

Welcome

**Year 8
Parent
Information
Evening**

**Tuesday 7
October 2025**



Content of the meeting

- What are we trying to achieve?
- Examination outcomes
- The Year 8 curriculum
- Monitoring and reporting progress
- Helping all students succeed
- Using technology effectively and safely
- The Phase programme and pastoral support



Questions?

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





What are we trying to achieve?

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

***Confident
Well-rounded***

***Independent
Creative***

***Responsible
Caring***





Well-rounded

"No profit grows where is no pleasure ta'en."

Taming of the Shrew, William Shakespeare

Responsible

"We don't live alone. We are members of one body. We are responsible for each other."

J. R. R. Tolkien

Independent

"It is our choices that show what we truly are, far more than our abilities."

Harry Potter

Confident

"Each heart has its hidden depths, deeper than you know and deeper than you think."

Stephen King



Examination outcomes Summer 2025

A Level results

Measure	2018	2019 <i>Last year of normal exams pre-pandemic</i>	2023 <i>First year of normal exams post- pandemic</i>	2024	2025
A*-E grades	99.1%	99.4%	98.6%	99.5%	99.8%
A*-C grades	89.5%	87.5%	89.8%	96.0%	96.5%
A*-B grades	71.2%	67.3%	76.4%	85.5%	85.2%
A*/A grades	35.6%	36.7%	53.0%	59.9%	58.9%
A* grades	9.8%	8.5%	20.6%	27.0%	22.0%

GCSE results

Measure	2018	2019 <i>Last year of normal exams pre-pandemic</i>		2023 <i>First year of normal exams post-pandemic</i>	2024	2025 <i>As of results day</i>
Grades 9-5	96.4%	93.5%		97.6%	98.1%	97.5%
Grades 9-7	71.6%	64.2%		76.8%	75.6%	77.0%
Grades 9-8	50.6%	38.3%		56.3%	52.3%	53.2%
Grade 9	25.2%	15.4%		30.1%	27.4%	24.1%
Attainment 8	76.6	73.4		78.3	76.63	76.95
Progress 8	0.97	0.55		0.83	0.75	N/A



The Year 8 curriculum

Differences from Year 7

- One fewer **English** (library) lesson
- **Second modern language** introduced
 - students who studied French in Year 7 now studying German in Year 8 and vice versa.
 - Year 7 language continued for 1 lesson a fortnight

Year 8 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

English	6	Design Technology	3
Maths	6	Geography	3
Science	6	Music	2
French or German	5	Drama	2
German or French	1	Art	2
PE/Games	4	Philosophy & Ethics	2
ICT/Computing	4	Personal and	1
History	3	Citizenship Studies	



Monitoring and reporting progress

Key dates for the year

October 2025	Parent Information Evening
December 2024	Autumn term report Parent-teacher consultation 9 th December
March 2025	Spring term report
June 2025	Summer term report
June/ July 2025	Student led reviews (parents meet with form tutors, w/c 29 th June)

How do we report progress?

Subjects set programmes of study with yearly expectations of what students should learn.

The expectations assume progress and development from year to year. appropriate to “a typical LGS student” given their starting points.

We report on whether 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

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 and communication with parents.

ClassCharts

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

Positive *and* negative
comments



Parent Teacher Consultation (PTC)

PTC on **Tuesday 9th December (online)**

SchoolCloud software to schedule and video appointments.





"It is our choices
that show what we
truly are, far more
than our abilities."

Professor Dumbledore
Harry Potter and the Chamber of Secrets

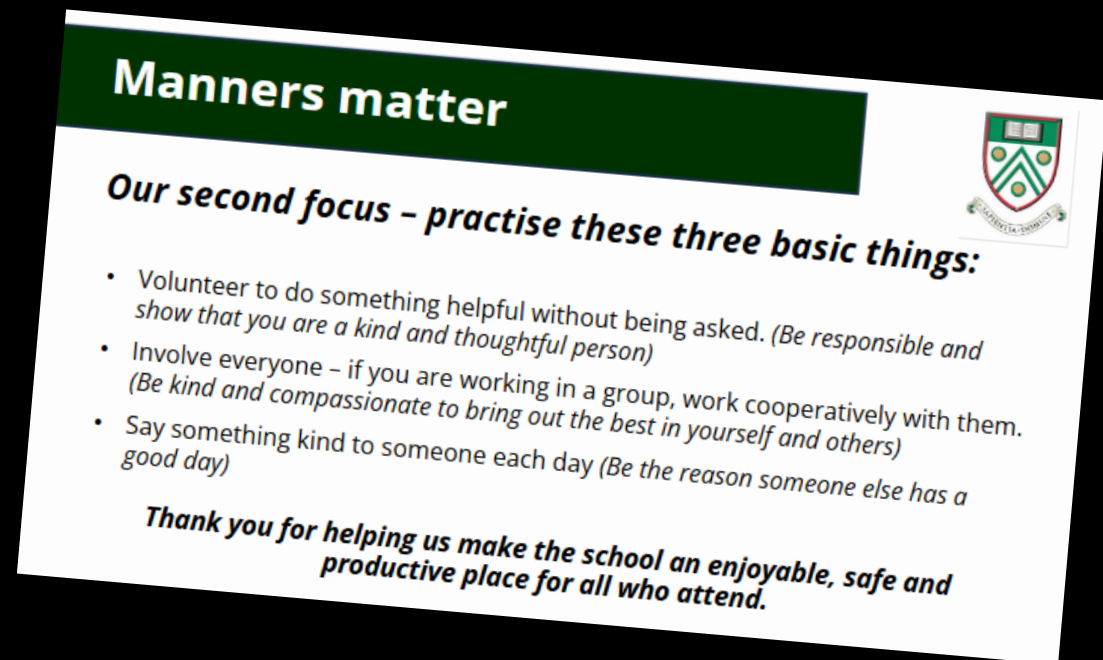
Helping all students be
successful

The importance of attendance

- There is a strong correlation between high attendance and good academic outcomes
- Leave of absence only granted in ***exceptional*** circumstances
- DfE have tightened their position on attendance.

Behaviour expectations

- The importance of “pro-social” behaviours
- Example of our *Manners Matters* fortnightly focus



Manners matter

Our second focus – practise these three basic things:

- Volunteer to do something helpful without being asked. *(Be responsible and show that you are a kind and thoughtful person)*
- Involve everyone – if you are working in a group, work cooperatively with them. *(Be kind and compassionate to bring out the best in yourself and others)*
- Say something kind to someone each day *(Be the reason someone else has a good day)*

Thank you for helping us make the school an enjoyable, safe and productive place for all who attend.



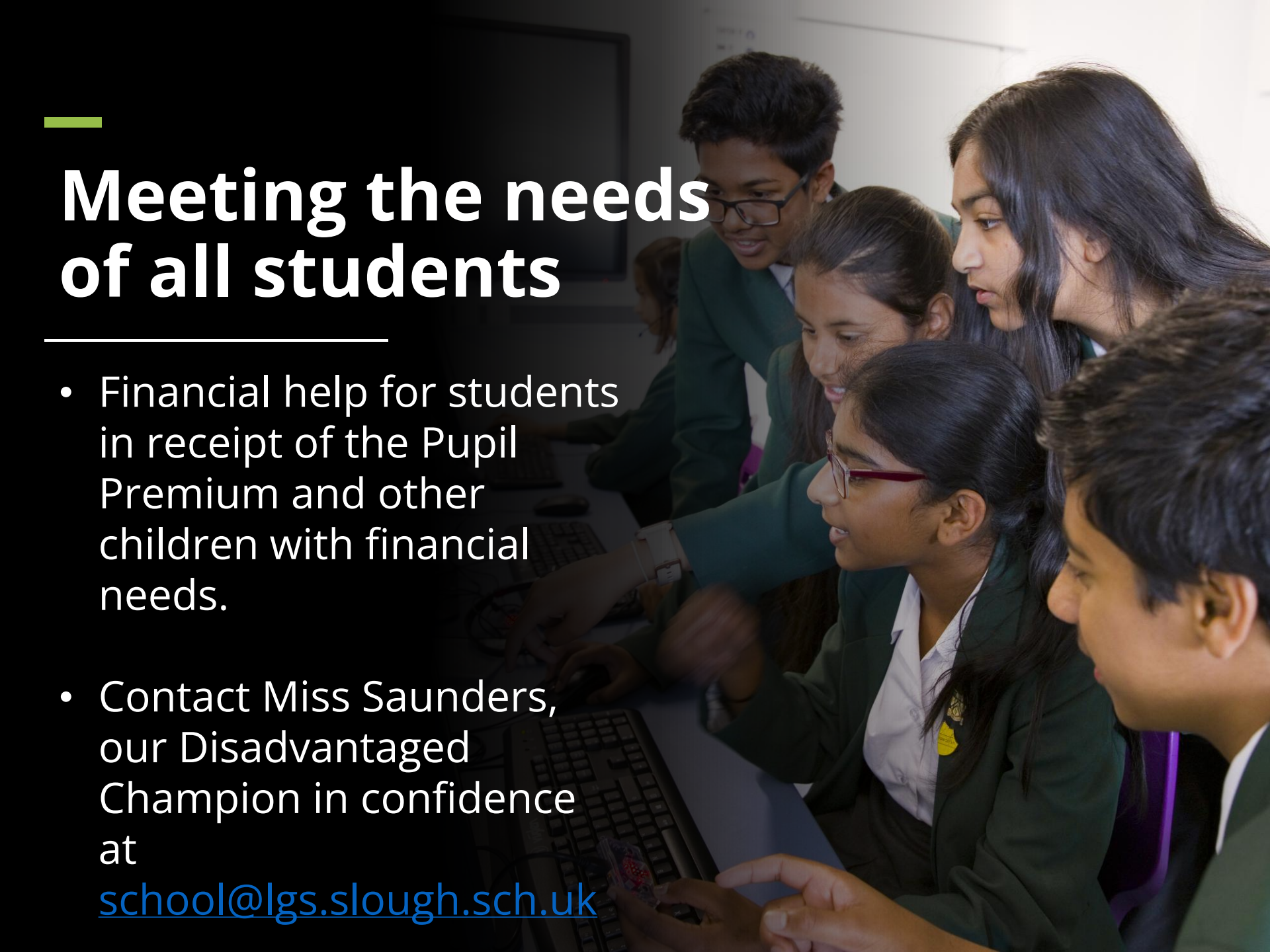
A young woman with long dark hair, wearing a green school blazer over a white collared shirt, is sitting at a wooden desk. She is looking down and writing in a spiral-bound notebook with a blue pen. The background is slightly blurred, showing another person in a similar uniform sitting at a desk in the distance.

Meeting the needs of all students

Special educational needs

- Ordinarily available provision
- Pupil passports
- ELSA/Lego Therapy
- Access Arrangements
- External support
- Mentoring

Contact Mrs Andrews, our SENCO
in confidence at
school@lgs.slough.sch.uk

A group of diverse students in school uniforms are gathered around a computer, looking at the screen with interest. The background is slightly blurred, showing a classroom setting with a whiteboard.

Meeting the needs of all students

- Financial help for students in receipt of the Pupil Premium and other children with financial needs.
- Contact Miss Saunders, our Disadvantaged Champion in confidence at school@lgs.slough.sch.uk

Safeguarding support

Safeguarding team

- Mr Harding (Headteacher & DSL)
- Ms Power (Deputy DSL)
- Five other staff members

Direct email

- safeguarding@lgs.slough.sch.uk



Supporting mental health

We expect students to
work hard

but.....

They also need time to
rest, exercise and
pursue other interests.



How parents can help

- Help with ***organisation***
- Provide a ***place*** to study
- Encourage them to ***respond to feedback*** from teachers
- **Broaden** their experiences
- Encourage **wider reading**
- Establish **appropriate boundaries**

And most importantly.....

- **Talk with them about what they've learnt**



**Using technology
effectively and safely**

iPads in Year 8



Distinguished School



Managing iPad use

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

Guidance can be found on our website.



What place do iPads have?

- Organisation e.g. accessing ClassCharts for homework
- Communication with teachers
- Online exercise books in some subjects
- Range of resources available
 - web-based resources available in classroom
 - subject-specific and more general apps
- creative projects can be integrated into curriculum, developing digital skills as well as subject content.

Different subjects use the iPads in different ways

Key things to remember regarding iPad use

- Encourage your child to get into good habits of ***backing up their work*** eg to OneDrive and OneNote
- Remind them that iPads need to remain on our mobile device management systems
- Put ***appropriate boundaries*** in place at home regarding screen time (e.g. switch off well before bedtime).
- ***Monitor*** their iPad use – get them to show you what they are doing!

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.



Be aware....

Talk to your child
about how they use
technology

Try to keep up to date
with the latest apps

Seek advice - use
NSPPC website



Our advice - take control!

- ***Give your child practical advice, e.g...***

- 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, 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
- make sure you have access to iPad passcode



Phase programme and pastoral support

Pastoral structure - phases

Transition and Year 7

Integration and foundations



Years 8 and 9

Development, transition to GCSE



Years 10 and 11

GCSE courses



Sixth Form

A-Levels, transition to work/HE

Senior
team



Phase
Leaders



Student
support

Transition into Year 8

We expect and encourage students to...

- Consistently ***demonstrate more independence and confidence*** in leading activities and developing key life attributes.
- 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 Identity

- Supports the overall school ethos;
 - *Confident & Well-Rounded*
 - *Independent & Creative*
 - *Responsible & Caring*
- **Phase project** allows students to develop these characteristics through structured activities
 - Example – last year- Shoebox Appeal, this year Mission Christmas -Wickes

How can we support your child?

- **Our role as phase leaders?**

- Providing support and guidance in academics, wellbeing and personal development
- Setting expectations through positive reinforcement
- Tracking, support and intervention
- Celebrating success
- Communication to parents

- **Your role as parents?**

- 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- key ethos of respect
- 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 8 Tutor Team

8C Miss Pearce and Mrs Curtlin

8H Mrs King-Batten

8K Miss Padwal

8R Mrs Karter and Mrs Reid

8S Mrs Dhillon and Mrs Reid

8V Mr Callcut-John

Phase Leaders: Mrs Mason & Mr Mullan

Tutor Time Programme

Monday Phase focus/project

Tuesday Assembly

Wednesday ClassCharts check

Thursday Current affairs

Friday 'Form Friday'

Three things to remember

*Most behaviour is a
choice.*

***Manners** matter.*

*Importance of being
responsible and
caring.*



All students are expected to...

Behave with
**kindness, respect
and courtesy**
towards each
other, school staff
and members of
the local
community.



A close-up photograph of two young women with long dark hair, smiling and looking down at something out of frame. The woman on the left has braces. They are wearing grey collared shirts. The background is slightly blurred, showing some greenery.

Final reminders

Working together



General news

- Direct email via MCAS parent app
- LGS Headlines newsletter
- Website
www.lgs.slough.sch.uk
- Instagram



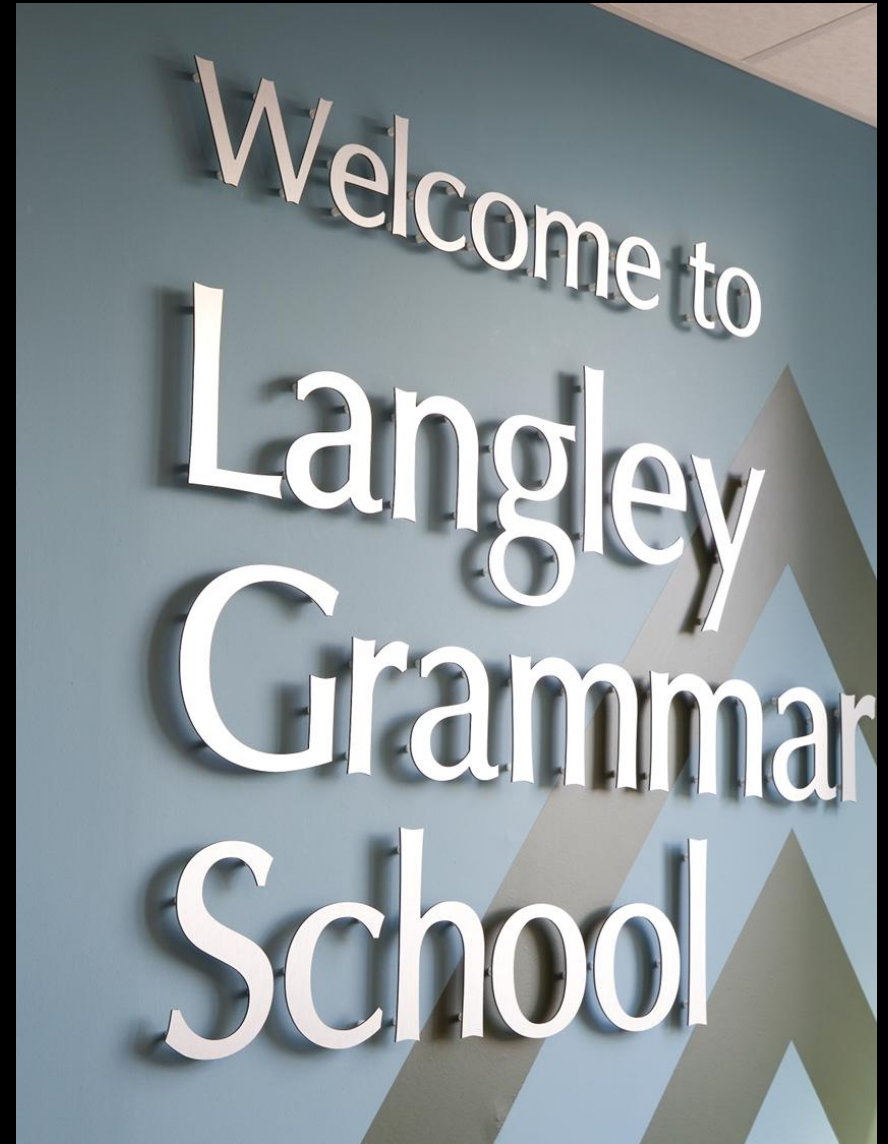
How to contact us...

Phone

- 01753 598300

Email

- school@lgs.slough.sch.uk
- safeguarding@lgs.slough.sch.uk



Some key messages for Year 8

- Personal development and academic study are **both** important
- Take an interest in what your child is learning, not just what results they get in a test.
- 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.
- Be proactive in managing technology use
- Be prepared to discuss increasingly difficult or sensitive issues and ask us for support if needed.

**Thank
you for
joining us
this
evening**

