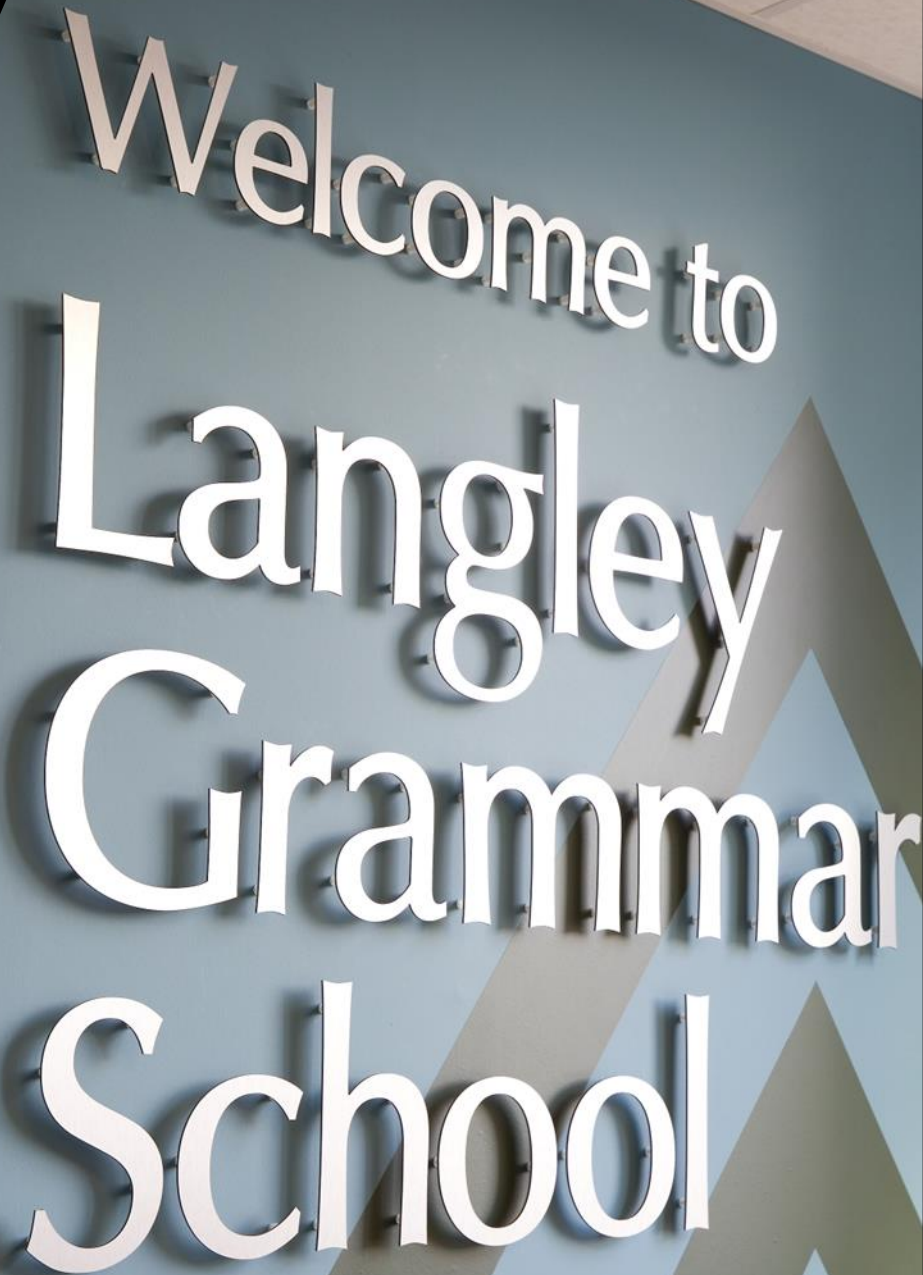


Year 9 Parents' meeting

**Wednesday 4th
October 2023**



Welcome to
Langley
Grammar
School

Content of the meeting

School ethos

Exam outcomes

What does Year 9 look like?

GCSEs options process

Monitoring and reporting progress

Attendance

Supporting students

Use of technology



Questions?

A Q&A summary of the questions asked in the meeting, together with our responses, can be found on the website in the same location as this presentation.



**What are
we trying
to
achieve?**



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



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

***Confident
Well-rounded***

***Independent
Creative***

***Responsible
Caring***





***Confident
Well rounded***

***Independent
Creative***

***Responsible
Caring***

Examination outcomes

Summer 2023



GCSE & A Level

Indicator		2018 Exams	2019 Exams	2020-2022 CAGs, TAGs & “inflated” exams	2023 Exams
GCSE	Grade 9	25.2%	20.0%		30.7%
GCSE	Grades 9-8	50.6%	39.5%		57.0%
GCSE	Grades 9-7	71.6%	64.0%		77.4%
A Level	A* grades	9.8%	8.5%		22.0%
A Level	A*/A grades	35.6%	36.7%		53.8%
A Level	A*-B grades	71.2%	67.3%		76.6%

Year 9 – a transition year



Year 9 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

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

Differences from Year 8

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

How have GCSEs changed...?

More subject content

*More demanding –
harder topics
included*

*Greater total time for
examinations, all
taken at end of
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** - 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 2024

Core curriculum in yrs 10 and 11

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

And:

- Personal Citizenship Studies
- Core philosophy and ethics
- PE/Games
- Careers education

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 10 th)
February	Spring term report Parent-teacher consultation evening (Wednesday 21st) 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 sciences

Professional predictions – the grades we believe students are most likely to achieve at the end of the course, based on evidence.

Parents receive professional predictions as “laser” grades for all GCSE subjects, eg:

- **7A - strong** grade 7 - could quickly improve to grade 8
- **7B - secure** 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 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 (for example the 'Dream Team' mentoring programme) and communication with parents.

Helping students to be successful



The importance of attendance

- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- Leave of absence only granted in ***exceptional*** circumstances
- DfE message to schools and parents....
'It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses'

Supporting your child.....

- 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.*



Parent Teacher Consultation (PTC)

PTC on **Wed 21 Feb**

SchoolCloud software to schedule and video appointments.

Student-led reviews
w/c Mon 8 Jul



ClassCharts app

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

Positive and negative
comments



Phase programme and pastoral support



Transition into Year 9

We expect and encourage 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 overall school ethos;
 - *Confident & Well-Rounded*
 - *Independent & Creative*
 - *Responsible & Caring*
- **Phase project** allows students to develop these characteristics through structured activities
- Example - Shoebox Appeal

How can we best support your son or daughter?

- **Our role?**

- Setting expectations
- Tracking, support and intervention
- Communication to parents

- **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 back to school

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

Year 9 Tutor Team

9C	Mr Swain & Miss Burnyeat
9H	Mr Batsman
9K	Mrs Clark & Mrs Mangat
9R	Mr Bux
9S	Mr Wilkinson
9V	Mr Haidaree

Tutor Time Programme

Monday Phase focus/project

Tuesday ClassCharts check

Wednesday Assembly

Thursday Current affairs

Friday 'Form Friday'

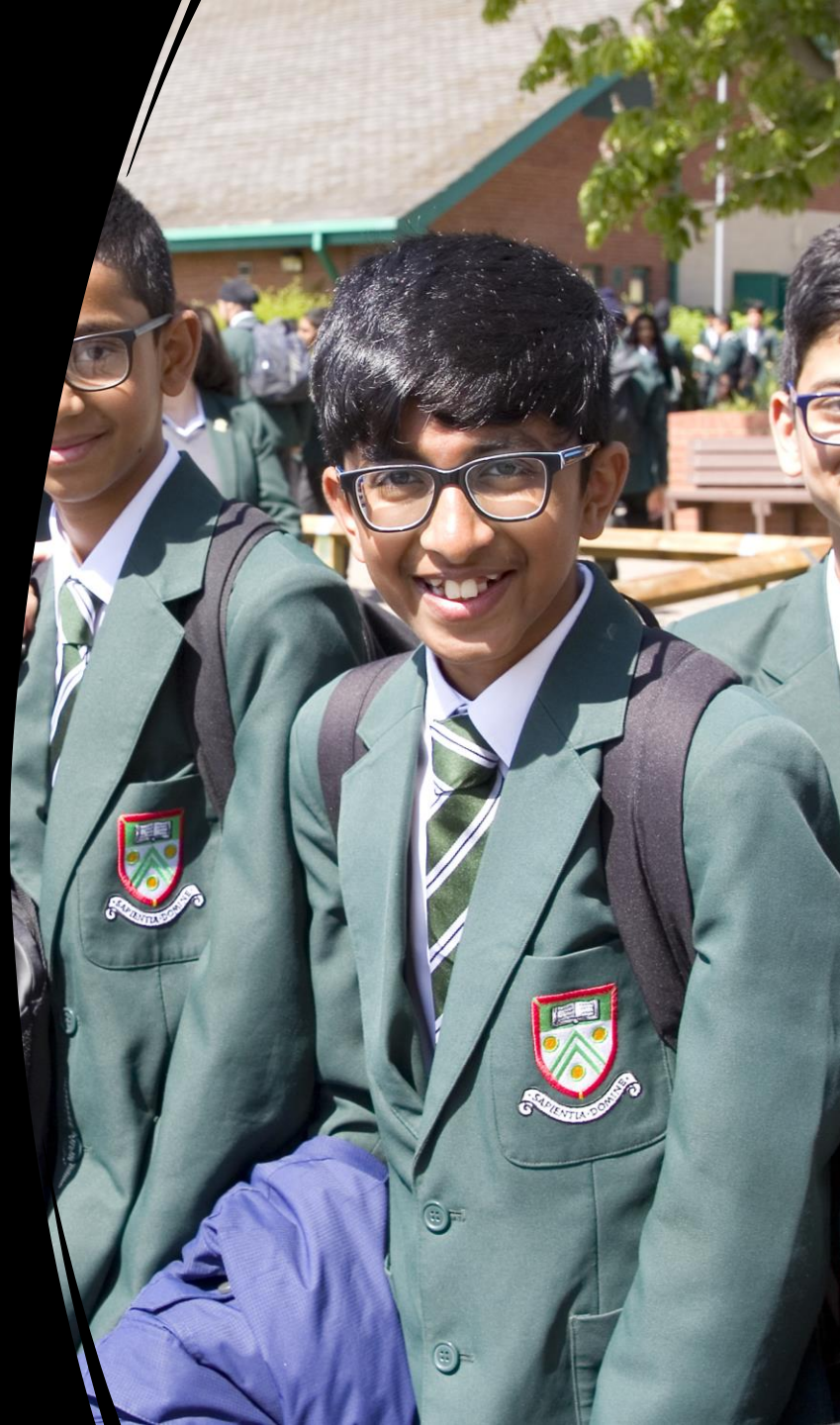
Technology & safeguarding

Safeguarding team

- Mr Constable (Headteacher)
- Mrs Dobbs (DSL)
- Ms Power (Deputy DSL)
- Six other staff members

Direct email

safeguarding@lgs.slough.sch.uk



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.



Managing iPad use

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

Guidance can be found on our website.



Raise your own awareness

Talk to your child about how they use technology

Try to keep up to date with the latest apps

Seek advice - use **NSPPC website**



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

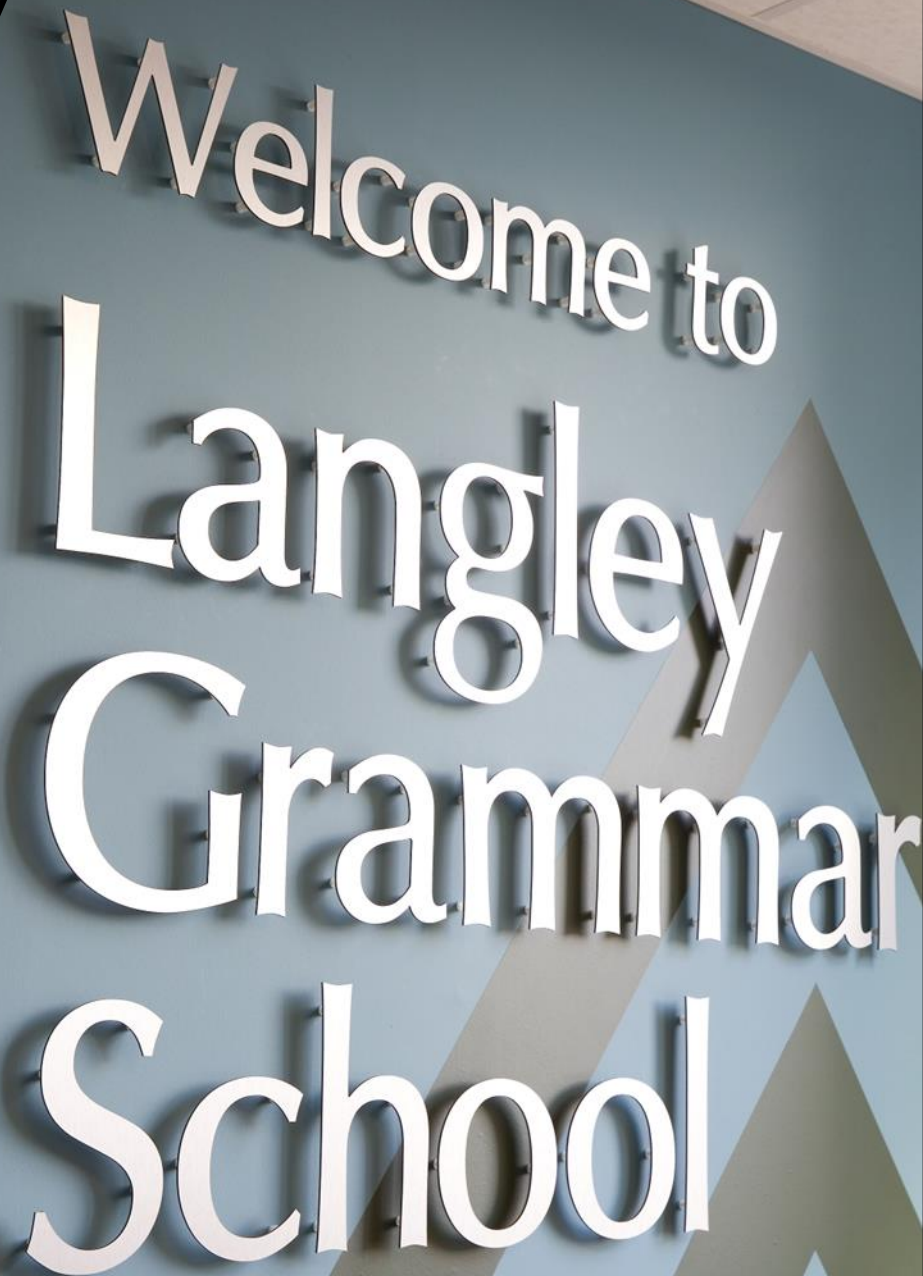
General news

Direct email via
SIMS InTouch

LGS Headlines

Website

***Twitter &
Instagram***



Welcome to
Langley
Grammar
School

How to contact us...

Phone

Reception

01753 598300

Email

school@lgs.slough.sch.uk

safeguarding@lgs.slough.sch.uk

Welcome
Langle
Gram
School

Some key messages for Year 9

- **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.

**Thank
you for
joining us**

Welcome to
**Langley
Grammar
School**