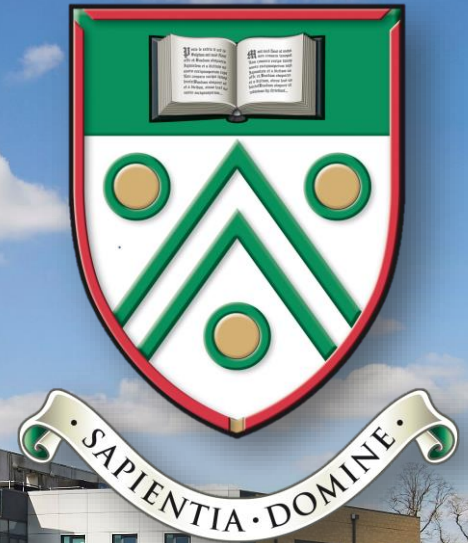


Year 7 Parents' meeting

3rd November
2020

Langley
Grammar School



Part 1

Year 7 ethos

Attitude to learning

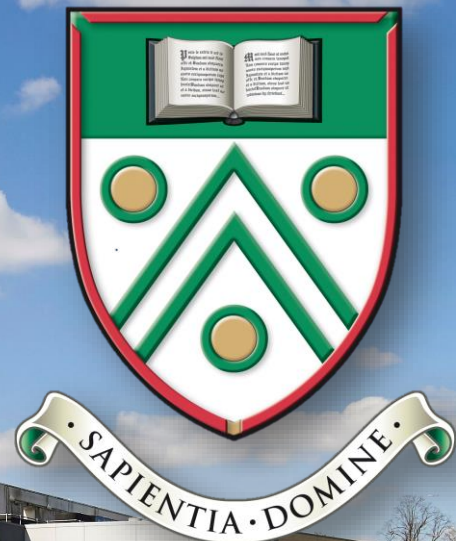
Support for students

Routines and
procedures

Mental health &
social media

Part 2

Meeting with form
tutor



Langley Grammar School

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

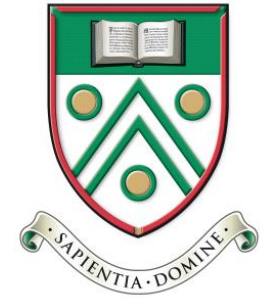
**Confident
Well-rounded**

**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

Year 7.....

Discover
Explore
Aspire



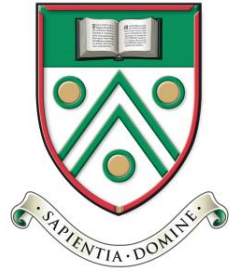
Reporting

Attitude to Learning

Support



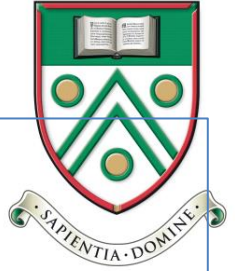
Reporting – a reminder



Three formal reporting points per year

- **Pastoral review** (*November*)
 - In-school comment from each subject teacher
 - 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**

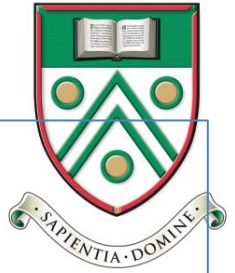
Attitude to learning



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



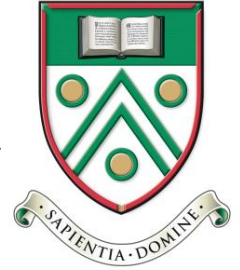
Outstanding (5)

- 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



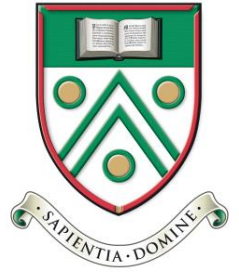
Below expectation (2)

- 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

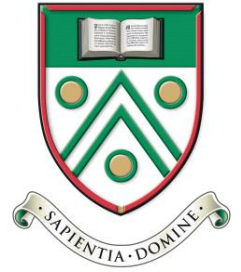
Tutor Postcards



Nominated by form tutors for

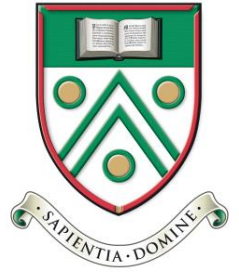
- ***Achievement***
 - Based on achievement points AND report at the Pastoral review
- ***Friendship***
 - Based on how well students interact and look after others in the form group and the school
- ***Citizenship***
 - Based on how well students have involved themselves in school life, attending clubs and activities and getting involved in House events.

Phase Leader Postcards



- These will be sent to the top 10-15 students in the year group 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

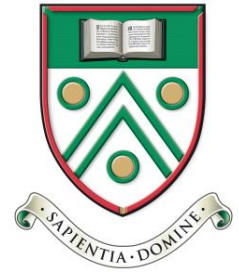
- ***Behaviour for Learning***

- Use of monitoring report

- ***Organisation***

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

Monitoring report format



Student monitoring report		Year 7
---------------------------	--	--------

Name			Week commencing	
Form		Reporting to (supervisor)	Mrs Close	at: Morning and afternoon registration

Report Focus	
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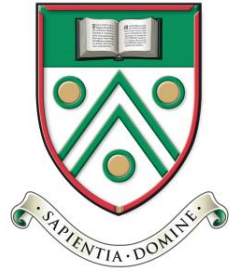
TEACHERS:	Enter initials below to indicate overall performance in each lesson. Please use the reverse side for comments to explain high/low grades			
5 = Excellent	4 = Good	3 = Satisfactory	2 = Poor	1 = Urgent improvement needed

Day	period	Subject	5	4	3	2	1	Signed	
								Supervisor (see above)	Parent
Monday	1								
	2								
	3								
	4								
	5								

Pastoral support systems



Who to talk to?



- ***Form tutors***
- ***Phase Leader (Mrs Close)***
- ***Year 11 buddies***
 - Will meet when COVID restrictions relaxed
- ***Mentors***
 - Learning mentors provided by INCO (Individual Needs Coordinator)
- ***Student support***
 - Mrs Collins and Mrs Viridi
- ***Behaviour & Welfare Practitioner***
 - Ms Zarine Burns



Mrs Helen Close - Phase Leader

helenclose@lgs.slough.sch.uk



Student Support team



Mrs Nadia Collins

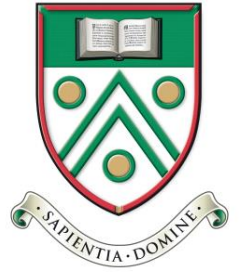
nadiacollins@lgs.slough.sch.uk

Mrs Inderjit Viridi

inderjitviridi@lgs.slough.sch.uk

Individual Needs Coordinator

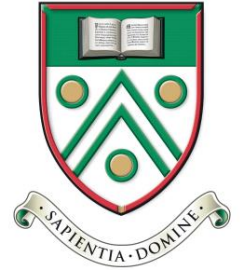
Mrs Catherine Andrews



- ***Role***
 - to ensure that students with individual needs receive the support they need to achieve
- ***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 Mrs Andrews if you have specific concerns about your son or daughter.***

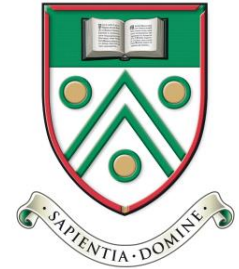
catherineandrews@lgs.slough.sch.uk

Free School Meals and Pupil Premium



- Families in receipt of certain benefits are entitled to claim free school meals
- Application through Slough Local Authority – details on school website.
- **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.
- Senior team lead is Mrs Dobbs, Assistant Headteacher

Safeguarding team



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

Mr Constable	<i>Headteacher</i>	Designated Safeguarding Lead
Mrs Dobbs	<i>Assistant Headteacher</i>	Deputy DSL
Ms Burns	<i>Behaviour & Welfare Practitioner</i>	Deputy DSL
Ms Makowski	<i>Director of Sixth Form</i>	Deputy DSL

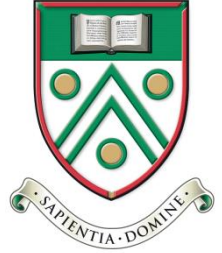
- ***Please contact the safeguarding team if you have specific concerns about your son or daughter.***

safeguarding@lgs.slough.sch.uk

General points



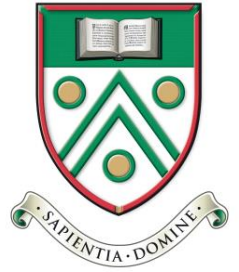
Attendance & punctuality



- Good **attendance** is vital – particularly now!
- **Punctuality** is expected
 - students should be in school 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
- In ‘normal times’, requests for holidays in term time will not be authorised unless the circumstances are **exceptional**.

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.
- Large national database gives an **indication** of what your son/daughter 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 following Pastoral Review

Mental health and social media



Social media issues.....




Let's keep kids safe online

Net Aware

Search Menu

◀ Social networks, apps and games



WhatsApp

WhatsApp is an instant messaging app which lets you send messages, images and videos in one-to-one and group chats with your contacts. You can choose to share your live location for up to eight hours with one contact or a group.

16+

Official age rating

13+

Parent age rating
[What do parents say?](#)

11+

Child age rating
[What do children say?](#)

At a glance

Kids use this to...

Play



Create



Learn



Connect



Parents' view of the risks...

Sexual



Medium Risk

Violence & hatred



Medium Risk

Bullying



Medium Risk

Suicide & self-harm



Low Risk

Drink, drugs & crime

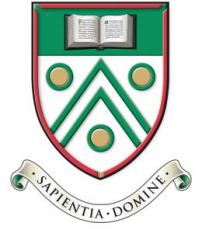


Low Risk



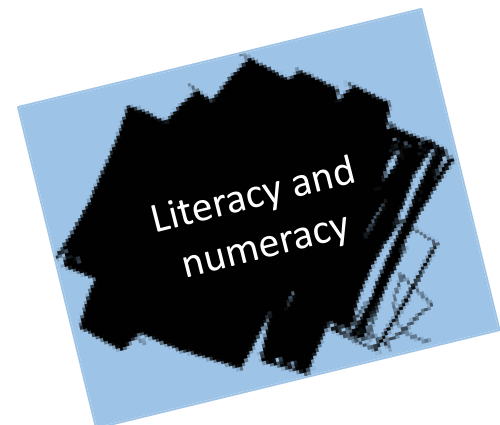
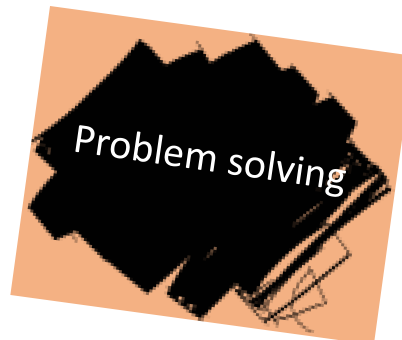
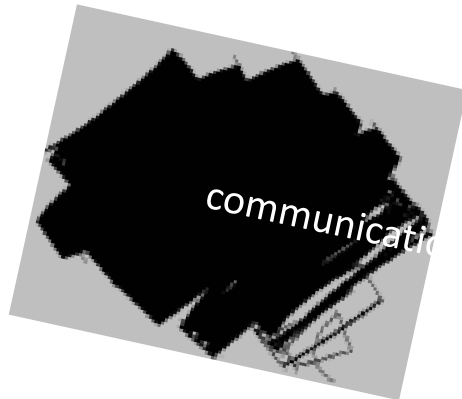
KEEP YOUR **KIDS**
SAFE Online



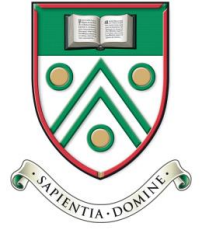


It's NOT all bad!

Whilst online and using technology, children are gaining new skills in.....



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*

- ***Set up filters and controls*** on devices and Wi-Fi

- ***Agreements:***

- ✓ *digital times: when and for how long*
- ✓ *'no phone' evenings!*
- ✓ *switch off Wi-Fi at a particular time*
- ✓ *no tablets/phones in rooms once in bed*