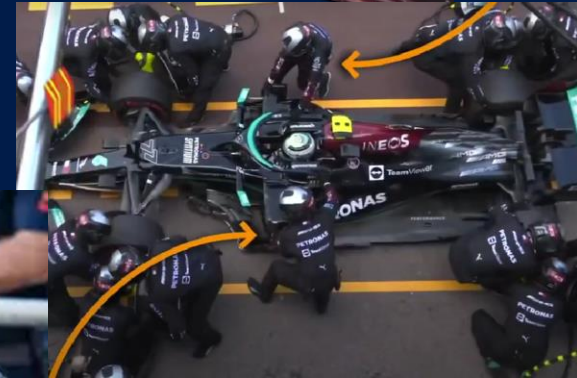


Teamwork for Success



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The Driver = The Student



- The driver is the one out on the track, making split-second decisions, and putting in the work to succeed — just like **You** in lessons, homework, exams and social times.
- Without the driver, the car goes nowhere, but without the team, the driver won't succeed either.



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Front Jack Man = Form Tutor



- In a pit stop, the front jack man is the first point of contact — they lift the car so the rest of the crew can work.
- The Form Tutor plays the same role: the first “go-to” adult in school who helps to lift the student up and get them ready to face challenges.



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Rear Jack Man = Head of Year



- The rear jack man keeps the car steady and ensures it doesn't roll back — providing balance.
- The Head of Year is like this: keeping the big picture steady, guiding behaviour, attendance, and overall progress.



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Tyre Changers = Subject Teachers



- Each tyre changer has one job — to focus on their wheel. They don't try to change every tyre; they just make sure their part is perfect.
- Subject teachers are the same — experts in their subject, making sure you are equipped with the knowledge and skills needed for success.



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Lollipop Man = Headteacher



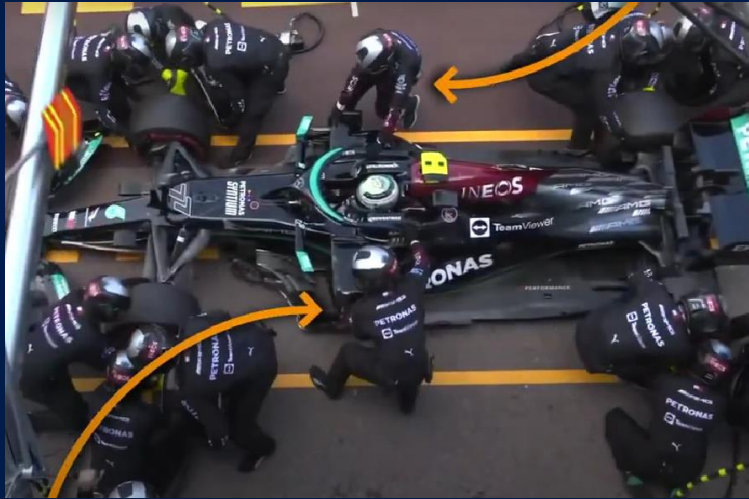
- In modern F1, a “traffic light system” tells the driver when it’s safe to go. In older days, the “lollipop man” signalled the driver.
- The Headteacher plays that leadership role — setting the direction for the whole school, ensuring it’s safe and right for students to move forward.



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Support/ Stabiliser Crew = Support Staff



- This crew checks for damage, makes small but vital adjustments, and keeps the car running at its best.
- Support staff play the same role: whether it's helping in class, giving emotional support, or providing technical assistance, they fine-tune a student's journey.

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Spare Mechanics = Cover Teachers



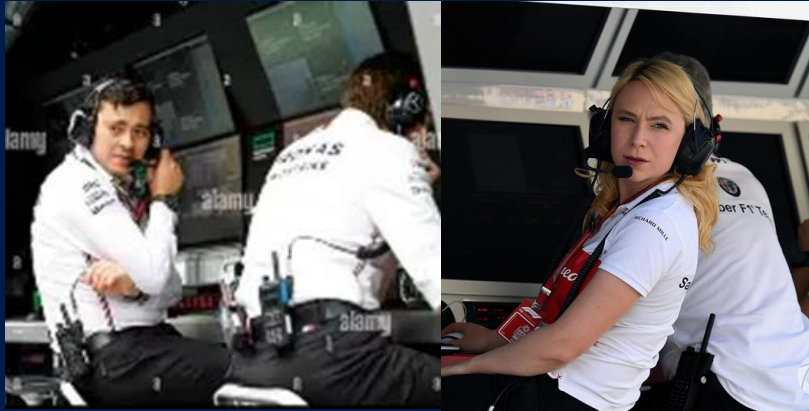
- In a pit stop, if someone is missing, another trained mechanic steps in.
- Just like cover teachers — they may not normally be part of your regular race team, but they are trained, capable, and there to keep you on track. Remember to respect them, just like the racing team respects every replacement crew member.



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Strategists = Parents / Carers



- Away from the pit stop, F1 teams have strategists who decide the long-term plan — when to pit, what tyres to use, how to pace the race.
- Parents and carers are like strategists: making sure you get enough rest, food, encouragement, and balance outside of school.



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Other Drivers = Friends / Peers



- On the track, other drivers aren't part of your pit crew, but they influence your race. They can help by pushing you to be better, or they can distract you and slow you down.
- Friends and peers are the same: the people around you can either push you to focus and succeed, or distract you from the race. Choosing wisely is part of being a great driver.



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Teamwork for Success

There will be moments when the race feels tough — sharp corners, unexpected setbacks, or times we feel like pulling into the pits more often than we'd like. But just as every great racing team knows, victory comes not from avoiding challenges but from tackling them with courage, strategy, and determination.



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Teamwork for Success

Excellence comes from consistency: being on the track every day with the right attitude, punctuality, and readiness to learn. Each lap we complete is a step closer to our goals, and every choice we make in lessons, at tutor time, and beyond the classroom builds momentum for our success.



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This is our race
This is our journey
This is KS4



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The winning formula !



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Our STEPs

Our Kingshill STEPs underpin our culture and develop our personal character so that we can flourish to be the best version of ourselves.

KINDNESS

I am compassionate and supportive towards others.
I choose to be kind.

RESPONSIBILITY

I take ownership of my choices.
I am trustworthy and dependable.

AMBITION

I stretch and challenge myself. I aspire to achieve my goals and my dreams.

RESPECT

I am open-minded and accepting of differences.
I show respect for myself, others and my environment.

PRIDE

I am proud of myself and our school. I take pride in learning and I celebrate success.

RESILIENCE

I adapt to change and embrace new challenges.
I am determined.



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ACTIVE MINDS



STAR

We sit up. We track the speaker or reader. We appreciate our classmates' ideas. We rephrase the words of the person who spoke.



Cold Call

We are expected to try to answer questions directed at us and complete all work set.



The Bs

We all use the Board, our Brain, our Book, and then our Buddy before asking the teacher.



Show Call

We share our work with others in the class.



Learning Hurdles

We are comfortable with making errors and completing work again – we often learn more from the mistakes we make than from always getting it right.

Do Now Activity

We start work on the Do Now Activity as soon as we arrive in lesson.

No Opt Out

We are resilient and show determination in completing all class tasks and activities.

The Silent Solos

We will make the most of periods of silent work to deliberately practice and dig deeper.

Tracking Not Watching

We use the feedback that is given to us as our teacher walks around the classroom.

Homework

We complete our homework on time to ensure we are prepared for lessons and to practise recalling prior learning.



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UP

Unlocking Potential



98
and above



96 to 97



93 to 95



Between 90 – 93



Below 90



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The winning formula !



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Final Assembly 2025



2025 GCSE Results

A year of reaching new heights...





2025 GCSE Results



2025 GCSE Results



CURRICULUM

/ CURRICULUM



EXAMINATIONS

YOU ARE HERE: [HOME](#) • [CURRICULUM](#) • CURRICULUM

CURRICULUM

In this section

[Art and Photography](#)

[Child Development](#)

[Computing](#)

[Design and Technology](#)

[Drama](#)

[English](#)

[Enterprise](#)

[Geography](#)

[History](#)

[Maths](#)

[MFL](#)

[Music](#)

[Physical Education](#)

[PSHEE](#)

[Science](#)



WHAT TOPICS WILL MY CHILD STUDY AND WHAT KNOWLEDGE WILL THEY HAVE AND WHAT WILL THEY BE ABLE TO DO BY THE END OF THE YEAR?

Teacher-led activities focus on guiding students through ways of developing an extended project on Natural Forms and Manmade Forms. Work includes developing skills using both traditional and more experimental approaches to drawing and painting and conducting research into different artists. Students then gather resource materials and ideas to develop a final outcome in response to a given brief. Both projects form part of the student's coursework. Students are given the opportunity to work to their strengths. Students tend to work in a broad range of media to develop a portfolio of work that best demonstrates their skills, and abilities as well as expressing their observations and ideas.

WHAT HOMEWORK WILL THEY GET?

Homework plays a vital role in the production of coursework. Students will be expected to spend significant time on the work set. This will not be every week but students should expect to spend time finishing off work started in class, producing research pages on artists, drawing, painting and potentially taking photographs. It is hoped that all students will have a range of art materials to use at home which they can purchased for a very reasonable price from the school's suppliers.

HOW WILL THEY BE ASSESSED IN ART?

Formative assessment each lesson in the form of verbal feedback takes place within the classroom between student and teacher to assess the progression of practical knowledge. This dialogue is important as it creates feedback that can focus on immediate changes for the students to make during the lesson. This allows the teacher to modify and refine student targets.

AS A PARENT, HOW CAN I HELP MY CHILD IN THIS SUBJECT?

Parents and carers can help to support students with Art, photography and Design by engaging with the homeworks and practically by having basic materials available for students to use watercolours, colour pencils, biro, pens, pencil sharpener, glue stick, scissors, pencil.

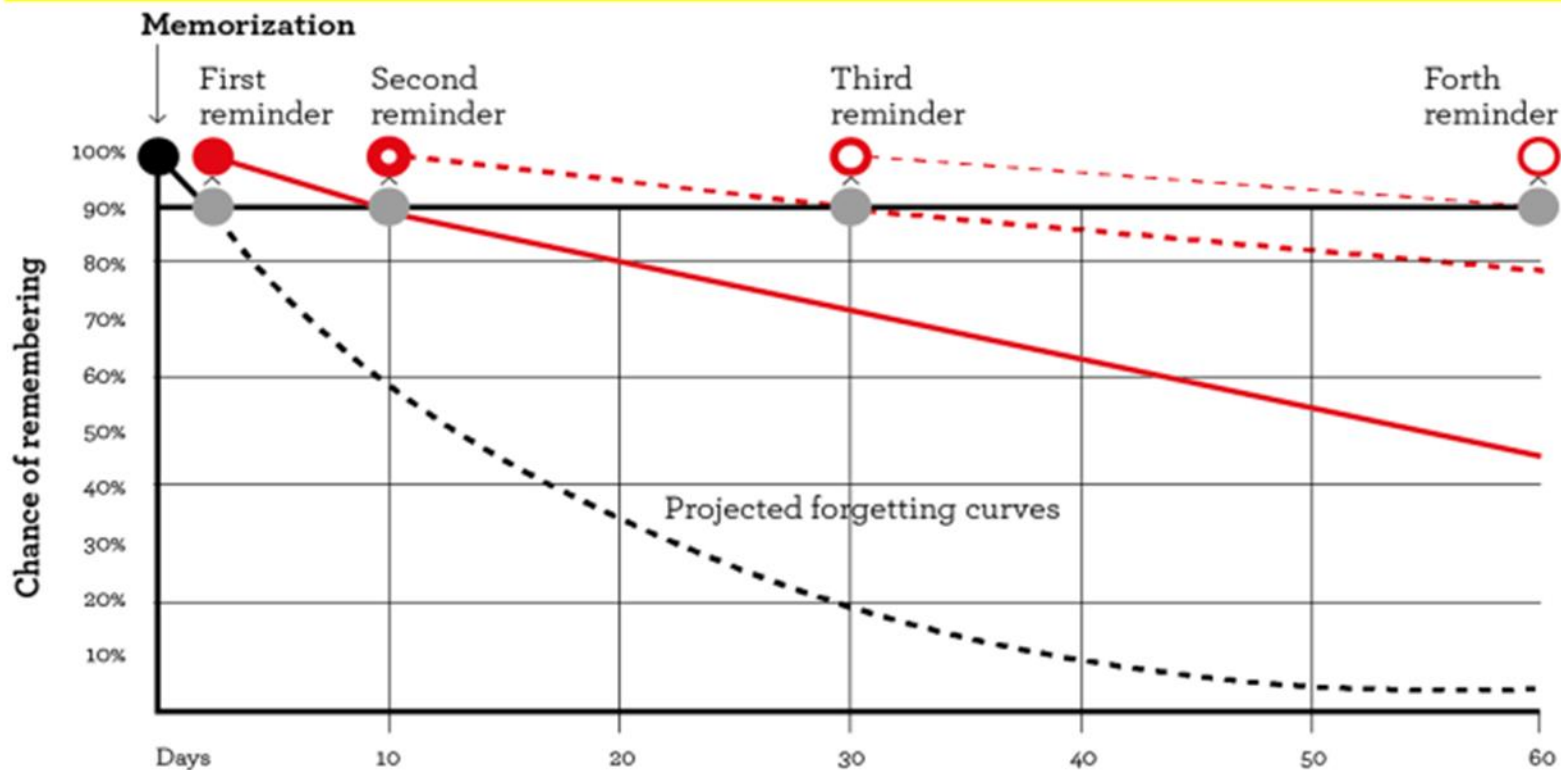
Visits to galleries, exhibitions, cinema, reading, music events feed into the student's cultural capital, adding experiential learning for students to bring into the classroom.

All students can benefit by practicing observational drawing by drawing from real life to improve their observational drawing skills, develop hand-eye coordination to improve independence.

WHAT OTHER OPPORTUNITIES DO THEY HAVE OUTSIDE OF THE CLASSROOM?

Art/Photography trip to Barcelona

What is the Ebbinghaus Forgetting Curve?



Subject Knowledge Organisers



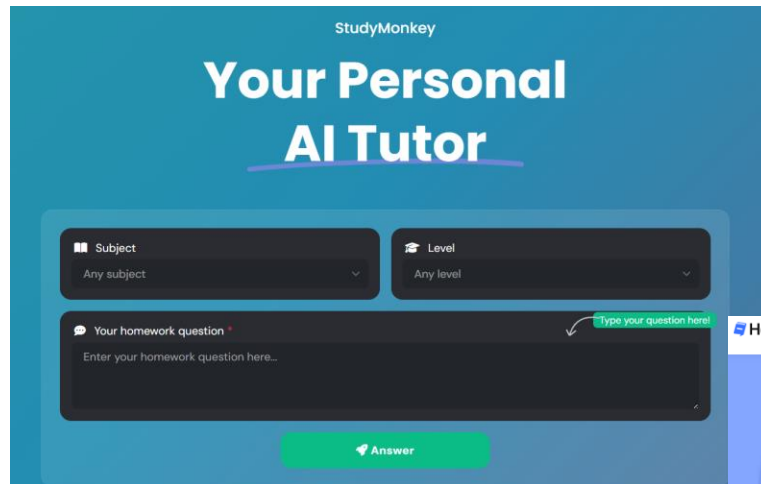
Do Now Activity –
questions to test
previous learning



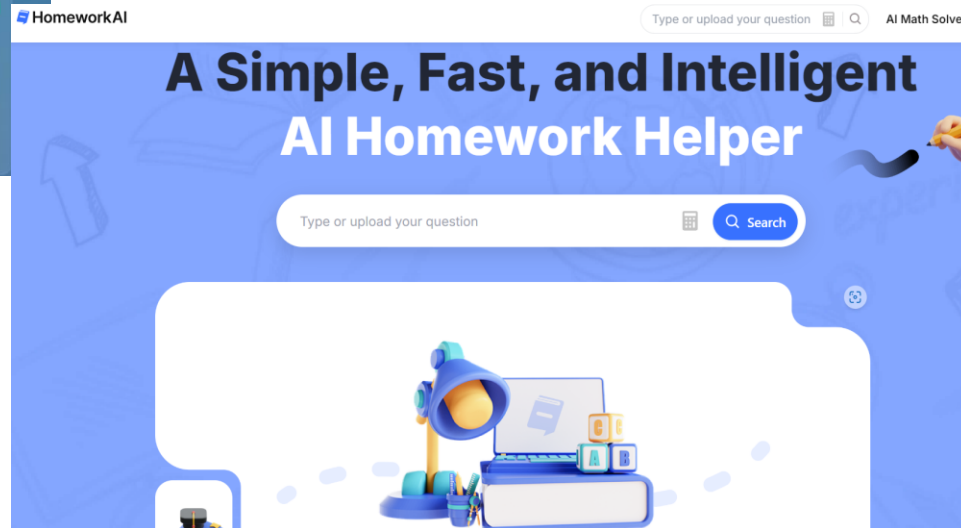
Homework –
questions to test
recall or revision task



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AI and Homework



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The Power of Daily Recap

9/9/25

English - Read Lord of the Flies
made Spider diagrams about
Jack and Simon's character

Maths - Brushed up on multiplying decimals

Biology - looked at animal and plant
stem cells

Geography - looked at where natural resources
are most commonly found



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Biology - looked at animal and plant stem cells

Geography - looked at where natural resources are most commonly found

GEOGRAPHY

Combination of **physical** and human characteristics:

Food - higher availability in richer countries

Water - amount of rainfall available

Energy - natural resources available

EXAMPLE -- Bangladesh - good physical characteristics, poorer human ones (education)



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Making Daily Recap a **Habit**

- **Make it obvious** – set up a study space so it's easy to get started and hard to miss!
- **Make it attractive** – give yourself a reward after every daily recap
- **Make it easy** – each day is a separate page
- **Make it satisfying** – day by day you can track your progress

The biggest revision fail



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Why highlighting and rereading
your notes/books is ineffective



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Next Level Unlocked – BLURTING!



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BLURTING!

Blurting helps you identify the gaps in your knowledge. Use it for each topic you need to know.

1. Pick a topic
2. Write down everything you know – **the BLURT!**
3. Compare your blurt to your knowledge organiser, textbook, exercise books, notes etc
4. Study what you missed out

Unlocking your potential:

The UP Tracker



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The Key Stage 3 Report:

			9F
Overall Performance			Green
Attendance	94.72	Combined	Green
No of Lates	0	Resilience	
Progress			97.2
Behaviour			99
Active Minds			93.5
Homework			91
Personal Development			95

Overall Performance

This and

represents your overall performance, taking into account your attendance, progress, behaviour, active minds, homework personal development scores. The below key explains how the different colours represent your current scores.

Subject			Subject Current Band
	Class	Active Minds	
English	F	Green	Secure
Maths	y2	Blue	Developing
Science	y2	Amber	Secure
Geography	F	Green	Secure
History	F	Green	Secure
German	y	Amber	Secure
DT	y1	Green	Secure
Art	F	Green	Developing
Drama	F	Amber	Developing
Music	F	Blue	Greater Depth
IT	F	Amber	Developing
PE	y2	Amber	Developing
PSHE	F	Blue	

	Platinum	Blue	Green	Amber	Red
Attendance	Above 98%	Between 96% and 98%	Between 93% and 96%	Between 90% and 93%	Below 90%
Progress	bands significantly above targets	bands above targets	bands are on target	bands slightly below targets	bands significantly below targets
Behaviour	0-1 behaviour points (98-100)	2 behaviour points (97)	3 behaviour points (95)	4 behaviour points (90)	5+ behaviour points (<90)
Active Minds	Exceptional (>98)	Highly Developed (96-98)	Consistent (93-95)	Sometimes (90-92)	Minimal (<90)
Homework	0-1 missed homeworks (>98)	2 missed homeworks (96-98)	3 missed homeworks (93-95)	4 missed homeworks (90-92)	5+ missed homeworks (<90)



	11A
Overall Performance	Green
Attendance	94.1
Progress	93
Behaviour	99
Active Minds	93.5
Homework	91
Personal Development	92

RESILIENCE
I adapt to change and embrace new challenges. I am determined.

RESPONSIBILITY
I take ownership of my choices. I am trustworthy and dependable.

PRIDE
I am proud of myself and our school. I take pride in learning and I celebrate success.

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I stretch and challenge myself. I aspire to achieve my goals and my dreams.

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I am open-minded and accepting of differences. I show respect for myself, others and my environment.

KINDNESS
I am compassionate and supportive towards others. I choose to be kind.

Subject				Likely Heading Towards
	Class	Active Minds	Mock Grade	
English	a3	Blue	5	4
English Lit	a3	Amber	4	4
Maths	a5	Amber	2	3
Science	a2	Green	33	33
Food & Nutrition	X1	Amber	3	
Art	Y1	Green		4
Respect	Ps2	Blue		

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Active Minds Descriptors

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Personal Development

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Y11 Mock Exams Report

Platinum: Attends 2 or more clubs or is on Year Council/Student Leadership program.

Blue: Regularly attends 1 club or has position of leadership

Green: Attended 1 club or is keen to take on a student leadership responsibility.

Amber: No Involvement

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House Points	4
--------------	---



		Performance Colour	You are showing incredible resilience with your attendance and punctuality, faultless! Keep this up!
Attendance & Punctuality	99.5	Platinum	
Trend From Last Week			



		Performance Colour	Just amazing! You take your responsibility as a learner seriously, keep maintaining these standards!
Behaviour	100	Platinum	
Trend From Last Week			



		Performance Colour	Homework is such an important part of learning, let's try to get help with this, homework club is there for you!
Homework	79	Red	
Trend From Last Week			

Would this refined report sent to you on a weekly or monthly be useful to you?

Looking After You



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How we know it's working...

- UP report
- Parents' Evening Tuesday 11 November – come and talk to us
- Email teachers, tutors and Heads of Year



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Thank YOU

This presentation will be
available on the school website



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