

What We Believe...



At Kennet we place learning at the heart of everything we do. Many schools claim to do this, but we believe this is a defining and visible quality of our organisation.

We are an open and collaborative community. Through our learning blog, TeachMeets and a vibrant Teaching and Learning development group, we seek to drive education reform through the heart of our school, making decisions that are right for our pupils, as a team, every single day.

When assessing work, our teachers are asked to use the strategies that are appropriate to the task and pupils in front of them. We do not believe in restrictive policies, for example those that demand a consistent marking technique. Rather, we value the full range of assessment methods and equip staff with the ability to plan the appropriate strategies, in advance, alongside learning. Assessment is a pivotal part in ensuring pupils are able to make progress, and we and we have put a lot of energy into getting this right without over-burdening teachers.

Our curriculum is designed to create exceptional learners throughout Years 7 and 8, with Year 9 focusing on honing the right skills and tools for GCSE. By the end of Year 9, we expect our pupils to be confident in their knowledge and skills, drawing on a wealth of experiences to meet the challenge and academic rigour of our broad curriculum. There is great flexibility for departments to shape learning through Years 7, 8 and 9 with an emphasis on using the KS2 curriculum as a springboard to develop the knowledge required to prepare pupils for KS5 and beyond!

We do not expect the curriculum to remain static and equip each team with time and resource to remain nimble and adjust their schemes of work accordingly as they progress through the year. Keeping abreast of recent global and national developments is essential and teachers are encouraged to adjust plans in order to better prepare our pupils for the future.

We value the time of our staff and, to help them manage their work life balance effectively, we award time with significant responsibilities and all staff start with a 15% PPA allocation.

A rigid behaviour procedure enables departments to manage low level disruption internally. Our escalation procedures reduce the demands on staff time but ensure that pupils' poor behaviour is dealt with swiftly. In equal measure, our reward systems aim to encourage the positive behaviours and pupils receiving commendations are congratulated in person by a member of the senior leadership team.

Additional admin support is provided to ensure all staff are able to focus on their first priority: pupils' learning. We want to maximise the amount of time that our teachers are engaged in this core business rather than completing administrative tasks.

We are keen to welcome forward-thinking, creative teachers who are unapologetically passionate about their subject and keen to share this within our vibrant learning community. Our motto, 'Excellence through Endeavour', does not apply to our pupils alone. It is a core principle throughout our staff body and a challenge which we accept wholeheartedly as a team.

Mrs G Piper
Executive Head



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