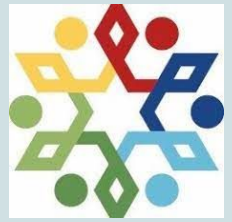




Parents Information Evening Key Stage 4: The Road Ahead



1. Academic Focus & Our Curriculum
2. Assessments & Revision
3. Behaviour & Culture
4. PPE and the Wider Curriculum
5. Safeguarding & Wellbeing
6. Maths - L. Gray
7. English - N. Dean
8. Science - J. Rogers
9. Enrichment
10. Careers Information, Advice & Guidance



Parents Information Evening Key Stage 4: The Road Ahead



Miss Dean: Curriculum & Academic Provision

Miss Hulance: Safeguarding & Wellbeing

Miss Clarke: Culture, Community and
Enrichment

Mr Weil: Careers

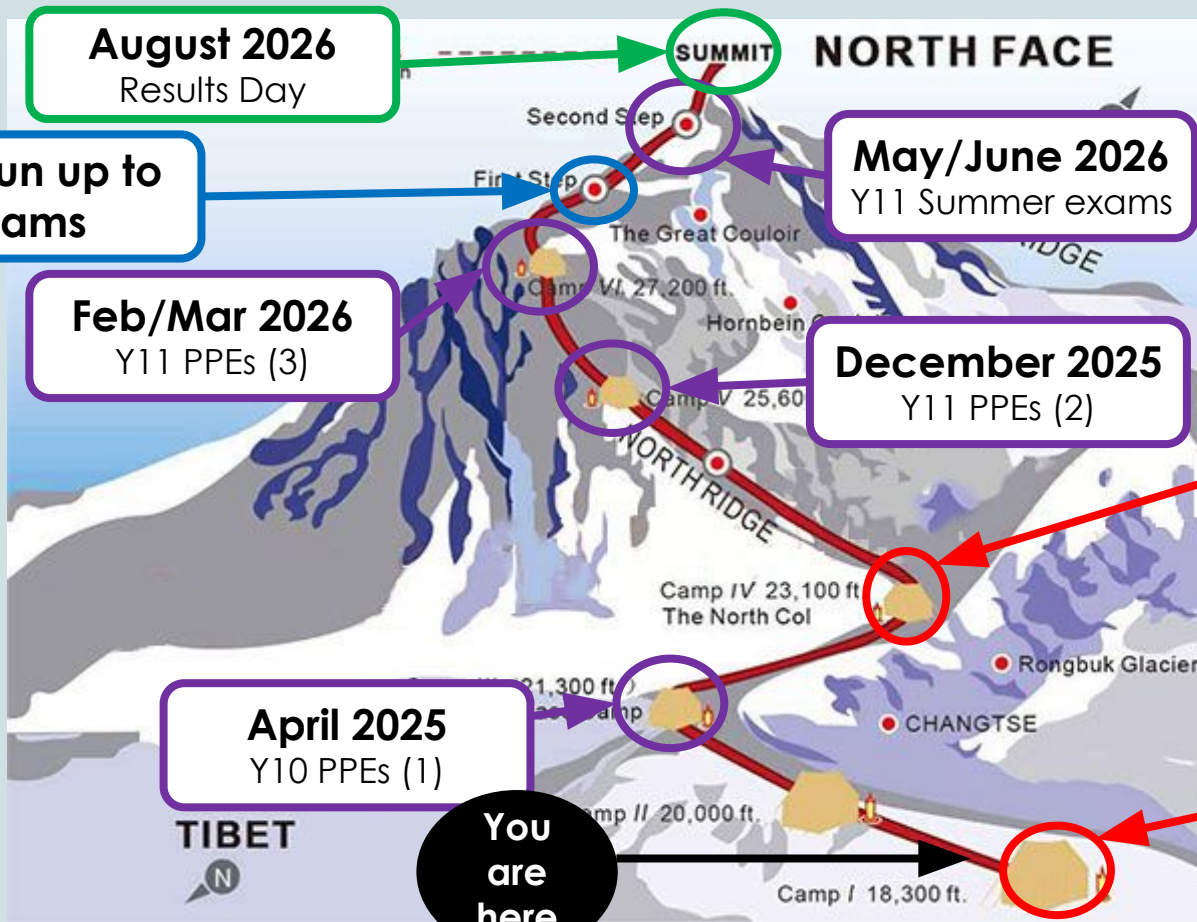
Miss Djang: SEND

Ms Linnecor: Queries



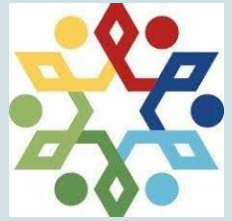
Market Place
after our
presentation.

Preparing for Year 11 & beyond



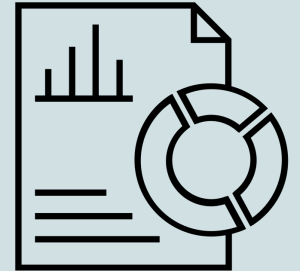


Curriculum Documentation















On our website, you will be able to see curriculum documentation per department and year group. This is to give you clarity on what your child is expected to acquire, apply and attain across each subject topic and by the end of key milestones.

Curriculum Intent
Curriculum Sequencing
Milestone Knowledge Trackers

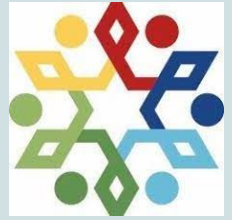


Curriculum Intent

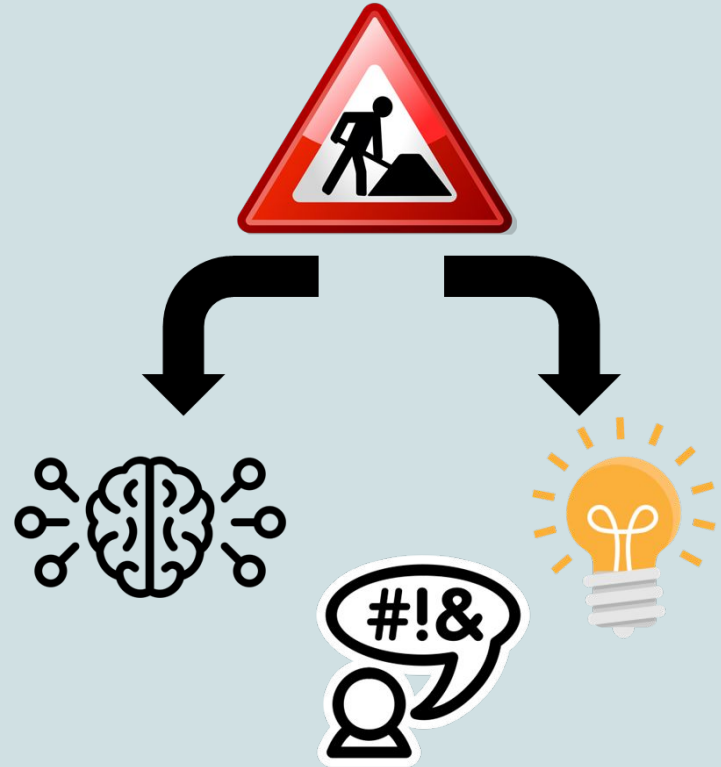


 <p>CELEBRATES DIFFERENCE</p>	 <p>FOUNDATIONAL KNOWLEDGE</p>	 <p>COMPASSION</p>	 <p>COMMUNITY</p>
 <p>RICH DISCUSSION</p>	 <p>DEEP THINKING</p>	 <p>FUTURE CAREERS</p>	 <p>SAFEGUARDING</p>
 <p>CONNECTIONS</p>	 <p>ASPIRATION</p>	 <p>ACADEMIC TEXTS</p>	 <p>BIG ISSUES</p>

Curriculum Intent

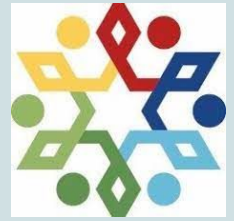


Our curriculum is thoroughly sequenced and planned so that your children are taught the **foundations** that they need to enable them to learn deeply. Once these foundations are committed to **long-term memory**, we challenge your children to make **connections** both within a subject and at a cross-curricular level.





Curriculum Intent



Our curriculum defines the knowledge that your children will **acquire and apply**, as well as how they will **approach** their learning. This allows them to develop a range of transferable skills that will empower them to have influence on a future career landscape that has not yet been shaped.

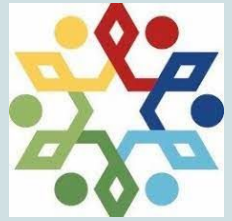


EACH LESSON, WE DEFINE:

- **AQUIRE**
- **APPLY**
- **APPROACH**



Curriculum Intent

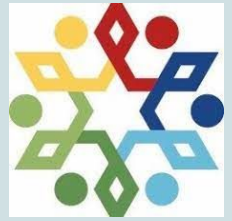


Our curriculum supports your children to **achieve** by fostering **high academic aspiration**, nurturing curiosity, encouraging critical thinking, creating opportunities for **rich discussion**, providing all learners with **high quality academic texts** and underpinning this with inherent inclusivity.





Curriculum Intent

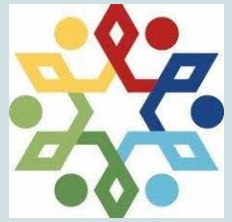


Our curriculum creates young people who have a deep understanding of the world around them, are **compassionate**, can keep themselves **safe**, hold themselves to a high moral standard, **respect** and celebrate differences and can engage with big issues in our society.

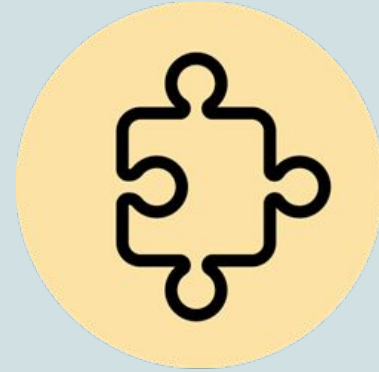




Curriculum Intent

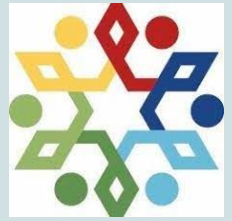


Beyond our classrooms, we strive to develop our learners as a whole by creating meaningful enrichment **opportunities** that connect the learning in the classroom to the modern world so Kingsway students feel both part of our school community and understand that they have a valuable place in society as a whole.



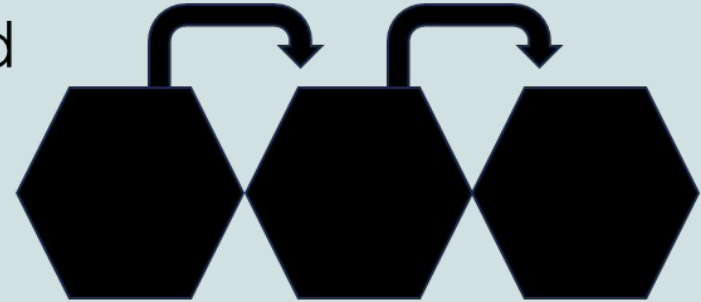


Curriculum Sequencing



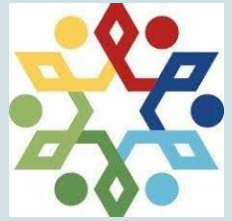
These documentations contain key information about the **sequence** and **coverage** of our curriculum.

They include a short summary of the key skills and knowledge our students cover in each curriculum area, the vocabulary they will encounter and how they will be assessed.





Milestone Knowledge Trackers



These documents contain a detailed summary of the knowledge your child will **acquire** and **apply** in each curriculum area.

The documents also define the composite knowledge of 'complete end points' your child is expected to reach by the end of each topic and year.



Essential Knowledge Sheets



Essential Knowledge	
Powerful Knowledge	Content Covered
Bronte sisters pseudonyms	Reading approach: survey; question; read; clarify; summarise
War medals	Question 2: question approach of thesis and PETE X2; selecting rich and relevant quotes; identifying a range of language techniques; making clear/perceptive inferences; linking inferences to the technique; repeating the key word from the question three times to ensure inferences link back; top 5 tips
Dystopian and Orwellian	Question 3: approach of thesis and PEE X3 on B/M/E; identifying a range of structural features; making clear/perceptive inferences on why the writer structures the text in this way; making whole text links; using golden phrases; spotting developments, shifts of motifs
Segregation	Question 4: approach of thesis and PETERL X3; responding to a statement; supporting critical evaluation with relevant evidence; identifying methods; making clear/perceptive inferences; linking inferences back to response; repeating the key words from the statements; covering both halves
Gender roles	
Violence in Mexico	
Essential Vocabulary	
Genre	
Dystopian	
Vehemently	
Fundamentally	
Evaluate	
Archetype	
Noun	
Verb	
Adjective	
Juxtaposition	
Technique	
Key Concepts	
Structure	
Language	
Analysis	
Critical Evaluation	
Some	
Clear	
Perceptive/detailed	
What knowledge have I already ACQUIRED that I will need now?	
Reading an unseen text	
Identifying writer's methods and making inferences	
What new knowledge will I ACQUIRE?	
Genre conventions of gothic, dystopian, noir, sci fi and thriller	
Structural features	
Establishing an opinion and using evidence to evaluate	
How will I APPLY this knowledge?	
Identifying language and structural features	
Making inferences and analysing effects	
Offering layers of analysis	
Critically evaluating how textual evidence supports an opinion	

In books at the start of every topic per subject.

Explicitly shares what students are expected to acquire and apply.

Supports revision.

Answering Q2

How to answer the language question:

- ✓ ONE SENTENCE THESIS THAT CLEARLY ANSWERS THE QUESTION
- ✓ ONE OR TWO 'PETE' PARAGRAPHS

P = POINT THAT BACKS UP THESIS
E = EVIDENCE ("MUST BE A QUOTE")
T = IDENTIFY TECHNIQUE
E = EXPLANATION (INFERENCE)

Note: A yellow box says 'Must be a direct quote or not quote?' and another says 'Answer question the same'.

Answering Q3

How to answer the structure question:

- ✓ ONE SENTENCE THESIS THAT SUMMARISES THE WHOLE TEXT
- ✓ THREE 'PE' PARAGRAPHS (Beginning, Middle, End)

P = POINT THAT BACKS UP THESIS
E = EVIDENCE ("MUST BE A QUOTE")
E = EXPLANATION (INFERENCE)

Note: A yellow box says 'Must link the writer's intention to the text or how does the text depend on the text?' and another says 'Supports structure the same'.

Answering Q4

How to answer the critical evaluation question:

1. Fundamentally agree with the notion that...
2. The ideas suggested by the student are partially correct because...
3. I would argue that the student's idea is not accurate because...

- ✓ 3 PETERL paragraphs
- P** = POINT THAT BACKS UP THESIS
- E** = EVIDENCE ("MUST BE A QUOTE")
- T** = IDENTIFY TECHNIQUE (USED)
- E** = EXPLANATION (INFERENCE)
- R** = LINK YOUR IMPRESSION AS A READER AND LINK (S) BACK TO THE STATEMENT

Note: A yellow box says 'Supports the same'.



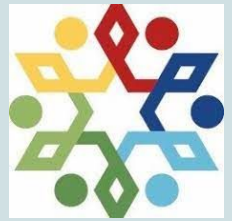
Achievement: Year 10

Upcoming 'Milestone Assessments'



Subject	Topic	Dates & Details
English Language	English Language Paper 1	Mid half term 1. Language and Structure Analysis.
Maths	Congruence, Similarity & Enlargement	Week beginning 23/09
Maths	Trigonometry HT1 Skills check	Week beginning 14/10
Business	Introduction to business	W/C 14/10
History	1000-1485 Paper 2 Assessment	w/c 07/10

Revision Techniques



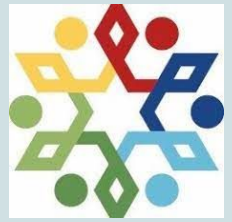
Good old fashioned quizzing is an ideal vehicle to get students self-testing, which is proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering. There are various types of quizzes, of course, such as short answer quizzing, multiple choice or a hybrid of the two, with different question types suiting different purposes.



BBC
Bitesize

Kahoot!

Revision Techniques



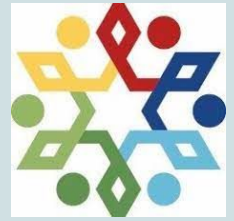
Revision cards are a very common method of revision. They can be used to summarise essential knowledge and make it stick.

They are most effective when pupils use them for self testing using the method below or something similar.



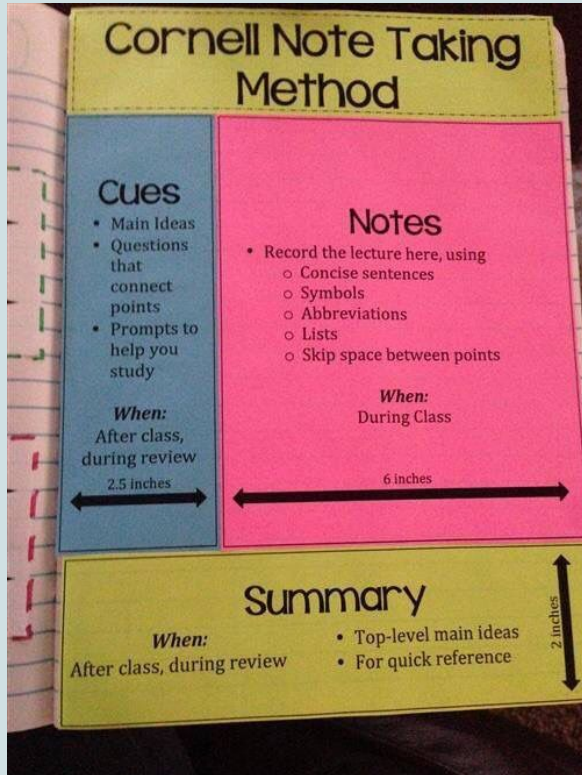
Look, cover, say, write,
check

Revision Techniques



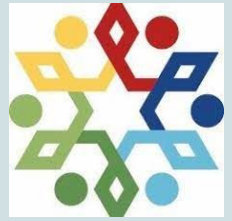
Cornell notes pages are a common note taking method that supports recall. You can put recall clues in the margin and your main notes and summary can also be included.

This method of note taking also supports the self testing technique below...





Study Support



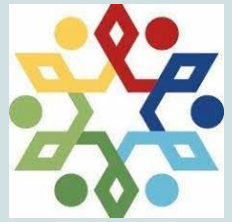
Foxland Study Centre is NOW OPEN.
This is a quiet, focused space for reading, revision and study.
No food or drink please.

**Foxland Study Centre
opening hours in term time:**

Break 1	Break 2	After School	
10:55-11:20am	1:20-2pm Except Thursdays	Mon-Thur 3-4pm	Friday 3-3:30pm



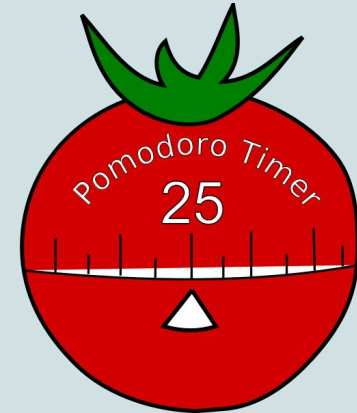
Study support



Take up all opportunities for extra support and revision.

Pomodoro sessions: Thursday after school in the Study Centre

- 1 hour after school
- Revision Technique
- Timed revision sessions
- Independent Study
- Bring Resources



REGULAR REVISION SUPPORTS WITH LONG TERM MEMORY

Behaviour and Culture



Our “**Ready to Learn**” Behaviour Policy is underpinned by our Ready, Respect, Safe framework to ensure our high standards are met.




THE
KINGSWAY
SCHOOL

READY

Students need to be ready to learn every day in all lessons to enable them to achieve their full potential.

OUR EXPECTATIONS: HOW TO BE READY.

- Be on time.
- Aim for 100% attendance.
- Wear your uniform correctly.
- Mobile phones must be off and away.
- Carry your equipment and your planner.
- Use active listening to focus on your learning.
- Complete your homework when required.
- Carry out tasks to the best of your ability.


THE
KINGSWAY
SCHOOL


RESPECT

Every single member of our school community deserves to be treated with respect. Mutual respect creates a positive learning environment.

OUR EXPECTATIONS: HOW TO BE RESPECTFUL.

- Be kind and polite to others.
- Respect each other’s beliefs, ideas and personal space.
- Hold the door open for those behind you.
- Respect the building, be careful not to cause any damage.
- Queue patiently at lunchtime.
- Place litter in the bin and clear up after yourself.
- Greet others positively, smile and respond politely.
- Show respect by following Kingsway Bees.
- Follow staff instructions.







THE
KINGSWAY
SCHOOL

SAFE

School should feel calm and safe. The environment should allow for high quality learning to take place.

OUR EXPECTATIONS: HOW TO BE SAFE.

- Walk Calmly.
- Walk on the left.
- Speak at an appropriate volume.
- Behave safely as you travel to and from school.
- Sit in your allocated seat.
- Use equipment appropriately.
- Attend all lessons promptly.
- Respect one another’s personal space and boundaries.



Behaviour and Culture



We are building a celebration culture via:

- Recognition Assemblies each half-term (w.c. 14/10/24)
- Celebration Assemblies each term
- Celebration events e.g. Speech Night in November at Stockport Plaza
- Rewards events each term
- Praise postcards weekly
- Stars of the week (in our weekly Key Messages Bulletin)
- Stars of the lesson (notified via Classcharts)
- Parent/Carer “Special Mentions” - via your Stories



Philosophy, Politics and Economics (PPE)



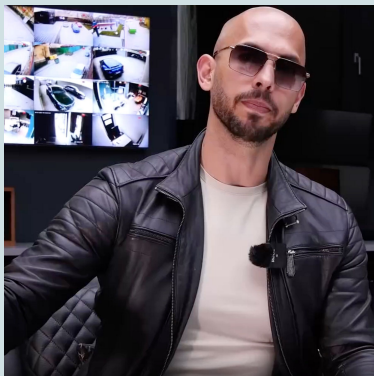
EXTRACT FROM CURRICULUM INTENT: Politics, Philosophy and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates both RSHE, citizenship and careers through a reflective and philosophical lens. At The Kingsway School, we believe the study of PPE is important because it helps our young people understand their place in society, encourages them to question the world around them as well as supporting them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK.

The course is also studied in leading British universities such as Oxford or Cambridge.





Why do schools need a strong and robust 'Personal Development' curriculum offer?



Daily Mail
THURSDAY, DECEMBER 21, 2023 £1 80p to subscribers

THE MAIL'S MUST-LISTEN PODCAST

THE TRIAL: BRIANNA GHEY

Find it today on Spotify or Apple

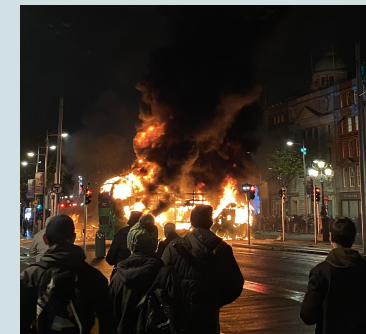
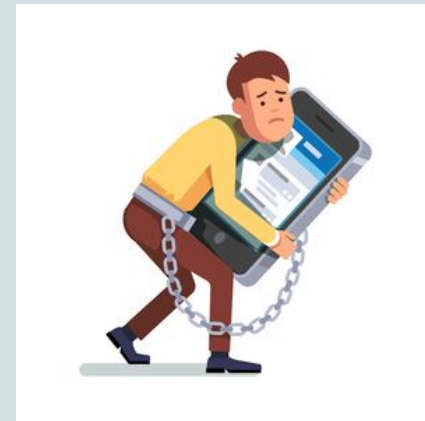
As police reveal torture-obsessed 15-year-old murderers had 'a thirst for killing', their victim's heartbroken mum and dad say...

WHAT THEY DID TO OUR BEAUTIFUL BRIANNA WILL HAUNT US FOR EVER

THE parents of a transgender girl knifed to death by two 'warped' were convicted of murdering Brianna Ghey, 16, her parents were struggling to comprehend how two children from stable families could have

By James Tozer, Liz Hull and Tom Cotterill

Insatiated by serial killers including Dr Harold Shipman and Catherine 'Megan' Stalker, Richard Ramirez, filling pages of notebooks with notes about their methods and characters. Along with a male friend, a highly-intelligent but socially awkward 16-year-old, she drew



Philosophy, Politics and Economics (PPE)

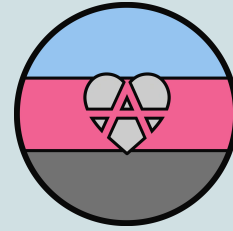
Politics, Philosophy and Ethics at TKS: Our SIX Knowledge Domains



Wellbeing & Morality



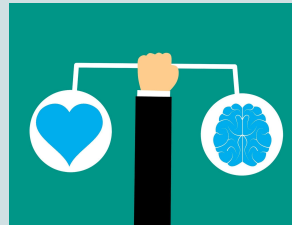
Navigating the Modern
World



Respectful Relationships



Citizenship & Community



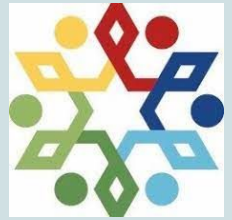
Social and Emotional
Learning



Preparing for the Future

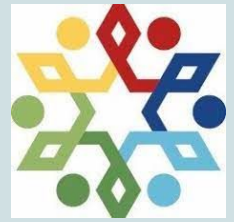




Safeguarding & Wellbeing



- Three core staff: Mrs Roban, Miss Hulance, Mr Dorsett; plus Pastoral team; form tutors; all teachers and support staff.
- Contactable via: safeguarding.team@kingsway.stockport.sch.uk.
- Students can speak to us through lunchtime drop ins.
- We have an anonymous reporting system: Whisper.
- Wellbeing for ALL:
 - Social and Emotional learning through PPE
 - Coping with stress
 - Kindness and compassion
- Anti-bullying ambassadors

Revision Techniques



 **Revision Timetable** 

Week Beginning _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning 1							
Break							
Morning 2							
Break							
Afternoon 1							
Break							
Afternoon 2							
Break							
Evening							

©Parenting.co.uk

REVISION

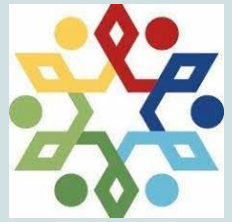
* = revise if possible
// = no revision/break

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//
9:00-9:30	//	//	//	//	//	//	//
9:30-10:00	biology	maths	biology	biology	phys*	//	//
10:00-10:30	media	physics	biology	media	phys*	//	//

You will be working on revision timetables next week...



Maths



GCSE Maths:

- Edexcel exam board
- Three final papers
 - Maths Paper 1 (non-calculator)
 - Maths Paper 2 (calculator)
 - Maths Paper 3 (calculator)
- All three papers are a complete mix of all the maths content taught. The same topics can appear on more than one paper.



Maths

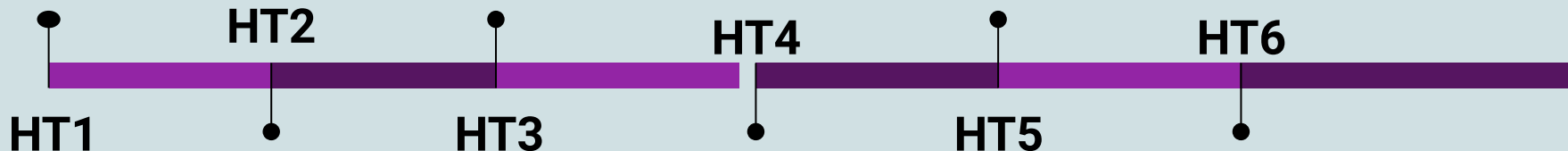


Year 10 Learning Journey

Similarity

Geometry

**Delving
into Data**



**Developing
Algebra**

**Proportional
Change**

**Using
Number**



Maths

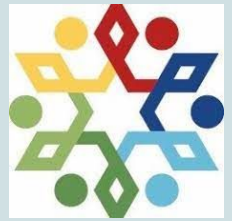


Year 10 PPEs:

1. Paper 1 Non-calculator
2. Paper 2 calculator



Maths

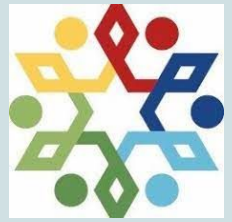


How do we support your child:

- Interventions provided by class teachers
- Regular milestones with personalised feedback
- Therapy lessons based on QLA analyses
- Weekly Sparx maths tasks that include questions on current topics and recall of previous work
- Access to Sparx Independent Learning for further practice
- Walking Talking Mocks prior to PPE exams



Maths

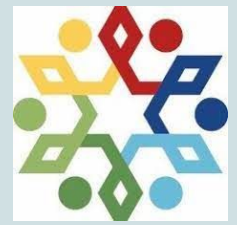


How to support your child at home:

- Encourage 100% completion of Sparx maths each week as this includes retrieval practice
- Encourage the use of Sparx Independent learning particularly once students have received personalised feedback after a milestone assessment
- Encourage your child to prepare for milestone assessments by using the knowledge organisers
- Encourage attendance to any revision opportunities



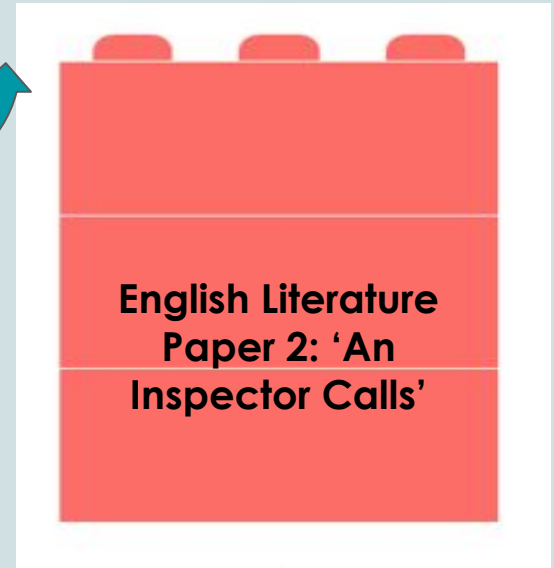
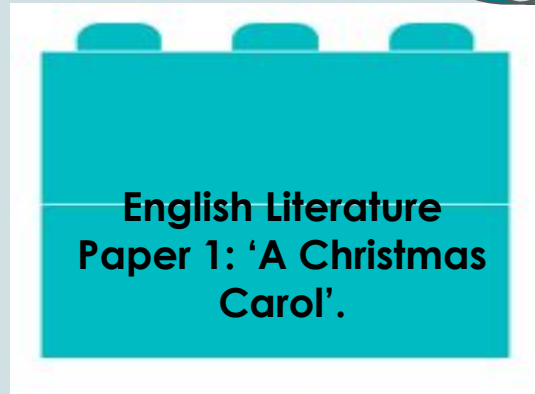
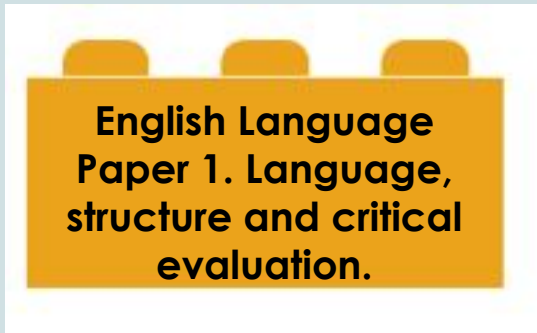
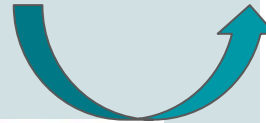
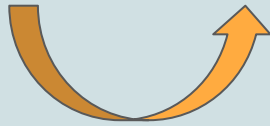
English



Provides the foundations of analysis and critical evaluation needed to study Literature.

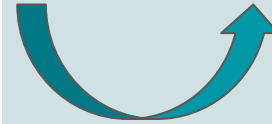
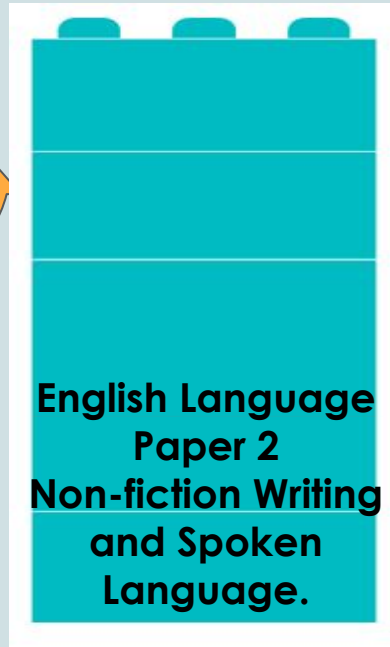
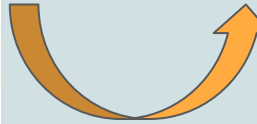
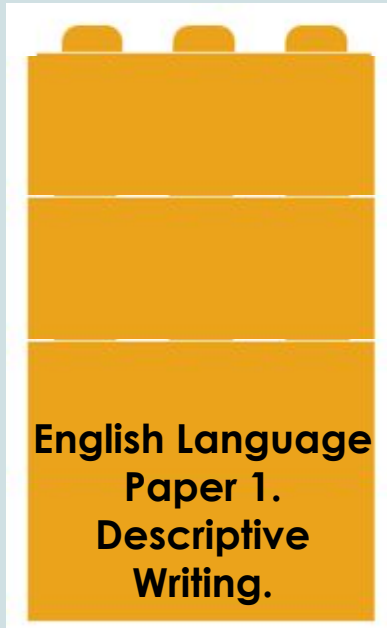
Explores Victorian society, class divide and Malthusian views.

Connects to Edwardian era and conceptually to class divide.





Completes Language Paper 1.
Provides the foundations of
vocabulary and audience.



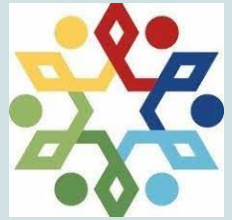
English

Begins Language Paper
1. Spoken Language
Assessment Complete.





English



Year 10 PPEs:

1. English Language Paper 1
2. English Literature: 'A Christmas Carol' and 'An Inspector Calls'



English



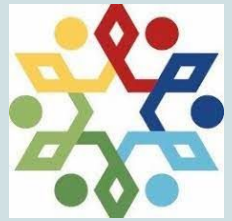
How do we support your child?

1. Period 6 Year 10 Sessions throughout the year

Tuesday 8th October	English Language Paper 1 WTM
Tuesday 10th December	A Christmas Carol Supersession
Tuesday 11th February	An Inspector Calls Supersession
Tuesday 8th April	English Language Paper 1 WTM



English



How do we support your child?

2. Interventions provided by class teachers
3. Homework designed to recall acquired or applied knowledge
4. Revision videos, tutorials, examples and practice questions on google classroom



English



How can you support your child?

1. Start revision now and engage with their revision process
2. Use resources (essential knowledge sheets, quotes in planners, materials on google classroom)
3. Encourage attendance to revision opportunities
4. Use class charts to stay informed of announcements and support
5. Encourage reading of fiction and non-fiction
6. Speak to class teachers early

Science

Triple Science - each exam is 1 hour 45 mins

- GCSE Biology (2 exams)
- GCSE Chemistry (2 exams)
- GCSE Physics (2 exams)

Combined Science - each exam is 1 hour 15 mins

- GCSE Combined Science (6 exams)

Science

- GCSE Biology
- GCSE Combined Science

Paper 1

- B1 – Cells
- B2 – Organisation
- B3 – Infection and Response
- B4 – Bioenergetics

Science

- GCSE Biology
- GCSE Combined Science

Paper 1

- B1 – Cells
- B2 – Organisation
- B3 – Infection and Response
- B4 – Bioenergetics

- **Two assessments per topic, with feedback.**
- **Yr.10 end of year exam covers all paper 1 content.**
- **Pupils will receive feedback on this assessment highlighting their strengths and areas to develop.**

Science

- GCSE Biology
- GCSE Combined Science

Paper 2

- B5 – Homeostasis
- B6 – Inheritance
- B7 – Ecology

Science

- GCSE Chemistry
- GCSE Combined Science

Paper 1

- C1 – Atomic Structure
- C2 – Bonding
- C3 – Quantitative
- C4 – Chemical Change
- C5 – Energy Changes

Science

- GCSE Chemistry
- GCSE Combined Science

Paper 1

- C1 – Atomic Structure
- C2 – Bonding
- C3 – Quantitative
- C4 – Chemical Change
- C5 – Energy Changes

- **Two assessments per topic, with feedback.**
- **Yr.10 end of year exam covers all paper 1 content.**
- **Pupils will receive feedback on this assessment highlighting their strengths and areas to develop.**

Science

- GCSE Chemistry
- GCSE Combined Science

Paper 2

- C6 – Rates of Reaction
- C7 – Organic Chemistry
- C8 – Chemical Analysis
- C9 – The Atmosphere
- C10 – Using Resources

Science

- GCSE Physics
- GCSE Combined Science

Paper 1

- P1 – Energy
- P2 – Electricity
- P3 – Particle Model of Matter
- P4 – Atomic Structure

Science

- GCSE Physics
- GCSE Combined Science

Paper 1

- P1 – Energy
- P2 – Electricity
- P3 – Particle Model of Matter
- P4 – Atomic Structure

- **Two assessments per topic, with feedback.**
- **Yr.10 end of year exam covers all paper 1 content.**
- **Pupils will receive feedback on this assessment highlighting their strengths and areas to develop.**

Science

- GCSE Physics
- GCSE Combined Science

Paper 2

- P5 – Forces
- P6 – Waves
- P7 – Electromagnetism
- P8 – Space (GCSE Physics only)

Science

Supporting Your Child

- Wednesday period 6 revision sessions
- All science teachers will help pupils that have specific questions – pupils can speak directly to their teacher, email or contact via google classroom.
- Revision resources (use revision guides and online material, make flash cards & answer past exam papers).

Science

Supporting Your Child

Online materials...

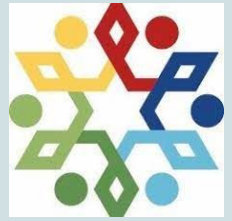
- **Educake** (quizzes, either self-set or set by teachers as homework)
- **Kerboodle** (online textbooks, worksheets, quizzes, animations and podcasts etc.)
- **Continuity Oak Academy** (online lessons made by teachers for every topic in science. Perfect for revision and recap)

- **Youtube** ('free science lessons' and 'cognito' have added short videos on every topic in science. There are lots of excellent resources.)

- **BBC Bitesize** (Revision information, quizzes, animations and videos on every topic.)
- **Seneca Learning** (revision website that goes through the content and then quizzes the pupils afterwards.)
- **Maths and Physics tutor** (content revision, keywords and exam style questions.)



Enrichment



Beyond our classrooms, we strive to develop our learners as a whole by creating meaningful enrichment opportunities that connect the learning in the classroom to the modern world so Kingsway students feel both part of our school community and understand that they have a valuable place in society as a whole.

To facilitate this we have categorised our enrichment offer into 5 domains:

Kingsway Active - primarily our sport offer

Kingsway Creative - Drama, Music and Art

Kingsway STEM - Science, Technology and Maths

Kingsway Academic - Interventions, personalised and small group tuition

Kingsway Culture and Community - Charity, fundraising, student leadership

The Enrichment Timetable



Enrichment Programme 2024–2025: Key Stage 4

What?	Staff Lead	Who?	When?	Where?	Enrichment Category
Monday					
Year 10 Share Club	CCO	Year 10	Mondays 13:30	F48	Kingsway STEM
Tuesday					
Duke of Edinburgh	JHO	Year 10	Tuesdays 15:10	TBC	Kingsway Universal
School Production	HPI	ALL	Tuesdays & Thursdays	Broadway Hall	Kingsway Creatives
MFL Culture Club	STO / MHA	KS4	Red Tuesdays 15:00	B40a	Kingsway Universal
Photography Coursework Club	SAN	KS4	Red Tuesdays 15:00	F4	Kingsway Creatives
Higher Maths Period 6	LGR	Y11	Tuesdays 15:00	F2	Kingsway Academic
Foundation Maths Period 6	LGR	Y11	Tuesdays 15:00	F14 & F19	Kingsway Academic
PE Period 6	HDU	Y11	Tuesdays 15:00	F37	Kingsway Academic
Wednesday					
Politics Club	HDA	KS4	Red Wednesdays 13:30	F15	Kingsway Universal
GCSE Art Coursework Club	SAN	KS4	Wednesdays 15:00	F1 & F3	Kingsway Creatives
Anti-bullying Ambassadors drop in	SSI	ALL	Wednesdays 13:20	TBC	Kingsway Universal
LGBT+ Break 2 group	GDO	ALL	Wednesdays 13:20	TBC	Kingsway Universal
LAMDA Exams	HPI	ALL	Wednesdays 15:00	B42	Kingsway Creatives
Maths Challenge Club	SSI	ALL	Blue Wednesdays 15:00	TBC	Kingsway STEM
Cheerleading	MPA	ALL	Wednesdays 15:10	TBC	Kingsway Active
Science Period 6	JRO	Y11	Wednesdays 15:00	See P6 timetable	Kingsway Academic
GCSE Art Catch-up	LDU	KS4	Wednesdays 15:15	F1 & F3	Kingsway Academic
French Period 6	PTR / JHO	Y11	Wednesday 15:00	PTR F34 / JHO F36	Kingsway Academic
Geography: Grades 4-6	LHU	Y11	Red Wednesdays 15:00	F7	Kingsway Academic
Geography: Grades 7-9	LHU	Y11	Blue Wednesdays 15:00	F6	Kingsway Academic
Health and Social Care Period 6	HDU	Y11	Wednesdays 15:00	F15	Kingsway Academic
Creative Media	JTY	Y11	Wednesday 15:00	F5	Kingsway Academic
Hospitality & Catering	EPE	Y11	Red Wednesdays 15:00	B33	Kingsway Academic

This can be found on our website via the link below.

It is also on display in form rooms and some clubs have posters around school.

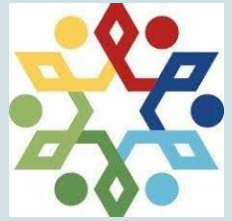
It will be revised regularly and updated every half term.

New clubs will be promoted on the key messages each week.

<https://thekingswayschool.com/curriculum/enrichment>



Careers Information, Advice & Guidance

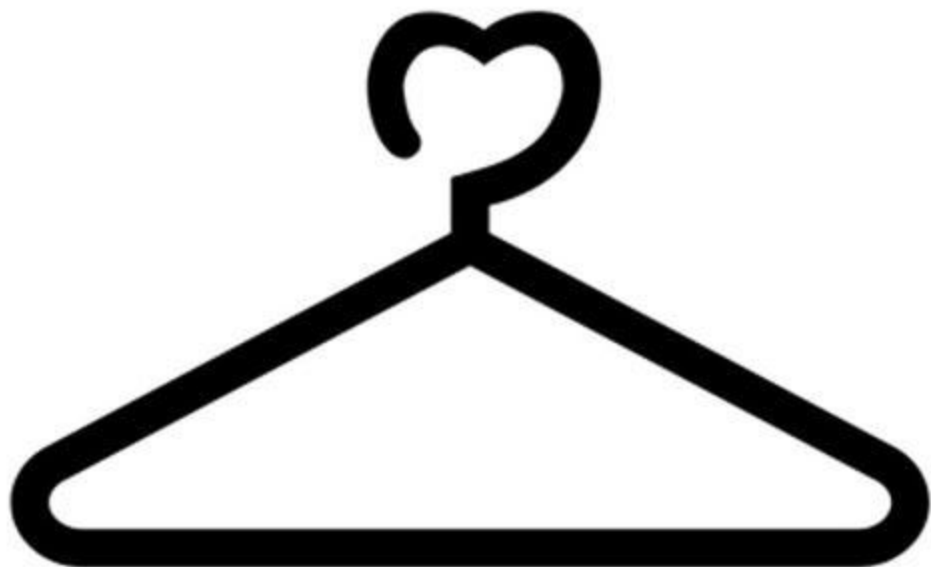


Year 10

- 'Preparing for the future' - weekly input for Year 10 & 11 during tutor time.
- Easter – July: Careers advice meetings.
- 26th June: Post 16 Evening, Foxland Sports Hall, 5.30pm - 7.30pm.
- June - July: 'Preparing for the future' module of work during Year 10 PPE lessons.
- June - July: College taster days.

Year 11

- September: College assemblies.
- September - Easter : Careers advice meetings.
- September - July : College taster sessions (Open Evenings).
- October : Form tutor references are written.
- October - January : College applications are submitted.



PRELOVED
SCHOOL UNIFORM

Have you got any
“gently used” uniform?

Maybe KS3 items?

If so, please send them
in a bag, labelled “Pre
Loved” (to Foxland
Reception with your
child).

We will wash and
redistribute after
half-term.

You may also benefit
from this swap.



Parents' Information Evening Preparing for GCSEs & beyond



There is now an opportunity to chat with senior leaders in our 'marketplace'.