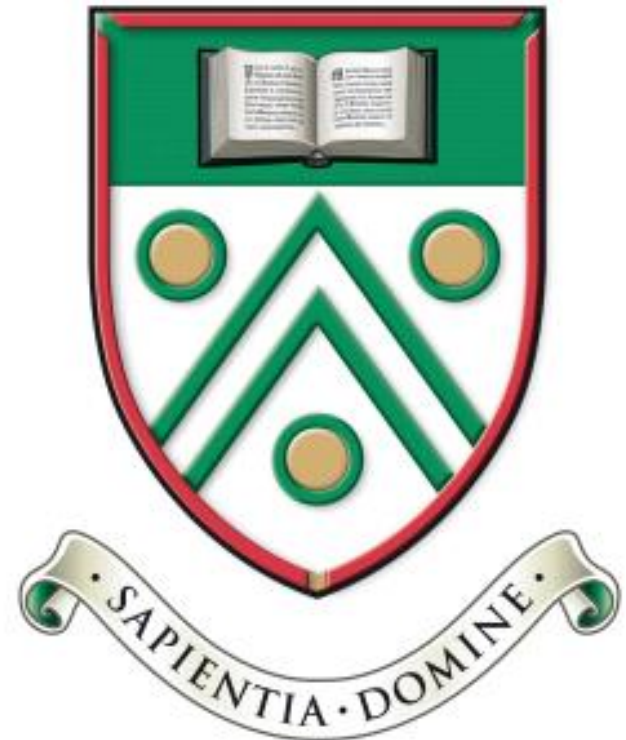


Year 11 Parents' meeting

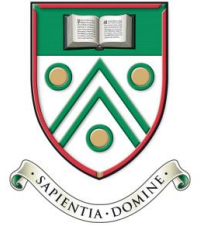
Tuesday 8 October 2020

Questions

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



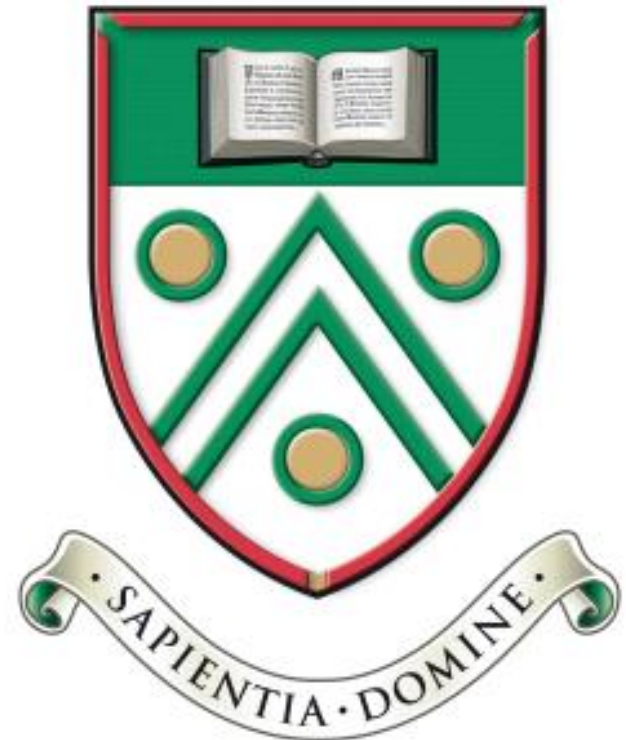
COVID-19 issues



- Identifying and closing the ‘COVID gap’
- Ongoing restrictions may limit some practical elements of courses in school.
- Arrangements for summer 2021 examination are not yet clear.
- Potential disruption to learning caused by:
 - Illness or self-isolation
 - Local or national lockdown

Programme

- Our ethos
- Changes to examinations for 2021
- Sixth Form entrance requirements
- Supporting your son or daughter
- The path to success
- Careers guidance
- Keeping in touch
- New building and the development fund



We support our students to become...



Confident
Well-rounded
Independent
Creative
Responsible
Caring

Changes to GCSE examinations in 2021



Summer 2021 Examinations

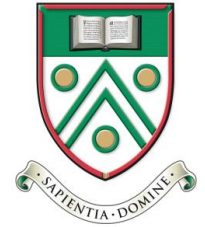
- There may yet be a delay to the start of summer examinations to June 2021
- No change to specification content
- Changes have been confirmed to examinations and assessments for many subjects



GCSE English and Mathematics

*How to support your
son/daughter*

GCSE English and Mathematics



In this Section

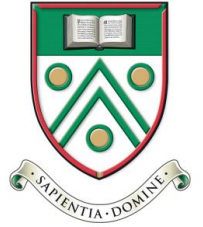
[Information Meetings/Events](#)

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

Sixth Form entry requirements

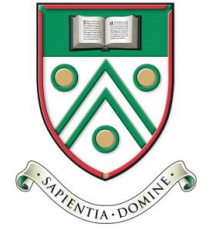


Sixth Form entry requirements



- 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

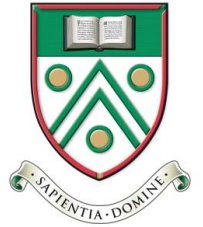


Specific entry requirements for subjects

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 Maths
Psychology	Grade 6 in English <u>and</u> Biology

These entry requirements are normally non-negotiable

Implications beyond Sixth Form

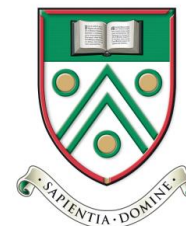


- *Number of 8 & 9 grades important for competitive courses*
 - *Oxford and Cambridge*
 - *Russell Group universities (most courses)*
 - *Medicine*
 - *Dentistry*
 - *Veterinary Science*

**Supporting
your son or
daughter
through year
11**



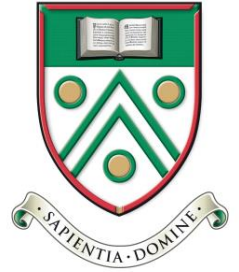
'Big picture' for the year



October	Supported assessment window Path to success study skills workshop
November	Sixth Form information events Autumn Term report
December	GCSE practice examinations
January	Spring Term report with practice examination grades Parent-teacher consultation
February	Sixth Form applications
March	Sixth Form interviews, finalisation of A-Level subject choices Spring Term report
May	Public examinations begin (dates to be confirmed)
June	Examinations continue (dates to be confirmed)
July	Sixth Form transition day

Parents Evenings

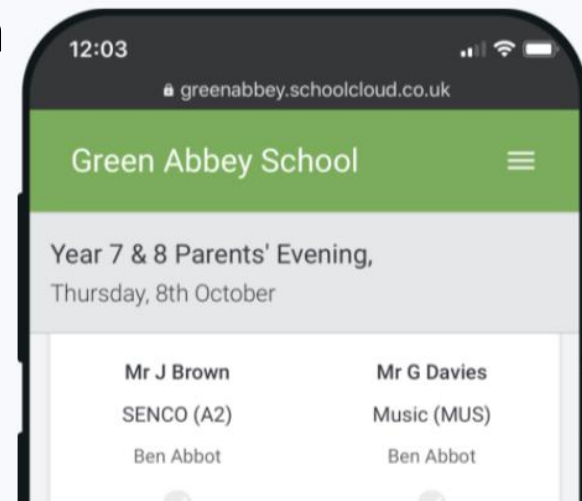
Parent Teacher Consultations (PTCs)

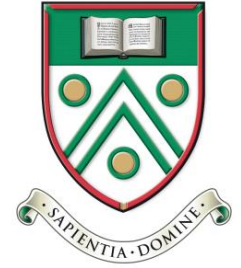


- SchoolCloud software helps organize face to face and virtual PTCs.
 - Sign up 3 weeks beforehand - we'll send you the link)
 - Make appointments **2 weeks** before (for first 3 teachers)
 - Make all other appointments **1 week** before
- Virtual (video) appointments
 - Use a device with microphone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



Parents' evenings, simplified



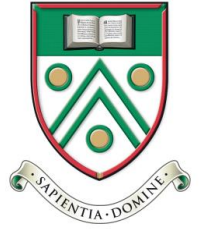


What this does:

- **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.

The Raising Achievement Programme

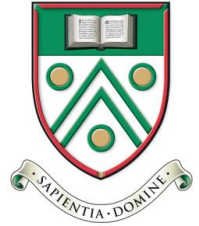


- Informed by the data collected at various points through the year.
- Each student's attainment considered in relation to their expected target:
 - In danger of not achieving target
 - On track to achieve target
 - Likely to exceed target

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

Revision starts now...

- Students' own notes
- Resources on Sapiientia
- Specifications useful as checklists
- Revision guides
- Online resources e.g. Seneca
- Past paper practice
- Attendance
- Completing work during self-isolation
- ***“Study leave” – a privilege not a right***



Use of iPads....

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

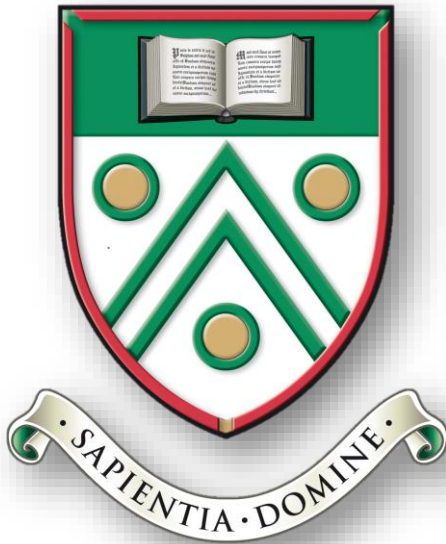


Supporting mental health

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



Revision Strategies Phase 10 & 11



Excellence
Choice
Responsibility





THE LEARNING SCIENTISTS



About Us

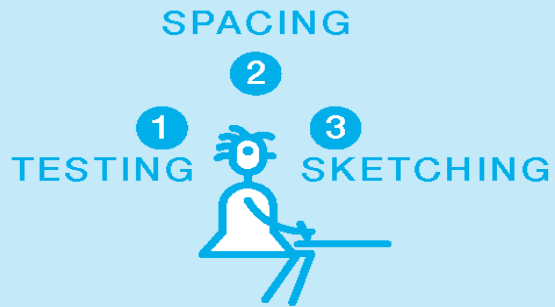
We are cognitive psychological scientists interested in research on education. Our main research focus is on the science of learning. (Hence, "The Learning Scientists"!)

Our **Vision** is to make scientific research on learning more accessible to students, teachers, and other educators.

<http://www.learningscientists.org/>

 2.3K


 240



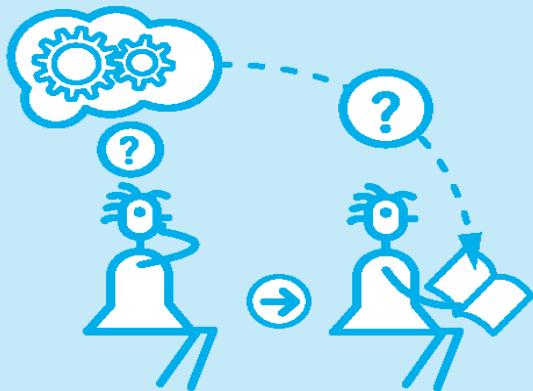
1
Spaced Practice



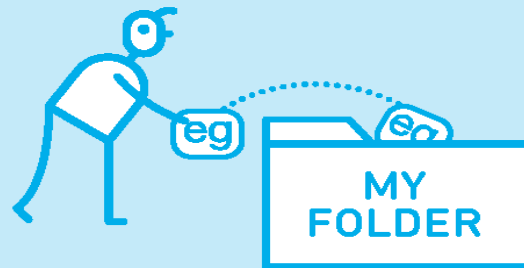
2
Interleaving



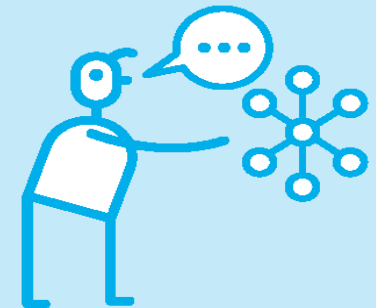
3
Retrieval Practice



4
Elaboration



5
Concrete Examples



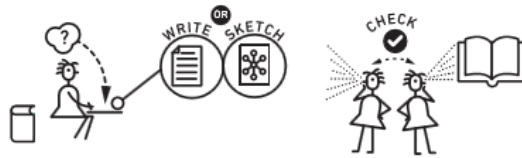
6
Dual Coding

Retrieval Week

BY NC ND

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, [pp. 1-36]. Oxford: Elsevier.

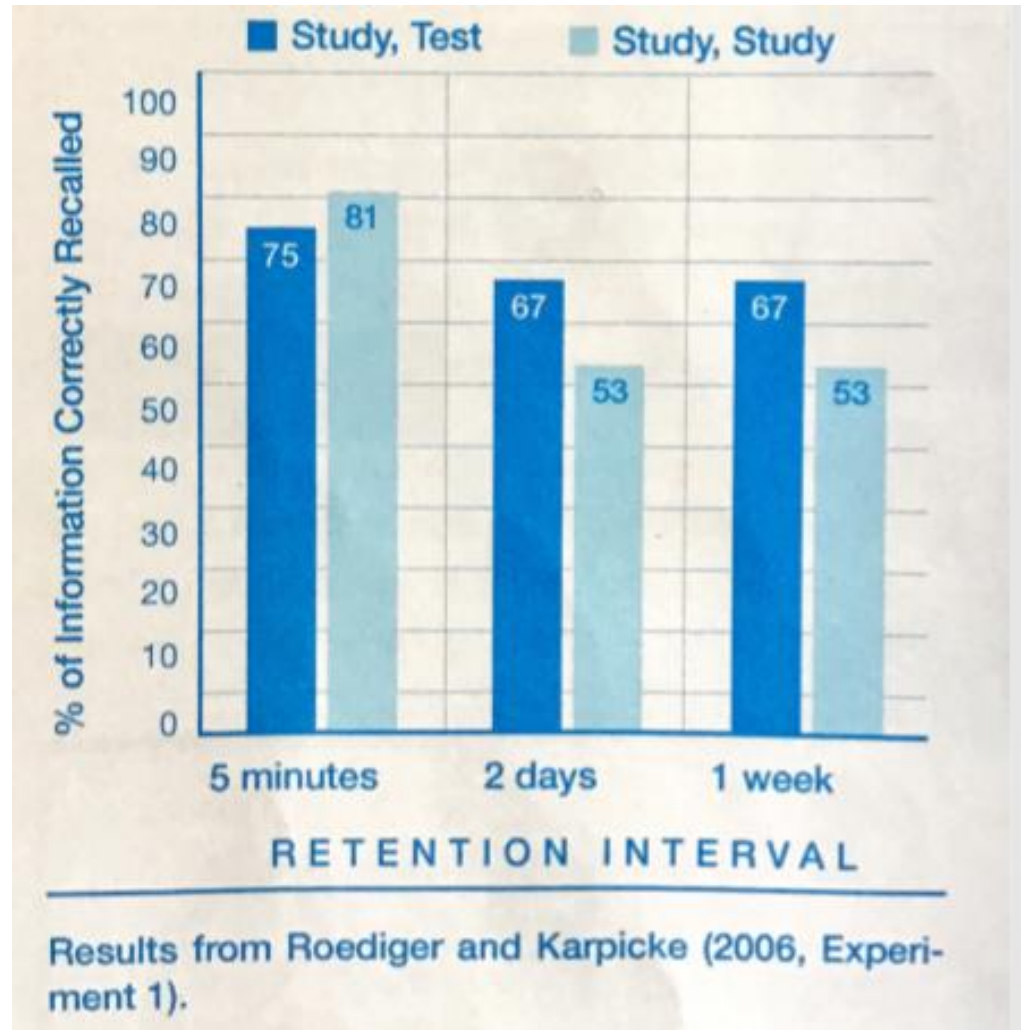
Retrieval Week – asked SL's to ask you to do a few minutes in your lesson.



Feels more uncomfortable!

Students learnt a passage.
They learnt about it in two
different ways. For one passage
students read two times.

For the other they read the
passage and then practised recall
by writing as much as they could
remember on a blank piece of
paper! etc.



Implication: Interleaved Practice (Switching)

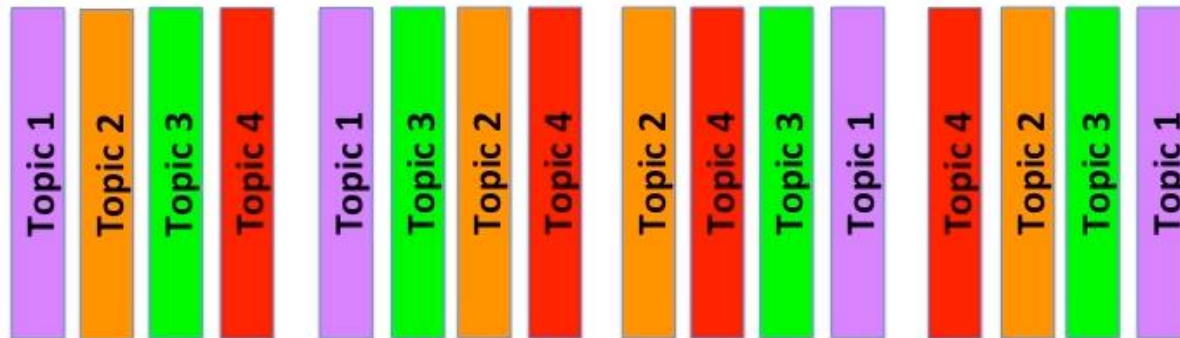
What?

Rather than revising a single topic in a single session, revise a number of different topics.

Not:

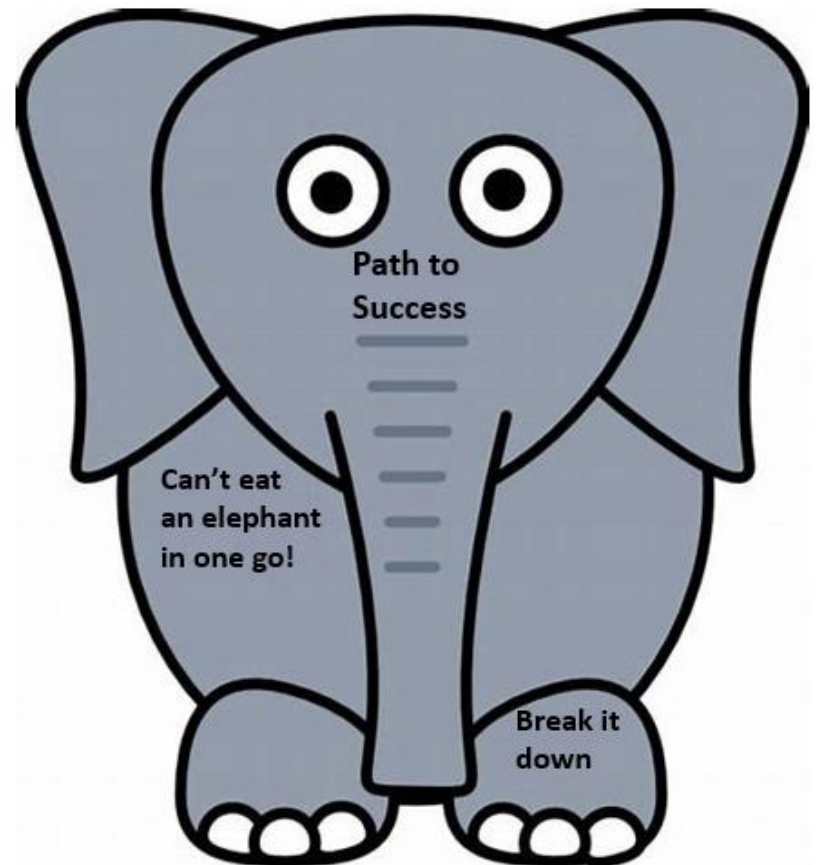
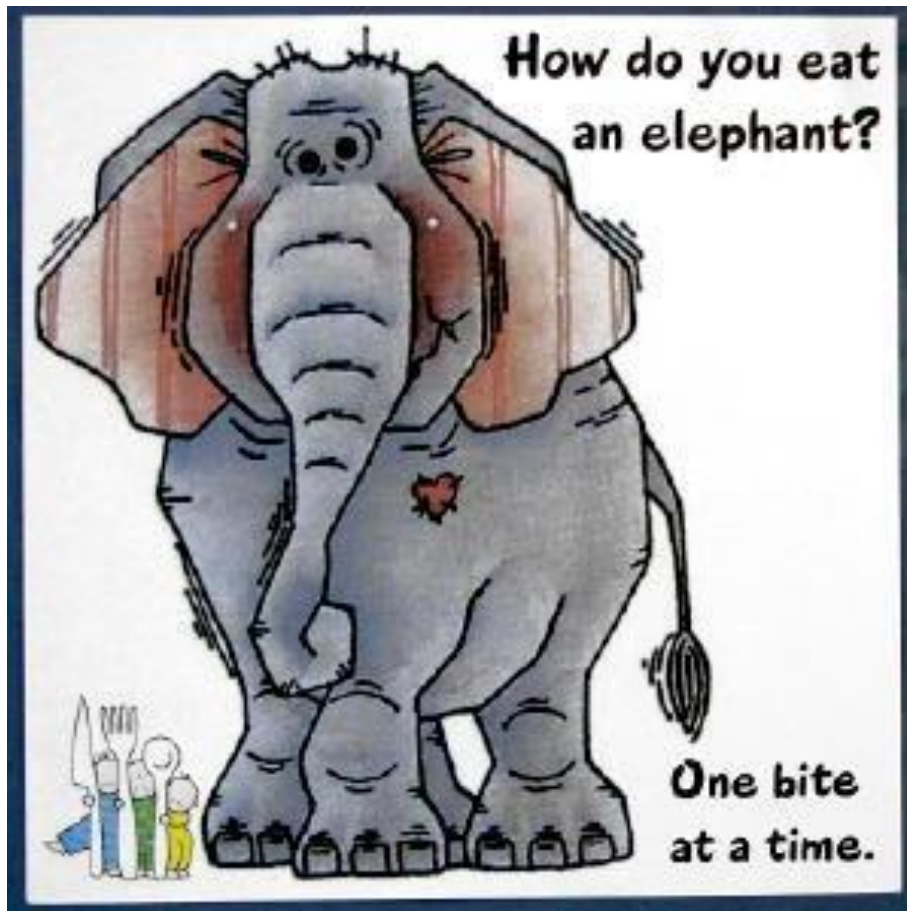


Rather:



Eating elephants

Breaking it down makes it seem less daunting



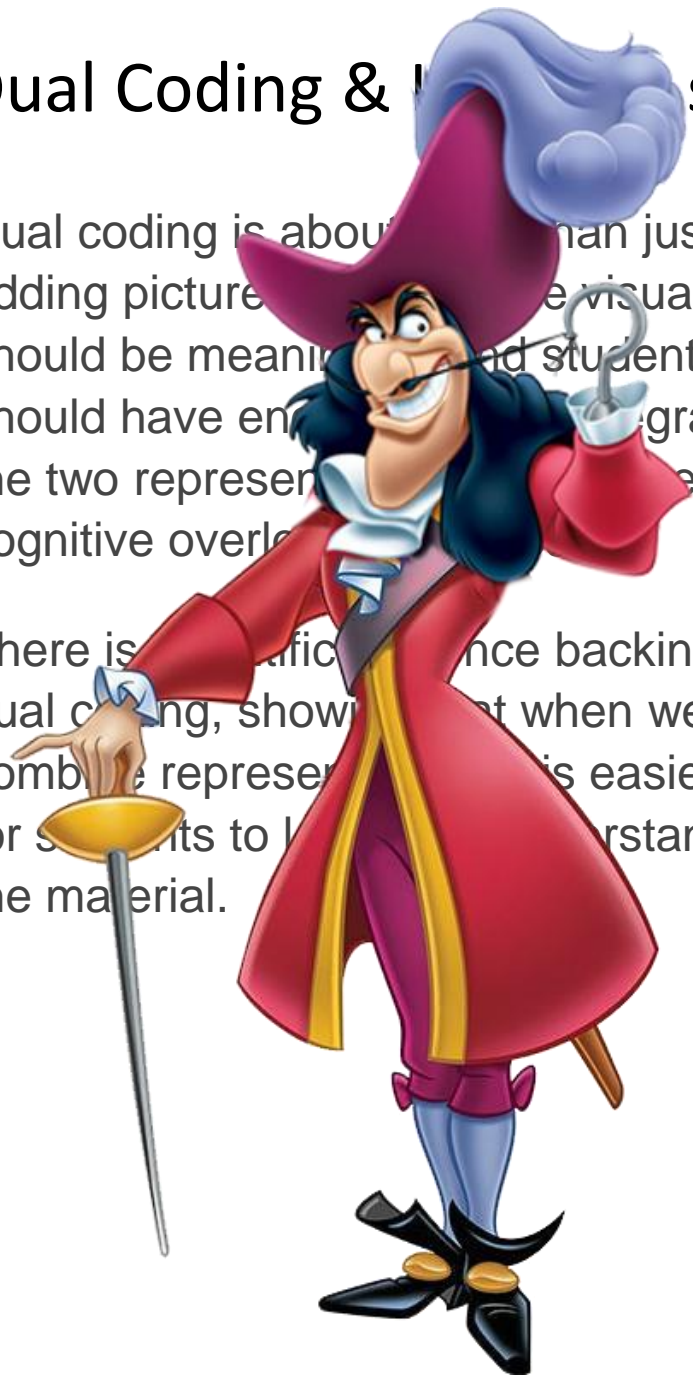
Dual Coding & Learning Styles

Dual coding is about more than just adding pictures to text. The visuals should be meaningful and students should have enough time to integrate the two representations. This reduces cognitive overload.

There is scientific evidence backing dual coding, showing that when we combine the representations, it is easier for students to learn and understand the material.


In a survey of average Americans, Yana Weinstein and I found that 93% of participants believed in learning styles (1). Surveys of other groups have shown 93% of UK primary and secondary school teachers (2), and 86% of college students believe in learning styles (3). All of this is to say, if you're thinking about learning styles you're probably not alone!


Unfortunately, scientific research **does not support** the use of learning styles, and that is not for lack of testing the theory (4)!



Boring – where is a picture? I need a hook!

"Path to success"

110 Responses	07:06 Average time to complete	Active Status	 Ideas
...			

[View results](#) Open in Excel

1. "Path to success" was a helpful initiative for me? Please rate 1 for not very, 5 for excellent.

[More Details](#)

107
Responses

★★★★☆
3.61 Average Rating

2. The Revision Workshop run by Mr Harding & Mr Pascall was insightful and useful for me.

[More Details](#)

107
Responses

★★★★☆
3.59 Average Rating

3. The Revision Workshop went well for me because.....

[More Details](#)

Latest responses

Please look at the survey on the blue notice boards



Revision Workshop Yr 11

.....just before Autumn half term

Letter for parents & email about
Learning Scientists



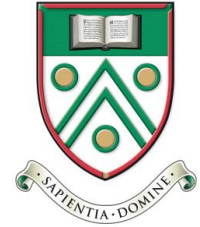
Careers guidance



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



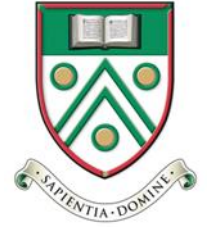
What do employers look for?



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 11



- Individual 30 minute 1:1 interview for every student with our careers adviser.
- Morrisby survey
- Work experience
- Business Insight Day
- What Next? Event.
- School library
- Careers staff: Mrs Northcott and Mr Devani

Keeping in touch



Communication

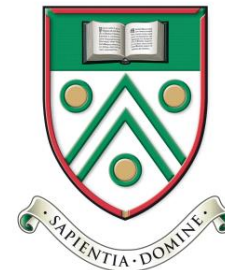
Your son/daughter.....

- 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***

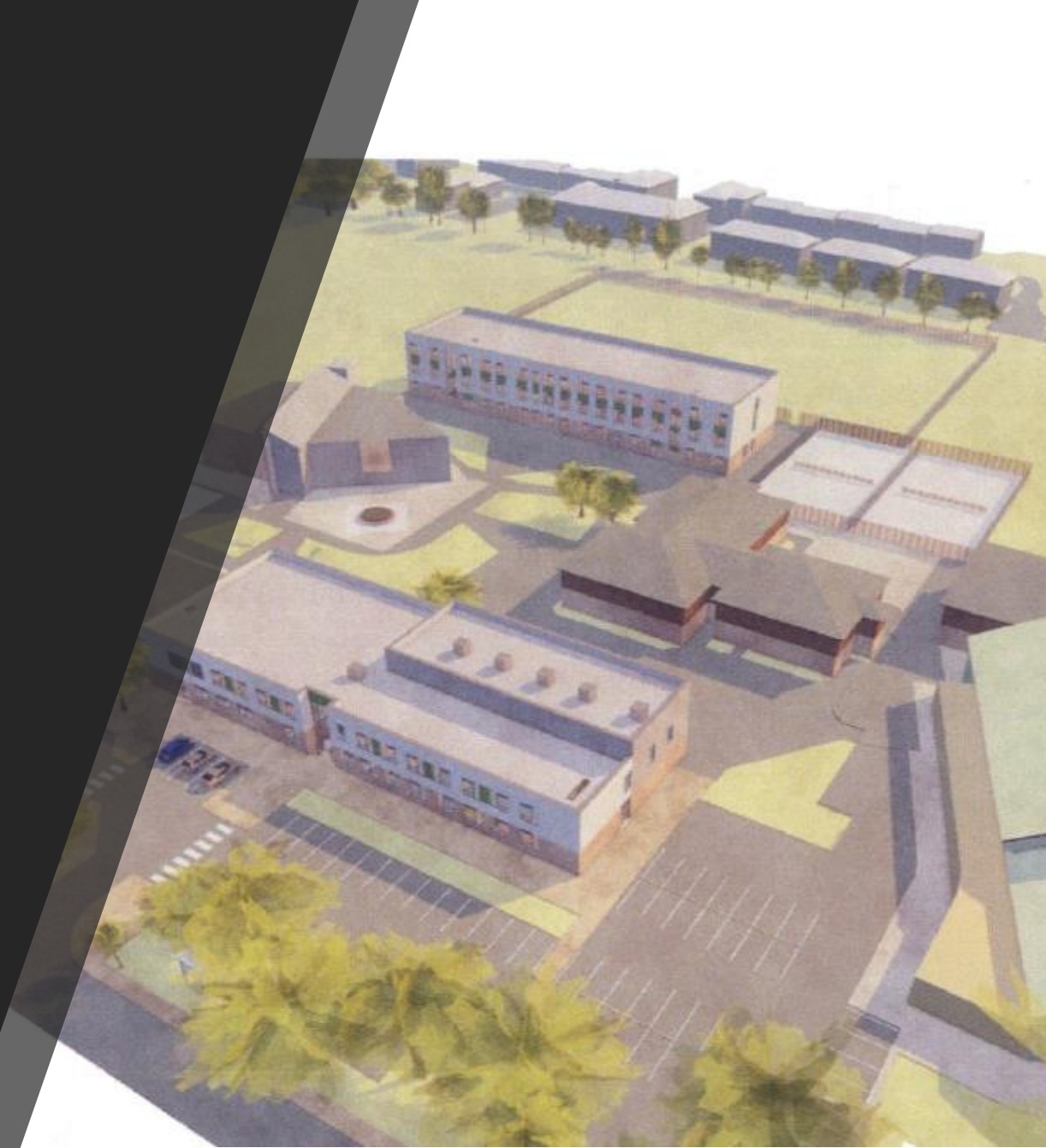


Who to contact?

- 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 - *Mr Constable*
 - *Deputy DSL – Ms Burns (Behaviour & Welfare Practitioner)*

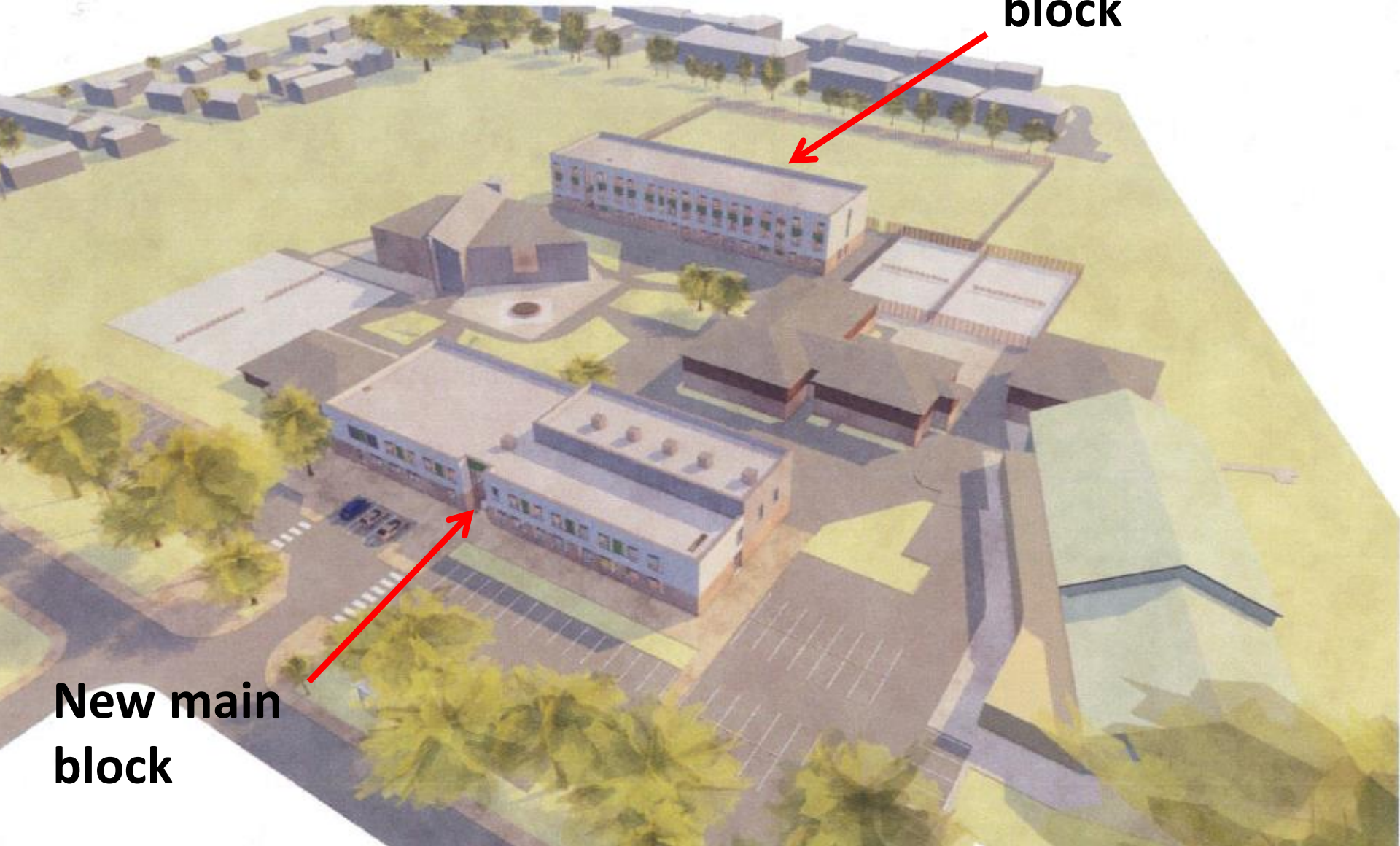
Contact via **01753 598300** and school@lgs.slough.sch.uk

Building project



Building project

New teaching block



New main block

New teaching block



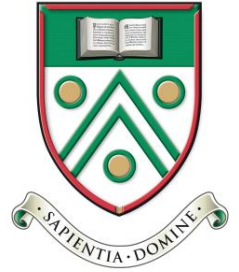
New front of house block



Development fund



School funding



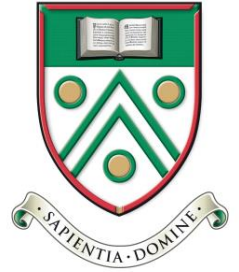
- School budget is approx **£6 million**

Staff costs	80%
Utilities, site etc	10%
Curriculum costs	10%
(Includes 2.5% on exam fees.....!)	



- School funding has **declined over several years**
 - year-on-year reductions in income BUT increased costs
 - flat funding for Sixth Forms – lower than for Years 7-11
- We have been using **reserves** to balance our budget for several years.
- This year *is* better – but coronavirus has impacted our budget significantly.

LGS Development Fund

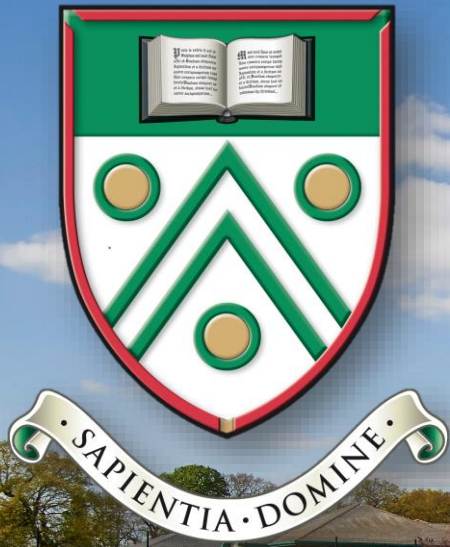


What for?

- 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**



Thank you for joining us this evening