



***Year 7
Parents'
meeting***

22nd October 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, upward-pointing arrow graphic in the background. The arrow is composed of several parallel lines, creating a sense of depth and movement.



Content...

Attitude to learning

Support for students

CATS

Behaviour

Parent governors

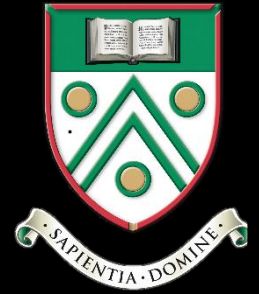
Meeting with your child's
form tutor



Welcome to
Langley
Grammar
School

The image shows a large, 3D-style sign for Langley Grammar School. The sign is mounted on a dark blue wall and features the text 'Welcome to Langley Grammar School' in a light-colored, sans-serif font. The letters are raised, creating a shadow effect. A large, stylized green arrow graphic points upwards and to the right, partially overlapping the sign.

Change of headteacher...

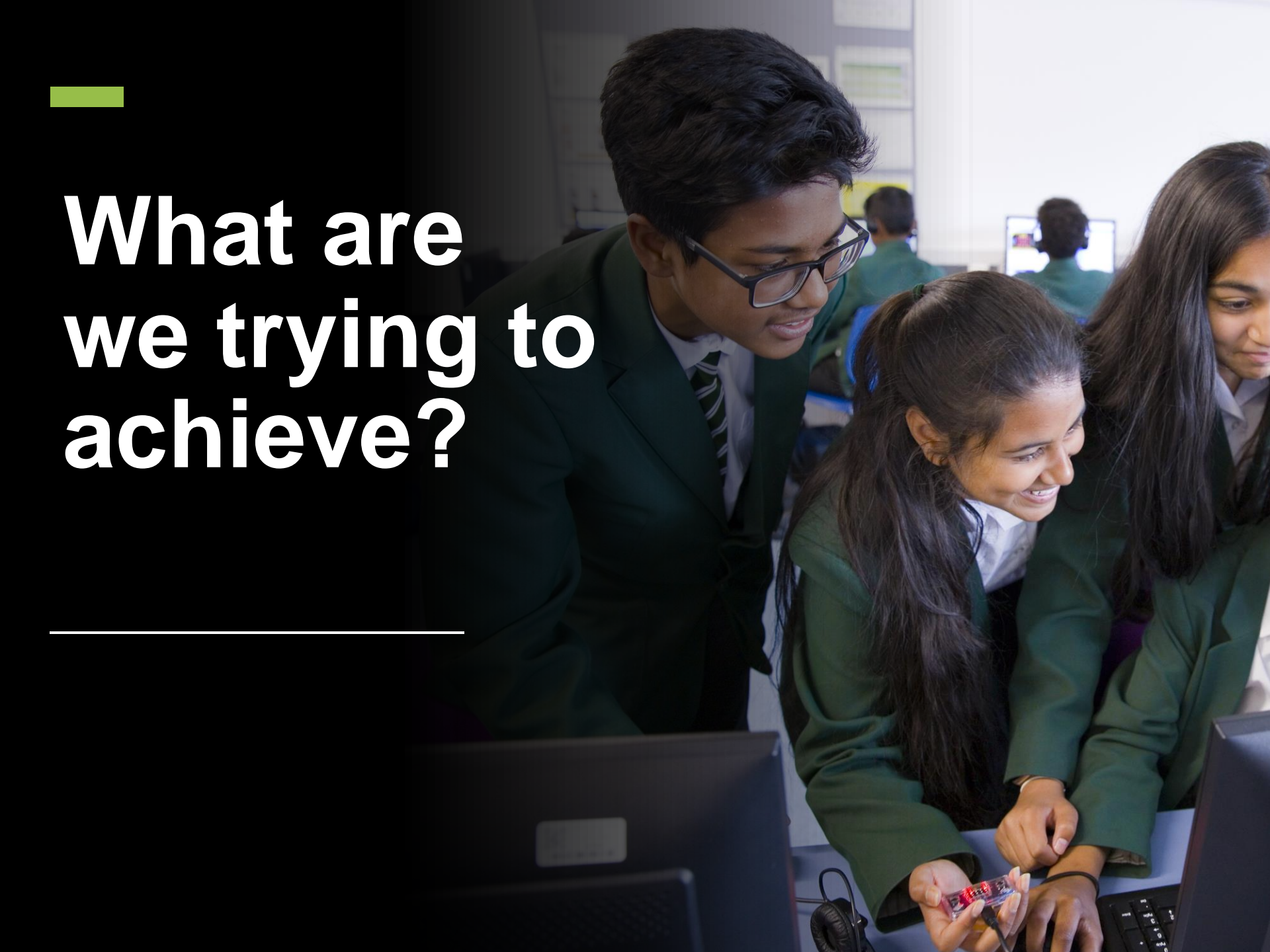


1st Jan 2025



John Constable
Headteacher since 2010

David Harding
Deputy Head since 2015
Headteacher Designate



**What are
we trying to
achieve?**

A group of students in school uniforms are gathered around a computer workstation, looking intently at the screen. The scene is dimly lit, with the primary light source being the computer monitor. The students are of diverse ethnicities and are focused on their work.

**Alongside achieving excellent
academic outcomes, we support
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

Getting the basics right

The importance of Attitude to Learning



Reporting to parents

Three formal reporting points per year

- **Pastoral review** (*November*)
 - In-school comment 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** and assessment against expectations (A/M/E).
 - Looks back over the year and sets targets for Year 8
- All data summaries will be published online via **SIMS Parent App**

Attitude to learning (A2L)

Minimum expectation (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

Attitude to learning (A2L)

Outstanding (5)

- **Always** organised and well-prepared without prompting
- Shows **passion** for learning through their contributions and thoughtful ideas
- Takes full responsibility for their 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

Above expectation (4)

- **Always** organised and well-prepared
- Shows **interest**, gets involved in lessons and contributes ideas
- Shows the ability to work **independently without prompting**
- Deadlines are **always met** and tasks fully completed
- Work is **always** neatly presented and well organised

Attitude to learning (A2L)


Below expectation (2)

- **Sometimes** has what they need for lessons and homework
- Shows **some** interest and occasionally contributes their own ideas, some of which are appropriate
- **Needs continual encouragement** to complete lesson activities
- Often **needs reminding** to meet deadlines and regularly fails to complete tasks
- Often **needs reminding** about the importance of their work being well organised and neatly presented

Poor (1)

- Is **rarely** prepared for lessons
- Shows **little** interest and **rarely** contributes ideas
- Finds it **difficult to work unsupervised** or independently on tasks
- Has to be **constantly reminded** to meet deadlines and when work is handed in it is nearly always **incomplete**
- Work is **disorganised** and poorly presented

Attitude to learning (A2L)

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- 5 Shows **passion** for learning through their contributions and **thoughtful** ideas
 - 4 Shows **interest**, gets **involved** in lessons and **contributes** ideas
 - 3 Shows interest and contributes appropriate ideas **when asked**
 - 2 Shows **some** interest and **occasionally** contributes their own ideas, some of which are appropriate
 - 1 Shows **little** interest and **rarely** contributes ideas

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 an **indication** of what your child might typically achieve. *How did students with a **similar profile to your son or daughter** typically go on to perform at GCSE?*

Encouragement and support



Positive (Achievement) Points

We **want** students to be “more than just a walking set of exam certificates”.

We **tell** the students:

- *You are expected to **behave** with consideration and respect for others at all times*
- *You are expected to put your best **effort** into all your work*
- *You are expected to make the most of the **opportunities** the school offers.*

Bronze Award	15 pts
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Silver Award	30 pts
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Gold Award	60 pts
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Platinum Award	100 pts
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Diamond Award	200 pts
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Special awards at the end of the year for students with the highest totals in the year group too!

Tutor Postcards

Nominated by form tutors for

- ***Achievement***

- Based on achievement points AND report at the Pastoral review

- ***Friendship***

- Based on how well students interact and look after others in the form group and the school

- ***Community and citizenship***

- Based on how well students have involved themselves in school life, attending clubs and activities and getting involved in House events

Phase Leader Postcards

Sent to the students with the **highest average scores** for ***Attitude to Learning*** in the Pastoral Review.

What if things are not going well?

Student can receive **negative comments** in the following categories



Cheating



Behaviour



Organisation



Homework



Off Task



Uniform

Negative comments can be for **behaviour** issues, or **organisational** problems.

ClassCharts is our first-stage communication method - so you know as parents what is happening in school.

All students are expected to...

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



Behaviour issues

Students are expected to behave with **kindness, courtesy and respect** towards each other, school staff and members of the local community...

...and the great majority do!

Unacceptable behaviour is therefore....

- Anything which which insults, abuses, threatens, intimidates or injures (potentially or actually) any member of the school or local community
- Anything which disrupts the learning of individuals or their peers.

Sanctions

Negative behaviour **in the classroom** is initially dealt with by the subject teacher or form tutor.

Phase Leaders and Tutors deal with negative behaviour **outside the classroom**, eg at break or lunch.

If behaviour is causing concern across **several subjects**, the Phase Leader may intervene.

Staff may:

- give a negative point on ClassCharts
- call or email parents
- issue a detention (break/lunch/after school)
- do a combination of all these things.

More serious issues may lead to SLT detention, internal isolation or suspension

Support mechanisms

- ***Attitude to Learning***

Mentoring and support put in place for

- students with an A2L grade 1 or 2 for any subject
- students with the lowest average attitude to learning scores

- ***Attainment***

- Teachers will tell us if they have concerns.
- Teachers agree subject-specific targets with students
- Support from within the subject area

- ***Behaviour for Learning***

- Use of monitoring report

- ***Organisation***

- Monitoring report used if we are worried about the number of negative comments on ClassCharts.

Monitoring report

Student monitoring report		Year 7
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Name		Week commencing	
Form		Reporting to (supervisor)	<i>Mrs Close</i> at: <i>Morning and afternoon registration</i>

Report Focus	
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TEACHERS:	Enter initials below to indicate overall performance in each lesson. Please use the reverse side for comments to explain high/low grades			
5 = Excellent	4 = Good	3 = Satisfactory	2 = Poor	1 = Urgent improvement needed

Day	period	Subject	5	4	3	2	1	Signed	
								Supervisor <small>(see above)</small>	Parent
Monday	1								
	2								
	3								
	4								
	5								



Who can students talk to?

- ***Form tutors***
- ***Year 11 buddies***
- ***Sixth Form students***
 - Young Health Champions
 - Anti-bullying mentors
- ***Student support***
 - Mrs Virdi and Mrs Dosanjh
- ***Behaviour & Welfare Practitioner***
 - Ms Zarine Power

A photograph of three young boys in school uniforms, smiling and looking towards the camera. They are wearing grey blazers, white shirts, and striped ties. The background is slightly blurred, showing an outdoor school setting with trees and a building.

Mental health support

Form tutors – general welfare and daily contact

Young Health Champions

Counselling support – ‘check in’ and longer-term

Parents

Individual needs

Individual needs? - *anything preventing a student from learning effectively*

- *minor challenge, such as difficulty with organisation*
- *specific learning difficulty, such as dyslexia.*

Wide range of support available to help students with any challenge they may be facing.

Please contact Mrs Andrews (Individual Needs Coordinator – INCo) if you have specific concerns.

catherineandrews@lgs.slough.sch.uk



Free School Meals and Pupil Premium

Some families are entitled to claim free school meals – you can apply through your Local Authority.

In school....

- **Daily FSM allowance** allocated to student's ParentPay account - ensures discretion and confidentiality.
- We receive £1,000 **additional income** for every student eligible for FSM now or at any point during last 6 years.
- **Not a personal budget** - pupil premium funding used to provide support for individual students and groups.



Financial hardship

We ask parents for contributions to cover the costs of education visits and some other activities.

There are specific ways we can provide support for students who are eligible for pupil premium funding, and others who may have difficulty financial circumstances.

Key contact in school - Miss Saunders, our 'Disadvantaged Champion' at kimberleysaunders@lgs.slough.sch.uk

**Getting the
basics right**

***Working together –
school & parents***



Working together



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. The text is overlaid on the left side of the image.

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.

What are the age restrictions on social media?



13

Facebook
Twitter
Instagram
Snapchat
TikTok
Kik
Ask.fm
Houseparty
Periscope
Tumblr
Reddit
Pinterest



13+

Whatsapp
YouTube
WeChat
Whisper
Yubo



(13+ means with parental consent)

16

LinkedIn



18

Tinder
Bumble



A



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How to contact us...

Phone

Reception **01753 598300**

Email

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

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**Thank you
for
attending**

Welcome to
Langley
Grammar
School