



The  
Ladies' College  
Guernsey



# **L5 Curriculum Evening**

Howard Barnes  
Director of Studies



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# The Ladies' College aims

*The Ladies' College aims to:*

- **Encourage** each girl to grow in confidence, develop her talents to the full and value the qualities of others
- **Create** an environment where each girl can be happy, love learning and make lifelong friends
- **Inspire** each girl to be the best she can be.



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# Year Eleven Information System

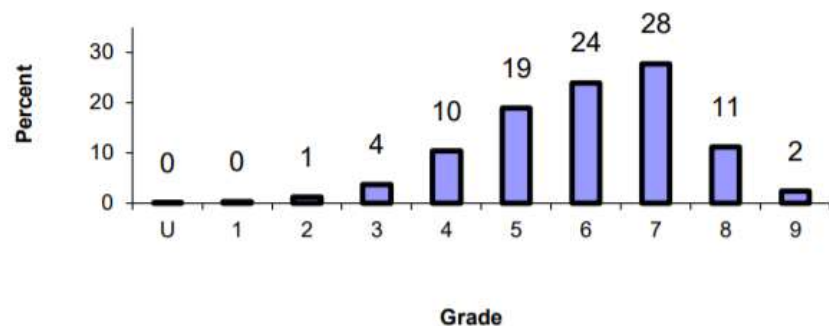
YELLIS assesses three key areas of learning:

- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – ability to match patterns, reflections and rotations and apply visual intuition

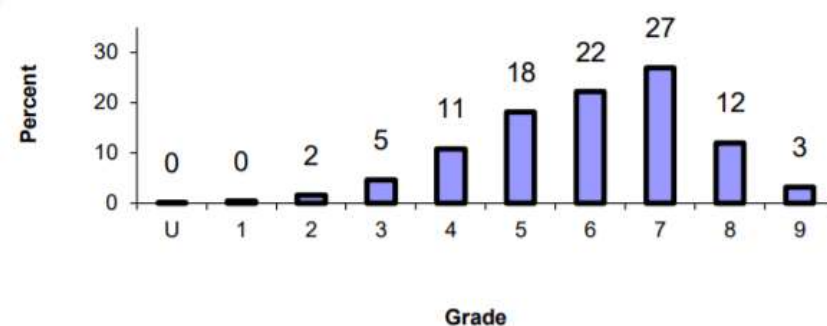
A statistical chances graph is then produced for each subject, using past data on how previous students with a similar profile have performed in examinations.



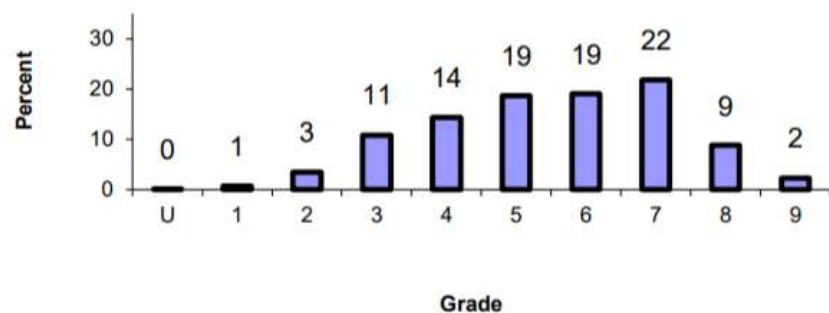
**GCSE (9-1) Biology**  
Teacher's Adjustment : 0.5 grade(s)



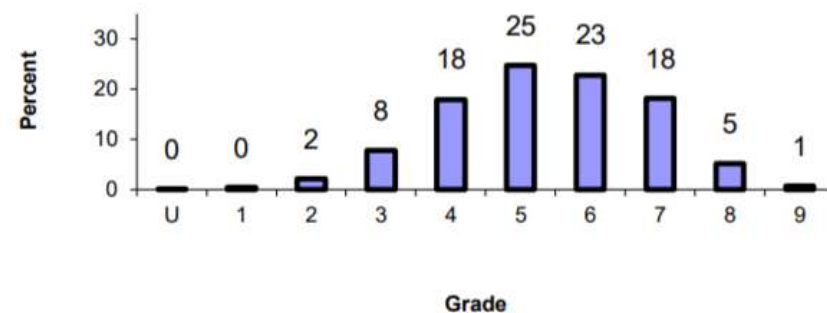
**GCSE (9-1) Chemistry**  
Teacher's Adjustment : 0.5 grade(s)



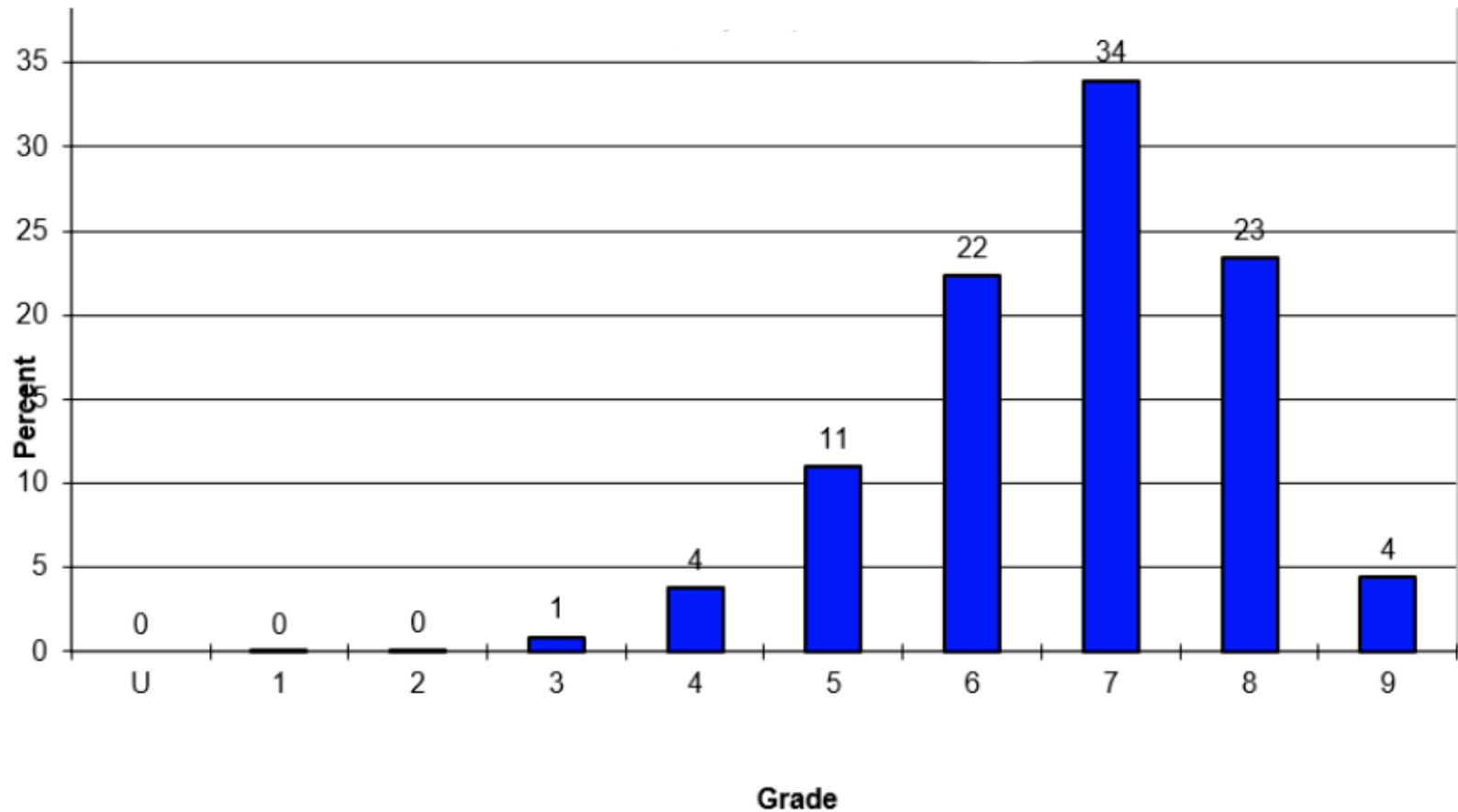
**GCSE (9-1) History**  
Teacher's Adjustment : 0.5 grade(s)



**GCSE (9-1) Mathematics**  
Teacher's Adjustment : 0.5 grade(s)



# The Chances Graph



# Why it is different for different subjects?

Each subject requires a different balance of skills e.g.

- A Mathematics profile will be produced with a greater weighting towards the mathematical skills
- An English chances graph will concentrate on the English skills.
- Most subjects are a balance between the different skills measured.
- Past data is used to create the exact formula for each subject.



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# What is the teacher adjusted value?

The chances graphs are produced for the 'average' student at an 'average' school.

We add in a teacher's adjustment value of +0.5 that means we expect students to achieve a half grade better than this (we consistently achieve higher than this on average).



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# How accurate is it?

- It is based on past data across tens of thousands of students....

....however it only shows the proportion of students that obtained each grade with a similar balance of skills in the past....

....and so the chances of a student achieving a particular grade in the future.



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# Care is need in the interpretation:

- It is based on the one test at the start of Lower Five
- The correlation is not so good for subjects that have a large proportion of coursework / practical skills
- The chances graphs are produced from the data of all students with different motivations and levels of support.

You and your teachers will need to judge whether this is a fair reflection of how you are likely to do.



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# How do I use it?

- The graphs show the individual chances of a student achieving each grade
- Your target grade should be aspirational, but it should also be reflective of your current performance and be realistic.
- You should complete the table with your thoughts on the computer-generated suggested grade.



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- You should complete the table with your thoughts on the computer-generated suggested grade

Subject	YELLIS suggests	How do I feel? 1 😊 2 OK 3 ☹️	I suggest	How do I think I am doing in this subject? What do I need to do to get a least my target grade?	*Target grade
English Language					
English Literature					
Mathematics					
Biology					
Chemistry					
Physics					
Science (Dual)					
Art					
Design Technology					
Drama					
French					
Geography					
German					
History					
Mathematics					
Music					
Religious Studies					
Spanish					
Latin					

# Why are the chances graphs important? Why not just give a grade?

- The chances graphs show the distribution of grades; they show that the prediction is not an exact science
- You and your teachers need to review how this applies to you as an individual
- **They show that many grades are possible and that what you do determines the outcome**
- **Your task is to think what do the students do that achieve the higher grades and what you need to do to develop these skills.**



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# What do you need to do now?

- Look at your chances graphs and the “YELLIS suggests” grades – how do you feel about these grades?
- What do you suggest your Target grade should be?
- How do you think you are doing in this subject?  
What do you need to do to get at least the target grade? You should review these regularly.
- Discuss any queries you have with your Tutor when you meet on the 14th November
- Discuss and agree a Target grade with your subject teacher.



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# FAQ: Why are we doing this?



- ***Encourage each girl to grow in confidence, develop her talents to the full and value the qualities of others***
- ***Inspire each girl to be the best she can be.***

<https://www.ladiescollege.com/our-school/senior-school/independent-learning>

# *FAQ: What happens after this term?*

- *Work on your targets...this should help you achieve your target grades*
- *You will be able to measure your progress*
  - *Feedback from teachers in class*
  - *Mid Term Assessment in February next year*
  - *End of year exams L5*
  - *Review of target grade in Michaelmas U5*
  - *U5 Mock exams February*
- *Discuss your progress*



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# *FAQ: I am a little disappointed with the 'YELLIS suggests' grade?*

- Remember that it is just like any other test grade...you can have a bad day or a good day!*
- The chances graphs show that all grades are possible and what you do makes a difference.*
- Agree a target grade with your teacher that feels right and work to achieve these or better.*



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# *FAQ: I can't decide between a 6 and 6/7 for my target grade?*

I suggest

- *What feels right for you?*
- *Remember...aspirational and realistic*
- *What does you teacher suggest?*
- *You should spend more time considering your target than the grade!*

\*Target  
grade

How do I think I am doing in this subject?

What do I need to do to get a least my target grade?



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# Where can you go for help?

- Subject teachers
- Other teachers
- Help clubs
- The Listening Room
- Friends
- Form Tutor
- Year Coordinator
- Sixth Form buddy
- Parents



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# **Embedding learning**

Chris Roughsedge

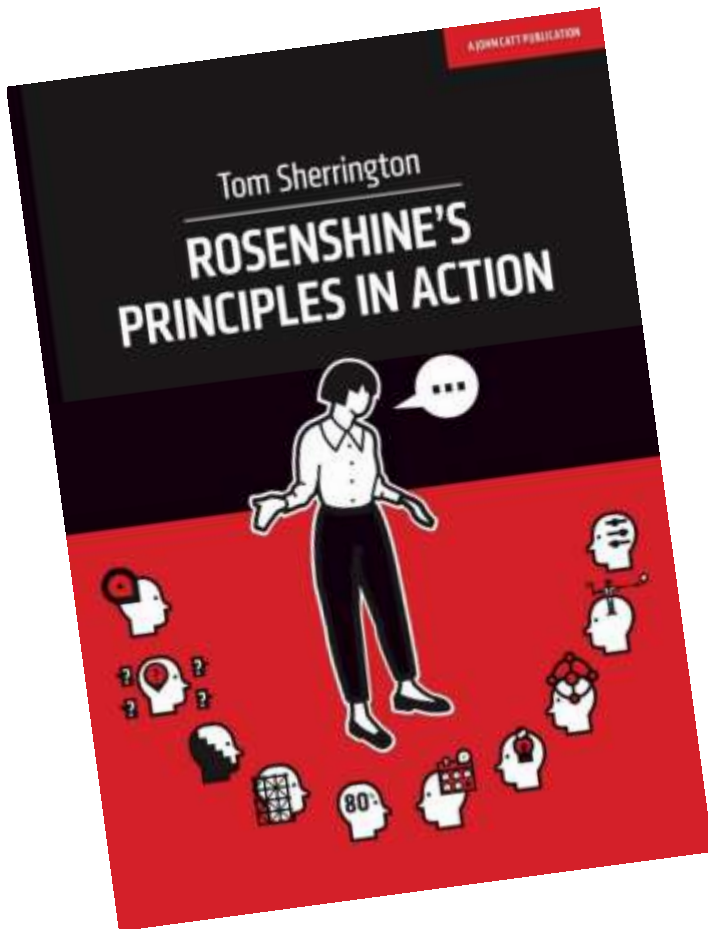
Deputy Principal (Teaching and Learning)

**Memorise this sequence of letters**

**R A I O L T A L G B S T**

The aim of learning is to generate a persistent change in knowledge (Kirschner *et al.*, 2006). Thinking is the process that leads to such a change, a process governed by our working memory.

# Evidence informed Teaching and Learning



Focuses on aspects of teaching that are relevant to all, regardless of subject:

- Sequencing concepts and modelling
- Questioning
- Reviewing material
- Stages of practice



# Evidence informed Learning

- Listen to music when working?
- Have your phone out when you are working?

# Evidence informed Learning

## THE MAIN FINDINGS

- 1** Students who revised in **quiet environments performed over 60% better** in an exam than their peers who revised listening to music that had lyrics.
- 2** Students who revised whilst **listening to music without lyrics did better** than those who had revised to music with lyrics.
- 3** It made no difference if students revised listening to songs they **liked or didn't like**. Both led to a **reduction in their subsequent test performance**.



# Evidence informed Learning



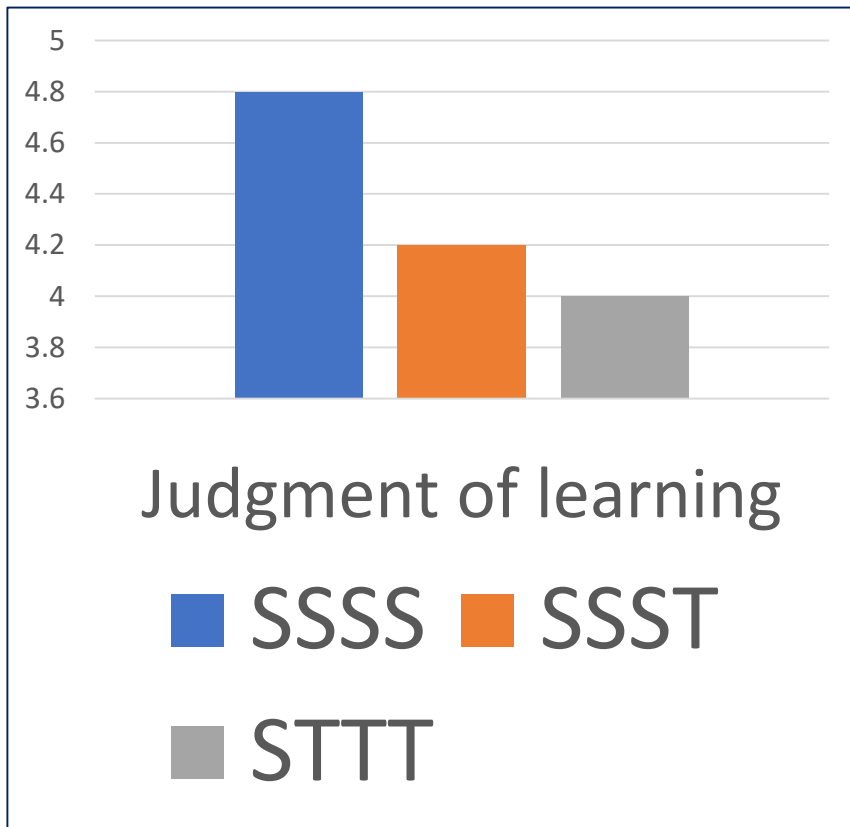
Lowers concentration

Having your phone out while doing homework or revision has been shown to reduce performance by 20%

# Evidence informed Learning

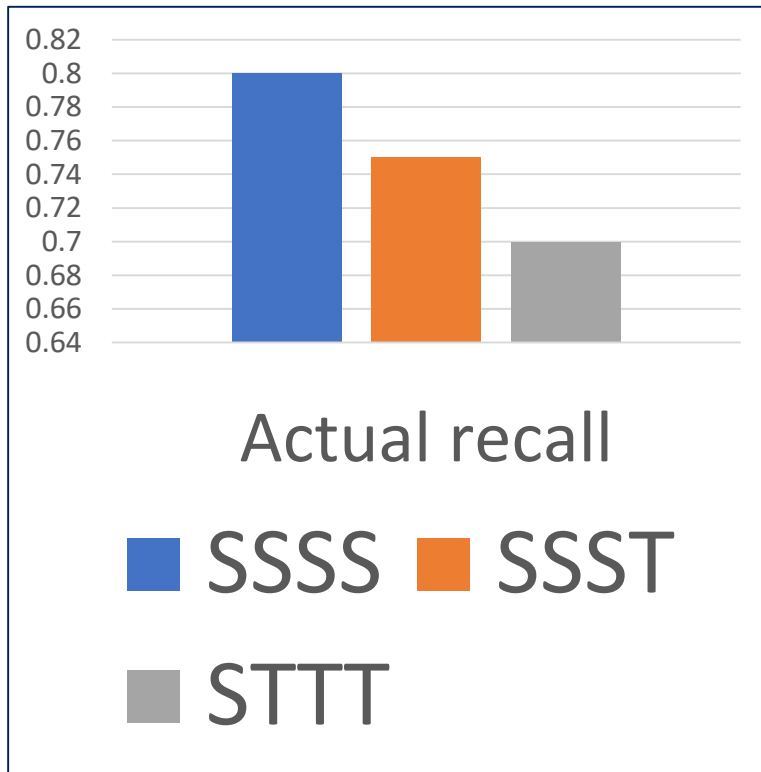
- Use kahoot or quizlet to self-test at home?
- Re-read information lots of times?
- Cram revise the night before a test?
- Read through your notes and highlight key words and detail?
- Have a blank sheet of paper and write down as much as you remember about a topic?

# Evidence informed Learning

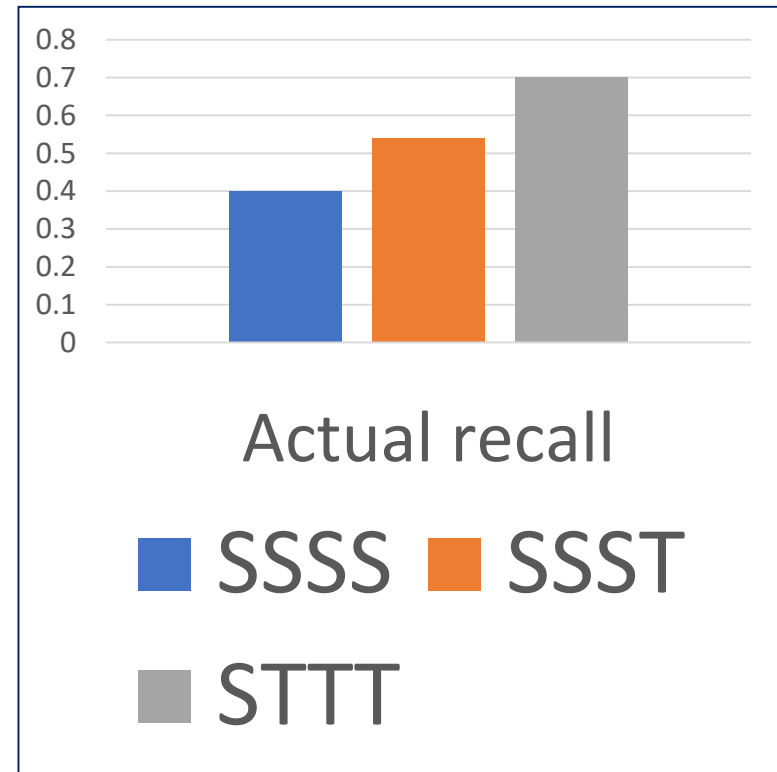


- SSSS: Study, study, study, study
- SSST: Study, study, study, test
- STTT: Study, test, test, test

# Evidence informed Learning



5 minutes later



1 week later

# Effectiveness of specific learning techniques

<b>High utility</b>	1	Retrieval practice (practice testing)
	2	Distributed ('spaced') practice
	3	Elaborative interrogation
	4	Self-explanation
	5	Interleaved practice
<b>Moderate utility</b>	6	Summarisation
	7	Highlighting
	8	Keyword mnemonic
	9	Attempting to form mental images of text materials while reading or listening.
<b>Low utility</b>	10	Re-reading

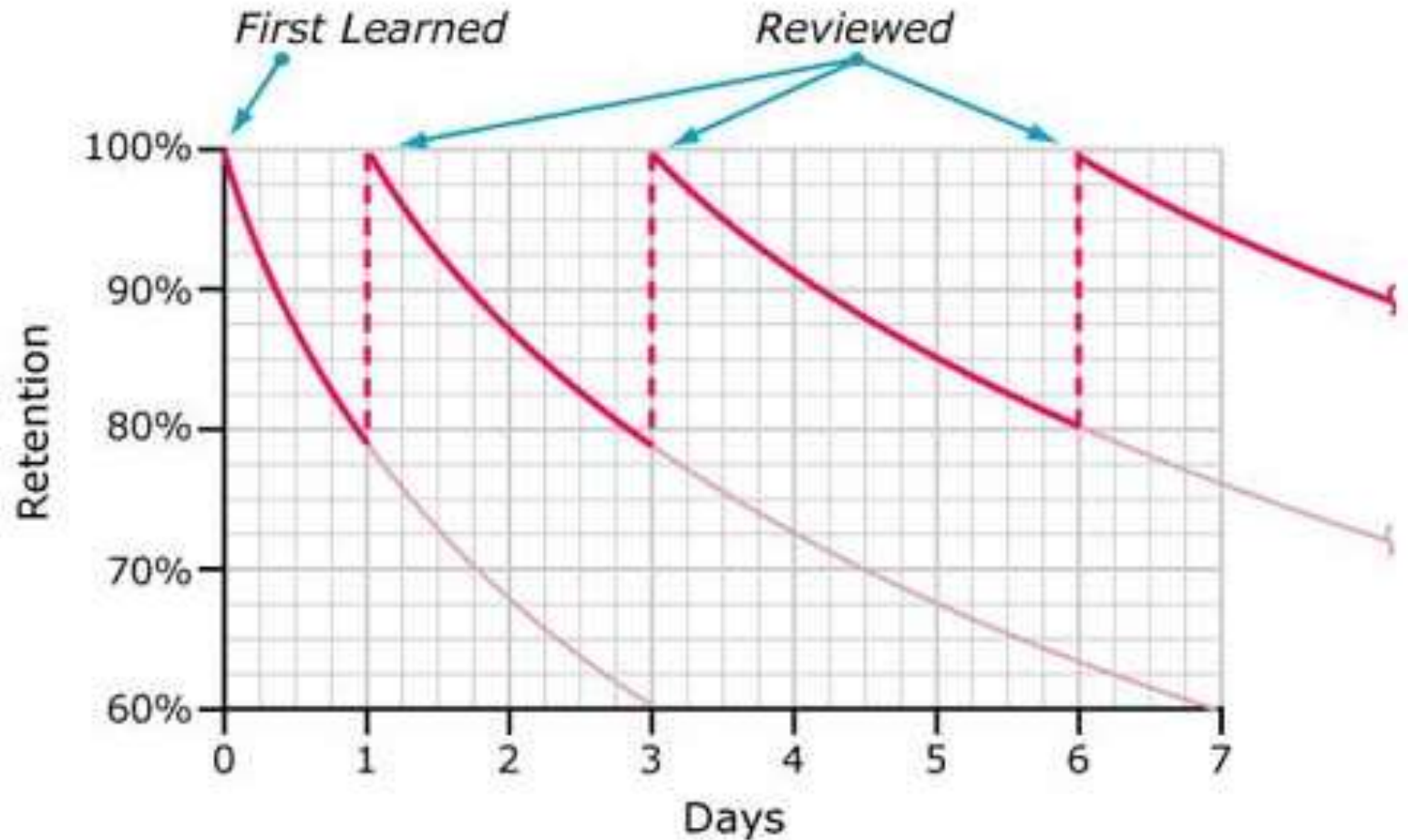
# Challenges of embedding learning

- The tasks that might make us feel that we are making the most progress often have the least impact on long term learning.
- The tasks that make us feel we are making the least progress can often have the biggest impact.

**Performance vs Learning!**



# Ebbinghaus Forgetting Curve (1885)



# Retrieval practice

- The act of trying to recall information without having it in front of you.
- Need to encounter a new concept on at least 3 separate occasions to learn it properly.
- Helps create coherent and integrated mental representations of complex concepts, the kind of deep learning necessary to solve new problems and draw new inferences.

# Independent learning - retrieval practice

- Self-quizzing
- Peer-quizzing
- Flashcards (but.....!)
- Answer practice questions
- Create your own practice questions
- Brain dumps
- 5 a day/2 things...

The Quizlet logo is a blue rectangle with the word "Quizlet" in white, sans-serif font.

Front	Reverse
Sonnet	A fourteen-line poem which is written in iambic pentameter. Uses specific rhyme scheme. Has a single, focused theme.

# Distributed (spaced) practice

Creating a study schedule that spreads study activities out over time.

**LEARN TO STUDY USING...**  
**Spaced Practice**  
SPACE OUT YOUR STUDYING OVER TIME

**HOW TO DO IT**

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

**HOLD ON!**

When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).

Create small spaces (a few days) and do a little bit over time, so that it adds up!

**RESEARCH**

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.

# Elaborative interrogation

- Asking and explaining why and how something is true.
- Understanding is enhanced when students elaborate a memory by adding details to it and integrating it with existing knowledge.

# HOT&QS

1. Transfer	apply knowledge and skills to new concepts
2. Critical thinking	reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity and exploring viewpoints
3. Problem solving	find a solution for a problem that cannot be solved simply by memorising



June 23<sup>rd</sup> 2016

mirrat.co.uk

**DAILY Mirror** NEWSPAPER OF THE YEAR  
Thursday, June 23, 2016 65p

For your family... for your children  
... for your pension... for your pay  
packet... for jobs and the NHS...

don't take a leap into the dark...

vote **REMAIN** today

Who do we want to be?  
After the most bitter political campaign in living memory, a nation decides

**theguardian**

Last-ditch push to stay in Europe

Commons rejects to reject 'leave' vote today  
EU leaders of unity in final day of campaigning  
EU leaders today's vote too close to call

FRENCH CONNECTION  
A new sofa from the French Connection collection

**Daily Mail**

Why DO shops brand normal size women too fat for fashion?

**NAILED: FOUR BIG EU LIES**

Talks with Turkey WILL start in days  
Brexit WON'T spark trade war say Germans  
Brussels will NOT reform on open borders  
Deportation of jobless EU migrants a MYTH

Hiddy hits the town with his lady in red

**BeLEAVE in Britain**

**YOU CAN FREE UK FROM CLUTCHES OF THE EU TODAY**

**THE Sun**

**INDEPENDENCE DAY**

**Sun SAYS**  
TODAY you can make history — by winning Britain's independence from the crushing weight of the Brussels machine. We urge you to vote Leave — and make today the Independence Day for which so many of us will be the first to celebrate on Page Two.

**BRITAIN'S RESURGENCE**

DECISION TIME: PAGES 4 TO 11

## Questions to ask...

1. Why is this true?
2. What is the main point being made here?
3. Why would this fact be true for X and not for Y?
4. What are the similarities/differences between X and Y?
5. What would have happened if X did not occur?
6. Why does X cause Y to occur?
7. How does this link to what I learnt last week?
8. Do I agree with X's opinion (and why)?
9. How would I argue against what Y said?
10. What solutions or strategies would fix this situation?
11. What might have been going through their mind when they said that?



# Thinking

- Thinking is not driven by answers, but by questions.
- Answers on the other hand, often signal a full stop in thought.
- Students who have questions are truly thinking and learning.

**Memorise this sequence of letters**

**R A I O L T A L G B S T**

# Multi-tasking is a myth!

Multi-tasking causes  
a **40%** decline in  
productivity.

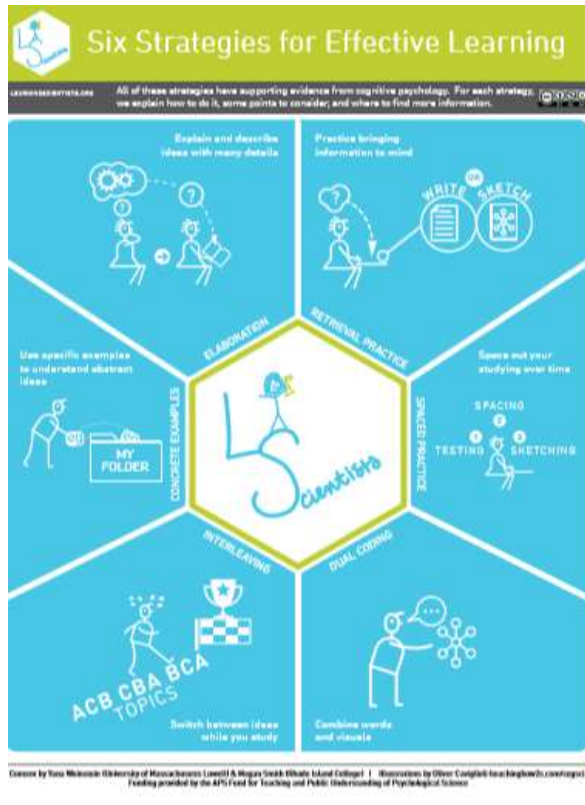
People make twice as  
many errors when  
they multi-task.

Multi-tasking  
leads to a **20%**  
decrease in  
cognitive abilities.

People often think they  
are better than they are.  
**70%** of people believe  
they are above average at  
multi-tasking!

# Embedding Learning

## The Learning Scientists



<http://www.learningscientists.org/>



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# Learning Support

Miss A C-B  
Head of Learning Support



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# Learning Support

- Available throughout the College, including Sixth Form
- Miss Alison Coubrough-Barnett (Head of Learning Support) [acoubrough-barnett@ladiescollege.ac.gg](mailto:acoubrough-barnett@ladiescollege.ac.gg)
- Mr Dave Herschel [dherschel@ladiescollege.ac.gg](mailto:dherschel@ladiescollege.ac.gg)
- Group sessions for Double Science Award students
- Learning Support option in Lower 5
- Individual weekly one-to-one sessions



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# **We are currently supporting girls in the following areas:**

Dyslexia

Dyspraxia

English

Spelling

Maths

Sciences

Humanities

Languages

ADHD

Study skills

Personal organisation

Exam technique

Revision technique

Essay writing

Independent learning

Memory and processing difficulties

.....and any other area that they would like to address



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# Exam Access Arrangements

Governed by strict guidelines from JCQ (Joint Council for Qualifications)

Has to be the student's 'normal way of working'

School collates evidence to prove this

Assessments need to be carried out no earlier than Year 9 (U4)

Assessor comes in to College once a term

Will be valid for Sixth Form if the access arrangement is still needed



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# Exam Access Arrangements

## Examinations


### Key Dates


GCE A-Level results will be published on Thursday 15th August 2019.  
GCSE results will be published on Thursday 22nd August 2019.

### Joint Council for Qualifications CIC


 [Information for candidates documents](#)

### Policies

 [Appeals Policy for Controlled Assessment and Examinations](#) (pdf)

 [Word Processing Policy](#) (pdf)

### Examinations Access Arrangements

 [Download EAA Guidance](#) (docx)

### Warning to Candidates



1. You **must** be on time for all your examinations.
2. You **must** not become involved in any unfair or dishonest practice in any part of the examination.
3. You **must not**:
  - sit an examination in the name of another candidate;
  - have in your possession any unauthorised material or equipment which might give you an unfair advantage.
4. **Possession of a mobile phone** or other unauthorised material **is breaking the rules**, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.





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# Citizenship

Miss Elena Johnson

Head of Careers, PSHEE and Citizenship



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# SUCCESS WITHOUT HAPPINESS IS FAILURE

TONY ROBBINS

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PICTUREQUOTES.COM

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# Citizenship

*1 hour per week - builds on the work done in PSHEE at KS3*

## Aims

To support the girls to live happy, safe and healthy lives.

To equip them to make informed life choices and become active members of the community.

Each year, girls will cover the following topics:

- Health and well-being
- Relationships
- Living in the wider world



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# Citizenship

## Agency Support

The following agencies are supporting our teaching this year.

- SHARE (sexual health and relationships education)
- Action for Children
- The Youth Commission



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# Michaelmas Term

## Health and Wellbeing

**Transition to Key Stage 4**

**Mental Health Stigma**

**Mental Health (recognising and supporting)**

## Living in the Wider World

**Money Management**

**Gambling**



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# Lent Term

## Relationships

**Sexual Health**

**Healthy and Unhealthy Relationships**

**Domestic Abuse**

## Health and Wellbeing

**Dental Health**

**Drugs Awareness**

**Tobacco Awareness**

**Blood and Organ Donation**



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# Trinity Term

Relationships	Living in the Wider World
<p>Trans Awareness</p> <p>Transphobic bullying</p> <p>LGBTQ+ Awareness</p>	<p>Career Opportunities</p> <p>Maintaining a positive online reputation</p> <p><b>Morrisby Career Profiling</b></p>



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# Upper 5 Curriculum

Health and Wellbeing	Relationships	Living in the Wider World
<p><b>Emergency responses to health concerns</b></p> <p><b>Lifestyle choices and supporting healthy behaviours</b></p> <p><b>Risks of aesthetic and cosmetic alterations</b></p> <p><b>Resilience, stress management and positive thinking</b></p>	<p><b>Being body aware (cancer awareness)</b></p> <p><b>Healthy Relationships</b></p> <p><b>Dealing with unwanted attention on and offline</b></p> <p><b>Domestic Abuse</b></p> <p><b>Pornography and its effects on relationships</b></p> <p><b>Forced Marriage and honour based violence</b></p>	<p><b>Making the right A Level choices</b></p> <p><b>Post 16 options</b></p> <p><b>LC Options Process</b></p> <p><b>Enhancing your CV</b></p> <p><b>Managing online presence</b></p> <p><b>Study Skills</b></p> <p><b>Extremism and radicalisation</b></p>



- Careers guidance assessment
- Assesses aptitude, personality and working preferences
- Produces a profile of strengths and preferences
- Provides a comprehensive list of careers suited to the individual
- Perfect preparation for making A-Level choices in Upper 5
- Follow up interview with careers professional to discuss results



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- ***Encourage*** each girl to grow in confidence, develop her talents to the full and value the qualities of others
- ***Create*** an environment where each girl can be happy, love learning and make lifelong friends
- ***Inspire*** each girl to be the best she can be.



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# THE DECIDER Life Skills

STOPP 	IT WILL PASS 	RIGHT NOW <b>5</b> 4321
NAME THE EMOTION 	OPPOSITE ACTION 	FACT OR OPINION <b>FACT</b> ? <b>OPINION</b>
SELF CARE 	VALUES 	LISTEN 
RESPECT 	CRYSTAL CLEAR 	REFLECT 
<b>PRACTICE!</b>		



## Independent Learning



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# Curriculum review cycle

- Future skills
- Development targets
  - Independent Learning
  - Well-being
  - Learning Support
- Collection of data
  - Appropriate times
  - National trends and best practice
  - Teacher expertise
  - Stakeholder survey



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