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Welcome!

Year 11 Parents' briefing

7 October 2021



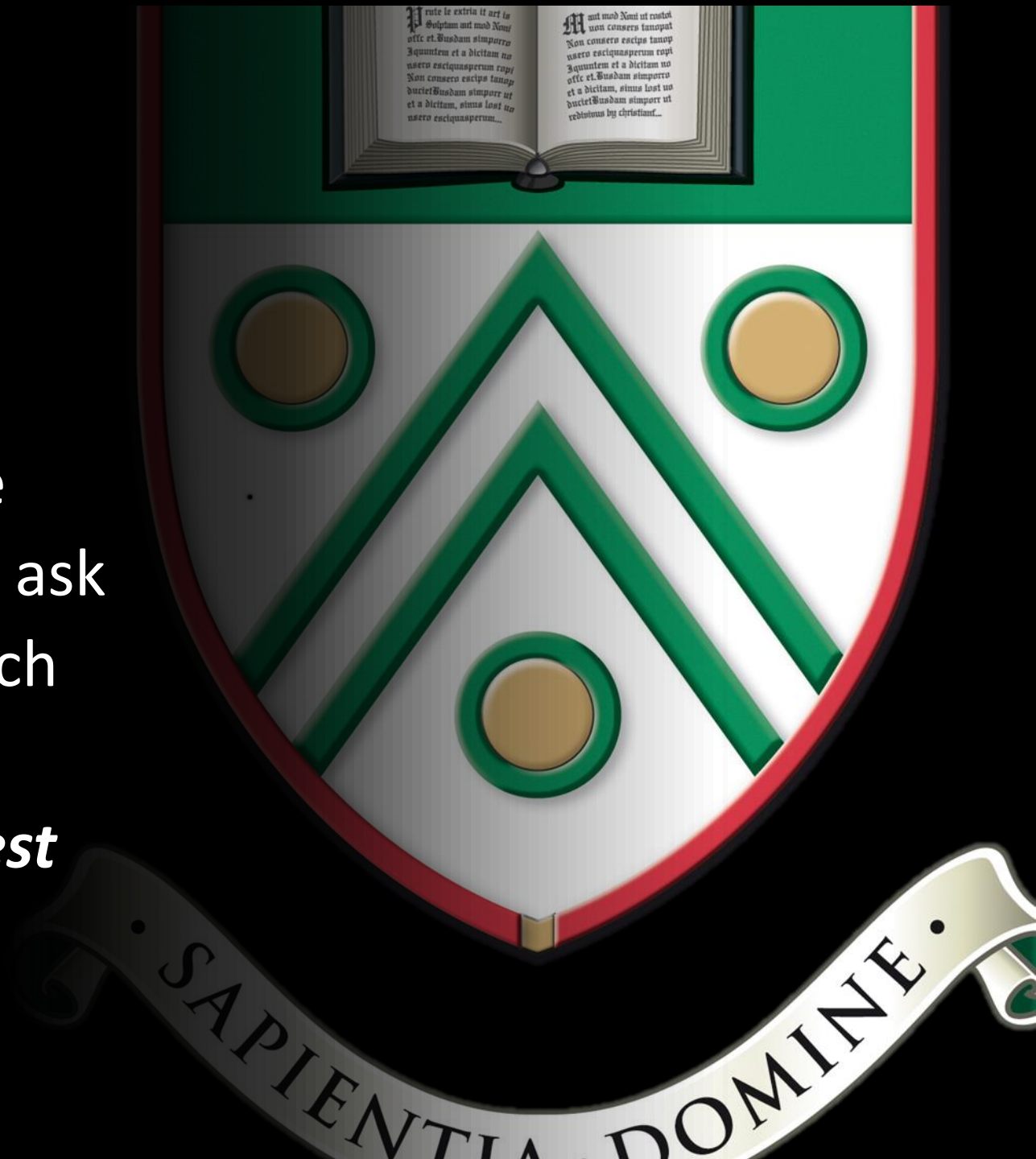
Programme

- General updates, buildings and Covid
- GCSE examinations
- Monitoring and reporting progress
- Overview of the year
- Path to Success programme
- Phase ethos and tutor programme
- Looking ahead – 6th Form and Careers
- Relationships and sex education
- Keeping in touch

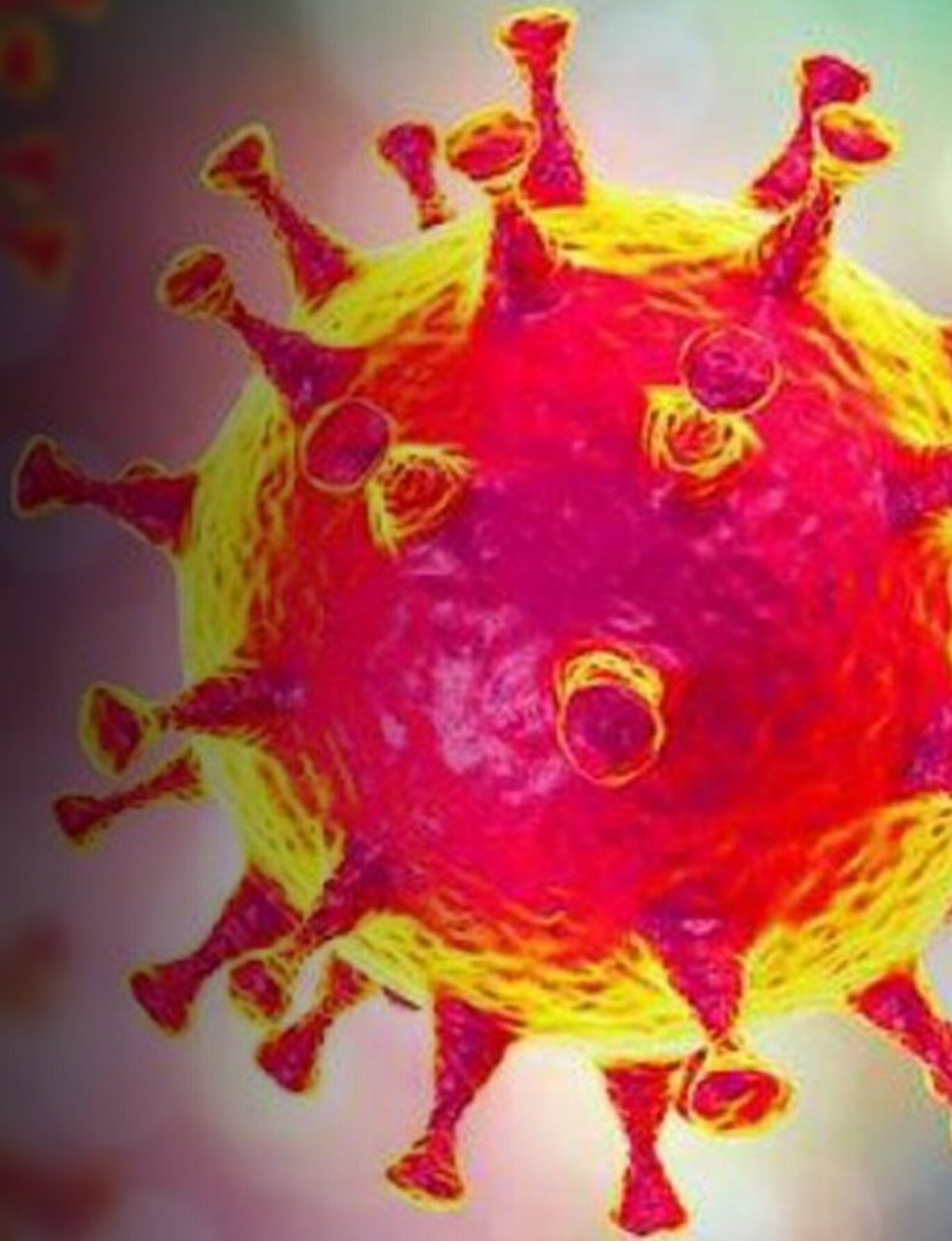


Questions?

- Please use the chat facility to ask questions which would be of *general interest* to all parents.

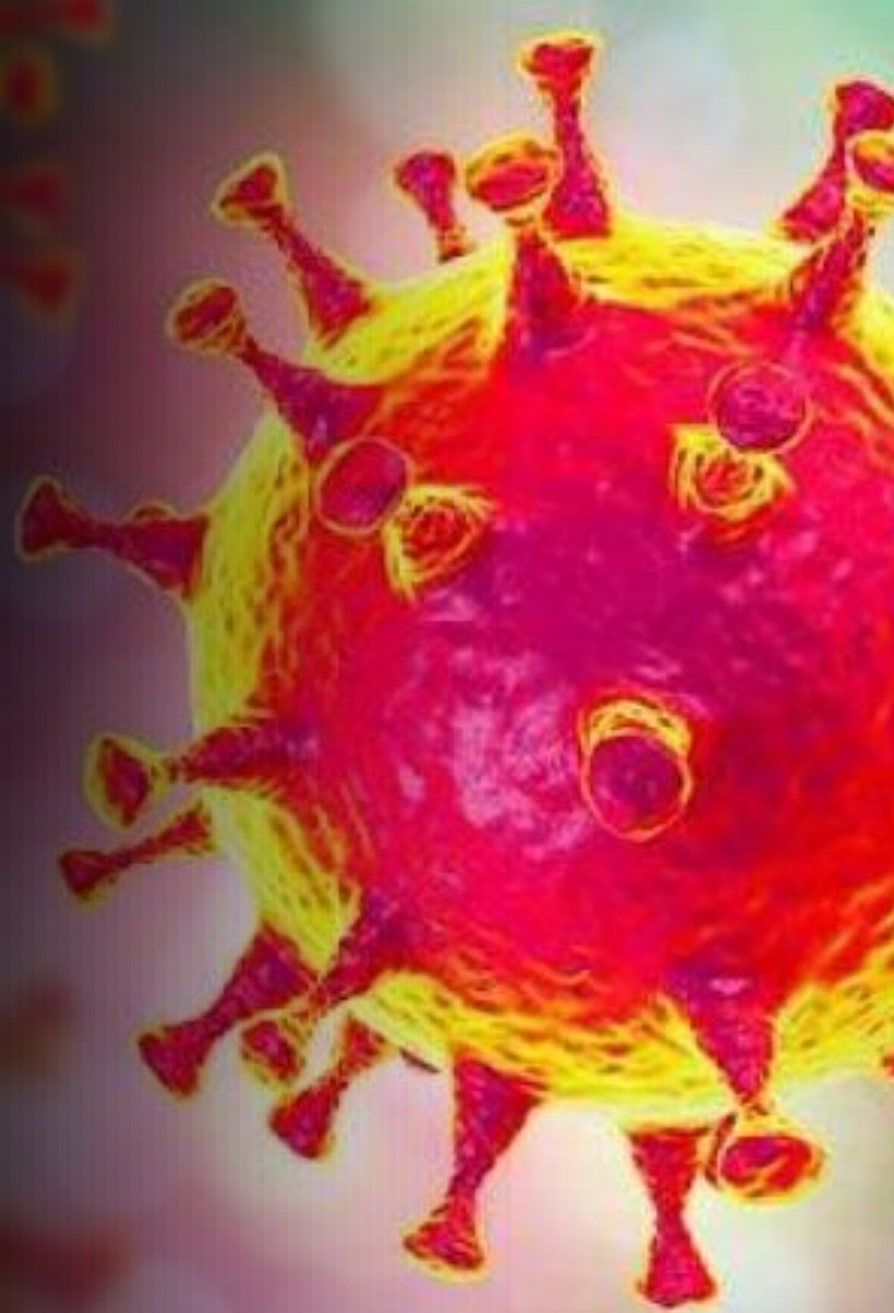


Dealing with Covid-19



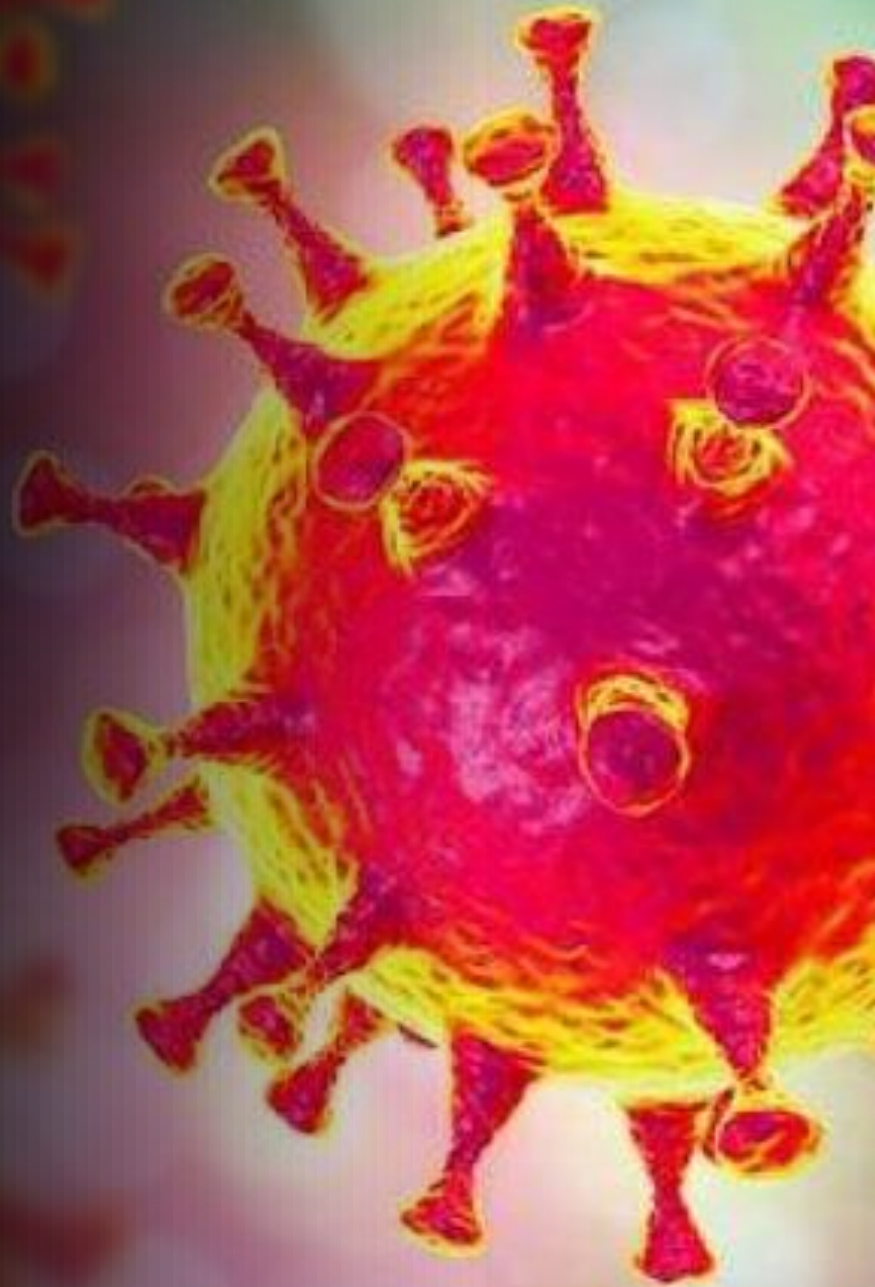
Covid system of controls

1. Good *hygiene* for everyone – wash/sanitise hands, and ‘catch it, bin it, kill it’ for coughs and sneezes.
2. Additional *cleaning*.
3. Keep spaces *well ventilated* – open windows and doors.
4. We will follow *public health advice* on testing, and managing confirmed cases.

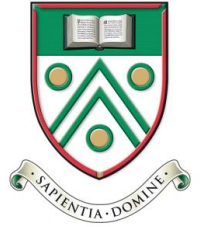


If students are unwell....

- Students must not come to school if they have any COVID symptoms.
- Book a **COVID PCR test** as soon as possible.
- Follow the NHS guidance on self-isolation.
- Keep us informed.



COVID-19 issues



- Identifying and closing the 'COVID gap'
- 'Stepping up' of restrictions
- Arrangements for summer 2022 examinations
- Potential disruption to learning caused illness or self-isolation

New buildings and facilities











What are we trying to achieve?

“More than a walking set of exam certificates....”



**We want to support
our students to
become...**

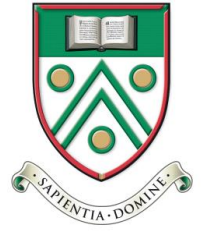
**Confident
Well-rounded**

**Independent
Creative**

**Responsible
Caring**



GCSE / A Level outcomes 2021



- 78% of GCSEs graded 9–7
- 98% of GCSEs graded 9–5
- 79% of A Levels graded A*–B
- 100% pass rate at A Level

Changes to GCSE examinations in 2022



Summer 2022 Examinations

- Some changes to NEA (coursework) were confirmed in June
- Other changes were confirmed last week



Changes to GCSEs in 2022



- Optional topics in some subjects: English Literature, History and Geography
- Art and Textiles: assessment by portfolio only
- Advanced information on focus of content for all other GCSEs to be released by 7th February 2022
- Formulae / equations provided for GCSE Maths, Physics and Combined Science examinations
- Grades nationally in 2022 to reflect a **midpoint** between grades in 2019 (when exams last took place) and 2021 (when grades were determined by teachers)

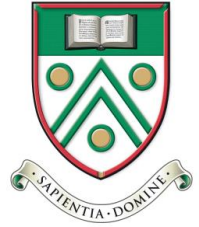
Monitoring and reporting progress



A2L – Attitude to learning

Get this right and everything will hopefully be okay.....

Graded 1 to 5 and reported to parents.



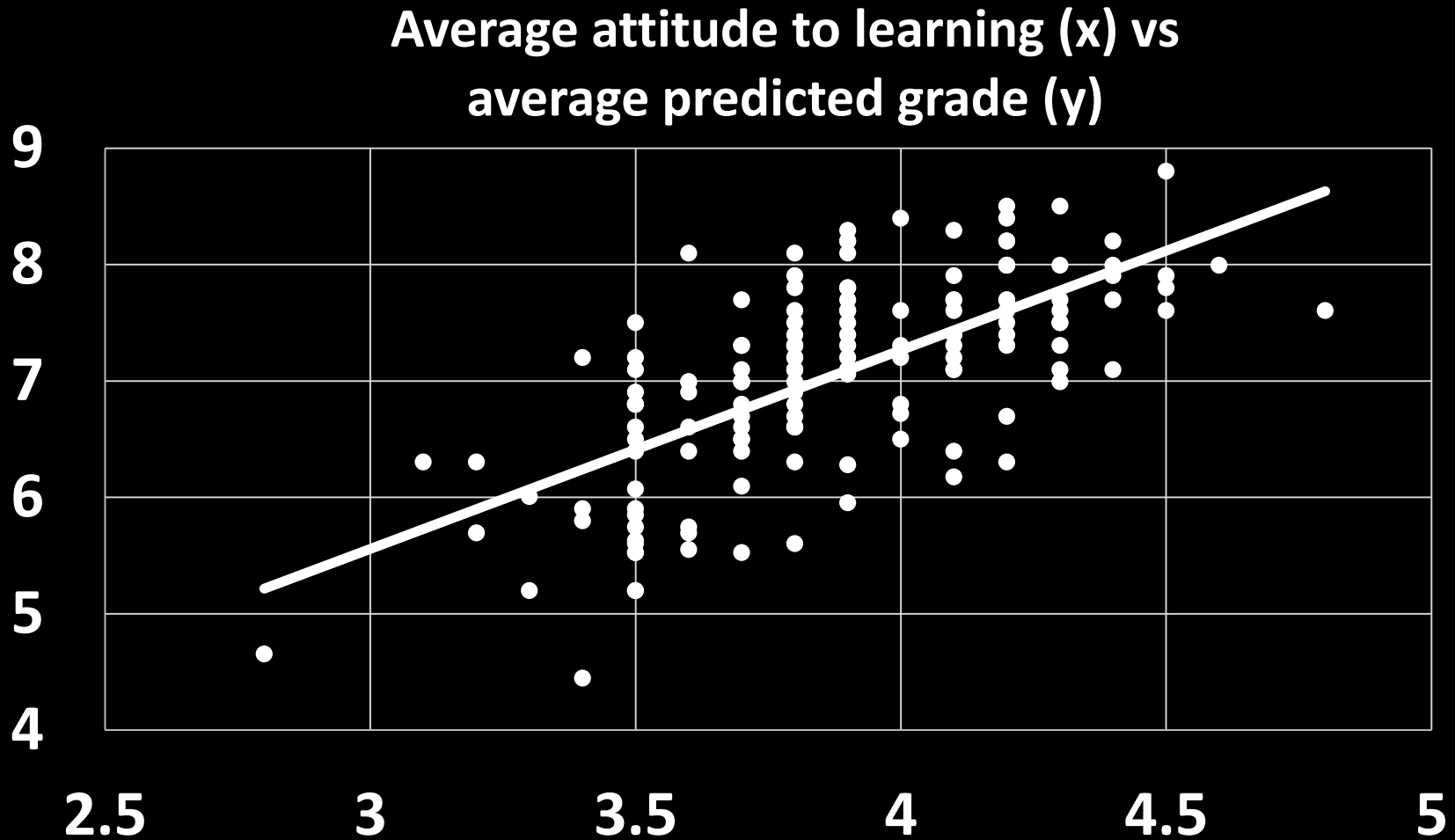
Outstanding (5)

- Always organised and well-prepared without prompting
- Shows passion for learning through their contributions and thoughtful ideas
- Takes full responsibility for their own learning and is not afraid of failure
- Tasks are always handed in on time and often show extra attention to detail
- Takes great pride in presenting and organising their work to the highest of standards

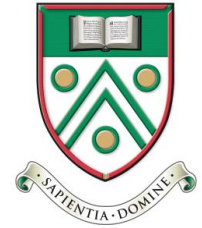
Minimum Expectations (3)

- Usually has everything they need for lessons and homework
- Shows interest and contributes appropriate ideas when asked
- Works independently with the occasional prompt
- Tasks are typically handed in on time and are normally fully completed
- Work is neatly presented and well organised on most occasions

“Choose your attitude”

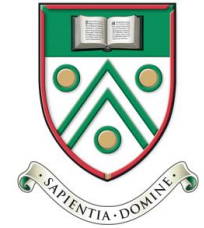


Information in reports



Parents will receive:

- Attitude to learning grade (5-1) for each subject
- Professionally predicted “laser” grades for all GCSE subjects, comprising of a number and a letter:
 - 7A strong grade 7 but could quickly improve to grade 8
 - 7B safe grade 7, intervention may boost to grade 8
 - 7C insecure grade 7, intervention certainly necessary to secure grade.



The Raising Achievement Programme

- Informed by the data collected at various points through the year.
- Each student's attainment considered in relation to their target grade:
 - In danger of not achieving target
 - On track to achieve target
 - Likely to exceed target

Revision starts now...

- Students' own notes
- Resources on Sapientia
- Specifications useful as checklists
- Revision guides
- Online resources e.g. Seneca, GCSE Pod
- Past paper practice
- Attendance
- Completing work during self-isolation
- ***“Study leave” – a privilege not a right***



Supporting your son or daughter through year 11



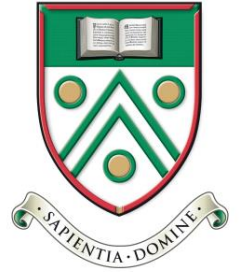
'Big picture' for the year



October	Impact meetings Path to success study skills workshop 20 th October
November	Sixth Form open evening 18 th November Autumn Term report
December	GCSE practice examinations w/c 6 th December
January	Spring Term report with practice examination grades Parent-teacher consultation 20 th January 2022
February	Sixth Form applications
March	Sixth Form interviews, finalisation of A-Level subject choices Spring Term report
May	Public examinations begin (dates to be confirmed)
June	Examinations continue (dates to be confirmed)
July	Sixth Form transition day

Parents Evenings

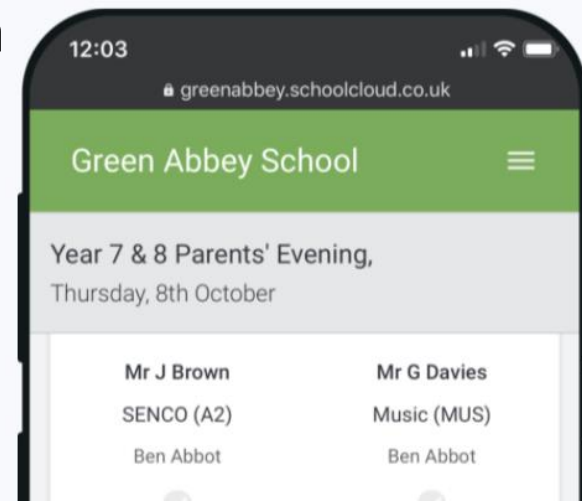
Parent Teacher Consultations (PTCs)



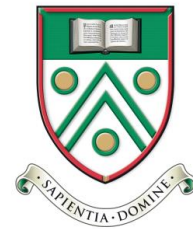
- SchoolCloud software helps organize face to face and virtual PTCs.
 - Sign up 3 weeks beforehand - we'll send you the link)
 - Make appointments **2 weeks** before (for first 3 teachers)
 - Make all other appointments **1 week** before
- Virtual (video) appointments
 - Use a device with microphone & camera
 - Students cannot attend alone



Parents' evenings, simplified



GCSE English and Mathematics

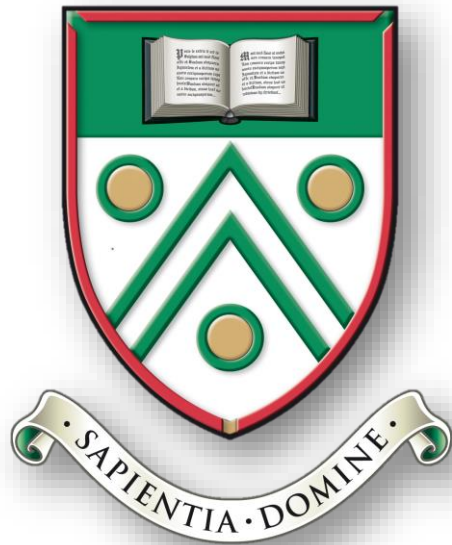


The screenshot shows the Langley Grammar School website. At the top, the school's name 'Langley Grammar School' is displayed next to its crest. Below the name is a navigation bar with icons for social media and a 'MENU' button. The main content area features a video player with a dark overlay. The overlay text reads: 'ENGLISH', 'How to do well?', 'How can you support your child?'. Below the video player, there is a section titled 'In this Section' and 'Information Meetings/Events'.

Please refer to the parents information page on the school website for a voice-over powerpoint presentation on how to support your son/daughter in these key subjects



The Path to Success



Revision Strategies

Phase 10 & 11

Excellence
Choice
Responsibility





THE LEARNING SCIENTISTS



About Us

We are cognitive psychological scientists interested in research on education. Our main research focus is on the science of learning. (Hence, "The Learning Scientists"!)

Our **Vision** is to make scientific research on learning more accessible to students, teachers, and other educators.

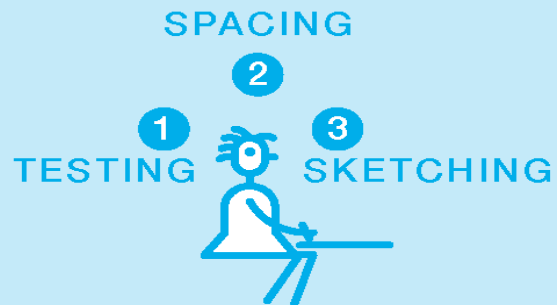
<http://www.learningscientists.org/>



2.3K



240



1

Spaced Practice



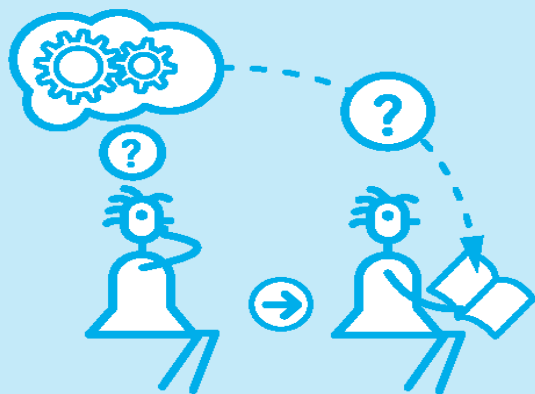
2

Interleaving



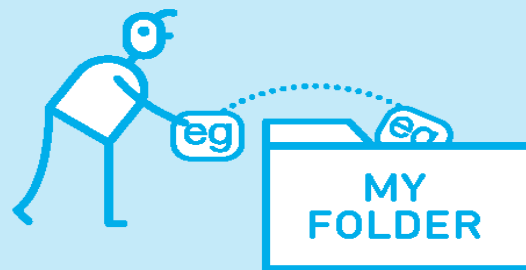
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Retrieval Practice



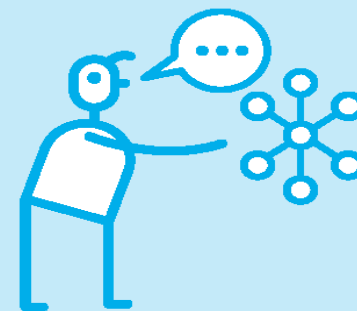
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Elaboration



5

Concrete Examples



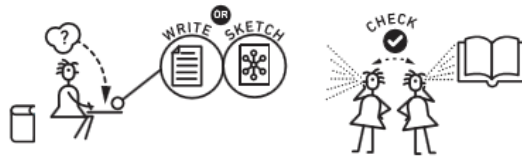
6

Dual Coding

Retrieval Week

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, [pp. 1-36]. Oxford: Elsevier.

Retrieval Week – asked SL's to ask you to do a few minutes in your lesson.



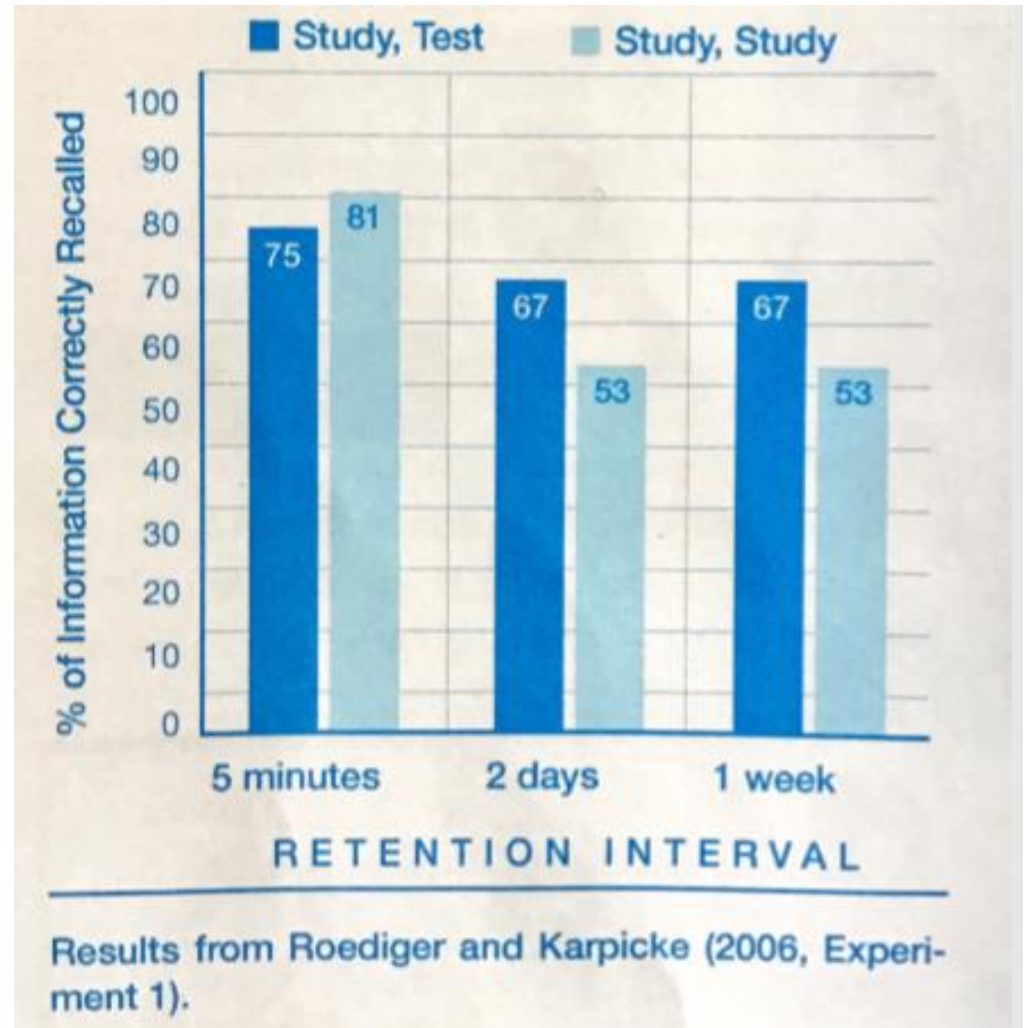
Feels more uncomfortable!

Students learnt a passage.
They learnt about it in two
different ways. For one passage
students read two times.

For the other they read the
passage and then practised recall
by writing as much as they could
remember on a blank piece of
paper! etc.



"Path to success"
Retrieval



Implication: Interleaved Practice (Switching)

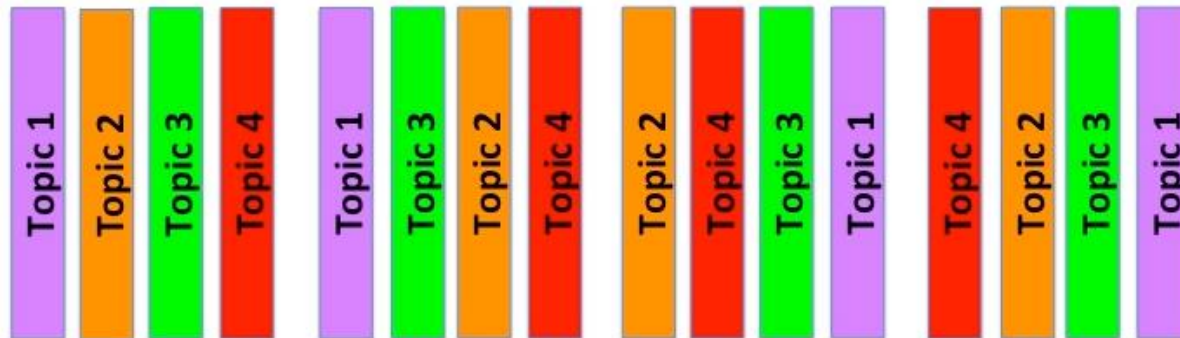
What?

Rather than revising a single topic in a single session, revise a number of different topics.

Not:

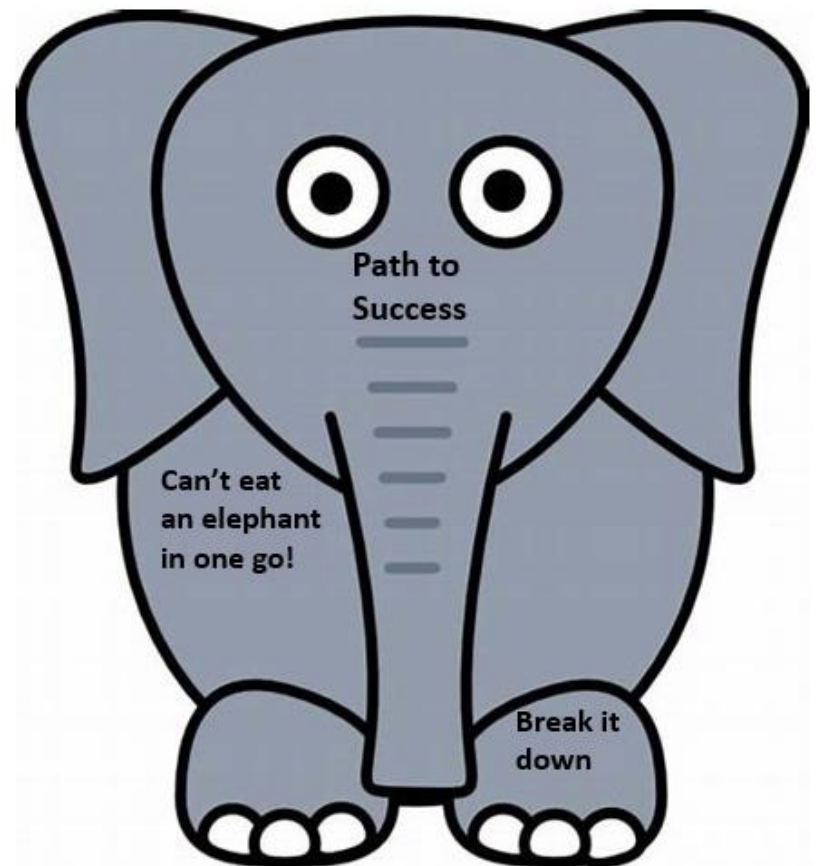
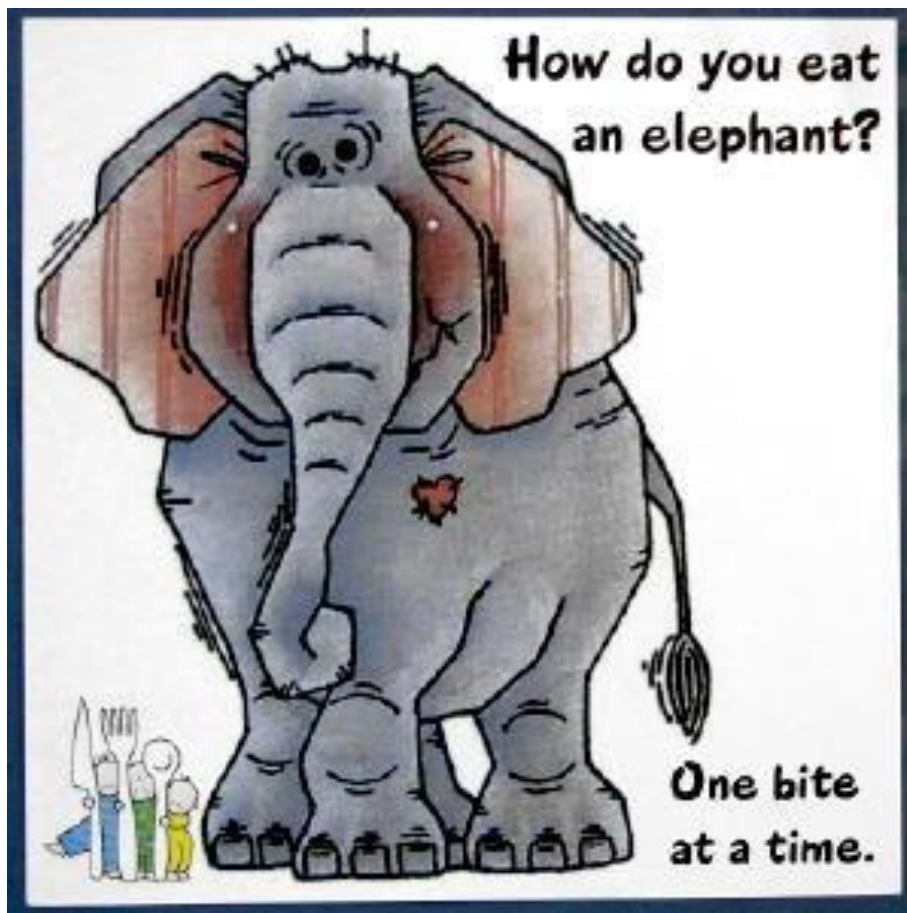


Rather:



Eating elephants

Breaking it down makes it seem less daunting



Dual Coding & Learning styles

Dual coding is about more than just adding pictures to text. The visuals should be meaningful and students should have enough time to integrate the two representations. Otherwise, cognitive overload occurs.

There is scientific evidence backing dual coding, showing that when we combine representations, it is easier for students to learn and understand the material.

In a survey of average Americans, Yana Weinstein and I found that 93% of participants believed in learning styles (1). Surveys of other groups have shown 93% of UK primary and secondary school teachers (2), and 86% of college students believe in learning styles (3). All of this is to say, if you're thinking about learning styles you're probably not alone!

Unfortunately, scientific research **does not support** the use of learning styles, and that is not for lack of testing the theory (4)!

Boring – where is a picture? I need a hook!



"Path to success"

110

Responses

07:06

Average time to complete

Active

Status

[Ideas](#)

...

[View results](#)[Open in Excel](#)

1. "Path to success" was a helpful initiative for me? Please rate 1 for not very, 5 for excellent.

[More Details](#)

107

Responses



3.61 Average Rating

2. The Revision Workshop run by Mr Harding & Mr Pascall was insightful and useful for me.

[More Details](#)

107

Responses



3.59 Average Rating

3. The Revision Workshop went well for me because.....

[More Details](#)

Latest responses

Please look
at the
survey on
the blue
notice
boards



Revision Workshop Yr 11

.....just before Autumn half term

Letter for parents & email about
Learning Scientists



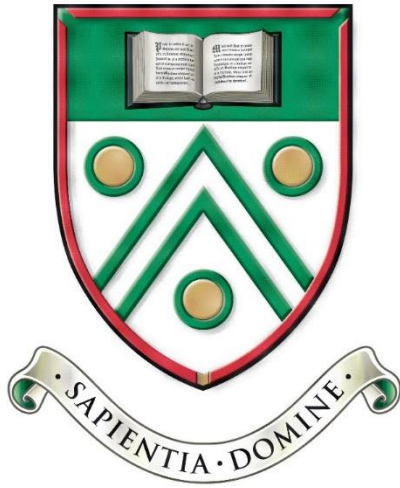
Supporting mental health

- We expect students to work hard
- But in order to achieve well they will need time to rest, exercise and pursue other interests



Our phase ethos





EXCELLENCE

CHOICE

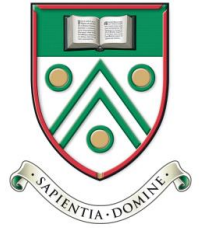


RESPONSIBILITY

Our form tutor programme



Tutor Time Programme

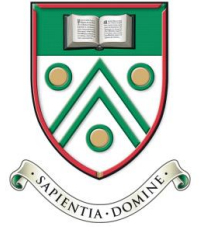


- Monday: Prefect Activities
- Tuesday: Classcharts/Target Review
- Wednesday: Presentations
- Thursday: Assembly
- Friday: Tutors Choice

Sixth Form entry requirements



Sixth Form entry requirements



- General entry requirement based on performance across **ALL** GCSE examinations taken.
 - Average point score **5.5**
- Minimum **Grade 5** in English Language and Maths
- Specific entry requirements for each A Level subject

Implications for entry to Sixth Form

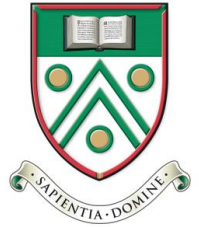


Specific entry requirements for subjects

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, <u>or</u> Grade 7/7 in Combined Science <i>* Also requires Grade 7 Maths</i>
Most other subjects	Grade 6 in relevant GCSE subject(s)
Economics	Grade 6 in English
Psychology	Grade 6 in English <u>and</u> a Science subject

These entry requirements are normally non-negotiable

Implications beyond Sixth Form



- *Number of 8 & 9 grades important for competitive courses*
 - *Oxford and Cambridge*
 - *Russell Group universities (most courses)*
 - *Medicine*
 - *Dentistry*
 - *Veterinary Science*

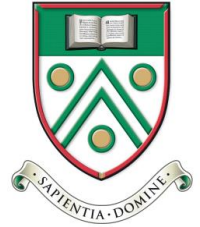
Careers guidance



“More than a walking set of exam certificates.....”



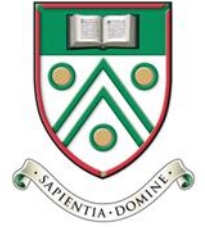
What do employers look for?



People who have:

- 1. The ability to plan, organise and manage their own work**
- 2. Strong interpersonal skills**
- 3. The ability to work well in teams**
- 4. Relevant work experience and knowledge of the sector to which they are applying**
- 5. Resilience**
- 6. Good communication skills**

Careers provision for year 11



- Individual 30 minute 1:1 interview for every student with our careers adviser.
- Mock interview day
- Work experience
- Business Insight Day on Focus Day
- What Next? Event.
- School library

**Keeping in
touch**



Communication

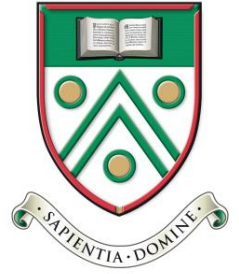
Your son/daughter.....

- Three key apps
 - SIMS Parent App
 - ClassCharts
 - SchoolCloud

Please make sure we have accurate up to date contact details including email

General news....

- Direct email to parents via SIMS InTouch
- Newsletter ***LGS Headlines***
- Website ***www.lgs.slough.sch.uk***
- Twitter feed ***@lgs_news***



Who to contact?

- Form tutor
- Student Support - *Mrs Collins, Mrs Viridi*
- Phase Leaders – *Mr Pascall and Miss D'Authreau*
- Senior Leadership Team - *Mr Harding (Deputy Head)*
- Safeguarding
 - Designated Safeguarding Lead – *Mrs Dobbs*
 - *Deputy DSL – Ms Burns (Behaviour & Welfare Practitioner)*

Contact via **01753 598300** and school@lgs.slough.sch.uk



What this does:

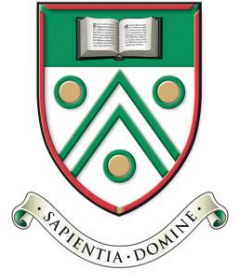
- **Helps tutors** have conversations about achievements and behaviour
- **Helps parents** be aware of what students are doing in school, and what homework is due
- **Helps your children (students)** by reminding them of homework and helping them reflect on their behaviour.

You will need to download the ClassCharts app.
We have sent you instructions and log-in details.

Relationships and sex education

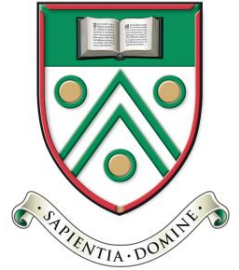


Relationships and sex education (RSE)



- Statutory programme from Sept 2021 – new government guidance.
- RSE is part of wider PSHE and Citizenship curriculum.
- School policy is on website and was circulated to parents in July 2021.
- Emphasis this year on educating about ***sexual harassment and abuse*** – national issue in schools, highlighted by Ofsted review.

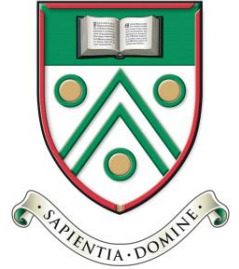
Ofsted review - sexual harassment and abuse in schools



- Report found that **sexual harassment** and **online sexual abuse** were the issues most commonly experienced and talked about by children and young people.
- **Vast majority of girls** indicated that harmful sexual behaviours happened 'sometimes' or 'a lot' between people their age.
- Most commonly reported behaviours:
 - sexist name-calling and comments
 - being sent or coerced into sharing sexual images (known as 'nudes' or 'semi nudes').
- **Boys** much less likely to think that these are important issues.
- **LGBTQ+** children and young people reported a daily experience of harmful sexual behaviour – especially name calling and homophobic comments.

Overall, children and young people tended to say they felt physically safe at college or school, although there was a clear emotional impact on girls who experienced regular sexual harassment.

LGS response

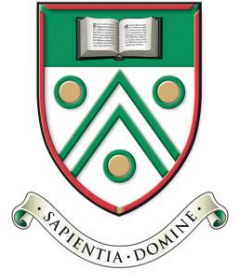


- Raising awareness of issues with staff
- Opportunities for students to talk to staff about their experiences eg '**Listening Project**'.
- Reinforcement of messages, emphasis on equalities
- Sanctions + education where there are issues
- RSE programme review and development
- ***Three key barriers***
 - 'Normalisation' of unacceptable behaviour
 - Teenage culture of 'closing ranks' when there is an issue.
 - Ability to discuss these issues with their parents.

Summary



Summary – supporting your son/daughter in year 11



- Take an interest in what they are learning
- Encourage them to show excellent attitudes to learning in every subject.
- Help them to put into practice our 'Path to Success' programme for revision.
- Support them in striking a balance between study, pursuing other interests, exercise and rest.
- Help them think through what *they* want to do in Sixth Form and beyond and seek out relevant information to make informed choices.
- Be prepared to discuss 'sensitive' issues.

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Thank you for joining us

