

Year 7 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.

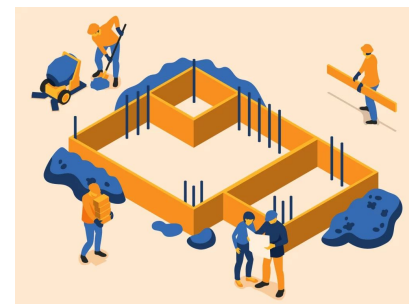
To support this, we are formalising the routines that have been introduced over the last year and adding in some new ones.



Curriculum Intent

Our curriculum is carefully constructed and sequenced to provide our learners with strong foundations on which to build robust mental models and a determination to succeed.

Through what we teach, we seek to engender empathy by breaking down barriers to understanding. We offer our learners **windows** into the lives of people from varied cultures and other eras, into differing ways of thinking and extraordinary experiences.

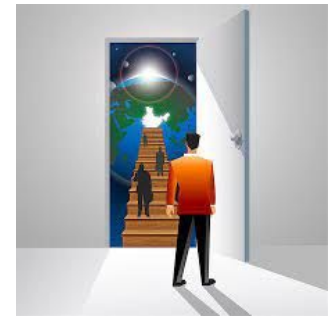


Curriculum Intent

Our curriculum is diversified and inclusive. It provides **mirrors** in which our learners can see themselves in order to foster a sense of identity, both collective and individual promoting a sense of personal pride and integrity.

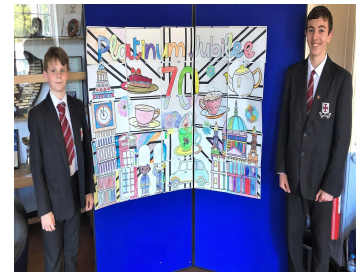
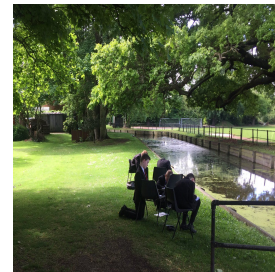


The knowledge we ensure our learners remember is chosen to open **doors** to aspirational futures. We engender resilience and ambition by challenging our learners and by providing numerical and reading fluency; digital proficiency; and cultural literacy.



Curriculum Intent

Ultimately, our curriculum aims to build a lifelong passion for learning and inspire the citizens of the future who are our care to espouse our historic motto, 'Tant Que Je Puis,' by being the very best that they can be.



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.



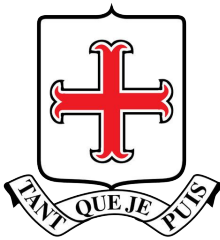
The Science Behind It

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.



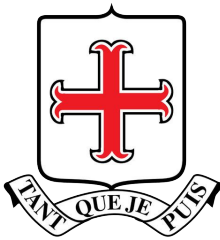
No Lost Learning

- 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

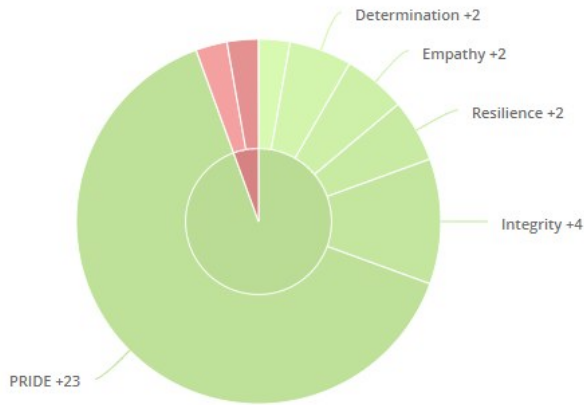
If behaviour gets in the way of learning:

- 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)

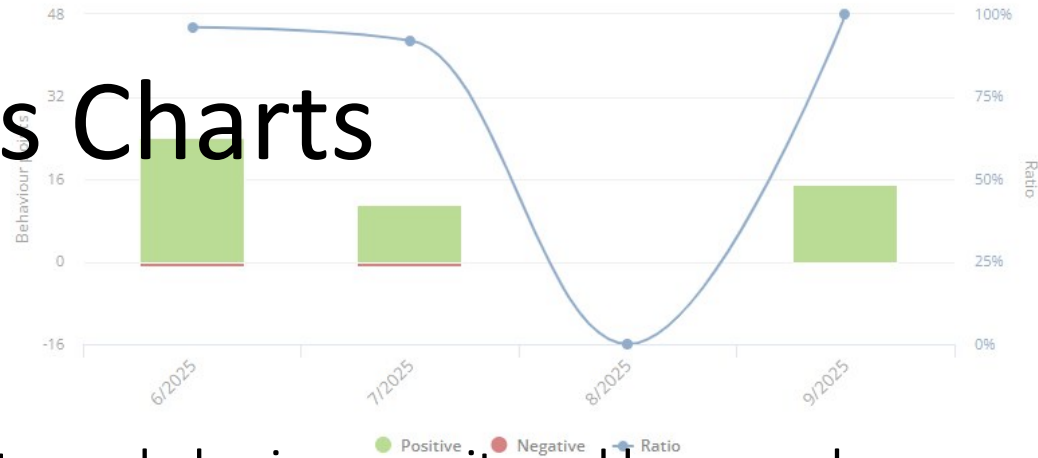
But the focus will always be on helping students put things right and re-join learning quickly.



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) 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

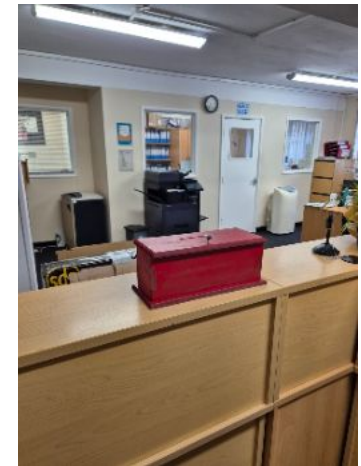
Homophobia



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)

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!



Who to Contact (Form Tutors)



Mr. M. Deay (7F)
DT3



Ms. N. Faverjon (7F)
DT3



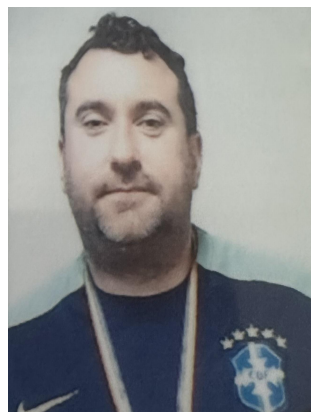
Ms. S. Langlet (7M)
C5



Mrs. S. Hardy (7P)
C3



Mr. E. Hlambelo (7R)
C8



Mr. C. Thompson (7S)
C6



Mr. D. Leverno (7U)
DT6



Mr. A. Kodjoe (7U)
DT6

Daily Detention Room - C3 / SLT Detention Room - C2 (Fridays)

Who to Contact (Form Tutors)



Mr. M. Collins
(Deputy Head
Teacher)



Mr. D. Baldwin
(Head of Lower
School)



Ms. E. Senior
(Head of Year
7)

SENCO@enfieldgrammar.org - Ms Howard
Smith



Uniform Expectations

school blazer

tie around neck

shirt tucked in

black formal trousers
(worn at waistline)

**Students
should wear
their uniform
with pride and
dignity!**

polished leather shoes
with black socks (no
trainers or trainer
lookalikes)



Attendance

- Attendance to school is very important. You must turn up on time, all the time (unless you are unwell).

Our attendance target is 97%

- If you are late report to the office with a reason – bring a note from home where possible (this should be in your planner.)
- If you need to leave early for any reason, you must bring a signed note from home
- If you are absent, please make sure your parents/guardians contact the school via phone or email



Guiding Principle #1



“Learning cannot take place in chaos.”

- Calm classrooms = successful learning.
- Respect, focus, and routines help everyone succeed.
- Rules are here to protect your right to learn

Guiding Principle #2



“We teach students, not just a subject.”

- Students are more than a number or grade.
- We care about their choices, character, and growth.
- Effort, resilience, and kindness will always be recognised – hence our school values P.R.I.D.E.!

Mistakes & Growth

- They will make mistakes — that's part of learning.
- What matters: own it, learn from it, do better.
- Every consequence comes with support.

Year 7 Term Dates

Autumn Term 2025 – 1 September to 19 December 2025

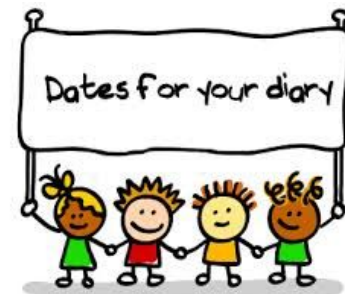
- **Half Term:** Monday 27 to Friday 31 October 2025
- **Christmas Holiday:** Monday 22 December to Friday 2 January 2026

Spring Term 2026 – 5 January to Friday 27 March 2026

- **Half Term:** Monday 16 February to Friday 20 February 2026
- **Easter Break:** Monday 30 March to Friday 10 April 2026

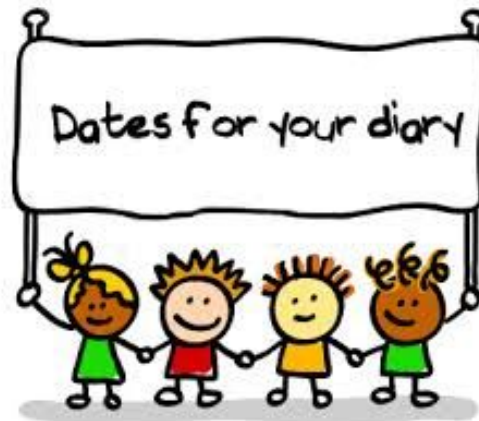
Summer Term 2026 – Monday 13 April to 20 July 2026

- **Half Term:** Monday 25 May to Friday 29 May 2026
- **Summer Holiday:** from 21 July 2026



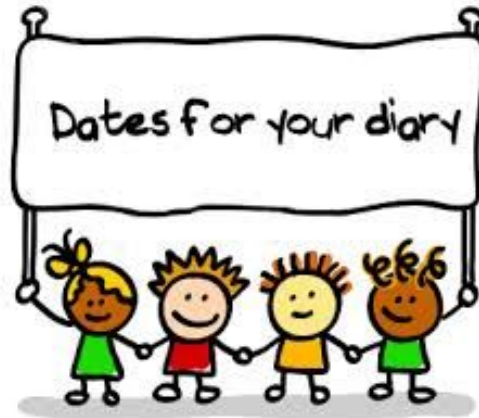
Year 7 Important Dates

- Progress Report (**Data Drop 1**) – Tues 12 Nov 2025
- Parents Evening – Wed 18 Mar 2026
- Progress Report (**Data Drop 2**) – Wed 4 March 2026
- Year 7 EOY Exams – (1 week) 1 June 2026
- EOY Report (**Data Drop 3**) – Tues 23 June 2026



Year 7 Other Dates

- Poetry Slam – Tuesday, 30 September (C3)
- Year 7 & 8 Flu Vaccinations – Wednesday, 5 November (BH)
- Year 7 & 8 Moustache Charity Day - TBC
- WOW Day 1 – Tuesday, 9 December
- WOW DAY 2 – Wednesday, 25 March 2026
- Junior Maths Challenge – 6 – 7 May 2026



Final Message

- I expect discipline (not to control the student, but to lift them up).
- I believe in every single student.
- Together, we will make this an excellent year.
- By showing PRIDE and giving 'As Much As I Can,' they will not only achieve more but also help make EGS a place where everyone belongs and thrives.

Response to Parent- Questions

Educational Programmes: GCSEPod, BBC Bitesize, Seneca, content on Google Classroom

Materials / Books Used: Curriculum maps provided for each subject outlines necessary content and books; you might also request full course scheme of work from individual teachers to guide home studies.

Online Access: Students will be provided with login individual login details to access their school email, Google Classroom, etc. Class Chart parents and student access codes will be shared soon.

Homework: All homework is set on Google Classroom

Inclusivity: Diverse reading curriculum (Windows-Mirrors-Doors)

Tracking your child: Class Charts for both positive and negative behaviour notifications

Lockers: No lockers available at school; not fit for purpose

Lunchtime Clubs: Homework Club; Games Club

Additional Support: Literacy Intervention; Numeracy Support, Wellbeing

PE: Rugby kit to start; this will be directed by PE teachers