



***Year 7  
Parents'  
meeting***

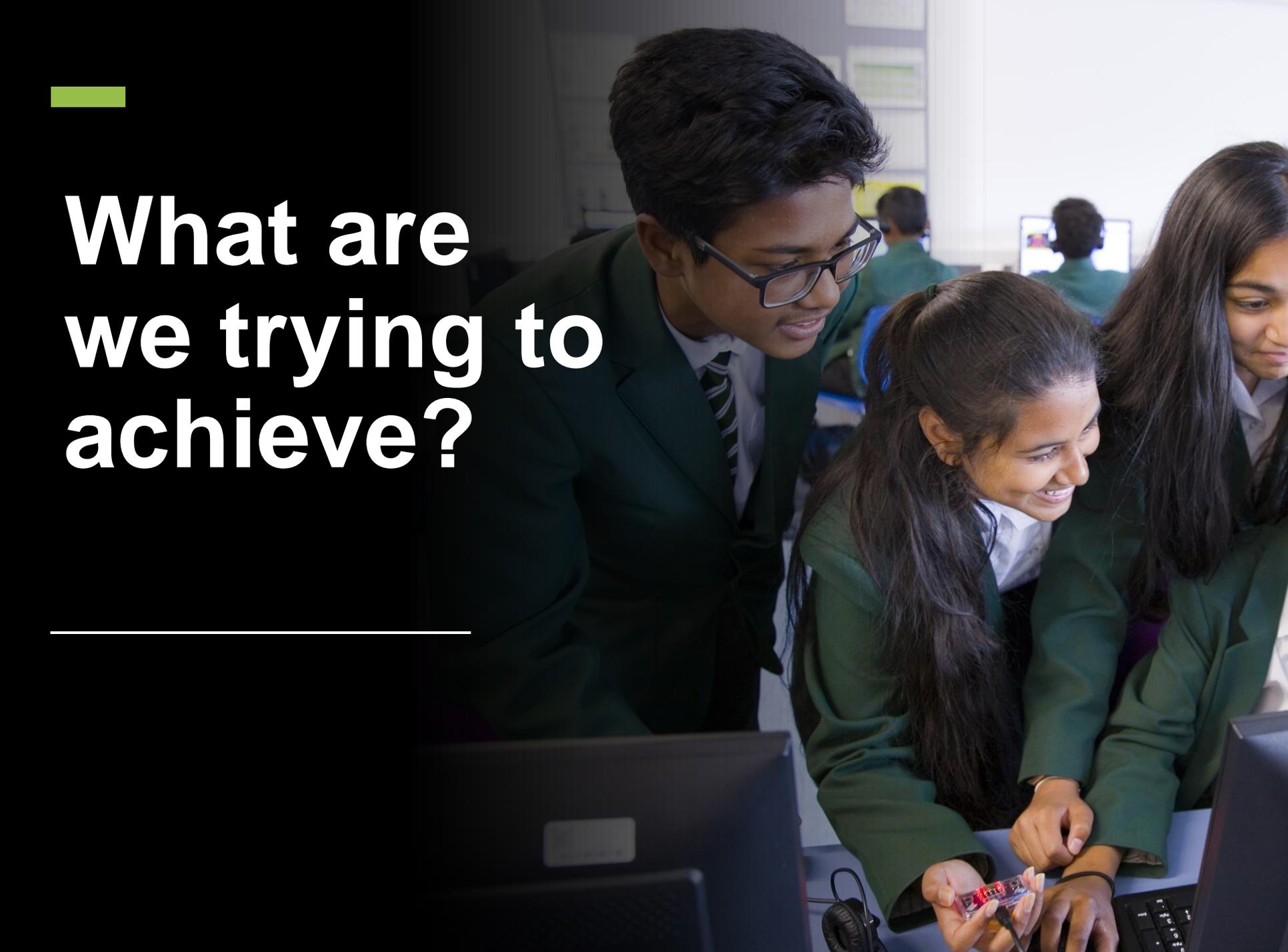
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**12 October 2022**



Welcome to  
Langley  
Grammar  
School

The image shows a large, 3D-style sign on a blue wall. The sign reads 'Welcome to Langley Grammar School' in white, sans-serif capital letters. The sign is mounted on a blue wall with a large, stylized, upward-pointing arrow graphic in the background. The arrow is composed of several parallel lines, creating a sense of depth and movement.



**What are  
we trying to  
achieve?**

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More than a  
walking set  
of exam  
certificates...



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

***Confident***  
***Well-rounded***

***Independent***  
***Creative***

***Responsible***  
***Caring***



# Pastoral structure - phases

## Transition and Year 7

Integration and foundations



## Years 8 and 9

Development, transition to GCSE



## Years 10 and 11

GCSEs, possible careers



## Sixth Form

A-Levels, transition to work/HE



**Supporting academic progress**

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***Reporting***

***Attitude to learning***

***Academic support***

# Reporting – a reminder

Three formal reporting points per year

- **Pastoral review** (*November*)
  - In-school comment from each subject teacher
  - Online meeting with form tutor, parent and student
  - Data summary showing Attitude to Learning (A2L) grades.
- **Parent-Teacher Consultation** (*March*)
  - 5-min meetings with each subject teacher
  - Data sheet showing A2L and assessment against expectations (A/M/E).
- **Student-led reviews** (*June*)
  - Student-led review process in meeting with form tutor.
  - Summary report showing A2L assessment against expectations (A/M/E).
  - Looks back over the year and sets targets for Year 8
- All data summaries will be published online via **SIMS Parent App**

# Attitude to learning (A2L)

## Minimum expectation (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

# Attitude to learning (A2L)

## 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

## Above expectation (4)

- Always organised and well-prepared
- Shows interest, gets involved in lessons and contributes ideas
- Shows the ability to work independently without prompting
- Deadlines are always met and tasks fully completed
- Work is always neatly presented and well organised

# Attitude to learning (A2L)

## Below expectation (2)

- Sometimes has what they need for lessons and homework
- Shows some interest and occasionally contributes their own ideas, some of which are appropriate
- Needs continual encouragement to complete lesson activities
- Often needs reminding to meet deadlines and regularly fails to complete tasks
- Often needs reminding about the importance of their work being well organised and neatly presented

## Poor (1)

- Is rarely prepared for lessons
- Shows little interest and rarely contributes ideas
- Finds it difficult to work unsupervised or independently on any task
- Has to be constantly reminded to meet deadlines and when work is handed in it is nearly always incomplete
- Work is disorganised and poorly presented

# Attitude to learning (A2L)

- 
1. Shows little interest and rarely contributes ideas
  2. Shows some interest and occasionally contributes their own ideas, some of which are appropriate
  3. Shows interest and contributes appropriate ideas when asked
  4. Shows interest, gets involved in lessons and contributes ideas
  5. Shows passion for learning through their contributions and thoughtful ideas

# Tutor & Phase Leader Postcards

From form tutors for...

- ***Achievement***
  - based on achievement pts AND Pastoral review report
- ***Friendship***
  - how well students interact and look after others in the form group and the school
- ***Community and citizenship***
  - how well students have involved themselves in school life, attending clubs, activities and House events.

From the Phase Leader for....

- students who have the highest average score for ***Attitude to Learning*** in the Pastoral Review.

# Support mechanisms

- ***Attitude to Learning***

Mentoring and support put in place for

- students with an A2L grade 1 or 2 for any subject
- students with the lowest average attitude to learning score

- ***Attainment***

- Teachers have told us if they have concerns.
- Teachers agree subject-specific targets with students
- Support from within the subject area

- ***Behaviour for Learning***

- Use of monitoring report

- ***Organisation***

- Monitoring report used if we are worried about the number of negative comments on ClassCharts.

# Monitoring report

Student monitoring report							Year 7		
<b>Name</b>					<b>Week commencing</b>				
<b>Form</b>		<b>Reporting to (supervisor)</b>		<i>Mrs Close</i>		<b>at:</b>		<i>Morning and afternoon registration</i>	
<b>Report Focus</b>									
<b>TEACHERS:</b>		Enter initials below to indicate overall performance in each lesson. Please use the reverse side for comments to explain high/low grades							
5 = Excellent		4 = Good		3 = Satisfactory		2 = Poor		1 = Urgent improvement needed	
Day	period	Subject	5	4	3	2	1	Signed	
								Supervisor <small>(see above)</small>	Parent
Monday	1								
	2								
	3								
	4								
	5								

# CATs – *Cognitive Ability Tests*

- CATs tests measure.....
  - *reasoning* ability
    - *mathematical/numerical (quantitative)*
    - *language (verbal) and non-verbal*
  - element of *spatial* ability
- Scores provide a **profile** of across the four different areas – a useful *indicator* of balance of current abilities.
- National database gives an **indication** of what your child might typically achieve. *How did students with a **similar profile to your son or daughter** go on to perform at GCSE?*
- Scores and further information will be provided later this term.

A photograph of three students in a computer lab. A male student with glasses and a dark suit is leaning over a desk, looking at a female student who is smiling and looking at a computer screen. Another female student is standing next to her, also looking at the screen. The background shows other students at computers in a brightly lit room.

# Pastoral support

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*Attendance*

*Who can students talk to?*

*Who can I contact?*

# Attendance & punctuality

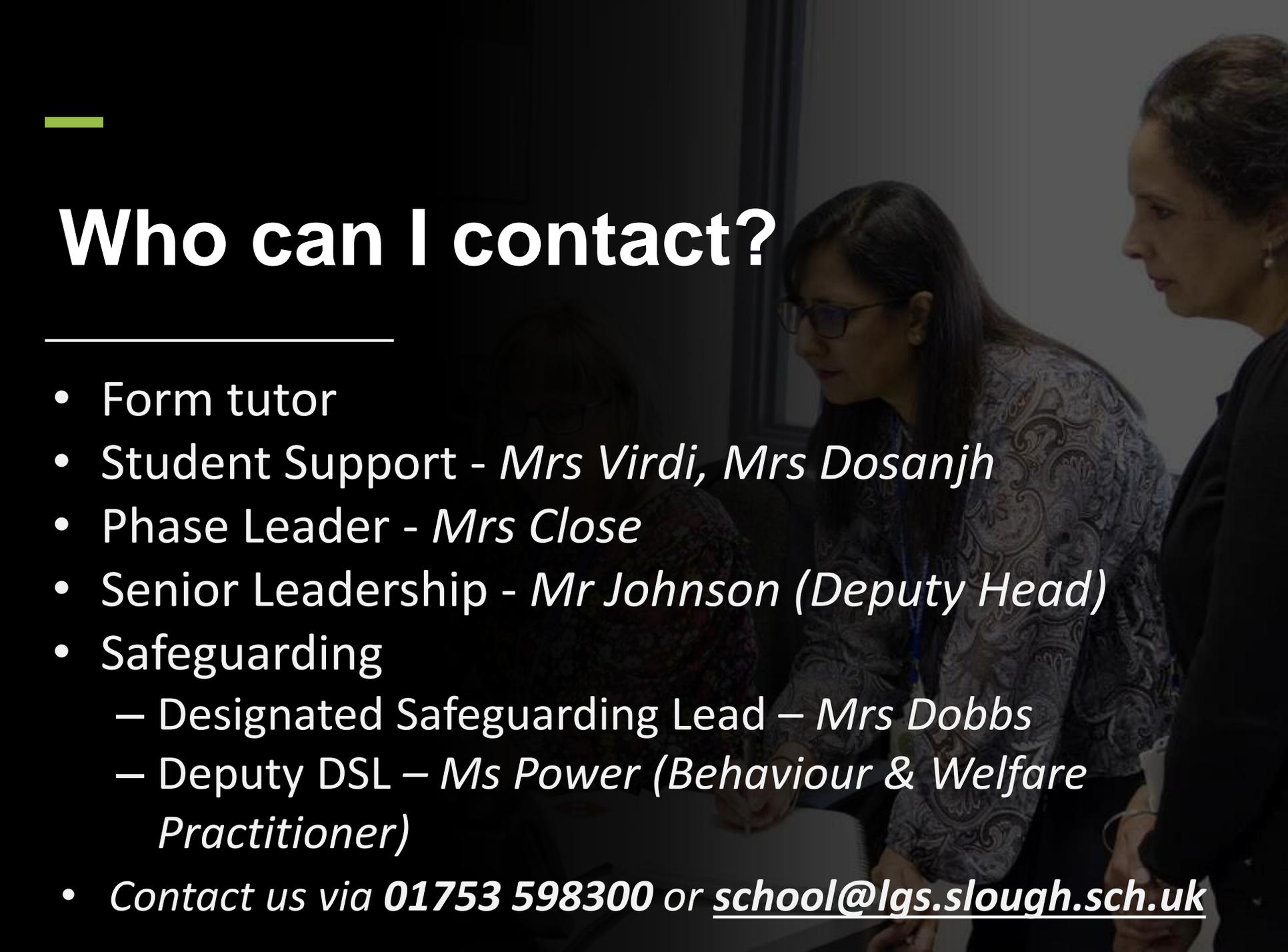
- Good **attendance** is vital
- **Punctuality** is expected
  - School site opens at 8.00am
  - students should be in by 8.15am for an 8.20 am start
  - “traffic” is rarely an excuse!
- **Leave of absence** must be requested in advance
  - use LoA form from school website
- Request for holidays in term time will not be authorised unless the circumstances are **exceptional**.



# Who can students talk to?

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- ***Form tutors***
- ***Year 11 buddies***
- ***Sixth Form students***
  - Young Health Champions, Anti-bullying mentors
- ***Student support***
  - Mrs Viridi and Mrs Dosanjh
- ***Behaviour & Welfare Practitioner***
  - Ms Zarine Power



# Who can I contact?

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- Form tutor
- Student Support - *Mrs Viridi, Mrs Dosanjh*
- Phase Leader - *Mrs Close*
- Senior Leadership - *Mr Johnson (Deputy Head)*
- Safeguarding
  - Designated Safeguarding Lead – *Mrs Dobbs*
  - Deputy DSL – *Ms Power (Behaviour & Welfare Practitioner)*
- Contact us via **01753 598300** or [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk)



# Safeguarding team

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*Identification, assessment and support for children who are at risk of physical or emotional harm.*

Mr Constable (Headteacher)

Mrs Dobbs (Designated Safeguarding Lead)

Ms Power (Deputy DSL)

Mr Badshah (Deputy DSL)

[safeguarding@lgs.slough.sch.uk](mailto:safeguarding@lgs.slough.sch.uk)

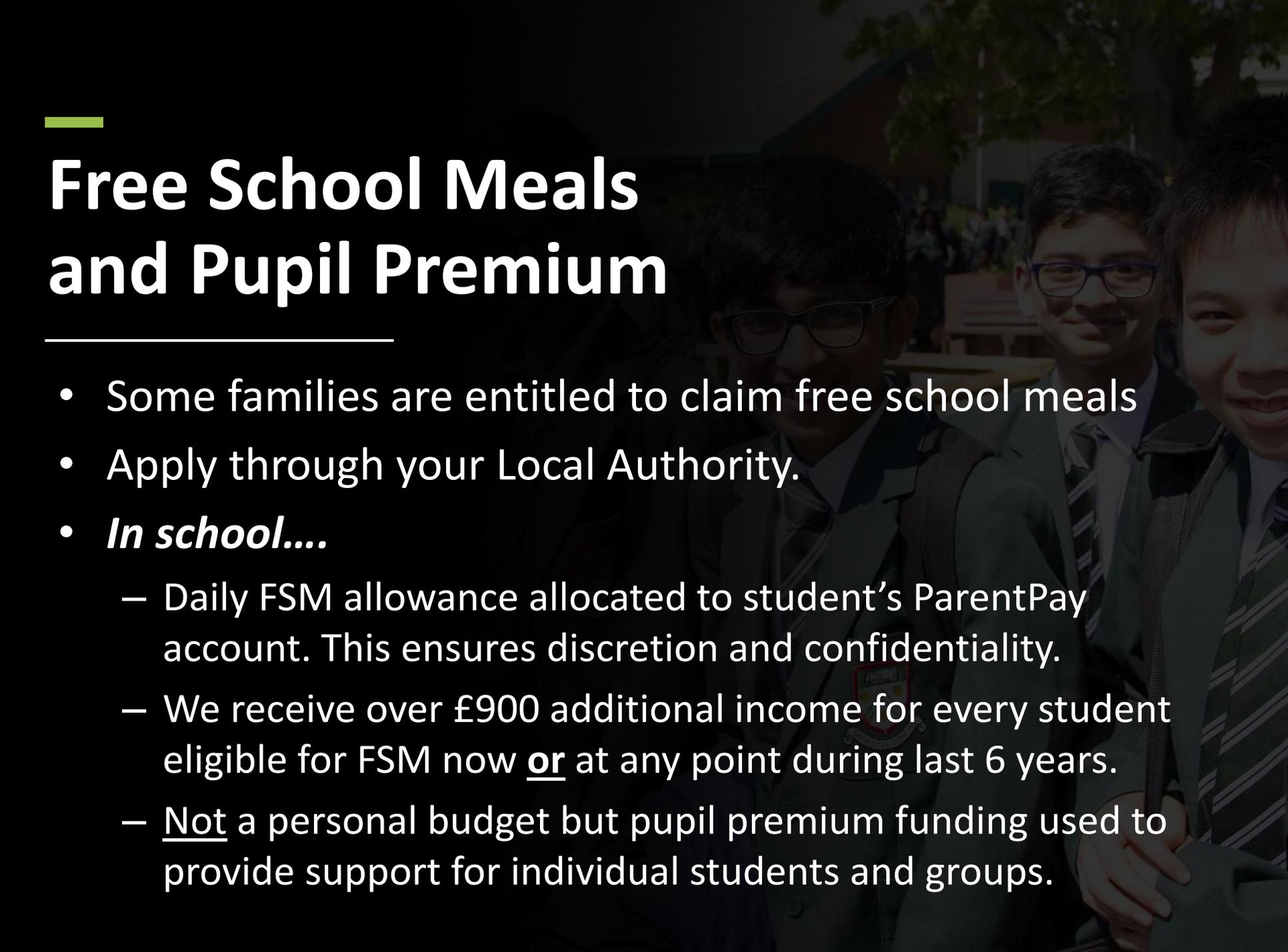


# Individual needs

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- ***Individual needs?***
  - anything preventing a student from learning effectively, eg: minor challenge, such as difficulty with organisation,
  - specific learning difficulty, such as dyslexia.
- Wide range of support available to support a student with any challenge they may be facing.
- ***Please contact Mr Batsman if you have specific concerns.***

[davidbatsman@lgs.slough.sch.uk](mailto:davidbatsman@lgs.slough.sch.uk)



# Free School Meals and Pupil Premium

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- Some families are entitled to claim free school meals
- Apply through your Local Authority.
- ***In school....***
  - Daily FSM allowance allocated to student's ParentPay account. This ensures discretion and confidentiality.
  - We receive over £900 additional income for every student eligible for FSM now or at any point during last 6 years.
  - Not a personal budget but pupil premium funding used to provide support for individual students and groups.



# Mental health & online safety

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Michael  
Morpurgo  
Private  
Peace

A photograph of three young boys in school uniforms, smiling and looking towards the camera. They are wearing grey blazers, white shirts, and striped ties. The background is slightly blurred, showing an outdoor school setting with trees and a building.

# Mobile phones

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Mobile phones *permitted* on school site.

‘Screen-free breaktime’

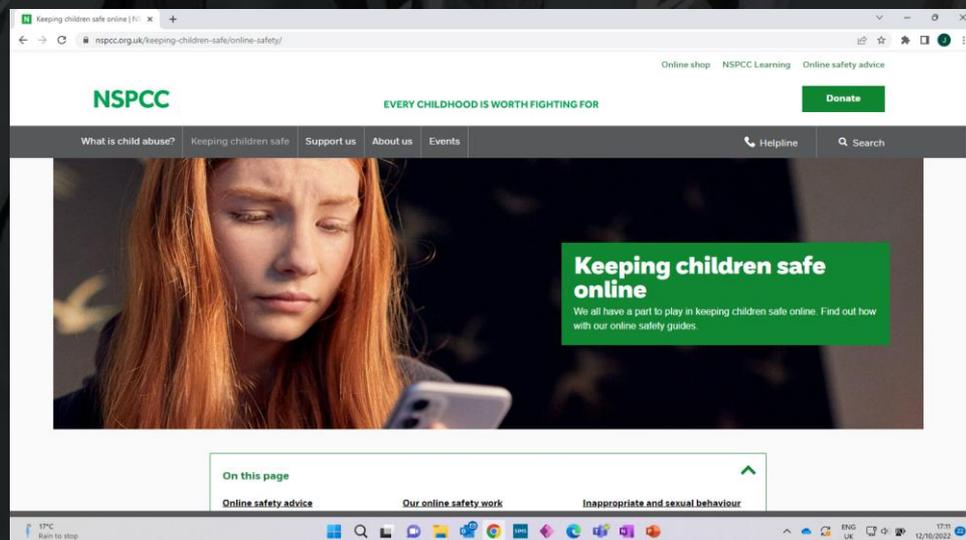
*Responsible use* expected.

Phones may be *confiscated* if misused.

*Sanctions* where inappropriate use impacts other students.

# Raise your own awareness

- Talk to your child about how they and their friends use technology
- Try to keep up to date with the latest apps
- The **NSPCC** site is useful



# Take control!

- ***Give your child practical advice....***
  - 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
- ***Set up filters and controls*** on devices and Wi-Fi
- ***Agree 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 in rooms once in bed?

  
**Thank  
you for  
attending**

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