



***Year 7
Parents'
meeting***

19th Sep 2024



Welcome to
Langley
Grammar
School

The image shows a large, 3D-style sign on a blue wall. The sign reads 'Welcome to Langley Grammar School' in white, sans-serif capital letters. The sign is mounted on a blue wall with a large, stylized green arrow pointing upwards and to the right. The sign is slightly angled, and the letters have a slight shadow, giving it a three-dimensional appearance.

Content....

A reminder of our ethos

Year 7 curriculum

Teaching & learning


Assessment & reporting

Wider curriculum

How you can help

Finance

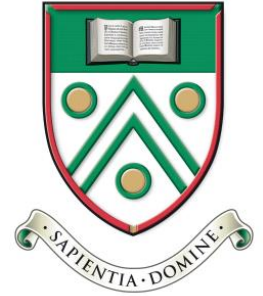
Welcome to
Langley
Grammar
School



***How do we
organise
the
school?***



Pastoral structure - phases



Transition and Year 7

Integration and foundations



Years 8 and 9

Development, transition to GCSE



Years 10 and 11

GCSE examination courses



Sixth Form

A-Levels, transition to work/HE

Senior
team

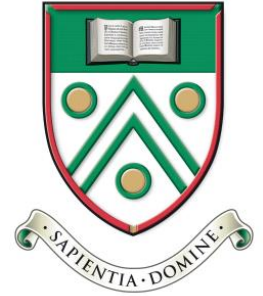


Phase
Leaders



Student
support

Forms and Houses



Students stay in **same form group** as they move through to Year 11, and stay part of their House in the Sixth Form

7H → 8H → 9H → 10H → 11H → SixthForm

Clarke (C)

Robinson (R)

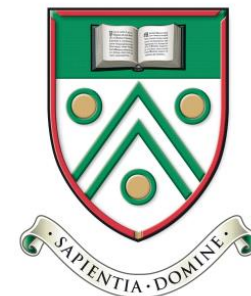
Harvey (H)

Seymour (S)

Kedermister (K)

Villiers (V)

Key people for Year 7

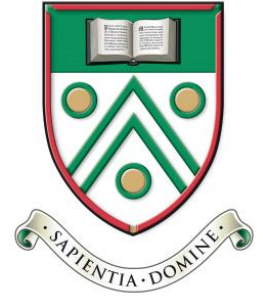


Mrs Close	<i>Phase Leader</i>
Mr Johnson	<i>Deputy Headteacher</i>
Mrs Viridi	<i>Student Support Manager</i>
Mrs Dosanjh	<i>Student Support</i>
Mrs Andrews	<i>Individual Needs (SENCO)</i>
Mr Batsman	<i>Individual Needs</i>
Mrs Lehal	<i>Receptionist</i>

Your child's **form tutor**

7C	Mr Swain	7H	Mrs King-Batten	7K	Miss Padwal
7R	Mrs Ward	7S	Mrs Dhillon	7V	Mr Callcut-John

Change of headteacher...



1st Jan 2025

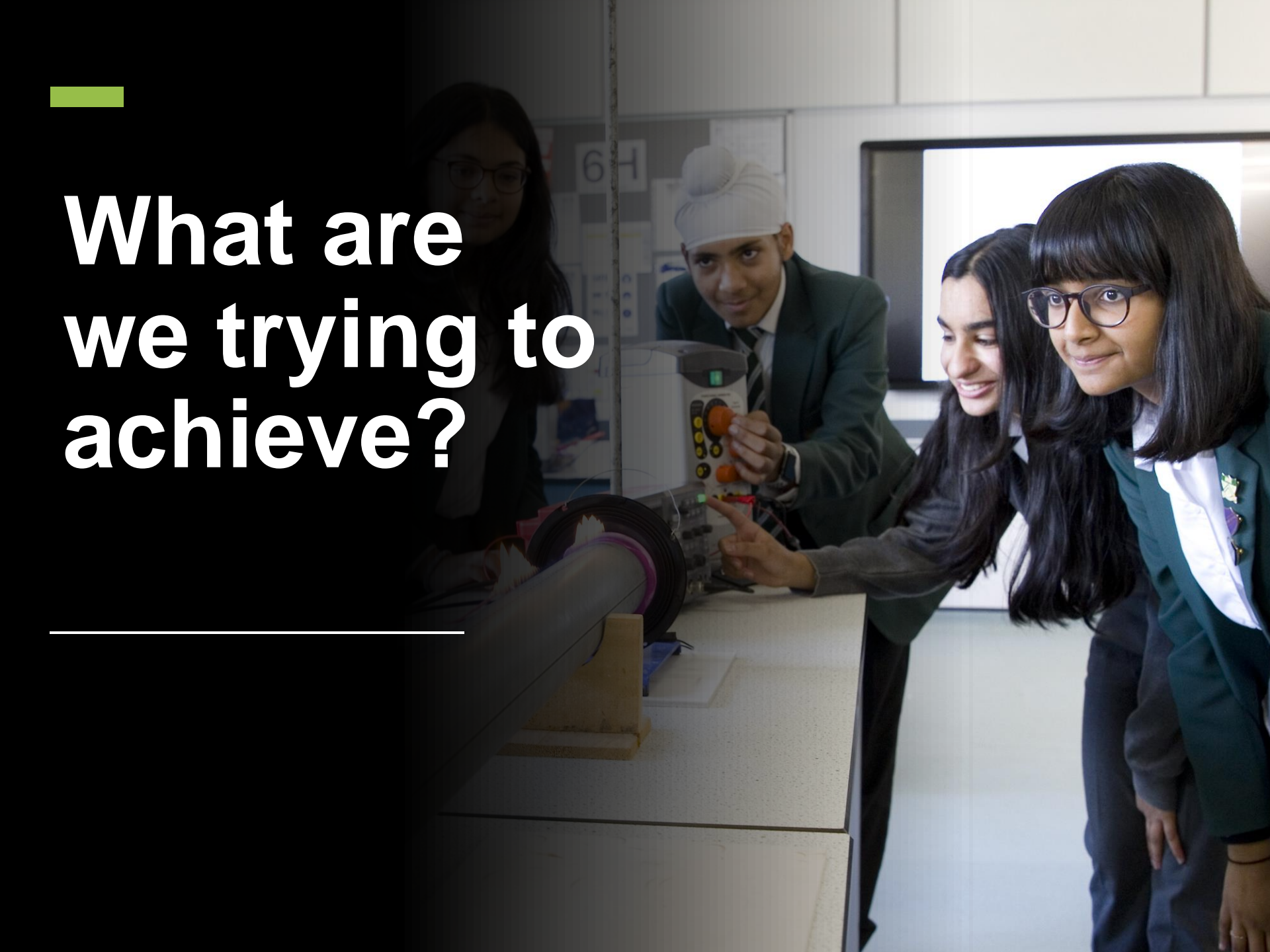


John Constable

Headteacher since 2010

David Harding

*Deputy Head since 2015
Headteacher Designate*



**What are
we trying to
achieve?**



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



A group of students in school uniforms are gathered around a computer workstation in a classroom. They are looking at the screen with interest and focus. The scene is dimly lit, with the primary light source being the computer monitor. The students are diverse in appearance and are all wearing green school jackets. One student in the foreground is pointing at the screen while others look on. The overall atmosphere is one of collaborative learning and engagement.

**We support our
students to become**

Confident

Well-rounded

Independent

Creative

Responsible

Caring

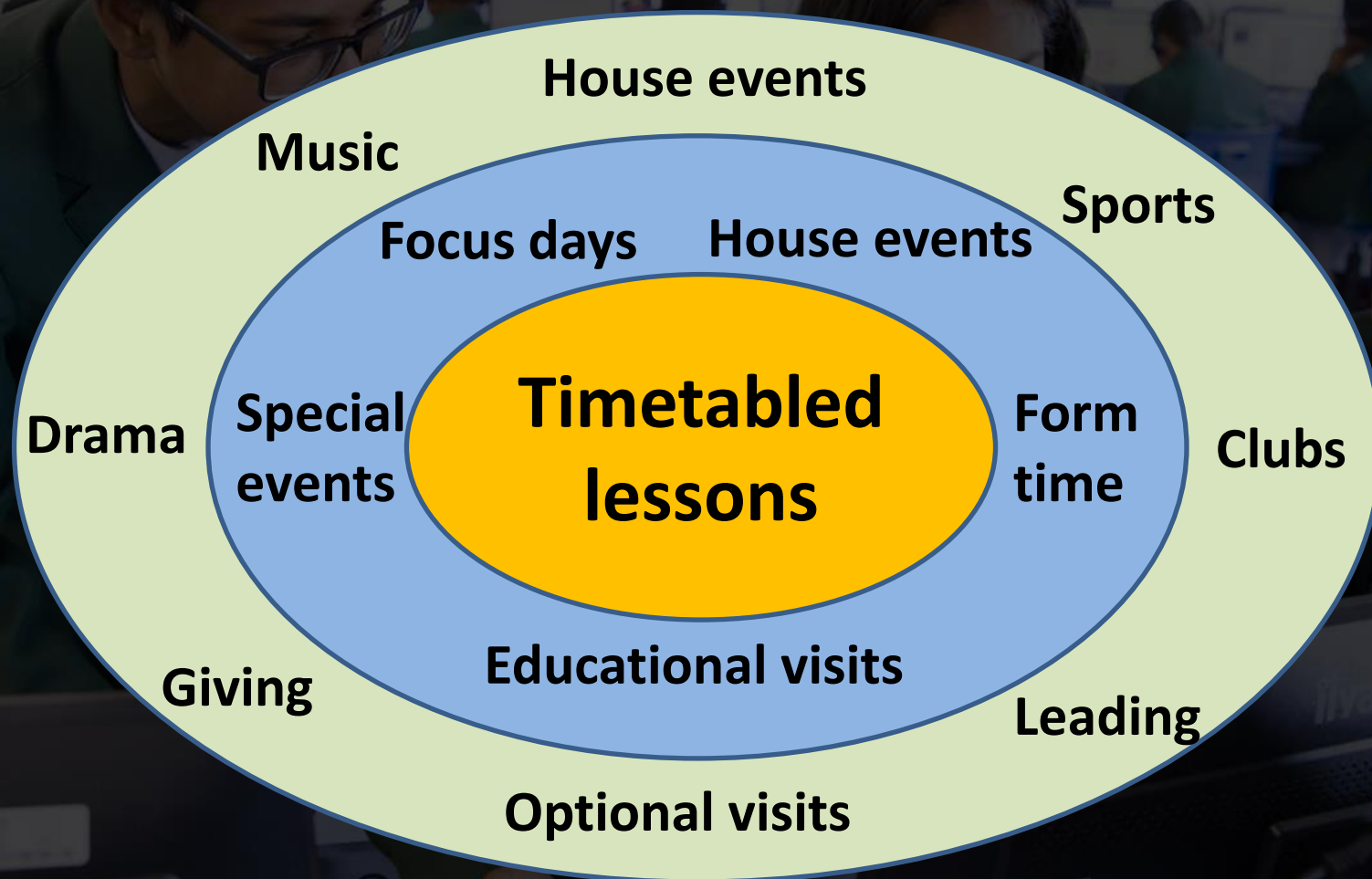


What are students learning?

The curriculum



Our curriculum



Timetabled lessons

25 hours of lessons per week

50 hours per fortnight

English	7	Geography	3
Maths	6	History	3
Science	6	RE	2
French/German	5	Music	2
ICT/Computing	4	Art	2
Technology	3	Drama	2
PE/Games	4	Tutor period	1

Form time/assembly – 30 mins each morning, 2½ hrs per week

The school day

07:45	Gates open - <i>Students can sit in the Dining Room</i>
08:00	Site opens - <i>Students can go to Dining Room, Library or stay outside in courtyard areas</i>
08:20 – 08:50	Registration in form rooms
08:50 – 09:50	Period 1
09:50	Movement break (5 mins)
09:55 – 10:55	Period 2
10:55 – 11.15	Morning break
11:15 – 12:15	Period 3
12:15	Movement break (5 mins)
12:20 – 13:20	Period 4
13:20 – 14:15	Lunch break
14:15 – 15:15	Period 5
15:15	End of the day

Curriculum – current features

- **Breadth and balance – ‘well rounded’**
- **5-year programme leading to GCSEs in Year 11**
 - No clear KS3/KS4 distinction
 - Years 7 & 8 seen as foundation years
 - Year 9 is a ‘transition’ year
 - 2 languages taught across Year 7 & 8
 - GCSE study starts during Year 9 for core subjects and languages
 - Breadth and some degree of personal choice in Years 10/11 – currently three optional subjects

The curriculum offer may change from year to year.

Curriculum information on our website



In this Section

- > Art
- > Chemistry
- > Biology
- > Business Studies
- > Classical Civilisation
- > Computing and ICT

Geography

Years 7-9

During Years 7-9 the following topics are taught.

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Introduction to Geography• Rock on (Geomorphology)• Golden Destiny (India)• Ice Age	<ul style="list-style-type: none">• Risky World• Fracking• TASC Rivers Project• Virtual Worlds: exploring	<ul style="list-style-type: none">• Upside World: Exploring Development Agendas• Time for Change: Climate Variability

Other activities

- Focus Days
- Educational visits
- Year 7 Residential
- House music
- House drama
- Inter-house sports
- Sports Day
- House events
- Sports clubs & teams
- Music lessons
- Musical ensembles
- Drama productions
- Clubs and other activities

Expectation of participation

Year 7 Residential

Mon 3rd – Wed 5th March 2025

PGL Marchants Hill
Hindhead GU26 2RF

www.pgl.co.uk





PGL Marchants Hill

Details

- Activity programme runs Wednesday mid- afternoon to Friday lunchtime.
- Includes activity sessions, meals and evening entertainment.
- Dormitory accommodation with shower and toilet facilities.
- Varied choice of food - dietary requests can be accommodated



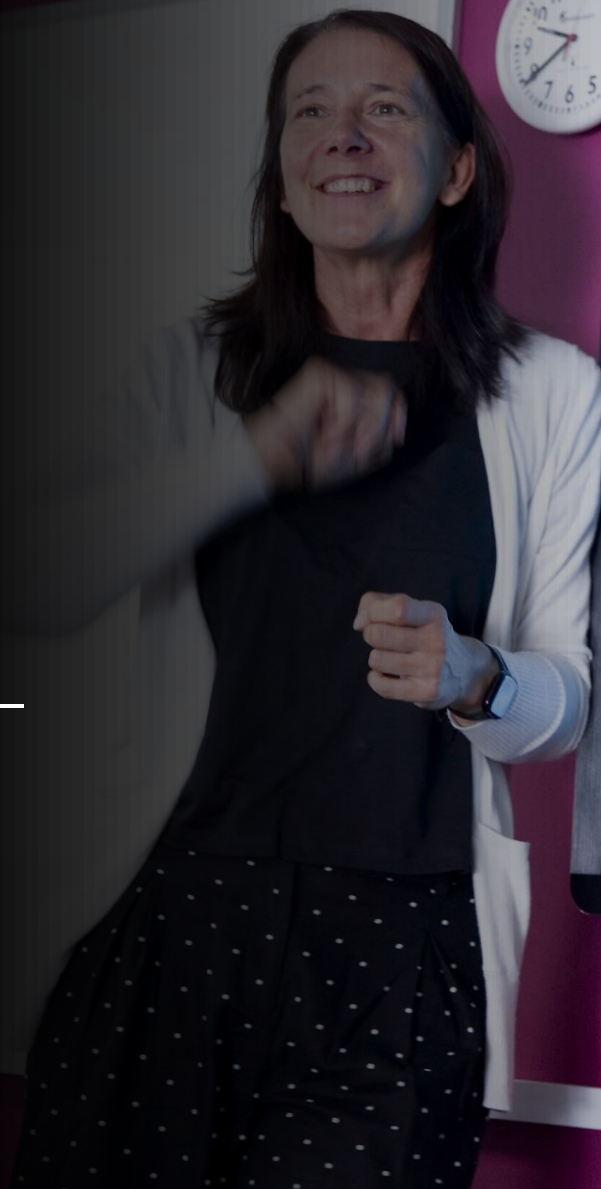
What next?

Deposit due via ParentPay in next week or so to secure place.

Final cost is likely to be **approximately £250**



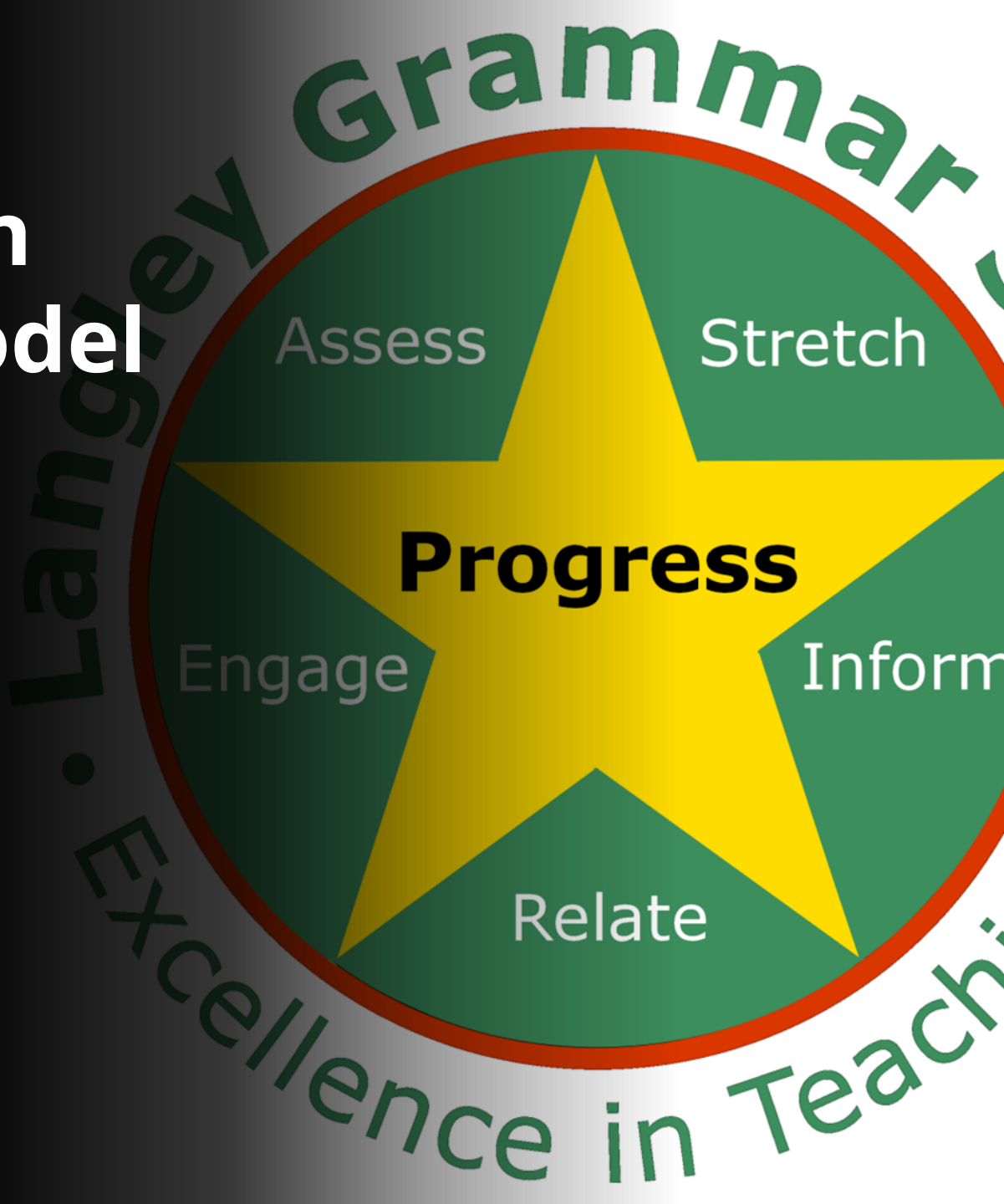
Teaching and learning at LGS



Level	Mark	Guidance
Level 5	30-36	Low (30-31) Qualities of le inconsistently
		Mid (32-34) Qualities of le largely met
		High (35-36) Qualities of le convincingly n

Excellence in teaching model

Relate
Engage
Inform
Assess
Stretch





Distinguished School

Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

Students use iPads to support learning from Yr 8 upwards .

Roll-out to Year 7 in summer term 2025

Parent-funded through purchase or lease – or use one you already have.



A photograph of two young men in school uniforms (green blazers, white shirts, and striped ties) sitting at a desk. They are both looking down at a book held by the student in the foreground. The student in the background is also looking at the book. In the background, there is a computer monitor and a poster with a quote. The overall scene is a classroom or library setting.

Homework may be used to...

- ***consolidate*** or extend learning in lessons
- ***practise*** particular skills
- learn new material ***independently***
- ***look ahead*** to future topics and lessons
- prepare for ***assessments***

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

Professor Dumbledore
Harry Potter and the Chamber of Secrets

A photograph of two young men in school uniforms sitting at a desk. The student in the foreground is wearing glasses and is looking down at a book he is holding. The student in the background is also looking at the book. In the background, there is a poster with a quote: "It is our choices that show what we truly are, far more than our abilities."

Homework – how you can help

No fixed HW timetable.

Time needed will vary according to subject and assignment

Encourage your child to.....

- do the work ***when it is set***
- do their best ***within the time***
- do it ***themselves***
- do it ***neatly***
- ***get on with it!***

A photograph of two young men in school uniforms sitting at a desk. The student in the foreground is wearing glasses and is holding an open book, looking down at it. The student in the background is also looking at the book. They are in a classroom setting with computer monitors and a poster in the background. The poster has a quote: "It is our choices that show what we truly are, far more than our abilities." and mentions "Professor Dumbledore" and "Harry Potter and the Chamber of Secrets".

Beyond homework

In addition to set homework, we encourage students to:

- **Read widely**
- Go beyond the curriculum
- Review their learning regularly

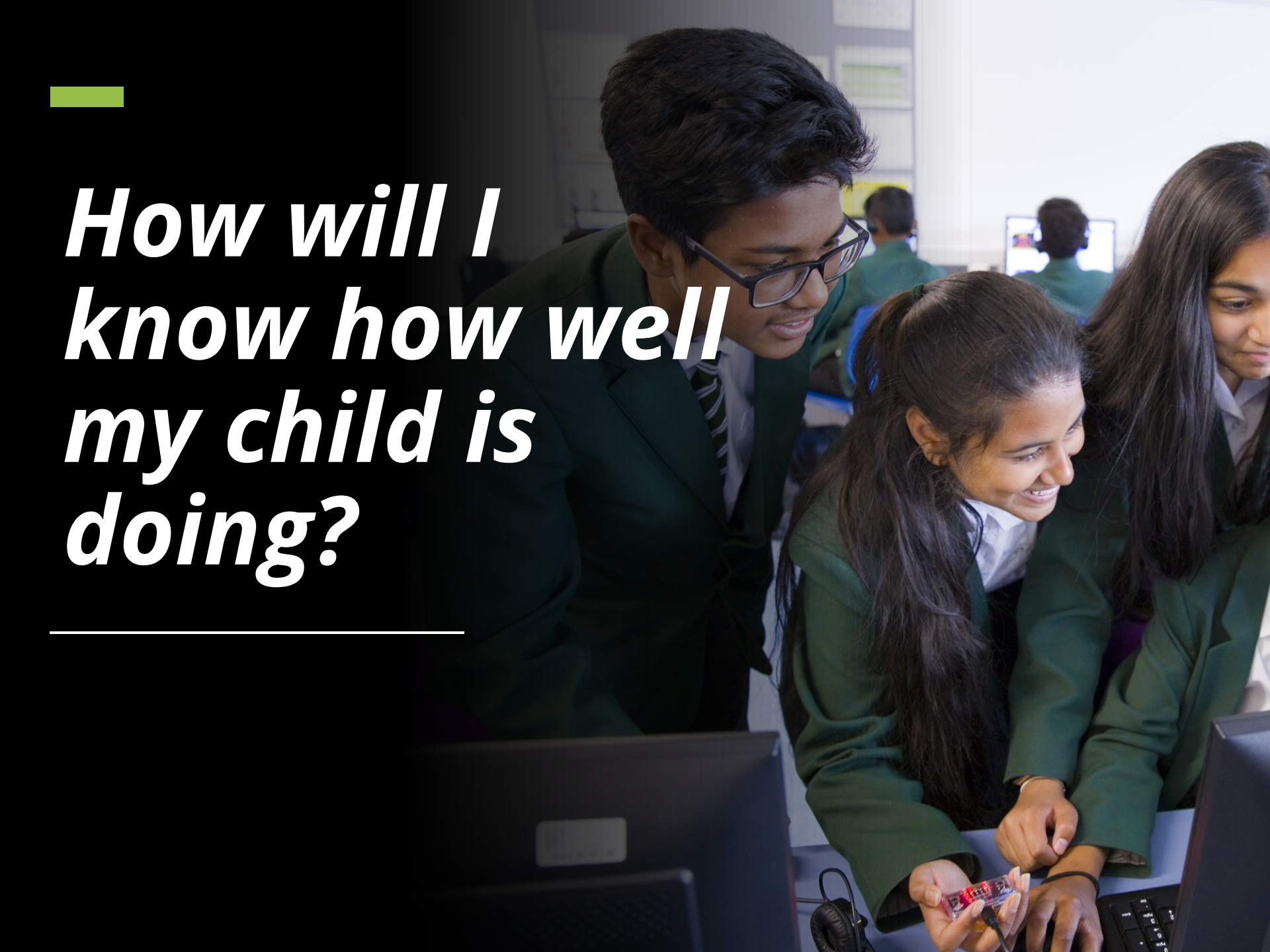
A photograph of two young men in school uniforms (green jackets, white shirts, and striped ties) sitting at a desk. They are both looking down at a book held by the student in the foreground. The student in the background is also looking at the book. In the background, there is a computer monitor and a poster with a quote. The poster is blue with a red circle containing the text: "It is our choices that show what we truly are, far more than our abilities." Below the quote, it says "Professor Dumbledore" and "Harry Potter and the Chamber of Secrets".

Marking and feedback

- Detailed, precise, understandable feedback on what has been done well, and how to improve.
- Feedback can be **written, verbal**, or through **peer assessment**.
- Students should **use** the feedback effectively.
- Given in proportion to the frequency of lessons in a subject.

Helping your child at home

- Help them with their **organisation**
- Provide a **place** to study
- Encourage **effective** study skills
- Encourage them to **respond** to feedback
- Take an interest in their **work**, not just their test results!
- Use the **ClassCharts** app
- **Encourage them to read widely**

A photograph of three students in a classroom. A male student with glasses and a female student are looking at a computer monitor. Another female student is holding a small electronic device. They are all wearing green school uniforms. The background shows other students at computers.

***How will I
know how well
my child is
doing?***

How do we report progress?

Subjects set **programmes of study** with yearly expectations of

- knowledge and understanding
- skill development

The expectations **assume progress and development** from year to year.

Reporting – students are....

- **exceeding** our expectations
- **meeting** expectations
- **approaching** expectations

***Based on a
'typical' LGS
student.***

Reporting to parents

Three formal reporting points per year

- **Pastoral review** (*November*)
 - In-school comment to form tutor from each subject teacher
 - Online meeting with form tutor, parent and student
 - Data summary showing **Attitude to Learning (A2L)** grades.
- **Parent-Teacher Consultation** (*March*)
 - 5-min meetings with each subject teacher
 - Data sheet showing A2L and assessment against expectations (A/M/E).
- **Student-led reviews** (*June*)
 - Student-led review process in meeting with form tutor.
 - Summary report showing A2L assessment against expectations (A/M/E).
 - Looks back over the year and sets targets for Year 8

Parents Evenings

Parent Teacher Consultations (PTCs)

SchoolCloud software helps organise face to face and virtual PTCs and report reviews.

- Sign up 3 weeks beforehand - we send you a 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

CATs – *Cognitive Ability Tests*

- CATs tests measure.....
 - *reasoning* ability
 - *mathematical/numerical (quantitative)*
 - *language (verbal) and non-verbal*
 - element of *spatial* ability
- Scores provide a **profile** of across the four different areas – a useful *indicator* of balance of current abilities.
- National database gives us an *indication* of potential or typical achievement. *How did students with a **similar profile** to **your** child **typically** go on to perform at GCSE?*
- Scores and further information will follow later this term.

A group of schoolboys in green uniforms and ties, some wearing glasses, are smiling and looking towards the camera. They are outdoors, with a school building and trees in the background. The image is partially obscured by a dark overlay on the left side where the text is located.

Safeguarding

Safeguarding team

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

safeguarding@lgs.slough.sch.uk

A photograph of three young men in school uniforms (green jackets, white shirts, and striped ties) smiling outdoors. They are wearing backpacks. The background shows a school building and trees.

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.

Parents' pay for...

- Uniform and equipment
- Visits and other activities
- Occasional subject-related expenses
- iPad provision (end of Yr 7)
- Locker rental (Yr 8 upwards)



School funding

School budget approx
£7 million

Staff costs 80%

Utilities, site 10%

Curriculum 10%

Budgets are ***very tight***
due to rising costs



LGS Development Fund

What for?

- Small-scale development
- Curriculum resources
- Facilities for students

How?

- Gift Aid – school recovers tax
- Standing order
- One-off donations



Key apps...

SIMS Parent App

- Updating student/parent details
- Distribution of written reports

ClassCharts

- Points and comments
- Homework assignments

SchoolCloud

- PTCs and report review meetings



General news

- **Direct email** to parents via SIMS InTouch
- Newsletter **LGS Headlines**
- *Website*
 - ***www.lgs.slough.sch.uk***
- **Instagram**



**How to
contact us...**

Phone

Reception 01753 598300

Email

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

Next meeting....

Tuesday 22nd October
6.15pm in school

Presentation

- how have students settled in
- how we deal with any issues
- how we support students' personal development

Meeting with Form Tutor



—
**Thank you
for
attending**

Welcome to
Langley
Grammar
School