

Year 9 Parents' meeting

Wednesday
2nd October 2024

Welcome to
Langley
Grammar
School

Content of the meeting

School ethos

Exam outcomes

What does Year 9 look like?

GCSEs options process

Monitoring and reporting progress

Attendance

Supporting students

Use of technology

A large, 3D-style sign on a blue wall. The sign reads "Welcome to Langley Grammar School" in white, sans-serif capital letters. The text is arranged in four lines: "Welcome to", "Langley", "Grammar", and "School". The sign is set against a background of a blue wall with a large, light-colored arrow pointing upwards and to the right. The sign is mounted on a dark blue circular base.

Welcome to
Langley
Grammar
School

Questions?

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



**What are
we trying
to
achieve?**



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



Alongside gaining excellent academic outcomes, we support students to become...

Confident & well rounded

Independent & creative

Responsible & caring

Examination outcomes

Summer 2024



GCSE & A Level results

Indicator		2018 Exams	2019 Exams	2020-2022 CAGs, TAGs & “inflated” exams	2023 Exams	2024 Exams
GCSE	Grade 9	25.2%	20.0%		30.7%	27.2%
GCSE	Grades 9-8	50.6%	39.5%		57.0%	52.0%
GCSE	Grades 9-7	71.6%	64.0%		77.4%	75.5%
A Level	A* grades	9.8%	8.5%		22.0%	26.5%
A Level	A*/A grades	35.6%	36.7%		53.8%	59.8%
A Level	A*-B grades	71.2%	67.3%		76.6%	85.5%

Year 9

A transition year...



Year 9 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

English	7	Biology	2
Maths	6	Chemistry	2
French or German	6	Physics	2
PE/Games	4	Drama	2
Geography	3	Art	2
ICT/Computing	3	Philosophy & Ethics	2
History	3	Music	2
Design Technology	3	PCS	1

Differences from Year 8

- One additional ***English*** lesson, and one fewer ***ICT/Computing*** lesson.
- ***French*** or ***German*** for 6 lessons a fortnight in preparation for GCSE study
- Science taught as 3 ***separate*** subjects – Biology, Chemistry and Physics.
- ***GCSE-level work*** starting in:
 - Maths, Biology, Chemistry, Physics
 - Other subject areas during the year, as appropriate.

Key features of GCSE courses

A lot of content

Demanding – difficult topics included

Mostly focused on examinations taken at end of course.



Examples for specific subjects

- **Mathematics** - individual questions may require students to show understanding of **more than one topic**
- **English Language** - creative writing skills is a key area for development. Students should be reading as many **short stories** and creative fiction as possible.
- **Chemistry** - course has higher-level topics which used to be part of the first year A Level course.
- **Physics/Maths** - students need to remember a number of equations.
- **Geography** – emphasis on analytical and lateral thinking rather than factual recall.
- **French & German** - use knowledge of grammar and vocabulary to translate and generate own sentences in written tasks, rather than just learn set phrases.

Year 10/11 Curriculum

Year 10/11 Core curriculum

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- French or German

And...

- Personal Citizenship Studies
- Core philosophy and ethics
- PE/Games
- Careers education

Year 10/11 Optional subjects

- Art (Fine art **or** Photography)
- Art Textiles
- Business Studies
- Computing
- Drama
- French or German
- Food & Nutrition,
- Geography
- History
- Music
- Philosophy & Ethics (RE)
- Physical Education
- Product Design (Design Technology)

Monitoring and reporting progress



'Big picture' for the year

October 2024	Parents' information evening
November 2024	Autumn term report
January 2025	Year 9 curriculum evening (<i>Thursday 9th</i>)
February 2025	Spring term report Parent-teacher consultation (<i>Wednesday 12th</i>) GCSE options mentoring
March 2025	Finalisation of GCSE option choices
May – June 2025	Internal assessments - English, Maths & Science
June 2025	Summer term report Student-led reviews (parents meet form tutors)

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

Reporting progress in mathematics and sciences

Professional predictions – the grades we believe students are most likely to achieve at the end of the course, based on evidence.

Parents receive professional predictions as “**laser**” **grades** for all GCSE subjects, eg:

- **7A - strong** grade 7 - *could quickly improve to grade 8*
- **7B - secure** grade 7 - *intervention may boost to grade 8*
- **7C - insecure** grade 7 - *intervention certainly necessary to secure grade.*

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.

Parent Teacher Consultation (PTC)

PTC on Wed 12th Feb

SchoolCloud software to schedule and video appointments.

Student-led reviews
w/c Mon 7th Jul



ClassCharts

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

Positive *and* negative comments



Helping students to be successful



The importance of attendance

- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- Leave of absence only granted in ***exceptional*** circumstances
- DfE have tightened their position on attendance.

Supporting your child.....

- 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**

Phase programme and pastoral support



Transition into Year 9

We expect and encourage students to...

- Consistently ***demonstrate more independence and confidence*** in leading activities and developing key life attributes.
- Start to ***recognise their strengths and interests*** and use these to inform their decision making when entering the options process.
- 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.

Our 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 - Shoebox Appeal

How can we support your child?

- **Our role as phase leaders?**

- Setting expectations
- Tracking, support and intervention
- Communication to parents

- **Your role as parents?**

- Play an active role in their academic progress and development
 - regular checks on ClassCharts
 - looking at their 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
- 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 9 Tutor Team

9C Miss Saunders

9H Mr Bartlett

9K Mr Simonot

9R Miss Rae

9S Mrs Hughes

9V Mr Harper

PLs Mrs Mason & Mrs Howard

Tutor Time Programme

Monday Phase focus/project

Tuesday ClassCharts check

Wednesday Assembly

Thursday Current affairs

Friday 'Form Friday'

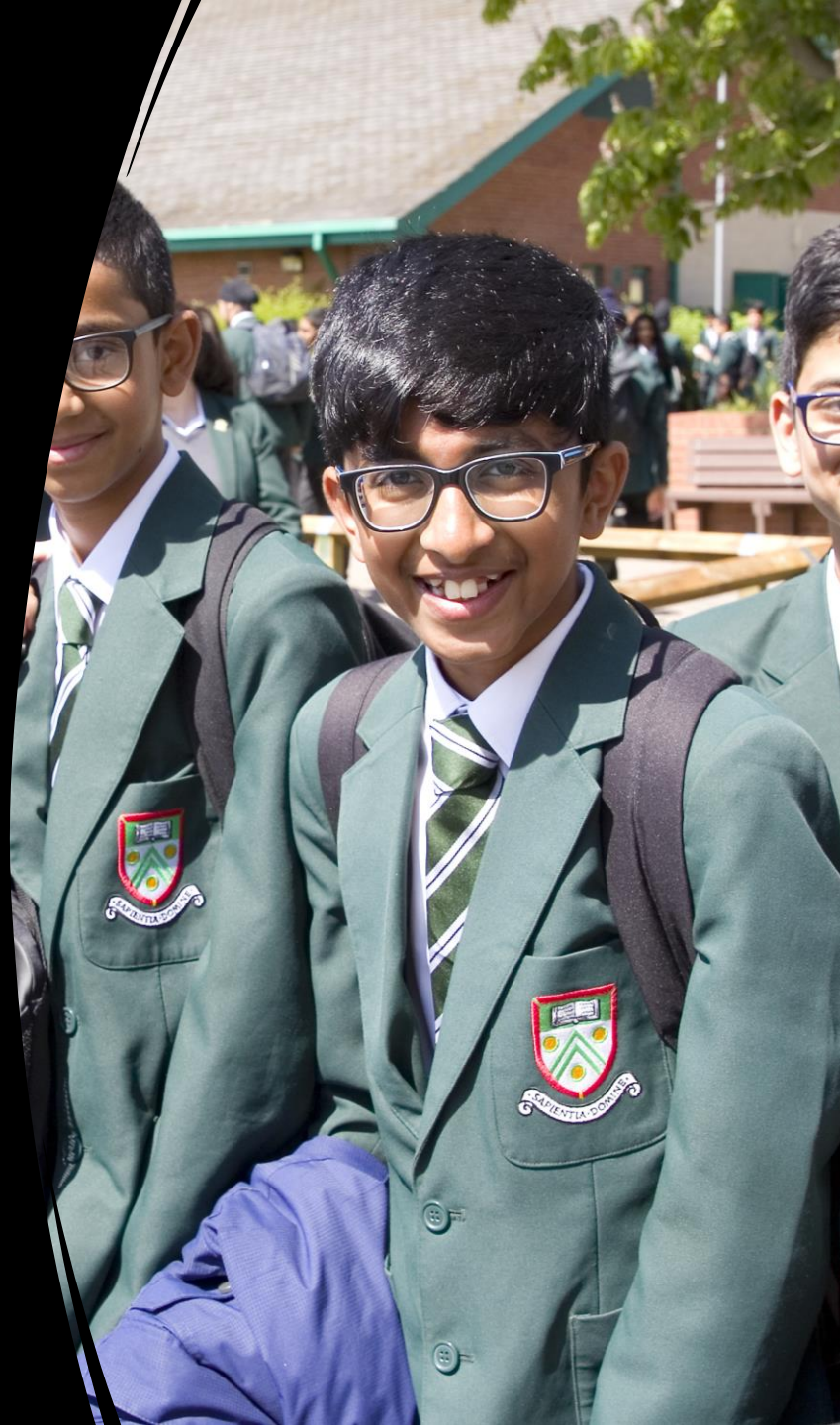
Safeguarding

Safeguarding team

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

Direct email

safeguarding@lgs.slough.sch.uk



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



Managing iPad use

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

Guidance can be found on our 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

All students are expected to...

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



Three things to remember

*Most behaviour is a
choice.*

***Manners** matter.*

*Importance of being
responsible and
caring.*



Working together



How to contact us...

Phone

Reception

01753 598300

Email

school@lgs.slough.sch.uk

safeguarding@lgs.slough.sch.uk

Welcome
Langle
Gram
School

General news

Direct email via
SIMS InTouch

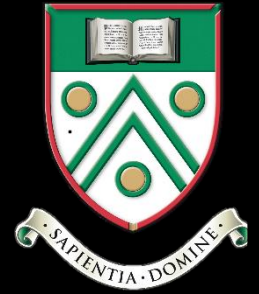
LGS Headlines

Website

Instagram

Welcome to
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Change of headteacher...



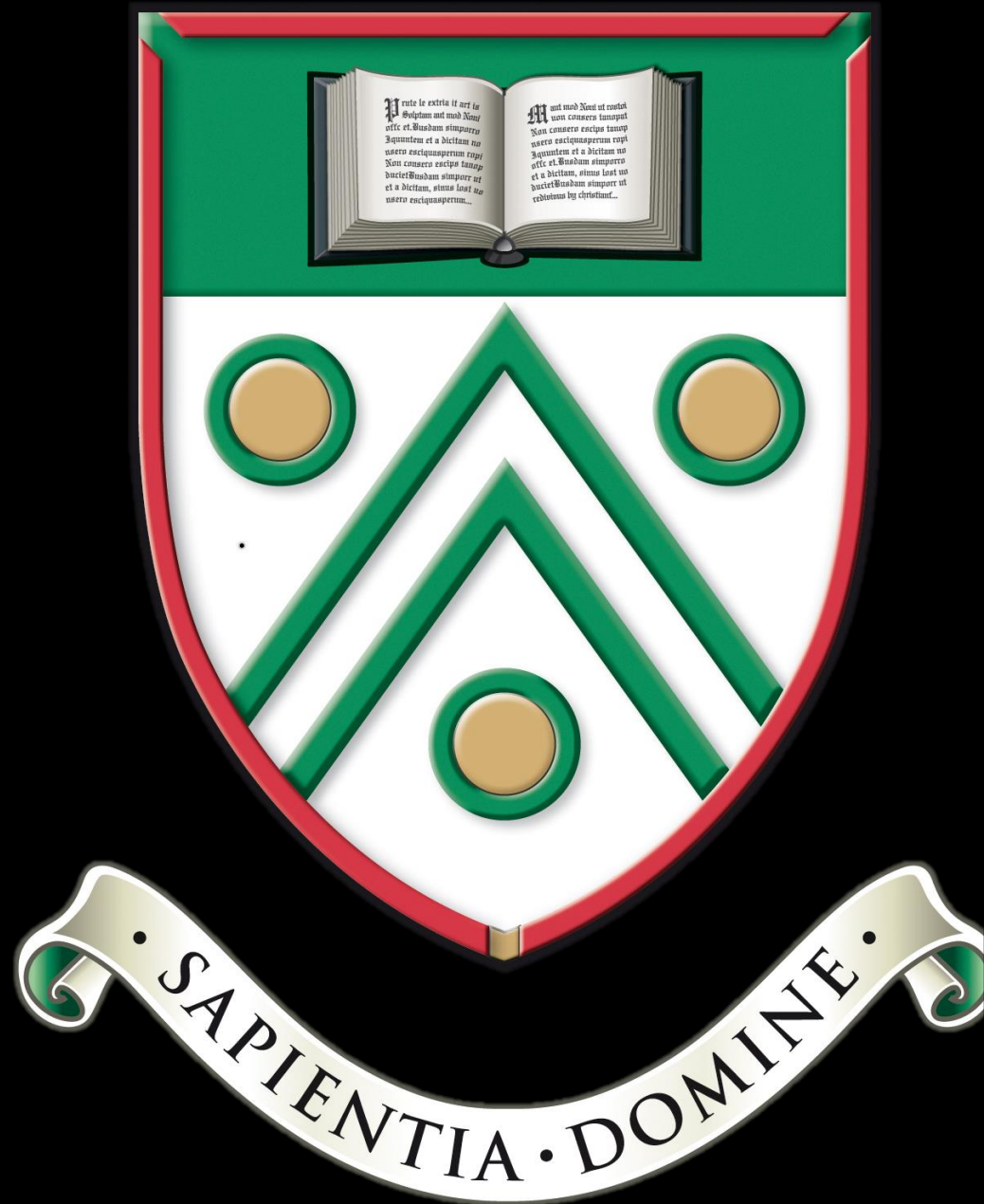
1st Jan 2025



John Constable
Headteacher since 2010

David Harding
Deputy Head since 2015
Headteacher Designate

Summary



Some key messages for Year 9

- **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 9 – importance of good attendance and developing good work habits now
- Be prepared to **discuss** difficult or 'sensitive' issues.

**Thank
you for
joining us**

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