



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, Miss Theresa Homewood can be contacted via the Clerk to the Governors at Knole Academy, Bradbourne Vale Road, Sevenoaks, TN13 3LE. Telephone 01732 454608.

There are 75 teaching staff plus 12 part time staff 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 or DBS disclosures. A full staff list can be found on the website: www.knoleacademy.org.

From Primary to Secondary Education

Knole Academy aims to make the transfer to secondary education as smooth and easy as possible for our students. Staff 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. Knole Academy runs a Summer School in the summer holiday as part of the transition process for the new year 7. It also has an additional Summer School for the Grammar Stream students which emphasises academic rigour and independent learning.

The Curriculum

The sponsors, governors and staff support the view that the curriculum to the age of sixteen should be broadly based, suit the needs of different abilities of students and provide a balanced educational experience with the necessary knowledge and skills. Our curriculum fulfils the statutory requirements. The curriculum is reviewed annually to ensure that the best possible opportunities are offered to all students.

Academy Curriculum Key Stage 3 (Years 7 & 8)

The academy operates a two week timetable which offers students a broad, balanced and relevant curriculum. The core subjects include English, Mathematics and Science.

The foundation subjects within the curriculum include a Modern Foreign Language, Geography, History, Art and Design, Design and Technology, Information and Communication Technology, Music and Physical Education. Dance and Drama are taught as discrete subjects. Religious Studies and Citizenship are taught through focus days at various points in the academic year and in tutorial time.

Students undertake an accelerated Key Stage 3 and complete their Key Stage 3 studies at the end of Year 8. At the end of Year 8 students select their option subjects for GCSE study.

Academy Curriculum Key Stage 4 (Years 9, 10 & 11)

All students follow a core curriculum. They study English, English Literature, Mathematics, Science, Information and Communication Technology and Physical Education. Students then choose subjects from a very wide range of other GCSE/vocational options with guidance given in order to select the best individual pathways. 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 and vocational subjects.

Those students in the Grammar Stream also continue with a Modern Foreign Language, History or Geography qualifications taken over three years, in addition to the common core and option subjects.

Careers Education

Careers education is an integral part of the academy's tutorial programme and is an entitlement for all of our students including Sixth Form. All students have the opportunity to participate in work placements and careers activities. Careers consultants attend the academy and offer an additional advisory service for senior students and their parents through a programme of visits and interviews. The academy has a well-resourced careers library which all students are encouraged and taught to use.

Teaching Groups & Teaching Styles

Year 7 students are grouped into either grammar or standard bands for most of their lessons. The students are streamed and put into sets based on information gathered from primary schools, KS2 SATs results and the academy base line assessment tests in Mathematics and English.

Design and Technology is taught in smaller groups. All groupings are reviewed regularly.

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, in years 7, 8 and 9. In years 10 and 11, students have science and maths teachers as their tutors, to help support their learning in these crucial subjects.

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. We work in partnership with Sevenoaks School to provide a number of these activities.

Sixth Form Curriculum

We expect all students to continue into the academy's popular sixth form where a wide variety of courses is offered. Students enjoy a fast-paced and exciting learning environment that allows all students, at all levels, to develop their skills and pursue their dreams. We provide a solid foundation for those who aspire to further education at university or a platform for some to enter the world of employment. There is a well-planned university application process in partnership with Sevenoaks School.

Traditional academic 'A' Levels (Level 3) continue to be the standard bearers but students have the opportunity to expand their experiences by undertaking Level 2 and Level 3 vocational courses, where students combine work experience with academia. Students have access to a varied curriculum that meets their needs and those of the local community. Strong links to higher education, business and industry facilitate both higher education opportunities and future employment possibilities.

Students have many opportunities to undertake responsibilities around the academy to develop their leadership and team-work skills. They 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. Information about our offer 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 minimum target grades every year. These are based on KS2 results and student progress towards these targets is monitored regularly. Students are encouraged most strongly to set higher targets than the minimum target grades. Parents can access their children's information via the online Insight program and discuss the information on 3 occasions throughout the academic year.

School Examinations

Enabling 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, including 'Grade Booster Sessions' immediately prior to the examinations. Year 9, 10 and 11 students will be given several opportunities to have mock GCSE examinations.

Knole Academy Specialisms – Expressive Arts

Through the expressive arts specialism, which has a strong impact across all areas of the curriculum, we focus upon creative approaches to teaching and learning to develop creative and confident, independent learners.

The specialism is used as a means to increase student enjoyment and participation in both the curriculum and extra-curricular activities and as a way of developing excellent communication skills in our students.

The academy has a very strong team of highly qualified and committed staff in the specialisms. 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.

Extra Curriculum

There are a wide variety of clubs and extra-curricular activities in which students are encouraged to participate. Sporting activities include: rock climbing on our climbing wall, gymnastics, football, dance, rugby, netball, hockey, trampolining, basketball, tennis, athletics, rounders and many more. Other subjects also offer extra-curricular opportunities such as science, chess, 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 visits and partnerships and residential courses. The academy has a well-resourced music department supported by ensemble groups, choirs and a full range of instrumental clubs. There are a large number of scholarships available for committed and gifted students in music and dance. A key event that brings the whole academy together is the annual school production.

Throughout the year there are educational visits to theatres, art galleries, museums, historical sites and other places of educational interest. From the age of fourteen, students also have the opportunity to join the well-established Duke of Edinburgh Award Scheme or a Combined Cadet Force, in partnership with Sevenoaks School. Students learn many valuable life skills from the activities involved.

The academy has introduced its own award system for KS3 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. There are musical scholarships available to students who show commitment and ability.

Arrangements for Students with Special Educational Needs

All students have an entitlement to a broad and balanced curriculum. The vast majority of students' needs are met through quality classroom teaching.

The academy has an established system for helping students with special needs and will identify the small number 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 some 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 organises specialist literacy lessons to improve students' literacy levels where required.

Students for whom English is an additional language, are given support to enable them to achieve in their learning. The SENCo (Special Educational Needs Coordinator) advises staff on teaching and learning styles, coordinates special interventions, liaises with parents and manages a team of learning support assistants.

Knole Academy employs a learning mentor who runs 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
- improve their problem-solving skills
- reinforce their learning of facts
- revise for tests and examinations
- carry out private reading and research.

Parents are asked to actively support and encourage their children with their homework. Homework is set by each subject. The school uses an online system called 'Show my Homework' and parents and students are encouraged to download an app to allow homework to be monitored.

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 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 and manages the prestigious 'Academy Council Award'. The Head Girl and Boy chair the Academy Council and officiate at many public academy events, including presentations and prize givings. The year 11 prefects and Sixth Form senior prefects are given important responsibilities and privileges for the work they do.

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 pastoral 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 each student's 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

Excellent, 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 very exceptional family circumstances and there is proof of the circumstances. If a parent wants to make an exceptional 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 holiday 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.

Punctuality to school and lessons is expected. 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, begins at 8.45am and finishes at 3.30pm.

There are five 60 minute lessons, with 50 minutes for lunch and a 20 minute morning break.

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

Assemblies

These 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. All appointments should be made via enquiries@knoleacademy.org or by telephoning the academy.

The main opportunities for consultation and communication are:

- The academy regularly posts information on its website. Text messages are sent to parents to appraise them of new information where relevant.
- Parents' Evenings—These are held at least once a year for all year groups and appointments are made on-line via a parent portal.
- Review Days - 3 times a year. Parents will be invited to meet with their child's tutor to review their child's report.
- Reports – Parents are able to access online reports four times in the academic year; November, February, April and June.
- Commendations – Staff are encouraged to inform parents either verbally or in writing about their child's progress.
- Consultations – The academy encourages parents to contact staff if they are concerned. Equally the school will contact parents. Parents are requested to telephone the academy or email enquiries@knoleacademy.org 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.
- The Academy newsletter 'Blaze' – this is issued at the end of every term.
- Information on the school website: www.knoleacademy.org.

Academy Planner

Our planners are a useful method of communication between home and the academy and hold useful information for our students.

The planner also enables our students to record any additional homework set. The planner is a valuable means of sending messages between home and school and for this reason parents are asked to monitor this book each week.

The planner also contains 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 recorded. Good class work and homework are acknowledged by written comments next to the piece of work and phone calls home. 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 cooperative. 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 parents work closely with the academy.
- 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 has four simple rules that students are expected to follow: Be safe; Be ready; Be respectful; Be engaged. These four rules ensure that students work in a positive and caring environment that supports them to achieve their potential.

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. Students may also be asked to complete community service and can be asked to pay for damage to school property. 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, misbehaves or is repeatedly late to school.

Detentions usually occur at break or lunch time. We also use three types of after-school detention, 30 minutes, one hour and two hours. Parents will be given at least 24 hours' notice of an after school detention. 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 also given to students who do not uphold our code of conduct, or who fail to attend an after-school detention. Saturday detentions are used to avoid an exclusion. Students who fail to attend a Saturday detention should expect an exclusion. Parents are strongly urged to ensure that their children attend their detentions.

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 4 data reports a year. Students' data can be accessed using the 'Insight' parent portal. The button to access the Insight portal can be found on the home page of our website. 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.

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.

If parents or students wish to appeal grades, then the parents would need to pay.

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 another's 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, or other forms of electronic bullying.

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 and nurturing 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.

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 tutorial lessons to teach students about what bullying is and the harm it causes.

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.

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 the science curriculum.

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. Religious Education is delivered through tutor time and forms part of the PSHCE focus days which take place five times during the academic year. Parents may also withdraw their children from religious education aspects of the tutorial programme 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 has the right and the technology to monitor both students' 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.

E-safety is addressed through the academy's tutorial programme and it is important that parents work in partnership with the academy to keep their children safe.

GDPR

Knole Academy complies with GDPR legislation. We ensure that data is kept securely and disposed of in a timely and secure manner.

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:

- In most circumstances, only the Principal may make the decision to exclude.
- 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.
- 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, assault on a member of staff or major and/or continued breaches of the behaviour code.
- 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 Good Behaviour Policy and other Knole Academy policies can be found on our website: www.knoleacademy.org.

Facilities

The academy buildings are set in extensive grounds offering playing fields, All Weather Pitch, Multi Use Games Area, climbing wall, fitness suite, picnic facilities and tennis courts. There are a number of well-equipped ICT suites and the academy also has computers, iPads or tablets 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 11 excellent science laboratories, media studies suites, an outstanding art and design area, and a fully equipped sports hall, theatre, conference space and auditorium. The well-stocked learning resource centre is designed to support learning throughout all the curriculum areas.

The academy also has:

- A level physics, chemistry and biology laboratories
- Engineering and Design and Technology rooms
- A versatile performance space with bleacher seating
- Professional standard recording studios and music practice rooms
- A recital room
- Catering and hospitality teaching room with professional kitchen
- Sports hall with climbing wall
- Dance studio and fitness suite
- All weather 3G rugby and football pitch

School Meals and Lunch Breaks

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

A 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 cashless system. 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. 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 room and on picnic benches outside for students who bring packed lunches to school. All students in years 7–11 are expected to stay 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.

Medical Issues

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 has members of staff who are trained to give sexual health advice. Parents will be contacted if their child needs to be collected because the child is too unwell to remain in school. Parents will collect their child from reception.

Medicines

Students using asthma pumps may keep them with them. Spare inhalers clearly labelled may be deposited at the School Office for emergencies. In all other cases, unless a Health Care Plan has been drawn up with the Year Leader, students needing to bring medicines into the academy must hand them to the School Office 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 to ensure that these appointments are taken outside academy hours or during the academy holidays, where possible. 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. This will be written inside their planner.

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 Free School Meals

Transport—Students who live more than three miles from the school may be entitled to free transport. For more information, please see the 'Home to School Transport Guide' on the KCC website—<http://www.kent.gov.uk/roads-and-travel/school-transport/free-school-transport>, or call KCC Transport on 03000 41 84 84 (Monday to Friday 9am to 5pm).

Meals—We strongly urge families who are eligible for free school to apply. Families who receive income support are entitled to free school meals. In addition, the school receives extra funding for each free school meal student which can be spent on additional educational support, subsidised music lessons and school trips for example. To check whether your child is eligible for free school meals, visit <http://www.kent.gov.uk/education-and-children/schools/free-school-meals>

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 most appropriate member of staff. If the complaint is not resolved they should contact the relevant Vice Principal, if the complaint remains unresolved a formal written complaint should be made to the Principal. Knole Academy Complaints Policy is available to anyone who wishes to consult it.

The Academy 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 one off contribution of £60.00 per child to cover years 7–11. If parents prefer to contribute £20.00 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. Students in receipt of free school meals will be given assistance with the cost of ingredients for food technology lessons. Costs are always kept to a minimum.
- Design Technology and Art—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 £3.50 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

Activities with no cost will be covered by the generic consent form issued on induction. When a visit is planned, a letter will be sent home explaining the details, the purpose of the visit and advising of 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

Knole Academy day uniform is available from Price & Buckland via the internet. Ties are also available directly from the school. You can visit the Knole Academy website for more details. We have ‘sizing’ blazers, skirts and trousers. Please phone the school and ask to speak to Pastoral to make an appointment.

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
Charcoal grey trousers (full length), embroidered with the Knole Academy logo	Charcoal grey, knee length, box-pleated skirt with Knole Academy logo
White shirt, long or short-sleeved, buttoned up to the neck	White, open-neck blouse, long 3/4 sleeved 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 skirt (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. No blades	

Admissions Policy and Procedure

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

The Academy Trust will consider all applications for places at 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 pupils with Statements of Special Educational Needs, where 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 Local Authority 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. This applies equally to children who immediately after being looked after by the local authority became subject to an adoption, residence or special guardianship order. (As defined by Section 46 of the Adoption and Children Act 2002 or Section 8 or 14A of the Children Act 1989.)
- b) Health and Special Access Reasons—Medical, health, social and special access reasons will be applied in accordance with the academy's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. 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) Where the child has a sibling attending the school at the time of entry; a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
- d) Where the child is the daughter/son of a member of staff. In this context, daughter/son means children who are natural children, step children, adopted or fostered children. The member of staff must have been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- e) Proximity of the child's home to the school, with those living nearer (measured in a straight line) being accorded the higher priority. For definition of the child's home address, please refer to the Local Authority's Admissions booklet. The school will rely on the Local Authority information provided in the booklet. The school uses measurements provided by the Local Authority and further information on how distances are calculated is available in the LA's Admissions booklet.

If the academy's PAN is reached following admittance of one child of a multiple birth, the other child/children will be admitted over the PAN.

In addition, Knole Academy is a specialist Expressive Arts College and as a result is able to select 10% of students based on their aptitude in one of the four expressive arts disciplines of dance, drama, music or visual arts. These places are provided by governors for students who have an aptitude for the expressive arts and who would not otherwise be able to gain access to a place due to the distance of their home from the school. These places are sought-after and we would request that parents do not apply for them if they are likely to gain a place according to the normal criteria. Children who wish to apply for an expressive arts place will need to sit a visual or performing art assessment test at the academy which will be assessed according to published criteria. The tests will be held on October 11 after the end of the school day. We cannot guarantee that KCC will pay transport costs for children admitted under this heading.

We also have a Grammar Stream for which children who have passed the Kent Test are eligible. Children who achieve level 4a and above in the Knole Academy Tests are also considered for entry to the Grammar Stream, as are children who are recommended by the head teacher of their primary school.

Nearness of children's homes to school—we use the distance between the child's permanent home address and the Knole Academy site, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. Further information about how distances are measured and how pupils living in blocks of flats will be treated for the purpose of distance measurement is available in the 'Admissions to Secondary School in Kent' booklet. The booklet will also clarify definitions of permanent/main residence where pupils live in different locations through joint custody arrangements.

Note: The Governing Body of Knole Academy will monitor the pattern of applications to the academy and the profile of those pupils admitted, and will keep under review the option and potential benefits of introducing 'Fair Banding' as an oversubscription criterion in the future. Before adopting banding the academy will consult with the relevant bodies and seek the Secretary of State's approval.

Arrangements for Prospective Students and Parents to visit Knole Academy

OPEN EVENTS

Open Evening: 20 September 2018 , 6pm—9pm

Open Mornings: 1 and 9 October 2018, 10am—12.30pm

There will be two tours each morning and an opportunity to meet the Principal.

Tour one: 10am—11.30am

Principal's Talk: 11am—11.30am

Tour two: 11am—12.30pm

Expressive Arts Assessment

11 October 2018, 4pm—5pm

Grammar Information Events

Grammar Stream Open Morning (Year 6 only):

15 October 2018, 10am - 11.30am

Grammar Stream Information Evening (Year 6 only):

16 October 2018, 5pm - 6pm

The grammar events will be available to book via our website www.knoleacademy.org, from Thursday 11 October 2018.

Results 2018

GCSE Subjects

9-4 is 46.4% for both English and Maths

Subject	Entries	9	8	7	6	5	4	3	2	1	U	%4+	%1-9
English Language	188	0	1	6	11	28	40	58	39	4	1	45.7	99.5
English Literature	191	0	1	2	16	34	39	60	21	15	3	48.2	98.4
Mathematics	189	1	2	15	16	31	54	34	24	12	0	63	100
Science	168	0	2	7	13	33	42	47	21	2	1	57.7	99.4
Biology	19	1	2	3	6	4	3	0	0	0	0	100	100
Chemistry	19	1	2	3	2	9	2	0	0	0	0	100	100
Physics	19	0	1	4	8	3	3	0	0	0	0	100	100
Art & Design	61	0	0	1	5	4	14	19	10	7	1	39.3	98.4
Computer Science	33	0	0	0	0	2	4	7	9	8	3	18.2	91
Dance	24	0	0	0	0	1	1	5	3	13	1	8.3	96
Drama	20	0	0	2	2	6	4	3	3	0	0	70	100
Food Technology	33	0	0	1	2	4	18	8	0	0	0	75.8	100
French	119	2	2	6	4	10	28	35	27	5	0	43.7	100
Geography	119	0	2	5	10	14	11	25	30	18	4	35.3	97
History	59	1	1	2	8	7	4	12	7	11	6	39	90
Music	13	1	2	0	2	3	1	4	0	0	0	69.2	100
PE	42	0	0	1	9	6	11	9	5	1	0	64.3	100

Subject	Entries	A*	A	B	C	D	E	F	G	U	%A*-C	%A*-G
Italian	1	1	0	0	0	0	0	0	0	0	100	100
Turkish	1	0	1	0	0	0	0	0	0	0	100	100
Chinese	1	1	0	0	0	0	0	0	0	0	100	100
Arabic	1	1	0	0	0	0	0	0	0	0	100	100
Business Studies	74	0	8	10	16	20	10	7	2	1	45.9	98.6
Design Technology	35	0	1	6	6	8	5	7	2	0	37.1	100
Law	21	0	0	3	3	6	4	3	1	1	28.6	95.2
Media	35	0	4	7	13	7	4	0	0	0	68.6	100
Psychology	33	0	4	5	8	6	3	6	1	0	51.5	100
Sociology	23	0	4	4	7	2	5	1	0	0	65.2	100

Level 2 Equivalent 1 GCSE

Subject	Entries	Distinction*	Distinction	Merit	Pass	Pass Rate%
Child Development	14	0	1	4	9	100
Construction	9	0	0	2	7	100
Hair & Beauty	11	1	4	6	0	100
Travel & Tourism	7	1	0	1	5	100

Results 2018

A2 Level Subjects

There were 224 entries at A2 Level or equivalent and the breakdown is as follows:

95.9% A*-E
68.75% A*-C

Subject	Entries	A*	A	B	C	D	E	U	%A*-B	%A*-E
Art & Design inc Graphics & Textiles	21	0	0	3	13	4	1	0	14	100
Biology	9	0	1	3	0	4	1	0	44	100
Business	33	0	0	3	9	8	9	4	9	88
Chemistry	6	0	0	2	2	1	1	0	33	100
English Literature	12	0	0	3	2	5	0	2	25	83
French	1	0	0	0	0	1	0	0	0	100
Geography	7	0	1	1	4	1	0	0	29	100
History	4	0	0	2	1	1	0	0	50	100
Maths	3	0	0	2	1	0	0	0	67	100
Media	5	0	0	2	1	2	0	0	40	100
PE	7	0	1	1	3	2	0	0	29	100
Physics	2	0	0	0	0	0	1	1	0	50
Portuguese	1	1	0	0	0	0	0	0	100	100
Product Design	8	0	0	1	2	1	4	0	13	100
Psychology	9	0	2	1	4	1	1	0	33	100
Sociology	9	0	0	0	5	1	1	2	0	78
Travel & Tourism	7	0	0	1	2	3	1	0	14	100

Financial Studies

Subject	Entries	A*	A	B	C	D	E	U	%A*-B	%A*-E
Level 3 Diploma (A2)	24	0	6	9	8	1	0	0	63	100

BTEC Level 3 Diploma Double Award

	Entries	D*D*	D*D	DD	DM	MM	MP	PP
ICT	4	1	1	1	0	1	0	0

BTEC Level 3 Subsidiary Diploma Single Award

	Entries	D*	D	M	P
Computing	5	0	2	3	0
Hair & Beauty	4	0	0	2	2
Health & Social	13	0	5	7	1
ICT	1	2	15	2	0
Marketing	6	1	0	5	0



KNOLE
ACADEMY

SPECIALISING IN
EXPRESSIVE ARTS & LANGUAGES

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