



Welcome!

Year 10 Parents' briefing

14 October 2021



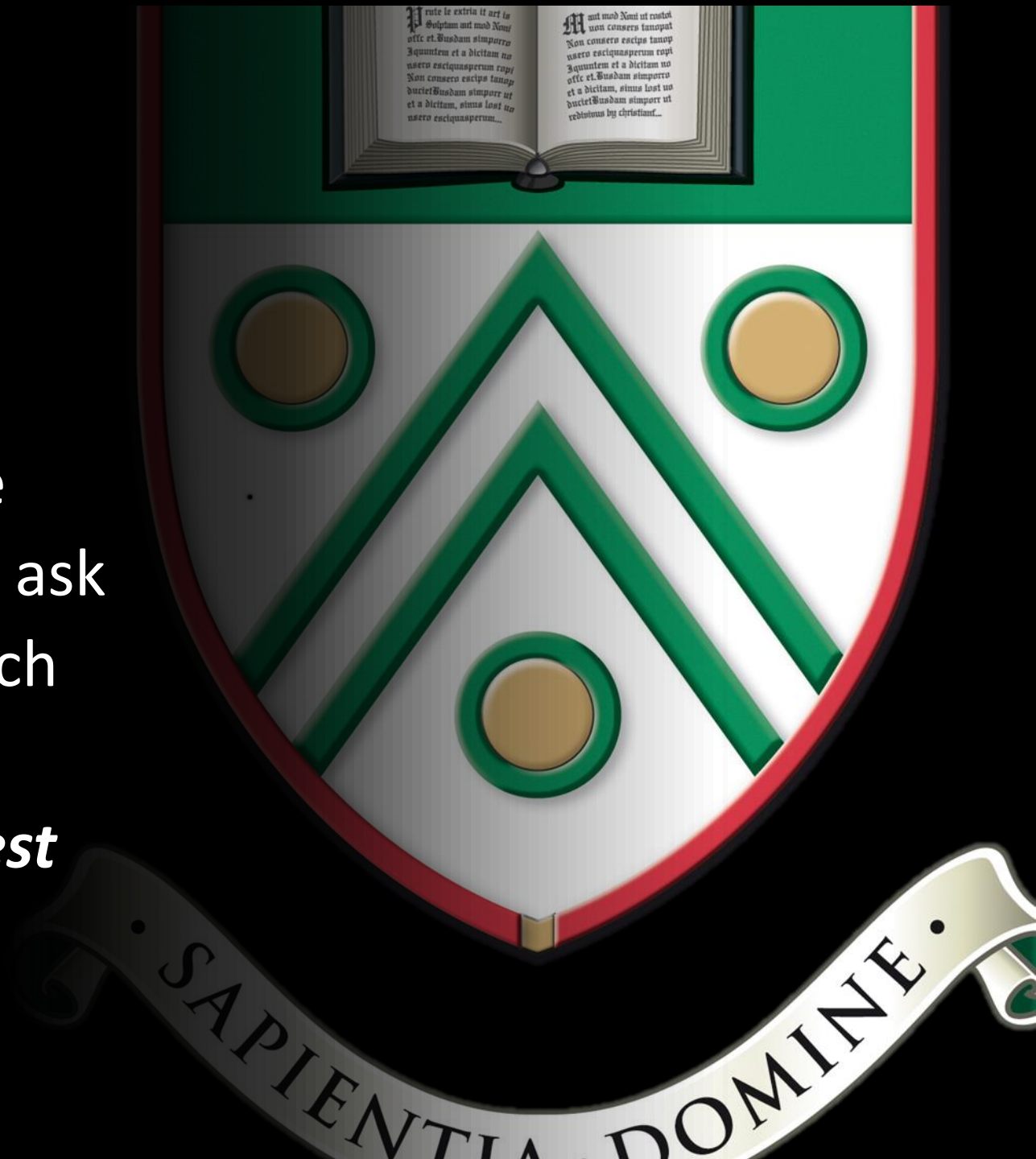
Programme

- General updates, buildings and Covid
- GCSE examinations
- Monitoring and reporting progress
- Overview of the year
- Steps to Success programme
- Phase ethos and tutor programme
- Looking ahead – 6th Form and Careers
- Relationships and sex education
- Keeping in touch

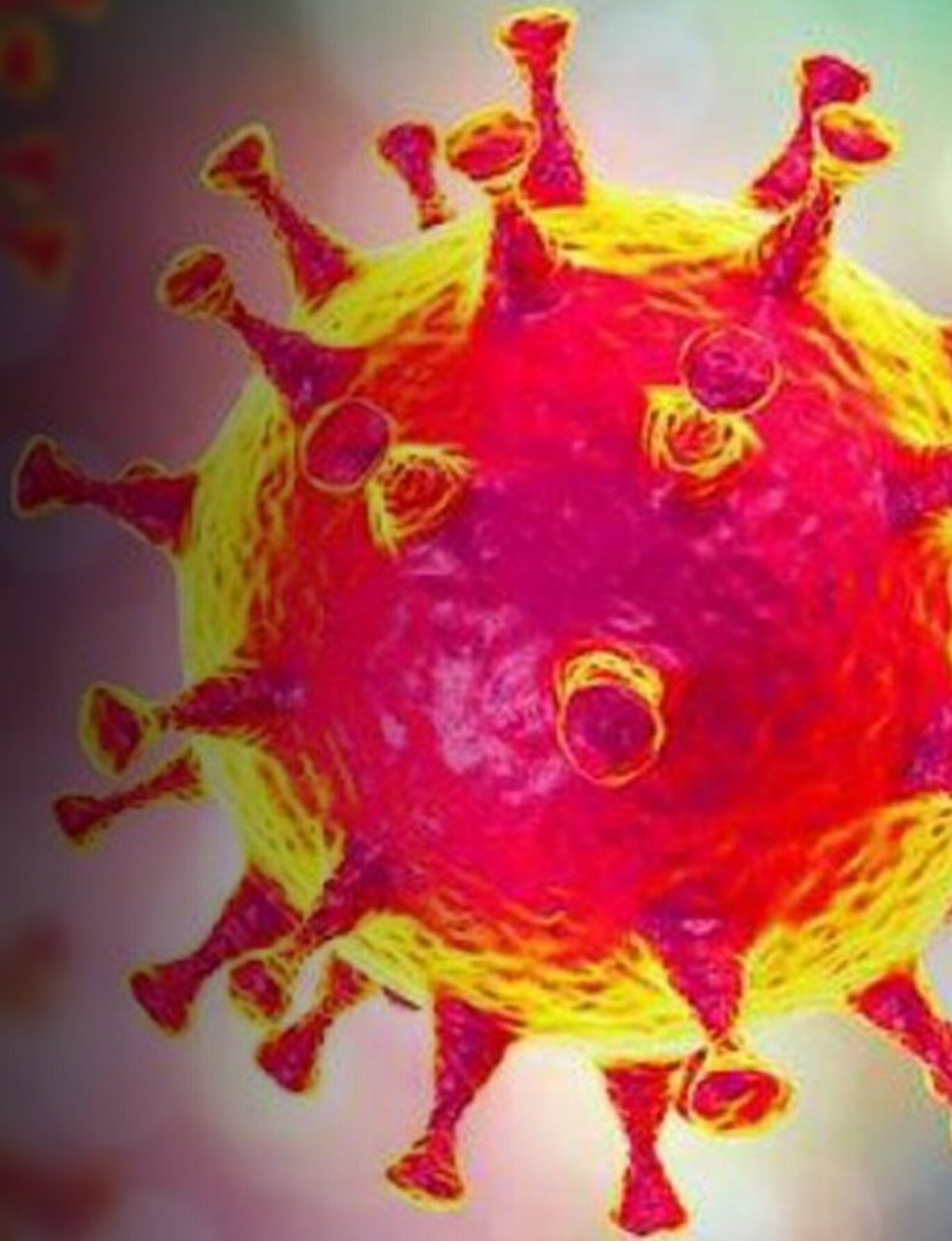


Questions?

- Please use the chat facility to ask questions which would be of *general interest* to all parents.

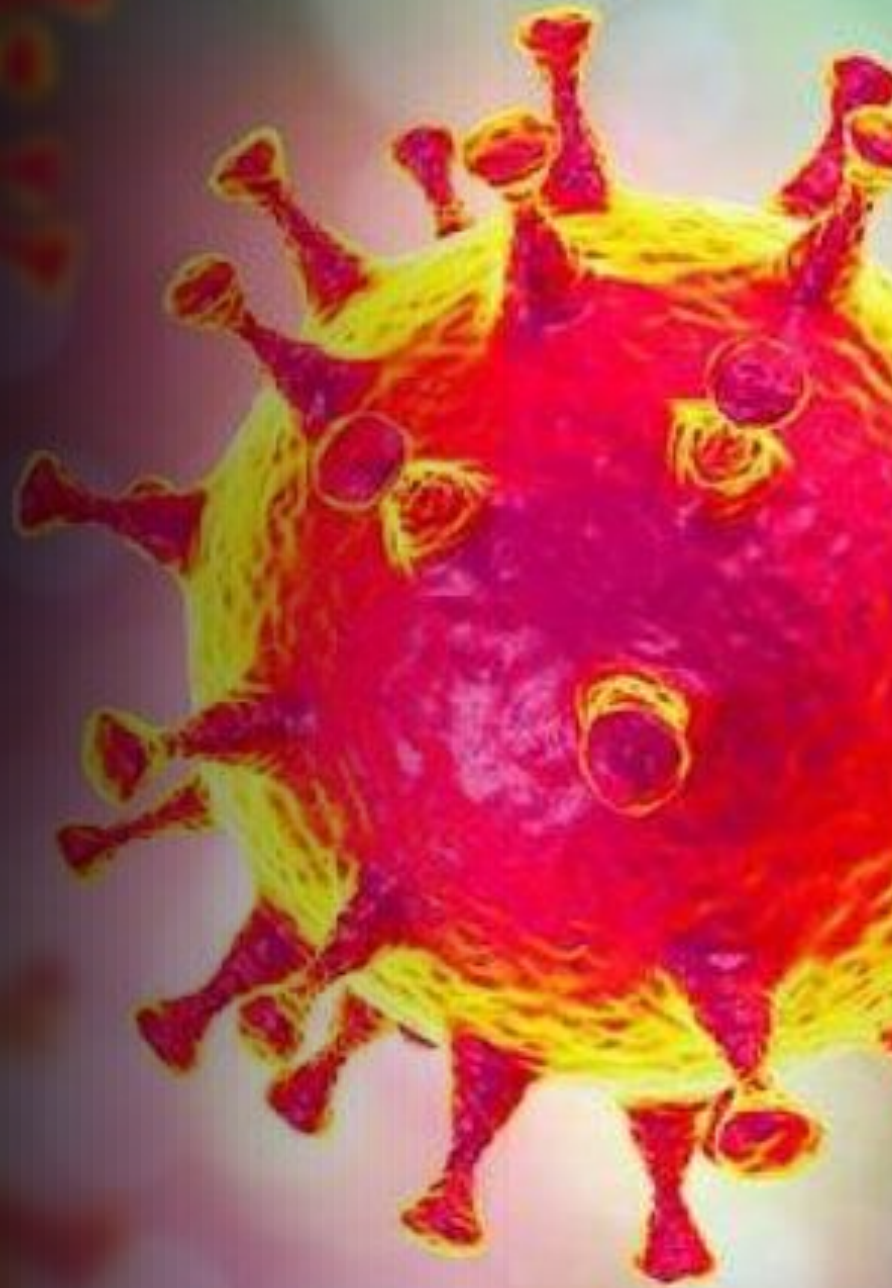


Dealing with Covid-19



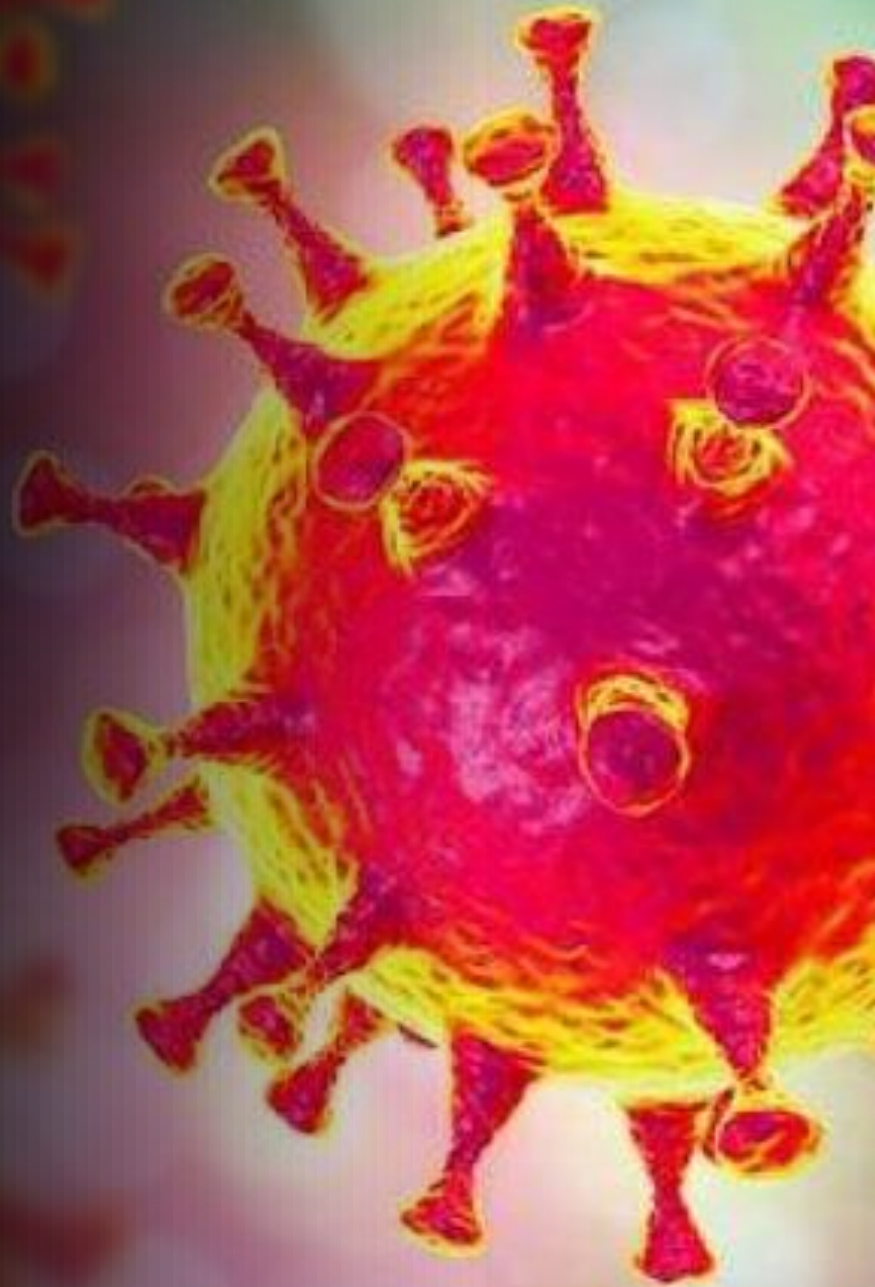
Covid system of controls

1. Good *hygiene* for everyone – wash/sanitise hands, and ‘catch it, bin it, kill it’ for coughs and sneezes.
2. Additional *cleaning*.
3. Keep spaces *well ventilated* – open windows and doors.
4. We will follow *public health advice* on testing, and managing confirmed cases.

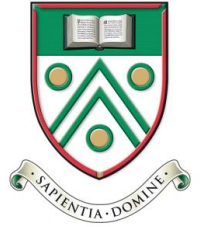


If students are unwell....

- Students must not come to school if they have any COVID symptoms.
- Book a **COVID PCR test** as soon as possible.
- Follow the NHS guidance on self-isolation.
- Keep us informed.



COVID-19 issues



- Identifying and closing the 'COVID gap'
- 'Stepping up' of restrictions
- Potential disruption to learning caused illness or self-isolation

New buildings and facilities











What are we trying to achieve?

**“More than a walking set of
exam certificates.....”**



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

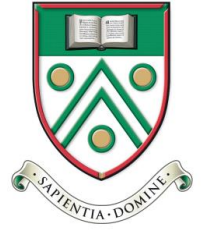
**Confident
Well-rounded**

**Independent
Creative**

**Responsible
Caring**

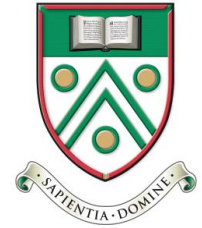


GCSE / A Level outcomes 2021



- 78% of GCSEs graded 9–7
- 98% of GCSEs graded 9–5
- 79% of A Levels graded A*–B
- 100% pass rate at A Level

Examinations and COVID-19



- Some changes to GCSE assessment including summer examinations for current year 11 students have already been confirmed
- Currently there are **no** changes to the assessment requirements for students currently in year 10

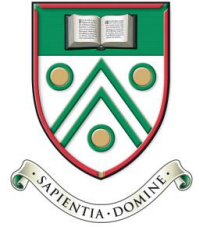
Monitoring and reporting progress



A2L – Attitude to learning

Get this right and everything will hopefully be okay.....

Graded 1 to 5 and reported to parents.



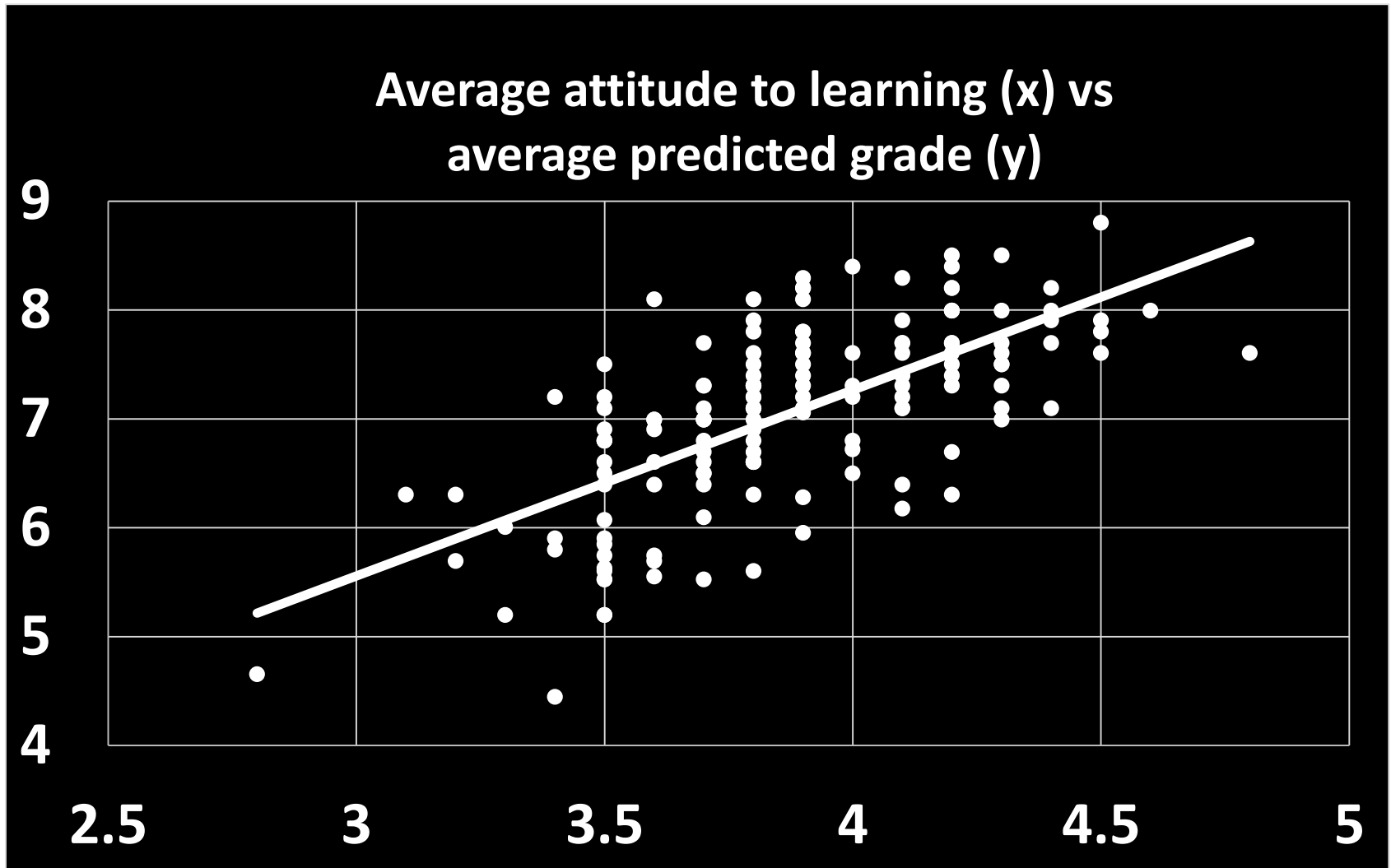
Outstanding (5)

- 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

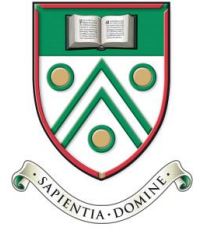
Minimum Expectations (3)

- 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

“Choose your attitude”



Information in reports



Parents will receive:

- Attitude to learning grade (5-1) for each subject
- 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.



The Raising Achievement Programme

- Informed by the data collected at various points through the year.
- Each student's attainment considered in relation to their expected target:
 - In danger of not achieving target
 - On track to achieve target
 - Likely to exceed target
- Appropriate pastoral and academic support put in place

Supporting your son/daughter in year 10



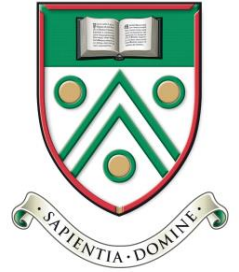
'Big picture' for the year



October	Raising Achievement evening for parents
November	Autumn Term report
March	Spring Term report Student-led reviews
April/May	Year 10 practice examinations Summer Term report
June	Parent-teacher consultations

Parents Evenings

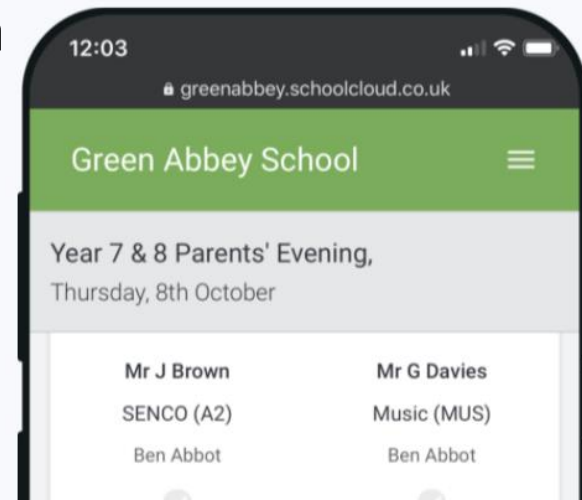
Parent Teacher Consultations (PTCs)



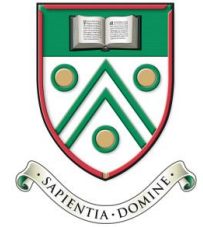
- SchoolCloud software helps organize face to face and virtual PTCs.
 - Sign up 3 weeks beforehand - we'll send you the link)
 - Make appointments **2 weeks** before (for first 3 teachers)
 - Make all other appointments **1 week** before
- Virtual (video) appointments
 - Use a device with microphone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



Parents' evenings, simplified



GCSE English and Mathematics



In this Section

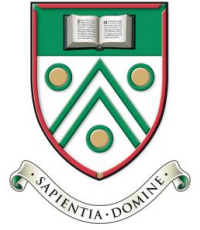
Information Meetings/Events

Please refer to the parents information page on the school website for a voice-over PowerPoint presentation on how to support your son/daughter in these key subjects

Transition to GCSE-level study

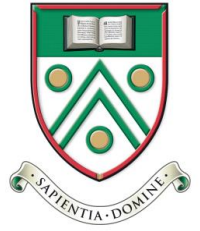


REMEMBER...



- Just **TWO** of the **FIVE** terms available for GCSE preparation are in Year 11.
- The **WHOLE** of Year **10 & 11** is crucial to success, not just Year 11

Success is not guaranteed.



Success looks different for different students *(not everyone can get straight Grade 9s!)*

Students will have different expectations to SUCCEED but **they can all be SUCCESSFUL.**

Some things to consider....



Students have **chosen** their **options**, so need to commit

Social media can be used **well**, or **poorly**....

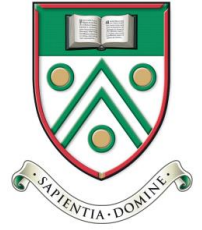
Every lesson counts – subject content, exam practice etc

Social life begins to expand, just as the **pressure** of work builds

Final exams are more important than previously

Homework becomes more flexible, both in content and duration – students are expected to manage complicated schedules.

Striking the right balance



Too much ambition/pushing can be **counter-productive** and cause stress and burn out.

Too little can lead to underachievement relative to potential.

Use of iPads....

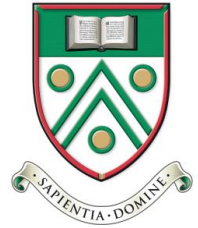
- Collation of notes
- Online resources
- Specific apps for revision
- Vocab learning
- Mindmapping tools
- Etc.....



Our phase ethos



Year 10 & 11 Phase Ethos



EXCELLENCE CHOICES RESPONSIBILITY

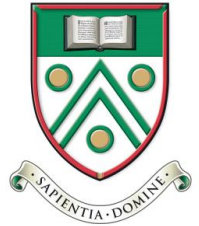
In everything I do, I will:

- Give maximum effort in order to achieve my best**
- Make wise decisions that will aid me in achieving excellence**
- Take responsibility for my actions and their outcomes**

Support from form tutors



Tutor Time Programme



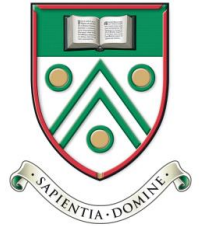
- Monday: Classcharts/Target Review
- Tuesday: Prefect Activities
- Wednesday: Presentations
- Thursday: Assembly
- Friday: Tutor's Choice

The Steps to Success programme

The background image shows a classroom with rows of wooden desks and chairs. In the foreground, a desk is visible with a paper titled "Lesson Analysis" and "Success and PEE Examining Model". The paper contains a table with columns for "Lesson", "Success", and "PEE". The table has several rows, some of which are filled with text. The paper is placed on a desk, and the background is slightly blurred, showing other desks and chairs in the room.

Lesson	Success	PEE
1. Introduction	1.1.1	1.1.1
2. Main body	2.1.1	2.1.1
3. Conclusion	3.1.1	3.1.1
4. Summary	4.1.1	4.1.1
5. Evaluation	5.1.1	5.1.1
6. Reflection	6.1.1	6.1.1
7. Feedback	7.1.1	7.1.1
8. Conclusion	8.1.1	8.1.1
9. Summary	9.1.1	9.1.1
10. Evaluation	10.1.1	10.1.1
11. Reflection	11.1.1	11.1.1
12. Feedback	12.1.1	12.1.1
13. Conclusion	13.1.1	13.1.1
14. Summary	14.1.1	14.1.1
15. Evaluation	15.1.1	15.1.1
16. Reflection	16.1.1	16.1.1
17. Feedback	17.1.1	17.1.1
18. Conclusion	18.1.1	18.1.1
19. Summary	19.1.1	19.1.1
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22. Feedback	22.1.1	22.1.1
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25. Evaluation	25.1.1	25.1.1
26. Reflection	26.1.1	26.1.1
27. Feedback	27.1.1	27.1.1
28. Conclusion	28.1.1	28.1.1
29. Summary	29.1.1	29.1.1
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285. Evaluation	285.1.1	285.1.1
286. Reflection	286.1.1	286.1.1
287. Feedback	287.1.1	287.1.1
288. Conclusion	288.1.1	288.1.1
289. Summary	289.1.1	289.1.1
290. Evaluation	290.1.1	290.1.1
291. Reflection	291.1.1	291.1.1
292. Feedback	292.1.1	292.1.1
293. Conclusion	293.1.1	293.1.1
294. Summary	294.1.1	294.1.1
295. Evaluation	295.1.1	295.1.1
296. Reflection	296.1.1	296.1.1
297. Feedback	297.1.1	297.1.1
298. Conclusion	298.1.1	298.1.1
299. Summary	299.1.1	299.1.1
300. Evaluation	300.1.1	300.1.1
301. Reflection	301.1.1	301.1.1
302. Feedback	302.1.1	302.1.1
303. Conclusion	303.1.1	303.1.1
304. Summary	304.1.1	304.1.1
305. Evaluation	305.1.1	305.1.1
306. Reflection	306.1.1	306.1.1
307. Feedback	307.1.1	307.1.1
308. Conclusion	308.1.1	308.1.1
309. Summary	309.1.1	309.1.1
310. Evaluation	310.1.1	310.1.1
311. Reflection	311.1.1	311.1.1
312. Feedback	312.1.1	312.1.1
313. Conclusion	313.1.1	313.1.1
314. Summary	314.1.1	314.1.1
315. Evaluation	315.1.1	315.1.1
316. Reflection	316.1.1	316.1.1
317. Feedback	317.1.1	317.1.1
318. Conclusion	318.1.1	318.1.1
319. Summary	319.1.1	319.1.1
320. Evaluation	320.1.1	320.1.1
321. Reflection	321.1.1	321.1.1
322. Feedback	322.1.1	322.1.1
323. Conclusion	323.1.1	323.1.1
324. Summary	324.1.1	324.1.1
325. Evaluation	325.1.1	325.1.1
326. Reflection	326.1.1	326.1.1
327. Feedback	327.1.1	327.1.1
328. Conclusion	328.1.1	328.1.1

Steps to Success



- Activities to help support your son/daughter to reach their potential
- Will support their academic progress as well as their general wellbeing
- Tutors will deliver the programme during tutor time throughout the year
- Will build into our 'Path to Success' programme given in year 11

Supporting mental health

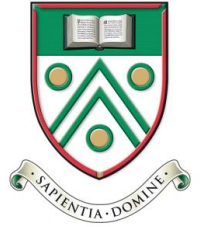
- We expect students to work hard
- But in order to achieve well they will need time to rest, exercise and pursue other interests





Sixth Form entry requirements

Sixth Form entry requirements



- General entry requirement based on performance across **ALL** GCSE examinations taken.
 - Average point score **5.5**
- Minimum **Grade 5** in English Language and Maths
- Specific entry requirements for each A Level subject

Implications for entry to Sixth Form

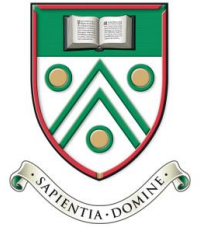


Specific entry requirements for subjects

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, <u>or</u> Grade 7/7 in Combined Science <i>* Also requires Grade 7 Maths</i>
Most other subjects	Grade 6 in relevant GCSE subject(s)
Economics	Grade 6 in English
Psychology	Grade 6 in English <u>and</u> a Science subject

These entry requirements are normally non-negotiable

Implications beyond Sixth Form



- *Number of 8 & 9 grades important for competitive courses*
 - *Oxford and Cambridge*
 - *Russell Group universities (most courses)*
 - *Medicine*
 - *Dentistry*
 - *Veterinary Science*

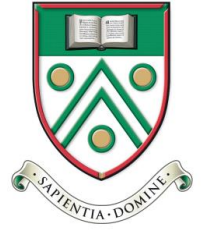


Careers guidance

“More than a walking set of exam certificates.....”



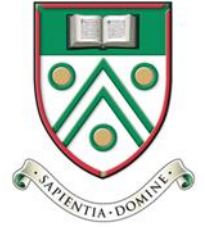
What do employers look for?



People who have:

- 1. The ability to plan, organise and manage their own work**
- 2. Strong interpersonal skills**
- 3. The ability to work well in teams**
- 4. Relevant work experience and knowledge of the sector to which they are applying**
- 5. Resilience**
- 6. Good communication skills**

Careers provision for year 10



- Student-led tutor time presentations
- What next? event
- June/July: CV writing and job applications
- July: Morrisby profiling assessment
- Work experience
- School library
- Careers appointments with Mr Devani

Keeping
in touch



Communication

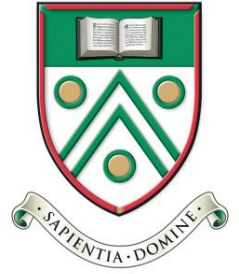
Your son/daughter.....

- Three key apps
 - SIMS Parent App
 - ClassCharts
 - SchoolCloud

Please make sure we have accurate up to date contact details including email

General news....

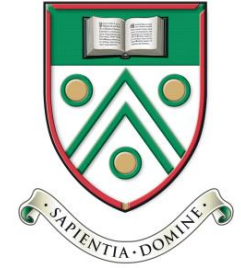
- Direct email to parents via SIMS InTouch
- Newsletter ***LGS Headlines***
- Website ***www.lgs.slough.sch.uk***
- Twitter feed ***@lgs_news***



Who to contact?

- Form tutor
- Student Support - *Mrs Collins, Mrs Viridi*
- Phase Leaders – *Mr Pascall and Miss D'Authreau*
- Senior Leadership Team - *Mr Harding (Deputy Head)*
- Safeguarding
 - Designated Safeguarding Lead – *Mrs Dobbs*
 - *Deputy DSL – Ms Burns (Behaviour & Welfare Practitioner)*

Contact via **01753 598300** and school@lgs.slough.sch.uk



What this does:

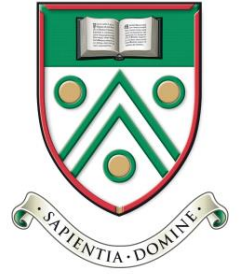
- **Helps tutors** have conversations about achievements and behaviour
- **Helps parents** be aware of what students are doing in school, and what homework is due
- **Helps your children (students)** by reminding them of homework and helping them reflect on their behaviour.

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

Relationships and sex education

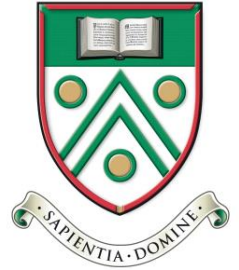


Relationships and sex education (RSE)



- Statutory programme from Sept 2021 – new government guidance.
- RSE is part of wider PSHE and Citizenship curriculum.
- School policy is on website and was circulated to parents in July 2021.
- Emphasis this year on educating about ***sexual harassment and abuse*** – national issue in schools, highlighted by Ofsted review.

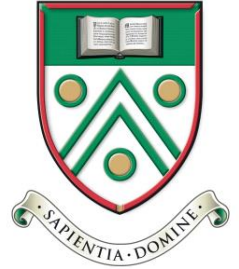
Ofsted review - sexual harassment and abuse in schools



- Report found that **sexual harassment** and **online sexual abuse** were the issues most commonly experienced and talked about by children and young people.
- **Vast majority of girls** indicated that harmful sexual behaviours happened 'sometimes' or 'a lot' between people their age.
- Most commonly reported behaviours:
 - sexist name-calling and comments
 - being sent or coerced into sharing sexual images (known as 'nudes' or 'semi nudes').
- **Boys** much less likely to think that these are important issues.
- **LGBTQ+** children and young people reported a daily experience of harmful sexual behaviour – especially name calling and homophobic comments.

Overall, children and young people tended to say they felt physically safe at college or school, although there was a clear emotional impact on girls who experienced regular sexual harassment.

LGS response

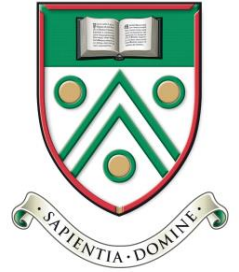


- Raising awareness of issues with staff
- Opportunities for students to talk to staff about their experiences eg **'Listening Project'**.
- Reinforcement of messages, emphasis on equalities
- Sanctions + education where there are issues
- RSE programme review and development
- ***Three key barriers***
 - 'Normalisation' of unacceptable behaviour
 - Teenage culture of 'closing ranks' when there is an issue.
 - Ability to discuss these issues with their parents.

Summary



Summary – supporting your son/daughter in year 10



- Take an **interest** in their learning.
- Encourage them to show excellent **attitudes** to learning in every subject.
- Help them get into **good habits** of regularly reviewing and revising what they've covered in class.
- Support them in striking a **balance** between study and pursuing other interests, while making time for exercise and rest.
- Be prepared to **discuss** 'sensitive' issues.

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Thank you for joining us

