



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**



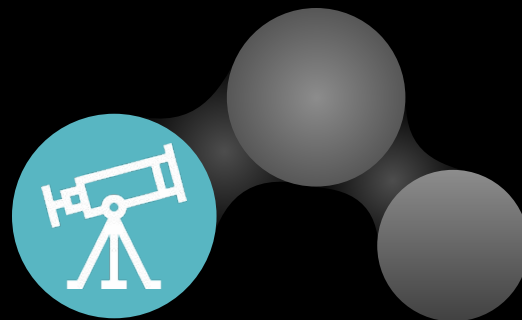
**Safeguarding and SEND**  
**Mrs Dillon and Mrs Holmes**



# Vision and values

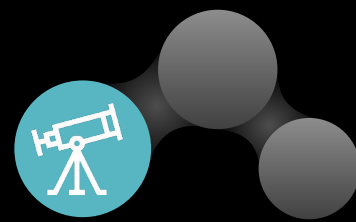


..to develop knowledgeable  
and caring young people  
who help to create a better  
and more peaceful world

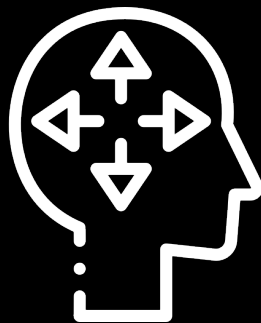




# Vision and Values



Caring



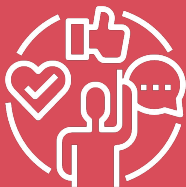
Open-minded



Principled



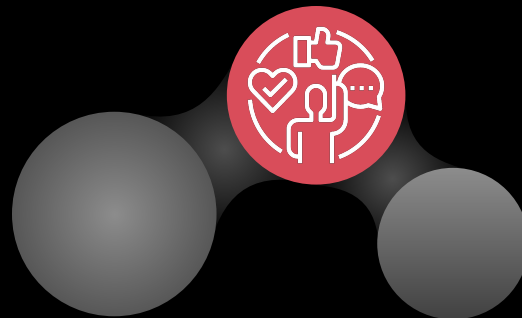
# Behaviour and attitudes



Outstanding behaviour

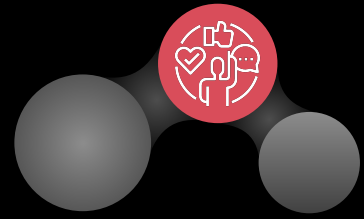
ClassCharts

Bushcraft





# Behaviour and attitudes



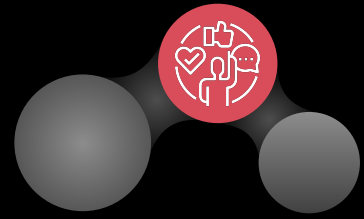
‘A student's behaviour can affect their ability to learn as well as other students' learning environment. Students who behave disruptively, talk during lessons or require the teacher to interrupt lessons to address their behaviour can have a negative effect on an entire classroom.

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



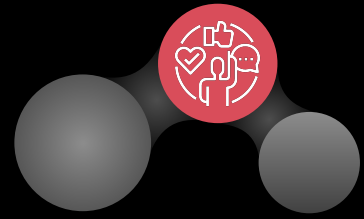
## Expectations

- 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**



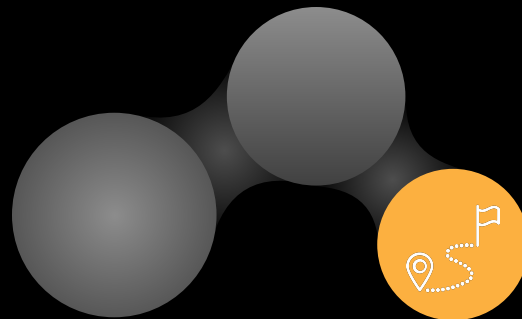
**Location: Penshurst  
Place (Kent)**  
**Approximate cost: ~£240**



[www.thebushcraftcompany.com](http://www.thebushcraftcompany.com)

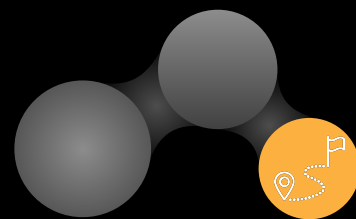


# Pathway to Aspirational Destinations





# Pathway to Aspirational Destinations



45 points

English, Biology, Film,  
History, Maths and  
French

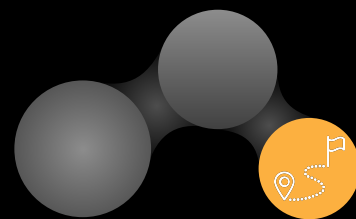
# Studying Law at Bristol University







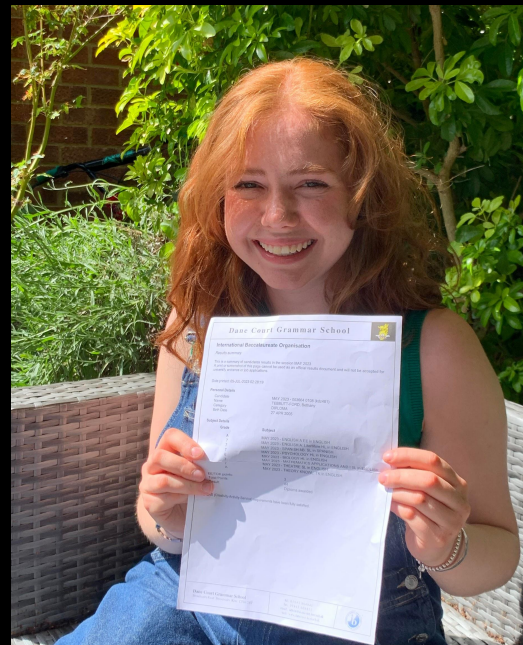
# Pathway to Aspirational Destinations



44 points

English, Psychology,  
Biology, Theatre,  
Maths and Spanish

Studying Law at  
University of Cambridge





# Pastoral Care and PSHE



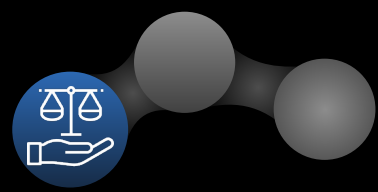
- Time to talk and make connections
- A guiding hand



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



# Pastoral Care and PSHE



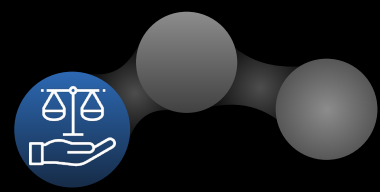
## Mentor Curriculum

- 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

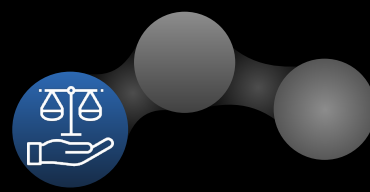


## Mentor Curriculum

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



# Pastoral Care and PSHE

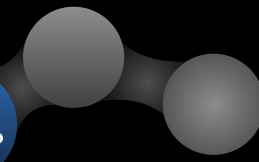


## **PSHE CURRICULUM INTENT:**

- 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?





# Teaching



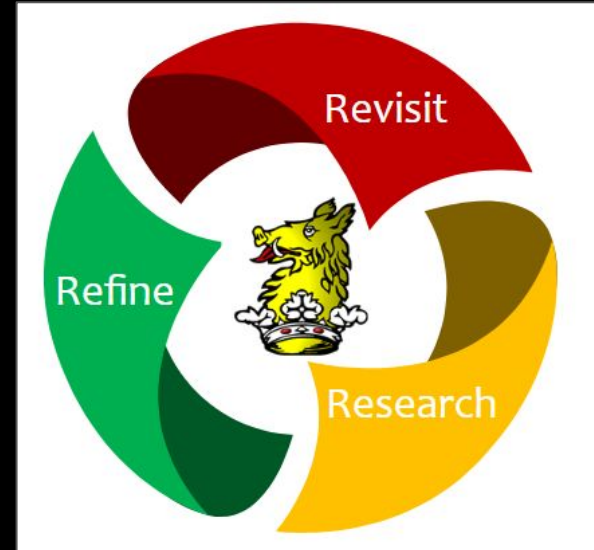
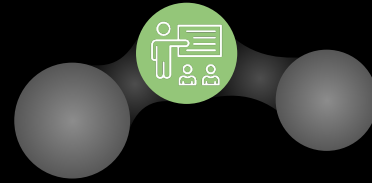
## Curriculum:

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

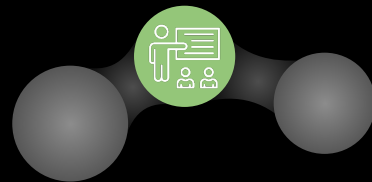
- What your children learn and in what order
- How we design our teaching so that your child can retain and apply the knowledge that they've gained

## Assessment:

- 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.



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



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



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



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

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

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

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

...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**.

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



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

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

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

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

...**read a book**



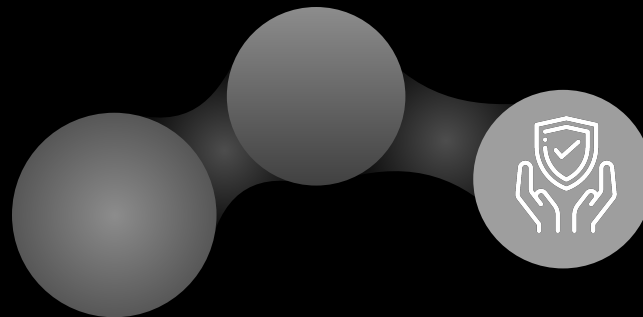




# Safeguarding and SEND



Caring  
Open-minded  
Principled

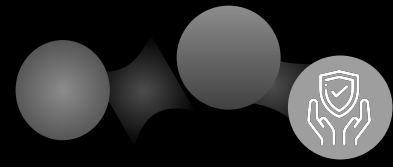


Amy Dillon | Assistant Head, DSL  
[adillon@danecourt.kent.sch.uk](mailto:adillon@danecourt.kent.sch.uk)

Lucy Holmes | Senco and Mental Health  
Lead  
[holmes@danecourt.kent.sch.uk](mailto: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)



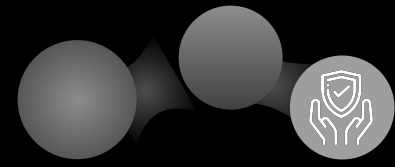
Luke Wakeley (DDSL)



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.

### 6 PRINCIPLES OF SAFEGUARDING

**1** Empowerment

Prevention

**2**

**3** Proportionality

Protection

**4**

**5** Partnership

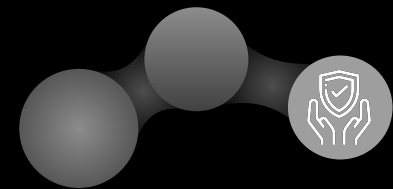
Accountability

**6**



# Safeguarding and SEND

## 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**

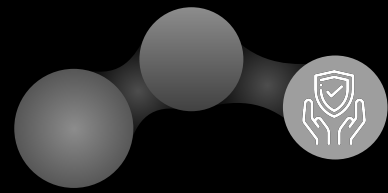
- Ask open-ended questions
- Ensure that your child feels listened to rather than cornered
- When they start talking, hold off with questions and really listen
- Be prepared, calm and patient with them



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



# Safeguarding and SEND

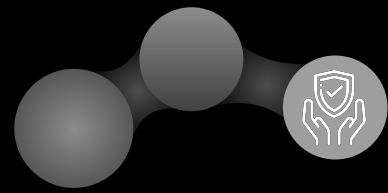


## SEND

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

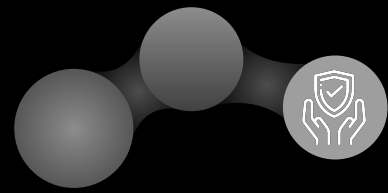


## SEND

- 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