



# Y10 Parent Information Evening

Wednesday 13<sup>th</sup> September, 2023

5.30pm



Dr Gareth Hughes  
Headteacher, Victoria College

OUR  
FIVE-YEAR  
PLAN  
2023 - 2028

*Amat Victoria Curam*  
'Victory Loves Preparation'

# OUR VISION

A world-class holistic education that inspires every individual to contribute positively to our schools and society.







# OUR MISSION

To create:

- A transformative curriculum in and out of the classroom that inspires excellence, curiosity and independent thinking.
- A dynamic learning environment underpinned by kindness, altruism and compassion.
- A diverse community where everyone is valued and supported to achieve their potential.



HALFORD MEDAL FRENCH MEDALS

QUEENS EXHIBITION QUEENS PRIZE

1858,  
1859,  
1860,  
1861,  
1862,  
1863,  
1864,  
1865,  
1866,  
1867,  
1868,  
1869,  
1870,  
1871

# OUR VALUES

To nurture **respectful** and **resilient** young people and to help them build successful futures. We encourage boys to **aspire** to excellence in everything they do and make the most of all the opportunities we offer.

1856, R. Melville.	1862, G. T. Messervy.
1859, H. Ogle.	1863, A. Westaway.
C. Stevens.	1864, J. Patrickson.
1862, C. Heath.	1865, J. Troward.
1865, R. Clarke.	1866, H. W. Snell.
1868, S <sup>r</sup> G. Stock.	1867, C. J. F. Campbell.
1871, A. de L. Hammond.	1868, J. E. Robinson.
1874, G. C. Bobring.	1869, G. Snell.
1877, G. Le Sueur.	1870, C. F. Le Corbu.
J. Pepin.	1871, J. W. Allen.
1880, S. J. Gruchy.	1872, M. R. Carden.
1883, G. G. Bobring.	J. E. Chapman.
1886, T. J. Williams.	1873, R. B. M <sup>r</sup> Cate.
1889, H. C. Atkinson.	1874, H. W. Hodges.







## Aspirational

Set your standards higher and stretch yourself further, and passionately pursue the next level of personal best in everything you do: academic work, sport, creative arts, behaviour or just being a supportive friend.

## Respectful

Behaving in a courteous, kind and polite way towards everyone in the school and the wider community. Listening to and celebrating different views and achievements. Supporting others.

## Resilient

Developing a positive approach to learning and life. Understanding things might go wrong and there is always another way or a different option. Learning when to persevere and when to ask for help.

# How our students describe our schools







# AN EXCITING PLACE TO LEARN & GROW

A stimulating environment where everyone is challenged to be their best and embrace the available opportunities.

**1**  
**PRIORITY**



**1**  
**PRIORITY**

## Add Academic Value

A focus on adding value to academic attainment, maximising personal progress and seeking the best outcomes for the individual.

## Dynamic Learning

A comprehensive and exciting curriculum delivered through high-quality teaching and learning practices, that meets the skills and knowledge needs of all our students.

## Beyond the Classroom

A diverse and extensive range of enjoyable and accessible co-curricular and enrichment opportunities that cater to the needs of our students and foster participation.

## Student Voice and Leadership

A student-centered ethos that provides opportunities for student leadership across all year groups and includes student voice within decision-making processes.





# A CULTURE OF KINDNESS

An inclusive and engaged community,  
which fosters positivity, wellbeing and meaningful  
outreach.

**2**  
**PRIORITY**



**2**  
**PRIORITY**

## Positive Behaviour

Fostering excellent interpersonal relationships and full engagement in learning by cultivating and rewarding positive behaviour and individual effort.

## Wellbeing and Inclusivity

An environment that cultivates and celebrates inclusivity and diversity, to ensure everyone's wellbeing in a high-challenge setting.

## Partnerships and Outreach

A meaningful and mutually beneficial outreach program that engages with schools, businesses, organisations, and our alumni.

## Community Cohesion

A strong community spirit, where everyone takes pride in supporting school and house events, and in being part of wider Island life through supporting charitable endeavours.





# A REWARDING PLACE TO TEACH & WORK

A place where professional development is promoted, people feel valued, and have positive relationships with their work and each other.

**3**  
**PRIORITY**



**3**  
**PRIORITY**

## Recognition and Engagement

A collective commitment to school improvement, where people are listened to and valued for sharing their ideas and expertise.

## Developing our People

A learning community where career development and appraisal programmes are meaningful and tailored, maximising recruitment and retention of talent.

## Connections and Networks

A commitment to improving educational provision and professional development through collaborative internal and external networks.

## Technology for Learning

Technology development that focuses on the delivery of high-quality teaching and learning and considers future challenges in the educational landscape.



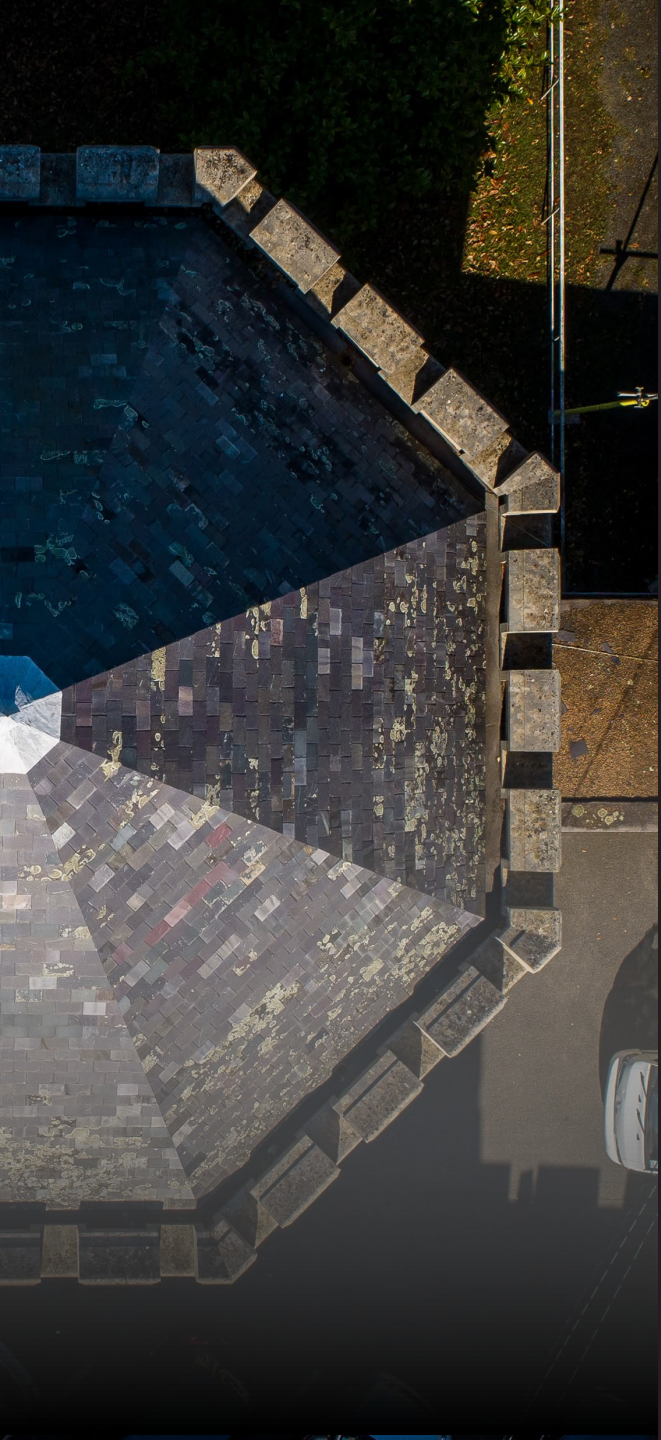


# OPERATIONAL EXCELLENCE

Delivering our vision, mission, and priorities requires excellent governance and operations. The following principles are the foundations that underpin our plan.

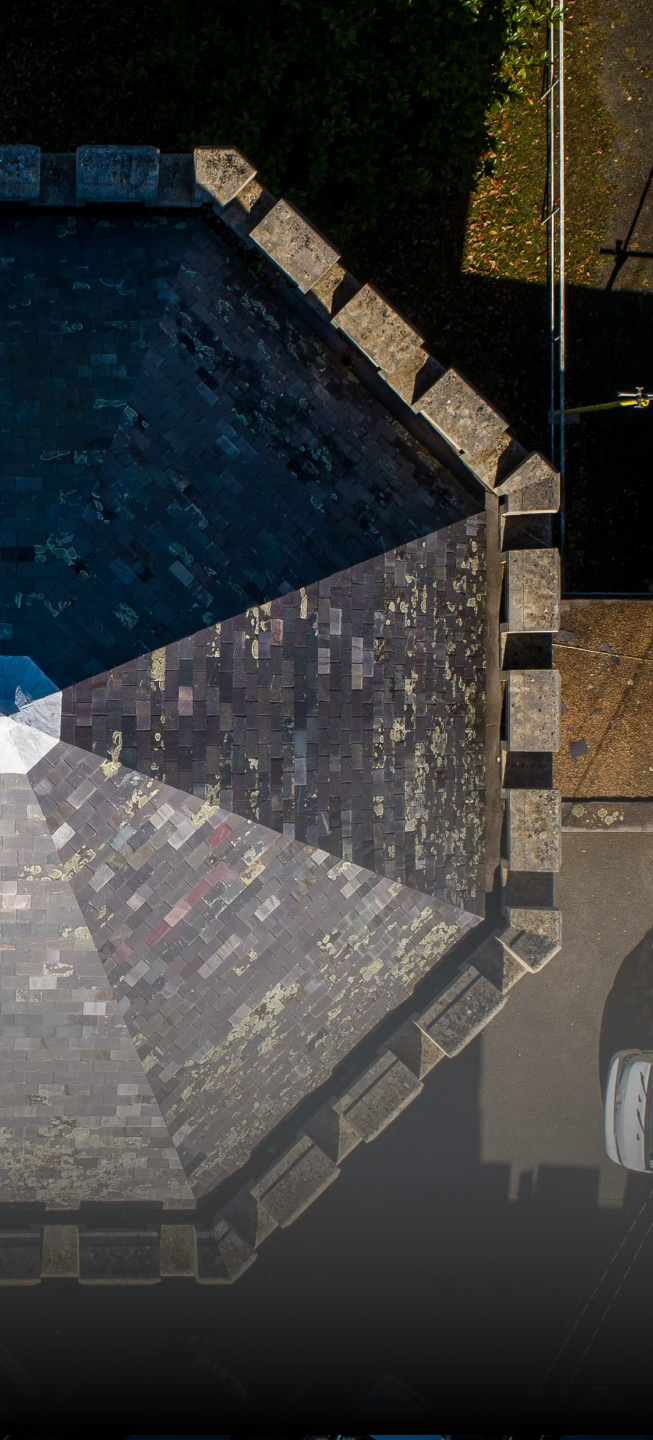


- A sustainable overall school roll
- Strong emphasis on safety, welfare and wellbeing
- Sound financial management practices
- Well-maintained facilities and infrastructure
- Effective technology that enhances teaching, learning and administration
- Proactive communication within the school and with our wider community
- Data-informed decision-making
- Waste reduction and environmentally-conscious action



# Key areas of focus for 2023-24





## Dynamic Learning

Oracy development and exploring curriculum innovation

PRIORITY 1  
Exciting Place to Learn and Grow

## Positive Behaviour

Committing to, and supporting, disruption-free learning

PRIORITY 2  
A Culture of Kindness

## Wellbeing and Inclusivity

Staff and student support, kindness and inclusivity

## Technology for Learning

Exploring the use of AI, hardware and software developments, digital literacy

PRIORITY 3  
A Rewarding Place to Teach and Work





# Karen Palfreyman

Assistant Head Curriculum, Teaching & Learning

# English Language and Literature



Students will sit the Cambridge IGCSE English Language 0990 (9-1) qualification in the Autumn term of Y11 (normally during the first two weeks of October).

There are two papers (2 hours each) in this qualification, one which assesses reading and one which assesses writing. Students will begin preparing for this qualification in the Spring Term of Year 10.

The Autumn Term entry is hugely beneficial for covering English Literature content and it also takes pressure off other core subjects

English Language GCSE by January of Year 11

Re-sit opportunity in the Summer Term if needed







# Maths

Year 10 classes have been set differently to Y9.

- 2 parallel Further Maths set
- 2 parallel Higher Maths sets
- 1 Core Maths set

## Rationale

Smaller Core Maths set will have opportunity to sit IGCSE Foundation Maths in Autumn Term of Y11

Raise aspiration and achievement in Higher and Further sets

Review and re-set as appropriate

## Sparx Maths



## About Sparx

Sparx puts every student's education experience at the heart of everything they do.

Sparx is created first and foremost to help students learn maths in a way that works for them.

Using the perfect mix of engaging maths content, bite-size tutorial videos and written workbook tasks, Sparx supports students' independent learning. Find out more at [sparx.co.uk](https://sparx.co.uk)



## What is Sparx?

Each week your maths homework will be set for you to complete on Sparx.

This homework will be personalised to you, which means the questions will be just the right difficulty for you.



# Which homework type do I do?

Each week you will see three sections of questions that you can select from the sidebar.

## Compulsory

You must **correctly answer all of these questions** before your hand-in deadline.

## Optional

You can choose whether or not to do this. It's only half as long as your Compulsory homework but is **great for helping you feel more confident** with everything you've learnt in maths.

## Target

You can choose whether or not to do this. It contains up to 6 questions and **will advance your maths skills** even further. It is slightly trickier than Compulsory and Optional homework.

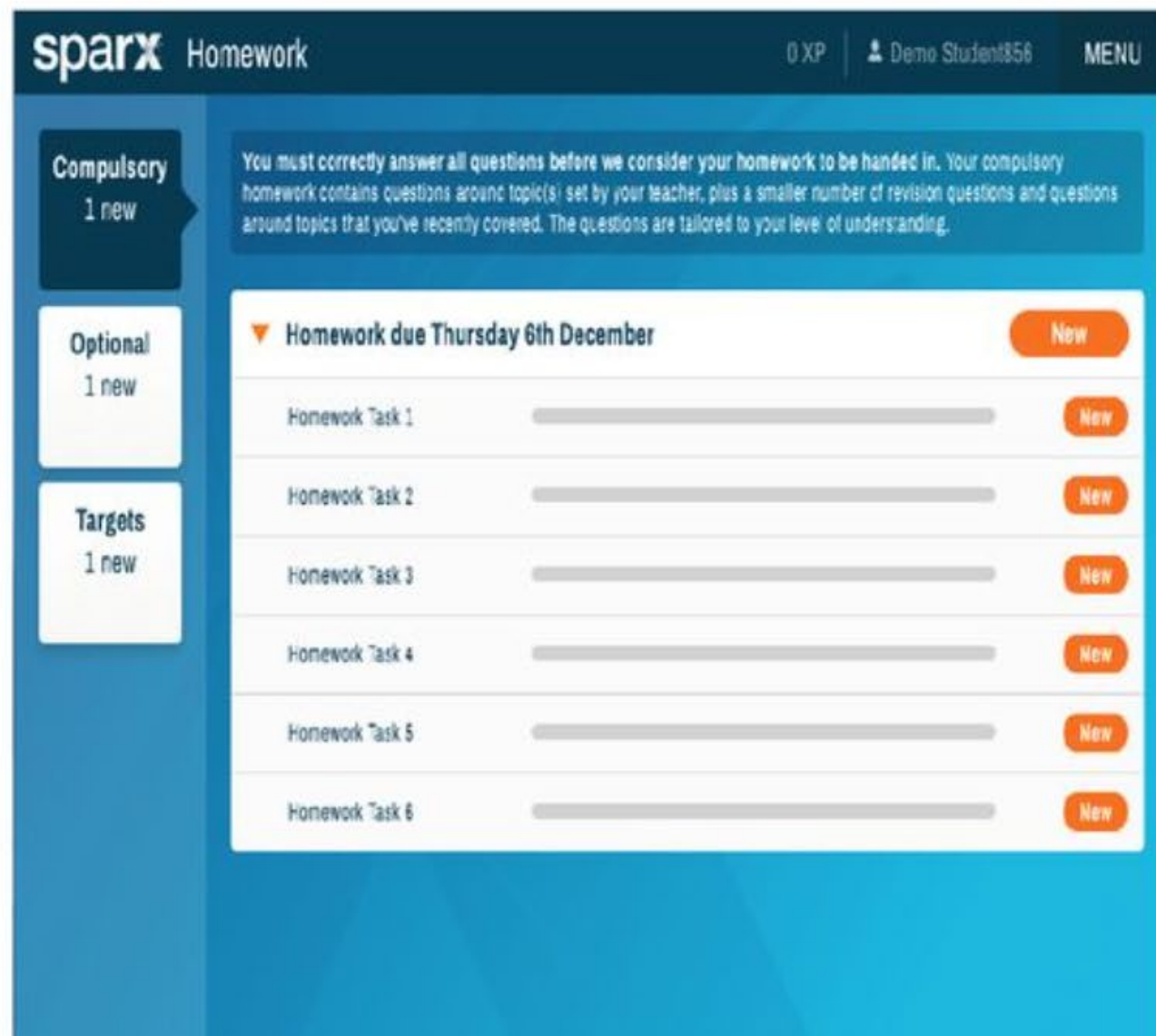
# Times tables practice

# How do I do my Sparx Homework?

You will need to click on the white bar that says “Homework due...” to expand your most recent compulsory homework.

You will then see a list of tasks which you can click on to open them.

We'll go through this in the practice later.



The screenshot shows the Sparx Homework interface. At the top, there is a dark blue header with the Sparx logo, the word "Homework", and user information: "0 XP", "Demo Student856", and a "MENU" button. Below the header, there are three white buttons with dark blue text: "Compulsory 1 new", "Optional 1 new", and "Targets 1 new". To the right of these buttons is a blue box with white text explaining compulsory homework: "You must correctly answer all questions before we consider your homework to be handed in. Your compulsory homework contains questions around topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding." Below this is a white box with a blue header "Homework due Thursday 6th December" and an orange "New" button. The box contains a list of six homework tasks, each with a grey progress bar and an orange "New" button:

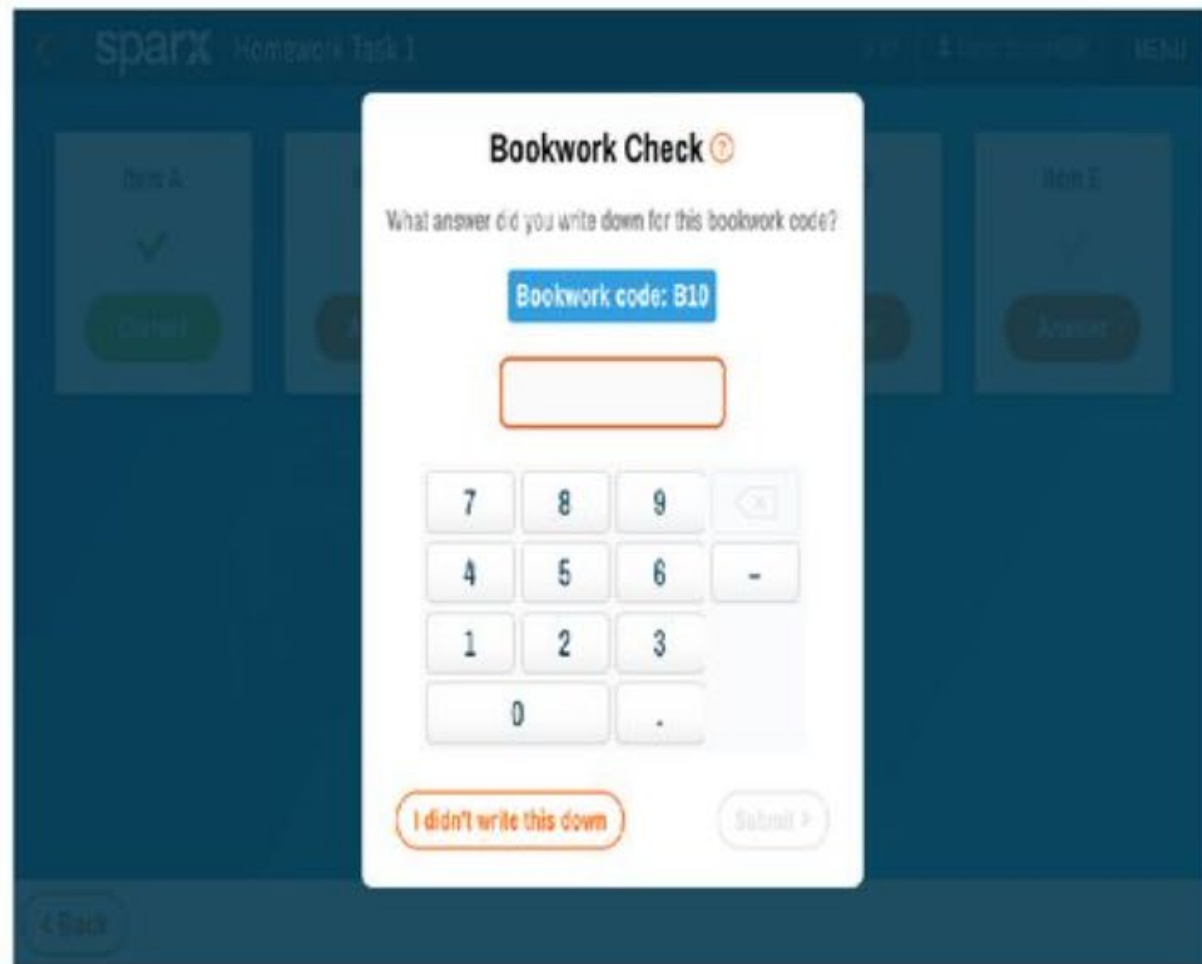
Task Name	Progress	Status
Homework Task 1	0%	New
Homework Task 2	0%	New
Homework Task 3	0%	New
Homework Task 4	0%	New
Homework Task 5	0%	New
Homework Task 6	0%	New



# Bookwork Checks

**Sparx will check** whether you are writing down your answers.

In a Bookwork check you will have to **input the answer that you wrote down for a particular bookwork code, even if you got the answer wrong** so it is important to make sure you write down all of your workings neatly and clearly.



The screenshot shows the Sparx Homework Task 1 interface. A modal titled "Bookwork Check" is displayed in the center. The modal contains the following elements:

- Header: "Bookwork Check" with a help icon.
- Text: "What answer did you write down for this bookwork code?"
- Text: "Bookwork code: B10" in a blue box.
- Input field: An empty rectangular box for entering the answer.
- Keypad: A numeric keypad with buttons for digits 0-9, a decimal point, and a backspace key.
- Buttons: "I didn't write this down" (orange) and "Submit" (grey).

If you fail the bookwork check, **you will have to do the question again**, even if you got it right!

# Bookwork

Your book work should look something like this.



Remember, for every question you must **write down** the bookwork code and the answer you gave.

Homework Thursday 1<sup>st</sup> June 2017

Task 1

D40  $12 + 13 = \underline{\underline{25}}$  ✓

E50  $4 \times 3 + 2 \times 5 =$   
 $12 + 10 = \underline{\underline{22}}$  ✓

F60  $\begin{array}{l} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array}$  ✓

H70  $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{\underline{21}}}$  ✗

J90  $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$   
 $= \frac{3}{8}$  ✓

E41  $P(\text{yellow}) = \frac{3}{6}$  ✗

F51  $P(\text{black}) = \frac{4}{8}$   
 $= \frac{1}{\underline{\underline{2}}}$  ✓

Task 2

G61 All the marbles are green.  
The probability of choosing a purple marble is impossible ✓

H71  $P(\text{odd}) = \frac{3}{5}$  ✓

# What is XP?

XP (Sparx Experience Points) are how you are rewarded for completing homework.

You can earn XP by completing homework tasks. You also get about twice as much XP for completing Optional and Target homework tasks!

The amount of XP you have is shown at the top right of the page.



The screenshot shows the Sparx Homework interface. At the top, the user has 800 XP and is logged in as Demo Student856. The interface is divided into sections for Compulsory, Optional, and Targets homework tasks. A notification box states that compulsory homework must be completed correctly before being handed in. Below this, a list of homework tasks due on Thursday 6th December is shown, all of which are marked as completed.

Task	Progress	Status
Homework Task 1	100%	Completed
Homework Task 2	100%	Completed
Homework Task 3	100%	Completed
Homework Task 4	100%	Completed
Homework Task 5	100%	Completed
Homework Task 6	100%	Completed

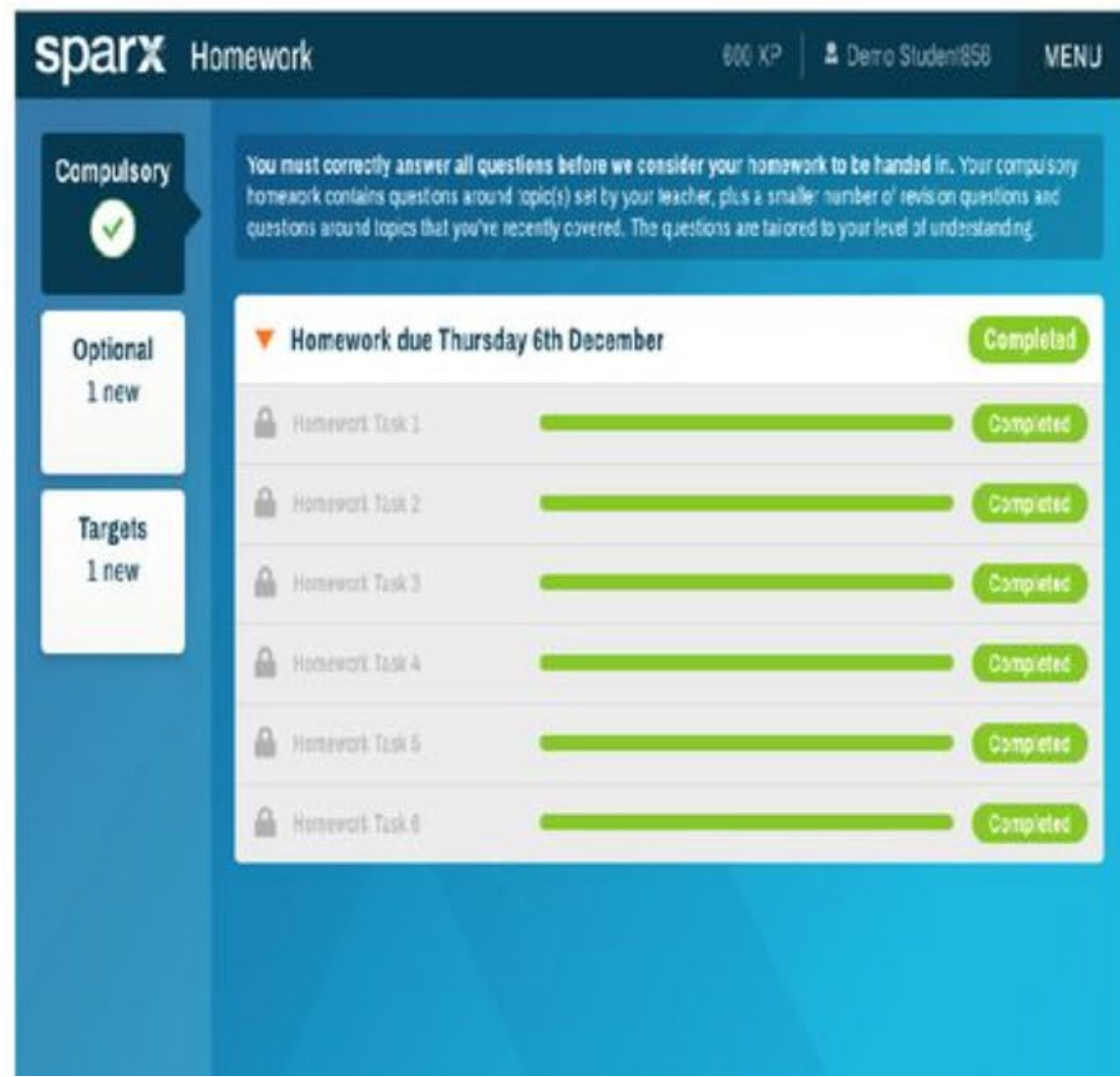


# How do I know when my homework is finished?

Your homework is finished when you have answered every question **correctly** in your compulsory homework.

Every task will be green and say “Completed” next to it.

You can then choose to move on to Optional and Target homework. To do this, you will need to click on the relevant box on the left-hand side and follow the same process as for Compulsory homework.



The screenshot shows the Sparx Homework interface. At the top, it displays 'sparx Homework', '600 XP', 'Dero Studen/858', and a 'MENU' button. On the left side, there are three navigation boxes: 'Compulsory' (with a green checkmark icon), 'Optional' (with '1 new' below it), and 'Targets' (with '1 new' below it). The main content area features a blue header with the text: 'You must correctly answer all questions before we consider your homework to be handed in. Your compulsory homework contains questions around topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding.' Below this, there is a section titled 'Homework due Thursday 6th December' with a 'Completed' button. Underneath, a list of six homework tasks is shown, each with a lock icon, a green progress bar, and a 'Completed' button.

Task Name	Status
Homework Task 1	Completed
Homework Task 2	Completed
Homework Task 3	Completed
Homework Task 4	Completed
Homework Task 5	Completed
Homework Task 6	Completed

And finally..

It is really important that your homework is yours and yours alone.

Sparx needs to create homework that is right for you and that helps you to get better at Maths.

If someone else does it for you or tells you the answers without you having worked them out for yourself, you will probably get homework that is too hard for you!



# Homework, Revision and support

45-60 minutes per subject, per week

1.5-2 hours per night

Includes review, revision

Seneca, Dr Frost, Sparx, Everlearner, BBC Bitesize, Physics and Maths Tutor, Tutor2U







# SENDCo – Mrs Scott: [c.scott@vcj.sch.je](mailto:c.scott@vcj.sch.je)

Identifying and working with boys who need additional support to access their education

Range of needs

Testing students and working with families and external agencies to access appropriate provision

Team of support staff working with boys in and out of lessons





VICTORIA COLLEGE

# Olivia Varney

Head of Y10

# My role

Overseeing academic and pastoral progress of all students in Y10

Help Y10 achieve the College mission and so realise their own individual potential

Work with tutors on academic and pastoral issues

Communicate with parents any concerns





# Tutor Team

Braithwaite	Ms Margaret Quinn	Head of English	m.quinn@vcj.sch.je
Bruce	Mr Adam Lester	Teacher of PE	a.lester@vcj.sch.je
Diarmid	Mr Sam Habin	Head of PE	s.habin@vcj.sch.je
Dunlop	Mr William Gorman	Teacher of DT Food	w.gorman@vcj.sch.je
Sartorius	Ms Valerie	Teacher of Languages	v.videt@vcj.sch.je



# Role of the Tutor

- First Point of Contact for students and parents:
- Promote student participation and activity-daily well-being check
- Daily communication of upcoming events, school issues, and individual concerns and praises
- Morning registration @ 0825-0835 to check attendance, equipment, uniform and update students about daily briefing
- Afternoon registration @ 1400 – various events (assemblies, speakers, reading time, activities)





# The Idealistic year

## Year 10

- Scope: Achieve in exams, yes, but also...
- Thriving: individual, Group, Impact beyond School-Enjoyment
- Self-belief and purpose: Diversity of ambitions





# Realistic year

Year 11

- Hone in on targets
- Precision and realism
- Individual Action plans

# Y10 Expectations

New Start-new habits-consolidation, targets, ownership

2 Year courses-notes-workload-external exams

Interactions with staff-within class

Catching up-Absence!

Options-Rome burns







Welcome to your most serious academic year



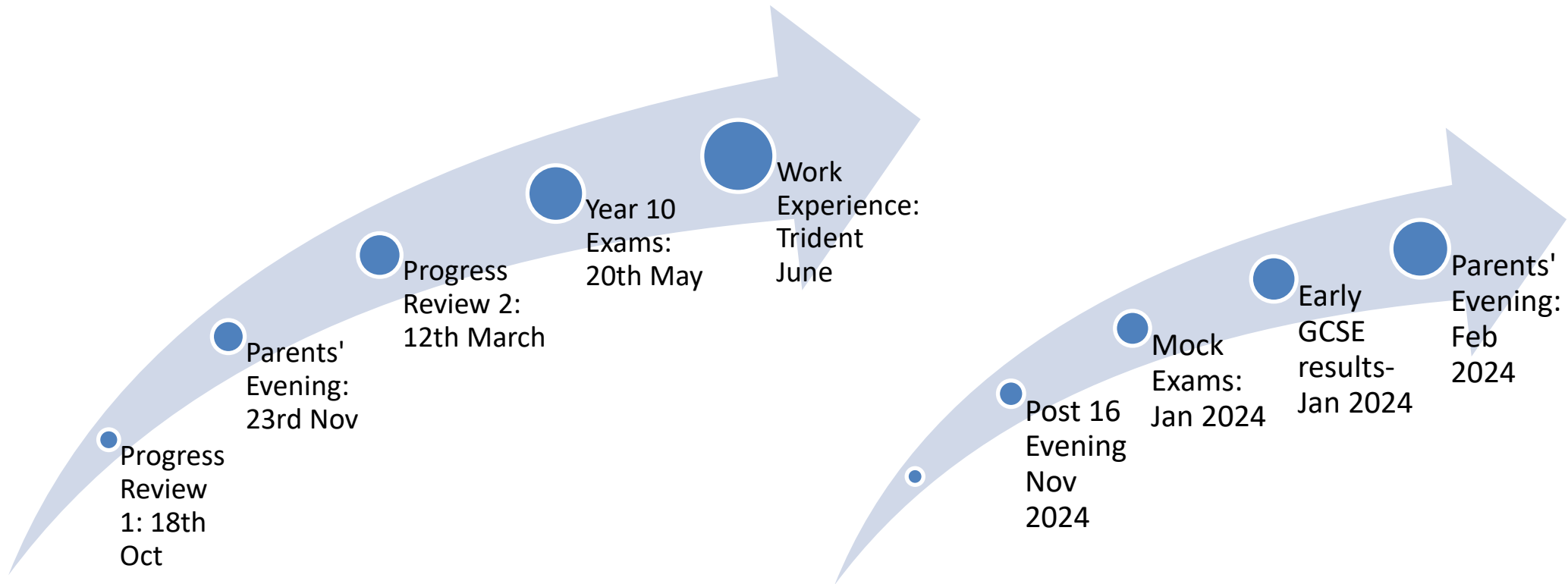


# Your sons are not a future project

Reduce the stress and cognitive overload  
Get their dynamism working for them  
Let them feel confident by doing lots of things:

- House Drama
- Sport
- Clubs
- Trips
- Work

# The Journey: Y10 through to 11



Thank you & Questions

