

# **The Kingsway School**

## **Information Evening 2023-2024**



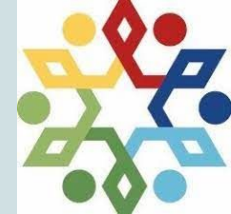
# The Kingsway School



Headteacher's Welcome

# Curriculum

## Support Us to Support Your Child



### Encourage positive learning behaviours

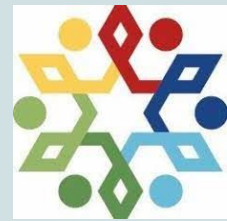
- ✓ Discuss homework / homework timetables and revision timetables. Ensure that your child has completed their **Sparx Reader** and **Sparx Maths** homework,
- ✓ Encourage regular reading. Read together when you can.
- ✓ Check Class Charts regularly. Celebrate successes and discuss any negative logs. Be aware of homework set for your child.
- ✓ Encourage good habits for organisation. Students should pack their bags the night before school and should ensure they have homework / PE kits / specific resources in addition to their pencil case and planner.

### Encourage your child to seek help

- ✓ Support your child with making contact with teachers for help and guidance when necessary
- ✓ Let us know if your child is struggling with any aspect of their learning or if something significant is happening for your child that might affect their wellbeing.
- ✓ Remind your child that form tutors can support them with academic and pastoral issues. They can facilitate support subject teachers if your child needs this assistance.

### Encourage curiosity and further study

- ✓ Encourage your child to be curious about the world around them, to watch and discuss the news, to ask questions about things and to consider their opinions about political and societal issues.
- ✓ Use sites like BBC bitesize to revise or further their studies from class. Teachers will recommend other useful sites.
- ✓ Encourage your child to visit museums, exhibitions, historical buildings and watch performances. There are lots of free opportunities to engage in cultural experiences in and around Manchester.



# Year 8 Learning Journey: Core Subjects

**English:** In Year 8 our curriculum will seek to answer the question, 'How do stories of conflict and identity help us to understand the world around us?'.

## Support us at home:

- ✓ Engage with each topic's Essential Knowledge Cover Sheet.
- ✓ Read with your child for every day.
- ✓ Discuss or read relevant news items that highlight examples of prejudice in society.
- ✓ Visit the Royal Shakespeare Company's website and engage with activities on 'Romeo and Juliet'.
- ✓ Visit Manchester Museum for exhibitions on Black History, slavery and fights for equality.
- ✓ Visit Emmeline Pankhurst's statue in St Peter's Square.
- ✓ Encourage your child to write freely about their opinions on topics in the news.

**Maths:** In maths, a mastery approach to learning, with a focus on problem solving, and an increased focus on algebraic techniques aims to lay the foundations for success in the subject.

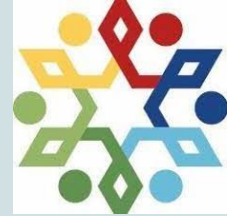
## Support us at home:

- ✓ Encourage the mindset that mistakes are an important part of the learning process.
- ✓ Encourage perseverance and emphasise the notion that it takes time to learn a new mathematical concept.
- ✓ Play logic and strategy games and puzzles.
- ✓ Practice times tables.
- ✓ Look for maths around us, e.g. shapes in architecture, ratio & proportion in recipes and the maths needed to exchange currencies.

**Science:** In Year 8, we aim to inspire and educate students in the three disciplines: biology, chemistry and physics, using practical, hands-on inquiry to embed learning.

## Support us at home:

- ✓ Visit museums such as Manchester Museum and MOSI (both free).
- ✓ Watch science related television programmes Watch science related Youtube channels or BBC teach via BBC Bitesize
- ✓ Read science related books or magazines (such as "Aqua" or "Science and Nature"



# Year 8 Learning Journey: Humanities

**Geography:** a geographical experience which captures imagination while developing a sense of our ever changing world.

## **Support us at home:**

- ✓ Use and discuss <https://worldmapper.org/maps/> to see the world from a different perspective.
- ✓ Use and discuss <https://www.gapminder.org/dollar-street> to get an insight into global inequalities.

**History:** we aim to teach students to understand the complexity of people's lives in both the present and the past .

## **Support us at home:**

- ✓ Discuss your own family history with your child and ask older members of your family to share their memories of the way they lived and important historical events that they have lived through
- ✓ Watch historical films and documentaries and encourage your child to read around the topics they have an interest in. BBC teach/ bitesize are useful for this.
- ✓ Visit local places of interest relevant to our curriculum such as Quarry bank Mill of The Pankhurst centre.

**Religious Studies:** we aim to equip our students with a deep knowledge and understanding of different religious traditions and non-religious world views.

## **Support us at home:**

- ✓ Watch My Sister's Keeper together and discuss the ethical issues raised in this film. What would you do? What would your child do? Why?
- ✓ When you are visiting a new town or city, look out for religious buildings and ask your child what they know or learn new things together.

# Year 8 Learning Journey: The Arts and Sport



**Physical Education:** we aim to develop and improve students' physical and mental health through sports and physical activities.

## **Support us at home:**

- ✓ Support with organisation for PE lessons
- ✓ Encourage your child to attend the various extra-curricular activities available.
- ✓ Encourage your child to do as much physical activity as possible. Do this as a family based activity where possible.
- ✓ Get out into nature and explore the countryside and all of its magnificent beauty.

**Art:** Year 8s are encouraged to connect their own work to art movements and artists, beginning to appreciate the historical and cultural development of their art forms and with a focus on architecture.

## **Support us at home:**

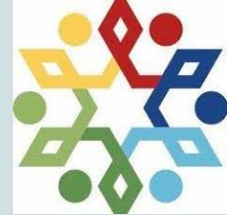
- ✓ Explore and discuss the different buildings and architectural forms you see when you are out and about together.
- ✓ Talk about the different shapes, styles and materials that you see.
- ✓ Visit an art gallery together.

**Performing Arts:** we aim to help Year 8 to grow in confidence through opportunities to be creative and expressive.

## **Support us at home:**

- ✓ Watch, listen to and talk about difference types of live and recorded music, dance and performance
- ✓ Read *Game Over*. Discuss the dangers of online games and the communication between people they don't know on line.
- ✓ Watch some of Frantic Assembly's theatre live.  
<https://www.franticassembly.co.uk/#site-menu>
- ✓ Visit the theatre or watch *Matilda* the musical. Encourage your child to take part in the school's whole school production.
- ✓ Encourage your child to join a music, dance or drama class or group outside of school.

# Year 8 Learning Journey: The Technologies and Languages



**Technology:** we aim to explore the different areas of technology through the process of design, make and evaluate.

## **Support us at home:**

- ✓ Talk about different product designers such as James Dyson, Steve Jobs, Phillip Stark and others
- ✓ Allow your child to cooking at home, sew and do DIY with you at home.
- ✓ With your supervision, take an old electrical item apart safely to see how it is put together.

**Computer Science:** Year 8s should know how to be safe and responsible with computer technology and the fundamental concepts in computer science.

## **Support us at home:**

- ✓ Watch films such as "Imitation Game", "Ready, Player, One" and "Hidden Figures"
- ✓ Visit the Science and Industry Museum, Bletchley Park and the Computing Museum.
- ✓ Use technology at home
- ✓ Code at home using online resources and tutorials
- ✓ Use Microbits and/or Raspberry Pis

**Languages:** Alongside learning a language, we encourage pupils to develop a wide range of transferable and lifelong learning skills including: collaboration, independence, resilience, tolerance, creativity, development of memory and oracy.

## **Support us at home:**

- ✓ Speak positively about the benefits of learning a language.
- ✓ Reading for pleasure in English broadens their vocabulary and will help them to make links between new vocabulary and structures in French / Spanish.
- ✓ Encourage your child to use Linguascope and language learning apps.





# Wellbeing



Every Thursday and Friday during form time our Wellbeing curriculum will be delivered to your child. This ensures quality provision across key areas in line with the **statutory** framework for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020).



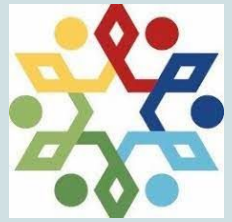
## The Statutory Framework



<b>Key:</b>	<a href="#"><u>National Curriculum for RSE and Health education</u></a>
	Intimate and sexual relationships
	Online and the media
	Families
	Respectful relationships
	Being safe, healthy, ready for life

All schools must cover the above framework as part of their Personal, Social, Health Education provision as well as the content outlined in the RSE and Health Education framework (2020).

# Wellbeing



The nature of the subject content means that the subject must be proactive and dynamic; constantly evolving to ensure that it meets the specific needs of the individuals and groups of students within a given year group.



## RSE – Intimate and Sexual Relationships



Parents/Carers have the right to withdraw their child from Wellbeing content which covers intimate and sexual relationships – these areas are highlighted in pink on the curriculum overviews on the website. Please contact your child's form tutor at least two weeks in advance of the lesson to discuss your options in this regard.

	Intimate and sexual relationships
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## **The Wellbeing Curriculum – October to December**



**The Wellbeing curriculum for each half term will be published on our school website before each half term break.**

**<https://thekingswayschool.com/academic/departments/wellbeing>**



# Positive relationships: beyond the classroom

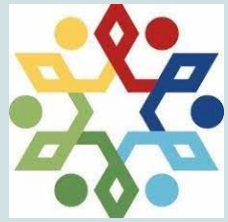


## **Mission statements from 'Positive relationships and anti-bullying' policy:**

'The Kingsway School has a culture rooted in a sense of community, creating students who are compassionate towards themselves and towards each other. The school strives for all students to have a positive view of themselves and their value within the school community as well as empathetic relationships with their peers and their teachers.'

'Every student deserves to know what wellbeing is and how to harness it; they deserve to have supportive friends and trusted adults because these things are protective factors against the wide range of safeguarding and wellbeing risks that exist in the modern world. The school therefore enforces a zero-tolerance approach to bullying, hate and prejudice of all kinds. Achieving this is only possible through collaboration of all our stakeholders: students; their families; all staff and governance.'

# Promoting positive relationships: school's approach



- We recognise and reward positives: kindness; community and charity involvement.
- The Wellbeing curriculum has been rewritten to reflect current needs, specifically explicit teaching about all kinds of healthy relationships as we have noticed more 'peer conflict' in recent years.
- We name and 'call out' small acts of unkindness so these don't grow into more serious bullying situations.
- We have a common understanding of bullying so that it is recognised, reported and effectively dealt with.
- Changes to our sites and pastoral structure have been actioned to cut unsupervised movement and provide more pastoral support.



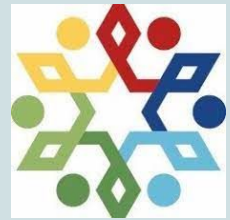
Kindness



Unkindness



# Reporting Concerns: students



**2023-24 Safeguarding priority 1:** Ensure all students know how to raise concerns about their safety and welfare.

Bullying is 'the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. The anti-bullying alliance

- Form tutors identify themselves as 'safe to talk to' regarding bullying or unkindness at the start of the school year. This message is reiterated throughout the year during form time and in assemblies.
- We are introducing 'Whisper': an online reporting tool we are launching as part of anti-bullying week activities in November.

## Students' responsibilities:

- To follow the school's 'Respect. Ready. Safe' guidance which encapsulates the empathy and sense of belonging we strive for.
- To know what bullying is and how this can link to prejudice.
- To report concerns about themselves or peers so that issues can be effectively dealt with.
- To know how to diffuse situations that could result in bullying in person and online, using non-confrontational strategies learned in Wellbeing lessons.





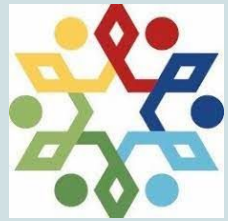


# Reporting concerns: parents and carers



- Raise concerns early and provide any evidence possible (with the form tutor in the first instance) - even if it is a 'hunch' that things are not quite right - it is better that school staff are aware so we can be vigilant and prevent issues arising.
- Be vigilant of signs of bullying (change in mood; avoidance of school; being especially secretive about phone messages are key examples) and discuss concerns at home.
- Arrange to meet with a member of the pastoral team if you are concerned - before letting instances of suspected bullying impact on children's wellbeing and attendance.
- Our response: incidents of suspected bullying are always taken seriously. In the first instance, PHoYs investigate. If necessary, sanctions are agreed by the leadership team. Parents of all parties are informed. We aim for a restorative approach with the student's voice at the centre of any decisions. We operate with a zero-tolerance and use the highest sanctions when necessary.

# Online safety




- Online activity is by far the biggest risk factor in children's lives that our safeguarding team deal with.
- This is reflected in changes to government guidance this year that require schools to use filtering and monitoring systems overseen by safeguarding staff.


**Filtering systems:** block access to harmful sites and content.

**Monitoring systems:** identify when a user accesses or searches for harmful content (it doesn't stop them accessing it). School are alerted so we can intervene and respond.

But, these systems are only protective if they are mirrored at home/on phones.



Helpful general advice,  
including 'the risks' and  
how to avoid them.



Detailed step-by-step  
guidance for specific  
makes/models of devices  
and each individual app  
that might be 'fashionable'  
at a given time.



# Year Group Contacts



**Mr Sadler:** Deputy Headteacher, Head of Broadway Campus  
[j.sadler@kingsway.stockport.sch.uk](mailto:j.sadler@kingsway.stockport.sch.uk)

**Mrs Plant:** Assistant Headteacher, Year 8 Leadership Link  
[l.plant@kingsway.stockport.sch.uk](mailto:l.plant@kingsway.stockport.sch.uk)

**Miss Ashton:** Head of Year 8  
[z.ashton@kingsway.stockport.sch.uk](mailto:z.ashton@kingsway.stockport.sch.uk)

**Mr James:** Pastoral Head of Year 8  
[g.james@kingsway.stockport.sch.uk](mailto:g.james@kingsway.stockport.sch.uk)

Your child's **form tutor** is your first point of contact:  
[initial.surname@kingsway.stockport.sch.uk](mailto:initial.surname@kingsway.stockport.sch.uk)



## Closing



The school is committed to working in partnership with you as parents and carers

- We encourage parents/carers to contact us if things can be improved or if you have concerns
- We will always seek to discuss issues to resolve them
- Our school's complaints policy is available on request

Please work with us to help us help your child succeed and excel with us in school



# The Kingsway Association

We are the Kingsway School's Parent Teacher Association

Instead of asking for parents' time and energy in arranging events, we ask for donations to raise funds to buy extras for school that the Local Authority doesn't cover.

Departments bid for items they'd like to buy, and we meet termly with the Head to decide what to prioritise.

Watch out in school communication for upcoming dates for our AGM, meetings, and fundraising. We'd love you to join us!

Here are some of the things we've recently funded:

