Welcome

Year 8 Parent Information Evening

Tuesday 13 October 2026



Content of the meeting

- What are we trying to achieve?
- Examination outcomes
- The Year 8 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?

We support our students to become...

Confident
Well-rounded

Independent
Creative

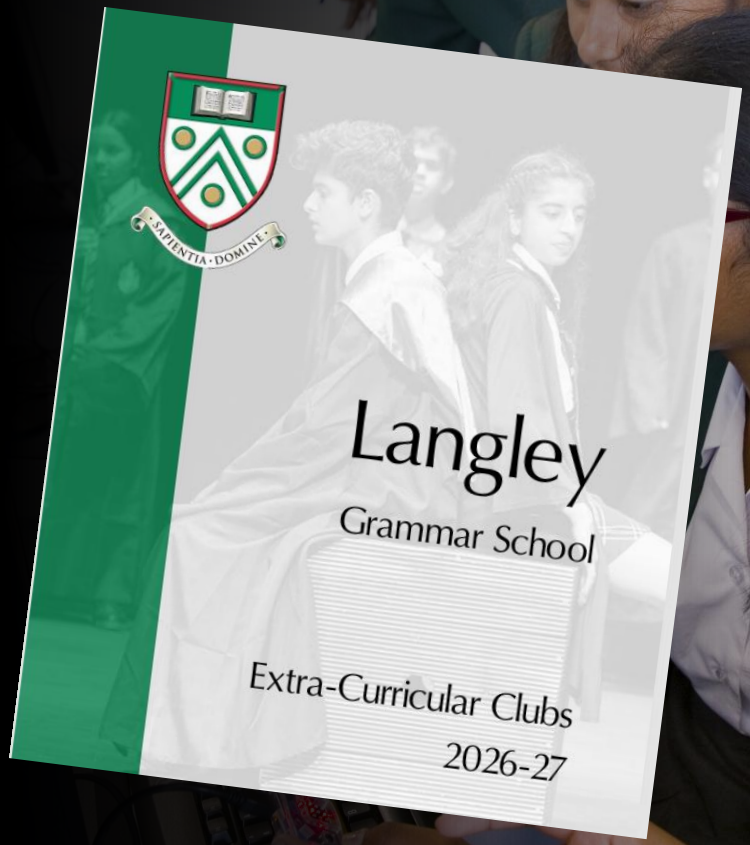
Responsible
Caring



Our extra-curricular programme

Wide range of activities and opportunities

Sent out to students and accessible on our website





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 8 curriculum

Differences from Year 7

- One fewer **English** (library) lesson

- **Second modern language** introduced
  - students who studied French in Year 7 now studying German in Year 8 and vice versa.
  - Year 7 language continued for 1 lesson a fortnight
- Students will be asked to **express a preference** for which language to continue into Year 9 and beyond in the Spring Term.
- Students taught in **mixed-form** teaching groups

Year 8 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

English	**6**	Design Technology	**3**
Maths	**6**	Geography	**3**
Science	**6**	Music	**2**
French **or** German	**5**	Drama	**2**
German **or** French	**1**	Art	**2**
PE/Games	**4**	Philosophy & Ethics	**2**
ICT/Computing	**4**	Personal and Citizenship Studies	**1**
History	**3**		



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

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 contributions and thoughtful ideas
- Takes full responsibility for own learning, not afraid of failure
- Tasks 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

Meeting 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 and communication with parents.

ClassCharts

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

Positive ***and*** negative comments



Parent Teacher Consultation (PTC)

PTC on **Tuesday 8th December (online)**

SchoolCloud software to schedule and video appointments.



Key dates for the year

October 2026	Parent Information Evening
December 2026	Autumn term report Parent-teacher consultation 8th December
February / March 2027	Options process for French and German
March 2027	Spring term report
June 2027	Summer term report
June/ July 2027	Student led reviews (parents meet with form tutors, w/c 5 July)



Helping all students be successful

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

Meeting the needs of all students

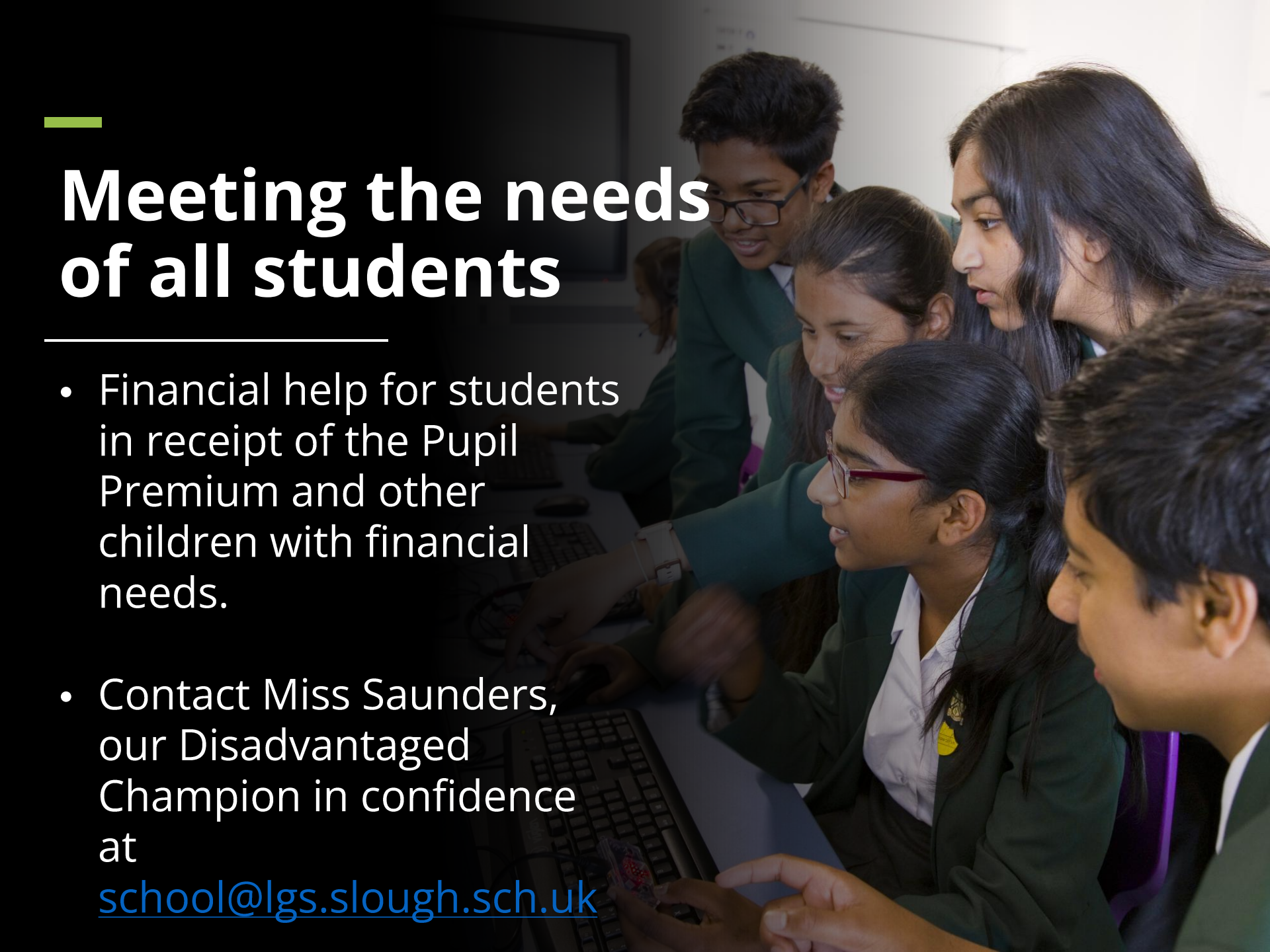


Special educational needs

- 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



Supporting mental health

We expect students to work hard

but.....

They also need time to rest, exercise and pursue other interests.





Using technology effectively and safely

iPads in Year 8

Distinguished School



Managing iPad use

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

Guidance can be found on our website.



What place do iPads have?

- **Organisation** e.g. accessing ClassCharts for homework
- **Communication** with teachers
- **Online exercise books** in some subjects
- **Range of resources** available
  - web-based resources available in classroom
  - subject-specific and more general apps
- **Creative projects** can be integrated into curriculum, developing digital skills as well as subject content.

Different subjects use the iPads in different ways

Key things to remember regarding iPad use

- Encourage your child to get into good habits of ***backing up their work*** eg to OneDrive and OneNote
- Remind them that iPads need to remain on our mobile device management systems
- Put ***appropriate boundaries*** in place at home regarding screen time (e.g. switch off well before bedtime).
- ***Monitor*** their iPad use – get them to show you what they are doing!

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 in rooms once in bed
  - make sure you have access to iPad passcode

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





Phase programme and pastoral support

Pastoral structure - phases

Transition and Year 7
Integration and foundations

Years 8 and 9
Development, transition to GCSE

Years 10 and 11
GCSE courses

Sixth Form
A-Levels, transition to work/HE

Senior team

Phase Leaders

Student support

Transition into Year 8

We expect and encourage students to…

- Consistently ***demonstrate more independence and confidence*** in leading activities and developing key life attributes.

- 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 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 – last year- House Charities, this year continuing with House Charities

How can we support your child?

- **Our role as phase leaders?**
  - Providing support and guidance in academics, wellbeing and personal development
  - Setting expectations through positive reinforcement
  - Tracking, support and intervention
  - Celebrating success
  - Communication to parents

How can we support your child?

- **Your role as parents?**
  - 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 back to school

Phase focus - expectations

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

Three things to remember

*Most behaviour is a **choice**.*

***Manners** matter.*

*Importance of being **responsible** and **caring**.*



All students are expected to...

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



Year 8 Tutor Team

8C	Mr Skinner
8H	Mrs Paice and Mrs Haynes
8K	Mr Fenton
8R	Mrs Smith
8S	Miss Gill
8V	Mr Brummell

Phase Leaders: *Mrs Mason & Mr Mullan*

Tutor Time Programme

A typical week…

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



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
- Letting us know about **volunteering opportunities** for Duke of Edinburgh Award participants.



How else can parents support the school?

- Serving as a **parent governor**
- 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

Some key messages for Year 8

- Personal development and academic study are **both** important
- Take an interest in what your child is learning, not just what results they get in a test.
- 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.
- Be proactive in managing technology use
- Be prepared to discuss increasingly difficult or sensitive issues and ask us for support if needed.

Keeping you updated

- 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



Student-parent tours

Planned for **24 and 25 November**, straight after school.

An opportunity to speak informally to senior staff and for your son or daughter to show you around the school.



Thank you for joining us this evening

