



The
Ladies' College
Guernsey



L5 Curriculum Evening

Howard Barnes
Director of Studies



The
Ladies' College
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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:

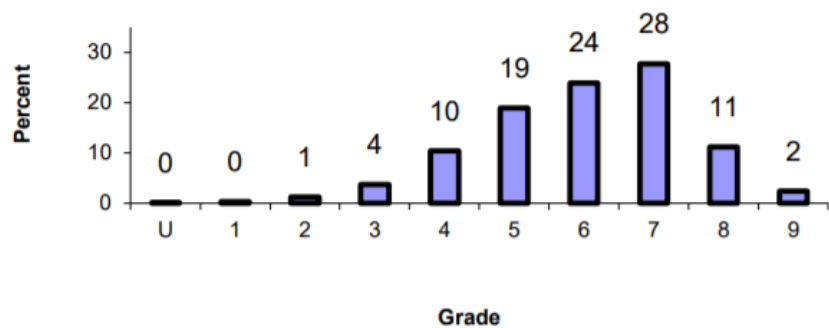
- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – ability to match patterns, reflections and rotations and apply visual intuition

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.

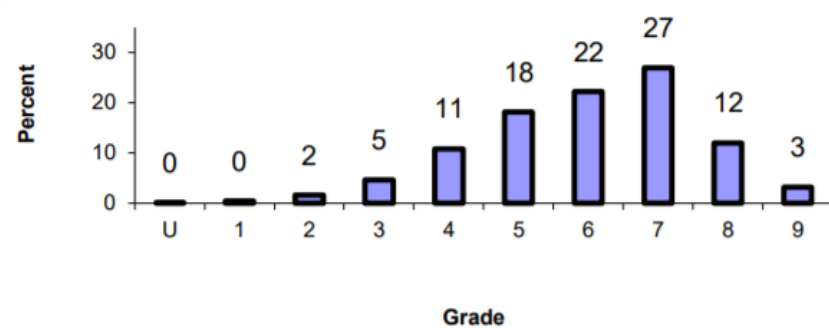


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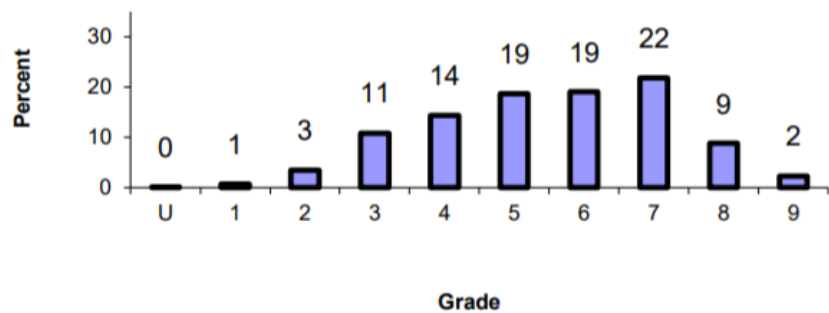
GCSE (9-1) Biology
Teacher's Adjustment : 0.5 grade(s)



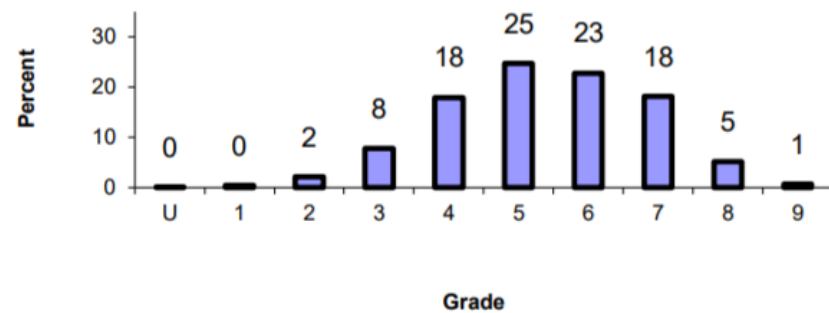
GCSE (9-1) Chemistry
Teacher's Adjustment : 0.5 grade(s)



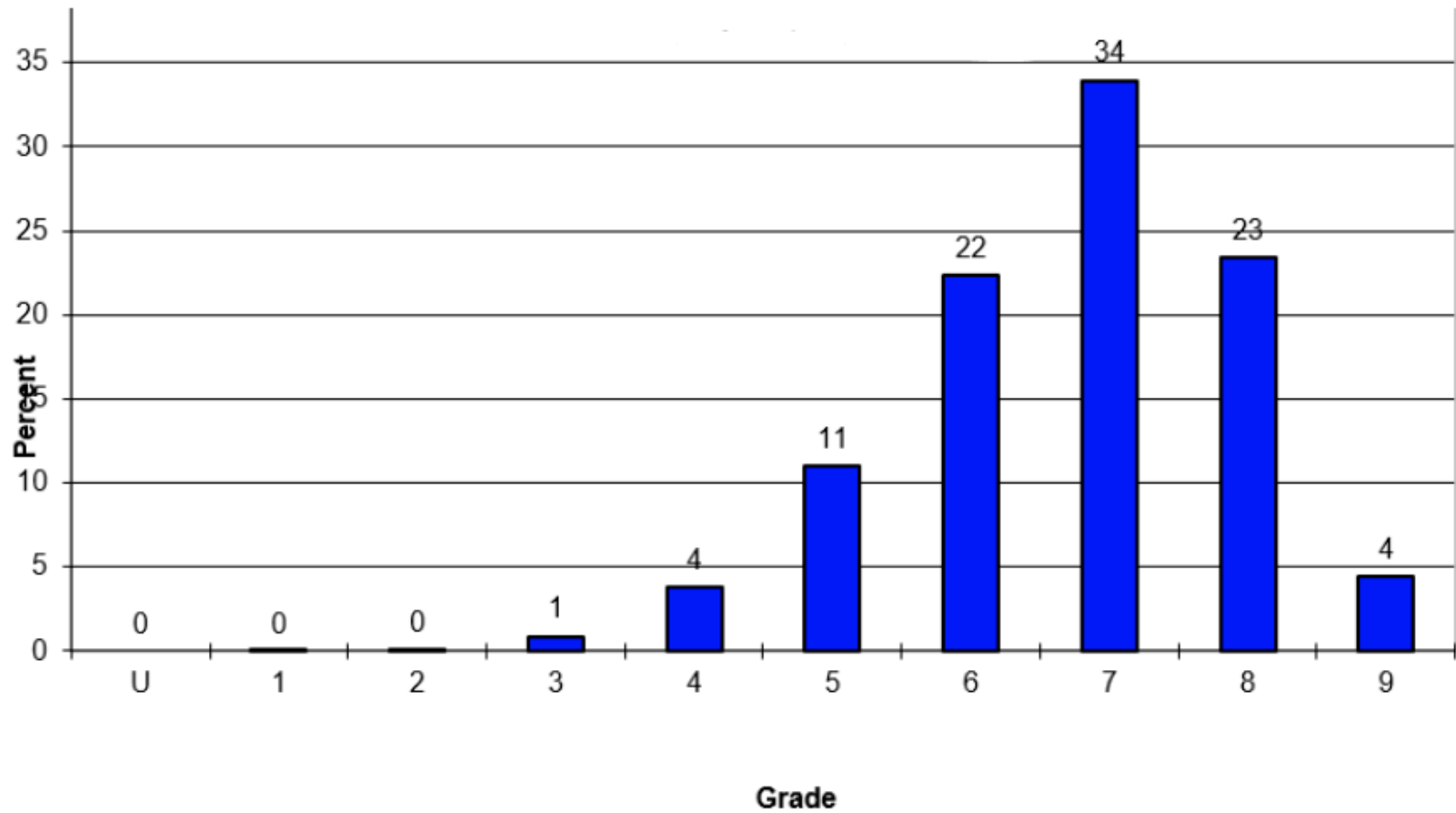
GCSE (9-1) History
Teacher's Adjustment : 0.5 grade(s)



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 needed 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 12th November
- Discuss and agree a Target grade with your subject teacher.



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>



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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?



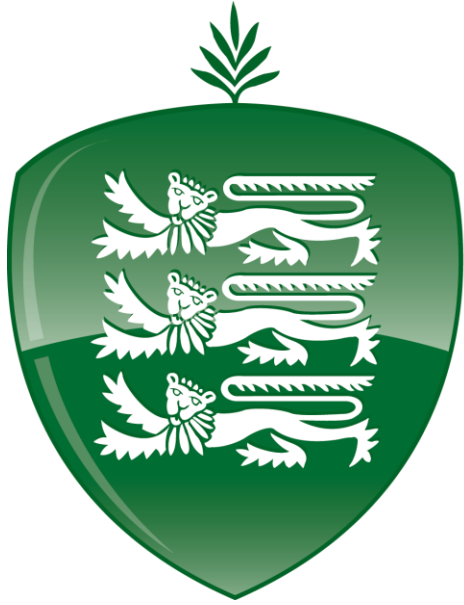
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Where can you go for help?

- 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

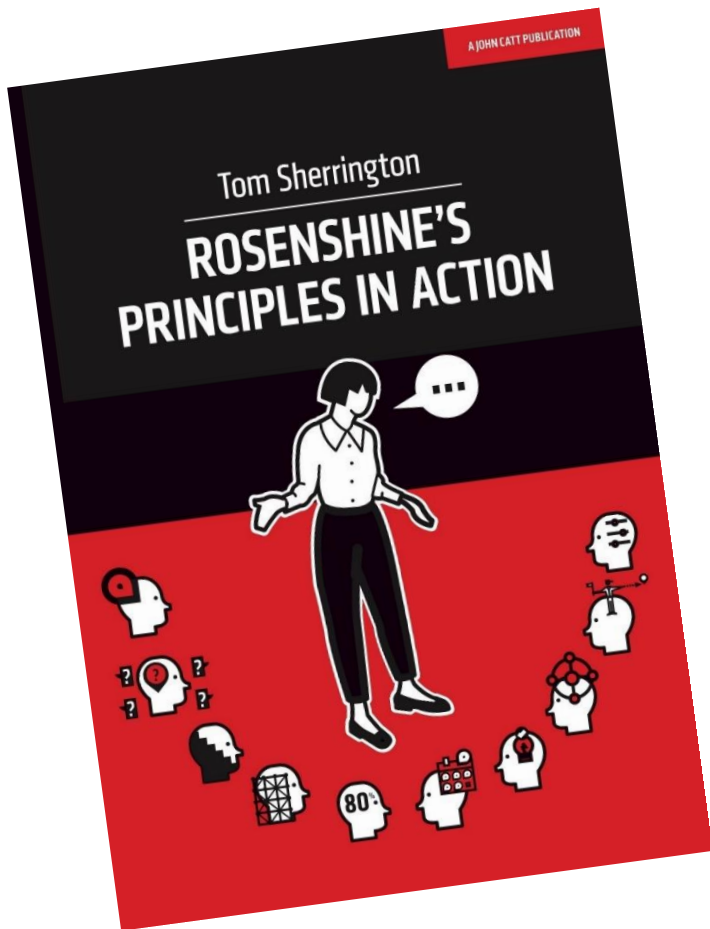
Deputy Principal (Teaching and Learning)

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?

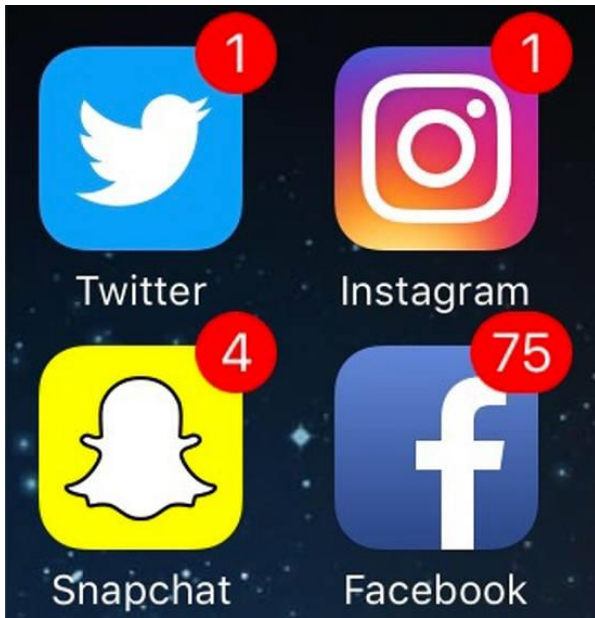
Evidence informed Learning

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



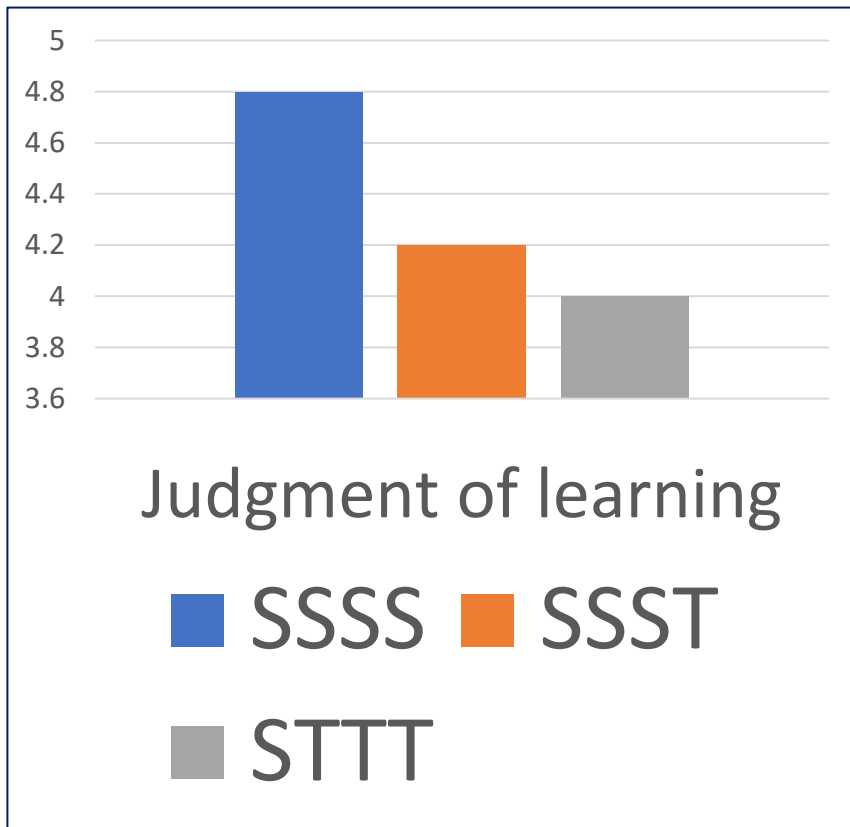
Lowers concentration

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

Evidence informed Learning

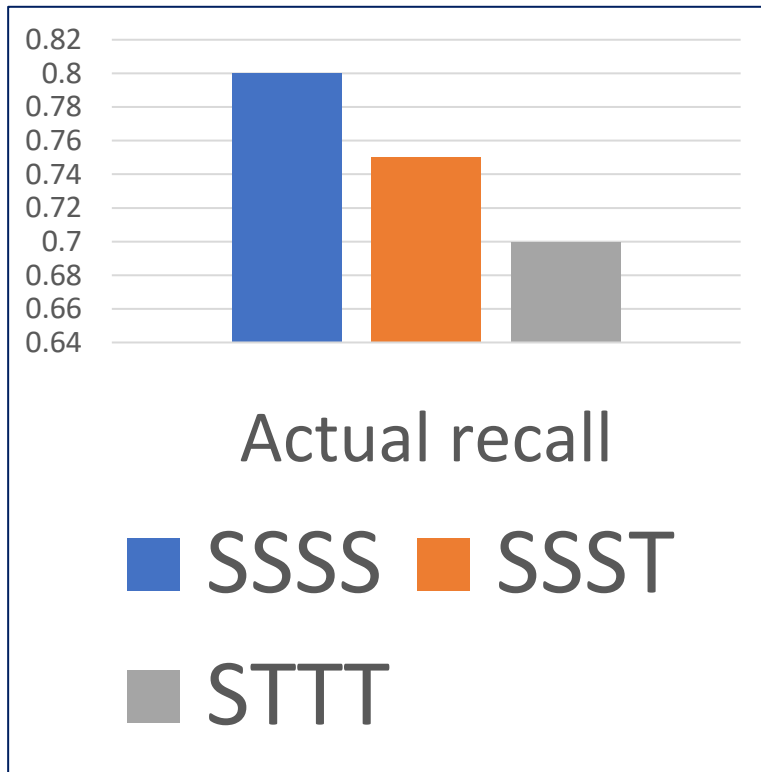
- Use kahoot or quizlet to self-test at home?
- Re-read information lots of times?
- Cram revise the night before a test?
- Read through your notes and highlight key words and detail?
- Have a blank sheet of paper and write down as much as you remember about a topic?

Evidence informed Learning

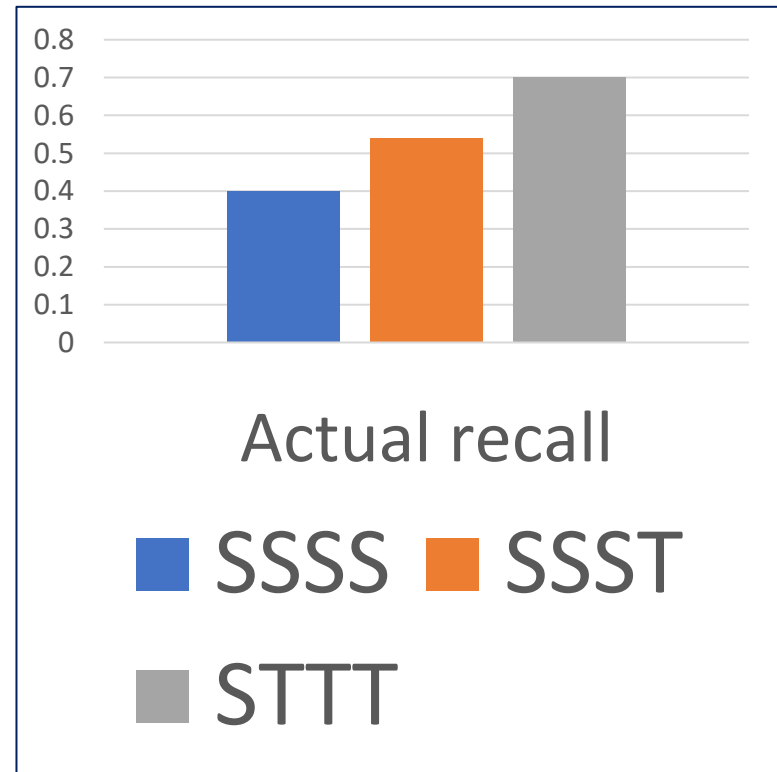


- SSSS: Study, study, study, study
- SSST: Study, study, study, test
- STTT: Study, test, test, test

Evidence informed Learning



5 minutes later



1 week later

Effectiveness of specific learning techniques

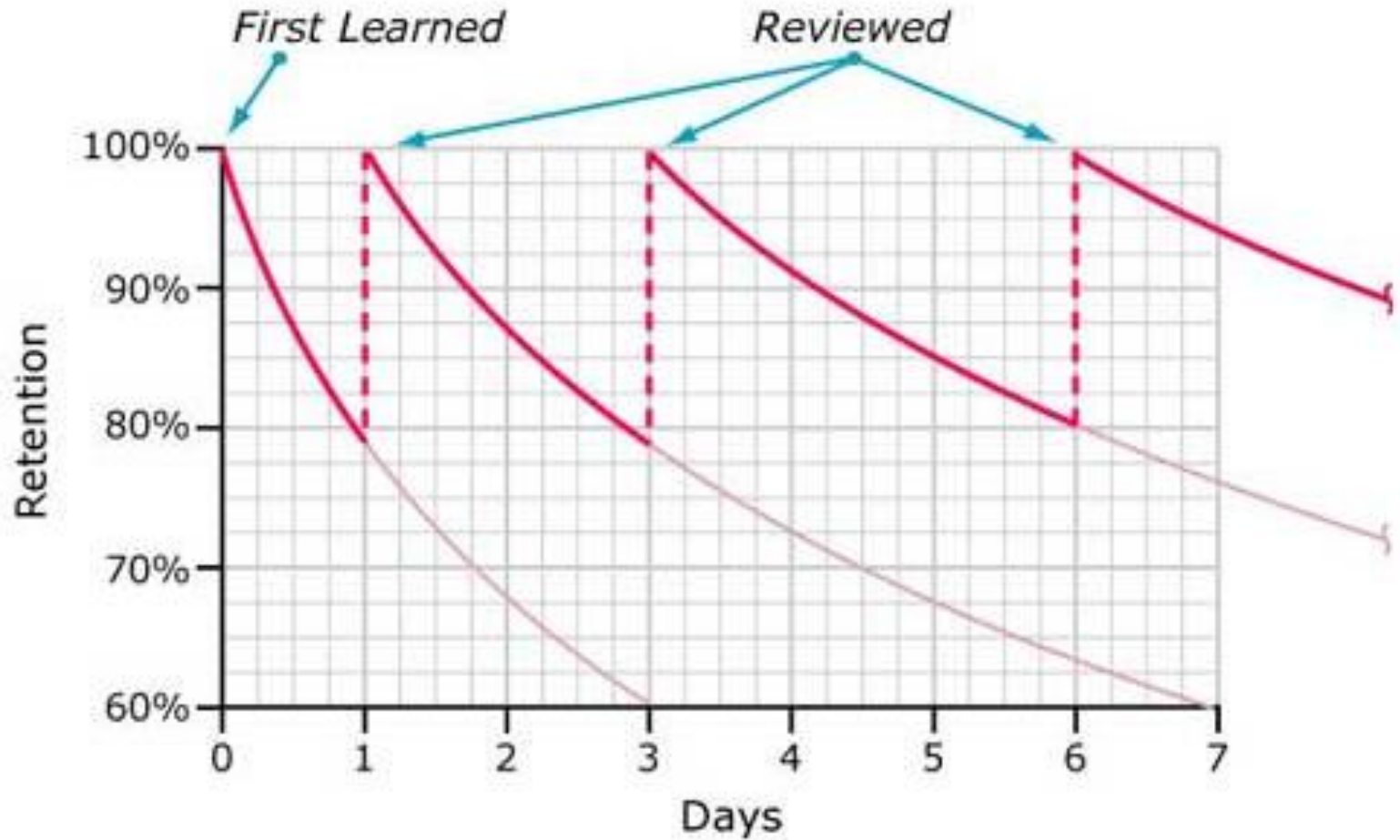
High utility	1	Retrieval practice (practice testing)
	2	Distributed ('spaced') practice
	3	Elaborative interrogation
	4	Self-explanation
	5	Interleaved practice
Moderate utility	6	Summarisation
	7	Highlighting
	8	Keyword mnemonic
	9	Attempting to form mental images of text materials while reading or listening.
Low utility	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.The Kahoot! logo features the word "Kahoot!" in white, sans-serif font, centered over a background of four colored squares: red (top-left), blue (top-right), yellow (bottom-left), and green (bottom-right).

Front

Sonnet

Reverse

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


Distributed (spaced) practice

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

LEARNINGSOCIETISTS.ORG


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.




LESSON LESSON LESSON LESSON LESSON LESSON
M T W Th F Sa Su M T W Th F Sa Su
STUDY STUDY STUDY STUDY STUDY STUDY

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



LESSON BREAK REVIEW

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



1 MONTH AGO 1 WEEK AGO 1 DAY AGO

HOLD ON!

TESTING SPEECH SKELETON

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.

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

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 23rd 2016

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



the guardian

Last-ditch push to stay in Europe

● Cameron urges voters to reject leave 'untruths'
● Show of unity in final day of campaigning
● Polls show today's vote too close to call

Thursday, June 23, 2016

FRENCH CONNECTION
inspired authenticity of **deff**



Zoo 1 only £199

7 day return

deff.com

Daily Mail
NEWSPAPER OF THE YEAR 2015

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

FEMAIL MAGAZINE

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



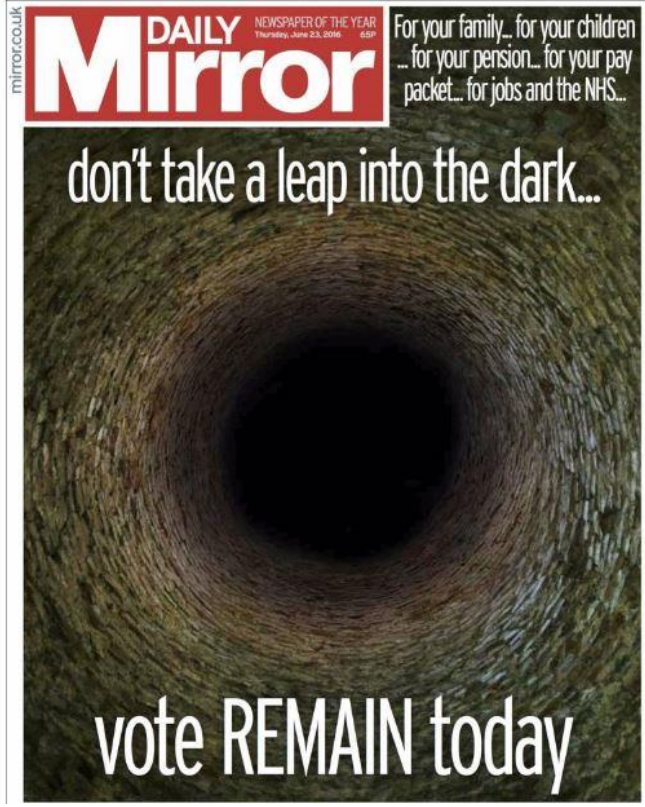
SEE PAGE 3

Small text at the bottom of the Daily Mail page, including page numbers and publication details.

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

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

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



vote **REMAIN** today

THE Sun BeLEAVE in Britain
YOU CAN FREE UK FROM CLUTCHES OF THE EU TODAY

Thursday, June 23, 2016 BRITAIN'S BEST-SELLING PAPER 50p thesun.co.uk



INDEPENDENCE DAY

Sun SAYS
TODAY you can make history — by winning Britain's independence from the crushing might of the Brussels machine. We urge you to vote Leave... and make today our Independence Day. For many of us it will be the first vote.
Continued on Page Four

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.

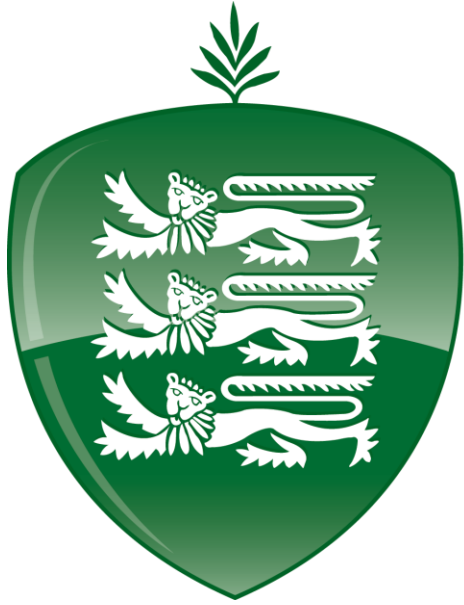
People often think they are better than they are.
70% of people believe they are above average at multi-tasking!

Embedding Learning

The Learning Scientists



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



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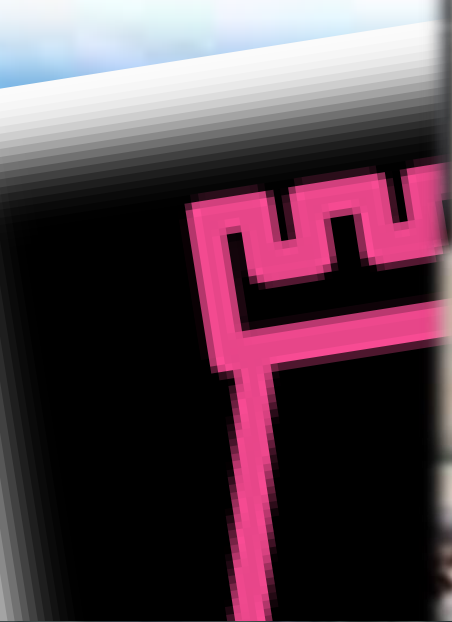


Learning Support

Mrs Ingrouille
Head of Learning Support



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An Inclusive Community

Learning Support

Mrs Nicola Ingrouille

(Head of Learning Support)

ningrouille@ladiescollege.ac.gg

Mr Dave Herschel

dherschel@ladiescollege.ac.gg

- Available throughout the College, including Sixth Form
- Individual weekly one-to-one sessions
- Guided Learning sessions for Double Science Award students
- Learning Support option in Lower 5




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Tom Sherrington
**ROENSHINE'S
 PRINCIPLES IN ACTION**



Research based interventions


The Ladies' College
 Upper Four Michaelmas Interim Review 2020/2021

Subjects	Knowledge	Organisation	Independent Work	Effort
Art	ME	ME	ME	ME
Biology	ME	ME	ME	ME
Chemistry	ME	ME	ME	ME
Design Technology	EE	ME	EE	ME
Drama	ME	ME	ME	EE
English	ME	ME	ME	EE
Geography	ME	WT	WT	ME
German	ME	ME	ME	ME
History	ME	ME	ME	ME
IT	ME	ME	ME	ME
Latin	ME	ME	ME	ME
Mathematics	ME	ME	ME	ME
Music	ME	ME	ME	ME
Physical Ed	EE	ME	ME	ME
Physics	ME	ME	ME	ME
PSHCE	ME			
Religious Studies	ME			

Measuring impact

Baseline data

YIS, YELLIS & ALIS

Individual Pupil Record

MidYIS

Individual Pupil Record
 PUPIL XXXX
 Date Of Birth: / /
 Student Number: / /
 Form: /

	Band	Score	Percentile	Standard Score
Vocabulary	A	9	91	127
Maths	A	9	88	124
Non-Verbal Skills	A	9	88	124
Spelling	A	9	88	124
MidYIS Score	A	9	87	123

Nationally Standardised Scores with 95% Confidence Band

YELLIS

Individual Pupil Record
 PUPIL XXXX
 Date Of Birth: / /
 Student Number: / /
 Form: /

Standardised Scores with 95% Confidence Band

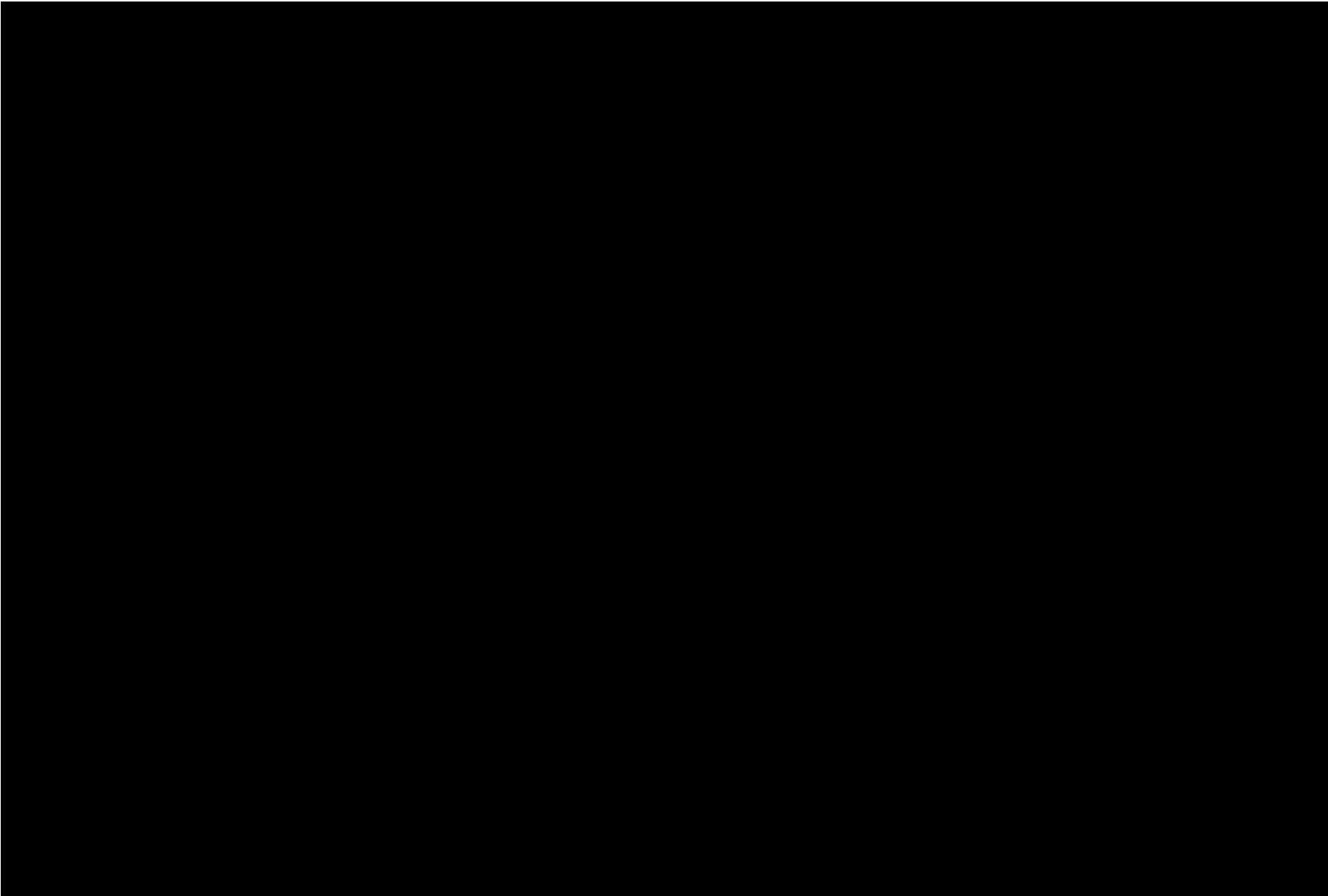
ALIS

Individual Pupil Record
 PUPIL XXXX
 Date Of Birth: / /
 Student Number: / /
 Form: /

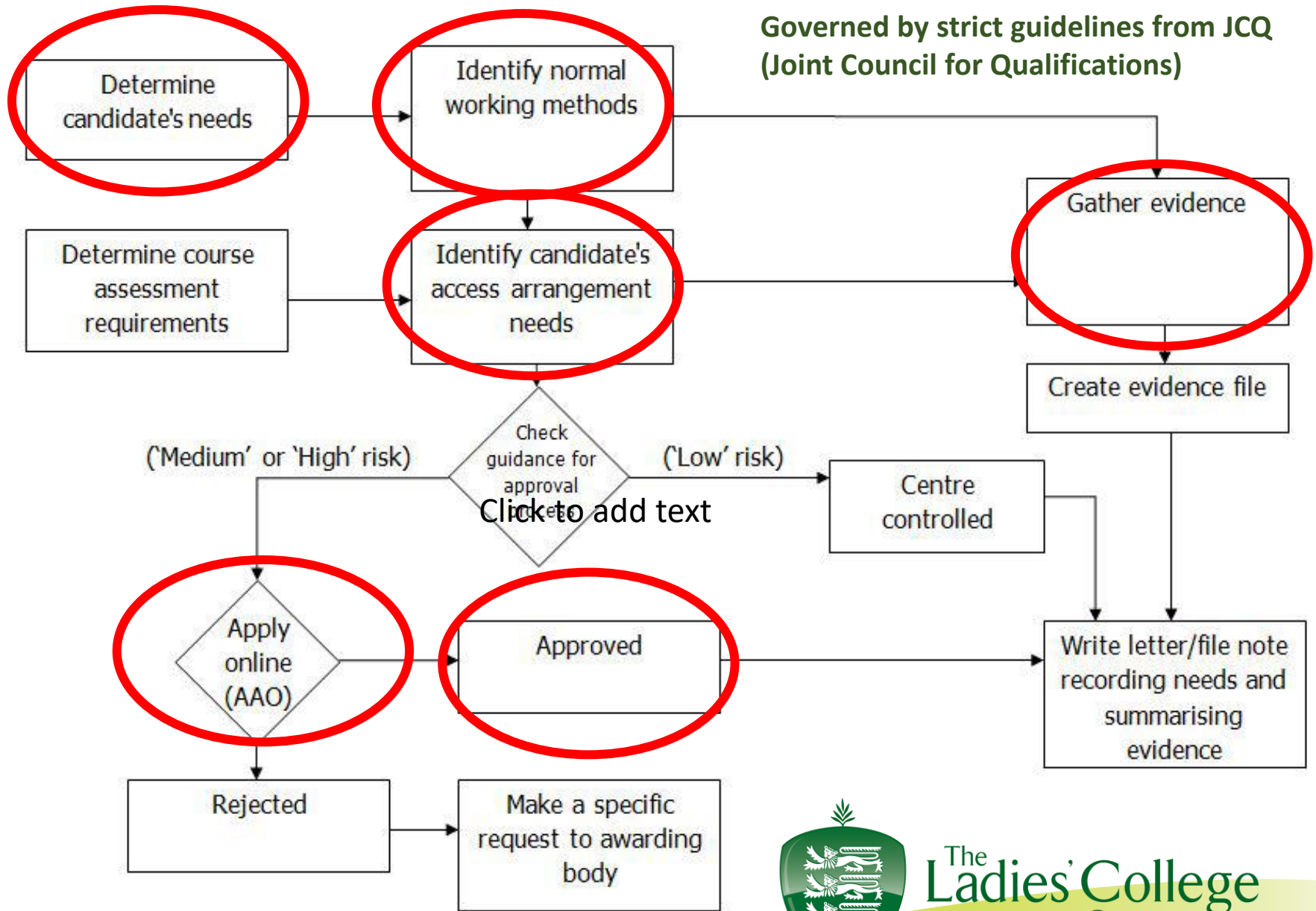
Baseline / Adaptive Test

	Standard Score	Band	Score	Percentile
Verbal Ability	102	B	5	55
Maths Ability	100	B	5	50
Non-Verbal Ability	103	A	6	60
Ability	101			

Standardised Scores with 95% Confidence Band



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



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Exam Access Arrangements

- Communication and Interaction Needs (e.g. Autistic Spectrum Disorder, Speech, Language and Communication Needs)
- Sensory and Physical Needs (e.g. Hearing Impairment, Multi-Sensory Impairment, Physical Disability, Vision Impairment)
- Social, Mental and Emotional Needs (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Mental Health Conditions)
- English as an Additional Language



Exam Access Arrangements



INFORMATION

INFORMATION / Examinations

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](#)

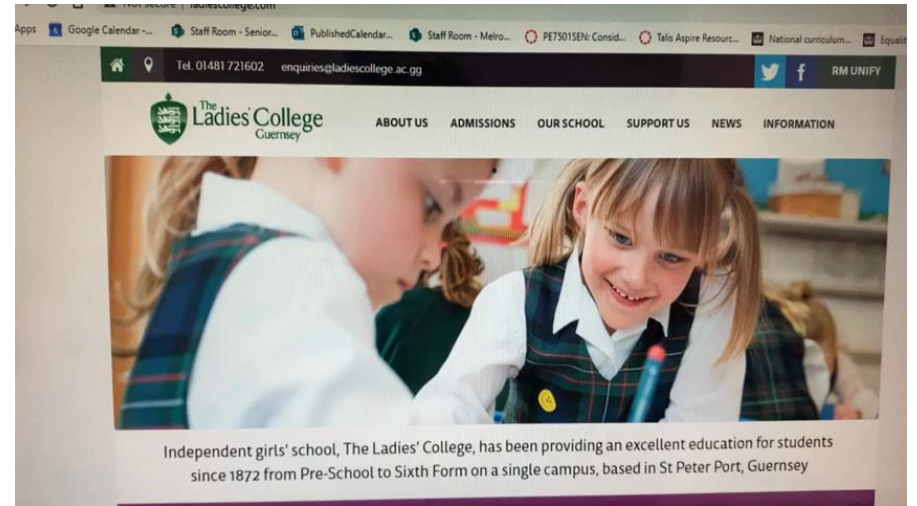
Policies

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

[Word Processing Policy \(pdf\)](#)

Examinations Access Arrangements

[Download EAA Guidance \(docx\)](#)



ENCOURAGE

CREATE

INSPIRE



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Overview of L5 and U5 and what support is available

Mrs Maggie King
Lower Five Year Coordinator



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PSHCE

1 hour per week - builds on the work done in PSHCE 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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PSHCE

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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E-safety

Lower 5 PSHCE

Contraception

Mental Health and Emotional Well Being

Money Management

Gambling

Domestic Abuse

Healthy Relationships

Drugs

Extremism and Radicalisation

STIs



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Homelessness

Tobacco

Careers

E-safety

Upper 5 PSHCE

Pornography

Mental Health and Emotional Well Being

Sexual Health

Post 16 Options

Domestic Abuse

Managing Unwanted Attention

Cancer Awareness

Family Life



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LGBTQ+

Careers



- 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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Effective Revision Course and
Revision Evening - Upper 5

Who's there?

- Tutors
- Year Coordinator
- College Counsellor





Look after yourself..

