

Key Dates

Year 7 – The year ahead



Year 7 Important Dates	Events
Tuesday, 5 September 2023	First day of academic year 2023/2024
Monday, 18 September 2023	Parent Information Evening at NKS (6-7pm)
Thursday, 5 October 2023	Monitoring 1 – Attitude to Learning only
Monday, 23 October to Friday, 3 November 2023	Half Term break
Wednesday, 22 November 2023	Parent Voice Evening 1 at NKS (6-7pm)
Thursday, 30 November 2023	Parents' Evening (online) (4 - 7:30pm)
Thursday, 21 December to Tuesday, 2 January 2024	Christmas break
Thursday, 1 February 2024	Monitoring 2 with comments
Monday, 12 to Friday, 16 February 2024	Half Term break
Wednesday, 13 March 2024	Parent Voice Evening 2 at NKS (6-7pm)
Friday, 29 March to Friday, 12 April 2024	Easter break
Thursday, 23 May 2024	Sports Day
Monday, 27 to Friday, 31 May 2024	Half Term break
Thursday, 13 June 2024	Monitoring 3
Wednesday, 19 June 2024	Parent Voice Evening 3 at NKS (6-7pm)
Wednesday, 10 July 2024	Junior Prizegiving (by invite only)
Tuesday, 16 July to Thursday, 18 July 2024	Enrichment Week
Friday, 19 July 2024	Last day of academic year 2023/2024

Welcome to Year 7 Parental Information Evening



THE NORTON
KNATCHBULL
SCHOOL



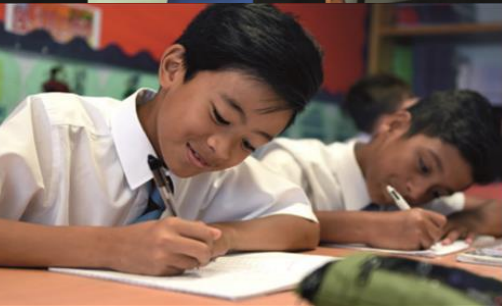
THE NORTON KNATCHBULL SCHOOL

The Knatchbull Baccalaureate – Mrs Pugh



• What is the Knatch Bacc?

- It is based on 4 pillars:
 - Academic - lessons, homework, monitoring and assessments.
 - Extra-curricular – things students do at lunchtimes, after school and out of school, they can be individual or organised by groups.
 - Community and Leadership – things students do to help their community at school or elsewhere and also where they take on responsibilities.
 - Excel and Extend – areas of school life or out-of-school life where students push themselves to go further and engage in independent learning.



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Why do we need the Knatchbull Baccalaureate?



- As a school, we aim for students to leave NKS as balanced and well-rounded young adults.
- Students are given opportunities to record their accomplishments in the 4 pillars, helping them to reflect on possible imbalances in their lives and how they might be addressed. These are reviewed by SLT.
- Students showing effort in all 4 pillars are awarded stars for their blazers (bronze after Y7, silver after Y8 and gold after Y9)



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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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The first challenge will open on Satchel:one on Thursday



What's that tree?

Keep it simple
Look at some trees at school or in your garden or on the way to school – can you see the differences in the bark, the leaves, the size?

Go all out!
Identify trees at school or in your garden or on the way to school by studying their leaves and bark and size.
Find out how these trees reproduce or their most favourable growing conditions.

Staying safe
Have an adult with you if you are leaving your own garden.
Look where you are going when you are walking.

Useful links
[The Guide to British Trees: ID and Facts - Woodland Trust](#)

Resources
Maybe a book from the library.

Evidence
Photos, drawings, diagrams, lists



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Science – Year 7 – Ms Duncalf

What do students in Year 7 study?

- Year 7 and (Year 8 group) are taught in their tutor groups and have 7 lessons per fortnight
- Most classes have one science teacher only
- Each Year 7 group will study 2 Biology, 2 Chemistry and 2 Physics units on a rotation system

Tutor Group	Lessons	Staff	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	7	SSW	Bio A	Chem A	Phys A	Chem B	Phys B	Bio B

What do students in Year 7 study?



Biology	Chemistry	Physics
Biology A: Cells and Body Systems	Chemistry A: Particles and their behaviour. Separation techniques	Physics A: Forces and Motion
Biology B: Reproduction and Inheritance	Chemistry B: Acids and Alkalis. Elements, atoms, compounds, and chemical reactions	Physics B: Energy Stores and Pathways

What do students in Year 7 study?

Biology	Knowledge	Working Scientifically
Biology A: Cells and Body Systems	Eg: Describing the structure of different types of cell	Eg Using Microscopes to observe cells and calculating magnification



Keywords are reinforced through the weekly tutor time spelling tests

What do students in Year 7 study?

- Each unit contains two assessments; one for part 1 and one for part two
- All assessments are 30 marks in total and approximately 35 minutes long
- Students will receive a % and a 'WME' grade
- These tests should be stuck into their exercise books

Keeping track

Year 7W/7Bu subject tracker Science

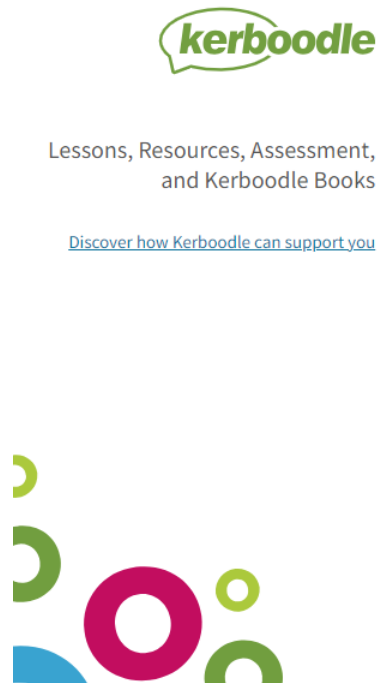
Name:.....

Assessments:

Date:	Assessment Task:	% or Grade
Term 1	Chemistry A part 1	
Term 1	Chemistry A part 2	
Term 2	Physics A part 1	
Term 2	Physics A part 2	
Term 3	Biology A part 1	
Term 3	Biology A part 2	
Term 4	Biology B part 1	
Term 4	Biology B part 2	
Term 5	Chemistry B part 1	
Term 5	Chemistry B part 2	
Term 6	Physics B part 1	
Term 6	Physics B part 2	

What resources will support independent study?


- Kerboodle: our online Science textbook



The image shows a sign-in form for Kerboodle. It has two tabs: "Sign in" (selected) and "Redeem book code". The form includes three input fields: "Username/Email", "Password", and "Institution Code" (with an information icon). A blue "Sign in" button is located below the fields. To the right of the button is a blue link "Forgot password?". Below the "Sign in" button, there is a horizontal line with "OR" in the center. Underneath the line are two buttons: "Sign in with Google" (highlighted with a yellow oval) and "Sign in with Microsoft".

Oxford Smart Activate

 Course

 Lessons

 Resources

 Assessment

 Markbook

 Reports

 User Management



Oxford Smart Activate Biology
Kerboodle Book

TEACHER ✓
STUDENT ✓



Oxford Smart Activate Biology
Teacher Handbook

TEACHER ✓



Oxford Smart Activate Chemistry
Kerboodle Book

TEACHER ✓
STUDENT ✓



 | [See all](#)



[Getting started](#) | [My subscriptions](#) | [Acknowledgements](#)

Assignments

Due this week 0 To mark 0 [Go to Markbook](#)

Reports (Number completed by students in last 7 days)

 0 Assignments completed |  0 Level Ups completed

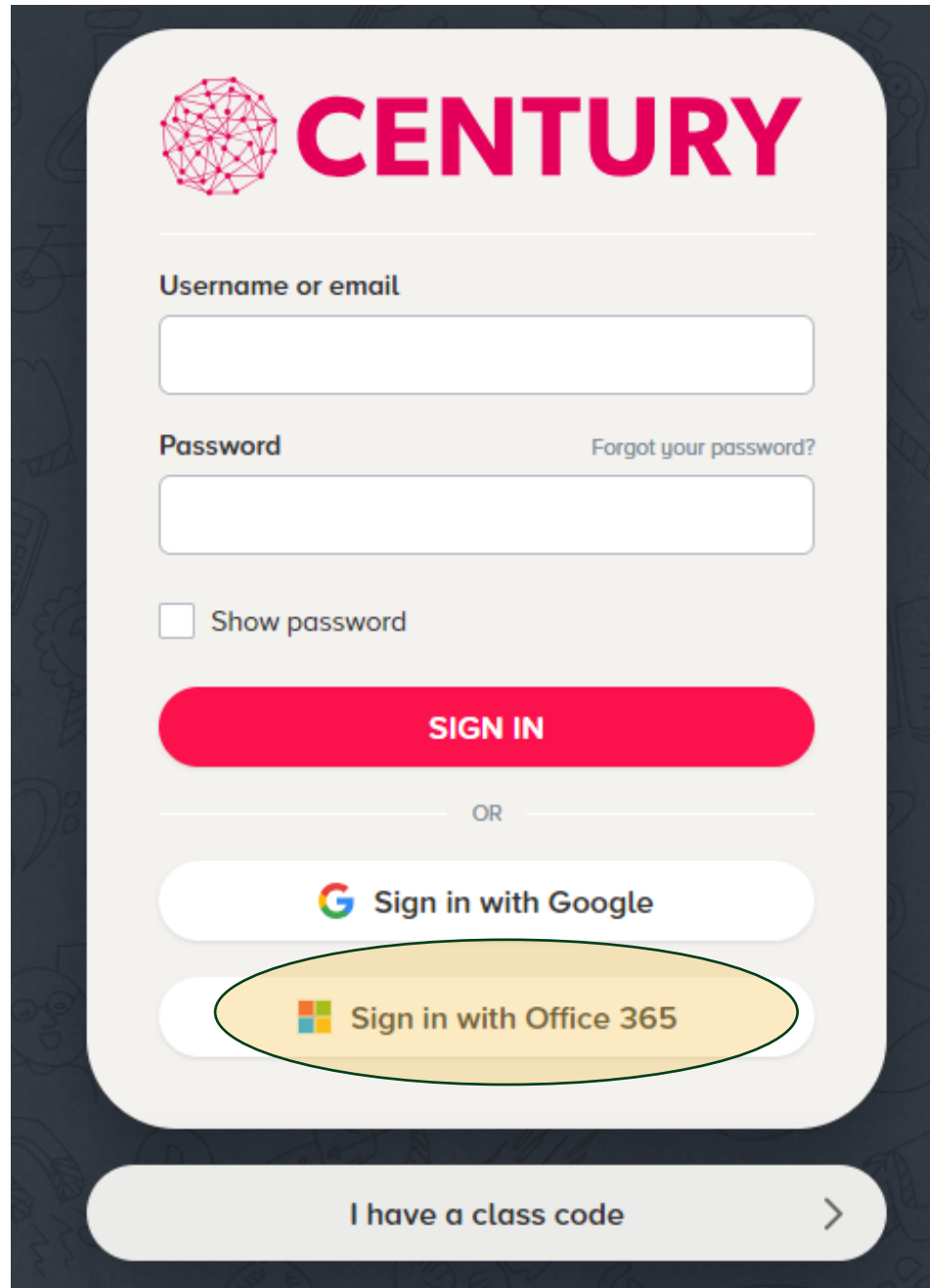


Homework


- Set via an online platform called ‘Century’
- Students will be set 2 ‘nuggets’ per week to support the work done in lessons
- Students can set themselves extra work if they want to
- All staff will communicate this in the usual way via Satchel One



Century



The image shows a login form for Century. At the top left is a red geometric logo consisting of interconnected dots and lines. To its right is the word "CENTURY" in a bold, pink, sans-serif font. Below the logo and name is a horizontal line. Underneath the line 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 prominent red button with the text "SIGN IN" in white is centered below the password field. Below the "SIGN IN" button is the word "OR" in a small, grey font. Underneath "OR" are two buttons for social login: "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 yellow oval. At the bottom of the form is a grey 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 >

FAQ

- **How do pupils get their sign up details? Science teacher - both use the 'login with Microsoft' All classes are being taken to the computer rooms to be shown how to use them this week**
- **Do parents have a login or access to Century or Kerboodle? Not yet**
- **What should pupils do if they forget their access? Reset their password when they are in school it is linked to their school account.**
- **How do you actually find all of these websites? Via the NKS homepage**



[HOME](#)

[ABOUT US](#)

[ADMISSIONS](#)

[CURRICULUM](#)

[PARENTS](#)

[SIXTH FORM](#)

[COMMUNITY](#)

[CONTACT US](#)





VIDEO GUIDES

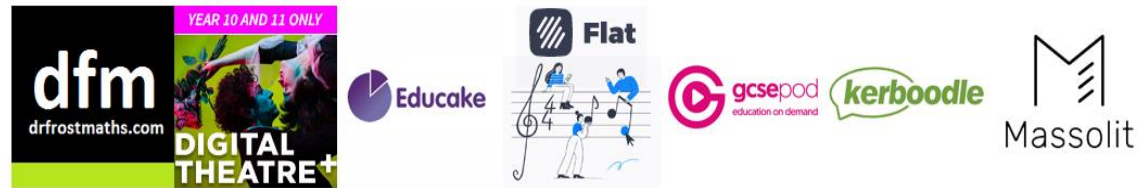
Check on your child from anywhere



Access all your info in one place

Arbor

See live updates from the school





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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.



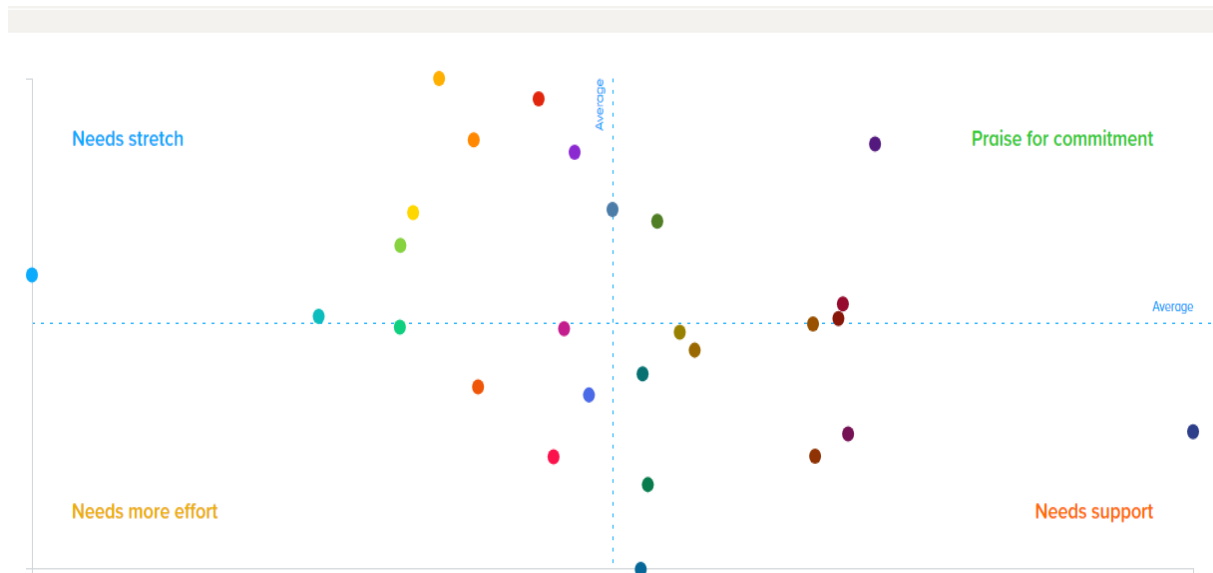
Term	Curriculum	Writing
1	Childhood – poetry, fiction and non-fiction	Descriptive writing
2	Sawbones - novel	Writing in character
3&4	Shakespeare	Discursive writing
5&6	Gothic – The Woman in Black	Narrative writing

How we approach this.



Homework:

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

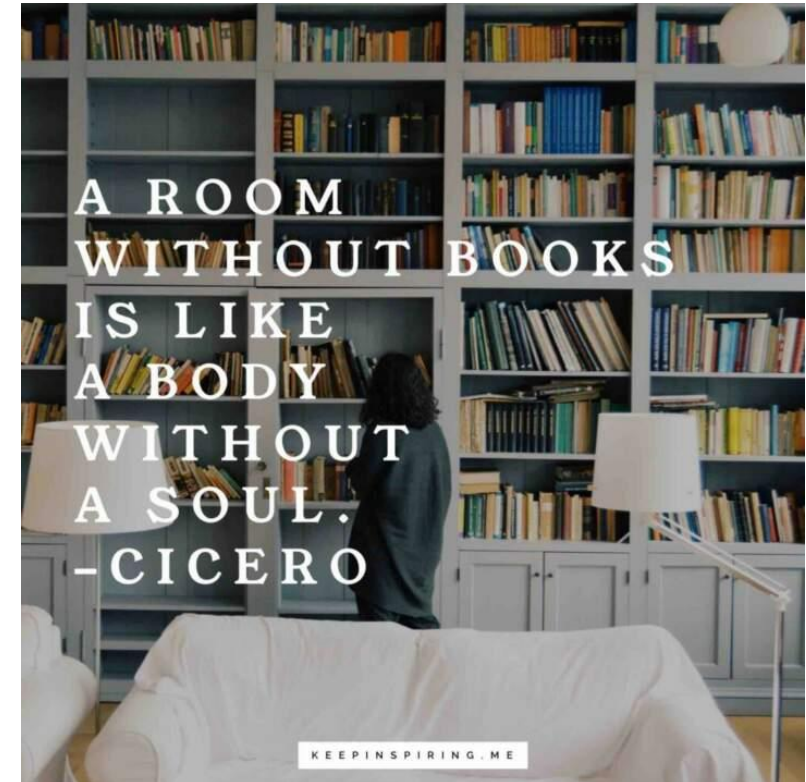


- Every student will complete diagnostic tests for reading, writing and spelling
- If we are concerned we will invite students to intervention session to focus on reading skills during Form time and Lunch time.
- We will monitor Century and assessments to record progress.
- Most texts books have a reading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

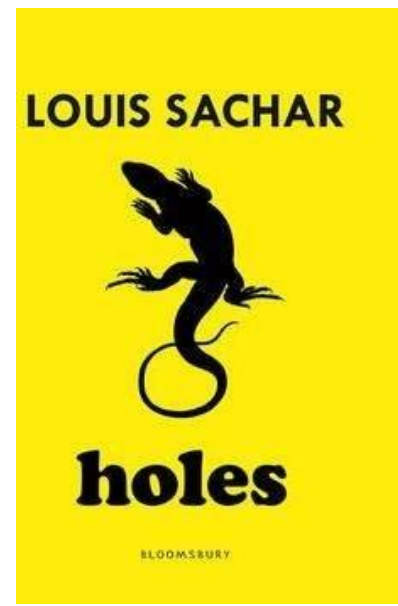
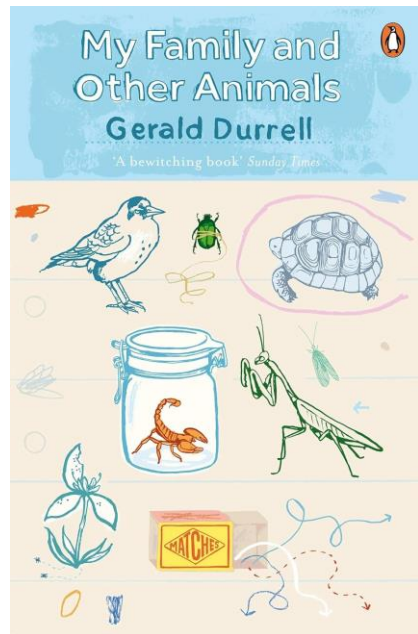
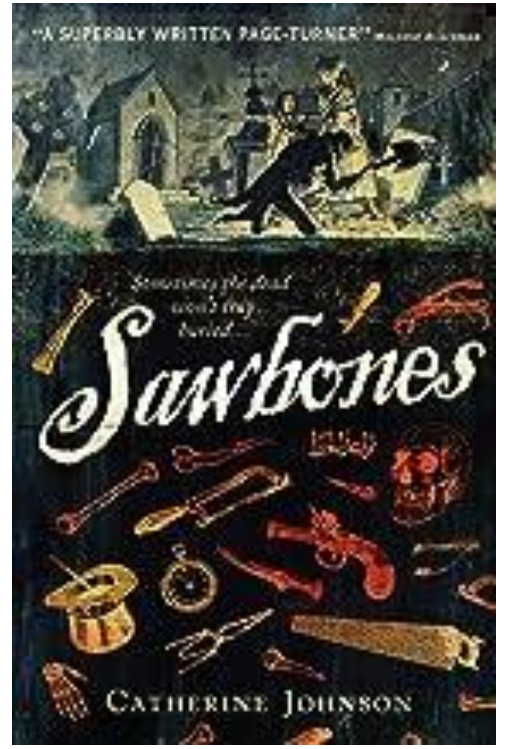
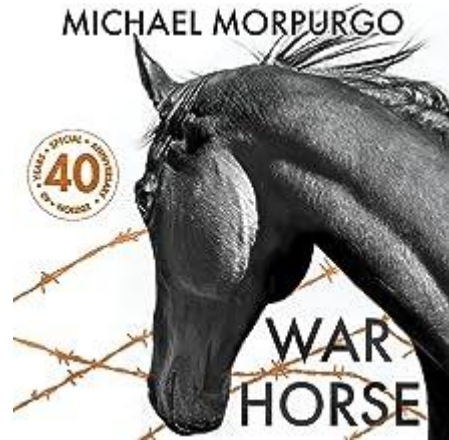
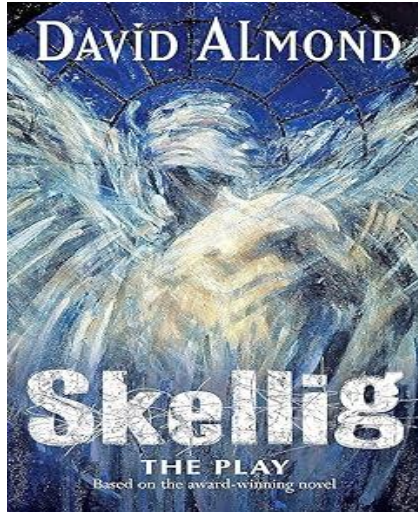
Every English Lessons starts with reading for pleasure and / or a reading activity

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.



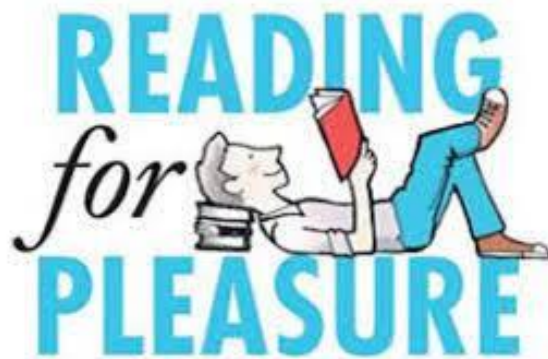
From Term 2 students will be taking part in the reading challenge when reading will become a formal part of the homework with Century.

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	

LOOK



SAY



COVER



WRITE



CHECK



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 wore small skinny gloves' is used to give a picture of Mrs. Pratchett's character and the ~~set~~ ^{character} of her clothes. It is used to give a picture of Mrs. Pratchett's character, for Mrs. Pratchett's character is not just a character of the ~~story~~ ^{story}, but also a character of the ~~story~~ ^{story}. This is why I think that his use of 'skinny' is a good choice. Other descriptive words such as 'small' and 'skinny' help to give a picture of Mrs. Pratchett's character, and the general impression is that Mrs. Pratchett should not be allowed in this society, which is a ~~society~~ ^{society}.

Turn over ▶

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

You could include the writer's choice of:

PETAL

- 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~~ ^{one} technique that stood out to me was his use of simile ~~and~~ ^{and} metaphors. 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~~ ^{At} a point where coal was used ~~at~~ ^{at}, this link ~~made~~ ^{made} sense 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.



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Maths – Year 7 – Mrs Bird

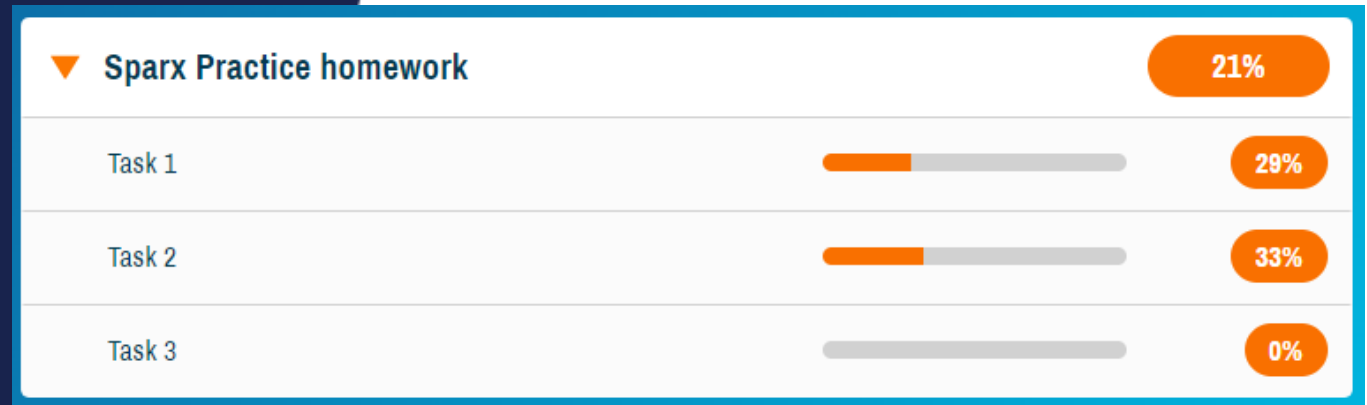
Sparx Maths

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%	0h 24m	Incomplete
Alfie [redacted]	61%	0h 34m	Incomplete
Danny [redacted]	70%	0h 54m	Incomplete
Gio [redacted]	72%	0h 37m	Incomplete
Krystian [redacted]	74%	0h 31m	Incomplete
Lucas [redacted]	✓	0h 37m	5 days early
Jack [redacted]	✓	1h 05m	3 days early
Harry [redacted]	✓	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. 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, ...

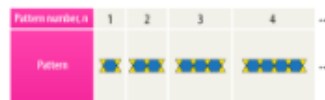
Work out the n^{th} term rule for this sequence.

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.

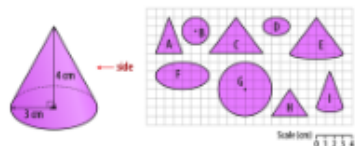
How many triangles are there in **pattern number 70**?



Show answer Expand question

4. Plans and elevations U743 Help the class

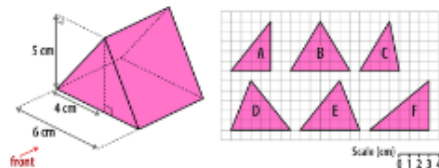
Choose which option shows the plan and which option shows the side elevation of this 3D shape.



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



Meet the team Year 7



Mr R Hoyte
Head of KS3/Senior
Leadership Team



Mr W Trafford
Head of Year 7



Mrs S Parsonage
Student Support
Manager for Year 7



Mr Uttin
SENCO

Tutor Team



7A	Miss Estcourt	<u>kestcourt@nks.kent.sch.uk</u>
7B	Mr Leonard	<u>aleonard@nks.kent.sch.uk</u>
7BA	Mrs Eldridge	<u>meldridge@nks.kent.sch.uk</u>
7H	Mr Carter	<u>gcarter@nks.kent.sch.uk</u>
7K	Mrs Meredith	<u>smeredith@nks.kent.sch.uk</u>
7L	Miss Megaw	<u>lmegaw@nks.kent.sch.uk</u>
7W	Mr Igglesstone	<u>kigglestone@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 89,000 merit/house points!

Y7 received 19,000 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 an email notification from Arbor.

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

Examples below to the side:

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

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
	

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.

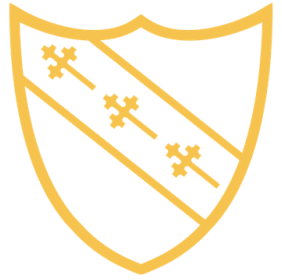
Summer uniform commences at the start of Term 6.

If it is particularly hot prior to term 6, Summer Uniform may commence early. This would be communicated to all staff, students and parents. In the event of really extreme temperatures, the uniform may be relaxed even further, with the removal of ties and potentially students attending in PE kit. This would be announced, as and when needed.

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.

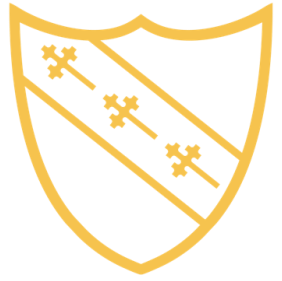
Online systems and support - Satchel One



- 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 Friday last week

The screenshot displays the Satchel One 'Detentions' page. The main content area is a grid of detention cards. Each card shows the date, time, and location of the detention, along with the teacher covering it. For example, on Thu, Oct 19th, there is a detention at 3:30pm in the Principal's office, covered by Mr. Gohil. The interface also includes a sidebar with navigation options and a modal window for editing a specific detention. The modal window shows a list of students with their names and reasons for detention, such as 'Michael Connors Fighting' and 'Aallyah Dale Using mobile in class'. The modal includes options to 'Mark as attended', 'Reschedule', and 'Escalated'.

Online systems and support - Departmental homework

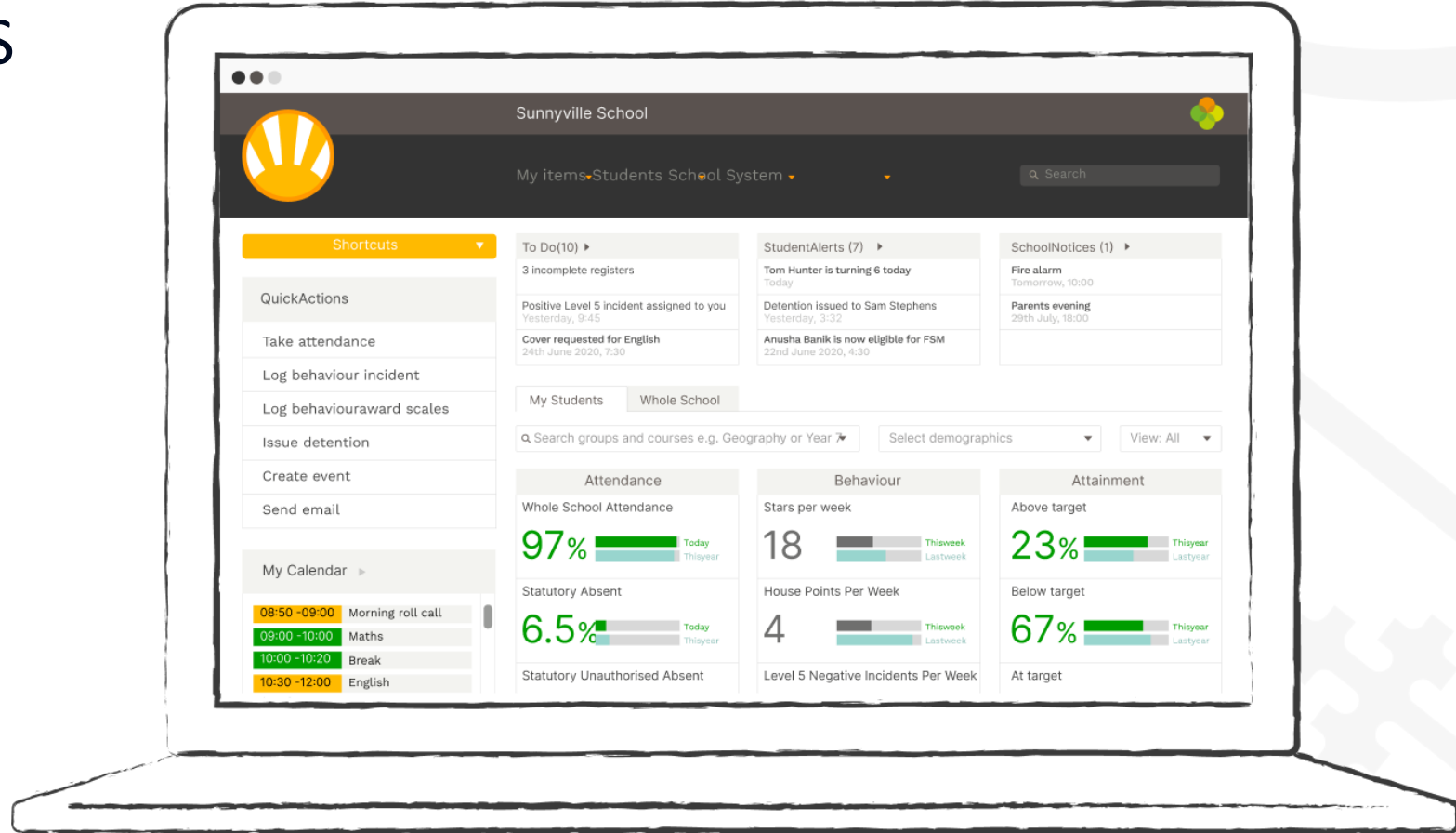


Subject	Online textbook or app name	Parental login	What to do if forgotten password
Maths	Sparx Maths	No	See Maths teacher
Languages	ActiveLearn	No	Follow links on the login page
Science	Century / Kerboodle	No	See Science teacher
Geography	Hodder Boost	No	See Geog teacher
English	Century	No	See English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

Online systems and support - Arbor



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



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

E+
 E
 M+
 M
 W+
 W

1
 2
 3



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

Course	Current mark	Homework
Art and Design / Art: Art	M	2
Computer Science	M	2
Physical Education / Sports: PE	M+	
Design and Technology	M+	2
Drama	M	
English	M	2
Geography	M	2
History	M	2
Mathematics	W+	2
Music	M	2
Religious Education: RE	W	3
Science	M	2
Spanish	W+	2

ATL		Homework
<p>Always follows the School's behaviour for learning rules.</p> <p>Goes above and beyond in their approach to learning, particularly with respect to self – directed 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 generally completed on time.</p> <p>The quality of work is of a good standard</p> <p>The work is presented to the standard expected.</p>
<p>Working below the expected standard of the School's behaviour for learning rules.</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>	3	<p>Working below the expected standard of homework.</p> <p>Homework is often not completed on time.</p> <p>Homework is not completed to the expected standard.</p>

Additional Educational Support – Mr Uttin - SENCO



- **Nurture Area**
- **Mainstream Core Standards**
- **Learning Support Assistants**
- **What should I do if I have a concern about a specific subject / lesson?**
- **What should I do if I have a concern about a potential learning need?**

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

Further information? - Curriculum



THE NORTON
KNATCHBULL
SCHOOL

▼ PORTALS | ▼ QUICKLINKS |     

HOME ABOUT US ADMISSIONS **CURRICULUM** PARENTS SIXTH FORM COMMUNITY CONTACT US



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)

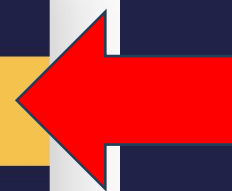
KS3 Curriculum

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, Chemical Changes are continually revisited and this knowledge is built upon and skills are embedded using modelling, mathematics as well as an 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 allow students the opportunity to study Triple Science.

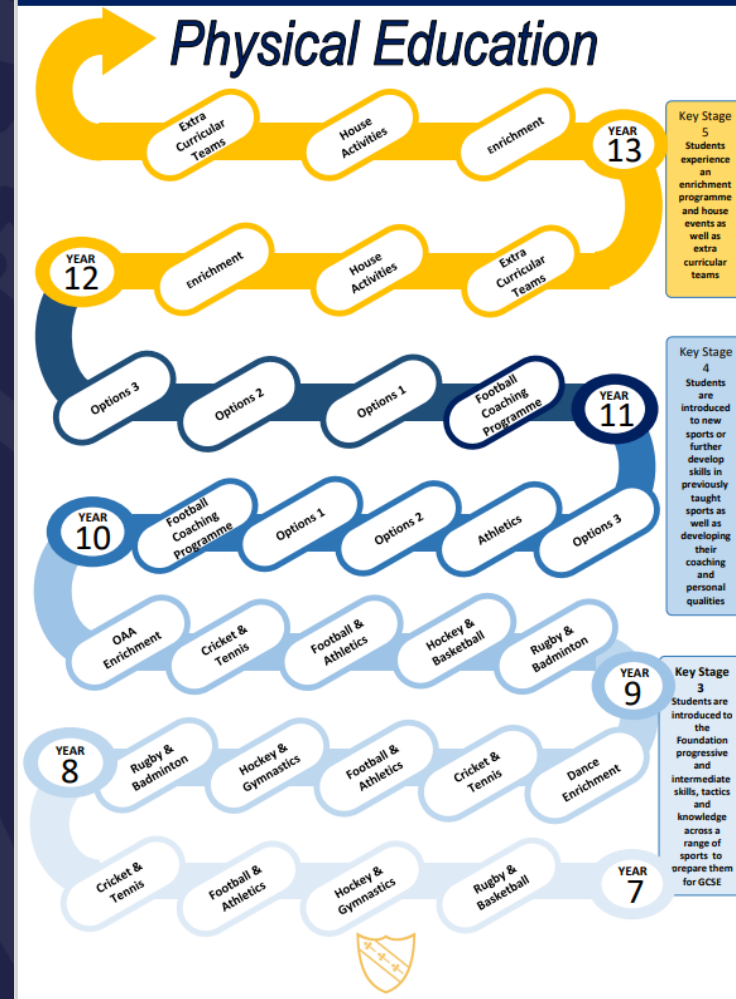
The Knatchbull Baccalaureate – Academic

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 out 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

Header: SIR NORTON KNATCHBULL - 1637

Dropdown menu (under PARENTS): School Calendar, Catering, School Closure Procedure, Term Dates, School Uniform, Attendance

Active menu item: > School Calendar

Sub-menu items: Term Dates, Catering, School Uniform, School Closure Procedure, Attendance

Further Information: How can you support your son?



1. Access Satchel One on a regular basis
2. Have discussions regarding upcoming monitoring deadlines
3. If possible, provide a dedicated workspace at home
4. Attend parents evening
5. Ask for help from us if it is needed – form tutor or year team
6. Set out clear expectations at home
7. Talk to them/ Challenge them about what they are doing at school
8. Become an involved member of the school community.

NKS School Community

- As part of the NKS community we look forward to welcoming you all to the many events, activities and opportunities your son will be given over the course of the next 5 -7 years throughout his NKS journey.
- You too can get involved by offering to support events such work experience, mock interviews, bespoke career talks and much more.
- Another way to help support is through the *NKS Community Annual Voluntary Fund*
- Contributions to the NKS Community fund have previously help provide the following:
 - A canopy to cover our outside seating area
 - An additional school minibus
 - Outside sporting equipment (New for 2023 - Long jump pit)
 - New music equipment
- In the future we would like to use the NKS Community fund to support:
 - Our new community Eco Garden
 - Outside play equipment
 - Updated library facilities
 - Extra-Curricular activities such as art projects, clubs, drama workshops, sports and STEM clubs

Contributions can be made from September 2023 through Scopay under the heading Annual Fund

For more information on any of the above, please email Mrs. Vernon - hvernon@nks.kent.sch.uk



Here to help – any questions please come and ask us



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Head of Year 7
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Mr Uttin
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