



KS3 Curriculum Evening

Howard Barnes
Director of Studies



Development Priorities:

- BYOD
- Independent Learning
- Higher Order thinking and Questioning Skills
- Well-being
- Learning Support



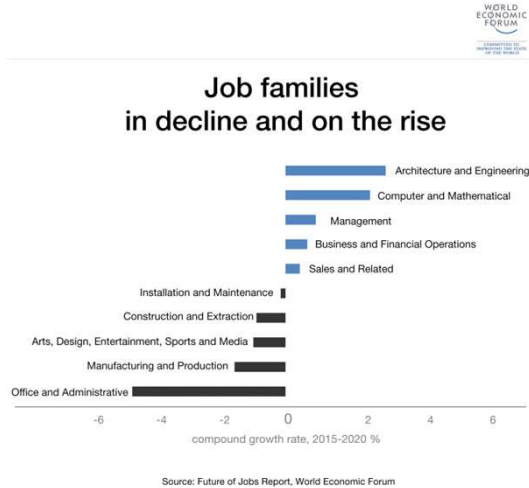
The Ladies' College Aims

Our aims

- To encourage each girl to grow in confidence, enjoy her talents to the full and value the qualities of others.
- To provide an environment in which girls grow up happily, develop wide interests and make lifelong friends.



Educating for the jobs for the future

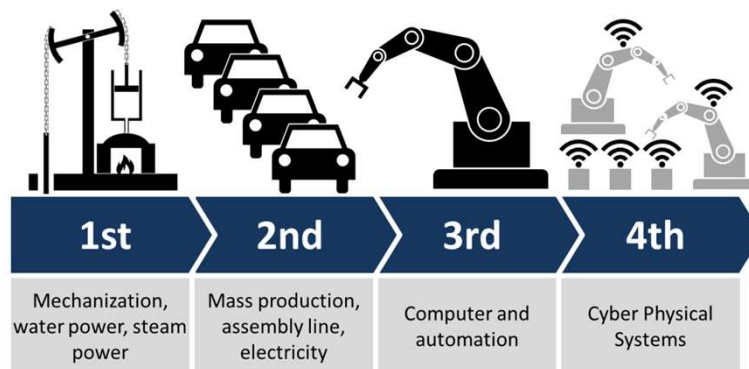


A decade ago, we couldn't imagine many of the jobs that exist today. Roles like social media manager and cloud services engineer weren't really possible.

<http://www.businessinsider.com/popular-jobs-in-the-future-2013-9#-20>

How many of these are a reality 4 years later...

What does this mean?



Money, money, money – Fortune 500 most valuable companies in USA 1990 - 2018

	1990
Company Name	\$Million
General Motors	173,297.1
Ford Motor	160,893.3
General Electric	128,344.0
Exxon Mobil	83,219.0
Intl. Business	77,734.0

	2018
Company Name	\$Billion
Apple	926.9
Amazon.com	777.8
Alphabet	766.4
Microsoft	750.6
Facebook	541.5

How the internet changed the world



How we work?



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How the internet changed the world



How we work?



Google

How the internet changed the world



BYOD Policy

Remove to Upper Five must have a Bring Your Own Device (BYOD) which can be as simple as a smartphone or more complex, such as an iPad, tablet or laptop. Students should also have headphones with them.

Students should access the internet through the College network. This automatically filters and monitors unsuitable content, including stopping social media notifications.



BYOD Policy

Where parents **choose** to allow students to use a device with 4G we would ask that social media notifications are turned off during the working College day and that the device does not contain age-inappropriate content/applications e.g. Facebook (13+), Instagram (13+), WhatsApp (16+).
<https://www.net-aware.org.uk/networks/>

is run by the NSPCC and lists age limits for many common social networks as well as providing guidance.



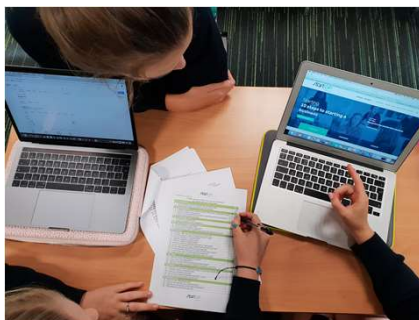
BYOD Policy

- Devices should not be used in lessons without the permission of the member of staff.
- Devices should not be used in corridors or the Core.
- Any device can be confiscated for the day by any member of staff, if they feel a student is not conforming to guidelines – it will be handed to reception for safe keeping. Confiscated items can be collected at the end of the College day from reception.



What we are doing:

- Digital Champions
- Devices
- System upgrades
- Office 365
 - Communication
 - Collaborative learning
- Education, safety and wellbeing.



Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum



Communication and human skills important.
Reformed (I)GCSEs and A-levels have increased emphasis on problem solving skills, especially at the higher grades.

JOINT COUNCIL FOR QUALIFICATIONS

Provisional GCSE (Full Course) Results - June 2018 ¹ (All UK Candidates)

CUMULATIVE PERCENTAGES of Subject Results by Grade and by Gender

The figures in brackets are the equivalent provisional figures for 2017.

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade			
				A/7	C/4	G/1	U
All Subjects	Male	2725584 (2707303)	100.0 (100.0)	17.2 (16.4)	62.3 (61.6)	97.8 (97.9)	100.0 (100.0)
	Female	2744492 (2750023)	100.0 (100.0)	23.7 (23.7)	71.4 (71.1)	98.8 (98.9)	100.0 (100.0)
	Male & Female	5470076 (5457326)	100.0 (100.0)	20.5 (20.0)	66.9 (66.4)	98.3 (98.4)	100.0 (100.0)

UK female / male

A/7 = 23.7% / 17.2%

C/4 = 71.4% / 62.3%

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A/7 = 44.3%

C/4 = 98.6%

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Provisional GCE A Level Results - June 2018 (All UK Candidates)

CUMULATIVE PERCENTAGES of Subject Results by Grade and by Gender

The figures in brackets are the equivalent provisional figures for 2017.

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade						
				A*	A	B	C	D	E	U
All Subjects	Male	365395 (373654)	100.0 (100.0)	8.5 (8.8)	26.6 (26.6)	51.6 (51.5)	75.1 (75.3)	90.2 (90.5)	97.1 (97.3)	100.0 (100.0)
	Female	446381 (454701)	100.0 (100.0)	7.6 (7.8)	26.2 (26.1)	54.2 (54.4)	78.7 (79.2)	92.6 (93.2)	98.1 (98.3)	100.0 (100.0)
	Male & Female	811776 (828355)	100.0 (100.0)	8.0 (8.3)	26.4 (26.3)	53.0 (53.1)	77.0 (77.4)	91.5 (92.0)	97.6 (97.9)	100.0 (100.0)

UK female / male

A/A* = 26.2% / 26.6%

A*-E = 98.1% / 97.1%

The Ladies' College

A-A* = 36.1%

A*-E = 100%

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Independent Learning



Try these Anagrams

ecorb	×
gisato	×
tilomb	×
mistend	mindset

If you are an independent learner you will:

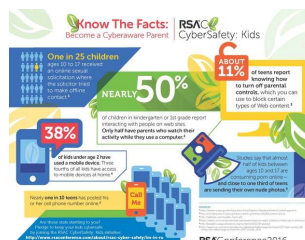
- be motivated to learn
 - Curious
 - Self motivated
 - Risk taking / willing to go outside comfort zone
- manage your own learning
 - Using initiative
 - Resilient
 - Managing time
- reflect on your learning
 - Reflective
 - Accountable
 - Thinking critically



It doesn't mean you have to learn on your own!



The Ladies' College
Guernsey





The Ladies' College Aims

Our aims

- To encourage each girl to grow in confidence, enjoy her talents to the full and value the qualities of others.
- To provide an environment in which girls grow up happily, develop wide interests and make lifelong friends.





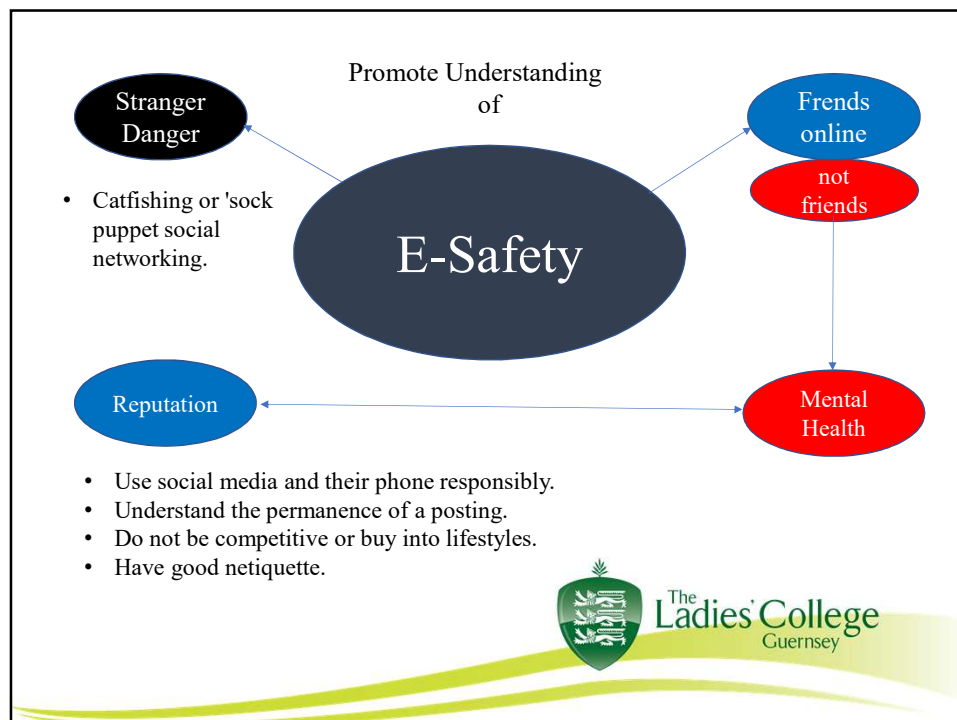
IT Update for Parents E-Safety

Paul Beasley
Head of Curriculum IT & E-Safety



3 Key Concepts

- Cybersecurity – teaching girls to keep their work and their computers safe.
- E-safety – teaching online behaviours that will protect a girl's physical and mental well being.
- Cyberethics – teaching girls good netiquette and understanding online opinions. (ideology)



Mobile Phones

- All students have signed an 'Acceptable Use Policy'.
- Know how your child's phone works (e.g. Bluetooth, Internet access)
- Agree the type of content that you would like for them to download, receive, or send.
- Save any abusive messages/inappropriate images as evidence.
- Decide consequences for over charges.
- Social Media accounts access



What do we do to support your daughter?

- IT Lessons (KS3)
- PSHEE Curriculum
- Assemblies
- Filtering
- Safeguarding Reports



Safeguarding Reports on our system.

- Report's printed daily.

Pornography

Self-Harm

Racism/Intolerance

Bullying

Weapons

The screenshot shows the Smoothwall web filtering interface. The 'REPORTS' tab is selected. A sidebar on the left lists various report categories: Reports, Safeguarding, Pornography, Self-Harm, Racism/Intolerance, Bullying, and Weapons. The main area displays a 'Full report' for 'Safeguarding'. It includes a table with columns for 'User (Group)', 'Level', and 'Safeguarding'. The table lists various user groups and their associated safeguarding levels, with 'A' and 'B' levels indicated in red and green respectively. The interface also includes a search bar and a 'LOG OUT' button.

smoothwall®
Web Filtering + Security



What can you do to support your daughter?

- Talk about the issues
- Contact the School
- Educate yourself

www.thinkuknow.co.uk - 11-13 / 'Need Advice?'

- Digital Ace Event -

Saturday 2nd February 2019 – Beau Séjour Centre
9.00am till lunch





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Higher Order Thinking and Questioning Skills

Chris Roughsedge
Deputy Principal (Learning)

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.

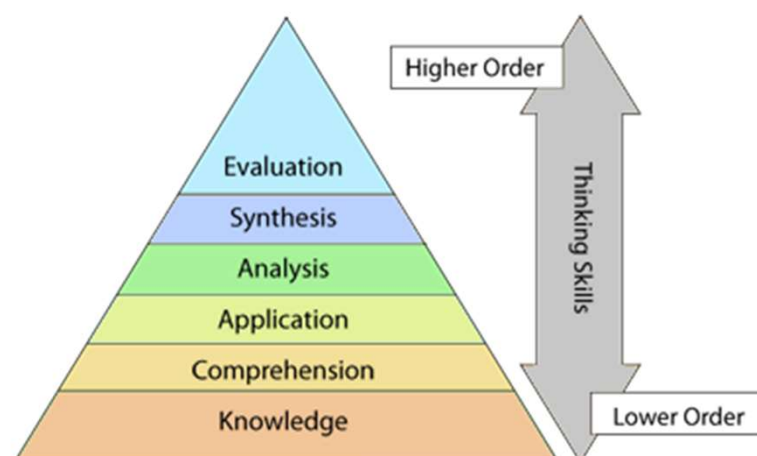
Questions of....

- Purpose
- Information
- Interpretation
- Assumption
- Point of view
- Relevance
- Accuracy

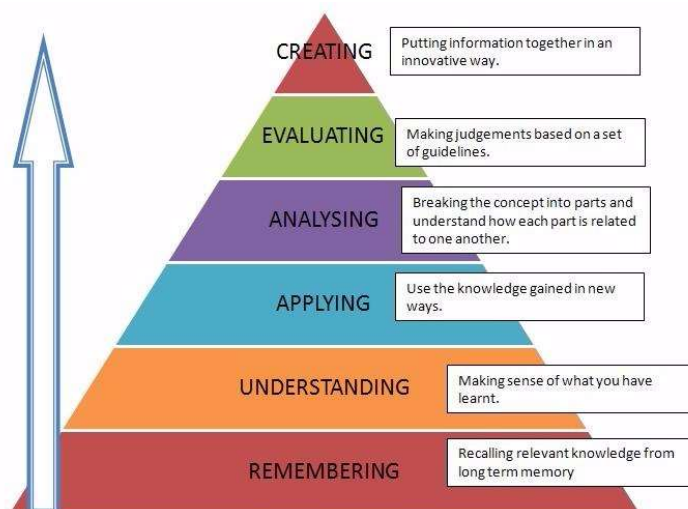
HOT&QS

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

Bloom's Taxonomy (1956)



Bloom's Taxonomy (Revised 2001)



Finished your task? Can you **CHALLENGE** your way up to the top of the skills ladder, by completing one of these tasks on a topic?

Create

Can you create a resource to teach your parents about this topic?! Can you create your own questions and mark schemes for this topic? Can you create your own website/YouTube video about a topic?

Evaluate

Can you form coherent point, evidence, explain (PEE) paragraphs on this topic? Can you find any additional evidence to support your point of view? Can you critique the topic with your own ideas?

Analyse

Can you offer an alternate point of view to the topic studied? Can you contrast or compare what you have learnt in one subject to another? (e.g. science vs. RE).

Apply

Can you explain a real life example of the topic? Can you form connections between this topic and others you have looked at (mind map)? Can you apply what you have learnt to recent issues in the news?

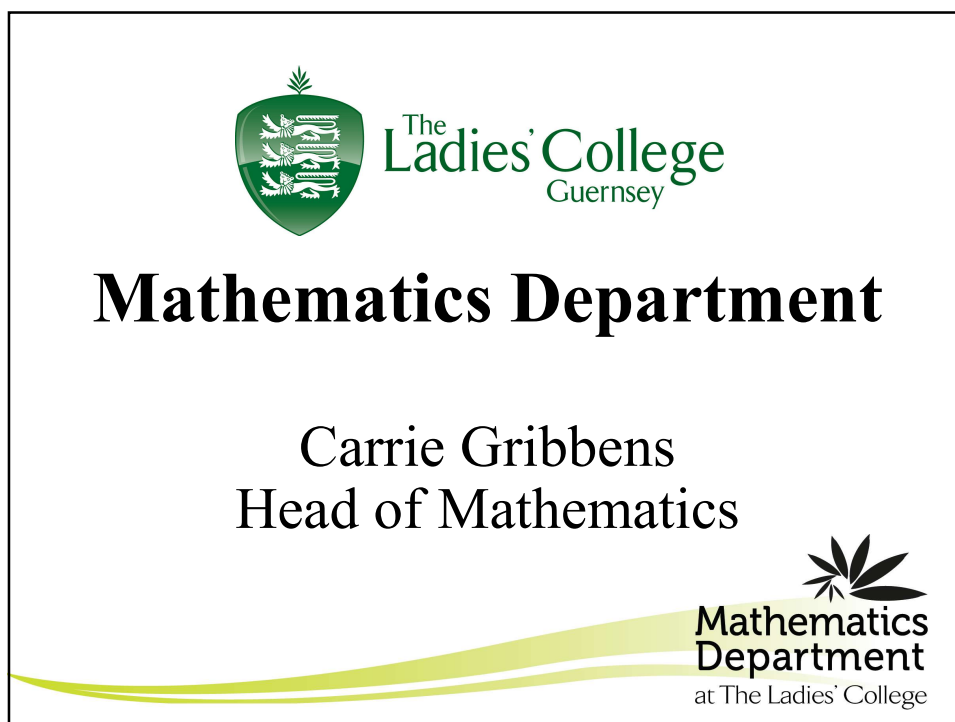
Understand

Can you summarise the topic in your own words? Can you create a glossary of the key terms? Can you link all of the key terms and points together coherently? Can you create a flow chart or diagram to explain a new process you have learnt?

Remember

Can you create flashcards (with questions on one side, answers on the other) for someone to test you with? Can you create a knowledge organiser? (one page summary of a topic?). Can you remember the key content of a topic without notes?

Use this to structure your independent study time and revision too!



1. What is the value of $(222 + 22) \div 2$?


A 111

B 112

C 122

D 133

E 233



**Mathematics
Department**
at The Ladies' College

5. My train left Southampton at 06:15 and arrived in Birmingham at 08:48 later that morning
How many minutes did the journey take?

A 153

B 193

C 233

D 1463

E 1501



**Mathematics
Department**
at The Ladies' College

Does Maths have an image problem?

How can we help?



Curriculum

- Number
- Algebra
- Shape and Space
- Data Handling





The learning environment


**Mathematics
Department**
at The Ladies' College

Setting




**Mathematics taught
in 4 sets**



Why have sets?



**How do we choose
your daughter's set?**


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at The Ladies' College

Lessons

- Three hours per week
- Two homeworks per week
 - Remove 20 minutes
 - Lower and Upper 4, 25 minutes



Learning Mathematics

**Procedural
skills**



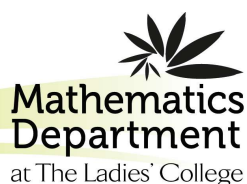
**Understanding
Mathematical concepts**

- Working with understanding
- Problem solving
- Higher Order thinking skills



How you can support your daughter?

- Be encouraging and positive about her ability. Building confidence is key
- Help her to follow methods taught in class
- Help her to learn her tables in Remove, and try to avoid using a calculator
- Practice makes perfect
- My Maths mymaths.co.uk
Username: ladiescollege Password: symmetry
- Encourage her to seek help if stuck



Extra-curricular

- Maths Challenge (UKMT)
- Team Challenge
- Games Club – Monday lunchtimes
- Lower School Drop-in run by Maths Prefects
 - A Level Drop-in on Wednesday lunchtimes
- National Student Robotics competition





Learning Support

- Available throughout the College, including Sixth form
- Miss Alison Coubrough-Barnett (Head of Learning Support) acoubrough-barnett@ladiescollege.ac.gg
- Mr Dave Herschel dherschel@ladiescollege.ac.gg
- Individual weekly one-to-one sessions
- Can take place instead of additional language in Upper Four – group sessions
- Exam access arrangements (extra time, etc.) – JCQ regulated – full details on website



We are currently supporting girls in the following areas:

Dyslexia	ADHD
Dyspraxia	Study skills
English	Personal organisation
Spelling	Exam technique
Maths	Revision technique
Sciences	Essay writing
Humanities	Independent learning
Languages	Memory and processing difficulties
.....and any other area that they would like to address	





Looking ahead and future choices

An overview of the curriculum



Remove

- Art
- Drama
- DT
- English
- French
- Geography
- History
- IT
- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science
- Optional private study



Lower Four

- Art
- Drama
- DT
- English
- French
- **German**
- Geography
- History
- IT
- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science – **Biology, Chemistry, Physics**
- Optional private study.

Students will have taster lessons in Spanish to help them make their language choices in U4.



Upper Four

- Art
- Drama
- DT
- English
- Geography
- History
- IT
- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science – Biology, Chemistry, Physics
- 2 languages from a choice of 3: French, German or Spanish



Upper Four

- Lessons finish at 4pm Monday to Thursday.
- In the Lent term students choose their (I)GCSE subjects:
 - English Language, English Literature, Mathematics and Science are compulsory
 - Remaining 11 (I)GCSE subjects placed in blocks
 - Blocks designed individually for each year group
 - Subject information handbook and Options Evening
 - PSHEE lessons look at decision making process
 - Discussions with students / parents



Sixth Form

- Study 3 subjects from a choice of 27
- Partnership with Elizabeth College – students at either College have access to a greater range and combination of subjects.
- Diploma, Extended Project Qualification and many enrichment and leadership opportunities
- Further develop Independent Learning skills
- Careers and weekly time with their Tutors

