

Welcome to Parents Information Evening

Year 10 – The Year Ahead	
Year 10 Important Dates	Events
Thursday, 4 September 2025	First day of academic year 2025/2026
Monday, 22 September 2025	*Monitoring 1 ATL 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, 1 December 2025	*Monitoring 2 (Grades, ATL, HW and comments)
Monday, 22 December to Monday, 5 January 2026	Christmas break
Monday, 16 to Friday, 20 February 2026	Half Term break
Wednesday, 11 March 2026	Parent Voice Evening 2 at NKS (6-7pm)
Monday, 23 March 2026 – Wednesday, 1 April 2026	Y10 Exams (Sports Hall)
Thursday, 2 to 17 April 2026	Easter break
Tuesday, 5 May 2026	*Monitoring 3 (Grades, ATL, HW, PPE)
Friday, 22 May 2026	Sports Day
Monday, 25 to Friday, 29 May 2026	Half Term break
Thursday, 18 June 2026	Y10 Parents Evening (online 4-7pm)
Monday, 22 June – Thursday 2 July 2026	English Speaking Endorsement (GCSE Exam) (individual timetable to follow)
Monday 13 July – Friday 17 July 2026	Work Experience
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.**

Science

Mrs Duncalf



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GCSE Sciences at NKS:

- Students can follow one of two routes through GCSE Sciences: Triple Science or Combined Science.
- Currently all Y10 students are timetabled in Science lessons together.
- During Year 10 all classes **are taught the same content**, and we regularly assess and collect data.
- This means that in Year 10 students **are not locked** into either pathway and can gain either qualification at the end of Year 11.

In Term 6 of Year 10 we then use all of our data alongside our prior experience and professional judgement **to select** the qualification that works best for each individual student. This is then communicated with parents and students

Once we have established the numbers of students that will follow each course, **we then** determine how many Triple and Combined Science classes to offer

What is the difference?

Triple Science	Combined Science
Students will gain three discrete GCSE grades Students sit 6 exam papers in Year 11. Each one being 1 hour 45 minutes This qualification contains additional subject content (this equates to approximately 30% for each of the science subjects) Accounts for approximately 15% of all Science entries nationally (2025 data)	Students will gain two linked GCSE grades Students sit 6 exam papers in Year 11. Each one being 1 hour 15 minutes Accounts for approximately 85% of all Science entries nationally and is the National Curriculum requirement (2025 data)
Both qualifications allow students access to A Level Sciences (providing that the entry requirements are met). Students studying both courses have access to top grades (with dedicated study)	



Why two routes?

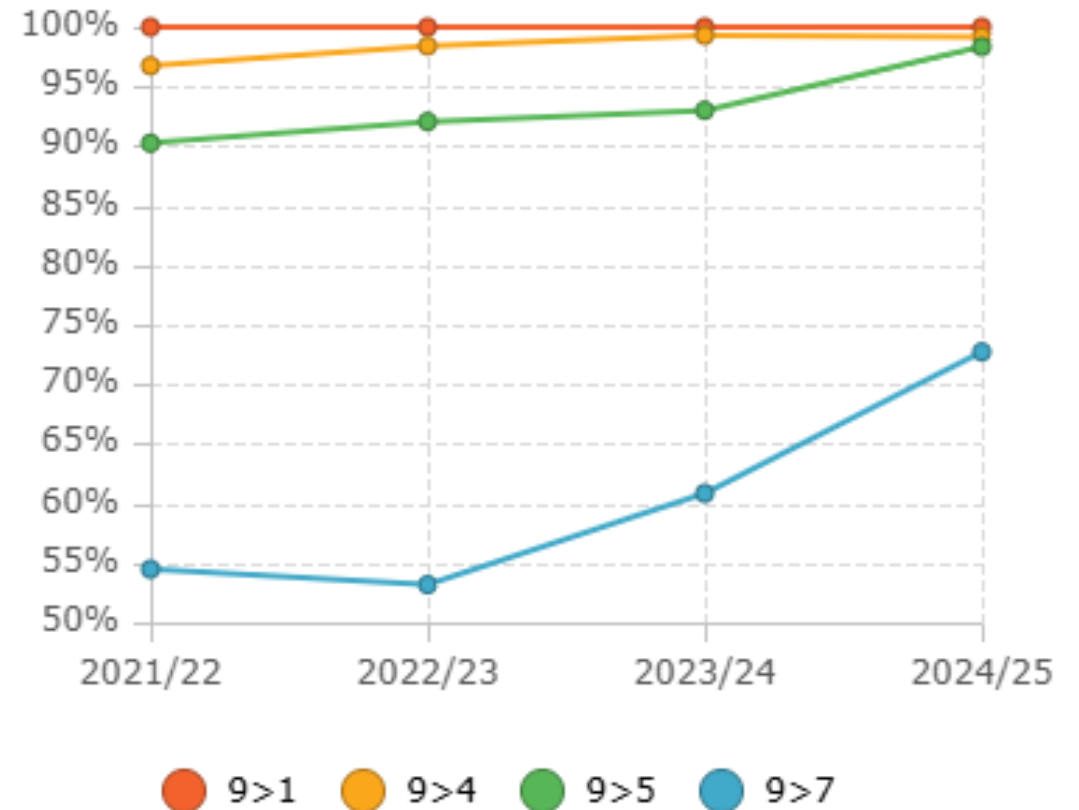
- Students who go onto study Combined Science are tested on two thirds of the content that their peers studying Triple Science will cover (in the same lesson time)
- Consequently, higher grades can sometimes be more easily accessible for Combined Science students.
- Once students are studying 8 or more GCSEs (as is the case at NKS), **it is the grades that they gain**, and not the number of GCSES that dictates whether students can meet entry requirements for schools, colleges, universities and apprenticeships or employment.

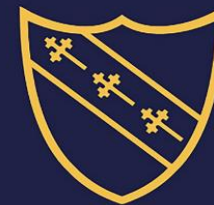


Headlines at NKS:

- Science subjects are very strong at NKS
- 72% of Chemistry students gained a 7+
- 1/5th Triple Chemistry students secured a grade 9

Grade Distribution Profile





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Careers

Mrs Vernon

Key events in Year 10

Work Experience

- 5 days in person or virtual work experience from Monday 13th – Friday 17th July 2026
- All placements to be confirmed via Unifrog - details to be shared in PD lessons in Term 3.

Mock Interviews

- All students invited to have a 1-2-1 interview with a local business volunteer here in school
- Students will have support to create a CV and covering letter
- Practise interview techniques
- Be provided with bespoke feedback

GCSE Journey

Mr Snare



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Here to help:



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Mr T Sparrow
Head of KS4/Senior
Leadership Team



Mr T Snare
Head of Year 10



Mr R Adams
Student Support
Manager Year 10



Miss Neale
Pupil Premium/FSM/Senior
Leadership Team



Mr Utin
SENCO

Tutor Team:



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Mr McGinn 	10A	pmcginn@nks.kent.sch.uk
Mrs Linbourn 	10B	alinbourn@nks.kent.sch.uk
Mr Gray 	10Bu	rgray@nks.kent.sch.uk
Mrs Patch 	10H	cpatch@nks.kent.sch.uk
Mr Gowen 	10K	mgowen@nks.kent.sch.uk
Mrs Robinson 	10L	lrobinson@nks.kent.sch.uk
Mrs Duncalf 	10W	cduncalf@nks.kent.sch.uk
Miss Engley 		pengley@nks.kent.sch.uk

Tutor Time:



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- DEAR
- Assembly
- Discuss
- Activity
- Quiz
- GCSE Top Tips
- Revision Reflection
- Revision Timetable
- Study Tips



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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.

KS4 Knatch Bacc:



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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

Key Dates – Year 10



Year 10 – The Year Ahead

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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.

PPEs



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- PPEs are a great way for teachers and the school to develop an understanding of students' strengths and areas for improvement.
- All teachers emphasise the importance of focusing on PPEs and doing well.
- PPEs will begin on Monday 23rd March and last for two weeks.
- The sooner revision begins, the more manageable it will feel and the more effective it will be.

Moments Matter; Attendance counts:



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Department
for Education



Department
for Education

The Impact of School Absence on Lifetime Earnings

Research report

March 2025

The link between attendance and attainment in an assessment year

Research Report

March 2025

Moments Matter; Attendance counts:



Key Finding

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

Moments Matter; Attendance counts:

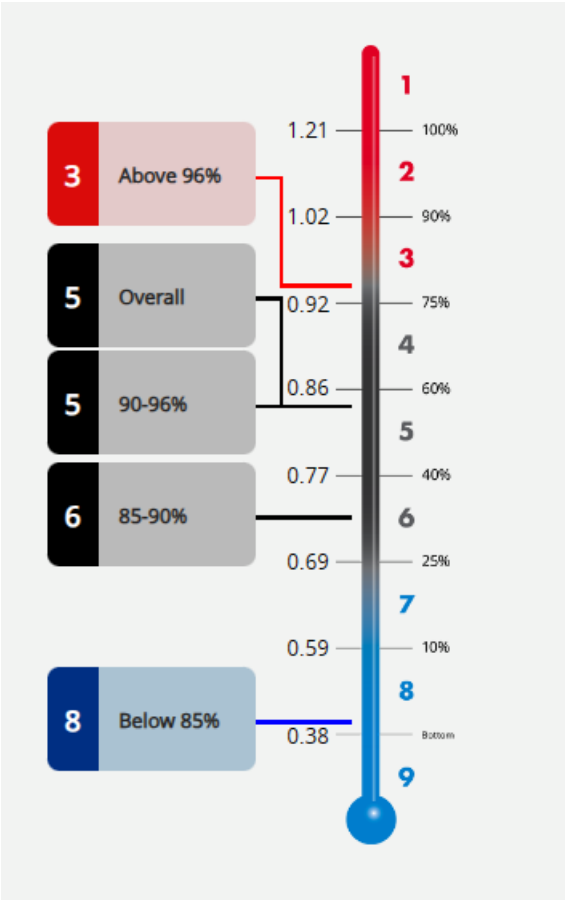


Key Finding

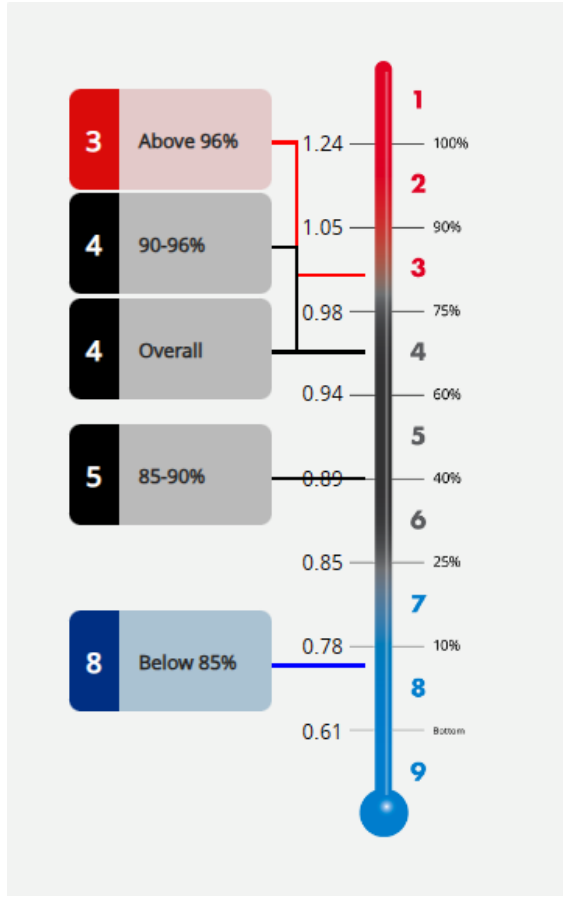
Missing just 10 days of year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%.

Moments Matter; Attendance counts:

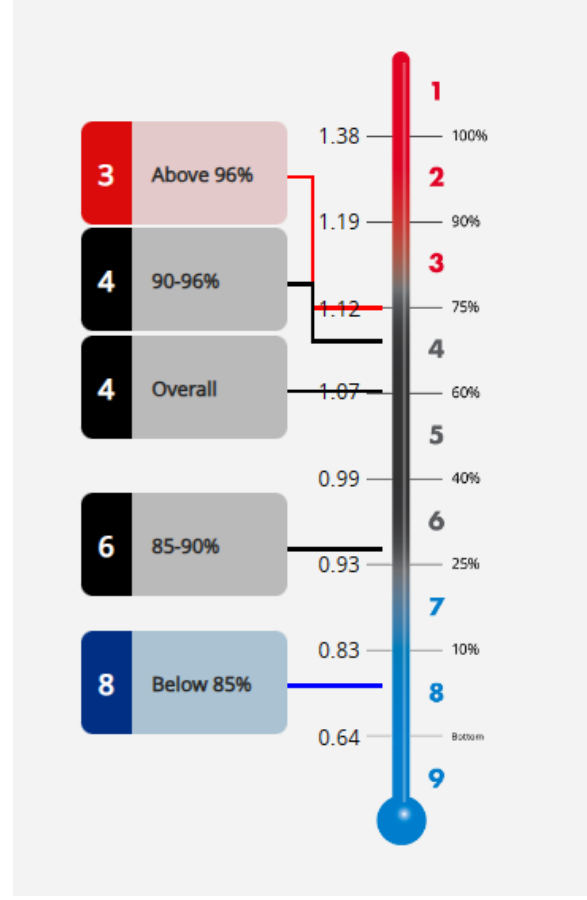
Computing



Maths



Chemistry



Attendance:



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



Data & Monitoring:

Attendance*	Lates	Unauthorised Absences	Authorised Absences	
91.7%	2	0	12	
Behaviour Points	Achievement Points			Report date
1	5			04 Jan 2023
Course		Current mark	Homework	
Biology: Biology PPE result		5	2	
Biology: KS4 Biology PPE2				
Biology: Biology		6		
Chemistry: Chemistry PPE Result		6	2	
Chemistry: KS4 Chemistry PPE2				
Chemistry: Chemistry		7		
Computer Science: Computer Science PPE Result		5	2	
Computer Science: KS4 Computer Science PPE2				
Computer Science: Computer Science		5+		
Physical Education / Sports				
English: KS4 English Lang PPE2				
English: English Language PPE Result		6		
English: English Language		6		
English: English Literature PPE Result		5	2	
English: KS4 English PPE2				
English: English Literature				
Geography: KS4 Geography - PPE2			2	
Geography: Geography PPE Result		7		
Geography: Geography		7+		

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

We have heard it all before...



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“I have no homework to do....”



Guided Learning Hours:

Every GCSE is designed to take

120 guided learning hours

120 hours over 2 years.

For a student studying 10 GCSES this is **1200 hours study in the classroom.**

It does not include time spent on revision or homework outside of the classroom.

How the new grades compare with old ones

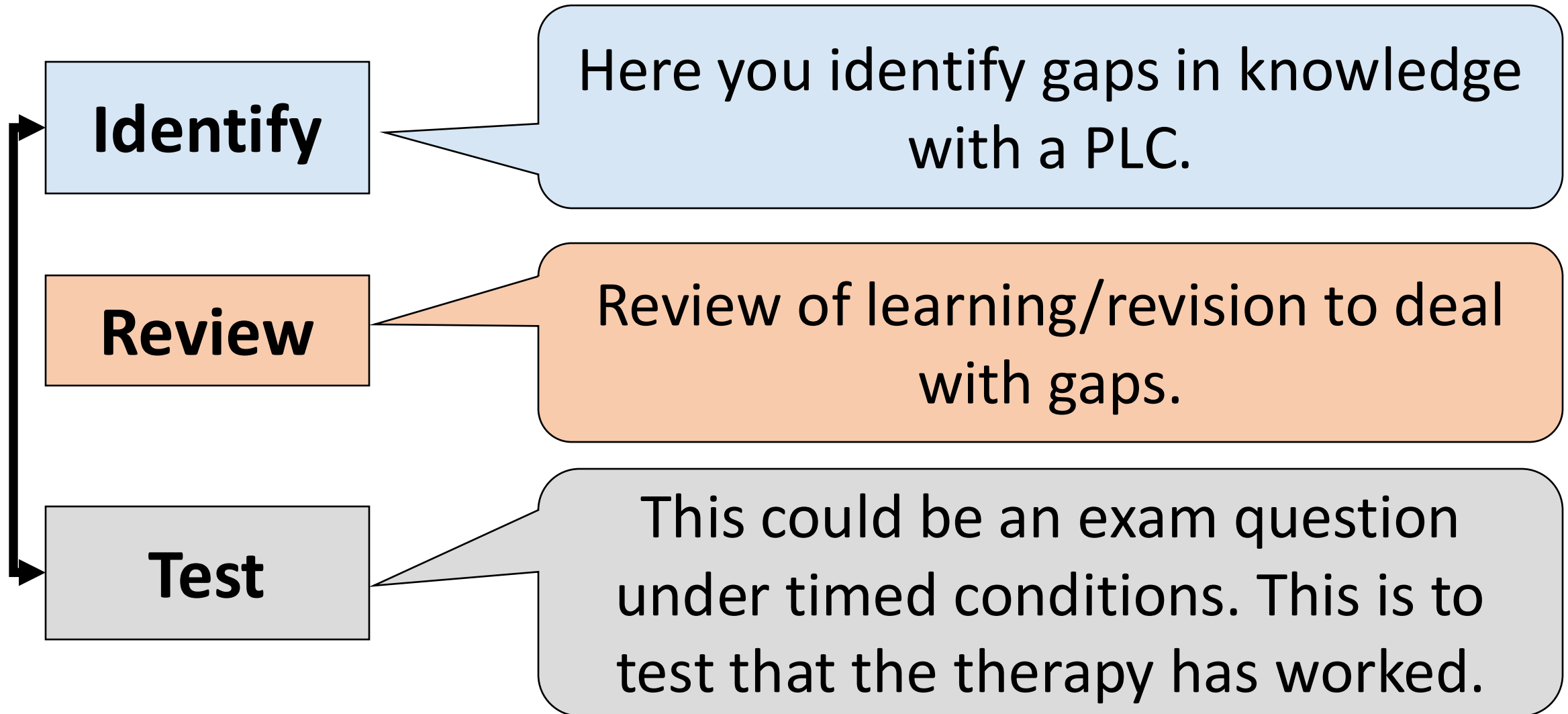
Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	1
U	U

Source: Ofqual

Identify, Review, Test



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Identify:



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R.A.G IT

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

- I can answer it easily - I know it but would need notes - I don't know it without my notes.		
Sense and Sensibility - Knowit		
Plot Whose death does the novel begin with? Why do Elinor, her mother and sisters have to leave their home? Where do they move to? Who invites them there? How does Marianne first meet Willoughby? When does Edward visit the cottage? What is his mood like when he arrives? How are the Steele sisters introduced to the reader? When does Lucy share the news of her engagement with Elinor? Why do Elinor and Marianne go to London? What makes John and Fanny Dashwood invite the Steeles to stay with them in London? What happens between Marianne and Willoughby in London? What do we learn about Colonel Brandon and Willoughby? How do the Middletons and Ferrars families react to the news of Edward and Lucy's engagement? Where do Mrs Jennings, Elinor and Marianne go after they have been in London? What happens to Marianne here? Who visits Marianne unexpectedly and what do they tell Elinor? What does a servant tell Elinor about Edward? How do we find out that this is incorrect? How does the novel end?	Characters Use three adjectives to describe each of the following. Justify your choices. Elinor / Marianne / Willoughby / Colonel Brandon What does Mrs Dashwood do to fill her days? How old are Elinor and Marianne? What is Elinor's most obvious quality? Give three examples from the novel where you see this. What is Elinor's main hobby? How does Elinor feel about Lucy Steele? What promise does John Dashwood make to his dying father? What part does Fanny Dashwood play in this promise being broken? What arguments does she use in doing so? Which characters have financial control in the novel? What career does Edward Ferrars wish to pursue? What type of company does Sir John Middleton prefer? What characterises Lady Middleton? List Mrs Jennings' characteristics. How many of these seem at odds with one another? How are the Dashwood sisters and Steele sisters similar and dissimilar? How does Willoughby convey his charm throughout the novel?	Context When was the novel written? When was it first published? Under what name was the novel published originally? How do we know that Austen was invested in her work? Why are there differences between the first and second editions of the novel? What were the prospects of most women at the time of writing? What is primogeniture and why is it relevant in the novel? What is a dowry? What was Jane Austen's sister called and why is their relationship relevant in this novel?
What do the following quotations tell us about the character: Elinor – "her disposition was affectionate, and her feelings were strong; but she knew how to govern them" Marianne – "her sorrows, her joys could have no moderation" Mrs Ferrars – "Her complexion was sallow; and her features small, without beauty, and naturally without expression" Willoughby – "he acquiesced in all her decisions, caught all her enthusiasm"	Setting Plot the movement of setting throughout the novel. What is significant about the sense of travel? What characterises Norland Park? What plans do John and Fanny have for it? How do the Dashwood sisters feel about leaving it? What does the narrator mean when they say of Barton Cottage "as a cottage it was defective"? What does the reader associate Barton Park with most closely? What is the significance of Cleveland being in a remote setting? In what ways does London contrast with the more rural settings?	

Curriculum:



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HOME

ABOUT US

ADMISSIONS

CURRICULUM

PARENTS

SIXTH FORM

COMMUNITY

CONTACT US

▼ PORTALS

▼ QUICKLINKS



Benefactorum Recordatio Jucundissima Est



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Curriculum:

The Knatchbull Baccalaureate – Academic

Chemistry



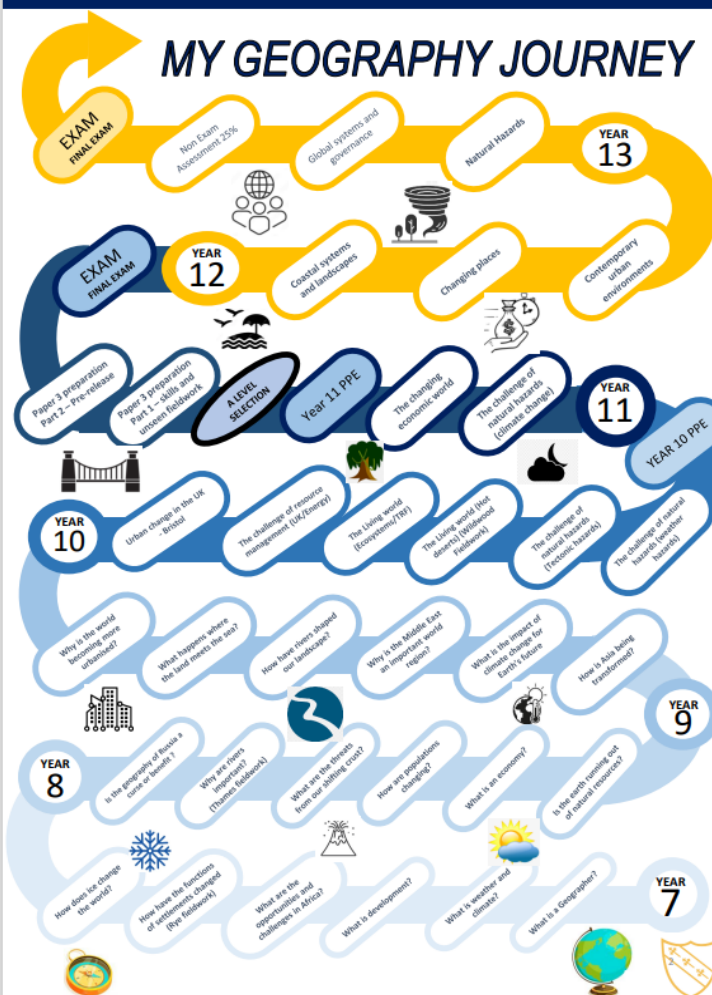
Key Stage 5
The Year 12 course starts with GCSE foundation topics and the teaching of Module 2: Foundations of Chemistry. This unit is continuously revisited throughout the two-year course. We use the required practical activities to build up theoretical concepts allowing students to have an inquiry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

Key Stage 4
Key topics of Structure and Bonding, Chemical Changes are continually revisited, and the 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 specialists. Students focus on one topic before moving onto the next, enabling students to build learning. In Year 9 students begin the GCSE course allowing allow students the opportunity to study Triple Science.

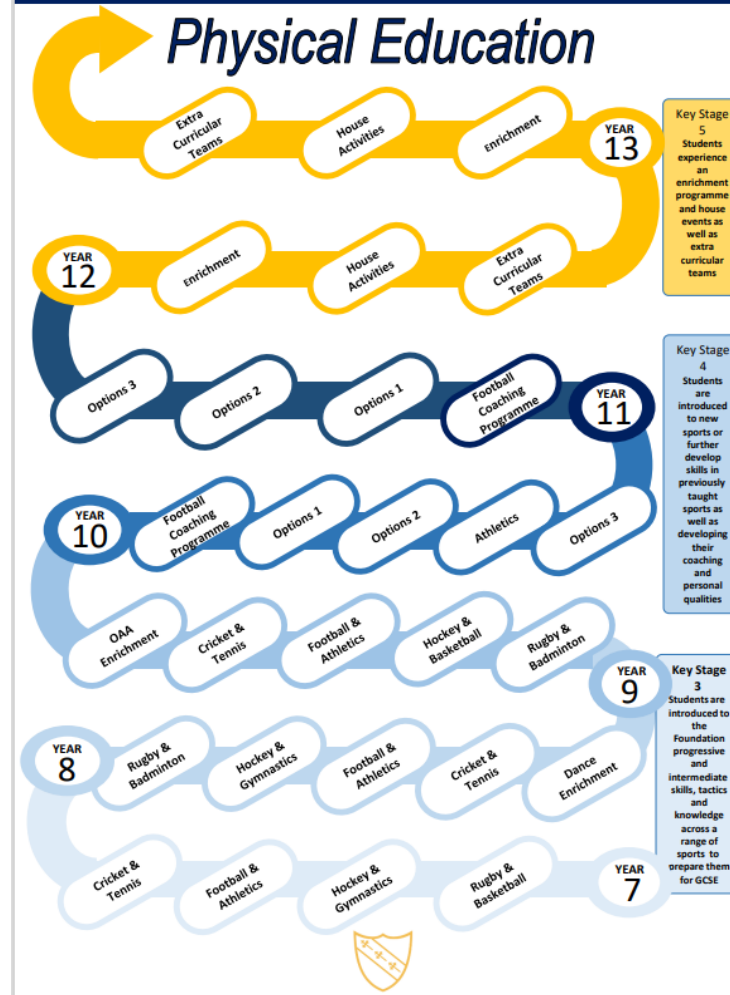
The Knatchbull Baccalaureate – Academic

MY GEOGRAPHY JOURNEY



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Physical Education



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

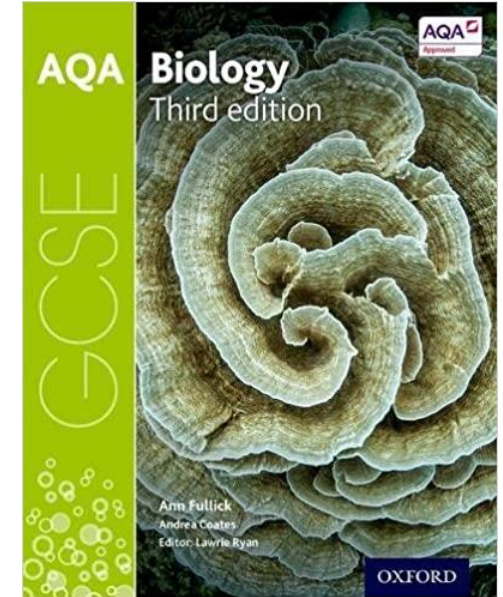
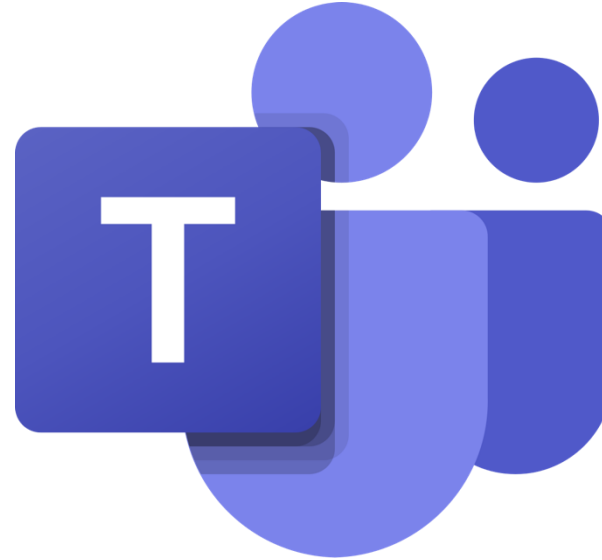
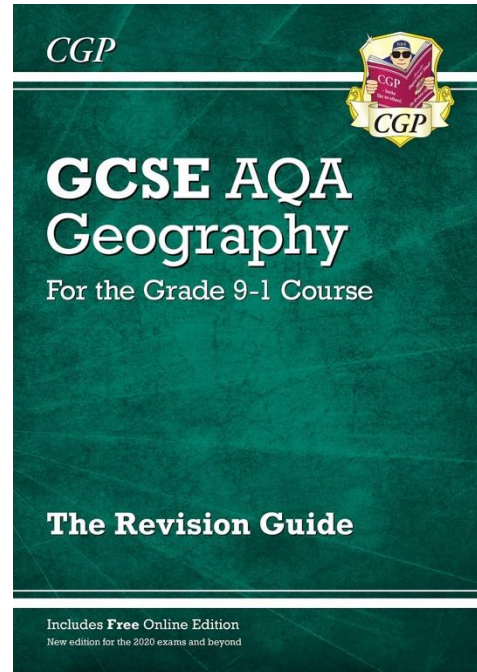
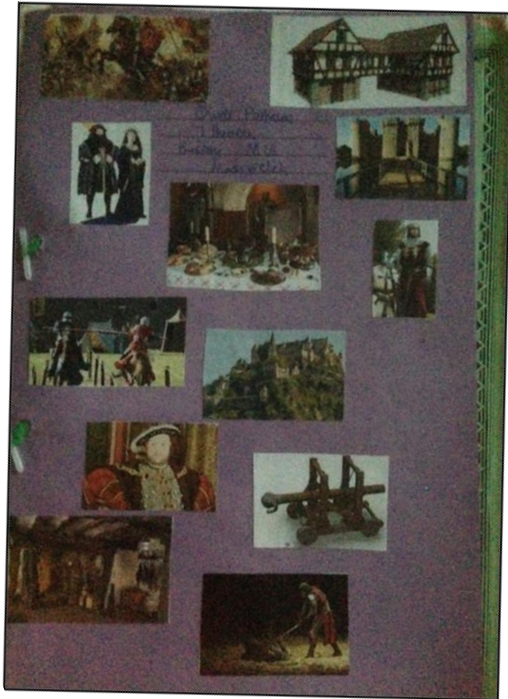
Key Stage 4
Students are introduced to new sports or further develop skills in previously taught sports as well as developing their coaching and personal qualities

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

Review:



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Quizlet

HISTORY OF THE NHS



The National Health Service was
founded in 1948.
It provides free healthcare in
the United Kingdom.



SENECA

Free interactive content to
keep students engaged

Test:



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SENECA
Free interactive content to
keep students engaged

Quizlet

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE
BIOLOGY

H

Higher Tier Paper 1H

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

Materials
For this paper you must have:

- a ruler
- a scientific calculator.

Instructions

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

Information

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

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



JUN2084611H01

18MJun20/E23

8461/1H

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

Candidate signature

GCSE
HISTORY

Paper 2 Section B (H) Roman England, c100–c1100

Afternoon Time allowed: 2 hours

Materials
For this paper you must ensure you have:

- An Interpretation (Booklet/Interpretation)
- Two other optional Question Paper/Answer Book and Resource Booklet for this Paper 2 Section B (H) Roman England, c100–c1100

Instructions

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

Information

- The maximum mark for this paper is 100.
- The marks for the questions are shown in brackets.
- Extended writing is tested in Question 10.

Advice

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

For Examiner's Use	
Question	Mark
11	
12	
13	
14	
TOTAL	

18MJun20/E23

18MJun20/E23

8461/2H/A



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



How can you support your son?

1. Have discussions regarding upcoming monitoring deadlines.
2. Access Satchel One on a regular basis.
3. If possible, provide a dedicated workspace at home.
4. Attend parents evening.
5. Ask for help from us if it is needed.
6. Set out clear expectations at home.
7. Support the need for independent study at home.
8. Support enrichment activities and any work experience
9. Talk to them/ Challenge them
10. Become an involved member of the school community.

Here to help:



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Mr T Sparrow
Head of KS4/Senior
Leadership Team



Mr T Snare
Head of Year 9



Mr R Adams
Student Support
Manager Year 9



Miss Neale
Pupil Premium/FSM/Senior
Leadership Team



Mr Uttin
SENCO