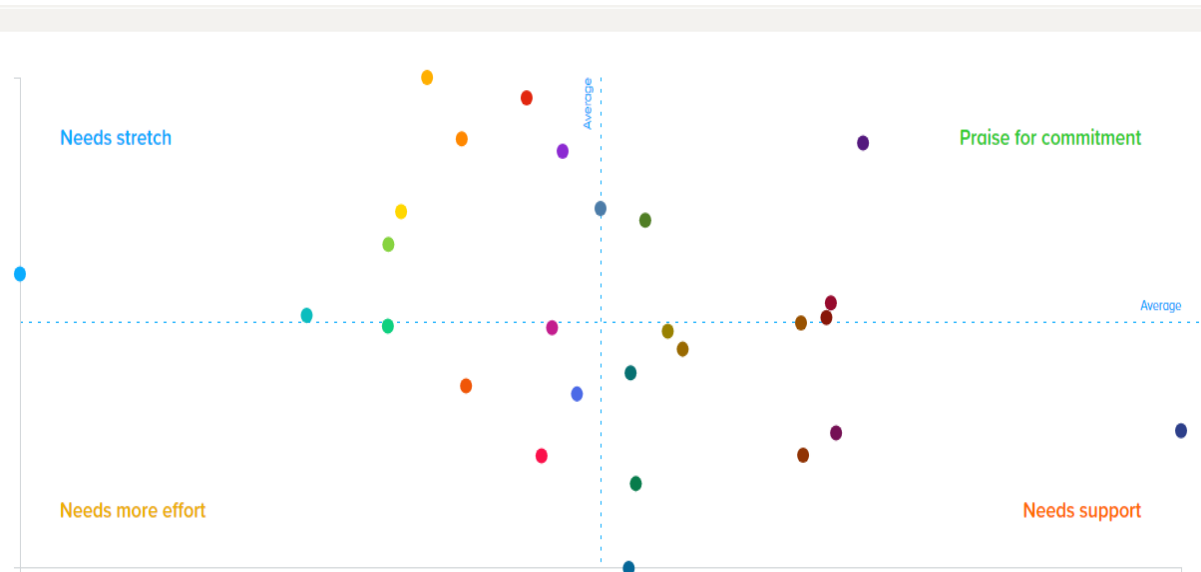
I have a class code >

## How we approach this.



### Homework:

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

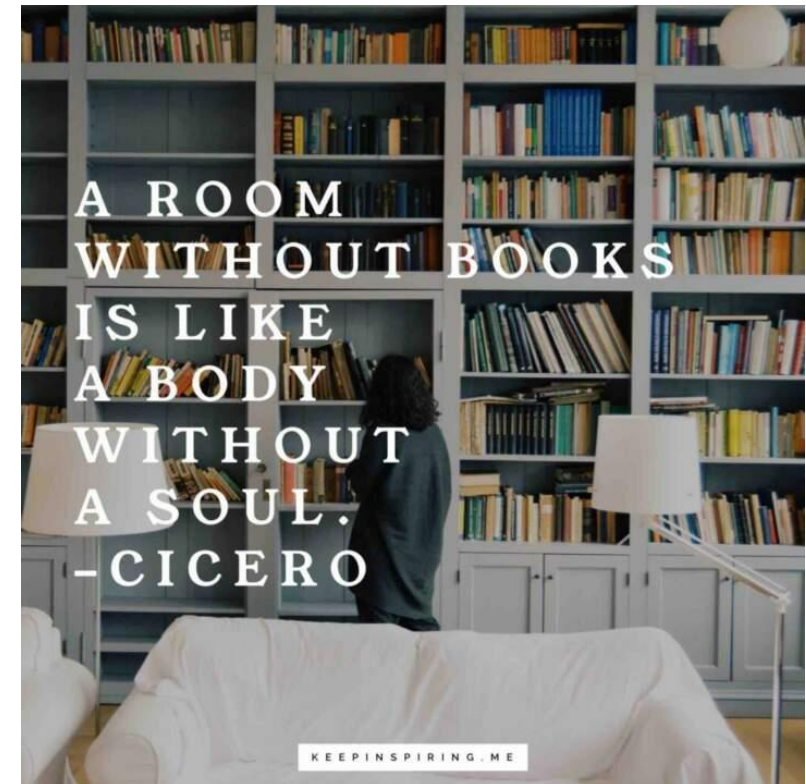


- Every student will complete diagnostic tests for reading, writing and spelling
- If we are concerned we will invite students to intervention session to focus on reading skills during Form time and Lunch time.
- We will monitor Century and assessments to record progress.
- Most texts books have a reading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

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

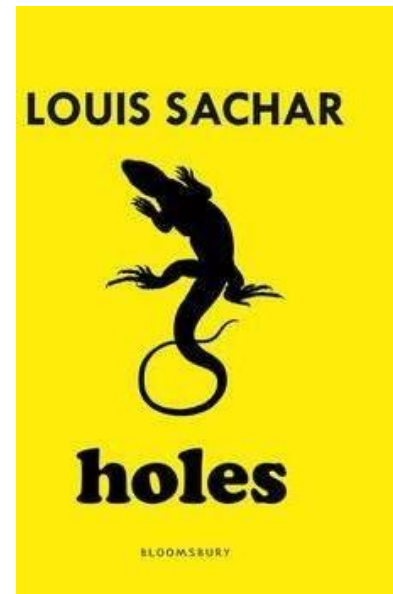
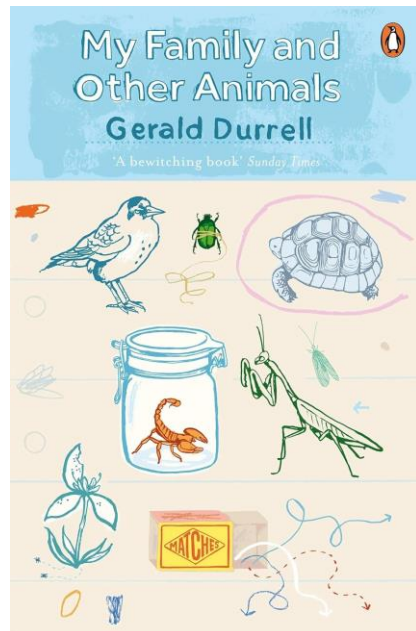
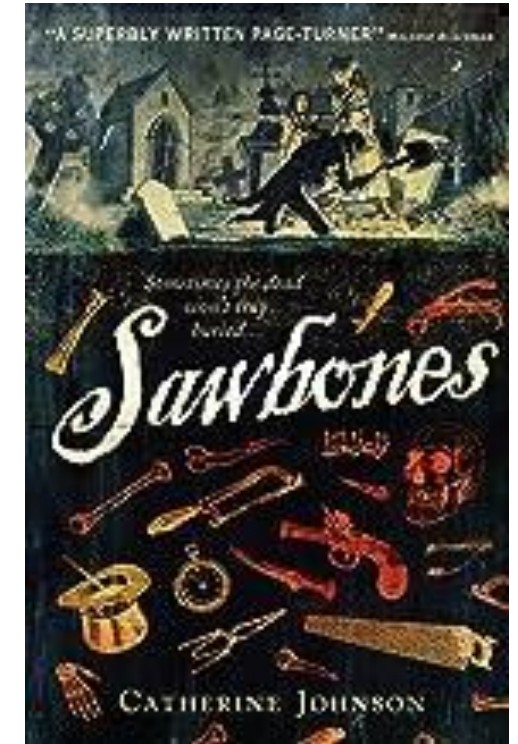
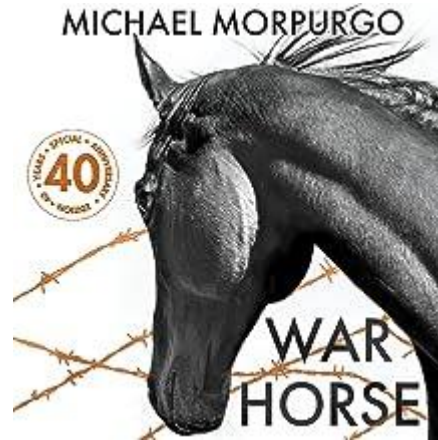
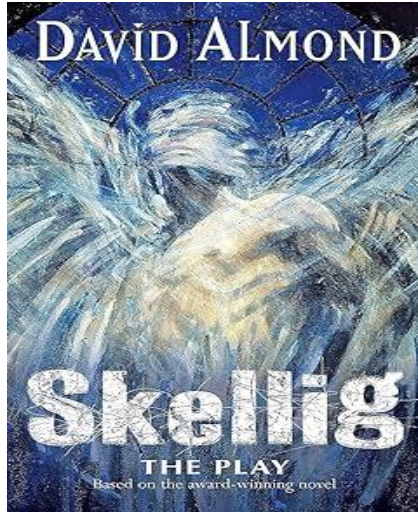
Every student should:

- 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





# 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.

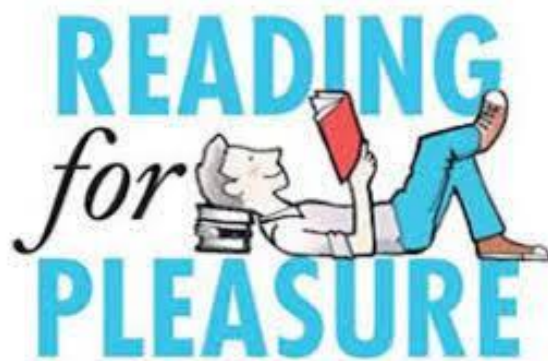
# Reading for meaning

## How can I help?



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

Question, Question, Question.





# Spelling

## 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	



Tutor time:  
DEAR time  
Spellings



## Practise, Practise, Practise

How does the writer use language here to describe Mrs. Pratchett?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

The phrase, 'She was a small skinny old lady' is used to give a first impression of Mrs. Pratchett. The writer also uses the phrase 'she looked as though they had been putting lumps of coal on the fire all day long' to describe her hands. This is a simile. The writer also uses the phrase 'she looked as though they had been putting lumps of coal on the fire all day long' to describe her hands. This is a simile. The writer also uses the phrase 'she looked as though they had been putting lumps of coal on the fire all day long' to describe her hands. This is a simile.

Turn over ▶

How does the writer use language here to describe Mrs. Pratchett?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

I think that the writer uses many language techniques to describe Mrs. Pratchett, but ~~the~~ <sup>one</sup> technique that stood out to me was his use of simile ~~and~~ <sup>metaphor</sup>. In this extract, the writer uses the phrase, "They looked as though they had been putting lumps of coal on the fire all day long." This phrase itself uses a simile in the form of 'looked as though' to create a vivid and descriptive image of Mrs. Pratchett's hands at the time. ~~At~~ <sup>A</sup> point where coal was used a lot, this link ~~metaphor~~ <sup>metaphor</sup> and simile makes sense to use. This is why I think that his use of

Therefore,

Similes create a Turn over ▶  
vivid picture ~~of~~ of Mrs. Pratchett  
the reader.

## 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.



PATHS TO  
LITERACY





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# Maths – Year 7 – Mrs Bird



# Sparx Maths

Empowering teachers, motivating learners

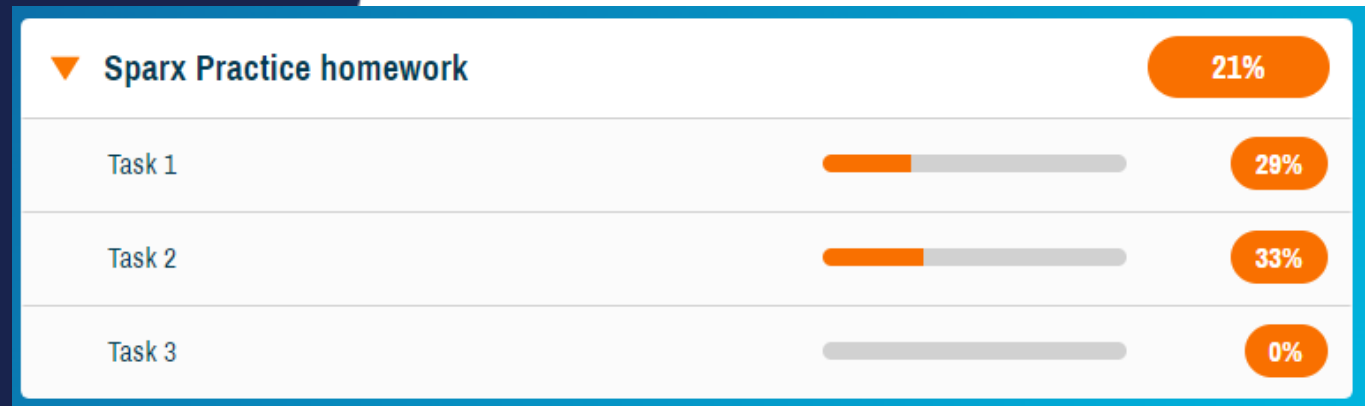
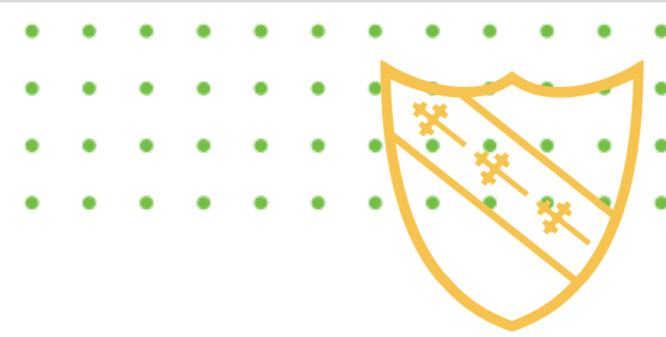




# Sparx Maths

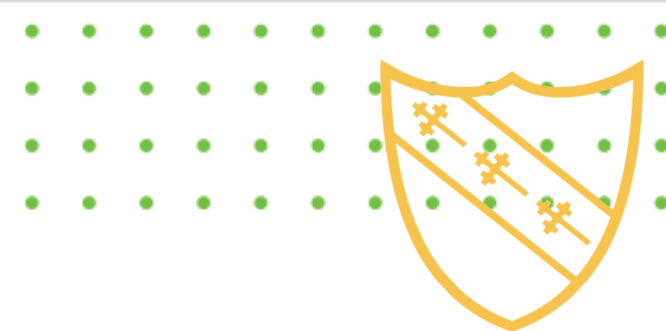
## Quick Facts

- 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



Student	Completion	Working time ⓘ	Completion day
Henry [REDACTED]	41% <div><div></div></div>	0h 24m	Incomplete
Alfie [REDACTED]	61% <div><div></div></div>	0h 34m	Incomplete
Danny [REDACTED]	70% <div><div></div></div>	0h 54m	Incomplete
Gio [REDACTED]	72% <div><div></div></div>	0h 37m	Incomplete
Krystian [REDACTED]	74% <div><div></div></div>	0h 31m	Incomplete
Lucas [REDACTED]	✓ <div><div></div></div>	0h 37m	5 days early
Jack [REDACTED]	✓ <div><div></div></div>	1h 05m	3 days early
Harry [REDACTED]	✓ <div><div></div></div>	1h 10m	2 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. quadratic sequences U206

Help the class

The start of a quadratic sequence is

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

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

[Show answer](#)

[Expand question](#)

## 2. quadratic sequences U206

Help the class

A quadratic sequence begins

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

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

[Show answer](#)

[Expand question](#)

## 3. 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**?

Pattern number, $n$	1	2	3	4	...
Patterns					...

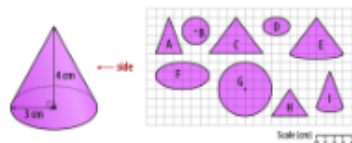
[Show answer](#)

[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.



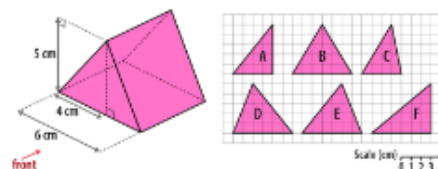
[Show answer](#)

[Expand question](#)

## 5. Plans and elevations U743

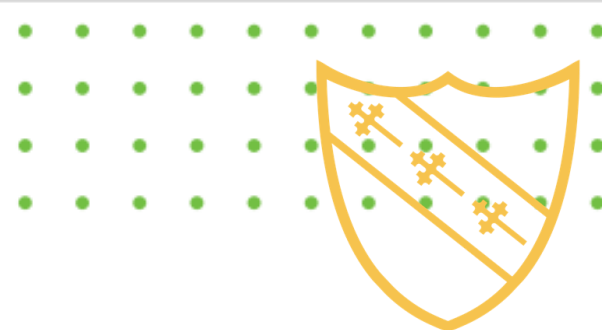
Help the class

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



[Show answer](#)

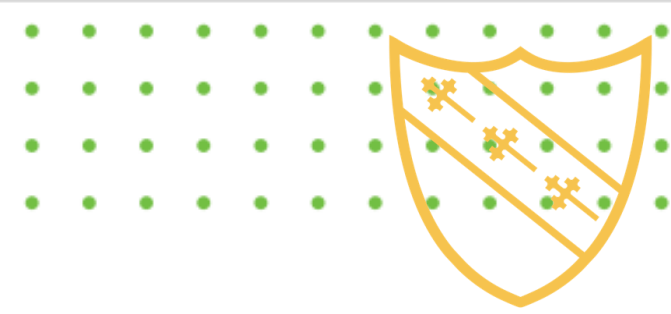
[Expand question](#)



# 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



# Meet the Team for Year 7



**Mr R Hoyte**  
Head of KS3/Senior Leadership Team  
[RHoyte@nks.kent.sch.uk](mailto:RHoyte@nks.kent.sch.uk)



**Mr W Trafford**  
Head of Year 7  
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**Mrs S Parsonage**  
Student Support Manager for Year 7  
[sparsonage@nks.kent.sch.uk](mailto:sparsonage@nks.kent.sch.uk)



**Miss Neale**  
Pupil Premium/FSM/Senior  
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**Mr Uttin**  
SENCO  
[puttin@nks.kent.sch.uk](mailto:puttin@nks.kent.sch.uk)

# Tutor Team



7A	Mr Hunt	<u><a href="mailto:ahunt@nks.kent.sch.uk">ahunt@nks.kent.sch.uk</a></u>
7B	Mr Rowe	<u><a href="mailto:lrowe@nks.kent.sch.uk">lrowe@nks.kent.sch.uk</a></u>
7BA	Mrs Vernes	<u><a href="mailto:dvernes@nks.kent.sch.uk">dvernes@nks.kent.sch.uk</a></u>
7H	Ms Burton	<u><a href="mailto:sburton@nks.kent.sch.uk">sburton@nks.kent.sch.uk</a></u>
7K	Mr Ghale	<u><a href="mailto:sghale@nks.kent.sch.uk">sghale@nks.kent.sch.uk</a></u>
7L	Mr Elford	<u><a href="mailto:oelford@nks.kent.sch.uk">oelford@nks.kent.sch.uk</a></u>
7W	Mrs Clark	<u><a href="mailto:lclark@nks.kent.sch.uk">lclark@nks.kent.sch.uk</a></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 100,000 merit/house points!

Y7 received 25,000 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 a merit/house 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...
<b>1</b> <b>1 point</b>	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
<b>2</b> <b>5 points</b>	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

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

# Uniform Expectations – Years 7-11



Aspect	Compulsory Uniform	Not permitted
<b>Jacket</b>	Dark blue blazer with the School Badge	
<b>Trousers</b>	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
<b>Shorts</b>	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.
<b>Skirts</b>	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.
<b>Shirt</b>	White with collar	
<b>Socks</b>	Black, grey or dark blue	Socks in vivid colours or white
<b>Outer garments</b>	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
<b>School bag</b>	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
<b>Jumper or cardigan</b>	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

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

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

# 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.



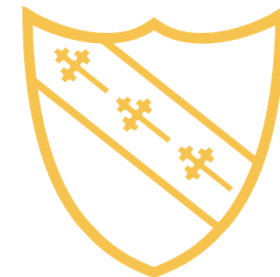
House of Commons  
Education Committee

## 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

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 2024

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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

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### **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**

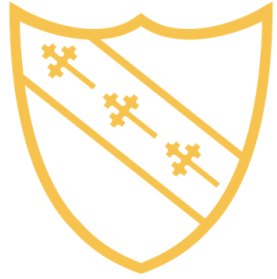
Students will have a paper based timetable that they can keep in their blazer pocket, like their uniform card.

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 will be making this rule statutory soon.

# Online systems and support - Departmental homework



- To further support pupil engagement the school library is open from 8:00 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 (plus this Tuesday afterschool)
- If your son is having issues logging on, accessing apps etc then they should be here.
- He has a series of video guides to further support:
- [YouTube QuickGuides Playlist](#)

The screenshot shows the Satchel One interface. On the left is a sidebar with navigation options: Dashboard, My classes, Homework calendar, Timetable, Detentions (highlighted), My drive, Community resources, My resources, Reports, Notice board, Admin, Support, and Logout. The main content area is titled 'Detentions' and shows a grid of detention cards for various dates. Each card displays the date, time, location, and the person covering the detention. A right-hand panel shows a list of students with their names, photos, and detention details, including a 'Mark all as attended' button and a 'Reschedule' dropdown.

Date	Time	Location	Covered by	Detention Type
Thu, Oct 26 <sup>th</sup>	Principal's office at 3:30pm		Covered by Mr. Gohil	Head of year detention
Fri, Oct 20 <sup>th</sup>	Room 22 at 3:30pm		Covered by Miss. Sideri	Teacher detention
Thu, Oct 19 <sup>th</sup>	Principal's office at 3:30pm		Covered by Mr. Gohil	Head of year detention
Wed, Oct 18 <sup>th</sup>	Main auditorium at 4:30pm		Covered by Mr. Gohil	SLT detention
Tue, Oct 17 <sup>th</sup>	Room 22 at 3:30pm		Covered by Miss. Sideri	Teacher detention
Tue, Oct 17 <sup>th</sup>	Principal's office at 3:30pm		Covered by Mr. Gohil	Head of year detention
Fri, Oct 13 <sup>th</sup>	Main auditorium at 4:30pm		Covered by Mr. Gohil	
Fri, Oct 13 <sup>th</sup>	Room 22 at 3:30pm		Covered by Miss. Sideri	
Thu, Oct 12 <sup>th</sup>	Principal's office at 3:30pm		Covered by Mr. Gohil	

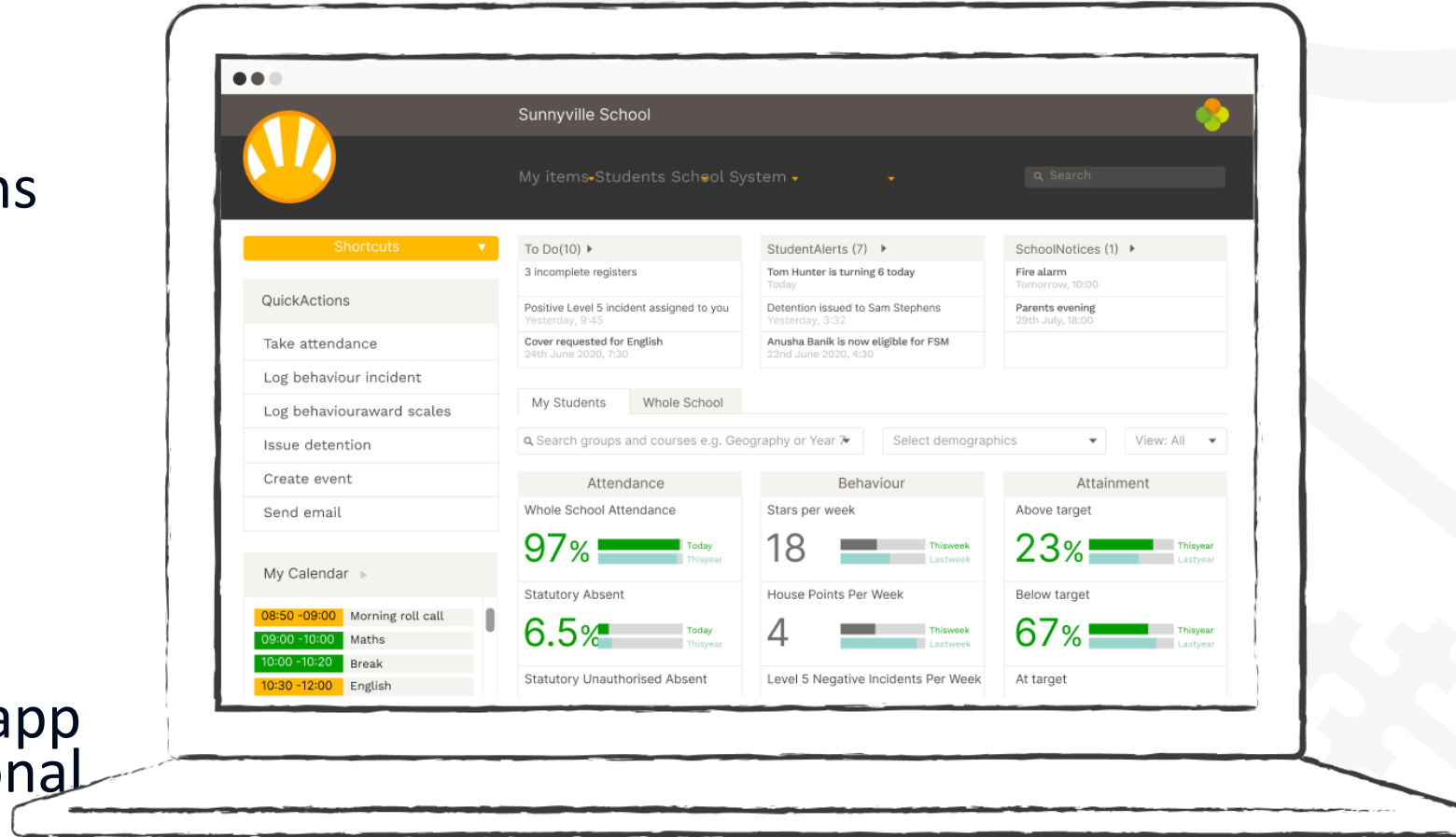
Right-hand panel details for Thu, Oct 19<sup>th</sup>:

- Principal's office at 3:30pm
- Please record attendance for the below students:
- ☐ Mark all as attended
- Michael Connors: Fighting
- Aailyah Dale: Using mobile in class
- Jermaine Evans: Disruptive in class
- Hollie Gray: Bullying
- Buttons: Reschedule, Attended, Late, Escalated, Save, Cancel

# 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 – October  
Monitoring 2 – Feb  
(Comments)  
Monitoring 3 - June

## ATL

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

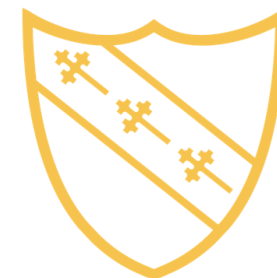


<b>Attendance*</b>	<b>Lates</b>	<b>Unauthorised Absences</b>	<b>Authorised Absences</b>	
95.9%	2	2	6	
<b>Behaviour Points</b>	<b>Achievement Points</b>			<b>Report date</b>
1	33			08 Mar 2023

Course	Current mark	Homework
Art and Design / Art: Art	M – Mastery – 1 <sup>st</sup> quartile	1 2
Computer Science		2 2
Physical Education / Sports: PE		3 2
Design and Technology		4 2
Drama	S – Secure – 2 <sup>nd</sup> quartile	2
English		2
Geography		2
History		2
Mathematics	D – Developing - 3 <sup>rd</sup> quartile	2
Music		2
Religious Education: RE		3
Science		2
Spanish	E – Emerging – 4 <sup>th</sup> quartile	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 <b>and an L1 behaviour has been set for this.</b></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><b>An L1 behaviour has been set for this.</b></p>



# Further information? - Curriculum



# Curriculum



**Benefactorum Recordatio Juniorum**  
SIR NORTON KNATCHBULL - 1637

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 tests and the teaching of Module 2: Foundations of Chemistry. This unit is continuously revisited throughout the two year course. We use the required practical activities to build up theoretical concepts, allowing students to have an inquiry led experience.

**Key Stage 4**  
Key topics of Structure and 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 specialisms. 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 allow students the opportunity to study Triple Science.

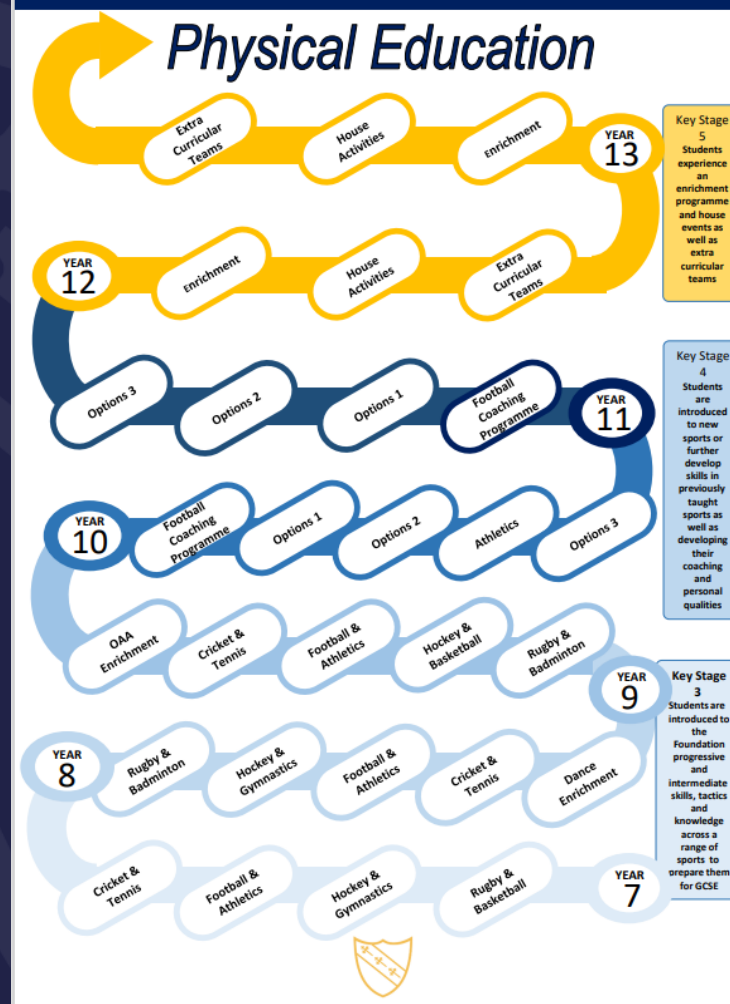
## The Knatchbull Baccalaureate – Academic

### 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

The screenshot shows the Sir Norton Knatchbull School website. The header includes the school crest and navigation links: HOME, ABOUT US, ADMISSIONS, CURRICULUM, PARENTS (highlighted), SIXTH FORM, COMMUNITY, and CONTACT US. Below the header is a banner with the text "SIR NORTON KNATCHBULL - 1637".

The main content area shows the "School Calendar" page for September 2023. The breadcrumb trail is HOME > PARENTS > SCHOOL CALENDAR. The page title is "School Calendar". Below the title, it says "September 2023" and provides navigation options: < > Calendar Month Print Subscribe.

The calendar grid shows the following events:

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

On the right side, there is a dropdown menu for "School Calendar" with the following options: Term Dates, Catering, School Uniform, School Closure Procedure, and 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 need 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
  - Teachers support within the classroom using well know strategies for various needs
- 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?
  - Contact Mr Uttin

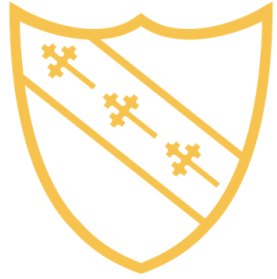
**Contact Details – [puttin@nks.kent.sch.uk](mailto:puttin@nks.kent.sch.uk)**

# Pupil Premium and FSM - Miss Neale

- Support with educational resources or texts
- Support with educational trips and visits
- FSM pupils are eligible for a lunch in the canteen
- FSM and PP pupils need a reapplication every 6 years to maintain funding
- Travel Saver bus pass (on the Y7 admissions page)
- An email will go out after this session highlighting how and where to apply
- [Free school meals - Kent County Council](#)

**Contact Details – [sneale@nks.kent.sch.uk](mailto:sneale@nks.kent.sch.uk)**

# Here to help – any questions please come and ask us



**Mr R Hoyte**  
Head of KS3/Senior Leadership Team  
[RHoyte@nks.kent.sch.uk](mailto:RHoyte@nks.kent.sch.uk)



**Mr W Trafford**  
Head of Year 7  
[wtrafford@nks.kent.sch.uk](mailto:wtrafford@nks.kent.sch.uk)



**Mrs S Parsonage**  
Student Support Manager for Year 7  
[sparsonage@nks.kent.sch.uk](mailto:sparsonage@nks.kent.sch.uk)



**Miss Neale**  
Pupil Premium/FSM/Senior  
Leadership Team  
[sneale@nks.kent.sch.uk](mailto:sneale@nks.kent.sch.uk)



**Mr Uttin**  
SENCO  
[puttin@nks.kent.sch.uk](mailto:puttin@nks.kent.sch.uk)