

Y7 Supporting Your Child Information Evening

- Form Tutor Appointments (pre-booked via EduLink; usual form room)
- Pupil Work Exhibition and Refreshments (in Foyer- 3.45pm – 6.45pm)
- Information Presentation (4.30pm and 5.30pm in Main Hall)

Kettlethorpe
HIGH SCHOOL



www.kettlethorpehigh.co.uk

Parent/Carer Presentation

- Key Staff
- School Website
- Curriculum and Assessment
- Standards and Expectations (Home School Agreement)
- Supporting Your Child at Home (online safety)
- Attitude to Learning
- Attendance & Punctuality
- Class Charts and EduLink
- Extracurricular Opportunities



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Key Staff: Reminder



Key Staff: Reminder

- Mr C Bruce-Halliwell (Assistant Headteacher: KS3 Learning and Progress)
- Mrs L Cotton (KS3 Achievement Leader)
- Mrs Lancaster & Miss Wood (Pastoral Support)
- Mrs H Bennett (SENCo)
- Your child's form tutor – First port of call _____@kettlethorpe.wakefield.sch.uk





School Website



- Head's Welcome
- Admissions and Prospectus
- Ethos and Values
- Governors
- Home School Agreement
- Kindness Charter
- Ofsted Report
- Policies
- Pupil Premium
- Results
- Safeguarding
- School Development Plan
- SEND
- School map
- 3G Pitch/Facilities hire

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IN CASE YOU MISSED IT...

OPEN EVENING 2023 INFORMATION.
CLICK HERE



> Absence and Attendance

> Essential School
Information

> Exams

> Forms

> Key Stage 3

> Year 7

> Year 8

> Key Stage 4

> Year 9

> Year 10

> Year 11

> Newsletters

> Parental Apps

> Support

> Uniform

> Year 6 Transition

Essential School Information

Please refer to our [Parent/Carer Guide \(Click here\)](#) for important information about Kettlethorpe High School.

[Please read our Home School Agreement \(Click here\).](#)



Kettlethorpe HIGH SCHOOL



Guide for parents & carers

2024-25



Curriculum and Assessment



Kettlethorpe High School Curriculum: Whole School Overview Key Stage 3

Kettlethorpe High School has a broad and balanced curriculum. Please see the below overview to visualise how a Kettlethorpe High School pupil can expect to receive both breadth and depth of education across Key Stage 3.

| Subject | Y7 | | | | | | Y8 | | | | | |
|-------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------|
| | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| | Art & Design | Types of shading and cylinder- shaped objects | Cubism still life | Colour theory and use of paints | Van Gogh still life painted | Arcimboldo portraits | Box shaped structures and two- point perspective | Escher style relativity A3 pieces | Self- portraits tonal shaded drawings | Weeping woman style self- portraits | Hockney inspired photoshop landscapes | |
| Computing DT Food Textiles Graphics | Project1: E Safety and Digital Communication | Project 2: History of Coding | Project 3: Data Handling | Project 4: Block Coding | Project 5: How a computer works | Project 1: Microbits and algorithms | Project 2: Python text- based coding | Project 3: Cryptology | Project 4: GCSE media taster | Project 5: Creative iMedia Taster | | |
| | Health and safety the workshop | Slot together animal project | Use of hand tools | Use of machine tools | Design and templates | Phone stand and mirror project | Research design movements | Structures project | Material properties | Mechanisms and structural forces | | |
| | Food safety and hygiene | Culinary Skills | | Food Preparation and nutrition/Culinary Skills | | Nutrition and macro nutrients | Micronutrients | Special diets and adapting recipes | Food Preparation and nutrition/Culinary Skills | | | |
| | Stress chicken | Pencil case | Basic hand sewing skills | Basic machine sewing skills | | Culture cushion | Fabric printing & tie dye | Surface design - embellishment | Machine construction and buttonhole fastenings | | | |
| | Sweet shop logo design | | Six components of graphics | | Use of different medium. | | N/A | N/A | N/A | N/A | N/A | |
| Drama/Dance | Drama -Darkwood Manor | Dance – Dance Composition | Drama – Lord of the Files | Dance – World Dance | Drama – Musicals (script work) | Dance – Narrative Dance | Dance – On the front line | Drama – Script Work | Dance – Contemporary vs Street Dance | Drama – Damilola Taylor | Dance – Contact and lift work | Drama – Stage configurations and positions |
| English | Heroes and Villains –Myths and Legends Anthology | Heroes and Villains – Non-Fiction Writing, Heroes and Villains Poetry | Love and Conflict – Shakespeare’s Most Evil Villain | Love and Conflict – Non-Fiction Writing, Love and Conflict Poetry | Man and Nature – Frankenstein | Man and Nature – Non-Fiction Writing, Speaking and Listening | The Other – Gothic Literature Anthology | The Other – Non-Fiction Writing, The Other Poetry | Social Justice – Romeo and Juliet | Social Justice – Non-Fiction Writing, Social Justice Poetry | Identity – Blood Brothers | Identity – Non Fiction- Writing, Speaking and Listening |
| Geography | Tectonics | African Adventure | Weather and Climate | Development | Globalisation | Rainforests Part 1 | Rainforests Part 2 | India’s Urban Environment | Geology | China | Coasts | |
| History | Battle of Hastings | Power in Medieval England | Life in Medieval England | The Tudors | The Stuarts | Life in Renaissance England | Industrial Britain | Empire | Life in Victorian England | WW1 / Rise of Dictatorships | WW2 | Life in 1960s Britain |
| Maths | Number Transformations | Expressions Fractions | Decimals Probability | Lines Angles | Ratio Proportion | Sequences Analysing Data | Number Area and Volume | Expressions Percentages | Probability Ratio | Fractions Real Life Graphs | Straight Line Graphs Lines and Angles | Displaying Data Statistics Graphs and Charts |
| French | Describe yourself | Give opinions | School | Hobbies | Where I live | Town | Holidays | Festivals and food | Media | Hobbies and tenses | My region | Sports |
| Spanish | Describe yourself | My life | Hobbies | Sports | School | Town | Holidays | Technology | Media | Food | Festivals | Going out |
| Music | Happy Birthday - Keyboard skills and the Elements of Music | Christmas Song- Triad Chords | Scottish music - Pentatonic scales and drones | Chinese and Indian music - Layers and ostinatos and improvisation | Latin music – Syncopation and Latin percussion | Music for advertisement – 4 chords tricks | TimeLapse – Use of Ground bass | Musicals and Christmas Pop – Band skills | Soundtrap – Using music technology | Band skills and technology performance | Use Somebody – chord inversions | Lifelong music skills project |
| PSHE | Citizenship | Character | Aspirations | RSE | Healthy Living | Growing Up | Citizenship | Character | Aspirations | RSE | Body Image | Healthy Choices |
| Religious Education | RE Skills | Christianity | Christianity - Islam | Islam | Islam - Judaism | Judaism | What is God? | Evil and Suffering | Creation | Is there life after death? | Is there life after death – Moral Issues | Moral Issues |
| Science | Experimental Skills Cells & Movement | Particles & Separating Mixtures Light & Sound | Energy Cost & Transfer Acids & Alkalis, Metals & Non- Metals | Variation & Reproduction British Science Week | Earth & Beyond: Space Plant Reproduction | Electricity: Voltage & Current Forces, Speed & Gravity | Experimental Skills Breathing & Digestion | Magnets & Electromagnets Elements & Periodic Table | Wave Effects & Properties Work, Heating & Cooling | Chemical Energy & Types of Reactions British Science Week | Evolution & Inheritance Climate & Earth Resources | Respiration & Photosynthesis Contact Forces & Pressure |
| P.E. | Invasion Games Football / Basketball / Rugby / Netball / Hockey / Handball | Net Games Badminton Table Tennis Tennis | OAA Problem Solving Team Building | Gymnastics Movement Sequence and choreography | Strike and Field Cricket Rounders Longball | Athletics Leadership and Coaching Skills | Invasion Games Football / Basketball / Rugby / Netball / Hockey / Handball | Net Games Badminton Table Tennis Tennis | Strike and Field Cricket Rounders Longball | Athletics | Observation, analytical and justifications of tactics and planning. | Leadership and Coaching Skills |

KS3

Transition to KS4

KS3 Kettlethorpe Progression Steps

The grading system used in Year 7 and 8 is not a national system as national curriculum levels have now been removed.

At Kettlethorpe High School we use ‘progression steps’. These steps are from 1 to 9 with **Step 1 being the lowest and Step 9 the highest**. We expect **most pupils at the start of Year 7 to be at Step 4 or Step 5 in core subjects**. This reflects age related expectations.

Classroom teachers will also use a, b & c to help give a fine grade analysis which is explained below:

- 4A means a strong Step 4, confident in almost all aspects of the Step and almost at Step 5.
- 4B means a secure Step 4.
- 4C means starting at Step 4 and beginning to understand the skills and knowledge for this Step.

On average we would expect pupils to move up one step per year, so attainment that increases by more than one step would be good progress. **Baseline assessments take place in the first half term and progress will be measured from that baseline.**

There will be two progress reports this academic year for Y7: October (ATL, attendance and reading age) and May which will include full academic data on their progress this year.





Supporting Your Child At Home (Home School Agreement)



Kettlethorpe High School Home School Agreement

At Kettlethorpe High School, we recognise the importance of the partnership between school and parents/carers in having a transformational effect on the secondary school experience of children in our school and their eventual outcomes and life chances. As a team around the pupil, and including every pupil, we all agree to the following actions:

As a school we will...

- provide a learning environment that is stimulating, safe and caring.
- model and develop kindness, responsibility, resilience, reflectiveness, and respect; we will teach and promote the Kindness Charter.
- promote and expect high standards of behaviour and attitude to learning.
- record and reward good progress and performance; celebrate success of all kinds, not just academic.
- consistently apply our policies so that parents/carers and children understand the importance of choices and consequences, both positive and negative.
- ensure that your child has the opportunities, support, and guidance to achieve their full potential.
- ensure staff have regular and the most up-to-date training to best support your child.
- report regularly on your child's attendance, behaviour, and academic progress.
- keep you, parents/carers, informed about school and what you can do to support your child in the above areas.
- offer extra-curricular activities, trips and enrichment opportunities that will develop broader skills to prepare for life and the world of work.
- reflect and review in good faith if we make a mistake.

As a parent/carer I will...

- promote kindness, responsibility, resilience, reflectiveness, and respect; I will understand the Kindness Charter.
- always make sure my/our child attends school, unless for approved circumstances.
- make sure my/our child attends school on time, in correct uniform and with the correct equipment.
- make sure I check my/our child's attendance, behaviour, homework, and sign the planner each week.
- attend consultation evenings and discussions about my/our child's progress.
- download and create accounts to Edulink and Class Charts, which are key communication tools for behaviour and communication; I will check these regularly.
- ensure I understand the behaviour policy and support school with teaching my/our child the importance of high standards.
- work with school when I am asked to support with my/our child's behaviour or learning.
- ensure I understand the Kettlethorpe High School's values and expectations surrounding the 4 Rs and the Kindness Charter, and work with my/our child at home on these.
- encourage my/our child to participate in the extra-curricular opportunities offered by the school.
- support all other of Kettlethorpe High School's policies and guidelines as outlined in the Parent/Carer Guide and website.

As a pupil I will...

- demonstrate kindness, responsibility, resilience, reflectiveness, and respect; I will follow the Kindness Charter.
- attend school in correct uniform, be on time and with the correct equipment.
- work hard in class and at home, so that I can achieve my full potential.
- understand that I belong in this community; I will know that my positive actions make the school a better place.
- understand that I will be rewarded for getting it right.
- follow all instructions first time, every time; I will understand that sanctions are in place for a reason to help me improve my behaviour and accept them if given.
- use my planner to organise my homework and record my achievements.
- complete homework on time; ask for help if struggling.
- represent the school positively outside in the community.
- care for our environment – in and out of school – by putting rubbish in bins and looking after resources.
- attempt and regularly take part in extra-curricular activities, trips and enrichment offered by the school.

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By choosing to work at this school, send my child to this school, or attend this school, I commit to meeting these expectations.



Supporting Your Child At Home (Online Safety)



Online Safety

Follow the SMART rules to help stay safe online.

Safe

S

Stay **safe** online by not sharing your personal information.



Meet

M

Do not **meet** anyone who you have only become friends with online.



Accept

A

Do not **accept** messages and friend requests from people you do not know.



Reliable

R

Not everything online is **reliable**. People online are strangers and you can't always trust everything they say.



Tell

T

Tell an adult you trust if anything happens online that you do not like.



Be careful what you share online!

Stop and think before you share information online.
Don't say or do anything that you wouldn't do in the real world!



Attitude to Learning (ATL)



Attitude to Learning (ATL)

Evidence suggest that there is a **close correlation between the attitude to learning (ATL) grade awarded to your child and the level of progress they are making.** We therefore suggest when reading your child's report that you pay particularly close attention to the attitude to learning (ATL) grade.

Growth Mindset through the 4Rs

| | Resilient | Reflective | Responsible | Respectful |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <ul style="list-style-type: none"> Always keeps going even when the work gets difficult and produces best work Thrives on challenges and sets challenges for themselves and others Never gives up trying to improve and will takes risks | <ul style="list-style-type: none"> Independent purple pen work is detailed and focused on the areas identified Values and welcomes feedback and criticism Highly self-motivated and uses own initiative to extend learning Celebrates success and doesn't see failure as the end of the process | <ul style="list-style-type: none"> Makes a positive contribution to learning (e.g. in discussion) Looks to peers for support and is always ready to support others Takes full responsibility for their own progress – always ready and prepared to learn | <ul style="list-style-type: none"> Behaviour is exemplary Has essential equipment Excellent punctuality Homework always handed in on time Books and folders show pride |
| 2 | <ul style="list-style-type: none"> Maintains good effort even when work is difficult Has confidence to take on a challenge to help themselves and others Tries new tasks and challenges themselves and takes risks | <ul style="list-style-type: none"> Purple pen work responds to all the areas identified Self-motivated / asks about methods to extend learning Sees feedback as supportive and mistakes as temporary setbacks Enjoys the process of practising and sees it as part of improving | <ul style="list-style-type: none"> Contributes to the lesson when required Supports others through discussion, peer assessment and group work Behaviour is good Knows that they are responsible for own progress and generally ready to learn | <ul style="list-style-type: none"> Has essential equipment Never late for lessons Homework is regularly handed in on time Books are usually well set out |
| 3 | <ul style="list-style-type: none"> Sometimes tries a challenge even if they think they may fail Generally positive when work is difficult (not always managed) and puts in a satisfactory effort Doesn't always take the easy task and sometimes feels confident to try something new/take risks | <ul style="list-style-type: none"> Sometimes uses purple pen for reflection but can be short and lacking detail May be motivated by feedback if not overly critical Perseveres with support or may give up Big setbacks can make them quit/more willing to practise things already good at | <ul style="list-style-type: none"> Will ask and answer questions about tasks they feel they can do Sometimes supports others through discussion and group work Too often passive (uninvolved) Behaviour is inconsistent with occasional low-level disruption | <ul style="list-style-type: none"> Some missing equipment Occasionally late Homework not regularly completed on time Sometimes shows a lack of care |
| 4 | <ul style="list-style-type: none"> If fails, switches off and doesn't want to try Doesn't challenge themselves Doesn't like to risk looking silly Completes minimum work/sometimes no work | <ul style="list-style-type: none"> Avoids purple pen/reflective work Sees mistakes as failures, as proof that the task is beyond reach/ feels threatened by feedback and gives up Unsatisfactory progress due to lack of effort | <ul style="list-style-type: none"> Contribution to class learning is rare or disruptive Tends to go off task during discussion or group work A passive and/or disruptive learner Unsatisfactory progress as pupil does not take responsibility for it | <ul style="list-style-type: none"> Behaviour is poor Essential equipment is often missing Regularly late Homework rarely completed Books show a lack of pride |



Is my attitude to learning (ATL) really that important? YES!

Pupil A



By Y11, pupil A has an average ATL score of 1 -2 and will achieve **up to 1.5 grades above** what we would expect them to, based on prior data.

Pupil B



By Y11, pupil B has an average ATL score of 2 - 3 will achieve **up to 1 grade below** what we would expect them to, based on prior data.

Pupil C



By Y11, pupil C has an average ATL score of 3 - 4 will achieve **over 2 grades below** what we would expect them to, based on prior data.

As you can see, ATL really does make a difference to examination grades by the end of Y11. Forming those positive habits each year is important.



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Attendance



Attendance

Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time.

Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.

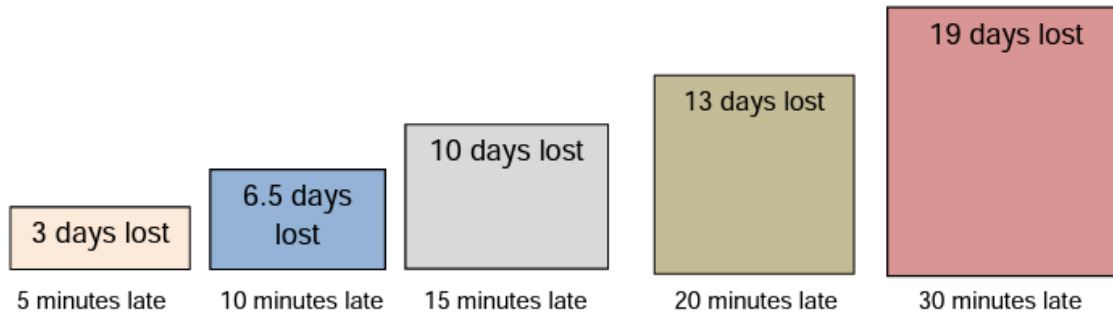
Research suggests that students who attend school regularly could also be at less risk of getting involved in antisocial behaviour or crime. Below is a table showing how children's percentage attendance equates to the amount of school time missed.

| Attendance during one school year | Equivalent Days | Equivalent Sessions | Equivalent Weeks | Equivalent Lessons Missed |
|------------------------------------------|------------------------|----------------------------|-------------------------|----------------------------------|
| 95% | 9 Days | 18 Sessions | 2 Weeks | 54 Lessons |
| 90% | 19 Days | 38 Sessions | 4 Weeks | 114 Lessons |
| 85% | 29 Days | 58 Sessions | 6 Weeks | 174 Lessons |
| 80% | 38 Days | 72 Sessions | 8 Weeks | 228 Lessons |
| 75% | 48 Days | 96 Sessions | 10 Weeks | 288 Lessons |
| 70% | 57 Days | 114 Sessions | 11.5 Weeks | 342 Lessons |
| 65% | 67 Days | 134 Sessions | 13.5 Weeks | 402 Lessons |



Punctuality

It is also important to arrive at school on time. If a child arrives late to school every day, their learning begins to suffer. Below is a graph showing how being late to school every day over a school year adds up to lost learning time over one academic year.



17 days absent from school a year could mean a drop in a GCSE grade in all subjects!

Year 11 2023-2024

| Attendance | Overall Progress |
|------------|------------------|
| 100% | 0.95 |
| 95 - 99% | 0.38 |
| 90 – 94% | 0.11 |
| Below 90% | -1.06 |





Class Charts & Edulink

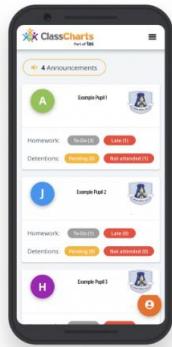


Class Charts



Why do we use Class Charts?

- It allows the school to display your child's positive and negative behaviours.
- Helps pupils see their own progress and reflect upon their achievement & behaviour. Both positive and negative points can be seen.
- Real time updates relating to your child



Other features:

Communication via 'Parent Alert'

Push notifications regarding class news/events/reminders

Notification of detention dates



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Edulink

Kettlethorpe High has linked up with Edulink One to offer parents/carers a direct access to their child's data. This innovative app is available to download on your phone or access via a web browser.



It allows the school to communicate directly with parent/carer about their child. More crucially, it allows the parent access all essential pupil information like: attendance and timetable as well as providing a quick and easy way to book parents' evening appointments or update your contact details. All intervention sessions after school will be registered and tracked via Edulink.



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Extracurricular Opportunities



- > Assessment
- > Careers
- > Character and Culture
- > Curriculum Overview
 - > KS3 Curriculum At A Glance
- > Education Recovery
- > Knowledge Organisers
- > Remote Learning
- > Literacy
- > Subjects
- > Year 8 Choices

Extra Curricular 2023/24

At Kettlethorpe High School we have an extensive and diverse range of extra-curricular activities for all year groups. Below are all the details of the clubs we are offering this academic year.



<https://kettlethorpehigh.co.uk/extra-curricular/>



Thank You and Q&A





For more information visit our website

www.kettlethorpehigh.co.uk

Get in Touch



01924 251605



headteacher@kettlethorpe.wakefield.sch.uk