

# How can your son excel this year?

Parental Workshop for Year 7  
18:00-19:00

- English, reading and literacy
- The Knatchbull Baccalaureate
- Monitoring
- Behaviour
- Achievement and Rewards
- What You Can Do



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## 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.





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# What if I can't facilitate extra-curricular activities?



- We provide optional weekly challenges on our homework platform: satchel:one.
- These are low/no-cost and nearly always possible with no prior planning.
- There is a certificated rewards system for this, like other extra-curricular activities have.





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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.
- All students are welcome to join in if they want to.
- All students must participate in the record keeping of the Knatchbull Baccalaureate and must review their life balance.
- Evidence of extra-curricular activities run by outside groups will not be required

# Ms Burton – Head of English



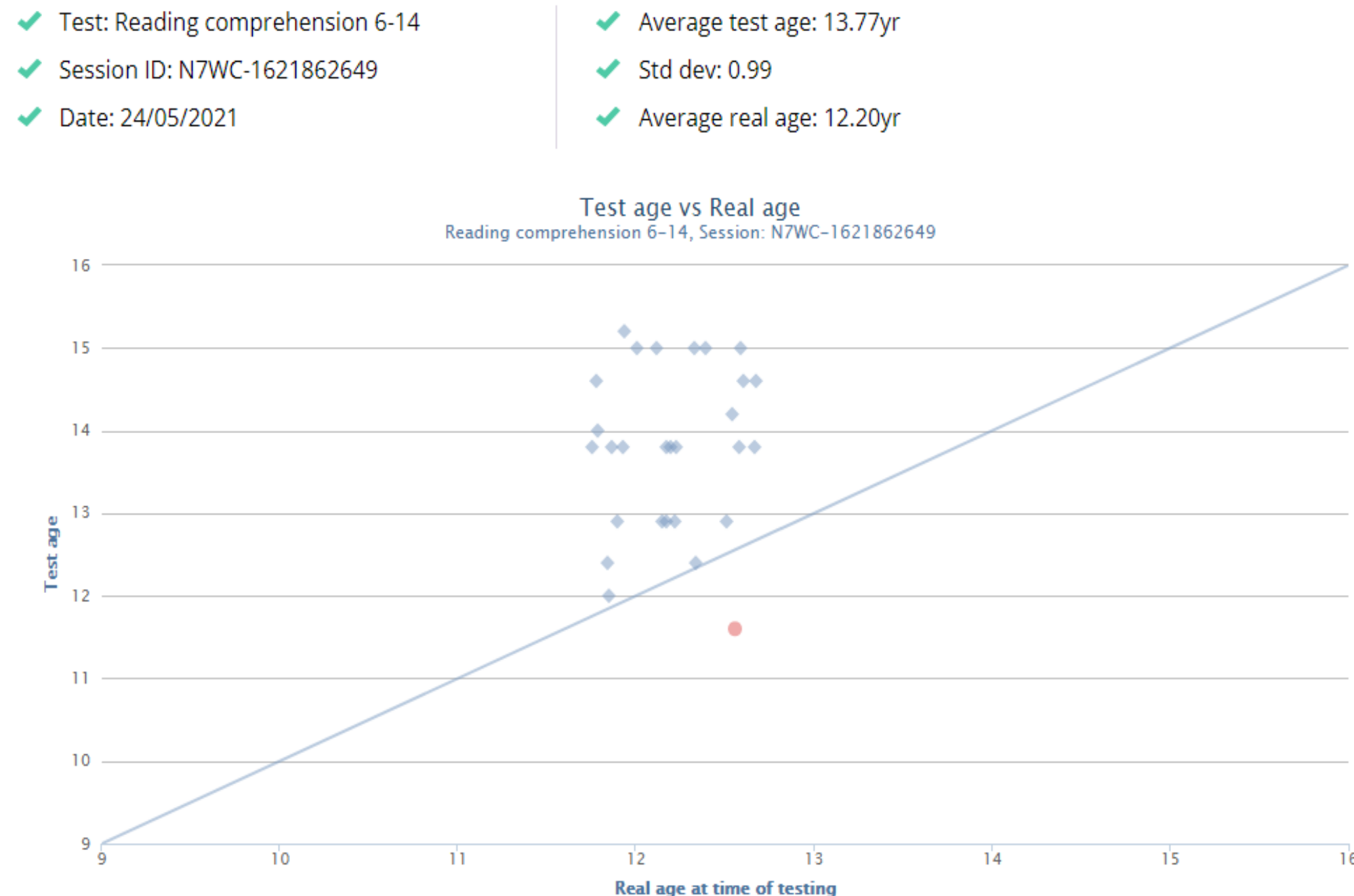
## Why is whole school Literacy Important?

- **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.



# Diagnostic Testing

## How we approach this.



- Every student will complete the Reading Comprehension so we can compare reading age with actual age
- If we are concerned we will invite students to intervention session to focus on reading skills during Form time and Lunch time.
- We will retest to record progress.
- Most texts books have a reading age of at least 14 years old

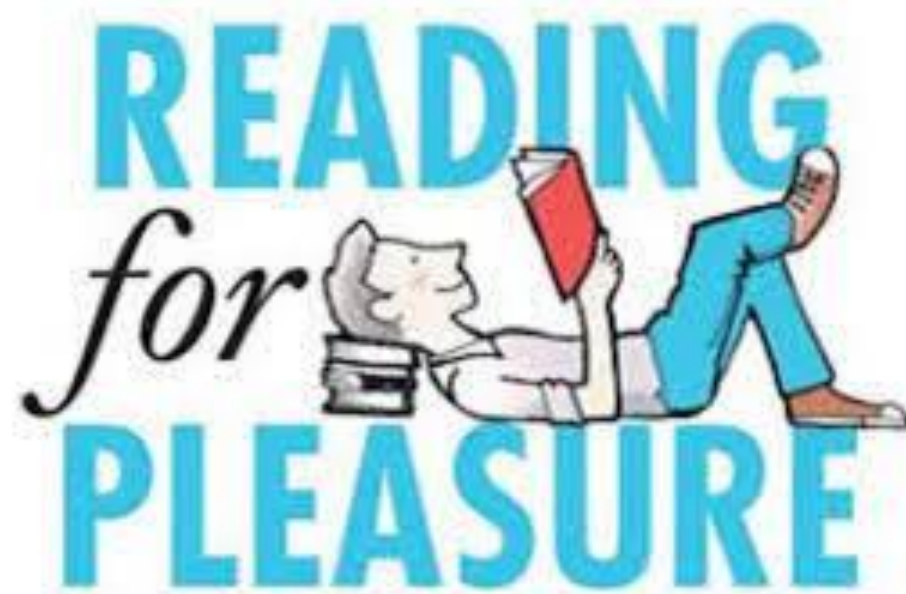


# Reading for meaning

## How can I help?

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

Question, Question, Question.



## How can I help?

### Year 5 and 6 Statutory Spellings

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

LOOK



SAY



COVER



WRITE



CHECK







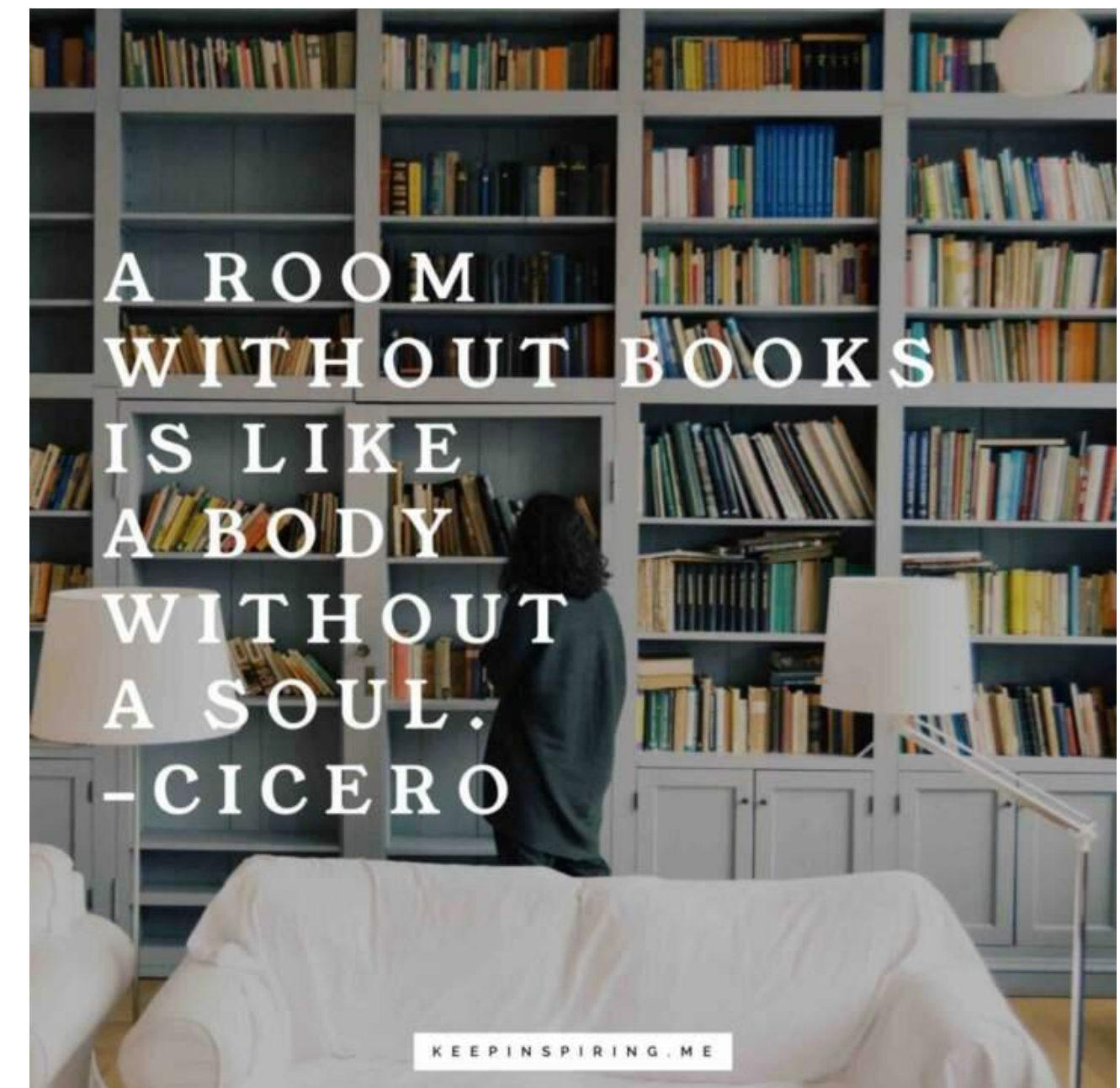


# Reading

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

Every student should:

- Have a reading book on them during a 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





# 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



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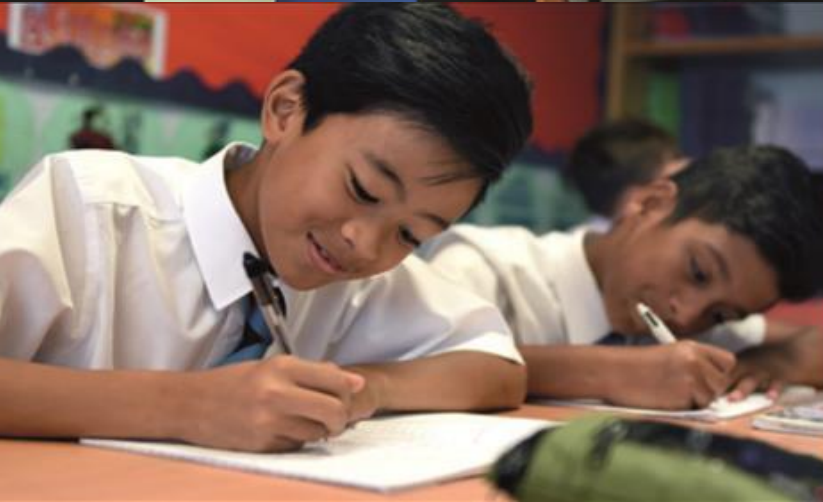


## How can your son excel this year?

Mr Trafford – Head of Year 7

- Monitoring
- Behaviour
- Rewards
- What You Can Do





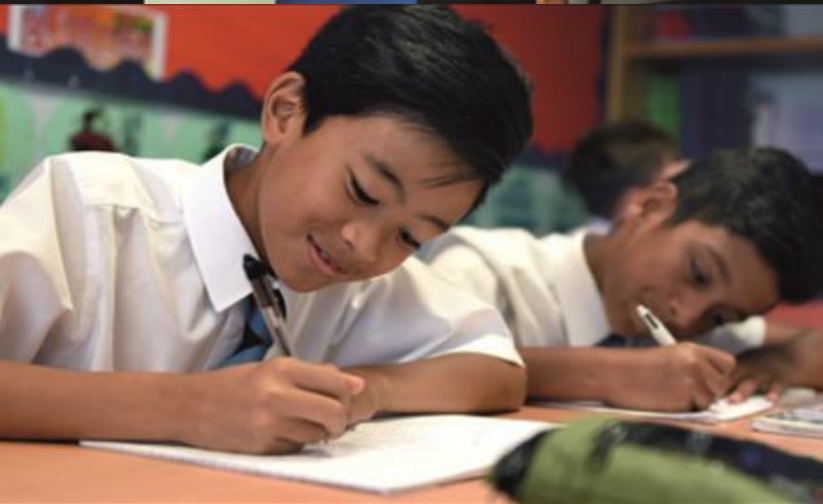
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## Assessment

- Each term your son will have one piece of work fully marked with development comments from their teacher
- Your son will have a grade of Working towards expected / Meeting expected / Exceeding expected
- This grade will refer to that specific piece of work – not their overall performance in class
- This will usually coincide with the end of a theme or topic
- Some departments may additionally mark other work or make notes/stamp homework.
- Your son will also have continuous feedback from their teachers, verbally in lesson





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# Monitoring

- The week before half term you will get the first set of Monitoring grades for your son
- This will give you an accurate guide as to how your son is settling in across all subjects
- It will provide an Attitude to Learning Score for each subject.
- For each subject you will receive:  
**1-3 Attitude To Learning Grade** (1 is Outstanding, 2 is Good, 3 is Requires Improvement).





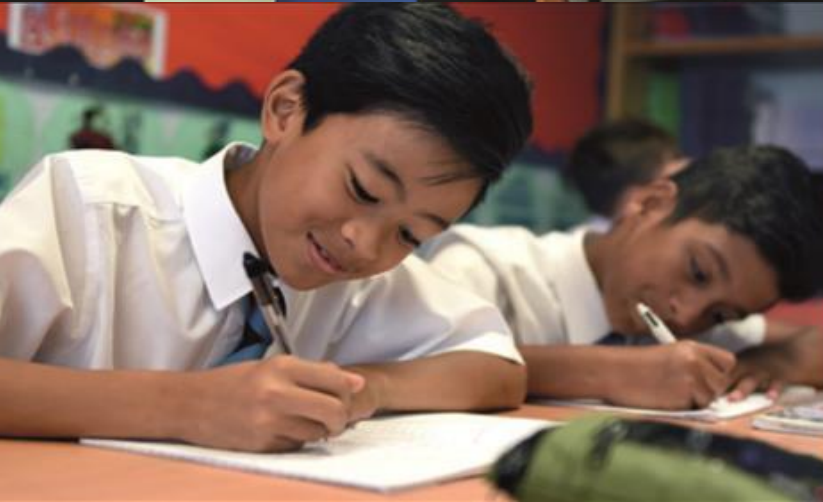
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# Monitoring

- For the next 2 monitoring reports (January and June) you will receive a full monitoring report
- This will be more in depth than the one from October.
- For each subject you will receive:
  1. **1-3 HWK Grade** (1 is Outstanding, 2 is Good, 3 is Requires Improvement).
  2. **1-3 Attitude To Learning Grade** (1 is Outstanding, 2 is Good, 3 is Requires Improvement).
  3. **Working towards Expected / Meeting Expected / Exceeding Expected** (this is for their overall class contribution rather than just their last assessment grade).





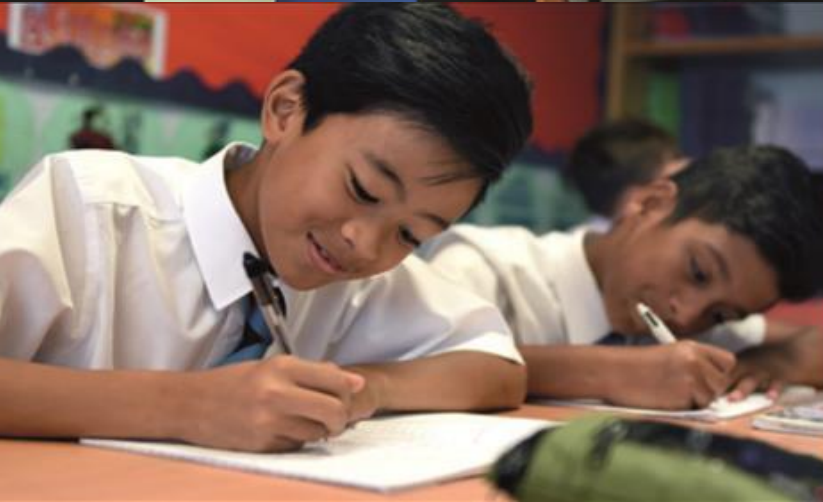
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# Our Expectations for this year of your son

- Hard work
- Trying your best
- Taking educational risks
- Stretching and challenging
- Joining in – teams / activities / clubs





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# Rewards Policy

- Success should be celebrated
- Pupils are given points for:
- Strong work/work ethic
- Helping around the school
- Sporting achievement
- Attendance
- Clean Uniform cards
- Points double as House Points – every point earnt is one for the house as well







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# Reward Celebrations



- Rewards are cumulative
- At the midway and end point of the year there will be celebration assembly with a rewards buffet
- Subject reward certificates per teacher (subject) for:
  - Attitude to Learning
  - Attainment in the Subject
- Form Tutor Award
- Year Group Rewards:
  - Attendance
  - Highest Average ATL grades
  - Highest cumulative merit count
  - Biggest improvement in terms of merits or ATL 'Most improved'





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# Reward Trips



- On top of the celebrations assemblies throughout the year the most consistent /motivated / talented will be invited to a celebration visits/events
- These can be achieved through a variety of different methods (High number of Achievement Points, excellent Attitude to Learning, High levels of Attainment etc).
- Previously we have run fully funded reward trips to:
  - **FlipOut**
  - **Bowling**
  - **Chessington**





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## Behaviour Policy



- Firm but fair policy
- 3 strikes in a lesson leads to class detention (L1)
- This is an email home to yourselves that explains what has gone wrong
- 3 class detentions, in a subject, leads to an afterschool detention and a Subject Report (L2)
- This will mean your son has to remain at school for an hour in detention – you will be informed of the arrangements via an email.
- **Points based behaviour system** – accumulation leads to Student Support Manager report (orange) and Senior Leadership (red) report
- Each detention is 1 points
- Each after school detention is 2 points
- SSM Report – when 10 points
- HOY report - when 20 points are reached
- SLT Report – when 30 points are reached





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## Academic Support - Report



- This is an additional Blue Report
- It is a Non Punitive Report
- For those who need extra help or guidance. It is a supportive tool not a punishment.
- Reports directly to HOY/SSM every day
- If your son is on this then I will email you and explain the reasons, but also the targets that your son has come up with to get himself back on track
- Proven to help get the boys back on track before the need for an SSM or SLT report





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# Achievement over punishment

Last year –

Total Achievement  
points for Year 7–  
19,827

Total behaviour points  
for Year 7 – 701





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# SatchelOne



- All work should be completed to your son's best ability at all times
- You can track this on SatchelOne (you should have a **login for this if not please contact Mrs Parsonage. They were sent home with your son in the past week**)
- Ensure that you are signed up to receive alerts from SatchelOne – this can be configured to send you a text or email if your son fails to hand in a piece of work
- It will also let you structure free time based on the tasks left to complete
- Quantity of Homework greatly increases in Y9 when GCSE's begin so your son will need to be organised and structured by this point.
- Homework club – 3:20-4:30 – free to use and will be starting later this term for all year groups



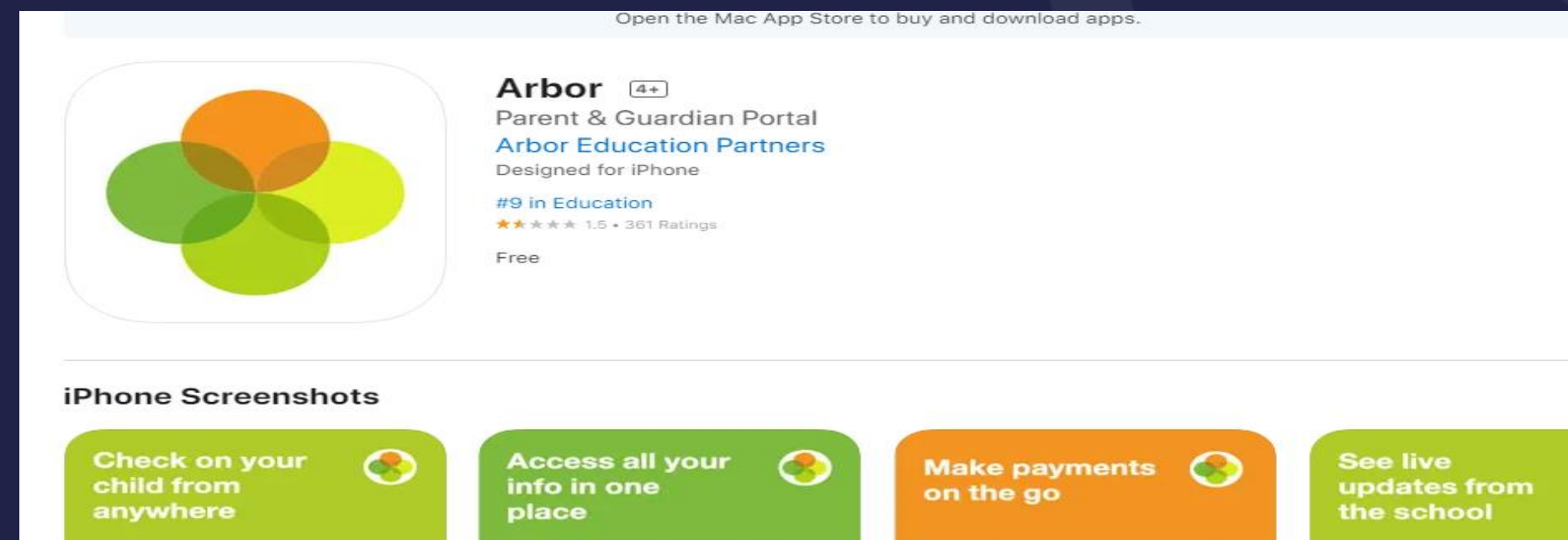


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## The Arbor App



- You can check the **Arbor app** to keep an eye on their sanctions, attendance and rewards
- This now replaces the old MyEd app that you may be familiar with. So this can now be deleted.
- You need to download the app and click forgotten password
- Then type in the email address that is registered with the school
- Follow the instructions in the email
- **Any problems please email:** [Arbor@nks.kent.sch.uk](mailto:Arbor@nks.kent.sch.uk)








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## Scopay

- This is where you add money to your son's account for lunch.
- Ideal to have a little on here for emergencies.
- It also allows you to pay for school trips.
- Teething problems this past week should now be solved, apologies for these.
- You will also pay for your son's locker on here. You are able to pay now.
- These will be allocated towards the end of this first term.
- You should have been sent details of this during the past week – if not then please let Mrs Parsonage know.





## LOGIN

Email Address

Password

LOGIN

Don't have an account yet? [Register as a new user](#)

[I've forgotten my password](#)

[I can't verify my email address](#)

[Report an issue to The Norton Knatchbull School](#)

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## The new website



- This launched today! So there may be teething issues.
- If you used our old website hopefully you find this one easier to navigate.
- **On here you will be able to find:**
- A parental calendar
- Clubs for your child to attend
- Important events and information
- Letters and policies







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## Some simple ideas for your son



- Minimum of pen, green pen, pencil, glue, scissors and ruler.
- No mobile phones during lesson time or changeover
- Only eat in designated areas – **no energy drinks please**
- Always wear the appropriate uniform – **please make sure they do not wear trainers**
- Always have a **reading book** in their bags





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## Who can you contact?

- Mr Trafford – Head of Year 7
- Mrs Parsonage – Year 7 Student Support Manager
- Mr Hoyte – Senior Leadership Team covering Y7.
- Mr Uttin – Head of AEN
- Your son's Form Tutor

<i><b>Form</b></i>	
7A	P. McGinn
7B	A. Linbourn
7BU	R. Gray
7H	J. Hancock
7K	S. Ghale
7L	L. Robinson
7W	W. Chalkley