



The  
**Ladies' College**  
Guernsey



# L5 Curriculum Evening

Howard Barnes  
Director of Studies



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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:

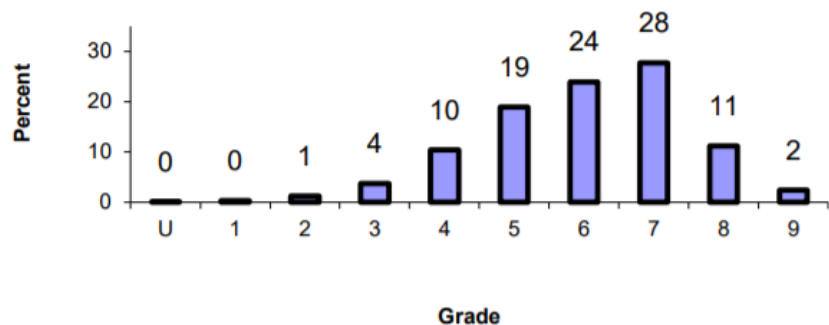
- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – ability to match patterns, reflections and rotations and apply visual intuition

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.

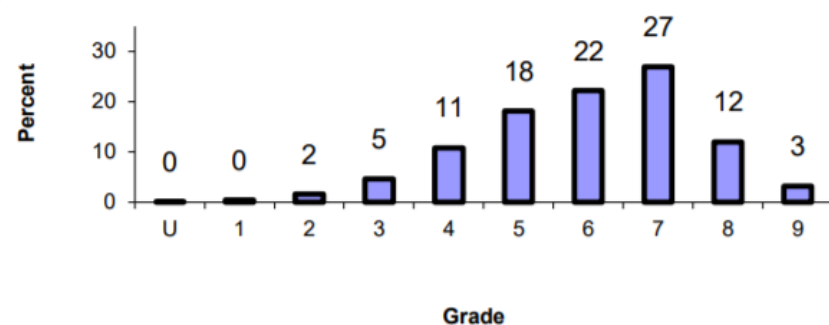


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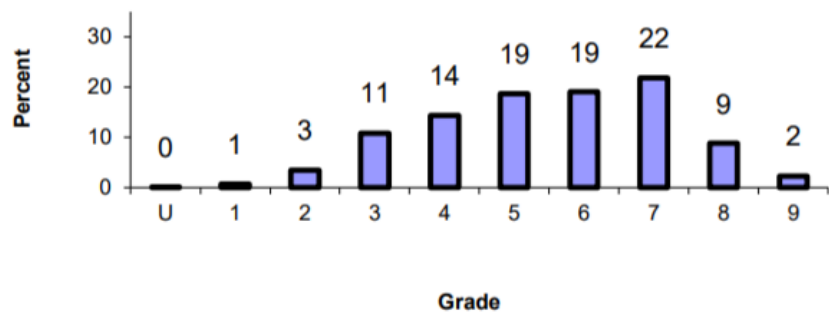
**GCSE (9-1) Biology**  
Teacher's Adjustment : 0.5 grade(s)



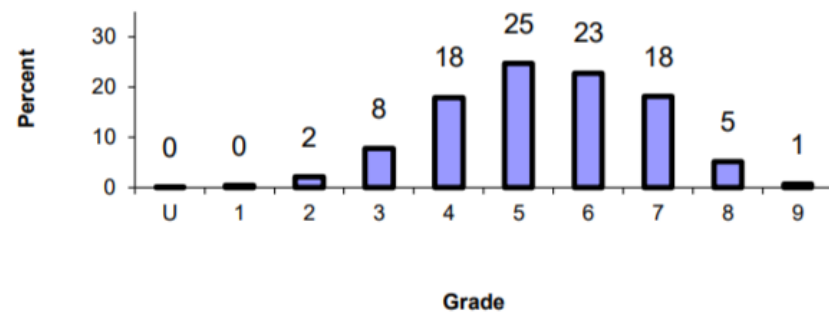
**GCSE (9-1) Chemistry**  
Teacher's Adjustment : 0.5 grade(s)



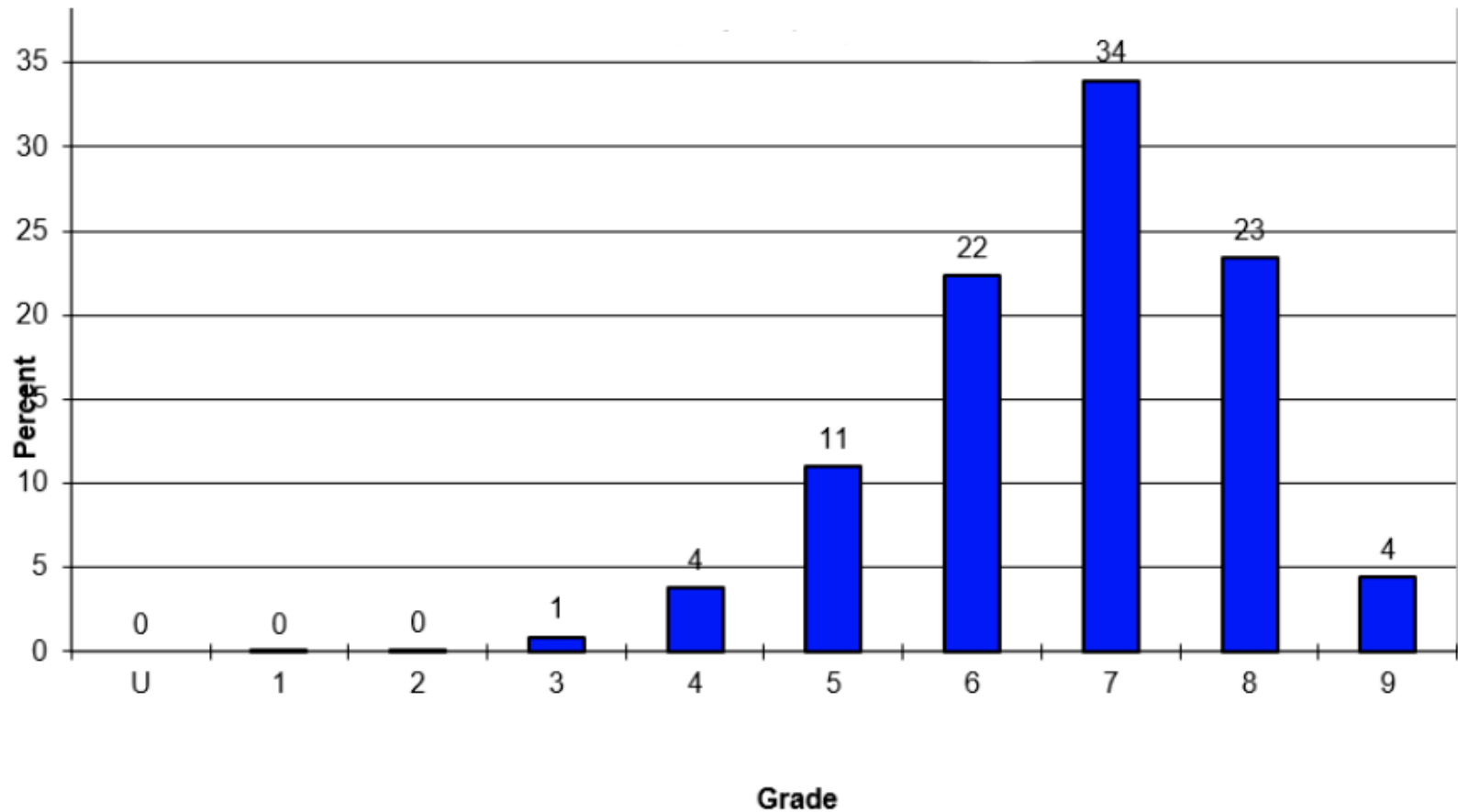
**GCSE (9-1) History**  
Teacher's Adjustment : 0.5 grade(s)



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



# The Chances Graph



# Why it is different for different subjects?

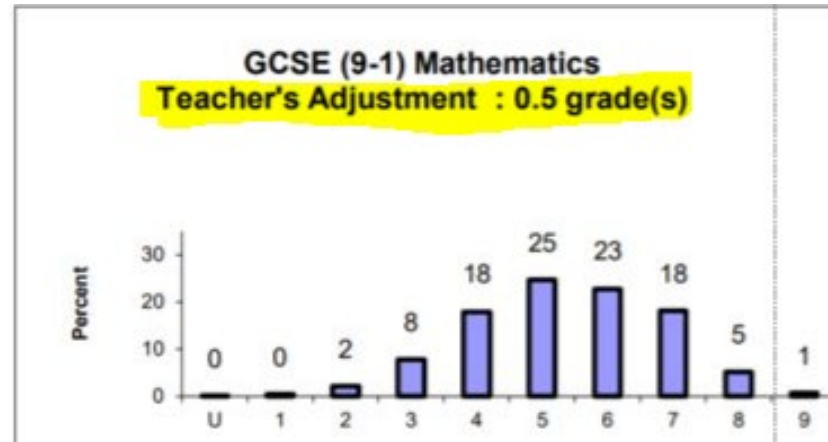
Each subject requires a different balance of skills e.g.

- 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 11th November
- Discuss and agree a Target grade with your subject teacher.



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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 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 your 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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# *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: 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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# 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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# Summary for students



- What you do makes a difference
- The YELLIS suggests is the starting point for a conversation to agree a Target grade
- The Target grade is there to help you achieve at least this through feedback and self-evaluation
- There is lots of support to help you



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# PSHCE, RSE and Pastoral support in College

Dr V Mitchell  
Deputy Principal (Pastoral)



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

(Aristotle)



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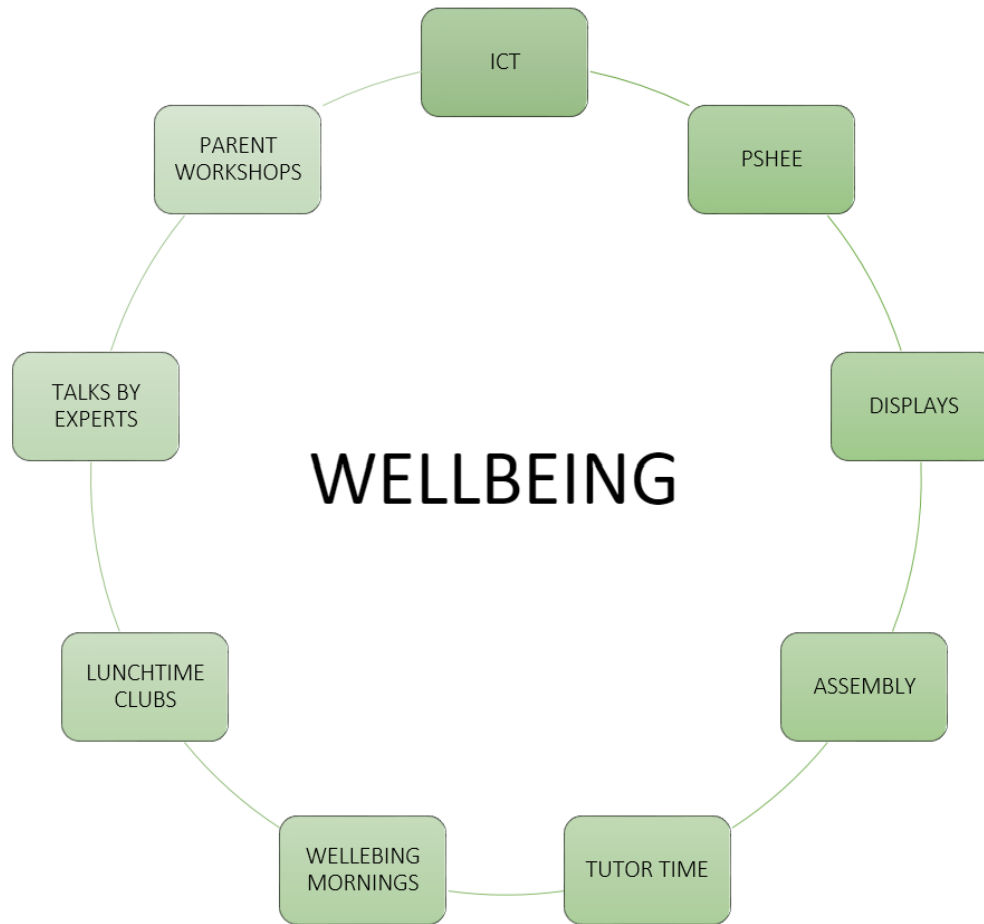
# What is PSHCE?

- Equip students with the tools they need to **live safe and happy lives**
- Encourage girls to make **informed decisions that promote health, happiness and well-being.**
- Create **confident and resilient individuals** who strive to be the best they can be.
- Inspire girls to become **active members of the community, embracing diversity** and playing their part in **securing a positive future for all.**

*Our curriculum design is based on recommendations from the PSHE Association and statutory UK RSE guidelines.*

Health and well-being	
Relationships (RSE)	
Living in the wider world	
Lower Five	Upper Five
Mental health and emotional well-being	Careers, post 16 options, e-safety
Money management, gambling	Mental health and emotional well-being Domestic abuse
Healthy relationships, domestic abuse, contraception, STIs	Cancer awareness, sexual health, pornography
Inclusion, belonging and addressing extremism and radicalisation	Family life, LGBTQ+, Managing unwanted attention
Careers	
Drugs and tobacco awareness, e-safety, homelessness awareness	





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# Values

Trustworthiness

Citizenship

Honesty Respect

Courage

Fairness Caring Integrity

Responsibility  
Diligence



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# Being a teenage girl today....



<https://inews.co.uk/inews-lifestyle/wellbeing/girls-guide-growing-up-great-book-sophie-elkan-teenage-problems-142179>



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**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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Everyone's Invited  
schools following



**everyone's invited**

Sexual abuse concerns raised by  
Jersey students

Thousands of sexual abuse in schools following  
launched  
allegations from students

**EDUCATE  
YOUR  
SONS**



Girls should feel  
Safe at School



MY CLOTHES  
ARE NOT MY

# Our RSE curriculum

RSE - understanding the features of healthy, stable and loving relationships and the teaching of sex, sexuality and sexual health.

RSE provides our students with the information they need to develop healthy, safe and nurturing relationships and focuses on the following themes:

- Families
- Respectful relationships including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships, including sexual health



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# It is important that you know...

- We take all of these situations seriously (and that as parents, you do too)
- We encourage the students to find a trusted adult to speak to (and as parents consider communicating with College, if that is appropriate)
- What the student tell us will always be taken seriously
- The student will be offered support
- The next steps will be discussed with the student



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# Support inside/outside of College for students

- Excellent support services in lessons
- Clear pathways for support in College
- Excellent support from external agencies, should we need it



**Sexual Health and Relationship Educators**



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# Support for parents

- Come in and speak to us!
- Visit our website for links

**Information for the whole College community**

More about the WAS award: [www.awardplace.co.uk/award/was](http://www.awardplace.co.uk/award/was)

Local and national support for students, parents and staff: [/information/pastoral-care/external-agencies](#)

[/Recognising the Warning Signs of Emotional Distress \(pdf\)](#)

[/Dr Aric Sigman Parents Lecture, Wednesday 18 April \(pdf\)](#)

Local CAMHS Guernsey YouTube presentations QR Code:



**Useful links/leaflets**

These links are provided for information purposes only; they do not constitute an endorsement by The Ladies' College. The College bears no responsibility for the accuracy, legality or content of these external sites. Clicking on these links will take you away from The Ladies' College website.

**PARENTS**





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# Digital Skills & Online Safety

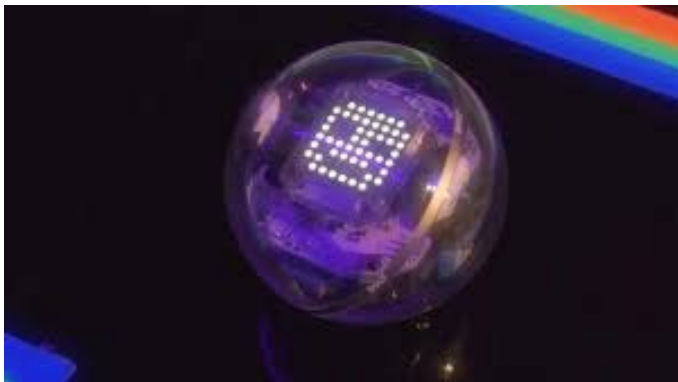
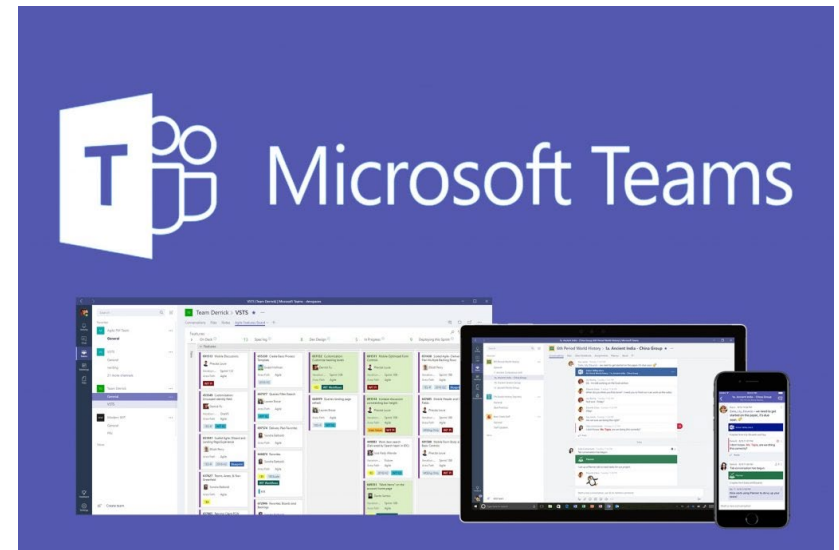
Mr Paul Beasley – Head of Curriculum IT and Online Safety



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# Digital Skills

- **ICT Skills**
- **Multimedia Skills**
- Coding / Animation
- Robotics



When in Upper Four students took Microsoft Office Specialist courses. These are still on offer.



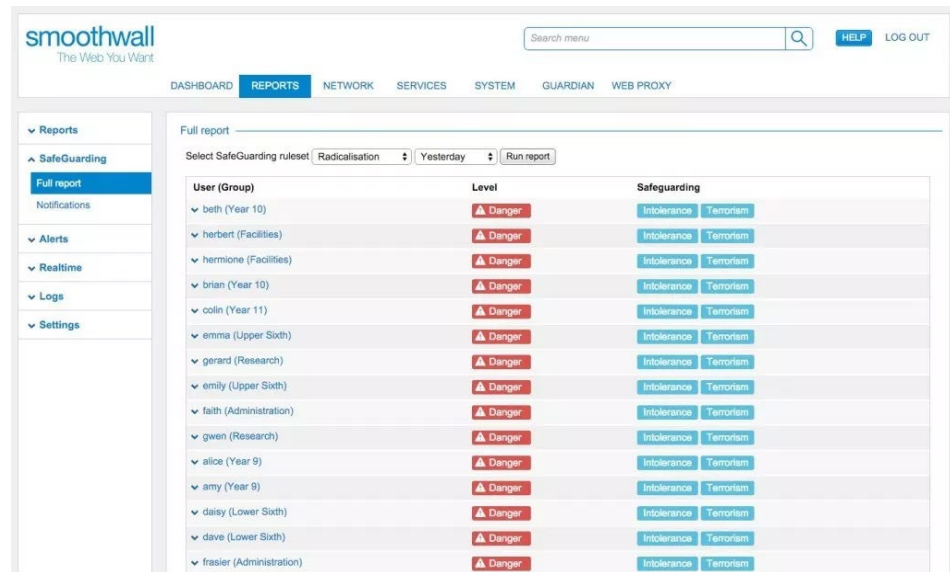


# Online Safety – at point

**smoothwall**<sup>®</sup>  
Web Filtering + Security

Report's printed  
daily.

Including phone pop  
ups.



The screenshot shows the Smoothwall web interface. The top navigation bar includes 'DASHBOARD', 'REPORTS', 'NETWORK', 'SERVICES', 'SYSTEM', 'GUARDIAN', and 'WEB PROXY'. The 'REPORTS' section is active, showing a 'Full report' for 'Radicalisation' on 'Yesterday'. The report table has three columns: 'User (Group)', 'Level', and 'Safeguarding'. All users listed have a 'Danger' level and are categorized under 'Intolerance' and 'Terrorism'.

User (Group)	Level	Safeguarding
beth (Year 10)	▲ Danger	Intolerance Terrorism
herbert (Facilities)	▲ Danger	Intolerance Terrorism
hermione (Facilities)	▲ Danger	Intolerance Terrorism
brian (Year 10)	▲ Danger	Intolerance Terrorism
colin (Year 11)	▲ Danger	Intolerance Terrorism
emma (Upper Sixth)	▲ Danger	Intolerance Terrorism
gerard (Research)	▲ Danger	Intolerance Terrorism
emily (Upper Sixth)	▲ Danger	Intolerance Terrorism
faith (Administration)	▲ Danger	Intolerance Terrorism
gwen (Research)	▲ Danger	Intolerance Terrorism
alice (Year 9)	▲ Danger	Intolerance Terrorism
amy (Year 9)	▲ Danger	Intolerance Terrorism
daisy (Lower Sixth)	▲ Danger	Intolerance Terrorism
dave (Lower Sixth)	▲ Danger	Intolerance Terrorism
frasier (Administration)	▲ Danger	Intolerance Terrorism



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# Online Safety – at point

## Parental Support

Support your child – **Curious not furious**

Report any concerns.

e.g. Local info recently regarding young people gathering and drinking/solvent abuse. Organised on social media.



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# Online Safety

## Three Main Dangers



Self

### Health



Wealth

# Online Safety

Start here >

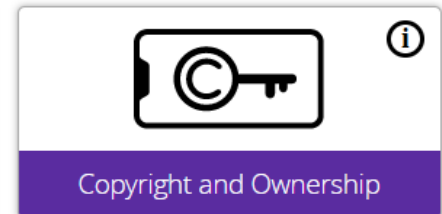
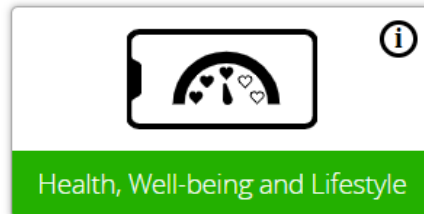
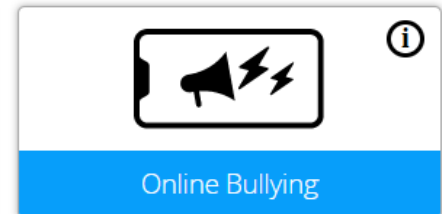
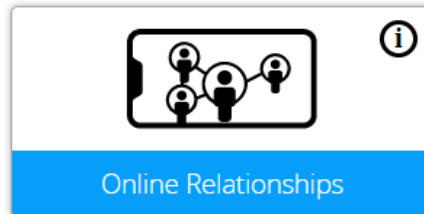
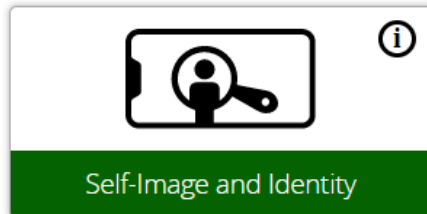
## Education for a Connected World – 2020 edition

A framework to equip children  
and young people for digital life



# Online Safety

- Project Evolve - Resources for KS4 form tutors and teaching staff <https://projectevolve.co.uk/toolkit/>



# Online Safety

Topics covered by the Evolve strands;

- Online relationships / coercion / sexting
- Bias Information & Echo Chambers
- Digital Reputation and security
- Digital Health and wellbeing

# Netiquette and Ideology



Digital Footprint  
=  
Digital Tattoo



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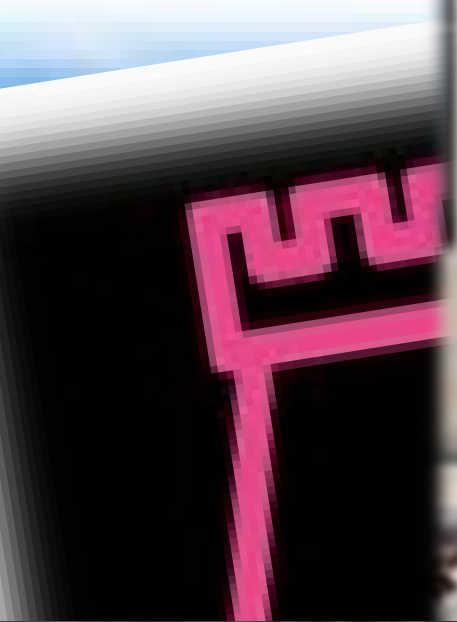


# Learning Support

Mr Herschel



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# An Inclusive Community

# Community

## Learning Support

**Mrs Nicola Ingrouille**

Head of Learning Support

(Maternity Leave until April 2022)

[ningrouille@ladiescollege.ac.gg](mailto:ningrouille@ladiescollege.ac.gg)

**Mr Dave Herschel**

[dherschel@ladiescollege.ac.gg](mailto:dherschel@ladiescollege.ac.gg)

- Available throughout the College, including Sixth Form
- Individual weekly one-to-one tutorials
- Supported Study option
- Guided Learning sessions for Double Science Award students
- Whole-school study skills
- Assessment, e.g. Lucid



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# An Inclusive Community

## Learning Support


- **Literacy Support**
- **Maths Support**
- **Curriculum Support**
- **Support with Assessment-related difficulties**
- **Organisation skills, academic confidence, resilience...**



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



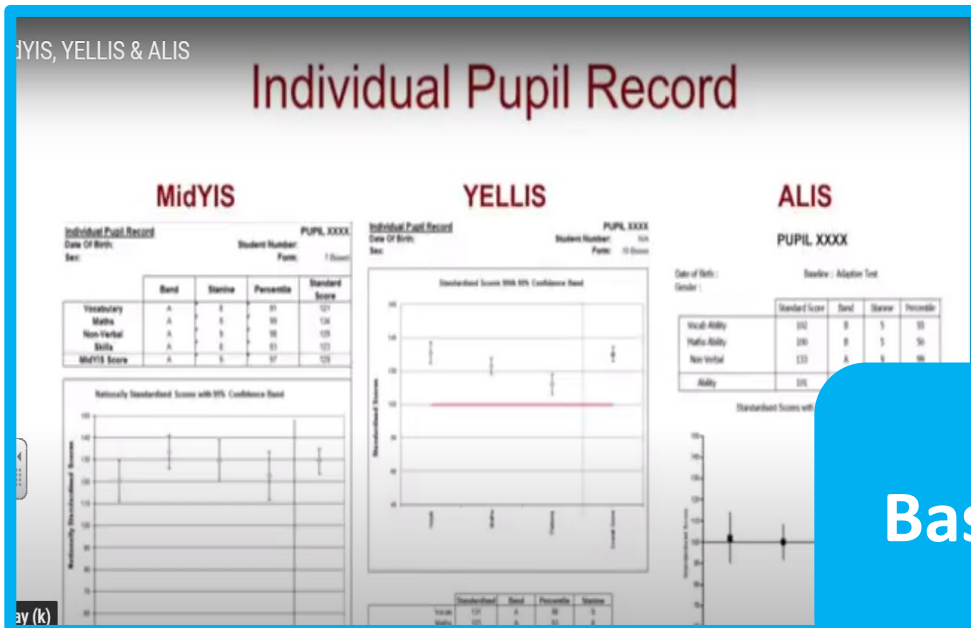
# Research based interventions

  
**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

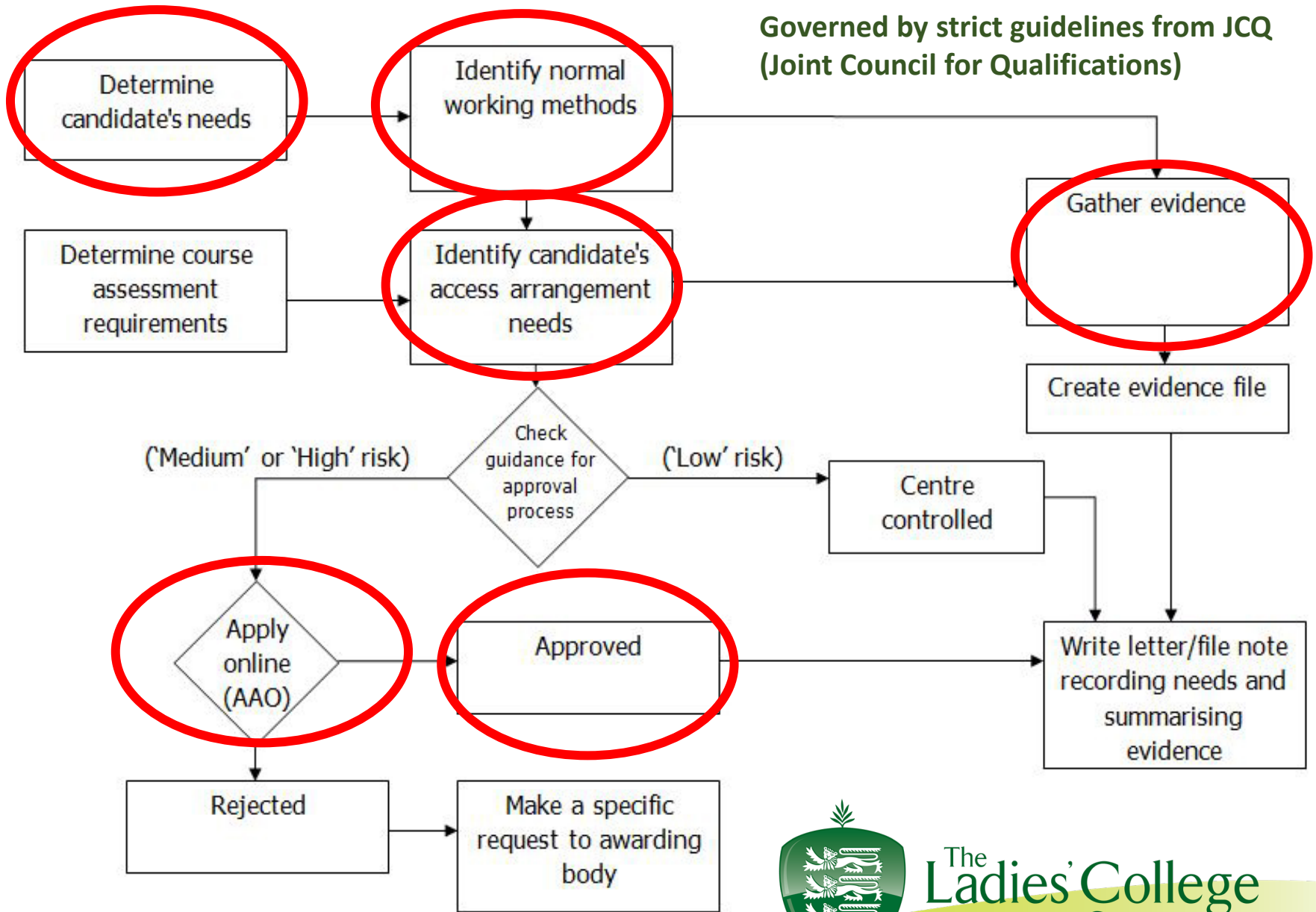


# Exam Access Arrangements

- 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



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



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# 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](#)

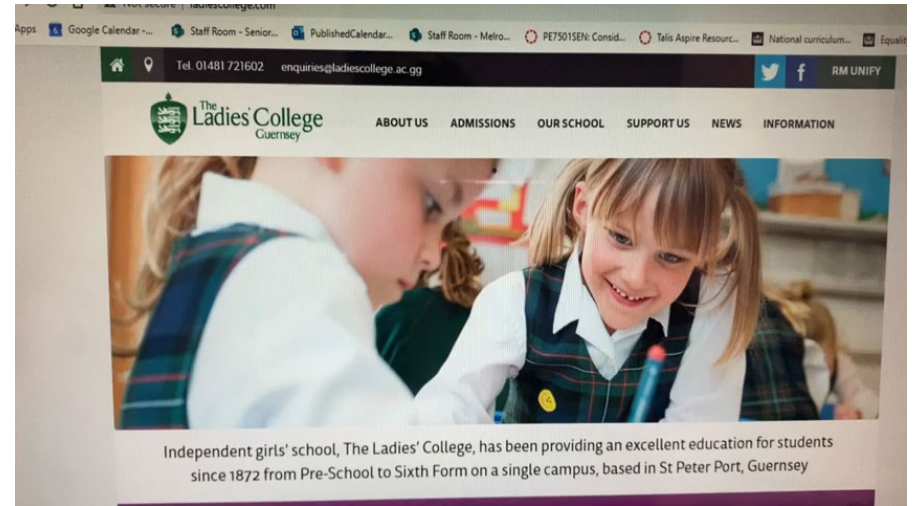
### Policies

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

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

### Examinations Access Arrangements

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





**[dherschel@ladiescollege.ac.gg](mailto:dherschel@ladiescollege.ac.gg)**



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ENCOURAGE

CREATE

INSPIRE



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# Overview of L5 and U5 and what support is available

Mrs Belinda Smith  
Lower Five Year Coordinator



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# Overview of L5 and U5 and what to expect:

- Increased workload /coursework / revision
- Co-curricular activities
- DofE commitments
- Part-time jobs
- Increased social calendars
- Challenges in friendships



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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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**I**   
**REVISION**

Effective Revision Course and  
Revision Evening - Upper 5



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# Who can help?

- Tutors
- Parents
- Teachers
- College counsellor
- Mrs Smith



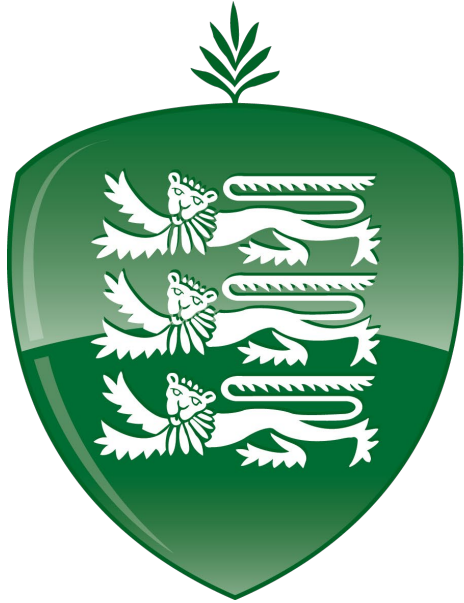
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Look after yourself...

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