

# The Kingsway School Foxland Key Messages





# Welcome Address



Good morning everyone, and welcome to week 5, which sees the end of our first month in school. This week, we want to celebrate one of the things that makes our school so special: our diverse community. We come from different backgrounds, cultures and families, and each of us brings something unique. Diversity is something we celebrate at TKS—it makes our school stronger, more interesting and a better place to learn.

This idea links directly to two of our key values: compassion and respect. Compassion means showing kindness and understanding, especially to those who may have different experiences to our own. Respect means valuing everyone's identity, culture and perspective. When we live these values every day, we create a school where everyone feels welcome and included.

Over the coming weeks, there are some important national initiatives that help us reflect on these ideas and you will hear about some of them in your assemblies. October is Black History Month, a time to learn about and celebrate the achievements of Black people past and present. It's also ADHD Awareness Month, which reminds us to recognise and support those who may learn and think differently. Finally,, we'll also be marking Hate Crime Awareness Week, which highlights the importance of standing together against prejudice and discrimination.

Each of these moments is a chance for us to stop, think and celebrate the rich diversity of our school and wider community. By embodying our core values of compassion and respect every day, we don't just take part in these initiatives—we live them.

Let's all continue to make our school a place where everyone feels proud to be themselves. Have a great week. Mrs Fowler.













# Big Wins



## SPOTLIGHTED CURRICULUM BIG WINS:

- ★ 11XPPE2 for deep thinking in their PPE lesson with Ms Hare
- ★ 10HiA for making connections between lessons in their History lesson with Ms Bowers
- ★ Year 11 for rich discussions around big issues in their RE lesson with Mr Williams



 CELEBRATES DIFFERENCE	 FOUNDATIONAL KNOWLEDGE	 COMPASSION	 COMMUNITY
 RICH DISCUSSION	 DEEP THINKING	 FUTURE CAREERS	 SAFEGUARDING
 CONNECTIONS	 ASPIRATION	 ACADEMIC TEXTS	 BIG ISSUES



# Cornerstone Curriculum:



# What does mutual respect in our diverse community look like ?

## ESSENTIAL KNOWLEDGE

**Mutual respect** is the **reciprocal** regard for the feelings, wishes or rights of others. In contrast, **tolerance** is the willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.

## Visual Prompt



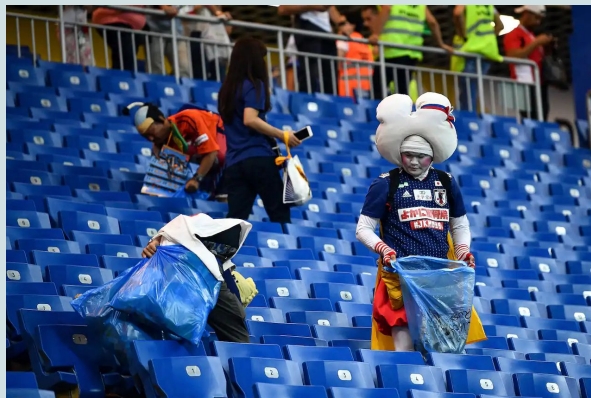
*Balcony concerts illustration to show solidarity, generosity, creativity between people even with social distancing.*



# Respect your environment



Keep our canteen  
clean and tidy.  
Bin it don't drop it.



# Achievement



## Essential Knowledge 1 Blood Brothers Essential Knowledge Cover Sheet

<b>Essential Knowledge 1</b>	<b>Content Covered</b>
Character studies for Mrs Johnson, Mrs Lyons, Mickey, Ethel. Character studies include key plot events that involve the characters. Key questions: how they connect to other characters; their role in the play; author's purpose. Key Quotes explained for several scenes. WAGULLS and extended writing practice.	Plot timeline, using Freytag's pyramid. Key plot events include the opening prologue, Mrs P's pregnancy, Mrs L surrounding Mrs L to give up one baby, Mrs L giving Mrs L M and E meeting, policeman scene, both family's move, 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 Linda and reflection that they're twins. Character tracking and development. This home part of the character studies in books and includes a timeline of key plot events, how the character is involved in key scenes, how the character changes/don't change. Content notes: Thatcherism, Liverpool and issues of depression, unemployment, differences in education, poverty, class differences, welfare.
<b>Key Concepts</b>	<b>Key Concepts</b>
Character studies	Class differences and prejudice
Character studies - shows on the table, broken glass	Superstition
Character studies and home	Abuse of power/wealth
Class	Mathematics
Education of British	Poverty
Home Britain	Education differences
Author, dialect and its production	

<b>Key concepts notes and questions (Home Britain)</b>
Mrs L: "It's a pretty house isn't it? It's a good 'un, isn't it?"
Mrs L: "Give one of them to me"
Mrs L: "Honey, you're being threatened by the Widlows"
Mrs L: "If my child was raised in a palace like this one"
Mrs L: "You gave your baby away. Don't you realize 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 him from them and behave like this"
Politeness to Mrs L: "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 to go behind me... like a shadow"
Stage directions (about Mrs L): "She looks longer"
Mickey: "I'd come back to the job for half the pay and double the hours"
Mickey: "While no one was looking I grew up, don't you think, because you didn't need to"
Mrs L (about Mickey): "I'm surprised when the doctor wrote for the doctor's assistance"
Mickey: "The stands glaring at her, almost uncontrollable with rage, could have been him"
Narrator: "And as we leave spectators for what came to pass? Or could it be what we, the English, have come to know as class?"

<b>What knowledge have I already acquired that I need for this unit?</b>
<ul style="list-style-type: none"> <li>Key concept of abuse of power and status, class systems and poverty studied with the Tempest, thoughts and crosses and The Hunger Games</li> <li>The definitions of hierarchy and prejudice</li> </ul>
<b>What new knowledge will I acquire?</b>
<ul style="list-style-type: none"> <li>The plot, characters and themes in the play</li> <li>Key concepts of nature vs nurture, class hierarchy and abuse of power</li> <li>Thatcherism and the impact of politics on society</li> <li>Definitions of essential vocabulary</li> <li>Recall of key events</li> </ul>
<b>How will I apply my knowledge?</b>
<ul style="list-style-type: none"> <li>Write about how characters and themes are presented and how they develop over a text</li> <li>Find specific examples and quotes from an extract</li> <li>Make accurate inferences</li> <li>Analyse what language or structural choices suggest</li> <li>Make specific and relevant links to the context</li> <li>Justify and evaluate why the writer develops the plot, characters and themes in</li> </ul>

## 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

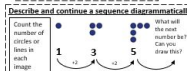
### Keywords

- Sequence
- Term
- Position
- Rule
- Linear
- Non-linear
- Difference
- Arithmetic
- Geometric

### How will I APPLY my knowledge?

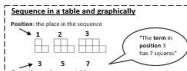
#### Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image

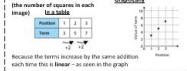


Sequence in a table and graphically

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?
- At least 4 terms - two terms only show one difference and if the difference is constant, it's a common difference
- How do I continue the sequence?
- You continue to repeat the same difference through the next positions in the sequence

#### Explicit term-to-term rule

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

Use key words: 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

#### Predict and check terms

Predictions: Look at your pattern and consider how it will increase. e.g. How many terms in pattern C? Prediction: 13. If it is increasing by 2 each term - so 3 more patterns there will be 6 more terms

#### Linear and Non-Linear Sequences

Linear Sequences - increase by addition or subtraction and the same amount each time

Non-Linear Sequences - do not increase by a constant amount - quadratic, geometric, etc. Non-linear

Do not plot as straight lines when modelled graphically

The difference between terms can be found by addition, subtraction, multiplication or division

Non-linear Sequences - look out for the type of sequence

0 1 2 3 5 8 ...

Each term is the sum of the previous two terms

#### 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?
- At least 4 terms - two terms only show one difference and if the difference is constant, it's a common difference
- How do I continue the sequence?
- You continue to repeat the same difference through the next positions in the sequence

#### Explicit term-to-term rule

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

Use key words: 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

## '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.



# Opportunity - Form Captain



## Form Captain – Roles and Responsibilities

Form Captains will:

- Remind class about important events
- Assist during registration
- Maintain classroom noticeboard
- Check standards of cleanliness in the classroom
- Obtain feedback from the form and attend JLT meetings
- Encourage class to aim for excellent attendance and punctuality.

What qualities are needed in the student?

- Reliable and responsible
- Willing to help others and support members of their form
- Good communicator
- Confident
- Role models

## Apply Now to Be a Form Captain!

Are you someone who enjoys helping others, sharing ideas, and leading by example? Becoming a **Form Captain** is a brilliant opportunity to:

Represent your form and share student voice at meetings

Build confidence and leadership skills

Make a real difference to school life

Work closely with your tutor and classmates

Boost your CV and applications for college, jobs, or student leadership roles

If you are reliable, enthusiastic, and ready to take on a challenge, we'd love to hear from you!

Apply using the **application form via the link below** or on the **Frog Year Group Noticeboard** by Friday 3rd October.

<https://forms.gle/FN8Zc681MFXJty887>





# Opportunity - Junior Leadership Team (JLT)



Form Captains will not only represent their tutor groups but also come together to form a Junior Leadership Team (JLT) within each year group. This structure ensures:

**Stronger Student Voice** – Every form has a representative at the table, meaning all students have the chance to share their ideas, raise concerns, and celebrate successes.

**Year Group Collaboration** – By bringing all Form Captains together, the JLT creates a space for teamwork across forms, helping to build a stronger sense of year group identity and community.

**Leadership Development** – gain practical experience in communication, decision-making, problem-solving, and teamwork – skills that will benefit them both inside and outside of school.

**Impact on School Life** – The JLT provides valuable feedback to staff, contributes to school events, and helps shape initiatives that improve the school experience for everyone.

**Pathway to Senior Roles** – Being part of a JLT gives students a stepping stone into wider school leadership opportunities such as Prefects, Heads of House and Head Student in later years.



OPPORTUNITY  
ACHIEVEMENT  
RESPECT  
COMPASSION

# Kingsway Active

## Monday 29th September

7, 8 and 9 Flag Football (Broadway Field) - Mr G Wilson/ Mrs R

Year 8 Football training (Broadway Field) - Mr O Robinson

## Tuesday 30th September

**FIXTURE: Year 9 Football v Marple Hall (Broadway)- Mr Duffy**

**FIXTURE: Year 7 Football v Marple Hall (Broadway)- Mr Howarth**

**FIXTURE: Year 7-10 Netball v St James (@ St James) - Miss E Newbold / Mrs S Tavner**

No Rugby practice this week due to Football fixtures.

## Wednesday 1st October

**FIXTURE: Year 11 Football @ Marple Hall -Mr J Howarth**

**FIXTURE: Year 7-11 Cross Country Stockport Champs @ HGHS - Mr H Duffy**

All years Girls Badminton (Broadway Sports hall) - Mrs S Tavner

All years Girls Football practice (Broadway) - Miss K Jessop

No Year 9 Football training due to Cross Country.

## Thursday 2nd October

**FIXTURE: Year 9 Football v Priestnall (Broadway)- Mr Duffy**

Year 7 Football practice (Broadway Field) - Mr J Howarth

No Rugby practice due to Year 9 Football.

## Friday 3rd October

All years Cross Country (Broadway) - Mr H Duffy

Badminton club (Broadway) - Mrs F Taylor

*If you are selected to play for a team and can no longer attend you must let your PE teacher know ASAP.*



OPPORTUNITY  
ACHIEVEMENT  
RESPECT  
COMPASSION

## Kingsway Active

Well done to the Year 7 Football team who started their season with a very impressive 13-0 win against St Annes!

This weeks game will be a different challenge altogether, good luck to those who are representing the team this week.

There will be no Rugby training this week due to Mr Duffy being at Football fixtures. Training will be on as normal next week. If you want to be part of the Rugby teams for your year group, please come to training and let Mr Duffy know ASAP.

Good luck to all those representing Team Kingsway this week!!

# Fixtures

<b><i>DATE</i></b>	<b><i>YEAR/TEAM</i></b>	<b><i>OPPONENT</i></b>	<b><i>VENUE</i></b>
Tuesday 30th September	Yr 9 Football	Marple (League)	Kingsway (BWY)
Tuesday 30th September	Y7 Boys Football	Marple (League)	Kingsway (BWY)
Tuesday 30th September	Netball vs St James	St James	St James
Wednesday 1st October	Y11 Football	Marple (League + Cup)	MARPLE HALL
Wednesday 1st October	Yr 7-11 Cross Country	Stockport Champs	Hazel Grove High School
Thursday 2nd October	Year 9 Football	Priestnall (Cup)	Kingsway (BWY)
Monday 6th October	PRIMARY TAG RUGBY	SPORTS LEADERS	Kingsway (BWY)

# Team Kingsway

The following students have been selected to play in the Netball team vs St James on **Tuesday 30th September** at St James:

Please meet at BROADWAY changing rooms straight after school. We will be returning to school at approx 5.30pm.

**If you can not play please let Miss Newbold know ASAP.**

## Year 8 Netball

Ella S.  
Jessie L.  
Ayda M.  
Olivia D.  
Erin B.  
Ayza S.  
Alexandrea L.  
Ameera W.  
Mariam A.

## Year 7 Netball

Polly C.  
Hattie S.  
Evelyn H.  
Myla L.  
Beatrice D.  
Maria C.  
Hajrah K.  
Elise F.  
Áine K.  
Isla V  
Poppy M.  
Primrose J.  
Izzy D.  
Amelia D.  
Sofia A.  
Marcie M-B.

## Year 9 Netball

Ava F.  
Eleanor K.  
Frankie M.  
Isobelle D.  
Amelia L.  
Molly J.  
Lucy P.  
Lola N.  
Holly H.  
Isabella W.

## Year 10 Netball

Abbie L.  
Delphie J.  
Zainab A.  
Millie E.  
Emily M.  
Niamh C.  
Sophia K.  
Kimia S M.  
Imaaya H.



# Team Kingsway

## Cross Country - Stockport Championships

@ Hazel Grove High School - **Wednesday 1st October**

Please meet at the Broadway PE changing rooms after period 5. We will be leaving to go to Hazel Grove High school at approximately 3.15. Please wear PE kit and have a warm coat/jumper for before and after the race.

Pupils will return to Kingsway (Broadway entrance) at approximately 5.30. (Pupils can be collected from HGHS)

### Running distances:

Year 7 = 2.3km    Year 8/9 = 3km    Year 10/11 = 3.8km

**Please let Mr Duffy know ASAP if you cannot attend as there are other pupils who would like to attend.**

### Cross Country

1. Joe A. (Yr11)
2. George C. (Yr11)
3. Ethan O'B. (Yr9)
4. Lacey S. (Yr9)
5. Hadley L. (Yr9)
6. Finn S. (Yr9)
7. Fleur L. (Yr8)
8. Abs B. (Yr7)
9. Jaxon R. (Yr7)
10. Alfie P. (Yr 7)
11. Oscar G-R. (Yr7)
12. Jack M. (Yr 9)
13. Theo H. (Yr 7)
14. Guy M. (Yr 7)
15. Jack B. (Yr 8)

# Team Kingsway

Please see the team for Wednesdays year 11 Football League and Cup double header!!

Wednesday 1st October vs Marple Hall @ Marple Hall High School

Please get changed on Foxland and be fully ready to leave at 3.15.

Do not leave lessons early.

If you can not play please let Mr Howarth know ASAP.

## Year 11 Football (Wednesday)

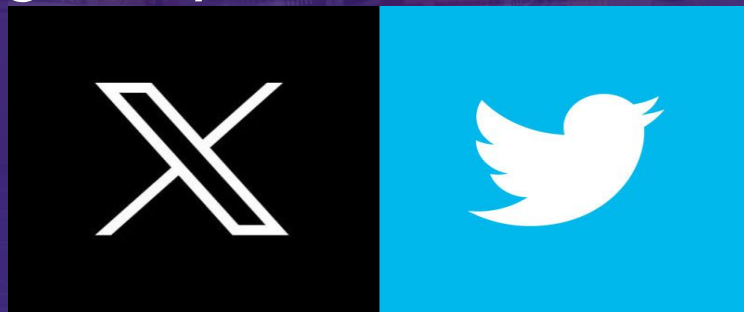
1. Lewis W.
2. Nadeem T.
3. Aaron L.
4. Jake O.
5. Alfie B.
6. Harry P.
7. Max N.
8. Syd A.
9. Ellis R.
10. Alfie H.
11. Tolly J.
12. Braydon A.
13. Dexter K.
14. Jack C.



# FOLLOW US!

Keep up to date with Team Kingsway's Fixtures and Results by following us on 'X'

**X (Twitter) @KingswayPE**



Or by clicking on the link to see the Fixtures Calendar:  
**Kingsway Active**

# Curriculum

## PE Kit Policy

All boys are on Football or Rugby for their first activity of the year and are required to bring the following for their PE lessons:

### For Football

- Studded boots: Moulded, metal, plastic studs.
- Shinpads.

### For Rugby

- Studded boots: Moulded, metal, plastic studs. (The same as your football boots)
- Gumshield (Highly recommended)

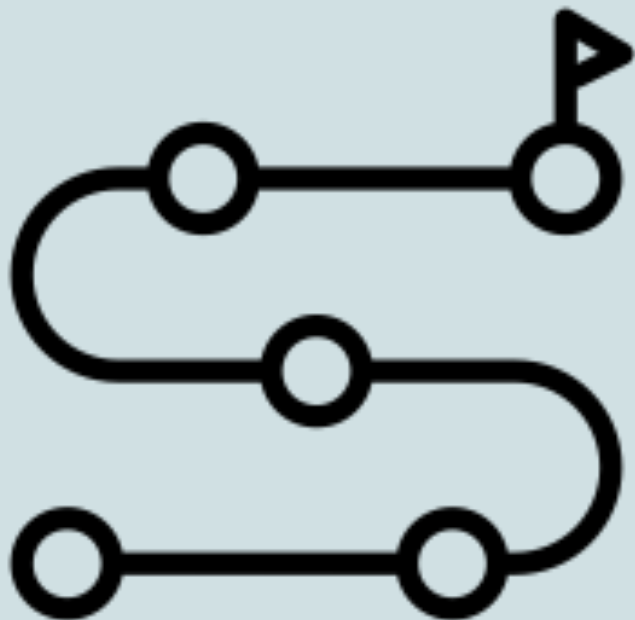




# Opportunity - New Enrichment Activity



# 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 10

## Upcoming 'Milestone Assessments'



Subject	Topic	Dates & Details
Science	P3 Physics: Particle Model of Matter	Week commencing 20th October
English	Language Paper 1 Q1, 2, 3 and 4	Week commencing 20/10
Art	A3 pencil animal drawing	Week commencing 20th October
Photography	Camera Techniques - Shutter speed and depth of field	Week commencing 20th October
Geography	FAR Question on earthquakes and volcanoes in New Zealand	Week commencing 22/09 (depending on class)
History	1000-1485 assessment	w/c 13/10 or 20/10
Languages	French/Spanish: Unit 1 conversation questions	From week commencing 29/09



# Achievement: Year 11

## Upcoming 'Milestone Assessments'



Subject	Topic	Dates & Details
Science	C7 Chemistry: Organic Chemistry	Week commencing 29th September
English	Essay on 'Macbeth'	Week commencing 20/10
Art	Buildings drawings	Week commencing 20th October
Photography	Slinkachu research and photoshoot	Week commencing 20th October
Geography	Fairtrade FAR question	Week commencing 06/10
History	KQ1- 1945-54 assessment	w/c 22/09 or 29/09
Languages	Fr/Ge/Sp: First unit conversation questions	From week commencing 29/09



# Respect: UNCRC Article of the week



Wednesday marks the beginning of October, which is Black History Month. You will have an assembly on this next week.

In advance of this, discuss:

**Why do you think celebrating Black History Month is important?**



# Compassion



Watch this video  
about stereotypes of  
African men in  
Hollywood films.

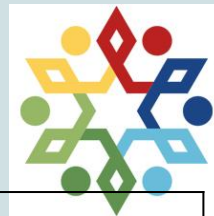
In what ways do you  
think Black people  
are stereotyped in  
British society?




How can we  
challenge these  
stereotypes?



# Year Team Stars of the Week

## Year 10






	Student	Reason
	Zainab A.	Most merits this week (37!)
	Holly T.	Active learning in Science
	Abbie L. Lilly B. Ralph W. Jake C. Emily M.	Most teacher's star of the lesson awards (4!)

# Year Team Stars of the Week

## Year 11



	Student	Reason
	Rania C.	Highest achievement points for Outstanding learning/Work! Legend!
	Dylan B.	Highest achievement points for perfectly punctual! Legend!
	Jack C.	Highest achievement points for Perseverance! Legend!



THE  
KINGSWAY  
SCHOOL



**The Kingsway School's Parent Teacher Association ask for donations from parents to raise funds to support the school curriculum and enhance the opportunities for all of the students.**

**Payments**

2024/25 Kingsway Association Donation

For: [Redacted]

School: The Kingsway School

Amount: £ 5.00 minimum

**Additional info:** The Kingsway Association (PTA) raises funds to support our children whilst at Kingsway and aims to provide the extra resources or opportunities to help enrich our children's experiences at school. We ask parents to kindly make a donation of any amount throughout the year to support our work. Thank you

**Donate online now using School Gateway - every penny goes on purchases which make a difference.**



*School Gateway >  
Payments >*

*giftaid it*

Add 25% extra at no cost to you. Scan the QR code or use the link below to register.



Charity No: 1020065

<https://form.jotform.com/kwa092024/kwa-gift-aid-declaration-form>

**Once a term, the TKA meet with members of the school leadership team to review bids and agree how funds are spent.**

**Everyone is welcome to get involved, to find out more come along to our next meeting at 6pm on Monday 20<sup>th</sup> October 2025 on Broadway campus.**





<https://www.stophateuk.org/report-hate-crime/>

**In Stockport we can use the Stop Hate Uk link or app to report any incidents of hate crime that we might experience or witness in the community**