



Parents' Information Booklet

Year 8 2023-24

The Kingsley School's Academic Ethos

Since its founding in 1884, The Kingsley School has continually sought to deliver an excellent educational experience. Our aspiration for all our students is that they become the very best version of themselves. We are a special community with a love of life-long learning and genuine care for one another at the heart of it. We are proud to empower young people on their journey with us where we enable them to grow in confidence through a holistic 21st Century education.

We are committed to high quality teaching and learning at every stage of life. We will support pupils in class giving them individual attention and enabling them to make excellent progress. We expect pupils in return to invest time and effort in their own studies and homework, taking responsibility for their learning and growing in independence. We are proud that through our approach to teaching and learning our students are able to perform well in public examinations, typically achieving one whole grade higher at GCSE or A level compared to their baseline predictions.

The Kingsley School runs an elective Enrichment Programme which aims to extend and enhance the core curriculum. The inclusive programme takes place within the school day enabling all pupils to enjoy new experiences and develop essential skills. Combined with our broad co-curricular programme, this provides new horizons and enriching challenges for pupils to develop leadership skills, teamwork and resilience.

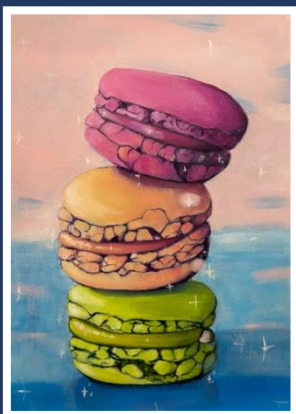
This Parents' Information Booklet is designed to guide you through the academic programme that your child will experience this year, as well as providing you with important details about resources and opportunities available. Should you have any questions or require further support please do contact the school, initially via your child's Form Tutor or Head of Year, and we will be happy to assist.



James Mercer-Kelly
Headteacher

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THE
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ART

Head of Department:

Mr E Lax

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In Year 8 pupils are given the opportunity to build on skills learned in Year 7, with a focus on developing individual styles and experimenting with new concepts, materials, and techniques. Initially, pupils will work on a project based around marine life, portraying various animals that live under the sea. They will work in a range of media, including watercolour, printmaking and acrylics.

Assessment of their class work will be done on completion of each project. Interim assessments and targets for improvement will be completed more regularly on individual pieces of work. Homework assignments are expected to take, on average, half an hour per week and often span across several weeks. These assignments are a mix of exercises to support the work being done in class and independent research projects, aimed at giving pupils a better understanding of some key periods/styles within art history, such as Art Nouveau and Surrealism.



THE
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DESIGN AND TECHNOLOGY

Head of Department:

Mrs C Dempsey

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All pupils follow units of work in three specialist areas of Design and Technology: Food and Nutrition, Product Design and Textiles. During Year 8, the projects are based around designing and making products that could be batch produced and which are designed for a client. Occasionally the projects done in three areas will be based on the same design theme. Pupils explore materials, components and equipment; generate initial design proposals; develop their designs; learn how to communicate their ideas clearly; use ICT to aid designing; plan the manufacture; develop accuracy and quality in their making; and learn how to evaluate their work and suggest improvements. Pupils are provided with A4 folders to include both their class work and homework. Resource sheets are given out as appropriate.

In the Food and Nutrition unit pupils will be taught:

- basic nutrition combined with healthy eating;
- to extend their practical skills and be able to adapt recipes;
- further research and evaluation skills.

In the Textiles unit pupils will:

- explore the construction methods of fabrics;
- experiment with a range of fabric decoration techniques;
- complete a design and make project.

In the Product Design unit pupils will:

- learn safe and correct use of range of hand tools for cutting and shaping resistant materials;
- learn safe and correct use of machine tools e.g. the scroll saw, pillar drill and band facer;
- introduce pupils to CAD/CAM through use of laser cutter and 3D printer;
- analyse existing products in order to develop own ideas for products;
- complete a design and make practical project.

Assessment

This is done on a weekly basis; written feedback to help pupils progress and improve is given in folders. All stages of the design and make process are individually assessed throughout the year. Marking follows the school criteria, e.g. A-D for effort and 1-4 for attainment.

Homework

This is given weekly. The nature of the homework task varies depending on the nature of the class work. Homework is usually completed on A4 paper in the work folder.



THE
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DRAMA

Head of Department:

Mrs E Smith

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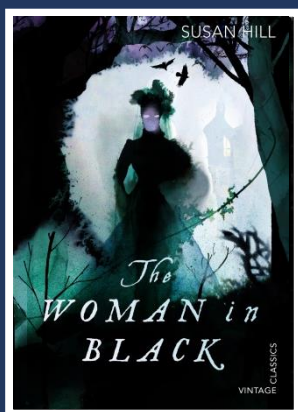
Drama in Year 8 is very much about developing the basic skills acquired in Year 7, but focussing more carefully on themed work. A range of stimuli is regularly offered from video to music, and newspaper articles to poems.

Pupils are expected to work in small groups and create interesting and innovative drama for a target audience. The application of existing skills is enhanced by teaching more complex techniques and concentrating on the quality of the work rather than quantity. At the heart of all work is the need for pupils to appreciate the importance of independent study and thought as well as working within an ensemble.

We begin by exploring Ancient Greek Theatre, with particular focus on the play Antigone by Sophocles. Drama techniques from Year 7 are then drawn upon and developed through a range classes and assessed practically in class.

In the spring, pupils learn about a range of practitioners and create a devised piece of performance in the style of a chosen practitioner with a written log book to support.

Finally in the summer term, pupils develop a live theatre review, through exploration of a theatre piece and written response.



THE
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ENGLISH

Head of Department:

Miss R Forde

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Our vision: English students at The Kingsley School will develop a passion for literature and the power of confident communication.

At The Kingsley School, pupils in English lessons will be encouraged and supported to discover their personal preferences in their reading through enjoyable exposure to a range of texts. We spend one hour a fortnight in the Learning Resource Centre in order to guide and support pupils in their reading choices. As a school, we believe reading for pleasure is essential in all walks of life and pupils will be given opportunities to read for pleasure across the curriculum.

Alongside this, critical opinions about texts will begin to flourish and will be increasingly shaped into well-crafted and technically focused analysis. Pupils develop these critical skills through studying modern texts, plays and poetry as well as studying a topic covering a range of Shakespeare's plays named 'Shakespeare's Villains.'

Pupils are encouraged to make their writing creative but honed to meet particular purposes and audiences. To enable this we concentrate on setting fortnightly 'writing challenges' that stretch the pupils' use of techniques and content.

Opportunities to develop presentation and oracy skills are taken wherever possible and pupils are encouraged to recognise the value of being a confident speaker. The final half term sees a focus on public debating as the pupils engage in discussing a range of relevant topics in formal debating formats.

Teaching in the English department is energetic, passionate and specialised. We believe that our subject allows success and achievement in many other areas in life. Accordingly, we take the responsibility we have in allowing pupils to unlock this potential seriously, whilst having a focus on fun and enjoyment within the classroom.



THE
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GEOGRAPHY

Head of Department:

Mrs K Ahmed

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Programme of study

All pupils in Year 8 study Geography for two periods a fortnight. They are taught in their form groups. The focus in Year 8 is to develop pupils' enquiry skills and ask questions about a range of stimuli and contemporary topics. They will also develop their extended writing and investigative skills. The topics covered over the year include:

- River processes, iconic landforms and flood management solutions that result from these
- Africa: A diverse continent - human and physical characteristics and issues
- The Earth's main ecosystems with a focus on tropical rainforests and coral reefs

Resources

The Geography Department uses a wide variety of interactive and dynamic teaching, assessment and learning styles so that pupils can maximise their progress. The resources used are sometimes textbooks, but are often newspaper articles, online sources and film clips. The main textbook used is the recently published 'Progress in Geography' supported by Geog.Atlas. There is also an e-atlas on the student shared area.

Homework

All pupils are given one homework of 25 minutes duration each week. Homework will vary between investigations, textbook based questions, extended writing and diagrams/graphs. Homeworks will be used to consolidate or extend understanding.

Assessment

There will normally be a form of assessment at the end of each unit of study, such as formal tests, self-review, individual project investigations or group presentations.



All pupils study History until Year 10 when it is a GCSE option. Teaching is in tutor groups and will be taught for two periods a fortnight.

At Kingsley, we broadly follow the national curriculum at KS3 with Year 8 pupils studying two main topics: The Industrial Revolution and The First World War. Within these topics pupils will learn about the technological and cultural changes of the Industrial Revolution as well as understand the causes and consequences of the First World War. Pupils will also study the impact of the war on the Home Front as well as on the Front Line.

We emphasise the importance of an enquiring attitude. Pupils are encouraged to think and to question. Lessons are typically very interactive and the participation of all girls in discussion is encouraged.

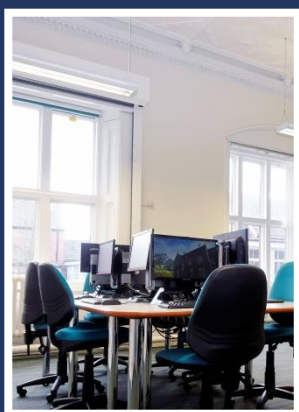
Homework

Homework is set weekly and tasks will vary between source based questions, creative or extended writing pieces or guided research to reinforce or develop knowledge. Each pupil will have an exercise book for class work and homework which they are expected to keep tidy and presentable throughout the year. All girls will be given a departmental attainment and learning ethic tracking sheet so that progress can be monitored effectively by both pupil and teacher.

Assessment

There are termly assessments in History (the third one is the summer exam). Each assessment will cover work studied over the previous term and will take the form of an individual (or group) investigation or an extended writing task with use of sources. Pupils will then fill in their skills tracking grid so that they are aware of their strengths and areas for improvement.

The History Department is keen on taking girls on visits outside school to enrich their learning and we are planning a visit to the Imperial War Museum for the end of the summer term. We firmly believe that learning about the past should be enjoyable as well as of intellectual value!



ICT/COMPUTING

Head of Department:

Mrs M Roberts

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Curriculum

During Year 8, pupils will build on the ICT/computing skills they developed in Year 7. The curriculum will be organised through a series of projects as follows:

Coding Using Scratch

Pupils will create algorithms to generate animations and demonstrate the basic constructs within Scratch including wait commands and 'forever if' loops. They will become familiar with repeating, selecting, iterating and procedures in Scratch.

Web Page Design

Pupils will design and create a simple template in Dreamweaver by editing existing templates or using a pre-made layout which uses div tags. They will devise and set up a navigation system using Fireworks and create a multi-page website that uses a template for the common elements and incorporates their navigation system. They will add interactive elements such as hyperlinks, video, rollover images, and embed HTML code from other sources such as a weather feed or a newsfeed.

Data Handling

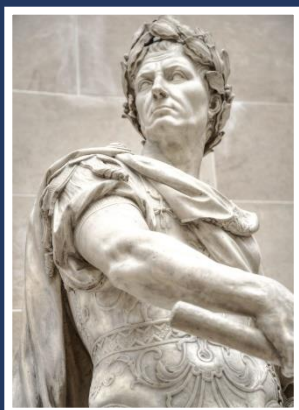
Pupils will use an existing flat-file database (Access) in order to solve problems. They will enter, delete and edit records, add and delete fields, select appropriate data types and use unique record identifiers. They will be able to sort records on one or more fields in ascending or descending order and create queries to search for specific data using single and multiple criteria.

Human Computer Interaction

Pupils will design, using future technology, a digital device to include phone functionality and/or virtual reality. They will design an interface for the operating system of their digital device and make a prototype.

Assessment

Pupils will be required to produce an IT based solution for each project which will be assessed and feedback given on an ongoing basis.



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LATIN

Head of Department:

Ms I Peace

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All pupils in Year 8 study Latin for one hour a week, following the Cambridge Latin Course. During the year they will:

- Read stories in Latin set in Pompeii
- Learn vocabulary and basic grammar, linking the vocabulary to any English/French/Spanish words derived from Latin
- Find out about Pompeii and various aspects of Roman civilisation including daily life, the theatre and slavery
- Investigate links between the Romans and life today

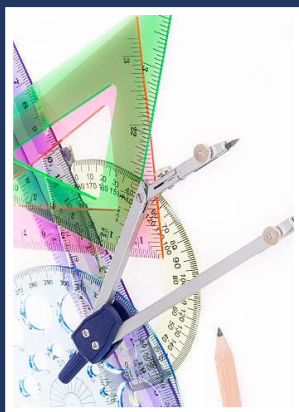
Alongside the textbook, they will also use the Cambridge Latin Course website and interactive e-learning installed on the school network.

In the summer term, pupils will undertake a creative project based on Roman gladiators and a competition will be held within their year group. They can choose to produce a painting, a written project, a play script, a model, a video or stretch their imagination further.

Homework

All pupils are given one homework of 25 minutes duration a week. Typical tasks might include:

- Translating a Latin story into English
- A grammar exercise
- Learning vocabulary
- Cultural work on the lives of the Romans



MATHEMATICS

Head of Department:

Mr T Spillane

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Mathematics is taught in sets in all years. Work is divided up into units of approximately two weeks. At the end of each unit - perhaps a week later – there may be a short assessment test to monitor progress and understanding. This system operates throughout the year.

Units of work cover the full range of topics from:

- Graphs and equations
- Approximations and powers
- Algebraic equation solving and inequalities
- Proportions of amounts
- Geometrical problems using angle facts
- Finding the HCF and LCM using Venn diagrams

There is a more formal mid-year test as well as end of year examinations, which are all used to review setting for the following year.

A lot of emphasis is placed on increasing confidence in general number work and algebra skills.

Homework is set twice per week - each approximately 25 minutes.

Help from home:

- Assistance with revision of topics prior to weekly quizzes would be a useful support from home.
- Knowledge of tables and the four operations is essential for success - any help at home to increase confidence and speed is always welcome.
- Logic games and puzzles are always useful to aid concentration, reasoning and memory. Sudoku, cards, darts and roulette are all good sources of mathematics.
- Awareness of household bills.



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MODERN FOREIGN LANGUAGES

Head of Department:

Ms A Gomez-Garcia

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All Year 8 pupils continue to study French and Spanish for three hours a fortnight each, using the course Studio for French and Viva for Spanish.

From Year 9, Students have the option of studying one or both languages. In Years 10 and 11 (GCSE), the AQA course is followed.

The option of educational visits abroad may be offered to girls in Years 9, 10 and 11 when their linguistic skills and confidence in the foreign language enable them to communicate effectively and carry out a range of tasks whilst experiencing the culture of the country.

Pen friends can be found for pupils in both languages.



THE
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MUSIC

Head of Department:

Mr D Chambers

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Pupils are taught Music in their form groups for one lesson a week. In Year 8 we work on developing ensemble skills in a variety of styles through singing and experience of melody and harmony instruments including piano, ukulele and guitars to build towards studying the Blues and its impact—both its musical significance in popular music up until the present day and the social and cultural conditions that helped this tradition grow and evolve.

There is a strong emphasis on practical music making at Kingsley and we strive to deliver the Music curriculum in as interactive a way as possible. To this end there is practical music-making and singing in every lesson, skills which have been proven to enhance skills in other areas of the curriculum, including languages and maths.

Pupils are strongly encouraged to take part in one of the many extra-curricular musical activities the school has to offer, as well as to take individual instrumental or vocal lessons. These take place once a week and are organised on a rota basis for pupils in Years 7 to 10.

Music should be an enjoyable subject that develops practical and teambuilding skills, as well as a doorway into a deeper understanding of history and culture. Regardless of ability, it is our aim that all pupils will be able to access the curriculum and will gain a lifelong love of music during their time here.



PHYSICAL EDUCATION AND GAMES

Head of Department:

Mrs A Warrillow

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All pupils have a single lesson of Physical Education and a double lesson of Games each week.

In Physical Education they follow a 6-7 week block of the following activities:

- Gymnastics - focusing on the requirements needed to deliver a high level performance, as well as furthering their ability to offer suggestions for improvement to their own and other pupils' work.
- Dance - exploring the many themes of different dance styles.
- Fitness - undertaking a simple training plan to improve their general fitness levels.

In the summer term this lesson changes to tennis and fielding skills.

In Games pupils also follow a 6-7 week block consisting of hockey and netball in the autumn/winter and athletics, tennis and cricket in the spring/summer. They will learn to use a range of simple and more advanced tactics and strategies to increase their level of play.

Extra-curricular activities

The Physical Education Department runs an extensive programme of extra-curricular activities.

After school clubs

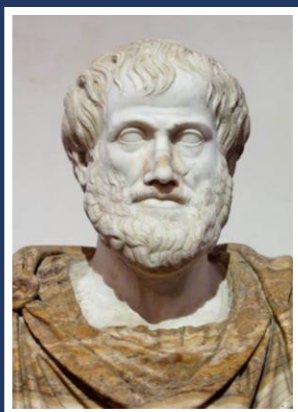
All pupils, regardless of ability, are encouraged to attend after school activities. These take place at:

- St Nicholas Park Astroturf
- Kingsley Sports Fields
- Edmonscote Athletics Track

Parents should collect their daughters from the above venues at 5.15pm.

School fixtures

There are Year 8 sports teams in hockey, netball, badminton, swimming, cross-country, rounders/cricket, tennis and athletics. Matches run during the week, after school and on some Saturday mornings. A full fixture list is available on the school calendar.



PHILOSOPHY, ETHICS AND RELIGION

Head of Department:

Miss R Bubb

r.bubb@kingsleyschool.co.uk

The Philosophy Ethics and Religion (PER) Department prides itself on providing a lively and exciting course. All pupils in Year 8 have two lessons a fortnight, and look at a variety of moral and ethical issues, as well as studying the different beliefs and practices of the six major world religions.

Pupils are taught in their forms for PER, and lessons are designed to instil a deeper understanding and appreciation of the beliefs from their own and different cultural and religious backgrounds. From early in Year 7 the PER department emphasises the need for respect of others, and so throughout the schemes of learning, this is a prominent issue that is dealt with.

The KS3 PER programme taught in Year 7, 8 and 9 is based on the Warwickshire agreed syllabus. The emphasis is on both learning about religions and from religions. The intention is to begin to address the important philosophical and ethical questions in life. Pupils have the opportunity to voice their own opinions and discuss the beliefs of others in a respectful, enjoyable environment.

The Year 8 course is as follows:

Purpose of life

Pupils will begin the year by looking at what the purpose of life is and how this purpose varies for different people; both religious and atheist. Pupils will discover what the purpose for life is for Muslims, focusing on the five pillars of Islam.

Is death a comma or a full stop?

Pupils will investigate whether there is a soul or just a body and whether there is a life after death. Pupils discuss what the evidence for life after death is and why religious believers have faith in an afterlife. They will consider arguments for and against life after death to be able to make their own judgement on the topic.

Rights and responsibilities

During this topic, pupils will consider the difference between rights and responsibilities. They will discuss what rights and responsibilities they have as Kingsley pupils, as well as looking at the rights of others, including the rights of animals.



SCIENCE

Head of Department:

Dr C Robertson

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Our programme of study aims to establish a foundation of scientific knowledge and develop the pupils' skills at practical work. Key skills that will be important at GCSE and beyond are introduced at this level, allowing the pupils to apply and develop them as they progress up the school. Frequent practical work in our recently refurbished laboratories involves both exemplar activities and entire practical investigations to allow pupils to develop their use of the scientific method. Whilst stressing the pupil's academic development, we never lose sight of the importance of capturing the imaginations of young people with the intricacies of science.

Each pupil is issued with an Exploring Science textbook. Our schemes of work are linked to this and thereby to the National Curriculum for Science, but are by no means bounded by either. Biology, Physics and Chemistry are taught by separate teachers in Year 8. Pupils have one lesson and one 25-minute homework each week in each of the three subjects. The topics in this scheme are:

Biology

- Food and digestion
- Reproduction in plants
- Breathing and respiration
- Unicellular organisms

Chemistry

- Combustion
- The Periodic Table
- Metals and ores

Physics

- Fluids
- Light
- Energy transfer
- Earth and Space

ENRICHMENT

Enrichment will take place between 3.20pm and 4.00pm (on Mondays, Wednesdays and Thursdays) and cover a range of activities. Year 8 pupils have access to approximately 20+ clubs. The provision is outlined in the Enrichment booklets which are distributed in advance of clubs starting. On Tuesdays we come together as a community to engage in House activities or singing. **If you have any queries or comments about Enrichment, please contact Mrs K Ahmed (k.ahmed@kingsleyschool.co.uk).**

LEARNING RESOURCE CENTRE (LRC)

Our LRC is light, modern and airy, yet retains wonderful period fireplaces and ceilings. It is a popular place for studying, meetings and relaxing in between classes. We have a progressively wide range of resources (just over 10,000 items at last count!) including fiction and non-fiction books and subject-related resources such as textbooks, reference material and magazines. As pupils move up through the school we encourage them to make increasing use of the resources on offer, both for projects and coursework and to broaden and extend their knowledge. Teachers may bring a whole class into the LRC to research a topic, or send individuals or small groups for independent study. The English department bring Year 7, 8 and 9 classes to the LRC once a week for reading sessions.

Our main emphasis is to provide material to complement subject departments and a wide range of contemporary and classical fiction, which we review regularly and feature as book lists on the school website. We actively encourage and promote reading for pleasure, and hold a range of events to inspire reading, such as the Year 9 Book Awards, where Year 8 pupils are given a selection of new titles to read, discuss and review during their transition into Year 9. Each year we take part in the Carnegie Prize and Warwickshire Book Awards, which gets pupils involved in discovering a range of contemporary literature, including graphic novels and poetry books.

We also lend DVDs, audio books and CDs, which can be borrowed on a short loan basis of three school nights. Pupils are only allowed to borrow films appropriate to their age. We do not censor books but pupils are advised on the suitability of some novels, and weekly collections are displayed for younger and older readers. Seven books at a time may be borrowed for up to two weeks, inclusive of one CD and one DVD or video. As well as paperback books, pupils also have access to the school e-library, which features an extensive range of new and well-loved titles, and can also be accessed from home. There is no charge to borrow any resources.

Naturally, we expect quiet and sensible behaviour in the LRC at all times. Food, drink and mobile phones are completely banned, but water bottles are acceptable. During lunchtimes and after school clubs, however, there is a more relaxed atmosphere and pupils may play board games, read newspapers and magazines and use the computers, including an Apple Mac. While the computers are intended primarily for research during lesson times, we do allow pupils to play games on them at lunchtime. Priority is given to anyone wanting to work, and silent study areas are provided during exam periods.

If you have any queries or comments about the LRC, please contact our LRC Assistant, Ms P Tudway (p.tudway@kingsleyschool.co.uk). We welcome suggestions for resources and ideas can be sent via email.

LEARNING SUPPORT

The Learning Support Team at The Kingsley School consists of a SENDCo, Assistant SENDCo and teaching assistants. We work in partnership with pupils, parents, fellow teachers and other professionals to remove the barriers which make it harder for pupils with special educational needs to fulfil their academic potential. For example, a former head girl, who had received support for her dyslexia, was awarded a first class honours in Theology at the University of Durham and is now studying for a Ph.D.

We use a multi-sensory approach to support pupils who have a diverse range of learning needs, including: skills for life (literacy and numeracy), dyslexia, dyspraxia, ADHD, hearing and visual impairment, and ASD.

The support we provide includes:

- One-to-one support designed to ameliorate and manage difficulties experienced by children with specific learning needs.
- Collaborative work with subject teachers to support pupils within the classroom setting
- Support for small groups of pupils who share similar needs within a specific area of the curriculum.
- Study skills advice to enable pupils to become confident and independent learners
- Liaison with other professionals to design programmes of support.
- Access arrangements for examinations, as required, in accordance with JCQ (Joint Council for Qualifications) regulations.
- Suggestions to help parents support their children at home.

The Learning Support Team sees each pupil as a unique individual. We place the specific needs of each pupil at the heart of what we do so that they can go on to fulfil their academic potential.

If you have any queries concerning Learning Support please contact Mrs M Bruchez (m.bruchez@kingsleyschool.co.uk).

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

The PSHE taught in school uses the 2020 version of the programme of study produced by the PSHE Association. This resource integrates the new statutory content and learning opportunities for pupils across the programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'.

The content of the PSHE curriculum aims to provide pupils with opportunities to develop knowledge, skills and attributes which are appropriate to the ethos of the school and their needs. Topics are covered in increasing complexity as pupils progress through the Senior

School. Programmes are not set in stone but reviewed and discussed throughout the course as well as annually.

The resources used to plan and deliver the lessons are recommended by the PSHE Association with many achieving the PSHE Association's 'Quality Mark'. Please see the strands below, along with an outline of key topics that will be covered in each year group:

Health and Wellbeing	Relationships	Living in the Wider World
<p><i>Emotional wellbeing:</i> Mental health and emotional wellbeing, including body image and coping strategies</p> <p><i>Drugs and alcohol:</i> Alcohol and drug misuse and pressures relating to drug use</p>	<p><i>Discrimination:</i> Discrimination in all its forms, including racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia</p> <p><i>Identity and relationships:</i> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Careers guidance</p> <p>Age restrictions when accessing different forms of media and how to make responsible decisions</p>

REACH HIGHER

At The Kingsley School, we recognise that all children have gifts and talents. Our aim is to help them discover those talents by presenting a wide range of opportunities and challenges, encouraging them to seize these opportunities and rise to the challenges. Our REACH Higher Programme offers opportunities to stretch and challenge our most able pupils, while remaining inclusive for all. Within the classroom this may be found through differentiation, accelerated learning, compacting or extension tasks. Outside of the normal curriculum students extend their learning through activities, including:

- Drama productions
- Instrumental and LAMDA lessons
- Concerts
- The Duke of Edinburgh's Award
- Art workshops, competitions and exhibitions
- Space Club
- Glass Fusing
- Maths Challenge
- Additional Maths GCSE
- World Literature iGCSE
- Higher Project Qualification
- Essay Competitions
- Politics and Current Affairs
- Debating
- Various trips
- Round Square conferences and international exchanges
- Sports matches, tournaments and trips

Termly Key Stage 3 REACH Higher homework weeks extend pupil learning beyond the usual curriculum by asking students to pick just two or three subjects to focus on for homework for a week. These assignments allow pupils to study a topic in much more depth and to advance knowledge and skills outside of their normal work.

If you have any queries concerning our Reach Higher programme, please contact Mr E Lax (e.lax@kingsleyschool.co.uk).

REPORTING DATES

Parents of Year 8 pupils receive two virtual parents' consultation meetings as well as one full written report per academic year. In addition, Interim Progress Reports (IPRs) which summarise attainment, progress and attitude to learning are distributed termly along with the end of year examination results in June. Form tutors and pupils spend dedicated time after teaching staff enter IPR data to discuss their grades and set targets to ensure further progress. Dates for the Spring and Summer Term reporting cycle will be confirmed shortly and distributed in the Spring and Summer Term parent calendars.

Parents Information Evening- Thursday 21 September

AUTUMN TERM	SPRING TERM	SUMMER TERM
Interim progress Report for all Parents' Evening subjects		Full report End of Year Exam Result Parents Evening

YEAR 8 TEACHING STAFF

Head of Year	Mrs K Hughes O'Sullivan	k.hughesosullivan @kingsleyschool.co.uk
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DT/Food/Textiles	*Mrs C Dempsey Mrs K Hughes O'Sullivan Mrs P Gosling	c.dempsey@kingsleyschool.co.uk k.hughesosullivan@kingsleyschool.co.uk p.gosling@kingsleyschool.co.uk
Drama	*Mrs E Smith Mrs R Forde	e.smith@kingsleyschool.co.uk r.forde@kingsleyschool.co.uk
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