The Ladies' College Guernsey

L5 Curriculum Evening

Howard Barnes
Director of Studies

The Ladies' College Guernsey

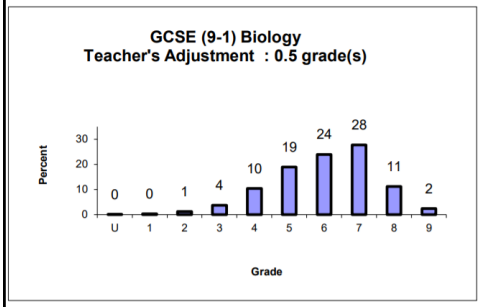
Year Eleven Information System

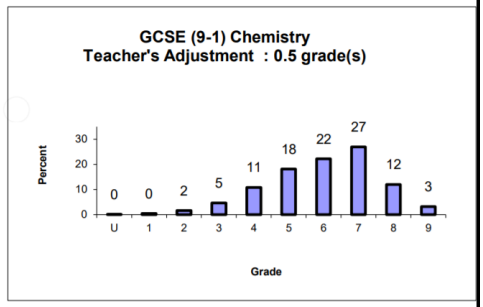
YELLIS assesses three key areas of learning:

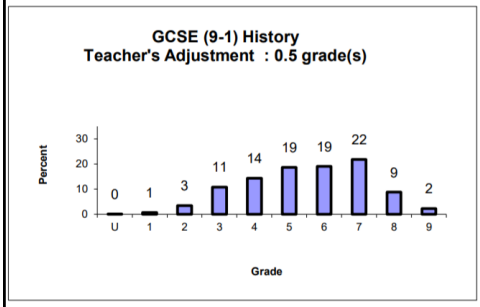
- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – ability to match patterns, reflections and rotations and apply visual intuition

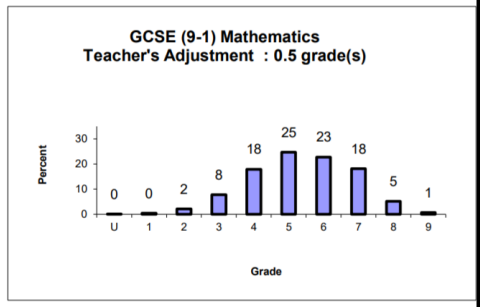
A statistical chances graph is then produced for each subject, using past data on how previous students with a similar profile have performed in examinations.

The Ladies' College Guernsey

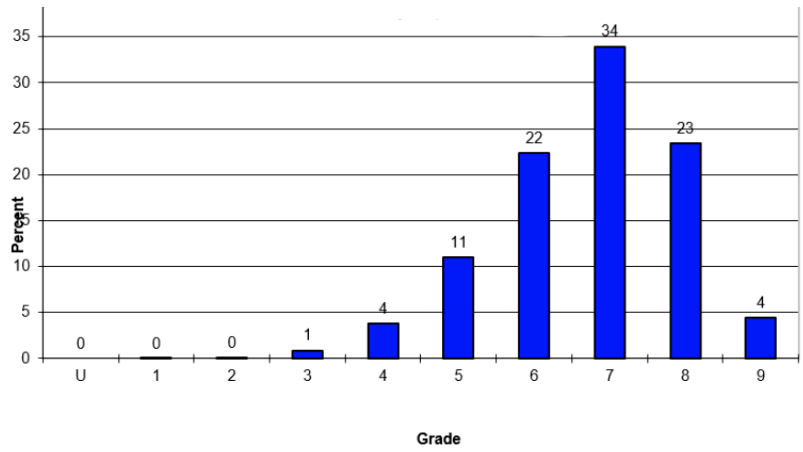








The Chances Graph



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.

The Ladies' College Guernsey

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).

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.

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.

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.

- 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.**

The Ladies' College Guernsey

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 a least the target grade? You should review these regularly.
- Discuss and agree a Target grade with your teacher.

The Ladies' College Guernsey

Where can you go for help?

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

The Ladies' College Guernsey

The Ladies' College Guernsey

The Ladies' College Guernsey

Independent Learning and Higher Order Thinking and Questioning Skills

Chris Roughsedge
Deputy Principal (Learning)

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.

Motivated

Curious
Self-motivation
Risk taker

Manage own learning

Initiative
Resilient
Time management

Reflect on learning

Reflective
Accountable
Critical thinker

How many of you…..?

- Revise a little bit every day?
- Cram all your revision into the night before
- Re-read information lots of times.
- 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.
- Use kahoot or quizlet to self-test at home.

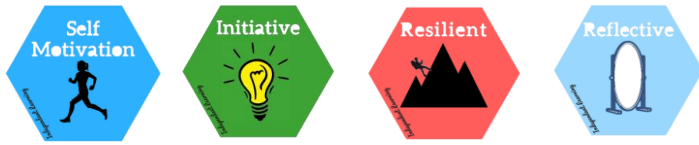
Effectiveness of specific learning techniques

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

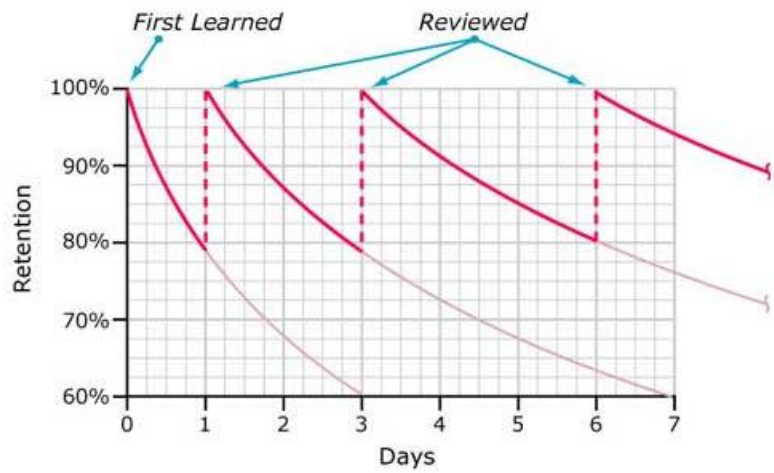
EEF: Metacognition and self-regulated learning guidance report, 2018

Challenges of independent 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.



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.

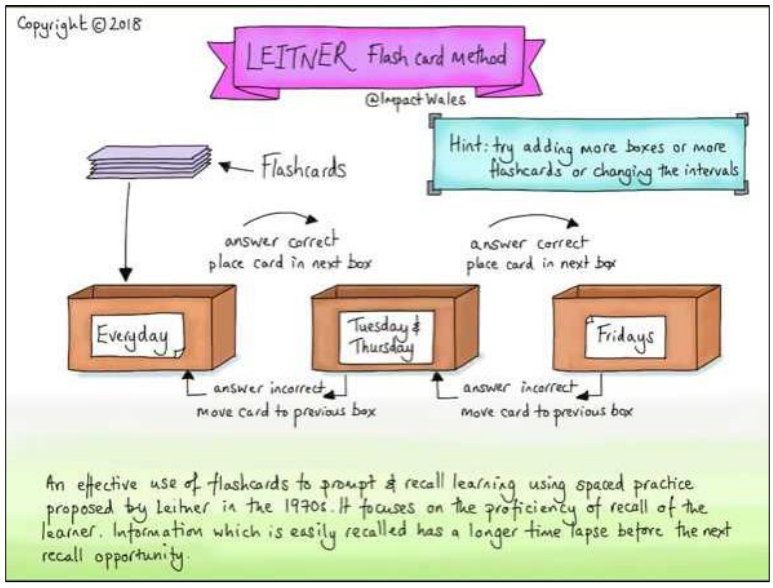
Independent learning - retrieval practice

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

Quizlet

Kahoot!

Flashcards



Elaborative interrogation

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

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.

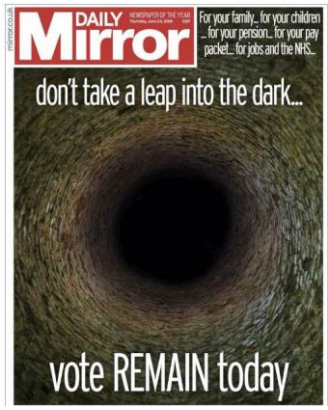
Questions of….

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

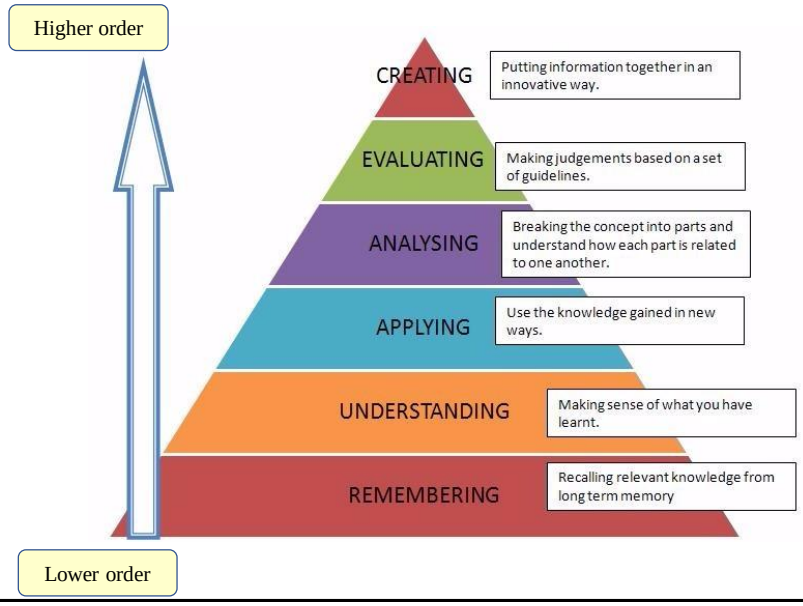
HOT&QS

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

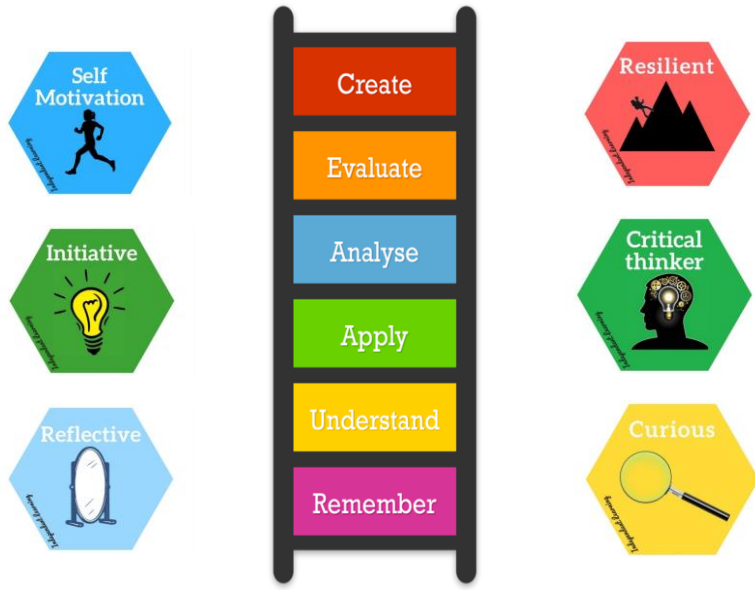
June 23rd 2016



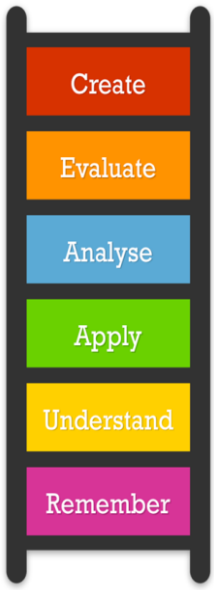
Bloom's Taxonomy (Revised 2001)



Independent learning and HOT&QS



Independent learning and HOT&QS



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 that 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?

Independent learning and HOT&QS

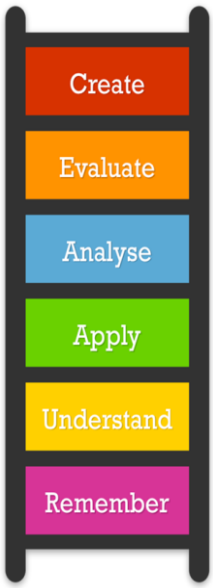
Analyse

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?

Independent learning and HOT&QS



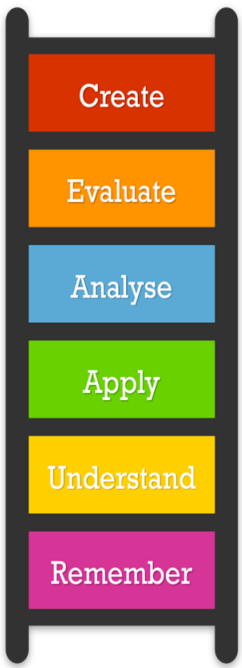
Create

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?

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?



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?

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?

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).

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?

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?

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!

The Learning Scientists

http://www.learningscientists.org/

The Ladies' College Guernsey

The Ladies' College Guernsey

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
- Group sessions with Mr Herschel for Double Science Award students

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

The Ladies' College Guernsey

Learning Support

Exam access arrangements (extra time, etc.)

- JCQ regulated – full details on school website in 'information' section
- Must be assessed no earlier than Year 9 (Upper 4)
- Assessor in College every term
- Have to demonstrate that the access arrangement is the student's 'normal way of working'
- Will be valid for Sixth Form if the access arrangement is still needed

The Ladies' College Guernsey

The Ladies' College Guernsey

The Listening Room

Catherine Ogier

The Ladies' College Guernsey

The Ladies' College Guernsey

L5 Curriculum Evening

Howard Barnes
Director of Studies

The Ladies' College Guernsey

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.

The Ladies' College Guernsey

What we are doing:

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

The Ladies' College Guernsey

The
Ladies' College
Guernsey