



LGS Newsletter

24 April 2020



Dear Parents

Welcome to our 5th school closure period weekly newsletter.

The summer term started on Monday. I did email all students with a link to a short audio presentation with a welcome back message and some comments about our approach to teaching and learning over the next few weeks - I do hope that your sons and daughters managed to access it.

During this week our staff have been busy planning the curriculum delivery for Phase 2 of the closure period in line with the priorities and guidelines shared with you in our previous newsletter last week. They have reported good levels of engagement by students with learning activities they have been given - some examples are included in this newsletter.

I am very glad to know that the great majority of our staff and students remain well and positive. However we are very aware that some families have been affected much more than others by the current situation and we would ask you to keep us informed about any circumstances that could be affecting your son or daughter.

There is a lot of speculation in the media at present about how and when lockdown restrictions may be lifted and when schools might reopen. At the moment we simply do not know, and we continue to use our 4 phase model in our discussion and planning. We are considering carefully what support - both academic and personal - students will need in that crucial 'recovery' phase when some semblance of normality does return.

Finally, thank to those of you who have contacted us with messages of support - these have been appreciated as we work through these uniquely challenging times.

Mr J Constable - Headteacher

Reminder - critical worker provision

The Government's instruction is to stay at home if possible. However, schools are able to offer supervision for children of workers who are critical to the fight against COVID-19 coronavirus and who are unable to arrange appropriate childcare.

If you think your son or daughter will need supervision in school at any stage during the next few weeks, please contact us on school@lgs.slough.sch.uk.

Coronavirus (COVID-19): what you need to do

Stay at home

- Only go outside for food, health reasons or essential work
- Stay 2 metres (6ft) away from other people
- Wash your hands as soon as you get home

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school@lgs.slough.sch.uk

Please visit our website at

www.lgs.slough.sch.uk

Follow us on Twitter @lgs_news



General updates

How to get in touch with us

Throughout the school closure period, please contact us via email.

The school@lgs.slough.sch.uk email address is monitored continually and your query will be forwarded to the most appropriate member of staff.

If your son/daughter is ill.....

A reminder to please email Mrs Collins in Student Support via school@lgs.slough.sch.uk to let her know. We will not be keeping any form of register during the school closure, but it will clearly be helpful for subject teachers to know if a student is unable to complete the learning activities set.

Similarly, if your family is experiencing any particular circumstances which would make it difficult for your son or daughter to complete work, please let us know in confidence.

Free School Meals

The Government has rolled out a national voucher scheme for those eligible for free school meals. Unfortunately this has been subject to a number of problems in the early stages. Whilst we are trying to implement the scheme, we are continuing to supply FSM vouchers through the Wonde app to those families who are eligible.

DfE provision of free laptops and broadband

Parents may be aware that the Government has also announced support for those students in Year 10 across the country who do not have good access to IT and broadband at home. There is a scheme being rolled out whereby eligible families could be loaned laptops and may be able to have support to enhance or install broadband. We will be receiving further details in the next few days and will contact any families we believe may benefit from this scheme.

Healthy Minds - online relaxation sessions

Local organization **Healthy Minds** have provided school-based support with relaxation/meditation/mindfulness sessions to a number of local schools. They are now operating online and are offering free online sessions for children and young people and their families. Further details are included on the next page.

The sessions are broadcast through Zoom, but there are strict safeguarding precautions in place. The presenter is shown on video, with audio. All participants have both their video and audio function removed so it is not possible for anyone else to be seen or heard in their homes. The presenters have to be seen due to the well-being techniques taught - demonstrations are visual and resources are used to aid understanding.

Passwords are used for the sessions to add extra security. We will send out passwords to students, or they can be accessed individually by contacting info@healthyminds address to access them individually.



General updates

www.healthyminds.org.uk



“Healthy Minds is passionate about enriching the lives of all children and young people, teaching them well-being for life tools and techniques, to carry them through their adult lives”

Healthy MINDS

Online Relaxation Sessions to enhance the mental health and well-being of young people aged 12 and over

- Enhance concentration
- Reduce stress and increase happiness
- Develop confidence and build better friendships
- Learn techniques for emotional stability and positive mindset

Zoom Meeting Details

Days	Time	Contact
Mondays	14:00-14:30	952-6886-6454
Wednesdays	16:00-16:30	952-8079-4025
Fridays	11:00-11:30	974-0008-8091

Please contact us to receive the Zoom access password

Romi 078 1279 1783
Lisa 079 0859 1682

www.healthyminds.org.uk
info@healthyminds.org.uk

Healthy Minds offers relaxation sessions within schools, the community and charitable organisations.

With most young people unable to go into school and out of their normal routines, they may be experiencing uncertainty at this time.

Come and join our free online relaxation/meditation sessions, suitable for young people aged 12 years and over:

Mondays: 2.00pm - 2.30pm

Wednesdays: 4.00pm - 4.30pm

Fridays: 11.00am - 11.30am

These sessions can help:

- increase happiness
- achieve calmness
- focus on positive thoughts

Parents/carers/teachers are welcome to join in.

Please download the Zoom App for smart phones or for PC visit: <http://www.zoom.us> to set up a free account.

To join each week, please see the following Zoom Meeting ID:

Mondays: 2.00pm - 2.30pm
ID: 952 - 6886 - 6454

Wednesdays: 4.00pm - 4.30pm
ID: 952 - 8079 - 4025

Fridays: 11.00pm - 11.30pm
ID: 974 - 0008 - 8091

To receive the Zoom access password, if you have any questions or would like more information, please contact: info@healthyminds.org.uk

We look forward to seeing you there.



Snapshots

What are students doing this week?

Tutors were in contact with their forms at the start of this week.

Mrs Francis, one of our Sixth Form tutors wanted to share some of the things her form members had reported they had been doing alongside the learning activities they had been given by teachers:

Lots of baking (banana bread is a favourite)

Running every evening

Teaching a younger sister French

Learning British Sign Language and brushing up on Swedish, German and French

Exercising with their family and dog

Exercising with YouTube videos

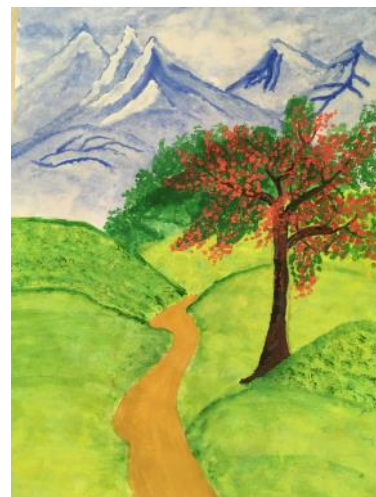
Reconnecting with musical instruments - a lot of students are doing this

Reading around their subjects - many students are finding they do have time and space for this

Accepting University offers and planning ahead for higher education

Mr Batsman wanted to highlight 'isolation artwork' from some students in his Year 10 form group.

Here are examples from Yonna Khatri and Jiana Shah.



How far can we go?

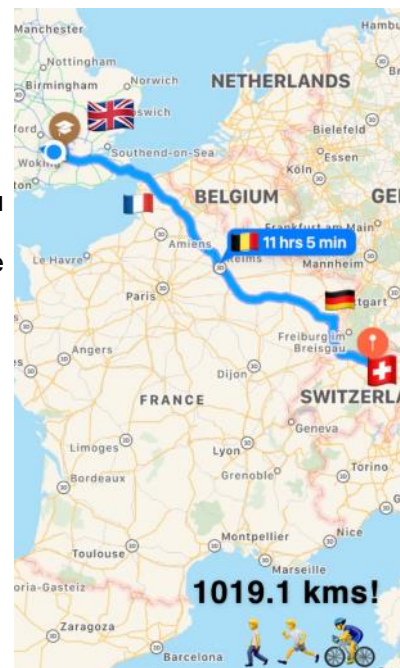
On Monday, the PE department set a difficult yet interesting challenge to the whole school community of 'How far can we go?'. The idea is to motivate everyone to realise the benefits of carrying out the governments advice of 60 minutes daily exercise.

Whether you have been out on a walk/run/cycle, we want to know about it! You can track your exercise through the use of a free app (eg Strava, Nike, Under Armour) on your phone or smart watch. After completion we ask that you share this with us by email to Mr Badshah or through one of our LGS PE social media accounts.

We set an initial target of 1000kms by Monday 27th April which is the distance from Langley Grammar School to Zurich, Switzerland.

We are so pleased to announce that as a collective we have already surpassed that target clocking up a total of **1019.1kms!!** We have made pit stops on our virtual journey in Brighton, Dover, Calais, Belgium, Luxembourg, Germany and Switzerland. We would like to see how far we can really go and we are extended this challenge to you as families.

This already has the feel of a whole school community effort but we would like to challenge you all to go above and beyond our initial expectations.





Snapshots

We have been setting a range of learning activities

It is particularly difficult for practical subjects to think about setting learning activities which help develop those essential skills.

For their **GCSE Art Textiles** course, Year 10 students have been directed to participate in a series of on-line workshops run by leading British textile artists in order to develop their hand stitch skills.

For some students who do not have access to a sewing machine at home this is particularly helpful.

Here is a particularly good example of what can be achieved at home, produced by Nilani Sivakaran.....



Dr Rentflejsz, Subject Leader for English, has written:

"I am really impressed with the engagement of some of **Year 11** students who are considering studying **A Level Literature**. They were asked to prepare poetry anthologies on a theme that links with a collection of poems studied in Year 12. The selection of poems demonstrates thoughtful approach and ability to make perceptive links between the texts."

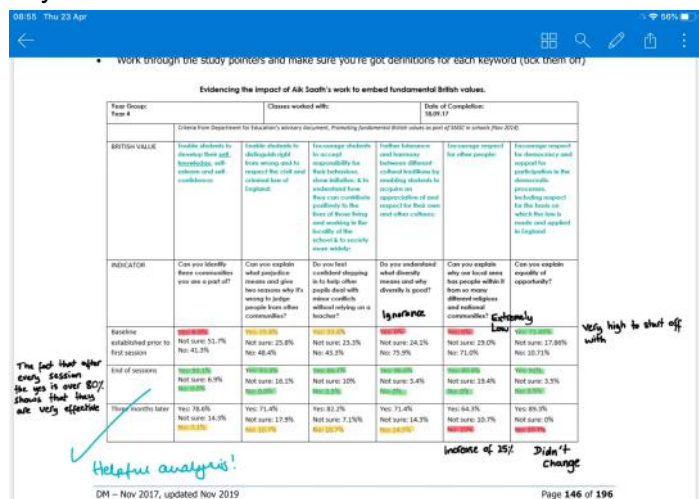
Mr Mace, Assistant Headteacher, has been working with **Year 12 geography** students:

Year 12 geographers have been continuing to work on their studies of **Diverse Places**, reflecting on the evidence of improvements to socio cultural tension in different places, not least their home town Slough

In this piece of work, they've been reviewing Aik's Saath's own internal evidence and comparing the representation they've made of it through their YouTube channel, and comparing that to a more formal representation of change in Slough through ONS data.

Discursive questions are much harder to do when you're working remotely. But the hard work getting the facts together means students are having a good attempt at open ended questions, which gives us time to focus on them in more detail when we return.

These two pieces of work are from Youssef Birbiad and Jayisal Fakira



Objective 1 (Building Blocks): How do we measure the impact of Aik Saath?

- Work through the study pointers and make sure you're got definitions for each keyword (tick them off)

Evidencing the impact of Aik Saath's work to embed fundamental British values.

Year Group: Year 4	Classes worked with:	Date of Completion: 18/04/17
Cite the Department for Education's statutory document, Planning Fundamental British Values in schools (Nov 2014)		
BRITISH VALUE	Enable students to develop their self-identity, self-esteem and self-confidence	Enable students to develop their self-identity, self-esteem and self-confidence
INDICATOR	Can you identify these communities you see a part of?	Can you explain what people do to help others and give them reasons why it's good to help others?
Baseline established prior to first session	Yes 51.7% No 48.3%	Yes 51.7% No 48.3%
End of session	Yes 6.9% No 93.1%	Yes 51.7% No 48.3%
Three months later	Yes 18.4% No 81.6%	Yes 18.4% No 81.6%

The main priority is to ensure that the number of people who say 'yes' is high

Helpful analysis!

DM - Nov 2017, updated Nov 2019

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Snapshots

Ms Runswick, Subject Leader for Art, has written.....

We have been starting to see students make more and more use of digital art in response to tasks. Here are some example pieces of work from the Year 7 Aboriginal unit, Year 8 portraiture unit and Year 10 'By the Sea' unit.

Fantastic work from Fatima Hamed and Shreelakshmi Raghuvaran in Year 7, Jasleen Gill, Mohammadali Chaudhry and Thavanesh Nagella in Year 8, and Aditi Banerjee and Laraib Adil in Year 10.





Snapshots

More from Mr Mace, Assistant Headteacher.....

Year 8 have been continuing to learn about GIS (Geographic Information Systems). Having established how information can be analysed spatially to solve problems, they've been applying the principles of Dr Snow's work to how GIS is used in industry to manage flood risk.

The outcomes are thorough, clear pieces of work that engage with all the challenges, particularly the more open ended creative one at the end involving a new type of map. Here is an example from the 8S class notebook:

The screenshot shows a student's class notebook with a lesson plan on the left and handwritten notes on the right. The lesson plan is titled 'Meet GIS' and includes sections for 'What is GIS?', 'Examples you can find online', and 'Meet GIS'. The handwritten notes are titled 'Your turn' and include a list of questions and answers related to GIS and flood risk.

What is GIS?

GIS is a system that allows you to store, analyse and display information that is linked to a particular location on the Earth's surface.

Examples you can find online

- 1. The British Library's 'The Great Fire of London' GIS.
- 2. The 'Flood Risk' GIS from the Environment Agency.
- 3. The 'Flood Risk' GIS from the Met Office.
- 4. The 'Flood Risk' GIS from the Home Office.
- 5. The 'Flood Risk' GIS from the NHS.
- 6. The 'Flood Risk' GIS from the BBC.
- 7. The 'Flood Risk' GIS from the Guardian.
- 8. The 'Flood Risk' GIS from the Telegraph.
- 9. The 'Flood Risk' GIS from the Independent.
- 10. The 'Flood Risk' GIS from the Daily Mail.

Meet GIS

Imagine you are part of a group who are planning what should happen if a flood occurs in your area. You have been given the following information:

- 1. The area is not too big.
- 2. The area is not too far from the river.
- 3. The area is not too far from the road.
- 4. The area is not too far from the school.
- 5. The area is not too far from the hospital.
- 6. The area is not too far from the police station.
- 7. The area is not too far from the fire station.
- 8. The area is not too far from the bus stop.
- 9. The area is not too far from the train station.
- 10. The area is not too far from the airport.

Your turn

- 1) The software is the application or website that the data is stored in.
- 2) a. Areas that are potentially going to be flooded.
b. The purple area without red dots are too far away from the river to be affected.
- 3) a. The flood is not dangerous enough to be regarded as a level 3.
b. It is not ticked because it is not affecting everyone in the area. This helps because the emergency service knows where to go and doesn't waste time driving around looking at each and every house.
- 4) a. If level 2 was unchecked you would have to estimate what level the flood is at so that you can bring the correct equipment.
b. You would not know anything besides that there was a flood. You wouldn't be able to help anyone that needed help because you wouldn't know where they are.
- 5) The red dots are one cluster meaning the houses affected are near each other, which could mean that the area is separated into smaller estates.
- 6) a. Area map, all, message and level 3.
b. I think that there will be more red dots on the map because all areas will be affected.
c. Everyone make sure you have sandbags outside your house and stay in the highest place you can get to, to block the flood.
7) It is more effective and people don't have to die or be hurt to analyse what is happening.
- 8)

L4 - More about the data

Task Complete? Answer (Yo...)

1) a. The fire engine may be needed when the flood happens but it's not a vital piece of data when a flood happens.

A layer that would be helpful is the amount of people that live in different areas; census or population. This would help, as we would know how much this affect the residents of the area.

Meanwhile, some Year 7s have been making crumble at home. Here's a nice example, illustrated step by step.....

