



Middle School Handbook 2026-27



Lancaster Royal Grammar School

State Day and Boarding School for Boys Aged 11 to 18 years

Coeducational Sixth Form



Lancaster Royal Grammar School

Middle School Handbook 2026-2027

Name..... Form.....

Head Teacher: Dr. C Pyle

Head of Middle School: Mr. R Fisher

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Deputy-Head of Middle School: Mr. O Jacques

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@LancasterRoyalGrammarSchool



@Lancaster_Royal_Grammar_School



Lancaster Royal Grammar School

Middle School Handbook 2026-2027

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Timings for the Day

8.45 Arrive

8.50 Form Period & Registration/Whole Year Assembly

9.10 Period 1

9.50 Period 2

10.35 Period 3

11.20 Break

11.40 Period 4

12.20 Period 5

13.05 Lunch

14.05 Period 6

14.45 Period 7

15.30 End of School



Key Dates for Middle School 2026-27

During this academic year, the following key dates and events are important for Middle School students. At the start of each year, record these dates in the table below:

		Year 10	Year 11
1	Middle School Welcome Evening (on Teams) for Year 10 students and parents		
2	LRGS Careers Fair		
3	Year 11 Prelims		
4	Speech Day (morning) – for Year 10 and Year 11 prize winners		
5	Year 11 Parents' Evening (in school) – 5.30pm to 8.00pm		
6	Carol Services		
7	Sixth Form Taster Day		
8	A-Level Options Deadline		
9	Year 11 Mock Exams		
10	Year 10 Parents' Evening (on Teams)		
11	Year 11 Study Leave		
12	Year 10 end of year exams		
13	LRGS Open Day – compulsory for all Year 10 students		

For Open Day - registers will be taken at this event and sanctions will be issued in the event of non-attendance without valid reason and exceptional circumstances.

The school's term dates can be found on the school website or using this link: [School Term Dates](#)



School Site Map



LRGS Student Site Map

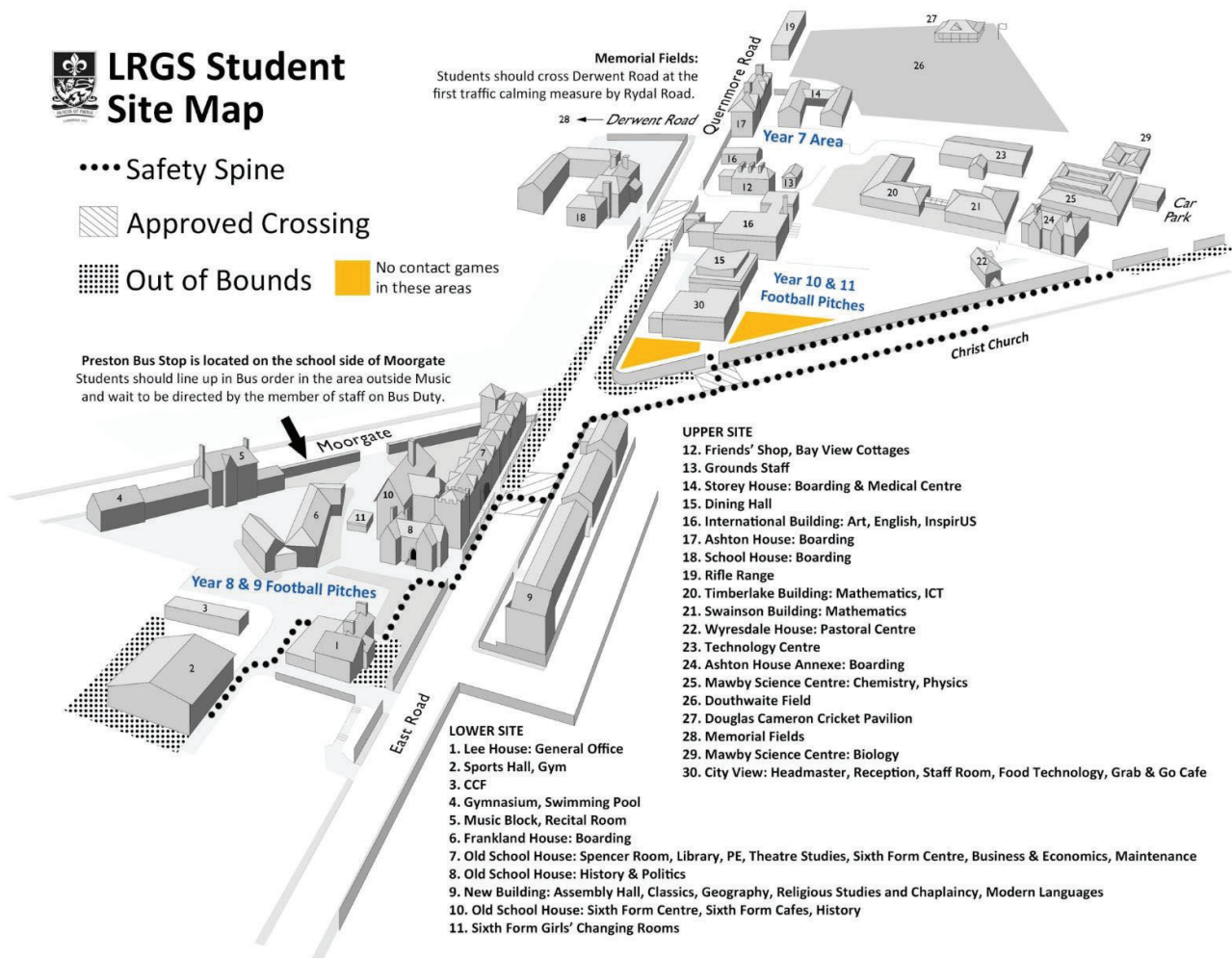
••• Safety Spine

▨ Approved Crossing

▨ Out of Bounds

■ No contact games in these areas

Preston Bus Stop is located on the school side of Moorgate. Students should line up in Bus order in the area outside Music and wait to be directed by the member of staff on Bus Duty.



Who to turn to....

It is important that all students at LRGS know who to turn to if they are in trouble or are uncertain what to do. There is always someone who can help but those listed below are particularly important.

Form Teacher - For almost every problem where a pupil is uncertain this should be the first port of call. The form teacher is the key person to help in such matters as lost property, punishments, academic worries, uncertainty of the geography of the school, being teased or bullied.

Head of Year – Middle School students should see Mr. Fisher rfisher@lrgs.org.uk, Mr. Jacques ojacques@lrgs.org.uk or Mr. Fenton ifenton@lrgs.org.uk.

Boarding House Staff - Boarders may choose their Housemaster/Matrons or other staff who work in the boarding houses, as the first person to turn to.

Deputy Head Pastoral – Mr. Hallsworth jhallsworth@lrgs.org.uk is responsible for all pastoral issues across the whole school. He is always happy to help with any issues or concerns you may have. Mr Millatt jmillatt@lrgs.org.uk is his deputy on pastoral issues and is also there to help

Medical Centre - For all medical concerns. If you are taken ill or are hurt during break or lunch you can go to the Medical Centre to see a member of the school medical team, who can be contacted on 07810 396540 or lrgs-medcentre@lrgs.org.uk.

School Office Staff - The staff in Lee House, Wyresdale House or City View are always a useful source of help.

Learning Support - If you require learning support provision, please make contact with either Mrs Nelson or Mrs Ennis via email: lnelson@lrgs.org.uk and jennis@lrgs.org.uk. The school SENDCO Mrs Nelson and the Learning Support assistants can be contacted via Wyresdale House and are based in Ashton Annexe.

LRGS Student Support - Form teachers and Heads of Years may refer pupils for student support or pupils can self-refer by 'drop in' and see Mrs. Gibbon in Wyresdale House.

Counselling – The school has a variety of counselling services available to students; speak to your form teacher, Head of Year or Mrs. Gibbon if you feel you would benefit from speaking to someone.

Student Leadership Team and Sixth Form Prefects - Can be relied upon to offer helpful advice and guidance.

The Independent Listener – Rev. Carol Backhouse is our school's independent listener and can be contacted at revcarolbackhouse@gmail.com.

Careers Advice – Mrs. Hope is our school's careers advisor and appointments can be made with her through your form teacher or Head of Year. You can request an appointment with her via Mrs. Gibbon dgibbon@lrgs.org.uk.

Wellbeing Library - Helpful books and leaflets are available in the Wellbeing Library, just inside the main library entrance.

Reporting - You can e-mail help@lrgs.org.uk



www.childline.org.uk



Freephone 116 123 www.samaritans.org

Children's Commissioner – Freephone 0800 528 0731 or visit 'Help at Hand' help.team@childrenscommissioner.gsi.gov.uk



Our Early Help Offer: Who To Turn To

'Early Help' means acting **early in the age of a problem**, before it grows into something much bigger. Our early help offer is called **Who To Turn To**. It's a list of strategies, people, places, and services pupils can access if they have a problem and need some help.

Not quite ready to ask for help in person?

help@lrgs.org.uk

Want some help getting your voice heard? Check out your advocacy options.

5

Time to contact an expert?

Specialist External Services



YOUNGMINDS
Fighting for young people's mental health
a young people's mental health charity
youngminds.org.uk



Child and Adolescent Mental Health Services (CAMHS)
www.healthyyoungmindsllsc.co.uk

Lancashire & South Cumbria Talking Therapies
Over 16? You can self-refer to Lancashire Talking Therapies online

Beat
Eating disorders

beateatingdisorders.org.uk

we are withyou

positive changes with alcohol and drug misuse
www.wearewithyou.org.uk



A charity dedicated to the prevention of young suicide
papyrus-uk.org

CHILDLINE 0800 1111
www.childline.org.uk

Samaritans 116 123
www.samaritans.org

Children's Commissioner
Freephone 0800 528 0731
or visit 'Help at Hand'
childrenscommissioner.gov.uk

4

Need help from someone a bit more specialist?

Referrals to our **Mental Health Practitioner** or **Counsellor** can be made through your Head of Year or Mrs. Gibbon.

The senior pastoral team are



Mr. Hallsworth and Mrs. Gibbon have **ASIST** suicide intervention training.

Speak to **Sister Moghaddam** or **Sister Lashley** (School Nurses) about health worries (including eating disorders) in the Medical Centre.

You can meet with an **NHS School Nurse** for health and well-being advice.

Mrs. Nelson (SENDCo) is available for **Learning Support** in The Hub.

3

Want to offload your worries?

Student Support is a 'drop in' listening service co-ordinated by **Mrs. Gibbon** in Wyresdale House or **Mrs. Haywood** in the SF Centre.

The **Chaplaincy** is a quiet, safe, welcoming space for people of any or no faith.

The **Independent People** don't work for the school but have experience in helping others, you can contact our **Independent Listeners**:

Rev. Carol Backhouse
revcarolbackhouse@gmail.com

Dr. Irene John
flagminister@hotmail.com

Medical Centre - if you feel ill during the day **first tell your class teacher**, you may then go to the Medical Centre.

Try **Kooth.com** for free online mental health support for young people.



2

Just need a bit of help?

Your **Form Teacher** is your **first point of contact** to help with many aspects of school life.

Talk with your friends, family, and carers.

Turn to the **Prefects** who run the **Clubs & Societies**.

There's a quiet space run by Learning Support in 'The Hub' at lunchtimes.

Mr. Swarbrick co-ordinates **Sixth Form Academic Mentors & Homework Club** which support pupils with their school work.

The staff in **Lee House**, **Wyresdale House** or **City View** are always helpful.

You can borrow **books on well-being themes** from the Library or Wyresdale House.

1

Happy dealing with things yourself?

Remember your **PRP skills**:

- The A B C model
- Self talk and generating alternatives
- Look for evidence
- Putting things into perspective and don't catastrophise
- Hot seat tag lines
- Be assertive
- DEAL
- Negotiate
- Overcome procrastination

Firstly, see if your **Form Tutor** can help, then if needed...

...the **Heads of Years** can help with more complex issues.

Miss Booth (Head of Year 7 & Primary Transition)

Mr. Young (Head of Lower School: Years 8 & 9)

Mr. Rosbottom (Head of Year 8) & **Dr. Shawcross** (Head of Year 9)

Mr. Fisher (Head of Middle School)

Mr. Fenton (Head of Year 10) & **Mr. Jacques** (Head of Year 11)

Mr. Martin (Head of Sixth Form)

Mrs. Gibson (Head of Year 12) & **Mrs. Boak** (Head of Year 13)

Boarders may choose to turn to their Housemaster, Matrons, other boarding house staff, or **Dr. Rowe** (Head of Boarding).

Deputy Head (Pastoral Care) & Senior Mental Health Lead:

Mr. Hallsworth is responsible for pastoral care across the school.

Designated Safeguarding Leads:

If you're worried a child is at risk of harm and needs protecting, you should speak to **Mr. Hallsworth (DSL)** or **Mr. Millatt (Deputy-DSL)** who will act on any child protection concerns in school - anyone can call **Children's Social Care** on 0300 123 6720 or out of hours 0300 123 6722 to report a concern.

More Places of Support Advice

(Click the links for more information)



**DITCH
THE LABEL**

Here to help young people aged 12-25 navigate the issues affecting them the most; from mental health and bullying to identity and relationships.



Your health, your choices...



Brook, the young people's sexual health & wellbeing charity

withyou

Get free, confidential support with alcohol, drugs or mental health from one of our local services or online.

WASTED LIVES CHANGING ATTITUDES
INFLUENCING BEHAVIOUR
SAVING LIVES
Lancashire's award winning young driver education programme



PAPYRUS
PREVENTION OF YOUNG SUICIDE

YOUNG MiMDS
fighting for young people's mental health

How To Thrive @ LRGs




Exams. We all have to do them. Working towards exams can make us feel a lot of pressure. We might not have that much choice over whether or not we actually do exams, but there are definitely things we can do to help deal with the stress we're feeling. Here are some tips on dealing with exam stress!

1

Keep it in perspective

Exams aren't everything; exam success doesn't define you as a person.

Think about how far you've come already.

Once you've done an exam, try to forget about it.

2

Get that organised feeling

Picture your exams as a time-bound project.

Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one.

Break your revision down into small chunks, and form a plan.

Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day.

Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3

Get into some good habits

Take frequent breaks; eat well; drink lots of water.

Think about when and where you work best.

Keep active; sleep!

Find activities that help you relax.

4

Avoid these habits

Don't set yourself ridiculous goals.

Don't cut out all the enjoyment from your life.

Avoid stimulants.

5

Get support from family and friends

Don't be put off by peers saying they're doing huge amounts of revision.

If you can, discuss with your parents what they're expecting you to achieve.

If you're feeling really worried or anxious, chat to a good friend, family member, or tutor.

For more information visit studentminds.org.uk

Self Help Stress Tips

Short periods of stress are normal and can often be resolved by something as simple as completing a task (and thus reducing your workload), or by talking to others and taking time to relax. One or more of the following suggestions might help:

- *Assess exactly what in your life is making you anxious. For example, is it exams, money or relationship problems? See if you can change your circumstances to ease the pressure you're under.*
- *Try to have a healthier lifestyle. Eat well, get enough sleep, exercise regularly, cut down on alcohol and spend some time socialising as well as working and studying.*
- *Try not to worry about the future or compare yourself with others.*
- *Learn to relax. If you have a panic attack or are in a stressful situation, try to focus on something outside yourself, or switch off by watching TV or chatting to someone.*
- *Relaxation and breathing exercises may help.*
- *Try to resolve personal problems by talking to a friend, tutor or someone in your family.*
- *Read about how to cope with the stress of exams.*

NHS Choices Moodzone has a series of eight mental wellbeing podcasts or audio guides that you can listen to in your own time, in private, and that may help you through times when your mood is low or you're facing an anxious time in your life.



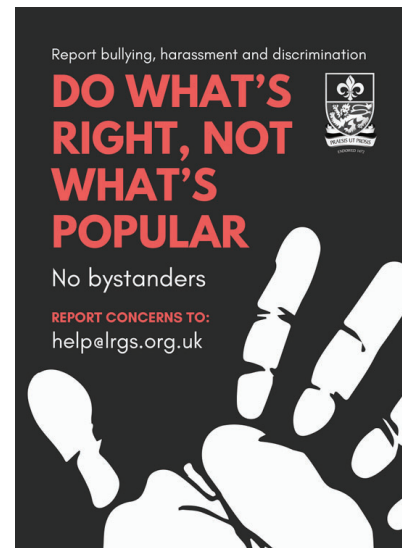
Bullying is when an individual or a group deliberately does something to make you feel uncomfortable. It often occurs on more than one occasion but can be just a single incident.

Examples of bullying are:

- hitting you or threatening to hit you
- teasing you or calling you names
- damaging your personal property
- leaving you cut off and isolated

How do I report bullying?

- tell a teacher, form teacher or Head of Year (or another adult who works in school), or ask a parent/guardian to report it for you
- you can e-mail help@lrgs.org.uk



What will happen next?

A teacher will meet discretely with those involved and work to make sure the bullying stops. We make sure that the person who is being bullied feels supported and knows what is going on.

Will 'telling' make things worse?

No. Bullies usually stop once the school gets involved because they know that they will face serious consequences if they go on.

LRGS is committed to providing a supportive, friendly, safe and positive learning environment. Pupils and staff have the right to be treated with respect and must not be discriminated against as a result of their race, sexuality, religion, culture, gender, disability or personal circumstances. The school aims to create an atmosphere of trust and will act positively to prevent bullying.

Remember bullying is always wrong.

Middle School Dress Code

There are three guiding principles regarding the appearance of pupils:

- the school's desire to promote a strong, cohesive, school identity that supports high standards and a sense of collective identity among pupils;
- that pupils should consider that appearance is communication, and they are expected to present themselves in a thoughtful and business-like manner;
- the school want to actively avoid "indirect" discrimination. This involves the application of a requirement, which, although applied equally to everyone, puts those of a particular gender, race, sexual orientation or religion or belief at a disadvantage because they cannot in practice comply with it.

Boys should be dressed in accordance with this uniform list, which also applies on the journey to and from school.

- Blazers to be worn at all times around school, unless otherwise authorised by the Headmaster.
- Top buttons fastened; tie properly done up. Shirts tucked in.
- Grey school trousers. Jeans, chinos and other fashion trousers are not acceptable. Belts, if worn, should be plain and with a modest buckle.
- Black smart shoes with plain dark soles. Not boots, trainers or brown shoes. Dark grey or black plain socks.
- V necked navy blue or grey sweaters are allowed. No cardigans, sweatshirts, hoodies, fleeces, track suit tops or denim jackets for use as coats.
- Coats should allow you to be visible to traffic in the dark winter months and a plain design. They should not be worn inside the school buildings.
- Hats, gloves, and scarves must be plain coloured either blue or black. Alternatively, the school scarf may be worn. These should not be worn inside the school buildings.
- Hair must be of natural colour. Longer hair must be tied up and off the collar at all times. Hair clips and ties must be discreet. Facial hair is permitted.
- No earrings, bangles, make up or other jewellery is to be worn.
- Pupils are encouraged to maintain a healthy standard of personal hygiene.

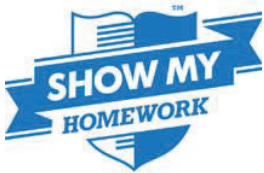
If a student is inappropriately dressed, they can expect to receive misdemeanours in the first instance and may be asked to go to Wyresdale House or Lee House/to their boarding house to ask for any missing items (e.g. tie, school shoes) if appropriate to do so. Any borrowed items must be returned at the end of the school day.

Daily Check List

Remember to **pack your bag the night before** using these prompts:

1. What day is it tomorrow? Is it week A or B?
2. Have I packed all the books that I need for all of my lessons?
3. Have I packed my pencil case and reading book?
4. Do I have a **green pen** in my pencil case?
5. Have I got homework to hand in for lessons that I don't actually have tomorrow?
6. Have I got Games, PE or Swimming?
7. Have I organised my lunch or do I need lunch money?
8. Have I got any reply slips that I need to take back to school?
9. Have I got an absence note which I need to hand in?

Show My Homework



www.showmyhomework.co.uk

Homework will be set by your teachers via Show My Homework (Satchel One).

Login to see your homework calendar or use the app on your device. If you forget your login details visit the school's website for the link to the school homework calendar. You can request a new password yourself using the [‘forgot password?’](#) link on the login page.

Remember to ask your teacher before the end of the lesson if you don't understand the homework.

Do your homework the day it's set, and **hand it in on time.**

LRGS School Rules

The complete list of school rules can be found in the [Behaviour of Pupils Policy](#) on the school's website. A selection of these rules follows:

We expect all pupils to be courteous, considerate and honest and to respect other people and their property, both in and out of school.

- No item that could be dangerous in any way or detrimental to good behaviour must be brought into school.
- Gambling, selling and swapping can only take place after consultation with senior teaching staff.
- Smoking, drinking or the taking of recreational drugs are forbidden by any student whilst representing the school.
- Year 7 to 11 pupils may only leave the school grounds if a request from parents is made, signing in and out of Wyresdale House.
- Pupils must not enter classrooms, laboratories, sports facilities or the assembly hall without permission from a member of staff.
- Pupils must move around the site using the safety spine; observe the out of bounds signs; be self-disciplined and keep to the left.
- The following areas are out of bounds to students: any pavement not outlined on the safety spine; the Science car park; the area in front of Old School House; the 'A/B playground' by the New Building.
- Any breakages or damage must be reported to a member of staff. Pupils may be charged for repairing malicious damage.
- Litter must be placed in the bins provided.
- Chewing gum is not permitted in school.
- Valuable items are brought into school at the owner's risk, and all personal items should be named.
- Students must be courteous to all members of the public at all times. This includes whilst moving around the site, waiting at bus stops and congregating in the town centre.

The **Seward Committee (School Council)** will have the opportunity to discuss any changes or additions to the code of conduct but the Headmaster may make an amendment to any rule, at any time by communication to pupils during assemblies or form periods.

Home – School Agreement

We aim to encourage all students to...

- behave well and exhibit self-discipline;
- maintain high standards of academic achievement;
- value the contribution of others in the community and respect their opinions and beliefs;
- actively seek guidance throughout their school career;
- gain exposure to a wide range of experiences;
- respect property belonging to the school and to other pupils.

Students shall endeavour to...

- attend school regularly and on time;
- bring all the equipment they need each day;
- wear the school uniform and be tidy in appearance;
- complete all work to the best of their ability and meet deadlines;
- be polite, and respect other people and their property;
- keep the school free from litter and graffiti;
- represent the school to the best of their ability;
- follow the school's code of conduct.

Parent/Guardians shall endeavour to...

- promote regularly attendance, punctuality and organisation;
- inform the school of pupil absence, in advance if possible;
- contact the school regarding any pupil's well-being concerns;
- support the school's policies and code of conduct;
- support pupils in homework and extended learning opportunities;
- attend parents' evenings and learn about their son's school life.

The school will endeavour to...

- provide a broad and balanced curriculum and meet pupils' needs;
- promote high standards of work and behaviour amongst pupils;
- promote pupil safety and welfare within the school;
- keep parents informed about school matters and pupil progress;
- inform parents of concerns regarding pupil work or behaviour;
- provide a broad range of extra-curricular activities;
- offer opportunities for parents to be involved in school life.

Personal Property

1. At all times respect other people and their property.
2. All items brought to school must be named.
3. Any valuable item brought to school is at the owner's risk. It is the owner's responsibility to hand in to a member of staff any items when they are to be left unattended.
4. You must never interfere with or remove another student's property - it is likely to be treated as theft.

Lost Property?

1. Make sure all your other property is clearly named.
2. Look carefully for it in all the places where you may have left it.
3. Report your loss at the Lost Property Office in Lee House.

What should I do if I can't be in school?

The school need to know if you are absent from school. Your parent or guardian must report your absence to **Mrs. Pybus via the parents' section on the school's website or on 01524 580600 ext 225**. Bring an absence note to Mrs. Pybus on your return. If you need to leave the school premises for any reason, you must sign in and out at Wyresdale House.

What should I do if I become ill at school?

A member of staff is on duty in the Medical Centre. Please make sure you tell the teacher you should be with **before** going to the Medical Centre.

Facilities and Recreation Areas

Bell Room IT Room: is open every day **1.05pm-2.05pm**; priority is given to students wanting to complete school work.

School Library: Opening times 8.30 – 4.15 Monday to Friday. There are various newspapers, magazines, maps, revision resources, other reference materials. There are computers available throughout the day.

Food Outlets and Catering

Catering at LRGS is provided by Aramark in the Dining Hall and Grab & Go. Payment for lunches is made by Wisepay.

Packed lunches can be eaten in the Dining Hall or Grab & Go.

Football Pitches

In order to fairly share football pitches between year groups, the school has allocated pitches as follows:

- Year 7 – Storey House football pitch
- Year 8 – one of the two pitches on the Lower Courts
- Year 9 – one of the two pitches on the Lower Courts
- **Year 10 - one of the two pitches on the Upper Courts**
- **Year 11 - one of the two pitches on the Upper Courts**

Pupils are expected to cooperate with other year groups in sharing pitches.

Pupils are not permitted to move the goal posts and are expected to be mindful of their conduct while playing football.

Pocket CONCUSSION RECOGNITION TOOL™

To help identify concussion in children, youth and adults



FIFA®



RECOGNIZE & REMOVE

Concussion should be suspected **if one or more** of the following visible clues, signs, symptoms or errors in memory questions are present.

1. Visible clues of suspected concussion

Any one or more of the following visual clues can indicate a possible concussion:

Loss of consciousness or responsiveness
Lying motionless on ground/Slow to get up
Unsteady on feet / Balance problems or falling over/Incoordination
Grabbing/Clutching of head
Dazed, blank or vacant look
Confused/Not aware of plays or events

2. Signs and symptoms of suspected concussion

Presence of any one or more of the following signs & symptoms may suggest a concussion:

- | | |
|--------------------------|----------------------------|
| - Loss of consciousness | - Headache |
| - Seizure or convulsion | - Dizziness |
| - Balance problems | - Confusion |
| - Nausea or vomiting | - Feeling slowed down |
| - Drowsiness | - "Pressure in head" |
| - More emotional | - Blurred vision |
| - Irritability | - Sensitivity to light |
| - Sadness | - Amnesia |
| - Fatigue or low energy | - Feeling like "in a fog" |
| - Nervous or anxious | - Neck Pain |
| - "Don't feel right" | - Sensitivity to noise |
| - Difficulty remembering | - Difficulty concentrating |

3. Memory function

Failure to answer any of these questions correctly may suggest a concussion.

"What venue are we at today?"

"Which half is it now?"

"Who scored last in this game?"

"What team did you play last week / game?"

"Did your team win the last game?"

Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, and should not be returned to activity until they are assessed medically. Athletes with a suspected concussion should not be left alone and should not drive a motor vehicle.

It is recommended that, in all cases of suspected concussion, the player is referred to a medical professional for diagnosis and guidance as well as return to play decisions, even if the symptoms resolve.

RED FLAGS

If ANY of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:

- Athlete complains of neck pain
- Increasing confusion or irritability
- Repeated vomiting
- Seizure or convulsion
- Weakness or tingling/burning in arms or legs
- Deteriorating conscious state
- Severe or increasing headache
- Unusual behaviour change
- Double vision

Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the player (other than required for airway support) unless trained to do so
- Do not remove helmet (if present) unless trained to do so.

from McCrory et. al, Consensus Statement on Concussion in Sport. Br J Sports Med 47 (5), 2013

© 2013 Concussion in Sport Group



LRGS Student Mobile Phone and Digital Device Acceptable Use Policy Agreement

The Policy In Brief:

1. The school is a **mobile and personal device free environment by default**, except for some very clear exceptions.
2. 'Devices' are defined as an electronic technology which may have internet connectivity, including but not limited to: mobile phones, tablets, computers, smart watches, gaming devices, smart glasses, video / audio recording devices and other similar devices.
3. Year 7-11 pupils are **not allowed to use their mobile phones or digital devices in school at any time – they must be turned off and in your bag/locker at all times**
4. Under **no circumstances** must any pupil:
 - a. Use a mobile phone/device in the changing room or toilets
 - b. Photograph, film, or record a pupil or member of staff;
 - c. Use a device contrary to the principles and expectations of the behaviour policy
5. These rules and expectations will also apply to school trips, visits and sports fixtures during the school day.
6. Your phone/device will be **confiscated** if you use it in school at **any time** (including arriving onto school site) – this includes headphones and buds.
7. If we confiscate your phone or device, **you get it back the next day** – you should go to one of the school offices and ring someone from home to **let them know you don't have your phone** – if this causes a real issue you should speak to someone in the pastoral team.
8. The **only** exceptions to the mobile free rule in school are:
 - a. Pupils who require a device for purposes listed in their health care plan
 - b. Specific GCSE groups when instructed by teacher to document their coursework
9. The school will take action if you post upsetting things about people at school online.
10. **The school network is monitored.** We try to give you some privacy, but if your username is flagged by the system we will have to look into what you've been doing. We also look at pupil email accounts if we think you've been using the system inappropriately.

The full version of the policy can be found on the school website.



Attitude to Learning Grade Descriptors



A **Exemplary**

Your attitude has a positive and encouraging effect on lessons; you are an excellent example to your peers.

You use your initiative, and are keen to help; you contribute to group activities, and support other students in their learning.

You take responsibility for extending your own learning.

B **Good**

You try your best. You accept challenges, get involved in lessons, and have high aspirations.

You ask for help when you need it; you are well prepared and organized; you bring the right equipment to lessons, and meet deadlines.

C **Coasting**

You do not always try your best. You do not meet challenges with a positive attitude.

You should get involved in lessons, and set yourself higher aspirations.

You need to ask for help when you need it, and organize yourself because you can be poorly prepared, and sometimes miss deadlines.

D **Unacceptable**

Your attitude can have a detrimental effect on lessons; you can be a poor example to your peers.

You can be reluctant to engage with lessons, and you often need prompting to work.

You are not taking responsibility for your own progress and learning, and will underperform.



At each grades period, write your grades in this table so that you can track them over the course of the two years.

Write your grade on the left of the cell; on the right of the cell denote the trend as follows;

↑ 'the grade is higher than last time'; = 'the grade is the same as last time'; ↓ 'the grade is lower than last time'.

25



Middle School Grades Tracker



At each grades period, write your grades in this table so that you can track them over the course of the two years.

Write your grade on the left of the cell; on the right of the cell denote the trend as follows:

↑ 'the grade is higher than last time'; = 'the grade is the same as last time'; ↓ 'the grade is lower than last time'.

YEAR 11						
Subject	Year 10 Summer Exam Grade	GCSE Target Grade	November Prelims Grade	Michaelmas AtL	Mock Exam Grade	Lent AtL



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Year 10 Reflection & Grades Review

Key dates

Grades 1 review:	December 2026
Grades 2 review:	March 2027
Prefect Applications:	April 2027
Year 10 Summer Exams:	10 th – 17 th May 2027



Reflection: Reviewing The Michaelmas Term

Being able to reflect and review are important skills. These tasks aim to help you think about the academic term - to find the successes and recognise where you need to go next.

1. Your Accomplishments

Spend a minute or two thinking **in detail** about the things you have accomplished this term. They can be academic successes, social highlights, and/or attitudes you have developed. Write your accomplishments in this box:

2. Obstacles

Ask yourself what internal obstacles got in the way at times this term. Was there anything that held you back from higher grades or better performance?
Write your response below:

3. Did you get involved?

Think about how much you got involved in school life. Which clubs and societies did you join? What events and teams did you support? Write your response below:

4. Leadership

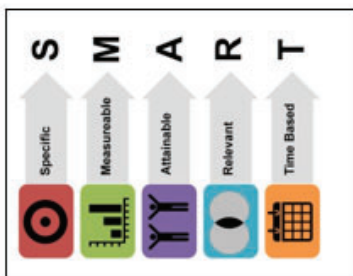
Leadership is an important part of "Praesis Ut Prosis". Think about the times when you have shown leadership this term. Write your response below:

5. Service

The purpose of leadership is to serve. Think about when you have served the school and others this term.
Write your response below:

December Review: Reflection and Action

Reflect on your performance in the grades cycles and set yourself **SMART targets** and how you are going to achieve them (action). You should speak to your subject teachers and your form teacher if you need some help with this, but this should be something helpful and practical for you going forward. An example is provided in the first row.

[illegible]



Reflection: Reviewing The Lent Term

Being able to reflect and review are important skills. These tasks aim to help you think about the academic term - to find the successes and recognise where you need to go next.

1. Your Accomplishments

Spend a minute or two thinking **in detail** about the things you have accomplished this term. They can be academic successes, social highlights, and/or attitudes you have developed. Write your accomplishments in this box:

2. Obstacles

Ask yourself what internal obstacles got in the way at times this term. Was there anything that held you back from higher grades or better performance?

Write your response below:

3. Did you get involved?

Think about how much you got involved in school life. Which clubs and societies did you join? What events and teams did you support? Write your response below:

4. Leadership and Service

Leadership and service both form part of "Praesis Ut Prosis". Think about the times when you have shown leadership this term and when you have served the school. Write your response below:

5. Exam Preparation

What do you need to work on going forward? In what ways can you further improve your exam preparation between now and the end of year exams?

Write your response below:



Reflection: Reviewing The Summer Term

Being able to reflect and review are important skills. These tasks aim to help you think about the academic term - to find the successes and recognise where you need to go next.

1. Your Accomplishments

Spend a minute or two thinking **in detail** about the things you have accomplished this term. They can be academic successes, social highlights, and/or attitudes you have developed. Write your accomplishments in this box:

2. Obstacles

Ask yourself what internal obstacles got in the way at times this term. Was there anything that held you back from higher grades or better performance?
Write your response below:

3. Did you get involved?

Think about how much you got involved in school life. Which clubs and societies did you join? What events and teams did you support? Write your response below:

4. Leadership and Service

Leadership and service both form part of "Praesis Ut Prosis". Think about the times when you have shown leadership this term and when you have served the school. Write your response below:

5. Exam Preparation

What do you need to work on going into Year 11? In what ways can you further improve your exam preparation between now and the GCSE exams next summer? Write your response below:



Year 10: Review



- What went well this year?
- What are you proud of?
- What have you been involved in outside school and in school this year?
- What are your priorities in terms of Year 11?
- What targets are you going to carry forward into Year 11?
- What might you be able to do over the summer to support you going forward into Year 11?

Student Review

Date: _____

Your Signature: _____

Form Teacher Comment:

Date: _____

Form Teacher signature: _____

Parent/Guardian Comment:

Date: _____

Parent/guardian signature: _____



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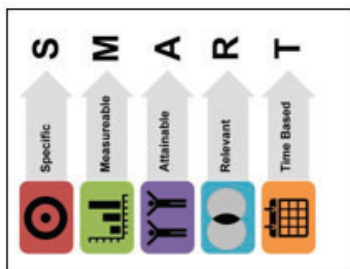
Year 11 Reflection & Grades Review

Key Dates

Prelims review:	November 2027
Mock Exams review:	March 2028
Study Leave:	Wednesday 6 th May 2028
GCSEs:	May/June 2028

Year 11 Prelims Review: Reflection and Action

Reflect on your performance in the November Prelims and set yourself **SMART targets** and how you are going to achieve them (action). You should speak to your subject teachers and your form teacher if you need some help with this, but this should be something helpful and practical for you going forward. An example is provided in the first row.

[illegible]



Reflection: Reviewing The Michaelmas Term

These tasks aim to help you think about the academic term - to find the successes and recognise where you need to go between now and the GCSE summer exams.

1. Your Accomplishments

Spend a minute or two thinking **in detail** about the things you have accomplished this term. They can be academic successes, social highlights, and/or attitudes you have developed. Write your accomplishments in this box:

2. Obstacles

Ask yourself what internal obstacles got in the way at times this term. Was there anything that held you back from higher grades or better performance?
Write your response below:

3. Did you get involved?

Think about how much you got involved in school life. Which clubs and societies did you join? What events and teams did you support? Write your response below:

4. Leadership and Service

Leadership and service both form part of "Praesis Ut Prosis". Think about the times when you have shown leadership this term and when you have served the school.
Write your response below:

5. Exam Preparation

What do you need to work on going forward? In what ways can you further improve your exam preparation between now and the real exams?
Write your response below:



Reflection: Reviewing The Lent Term

These tasks aim to help you think about the academic term - to find the successes and recognise where you need to go between now and the GCSE summer exams next term.

1. Your Accomplishments

Spend a minute or two thinking **in detail** about the things you have accomplished this term. They can be academic successes, social highlights, and/or attitudes you have developed. Write your accomplishments in this box:

2. Obstacles

Ask yourself what internal obstacles got in the way at times this term. Was there anything that held you back from higher grades or better performance?
Write your response below:

3. Did you get involved?

Think about how much you got involved in school life. Which clubs and societies did you join? What events and teams did you support? Write your response below:

4. Leadership and Service

Leadership and service both form part of "Praesis Ut Prosis". Think about the times when you have shown leadership this term and when you have served the school. Write your response below:

5. Exam Preparation

What do you need to work on going forward? In what ways can you further improve your exam preparation between now and the real exams?
Write your response below:



Year 11 – Pre-Study Leave Review



- What went well this year?
- What are you proud of?
- What would you have done differently?
- What are your main priorities in the lead up to the start of the GCSE exams?
- What are your current thoughts on your options and choices post-Year11?
- Is there anything else you need from school before going on study leave?

Student Review:

Date: _____

Your Signature: _____

Form Teacher Comment:

Date: _____

Form Teacher signature: _____

Parent/Guardian Comment:

Date: _____

Parent/guardian signature: _____

CAREERS AND FUTURE PLANNING

Helpful careers websites you may wish to explore:

<https://vinspired.com>

<http://nationalcareersservice.direct.gov.uk/>

<http://ucas.com>

<http://icould.com>

<http://notgoingtouni.co.uk>

<http://prospects.ac.uk/>

<http://allaboutschoolleavers.co.uk/>

<http://getmyfirstjob.co.uk/>



Choosing a university:

<https://www.ucas.com/>

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

<https://www.whatuni.com/degrees/courses/>

Where to find listings of apprenticeships:

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

<https://www.jobmanji.com/>

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

<https://careerfinderucas.com/>

<https://www.ratemyapprenticeship.co.uk/degree-apprenticeships>

<https://www.allaboutschoolleavers.co.uk/jobs/degree-apprenticeships>

Some other useful sites and resources:

- www.gradcracker.com
- indigo.careers 'degree apprenticeships: the lowdown
- Prospects.ac.uk 'should I go to university or do an apprenticeship'
- The Complete Guide to Higher and Degree Apprenticeship
- <https://www.ucas.com/apprenticeships>
- <https://www.amazingapprenticeships.com/>





Name: _____
Form: 10 /11 _____

LRGS Careers Fair - Tuesday 20th October 2026



LRGS is committed to supporting pupils to make well informed choices about their academic options and future career plans and to realise their full potential.
By gathering information from employers, universities and other training providers during our careers fair, we hope that you will develop your understanding of the options available to you.
As you go around the fair, please try to answer the questions in the table below.

1.	Do you know who to turn to in order to get support with choices about education and careers choices? Who?	
2.	What careers have you seen advertised today?	
3.	What businesses and employers are in our local area?	
4.	Name 3 skills that employers may want to see in their employees.	
5.	Can you list the different options available to you to continue your education / training after Year 11? Circle the option that you think is right for you.	1) 2) 3) 4) 5)
6.	If you had to attend an interview for one of these post-16 options, what would you need to do to make a good impression?	
7.	Have you made contact with people today who represent universities / employers / careers that interest you?	
8.	Have you found out about different types of recruitment and selection processes, including interviews and assessment centres?	
9.	What was the most interesting or useful information you learned at the careers fair? Why?	

Questions you might want to ask as you walk around the fair...

- Please can you tell me about your company / course / university / college / training...
- What are the best bits about your company / course / university / college / training...?
- What are the advantages of me selecting this route over other options?
- What qualifications / subjects / grades will I need for a successful application?
- What skills, qualities and experience will I need for a successful application?
- What would a typical day / week consist of?
- What does the application / selection process involve?
- How can I make my application stand out from others?
- Where can I find out more information if I am interested in applying to you?

Complete the table by selecting at least one option from each category to comment on.

	University	Apprenticeship	Employer
Name			
Typical qualifications needed			
Advantages of this route			
Skills & qualities needed			
Application process			
Interesting facts			

Post-event reflections. After having been to the careers fair, try to answer the following questions.

1) Do you have a firm plan for your next step after Year 11? Are you confident that this is the right plan for you? If not, what can you do to get support and guidance?

2) Do you have ideas about what you might do for a career in the future? If so, please outline your ideas here and say how they fit your interests and skills.

3) Do you know how to find out about what different jobs entail, what skills and qualifications might be required, and what you could earn?

4) Do you feel optimistic when you think about your future career? If so, why? If not, is there any help or support you would like in this respect?

Essential skills for life and work. Rate how confident you currently feel about each of these skills by putting a tick in the appropriate column. These are age appropriate skills that we'd like you to develop through your involvement in lessons and participation in sports, clubs and societies.

	I don't know what this means	I am not able to do this yet	I'm not sure if I can do it yet	I can do this quite well already	I can do this really well already
1) Being creative by coming up with new or different ways of doing things					
2) Testing different ideas to solve complex tasks					
3) Supporting others through mentoring or coaching					
4) Helping to resolve disagreements in a team					
5) Being aware of how a speaker is influencing by the way they speak					
6) Adapting what you say depending on the response of listeners					
7) Identifying the positives and negatives in an opportunity					
8) Creating plans with clear targets					

Careers and Employability Talks You Have Attended in Middle School



Make a record of which career-related talks you have been to in Year 10 and Year 11 below:

<u>Place</u>	<u>Dates</u>	<u>Reflections/comments</u>

MAKE SURE YOU THEN LOG THESE ON YOUR UNIFROG ACCOUNT

Work place visits – reflections and next steps

After you have completed your work place visit, please complete all the questions below and [upload your completed document onto your locker on Unifrog](#).

You should be able to complete most of the questions based on what you did and saw, but you may need to do some research to find answers to all of them.

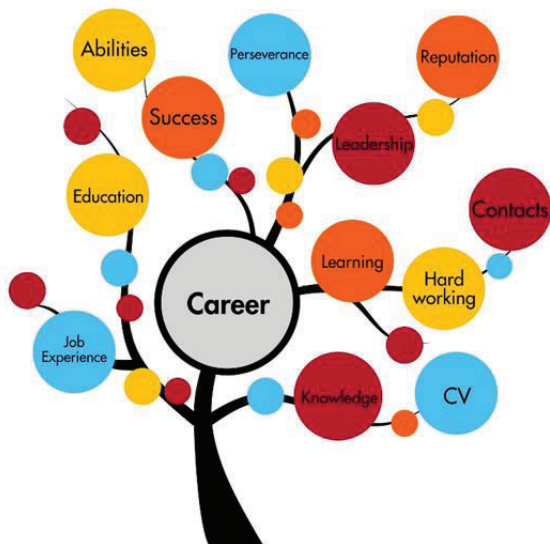
Name		Form	
Name of work place		Date	
What sector/s does the employer belong to?			
Number of employees			
What were the job roles of the employees you met?			
What skills were important for the different roles?			
What are typical day-to-day tasks in these roles?			
What qualifications would you need and what are the routes you could take to work in this sector / business?			
What did you find out about the labour market? Is this a growth area? What are average salaries?			
What other similar businesses / employers are there in the North West?			
What aspects of the visit did you find interesting? Why?			
Would you consider working in this sector? Why? / Why not?			
If no, what sector/s are you considering and why?			
What can you do next to expand your understanding and experience of different careers?			

To upload your responses on to Unifrog:

Click on 'locker' in the top middle of your screen; click 'upload new item'; click 'open file picker'; select the document from where you've saved it.

Careers Advice Appointment – Mrs. Hope

Take notes/make a record of what you discussed with Mrs. Hope during your careers appointment in the space below:



www.lrgs.org.uk



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[/lancaster_royal_grammar_school](https://www.instagram.com/lancaster_royal_grammar_school)

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