

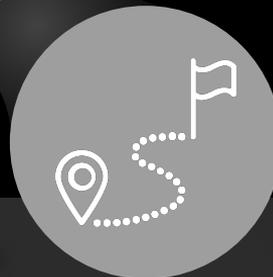
Dane Court Grammar School
Year 7 Welcome Evening
16th September 2025



Mr Jones
Vision and values



Mr Wakeley
Behaviour and attendance



Mr Coventon
Pathway to aspirational destinations



Pastoral Care
Mr Argyrides



Teaching and Assessment
Mrs Jellett and Mrs Channing



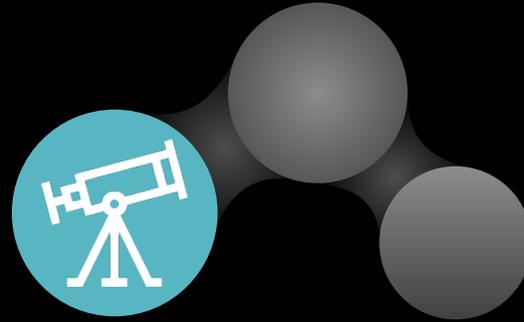
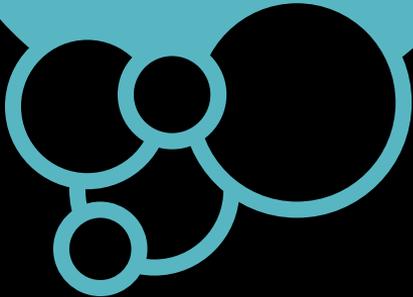
SEND and wellbeing
Mrs Dillon and Mrs Holmes



Vision and values

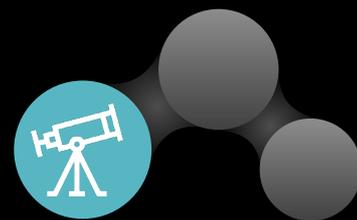


..to develop knowledgeable
and caring young people
who help to create a better
and more peaceful world

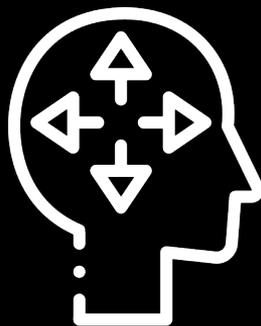




Vision and values



Caring



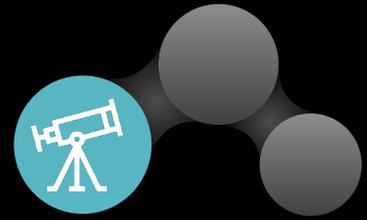
Open-minded



Principled



Whole-school priorities 2025-2026



An ambitious curriculum

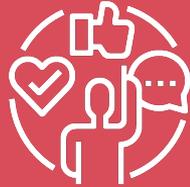
Excellent behaviour, and a safe & happy school

High quality teaching

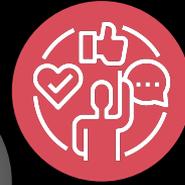
Life-transforming outcomes & destinations



Behaviour and attendance



Attendance
Class Charts
Bushcraft



***“With good
behaviour, anything
is possible”***

*In 2022/2023, 60% of pupils who missed a day in week 1 of the academic year went on to be PA (for the year) -
absence sticks*

Nearly 25% of secondary pupils in England were 'persistently absent' during the 2024-25 school year

Year 11 pupils with near-perfect attendance are almost **twice as likely** to achieve grade 5 or above in English and Maths compared to those with 90–95% attendance

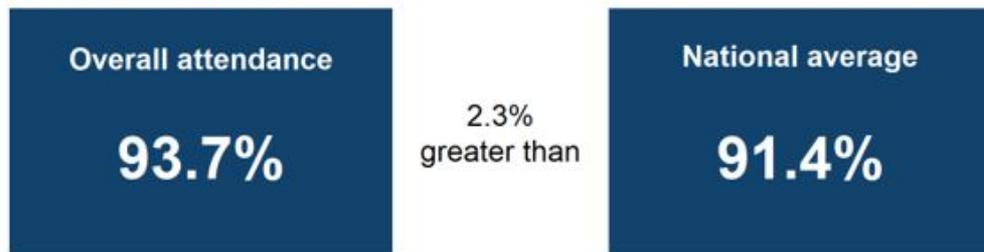
Record 170,000 children in England missed at least half of classes in 2024

At age 28, persistently absent secondary pupils may earn **£10,000 less**, and severely absent pupils nearly **£20,000 less**, compared to those with near-perfect attendance

Headline attendance and absence

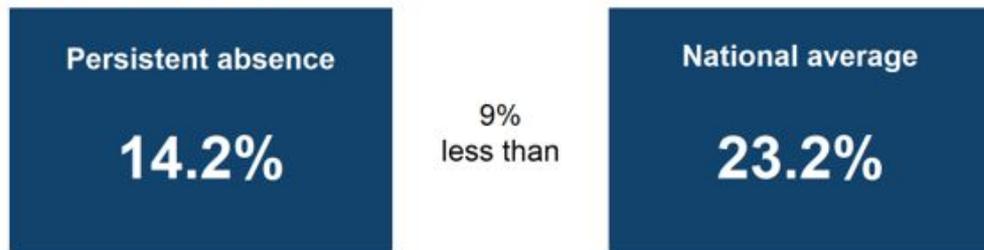
Overall attendance and persistent absence figures for pupils in years 7 to 11 compared to the national average. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Overall attendance



Overall attendance is 93.7% which is 2.3% greater than the national average.

Persistent Absence



Persistent absence is 14.2% which is 9% less than the national average.

Supporting Your Child's Attendance in Year 7

Build a Consistent Routine

- Treat school days as non-negotiable
- Encourage your child to get organised the night before (uniform, bag packed)
- Sleep, exercise and time away from screens

Use Support Systems Early (teachers, mentor, year leader and safeguarding staff)

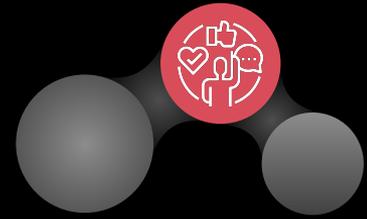
- If your child is finding attendance difficult, don't wait - let the school know

Keep Motivation High

- Celebrate good attendance and progress



Behaviour and attendance



Class Charts - online behaviour system

- Provide parents/guardians with an overview of their child's behaviour
- Maintain high expectations and improve consistency
- Improve 'tracking' of behaviour - fire prevention vs fire fighting

Expectations

- **Outstanding** behaviour is the 'norm'
- Respect **ALL** members of our community - peers, staff, public

We will NOT tolerate any form of bullying (Incident Report Form)

THE

BUSHCRAFT

company

.....

ACTIVITIES

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

3 DAYS, 2
NIGHTS
8th-10th June
2026



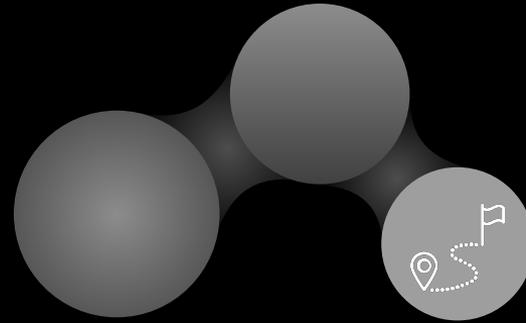
Location: Penshurst
Place (Kent)
Approximate cost: ~£250



www.thebushcraftcompany.com

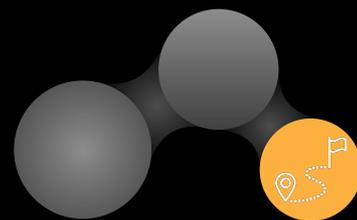


Pathway to Aspirational Destinations





Pathway to Aspirational Destinations

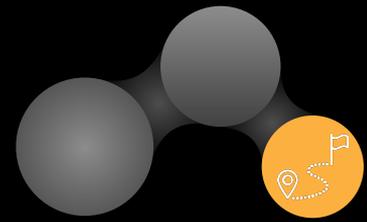


41 points
Chemistry, Biology,
Maths HL; English,
Spanish, Geography

Studying Chemistry at
University of Oxford



Pathway to Aspirational Destinations



45 points

English, Psychology,
Biology, German,
Maths, Chemistry

Studying Psychology
at Cambridge





Mr Argyrides, Year Lead

Pastoral Care

T Plaza



5.00pm: 7B & 7D
5.20pm: 7S & 7T
5.40pm: 7H & 7N



Mrs Jellett, Deputy Headteacher & Mrs
Channing, Assistant Headteacher

Teaching and Assessment

D Plaza

5.00pm: 7S & 7T
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Mrs Dillon, Assistant Headteacher and DSL,
and Mrs Holmes, SENCO

SEND and wellbeing

N Plaza



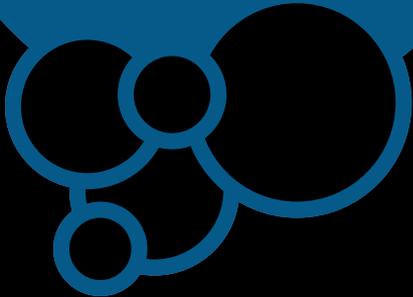
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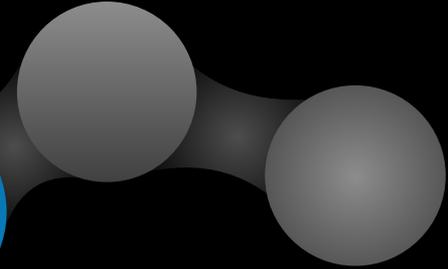
Pastoral Care



- Time to talk and make connections
- A guiding hand

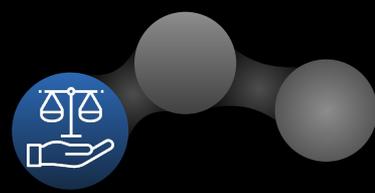


- Termly theme for mentor curriculum
- Mentoring activities
 - Reading
 - Assembly
 - Topical discussion
- House activities
- Extra-curricular clubs





Pastoral Care



- *See separate year lead presentation*



Mr Argyrides, Year Lead

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Teaching and assessment



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



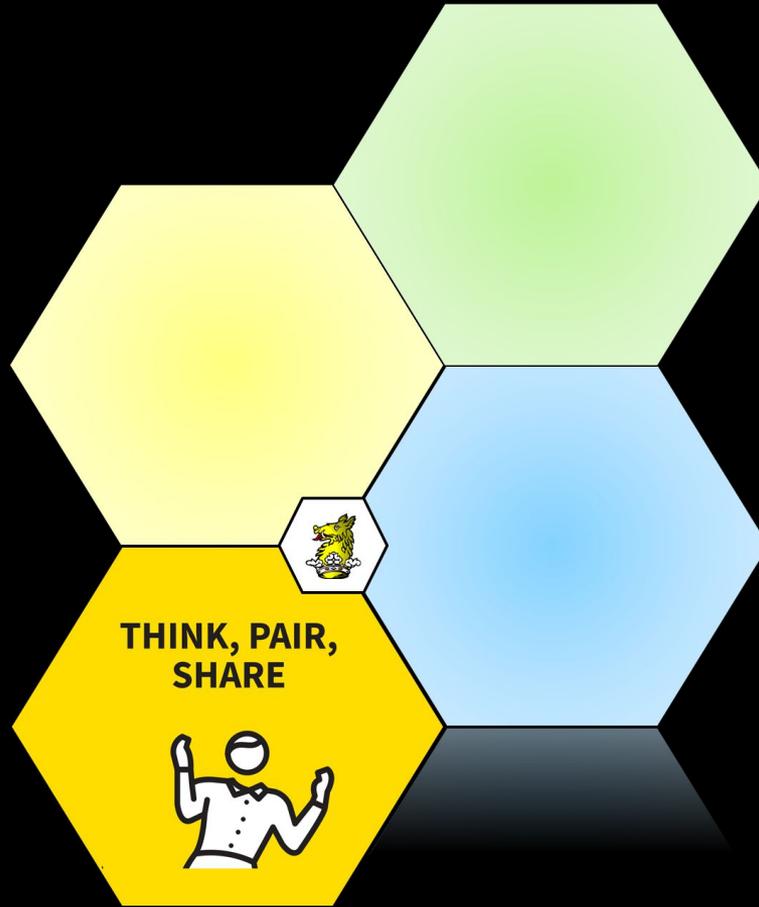
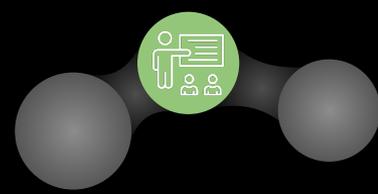


Teaching



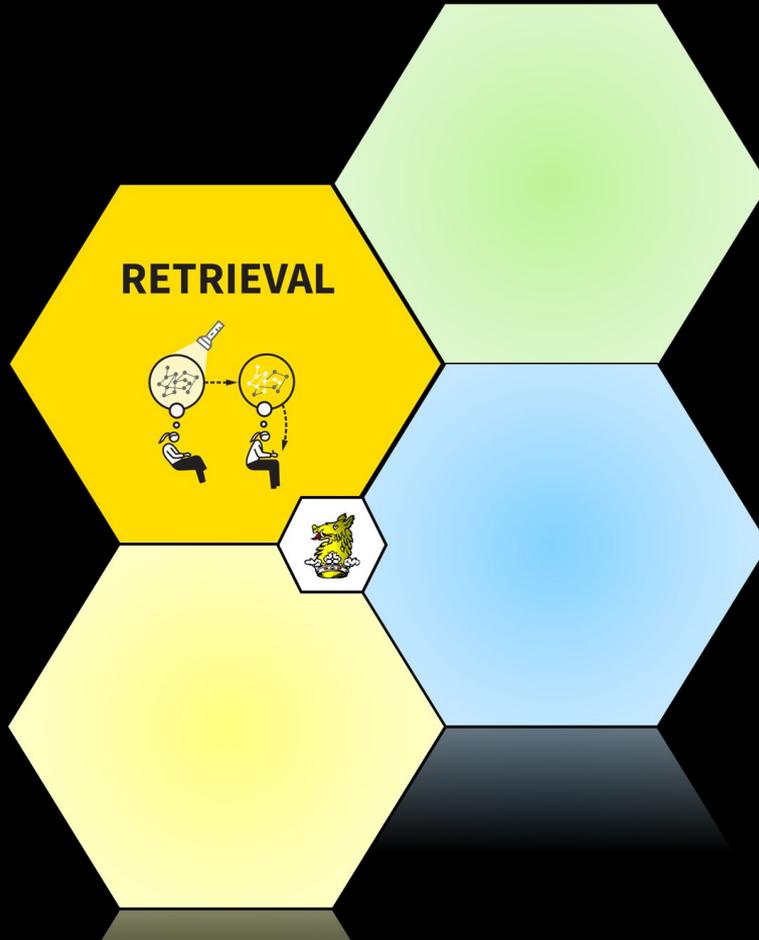


Teaching



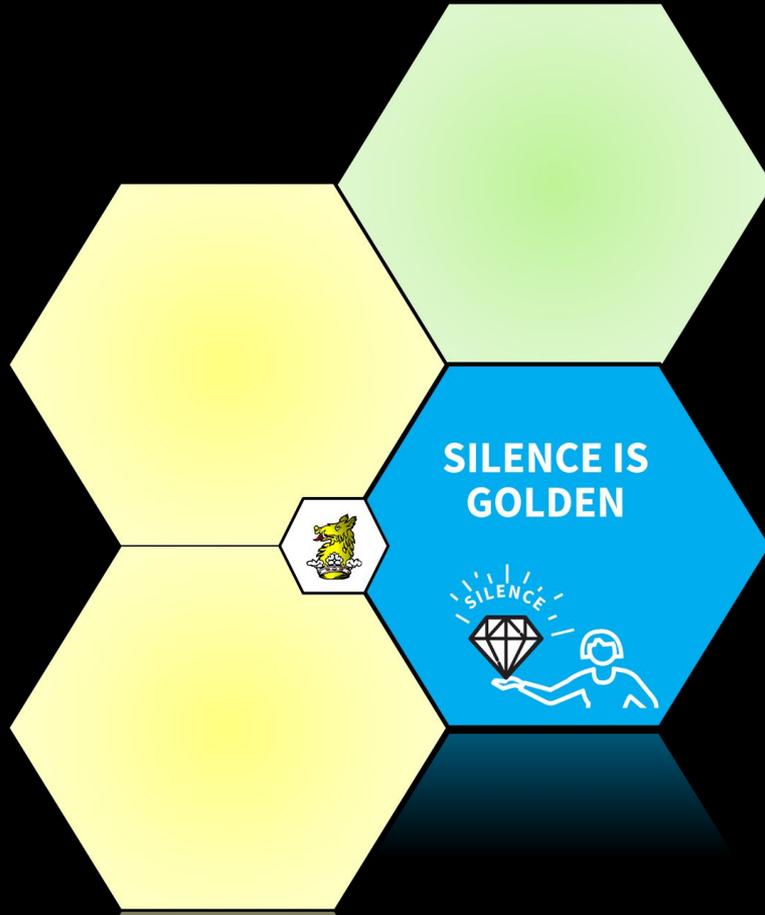
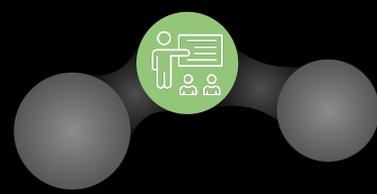


Teaching





Teaching

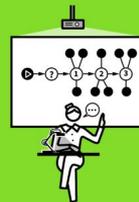




Teaching



MODELLING:
I DO, WE DO, YOU DO





Teaching



Curriculum:

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

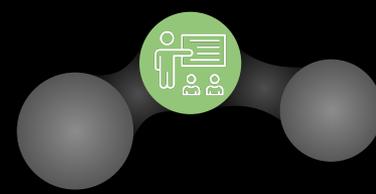
- What your children learn and in what order
- How we design our teaching so that your child can retain and apply the knowledge that they've gained

Assessment:

*'The purpose of assessment is to **promote learning**'* EVANS 2025

- Testing our teaching and our curriculum - how can we be sure your child is learning?
- Used as the basis for our reporting home.

In-class > Assessment > Feedback > Improvement





DANE COURT GRAMMAR SCHOOL

KS3 PROGRESS CHECK

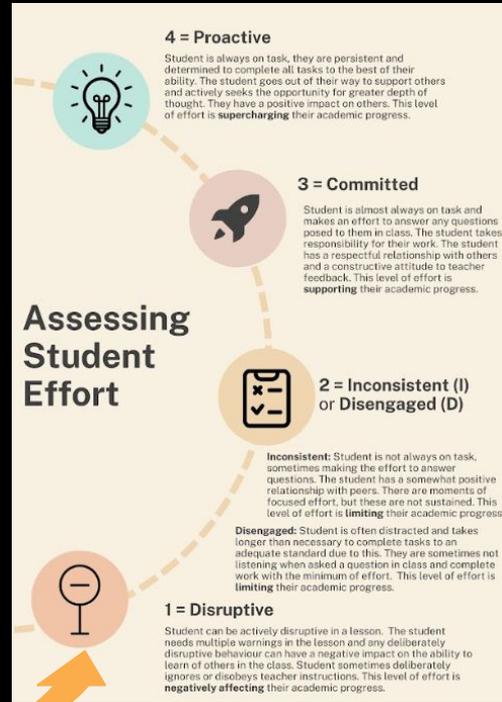
YEAR 7 Term 4



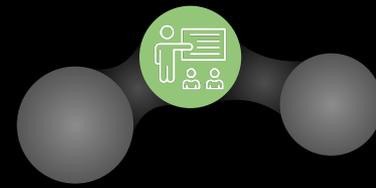
07H
Mentor: Mr J. HATCHER

Attendance : 93.9%

Subject	Effort	Subject Achievement
Art	3	Good knowledge and skills in relation to curriculum studied so far.
Computing	4	Good knowledge and skills in relation to curriculum studied so far.
Drama	3	Good knowledge and skills in relation to curriculum studied so far.
English	3	Fair knowledge and skills in relation to curriculum studied so far.
Food Preparation & Nutrition	3	Fair knowledge and skills in relation to curriculum studied so far.
Geography	3	Fair knowledge and skills in relation to curriculum studied so far.
German	3	Fair knowledge and skills in relation to curriculum studied so far.
History	2I	Fair knowledge and skills in relation to curriculum studied so far.
Mathematics	3	Limited knowledge and skills in relation to curriculum studied so far.



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**





Mr Argyrides, Year Lead

Pastoral Care

T Plaza



5.00pm: 7B & 7D
5.20pm: 7S & 7T
5.40pm: 7H & 7N



Mrs Jellett, Deputy Headteacher & Mrs
Channing, Assistant Headteacher

Teaching and Assessment

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SEND and wellbeing

N Plaza



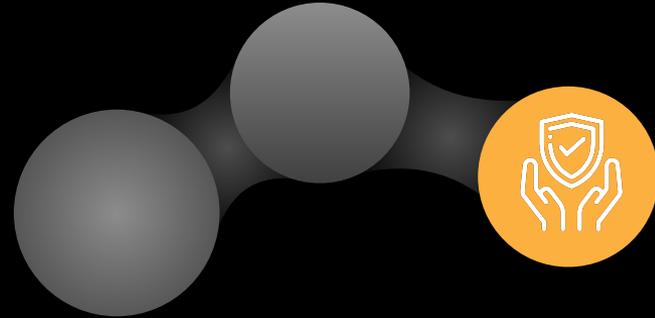
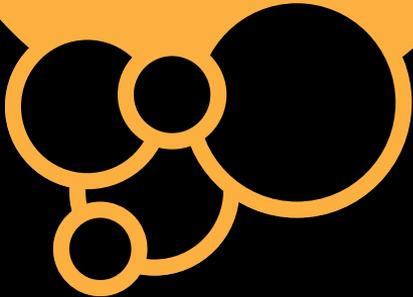
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SEND and wellbeing



Caring
Open-minded
Principled



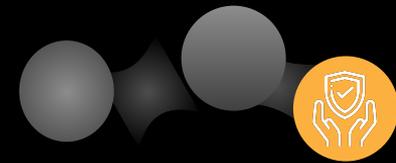
Lucy Holmes | Senco and Mental Health Lead
holmes@danecourt.kent.sch.uk

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



Safeguarding

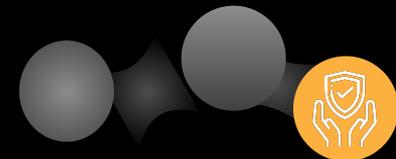
- Additional layer of support to our pastoral teams.
- Responsible for positive multi agency liaison (which may include social workers, police and/or health professionals)
- Positive and collaborative Safeguarding culture.
- We maintain the view that safeguarding is everyone's responsibility and that 'it could happen here.'
- Visible presence for our students and families through assemblies, events, discussions.
- Available to contact through our website or via telephone anytime you need us.



Who We Are

**The Safeguarding Team
Dane Court**

		
Mrs Dillon Lead DSL		Mrs Ives Deputy DSL
	Mr Wakeley Deputy DSL	
		
Mrs Sands Deputy DSL	Mr Buttery Deputy DSL	Miss Bolt Deputy DSL



Student and Parent Concern Flowchart



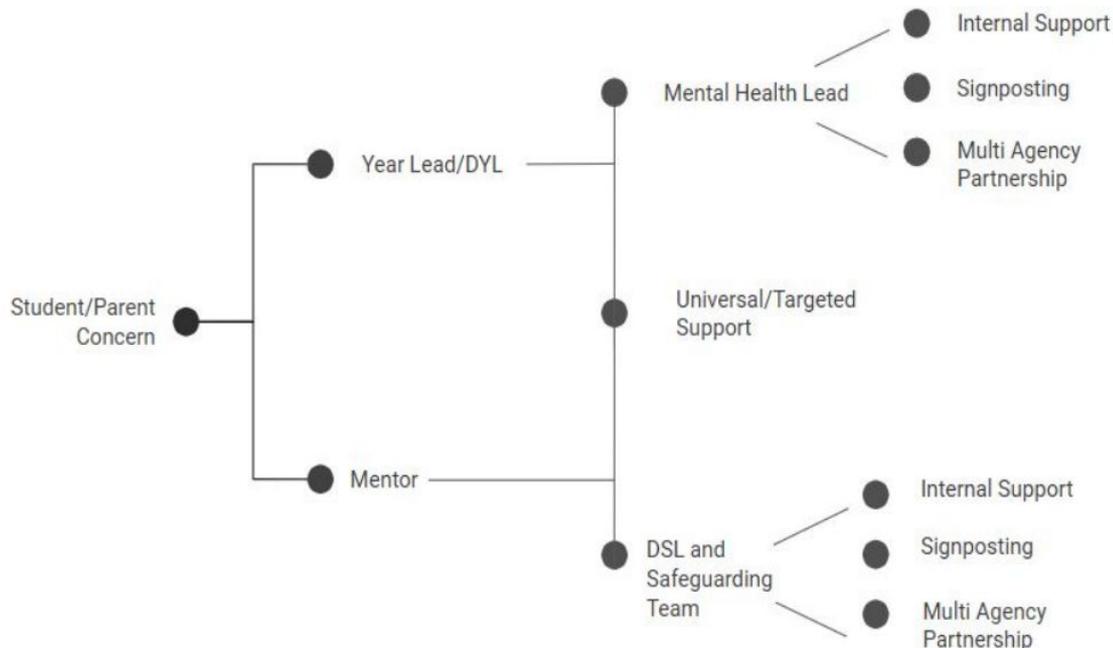
Useful links

Email key staff using our [Key Contacts](#) page

Access information about [early support](#) available in school, including links for self-referrals

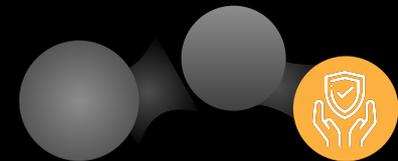
[Family support](#) page

[Mental Health and Wellbeing support](#) page



Quick link to our Parent Support on the school website here



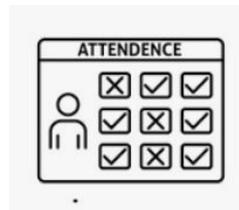


How can you help?



Car Conversations

Help us keep
them safe online



Aim for excellent
attendance

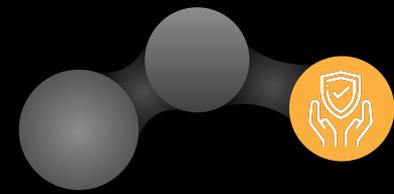
Communicate
with us



Help us to
instil our
school values



PSHE



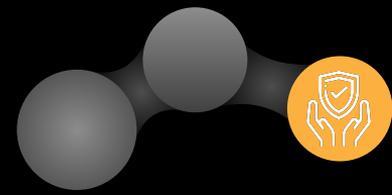
- Our PSHE/RSE curriculum is underpinned by our wellbeing vision and seeks to develop our young people beyond the classroom.
- Relationships, sex and health education (RSHE) is the statutory element of our PSHE curriculum and all secondary schools in England are required to teach it.
- Year 7 are studying the unit 'Managing Change' this term and a letter to parents and carers will follow shortly. Our policy and the right to withdraw letter may be found on our website.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition & Managing Change	Health and Wellbeing	Equality, diversity and prejudice	Relationships and health and wellbeing	Relationships and health and wellbeing 2	Living in the wider world



SEND and wellbeing



SEND

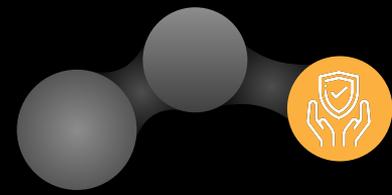
We seek to support students in **recognising, accepting and overcoming** their barriers to learning, **empowering independent students** with SEND who are able to **thrive and flourish**.

Wellbeing

Dane Court strives to put the wellbeing of its community at its core. By fostering a caring, open-minded and principled learning environment, we seek to create a culture of happiness, safety and inclusivity.



SEND and wellbeing

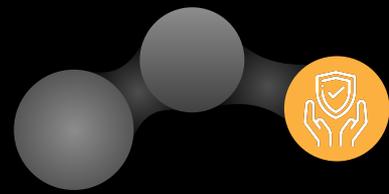


SEND

- 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



Wellbeing



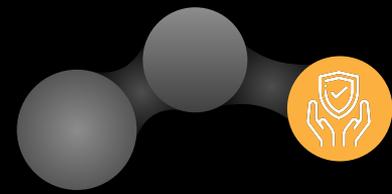
Wellbeing Support

The Thanet Emotional Wellbeing Team (EWT), known nationally as Mental Health Support Teams, are pleased to continue to offer support to Dane Court Grammar School. Emotional Wellbeing Practitioners (EWPs) are hoping to get to know you and your child over the coming weeks and months, offering support when needed and finding out your ideas about how we can all work together to support the emotional wellbeing and mental health of students at Dane Court.

For information about the EWT and to access additional resources, please scan the QR code to visit the website:

NHS Emotional Wellbeing Team universal workshops for Year 7s - managing your worries





Online Wellbeing Support

OSCA is an online programme which combine stherapist sessions with access to therapy modules, developed by experts. It includes:

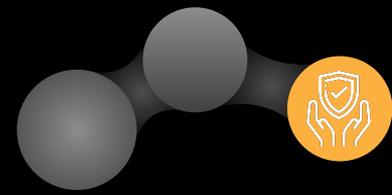
- Personalised understanding of your difficulties
- Interactive tasks
- Videos
- Exercises to try out
- Weekly video or telephone calls with your therapist

OSCA - ONLINE SOCIAL ANXIETY COGNITIVE THERAPY FOR ADOLESCENTS





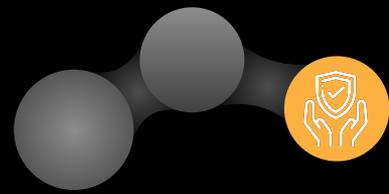
Wellbeing



If you require urgent help or support regarding your child's emotional wellbeing or mental health, please call NHS 111 (option 2) or the NELFT Children and Young People's Mental Health Service (CYPMHS) Single Point of Access on 0800 011 3474



Wellbeing



Dane Court website

Mental Health and Wellbeing Page

<https://www.danecourt.kent.sch.uk/wellbeing>



Family Support Page

<https://www.danecourt.kent.sch.uk/familysupport>





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