

The  
**Ladies' College**  
Guernsey



# KS3 Curriculum Evening

Howard Barnes  
Director of Studies



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Guernsey

# KS3 Curriculum Evening

- **Curriculum updates and priorities for 2024/5**
- **Future Ready skills**
- **Online Safety**
- **Science**
- **English**
- **Looking ahead**
- **Learning Support and Inclusion**
- **Communication and reporting**



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Integrity,  
Bravery  
Kindness

*'Do what is right,  
come what may'*







*‘Contribute to a culture of joy, play and exploration in which they can experiment connect and learn’*





*'Realise the power and value of their voice'*

*'Enable girls to access an ambitious environment and curriculum that prepares them for the rapidly changing world'*





## What is the Share of Women in the Jobs of Tomorrow?

Cloud  
Computing  
**12%**

Data  
and AI  
**26%**

Marketing  
**40%**

Sales  
**55%**



Content  
Production  
**57%**

People and  
Culture  
**65%**

Product  
Development  
**35%**

# Development Priorities 2024/5

- Championing girls' education
- Encouraging innovative and dynamic problem solving
- Future-Ready skills
- Leading on Technology

*Previous presentations are available on our website.*



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# Educating for their Future

Institute for  
Research in  
Schools.

UK IRIS  
Award for  
Community  
research and  
impact

UK IRIS  
award for  
outstanding  
teacher.



Gold, Silver  
and Bronze  
awards for  
TeenTech real  
world  
research  
projects.

Silver TEEN  
TECH centre  
of Innovation  
and  
Creativity.

# Educating for their Future

- Microsoft Showcase School



[Congratulations to the Microsoft Showcase schools! \(11 x 8.5 in\) \(azureedge.net\)](#)



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What's all the fuss  
about AI?

Development speed  
– what can it do?  
Impact – how will it  
change things?  
We are learning  
together!



Your personal and company data are protected in this chat

Certainly! Here are some ways high school students can use Bing Chat to improve their work:

1. **Research:** Bing Chat can help students research topics for their assignments. Students can ask Bing Chat to look up information on a particular topic, and Bing Chat will provide them with relevant search results. Students can also ask Bing Chat to help them find scholarly articles, books, and other resources that they can use for their research.
2. **Writing:** Bing Chat can help students with their writing assignments. Students can ask Bing Chat to help them with grammar, punctuation, and spelling. Bing Chat can also help students with brainstorming ideas for their essays and organizing their thoughts.
3. **Mathematics:** Bing Chat can help students with their math homework. Students can ask Bing Chat to solve equations, provide step-by-step solutions to problems, and explain mathematical concepts.
4. **Language Learning:** Bing Chat can help students learn a new language. Students can ask Bing Chat to translate words and phrases, practice pronunciation, and learn new vocabulary.
5. **Collaboration:** Bing Chat can help students collaborate with their classmates on group projects. Students can use Bing Chat to share files, hold group discussions, and work together on assignments.



Your personal and company data are protected in this chat

Certainly! To solve the equation  $3x + 5 = y$ , we need to isolate  $x$  on one side of the equation. We can do this by subtracting 5 from both sides of the equation:

$$\begin{aligned}3x + 5 - 5 &= y - 5 \\3x &= y - 5\end{aligned}$$



Now, we can isolate  $x$  by dividing both sides of the equation by 3:

$$\begin{aligned}3x/3 &= (y - 5)/3 \\x &= (y - 5)/3\end{aligned}$$



Therefore, the solution to the equation  $3x + 5 = y$  is  $x = (y - 5)/3$ .

I hope that helps! Let me know if you have any other questions.

Learn more:

[1. mathsolver.microsoft.com](#)

[2. mathsolver.microsoft.com](#)











[3. mathway.com](#)

[+1 more](#)

6 of 30 ●



# Top 10 skills of 2023

- |   |   |
|---|---|
| 1.  <b>Analytical thinking</b>                 | 6.  <b>Technological literacy</b>                |
| 2.  <b>Creative thinking</b>                   | 7.  <b>Dependability and attention to detail</b> |
| 3.  <b>Resilience, flexibility and agility</b> | 8.  <b>Empathy and active listening</b>          |
| 4.  <b>Motivation and self-awareness</b>       | 9.  <b>Leadership and social influence</b>       |
| 5.  <b>Curiosity and lifelong learning</b>     | 10.  <b>Quality control</b>                      |

## Type of skill

■ Cognitive skills
 ■ Self-efficacy
 ■ Management skills
 ■ Technology skills
 ■ Working with others

Source  
World Economic Forum, Future of Jobs Report 2023.

Note  
The skills judged to be of greatest importance to workers at the time of the survey

**But in the next five years,**  
employers will be looking for:

- 1** Analytical thinking
- 2** Creative thinking
- 3** AI and big data
- 4** Leadership and social influence
- 5** Resilience, flexibility and agility
- 6** Curiosity and lifelong learning
- 7** Technological literacy
- 8** Design and user experience
- 9** Motivation and self-awareness
- 10** Empathy and active listening

## Preparing Students for the AI-Enhanced Workforce

***“AI will not take your job; a person with AI skills will replace you.”***

The learners we are teaching ..... must become demonstrably skilled in using generative AI.

September 15, 2023



# Future Ready Skills and Sixth Form Pathways

Nick Dyson

Deputy Principal (Innovation and Student Development)

# A focus on skills...

- Play and create
- Analyse and adapt
- Lead and influence
- Know your purpose

## **Know your purpose**

- Self-Knowledge
- Authenticity
- Emotional Regulation/EI
- commitment to Growth
- Resilience
- Jumping in
- Assertiveness

## **Lead and influence**

- Leadership
- Communication
- Curating a culture
- Decision Making
- developing others
- Finding the common ground
- Enact Change

## **Play and Create**

- Curiosity
- Playful experimentation
- Problem Solve
- Innovate

## **Analyse and Adapt**

- Deep Listening
- Always learning
- Deal with uncertainty
- Deal with complex systems and contexts
- Preparation
- Evaluate



## FRS Curriculum map- Termly Plans

Year group	Michaelmas	Lent	Trinity
<b>Remove</b>	<ul style="list-style-type: none"> <li>• <b>Digital Survival</b> <i>Digital Organisation for the curriculum</i></li> <li>• <b>Future-Ready Skills for a changing world</b> <i>Looking at what transferrable skills are needed for the future</i></li> <li>• <b>Digital Organisation and Research Skills</b> <i>Looking at what a future curriculum may look like</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prompt engineering</b> <i>AI Project</i></li> <li>• <b>Video production</b> <i>Developing design, teamwork and collaboration as well as video software skills.</i></li> <li>• <b>Debating</b> <i>Using research and evidence and learning how to debate</i></li> <li>• <b>International Women's Day Project</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time management</b> <i>Including time management planning and mapping skills</i></li> <li>• <b>The Online World</b> <i>Learning how to navigate the online world safely and effectively</i></li> <li>• <b>Data collection project</b> <i>Big data and analysis</i></li> <li>• <b>Moral Compass and AI</b> <i>Role of humans in a future society</i></li> <li>• <b>Presentation of skills learnt this year</b></li> </ul>
<b>Lower Four</b>	<ul style="list-style-type: none"> <li>• <b>Digital Skills check</b> <i>Review of digital skills learnt in Remove</i></li> <li>• <b>Truth and Media</b> <i>Reliable evidence, identifying fake information and misleading graphs.</i></li> <li>• <b>Outcomes:</b> <i>Sway presentation on verifying information Podcast on fake news Excel graphs on misleading data</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Climate change Guernsey</b></li> <li>• <b>Scientific Method</b> <i>Collection of real-world data to investigate the pollution.</i></li> <li>• <b>Outcomes:</b> <i>Video on Climate change to enter GO BOLD GSA competition Scientific poster to enter IRIS and TEEN TECH Excel graphs on misleading data</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revision Skills</b></li> <li>• <b>Data Collection</b> <i>Measure trees for a yearly the State of Nature in College report.</i></li> <li>• <b>Finance</b> <i>Mortgages, Buying and Renting on Guernsey, Bank Accounts</i></li> <li>• <b>Self-Evaluation</b> <i>Analysis of skills learnt this year,</i></li> <li>• <b>Outcome:</b> <i>Presentation on Alternative living on Guernsey</i></li> </ul>
<b>Upper Four</b>	<ul style="list-style-type: none"> <li>• <b>Theme: Academic Rigour</b> <i>Research Project Researching Writing Referencing Review Presentation</i></li> <li>• <b>Outcome: Writing 1000-word essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theme: Technology for the Future</b></li> <li>• <b>Introduction to AI / Machine learning</b></li> <li>• <b>Use AI to produce... (challenges and opportunities)</b></li> <li>• <b>Research - Tech for Good</b></li> <li>• <b>Outcomes:</b> <i>Presentation: Tech for Good</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theme: Schools of the future</b></li> <li>• <b>Aims and expectations, curriculum, design</b></li> <li>• <b>Outcomes:</b> <i>Create video promotion of school Showcase event Report back on findings including showcase video</i></li> </ul>

# Digital Skills & Online Safety

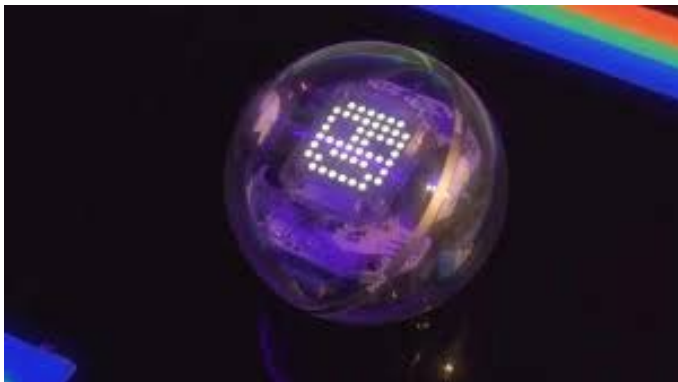
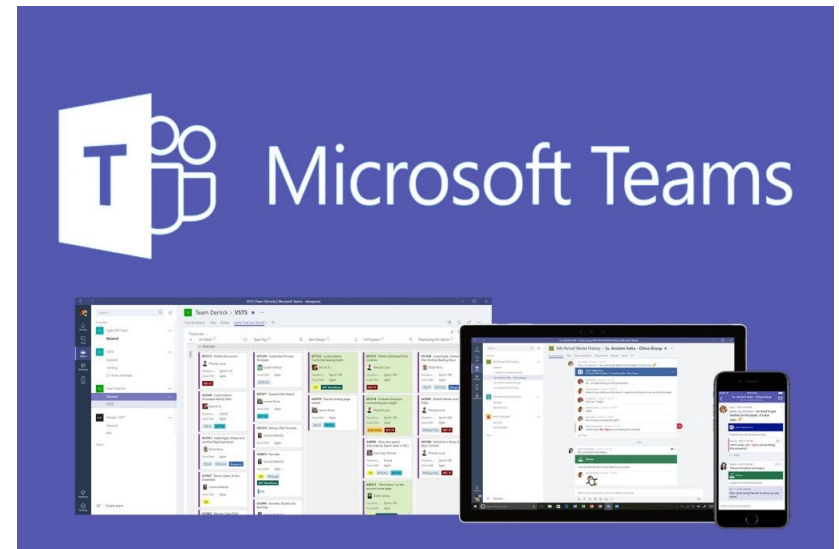
Mr Paul Beasley – Head of Curriculum IT and Online Safety



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# Digital Skills

- ICT Skills
- Multimedia Skills
- Coding
- Animation
- Robotics



Upper Four and above have the opportunity to take Microsoft Office Specialist courses.



Lower 5th can choose the Digital Enterprise course.





# Online Safety



Self

## Health



Wealth

# Netiquette and Ideology



Digital Footprint  
=  
Digital Tattoo

# Screen Time

The average global internet user now spends 6 hours and 35 minutes online daily.

[Screen time statistics 2024 | The Independent](#)

70 years of 6.35 hours a day = 25.45 full years

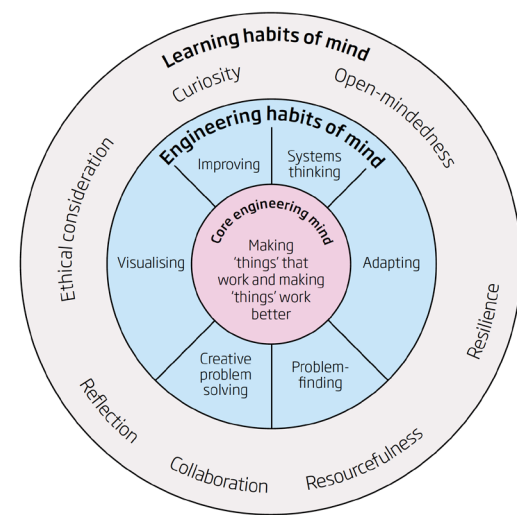
# Science@Ladies'

Dr Karen Marshall– Head of Curriculum Science and  
Pathway lead for Science Pioneers



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# Science @ Ladies'



**Transferrable skills:** to innovate, to lead, to problem solve, to make a difference

**Confidence:** no glass ceilings, 'that's a boys subject'

**Networks:** Positive female role models

**Authenticity:** They don't feel the need to compete with boys

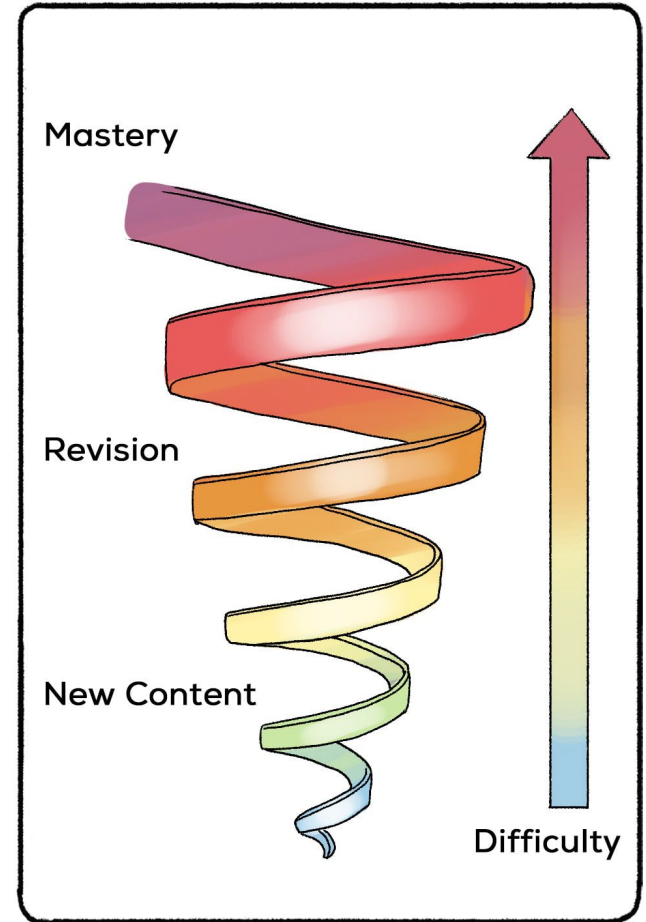
**Voice:** Girls learn to ask questions: how, why, what if

# Science @ Ladies'

Our curriculum is spiral, so theory learnt at a basic level creates a foundation on which to build later on in the course.

We have reduced the theory in Remove to allow us to build practical skills and develop confident, resilient, curious, young Ladies.

Moving to Modular in 2026.



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# Science @ Ladies' Lessons

Remove: 6 lessons per week

Lower 4: 2 lessons a week for each science

Upper 4: Sets according to ability, start iGCSE

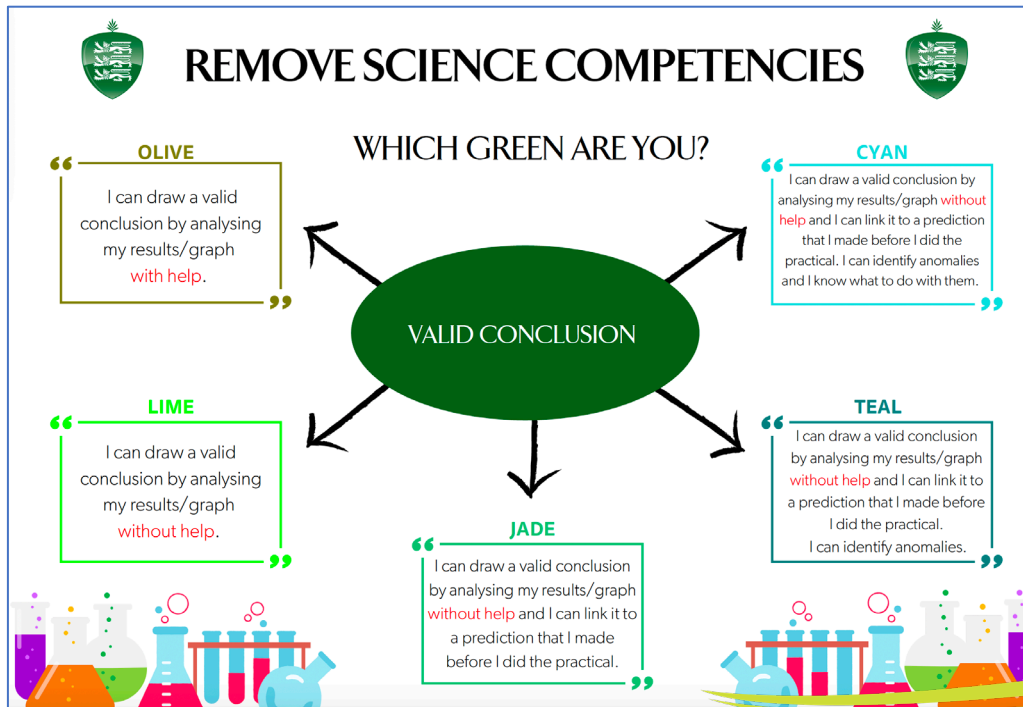
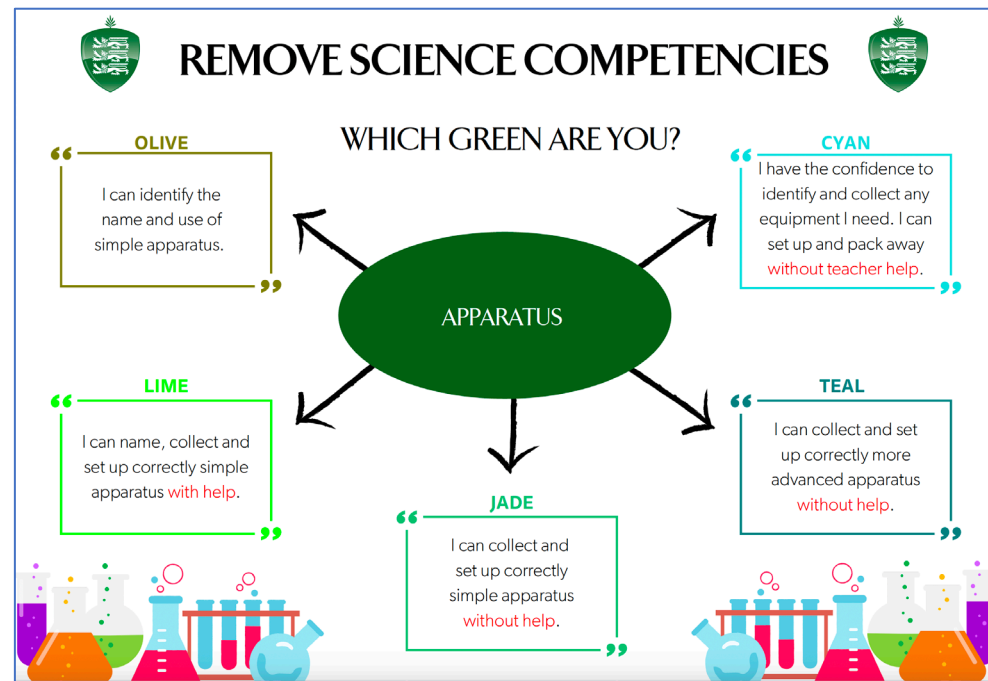


# Science @ Ladies'

Skills based curriculum in Science.

Remove students come in with very different levels of science.

Enables students to self assess their skill level and identify improvement



Students don't compare themselves with others but work on self improvement.

2 skills emphasized for each topic

13 skills in all

# Co-curricular events and activities

- Science Club (last year put on a science show for Melrose)
- Real world research (U4-U6) producing Research poster
- Attend Institute for Research in Schools student research conference yearly to present posters
- Worked with Government House looking at Biodiversity of Grounds
- Working with Queens' Road Medical practice to introduce a biodiverse green area for patients and look at the link between green spaces and mental health and well being
- Science Olympiad
- RSC Student Analytical Competition
- RSC Top of the Bench
- Cambridge Chemistry Competition
- Teen tech competition
- Biology Challenge
- GSA Go Bold
- Biology Field Work with EC
- Observatory Visit
- Outdoor club for Melrose
- GENESIS Club for sixthform students on island
- STEM Wind Turbine Event on Cobo Beach with Venterra

Science  
@ Ladies'



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# The Ladies' College

English Department

Mrs Zoe Ellis

The Ladies' College  
*English Department*



# Lessons

- Three hours per week
- Includes a library lesson

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*English Department*



# Learn to read and read to learn!

- The importance and significance of reading
- Improving technical accuracy and extending vocabulary
- The Reading Challenge!

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*English Department*



# Why English?

- Community
- Communication
- Confidence

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# Why us?

- Passionate
- Excellence
- Knowledge
- Support
- Humour

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*English Department*



# Curriculum (6 week units)

- Novel
- Shakespeare
- Play
- Poetry
- Skills
- Media/Non-fiction

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# Subject Content

- Novels:

*Chinese*

*Cinderella* by Adeline  
Yen Mah

*War Horse* by Michael  
Morpurgo

*Animal Farm* by George  
Orwell

*The Woman In Black* by  
Susan Hill

- Shakespeare:

Introduction to  
Shakespeare

*A Midsummer Night's  
Dream*

*Twelfth Night*

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# Subject Content (Continued)

- Other drama:

*Frankenstein*

*Dracula*

*The Empress*

- Skills:

Spelling, punctuation  
and grammar

Public speaking

- Poetry:

*Ballads*, famous,  
types, creative  
interpretation

- Media:

Shrek and fairy tales,  
Dragon's Den

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*English Department*



# How are you doing?

- Occurrence
- Occurance
- Mediterranean
- Mediteranean
- Immediately
- Immedately
- Separate
- Seperate
- Definitely
- Definatly
- Desperate
- Desparate





# Answers!

- Occurrence
  - Occurance
  - Mediterranean
  - Mediteranean
  - Immediately
  - Immedately
- Separate
- Seperate
- Definitely
- Definately
- Desperate
- Desparate

# Co-curricular events and activities

- Cliosophical Society (Debate)
- House Debate
- House Creative writing
- Ox and Ivy
- Scribbles
- Learn to Love Literature – sponsored reading for a local charity
- The Guernsey Eisteddfod
- The Spelling Bee (individual comp and House event)
- The Ladies' College Magazine – Ilex
- Creative writing competitions (Poems on the Move, The Write Stuff, GSA comps and more!)
- The Monachan Memorial Trophy
- Evening events: A Midsummer English Celebration
- Trips! (PRCPA, Stratford, London, and New York)

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*English Department*






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# Looking ahead


*An overview of the curriculum*



# Remove


- Art
  - Drama
  - DT
  - English
  - French
  - Future-Ready Skills
  - Geography
  - History
  - IT
  - Mathematics
  - Music
  - PE
  - PSHCE
  - Religious Studies
  - Science
- 

# Lower Four and Upper Four

- Art
  - Drama
  - Design Tech / Food Tech
  - English
  - French
  - Future-Ready Skills
  - Geography
  - History
  - ICT
  - Mathematics
  - Music
  - PE
  - PSHCE
  - Religious Studies
  - Science – **Biology, Chemistry, Physics**
  - **Spanish**
- 



# Upper Four

- Lessons finish at 4pm Monday to Thursday.
  - In the Lent term students choose their (I)GCSE subjects:
    - English Language, English Literature, Mathematics and Science are compulsory
    - Remaining 11 (I)GCSE subjects placed in 4 blocks
    - Blocks designed individually for each year group
    - Subject information handbook and Options Evening
    - PSHCE lessons look at decision making process
    - Discussions with students / parents
- 

# And....

- Range of experiences and opportunities
- Co-curricular clubs
- Trips
- Tutor sessions
- House activities
- Action Teams
- Assemblies
- Alternative curriculum week



# Educating for their Future

"Pupils' achievement shows that their ambitions to reach successful outcomes are fully realised, fulfilling the school's aim for them to be the best they can be."  
*Independent Schools Inspectorate 2022*

In short, The Ladies' College was deemed **EXCELLENT** in every category (the highest grading possible) and was judged to meet or exceed all the regulatory standards for independent day and boarding schools.

This is an exceptional achievement for the College and one we are delighted to share with our College community.



**ISI**

Independent  
Schools  
Inspectorate



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## Expectations

*Do what is right come what may*

We expect that, as a member of The Ladies' College, you will:

### Be Kind:

- building a community where everyone is welcome and valued
- supporting each other with respect and empathy
- advocating for others

### Be Brave:

- using your voice, and listening, to shape the world for the better
- trying new things and embracing challenges
- standing by our convictions to create positive changes in the world

### Show Integrity:

- being thoughtful and honest with our words and actions
- setting high moral standards
- taking responsibility for, and learning from, our mistakes

# Mrs Nicola Ingrouille

## Head of Lower School and Middle School

## Head of Learning Support

For more information on our pastoral care, learning support, one-on-one paid support, and exam access arrangements, please email [ningrouille@ladiescollege.ac.gg](mailto:ningrouille@ladiescollege.ac.gg)













# Student Support

- ✓ TUTOR
- ✓ Year Coordinator
- ✓ College Counsellor
- ✓ Big Sister/Little Sister
- ✓ Sixth Form Mentors

- ✓ Other members of the Pastoral Team
- ✓ Learning Support Team
- ✓ School Attendance Officer
- ✓ Outside agencies



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## Remove Tutor team



Miss I. Ellen



Mrs F. Falla



Dr. E. Whelband

## Lower 4 Tutor team



Mr D. Herschel



Mrs L. Davies



Mrs C. Montague

## Upper 4 Tutor team



Ms E. Murphy



Mr G. Chene



Mrs C. Feldmesser

## Year Co-ordinators



Mr T. McGovern  
Remove YC



Mrs B. Smith  
Lower 4 YC



Mrs M. King  
Upper 4 YC

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# Learning Support

## An Inclusive Community

### Melrose



Mr Dave Herschel

(Learning Support Teacher)

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

Mrs Kate Lowe

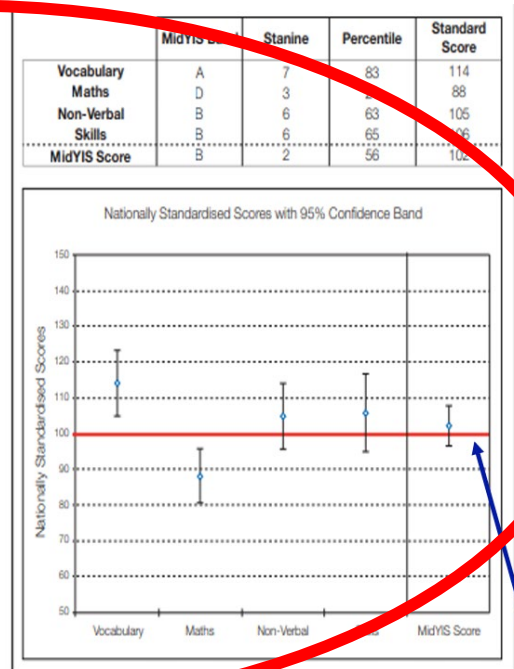
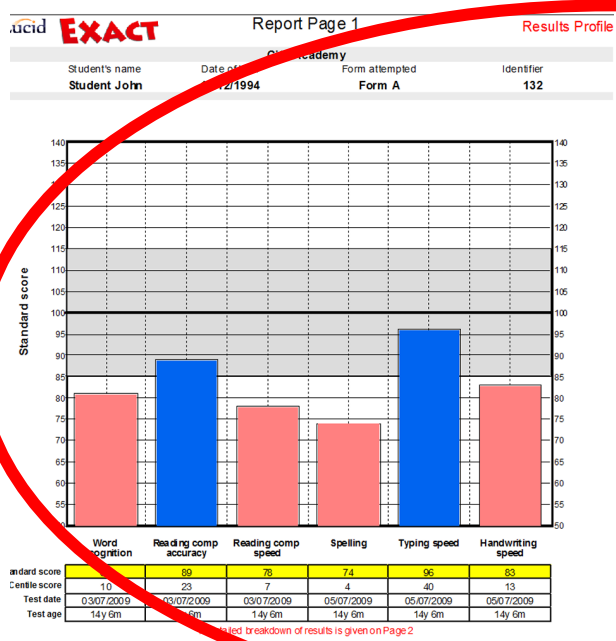


Mrs Claudine Jackson



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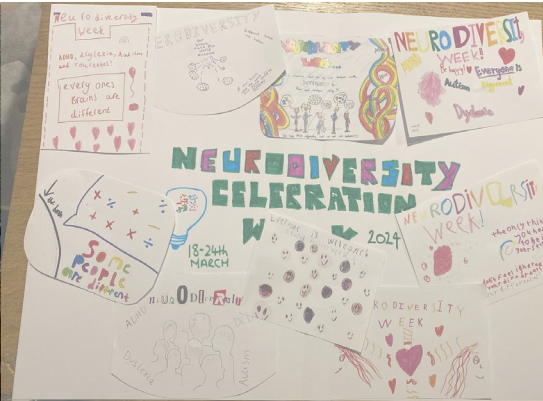


Assess data when students start with us or if a referral is made



## WAVE 3

- ✓ Learning support sessions 1:1 and group sessions (additional cost)
- ✓ Exam Access Arrangements
- ✓ Plan, Do, Review
- ✓ Weekly Inclusion meetings, SAO, Outside agency support



## WAVE 2

- ✓ 3 complimentary sessions
- ✓ Supported Study
- ✓ Exam Access Arrangements
- ✓ Plan, Do, Review
- ✓ Weekly Inclusion meetings



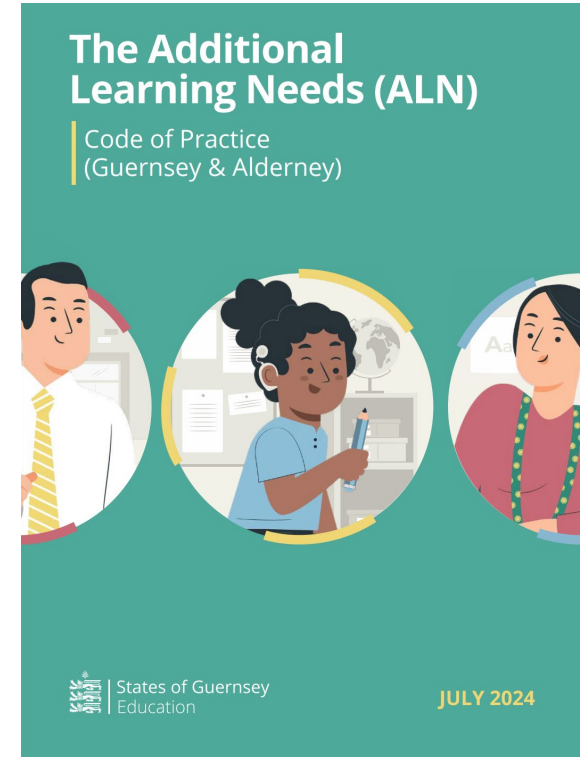
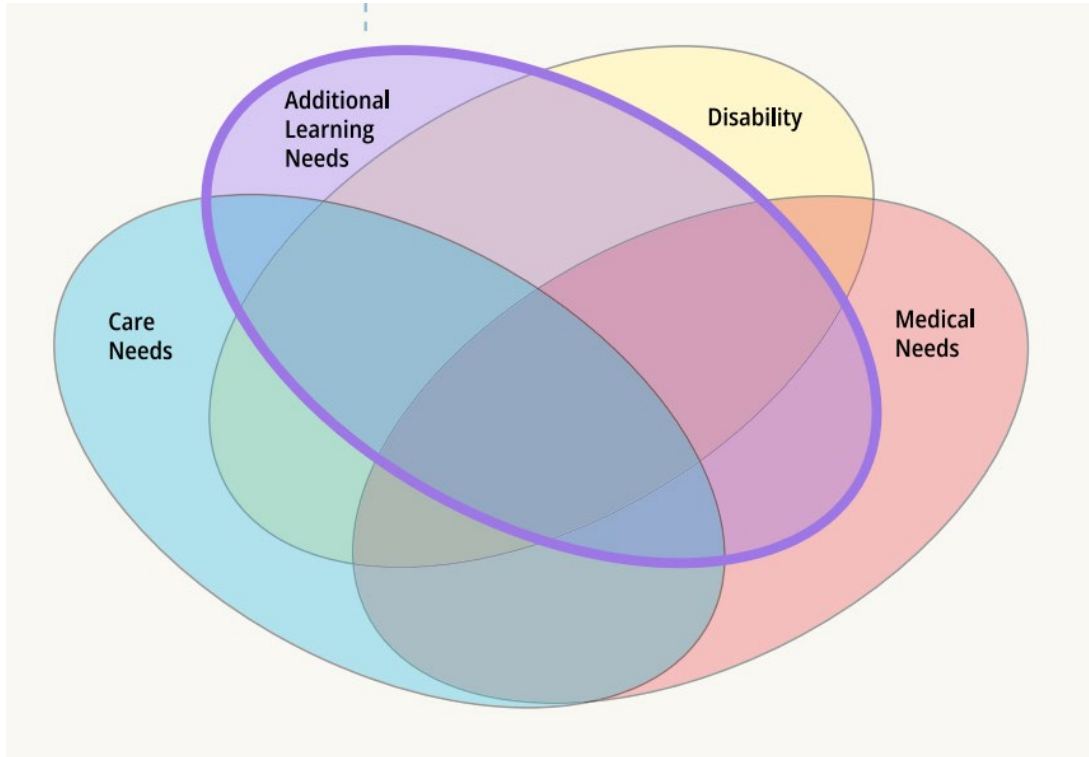
## WAVE 1

- ✓ Quality First Teaching  
*LUCID, CEM Tests, data from schools*
- ✓ Plan, Do, Review
- ✓ Exam Access Arrangements

Use a graduated response to support learning needs



# Student Support



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# Student Support: Reasonable adjustments

- Reasonable adjustments are changes that a setting makes to **remove** or **reduce** a **substantial disadvantage** that a disabled learner might face in comparison with learners who are not disabled.
- Adjustment may include, for example: adapting the curriculum; agreeing a different way to undertake learning; providing equipment, resources or specialist support and making changes to the physical features of the educational setting to improve accessibility.
- The education setting must consult with the learner (and parents/carers as necessary) to ask what would help them. They should also seek advice from other people as appropriate, such as those with relevant specialist knowledge.
- 
- Other aspects to consider include **available resources** and the **impact on other learners**



# Exam Access Arrangements

"Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval."

---

- 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



Joint Council for  
Qualifications <sup>CIC</sup>

*We start the formal process when students are in Upper Four*

# It Takes Three

*Your daughter*

*College*

*Home*



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# Communication and Reporting



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INFORMATION / Communication to Parents

## Communication to Parents


<https://www.ladiescollege.com/information/communication-to-parents>



**Our new platform is called Engage. We will be rolling out Engage in a number of stages.**

We will provide updates as the various stages roll out. The priority after initial access is for student timetables to be accessible to parents and students followed by calendar dates.

Please see the following guides:

 [How to set up your Parent Portal account \(video\)](#)

 [Parent Portal User Guide](#)

 [Engage Parent Guide - School App](#)



**Ladies' College Guernsey**

Home

My Details

My Children

Naomi Barnes

- [Pupil Details](#)
- [Contact Details](#)
- [Siblings](#)
- [Timetable](#)
- [Pupil Subjects and Teachers](#)
- [Points](#)
- [Attendance](#)
- [Medical Details](#)
- [DMS](#)

Daybook

Activities


My DMS

My Calendar

Websites

**Parent Portal**

Naomi Barnes

 Year:  
Form:  
House:  
Age:  
Date of Birth

**Contact Details**

Mr Barnes

Joint Parent

Name 1

Name 2

Contact Name

Greeting

Relationship

Address

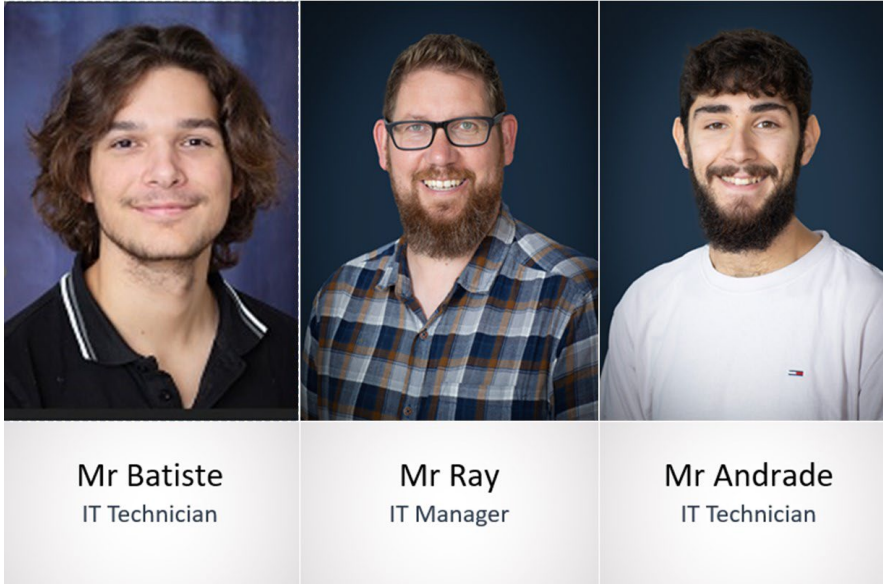
# Communications to Parents

- Portal
- Engage App – TLC095
- Data review
- Calendar
- Activities
- .....
- Feedback

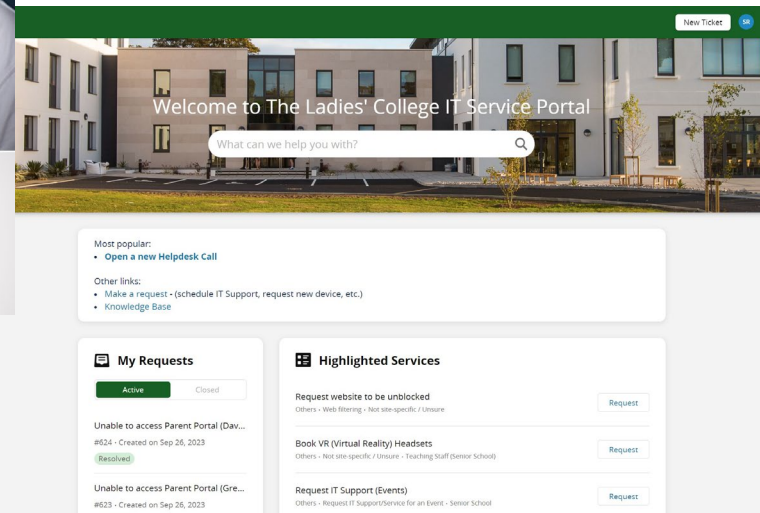


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Guernsey

# The IT Team...



# ... and Service Desk



IT team are available  
07:30am 5:00pm for  
assistance



The Ladies' College  
Guernsey



Independent girls' school, The Ladies' College, has been providing an excellent education for students since 1872 from Pre-School to Sixth Form on a single campus, based in St Peter Port, Guernsey

**Watch our video to discover more ©**

**Pre-Preparatory** >  
For girls 2½ to 4 years old

**Junior School** >  
For girls 4 to 11 years old

**Senior School** >  
For girls 11 to 16 years old

**Sixth Form** >  
For girls 16 to 18 years old



# The Ladies' College Guernsey

## The week ahead . . .

### Monday 30 September

**10.30 – 10.50 College Assembly**

College Hall

**15.30 – 16.45 Football Club: Remove – Upper Five**

**17.15 – 20.00 Sixth Form Social Evening**

Oatys & Joeys

### Tuesday 1 October

**16.15 – 18.00 Les Misérables Rehearsal**

Drama Studio

### Wednesday 2 October

**LTA Youth Tennis Competition in Winchester**

**10.30 – 10.50 Action Teams**

**11.00 – 14.00 Geography Fieldwork: Lower Four**

Vazon

**14.30 – 15.30 LDA Drama in the Hall**

**16.00 – 17.15 Hockey Training: Lower Five – Upper Sixth**

Footes Lane

**16.30 – 17.30 PTA Uniform Sale**

College Foyer

**17.30 – 19.00 Key Stage 3 Curriculum Evening**

College Hall, informal drinks from 17.30

This week we consider:

### Our College values: kindness to others

#### Facebook picture of the week

On Monday Evening, the College hosted our third fantastic Big Debate.

The proposition, made up of Tom Fletcher CMG and Eva (Lower Sixth), powerfully argued that in this time of global change, we must see further than the obstacles in front of us. Guernsey needs to focus outwards and capitalise on its strengths in order to navigate the challenges posed by global change, the climate crisis, and AI.

In opposition, Sir Richard Collas and Abi (Upper Sixth) argued that Guernsey's primary responsibility was to its people. They convinced the audience that solutions effective in other nation-states may not be suitable here and that we are best placed to meet the needs of the island before looking elsewhere.

It was a closely fought debate, but in the end, the Opposition convinced more of the audience to change their minds, prioritising the local over the global.



# Reporting

- Half termly contact with parents
  - Interims
  - Parents Evenings
  - Reports



- Reporting criteria
  - Attainment
  - Effort
  - Progress



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Attainment grade	Remove	Lower/Upper Four +
High	Consistently recall and apply relevant knowledge and skills within and across the topics of study.	Consistently recall and apply relevant knowledge and skills within and across the topics of study including that from previous years.
Very Good		
Good	Can mostly recall and apply relevant knowledge and skills within, and often across, the topics of study.	Can mostly recall and apply relevant knowledge and skills within, and often across, the topics of study including that from previous years.
Fair		
Working Towards	Can recall and apply some relevant knowledge and skills within and across the topics of study, but requires significant support in some areas.	Can recall and apply some relevant knowledge and skills within and across the topics of study, but requires significant support in some areas.



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