

Introductory Booklet for Parents

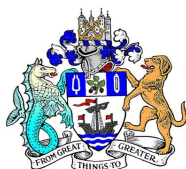
September 2023

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Davenport Foundation School





A message from

Mr Adam Thorne
Headteacher



Dear Parents and Carers,

It is with great pleasure that I commend this introductory booklet. The enclosed information will help ensure a successful transition into Year 7 as you start your exciting journey at Davenant. I know the past three to four years have been both unusual and challenging, but please rest assured we have a full integration programme planned which includes a review of where the Year 7's find themselves academically and emotionally. Students will have the opportunity to experience the full transition experience we normally offer as we seek to nurture their mind, body and spirit.

We look forward to many years of working with you in partnership, helping your child succeed and enjoying everything school life has to offer. We have high expectations at Davenant and we want every child to succeed and achieve their full potential. The opportunities to develop academically, physically, socially and spiritually are what make our school an exciting and challenging learning environment. When schools and parents work together, supporting and guiding, a child will achieve and enjoy personal excellence.

The staff at Davenant welcome you and your child and look forward to a successful partnership over the coming years as our country returns to a new normal.

Yours sincerely,

A handwritten signature in blue ink, which appears to be 'Adam Thorne'.

Adam Thorne
Head Teacher

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Davenant Foundation School

Vision and Values



Davenant will:

Reflect the love of God in all aspects of the community by nurturing mind, body and spirit.

Students, Parents and Staff will be:

Compassionate

To encourage and show concern for others whilst displaying kindness and honesty.

Determined

The desire to succeed in school and life with energy, commitment and diligence, showing persistence.

Open-minded

The willingness to be quick to listen and slow to speak; accepting each other's differences and new ideas.

Respectful

To show fairness and consideration through acting in a thoughtful and understanding manner.

Inclusive

Displaying tolerance and acceptance of different religions, denominations, race, age, abilities and sexuality.



A BRIEF HISTORY

It was in February 1680 that the Reverend Ralph Davenant drew up his Will leaving all of his household goods and plate to his wife with the provision that it shall eventually be sold and the moneys raised be used to build a school for 40 poor boys of Whitechapel.

Ralph Davenant was the son of the Rector of Gillingham in Dorset. He became the Rector of Whitechapel (St. Mary's) and was awarded the degree of MA by Cambridge University under the direct instructions of King Charles II. We don't know what his connection with the King was but it is clear that he (Reverend Davenant) had impressed the King in some way.

In addition to the moneys left in the will, property at Sandon near Chelmsford, the site of the Tilbury Fort and much of the land upon which the London, Tilbury and Southend Railway was built was sold to raise funds to educate 34 poor girls as well as the 40 poor boys.

Boys were to learn reading, writing and arithmetic.

Girls were to learn reading, writing and sewing.

A site was found in the Whitechapel Road on the Lower Burial Ground. The site of the buildings still exists adjacent to the Salvation Army buildings and close to the Royal London Hospital.

So the school was built in 1686.

In 1813 a dramatic change took place when Davenant earned itself the title of 'Cradle of the National Schools of England'.

Dr. Andrew Bell invented a system for educating hundreds of children with only one Master assisted by senior boys. This became known as the monitorial system. 1000 children (600 boys and 400 girls) were educated by this system in a new building erected in what is now Davenant Street.

This building existed until the mid-Seventies, when, in a state of poor repair, it was demolished and the land sold to the Salvation Army for redevelopment of the Victoria Home for Men.

The Charity School continued to function in the original buildings which were eventually enlarged in 1818 to accommodate 100 boys and 100 girls. The school now maintained two institutions educating 1200 people (not bad for 1818).

The third strand of the school came into being in 1858 when a Commercial or Grammar School was built in Leman Street under the direction of Revd. Welden Champneys, Rector of Whitechapel.

In 1888 the two charities of Whitechapel and Davenant were brought together and the combined schools were renamed: 'The Foundation School'.

In 1896 the new Renaissance Building was erected behind the 1818 building providing additional up to date classrooms and a magnificent assembly hall which remains to this day.

In 1939 the school was evacuated and the buildings were taken over by the Heavy Rescue Service who did irreparable damage to the buildings and destroyed many of the documents and honours boards (which were used to board up broken shop windows etc.!).

In 1944 the school became Davenant Foundation Grammar School for Boys, a title which it retained until 1980. By now it only educated some 200 boys.

In 1966, at the invitation of Essex Education Authority, the school moved to new buildings at Loughton where many of the East-End families now lived, there being no Grammar School provision there.

Since there were many fine Grammar Schools remaining in the East-End it was decided that Davenant could best continue its purpose by moving.

The new buildings, on a beautiful site in Loughton, were opened by Her Majesty Queen Elizabeth the Queen Mother in 1966.

In 1980 the Governors and Trustees of the school decided, after much deliberation, that the time was right to further develop the work which Ralph Davenant had put into motion 300 years earlier and so it was that in April 1980 Her Majesty Queen Elizabeth the Queen Mother came yet again to Davenant to mark the restoration of the co-educational nature of the school and ongoing development as a Christian Ecumenical School for 1000 girls and boys.

In recent years, Davenant has been a specialist Sports College, a Language College and a DFE Training School. On 1st April 2011, we became a Department for Education Academy, and in March 2013, we received designation as a Teaching School. In May 2022, we opened our new computing building in memory of James Brokenshire MP, who died of cancer in 2021. James was a Davenant boy through and through and his legacy will live on here.

We are proud of our school and we daily thank God for Ralph Davenant who 'for the zeal and love he had for his parish' set into motion the means by which our school was founded.

Most of the research for this history was completed by Reverend R.E.Tilbrook, who taught at the school from 1971 until 2003.



School regulations to be observed by all members of the school

These regulations are provided so that the School Community can be organised in an orderly and safe manner. Common sense and courtesy should prevail in a situation where there is some flexibility.

The School Prefects have the responsibility of assisting the Staff in the orderly running of the School and they should be supported at all times in this by all other members of the School.

It is expected that all parents support the School in its endeavours to see that these regulations are observed. On occasions, sanctions may be given for students' failure to do so. By admitting their children to the school, parents agree to abide by the regulations.

1. With the exception of Years 11, 12 and 13, students will not enter any school buildings before 8.25 a.m. In bad weather conditions the Headteacher or a member of the Senior Leadership Group will instruct students accordingly.
2. No student will leave the school site during school hours without the permission of the Headteacher, a member of the Senior Leadership Group or Head of Year - except a member of Year 12 and 13 during the lunch hour. Year 13 are allowed to leave the premises after afternoon registration if they have no further teaching that day. Year 12 students are allowed to leave the premises after Period 4 if they have no further teaching that day. All students with permission to leave the school site must "scan out" and "scan in" if returning later in the school day.
3. All students will wear school uniform not only at school but on all journeys to and from school, shirts/ties/top buttons must be done up. The wearing of jewellery is not permitted except for a watch and single, small, plain, gold, silver, black, red or white ear studs.
4. The conduct and behaviour of all students on journeys to and from school is subject to school discipline. Queues at bus stops or at stations should be orderly and behaviour on all forms of public transport should be responsible.
5. Movement around the school should be orderly and sensible. Students must not run in the corridors or on the stairs and must keep to the LEFT in a single file to avoid congestion.
6. Students must not enter any classroom or other room in the school buildings for a lesson, including the Hall, Gymnasium and Swimming Pool, until instructed to do so by a member of staff and they should wait until other students have made an orderly exit. Any students waiting outside a classroom must wait quietly in single file.
7. Students should always wear blazers (Year 12/13 jackets) when moving about the buildings.
8. A nominated student should report to the School Office without delay if after five minutes a subject teacher or form tutor has failed to arrive.
9. (a) All students, including Years 12 and 13, may take lunch, hot or cold, in the Dining Area ONLY. In Summer packed lunches may be eaten in the school grounds.
(b) Sweets must be consumed only in the School Dining Hall or in the School grounds, except by members of Years 12 and 13 in the Sixth Form Common Room.
(c) All litter must be placed in the waste bins provided.
10. Smoking is forbidden, both on the school site and on journeys to and from school.

11. Missiles (such as snowballs and conkers), knives, fireworks and all other dangerous objects are also forbidden, both on the school site and on journeys to and from school. Serious sanctions will be used where a student is found in possession of any one of these.
12. Students should not have the means to start a fire nor should they seek to set light to anything on school premises. A breach of this rule could lead to permanent exclusion.
13. The possession or sale of alcohol or illegal drugs will result in exclusion from school, which may be permanent.
14. Mobile phones and MP3 players may only be used outside the school building. They may only be used before school, during break time, lunch time and after school. Phones are to be turned off at all other times. Any student wishing to use a mobile phone or MP3 player in the building must ask permission before getting it out. Headphones should only be used and seen outside the building. Use of a phone, MP3 or headphones in the building without permission, will lead to confiscation. Parents are reminded that important messages should be sent into school via reception and that students who are feeling unwell should always report to the school nurse and not phone home without our knowledge. Mobile phones and MP3s are brought into school at the owner's risk.
15. No student should interfere in any way with windows, ventilators, heater controls or any other item of school equipment.
16. No student is allowed to open another student's locker, unless personally supervised by a member of staff.
17. Climbing on any part of the building is forbidden, as is the climbing of trees on the school site or any conduct likely to damage trees or shrubs.
18. Students driving motor cars, motor cycles, mopeds or bicycles to and from school must exercise the greatest care at all times and especially in the vicinity of the school site. Current regulations must be observed by those granted permission by the Headteacher to drive or cycle to school. Students should think most carefully before accepting lifts from other students who are inevitably inexperienced drivers. Parking is only permitted in the School grounds during School hours with the Headteacher's permission in extreme circumstances.
19. All items of value, which may be brought into school from time to time, should be insured. The Governors cannot accept responsibility for loss or damage.
20. All text books should be suitably covered.
21. Students should ensure that they arrive at all lessons with the correct equipment/books etc.
22. Medications should be named and handed in at the Office on arrival at school. EpiPens and Asthma pumps should be carried by the student at all times and a spare left with the designated first aider.

"The School is opposed to all forms of bullying and it is determined to provide each child with a safe, happy and secure environment where the child can take advantage of all the educational opportunities offered." The anti-bullying policy is available from the school on request.

The School sees bullying as shorthand for:

1. Persistent name calling
2. Persistent teasing
3. Intimidation
4. Punching
5. Pushing/jostling
6. Acts of extortion
7. Spreading malicious gossip (including by text, e-mail or any other form of technology)
8. Damaging or stealing an individual's property or work
9. Acts of physical or verbal assault
10. Coercing a person to do something that they do not wish to do
11. All forms of deliberate prejudice, including racism and sexism etc.



Summary Code of Conduct

RESPECT YOURSELF

RESPECT OTHERS

RESPECT YOURSELF!	RESPECT OTHERS!	RESPECT YOUR ENVIRONMENT!
<ul style="list-style-type: none"> • Take responsibility for your behaviour and achievement. • Learn as much as you can each lesson. • Bring your books, equipment and work to all lessons. • Attend school regularly. • Arrive on time for all lessons. • Dress properly for school – wear your uniform with pride. • Take pride in all you do – strive to do your best at all times. 	<ul style="list-style-type: none"> • Respect the right of others to a good education and working environment. • Respect others' race, culture, religion, gender & sexual orientation. • Be polite, co-operative and considerate and never swear. • Respect other people's opinion. • Be aware of others' safety and well-being in classrooms and around the school. • Do not do anything that causes someone else to be unhappy or feel bad about themselves. • Support others when someone is unhappy, in conflict or being bullied by others 	<ul style="list-style-type: none"> • Do not damage school property. • Keep the school tidy - put litter in bins. • Do not chew gum. • Do not graffiti anywhere. • Do not go into areas that are 'out of bounds'. • Act in a way that shows respect for the school's reputation and traditions.

Students who show respect to themselves, others and the environment...

- Will be shown respect by others
- Will learn well and make good progress
- Will be acknowledged and rewarded
- Will be demonstrating their faith through their actions

However, if you choose to...

- Show a lack of respect to yourself, others or the environment
- Bring in to school, or use anything that is dangerous or illegal
- Threaten, bully, fight, be violent or abusive to others
- Damage school property or steal
- Act in a dangerous or irresponsible way
- Fail to follow school rules or accept sanctions given
- Be confrontational, insulting or uncooperative with any member of school staff

Then you must accept the consequences of your actions...

- You will be punished and asked to apologise
- Your parents will be informed
- You may be withdrawn from classes
- You may be sent home
- You may be excluded from school

SUBJECTS STUDIED IN YEAR 7



The following section gives a breakdown of the number of lessons that each student will be timetabled for each fortnight, as well as the nature of the topics to be studied during Year Seven.

Subject	Lessons/Fortnight
Core Subjects:	
Mathematics	6
Science	6
English	7
RWP (Research, Write, Present)	1
Modern Languages	
French/Spanish	4
Humanities:	
Geography	3
History	3
Religious Education	3
PPE (Philosophy, Politics and Economics)	(24 lessons in the year)
Computing	2
Performing & Creative Arts:	
Drama	2
Music	2
Art	2
Design (Graphics) / Design (Textiles) / Design & Technology / Food (taught in rotation)	4
PE	4
PSHE	2

Mathematics

The main topics covered in Year 7 are:

Number:	fractions, decimals, negative numbers, Percentages
Algebra:	number patterns, number relationships, prime numbers and factors, formulae
Shape:	three dimensions, angles, scale drawing, area and perimeter, symmetry
Date:	Survey, Pie Charts, Scatter diagrams, averages, probability

Assessment takes place at regular intervals, when students complete written tests.

Whatever your past experience of maths, our aim is to help you enjoy the subject. Whether you find the work easy or difficult we will teach you at a pace to suit your ability. There is a mixture of written, mental and practical work covering all aspects of the curriculum.

Students are expected to have a range of maths and stationary equipment with them for all maths lessons.

The items required for all lessons are:	30 cm Ruler
	Scientific calculator
	Pens and Pencils
	Eraser
	Exercise book and Text book (provided by the School)
These items will be needed for some lessons:	Pair of Compasses
	Protractor
The following items are optional:	Circular Angle Measurer
	15 cm Ruler

A Maths equipment pack containing a scientific calculator, geometry set and pencil case will be available to purchase from the school for £16.00. Please order via your ParentPay account. (Log in details are included with this Induction pack).



Your child will receive the Maths pack during their first week of school.

Prices for the pack are generally below shop prices and unfortunately we will not be selling individual items.

The scientific calculator in the pack is suitable up to GCSE level and is dual powered, so that if the battery runs out it will revert to solar power until the batteries are replaced. The calculator is the latest Casio model recommended for the GCSE exams. The large Natural Textbook Display shows mathematical expressions like roots and fractions as they appear in textbooks which increases comprehension because results are easier for pupils to understand.

Science

Students in Years 7 - 9 follow the Exploring Science: Working Scientifically course, which covers the Science requirements for Key Stage 3 of the National Curriculum. Exploring Science: Working Scientifically provides simple, inclusive and inspiring resources to support students in Key Stage 3 learn science.

We chose this course because we believe it provides the best possible preparation for studying the new, more demanding GCSE Science courses. All the key concepts necessary for success in secondary school science are introduced, together with many opportunities to learn and practise the skills required for studying science further up the school.

Students have three Science lessons per week, with either one or two teachers, depending on the constraints of the school timetable. All lessons are held in one of the nine laboratories. Students' progress is continuously monitored through the three years by regular written tests and online assessments. Students are given access to a large amount of online resources which help them revise for these tests.

The Sexual Reproduction in Animals topic in year 7 deals with the science aspects of sex education that are part of the Science National Curriculum, and is taught in parallel with the moral and emotional aspects covered in PC lessons. If any parents have any questions or concerns about the content of these lessons they should contact the Head of Science.

For Science lessons students will need: a pen, pencil, ruler and rubber and a calculator. They will also need to wear the safety glasses provided whenever they do practical work. A set of colouring pencils, glue stick, Scissors (which can be used in many other subjects) will be useful. Students will have access to an on line version of the textbooks, which they will be able to use at home.

English

The English Department seeks to develop students' independence in reading and confidence in writing from the start of their time at Davenant.

In the English classroom, we explore how a wide variety of short stories, novels, plays and poems are constructed and evaluate their key themes and ideas. We also study a range of media and non-fiction texts each year. We not only want to see students exposed to the literature they need for examinations, but also want them to develop a love of reading to enrich their lives. Therefore the texts on the curriculum expose students to a range of places and time periods and help them to engage with cultural, moral, social and spiritual issues.

We seek to ensure the key skills of reading, writing, and speaking and listening are both taught and enjoyed in the curriculum and beyond. We provide opportunities for students to write in a variety of forms as well as partake in role-play, discussion and presentation to develop their oracy and aid their written expression. We also demonstrate how to make writing comprehensible and entertaining, and how English is organised through its grammar.

Most students like the range of activities and the challenge of new concepts in lessons. We have a good reputation for improving students' reading and writing and, although there are no magic wands or quick-fix methods, your child can and will make progress.

All students are expected to have a private reading book with them for English lessons and once a fortnight they have a dedicated library lesson where they learn how to use the library for research and pleasure. We also subscribe to the Accelerated Reader scheme, which aims to improve students' ability to read for meaning, as well as to develop their enjoyment of reading.

At each stage of the year, your child is set manageable targets in order to achieve in English. We have half-termly end of unit assessments, as well as an end of year examination. These assessments emulate the style of GCSE for the best preparation for your child when they come to face future examinations.

RWP (Research, Write and Present)



The RWP project is based on the 6th form EPQ. It is an independent study, led by our English department, where students can choose their own topic to research. During the year they will learn research skills, extended essay writing skills and presentation skills, which will lay a firm foundation for their studies over the coming years. They will also learn how to reference, public speaking skills and the ability to recognise good and bad evidence on the internet. Students very much enjoy the freedom of choosing their own topic while learning the crucial skills for life at secondary school.

Modern Languages

Students joining us in year 7 will be learning both French and Spanish from September and throughout the year. The Year 7 Foreign Language course is designed to enable students to communicate in French and Spanish by being given a range of tasks with a real purpose. These include role-play exercises, asking and answering questions and listening to recordings of native speakers. There is a strong emphasis on the development of students' speaking and listening skills; reading and writing are progressively introduced during the course in the first year. In addition to fully developing the skills of listening, speaking, reading and writing, the Year 7 course also helps students to develop language-learning skills, language awareness, cultural awareness, the ability to work with others and the ability to learn independently. Formal instruction in grammar is provided where appropriate to enhance students' ability to express themselves effectively in the foreign language.

The course focuses on the immediate world of the learner - the self and the language associated with social relationships, the language of the classroom and basic transactional dialogue. Whilst communication is our main priority, we consistently encourage students to develop authentic pronunciation, accent and intonation.

Students will receive a piece of homework for each language per week which should take them half an hour. This will normally comprise of one piece of learning/preparation work and be followed by a reading, listening or writing task the next week. Sometimes they will do the work in one go, other times they may be asked to spread the work over several days, doing a small amount at a time. Sometimes students will be asked to write or design something in their book or on paper, at other times their homework will be to practise speaking or learn some words or phrases. Whether they have a speaking or learning homework, they will still be expected to spend half an hour on their work. We introduce the use of Google Suite as a tool for our students and most prominently Google Classroom as a virtual learning environment.

During the summer term of Year 7 students will be invited to express a preference for which language they would like to continue into year 8 and beyond. We endeavour to meet all preferences that are made, however due to timetable constraints and class sizes we cannot guarantee them.

Geography

During Key Stage 3 students will study a range of Physical and Human Geography topics using contemporary case studies. In Year 7 students will be introduced to the subject 'Geography' and will study the following topics:

- Making and Mapping Connections
- The Physical and Human Geography of Asia & China
- Our Restless Planet
- Economic Activity
- Glaciation

They will also develop a variety of geographical skills which are taught throughout the topics covered in the Key Stage. These include reading different types of maps, producing and interpreting graphs, and analysing information in order to make a justified decision.

Students will be expected to bring a ruler, colouring pencils and a glue stick to all lessons.

Homework tasks will be varied and students' progress will be assessed at the end of each topic in class.

Please encourage your son or daughter to take an interest in local, national and global environmental issues through the media.

History

History at Davenant is designed to develop pupils' conceptual understanding of history. One of our main aims is to help pupils understand the 'Big Picture' of the past by developing a genuine chronological understanding.

We give particular prominence to the following:

- Understanding the development of democracy, which challenges students to consider the foundations of their rights and responsibilities.
- Giving students an understanding of the development of the British Empire, to recognise varying interpretations of this and understand the role of England, Ireland, Scotland and Wales in British history.
- Appreciate the cultural diversity and historical roots of the UK, and wider world, and the importance played by other ethnic groups and individuals in this past.

The KS3 syllabus will look to engage pupils with enquiries, such as those into:

- Conflict and cooperation in the Medieval times
- Religious change throughout the Tudor and Stuart eras
- Imperial and industrial development of Britain
- Causes and consequences of the slave trade
- Civil rights in the USA 1865 - 1960s.
- Twentieth Century conflict and cooperation
- Everyday life on the home front

History cont...

The department undertakes formal half termly assessments. The main forms of assessment include:

- Extended research projects
- Controlled assessments, following individual research into an historical enquiry
- Source evaluations
- Extended written assessments
- End of year tests

Religious Education

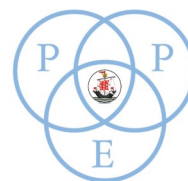
All students follow the R.S. department's programme of study which includes the following units:

- What Christians Believe – exploring the catechisms of the church to know what Christians hold to be true
- Philosophy – learning about philosophical technique and enquiry, and how to apply it in life
- Sikhi – understanding the Sikh religion and its traditions
- Islam – beginning to understand Muslim history and belief
- Judaism and its Festivals – Contemporary Jewish belief and practice

Assessment takes place throughout the course. Students are involved in a variety of individual and group activities including discussion, drama, projwork and research.

Over the course of Year 7 and 8, students look at Christianity in depth and study the key beliefs of the other major world faiths. They will begin their Religious Studies GCSE in Year 9.

PPE (Philosophy, Politics and Economics)



PPE has been introduced this year to help students gain a good grounding in these subjects to support their understanding and learning over the coming years. These subjects transcend all our subjects and a good basic knowledge helps students progress and deal with challenging concepts.

Each of the three disciplines will have be taught as a separate 8 lesson Unit in History, Geography and RE. Philosophy will be taught in RE, Economics in Geography and Politics in History. They will have a separate book for these units and will graduate in the summer term where they will be awarded their completion certificate.

Computing

Year 7 students have one lesson of Computing a week in dedicated computer rooms. They develop their skills in core software whilst acquiring new skills in graphics, programming and algorithmic thinking. Students also learn the fundamental principles of how computers work.

The core aim of the key stage 3 Computing curriculum is to enable students to become confident, inquisitive and creative users of technology.

All lessons are delivered through the student extranet, providing secure access to tutorials and student work outside the classroom.

Students are provided with a school email and GSuite (Google for education) account.

Google classroom and other Google apps for education are used extensively across the curriculum and the first eight Computing lessons are dedicated to familiarising Year 7 students with this.

Students also have regular access to school computers at lunchtimes and some evenings after school.

Drama

Drama is compulsory in Key Stage 3 and each form group will have a 60-minute lesson every week.

Emphasis is placed on co-operation, interaction and participation. Students will explore and learn many different drama and performance skills which will be creatively explored through a variety of stimuli ranging from text, story, image and artefact.

Students are encouraged to explore character and situation, to show control over means of expression and to consider space and other resources and to reflect and evaluate on the work they see or in which they take part in.

We want each individual to have pride in their contribution and focus on building that all important confidence that shapes their character. Group work is an essential but the focus is on the individual contribution as well as the final 'product' of performance or exploration.

Students will be expected to do both practical and written assessment tasks in this subject and these will take place at various different checkpoints during each scheme.

Drama is a fun but disciplined art form and it is important for us to maintain this passion and drive that is possible in each and every student at Davenant. Not every student is expected to be an actor - we look for the designers, writers, directors and creative thinkers too.

There will be extra-curricular opportunities for all students at Davenant and we hope students will show keenness towards these wider opportunities.

Music

The schemes of work are designed to introduce students to a variety of musical styles and genres, whilst developing their musical literacy and general musicianship skills. Students will develop their knowledge of musical theory through performing, composing, and listening and appraising activities; this in turn prepares them for the skills required to access Music at GCSE level.

Performing: General class singing, class performances, pairs, groups and individual solos which include student compositions as well as general topic based performances.

Aural: Simple melodic and rhythmic dictation, recognition of basic intervals, recognition of the elements of music and how they change.

Appraising: Knowledge of a wide range of musical genres, including Pop, Western Classical and World Music.

Theory: Treble clef notation, note values, time signatures, basic musical terms.

Composing: Use of electronic keyboards and melodic percussion to construct melodies and chord patterns. Use of percussion instruments to develop musical ideas and patterns. Use of GarageBand to compose, create, manipulate and refine sounds.

Listening: Recognition and identification of the different sounds of orchestral instruments, Western European music and a range of topics from music from around the world. Simple score reading. Students will be expected to listen and respond to a range of musical extracts and be able to identify the main features as well as evaluate their own and others work using a range of success criteria.

Our intention is to give students a firm grounding in the rudiments of music, as well as to stimulate and develop an appreciation and enjoyment of music through active involvement.

As a department, we have very high expectations for student behaviour during lessons and expect and trust that students will make a positive contribution and adhere to the school behaviour policy at all times.

Music is a fun but disciplined art form and it is important for us to maintain this passion and drive that is possible in each and every student at Davenant. Not every student is expected to be an accomplished musician – however, we will identify and nurture promising students and encourage them to learn an instrument. There are extensive co-curricular opportunities for all students at Davenant and we hope students will opt to take part in these wider opportunities.

Art

At Davenant we recognise the importance of providing a varied and broad art & design curriculum. The KS3 schemes of work give all students the opportunity of exploring a range of approaches, skills, materials and techniques.

In Year 7 the main topics covered are 3D clay construction, painting and drawing and print-making. Students are also required to keep a sketchbook to record and develop their ideas.

Art *cont'd*

To support the development of their creative and imaginative skills, at home and in school, all students are expected to have a range of art materials and equipment.

The items required are:

- A4 Plastic Holdall with handle
- A4 Red soft backed sketchbook with school crest (Year 7 only)
- Black fine liner tip pen
- 2 pencils - 4B & 2B
- Artists putty eraser
- Watercolour palette
- Glue Stick
- 12 pack of watercolour pencils
- 2 Paintbrushes



A strong A4 holdall with handle containing the items listed above, will be available to purchase from the school for £16.00.

Please order via your ParentPay account. *Your child will receive the Art pack during their first week of school.*

Please note - the cost includes two extra sketch books which will be stored by the Art department and issued for use in Year 8 & 9.

A4 Grey soft backed sketchbook with school crest - Year 8

A4 Black soft backed sketchbook with school crest - Year 9

Design & Technology

We teach design and technology through four different areas – Food, Graphics, Product Design and Textiles – and all students spend time within each area gaining skills, understanding and knowledge of the subject that is transferable to all of the Design and Technology areas.

In Design and Technology students combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. Students' develop the ability to solve problems through a range of different skills and tasks.

Projects have been developed for each area, allowing students to go through the problem solving process of designing and making products which are functional and or decorative as well as designing and making and adapting recipes, all of which teach life skills, can be used in everyday life and improve the needs of the user. Examples of these projects could include designing a wooden boat, making a mechanical toy, scones, sweet carrot muffins, healthy pizza, making felt, a storage bag and juggling balls.

Design & Technology *cont'd*

Students are required to have the following pieces of equipment to access the lessons and homework for Design Technology:

- Each design lesson they will need Pencils ranging from H, HB, 2B; Coloured Pencils; Rule 300m; Fine Line Pen (Black); Compass; Protractor
- An airtight food container for transporting ingredients and cooked food to and from school (size guide 30 x 20cm)
- A **food apron** will be required during each practical lesson, this should not have any images or text and preferably be plain black or red in colour
- Access to ICT media is beneficial to complete homework and to view the virtual learning platforms we use such as Google classroom and Insight

In Food some basic ingredients will be provided, such as milk, flour, spices, herbs and seasoning. Students are required to bring ingredients for all the practical lessons.

We do ask for a voluntary contribution for specialist materials, details of this will be given to students through ParentMail when they start in September.

Physical Education

All students will have 2 lessons a week of Physical Education. They need to ensure they have full and correct kit for every lesson. Even if your child is injured and unable to physically take part in the lesson, they are still expected to bring in their PE kit and change for the lesson. *For more details on PE kit, please see School Uniform section of this booklet.*

You will receive details on the extensive extra-curricular programme that we offer, via email. Whilst most of these are free to attend for all Davenant students, we do run some that are paid clubs. Details on how to enrol onto these clubs will be available through ParentPay.

Teamer - The sports management app

There will be many opportunities for your child to represent Davenant Foundation School in sport. We must obtain parental consent for any fixtures, events or competitions. We will ask for this via the Teamer app which you can download for free. You will receive an email with a link to Teamer which will allow you to create an account with them.

Google classroom

We will set up Google classrooms for school teams so that we can share details and arrangements for fixtures & competitions with your child. They will need to look out for, and accept invites to any Google classroom we ask them to join.

Fitness suite

Membership to the fitness suite is available from September for £20. The membership will expire at the end of July. The fitness suite is open Monday, Tuesday & Wednesday lunch time & after school. They will need to complete an induction with Mrs. Everard before they can use the equipment.

PLEASE NOTE: If it is your intention to get your child's ears pierced please ensure that this takes place during the summer holidays only - to allow time for them to heal.

Students will be expected to remove jewellery including earrings during their PE lessons.

DRESS AND APPEARANCE



Parents rightly expect the School to enforce high standards of dress and appearance.

Attention is drawn to this matter in the School Prospectus and the implied acceptance given by parents to the School Rules and Regulations when they are applying for their son or daughter to be admitted to Davenant.

There is a clear policy that students who seek to draw attention to themselves by dressing, or styling their hair, in an inappropriate manner, will be sent home by the senior staff or Head of Year.

Detailed regulations are set out in the following pages.

BOYS' School Uniform Requirements

General

Plain navy blue or plain black coat or outdoor jacket without logo.

Black blazer with School Crest on breast pocket. (To be worn at all times.)

School tie; tied so that it covers the top button and reaches the waist.

White shirt - plain, with a conventional style collar, no "fashion" shirts.

Top buttons **must** be present and **must** be fastened.

Long-sleeved plain dark-grey/black knitted V-neck pullover (see note 1).

Long black trousers of a suitable material, of school regulation style, of standard width.

If a belt is worn, it must be black and have a small, plain buckle.

Plain black shoes (not suede, canvas or **trainer style**). Shoes with large buckles or toe caps are not suitable. Laced shoes must have plain black laces. Plain black boots with a maximum of eight holes but without steel caps. Please see attached guide.

Black or dark grey socks.

If a scarf is worn, it must be plain black.

In cold weather a black hat may be worn outside of the school buildings: baseball caps are not permitted.

NOTES

1. The V-neck pullover may be worn in addition to but not instead of the School blazer. Cardigans are not permitted.
2. Trousers must not be of jean-like or thin cotton material. Patch or jean-like pockets are not allowed. Trousers must be worn securely at the waist.
3. Protective clothing must be worn for practical Design and Technology lessons (this may be an overall, an apron, an old shirt with elasticated wrists or similar but not made of nylon or plastic). This may be worn, as necessary, for Art or Science lessons.
4. Jewellery is not permitted except for watches, students may also wear a single, **small** ear-stud in each ear-lobe – only plain gold or plain silver studs are allowed. All jewellery has to be removed in PE lessons due to health and safety reasons. This is done at the owner's risk as teachers will not be responsible for collecting such items. Any students who regularly fail to observe these rules will lose the right to wear jewellery to school.
5. Hooded tops or 'Hoodies' are not permitted and polo-neck jerseys must not be worn under shirts.



Physical Education - BOYS

OUTDOOR WINTER GAMES – Rugby/Football

PE top

Zip top (optional)

Black Shorts

Black Socks

Football Boots -

Studs must have kite mark (**Compulsory**)

Shin Pads and Mouthguard (**Compulsory**)

TENNIS/ATHLETICS/STRIKING AND FIELD GAMES

PE top

Black Shorts

White Socks (with cuffs)

Laced White Training Shoes*

INDOOR ACTIVITIES – Gymnastics, Basketball and Badminton

PE top

Black Shorts

White Socks

Laced White Training Shoes*

Mouthguard (recommended by the English Basketball Association)

SWIMMING

Plain Black Swimming Shorts (purchased from Forest Casuals only)

Red Swimming Hat

NB Students may wear Davenant track bottoms only.

***Trainers must have laces and non-marking soles.**

Trainers must be appropriate sports trainers or boots for football / rugby. Trainers can be any colour.

No high tops or leisure shoes (such as converse) are permitted for Health and Safety reasons.



GIRLS' School Uniform Requirements

General

Plain navy blue or plain black coat or outdoor jacket without logo.

Black blazer with School Crest on breast pocket (To be worn at all times).

Plain black kilt-type skirt or long black trousers in a suitable material, of school regulation style and standard width. If a belt is worn it must have a small, plain buckle.

School tie; tied so that it covers the top button and reaches the waistband.

White shirt - plain, with a conventional style collar, no "fashion" shirts or logos. Top buttons must be present and must be fastened.

Long-sleeved plain dark-grey/black knitted V-neck pullover (see note 2).

Plain black shoes.

White or Black **ankle** socks or plain black tights must be worn. Natural coloured tights are permitted in the summer term.

If a scarf is worn, it must be plain black.

In cold weather a black hat may be worn outside the school building; baseball caps are not permitted.

NOTES

1. Skirts: A zipped, black, kilt-style skirt, available from the School's Outfitters must be worn. The skirt should touch below the knee when standing. Trousers must not be of jean-like or thin cotton material. Patch or jean-like pockets are not allowed. Trousers must be worn securely at the waist – 'hipsters' are not allowed. Trousers should be tailored and not tight fitting.
2. The V-neck pullover may be worn in addition to but not instead of the School blazer. Cardigans are not permitted.
3. Shoes: Girls' shoes should be plain black (not suede or canvas), sensible in design and suitable for school wear. Narrow "stiletto-type" and high heels, above one inch, are not permitted because of the danger on stairways and the damage to polished wooden floors. (The shoes must not be open-toed or open-heeled). Very "heavy" shoes with toe-caps, large buckles, embroidered designs, trainer style etc., are not suitable. Laced shoes must have plain black laces. Boots and ankle boots are not permitted. In bad weather, suitable boots may be worn to and from School but shoes must be brought to change into for the day.
4. All items of clothing should be clearly named.
5. Protective clothing must be worn for practical Design and Technology lessons (this may be an overall, an apron, an old shirt with elasticated wrists or similar but not made of nylon or plastic). This may be worn, as necessary, for Art or Science lessons

6. Hair clips and bands, etc. must be discreet and of School colours (black, red or white). Hair colour must be natural and the styling must not be attention seeking. Long hair must be tied back in practical lessons.
7. Jewellery is not permitted except for watches, students may wear a single, small ear-stud in each ear-lobe – only plain gold or plain silver studs are allowed. All jewellery has to be removed in PE lessons due to health and safety reasons. This is done at the owner's risk as teachers will not be responsible for collecting such items. Any students who regularly fail to observe these rules will lose the right to wear jewellery to school.
8. Make-up is not permitted. Nail varnish is not allowed. Acrylic nails are not allowed. Fake tan is not allowed.
9. Hooded tops or 'Hoodies' are not permitted and polo-neck jerseys must not be worn under shirts.



The skirt pictured above was introduced in 2018 and replaced the kilt wrap-over (with split) style. It is mandatory for all Year 7 students joining Davenant .

Physical Education - GIRLS

OUTDOOR WINTER GAMES – (Netball)

PE top

Zip top (optional)

Black Skort / Shorts (*not Nike Pro style*)

Black Socks

Laced White Training Shoes*

Football Boots and Shin Pads (**Compulsory**)

Studs must have kite mark

OUTDOOR SUMMER GAMES – (Athletics, Rounders, Tennis)

PE top

Black Skort / Shorts (*not Nike Pro style*)

White Socks (with cuffs)

Laced White Training Shoes*

GYMNASTICS/DANCE/TRAMPOLINING

PE top

Black Skort / Shorts (*not Nike Pro style*)

Red socks (Trampolining only)

SWIMMING

Plain Black Swimming Costume

Red Swimming Hat

Goggles (Optional)

NB Students may wear Davenant leggings only.

***Trainers must have laces and non-marking soles.**

Trainers must be appropriate sports trainers or boots for football/rugby.

Trainers can be any colour.

No high tops or leisure shoes (such as converse) are permitted for Health and Safety reasons.



House Kit

All through the school year there is a series of **House Competitions** that students can take part in, the final one being the whole school Sports Day in July.

When representing your house we like all students to wear their house colours with pride.

Part of our uniform requirements for September 2022 is the introduction of the **House T-Shirt** that is available from Forest Casuals along side our normal uniform.



Davenant
Gillingham (Red)
House Sports T-Shirt



Davenant
Salisbury (Yellow)
House Sports T-Shirt



Davenant
Whitechapel (Blue)
House Sports T-Shirt

Pride Passion Participation



Davenant House System

DRESS AND APPEARANCE: SHOES



We are very proud of your uniform; it is part of the Davenant tradition. It is essential that students have the correct footwear when at school. If in doubt, please contact us before purchase.

School shoes should be plain black and in a traditional sensible design. They should be either leather/faux leather or patent. Laced shoes should have black laces. Eyelets on boys boots should not exceed eight holes.

Below are some examples of suitable school shoes. It is not an exhaustive list but an indication of what is acceptable. If in doubt, please contact the school before purchasing new shoes

BOYS SHOES



GIRLS SHOES



Here are some examples of what is NOT acceptable.



Please be aware some shops may have shoes included in their 'School Shoes Range' which do not meet our school uniform policy e.g. Clarks, Kickers or Prada.

Shoes should not be in any material other than leather/faux leather or patent. They should not have large buckles, steel toe caps or elaborate designs. Girls are not permitted to wear boots, high heels above one inch or open-toed / open-heeled shoes. Eyelets on boys boots should not exceed eight holes.

Any shoe resembling a trainer will not be permitted.

Below are some examples of shoes that do not meet our uniform policy. It is not an exhaustive list but an indication of what is not acceptable.



SCHOOL UNIFORM Supplier



Forest Casual Wear

144 High Road, Loughton, Essex IG10 4BE

Please see website:

www.forestcasualwear.co.uk

<https://forestcasualwear.co.uk/collections/davenant-boys>

<https://forestcasualwear.co.uk/collections/davenant-girls>

LOST PROPERTY Procedure

All school uniform and property brought into school **MUST** be named.

- ♦ Lost Property may be recovered from the room by the swimming pool every Wednesday between 12.20pm and 1.10pm.
- ♦ Volunteer parents will be on duty between these times.
- ♦ Once lost property has been taken in to the Lost Property Cupboard it will remain there until the following Wednesday.
- ♦ The School Office does not hold the Lost Property Cupboard key, so unfortunately, if a student is aware that his/her property is in lost property, they will have to wait until the following Wednesday to retrieve it.
- ♦ Lost property will be held for a period of 3 months only.

Second-hand uniform sales take place every school term and are an excellent opportunity for parents to obtain inexpensive items of school clothing. Dates of these sales will be Parent-Mailed home to you and also appear in the Davenant Newsletter.

SCHOOL MEALS

Service



Our school meals service is provided by Harrison Catering Ltd and consists of a varied menu of hot meals and cold snacks in line with the Government's new food-based standards for school lunches. In addition, the service provides snacks before school and during the mid-morning break.

The catering service operates on a cashless system. This brings the advantages of a quicker service, a reduced need to bring cash to school, improved monitoring of what students eat and a more modern system where students are becoming used to electronic technology.

Students' accounts are credited using ParentPay – the automatic on-line payment method (minimum payment £10.00) for which all parents will have a username and password – if you are unsure please contact claire.ingram@davenant.org .

Any amount of money can be paid into your account; money spent on food will be taken out of the system and you will be able to see the balance on your child's account at the end of each day on ParentPay. It is also possible to provide a report detailing each item of food served and each credit made to the system. It will also show the current balance.

Students who are entitled to a Free School Meal will have their accounts credited automatically and will collect their meals in the normal way.

The operation of these arrangements is based upon a biometric system. This system converts an image of the finger into a digital code which gives each student a unique identification. **This is not the same as taking a finger print.** The process complies fully with the Data Protection Act and cannot be used to give information to any other organisation. It is hoped that all students will be registered for the biometric system although the use of a card by students is a possible alternative where parents indicate this preference **in writing before the start of term.** However, it should be noted that the replacement of a lost or damaged card will cost £5. Registration of students for the use of the cashless catering system will take place when you bring your child here to do their CATs test or on their first day in September. Please provide them with money for this day using one of the methods indicated above.

BREAKFAST

Breakfast is the most important meal of the day. Remember, the first break in the morning is 11.00 a.m. which is a long time to wait for your child, if they have not had breakfast. Make sure they are up early enough in the morning to have a drink and something to eat. If your child has to leave home very early in the morning to catch a bus etc., they can have breakfast here at Davenant. The kitchen opens from 8.00am until 8.30am. We have a good selection of food: fresh fruit, filled muffins and rolls and various drinks. There is a charge for breakfast.

BREAKTIME

A selection of fresh fruit and Breakfast rolls are available.

LUNCHTIME

The School provides a "cafeteria" system and a selection of hot and cold food is available. A main meal plus a sweet will cost approximately £2.35. Students may alternatively bring a packed lunch. There is a rota in operation for school lunches, so key stages will have days when they are first in the queue.

MEDICAL ROOM



The procedure for the Medical Room is as follows:

If a student is feeling unwell during lessons he/she must ask for permission from their teacher to report to Student Reception. They will then be told to go to the Student Reception, where our Medical Officer will see them. If the Medical Officer feels it necessary for the student to go home, they will ring the parent and ask for them to be collected from school.

NO MEDICATION WILL BE GIVEN - unless we have written parental permission, it is in the original packaging and it is within date.

Parents will be required to complete forms held at Davenant Reception, for this purpose. If a child is sent home he or she must be collected by a parent/carer and sign out.

- **NO STUDENT SHOULD GO TO THE MEDICAL ROOM WITHOUT THE KNOWLEDGE OF A MEMBER OF THE OFFICE STAFF.**
- **NO CHILD MAY GO HOME OR BE SENT HOME WITHOUT THE PRIOR APPROVAL OF THE MEDICAL OFFICER OR SENIOR STAFF.**
(Students may not go home if there is nobody there to look after them).
- **NO STUDENT SHOULD CONTACT HOME WITHOUT THE PRIOR APPROVAL OF THE MEDICAL OFFICER.**

In the case of in an accident, the child will not be moved until the Medical Officer or First-Aider arrives.

If the accident is serious an Ambulance will be called immediately from the School Office and the Headteacher or Deputy Head will be informed.

Contact with parents will then be made.

In the cases of injury or suspected injury, an ACCIDENT REPORT FORM must be completed on the same day, if possible.

APPOINTMENTS - During the school day:

The school **must** be informed in advance, of students' pre-arranged medical or dental/orthodontic appointments.

We ask that all non urgent medical appointments be made out of school time.

Students **must** report to Student Reception to **sign out and sign in again** on their return.

SEVERE ALLERGIC REACTIONS / ASTHMA



In recent years Community Paediatricians / Public Health Physicians Group have required information from all schools with regard to the number of students with severe allergic reactions and we wish to continue to request this vital information for our own records.

If your son/daughter suffers from any of the severe allergic reactions mentioned below, please inform the Head of Year 7, in writing, when they join Year 7 in September.

The school must be given any prescribed medication, in original packs, to keep in case of an emergency including inhalers and adrenaline kits (EpiPen).

Students must also carry their own Inhaler/AAI. You will be asked to complete a form to allow us to administer the medication. For students who have been diagnosed with Asthma or Allergy and have been prescribed an Inhaler or AAI, you will also need to complete the Emergency Inhaler Consent Form and/or Emergency Adrenaline auto-injector (AAI) Consent Form. These forms give the school consent to use an emergency AAI/Inhaler if a student does not have their medication on them, if the prescribed medication is out of date, or if it is not working.

"A severe allergic reaction is an abnormal response of the body to some trigger.

Triggers include food such as nuts and substances such as bee and wasp stings.

An episode might start with swelling, itching and a rash and then progress to wheezing in the chest. Severe swelling of the face and throat might further impede breathing and deterioration could take the form of collapse and loss of consciousness.

Severe reactions such as this are very rare."

"Treatment given within the first half hour of an episode can be life saving and comprises of adrenaline given by injection.

Children known to be at risk of a severe reaction are usually provided with personal emergency adrenaline kits by their paediatrician and training in administration can be offered to adult carers."

(The Community Paediatricians/Public Health Physicians Group).

DEBDEN LANE ENTRY

PLEASE READ THIS IF YOUR CHILD WILL USE THE DEBDEN LANE GATES

We use an electronic system as the means of controlling the entrance and exit of students from/to Debden Lane. Students will need a programmed key fob that can be attached to a key ring. They will then use their fobs to release the mechanism on the gates. The fobs will be programmed for your child's year group timings.

If you wish your child to be issued with a key fob we are asking for a deposit of £5.00, which will be returned when the fob is handed back e.g. when leaving the school. This payment should be made through ParentPay (we cannot accept cash or cheque).

The conditions for the key fob scheme are set out below. By paying your deposit on Parentpay you and your child are consenting to these conditions.

The arrangements for issue of the fobs will be the responsibility of our Premises Manager, Mr Morris.

If there are any questions, he can be contacted via school email on reception@davenant.org.

KEY FOB *Conditions & Terms of Use*

By paying on Parentpay you and your child agree to the following conditions and rules of use:

- My child has a specific reason for needing access via the back gates
- Key Fobs will grant access to Years 7-13 at the start of the school day and also allow Years 12 and 13 to exit at lunchtime (Years 7-11 do not have this privilege and must remain on site until they are dismissed at 3.30pm)
- Key Fobs are for the named individual's use only
- Key Fobs must not be lent to other students
- My child's details will be stored on the school system and the usage of the Key Fob will be monitored
- If my child loses their Key Fob the school MUST be informed immediately
- The initial deposit is £5 (PARENTPAY ONLY) and, once payment has been received, fobs will be issued via the class register tray at the start of term in September
- Replacement Key Fobs will be charged at £5 (PARENTPAY ONLY) and will only be issued when payment has been received.
- Any misuse of the above terms may result in the Key Fob being confiscated

If you need help with Parentpay please contact claire.ingram@davenant.org

SAFEGUARDING



Safeguarding concerns can take several different forms and often manifest in very different ways. These concerns may include Physical abuse, Verbal abuse, Sexual abuse, Emotional abuse and Neglect. Abuse can be between children, or between an adult and a child, or even between two adults.

We need to keep our ears and eyes open and to think the worst whilst hoping for the best. If you have concerns, however trivial they may appear, we encourage you to speak to us.

We encourage you to speak to your child's Form Teacher or Head of Year in the first instance, but if the issue is too sensitive Ms Cooper is the Designated Safeguarding Lead at Davenant, with Mrs Fisher as the Deputy Safeguarding Lead. We would ask you to contact them with the assurance that they would deal with the situation in a professional and compassionate manner.

Your concern may be in regard to a situation in or outside school. It may be in regard to your own child or another. Please do not hesitate to call.

Further information can be found on our website in the Parents area where you can also seek our support. Please see the Mental Health and Wellbeing Sections.

ROAD

Safety



If you bring your child to school by car, please drop them off at a safe distance from the school and allow them to walk the remainder of the way. **Do not drive into the school.**

The road junction outside school becomes very congested with coaches and students at the beginning and end of each day. Please do not use this junction unless it is a vital part of their journey

The Loughton Lane (rear) access to the School is for pedestrians only and you are warned that even temporary parking in this small country lane can be very dangerous.

Please support us by not making the roads outside our school a safety hazard.

IT in Davenant

Davenant has a large range of computer technology, with eight rooms dedicated to computers. The rooms are equipped with up to date hardware and an exciting variety of the latest software.

Students have the opportunity during lessons and lunchtimes to use the facilities for a range of activities, from typing up work to learning to code to editing videos. All computers have Internet access.

Students at Davenant each have a Google Workspace account. Each student has their own secure login, which gives them access to a wide range of services including cloud storage, online Google classrooms, email and more.

Students have access to a secure extranet at <https://students.davenant.org>, where lesson resources are shared. The online Google classrooms will typically contain lesson resources, quizzes or useful links; they are also used for handling work in and tracking progress.

CAREERS



All students will participate in a careers programme throughout their time at Davenant. This starts in Year 7 and builds significantly through Years 8-13.

The aims of our careers provision are to enable students to:

- to understand themselves and to develop their capabilities (**self-development**)
- to investigate careers and opportunities (**career exploration**)
- to implement their career plans (**career management**)

The programme is based on 8 key factors:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Throughout the programme students will have access to careers libraries, careers software, careers lessons, mock interviews, experiences of the working world, assemblies, careers fairs, access to an independent careers adviser and talks from employers and further and higher education providers. Parents will also be invited to attend careers guidance sessions, have an adviser on hand during parents evenings and will be helped through key school transitions to support life after Davenant.

When your child joins Davenant in September, they will become a member of the Arter Library.

The Library houses approximately 16,000 resources. Non-fiction, fiction and audio books may be borrowed for 2 weeks, and reference material can be taken out on an overnight loan or for the weekend. Students will also be able to access the 40 computers/laptops and the printing facilities that are available.

Students are able to search for resources using the library's digital catalogue Accessit. They will also be able to use it to find subject reading lists, recommended books and websites, and all of the library's digital subscriptions. All of our fiction books are catalogued with an age restriction, so that they are appropriate for your child. If you would like your child to access books that are aimed at different age-bracket, please email your preference to library@davenant.org.

All resources must be returned promptly and in good condition. Damaged or mislaid resources must be paid for in full or replaced. Notifications of overdue resources are emailed out weekly; students are advised by their form tutor after one week, the following week you will be notified of the overdue resource. The library department does not charge for late returns. but please encourage your son/daughter to return the books on time.

In Year 7 and 8, classes will come to the Library to learn how to use the resources, develop skills needed for independent research, and take part in the Accelerated Reader Programme. (See information overleaf).

Arter Library is open to the whole school from 8.15am; students can also use the library at break, lunch, and after-school until 4.15pm.

Conduct within the Library

- Everyone using the library is expected to behave in a courteous and considerate manner towards the library staff and other users. Anyone behaving in an unacceptable manner will be asked to leave.
- Food and drink - with the exception of bottled water - must NOT be consumed in the Library.
- Mobile phones are only allowed to be used for work in the library, and permission for this must be obtained first.
- Students who trigger the security system should report immediately to the Librarian's desk.
- The library computers are available for use throughout the day. At busy times, students will be limited to 20 minute computer access time. Network and Internet agreement must be complied with at all times. Students may bring their own personal devices to work on in the library.

A Parent's Guide to Accelerated Reader™

What is Accelerated Reader (AR)?

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read.

Teachers may assist pupils by:

- Guiding them to books appropriate to their ability and interests
- Asking probing questions as your child reads and before quizzing
- Pairing your child with others, reading with or reading to your child.

Since they are reading books at their own reading and interest levels, most children are likely to be successful and enjoy the books and quizzes. Best of all they learn and grow at their own pace.

How can I help my child become a better reader?

As with anything, performance improves with practice. According to Renaissance Learning's research, children who read at least 20 minutes a day with a 90% comprehension rate on AR quizzes see the greatest gains. Encourage your child to read at home, discuss books, ask questions about what they have read and visit your local library.

What is a STAR Reading test?

STAR Reading is used to determine your child's reading level. It is a computer based reading assessment program that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 20 minutes.

What is a Book Level?

Book Levels are reported using the ATOS™ readability formula and represent the difficulty of the text. The levels range from 0.5–13.5. Books are chosen based on the ZPD range recommended for each pupil by STAR Reading.

What is a Zone of Proximal Development (ZPD)?

ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD, or reading range after taking a STAR Reading test. It is important for children to read with a high degree of comprehension and within his/her ZPD.

What are points?

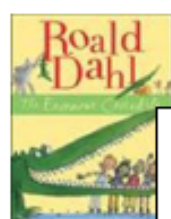
Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words). Pupils earn a percentage of points according to how well they pass the quiz.



What is Interest Level?

The Interest level indicates for which age group a book is appropriate, based on the content and themes. These are recommendations only and teachers and parents are recommended to use their best judgement when guiding pupils.

Interest Level	Age
LY—Lower Years	5–8
MY—Middle Years	9–13
UY—Upper Years	14+



BL: 4.0

IL: LY



BL: 4.0

IL: UY

Pts: 14.0

The examples above have a book level of 4.0 since both have short sentences and vocabulary that is simple. However, Noughts and Crosses is intended for older pupils - Upper Years, while The Enormous Crocodile is Lower Years.

How can I find further information?

Your school will inform you about finding out your child's progress, for example through TOPS reports instant feedback and the Home Connect website. Visit AR BookFinder at www.arbookfind.co.uk to conduct a search of all available books with AR quizzes. Visit Renaissance Learning for more product information, www.renlearn.co.uk.

House System: Pride, Passion & Participation

All students at Davenant will be in one of three new houses , Gillingham, Salisbury and Whitechapel.

The aim of the House system at Davenant is to ensure all students can represent their house in one of the many competitions that will be available over the year. These competitions include Sports, Music, Choir, Chess, Science, Maths, Debating and many more.

To have **pride** in your school and house, to have a **passion** in a particular skill or hobby and to share and **participate** with other students is part of our core values. We want our students to have every opportunity to broaden their experiences and skills.

History and background of the 3 Houses



We wanted our House names to reflect our school community and be unique to us as a school. After much debate and discussion, input from staff and student council it was finally agreed that we would adopt the house names of Gillingham, Salisbury and Whitechapel. These names represent three areas that had a significant impact on our founder, Ralph Davenant's, life. The house names reflect his journey, they a tribute to our founder and reflect the school motto 'Nurturing Mind (formative years) Body (working Life) and Spirit' (family and clergy background).



Gillingham

Gillingham: 1639.

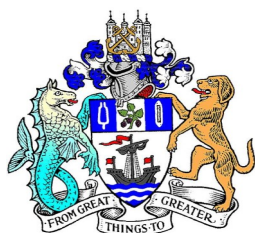
The birthplace of Ralph Davenant and his siblings, where his father Dr Edward Davenant was the vicar of St. Mary the Virgin.



Salisbury

Salisbury: 1572 -1641.

John Davenant (Great Uncle) was Bishop (1621- 41) and was a big influence on Ralph's father.



Whitechapel

Whitechapel: 1668 -1680.

Ralph Davenant's last job as Rector of Whitechapel St.Mary/ Mary Matfelon. Ralph was buried in the Church Grounds on 16 February 1680.

School Term Dates 2023 - 2024

Autumn Term: Monday 4 September 2023 – Wednesday 20 December 2023

Monday	4 September	INSET
Tuesday	5 September	INSET
Wednesday	6 September	Year 7 Induction & Year 12 Induction
Thursday	7 September	All year groups in school

Half Term: 23 October 2023 – 27 October 2023

Spring Term: Thursday 4 January 2024 – Thursday 28 March 2024

Half Term: 19 February 2024 – 23 February 2024

Summer Term: Monday 15 April 2024 – Tuesday 23 July 2024

Bank Holiday: 6 May 2024

Half Term: 27 May 2024 – 31 May 2024

INSET DAYS/NON STUDENT DAYS

4 September 2023	INSET
5 September 2023	INSET
24 November 2023	Wellbeing Day (School Closed)
15 April 2024	INSET
27 June 2024	INSET

The School day - timings

The school day at Davenant is structured into 5 different lessons, each an hour long. Lunchtime is 55 minutes and morning break is 20 minutes. A buzzer sounds at each of the times below. This indicates the beginning and end of each registration, break and lesson. The school day is structured as follows:

	From	To
Morning Registration	8.30am	-
Form Time	8.30am	9.00pm
Key Stage 3 Assembly - Tuesday & Friday	8.30am	9.00am
Lesson 1	9.00am	10.00am
Lesson 2	10.00am	11.00am
Break	11.00am	11.20am
Lesson 3	11.20am	12.20pm
Lunch	12.20pm	1.15pm
Lesson 4	1.20pm	2.20pm
Lesson 5	2.20pm	3.20pm
Afternoon Registration	3.20pm	3.30pm
School finishes	3.30pm	

MUSIC & DRAMA TUITION

MUSIC & DRAMA TUITION @ DAVENANT

Follow us on Twitter @ DFSPerfArts

Dear Parent,

Over 200 students at Davenant Foundation School have Instrumental, Vocal or Drama Tuition on a weekly basis. Students are tutored by 12 highly skilled musicians and teachers with a great deal of experience in working with young people. Students at Davenant take part in several sell-out concerts and musicals and even have the opportunity to perform abroad.

Lesson times change each week, typically last for 30 minutes and are scheduled on a rotational basis during the school day. We advise students to have 30 minute lessons to maximise progress, however, 15 minute lessons are available for a reduced fee, for those who require them. We aim to run a system in which the students do not miss the same lesson more than three times a term. Some parents may be concerned about this aspect of learning, but experience has shown that students learn to organise themselves well and make up any missed work without any issues.

It is important to note that a few lessons may fall outside of school hours for those lessons that are over-subscribed. We aim to accommodate everyone and so it is essential to sign up and pay in good time before the closing date.

Any child who has lessons at the school will be required to take part in the appropriate band or choir. This is **compulsory**.

It is possible for most instruments to be hired directly from the school at a modest hire charge, all of the fees and hire charges are detailed in our Terms & Conditions.

It is important that Parents read the full terms and conditions before signing up. If you wish your child to have instrumental, singing or Lamda lessons please visit: [Terms & Conditions](#)

Payments should be made as soon as possible to guarantee your place using ParentPay: '[MUSIC and LAMDA TUITION Autumn 2023](#)' no later than 3rd September 2023.

A google form must also be completed by 3rd September 2023 to ensure a place - [TUITION SIGN UP FORM](#)

Further information about Tuition is available on the Davenant website:

www.davenantschool.co.uk, [Performing Arts; Tuition](#).

Being part of the Performing Arts Department is an invaluable and enriching part of school life and one that is held in the highest regard by students and staff.

Davenant Foundation School fully complies with information legislation. For the full details on how we use your personal information please see the school's website or call 0208 508 0404 if you are unable to access the internet.

Yours sincerely,

Mrs R Tubb
Director of Music & Performing Arts



Davenant Foundation School Parents Association



Who are we?

The Parents Association is a body of parents who help raise funds for the benefit of the school and our children. All parents and carers of students of the school are automatically members of the Parents Association.

What do we do?

We aim to hold events throughout the year to enable parents to meet socially. Previous events include Quiz nights, our annual Fireworks, Christmas Fair, Davenant's Got Talent, and school discos.

How do we help and why?

We exist to enhance the quality of materials and resources for our children as they enter their secondary school life. In recent years we have funded a huge range of items for our children from art materials to cross country vests, from online resource subscriptions to school garden tools, from Ipads and sewing machines to Djembe Drums!!! We also contribute £400 a month to fund a school minibus and to both the Year 11 & 13 Proms each year.

How can you help?

You can help support the PA and therefore the school in a variety of ways:

1. **Join the committee**
2. **Become a class rep – send PA communications onto your class/year WhatsApp groups**
3. **Attend events**
4. **Join our Facebook page and Instagram Pages where details of all upcoming events are shared**
5. **Donate gifts and prizes for events**

DATES FOR YOUR DIARY

PA first meeting of the term

Monday 11th September at 7.30 pm

We look forward to welcoming you in the Arter Library at school.

Year 7 Student and Parent Quiz Night

Friday 22nd September at 7pm.

This is a great opportunity to meet your child's friends and other parents.

We look forward to welcoming you soon.

Your PA Team

Email: davenantpa@hotmail.com

Reynolds Fund - Registered Charity 292223

I would like to introduce the **Reynolds Development Fund** to you (named after a previous Headmaster and recognised with charitable status) which supports many extra- curricular and enrichment opportunities for our students. This is possible due to the support from our parents who very kindly make a regular donation to this Fund. I am writing to ask for your help.

I do hope you will choose to join them.

If you feel able to, please access the Charities Aid Foundation website by following this link [CAF DONATE](#) where you are able to set up a regular Direct Debit*.

Here is a snapshot of how donations are used:

- Minibuses - the fund pays for one minibus (the Parents' Association kindly funds the other)
- Duke of Edinburgh Scheme – the fund pays for a dedicated in-school co-ordinator
- Extra- curricular sports – coach transport to fixtures, affiliation fees, etc.
- Extra resources for the library
- Fitness Suite equipment
- Awards, badges etc. to celebrate student success
- Events in line with our Christian ethos (Christian Union, Mission Week, etc.)
- Supporting awards evenings, sports matches, concerts, etc.
- Enhancing facilities for the students. In recent years the fund has helped to:
 - create a lecture theatre (the Reynolds Lecture Theatre) for lectures, concerts, etc.
 - equip our new Brokenshire building

The Fund also facilitates the successful Music and Drama activities that Davenant is renowned for: music and drama tuition, extra-curricular music activities and the regular concert seasons.

If you have any questions, please email our Finance department on accounts@davenant.org who will be able to help.

We are determined to maintain and improve even further the excellent provision that we offer at Davenant.

I do hope that you will make a contribution that shows your support for the school.

Thank you in anticipation.

Yours sincerely,



Adam Thorne
Headteacher

** We have partnered with the Charities Aid Foundation to provide a secure and accessible method of donating. Existing parents will note that this is a new way of giving – if you want to increase your existing standing order instead – please do so. We are very grateful to receive regular donations from our parents, however if you prefer to make a one-off payment please contact Finance: accounts@davenant.org*



Davenant

Foundation School
Reynolds Fund



Sports Activities



School Trips



Gym equipment



Duke of Edinburgh



ICT Equipment



Support for performing Arts



Library

Nurturing mind, body and spirit



Privacy Notice

Data Protection Act 2018, UK General Data Protection Regulations (UK GDPR)

Davenport Foundation School respects you and your child's privacy.

Davenport Foundation School fully complies with information legislation.

Full details on how we use your personal information can be obtained as follows:

The School website provides the full Privacy Notice which outlines;

- Why we use personal information
- Your Privacy Rights
- Who we will share your personal information with
- How we protect your personal information
- How long we keep your personal information
- Where you can get advice

A full copy of the Privacy Notice is on display in the main school reception.

You are welcome to contact the school on 0208 508 0404 if you are unable to access the internet and would like to request a printed version .