



**Knowledge  
Wellbeing  
Success**



**TRADITIONAL VALUES WITH AN INNOVATIVE APPROACH**

**Katherine Warington School** opened in September 2019. We are a comprehensive, co-educational and non-denominational academic secondary school. Our beginning was complex. After several years waiting for planning permission to be granted, we opened on our permanent site in Harpenden in our newly built sports centre. Our main build had been delayed by challenges to our planning application so we adapted and developed an alternative plan - convert the sports centre into classrooms for our first year. The plan worked very well.

Our main build was completed in July 2020 and we moved in straight away. However, this was during the lockdown period so we had staff running remote learning from a pristine, largely unoccupied building. We welcomed back our two full year groups in September 2020 into our completed new school. Our Published Admissions Number (PAN) is 180 Year 7 students, though for 2022, due to demand, we agreed with Hertfordshire County Council to take an additional class of 30 making our intake 210 students for that year only. This year, the school added 180 further students and will open a 250-strong Sixth Form in 2024. By 2025 we will have grown to our capacity of 1150 students.

Katherine Warington School was established through the partnership of the three outstanding secondary schools in Harpenden: Roundwood Park, St George's and Sir John Lawes, complemented by our additional partners: University of Hertfordshire and Rothamsted Research Centre.

Katherine Warington School is a modern school, using contemporary teaching methods supported by robust academic research allied with traditional core values. Central to our vision for the school is the shared belief that young people have the right to a transformational educational experience that will enable them to fulfil their potential and realise their ambitions. Talent is evenly distributed, opportunity isn't. Our school has a culture that fosters and rewards success, inspires learning and engenders a shared belief amongst all members of the school community that nothing is impossible if it will improve learners' life chances. We provide the highest quality teaching and learning to meet the needs and expectations of the Harpenden community. We nurture our students to be fully fledged members and leaders of our democratic society, ready when they leave us

as young adults to make a positive impact on the world.

*Acting headteacher  
David Martin  
welcoming students  
on their first day at  
Katherine Warington*



We pride ourselves on kindness and respect and seek to deliver a positive contribution to our community. Our completed school is developing to be a hub for the local area, including students, parents, staff, neighbours and the wider community.

## We value:

**Knowledge** - built through our diverse curriculum. Students develop a thirst for knowledge through inspirational teaching and, as their school career progresses, they are afforded more and more personalised opportunities to apply knowledge and develop life skills.

**Wellbeing** - students and staff value the importance of looking after their own and others' wellbeing and health. Through participation, collaboration and a focus on kindness and integrity, our school community is ready to face the challenges of a developing world.

**Success** - students and staff believe nothing is impossible if it will improve learners' life chances. They are supported to fulfil their potential, realise their personal ambitions, and have the confidence and resilience to meet their challenges.

## Here are some comments taken from parent and staff surveys

Extract of messages received and comments from recent parent/carer and staff surveys:

*"I just want to say a big thank you to you, and the rest of the team for the way you've looked after and helped my child. The change in him since he started back to school in September has been astonishing, certainly beyond what I thought could be achieved in such a short space of time. Additionally, his report for this term is out of this world compared to year 7 and goes to show the progress he's made with his studies as well. We've noticed his approach and attitude to the work has changed from last year and I believe that is due, in no small part, to you and the team."*

*"Thank you for everything that you've done to help my children to have a really positive secondary school experience to date. They are clearly proud of their school. Schools aren't just about working towards getting good GCSE results and it's clear that KWS is focussed on developing character too."*

*"As part of a new, growing school community I feel staff are encouraged to take on challenges to make their role their own. This is a definite bonus and adds to the overall feeling of success and positivity within the school."*

*"I thought to share with you some photos that I took when two KWS boys came into Sauncey Wood on Work Experience recently. For the past year, we have been gradually transforming a rather neglected area in the school into a sensory garden. The idea grew and with grants from the Harpenden Trust and The Art Society, Harpenden, the area has become a vibrant space. The two organisations came into school yesterday to present plaques. The boys were brilliant, and I really appreciated their help in inspiring the children with their painting efforts on the mural boards."*

*"I'd also like to say how grateful we are to the teachers at KWS who provide cover for all of the extra-curricular opportunities my daughter has had this year including performing arts, the sleep out, the ski-trip and the upcoming D of E expeditions which she is very excited about. I know that the teachers have had to give up time with their own families to provide these amazing opportunities and it is appreciated."*

*"Strong staff support network - important to emphasise breadth of that network and not have to rely solely on the form teacher."*

*"This is an amazing school with fabulous members of staff and I am honoured to be part of it."*

*"Period 7 options are amazing and sets the school apart from rest."*

*"Teachers are absolutely amazing! Incredibly supportive and great at engaging. He is happy (never reluctant) to go into school each day. It's a simple gauge but a very important one."*

*"I just wanted to give you some feedback. My daughter told me the other day, completely unprompted, that she really likes all her teachers and thinks they are very good at their jobs. She thinks they like their jobs. She said that they make her want to learn and do the best she can. She loves being in their company and really respects them. In particular she loves English and Science. I can't thank you enough."*

*"Working at KWS is great. From working at 5 schools it is by far the place that looks after its staff the best and has an amazing collegiate character."*

For profiles of our Headteacher, staff and trustees, please refer to our website [www.kwschool.co.uk/staff](http://www.kwschool.co.uk/staff).



## Curriculum

### Inspiring, Evidence Informed and Knowledge Based

**Within the framework of the national curriculum, our school delivers an inclusive and personalised school curriculum that is designed to stretch and challenge our students.** Key Stage 3 runs for two years and in Year 8 students select GCSE subjects to study through Years 9,10 and 11 (Key Stage 4).

At A Level the school will offer a broad choice of subjects suitable for further education, apprenticeship or employment and will be part of the A Level subject consortium with the other three Harpenden secondary schools. Further details of our KS5 offer will be available on the new KWSixth section of the website from November 2023. Our Post 16 Options evening will be held on Monday, 15th January 2024.

Further information on KS3 and KS4 subject curriculum is available on the school website.

There are six 50-minute lessons each day (Monday-Thursday) and five 50 minute lessons on Fridays. The design and layout of the new build school has translated curriculum aspirations into physical reality with functionality, space and light specifically considered.

Our school provides an exciting, dynamic, and inspiring environment that utilises the latest technology and augmented reality to drive teaching and learning. The school environment fosters a collaborative and caring community of learners who are proud of their school and are aware of the pride their school has in them.

## Teaching

The big picture for each subject is clearly outlined to students and regularly referenced within units and lessons. Where appropriate these are connected across subjects. Lessons are carefully sequenced to both build new knowledge and revisit prior taught knowledge, making explicit connections. Knowledge Organisers for each unit outline both the knowledge that needs to be retained and the key vocabulary for that unit. New knowledge is broken into small steps, with learning supported as appropriate, with clear models that then lead to guided practice. Close supervision and feedback for guided practice leads to high success rates.

Extensive independent practice then follows to consolidate knowledge and skills. Questioning and discussions support students to refine and redraft their practice, providing opportunities to make further connections and put vocabulary into action. Opportunities to recall and retrieve knowledge are incorporated into each lesson to build fluency, long-term memory and confidence. Home based learning is focused on spaced recall and retrieval to further build fluency. Appropriate levels of challenge are incorporated into all units, with an emphasis on promoting desirable difficulties to stretch all students. Feedback and assessment opportunities are sequenced across units in order to identify areas that require further focus.



## Feedback

At Katherine Warrington School we see feedback as incorporating all the different ways in which students receive updates on the effort and/or progress they are making in their learning. We believe that all feedback should be effective in either improving learning or celebrating successes.


Our focus for feedback is on learning (which has been defined by cognitive psychology to be an alteration in long-term memory) rather than performance (which is a temporary fluctuation in knowledge which can be observed and measured during and immediately after acquisition).



We take professional pride in scanning, evaluating and implementing current research into all methods of educating young minds. Our developed approach is evidence enforced. The key principles that underpin our evidence based approach to learning are: **Rosenshine's Principles of Instruction**, **Willingham's Principles of the Mind** and **Caviglioli Cognitive Load Theory**.

Barak Rosenshine's

# PRINCIPLES OF INSTRUCTION




A thematic interpretation for teachers by **Tom Sherrington**  
@teacherhead

VISUALISED BY


OLICAV

Oliver Caviglioli  
@olicav




## REVIEWING MATERIAL

**1** Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.


**10** Weekly and monthly review



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## QUESTIONING

**3** Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.


**6** Check for student understanding



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## SEQUENCING CONCEPTS & MODELLING


**2** Present new material using small steps




Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

**4** Provide models



**8** Provide scaffolds for difficult tasks




Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

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## STAGES OF PRACTICE

**5** Guide student practice




Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

**7** Obtain a high success rate



**9** Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. *"Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"*

1

## CURIOSITY

People are curious but that doesn't make them good thinkers



Ask yourself what might be the very next step in what your students know and can do. Then think of that material as being answers and trigger their curiosity by carefully explaining the questions.

2

## KNOWLEDGE

Factual knowledge comes before skills



Find out exactly what your students know, as they won't be able to think well about a particular topic if they know little about it.

3

## MEMORY

Memory is the remnants of our thoughts



What will the lesson cause the students to think about? Make that the litmus test of your lesson plan.

4

## UNDERSTANDING

New things are understood in terms of what we already know



What do your students know that will help them grasp new material? Although shallow knowledge precedes deeper understanding, always have depth as your goal — and make it explicit.

Daniel Willingham's

9

## PRINCIPLES OF THE MIND

WHY DON'T STUDENTS LIKE SCHOOL?  
pp.210-211



5

## PROFICIENCY

To become proficient entails plenty of practice



How can you design student practice and still avoid boredom? Make your students practise those things they will need readily at their fingertips.

6

## COGNITION

Novices and experts think differently



How far are your students from being experts? Aim for them to develop a deep understanding — not the creation of new knowledge.

7

## DIFFERENCES

Students have more in common with each other than differences



Finding out your students' learning styles is simply unnecessary. Focus instead on the content of your lessons in order to decide how to teach.

8

## INTELLIGENCE

Intelligence is malleable — hard work can improve it.



Do you know what your students believe about intelligence? Frame your talk about success and failure in terms of effort, not ability.

9

## TEACHING

Teaching is a complex cognitive skill that improves with practice



Experience alone is not enough to ensure improvement — it also needs conscious effort and feedback.

OLIVER  
CAVIGLIOLI

INFORMATION  
DESIGNER &  
ILLUSTRATOR



THE EVIDENCE-BASED CLASSROOM SERIES

## 5: COGNITIVE LOAD THEORY

How we learn is constrained by our biology. Knowing what this entails is an enormous help in designing effective teaching. Cognitive load theory spills the beans on what our limits are and how teachers can get reduce their impact. Here is my pick of the most important ideas.

### 1 WORKING MEMORY LIMITS

Our working memory comprises the attention we use to think. It is very limited and gets jammed as we attempt to get new information organised and into long-term memory.



### 2 NOVICES AND EXPERTS

Novices and experts think in different ways. Experts easily and fluidly use elaborate schema in their long-term memory to overcome the limits of working memory. Novices, alas, can't.



### 3 BORROWED KNOWLEDGE

Borrowed knowledge refers to already existing organisation of information held by experts. There is little sense in hoping that novices can succeed in duplicating this achievement.



### 4 INTRINSIC V EXTRINSIC LOAD

Learning new content is hard enough without overloading novices with extra demands unrelated to the task of learning. This is not a case of making learning easy.



### 5 TRANSIENT INFORMATION EFFECT

When teachers talk, their words disappear – they are transient. Students have to continually store spoken information in order to relate it to the current stream. This easily overloads.



### 6 SPLIT ATTENTION

Labels and notes about a diagram placed at a distance from it, causes extraneous load. Scarce working memory is wasted in moving from one to the other in making connections.



### 7 MODALITY EFFECT

A cognitive hack that reduces the impact of working memory limits is to use dual coding. Visual and auditory channels are separate and double the amount of information being absorbed.



### 8 WORKED EXAMPLE

Worked examples are nothing less than experts' problem-solving schemas made visible. Rather like the slo-mo camera, worked examples show the step-by-step path to success.



### 9 GUIDANCE FADING EFFECT

The gradual withdrawal of worked examples by completing a partially-worked example is the way to build towards independent problem-solving – synched with a decrease in intrinsic load.



## Feedback:

Our feedback model covers three key areas:

- 1. Daily Feedback** - This covers 'assessment for learning', though we prefer the term **responsive teaching**. It is about our teachers carefully planning well sequenced lessons with clear objectives. It is about them taking time to plan for cognitive load and the right questions to check understanding so they can adapt delivery and ensure students secure knowledge. Our students engage in regular low stakes quizzes, use Knowledge Organisers across all subjects and regularly reflect on their understanding and effort..
- 2. Feedback Cycle** - Some might call this a 'marking policy'; at Katherine Warrington it is a cycle where we review students' work. We apply an effort grade, but our real focus is on what we do next. We use the review as a springboard to **plan actions that will improve learning**. What these resulting actions look like varies based on the subject and the students' needs.
- 3. Formal Feedback** - This covers our tracking, assessments and reports. At Key Stage 3 we outline the **core expected knowledge** for each unit in each subject across our curriculum, then we measure progress against that. Formal summative assessment occurs once a year with end of year exams. We report to parents three times a year, with **a real focus on effort**. The final report has an exam mark, a performance grade and a class highest and average mark so that you can see where your child sits amongst their peers. We have found this reporting method to be clear to parents and students and avoids any miscommunication or misunderstanding.

## Curriculum Knowledge Sets

At Key Stage 3 we outline the **CORE expected knowledge** for every unit of work within each subject.

In addition, we outline a **FUNDAMENTAL** set of knowledge to support students that are unable to directly access all the core knowledge, and a **HIGHER** set of knowledge to stretch those who master it quickly.

## Mastering Knowledge Sets

Progress in each knowledge set is reported using one of three descriptors:

- Excelling** *Mastered the knowledge, excelled in applying it across a range of contexts to a great depth.*
- Mastering** *Mastered the knowledge, able to apply it well and ready to move on to the next unit.*
- Developing** *Starting to gain some of the required knowledge but will need to revisit it regularly.*

We report on the knowledge set a student is accessing for each subject three times a year. For example, a student's report in early May might outline that they are Excelling on the Core knowledge set in maths and Mastering the Higher knowledge set in English and so on.



## Student Reflections

Students are asked to reflect on their learning against the objective(s) of the lesson. This occurs at the end of most lessons at KWS. Across the school a consistent approach exists for these reflections using the rubric below.

### UNDERSTANDING

**R** I struggled to learn this  
I need more help to understand it

**A** I understand most of this  
I could do with some time to practise

**G** I am confident with this  
I feel I could support others with it

We are looking for **Green (G)** or **Amber (A)** 3 or 4. Anything else indicates that we as teachers need to intervene further to support the student's learning and attitude to learning.

### EFFORT SCORE

**1** I was unfocused in this lesson and some of my contributions were disruptive  
I need to improve my attitude next lesson

**2** I could have worked harder in this lesson  
I need to contribute more in class, push to do harder work and/or present it better

**3** I worked hard in this lesson but could have challenged myself more  
I have presented my work well

**4** I really excelled in this lesson challenging myself to learn  
I provided valuable input to discussions

### EFFORT SCORE

**1**

#### Poor Learner: needs to improve attitude

- Contributions to class tend to be negative and often detract from the learning
- Often distracted and unfocused in lessons, lacks interest in learning
- Doesn't act on feedback given, lacks resilience to succeed despite set backs
- Presentation work may need significant improvements

**2**

#### Passive Learner: needs to engage more

- Completes just enough work to get by in lessons, shows minimal interest in learning
- Rarely contributes to class discussions and prefers not to collaborate with peers
- Sometimes acts on feedback given, but avoids taking responsibility to improve
- Takes little pride in work, barely following school and subject guidelines

**3**

#### Hard Working Learner

- Works hard in most lessons, demonstrates a good attitude to learning
- Often acts on feedback given and usually takes responsibility to improve and succeed
- Contributes positively to some class discussions, acting respectfully
- Work is generally well presented and follows subject specific guidelines

**4**

#### Role Model Learner

- Enthusiastic, makes positive contributions to class discussions and acts with integrity
- Always works hard in lessons, demonstrates an excellent attitude to learning
- Determined to succeed, takes responsibility to improve, acting on all feedback given
- Work is always clearly presented and follows any subject specific guidelines

Students' study time will be allocated as follows in Year 7:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL1	MFL1	MFL2

16	17	18	19	20	21	22	23	24	25	26	27	28	29
MFL2	PE	PE	Dr	Ar	Hi	Hi	Gg	Gg	PRE	PSHCE	Com	Mu	DT

- |   |  |
|---|--|
| <b>En</b> = English                                       | <b>Ar</b> = Art  |
| <b>Ma</b> = Maths   | <b>Hi</b> = History  |
| <b>Sc</b> = Science                                       | <b>Gg</b> = Geography  |
| <b>MFL</b> = Modern Foreign Languages (Spanish, Mandarin) | <b>PRE</b> = Philosophy and Religious Education                |
| <b>PE</b> = Physical Education                            | <b>PSHCE</b> = Personal, Social, Health, Citizenship Education |
| <b>Dr</b> = Drama   | <b>Com</b> = Computing   |
| <b>Mu</b> = Music   | <b>DT</b> = Design Technology                                  |

On **Fridays we finish at 2.30pm** and there are five periods instead of six, making a 29 period teaching week. On Fridays after lunch there is a rotation of a celebration assembly, House assemblies, student-led well-being assemblies, student leadership presentations and PSHCE assemblies.

## Inspiring

**Providing all our students, regardless of ability, gender, ethnicity or social background, with access to the knowledge and skills that will enable them to interpret a changing world and thrive within it.** Our curriculum enables our students to taste success early on and instils in them the aspiration and resilience to push for further successes both academically and personally. It offers opportunities for our students to regularly make choices and personalise their own learning path.

We offer a school community that celebrates and values the successes of others and actively collaborates to shape our world.

## Evidenced Informed

**We aim to promote a culture of teaching and learning that is rooted in research informed practice.** The research engaged school is a school where teachers believe it is important to be informed about current ideas regarding pedagogy and the learning process. To engage with research is also to be critical of it and as a school we are developing a staff body who are used to this process of critical reflection and knowledge building.

We work with the Chartered College of Teaching and with the Education Endowment Foundation (EEF) to ensure all practitioners have access to current research.

We have based our approach to teaching and learning on key principles present in current educational research.

This includes cognitive load theory, principles of instruction, meta-cognition, retrieval practice, short/long term memory capacity and use of technology in the classroom.

## Knowledge Based

**Our curriculum delivers a robust and engaging learning experience in which knowledge itself is valued and celebrated.** It develops a deep understanding and the ability to apply powerful knowledge, enabling our students to become dynamic and successful individuals.

We utilise our links with Rothamsted Research and the University of Hertfordshire to convey the importance of shared learning whilst fostering a spirit of enquiry and creativity.



## Knowledge Organisers

All units in every subject have a single page **Knowledge Organiser**. Students have access to these online in our Google site for each year group. Students use the knowledge organisers to revise and self-quiz.

## Quizzes

Students complete low stakes quizzes in lessons referencing items from their current and previous Knowledge Organisers.

## Student Grouping

When students arrive in Year 7 they are placed in mixed attainment tutor groups and teaching groups. Students who are below expectations in English and/or maths receive focused intervention to support their numeracy and literacy as appropriate. This enables them to access a broad subject curriculum going forward. In Years 7 and 8 PSHCE (covering careers, resilience, personal development, health and relationships education and citizenship) is delivered through the timetabled allocation and assemblies, linked with a fully developed and effective pastoral care system. A proactive and professional career support programme, designed to prepare students for their next steps, is provided.

## Key Stage 3 into Key Stage 4

In both Years 7 and 8 students are placed into mixed attainment teaching groups for their subjects' lessons. From Year 8 students belong to two such teaching groups each for approximately 50% of their subjects. Design Technology is taught in small groups of approximately 20 students in

both Years 7 and 8 to enable better access to workshop facilities. PE is taught in mixed gender groups in Year 7, moving to single gender from Year 8 onwards.

Additional support groups are run for English and maths in Year 8 if students are significantly below age related expectations.

Key Stage 3 runs for two years and towards the end of Year 8 students will have their first opportunity to select option subjects. In Year 9 these will be added to the core subjects to create a bridging year in which they will start to develop GCSE skills while studying more diverse content. In Year 9 students will confirm their final choices for their option subjects to take through to GCSE.

Also in Year 9 students study towards the KWS Arts, Culture and Society Award via one carousel lesson a week. Students rotate around 6 diverse subject areas that culminate in a research based project and presentation.

## Sports

Our ability to offer an extensive range of extra-curricular sports is enhanced by our 5 outdoor playing pitches. Our pitches sit alongside our cricket square, grass running track and long jump/triple jump area. We are a Saracens affiliated school and play regularly at their stadium. We play competitive matches against local schools in a variety of sports and this will grow year on year.

Extra rugby, football, basketball and netball practice is offered at lunchtimes or during period 7/Saturday training.



- 4 grass pitches - rugby, football, hockey and one 3G Astro pitch (due to open January 2024)
- 4 outdoor tennis courts
- Cricket square
- 400m grass running track
- Long jump/triple jump
- Outdoor table tennis tables
- 2 outdoor basketball/2 netball courts
- Indoor tennis/ badminton/ volleyball
- Indoor cricket nets
- Indoor basketball/netball/ 5-a-side football
- Dance/aerobics studio





## Chromebooks

We aim to ensure all our students have and own a Chromebook for use during the school day and at home.

Chromebooks offer:

- **A suite of free Google applications** (word processing, spreadsheets and presentations)
- **Online organisation and admin** (including Gmail, Calendar, ClassCharts - online student planner) independence and organisation, enhanced by technology - future life skills
- **Online resources in class and at home** - including the best and most up to date textbooks, eBooks, an endless range of educational apps and so much more
- **Collaboration** - shared learning with Google Sites, Google Classroom (and all the above applications) e.g. creating mind maps

## Remote learning

Chromebooks were invaluable as a resource to help us successfully deliver remote learning during COVID-19



## Why we recommend Chromebooks:

- **A learning device** - a laptop, not a tablet, more than just a touch screen of an iPad (which do not run many education apps)
- **Quick to start up** - one second from sleep to active use, 10 seconds from switched off to active use - Google 'on your favourite apps or sites in seconds'
- **Great battery life** - 10+ hours (a day) - many laptops have a battery life of just 3 to 4 hours
- **Google Licence** - Free, constantly updated suite of application, no additional cost for windows updates
- **Google OS** - inherently secure (no viruses, data breaches - all data stored in cloud so if device should get broken, nothing lost) and reliable (software updates automatically all the time, never out of date, always on latest version)
- **Cost effective** - competitively priced, rugged
- **Please note** - that while our filter systems work in school, parents should treat the chromebook as any other device that can connect to and access any internet or social media space from home unless parental restrictions are put in place





## Staff

**Katherine Warrington School is staffed with fully qualified teaching and support staff.** The expansion of the school requires staff numbers to increase rapidly during its formative years. Many of our staff, including members of the Senior Leadership Team, taught and led at our partner schools in Harpenden. Other Assistant Head teachers have taught and led in London and Hertfordshire.

The school is a member of the Alban Teaching School Hub, an alliance of 12 local secondary schools working together to improve staff recruitment and development. We continue to recruit and develop the best staff to build an excellent teaching team for your child, dedicated to ensuring every student realises their potential, no matter what their starting point. Equally important is the continued recruitment of suitably qualified high-calibre support staff who share the highest aspirations for your child.

Our school offers unique enhanced career progression for ambitious and dedicated professionals who seek to work in a dynamic educational environment in Harpenden.

We seek to aid staff recruitment and retention through active staff feedback, wellbeing and work balance initiatives, such as a staff social fund and individual flex-days.

## Pastoral Care

**We ensure every child at Katherine Warrington School is part of a caring and supportive community. We have already established ourselves as a truly inclusive school.**

No child will be left out or left behind. All staff have pastoral responsibilities and tutor teams work closely with senior leadership and support specialists to provide a continual and proactive pastoral care system that values every child and builds strong supportive links with families.

Our Heads of Pastoral (Key Stage 3 and Key Stage 4) lead the pastoral team (Heads of Year, Achievement Mentors) in their efforts to support all students to achieve their full potential and they are available to support students where necessary. We have also built strong links with outreach services who are available to help us provide additional interventions for those who need it most.

Furthermore, our weekly celebratory assemblies are in place to give space and time to reflect on the moments that have made staff and students proud throughout the week.



## Super Curriculum Enrichment-Period 7

**Period 7 is an integral aspect of Katherine Warrington School's extra-curricular offer.**

We provide an inspiring super-curriculum that affords all students the opportunity for success. Period 7 allows students to find and to develop a range of personal interests. We recognise that learning goes beyond the classroom and believe learning should exist outside of our academic and pastoral curriculum to truly educate a child's mind, body and soul. This balance allows students to realise their full potential as dynamic, collaborative, successful individuals equipped to thrive in a changing world.

Period 7 runs from Monday to Thursday and students have the opportunity to choose from a range of activities that help to develop their skills and build their knowledge. Sessions include First Aid, Music Technology, Crime Scene Investigations, Meditation, Criminology, VR Travel Club, Sports, Debating, Ceramics and Sign Language (to name but a few). To date students have really enjoyed their Period 7 sessions. It's about passion not planning. These sessions mean that our students are able to leave school at the end of a challenging day with a smile on their face!

On Thursdays, Period 7 is dedicated to independent learning and skills of reflection. Students receive guidance from form tutors about how to manage homework and how to spend their study time.



## Languages Mandarin & Spanish

At KWS, we aim to make sure our students are global citizens who will be able to engage with and explore other cultures and languages. At KS3 and KS4, we offer Spanish and Mandarin - two of the most widely spoken languages in the world and the two languages selected by parents when we started as a school. We believe that these languages will allow our students to thrive in a changing world and will allow them to understand and explore different cultures and perspectives.

We also understand the importance of being able to explore other cultures and offer a range of cultural experiences in both languages including local and international trips, guest speakers and a wide range of extracurricular activities. We also offer online support for parents in Mandarin and Spanish to help them to support their child in languages.

学习 汉语中文普通话是 KWS提供的课程中一个很好的例子, 将使我们所有的 学生在当今这个不断变化的时代中更能茁壮成长和兴旺

## Compassion, Aspiration and Support

From the outset, Katherine Warrington School has committed to providing high quality special needs education and resources for those who require extra support to enable them to fully access and benefit from being part of our learning community. Our Senior SENCo is an experienced teacher, holds the NASENCO qualification and is an Associate Assistant Headteacher.

## Behaviour

Our school expects the highest standards of behaviour. We do not compromise on a fundamental belief that good behaviour is essential for productive learning and in developing young people to become responsible and valued members of the local and wider community. **We expect students to act respectfully, responsibly and be ready to learn.**

The school focuses on developing positive learner dispositions to support achievement. All staff work tirelessly to help our young people become well-rounded, positive and responsible members of society with a resilient disposition and a healthy attitude to challenge. Rewarding good learning behaviour is the primary focus of our behaviour system; consequences for making poor decisions are proportionate, clearly communicated and enforced without exception. This is underpinned by our focus to remedy, restore and reintegrate students who continually make poor choices. This is all supported by a final R word - relationships.

## Personal and Social Development

There is a continuous programme of Personal, Social, Health and Citizenship Education (PSHCE) throughout a student's time at our school, linked in with a fully developed and effective pastoral care system. We give regular space on the timetable for this subject and acknowledge its importance. As a priority, we aim to develop emotional resilience in students and their families so that they all know they can succeed, even in the face of adversity.

## Transition into KWS

Starting secondary school is a unique experience for every child as they embark on the next chapter of their school career. As we build our school community, we want our students to learn in a nurturing, inclusive and supportive environment. We pride ourselves on practising these values at KWS and we endeavour to help students find their place in our school community as soon as possible.

Our transition programme supports each child to feel ready for all the new and exciting challenges that secondary school brings. Firstly, the students will participate in our transition day. This is an important opportunity to meet their form tutor and peers from their form group. We appreciate that it takes time for students to find their feet at secondary school and this is why at KWS, students follow a transition in September which allows them to get to grips with secondary school whilst learning about well-being, school values, the house system, our anti-bullying offer and growth mindset.

The transition period from Year 6 to Year 7 starts with the liaison and visit to feeder primary schools. From this first point of contact with primary schools, we begin to plan for transition based on the individual's needs, working closely with our SENCO and Pastoral Team.

Our extensive Transition programme which is led by our Transition Lead Miss Annie, includes visits to all primary schools and meeting all new students before they join us. A Single Joiners event is also organised for those joining us alone from their primary school before the main Transition Day and Miss Annie is the key contact for all new Year 7 parent enquiries to ensure the Transition process is a seamless and well-informed logistical success in order to give our new students the best start to secondary school.

Summer School is held every summer as an additional opportunity for the new year 7s to explore the KWS grounds while acclimatising to the expected schedule of secondary school life while enjoying a variety of taster lessons in new subjects.

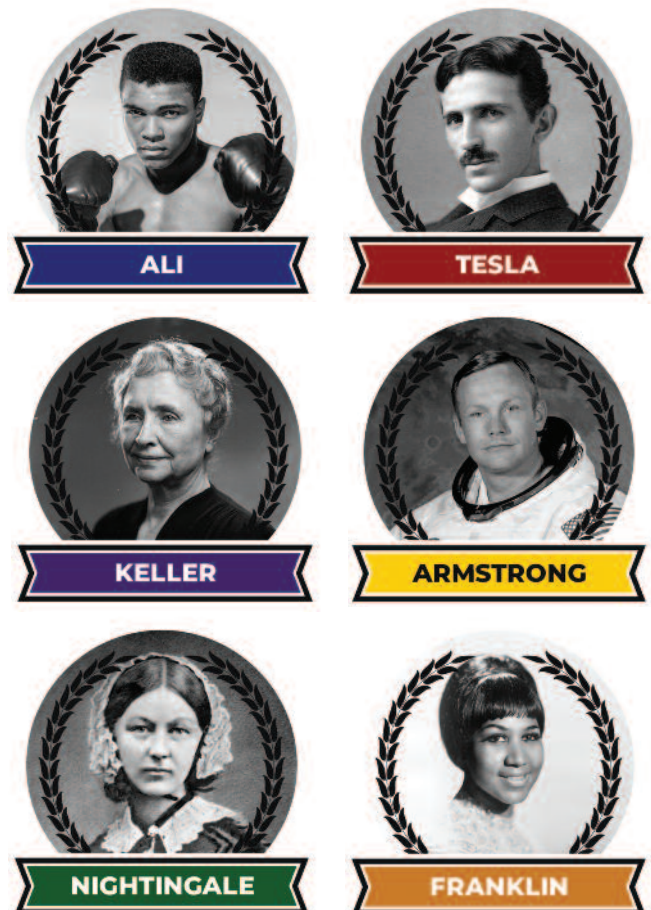
Not to forget that transition from primary to secondary is also a milestone moment for parents. We hold a new parents' event prior to transition day so you can ask any questions that have not been answered and then in the first term to discuss how your child has settled in.

## Student Leadership/House System

At KWS being part of a house is a key aspect of our community. Students are placed in six houses: **Ali, Armstrong, Franklin, Keller, Nightingale** and **Tesla** when they join KWS. These house names were decided upon by our inaugural year group which means our students feel an even greater connection to their house.

The main aim for students in terms of their houses is to gain house points so their house can win the house cup - these points can be won in a variety of ways including through recognition points, inter-house quizzes, representing the school at any external event, increased recognitions and/or decreased consequences and attendance. Furthermore, we also have regular whole school competitions where students compete to win house points; this year students had the opportunity to compete in many events including the great KWS bake off, a variety of team sports and our very inclusive sports day.

These events really foster house and school spirit; we are looking forward to integrating future cohorts into our house system to win more points and develop our school community further.



## Library

We have both a physical and online library so that students can access fiction and non-fiction, anywhere and at any time. We are particularly proud of ePlatform, our online library - students can access these online resources from their Chromebooks during form time, free time or English lessons as well as from home.

The KWS library is an inclusive, relaxing space where students can spend their breaks, lunches, and come after school for study. We have a widely stocked library with books covering a comprehensive range of subjects to support students' learning as well as a generous number of fiction books to stimulate their imaginations, spark their empathy for other lives, to excite and to give them optimism. From classic fiction to slim reads (dyslexia friendly), horror to fantasy, heartfelt reads to graphic novels - there is something for all reading ages and interests.

Students can also access our online library ePlatform to download ebooks and audiobooks and find curated reading lists. There are thousands of titles at their fingertips and we take time to put together reading lists suited to age and ability so that students feel supported in choosing the right books for them.

Our library is managed by Mrs Lawrence, who is assisted by Miss Willis and Mrs Ferris. All our students in years 7, 8 and 9 have regular library lessons, where they have time to read but also learn research and information literacy skills. We run annual reading challenges for all these year groups, encouraging students to read regularly and for pleasure. We also run book clubs, events and activities to encourage a love of reading. We are especially passionate about making sure all students are excited about reading and can see themselves in the books we stock.

Students also help to prepare our half-termly library magazine, Book-ish which highlights all the events and activities we have held in the library. It features student reviews, new additions to the library, recommended reading lists and interviews with award winning children's authors.

<https://issuu.com/kwschoollibrary>

You can also follow us on X (Twitter) & Instagram for regular updates [@KWSchoolLibrary](#)



## A typical day

School starts with 25 minutes of form time each morning (once a week there is an assembly instead of form time), followed by two back to back 50 minute lessons. After that there is a 20 minute break. Periods 3 and 4 take place before lunchtime.

Lunch is 45 minutes and year groups enter on rotation eg Year 7 first on Monday, second on Tuesday, third on Wednesday etc. We run a range of lunchtime clubs as well as after school opportunities. Periods 5 and 6 follow after lunch. Between Period 6 and Period 7, students who are going to other schools for sports fixtures depart school. Those remaining will select one of several extra learning opportunities for Period 7. On Thursday this time is spent in form either catching up on home learning or quietly reading.



The timetable will look like this:

MONDAY - THURSDAY	FRIDAY
School Buildings Open 07.30	School Buildings Open 07.30
Breakfast served 08.00 - 08.25	Breakfast served 08.00 - 08.25
Morning registration/ Assembly 08.30 - 08.55	Register & Lesson 1: 08.30 - 09.20
Period 1 8.55 - 09.45	Lesson 2: 09.20 - 10.10
Period 2 09.45 - 10.35	Lesson 3: 10.10 - 11.00
Morning Break 10.35 - 10.55	Break 11.00 - 11.20
Period 3 10.55 - 11.45	Lesson 4: 11.20 - 12.10
Period 4 11.45 - 12.35	Lesson 5: 12.10 - 13.00
Lunch/Lunch clubs 12.35 - 13.20	Lunch 13.00 - 13.45 (no clubs)
Period 5 13.20 - 14.10	Celebration Assembly 13.45 - 14.30
Period 6 14.10 - 15.00	
Period 7 15.00 - 15.30	
School ends 15.30	School ends 14.30
School buildings close 17.00	School buildings close 16.00



## Parents and Wider Community

**We facilitate a continual and positive programme of engagement with all stakeholders, giving you the opportunity to help shape your child's education.**

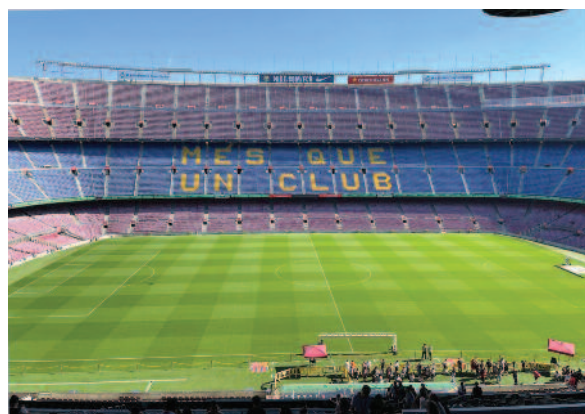
We know that a successful school builds partnerships and trust with families/carers and the school works continually with all families and members of the community to ensure all students achieve the best they possibly can.

A new school is a tremendous opportunity for parents and students to have a voice and make it heard, to participate in the development of a school from its inception and to ensure Katherine Warington School grows and develops the way we want it to.

We have high expectations of the support and commitment of families to the ethos and values of the school. The school will strive to develop the use of our facilities to enhance the resources of the local community by offering a wide range of sport, leisure and adult education opportunities beyond the normal school day.

## Trips

**We run a comprehensive suite of super- curriculum supporting trips** including theatre visits and workshops, a Spanish Trip for Year 9 students and our Bi-Annual Ski Trip. Our intention is to enhance the in-school learning opportunities with trips to support sport, music and drama as well as all our other curriculum-subject offerings. All Year 7 students will have the opportunity to attend a residential bonding trip in their first term at KWS. Our full trip calendar for the next academic year can be found on the school website. Trip suggestions from students, staff and parents are gratefully received.



## Student Voice and Extra-Curricular Activities

**Student Voice forms a vital part of Katherine Warington School's culture and we encourage students to take advantage of the many Student Voice opportunities including joining the Student Council.**

Your child can join our debating and public speaking team, become an anti-bullying ambassador, engage with music practice, be part of the choir or orchestra or join our drama club in preparation for our very popular productions.

We offer students opportunities to engage in extra-curricular activities both in and out of school, ranging from lunchtime clubs to school trips.

Faculties work together to ensure a balance of enriching opportunities are available to students across a variety of subject disciplines. These activities encompass day and residential trips, lunchtime clubs and after-school sporting events and teams, community work, music, drama and much more to ensure that all students get the chance to try new experiences, make memories and discover interests that will last a lifetime.

## Transport

**The school is positioned off a main road.**

We aim to reduce the impact of additional traffic created by the school to a minimum. In order to do this we promote a strong Travel Plan that requires all parents and students to identify the most likely method of travel.

We are a modeshift STARS school and as well as achieving our 'Gold' standard travel award in December 2022. We also received the 'National STARS Secondary school of the year award in June 2023.

We work closely with Herts County Council to ensure that likely walking routes and cycling routes are safe, well lit and maintained. Similarly, we are engaged with the commercial bus companies which provide student transport to seek increases in capacity on those routes and identify potential additional routes that will be commercially viable for those companies. Information on the bus services currently serving the school is available on the school website.

**We aim to reduce to a minimum the negative environmental impact of transport to and from school by car.** Parents and carers who choose to use this method of transport are asked to drop off

students 10-minute walk away from the school. This reduces harmful exhaust fumes around the school grounds and encourages student exercise. Cars waiting to collect students from KWS should ensure that their car engines are turned off when waiting and park considerately, not impeding any access for local residents to their homes.

**KWS has ample cycle parking for students and staff.** We run, in conjunction with HCC, cycle training courses for students.

## Inter-school Opportunities

**We actively forge positive links with key staff members at Sir John Lawes, St. George's and Roundwood Park so that we can engage with their many musical, sporting and student voice opportunities through collaboration**

Within our Harpenden schools' community the older students can act as role models and help to develop our students' aspirations. We ensure our students have opportunities to interact with these students in sport, drama, music and public speaking so that our students continue to aim high.

## Performing Arts

**At Katherine Warington School, we are committed to providing a rounded education and an excellent education in the performing arts is central to this vision. Our Director of Performing Arts is a keen musician and experienced Head of Music at his previous schools.**

We have a dedicated team of classroom and peripatetic teachers who are committed to providing the best experience and education both inside and outside the classroom in our disciplines of music, drama and dance.

**The facilities are second to none and include:**

- Large Music and Rehearsal Room
- Dedicated Mac Suite running Sibelius, Logic Pro and the Adobe Suite
- Bechstein Model V Grand Piano
- 16 Track Recording Studio
- Music Practice Rooms
- Dance Studio
- Drama Studio / Performance Space
- State of the art auditorium with intelligent lighting, intelligent projection and PA system





## Masterclass and Workshop Programme

As well as our unrivalled Period 7 and lunchtime club offer, during the course of each year, every student is given the opportunity to take part in Masterclass and Workshop programme, working alongside professionals from the West End Stage.

Taking place either in school or in the West End, our 2022-23 programme included working with cast members from 'Phantom of the Opera', "Mrs Doubtfire", "Frozen" and "The Lion King" alongside workshops in stage fighting from the fight director from the Globe Theatre.

Alongside workshops, we also arrange a performance programme for our students to attend. This academic year will include, Frantic Assembly and 'Metamorphosis', 'Everybody's talking about Jamie', 'Ocean at the End of the Lane' as well as a range of classical and contemporary performances at the Southbank Centre and Barbican.

In the 2023-24 academic year, we will also be expanding our residential programme to Key Stage

Three and Four with residentials based in London during activities week where students are given the opportunity to immerse themselves in the West End with a series of intensive workshops and performances.

July 2023 saw our inaugural Arts week, celebrating the success of our students through a Music, Drama and Dance Festival and our Arts Award Evening where we were delighted to welcome Adele James from BBC TV's Casualty and the titular role of Cleopatra on Netflix.

## Programme

Each year sees a large scale production open to all, and this has so far included 'Bugsy Malone' and 'Shrek The Musical' and this year will see a performance of 'Disney's Beauty and the Beast' as well as our annual concerts and showcases. Our choir is in demand, singing at a range of performances in the Harpenden Area and beyond.

Our orchestra and choir, will also embark on our first ever concert tour to Valencia, taking place in July 2024.



Further information can be found on our dedicated performing arts website which is linked from our school website or can be accessed directly at [www.kw-arts.co.uk](http://www.kw-arts.co.uk).



## Uniform

The uniform is a traditional secondary school uniform with blazer, shirt, house tie, trousers/skirt. It is available from Beats School Uniform and Smarty Schoolwear, both in-store and online. Various items will carry the Katherine Warrington School logo. This is to ensure that the correct style of clothing is purchased and that it is worn correctly. The school and governors strive to ensure quality, ease of purchase and prices are as seen as possible in a competitive marketplace. Our full uniform policy can be found on our school website. We also offer second-hand uniform for sale via KWAFF (our PTA) and offer vouchers for students in receipt of Free School Meals to assist with the cost of school uniform.



## Additional Facilities in our 47 acre site include

- School ecological garden including poly tunnel
- Weather station
- Indoor and outdoor eating facilities
- Outdoor chess set
- Outdoor amphitheatre
- Staff library
- KWS radio station
- Site-wide wi-fi
- Our own drones so students can practise to fly them responsibly (period 7 option).

## Catering

We are proud to say our catering partner is HCL (Herts Catering Ltd) and our exciting all day food offer starts with breakfast through to mid-morning break and lunch time service. The HCL team aims to create a buzz of excitement around the dining room with a variety of quality seasonal foods that also represent great value for money. Our chef's signature menu runs on a 3-week cycle, that is developed by our executive chef alongside our nutritionist team following government guidelines.

HCL and KWS are committed to being plastic free and removing single use items from our service. We have set a clear timeline to source products from our suppliers to support this journey. We are now Plastic Free onsite at KWS, and we are 100% reusable, limiting single use items. Onsite we use Planglow and vegeware instead of plastics. These products are made from corn starch and are compostable reducing our environmental impact. This partnership between HCL and KWS ensures our students receive the knowledge and education they need to support sustainability.

At KWS we are passionate about the planet and our catering partner HCL has installed a Generation Juice Hub onsite. The machine offers both juice and flavoured water. The generation juice concept is school compliant with 12 flavours on offer at any one time. The machines are token operated and students can purchase a token as part of a meal deal or separately at the till point. We have cups available for students to use when purchasing a

drink and re-useable water bottles can be purchased at the tills.

HCL supports KWS with themed lunches around the current curriculum. Over the past year we have celebrated Black History Month, Diwali, Pride, Eid and more. We offer a bespoke lunch and celebratory desserts based on the theme onsite. HCL is a proud partner at KWS and meets regularly with students and parents to discuss the provision onsite, often enjoying a hot lunch and presentation. We are guided by our customers and regularly survey students using technology, we have launched the wrap bar and deli bar onsite offering a unique customer focused service where students can build their own wrap or baguette.

The easy to use online cashless payment system is set up for parents or guardians to set daily spending limits, view purchases and sign up to low balance alerts. Students' accounts are visible online with all purchases made in the canteen readily available for parents/guardians to view. The use of biometrics has assisted greatly in speeding up queuing time. The reader records several points on the fingerprint (however this is not a finger print nor can it be used as one) which creates a code that can only be used for the biometric system and cannot be used for any other purpose. Once the code is created it is not possible to reverse the process to create the original points on the fingerprint. A four digit pin can be allocated for students if preferred.



Menus are available on line here [www.hcl.co.uk](http://www.hcl.co.uk) to view through



*Our stunning sports centre including sports hall, dance studio, wellbeing centre, viewing room and extensive changing rooms and shower facilities.*

## Application Details

Details of how to apply to Katherine Warrington School for **September 2024** are on the school website <https://kwschool.co.uk/admissions/>

Information regarding the proximity of the nearest secondary school can be found on HCC website <https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions>

The closing date for applications for **September 2024** entry is **31 October 2023**.

On **1 March 2024**, national offer day, you will be allocated a secondary school.

## Our Name: **Dr Katherine Warington**

**Katherine Warington was born in Harpenden on 5th September 1897.** She and her identical twin sister Helen (Nell) were the youngest of five daughters of Robert and Helen Warington, who lived at High Bank, 14 Milton Road in Harpenden, a spacious property built for the family by Robert (they had three older sisters, Elizabeth, Margaret and Dorothy). Robert Warington was an agricultural chemist who worked at the Rothamsted Experimental Station alongside John Lawes. Katherine's mother died when she was about a year old and for a few years afterwards Katherine and Nell were brought up by their aunt Gertrude in Oxford. Eventually they returned to Harpenden, after their father had remarried.

Katherine was educated at a boarding school, St Mary and St Anne's in Abbots Bromley, Staffordshire. Her education was interrupted by the First World War, when she spent some time in Yeovil, Somerset working on the land, where she was accredited as a flax harvester. At a time when few women went to university, let alone became scientists, she then studied at Royal Holloway College in London and obtained an Honours degree in Biology in 1920. She worked as a volunteer at Rothamsted for a short while but by 1921 she had joined the Botany Department to work under Dr Winifred Brenchley D.Sc. Katherine continued with her studies and gained an M.Sc. from the University of London in 1922.

Katherine's initial research was into the micronutrients needed for the successful growth of broad beans by making them distasteful to blackfly. Through careful laboratory trials she showed that boron was essential for the growth of the beans and published her first, and seminal, paper, 'The effect of Boric Acid and Borax on the Broad Bean and certain other plants' in *The Annals of Botany* in 1923. She subsequently published further papers on a similar theme either on her own or with Winifred Brenchley. She was regarded as having demonstrated unequivocally the essential nature of boron and her work has been quoted in scientific papers relatively recently. From September 1928 to January 1929 Katherine was seconded to the Experimentalfaltet in Stockholm, Sweden, where she worked with Professor Lundegardh, another plant researcher. She very much enjoyed her time in Sweden and later named the house she built 'Visby' in memory of happy times visiting Visby in Gotland.

Katherine's fastidious and scrupulously careful research earned her a Doctorate of Science from London University in 1937. For example, she insisted on those who entered her glasshouse should always wash their hands first, to avoid contamination. She continued to investigate the role of other elements in

the growth of plants, assisting Winifred Brenchley with the Broad balk study of weed growth in winter wheat and also looking at the growth of weeds in grass as part of the Park Grass Experiment, a study begun in 1856 and which continues to this day. She concentrated on the weeds growing in the experimental wheat plots at Rothamsted, studying what affected their germination; for example, the effect of temperature, climate and different soils. She also experimented with seedling growth. Throughout her time at Rothamsted she exchanged information with other scientists around the world and spoke at scientific conferences in Britain and abroad.

Katherine never married (there was a severe shortage of young men after World War I), but she cultivated many other interests and enjoyed the company of her four nieces and eleven great-nieces and -nephews. Of course, she remained in close touch with her twin sister Nell, who became a physiotherapist and lived in St. Albans. She was a keen sportswoman, and in particular a tennis player; she won the Russell Cup at Rothamsted Tennis Club. She built her own house, Visby, at 15 Browning Road in Harpenden in 1935 and lived there until she moved to a retirement flat in Rothamsted Court in 1970. She enjoyed foreign travel and visited Denmark, Sweden, Switzerland, Latvia and Italy among other places. She had an enthusiasm for art and history and enjoyed visiting historic houses. Of course, she was a keen gardener and a great fan of the Chelsea Flower Show. She also took an active interest in politics, in particular events such as the General Strike in 1926 and, of course, the outbreaks and progress of both the world wars that she lived through. During World War II she opened her house to evacuees (a mother and child) and later received a commendation certificate from the Queen for this work.

Katherine retired in 1957, after which she volunteered at the Parish Office of St. Nicholas' church in Harpenden, where she had been a regular worshipper for many years. She is remembered as a modest, unassuming, quiet and retiring person, who was admired for her strength of character and fortitude in adversity. She died on 3rd July 1993, having moved to Sundridge House in St. Albans some years before, and is commemorated on her parents' gravestone in St. Nicholas' churchyard.

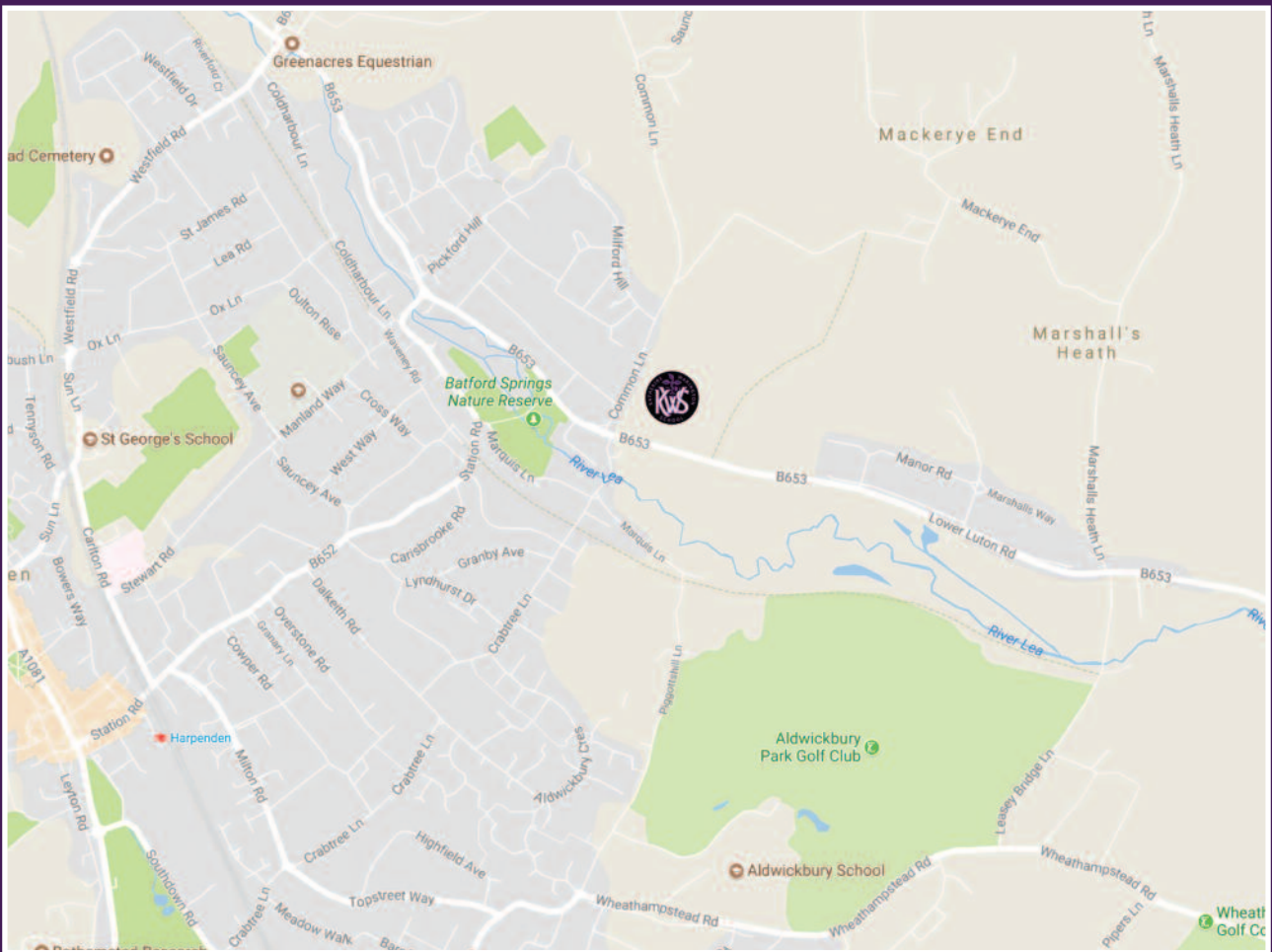
Katherine Warington would have been absolutely amazed to know that a school was to be named after her!

*By Jenny Wickham, great-niece of Katherine Warington*





## How to find us



Please visit the website at [www.kwschool.co.uk](http://www.kwschool.co.uk).

For further information please email [admin@kwschool.co.uk](mailto:admin@kwschool.co.uk)

or telephone **01582 314777**