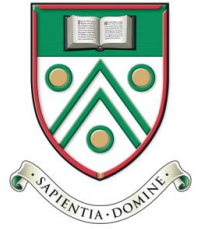


Year 8 Parents' meeting

Wednesday 10th October 2018

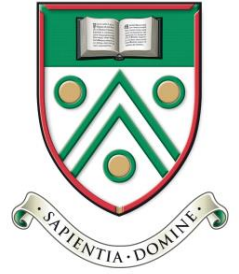
We are aiming to....



- help you understand the implications of the reforms to GCSEs for students in year 8
- explain our approach to teaching and learning
- help you understand how you can support your son or daughter
- encourage well-informed communication between home and school
- outline the overall phase ethos
- explain our assessment and reporting procedures

**Year 8 –
what's
different?**

Year 8 Timetable

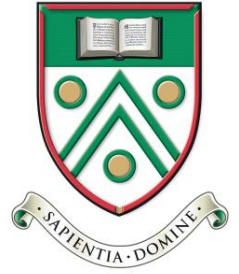


25 hours of lessons per week

– 50 hours per fortnight, plus registration time

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

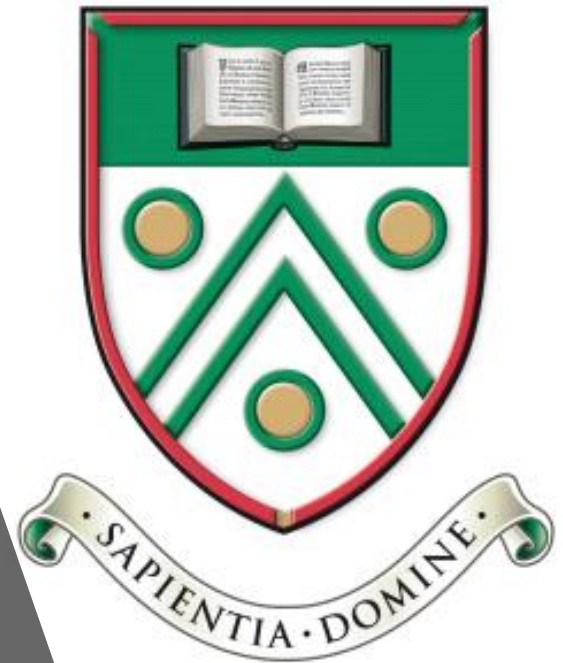
Differences from Year 7



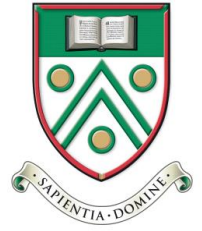
- Some adjustments to subject timetable allocations
- Second modern language introduced
- Setting in Maths (half year blocks)
- Extended tutor period becomes PCS (Personal and Citizenship Studies)

GCSE and A Level Examinations

....a period of
change.

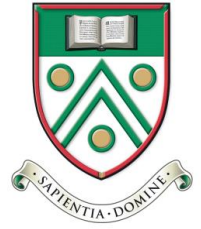


What happened this year?



- Second set of results for reformed GCSEs in English and Maths
- First set of results in most (but not all) other GCSEs
- Ofqual 'comparable outcomes' policy ensured similar proportion getting
 - grade 4+ as grade C+
 - grade 7+ as grade A/A*

In general.....



Volume of subject content increased

**Demand of content has increased,
with harder topics being introduced**

**Total time for examinations is
increasing. All exams will be sat at the
end of the course.**

Some examples ...

- **Chemistry** - New course has more higher level topics taken from the AS 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.

**‘Strong pass’
= Grade 5+**

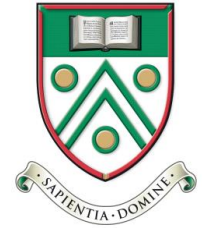
**‘Standard pass’
= Grade 4**

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

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

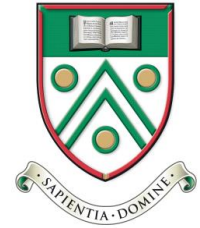
AWARDING
4 and above = bottom of C and above

LGS GCSE results in 2018

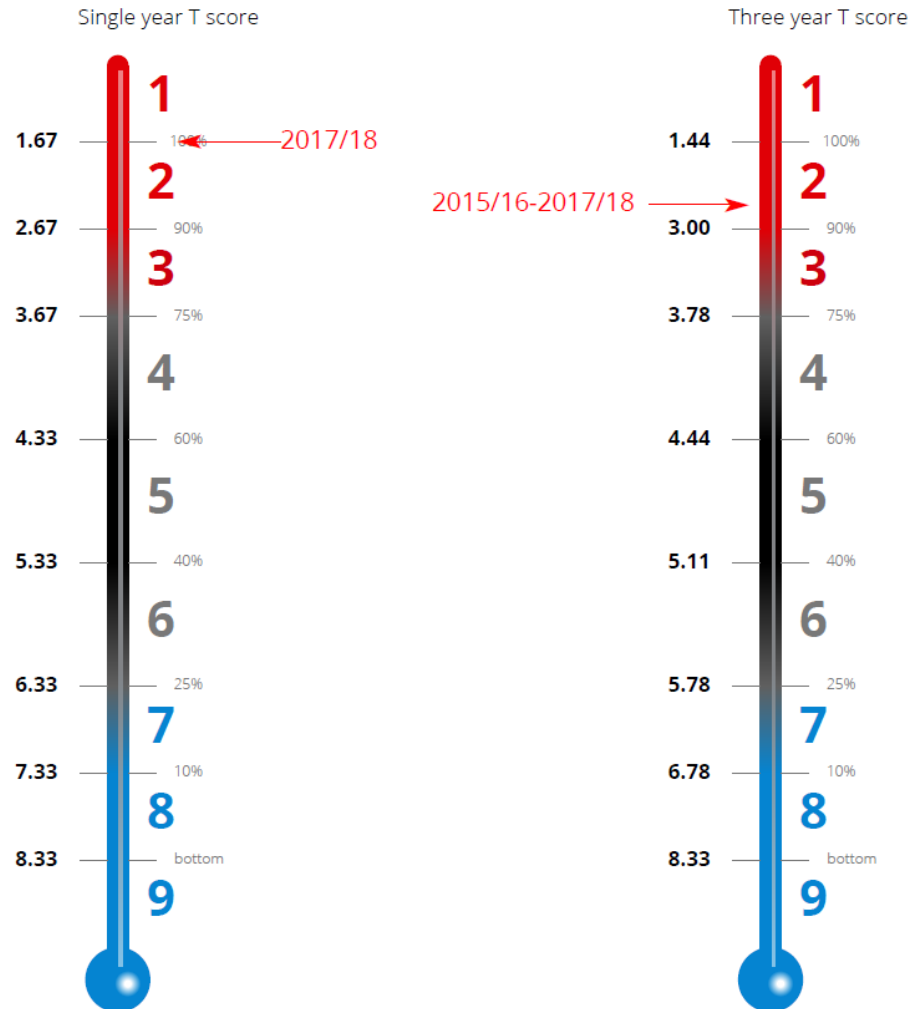


- Overall 71% grade 9-7 or A*/A
- 75% grades 9-7 in English
 - 25% *grade 9s in English Lit*
- 82% grades 9-7 in Maths
 - 30% *grade 9s*
- Average grade in reformed qualifications **7A**
(*i.e. Grade 7/8 borderline*)
- *Initial indication is for very good progress score*

LGS A Level results in 2018



- **71.5% A*-B grades**
- **ALPS grade 1**
Top 5% of schools for value added (i.e. progress) from GCSE to A Level



How can we
help students
be successful?

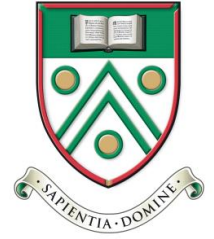


The *Excellence in Learning* logo

Motivated
Curious
Responsible
Resourceful
Reflective
Creative
Persistent



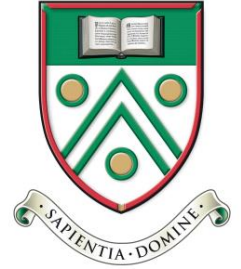
Revision strategies



Highlighting, re-reading and summarising texts have **low impact** on retention and retrieval – i.e. they are **not very effective**



Revision strategies

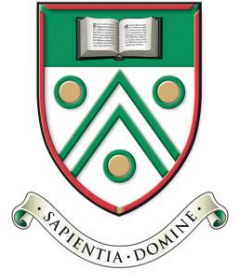


More effective revision strategies include:

- Spaced practice
- Retrieval practice

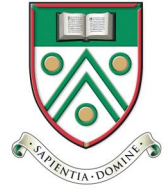


How else to supporting your child



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

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 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?

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

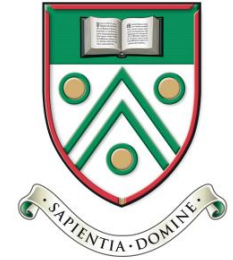
Teaching and learning at LGS



Excellence in Teaching at LGS



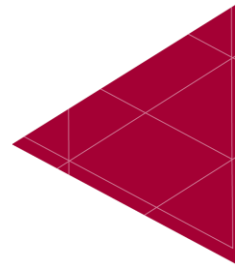
External recognition



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



Distinguished School

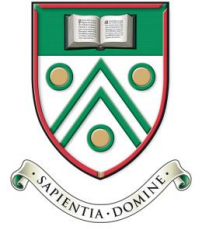
E-Safety

**How to support your
son or daughter**



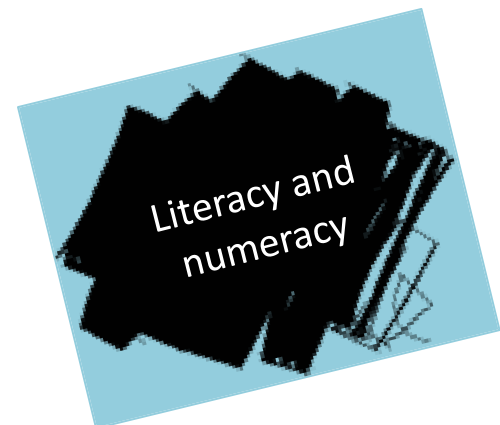
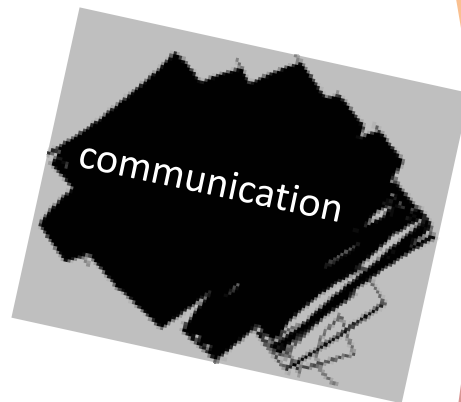
KEEP YOUR **KIDS**
SAFE Online





It's NOT all bad!

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



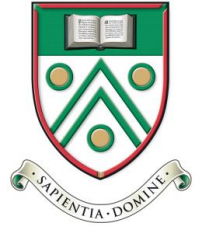
But there are risks....



What do you think are the top 5 risks children face when using the Internet?

1. Cyberbullying
2. Online grooming - exploitation
3. Sexting
4. Seeing inappropriate material
5. Damaging their digital footprint

Risk 5 - Damaging reputation

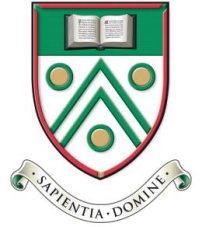


- Digital footprint: *keep it clean!*



Any content on the Internet that can be linked to a person

Raise your child's awareness



- **Talk to them** about their online behaviour and the potential risks
- Use the resources available to help

The screenshot shows the Langley Grammar School website. At the top is a dark green header with the school's crest and name on the left, and a 'MENU' button on the right. Below the header, there's a section titled 'Useful Websites For Students and Parents' with a dropdown arrow. Under this section, there are two featured resources: 'Year 11 Geography Trip' with a photo of students, and 'Thinkuknow' with a green logo and text encouraging users to select an age range for games and advice. Below these, there's a 'Stay Safe' section with a blue logo and text about CBBC internet safety pages, mentioning Helen Skelton, News Kids On the Block, Bobby Lockwood, and the Horrible Histories team.

Langley Grammar School

MENU

Useful Websites For Students and Parents

Year 11 Geography Trip

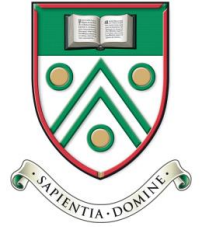
THINK U KNOW

Select your age range and off you go, cool games and sound advice from Thinkuknow www.thinkuknow.co.uk

Stay Safe

CBBC internet safety pages. Test your internet safety knowledge with Hacker, listen to some Stay Safe songs with Helen Skelton, News Kids On the Block and Bobby Lockwood and get some tips from the Horrible Histories team

Take control!



- **Give 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*
- **Set up filters and controls** on devices and Wi-Fi
- **Agreements:**
 - ✓ *digital times: when and for how long*
 - ✓ *'no phone' evenings!*
 - ✓ *switch off Wi-Fi at a particular time*
 - ✓ *no tablets/phones in rooms once in bed*
 - ✓ *access to iPad passcode*

Langley Grammar School ethos



We support our students to become...



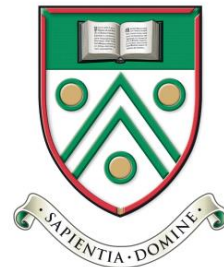
Confident
Well-rounded
Independent
Creative
Responsible
Caring





Year 8/9 Phase ethos

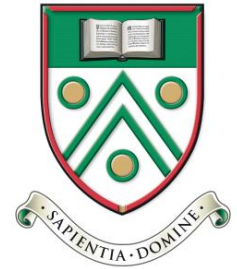
**Supporting your son
or daughter's
progress**



Community

Self-belief

Potential

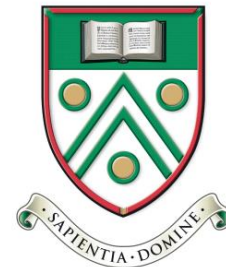


Community

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?

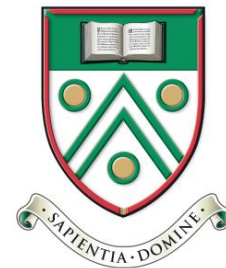


Self-belief

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.



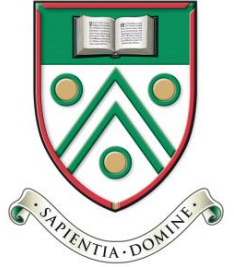
Potential

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.

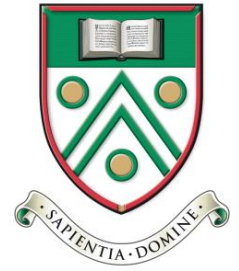
PiXL Edge programme



- 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.

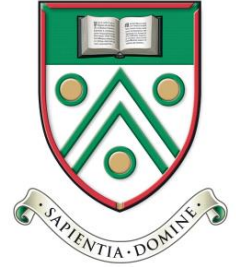
The **PiXL** Edge

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 diary checks
 - looking at work
 - support with use of iPads for learning
 - Encourage participation in opportunities
 - Communication

Phase focus - expectations

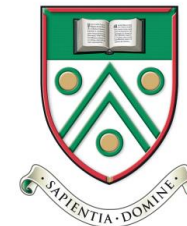


- **Behaviour** in and out of lessons
- The way our students **conduct** and present themselves:
 - kindness
 - manners
 - willingness to help others
 - honesty
- **Uniform**
- Attendance and **punctuality**
- **Inspire** other people around them

Monitoring and reporting progress

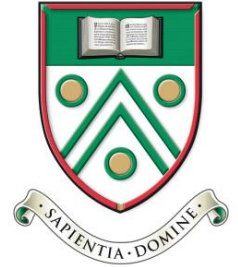


'Big picture' for the year



October	Parents' information evening
December	Autumn term report issued
February	Year 8 mid-year examinations
March	Report issued Parent-teacher consultation evening
July	Student led reviews

Tracking progress and keeping you in the picture



PTC

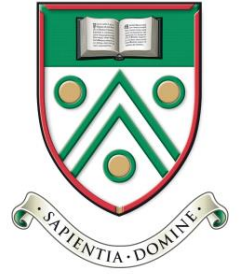
19th March

Report Review


8th to 14th July



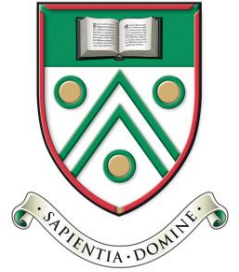
Reporting



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 targets.
- **Parent-Teacher Consultation** (*January*)
 - 5-min meetings with each subject teacher
 - Data sheet showing targets and assessment against expectations.
- **Full report** (*July*)
 - Part of a student-led review process.
 - Report review meeting with form tutor.
 - Looks back over the year and sets targets for Year 8
- All written reports will be published online via  SIMS LEARNING GATEWAY

How do we report progress?



Subjects set programmes of study with yearly expectations

- knowledge and understanding
- skill development

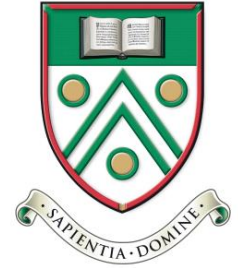
Expectations assume progress and development from year to year, appropriate to our students given their starting points.

Reporting – students are....

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

Based on a 'typical' LGS student. It will be important to have follow up discussions with teachers.

Summary



Reports show whether your son or daughter is.....

Approaching

Meeting

Exceeding

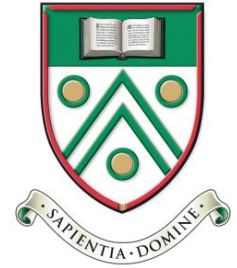
....our expectations.

The majority of students will be meeting expectations.

Reports available online via the SIMS Parent App



Progress Tracking

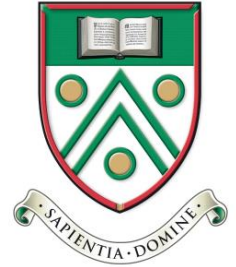


- **Three data collection points in the year**
Ensures student progress is well monitored
 - **Subject teachers** - subject specific
 - Approaching, meeting, exceeding expectations
 - **Phase Leaders** - general overview
 - A2L, behaviour, organisation and progress
- **Identifying concerns/offering support**
 - Mentoring through 'The Dream Team'
 - Mixture of peer and staff guidance

A2L – Attitude to learning

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

Graded 1 to 5 and reported to parents.

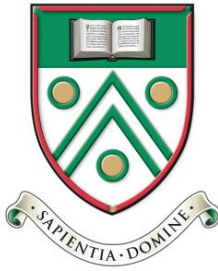


Outstanding (5)

- 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)

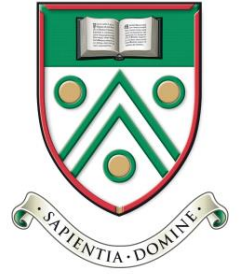
- Usually has everything they need for lessons and homework
- Shows interest and contributes appropriate ideas when asked
- Works independently with the occasional prompt
- Tasks are typically handed in on time and are normally fully completed
- Work is neatly presented and well organised on most occasions



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.

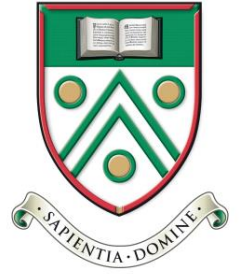
Communication



- Student planner
- School website www.lgs.slough.sch.uk
- Follow us on Twitter @lgs_news
- Newsletter – ‘**Headlines**’ – every half term
- SIMS ‘In Touch’ emails and texts
- Phone – 01753 598300
- Email to school@lgs.slough.sch.uk

We cannot contact you if your contact details are incorrect!

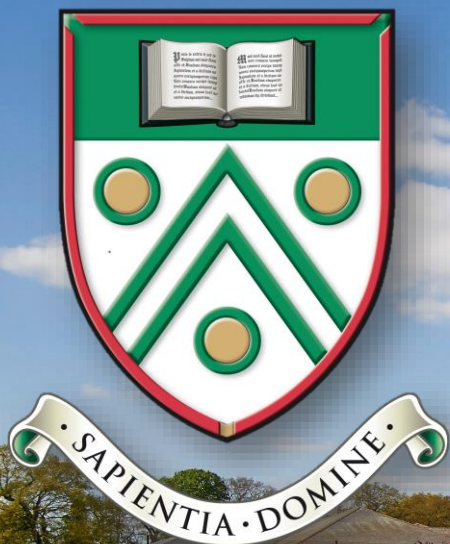
Please tell us about any changes or update on Parent App.



Who to contact?

- Form tutor
- Student Support - *Mrs Collins, Mrs Virdi*
- Phase Leaders – *Miss Thompson, Mr Broz*
- Senior Leadership Team - *Mr Adams (Deputy Head)*
- Designated safeguarding lead - *Mr Cook*

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



Thank you for
attending