



When a student arrives at Langtree School, they will be welcomed by a community which prioritises learning, celebrates achievement and nurtures the individual.

Staff and students are challenged to be the very best they can be; everyone at Langtree School is expected to embrace the core values of Courtesy, Respect and Integrity. We strive to build excellent links with all members of our community.

We believe that creative thinking and wider collaboration will deliver the best opportunities for learning.

When a student leaves Langtree School they are prepared and empowered to face the challenges and opportunities of learning, working and living that lie ahead of them.



Our Evening Schedule:

- Welcome and Intro (SBa)
- Curriculum Overview (CNo)
- English (KSh)
- Maths (CNo)
- Science (SBa)
- Music (BBr)
- Satchel One (CNo)
- Personal Development (SBa)
- How to Help Your Child (SBa)
- Reporting & Targets (CNo)
- The Curriculum Map (CNo)
- Questions (SBa, CNo)

All slides are
available on our
website.



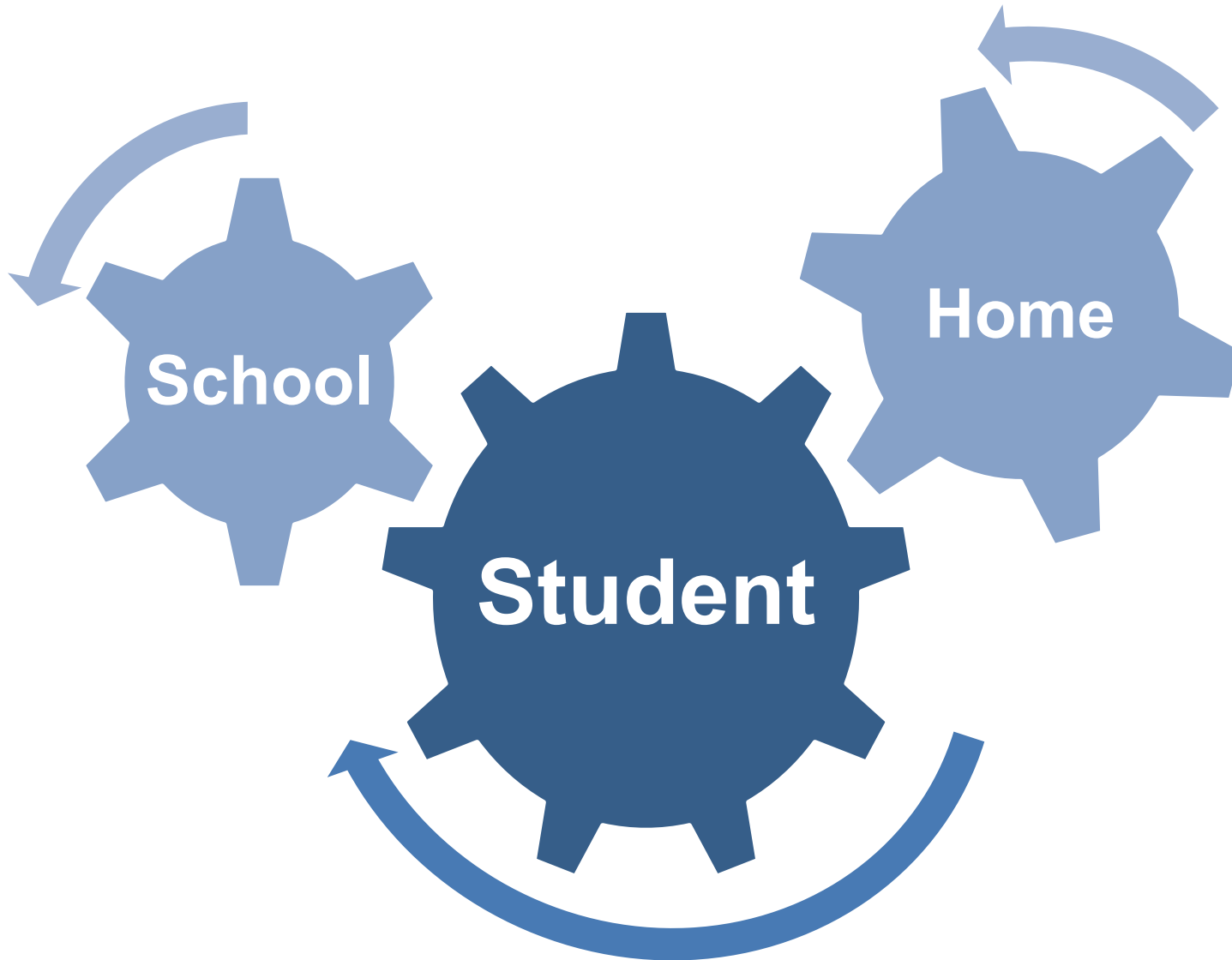
The Langtree Way

Warm

- Smiles
- Understanding and empathy
- Courtesy, Respect, Integrity
- Rapport
- Celebration of student successes
- Allowing students to learn from their mistakes

Strict

- Courtesy, Respect, Integrity
- Following the Code of Conduct
- Consistent application of rules
- Sanctions when students break the rules



Our Curriculum



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	English (7)							Maths (7)							Science (7)							PE (4)				Humanities (9)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 8	English (7)							Maths (7)							Science (7)							PE (4)				Humanities (9)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 9	English (8)							Maths (7)							Science (7)							PE (4)				Humanities (8)									MFL					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 10	English (8)							Maths (7)							Science (8)							PE (4)				Ethics (3)			Option A (5)					Option B (5)					Option C (5)					Option D (5)						
Year 11	English (8)							Maths (7)							Science (8)							PE (4)				Ethics (3)			Option A (5)					Option B (5)					Option C (5)					Option D (5)						

50 lessons a fortnight (5 hour long lessons a day)

Options Process (year 9s)



November:	Student Options Assembly
Jan/Feb:	Student guidance and 1-to-1 appointments
March:	Options Information Evening
Two weeks later:	Options choices deadline
April:	Confirmation of final options

- Students will rank their preferred choices 1 to 5 (or more).
- Most students (~80%) will get their top 4 choices.
- A lot more information will follow at the dates above.
- During the whole process, individual appointments with students to discuss their options will be arranged as necessary.

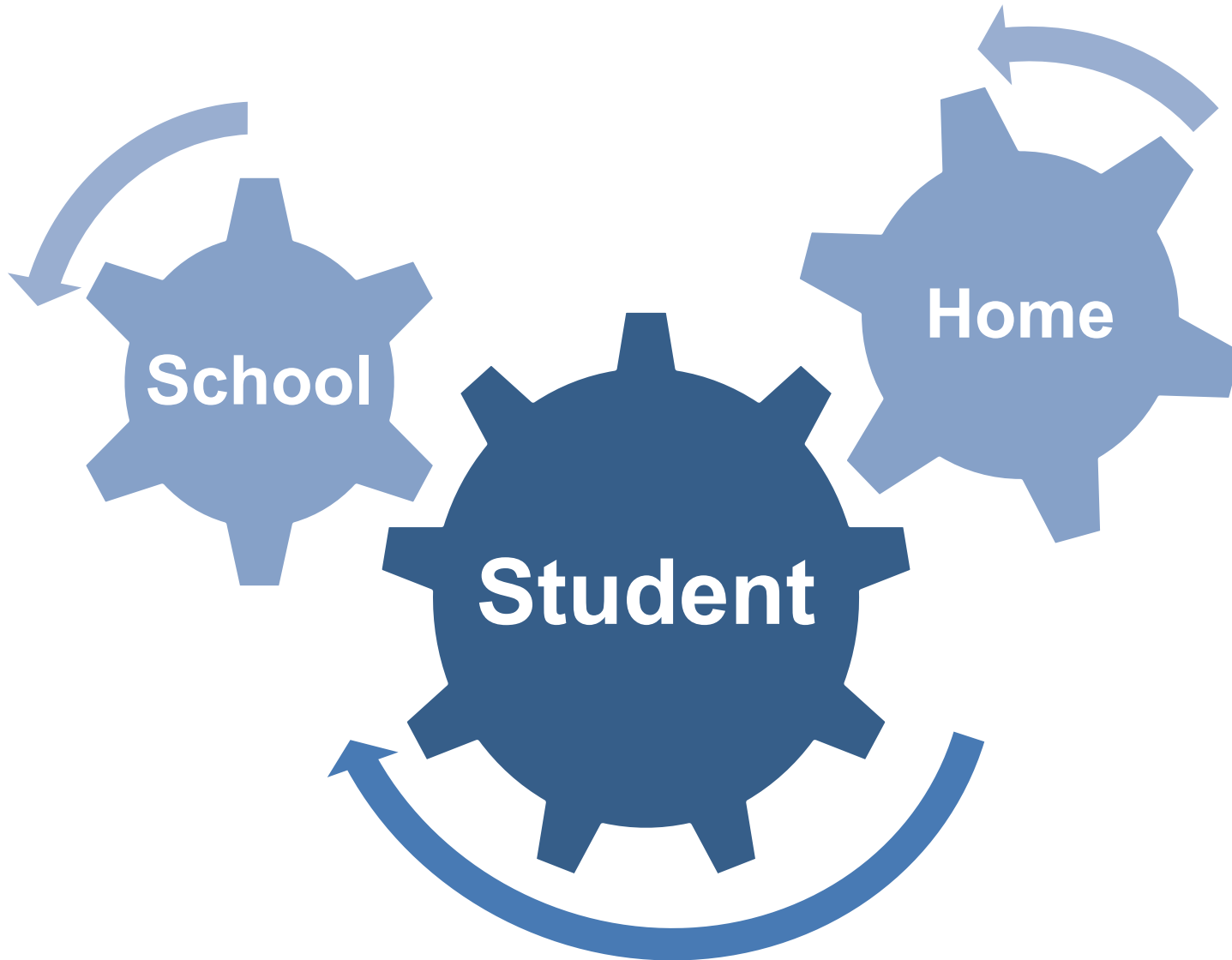
More information: [Year 9 Options | Langtree School](#)



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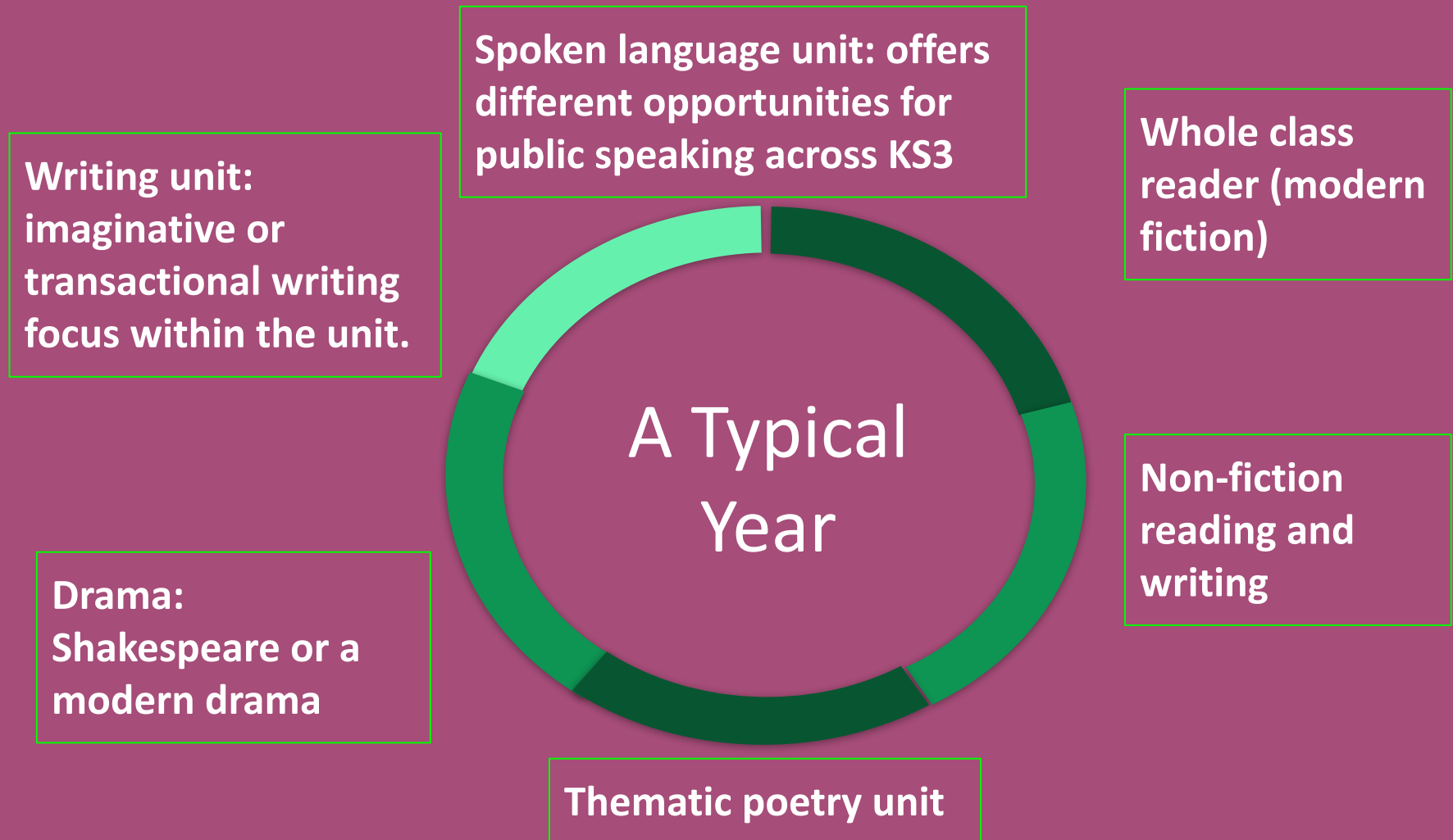
We aim to inspire and support all our students to develop their skills and knowledge in speaking, listening, reading and writing in order to become confident, articulate, reflective and imaginative young people.



English Spiral Curriculum - repetition of skills which are embedded and developed over time



- The English Curriculum is a 5 year course which enables students to develop and build their knowledge and skills in reading, writing and spoken language.





Year 7 English Curriculum

- The Year 7 Curriculum has been designed around the question **‘What’s My Opinion?’** The focus, in every unit, is for students to develop a personal response to a text, articulate it, and write about it.

**1. Spoken language unit:
Effective Communication**

**1 reading lesson every
two week cycle**

**6.Drama: ‘A
Midsummer Night’s
Dream’**

**2. Whole class
reader. ‘where
the World Ends’**

**5. An introduction to
Poetry**

**3 formal assessments in Year 7 for
us to track progress, as well as
regular low stakes assessments**

4 Non-fiction Safari

**3 Writing unit:
Characters in
Literature (how do
writers create
memorable characters)**





Literacy Provision at KS3

We offer additional **Literacy** support for those who need it at KS3.
In Year 7 and 8

- Pupils follow the **Hackney Literacy Programme** (for which we are now a flagship school)
- Students are selected using data from SATs, NGRT reading and spelling tests (these measure a student's performance against the national average for their age, using age-standardized scores) and feedback from primary and English teachers
- Small group teaching focused on reading and writing skills
- Timetabled sessions that take place 5 times a fortnight instead of a second language in Yr 7 (starting in February) or MFL in Yr 8
- Our Literacy Lead, Mrs Maunder-Hand (also 2ic English) will contact you if we feel your child needs this additional support



- **No coursework or controlled assessment**
- The focus is on creating independent readers and writers
- No set books are allowed in the exam room
- No tiers of entry – **everyone sits the same exam**
- Number grades will be used 1 – 9 (a 4 is a pass)
- Spoken Language (*old Speaking and Listening*) will still be completed but will not form part of the final mark or grade. This is endorsed on their final certificate.



Students will work towards **TWO** GCSE courses in their English lessons:

- **GCSE English Language**
- **GCSE English Literature**



EDEXCEL GCSE **ENGLISH LANGUAGE**

TWO exam papers:

- **Paper 1 (40%)**

‘Fiction and Imaginative Writing’

(1 hour 45 minutes)

- **Paper 2 (60%)**

‘Non Fiction and Transactional Writing’

(2 hours and 5 minutes)



AQA GCSE **ENGLISH LITERATURE**

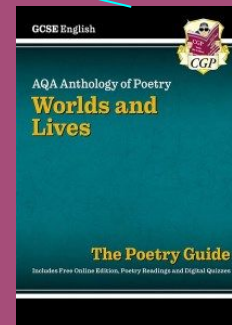
TWO exam papers:

Paper 1 (40%)

‘Shakespeare and the 19th Century Novel’
(1 hour 45 minutes)

Paper 2 (60%)

‘Modern Texts and Poetry’
(2 hours 15 minutes)



Why is reading so important?



- Students have to *practise* reading regularly to develop their reading skills. As they encounter increasingly demanding texts, the language becomes more nuanced, the vocabulary more ambitious, and the ideas less explicit. Regular reading gives students opportunities to develop their ability to infer, deduce and understand increasingly complex texts.
- We always find that the willingness to read drops over the next few years, and we have seen a significant decline in young people's' ability for sustained focus where there is not instant gratification; the stamina needed for GCSE texts needs to be nurtured consistently for students to be successful.
- We need home to engage in supporting the reading process so student can achieve in every subject.



- Please encourage your son or daughter to read three or four times a week for 15 minutes
- Confident, experienced readers will find *every* subject easier if they get used to reading independently.
- Read a range of fiction and non-fiction.
- Take a look at the Goodreads website to find advice about good book recommendations
- Listen to audiobooks
- Read to your child

The average reading age of GCSE papers (across all subjects) is 15 years and 7 months so students need to read regularly.

Reluctant
Top Tips to

- Allocate
- Remove
- Talk to
- Make
- Encourage

What should your **child** be doing?



- Coming to all lessons with the correct books and equipment including green pen, bright pink and orange highlighters plus two other colours
- Participating in lessons, which means taking part in discussions. Being an active member of the class.
- **Completing homework carefully and on time**
- Asking their teacher for help if they are stuck
- Reading regularly, three or four times a week for 15 minutes - fiction or non-fiction.
- Catching up on any missed work



How can you help your child in English?

- Talk to them about what they are doing in the English classroom and the books they are studying
- Encourage students to talk to their class teacher if they need support
- Have they proofread their work with a green pen? Try to encourage your child to read through their work carefully and edit any mistakes *before* they hand it in to their teacher.
- **Log in to Satchel so you can see homework tasks and due dates.**



Theatre Experiences

Both the Drama and English departments are committed to providing opportunities for our young people to see live theatre in order to encourage a love of literature and performance. Highlights last year were productions of 'Romeo and Juliet' at The Globe and 'Six' for our Year 9 Creativity Day.

We will always try to see a production of our set texts at GCSE.

How can you help your child in English?

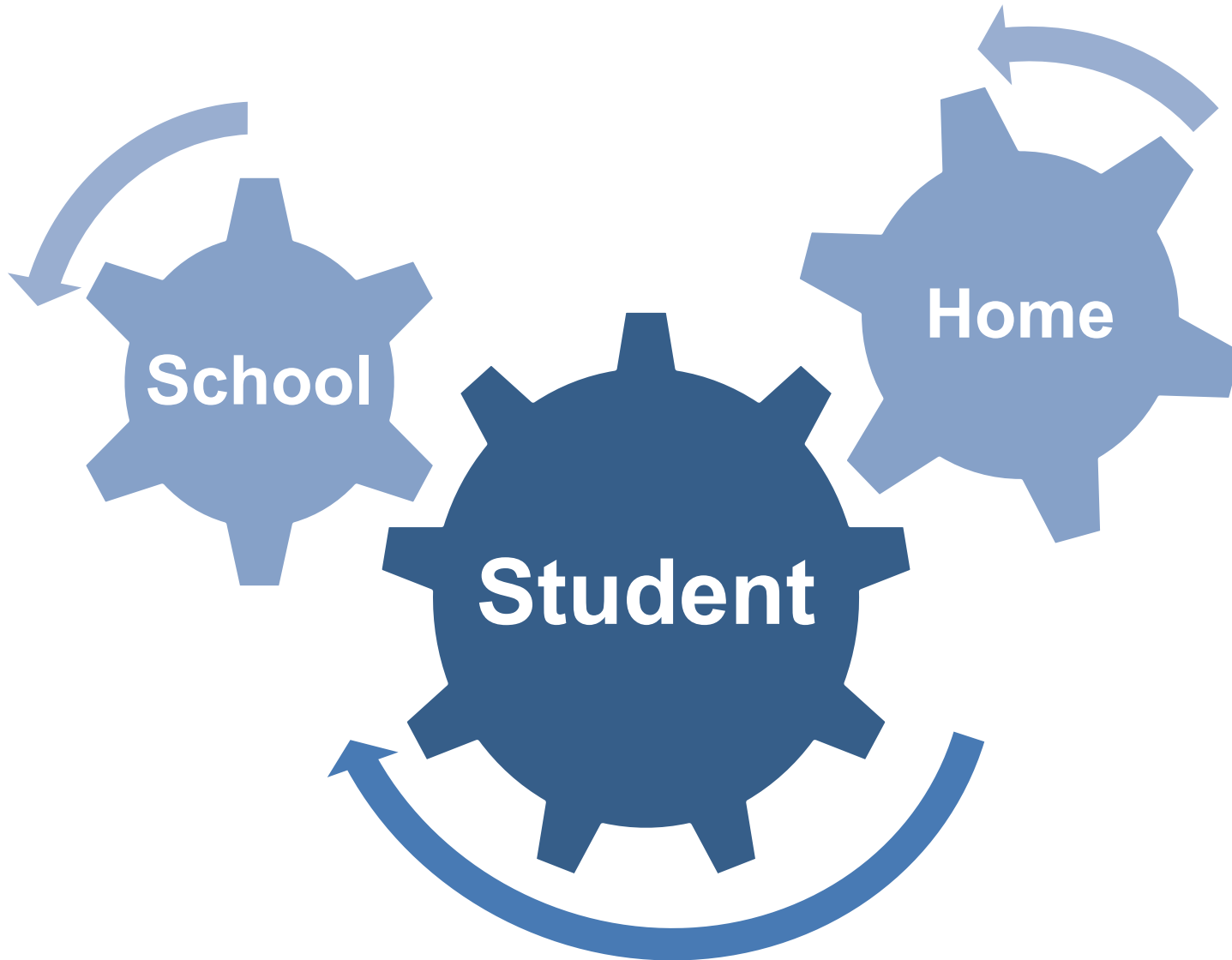




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Mathematics Overview

AQA 

GCSE
MATHEMATICS
(8300)

Specification

For teaching from September 2015 onwards
For exams in May/June 2017 onwards

Version 1.0 12 September 2014

All students will work towards **AQA GCSE Mathematics** in their maths lessons

- Higher Tier, grades achievable 9 to 4
- Foundation Tier, grades achievable 5 to 1
- 100% examination. No coursework or controlled assessments



AQA GCSE mathematics

Three exam papers:

- **Paper 1 Non Calculator**

80 marks (1 hour 30 minutes)

- **Paper 2 Calculator**

80 marks (1 hour 30 minutes)

- **Paper 3 Calculator**

80 marks (1 hour 30 minutes)

Top sets will also be working towards AQA Certificate Level 2
Further Maths

Between 4 and 6 sets in a year group



Between 4 and 6 sets in a year group after year 7.

Year 7

Higher and Foundation group

Years 8 to 11

Between 4 and 6 sets

Student sets change frequently during KS3.

Sets can change during KS4, but do so less frequently as the tier of entry may be decided and it may impact other lessons.

What does Year 7 Maths look like?



- We cover a variety of topics across **Number, Geometry & Measure, Algebra and Statistics.**
- Assessments on:
Chapters 1 - 5
Chapters 6 - 10
Final terminal assessment
- These are highlighted on the route map and will be flagged on Satchel

What does Year 8 Maths look like?



- We cover a variety of topics across **Number, Geometry & Measure, Algebra and Statistics.**
- Assessments on:
Chapters 1 - 5
Chapters 6 - 10
Final terminal assessment
- These are highlighted on the route map and will be flagged on Satchel

... a slower pace, and more in depth than year 7.



How can you help your child in maths?

kerboodle

MyMaths for Key Stage 3



Course



Reports



User Management



Student Book 1A

TEACHER ✓
STUDENT ✓



Student Book 1B

TEACHER ✓
STUDENT ✓



Student Book 1C

TEACHER ✓
STUDENT ✓

- Be aware of the topics we will be covering
- Be aware of when the assessments take place- SMHW
- The order of topics comes from the textbook (available on Kerboodle)



How can you help your child in maths?

- At the beginning of each unit, students will be given a sheet with a list of learning objectives.
- B- before
- A- after
- Any 'Afters' that are not in the "I can do it." column are areas that could be addressed
- After assessments, students will set targets. Support on these targets would also be beneficial

3 Expressions and formulae

 MyMaths
for Key Stage 3

Name: Joe Bloggs

You can use this sheet to help you track your progress.

	I can do it.	I'm almost there.	I need a bit more help.
p44 – 45 Use letters to stand for unknown values.	☒ A	☒ B	☐
p46 – 49 1179 Simplify an expression.	☒ A	☐	☒ B
p50 – 51 1158 Use a formula.	☒ A	☐	☒ B
p52 – 55 1158 Write a formula.	☐	☒ A	☒ B



How can you help your child in maths?





- Please encourage your child to practise basic skills e.g. **times tables**, division, long multiplication
- Make sure your child completes all homework on time.
- Encourage them to look at helpful revision websites and revision guides.
- Urge your child to talk to their class teacher if they need support
- Maths Clinic available on two lunch times a week, Monday and Friday 13:30 - 14:00



- In Year 7 all students will have lessons of geography, history and ethics every fortnight.
- Y7 are taught in their tutor groups.
- They will generally study one topic per term/half term and be assessed at the end of each topic.
- There will be 3 key assessments over the course of the year, one in each of the long terms.
- Students will be set one piece of homework per fortnight in geography and history and where appropriate in ethics. Appropriate resources and reasonable deadlines will be provided for these.
- History has produced a document detailing extra reading/watching/visiting etc to help broaden students thinking. This will be shared with students on Satchel.



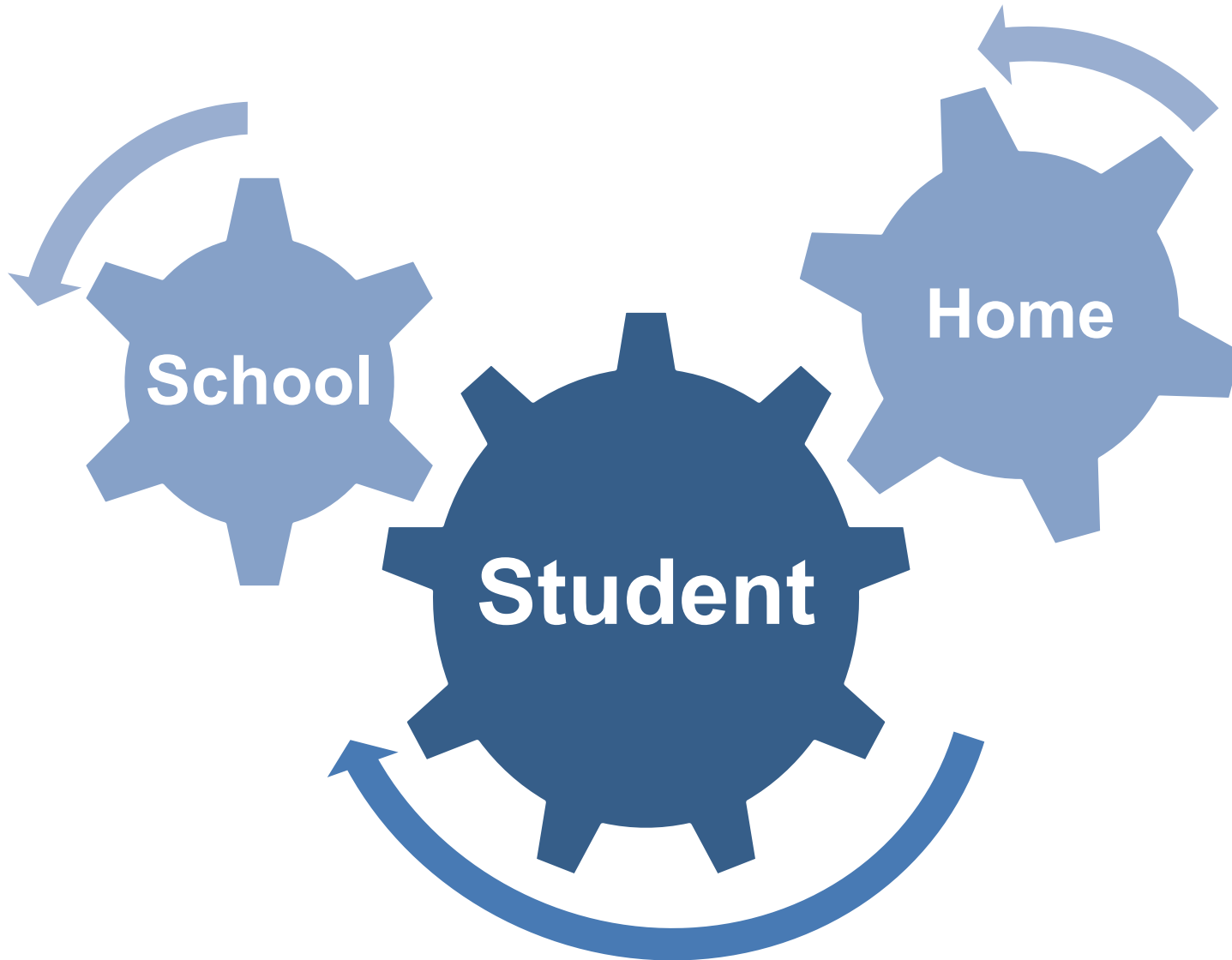
- There will be trips organised including visits to the local church, the possibility of visiting a local mosque, geographical walks and creativity day trips
- Last year Year 8 -Bristol for complimenting our Industrial revolution module and and Year 9 - Bletchley park alongside Maths
- Pupils are expected to come to lessons prepared and equipped
- Pupils are expected to have a go
- We would like students to share their stories and experiences
- GCSE skills are taught discreetly through KS3 but from May Half term in Year 9 students will start to study GCSE content in History and Ethics.



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- All students take science, with 7 x 1 hour lessons per fortnight
- Taught as a tutor group (mixed ability)
- Teacher(s) fixed for the whole year
- 8 topics in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of a set of topics (2 sets of three topics, one set of two)



Year 7 Science Overview Page

[Curriculum Map
Home Page](#)

The following topics are taught in Science during Year 7. Your teacher will tell you which order you will study the topics. If you have more than one teacher you may be studying more than one topic at the same time. If you click on the topic you will get more information.

CELLS AND GREEN PLANTS

INTRODUCING CHEMISTRY

ENERGY

HEALTH AND ELECTRICITY

Science Home Page



Introducing Chemistry

Curriculum Map
Home Page

Ideas

- Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).
- Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.
- A pure substance consists of only one type of element or compound, and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties.
- The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

Skill

- Use techniques to separate mixtures.

Facts

- A substance is a solid below its melting point, a liquid above it, and a gas above its boiling point.
- Air, fruit juice, sea water and milk are mixtures.
- Liquids have different boiling points.

APPLY

- Explain unfamiliar observations about gas pressure in terms of particles.
- Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.
- Explain changes in states in terms of changes to the energy of particles.
- Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.
- Explain how substances dissolve using the particle model.
- Use the solubility curve of a solute to explain observations about solutions.
- Use evidence from chromatography to identify unknown substances in mixtures.
- Choose the most suitable technique to separate out a mixture of substances.
- Explain how substances dissolve using the particle model.
- Use the solubility curve of a solute to explain observations about solutions.
- Use evidence from chromatography to identify unknown substances in mixtures.
- Choose the most suitable technique to separate out a mixture of substances.

EXTEND

- Argue for how to classify substances which behave unusually, as solids, liquids, or gases.
- Evaluate observations that provide evidence for the existence of particles.
- Make predictions about what will happen during unfamiliar physical processes, in terms of particles and their energy.
- Analyse and interpret solubility curves.
- Suggest a combination of methods to separate a complex mixture and justify the choices.
- Evaluate the evidence for identifying an unknown substance using separating techniques.

BACK TO Science
Year 7

States
video

Key Words List

Mixtures
video

Revision Checklist



- All students take science, with 7 x 1 hour lessons per fortnight
- This year's Y8 taught in 2 ability bands
- Students rotate between teachers
- 4 modules in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of each topic
- End of KS3 test, towards the end of Year 8



At Langtree, KS4 students are following the **AQA GCSE** courses.

- Those who chose Separate Science as an option will study **AQA Triple (Separate) Sciences**.
- Everyone else will study **AQA Trilogy (Combined) GCSE Science**.



This consists of the main three science disciplines:

- Biology (33% of grade)
- Chemistry (33% of grade)
- Physics (33% of grade)

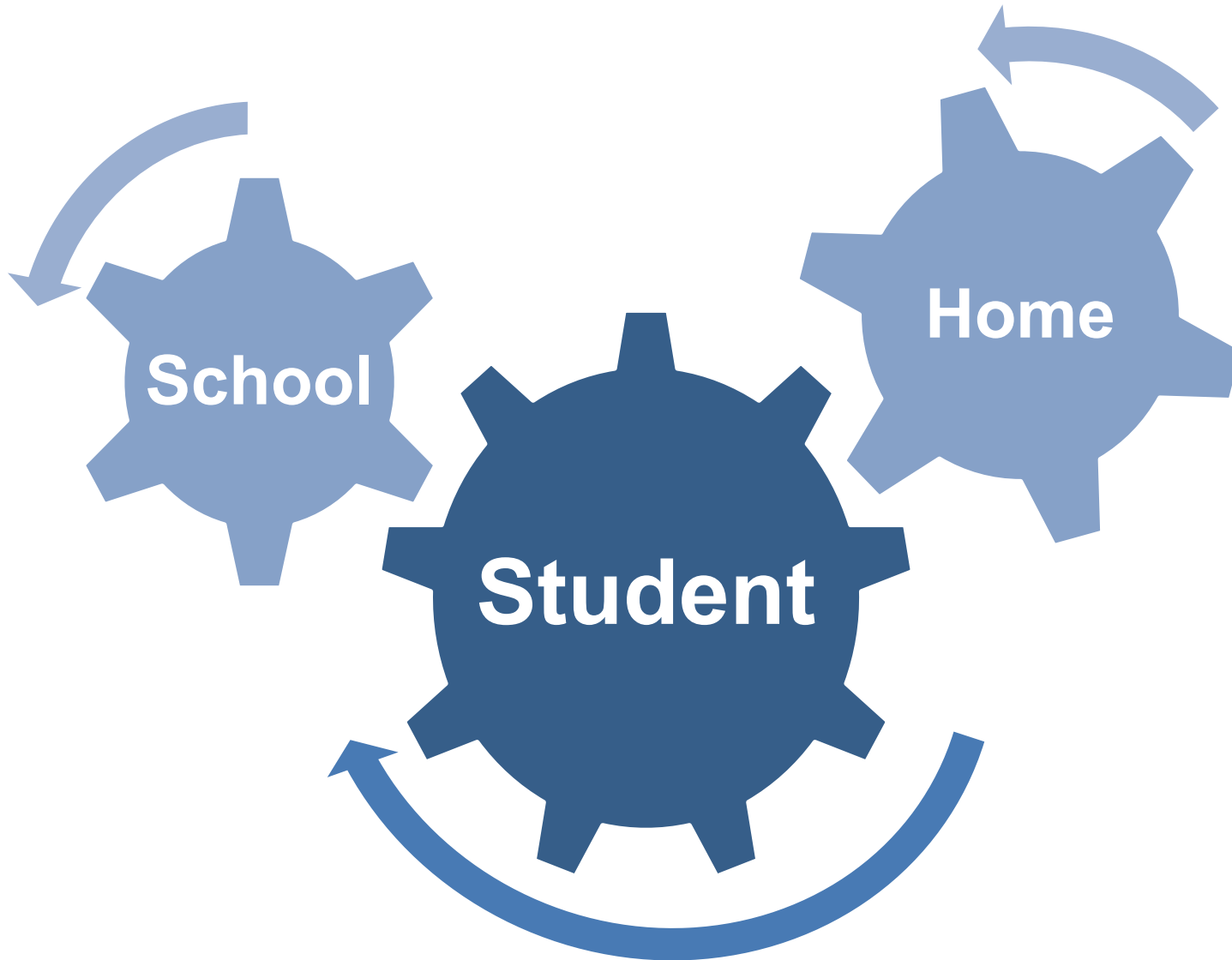
Students will be awarded two GCSEs at the end of the course.

Their science grade will be in the form 7-6 or 5-5 to show the two grades awarded.



What you can do to support

- During the course of every year, students will have topic tests. Please support them to revise for this - testing them on key facts, helping them learn equations and checking they understand everything they have studied in lessons.
- We will write home to recommend revision guides. These help support students and help structure their revision. There will be an opportunity to buy these direct from the school, or from a bookshop.
- Extension task: Discuss scientific stories that appear in the news





Learning a musical instrument.

Instrumental or vocal practice can help to sharpen cognitive focus and memory, build self-discipline, emotional resilience, and teamwork skills.

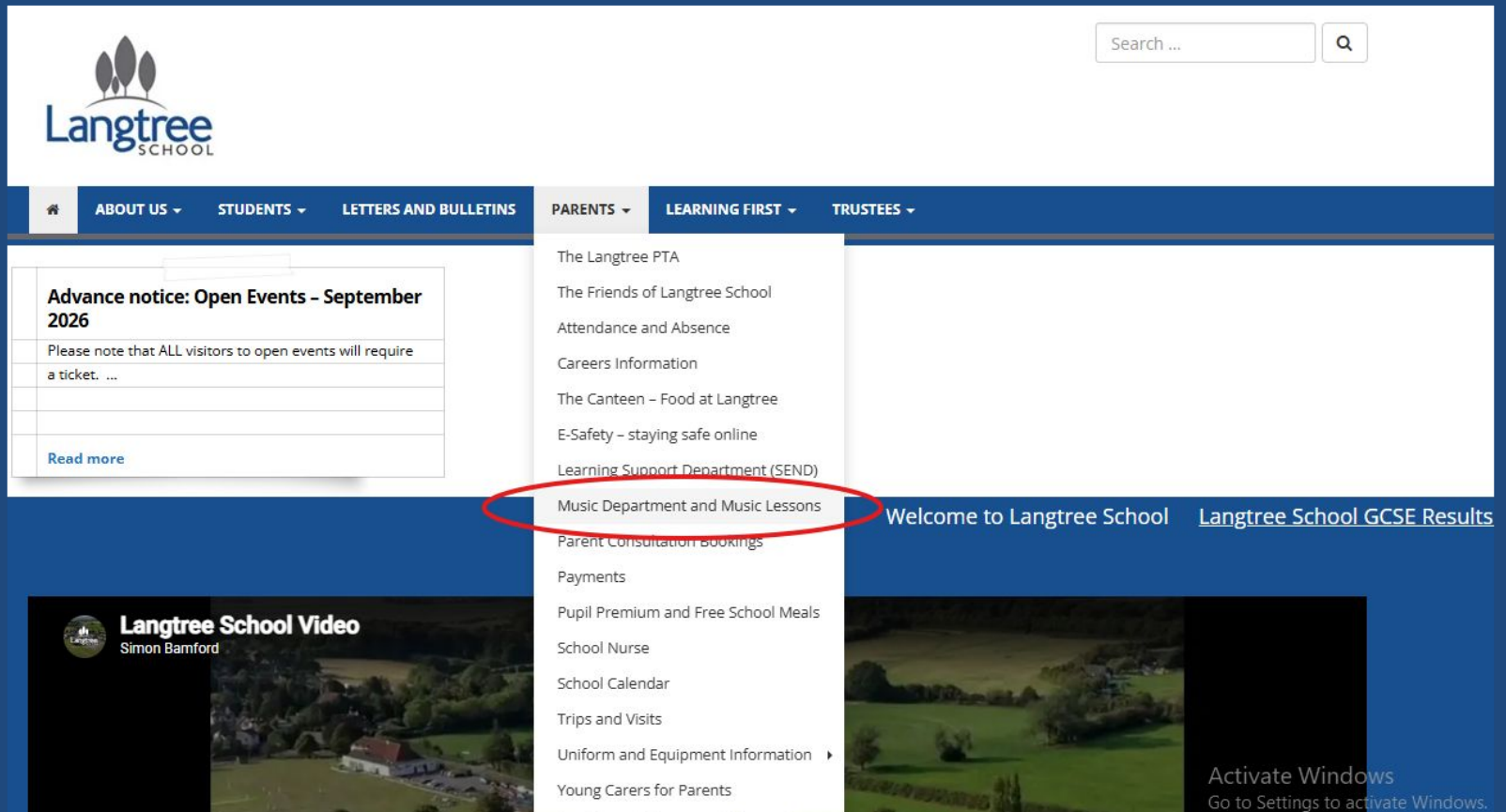
At Langtree we work with a number of private teachers and organisations to offer lessons in:

Voice | Trumpet | Cornet | Trombone | Flute | Clarinet | Saxophone |
Violin | Viola | Cello | Piano | Drums | Guitar

Musical tuition- Where to get further information and how to book.

Booking directly with the Teacher or Organisation, lessons take place in school.

All information is under the parents' tab on the Langtree School website.



The screenshot shows the Langtree School website. The header includes the school logo, a search bar, and a navigation menu with tabs: ABOUT US, STUDENTS, LETTERS AND BULLETINS, PARENTS, LEARNING FIRST, and TRUSTEES. The PARENTS tab is selected, and its dropdown menu is open, listing various links. The link 'Music Department and Music Lessons' is circled in red. To the left of the menu, there is a section titled 'Advance notice: Open Events - September 2026' with a 'Read more' link. Below the menu, there is a video player for 'Langtree School Video' by Simon Bamford. On the right side of the page, there are links for 'Welcome to Langtree School' and 'Langtree School GCSE Results'. An 'Activate Windows' watermark is visible in the bottom right corner.

Search ...

Langtree
SCHOOL

ABOUT US ▾ STUDENTS ▾ LETTERS AND BULLETINS PARENTS ▾ LEARNING FIRST ▾ TRUSTEES ▾

Advance notice: Open Events - September 2026
Please note that ALL visitors to open events will require a ticket. ...
[Read more](#)

- The Langtree PTA
- The Friends of Langtree School
- Attendance and Absence
- Careers Information
- The Canteen - Food at Langtree
- E-Safety - staying safe online
- Learning Support Department (SEND)
- Music Department and Music Lessons**
- Parent Consultation Bookings
- Payments
- Pupil Premium and Free School Meals
- School Nurse
- School Calendar
- Trips and Visits
- Uniform and Equipment Information ▸
- Young Carers for Parents

Welcome to Langtree School [Langtree School GCSE Results](#)

Langtree School Video
Simon Bamford

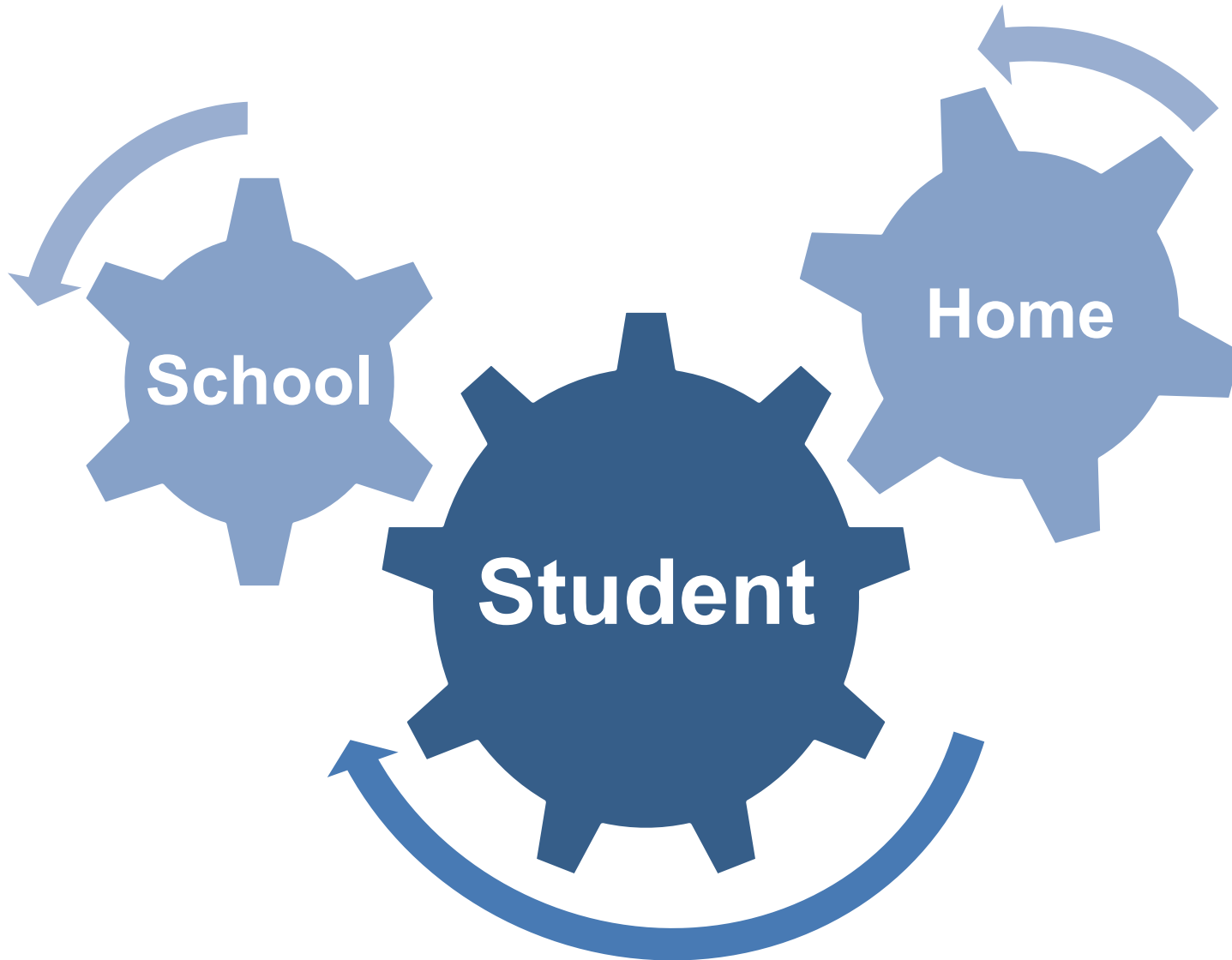
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Go to Settings to activate Windows.



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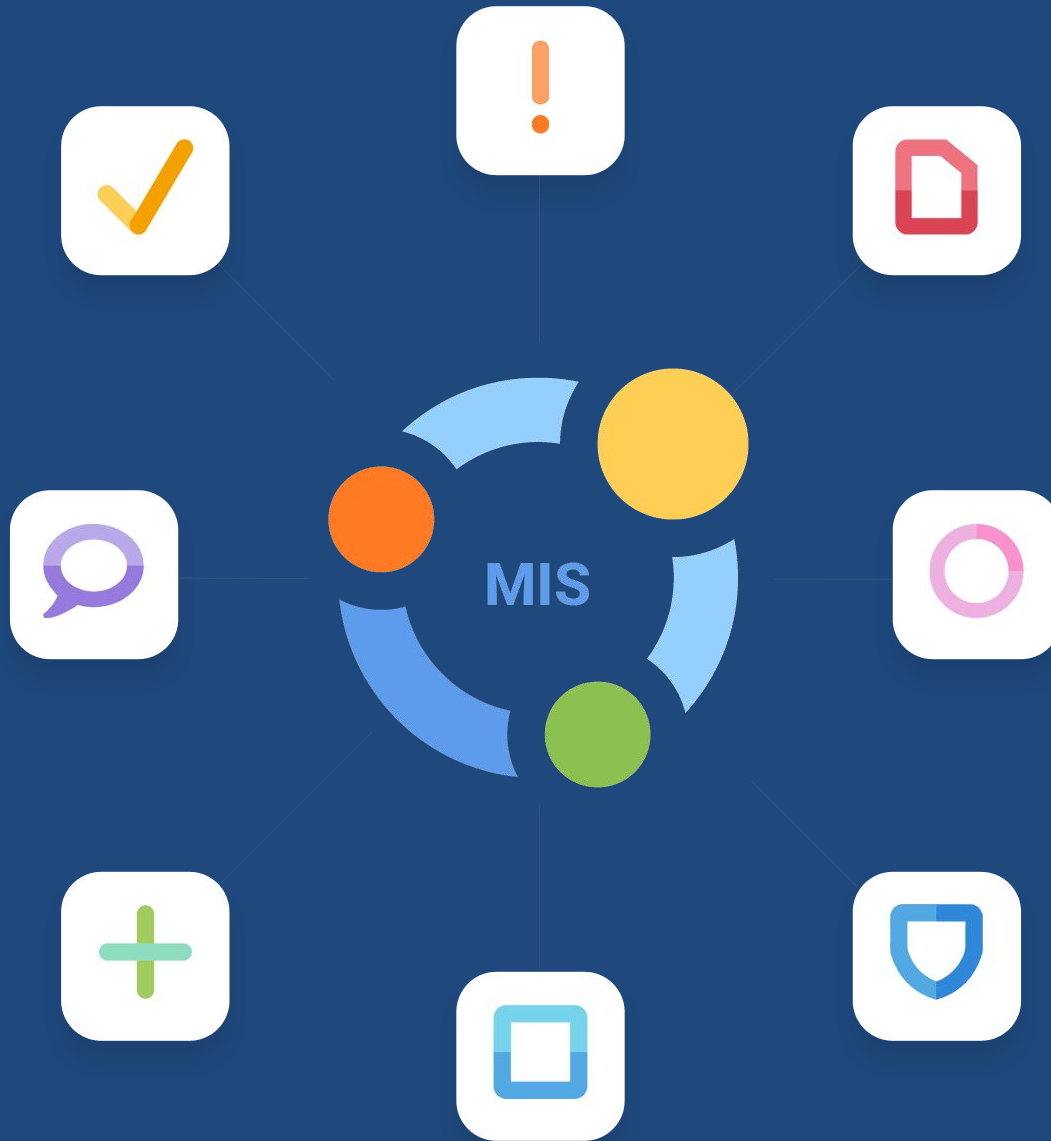
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What is Satchel One?



Student (and staff) Database

Timetable

Behaviour points

Homework setting platform

Parent communications
platform

Document sharing platform

Exam entry platform



Things are still sometimes going wrong on the platform (but they do get fixed!)

New features are appearing every month

We have a direct line to their development team and can forward on suggestions

Need a parent login?



- Please contact office@langtreeschool.com and ask them to send a “reset email”.
- The email with login instructions will get sent to the email address that you gave us on the admissions form.



Students can log in to their Google account, which links to other accounts, via the school website, www.langtreeschool.com

EXAMPLE

Geoff Terryson, who joined in 2025

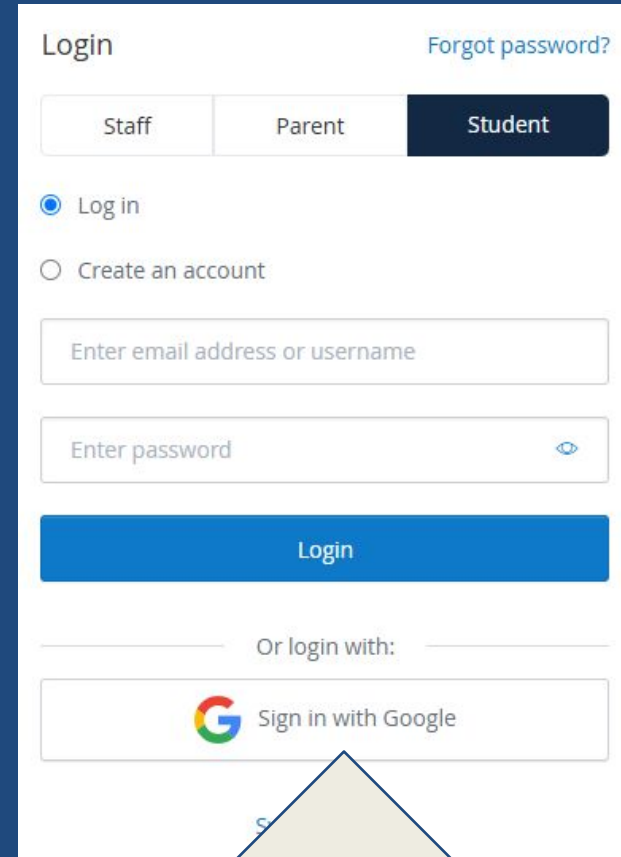
Username: gterryson25

Password: *students set this at school*

Email: gterryson25@langtreeschool.com



Students use the
“Sign in with Google”
button to get into
Satchel, after logging
into their school email
account.



Login [Forgot password?](#)

Staff Parent **Student**

☒ Log in
☐ Create an account

Enter email address or username

Enter password 

Login

Or login with:

 Sign in with Google



- Satchel can be used online or downloaded as an app
- You, and your child can set up notifications and use the site to help organise work.
- **The amount you can see when you log in on a computer is far more than what you see when using the app.**



Most year 7s have **not** yet been shown how to login to the school systems.

This will happen **next week**.

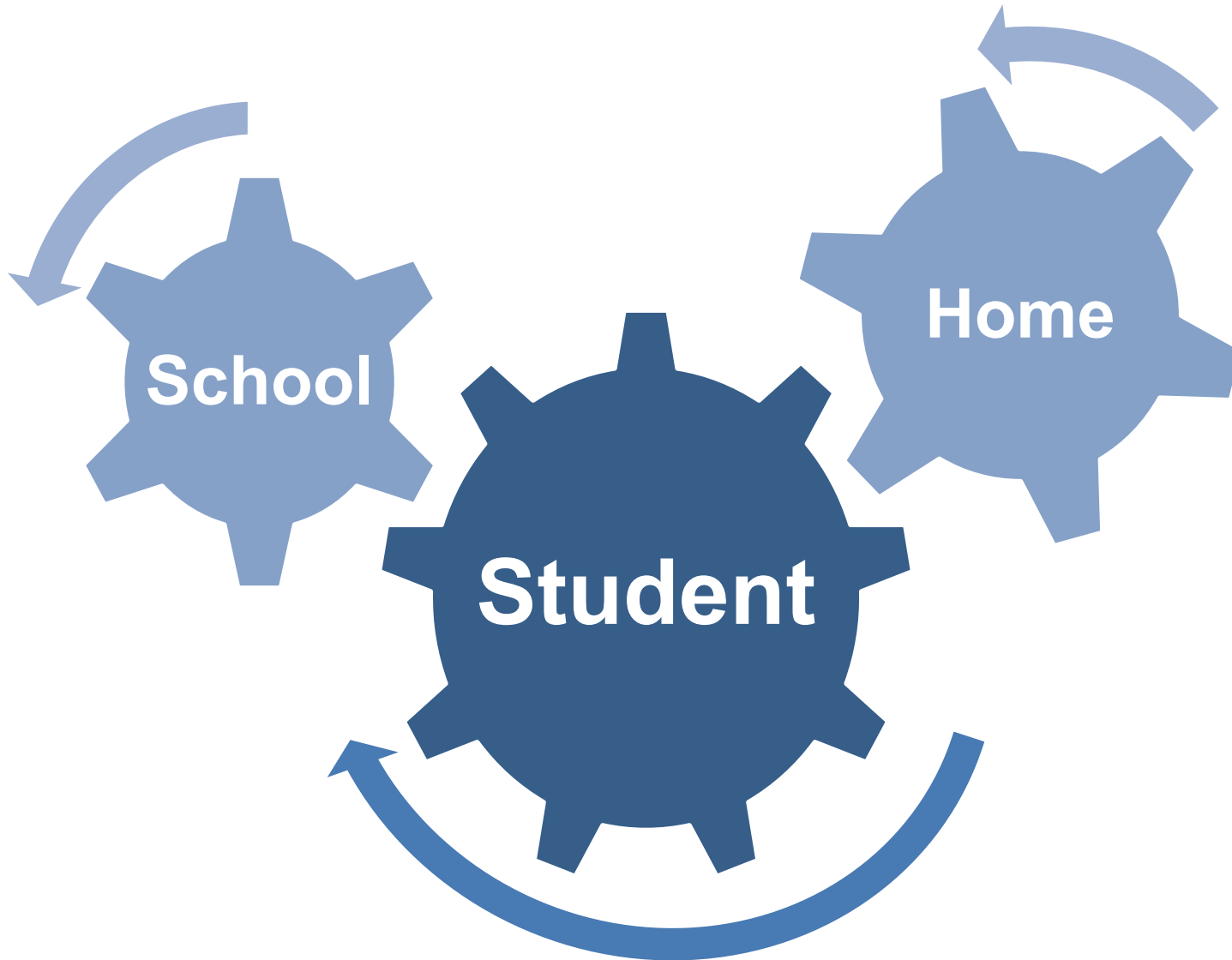
They may have to install and setup the app at home if parental restrictions are on their phone
(which is a good thing to have!)



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The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

It should teach what is acceptable and unacceptable behaviour in relationships.



Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a **safe environment**.



All teachers are expected to use approaches such as

- setting ground rules with the class to help manage sensitive discussion
- distancing techniques - what might **they (a third person)** think, feel, do....
- using 'student surveys' to allow pupils to raise issues anonymously

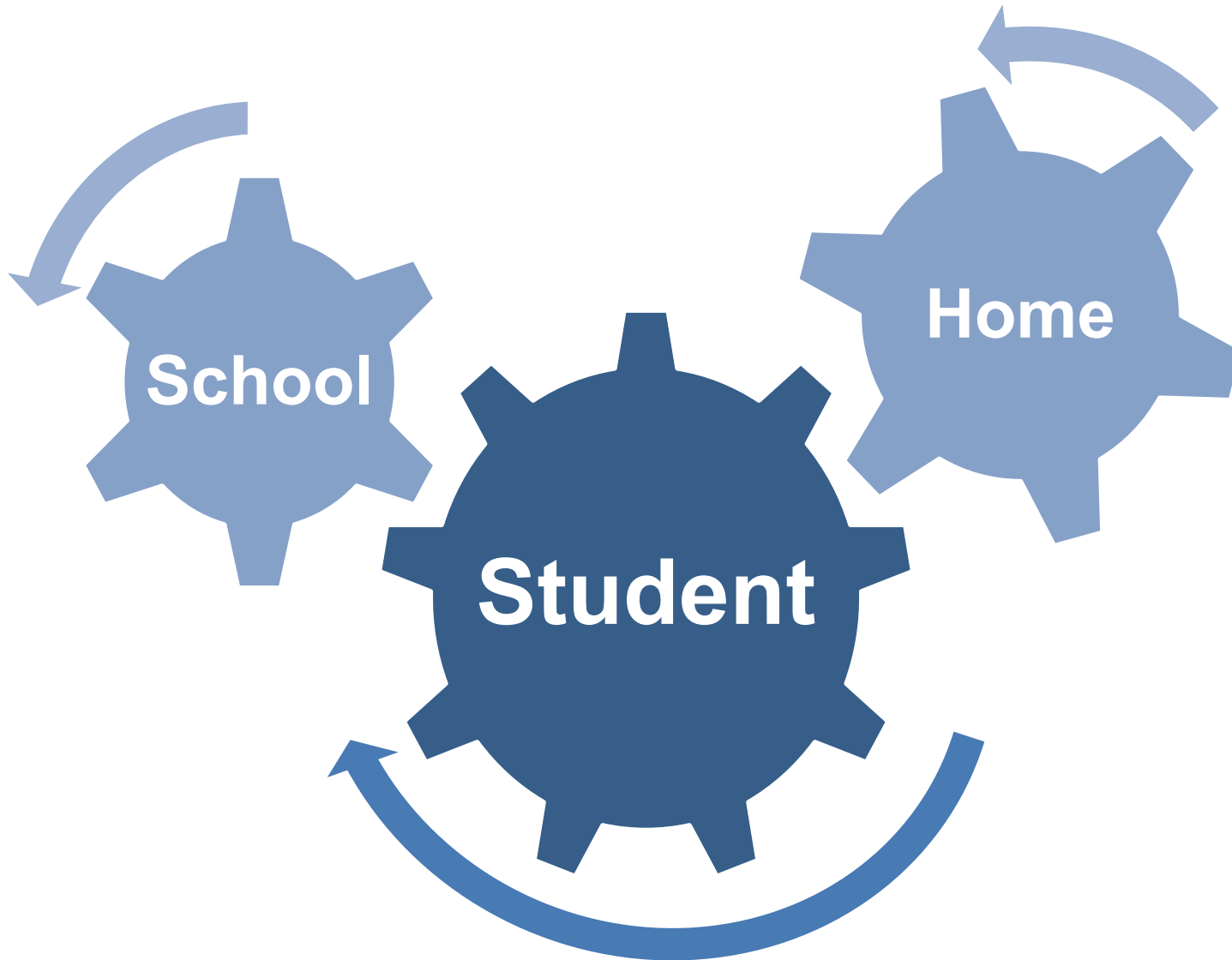
All students will have access to an RSE Google Classroom where supporting materials are posted, allowing them to be accessed at any time during their time at Langtree



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website.



What can I do to help my child?



- Research has shown that pupil attainment is highly influenced by parent support
- The greatest improvement in grades comes from parent support at home





● Attendance

- If a student has an attendance of **90%** this will mean that they will have missed the equivalent of a half term of lessons during their GCSEs!
- Please check our school calendar before booking anything.





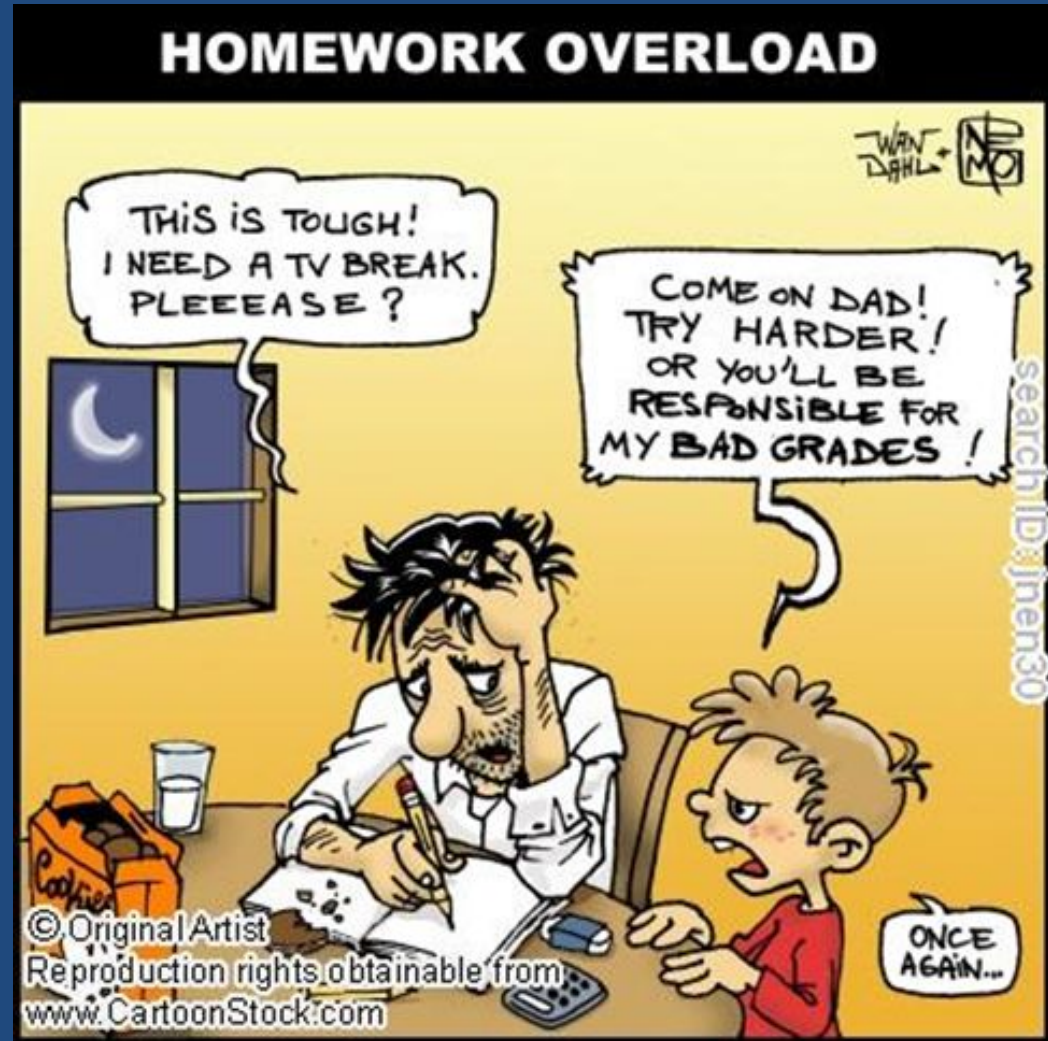
Homework and Independent Study

Use Satchel to monitor tasks being set.

Test students on key concepts.

Reward students for good study habits.

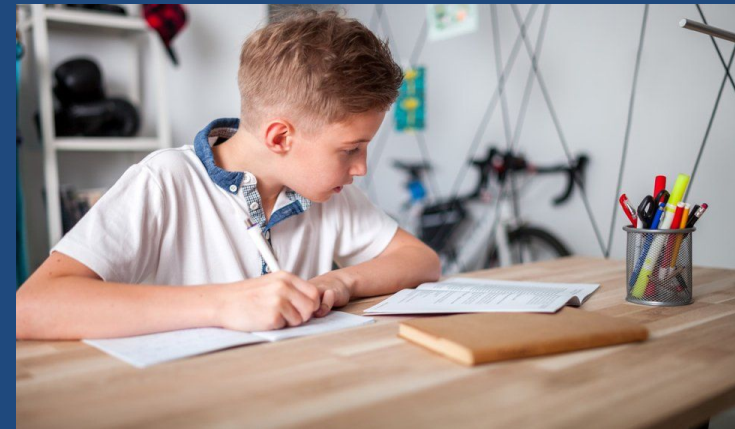
If there is no set homework then get the students to complete independent study - focussing on weaker areas.

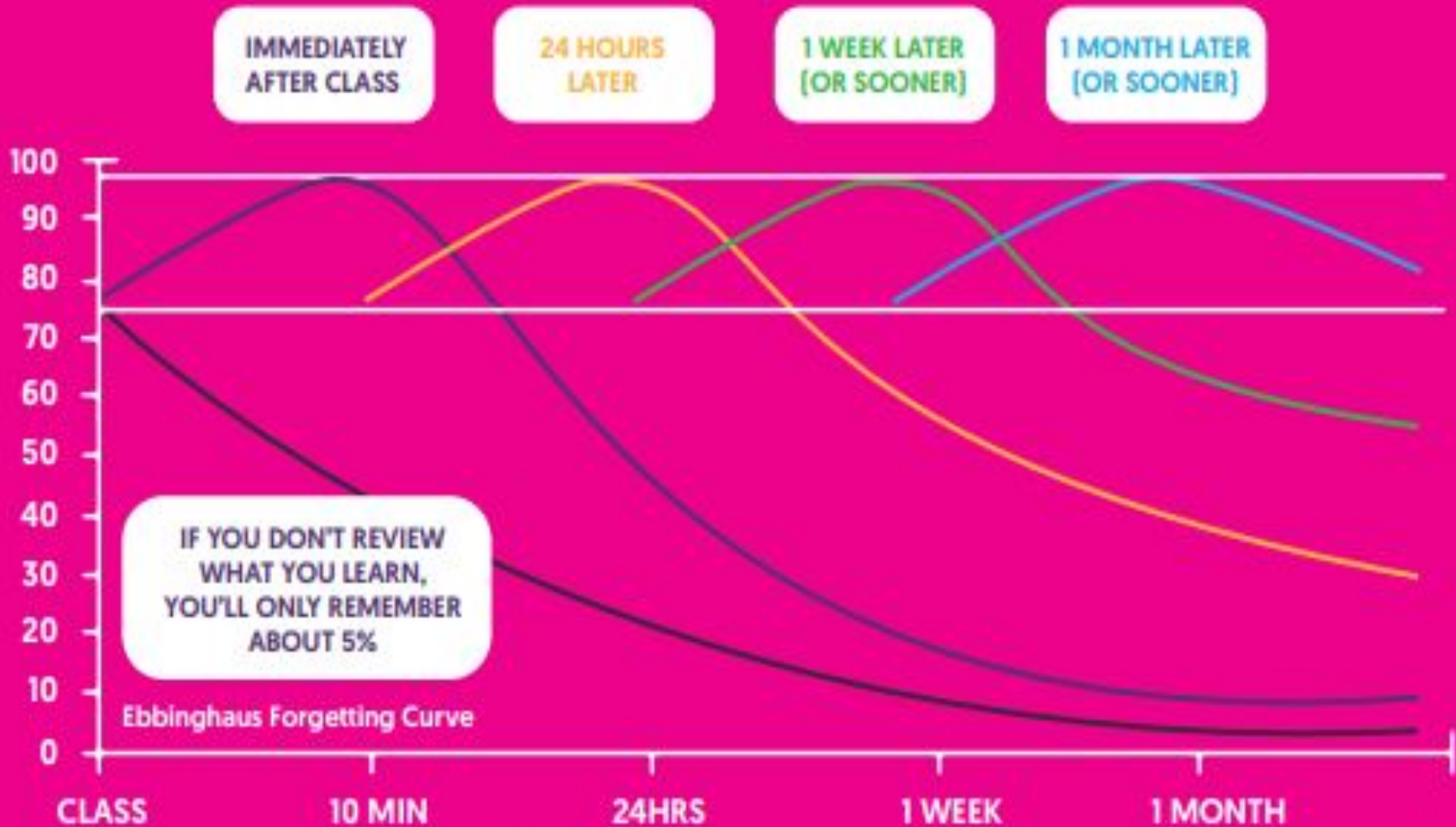




Where to work when at home?

- Ideally where they can be **observed**
- Needs to be at a **table or desk**
- Not where they can see a TV
- Most students will study better without music
- No access to games consoles
- Not too much time on the computer







- Take control of your child's screen time!
- Excessive screen time can have a significant detrimental impact on sleep and mental health.
- It can be very hard for a child to self regulate, as messages can arrive very late in the night.
- Removing screens (or wifi access) after a certain time is likely to be very good for ALL the family.
- Apps are available which allow you to
 - Control child's Internet usage
 - Control child's purchase of apps
 - Schedule Internet and app use according to your child's daily routine
 - Establish screen-free bedtime, dinnertime, study time and family time





Tip 1 – Prepare before giving them a phone

Have a conversation with your child before they get a phone to set ground rules. Listen to their views and collaborate with them to explore the principles of online safety.

Tip 2 – Agree clear rules

Alongside rules about safety, consider setting time limits on phone use and when you would take a phone away. Let them know if you intend to monitor their online activity.

Tip 3 – Teach them how to stay safe online

Even with the best intentions, as your child gets older it will be harder to control everything they see or say online. Here are a few tips for teaching them how to keep themselves safe:

- Be respectful to everyone, as you would be in person
- Assume any message you send could be made public
- Don't respond to messages or accept friend requests from unknown numbers
- Always answer the phone when it's a parent or carer
- Don't share private information online
- Ask permission before you take a photo or video of someone or share anything about them
- Be aware of apps which have location sharing
- Report concerning content to a trusted adult
- Explain what to do if they lose their phone



Tip 4 – Model healthy phone habits

If you ask your child not to use their phone during mealtimes or before bed, then it's a good idea to follow this yourself. If you are breaking these rules, let them know why.

Tip 5 – Keep phones out of the bedroom

Having time away from screens for an hour before bedtime can help us to calm down and improve sleep. Establishing a bedtime routine like reading or listening to podcasts can also help them wind down for the night.

Tip 6 – Let them know they can talk to you

Try to encourage open and honest conversations with your child. Make sure they feel able to talk to you if they have made a mistake or see upsetting content.

Tip 7 – Set up parental controls

Review privacy settings and look out for apps which share personal information or location data. Make sure your child has to ask permission before installing anything new, so that you have time to research measures to keep them safe.

Tip 8 – Stay strong and be kind

It's important to protect your child's safety and mental health, and children need our support online as much as any other area of their life. Be kind if they make mistakes and be ready to keep learning.



Summary

- Take an interest
- Ensure they attend school
- Communicate with teachers
- Support them to be organised, maintain a good work ethic and effective student habits.
- Be there for them if they have worries or are finding the work difficult
- Help them to control their screen time



- Revision needs organising and balance.

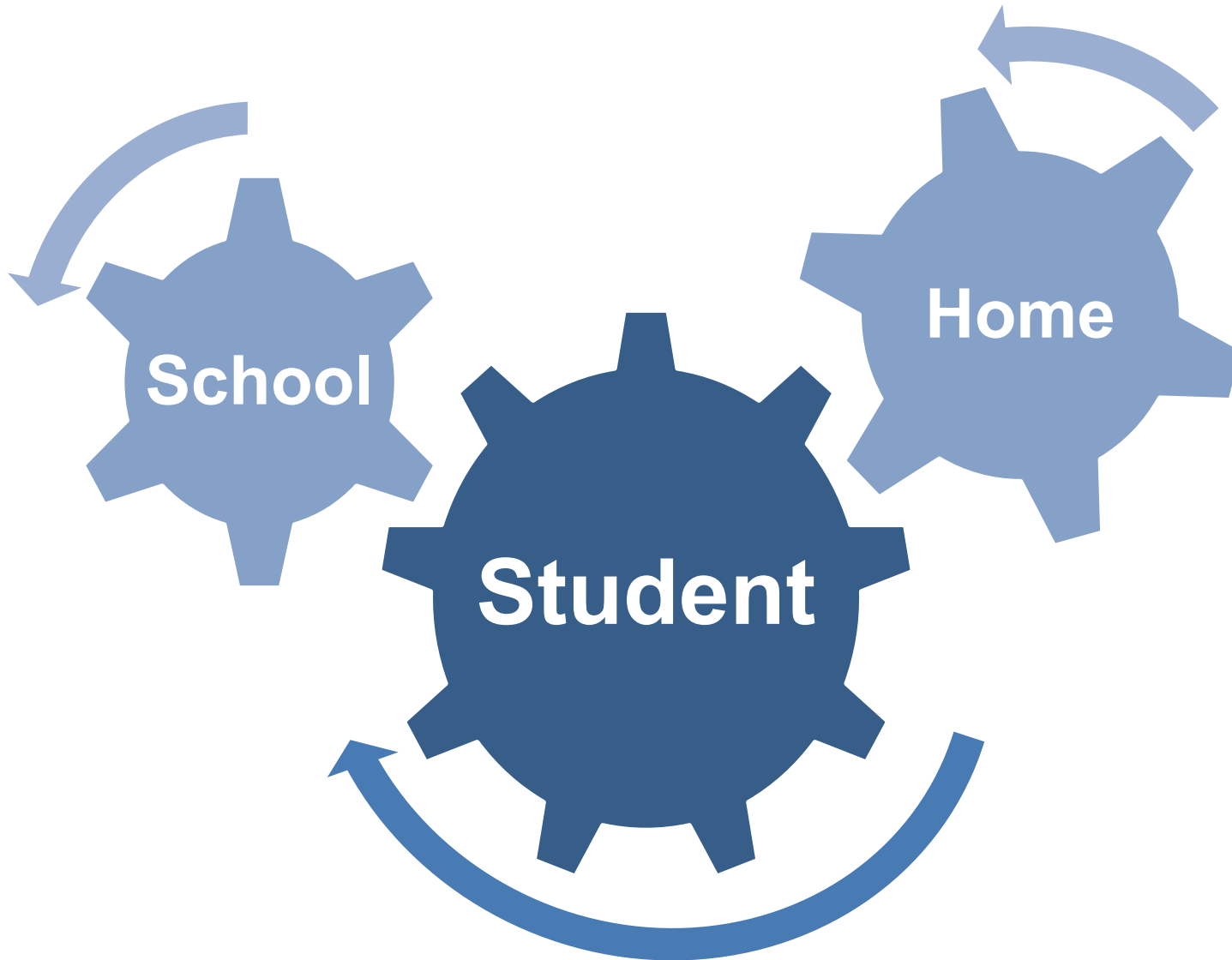
Time	Mon	Tue	Wed	Thur	Fri	Weekend Time	Sat	Sun
08:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	08:00	Football Match	Theatre Club
08:50	Reg	Reg	Reg	Reg	Reg			
09:00	Maths	English	English	Science	Drama	09:00		
09:50	History	Maths	English	Science	Drama	10:00		
10:40	Break	Break	Break	Break	Break			
11:00	Tutor	Tutor	Tutor	Tutor	Tutor	11:00		
11:20	Drama	German	Science	English	Science			
12:10	Science	Science	Science	English	Science	12:00		Family Roast With Grandma Pat
13:00	Lunch	Lunch	Lunch	Lunch	Lunch	13:00	Lunch	
13:50	German	PE	Ethics	History	PE	14:00	Homework	
14:40	German	Ethics	Maths	History	Maths	15:00	Homework	
15:30	English	Homework	Maths	Homework	History	16:00		Revision Various
16:00	Revision		Revision		Revision			
17:00	Dinner	Dinner	Dinner	Swimming Club	Dinner	17:00	Science Revision	Revision Various
18:00		German Revision		Dinner	Socialise With Friends	18:00	Dinner	Dinner
19:00	Revision Various		Football Training			19:00	Revision Various	
20:00						20:00	Socialise With Friends	
21:00	Half Hour Run	Half Hour Run		Half Hour Run		21:00		
22:00						22:00		



Our Evening Schedule:

- ~~Welcome and Intro (SBa)~~
- ~~Curriculum Overview (CNo)~~
- ~~English (KSh)~~
- ~~Maths (CNo)~~
- ~~Science (SBa)~~
- ~~Music (BBr)~~
- ~~Satchel One (CNo)~~
- ~~Personal Development (SBa)~~
- ~~How to Help Your Child (SBa)~~
- Reporting & Targets (CNo)
- The Curriculum Map (CNo)
- Questions (SBa, CNo)

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Language: Target & Prediction

Target - What we think the student **could** achieve, if the student works hard and everything goes well.

Prediction - What we are currently **expecting** the student to achieve.

Target Setting



- All student targets are initially based on FFT5 estimates, moderated against CATs scores.
- These are shared with parents when they become available (with a caveat about their statistical nature).
- Student targets are reviewed in term 6 of year 9 and again after year 10 exams. Amendments are allowed, where justified by evidence.
- KS4 reports contain targets.



Target Setting

What we know quite quickly...



KS2 SATS Scores
Date of Birth
Gender
Postcode
Any specific needs

FFT Targets
(50,20,5)

Primary school's
view

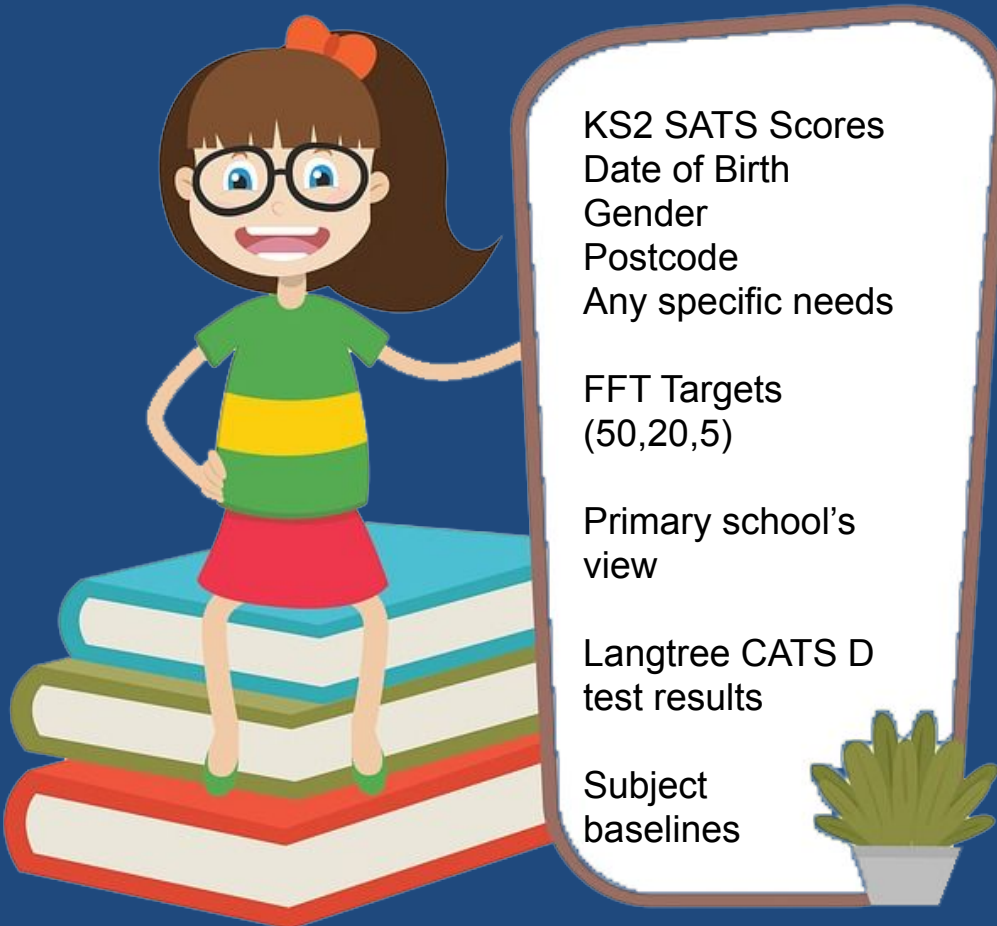
Langtree CATS D
test results

Subject
baselines



Target Setting

What we know quite quickly...



E.g.

**Your Maths
Target
should be a
5**

**Your History
target
should be a
7**



Target Setting

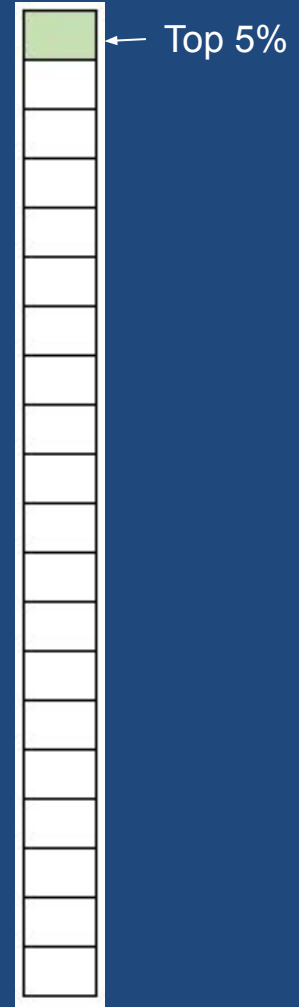
- We tell you (parents) the targets on a letter (Term 2)
- We recommend **not** sharing these with your children.

Why?

- We might not have the target right yet.
- Targets can change throughout key stage 3
- Student confidence and engagement can be detrimentally impacted by knowing their target in KS3.
- Students see their target on reports in years 10 and 11



- Using FFT 5 to set our targets means that we are aiming that all our students get results in line with the top 5% of schools in the country
- This means that **our targets are aspirational**, and a student who is not perfectly meeting their target *may* still be doing ok...
- ... and while indicators tend to be accurate when you look across a big group, they do get things wrong for individuals...
- ...but we still think it's right to aim for the very best results!





- 3 reports a year
- Two sections to a report
 - Performance against target
 - Attitude to Learning
- *First year 7 report only reports on Attitude to Learning*

Example KS3 Report



Attendance: 87.4

Subject	7PR2	7PR3	8PR1	8PR2	8PR3	Approach to Learning	Homework	Conduct
Art	O	O	A	O	W	2	3	2
Computing	O	O	W	W	W	2	N	2
Design Technology	A	O	A		O	2	2	2
Drama	O	A	A	A	A	2	2	1
English	O	O	O	O	O	2	2	2
Ethics	O	W	O	O	O	3	3	3
Food & Nutrition				O				
Geography	O	O	O	O	O	3	2	2
History	W	W	W	W	B	3	3	2
Mathematics	W	W	W	W	W	2	2	2
Modern Foreign Languages	O							
Music	A	A	A	O	O	2	N	2
PE	A	O	O	O	O	2	N	2
Science	A	A	A	A	A	3	2	3

A - Above Target **O** - On Target **W** - Working Towards Target **B** - Below Target

Descriptions of attitude to learning scores can be seen on page 2

Example KS4 Report



Attendance: 99.2

Subject	Prediction	Target	10PR1	10PR2	10PR3	11PR1	11PR2		Approach to Learning	Homework	Conduct
Business Studies	6	6	W	W	O				2	2	2
English	6	7	W	B	W				3	3	3
English Literature	7	7	W	W	O				3	2	3
Ethics (Rs or Ci)	5	6	W	W	W				2	2	2
Geography	7	6	O	A	A				2	1	2
IMedia	L2M	L2M	O	O	O				3	2	2
Mathematics	6	6	O	A	O				2	1	2
Science – Biology	6	5	A		A				2	2	2
Science – Chemistry	6	6	O	O	O				2	2	2
Science – Physics		6		O							

A - Above Target O - On Target W - Working Towards Target B - Below Target

Descriptions of attitude to learning scores can be seen on page 2

Target Comparison over Time



Prediction	KS3	KS4
1 or more grades above	A	A
on target	O	O
1 grade below	W	W
2 grades below	W	B
3 or more grades below	B	B



We use a 4 point scale.

There is a Target Comparison, and 3 ATL (Attitude to Learning) judgements:

- Approach to Learning
- Homework
- Conduct

ATL	Parent should...
Outstanding	Lots of praise
Good	Praise
Inconsistent	Try to address
Concern	Contact school, try to address as a priority

Reported Data



Key	Attitude to Learning (ATL)			
	Quality of classwork	Quality of homework	Behaviour for Learning	Organisation
1: Outstanding - always putting learning first	The quality of classwork is always outstanding . Work exceeds our expectations of the student. The student's work demonstrates excellent independent skills and they are able to lead group activities effectively. Work leads to rapid progress and learning .	The quality of homework is always outstanding . Work exceeds our expectations of the student. The student's work supports rapid progress and learning .	The student's behaviour for learning is always outstanding . The student has an excellent mindset to challenge themselves and embrace areas that need improving. The student always asks thoughtful questions and contributes effectively to class discussions in order to improve their learning. The student always acts on feedback .	The student has outstanding organisational skills . The student always has the correct equipment. Books are always organised to enable effective revision. Homework deadlines are always met .
2: Good - often putting learning first	The quality of work completed in class is good . Work meets our expectations of the student. The student demonstrates good independent and group skills. Work leads to progress and learning .	The quality of homework completed is good . Work meets our expectations of the student and supports good progress and learning .	The student's behaviour for learning is good . The student is able to challenge themselves and is aware of the areas that need improving . The student usually asks questions and contributes to discussions in order to improve their learning. The student often acts on feedback .	The student has good organisational skills . They often have the correct equipment. Books are well presented and are useful for revision . Homework deadlines are often met .
3: Inconsistent - sometimes fails to put learning first	The quality of work produced in class is inconsistent . Sometimes the work is slightly below what we would expect of them. There is an inconsistent approach to group tasks and working independently. Work occasionally leads to progress and learning .	The quality of homework is inconsistent . Sometimes the work is slightly below what we would expect of them. Homework does not always support learning .	The student's behaviour for learning is inconsistent . The student occasionally asks questions and sometimes contributes to discussions in order to improve their learning. The student occasionally acts on feedback . Occasionally the student has to be prompted to focus on their task and they usually respond appropriately.	The student has an inconsistent approach to how they organise their equipment. Sometimes equipment is not brought in. The student needs to take care that work in books is always presented clearly to enable useful revision. Homework deadlines are not consistently met .
4: Concern - Rarely putting their learning first	The quality of work is often poor. The work produced is often below our expectations of the student. The student's application to independent and group work is poor. Work rarely leads to progress and learning .	The quality of homework is often poor. The work produced is often below our expectations of the student and does not support learning .	The student's behaviour for learning is often poor . The student avoids areas that need improvement rather than tackles them. The student very rarely asks questions to aid their learning and feedback is rarely acted on. The student is often told to focus on their work . Their behaviour lacks consideration for other students' learning.	The student has poor organisational skills . The student often forgets equipment. Work is not presented in a way that will aid revision. Homework deadlines are rarely met .

Reported Data



Target Comparison	B	ATL	Outstanding
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It is unusual but possible to have a really good attitude to learning and a bad predicted grade...

E.g. a bad, uncoordinated rounders player who works really hard in training and is very sportsmanlike



Target Comparison	A	ATL	Concern
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... and it is unusual but possible to have a bad attitude to learning and a good predicted grade

E.g. some professional footballers when they fake injuries, are rude to the referee and don't listen to their coaches' advice





Tutors and Pastoral Leaders are responsible for celebrating the success of students with excellent AtLs and for putting in place intervention plans for any student whose AtL scores are below expectations.

Team Leaders are responsible for coordinating the actions for students whose predicted grade is below their target grade within their subject area.

The Senior Team will review the progress of cohorts, sub-groups, departments and key individuals and monitor the impact of any interventions implemented.



Types of Interventions

- Meeting with students
- Extra work
- Mock exams
- Breakfast clubs
- After school/lunchtime revision sessions
- Micro Revision
- Tutor time sessions





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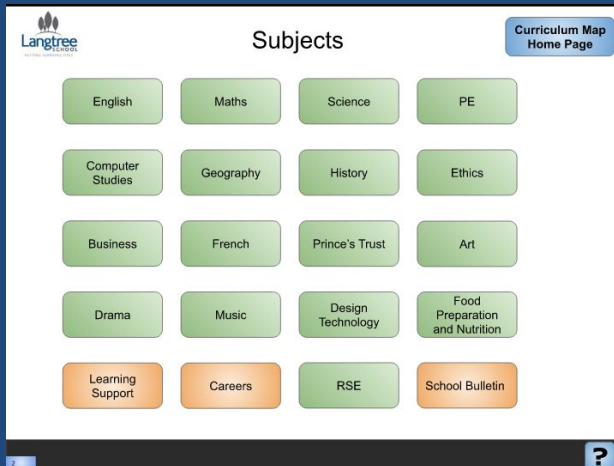
The Curriculum Map



<https://www.langtreeschool.com/curriculum-map/>

This document shows the rough structure of the whole school curriculum.

Our curriculum is constantly evolving, so the curriculum map is always a little out of date



Subjects

Curriculum Map Home Page

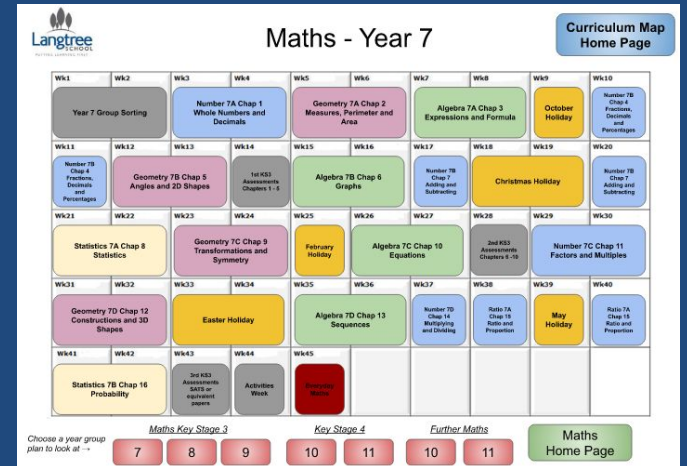
English Maths Science PE

Computer Studies Geography History Ethics

Business French Prince's Trust Art

Drama Music Design Technology Food Preparation and Nutrition

Learning Support Careers RSE School Bulletin



Maths - Year 7

Curriculum Map Home Page

WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10

Year 7 Group Sorting Number 7A Chap 1 Whole Numbers and Decimals Geometry 7A Chap 2 Measures, Perimeter and Area Algebra 7A Chap 3 Expressions and Formulae Number 7B Chap 4 Fractions, Decimals and Percentages

WK11 WK12 WK13 WK14 WK15 WK16 WK17 WK18 WK19 WK20

Geometry 7B Chap 5 Angles and 2D Shapes 1st KS2 Assessments Chapters 1-5 Algebra 7B Chap 6 Graphs Number 7C Chap 7 Adding and Subtracting Christmas Holiday Number 7D Chap 8 Statistics

WK21 WK22 WK23 WK24 WK25 WK26 WK27 WK28 WK29 WK30

Geometry 7C Chap 9 Transformations and Symmetry February Holiday Algebra 7C Chap 10 Equations 2nd KS2 Assessments Chapters 6-10 Number 7E Chap 11 Factors and Multiples

WK31 WK32 WK33 WK34 WK35 WK36 WK37 WK38 WK39 WK40

Geometry 7D Chap 12 Constructions and 3D Shapes Easter Holiday Algebra 7D Chap 13 Sequences Number 7F Chap 14 Multiplying and Dividing Ratio 7A Chap 15 Ratio and Proportion May Holiday Ratio 7B Chap 16 Ratio and Proportion

WK41 WK42 WK43 WK44 WK45

Statistics 7B Chap 16 Probability 3rd KS2 Assessments SATS or equivalent papers Activities Week End of Year Review

Maths Key Stage 3 Key Stage 4 Further Maths Maths Home Page

Choose a year group plan to look at -> 7 8 9 10 11



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- ~~Personal Development (SBa)~~
- ~~How to Help Your Child (SBa)~~
- ~~Reporting & Targets (CNo)~~
- ~~The Curriculum Map (CNo)~~
- Closing Thoughts (SBa)
- Questions (SBa, CNo)



One thing you could add to next year's meeting is to make the new parents aware of the second hand uniform available in the front office. Otherwise I think the content was spot on.

Hayley Scott



1. Consider helping out with the PTA - it is not onerous and they do a huge amount to support the school.
2. Sponsored Walk next Friday - we always need marshalls at key points along the route
3. Lost property - please label your child's possessions and uniform and encourage them to look for lost items.
4. Second hand uniform - we have large stocks of good quality 2nd hand items - please enquire at reception.



ANY
QUESTIONS?



Thank you for coming

