

# LGS Newsletter

## 5 June 2020



Dear Parents

Welcome to the 10th school closure period weekly newsletter.....

This week has been designated as 'Reading Week' with students pursuing their own subject-related interests and following teachers' suggestions. In due course we will hear from about some of the things they have been doing, but for this week there is no 'Snapshots' section in this newsletter.

Staff have spent this week working in subject teams to plan the curriculum delivery for the next six week block and to undertake training in various aspects of the technology being used to deliver more interactivity between teachers and students.

I would like to commend our staff for the way in which they have been willing to reflect on their practice and change the way they do things in such a short time. There's a saying about 'never letting a good crisis go to waste', and this time of very rapid enforced change has made subject teams think carefully about the way they structure students' learning and the kinds of activities which will effectively support that learning remotely. We think this will have lasting benefit to students beyond the current circumstances. Staff have also been thinking very carefully about how to make the maximum use of the limited time they will have for direct interaction with students as we move into this next phase.

The picture at the top of this page shows some of last year's Year 13 students - they have had their first year at university cut short and will also be facing uncertainty about what will happen in the autumn term. I have used this picture every week as it reminds me of our long term aim as a school - for our students to gain good exam results yes, but to also be **confident** and **well rounded, independent** and **creative, responsible** and **caring** young adults when they leave us. For all our students, the school closure and national lockdown has provided lots of opportunities for our students to develop and demonstrate those characteristics, and we have heard many examples of those who have done just that - not letting a good crisis go to waste.

We have all learnt something through this lockdown experience, and those lessons are worth sharing. Across Slough schools are running an open opportunity for some creative writing to produce a 500 word piece describing one 'lesson from lockdown'. Students were given details of this earlier this week, but the opportunity is also open to **you** as parents if you would like to contribute. More details are provided in this newsletter.

Next week we move in to a more structured phase of remote learning for the remainder of 'Phase 3'. Further details for all students are provided in this newsletter. I am also writing separately to parents of students in Year 10 and 12 to provide more detail of our provisional plans for the phased reopening of the school from 15th June.

Finally, you may be interested to know that our building work continues - or rather the demolition work as the contractors have started to take the old 1956 buildings down. Earlier week we said goodbye to the old Resistant Materials and Graphics rooms, and today it's the kitchen.....some pictures are included in this newsletter .

Thank you to all of you for your continued support. With my best wishes to you and your families.

*Mr J Constable - Headteacher*

**To contact us about anything during the school closure period, please email [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk) and your query will be passed on to the most appropriate member of staff to deal with it.**

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# General updates

## School rebuilding work continues....

Construction work is continuing on the school site. Or to be more accurate, demolition work.....

Over the last few weeks the contractors have continued to work in the old 1956 buildings, removing the known elements of asbestos contamination in the building structure. To reassure parents, this asbestos was trapped in the building materials and was *not* a health risk to students when we occupied the buildings; however, it was a risk to the demolition workers as they began to break up the structure, and had to be removed by a specialist team.

Following the asbestos removal, demolition of the buildings has now started. Over the last week, the old Resistant Materials and Graphics rooms have been removed and most of the kitchen area. The two pictures below show the work in progress earlier this week, and the view from the front of the school on Friday 5th June.



Demolition and clearance work will continue over the next three months. When students return in September, the site will look **very** different.

## New senior students

We are very pleased to announce the members of our new senior student leadership team, who take office this week. These students are currently in Year 12 and will play a key role over the next year we would like to congratulate them on their appointment. We hope to provide a welcome message and profile from them next week.

**Carolyn Carty**  
*Head Girl*

**Naman Soni**  
*Head Boy*

**Sneha Kaluvakollu**  
*Deputy Head Girl*

**Navin Vithana**  
*Deputy Head Boy*

We would also like to thank the outgoing senior student team for their hard work during the year. Again, we hope to say more about them and their contribution in our next newsletter.



# Phase 3 curriculum

## The Phase 3 curriculum starts on Monday 8th June.

**The emphasis for the next six weeks is on continuing to provide steady and sustainable learning but with an increasing emphasis on preparing students for a return to school, whatever form that may take.**

During Phase 3, students across all year groups 7-10 and 12 will continue to learn independently with learning activities set through ClassCharts by teachers. Activities will continue to be set at two levels - '*You must do this....*' and '*if you have the time and interest you could also....*' so that students' workload is manageable but there are also additional opportunities for those who want more to do. The proportion of the normal timetable time that students spend on the compulsory activities will depend on which year group they are in.

The priorities for each year group are shown on the following page - this table was shared with you in the previous edition of the newsletter as well. Some quick reminders of key highlights.....

- |                |                                                                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b>  | There will be some input towards the end of the term helping students to prepare for learning with iPads in Year 8 and beyond.                                       |
| <b>Year 8</b>  | Students will only be set work in one modern foreign language - the one they will be studying in Year 9 and beyond for GCSE.                                         |
| <b>Year 9</b>  | Students are not being set any more work for subjects they are not studying for GCSE. They will be commencing GCSE level study in their optional subjects next week. |
| <b>Year 10</b> | Continued focus on curriculum content coverage in line with the examination specification.                                                                           |
| <b>Year 12</b> | As for year 10, moving into A Level 'Year 2' work in many subjects.                                                                                                  |

For all year groups there are now more opportunities for interactivity between teachers and students, with minimum expectations set for each year group for the **frequency** of these opportunities. These expectations are shown on the following pages, and our intention is that these will be fully in place by the week beginning 15th June.

## Face to face support for Year 10 and 12 in school

We are writing separately to parents of students in Year 10 and Year 12 about the provision of face to face support in school, in line with the government's guidance that students of these year groups can return to school under carefully controlled conditions from Monday 15th June. Briefly, for the interest of all parents, our provisional plans are that.....

- **Year 12** will be invited in during the weeks of 15th and 22nd June, on two days each week with half the year on any one day. Students will attend for around 3 to 3½ hours for a support session with their subject teacher, with one subject on each of the four days they will be invited in. This will provide some in-depth support to consolidate previous learning and help them move forward with the learning in this phase.
- **Year 10** students will be invited in during the weeks of 29th June and 6th July, again for two 3 to 3½ hour sessions in each week. In the week beginning 29th June we will focus on support for English, Maths and the three Science subjects. In the second week the focus will be on the four GCSE optional subjects including modern languages.

Across all four weeks and in the week commencing 13th July we have the opportunity for working with particular individuals or small groups for more intensive or focused support as appropriate.

**We are currently implementing all the appropriate risk management procedures to ensure student and staff safety when they return to the school site.**



# Phase 3 Curriculum

## Here are our priorities for each year group during Phase 3.

<b>For all year groups</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to connect with teachers and form tutors</li> <li>• Ensure a real emphasis on trying to maintain student engagement and motivation so that students still enjoy what they are doing.</li> <li>• Provide opportunities for students to connect and collaborate with each other.</li> <li>• Support students' organisation and self management</li> </ul>
<b>Year 7</b> <b>Year 8</b>	<ul style="list-style-type: none"> <li>• Continue to deliver elements of the planned curriculum in line with subject schemes of work.</li> <li>• Provide an initial introduction to iPad use for Year 7.</li> <li>• Focus on essential core knowledge that students will need to learn and recall next year.</li> </ul>
<b>Year 9</b>	<p>Students will focus on their GCSE programmes. They will not be set any more work in subjects they are not carrying through to Year 10.</p> <p><b>Compulsory GCSE subjects</b></p> <ul style="list-style-type: none"> <li>• Deliver elements of the planned GCSE curriculum in line with the subject schemes of work.</li> <li>• Focus on the essential core knowledge that students will need to learn and recall to remain on track as far as is possible when they move into Year 10.</li> </ul> <p><b>Optional GCSE subjects</b></p> <ul style="list-style-type: none"> <li>• Launch the GCSE programme of study by delivering relevant elements of the planned GCSE curriculum.</li> </ul>
<b>Year 10</b>	<p><b><i>In the absence of further DfE guidance on the implications for this cohort, the priority is to keep students on track in terms of developing their subject content knowledge.</i></b></p> <ul style="list-style-type: none"> <li>• Set activities to help students consolidate and acquire knowledge – curriculum plans may need re-ordering to postpone aspects of skill development and practical work to Year 11.</li> <li>• Set some assessed work to judge how well students are learning the content and how to adapt the curriculum plan accordingly through the summer term and into Year 11.</li> </ul> <p><i>Curriculum delivery will be primarily through online/remote learning with the possibility of some face-to-face support in school as the phase progresses.</i></p>
<b>Year 11</b>	<p>Students will work on the Year 11 to Year 12 transition programme developed by the Sixth Form team. This consists of three elements:</p> <ul style="list-style-type: none"> <li>• Generic academic skill preparation for A Level study</li> <li>• Subject specific transition work Parts A and B</li> <li>• 'Future thinking' careers and higher education research</li> </ul>
<b>Year 12</b>	<p><b><i>In the absence of further DfE guidance on the implications for this cohort, the priority is to keep students on track in terms of developing subject content knowledge as they move from year 1 to year 2 of the A Level programme.</i></b></p> <ul style="list-style-type: none"> <li>• Set tasks that help students acquire knowledge – the curriculum plan may need to be re-ordered to postpone aspects of skill development and practical work to later in the course.</li> <li>• Set some assessed work to judge how well students are learning the content and how to adapt the curriculum plan accordingly through the rest of the summer term and into Year 13.</li> <li>• Work from Phase 3 will provide further evidence for UCAS predicted grades.</li> <li>• Students may have some form of internal examinations or formal assessment as soon as possible in Phase 4 – they will need further practice on examination material during Phase 3.</li> </ul> <p><i>Curriculum delivery will be primarily through online/remote learning with the possibility of some face-to-face support in school as the phase progresses.</i></p>
<b>Year 13</b>	<p>No curriculum aims – the focus is on 'Next steps' support and advice in relation to higher education and other future options. The Sixth Form team may suggest optional activities to help students prepare for university.</p>



# Phase 3 curriculum

## Minimum expectations

During Phase 3, teachers have been asked to work to the following minimum expectations in terms of the **approximate** amount of work to be set and the frequency of interactive opportunities provided for students.

Interactive elements may involve recorded presentations to explain concepts or ideas, direct live teaching, text-based 'chat' between teacher and student to explore concepts or answer questions, or support session where teachers may be available online to answer questions in real time. Our minimum expectations relate to the frequency of these activities, not their length; we would anticipate that any live interactive session would last a maximum of 30 mins as it may be difficult to sustain concentration for longer.

We expect these expectations will be being met by the end of the week commencing 15th June.

Year	Expectations
Years 7 & 8	<p><b>Quantity of work (approximate, and including online/interactive elements)</b></p> <ul style="list-style-type: none"> <li>• Compulsory learning activities - 50% of timetable loading</li> <li>• Suggested additional activities - 50%</li> </ul> <p><b>Online/interactive teaching – minimum expectations</b></p> <ul style="list-style-type: none"> <li>• Minimum of one live/interactive/recorded session* each week for English, Maths and Science and one per fortnight for other subjects</li> </ul>
Year 9	<p><b>Quantity of work (approximate, and including online/interactive elements)</b></p> <p><b>English/Maths</b></p> <ul style="list-style-type: none"> <li>• Compulsory learning activities - 2 hours a week</li> <li>• Suggested additional activities – 1 hour a week</li> </ul> <p><b>Chemistry, Biology, Physics,</b></p> <ul style="list-style-type: none"> <li>• Compulsory learning activities – 1 hour a week</li> <li>• Suggested additional activities – 30 minutes a week</li> </ul> <p><b>Optional GCSE subjects</b></p> <ul style="list-style-type: none"> <li>• Compulsory learning activities – 1.5 hour a week</li> <li>• Suggested additional activities – 45 minutes a week</li> </ul> <p><b>Online/interactive teaching – minimum expectations</b></p> <ul style="list-style-type: none"> <li>• Minimum of one live/interactive/recorded session* each week for all subjects</li> </ul>
Year 10	<p><b>Quantity of work (approximate, and including online/interactive elements)</b></p> <ul style="list-style-type: none"> <li>• Compulsory learning activities - 75%</li> <li>• Suggested additional activities - 25%.</li> </ul> <p><b>Online/interactive teaching – minimum expectations</b></p> <ul style="list-style-type: none"> <li>• Minimum of one live/interactive/recorded session* each week for all subjects</li> </ul>
Year 12	<p><b>Quantity of work (approximate, and including online/interactive elements)</b></p> <ul style="list-style-type: none"> <li>• Compulsory learning activities equivalent to the full timetabled subject time, ie 4-5 hours per week.</li> <li>• Additional activities to a max of 3-4 hours per week.</li> </ul> <p><b>Online/interactive teaching – minimum expectations</b></p> <ul style="list-style-type: none"> <li>• Minimum of two live/interactive/recorded session* each week for all subjects</li> </ul>



# “Lockdown Lessons”

## ***A creative writing opportunity for Slough schools***

The coronavirus shut down schools for the majority of pupils in England in March 2020. Without warning, students, teachers, parents and school leaders found themselves in new and unusual circumstances. Lockdown kept us at home but it didn't prevent us from learning.

Throughout the lockdown we have all continued to learn. We've learnt about ourselves, about leadership, about family and society - and we've learnt about learning itself.

Across Slough schools, we would like to publish an ebook, co-authored by members of our community that brings together lessons from the lockdown in one place. This project will complement the work of teachers and leaders across Slough to promote literacy, which is supported by the Education Endowment Foundation and the Research Schools Network.

The aim of the book is to reconnect, to collaborate and to share our collective learning from the lockdown. Through reflecting on our individual experiences and sharing them with our community, we hope that we can find meaning in our challenges, draw lessons from our experiences and find hope for the future.

We would like as many **pupils, teachers, parents and community leaders** to contribute to this book as possible. We ask you to share your one 'lockdown lesson' in 500 words or less. A selection of the submissions will be chosen to be published and shared with all schools in Slough.

Some ideas:

- Tell the story of your lockdown
- Write what you missed most
- Share what you enjoyed most
- Explain how you felt in lockdown
- What would you tell your grandchildren about the 'lockdown of 2020'?
- What did you learn about teaching and learning in lockdown?
- What did you learn about parenting in lockdown?
- What kept you going? What drove you crazy?
- Where did you find connection or creativity in lockdown?
- What have you learned about unity/curiosity/growth/service during lockdown?
- Have we become more or less unified as a country, community?
- What has this period in history taught us about equality?

Your writing can take any form: narrative, an account, a journal entry, poetry... Be creative!

You can submit your writing here by completing this form: [Lockdown Lessons Submission Form](#) If you would like to, please also include artwork or photographs along with your writing. Please email images to [mpritchard@uptoncourtgrammar.org.uk](mailto:mpritchard@uptoncourtgrammar.org.uk) with 'Lockdown Lessons' in the subject, along with your name, age and school.

*Please note: in submitting any information and text or images, you are agreeing for the content, including your name, age and school, to be published and shared online and in print.*

**Thank you to all in advance for taking part in this challenge. We look forward to reading your 'lockdown lessons'.**

