



LGS Newsletter

10 July 2020



Dear Parents

Welcome to our 14th school closure period newsletter.....

This week has seen the second set of Year 10 face to face support sessions in school. Attendance has been very encouraging, with around 85% of students in school across the two weeks, and the sessions have been well received and enjoyed by both teachers and students. We continue to respect the decisions of those families whose sons and daughters have not come into school - everyone has different family circumstances and concerns. We have also had some groups of students from both Year 10 and Year 12 in for additional practical work on 'face to face Fridays'.

The old buildings are continuing to disappear at an alarming rate. The remains of the old hall, dining room and Reception area have now been cleared away and the ground levelled. The Library wing has gone, and the old ICT classrooms are steadily disappearing. The 'dinosaur' - the powerful machine doing the work - continues to be a source of fascination as it resembles an animal eating away at the structure. Very 'Jurassic Park'.....

Next week is the last week of term and we are doing things differently again. Online teaching is confined to Monday and Tuesday, and form tutors will be using Wednesday and Thursday for review meetings with students in their form. Parents of students in the relevant year groups will have received invitations from form tutors to join the online meetings. We do hope parents will take the time to join the meeting and contribute to the discussion. This is an opportunity for form tutors to have an individual conversations with each student, and to discuss what has gone well, and what has been difficult during the school closure. This will help us understand our students better and enable us to plan more effectively for September.

We will send you a final newsletter next Friday which will round off this most extraordinary of years. You will then hear from us again during the school holiday with full details of the arrangements for reopening the school in September. A summary of the principles is included in this newsletter to help you understand how the school will be operating. However, please take note of the provisional start of term dates below, which will enable us to introduce staff and each year group to the new arrangements. These will be confirmed next week.

With best wishes.

Mr J Constable - Headteacher

Provisional start of term dates

Mon 31st Aug	Bank holiday - school closed
Tue 1st Sep	Staff familiarisation and training day
Wed 2nd Sep	Staff familiarisation and training day
Thu 3rd Sep	Induction for Year 7 and 12, lessons on Friday
Fri 4th Sep	Induction and lessons for Years 8, 9 and 10
Mon 7th Sep	All year groups 7-13 in school for lessons

Years 7-10 need induction time in school to get used to the new systems, having not been on site for 6 months.

Year 11 and 13 students will be given work to do on Thu 3rd and Fri 4th Sep to prepare for the start of their timetabled lessons from Mon 7th Sep.

To contact us, please email school@lgs.slough.sch.uk.

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

Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7QS
01753 598300
school@lgs.slough.sch.uk

Please visit our website at

www.lgs.slough.sch.uk

Follow us on Twitter @lgs_news



Year 10 'Face to Face' sessions in school

Year 10 students have now completed their second week of face to face sessions, this time covering their optional subjects. Attendance has been very good, although we continue to respect the choices of those who have not wished to come into school. Students have told us that they enjoyed coming back into school and seeing their friends again, and that they found the session with their teachers very useful.

Some students have also been back in school on 'face to face Fridays', either for some practical work which they were not able to do in the other sessions this week, or where teachers have wanted to provide some more intensive support to deal with any difficulties being faced.

The face to face session for both Year 12 and Year 10 have been good for staff as well - they have enjoyed seeing the students in 'real life' and also having an opportunity to spend some socially-distanced time with their colleagues.

We would like to thank the parents of all those who came into school for their support, particularly in terms of ensuring that the students could get to school and be picked up at the right times.

Arrangements for the last week of term

Next week, beginning on Monday 13th July, is the last week of the summer term. Normally this would be a week of celebration with assemblies for all year groups, and a whole school gathering in the sports centre on the last day. Sadly this year, none of these things are possible.

The format for the last week of term will be as follows:

Mon 13th Jul	Online teaching and home learning continues
Tue 14th Jul	Online teaching and home learning continues
Wed 15th Jul	Student review meetings with Form Tutor and parents Home learning continues, no online teaching
Thu 16th Jul	Student review meetings with Form Tutor and parents Home learning continues, no online teaching
Fri 17th Jul	Last day of term. Staff generally unavailable after 12.30pm. We also hope to run an online 'assembly' for all students

Bags left in school

We have a number of students who left bags in school when school closed in March. These bags will be removed from classrooms and must be collected from the school before the end of term. Where there are names which can identify individuals, parents will be contacted to let them know the bag is there.

To claim bags, students and/or parents should contact the school directly to make arrangements. Un-named bags and items will be sent to charity in September unless they have been claimed.



Looking ahead

GCSE and A Level grades

GCSE, AS and A Level grades will be issued on the published results days as follows:

Year 13	A Level grades	Thursday 13th August
Year 12	AS grades	Thursday 13th August
Year 11	GCSE grades	Thursday 20th August

It is likely that grades will be sent out by email. The detailed arrangements for results days and how to contact the school for advice and guidance will be published on the school website and will be sent separately to students and parents of the relevant year groups.

Summer holiday work

There is no school-wide policy with regard to setting work for students during his summer holiday, and arrangements will vary from year group to year group.

Students have generally worked hard during the school closure, and over 80% of all the compulsory assignments set by teachers have been completed. There are some students who have not submitted pieces of work to be checked, and a number who have not completed some assignments at all. If students in the current year groups 7-10 and 12 have not completed pieces of work by the end of term, they will be expected to do so during the summer holiday break.

Students in Years 7, 8 and 9 may receive some work to do during the holiday. This will happen if subject leaders believe it is necessary to help ensure students are ready and have the essential knowledge they need to start the next phase in September. This may involve consolidation of the work completed during school closure, or preparation work for topics to be taught in the autumn.

Students in the current Years 10 and 12 will be going into the second year of their GCSE or A Level courses. Teachers may judge it appropriate to set work for them during the holiday, but the nature and quantity will vary from subjects to subject.

Parents should therefore expect their sons and daughters to have some school work to do across the summer break, but this will not be in every subjects. Holiday work will be set through ClassCharts so parents will be able to check the details of what is set.

Assessment in the autumn term

The most important thing at the start of the autumn term in September will be for students to come back into school and regain their confidence, and get used to the routines of school life again - but in a different way because of the continuing control measures to reduce coronavirus transmission. Facing a series of tests as soon as they return to school will not be helpful. Teachers **will** need to be able to judge what students know and understand from the school closure work but they will do this through a range of activities in the classroom - so called 'formative assessment' - designed to help them plan the curriculum and adapt their teaching to students' needs. Students who are mid-way through examination courses will need to be introduced to examination-style assessment to help them understand the demands of the examinations, and this will be introduced at the appropriate time.



Looking ahead

What will school be like in the autumn term?

The Government guidance on reopening schools to all children in September was published last week. You can access a version specifically for parents at the following location;

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

We are still developing the details of our plans for the reopening, and a full guidance document will be sent to you during the holiday. However, the following information will help you understand what school will be like in the autumn term.

General principles

School will be compulsory - the law will require all students to go back to school.

Schools are required to put in place a series of measures to protect staff, students and others from coronavirus. These include:

- requiring staff or students who are ill stay at home
- robust handwashing and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- reducing contacts and maximise distancing between those in school wherever possible
- minimise potential for contamination so far as is reasonably practicable

‘Bubbles’

You will have heard of the principle of ‘bubbles’; the idea is that a bubble is a group of children who are free to mix together but who are kept separate from other bubbles as far as is reasonably practical. This is the basis on which primary schools have operated in the last few weeks with their Reception, Year 1 and 6 children.

Essentially, schools are now being asked to keep children in the smallest groups possible *while still providing the education they need*. Schools are able to choose the configuration that works best for them, and there’s no perfect solution. What schools are being asked to do is to find a workable compromise which enables ‘education as usual’ to go ahead as much as it can, while also minimising contact between children as much as possible.

During the autumn term, and possibly beyond depending on the Government guidance, we will be working with **‘year group bubbles’**. This means keeping whole year groups separated from each other as far as we can. For example, Year 8 students will be in one bubble and will be able to mix freely with each other, but we should minimize their contact with other year groups.

We know that students will have siblings in other bubbles, and many will travel to and from school with students in other bubbles. The Government guidance recognises this, and allows for it, but still encourages schools to keep children in consistent groups where they can. This isn’t perfect, but it is still likely to reduce transmission of the virus, and so is worth doing.



Looking ahead

How does the use of 'bubbles' affect the operation of the school?

The aim is to try and keep year groups separated as much as possible, by reducing the movement of students round the school and changing the timings of lessons to give students their breaks at different times. We have therefore decided we will do the following:

- ♦ Reduce movement of students around the school by **teaching students in the same rooms** as much as possible where it is practical to do so. For example, Students in Years 7, 8 and 9 will have the majority of their subjects taught in the same 'base' room - for example English, Maths, geography etc. They will move to other rooms only where specialist spaces and equipment are needed eg for Art, Computing, Design Technology, science practicals/demonstrations etc. This will not be as easy to achieve for students in Years 10 and above but the principle is to reduce the overall number of rooms they are taught in, and hence the number of times they are moving around the school.

The more we can restrict student movement in this way, the more we reduce the risk of transmission. However, this means that **teachers will move from room to room**, lesson by lesson, in a reversal of the usual way we set up the timetable.

Students from the same year group will have their base rooms in the same area of the school - there will be a Year 7 zone, Year 8 zone etc

- ♦ Set aside particular areas of the school site for each year group to congregate and socialise outside during breaks.
- ♦ **Stagger break and lunch times** to reduce the number of students out of lessons at the same time. We believe we can do this by adjusting the timings of periods 2 and 4 so that Years 7-9 are at break and lunch while the rest of the school are in lessons, and vice versa.

We will **not** be changing the school day start and finish times by more than a few minutes due to students' transport issues.

What about social distancing?

There are no strict requirements on distancing in the Government guidance or set distances that must be observed. The principle is that both students and staff should be encouraged to keep some distance between themselves and others if possible. The guidance suggests that, to protect staff moving between bubbles, they should try to keep their distance from student and other staff as much as they can – ideally 2 metres. This won't always be achievable, but it's important to attempt to do this as much as possible, particularly for staff who may be working with a large number of students across different bubbles.

So, to achieve this we will

- ♦ Arrange classrooms to give as much distance as possible between students, and between the students and teacher. We will arrange desks to have everyone facing the same way.
- ♦ Install screens in areas where this may not be possible - eg the Library, Sixth Form study room etc.
- ♦ Encourage students to keep their distance from each other when moving around the site.



Looking ahead

What about sharing equipment?

The guidance suggests that there is low risk of transmission through books and other resources, but potentially a higher risk from the use of particular sorts of equipment.

Equipment used, for example in science practicals, could be shared by different classes within a year group bubble, but not by those from other years without thorough cleaning or leaving in 'quarantine' for a fixed period.

Measures we are therefore considering include:

- ♦ Minimising student practical work where this is possible.
- ♦ Buying additional resources where appropriate.
- ♦ Minimising the use of resources and encouraging electronic distribution of resources.
- ♦ Enhanced and/or more frequent cleaning regimes.

Wherever possible we want to use the iPads to maximise the use of electronic solutions to reduce the handing of paper. As well as reducing the risk of virus transmission there will be gains in efficiency to be made.

What about all the lost time?

Apart from implementing the system of controls to reduce the risk of virus transmission, we will need to make the best use of lesson time, particularly in the first part of the school year. Students will have lost a significant proportion of in-school teaching and learning time and there will undoubtedly be a knowledge and understanding deficit in many areas, however hard they have worked during the closure period.

We are not going to be talking about 'catching up'. We need to look ahead and think in terms of *'how do we plan the curriculum to get students to where they need to be....'*

It isn't about *'What have they missed?'* but *'What do they need now?'*

However, to do this effectively we will need to make sure that we minimize things which will take students out of lessons. This means:

- ♦ No educational visits off site during the normal school week.
- ♦ Minimising on-site subject related visits (eg theatre companies) to those where other subjects are not impacted.
- ♦ Minimising events which involve suspension of the normal timetable – and trying to think how we might do these things differently. So, for example, we are looking at other ways to put on our House Musica nd Drama festival.
- ♦ Trying to minimise the reasons why staff might be out of school (eg for training).

The extent to which these restrictions would have to be in place across the whole school year is still being discussed and will depend on how the Government guidance changes. However, this will definitely be the situation in the Autumn term.

We will have a 'shadow calendar' for the Spring and Summer Terms with educational visits and other events provisionally scheduled, and the situation will be reviewed periodically.



Looking ahead

What about uniform?

Students will be required to wear normal school uniform, and use their PE kit as well. We will explain arrangements for changing in our final instructions later in the holiday.

Please make sure your son or daughter has their normal school uniform. Replacement items (many students have grown a lot in the last four months!) can be obtained from our uniform suppliers Hawkinsport in the usual way. The usual uniform regulations apply and these can be found on the school website.

What will you do if students are ill?

We will have clear procedures in place to deal with students who feel ill at school. Most students who feel unwell at school will not have coronavirus. However, there will be clear instructions as to what staff should do if students do experience coronavirus symptoms.

If students exhibit coronavirus symptoms, it may be necessary for them and their families to self-isolate for up to 14 days and take a coronavirus test. In the unlikely event of a student testing positive for coronavirus, we will engage fully with NHS Test and Trace, and close contacts in school may be asked to self-isolate.

All of this will be explained to you in more detail later in the summer holiday. The main thing to remember at this stage is simply - if your son or daughter is unwell, don't send them to school.

What about public transport?

Some students come to school using public transport. We know that the transport authorities are working with local education authorities to look at capacity on buses and trains. Unfortunately there is little we can do to directly influence this, but we will provide as much information as we can. You may need to look at alternative ways for your son or daughter to get to school. As you know, the wearing of masks on public transport is compulsory.

Is there a backup plan?

We are obviously hoping to open the school to all students in September, albeit with the restrictions outlined above in place. There are three main ways in which the operation could be disrupted:

- a) Significant numbers of staff ill or self-isolating because they have been contacted through NHS Test and Trace.
- b) A locally imposed lockdown and school closure due to a 'spike' in infection rates.
- c) A national school closure due to a 'second wave' of infections.

Scenario (a) is the most difficult to work with because of the level of uncertainty. However, staff who are healthy but simply self-isolating because of contact tracing will be expected to deliver remote teaching from home.

Scenarios (b) and (c) could be imposed at very short notice. Our back up plan will be simply to transfer the structure of the school timetable online – ie staff would deliver elements of interactive teaching using Teams within the normal school timetable and timings. This would be the best solution for a short period. If we look set for a longer period out of school, we would need to rethink this, based on our knowledge of what is effective and sustainable for the longer term.



Virtual Sports Week

Virtual Sports Week – Mon 29 Jun to Fri 3 Jun 2020

To make up for the disappointment of missing out on our annual sports day at Thames Valley Athletics Centre this year, we held our very first (and hopefully last!) Virtual Sports Day/Week. During the whole of last week, every morning at 9.00am we set the students various sporting challenges to complete before the 8.00pm deadline.

The levels of engagement were fantastic throughout the week and it was really encouraging to see so many brilliant efforts from so many different students. Over the week, we had over 1000 entries across years 7-13.



Events

- Day 1** The **Plank Off** – *how long can you maintain a plank for?*
- Day 2** **1km Challenge** – *how quickly can you run 1 kilometre?*
- Day 3** The **wall sit** – *how long can you bear the gruelling wall sit?*
The **Speed Bounce** – *how many speed bounces can you make in 30 seconds?*
- Day 4** **Keepy up challenge** – *how many kick ups can you perform? Beat your personal best?*
Sit up test – *how many sit ups can you perform in 30 seconds?*
- Day 5** – The **distance** challenge – *how far can you travel in 20 minutes?*



Virtual Sports Week

Virtual Sports Week – the results

Huge congratulations to....

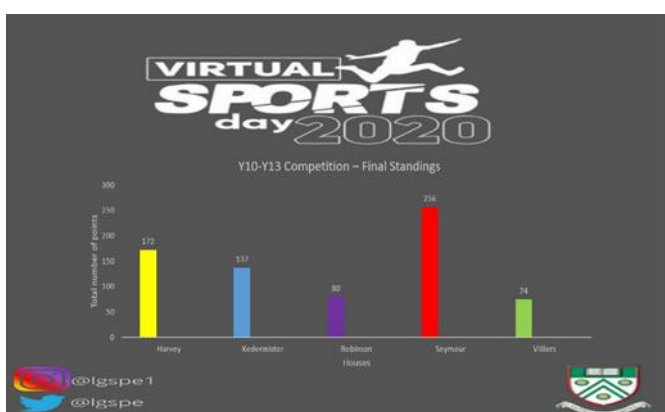
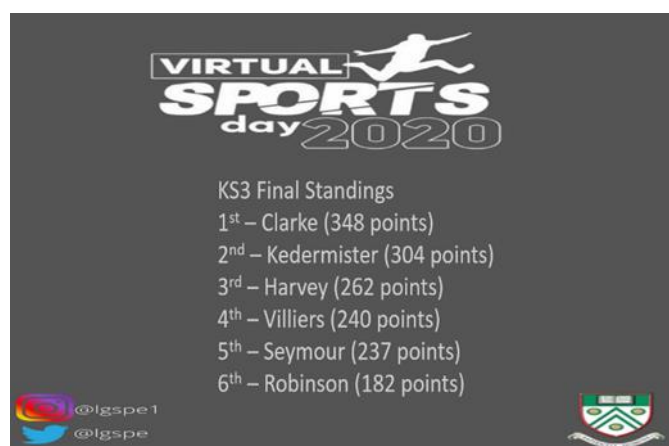
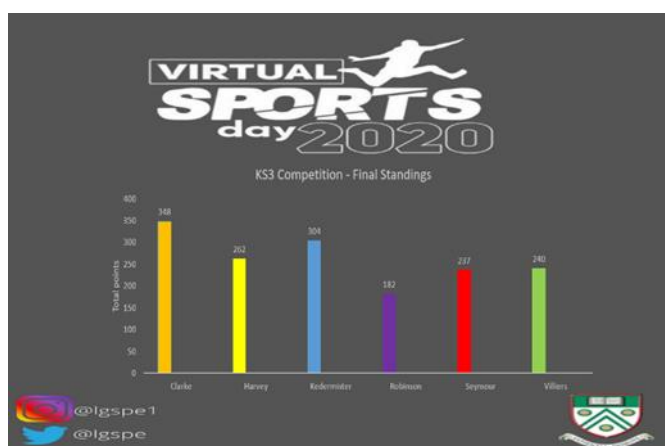
Clarke

for convincingly winning the Year 7-9 Competition.

A big well done on a mightily impressive win for....

Seymour

in the Year 10-13 Competition.



Well done also to every student who participated and challenged themselves as well in these difficult times.

Sports Day is usually one of the best days in the school calendar so it was a shame for the students to miss out this year. The PE department hopes that the students found some enjoyment from our Virtual Sports Week 2020.

We hope that this helps remind everyone of the value and importance of exercise, so students can continue to be active over the Summer holidays.



Duke of Edinburgh's Award update

From the Duke of Edinburgh's Award regional office.....

We have just received details of the Award completion statistics for Slough for the 12 month period ended 31st March 2020.

During that year, Langley Grammar School students completed the following:

119 Bronze Awards - over 25% of the total for Slough

11 Silver Awards

4 Gold Awards - out of 10 awarded across the town.



In the same year, 132 students started their Bronze Award, 71 started Silver, and 28 started Gold. The increase in numbers at Silver level in particular is due to the way we have changed the year groups who are eligible to do each award level.

Unfortunately, the COVID-19 situation and school closure has meant we have been unable to run expeditions. Students have been encouraged to try and finish the other sections of their Awards during the closure period and many have been doing this. The Award authorities have changed the Award rules to enable certain activities to be completed at home, recognizing the difficulties of the lockdown.



For more information about the Award, and for details on how to do #DofEWithADifference during the coronavirus pandemic, go to <https://www.dofe.org/>

Students who complete the first three sections of the Award - volunteering, skill and physical recreation - can receive a Certificate of Achievement from the Award authorities. Their expedition section can then be done at a later stage when the easing of COVID-19 restrictions enable them to do so.

Our first batch of Certificate of Achievements went out in the last week. **Congratulations therefore to the following students** for completing the first three sections of their Awards.....

Ishir Sharma

Aarya Sisodia

Sruthi Aji

Arun Nagra

Mathichudar Manivasagam

Daanish Ansari

Shruthi Venkatesh

Umar Sacranie

Ashvin Siventhiran



Duke of Edinburgh's Award update

From the Duke of Edinburgh's Award regional office.....

"We would like to thank you again for offering DofE at Langley Grammar School and for supporting participation. In the South East region overall we have had 61,503 young people that started a DofE programme and 34,053 achieve their Award. That has meant that young people in our region have contributed an amazing 717,821 hours of service to their local communities. I have attached the Social Value Certificate for your school. It's incredible seeing the amount of time young people have put in over the last year to helping others, being physically active and developing skills."





Snapshots

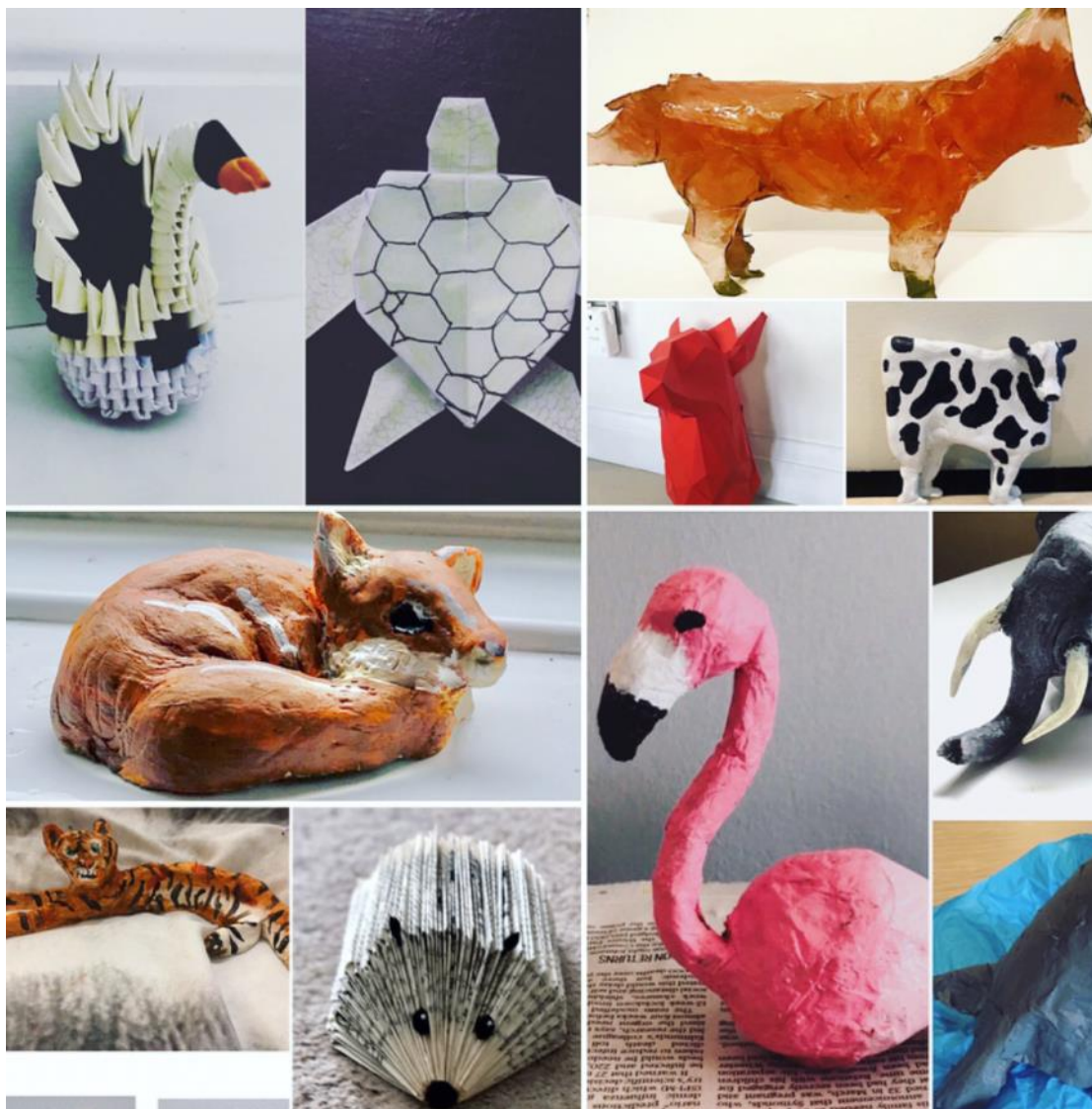
From the Art department.....

Year 10 students who were able to be in school this week enjoyed a clay lesson, making sculptures for the "By the Sea" project. The pieces will be fired and glazed at a later date.

Year 9 Art students were given the challenge of creating a 3D animal sculpture at home. We suggested a wide variety of possible materials which could be used. The results exceeded our expectations, with sculptures being made using techniques including papier mache, origami, clay and card construction.



Ms Stanton





Snapshots

From the Computing department.....

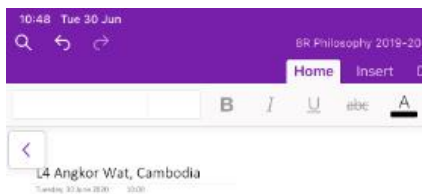


Year 7 have been working on achieving IDEA (Inspiring Digital Enterprise Award) badges over this academic year. Our plans were for Year 7 students to achieve a Bronze award in Year 8 and a Silver award in Year 9.

We are pleased to announce fourteen Year 7 students have made excellent progress and achieved a Bronze award in their first year, and two students have achieved a Silver award, which is an amazing achievement, so well done to **Daniel Dennis** and **Aarthi Shanker**.

Mrs Jenkins

From the Philosophy & Ethics team.....



Some great work completed by the Y8 pupils for their 'Beliefs Worldwide' project – a journey to different religious sites around the world, either to the West (incorporating USA and South America), or to the East, via Jerusalem, Amritsar and Angkor Wat. This is an extract from work by Ria Bachetta (8R) - she and quite a few others have done really well on this project.

Mr Halliday

Angkor Wat (Cambodia)
This is reputed to be the largest single religious site in the world. It started off as Hindu, then became Buddhist. Find out how and why the Wikipedia site is actually pretty good – click on the top picture and see the slide show first.
https://en.wikipedia.org/wiki/Angkor_Wat

Answer these questions:
1. Hinduism and Buddhism are linked but there are differences – try to summarise them in one paragraph.

Hinduism and Buddhism both have common origins in the Ganges culture of the northernmost part of India around 550 BC. They have some shared beliefs but also a few notable differences. And a sample of a shared belief between Hinduism and Buddhism is the concept of achieving Moksha or enlightenment. Enlightenment finalises the reformation cycle along with the human suffering. In Hinduism moksha is the ultimate goal and it frees your soul from your body. And examples of differences between Hinduism and Buddhism is that Hinduism did not develop from the teachings of one single founder rather it has developed over the course of more than 3000 years. Buddhism was founded by Siddhartha more than 2500 years ago in India.

2. Visitor mentions that all over the world are going up each year in why do you think people from Western cultures are attracted to Eastern religion?

I think the western culture finds eastern religion so attractive because it's not really a religion but more of spirituality. It allows flexibility and its main aim is to prove that it isn't a religion. It's a state of being of allowing yourself to reach your full potential. Religion seems to make you obligatory beliefs and practices, religion usually has an aim, usually "salvation", it can carry different meanings. So you see in western religion the followers usually have a need to be saved from something and the culture it goes a little bit darker as the things to be safe from is something that we all have, our emotions, our greed, and our selfishness to come a little closer to the things that we need to be safe from and therefore we are told and that is not a very attractive state of being, how it was back in the western religion, spirituality is fundamentally its main game it's all about self fulfillment it's not saying that we have any faults, necessarily it's saying that we could be even better than we already are. If we could discover the entirety of our potential and make it a reality.

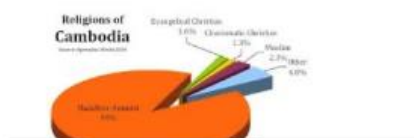
Cambodia

Angkor Wat is a temple complex situated in Cambodia it's the largest religious building in the entirety of the world it's on a site measuring 402 acres, originally constructed as a Hindu temple it was converted to the Hindu god Vishnu for the Khmer empire, but towards the close of the 12th century it was transformed into a Buddhist temple. Interestingly it was tradition to dedicate the temple towards Vishnu but it broke from the previous tradition of kings and was instead dedicated to Vishnu, it's the best preserved temple in Asia.



Other religions in Cambodia

Christian population makes up 0.5% of the total population in Cambodia so it isn't actually that big of a religion there although there are approximately 300,000 Muslims in Cambodia.



From the History team.....

The winner of the most recent History Department summer competition, for the design of an ancient Greek vase, is **Aryan Bamane** of 7V, for his design showing a hippocampus (a combination of a horse and fish; the hippocampi pulled Poseidon's chariot in the Iliad).

Mr Wolters

