

# **Yr 6 Parent Information Evening**

## **Cohort 2030**

### **22nd May 2025**

We champion each and every student

# Louise Criddie

## Assistant Headteacher

We champion each and every student

# Emma Leigh-Bennett

## Headteacher



We champion each and every student

**Welcome - you & yOUR  
child are joining the  
Kingsdown family**

**We champion each and every student**



# Positive Ofsted Quotes

- Pupils feel **welcome** and **safe** at the school
- The school has **high expectations** of pupils achievements
- Pupils have **trusted** adults
- Pupils **behave well** and strive to meet the high expectations

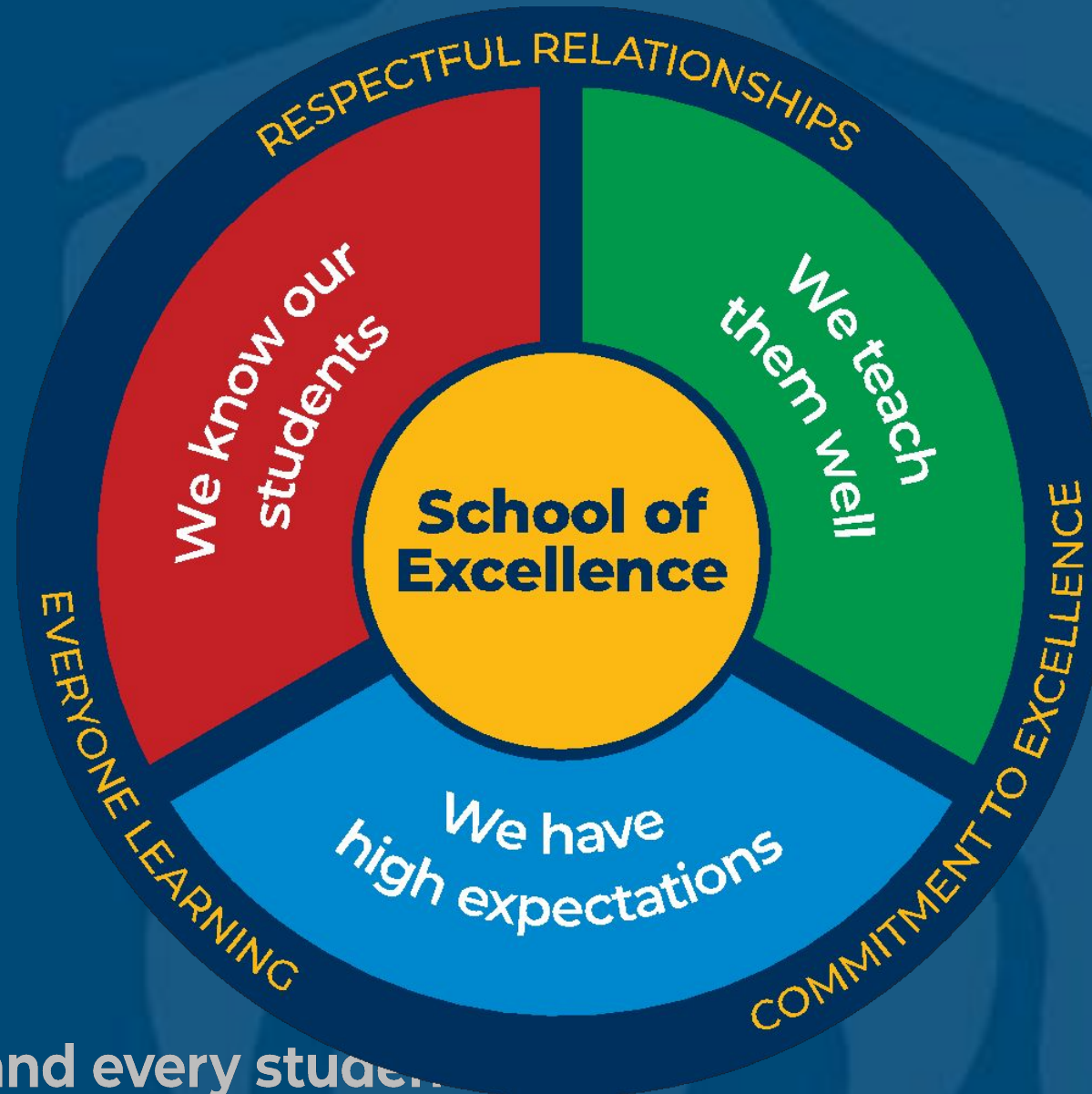
# Positive Ofsted Quotes

- Pupils enjoy **supporting** others
- The school wants the **best** for its pupils
- The pupils feel a **sense of pride and belonging**
- The school provides many **opportunities** for students to develop their talents and interests

# Positive Ofsted Quotes

- Pupils feel **well prepared for their next steps**
- Teachers have strong subject knowledge
- Students wear their **badges** with Pride
- Students are supported to become **respectful**
- Pupils know and appreciate that the school wants the best for them

# Wheel of Excellence



We champion each and every student.



# Kingsdown BEATs

## pride

*I am proud of who I am  
and our school.*

*I take advantage  
of every opportunity*

## stretch

*I really want to learn  
and will stretch myself  
to achieve what  
I didn't think possible.*

## respect

*I am considerate.  
I care about others and  
my surroundings.*

*I encourage and expect  
others to do the same.*

## ambition

*I expect the best  
from myself.*

*I have ambitious  
aspirations for my future.*

## challenge

*I am curious, determined  
and resilient.*

*Set me a challenge  
and I will always rise to it.*

## responsibility

*We are all part of  
something special and I am  
not going to let us down.*

*My attendance  
really matters.*

**We champion each and every student**

# Attendance really does matter

## 95% - one grade higher

We champion each and every student



**We champion each and every student**

# Who is Who at Kingsdown

- Tutors - see every morning
  - Teachers - see every lesson
  - Heads of Department
  - Progress Leader
  - Lead Practitioner
  - SENDCo
  - Assistant Headteacher
- 
- Time to meet and Communication

**Looking forward to  
working together to  
champion yOUR child**

**We champion each and every student**

# **Rob Handy**

## **Assistant Headteacher**

### **The curriculum**

We champion each and every student



Our curriculum is designed to provide a **broad** and **balanced** education that equips every student with the **knowledge, skills**, and **values** needed to thrive in an ever-changing world.

We are committed to developing **well-rounded individuals** who are ready to make positive contributions to society.

**We champion each and every student**

Subject	Hours per fortnight in year 7	Hours per fortnight in year 8	Hours per fortnight in year 9
English	8	8	8
Maths	7	7	7
Science	7	7	8
Computing	2	2	2
Design and Technology	2	2	2
French	3	3	3
Geography	3	3	3
History	3	3	3
Physical Education	5	5	4
Drama	2	2	2
Music	2	2	2
Art and Photography	2	2	2
Religious Education	2	2	2
Personal Development	2	2	2
TOTAL:	50	50	50

Mon, 16/09/2024			Tue, 17/09/2024			Wed, 18/09/2024			Thu, 19/09/2024			Fri, 20/09/2024		
Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	
1	7SMA/Ar, E12	CHE	1	7SMA/Gg, C21	TNE	1	7SMA/En, A16	RFA	1	7SMA/En, A16	RFA	1	7y3/Ma, G14	
2	7y3/Ma, G14	JMO	2	7y3/Ma, G14	JMO	2	7SMA/Dr, F12	CGO	2	7SMA/Sc, B24	GVI	2	7y3/Pd, C11	
BR1			BR1			BR1			BR1			BR1		
3	7SMA/En, A16	RFA	3	7y/Dt2, D15	SWI	3	7SMA/Hi, C24	KGR	3	7y/Pe2, CB2	NMA	3	7SMA/Cp, C32	
4	7SMA/Mu, B23	AWI	4	7SMA/Sc, C12	GVI	4	7SMA/Fr, C35	PWI	4	7SMA/Rs, C27	KSG	4	7SMA/En, LRC	
LU			LU			LU			LU			LU		
5	7SMA/Fr, C35	PWI	5	7y/Pe2, CB2	NMA	5	7y/Pe2, CB2	NMA	5	7y3/Ma, G14	LGE	5	7SMA/Sc, C12	
AS			AS			AS			AS			AS		

We champion each and every student



Mon, 23/09/2024			Tue, 24/09/2024			Wed, 25/09/2024			Thu, 26/09/2024			Fri, 27/09/2024		
Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	
1	7SMA/Ar, E12	CHE	1	7SMA/Hi, C24	KGR	1	7y/Pe2, CB2	NMA	1	7SMA/En, A16	RFA	1	7SMA/Sc, A22	
2	7SMA/En, A16	RFA	2	7SMA/Mu, B23	AWI	2	7y3/Ma, G14	JMO	2	7y/Pe2, CB2	NMA	2	7y3/Ma, G14	
BR1			BR1			BR1			BR1			BR1		
3	7SMA/Dr, F12	CGO	3	7y/Dt2, D15	SWI	3	7SMA/Sc, C12	GVI	3	7SMA/Sc, C12	GVI	3	7SMA/Rs, C27	
4	7SMA/Fr, C35	PWI	4	7SMA/Gg, C21	TNE	4	7SMA/Cp, C32	NVI	4	7SMA/Hi, C24	KGR	4	7SMA/En, A16	
LU			LU			LU			LU			LU		
5	7SMA/Sc, C12	GVI	5	7y3/Pd, C11	SDA	5	7SMA/En, A16	RFA	5	7y3/Ma, G14	JMO	5	7SMA/Gg, C21	
AS			AS			AS			AS			AS		

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# Assessment reporting in Year 7 at Kingsdown



## Attainment Reports:

Percentage converts to one of five terms: Emerging, Developing, Securing, Greater Depth or Mastering.

## Attitude to Learning:

BEATs (grade 1-4)

Home Learning (grade 1-4)

Key reporting dates 2025/2026	Year 7
w/b Mon 20th Oct '25	AtL report published
Wed 7th Jan '26	Reports published
Thur 5th Feb '26	<b>Parents' Evening</b>
Mon 13th April '26	Reports published
Thur 9th July '26	Reports published

# John Law

## Assistant Headteacher

### How your child will be taught

We champion each and every student

# How your child will be taught

- All students championed in the classroom
- TEMPO - our teaching and learning framework
- Five key pillars

High Expectations	We Teach Them Well	We Know Them Well
<b>Meet &amp; Greet</b> Students and teachers take responsibility for arriving on time. Teachers welcome students at the door.	<b>T</b> <b>Task Design</b> DfEs are designed to reinforce and extend essential knowledge from prior learning. Tasks are planned to be accessible while offering a high level of challenge through scaffolding and stretching. Opportunities for checks, understanding with a high potential (e.g. mini-whiteboards, Q&A) are planned throughout a lesson.	Tasks, resources and activities are planned. Multiple tasks are provided including formative and summative activities. Questions are planned to challenge students at all levels and support the learning of others. All tasks are designed to be accessible while offering a high level of challenge through scaffolding and stretching. Opportunities for checks, understanding with a high potential (e.g. mini-whiteboards, Q&A) are planned throughout a lesson.
<b>Ready to Learn</b> Rulers on, coats off. Chromebooks and equipment are out. Students at in the waiting plan. Students complete the DfEs.	<b>E</b> <b>Explanation</b> Explanations are simple, clear and planned. New ideas and concepts are introduced step by step to avoid overload. Teachers share their enthusiasm and passion for their subjects.	Teachers check to ensure understanding before students start independent work. Teachers use the essential skills to direct questions and explanations. Explanations are clear and concise, giving 'bite size' chunks. Teachers check for understanding of vocabulary and key concepts. Teachers use a range of resources to support language and understanding. Multiple tasks are provided including formative and summative activities.
<b>Great Learning</b> Teachers use the language of the Kingsdown SEALS. Students STAB: sit up straight, touch the speaker, appreciate other's ideas and respect everyone's right to an education. We are curious, determined and resilient, we rise to a challenge. Mistakes are embraced as part of learning. Great learning and student effort is recognised and rewarded.	<b>M</b> <b>Modelling</b> Sharing what success looks like. Defining standard and excellent models. 'Look, we do, you do'.	A variety of physical materials and resources are available and accessible for all students to model learning. Teachers model how to use language for thinking and learning. Teachers use a range of resources to support language and understanding. Multiple tasks are provided including formative and summative activities.
<b>End &amp; Send</b> Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door.	<b>P</b> <b>Practice</b> Deliberate practice for students to apply skills, knowledge and understanding. Students think and work hard through silent tasks. Teachers track, not watch to identify misconceptions, support learning and feed back through share tasks.	Deliberate practice for students to apply skills, knowledge and understanding. Teachers use a range of resources to support language and understanding. Multiple tasks are provided including formative and summative activities.
	<b>O</b> <b>Oracy</b>	Students are given the opportunity to express their views and opinions. Building a culture of speaking, listening, and group work. Opportunities for questioning, debate and discussion are planned.

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# TEMPO - five key pillars

## Five key pillars of TEMPO:

- Task Design
- Explanations
- Modelling
- Practice
- Oracy

[illegible]

All underpinned through effective checking for understanding

# We champion each and every student



**Meet & Greet**

Students and teachers take responsibility for arriving on time.

Teachers welcome students at the door.

**Ready to Learn**

Blazers on, coats off.

Chromebooks and equipment are out.

Students sit in the seating plan.

Students complete the DNA.

**Great Learning**

Teachers use the language of the Kingsdown BEATS.

Students **STAR**: sit up straight, track the speaker, appreciate others' ideas and respect everyone's right to an education.

We are curious, determined and resilient: we rise to a challenge.

Mistakes are embraced as part of learning.

Great learning and student effort is recognised and rewarded.

**End & Send**

Students stand behind desks.

Uniform is worn with pride and in line with expectations.

Teachers check out and praise at the door.

**T****Task Design**

**DNAs** are designed to retrieve and recall essential knowledge from prior learning.

Tasks are planned to be accessible while offering a high level of challenge through scaffolding and stretching.

Opportunities to check understanding with a high participation ratio are planned throughout e.g. mini whiteboards, **cold call**.

Tasks, resources and visuals are uncluttered.  
Multi-sensory tasks are provided including interactive and explorative activities.

**Questions are pitched to challenge students at all levels and support the learning of others.**

**Short-term memory is supported with mini whiteboards or scrap paper.**

**Alternative ways to show understanding are used: diagrams, voice recording and mind maps.**

Information shared with students is dyslexic friendly: coloured backgrounds on PowerPoints, low contrast colours on white boards and dyslexic friendly font used (Montserrat).

**Key word vocabulary is explicitly taught and modelled.**

**The amount of reading and copying required is reduced and simplified by summarising or using text to speech software.**

Teachers plan for ESCs to pre-empt difficulties and support de-escalation.

Teachers know the difficulty (reading age) of any texts used.

**E****Explanation**

Explanations are simple, clear and planned.

New ideas and concepts are introduced step by step to avoid overload.

Teachers share their enthusiasm and passion for their subjects.

Teachers check in to ensure understanding before students start independent work.

**Teachers use the student's name to direct questions and instructions.**

**Directions are clear and concise, giving 'take up time'. Manageable chunks of information are shared alongside visuals, actions or text.**

**Teachers check for understanding of vocabulary and instructions.**

Pictures and visual resources are used to support language and understanding.

**Simple to-do lists, checklists, task lists with visual clues are provided.**

**M****Modelling**

Sharing what success looks like.

Defining standard and excellent models.

'I do, we do, you do'.

**A variety of physical materials and resources are available and accessible for all students to scaffold learning.**

**Teachers model how to use language for thinking and learning.**

**Transition from class to independent work is clearly signalled and actively managed.**

Groupings are varied so that students develop a range of skills.

**Students are taught to follow a given method with steps for problem solving which can be applied to other tasks.**

**Students who need it being given pre-tutoring or follow up support.**

**P****Practice**

Deliberate practice for students to apply skills, knowledge and understanding.

Students think and work hard through **silent solo**.

Teachers **track, not watch** to identify misconceptions, support learners and feed back through **show call**.

Daily/weekly/monthly retrieval practice.

**A visual timer is used to measure time on task.**

**Scaffolding is used to assist tasks e.g. writing frame, sentence starters, prompts, physical materials.**

**Tasks are explicitly linked to earlier or later learning.**

Extra time is allowed to complete tasks.

**Staff provide support for organisation of a task.**

Students are grouped flexibly depending on the task and students' confidence.

**Adults help students prepare an answer to a question the teacher has asked.**

**O****Oracy**

Student talk is structured to ensure high participation.

Academic and subject-specific language is modelled, rehearsed and refined through **right is right**.

Opportunities for questioning, debate and discussion are planned.

**Time is given to allow for students' responses and opportunities to help one another.**

Group work is carefully structured with clear roles.

Buddying is used for seating for paired, partner and group work.

Interactive aids are used if necessary.

Activities are introduced where students have structured opportunities to talk with their peers e.g. Think, Pair, Share.

**Stern sentences are provided for appropriate debate and discussion such as I agree/disagree with X because Y.**

**Your Teachers as a duty bearer will....**

Greet you as you enter the room.

Speak to you kindly and use Rights

Respecting BEATs language.

Recognise and reward you.

Check out with you as you leave.

**To enjoy your right you should....**

Arrive on time, come into the lesson, take off any coats, get out your equipment and sit down in the seating plan.

Follow STAR throughout the lesson.

Not worry to make a mistake - just try your best.

**T****Task Design**

Design your **DNAs** to ensure you recall essential prior knowledge.  
Design your tasks to stretch and challenge you, but there will be scaffolding to support.  
Your understanding will be checked e.g. **cold call** and mini whiteboards.

**E****Explanation**

Explain the task to you clearly and simply so that you understand.  
Give you new concepts step by step so it does not become overwhelming.  
Try to make your lessons engaging and help you see their passion for the subject.

**M****Modelling**

Share how to do the task and how to achieve success with it.  
Show you models of what your work should look like as well as excellent examples.  
Give opportunities for 'I do, we do and you do'.

**P****Practice**

Give you opportunities to apply the skills and knowledge.  
Give you opportunities to think and work hard during **silent solo** tasks.  
Track and not watch you work, giving your feedback throughout as well as using **show call**.

**O****Oracy**

Give you opportunities to speak up in class, and help you to do this.  
Teach you subject-specific language and how to use this is the right way through right is right.  
Give you opportunities for questioning debate and discussion.

# Task Design

- DNAs
- Tasks challenging but accessible
- Dyslexic friendly form
- Concise, clear and uncluttered
- Multisensory tasks
- Reading ages
- Check for understanding techniques - mini whiteboards/questioning

High Expectations	We Teach Them Well	We Know Them Well
<b>Meet &amp; Greet</b> Students and teachers take responsibility for getting on time. Teachers welcome students at the door.	<b>T</b> <b>Task Design</b> Tasks are designed to be accessible and challenge students at all levels. Tasks are planned to be accessible and challenge students at all levels. Tasks are planned to be accessible and challenge students at all levels.	Tasks are designed to be accessible and challenge students at all levels. Tasks are planned to be accessible and challenge students at all levels. Tasks are planned to be accessible and challenge students at all levels.
<b>Ready to Learn</b> Reasons on coats off. Chromosomes and equipment are out. Students sit in the seating plan. Students complete the CNA.	<b>E</b> <b>Explanation</b> Explanations are simple, clear and planned. Head, shoulders and knees are in. Students are encouraged to be active.	Explanations are simple, clear and planned. Head, shoulders and knees are in. Students are encouraged to be active. Explanations are simple, clear and planned. Head, shoulders and knees are in. Students are encouraged to be active.
<b>Great Learning</b> Teachers use the language of the classroom (BAGS). Students STAM - sit up straight, listen, share, respond, ask, move.	<b>M</b> <b>Modelling</b> Teachers share their enthusiasm and passion for their subjects.	Teachers share their enthusiasm and passion for their subjects. Teachers share their enthusiasm and passion for their subjects. Teachers share their enthusiasm and passion for their subjects.
<b>End &amp; Send</b> Students stand behind desks. Uniforms kept with pride and in the with expectations. Teachers check out and praise at the door.	<b>P</b> <b>Practice</b> Teachers check, not watch to identify misconceptions, support barriers and feed back through show call.	Teachers check, not watch to identify misconceptions, support barriers and feed back through show call. Teachers check, not watch to identify misconceptions, support barriers and feed back through show call.
	<b>O</b> <b>Only</b> Student talk is structured to ensure high participation.	Student talk is structured to ensure high participation. Student talk is structured to ensure high participation. Student talk is structured to ensure high participation.



We champion each and every student

# Explanations

- Explanations planned in advance
- 5-10 minute golden window
- New content explained step by step

High Expectations	We Teach Them Well	We Know Them Well
<b>Meet &amp; Greet</b> Students and teachers take responsibility for arriving on time. Teachers welcome students at the door.	<b>T</b> Task Design Tasks are designed to reinforce and extend essential knowledge from prior learning. Tasks are planned to be accessible while offering a high level of challenge through scaffolding and stretching. Opportunities to check understanding with a high participation ratio are planned throughout (e.g. mini whiteboards, exit card).	Tasks are planned to reinforce and extend essential knowledge from prior learning. Tasks are planned to be accessible while offering a high level of challenge through scaffolding and stretching. Opportunities to check understanding with a high participation ratio are planned throughout (e.g. mini whiteboards, exit card). Tasks are planned to be accessible while offering a high level of challenge through scaffolding and stretching.
<b>Ready to Learn</b> Bates on, coats off. Chromabooks and equipment are out. Students sit in the seating plan. Students complete the DNA.	<b>E</b> Explanation Explanations are simple, clear and planned. New ideas and concepts are introduced step by step to avoid overload. Teachers share their enthusiasm and passion for their subjects.	Explanations are simple, clear and planned. New ideas and concepts are introduced step by step to avoid overload. Teachers share their enthusiasm and passion for their subjects.
<b>Great Learning</b> Teachers use the language of the Kingsdown STARTS. Students STAR: sit up straight, back the speaker, appreciate others' ideas and respect everyone's right to an education. We are curious, determined and resilient: we do it to a challenge. Mistakes are embraced as part of learning. Great learning and student effort is recognised and rewarded.	<b>M</b> Modelling Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do'.	Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do'.
<b>End &amp; Send</b> Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door.	<b>P</b> Practice Students think and work hard through silent tasks. Teachers think, talk, wait, watch to identify misconceptions, support learners and feed back through show call.	Students think and work hard through silent tasks. Teachers think, talk, wait, watch to identify misconceptions, support learners and feed back through show call.
	<b>O</b> Oracy Student talk is structured to ensure high participation. Academic and subject-specific language is modelled, supported and refined through 'Right to Right'. Opportunities for questioning, debate and discussion are planned.	Student talk is structured to ensure high participation. Academic and subject-specific language is modelled, supported and refined through 'Right to Right'. Opportunities for questioning, debate and discussion are planned.



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# Modelling

- Sharing what success looks like
- Demonstration of different level of success  
e.g. standard vs excellent models

We Teach Them This	We Teach Them This	We Teach Them This
<p><b>Meet &amp; Greet</b></p> <p>Students and teachers meet. Teachers take responsibility for making the first move. Teachers welcome parents to the door.</p>	<p><b>OHMs</b> are designed to enhance and extend students' knowledge from prior learning.</p> <p><b>Tasks</b> are planned to be achievable and to challenge students to apply their knowledge.</p> <p><b>Opportunity for choice</b> is provided through a range of activities.</p> <p><b>Personalised learning</b> is provided through a range of activities.</p> <p><b>Students are encouraged to work in groups.</b></p>	<p><b>Students meet and welcome in.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p>
<p><b>Ready to Learn</b></p> <p>Students on task.</p> <p>Challenges and extension are used.</p> <p>Students sit in the classroom.</p> <p>Students complete the task.</p>	<p><b>Tasks</b> are planned to be achievable and to challenge students to apply their knowledge.</p> <p><b>Opportunity for choice</b> is provided through a range of activities.</p> <p><b>Personalised learning</b> is provided through a range of activities.</p> <p><b>Students are encouraged to work in groups.</b></p>	<p><b>Students meet and welcome in.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p>
<p><b>Great Learning</b></p> <p>Teachers use the language of the programme.</p> <p>Students are on task.</p> <p>Challenges and extension are used.</p> <p>Students sit in the classroom.</p> <p>Students complete the task.</p>	<p><b>Tasks</b> are planned to be achievable and to challenge students to apply their knowledge.</p> <p><b>Opportunity for choice</b> is provided through a range of activities.</p> <p><b>Personalised learning</b> is provided through a range of activities.</p> <p><b>Students are encouraged to work in groups.</b></p>	<p><b>Students meet and welcome in.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p>
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<p><b>Practice</b></p> <p>Teachers use the language of the programme.</p> <p>Students are on task.</p> <p>Challenges and extension are used.</p> <p>Students sit in the classroom.</p> <p>Students complete the task.</p>	<p><b>Tasks</b> are planned to be achievable and to challenge students to apply their knowledge.</p> <p><b>Opportunity for choice</b> is provided through a range of activities.</p> <p><b>Personalised learning</b> is provided through a range of activities.</p> <p><b>Students are encouraged to work in groups.</b></p>	<p><b>Students meet and welcome in.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p>
<p><b>End and Sum</b></p> <p>Students are on task.</p> <p>Challenges and extension are used.</p> <p>Students sit in the classroom.</p> <p>Students complete the task.</p>	<p><b>Tasks</b> are planned to be achievable and to challenge students to apply their knowledge.</p> <p><b>Opportunity for choice</b> is provided through a range of activities.</p> <p><b>Personalised learning</b> is provided through a range of activities.</p> <p><b>Students are encouraged to work in groups.</b></p>	<p><b>Students meet and welcome in.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p> <p><b>Students are given a choice of activities to complete.</b></p>



# We champion each and every student

# Modelling

How does Owen present war in Exposure?

Standard

Owen presents war as a difficult experience for the soldiers. What

Exposure has the line 'our brains ache, in the merciless iced east winds that knife us' which shows that the soldiers in the WWI trenches feel tired and worn down. The verb 'ache' suggests where

they are suffering, tired of war and they cannot fight the cold weather. Owen makes clear that he is writing from first-hand experience, making his anger towards the government more why

direct and his description of war more authentic because he has really experienced the struggle of war because he fought and died in WWI.

Excellent

In his opening lines, Owen presents war as an exhausting, demoralising experience for the soldiers. What - ambitious adjectives

'our brains ache, in the merciless iced east winds that knife us' where

which shows immediately that the soldiers in the WWI trenches feel tired and worn down. The verb 'ache' suggests they are suffering, tired of the monotonous cycle of war and fighting a losing battle against 'iced east winds.' Instead of fighting bravely they are 'worried...curious...nervous.' This trio of adjectives is a sharp contrast to what readers (now and in 1917) would expect from 'brave' soldiers who have signed up to fight for their country. Owen makes clear that he is writing from first-hand experience, making his reproaches to the government (and readers) more direct and his description of war more authentic (and therefore more shocking - we cannot ignore the barbaric truths he is sharing.)

More how and why

# Practice

- Apply skills, knowledge and understanding
- Silent solo - thinking and working hard
- Teachers identify misconceptions, support learners and provide feedback

[illegible]

# We champion each and every student



# Oracy

- Question, discuss and debate
- Structured discussions
- Academic and subject specific language modelled

High Expectations	We Teach Them Well	We Know Them Well
<b>Meet &amp; Greet</b> Students and teachers take responsibility for arriving on time. Teachers welcome students at the door.	<b>T</b> <b>Task Design</b> Tasks are designed to be accessible while offering a high level of challenge through scaffolding and stretching. Opportunities to check understanding with a high participation ratio are planned throughout e.g. mini whiteboards, cold call.	Tasks, resources and students understood. Activities before are pre-structuring to structure and support the learning of the task. Questions are planned to challenge students at all levels and support the learning of the task. Student memory is supported with clear diagrams, clear recording and clear steps. Information checked with students to ensure they are clear and confident. The impact of learning and doing is supported and supported by understanding or using one to speak with confidence. Teachers know the efficacy of their teaching.
<b>Ready to Learn</b> Blazers on, coats off. Chromebooks and equipment are out. Students sit in the seating plan. Students complete the DNA.	<b>E</b> <b>Explanation</b> Explanations are simple, clear and planned. Key ideas and concepts are introduced step by step to avoid overload. Teachers share their enthusiasm and passion for their subjects.	Teachers check to ensure understanding before students start independent work. Teachers use the students' names to direct questions and instructions. Explanations are clear and concise, giving 'take up time'. Homogeneous groups of information are shared alongside clearly defined roles.
<b>Great Learning</b> Teachers use the language of the Kingsdown BEATS. Students <b>STAR</b> up straight, track the quality, appreciate others' ideas and respect everyone's right to an education. We are curious, determined and resilient: we rise to a challenge. Mistakes are embraced as part of learning. Great learning and student effort is recognised and rewarded.	<b>M</b> <b>Modelling</b> Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do'.	A variety of physical materials and resources are available and accessible for all students to scaffold learning. Teachers model how to use resources for thinking and learning. Teachers from class to independent work to clearly aligned and explicit resources. Examples are shared to ensure a high level of understanding. Students are taught to follow a clear model and then the problem solving which can be applied to other tasks. Students who need help are given support and follow up support.
<b>End &amp; Send</b> Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door.	<b>P</b> <b>Practice</b> Deliberate practice for students to apply skills, knowledge and understanding. Students think and work hard through silent study. Teachers track, note, watch to identify misconceptions, support learners and feed back through whole class.	Deliberate opportunity to review practice. A clear plan is used to ensure that on task, scaffolding is used to ensure that on task, resources are used, and that the students are supported to ensure a high level of understanding. Students are taught to follow a clear model and then the problem solving which can be applied to other tasks. Students who need help are given support and follow up support.
	<b>O</b> <b>Oracy</b> Student talk is structured to ensure high participation. Academic and subject-specific language is modelled, rehearsed and refined through right to right. Opportunities for questioning, debate and discussion are planned.	There is a plan to allow for students' responses and opportunities to help one another. Students are supported to ensure that on task, scaffolding is used to ensure that on task, resources are used, and that the students are supported to ensure a high level of understanding. Students are taught to follow a clear model and then the problem solving which can be applied to other tasks. Students who need help are given support and follow up support.



We champion each and every student

# Home Learning - the types of tasks set

- Well designed tasks that link to students' lessons
- Purpose and aims explained at the end of a lesson.
- Examples of Home Learning may include:
  - Quizzes
  - Testing
  - Structured writing task

# **Rachel Jackson**

## **Lead Practitioner**

### **Communication/Home**

### **School Partnership**

**We champion each and every student**

# MCAS

MCAS (My Child At School) app, is your window into our information system.

This is where you can see your child's reports, achievement / behaviour points, timetable etc.

This is a great tool to see how your child is doing in school.



**Attendance***Is Freddie at school?*[More](#)

Period	Subject	Mark
AM	Tutor Group	✓
PM	Tutor Group	✓

**Announcements**[More](#)

No Announcements data found

**Behaviour***Freddie's recent behaviour*[More](#)

Date	Description	Status
23/09/22	A1- Pride	✓
23/09/22	A1- Ambition	✓
21/09/22	A1- Responsibility	✓
21/09/22	A1- Home Learning	✓
20/09/22	A1- Ambition	✓

**Classes***Freddie's Classes*

Class Name	Class Details	Attendance
8SAS	Tutor Group Mr S Addis	100%
8SAS/Ar	Art Mrs A Slade	100%
8SAS/Citizenship	Red English Miss C Allen	100%

**Clubs & Trips***Freddie's upcoming club & trips*

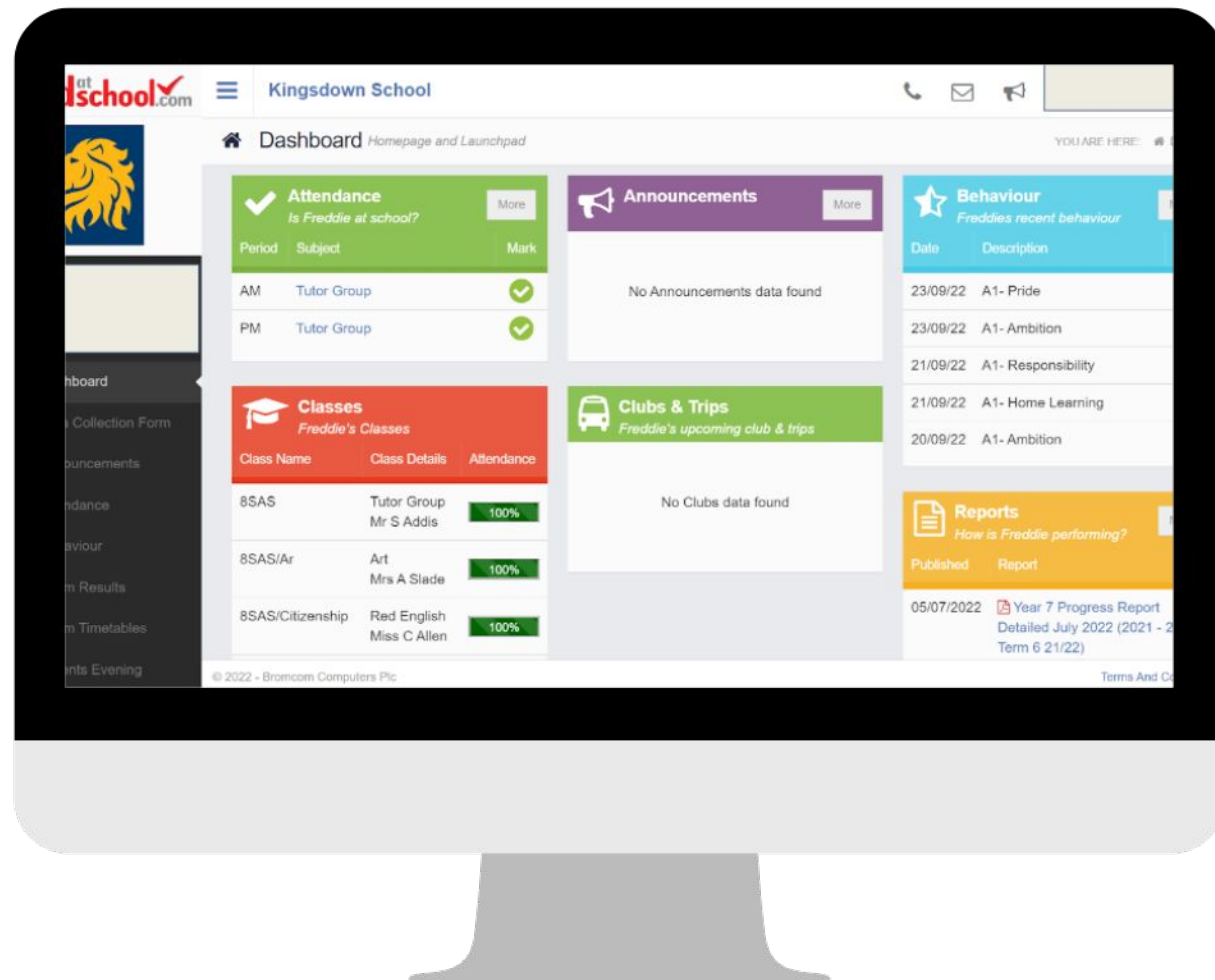
No Clubs data found

**Reports***How is Freddie performing?*[More](#)

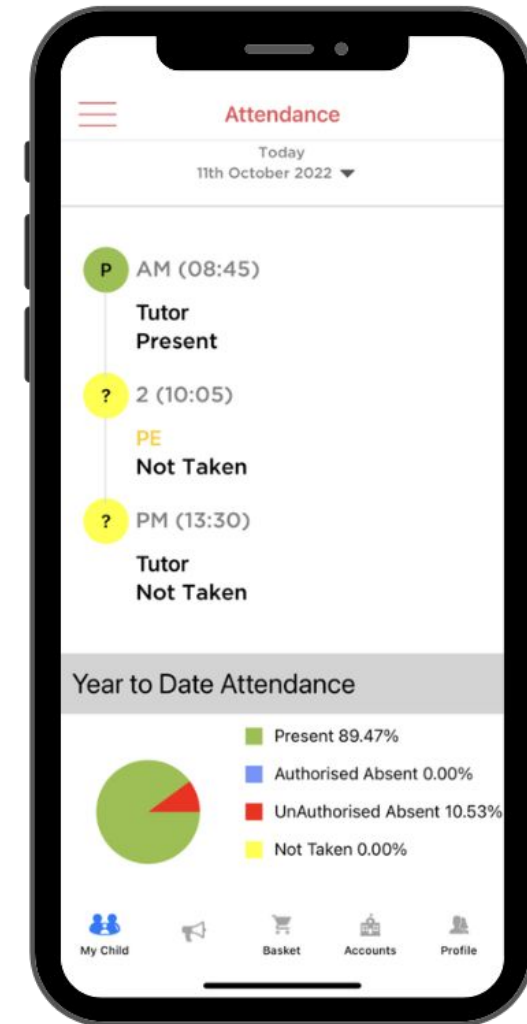
Published	Report
05/07/2022	Year 7 Progress Report Detailed July 2022 (2021 - 2022 Term 6 21/22)



# Desktop Version



# Mobile App



We champion each and every student

OUR SCHOOL ▾

STUDENTS ▾

PARENTS ▾

Attendance & Absence

Catering

Kingsdown School?  
Parents for



01793 822284 | f x @ | Q

QUICKLINKS ▾

NEWS

OUR SCHOOL ▾

STUDENTS ▾

PARENTS ▾

COMMUNITY & VENUE HIRE ▾

ADMISSIONS ▾

VACANCIES

## Why Choose Kingsdown School?

Find out more about our open events for Year 6 students and their families



Attendance & Absence

Catering

Online Safety

Exam Information

Enrichment

Home Learning

Safeguarding

Newsletter

Open Days

Parent Pay

Punctuality

Kingsdown School Trips

School Closure / Adverse Weather

TD Days

Travel

Uniform and Equipment

Google Chromebooks

Cohort 2030 (Year 6)

Parent Gateway 2024-25



1 September 2024	Application period opens. You can make your application online.
31 October 2024	Secondary application closing date. You can make an application after this date, but it will be a late application. Late applications are not considered until all on-time applications have been considered and allocated.
10 January 2025	Deadline to submit a change of address for consideration.
3 March 2025	Offer day. You will receive your offer of a secondary school place.
17 March 2025	Deadline day for accepting an offer.
22 May 2025	22 May- Parent information evening. Here you will learn about how your child will grow and how we can support them, the importance of reading, our Teaching and Learning framework, our Behaviour for Learning framework and attendance at Kingsdown school. This event is for Parents and Carers only. 18:00 @ Kingsdown School
Term 6 - 2nd and 3rd July.	Transition days @ Kingsdown school 9:00- 14:30 Parents to collect
10 July 2025 <b>**New Date**</b>	<b>Change of Date:</b> 10 July- Parent information evening. Meet your child's Tutor. This event is for Parents and Carers only - <b>6:00pm - 7:00pm</b> @ Kingsdown school
Monday 18th- 22nd August 2025	Summer school for Cohort 2030 The days will run from 8:30-1:30



## Borough Council

1 September 2021	Appli applic
31 October 2021	Secor applic applic all on alloca
12 January 2022	Dead consi
1 March 2022	Offer schoc
15 March 2022	Dead
26 May 2022	Parer only.
30 June 2022	Parer
4 & 5 July 2022	Trans
March 2022	

General Communication

Home Learning

Keeping your Child Safe

Newsletter

Open Days

Options

Parent Pay

Punctuality

School Trips & Blogs

School Closure / Adverse Weather

TD Days

Travel

Uniform and Equipment

Year 11 - Cohort 2021 & 2022

Google Chromebooks

Cohort 2027 (Year 6)

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parents

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Kingsdown News



Shortlisted for TES school of the...

14 May 2021



JustGiving Chromebooks for students - Can you...

We March 2022

## Dress Code

At Kingsdown School, we have the highest standards, and the presentation of our uniform is no exception. Our uniform must be worn with pride at all times. The expectations are clearly outlined in this linked document below, and there are no exceptions.

[Uniform Expectations](#)



 [Student\\_Dress\\_Code\\_examples.pdf](#)



## Equipment

Please see the document linked immediately below for a list of the required equipment students will need such as stationery.

 [Equipment\\_List.pdf](#)



In addition to the equipment list in the document below, in the interim all students will also require a bottle of hand sanitizer gel, a reading book, a bottle of water/still drink, earphones with a 3.5m standard connector jack, an A4 ringbinder with lined paper, poly pockets and dividers, packed lunch and snacks.

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This SMS

uniform-direct.com/acatalog/Kingsdown-School.html

ks my child at school -... Hootsuite Meeting schedule T... Edit Channel Entries... Transition timetable...




Kingsdown School - Tartan Skirt

Prices from £18.00

View Product


NEW



BOYS - Kingsdown School BLAZER

Prices from £28.00

View Product




GIRLS - Kingsdown School BLAZER

Prices from £28.00

View Product

NEW



Uniform and Equipment

Year 11 Cohort 2021 & 2022

We champion each and every student





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Uniform Item	Acceptable	Open with ▼	Not acceptable
<b>Blazer*</b>	Navy Business Blazer with school logo, with bright royal blue trimmed lapel To be worn at all times (unless advised otherwise in hot weather)		Rolled up sleeves Tied round waist
<b>Tie*</b>	Kingsdown School Tie Traditional size Proper knot by top button Full and upright logo and stripe must be visible Tie colour band is House colour		Untied, loose, or large knot Tie without logo visible Visible top button Clip on tie (necessary exceptions)
<b>Trouser</b>	Mid Grey Flat or pleated front Straight. Standard fit		Cropped, skinny or flared Denim, jeans, leggings, pin stripes Fashion trim Large belts or buckles
<b>Skirt ♦*</b>	Optional Kingsdown blue tartan skirt Knee length		Shorter than knee length Any skirt other than Kingsdown blue tartan Rolled up at the waist band

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# Ties

- Transition meetings
- Tutor groups built
- Students allocated to a house-
  - Barbary
  - Nubian
  - Atlas
  - Mosbach
- Ties will be available to purchase from school



**Acceptable shoes** – completely black polish-able conventional school shoe with no logo. Flat or low heeled

								
		Patent		Shoes with Velcro				Block heel under 4cm

**Unacceptable shoes** – Trainers, boots, heels over 4cms, sandals, daps, canvas

								
Trainers	Trainers	Canvas or dap	Not completely black	Hiking/ walking boot	Boots	Heels over 4cm	Canvas pump/ dap	Boots

**Acceptable trousers** -Mid grey, flat or pleated front, straight fit, standard fit, slim fit

									
Slim fit Mid grey	Mid grey	Mid grey	Mid grey	Standard fit Mid grey	Mid grey	Mid grey	Mid grey	Mid grey	

**Unacceptable trousers** – Cropped, skinny or flared fit, denim, jeans, leggings, pin stripes, fashion trim, large belts or buckles

									
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# PE Uniform

PE KIT ITEM	ACCEPTABLE	NOT-ACCEPTABLE
<b>Kingsdown Fleece</b>	¾ Zip Black with school logo	Any other
<b>Kingsdown Polo shirt</b>	Navy blue with school logo	Any other
<b>Kingsdown Shorts</b>	Plain black with school logo	Any other colour, hot pants, shorts below the knee
<b>Skorts (optional)</b>	Plain black only or Kingsdown logo	Skirt without fixed undershorts
<b>Tracksuit bottoms (optional)</b>	Plain black polyester only or Kingsdown logo	Sweatpant style, cotton jogging bottoms, Any other colour, overly tight/baggy, stripes, logos
<b>Kingsdown Rugby Top (optional)</b>	Recommended for all students doing rugby as it does not rip if pulled	Any other



We champion each and every student

# Laura Robertson

## Year 7 Progress Leader

## Transition Dates

We champion each and every student

# We know your child well

We champion each and every student





# We know your child well

- Primary transition meetings
- Attending annual review meetings
- Attending Team around the child/ EHC's
- Transition team
  - Lou Criddle - Assistant Headteacher
  - Laura Robertson - Year 7 Progress Leader
  - Rachel Jackson - Lead Practitioner
  - Sarah Kearns - Deputy SENDCo
- Tutor - Champion each and everyday
- Transition Days & Summer school

# Transition Days

We champion each and every student

# Wednesday 2nd & Thursday 3rd July

9am - 2.30pm

How does Kingsdown BEAT?

Meet on the front field

Team Colours on the day, email to follow.

Primary school uniform

Please bring a school bag with:

Water bottle, snack, packed lunch (FSM provided by primary schools) pencil case, sun hat & suncream, coat.

Parents to collect at the main entrance at 2:30pm



# **Louise Criddle**

## **Assistant Headteacher**

### **High Expectations**

We champion each and every student

# Help us to Know your Child Well

We champion each and every student






# What makes me BEAT? Friday 6th June

What makes you BEAT?



Student name: \_\_\_\_\_

 <p><b>Pride</b></p>	Tell me about a time when you felt a real sense of <b>pride</b> .
 <p><b>Ambition</b></p>	What is / are your <b>ambitions</b> for your future? What motivates you to be the best version of yourself?
	Tell me about a time when you have <b>stretched</b> yourself.

# Upcoming Dates

We champion each and every student

# Key Dates

## **2nd & 3rd July**

Transition days

9:00am- 2:30pm @ Kingsdown School

## **10 July 2025 \*\*New Date\*\***

Parent information evening. Meet your child's Tutor. This event is for Parents and Carers only

6:00pm - 7:00pm @ Kingsdown School

## **Monday 18th- 22nd August 2025**

Summer School for Cohort 2030

8:30am-1:30pm @ Kingsdown School

# Uniform pop up shop

- Saturday 21st June
- Booking form to follow
- Deadline for booking 2nd June

## Uniform Direct - Saturday 21st June 2025

Due to the popularity of the uniform pop up shop last year, we are delighted to be able to run this event again.

The pop up shop will take place on Saturday 21st June 2025 between 9:30am until 3:30pm and will be run by appointment slots only (The appointments will be approx 10 minutes). If you arrive earlier than your allocated appointment time you will be asked to return at your allocated time. This is to manage the number of families trying on uniform.

If you would like to book an appointment, please could you complete this Google form by selecting up to three time slots in order of preference and we will book these in on a first come first serve basis. We will be in contact with you week commencing 16th June 2025 with your appointment times.

lcriddle@kingsdownschool.co.uk [Switch accounts](#)

 Not shared

\* Indicates required question

Student Name \*

We champion each and every student



# Chromebooks

## Digital Strategy

We champion each and every student



# Chromebooks at Kingsdown- 5 options

The official campaign launch, including dates, prices, and the process, is coming soon.

Option A - Buy it outright (*TBC*)

Option B - Direct Debit over 3 months (*TBC* per month)

Option B2 - Direct Debit over 12 months (*TBC* per month)

Option C - Full time loan (*TBC*)

Option D - Day loan - £0 no cost

Option E - Bring your own

Every purchase of  
option A  
(buy outright)  
will be entered  
into a draw to win  
the full cost of the  
Chromebook and  
case back!

**(TBC)**



**SPECIAL  
OFFER**

## Why Choose Kin

Find out more about our open eve

families



- Headteacher's Welcome
- Why Choose Kingsdown?
- About Us
- Assessment
- Contact Us
- Curriculum
- Great Teaching and Learning
- Disadvantaged Students
- Exam Information
- Financial Statement
- Governors
- The Kingsdown Vision
- Ofsted Reports
- Kingsdown School Prospectus
- Pastoral Care
- Policies
- Promoting British Values
- The River Learning Trust
- School's History
- SEN & Disability Provision
- Term Dates - School Day
- Google Chromebooks
- Remote education provision
- Equality Diversity Inclusion (EDI)
- KDS Culture
- SMSC
- House System

# teaching learning



**Full details** on Chromebooks, plans, and **support** channels, please visit our **website**.

## We champion each and every student



# Summer School

18th- 22nd August

We champion each and every student

# Summer School

## Summer School 2025 - Student signup

**B** *I* U ↺ ✕

Our Summer School Dates are Monday 18th August - Friday 22nd August from 8:30-1:30.

Roar to the Beat this summer is a great way for you to meet new friends, your new teachers and Support Champions; ready for September.

Throughout the week you will also get the chance to explore the school and some of our facilities.

There will be wide range of activities that will ensure there is something for everyone.

Most importantly it's time to have FUN and be ready to join the Kingsdown family in September.

The main focus of this week is to improve upon your wellbeing and put at ease any anxieties about secondary school.

There is no cost to you as parents, this is fully funded by Kingsdown School.

**Booking form- We cannot accept late bookings so please ensure you complete this by the deadline.**

**Deadline for completion- Friday 6th June**

**A copy of your responses (including password) will be emailed to you - please keep this safe**



	Monday 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
BEAT	Ambition	Stretch	Challenge	Responsibility	Respect
8.15 - 8.30	Arrival, Courtyard activities, Breakfast	Arrival, Courtyard activities, Breakfast	Arrival, Courtyard activities, Breakfast	Arrival, Courtyard activities, Breakfast	Arrival, Courtyard activities, Breakfast
8.30 - 8.45	Assembly - Launch the Day	Assembly - Launch the Day	Assembly - Launch the Day	Assembly - Launch the Day	Assembly - Launch the Day
8.45 - 9.30	Sports activity	Sports activity	Sports activity	D of E	Sports activity
9.30 - 10.15	<a href="#">Geography 'Africa Happy News Project'</a>	<a href="#">Dragon's Den launch and prep</a>	<a href="#">Orienteering/Safari treasure hunt</a>		<a href="#">Lion King Education Programme</a>
10.15 - 10.45	Breaktime Food provided	Breaktime Food provided	Breaktime Food provided		Breaktime Food provided
10.45 - 11.30	<a href="#">Instrument Designing</a>	<a href="#">Dragon's Den presentations</a>	<a href="#">Literacy task from treasure hunt</a>		<a href="#">Mask making</a>
11.30 - 12.45	<a href="#">Book your future: The Butterfly Lion</a>	<a href="#">Book your future: The Butterfly Lion</a>	<a href="#">Book your future: The Butterfly Lion</a>		Finish mask making and prepare for BEAT celebration
12.45 - 13.00	End of Day BEAT Celebration - Group (Creative for the Day)	End of Day BEAT Celebration - Group (Creative for the Day)	End of Day BEAT Celebration - Group 'Star' of the		End of Week BEAT Celebration (Creative for the Day)

# Summer School

- Monday 18th Aug- Friday 22nd Aug
- 8:30am - 1:30pm
- Bring snacks, drinks, suncream, hat, waterproofs
- Comfortable clothes and trainers
- Medical/consent forms
- Google form to follow- completion 6th June

# Next steps

- Data collection - **Student entry forms**
- 'What makes me BEAT'- 6th June
- Summer school expression of interest form- 6th June
- Uniform pop up shop - 21st June (deadline 2nd June)
- Year 6 information evenings-**10/7** 6:00 - 7:00pm
- Transition days- 2nd & 3rd July
- Summer school-w/c 18/8

# Direct email

[cohort2030@kingsdownschool.co.uk](mailto:cohort2030@kingsdownschool.co.uk)

[summerschool2025@kingsdownschool.co.uk](mailto:summerschool2025@kingsdownschool.co.uk)

# Thank You

Seeing you on the 10th July to meet  
your child's tutor

We champion each and every student