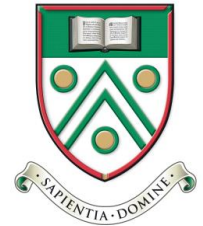


Year 10 Parents' meeting

Tuesday 1 October 2019

Content



- 1. GCSE and A Level examinations**
- 2. Implications for the Sixth Form**
- 3. Supporting your son or daughter**

Mr John Constable
Headteacher

- 4. Transition to GCSE courses**
- 5. Looking ahead**
- 6. Monitoring & reporting progress**

Ms Jennifer Roughton
Phase Leader – Yrs 10/11

- 7. Spotlight on new GCSEs in English and Maths**

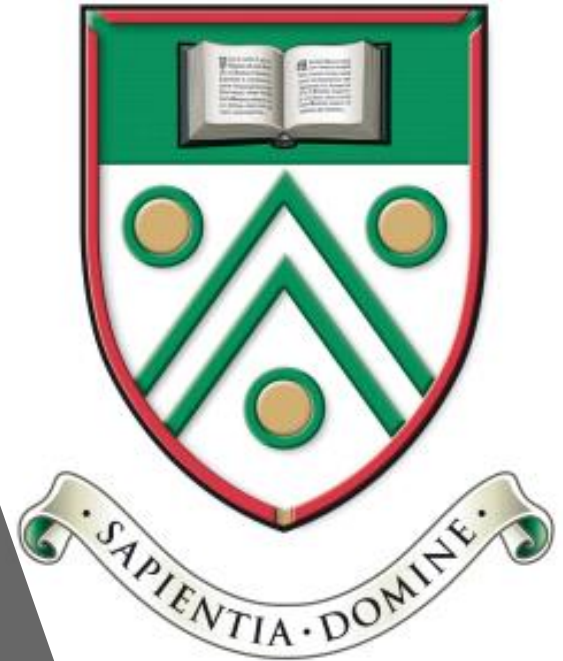
Miss Simi Mangat and Dr Iwona Rentflejsz Subject Leaders for Maths & English

- 8. The building project**
- 9. School funding**

Mr John Constable
Headteacher

GCSE and A Level Examinations

....a period of
change.



**‘Strong pass’
= Grade 5+**



**‘Standard pass’
= Grade 4**

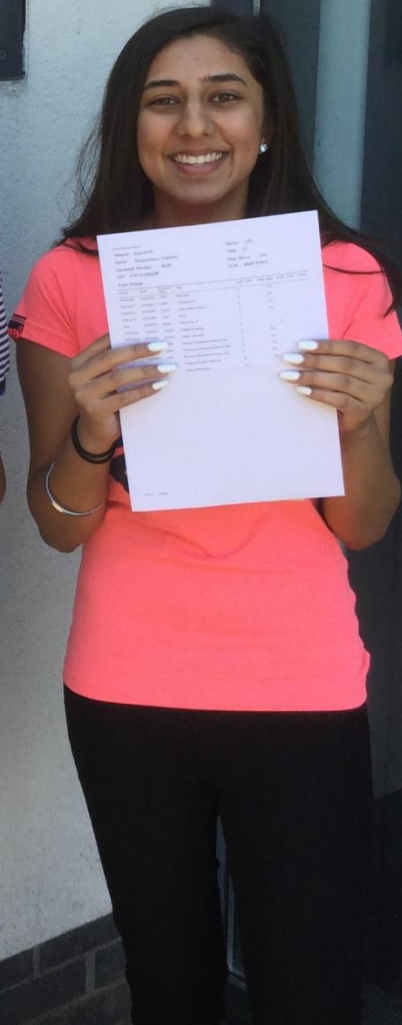
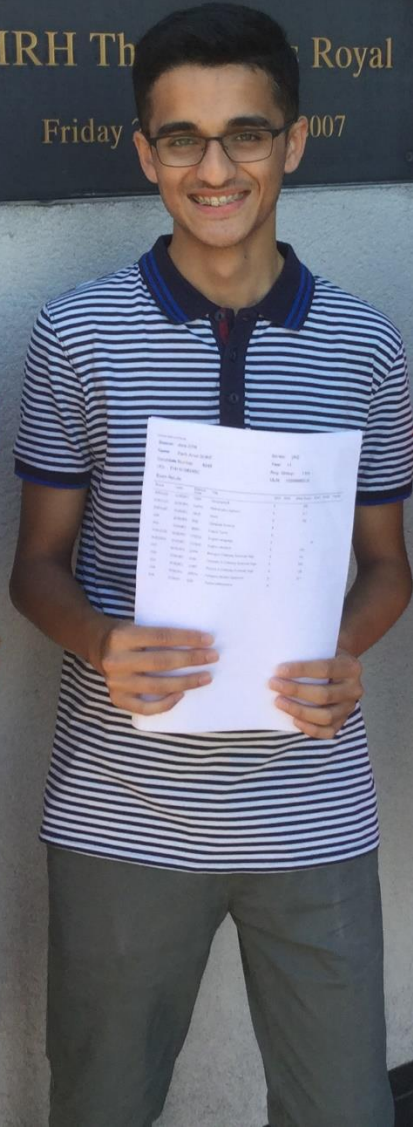
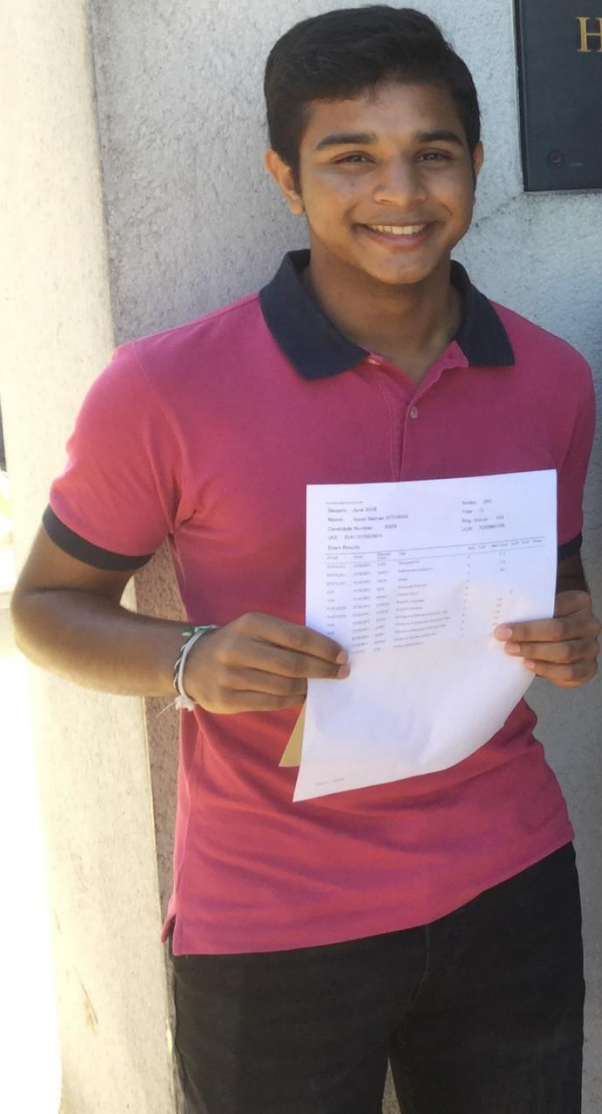


New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

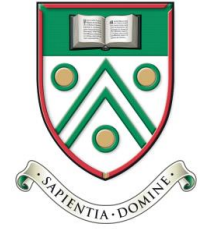
GCSE Results Day.....



Langley Grammar School
opened by
HRH The Queen Royal
Friday 2007

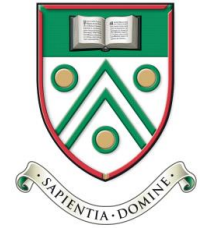
Examination Re
STUDENTS AND STAFF ONLY IN
FORM CENTRE PLEASE
PARENTS ARE RESPECTFULLY ASKED
REMAIN OUTSIDE THE BUILDING

LGS GCSE results in 2019

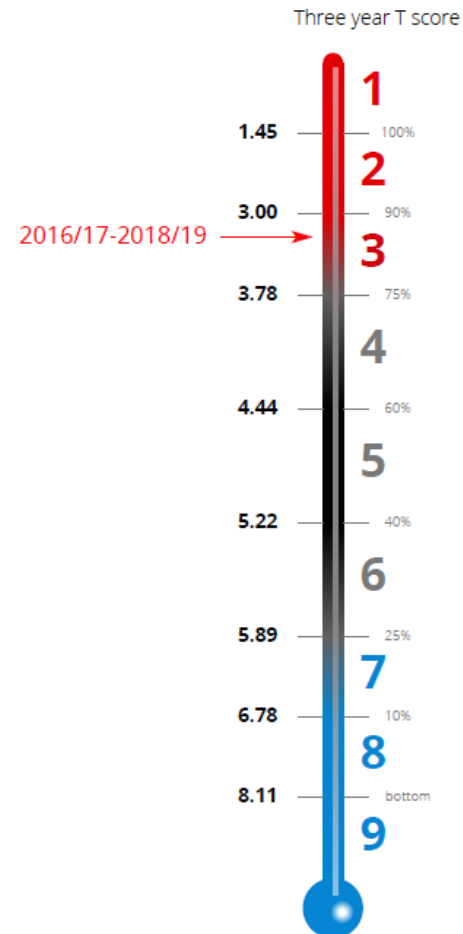


- Overall 64% grade 9-7
- 73% grades 9-7 in English
 - *21% grade 9s in English Lit*
- 82% grades 9-7 in Maths
 - *25% grade 9s*
- Average - grade 7
- *Initial indication is for good **progress** score*

LGS A Level results in 2019



- **66% A*-B grades**
- **Three year ALPS grade 3:** *Top 25% of schools for value added (i.e. progress) from GCSE to A Level based on results from last 3 years*



External recognition



TRANSFORMING PRACTICE IN
Variety of teaching approaches

ssat the schools, students and teachers network

The Framework for Exceptional Education



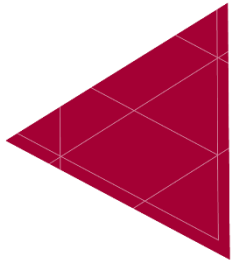
TRANSFORMING PRACTICE IN
Use of assessment and data

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

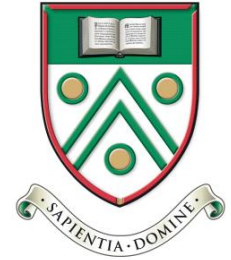
SSAT Framework for Exceptional Education



Distinguished School

Reformed GCSEs....

What's different?



- More subject content to learn.
- Demand/challenge increased:
 - Harder topics introduced
 - Some material moved down from A Level
- Assessment by end-of-course examination for non-practical subjects.
- Total examination time has increased

Many positive aspects to new courses

Some examples ...

Chemistry - New course has more higher level topics taken from the first year of the A Level course.

Physics - Students now need to remember a large number of equations that were previously given.

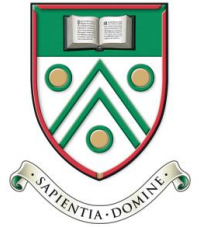
Geography - Big shift from factual recall to analytical and lateral thinking

French & German - Now required to use knowledge of grammar and vocabulary to translate sentences and generate their own sentences in written tasks, rather than just learn set phrases.

Implications for Sixth Form and beyond

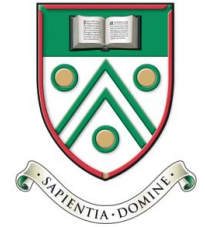


Implications for entry to Sixth Form



- General entry requirement based on performance across **ALL** GCSE examinations taken.
 - Average point score **5.5**
- Minimum **Grade 5** in English Language and Maths
- Specific entry requirements for each A Level subject

Implications for entry to Sixth Form

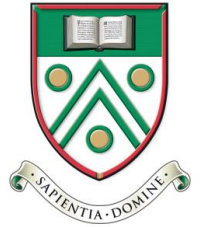


Specific entry requirements for subjects

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, <u>or</u> Grade 7-7 in Combined Science <i>* Also requires Grade 7 Maths</i>
Most other subjects	Grade 6 in relevant GCSE subject(s)
Economics	Grade 6 in Maths
Psychology	Grade 6 in English <u>and</u> Biology

These entry requirements are normally non-negotiable

Implications beyond Sixth Form



- *Number of 8 & 9 grades important for competitive courses*
 - *Oxford and Cambridge*
 - *Russell Group universities (most courses)*
 - *Medicine*
 - *Dentistry*
 - *Veterinary Science*

**Supporting
your son or
daughter
through year
10**



Exam preparation starts now...

To be successful students need to do more than 'do their homework' but should regularly revisit and revise their learning.

Resources include:

- Students' own notes
- Sapientia (Sharepoint)
- Specifications useful as checklists
- Revision guides
- Online resources





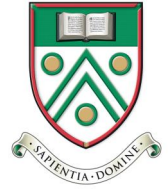
What place do iPads have?

Use of iPads....

- Collation of notes
- Online resources
- Specific apps for revision
- Vocab learning
- Mindmapping tools
- Etc.....



Information on our website



In this Section

- > Art
- > Chemistry
- > Biology
- > Business Studies
- > Classical Civilisation
- > Computing and ICT

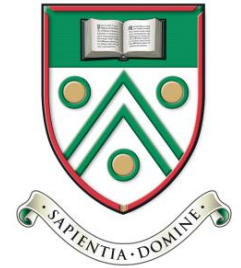
History

Years 7-9

During Years 7-9 the following topics are taught.

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

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



What this does:

- **Helps tutors** have conversations about achievements and behaviour
- **Helps 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 have sent you instructions and log-in details.

Use your email address

Login with a code we sent you

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

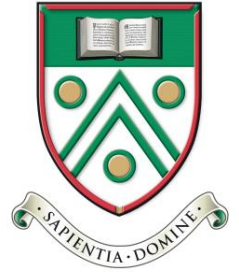
Your name:
Your name

Choose password:
Choose password

Retype chosen password:
Retype chosen password

Remember me

Communication



- School website www.lgs.slough.sch.uk
- Follow us on Twitter [@lgs_news](https://twitter.com/lgs_news)
- Newsletter – ‘**Headlines**’ – every half term
- SIMS ‘In Touch’ emails and text
- Phone – 01753 598300
- Email to school@lgs.slough.sch.uk
- Class Charts

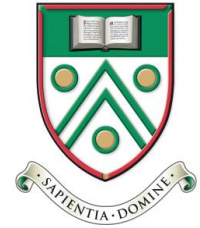
We cannot contact you if your contact details are incorrect!

Please tell us about any changes or update on Parent App.

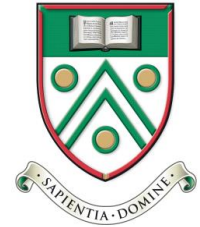
Transition to GCSE-level study



REMEMBER...



- Just **TWO** of the **FIVE** terms available for GCSE preparation are in Year 11.
- The **WHOLE** of Year **10 & 11** is crucial to success, not just Year 11
- Get into the correct frame of mind **NOW!!**



Success is not guaranteed.

Success looks different for different students *(not everyone can get straight Grade 9s!)*

Success is only realised through effort.

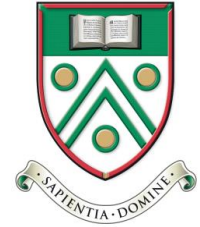
Effort requires determination.

Determination is fuelled by motivation.

Motivation is driven by the will to succeed.

Students will have different expectations to **SUCCEED** but **they can all be SUCCESSFUL.**

Some things to consider....



Students have **chosen** their **options**, so need to commit

Social media can be used **well**, or **poorly**....

Every lesson counts – subject content, exam practice etc

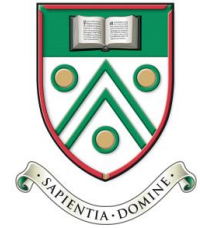
Social life begins to expand, just as the **pressure** of work builds

Final exams are more important than previously

Homework becomes more flexible, both in content and duration – students are expected to manage complicated schedules.

“Not just a walking set of exam certificates”

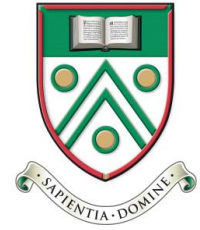
Year 10 & 11 Phase Ethos



EXCELLENCE CHOICES RESPONSIBILITY

In everything I do, I will:

- Give maximum effort in order to achieve my best**
- Make wise decisions that will aid me in achieving excellence**
- Take responsibility for my actions and their outcomes**



Clearly, our message is:

**Year 10
matters!**

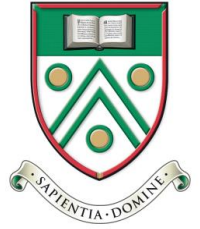
A2L



**Choose your attitude.
It starts with you.**



Striking the right balance



Too much ambition/pushing can be **counter-productive** and cause stress and burn out.

Too little can lead to underachievement relative to potential.

Supporting mental health

- We expect students to work hard
- But in order to achieve well they will need time to rest, exercise and pursue other interests



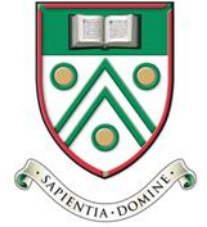
**Looking
ahead.....**



“More than a walking set of exam certificates.....”



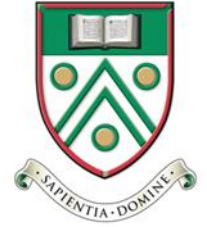
Careers/HE guidance



March – What Next? Event at LGS

- Higher Education, Apprenticeships and Careers conference and exhibition at LGS
- Coordinated by Director of Sixth Form and Careers Adviser
- Year 10 participate in the event as a year group
- Representatives from a wide range of top universities and employers that students can engage with

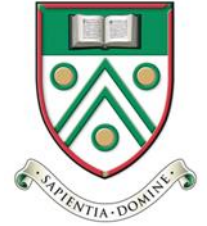
Careers/HE guidance



June-July - CV Writing and Job applications

- Workshop run by *Learning to Work*
- Resources provided for students to prepare their own CV
- Students given three different job descriptions for different companies. They research the jobs and write an application letter.

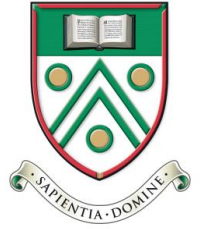
Careers/HE guidance



July - Morrisby careers profiling assessment

- Completed online at a designated time at school
- 1-2-1 interview with our in-school careers adviser, to analyse the feedback
- Includes lifetime access to your online dashboard including extensive resources on careers and higher education
- Requires additional fee

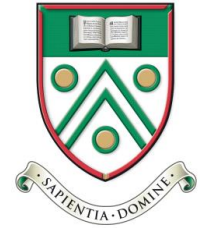
What do employers want?



- 1. Self-reliance skills**
- 2. People skills**
- 3. General employability skills**
- 4. Specialist & technical skills**

Source: www.prospects.ac.uk

Opportunities to develop these skills include...



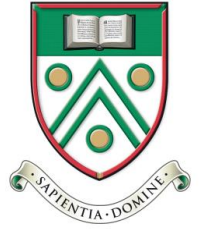
Within School

- Member of music band/orchestra/choir
- Participation in competitive/team sport
- Duke of Edinburgh Award
- Music lessons
- Public speaking/drama
- Extra curricular programme
- Positions of responsibility e.g. House Captain

Beyond School

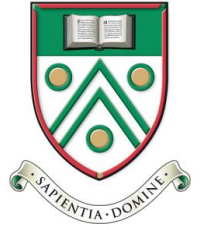
- Work experience/shadowing
- Weekend/holiday job
- Fundraising for charity
- Club/society membership
- Voluntary work
- Sports coaching
- Developing digital skills, coding, web-design
- Working & travelling abroad for foreign language skills

Key points



- 1. University admissions tutors looking for many of the same skills as employers - i.e. breadth as well as depth.**
- 2. Think ahead and grab opportunities as they arise.**
- 3. Develop self-awareness of what students are good at AND what they enjoy.**

Two key messages.....



- Make **effective use of the time** in Year 10
 - Good attendance is vital
 - Developing good work habits **now**
- **Breadth and balance** are important
 - Achieving good examination results is one (important!) part of their education
 - Parents can help balance work, social life, activities etc.

Monitoring and reporting progress

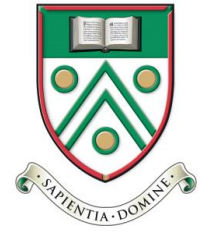


'Big picture' for the year



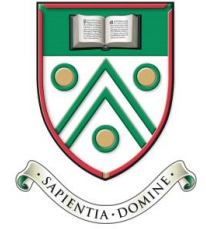
November	Autumn Term report (Include predicted grades only in Science and Maths only)
February	Spring Term report
March	Student-led report reviews
April	GCSE Practice examinations
June	Summer Term Report Parent-teacher consultation evening

Tracking progress and keeping you in the picture



Student-led reviews:	Begin 9 March
Practice Exams:	Begin 28 April
PTC:	Monday 8 June

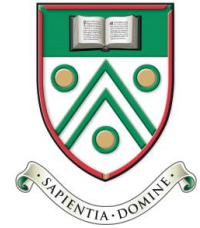
Progress Tracking



- Three data collection points in Year 10
 - Ensures student progress is well monitored
 - Subject Areas: subject specific
 - Phase Leaders: general overview



The Raising Achievement Programme

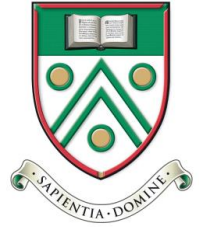


- Informed by the data collected at various points through the year.
- Each student's attainment considered in relation to their targets:
 - In danger of not achieving target
 - On track to achieve target
 - Likely to exceed target

A2L – Attitude to learning

Get this right and everything will hopefully be okay.....

Graded 1 to 5 and reported to parents.



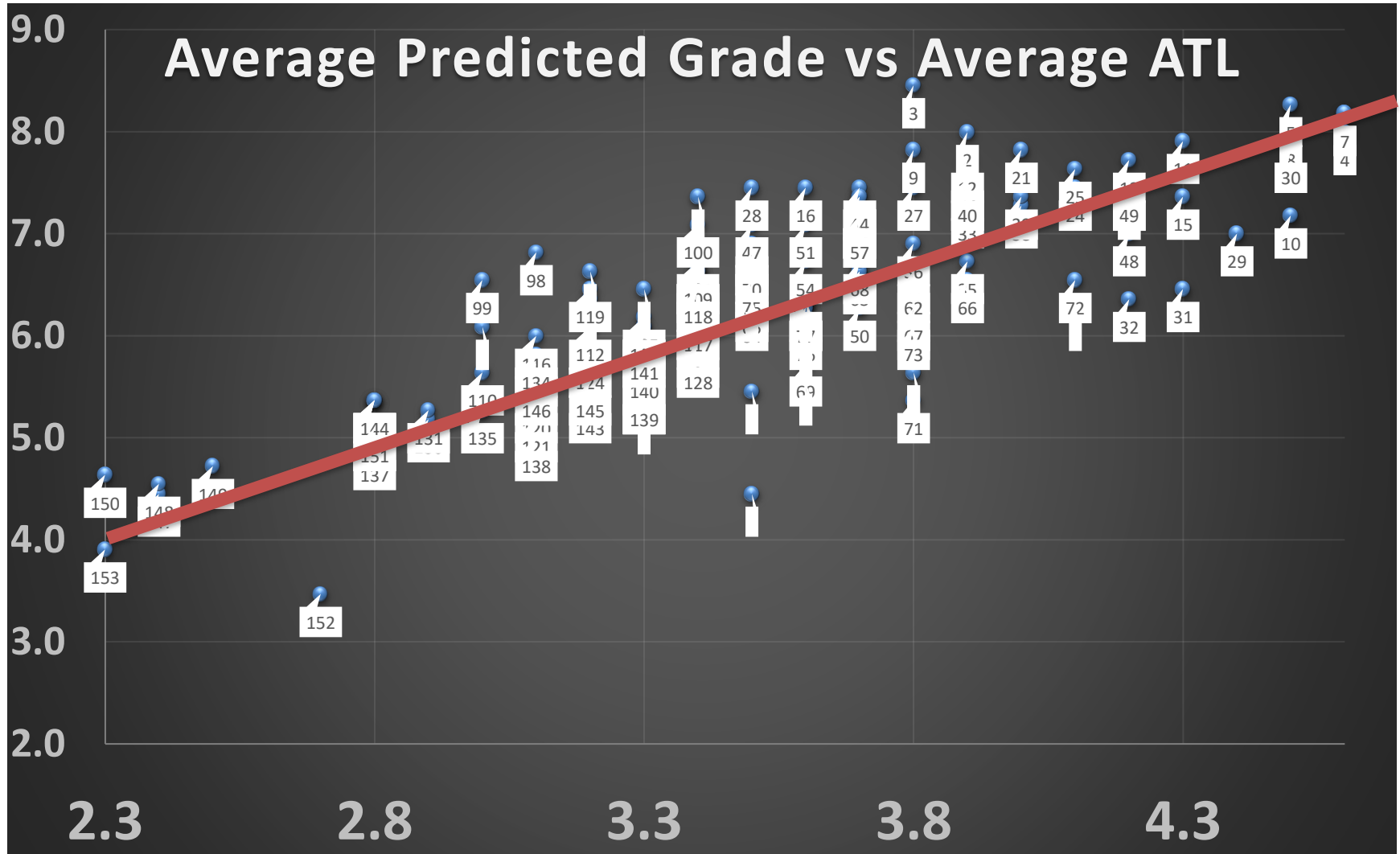
Outstanding (5)

- Always organised and well-prepared without prompting
- Shows passion for learning through their contributions and thoughtful ideas
- Takes full responsibility for their own learning and is not afraid of failure
- Tasks are always handed in on time and often show extra attention to detail
- Takes great pride in presenting and organising their work to the highest of standards

Minimum Expectations (3)

- Usually has everything they need for lessons and homework
- Shows interest and contributes appropriate ideas when asked
- Works independently with the occasional prompt
- Tasks are typically handed in on time and are normally fully completed
- Work is neatly presented and well organised on most occasions

“Choose your attitude”

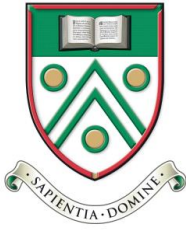


English

***How to support your
son/daughter***

No more Controlled Assessment

Students have fewer opportunities to write longer essays



Assessed through examination in Summer 2020

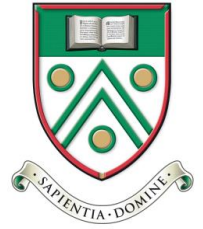
More, longer exams

More to revise and remember for final exams – memorising quotations from ALL texts

More challenging texts, particularly in the non-fiction reading exam

More reading outside lessons necessary, of both fiction and non-fiction texts

English Language



Component 1 – 2 part exam worth 40%

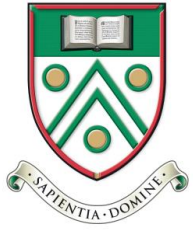
- *Questions about a 20th Century prose text*
- *Creative writing*

Component 2 – 2 part exam worth 60%

- *Questions about C19th and C21st non-fiction texts*
- *Transactional/persuasive writing*

Component 3 – Teacher assessed speech, does not contribute to the overall grade.

English Literature



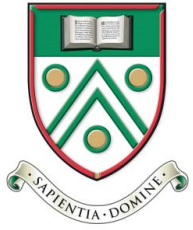
Component 1 – 2 part exam worth 40%

- *Questions on a Shakespeare play (Romeo and Juliet)*
- *Questions on poetry studied in class (Poetry Anthology)*

Component 2 – 3 part exam worth 60%

- *Questions on Post 1914 novel/play (An Inspector Calls)*
- *Questions on a C19th novel (Christmas Carol)*
- *Questions on previously unseen poetry*

Lessons learnt from previous years...



- Students should **independently** produce revision notes for **key quotations, characters and themes** from the start of Year 10.
- **Critical thinking skills** are paramount for grades 8 and 9 in the English Literature examinations.
- **English Language creative writing skills** is a key area for development. Students should be reading as many **short stories** and creative fiction as possible.
- **Comprehension, skimming and scanning skills** are skills that **can** be developed. Students cannot rely on memory for the English language examinations – they need to **practise reading and summarising** a variety of fiction and non-fiction texts.

Mathematics

*How to support your
son/daughter*

Changes from the 'old' course



Volume of subject content increased

'Big fat Maths'

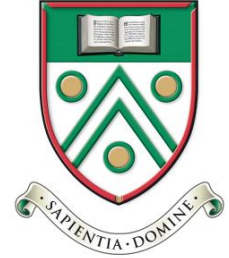
Demand of content has increased, with harder topics being introduced

Greater emphasis on **problem solving** and **mathematical reasoning** with more marks now being allocated to these higher-order skills.

Students will be required to **memorise** formulae - fewer formulae will be provided in examinations.

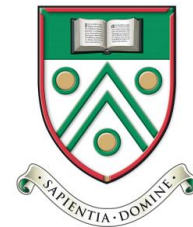
Total time for examinations has increased.
All exams are sat at the end of the course.

Lessons learnt so far....






- Skills in **basic number** and **algebra** are vital.
- Topics are **integrated** more. There are less questions on just Trigonometry for example, or just Volumes
- More marks available for **Mathematical Communication**, so showing full methods with correct notation is important.
- Questions at the top end require **good comprehension** and **problem solving** skills.

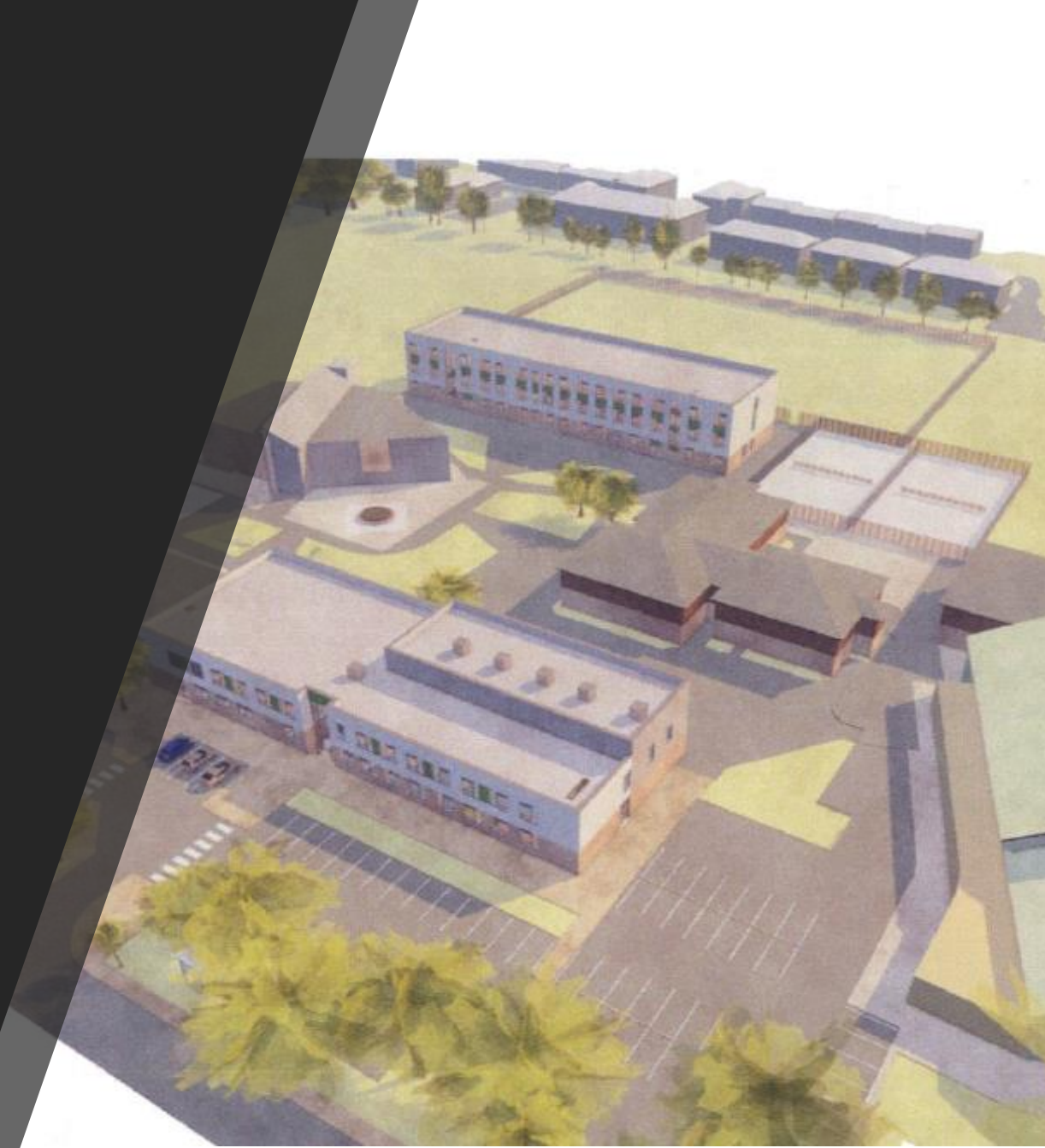
Support at home...



- Talk to your children about what they are learning in class
- Encourage them to regularly check on their 'areas of improvement'
- Discuss ways in which they can take more responsibility for their own learning and encourage them to be more pro-active

Topic	Grade	Topic			
Algebra	8	Algebra and Proof			
	7	Composite functions			
	7	Expand the product of two or more binomials			
	7	Factorising difficult quadratic expressions			
	7	Geometric Sequences			
	8	Gradients and area under a graph			
	7	Graphs of exponential functions			
	8	Graphs of trigonometric functions			
	8	Quadratic equations (completing the square)			
	7	Quadratic equations (needing re-arrangement)			
	7	Quadratic equations (quadratic formula)			
	7	Real-life exponential graphs			
	7	Represent quadratic inequalities			
	7	Simultaneous equations (non-linear)			
	7	Solve quadratic inequalities			
	7	Translations and reflections of a function			
	7	Turning points & completing the square			

Building project

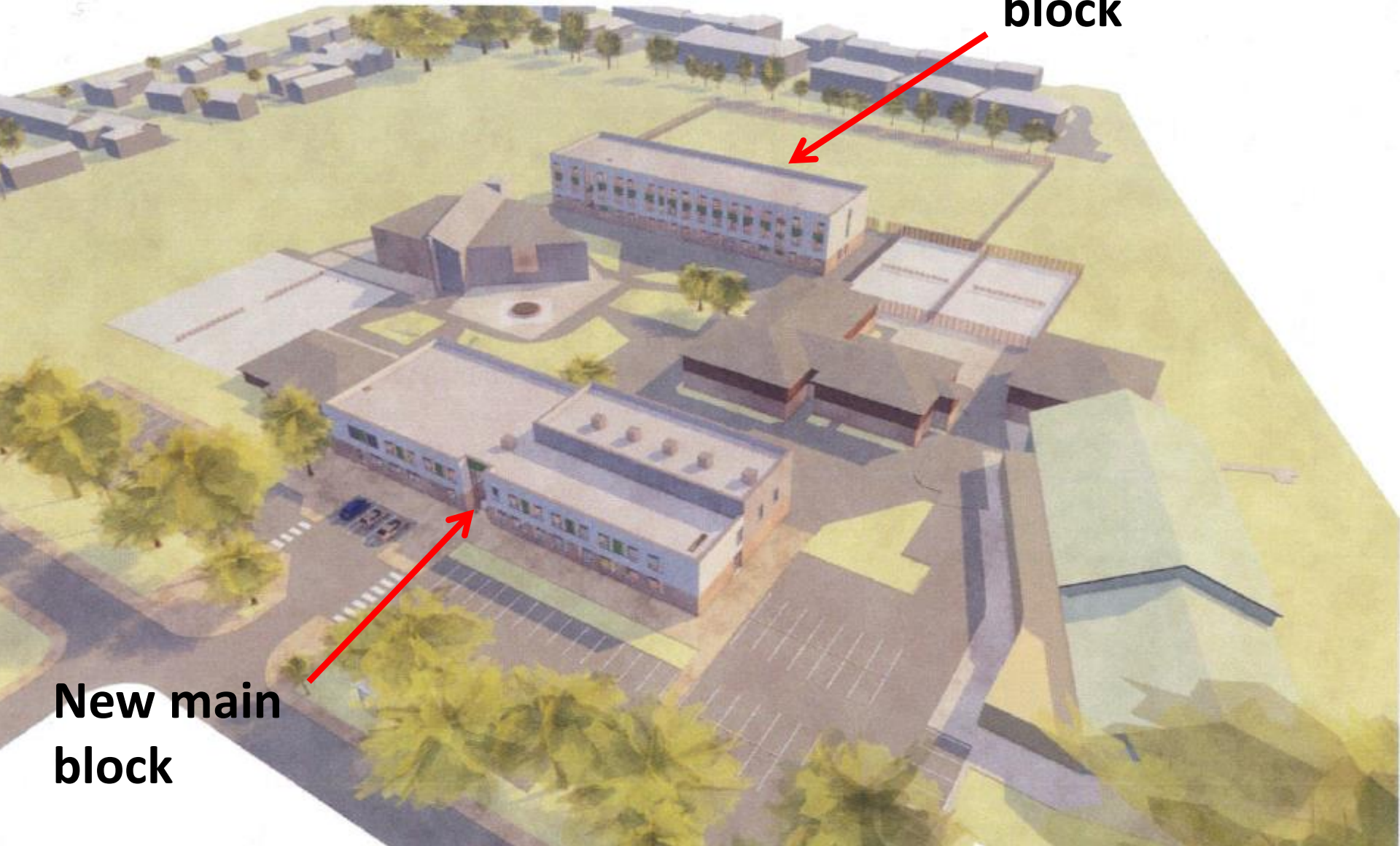






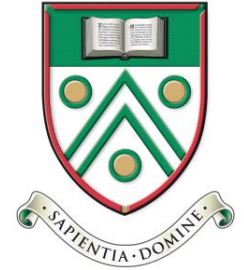
Building project

New teaching block



New main block

Project phasing

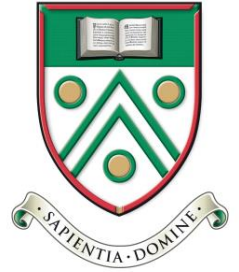


Phase 1	Feb 2019	<p>Set up contractors' compound and access road to back of school. Start building new 2-storey teaching block on the current hard court area Set up temporary accommodation in Nov/Dec 2019</p>
Phase 2	Feb 2020	<p>Move subject teaching to new block. Move into temporary accommodation on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

School funding



School funding



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

Staff costs 80%

Utilities, site etc 10%

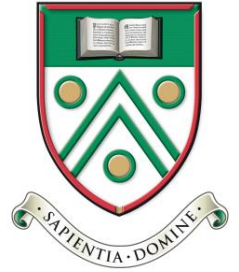
Curriculum costs 10%

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



- School funding has **declined over several years**
- We have been using **reserves** to balance our budget

LGS Development Fund



What for?

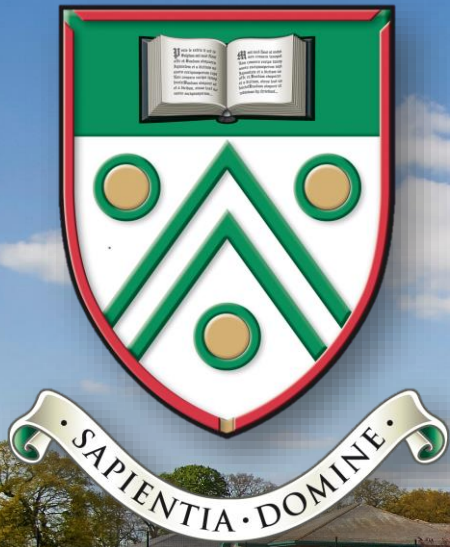
- Small-scale development projects
 - Curriculum resources, facilities for students, “extras”
- Resourcing of the new buildings

How?

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

**Please
complete the
parent survey
before you
leave**





Thank you for coming