

# Year 9 & 10 Parent Information Evening



# Welcome to the Year Ahead at EGS

This year we are focusing on making sure every lesson helps your child succeed.

We want you to know what to expect from your son's teachers, and what we expect from them in return.

To support this, we are formalising the routines that have been introduced over the last year and adding in some new ones.



# Ethos & Values

- Our school motto is 'Tant Que Je Puis – As Much As I Can.'
- It reflects the school's commitment to striving for excellence and dedication in all endeavors.
- The ethos was adopted from the Uvedale family, with Dr. Robert Uvedale, a significant figure in the school's history, serving as headmaster from 1664 to 1676. The school's crest is based on the Uvedale coat of arms.
- Everything we do is built around our PRIDE values: Passion, Resilience, Integrity, Determination, Empathy.
- These values should guide our daily interactions.



# What Students Can Expect from Teachers

- Clear routines at the start and end of every lesson
- Lessons that begin with a DNA to get students learning straight away
- No Hands Up - teachers checking that everyone understands, not just the few with their hands up
- Support when needed and challenge to help them improve
- Feedback that helps them reflect, improve, and make progress



# Routines Students Will See

- Purposeful transitions – Line ups at Lower School mark clear transitions; calm transitions at Upper School
- Teacher presence at doors – Greeting students warmly maintaining presence in corridors.
- Checking uniform - Ensuring pupils are wearing appropriate uniform, particularly after break and lunch times. This includes shoes, ties, blazers and shirts tucked in.
- Start & End of Lessons – Students enter silently, 10 second countdown to stand behind chairs with equipment out, sit when instructed.
- Dismissal managed calmly using 10 second countdown for packing away with students standing behind chairs and dismissed row by row.



- Register Routine – Registers will be taken in silence as part of the entry routine, with students responding clearly with “Yes Sir” or “Yes Miss”.
- SLANT (sit up straight; listen; arms crossed; no talking; track the teacher)  
“SLANT in 3, 2, 1 and SLANT”
- I say / You say: Explicit teaching of key vocabulary with choral response to support retention e.g. Teacher: “Hyperbole means exaggeration for effect. I say, you say - hyperbole.” Students: “Hyperbole.”
- “When I say go, and not before” – listen to instructions delivered clearly and concisely, before responding to it e.g. “When I say go and not before, turn to page 20 and complete question 1. Ready, GO!”
- Green pen ‘Tick or Fix’ - Teacher counts down 5 to 1 and students hold green pens in the air ready to self-correct.
- Reading Rulers - using rulers to follow extended reading.



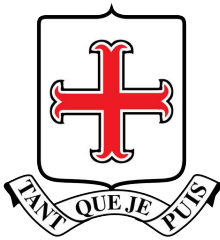
# The Science Behind It

Rosenshine's Principles: small steps, questioning, checking understanding = stronger memory.

Education Endowment Fund (2021): predictable routines reduce anxiety and support disadvantaged/SEND pupils.

Lemov's Teach Like A Champion: routines reduce cognitive load, freeing pupils to focus on learning.

Trauma-Informed Practice (PACE): consistency + care builds safety and trust.



# Equipment

Equipment will be checked every morning by form tutors who will expect to see the following in a clear pencil case (to enable efficient checking):

- 2 x black pens
- 1 x green pen
- 1 x pencil
- 1 x pencil sharpener
- 1 x rubber
- 1 x highlighter
- 1 x scientific calculator
- 1 x maths geometry set
- 1 x 30cm ruler

In addition, all students should bring a suitable reading book to school every day.

If students do not have equipment, it may be collected from reception and returned to their detention room at the end of the day.



# Uniform

The following uniform expectations are applicable before, during and after school:

Hoodies are not allowed at any time and will be confiscated on sight.

Trainers are not allowed. Students must have a note if they are wearing trainers.

Blazers are compulsory, jumpers are optional.

We are back in winter uniform, summer uniform (polo shirts) is no long allowed.



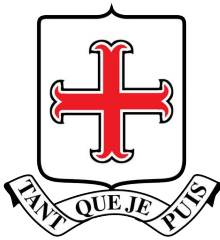
# No Lost Learning

- Students should be on site for 8.25 and outside their form room by 8.30.
- Anyone arriving at the gates or to form after 8.35 will be marked as late and serve a 30 minute detention
- Students must move directly between classes
- Students **MUST** have permission from their teacher to leave a lesson.
- Teachers are encouraged not to allow students to leave lessons.



# Enrichment

- Every Friday P5 will be an enrichment session.
- Students will get to choose from a range of activities that you will attend for the rest of the term.
- They will get a new choice of activity each term.



# Conduct



At **our** school, we believe that strong relationships are the foundation of a positive and successful learning environment. When we respect, support, and understand each other, we create a space where everyone feels valued and motivated to do their best.

Good behaviour naturally follows when we have strong connections with one another. By showing kindness, empathy, and respect, we help each other grow and thrive.



# Praise and Rewards

Students earn PRIDE Points for displaying our values. These might be for:

- Passion – showing curiosity or enthusiasm in learning
- Resilience – keeping going when things get tough
- Integrity – doing the right thing, even when no one is looking
- Determination – working hard to achieve your goals
- Empathy – showing kindness and respect to others

PRIDE Points are celebrated in tutor time, assemblies, and special events.



# If Things Go Wrong

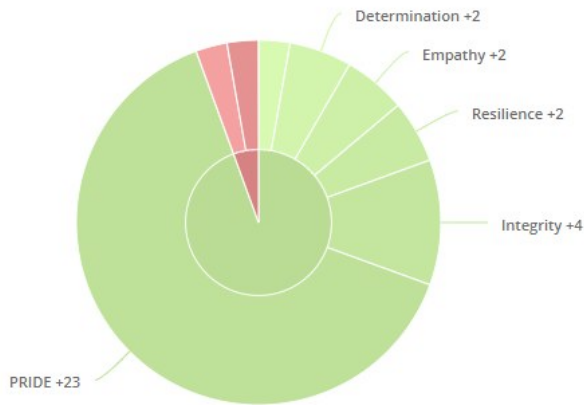
If behaviour gets in the way of learning:

- Teachers will remind students calmly (LR1)
- If it continues, they may be spoken to more formally or asked to step outside(LR2)
- If disruption carries on they may be removed to protect learning for others and issued a school detention (LR3)

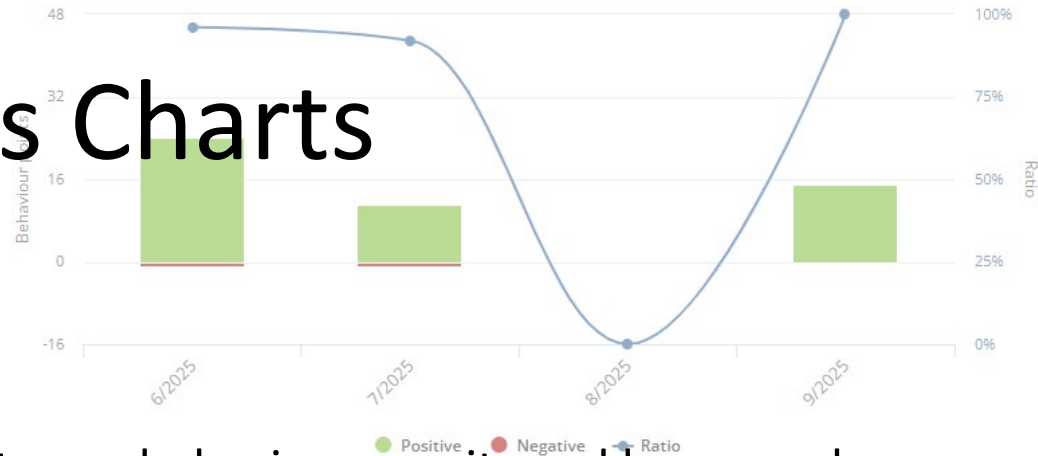
But the focus will always be on helping students put things right and re-join learning quickly.



Behaviour score breakdown



Monthly Behaviour Breakdown



# Class Charts

Class Charts enable real-time updates on behaviour, merits and homework, keeping you informed about your child's progress every day.

See when your child is rewarded for showing PRIDE values and celebrate achievements at home as well as in school.

Clear records of behaviour, detentions, and rewards so nothing comes as a surprise!

Support for Pupils: you can spot patterns early (e.g. homework, punctuality), enabling timely conversations between school and home.

You can request your login details from the office ([office@enfieldgrammar.org](mailto:office@enfieldgrammar.org)) or your son's tutor.



# EGS Says No!

Our EGS Says No campaign stands firmly against all forms of discrimination.

We are committed to defending the rights of everyone in our school community, ensuring respect for **all** protected characteristics.

Together, we will create a safe, inclusive, and supportive environment where every individual is valued and treated with dignity.

Enfield Grammar School



An Academy Trust

**EGS says  
NO to...**

**Racism**

**Sexism**

**Misogyny**

**Ageism**

**Ableism**

**Classism**

**Xenophobia**

**Religious Prejudice**

**Transphobia**

**Biphobia**

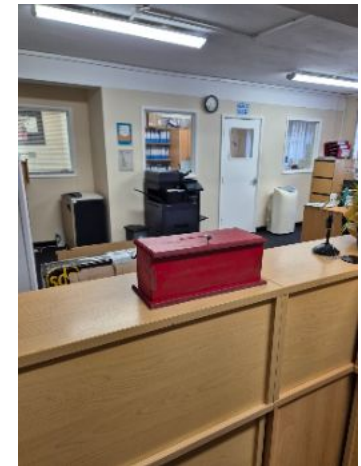
**Homophobia**



# Anonymous reporting

If students prefer to remain anonymous, they can report any concerns through the SHARP system, which is accessible on the school website.

Additionally, they can use the red boxes located in both school offices to share any issues confidentially.



# Wellbeing Support

Who?

Mrs Culora (Wellbeing & Safeguarding Manager)

Wellbeing Practitioners: Miss Taylor, Mr Armstrong & Mrs Yianni

Where? Upper Wellbeing House and Lower Attic Room (next to SEND)

What do we offer?

Whole school - form time activities, assemblies

Whole year group sessions including exam stress/transitions

Group work focussing on emotional regulation, friendships, anxiety

1:1 mentoring (including one off interventions, 6-10 week support and longer term as required)

Signposting and referrals to external agencies and partners

How to refer?

Students can speak to any trusted member of staff - this is often their Form Tutor or Head of Year

Parent/Carers - can speak to Head of Year, Form Tutors or email Mrs Culora directly  
([lculora@enfieldgrammar.org](mailto:lculora@enfieldgrammar.org))

Staff refer using EGS internal processes



# Student Leadership Team!

Purpose:

To modernise and incentivise student participation in the school's leadership and decision-making processes.

Structure:

- 6 pupils per year group
- 3 elected by peers
- 3 selected by staff

**WE NEED YOU!**



# Student Leadership Team!

## Opportunities and Responsibilities:

**Feedback:** Participate in Year Team meetings to provide student perspectives.

**Leadership Involvement:** Attend SLT meetings on a rotating basis to discuss school issues and initiatives.

**Privileges:** Enjoy special privileges such as priority in lunch queues and leadership training opportunities.

## Duties:

- Monitor and manage lunch queues.
- Lead and organise assemblies.
- Represent the school at events and functions.
- Mentor younger students and assist in school activities.
- Influence practice and policies



# How Parents Can Help

- Support routines at home: organisation, punctuality, equipment.
- Encourage PRIDE values in conversations at home.
- Celebrate PRIDE Points with your child.
- Partner with us: attend events, share feedback, reinforce expectations.
- We want you feel part of the school community!



# Key Dates

Very important year for year 9:  
Option choices

<b>Parents evening</b>	<b>Data1</b>	<b>Parents Eve</b>	<b>Options Process starts</b>	<b>Data 2</b>	<b>Options process finishes</b>	<b>EOY Exam</b>	<b>Data 3 (EOY)</b>
<b>Today</b>	<b>Tues 26 Nov 2025</b>	<b>Tue 13 Jan 2026</b>	<b>Options open evening Jan 2026</b>	<b>Mon 9 Feb 2026</b>	<b>Feb/March 2026</b>	<b>(1 week) 15 June 2026</b>	<b>Tue 7 Jul 2026</b>

**Main key dates:**

**Parents evening - 13th Jan - 2026**

**Options information Evening - Wed 28th Jan - TBC**

**Options process – starts in January/March**

Year 9 form tutor team - meet after the  
presentation

<b>F</b>	Mr E Le Gars	<b>11</b>
<b>M</b>	Mr B Carter	<b>11</b>
<b>P</b>	Ms R Swabey	<b>12</b>
<b>R</b>	Mr K Khan	<b>12</b>
<b>S</b>	Ms N Alam	<b>10</b>
<b>U</b>	Mr J Obeng	<b>10</b>

# Year 9 form tutor team - contact information

elegars@[enfieldgrammar.org](mailto:elegars@enfieldgrammar.org)

bcarter@[enfieldgrammar.org](mailto:bcarter@enfieldgrammar.org)

rswabey@[enfieldgrammar.org](mailto:rswabey@enfieldgrammar.org)

kkhan@[enfieldgrammar.org](mailto:kkhan@enfieldgrammar.org)

namam@[enfieldgrammar.org](mailto:namam@enfieldgrammar.org)

jobeng@[enfieldgrammar.org](mailto:jobeng@enfieldgrammar.org)

# Key Dates

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<b>Today</b>	<b>3rd Dec 2025</b>	<b>4th Feb 2026</b>	<b>26th March 2026</b>	<b>14th April 2026</b>	<b>15th June 2 weeks</b>	<b>9th July 2026</b>

**Key Event:**

**Work experience - 29th June - 10th July**



# Year 10 form tutor team - meet after the presentation

<b>F</b>	Dr Frimpong	<b>9</b>
<b>M</b>	Ms Hernandez-Rivas	<b>9</b>
<b>P</b>	Mr Ashton	<b>13</b>
<b>R</b>	Mr Armstrong	<b>14</b>
<b>S</b>	Ms Okuyemi	<b>13</b>
<b>U</b>	Ms Khan	<b>14</b>

# Form Tutors emails

[rfrimpong@enfieldgrammar.org](mailto:rfrimpong@enfieldgrammar.org) - F

[thernandezrivas@enfieldgrammar.org](mailto:thernandezrivas@enfieldgrammar.org) - M

[jfoxley@enfieldgrammar.org](mailto:jfoxley@enfieldgrammar.org) - P

[cashton@enfieldgrammar.org](mailto:cashton@enfieldgrammar.org) - P

[aokuyemi@enfieldgrammar.org](mailto:aokuyemi@enfieldgrammar.org) - S

[pmanel@enfieldgrammar.org](mailto:pmanel@enfieldgrammar.org) - R

[darmstrong@enfieldgrammar.org](mailto:darmstrong@enfieldgrammar.org) - R

[nkhan@enfieldgrammar.org](mailto:nkhan@enfieldgrammar.org) - U



# Who to contact

Year 9 and 10

In the first instance you should contact your sons tutor. Their email address is their first initial then surname @[enfieldgrammar.org](mailto:enfieldgrammar.org)

If the tutor cannot answer your query it can be upscaled to the Head of year.

Year 9: [cchrysanthou@enfieldgrammar.org](mailto:cchrysanthou@enfieldgrammar.org)

Year 10 [aharcourt@enfieldgrammar.org](mailto:aharcourt@enfieldgrammar.org)



# Parents Q&A

## My Role at Enfield Grammar School

My name is Mr. Turner

I am Acting Assistant Head Teacher

My role is to work with students **Years 9-11** regarding their attainment, behaviour and wellbeing.

# Question 1. Homework expectations

- Home learning is set according to the number of curriculum lessons per fortnight.
- The minimum is one homework per fortnight (Art, Citizenship, Music, Computing, DT Food).
- Subjects seen more often will set homework once a week (i.e. twice a fortnight). These include English, Maths, Science, French, and Geography.
- It is recommended that students should be spending about 20 – 40 minutes per subject.
- Staff will determine the handing in dates.
- However, we are aware that home learning is an area where we need greater consistency so it is a school development priority this year and our approach and policy are under review. Changes made at A-Level garnered positive results this year and is something we will now review further down the school.

# Question 2. Food Technology

Unfortunately due to staffing and budgetary issues we had to stop offering Food Technology as a subject at school and also sadly as a GCSE option. We currently have the option under review; if we can bring it back in the future as a GCSE option we will look to do so.

IT WILL be included in enrichment opportunities for students on Friday Period 5 – beginning with Year 7 and 8 students in the first instance.

When we have the new build (this is dependent on DFE funding) we will have the facilities to bring it back as a GCSE option as we will have adequate facilities at the Upper and Lower sites. At present we do not know when work will begin however.

# Question 3. Enrichment

- Students are to sign up via evolve. A link should have arrived in your email inbox for students to sign up.

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- Your son has been presented with a list of options and a powerpoint was sent out to form tutors to go through the possible activities last Friday.

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- The activity will change on a termly basis.

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- Lessons lost for year 9 to create Enrichment opportunities are one lesson of Technology and one lesson of RE per fortnight

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- Lessons lost for Year 10 Enrichment is one lesson of PE and one lesson of science per fortnight. In Year 11, all students take an extra science lesson during the Friday Period 5 School enrichment hour to ensure we cover all GCSE material with the students

# Question 4. Sets

- Classes in Science and Maths are streamed on ability
- 
- End of Year Exam grades are used to create sets at the start of the year, as well as professional judgement of staff.
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- Sets can be altered on a termly basis once assessments have been taken by students
- 
- All other subjects are based on social setting including English
- 
- Teachers will do their best to create the best learning environment for students.

# Question 5. What extra support is given to GCSE students?

- In year 11 tutor time is used to give extra Maths, English and Science lessons from teachers of these subjects using a rotation of teachers and revision booklet
- 
- We will have assemblies on how students should revise from subject teachers to support what is discussed in lessons
- 
- Parents should be invited to Google Classroom and can see the revision tasks that are set for their son – if you have not been added please contact the school and we will have teachers add parents to the relevant Google Classroom.
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- Revision techniques are also discussed with students in PSHE lessons in years 10 and 11.

# Question 6. Cover teachers

-Unfortunately last year in business studies and science we had long term absences.

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-Due to staff returning to school and through recruitment, we have come through a difficult period and now have addressed these areas of concern.

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-Staff will be absent long term in some rare occasions. As a school, we support cover teachers through team teaching and lesson feedback from experienced members of staff as best we can – whilst also acknowledging that this isn't ideal for you son we will always try to find the best solution

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-We are in a better place in this regard than last academic year