

Parent Information Evening



Some Topics

- * Matters Arising from previous meeting
- * Ofsted & Next Steps
- * Inclusion
- * Reporting system update
- * Mobile Phones
- * Uniform
- * Day Boarding
- * Campus Development
- * 180th Celebration

Matters Arising

I. Health & Safety Concerns:

- Reviewed by Mrs Cassidy (H&S Lead) and Mr Newton (H&S Officer)
- Prep Car Park entrance - reminder issued to staff using the car park to take care and be mindful of pedestrians /cyclists when exiting the car park.
- Playing Field Car Park (parents using as a drop-off area) - gates now locked from 8.15am
- Continue with awareness raising with parents of safety around school site in newsletters.

Matters Arising Cntd.

2. Catering:

- Reminder sent after last meeting via house mentors to pupils that they can finish eating if running late.
- Catering is a regular topic of conversation at the Parliament of Houses meeting and pupil concerns and suggestions are shared with the catering team and school leaders.
- Open invitation to any parent to come and look at the lunch operation (invitation repeated in Principal's newsletter).

Matters Arising Cntd.

3. Clearer Information about Parent Information Evenings:

- More information provided to staff (including topics of discussions) through weekly bulletin and to parents through newsletter, on calendar
- App and email reminder

[Home](#) / [Parents & Pupils](#) / [Key Information & Planner](#) / [Calendar](#) / [Parent Information Evening](#)

CALENDAR

[By Year](#) [By Month](#) [By Week](#) [Today](#) [Jump to month](#) [Search](#)

Parent Information Evening

Thursday 30 January 2020, 18:00 - 19:00

Every term the Principal holds a Parent Information Evening. This is open to all parents. Information and updates are provided by school leadership on current issues and future plans and there is also an opportunity for parents to raise concerns or issues and questions on any area they wish to discuss.

At this term's evening, there will be a presentation about inclusion and SEND provision in our school and a discussion with parents about our "next steps" after Ofsted including a review of our mobile phone policy.

Location MV Hall, Liverpool College

Matters Arising Cntd.

4. Journal of Excellence:

- Esmeduna
- Parent volunteers
- Web-based – documents, images and sounds
- All parts of the Liverpool College community represented

Ofsted Inspection (November 2019)



**Outstanding
Provider**

Highlights from the Inspection Report

“Pupils receive a **top-quality education** at this school. From a four-year-old child in Reception to an 18-year old student in the sixth form, pupils have an amazing array of opportunities for development and enrichment...**Pupils thrive in this school.**”

“Leaders are passionate and have the **highest expectations**, both of, and for, pupils... They ensure that pupils develop character and resilience by living out the school’s learning motto of ‘Purpose, passion, challenge’. **This motto embodies school life.**”

“Children, pupils and students **value their learning highly.**”

“Relationships between pupils and staff are underpinned by respect... Pupils and staff are **proud to belong to Liverpool College.**”

Ofsted Next Steps

- * Curriculum – sequential, challenge, RS review, 6th Form, LC+
- * Communication – parental expectations and support
- * Continued focus on disadvantage pupils
- * SEND strategy and programme

Inclusion

What is Inclusion?

- * Ensuring that all children can access our high quality, knowledge-rich and diverse curriculum no matter what their social background, educational need or disability.
- * Aims to reduce or remove any barriers to learning that children face in their learning.
- * Applies to all children – not just those with a diagnosis of SEND.
- * Pupil Premium, Children in Care, Children adopted from Care, Pupils struggling from emotional distress, Pupils identified with SEND.

SEND

SEND is a large part of our Inclusion strategy.

- Cognition and Learning e.g. dyslexia
- Communication and Interaction e.g. ASD, ADHD
- Physical and Sensory e.g. physical disabilities, hearing loss
- Social, Emotional and Mental Health (SEMH)

What do we do?

- * **SEND** – SENCo (Mrs Crook) and Assistant SENCo (Miss Crosby)
 - Pupil Profiles for all pupils on the SEND register.
 - Referrals to services to begin assessment for various conditions.
 - Applications and procedures for managing EHCPs.
 - Advising staff on how to adapt and differentiate their teaching.
 - Testing pupils for Exams Access Arrangements and applying to the Exam board for accommodations.

Inclusion Team

- * Inclusion Mentors in different parts of the College support pupils and families as needed:
 - SEMH – assessing need and offering appropriate support including mentoring, Th.Inc room work, referrals to YPAS and CAMHS. Liaising with external agencies when needed to support pupils in school.
 - Restorative Work – helping pastoral staff work positively with pupils experiencing behavioural problems.
 - EHATs – Early Help Assessment Tools – co-ordinating and commissioning support and interventions for pupils and families.

What is Inclusion not?

- * A punishment! (Inclusion Room? – Temporary Internal Exclusion)
- * An excuse – all pupils and all staff working towards the best possible outcomes.
- * A replacement for other statutory services e.g. GP, Counselling services.
- * Judgemental
- * Equality

EQUALITY



EQUITY




Reporting System Update

Progress Report Year 9

Name

09 sel

				Barriers to Learning				
Subject	Currently Working At	Target	Lerpoolian Standard	1	2	3	4	5
Art	Secure	Exceeding	Excellent					
Computing	Secure	Secure+	Excellent					
Design Technology	Expected+	Secure	Good					
Drama	Expected+	Secure	Excellent					
English	Secure	Secure	Good					
Geography	Secure	Secure	Good					
History	Secure	Secure	Good					
Latin	Secure	Secure	Good					
Mathematics	Expected	Secure	Good					
Music	Expected+	Secure	Good					
Science	Secure	Secure+	Good					
Spanish	Expected+	Secure	Good					

Barriers to Learning may arise when a pupil does not consistently strive towards meeting the Lerpoolian Standards. These standards are that a Lerpoolian:

- 1 is respectful, polite and courteous at all times and in all places
- 2 is on task, engaged and making progress
- 3 arrives on time, is prepared, dressed and equipped for every lesson and activity
- 4 does not talk when a teacher is talking;
- 5 always hands work in on time

Targets are intended to be aspirational. If a pupil is consistently working at a level that is above target in a particular subject, we will review and raise their target between each progress point. Qualities are intended to reflect performance against a challenging curriculum as it mapped out in the term it is awarded. A pupil will be making substantial progress if they remain at their quality that they achieved at the outset of KS3. To better understand how a particular quality relates to national standards the table below lists the Qualities and the 9-1 GCSE Grade that might be attained by sustained work at that quality.

Em	Em+	D	D+	Exp	Exp+	S	S+	Ex/ Ex+
1	2	3	4	5	6	7	7	8/9



[Safeguarding](#)
[Attendance](#)
[Key Information & Planner](#) >
[Newsletters](#) >
[Curriculum and Programme](#) >
[Show My Homework](#)
[Examinations Office](#)
[Catering](#)
[Parent Pay](#)
[Liverpool College News](#)
[Frequently Asked Questions](#)
[Support Pages](#)



[Exams & Revision](#)
[Reporting & Feedback](#)

WELCOME FROM THE
PRINCIPAL



LATEST NEWS

Y8 football team return to form with win versus Gateacre School.

Prep School Forensics Workshop

Creative Arts Masterclass

An Unbeaten Morning of Sport for Liverpool College

Liverpool College Sport in Winning Form

Y9 Science and Technology Competition National Final

QUICK LINKS

[Show My Homework](#)

[Parent Pay](#)



The aim with the new progress report is that the pupils take responsibility for their progress and parents know what exactly needs to

GCSE Chemistry Report Statements

YEAR 13

Statement - Skills	Links
Use key scientific terminology in written answers	https://www.kerboodle.com/api/courses/19693/interactives/141789.html https://www.kerboodle.com/api/courses/19693/interactives/141738.html

Year 8 Maths

	Statement	Video Link 1	Link 2	Link 3	Question(s)	Question(s) 2	Answers
Practise analysis	Recognise prime numbers	Click this link			Practise questions		Answers
Practise construction	Know the squares of 1 to 15 and the corresponding square roots	Click this link	click this link	click this link	Practice questions		Answers
Answer the questions	Know the cubes of 1, 2, 3, 4, 5 and 10 and the corresponding cube roots	Click this link	click this link	click this link	Practice questions		Answers
Use an appropriate calculation question	Know the definition of a factor and find the factors of any number	Click this link			Practise questions		Answers
Review the effect of collision theory	Break down a number as a product of prime factors	Click this link			Practice questions		Answers
Review the effect of theory	Find the lowest common multiple and highest common factor of a set of numbers	Click this link	click this link	click this link	Practice questions		Answers
Review the effect of energy	Add and subtract fractions with like denominators	Click this link			Practice questions		Answers
Review the effect of theory	Add and subtract fractions with different denominators	Click this link			Practice questions		Answers
Review the required	Convert mixed numbers to improper fractions	Click this link			Practice questions		Answers
Review factors	Begin to solve problems involving fractions				Practice questions		Answers
	Begin to solve problems involving HCF and LCM				Practice questions		Answers
	Politics						

[Home](#) / [Parents & Pupils](#) / [Support Pages](#) / [Exams & Revision](#)

EXAMS & REVISION

On this page you will find resources and advice for parents and pupils to help you through revision and exam periods:

[Guide for Parents in Supporting your Child Through Exams](#)

REVISION

[Revision Tips – Pupil Guide](#)

[Revision Ideas](#)

[Learning to Learn - 10 Revision Strategies](#)

[Revision Skills](#)

[Revision Techniques](#)

IN PARTNERSHIP WITH



LATEST NEWS

Y8 football team return to form
with win versus Gateacre School.

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[Y9 Science and Technology
Competition National Final](#)

QUICK LINKS

FREQUENT

Page 1 of 2

SECONDARY PHASE

How do I receive my child's

In academic year 2019-20, and a copy will be placed on the school website. We will be sending reports out via SIMS to receive reports. SIMS is a

How many reports a year will

- Four written reports are sent home each year.
- You will receive three electronic reports and one written report for each examination in the summer term.
- You will have the opportunity to discuss your child's progress with their teacher.
- All pupils will also receive a written report at the end of the year, covering all aspects of the Liverpool College curriculum and their progress.

How do you decide what a

Initially in year 7 we use Key

FREQUENTLY ASKED QUESTIONS

Page 2 of 2

SECONDARY PHASE - EXAMINATION PREPARATION

How much revision should my child actually be doing?

Approximately 2 hours of revision/homework per night – 4 school days a week. Approximately 5-6 hours revision/homework over the weekend. *Marathon studying sessions are certainly NOT recommended. Fundamental principle to revising is to do it regularly and constantly, little chunks at a time.*

When should they start to revise?

Now! If homework and revision are left to the last minute, this will limit your child's chance of doing their best. For GCSE's and A'level's it is best to start their revision in March.

How can I help my child organise their revision before the exams?

Encourage your child to produce a revision timetable and to factor in short breaks.

How can I help create the right environment for my child to revise?

Give them space to revise. Somewhere quiet with a chair and a desk with as few distractions as possible.

What are the common problems pupils face?

Putting off revision, finding excuses to do other things or leaving all the work until the last minute. The biggest problem surrounding revision and exams is stress. It can make even the most ardent reviser think they can't remember anything, and even lead to panic attacks.

ARTICLE INDEX

[Frequently Asked Questions](#)

[Exam Preparation](#)

[All Pages](#)



LATEST

Y8 football team
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Prep School Football

Creative Arts Month

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Liverpool College

Liverpool College
Form

Y9 Science and
Competition N

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[Parent Pay](#)

[Term Dates](#)

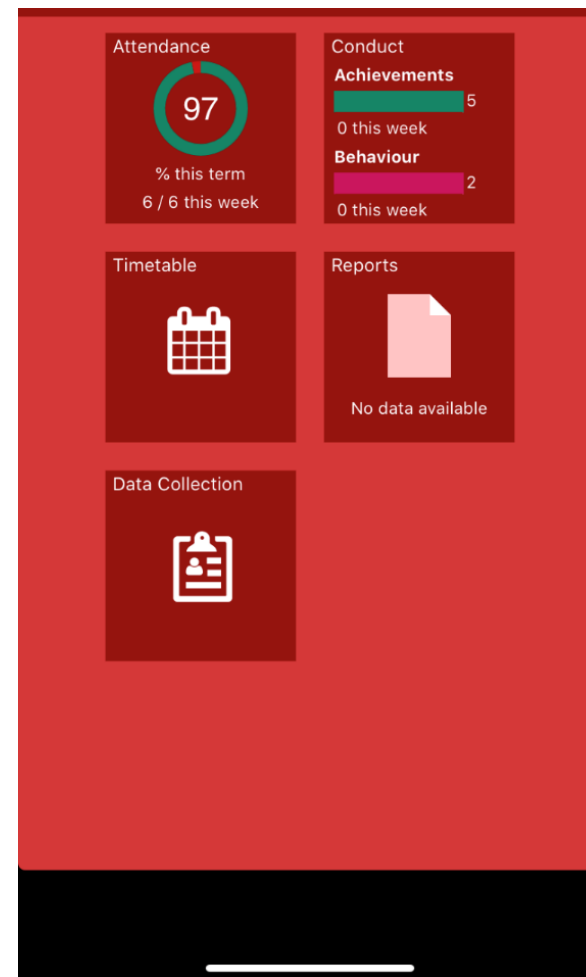
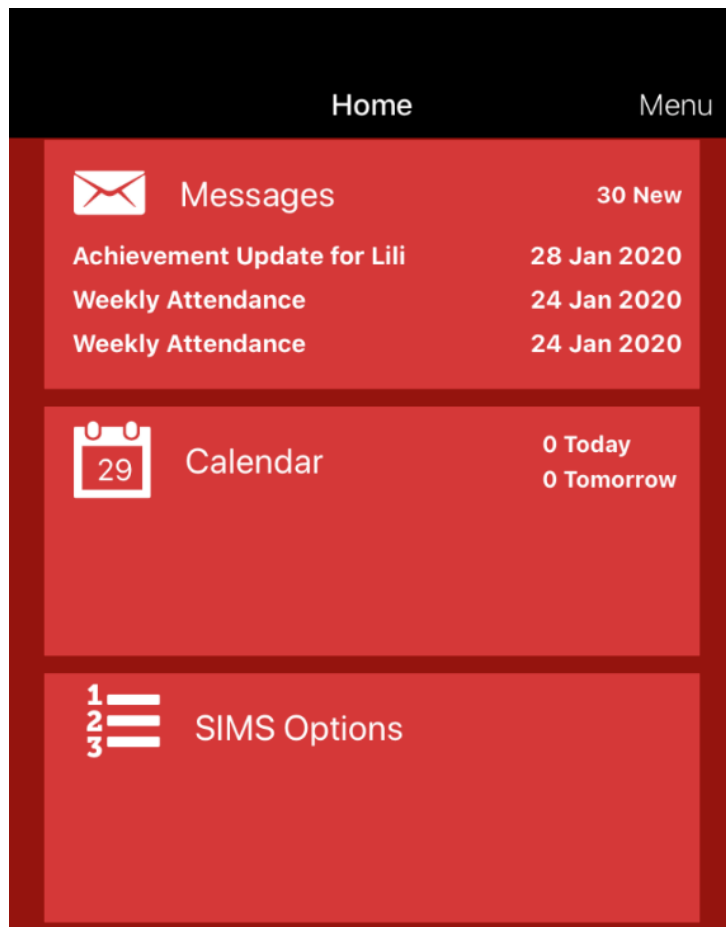
[Calendar](#)

[Principal's News](#)

[LC Sports](#)

[Liverpool Class](#)

[PTA](#)

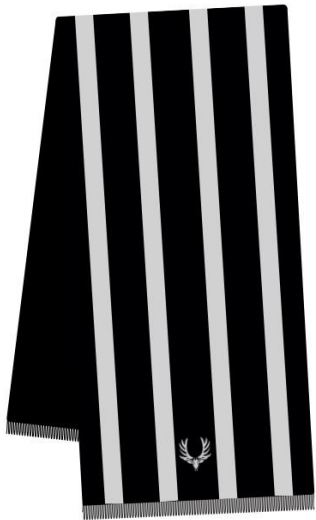


Mobile Phones

* Any thoughts?

Uniform

- * Intent – standards of appearance, consistency
- * House identity



Boarding 2021

- * Model and programme of boarding will have to fit our **intent**:
 1. play a role in wiping away the effects of disadvantage;
 2. widening the scope and increasing the impact of the LCA+ curriculum.
- * For pupils from Years 7-13 – admission policy change
- * Boarding House in Beechlands
- * development of a **day boarding** programme to create a viable educational boarding community

Day Boarding

- * Pilot
- * Parental Advisory Group

Campus Development

- * Classics Library
- * Prep School
- * Beechlands
- * LCF Office
- * Astroturf?
- * Campus Map

180th Celebration

* Ball - around Founders' Day

AOB

Any Questions or Concerns ?

