

The Kingsway School

Key Messages





Welcome Address



Welcome Back to a New School Year! We are delighted to have you all back in school after what we hope was a safe and happy summer. This year is a fresh opportunity to embody our core values of opportunity, achievement, respect and compassion in everything we do. We want to remember as you settle into this week what it means to be a Kingsway student and how you can change the world we live in with compassion and a strong sense of community.

A special welcome goes to our new Year 7 students they begin their journey with us. We are excited to see them settle in, take on new challenges and discover all the opportunities that await them.

Remember, our staff are here to listen, guide and support you at every step. No matter your year group, we believe in your potential and expect the very best effort and behaviour as you return.

We are also incredibly proud to celebrate the Class of 2025, who achieved record-breaking results in Maths and English this summer – a shining example of what can be achieved through determination and perseverance.

As we start the new term, we wish every student a successful, rewarding and happy year ahead. Let's make this our best year yet!

Mrs Fowler, Mr Sadler and Mrs Roban

House Standings



Our Overall House Standings are...

**EACH WEEK MOVING
FORWARD, WE WILL SHARE
THE HOUSE STANDINGS.**

1st

2nd

3rd

Big Wins

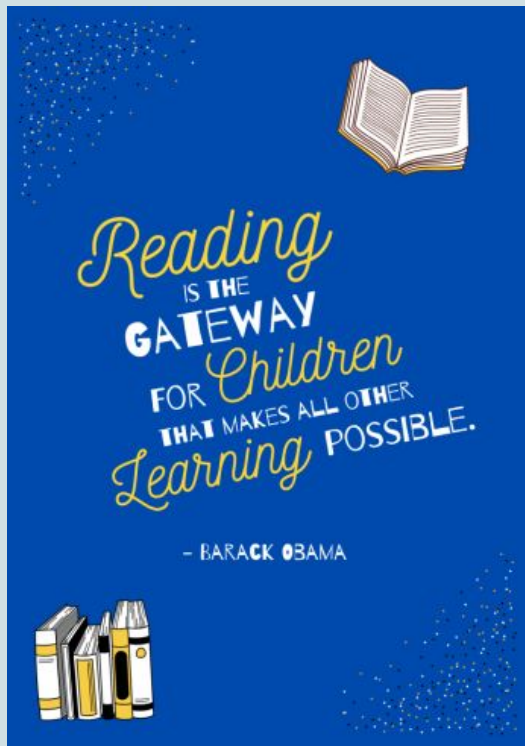


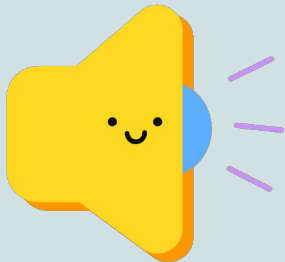
WELL DONE to everyone that kept up their sparx reading of the summer holiday!

SPARX READER measures the amount of 'careful reading' we do collectively as a school. You have read for:

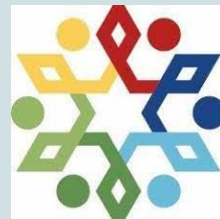
**8274 ours and have read
3341 books!**

When we broke up for the summer, you'd completed:
7863 hours and have read 3153 books.
What an amazing leap over the break!





Big Wins



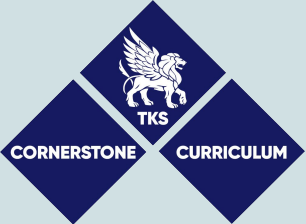
812,760 positive points
were issued to students across
all year groups last academic
year.

= 95% positive
ratio overall for
TKS.

Were you one of our TKS students who bank rolled many positive points?

If so thank you, well done, you are amazing, please spread this fantastic approach.

We can beat these numbers for sure this year.



Learning routines, behaviour expectations, how to self-regulate and your role in our school and wider community can be taught.

Welcome to the Cornerstone Curriculum.

The Cornerstone Curriculum at TKS: Half-term one

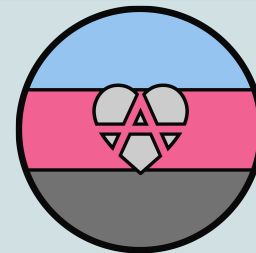
Our six themes



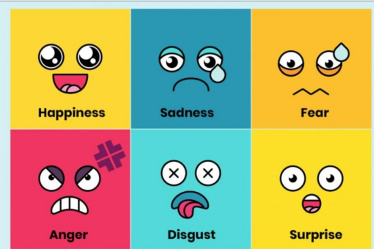
Vision and Values



Respectful Routines



Respecting Others



Managing emotions and coping with change



Restorative conversations to bring about change



Online Behaviour and Digital Etiquette



Ready-Respect-Safe Expectations



All students are reminded of the importance of being **Ready to Learn** - Correct uniform and equipment will be checked on entry daily. Being organised and equipped is an essential part of being able to achieve in lesson.

Purposeful movement to lesson is a focus this term, students should move purposefully to their lessons, walking on the left showing **respect** to each other with **safe** corridor behaviour.

It's the start of new school term as students get used to new spaces and dining room queues we ask that all students are respectful of personal space in busy spaces - remember the 'Hula hoop' of personal space.



Ready-Respect-Safe: Football Etiquette



We are pleased to say that both fields are open due to the ongoing nice weather and footballs are available for students to loan at breaks. For your safety, please remember:

- Keep your shoes on when playing.
- Do not climb on or move the goalposts.
- Sign footballs out with staff on duty and sign them back in at the end of break.
- Return the footballs when the first bell/whistle goes.



Ready-Respect-Safe

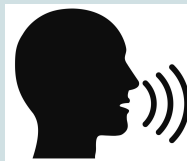
Expectations: First Aid



Remember Our First Aid Protocols
In our school we keep ourselves and others safe



WE HAVE QUALIFIED STAFF AND
FIRST-AIDERS IN SCHOOL.



REPORT YOUR ILLNESS OR INJURY TO AN
ADULT. SPEAK UP FOR YOUR FRIENDS IF
THEY ARE HURT OR UNWELL.



FOR NON-URGENT FIRST AID DURING
LESSON TIME, YOUR TEACHER WILL CALL
FIRST AID TO YOUR LESSON.



FOR URGENT FIRST AID ONLY, REPORT
TO THE 'WELFARE STATION'.



IF YOU HAVE HURT YOUR HEAD, STAY
WITH YOUR FRIENDS AND REPORT IT AS
SOON AS POSSIBLE



SCHOOL CAN ONLY PROVIDE
MEDICATION IF WE GET PERMISSION
FROM SOMEONE AT HOME.



Ready-Respect-Safe: Road Safety

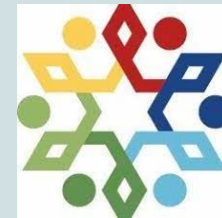


Safety reminders:

- Use the crossing and wait for the correct time to cross.
- Take care on the roads if your are cycling - especially on the Foxland Road area that is very busy with traffic at the start and end of school times.
- Do not ride bikes through the subway.



ABC Visit Protocols



Members of the leadership team may visit your lesson to check your 'ABCs' (attendance, behaviour and curriculum). We love to come in a celebrate what you are doing and reward excellence. When a member of the leadership team enters your lesson, be ready to do the following:



THE CLASS ARE EXPECTED TO
STAND UP



SOMEONE WILL BE ASKED TO
SHARE WHAT YOU ARE
CURRENTLY LEARNING



TO MAY BE ASKED TO SHOW
AND TALK ABOUT THE WORK
YOU ARE DOING.

Attend to Achieve



98%

98% is our school target for attendance. To achieve good grades it is essential you are in school.

100%	★ PERFECTION ★ "EXCELLENT ACHIEVEMENT"
98%	IMPRESSIVE
96%	NEARLY THERE
95%	CAN BE IMPROVED "INCREASE YOUR CHANCES OF BETTER GRADES"
94%	NEEDS TO IMPROVE
90%	SERIOUS CONCERNS "CLASSED AS A PERSISTENT ABSENTEE" referred to Education Welfare Service
85%	RISK OF PROSECUTION "can be damaging to a student's social, emotional and mental wellbeing"
80%	

Attend to Achieve



There are 175 days in the school year that you are not in school to attend appointments or go on holiday.



Attend to Achieve



DAYS OFF
COST
GOOD
GRADES



RESEARCH SUGGESTS THAT
EACH 17 DAYS MISSED FROM
SCHOOL, YOUR GCSE RESULTS
WILL GO DOWN ONE GRADE!

Attendance Matters - *Attend Today, Achieve Tomorrow*



Attend to Achieve



Good attendance is awarded with good grades.

Reward trips at the end of each term are only open to students with good attendance.

If you have any concerns about keeping good attendance speak to your form tutor or your Year team, we are here to help.





Ready-Respect-Safe Attendance



Attendance By House for Last Week

**EACH WEEK MOVING FORWARD,
WE WILL RANK ATTENDANCE BY
HOUSE TO EARN POINTS.**

1st: 15 Points

2nd: 10 Points

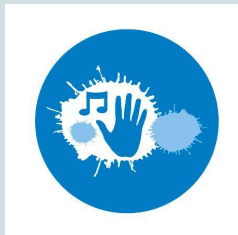
3rd: 5 Points



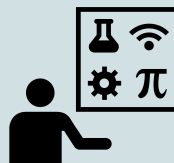
ENRICHMENT AT TKS



KINGSWAY
ACTIVE



KINGSWAY
CREATIVES



KINGSWAY
STEM



KINGSWAY
ACADEMIC



KINGSWAY
COMMUNITY

LAST YEAR, WE OFFERED OVER 80 DIFFERENT ENRICHMENT ACTIVITIES
80% OF STUDENTS ENGAGED WITH AT LEAST 1 ENRICHMENT ACTIVITY REGULARLY
THIS YEAR'S ENRICHMENT TIMETABLE WILL BE PUBLISHED SOON

HALF TERM 1 - KINGSWAY ACTIVE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Year 7 (Boys and Girls) Flag Football (Mrs Moss/ Mr Wilson)	Year 7 and 8 Rugby - Broadway Field (Mr H Duffy) Year 10 and 11 Football training - Foxland Field (Mr Howarth) All years Netball practice and fixtures - Foxland (Miss Newbold / Mrs Tavner)	All years Rugby Fixtures. Year 9 Football training - Broadway Field (Mr H Duffy) Girls Badminton - Broadway Sportshall - To be confirmed. Girls Football - Foxland Field (Miss Jessop)	Year 8 Football training - Broadway Field (Mr J Landing) - To be confirmed. Year 9 + 10 Rugby training - Broadway (Mr H Duffy) Year 7 Football training - Broadway (Mr J Howarth)	All years (Boys and Girls) Cross country - Broadway Field (Mr H Duffy)

All clubs take place from 3pm - approx 4.15pm / Return time from fixtures will vary.

Studded boots needed for Rugby and Football.

We do not lend out Pe kit for after school clubs/fixtures.

Weekly fixture and team information will be shared on the 'Key messages' powerpoint, online messageboard and on the @KingswayPE 'X' account.

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
Character studies for Mrs Johnson, Mrs Lyons, Mickey, Ethel. Character studies include key plot events that involve the characters. Key vocabulary: how they connect to other characters; their role in the play; author's purpose. Key Quotes explained for context.	Plot timeline, using Foying's parental. Key plot events include the opening prologue, Mrs P's pregnancy, Mrs Lyons sending Mrs P to give up one baby, Mrs Lyons taking M to E and meeting, policeman scene, both family's move, education scene, 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 Linda and reflection on that they're twins.
WAGLL and extended writing practice	Character tracking and development. This covers 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.
Key Concepts	Content notes: Thatcherism, Liverpool and forces of dispossession, unemployment, differences in education, poverty, class differences, welfare.
Key Concepts	
Class differences and prejudice	
Education of British	
Accent, dialect and its	
proposition	

Key concepts notes and quotes
Mrs L: "It's a pretty house isn't it? It's a good 20 years old."
Mrs L: "Give one of them to me"
Mrs L: "Honey, you're being threatened by the Wilkins"
Mrs L: "If my child was raised in a palace like this one"
Mrs L: "You gave your baby away. Don't you realise what a crime that is. You'll be locked up."
Stage directions (about Mickey): "He is fed up. Despondent. Shoots down a few imaginary Indians"
Mrs L: "You leave Bill from them and behave like this"
Politeness to Mrs P: "He was about to commit a serious crime. It'll be the courts for you"
Politeness to Mrs L: "It was more of a prank, really"
Mrs L: "Whatever do you like you better as... like a shadow"
Stage directions (about Mrs L): "She looks longer"
Mickey: "I'd come back to this job for half the pay and double the hours"
Mickey: "While no one was looking I gave up, for you didn't, because you didn't need to"
Mrs L (about Mickey): "A prearranged note about the doctor wants for the doctor's signature"
Mickey: "The stands glaring at her, almost uncontrollable with rage, could have been him"
Narrator: "And so we leave speculation for what came to pass? Or could it be what we, the English, have come to know as class?"

How will I APPLY my knowledge?
What knowledge have I already acquired that I don't already have that I can use to help me?
Key concept of abuse of power and status, class systems and poverty studied with the Tempest, thoughts and Crosscut and The Hunger Games
The definitions of hierarchy and prejudice
What new knowledge will I acquire?
The plot, characters and themes in the play
Key concepts of nature vs nurture, class hierarchy and abuse of power
Character and the impact of politics on society
Definitions of essential vocabulary
Recall of key vocabulary
How will I APPLY my knowledge?
Write about how characters and themes are presented and how they develop over a text
Find specific examples and quotes from an extract
Make accurate inferences
Analyse what language or structural choices suggest
Make specific and relevant links to the context
Justify and evaluate why the writer develops the plot, characters and themes in

Year 7 – Algebraic thinking... Sequences

What knowledge have I already acquired that I need for this unit?

- Generate and describe number sequences

What new knowledge will I ACQUIRE?

- Continue both linear and non-linear sequences
- Term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

Sequence
Term
Position
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 image

What will the next number be? Can you draw it?

Predict and check terms

Predictions:
Look at your pattern and consider how it will increase.
e.g. How many times in pattern 1?
Prediction: 1.8
If it is increasing by 2 each time - so 3 more pattern there will be 6 more times

Sequence in a table and graphically

Position: The plot is the sequence

Term: the number or value the number of squares in each image

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?

- Increases by adding 4 to each term
- How many terms do I need to make this conclusion?
- Is there a 'term to term rule' (does one difference exist if the difference is constant, is common difference)?
- How do I continue the sequence?
- You continue to repeat the same difference through the next positions in the sequence.

Continue non-linear Sequences

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

How do I know this is a non-linear sequence?

- Increases by multiplying the previous term by 2 - this is a geometric sequence because the difference is multiply by 2
- How many terms do I need to make this conclusion?
- Is there a 'term to term rule' (does one difference exist if the difference is constant, is common difference)?
- How do I continue the sequence?
- You continue to repeat the same difference through the next positions in the sequence.

Explain term-to-term rule

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

Use key maths language - double, halves, multiply by two, add four to the previous term etc.

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

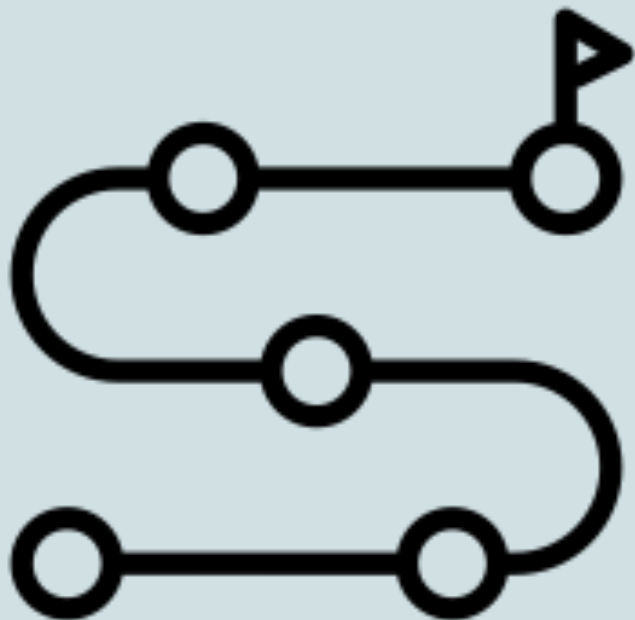
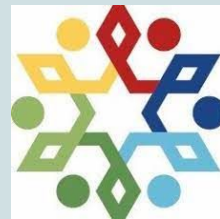
How do I know this is a non-linear sequence?

Is there a 'term to term rule' (does one difference exist if the difference is constant, is common difference)?

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence.

Achievement



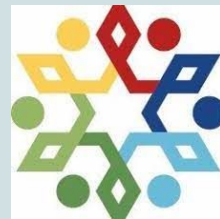
At TKS, you will often hear your teachers talk about your 'learning journey' and the key bits of 'essential knowledge' you will learn as you move through school.

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



We couldn't be prouder of our incredible Class of 2025, who have achieved the best Maths and English results in TKS history! Their hard work, determination, and commitment to excellence have truly paid off — and it's time to celebrate!

- 🌟 Over 80% of all grades were 4 and above
- 🌟 An amazing 20% of grades were 7 or higher

This remarkable achievement is a testament not only to the dedication of our students but also to the unwavering support and guidance of our TKS staff.

Congratulations to every single student and teacher who made this success possible — your efforts have made history, and we couldn't be more thrilled! 🎓👏

Respect

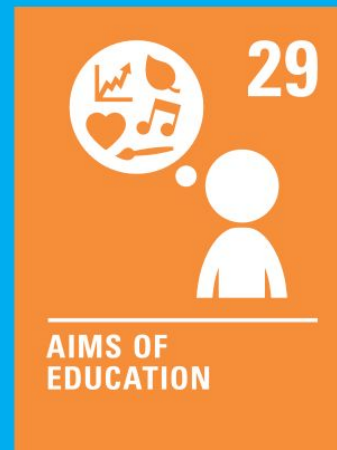


We are beginning work towards becoming a **'Rights Respecting School'** recognised by Unicef. **Respect** is central to this award, which is based on **The Declaration of the Rights of the Child**, an international document outlining fundamental rights for children. There are **54 'articles'** in the declaration. We will consider a relevant article each week.

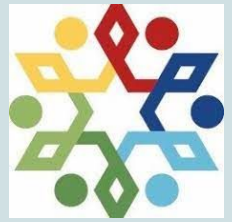
Discuss: How can education support your right to develop your personality, talents and abilities?

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Compassion



In the 'Compassion' section of our 'key messages' each week we will consider how the week's Article relates to children's rights across the world.

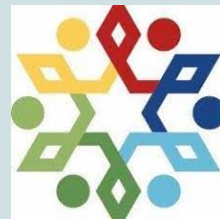
Discuss: what barriers might children across the world living in challenging circumstances face when accessing education?

Watch: how does 'school in a box' embody the value of compassion?





Year Team Stars of the Week Year 7



**STAR OF THE WEEK WILL
RETURN NEXT WEEK. YOUR
HEAD OF YEAR WILL
CHOOSE A PUPIL WHO HAS
ACHIEVED SOMETHING
EXCEPTIONAL FOR THIS.**

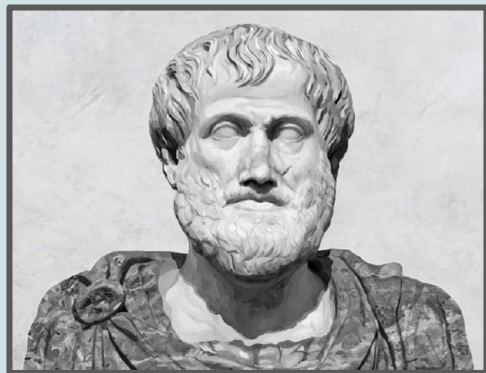


Welcome to YOUR House System



THIS YEAR, WE INTRODUCE OUR NEW HOUSE SYSTEM

Welcome to YOUR House System



**THREE HOUSES:
NAMED AFTER
'ARISTOTELIAN TRIAD'**



COMMUNITY
BELONGING
PEER SUPPORT
FUNDRAISING
COMPETITION
ENRICHMENT

YOU WILL BE THE FOUNDER MEMBERS OF OUR NEW HOUSE SYSTEM.



Welcome to YOUR House System



HOUSE ALLOCATIONS		
Ethos	Pathos	Logos
Mrs Fowler	Mrs Roban	Mr Sadler
Year 7		
7SAN	7DMI	7STO
7DWO	7HHO	7HPA
7SSC	7JHY	7CWA
Year 8		
8JHO	8JNI	8LHU
8CBE	8ORO	8HDA
8MPA	8MSO	8HPI
Year 9		
9ABO	9NWI	9MHA
9PTR	9ACA	9ARU
9SMA	9FTA	9JDI
Year 10		
10SSI	10VHR	10ATW
10SCY	10SLE	10LEA
10KCH	10BLO	10MAT
	10NBR	
Year 11		
11KBU	11NMC	11HDU
11RIN	11CRO	11JHA
11DWD	11LGR	10ATU
11ENE		

WE CAN NOW ANNOUNCE WHICH FORM YOU HAVE BEEN ALLOCATED TO.

**ALL FORMS ARE IN THE SAME HOUSE.
ALL STAFF HAVE BEEN GIVEN A HOUSE.**

YOUR FORM TUTOR IS IN THE SAME HOUSE AS YOU.

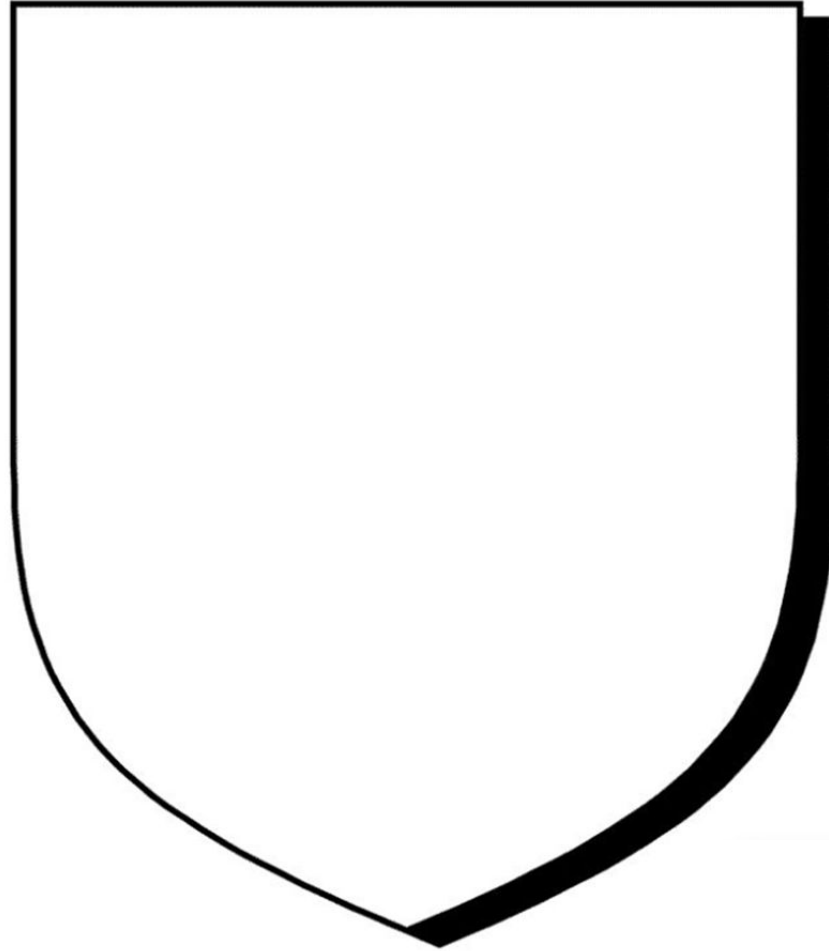
House Shields?



My House Shield Design

Name:

House:



In today's session,
you are going
create a design for
your house shield.

Each form will pick
ONE or TWO
finalists.

HOUSE SHIELD MOODBOARD



What design elements to eye catching 'House Badges' need to include?

Time to choose your winner...



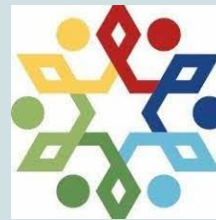
What are we looking for?

CRITERIA:

- Best represents your house name
- Most memorable
- Most eye-catching



Our vision and your house system



Community

Compassion



Curriculum

ETHOS AND COMMUNITY MOODBOARD



Community & inclusion: Representing inclusion, circles signify togetherness and equality. Movement & flow: Their continuous form suggests motion and continuity without abrupt change.

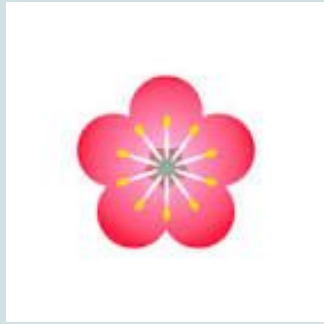
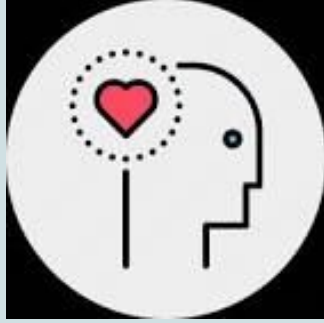
What animal represents the community?

WOLF. The Wolf represents loyalty, family, honour, and intelligence. Known for having the strongest supernatural powers of all land animals, and for being a courageous hunter. The Wolf is very social and communicative, and embodies the power of teamwork and community.

What Greek God represents community?

The Greek goddess most associated with community is Hestia, the goddess of the hearth, home, and hospitality. While she is often seen as the protector of the family and the home, her role extends to the wider community as well.

PATHOS AND COMPASSION MOODBOARD



What animal represents compassion?

The dove is widely recognized as a symbol of kindness and peace, according to various sources. Their gentle nature and association with peace make them a common representation of kindness and compassion. Additionally, animals like elephants, deer, and manatees are also often associated with kindness due to their gentle and peaceful nature.

Compassion: This is often symbolized by the heart, hands, and feathers. While not a direct symbol, the color yellow is often associated with compassion, representing warmth, hope, and kindness. Abstract Shapes: Soft-edged shapes like ovals can represent the encompassing and nurturing nature of compassion.

LOGOS AND CURRICULUM MOODBOARD

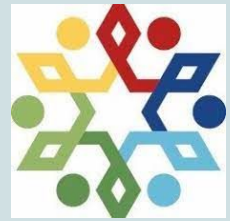


Learning is represented by symbols like the open book, symbolizing the flow of knowledge and a lifelong journey of exploration and abstract shapes such as the bowl with a downwards arrow, which can symbolize the path of truth and learning itself.

What animal represents compassion?

The owl is the animal most commonly associated with knowledge and wisdom in Western cultures, originating from its connection to [Athena](#), the Greek goddess of wisdom, who was often depicted with an owl. The owl symbolizes intellect and scholarly pursuits due to its keen sight and ability to navigate through the "darkness" of ignorance. In some cultures, such as Celtic tradition, the salmon is also seen as a source of great knowledge, while in some Native American cultures, the deer symbolizes wisdom and the pursuit of knowledge.

Time to choose your winner...



TIME TO CHOOSE YOUR WINNERS:

CRITERIA:

- Best represents your house name
- Most memorable
- Most eye-catching