Y8/9 parent information evening

Thursday 03 September 2026

Key Staff

Mrs Adams – Principal

Mr Perry – Head of school

Ms Bloor – Vice Principal

Mr Whitfield – Assistant Principal

Mr Murdoch – Assistant Principal

Mr Chatfield – Assistant Principal

Miss Ralph – Assistant Principal

Mr Cavanagh – Assistant Principal

Miss Scott – Behaviour & attendance lead

Miss Barnes – Head of Year 9

Mr Lengthorn – Student support officer Year 9

Mrs Mayfield – Head of Year 8

Miss Smith – Student support officer Year 8

Our values

At Landau Forte Academy QEMS, we want you to enjoy your education and be stretched and challenged to achieve. We will do this by encouraging you to show **COMPASSION, CURIOSITY AND COURAGE.**

COMPASSION

Show kindness and respect to others by being supportive, helpful and kind.

CURIOSITY

Remain curious in your approach to new challenges by asking questions and trying new things.

COURAGE

Be brave and fearless in your approach to learning by being determined and resilient.

Teaching & Learning

LEARNING CYCLE

START OF THE LESSON

Do Now Activity

Share the Learning: Big Picture Question

Retrieval task

Teacher feedback

I DO

Direct Instruction May include:

Teacher delivering new material in small steps

Live modelling of process that includes teacher thinking aloud

Expert reader reads

WE DO

Guided Practice May include:

Scaffolds and prompts

Worked examples

Vocabulary Instruction

Teacher and student discussion

YOU DO

Independent Practice May include:

Independent work

Structured group or paired work

Responding to teacher feedback

Reteach tasks

Re reading the text

END OF THE LESSON

Review the Learning May include:

Quizzes

Retrieval tasks

Exit Tickets

Self/Peer review

Feedback

ASK AND ANSWER A LARGE NUMBER OF QUESTIONS

Teaching & Learning

NO HANDS UP!

To assess and support your learning, your teachers will use a 'Cold Calling' strategy.

They will:

- Ask the question before naming a student
- Give thinking time
- Use think-pair-share to build confidence
- Never criticise if you are wrong!

NO OPT OUT!

BEING WRONG IS OK, FAILING TO TRY IS NOT !

If you do not know the answer to a question, your teacher will support you by:

- Asking other questions
- Asking another student to help
- Giving you more information

SHOW COURAGE BY TRYING AGAIN!

PROVE IT PURPLE

Whenever you receive any feedback, write down your corrections and improvements in purple.

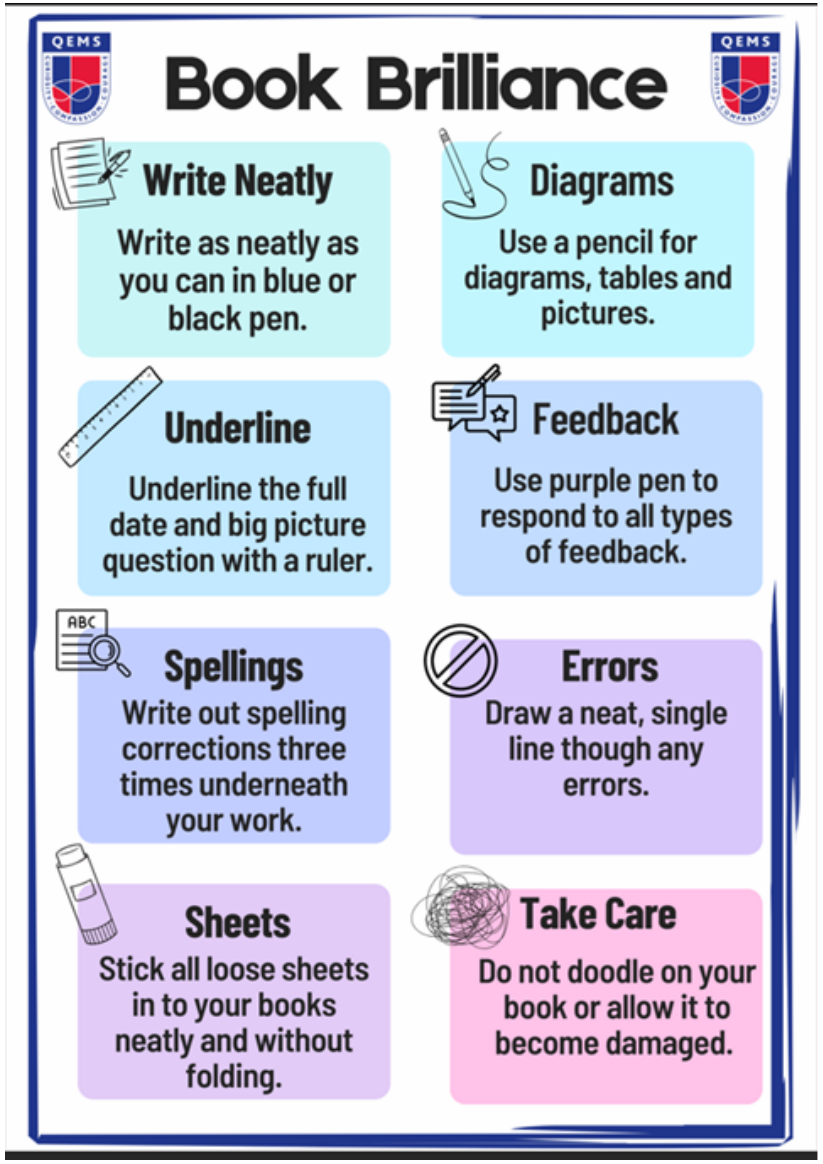
- DO NOW TASKS ✔
- WRITTEN FEEDBACK ✔
- VERBAL FEEDBACK ✔
- WHOLE CLASS FEEDBACK ✔

RETRIEVAL PRACTICE

At the start of each lesson, you will be asked questions about your previous learning. This will help you to store information in your long term memory and help your teacher to know what youdo and don't understand.

DON'T WORRY IF YOU STRUGGLE, THIS IS GREAT FOR LEARNING!

Teaching & Learning



Purpose of Book Brilliance

- High Standards
- Pride in work
- Clear record of learning – supports revision and teacher feedback
- Progress over time is clear to see
- Not just about presentation!

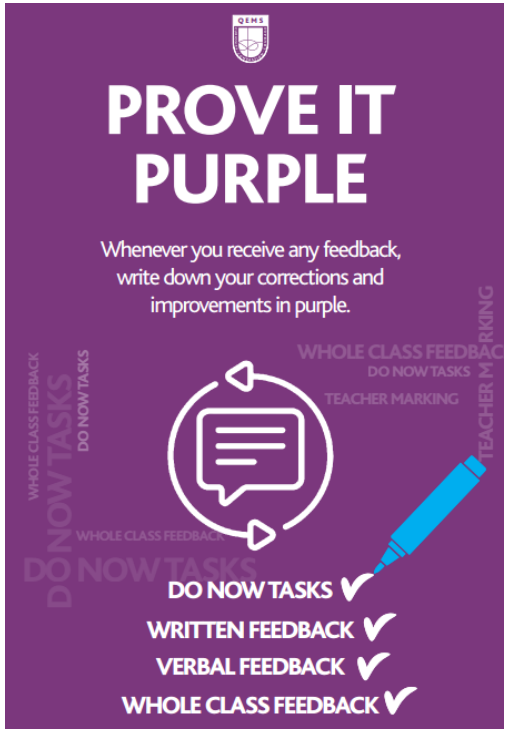
Feedback

Feedback is information given to you about how well you are performing in a task and is designed to help you to improve.

Research tells us that this is **more effective** than traditional detailed written marking.

Throughout your lessons, you will receive different types of feedback. This includes:

- Answers to retrieval tasks and quizzes
- Whole class feedback – during the lesson verbally or written
- One to one feedback
- Sharing student work under the visualiser to help you to improve yours
- Peer and self assessment
- Written assessment feedback



Homework Strategy KS3 and 4

Key Stage 3

- Core subjects: 30 minutes per week
- Other subjects: 30 mins per fortnight

In addition to this, KS3 students are expected to read for a minimum of one hour per week. This will be monitored using the Accelerated Reader programme and during English lessons.

Key Stage 4

- Core subjects: 60 minutes per week
- Option subjects: 60 mins per fortnight

Where possible, 7 days will be allocated for the completion of homework, but for shorter tasks, a minimum of 3 days may be given.

Teachers will record all homework on BromCom

Students who are unable to work at home may attend the LRC after school between 3.15 and 4.15

To encourage and celebrate the completion of homework, students will receive rewards through BromCom

Seneca Premium Subscription

Current Package

- Retrieval tasks
- Courses for most subjects but not all
- Adapts to needs of student
- Provides immediate feedback
- High student engagement
- Easy for teacher to monitor
- Provides reports to parents

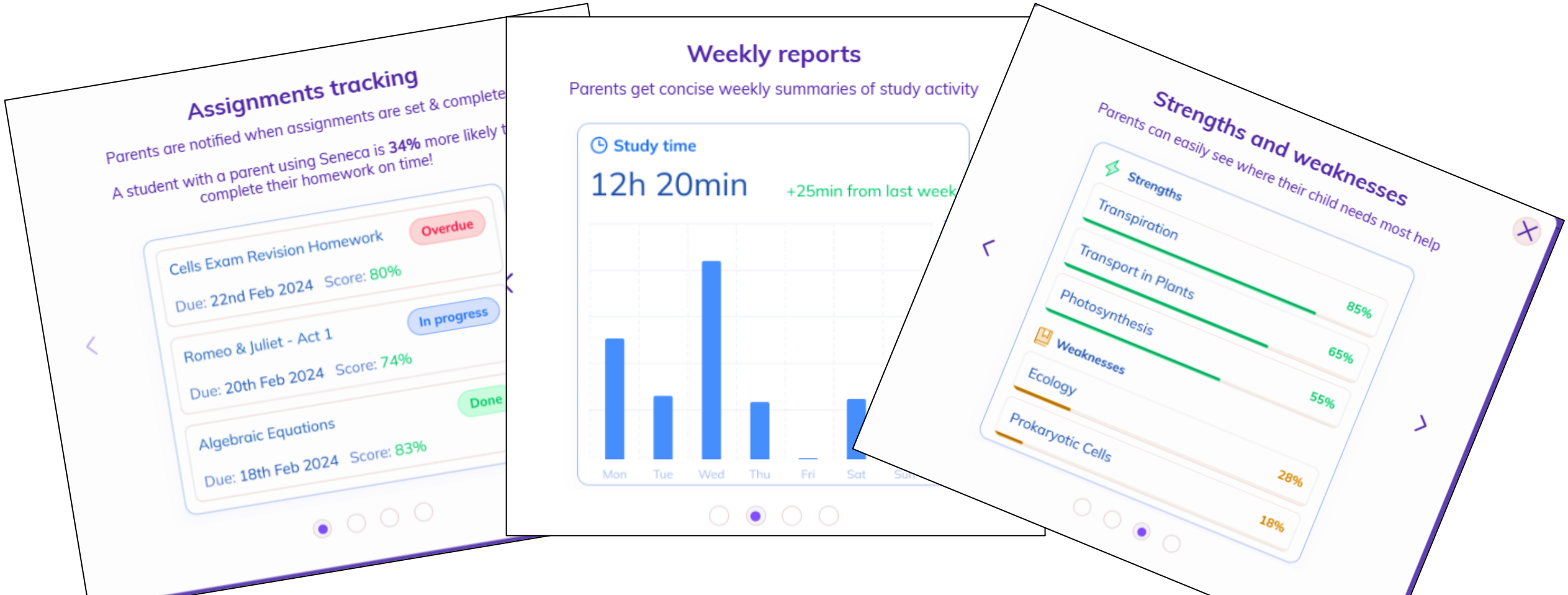
Premium Package

- Booster courses – core skills
- Stretch courses - 7-9
- Flashcards
- Predicted exam papers
- Hyper Learning – core skills for students who are difficult to engage
- **AI marked exam units**
- **Magic quizzes**
- **Data reports**

- All homework to be set on Seneca (Maths - Sparx, MFL – Exampro)
- Additional homework may be set by class teachers but will be recorded on Bromcom

Seneca Parent View

You will have received an invite from Seneca to allow you access to view the homework set and how well your child is doing. You are able to view the work set, how long is being spent on the work and areas of strength and weakness.



Reading at LFA QEMS

“Poor reading comprehension and an inability to read fluently contributes to, and correlates with, multiple negative markers of academic success, social outcomes, health, life expectancy, and economic success.”

National Literacy Trust, 2019

Our Reading Curriculum

Register and Read – Tutorial

- Twice a week
- Teacher or expert reader reads to the class
- Complete AR quiz when the book is finished

Accelerated Reader – English

- STAR reader tests to assess reading age
- Independent reading – homework one hour a week
- Complete a quiz within 48 hours of reading the book
- **Who will be the first word millionaire?**
- Y9 1 hour reading

Academic Reading – all subjects

Reading lots of different texts related to the subject:

- Read like a scientist – text books, investigations, articles etc
- Read like a historian – sources, timelines, articles etc
- Read like a geographer – maps, articles etc

Reading Intervention

- STAR reader tests 3 times a year
- Lexoniks Leap and Advanced if students fall below
- Sessions during tutorial or within the day

Register and Read-Tutorial 8.30-9am

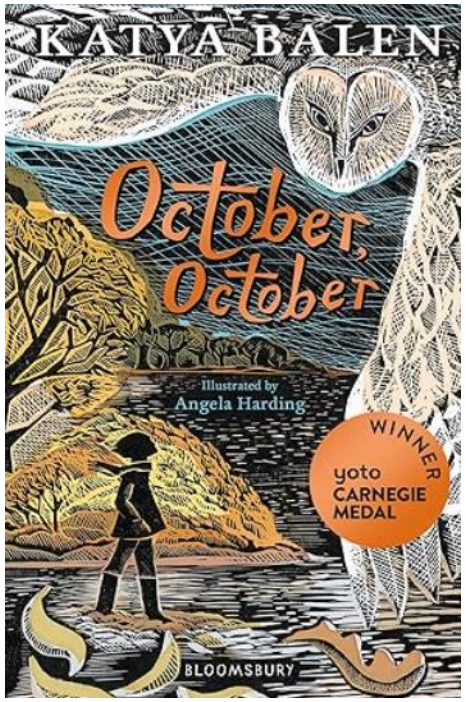
Sussex University research: 'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms

- Two books read in 12 weeks
- Challenging and engaging content
- Expert reader (mainly the teacher) read to the class to ensure fluency and comprehension
- Some discussion when students were confused about context, vocabulary or plot, but no analysis

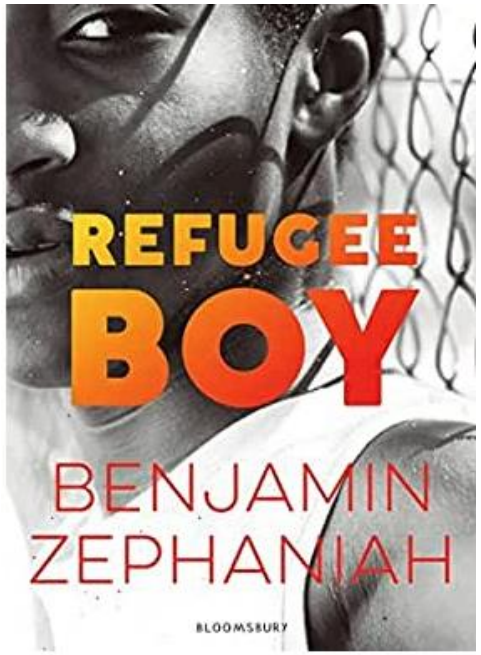
Findings

- All students made **8.5 months mean progress** on standardised tests of reading comprehension
- Poorer readers made a surprising **16 months** progress
- Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.

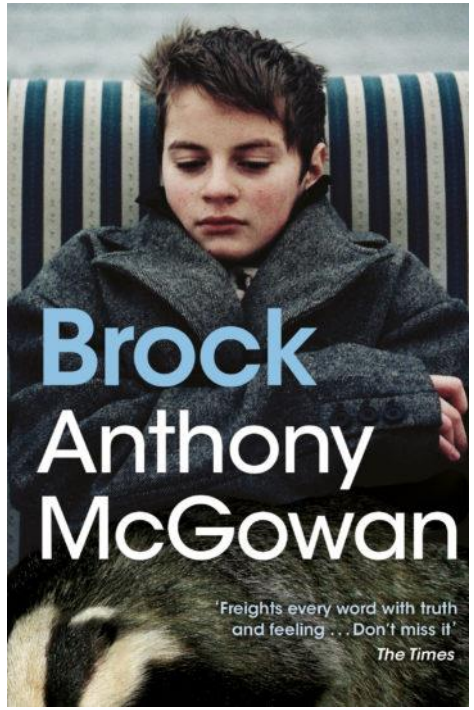
Year 8



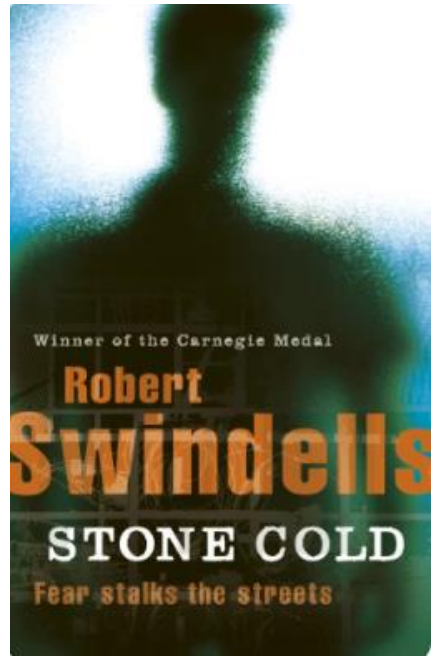
Carnegie Short List



Diversity – social issues – award winner

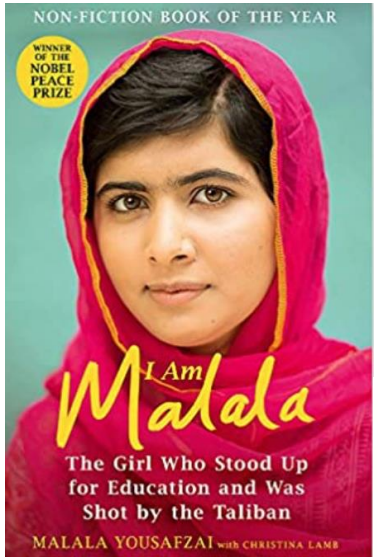


First in critically acclaimed series

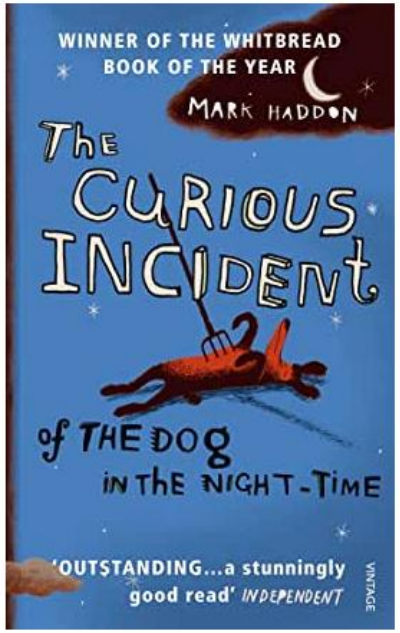


Domestic social issues thriller – award winner

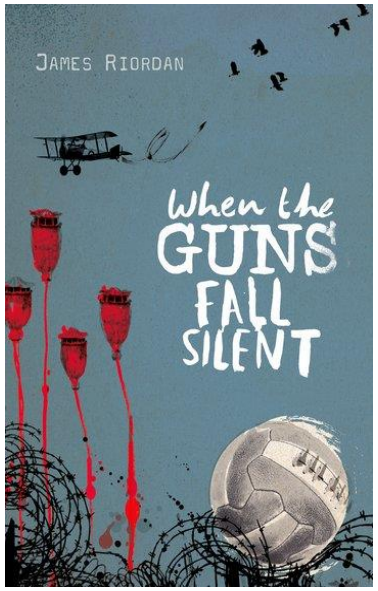
Year 9



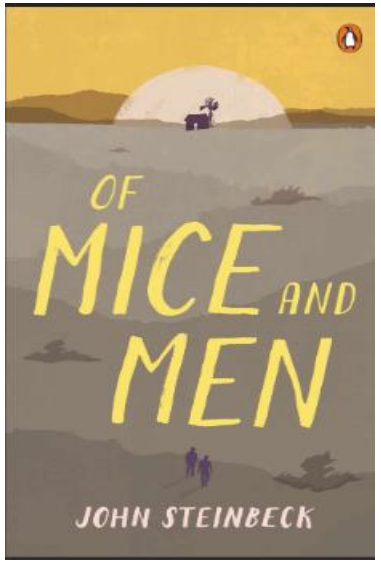
Diverse writer - challenging modern non-fiction – award winner



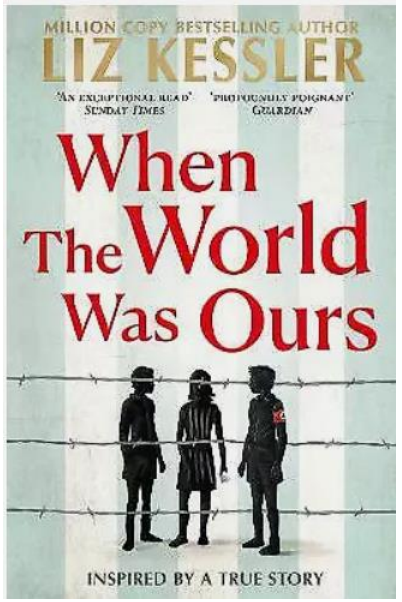
Diversity – disability – award winner



Historical fiction – award winner

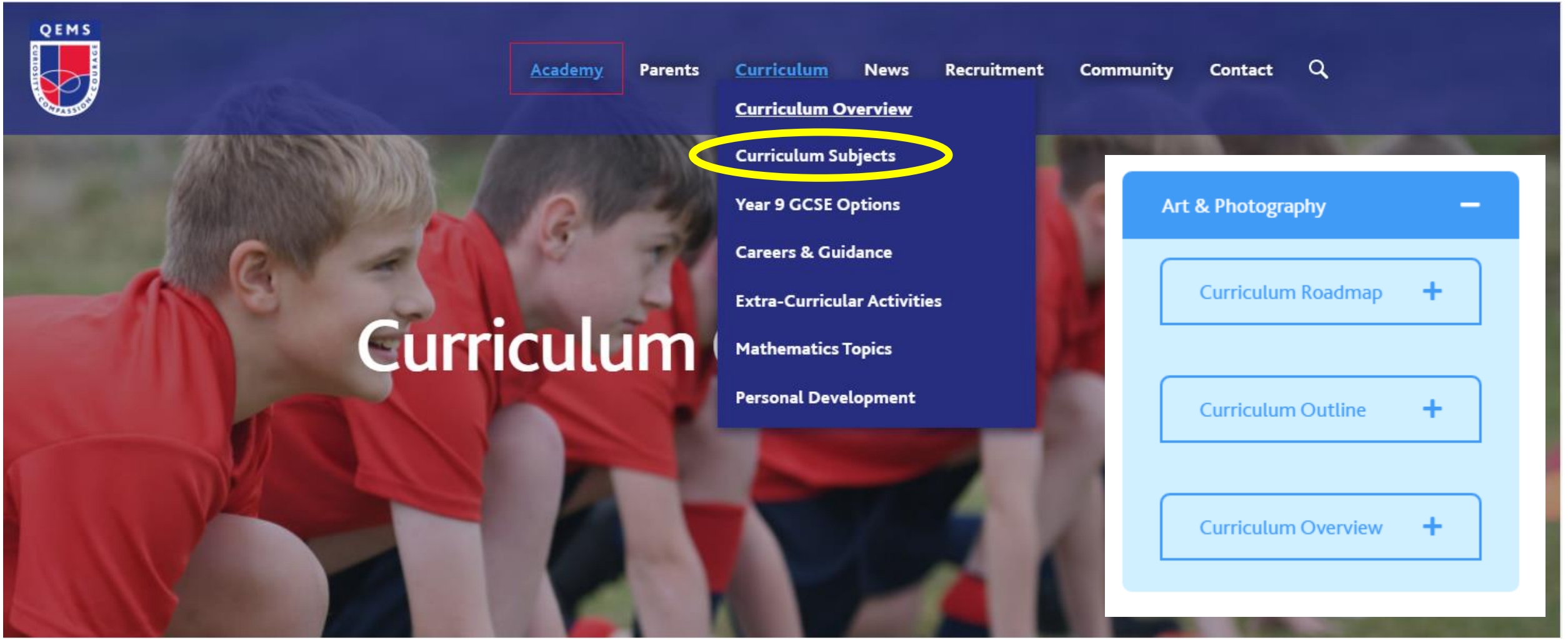


Challenging classic modern literature - diversity – award winning



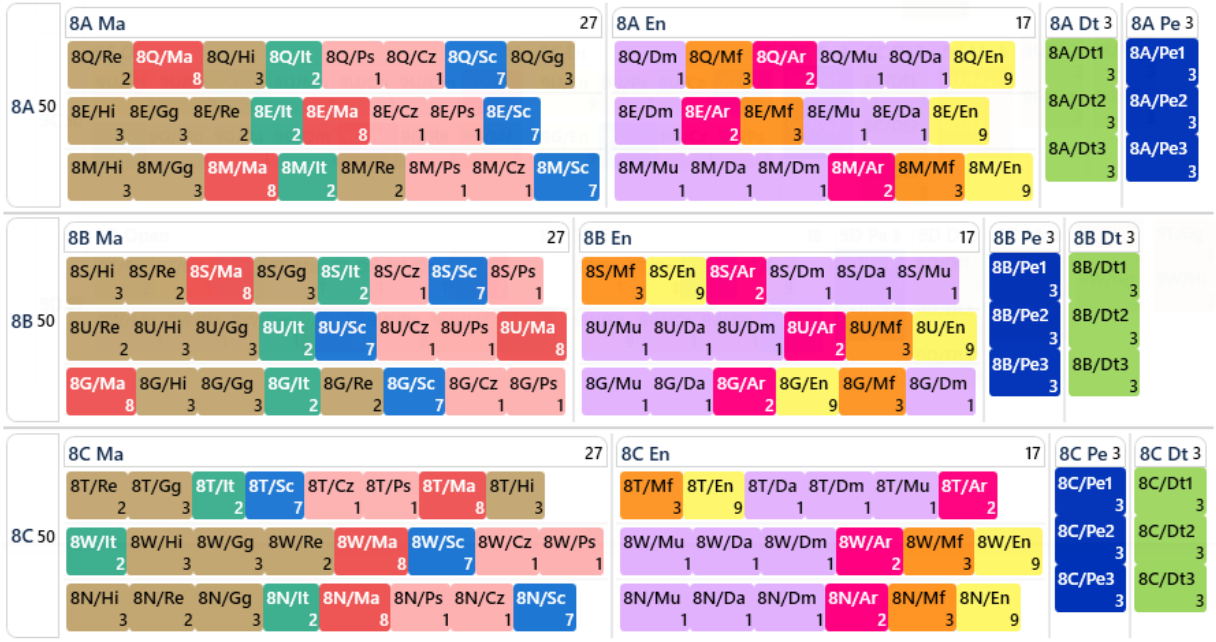
Historical fiction – Carnegie Short List

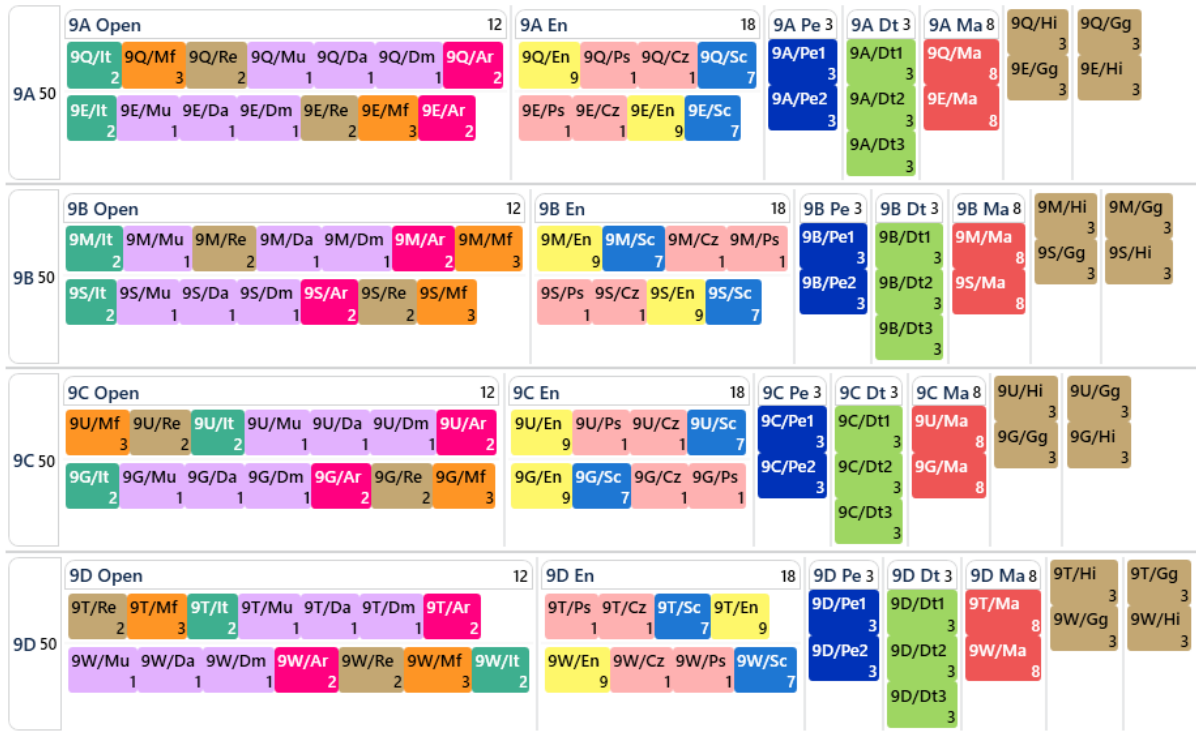
Curriculum


QEMS
Academy
Parents
Curriculum
News
Recruitment
Community
Contact
Curriculum Overview
Curriculum Subjects
Year 9 GCSE Options
Careers & Guidance
Extra-Curricular Activities
Mathematics Topics
Personal Development
Curriculum
Art & Photography
Curriculum Roadmap
Curriculum Outline
Curriculum Overview

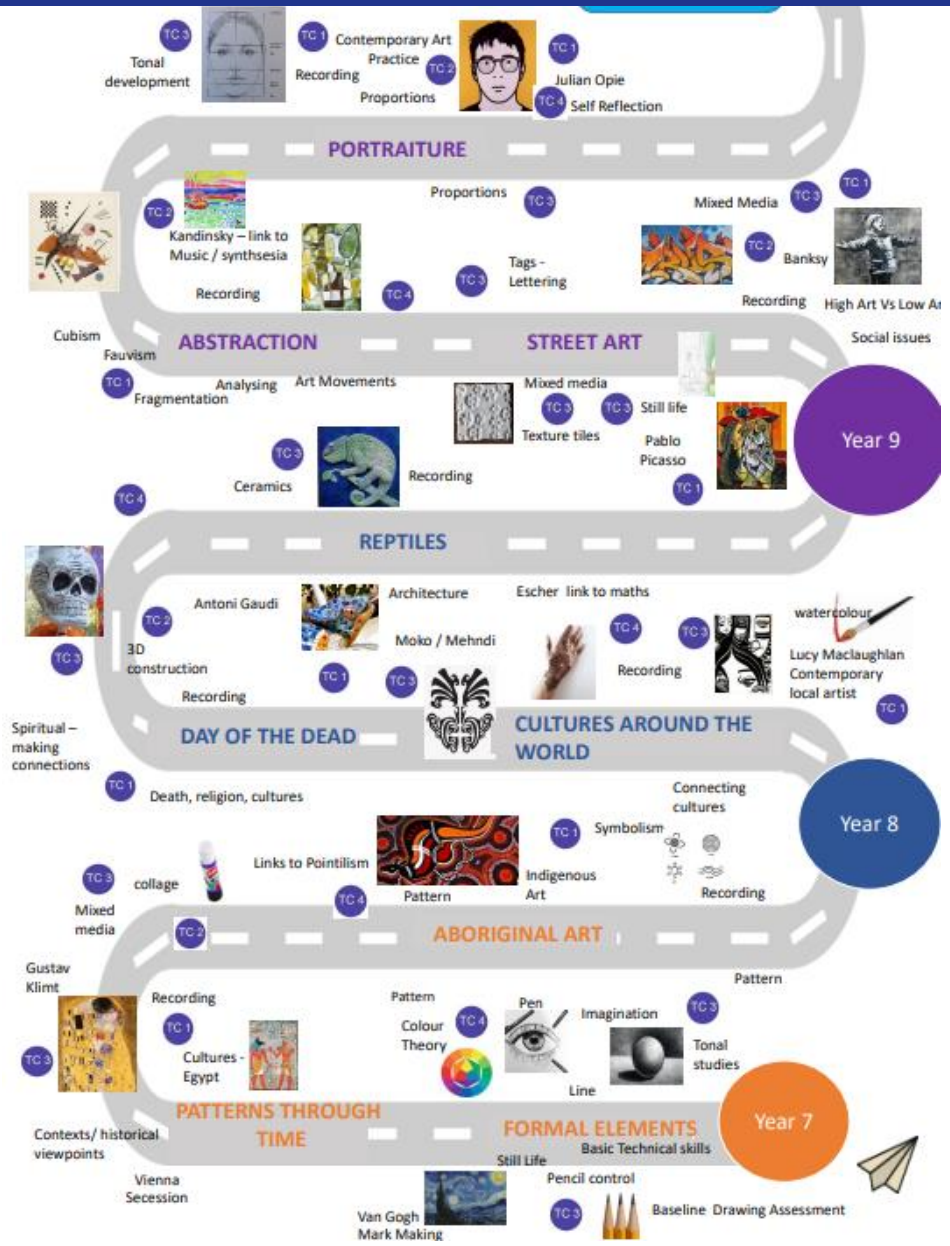
Groupings

- All subjects taught in mixed ability groups
- Exception of maths in Year 9 due to the tiering for GCSE
- All groups have a balanced mix of sex, prior attainment, SEND and other circumstances such as reading





Curriculum- Road Map



Curriculum Outline

Art						
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 7:	Baseline Visual Elements visual elements	Baseline Visual Elements *Advanced skills, colour theory and new techniques* visual elements	Patterns Through Time *Klimt and Egyptian Art* *Drawing*	Patterns Through Time *Klimt and Egyptian Art* *pattern*	Aboriginal Art *Art of other cultures* Designing	Aboriginal Art *Art of other cultures* *pattern*
Year 8:	Cultures From Around The World *Moko, Mehndi and others* *Traditions*	Cultures From Around The World *Local artist Lucy Mclauchlan* *Artist*	The Day of the Dead *Mexican Culture, mortality and decoration*	The Day of the Dead *Introduction to clay* Day of the Dead	Reptiles *Developing more technical skills* techniques and materials	Reptiles *Skills development*
Year 9:	Street Art *Banksy, Haring and Social issues* *Banksy*	Street Art *Tagging*	Abstract *Art history* *Skills development* *BBC Bitesize Unity*	Abstract *Art history* *Skills development* beginners guide	Portraits *Artist research* *Proportions* *how to draw a portrait*	Portraits *Skills development*
Year 10: Art GCSE	Viewpoints *Close up studies* *GCSE Portfolio*	Viewpoints *Close up studies* how to draw effectively how to analyse artworks mind maps	Viewpoints *Perspective and landscape* one point perspective	Viewpoints *Perspective and landscape* *GCSE Portfolio*	Viewpoints *Mapping and abstraction* Artists	Viewpoints *Personal theme developments* choosing a theme
Year 11: Art GCSE	Viewpoints *Personal theme developments* *GCSE Portfolio*	Viewpoints *Personal theme developments*	Externally Set task choosing a theme mind maps *External Assessment*	Externally Set task *External Assessment*	Externally Set task	**for additional online support click here**
Year 11: Photography GCSE	Viewpoints *Personal theme developments* creative photography *GCSE Portfolio*	Viewpoints *Personal theme developments* *External Assessment*	Externally set task choosing a theme mind maps	Externally set task *External Assessment*	Externally set task	

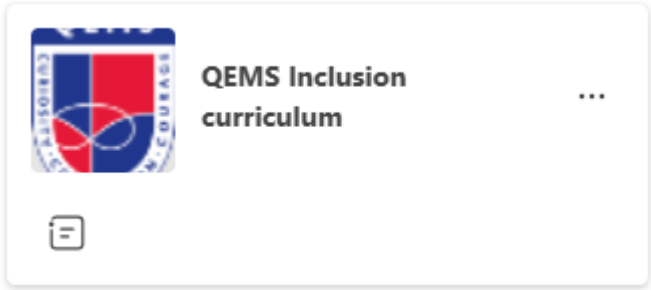
Curriculum- Overview

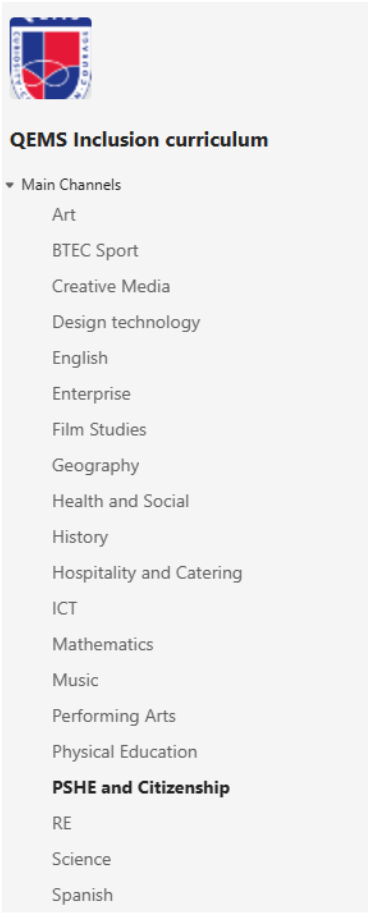
Curriculum overview

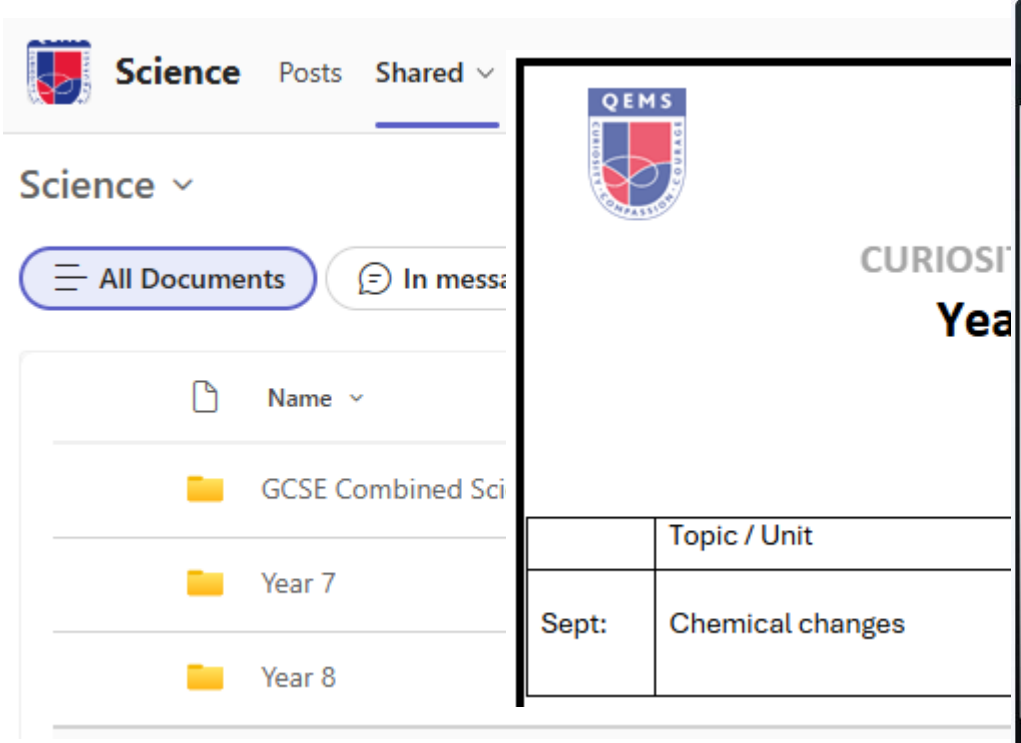
Subject	Art	Year group	8
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: *'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'* As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.		
Curriculum intent:	The Art and Photography curriculum at Landau Forte develops students' imagination, enquiry, creativity and self-reflection. We provide the students with creative experiences that cover a broad variety of topics, ensuring that the students build upon prior knowledge. Students study a range of artists, genres and cultures to broaden their understanding of art and the wider world. By ensuring students are taught technical skills and learn from the work of others we develop active learners, who are inquisitive and a firm grounding of technical skill and understand how to research, analyse and synthesise concepts and approaches to find personal outcomes. The topics are designed to provide cross-curricular links to other subjects across the school. We expose the students to a wide range of practitioners and consider the wider world of work within this. We have devised our curriculum whilst considering the national curriculum expectations for art. In Art, students explore and learn how to apply a range of skills and techniques using a variety of media, whilst at the same time, teaching them to take pride in their work and complete tasks to the very best of their ability. Our students are critical thinkers and problem solvers, developing projects from conception to realisation. We promote individuality, creativity and independence, which prepares them for GCSE and A level and beyond. The course is designed in a cyclical nature from KS3 to KS5 allowing for key skills to be developed and refined over time. The four threshold concepts that underpin the learning are derived from the KS4 Assessment objectives, but also form the basis for all creative process outside of education.		

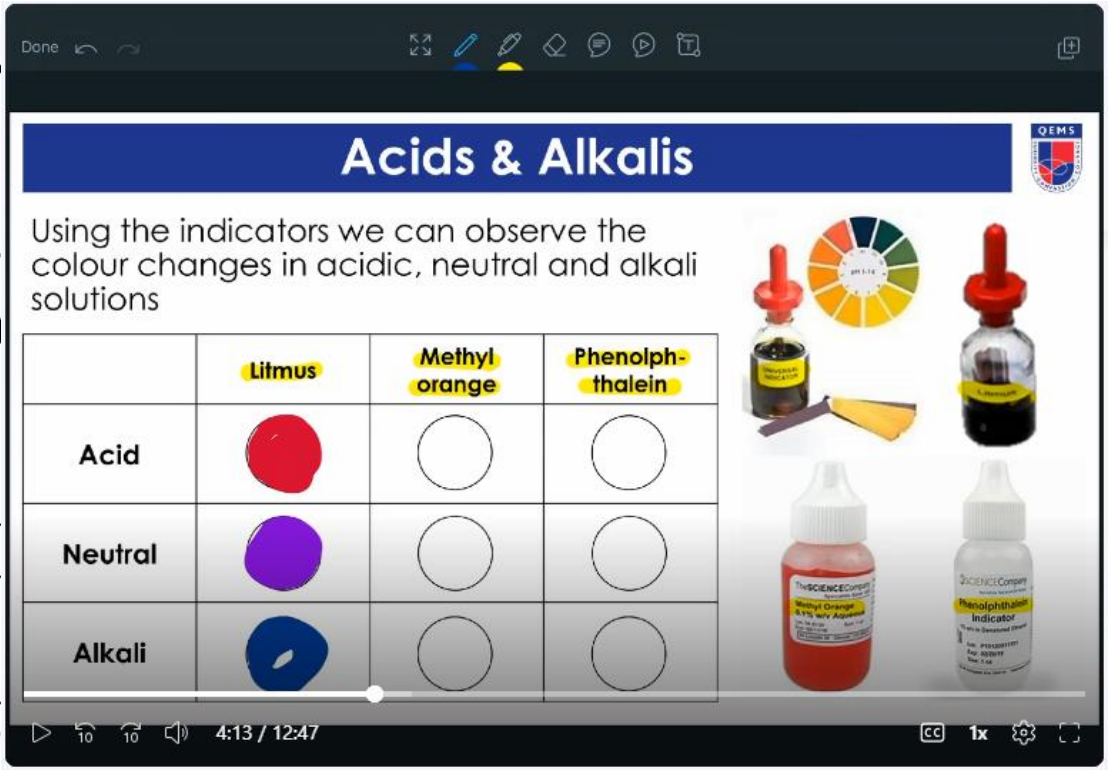
Inclusion curriculum

Fully mapped and resourced version of our classroom curriculum available at all times by all students via MS Teams









KS4 options

Launch in assembly

Options carousel (Thursday 4th Feb 2027)

Options information evening (Thursday 4th Feb 2027)

Pathway A	Pathway B	Pathway C
English (Lang and Lit)	English (Lang and Lit)	English (Lang and Lit)
Maths	Maths	Maths
Science (Combined)	Science (Combined)	Science (Combined)
Option 1 – Humanity	Option 1 – Humanity	Option 1 – Humanity
Option 2 – High performing	Option 2 – High performing	Option 2 – High performing
Option 3	Option 3	Option 3 – High performing
Option 4	Option 4	Option 4
PE	PE	PE
PSHE	PSHE	PSHE

History
Geography
Spanish
Design technology
Music
Religious studies
Art
Film studies
Enterprise
Hospitality & Catering
Creative Media
Performing Arts
Sport
Health & Social care
Travel & tourism
Applied ICT

Tamworth Sixth Form

Buzzing for Bank Holiday

CELEBRATE nature and 'discover the world of bees' at Kingsbury Water Park this bank holiday weekend.

With a packed agenda for Monday, August 28, you can discover how bumblebees pollinate crops and see displays and talks from the Bumblebee Conservation Trust and how honeybees make honey with Nuneaton and Atherstone Bee Keepers Association, all free, no need to book.

Fiona Scott from the Friends of Kingsbury Water Park< said: "Engaging with families and children is so important and we hope people will enjoy learning about the importance of nature and share their day with family and friends. The day is suitable for everyone and fully accessible so we hope people will take up this opportunity."

Join the team at the Old Barn Coffee Shop from 11am to 3pm for the 'live' bee display and talks by Ron Rock and Lisa Williams from the Bumblebee Conservation Trust at 12 and 2pm, also supported by The Tame Valley Wetlands Partnership.

Recruitment time for cadets

CADETS are being recruited by Tamworth Police.

Open to young people aged between 13 and 17, becoming a Police Cadet is a great way to learn new skills, meet new people and make friends as well as helping your community.

The scheme aims to strengthen links between police and young people and promote good citizenship.

The types of things you could be doing include volunteering at local community events and assisting the force in delivering crime prevention

A-LEVELS

'I am so proud of the effort they have put in'

Landau Forte Academy Tamworth

STAFF and students at Landau Forte Academy Tamworth Sixth Form are celebrating "fantastic" A-level, BTEC, and vocational results.

It's been a normal school year after the pandemic disruption, but there have still been challenges to overcome for both staff and students.

Thanks to the hard work of both, there is lots to celebrate, with many top end grades being awarded with students gaining their first choice places at universities or on an apprenticeship, as well as those who are entering the workplace.

Highest performers include: Luke Sanders A* A A, Zara Howey A A A, Marjie Chapman A* A B B, Brett Shackels A A B, Archie Williamson A A B, Rose Pontin A* B B, Fathima Shahda A B B, Hamza Hamid A B B, Jenson Duggins Dist* Dist* Dist*, Sebastian Kirk Dist* Dist Dist, Josh Littlewood Dist* Dist Dist, Cameron Sanders Dist* Dist Dist, Shelly Williams Dist Dist Dist, Callum Holmes Dist* Dist* B, Euan Perry Dist* Dist* B, Amy Wright Dist* Dist* B and Amy Tongue Dist* A B.

Katie Adams, principal at Landau Forte Academy Tamworth Sixth Form, said: "Well done to all our students collecting their results.

"I am so proud of the effort they have put in to get to this point and I hope they feel the same pride when looking at their grades.

"These young people, supported by our dedicated staff, have shown that with determination and ambition there are no limits to what can be achieved, and I look forward to seeing what they go on to do in the future."

Sarah Findlay-Cobb, CEO of Landau Forte Charitable Trust, added: "I want to congratulate all our young people celebrating. They have worked so hard and overcome some truly significant challenges over the past few years to get to this point, and they should all be very proud of what they have accomplished. I would also like to thank our staff."

Fathima Shahda

Jenson Duggins

Zara Howey

Josh Littlewood

Marjie Chapman

Amy Tongue.

Luke Sanders

Rose Pontin

6th Form

A level Subjects	APS	Ma	En	Spec
Art	4.3		4	5
Biology	5.7	6	5	7
Business studies	4.9	5	5	
Chemistry	5.9	6	5	7
Computer science	5.6	5	5	6
Drama	4.3		4	
English Language	5.0		6	
English Literature	5.0		5	6
French/Spanish	4.5		4	7
Geography	4.5	4	5	5

A level Subjects	APS	Ma	En	Spec
History	4.5		5	5
Mathematics	5.8	7	4	
Music	4.3		4	
Philosophy & Ethics	4.5		5	
Photography	4.3		4	
Physics	5.9	7	5	7
Politics	4.5		5	
Product design	4.5	5	4	
Psychology	4.6	5	5	5
Sociology	4.5		4	

Other subjects	APS	Ma	En	Spec
BTEC Applied Business	4.2	4	4	
BTEC Creative Media	4.2	4	4	
BTEC Law	4.2	4	4	
BTEC Performing arts (dance)	4.2	4	4	
BTEC Sport Dip	4.2	4	4	
BTEC Sport Ext cert	4.2	4	4	
BTEC Travel & Tourism	4.2	4	4	
AAQ Human Biology	4.7	5	4	5
AAQ ICT	4.3	4	4	
AAQ Health & Social care	4.3	4	4	4
AAQ Child Development	4.3		4	
Criminology	4.2		4	

Careers Education

Year Group	Activity	Provider
Year 7	Careers Encounter	HS2 and the SmallPeice Trust
Year 8	Careers Encounter	The Talent Foundry
Year 9	Year 9 Options and Careers Guidance	LFATQ and Unifrog Careers System
Year 10	Work Experience Programme	LFATQ and Unifrog Careers System
Year 11	Careers 1:1 Guidance meetings	CEIAG Coordinator - Mr Carter
Whole School	Externally provided raising aspirations programme	Higher Horizons
	Careers embedded into Curriculum, PSHE sessions, and Personal Development Days	LFATQ
	National Careers Week – 3 to 7 March 2025	LFATQ, National Careers Week, Unifrog
	Careers Personal development Day – Wednesday 12 March 2025	LFATQ led with external FE, HE and industry centred support
	Careers Fair – Wednesday 12 March 2025	LFATQ led with external FE, HE and industry centred support
	Campus Visits related to a variety of subjects	Higher Horizons

QEMS
CURIOSITY · COMPASSION · COURAGE

THE CAREERS & ENTERPRISE COMPANY

CDI CAREER DEVELOPMENT INSTITUTE Member

National Careers Week
NCW
Empowering Positive Change through Careers Education.

The Talent Foundry

smallpeice
Dare to imagine

Prospects.ac.uk

UCAS

unifrog

Higher Horizons

Assessment

Checking for Understanding

Knowledge KLT

Application KLT

KATs/ Trial Exams

Assessment

"Pupils are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum"(OFSTED handbook)

- 2 key assessment points
- 2 whole school reports following key assessment tasks (KATs)

	Year 8 & 9
KATs 1	7th Dec – 8th Jan
Reports Issued	5th Feb
KATs 2	24th May – 18th June
Reports Issued	9th July

Knowledge KLT

QEMS
CURIOSITY · COMPASSION · COURAGE

Name:.....

Year 8 – Rat

Q1	Q2	Q3	Q4	Q5

Questions
Q1. Complete the sentence
Q2. Complete the sequence
Q3. What is the ratio of apples to bananas?
Q4. Write the ratio in its simplest form.
Q5. The ratio of red to blue counter in a bag is **7:2**. What fraction of the counters are blue?

Sherlock Holmes **Name:** D

Fortnightly Quiz _____

Numbers in brackets show the number of corr

1) Which statements are about police in Victorian Lond
a) Before 1829, there was no crime.
b) Before 1829, all criminals went unpunished.
c) The Metropolitan Police was established in 1829.
d) The Metropolitan Police expanded greatly from
e) The Metropolitan Police caught the person resp murders.

2) Which statements about science in the Victorian era
a) The Victorians didn't believe in science.
b) Science began to play a larger role in life in Vict
c) Scientific methods began to improve in Victoria
d) All of London's water pumps gave people chole
e) It was impossible to explain strange examples of

3) Which statements are correct? (2)
a) Sherlock Holmes is a real person.
b) Dr. Watson is the author of the Sherlock Holmes
c) Arthur Conan Doyle is the author of the Sherlock
d) Dr. Watson is a real person.
e) Arthur Conan Doyle is a doctor.

4) Which sentences use the word **deduction** correctly?
a) The criminal was a deduction.
b) When I saw his muddy shoes, I made the deduc football.
c) After she looked at all the clues, she was able to committed the crime.
d) The teacher deductioned that the class would b
e) The deductions seemed so obvious after they ho

5) Sherlock Holmes is able to deduce that Dr. Watson is helped Holmes to make this deduction? (2)
a) Watson has a suntan on his face but not his wrist
b) Watson has moved to London.
c) Watson likes violin music.
d) Watson makes a list of the things Holmes knows
e) Watson has been injured.

Year 8 Physics: Electricity and Magnetism – Knowledge Quiz

1. What is the unit of electric current?
A) Volt
B) Ohm
C) Ampere
D) Watt

2. In a series circuit, how does the current behave?
A) It varies at different points
B) It is the same at all points
C) It only flows through one loop
D) It increases with resistance

3. What device measures potential difference?
A) Ammeter
B) Thermometer
C) Voltmeter
D) Barometer

4. In a parallel circuit, the current:
A) Stops flowing
B) Becomes zero in all branches
C) Divides between the branches
D) Remains unchanged throughout

5. Why is it useful to know the current and voltage in a household appliance?
A) To avoid overheating or damage
B) To make it run faster
C) To increase electricity bill
D) To improve color and design

6. What is the formula for calculating resistance?
A) Resistance = Current ÷ Voltage
B) Resistance = Voltage × Current
C) Resistance = Voltage ÷ Current
D) Resistance = Voltage + Current

7. What is the unit of resistance?
A) Volt
B) Amp
C) Watt
D) Ohm

8. What effect does resistance have in a circuit?
A) Cools components
B) Speeds up current
C) Causes heating
D) Stops current completely

9. Increasing the resistance in a circ
A) Increase current
B) Decrease current
C) Have no effect
D) Make the circuit shorter

10. What happens when two north brought close together?
A) They attract
B) They repel
C) They cancel out
D) They rotate

11. What tool is used to observe ma
A) Voltmeter
B) Compass
C) Magnetometer
D) Oscilloscope

12. What happens to the magnetic f you move further away?
A) It becomes stronger
B) It stays the same
C) It disappears immediately
D) It becomes weaker

13. Why does a compass needle poi
A) It is attracted to iron in the groun
B) It aligns with Earth's magnetic fie
C) It is programmed to do so
D) It uses GPS

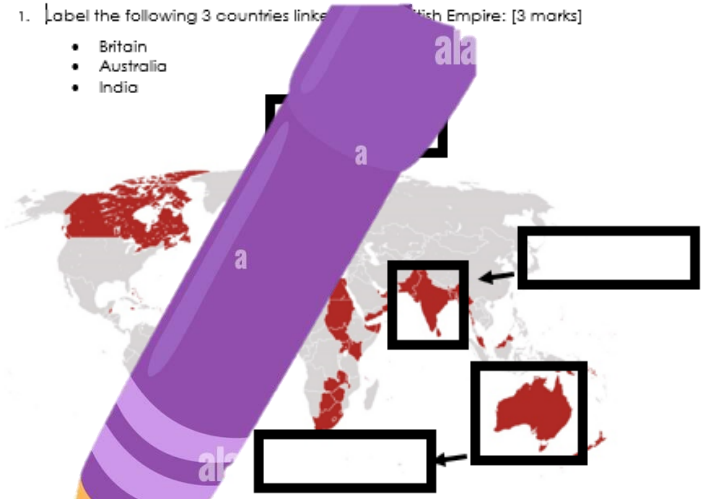
14. An electromagnet is:
A) A permanent magnet
B) A battery-powered bar magnet
C) A coil of wire around a magnetic
D) A plastic rod with static charge

15. Which of the following increases electromagnet?
A) Using a plastic core
B) Reducing the current
C) Wrapping more coils of wire
D) Cooling it with water

16. Which of these is a real-world us
A) Maglev trains
B) Light bulbs
C) Pencil sharpeners
D) Solar panels

KS3 History KLT 1 – How did Experiences of Empire Differ?

1. Label the following 3 countries linke ish Empire: [3 marks]
   - Britain
   - Australia
   - India



2. Wh he term "consequence" in history?

.....

.....

3. of the following words is being ed:

"A group of countries that is ruled over by a country or leader"

a. Colony
b. Empire
c. East India Company
d. Settler Colonialism

is an example of "commerce" as hy Britain built an Empire?

a. Spain had m uth America mostly Catholic.
b. Britain w to ban laws in In encouraged ives if their husband died.
c. Britain began to buy and sell spices from India e.g. Cinnamon.
d. Children from Aboriginal tribes were taken from their families to teach them Christian ways.

5. **What fraction of the world's surface did Britain's Empire control by 1900?**
a. 1/4
b. 1/5
c. 1/10
d. 1/20

6. **What was the name of the first British organization to gain control over India?**
a. The British Government
b. The British Monarchy (Queen Victoria)
c. The West India Company
d. East India Company

7. **ich two countries had the largest during the 1600s?**
a) England and Scotland
b) France and Spain
c) Spain and Portugal
d) Spain and The Netherlands

8. What is meant by the term "Settler Colonialism"?

Knowledge KLT

Name:..... Class:.....

Year 8 – Ratio and Scale

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10

Questions	Answers
Q1. Complete the sentence	For every 3 circles there are ___ triangles.
Q2. Complete the sequence	For every 1 circle there are ___ triangles.
Q3. What is the ratio of apples to bananas?	
Q4. Write the ratio in its simplest form.	12 : 18
Q5. The ratio of red to blue counter in a bag is **7:2**. What fraction of the counters are blue?	

Feedback

On the page immediately after your KLT you will have your feedback.

This is where you will write anything you needed to know to answers the questions correctly on the KLT.

Teachers may give you this on a sheet.

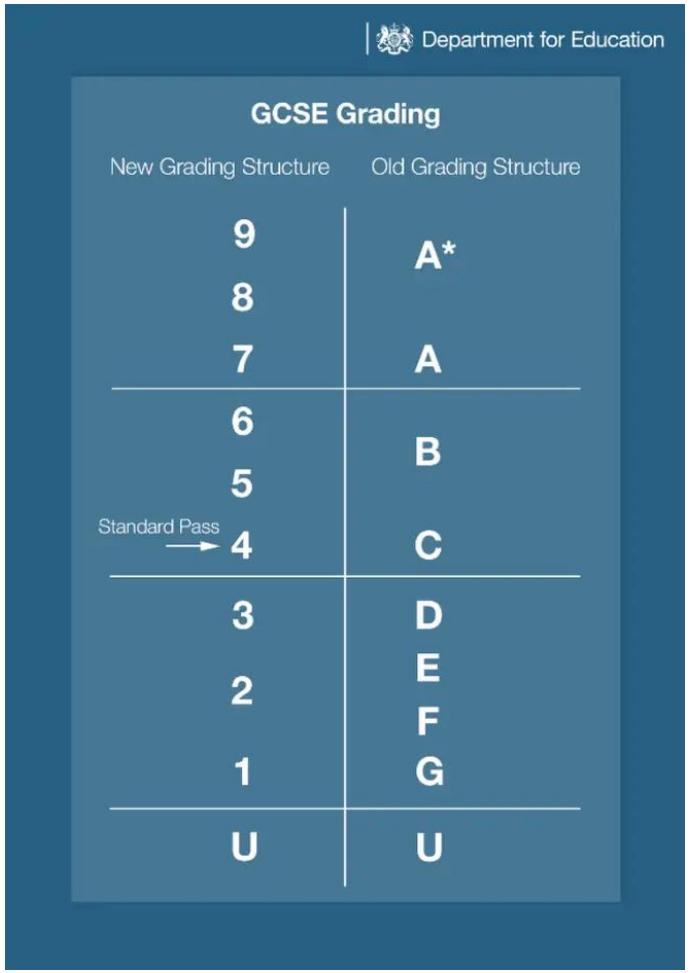
They will then provide you with additional questions to check you now understand.

Reports

Student targets based upon their KS2 prior attainment and expected GCSE outcomes against the top 5% of similar students nationally

1	9.35%
2	20.34%
3	31.52%
4	42.99%
5	51.38%
6	58.53%
7	66.66%
8	73.12%
9	79.77%

Target % based on achieving similar % for GCSE to ensure better than expected progress



Parents' Evenings

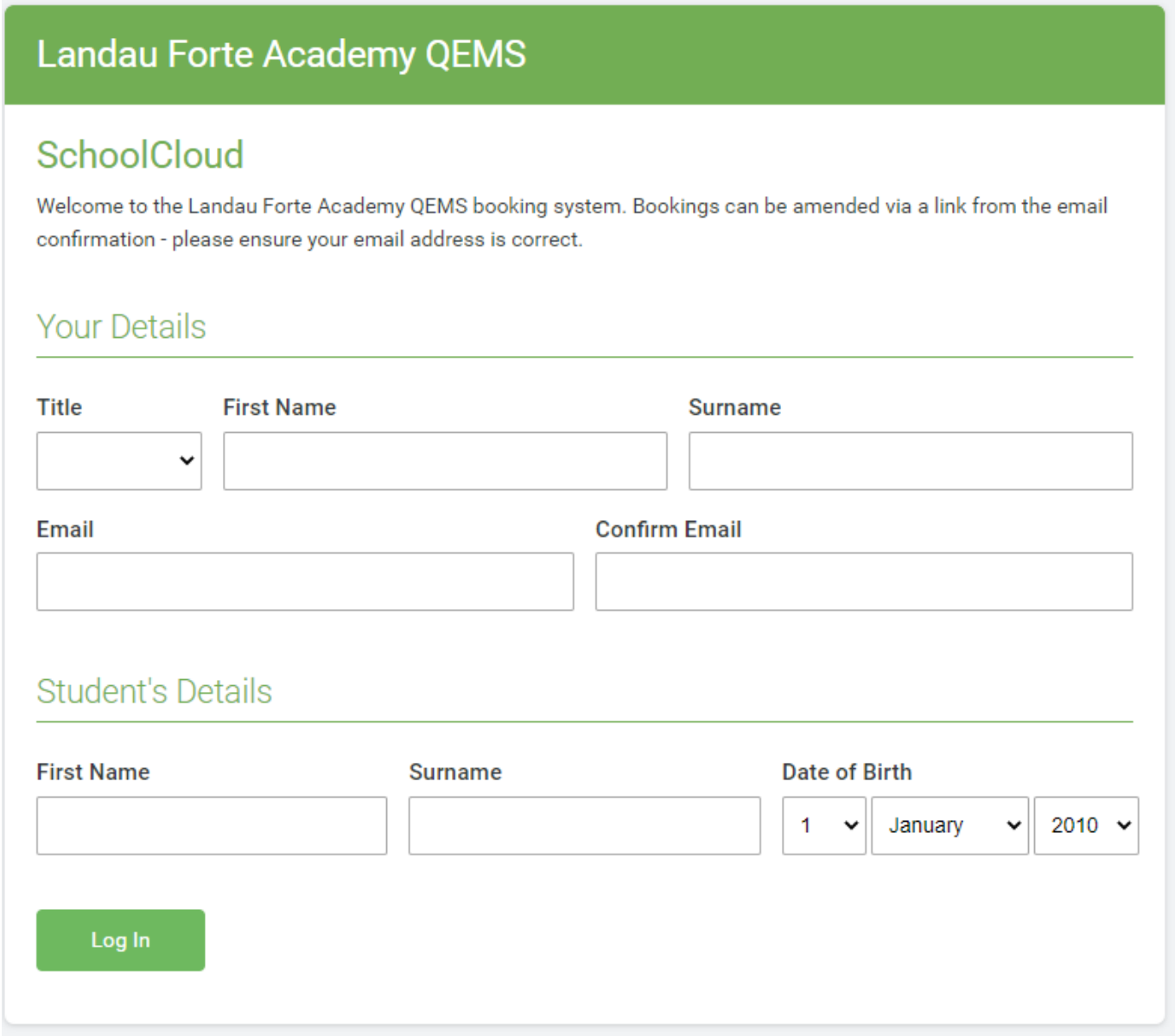
Key Dates:

Year 8 -

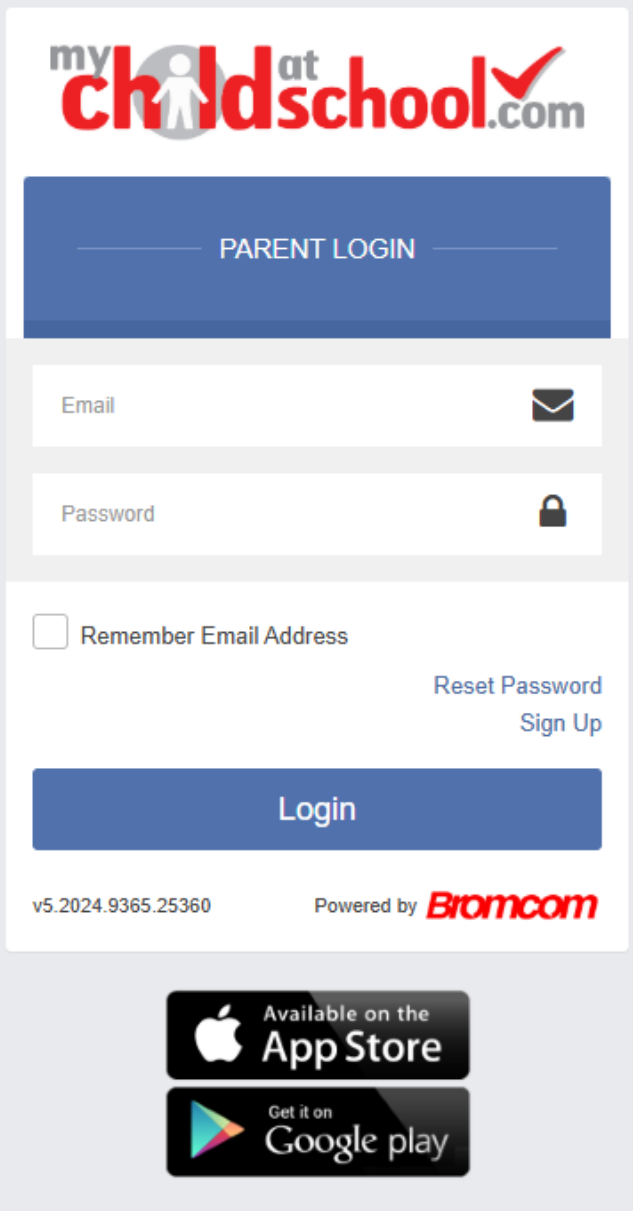
Thursday 15th April

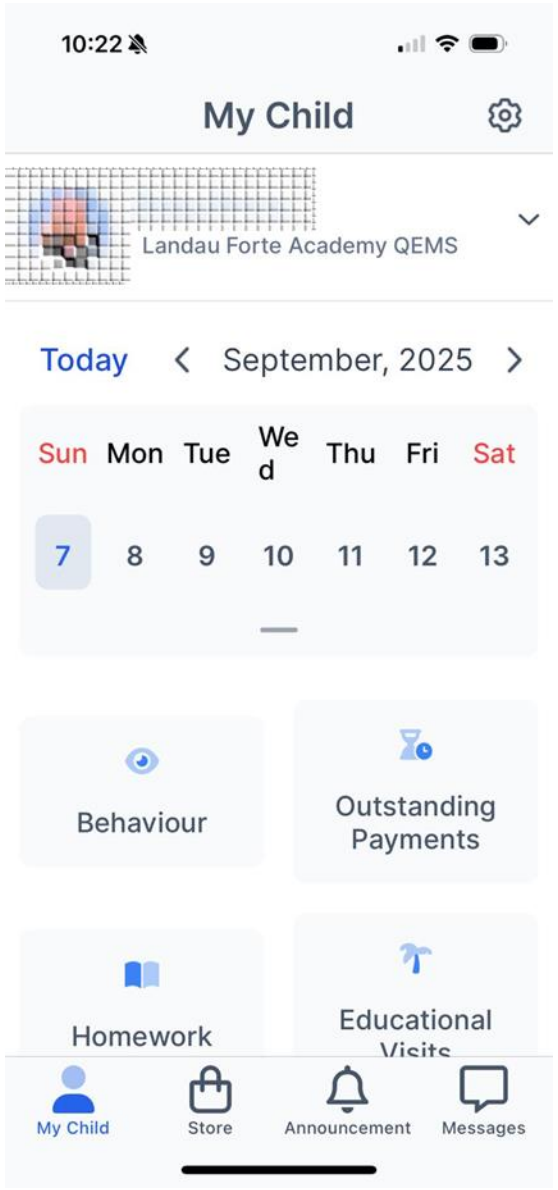
Year 9 -

Thursday 28th January



My Child at School MCAS





Timetable

Attendance

Conduct summary

Detentions

Assessment

Homework tasks

Progress reports

Academic Aspirations

A COMPASSIONATE LEARNER IS...

Engaged
Independent
Patient
Responsible
Kind

COMPASSION

Show kindness and respect to others by being supportive, helpful and kind.

A CURIOUS LEARNER IS...

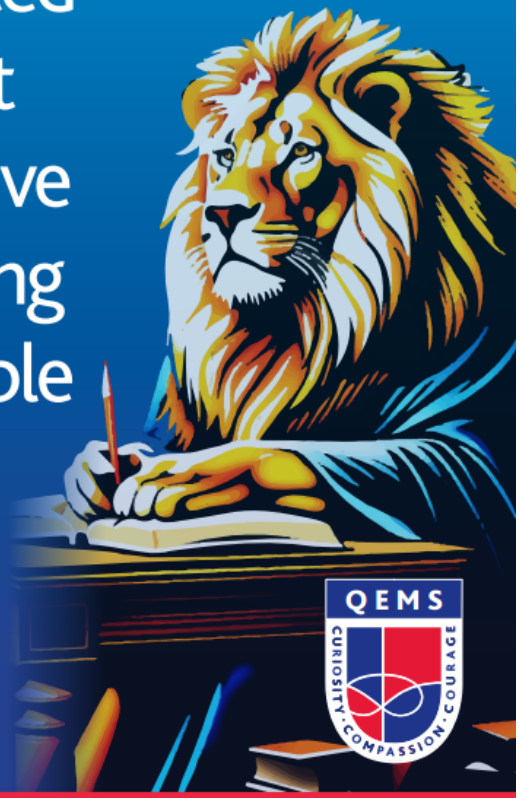
Reflective
Responsive
Inquisitive
Attentive
Well-Read

CURIOSITY

Remain curious in your approach to new challenges by asking questions and trying new things.

A COURAGEOUS LEARNER IS...

Motivated
Resilient
Expressive
Exceeding
Adaptable



COURAGE

Be brave and fearless in your approach to learning by being determined and resilient.

Academy Day

Academy day timings and punctuality check – punctuality matters, every minute counts. Good timekeeping means being in school every day, on time, to all lessons.

ACADEMY DAY

Line up	Timings	Break
Line Up	08:25 - 08:30	
Tutorial	08:30 - 09:00	
P1	09:05 - 10:05	First Break 10:05 - 10:25 (Y7/8,Y11) Second break 11:05 -11:24 (Y9/10, Y12/13)
P2	10:05 - 11:25	
P3	11:30 - 12:30	First Lunch 12:30 - 13:00 (Y7/8,Y11) Second Lunch 13:30 -14:00 (Y9/10, Y12/13)
P4	12:30 - 14:00	
P5	14:00 - 15:00	

Period	Years 7,8 and 11	Years 9,10,12 and 13
Tutorial	08.30	09.00
1	09.06	09.06
2	10.26	10.11
3	11.31	11.31
4	13.01	12.36
5	14.06	14.01

At Landau Forte Academy QEMS arriving to line up and your lesson on time is vital.

We should move quietly, quickly and professionally to our next lesson. We should always take the quickest route to our next lesson.

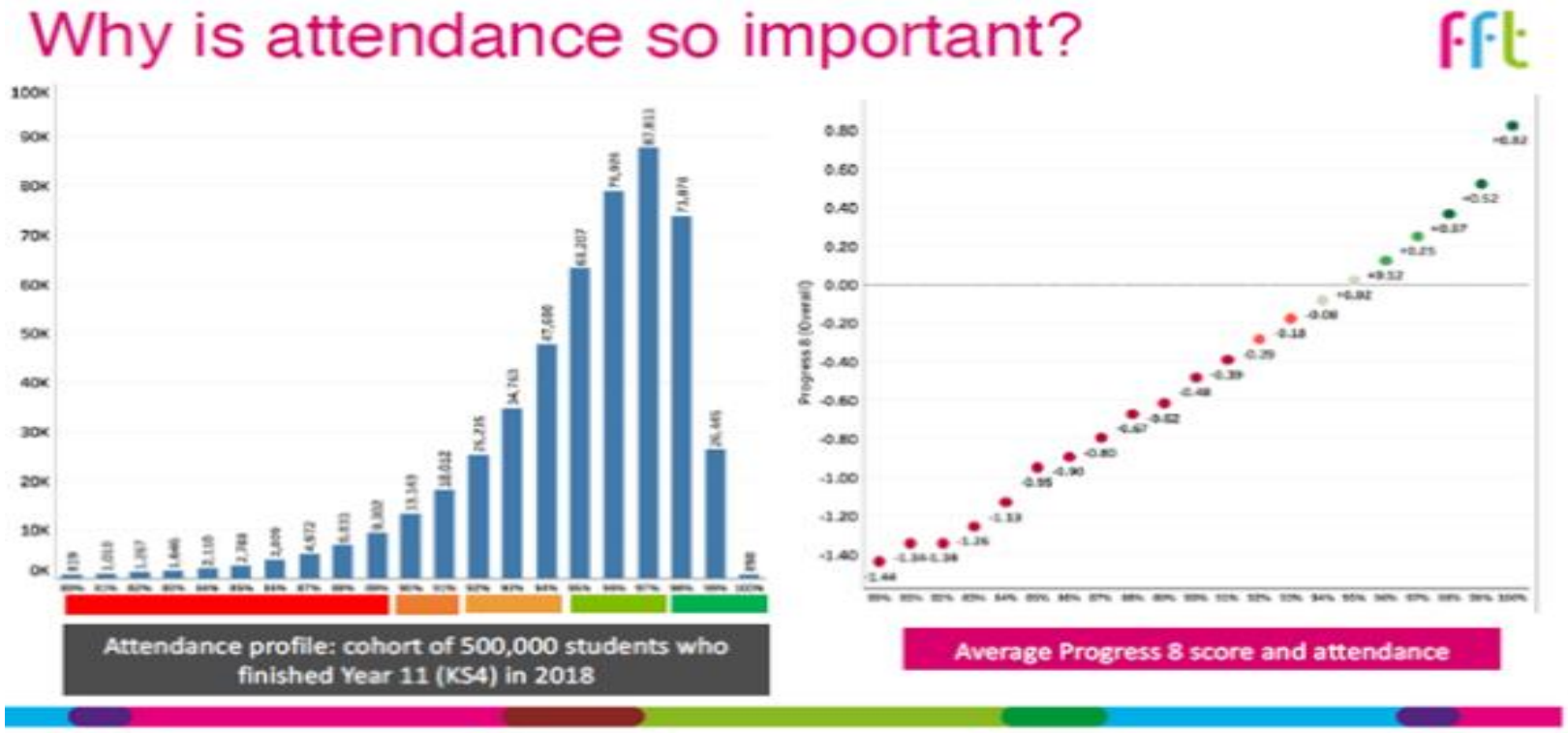
You will be marked late and given a detention if you arrive to tutorial, or lessons, on or after the times above.

If we let you off, it would mean accepting less than your very best. It would mean we do not have an unwavering belief in your potential.

IF WE LET YOU OFF, WE LET YOU DOWN.

Attendance and Punctuality

- 96%+ attendance = best chance of success.
- Every lesson matters because gaps are hard to close.
- Being on time sets the tone for the day.

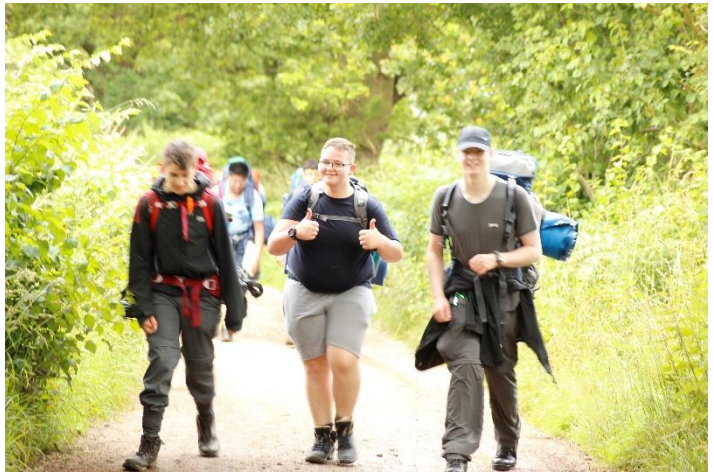


QEMS House System

- Each House will have two Student House Captains to support the Staff Head of House
- Each House will have 1 Student Deputy House Captain from each year group to support the Staff Head of House
- Charity Days are set for the Academic Year and is now a House Challenge to raise the most amount of Money
- House assemblies throughout the year. These will take place the week after each House week. The Assembly will be to celebrate success from the previous week and a launch assembly for the new House week

Duke of Edinburgh Award

- In year 9 your child will get the opportunity to take part in the Duke of Edinburgh Award
- As part of D of E your child will:
  - Learn a new skillset
  - Become more physically active
  - Volunteer within the community
  - Embark on an expedition in wild country



Year 8 assembly in June.

Extra Curricular Timetable – Term 1

Term /Day	Term 1 Sep 8th - 17th Oct
Monday	Cricket (PRC) – Sports Hall Football Year 10/11 – (HEJ/ EFE) – Field / Astro Boys Football Development Centre Y7-10 (HEJ/ EFE) – Field / Astro Swimming Club / Clinic (YKE) - Pool
Tuesday	Basketball (WB) – Sports Hall Football Year 7, 8, 9 Teams – (HEJ/ EFE) – Field / Astro Hockey (THC) - Astro
Wednesday	Badminton (PKS / TSA) – Sports Hall Cheerleading (ALP) – Gym – B Week Football Year 8 - (HEJ/ EFE) – Field / Astro
Thursday	Netball – Sports Hall (YKE/SCT/ABT) Football Year 10 – (HEJ/ EFE) – Field / Astro Girls 7 Football & Y7-10 Development Centre (NGFA Academy) – Field / Astro
Friday	Cheerleading (ALP) – Gym Fitness Club – Fitness Suite Y7/8 – R Week Y9/10 – B Week

Still to come:

Athletics (Term 4)

Hockey (Tuesdays TBC)

Rounders (Term 4)

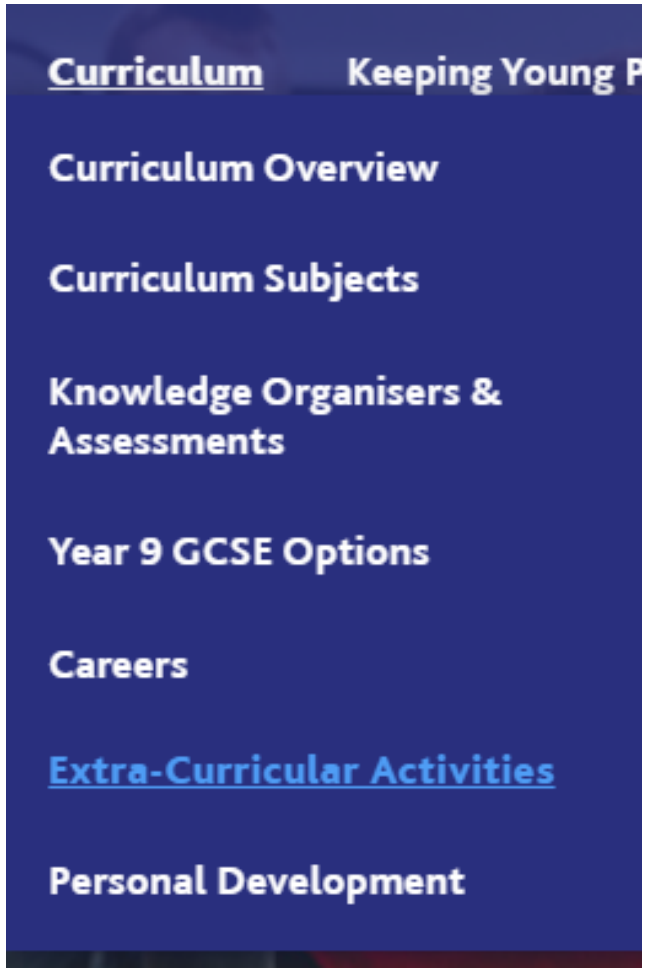
Rugby

All students should aim to participate in **at least one sport** outside of lessons.

Internal and external competitions will run this year in many of the sports.

Enrichment Programme

https://lfatq.org.uk/curriculum/extra-curricular-activities/



Thank You

Thank you for your attendance this evening

It will be a challenging period for parents as well as students, so please contact us if you need any further information or guidance

Ashby Road •Tamworth •Staffordshire• B79 8AH

01827 301825

post@lfatq.org.uk

lfatq.org.uk

LFAQEMS

Landau forte
academy QEMS

LFAQEMS