



JERSEY
COLLEGE
for Girls

Aspire • Inquire • Excel • Belong

Sixth Form Parents' Information Evening 2023

The Sixth Form Team

Bronagh Dowdall – Interim Head of Sixth Form

Natalie Hopkins – Head of Sixth Form (Maternity)

Sian Goldhawk – Assistant to the Head of Sixth Form

AB – Stuart Sleath

CA – Katie Stirk

CF – Steve Braithwaite (Olivia Carroll – Maternity until Easter)

GA – Rupert Orr

IN – Sandra Coleman

NI – Martha Gordon

Some Key Dates – Year 12

- Internal Assessment Practice – 5-6 October (in lessons)
- Sixth Form Spectacular Fundraiser – 2 November
- Periodic – 8 December
- Parents' Evening – 17 January
- HE Information Evening – 8 February
- SSLT Application Deadline – 9 February
- Careers Fair – 6 March
- HE Fair - TBC
- Periodic – 21 March
- Teamwork and Leadership Days – TBC but late April/Early May
- Internal exam week – w/b 20 May
- Report and UCAS Predictions – 5 July

Academic Tracking

We want each student to be academically successful

To ensure this we will:

1. Set each student individual targets
2. Track their progress against these targets
3. Support them to achieve or exceed these targets

Tracking Data

- Attendance data
- Achievement, Behaviour and Homework marks
- Alps Minimum Target Grades (MTGs)
- Internal target grades (in Y13 these are UCAS predicted grades)
- Current grades
- Likely to Achieve grades / on track or not on track
- Learner Profile scores

Attendance

- Research shows poor attendance and punctuality has a serious detrimental effect on outcomes. Attendance falling below 95% has been shown to result in an average reduction of one grade at A level per subject and this increases to two grades when attendance falls below 90%
- Data will be entered for all lessons (including electives), form, assembly and House periods.
- Students are allowed off-site in their lunch hour.
- Absence emails to admin@jcg.sch.je

Attendance Procedures

- For students with attendance below 95%:
 - **Student will be spoken to by form tutor/subject teacher**
 - **Subject teacher/form tutor will communicate with parents**
 - **Student will be spoken to by Head of Sixth Form**
 - **Head of Sixth Form will communicate with parents**
 - **Head of Sixth Form will invite parents in for a meeting and student will be placed on a Sixth Form Contract and will have permission to go offsite withdrawn**
 - **Principal will invite parents in for a meeting in which a final warning will be given**

Staff Absence

- When teachers are absent in the sixth form, we don't use other teachers to cover as happens lower down the school.
- Students are set independent study tasks
- If form tutors are absent, students will register in the Sixth Form Centre with Mrs Dowdall or Mrs Goldhawk

ALPs MTGs

- Based on achievement in the GCSEs.
- Targets, not predictions.
- Aspirational but achievable.
- One of several ways that academic achievement is tracked.
- Will be shared with students when calculated.

Support for Students

- We will help students to develop their study skills through the assembly, tutor and elective programmes.
- Teachers will provide support clinics and revision sessions as necessary.
- Student progress against their internal and ALPs targets is tracked throughout Year 12 and Year 13 and concerns are followed up on by form tutors, subject teachers and the Head of Sixth Form/SLT.

Character Education at JCG

Our A level results have always been very good but...

Up until recently our value added score for GCSE put us in the top 5-10% of schools nationally.

Our ALPs scores for value added from GCSE to A level put us in the top 40% of schools nationally.

Many of our students were hitting a ceiling at A level and failing to make progress in the same way as they had at GCSE level.

What was preventing us from adding the same amount of value at A level as we were at GCSE?

Character Education at JCG

Research suggests that GCSE performance does not determine the likelihood of a student hitting a ceiling (or even making a breakthrough) in their performance at A level.

What really determines a student's success at A level is their behaviour, habits and attitudes – it's all about **character**.

'The research literature shows a clear and positive correlation between character education and academic attainment.' Arthur and O'Shaugnessy (2012)

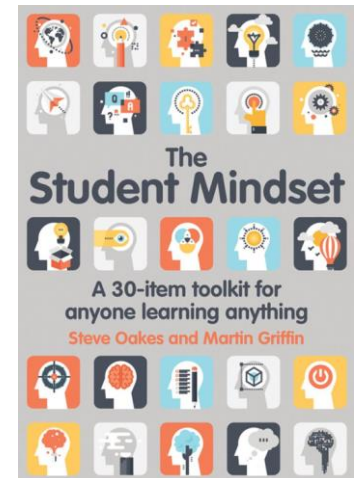
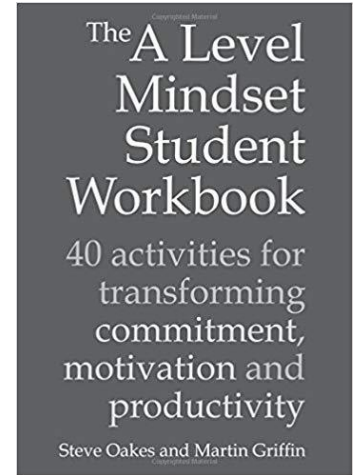
Character Education at JCG

Students need to adopt the correct mindset in order to succeed at A level.

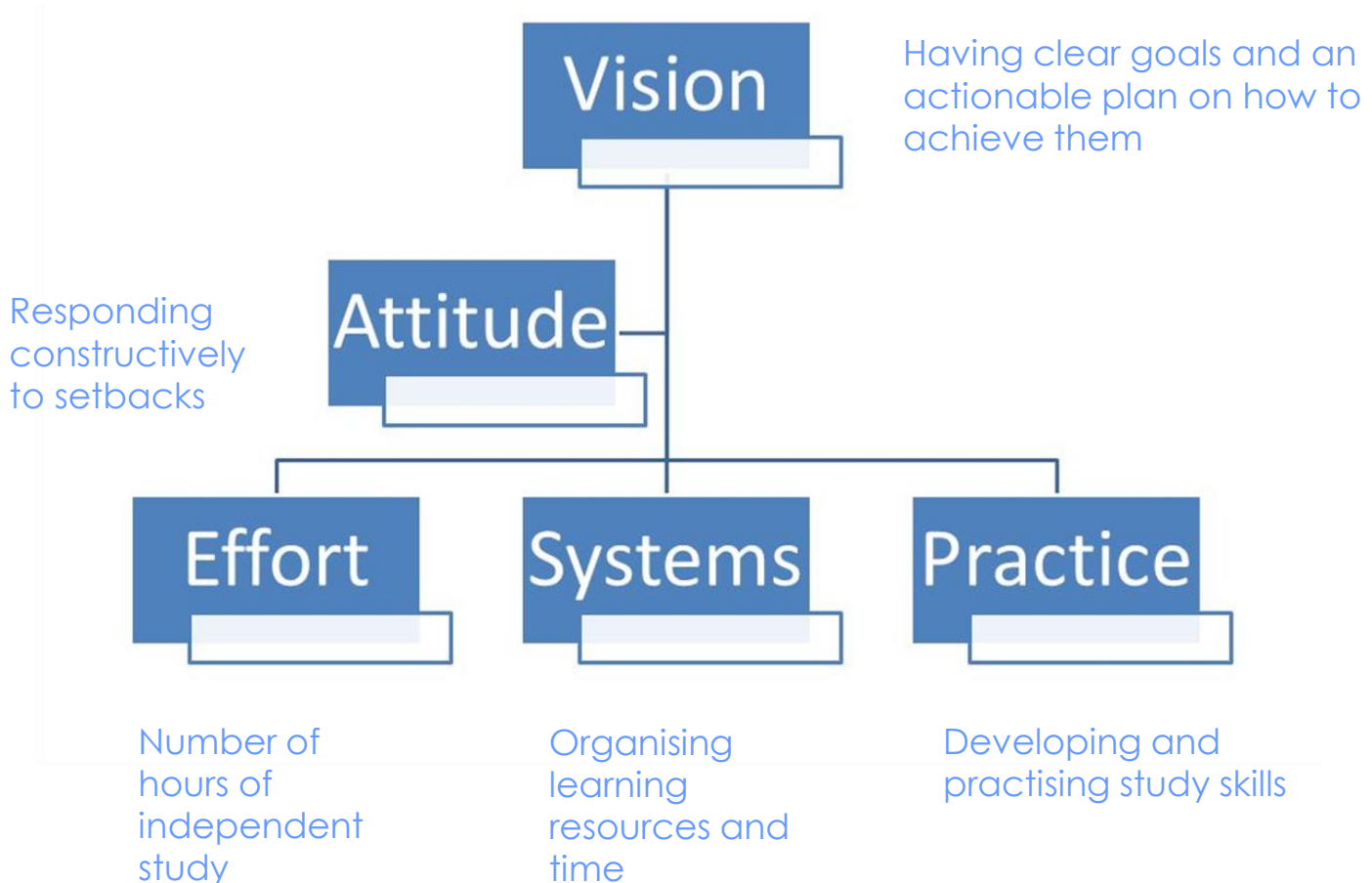
Often this will mean changing study habits that worked perfectly well for them at GCSE level.

The A level Mindset Programme

- Research-based
- User-friendly
- System for helping students to develop the character/mindset necessary to be able to succeed at A level using the VESPA model



The VESPA model



Implementing the VESPA model

Targeted support via:

1. Head of Sixth Form – assembly programme
2. “Science of Learning” sessions – Friday period 5
3. Sixth form tutors, Head of Sixth Form-mentoring
4. Subject teachers – focus on EFFORT, SYSTEMS and PRACTICE

The Class of 2023

This year the Class of 2023 made remarkable progress, and the value-added score put us in the top 7% of school nationally. Our results bucked the UK trend of lower grades.

Resetting the academic landscape

There has been much coverage in the national media about returning to the grade profile seen in 2019.

It's now more important than ever that students that students start the Sixth Form in a positive way.

Steps to Success

- Successful students:
- attend all lessons on time – they are ready to work and with the right equipment - remember attendance below 90% costs a grade per subject!
- organise their time well to fit in enough study, as well as time for hobbies, socialising and part-time work/volunteering.
- take responsibility for their own learning and progress – know what their target grades are and ensure all work is at least of this standard.
- ask for help when they need it and make the most of the support available to them.
- know that what matters is hard work not being a genius.

Supervised Study

- Moving from Year 11 to the rigour of A Levels is a huge step up for all students
- To help students adjust and make the most of their time in school, all Year 12 students will have one supervised study lessons
- The focus is on helping the students develop a scholarly attitude and adjust to a new way of learning in a more supported way

Is academic achievement the only thing that is important?

- No!
- We want each of our students to get the best grades that they possibly can so that they have as many doors open to them as possible when they leave JCG.
- We also want them to be happy, well-rounded individuals who are confident and able to deal with life's challenges. That's why we provide them with so many extra-curricular opportunities and extensive wellbeing support.

VESPA

- Vision: valuing, questioning
- Effort: monitoring, facilitating
- Systems: discussing, modelling
- Practice: resourcing, challenging
- Attitude: coaching, supporting

Definition of good mental health

"The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities."

Source: Young Minds 1999

Mental Health and Young People

- All of us have mental health and, like our bodies, our minds can become unwell.
- 1 in 6 young people will experience a mental health problem at some point during their childhood/adolescence.
- These include depression, anxiety disorder, eating disorders, psychosis or bipolar disorder.
- It's important to talk about mental health and get help early if things don't feel right, just like we would for our physical health.

Three tips for parents:

- Keep **communication** constant, open & honest
- Mental health disorders are **treatable**
- Be **mindful** of your teenagers' behaviour

Warning Signs

- Decrease in enjoyment & time spent with friends and family
- Resistance to attending school or absenteeism
- Problems with memory, concentration or attention
- Big changes in energy levels, eating or sleeping patterns
- Physical symptoms (stomach aches, head or backaches)
- Feelings of hopelessness, sadness, anxiety and tearfulness
- Neglect of personal hygiene or appearance
- Dangerous or illegal thrill-seeking behaviours
- *Change*

5 Ways to Well-being



1. Connect
2. Be Active
3. Take Notice
4. Keep Learning
5. Give



Support Available

- Form Tutor
- Subject Teachers
- Sixth Form Team

s.goldhawk@jcg.sch.je

b.dowdall@jcg.sch.je

n.hopkins@jcg.sch.je

- Pastoral Prefects and Peer Mentors
- Mental Health First Aiders
- School Counsellors
- Assistant Headteacher and Designated Safeguarding Lead – Simon Milner

Parent Seminar



13 key skills

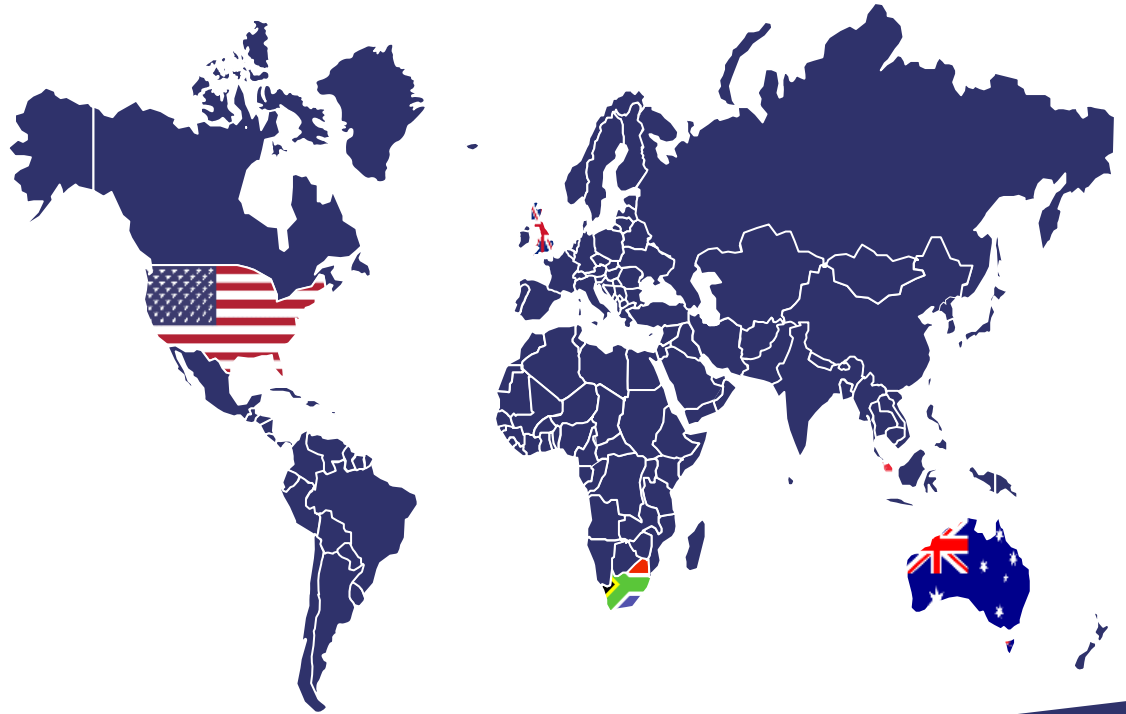


Elevate Education – Who are we?

Research: Why do the top students get the top results?

Work with the top students around the world (2000+ schools, across 5 countries)


13 key study habits



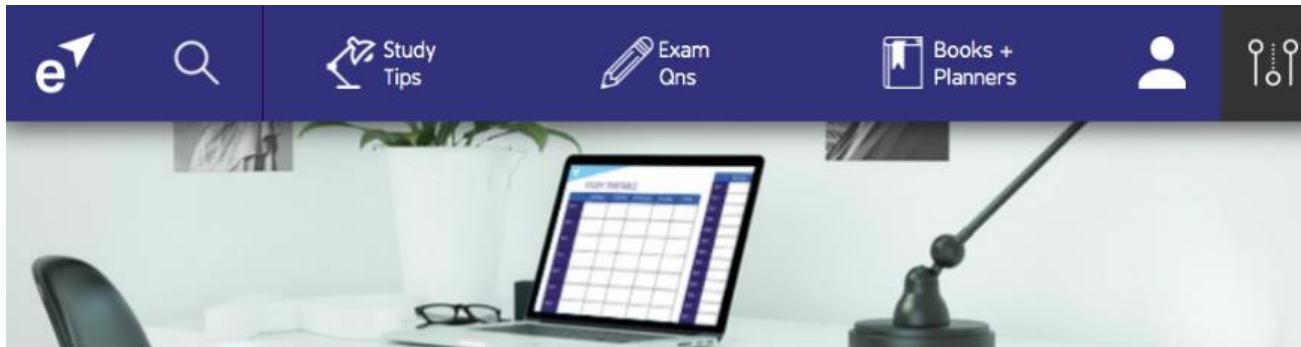
Elevate Parent Seminar

Time Management

Elevate Education – Study Timetables

 Sport	What? _____	When? _____
 Social	What? _____	When? _____
 Hobbies	What? _____	When? _____
 TV	What? _____	When? _____
 Job	What? _____	When? _____

Elevate Education – Study Timetables



August 2016



Study Timetable

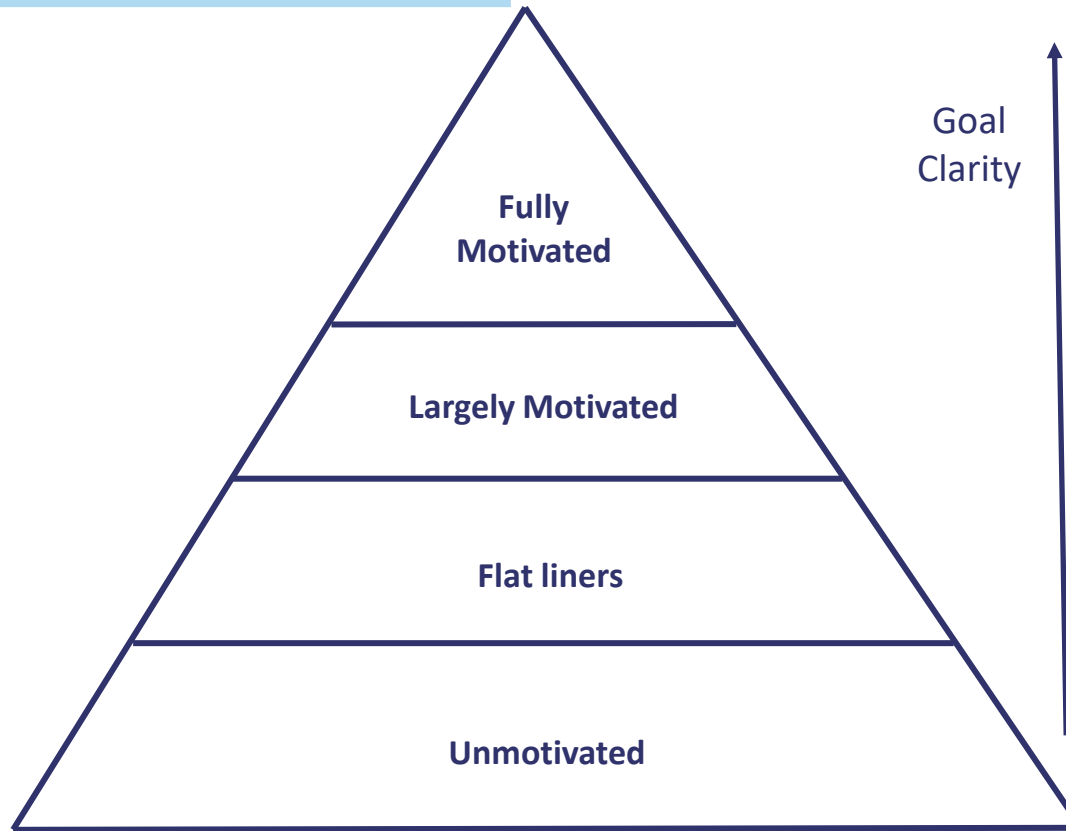
One of the hardest things about being a student isn't necessarily the actual *work* we'll be doing, but rather finding the time to *DO* that work. We all lead busy lives, we procrastinate, and there's always something we'd rather be watching on Netflix than doing homework. One of the best ways to make sure we've got the time to study is to create a study timetable. Before you cringe at the term, check out the 3 steps below for making a study timetable that you will



Elevate Parent Seminar

Motivation

Hierarchy of Motivation



Goal
Clarity

www.myfuture.edu.au

Setting a goal

Step 1: Consider options and write down what you want to do

Step 2: Determine entrance requirements

Step 3: Account for rising entrance scores

Step 4: Write the goal down & make it visual

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What to do

3 types of work

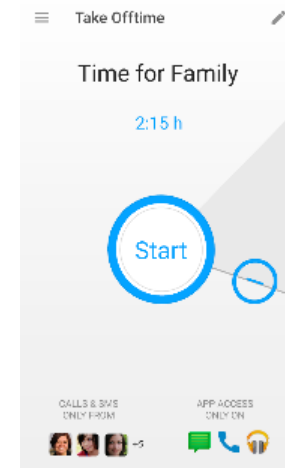
1. Practice Papers
2. Making notes during term
3. Extra reading
[literary analyses, in depth facts, alternative arguments, quotes]

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Dealing with Technology

Dealing with tech

- Controlling behaviour → self-regulating behaviour
 - High powered vs low powered work



 **Moment**
Put down your phone and get back to your life



Welcome to the Student Portal.

If you've seen an Elevate seminar, your presenter would have given you a **password**. Enter it below for premium access!

Next steps you can take



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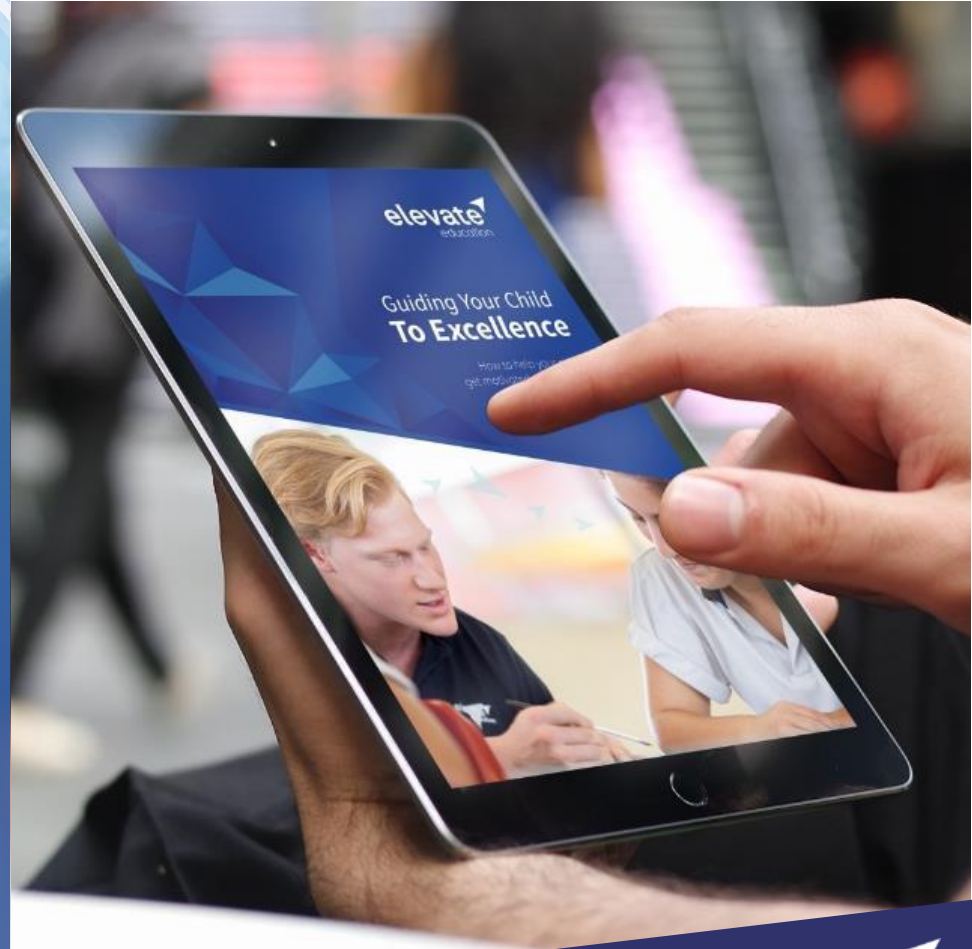


Upcoming Student Seminars

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Parent Guidebook

Articles | Planners | Guides

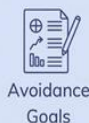


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Parent Webinars

Topic-Specific | Live Q&A

**What are the RIGHT goals
to set?**



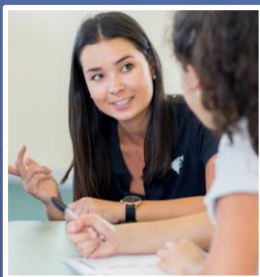


1 on 1 Coaching

12-week | Private Coaching



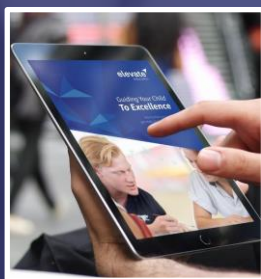
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**1 ON 1
COACHING**



PARENT WEBINARS



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