



# Welcome!

## Year 9 Parents' briefing

---

10 October 2022





*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**



# Examination outcomes 2022



# GCSE & A Level outcomes

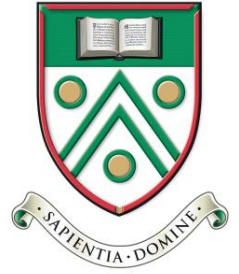
Indicator		2019 Exams	2020 CAGs	2021 TAGs	2022 Exams
GCSE	Grade 9	20.0%	24.7%	23.1%	45.1%
GCSE	Grades 9-8	39.5%	52.9%	52.0%	68.6%
GCSE	Grades 9-7	64.0%	79.2%	77.7%	84.7%
A Level	A* grades	8.5%	20.1%	23.7	34.2%
A Level	A*/A grades	36.7%	57.4%	57.6%	70.4%
A Level	A*-B grades	67.3%	81.3%	79.4%	85.2%



# The Year 9 curriculum: a transition year



# Year 9 Timetable



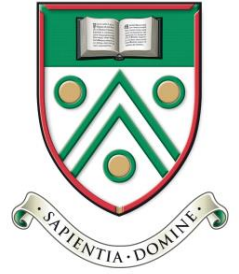
25 hours of lessons per week

– 50 hours per fortnight, plus registration time

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



# Differences from Year 8



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

# What to expect with the reformed GCSEs?



**Volume of subject content increased**

**Demand of content has increased,  
with harder topics being introduced**

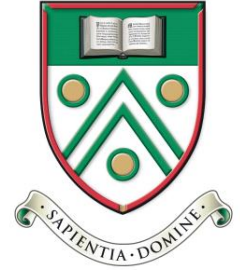
**Total time for examinations has  
increased. All exams will be sat at the  
end of the course.**

# Examples for specific subjects

- **Mathematics** - Some individual questions 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 more higher level topics taken from the AS course.
- **Physics/Maths** - Students need to remember a large number of equations that were previously given.
- **Geography** - Big shift from factual recall to analytical and lateral thinking
- **French & German** - Now required to use knowledge of grammar and vocabulary to translate sentences and generate their own sentences in written tasks, rather than just learn set phrases.



# Options process – Spring 2023



## *Core curriculum in years 10 and 11*

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

## *And:*

- Personal Citizenship Studies
- Core philosophy and ethics
- PE/Games
- Enterprise

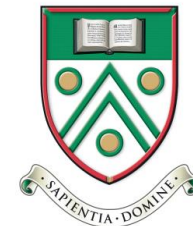
## *Optional subjects*

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

# Monitoring and reporting progress



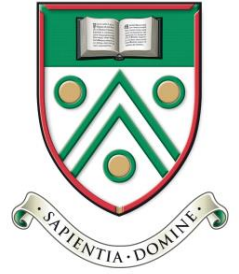
# 'Big picture' for the year



October	Parents' information evening
November	Autumn term report
January	Year 9 curriculum evening (Wednesday 11 <sup>th</sup> )
February	Spring term report Parent-teacher consultation evening (Monday 6 <sup>th</sup> ) GCSE options mentoring
March	Finalisation of GCSE option choices
May – June	Internal assessments in English, Maths & Science
June	Summer term report Student-led reviews (parents meet form tutors)



# How do we report progress?



**Subjects set programmes of study** with yearly expectations

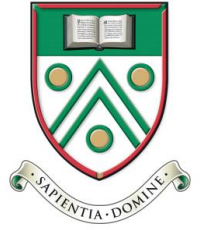
- knowledge and understanding
- skill development

**Expectations assume progress and development** from year to year, appropriate to “a typical LGS student” given their starting points.

**Reporting** – 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 science subjects



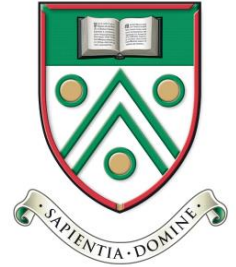
Parents will receive:

- 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.

# A2L – Attitude to learning

*Get this right and everything else should follow.....*

*Graded 1 to 5 and reported to parents.*



## Outstanding (5)

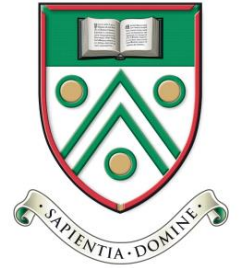
- Always organised and well-prepared without prompting
- Shows passion for learning through their contributions and thoughtful ideas
- Takes full responsibility for their own learning and is not afraid of failure
- Tasks are always handed in on time and often show extra attention to detail
- Takes great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



# How do we use data in school?



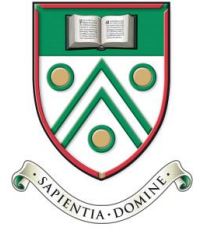
## Three data collections points in the year:

- **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 (for example the 'Dream Team' mentoring programme) and communication with parents

# The importance of attendance



# The importance of attendance



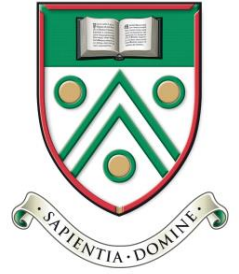
- A fall of attendance by 10% correlates with achieving an average of 1 grade lower at GCSE
- Students need to be in school to have the best chance of attaining well
- Leave of absence is only granted in exceptional circumstances

# How to help students be successful





# How to support your son or daughter.....



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

*And most importantly.....*

- **Talk with them.**



# Supporting mental health

We expect students to **work hard,**

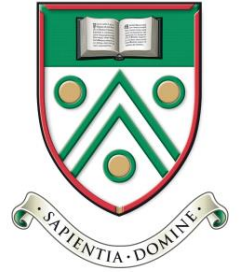
*but.....*

in order to **achieve**  
well they need time to  
**rest, exercise** and  
pursue **other**  
**interests.**



# Parents Evenings

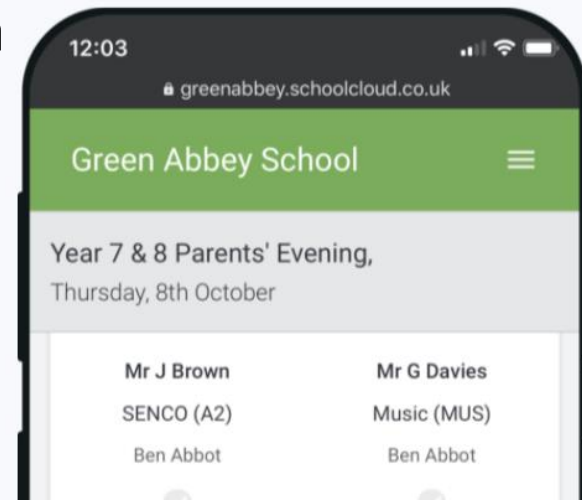
## Parent Teacher Consultations (PTCs)

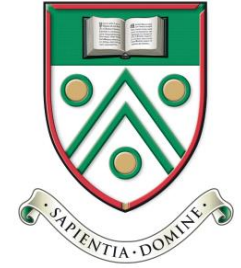


- SchoolCloud software helps organize face to face and virtual PTCs.
  - Sign up 3 weeks beforehand - we'll send you the link)
  - Make appointments **2 weeks** before (for first 3 teachers)
  - Make all other appointments **1 week** before
- Virtual (video) appointments
  - Use a device with microphone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



Parents' evenings, simplified





## What this does:

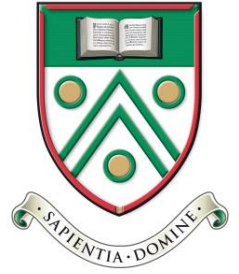
- **Helps tutors** have conversations about achievements and behaviour
- **Helps parents** be aware of what students are doing in school, and what homework is due
- **Helps your children (students)** by reminding them of homework and helping them reflect on their behaviour.

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

# Our phase programme and pastoral support



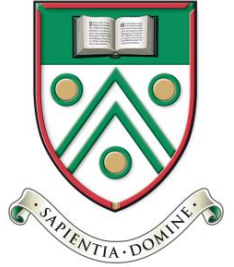
# Transition into Year 9



We would like 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.

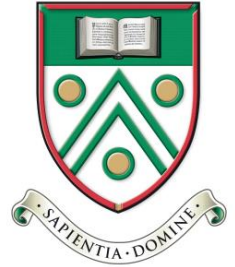




# Phase Ethos

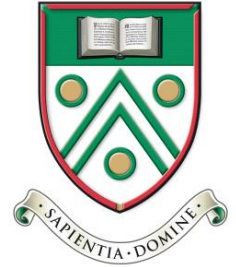
- **Supports the three pairs of words;**
  - *Confident and Well-Rounded*
  - *Independent and Creative*
  - *Responsible and Caring*
- **Phase project allows students to develop in these areas through structured activities**
- **Example; Shoebox Appeal**

# How can we best support your son or daughter?



- **Our role?**
  - Expectations and homework
  - Tracking, support and intervention
  - Communication
- **Your role?**
  - Play an active role in their academic progress and development
    - regular checks on ClassCharts
    - looking at work
    - support with use of iPads for learning
  - Encourage participation in opportunities
  - Communication

# Phase focus - expectations

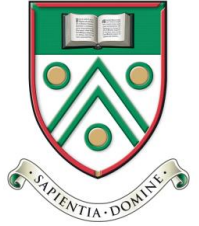


- **Behaviour** in and out of lessons
- The way our students **conduct** and present themselves:
  - kindness
  - manners
  - willingness to help others
  - honesty
- **Uniform**
- Attendance and **punctuality**
- **Inspire** other people around them

# Support from form tutors



# Tutor Time Programme

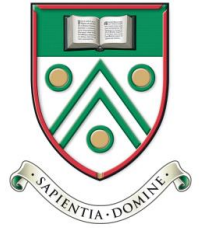


<b>Monday:</b>	Phase focus/project
<b>Tuesday:</b>	ClassCharts check
<b>Wednesday:</b>	Assembly
<b>Thursday:</b>	Current affairs
<b>Friday:</b>	Form Friday





# Tutor team for Year 9



**9C** - Miss Blochard

**9H** - Mrs Ettridge and Mrs Paice

**9K** - Mr Fenton

**9R** - Miss Arnold

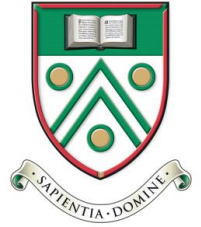
**9S** - Mrs Millington

**9V** - Miss Marian

# Online safety and iPad management



# Take control!

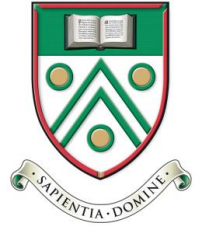


- ***Give practical advice:***

- 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

- ***Be clear on your boundaries:***

- 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
- make sure you have access to iPad passcode



# Raise your own awareness

- Talk to your child about how they use technology
- Try to keep up to date with the latest apps
- The NSPPC Net Aware page is useful  
<https://www.net-aware.org.uk/networks/?order=title>



**Net Aware )))**

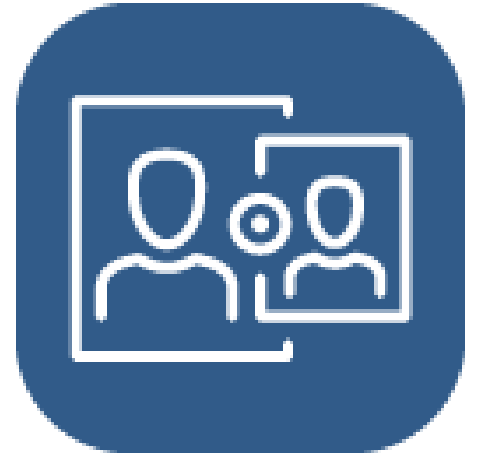


# KEEP YOUR KIDS SAFE Online





# Managing iPad use



- Parents can download Jamf Parent App to manage iPad use out of school hours
- Guidance on our website  
<https://www.lgs.slough.sch.uk/page/?title=Jamf+Parent+App&pid=336>



**Keeping in  
touch**



# Communication

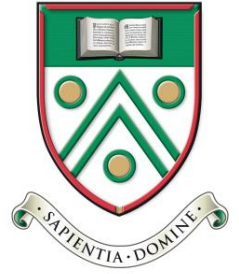
## *Your son/daughter.....*

- 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](http://www.lgs.slough.sch.uk)***
- Twitter feed ***@lgs\_news***

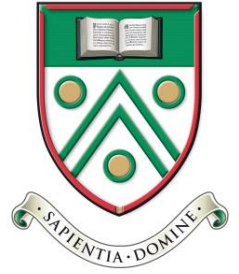


# Who to contact?

- Form tutor
- Student Support - *Mrs Viridi, Mrs Dosanjh*
- Phase Leaders – *Mrs Reid, Mr Badshah*
- Senior Leadership Team - *Mr Johnson (Deputy Head)*
- Safeguarding
  - Designated Safeguarding Lead – *Mrs Dobbs*
  - *Deputy DSL – Ms Power (Behaviour & Welfare Practitioner)*

Contact via **01753 598300** and [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk)

# LGS Development Fund



## *What for?*

- Small-scale development projects
  - Curriculum resources, facilities for students, “extras”
- Resourcing of the new buildings

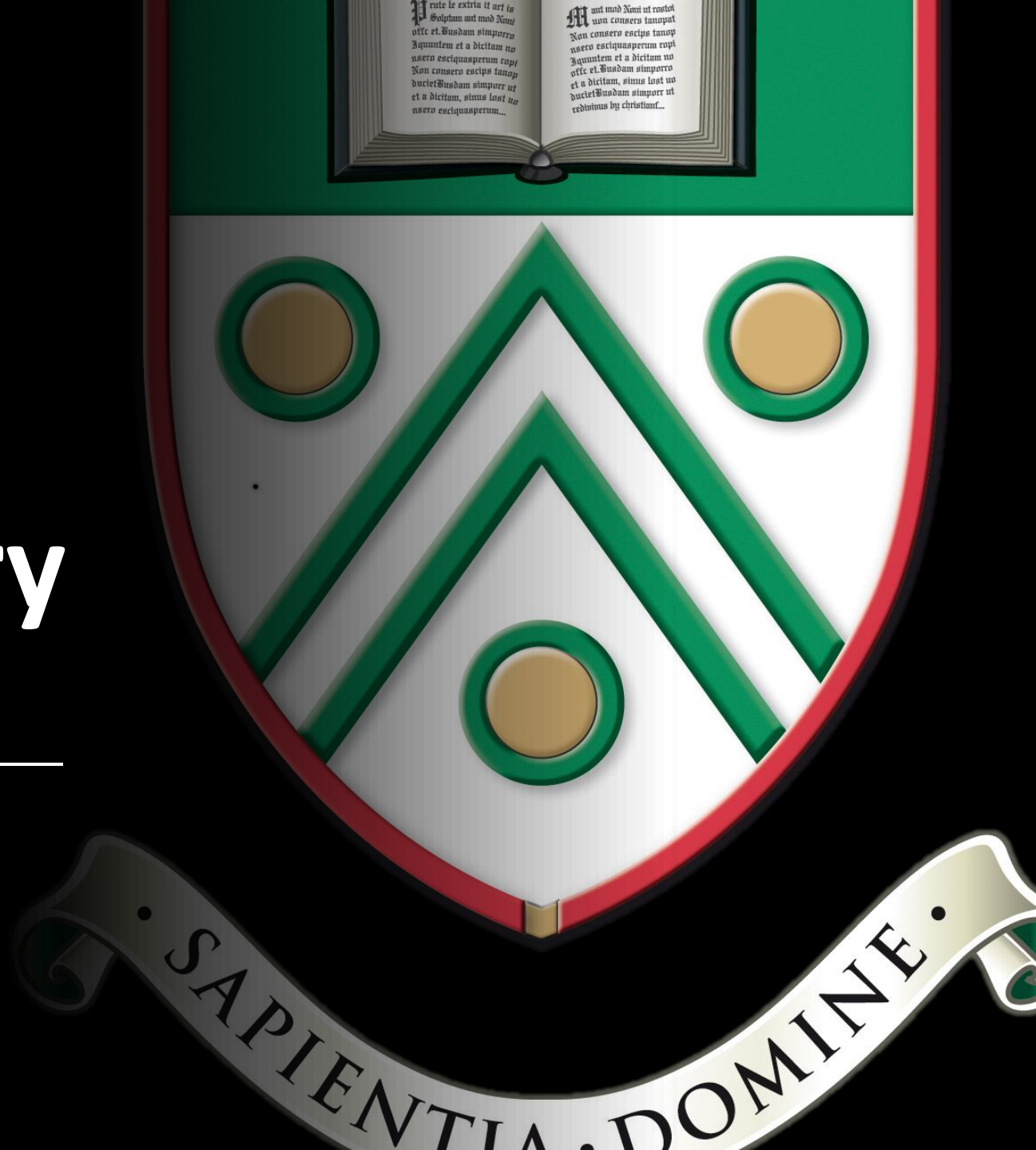
## *How?*

- Gift Aid – school can recover the tax
  - Regular donation by standing order
  - **One-off donations**

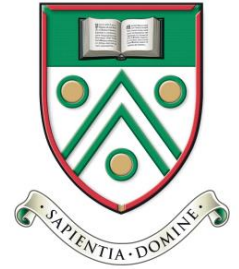


# Summary

---



# Some key messages.....



- **Breadth and balance** are important
- **Take an interest** in what they are learning, not just what results they get in a test. *Achieving good test/exam results is only part of their education.*
- Encourage them to develop **excellent attitudes** to learning in every subject.
- Support them in **striking a balance** between study, pursuing other interests, exercise and rest.
- Help them to make **effective use of the time** in Year 9 – importance of good attendance and developing good work habits **now**
- Be prepared to **discuss** difficult or ‘sensitive’ issues.

Final  
questions?

---



—

# Thank you for joining us

---

