



Welcome!

Year 8
Parents'
briefing

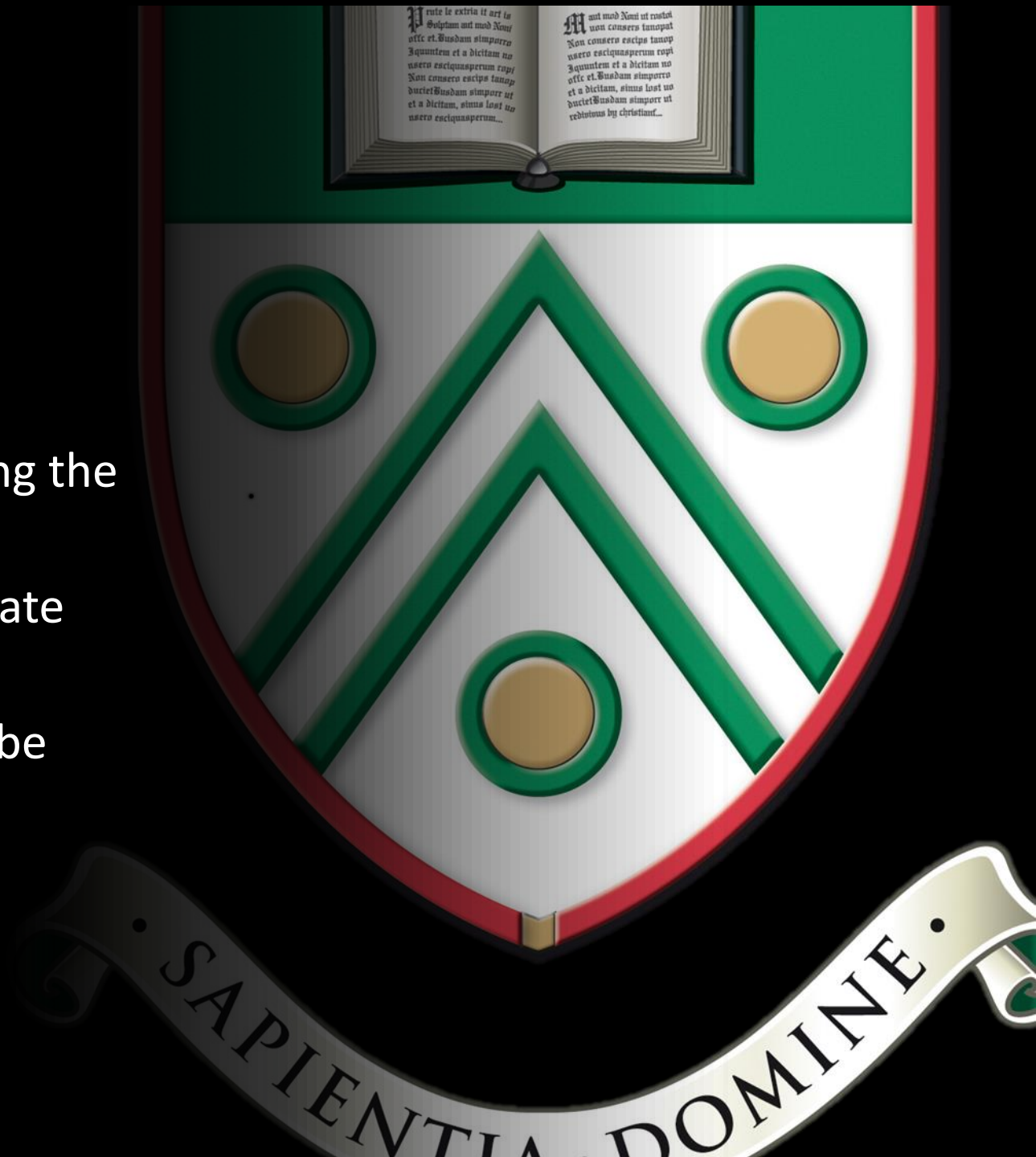
19 October 2022

The background of the slide features a photograph of a school sign. The sign is mounted on a blue wall and reads "Welcome to Langley Grammar School" in large, white, three-dimensional letters. Behind the text, there is a large, stylized graphic of a mountain or a series of upward-pointing triangles in shades of blue and green.

Welcome to
Langley
Grammar
School

Questions?

Questions asked during the meeting have been compiled into a separate question and answer document which can be found on the school website.





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**



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

Examination outcomes 2022



GCSE & A Level outcomes

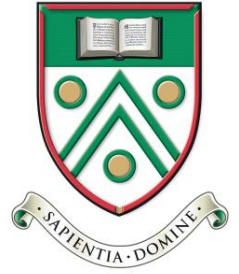
Indicator		2019 Exams	2020 CAGs	2021 TAGs	2022 Exams
GCSE	Grade 9	20.0%	24.7%	23.1%	45.1%
GCSE	Grades 9-8	39.5%	52.9%	52.0%	68.6%
GCSE	Grades 9-7	64.0%	79.2%	77.7%	84.7%
A Level	A* grades	8.5%	20.1%	23.7	34.2%
A Level	A*/A grades	36.7%	57.4%	57.6%	70.4%
A Level	A*-B grades	67.3%	81.3%	79.4%	85.2%

The Year 8 curriculum

Breadth & balance



Year 8 Timetable

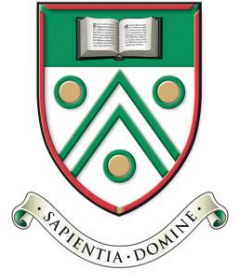


25 hours of lessons per week

– 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	PCS	1
History	3		

Differences from Year 7



- One fewer English (library) lesson
- Second modern language introduced – students who studied French in Year 7 are studying German in Year 8 and vice versa while continuing with their Year 7 language for 1 lesson a fortnight
- Extended tutor period becomes PCS (Personal and Citizenship Studies)

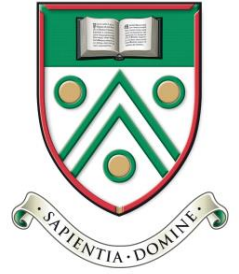
iPads in Year 8



Distinguished School



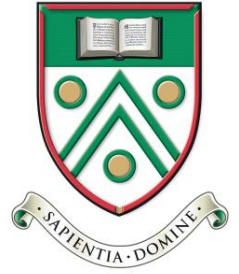
What place do iPads have?



- 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
- ‘Everyone can Create’ – Apple project 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 son or daughter to get into good habits of backing up their work eg to OneDrive and OneNote
- Remind them that iPads need to remain on our MDM (Mobile Device Management) system
- 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!

Monitoring and reporting progress



'Big picture' for the year

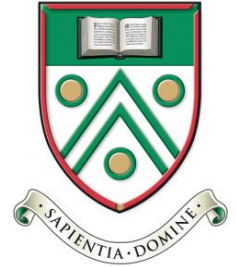


October 2022	Parents' information evening
December 2022	Autumn term report 6th December: Parent-teacher consultation evening
March 2023	Spring term report
June 2023	Summer term report
July 2023	Student led reviews (parents meet with form tutors)

A2L – Attitude to learning

Get this right and everything else should follow.....

Graded 1 to 5 and reported to parents.



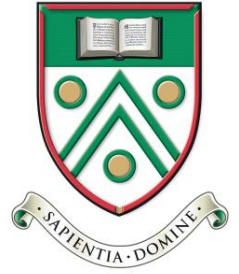
Outstanding (5)

- 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 report progress?



Subjects set programmes of study with yearly expectations

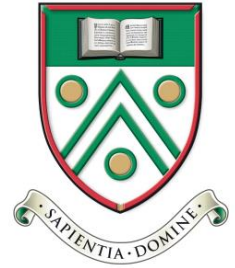
- knowledge and understanding
- skill development

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

How do we use data in school



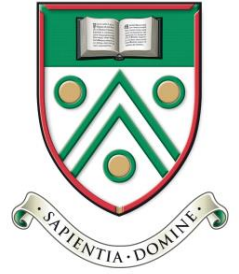
Three data collection points in the year:

- **Analysis by subject teachers and subject leaders** leads to appropriate strategies being put in place in the classroom
- **Analysis by Phase Leaders** leads to appropriate interventions 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,**

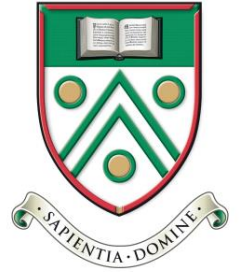
but.....

in order to **achieve**
well they need time to
rest, exercise and
pursue **other**
interests.



Parents Evenings

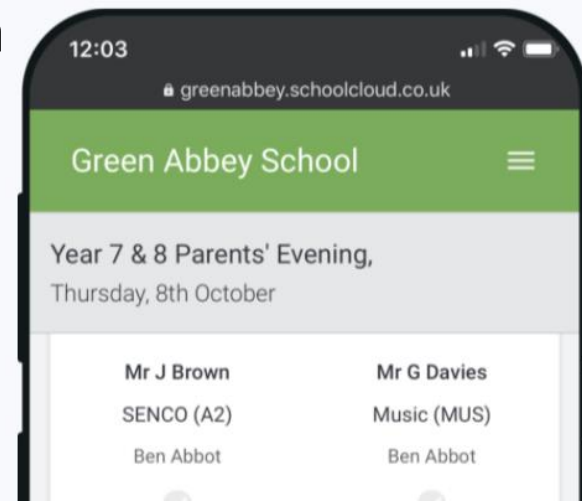
Parent Teacher Consultations (PTCs)



- 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



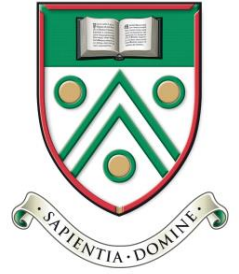
Parents' evenings, simplified



Our phase programme and pastoral support

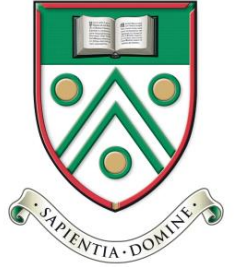


Transition into Year 8



We would like students to....

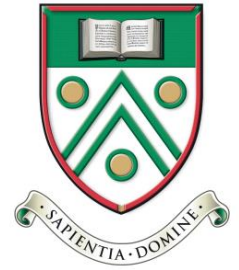
- Demonstrate more **independence** and **confidence** in leading activities and developing key life attributes
- Demonstrate a good understanding around **expectations** and policies in school and do their best to be **role models** to others
- Be **actively involved** in the wide range of activities that are on offer at school



Phase Ethos

- Supports the three pairs of words
 - *Confident and Well-Rounded*
 - *Independent and Creative*
 - *Responsible and Caring*
- Phase project allows students to develop in these areas through structured activities
- Example - Shoebox Appeal

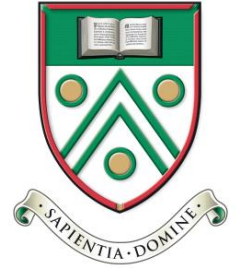
How can we best support your son or daughter?



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

- **Your role as parents?**
 - Play an active role in their academic progress and development
 - regular checks on ClassCharts
 - looking at work and discussing it
 - support with use of iPads for learning
 - Encourage participation in opportunities
 - Communication

Phase focus - expectations

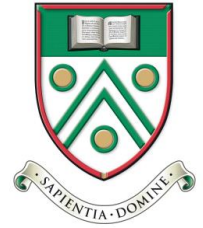


- **Behaviour** in and out of lessons
- The way our students **conduct** and present themselves:
 - kindness
 - manners
 - willingness to help others
 - honesty
- **Uniform**
- Attendance and **punctuality**
- **Inspire** other people around them

Support from form tutors

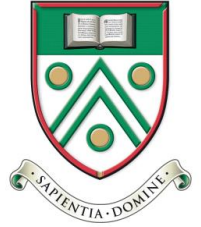


Tutor Time Programme



<i>Monday</i>	Phase Project
<i>Tuesday</i>	ClassCharts and reading
<i>Wednesday</i>	Assembly
<i>Thursday</i>	Current affairs
<i>Friday</i>	“Form Friday”

Tutor team for Year 8



8C Mr Swain

8H Mr Batsman

8K Mrs Andrijasevic

8R Mr Bux

8S Mr Wilkinson

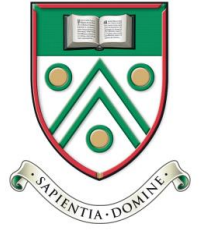
8V Mr Haidaree

Phase leaders – Mrs Reid and Mr Badshah

The importance of attendance



The importance of attendance



- A fall of attendance by 10% correlates with achieving an average of **1 grade lower** at GCSE
- Students **need to be in school** to have the best chance of attaining well
- Leave of absence is only granted in **exceptional circumstances** - there are strict DfE guidelines on this.

Online safety



smoothwall
Web Filtering + Security

A background image of three young male students in school uniforms, smiling and looking towards the camera. They are wearing grey blazers, white shirts, and striped ties. The student on the left has a school crest on his blazer. The background is slightly blurred, showing a school setting with trees and a building.

Mobile phones

Mobile phones *permitted* on school site.

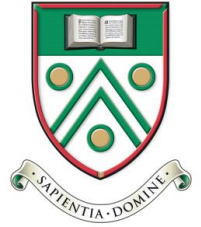
‘Screen-free breaktime’

Responsible use expected.

Phones may be *confiscated* if misused.

Sanctions where inappropriate use impacts other students.

Top 5 online risks for children



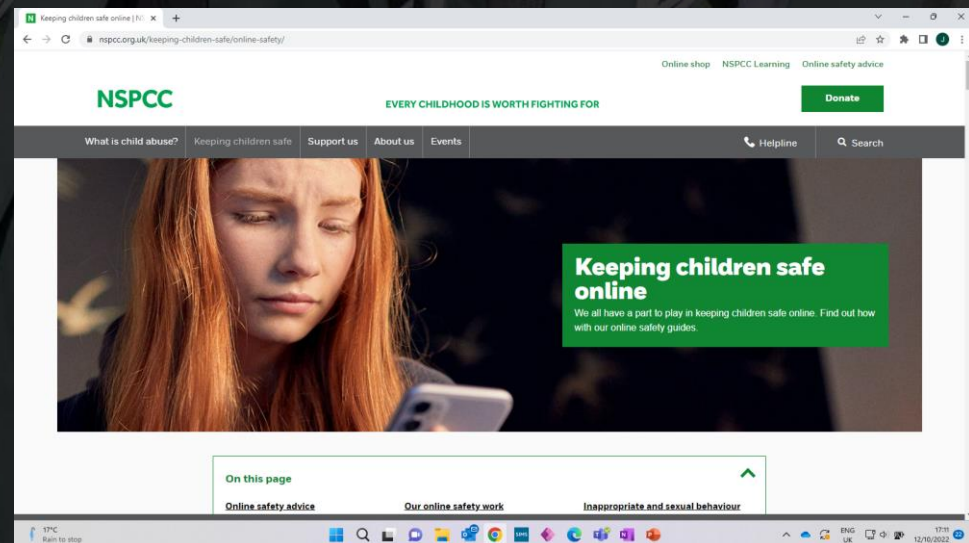
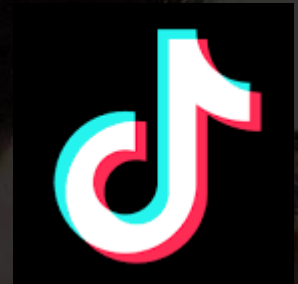
1. Cyberbullying
2. Online grooming and exploitation
3. Sharing 'nudes' and 'semi-nudes'
4. Seeing inappropriate material
5. Damaging their digital footprint

What can you do?

- **Develop your own awareness** of the risks
- **Talk to your child** about what they might see and why it might be inappropriate.
- **Take control**

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
- The **NSPCC** site 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?

Managing iPad use at home

- Parents can download **Jamf Parent App**
- You can set controls to manage iPad use out of school hours.
- Not a purely technical fix – need to discuss/negotiate as well!
- Guidance on our website
<https://www.lgs.slough.sch.uk/page/?title=Jamf+Parent+App&pid=336>



**Keeping in
touch**

Welcome to
**Langley
Grammar
School**

Communication

Your son/daughter.....

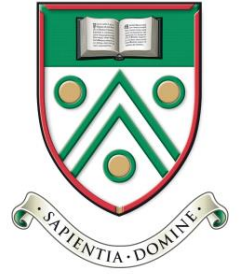
- Three key apps
 - SIMS Parent App
 - ClassCharts
 - SchoolCloud

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***

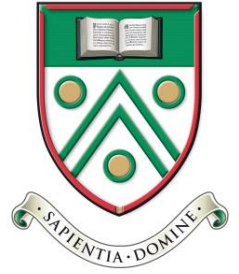
Who to contact?



- Form tutor
- Student Support - *Mrs Viridi, Mrs Dosanjh*
- Phase Leaders – *Mrs Reid, Mr Badshah*
- Senior Leadership Team - *Mr Johnson (Deputy Head)*
- Individual Needs – *Mr Batsman (INCo)*
- Safeguarding
 - Designated Safeguarding Lead – *Mrs Dobbs*
 - *Deputy DSL – Ms Power (Behaviour & Welfare Practitioner)*

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

LGS Development Fund



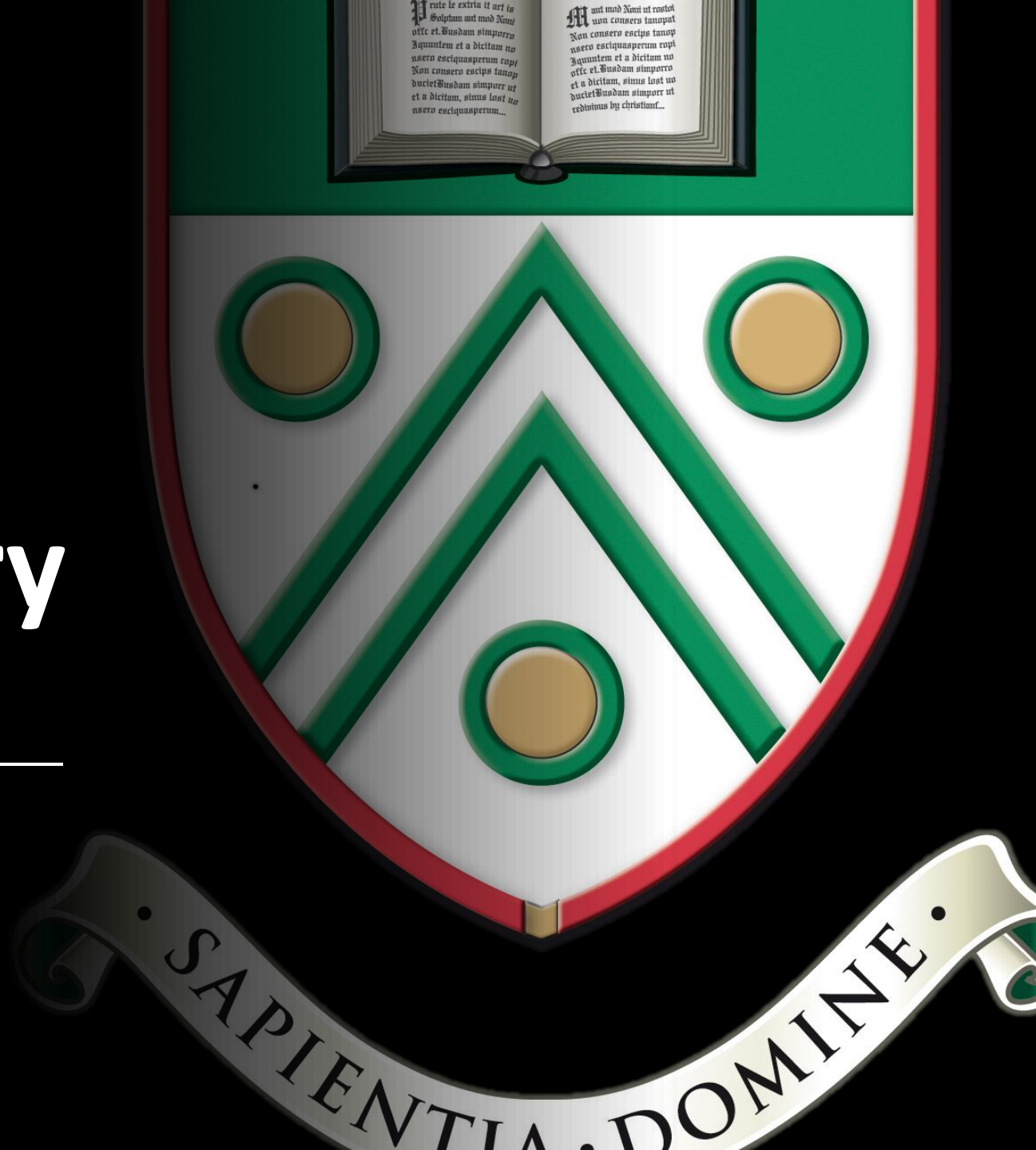
What for?

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

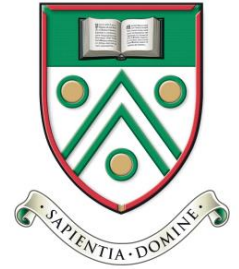
How?

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

Summary



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.

—

Thank you for joining us

