



Parent/Carer Handbook 2024-2025



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Article 29 (Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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Welcome to Langley Park School for Girls

Headteacher's Welcome

Dear Families,

This handbook is designed to support the partnership between LPGS staff and the families of our students. There is a wealth of information on the website, but having key information in one place either online, or printed off at home, can be helpful. Please see the individual year group appendices for specific information.

LPGS is a wonderful school in which students develop into young adults, ready to make their way in the world. We are united with families in our goal of wanting to ensure that students are **happy**: now and in their futures, and able to embrace that life of choices and opportunities.

Yes, academic achievement is our core purpose and we're proud of our results but no less important is the development of characteristics and values that enable LPGS alumni to find contentment and fulfil their potential, effecting positive change. During these complex and challenging times, this is more important than ever!

We know that our high expectations are something that parents value about our school. The below is a summary of the answers to the question "What do you like best about the school?" from our last family survey.



A word cloud of responses to the question "What do you like best about the school?". The words are arranged in a circular pattern around the central phrase "good school". The words are in various shades of blue and green. The responses include: "good communication", "best for my child", "staff are good", "high expectations", "high standards", "Good reputation", "good behaviour", "good school", "children", "student support", "Good results", "enrichment", "opportunities", "good and disciplined", "good teachers", "daughter is happy", and "teaching is very good".

They contribute to the high esteem that the school is held in amongst our community and this in turn helps create positive opportunities for our students. Thank you for supporting the school in upholding these standards and appreciating that often processes and rules are in place to allow the focus to be on **learning** in a community of 1700 young people. Encouraging your child to take responsibility for their mistakes and learn from them is a vital part of our joint support for their preparation for adulthood.

I look forward to working alongside you all in 2024-25 and thank you in advance for your support.

Yours faithfully,

Mr S Whittle
Headteacher

July 2024

History of Langley Park School for Girls

The school itself opened on 28th September 1919 as Beckenham County School for Girls, with 153 students aged from 8 years, and 10 teachers. The first Headmistress was Miss E M Fox. A few years later, an association for ex-students was formed, called the Adremian Association.

The building at the school's first location (on Lennard Road, Beckenham) was completed in 1914. It was, however, used as a military hospital during World War I.

In 1945, the name of the school was changed to The County Grammar School for Girls, and in 1955 to Beckenham Grammar School for Girls. In 1959, the school moved to new buildings in a parkland setting, in Langley Park. The current name "Langley Park School for Girls" was adopted in 1968.

In 1976 the school went comprehensive. In 1996 it became a Technology College, and in 2000 it became part of the South East England Virtual Education Action Zone.

In July 2009, the school celebrated its 50th anniversary during the last week of school in the summer. This included music, dancing and a commemorative event - bringing the Olympic torch into the school.

On 1 August 2011, the school officially gained academy status.

Impact Multi Academy Trust

Our Trust formed on 1st September 2022, bringing together the former Langley Park Learning Trust (two secondary schools and three primary schools) and Impact Multi Academy Trust (two secondary schools). All seven schools serve the local community in Bromley, with many of our families having children at more than one of our schools. Having worked increasingly closely together, we concluded that we had shared values and cultures and that by working together, in a multi-academy trust of seven schools, we could increase the opportunities available to our staff and to the children in our schools.

Impact Multi Academy Trust, consists of seven schools:

Clare House Primary School
Hayes School
Langley Park School for Girls
Ravens Wood School

Hawes Down Primary School
Langley Park School for Boys
Langley Park Primary School

We believe that:

- Our children and young people will achieve and experience even more as part of a larger family of schools.
- Our staff will benefit from greater opportunities for collaboration and personal and professional development within a larger trust.
- Combining our experience, expertise and resources will enable an even better range of services, will support sustainability to our schools, and also maintain and advance educational excellence.

The individual schools, of course, retain their unique identity and character whilst the opportunities for increased collaboration help all our schools move forward for the benefit of all our pupils and students.

Being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from 4 to 18.

We have high aspirations for all the students that attend Impact Multi Academy Trust Schools. We also have high expectations about what they will receive from, and contribute to, their education. We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

Introductions

Sir Robin Boshier – Chair of Governors, Langley Park School for Girls

Sir Robin Boshier is now an independent school adviser and Ofsted inspector. He was the Ofsted Regional Director for the South East and National Director for Inspection Quality and Training as well as an HMI. Prior to this he was the Director of Education for the Harris Federation. During this time he opened nine sponsored academies and several free schools.

A Headteacher for twenty two years who during that time led five very different Primary schools. Lately the Executive Headteacher of the Federation between Fairlawn, Haseltine and Kilmore Schools in Lewisham. Fairlawn was deemed by Ofsted as 'outstanding' in every category.

Sir Robin was a National Leader of Education and Fairlawn was a National Support School and was designated as one of the first Teaching Schools in the country. Sir Robin was awarded the National College School System Leader of the Year award in 2010. He is an NPQH coach and worked on the NPQH programme for over ten years.

Sir Robin has worked as a DfE Adviser and he led the London Challenge Primary Programme as the Operational Director. He was Headteacher on the board of the DfE 'Achievement for All' steering board and was a member of the DfE Reference Group.

Sir Robin Boshier was knighted for services to education in the Queen's Diamond Jubilee Birthday honours, June 2012.

Sir Robin is an ex-LPGS parent and an ex-Headteacher of Clare House Primary School.

Sarah Lewis – Chief Executive Officer, Impact Multi Academy Trust

Sarah Lewis became Chief Executive of the then Langley Park Learning Trust in January 2021 before then becoming Chief Executive at the merged Impact Multi Academy Trust from September 2022. Prior to joining the Trust, Sarah was a senior civil servant at the Department for Education and before that she worked in local government education services.

Sarah is delighted to be leading a Trust comprised of schools with a shared educational ethos and is looking forward to supporting collaboration and the sharing of best practice in all areas. The strength of partnership and team working is core to the way we aim to work. This is all supported by a central team who work across the Trust, so that headteachers and teachers can focus on running great schools. It is vital to all of us in the Trust that we run schools that we would be delighted for our own children to attend.

Steve Whittle - Headteacher, Langley Park School for Girls

Steve joins LPGS as Headteacher in September 2024, having been Head of School at Hayes School since 2012 and Principal since 2016. He has worked with and supported other schools and new and aspiring headteachers across London. As a teacher of French and German, he is passionate about broadening students' horizons and the importance of opportunities and experiences in educating the whole child.

School Information

School Term and Holiday Dates

Autumn Term 2024	Monday 2 September – Friday 20 December
	Half Term: Monday 21 October – Friday 1 November
Spring Term 2025	Monday 6 January – Friday 4 April
	Half Term: Monday 17 February – Friday 21 February
Summer Term 2025	Tuesday 22 April – Wednesday 23 July
	Half Term: Monday 26 May – Friday 30 May

Inset Days

Monday 2 September Tuesday 3 September

Monday 6 January

Friday 4 July

Timings of the Day

We operate a two week timetable throughout the year, Week A and Week B. The week commencing 2 September will be Week A.

8:30am – 9:05am	Registration and Tutor Time
9:05am – 10:05am	Period 1
10.05am – 11:05am	Period 2
11.05am – 11:25am	Break
11:25am -12:25pm	Period 3
12:25pm – 1:25pm	Period 4
1:25pm – 2:10pm	Lunch
2:10pm – 3:10pm	Period 5

Please note that whilst students will be dismissed at the end of the school day, and asked to leave the site immediately unless they have an after school club or a same day late detention; we reserve the right for students to be dismissed at a later time should we need to hold an impromptu assembly (up to 3.30pm).

Staff List

NAME	STAFF CODE	TITLE
Mr Acomb	JA	Head of Year 8, Teacher of Geography
Mr Adriano	NAD	Teacher of Geography, EPQ Co-ordinator
Mr Aimey	MAI	Head of Chemistry
Mr Akpati	DAK	Teacher of English
Ms Ali	SAL	Lead Practitioner & Teacher of English
Ms Allen	EA	Head of History, Teacher of History & EPQ Supervisor
Mr Anderson	NA	Cover Supervisor & Guided Learning Mentor
Ms Artini	FA	Head of Spanish, Trust Curriculum Strategy Lead for MFL, Female Empowerment Champion
Mrs Ashman-Clark	EAS	Deputy Headteacher
Ms Awoberu	SAW	Assistant Headteacher, Behaviour and Inclusion
Ms Azra	RAZ	Head of Year 9, Teacher of PE and Dance
Ms Bainbridge	ABI	Teacher of Sociology
Ms Ball	LB	Curriculum & Resources Manager
Ms Basnyak	ABS	Learning Support Assistant
Mr Batista	IB	Site Assistant
Ms Beach	EBE	Head of Biology, Teacher of Science
Mr Beardsworth	PB	Teacher of Drama & EAL Co-ordinator
Ms Bennett	RBE	Teacher of History
Ms Berks	EBR	Teacher of History & Politics
Mrs Beynon	SB	Library Assistant
Ms Bidgood	CBI	Performing Arts Technician
Mrs Blackburn	LBL	Lead Receptionist
Ms Blackwell	LBA	Teacher of History
Mrs Bligh	CBL	Sixth Form Supervisor/Administrator
Mr Bonsels	GB	KS3 Maths Lead, Teacher of Maths
Ms Boreland	MBO	Teacher of Health and Social Care
Mr Brookes	PBR	Head of Computer Science, Teacher of Computer Science
Mrs Brown	LBR	Head of KS4 & Teacher of Music
Ms Brown	SBR	Learning Support Assistant with Literacy Specialism
Ms Bush	CB	Assistant Headteacher Teaching and Learning
Mr Burnett	DBU	Teacher of Science
Mr Cardew	HCA	Teacher of Physics, Vocational Sciences Lead
Mr Cardoso	CCA	Site Assistant
Ms Castan	MCA	Teacher of Spanish
Mr Cayless	GC	Site Assistant
Mrs Chalmers	SCH	Science Technician
Ms Chan	DCH	Learning Support Assistant
Mr Chinery	JC	Assistant Headteacher SENCO
Ms Chorley	RCH	Teacher of Art, Assistant Head of Year, EDI Lead
Mrs Clarke	CC	Teacher of Drama
Mrs Cordingley	EC	Assistant SENCO
Ms Crowe	SCO	Teacher of Art
Ms Cunningham	CCU	Learning Support Assistant
Mr Davis	FD	Head of Year 13, Teacher of German
Miss Day	WDA	Careers Advisor
Mrs De Maximy	ID	Foreign Language Assistant
Ms Deane	EDE	Teacher of English & Associate Head of Year KS4
Ms Derewnicka	LDE	Teacher of Science
Mrs Desouza	KDE	Learning Support Assistant
Mrs Edey	EE	Teacher of Science
Ms Ellinson	RE	Head of Sociology, Teacher of Sociology
Mrs Evans	FEV	Teacher of Science
Mrs Evans	MEV	Finance Manager
Mr Farrow	AFA	Head of Politics, Teacher of Politics

NAME	STAFF CODE	TITLE
Ms Feeney-Mellor	MFM	Teacher of English
Ms Fennessy	SFE	Teacher of Media/Art
Mrs Fenton	LF	Specialist Teacher of SpLD
Ms Findley	HFI	Teacher of Dance
Ms Flynn	AFL	Head of French
Mrs Forde	MFO	Senior Pastoral Manager
Mr Fox Joyce	EF	Head of Visual Arts Faculty & BTEC Quality Nominee & Vocational Verification, Curriculum Strategy Lead
Ms Frail	NF	Teacher of Art (ECT)
Ms Francois	TFR	Sixth Form Supervisor/Administrator
Mr Frost	DF	Teacher of MFL and English
Ms Galbert	SG	Head of Year 12 & Teacher of MFL
Ms Gauld	IG	Foreign Language Assistant
Ms Gayle	AYG	Teacher of Art
Ms Gilburt	RG	English Teacher
Ms Glanville	LG	Teacher of Psychology
Ms Gough	KG	Teacher of Maths
Mr Gunn	AGU	Site Manager
Mr Gunn	RGU	Site Assistant
Mrs Hall	JH	Librarian
Mrs Hanrahan	SHA	Science Technician
Mrs Harari	MHA	Administrative Officer
Mrs Harper	AH	Learning Support Assistant
Mrs Harper	HH	Teacher of Maths
Ms Harris	CHR	Head of Faculty of PE & Health
Mr Hart	AHA	Teacher of Business Studies
Ms Haslett	HSL	Cover and Pastoral Manager
Mrs Hasling	NHS	Headteacher's PA & Office Manager
Mrs Hayden	HHA	Careers Lead
Ms Heaney	JHE	Teacher of Computer Science
Ms Heaton	SH	Head of Religious Studies
Ms Hickley	NH	Lead Science Technician
Mrs Hine	LH	Teacher of Maths
Ms Hines	TH	Teacher of Science
Ms Hood	LHO	Teacher of English
Ms Honour	AHO	Teacher of Food Technology
Ms Hudson	AHU	Head of Geography
Mrs Hurley	RHU	Assistant Headteacher & Designated Safeguarding Lead & Teacher of PE
Ms Iluebbey	ELL	Teacher of Biology
Ms Islam	RI	Teacher of Science
Mrs Karaman	IK	Teacher of Maths
Ms Karunaratnam	RKA	Reporting & Assessment Officer
Ms Keeble	CK	Second in Charge of Visual Arts, Teacher of Art & Textiles
Mrs Kendall	NKE	Receptionist
Mrs King	SK	Student Support Keyworker
Ms Klawiter	AKL	Head of Faculty of Humanities, Teacher of History
Ms Knight	MKN	Sixth Form Academic Support Tutor
Mrs Kourtaa	JK	Head of KS3, Teacher of Maths
Ms Laity	JLI	Assistant Headteacher & Teacher of English
Ms Laurence	JLA	Learning Support Assistant
Ms Lawal	ALA	Teacher of Maths
Mrs Little	CL	KS3 Pastoral Manager
Mr Littlechild	ALL	Assistant Safeguarding Officer
Ms Lunskey	ALU	Teacher of Geography (ECT)
Ms Mahiques Navarro	MMA	Teacher of Spanish & Remote Learning Champion

NAME	STAFF CODE	TITLE
Mr Maisey	DM	Head of Year 10 + Teacher of Geography
Ms Marcham	CMA	Head of Dance
Mr Margetts	DMA	Site Assistant
Mrs McAleer	SMC	Examinations Officer
Miss McGovern	TM	Head of Year 7 & Teacher of P.E.
Mrs McLean	NM	Teacher of Science
Mr Miller	SMI	Science Technician
Mrs Mitchell	RMI	Safeguarding Officer
Ms Mocanu	IM	Foreign Language Assistant
Ms Mohamed	IMH	Teacher of English
Miss Moore	SMO	Head of Year 11 & Teacher of PE
Mrs Morgan	RM	Teacher of English and PT Head of Year 13
Ms Morris	AMO	Teacher of Art
Mr Morris	MM	Science Technician
Mrs Murray-Smith	CMU	Head of Law
Ms Ncube	SNC	Teacher of Science
Ms Newland	ANE	Reflection Supervisor
Mrs Olomo	KO	Teacher in charge of Business Studies
Mrs Ortuno Mora	JOM	Admissions and Administrative Officer
Mr Osborne	SOS	Assistant Headteacher Head of KS5
Ms O'Toole	NO	Teacher of Photography & Creative Drama
Mrs Papa	APA	Attendance Assistant
Ms Parry	VP	Head of Faculty of Science, Teacher of Chemistry & Curriculum Strategy Lead
Mrs Partridge	HPA	HR & Payroll Manager
Mrs Powell	JP	Learning Support Assistant (part time)
Mr Robertson	SRO	IMAT Estates Manager
Ms Rolston-Ashford	FR	Teacher of English
Mrs Rose	ZR	Attendance Officer
Ms Sakiroglu	LSA	2 in charge of English, Teacher of English
Mrs Salmon	ES	Visual Arts Technician
Mr Saunders	RSA	Teacher of PE
Ms Scott	ASC	Teacher of Health & Social Care
Mrs Seare	DSE	Teacher of Psychology (maternity leave)
Mrs Sedghi	MS	Teacher of Mathematics
Ms Severns	ASE	Head of Faculty of Maths and Computing
Mr Seward	PS	Deputy Headteacher & Teacher of Science
Miss Sheppard	GS	Head of Music
Ms Sims	NSI	Teacher of Science
Mr Sinclair	DSI	Learning Support Assistant
Mr Sizer	RSI	Teacher of Music
Mr Small	RS	Head of Physics
Mrs Stanford	KST	EAL Support Worker
Ms Stanley	HST	Head of Faculty of Performing Arts
Ms Stavrou	BS	Head of Faculty of MFL + Head of German
Mr Stewart	TST	Teacher of Maths
Ms Subodaran	ASU	Teacher of Maths
Ms Sunman	CS	Assistant Headteacher + Teacher of German
Mrs Sweeney	DS	Assistant SENCo
Ms Tabakova	TT	Finance Officer
Ms Tunney	JTU	Cover Supervisor and Guided Learning Mentor
Ms Tyler	GT	Teacher of PE
Ms Walker	JW	Head of English Faculty & Teacher of English
Mrs Williams	AWL	Teacher of Maths and English KS3
Ms Williams	SWI	Cover Supervisor & Guided Learning Mentor

NAME	STAFF CODE	TITLE
Ms Wilson	AWI	Teacher in Charge of Economics
Mr Whittle	SWH	Headteacher
Ms Wood	LWO	Learning Support Assistant
Ms Woods	AWO	Data, Assessment & Timetabling Lead
Mrs Ximines	CX	Head of Psychology & Teacher of Biology (part time)
Ms Yu	CY	Teacher of Maths (ECT)

General Information

sQuid

Langley Park School for Girls operates a cashless system for which all students use an ID card. There are no overdraft facilities with this system, so students must learn to be responsible. All money should be credited onto sQuid accounts online using a credit or debit card. All payments to the school, including lunch money, printing, trips and other purchases, should be made using sQuid.

We will provide a separate letter with log-in details for sQuid when your child joins the school, this will not change once it is set up.

Cashless catering reduces the problems of students carrying cash within the school environment and encourages healthy eating.

Payments can be made by online at www.secure.sQuidcard.com.

From September 2024, a main meal and dessert will be £2.70. An average daily spend is approximately £7.00 per day.

A cashless system enables those who are entitled to a free school meals allowance to be in receipt of this without others knowing this.

If a student is entitled to the free school meal allowance, this will be credited to their account on a daily basis and any unspent allowance will remain on the account for 48 hours. Students should understand that if they use their FSM allowance at break time, it will not be available for lunch. Parents/carers can top up the credit via sQuid for any additional food requirements as food may be purchased during any of the service times.

Students will need to ensure they have their ID card with them every day. In the event that the ID card is lost, a replacement should be purchased via sQuid.

All students who intend to purchase food from the canteen must have credit on their sQuid account.

Free School Meals

We are anxious to ensure that parents/carers who qualify for free school meals for their child make a claim in good time for the start of the new academic year. Accurate information regarding this is also required by us so that we can submit accurate returns to the DCSF, to Ofsted and to the London Borough of Bromley - the Local Authority. The information is used by these bodies to create a picture of our school population and this in turn affects their judgement of our results and our effectiveness.

It also affects the school budget in that we receive more funding for the higher the percentage of free school meals we can securely identify amongst our students. This enables us to offer financial assistance for trips and other school resources for those families in financial difficulty.

Please be assured that the free school meal grant is confidential and the money would be credited daily directly onto your child's card. There are no special arrangements for collection of grants or paying for items in the school canteen.

Eligibility

The first qualification for free school meals is that the children who live with you are full time school students attending a Local Authority maintained school in Bromley – such as Langley Park School for Girls (it does not matter if your family home is out of the Bromley borough – it is the school address that counts).

Your children who live with you are entitled to free school meals if you are in receipt of:

- Income Support
- Income Based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit (providing you are not entitled to Working Tax Credit), with a gross annual household income of no more than £16,190 (as assessed by HMRC)
- Guaranteed Element of State Pension Credit
- Support under part 6 of the Immigration and Asylum Act 1999
- Working Tax Credit run-on (paid for four weeks after you stop qualifying for Working Tax Credit)
- Universal Credit, with a net annual household income of £7,400 or less (after tax and not including any other benefits you receive)

How to apply

If you are in receipt of any of the above and have not already applied for free school meals for your child, please contact Pupil Benefits at the London Borough of Bromley on 020 8313 4127 (Tuesday to Thursday) to request an application form. You can also apply online at www.bromley.gov.uk - Apply for it — Free school meals/Pupil Premium Payment. Once completed, this form should be returned to the address shown on the form.

You will receive more details on how it works if your qualification is confirmed. If you need any support with this please contact lpgsfinance@lpgs.bromley.sch.uk.

IT Cloud Services

There are several cloud based services that students can use from home once they receive their username and password (this will be issued on their first day).

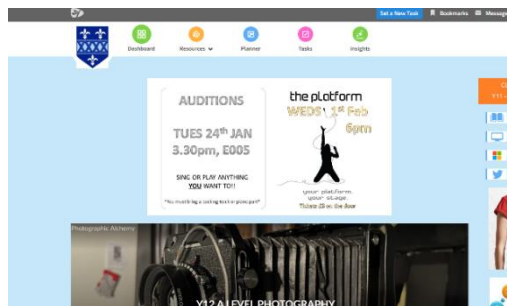
Firefly

Firefly is our Virtual Learning Environment (VLE) which will give students access to:

- Lesson resources such as notes and videos
- Homework tasks and resources
- Announcements from teachers
- Timetable
- Personal blog and much more

To access Firefly, google '**LPGS Firefly**' or click [here](#).

Students should check their school e-mail regularly for page recommendations and homework from teachers



Office 365

Whilst studying at LPGS students will have their own Office 365 account. This will give them access to full versions of software such as Microsoft Word, PowerPoint, Excel, Outlook and Publisher. Their school login will:

- Allow students to download the latest version of Office onto 5 devices (including iPads and Macs).
- Give students 1Tb of cloud storage allowing them to access files from home and school easily.

To access their Office 365 account and download Office onto their devices students should login to: <https://login.microsoftonline.com>

The login will be their school e-mail address and normal school password.

RemoteApps

RemoteApps allows students to access their school documents and a range of specialist software from home. This can be accessed via Windows or Apple devices.

To connect a device to this service please visit: www.lpgs.bromley.sch.uk/494/lpgs-cloud-services and scroll down to the **RemoteApps** section to find the appropriate instructions for your device.

If you are having any issues with any of these services please contact helpdesk@lplt.org.uk.

Social Media at LPGS

We would like to inform you of the efforts LPGS is making to harness social media so that we may share information quickly and more easily with parents/carers and older students.


LPGS operates an X (Twitter) feed under the username [@lpgsbromley](https://twitter.com/lpgsbromley). This is a collection of news about LPGS. We share successes and achievements of students, advertise extra-curricular events and useful news from other organisations, for example UCAS.

Links for our Twitter, Instagram and Facebook accounts can be found at the top of the school's website (www.lpgs.bromley.sch.uk). If you would like a guide to social media use then please read the information on the Online Safety section of our website. Please note that students' full names will never be used when posting on Twitter or Facebook.

We run several Instagram accounts which are very popular with students. The main school account is [@lpgs_official](https://www.instagram.com/lpgs_official). Departments often run their own themed account that shares information about their subject. Instagram allows us to share pictures of what is happening in and around school in a more informal way. As with our social media accounts above we will not use students' full names here.

If you would like to know more about age limits placed upon the users of these different platforms then please visit <https://www.saferinternet.org.uk/blog/age-restrictions-social-media-services>.

The school works hard to identify who it is linked with and for their own privacy we will not 'friend' or 'follow' student accounts. Please note you do not need an account to check any of the above websites.



Introduction

Social media has become an integral part of the way teenagers experience the world. It is essential that parents take an active role in their teen's online presence.

Teens are sharing more personal info than ever before and not just on Facebook. They tend to use multiple apps, websites and services that cater for instant photo sharing.

Owing to the diversity of technology used, including gaming platforms and mobile devices, it has become a lot more difficult for parents to monitor their child's activities.

There are increasing concerns regarding the time young people spend on the web, playing games, and on social media.

Be aware these platforms are influential and can be used to reach out to young people with extremist messages. It's more important than ever to be aware of your child's online activities. (Read more on extremism at <http://bit.do/lgfi-extremism-advice>)


Teens today often know how to get around filtering and password protection, and are able to clear history to avoid being chased.


Cyberbullying is common, against both students and staff. As it takes place outside of schools teens should realise that it can often require police involvement.

With this guide we hope to provide a starting point for understanding popular social media sites and services, what you should discuss with your child, how to handle any concerns, and where to find more information.


The sites and apps teens use are many and change often, here are some to be aware of.

Social Media Guide for Parents







Facebook is mostly used for sharing, liking and commenting between friends. Be sure to 'friend' your teen to keep track of their activity, especially if you've allowed them to have an account under the required age of 13.




Instagram lets users edit and publicly share their photos and videos. Users can make their profiles private, forcing them to approve their followers, but often the aim is to grow a large following. Messages, photos and videos can also be sent privately.




YouTube is still a vastly popular site for sharing videos, both professional and amateur. Creating video content has become simple and commonplace, with many teens creating channels. Users can comment, follow and send private messages.




Twitter is used to 'tweet' short messages or pictures to the world. It is often used by celebrities and organisations. Users 'follow' each other to keep track of their tweets, and accounts can be 'protected' to only allow approved followers to view them.




Periscope lets users broadcast live video from their phone, and watch other users' video streams, which are usually announced on Twitter. Broadcasts can be public or private, and include the user's location unless location-sharing is disabled.




Vine allows users to share and view videos (vines) that are five to six seconds long. These can be recorded from the Vine app, and are often then shared on social networks. Like YouTube, Vine bans any sexually explicit content.



Snapchat allows users to send pictures to one or more of their contacts. The pictures are only visible to the recipient for ten seconds before deleting themselves, however there are many ways users can bypass this to keep a permanent copy.



Tumblr is a blogging platform, allowing users to write typically short public posts, like an online diary. Adult content is common, which can be avoided by using 'Safe Mode.' Blogs about suicide and self-harm have been a cause of concern.



Pinterest allows users to browse and share images (pins), videos and websites. Content is shared publicly on 'boards,' each usually focused on a specific topic. Users can comment, re-pin content they like to their own boards, and follow others.

Things to talk about...

Explain that sharing hurtful things can be just as devastating online as in person. When people are subject to bullying through computers and phones, it can feel impossible to get away from.

Ensure and regularly check your child uses appropriate privacy settings for services they use. Make sure they think about whether they want photos of themselves and friends available world-wide.

Discuss how things they share online are difficult to remove. Pictures, videos and messages are part of their digital footprint which affects them through school, college, university and employment.

Consider how their online presence affects others. Their content should not bring their friends, their family, or their school into disrepute, and shouldn't include people without their permission.

Online reputation checklist

Search your name online. If you find something you aren't happy with, get the content removed. If your Facebook or Twitter pages appear, you can change this by adjusting your privacy settings.

Check privacy settings. Make sure you know what information you are sharing on social media sites. Most have privacy settings to help you manage the content you share publicly.

Think before you post. Before you post a message or picture, ask yourself whether you want everyone to see it. Remember once something is online it could potentially be there forever.

Deactivate and delete. When you stop using a website it's a good idea to delete your account. This prevents the content from being searchable and removes the risk of your account being hacked.

Useful Websites

ThinkUKnow www.thinkuknow.co.uk/parents/ | **YouTube Safety Centre** www.youtube.com/yt/policyandsafety/en-GB/safety.html
Facebook Teen Safety www.facebook.com/safety/groups/teens | **CEOP** www.ceop.police.uk/safety-centre/11-16/

Pastoral Care – How Our Students Are Supported

The Pastoral System

Langley Park School for Girls is divided into:

Lower School (Key Stage 3) Years 7, 8 & 9

Upper School (Key Stage 4) Years 10 & 11

Post-16 (Key Stage 5) Years 12 & 13

Headteacher – Mr S Whittle					
Deputy Headteachers – Mrs E Ashman-Clark and Mr P Seward					
Assistant Headteachers					
Sixth Form	Safeguarding & Attendance	Learning & Teaching	Curriculum	SENCO	Behaviour
Ms S Osborne	Mrs R Hurley	Miss C Bush	Mrs C Sunman	Mr J Chinery	Ms S Awoberu

Head of Key Stage 3			Head of Key Stage 4			
Mrs J Kourtaa			Mrs L Brown			
Heads of Year						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Miss T McGovern	Mr J Acomb	Miss R Azra	Mr D Maisey	Ms S Moore	Ms S Galbert	Mr F Davis
Assistant Head of Year KS3			Assistant Head of Year KS4		Assistant Head of Year KS5	
Ms A Scott			Ms E Deane		Ms R Chorley	
Key Stage 3 Pastoral Manager			Key Stage 4 Keyworker		Senior Pastoral Manager	
Mrs C Little			Mrs S King		Mrs M Forde	

From Year 7 to 11, each year group has eight Form Tutors led by a Head of Year. There is also a Head of Key Stage, who is responsible for the teams of Form Tutors and Heads of Year and deals with the main developments and decisions in each year group.

The Form Tutors have a key role in organising their Tutor Group. They are the first point of contact between students and parents/carers, and check student planners once a week (see also 'Communicating with the School').

There is pastoral time for individual mentoring, involving one-to-one discussions between Form Tutors and students on all aspects of a student's school life. Students enjoy 35 minutes each morning with their Form Tutors following a variety of activities that include:

- assemblies
- current affairs discussions
- Personal, Social, Health Citizenship Education (PSHCE) activities/discussions.

Help, Guidance and Advice for Students

Any student with worries that may be causing them difficulties in focusing on their academic work, whether these be emotional or practical, can contact the relevant Keyworkers through their Tutor, the Head of Year or directly by e-mail or through Student Support. Parents/Carers can also make contact in the same way. Students' and parents'/carers' concerns are treated as private by the Pastoral Team. In addition, Mrs Hurley is the Designated Safeguarding Lead (DSL) ensuring that students are safe whilst within Langley Park School for Girls and liaising with the Local Authority Children's Services where students need the support of other agencies. The DSL is responsible for the Langley Park School for Girls' Child Protection Policy. This policy can also be found on our website. We recognise that during the course of the 7 years between age 11 and 18, our young people will need different levels of support at different times. We therefore have a Student Support Centre that houses our team of non-teaching staff that includes a Medical Officer, Attendance Officer, Safeguarding Officer, Education Welfare Officer, Senior Pastoral Manager and a team of Pastoral Managers.

STOPP TAKE A BREATH



OBSERVE: What am I thinking? What am I reacting to? What am I feeling in my body?

PULL BACK: Put in some perspective. See the bigger picture. Is it fact or fiction? How would someone else see this?

PRACTISE WHAT WORKS: What's the best thing to do for me/others/this situation?

Safeguarding and Inclusion

In order to ensure that we deliver against our values and to comply with the statutory guidance of September 2019, we will implement our Child Protection & Safeguarding Policy.

This policy is reviewed annually in line with the annual amendments of the statutory guidance.

Where there is a conflict of interest between parents/carers and children, and in all decisions relating to their future, the child's interest must be given primary consideration.

All organisations that work with children and families share a commitment to safeguard and promote their welfare, and for many agencies that is underpinned by a statutory duty or duties to ensure children can:

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution.
- achieve economic wellbeing.

In order for all children and young people to achieve their potential they should:

- have their basic needs met.
- enjoy the medical, educational, pleasure and welfare services necessary for a healthy and positive childhood.
- live in a safe environment protected from exploitation, abuse or harm.
- feel loved and valued and be supported by a network of reliable and affectionate relationships.
- have a positive image of themselves and a secure sense of identity including cultural and racial identity.
- be consulted and have views taken into account on all matters and decisions that affect their lives.
- be helped to develop good inter-personal skills and confidence in social situations to enable them to become competent in looking after themselves and coping with everyday living.

If you have any safeguarding concerns about the welfare or safety of a student, please report it to the Safeguarding Team in confidence. You can contact the Safeguarding Team via safeguardingteam@lpgs.bromley.sch.uk.

The Designated Safeguarding Officer is: Mrs R Mitchell: RMI@lpgs.bromley.sch.uk.

Inclusion Team

The role of the Inclusion Team is to ensure that students have equal access to the curriculum and other learning opportunities; to work with teachers in an advisory capacity that enables students' needs to be met within the classroom (Quality First Teaching) wherever possible; to develop relationships with parents/carers that ensure additional needs are identified as early as possible and to work collaboratively to ensure the wellbeing and progress of vulnerable students.

Support for students with learning needs takes a variety of forms in the secondary phase. In-class support from an additional adult (Learning Support Assistant) is limited and mainly provided to students with Education and Health Care Plans (EHCPs).

Contact:

Mrs R Hurley

Assistant Headteacher, Designated Safeguarding Lead

Mr J Chinery

Assistant Headteacher, SENCO

Student Leadership

Student Leadership

We are committed to developing leadership skills among all our students. There are a range of opportunities available for students of all ages and the cornerstone of this is our Student Council which ensures that all students' voices are heard. Within Tutor Groups students are able to choose from a variety of leadership roles such as Form Captain, Sports Captain, Environment Reps and more. Through these structures we aim to ensure our students develop into confident, articulate young people who make a contribution to society.

We are aware of the need to develop forward-thinking young adults, prepared for the challenges and demands of leadership in the wider world. Our Sixth Form motto **'Today's Learners, Tomorrow's Leaders'** underpins all that we do and as such, it is our priority to recognise the individual strengths of our students and consider them as key contributors to both our Sixth Form and the wider school community. Our prefect structure allows students to develop their leadership skills in a range of fields.

Our Senior Prefect Team

Head Prefects					
Melanie M & Jeremiah A					
Deputy Head Prefects					
Grace S		Freddie N	Ida B	Nia A-N	
Team Leaders					
Ela K	Sarah D	Katie-Linh K	Naomi M	Harry S	Jay W-W
<i>Sixth Form Support/Events</i>	<i>Enrichment: Clubs & societies</i>	<i>EDI</i>	<i>Female Empowerment</i>	<i>Student Voice</i>	<i>Careers Ambassadors</i>
Cecila O	Lucy F	Fantah J	Zahra O	Savannah P	Natalie J
Chloe A	Katie B	Marlon K	Alex H	Naomi I	Emefa A
Tiffany C	Amy A	Morayo F	Ava-Lily M	Mirabel O	Rosie G
Princess M	Annabel A	Shazarrell N	Charlotte S	Cyshelle M	Divine E
Ella M	Abi S	Chelsea A	Leo S	Ella N	Kimberley L

Communicating with the School

Issue	Who to contact	How?
Any Safeguarding issue	Safeguarding Team	safeguardingteam@lpgs.bromley.sch.uk See Child Protection Policy for details or contact Reception at the school
Reporting absence or other queries relating to attendance	Attendance Officer	Phone 020 8639 5230 or email attendance@lpgs.bromley.sch.uk
Concerns about behaviour	The Form Tutor will usually be the first port of call, but other staff will also be able to help	We hope that the student would be able to speak to somebody in school directly. Otherwise please email or phone
Concerns about your child's progress in a particular subject	Form Tutor initially or the Head of Year if the issue is not resolved	E-mail is usually the most efficient way to contact teachers. They can always phone you back if necessary.
Need for information about a particular subject	The Head of Subject	E-mail
Concerns about the progress of your child generally	Form Tutor who may refer to the Head of Year	E-mail
A complaint about a member of staff	We encourage you to try to deal with issues informally first with the staff member concerned or their manager, and then to follow the School's Complaints Policy if you feel your issue has not been resolved.	Please see the Complaints Policy on the school website for more information about where to direct your complaint and how to do this. Please contact Reception if you are unsure about what stage your complaint has reached.
A complaint about a student in the school	Head of Year who will investigate the complaint.	E-mail or phone call
Concerns about friendship issues	Form Tutor	E-mail or phone call We hope that the student would be able to approach their Form Tutor directly.
Questions about uniform	The website and planners have details of the Uniform Policy. Form Tutors will also be able to advise.	E-mail
Questions or concerns relating to SEND provision	SENCO (Special Education Needs Coordinator)	SEND@lpgs.bromley.sch.uk
Information about extra-curricular activities – e.g. times of clubs	Form Tutor or Head of Year can help.	Firefly
Exam queries – e.g. dates/times of exams	The website usually has all the information you need but if you have problems, the Exams Officer will be able to help.	exams-lpgs@lpgs.bromley.sch.uk
Term Dates or school closures	The website has most of the relevant information, but Reception or Form Tutors can also help.	www.lpgs.bromley.sch.uk
Lost property	The Store	'The Store' is open before and after school for students to check. We routinely lay out lost property. After a period of time, lost property is disposed of.
Change in personal information (ie new address/phone number)	School Office	info@lpgs.bromley.sch.uk
Something that doesn't fit into any of the categories above	Contact Reception and they will direct you to the appropriate person.	020 8639 5200 info@lpgs.bromley.sch.uk

Please note that teaching staff teach throughout the school day and that staff are not expected to answer emails outside of working hours. In line with our trust [Parent Engagement policy](#), we aim to reply within 3 working days. If your query is related to an urgent concern or safeguarding matter, please contact the school reception or email info@lpgs.bromley.sch.uk.

Stronger Together: Families and School Supporting Students

These are some of the ways in which students can be supported.

- Set aside some time each week to sign the planner and talk about what is going on at Langley Park School for Girls.
- Attend the Progress Evenings to meet Form Tutor/class teachers and subject staff and talk about the student's progress.
- Join the LPGS PTA and meet other parents/carers. The PTA raises money for the extras that Government funding does not cover.
- Make sure the students have the proper equipment especially a suitable backpack for carrying books etc, without them getting dog-eared.
- Students are permitted to bring their mobile phones into school on the understanding that if they are lost or broken the school takes no responsibility for this. Between **arrival on site and 3.10pm** they are not to be seen or heard unless the teacher explicitly allows them to be used for legitimate learning tasks. If seen or heard, phones are confiscated and will not be returned to the student. If a phone is confiscated parents will receive a telephone call, the phone must be collected by a parent/carer during Reception opening hours (8am-4pm).
- Encourage students to develop an awareness of current affairs by reading a newspaper or watching the news.
- Make sure students have a quiet place to study, and that they get into the habit of doing their homework regularly before watching television or going out.
- Ensure students get a good night's sleep.
- Check on homework regularly to see that it is all being done, and which parts deserve praise, or are causing problems.
- Do not allow students to be late or absent without good reason - frequent days off will affect their performance and may lead to bad habits later on. Attendance falling below 96% has a huge impact on their progress and attainment and can affect their social relationships.
- Sometimes it will be necessary to correct students' behaviour and we hope that you will support the school. We undertake to give students every possible chance to improve, and to treat everyone fairly, understanding that this is necessary for the calm and productive running of the school. Please support the school when discussing any sanctions with your child.
- Check that the uniform is correct and smart. Time spent dealing with uniform infringements is valuable teaching time wasted.
- Smart/Apple watches (or similar) are not allowed to be worn in school.
- If there are any factors which may affect your child's performance or wellbeing, please do let us know. We will treat all confidences with discretion and sensitivity.

Code of Conduct

Conduct, behaviour and learning at Langley Park School for Girls is very good and everyone has a role to play in ensuring that LPGS is a happy and productive learning environment.

Students are expected to behave in a considerate and courteous manner at all times, as members of LPGS, and of the local community. They are expected to show respect to all members of staff, visitors and to each other.

LPGS is intolerant of bad language or behaviour that is disrespectful, prejudicial or discriminating.

Bullying in any form is unacceptable at Langley Park School for Girls. Bullying is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures). Allegations of bullying will always be taken seriously.

Friendship issues are part of growing up and how to overcome these are addressed during PSHCE and Tutor Time. We recognise that some people need more support with this than others. We ask that parents **do not** get involved with friendship issues as this almost always makes the situation far worse.

All students are expected to have respect for property and for the school environment. This includes care for furniture and books, and respect for display work and notices. Food is only to be consumed in the Dining Hall or other designated areas, and litter must be disposed of properly in the bins provided. Chewing gum is not allowed anywhere in Langley Park School for Girls.

Langley Park School for Girls is a non-smoking area. It is unacceptable for students to smoke/vape whilst in uniform (or sixth form dress code) or be in possession of smoking or vaping paraphernalia.

Good social behaviour is encouraged by the students moving round the buildings quietly, keeping to the left in the corridors and on the stairs, being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room. We are fortunate in that there are few 'out of bounds' areas within Langley Park School for Girls. Students enjoy a high level of trust. This is reliant upon responsible conduct and honesty from all.

Punctuality is expected from all students – for registration, for lessons and for handing in homework. This prevents disruption to the sequence of learning planned by staff.

To support with this we have 'pips' which are three short beeps to help with transition. There are warning pips at 8.25, 11.20 and 2.05. There are also pips to mark the transition between lessons.

Correct uniform is to be worn at all times, including the journey to and from school.

Behaviour for Learning Procedures

The Langley Park School for Girls' philosophy is to encourage a high level of motivation and self-discipline in the students. It is important that the students realise the consequences of different behaviour both in terms of the effect on the individual and on the group.

Our Behaviour Policy can be found on the [Key Information](#) section of our website.

Some of the Langley Park School for Girls' rewards and sanctions are listed on the following page. These are recorded on SIMS. For some sanctions, parents/carers will be informed by a note in planners, by letter, telephone or e-mail.

The behaviour/achievement tariff gives parents/carers and students an understanding of the types of behaviours that result in Progress (P) or Consequence (C) points.

Progress Points

These will be given for particularly good work, for putting in a lot of effort, maintaining a high standard of work, or for service to our learning community on a sliding tariff. When progress points are awarded parents/carers receive an e-mail notification.

Progress points are given to students in two categories:

- Students who work hard, achieve well, contribute actively in class, improve their rate of progress or show excellent commitment to learning receive curriculum progress points.
- Students who contribute to the school or wider community receive community progress points.

These successes are celebrated in termly Achievement Assemblies.

At Langley Park School for Girls we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, e.g:

- Staff praise verbally and in books and learning samples.
- Individual certificates.
- Written communication to students and/or parents/carers.
- Recognition of outstanding achievements.
- Visits and trips.
- Articles in parent/carer letters or the newsletter.

Consequence Points

These are given to students who show a failure to comply with our expectations, and for behaviour that warrants a consequence or follow up. Types of behaviour can be seen in the Rewards and Behaviour Tariff.

Sanctions

Details of sanctions can be found in the Behaviour Policy and the Behaviour Flowchart on our [website](#). There are a number of detentions students must be aware of:

Detention	Main reasons <i>Please note this list is not exhaustive – for more information see the behaviour tariff</i>
C1 Lunchtime detention (same day) 1.55-2.05pm	Late to school/form time
C1 (next day) 2.15-3.30pm	Didn't attend lunchtime detention on previous day Didn't take two chances in class to meet learning expectations Didn't take two chance to address uniform issues during form time
C2 (next day) 3.15-4pm	Received a C1 in more than one lesson and therefore escalated to C2 Didn't take three chance in class to meet expectations Didn't take two chance to address uniform issues and was seen after 9.05 with a uniform infringement
C3 (Wednesdays & Fridays) 3.15-4.30pm	Was relocated to another learning space due to persistent failure to meet learning expectations (4 chances)
Key Stage 5 students only C1 Next day – 1.45-2.00pm C2 Next day – 1.45-2.30pm C3 Fridays – 1.45-3.10pm	All detentions issued to KS5 students will begin at 1.45pm

Reports

A student may be placed on report if there are continuing problems with behaviour, or if organisation, punctuality etc, needs to be monitored. The various report cards are as follows:

Pastoral:

1. Form Tutor Report
2. Head of Year
3. Department Report
4. Senior Leadership Team Report

Curriculum:

1. Subject Report

This is a positive means of supporting a student to focus on one or two specific areas of learning.

If a student continues to show disregard for the Langley Park School for Girls' Code of Conduct then it may be necessary to consider exclusion from lessons.

Those students who fail to make the necessary improvements to their conduct may be subject to a Pastoral Support Plan. Ultimately this may result in them losing their place at Langley Park School for Girls.

Higher Level Sanctions/Consequences

On occasion it is necessary to issue a higher consequence or sanction in response to serious incidents of unacceptable behaviour or where there is persistent, repeated or sustained examples of poor behaviour.

This can include: time in our Reflection Room, time in the inclusion space at another school (sometimes called an offsite direction), fixed term suspension or in the most serious of cases, permanent exclusion.

Students are given an exclusion in response to infringements of the Langley Park School for Girls' Code of Conduct. The function of the exclusion is for the students to reflect upon their behaviour and to work towards improvement. The main focus is to consistently look for resolution to problems of conforming to expected norms of behaviour. It is one strategy to be used within the whole range of interventions and support within the Langley Park School for Girls welfare and pastoral structure. The decision to exclude a student is never taken lightly.

Students who display extreme behaviour or show persistent defiance could be placed in our Reflection Room as an opportunity to reflect on their behaviour and/or prevent any further disruption. Behaviours at this level are linked to C4 Consequence points and examples are seen in the following Rewards and Behaviour Tariff.

The Reflection Room requires students to work within school but separate from their normal classes. Students work in the Reflection Room for either a lesson or sequence of lessons or a day/days dependant on the reason. Students are required to reflect on their poor behaviour and discuss strategies to enable future improvements.

On occasion, students will be asked to spend time in the inclusion space at another school – normally one of the secondary schools in our trust. This is sometimes called an Offsite direction and can be used as an alternative to suspension if there are wellbeing concerns for students or as a measure to prevent suspensions.

Students may be given a suspension in response to infringements of the Langley Park School for Girls' Code of Conduct. The function of the exclusion is for the students to reflect upon their behaviour and to work towards improvement. The main focus is to consistently look for resolution to problems of conforming to expected norms of behaviour. It is one strategy to be used within the whole range of interventions and support within the Langley Park School for Girls welfare and pastoral structure. The decision to exclude a student is never taken lightly.

Langley Park School for Girls does not often suspend students. A short suspension can often produce the desired impact without alienating the child from education. The Reintegration Meeting with the parents/carers is a significant part of creating resolution to issues which may inhibit good behaviour. Strategies for continuing improvement and support from the pastoral and welfare structures form a key part of the return to school requirements.

Suspension: This occurs when a student has to be removed from the school. This is a serious sanction and following an exclusion parents/carers are asked to come in to the school with the student for a Reintegration Meeting to discuss further strategies.

Permanent Exclusion: This occurs in exceptional circumstances at the discretion of the Headteacher.

Rewards and Behaviour Tariff

Consequence Points			Progress Points		
	SIMS LOG	Possible consequence issued	Types of behaviours*	SIMS LOG	Contribution to the School Community
1 Point	C1	Minor Infringement – all staff / SIMS (3:30 Centralised DET)	Not listening Lack of equipment / HWK Lateness Distracting others Insufficient effort Breaking uniform + mobile phone rules Minor inappropriate behaviour, compliant once challenged	P1	Active participation in the lesson Excellent Home Learning Successful collaboration Outstanding classwork Excellent use of LPGA planner Improvement in effort Resilience/Resourcefulness/ Reflection/Reciprocity
3 Points	C2	Serious Infringement – all staff / SIMS (4:00 Centralised DET)	Inappropriate language Inappropriate behaviour Refusal to follow request Missed C1 detention Persistent behaviour from previous column	P2	A contribution to the community Hosting visitors to the school Interview panel Prefect lunch duties
10 Points	C3	Persistent Defiance Head of Faculty/Year/Key Stage (4:30 SLT Friday DET)	Lack of respect to staff / defiance Lack of respect to other students Failure to attend teacher / tutor detention Failure to attend GL Missed C2 detention Walking out of a lesson without permission Persistent behaviour from previous column	P3	School Council Representative Supporting Parents' Evening Supporting Open Day / Evening Presentation to peers (Inc. assembly) Regular support of peers (e.g. mentoring)
15 Points	C4	Major Infringement HT / DHT / AHT/ HKS (SLT DET/ Reflection Room/Offsite Direction/ Restorative Justice)	Physical abuse / Fighting Persistent bullying Theft / Vandalism Missed C3 detention Truancy Persistent behaviour from previous column	P4	Significant contribution to community or social action Presentation to SLT / Governors
25 Points	C5	Major Infringement HT / DHT / AHT (FIS / PEX / HM / PSP)	Abusive behaviour towards staff Dangerous behaviour including possession of weapon Prejudice based behaviour Possession of illegal or harmful substances Persistent behaviour from previous column	P5	Leading others in community or social action Presentation to Governors

*Note: all behaviours will not be listed here, the below is a guidance and incidents in school will be dealt with on an individual basis, using the below as a guide to best fit the sanction. Prior behaviours students may play a part in issuing a sanction seemed fit

Commitment To Learning

Each term students are issued with a Commitment to Learning (C2L) report with grades awarded by teachers for their approach to learning.

Students are given one grade for each subject. It is a 'best fit' grade.

The gride below shows the guidance use when determining the grade.

	Exceptional 1	LPGS Standard (Good) 2	Requires Improvement if potential is to be reached 3	Current Commitment to Learning will result in significant underachievement 4
Behaviour for learning	I love learning and take part in all lesson activities – whole class activities, in a group, or on my own. I am absolutely focused in class and a consistently active participant.	I like to learn and take part in all lesson activities, in a group and on my own. I am absolutely focused on my learning when in class. I am an active participant in most tasks.	I usually participate in most activities. I am not always 100% focused for their entire lesson. I often display passive learning behaviours in class.	I rarely participate in some activities. I sometimes disrupt my own and others' learning.
Perseverance and Resilience	I enjoy practising my skills as this is how I get better.	I do practise my skills but I prefer to practise things I am already 'good at'.	I sometimes give up too easily.	I often give up too easily.
Asking and answering questions	I ask specific questions that will help me with my learning and always have a go at answering questions, whether I am sure about the answer or not.	I ask and answer questions about topics that I understand, and those I don't.	I sometimes ask/answer questions but usually about the part of a task I feel I can do.	I rarely ask or answer questions.
Challenge	I have a positive attitude towards making mistakes as I know I can learn from them and understand that is how I make progress.	I accept mistakes as temporary setbacks and usually try to apply what I have learned from a mistake.	I tend to see mistakes as failures rather than accepting and learning from them.	I rarely take on a challenge and avoid taking safe risks.
Feedback	I ask for and am motivated by feedback on my learning and use advice/targets given to take actions to improve it further.	I listen and respond positively to feedback and I will act on it to improve my learning.	I sometimes find it difficult to take on board feedback. I act upon feedback when prompted.	I always find it difficult to take on board feedback and act on it to improve my learning.
Readiness for learning	I am always prepared and punctual for learning without having to be prompted.	I am almost always prepared for learning.	I am usually prepared for learning: lacking exercise book, equipment etc.	I have often come to lessons unprepared to learn: lacking equipment etc.
Homework	I always complete homework on time and to the best of my ability and often go beyond the requirements of the task. I manage my time well.	I usually complete homework on time and to the best of my ability. I almost always manage my time.	Sometimes I forget my homework or do not complete it to the best of my ability.	I often forget my homework, do not complete homework or do not complete it to the best of my ability.

Home – School Agreement

A copy of the Home-School Agreement is shown below and is included in student planners.

Langley Park School for Girls Home School Agreement

Belonging ~ Respect ~ Kindness ~ Equality ~ Ambition ~ Determination



Area of School life	As a School we will... SIGNED: _____	As Parents/Carers I/we will... SIGNED: _____	As a student I will... SIGNED: _____
School Ethos and Values	<ul style="list-style-type: none"> Promote our LPGS values Find opportunities to celebrate and promote success 	<ul style="list-style-type: none"> Promote and role-model LPGS values 	<ul style="list-style-type: none"> Use our values to guide my actions, reactions and interactions Accept and welcome others Model LPGS values in the community
Attendance and Punctuality	<ul style="list-style-type: none"> Monitor attendance robustly Communicate any concerns Work with families to improve attendance 	<ul style="list-style-type: none"> Ensure my child attends, on time Reports unavoidable absence by email attendance@lpgs.bromley.sch.uk or phone 0208 639 5230 Avoid term time holidays 	<ul style="list-style-type: none"> Be on time and ready to learn Aspire to 100% attendance
Uniform	<ul style="list-style-type: none"> Set and communicate our expectations Provide students with the chance and support to correct any uniform/appearance issues 	<ul style="list-style-type: none"> Support school uniform and appearance expectations 	<ul style="list-style-type: none"> Wear the correct uniform all day, every day.
Learning, Progress and Opportunities	<ul style="list-style-type: none"> Provide an ambitious, balanced and diverse curriculum Have high expectations for every child's progress Provide a wide range of enriching opportunities 	<ul style="list-style-type: none"> Encourage my child in their learning and to participate in wider opportunities Support my child with their homework 	<ul style="list-style-type: none"> Believe I can succeed Participate in lessons Try my best, and show determination Complete my class and homework Participate in school clubs, societies and other opportunities.
Behaviour	<ul style="list-style-type: none"> Provide a caring and disciplined school environment 	<ul style="list-style-type: none"> Fully support the school behaviour policies and systems 	<ul style="list-style-type: none"> Be friendly, helpful and support others Follow our school rules Communicate politely Behave in way that lets everyone learn
Safeguarding and Wellbeing	<ul style="list-style-type: none"> Keep safeguarding at the forefront of our practice Recognise and promote the importance of wellbeing 	<ul style="list-style-type: none"> Read the school's safeguarding policy Report any concerns to school pastoral or safeguarding staff Promote a balanced approach to wellbeing 	<ul style="list-style-type: none"> Speak to an adult if I am worried about my, or another student's wellbeing Understand that I can influence my own wellbeing positively
Links between school and home	<ul style="list-style-type: none"> Inform families of achievements or concerns that affect their child's learning, behaviour or welfare. Inform families of opportunities and updates from LPGS school life via a range of methods. 	<ul style="list-style-type: none"> Monitor and sign my child's planner Inform the school of any contact detail changes. Inform the school of any concerns or problems that may affect my child's learning or behaviour Attend Parents' Evenings 	<ul style="list-style-type: none"> Keep and use my school planner

The School Day

School Routines

The following school routines are designed for the benefit of all to enable the school community to function efficiently. Your full parental support helps to ensure that your child respects and obeys these routines for the benefit of themselves and others.

School Reception and Security

Please ensure that your child arrives at school well prepared with everything they will need that day. We would ask that parents/carers do not come to school to drop off forgotten packed lunches, text books, PE kit etc.

Please ensure you make an appointment should you wish to see a member of teaching staff, as it is unlikely that you will be able to be seen without one. Reception is your first point of contact when visiting the school. All visitors must sign in and are required to wear a lanyard and visitor's badge issued from Reception.

Students in Year 7 to 11 should **not** use the front entrance; this is for the use of the staff, Sixth Form students, visitors and delivery drivers only. Greater numbers of users would jeopardise health and safety.

Students in Year 7 to 11 enter the school through the side gates.

Sixth Form students enter through Reception and must tap in and out with their ID card.

Lateness to School

Should it be necessary for your child to come to school late they should sign in at the Late Gate and then go to their lesson. If students are late to school, they will need to bring a note and show this at the Late Gate. Lateness without a valid reason will result in lunch time detention between 1.55 and 2.05pm.

Sixth Form students should still tap in and then sign in at the Late Gate.

Conduct About the Buildings

We wish to encourage general orderliness in school and therefore expect your child to keep to the left in corridors and stairs and not to run. Where one-way systems exist, these are to be followed at all times.

Lunchtime Arrangements

Your child should either bring a packed lunch from home or purchase a school lunch from the canteen. Food and drink may be eaten in the dining area, gym, Dalo or outside in the school grounds. Year 7/8 students are also allowed to eat in the Sports Hall if the weather is problematic. Hot food bought from the canteen may only be eaten in the Dalo or the hall. Students in Years 7 to 10 are not allowed to leave the premises at lunchtime. Some students in Year 11 earn the privilege to go off site during lunchtime.

Canteen

Innovate Catering provide our break and lunch services. A wide variety of choices are available for all dietary needs.

We cannot guarantee that we are a nut free zone but we would ask that you do not allow your child to bring any nut based food onto the premises. We do have some students who are extremely allergic. Innovate provide a breakfast service, with free porridge, from 7.50-8.20am and an afternoon service after school until 3.40pm.

Cash

We operate a cashless school for security purposes, which means you know that dinner money is being spent on appropriate food choices. It also means that no-one has any way of knowing who is in receipt of free school meals.

Timetable

Your child's lessons will be scheduled into a two week cyclical timetable, which they will be given in September.

Care of School Buildings and Property

We ask all students to take care of our collective property. We share what we have but that requires us to ensure damages are prevented, or when they occur, they are reported. Any deliberate damage or vandalism is extremely rare and is taken very seriously.

Each form is responsible for keeping its own tutor room tidy. Your child is expected to play their full part in ensuring that high standards are maintained.

Chewing gum is not permitted on the school site. Students caught chewing gum will be given a sanction.

In the event of your child losing or damaging a textbook or any other school property they will be expected to pay for this damage or loss.

It is important that all personal property belonging to your child is named, including school uniform, equipment, watches and pens.

Parents/carers are advised to have expensive items of property e.g. bicycles, laptops and musical instruments covered on their own insurance since the school is not covered for damage to, or loss of, property during the school day.

Outdoor uniform that is worn to school that does not conform to school regulations will also be confiscated and returned to the student at the end of the day. Subsequent confiscations will result in the item being held until collected by a parent/carer.

Mobile Phones

Students are permitted to bring their mobile phones into school on the understanding that if they are lost or broken the school takes no responsibility for this. Between arrival on site and 3.10pm they are not to be seen or heard unless the teacher explicitly allows them to be used for legitimate learning tasks. Any unauthorised mobile phone use results in the phone being confiscated; if this happens the parent/carer will receive a call to notify them and **a parent/carer must come to collect the phone** from school. On very rare occasions, a student might be asked to hand in their phone each morning in order to avoid conflict or misuse.

We know that social media can be a force for good but for many young people, it is a source of anxiety caused by unrealistic beauty ideals and friendship issues. Many schools advise that an hour screen time for non-academic reasons per day is absolutely the maximum that young people should have access to, and that devices should never be taken into bedrooms at night time. It is a battle that many parents/carers fight and we are very happy for that expectation to come from LPGS rather than yourselves. Monitoring what and who they are interacting with online is essential but challenging. We cover internet safety frequently but it is never something we can be complacent about.

Transportation to School

Almost all students live within a walking time of 20 minutes to school. We therefore expect the majority of students to walk, cycle or take public transport. We would ask that those who do cycle to wear reflective clothing/bands and a helmet.

As we are situated on what is effectively a single-track lane serving three schools, we request that parents/carers do not drive down Hawksbrook Lane or St Dunstan's Lane unless they or their children have mobility issues. Congestion, air pollution and dangerous driving cause harm to our young people.

PE Fixtures

All after-school PE fixtures will be posted on the [Sports Fixtures page](#) on Firefly. Details regarding teams and arrangements for the fixtures will be available there. As parents/carers you will receive an email informing you that your child has been selected. Depending on the nature and timings of the fixture you will be required to complete a consent form either via Evolve or Firefly.

Planners

A planner will be issued to students at the beginning of each new year. It serves as a regular record for homework for students, parents/carers and tutors as well as a means of communication between home and school. It is expected that parents/carers and the form tutor will sign it each week. The planner can create a closer link between home and school as well as helping each student to become responsible and organised in their attitude towards their studies. Please ensure that your home and work/emergency telephone numbers are correctly recorded in the planner.

The planner is an additional way for teachers and parents/carers to communicate pleasure concerning a student's progress or dissatisfaction about poor performance. It also contains key resources that are appropriate for each Key Stage. Any lost planners can be replaced for £5.

Please encourage your child to use their planner as fully as possible and check it regularly.

Lockers

We have over 900 outdoor, waterproof, lockers. These can be hired from Secure Locker Rentals directly for a termly fee. Pupil Premium students will have lockers hired for them by LPGS, these will be allocated in September.

Details of how to hire a locker via www.locker.rentals are below. If students want to share a locker with a friend or sibling, they can of course do this.

THE UK'S NO.1 SCHOOL LOCKER.

Secure

LOCKER.RENTALS



2 SIMPLE WAYS TO RENT YOUR LOCKER.



1



2

Visit www.locker.rentals Scan this QR Code

Once on the web app do the following:

- Enter your **LOCATION**
- Choose your **PREFERRED LOCKER AREA** from the drop down menu (if available)
- Click on **CHECK AVAILABILITY**
- Where prompted enter your details and read and agree to the terms and conditions
- Click on **RENT LOCKER** and follow the instructions for entering your payment details
- You will then be emailed a locker code and the number of your locker compartment.

How to Access your Locker:

- Go to the locker number detailed on your confirmation email
- Enter the **4 digit code** detailed on your confirmation email and open the lock
- Should you forget your code it can be reissued by visiting www.locker.rentals and clicking on the re-issue my locker code link.

Absence From School

Students who attend school above 96% of the time achieve far better outcomes.

All absences should be notified. Please e-mail attendance@lpgs.bromley.sch.uk on the morning of absence before 8.30am. If necessary you can speak directly to the Attendance Officer from 8.00am. The reporting line (answer phone) is available 24 hours a day, 020 8639 5230. **Please notify us every day of an absence.**

We ask that wherever possible, medical and dental appointments are made out of school hours. Advance notification of this absence can also be left on the absence line or e-mailed directly to the Attendance Officer via the above address.

Please do not take holidays during term time as these will not be authorised.

We work closely with our Education Welfare Officer (EWO) over the matter of absence after day one – a telephone call/e-mail will save any embarrassment for all concerned.

Students who have unauthorised attendance below 90% could be called to a termly Attendance Panel. If attendance targets are not achieved then this could result in a Fixed Penalty Notice being issued and potentially further prosecution.

Should your child be absent from school without notification to the absence line/via e-mail or without prior consent; we will inform you via text message/e-mail/call. **If your child is absent and we don't hear from you, this would raise a safeguarding concern.**

Please ensure that you keep your contact details up to date with the Admissions Office.

Sickness and First Aid

If a student is feeling less well than normal but is not too ill to come to school, please do send them in. If we believe a student is too unwell to be in school, we will contact you. However for minor ailments such as headaches and colds, we encourage students to remain in lessons even if they cannot fully participate. The Medical Room is for those who are taken suddenly and seriously ill, or for those who are receiving first aid.

Please read and note our [Medical Needs Policy](#) which was updated in July 2023 to be very clear about the amount of pain-relief students may carry with them. Given that these medications are to be taken at 4-6 hour intervals, students should only need to take pain relief once during the school day. Students in Year 7 are under 12 and therefore should have 1 tablet (paracetamol or ibuprofen) in their possession. Students in Year 8-13 may have 2 tablets in their possession. They must not give tablets to other students and parents should have signed their planner to indicate that they have given consent for the tablets to be carried.

Students must not call parents/carers themselves if they are unwell. In the event of a student feeling unwell or having an accident in school they should tell a teacher or a member of staff on duty who will collect them and take them to the Medical Room to be assessed by a member of staff. The decision to send a student home will only be made by the member of staff, who will contact parents/carers by using the contact numbers supplied to the school. Students will not be released from school if they have contacted their parents directly. Please keep your contact details up to date with the Admissions Office. Students who are too ill to be in school will need to be collected by an adult. They cannot be sent home in a taxi.

It is important to remember that during school hours our staff are legally responsible for the students' welfare and safety on the premises.

Holidays in Term Time

Please do not arrange holidays during term time. This disrupts learning and undermines student progress. Since 2009 the Government has urged schools to avoid granting leave to students during term time.

As you can imagine, to allow any student even a day to travel sets a precedent. We are keenly aware of the relationship between attendance and achievement. For this reason, and to be fair to all concerned, we will only authorise absence for the most exceptional reasons. Please note that authorised absence will still have a detrimental impact on your child's overall percentage figure. To request exceptional leave for the headteacher's consideration please complete the absence request form on our [website](#) and return to our Attendance Officer, attendance@lpgs.bromley.sch.uk.

Is My Child Too Ill For School?

It can be tricky deciding whether or not to keep your child off school when they are unwell, but there are government guidelines for schools that say when children should be kept off school and when they shouldn't.

If your child is well enough to go come to school but has an infection that could be passed on, such as a cold sore or headlice, let their Form Tutor know.

Chickenpox

If your child has [chickenpox](#), keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.

Cold sores

There is no need to keep your child off school if they have a [cold sore](#).

Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

Conjunctivitis

You don't need to keep your child away from school if they have [conjunctivitis](#).

Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

Coughs and colds

It is fine to send your child to school with a minor [cough](#) or [cold](#). But if they have a fever, keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

COVID-19

Students with symptoms of COVID-19 should stay at home and avoid contact with others while they have a high temperature and do not feel well enough to attend school.

Ear infection

If your child has an [ear infection](#) and a fever or severe earache, keep them off school until they are feeling better or their fever goes away.

Fever

If your child has a fever, keep them off school until the [fever](#) goes away.

Hand, foot and mouth disease

If your child has [hand, foot and mouth disease](#) but seems well enough to go to school, there is no need to keep them off.

Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

There is no need to keep your child off school if they have head lice.

Impetigo

If your child has [impetigo](#), they will need antibiotic treatment from the GP.

Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment.

Encourage your child to wash their hands regularly and not to share towels, cups and so on with other children at school.

Uniform Code – Years 7 – 11

We are a school with high expectations and this is reflected in our uniform policy. Students are proud of their school and understand that, in wearing their uniform, they are ambassadors for their school community.

We ask that parents/carers support us by exercising careful judgement in matters of uniform and that you check any potential purchases which might prove to be controversial with us before you make them. We always inform parents//carers in writing of any changes, actual or proposed, to our uniform.

Correct uniform is to be worn at all times, including the journey to and from school.

Uniform for Years 7 – 11

The school's suppliers – Bromley Schoolwear in Bromley (www.bromleyschoolwear.co.uk, 020 8460 0032), and 121 Uniforms online www.121uniforms.co.uk – will be happy to deal with any queries. They have asked us to strongly advise you to make contact, as quickly as possible if you feel your child may require a non-standard size item of uniform. Further information is available on our [website](#).

- Navy check knife-pleat skirt*, **no shorter than knee-length, no longer than mid-calf**
- Badged and piped school blazer*. This is worn during the day by Years 7, 8 and 9.
- Regulation school blouse, white cotton open neck with lapels, either long or short sleeved.**
- Regulation school navy trousers with logo.*
- Navy V-necked jumper with trim*. If a blazer is worn the jumper is optional.
- LPGS cardigan with trim* for Year 10 and 11 students only.
- Plain navy or black outdoor fabric coat or jacket. (**Hoodies, logos, denim, leather, suede, PVC and "fur" coats/jackets are not allowed**) – check the school website (www.lpgs.bromley.sch.uk) or with the school to confirm suitability
- Plain navy tights, navy knee-length or navy short socks; no bows are permitted on socks.
- Totally plain **black** school shoes without heels. No canvas, trainer or 'boot' style shoes are allowed. No obvious brand names or logos are permitted. However, Kickers shoes with ankle support are allowed due to the sturdy nature and support.
- Plain navy scarf (optional).

* Available only from the school's suppliers.

** This must be an open-necked blouse, **not** designed to be buttoned at the neck.

School Bag

All students are required to have a durable rucksack (not handbag) of any colour. This also provides good back health and reduce corridor congestion. There will be no 'school issue' rucksack but we ask that it is practical, sturdy and a non-designer brand.

Jewellery and Make-Up/Hair

The only items of jewellery permitted are a watch and a small pair of plain stud earrings for pierced ears, worn **one** in each ear. No other facial piercings are permitted. Jewellery and make-up are not allowed. Students who are incorrectly attired will be supported by being able to borrow appropriate uniform from our 'Store' and also access nail varnish remover, make up wipes etc there. Jewellery can be confiscated.

Apple watches or similar 'smart' watches are not allowed.

Unnatural hair colours and any form of artificial nails or nail colours are not permitted. For safety reasons, nails should be no longer than finger tips. Students who arrive in school with nail varnish, false nails and/or nails longer than finger tips will be asked to remove them and given the equipment to do so (nail varnish remover, clippers, nail file etc). Should students be unable to remove/cut the nails they will be withdrawn from lessons. Hair bands should be discreet – preferably black or navy.

Failure to adhere to the school dress code, both on and off site, will lead to a consequence in line with our Behaviour for Learning policy. Persistent failure to adhere to the school dress code is persistent failure to meet the school behaviour policy and sanctions.

Water Bottle

We strongly discourage the use of disposable plastic. There are water fountains located at various points around the school site and we encourage the use of reusable water bottles with students filling these up at break times.

Lanyards

Students must wear their year group lanyard at all times. Replacements can be purchased via sQuid and collected by students from The Store at the end of the day.

Physical Education Kit

The following items are **compulsory** and are only available from the schools PE kit supplier, Grahame Gardner:

- Games top with school logo
- Skort or football shorts with school logo
- Hockey socks

The following items are **compulsory** and can be purchased from any sports store:

- Navy core shorts (mid-thigh length cycle shorts)
- Black sports leggings
- White sports socks
- Majority white trainers- not bright colours or black
- Shin pads
- Gum shield

The following items are optional but if purchased, are only available from Grahame Gardner:

- Tracksuit top and pants
- Sports bag
- Long sleeve base layer

All other PE kit must be named/labelled.

Students must ensure they have the correct equipment with them for the activity they will be participating in e.g. shin pads for hockey and football.

Students attending in non-LPGS PE kit will be sanctioned as per the usual school uniform policy.

We would remind parents and carers that we have an 'all change' policy in PE, meaning that even if your child is unable to fully participate in the lesson due to illness or injury they are still required to attend in PE kit as they will be given a coaching or officiating role instead.

On days when your child may wish to attend an after school sports club, they should attend school in their normal uniform, bringing their PE kit with them and change in the allocated space at the end of the day.

Sporting Equipment: If your child has their own hockey stick or badminton racket it would be advisable for them to bring it to school for their personal use as necessary. These can be stored in the PE department throughout the day to avoid students carrying them to all lessons.

Uniform Suppliers

Bromley Schoolwear, Bromley

Tel: 020 8460 0032

www.bromleyschoolwear.co.uk

Ollequip Trading-121uniforms

www.121uniforms.net/langley-park-school-for-girls

Email: sales@121uniforms.co.uk

Grahame Gardner
(PE Kit suppliers)

<https://www.grahamegardner.co.uk/>

Please check the [LPGS website](#) for further information on creating an account

We hold termly pre-loved uniform sales and donations of pre-loved uniform can be left at Reception during school opening hours. The dates of pre-loved uniform sales are advertised on the website and in the weekly letter to families.

General Equipment Required By Students

There are a number of essential items of equipment students will need to provide for themselves and to bring to school on a daily basis.

- Black pens, a purple pen and a green pen (for peer making and response)
- Pencil
- Pencil sharpener
- Rubber
- Ruler – 30cm or one that folds in half
- Colouring pencils
- Mini whiteboard pen
- Pair of compasses
- Protractor
- Pencil case - see through preferred, no designer brands
- Highlighters
- Pritt Stick
- Safety scissors
- Text books
- Tissues
- Scientific calculator*
- Students are encouraged to have their own dictionary and thesaurus. Competent spellers should have a pocket dictionary (Oxford/Collins). Alternatively students may prefer to use 'Spell It Yourself'.

*The Maths Faculty recommends the Casio Scientific calculator (FX-83GTX or FX-85GTX (solar powered)). These are all available in stationery shops and supermarkets and will last the student through their GCSE maths course.

A planner is provided by the school and must be brought to school each day.

Art Equipment

Key Stage 3

The Visual Arts Department requests that all Year 7 students have the following equipment:

- | | |
|--|---|
| • Clear plastic carry folder - A3 | • Metal pencil sharpener - single hole |
| • 3 X A4 sketchbooks (black cover) | • Black fineliner |
| • A4 watercolour wholepan tin of 12 | • Sketching pencil set of 6 |
| • Synthetic round brush - Size 6 | • Glue stick (43gm) |
| • Aquarelle colouring pencil set of 12 | • Notes and definitions on colour mixing theory |

This equipment will last students across Years 7, 8 and 9. These art packs which are available to purchase at a discounted price of £17.50 You can place your order via your child's sQuid account. *KS3 Students who qualify for Pupil Premium will be provided with an art pack.*

Key Stage 4

- | | |
|---|---|
| • 1 X Acrylic set of 6 colours—120ML | • 1 X Charcoal pencil |
| • 1 X Masking tape- 25MM | • 1 X Aquarelle colouring pencil set of 12 |
| • 1 X Fixative spray - 150ML | • 1 X Plaster eraser |
| • 1 X Project bag - A2 | • 1 X Metal pencil sharpener —single hole) |
| • 3 X Starter softback sketch book - A3 | • 1 X Black fineliner |
| • 1 X Long handle round hog brush - Size 10 | • 1 X Glue stick - 40G |
| • 1 X Set of 10 synthetic brushes | • 1 X Storage box |
| • 1 X Sketching pencil set of 6 | • 1 X Colour mixing pocket guide and personal palette |
| • 1 X Hexagonal graphite stick - 6B | |

The KS4 art packs which are available to purchase at a discounted price of £59. You can place your order via your child's sQuid account. *KS4 students who qualify for Pupil Premium will be able to purchase the Art Packs at the further subsidised rate of £5.90.*

NB: No art/craft knives or blades are permitted. In accordance with the law (the carrying of any blade in a public place is illegal) school policy strictly forbids this.

We would remind you that we do not allow Tippex (or similar products) to be used in school.

The Extended Curriculum

Educational Visits

We are committed to delivering a curriculum that includes as many opportunities for learning beyond the classroom as possible. As such, we have an exciting range of educational visits that take place each year. These are a valuable extension to the curriculum and often relate to topics studied in the classroom. An example of which is theatre trips, visits to industry museums and art galleries. Some visits will involve students representing the school such as for sport, school council or musical events.

Educational visits may involve travel abroad; for example, to support learning in modern foreign languages, geography field trips and leisure activities such as skiing. Parents/carers are reminded that they are responsible for ensuring that their child has the correct documentation if they wish to participate in such a trip (e.g. a valid passport, visa, vaccinations etc).

The Year 7 residential trip is considered to be part of the curriculum. As such all students in this year group are expected to take part in this activity.

Information on the educational visits planned will be distributed by email. We endeavour to plan our visits as far in advance as possible, however please note that the website calendar is updated throughout the year to allow us to respond to opportunities as they arise.

Information pertaining to a visit will always be sent in advance to parents/carers and a consent response will be required via Evolve, where payment/voluntary contributions are required an offer will be set up on sQuid. Students will not be able to attend unless consent is received. Prompt replies are appreciated as if we do not receive enough students and/or contributions the visit may not go ahead.

Families who have been confirmed in receipt of Pupil Premium funding, will be asked to pay 10% of the full cost of any curriculum compulsory trips/equipment over £20. For example; a theatre trip which costs £25 would require a payment of £2.65. Any expenditure below £20 will be provided in full. When paying for these offers on sQuid, parents/carers should look for the offer highlighted as "PP".

Some support is available to help with payment for students on application to the Headteacher, a form to request financial assistance is available on the Key Information section of our website [here](#).

If parents/carers feel they can make a contribution on behalf of another student as well as their own, this is always very much appreciated.

Payments for educational visits must be made using sQuid.

For day trips it is usual for uniform to be worn and this is often requested by the host institution. Day trips will normally begin and end at Langley Park School for Girls. Parents/carers will be notified of any change to this prior to the visit taking place.

Extra-curricular Activities

Activities beyond the taught curriculum are an integral part of the Langley Park School for Girls' experience and are strongly encouraged for all students.

A broad range of activities take place throughout the week, either at lunchtime or after school hours. The programme of activities is published on our website and our VLE (Firefly) each term. To support our Year 7 students' transition into secondary school life, they are expected to participate in at least one after school activity each week.

How To Help Your Child Succeed In School

The information below has been collated for parents/carers to help students succeed in school life, be independent, resilient and enjoy all moments that school has to offer.

- Social Media is recommended for ages 13+. Social media may not be an issue for younger years but is likely to be into puberty. Children seem to make better decisions in regard to online behaviour when they are older.
- Do manage their use of technology: do your best to restrict access so they do not end up on the phone in every available moment. Do not allow charging in bedroom. We strongly advise against screens, i.e. tablets, computers, TVs in the bedroom. The extra sleep will help them in lessons!
- Help students to contextualise things that are reported to you at home. Help them to understand by acknowledging what they communicate to you without judgement or feeding the problem. Help them to understand which situations are serious and which they can shoulder: setting the right tone is important.
- Create a positive learning environment at home by allowing home study- in a common/quiet space, with managed access to technology/reduced distractions. Be positive about learning in all subjects.
- Show an interest. Talk to them about tests, assignments etc. and value all subjects so that they work hard in all of them, never fall for the 'never mind if you struggle/did badly in the test, we're no good at ...' comment. Children can have talents their families do not have. Also, encourage them to keep reading. Do not let their phone use take up all their spare time.
- Encourage students to be autonomous/organise themselves, ensuring they can:
 - pack their own school bags with appropriate items of stationery and books etc needed for the day, the night before.
 - get themselves up and prepare for school to arrive before 8.25am.
 - get to school on their own, not driven in (children need to develop self-reliance to become adults). This will also reduce traffic congestion on the lanes and improve road safety.
- Remember that a united HOME + SCHOOL TEAM = Young adults with the best possible outcomes (assertive, confident, kind young people ready for the next phase of their lives). Get them to regularly contribute to household chores (recycling, tidying bedroom, cleaning, setting table for dinner and clearing after): they will be doing all of these one day! Teach them to help themselves. Have in mind that your child needs to become increasingly responsible; so share out some of the household responsibility with them e.g. around areas like social time, chores, getting up on time etc. When children contribute to the home this will impact positively on their self-esteem; so share the load with them. It's a good thing!
- Be resilient parents/carers: Do not give in too easily, and be assertive about all of the above. This will set high expectations for your child; a good start in September will set the pattern for rest of the year until the following summer. Try to let them cope with things they find challenging rather than stepping in too early and solving for them; ask them questions that will allow them to solve issues (How has this happened? How do you want this to end? What steps do you need to make that happen?) This will empower them for the years ahead.

The Langley Park School for Girls Curriculum

The curriculum offered at Langley Park School for Girls is fundamental to our vision of the kind of young person we wish to leave us. While the curriculum predominantly comprises the taught curriculum that takes place within lessons, it also encompasses the enrichment we offer and the culture we create - the way our school is structured, the high expectations we have of young people and the overall the climate within Langley Park School for Girls.

We believe that it is essential that all children acquire mastery of reading, writing and mathematics in order to be successful in their education and in life. This is a core principle in the design of our curriculum, accounting for a weighting of timetabled time towards these subjects in all key stages.

We also place great emphasis on the successful acquisition of knowledge. Therefore academic disciplines are taught as discrete subjects by specialist teachers. Learning is enhanced through a variety of experiences and visits.

Key Stage 3

Students follow a largely traditional three-year curriculum in Key Stage 3. Students are taught in mixed ability groups in all subjects with the exception of Maths in years 8 and 9. Specific learning difficulties are identified and other special needs addressed, including those of the more able students.

Students study two of three MFL subjects (French, German and Spanish). The languages allocated will vary year on year and are dependent on a number of factors including staffing and timetabling. For this reason we cannot accommodate preferences.

Key Stage 4

In addition to the core subjects of English, Mathematics, Physical Education and Sciences, KS4 options are chosen. These are designed to provide a GCSE programme whereby the core is enriched by a choice of subjects incorporating ICT, Modern Foreign Languages, the Arts, humanities and social subjects. We offer excellent advice to all students to determine the most appropriate GCSE options for them.

Work related curriculum, which involves careers education, enterprise education and work experience prepares students for the world of work and is an integral part of our curriculum.

Post-16

Students are able to choose from a wide range of Advanced Level, BTEC and CTEC courses, further information is available on the [Sixth Form](#) page of our website.

Personal, Social, Health and Citizenship Education is compulsory throughout all three key stages.

Reporting and Assessment

At all stages students' progress is regularly assessed and reported upon to parents/carers. Ongoing assessment is essential in developing a curriculum to suit the needs of all our students. Grades are given for attainment and commitment to learning throughout the year.

Reports are issued at different times of the year for different year groups. They contain:

- GCSE/A Level targets: These will be generated by a student's prior attainment. These can be adjusted up, but not down.
- Commitment to Learning (C2L).
- Attainment — the GCSE/A Level grade standard a student is currently attaining. In Key Stage 3, these grades are likely to be very low to reflect the time to progress that remains.
- Attendance.
- Punctuality.





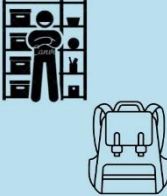



Periodic Assessment

Students are assessed at an ongoing basis through classwork, homework and formal assessments. All this forms part of the professional judgement of the teacher.

Feedback on how to improve is the most important. At regular intervals throughout the year parents/carers will receive information on the student's attainment. Parents'/Carers' Evenings (for consultation with staff on students' progress) will be scheduled and communicated to parents/carers.

Teaching and Learning

At LPGS your child will experience engaging, challenging teaching and learning in lessons. We have high expectations and will support every learner to be the best they can be. Students will notice a range of strategies used by teachers to support them to learn more and remember more. Through engaging with educational research we know that habit forming reduces cognitive load and demands on all learners and therefore we have 3 key routines within our classrooms as illustrated below:

ARRIVAL AND ENTRY	READY TO LEARN S.L.A.N.T	READY TO GO
 MEET AND GREET <i>Where the teacher is in the classroom, they should be at the door greeting students.</i> This involves simple conversations and greeting, checking uniform and ensuring a calm entrance.	WHY DO WE NEED THIS... When the learning environment is overloaded our thinking capacity shuts down. We need to direct students' attention so that their limited cognitive bandwidth is focused on the ONE thing we want them to be thinking about.	 SUMMARISE AND CELEBRATE Summarise the learning achieved in the lesson. Celebrate class and individual success and award P points.
SEATING PLAN Students sit in their allocated seat. The plan should be annotated to reflect your knowledge of the class. Have this available for to use and present to visitors to your lessons.	S - SIT UP Ensure students are sat up and facing the front. No turning around or heads on tables.	TIDY AND PACK UP Students are given roles in tidying the room. Students pack away their belongings.
 EQUIPMENT AND RESOURCES Students get what they need and sit down quickly. Bags are placed under the desk, or equivalent. Coats are removed.	 L - LISTEN Ensure students are actively listening to the speaker and not being distracted.	 BEHIND CHAIRS IN SILENCE Students stand behind their allocated seat in silence. Final messages and praise are given.
RECOGNITION Teacher recognises and praises positive behaviour and compliance. Build and re-build relationships here.	A - ANSWER CLEARLY Ensure students answer questions clearly and loud enough for all to hear. If not, ask them to repeat it louder. <i>(apply reasonable adjustment for documented SEND need)</i>	DISMISSAL Teacher stands at the door to control exit - BASED ON COMPUTER CLOCK. Dismissal is done row by row. Teacher checks uniform as student exit. Arriving students are greeted at the door.
 DO NOW TASK - SOLO AND SILENT The Do Now task is on the board and students complete this independently and in silence. This task must be straight forward to understand.	N - NOTHING IN HANDS Ensure students are totally focussed on the speaker or demonstration. No scissors, writing, glueing etc. <i>(apply reasonable adjustment for documented SEND need)</i>	
 REGISTER AND ROOM Register is taken during the Do Now task and once complete, teacher rooms the room to ensure engagement and assess knowledge and performance of the students. *Live marking and private correction opportunity*	T - TRACK Ensure students are tracking. This means looking where their attention needs to be focussed. This could be the speaker, the front, a page in their book, a demo <i>(apply reasonable adjustment for documented SEND need)</i> Students need to achieve all aspects of SLANT. If they fall out of the expectations stop the activity and wait for 100% compliance before continuing. Use the least invasive correction to ensure 100% compliance. Use the behaviour policy when students persistently fail to model the correct behaviours.	

We encourage positive behaviour through the use of a rewards tariff which is balanced with a behaviour tariff. We do not tolerate low level disruption of learning and any student who is preventing your child from learning will be warned, moved and then removed from the class.

Further detail on Teaching and Learning can be found in our policy on our [website](#)

Homework

Homework is an integral part of learning at LPGS. It is a powerful learning tool for extending the range and depth of a student's knowledge and understanding as well as encouraging independent learning and self-motivation. Through homework we aim to promote effective and independent learning across all years, to raise standards of attainment and achievement through high quality learning outside the classroom and to engage parents and carers in the learning process. Examples of tasks may include research, preparation for class, completion of examination questions, coursework, consolidation of differentiated classwork, project-based homework. Home learning should always be relevant, fit for purpose and accessible to all students.

Curriculum Maps

The curriculum maps for each year group can be found on our website, [Curriculum Overview - Langley Park School For Girls \(lpgs.bromley.sch.uk\)](#)

Subject Information

English

Philosophy Of The Department

The English department at Langley Park School for Girls prides itself on offering a rich and varied curriculum which sparks intellectual curiosity and develops students as life-long learners. While we understand that literacy is the key that opens all the other doors in education, we also believe that encouraging our students' creative potential will enable them in becoming imaginative, informed and independent thinkers and learners. Our lessons are fun-filled, engaging and enjoyable, they also challenge and encourage high levels of accomplishment.

"Wisdom is not a product of schooling but of the lifelong attempt to acquire it."

Albert Einstein

We believe that the right book has the power to take a student on an emotionally rich journey, transport them in that moment beyond their own world or culture and change forever how they see themselves and others. Across the age range, we explore a diverse range of fiction, drama, poetry and non-fiction including literature from the literary canon and literature from other cultures and non-literary texts such as newspaper articles, blogs and speeches. Our aim is to develop students' understanding of universal themes and ideas and to promote an appreciation of literary traditions. We respond to current affairs through a combined approach to the study of language and literature, therefore an exploration of race, gender, sexuality and religion is inevitable

"My father still reads the dictionary every day. He says your life depends on your power to master words."

Arthur Scargill

We want our students to value the spoken word as much as the written, and much of our teaching involves students talking about their learning and developing understanding through discussion. Speaking and listening are a fundamental part of learning in all curriculum areas, and in English, we teach our students the art of delivering an interesting and engaging presentation, a persuasive speech and how to debate. We also understand the importance of drama and many of our schemes of learning enable students to build on the skills they have learned in their drama lessons.

What We Expect From Our Students

"It is important that students bring a certain ragamuffin, barefoot irreverence to their studies; they are not here to worship what is known, but to question it."

Jacob Bronowski, The Ascent of Man

We encourage confident self-expression in our students, in both their written and oral work, promoting tolerance; recognising and valuing the opinion of others and students' awareness and understanding of the world around them. We promote critical thinking throughout our teaching and actively encourage students to challenge established and traditional readings of texts, even the established traditional readings of their teachers!

"There is no such thing as a child who hates to read; there are only children who have not found the right book."

Frank Serafini

We expect our students to read; there has been significant research in the benefits of children reading for pleasure, including both educational and personal benefits and there is a positive relationship between reading frequency, reading enjoyment and attainment. Our schemes of learning give our students opportunities to discover the joys of reading in the classroom, but it is our hope that they then take this beyond school and read at home.

"The best moments in reading are when you come across something - a thought, a feeling, a way of looking at things - which you had thought special and particular to you. And now, here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out, and taken yours"

Alan Bennett, The History Boys

Curriculum

Key Stage 3

At Key Stage 3, students are taught a variety of skills and topics in the areas of Language, Literature, Media and Drama. In each year, students study at least one play, novel, poet and media text. Shakespeare is studied in Year 7 and Year 9. Our Schemes of Learning are designed to develop students' reading and writing skills, while at the same time engaging students and exposing them to a wide variety of different texts. We encourage students to be creative and imaginative in their own work. Speaking and Listening skills, through the mediums of presentations, role play and group discussions, are also practiced and assessed throughout the three years.

The English department is active in organising and running extra-curricular activities. We run a KS3 and KS5 'Lit in Colour' Book Club which draws from our Lit in Colour mini-library which was provided to us by Penguin, in collaboration with the Runnymede Trust.

We also run the Jack Petchey Speak Up Speak Out programme with Year 10 students. An outside trainer comes to help the students improve their Speaking and Listening skills and the internal winners go to an external final with several other schools in the borough.

Weekly creative writing clubs, debating clubs and reading groups are run by English teachers throughout the year.

The assessed literature texts will be:

Year 7: *Identity poetry*, *The Breadwinner* by Deborah Ellis, *A Midsummer Night's Dream* and *Free* by David Grant.

Year 8: *A Christmas Carol* by Charles Dickens, poetry and a modern novel.

Year 9: Conflict poetry, one of the following: *Purple Hibiscus*, *Of Mice and Men*, *Roll of Thunder*, *Hear My Cry* and a pre C20th novel such as *Frankenstein*.

Key Stage 4

Students will prepare for formal exams in both English Literature and English Language. Students will explore a range of texts both fiction and non-fiction, exploring how writers create meaning. We encourage our students to develop an analytical and evaluative approach.

For English Literature, over two years students will study a selection of poetry based around a theme, a 19th century novel, William Shakespeare's *Macbeth* and a 20th Century piece of extended prose.

For English Language, students explore works of 20th Century fiction, and a selection of non-fiction pieces from 20th and 19th Century. Additionally, students will practise their writing skills, and are encouraged to write in an informative and engaging way to create pieces of original creative writing, as well as purposeful transactional writing.

English Literature Paper One: Modern Prose/play and Literary Heritage

Written exam: 2 hours

76 marks, plus 4 marks for spelling, punctuation and grammar (SPaG)

50% of GCSE

English Literature Paper Two: Poetry and Shakespeare

Written exam: 2 hours

76 marks, plus 4 marks for spelling, punctuation and grammar (SPaG)

50% of GCSE

English Language Component One: Modern Fiction

Written exam: 1 hour 45 minutes

64 marks, plus 16 marks for spelling, punctuation and grammar (SPaG)

40% of GCSE

English Language Component Two: Non Fiction

Written exam: 2 hours

64 marks, plus 16 marks for spelling, punctuation and grammar (SPaG)

60% of GCSE

Equipment

Students are expected to be equipped with a reading book, their exercise book and the set text they are studying.

The Subject Team

Ms Walker — Head of English Faculty

Mr Akpati – Teacher of English

Ms Ali — Teacher of English and Lead Practitioner

Mr Chinery – Teacher of English & Assistant Headteacher (SENCO)

Miss Deane—Teacher of English and Assistant Head of Year KS4

Ms Feeney-Mellor – Teacher of English & i/c KS3

Mr Frost—Teacher of English & MFL

Ms Gilbert —Teacher of English

Ms Hood – Teacher of English

Ms Laity – Teacher of English and Assistant Headteacher

Ms Mapp – Teacher of English

Ms Mohammed – Teacher of English

Mrs Morgan – Teacher of English & Head of Year 13

Miss Rolston-Ashford – Teacher of English

Ms Sakiroglu—Teacher of English & 2i/c (KS5 lead)

Mrs Williams – Teacher of English & Maths KS3

Maths

Philosophy of the Department

"We will always have STEM with us. Some things will drop out of the public eye and will go away, but there will always be science, engineering, and technology. And there will always, always be mathematics."

Katherine Johnson

Mathematical thinking is important for all members of a modern society: as a habit of mind for its use in the workplace, business and finance, and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics.

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Students who are functional in Mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics has developed over time as a means of solving problems reflected in our planning and delivery of all our lessons at Langley Park School for Girls.

What We Expect From Our Students

Students are expected to come to lessons equipped with the necessary equipment. It is essential that they have their own geometry set and a scientific calculator so they become proficient in the use of this equipment.

Students are encouraged to present their work in a neat and orderly fashion, showing all their working. Care of school property is a priority and students must look after any books/equipment issued to them.

Homework is set weekly and students are expected to do homework as set and to the best of their ability showing any relevant calculations. All students will have access to MathsWatch, an online resource that will be available to each student to assist with their classwork and/or homework.

Curriculum

In Years 7-9 the foundation is laid for the GCSE course; the students follow a KS3 scheme of learning resourced by White Rose Maths and encompassing number, algebra, space and shape, and data handling. Students are encouraged to see the importance of Mathematics in everyday life and the application of Mathematics in all areas is an integral part of our teaching. GCSE Maths now has a greater emphasis on problem solving and mathematical reasoning than ever before and students are expected to apply their knowledge to new situations under exam conditions. During KS3 we are striving to develop this skill in our students so that they can access better the new GCSE curriculum.

In Year 10 students begin to experience the content of the EDEXCEL GCSE (9-1). The latest changes to the curriculum mean that Mathematics is becoming more demanding. The volume of content has increased as well as the demand to which that content is tested. Student progression is carefully monitored through the use of regular assessment at each Key Stage with topic specific reflection sheets after each assessment. The aim is to give effective feedback as well as enable students to take responsibility for their own learning. The aim is that by the time they reach Year 11 our students have the independent skills to be successful in Mathematics.

In Year 11 students will be assessed against the following GCSE objectives:

Assessment Objectives		Weighting Foundation	Weighting Higher
A01	Using and applying standard techniques	50%	40%
A02	Reasoning, interpreting and communicating mathematically	25%	30%
A03	Solving non-routine problems in mathematical and non-mathematical contexts	25%	30%

In Year 7, students will be taught in Mixed attainment sets, these groups will give all students an opportunity to develop their mathematical ability and understanding. In Years 8-11, students are taught in sets depending on their

Mathematical ability. The most able students will have the opportunity to sit the [UK Mathematics Challenges](#) annually. In Year 10 and 11, the most able Mathematicians will also have the opportunity to study towards the Level 2 Qualification in Further Mathematics.

Here is a recommended reading list for students who may be interested to find out more about some mathematical concepts;

- Why Do Buses Come in Threes?: The Hidden Mathematics of Everyday Life Rob Eastaway, Jeremy Wyndham
- How Long Is a Piece of String?: More Hidden Mathematics of Everyday Life Rob Eastaway, Jeremy Wyndham
- How Many Socks Make a Pair?: Surprisingly Interesting Everyday Maths Rob Eastaway

Equipment

It is expected that all students arrive at Maths lessons fully equipped with the following:

- Casio Scientific calculator (FX-83GTX or FX-85GTX (solar powered))
- Whiteboard pens
- Protractor
- Pair of compasses
- Ruler
- Pen
- Pencil

The Subject Team

Miss Severns - Head of Maths Computing and Business Faculty

Mr Bonsels – Head of Key Stage 3 Mathematics

Ms Hine - Head of Key Stage 5 Mathematics

Ms Gough - Teacher of Maths

Mrs Harper - Teacher of Maths

Mrs Karaman - Teacher of Maths

Mrs Kourtaa - Teacher of Maths and Head of Key Stage 3

Mrs Lawal - Teacher of Maths

Miss McGovern - Teacher of Maths & PE and Head of Year 7

Mrs Sedghi - Teacher of Maths

Mr Stewart - Teacher of Maths

Miss Subodaran - Teacher of Maths

Miss Yu - Teacher of Maths

Mrs Williams – Teacher of Maths & English KS3

Science

Philosophy of the Department

***"Nothing in life is to be feared. It is only to be understood."* Marie Curie**

Scientists are creative citizens of the world who are critical thinkers, driven by curiosity. Through teaching science, we empower our students to develop their understanding of the physical and natural world. We will develop inquiry, communication skills, mathematical skills and logical thinking which are transferable to a wide range of situations.

Our knowledge-rich Spiral Curriculum uses the science of learning to provide all our students with the skills and expertise for academic success; incorporating the development of global citizenship and a social conscience; inspiring confidence, enthusiasm and interest in our diverse and challenging subject.

What We Expect From Our Students

We aim to work in partnership with our students to develop the skills and knowledge required to succeed, both in academic study through exploring the Science curriculum, and through a wide range of skills which are transferable to other disciplines and facets of life. We expect students to demonstrate an enthusiasm for learning, and we encourage the development of independence, resilience and self-discipline.

Curriculum

Students are taught in mixed ability sets. The Science curriculum is delivered through topics, with an emphasis on encouraging students to make links between the many subdivisions of the subject.

Key Stage 3

The curriculum is delivered through a variety of topics in Biology, Chemistry and Physics. Our KS3 curriculum is designed to lay the foundations for GCSE study. Carefully selected topics allow students to develop their knowledge and understanding, as well as begin to acquire some of the practical, mathematical and philosophical skills which they will need to access further study.

Key Stage 4

We offer three programmes of study at GCSE. Triple Science is offered as an option subject for students to select if they wish. Remaining students study Combined Science, equivalent to two GCSEs. Some students study Trilogy Combined Science, which is taught in mixed ability groups, and consists of separate lessons in biology, chemistry and physics. Others study Synergy Combined Science, which is delivered in two sections, life science and physical science. GCSE courses are delivered through topics designed to build upon the knowledge and skills developed during our KS3 curriculum. As well as preparing students for their GCSE examinations, our curriculum also aims to nurture in students the key understanding and attributes required to pursue sciences at A-Level, or BTEC Applied Science or Applied Human Biology.

Students' progress is regularly tracked through the use of topic tests throughout KS3 and KS4. At GCSE, we currently follow the AQA suite of Science qualifications, offering Combined Science (Trilogy and Synergy) and separate sciences (Biology, Chemistry and Physics) at GCSE. Assessment for these GCSE examinations is entirely based on the terminal examinations at the end of Year 11.

Equipment

In addition to all the usual equipment, students should ensure they bring a calculator and a whiteboard pen to every Science lesson.

The Subject Team

Miss Parry— Head of Science & IMAT Curriculum Lead

Mr Aimey – Head of Chemistry

Mr Cardew – Head of Vocational Science

Ms Ximines – Head of Psychology and Teacher of Biology

Mr Burnett – Teacher of Chemistry

Mrs Edey – Teacher of Physics

Mrs Iluebbey – Teacher of Chemistry

Dr Jennings – Teacher of Biology

Ms McLean – Teacher of Biology

Ms Osborne – Teacher of Science and Assistant Headteacher

Mrs Sims – Teacher of Chemistry

Ms Beach –Head of Biology

Mr Small — Head of Physics

Ms Derewnicka – Teacher of Biology

Ms Hines – Teacher of Science

Ms Islam – Teacher of Chemistry

Mr Mashingaidze – Teacher of Physics

Dr Ncube – Teacher of Biology

Mr Seward – Teacher of Chemistry and Deputy Head

History

Philosophy of the Department

We believe that an enquiry and evidence-based study of the past stimulates our natural curiosity. History helps us to resist the simplistic and the superficial, and to always ask pertinent questions to further understand the world around us. Through this process history makes us more informed citizens, better able to shape our futures and to make sense of our world, whether from a personal, local, national or international perspective. Without learning from history we are all doomed to make the same mistakes! Above all, History helps to makes us more articulate, more literate and more interesting!

"Historians are dangerous people. They are capable of upsetting everything."

Nikita Khrushchev

What We Expect From Our Students

We strongly believe that teaching and learning is a partnership, and we expect our students to be persistent in the face of challenge, to take a pride in their work and to accept advice and constructive criticism in order to grow as historians. We expect our students to be curious and have a thirst to find out more, the best history students are the ones who always ask questions!

Teachers work hard to produce lessons with a range of different types of activities from role plays and debates, to creating news reports and board games, to writing exam questions and practising essay writing technique. We expect our students to work just as hard to complete their best possible work, whatever form it might take. We want our students to take risks and encourage them to work together in order to achieve their potential.

A good historian considers all possible sides to a debate, weighing up the evidence before reaching a conclusion and supporting it with either sources or factual knowledge. We encourage all our students to try and understand why people hold differing views and have produced different interpretations of the past, whether this is historians, politicians or other members of the class. We expect our students to develop opinions and seek to understand the opinions and actions of others.

Curriculum

Key Stage 3

Our Key Stage 3 curriculum is based on the use of enquiry questions within lessons and across a series of lessons so that students can engage with the past and reach their own conclusions. At a glance the curriculum provides students with an understanding of the history of Britain and the World from the Roman period until the present day. In Year 7 students will begin with a study of the Romans. They will then go onto explore life in Medieval England and the Islamic world. Next, they will study the problems faced by Medieval Kings, religious change in the Tudor period and the Stuart period. Year 8 students will study Empires from across the world, the consequences of the British Empire, the industrial revolution, the fight for female suffrage and the experience of soldiers during WW1. Year 9 students will focus on the Twentieth Century world, looking at the causes of World War One, the development of dictatorships across the world the lesser known heroes of WW2, the Holocaust and race in 20th century Britain.

Key Stage 4

Year 10 and Year 11 study the AQA Specification and we are completing the following topics. There are two exams which are worth 50% of the total grade each, and four topics which are worth 25% of the total grade each.

Paper 1: Understanding the Modern World

America, 1920 - 1973: Opportunity and Inequality (25%):

- The American people and the 'Boom'
- Bust - Americans' experiences of the Depression
- New Deal
- Post-World War Two America

Conflict and Tension, 1918-1939 (25%):

- Peace-making, 1919
- The League of Nations and International Peace
- The Origins and Outbreak of World War Two

Paper 2: Shaping the Nation

Britain: Health & the people: c1000 - present day (25%):

- Medicine stands still
- The beginnings of change
- A revolution in medicine
- Modern Medicine

Elizabeth England, c1568-1603 (25%):

- Elizabeth's court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

One exam for each paper.

Each exam is 2 hours long and worth 50%.

Both exams take place in May/June.

The Subject Team

Ms Klawiter – Head of Humanities and Teacher of History

Miss Allen —Head of History

Ms Bennett – Teacher of History

Ms Berks – Teacher of History, Politics and Law

Ms Blackwell – Teacher of History

Mr Farrow – Head of Politics and Teacher of History

Geography

Philosophy of the Department

As the Geographical Association makes clear, the power of geography is to both 'satisfy and nourish' our curiosity about the world experienced by every human being. Our responsibility as subject specialists is to use this power to inform and inspire young people, helping them thrive as global citizens, respectful individuals, and informed thinkers.

We believe that education should develop well-rounded individuals equipped with the knowledge, skills, and values necessary to navigate and contribute to an ever-changing world. Education should empower students to think critically, act responsibly, and engage with the global community.

Geography is about exploring and understanding both the natural and human world. It covers a broad range of themes and topics, focusing on how our actions interact with and change the planet. Our subject helps students develop their sense of place and understand topical and current issues. Geography provides tools to analyse and interpret complex interactions between people and environments, fostering global citizenship and environmental responsibility.

We deliver informed, enquiry-led lessons that help students see the reality of global issues by examining their causes and consequences. By looking at the present to understand the future, we encourage students to wonder, synthesize information, form connections, and address misconceptions.

Our intent is to teach diversity explicitly, challenging misconceptions related to age, ethnicity, gender, religion, and sexuality. We implement this through an inclusive curriculum, helping students challenge stereotypes and champion diversity in all units of study on current and global issues.

We inspire determination in our students and motivate them to make the world a better place. Our spiral curriculum spans KS3, KS4, and KS5, allowing students to revisit topics in ways that deepen their skills and understanding. This approach helps them make greater sense of the world.

Through rigorous, challenging, and intriguing enquiry questions, we provide students with the means to think about the world in new ways—'thinking like a geographer'. We equip students with the knowledge they need to understand contemporary challenges and to live as knowledgeable citizens, aware of their local and global communities. We encourage students to question and debate their viewpoints, becoming active participants and investigators rather than passive recipients of knowledge.

Our curriculum includes exploring geography through literature, using recent and diverse works as starting points for KS3 Schemes of Learning. We expose students to geographical enquiry, enabling them to deepen their conceptual understanding through reasoning, interpreting data, arguing their points, and undertaking fieldwork.

Curriculum

Key Stage 3

Year 7: Place Year 7 focuses on understanding how geography shapes the places we live. Students explore the geography of the UK, the influence of weather and climate, and the impact of natural hazards like earthquakes and volcanoes. They also study the importance of rivers, the diversity of biomes, and the challenges and opportunities facing Africa, integrating knowledge about natural disasters.

Year 8: People Year 8 examines human interactions with the environment. Students investigate coastal processes, the impacts of tropical storms, and the global economy. They also study changing populations, resource management, and the transformation of Asia, emphasizing the role of human activities and adaptations.

Year 9: Change Year 9 explores global change and development. Students define and measure development, analyse future superpowers, and understand climate change's implications. They study the Middle East's significance and glaciation processes, focusing on the dynamics of global change and the strategies for sustainable development.

Key Stage 4

All students choosing Geography will start the GCSE programme of study. We currently follow the GCSE Geography Edexcel B syllabus.

The Geography GCSE Edexcel B course provides students with a comprehensive understanding of both human and physical geography. The course is structured around three main components:

1. **Global Geographical Issues:** Students explore hazardous Earth, development dynamics, and challenges of an urbanising world. This includes studying natural hazards such as earthquakes, volcanoes, and tropical storms, understanding global development disparities, and examining the rapid growth of urban areas and their associated challenges.
2. **UK Geographical Issues:** This component focuses on the UK's physical and human landscapes. Students investigate coastal landscapes, river processes, and the management of these environments. They also study the changing economic and demographic characteristics of the UK, exploring issues like urban regeneration and rural changes.
3. **People and Environment Issues – Making Geographical Decisions:** Students engage with people-environment issues, such as resource management and sustainable development. They learn to analyse and evaluate different perspectives and solutions, developing decision-making skills through the study of specific case studies.

Throughout the course, students develop skills in geographical enquiry, analysis, and evaluation, preparing them for further study and informed citizenship.

The Subject Team

Miss Hudson — Head of Geography

Mr Acomb — Teacher of Geography & Head of Year 8

Mr Adriano – Teacher of Geography

Ms Lunskey – Teacher of Geography

Mr Maisey — Teacher of Geography & Head of Year 10

MFL Faculty: German, French, Spanish

Philosophy of the Department

We believe that every child can be a successful language learner.

Languages significantly improve our quality of life by opening up social and professional opportunities and broadening our understanding of the world. Through languages we become successful global citizens with a social conscience. They help us appreciate and celebrate our diverse cultural identities.

Our curriculum has a strong focus on mastery and communication, and our pedagogy is informed by current research into cognitive science and how our memory works.

In lessons, students build a strong understanding of phonics, vocabulary and grammar through a wide variety of engaging activities. They practice speaking, writing, listening and reading with the use of accessible materials and through teaching tailored to the students' individual needs.

The faculty consists of experienced linguists from a range of cultural and professional backgrounds, which enables us to support and inspire our students. We want to empower students to become confident communicators and future leaders.

Students learn through topics which are related to their lived experience and the world around them and allows them to express their views and opinions. Examples include family holidays, technology, healthy lifestyles and free time activities.

Curriculum

All students study German and either French or Spanish from Year 7. In Year 9 they can then choose which languages they wish to continue studying for their GCSEs. We enter all our students for GCSE languages unless there is a diagnosed learning need which requires an alternative pathway. It is possible to study both languages at GCSE and in addition we encourage students who speak a language at home to also take an examination in their own language.

Lessons have a strong focus on communication skills and spontaneous language use as well as cultural learning through authentic materials and film.

Key Stage 3

Topics at Key Stage 3 include:

Myself and my Family
School life
Free time
Towns and Countries
Food and Festivals
Healthy Living
Fashion
Media
Holidays

Key Stage 4

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

The following six broad thematic contexts provide a focus for the teaching and learning of the vocabulary and grammar:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Paper 1: Listening

MFL GCSE has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

<p>Paper 1 – Speaking Students speak using clear and comprehensible language, for a range of audiences and purposes</p> <p>Read aloud (12 marks) Role play (10 marks) Picture task (28 marks) 7-9 minutes at Foundation; 10-12 minutes at Higher 25% of GCSE</p>	<p>Paper 2— Listening and Understanding Students are assessed on their understanding of standard spoken French/German/Spanish in formal and informal contexts, and familiar and unfamiliar settings</p> <p>Listening comprehension (40 marks) Dictation (10 marks) 45 minutes at Foundation; 60 minutes at Higher 25% of GCSE</p>
<p>Paper 3 – Reading and Understanding Students are assessed on their understanding of written French/German/Spanish across a range of genres and in both formal and informal contexts.</p> <p>Reading comprehension – 40 marks Translation – 10 marks</p> <p>45 minutes at Foundation; 60 minutes at Higher 25% of GCSE</p>	<p>Paper 4 – Writing Students are assessed on their ability to communicate effectively and with accuracy through writing in French/German/Spanish for a variety of purposes, in both formal and informal contexts, and for a range of audiences.</p> <p><i>Foundation:</i> Picture based task (8 marks) Open-response, formal context (14 marks) Open-response, informal context (18 marks) Translation (10 marks)</p> <p><i>Higher:</i> Open-response, informal context (18 marks) Open-response, formal context (22 marks) Translation (10 marks)</p> <p>1h 15mins at Foundation; 1hr 20 mins at Higher 25% of GCSE</p>

The Subject Team

Ms Stavrou – Head of MFL and German

Ms Artini – IMAT MFL Curriculum Lead, Head of Spanish, Female Empowerment Champion

Ms Flynn – Head of French, Teacher of French and German

Ms Castán – Teacher of Spanish & French

Mr Davis – Teacher of German & French and Head of Year 13

Ms Galbert – Teacher of French & Spanish and Head of Year 12

Ms Mahiques Navarro - Teacher of Spanish & German and Remote Learning Lead

Ms Sunman –Teacher of German & French and Assistant Headteacher

Ms de Maximy — French Foreign Language Assistant

Ms Gauld — Spanish Foreign Language Assistant

Ms Mocanu — German Foreign Language Assistant

Religious Studies

Philosophy Of The Department

In Religious Studies/Philosophy and Ethics our intent is to:

- Inspire young people to be global citizens – to have an understanding and appreciation of the multifaceted world in which we live.
- To develop critical thinkers by providing a safe space to explore, discuss and evaluate big questions about the meaning and purpose in life.
- To enable young people to celebrate their own identities, religious diversity and champion equity for all.

This is implemented by regularly adapting and developing our curriculum to ensure intellectual challenge, critical evaluation and opportunities for oracy. We create safe spaces where young people can engage in tough conversations, reflective practices, normalise our differences and build confidence and resilience.

The impact of studying Religious Studies at LPGS - Our young people will be instilled with the skills required to understand and celebrate diversity, dispel misconception, promote British values and begin to prepare for life outside LPGS.

"We are what we repeatedly do; excellence, then, is not an act but a habit"

Aristotle

What We Expect From Our Students

Religious Studies is a highly engaging subject and students do not have to be religious to study the subject. Students can expect classes to involve a considerable amount of discussion and debate. To get the most out of the subject, students must be willing to participate in these discussions, both sharing their own ideas and listening and respecting the views of others. Students will develop the skills of critical evaluation and analysis, which they will practice within these discussions and in essay-writing.

We ask that all students are committed to their learning and engage fully with the challenging objectives, big questions and contemporary moral/philosophical issues, assessments and collaborative tasks. All of which are underpinned by a sense of enjoyment.

Curriculum

Key Stage 3

At the start of Year 7, students spend time examining their own identity and beliefs alongside those of their peers. This allows for dialogue about the role of religion in the modern world, religious and non-religious identity. Students will explore key difference and similarities between them including their morals, values and traditions. Students continue with an exploration of 'Big Questions' such as who is God? and 'Thematic studies' such as exploring what happens after death? Our Contemporary moral issues unit enable students to explore topics such as prejudice and discrimination and animal rights. All units are underpinned by applications to the six major religions.

Key Stage 4

Students will be asked to consider questions concerning belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and secular issues. Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract concepts, leadership and research skills, helping to prepare them for further study.

Paper One: Component 1: The Study Of Religions: Beliefs, Teachings And Practices

- Beliefs, teachings and practices of two religions: Christianity and Islam

How it's assessed:

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Paper Two: Component 2: Thematic Studies

Four religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.

- Theme C: Religion, peace and conflict.
- Theme D: Religion, crime and punishment.

How it's assessed

Written exam: 1 hour 45 minutes

96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

50% of GCSE

Key Stage 5

At Key Stage 5, students study the AQA Religious Studies course where they consider the teachings and theories of a number of philosophers on topics such as life after death, the existence of the soul, religious experience, metaphysics, utilitarianism and virtue ethics. Students gain a number of skill through the study of this topics such being able to construct strong logical arguments with supporting evidence and examples. They are able to evaluate the views of key thinkers and philosophers.

Paper 1: The study of Philosophy and Ethics

Philosophy of religion – arguments for the existence of God, Evil and suffering, Religious experience, religious language, Self, death and the afterlife and miracles.

Ethics and religion – Normative ethical theories, application of ethical theories, meta-ethics, freewill and moral responsibility, conscience, and Bentham and Kant.

How it's assessed:

Written exam : 3 hours

100 marks

Paper 2: The study of Christianity and dialogues

Christianity – Sources of religion and authority, God, self, death and the afterlife, good conduct and key moral principles, expressions of religious identity, Christianity, gender and sexuality, Christianity and science, Christianity and the challenge of secularism and Christianity, migration and religious pluralism.

Dialogues – The dialogue between Christianity and Philosophy and the dialogue between Christianity and Ethics.

Written exam : 3 hours

100 marks

The Subject Team

Mrs Heaton — Head of Religious Studies

Computer Studies

Philosophy of the Department

"Every girl deserves to take part in creating the technology that will change our world, and change who runs it."

Malala Yousafzai

Computer based technology is the driving force behind today's society. Our department believes that all students need to be IT literate to successfully navigate the modern world. We want them to move away from using technology as an entertainment medium and allow them to develop the skills to harness its creative and business-related capabilities.

In Computing our intent is to develop young people's skills with technology whilst informing them of the importance and risks of technology so that it can be used and developed in responsible ways. We will also highlight the diverse range of people that have had a huge impact in the development of technology.

We implement this by creating an exciting and engaging curriculum that incorporates time for discussions to look at safe uses of technology and the people who helped develop computers.

The impact of studying Computing at LPGS will be to inspire students to want to engage with and develop technology in safe, responsible ways regardless of background or prior interests.

What we expect from our students

We expect our students to come to lessons with a positive attitude and be prepared to persevere when presented with challenges. They are encouraged to develop their own competency at a computer using the internet but also develop collaborative relationships with each other to deepen their knowledge and skills. They will be expected to keep their files organised and take responsibility for their learning and e-safety inside and outside of lessons.

Curriculum

Key Stage 3

During Key Stage 3 students are taught the fundamentals of using a computer including e-safety, recognition of different types of hardware, saving files in folders and using the features of core programs including word processors, spreadsheets, presentation software and graphics editing software. Students are encouraged to consider the design of their documents including consistent use of fonts and colour as well as readability. This is interweaved with a variety of computer science based projects including HTML and web page design, algorithms and problem solving, binary, game development and robotics. Students will get the opportunity to write their own programs using a range of tools including python and Gamemaker.

Key Stage 4

At Key Stage 4 we offer two pathways; Creative iMedia or Computer Science:

Creative iMedia Level 2 Award

Creative iMedia has been designed to engage and enthuse people with an interest in creative computing and to teach digital design skills. The aim is to enable young people to use digital tools to express their creativity in an informed and responsible way. It is focused on web and multimedia design skills

The course is divided into three units:

Unit 1: Creative iMedia in the media industry

- Written exam: 1 hour 15 minutes
- 40% of final grade

What's assessed

- Pre-production skills used in the creative and digital media sector.
- Understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Units 2 and 3

- Coursework
- Each is 30% of final grade

Unit 2: Visual identity and digital graphics

This unit will focus on producing a digital graphic for a client for a specific purpose using a number of graphics applications.

Unit 3: Interactive digital media

Students must interpret a client brief and to use planning and preparation techniques to develop the website; demonstrating creativity by combining components to create a functional, easy to use and well-designed website.

GCSE Computer Science

Computer Science is a fast paced, stimulating field that incorporates many different disciplines including mathematics, programming and linguistics. It will sharpen students problem solving skills and creativity as well as deepen their understanding of how technology works; far beyond the average computer user.

The course is divided into 2 examined units and a non-assessed programming project:

Unit 1: Computer Systems

- Written exam: 1 hour 30 minutes
- 50% of GCSE

What's assessed

This unit focus on how technology works, including:

- Systems Architecture including memory & storage
- Network Topologies, Protocols and Layers
- System Security
- Ethical, Legal, Cultural and Environment Concerns

Unit 2: Computational Thinking, Algorithms & Problem Solving

Written exam: 1 hour 30 minutes

- 50% of GCSE

What's assessed

This unit focuses on problem solving and programming, including:

- Algorithms and Computational Logic
- Programming Techniques
- Producing Robust Programs
- Translators and Facilities of Languages

Equipment

A computer with internet access at home is helpful to practise skills and complete homework but not essential.

The Subject Team

Mr P Brookes - Head of Computing

Mr A Hart – Teacher of Business Studies and Computing

Ms J Heaney — Teacher of Computing

Physical Education

Philosophy of the Department

Our PE teaching will create young people with a positive outlook on physical activity. The PE curriculum will enable students to build personal resilience, confidence and discover a sense of personal achievement. Through engagement with a broad range of worthwhile physical activities, students will become physically competent and value the benefits of participating throughout their life. We offer numerous opportunities for learning and to compete outside of the classroom, enabling all to cope with both success and failure in competitive and cooperative activities. We champion all students to strive for their personal best.

We will implement this by:

- Offering a broad range of sporting activities within our curriculum in order to allow students to experience sports they may otherwise not have.
- Instilling the values of teamwork, sportsmanship and resilience.
- Offering all students the opportunity to take part in extra-curricular activity at no cost.
- Valuing and rewarding effort as well as achievement.
- Regularly listening to student voice in order to ensure our offer is catering for all.

The impact of studying PE at LPGS will be that our students become physically competent and engaged in worthwhile physical activities as they understand and value the benefits of participating in physical activity throughout their life. Students will establish self-esteem through the development of physical confidence enabling them to approach new situations and challenges with positivity and excitement. They will be challenged to perform/participate more efficiently, effectively, safely and as a result will be able to cope with both success and failure in competitive and cooperative activities, both on the sport field and beyond.

What We Expect From Our Students

- Be active, PE is a chance to raise the heart rate and escape from behind a desk. Be prepared to use your energy and get a bit sweaty!
- Be organised, make sure you have the right kit at the right time.
- Have a growth mind-set, approach all tasks with a 'I can't do this YET' attitude.
- Be resilient, when tasks are hard persist in practising until they are achieved.
- Be supportive, we often work in groups and ask students to offer each other feedback regularly. Even if you are injured we want you in the lesson as a coach or umpire.

Curriculum

Key Stage 3

The Key Stage 3 curriculum has been split into 2 distinct phases which are designed to offer all students the opportunity to experience a broad range of activities which then allows staff to make an informed decision on their allocated learning pathway in Year 9.

In Year 7 students follow an initial 6 week multi-sport assessment period. Groups are then taught the range of activities. They will also compete in inter-form competitions throughout the year in order to contribute to their house points total. In Year 8 students are placed in ability groups based on their performance in PE throughout Y7. The range of activities taught is extended to include Badminton and Tennis, as outlined in the table below.

Year Group	Curriculum aims	Pathways/Activities							
7	Develop a range of basic practical skills, tactical concepts and sporting knowledge to utilise in sporting competition at varying levels. Begin to feel physically confident in their ability and understand the importance of being physically active.	FUNDamentals (Baseline results)	Hockey	Gymnastics - Floor	Netball	Football	Rounders	Athletics	Cricket
8	HRF – Food cycle	Badminton	Netball	Hockey	Gymnastics - Vaulting	Football	Rounders	Cricket	Athletics

Year 9 students are allocated by staff to a pathway as below:

1. **Performance pathway** – potential GCSE PE students, those who represent the school or compete in sport outside of school. Our highest achievers and those with potential to achieve highly.
2. **Participation pathway** – those who may consider GCSE PE, like competition and may make B teams. May be involved in sports outside of school and have a solid all round ability.
3. **Wellbeing pathway** – focus on engagement and exercise for life rather than performance for competition.
4. **Creative pathway** – potential GCSE Dance students, a tailored program of activities to suit those more interested in the individual and creative sports/performance arts with a real focus on preparation for GCSE Dance study.

Year Group	Curriculum Aims	Pathways/Activities							
9	<p>Develop more sophisticated and accurate practical skills and tactical concepts that can be applied consistently and appropriately in varying levels of sporting competition.</p> <p>Be clear about the value of PE/sport/dance/physical activity in their lifestyles.</p> <p>At the end of this stage they must be able to make an informed choice about a preferred pathway of study.</p>	Performance Pathway		Participation Pathway		Universal Pathway		Creative Pathway	
		Netball	Badminton	Basketball	Rounders	Cricket	Rounders	Athletics	Rounders
		Hockey	Trampoline	Trampoline	Athletics	Lacrosse	Basketball	Basketball	Cricket
		Football	Cricket	Football	Netball	Trampoline	Athletics	Langley Leadership	Lacrosse
		Athletics	Rounders	Cricket	Badminton	Badminton	Langley Leadership	Trampoline	Dance

The activities included have been selected to suit the majority of the students within that pathway whilst ensuring a range is still experienced.

Key Stage 4 – GCSE PE

Students who have an interest in the science behind sporting performance and achievement would find this course both mentally stimulating and physically challenging.

Paper 1: The human body and movement in physical activity and sport (30%)

Applied anatomy and physiology

- Movement analysis
- Physical training
- Use of data

How it's assessed:

Written exam: 1 hour 15 minutes, 78 marks

Paper 2: Socio-cultural influences and wellbeing in physical activity and sport (30%)

- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing
- Use of data

How it's assessed:

Written exam: 1 hour 15 minutes, 78 marks

Non-exam assessment: (NEA) Practical performance in physical activity and sport: (40%)

Submission of evidence for 3 practical sports performances: (1 team sport, 1 individual sport, 1 from either category) in 2 settings:

- a) progressive drills
- b) fully competitive situation. This may be done in lessons/for sports performed outside of school video footage must be submitted.

Written coursework on analysis and evaluation of performance in one sport.

Equipment:

PE Kit, see uniform list on [website](#).

The Subject Team

Miss Harris – Head of PE & Health Faculty
Ms Awoberu – Teacher of PE and Assistant Headteacher
Ms Azra – Teacher of PE
Miss Bush –Teacher of PE and Assistant Headteacher
Mrs Hurley – Teacher of PE and Assistant Headteacher
Miss McGovern – Teacher of PE and Head of Year 7
Ms Moore- Teacher of PE and Head of Year 11
Mr Saunders – Teacher of PE
Miss Tyler – Teacher of PE

Mr Creffield – Badminton Coach

Dance

Philosophy of the Department

"Great dancers are not great because of their technique, they are great because of their passion."

Martha Graham - Dance pioneer 1894- 1991

Our Dance department thrives on creativity, born from a culture of mutual support, friendship and respect. We share with our students a love of dance, in all its forms and our students flourish in classes both on the timetable and in extra curriculum sessions. Dance mirrors all aspects of life, it helps express emotion, develops empathy, enhances our ability to communicate with others and develops a life-long connection to physical fitness, which we know is so important in maintaining both a healthy body and mind. The Dance department at LPGS has a strong feeling of community and family, students feel at home here and are able to be the truest versions of themselves.

We will implement this by:

- Offering a broad range of dance activities within our curriculum in order to allow students to experience new styles and genres.
- Offering all students the opportunity to take part in extra-curricular activity at no cost.
- Offering students the opportunity to take part in professional workshops.
- Taking the students to see professional performances and graduate shows.
- Placing value on the journey of the student, supporting and encouraging throughout.
- Always rewarding effort as well as achievement.
- Building resilience and independence.
- Providing role models across the year groups and with links to our LPGS Dance alumni.
- Working very closely with our colleagues in Music and Drama to develop a wide range of performance skills within a well-connected curriculum. What we expect from our students:
- Be always willing to give it a go, take on a challenge, try something new
- Fully participate, dance is hard work, your body will ache, but that is perfectly ok
- Be organised, make sure you have the right dance clothes at the right time
- Be supportive, we often work in groups and ask students to offer each other feedback regularly
- Be committed, grow in confidence and learn from each other

At all key stages Dance clubs are offered and students often work towards large school performance projects. Students are encouraged to take part in Performing Arts shows and events and this is a wonderful way of making new friends and experiencing the thrill of performing to an audience.

Key Stage 3

Students will be taught Dance as an explicit subject from Year 7, they will experience units that cover a wide range of students from contemporary, jazz, musical theatre and street. Students will develop their technical and choreographic skills.

Equipment for KS3 Dance

LPGS polo shirt with logo (only available from grahamegardner.co.uk)

Plain black sports leggings – **with no logos or mesh panels**

No shoes or socks

Key Stage 4 – GCSE Dance (AQA)

Dance is a highly popular and successful subject at LPGS. It has both theory and practical assessments to the course, which both focus on the development of the dancer as a performer, choreographer and critic. Students will develop their contemporary dance technique through fun and engaging sessions and will also experiment with a range of stimuli to create their own work. Students will learn about the work of six professional artists and be inspired by the diversity of dance they will analyse.

Component 1: Performance and choreography 60%

- Internally assessed, externally moderated
- Solo performance
- Group performance
- Choreography

Component 2: Dance appreciation 40%

- 1 hour 30 minutes written exam – externally assessed
- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of your own work and professional works

Equipment for KS4

Ring binder & dividers

Students will be expected to wear:

- LPGS PE polo shirt with logo (only available from grahamegardner.co.uk) Plain black sports leggings, **with no logos or mesh sections**
- No shoes or socks
- Optional for lessons but recommended for assessment: plain black leotard
- Optional: Dance jumper (*if students do not opt to buy a Dance jumper they will be permitted to wear their LPGS PE tracksuit tops*).

To order the dance jumper please follow this [link](http://grahamegardner.co.uk) (grahamegardner.co.uk)

The Subject Team

Miss Marcham – Head of Dance

Miss Azra – Teacher of Dance and Head of Year 9

Ms Findley – Teacher of Dance

Drama

Philosophy of the Department

Education prepares young people for a changing world through developing knowledge and skills required to thrive, adapt and contribute positively to society. Our drama curriculum gives young people a rich and varied experience of theatre and performance, nurturing creative expression and providing meaningful engagement with diverse cultures and societal issues to develop empathy, understanding and global citizenship.

Our ambitious and varied curriculum places emphasis on developing creative collaboration and performance skills as well as instilling knowledge of theatre genres and practitioners. Young people become more culturally aware through contact with stories and scripts from diverse cultures and theatre traditions.

Our aim is to cultivate not only talented performers but also empathetic citizens of the world. By providing a drama education that encourages creativity, critical thinking, and cultural awareness, we aim to empower students to make a positive contribution to an increasingly interconnected global society.

"We must all do theatre-to find out who we are, and discover who we could become."

Augusto Boal

What We Expect From Our Students

You need to be curious about issues and ideas and have a creative instinct for communicating your views through Drama. You may enjoy acting, creating or designing theatre and wish to develop your skills in some or all of these areas. You will need to be able to share your opinions, analyse text, work well in a group and be willing to talk about how improvements can be made to work that you perform and see others performing. We expect our GCSE and A-Level students to spend a great deal of time rehearsing outside of timetabled lessons and to make detailed notes on this process.

Curriculum

Key Stage 3

Students begin studying Drama in Year 7 and have one period a week during Key Stage 3. Our Key Stage 3 curriculum is a spiral curriculum, giving students the opportunity to revisit skills and dramatic styles over the three years. They will engage with scripts and create their own work from a variety of stimuli. They will explore classic and more contemporary stories and acquire a basic knowledge of key theatrical styles and practitioners. Our Key Stage 3 curriculum includes stories and performance styles from diverse cultural traditions. We aim not only to develop students' knowledge of theatre and performing and creative skills but also to develop the key life skills of collaboration, creativity and communication.

Key Stage 4

Drama is a successful and popular subject at GCSE. We follow the Eduqas specification and students will study three components over the two years. They will learn about different key theatre practitioners and devise in their style. Students will also perform two extracts from a published play and sit a written examination at the end of Year 11. Part of this will entail the answering of questions about a set text. It is a course requirement that students visit the theatre as they will also write about this in their written examination.

The Subject Team

Ms Stanley - Head of Performing Arts and Head of Drama

Mr Beardsworth — Teacher of Drama

Mrs Clarke — Teacher of Drama

Miss Bidgood – Performing Arts Technician

Music

Philosophy Of The Department

The main aim of the Music Department at LPGS is to encourage students to develop a lifelong passion and appreciation of music, not only as composers and performers but also as listeners, audiences, technicians and critics.

We provide a curriculum where students learn to understand and celebrate their own and others musical heritage and explore the emotional and technical world of Music. We begin by developing an understanding of the building blocks of Music then take students on a journey of discovery of different styles, cultures and time periods in order to broaden their knowledge and awareness of how and why music is created and performed. Performing, composing and analysis of existing music and its historical context are paramount to their learning experience and the wide range of music and musicians studied not only challenges stereotypes but also celebrates global diversity and the significance of Music.

In addition to the curriculum, providing an accessible extra-curricular programme of musical opportunities and performances for the enjoyment of those within the school, other schools and the local community is essential to our ethos.

What We Expect From Our Students

Students are expected to accept challenge, be open minded and take risks when developing new and existing skills. Every student has the opportunity to participate in practical music-making at Key Stage 3 which is proven to have an enormous range of musical, intellectual, emotional and social advantages. This can then be built on further at GCSE, A-Level and in gaining access to employment, further training and higher education in Music should they wish to pursue a career in this area. All students are encouraged to participate in the many different extra-curricular ensembles offered to complement and broaden their experience in lessons.

Studying Music at LPGS improves student confidence, provides leadership opportunities and allows expressive creativity and sensitivity to flourish.

Curriculum

Key Stage 3

All Year 7, 8 and 9 students receive the equivalent of a one hour lesson a week. KS3 students experience music through the key elements of composing, listening and performing which are based on the requirements of the National Curriculum for Music. Initially they build on their Key Stage 2 knowledge of the elements of music and notation then begin to analyse more complex structures and forms of musical expression across the three years. Topics studied include film music, song writing, jazz and Samba. Students perform music relevant to each topic using classroom percussion, keyboards and ukuleles and are introduced to computer music technology. Traditional and more contemporary forms of notation are studied in depth as a solid foundation for further study. Students' theory knowledge and listening skills are assessed in the end of unit examinations taken every term.

Students have the opportunity to attend music specific educational trips to enhance their learning including live concerts and West End shows. The music department embarks on an annual European tour which is open to all music students and optional weekly instrumental tuition is provided by specialist visiting teachers from the Bromley Youth Music Trust. In addition, we also provide one term of free group instrumental tuition for all Year 7 students.

Key Stage 4

Music GCSE encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. They will develop their knowledge of music theory, as well as performing, composing and appraising skills. The course will also prepare them for further study.

Component 1: Performing

A four minute recital consisting of at least one solo piece and one ensemble piece.

How it's assessed

Coursework

60 marks (30 for solo, 30 for ensemble)

30% of the qualification

Component 2: Composing

Two original compositions, one to a brief (combined length of three minutes)

How it's assessed

Coursework

60 marks (30 for free piece, 30 for piece to a brief)

30% of the qualification

Component 3: Appraising

Section A: Questions on six set works, questions on an unfamiliar piece, one rhythm dictation question, one pitch dictation question

Section B: Comparison essay (comparing a set work to one unfamiliar piece)

How it's assessed

Written exam: 1 hour 45 minutes

80 marks (68 for Section A, 12 for Section B)

40% of the qualification

Equipment available to students

2 x Music Mac Suites

1 x Recording Studio

4 x Instrumental teaching rooms

1 x Keyboard room

The Subject Team

Miss Sheppard - Head of Music

Mrs Brown – Teacher of Music & Head of Key Stage 4

Mr Sizer – Teacher of Music

Miss Bidgood – Performing Arts Technician

Visual Arts

Philosophy Of The Department

"Every child is an Artist. The problem is how to remain an Artist once we grow up."
Pablo Picasso

In Visual Arts we aim to develop students' experiences of manipulating and using various techniques and materials in order to express their creative ideas and intentions. Our schemes of work are developed to inform our students of different cultures, minorities, histories; our aim is to celebrate, respect and understand difference and diversity. Through the study of others' Artwork we aim to develop our students' ability to reflect and in doing so share their experiences and opinions with others. We want all our students to experience the key areas of our Visual Arts Department, Fine Art/Textiles/Photography/Digital Media and so we have developed an environment in which students can work in and across all these different disciplines, in order to grow and develop as independent creative practitioners. The impact of studying Visual Arts at LPGS will leave students with a more reflective, open and enquiring mind by which they learn to listen to others, develop their own voice and develop respect and understanding of their peers and members of the wider community.

What We Expect From Our Students

- Demonstrate an awareness and competence in identifying opportunities and issues which can be investigated through Art and Design activity.
- Record from direct observation and personal experience, perceive, understand and express concepts and feelings, to experiment and innovate imaginatively.
- Demonstrate a greater awareness and expertise in those areas of creative thinking which can be expressed through the process of designing, making and evaluating.
- Acquire knowledge and understanding of materials, equipment, tools, and techniques to enable them to design and make quality artwork to the best of their ability of which they can be proud.
- Develop valuable skills such as researching, recording, analysing, inventing, communicating, manipulating, constructing, resourcefulness, discriminating and evaluating which can be deployed in their work.
- Recognise that skills and knowledge, acquired through Art and Design activity, can be applied constructively in other areas of the curriculum.
- Acquire and apply a greater understanding and awareness of Art and Design and its continually developing role in society.
- Appreciate the increasingly important contribution which Art and Design makes in providing growth within the economy, which accounts for increasing employment opportunities via the leisure, entertainment, heritage industries, fashion and product design and export.
- Demonstrate an awareness of the role of Art and Design in relation to the environment and environmental issues.
- Develop a wider interest in Art and Design that extends into their lives beyond the school.
- Recognise the significance and value of using ICT in Art and Design, applying these skills in both designing and making so as to enhance quality and achievement.

Curriculum

Key Stage 3

Students study a varied programme of research and practical making skills. The projects we deliver are engineered around four key aspects of study – generating ideas/making/evaluating/knowledge and understanding. Drawing is the basic visual language of all that we do, in addition students get to experience, painting, printmaking, sculpture, textiles, photography, digital media etc. Formative assessments are used regularly to feedback to students on their progress and how they could develop further. Students rotate around our three main areas – Fine Art/Textiles/Creative Digital Media – thereby getting an experience of each area, each term across each academic year.

Key Stage 4

At Key Stage 4 students can choose from a number of GCSE options - Fine Art, Textiles, Photography. All of our courses are run with the exam board Edexcel and they are based on four key assessment objectives – recording/experimenting/developing/presenting – which link with the four key aspects students study at Key Stage 3. Students cover two components of work:

Component 1: Coursework – 60% of final marks

This is set internally by staff. We break this into two main projects. Project one runs from September to Easter and is all about skill building both in research and practical making skills. The second project is much more student led in order to develop independence to aid development towards the examination component. This project runs from Easter to Christmas.

Component 2: Examination – 40% of final marks

This is set by the exam board in January each year. Students generate independent work based on the set exam theme. They have approx. 10 weeks in which to research, experiment and develop which ends in a final 2 day examination in which they make and present their final piece of work.

All coursework and examination work.

How it's assessed

All coursework and examination work is assessed by the subject teacher. This assessment is then standardised by all members of the teaching team across all endorsements. Finally an exam board moderator comes to the centre to check over the assessed and standardised work.

The Subject Team

Mr Fox-Joyce — Head of the Visual Arts Faculty

Mrs Keeble — 2 i/c Visual Arts

Mrs Ashman-Clark — Teacher of Visual Arts & Deputy Headteacher

Ms Chorley – Teacher of Visual Arts, EDI Lead & Assistant Head of Year KS5

Ms Crowe — Teacher of Visual Arts

Miss Fennessy—Teacher of Visual Arts

Ms Gayle – Teacher of Visual Arts

Ms N Frail—Teacher of Visual Arts

Ms Morris – Teacher of Visual Arts

Ms O'Toole — Teacher of Visual Arts

Mrs Salmon – Visual Arts Technician

Health and Social Care

Philosophy Of The Department

The Health and Social Care department aim to provide an excellent platform for students interested in careers in health, social care or childcare, and build lifelong skills that are applicable to society today. Students will be encouraged to explore many themes including equality, diversity and principles of care, underpinning the importance of kindness, belonging and respect within our community. Through our teaching, students will develop empathy and an appreciation towards different situations that occur in Health and Social care settings. We will provide students with different experiences to further their understanding, with guest speakers and visits from NHS and social care professionals. We support students in achieving their potential and to fulfil their ambitions in a variety of potential career pathways, such as midwifery, education and social care.

Health and Social Care KS4

Studying Health and Social Care at LPGS will provide you with:

- Developing a broad knowledge and understanding of a range of long term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these.
- An ability to be proactive in helping to improve the lives of individuals who require care and support.
- Transferrable skills necessary to support individuals who require care and support.
- Knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace.
- An ability to learn in work-related contexts.
- The ability to analyse and contextualise data and research and apply within health, social and childcare settings.
- Skills for independent learning and development.

What We Expect From Our Students

We expect our students to be organised and ensure they have the correct resources for all lessons relevant to the unit being completed, coursework or examined. We expect our students to approach all tasks with a growth mind-set and an attitude of 'I can't do this YET'. We expect our students to be resilient, to persist when tasks are challenging and apply the necessary improvements until they are achieved. Our students will welcome challenge and opportunities to support their learning through classwork, home learning tasks, work experience and additional events. Finally, students will actively seek to contribute to their learning and wider communities, implementing the knowledge and skills developed through studying Health and Social Care.

Curriculum

We follow OCR Level 1/2 Cambridge National in Health and Social Care.

R033 & R035 (coursework units)

In these units you will be covering the following topics:

- Knowledge and understanding of human growth and development
- Knowledge and understanding of how people deal with major life events
- Knowledge and understanding of the sources of support available to individuals
- Practical demonstration through designing and delivering a health promotion campaign

R032 (externally assessed unit)

Principles of care in health and social care settings – Students will be required understand the key topics that are important when caring for and protecting people in health and social care. Topics include:

- Topic Area 1 – The rights of service users in health and social care setting
- Topic Area 2 – Person centred values
- Topic Area 3 – Effective communication in health and social care settings
- Topic Area 4 – Protecting service users and service providers in health and social care setting

Method of Assessment

There will be ongoing internal assessment of units and a final examination.

Students' work will be assessed as a Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

OCR Level 1/Level 2 Cambridge National in Health and Social Care				
Unit number	Unit title	GLH	Level	How assessed
R032	Principles of care in health and social care settings	48	1/2	Synoptic External
R033	Supporting individuals through life events	36	1/2	Internal
R035	Health promotion campaigns	36	1/2	Internal

The Subject Team

Miss Harris – Head of Health Faculty, Head of Health & Social Care and Teacher of PE

Miss Awoberu – Teacher of PE & Assistant Headteacher

Ms Boreland – Teacher of Health and Social Care

Miss Bush – Teacher of PE & Assistant Headteacher

Miss McGovern – Teacher of PE and Head of Year 7

Ms Moore – Teacher of PE & Maths and Head of Year 11

Miss Scott – Teacher of Health and Social Care and Food

Psychology (KS4)

Philosophy Of The Department

Psychology is the scientific study of the human mind and behaviour. An education in Psychology helps us to develop a better understanding of ourselves as well as the minds and behaviours of others.

Studying Psychology enhances our literacy and numeracy skills, it is therefore valued in the workplace and further study. The study of psychology also teaches us to critically assess data and theories. Our intent is that the curriculum we offer here at LPGS fosters the development of numerate and literate students who can take advantage of exciting employment and further education opportunities.

Additionally, in the Psychology department, our intent is to educate young people to understand and celebrate individual differences. The department seeks to equip young people with the skills to embrace differences and intelligently challenge discrimination. We implement this goal by creating a culture in which students feel comfortable to critique theories and research on the basis of their own lived experiences. Students will be aware that the theories and research they study are supposed to explain life, not dictate it. Students who study psychology with us feel supported and confident challenging established theories on the basis of their own experiences.

Studying Psychology at LPGS will provide you with:

- A broad psychological education, across all psychological approaches (behavioural, cognitive, psychodynamic, biological and humanistic).
- Skills of critical analysis and evaluation.
- The ability to create a well-structured essay.
- An understanding of individual differences, opening your eyes to our beautifully diverse world.
- Competence in designing and reporting investigations, analysing and interpreting data.
- An awareness of key issues and debates in Psychology.
- A greater interest in self-discovery.

What We Expect From Our Students

We expect our students to listen to each other. That they do not judge and they think deeply, sharing their views in a kind manner. We expect our students to set themselves high standards. We create a culture in which trying and failing is celebrated and not trying is not the norm. We believe there is nothing to fear from failing, only from not trying. We expect our students to have the same attitude. We respect each student's right to be able to take control of your workload, we therefore give students the information they need to do this at the start of every half term and expect them to use that information to be prepared and meet all deadlines. We monitor progress with formative, regular timed examinations and short recall tests and we expect students to take these seriously.

Curriculum

We follow the AQA Psychology Specification at GCSE and A Level.

Key Stage 4

Paper 1: Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Paper 2: Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

The Subject Team

Mrs C Ximines — Head of Psychology and Teacher of Biology

Ms L Glanville—Teacher of Psychology

Mrs D Seare — Teacher of Psychology

Sociology (KS4)

Philosophy Of The Department

The Sociology curriculum aims to develop student's curiosity and understanding surrounding the behaviours and interactions within society both locally and globally. Students are continually encouraged to develop their understanding of themselves as individuals, and question their place in local and global contexts through thought provoking discussions that encourage them to think outside their own experiences.

The Sociology curriculum challenges students perceptions of themselves and others and fosters an environment that encourages students to be confident in taking risks in challenging themselves outside their comfort zone when exploring new ideas. In addition, the Sociology curriculum strives to extend students' knowledge and experiences through the use of research projects which enable students to explore freely the areas that interest and inspire them alongside developing a range of invaluable transferable life skills.

Studying Sociology at LPGS will provide you with:

- A broad sociological understanding of perspectives, ideology, research and social phenomena.
- Skills of critical analysis and evaluation.
- The ability to create a well-structured essay.
- An understanding of social and global structures, enabling the students the ability to navigate through a global community.
- The ability to analyse and contextualise data and research.

What We Expect From Our Students

We expect our students to embrace being members of a global framework; respecting all backgrounds and experiences. We expect students to engage in contemporary reading on social issues and phenomena, in preparation for debates and critical analysis of key perspectives and ideologies. Students will welcome challenge and opportunities to supplement their learning through classwork, homework, extra-curricular activities and events. Students will develop resilience and hardworking values when exploring sociological content and themes. Finally, students will actively seek to contribute to their learning and wider communities, implementing the knowledge and skills developed through studying Sociology.

Curriculum

We follow the **AQA** Sociology specification at both GCSE and A Level:

Key Stage 4

Paper 1: Families and Education

Paper 2: Social Stratification and Crime and Deviance

The Subject Team

Mrs Ellinson – Head of Sociology

Ms Bainbridge – Teacher of Sociology