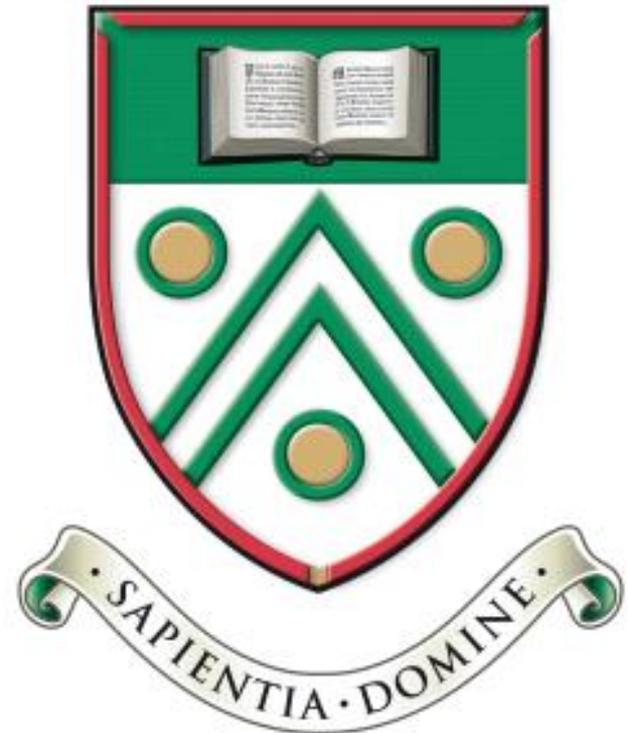


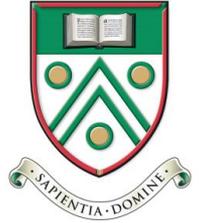
Year 8 Parents' meeting

Thursday 22 October 2020

Programme

- The LGS ethos
- The Year 8 curriculum
- Monitoring and reporting on progress
- How to help students be successful
- iPads in year 8
- Online safety
- The Phase ethos and how best to support your son or daughter
- Keeping in touch
- New building and the development fund



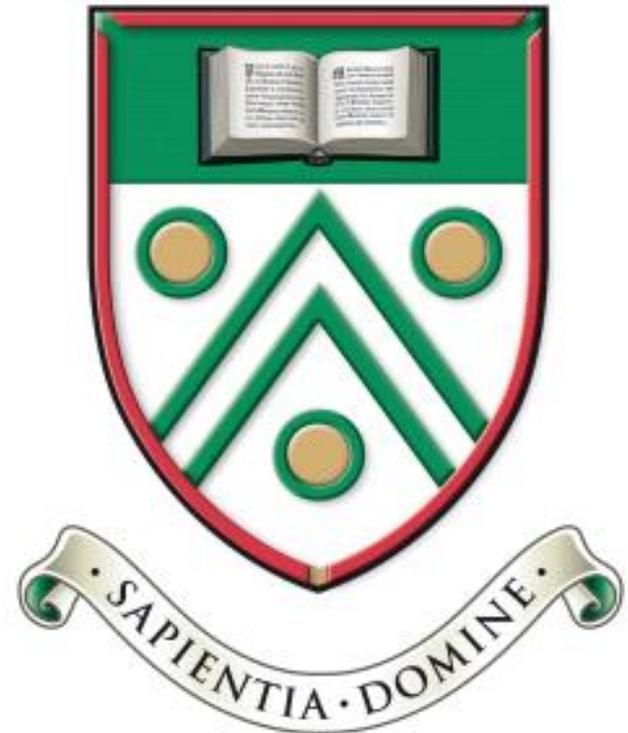


COVID-19 issues

- Reducing the risk of virus transmission
- Minimising impact of confirmed cases
- Curriculum - ongoing restrictions may limit practical elements of some subjects.
- Identifying and closing the 'COVID gap'
- Planning for potential disruption to learning caused by:
 - Illness or self-isolation
 - Local or national lockdown

Questions

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



Langley Grammar School ethos



Langley Grammar School ethos: we support our students to become...



**Confident
Well-rounded**

Independent

Creative

Responsible

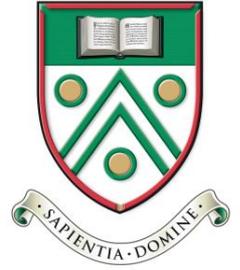
Caring



The year 8 curriculum



Year 8 Timetable

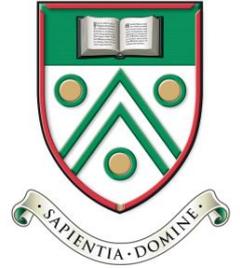


25 hours of lessons per week

– 50 hours per fortnight, plus registration time

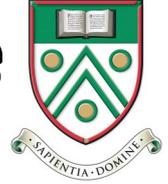
English	6	Design Technology	3
Maths	6	Geography	3
Science	6	Music	2
French or German	6	Drama	2
PE/Games	4	Art	2
ICT/Computing	4	Philosophy & Ethics	2
History	3	PCS	1

Differences from Year 7



- One fewer English (library) lesson
- Second modern language introduced – students who studied French in year 7 now study German in year 8 and those who studied German in year 7 are now learning French.
- Extended tutor period becomes PCS (Personal and Citizenship Studies)

Curriculum 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.

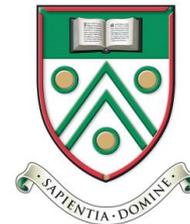
Year 7	Year 8	Year 9
The mystery of the skeletons	A quick history of Britain 1500–1900	What can the Olympics tell us about the twentieth century?
Quick history: Romans to Normans – who made the biggest difference?	The English Reformation: how did the Reformation affect ordinary people in Tudor	Why did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

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

Monitoring and reporting progress



'Big picture' for the year

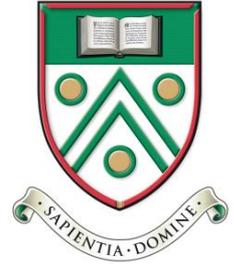


October	Parents' information evening
December	Autumn term report 10 th December: Parent-teacher consultation evening
March	Spring term report
June	Summer term report Student led reviews 5 th July

A2L – Attitude to learning

Get this right and everything else should follow.....

Graded 1 to 5 and reported to parents.



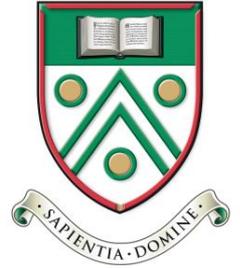
Outstanding (5)

- 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

How do we report progress?



Subjects set programmes of study with yearly expectations

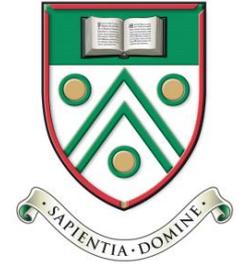
- knowledge and understanding
- skill development

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

Reporting – 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

How do we use data in school



Three data collections points in the year:

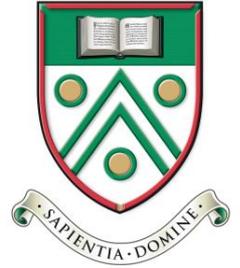
- **Analysis by subject teachers and subject leaders** leading to appropriate strategies being put in place in the classroom
- **Analysis by Phase Leaders** leading to appropriate interventions and communication with parents

How to help students be successful



Parents Evenings

Parent Teacher Consultations (PTCs)

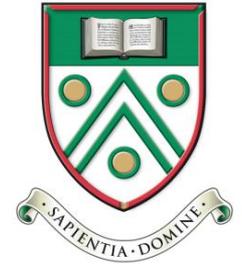


- SchoolCloud software helps organize face to face and virtual PTCs.
 - Sign up 3 weeks beforehand - we'll send you the link)
 - Make appointments **2 weeks** before (for first 3 teachers)
 - Make all other appointments **1 week** before
- Virtual (video) appointments
 - Use a device with microphone & camera
 - Students cannot attend alone



Parents' evenings, simplified



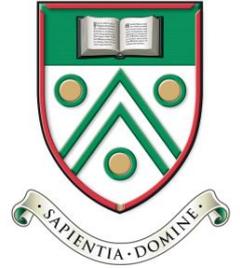


What this does:

- **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.

How to support your son or daughter.....



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

And most importantly.....

- **Talk with them.**

Supporting mental health

We expect students to **work hard,**

but.....

in order to **achieve**
well they need time to
rest, exercise and
pursue **other**
interests.



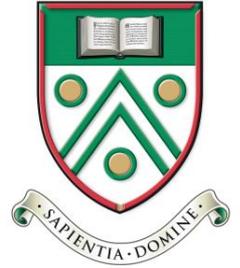


iPads in year 8



Distinguished School

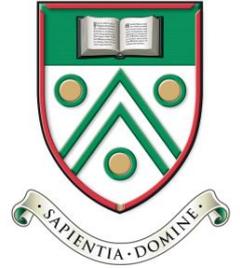
What place do iPads have?



- Organisation e.g. accessing ClassCharts for homework
- Communication with teachers
- Online exercise books
- Range of resources available
 - web-based resources available in classroom
 - subject-specific and more general apps
- ‘Everyone can Create’ – Apple project integrated into curriculum, developing digital skills as well as subject content.

Different subjects use the iPads in different ways

Key things to remember regarding iPad use



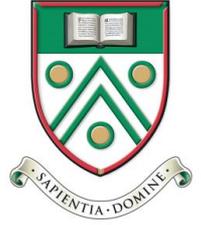
- Encourage your son or daughter to get into good habits of backing up their work to OneDrive and OneNote
- Remind them that iPads need to remain on our MDM (Mobile Device Management) system
- Put in appropriate boundaries in place regarding screen time (e.g. switch off well before bedtime).

Online safety

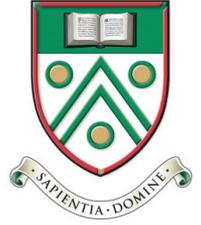
**How to support
and protect your
son or daughter**



Take control!



- ***Give your son/daughter practical advice:***
 - 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, for example:***
 - digital times: when and for how long?
 - consider 'no phone' evenings....?
 - switch off Wi-Fi at a particular time?
 - no tablets/phones in rooms once in bed?
 - retaining access to iPad passcode?



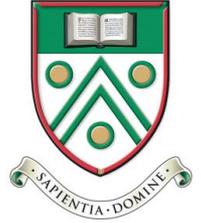
Raise your own awareness

- Talk to your son or daughter about how they use technology
- Try to keep up to date with the latest apps
- The NSPPC Net Aware page is useful
<https://www.net-aware.org.uk/networks/?order=title>



Net Aware)))

But there are risks...



The biggest risks faced by young people using the Internet.....

1. Cyberbullying
2. Online grooming – exploitation
3. Seeing inappropriate material
4. Sexting - 'youth produced sexual imagery'
5. Giving out personal information
6. Damaging their 'digital footprint'

internet
matters.org

 UK Safer
Internet
Centre


A National
Crime Agency
command

 CLICK CEOP
Internet Safety

KEEP YOUR KIDS
SAFE Online



**THINK
U
KNOW**
co.uk

stay safe online
Remember the 5 SMART rules when using the internet and mobile phones.

- S**afe: Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.
- M**eet: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.
- A**ccept: Accepting emails, IM messages, or opening files, pictures or links from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
- R**ealistic: Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.
- T**ell: Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

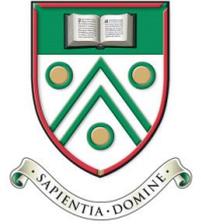
Find out more at Childnet's website ...

 Childnet
International

Be Share
Aware
NSPCC

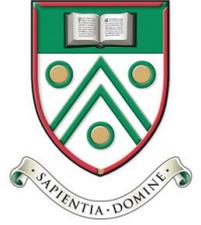


Viewing inappropriate content: what can you do?



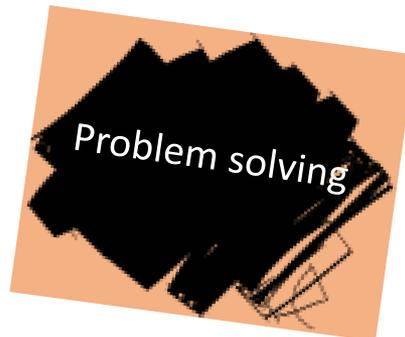
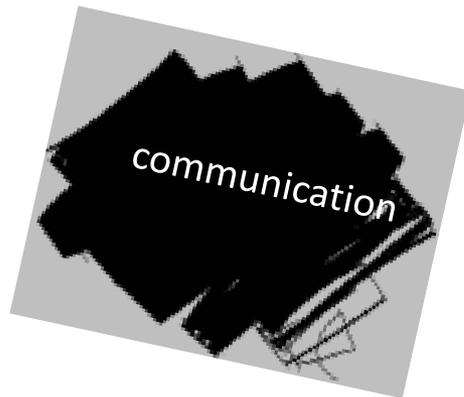
- Talk to your child/children about what they might see and why it might be inappropriate
- Use filtering systems provided by your service providers
- In school, internet access is filtered using....

smoothwall[®]
Web Filtering + Security



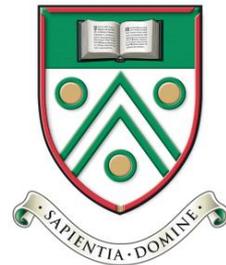
It's NOT all bad!

Whilst online and using technology, children are gaining new skills in...



Year 8/9 Phase ethos

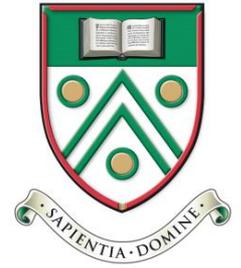
**Supporting your son
or daughter's
progress**



Community

Self-belief

Potential

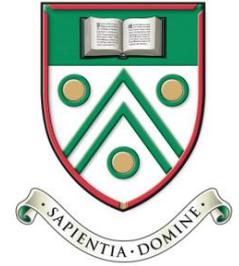


Community

We are all part of a community in some way or another whether it be school, family, clubs etc.

For a community to work it is vital that everyone plays their part and helps one another.

How can our students help the community?

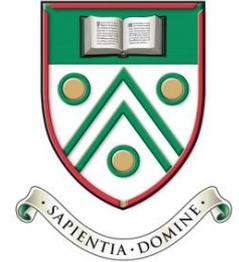


Self-belief

Having self-belief allows our students to unlock their full potential.

It allows our students to learn quicker, and be confident in completing work, tasks, productions etc. to a high standard.

Alongside this, we don't want our students to be afraid to make mistakes. They are proof that students are trying and it is better to make a mistake than to have never tried at all.

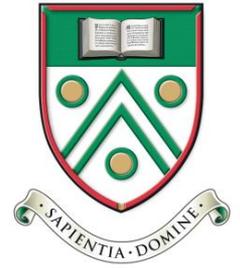


Potential

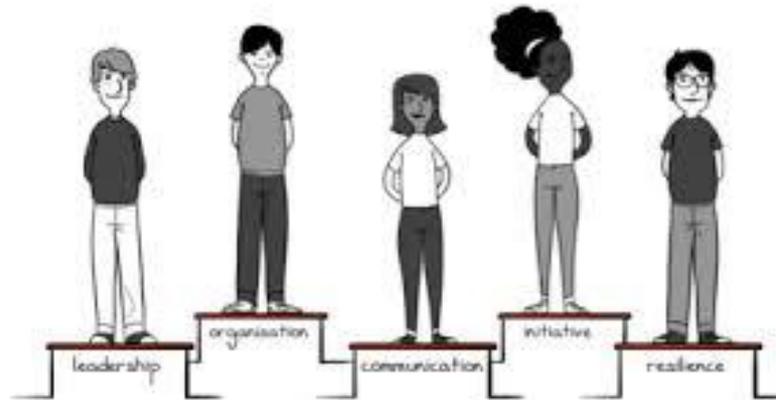
Our students have enormous potential academically but also in a wide range of areas which some students have already discovered and some are yet to discover.

We are here to help and support in any way that we can but ultimately it all comes down to our students.

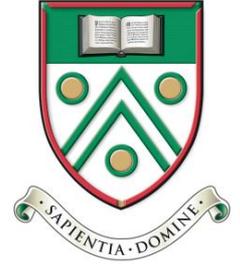
We expect our students to be proactive in seeking out opportunities that will allow them to explore their potential.



The PLEdge



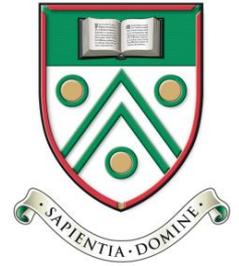
PiXL Edge programme



- Practical programme to support the development of **five life attributes**
 - links closely with our 3 key words.
- Students in Year 8/9 are completing the **Pixl Apprentice** level which involves them completing **2 activities** for **each attribute**.
- Activities can include
 - taking a role of responsibility
 - performing in a music or drama production
 - achieve a graded exam in piano
 -and many more.
- Progress through PiXL Edge will be monitored in school. We would like **your** support and encouragement to ensure that students are **making the most of all the opportunities** on offer to allow them to complete the programme.

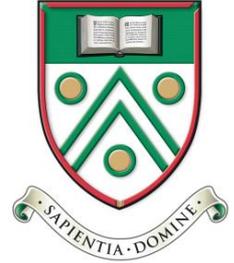
The **PiXL** Edge

How can we best support your son or daughter?



- **Our role?**
 - Expectations and homework
 - Tracking, support and intervention
 - Communication
- **Your role?**
 - Play an active role in their academic progress and development
 - regular checks on ClassCharts
 - looking at work
 - support with use of iPads for learning
 - Encourage participation in opportunities
 - Communication

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

Keeping in touch



Communication

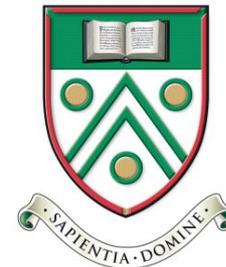
Your son/daughter.....

- Three key apps
 - SIMS Parent App
 - ClassCharts
 - SchoolCloud

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***



Who to contact?

- Form tutor
- Student Support - *Mrs Collins, Mrs Viridi*
- Phase Leaders – *Mr Broz, Miss Thompson & Mr Badshah*
- Senior Leadership Team - *Mr Adams (Deputy Head)*
- Safeguarding
 - Designated Safeguarding Lead - *Mr Constable*
 - *Deputy DSL – Ms Burns (Behaviour & Welfare Practitioner)*

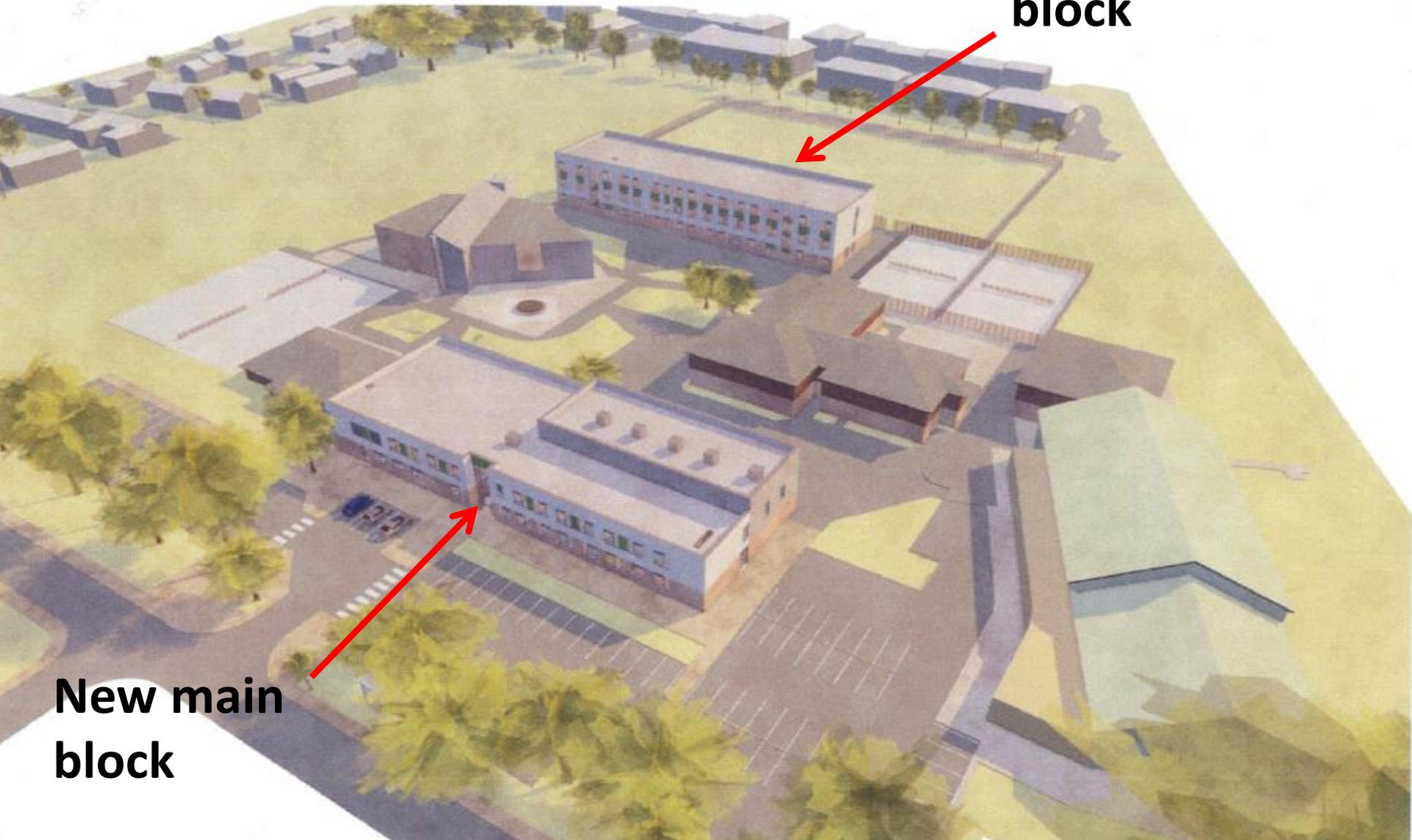
Contact via **01753 598300** and school@lgs.slough.sch.uk

Building project



Building project

New teaching block



New main block

New teaching block



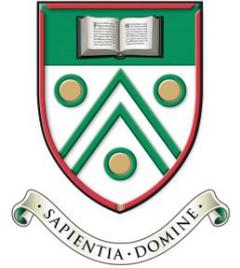
New front of house block



Development fund



School funding



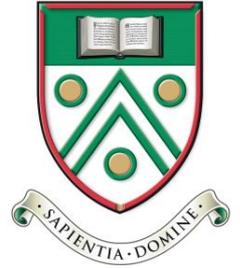
- School budget is approx **£6 million**

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 BUT increased costs
 - flat funding for Sixth Forms – lower than for Years 7-11
- We have been using **reserves** to balance our budget for several years.
- This year *is* better – but coronavirus has impacted our budget significantly.

LGS Development Fund

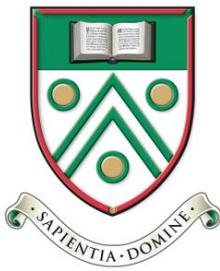


What for?

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

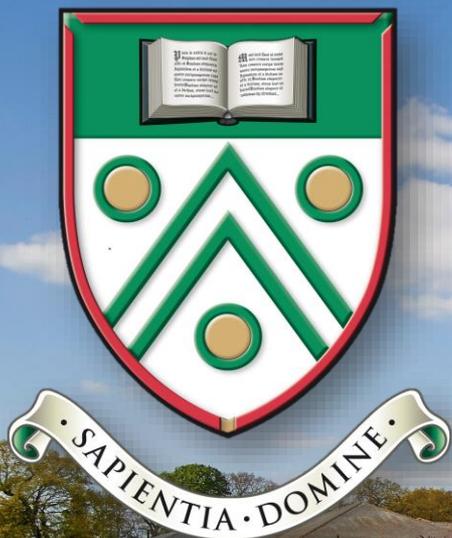
How?

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



Two key messages.....

- Make **effective use of the time** in Year 8
 - Good attendance is vital
 - Developing good work habits **now**
- **Breadth and balance** are important
 - Achieving good examination results is only part of their education
 - Parents can help balance work, social life, activities etc.



Thank you for joining us this evening