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# Welcome!

## Year 9 Parents' briefing

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2 November 2021



# Programme

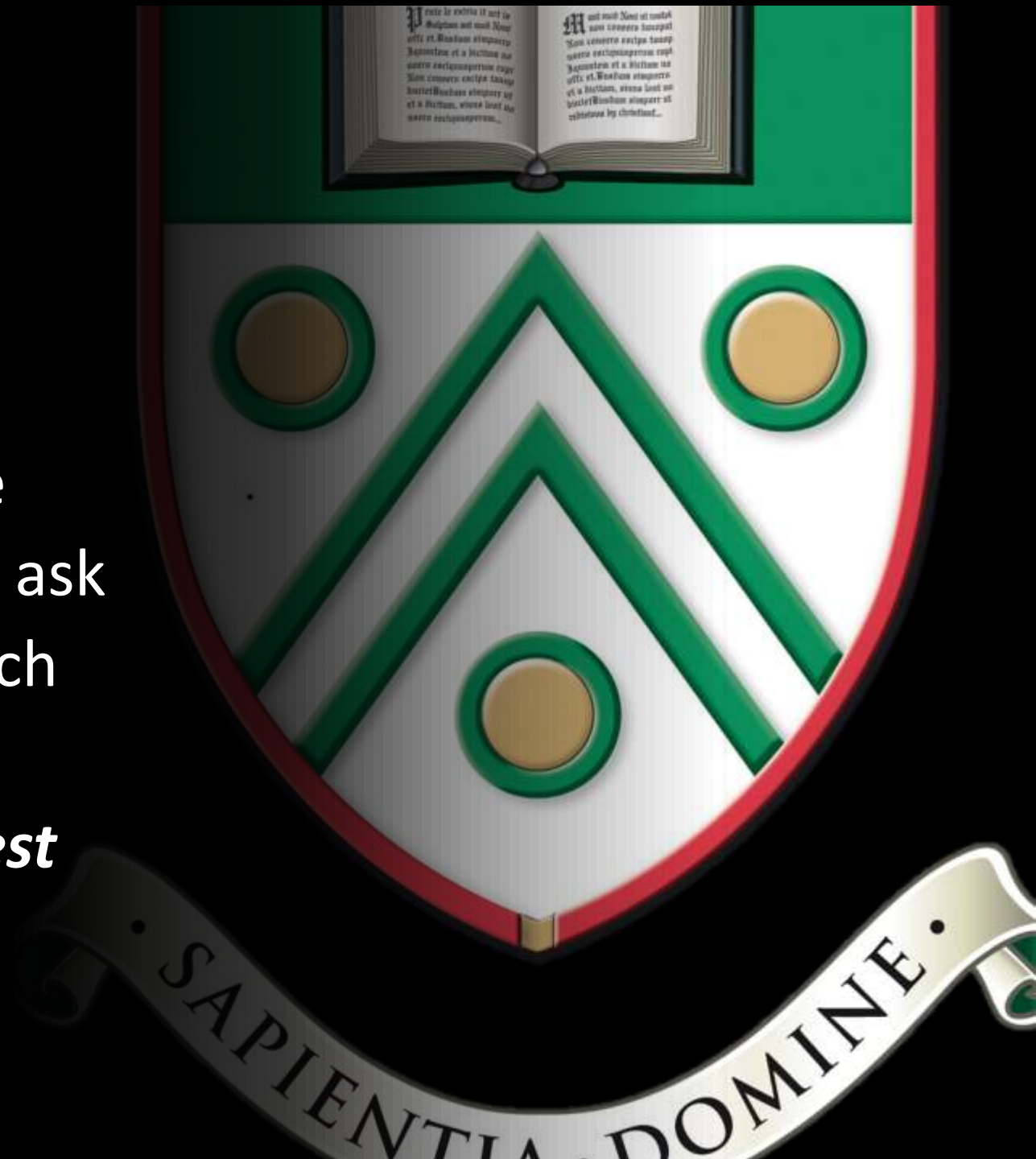
- Buildings and Covid
- Monitoring and reporting progress
- Year 9 curriculum overview
- Phase ethos and support
- Monitoring and reporting progress
- Relationships and sex education
- Online safety



# Questions?

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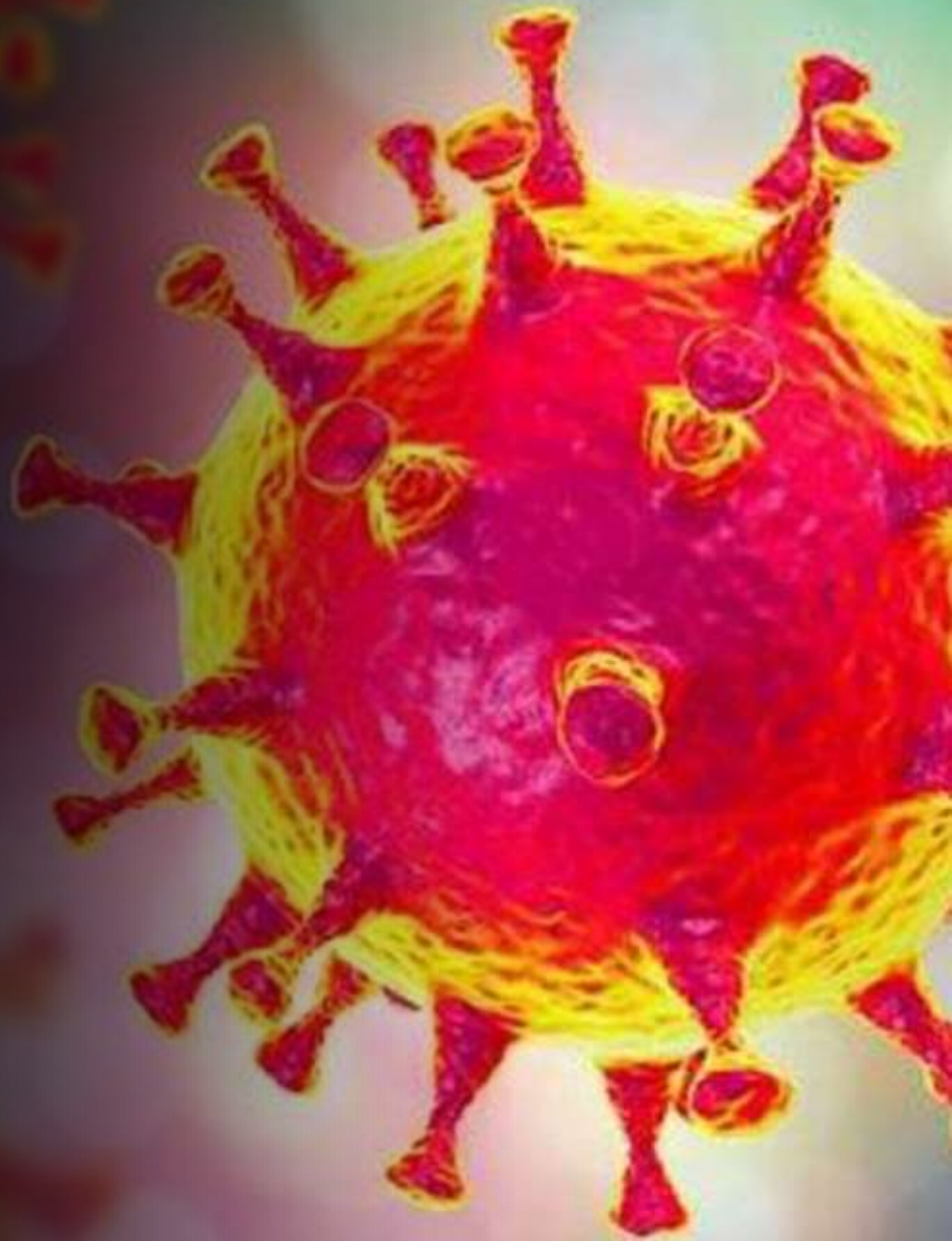
- Please use the chat facility to ask questions which would be of *general interest* to all parents.





# Dealing with Covid-19

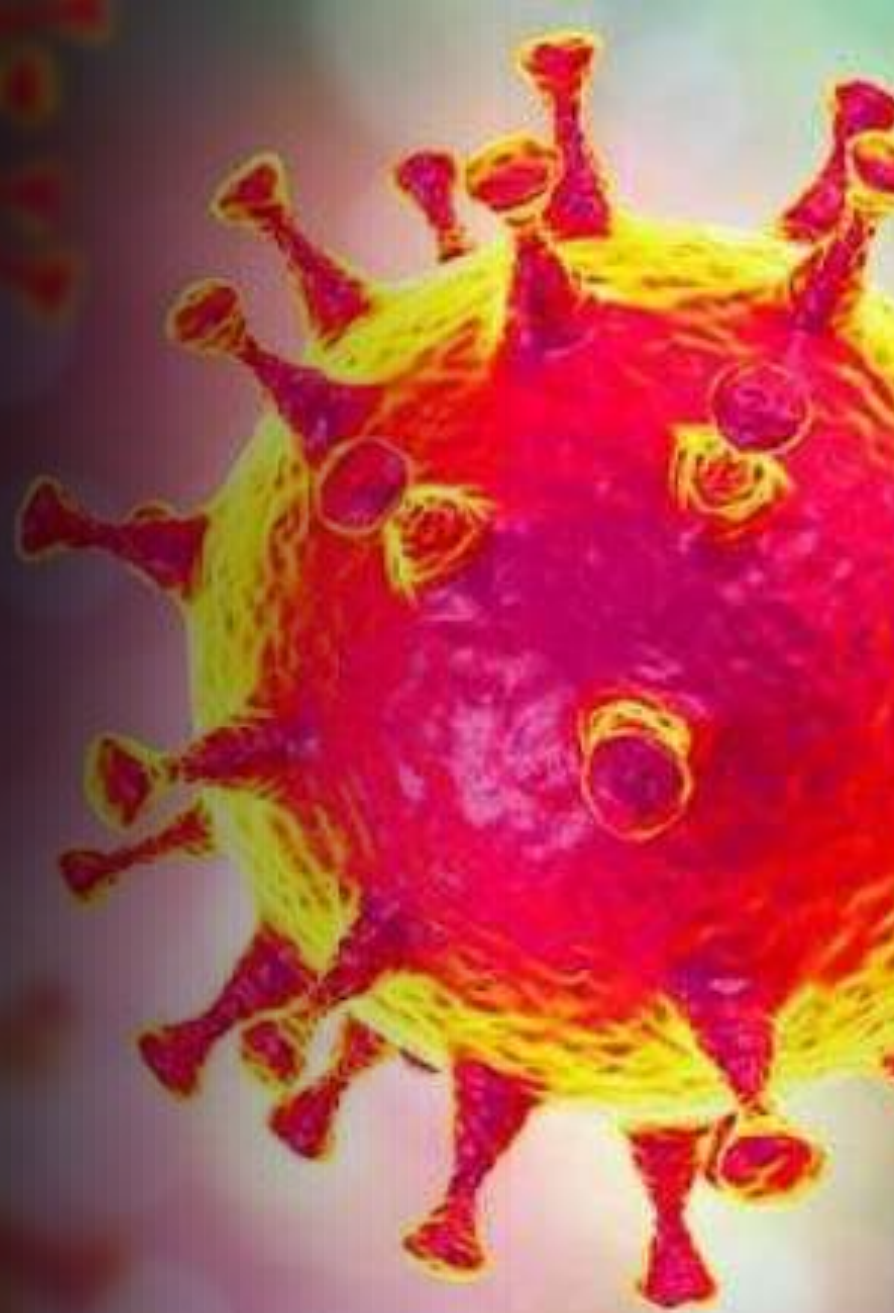
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# Covid system of controls

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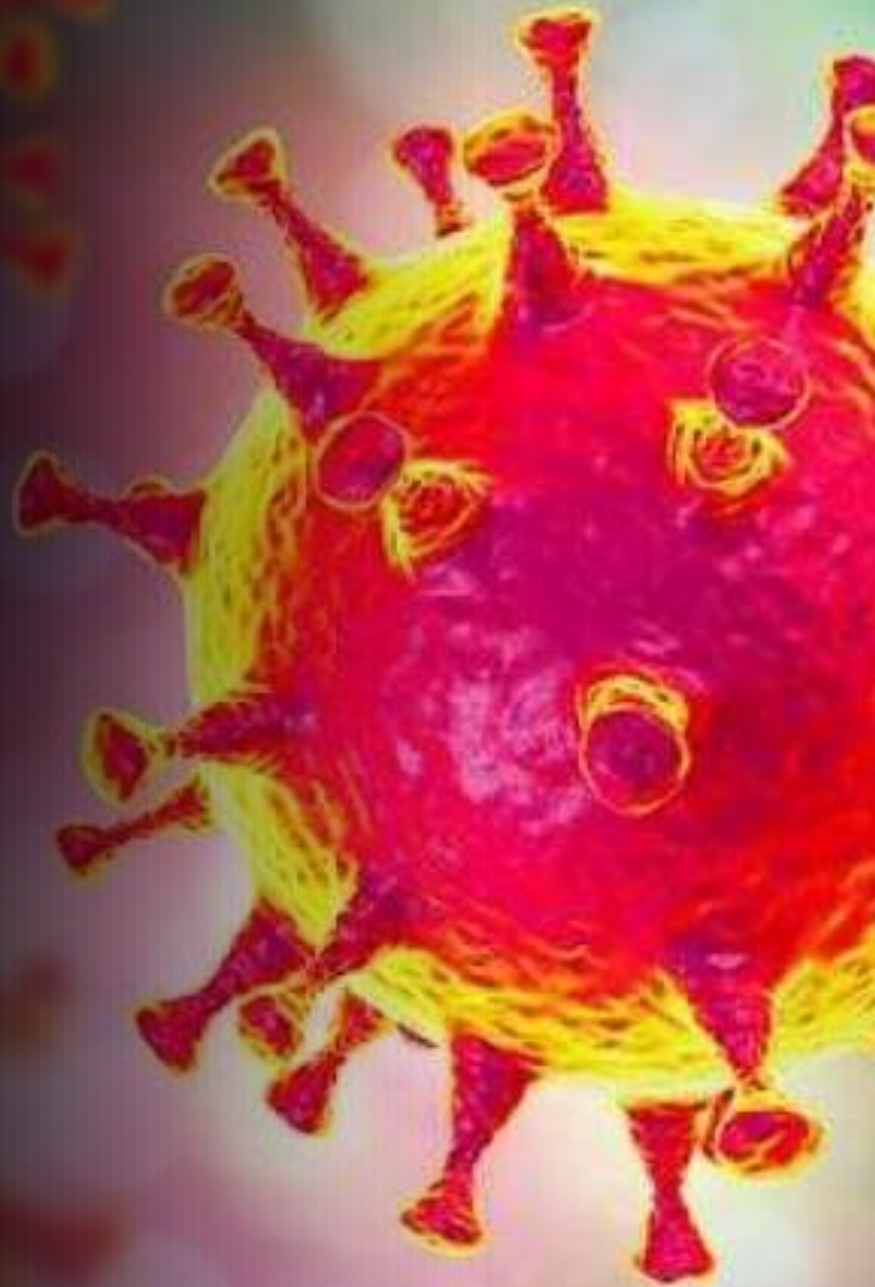
1. Good *hygiene* for everyone – wash/sanitise hands, and ‘catch it, bin it, kill it’ for coughs and sneezes.
2. Additional *cleaning*.
3. Keep spaces *well ventilated* – open windows and doors.
4. We will follow *public health advice* on testing, and managing confirmed cases.



# If students are unwell....

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- 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.

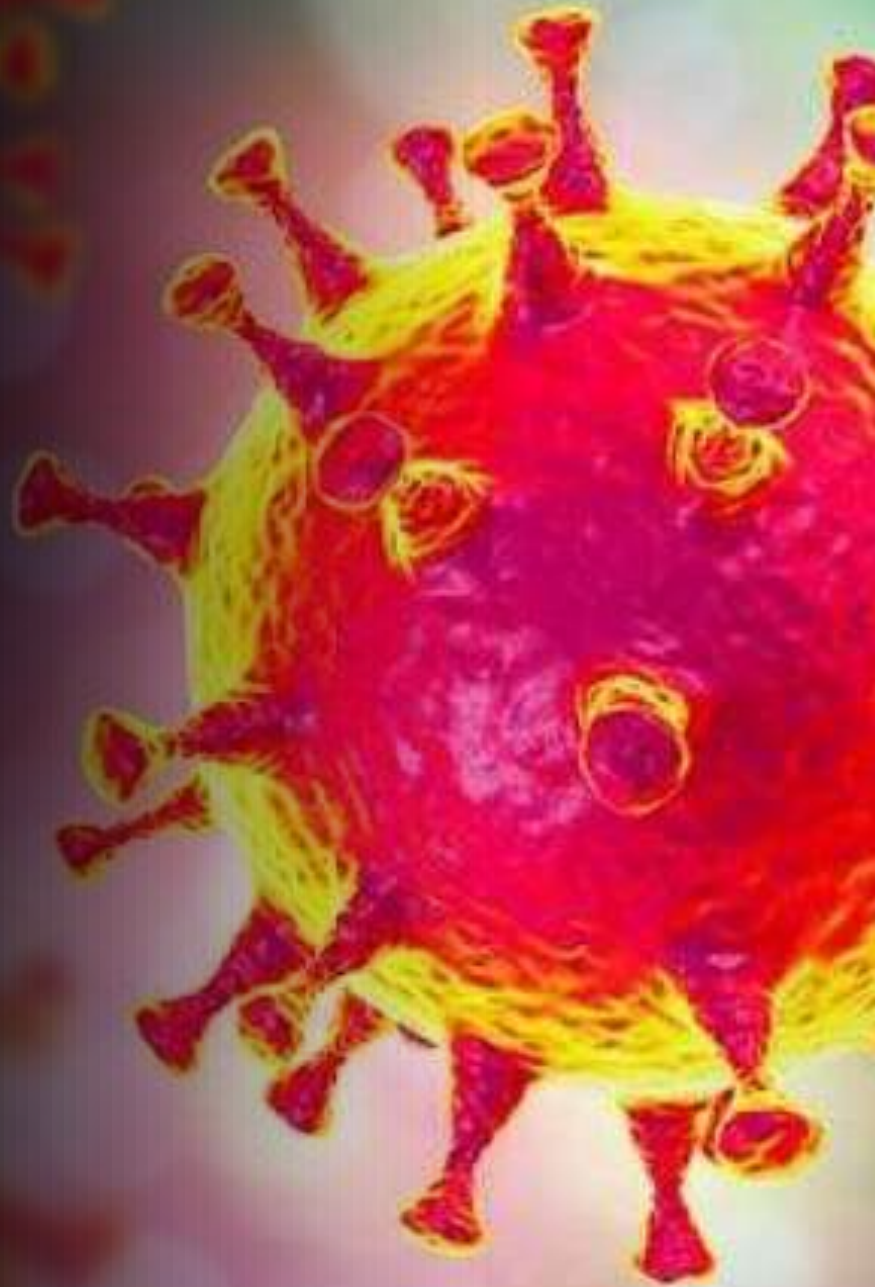




# Current situation....

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- Currently around 20 'live' cases.
- Vaccination – 60% uptake across year groups.
- Public health authorities concerned about national situation.
- Possible contingency measures?



# New buildings and facilities

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# LGS Development Fund



## *What for?*

- Small-scale development projects
  - Curriculum resources, facilities for students, “extras”
- Resourcing of the new buildings

## *How?*

- Gift Aid – school can recover the tax
  - Regular donation by standing order
  - **One-off donations**



*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**



# The Year 9 curriculum: a transition year



# Year 9 Timetable



25 hours of lessons per week

– 50 hours per fortnight, plus registration time

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



# Differences from Year 8



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

# What to expect with the reformed GCSEs?



**Volume of subject content increased**

**Demand of content has increased,  
with harder topics being introduced**

**Total time for examinations has  
increased. All exams will be sat at the  
end of the 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** - Now required to 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 2021



## *Core curriculum in years 10 and 11*

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

## *And:*

- Personal Citizenship Studies
- Core philosophy and ethics
- PE/Games
- Enterprise

## *Optional subjects*

- Art
- 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

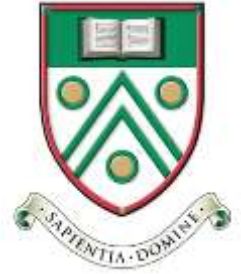


# 'Big picture' for the year



November	Parents' information evening Autumn term report
January	Year 9 curriculum evening (Wednesday 12 <sup>th</sup> ) Spring term report
February	Parent-teacher consultation evening (Thursday 10 <sup>th</sup> ) GCSE options mentoring
March	Finalisation of GCSE option choices
May – June	Internal assessments in English, Maths & Science
June	Summer term report

# 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 science subjects



Parents will receive:

- 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.

# 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 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

# 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

# How to help students be successful





# How to support your son or daughter.....



- 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.**



# 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





## 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.





**Year 8/9 Phase ethos**

**Supporting your son  
or daughter's  
progress**



**Community**

**Self-belief**

**Potential**



# Community

We are all part of a community in some way or another whether it be school, family, clubs etc.

For a community to work it is vital that everyone plays their part and helps one another.

How can our students help the community?





# Self-belief

Having self-belief allows our students to unlock their full potential.

It allows our students to learn quicker, and be confident in completing work, tasks, productions etc. to a high standard.

Alongside this, we don't want our students to be afraid to make mistakes. They are proof that students are trying and it is better to make a mistake than to have never tried at all.



# Potential

Our students have enormous potential academically but also in a wide range of areas which some students have already discovered and some are yet to discover.

We are here to help and support in any way that we can but ultimately it all comes down to our students.

We expect our students to be proactive in seeking out opportunities that will allow them to explore their potential.

# PiXL Edge programme



- Practical programme to support the development of **five life attributes**
  - links closely with our 3 key words.
- Students in Year 8/9 are completing the **Pixl Apprentice** level which involves them completing **2 activities** for **each attribute**.
- Activities can include
  - taking a role of responsibility
  - performing in a music or drama production
  - achieve a graded exam in piano
  - .....and many more.
- Progress through PiXL Edge will be monitored in school. We would like **your** support and encouragement to ensure that students are **making the most of all the opportunities** on offer to allow them to complete the programme.

The **PiXL** Edge

# How can we best support your son or daughter?



- **Our role?**
  - Expectations and homework
  - Tracking, support and intervention
  - Communication
  
- **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



# 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

# Support from form tutors



# Tutor Time Programme



**Monday:** Phase focus/project

**Tuesday:** ClassCharts check

**Wednesday:** Assembly

**Thursday:** Current affairs/Pixl Edge

**Friday:** Form Friday





# Online safety

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Supporting and  
protecting your  
child



# 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
- 'no phone' evenings!
- switch off Wi-Fi at a particular time
- no tablets/phones in rooms once in bed
- access to iPad passcode



# Raise your own awareness

- Talk to your child about how they use technology
- Try to keep up to date with the latest apps
- The NSPPC Net Aware page is useful  
<https://www.net-aware.org.uk/networks/?order=title>



**Net Aware )))**



KEEP YOUR **KIDS**  
**SAFE** Online



# Relationships and sex education

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# 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

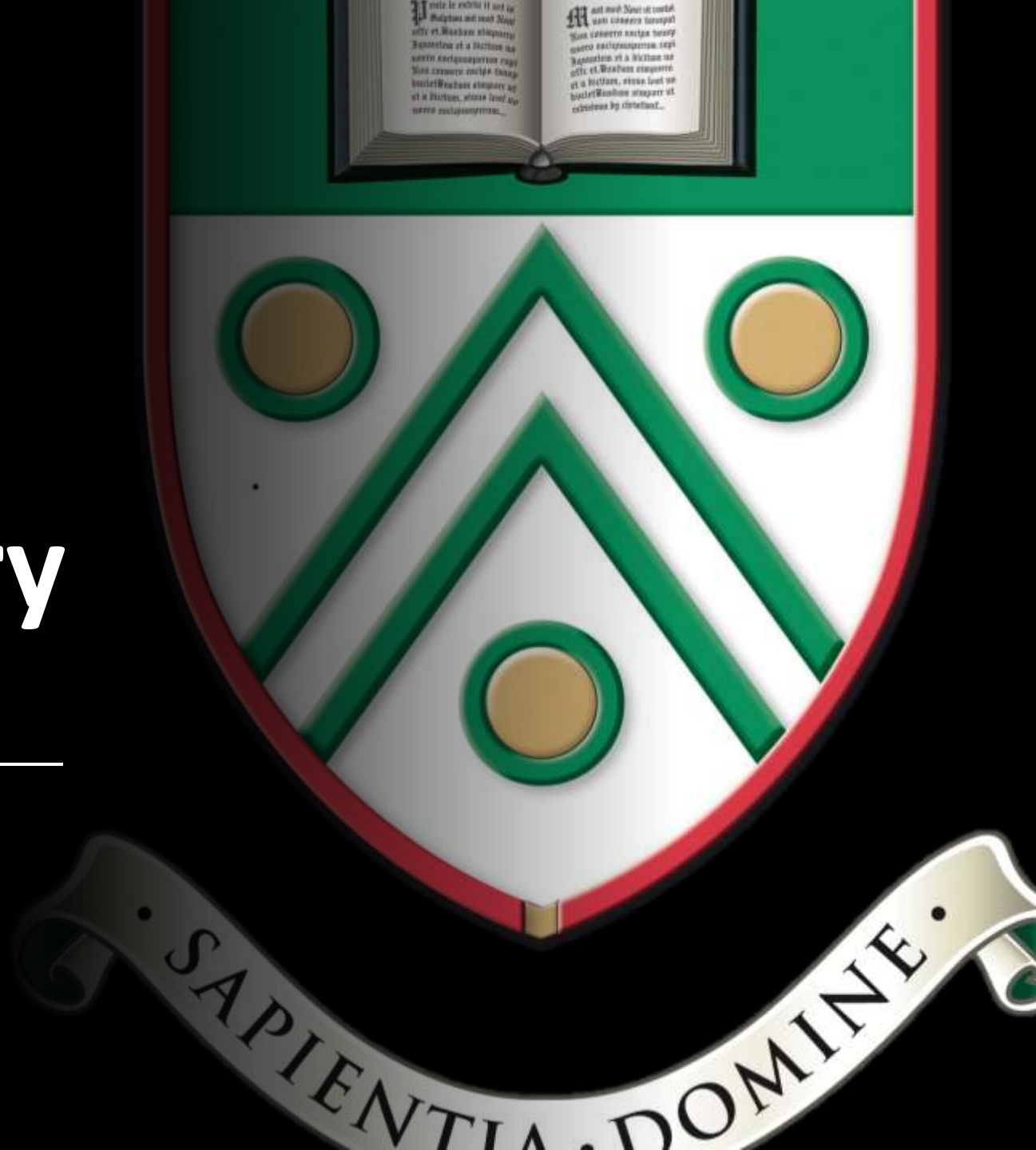


- Raising awareness of issues with staff
- Opportunities for students to talk to staff about their experiences eg **'Listening Project'**.
- Reinforcement of messages, emphasis on equalities
- Sanctions + education where there are issues
- RSE programme review and development
- ***Three key barriers***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

# Summary

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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](http://www.lgs.slough.sch.uk)***
- Twitter feed ***@lgs\_news***



# Who to contact?

- Form tutor
- Student Support - *Mrs Collins, Mrs Viridi*
- Phase Leaders – *Mr Broz, Miss Thompson*
- Senior Leadership Team - *Mr Johnson (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](mailto:school@lgs.slough.sch.uk)

Final  
questions?

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# Some key messages.....



- **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 8 – importance of good attendance and developing good work habits **now**
- Be prepared to **discuss** difficult or ‘sensitive’ issues.

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# Thank you for joining us

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