



Parents' Information Booklet

Year 9 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 9 pupils embark on the acquisition of new skills in a range of materials, including paint, graphite and elements of digital media.

A painting project will guide pupils step-by-step through the advanced painting skills required for GCSE Fine Art. Having experimented with paint application, colour mixing and texture effects, pupils will produce their own painting from a photograph they have taken on our trip to Kew Gardens in the autumn term. Following on from this, pupils will undertake a portraiture project, which will cover the more advanced and sophisticated drawing skills required to draw different facial features. Having mastered the formal elements, including shading, proportion and scale, as well as detail and refinement, pupils will combine their skills to produce a detailed portrait.

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. A guideline is given to each pupil regarding the grades they receive.

Homework projects are expected to take, on average, half an hour per week and each assignment will span across several weeks. These projects allow pupils to produce an in-depth investigation into an artist of their choice, culminating in a drawing or painting in their style.



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, Textiles and Product Design. During Year 9, the projects are based around designing and making products that could be mass manufactured and which are designed for a target market. Pupils apply their knowledge to select their own materials, components and equipment; generate initial design proposals; model and prototype their designs to help develop their ideas; learn how to communicate their ideas clearly; use ICT to aid designing and making where appropriate; plan the production; develop accuracy and apply quality control in their making; look at industrial production methods and 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:

- To apply their knowledge and understanding of nutrition to the needs of the market
- To generate ideas for suitable meals
- To extend further their research and evaluation skills

In the **Product Design** unit pupils will:

- Analyse the market needs
- Research existing products
- Learn how to manipulate resistant materials
- Complete a design and make project

In the **Textiles** unit pupils will:

- Understand issues relating to fibres and fabrics
- Develop pattern cutting and prototype skills
- Develop surface decoration techniques
- Complete a design and make 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.



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DRAMA

Head of Department:

Mrs E Smith

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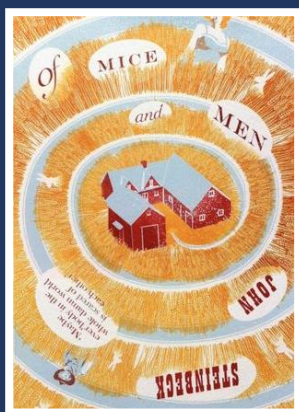
Each term will focus on a particular theme and the pupils are expected to create and devise polished improvisations, study and work on a scripted text and learn basic direction skills. A large range of stimuli is used, from video evidence to scripted texts, poems, newspaper articles and song with themes taken from topical issues and current events.

The aim is to develop ensemble work and acting skills through a range of strategies and techniques, improving communication and problem solving skills through practical tasks.

In the Autumn term, pupils will develop their improvisational skills and concentrate on the successful development of whole group improv. This is followed by the practical study of a play script, using this as a basis to explore a range of roles in theatre including, director, designer and performer.

In the Spring term pupils will focus on monologues and duologues. They will look at a range of contemporary and classical plays from which to perform short pieces of script. In addition, pupils will develop their live theatre review skills from Year 8 by reviewing a piece of theatre and completing a written response.

Finally, pupils will work together to create an original piece of theatre based on a selection of stimuli material. They will use research and practical workshops to create, develop and perform a piece of unique theatre.



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 pre-20th century texts in order to expand their understanding of English literature. In Year 9, the amount of time we spend on each topic is extended in order to allow an in-depth study to take place which develops a greater understanding of content, knowledge and skills.

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.

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. Year 9 pupils will be expertly prepared for the academic rigour of the GCSE examinations and every effort has been made to ensure that the learning is incremental in its challenge, but focused upon the individuals in the classrooms.



GEOGRAPHY

Head of Department:

Mrs K Ahmed

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Pupils in Year 9 study Geography for two periods a fortnight. During the year they will study the following:

- 'Glaciated Landscapes' - the UK's stunning glacial scenery
- 'Dangerous Diseases' - reasons for patterns in disease distribution
- 'Our broken Thermostat' - exploring the causes and some of the consequences of climate change.

The focus of the year's work is to develop girls' understanding of the world around them, develop their geographical skills, through a joint fieldtrip with Biology, and prepare them for their GCSE studies should they choose to continue with Geography. There will be a joint fieldtrip combining the practical biology fieldwork with a day of humanities based research and analysis. This will develop critical thinking and research skills necessary for many forms of higher and further education. This is planned to be at Nettlecombe Field Centre in June 2024. Full information will follow

Resources

The department uses a variety of teaching resources, including the recently published 'Progress in Geography' textbook, current case study information and internet-based sources. Many interactive teaching strategies are used, which develop enquiry-based thinking and learning, build resilience and ensure challenge at all levels.

Homework

All girls are given one homework of 30 minutes duration each week. Homework will be varied in terms of activity and is designed to consolidate or extend understanding or prepare for an upcoming lesson.

Assessment

There will normally be a form of assessment at the end of each unit of study, such as formal tests, self-review, verbal presentations and group work.



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HISTORY

Head of Department:

Mrs C Partridge

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All girls 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 9 pupils studying three main topics on the history of the British Empire which comprises: pre-colonial African nations, The Transatlantic Slave Trade and black Britons. Within these topics pupils will learn about the significance and impact of the British Empire in its many guises as well as experiences of the black population of the UK and the political, social, cultural and economic development of the country from the pre-colonial era to the present day.

We emphasise the importance of imagination, curiosity and questioning during lessons. Girls are encouraged to draw parallels between the past and present day in order to deepen their understanding of key changes and reoccurring themes in history, particularly when studying relevant issues such as migration and political rule. Lessons are very interactive and the participation of all girls in discussion and debate is encouraged.

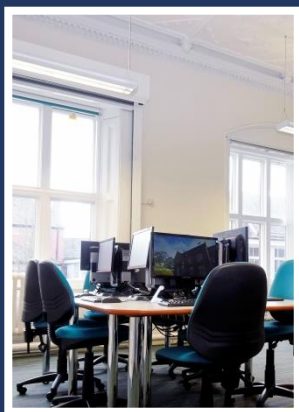
Homework

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.

Assessments

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.

We firmly believe that learning about the past should be enjoyable as well as of intellectual value. The study of history is useful preparation for university and a number of careers! 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.



ICT/COMPUTING

Head of Department:

Mrs M Roberts

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In Year 9 pupils continue to develop their ICT and computing skills through a series of projects undertaken throughout the year. The projects are designed to develop the following skills:

Introductory lesson

- Understanding the importance of saving conventions and folder structures
- Age appropriate review of staying safe on line
- Acceptable use policy
- Health and safety in an IT classroom

Unit 9A: Graphic Design

- Work with layers
- Editing tools, text effects, adjustment layers and transparency/opacity
- Understanding images in the media
- Airbrushing and combining images/morphing
- Understanding copyright laws

Unit 9B: Databases

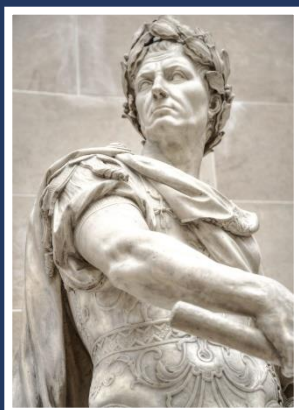
- Use data in a database in order to solve problems
- Enter, delete and edit data
- Add and delete fields, select appropriate data types, use unique record identifiers
- Sort records on one or more fields in ascending or descending order
- Write queries - using single and multiple criteria

Unit 9C: IT Systems

- Input, output and storage devices
- Threats to/security for IT Systems
- Legislation - Data Protection Act/Computer Misuse Act

Unit 9D: Interactive Multimedia

- Understand how games are developed and what constitutes a game
- Identify client needs and develop a proposal for an interactive quiz game
- Plan, design and create a quiz using interactive elements e.g. rollovers, animations and images/videos
- Program the quiz using suitable variables to score the user and give feedback
- Test the quiz with peers and evaluate/improve it



THE
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LATIN

Head of Department:

Ms I Peace

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All pupils who have opted to study Latin in Year 9 have three one-hour lessons a fortnight, following the Cambridge Latin Course. During the year they will:

- Read stories in Latin set in Pompeii and Roman Britain
- Consolidate the grammar and vocabulary learned in Year 8
- Learn further grammar covering additional noun cases and verb tenses
- Learn more vocabulary, linking these words to any English/French/Spanish words derived from Latin
- Find out more about life in Pompeii (learning about gladiators, the Roman baths and the eruption of Mt Vesuvius) and learn about life in Roman Britain
- Investigate links between the Romans and life today

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

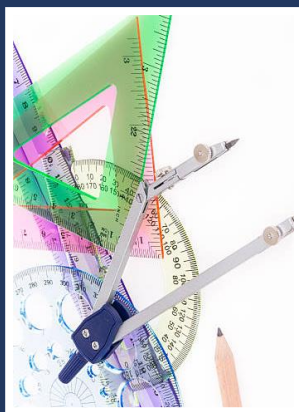
Homework

All pupils are given one homework of 30 minutes duration a week. Typical tasks might include:

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

Assessments

Pupils will work towards an OCR Entry level qualification in Latin; they will cover the relevant grammar and learn the vocabulary list to enable them to sit the language tests (2 x 25 minute tests) in class in the summer term. They will also complete a cultural project on a 400 word topic of their choice on the Romans during the spring term.



THE
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MATHEMATICS

Head of Department:

Mr T Spillane

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In Year 9, pupils will start a three-year IGCSE course following the Edexcel IGCSE Mathematics 9-1 syllabus. The new curriculum delivers a better experience of mathematics to students. It enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques;
- acquire a foundation of mathematical skills for further study in the subject or related areas;
- enjoy using and applying mathematical techniques and concepts, and become confident;
- in using mathematics to solve problems;
- appreciate the importance of mathematics in society, employment and study.

Pupils are set according to mathematical ability and learning style; there are two sets. Both classes are taught material which could lead into Year 11 entry for either the Higher or Foundation Tiers. Higher Tier candidates can gain IGCSE grades 9-4; Foundation Tier candidates can gain IGCSE grades 5-1. Grade 9 is the highest grade and grade 1 the lowest.

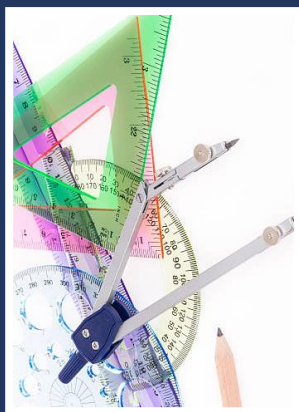
At Kingsley, both sets have followed the Higher Tier course. In the interests of candidates, it is essential that they are entered for the tier appropriate to their ability, since those who obtain a mark below the minimum required for the award of the lowest grade will be ungraded. For students that may struggle to get a grade 6, the Foundation Tier may provide a better mathematical experience. However, there will be approximately 40% of questions are targeted at grades 4 and 5 across papers to award comparitibility between tiers. The final decision on the tier of entry of individual students is made as late as possible.

Assessment objective proportions for the course can be found below.

AO1 (57–63%)

Demonstrate knowledge, understanding and skills in number and algebra:

- Numbers and the numbering system
- Calculations
- Solving numerical problems
- Equations, formulae and identities
- Sequences, functions and graphs



MATHEMATICS CONTINUED

Head of Department:

Mr T Spillane

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AO2 (22–28%)

Demonstrate knowledge, understanding and skills in shape, space and measures:

- Geometry and trigonometry
- Vectors and transformation geometry

AO3 (12–18%)

Demonstrate knowledge, understanding and skills in handling data:

- Statistics
- Probability

The Foundation course contains less problem solving and less mathematical reasoning in comparison to the Higher Tier.

There are two final examination papers - both calculator papers - each paper is 2 hours long. Students will be provided with a formula sheet in the examination. Coursework is no longer a requirement for the course but problem-solving skills are assessed on both examination papers.

Students have internal mid-year review assessments in January for each academic year. All external examinations will be taken in the summer of 2025.

Suggested revision resources:

- www.mathswatch.co.uk/vle - all Kingsley students have access to this online resource
- Edexcel IGCSE Maths (9-1) Revision workbooks
- www.mathsgenie.co.uk



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MODERN FOREIGN LANGUAGES

Head of Department:

Ms A Gomez-Garcia

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All pupils in Year 9 study French or Spanish as a core subject for four hours a fortnight. They may also study the second language as an option subject. They begin their studies of the AQA course for French and the Viva AQA course for Spanish embarking upon material from the GCSE course.

We offer both languages at AS and A-level.

Pupils with a specific learning difficulty who have extra English lessons instead of taking a second language can continue to do so.



MUSIC

Head of Department:

Mr D Chambers

d.chambers@kingsleyschool.co.uk

Pupils are taught Music in their form groups for one lesson a week. In Year 9 there is an emphasis on how music can be made more expressive through the use of tonality, dissonance, texture, timbre and dynamics. Pupils are also shown how to use both ICT and more traditional media to realise and enhance their work. 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 most lessons have a practical element.

Pupils will work on an extended project on film music. Having listened to a variety of representative examples, they embark upon writing music for their own film storyboard, using techniques such as leitmotiv and underscoring. In addition to this they also study various types of music from around the world. In Year 9 pupils will study Conga music from Cuba, and Jazz from America. We also look at electronic music and how it has been influenced by Minimalism. Singing is also a vital part of any musical experience; pupils are shown how to use effective breathing techniques and good diction, and are encouraged to adapt their singing to the style of the music (although this will only happen when it is safe to do so).

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. Those wishing to study GCSE Music are strongly advised to take instrumental or vocal lessons, either in school or outside.

Music should be an enjoyable subject and that is what we try to promote above all else. 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 double lesson of Games each week. In Year 9 the major winter games of hockey and netball continue. However, the emphasis is now on full competitive play alongside increased tactical awareness.

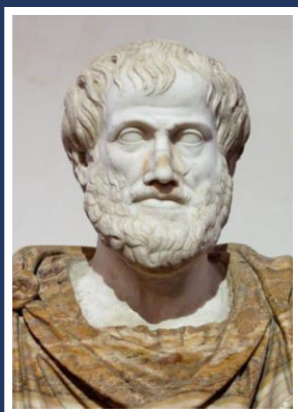
As well as the core sports/activities, pupils may try new sports such as:

- Volleyball
- Table tennis
- Circuit training and aerobics
- Use of the 'Fitness Suite'

In spring and summer terms lessons change to tennis, cricket/rounders and athletics.

Wherever possible girls are given the opportunity to experience and undertake the role of umpire, leader and coach, and begin to work on some of requirements needed to take physical education at GCSE level.

All pupils are encouraged to attend lunchtime and afterschool activities.



PHILOSOPHY, ETHICS AND RELIGION

Head of Department:

Miss R Bubb

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The PER Department prides itself on providing a lively and exciting course. All students in year 9 have two lessons a fortnight, and look at Philosophy and Ethics. Throughout the year, Year 9 look at big questions such as 'is there a God?' and 'is there life after death?' They also look at moral behaviour and discuss prejudice and discrimination; in particular racism and sexism.

The course is designed to stretch the girls' thinking and engage them in current issues within the world. There is the opportunity for discussion, group work and independent work to ensure all styles of learning are used. The course is a good introduction to the GCSE course, and gives students a good grounding if they decide to take it up at GCSE.

The topics covered over the course of the year are:

Are we all equal?

Pupils focus on inequality both throughout history and in today's society. We focus here on racism and sexism, and how Christians and Sikhs would respond to these issues. We look at Martin Luther King and the Civil rights movement and how that has had an impact on today's society.

Does God exist?

Through this course, students question whether a God exists. We investigate philosophical arguments for the existence of God, the Cosmological argument and the Teleological argument, as well as religious arguments. Then we counter these with arguments against the existence of God through issues such as the problem of evil and suffering, and the Theory of Evolution as evidence against God.

The Holocaust

Here pupils investigate the events of the Holocaust from a philosophical perspective. Pupils will understand why the Jews were persecuted; how they were persecuted and whether individuals affected by the Holocaust lost or gained faith.

Is all life sacred?

Pupils explore the importance of life and whether we should do our utmost to preserve it. They look at important and sensitive issues of matters of life and death, and look at the responses of different religious views. They explore the relationship between animals and humans to establish their own views on whether they hold equal importance.



SCIENCE

Head of Department:

Dr C Robertson

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Biology, Chemistry and Physics are taught by separate teachers in Year 9. Each subject sets a 30-minute homework each week. We start the teaching for science IGCSEs in Year 9, studying for IGCSEs produced by Edexcel board. Pupils will take all their science IGCSEs at the end of Year 11 and must study all three science disciplines up to IGCSE. At the end of Year 11, pupils may be awarded IGCSE Science Double Award or IGCSEs in the separate sciences. The former is a double IGCSE, for which two grades are awarded, but which contains topics from all three science disciplines. If pupils study for IGCSEs in the separate sciences, they would then receive three IGCSE grades, one in IGCSE Biology, one in IGCSE Chemistry and one in IGCSE Physics. In Year 9 all pupils will study a programme that prepares them for either IGCSE option. Following the examinations at the end of Year 9, pupils will be put into sets for Year 10, with each set studying either for the separate sciences or GCSE Science Double Award.

There is no coursework at IGCSE. There is a series of compulsory practical activities on which pupils will be asked questions in the final examinations. Some of these questions relate to the planning and evaluating of scientific investigations and it is therefore important that pupils write up some activities as full investigations during the course.

Biology

The first topic that we will study will be ecology. Following this we will look at cell structure and organisation. After the internal examinations in the summer, we will combine with the geography department to take the year group on a three-day field trip, in order to give the pupils experience of studying natural environments. On this trip, they will apply some of the concepts learned earlier in the year and will practise completing full scientific investigations. The fieldwork carried out constitutes one of the biology compulsory practical activities.



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SCIENCE CONTINUED

Head of Department:

Dr C Robertson

c.robertson@kingsleyschool.co.uk

Chemistry

We begin the IGCSE Chemistry course by looking into states of matter, mixtures and separation techniques. We then move onto the structure of the atom and the arrangement of the periodic table, before finding out more about the atmosphere of the Earth and crude oil.

Physics

We begin the IGCSE Physics course with the topic of energy. This covers areas such as the connection between energy stores, energy transfer and efficiency, and also thermal energy and insulation. Later in the year, we will study areas from each of the topics forces, electricity and solids, liquids and gases.

ENRICHMENT

Enrichment will take place between 3.20pm and 4pm (on Mondays, Wednesdays and Thursdays) and cover a range of activities. 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 inbetween 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 club, 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
<i>Healthy lifestyle:</i> Diet (taught during food and nutrition lessons), exercise, lifestyle balance and healthy choices, and first aid <i>Peer influence, substance use and gangs:</i> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<i>Respectful relationships:</i> Families and parenting, healthy relationships, conflict resolution, and relationship changes <i>Intimate relationships:</i> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. FGM	Careers guidance

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 FSMQ
- 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 9 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 Parents' Evening	Full Report Interim Progress Report	End of Year Exam Result Parents' Evening

YEAR 9 TEACHING STAFF

Head of Year	Mrs A Gomez-Garcia	a.gomez-garcia@kingsleyschool.co.uk
Art	*Mr E Lax	e.lax@kingsleyschool.co.uk
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	Mrs B Freeman	b.freeman@kingsleyschool.co.uk
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**Head of Department*

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