

LGS Newsletter

12 June 2020



Dear Parents

Welcome to the 11th school closure period weekly newsletter.....

The demolition work has really gathered pace this week as the photographs in this edition will show you. In the last two days, the demolition machine - nicknamed the 'Dinosaur' because of its enormous jaws - has been tearing the Old Gym down. By Monday morning it will all be flattened. Despite its age this was a part of the school I always liked - a real sense of history with the old wooden floors and wall apparatus. It was also the scene for a number of memorable Art exhibitions - and a lot of 11+ exams!. This was the point at which the demolition of the old buildings became 'real' for me.....and it's a little bit sad.

A number of members of staff have been in school this week preparing for the phased reopening from Monday 15th June. We are looking forward to welcoming lots of our Year 12 students back into school for some 'face to face' support sessions in support of their home learning programme. We take the health and wellbeing of students and their families very seriously and we have spent a lot of time and thought ensuring that we can run the site while observing proper social distancing. Year 12 parents have received full details of the measures we have put in place, and parents of Year 10 students will receive similar information over the next week. It will be strange on Monday for both staff and students as we take our first cautious steps back into school - but it will be great to see them!

The Phase 3 curriculum has begun this week, with more interactive elements being introduced. This newsletter contains some snippets to give you a flavour of what has been going on. I have also included some of the comments we have received from parents about the quality of the curriculum we have been able to maintain. Please remember that this situation has presented us with an opportunity to think a bit differently about some of the learning activities we have set students.

Another milestone was achieved this week as we concluded the centre assessment trades process for GCSE and A Level grades. This was a very big and very responsible task. Subject teams worked methodically and diligently to sift evidence and propose the grades and rank order; subject leaders have checked and rechecked the data; members of SLT have checked, doubled-checked, cross-checked and moderated the grades against a wealth of other data, and our admin team have provided amazing support manipulating spreadsheets and completing the mammoth task of uploading all the data to the examination boards.

We have been told that all schools can expect some statistical moderation by the examination boards, so the proposed grades may be changed. However, we also know that a great deal of thought has gone into 'doing the right thing' in this process, with the grades proposed being firmly based on objective and professional judgements. I am very happy to put my signature to the Headteacher's declaration that *"I am confident that they honestly and fairly represent the grades that these students would have been most likely to achieve if they had sat their exams as planned."*

Thank you as always for your support.

Mr J Constable - Headteacher

To contact us about anything during the school closure period, please email 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

Demolition work continues....

While we have been in school this week preparing for the phased reopening, we have been watching the speed of the demolition work with some astonishment.

Some pictures from this week are shown below. The old Design Technology rooms have been completely demolished and the foundation slab dug up - that's the huge pile of concrete in front of the main block.



By the middle of the week the contractors had started on the Old Gym, which we expect top have been completely flattened by the time students come in on Monday morning! And all this is being done essentially by one man operating a **very** powerful machine nicknamed the 'Dinosaur'!





Phased reopening

What is the Government's guidance?

The Government has asked secondary schools to offer face-to-face support in school to students in Year 10 and Year 12. The aim is to help students with their home learning and to help them take the first steps back into school after so many weeks away.

Numbers are carefully controlled - schools are only allowed to have 25% of the total number of Year 10 and 12 students on site at any one time. There is detailed guidance on how to ensure that schools can be opened safely.

What's is the school's plan?

We have planned to invite students into school as shown below:

Year group	15th June	22nd June	29th June	6th July	13th July
Year 12	Students come in for two days, for 3-hour sessions in Option block A and B subjects	Students come in for two days, for 3-hour sessions in Option block C and D subjects	Students continue their home and online learning		This week is set aside for small group mentoring or specific work with individual students.
Year 10	Students continue their home and online learning		Students come in for two days, for support sessions in English, maths and sciences	Students come in for two days, for support sessions in MFL and other optional subjects	Some subjects <i>may</i> arrange further practical work during this week.

Full details have been sent to Year 12 parents, and Year 10 parents will be written to in the next week to explain the arrangements in more detail.

What is the school doing to ensure students are safe?

We have put a number of measures in place across the school:

- Arrival times are staggered.
- One-way systems are in place around the site and in the blocks used.
- Corridors and main routes have markers to guide students for 2m social distancing.
- Students are asked to sanitise their hands on arrival on site.
- Hand sanitizer, tissues and disinfectant products are available in all classrooms used.
- All classrooms to be used are set up to ensure that there is at least 2m separation between students.





Snapshots

From the History Department.....

Alongside the learning activities set for students, the History Department is running a series of competitions across the rest of this term. Each competition is on a Monday and students have a week to complete whatever challenge is set.

Last week's challenge was to dress a cuddly toy as an historical figure.....the winners were

1. Akaisha Anand (7S) for Mother Teresa,
2. Naina Jaswal (9V) for Jhansi Ki Rani,
3. Priyadarshini Kanitkar (8H) for Henry VIII & Anne Boleyn.



This week's competition closes on Monday 15th June is to.....

Write a Clerihew about an historical figure

A what? A Clerihew is a short, four line rhyming verse, so called because they were invented by a writer with the wonderful name of Edward Clerihew Bentley.

The challenge is to write a Clerihew about any famous historic person.

If you are stuck about how to do this then take this well known Clerihew, about King George III (who suffered from madness) as an example....

*George the Third
Ought never to have occurred.
One can only wonder
At so grotesque a blunder.*



Miss Mawdsley & Mr Wolters

From the Philosophy & Ethics team.....

This week with Year 9, we gave them a classic philosophical dilemma to watch and then they had to tell us how they would respond to it. We chose the classic 'Trolley problem' where students had to decide:

- a) whether they would switch tracks and have a train kill 1 person instead of leaving it on the original track and it killing 5 people.
- b) whether they would be willing to push someone off a bridge so that their body blocks the train and saves the 5 people on the track.

The survey results show that the majority of students would not want to be personally responsible for intentional suffering (question 2). For a small number, even flicking the switch (question 1) would be too much like intentional killing. Question 1 also shows the majority are looking to achieve the overall safest outcome with the least degree of suffering.

So we think we could trust our students to programme the decision-making algorithms for self-driving cars but we're not convinced we could give them control of the nuclear weapons button just yet. Generally speaking though, Year 9 have shown themselves to be an ethical bunch!

Mrs Paice



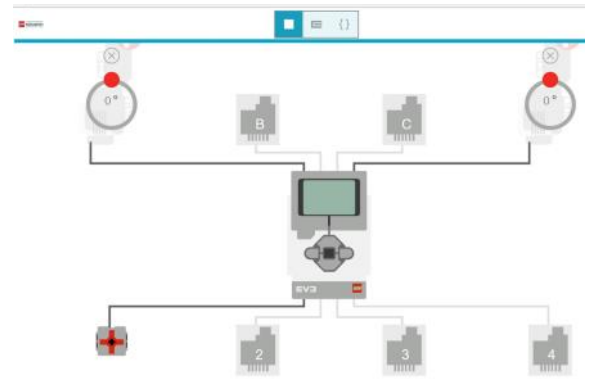
Snapshots

Robotics Club - an example of great work at home

Ayush Tiwari (7C) has been using Lego Mindstorms simulators online to program some robots to do some tasks involving motors and music. This is an impressive way to start to learn the Mindstorms equipment without the expense of buying an education box from home!

We are looking forward to getting going on this year's theme with our new teams which will be around the theme of "Replay".

Students should contact Mr Oakley if they fancy joining Robotics Club online for the summer...use the links which have already been sent out, or contact him by email.



Mr Oakley, Computing department

From the first week of the Phase 3 curriculum....

"I want to pay a compliment to my lovely Year 10 class, 10B/Fr1. I had my first Teams lesson with them today and they were absolutely delightful and so helpful. They had clearly learned the vocab set and were all engaged, as well as giving me feedback on some of the platforms we are using."

Mrs Francis, Modern Languages team

"I have just had the first year 12 Psychology online learning with 3 classes at the same time - 51 students in all. It went very well. We went through a recent assessment they did on biopsychology, focusing on common errors that they made and how to avoid them. I went through the fight/flight response and HPA in detail to check misconceptions. I also introduced them to A2 research methods. We finished with a Kahoot! Quiz - well done to Mya Grewal for coming first!"

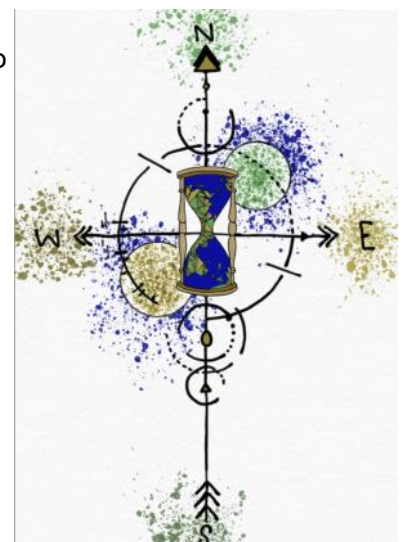
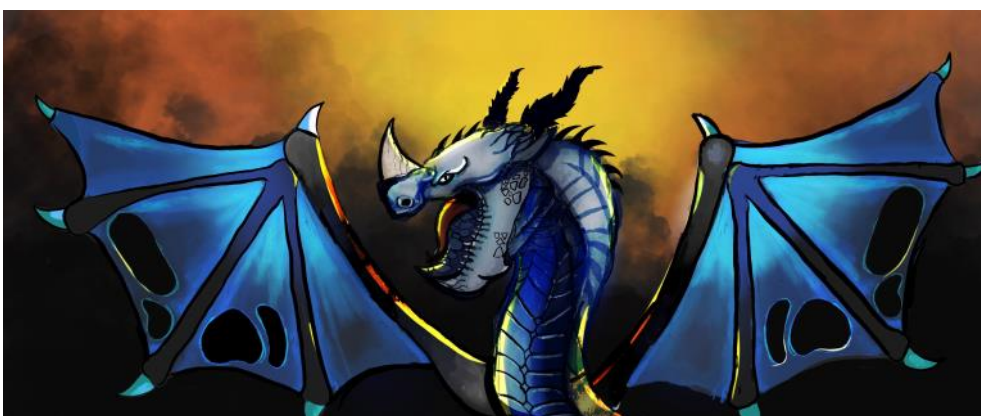
Mrs Morales-Costin, Psychology & Sociology team

Mr Gardner, 9R form tutor, writes.....

"I would like to highlight some more artwork by students in 9R. Some of them have been putting their all into their own hobbies and interests and the results are spectacular. I've also been sharing these with the rest of the form in what I have dubbed our 'Gallery of Greatness'.

These two examples are from **Rishita Rallabandi** and **Jaskiran Sandhu**.

Venkata Rayala has also done a 14km cycle, which I would like to share to show students are staying active and healthy."





Reading Week

The first week back after half term was our 'Reading Week'. Students will have got out of this week what they put into it - it was intended as an opportunity for them to explore their subjects, or other areas of interest - more widely.

Here are three examples from Year 12 Chemistry students— thank you to Mrs Chana (Subject Leader for Chemistry) for passing these on.

"Last week was a great opportunity to research more about interesting topics in chemistry, and I read articles from New Scientist and watched a few Ted talks that were shared with us. I watched two Ted talks, one about the future of psychedelic-assisted psychotherapy and the other about a new drug that could prevent PTSD and depression. They were both fascinating and I learned new things about different mental health disorders and how they are being treated."

Shreyaa Ramadore

"I watched a TED Talk on 'A robot that eats pollution' by Jonathan Rossiter. He talked about how there are 2 environmental problems in the world: pollution due to pressure of the population, and pollution due to an increased demand for oil. He then went on to describe a robot that moves through an environment, lets pollution enter the robot, and using this pollution it generates electricity that allows it to move through the environment. It then repeats this process. I found this fascinating as it showed how a robot could be used to improve the chemistry of the atmosphere by removing pollution, and if used on a large scale it would be greatly beneficial for the environment."

Rushil Shah

"During reading week, we were provided with various sources to help expand our knowledge of the wider world of chemistry. Whilst scrolling through many TED talks, I was drawn to a talk called "A new class of drug that could prevent depression and PTSD". Rebecca Brachman who held the talk described that in 2014 she accidentally discovered the first drugs that might prevent depression and PTSD via testing them on mice. The preventative psych pharmaceuticals work by increasing stress reliance. I found the talk to be thoroughly interesting and collected multiple facts that I was not aware of before. For example, I found out that the first antidepressants were made from rocket fuel left after World War II! Overall, I really found Reading Week useful and highly informative."

Kirthana Balachandran

Lockdown lessons

Last week we shared details of the **Lockdown Lessons** creative writing project, in which students, parents, and staff are invited to share their 'lockdown lesson' in 500 words. Just a few days after launching, the organisers had already received 16 entries from Langley Grammar School - including two entries from parents.

Details of the project are included again on the next page - it would be great to see more entries from across the school community.



“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 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'.

