



Year 7 Welcome and Information Evening 2024

Enabling everyone to thrive – acting with kindness, determination and respect.

Agenda



- Mr Whittle – Headteacher
- Ms Sunman – Assistant Head: Curriculum
- Mrs Bush – Assistant Head: Teaching & Learning
- Mr Seward – Deputy Head: Quality of Education & Culture
- Mrs Kourtaa – Head of Key Stage 3
- Miss McGovern – Head of Year 7



Mr Steve Whittle Headteacher

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Congratulations to the
CLASS OF 2024

NEXT STEPS

"All at LPGA are especially proud of our Year 13 students and the results they have achieved as a result of their hard work over the last two years. They have developed into wonderful young people who have contributed significantly to the school and who will be missed by staff. All have very bright futures ahead of them as they take up university places, employment and apprenticeships."

COME AND JOIN US LPGA6

We look forward to welcoming you to our vibrant Sixth Form community and to supporting you to achieve and enjoy Sixth Form life.

Visit our website
www.lpgs.bromley.sch.uk



**YOUR FUTURE
STARTS HERE**



EXCELLENT ATTAINMENT

Our Year 13 students achieved significant success in our A-Level and vocational courses with 27 students attaining A*/A grades in 3 or more courses.

- ✓ 28% A*-A grades
- ✓ Over half of all grades A*-B
- ✓ Average grade = B/Distinction



LPGA 2024

OUTSTANDING GCSE RESULTS

Congratulations!

- ✓ 73% Grade 5+ in English & Maths
- ✓ 1 in 3 grades at Grades 7-9
- ✓ Above average progress (P8)



IMPACT Multi Academy Trust



www.lpgs.bromley.sch.uk



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**Ms Coral Sunman
Assistant Headteacher:
Curriculum and Personal
Development**

Strands of our Curriculum



- Core subject curriculum
- Additional breadth: Food, Instrument Scheme
- Extra-curricular Activities

Subject	Periods	Subject	Periods
Computer Sci.	2	MFL x 2	2 x 3
Dance	1	Music	2
Drama	2	PE	4
English	7	PSHCE	1
Geography	3	RS	1
History	3	Science	8
Maths	7	Visual Arts	3

Additional Breadth



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Strands of our Curriculum



Why do we teach two languages at KS3?

What do we offer our students?

How do we make learning accessible to all, especially students with SEND?

How do our SEND students perform?

How can parents support their child?



A study of 1,800 Year 8 students has revealed that parents' beliefs are the main influence on children's views of themselves as language learners. This has a bigger impact on motivation than their teacher.



Extra-curricular Program

Example: Tuesday

Chamber Orchestra
Pride Society
Flute Group
Saxtet
African Caribbean Society
Spanish Club
Maths Support
Jazz Band



Biology Intervention
Boys Football
Chemistry Clinic
Tennis
Cricket
Senior Dance Company
Look See Junior Dance
KS3 Homework Club



How do I know how my child is doing?



- Their books
- Commitment to Learning grade every half term
- Informal subject assessments (usually each half term)
- Assessment Window 9th-18th December
- Formal assessments and reports home: Summer Term

Important Dates: Autumn 1



Event	Date
School Photos	Tomorrow
Scholastic Book Fair	26th September
Year 7 Residential	14th – 16th October
Commitment to Learning	End of half term

Important Dates: Autumn 2



Event	Date
Assessment Week	From 9th December
Year 7 Music Concert	9th December
Flu Vaccines	10th December



Mrs Chloe Bush
Assistant Headteacher:
Teaching and Learning



Reading at LPGS

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Why is it so important for our students to read?



“children between the ages of 10 and 16 who read for pleasure make **more progress**, not only in vocabulary and spelling but also in maths, than those who rarely read”

The relationship between reading age, education and life outcomes



are more likely to be unemployed.

tend to earn less and receive fewer training and promotion opportunities.

make less use of preventative health services and engage in more risky health behaviour.

POOR READERS:

experience more health issues and illness but are less likely to understand and manage their treatment.

are more likely to exhibit delinquent, antisocial behaviours and are more likely to offend.

experience lower life satisfaction and lower wellbeing.

Evidence from Clark & Rumbold, 2006 and Howard, 2011



reading
attainment

comprehension

range of
vocabulary

grammar

writing ability

community
participation

general
knowledge

understanding
other cultures

decision-
making

self-
confidence

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11 years old is a key transition point



Poor readers at age 11 are found to have less self-belief regarding their ability to succeed at a task, are more likely to give up, and show little resilience following failure (Butkowsky and Willows, 1980).

Pupils must reach approximately a reading age of 13, in order to understand the main ideas in a literature or science-based text (NAEP; NCES, 2006)



Assessment

Morning
reading

Reading in
class

What we are doing in school:

Library
lessons

Form Time
Reading
Programme

Lexia



Data you'll be receiving

Students' Reading Age

SAS score: on track = 89+



**What if a student
isn't yet reading at
their expected age?**



Practice at
home

+

In class
support

+

Intervention
if needed



How can families support students at home?

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Create a
routine

30 minutes
a day -
aloud

Be patient!

What you can do at home:

Find books
they enjoy

Ask them
questions



What has happened so far?

What do you think is going to happen next and why?

Does the story remind you of anything you've read or seen before? In what ways?

What does the setting look like when you imagine it?

What do you think of the main character(s)?

How do you think you would have responded to this situation?

How would you have liked that part of the story to be different?

Why do you think the author wrote this book?

Did the book end how you thought it would? Would you have ended it differently?



Create a
routine

30 minutes
a day -
aloud

Be patient!

What you can do at home:

Find books
they enjoy

Ask them
questions

Model and
bond over
reading



Mr Paul Seward

Deputy Headteacher

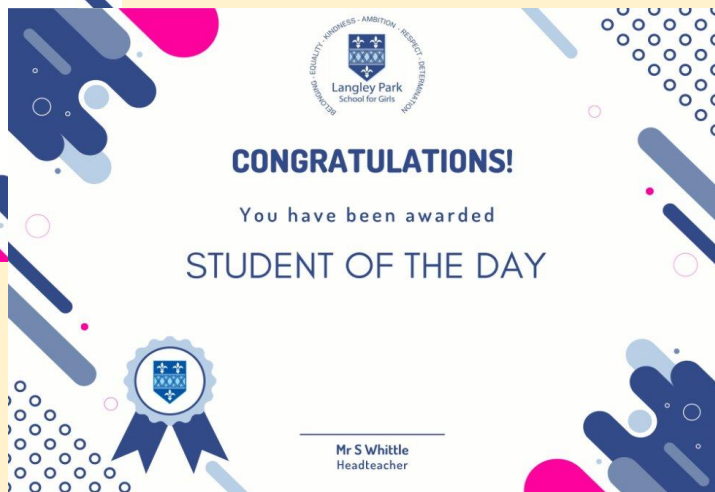
Learning Behaviour



Positive/Progress Points		
	Bromcom Log	
3 Points	P – Belonging	Celebrate students who make others feel included and part of the school community
3 Points	P – Equality	Reward students who treat everyone fairly and stand up against discrimination
3 Points	P – Kindness	Praise students who show acts of kindness and compassion towards others
3 Points	P – Ambition	Recognise students who set high goals and work hard to achieve them
3 Points	P – Respect	Acknowledge students who show respect to their peers, staff and the school environment
3 Points	P – Determination	Highlight students who persist through challenges and never give up
3 Points	P – Student of the lesson	Awarded by class teachers
4 Points	P – Student of the day	Awarded by tutors
5 Points	P Student of the week	Awarded by Pastoral Leaders

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Learning Behaviour – Rewards and Celebrations



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Learning Behaviour



Consequence Points			
		Possible Consequence Issued	Types of Behaviours & Bromcom Log
Zero Points	C0	For information Lunch time detention	C0 - Uniform issue during form time (corrected) C0 - Late to school
1 Point	C1	Central detention 3.15-3.30 KS3 M102 KS4 M106	C1 - Low level disruptive behaviour C1 - Insufficient effort in class C1 - Lack of equipment C1 - Failure to attend lunch time detention C1 - Lack of homework C1 - Minor inappropriate behaviour C1 - Failure to follow instruction C1 - Late to lesson C1 - No planner C1 - Unkind behaviour towards another child C1 - Incorrect PE Kit
2 Points	C2	Central detention 3.15-4.00 KS3 M102 KS4 M106	C2 - Repeated Low-level disruption C2 - Wearing a sweatshirt/hoodie (during the school day) C2 - No blazer/jacket (during the school day) C2 - Wearing earphones/headphones (during the school day) C2 - Failure to attend a C1 detention C2 - Chewing gum in school C2 - Wearing jewellery (during the school day) C2 - Not wearing lanyard/ID Badge C2 - wearing makeup, nail varnish/false nails or lashes (during the school day) C2 - No PE Kit C2 - Mobile phone seen in school C2 - A short or rolled skirt (during the school day) C2 - Wearing trainers/incorrect shoes (during the school day) C2 - Multiple C1 detentions in a day C2 - Unkind behaviour towards another child C2 - Failure to attend form time
3 Points	C3	Senior Detention 3.15-4.30	C3 - Failed to attend C2 DET = 4:30pm DET C3 - On call (removal from a lesson) C3 - Repeated lack of PE kit C3 - Truancy C3 - Bullying C3 - Persistent defiance



Respect

- Respect: Respect is the foundation of our interactions. We teach our students to value themselves and others, promoting a culture of mutual respect and understanding.
- At Langley Park, we...



Mrs Jayne Kourtaa
Head of Key Stage 3

Miss Tierney McGovern
Head of Year 7

Planners: Keeping track



• Students will be using their planners to keep track of their:

- Weekly attendance and punctuality
- P and C points
- C2L Grades
- Homework
- Communication from tutors
- Weekly signing (checked by tutors)

Firefly – Parent Portal



Attendance

Summary from 01/08/2020 to date



■ 100% PRESENT, ■ 0% LATE, ■ 0% ABSENT: AUTHORISED, ■ 0% ABSENT: UNAUTHORISED

This week

Monday	Tuesday	Wednesday	Thursday
PRESENT	PRESENT	PRESENT	PRESENT
PRESENT	PRESENT	PRESENT	PRESENT
PRESENT	PRESENT	PRESENT	PRESENT
PRESENT	PRESENT	PRESENT	PRESENT
UNKNOWN	PRESENT	PRESENT	PRESENT
PRESENT	PRESENT	PRESENT	PRESENT

Behaviour

Summary from 01/08/2020 to date

Consequence Point



Progress Points



This week

Date	Type	Teacher
21/09/2020	P1 CONTRIBUTION TO THE WIDER COMMUNITY	Miss R Cejler
23/09/2020	P1 CONTRIBUTION TO THE WIDER CURRICULUM	Miss S Crowe
25/09/2020	P1 CONTRIBUTION TO THE WIDER CURRICULUM	Mrs C Clarke

Last week

Date	Type	Teacher
15/09/2020	P1 CONTRIBUTION TO THE WIDER CURRICULUM	Miss J Walker
18/09/2020	MINOR INFRINGEMENT	Miss R Cejler

kooth.com



Aged 11-18?

Need someone to talk to?



Free, safe and anonymous online chat, advice and support for young people.

kooth.com



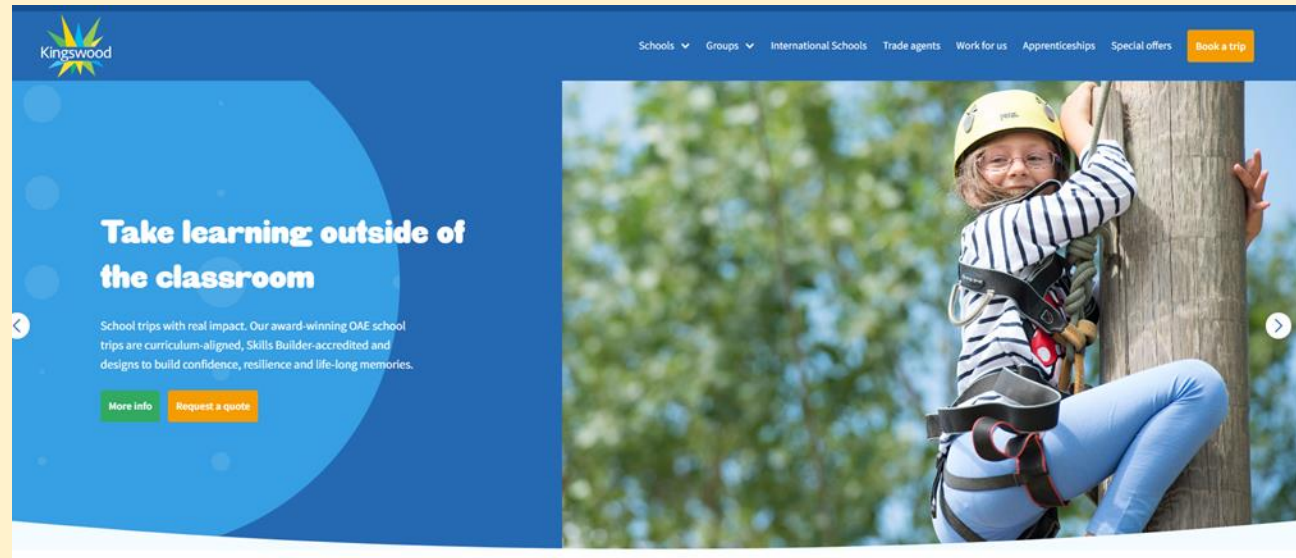
The smartphone screen shows the **kooth** logo at the top. Below it is a yellow speech bubble containing the text "How are you feeling today?". At the bottom of the screen is a white speech bubble containing the text "I'm feeling stressed...".

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Monday 14 – Wednesday 16 October



The Kingswood Centre



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Aims of the trip

We believe that learning outside the classroom is essential to a well-rounded education. The aim of the trip is supporting students in their transition to LPGS, provide enjoyable learning, and help to develop life skills, such as:

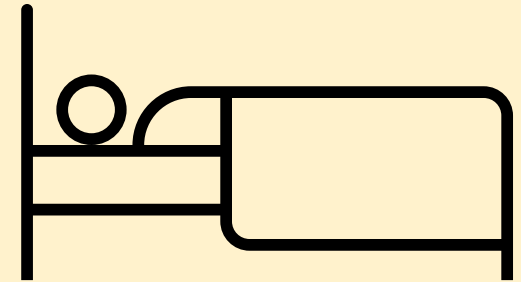
- Learning to work together as a team
- Achieving personal and team goals
- Increasing self-esteem and confidence
- Conquering fears
- Trying new and exciting activities
- Experiencing living away from home
- Respecting and valuing each other's abilities
- Revealing undiscovered strengths
- Solving problems and taking responsibility

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Accommodation

- Accommodation is in residential blocks
- Students placed in form groups by tutor
- Room size from 2-6
- Staff spread throughout all blocks
- Bedding included
- Senior staff members are on duty until 10:30pm each day with night staff patrolling between the hours of 10:30pm and 07:30am.
- LPGS Staff – duty
- Centre doors are secured in the evening but can be opened in case of emergency and security barriers guard the entrance to the site.



Arrival and Departure



- **14th October**

- Students wear trainers, leggings/trousers, t-shirt/jumper
- Students arrive at LPGS on Monday 14 October, and we depart at 12:30, arriving at Grosvenor Hall at 14:00

- **15th October**

- Activities all day

- **16th October**

- Breakfast and morning activities
- Depart from Kingswood @13:00; arrive LPGS between 14:00-14:30

Security



- One member of LPGS staff will be in each activity group (groups of 10-15)
- Members of staff will be on night duty (in each block) should they be required
- Group leader will have 24-hour contact with Kingswood staff and all LPGS Senior Leadership Team
- 24-hour first aid is available from: Kingswood (day) LPGS first aider (night)
- The group leader will be contactable in case of emergency (Mrs Kourtaa)



Example Itinerary



	Monday	Tuesday	Wednesday
7:00		Wake Up	Wake Up
7:30-8:30	Meet at school at 8:30am (in Sports Hall with belongings)	Breakfast	Breakfast
9-10:30	Travel to Kingswood Centre	Activity	Activity
10:45-12:15		Activity	Packed Lunch
12:15-2:00		Lunch	Arrive back to school
2:00-3:30	Arrive and Unpack	Activity	
3:45-5:15	Activity	Activity	
5:30-7:00	Dinner	Dinner	
7:00-9:00	Silent Disco/Camp Fire	Silent Disco/Camp Fire	
10:00	Lights Out - Sleep	Lights Out - Sleep	



Activities could include...

- Abseiling
- Archery
- Climbing
- Conquest
- Gladiator Wall
- Ariel Trek
- Tunnelling and Team Challenge
- Initiative Exercises
- Jacob's Ladder



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Sample Menu

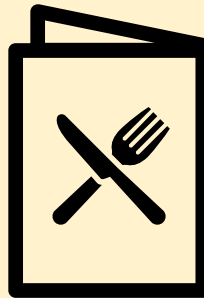


Breakfast

- A choice of cereals/a cooked breakfast

Lunch

- Baguette & Wrap Bar with your choice of freshly prepared fillings; tuna mayo; tandoori chicken; mature cheddar cheese;
- Cajun roasted red onion & peppers
- Salad bar



Dinner

- Pea & mint soup
- Slow roasted beef & vegetable casserole, served with herby rice
- Vegetable & bean casserole, served with herby rice (v)
- Ham & cheese pizza
- Roasted new potatoes
- All come with a choice of salad or buttered peas and carrots

Kit List



Nightwear
Underwear
Pairs of socks (including plenty of spares)
Trousers (It is important that the students do not wear jeans whilst doing the activities for safety and comfort reasons)
Shorts
T-Shirts

Long sleeved top for archery	Trainers or other substantial footwear, plus extra to get wet/dirty
Jumper/sweatshirt/fleece	Toothbrush and Toothpaste
Waterproof jacket/anorak	Sponge/face cloth
Waterproof trousers or trousers that can get muddy	Soap/Shower gel and hair products
Disco clothes	Hair ties (for long hair)
Towel	Sun cream
	Book to read
	Water bottle
	Gloves/hat/cap
	Camera (disposable)
	Small torch
	Playing cards
	£5 for tuck shop
	Decorations for the dormitory
	Packed lunch for journey from school to Kingswood Centre (no nuts/nut products)

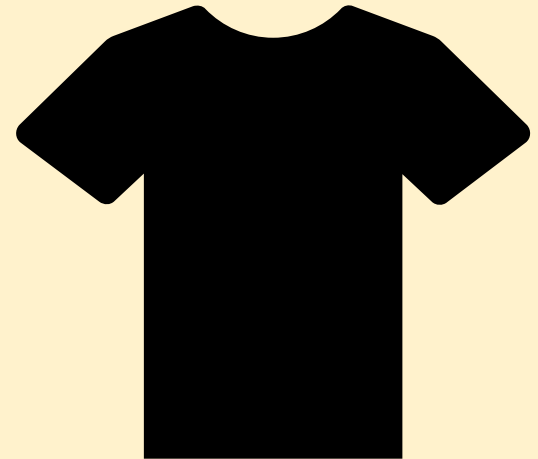
In a named bag e.g.
LPGS PE bag or
something similar

Specialist Clothing



- The below activities have specific clothing requirements:

- Abseiling, Aerial Trek, Climbing:
 - Shoulders covered and knee-length shorts as a minimum. Long hair must also be tied back.
- Archery:
 - Long sleeves.
- Tunnelling:
 - Knees to be covered.



Medication

- All prescribed medication (antibiotics/daily medication etc.) must be named and handed in to reception on the morning (8:00am) with signed letter of consent and instructions (how much/time).
- There will be a small amount of Calpol/paracetamol/Piriton with staff.
- This is to reduce the need to collect in 120 packets of over-the-counter medication, that most likely won't be used. If you wish to give staff permission to issue the recommended dose of the above listed medicine, please complete the Firefly survey. A phone call home will be made prior to giving any medication.

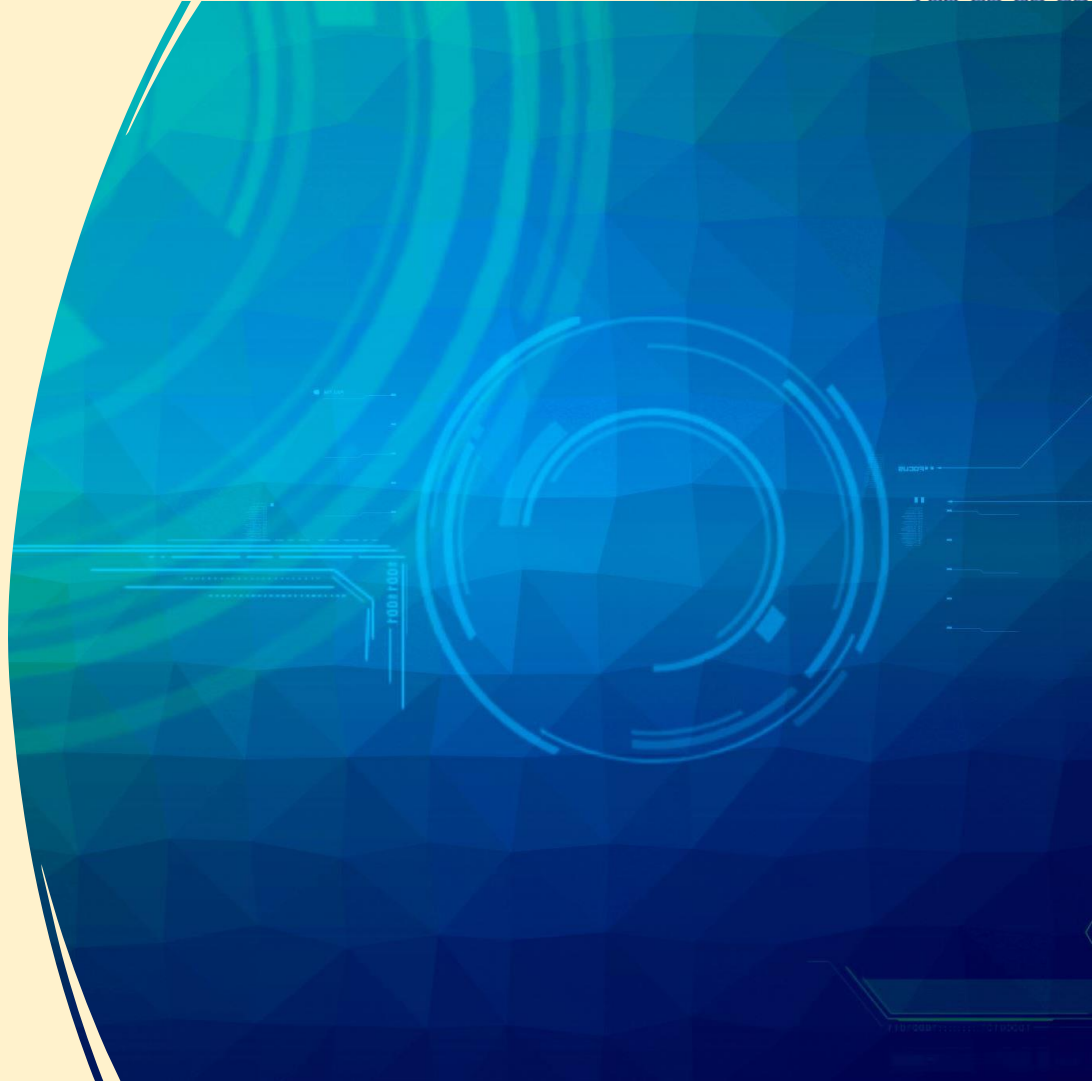


Consent Forms & Payments



- Consent forms will be sent this week
- Completed ASAP

Payment by the end of this week



Not allowed



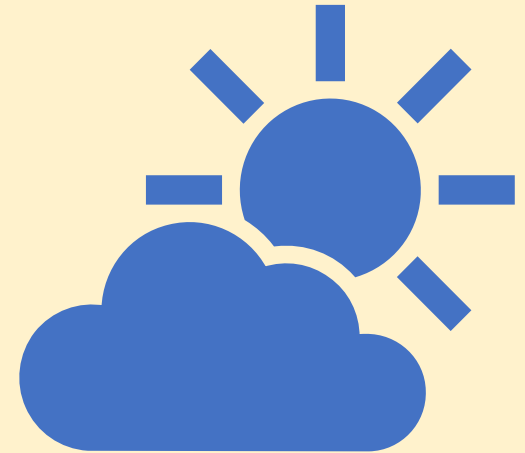
- Mobile phones
- Electronic devices/Apple watches
- Make-up
- Jewellery

They will be confiscated!!

Weather



Most activities can be run in wet weather and extra time will be set aside for students to dry off properly. If the weather is extreme and activities cannot be run, the Centre Manager will implement the Centre's wet weather plan.



Expectations



Students will be expected to follow instructions and act in accordance with all LPGS rules and policies at all times

And most important of all...

HAVE FUN!!!!



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Pre-submitted Q&A



Will students be put in sets for any subjects?

Not in Year 7 – though students will be set in Maths at a later stage.

Will my daughter be able to share a room with a friend on the residential trip?

Students will group themselves in pairs within tutor groups, this will allow for grouping in any room size.

What will students not attending the residential trip be doing instead?

Joining a Y8 class and following a Y8 timetable.

What happens to lost property?

It is taken to The Store – open at the beginning and end of the day.