

The Kingsway School Parent Bulletin





Achievement



‘Essential Knowledge Sheets’

In every subject area, you will be given an ‘essential knowledge sheet’ at the start of each unit of work. You’ll recognise it as they are all on purple paper.

These sheets are REALLY important as they tell you all the essential knowledge you will ACQUIRE and APPLY in each subject this HT.

As the unit of work develops, you will be asked to reflect on what ‘essential knowledge you have learned and what you will have to go back and look at again.

Essential Knowledge | Blood Brothers Essential Knowledge Cover Sheet

| | |
|--|--|
| Essential Knowledge | Content Covered |
| <p>Character studies for Mrs Johnson, Mrs Lyons, Mickey, Elsie. Character studies include key plot events that involve Mrs Johnson. Key vocabulary: how they contrast to other characters; their role in the play; author's purpose. Key Quotes explanations for context: quotes: WAGULLS and extended writing practice</p> | <p>Plot (overview, using Freytag's pyramid). Key plot events include the opening prologue; Mrs P's pregnancy; Mrs Lyons sending Mrs J to give up one baby; Mrs E forces Mrs J to end E's pregnancy; parturition scene; both family's mixed-education scenes; M and E meet again; M loses his job; M goes to prison and becomes depressed; Linda and P's relationship; M's final confrontation of a fight and realisation that they're twins.</p> |
| <p>Class Differences</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Class differences and prejudice Education of women/health Midwifery Power Education differences | <p>Character tracking and development. This forms part of the character studies in books and includes a timeline of key plot events. This character is involved in key scenes, how the character changes/doesn't change.</p> <p>Content notes: Thatcherism; Liverpool and financial depression; unemployment; differences in education; poverty; class differences; welfare</p> |

Year 7 – Algebraic thinking... Sequences

| | | |
|--|--|--|
| <p>What knowledge have I already acquired that I need for this unit?</p> <ul style="list-style-type: none"> Generate and describe number sequences | <p>What new knowledge will I ACQUIRE?</p> <ul style="list-style-type: none"> Continue both linear and non-linear sequences Term to term rules for linear sequences Find missing terms in a linear sequence | <p>Keywords</p> <ul style="list-style-type: none"> Term Rule Linear Non-linear Difference Arithmetic Geometric |
|--|--|--|

How will I APPLY my knowledge?

Describe and continue a sequence diagrammatically

Count the number of circles or lines in each shape

What will the next shape look like? Can you draw it? Show how!

Predict and check terms

Look at your pattern and consider how it will increase. How many terms in pattern? Prediction: 1, 3, 5, 7, 9, 11, 13

Check - do the next terms. If it is increasing by 2 each time - is 3 more pattern there than if it were 2?

Sequence in a table and graphically

Problem: The plot is the sequence

What term is position 3? How many '7's are there?

Term to term rule or variable: the number of squares in each shape

Graphically:

Because the terms increase by the same addition each time this is linear - an even in the graph

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence? It increases by adding 4 each term.

How many terms do I need to make this conjecture? At least 4 terms - two terms only show one difference and if this difference is constant, it is a linear difference.

How do I continue the sequence? You continue to repeat the same difference through the next numbers in the sequence.

Continue non-linear Sequences

1, 2, 4, 8, 16...

How do I know this is a non-linear sequence? It increases by multiplying the previous term by 2 - this is a geometric sequence because the terms are multiplied by 2.

How many terms do I need to make this conjecture? At least 4 terms - two terms only show one difference and if this difference is constant, it is a linear difference.

How do I continue the sequence? You continue to repeat the same difference through the next positions in the sequence.

Explain the term rule

Try to explain this in full sentences not just with mathematical notation.

Use key maths language - doubles, halves, multiply by two, and four in the previous terms.

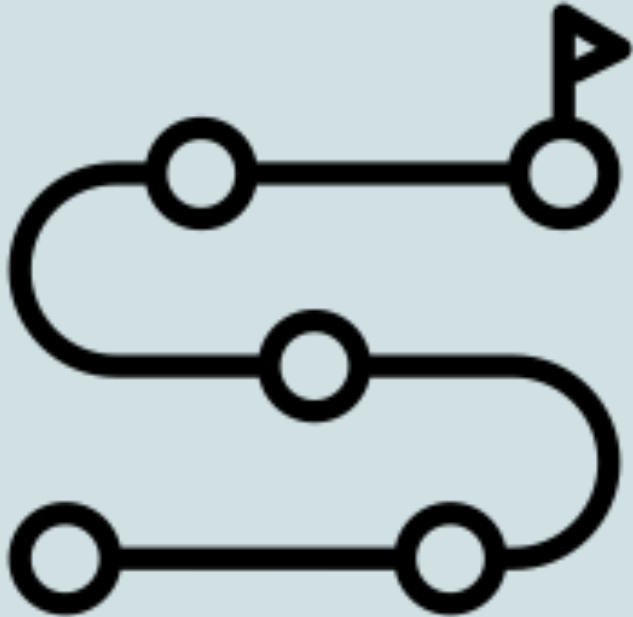
To explain a whole sequence, you need to include a term to begin at.

The next term is found by tripling the previous term. This sequence begins at 4.

4, 12, 36, 108...



Achievement



At TKS, you will often hear your teachers talk about your 'learning journey' and the key bits of 'essential knowledge' you will learn as you move through school.

When the moment comes for your teacher to stop more formally check what you have learned, we call these '**Assessment Milestones**'. They help you and your teacher to know that your learning is progressing in the right direction.

Moving forward, you will be reminded when these are coming up in these messages.



Achievement: Year 7

Upcoming 'Milestone Assessments'



| Subject | Topic | Dates & Details |
|-----------|---|--|
| Spanish | School - Speaking assessment | Week commencing 20th or 27th April |
| English | Essay on Shakespeare's 'The Tempest' | Week commencing 11/5 |
| Geography | Glacial landscapes The changing rural landscape assessment | Week commencing 13/04 Week commencing 11/05 |



Achievement: Year 8

Upcoming 'Milestone Assessments'



| Subject | Topic | Dates & Details |
|-----------|--|--|
| French | Writing Milestone - holidays | Week commencing 27th April |
| Spanish | Writing Milestone - food | Week commencing 27th April |
| English | Essay on Shakespeare's 'Romeo and Juliet' | Week commencing 11/5 |
| Geography | Destructive plate boundary Natural hazards assessment | Week commencing 13/04 Week commencing 04/05 |



Achievement: Year 9

Upcoming 'Milestone Assessments'



| Subject | Topic | Dates & Details |
|-----------|-------------------------------------|------------------------------------|
| French | Speaking assessment - my region | Week commencing 13th April |
| Spanish | Speaking assessment - Holiday home | Week commencing 13th or 20th April |
| English | Essay on Shakespeare's 'Hamlet' | Week commencing 11/5 |
| Geography | River flooding milestone assessment | Week commencing 04/05 |



Achievement: Year 10

Upcoming 'Milestone Assessments'



| Subject | Topic | Dates & Details |
|-----------|--|------------------------------------|
| English | Year 10 Mocks. English Language Paper 1 English Literature: An Inspector Calls + A Christmas Carol | Mock dates shared on the timetable |
| Geography | Year 10 Mock: Paper 1: Living with the physical environment | Mock dates shared on the timetable |



Achievement: Year 11

Upcoming 'Milestone Assessments'



| Subject | Topic | Dates & Details |
|---------|---|----------------------------|
| English | Practice questions as part of intervention and therapy lessons. Bespoke and personalised to each student's needs. | Ongoing until exams begin. |



Career Insights Programme



The Career Insights Programme is back! We are delighted to continue this Careers initiative to support our KS3 pupils in exploring different career pathways. As part of our commitment to preparing students for their future, the Career Insights Programme, which will run throughout the summer term during form time (8.30-8.55am).

This year we have added more dates to expand the programme in order to accommodate the whole of KS3. If you visited our forms last year, we would love to welcome you back.

We believe that real-life insights from professionals can be incredibly valuable for students as they begin to consider their future options. With this in mind, we would like to invite parents and guardians to volunteer to visit the school and speak to our KS3 pupils about their careers. This will be an informal opportunity to share your experiences, explain what your job involves, and answer any questions students may have during form time registration session which take place between at 8.30am until 8.55am on our **Broadway Campus.**

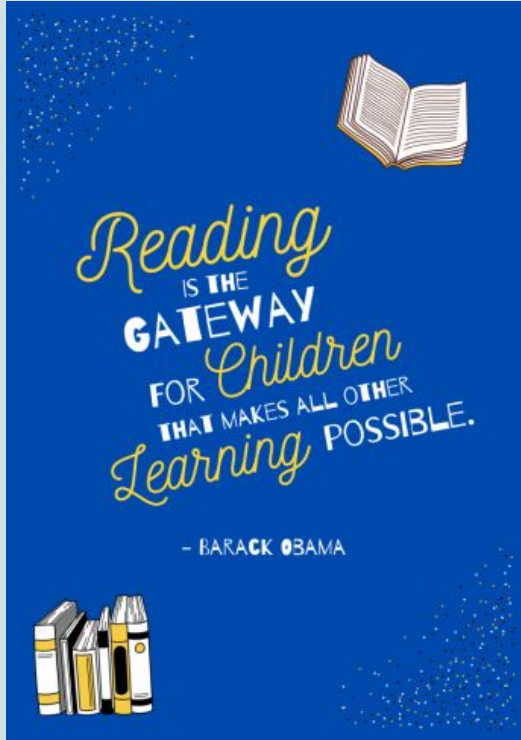
We welcome parents and guardians from all industries and professions—whether you work in healthcare, construction, finance, technology, the arts, or any other field, your insights will be invaluable in broadening our students' horizons. You do not need to prepare a formal presentation; a short talk followed by a Q&A session would be greatly appreciated. This will be with one of our KS3 forms (25-30 students) and their form tutor will be there to support.

If you would be willing to take part in this initiative, please complete the form via the link below by **Friday 17th April**. We will then coordinate a schedule and confirm in writing a suitable date for your visit.

<https://forms.gle/2PXYXgurdoPLnQkm8>



Big Wins: Celebrating Our Students



SPARX READER measures the amount of 'careful reading' we do collectively as a school. So far this academic year, you have read for:

5772 Hours and have read 2549 books.

Well done to:

Abid L for achieving GOLD last week.

Lexie McC for achieving SILVER last week.




Oscar H for achieving BRONZE last week.



Year Team Stars of the Week

Year 11



| | Student | Reason |
|---|-----------|--|
|  | Evie S | Highest achievement points for respectful behaviour! Legend! |
|  | Aaliyah I | Highest achievement points for Significant improvement! Legend! |
|  | Lola F | Highest achievement points for Teachers star of the lesson! Legend! |

Days until the start of the GCSE exams

18 days



14 school days*

- Days minus School holidays and INSETS - EVERY DAY COUNTS!!!



Prom passport



A - Expected to maintain school standard (unless extenuating circumstances)

B - Uphold RRS/No: - Being unsafe, - Disturbing learning of others, - Serious or persistent breaches

C - Stay engaged in learning and attend all exams until 18/06

*Attendance will be reviewed with special considerations by the Year Team



Y11 Leavers Hoodies & Yearbooks 2026



All year 11 students have the opportunity to purchase a **Leavers' Hoody**.

It is essential that their orders are placed in plenty of time so that students do not miss out. There will only be one order; students will not be able to place orders after **Sunday 19th April**.

If you would like to place an order please see the Class Charts announcement.

The Class of 2026 **Leavers' Yearbook** is now available to order via School Gateway at £18.27.

The closing purchase date is **Friday 1st May**. Please ensure that you have made your purchase by this date, as extra copies ordered later cost much more than if placed in the original order.

If you would like to place an order please see the Class Charts announcement.



Ready, Respect, Safe





As part of our **Ready, Respect, Safe** expectations at The Kingsway School, we would like to remind you that **students should not wear jewellery** to school. This policy helps keep all students safe and ensures a focused learning environment. Thank you for supporting us in maintaining these standards and helping your child follow the school rules.

We ask for your support in ensuring that your child attends school each day in full uniform, including a blazer and jumper, with shirts tucked in and presented smartly. Maintaining high standards of uniform plays an important role in fostering a sense of pride, belonging, and readiness to learn across the school community. These expectations remain in place until summer uniform is formally introduced. Your cooperation in reinforcing these standards at home is greatly appreciated and helps us maintain a consistent and focused learning environment for all students.

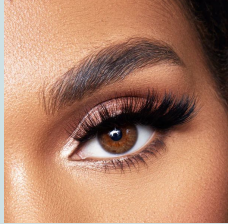

Behaviour and Culture



| | | |
|---|---|--|
|  | <p>Acrylic nails are not allowed. Nails should be natural in appearance.</p> | <p>FTs - call home and inform parents/carers that removal is needed. Agree a removal date. Inform Year team who will track.</p> |
|  | <p>Jewellery is not allowed to be worn. The only exception where a clear piercing can be used is if there is a need to support the healing process.</p> | <p>FTs - check for jewellery and confiscate in morning lines/on entry to form. Subject teachers - as above. All piercing issues can be referred to the Year team for consultation.</p> |

Behaviour and Culture



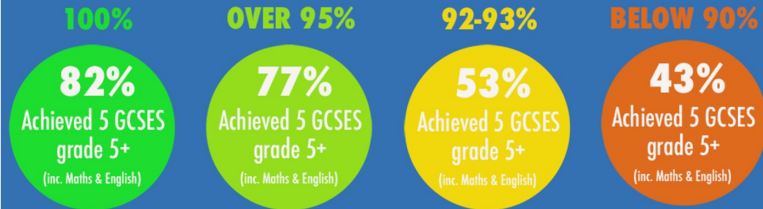
| | | |
|---|---|---|
|  | <p>Should be discreet. Students wearing noticeable makeup will be asked to remove it.</p> | <p>FTs - please check in morning lines and refer to the Year team where needed.</p> |
|  | <p>Mobile phones are not permitted in any circumstances. Students should not be asked to call home using their own phone.</p> | <p>Confiscate when seen. If a student refuses to comply with this request inform them that this will be escalated to the Year team.</p> |

Why Attendance matters



HOW DOES YOUR ATTENDANCE IMPACT YOUR FUTURE?

Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSEs.



RESEARCH SHOWS THAT FOR EVERY 17 DAYS YOU MISS ACROSS YOUR SCHOOL CAREER, YOUR GCSE RESULTS GO DOWN BY 1 WHOLE GRADE!



ACHIEVING 5 OR MORE GCSES AT GRADE 5+ HAS SHOWN TO INCREASE YOUR LIFETIME EARNINGS BY **41%**

There are
365 DAYS
in a year

175
are not spent
in school!

*That gives you plenty of time for holidays, TV, shopping and video games!

Exceptional Attendance means being in school 98% and above.

Attend to Achieve
Absence directly impacts progress and attainment.

Speak to the relevant Year Team if you are concerned about attendance.



Ready, Respect, Safe Rewards Trip



Who can attend?

Invited students with 95% and above positive behaviour ratio and at least 95% attendance from 13th April to 22nd May.

Students who qualify will receive a letter of invitation w.c. 1st June.

The letter will be issued via our school's Gateway communication.





Assessment and exams



As we approach the exam season, we recognise that this can be an important and sometimes challenging time for students and their families. It is completely normal for young people to experience a mix of emotions, including pressure and uncertainty, as they prepare for assessments. At school, we are continuing to support students both academically and pastorally, helping them to feel confident, prepared, and reassured. For Year 10, these assessments are an opportunity to gain valuable experience, while for Year 11, the focus is on approaching the final weeks with calm and confidence. Our priority is to ensure that every student feels supported, encouraged, and able to do their best.

If you have any concerns or feel your child would benefit from additional support, please do not hesitate to contact the school. We are here to help.



Assessment and exams



Example (English):

How does the writer use language to describe the setting? (8 marks)

Example Answer (simplified):

The writer uses descriptive language to create a dark and unsettling setting. For example, the phrase *“the shadows crept silently along the walls”* suggests that the setting feels alive and threatening. The verb *“crept”* implies slow, quiet movement, which builds tension and makes the reader feel uneasy. This helps to create an atmosphere of fear and suspense.

Students are practising skills such as:

- Interpreting meaning
- Explaining ideas clearly
- Supporting answers with evidence

Why are we sharing this?

We hope this gives a helpful insight into the kind of thinking and skills students are developing in lessons and preparing to use in their exams.

You can help at home by asking to see work being completed, discussing key ideas with your child or listening to their summary.