

Dane Court Grammar School
Year 7 Welcome Evening
September 2023



Mr Jones
Vision and values



Mr Wakeley
Behaviour and attitudes



Mrs Jellett
Pathway to aspirational destinations



Pastoral Care and PSHE
Mr Buttery



Teaching and Assessment
Mrs Jellett and Mrs Channing



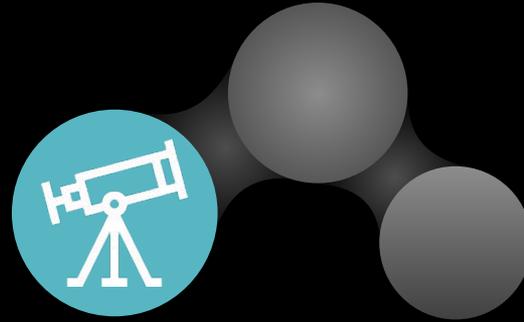
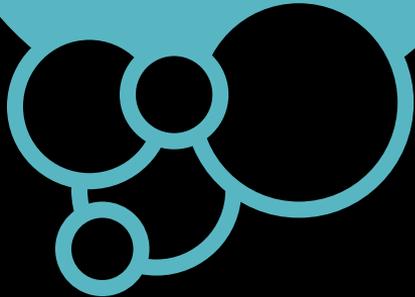
Safeguarding and SEND
Mrs Dillon and Mrs Holmes



Vision and values

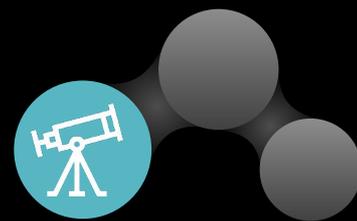


..to develop knowledgeable
and caring young people
who help to create a better
and more peaceful world

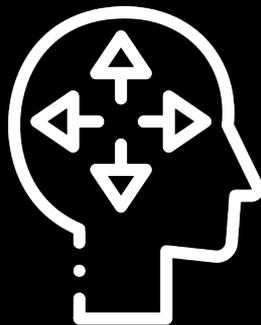




Vision and Values



Caring



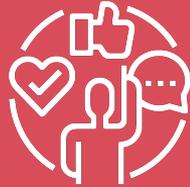
Open-minded



Principled



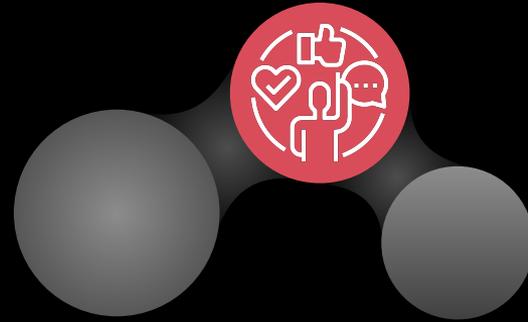
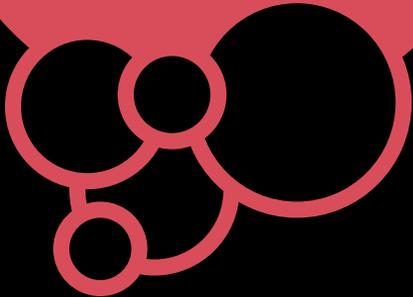
Behaviour and attitudes



Outstanding behaviour

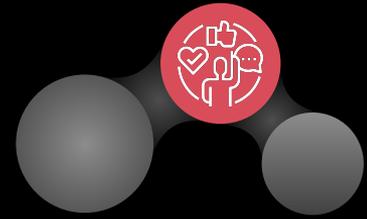
ClassCharts

Bushcraft





Behaviour and attitudes



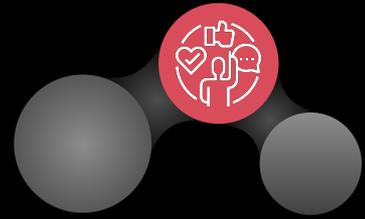
'A student's behaviour can affect their ability to learn as well as other students' learning environment. Students who behave disruptively, talk during lessons or require the teacher to interrupt lessons to address their behaviour can have a negative effect on an entire classroom.

Disruptive behaviour can lower the test scores and academic achievement of an entire classroom. Teachers who spend additional time on behaviour management have to reduce the time they can spend teaching.'

(American Economic Journal: Applied Economics, 2010)



Behaviour and attitudes



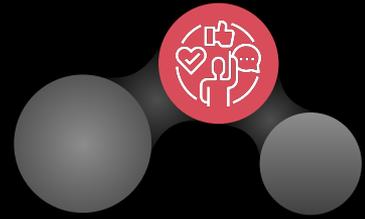
Expectations

- Respect ALL members of our community - staff, peers, visitors, public
- Be attentive and engaged in lessons - improve learning
- Demonstrate **outstanding** behaviour in and out of lessons - links to our core values

We will NOT tolerate any form of bullying



Behaviour and attitudes



ClassCharts - online behaviour system

Rationale:

- Improve communication with parents/carers**
- Improve behaviour for learning through proactive interventions
- Maintain high expectations and improve consistency**
- Improve 'tracking' of behaviour
- Balance negatives with positives**



Negative Behaviours:



**Verbal
Warning**

Initial
behaviour
warning



**Behaviour
Point**

Equates to
- 1 point



**Behaviour
Cumulative**

Used if
behaviour
continues after
a B1 is given.
Further -1 point



**Behaviour
Immediate**

Used when the
behaviour requires an
immediate response
and equates to -2
points. (Further
sanction is likely)



Positive Behaviours (Merits):



Values

Showing our
3 key values



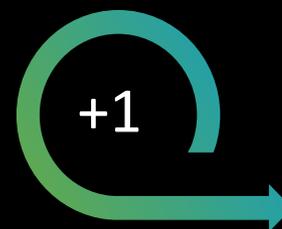
Academic

Individual
success



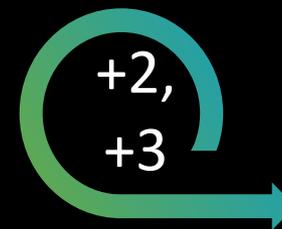
Extracurricular

Notable
contribution
during
extracurricular
activity



Engagement

Outstanding
engagement
in lesson



Recognition

Action/progress
which deserves
recognition
from a YL, HoD
or SLT

THE

BUSHCRAFT

company

.....

ACTIVITIES

Fire lighting
Wilderness cookery
Shelter building
Wilderness first aid
Cutting tools
Bushtucker trials
Teacher traps
...and lots more!

3 DAYS, 2
NIGHTS
24th June - 26th
June 2024



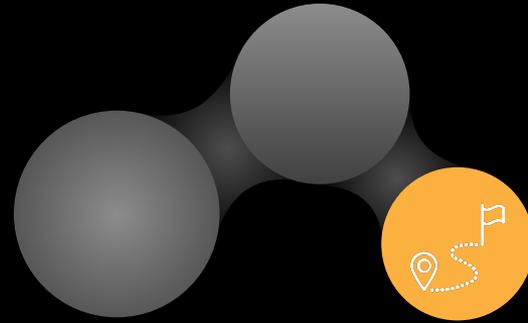
Location: Penshurst
Place (Kent)
Approximate cost: ~£240



www.thebushcraftcompany.com

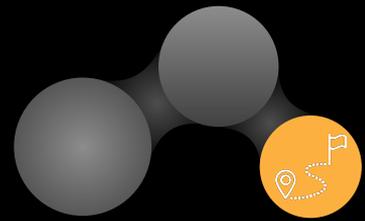


Pathway to Aspirational Destinations





Pathway to Aspirational Destinations



Group	Subjects
1. English	English Literature
2. Languages	HL French, HL Spanish, Standard or HL French, Spanish, German, Japanese
3. Individual and Specialist (Humanities)	Anthropology, Geography, History, Philosophy, Psychology and Business (AS only), Global Politics, Economics
4. Sciences	Biology, Chemistry, Physics, Food Science, HL, HL, Environmental and Systems (AS only), Computer Science
5. Maths	Mathematics - Further and Applications, Mathematical Analysis and Applications
6. The Arts	Music, Music Theory, Music, Music, Drama

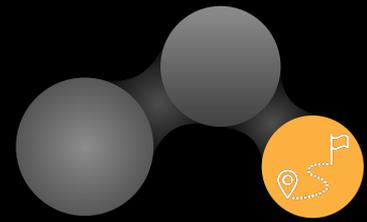


45 points
English, Biology, Film,
History, Maths and
French

Studying Law at Bristol
University

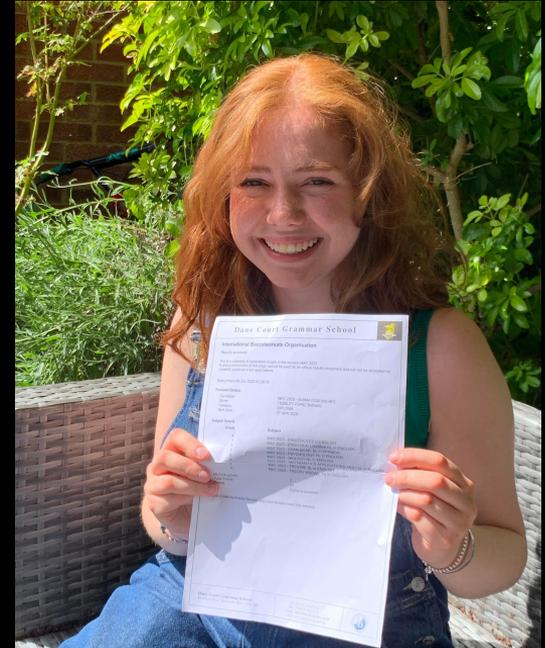


Pathway to Aspirational Destinations



44 points
English, Psychology,
Biology, Theatre,
Maths and Spanish

Studying Law at
University of Cambridge





Pastoral Care and PSHE



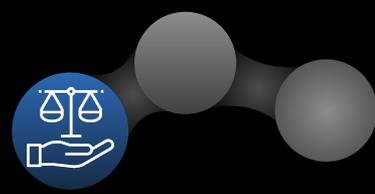
- Time to talk and make connections
- A guiding hand



- Termly theme for mentor curriculum
- Mentoring activities
 - Reading
 - Assembly
 - Topical discussion
- House activities
- Extra-curricular clubs



Pastoral Care and PSHE

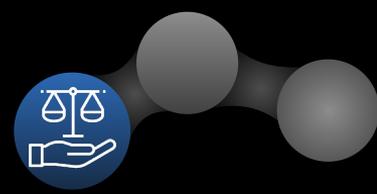


Mentor Curriculum

- Term 1
 - Year 6-7 transition
- Term 2
 - Environmental awareness and Charity
- Term 3
 - Global cultures
- Term 4
 - Anti-bullying
- Term 5
 - Creativity, Activity, Service (CAS)
- Term 6
 - Careers



Pastoral Care and PSHE

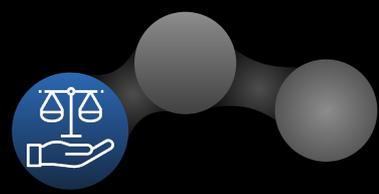


Mentor Curriculum

- collaborative projects
- class discussion
- group presentations
- debating
- personal reflection etc
- high quality talk



Pastoral Care and PSHE

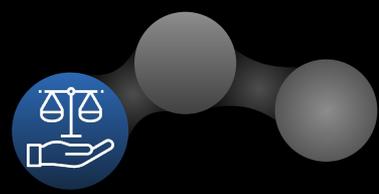


PSHE CURRICULUM INTENT:

- To enable students to develop the knowledge, skills and attributes they need to manage their lives
- To enable students to create a happy and successful adult life
- To develop the capacity to make sound decisions when facing risks, challenges and complex contexts
- To enable students to function effectively in the world outside school and to be principled and responsible.



Pastoral Care and PSHE



NCFE Relationships, Sex and Health Education (Year 7)

- Learning objectives:
 - LO1 Understand how I manage influences on my relationships
 - LO2 Understand how respect impacts on relationships
 - LO3 Understand that the choices I make affect my relationships, health and future
 - LO4 Understand how to be healthy
 - LO5 Understand what can make a relationship healthy or unhealthy
 - LO6 Understand the range of changes which are preparing me for adulthood



Teaching and assessment



How do we teach your children? And how do we know they are learning?



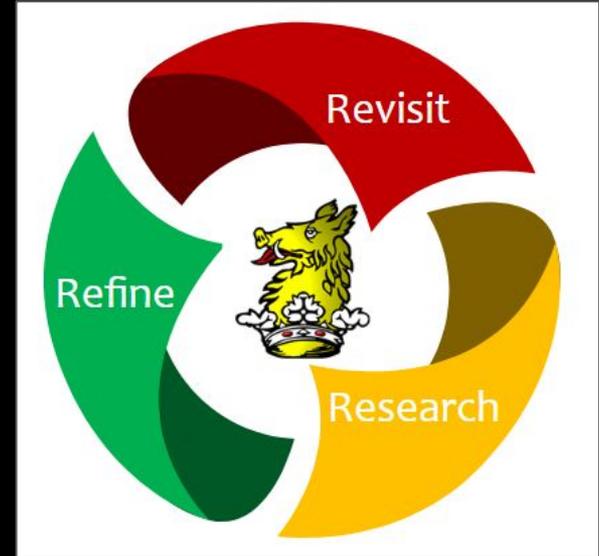
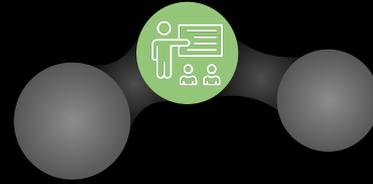
Curriculum:

'The end result of a good, well-taught curriculum is that pupils know more and are able to do more.' OFSTED

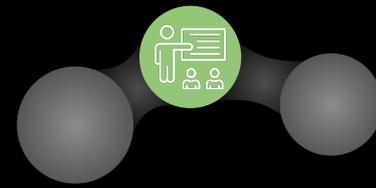
- What your children learn and in what order
- How we design our teaching so that your child can retain and apply the knowledge that they've gained

Assessment:

- How we can see that your child is learning and making progress
- Used as the basis for our reporting home
 - Qualitative Data (Limited, Fair, Good, Excellent)
 - AfL data
 - Real time feedback with ClassCharts



How to Support your Child



Curriculum:

- What are you learning in (subject)?
- How does it link to previous things you've learnt?
- Are there any keywords to consider for your learning?
- What do you not yet understand about the (topic)?

Simply taking an interest in what your child is learning, sharing news items or other interesting things related to their learning makes a massive difference in a student's perception of the learning in relation to the 'real-world'.

Assessment:

- Do you need any support or materials to prepare for your lessons?
- Do you know how to be successful in (subject)?
- What sort of questions are you expecting in (assessment)?

Ensuring students have a quiet space/enough time set aside to prepare for their lessons and assessments.



Homework - please take a sheet



Dane Court
Grammar School



Supporting your child's learning

On the days when your child is not set homework, it is still possible to support their learning, just by asking the right questions or setting short tasks.

Encourage your child to...

...**reduce** the content of a lesson to three important points.



...**tell** you something they learned last lesson / last week / last term in a subject.

...**transform** the content of a lesson into a storyboard.

...**list** new subject terminology they have learned and **define** each word for you.



...**explain** something from their day's learning that they found difficult, and ask them how they will tackle it next time.



...**teach you** some sophisticated words they have learned in a lesson.

...jot down everything they can remember about a particular topic, in a **mind-map**.



...**think** of a way of linking their learning in two different subjects, either through content or skills.



...**explain** the rules for using particular pieces of punctuation in their writing.

...draw an **image** of something they found difficult in their learning, but now understand, and ask them to explain what they have drawn.



...write five **quiz questions** and answers about their day's learning, and ask you to test them the next day. These could be **multiple choice, true or false** or **Q&A**.



...**read** an opinion piece in a **broadsheet newspaper** (or website) and **explain** to you what they have read.

...**think** of three topic words from a subject, and form a sentence incorporating them.

...**write three questions** to ask next lesson, to further their learning.



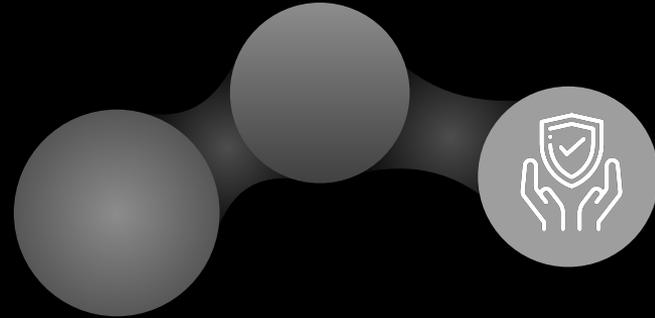
...**read a book**



Safeguarding and SEND



Caring
Open-minded
Principled

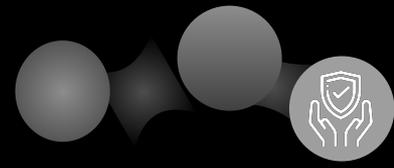


Amy Dillon | Assistant Head, DSL
adillon@danecourt.kent.sch.uk

Lucy Holmes | Senco and Mental Health
Lead
holmes@danecourt.kent.sch.uk



Safeguarding and SEND



Safeguarding

The role of the Safeguarding Team within the school is to ensure that our young people feel safe, happy and supported. We provide support, help and advice to our pupils, parents and guardians around safeguarding matters to enable our children to be happy, thrive and achieve at school. The core principles of being caring, open minded and principled underpin everything we do as a school community.

Who We Are



Amy Dillon (DSL)



Anita Ives (Senior DDSL)



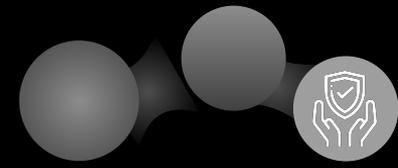
Luke Wakeley (DDSL)



Gemma Bolt (DDSL)



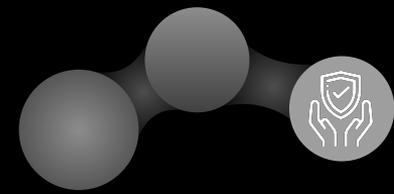
Safeguarding and SEND



What can you do to help?

- Help us to support your child/young person in making informed decisions.
- If you have a concern or are uncomfortable about anything, talk to a member of staff.
- If your child is demonstrating different or unusual behaviours, discuss it with school.
- If you have an immediate safeguarding concern about your child, or any other child, take action immediately.
- Work with us as part of our community to keep all our young people safe.





Online Safety

How to create an environment for kids to talk

internet matters.org

1 Talk early and often

- Talk with children from an early age to make it easier to maintain good communication
- Have bitesized conversations that are relevant to them



2 Choose the right time

- Choose to talk when you are due to spend some time together, like over a meal or during their bedtime routine
- Bring digital experience into normal, everyday conversations

3 Open up and share too

- Model the behaviour you want them to show by sharing about your day
- Be open and encouraging to make them feel supported



4 Create a safe space for your child

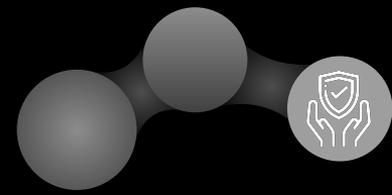
- Ask open-ended questions
- Ensure that your child feels listened to rather than cornered
- When they start talking, hold off with questions and really listen
- Be prepared, calm and patient with them



<https://www.internetmatters.org/wp-content/uploads/2023/01/Internet-Matters-Create-Environment-for-Kids-to-Talk-Jan-2023-2.pdf>



Safeguarding and SEND

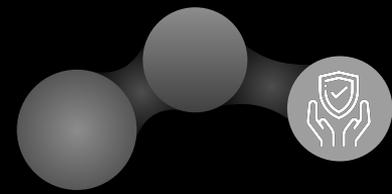


SEND

We seek to support students in **recognising, accepting and overcoming** their barriers to learning, **empowering independent students** with SEND who are able to **thrive and flourish**.



Safeguarding and SEND

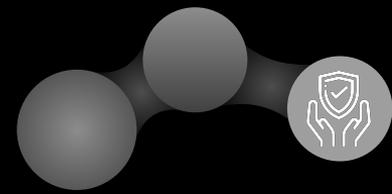


SEND

- We support students when their emotions are overwhelming, teaching them how and why they may have become overwhelmed
 - We are proactive in helping students to help themselves
 - We promote a positive attitude to learning, searching for ways that barriers can be overcome for the individuals that need our help
- We strive to keep students attending lessons because we recognise that this is where the most effective learning will take place
- We respect the students we help by listening to them, acknowledging their feelings and by acting with the best interests of the students in mind



Safeguarding and SEND



SEND

Communication is key

Dates for your diary

Parent Newsletters and Family Support webpage

Year 7 Information Evening 30th October 4.15-5.45 - guest speaker from NHS Emotional Wellbeing Team (EWT) discussing how to help support your child through stress and anxiety, additional workshops - building resilience, and TBC

EWT universal workshop for Year 7s - managing your worries, November

PSHE - Term 2 - neuroscience of stress and anxiety, and how to manage negative thinking