The Ladies' College

Guernsey

KS3 Curriculum Evening

Howard Barnes
Director of Studies

Development Priorities from last year and updates:

- BYOD

- Well-being

- Learning Support

- Independent Learning

- Higher Order thinking and Questioning Skills

Previous presentations are available on our website.

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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 that she can be.

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Bring Your Own Device (BYOD)

- Planning and implementation

- Parents evening

- Infrastructure upgraded

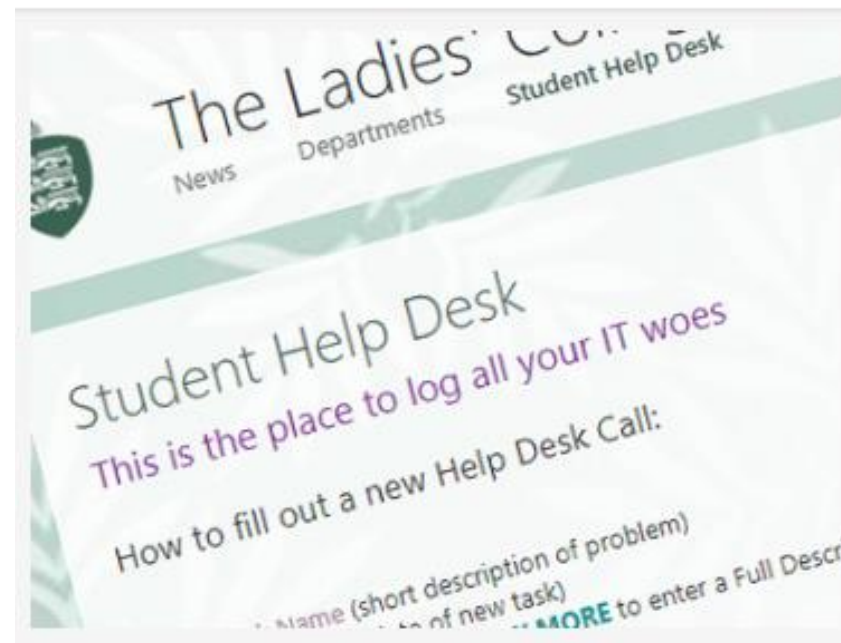- Devices prepared

- Staff training

- Making it all work!

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The IT Team...

... and Help desk

Mrs J le Cras
Network Manager

Mr H Fears
IT Technician

Mr N Bougourd
IT Technician

The Ladies'
News   Departments   Student Help Desk

Student Help Desk
This is the place to log all your IT woes

How to fill out a new Help Desk Call:

Name (short description of problem)
of new task)   MORE to enter a Full Descr

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Bring Your Own Device (BYOD)

Remove students required to have either a Microsoft Go or Surface Pro.

These devices are the **students digital learning device** and are **managed on The Ladies' College** network through Microsoft Intune.

All students will be required to have the one of these managed devices **by September 2021**.

Current BYOD Policy

Lower Four 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.

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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.

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Moving forward:

- Office 365 training

- Use in lessons

- Use by students

- Education, safety and wellbeing

- *Survey, review, address and continue implementation plan*

- *Next order window shortly*

Communications to Parents

We rolled out Parent Portal to parents last year (accessed via www.rmunify.com)

- See/check details
- **Download reports**
- **Attendance data**
- Timetable
- *Behaviour* (not currently used)

www.ladiescollege.com
for help and support.
RM Launchpad

- device ordering Form
- Other useful links

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Communications to parents

- ParentHub app
  - available now, invite has been sent
  - Website has details in the event of queries
  - replaces the GroupCall emails and prevents spoofing/phishing attacks
- CareMonkey
  - details later via Mr Henderson
  - enables completion and return of forms electronically
  - ease of use, no lost forms!

IT Update for Parents E-Safety

Paul Beasley
Head of Curriculum IT & E-Safety

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3 Key Concepts of online safety

- Cybersecurity – teaching girls to keep their work and their computers safe in the online world.

- E-safety – teaching online behaviours that will protect a girl's physical and mental well-being.

- Cyber-ethics – teaching girls good netiquette and understanding the internet and how it works and is populated.

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Promote an understanding of

Stranger Danger

Frends online

not friends

E-Safety

- Catfishing or 'sock puppet social networking.

Reputation

Mental Health

- Use social media and their phone responsibly.
- Understand the permanence of a posting. Digital tattoo.
- Do not be competitive or buy into lifestyles.
- Have good netiquette.

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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 use.

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What do we do to support your daughter?

- IT Lessons (KS3)
- PSHEE Curriculum in form time.
- Assemblies
- Filtering
- Safeguarding Reports

INFORMATION / Bring your own Device

Bring your own Device (BYOD)

The College has installed a campus wide wireless network that enables students to bring in their own devices into school. These devices can be of any type, Apple, Windows or Android and these can be used in lessons, for homework and project work whenever appropriate. This web site is designed to help you get you devices connected to the College wireless system, help you access and save your work and suggest apps that you will find useful to have on your device.

If you do use your device in College you must make sure that the files it contains do not contravene the College Acceptable Use policy and that files that you need for your subjects are backed up.

To connect your iPad or mobile device to the College Wireless system you will need to use

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Safeguarding Reports on our system.

Report's printed daily.

Pornography
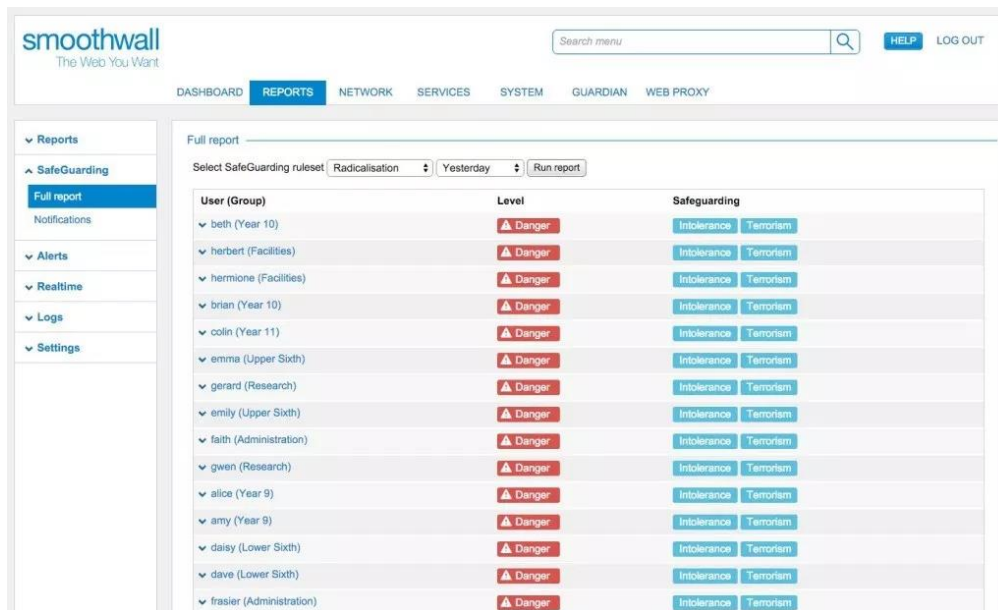
Self-Harm

Racism/Intolerance

Bullying

Weapons

Substance abuse

What can you do to support your daughter?

- Talk about the issues

- Contact the School

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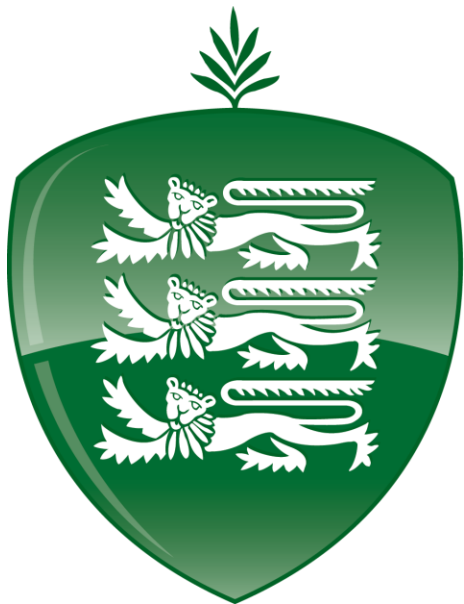
www.thinkuknow.co.uk   - 11-13 / 'Need Advice?'

- Digital Ace Event -

Saturday 8th February 2020 – Beau Séjour Centre 9.00am till lunch.

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General principles - Reporting

- Half termly contact
  - Parents evenings
  - Interims
  - Reports

- Meaningful and informative
  - Supports <u>each</u> student to achieve their best
  - Individual progress of <u>each</u> student
    - Within a subject
    - Over time

- Reviewed and actioned
  - Teachers
  - Students
  - Year Co-ordinators

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Reporting - overview

- Interim in Michaelmas term

- Students and Tutors discuss and set targets

- Parents evenings + exam results for L4/U4 only

- Interim in Lent term

- Targets and progress reviewed with Tutors

- Trinity exams (Remove / L4 / U4)

- End of Year report summarising achievement and suggesting future targets

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Roles and evaluation

- Subject teachers and students
    - What is the/my current level?
    - What is the/my desired level?
    - What needs to be done to achieve this?

- Tutors and students
    - Review trends and look for patterns or anomalies
    - Reflection
    - Accountability

- Year Co-ordinators
    - Overall patterns
    - Significant deviations

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Assessment and Reporting

- Interims
  - Knowledge and Understanding
  - Organisation
  - Independent Learning
  - Effort
- Meeting Expectations
- Exceeding Expectations
- Working Towards

Information sheet sent out

What is the expectation?

The expectation is where each student is expected to be, in each subject and at each time.

May be different for each student.

Based on previous assessments:

- Teacher assessment and judgement

- Past examination scores (standardised)

- MidYIS (YELLIS in L5 / ALIS in L6)
    - Can indicate expected attainment profile

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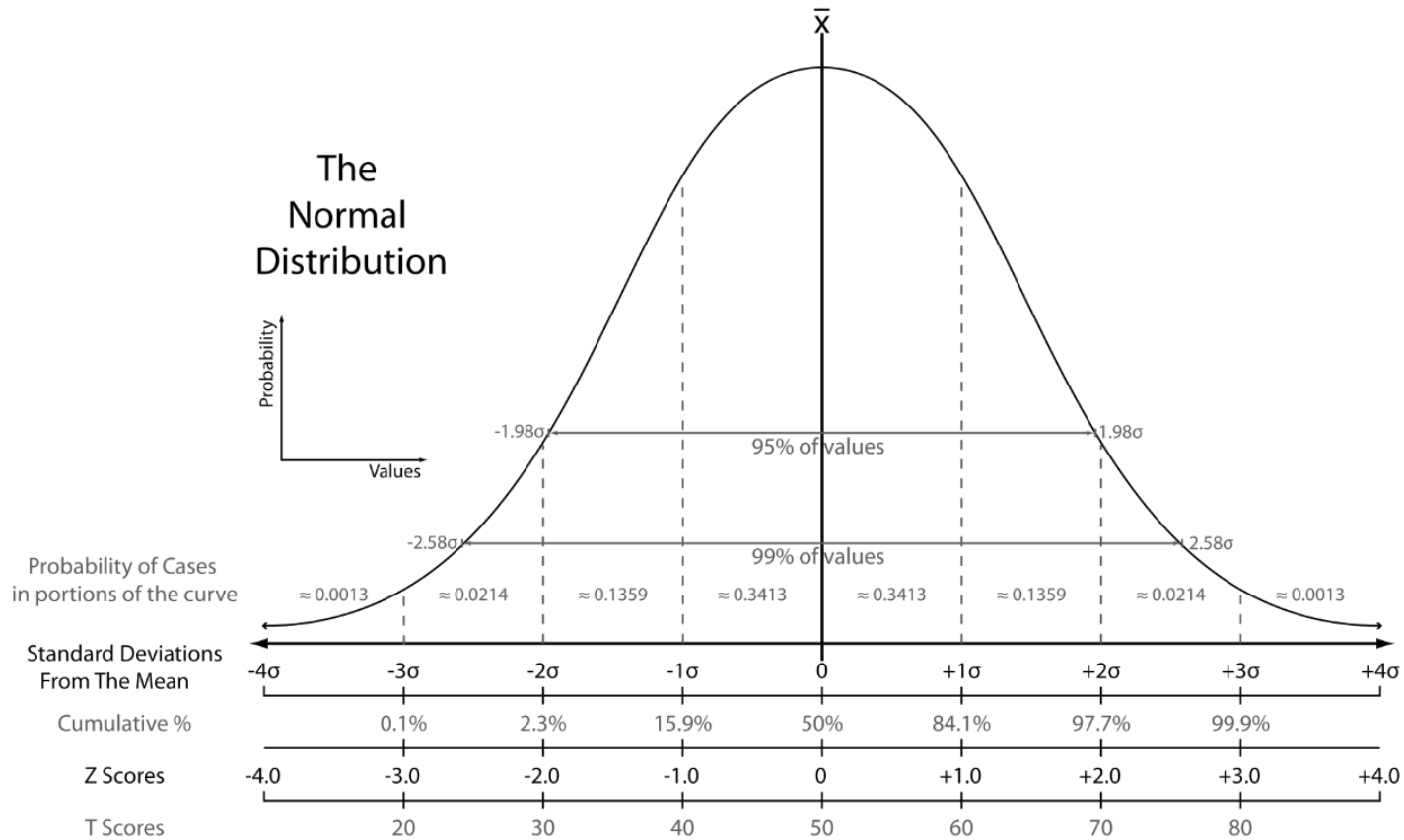Guernsey

Measuring academic potential

MidYIS sat in Remove

- Centre for Evaluation and Monitoring (www.cem.org)

- Used by over 2000 schools

- 4 sections - vocabulary, mathematical, non-verbal (shapes/spatial awareness) and skills (perceptual speed/accuracy)

- Nationally standardised across a large population with a mean of 100 and standard deviation of 15

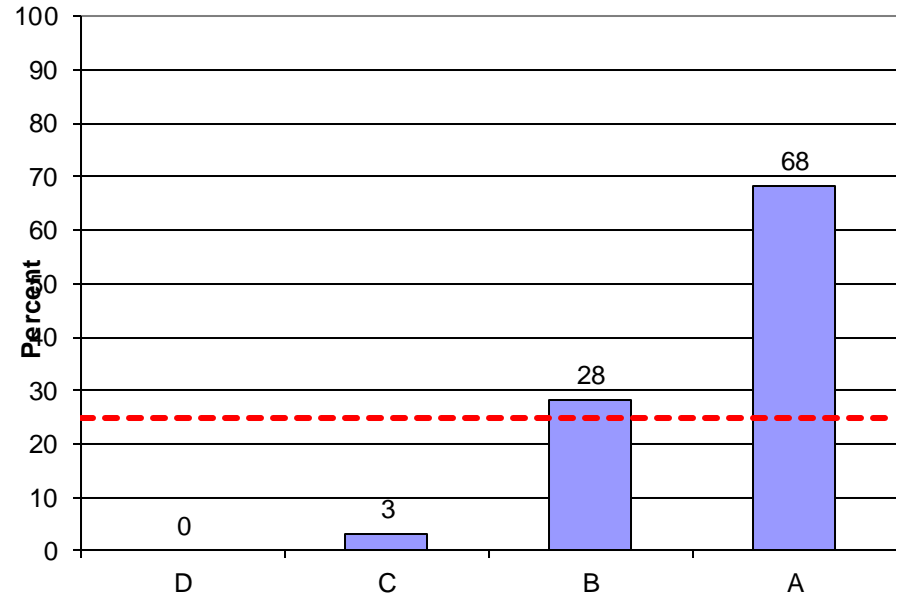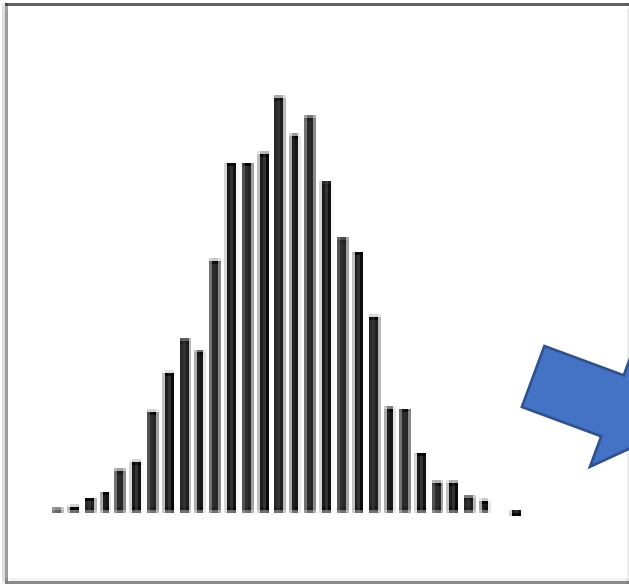The Ladies' College
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The Normal Distribution

Probability

Values

$\bar{x}$

-1.98σ ← 95% of values → 1.98σ

-2.58σ ← 99% of values → 2.58σ

| Probability of Cases in portions of the curve | ≈ 0.0013 | ≈ 0.0214 | ≈ 0.1359 | ≈ 0.3413 | ≈ 0.3413 | ≈ 0.1359 | ≈ 0.0214 | ≈ 0.0013 |

Standard Deviations From The Mean	-4σ	-3σ	-2σ	-1σ	0	+1σ	+2σ	+3σ	+4σ
Cumulative %		0.1%	2.3%	15.9%	50%	84.1%	97.7%	99.9%	
Z Scores	-4.0	-3.0	-2.0	-1.0	0	+1.0	+2.0	+3.0	+4.0
T Scores		20	30	40	50	60	70	80	

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The Ladies' College population

Our MidYIS results

- We are selective

- Historically mean MidYIS of 118

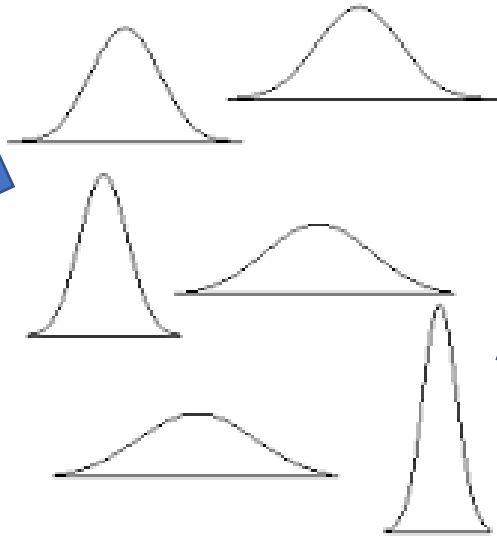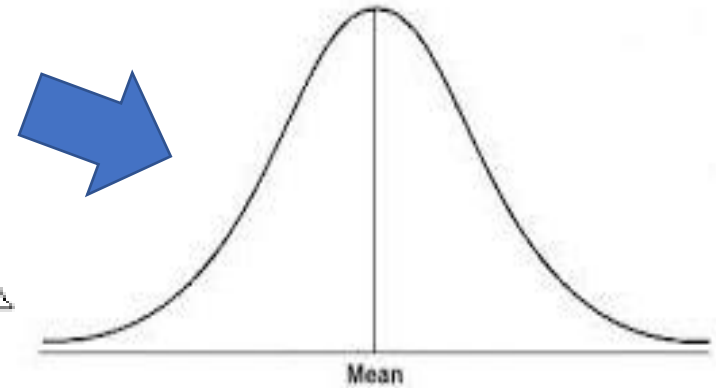- We use our MidYIS results and standardise all our internal examinations against these

The individual distributions

The normalised scores

Results from exams

Mean

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Our standardised scores

Enable comparisons to be made for each student

• Between subjects

• Within a single subject over a period of time

Every subject has the same mean score

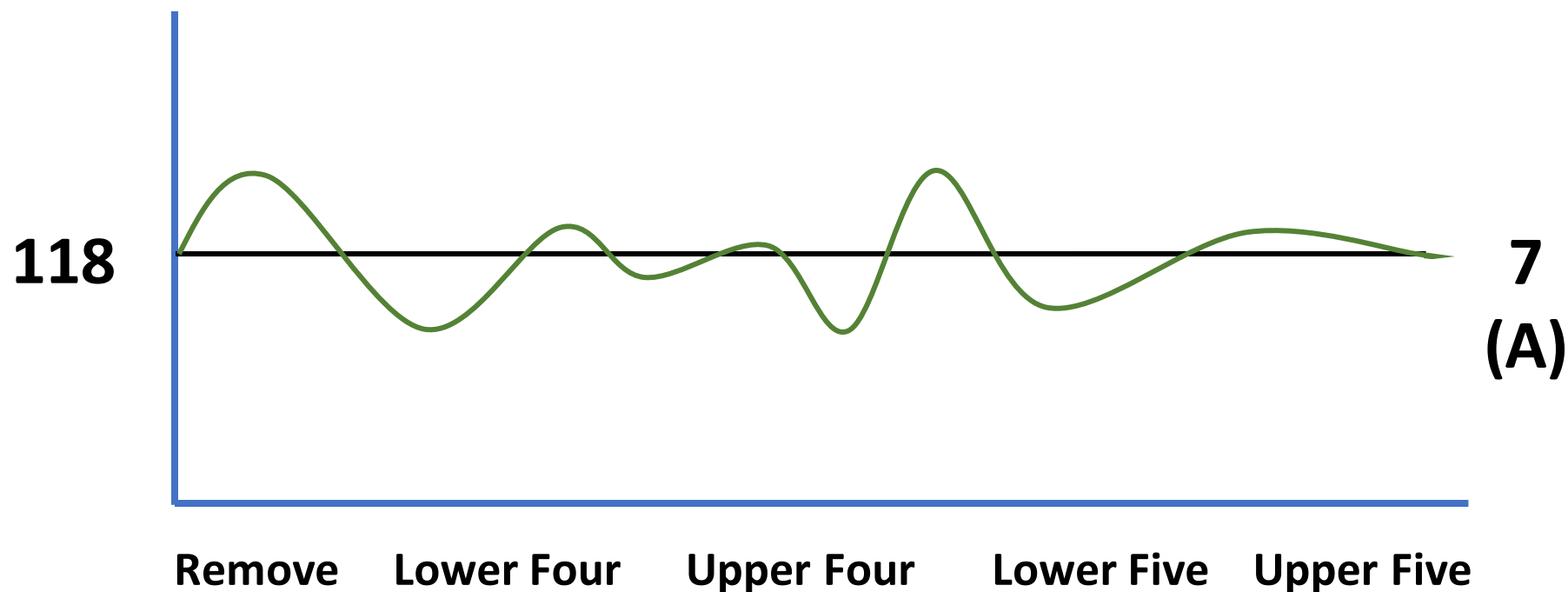About two thirds of students will score between 103 and 133

A change of 5 is significant - look for a trend to support

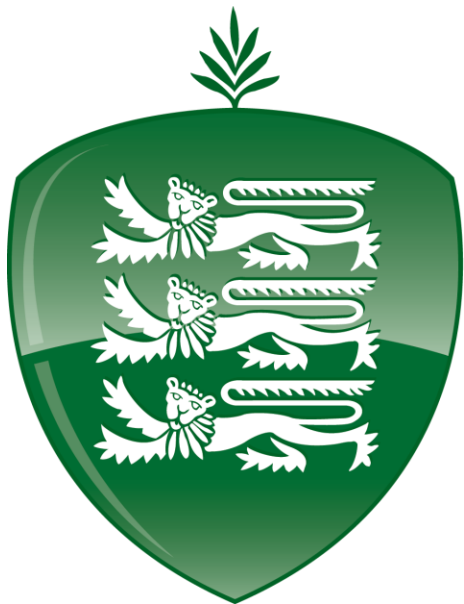Used to track progress – maintaining same score is progress!

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Our standardised scores

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Educating the mind without educating the heart is no education at all.

(Aristotle)

PSHEE

Personal, Social, Health and Economic Education

Aim: To support our girls to live happy, healthy and safe lives.

- Remove and Lower 4 – 30 minute lesson per week
- Upper 4 to Upper 5 – 1 hour lesson per week

Each year, girls will cover the following topics:

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

PSHEE

Agency Support

The following agencies are supporting our PSHEE teaching in school this year.

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

Remove PSHEE topics

Health and Wellbeing	Relationships	Living in the wider world
• Healthy Lifestyle (diet, exercise, sleep) • Drug awareness (Action for Children) • Tobacco • Conception and Puberty (SHARE) • Preventing Infection	• Identity • Respecting diversity • Bullying and cyberbullying • Managing conflict • Healthy and unhealthy relationships (The Youth Commission) • Different types of relationships • Family life	• Values • Careers • Money management

Lower Four PSHEE topics

Health and Wellbeing	Relationships	Living in the wider world
• Basic First Aid • Risk and personal safety • Alcohol awareness (Action for Children) • Mental health • Body image • Drug awareness (Action for Children)	• Domestic abuse (The Youth Commission) • Consent and the law (SHARE) • Pressures on teenagers and teen pregnancy (SHARE) • Cyberbullying/sexting • Peer pressure • Self-esteem	• Prejudice and Discrimination • Racism • Disability • Digital safety • Online propaganda

Upper Four PSHEE topics

Health and Wellbeing	Relationships	Living in the wider world
• Safe and unsafe social groups (gangs) • Work/life balance • Diet/dieting • Digital resilience • Healthy and unhealthy coping strategies • Drug awareness • Alcohol awareness • Road Safety (Police)	• Domestic abuse (The Youth Commission) • Child sexual exploitation (The Youth Commission) • Sexual relationships and keeping safe (SHARE) • Gender stereotypes • Diversity in the media • Managing relationships online/staying safe	• Recognising skills for employment • Identifying strengths and personal qualities • Career aspirations • GCSE option process • Local government/States of Guernsey • Developing enterprise skills

Declining Student Resilience:
A serious problem for colleges
College personnel everywhere struggling
with students' increased neediness

The Poison of
Perfectionism

Rising number of stressed students seek help

ANXIETY AND DEPRESSION IS RISING
AMONG TEENAGERS

Why It's Harder Than Ever for Teens Today:
Is Self-Esteem at an All Time Low?

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VALUES

Trustworthiness
Citizenship
Respect
Honesty Courage
Fairness Caring Integrity
Responsibility
Diligence

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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

- 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

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

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Exam Access Arrangements

Exam Access Arrangements

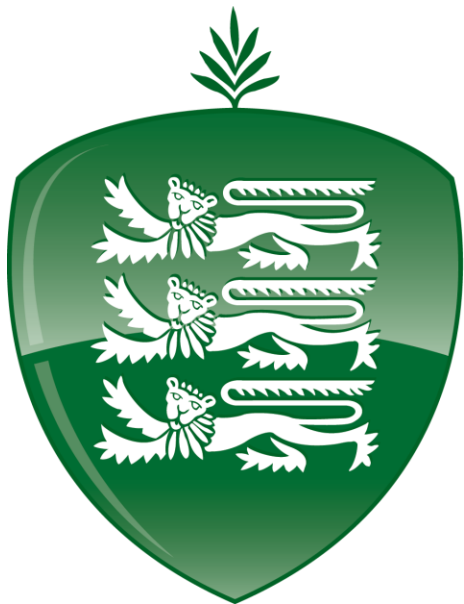Governed by strict guidelines from JCQ (Joint Council for Qualifications)

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

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Reviewing the Curriculum

Curriculum review

- Continual review and collection of data
- Last significant review in 2015-16
- Evidence based / best practice
- Changes introduced include
  - French no longer the compulsory Modern Foreign Language (MFL)
  - Choice of 2 of French, German or Spanish in U4...

  (...or Learning Support + 1 language)
  - A least 1 MFL language to be chosen for GCSE
  - More PE
  - Equal lesson time (Options)

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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

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

- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science – Biology, Chemistry, Physics
- Optional private study.

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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

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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

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(I)GCSEs

- Most students 10 (I)GCSE subjects
- 11 if Statistics taken (Maths set1)
- 9 if Dual award Science
- 4 Optional subjects from choice of 11
- Must include at least one MFL
- Changes to (I)GCSE courses
- Changing skill set – future skills, future learning

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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

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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!

Next review cycle

- New GCSEs
- 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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