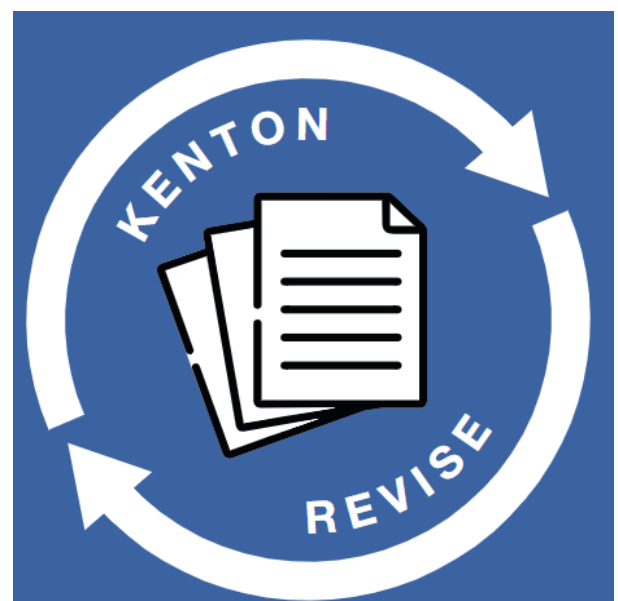




The Kenton School Curriculum

2025/2026



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Mission Statement

Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.

One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Our students are expected to be Safe, Engaged and Kind at all times, and our behaviour curriculum teaches them how to be so.

Intent

Kenton School, in delivering to its motto “All Different, All Equal”, and in keeping with the One Trust Rule, aims to offer a broad and balanced curriculum that is ambitious, coherently planned and appropriately sequenced.

The Kenton curriculum builds on the knowledge and skills taught by our primary colleagues at Key Stage 2. We expect departments to teach every element of the National Curriculum in their subject area to all of our students, and to take opportunities to go beyond the National Curriculum and exam specifications to broaden students’ experience and understanding. Physical Education is taught in years 7-11 and Religious Education in years 7 to 9 - both are complemented in all years by a comprehensive personal development and Personal, Social, Health and Economic (PSHE) education programme, which includes age-appropriate relationships and sex education, and which continues into the Sixth Form. It is important to us that our students know how to stay safe in and out of school.

We set great store by our students achieving excellent examination results, whilst also developing intrigue, independence, creativity, resilience and individual talents. We deliver a curriculum which focuses on building engagement through expanding cultural capital and wider world knowledge, on developing our learners as readers, and on building an appreciation of the arts.

Our goal is to ensure that all students have the knowledge and skills required of the next stage in their education and that they are well prepared to be positive contributors in their local and global communities. We hope that for the great majority of our students, the next step in their education will be to continue their studies. The curriculum and an ongoing careers programme are designed to widen the aspirations of, and the options available to, our students.

Our school is comprehensive and diverse. Our curriculum leaders plan to meet the needs of all students by identifying the core knowledge students need to learn, and developing a detailed and expertly taught curriculum plan. “All Different, All Equal” is evident in our curriculum offer and in our planning for all pupils, supporting those with high prior attainment and those with SEND equally. As an inclusive school, students are kind to one another and accept each other’s differences.

Leaders ensure that the elements of the national curriculum and exam specifications are well sequenced so that topics are covered in depth and there is a progressive accumulation of knowledge. We believe that a strong knowledge base, built alongside cultural capital, is essential to support student understanding and

appreciation of the worlds of arts, literature and science. Fluency and rapid recall of that knowledge free up the cognitive load to facilitate higher order thinking.

We recognise the research demonstrating the relationship between vocabulary and both educational and life outcomes. As such, we explicitly and systematically teach Tier 2 vocabulary in form time and Tier 3 vocabulary in lessons. We value reading, providing opportunities to do so in lessons and ensuring that all students read at least one book each term in form time as part of a community Drop Everything And Read experience.

Our curriculum is taught by subject experts who, when appropriate, make links between different aspects of their subject to deepen student understanding. The core knowledge students need to learn is identified in knowledge organisers. Systems are in place to ensure that that knowledge is learnt by students and not subsequently forgotten.

The Kenton curriculum ensures that pupils have the necessary subject knowledge and personal qualities, such as self-reliance and resilience, to access Higher Education or the world of training and work through apprenticeships. As part of a rounded and quality offer where students study a broad range of academic subjects, are encouraged to complete the EBacc suite of qualifications, and study for a qualification in the arts, we also provide opportunities to develop personal interests through a comprehensive range of academic and vocational option choices in Key Stage 4 and in our Sixth Form. These choices are available to all our students.

Our curriculum provides many opportunities both within and beyond the classroom to further develop cultural capital and readiness for work. This is especially important given the high levels of social deprivation and unemployment both locally and regionally, which are significantly above national norms.

We are mindful of our local context at each stage of our curriculum development. Our children come from a variety of wards across Newcastle upon Tyne, where the school deprivation indicator is much higher than national at 0.32 (national = 0.20). In Newcastle the increase in child poverty between 2015 and 2020 was the largest in the country, with 41.2% of Newcastle's children now from homes with below 60% of the median national income after housing costs.

Given our aim to ensure that our students become well rounded citizens, well placed for their life beyond school, our curriculum is designed to overcome barriers that are presented to many of our students in the local community. The increased challenges that children face in areas of deprivation mean that it is imperative that they also achieve good academic outcomes.

We have designed a curriculum intended to support students in overcoming the poverty cycle, raise aspirations for our students and ultimately reduce deprivation in Newcastle. Our city also has lots of opportunities; it is a city with two hugely successful universities, an international airport within view of our school building, and a thriving quaternary industry. It is a gateway city for refugees and international new arrivals, so now has a rich mix of cultures and communities. Newcastle needs a large labour force as the city continues to expand. There is a bright future ahead for our students whether they stay in Newcastle or travel further afield. Our students are exposed to a wide range of subjects and careers advice which will support them in finding their place and role in this growing and vibrant community.

Implementation

All departments are required to teach a curriculum that is appropriately challenging for all. All Heads of Department follow a diligent process for deciding core knowledge and required vocabulary, and for planning a sequence of learning to build understanding for students and provide clarity for teachers. They produce curriculum maps that build on Key Stage 2, carry on to Post-16 and prepare students for study and employment beyond that. Learning plans are regularly reviewed in conjunction with Senior Leaders and Trust colleagues. At Kenton School we operate a three-year Key Stage 3 and a two-year Key Stage 4.

Key Stage 3 Overview

Students have a broad and engaging Key Stage 3 in Years 7 to 9 which builds on the Key Stage 2 National Curriculum and the work our feeder schools have undertaken. We aim to develop cultural capital and a love for learning so that students can make informed decisions about the subjects they wish to take in Key Stage 4.

Curriculum time across a 50-hour fortnight is divided as follows. This is in addition to the PSHE and Personal Development work undertaken in form time and on a Tuesday afternoon which is detailed elsewhere in this overview.

Subject	Year 7	Year 8	Year 9
English Language and Literature	8	8	8
Mathematics	8	8	8
Science	8	8	8
French	3	3	3
History	3	3	3
Geography	3	3	3
Religious education	1	1	1
Physical education	3	3	3
PSHE	2	2	2
Computer Science	2	2	2
Drama	2	2	2
Music	2	2	2
Art	2	2	2
Technology	3	3	3

Technology is taught in a carousel in Years 7, 8 and 9 to allow all pupils the chance to experience each area within design and technology and cooking and nutrition. This broad experience allows students to choose a specialism subject in Year 10.

Students with lower-than-expected reading ages on entry are targeted for interventions, which assist in raising reading fluency to age-appropriate levels and develop student self-esteem. Two sessions of DEAR time each week and other reading initiatives develop a love of reading among our students.

In collaboration with primary school colleagues, a small cohort of students is identified to be part of Accelerate classes on entry to the school in Year 7. These are students identified as needing additional support to have a successful transition to secondary school. These students access the same offer as all other students but are supported by smaller class sizes, intensive Learning Assistant support and

consistency in terms of location and teachers. We aim to support these students so they can fully integrate with other classes as their secondary school career progresses.

Key Stage 4 Overview

During Key Stage 4 the knowledge and skills established at Key Stage 3 are revisited and built upon, meaning there is depth to both student thinking and their understanding of each of the subjects they take.

Students make decisions about their Level 2 choices during Year 9 in order to start Key Stage 4 in Year 10. Academic subjects in the EBacc are at the heart of our Key Stage 4 offer. In Humanities, students choose History or Geography, with some opting to study both. All students can choose to continue studying French and we are keen to increase the number of young people who opt to study a modern foreign language. All students study at least dual science and all, with appropriate advice and guidance, are given the option to study triple science.

Our curriculum options offer a broad range of both academic and technical subjects. At Key Stage 4, students choose from a suite of over 20 Level 2 qualification subjects, which give them the opportunity to study some subjects in specialist workshop style environments. Parents and students tell us they value these opportunities, often citing them as a key reason for choosing Kenton School. This opportunity to provide students with such diverse choice is a unique benefit of being a large school. The school is recognised as a beacon of excellence for the Arts. The offer of an extensive suite of Arts subjects has enabled students to develop fully this creative element of study.

Curriculum time across a 50-hour fortnight is divided as follows in Years 10 and 11. This is in addition to the PSHE and Personal Development work undertaken in form time and on a Tuesday afternoon which is detailed elsewhere in this overview.

Subject	Year 10
English Language	5
English Literature	5
Maths	10
Science *	10
Physical education	2
Option 1 - Geography or History**	4
Option 2	4
Option 3	4
Option 4	4
Subject	Year 11
English Language	5
English Literature	5
Maths	10
Science *	8
Physical education	2
Option 1 - Geography or History**	5
Option 2	5
Option 3	5
Option 4	5

* students have the opportunity to study Triple Science through one of their Options

** some students choose to study both geography and history through their other option slots

A full list of the GCSE Options available to students is available in their [KS4 Options Guide](#).

Post-16 Overview

A fully comprehensive Post-16 curriculum runs at Kenton. We provide a range of courses from Level 2 (GCSE equivalent) opportunities to A Levels in traditional subjects. There is a balance of both academic and vocational subjects on offer, and students are allowed to combine the two. We also teach re-take GCSE English and maths successfully, in line with national requirements.

Students with special educational needs are encouraged to remain at Kenton into the sixth form provided that this is their best option and to access the best support possible. We have a bespoke programme that offers students the chance to work on a range of social and employability skills to prepare them for independent life beyond school. The Young Enterprise scheme has been instrumental in raising confidence and providing students with experiences beyond the classroom.

All subjects have defined entry requirements to help to ensure success and retention and a full list of the options available to students in our Sixth Form is available on the [pages of our website](#).

Form time

In addition to the curriculum time above, students have a mid-morning form session each day and a further session on a Tuesday afternoon. As well as giving students daily contact with their form tutor for wellbeing and progress checks, the activities in these sessions are an important part of our PSHE and wider personal development programme.

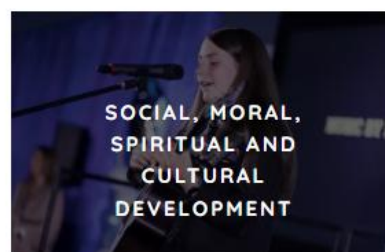
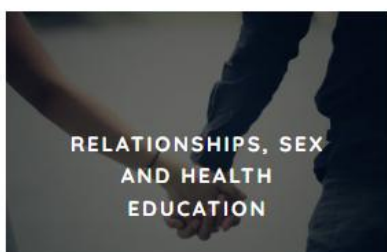
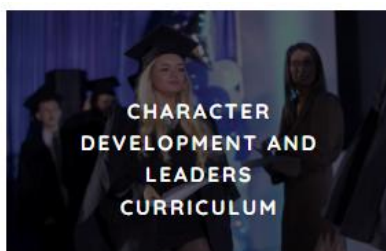
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Monday	Kenton News Attendance, weekly information, Praise	Kenton News Attendance, weekly information, Praise	Kenton News Attendance, weekly information, Praise	Kenton News Attendance, weekly information, Praise	Kenton News Attendance, weekly information, Praise	Kenton News Attendance, weekly information, Praise	Kenton News Attendance, weekly information, Praise
Tuesday	Safe, Engaged, Kind- Contextual issues, themes and current affairs	Safe, Engaged, Kind- Contextual issues, themes and current affairs	Safe, Engaged, Kind- Contextual issues, themes and current affairs	Assembly Theme of the week	Intervention	PSHE	PSHE
Wednesday	Careers- Job of the week	Votes for schools- debate and discussion of topical events	Assembly Theme of the week	Safe, Engaged, Kind- Contextual issues, themes and current affairs	Intervention	PSHE	PSHE
Thursday	Votes for schools - debate and discussion of topical events	Assembly Theme of the week	Votes for Schools - debate and discussion of topical events	Votes for Schools - debate and discussion of topical events	Intervention	Assembly Theme of the week	Assembly Theme of the week
Friday	Assembly Theme of the week	Careers- Job of the week task	Careers - LMI information, Preparation for Work Experience	Careers - Professional conduct skills	Careers - destinations	Votes for schools - debate and discussion of topical events	Votes for schools - debate and discussion of topical events

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Tuesday afternoon sessions	DEAR	DEAR	DEAR	Careers- pathways.	PSHE- KS4 curriculum provision	Futures- Skills, careers, leadership	Futures- Skills, careers, leadership

Personal Development – Safe, Engaged, Kind

The development of well-rounded, responsible citizens is as important to us as examination success. Spiritual, moral, social and cultural (SMSC) aspects of life and British Values permeate the entire curriculum and life at school, captured in the school motto “*All different, all equal*”.

We are proud of our personal development offer which encompasses PSHE, RSEH, Citizenship, SMSC opportunities across the curriculum, British Values, One Trust Rule sessions built around the messaging “Safe, engaged, kind”, and careers guidance. Our personal development provision is summarised on the next page.






KENTON SHCOOL

ELECTIVE CURRICULUM

AUTUMN 2024/25

LEADERSHIP 	COMMUNITY 	RELATIONSHIPS 	HEALTH 
ASPIRATIONS 	CREATIVITY 	MOTIVATION 	ENJOYMENT 

The learning you choose

Elective Curriculum

An offer unique to Northern Leaders Trust schools is our elective curriculum. Four afternoons a week, the final thirty five minutes of the day are spent engaging in an activity of a student's choosing. Over a term, the elective curriculum allows students to do things they have never done before, make new friends, enhance existing skills, and build confidence.

Enrichment

A comprehensive programme of enrichment opportunities exists for students after school in our Kenton Extra programme. From rock climbing to musical productions, art clubs to chess, pupils of all ages and backgrounds stay behind to complete in different activities or to represent the school in different ways every night of the week.

Year 11 students stay in school for Academic Enrichment which prepares them for upcoming examinations.

Personal Development

Safe, Engaged, Kind - Our One Trust Rule is at the heart of everything we do

OUR AIMS AND INTENTIONS

We want our students to value learning, and to develop in to happy and healthy adults who are positive contributors to our local and global communities.

We recognise that we serve some of the most disadvantaged areas in the country and that many students join us with gaps in their cultural capital and wider world knowledge, as well as with lower reading ages and smaller vocabulary banks.

Through an integrated approach consisting of Citizenship, RSE, PSHE, SMSC, Careers, our elective curriculum and an extensive enrichment programme, we hope to equip students with the knowledge, resilience, empathy and analytical skills needed to confidently make their way in modern Britain.

Safe

- High expectations of behaviour
- Consistent routines for students and staff
- Early identification of risk and effective intervention
- PSHE programme adapted to meet needs
- Lessons aligned to pastoral support

Engaged

- High expectations of learners
- Common learning cycle
- Positive praise culture
- Shared learning journeys
- Curriculum experiences , elective curriculum and enrichment offer

Kind

- Learning Behaviours Curriculum
- Tolerance and mutual respect central to PSHE curriculum
- Constantly modelled in conversations
- DoE, CCF, School of Sanctuary, student leaders

CURRICULUM DESIGN

A carefully sequenced and spiralling personal development curriculum which builds knowledge and understanding over time and in an age appropriate manner.

Mapping ensures that all statutory elements of the RSE and Citizenship National Curriculum, protected characteristics and British Values are covered.

Adaptive and addresses contextualised safeguarding risks and other local needs including issues identified on CPOMS.

All curriculum areas contribute to students' personal development. Careful consideration is given to opportunities to develop SMSC and cultural capital. Identified on SoL, made explicit to students on Why This Why Now slides.

KS3 DEAR an example of all learning activities contributing.

PERSONAL SKILLS

Development of all aspects of SMSC in PSHE lessons and across school curriculum, in particular aligned with teaching of British Values, including empathy for others and an understanding of respectful and age appropriate relationships.

Critical thinking, tolerance, an awareness of importance of oracy, and confidence in articulating their point of view is built over time, particularly through votes for school sessions.

Ability to reflect and be self-aware built, especially through the use of case studies.

Resilience built across curriculum by setting high expectations, providing timely feedback, removing scaffolding over time, sharing learning journeys and celebrating individuals' successes.

Opportunities to be leaders.

IMPLEMENTATION

PD provision mapped by DEEP Experience teams.

PSHE curriculum designed by Trust Lead. Reviewed by Trust Director of Experience and Trust Director of Safeguarding. Quality assurance of delivery by School PD lead & wider SLT.

Key knowledge revisited in connects and assessments.

Additional support for SEND to ensure accessibility for most vulnerable learners.

KS3 One hour of PSHE, Votes for Schools, assembly, One Trust Rule (OTR).

KS4 Half hour PSHE, Votes for Schools, assembly, OTR.

KS5 Half hour of PSHE, Votes for Schools, assembly, two Futures sessions.

Curriculum experiences, elective curriculum, enrichment offer.

Gatsby Benchmarks all met.

INTENDED IMPACT

Students will be aware of physical and non-physical risks in the world, and how to stay safe in and out of school.

Students will have positive attitudes to learning.

Students will be tolerant and respectful members of our community.

Students will contribute positively to the school and the local communities.

Students will be aware of the wide range of opportunities available to them and know how to access next steps in education and careers.

Students will develop existing interests, will visit places they have never been before and will try activities they have never done before, mixing confidently in different social groups as they do so.

How students learn at Kenton

Learning Cycle

Our Learning Cycle helps students identify the part of the lesson they are in and the learning behaviours associated with it. This structure supports all students with their learning, especially those coming from a disadvantaged background or those with SEND. The cycle provides a framework for teachers to plan lessons, although they are free to have multiple new learning and application episodes. We communicate with families so they understand the KLC, our teaching and learning strategies and how they can best support learners at home.

Connect

All lessons start with a connect activity. This written activity is typically in the form of a few short retrieval questions which encourage students to recall previously learnt knowledge, both from a recent lesson and from further back. These questions will often make a link between previously acquired knowledge and the lesson's new learning. Connect activities are completed in silence and without looking back at work in books. It is the "struggle to remember" and regular revisiting of core knowledge that consolidates memories and helps students beat what Ebbinghaus calls "the forgetting curve".

Creating connections between pre-existing knowledge and new learning strengthens students' understanding of the subject. Teachers explicitly make these links in learning and to careers or aspects of personal development by explaining "why this, why now?".

Learn

In the new learning part of the lesson the teacher, as the subject expert, passes on the core knowledge identified in the subject's curriculum. Teachers model using an I-We-You structure and directly address misconceptions. Students should be engaged listeners and ready to respond to questioning.

Apply

During this part of the lesson students work individually or in groups to apply their new learning, using the models provided as examples, and avoiding the identified misconceptions. Scaffolding of support enables all students to make progress in the lesson.

Review

In the final part of the lesson students complete an activity which reinforces and returns to the core knowledge intended to be learnt in that lesson. This activity can often be used by teachers as a feedback opportunity to refine their plans for the next lesson in a sequence.

Any time assessment

Questioning can occur at any point in the lesson to check and strengthen student understanding. Three key strategies are used by teachers and made clear to students:

- Cold calling – students are asked not to put their hand up but to be ready to answer if asked. Questions are built upon and bounced from one student to another to develop deep understanding.
- Show me on 1 – mini white boards are used to allow the whole class to answer at once. All students are given time to write their response and then hold up their board at the same time after a verbal countdown. The teacher can then check every student and address misconceptions or build on interesting ideas.
- "Say it again but better" or "Say it how you'd write it" prompts encourage students to use technical language and build their academic language skills.

Teaching of vocabulary

Vocabulary is explicitly taught across the school. Tier 3 language refers to subject specific words and is taught in a structured way in every subject across the school. Understanding these words is important for exam success and for fostering a deeper understanding of, and appreciation for, a subject. All lessons include the teaching of one word including analysing its prefix and suffix to make the acquisition of further new vocabulary easier.

Drop everything and read (DEAR)

Every Tuesday afternoon in Key Stage 3, form time is dedicated to Drop Everything and Read (DEAR). During DEAR the form tutor reads a book to their class as the class reads along in their own copy of the book. The teacher pauses at key moments to ask planned questions in order to clarify context or key words.

DEAR is designed to foster a love of reading through a shared year group experience. By hearing their tutor read, students also hear the expression and intonation that is essential for language learning and vocabulary acquisition but that is missing when our only exposure to language is the written form. Each year group reads books selected for them and reads them at the same speed. The books each year group reads have been carefully chosen by English teachers as being appropriate for their age and as being culturally enriching, exposing students to powerful contextual understanding. As such, DEAR is an important part of our Personal Development provision.

Homework

At Kenton School we recognise the value that homework brings to the progress of our students. In Key Stage 3 and in every subject, students can pick from four differentiated mini-project options related to the knowledge and skills they have studied that half-term. Included in these options is an Above and Beyond activity which is a special experience or project that challenges students to extend themselves and explore areas of interest.

At Key Stage 4 homework is set by all departments and is accessed via the Kenton Learning Zone. Online homework has the benefits of students' work being marked immediately, them learning from their mistakes or being able to "have another go". Teachers are able to see students' responses and plan feedback in lessons. These online homework activities are designed to revisit prior learning, consolidate memories and reduce the impact of the forgetting curve.

Key Stage 5 students complete a mixture of online and written activities to prime, consolidate or extend the activities undertaken in lesson.

Kenton Revise

We recognised that students received a lot of information on how to revise, either from their subject teachers or from visiting speakers. It was felt that this could lead to confusion and that students would benefit from being explicitly taught a fewer number of strategies that educational research shows are successful strategies.

The Kenton Revise strategies complement our focus on retrieval as a key part of the learning cycle, are taught within lessons and are then shared for future reference on the Kenton Learning Zone. Teachers from different departments direct students as to which strategies are most effective in their subject. Students are taught the science of memory and how to avoid forgetting. Strategies currently taught to students are

- Effective use of flashcards

- Using notes to reduce, process and explode information
- How to use past papers and mark schemes

Kenton Subjects online

Kenton Subjects areas provide lesson resources for students to revisit lessons they found challenging, to revise, or to deepen their understanding. Learning journeys are available indicating the topics being taught over what is a seven-year journey in many subjects. Knowledge organisers detail the core knowledge to be learnt in each unit of work. Past papers and sample assessments are also available for students.

Our online offer is being continually developed to make increasing use of the technology available. It is already an essential part of day-to-day blended learning at Kenton School, as well as providing a platform for periods of remote learning.

Assessment and feedback

Assessment in all its forms sits at the heart of our curriculum delivery. Students are regularly assessed in class through retrieval activities, questioning and low-stakes quizzes in order for teachers to address misconceptions and plan next steps in learning. Formative feedback is provided after key pieces of work either individually or using a whole class feedback sheet.

Our pillars of feedback and marking summarise the ways in which teachers give students improvement feedback.

EVERY LESSON FEEDBACK			
QUESTIONING	LIVE MARKING	LITERACY CODES	SELF OR PEER ASSESSMENT
			
SUMMATIVE ASSESSMENTS USED FORMATIVELY			
KEY APPLY TASKS	REVIEW OF STUDENT PROGRESS SCHEDULE	QUESTION LEVEL ANALYSIS & WHOLE CLASS FEEDBACK	
			

For students in all year groups, we measure the extent to which students have learnt the core declarative and procedural knowledge our teachers have identified in their departmental schemes of learning. Progress is defined as understanding, retention and ability to apply that core knowledge.

In Key Stage 3, twice a year and for each student they teach, teachers answer the question “Has this student made the progress that could reasonably be expected of them?”. Classwork provides the basis of this decision and termly assessments assessing understanding of recently taught material and retention of previously taught core knowledge triangulate these judgements. Where a child is judged not to have made reasonably expected progress, teachers indicate a classroom-based intervention to support them in their learning.

Question Level Analysis (QLA) of assessments is one form of evidence used to inform topics to be revisited in connect activities, to identify topics for targeted interventions and for future curriculum refinement.

Year 10 students sit assessments designed to prepare them for their final Level 2 examinations and to measure their progress towards these. These papers assess their learning so far and students are given a predicted grade for the end of the course. The third formal assessment in Year 10 is a Mock Examination assessing all content covered on the course so far and after which students receive a working at grade in addition to their prediction.

Year 11 complete Mock examinations in November and March. These are important steppingstones towards the final examinations and students are supported to master elements of the course in the build-up to each of these. Question Level Analysis of Mocks informs teacher planning, and “next steps” information is provided to students as well as foci for targeted intervention. Subjects provide other informal short-tests and extended response opportunities as part of their ongoing revision planning. Students are given a working at grade and a predicted final grade after each mock exam.

Year 12 and Year 13 follow the same assessment pattern as Years 10 and 11 with assessments used to check that key knowledge is being successfully understood and retained and that students are aware of the exam requirements. Again, “next steps” information is provided to students to guide them in the next steps in their learning.

Impact

The impact of our curriculum offer on student outcomes and personal development is reviewed and reported regularly in Years 7 to 13. Impact is measured against all statutory measures and national standards. Academic performance within each year group is carefully monitored to ensure that students are making the requisite progress and that the impact of teaching and intervention is as it should be. This monitoring informs school improvement priorities.

We have a number of aims and expectations of what our curriculum will achieve:

- We expect all subjects to balance the need to prepare pupils for examinations with the development of skills and a broader understanding of how the subject fits into the wider world.
- We expect to see year-on-year improvements in the progress made by pupils in all subjects at all key stages.
- We aim to support all our learners to be able to read at age-appropriate levels and to develop a love of reading for its own sake.
- We aim to ensure that the diverse curriculum offer that we have strived to protect, enthuses and inspires young people to attend school regularly and reach their academic potential.
- We aim to foster a love for learning reflected in positive Attitude to Learning ratings for all of our students.
- Whilst we welcome many of our students into the school's Sixth Form at the end of Year 11, we understand that some pupils, following independent advice and guidance, will choose to further their studies or work-related training elsewhere.
- We want all our pupils, including those from the most disadvantaged backgrounds or with SEND, to be in education, employment or training when they leave us, either at the end of Year 11 or year 13.
- We aspire for all Kenton pupils to be inspired by their education (inside and outside the classroom) at school and to seek out and follow a career in a field for which they hold a passion.
- We aim to recruit and retain the best available subject specialist teachers.

Glossary

KNOWLEDGE		
CORE KNOWLEDGE The powerful knowledge we want students to retain in their long-term memory. It is on this that students build their understanding, creativity and enquiry.	HINTERLAND KNOWLEDGE The narratives, metaphors, analogies or anecdotes we use to frame core knowledge. It should be enriching and vital but should not become a distraction	
SUBSTANTIVE KNOWLEDGE Substantive knowledge is the set of facts, principles, laws, descriptions, claims, concepts or accounts of a subject. It will account for much of the core knowledge we teach.	DISCIPLINARY KNOWLEDGE Disciplinary knowledge addresses how experts in a field generate and verify knowledge. The amount of this will vary greatly between subjects.	
DECLARATIVE KNOWLEDGE Declarative knowledge – is the “know that” element of substantive knowledge.	PROCEDURAL KNOWLEDGE Procedural knowledge is the “know how” or skills and techniques.	
THRESHOLD KNOWLEDGE “...a portal opening up new and previously inaccessible ways of thinking about something....a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress” (Meyer and Lland) Knowledge without which students will not be able to access new learning. Must be explicitly taught and collaborative planning and a common language around teaching it is crucial.		
VOCABULARY		
TIER 1 Everyday words familiar with most students and normally learned through conversation e.g. inside, yellow	TIER 2 Academic words that students might encounter across subjects. Less common in speech and more common in written language. e.g. indistinguishable, emerge <i>Taught in form, use encouraged in lessons during questioning</i>	TIER 3 Academic words that belong to specific subjects e.g. equation, photosynthesis <i>Taught and used in lessons</i>
LEARNING SCIENTIST STRATEGIES		
TESTING Silent and independent, without referring to notes. Prime new learning without creating unnecessary cognitive load – concentrate on core knowledge, not hinterland	SPACED PRACTICE Providing opportunities to revisit previously taught knowledge over a period of time to beat what Ebbinghaus called the forgetting curve e.g. through carefully planned and timed homework quizzes	INTERLEAVING Revisiting topics/knowledge in different orders or contexts, creating opportunities to create links between different ideas or help students choose the right strategy to solve a problem
ASSESSMENT TO...		
...CHECK UNDERSTANDING <i>High quality questioning in class</i> <i>Opportunities for self-assessment against clear success criteria</i> <i>Live marking during Apply activities</i> <i>Review at the end of the lesson focussed tightly on the core knowledge being taught</i>		...CHECK RETENTION <i>Connect activity in the next lesson, later in the topic, etc</i> <i>Retrieval through well planned homework quizzes</i> - At regular intervals - Ahead of returning to a topic/theme to build <i>Formal assessments – tightly focussed on retention and application of Core Knowledge</i>

