



KNOLE
ACADEMY

Supplementary Information Booklet

A co-educational school for students of all abilities

CREATIVITY IN LEARNING • CONFIDENCE TO ACHIEVE

The Governing Body of Knole Academy is committed to ensuring that every student achieves their full potential. The Governing Body of Knole Academy and Chair of Governors, Mr Gordon Phillips can be contacted via the Clerk to the Governors, Mrs Judy Brown at Knole Academy, Knole (West), Bradbourne Vale Road, Sevenoaks, TN13 3LE. Telephone 01732 454608.

There are 60 full time and 9 part time teachers at Knole Academy. They are all fully qualified and hold degrees or relevant vocational qualifications and qualified teacher status. All of our staff have enhanced CRB disclosures. A full staff list can be found on the website, www.knoleacademy.org.

From Primary to Secondary Education

The Knole Academy aims to make the transfer to secondary education as smooth and easy as possible for our students. Senior staff, including the Principal, maintain close links with feeder primary schools through regular visits and discussions with primary colleagues.

Children from primary schools are invited to join in lessons and take part in a range of activities such as art, dance and drama productions. In the summer term, year 5 students from primary schools are invited to spend a day at the academy; they attend a variety of lessons and are well looked after by both staff and students.

Year 6 students who have been offered a place at Knole Academy are invited to spend a day at the school in July to meet with their tutors and tutor group and have the chance to familiarise themselves with the building and daily routines. The Knole Academy runs a Summer School in the summer holiday as part of the transition process for the new year 7.

The Curriculum

The sponsors, governors and staff support the view that the curriculum to the age of sixteen should be broadly based providing a balanced educational experience with the necessary knowledge and skills. Our curriculum fulfils the requirements of the National curriculum. The curriculum is reviewed annually to ensure that the best possible opportunities are offered to all students, including the English Baccalaureate entitlement. The academy has adopted the International Baccalaureate (IB) Middle Years Programme (MYP). The programme is designed for students aged 11–16 with a student-centred learning philosophy based upon holistic education, cultural awareness and communication. It provides a framework of academic challenge that encourages students to embrace and understand connections between traditional subject and the real world in order to become critical and reflective thinkers.

Academy Curriculum Key Stage 3 (Years 7–9)

The academy offers students a broad, balanced and relevant curriculum. The core subjects within the National Curriculum include English, mathematics and science.

The foundation subjects within the National Curriculum include art and design, design and technology, geography, history, information & communication technology, a modern foreign language, music and physical education. Religious studies is a

compulsory subject. Students also have a personal, social health and citizenship education lesson every week and as an Artsmark gold academy, dance and drama are taught as discrete subjects.

Academy Curriculum Key Stage 4 (Years 10–11)

All students follow a core curriculum. They study English, English literature, mathematics, science, information & communication technology, physical education PSHCE and religious studies. Students then choose subjects from a very wide range of other GCSE / vocational options with guidance given in order to select the best individual pathway. All this gives balance to the curriculum whilst allowing the opportunity for students to develop individual aptitudes and interests. Students have the opportunity to take up to twelve GCSE subjects and vocational subjects.

Careers Education

Careers education is an integral part of the academy's PSHCE programme and is an entitlement for all of our students including the sixth form. All students have the opportunity to participate in work placements from Year 10 onwards. Careers consultants attend the academy regularly and offer an additional advisory service for senior students and their parents through a programme of individual and group interviews. The academy has a well-resourced careers library which all students are encouraged and taught to use.

Teaching Groups and Teaching Styles

On admission, all students are placed in mixed ability tutor groups of approximately 30 students. The academy aims to maintain these groups for five years with the tutor moving up with their group whenever possible. Using information from primary schools, KS2 SATs and academy base line assessment tests in mathematics and English, year 7 students are grouped either into a 'fast track', an upper, a middle or a special support class for most of their lessons. Design and technology is taught in smaller groups. From year 9, students are set according to ability for English, mathematics and science. All groupings are reviewed regularly.

A Special Educational Needs department helps students who require extra support to access the curriculum. A strong team of learning support assistants (LSAs) work closely with class teachers. A broad range of teaching styles is used to meet the different demands and individual needs of the students across the various subjects. Throughout the curriculum there is an emphasis on information and communication technology applications.

Special provision is made for students who are identified to be gifted and talented. Extension tasks are set for these students in lessons and special extra curricular activities are encouraged. The academy has a designated G and T coordinator.

Sixth Form Curriculum

Most students will wish to continue into the academy's popular sixth form where a wide range of courses is offered. These include academic subjects at AS and A2 level, and advanced and intermediate and ICT provision as well as a modern common room where students can socialise and relax.

All students are given guidance in careers and follow a personal and social education programme of study. Students' achievements enable them to progress onto degree courses at university, arts colleges and colleges of higher education. Expert advice is given to those students seeking to progress onto higher education through UCAS.

Students have the opportunity to take on responsibilities around the academy to develop their leadership and team-work skills. P16 students feature strongly in the academy's house system and lead teams of younger students in a wide variety of projects and initiatives aimed at engaging all students in the life of the academy and the local and wider communities.

Knole Academy welcomes students from other schools to join the sixth form. Courses can be found in the academy's Post 16 Prospectus.

Assessment for Learning

In our quest to add value to the individual learner, students and subject teachers agree 'go-for-it' targets every year and learning targets every six weeks; their progress towards these is monitored regularly. In addition, students and their parents have an annual meeting with the form tutor to establish more collective learning targets; these are monitored and reviewed as part of our termly student tracking programme.

School Examinations

Helping students to achieve success in public examinations is a very important part of the academy's work. Success is not measured simply in terms of the number of subjects passed, but in the quality of the grades gained, relative to students' abilities.

There are end of year examinations for all students. They provide parents and the academy with important assessment data and give students the opportunity to experience a formal examination situation before sitting public examinations.

The academy has invested in a full programme of revision sessions to assist students in their preparation for public examinations. Well staffed and resourced revision sessions will take place throughout holidays during the spring and summer terms followed by 'Grade Booster Sessions' immediately prior to the examinations.

Knole Academy Specialisms – Expressive Arts and Languages

Through the expressive arts and language specialisms we focus upon creative approaches to teaching and learning to develop creative and confident students.

The specialisms are used as a means to increase student enjoyment and participation in both the curriculum and extra curricular activities and as a way of developing students with excellent communication skills.

Students have opportunities to work with visiting professional artists, from all areas of the arts, to make regular visits to galleries and theatres, attend language events, make exchange visits to European countries and Key Stage 3 students also take part in a week-long Creativity Festival at the end of the summer term.

The academy has a very strong team of highly qualified and committed staff in both specialisms, including specialists who

support local schools and community learning. The specialisms are very well resourced enabling the academy to offer high quality teaching and learning both to our own students and the wider community.

The specialisms have a strong impact across all areas of the curriculum. The International Baccalaureate Middle Years Programme is used as a vehicle to deliver cross-curricular education based around the specialisms and build an international dimension to learning.

Knole Academy continues to establish business links in the local area to develop and extend learning and is building partnerships with European schools to make language learning relevant for our students.

Extra Curricular Activities

There is a wide variety of clubs and extra curricular activities in which students are encouraged to participate. Sporting activities include: gymnastics, football, dance, rugby, netball, hockey, trampolining, basketball, tennis, athletics, rounders and many more. Other subjects also offer extra-curricular opportunities such as science, cooking and debating to name but a few. The academy is proud of its art, dance, drama performances, music concerts, sports day, ski trips, foreign exchange and residential courses. The academy has a well resourced music department supported by ensemble groups, choirs and a full range of instrumental clubs. A key annual event that brings together the whole academy into one spectacular production is the annual show which is greatly enjoyed by those who are involved and those who come to support it.

The academy organises regular residential visits abroad to enhance the learning of modern foreign languages as well as providing opportunities to visit other parts of the world.

Throughout the year there are educational visits to theatres, art galleries, museums, historical sites and other places of educational interest. Students also have the opportunity to join the well established Duke of Edinburgh Award Scheme from the age of fourteen. Students may enter for the Bronze, Silver and Gold Awards and learn many valuable life skills from the activities involved. We also offer students the chance to take an Arts Award. This is a national scheme that can be taken at Bronze, Silver or Gold level.

The academy has introduced its own award system for KS 3 students known as the Knole Passport. Students move through from Bronze and Silver to the Gold award by completing activities in their own time from the five areas of the passport. Students also collect house points for activities completed.

Additional Music Provision

An instrumental music service is available to students who show interest and aptitude. Specially gifted students may be given supplementary tuition and these students may take early examinations in their chosen field. Visiting teachers provide tuition in a range of musical instruments and students are encouraged to become involved in the musical life of the academy.

Arrangements for Students with Special Educational Needs

All students share the right to a broad and balanced curriculum. The academy has a well-established system for helping students with special needs and will quickly identify those who may need extra help in order to progress. Students receive additional help with learning through differentiated work set by teachers and supported by LSAs in the teaching groups. Some students may be withdrawn from lessons for short periods to receive individual and small group interventions according to their needs. The academy strives to ensure that all students have good literacy skills and employs specialist reading teachers to both teach and boost students' reading levels. Students for whom English is an additional language, will be given support to enable them to achieve in their learning. Frequent reviews are held to make sure that students are correctly placed in their teaching groups. The academy Vice Principal is responsible for inclusion and she works in conjunction with a SENCO (Special Educational Needs Coordinator) to advise staff on teaching and learning styles, coordinate special interventions, liaise with parents and manage a large team of learning support assistants.

Knole Academy employs learning mentors who run small group and one-to-one sessions for students who need additional support to reach their potential.

Homework

Homework is regarded as vitally important for all years and is a requirement of the academy.

It enables students to:

- Work alone.
- Plan and organise work.
- Practise skills learned in the classroom.
- Do background work to prepare for the next lesson.
- Improve their problem-solving skills.
- Reinforce their learning of facts.
- Revise for tests and examinations.
- Carry out private reading and research.

Students are issued with a homework timetable at the beginning of each academic year, and are expected to hand the work in to their teacher at the correct time. All homework must be recorded in the student planner.

Time allocated for tasks varies according to age. On average, in years 7 – 9 there are up to three subjects per day. Year 7 and 8 students should expect to spend at least one and a half hours per evening on their homework with year 9 spending at least two hours. In years 10 and 11 there are up to four subjects per day and students are expected to spend at least two hours per evening on their homework. Sixth Form students are expected to complete any work necessary for their chosen courses of study.

Parents are asked to actively support and encourage their children with their homework.

Student Voice

We encourage our students to play an active part in school improvement and welcome their views on the educational experience we provide. The Academy Council meets regularly with the leadership team to discuss teaching and learning and academy facilities. Students are elected on to the Council by

their peers in the autumn term. The Council is invited to discuss possible changes to academy procedure and plays an important role in hosting visitors and social events. The Academy Council holds its own budget and helps to improve recreational facilities for its fellow students. The head girl and boy chair the Academy Council and MC at presentations and prize givings. The year 11 prefects and Sixth Form senior prefects are given important responsibilities and privileges for the work they do.

As part of our student tracking and subject reviews, we seek the opinions of a cross section of our students through interviews and questionnaires.

Pastoral Care

Students thrive best in an atmosphere where they feel valued and secure. The needs of our students as individuals, their physical, moral, cognitive, social and emotional development, form the basis of the academy's pastoral structure.

On entry into the academy, each student is allocated to a pastoral tutor group which is under the care of a form tutor. The tutor meets the group daily for registration and throughout the week for tutor sessions and assemblies. The form tutor not only has responsibility for the students' welfare on a day-to-day basis but plays an important part in raising achievement through target setting and supporting students academically.

All form tutors work closely with a year leader and are all supported by the leadership team who are also involved in individual target setting and student tracking.

Attendance

Regular and punctual attendance is essential if students are to be successful at school. The only acceptable reason for students to be absent is as a result of genuine illness, or an exceptional circumstance, such as bereavement. A telephone call on the first day of absence is required followed by a written note immediately upon the student's return. The academy will text parents if their child is absent without a phone call being made. This will alert parents if their child has not arrived at school. The academy does not authorise holidays taken in term time, unless there are exceptional family circumstances. If a parent wants to make a request for a holiday in term time they need to write to the Principal, explaining the exceptional circumstances and providing the necessary evidence. However, it is extremely rare that absence is authorised by the principal. Unauthorised absence may result in a fixed penalty fine being issued by the local authority.

Very good attenders (99% and above) are rewarded with a special trip out at the end of the school year and by the award of a badge for 100% attendance.

Students are expected to be punctual for school and their lessons. Those who arrive late to school on three occasions for no good reason will receive an after school detention.

The Academy Day

The academy day, which begins at 8.45 am and finishes at 3.30pm consists of six, fifty minute lessons, with an hour for lunch and a twenty minute morning break.

The day also includes an assembly or tutor time. Assemblies are organised in year groups and houses.

Assemblies

Collective acts of worship are organised on a year and tutor group basis. Parents who wish their children to be excused from assembly on religious or ethical grounds should contact the Principal so that suitable alternative arrangements can be made.

Home and Academy Links

Education is a partnership between home and school and parents are regarded as members of the academy community. Help and involvement in supporting homework assignments and academic progress is strongly encouraged. The academy adopts an 'open door' policy through which we invite parents to contact the academy to make an appointment with the relevant person should they have any concerns about their child's welfare or progress.

The main opportunities for consultation and communication are:

- **Parents' Meetings** – These are held at least once a year for all year groups and by appointment with the class teacher. Parents of year 10 & 11 students are invited to an interview with a member of the extended leadership team in the autumn and spring terms respectively.
- **Reports** – Parents receive a formal report three times in the year in October, February and May.
- **Commendations** – Staff are encouraged to inform parents either verbally or in writing about their child's progress.
- **Consultations** – The school encourages parents to contact staff if they are concerned. Equally the school will contact parents. Parents are requested to telephone for an appointment if they wish to see staff.
- **Open Days** – Parents are encouraged to tour the school while it is 'at work'.
- **Home Academy Agreements** – Parents are expected to sign a 'Home Academy Agreement' to ensure that a positive partnership exists between parents and staff.
- **Questionnaires** – Parents are regularly surveyed for their opinions on teaching and learning within subject areas.
- **The Academy newsletter 'Blaze'** – issued at the end of every term.
- Information on school website: www.knoleacademy.org

Academy Planner

Our planners are an important method of communication between home and the academy and hold useful information for our students. Students use it to help them improve their work and attendance by recording their achievements and house points. Students' individual academic targets, set in conjunction with their tutor and parents, are recording in their planners.

The planner also enables our students to record the homework set each day. It can be used to keep track of the materials and equipment needed on a daily basis and to record important dates and events throughout the year. The planner is also a valuable means of sending messages between home and school and for this reason parents are asked to monitor and sign this book regularly.

The planner also contains a lot of essential information for parents about policies, uniform requirements, term dates, the school day and much more. The planner should be seen as belonging to the academy, the parents and the student.

Praise and Reward

Good work and effort in lessons, progress and good attendance are always recorded. Good class work and homework are acknowledged by written comments next to the piece of work. Comments can also be recorded in planners for parents to see. Students can be rewarded with house points for their achievement, hard work and effort, good attendance, behaviour and service to the school.

Public recognition of students' strengths and achievements is made at special award ceremonies.

Good Behaviour

The academy believes that students need firm, fair and structured discipline which allows them to develop into responsible, self-disciplined adults who show consideration for others. Students are expected to be courteous and co-operative. The school rules are designed to foster a good working atmosphere and a community where there is mutual respect and integrity.

We believe:

- In teaching students the skills of self discipline, co-operation, respect for others and tolerance. These are skills which can be learnt, particularly if the academy works closely with parents.
- That everyone has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of the school.
- In valuing achievement of every kind, both academic and non-academic and that everyone should have equal opportunity to achieve their potential.
- That students respond well to high expectations. The academy expects everyone to work hard and give their best.

The academy rules are regularly reviewed after discussion with students, teachers, parents and governors. Students are encouraged to care about people and their environment. This helps the academy run in a pleasant and efficient way. Students are expected to take responsibility for the care of their own form rooms and locker areas.

Staff ensure that students are rewarded for good effort and progress as they respond very well to praise and encouragement. If however, students fail to exercise self-discipline or fall short of expectations in other ways, sanctions such as detentions, including Saturday morning detentions, and the withdrawal of privileges are applied. As in other areas of academy life, good discipline depends upon co-operation between staff and parents.

Detentions

A detention will be given if a student breaks the academy rules, does not complete homework, misbehaves or is repeatedly late to school.

Detentions usually occur at break or lunch time. After school detentions take place for one hour once parents have been given at least 24 hours notice. It should be noted that the academy does not need to seek parental consent for after-school detentions and there is an expectation that all parents will ensure that their children are able to attend should an after school detention be necessary. It is the parents' responsibility to make arrangements for their child's travel home following an after-school detention. Saturday morning detentions are given to students who do not uphold our code of conduct.

Assessment and Reporting Policy

On entry, all students are assessed using standardised tests. Teachers keep detailed records which help them to plan appropriate work for their students.

All students receive three data reports a year in October, February and May. Students are encouraged to be responsible for recognising their achievements, evaluating their successes and building upon their individual strengths and abilities. The academy's house point system rewards good behaviour, good work and effort.

Although SATs (National Curriculum Standard Assessment Tasks) are no longer taken by students in year 9, the academy will assess the level students are working at in English, mathematics and science. GCSEs are usually taken by students during year 11. Students may be entered early for certain subjects.

At the end of each year special events are held to celebrate students' achievements in years 7 – 10. An Awards Evening is held annually to celebrate the achievements, effort and industry of students in year 11 – 13 in their public examinations. Parents are invited to attend and share in all these events.

Arts Education Policy

As a Specialist Expressive Arts College, Knole Academy is committed to quality teaching and learning experiences and long term, creative partnerships in the arts.

We aim to:

- Promote inclusive opportunities to engage with the arts.
- Raise standards within the arts.
- Celebrate achievement through performance and display.
- Build self confidence and self esteem.
- Develop intellectual capabilities and aesthetic awareness.
- Understand and celebrate world cultures.
- Enjoy and benefit from the arts whilst at school and throughout life.
- Promote and support broad community involvement.

Language Education Policy

As a Language College we aim to:

- Foster an enjoyment of learning another language.
- Provide high quality language teaching.
- Enable all students to learn a foreign language at KS3.
- Encourage all students to study a foreign language at KS4 and 5.
- Offer extracurricular opportunities to study additional languages.
- Give all of our students the opportunity to make study visits to other countries.
- Use new technologies effectively to promote and support language learning.
- Create an ethos based on cultural understanding.
- Prepare our student to be global citizens.

Anti-Bullying Policy

Knole Academy aims to create a community in which every member is respected as an individual. We believe that every student has a right to receive his/her education in a safe and secure environment free from intimidation, threat, harm or bullying from any other person.

The Aims of Knole Academy Anti-Bullying Policy

- To develop greater levels of happiness and security at school.
- To minimise the amount of bullying at Knole Academy.
- To support the victims of bullying and people who bully.

The staff and students have worked together to define what we mean by bullying and why we think it should be challenged. We define bullying as deliberately hurtful behaviour, repeated over a period of time which causes upset to the person who is being bullied. Bullying can take many forms but the three main types are:

- **Physical** – hitting, kicking, taking belongings.
- **Verbal** – e.g. name-calling, insulting, racist or sexist remarks, making personal comments.
- **Indirect** – spreading nasty stories about someone, excluding someone from social groups, funny looks, nasty text messages or emails.

There are a number of important reasons for challenging bullying behaviour:

- To help everybody develop good social skills.
- To improve the safety and happiness of students.
- To improve educational achievement.
- To help people who bully to be nicer.
- To be a caring academy.
- To prevent persistently bullied students being depressed as young adults.
- To raise the self confidence of victims of bullying and help them to develop the skills to deal with bullying behaviour.

The Knole Academy aims to deal proactively with bullying to try and prevent bullying from happening. In order to achieve this we will:

- Ensure that staff act as positive role models.
- Train members of staff about what bullying is and how to prevent it.
- Use PSHE lessons to teach students about what bullying is and the harm it causes.
- Address bullying issues in assembly.
- Participate in the national Anti-Bullying week initiative.

Commitment

The governors and staff of Knole Academy make the commitment to all of our young people that all reported incidents of bullying will be taken seriously and dealt with sensitively and followed up with necessary action and support.

Examination Entry Policy

We believe that all students capable of achieving a grade should be entered for public examinations provided they have successfully completed their work. Parents of students re-sitting examinations may be asked to pay any necessary fees.

Health and Sex Education Policy

The essential features of the health and sex education programmes are the promotion of quality of life and the physical, social and mental well-being of individuals. The academy aims to provide information about what is good and what is harmful as well as encouraging the development of skills that will help individuals to use their knowledge wisely. Much of this information is delivered within the personal, social, health and citizenship education (PSHCE) programme and science lessons. It is taught simply and sensitively with an emphasis on the importance of a sound moral framework. Parents who are concerned about the teaching of sex education should contact the Principal for further information. Parents can withdraw their children from all or part of sex education, except those elements taught as part of National Curriculum science.

The school nurse runs a weekly 'Drop-in' session where students can seek confidential advice.

Religious Education Policy

Students receive a broad religious education of a non-denominational nature which is Christian in content. It also includes the study of other great world religions and discussions of moral, religious and ethical issues. The academy has adopted the Kent Agreed Syllabus for religious education. Parents may also withdraw their children from religious education in consultation with the Principal.

E-Safety Policy

The academy tries to ensure that all students who use the internet do so in a safe and secure environment. The academy operates a 'walled garden' website access system. This enables students to access the sites which the academy has deemed suitable. Greater access is given to sixth form students who require the ability to access other sites and who are deemed to be more responsible. The academy has the right and the technology to monitor both student and staff use of ICT. Security software is in place and this includes the ability to monitor the use of USB sticks. MP3 files will be deleted from the system. Any student who misuses the system will be denied access and their parents informed.

Social Inclusion Policy

We are committed to creating an environment where all of the community is safe and students have a positive environment in which to learn. We wish to include everyone in the academy but the Principal will exclude students where there is consistent poor behaviour which is affecting others' learning; where there are major or persistent breaches of school policy and where there are health and safety issues arising from a student's behaviour. Other sanctions for poor behaviour will generally be used in the first instance, including detentions, meetings with parents, Saturday morning detentions and isolations.

Procedures for exclusion (Guidelines from DCSF circular 09/08):

1. Only the Principal may make the decision to exclude.
2. Exclusions may be fixed term (up to a maximum of 45 days in any year). Usually, fixed term exclusions will be used when all other sanctions and interventions have been exhausted.

3. In extreme circumstances a permanent exclusion may be given, where consistent poor behaviour is affecting the health and safety or learning of the school community; where a one off incident is serious enough to merit a permanent exclusion or where continuing to include a student in school is seriously detrimental to the community as a whole. Examples of this would be dealing drugs, bringing a weapon on site, extreme bullying or major breaches of the behaviour code.
4. Governors and the Local Education Authority must be notified of all fixed term exclusions of more than five days in any one term and of all permanent exclusions.

This is a statutory policy and further details together with the Discipline with Dignity Policy and The Good Behaviour Policy and all other Knole Academy policies can be found on our website www.knoleacademy.org.

Facilities

The academy is currently situated on two sites, approximately one mile apart, but nearly all lessons take place at the Knole West site. The academy buildings are set in extensive grounds offering playing fields, picnic facilities and tennis courts. There are a number of well equipped ICT suites and the academy also has computers in all departments. We have wireless and portable laptop trolleys offering students access to multi media technology and the internet all around the buildings. The academy has excellent science laboratories, media studies suites, an outstanding art and design area, and a fully equipped gymnasium and auditorium. The well-stocked learning resource centre is designed to support learning throughout all the curriculum areas.

School Meals and Lunch Breaks

The academy has an excellent dining room which provides a range of hot and cold snacks and meals throughout the day.

A continental style breakfast can be bought from 8.15am. A range of both hot and cold food is sold at morning break. A main meal of the day with a vegetarian alternative and the usual hot snack foods, such as jacket potatoes and pasta, are served at lunchtime along with an optional salad bar.

The academy aims to provide a healthy and varied diet so there is always a good choice of healthy food available.

The dining room operates a biometric system whereby a digital signature is created for each student. Once this is set up parents can give their child 'credit' to purchase food from the dining room by sending in a cheque or making an electronic payment on a special website.

Students can also top up their credit by using a special machine at school which takes cash. This system reduces queuing and allows parents to monitor what their child buys to eat. A daily maximum spend limit can be set up by parents.

Students entitled to free school meals receive a daily 'credit' allowance to buy their lunch.

Special dietary needs can usually be met if prior notification is given. The academy provides ample space in the dining rooms and on picnic benches outside for students bringing packed lunches to school. All students in years 7 – 11 are expected to lunch on site at lunch time.

Parent Staff Association – PSA

There is an active Parent Staff Association and all parents are automatically members. There is no annual subscription but the committee welcomes parental support at the various events held throughout the year. The parents are very supportive of the academy and regularly present items of equipment which benefit and enhance the lives of the students. We also have a Parent Forum which meets once a term. Any parent may come to these meetings to discuss matters with the senior leadership team.

Medical Facilities

Parents are asked to provide the academy with the name and address of the family doctor and any up to date medical information. Any new medical condition that may affect their child's performance should be reported to the academy immediately. The academy also needs a daytime telephone number of someone who may be contacted if there is any emergency. The academy does have a medical room that is available in an emergency. The school nurse visits once a week and is available at a 'drop-in' session for students who may wish to see her in confidence. Parents coming to collect a student who is too ill to continue at school should report to reception.

Medicines

Students using asthma inhalers may keep them with them. Spare inhalers clearly labelled may be deposited at the reception desk for emergencies. In all other cases, students needing to bring medicines into the academy must hand them into the receptionist on arrival at the beginning of the day. The medicines must be clearly marked with the name of the drug, the name of the student and the instructions for use. Students are responsible for collecting the medicines before they leave at the end of the academy day.

Medical and Dental Appointments

Parents are asked, where possible to ensure that these appointments are taken outside academy hours or during the academy holiday. However, if a student has a medical or dental appointment during the academy day, he/she must bring in a note or the appointment card and show it to their form tutor. Permission will then be given for the student to leave and this will be written inside their planner. Students are responsible for signing in and out at reception.

Holidays

The Principal does not authorise holidays taken in term time unless there are exceptional circumstances. Proof of the circumstances will be required. Parents are asked not to take family holidays during term time. Students are seriously disadvantaged when they miss important parts of their course work and there is also the risk of them missing important internal and external examinations. Many GCSEs are now modular and examinations take place throughout the year.

Student Personal Accident Insurance

Personal accident insurance is not provided by the academy. If parents would like their child to have this insurance cover whilst at school, they must make their own arrangements. For planned activities during the academy day students are covered under the academy's general insurance.

Travel Grants and Financial Assistance

Transport – Students who live more than three miles from the school and are in the designated catchment area are entitled to free transport.

Contact: Kent County Council, Commercial Services, 30 Gibson Dive, Kings Hill, West Malling, Kent ME19 4QG
Tel: 01622696565

Meals – Families who receive Income support are entitled to free school meals.

Contact: Department of Social Services, Queens House, Guildhall Street, Folkestone, Kent CT20 1DX
Tel: 01622 696565

Parents are asked to note that arrangements have been made for public service buses to drive into the academy grounds to drop off and collect students. Parents are asked not to drive into the school grounds at the beginning or end of the school day to drop off or pick up their children as this causes major congestion and endangers other students.

Complaints Procedure

Parents who wish to make a complaint about the curriculum or any aspect of the academy's work should first contact the Principal. If the complaint is not resolved they should contact the Chair of Governors. The Knole Academy Complaints Policy is available to anyone who wishes to consult it.

The School Fund

Parents and students are encouraged to raise money for the academy fund through sponsored events and other means. This fund meets a wide range of needs including books and magazines for the libraries, the hiring of films, travelling expenses for visiting speakers, subsidies for certain educational visits, materials for costumes for school productions, art and craft materials for stage scenery, refreshments for students on special occasions and little extras for academy clubs and activities.

Upon entry all parents are asked to make a contribution of £50.00 per child to cover years 7 – 11. If parents prefer to contribute £15.00 on an annual basis they may do so. Parents are encouraged to 'Gift Aid' the fund so that the academy may benefit from claiming money back from the Inland Revenue.

Parental Charges

- **Food Technology** – ingredients are not usually provided from the academy funds and in normal circumstances students bring their own ingredients from home and the parents receive the finished product. Costs are always kept to a minimum.
- **Design Technology** – parents are sometimes asked to pay for materials if they wish to receive the finished product.
- **Photocopying** – photocopies of materials wanted for school work can be obtained at cost, providing copyright is not breached and sufficient notice is given. Students must request copies through the school librarian.
- **Breakages** – the academy will ask parents to pay the cost of, for example, replacing a broken window or a damaged or lost textbook, where this is the result of a student's misbehaviour or negligence.

- **Sixth Form** – students will be asked to pay a deposit for their books. When the books are returned in an acceptable condition the deposit will be refunded.
- **Lockers** – students will be allocated a locker for their personal use. Padlocks are available for £3 at the Finance Office.
- **Hair and Beauty** – students who undertake these courses will be required to purchase certain items of equipment and uniform. Current details and costs can be obtained from the department.

Visits

Activities inside the normal school day.

When a visit is planned, a letter will be sent home explaining the details, the purpose of the visit and advising the cost.

Parents will be asked if they wish their son/daughter to take part in the visit and be invited to make a financial contribution. There will be no obligation to contribute and students will not be treated differently according to whether or not parents have contributed.

Some visits cannot be funded without voluntary contributions from parents, and if these are insufficient, the visits will not go ahead. Parents with financial difficulties are invited to write to the Principal.

Activities outside the normal school day.

Participation in any optional activity will be on the basis of parental choice and a willingness to meet such charges as are necessary. The agreement of parents is therefore a necessary pre-requisite for the provision of these optional extras. Parents will be notified of any activity which will require their consent and for which a charge might be made.

Academy Uniform

The Knole Academy day uniform is available from John Lewis in Bluewater. Ties and the PE kit are available from Price & Buckland via the internet. Visit the Knole Academy site for more details. School shoes and PE shoes should comply with the uniform code. Uniform is worn by all students in years 7 – 11. A high standard of appearance is expected and all parents are asked to ensure that their child is correctly dressed and in full uniform at all times. All uniform should be named. Students who are not dressed correctly for school will not be allowed to join their classes for lessons unless they borrow correct uniform from the academy. There will be a fee for students who regularly borrow uniform to cover the cost of cleaning, repair and replacement. Sixth form students are expected to follow the academy sixth form dress code.

Uniform

Boys	Girls
Grey blazer with embroidered Knole Academy logo	Grey blazer with embroidered Knole Academy logo
Long sleeved grey V necked sweater with lime green stripe around the V	Long sleeved grey V necked sweater with lime green stripe around the V
Or Sleeveless grey V necked sweater with lime green strip around the V	Or Sleeveless grey V necked sweater with lime green strip around the V
Charcoal grey trousers (full length)	Charcoal grey, knee length, box-pleated skirt
White shirt, long or short-sleeved, buttoned up to the neck	White open neck blouse, long or short-sleeved
Knole Academy school tie	
Black or charcoal grey socks	Black or flesh coloured tights or white ankle socks
Plain black low heeled shoes – no boots, trainers, plimsolls or canvas shoes	Plain black low heeled shoes – no boots, trainers, plimsolls or canvas shoes
Black or dark grey overcoat	Black or dark grey overcoat
	No more than one small plain gold or silver stud in each lower ear lobe

PE and Dance Kit

Boys	Girls
Black short-sleeved polo shirt with green panels	Black short-sleeved polo shirt with green panels
Black shorts	Black skort (skirt with built in shorts)
Black long-sleeved sports shirt with green panels	Black long-sleeved sports shirt with green panels
Black tracksuit bottoms with green piping	Black tracksuit bottoms with green piping
Short white socks	Short white socks
White trainers or black plimsolls with non-marking soles	White trainers or black plimsolls with non-marking soles
Football boots and black football socks	

Dress Code

- Full school uniform must be worn to and from school.
- Students are allowed to wear a plain watch. No other jewellery is permitted. Please note, boys are not allowed to wear earrings.
- Students should not wear any make-up.
- Hair should not be excessively short – number 3 cut and above only.
- Hair should be a natural colour and neatly presented.
- Shirts need to be tucked in and blazers must be worn at all times.
- Sweaters are optional and students do not need to wear them in hot weather.
- Students are expected to be tidy and clean in appearance.
- No badges should be worn except those presented by Knole Academy.

The following items are NOT allowed in school:

- Mobile phones.
- Personal stereos/Walkmans/iPods.
- Jewellery other than stated above.
- Glass bottles.
- Aerosols.
- Any expensive items unless they are required for participation in lessons.
- Illegal items such as cigarettes, matches and lighters.
- Chewing gum.
- Dangerous items.

Confiscation Policy

Students should not bring to the academy any item that is dangerous, illegal, inappropriate or offensive. Such items are likely to be confiscated and in certain circumstance may be disposed of or handed to another agency e.g. the police.

Confiscated and returned at the discretion of the teacher concerned

- Non-uniform items such as inappropriate earrings and/or other piercings, items of jewellery, etc.
- Any item that is contrary to school rules – e.g. electronic equipment such as MP3 players etc.
- Any item that is likely to cause disruption to a lesson – e.g. magazines, etc.

Confiscated and returned to parents

- Mobile phones – N.B. the first time a mobile phone is confiscated it will be returned when the parent comes to collect it. The second time it is kept for a week before it is returned, the third time for 2 weeks, and so on.
- Very expensive items – e.g. jewellery.

Confiscated and disposed of

- Items which is illegal for the students to have – e.g. cigarettes, alcohol, lighters etc.

Confiscated and handed over to the police

- Dangerous items – e.g. laser pens, B-B guns, etc.
- Illegal items – e.g. drugs or suspected drugs, etc.
- Mobile phones with illegal content – e.g. bullying texts or indecent images, etc.

Additional Items Required

- A PVC apron for food technology.
- A white laboratory coat for science.
- An art apron or overall.

Admissions Policy and Procedure

The Published Admissions Number (PAN) for Knole Academy is 240

The Academy Trust will consider all applications for places at the Knole Academy. Where fewer than the published admission number(s) for the relevant year groups are received. The Academy Trust will offer places at the Academy to all those who have applied.

Oversubscription Criteria

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of children with Statements of Special Educational Needs, where the Knole Academy is named on the Statement, the criteria will be applied in the order in which they are set out below:

- a) Children in public care. A child under the age of 18 years for whom the Local Authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act.
- b) Compelling medical or other exceptional social reasons for attending the academy. Robust and documented social, medical or psychological evidence must be provided in support, from an appropriate independent registered professional such as a social worker, hospital consultant, GP or health visitor at the time of the original application, and must set out why the academy is the only school that can meet the young person's needs or circumstances; (All correspondence will be treated as private and confidential).
- c) Following the admission of children in care and those with medical need, up to 12 places (5% of the PAN) will be offered to children who show a particular aptitude for performing arts, and a further 12 places (5% of the PAN) will be offered to children who show a particular aptitude for visual arts. Allocation of this total 10% of places will be made in accordance with the academy's assessment procedures. If this 10% of places is not filled on artistic aptitude they will become available to other applicants using the oversubscription criteria as described in a-e. Children seeking places under this criterion will be invited into the school for an aptitude assessment evening where an appropriate set of tasks will be presented to them and the outcomes assessed by an expert panel.

d) The Knole Academy will be a Sevenoaks school established for the benefit of children in Sevenoaks and rural Sevenoaks South for whom there is no other alternative secondary school provision in reasonable travelling distance. In order to ensure that children located in rural Sevenoaks South area can gain access, the Knole Academy will operate an inner catchment area. Priority will be given to all children resident in the named parishes below:

Brasted	Knockholt
Chevening	Otford
Chiddingstone	Riverhead
Cowden	Seal
Dunton Green	Sevenoaks
Edenbridge	Sevenoaks Weald
Halstead	Shoreham
Hever	Sundridge
Kemsing	Westerham

e) All other children

Within each of the criteria listed under b-e, first priority will be given to siblings of students attending the academy at the time of entry, followed by distance between the child's main residence and the academy.

Distances will be measured using Ordnance Survey address point data which takes a straight line measurement from a defined point within the child's home to a defined point in the academy.

The same point of measurement in the academy is used for all distance measurements and is provided by the Local Authority. (Further information about how distances are measured and how children living in blocks of flats will be treated for the purpose of distance measurements is available in the 'Admissions to Secondary school in Kent' booklet. The booklet will also clarify definitions of permanent/main residence where children live in different locations through joint custody arrangements.)

Up to 10% (24 children) will be admitted on their artistic ability. Please note that children applying for this will need to sit a visual and/or performing art assessment test at the academy which will be assessed according to published criteria. We cannot guarantee that KCC will pay transport costs for children admitted under this heading.

Any parent wishing their child to sit the visual and/or performing art assessment tests must fill in a separate form which can be obtained from the academy reception. This form must then be returned to the academy office by Friday 21 October 2011.

Arrangements for Prospective Students and Parents to Visit Knole Academy

Open evening

Which gives visitors the opportunity to talk to teachers and students about the work of the academy, takes place on:

Thursday 29 September 2011, 6pm – 9pm

The Principal will talk in the auditorium at **6.15pm and 7.45pm**

Open mornings

Come and see the academy at work during the open mornings which take place on:

Monday 3 October 2011, 9.30am – 12.30pm

Tuesday 4 October 2011, 9.30am – 12.30pm

Results 2010 – 2011

GCSE Subjects

72% 5+ A* – C

52% 5+ A* – C including English and Maths

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*– C	A*– G
Science Single Award	240	2	14	41	83	53	29	12	5	1	58	99.6
Science: Additional	172	1	13	34	70	39	14	1	0	0	69	100
Mathematics	240	1	13	59	68	48	32	12	11	1	56	98
Statistics	88	1	5	24	41	12	1	2	0	2	81	98
Business Studies	78	0	0	13	31	14	10	6	2	2	56	97
Child Devt	60	1	3	25	16	11	4	0	0	0	75	100
Art & Design	51	7	6	15	11	9	1	2	0	0	77	100
Art & Design Graphics	33	6	6	7	5	3	6	0	0	0	73	100
Art & Design Textiles	21	2	2	5	9	2	1	0	0	0	86	100
Geography	60	1	12	7	20	16	2	2	0	0	67	100
History	56	3	12	14	11	6	7	3	0	0	71	100
Religious Studies	193	1	15	42	37	30	33	19	8	4	49	96
English Language & Literature	234	7	29	68	60	34	26	5	2	3	76	99
English Literature	25	0	2	13	10	0	0	0	0	0	100	100
Drama	27	0	6	4	10	5	2	0	0	0	74	100
Media Film & TV Studies	24	0	3	6	3	8	2	2	0	0	50	100
French	63	1	10	21	17	6	4	4	0	0	78	100
Spanish	4	2	2	0	0	0	0	0	0	0	100	100
Sport/PE Studies	41	1	6	13	18	2	1	0	0	0	93	100
Dance	26	2	7	4	5	3	5	0	0	0	69	100
D&T Food Technology	59	0	2	25	22	6	1	0	1	1	83	97
D&T Resistant Materials	6	0	0	0	1	0	0	3	0	2	17	67

Subject	Entries	D*	D	M	P	PASS
Business (Voc)	11	3	1	1	6	100%
Travel & tourism	20	1	0	2	17	100%
Music	8	3	0	2	3	100%
Sport/PE Studies	13	6	2	3	2	100%
ICT	240	0	26	52	96	72%
Construction Level 2	8	100% pass = to 2x GCSE grade C				

A2 Level Subjects

There were 93 entries at A2 Level and the breakdown is as follows:

100% A*– E

41% A*– B

Subject	Entries	A*	A	B	C	D	E	U	% A – E	% A*– B
Art & Design	7	2	0	1	2	1	0	0	100	43
Art & Design Graphics	8	3	1	1	2	1	0	0	100	63
Art & Design Textiles	5	2	0	2	0	1	0	0	100	80
Business (Voc)	17	0	5	2	9	1	0	0	100	41
English Literature	4	0	0	2	1	1	0	0	100	50
Geography	4	0	0	3	0	1	0	0	100	75
Health & Social Care	10	0	0	2	6	1	1	0	100	20
Law	7	0	0	0	1	5	1	0	100	0
History	1	0	0	0	0	1	0	0	100	0
Media Film and TV Studies	13	0	1	5	5	2	0	0	100	46
Sports/ PE Studies	5	0	0	2	2	1	0	0	100	40
Travel & Tourism	10	0	0	4	5	1	0	0	100	40
Religious Studies	2	0	0	0	2	0	0	0	100	0

AS Level Subjects

There were 181 entries at AS Level and the breakdown is as follows:

83 % A – E

21 % A – B

Subject	Entries	A	B	C	D	E	U	% A – E	% AB
Art & Design	6	2	0	1	1	2	0	100	33
Art & Design Graphics	5	1	1	0	3	0	0	100	40
Art & Design Textiles	11	2	5	2	2	0	0	100	64
Business (Voc)	51	10	9	13	12	3	4	92	37
English Literature	15	0	2	3	2	2	6	60	13
Geography	6	0	1	1	3	0	1	83	17
Health & Social Care	13	0	0	4	6	2	1	92	0
History	5	0	0	1	2	2	0	100	0
Law	11	0	0	1	0	2	8	27	0
Mathematics	4	0	1	0	1	0	2	50	25
Media Film & TV Studies	16	0	0	3	6	3	4	75	0
Sport/PE Studies	7	0	1	1	3	1	1	86	14
Travel & Tourism	13	0	1	6	5	1	0	100	8
Science	16	2	0	3	5	3	3	81	13
Religious Studies	2	0	0	0	1	1	0	100	0

Financial Studies

Ifs School of Finance

	Entries	A	B	C	D	E	Ungraded
Level 3 Diploma	5			2	1	1	1
Level 3 Certificate	12	1	1	4	2		4

Hairdressing

	Entries	Full Award
Level 1 Diploma in Salon Services	13	9 (2 GCSEs D – G)
Level 2 Diploma in Women's Hairdressing	5	5 (4 GCSEs grade A* – C)

ICT

	Entries	Pass
Level 3 National Certificate	4	4

ASDAN

	Entries	Pass
Level 2 Certificate in Personal Effectiveness	31	31 (1 GCSE Grade B)

End of Key Stage 3 Results

School Results

These tables show the number of pupils at the end of Key Stage 3 achieving each level in 2010.

The total number of pupils at the end of Key Stage 3 is 191

Teacher Assessment										
Number at each level										
	Absent	2	3	4	5	6	7	8	% level 5+	% level 6+
English	6	0	0	23	66	89	7	0	85	50
Mathematics	6	0	9	24	51	66	31	4	80	53
Science	6	0	8	29	83	54	11	0	77	34

Teacher Assessment										
Number at each level										
	Absent	2	3	4	5	6	7	8	% level 5+	% level 6+
Art	5	0	0	12	64	91	18	1	91	58
Dance	2	0	7	13	56	88	16	8	89	60
Design and Technology	5	0	0	5	71	106	4	0	95	58
Drama	1	0	1	22	41	94	33	0	88	66
Geography	5	0	9	23	76	53	24	1	81	41
History	5	0	1	29	53	70	33	0	82	54
ICT*	5	0	0	38	66	72	10	0	77	43
MFL**	6	0	10	25	55	67	27	1	79	50
Music	5	0	0	16	35	133	2	0	89	71
Physical education	5	0	0	2	110	72	2	0	96	39
Religious Studies	5	0	11	23	74	72	6	0	80	41

* Information and communication technology

** Modern foreign languages



KNOLE
ACADEMY

**SPECIALISING IN
EXPRESSIVE ARTS & LANGUAGES**

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