

# LGS Headlines

## 31 March 2021



Dear Parents

Welcome to the final edition of LGS Headlines for this term, at the end of a long and exhausting few weeks.

As I write this, we are emerging from what I heard described on the radio this morning as 'three months of national house arrest'. An amusing description, but that is probably what it feels like for most of us. The latest lockdown has been an immensely challenging time for us all, and once again I want to thank you for your support and encouragement as we have tried to implement an effective provision for your sons and daughters within the restrictions imposed on us.

Since I last wrote to you in early March, we have welcomed students back into a school environment where, despite the continuing restrictions, they have been able to re-engage with each other and their teachers, re-establish effective learning habits, and start to rebuild from the difficulties of the last few months. Students have been able to discuss things with each other in class, engage in group work, undertake practical work in their subjects, and perhaps most importantly for them, to be with their friends again face to face.

The majority of students have settled back well over the last three weeks. Students across all year groups have been living their lives primarily online for the last three months and are having to adjust to the different dynamic of mixing socially with each other face to face again. Most are doing this successfully. However, we do know that some have found it harder than others, and we have seen some occasional unhelpful behaviour particularly with our younger students. This is not unexpected, and we are working with students to encourage and support them as they readjust to the social norms and expectations of school.

Nationally, we have also seen a lot of media coverage about allegations of sexism and misogynistic behaviour towards women and girls across the country. Some of our students have raised these issues through social media - please read the article in this newsletter from the safeguarding team which talks about responding to student concerns.

If you celebrate Easter, I wish you a joyful one, and our best wishes go to all families who begin Ramadan during the holiday period. As restrictions begin to ease, we would encourage everyone to keep acting sensibly, paying attention to all the rules and guidance even when out of school. Against that background, we wish you and your families a healthy and positive break.

**Mr J Constable - Headteacher**

**Please contact us on 01753 598300 or email [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk).**

***Your query will be passed on to the most appropriate member of staff.***

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*Please visit our website at*

**[www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk)**

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# From the Governing Board...

## **“We’ve come very far, very fast”**

Those words are taken from the film ‘Dr. Zhivago’ but could there be a more apt description for the actions of the school to the events of the last 12 months?

As we approach the end of the Spring Term we also come to the end of a whole year of the coronavirus pandemic – a year which has transformed many lives, expectations, and established ways of doing things. And as it is for us as individuals and families, so it is also for the school. The governors have met regularly but remotely throughout, carrying out normal duties as well as pandemic-related additional ones. We have been mindful of the school’s responses to an ever-changing list of new pandemic-related challenges, and this is my opportunity to acknowledge and thank those who have been impacted.

Firstly it’s my privilege to thank the Headteacher, Mr. Constable. He has guided the school expertly through these unprecedented, challenging, and stressful months with resilience, tenacity, and stoicism, including creating responses to government directives with minimal periods of notice and finding solutions to issues which have never arisen before and are unlikely to do so again. The whole Governing Board acknowledges his leadership of the school.

We thank the teaching staff who have learned so rapidly a whole new way of teaching – online! Many newsletters give testament to much creative and imaginative thinking by which the school has supported students remotely. Thankfully since March 8th staff have been able to return to face-to-face teaching as the term comes to its close. We also recognise the challenge for teachers of carrying out the GCSE and A level awarding process and are confident they will carry out this unusual duty with fairness and the students’ best interests at heart.

We thank the support staff, who equally have learned to work both remotely and in a blended way, as some on-site continuing support has been essential throughout the pandemic, not least as the school building project continued.

We acknowledge a completely unanticipated experience for students; the uncertainties for Year 11 and Year 13 students about the GCSE and A level gradings and awarding processes across now four academic years; the challenges of remote learning for all year groups. We pay tribute to the high levels of student participation for on-line lessons.

We thank parents for their support during difficult circumstances, perhaps juggling the home learning of students with their other family challenges such as working from home, job uncertainties, and care of other family members.

More recently, we thank all those volunteers – parents, former students, governors, community residents, who have helped with the on-site covid testing on the return to school earlier this month. We are sure parents will want to maintain this high level of commitment when testing reverts to the home. And this leads to a final thank you. Thanks to all students and families who have self-isolated as a result of a positive covid test at school or else as a close contact of a student with a positive test result. By acting in a selfless manner you have played your part in minimising further onward community transmission of this contagious and, for some, dangerous virus. Many thanks to you.

The Governors wish you a good Easter Holiday and let us all wish for a successful if gradual return to normal living in the coming weeks.

***Dr Jack Kirk***  
***Chair of Governors***



# Updates

## Parent Governor election

Thank you to all those parents who put themselves forward for election to fill the parent Governor vacancies on the school's Governing Board. We had eleven candidates - itself a record level of interest. The election was held using an electronic voting system which resulted in a higher than usual level of participation, and is definitely a method we will use in the future.

All the candidates polled respectable levels of support, and the three who gained the most votes are elected to the vacant posts. The following parents have therefore been elected for a four-year term:

**Inderjit Neta**

**Daljeet Sekhon**

**Nagendra Singh**

Congratulations to them, and we look forward to working with them on the Governing Board.

## Langley Grammar students on the Silver Screen!

We are very excited to announce that Slough Youth Orchestra, which comprises a significant number of Langley Grammar School students, has been invited to participate in a new Netflix film series currently being produced by See Saw Films. Our students – along with those from several other local schools – will be part of a “school orchestra” that appears in a few short scenes.

A number of LGS students have applied and we are currently waiting to hear back from Slough Music Service as to the names of the successful candidates. Watch this space for further information on our future cinematic stars!

## PE Extra-curricular clubs are back!

We are pleased to announce that clubs are back after the Easter Holidays. Plenty of team based activities providing ample opportunities for social interaction and enjoyment whilst being active in the sunshine!

Physical activity is so important for students' overall physical, mental and social health and wellbeing so we look forward to seeing great numbers at our clubs up until May half term.

Badminton will run for the first two weeks until the sports hall hosts summer examinations, where table tennis will then run as an alternative.

## Easter holiday activities in Slough

Slough Borough Council has organised a range of activities - some face to face, some online - during the Easter holiday period. The majority of the activities are aimed at primary age children, but there are some activities for secondary age.

Full details are in the flyer which accompanies this newsletter.







# PE Extracurricular timetable

<i>LGS – PE Extra-curricular timetable – Summer Half Term 1 (first 2 weeks)</i>		
	<i>Year Group</i>	<i>Activities</i>
<i>Monday</i>	<i>Year 10</i>	<i>Football – CB Netball – CT Badminton – AB</i>
<i>Tuesday</i>	<i>Year 8</i>	<i>Football – JP Netball – TR Badminton – HC</i>
<i>Wednesday</i>	<i>Year 7</i>	<i>Football – PA Netball – HC Badminton – JP</i>
<i>Thursday</i>	<i>Year 9</i>	<i>Football – AB Netball – CT Badminton – CB</i>

<i>LGS – PE Extra-curricular timetable – Summer Half Term 1 (from 3<sup>rd</sup> May onwards)</i>		
	<i>Year Group</i>	<i>Activities</i>
<i>Monday</i>	<i>Year 10</i>	<i>Football – CB Netball – CT Table Tennis – AB</i>
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# Covid-19 response update

## Covid-19 testing

Students are encouraged to continue asymptomatic Covid-19 testing at home during the Easter holiday period and next term. We expect that a further supply of home test kits should be available for distribution from the start of the summer term, and students will be given details of how and when to collect these.

Tests should be done twice a week, leaving at least 3 days between tests. A positive test result must be reported to the school; the students concerned must self-isolate at home must book a confirmatory PCR test. A positive confirmatory PCR test would mean that the students must continue to self-isolate in line with Government guidance. A negative PCR test results would override the LFD home test, and the student can return to school - although the PCR result must be confirmed with the school before doing so.

**If a student is showing any Covid-19 symptoms, they must not come to school**, even if a home Covid-test returns a negative result. Further details of what to do in the event of developing Covid-19 symptoms can be found on the next page.

***We would encourage all students to carry out a test on the Sunday before returning to school.***

## Timings of the school day

The timings of the school day were adjusted slightly when school reopened in early March, and are shown below. These timings will continue to apply in the summer term.

Years 7-9		Years 10-13	
Structure of day	Timings	Structure of day	Timings
AM registration	8.20 – 8.40 am	AM registration	8.20 – 8.40 am
Movement time	8.40 – 8.40 am	Movement time	8.40 – 8.45 am
Period 1	8.45 – 9.45 am	Period 1	8.40 – 9.45 am
Movement time	9.45 – 9.50 am	Break	9.45 – 10.10 am
Period 2a	9.50 – 10.50 am	Period 2b	10.10 – 11.10 am
Break	10.50 – 11.15 am	Movement time	11.10 – 11.15 am
Period 3	11.15 – 12.15 pm	Period 3	11.15 – 12.15 pm
Movement time	12.15 – 12.20 pm	Lunch	12.15 – 1.15 pm
Period 4a	12.20 – 1.20 pm	Period 4b	1.15 – 2.15 pm
Lunch	1.20 – 2.15 pm	Movement time	2.15 – 2.20 pm
Period 5a	2.15 – 3.15 pm	Period 5b	2.20 – 3.20 pm

## Face coverings and other control measures

The Public Health England system of controls implemented from early March will continue to apply in the summer term. This includes infection control measures such as separate social areas, and sanitising hands.

At Easter, the Government will review its current recommendation about the wearing of face coverings in school. Unless students are told clearly otherwise by us, they will continue to be expected to wear face coverings when inside the school buildings, including in classrooms for lessons,



# Public Health Guidance

## What are the symptoms of COVID-19?

The main symptoms of coronavirus remain:

- ⇒ A **high temperature** - feeling hot to touch on the chest or back.
- ⇒ A **new, continuous cough** - this means coughing for more than an hour, or three or more coughing episodes in 24 hours.
- ⇒ A **loss or change to your sense of taste or smell** - this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal.

There may be other symptoms of coronavirus which are less commonly experienced.

## What to do if anyone has coronavirus symptoms

If anyone in your household has any of the main symptoms of coronavirus, they should:

1. Arrange a PCR test to check if they have coronavirus as soon as possible
2. The person with symptoms and anyone else they live with should stay at home until the test result is received. They should only leave home to get the test itself.

## When to self isolate

NHS guidance is to self isolate immediately if:

- ⇒ you have any **symptoms** of coronavirus
- ⇒ you've **tested positive** for coronavirus
- ⇒ **someone you live with** has symptoms
- ⇒ **someone you live with** has tested positive

**If someone tests positive for coronavirus, the self isolation period includes the day that symptoms started (or the day on which the test was taken if there were no symptoms) and the next ten full days.**

Anyone living with someone who has tested positive will also need to self isolate at the same time.

**You can stop self isolating** after the ten days if either:

- ⇒ you do not have any symptoms
- ⇒ you have just a cough or changes to your sense of smell or taste - these can last for weeks after the infection has gone.

**You should keep self-isolating** if you have any of these symptoms after the ten days

- ⇒ high temperature or feeling hot and shivery
- ⇒ runny nose or sneezing
- ⇒ feeling or being sick
- ⇒ diarrhoea



# Test and Trace support scheme

The **Test & Trace Support Scheme** was introduced by the government in September 2020. The aim is to support those on low incomes who have been instructed by NHS Test and Trace to self-isolate, but who cannot work from home and therefore may have lost income as a result. Local Authorities are responsible for administration of this scheme.

Self-isolation is one of the most powerful tools for controlling the transmission of Covid-19, and the overriding principle of the scheme has been the payment of £500 to each applicant meeting the criteria to ensure that those on low incomes are able to self-isolate without worry about their finances.

From the start it was clear that a number of factors were preventing claims from being successful and so the government subsequently made a number of changes. The most recent change, brought in from 8 March, allows **parents/foster parents and guardians whose children are asked to self-isolate after contact with a positive case of Covid-19 to now be eligible for Test and Trace Support Payment Scheme if they are unable to work as a result.**

Eligibility however is limited to one parent or guardian per household for the child's self-isolation period, and parents must meet all the relevant means-tested eligibility criteria. The payment ensures that parents receive the financial support they need if they are unable to attend work due to childcare responsibilities.

Applications need to be made via the local authority in which parents/guardians live to receive a payment and the resident will need to either provide their child's NHS Test and Trace Account ID, a screenshot of a young person's NHS COVID-19 App notification telling them to self-isolate AND evidence that the young person has an Education, Health and Care Plan or a communication from their school informing them that they need to self-isolate.

To be eligible applicants must meet all of the criteria that:

- ⇒ they are the parent or guardian of a child or young person in the same household and need to take time off work to care for them while they self-isolate. This is limited to one parent or guardian per household for the child or young person's self-isolation period
- ⇒ they are employed or self-employed
- ⇒ they cannot work from home while undertaking caring responsibilities and will lose income as a result
- ⇒ they meet all the other means-tested eligibility criteria for a Test and Trace Support Payment or locally determined criteria for a discretionary payment.
- ⇒ that their child or young person:
  - is aged 15 or under (or 25 or under with an Education, Health and Care Plan) and normally attends an education or childcare setting, and
  - has been told to self-isolate by NHS Test and Trace or by their education or childcare setting because they have been identified as a close contact of someone who has tested positive for coronavirus (COVID-19).

Further information on the eligibility criteria for the scheme in Slough is available on our webpage [here](#) or at:

<https://www.slough.gov.uk/coronavirus/support-residents/2?documentId=670&categoryId=20179>

If you do not live in Slough you should be able to find similar information on your relevant local authority website.

You can read the government guidance ***Claiming financial support under the Test and Trace Support Payment scheme*** in full [here](#).





# Building update

The building project is progressing well. We have certainly benefited from the opening up of the new central area, which provides much more space for the current social zoning and has also shortened the routes between buildings considerably.



The new main building is currently running a little behind schedule due to the difficulties involved in implementing Covid-secure working arrangements on a construction site. Currently we are expecting the building to be completed in just over 3 months time in early July. This building will include our Reception, main hall, dining room, library, Dance studio and staffing working areas.



There will be some further site works to be completed at the end of the project. This includes taking away the current temporary buildings, some resurfacing work, and installing two new floodlit netball/tennis courts to the side of the main teaching block. We had hoped that these works would be completed during the summer holiday, but this looking less likely now and may not be finished until early September.

There may be some disruption to the operation of the school in early July as we manage the move from the current temporary accommodation into the new block. This is unlikely to have any impact on teaching and student attendance, but administrative functions may be affected due to IT installations and upgrades, and staff having to physically move offices. We will let you know about any likely issues nearer the time.





# Responding to student concerns

## **What concerns are we referring to...?**

Most parents will be aware of the recent national media coverage of the Sarah Everard murder and the subsequent demonstrations and campaigns protesting against violence towards women. Together with other campaigns, websites such as 'Everyone's Invited' and movements such as #MeToo, there is a raised awareness of the issues faced by women and girls and an increasing call for action.

Alongside this, current and former students from schools across the country, including ours, have been using social media platforms to raise allegations and concerns about the way they feel they have been treated. The issues raised are very important and have received widespread coverage in the national media. In common with many other schools we have been discussing how to move forward, away from the spotlight of social media interest with its demands for instant responses and answers.

## **Emphasis on student safety...**

We are very concerned at any suggestion that some students may feel unsafe or unprotected when at school. That is unacceptable to us. We want to re-emphasise that we will not tolerate any prejudicial, discriminatory or offensive attitudes and behaviours within the school community. However, we cannot act unless we know, and we cannot know unless we are told. We want all our students to feel they have an appropriate way of expressing concerns to us, and to be reassured that they would be acted on. We have encouraged students to talk to their form tutor, phase leader, to Ms Burns, or directly to a member of the Senior Leadership Team.

## **Our listening project...**

We realise that this situation has produced a range of reactions, feelings and emotions amongst students in our school and elsewhere. We want to raise the level of open discussion and debate about this and other sensitive subjects. To do that we need to properly understand what issues students are really facing in school or in their communities. And to do that we want to listen.

After the Easter break we will provide different ways for students to talk to us, individually or as groups, to specific members of staff about their experiences, their concerns, and their ideas. More details will follow. It may not be possible to do everything students would like, but we can guarantee that they will be heard.

## **A wider problem...and responsibility**

Recent media response to the experiences of sexual violence and abuse reported on the Everyone's Invited website included the following helpful comments by Geoff Barton, of the Association of School and College Leaders.

*Media reporting of these testimonies has focused on the role of schools. In fact, these testimonies involve young people, in schools and universities, in a wide variety of circumstances, often outside school premises in settings such as parties. This is not to minimise the vital responsibility of schools in tackling sexual violence and sexual harassment, and instilling good values in young people and respect for one another. Schools work very hard on all aspects of safeguarding, and take these matters extremely seriously.*

*It is also clear that this is a wider issue than what happens in schools. Parents have a responsibility to talk to their children about how they behave towards others. Social media companies have a responsibility to take more care about how their platforms are used. The criminal justice system has a responsibility to show young people that it can be trusted to prosecute and bring to justice sexual offenders.*

## **What can parents do...?**

We would encourage parents to raise the subject with their daughters and sons, listen to their concerns, and encourage them to talk with us about any issues they may be facing. For parents of younger teenagers in particular we would also ask you to take a special interest in their social media activity, including what they are sharing online and with whom. If you want to talk to us about anything in confidence, please email the safeguarding team at [safeguarding@lgs.slough.sch.uk](mailto:safeguarding@lgs.slough.sch.uk).



Year 9 had a STEM asseble on Wednesday and they learnt about different additives and binders used in paint. During form time they have been working in small groups to brainstorm what properties did they want their paint to have and considering the environmental impact of their paint. Students also designed the packaging for their paint.

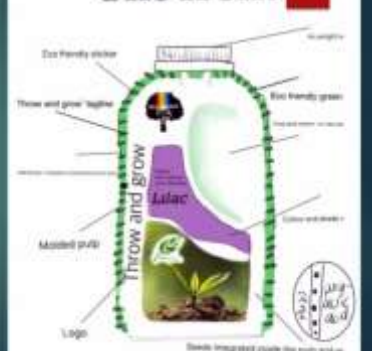
A photograph of a classroom where students are seated at long tables, facing a large screen displaying a video conference. The students are wearing green school uniforms. The screen shows several participants in a grid layout. The classroom has blue walls, a whiteboard, and shelves with books and supplies in the background.



Hand-drawn diagram of a 'Potion of Power' bottle. The bottle is labeled 'Potion' at the bottom. It contains a pink liquid at the bottom, labeled 'Potion of Power' and 'Potion of Power'. Above the liquid is a yellow label with a black triangle and the text 'Potion of Power'. To the right of the bottle is a circular inset showing a cross-section of the bottle's neck, labeled 'Potion of Power' and 'Potion of Power'. The diagram includes various handwritten notes and arrows pointing to different parts of the bottle and its components.



## The front







# It's good to be back in the classroom...

**It has been nice to see students able to enjoy the practical side of doing Biology again.**

This is a hugely important element of any science course which we were unable to include in the remote education during lockdown.

The pictures show 10 students studying ecology in the school grounds, and Year 12 students dissecting hearts in the lab.

***Mrs Dhillon, Science***







# It's good to be back in the classroom...

**Year 9 students have enjoyed getting some messy materials out now that we are back in the classroom!**

Using drawing inks, students had fun experimenting with techniques to create a series of colourful backgrounds. They were then given the task of creating an animal themed image using their prepared backgrounds as part of the Animal Kingdom project.

*Ms Stanton, Art Department*

## The ink backgrounds

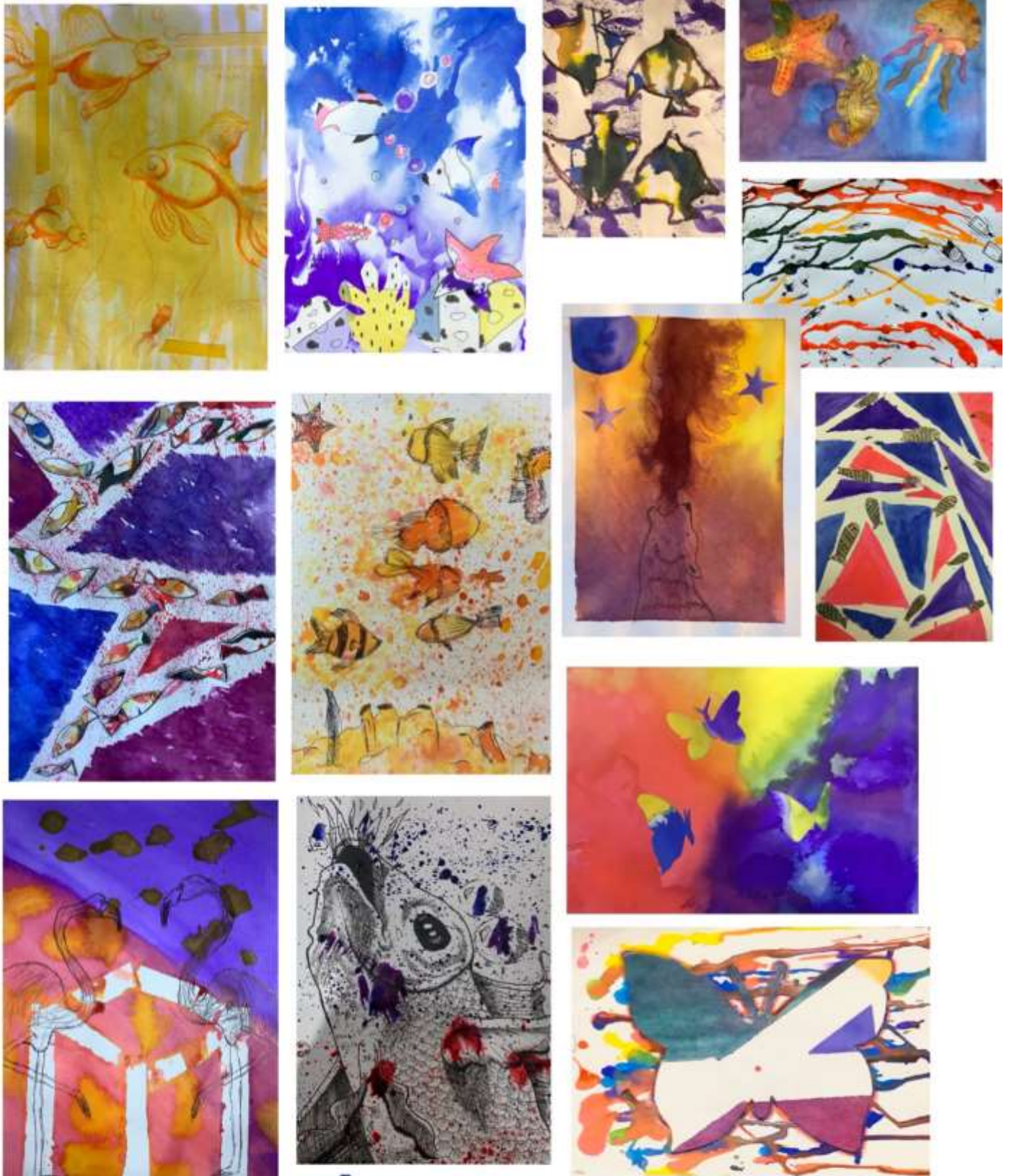


PIC•COLLAGE





# It's good to be back in the classroom...



## The outcomes

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