Welcome

Year 9 Parent Information Evening

Wednesday 23 September 2026



Content of the meeting

- What are we trying to achieve?
- Examination outcomes
- The Year 9 curriculum
- Monitoring and reporting progress
- Helping all students succeed
- The Phase programme and pastoral support
- Using technology effectively and safely
- How parents can support



Questions?

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





What are we trying to achieve?

Alongside gaining excellent academic outcomes, we support students to become increasingly…

Confident & well rounded

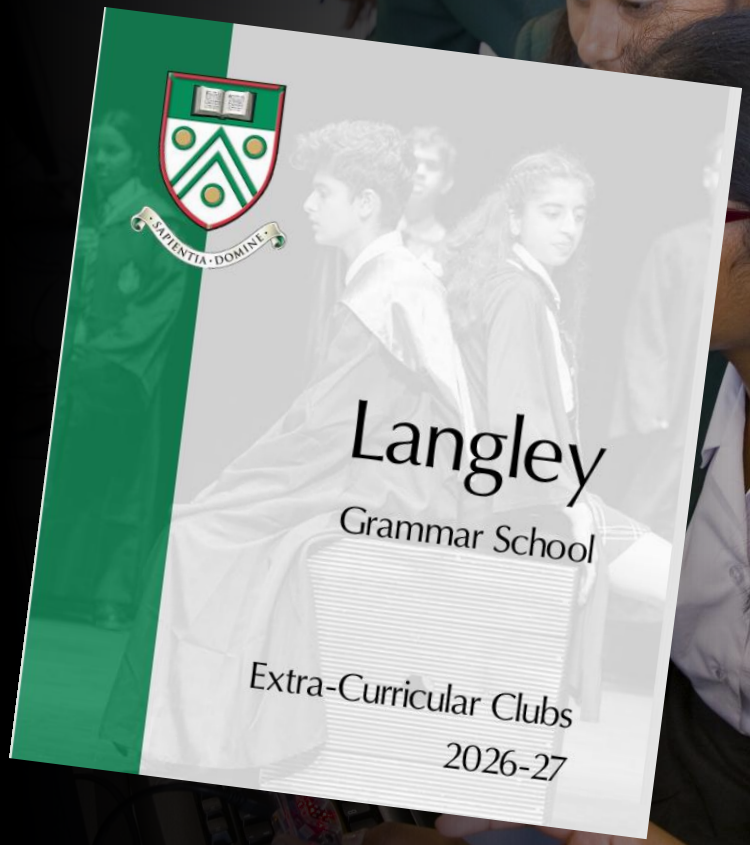
Independent & creative

Responsible & caring

Our extra-curricular programme

Wide range of activities and opportunities

Our brochure has already been sent out to students





Examination outcomes
Summer 2026

A Level results

Measure	2018	2019		2023	2024	2025	2026
A*-E	99.1%	99.4%		98.6%	99.5%	99.8%	**99.8%**
A*-D				96.0%	98.7%	98.9%	**98.1%**
A*-C	89.5%	87.5%		89.8%	96.0%	96.5%	**94.0%**
A*-B	71.2%	67.3%		76.4%	85.5%	85.6%	**82.3%**
A*/A	35.6%	36.7%		53.0%	59.9%	60.3%	**54.0%**
A*	9.8%	8.5%		20.6%	27.0%	22.5%	**20.0%**

GCSE results

Measure	2018	2019	2023	2024	2025	2026
Grades 9-5	96.4%	93.5%	97.6%	98.1%	97.5%	**98.3%**
Grades 9-7	71.6%	64.2%	76.8%	75.6%	77.4%	**77.4%**
Grades 9-8	50.6%	38.3%	56.3%	52.3%	53.5%	**54.2%**
Grade 9	25.2%	15.4%	30.1%	27.4%	24.7%	**27.3%**
Attainment 8	76.6	73.4	78.3	76.63	77.6	**78.04**
Progress 8	0.97	0.55	0.83	0.75	N/A	N/A



The Year 9 curriculum

Year 9 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

English	**7**	Biology	**2**
Maths	**6**	Chemistry	**2**
French **or** German	**6**	Physics	**2**
PE/Games	**4**	Drama	**2**
Geography	**3**	Art	**2**
ICT/Computing	**3**	Philosophy & Ethics	**2**
History	**3**	Music	**2**
Design Technology	**3**	PCS	**1**

Differences from Year 8

- One additional ***English*** lesson, and one fewer ***ICT/Computing*** lesson.
- ***French*** or ***German*** for 6 lessons a fortnight in preparation for GCSE study
- Science taught as 3 ***separate*** subjects – Biology, Chemistry and Physics.
- ***GCSE-level work*** starting in:
  - Maths, Biology, Chemistry, Physics
  - Other subject areas during the year, as appropriate.

Key features of GCSE courses

Content ‘heavy’

Demanding – difficult topics included

Mostly focused on examinations taken at end of course.



Examples for specific subjects

- ***Mathematics*** - individual questions may require students to show understanding of **more than one topic**
- ***English Language*** **-** creative writing skills is a key area for development. Students should be reading as many **short stories** and creative fiction as possible.
- ***Chemistry*** - course has higher-level topics which used to be part of the first year A Level course.
- ***Geography*** – emphasis on analytical and lateral thinking rather than factual recall.
- ***French & German*** - use knowledge of grammar and vocabulary to translate and generate own sentences in written tasks, rather than just learn set phrases.

Year 10/11 Curriculum

Year 10/11 Core curriculum

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- French or German

And...

- Personal Citizenship Studies
- Core philosophy and ethics
- PE/Games
- Careers education

Year 10/11 Optional subjects

- Art (Fine art ***or*** Photography)
- Art Textiles
- Business Studies
- Computing
- Drama
- French or German
- Food & Nutrition,
- Geography
- History
- Music
- Philosophy & Ethics (RS)
- Physical Education
- Product Design (Design Technology)



Monitoring and reporting progress

How do we report progress?

Subjects set programmes of study with yearly expectations of what students should learn.

The expectations assume progress and development from year to year. appropriate to “a typical LGS student” given their starting points.

We report on whether students are:

- ***exceeding*** expectations
- ***meeting*** expectations consistently
- ***meeting*** expectations some of the time, but not securely
- ***approaching*** expectations
- ***approaching*** expectations, but with some significant gaps

Reporting progress in mathematics and sciences

Professional predictions – the grades we believe students are most likely to achieve at the end of the course, based on evidence.

Parents receive professional predictions as **"laser" grades** for all GCSE subjects, eg:

- **7A - strong** grade 7 - *could quickly improve to grade 8*
- **7B - secure** grade 7 - *intervention may boost to grade 8*
- **7C - insecure** grade 7 - *intervention certainly necessary to secure grade.*

How do we use data in school?

Three data collections points in the year including attitude to learning grades:

- ***Analysis by subject teachers and subject leaders*** leading to appropriate strategies being put in place in the classroom.
- ***Analysis by Phase Leaders*** leading to appropriate interventions and communication with parents.

Meetings with teachers

Parent-Teacher Consultation
Monday 8 February

Student-led reviews
w/c Monday 28 June

SchoolCloud platform
For scheduling appointments; video calls.



ClassCharts

Please use the **ClassCharts App** to monitor your child's progress.

Positive ***and*** negative comments



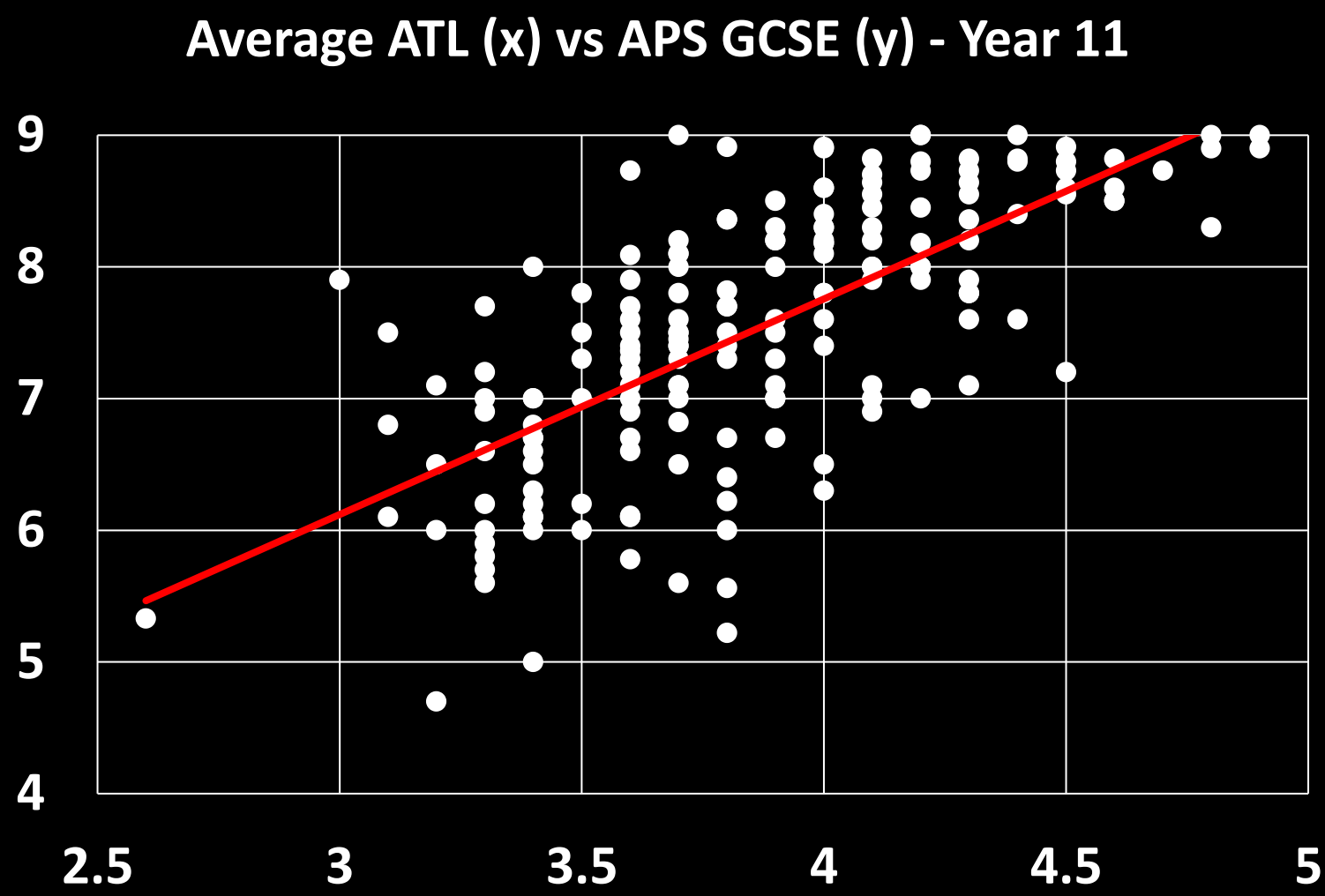
Key dates for the year

September 2026	Parents' information evening
November 2026	Autumn term report
January 2027	Year 9 curriculum evening (Wednesday 6th) Spring term report
February 2027	GCSE options mentoring Parent-teacher consultation – online (Monday 8th)
March 2027	Finalisation of GCSE option choices
June 2027	Internal assessments - Maths & Science Summer term report Student-led reviews (parents meet form tutors)

The importance of attendance

- There is a strong correlation between high attendance and academic success
- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- The ‘habit’ of attending school prepares students for adult life
- The Department for Education has tightened its position on attendance
- Leave of absence is only granted in ***exceptional*** circumstances

The importance of attitude to learning





Helping all students be successful

All students are expected to...

Behave with **kindness, respect and courtesy** towards each other, school staff and members of the local community.



Three things to remember

Most behaviour is a choice.

The importance of being responsible and caring

To follow the instructions of every member of staff



Meeting the needs of all students



Special educational needs

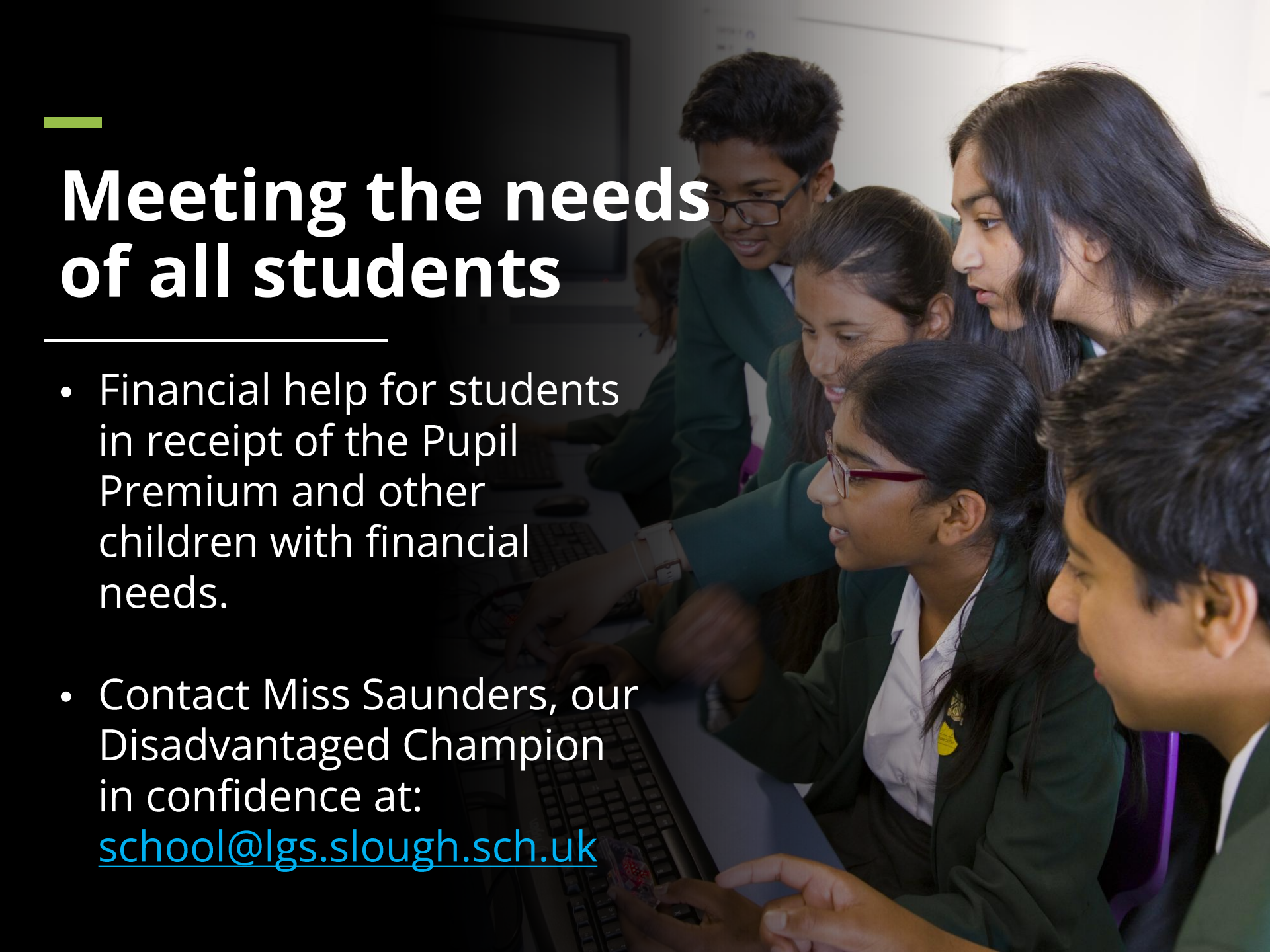
- Ordinarily available provision
- Pupil passports
- ELSA/Lego Therapy
- Access Arrangements
- External support
- Mentoring

Contact Mrs Andrews, our SENCO in confidence at school@lgs.slough.sch.uk

Meeting the needs of all students

- Financial help for students in receipt of the Pupil Premium and other children with financial needs.

- Contact Miss Saunders, our Disadvantaged Champion in confidence at: school@lgs.slough.sch.uk



Safeguarding support

Safeguarding team

- Mr Harding (Headteacher & DSL)
- Ms Power (Deputy DSL)
- Five other staff members

Direct email

- safeguarding@lgs.slough.sch.uk





Phase programme and pastoral support

Transition into Year 9

We expect and encourage students to…

- Consistently ***demonstrate more independence and confidence*** in leading activities and developing key life attributes.
- Start to ***recognise their strengths and interests*** and use these to inform their decision making when entering the options process.
- Demonstrate a good understanding of expectations and policies in school and ***do their best to be role models*** to others.
- Be ***actively involved*** in the wide range of activities that are on offer at school.

Our Phase identity

- Supports the overall school ethos;
  - Confident & Well-Rounded
  - Independent & Creative
  - Responsible & Caring

- **Phase project** allows students to develop these characteristics through structured activities
  - Example - Shoebox Appeal

How can we support your child?

- **The role of Phase Leaders?**
  - Setting expectations
  - Tracking, support and intervention
  - Communication to parents
- **Your role as parents?**
  - Play an active role in their academic progress and development
    - regular checks on ClassCharts
    - looking at their work
    - support with use of iPads for learning
  - Encourage participation in opportunities
  - Communication back to school

Phase focus - expectations

- **Behaviour** in and out of lessons
- The way our students **conduct** and present themselves:
  - kindness
  - manners
  - willingness to help others
  - honesty
- **Uniform**
- Attendance and **punctuality**
- **Inspire** other people around them

Year 9 Tutor Team

9C	Miss Pearce
9H	Mrs King-Batten
9K	Miss Padwal and Ms Mohiuddin
9R	Mrs Ward and Mrs Karter
9S	Mrs Dhillon and Ms Mohiuddin
9V	Mr Calcutt-John
PLs	*Mrs Mason & Mr Mullan*

Tutor Time Programme

A typical week:

Monday	Phase focus/project
Tuesday	ClassCharts check
Wednesday	Assembly
Thursday	Current affairs
Friday	‘Form Friday’



Using technology effectively and safely

Mobile phones

- The Department for Education expects schools to be mobile phone-free by default.
- Phones must be switched off and in bags/lockers while on the school site.
- If expectations are not met students will be issued with a ‘Negative Comment’ a detention and have their phone confiscated
- Smart watches are not permitted on site



Managing iPad use

Parents can download ***Jamf Parent App*** to manage iPad use out of school hours

Guidance can be found on our website.

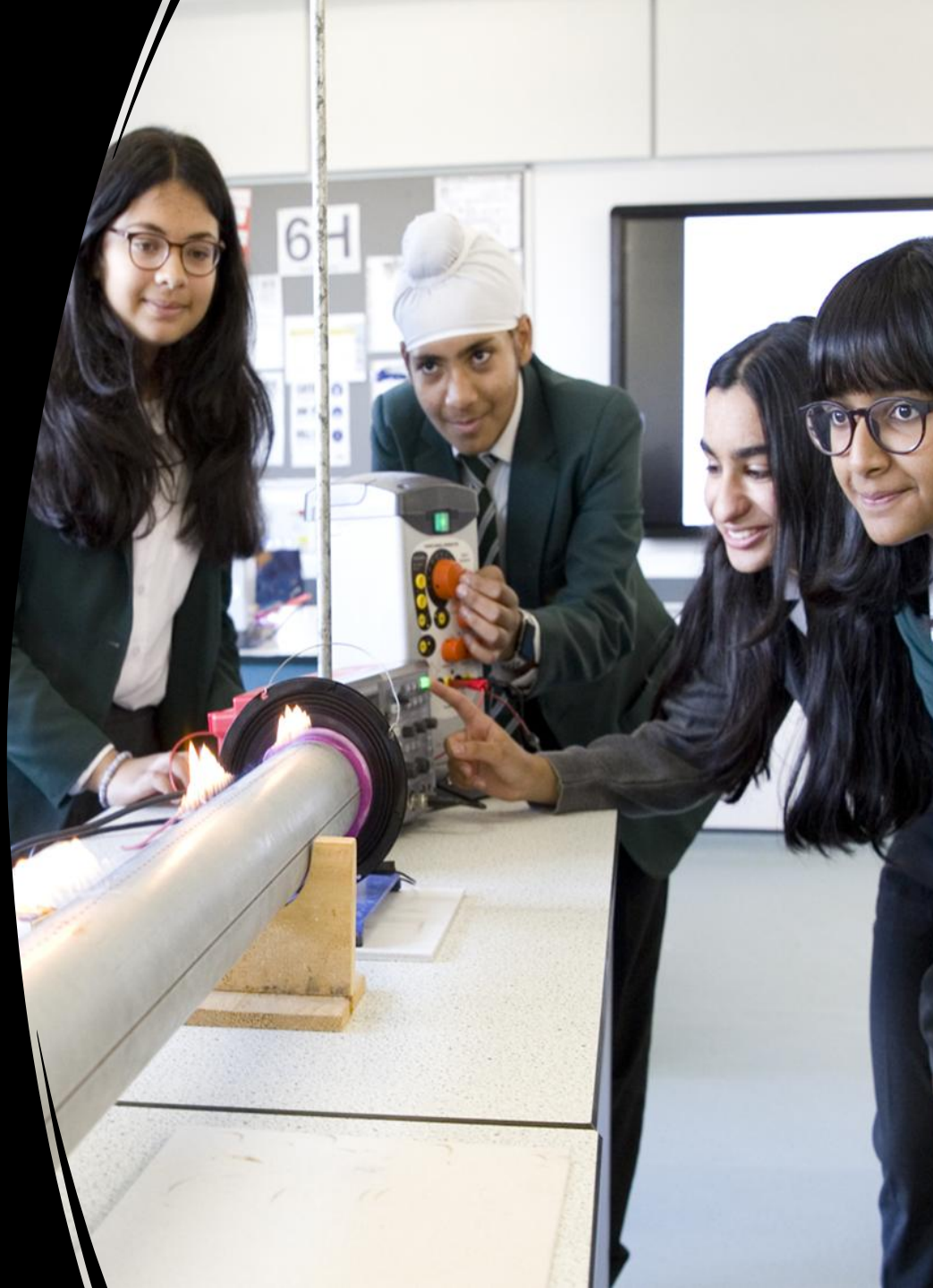


Be aware....

Talk to your child about how they use technology

Try to keep up to date with the latest apps

Seek advice - use **NSPPC website**



Our advice - take control!

- ***Give your child practical advice, e.g…***
  - privacy settings
  - switching off location services for certain apps
  - keeping passwords secure
  - sensible email addresses and avatars
  - not posting inappropriate content
  - awareness of who they are talking to
  - making sure they know how to report abuse
- ***Be clear on your boundaries, e.g…***
  - digital times: when and for how long
  - try ‘no phone’ evenings!
  - switch off Wi-Fi at a particular time
  - no tablets/phones bedrooms
  - make sure you have access to iPad passcode



How parents can support

Helping your child academically

- Help with ***organisation***
- Provide a ***place*** to study
- Encourage them to ***respond to feedback*** from teachers
- **Broaden** their experiences
- Encourage **wider reading**
- Establish **appropriate boundaries**

And most importantly…..

- **Talk with them about what they've learnt**

How else can parents support the school?

- Supporting **careers events**
- **Work experience placements** for students in Year 10 and Year 12
- **Volunteering opportunities** for Duke of Edinburgh Award participants.



How else can parents support the school?

- **Parent governors**
- Donations of **pre-loved uniform**
- **Providing feedback** through parent surveys



The Development Fund

What for?

- Small-scale development
- Curriculum resources
- Facilities for students

How?

- Gift Aid – school recovers tax
- Standing order
- One-off donations







Final reminders

Working together



Parents



Student



School

General news

- Direct email via MCAS parent app
- LGS Headlines newsletter
- Website www.lgs.slough.sch.uk
- Instagram



How to contact us…

Phone

- **01753 598300**

Email

- school@lgs.slough.sch.uk
- safeguarding@lgs.slough.sch.uk



Some key messages for Year 9

- **Extra curricular activities** and **student personal development** are as important as gaining subject knowledge.
- **Take an interest** in what your child is **learning**, not just what results they get in a test.
- Encourage your child to develop **excellent attitudes** to learning in every subject
- Stress the value of **high attendance** and acting with **kindness, courtesy and respect** towards others
- Manage the **use of technology** at home and be prepared to **discuss** difficult or ‘sensitive’ issues.

Thank you for joining us this evening

