



# Year 7 Parents' Information Evening

29<sup>th</sup> September 2016





# English



- Discuss what she is learning
- What is she reading? Read along with her to facilitate discussion
- Encourage a rich diet of reading – fiction & non-fiction
- Parent volunteer in the library?





# Maths



- Encourage her to have a go
- Get her to explain how she was successful in solving the problem in class
- Ensure that she re-reads her notes
- Show workings
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- jersey factorise
- <https://connect.collins.co.uk/school/portal.aspx>





# French

- It may be difficult at first
- Persevere and develop learning habits
- Effective vocab learning is vital – mini test “en famille” in the car...Little and often





# Assessment at JCG

September 2016 onwards






# What has changed?



- Students coming into Y7 are arriving with new end of KS2 levels e.g. 6S or 6S+ instead of NC levels
- In Year 11 students have been receiving number rather than letter grades since last year in Maths and will be the first students to receive a number grade in the summer exams 2017





# What has changed?

- All other GCSEs (apart from Italian and DT and subjects where students currently prepare the IGCSE qualification) will move over to the new specifications from this September





# What has changed?



- In order to bridge these changes the Education Department has decided to move all KS3 assessment to GCSE number grades
- You may have received the Education Department's update letter about this:
- <http://www.gov.je/sitecollectiondocuments/education/id%20jersey%20curriculum%20update%2020160316%20ph.pdf>







# How will my child be assessed?



- Following the introduction of the new Jersey Curriculum last year and new GCSEs the old level / grade descriptors will cease to be used.
- Schools will replace these levels with the new GCSE grades across Years 7 to 11 to help students prepare for the new GCSE.



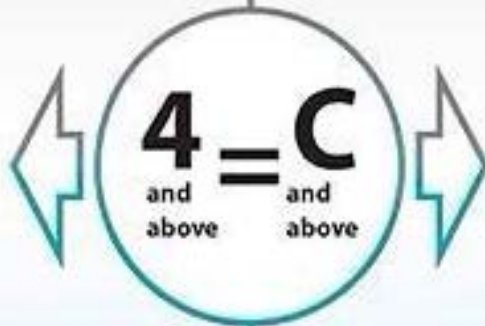


# New GCSE grading



NEW GCSE GRADING STRUCTURE

9      8      7      6      5      4      3      2      1      U



- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.
- The bottom of grade 1 will be aligned with the bottom of grade G.

A\*      A      B      C      D      E      F      G      U

CURRENT GCSE GRADING STRUCTURE





# How will progress be measured at JCG?



End of Y7	End of Y8	End of Y9	End of Y10	End of Y11 new	End of Y11 old
1 / 2	2 / 3	3 / 4	4	5	C
2	3	4	5	6	B
3	4	5	6	7	A
4	5	6	7	8	A/A*
5	6	7	8	9	A**





# Fine grading at KS3



- Within each grade at Key Stage 3 there will be three 'steps':
- 3- starting to work at this level
- 3 working in the middle of this grade
- 3+ working confidently at this grade





# Progress Tracking



- Throughout Y7 teachers will assess students' work and there will be 3 external tracking points:
  - ❖ January – periodic and parent evening
  - ❖ March - periodic
  - ❖ July – full report





# Progress Tracking

The first 2 periodics:

- ❖ Target for end of Y7
- ❖ Current grade
- ❖ Likely to achieve grade
- ❖ Learner Profile Score

Summer report:

- ❖ Current grade
- ❖ LP score
- ❖ Comment written by subject teacher





# Learner Profile Descriptors



1 - Exceptional learner who is enthusiastic, committed and absorbed in their learning. An independent, rigorous, resourceful and imaginative thinker. A resilient and reflective student who thinks strategically about their learning. Collaborative and empathetic when working with others and contributes substantially to the progress of the class.





# Learner Profile Descriptors

3 - Consistent approach to learning, complete tasks and meets deadlines. Attentive and participates when required.







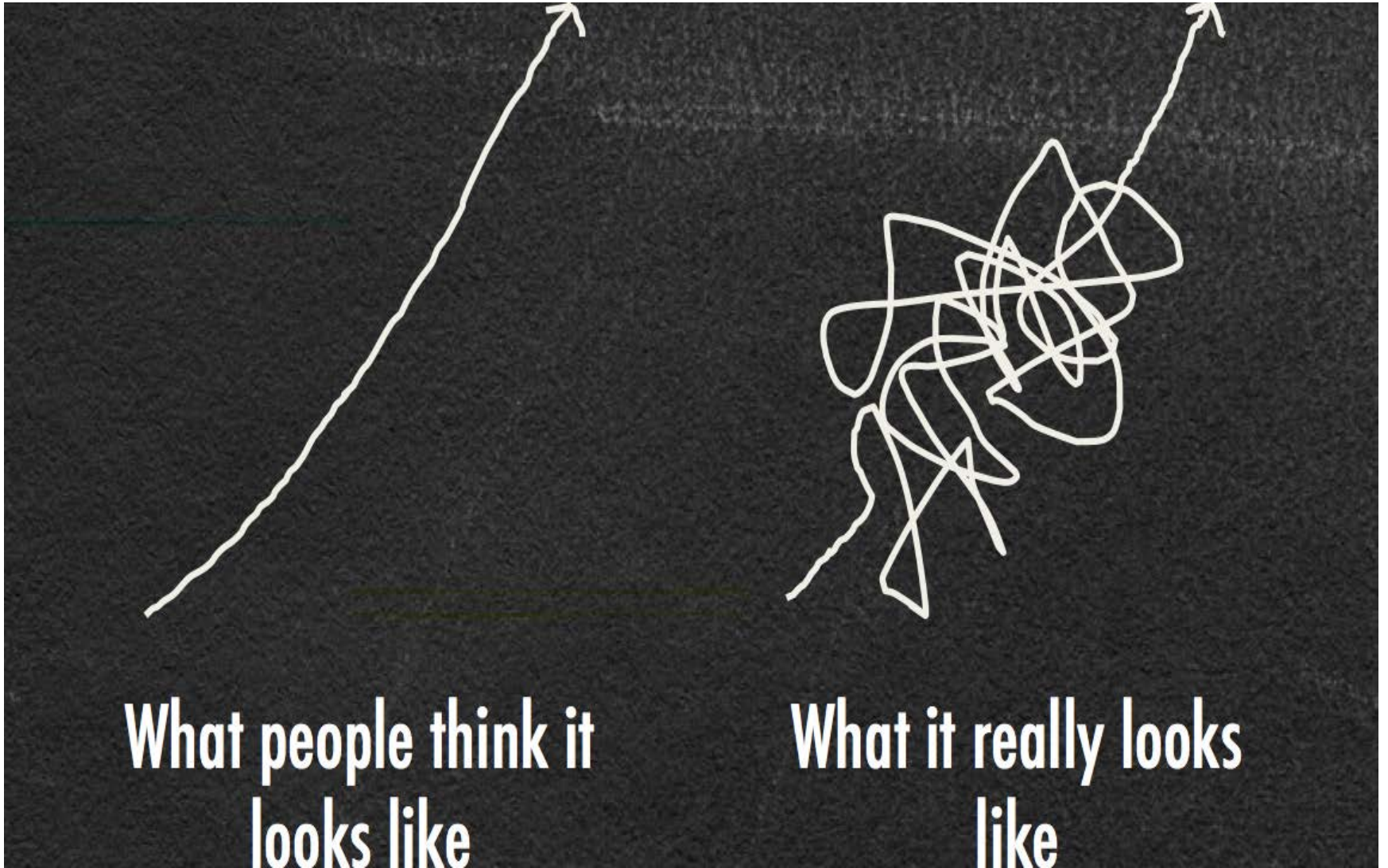
# Learner Profile Descriptors



5 - Rarely motivated to learn and rarely completes tasks or meets deadlines. May distract others and may be inattentive. Commitment to learning is a serious cause for concern.



# Progress



# Contacts

Head of Key Stage 3:

Mr Palfreyman

[e.palfreyman@jcg.sch.je](mailto:e.palfreyman@jcg.sch.je)

Head of Key Stage 4:

Miss Hopkins

[n.hopkins@jcg.sch.je](mailto:n.hopkins@jcg.sch.je)

Assistant Headteacher, Student Progress and Welfare:

Mrs Silvestri-Fox

[e.silvestri-fox@jcg.sch.je](mailto:e.silvestri-fox@jcg.sch.je)

Assistant Headteacher, Learning and Curriculum

Miss Lea

[r.lea@jcg.sch.je](mailto:r.lea@jcg.sch.je)





# Like and follow

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<https://www.facebook.com/JerseyCollegeForGirls/>

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@jcg\_live





# ELSA

## Emotional Literacy Support Assistant



Emotional literacy a definition:

Emotional literacy is the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others.





# Personal and Emotional Wellbeing



Mental and emotional health is fundamental to good general health and wellbeing and impacts greatly on how well children do at school. At JCG we provide a healthy, supportive, stimulating environment in which pupils can grow and develop.





# The Worry Bucket

Sleep Well, Eat Well

Have Fun

Exercise

Try Something New

Talk to somebody

Keep it in Perspective



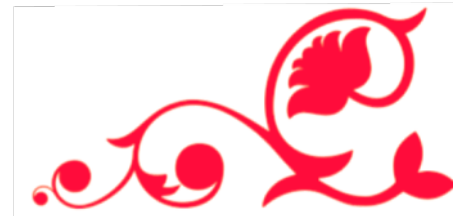
We all have coping strategies; some are positive, some are negative





# What we offer...

- A listening ear
- Single intervention session
- 6 weekly sessions exploring
  - Emotional awareness
  - Coping when angry
  - Understanding Self-esteem
  - Social and communication skills
  - Friendship skills
  - Separation/loss/bereavement
- The Decider course

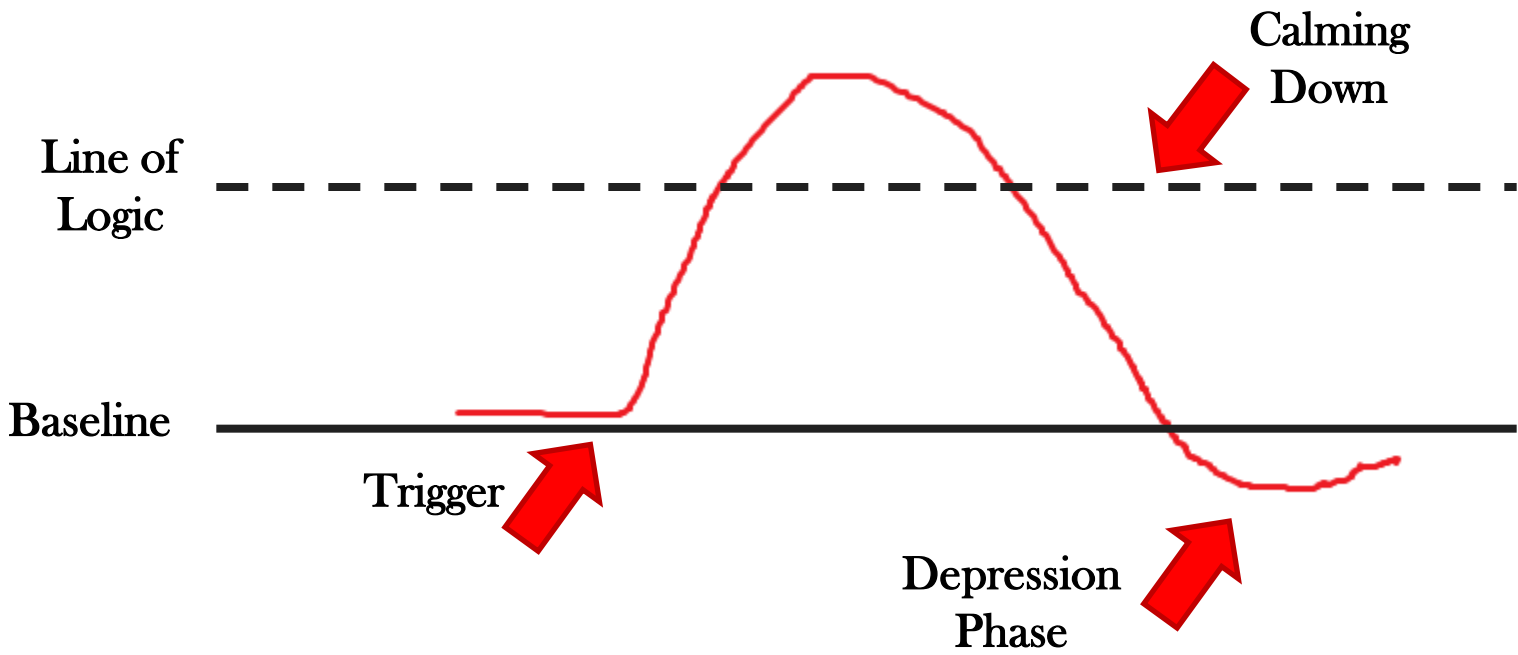






# Pick Your Moment!

## The Adrenaline Curve





# House Meetings



- There is now an opportunity to meet with your daughter's form teacher to discuss some wellbeing scenarios. Please go to:
- 7AB – C11
- 7CA – C12
- 7CF – C13
- 7GA – C14
- 7IN – C15
- 7NI – C16





# Scenario 1



- Your daughter comes home and says that she is being “bullied”. Things have gone missing from her blazer and she is being isolated. What do you do?



## Scenario 2



- Your daughter has been reprimanded for not completing a homework. Do you intervene?





# Scenario 3



- Peer pressure – going into town on Friday night; bed time; clothes; phones – how do we deal with these issues?





# Scenario 4



- Mobiles – Rules?
- When are they allowed them?
- Where are they at night?
- What apps are they allowed? – Twitter? FB? Instagram? Snapchat? Rules for group chat?
- Do you have access to their mobile or do you respect their privacy?





# Useful Websites



- Mental health & wellbeing

[http://www.youngminds.org.uk/?qclid=COP\\_rcWp1MsCFQ4TGwodmqkMRWfile:///H:/Downloads/Heads-up%20\(1\).pdf](http://www.youngminds.org.uk/?qclid=COP_rcWp1MsCFQ4TGwodmqkMRWfile:///H:/Downloads/Heads-up%20(1).pdf)

[http://www.youngminds.org.uk/for\\_parents/worried\\_about\\_your\\_child/schoolwork\\_exam\\_stress/getting\\_help](http://www.youngminds.org.uk/for_parents/worried_about_your_child/schoolwork_exam_stress/getting_help)

<http://www.mindjersey.org/>

<http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources/developing-emotional-awareness-and/copin-4>



- Staying safe online
- <http://parentinfo.org/>
- Parental advice & help
- <http://www.familylives.org.uk/>







# Apps

- Control wifi usage
- <http://ourpact.com/>

