

## Curriculum Policy

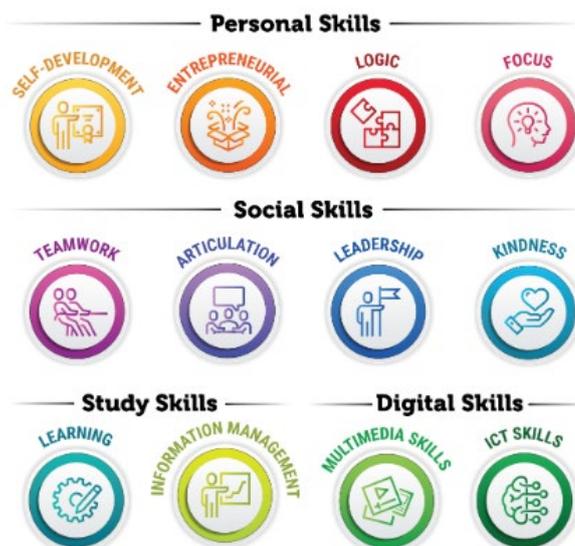
### Curriculum in the Senior School and Sixth Form

The College's curriculum is designed to offer all students a broad, balanced and relevant education that inspires students to learn and provides secure foundations for future study, employment, attainment and intellectual enrichment. It aims to help to achieve our aims:

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

We recognise that we are educating our students to make the most of the opportunities of the future and the importance of skills such as Independent Learning for each student to be the best they can be in our rapidly changing world. We keep our curriculum under review including a formal review every 3-5 years. This includes feedback collected from students and parents and factors such as national/local changes in education or our student profile. We also take account of evidence based reports and those predicting future trends such as [Microsoft report: The Class of 2030 and Life-Ready Learning](#), [World Economic Forum: Future of Jobs Report](#), [World Economic Forum: Global Gender Gap report](#) and articles such as those published in the "Curriculum Journal". Our latest curriculum review was completed in 2019-21 and has included the addition of GCSE PE and our Digital Enterprise course as Key Stage 4 (KS4) options, along with the introduction of Food Technology, moving the choice of languages studied with the option of Learning Support earlier and, for 2021/2, the introduction of our Future-Ready skills course in Remove. Future-Ready skills is an evolution of our previous Independent Learning program and builds on work previously communicated as 21<sup>st</sup> Century skills alongside our Digital Strategy. We give regular updates to parents and students at our Curriculum Evenings held in the Lent term. Past presentations can be found on our website <https://www.ladiescollege.com/our-school/senior-school/curriculum-evening>

# Future-Ready Skills



(See Appendix 1)

In the earlier years, students are given experience of as many subjects as possible, while ensuring that English and Mathematics are developed to support their progress through the College. As they progress through the school, choices are made so that they can reach the depth necessary to achieve their potential at (I)GCSE. We believe that a core (I)GCSE curriculum of English, Mathematics, Science, and a recommendation to study a Modern Foreign Language (MFL) provides a sound basis for progression to A-level study or to other further education, training or employment. We offer up to 11 (I)GCSE subjects per student (including Separate Sciences and Statistics for more able students) of which 4 are chosen from a choice of 13 options to broaden students' perspective and provide a wide platform for the 27 A-level choices currently available along with a Financial Studies Certificate/Diploma.

The College structure is:

Year group	Equivalent	Curriculum
Remove (Rem)	Year 7	Core
Lower Four (L4)	Year 8	Core + choice of 2 MFL (French/German/Spanish) or 1 MFL and Learning Support
Upper Four (U4)	Year 9	
Lower Five (L5)	Year 10	Core + choice of 4 (I)GCSEs with at least one MFL strongly recommended
Upper Five (U5)	Year 11	
Lower Sixth (L6)	Year 12	Careers, enrichment and a choice of A level subjects including EPQ
Upper Sixth (U6)	Year 13	

We ensure our students have appropriate experience in:

**Linguistic skills** – Students develop their communication skills and increase their command of language through listening, speaking, reading and writing specifically in English and Latin lessons however they will also develop and reinforce these skills in other subjects and across the College e.g., where they may be asked to present a project, participate in Form or House assemblies each year or in competitions such as the Monaghan Memorial Public Speaking Trophy. All students will start by studying French and Latin as additional languages in Remove. During the Remove year they will be introduced to German and Spanish and will then have the option of choosing between French, German and Spanish in Upper Four. For some students, usually with specific learning needs, studying one language and a Supported Study course (Learning Support) to help support progress in other subjects may be more appropriate. Discussions are held with these students and parents by the Head of MFL, Year Coordinator and the Head of Learning Support when language choices are made in the Lent term. Students can also move to this group subsequently following recommendations and with parental consultation. There are opportunities for students to take part in visits and exchange trips to France (Normandy in Lower Four), Germany (Upper Four) and Spain (Lower Five) in addition to non-academic trips such as a ski trip or Activities week trips.

**Mathematical skill** – Students learn to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly through a variety of ways, including practical activity, exploration and discussion. This is implemented and planned for in Mathematical lessons particularly and we create additional sets to support this aim effectively. Outside of set lessons, students take part in problem-solving workshops and these skills are also applied in other subjects such as the Sciences, Geography and Design Technology.

**Scientific skills** – In Remove, students are taught together for all three Sciences so that they learn to develop the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. They learn to apply them in a variety of contexts in Biology, Chemistry and Physics. As they move up through the College, they receive more specialist teaching and increase their knowledge and understanding of nature, materials and forces. Our aim is that all students should continue to study and enjoy all three Sciences with the majority taking separate IGCSEs in each Science and a minority following a Double Award approach.

**Technological skills** – Students develop technological skills through learning to use information and communication technology (ICT) in taught lessons in Remove, Lower Four and Upper Four and subsequently applying these in other areas across the College. Design Technology and Food Technology is taught in Remove to Upper Four. There are a clubs such as a coding club and students take part in a number of competitions including a coding competition and the “Design an Ad” competition. Our Future-Ready Skills program introduces Digital Skills with specific lessons at the start of Remove. We are also a Certiport test Centre and all students in Upper Four and the Sixth Form, along with those selecting Digital Enterprise as an alternative to a GCSE as a KS4 option, have opportunities to gain professional level qualifications such as the Microsoft Office Specialist, Microsoft Office Specialist or (KS4/5 only) Adobe Certified Associate accreditations in Photoshop, Illustrator, Dreamweaver, InDesign, AfterEffects or Animate. Our Digital Enterprise course is run in conjunction with external partners and develops real world problem solving skills.

**Human and Social Education skills**– This is addressed specifically in History, Geography and Religious Education, which are compulsory subjects in Remove to Upper Four. Students learn about people and their environment, and how human action, now and in the past, has influenced events and conditions. Particular attention is paid to our island of Guernsey including visits to local beaches, town surveys, visits to museums, visits to churches and investigating the College archive.

**Physical Education skills** – Throughout the Senior School, students have lessons in Physical Education to develop their physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of fitness and health. As students move up the College, they are given more individual responsibility and independence. For 2021/2 we have introduced a specific Physical Education slot for Lower Sixth with a wide range of options such as skateboarding, climbing, padel, body conditioning, cricket, pilates and yoga. In Upper Sixth students can choose their own Physical Education activity to fit in with their timetable, monitored by their Tutor/Head of Sixth Form. A very active co-curricular programme and fixture list demonstrates the success of this strategy and including matches off Island to assist in developing skills at the highest levels. Particularly talented students are supported individually by the PE Department and Guernsey Sports Commission.

**Aesthetic and creative skills** – Students are given opportunities to develop their appreciation of the aesthetic and creative aspects of all subjects e.g., with opportunities for creative writing or poster presentations. Art, Music and Drama are compulsory in Remove to Upper Four and students are actively encouraged to read and study literature. Students have numerous opportunities to perform and demonstrate their talents both inside the College e.g., assemblies, concerts, House Photography, Music, Gymnastics and Drama competitions, College plays, and outside e.g. The Guernsey Schools, Music Service, stage schools and Eisteddfod.

The opportunities available to students at The Ladies College' are varied and extensive. Additional information is available through the College website including the Departmental pages, Co-curricular timetable and the news section.

Please see <https://www.ladiescollege.com/our-school/senior-school/co-curricular-activities>

The College aims to ensure that the amount of time provided for teaching the curriculum is adequate and effectively used. Timing, availability of subjects, setting, staffing and class sizes are reviewed annually in the light of feedback from students and staff. Lessons in the Senior School are divided into 30-minute periods, frequently joined to give lessons of 60 minutes, dependant on the subject.

### The College day:

Timings	Remove – L4	U4 – U5	Sixth Form	
0825-0828	Registration	Registration	0825-0828	Registration
0830-0900	Period 1	Period 1	Tuesday and Wednesday 0830-0920 Period 1/2 (A) 0935-1020 Period 3/4 (B) Monday, Thursday and Friday 0830 – 1000 Period 1/2/3 (A) Followed by Assembly/Form time	
0900-0930	Period 2	Period 2		
0930-1000	Period 3	Period 3		
1000-1030	Period 4	Period 4		
1030-1050	Assembly/Form time	Assembly/Form time		
1050-1115	Break	Break	1100	Break
1115-1145	Period 6	Period 6	1100-1145	Period 6 (C1)**
1145-1215	Period 7	Period 7	1145-1230	Period 7 (C2)
1215-1320	Lunch	Lunch	1230-1325	Lunch
1320-1323	Registration	Registration		
1325-1355	Period 8	Period 8	1325-1415	Period 8/9 (D)
1355-1425	Period 9	Period 9		
1430-1500	Period 10	Period 10		
1500-1530	Period 11	Period 11	1430-1600	Period 10-12 (E1/E2)
1530-1600 except on Fridays*	Optional Private Study session	Period 12		

\*All students leave at 1530 on a Friday unless they have a specific lesson / co-curricular activities).

\*\*Not Thursday

Teachers plan their lessons and use schemes of work to ensure that the time is used effectively. This is supported by strategic and budgetary planning by those staff with management responsibilities including the Heads of Department, Senior Leadership Team, Bursar and Governors. All staff are encouraged and given opportunities to contribute to this through meetings and in conversation with their line managers.

### Groups and Setting:

We set students in some subjects to assist them to make progress and develop confidence according to their level of ability, particularly as they move up through the College. Many classes are also taught as mixed ability groups and we use both tutor and colour groups to assist students in making friendships across their year group (subject to timetable restrictions). In addition, we also have an active House and co-curricular structure which provide additional opportunities for mixing including vertically.

**Remove** – are taught as either mixed ability tutor groups or mixed ability colour groups for most subjects, the exception being Mathematics where they are set after approximately 5 weeks of teaching.

**Lower Four** – are set by ability in Mathematics, taught as mixed ability language options in French/German/Spanish/Learning Support and by mixed ability tutor or colour groups for the remaining subjects.

**Upper Four** – are set by ability in Mathematics and Science, taught as mixed ability language options in French/German/Spanish/Learning Support, as a year group for Games and by mixed ability tutor or colour groups for the remaining subjects.

**Lower Five** – are set by ability in Mathematics and Science, by colour group in English, as a year group for Games, by mixed ability options groups for the remaining subjects and in addition have a further tutor period that may be used to supplement the Citizenship lesson. There is an additional Physical Education lesson that is taught in Science sets.

**Upper Five** – are set by ability in Mathematics and Science, by colour group in English, as a year group for Games, by mixed ability options groups for the remaining subjects and in addition have a further tutor period that may be used to supplement the Citizenship lesson. There is an additional Physical Education lesson that is taught in Science sets.

**Sixth Form** – are taught in mixed ability groups dependant on their chosen subjects. All students attend careers lessons (Lower Sixth/Upper Sixth on a rota), have a time they agree to use for physical activity (timetabled for Lower Sixth) and in the Lower Sixth have a timetabled enrichment slot which is also used towards the Sixth Form Diploma. The Lower Sixth also have timetabled lessons in research skills including critical analysis and evaluation and referencing. This forms the taught element of the Extended Project Qualification (EPQ) as well as developing the skills students require for future study. Those students that do not continue with the EPQ are encouraged to take a series of online courses or MOOCS that count towards the Colleges Diploma. For 2021/2 we have also introduced an Information Technology course that offers the opportunity to develop and gain Digital Skills accreditation.

## Typical Curriculum Diagrams

### Remove:

Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En 6	DT 1	F 4	Gy 3	H 3	L 3	PE 4	RS 2	Sci 6	PSHE 1	Tut 1	Optional Private Study
Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En 6	DT 1	F 4	Gy 3	H 3	L 3	PE 4	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En 6	DT 1	F 4	Gy 3	H 3	L 3	PE 4	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En6											
Maths set by ability - 1, 2, 3, 4	Mixed ability by colour group - Red, Green, Blue, White						Mixed ability by 'Tutor group' - Rem X, Rem Y, Rem Z						Tutor group				

Ma 6	A 2	DT 2	Mu 2	Dr 2	PE 4	En 6	Fr 3	Ger 3	Gy 3	H 3	ICT 1	L 3	RS 2	Sci 6	PSHE 1	Tut 1	Optional Private Study
Ma 6	A 2	DT 2	Mu 2	Dr 2	PE 4	En 6	Fr 3	Ger 3	Gy 3	H 3	ICT 1	L 3	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6	A 2	DT 2	Mu 2	Dr 2	PE 4	En 6	Fr 3	Ger 3	Gy 3	H 3	ICT 1	L 3	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6																	
Maths set by ability - 1, 2, 3, 4	Mixed ability by colour group - Red, Green Blue					Mixed ability by 'Tutor group' - L4X, L4Y, L4Z						Tutor group					

**Upper Four:**

Ma 6	Sci 6	ICT 2	Fr 4	Fr 4	A 2	Dr 2	DT(G) 1	DT 2	En 6	Gg 3	Hi 3	Lt 2	PSHE 2	Mu 2	RS 2	Tut 1	Games 4
Ma 6	Sci 6	ICT 2	Gm 4	Gm 4	A 2	Dr 2	DT(G) 1	DT 2	En 6	Gg 3	Hi 3	Lt 2	PSHE 2	Mu 2	RS 2	Tut 1	
Ma 6	Sci 6	ICT 2	Sn 4	Sn 4	A 2	Dr 2	DT(G) 1	DT 2	En 6	Gg 3	Hi 3	Lt 2	PSHE 2	Mu 2	RS 2	Tut 1	
Ma 6	Sci 6	ICT 2	LS 4														
			Opt1	Opt2													
Maths set by ability - 1, 2, 3, 4	Science set by ability - 1, 2, 3, 4	Mixed ability by 'language options' - Fr B/G, Gm R/W		Mixed ability by 'Tutor group' - U4X, U4Y, U4Z												Tutor group	Year group - Faster, Higher, Stronger

Latin offers the OCR 'Entry Level' qualification which is taken during Upper Four.

IT offers the Microsoft Office Specialist accreditation in Upper Four.

**Lower Five:**

Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Dr	5	Art	5	Ar	5	Dr	4	Games 2	Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Fr	5	DT	5	Gg	5	Fr	4		Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Gg	5	Hi	5	Hi	5	Gm	4		Tut 1
Ma 6		B4	C4	P4	GL 3			Mu	5	Lt	5	Sn	5	Sn	4		
								RS	5	RS	5						
Maths set by ability 1, 2, 3, 4	Blocked by colour group R, B, G	Science block by ability - 1, 2, 3, 4						Option block 1	Option block 2	Option block 3	Option block 4	Year Group	Tutor group				
								Option blocks 1-3 in L5 are 5 periods			4P in L5						
								Students choose one subject from each option block									

**Upper Five:**

Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Ar	5	Dr	5	Ar	5	DT	4	Games 2	Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Gg	5	Fr	5	Fr	5	Dr	4		Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Hi	5	Gm	5	Mu	5	Hi	4		Tut 1
Ma 6		B 4	C 4	P 4	GL 3			Lt	5	Sn	5	RS	5	RS	4		
								Sn	5								
Maths set by ability 1, 2, 3, 4	Blocked by colour group R, B, G	Science block by ability - 1, 2, 3, 4						Option block 1	Option block 2	Option block 3	Option block 4	Year Group	Tutor group				
								Option blocks 1-3 in U5 are 5 periods			6P in U5						
								Students choose one subject from each option block									

## Curriculum at KS4

In Lower Five and Upper Five students formally begin two-year courses for GCSE and IGCSE examinations. Students study a core curriculum supplemented by a choice of 4 from 11 optional subjects. The students' preferences are obtained after a series of meetings and discussions with them and their parents. In order to best meet the individual requests of the students, the option blocks are designed specifically for each year group. The approximate timings for this are as follows:

### *December/January*

Discussions about choices held during PSHCE lessons and a parent meeting takes place in January.

KS4 Subject hand book is updated and distributed.

### *Late January*

Upper Four Options evening - students can view individual subject presentations in advance followed by live questions and answer sessions. Teachers also provide subject information in lessons.

### *February/March*

Upper Four parents' evening.

Students make their choices from the options subjects.

Student choices are placed in options blocks.

Conversations required if any students are unable to obtain their subject combinations.

Please refer to the Upper Four (IGCSE) Options Handbook and Departmental information pages available on the website for details on the current subjects available.

As an academically ambitious school we are always looking for ways in which to extend the most able as well as supporting all learners within our context. Many subjects now teach IGCSE syllabi where they are felt by departments to provide a more secure foundation for A-level study. IT offers the Microsoft Office Specialist/Expert qualifications which are completed in Upper Four as well as being available to other year groups as additional opportunities. Specific information on each subject can be found on the Departmental website.

## Curriculum at KS5

We offer 2-year linear A-level courses with the majority of students taking 3 subjects alongside an enrichment offering. We operate a partnership with Elizabeth College which enables a wider variety of courses and greater number of combinations than would be the case at either College, as well as allowing for social mixing. Full information is to be found in the Sixth Form Choices booklet. The number of students opting for each subject dictates how many teaching groups are provided in that subject in any one year. The subjects are placed into five mutually exclusive blocks according to the preferences of the students. The approximate timetable for this process is:

*September/October*

Discussions about choices are held during Upper Five PSHCE lessons (includes speaking to current students, visits to Sixth Form centre)

Update of KS5 Subject Handbook produced

*November*

Subject choice information issued to students and parents in time for the November Choices Evening held jointly with EC

Students return form indicating their preliminary choice

*November/December/January*

Allocation of subjects to the teaching blocks is made  
Transition program activities take place between U5 and current Sixth Form

*Late February/early March*

Upper Five Students are asked to make their subject choices from the proposed teaching blocks

*March/April*

Anomalies are resolved which can include amending the teaching blocks and discussions held with EC regarding A-level teaching sets and staffing throughout Sixth Form.

Details on each of the subjects currently available can be found in the Subject Choices Booklet available on the Sixth Form page of the College website:

<http://www.ladiescollege.com/our-school/sixth-form>

At A-level we also want to ensure we provide opportunities for the brightest students to demonstrate their abilities and stretch themselves. We offer the Extended Project Qualification to all students who wish to. Specific information on each subject can be found on the Departmental web pages at [www.ladiescollege.com](http://www.ladiescollege.com).

### **Personal, Social, Health, Citizenship and Economic Education (PSHCE) and Careers guidance–**

Remove to Upper Five have timetabled lessons in PSHCE. Lower Sixth have an enrichment lesson and all Lower Sixth and Upper Sixth students attend Careers lessons on a rotational basis. This is in addition to a tutor period during the week for Remove to Upper Five, Form time in Period 5, assemblies (College and Year) and cross curricular links that may be developed in Religious Studies or one of their other subjects. Sixth Formers have the opportunity for this to be recognised through the Sixth Form Diploma. There are numerous other occasions where the College will organise, publicise and/or encourage students to attend suitable events that may be organised e.g., Principals' Lectures, Higher Education Fair, Careers Fair, talks organised by professional organisations or other institutions, Island wide events, inviting Deputies (Guernsey elected representatives) into College, etc.

All students receive a programme of education that will assist in their personal, spiritual, moral, social and cultural development, enable them to enjoy their talents to the full, develop wider interests, encourage respect and tolerance towards others (with particular regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and preparing them to make the most of the opportunities and experiences of adult life in British society. The curriculum is designed to promote the fundamental British values of individual liberties, tolerance of those from different faiths or with different beliefs, and democracy. Where political issues are discussed this is conducted in a non-partisan way. We specifically cover local items of interest and encourage student to take an active part in local events e.g., promoting the importance of registering for elections and looking at island waste strategies for the future.

Form tutors and Year Co-ordinators monitor the well-being of their tutees and we have pioneered the “Decider” life skills throughout the College to provide students with strategies to assist with mental well-being. We also enlist the support of external individuals, agencies and have our own College Counsellor to promote well-being as appropriate.

Specific topics covered in PSHCE include:

**Remove** – transition, healthy lifestyle choices and influences (diet and exercise), drugs awareness, tobacco awareness, puberty, conception, and parental responsibilities, basic first aid, identity, diversity, e-safety, self-esteem, LGBTQ+ awareness, types of family, healthy and unhealthy relationships (domestic abuse) and economy (making financial decisions).

**Lower Four** – mental health, emotional well-being (digital resilience), healthy and unhealthy coping strategies (including eating disorders and self harm), bullying, alcohol awareness, equality, inequality, discrimination and the law, protected characteristics, domestic abuse,

healthy relationships, consent (including FGM), teenage pregnancy, parenting, drug awareness, tobacco awareness, sexting,, and online safety.

**Upper Four** – Safe and unsafe social groups (gangs), online safety, relationship choices, consent and the law, keeping safe in sexual relationships, STIs and sexual health, road safety, healthy lifestyles (sleep), body image, LGBTQ+ awareness, relationship expectations, sharing sexual images (managing relationships online), drug awareness, alcohol awareness, domestic abuse, child sexual exploitation, local government (The States of Guernsey).

**Lower Five** – Managing wellbeing during transition to key stage 4, mental health and emotional wellbeing, dementia awareness, money management, gambling, unintended pregnancy, contraception, STIs, values and unwanted behaviours in relationships, features of an exploitive relationship, domestic abuse, tobacco awareness (vaping), drug awareness and understanding and preventing extremism.

**Upper Five** – Maintaining healthy sleep patterns, coping with pressures, exam stress, drugs awareness (managing risk and influence), domestic abuse, sexual health and risk, pornography, family life (relationships, marriage, long term commitments and parenting), LGBTQ+ awareness and managing unwanted attention.

**Lower Sixth** – planning to succeed, study skills and setting targets, making presentations, technology and learning, revision and life skills, emotions and learning and preparing for U6.

**Upper Sixth** – UCAS and employability skills, coping with busy times, emotions and learning, managing stress and exams, preparing for life after school and finances.

This is in addition to the many ad hoc ways in which this is developed, particularly in tutor time, where items and issues in the news may be used to raise awareness and/or by helping students to deal with any related issues e.g., following a terrorist atrocity.

We ensure students throughout the Senior school and Sixth Form have access to accurate, up-to-date careers guidance that

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential.

Specific topics covered include:

**Remove** – values for future careers

**Lower Four** – equality, inequality, discrimination and employment laws.

**Upper Four** – strengths and skills for employment, developing enterprise and teamwork, making GCSE options.

**Lower Five** – Career opportunities on and off island, importance of maintaining a positive online presence for employment, Morrisby career profiling (optional).

**Upper Five** – Choosing A-level options, exploring the range of post 16 options available, enhancing your CV, managing your online presence.

**Lower Sixth** – CVs, local employment, apprenticeships, work experience, taking a gap year, going to university, choosing a university, choosing courses and personal statements.

**Upper Sixth** – UCAS applications, individual support depending on career choices, tips on going to university, results day expectations and preparation.

External specialists are brought in to assist in giving careers guidance where appropriate, particularly for the older students who have more detailed guidance when choosing options subjects in Upper Four, Upper Five and when applying for university places or looking at employment opportunities in the Sixth Form.

In the Sixth Form this includes (among others):

- Deloitte (CVs – *Dec*)
- Careers Guernsey (March)
- Winchester University (applying to university and personal statement talk – *June*)
- Personal Statement checking – Sept & *Oct*)
- Oxbridge Society (applying for Oxbridge – *Oct*)
- GCSAA (bursaries – Dec)
- Anthony Reynolds (mock interviews – *Nov*).
- Talks from: The Guernsey Bar (Law), GSCCA (accountancy in Guernsey), PR (Black Vanilla), Medicine (local GP Dr Priyanka), States of Guernsey (variety of employment opportunities and schemes), IT (Digital Greenhouse).

We aim to develop the values, skills and behaviours which all our students need to get on in life. We achieve this by providing a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

#### **Implementation and monitoring:**

All those with a responsibility towards managing the delivery of a part of the curriculum are required to have a scheme of work in place that is available for review by their line manager and ultimately the Senior Leadership Team and Governors. Lesson observations, work scrutiny, departmental minutes and the information gained through questionnaires (e.g., during the options process and that carried out by the College on a regular basis each January) and student/staff interviews (Deputy Dozen, tracking, line manager meetings, etc.) are used to ensure that this is being delivered in an effective manner. Heads of Department produce a Departmental review including exams analysis that is reviewed by members of the Senior Leadership Team and the outcomes are used to inform planning and set targets for the future.

#### **Special Educational Needs and Disabilities (SEND) and Students with English as a Second Language:**

The College employs a full time Specialist SEND Coordinator (Head of Learning Support) and a full time Learning Support Teacher to give all students opportunities to learn and make good progress. Please refer to the Learning Support (SEND) policy for more details.

## Appendix 1: Future-Ready Skills Framework

A future focussed curriculum, with mastery in curriculum subjects at its heart, which will equip our students with skills and competencies for now and the future and empower them to be able and willing to “engage the world, to change the world” [Fullan, M., Quinn, J., McEachen, J. (2017) *Deep Learning*. Thousand Oakes: Corwin)

# Future-Ready Skills

## Personal Skills



## Social Skills



## Study Skills

## Digital Skills



<b>Core Strands</b>	<b>Competencies</b>	<b>What it is</b>	<b>What it looks like</b>
<b>Personal skills (SELF)</b>	Self – development	The process of continually improving oneself	<ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Autonomous</li> <li>• Self-organisation</li> <li>• Self-review</li> <li>• Self-direction</li> <li>• Time management</li> <li>• A love of learning</li> </ul>
	Entrepreneurial	Being creative	<ul style="list-style-type: none"> <li>• Thinks outside the box</li> <li>• Notices a gap and finds a solution.</li> <li>• Open mindedness</li> <li>• Higher order thinking</li> <li>• Independent thought</li> <li>• Curiosity</li> <li>• Self-motivated</li> </ul>
	Logic	Systematic approach to solving problems	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Solution focused</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Reasoning</li> </ul>
	Focus	Undivided attention to goal	<ul style="list-style-type: none"> <li>• Clarity of vision</li> <li>• Planning</li> <li>• Deconstructing tasks, with understanding of the stages/development towards end goal</li> <li>• Determination/perseverance</li> </ul>

<b>Social Skills (TALK)</b>	<b>Teamwork</b>	Working effectively and collaborating within a range of groups	<ul style="list-style-type: none"> <li>• Ability to work as a team, especially in heterogeneous environments</li> <li>• Being open-minded to a range of different ideas</li> <li>• Resolving conflicting ideas effectively and with sensitivity</li> <li>• Sharing diverse ideas, thoughts and examples as appropriate in order to enhance intellectual and personal study</li> <li>• Empathy</li> </ul>
	<b>Articulation</b>	Confidence and fluency in both verbal and written communication.	<ul style="list-style-type: none"> <li>• Articulating complex, sophisticated and sometimes controversial ideas via a range of media towards various audiences.</li> <li>• Sensitivity regarding different points of view.</li> <li>• Persuasive, both orally and in written work</li> <li>• Presentation skills</li> </ul>
	<b>Leadership</b>	To lead others creatively, dealing with challenges in a practical, pragmatic way, having the courage to use initiative in difficult situations.	<ul style="list-style-type: none"> <li>• Ability to provide effective and motivational direction</li> <li>• Guidance and support across a wide range of situations and people.</li> <li>• Self-motivation</li> <li>• Initiative taking</li> <li>• Entrepreneurship</li> <li>• Leading by influence</li> <li>• Ability to inspire</li> <li>• Delegation</li> </ul>
	<b>Kindness</b>	Societal, cultural and global awareness, including an empathetic and considerate approach to others.	<ul style="list-style-type: none"> <li>• Awareness, sensitivity and respectful appreciation of others</li> <li>• Appreciating, celebrating and valuing diversity within and across cultures, societies and lifestyles globally.</li> <li>• Intentionally construct cross-cultural relationships and networks</li> </ul>

<b>Study skills</b>	Learning	The process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences.	<ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Independent learning</li> <li>• Self-directed learning (including awareness of appropriate learning strategies e.g. retrieval, spaced practice)</li> <li>• Self-reflection</li> <li>• Self-improvement</li> <li>• Taking intellectual risks</li> <li>• Higher order thinking</li> <li>• Knowledge construction</li> <li>• Collaborative learning</li> <li>• Reformulating in their own words, rather than repeating those of others.</li> <li>• Active listening</li> </ul>
	Information management	The ability to acquire, discriminate between, organise, store, retrieve, analyse and appropriately use information.	<ul style="list-style-type: none"> <li>• Accessing information efficiently and effectively</li> <li>• Managing multiple streams of information simultaneously</li> <li>• Content knowledge</li> <li>• Knowledge creation</li> <li>• Critically selecting sources</li> <li>• Synthesising sources</li> <li>• Communicating findings</li> <li>• Referencing practice</li> <li>• Data access</li> <li>• Data evaluation</li> <li>• Independent research</li> <li>• Applying knowledge to new situations</li> </ul>

<b>Digital skills</b>	Multimedia skills	The ability to both analyse and create media across a range of materials, platforms and across the curriculum.	<ul style="list-style-type: none"> <li>• Understand how and why media messages are constructed, and for what purposes</li> <li>• Examine how individuals interpret messages differently</li> <li>• Be aware of how values and points of view are included or excluded, and how media can influence beliefs and behaviours.</li> <li>• Able to identify and question ‘fake news’, bias posts and echo chambers.</li> <li>• Understand and utilise the most appropriate media creation tools</li> <li>• Understand and effectively utilise the most appropriate expressions and interpretations in diverse, multi-cultural environment.</li> </ul>
	ICT skills	Proficiency in the use of digital tools, and the ability to use technology as a tool to research, organise, evaluate and communicate information, requiring both cognitive and technical skills.	<ul style="list-style-type: none"> <li>• Digital citizenship</li> <li>• Engaging effectively and appropriately in the digital world.</li> <li>• Critical use of digital tools (analysis, critique, evaluation, creation)</li> <li>• Use ICT skills to create and share information</li> <li>• Searching, sifting, scanning and sorting information</li> <li>• Navigating through screens of information</li> <li>• Locating and evaluating information</li> <li>• Use ICT to research and solve problems</li> <li>• Making multimedia presentations</li> <li>• Retrieving, organising, managing and creating information</li> <li>• Sending and receiving messages</li> </ul>