



LGS Newsletter

26 June 2020



Dear Parents

Welcome to the 13th school closure period weekly newsletter.....

We enjoyed seeing Year 12 students on site for the second week of face to face sessions in support of the online learning. Numbers held up well across the two weeks and the students were very positive about the sessions, seeing their teachers, and - most importantly - seeing each other. Next week we welcome back Year 10s for their face to face support. Thank you to Year 10 parents for encouraging your sons and daughters to come in, remembering that we acknowledge and respect that there are good reasons why some are unable to do so at this time.

There are no pictures of the rapidly-disappearing 1956 buildings this week. One reason is that our good camera vantage points can't quite capture the work over the last few days as it is mainly obscured by other parts of the old buildings. The main hall has now disappeared, as has the student corridor, the main entrance and Reception. On Wednesday I watched 'the dinosaur' tear the roof off my old office.....! When students return properly, it will be to a very different-looking site - and for this week I have changed the picture at the top of this newsletter to remind us what the site used to look like. The good news is that the demolition phase has not been unduly affected by the coronavirus pandemic, and work remains on schedule with a projected completion date for the second building of July 2021. There have been problems getting the snagging work done in the newly-opened teaching block, as many of the contractors used were put on furlough for some weeks. We hope that all this work will be completed during the summer holiday.

Many normal school events are being replaced by 'virtual' ones; this week saw our virtual Transition Day for students intending to enter the Sixth Form in September. Instead of the normal programme there was a wide ranging set of videos, presentations and a live Q&A session. If your son or daughter missed the event, or if you would like to see it for yourself, please look on our website under **Sixth Form/Admissions**.

As you will all know, the Prime Minister made an announcement earlier this week about the further easing of the lockdown restrictions. He referred to the Government's ambition for all students to return to school full time from September. As is becoming common - and frustrating - we are now in that limbo between a headline announcement and receiving the actual detail and guidance which we need to be able to plan. I will therefore say no more until next week, when we hope to have received further information from the Department for Education on exactly how this ambition will be achieved.

Over the last few days we have also seen examples in the media of many people ignoring the fact that restrictions are in place and that we should be continuing to practice social distancing. I am sure you will be encouraging your sons and daughters to be cautious, and in the word of our school ethos to be **responsible** and **caring** in continuing to do what they can to minimise the risk of coronavirus transmission. This will be particularly important for Year 10 students next week coming into school, and for all of us as we enjoy the further loosening of the restrictions.

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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Introducing....

The new Student Leadership Team 2020-21



Carolyn Ashmeade-Carty - Head Girl

Langley Grammar School is a collaborative community, encompassing students who share a diverse set of skills and talent, all of which complement each other to create a thriving atmosphere. My abilities and strengths have been embraced and celebrated. I have been provided with many opportunities, from being a member of the Netball and Basketball team, taking part in House competitions, and undertaking roles of responsibility. Langley takes a holistic approach to learning, continuously reminding us that learning isn't restricted to a classroom. With this being a core belief, we are always encouraged to venture beyond our limits and strive to do our absolute best. Our staff are supportive and welcoming, and Langley provides a stimulating environment, to inspire and cultivate success and individuality. My time at Langley has enabled me to greatly build my confidence and grow as an individual.

Naman Soni - Head Boy

My core beliefs are summed up in the quote 'There is no short-cut to success', and this has therefore shapes my key characteristics of determination, diligence, and ambitious confidence. Being a 'Black Belt', in Karate and a 'Grade 8', pianist, Undertaking A-Levels in Geography, Mathematics, Economics and Psychology, my interests are based on the functionality of an economy and the fundamentals behind the decisions made in order to correct market failure. Constructing a policy to increase consumer confidence during periods of recession, after graduating from a top university in the field of Economics, is my long-term aspiration. I also plan to grow my ambitions in rap, by producing high quality content, for all audiences within the genre. Personally, the best advice I was given: "Think big; Don't be afraid to be bold"



Sneha Kaluvakollu - Deputy Head Girl

Currently, I am studying Biology, Chemistry, Maths and Psychology with the intention to have a future in medicine. One piece of advice that I was given was 'once you have worked your hardest, the result is out of your hands'. The reason why this principle is important to me, is because it allows me to be a little bit easier on myself – for example, after taking an exam, as long as you have worked your hardest, there is no need to think about the result, because it is out of your hands. This is something that I wish I had known earlier on in my academic life.

Navin Vithana- Deputy Head Boy

My time in Langley Grammar has been filled with endless memories of all the things this school has had to offer. Whether that be performing in the numerous music concerts and productions, playing for the school's various sports teams, or even representing the school on the Slough Youth Parliament and NCS Youth Boards; I think it's safe to say I've thrown myself in the deep end of several opportunities, and built the confidence and skills to pull it off. I am currently studying Maths, Physics, Further Maths and Geography at A Level, and intend to study Geography at university to pursue a career in the United Nations. I believe that an attitude of goodwill can create an environment that cultivates success for both yourself, and the people around you.





Opportunities

Virtual Sports Day 2020

To make up for missing out on Sports Day this year, we will be running our very own Virtual Sports day across the whole of next week (29 June – 3 July) to decide who really is the best house in the school!

5 days, 5 challenges

At the start of each day, we will post a new challenge along with a Microsoft Forms entry form for students to submit their result by the deadline of 8.00pm that evening. Every single entry counts, no matter how big or small!



The fitness challenges are designed to be simple and accessible for everyone so they won't clash with live lessons. They will never take more than 20 minutes of a busy day so there really is no excuse not to get involved!!

As always, we will be posting live updates on our Instagram **@lgspe1** and Twitter **@lgspe** pages to keep you up to date with all the action.

Keep your eyes peeled for the email giving the details of the first challenge on Monday morning.

Good luck and let the best house win (probably Harvey!)

Mr Bartlett





Opportunities

HISTORY DEPARTMENT SUMMER COMPETITIONS

Week 4

This is the next competition in the series running between now and the summer break. This one is slightly different to those we've run in previous weeks, so please read on. This week's challenge is to...




Contribute to the LGS Giant Coin Timeline

Unlike the competitions we've run so far, this one is going to run between now and the end of term, though there will be some prizes awarded at the end of this week for any contributions that stand out...

We would like you to rummage around at home and see if you can find a coin – from Britain or from overseas – from ANY year between 1920 and 2020. You've got a hundred years to choose from!

Once you've found a coin, you need to take a clear photo of it, and do a bit of research into the year it was produced. Find out about an event that took place in the country the coin was made. So, if you've got a German Reichsmark from 1933, you could talk about Adolf Hitler coming to power. If you've got an American Dollar from 1969, you could talk about Neil Armstrong landing on the Moon. If you've got an Icelandic Krona from 2010 (probably less likely!), you could talk about the infamous ash cloud. Endless possibilities ...!

You don't have to pick the oldest coin you find – you might pick a coin from an unusual country, or from a year that you already know something about. My example is a boring UK 10p coin from 1992, simply because it was the first coin I found...

| | | |
|---|------|---|
| MISS MAWDSLEY | |  |
|  | 1992 |  |
| <small>1992 was famously labelled a "horrible year" by Queen Elizabeth II: "1992 is not a year on which I shall look back with undiluted pleasure. In the words of one of my more sympathetic correspondents, it has turned out to be an <i>annus horribilis</i>." It is easy to see why. Despite the Queen celebrating 40 years on the throne in 1992, this was the year in which Prince Andrew (the Queen's second son) separated from his wife ('Fergie'), Princess Anne (the Queen's daughter) and her husband (Captain Mark Phillips) divorced and Prince Charles (the Queen's son and heir) separated from his wife, Princess Diana. This followed the publication of the tell-all book, <i>Diana: Her True Story</i>, which didn't portray Charles in a very good light. It was also the year in which Windsor Castle caught fire, so not the best year for the Queen!</small> | | |

Once you've got a picture of your coin and a short paragraph of information about the event you've picked, use the example/template to produce your own A4 sheet for our **Giant Coin Timeline**.

This can then be emailed to me, and I will keep updating/sending out the list of years we've got and years we're missing.

The aim is to find **100 coins as an entire school community in just under 4 weeks**.

Good Luck!

Challenge start date: **Monday 23 June**

Challenge end date: **Friday 17 July**

All entries should be submitted to **Miss Mawdsley** via katemawdsley@lgs.slough.sch.uk

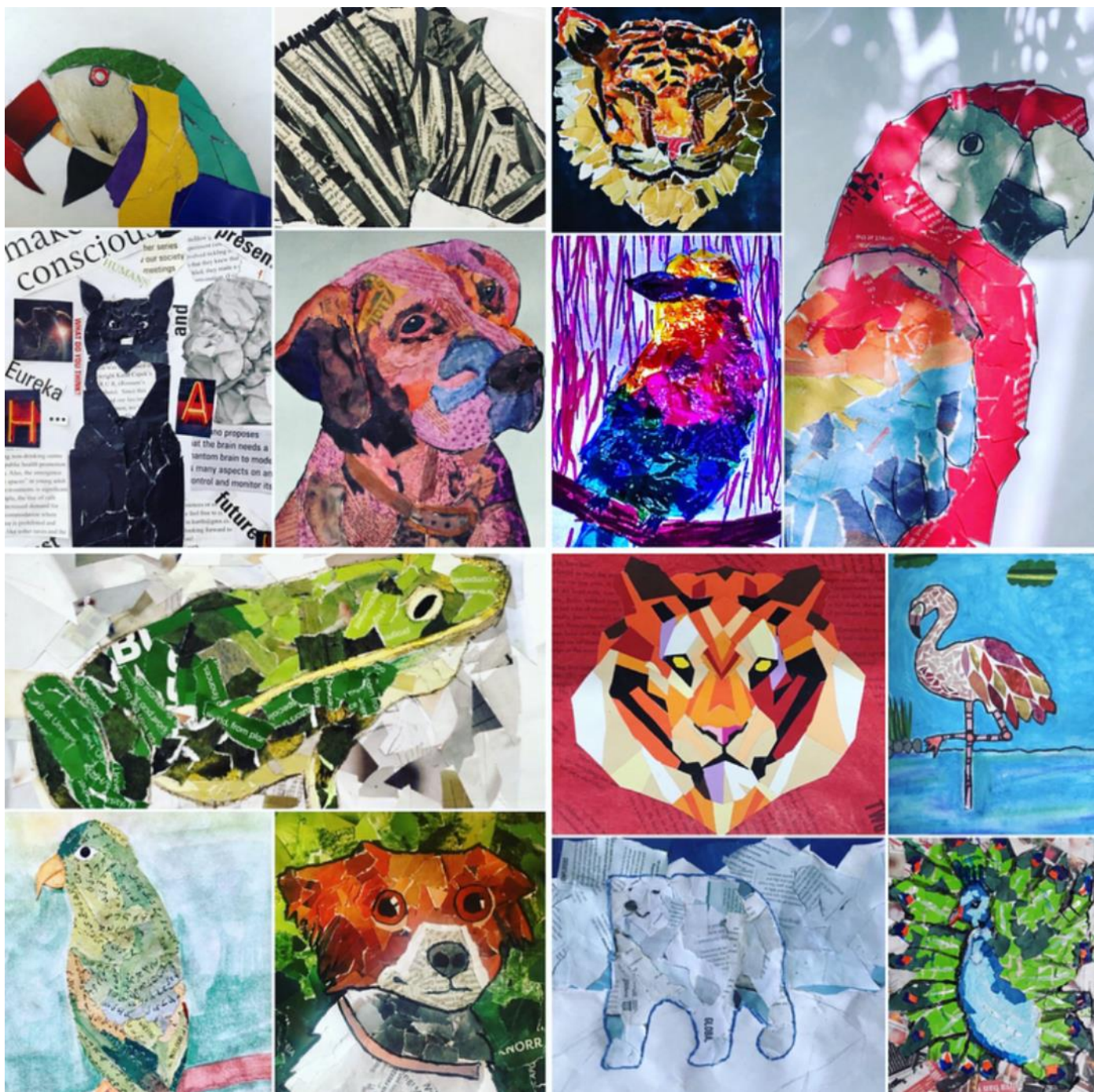


Snapshots

From the Art Department.....

Some lovely examples of work from students this week.....

Students in Year 9 have just started their GCSE course and have been making animal collages at home. They have used any coloured papers they had lying around, and paper taken from magazines and newspaper to make up the colours and tones.





Snapshots

From the Art Department.....

Mrs Stanton reported on the outcomes of some live teaching in Year 10 art.....

"Students in Year 10 made their own backgrounds following a live lesson where we demonstrated a variety of pattern making techniques. As students don't necessarily have access to a full range of materials at home, in addition to more traditional techniques we showed them how to do bubble painting using instant coffee and marbling using nail varnish! Students then added their own seaside themed drawings to the backgrounds they had made."





Snapshots

From Science.....

During reading week we gave the KS3 students the challenge of making and/or researching how a lava lamp is made. **Ada Kumar** in 7V did a brilliant leaflet on them

Miss D'Authreau



From English

"I would like to mention the current Year 11 students. I have regularly met with those who are going to study English next year for online sessions and received work from my future Y12 English Literature and Y12 English Language groups. The Literature students have created a Literature Review corner and the Language students have conducted an interesting investigation into language and gender."

Dr Rentflejsz

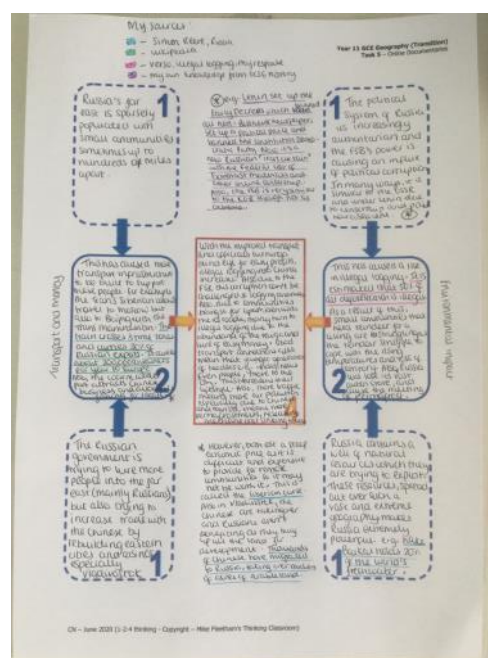
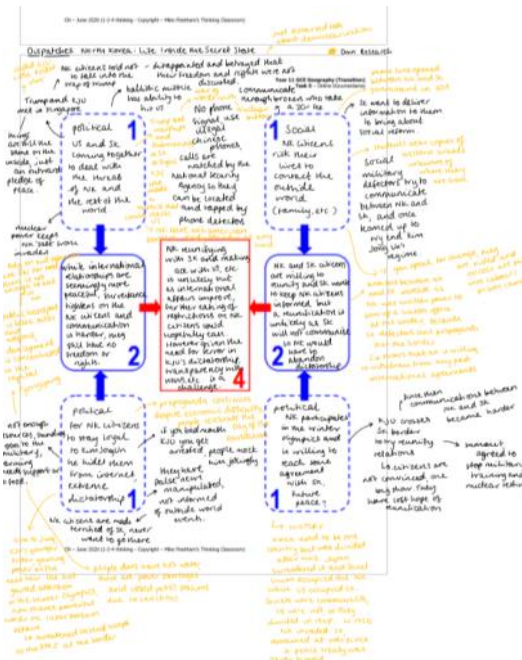
From Geography

One the highlights of lockdown has been reading the Year 11 transition work. I'm really pleased with the range of tasks we set. They've all been about how to do wider reading (and the huge variety of different types).

I've particularly enjoyed it when students have had a chance to choose what they read, or watched, or researched.

I particularly liked these examples from **Amolika Bansal** and **Shweta Velmurugan**.

Mr Mace





Snapshots

From Psychology.....

"Year 12 students have just started the new A2 module of Crime and Deviance, and are looking at how society defines crime across different cultures, time eras and contexts. They are really interested in researching infamous criminals and investigating their childhoods, socialisation and motives for committing crime."

Mrs Morales-Costin

From Modern Languages...

"I just wanted to tell you about **Carolyn Carty** in **Yr 12**, our new Head Girl and Subject Fellow for French. For the virtual Transition Day, she created a really amazing and extremely professional video for French. The quality of the visuals added to the quality of the commentary in French was outstanding and she deserves high praise indeed. Proud teacher and Tutor!"

Mrs Francis

From Business Studies...

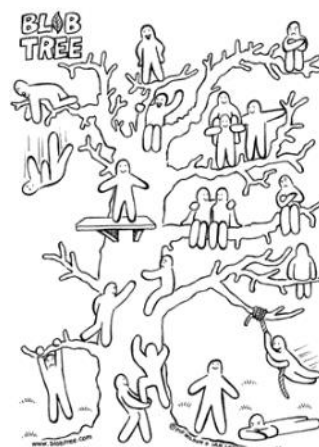
"Year 9 have started online lessons and have been really enthusiastic with over 100 students at each session. They started off examining a case study on the impact of coronavirus on cruise ships. In the scenario they were appointed as sales manager for Carnival Cruises, their first challenge was to identify the main problems that the company faced, followed by discussing what opportunities may exist for Carnival in the future. The final activity was how they should rebuild customer sales? There were some excellent answers posted in the "chat" area of our Microsoft Teams area.



The second lesson and case study was about "Gousto" a company sending out regular meal kits by post in the last couple of months, backed by Joe Wicks. Students had to identify from the case study who the owner was targeting, calculate his potential gross revenue and analyse whether he should obtain capital from a bank or from venture capitalists. It was great seeing the comments appear on the chat area again and there are obviously some budding entrepreneurs in Yr 9 already.

Year 10 Business students have had the benefit of two teachers each time at their online lessons. We have been able to keep going with the GCSE syllabus and students can benefit from being able to access all the lessons and course content from Sapientia - where all the lessons are on PowerPoint. Online lessons are recorded and stored on their Teams area incase they miss out or want to revisit the lesson for tips on how to answer the homework!

We have examined the role of stakeholders in business and looked at pressure groups. Students did a homework based on the "blob tree" where they had to look at each person or "blob" and decide what each blobs role or viewpoint was on a business. This could have been the role of Tesco's and the environment or the impact of HS2 or potentially the stakeholders involved with building a third runway at Heathrow. So of course were the blobs happy or not? A good way to develop creativity and to draw out opposing viewpoints and weigh up or evaluate.



Mr Pascall



Snapshots

And an update on a couple of regulars.....

From the History Department.....

Last week's 'just for fun' historical challenge was to make a historical building from food.....

First Prize....

...went to **Naina Jaiswal 9V** for her fantastic Taj Mahal made from such a variety of foods! It showed real creativity!



Second Prize...

...to **Akaisha Anand Yr 7** for her Colosseum carved out of a watermelon!



Joint Third Prize! (both were so creative) to....

Barnaby Moore 7K for his brilliant 'Blitz' scene cake, and



Preethishree Anujan 8K for another great interpretation of the Taj Mahal



From Philosophy & Ethics

This week's moral dilemma involved a scenario where students imagined they had bought a brand new car, only to find it written off in an accident by their own son, driving illegally at the age of 16. With no money to replace it, and being reliant on the car for work and family, what would they do? Claim on insurance — but in doing tell the police their son was responsible and give him a criminal record? Or persuade him to own up himself to the police? Or make very big sacrifices financially to protect him...?



The survey results from the whole year group gave a mixed picture, but we concluded that our students recognise that there are different motivations for actions and there isn't always one way to be moral.

Mrs Paice