

Welcome

**Year 9
Parent
Information
Evening**

**Thursday 25
September 2025**



Content of the meeting

- What are we trying to achieve?
- Examination outcomes
- The Year 9 curriculum
- Monitoring and reporting progress
- Helping all students succeed
- The Phase programme and pastoral support
- Using technology effectively and safely



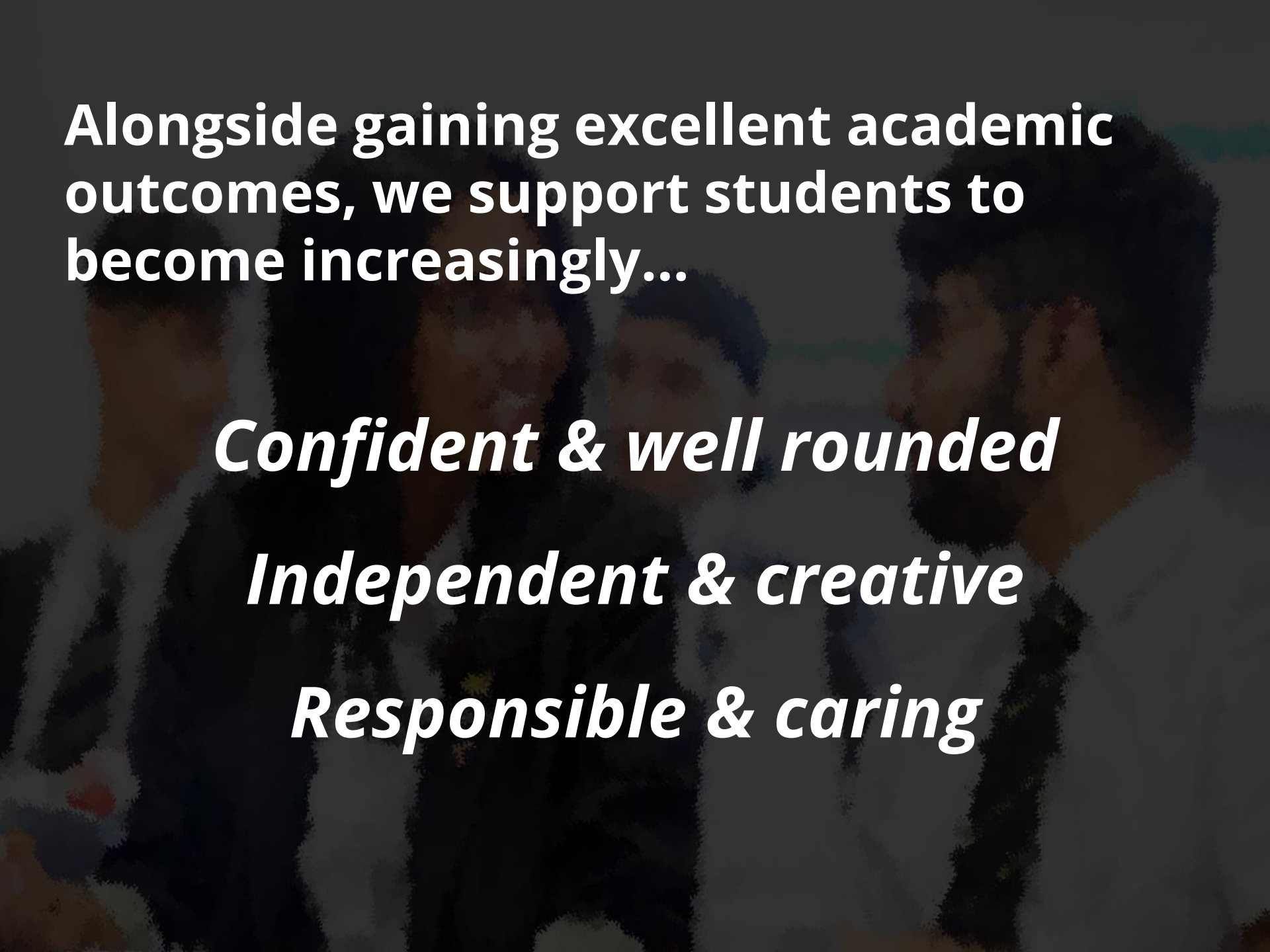
Questions?

Please use the **chat** to ask questions which would be of ***general interest*** to all parents.





What are we trying to achieve?



Alongside gaining excellent academic outcomes, we support students to become increasingly...

Confident & well rounded

Independent & creative

Responsible & caring



Well-rounded

"No profit grows where is no pleasure ta'en."

Taming of the Shrew, William Shakespeare

Responsible

"We do not live alone. We are members of one body. We are responsible for each other."

J. R. R. Tolkien

Independent

"It is our choices that show what we truly are, far more than our abilities."

Harry Potter

Confident

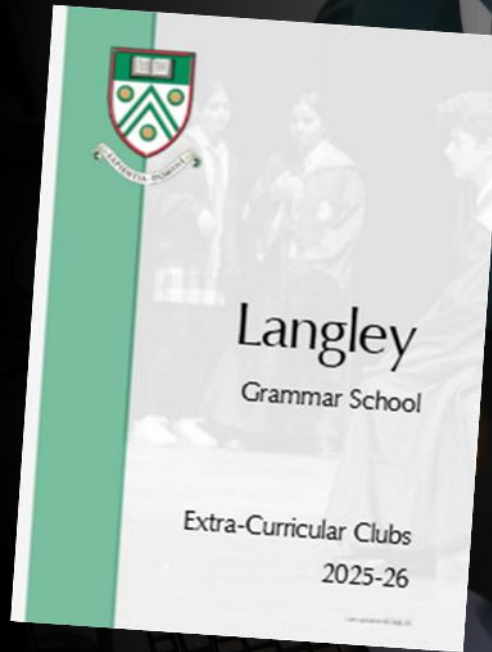
"Each heart has its hidden depths, deeper than you know and deeper than you think."

Stephen King

Our extra-curricular programme

Wide range of activities and opportunities

Our brochure has been sent out to parents and is available on our website [here](#)





Examination outcomes

Summer 2025

A Level results

Measure	2018	2019 <i>Last year of normal exams pre-pandemic</i>		2023 <i>First year of normal exams post- pandemic</i>	2024	2025
A*-E grades	99.1%	99.4%		98.6%	99.5%	99.8%
A*-C grades	89.5%	87.5%		89.8%	96.0%	96.5%
A*-B grades	71.2%	67.3%		76.4%	85.5%	85.2%
A*/A grades	35.6%	36.7%		53.0%	59.9%	58.9%
A* grades	9.8%	8.5%		20.6%	27.0%	22.0%

GCSE results

Measure	2018	2019 <i>Last year of normal exams pre- pandemic</i>		2023 <i>First year of normal exams post- pandemic</i>	2024	2025 <i>As of results day</i>
Grades 9-5	96.4%	93.5%		97.6%	98.1%	97.5%
Grades 9-7	71.6%	64.2%		76.8%	75.6%	77.0%
Grades 9-8	50.6%	38.3%		56.3%	52.3%	53.2%
Grade 9	25.2%	15.4%		30.1%	27.4%	24.1%
Attainment 8	76.6	73.4		78.3	76.63	76.95
Progress 8	0.97	0.55		0.83	0.75	N/A



The Year 9 curriculum

Year 9 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

English	7	Biology	2
Maths	6	Chemistry	2
French or German	6	Physics	2
PE/Games	4	Drama	2
Geography	3	Art	2
ICT/Computing	3	Philosophy & Ethics	2
History	3	Music	2
Design Technology	3	PCS	1

Differences from Year 8

- One additional **English** lesson, and one fewer **ICT/Computing** lesson.
- **French** or **German** for 6 lessons a fortnight in preparation for GCSE study
- Science taught as 3 **separate** subjects – Biology, Chemistry and Physics.
- **GCSE-level work** starting in:
 - Maths, Biology, Chemistry, Physics
 - Other subject areas during the year, as appropriate.

Key features of GCSE courses

A lot of content

Demanding – difficult topics included

Mostly focused on examinations taken at end of course.



Examples for specific subjects

- **Mathematics** - individual questions may require students to show understanding of **more than one topic**
- **English Language** - creative writing skills is a key area for development. Students should be reading as many **short stories** and creative fiction as possible.
- **Chemistry** - course has higher-level topics which used to be part of the first year A Level course.
- **Geography** – emphasis on analytical and lateral thinking rather than factual recall.
- **French & German** - use knowledge of grammar and vocabulary to translate and generate own sentences in written tasks, rather than just learn set phrases.

Year 10/11 Curriculum

Year 10/11 Core curriculum

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- French or German

And...

- Personal Citizenship Studies
- Core philosophy and ethics
- PE/Games
- Careers education

Year 10/11 Optional subjects

- Art (Fine art **or** Photography)
- Art Textiles
- Business Studies
- Computing
- Drama
- French or German
- Food & Nutrition,
- Geography
- History
- Music
- Philosophy & Ethics (RS)
- Physical Education
- Product Design (Design Technology)



Monitoring and reporting progress

Key dates for the year

25 September 2025	Parents' information evening
November 2025	Autumn term report
January 2026	Year 9 curriculum evening (<i>Wednesday 7th TBC</i>) Spring term report Parent-teacher consultation (<i>Monday 26th</i>)
February 2026	GCSE options mentoring
March 2026	Finalisation of GCSE option choices
June 2026	Internal assessments - Maths & Science
July 2026	Summer term report Student-led reviews (parents meet form tutors)

How do we report progress?

Subjects set programmes of study with yearly expectations of what students should learn.

The expectations assume progress and development from year to year. appropriate to “a typical LGS student” given their starting points.

We report on whether students are:

- **exceeding** expectations
- **meeting** expectations consistently
- **meeting** expectations some of the time, but not securely
- **approaching** expectations
- **approaching** expectations, but with some significant gaps

Reporting progress in mathematics and sciences

Professional predictions – the grades we believe students are most likely to achieve at the end of the course, based on evidence.

Parents receive professional predictions as **“laser” grades** for all GCSE subjects, eg:

- **7A - strong** grade 7 - *could quickly improve to grade 8*
- **7B - secure** grade 7 - *intervention may boost to grade 8*
- **7C - insecure** grade 7 - *intervention certainly necessary to secure grade.*

How do we use data in school?

Three data collections points in the year including attitude to learning grades:

- ***Analysis by subject teachers and subject leaders*** leading to appropriate strategies being put in place in the classroom.
- ***Analysis by Phase Leaders*** leading to appropriate interventions and communication with parents.

Parent Teacher Consultation (PTC)

PTC on **Monday 26th January**

SchoolCloud software to schedule and video appointments.

Student-led reviews
w/c Mon 6th Jul



ClassCharts

Please use the
ClassCharts App to
monitor your child's
progress.

Positive *and* negative
comments





"It is our choices
that show what we
truly are, far more
than our abilities."
— Professor Dumbledore
Harry Potter and the Chamber of Secrets

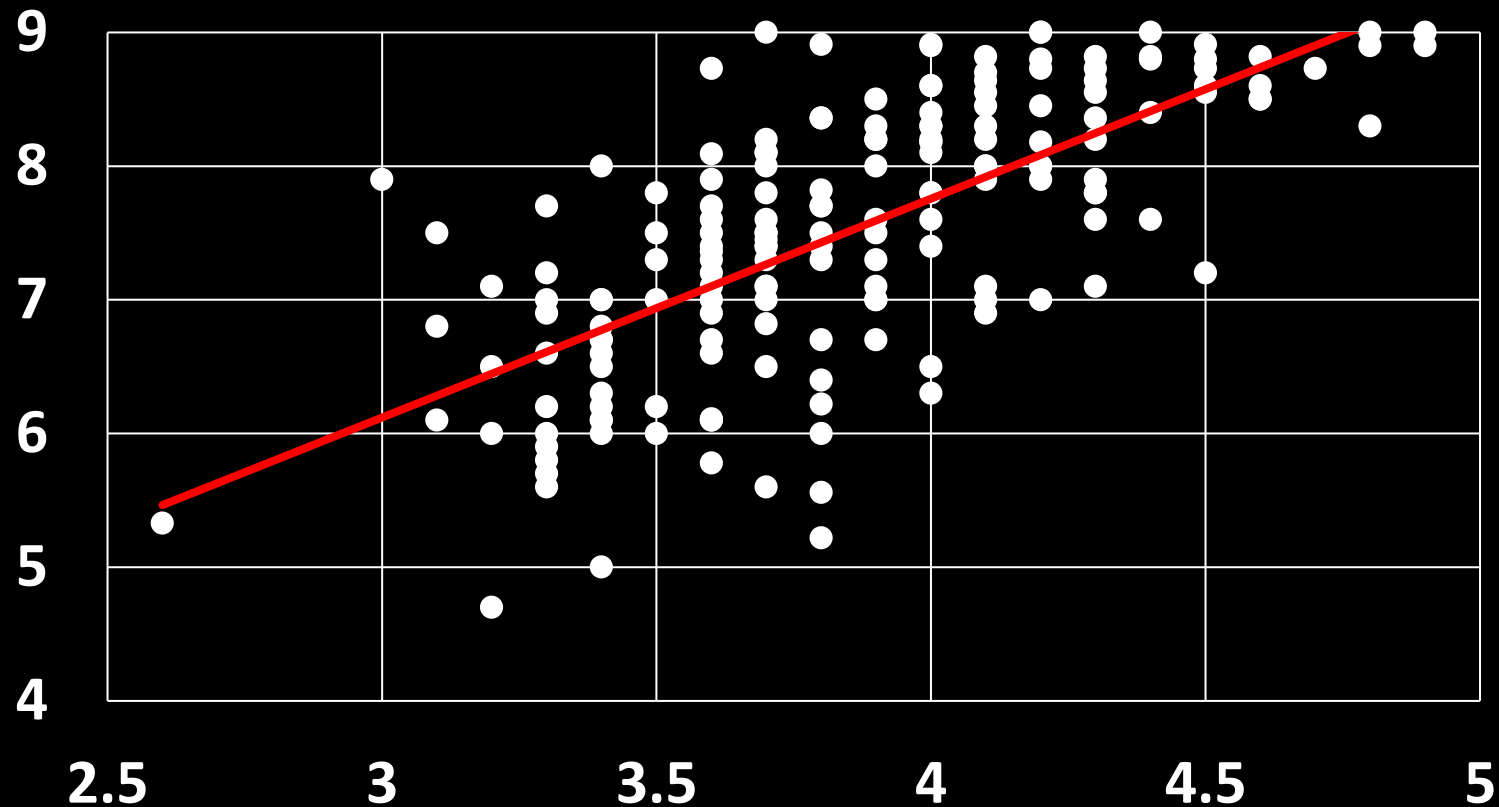
Helping all students be
successful

The importance of attendance

- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- Leave of absence only granted in ***exceptional*** circumstances
- DfE have tightened their position on attendance.

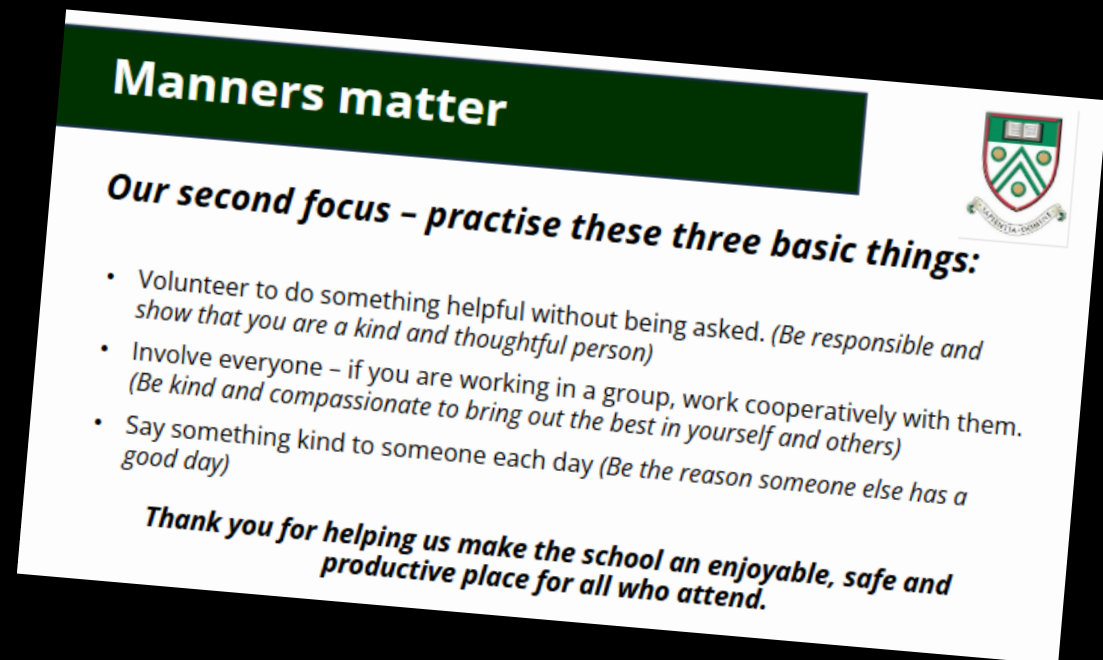
The importance of attitude to learning

Average ATL (x) vs APS GCSE (y) - Year 11
2023



Behaviour expectations

- The importance of “pro-social” behaviours
- Example of our *Manners Matters* fortnightly focus



Manners matter



Our second focus – practise these three basic things:

- Volunteer to do something helpful without being asked. *(Be responsible and show that you are a kind and thoughtful person)*
- Involve everyone – if you are working in a group, work cooperatively with them. *(Be kind and compassionate to bring out the best in yourself and others)*
- Say something kind to someone each day *(Be the reason someone else has a good day)*

Thank you for helping us make the school an enjoyable, safe and productive place for all who attend.

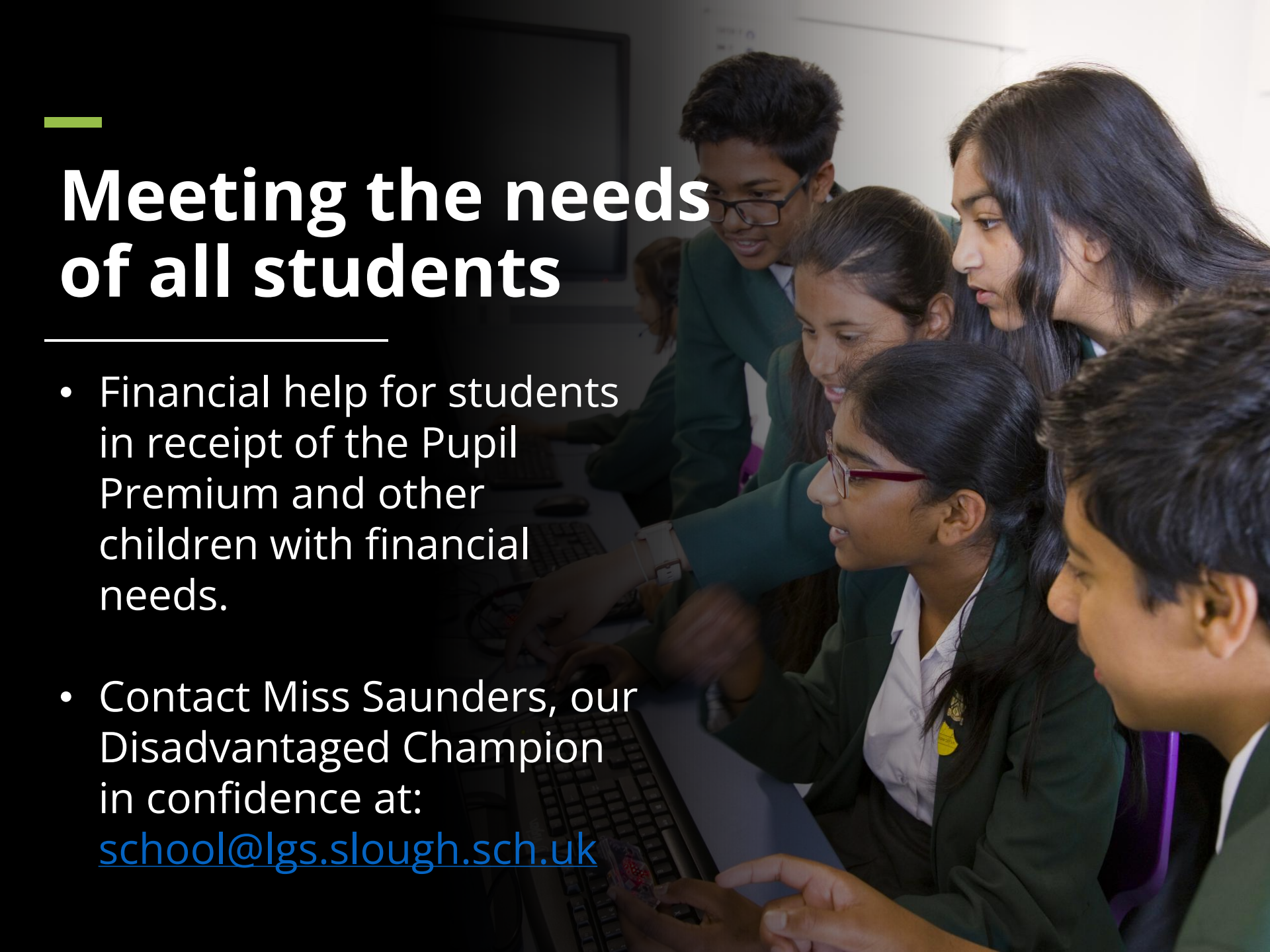
A young woman with dark hair, wearing a green school blazer over a white collared shirt, is sitting at a wooden desk. She is looking down and writing in a spiral-bound notebook with a blue pen. The background is slightly blurred, showing another person in a similar uniform sitting at a desk in the distance.

Meeting the needs of all students

Special educational needs

- Ordinarily available provision
- Pupil passports
- ELSA/Lego Therapy
- Access Arrangements
- External support
- Mentoring

Contact Mrs Andrews, our SENCO
in confidence at
school@lgs.slough.sch.uk

A group of students in school uniforms are gathered around a computer, looking at the screen. The image is dark and serves as a background for the text.

Meeting the needs of all students

- Financial help for students in receipt of the Pupil Premium and other children with financial needs.
- Contact Miss Saunders, our Disadvantaged Champion in confidence at:
school@lgs.slough.sch.uk



Safeguarding support

Safeguarding team

- Mr Harding (Headteacher & DSL)
- Ms Power (Deputy DSL)
- Five other staff members

Direct email

- safeguarding@lgs.slough.sch.uk

How parents can help

- Help with ***organisation***
- Provide a ***place*** to study
- Encourage them to ***respond to feedback*** from teachers
- **Broaden** their experiences
- Encourage **wider reading**
- Establish **appropriate boundaries**

And most importantly.....

- **Talk with them about what they've learnt**



Phase programme and pastoral support

Transition into Year 9

We expect and encourage students to...

- Consistently ***demonstrate more independence and confidence*** in leading activities and developing key life attributes.
- Start to ***recognise their strengths and interests*** and use these to inform their decision making when entering the options process.
- Demonstrate a good understanding of expectations and policies in school and ***do their best to be role models*** to others.
- Be ***actively involved*** in the wide range of activities that are on offer at school.

Our Phase identity

- Supports the overall school ethos;
 - Confident & Well-Rounded
 - Independent & Creative
 - Responsible & Caring
- **Phase project** allows students to develop these characteristics through structured activities
 - Example - Shoebox Appeal

How can we support your child?

- **The role of Phase Leaders?**

- Setting expectations
- Tracking, support and intervention
- Communication to parents

- **Your role as parents?**

- Play an active role in their academic progress and development
 - regular checks on ClassCharts
 - looking at their work
 - support with use of iPads for learning
- Encourage participation in opportunities
- Communication back to school

Phase focus - expectations

- **Behaviour** in and out of lessons
- The way our students **conduct** and present themselves:
 - kindness
 - manners
 - willingness to help others
 - honesty
- **Uniform**
- Attendance and **punctuality**
- **Inspire** other people around them

Year 9 Tutor Team

9C

Mr Pacha

9H

Miss Kenner

9K

Miss Parry

9R

Mr Blanchard

9S

Miss Scollay

9V

Mr Foster

PLs

Mrs Mason & Mr Mullan

Tutor Time Programme

Monday Phase focus/project

Tuesday ClassCharts check

Wednesday Assembly

Thursday Current affairs

Friday 'Form Friday'

A close-up photograph of two young women, likely students, looking down at a device together. The woman on the right is smiling broadly, showing her teeth. The woman on the left is wearing purple-rimmed glasses and is also smiling. They are both wearing light-colored shirts. The background is blurred, showing other people in a classroom or school setting.

**Using technology
effectively and safely**

Mobile phones

Should not be seen or heard during the school day.

May be ***confiscated*** if misused.

Responsible use expected outside school.

Sanctions where inappropriate use impacts other students.

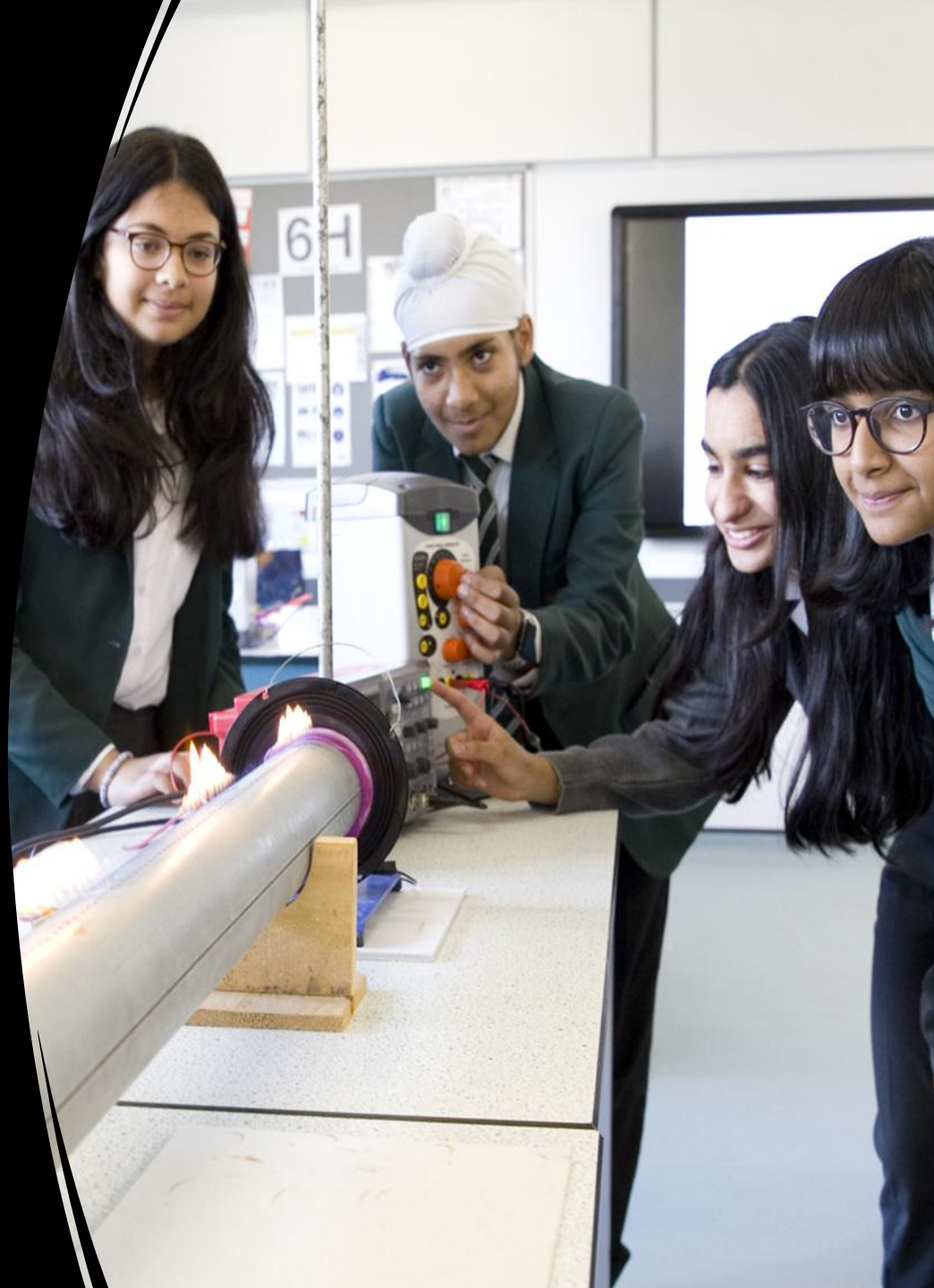


Be aware....

Talk to your child
about how they use
technology

Try to keep up to date
with the latest apps

Seek advice - use
NSPPC website



Managing iPad use

Parents can download ***Jamf Parent App*** to manage iPad use out of school hours

Guidance can be found on our website.



Our advice - take control!

- ***Give your child practical advice, e.g...***

- privacy settings
- switching off location services for certain apps
- keeping passwords secure
- sensible email addresses and avatars
- not posting inappropriate content
- awareness of who they are talking to
- making sure they know how to report abuse

- ***Be clear on your boundaries, e.g...***

- digital times: when and for how long
- try 'no phone' evenings!
- switch off Wi-Fi at a particular time
- no tablets/phones in rooms once in bed
- make sure you have access to iPad passcode

A close-up photograph of two young women with long dark hair, smiling and looking down at something out of frame. The woman on the left has braces. They are wearing grey collared shirts. The background is slightly blurred, showing some greenery.

Final reminders

Working together



General news

- Direct email via MCAS parent app
- LGS Headlines newsletter
- Website
www.lgs.slough.sch.uk
- Instagram



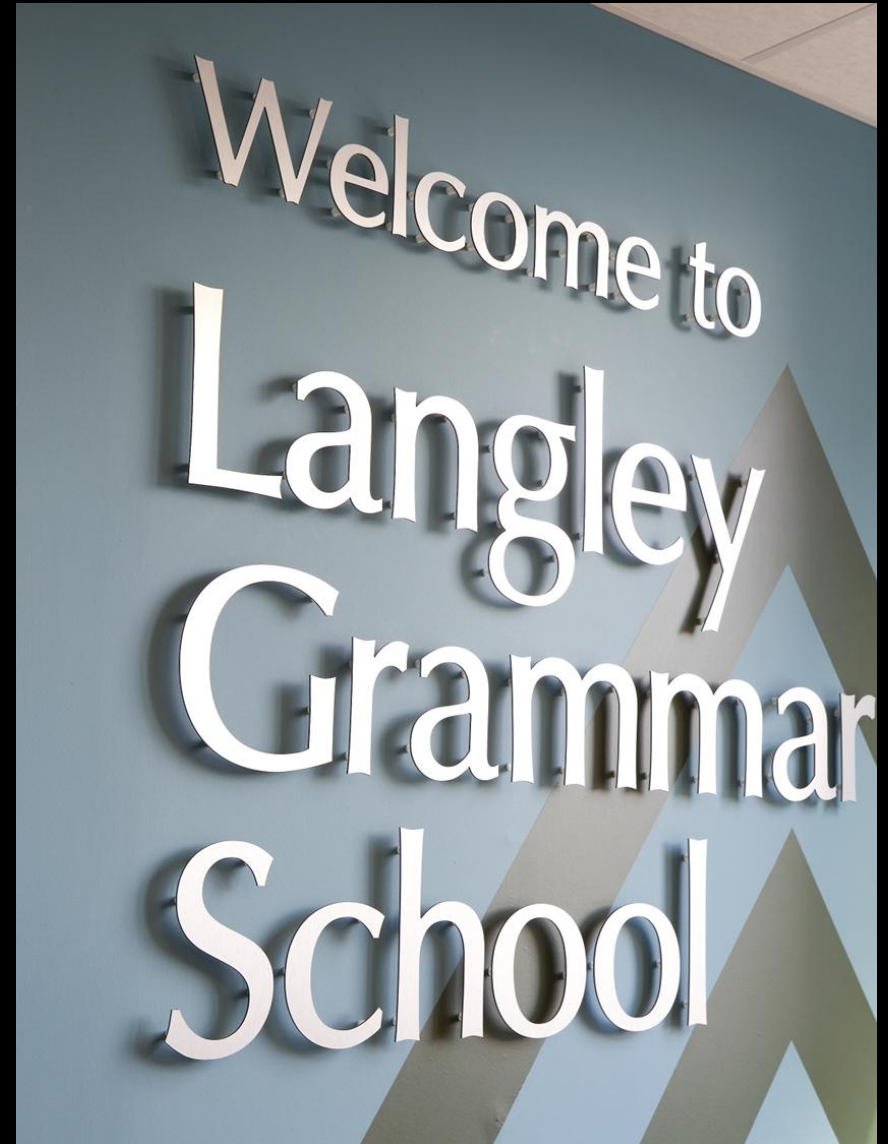
How to contact us...

Phone

- 01753 598300

Email

- school@lgs.slough.sch.uk
- safeguarding@lgs.slough.sch.uk



Some key messages for Year 9

- **Extra curricular activities** and **student personal development** are as important as gaining subject knowledge.
- **Take an interest** in what your child is **learning**, not just what results they get in a test.
- Encourage your child to develop **excellent attitudes** to learning in every subject
- Stress the value of **high attendance** and acting with **kindness, courtesy and respect** towards others
- Manage the **use of technology** at home and be prepared to **discuss** difficult or 'sensitive' issues.

**Thank
you for
joining us
this
evening**

