



Year 9 Parents' Information Evening

1st November 2016





Assessment at JCG

September 2016 onwards






What has changed?

- 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 KS3/4 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.



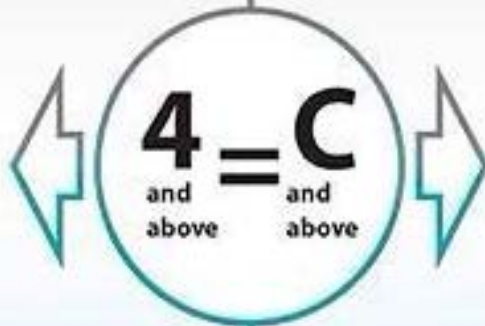


New GCSE grading



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

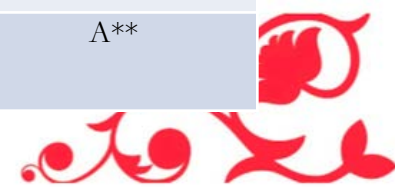




How will progress be measured at JCG?



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 Y9 teachers will assess students' work and there will be 3 external tracking points:
 - ❖ November– periodic and parent evening
 - ❖ March - periodic
 - ❖ June – full report





Progress Tracking

The first 2 periodics:

- ❖ Target for end of Y9
- ❖ 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.





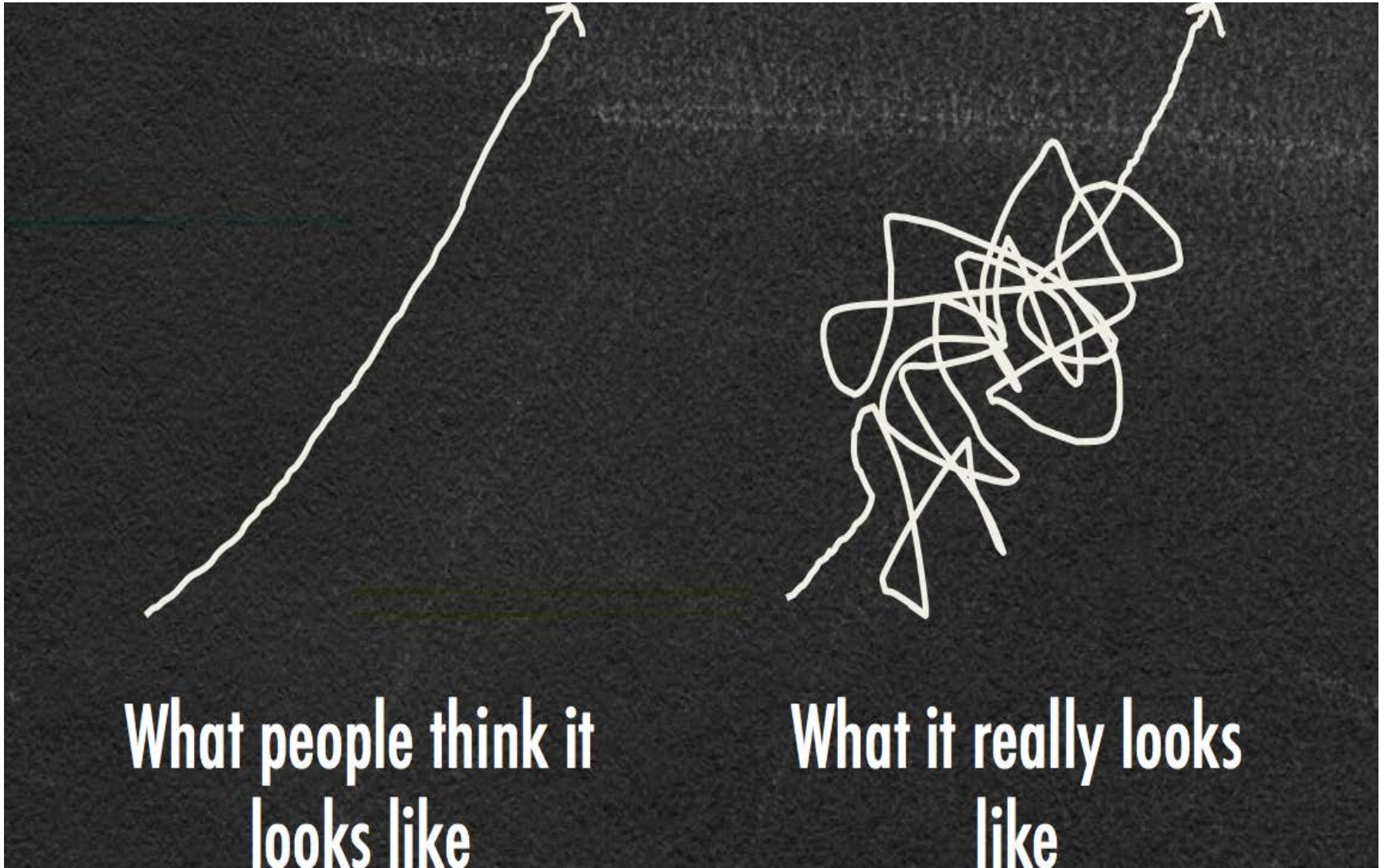
Learner Profile Descriptors



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



Progress



What people think it
looks like

What it really looks
like



Contacts

Head of Key Stage 3:

Mr Palfreyman

e.palfreyman@jcg.sch.je

Assistant Headteacher, Student Progress and Welfare:

Mrs Silvestri-Fox

e.silvestri-fox@jcg.sch.je

Assistant Headteacher, Learning and Curriculum

Miss Lea

r.lea@jcg.sch.je





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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





House Meetings



- There is now an opportunity to meet with your daughter's form teacher to discuss some wellbeing scenarios. Please go to:
- 9AB – C11
- 9CA – C12
- 9NI – C13
- 9GA – C14
- 9IN – C15
- 9CF – 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? Do you let your daughter fail?





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?





Scenario 5



- Your daughter has been invited to a party
- She tells you that older children will be present and she is not sure that parents will be present.
- You suspect that drugs/alcohol may be present.
- Course of action?