



We champion each and every student



Year 6

Parent Information Evening

Cohort 2031

11th June 2026

We champion each and every student

Emma Leigh-Bennett

Headteacher



We champion each and every student

Welcome
You & yOUR child are
joining our Kingsdown
family

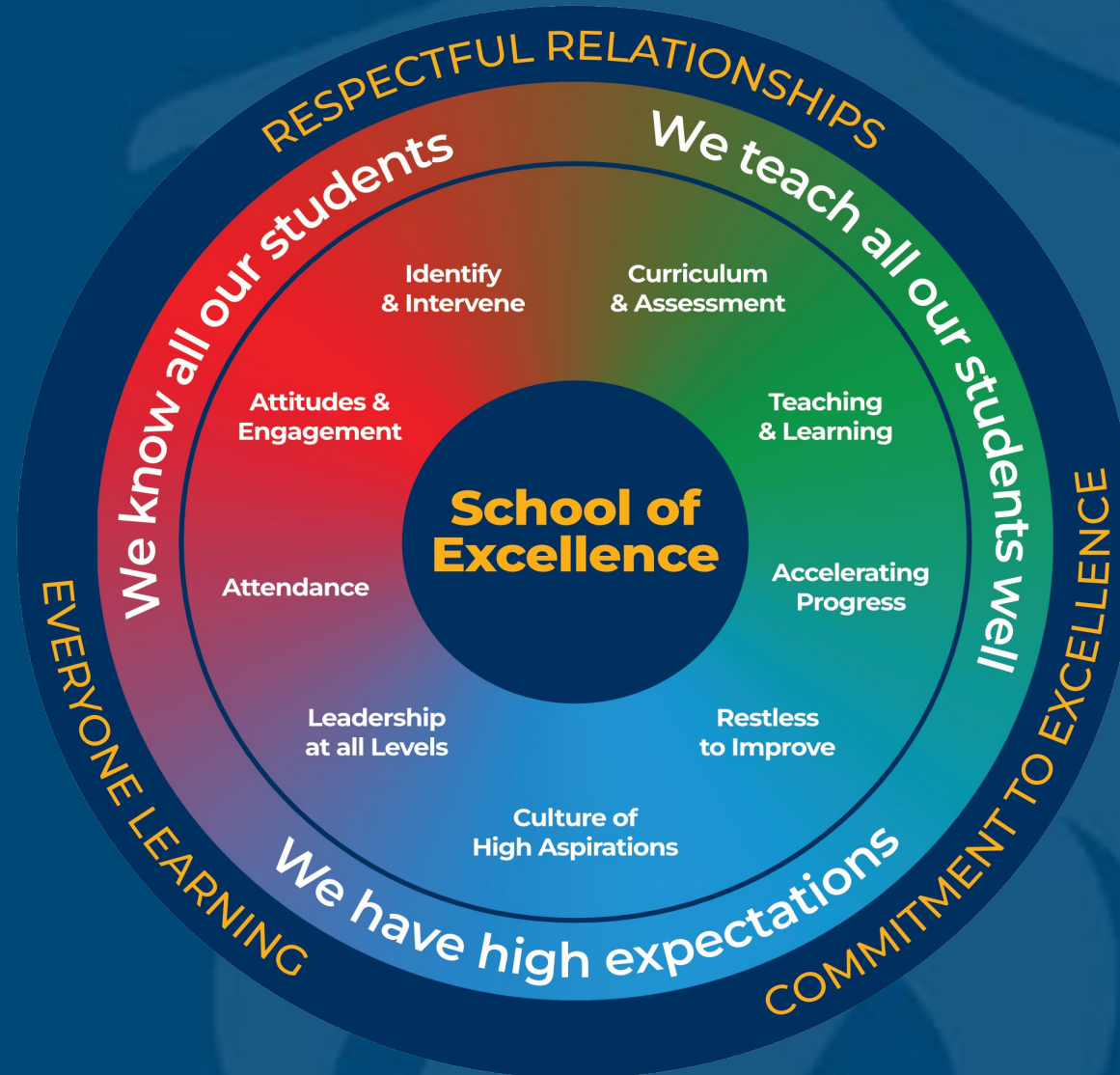
We champion each and every student

Wheel of Excellence



We champion each and every student

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 kind.
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.*

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

We champion each and every student



Louise Criddle

**Assistant
Headteacher**



We champion each and every student

Timings of the school day

Arrive	08:15	
Tutor	08:20	08:45
P1	08:45	09:45
P2	09:45	10:45
Break	10:45	11:05
P3	11:05	12:05
P4	12:05	13:05
Lunch	13:05	13:45
P5	13:45	14:45

Roll Call



8:15 AM - Basketball Courts

Line up in your designated Tutor group lines.



Connect with Peers & Tutor

A time for morning greetings and checking in.



Transition to Tutor Time

Groups will be walked together to their classrooms.

Borough Council

1 September 2021

Appli
applic

General Communication

Home Learning

Keeping your Child Safe

31 October 2021

Secor
applic
applic
all on
alloca

Newsletter

Open Days

Options

Parent Pay

12 January 2022

Dead
consi

Punctuality

1 March 2022

Offer
schoc

School Trips & Blogs

School Closure / Adverse Weather

15 March 2022

Dead

TD Days

26 May 2022

Parer
only.

Travel

Uniform and Equipment

30 June 2022

Parer

Year 11 - Cohort 2021 & 2022

4 & 5 July 2022

Trans

Google Chromebooks

Cohort 2027 (Year 6)



Shortlisted for TES school of the...

14 May 2021



JustGiving Chromebooks for students - Can you...

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.

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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Tutor Time

Arrive	08:15	
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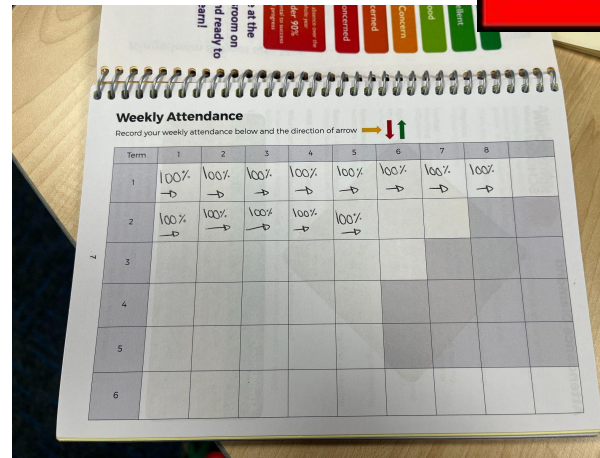
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Attendance

Attendance is a priority at Kingsdown School

- 96% is the minimum
- Attendance directly links to grades
- Building Routine & Resilience
- Social Connection
- Every Lesson Counts

0 DAYS OFF 190 DAYS ATTENDED	100%	★ PERFECTION ★ "EXCELLENT ACHIEVEMENT"
4 SCHOOL DAYS OFF EACH YEAR	98%	IMPRESSIVE
7 SCHOOL DAYS OFF EACH YEAR	96%	NEARLY THERE
9 SCHOOL DAYS OFF EACH YEAR	95%	CAN BE IMPROVED "INCREASE YOUR CHANCES OF BETTER GRADES"
11 SCHOOL DAYS OFF EACH YEAR	94%	NEEDS TO IMPROVE
20 SCHOOL DAYS OFF EACH YEAR	90%	SERIOUS CONCERNS "CLASSIFIED AS A PERSISTENT ABSENTEE" referred to Education Welfare Service
30 SCHOOL DAYS OFF EACH YEAR	85%	RISK OF PROSECUTION "can be damaging to a student's social, emotional and mental wellbeing"
38 SCHOOL DAYS OFF EACH YEAR	80%	



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Communication & Championing You Tutor



Main Contact

The Tutor will be your primary point of contact for all matters regarding your child's progress.



Notification

You will be notified of your child's assigned Tutor before the conclusion of Term 6.



Tutor Evening

Join us for the "Meet the Tutor" evening event scheduled during Term 1.





Helen Case

Year 7 Progress Leader

We champion each and every student

We know your child well

- Primary transition meetings
- Attending annual review meetings
- Attending Team around the child/ EHCs
- Transition team
 - Lou Criddle - Assistant Headteacher
 - Helen Case - Year 7 Progress Leader
 - Rachel Jackson - Lead Practitioner
 - Sarah Kearns - Deputy SENDCo
- Tutor - Champion each and everyday
- Transition Days & Summer School

We champion each and every student

School Ties

- Transition meetings
- Tutor groups built
- Students allocated to a house:
 - **Barbary**
 - **Nubian**
 - **Atlas**
 - **Mosbach**



Ties will be available to purchase from school

Champion Shout-outs




Keep the lines of communication open with your tutor
emailing updates of achievements outside of school

What makes you BEAT?

What makes you BEAT?



Student name: _____

 <p>pride <i>I am proud of who I am and our school. I take advantage of every opportunity</i></p> <p>Pride</p>	<p>Tell me about a time when you felt a real sense of pride.</p>
 <p>ambition <i>I expect the best from myself. I have ambitious aspirations for my future.</i></p> <p>Ambition</p>	<p>What is / are your ambitions for your future? What motivates you to be the best version of yourself?</p>
	<p>Tell me about a time when you have stretched yourself.</p>

What makes me BEAT Home Learning

Deadline for completion - Friday 26th June @ 4pm

Rob Handy

Deputy Headteacher



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*“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.”*

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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			
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	

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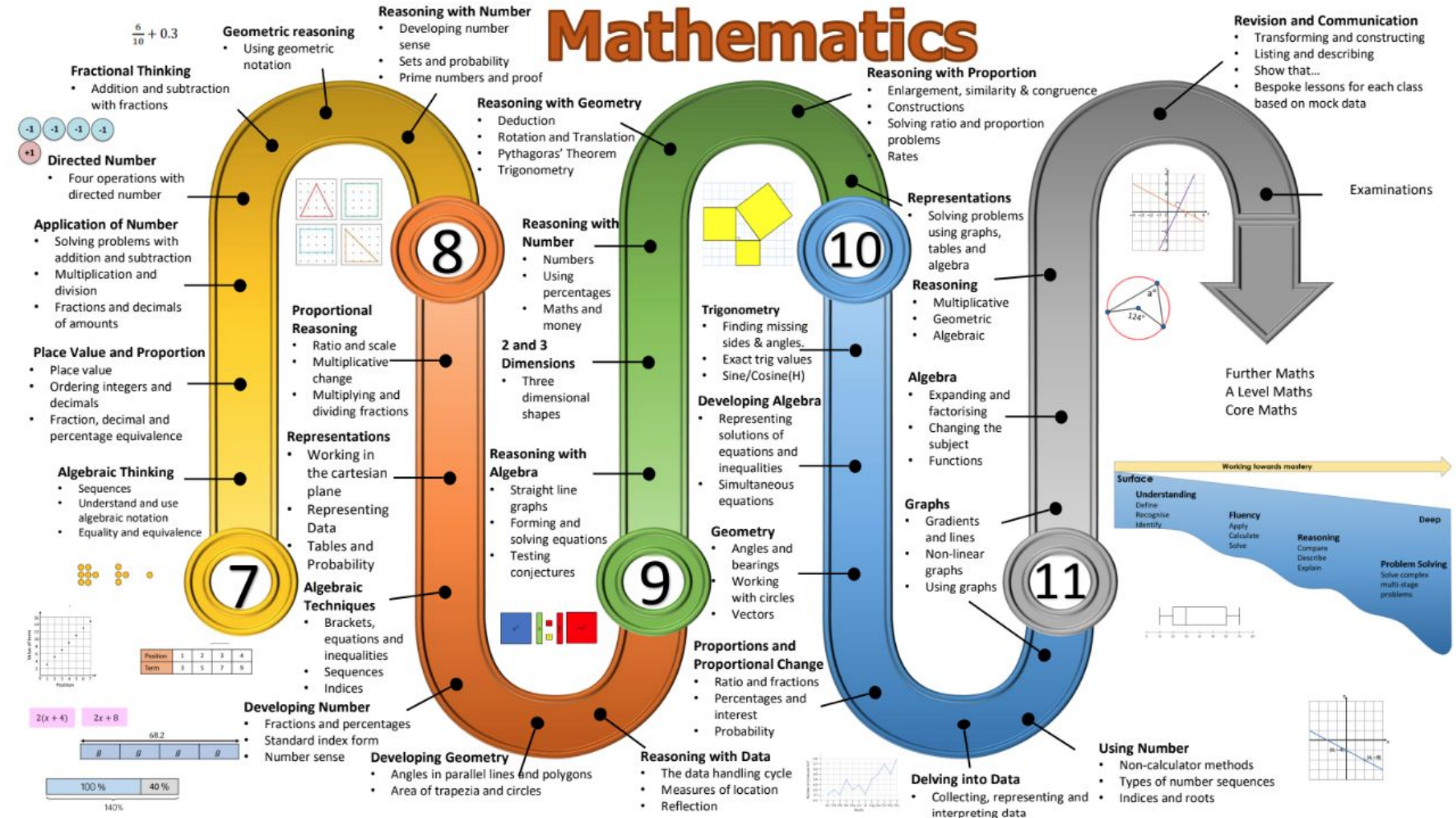
Mon, 23/09/2024			Tue, 24/09/2024			Wed, 25/09/2024			Thu, 26/09/2024			Fri, 27/09/2024		
Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	SMA	Tutor	7SMA/Tu, C31	
1	7SMA/Ar, E12	CHE	1	7SMA/Hi, C24	KGR	1	7y/Pe2, CB2	NMA	1	7SMA/En, A16	RFA	1	7SMA/Sc, A22	
2	7SMA/En, 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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Information about a subject's curriculum



Learning Journeys for each subject are available on the Parent Portal



We champion each and every student

We teach our students well

- All students championed in the classroom
- TEMPO - our inclusive teaching and learning framework

High Expectations	We Teach Them Well	We Know Them Well
<p>Meet & Greet Students and teachers take responsibility for arriving on time. Teachers welcome students at the door.</p> <p>Ready to Learn Bazons, coats off. Chromebooks and equipment are out. Students sit in the seating plan. Students complete the DNA.</p> <p>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.</p> <p>End & Send Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door.</p>	<p>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.</p>	<p>Tasks, resources and visuals are uncluttered. Multi-sensory tasks are provided including interactive and explorative activities. Questions are phrased 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 (aerowide). 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 KSAs to pre-empt difficulties and support re-orientation. Teachers know the difficulty (reading age) of any texts used.</p>
	<p>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.</p>	<p>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. Fluency and visual resources are used to support language and understanding. Simple to-do lists, checklists, task lists with visual cues are provided.</p>
	<p>M Modelling Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do.'</p>	<p>A variety of physical materials and resources are available and accessible for all students to scaffold learning. Teachers model how to use language for clearly defining and learning. Transition from class to independent work is clearly signalled and explicitly 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-outlining or follow up support.</p>
	<p>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.</p>	<p>Deliberate/weekly/monthly retrieval practice. A visual timer is used to measure time on task. Scaffolding is used to assist tasks e.g. writing frames, 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 student's confidence. Adults help students prepare an answer to a question the teacher has asked.</p>
	<p>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.</p>	<p>Time is given to allow for students' responses and opportunities to help one another. Group work is carefully structured with clear roles. Modelling is used for setting 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. Stem sentences are provided for appropriate debate and discussion: such as 'I agree/disagree with X because Y'.</p>

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TEMPO - Five Key Pillars

Five key pillars of TEMPO:

- Task Design
- Explanations
- Modelling
- Practice
- Oracy

All underpinned through effective **checking for understanding**, with built in strategies for inclusion

High Expectations	We Teach Them Well	We Know Them Well
<p>Meet & Greet Students and teachers take responsibility for arriving on time. Teachers welcome students at the door.</p> <p>Ready to Learn Blazers on, coats off. Chromebooks and equipment are out. Students sit in the seating plan. Students complete the DNA.</p> <p>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.</p> <p>End & Send Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door.</p>	<p>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.</p> <p>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.</p> <p>M Modelling Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do'.</p> <p>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.</p> <p>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.</p>	<p>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 KSAs to pre-empt difficulties and support de-escalation. Teachers know the difficulty (reading age) of any texts used.</p> <p>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.</p> <p>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. Grouping 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> <p>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 student's confidence. Adults help students prepare an answer to a question the teacher has asked.</p> <p>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. Stem sentences are provided for appropriate debate and discussion such as I agree/disagree with X because Y.</p>

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. **Stem 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.

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.

T
Task Design

Engaging with the **DNA** as soon as you get into the classroom. You should attempt all tasks and stretch yourself. Ask for help if you need more support. Engage with **cold call** and mini whiteboards work.

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.

E
Explanation

Listen well to the explanations being given. Track the speaker and show that you are engaged and listening. If you do not understand or need further guidance make sure you ask.

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'.

M
Modelling

Listen to the explanation of the task and how to be successful with it. Use the models to guide you on what excellent work will look like. Engage with the we do stage, don't rely on others to do this. Try your best with every task and ask for help if you need it.

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**.

P
Practice

Take the opportunities given to show what you know and the skills you have developed. Respect the conditions of **silent solo** and remain focused on your work. Take on board the feedback you receive and put it into place.

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.

O
Oracy

Should take every opportunity to speak in pairs, individually or as a class, using the correct subject-specific language. Think about how to get your point across respectfully and that all language and tone choices are kind.



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

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)

Date	Reporting event
15th October 2026	Meet the tutor evening
19th October 2026	AtL report published
15th December 2026	AtL and Attainment report published
4th February 2027	Year 7 Parents' & Carers' Evening
23rd March 2027	AtL and Attainment report published
8th July 2027	AtL and Attainment report published

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.





- Dashboard
- Data Collection Form
- Announcements
- Attendance
- Behaviour
- Exam Results
- Exam Timetables
- Parents Evening

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	<div style="background-color: green; color: white; padding: 2px;">100%</div>
8SAS/Ar	Art Mrs A Slade	<div style="background-color: green; color: white; padding: 2px;">100%</div>
8SAS/Citizenship	Red English Miss C Allen	<div style="background-color: green; color: white; padding: 2px;">100%</div>

Clubs & Trips

Freddie's upcoming club & trips

No Clubs data found

Reports

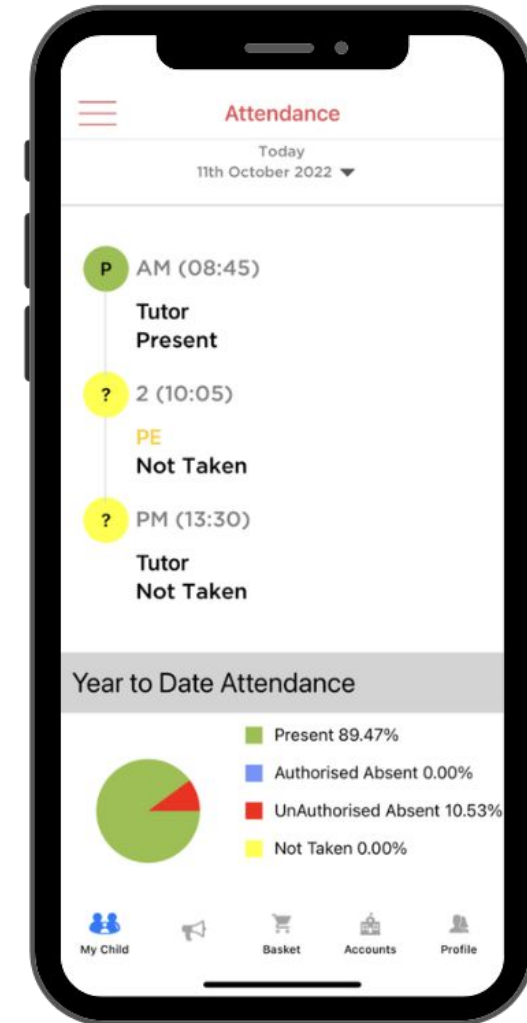
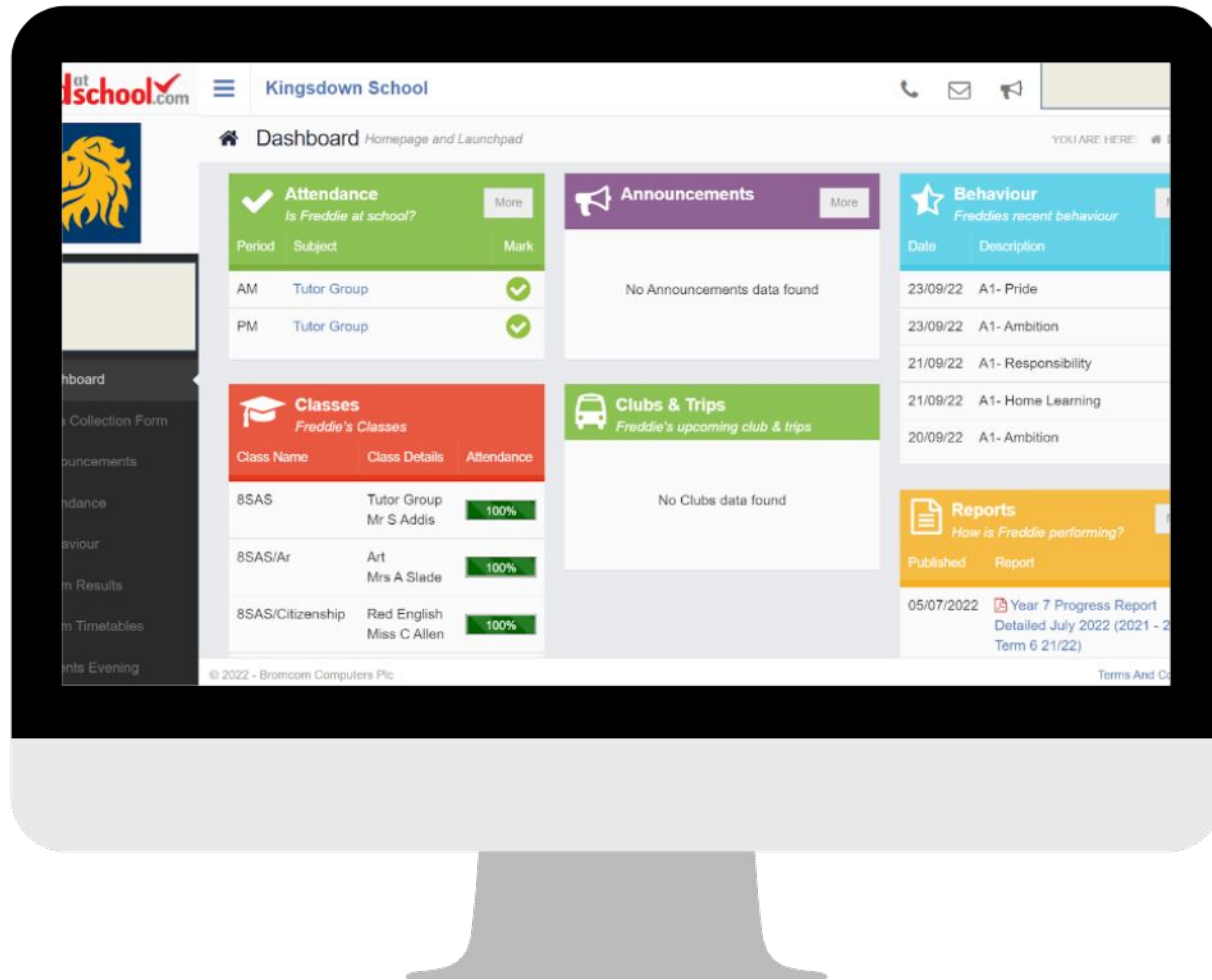
How is Freddie performing?

[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



Celebrating success in the classroom

- Positive Points
- Gold Cards
- BEAT Badges
- Lion Badges

● A1- Ambition (A1-A)

● A1- Challenge (A1-C)

● A1- Home Learning (A1-HL)

● A1- Pride (A1-P)

● A1- Respect (A1-Rt)

● A1- Responsibility (A1-Ry)

● A1- Stretch (A1-S)

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Briony Bowers

Deputy Headteacher



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How your child will be supported



Student Profiles

Providing staff with key information and personalised strategies to support every learner.



TEMPO Framework

Our inclusive teaching framework helps teachers plan effectively for a wide range of diverse needs.



Targeted Interventions

Support for literacy, numeracy, and emotional needs through ELSA, Zones of Regulation, and bespoke interventions Path to Progress and You are awesome.



Expert Support

Year 7 SENDCO Mrs Kearns
Access to external professional advice.
Experienced Education Support Champions (TAs)

Our inclusive teaching framework

TEMPO is our inclusive teaching framework with strategies to support a range of SEND. Our teachers recognise that these strategies are **'helpful for all, necessary for some'** and so inclusive strategies are **built in not bolted on.**

We pledge to 'know our students well'

We make reasonable adjustments where needed.

Students on the SEND register have a student profile to provide information to staff

High Expectations	We Teach Them Well	We Know Them Well
<p>Meet & Greet Students and teachers take responsibility for arriving on time. Teachers welcome students at the door.</p> <p>Ready to Learn Blazers on, coats off. Chromebooks and equipment are out. Students sit in the seating plan. Students complete the DNA.</p> <p>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.</p> <p>End & Send Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door.</p>	<p>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.</p> <p>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.</p> <p>M Modelling Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do'.</p> <p>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.</p> <p>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.</p>	<p>Tasks, resources and visuals are uncluttered. Multi-sensory tasks are provided including interactive and explosive 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 PowerPoint, low contrast colours on white boards and dyslexic friendly font used (Fontzart). 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 SDCs to pre-empt difficulties and support de-escalation. Teachers know the difficulty (reading age) of any texts used.</p> <p>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 cues are provided.</p> <p>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-empting or follow up support.</p> <p>Only few/very little/mostly 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 student confidence. Adults help students prepare an answer to a question the teacher has asked.</p> <p>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. Stem sentences are provided for appropriate debate and discussion such as I agree/disagree with X because Y.</p>

We champion each and every student

Reading for pleasure and progress



We champion each and every student



Rachel Jackson

Lead Practitioner Transition, Year 7 & Year 8

We champion each and every student

Year 7 Students

Dolcie & Kobi

pride

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

*I take advantage
of every opportunity.*

challenge

*I am curious, determined
and resilient.*

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

Year 7 Area - Social Times



We champion each and every student

Stretch: Extra-curricular opportunities this week - Lunchtime

Monday	Tuesday	Wednesday	Thursday	Friday
Board games - G21 Y7 only - 4 Square	Board games - G21 Chess - C26 Eco club - C21 Y7 only - 4 Square	Board games - G21 Chess - C26 Keyboard - B23 Charity focus - A15 Reading - LRC Y7 only - 4 Square	Board games- G21 Choir - B23 Haven - B11 Y7 only - 4 Square	Board games - G21 Haven - B11

Learning Resource Centre (LRC)



We champion each and every student

Stretch: Extra-curricular opportunities this week - After school

Name	Year	Days	Meet	Teacher
4 Square	KS3	Wednesday & Thursday	Basketball courts	LFO
Badminton	KS4	Wednesday	Sports Centre	SDA
Tennis	All	Wednesday	Tennis courts	TSV/ NMA
Rounders	All	Wednesday	Tennis courts	PFO/ GVI
French intervention	KS4	Wednesday & Thursday	C35	PWI
Girls fitness	KS4	Thursday	Sports Centre	NMA
PE CNAT intervention	KS4	Thursday	PE Office	GVI/ CSH/ LMA

We champion each and every student

Stretch: Extra-curricular opportunities this week - After school

Name	Year	Days	Meet	Teacher
Boys Fitness	KS4	Monday	Sports Centre	PE
Learning lounge	All	Tuesday to Friday	LRC	MWI
Art	Y11	Tuesday	Art	CHE
Gymnastics	KS3	Tuesday	Old gym	GVI
Athletics	All	Tuesday	Tennis courts	TSV/ PFO/ CSH
GCSE PE	Y11	Tuesday		SDA

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KDS Rebel Book Club

NOT YOUR AVERAGE BOOK CLUB

KDS REBEL BOOK CLUB

NOT YOUR AVERAGE BOOK CLUB

WHERE CURIOUS MINDS MEET | MEETING MONTHLY
Good books | Good refreshments | Good conversations



OUR MARCH / APRIL BOOK: 🌙

A murder mystery with a difference, challenging perspectives.

Haddon's THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

EXPLORE • LEARN • HAVE FUN!

Be part of something different.

DISCUSSING:

The Curious Incident of the Dog in the Night-time

KDS REBEL BOOK CLUB

NOT YOUR AVERAGE BOOK CLUB

WHERE CURIOUS MINDS MEET | MEETING MONTHLY
Good books | Good refreshments | Good conversations



🌙 OUR APRIL / MAY BOOK: 🌙

A timeless classic exploring human nature, leadership, and savagery.

Golding's LORD OF THE FLIES

EXPLORE • LEARN • HAVE FUN!

Be part of something different.

PICK UP NEXT:

Lord of the Flies

Come and collect a copy of the book or speak to Mrs Robbins if you're interested to know more.

We champion each and every student

STRETCH - The Learning Lounge

LEARNING LOUNGE

Come and join us for support
with your Home Learning
Tuesday - Friday
2:45 - 3:30 @ The LRC

Student Leadership

**184:
Year 7 applications!**

Student Leadership Opportunities



Head Students

Deputy Head Students

Senior Students / House Captains

Prefects / School Council / House Prides

Year Council / Sports Leaders / Transition Ambassadors / Focus Groups / Peer Education

Tutor Group Conversations / BEAT Award



We champion each and every student



Chromebooks

Digital Strategy

The Portal for purchasing Chromebooks for the 2026-27 academic year is now **OPEN** and will close on Friday, **17th July - 5:30 pm.**

chromebookhelp@kingsdownschool.co.uk

We champion each and every student



Chromebooks at Kingsdown- 5 options

Option A, B and B2: Submit your details via the link on the [Kingsdown School website](#)

Option A | Ownership - Single payment = £230.00

Option B | Ownership - Monthly payment (3 month) = £ 245.00

Option B2 | Ownership - Direct Debit (12 month) = £255.00

Option C, D and E: Submit your details via the [Google Form - Kingsdown School website](#)

Option C | Full Time Loan - £110.00 Deposit (less £22.00 per year)

Option D | Day Loan - No Cost Option. The Day Loan

Option E | Using your own privately purchased Chromebook - £24 Google License (one-off payment) required. Option E Chromebooks must be handed over to IT Support from 24th August for software installation. Students will be directed to collect their devices on their first day of school. Payment details for the Google licence are still to be finalised (either via the **school's online payment portal** or **by card** at reception).

Why Choose Kingsdown School?

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

- 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 2031 (Year 6)
- Parent Newsletter | 2025-26

In our dedicated **Chromebook section**, you will find everything you need:

- link to the **Portal**:

- **Google Form**:

- and a direct **support channel** to our IT team

activities & opportunities



We champion each and every student

Bikes & Permits



Travel

At Kingsdown we will endeavour to provide a range of active travel choices for student journeys to and from school to reduce our carbon footprint.

Bike Permits

- [Bike Permit Application Form](#)
- [Cycling to Kingsdown School](#)

We hope the following links will help you explore options for public transport or car.

[Car Share Swindon](#)

(<https://swindon.liftshare.com/>)

[Cycle Scheme](#)

(<http://www.cyclescheme.co.uk/>)

[Attendance & Absence](#)

[Catering](#)

[Online Safety](#)

[Exam Information](#)

[Enrichment](#)

[Home Learning](#)

[Safeguarding](#)

[Newsletter](#)

[Open Days](#)

[Parent Pay](#)

[Punctuality](#)

[Kingsdown School Trips](#)

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[TD Days](#)

[Travel](#)

[Uniform and Equipment](#)

[Google Chromebooks](#)

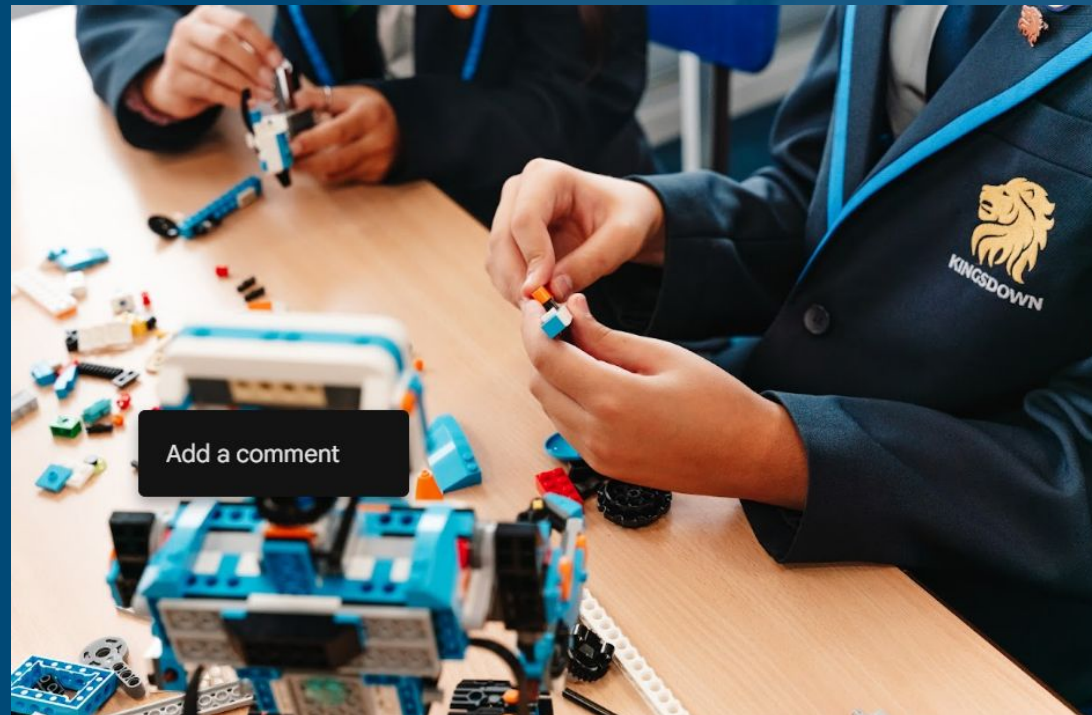
[Cohort 2031 \(Year 6\)](#)

[Parent Newsletter | 2025-26](#)

We champion each and every student

Louise Criddle

Assistant Headteacher



We champion each and every student

Key Dates

20th June

Uniform pop up shop
By appointment slot only

1st & 2nd July

Transition days
9:00am- 2:20pm @ Kingsdown School

Monday 17th- 21st August 2026

Summer School for Cohort 2031
8:30am-1:30pm @ Kingsdown School

Transition Days

Wednesday 1st & Thursday 2nd July | 9am - 2:20pm

Logistics

- Meet on the front field
- Parents to collect at the front of school at 2:20pm
- Colour groups assigned on the day (email to follow)
- Wear primary school uniform

What to Bring

A school bag containing:

- Water bottle & snack
- Packed lunch (Must bring)
- Pencil case
- Sun hat & suncream
- Coat

Important Note

Please speak with your primary schools regarding Free School Meals (FSM) arrangements.

Note:

All students must bring a packed lunch for both days.

Summer School

17th- 21st August

We champion each and every student



Summer School

Monday 17th Aug - Friday 21st August | 8:30am - 1:30pm

What to Bring

Items for the day:

- Snacks and drinks
- Sunscreen and hat
- Waterproofs
- Medical/consent forms

Dress Code

Students should come prepared for physical and outdoor activities.

Please wear:

- Comfortable clothes
- Trainers

We champion each and every student

	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	<u>Geography 'Africa Happy News Project'</u>	<u>Dragon's Den launch and prep</u>	<u>Orienteering/Safari treasure hunt</u>		<u>Lion King Education Programme</u>
10.15 - 10.45	Breaktime Food provided	Breaktime Food provided	Breaktime Food provided		Breaktime Food provided
10.45 - 11.30	<u>Instrument Designing</u>	<u>Dragon's Den presentations</u>	<u>Literacy task from treasure hunt</u>		<u>Mask making</u>
11.30 - 12.45	<u>Book your future: The Butterfly Lion</u>	<u>Book your future: The Butterfly Lion</u>	<u>Book your future: The Butterfly Lion</u>		Finish mask making and prepare for BEAT celebration
12.45 - 13.00	End of Day BEAT Celebration - Group (Group of the Day)	End of Day BEAT Celebration - Group (Group of the Day)	End of Day BEAT Celebration - Group 'Star' of the		End of Week BEAT Celebration (Group of the Week)

Next steps

- Data collection - **Student entry forms 5.6.26**
- 'What makes me BEAT' homework - 26.6.26
- Summer school booking form - 26.6.26
- Uniform pop up shop - 20th June
- Transition days- 1st & 2nd July
- Summer school w/c 17th August
- Meet the Tutor evening - Autumn Term 2026

Direct Email

cohort2031@kingsdownschool.co.uk

**Thank you for
attending this
evening**

We champion each and every student

