

Making the Most of Year 9

October 2025

Presented by:

Mr Ozgul – Head of Year (Pastoral)
Mr Edun – Head of Year (Progress)



DENBIGH SCHOOL

The Year 9 Team



Head of Year 9 - Pastoral
Mr Ozgul



Head of Year 9 - Progress
Mr Edun



**Assistant Headteacher for Progress
and Achievement (Years 7-10)**
Mr Waters

Welcome

- Support
- Attendance and Punctuality
- Progress: Targets and Setting
- Curriculum
- Homework and Planners
- Non-Examined Assessments
- Attitude to Learning
- Enrichment
- Key Dates

Year 9 Tutor Team



Mr Hurst



Mrs Roberts



Mrs Bedford



Mrs Calleia



Mrs Gilmour



Miss McLennan



Mrs Lewis



Mr Stroud



Miss Nikopoulos



Ms Conway



Mr Fry



Miss Pillay

Support in School

If you feel your child needs support, please contact your child's tutor in the first instance:

Tutor Group	Tutor	Email address
9CH	Mr Hurst	hurstc@denbigh.net
9CO	Mrs Roberts Mrs Bedford	orourkec@denbigh.net bedfordm@denbigh.net
9GC	Mrs Calleia	tetlowg@denbigh.net
9KG	Mrs Gilmour	gilmourk@denbigh.net
9LM	Miss McLennan	mclennanl@denbigh.net
9LS	Mrs Lewis	lewisl2@denbigh.net
9MS	Mr Stroud	stroudm@denbigh.net
9ON	Miss Nikopoulos Ms Conway	nikopouloso@denbigh.net conwayl@denbigh.net
9RF	Mr Fry	fryr@denbigh.net
9SP	Miss Pillay	pillays@denbigh.net

Tutor

- First point of Call
- Advocate in school
- Mentoring
- Supporting anxiety and stress
- Helping to develop motivation
- Looking at goals and career pathways
- Supporting planning and organisation
- Sharing a variety of revision techniques
- Delivering weekly PSHE lessons
- Managing Behaviour – Tutor Report

Support in School



Mr Fisher
Counsellor



Mrs Rose
Behaviour
Mentor



Mrs Molloy
Pupil Premium
Champion



Miss Anderson
Counsellor



Mrs Skipper
PSC Co-ordinator



Miss Blackall
Lead
Attendance
Officer



Mrs Boddy
Pastoral
Mentor



Mrs Conway
Diversity
Ambassador



Mrs Arnold
Attendance
Officer

Support in School – SEND



Mrs Martin
SENDCo



Mr Georgiou
Deputy
SENDCo



Mrs Ahmad
EAL Co-
ordinator



Mrs Church
SEND
Administrator



Miss Foster
HLTA

Sendco@denbigh.net

Core Values

These all contribute to students making the most progress in their education.



Be Engaged



Be Kind and Respectful

We want to hold students accountable for their learning, and for allowing and supporting the learning of their peers.



Do No Harm

Uniform

We believe that the wearing of correct uniform is important because:

- It helps to instil a sense of pride and community in the school
- It creates a more positive school environment with fewer distractions
- It ensures that all students, from all backgrounds, feel comfortable and welcome
- It helps to protect students from the social pressures of dressing in a particular way

Our School Uniform

All students are required to wear:



- Denbigh jumper with logo
- Denbigh tie with logo
(for correct year group)
- Plain blue buttoned shirt
with collar (worn tucked in)



- Plain black pleated skirt
(worn just above the knee) OR
- Plain full length black tailored
trousers



- Plain black socks or black tights
- Formal black shoes
(no trainers)

➤ A plain black belt may be worn ➤ Hijabs should be black ➤ No jewellery or visible piercings (except for one small pair of stud earrings)

Student conduct & Mobile phones

Core values of 'be engaged, be kind and respectful and do no harm'.

Every student has the right to learn, every teacher has the right to teach

Behaviour 'curriculum'

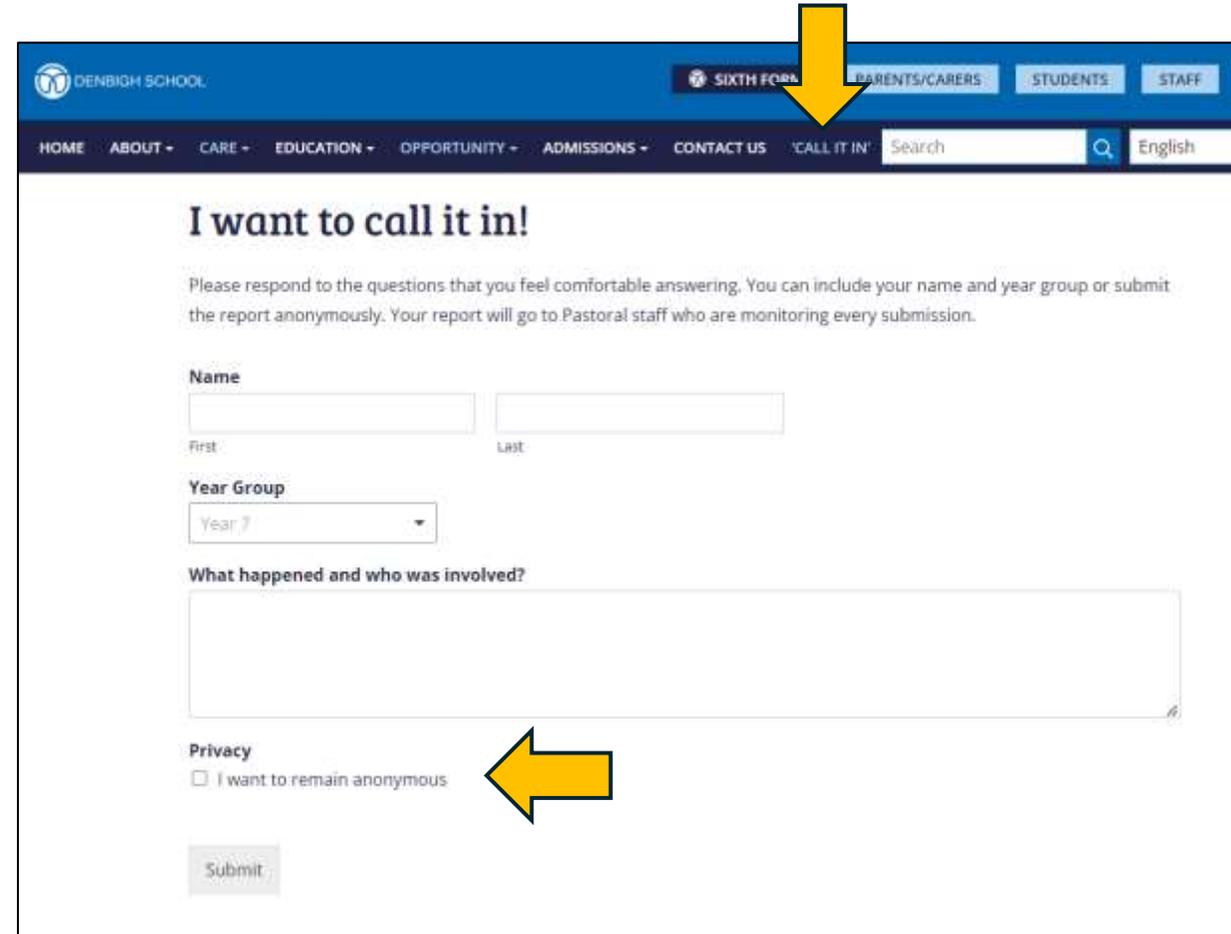
- Rewards system.
- Consequence system.
- A range of internal sanctions.



Call It In

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or on-line’. Anti-Bullying Alliance definition of bullying adopted by all MK secondary schools

Denbigh School does not tolerate any form of bullying or discrimination. We believe that everyone has the right to feel safe when they come to school, without the fear of bullying or discrimination. We do not want any student who is experiencing bullying, discrimination, or misogynistic behaviours to suffer in silence and we ask everyone to **‘Call it In.’** It’s always important to let an adult know what’s going on. Tell them what you have seen or heard. They are here to help!



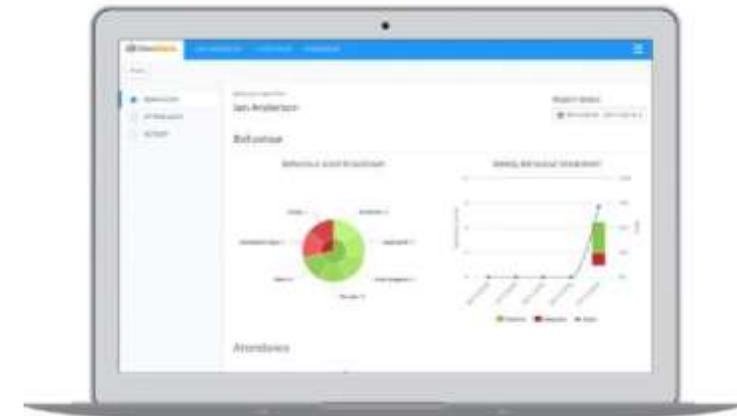
The screenshot shows the Denbigh School website's 'Call It In' reporting form. The navigation bar includes links for HOME, ABOUT, CARE, EDUCATION, OPPORTUNITY, ADMISSIONS, CONTACT US, and CALL IT IN. The form title is 'I want to call it in!'. Below the title, there is a paragraph explaining the reporting process. The form includes fields for Name (First and Last), Year Group (a dropdown menu currently showing 'Year 7'), and a large text area for 'What happened and who was involved?'. There is a 'Privacy' section with a checkbox for 'I want to remain anonymous'. A 'Submit' button is at the bottom. Two yellow arrows are overlaid on the image: one pointing to the 'CALL IT IN' link in the navigation bar, and another pointing to the 'I want to remain anonymous' checkbox.

ClassCharts

ClassCharts is an online system we use at Denbigh that will help give you instant access to details about your child's progress and behaviour. Parents and students have access to ClassCharts and should use this platform for:

- A more detailed insight into achievement and behaviour points. You will be able to view why points were issued and also see any awards earned by your child.
- Access to the new reward shop. This is a place where students can 'spend' their achievement points to buy rewards at designated points in the year.
- The ability to view your child's timetable.

If you have any problems accessing your ClassCharts account, please email classcharts@denbigh.net





CLUBS - AUTUMN 2025

MONDAY

Dungeons & Dragons,
6th Form,(Selected
Students) , ILC
3.00-4.30pm,

Girls Football, Years 7—10, 3.00—
4:15pm (CBS/CSH) Astro

Cadets, Years 7-13, 6:45-
9.30pm, meet in
'The Street' (MCH)

THURSDAY

Ukulele Club, Years 7-9 &12,
10.10-10.25am, MU1 (PERI)

Dye Garden Club, Years 7-13,
3.00-4:00pm, DT5 (GDF)

Denbigh Dance, Years 7-13. 3.00-
4.00pm, Meeting Hall (LLS)

Dungeons & Dragons, (Selected
Members), 3.00-4.30pm, ILC (VZT)

Golf Club, Selected Students,
3:00-4:30pm, Meet at the
Hexagon, CES

LAMDA Grades 2,3,4,5,
(Selected Students), 3.00
-4.00pm,D1 (GBS)

WEDNESDAY

Keyboard, Years 7-9, 10.00-10.25am,
MU1 (Emily Gibbs)

Further Maths Club, Year 11 (Set 1
Only), 1.30-2.00pm, M5 (SDN/LEJ)

String Orchestra, Years 10-11 & 13,
1.35-1.55pm, MU3 (COR)

Chess Club Years 7-11, 3:00-
4:00pm, M7 (SHI)

Rock School, Years 7—13, 3.00-
4.00pm, MU3 (MSD/DJW)

Netball, Years 7-13, 3.15-4.15pm,
SH/Hardcourts (TWS/CSH)

Dungeons & Dragons, (Selected
Students), 3.00-4.30pm, ILC (VZT)

Humanities Club, Years 7-13, 3.00-
4.00pm, IT2 (LUC)

Photography Club, Years 10-13, 3.00-
4.00pm, A1 (MNU)

6th Form Golf Club, Selected
Students, 3.00-4.30pm, Meet at
Hexagon (JWU)

LAMDA Grade 6, (Selected
Students—Every 2 Weeks), 3.00
-4.00pm,D1 (GBS)

FRIDAY

Denbigh Orchestra, Years 7-
13, 3.00-4.00pm, MU3 (MSD)

6th Form Basketball, Year 12
& 13, 3.00-4.30pm, Sports Hall
(RRF)

LGBTQ+ Awareness, Year 7-13,
3.00-4.00pm, L4 (LEE)

Debate Club, Years 7-13,
3.00-4.00pm, IT3 (JLE/JVL)

Craft Club, Years 7-13, 3.00
-4.00pm, S11 (EMH)

Dungeons & Dragons,
(Selected Members), 3.00-
4.30pm, ILC (VZT)

GCSE Drama Society, Years 9-
11, 3.00-4.00pm, D1 (GBS)

TUESDAY

Origami, Years 7—9, 12-
12.30pm, M5 (LEJ)

Denbigh Voices Choir,
Years 7-13, 3.00-4.00pm,

Year 11 Art Coursework,
3.00-4.00pm, A1 (MNU)

Year 9-10 Art
Coursework, 3:00-4:00pm,
A3 (ET)

Dungeons &
Dragons, (Selected
Students),
3.00-4.30pm, ILC (VZT)

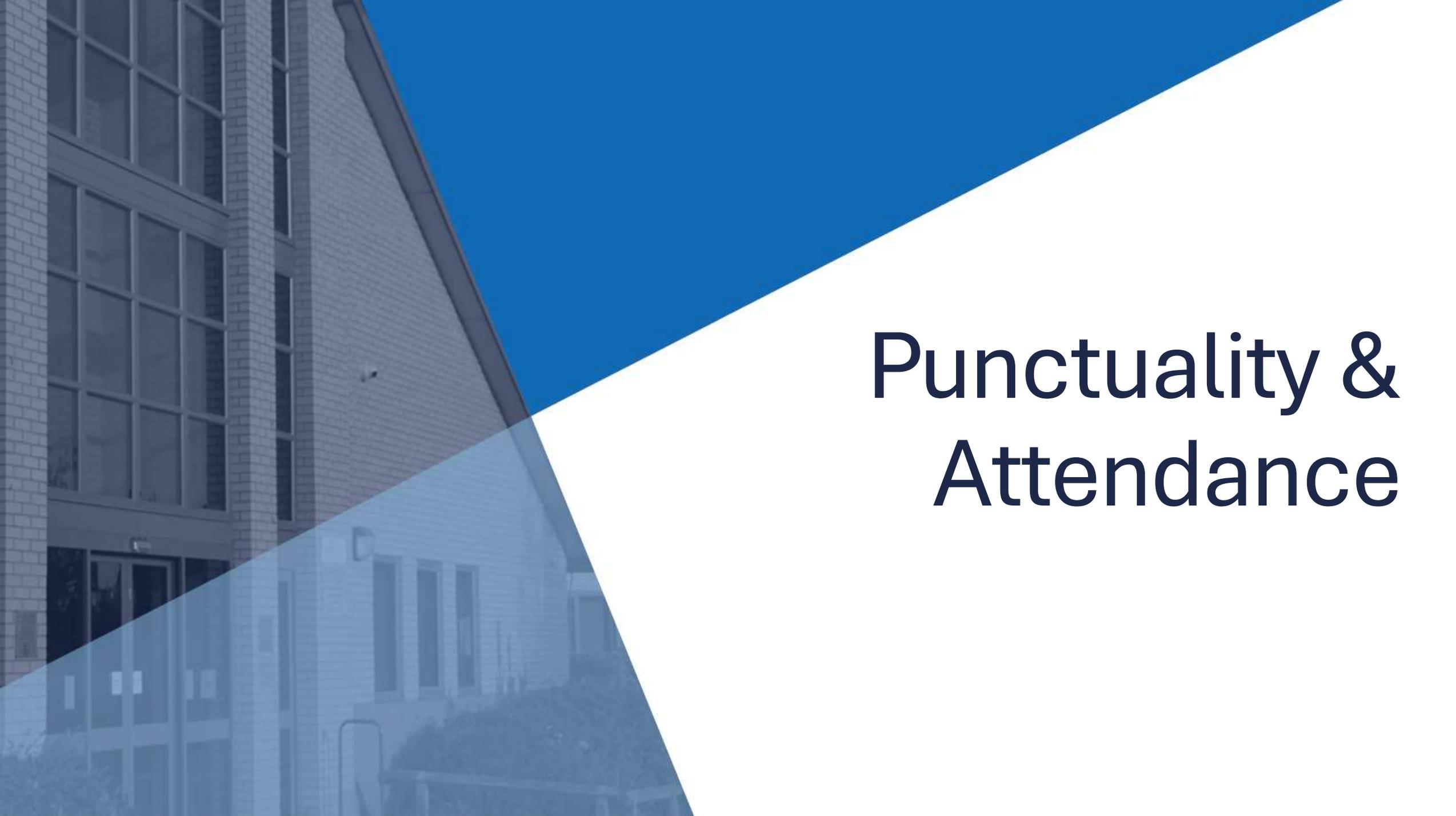
The Games Club,
Years 7-11, 3:00-
4:00pm, IT1 (HME)

Skateboarding,
Selected Students
3:15—4:15pm (EXT)
The Street

Axiom Maths,
(Selected
Students), 3.15
-4.15pm,M5 (LEJ)

LAMDA Grades
2,3,4,5, (Selected
Students), 3.00



The background features a photograph of a multi-story brick building with large windows. A large, semi-transparent blue triangle is overlaid on the right side of the image, pointing towards the top right corner. The text is positioned on the white background within this triangle.

Punctuality & Attendance

Punctuality

Being just a few minutes late to lessons on a regular basis can have a big effect on learning:

- Minutes add up to lessons missed
- Affects everyone in the room as the teacher must stop – ClassCharts – then re-do register etc....

- We have changed our systems and practices on punctuality

Punctuality for 2025 – what's new this year

In the Morning

- Close the side gate at 8:28
- Need to be in school for 8:25
- Need to be sat in tutorial base for register at 8:30
- 8:31 is late

Punctuality for 2025

Same as last year:

- 5 minutes transition time – when students have back-to-back lessons
- Break– whistle blown – 5 mins – then students must be sat in class for 10:30am
- Lunch – whistle blown – 5 mins – then students must be sat in class for 1:00pm

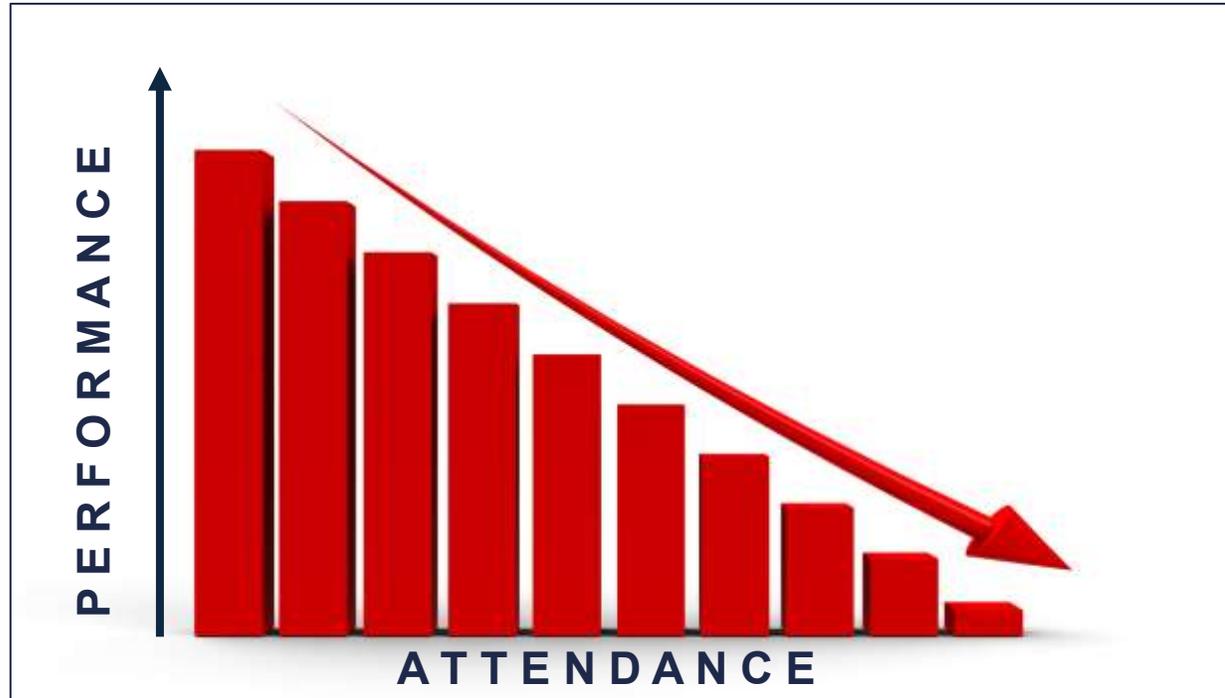


Punctuality for 2025

- If a student has a reason for being late for lessons during the day e.g., music lesson, been at matron, meeting with an adult in school – then punctuality is not affected (note on SIMs/Paper)
- Late to morning or lesson – on the day 30-minute detention
- Attendance Team triage information
- If a student is more than 5 minutes late (after break/lunch or transition) – then we are classing this as truancy – student in isolation
- We understand that sometimes students do struggle

Attendance

- Directly linked to performance



- Target of 95+% Attendance for all students

Attendance

ATTENDANCE DURING ONE SCHOOL YEAR	THIS NO. OF DAYS ABSENT	WHICH IS APPROXIMATELY THIS NO. OF WEEKS ABSENT	WHICH MEANS THIS NO. OF LESSONS MISSED
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons

The background features a photograph of a multi-story brick building with large windows. A large, semi-transparent blue triangle is overlaid on the right side of the image, pointing towards the top right corner. The rest of the background is white.

Progress: Targets & Setting

GCSE grading

- Since its introduction in 2017 GCSE qualifications now use a numerical grading system instead of the familiar A*-G grades
- Within each subject students will receive a grade 9-1

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

STRONG PASS
5 and above = top of C and above

STANDARD PASS
4 and above = bottom of C and above

Cambridge National Courses

Students taking the following qualifications will be graded using a Distinction* to Pass system

- Child Development
- Information Technology
- Sports Studies

National Cambridge Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1
Fail	U

How do we set targets for GCSE?

- The best indicator of future success is prior attainment
- Fischer Family Trust (FFT) National database - Progress made by similar pupils nationally between Year 6 and Year 11
- This forms the basis of our target grades

Year 9 Target

All students have been set an aspirational but achievable target.

Enables us to check that students are progressing as expected

Helps us to identify areas of learning that may need improving

Helps us to plan for intervention and support for individual students, so that it happens at the right time and makes a difference to their academic progress

Subject	End of Year 9 Target
Review Period	
English Language	3B
English Literature	3A
Maths	3A
Geography or History	3A
Science	3A
Language	3B
Option A	3A
PE Core	NA
Option B	L2P
Citizenship	3A
Tutorial	

Targets are...Targets

Students may exceed their target

Students may meet their target

Students may miss their target



Setting

The Year group was previously split into 3 bands: X, Y and Z. Those bands have been collapsed into 2 bands: X and Y.

Students are set in their bands for English, Science and Maths - 5 sets in each side

- Y8 data and EOY Assessment was used for this process
- Sets will be reviewed periodically across the year
- No tiering in English – all can achieve a Grade 9 irrespective of set



Curriculum

How to support your children at home

Overview – Year 9 Curriculum

English	4 hours
Mathematics	4 hours
Science	4 hours
Modern Languages	3 hours
History / Geography	3 hours
Physical Education	2 hours
Option A	2 hours
Option B	2 hours
Citizenship	1 hour

Schemes of Learning

At Denbigh School, we provide a range of opportunities for our students to progress and achieve. We set targets for achievement. There will also be opportunities to talk to your son/daughter's tutor and various leaders in the school to ask questions regarding this process.

Miss V Lambert – lambertv@denbigh.net	Mr L Looker – lookerl@denbigh.net
Miss K O'Brien – obrienk@denbigh.net	Ms S Patel – patelsu@denbigh.net
Ms A Stevenson – stevensonam@denbigh.net	Miss J Harris – harrisj@denbigh.net
Mr S Williams – williamsst@denbigh.net	Miss I Ridley – ridleyi@denbigh.net
Mrs R Nixon – nixonr@denbigh.net	Ms T Swaby – swabyt@denbigh.net

Faculty Introduction

Staff in the English and Media Faculty work closely together as a team to ensure that lessons across the school are consistently challenging and engaging.

Schemes of Learning

Each faculty has developed a Scheme of Learning for each subject and year group. The Schemes of Learning outline the curriculum journey that students will embark on each academic year.

English

- Y7 English
- Y8 English
- Y9 English
- Y10 English Language
- Y10 English Literature
- Y11 English Language
- GCSE Exam Information
- Y11 English Literature
- GCSE Exam Information – English Language
- GCSE Exam Information – English Literature
- Year 12 Language & Literature
- Year 12 English Literature
- Year 13 Language & Literature
- Year 13 English Literature

Year 9: English

Curriculum Intent: Students will study two plays and a collection of poetry and literature based on the themes of war and conflict. They will study a Shakespeare play as well as a modern play offering a variety of different historical contexts, settings and different genres. Through the study of poetry and literature, students are able to consider the purpose of war as well as reflecting on both historical and modern-day wars. Students will develop their debating skills as well as building of the skills of ethos, pathos and logos through speech writing. They will also develop skills to analyse language and then transfer this into essays which focus on how language is used for meaning, effects on a reader as well as to consider how the structure of a text impacts the reader. Students will explain and discuss their understanding of what they have read, drawing on inferences and justifying these with evidence, focusing particularly on evaluating how authors use language, including figurative language. The learning journey will continue with the development of grammar, spelling and punctuation skills by looking at how writers manipulate grammar and punctuation to enhance meaning. Students will continue to develop their creative writing skills through description of setting, character and atmosphere by applying accurate grammar, spelling and punctuation.



	Term 1 Hamlet Diversity Language		Term 2 Of Mice and Men Viewpoints and Perspectives		Term 3 Blood Brothers Creative Writing Power and Conflict Poetry	
Reading and Writing Focus Speaking and Listening Focus	Reading: To analyse and track the protagonist, Hamlet. Write an analytical response on him. Writing: Write and analyse an extract used in GCSE Language Paper 1.		Reading: To analyse the themes in Of Mice and Men. Writing: Write an article on a specific topic used in GCSE Language Paper 2.		Reading: How does Willy Russell present ideas about social class? Writing: Describe a utopia using the image below to help you or write a story set in a dystopian world. Reading: Retention Quiz from poems studied so far.	
	<ul style="list-style-type: none"> Act 1 Scene 1 and context 	<ul style="list-style-type: none"> The Hate U Q1 – Q4 analysis 	<ul style="list-style-type: none"> Introduction Context Description 	<ul style="list-style-type: none"> Introducing viewpoints and 	<ul style="list-style-type: none"> Prologue Context Stage 	<ul style="list-style-type: none"> Remains The Charge of the Light

Teaching and Learning

Starter – Students are given a starter activity that challenges them and is relevant to their learning.

Objectives – Students need to know what the aim of the lesson is.

New knowledge – Lessons will introduce some new knowledge or skill. This will be appropriate and challenge all learners.

Assess and adapt– Learning will be frequently and systematically assessed throughout the lesson.

Review – The learning will be brought together with a plenary activity

TEAMS Pages

All classes have a dedicated TEAMS page where teachers can post lesson slides, assign homework and pass on key messages.



Forthcoming Ready to grade Past due Returned Drafts

14 Oct Tuesday

 eRevision
Due at 10:30
9A/Cs1 Computer Science Mr Edun 25-26

Subject Exam Boards

Subject	Exam Board and Specification
Maths	AQA 8300
English Language English Literature	AQA 8700 AQA 8702
Media Studies	OCR J200
Combined Science	OCR J250
Triple Science	OCR J247 Biology OCR J248 Chemistry OCR J249 Physics
French	AQA 8658
German	AQA 8668
Spanish	AQA 8698
Geography	AQA 8035
History	AQA 8145
Philosophy (Religious Studies)	OCR J625

Subject	Exam Board and Specification
Sociology	AQA 8192
Cambridge Nationals Child Development	OCR J809
Cambridge Nationals Information Technology	OCR J836
Cambridge Nationals Sports Studies	OCR J829
Art	WJEC Art and Design
Drama	AQA 8261
Design Technology	AQA 8552
Food Preparation & Nutrition	AQA 8585
Business Studies	Edexcel 1BS0
Computer Science	OCR J277
Music Technology	NCFE 603/7008/7



Non-Examined Assessments (Coursework)

Non-Examined Assessments

Previously known as Coursework

Can carry a significant percentage towards the final GCSE grade

Top Tips

Students need to be aware of what elements of their NEA they need to complete

Students need to be aware of their deadlines

Do not leave it to the last minute to complete assessment tasks

Deadlines

Cambridge National courses are made up of 60% Non-Examined Assessment.

Some work will be completed in Year 9, whilst others will complete preliminary work to enable students to complete these assessments in Year 10 / 11.

Courses with some element of NEA: Art, Child Development, Drama, DT, Food Preparation and Nutrition, IT, Media, Music Technology and Sports Studies.



Attitude to Learning

What is the Denbigh Standard

Attitude to Learning – 5 Ps



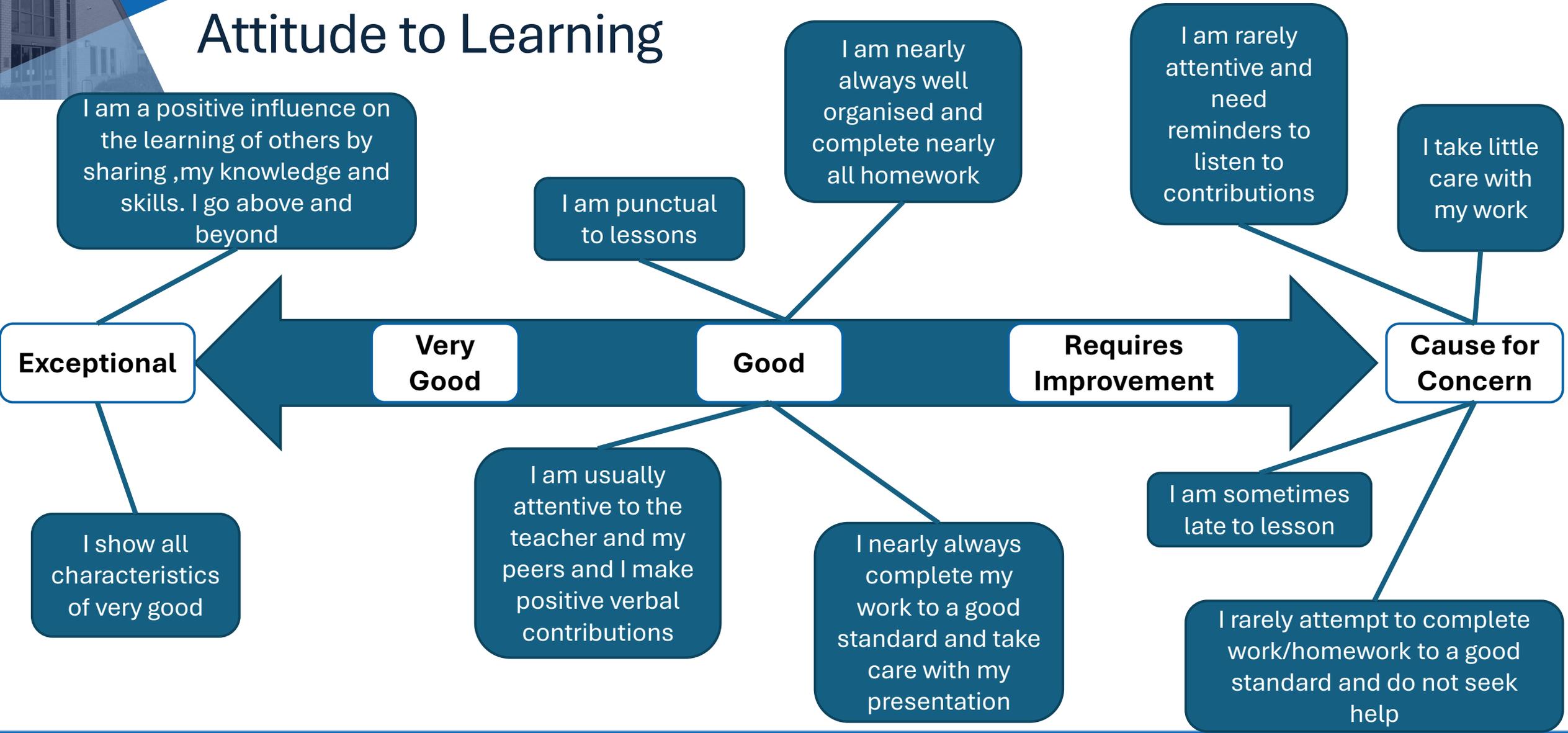
5. Exceptional
4. Very good
3. Good
2. Room for improvement
1. Cause for concern

Attitude to Learning – 5Ps

The 5 Ps	Meaning
Prepared	I bring the correct equipment to lessons I complete my homework on time
Punctual	I arrive on time to my lessons
Pay Attention	I am attentive to the teacher and my peers' contributions in class I am focused in lessons showing determination to challenge myself
Participate	I make positive verbal contributions in class I participate with enthusiasm in both group and independent tasks I reflect and act upon feedback I complete the work set to a good standard seeking help when needed
Pride	I take care with the presentation of my work and books



Attitude to Learning

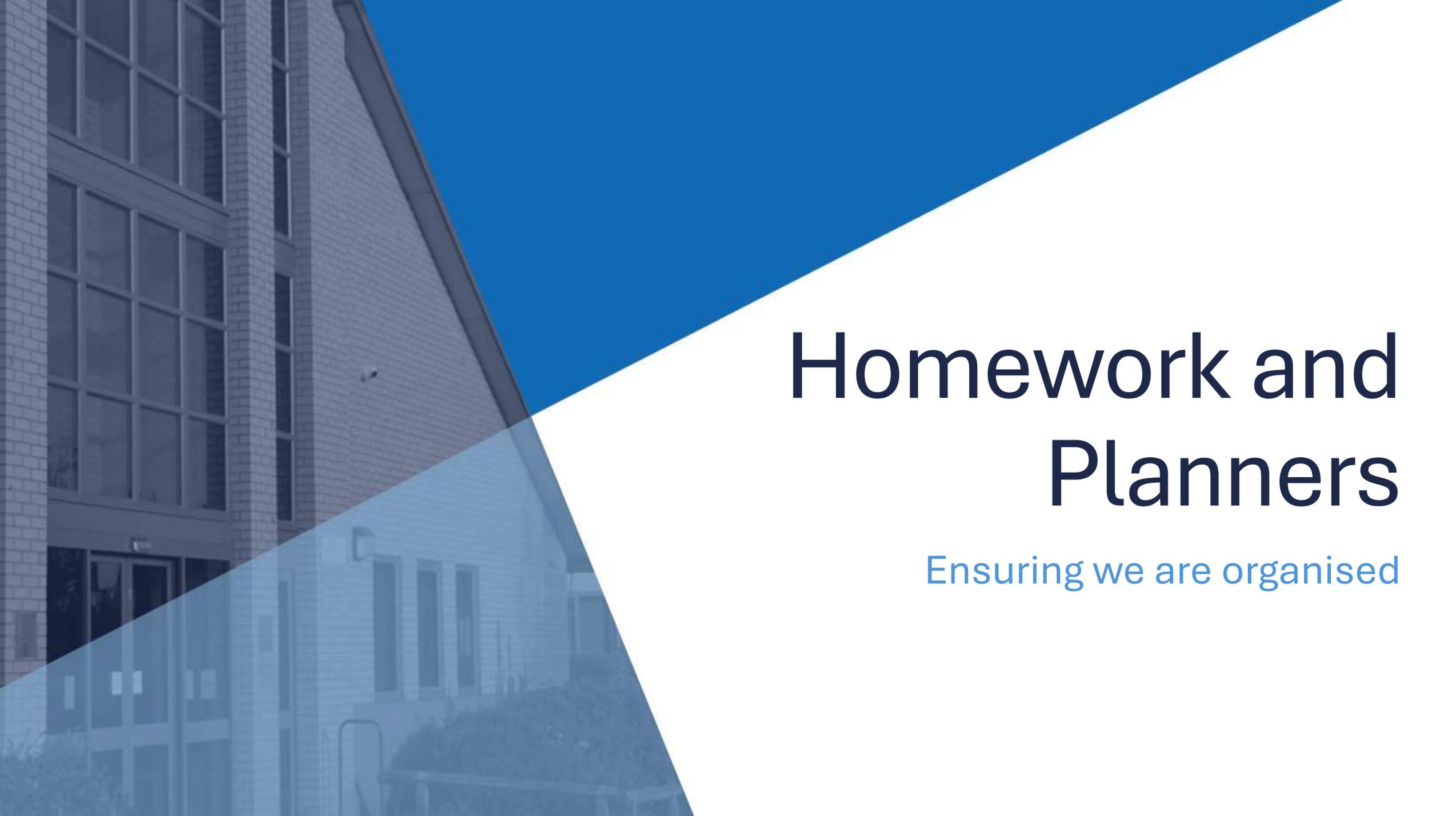


Progress Reports

At each Progress Report point, teachers will report:

- Current Learning Grade
- Homework – Percentage
- Attitude to Learning (5Ps 5-1 scale)
- Achievement points
- Behaviour points

You will also receive attendance and punctuality data.



Homework and Planners

Ensuring we are organised

Homework

Teachers will use Microsoft Teams to set all student homework.

Online Platforms for homework:

English and Science use Educake.

Maths use Sparx.

Languages use Active Learn.

For GCSE subjects, homework should be set in all but two weeks of each half term.



Get organised

All students received a planner at the start of the academic year.

Some key areas of the planner are:



DENBIGH SCHOOL
Aspire, Innovate, Achieve, Belong

STUDENT PLANNER 2025/26

Student Name: _____

Form Group: _____

Weekly Review

Provides students with an opportunity to reflect on the previous week and look forward.

Looks at Achievement, Behaviour and Punctuality, and feeds into the general Attitude for Learning.

Completed every two weeks within Tutorial.

Weekly Review

Things I am proud of:

Challenges/Difficulties/Focus for next week

Achievement points

Behaviour points

Minutes late

Termly Targets

Strategies for Improvement – Autumn Term

Target 1:

	Deadline:
Strategies (what I am going to do differently to achieve my target)	
Sources of help/support I will use:	
Target achieved:	

Autumn Term Assessment Grades

Subject	CLG	On Target?	Attitude to Learning
English			
Drama			
Mathematics			
Science			
Technology			
French			
German/Spanish			
Art			
Geography			
History			
Music			
Physical Education			
Religious Education			
Information Technology			
Option Subject 1:			
Option Subject 2:			
Option Subject 3:			

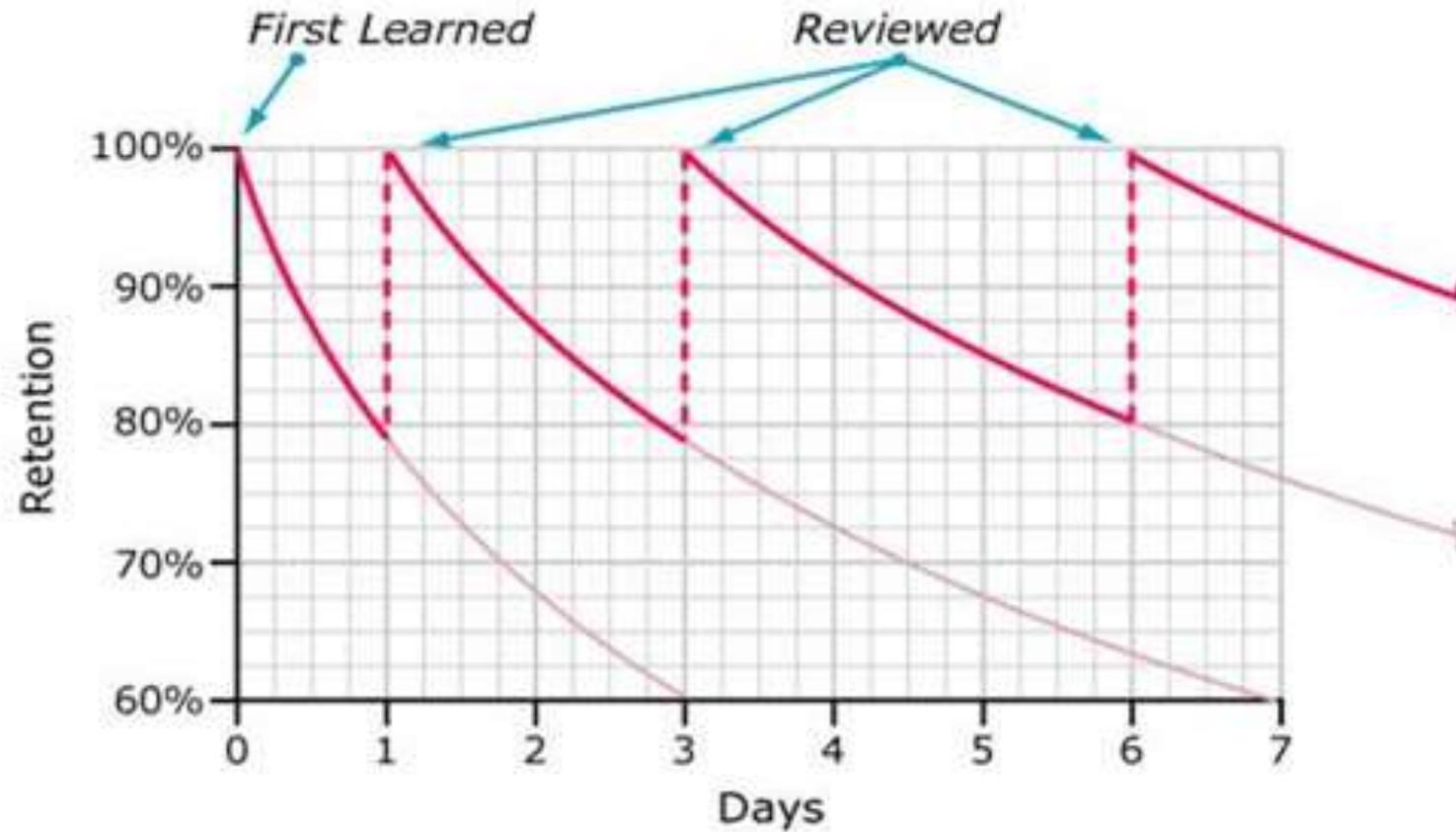
Parent/Guardian Comment for Term 1 Assessment



Revision

Getting into good habits

The science of forgetting



Revision

What?	Why?	How?
Deciding what you need to know.	Identifying the knowledge that you need to know as a priority	Create a list of subjects and topics within and 'RAG' them
Memorising	Storing the knowledge in your long-term memory	Using flashcards to test your memory. Creating mindmaps to organise our knowledge
Practising/ Testing	Retrieving the knowledge from your long-term memory so you remember more	Practice past questions/ essays Review against mark schemes



Paper 2 - Computational Thinking - Personalised Learning Checklist

	My Rating		
2.1 – Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 Boolean logic			
2.4.1 a Simple logic diagrams using the operators AND (conjunction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 b Simple logic diagrams using the operators OR (disjunction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 c Simple logic diagrams using the operators NOT (negation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 d Truth tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 e Combining Boolean operators using AND, OR and NOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 f Applying logical operators in truth tables to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Revision Tools / Resources

- Past Exam Papers / Questions
- Exam Specifications
- Revision Websites / Apps – Educake, Seneca, Pixl, BBC Bitesize, Youtube, Blooket
- Denbigh Website – Schemes of Learning
- Teachers
- Flashcards. Mind Maps.



Enrichment

Enrichment Days

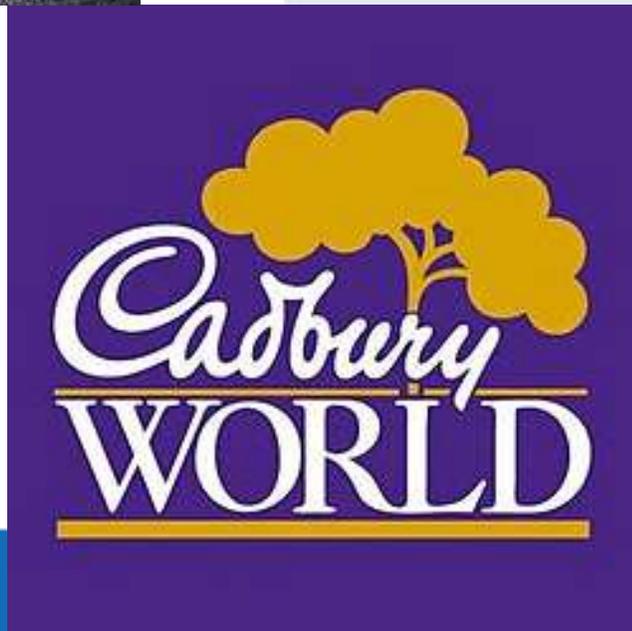
Enrichment days are designed to present the opportunity for students to learn in environments outside of the 'normal' classroom and enable students to create lifelong memories.



Enrichment Days

- You will receive a letter asking for a voluntary payment of £60 on Parentmail. This pays for the year and can be paid in instalments. If we do not receive enough funds the enrichment days may not go ahead.
- Pupil Premium students will be paid for by the school.
- You will need to complete a medical/consent form for each of the external trips. This has to be done to ensure information is up to date.
- Any delays to responding to the medical form does significantly slow down the administration of the process.
- **If you miss the deadline we cannot guarantee your child a place on an external trip.**

Year 9 Enrichment



	9	
	X	Y
Autumn Tuesday 21 st October	Careers	Silverstone Museum
Spring Thursday 26 th March	Silverstone Museum	Careers
Summer Friday 10 th July	Cadbury World	

Year 9 - Key Dates

Date	Event
21 st October	Enrichment Day
3 rd November	DTP Immunisations
24 th November	Progress Report 1 sent home
5 th December	Christmas Event
16 th January	DTP / MenACWY Immunisations
2 nd March	Progress Report 2 sent home
26 th March	Enrichment Day
27 th March	School NEA (Coursework) Deadline
22 nd April	Subject Consultation Evening
15 th - 19 th June	Year 9 PPEs
10 th July	Enrichment Day
14 th July	Progress Report 3 sent home
15 th July	Tutor Consultation
17 th July	End of Term

Role of the Student

- Accept responsibility for their own learning
- Be engaged and motivated
- Speak to the teacher if they do not understand
- Complete classwork and homework
- Follow the Denbigh Values
- Stay positive



Role of the Parents/Carers

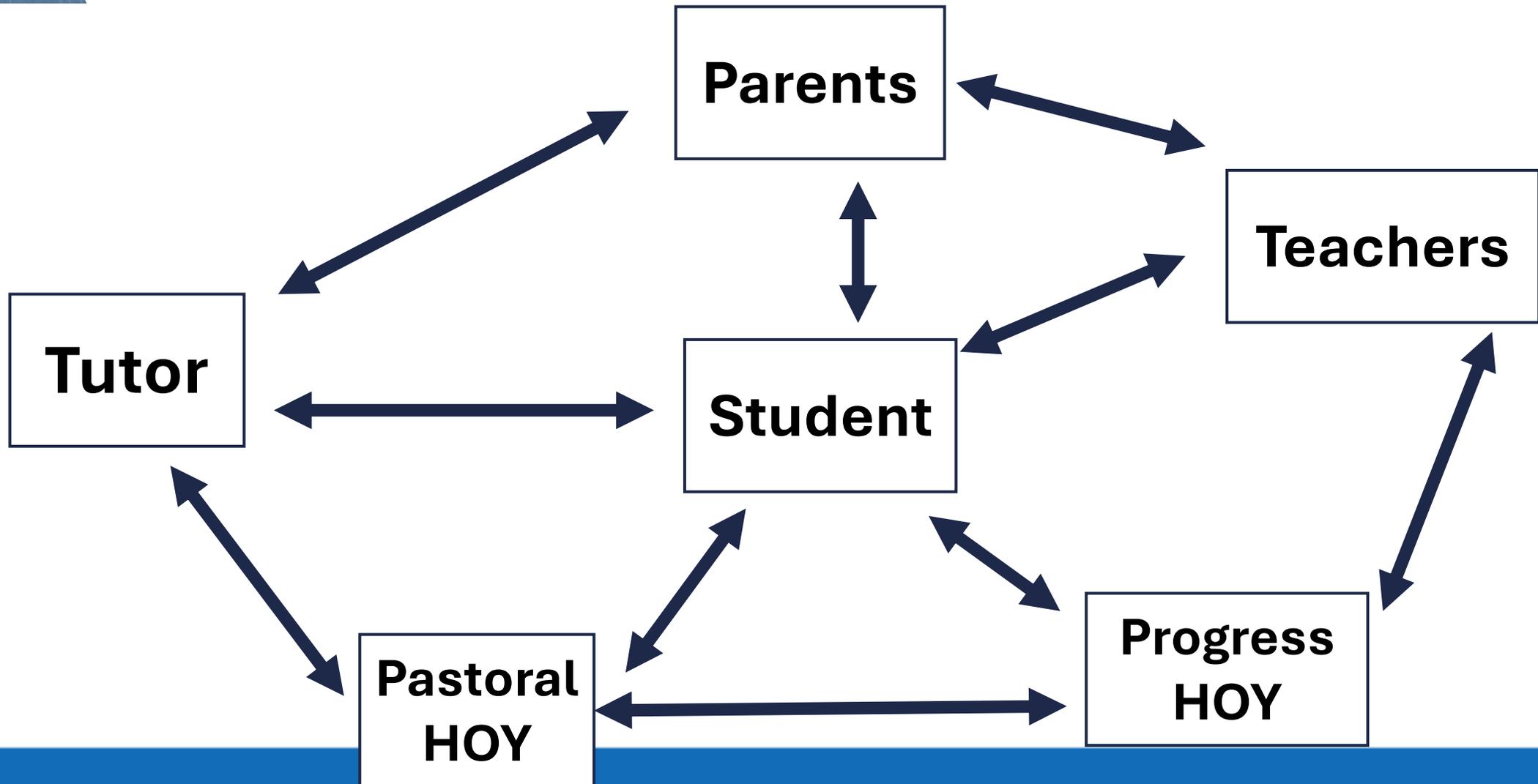
Parental support is eight times more important in determining a child's academic success than social class.

The Campaign for Learning found that parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade

(TES Research)

- Support students by ensuring they have the correct equipment and good routines
- Attend meetings e.g. tutor/subject consultation evenings
- Check ClassCharts app and discuss achievement/behaviour
- Follow what students are studying by looking on our website curriculum area
- Contact tutor/teachers/HOYs with queries or concerns

All working together



Thank you for
listening!



DENBIGH SCHOOL

Please use
the QR Code
to log your
attendance
and provide
feedback on
the evening

