Year 7 Parents' meeting

17 October 2023



Part 1 content...

- **Academic Progress**
- Attitude to learning Support for students
- CATS
- Mental health & online safety



Part 2

Meeting with your child's form tutor



What are we trying to achieve?

We support 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

Confident Well rounded

Independent Creative

Responsible Caring

Academic progress

Reporting Attitude to Learning Academic support

Reporting to parents

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

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

Outstanding (5)

- Always organised and well-prepared without prompting
- Shows passion for learning through their contributions and thoughtful ideas
- Takes full responsibility for their 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

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 tasks
- 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

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

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

Community and citizenship

 Based on how well students have involved themselves in school life, attending clubs and activities and getting involved in House

Phase Leader Postcards

Sent to the 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 <u>lowest</u> 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

Name		Week comme	encing		
Form	Reporting to (supervisor)	Mrs Close	at:	Morning and afternoon registration	
Report Focus					

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		5		4 3	2	1	Signed	
		Subject		4				Supervisor (see above)	Parent
	1								
ą	2								
Monday	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 <u>might</u> typically achieve. How did students with a similar profile to your son or daughter typically go on to perform at GCSE?
- Scores and further information will follow later this term.

Pastoral support

Attendance Who can students talk to? Who can I contact?

Who can students talk to?

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

Who can l contact?

- Form tutor
- Student Support Mrs Virdi, 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

Safeguarding team

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 (Senior Deputy DSL) Mrs Close **Mr** Bartlett Ms Arnold Mr Blanchard Mrs Haynes Mr Wilkinson safeguarding@lgs.slough.sch.uk

Individual needs

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 (Individual Needs Coordinator) if you have specific concerns.

catherineandrews@lgs.slough.sch.uk

Free School Meals and Pupil Premium

- 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 <u>or</u> at any point during last 6 years.
 - <u>Not</u> a personal budget but pupil premium funding used to provide support for individual students and groups.

Mental health & online safety



Mental health support

Form tutors – general welfare and daily contact

Young Health Champions

Counselling support – 'check in' and longer-term

Parents

Mobile phones

Should not be seen or heard during the school day. May be *confiscated* if misused. **Responsible use** expected outside school. 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
- Seek advice the NSPPC website 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?

Your child's form Come to tutor...

7C Miss Khan

- **7H Miss Batten**
- 7K Miss Jami
- **7R** Mr Blanchard
- 75 Mr Mullan
- 7V Ms Douthit

Thank you for attending

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