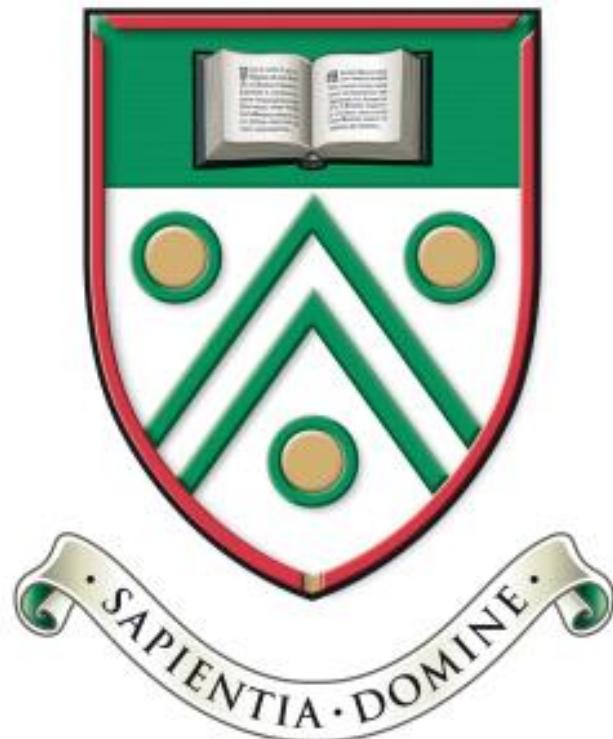


Year 7 Parents' meeting

23rd September
2019



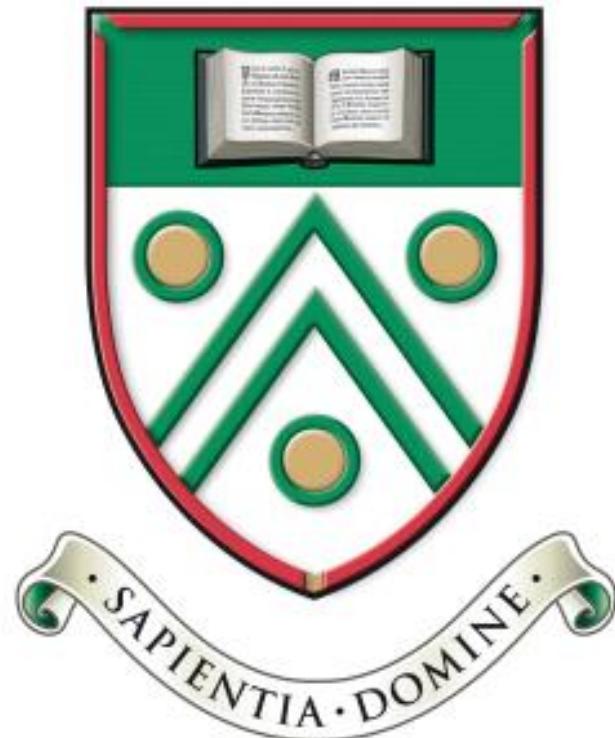
Our ethos

Year 7 curriculum

Support from home

Teaching and learning

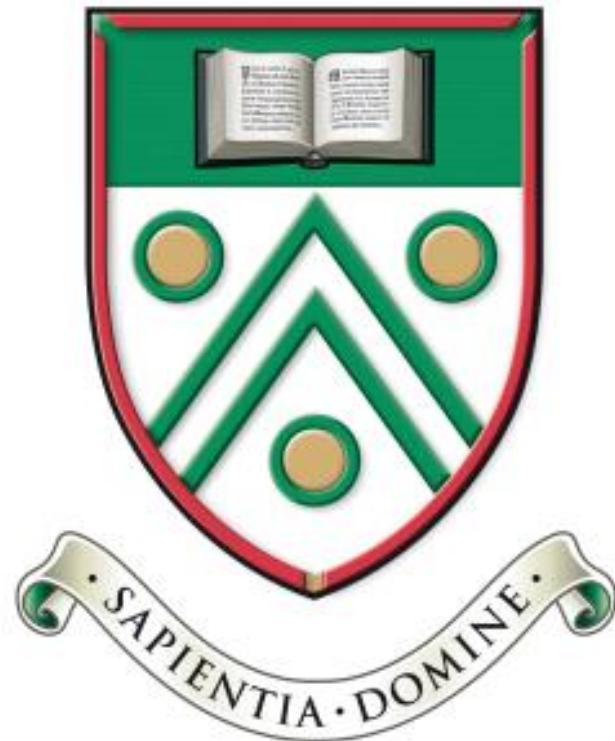
Assessment & reporting



Mr John Constable
Headteacher

Mr Paul Adams
Deputy Headteacher

Mrs Helen Close
Phase Leader



We support our students to become...



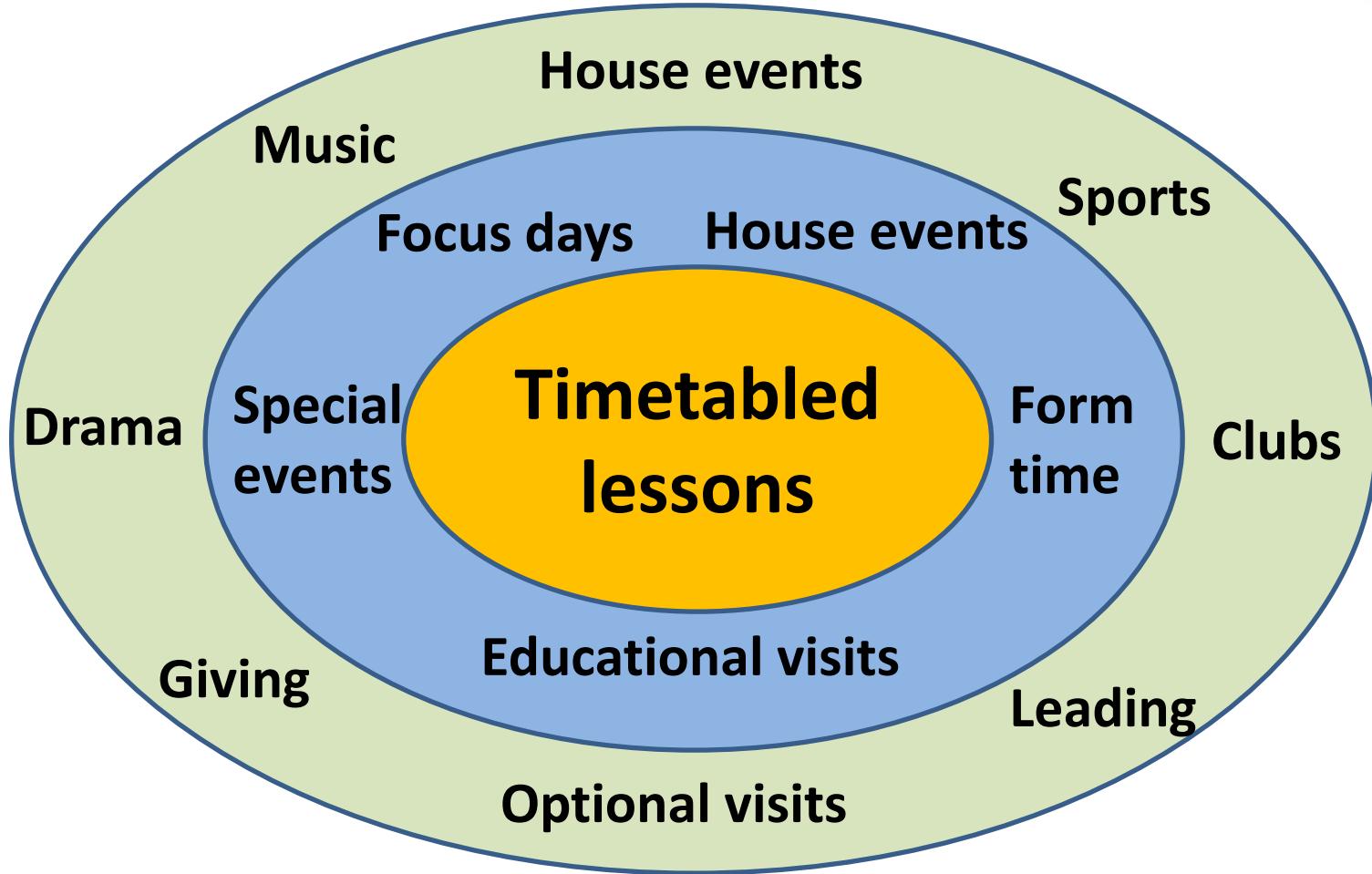
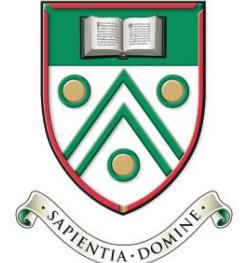
Confident
Well-rounded

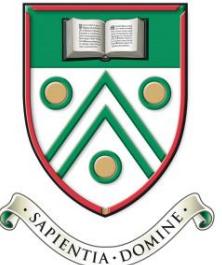
Independent
Creative

Responsible
Caring



Our curriculum

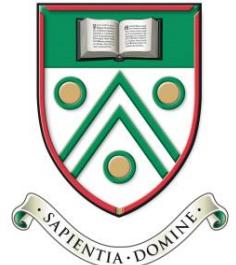




Curriculum content

'Broad and balanced education'

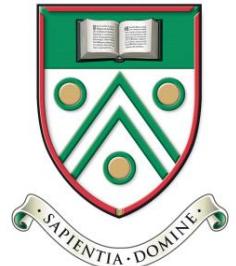
National Curriculum subjects	Other subjects	Other statutory
English	History	Drama
Maths	Geography	PSHE
Science	Modern languages <i>(French and German)</i>	
Technology		
Computing /ICT	Art Music	
PE / Games	Citizenship	



Curriculum – current features

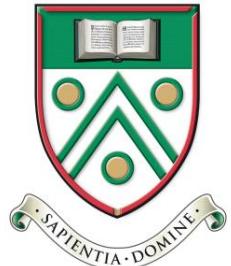
- **Breadth and balance – ‘well rounded’**
- **Government reforms** to qualifications have changed the nature of the curriculum and the way we teach it.
- **5-year programme leading to GCSEs in Year 11**
 - No clear KS3/KS4 distinction
 - Years 7 & 8 seen as foundation years
 - GCSE study during Year 9 for core subjects
 - Breadth and some degree of personal choice in Years 10/11

Curriculum offer may change over the next few years



Curriculum – current features

- **Two modern foreign languages** in Yrs 7-9
 - Second Language begins in Year 8
- **Music, Art & Drama** as separate weekly subjects throughout Years 7-9.
- **Personal development and citizenship ('PCS')**
 - PSHE, including sex & relationships education
 - Citizenship *eg government, politics, community*
 - Careers
 - Taught through extended tutor time in Year 7, discrete PCS lessons, Focus days, registration time etc.
- **Science**
 - Science course in Years 7 & 8 but distinct Bio, Chem, Phys topics
 - Biology, Chemistry and Physics as separate subjects from Year 9, beginning GCSE work.



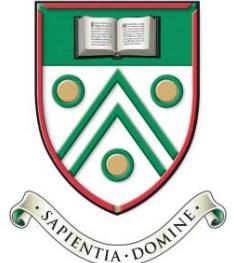
Year 7 Timetable

25 hours of lessons per week

50 hours per fortnight

English	7	Design Technology	3
Maths	6	Philosophy & Ethics	2
Science	6	Music	2
History/Geography	6	Drama	2
Languages <i>French or German</i>	5	Art	2
ICT/Computing	4	Tutor period	1
PE/Games	4	+ Assemblies/registration	5

Form time/assembly – 30 mins each morning, 2½ hrs per week



Curriculum – current features

Focus/Theme days

- Cross-subject themes - linking subjects together
- Introduce new ideas
- Develop creativity
- Just something different.....
- **Memorable experiences**

100th Anniversary of World War I



Other focus day events



Year 9 Enterprise event



Year 7 Residential Trip

Wed 11th - Fri 13th March 2018

PGL Marchants Hill
Marchants Hill, Tilford Road
Hindhead, GU 26 6RF
www.pgl.co.uk



Where are we going?



And when....?

- Leaving school at lunchtime on Wednesday
- Returning on Friday 4pm



Multi-Activity

- **4 action-packed adventure activity sessions per day**
- **Evening entertainment**
- **Great for personal development & confidence building**
- **Increases motivation & appetite for learning**



Adventure activities

- Abseiling
- Aeroball
- Archery
- Challenge Course
- Climbing
- Eco Trail
- Fencing
- First Aid
- Giant Swing
- Hiking
- Jacob's Ladder
- Low Level Ropes Course
- Orienteering
- Powerfan®
- Problem Solving
- Quad Biking
- Raft Building
- Rifle Shooting
- Sensory Trail
- Sports and Team Games
- Survivor
- Trapeze
- Zip Wire



Evening entertainment

- Ambush
- Boat Build
- Campfire
- Capture the Flag
- Cluedo
- Disco
- Generation Game
- Karaoke
- Night Hike
- Passport to the World
- Quiz
- Robot Wars
- Splash
- Starburst
- Wacky Races

Home away from home

- All residential dormitories are warm, comfortable and 100% secure.
- Girls and boys sleep in separate areas
- All bedding is provided on centre
- Separate shower/toilet facilities for girls and boys.

PGL cannot guarantee 100% safety for personal items brought onto centre and they will not be covered by insurance. It is therefore advisable to leave valuables – cameras, mobiles, iPods, MP3 players, computer games, jewellery - at home. A clearly named disposable camera is acceptable.



Food glorious food!

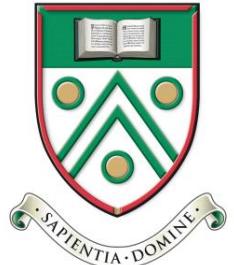
It's important for students to maintain high energy levels throughout their stay, so 3 freshly-prepared, healthy cafeteria-style meals are served in our communal dining area every day.

A varied choice is always offered, with both hot and cold meals, a salad bar, at least one vegetarian option and yes, sometimes even chips!

Plenty of juice and water is available at all times.

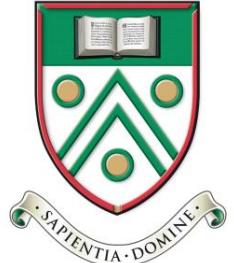
Most dietary requirements can be catered for as long as we are told in advance – forms will be issued to the group prior to your visit for this purpose and to establish any medical needs.





What's next?

- Letter will be offered to students as soon as possible
- Total cost is likely to be approximately £220
- £80 deposit will be due Friday 4th October via ParentPay
- 2 further instalments in the year, of around £70
- We are currently holding 150 spaces

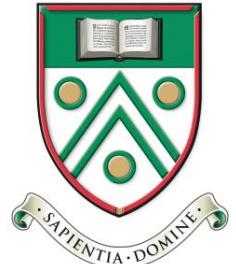


Coming up this year....

- Focus Day #1 activity
- House music
- Pantomime visit
- House drama
- English visit
- Inter-house sports
- Humanities visits
- Sports Day
 - History
 - Geography

Focus Day #3 + 1 other day

Extracurricular opportunities



- House events
- Sports clubs
- Sports teams
- Music lessons
- Musical ensembles
- Drama productions
- Chess
- Computing
- Debating
- Psychology
- Art
- Drama
- Mandarin (Yr 10)
- Spanish (Yr 10)
- ‘Pop up’ clubs

Expectation of participation

Teaching and learning at LGS



Excellence in Learning student group



The *Excellence in Learning* logo

Motivated

Curious

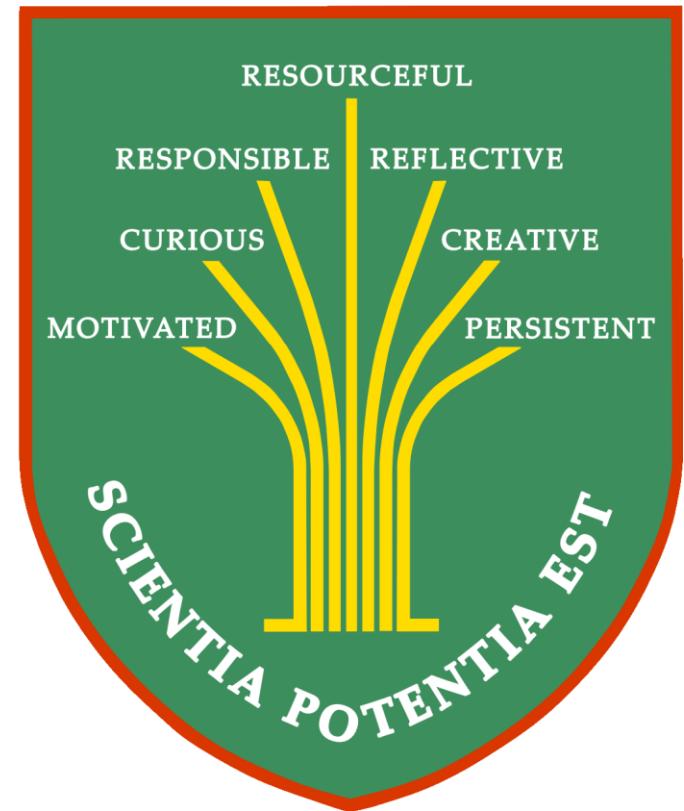
Responsible

Resourceful

Reflective

Creative

Persistent



Adapting to a new timetable

Students' 3 key tips:

- Ask other students and teachers for help
- Plan homework so it doesn't just get done the day before
- Make strong bonds with friends



Variety in teaching approaches



Creative and traditional



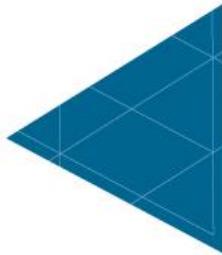
Extra-curricular, wider reading and educational visits



Excellence in Teaching at LGS



External recognition



TRANSFORMING PRACTICE IN
**Variety of teaching
approaches**

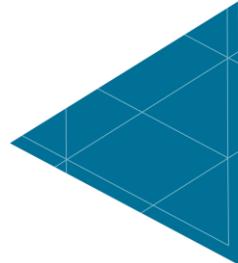
ssat the schools, students
and teachers network

The Framework for
Exceptional Education



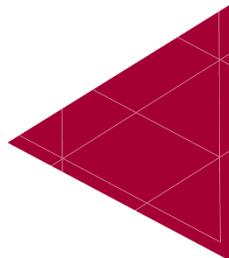
TRANSFORMING PRACTICE IN
**Use of assessment
and data**

SSAT Framework for Exceptional Education



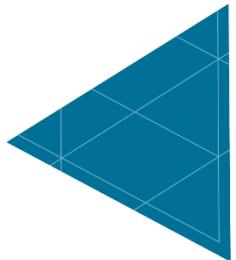
TRANSFORMING PRACTICE IN
**Climate for
learning**

SSAT Framework for Exceptional Education



TRANSFORMING PRACTICE IN
**Professional
learning**

SSAT Framework for Exceptional Education



TRANSFORMING PRACTICE IN
**Effective learning
behaviours**

SSAT Framework for Exceptional Education



Distinguished School

Marking and feedback

- Detailed, precise, comprehensible feedback on what has been done well, and how to improve.
- Feedback can be written, oral, or through peer assessment.
- Students use the feedback effectively.
- In proportion to the frequency of lessons in a subject.

Grades Check – A12f: people and environment		Pupil	Teacher
What do you want to get right in this homework?			
I want to add as much detail as I can without repeating information and making sure it is of a high standard. ✓OK			
L4 (Redo?)	You explain how different players are affected by river management types, e.g. the NFU versus the residents association, why do they want different things?		
L5	You are clear in justifying your choices and you have clearly explained why your management is the best scheme to suit as many players as possible.		
6	You have shown a strong understanding of why some players will agree to your proposals and why others will not and you have acknowledged why this can lead to a conflict and therefore why river management is difficult. Talked about both hard and soft engineering as management types and evaluated the positives and the negatives of these, while ensuring that your method is economically, socially and environmentally sustainable if possible.		L6B
Something about your work:		Teacher's comment What you did well... I listened well during debate and even though solution wasn't very listened to war and anchor.	
What needs working on... Your Conclusion		you have a clever idea but do you consider all the key players points of view??	

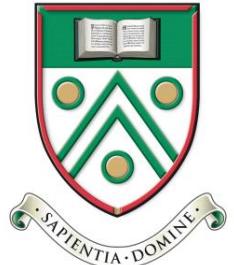


Supporting students at home





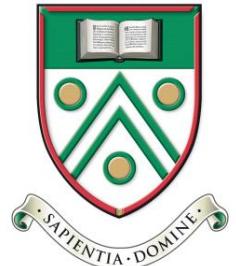
The importance of *organisation*



Homework

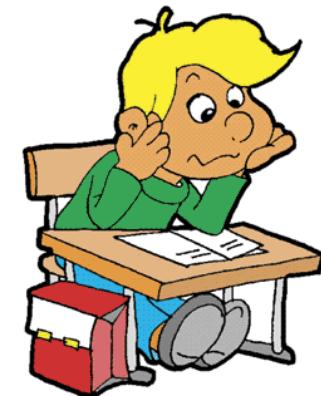
Homework will usually have one of the following aims:

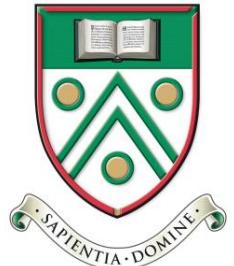
- To ***consolidate*** or ***extend*** students' learning in lessons
- To provide opportunities for students to ***practise*** particular skills
- To enable students to learn new material, ***independently***
- To ***prepare*** students for upcoming topics and lessons
- To help students ***prepare for assessments***, tests and examinations



Homework

- No fixed HW timetable
 - Expect homework on the day of the lesson
- **Average** 25-30 mins per assignment, but this will vary quite a lot....!
- Encourage your son or daughter to.....
 - do the work **when it is set**
 - do their best **within the time** allocated
 - do it **themselves**
 - do it **neatly**
 - ***get on with it!***
 - learn to work **faster**.....





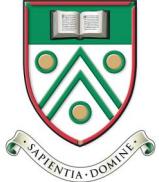
Beyond homework

In addition to set homework, we encourage students to:

- **Read widely**
- Go beyond the curriculum
- Review their learning on a regular basis



Information on our website



A screenshot of the Langley Grammar School website. The header features the school's crest on the left, followed by the text 'Langley Grammar School'. To the right of the text are several social media icons (Facebook, Twitter, Instagram, etc.) and a 'MENU' button. The main content area shows a photograph of a teacher and a student in a classroom, both smiling and looking down at a desk. Below the photograph, a breadcrumb navigation path reads: 'Home > Teaching & Learning > Curriculum > History'. A red horizontal bar spans across the bottom of the page.

In this Section

History

› Art

Years 7-9

› Chemistry

During Years 7-9 the following topics are taught.

› Biology

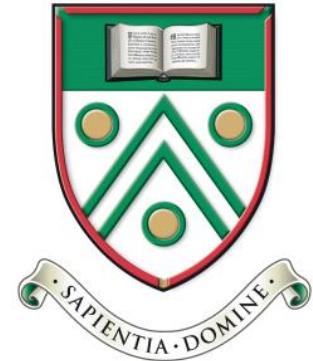
	Year 7	Year 8	Year 9
	The mystery of the skeletons Quick history: Romans to Normans – who made the biggest difference? Did people love or hate living in the	A quick history of Britain 1500–1900 The English Reformation: how did the Reformation affect ordinary people in Tudor	What can the Olympics tell us about the twentieth century? Why did soldiers carry on fighting in the trenches?

› Business Studies

› Classical Civilisation

› Computing and ICT

- [Home](#) > [Teaching & Learning](#) > [Curriculum](#) >



What this does:

- **Helps teachers** organise their classroom to get the best out of every student interaction
- **Helps tutors** have conversations about achievements and behaviour
- **Helps you (parents)** be aware of what students are doing in school , and what homework is due
- **Helps your children (students)** by reminding them of homework and helping them reflect on their behaviour.

You will need to download the ClassCharts app. We will send you full instructions and log-in details.

Use your email address

Login with a code we send you (in September)

Access through apps on your phone, iPad, computer

Teacher **Parent** Student

Enter your email:

Email address

Confirm your email:

Retype your email address

I already have an account

I don't have an account yet

Parent access code (supplied by school):

Access code

Your name:

Your name

Choose password:

Choose password

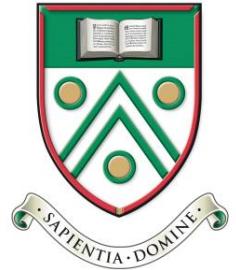
Retype chosen password:

Retype chosen password

Remember me

Log In

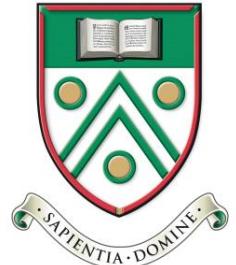
Helping your son or daughter at home



- Refer to the student planner
- Help with organisation
- Provide a place to study
- Encourage effective study skills
- Encourage them to respond to feedback
- Be familiar with the curriculum information on the school website
- **Encourage them to read widely**

Reporting progress





Achievement point system

Achievement points for

- C Commitment
- Z Citizenship
- P Progress
- A Attainment



Certificates

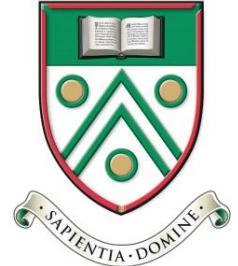
15 pts	Bronze Award
30 pts	Silver Award
60 pts	Gold Award
100 Pts	Platinum Award
200 Pts	Diamond Award

1 pt *Above normal expectations*

3 pts *Sustained / significantly above expectations*

5 pts *Outstanding / far beyond expectations*

How do we report progress?



Subjects set programmes of study with yearly expectations

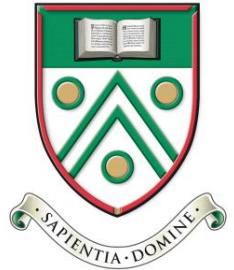
- knowledge and understanding
- skill development

Expectations assume progress and development from year to year.

Reporting – students are....

- *exceeding* expectations
- *meeting* expectations
- *approaching* expectations

Based on a ‘typical’ LGS student.

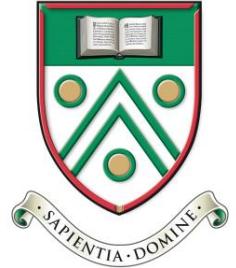


Reporting

Three formal reporting points per year

- **Pastoral review (November)**
 - In-school comment from each subject teacher
 - Meeting with form tutor, parent and student
 - Data summary showing Attitude to Learning (A2L) grades.
- **Parent-Teacher Consultation (March)**
 - 5-min meetings with each subject teacher
 - Data sheet showing A2L and assessment against expectations (A/M/E).
- **Student-led reviews (June)**
 - Student-led review process in meeting with form tutor.
 - Summary report showing A2L assessment against expectations (A/M/E).
 - Looks back over the year and sets targets for Year 8
- All data summaries will be published online via **SIMS Parent App**

Helping your son/daughter settle in....



- **Attendance** and punctuality are important
- **Broaden** their horizons and interests
- **Balance** workload and other activities
- **Talk to us** first if you have concerns

Communication

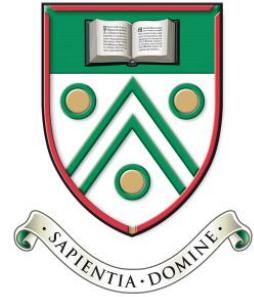
Your son/daughter.....

- Two key apps
 - SIMS Parent App
 - ClassCharts

Please make sure we have accurate up to date contact details including email

General news....

- Direct email to parents via SIMS InTouch
- Newsletter ***LGS Headlines***
- Website ***www.lgs.slough.sch.uk***
- Twitter feed ***@lgs_news***



Uniform

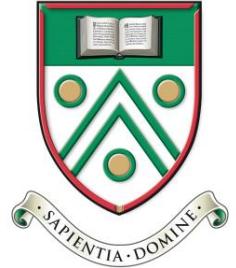
Boys' uniform

- Green blazer
- Charcoal trousers
- White shirt
- School tie
- Black/grey socks
- Black shoes
- PE and games kit

Girls' uniform

- Green jacket
- Dark grey skirt *or* dark grey trousers
- White revere collar blouse
- White socks or black/grey/natural tights
- Black shoes
- PE & games kit

'High street' trousers and skirts are permitted but must be as close as possible in style and colour to the regulation items available through Hawkinsport.



Who to contact?

- Form tutor
- Student Support - *Mrs Collins, Mrs Virdi*
- Phase Leader - *Mrs Close*
- Senior Leadership Team - *Mr Adams (Deputy Head)*
- Designated safeguarding lead - *Mr Cook*

Contact via 01753 598300 and school@lgs.slough.sch.uk

Building project

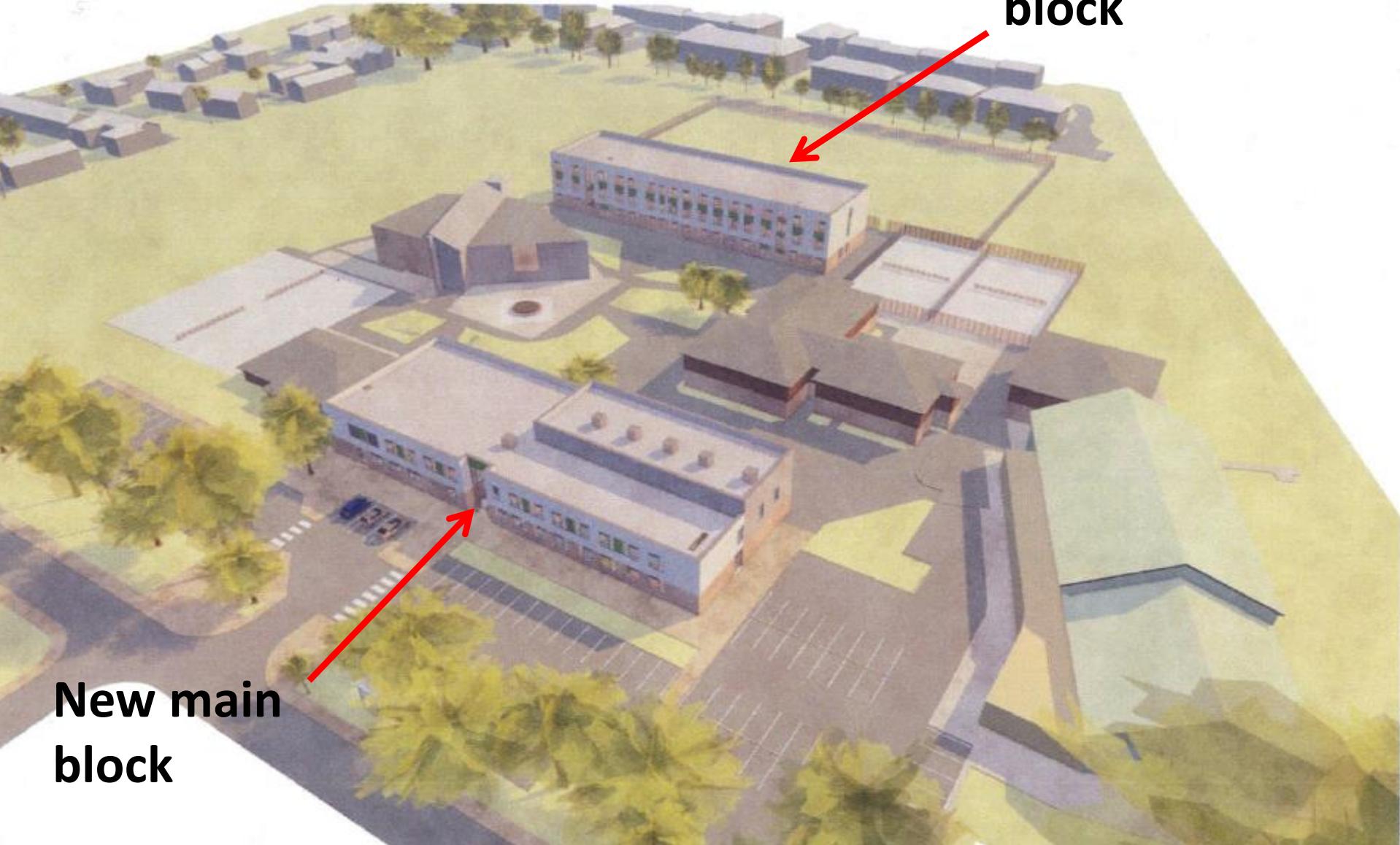


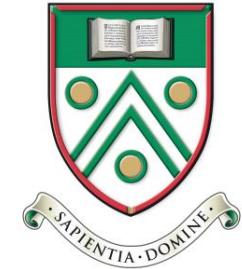






Building project



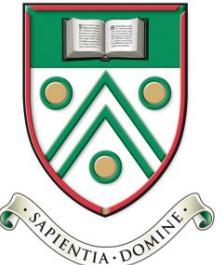


Project phasing

Phase 1	Feb 2019	Set up contractors' compound and access road to back of school. Start building new 2-storey teaching block on the current hard court area Set up temporary accommodation in Nov/Dec 2019
	Feb 2020	Move subject teaching to new block. Move into temporary accommodation on remaining hard courts for dining room, kitchen, library, staff and admin offices etc
Phase 2	March 2020	Start demolishing the old 1956 buildings
	July 2020	Start building new 2-storey ' Front of House ' block Lay new hard courts at front of school Complete site landscaping
Phase 3	July 2021	Move from temporary accommodation into new FOH block Reinstate hard courts at rear of school

School funding





School funding

- School budget is approx **£5.6 million**

Staff costs	80%
-------------	-----

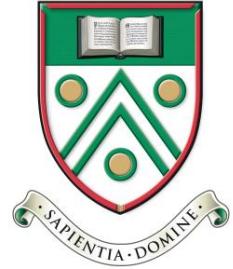
Utilities, site etc	10%
---------------------	-----

Curriculum costs	10%
------------------	-----

(Includes 2.5% on exam fees.....!)



- School funding has **declined over several years**
 - year-on-year reductions in income
 - increased costs
 - flat funding for Sixth Forms – lower than for Years 7-11
 - heading towards a national funding formula for all schools
- We have been using **reserves** to balance our budget



iPad programme

Students from Yr 8 upwards
use iPads to support learning.

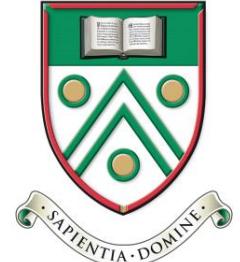
Roll-out to Year 7 in late
summer term

**Parent-funded through
purchase or lease – or use
one you already have.**



Distinguished School

LGS Development Fund



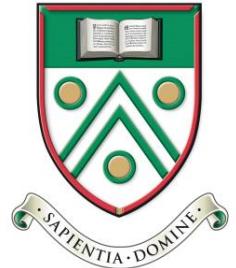
What for?

- Small-scale development projects
 - Curriculum resources, facilities for students, “extras”
- Resourcing of the new buildings

How?

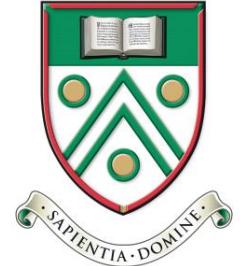
- Gift Aid – school can recover the tax
 - Regular donation by standing order
 - One-off donations

LGS Development Fund



£2.50 ?

LGS Development Fund



If.....every family in Year 7 contributed

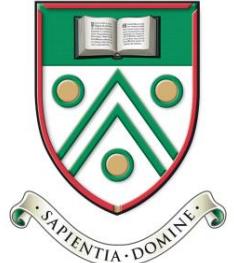
£10 per month

.....*we would raise*

£21,600 per year

.....*to which the government could add*

£5,400



Our next meeting

- **Wednesday 16th October at 6.30 pm**
- Focus on personal development and pastoral issues
 - how have the students settled in?
 - how can we deal with any issues?
 - our framework for students' personal development
- Opportunity to meet and talk to form tutors
- ***What else would you like to know?***

Questions?

If you have any questions you would like to be addressed at the October Pastoral meeting, please write them down and drop them in the box on the landing outside the hall.

If you have a query that requires a more immediate response, please include your contact details.

