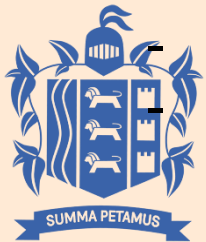


# Enhancing Successful Outcomes



# Enhancing Successful Outcomes

- Attendance and links to attainment
- Support for attendance
- Go4Schools
- Reporting at Hautlieu
- Study habits and supporting learning at home
- Support for students at school
- There will be smaller sessions to give parents on the following support:
  - MLL
  - Eligibility for Jersey Premium
  - SEN
  - G&T
  - Student well-being





**Mrs De Gruchy**  
**AHOY Year 12**



**Miss Carroll**  
**Assistant  
Headteacher**



**Miss Hearne**  
**Teaching and Learning  
Lead Practitioner**



**Mrs Kedge**  
**Student Support Lead  
and Positive Mental  
Health & Well-being  
Manager**



**Miss Stoddart**  
**Attendance &  
Education Welfare  
Officer**



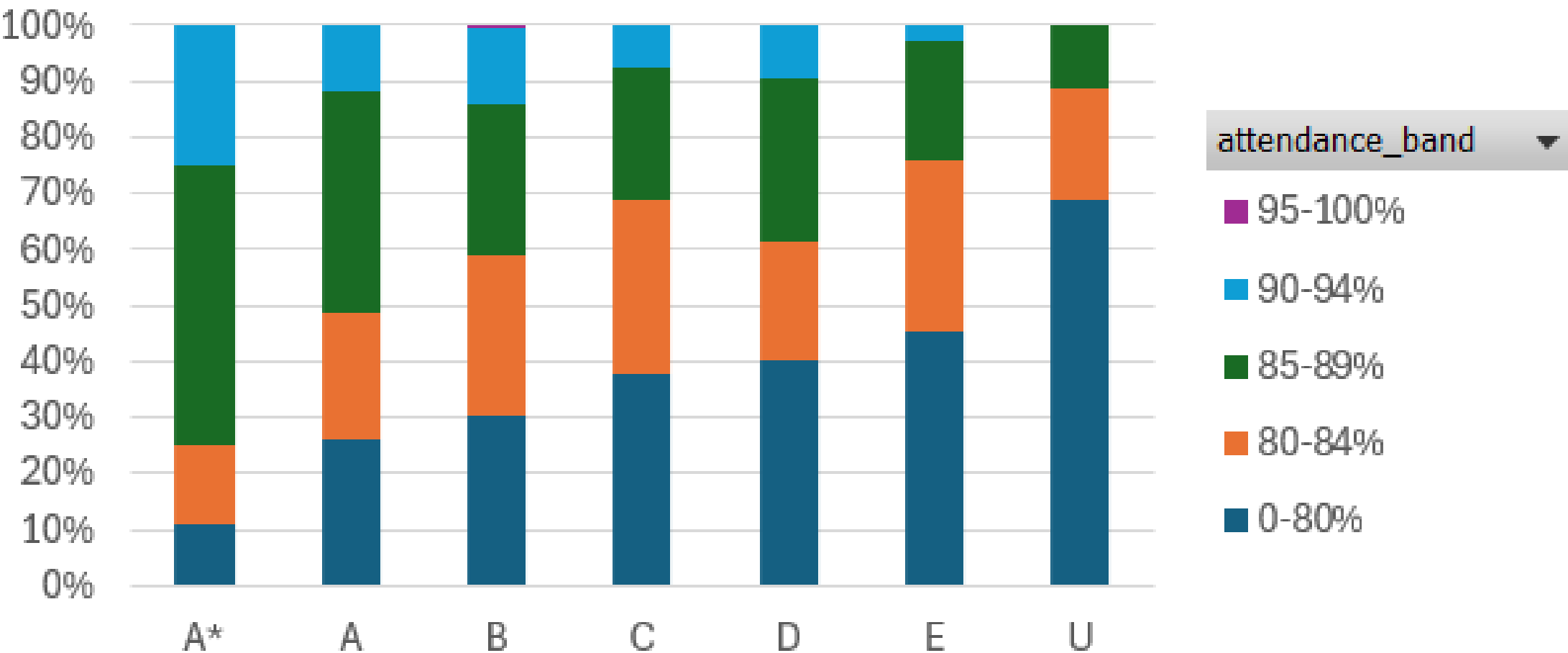


# Attendance

- Regular **attendance** is a vital part of student welfare
- Target – 96%
- 90% - Sounds pretty good?!
  - Almost 4 weeks of school missed
  - Up to 100 lessons in total



# Attendance and Attainment





# ATTENDANCE ★ MATTERS! ★

(Because every day in school really does count!)

## Why attendance is so important:

★ Good attendance = better learning, more confidence, and stronger friendships.

Missing school adds up quickly — even a few days here and there can make a BIG difference.

### Top tips for families:

- ✓ Aim for every day, on time — small steps build great habits.
- ✓ Book appointments outside school hours where possible.
- ✓ If your child is worried about school, talk to us — we're here





# Monitor and Support



**Mr John**  
**Attendance Manager**



**Miss Stoddart**  
**Attendance &  
Education Welfare  
Officer (KS4)**

- Check term dates
- Parent/Guardian must contact the school to report absence



# Go4Schools

2026 ▼ Year 12 (Current), 12EOP



View ▼

- Transparent and accessible

**Track Attendance** – View overall attendance as well as attendance to individual lessons,

**View Reports** – Access Interim and Full Reports as they are published throughout the year, and

**Monitor Progress** – Explore detailed information about progress in each subject, providing an understanding of what learning has taken place.





# Logging In

 Sign in with GO

**First-time user?**

Forgotten Password?

Email address

Password

☐ Remember my email address

 Sign in with GO



# Attendance

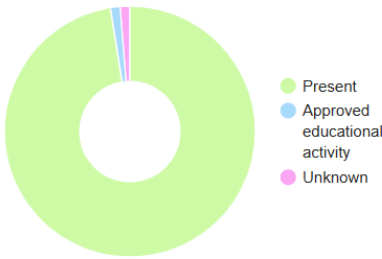


Attendance summary

Calendar view

## Summary session attendance

|                               |   | Sessions | %      |
|-------------------------------|---|----------|--------|
| Present                       | ▼ | 78       | 97.50% |
| Approved educational activity | ▼ | 1        | 1.25%  |
| Authorised absence            |   | 0        | 0%     |
| Unauthorised absence          |   | 0        | 0%     |
| Unknown                       | ▼ | 1        | 1.25%  |
| Late                          |   | 0        | 0%     |





# Attendance



## Lesson attendance by subject

| Subject            | Year | Group    |
|--------------------|------|----------|
| Combined Science   | 10   | 10V/Sc   |
| English Language   | 10   | 10E/En   |
| Geography          | 10   | 10.3/Gg1 |
| History            | 10   | 10.1/Hi1 |
| Mathematics        | 10   | 10I/Ma   |
| Physical Education | 10   | 10.2/Ss1 |
| Spanish            | 10   | 10.4/Sp1 |

### Attendance summary

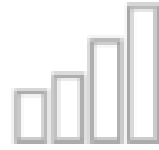
### Calendar view

2025 October

|       |      | Mon | Tue | Wed | Thr | Fri |
|-------|------|-----|-----|-----|-----|-----|
| Wk 14 | 29/9 |     |     | / \ | / \ | / \ |
| Wk 15 | 6/10 | / \ | / \ | / \ |     |     |



# Progress

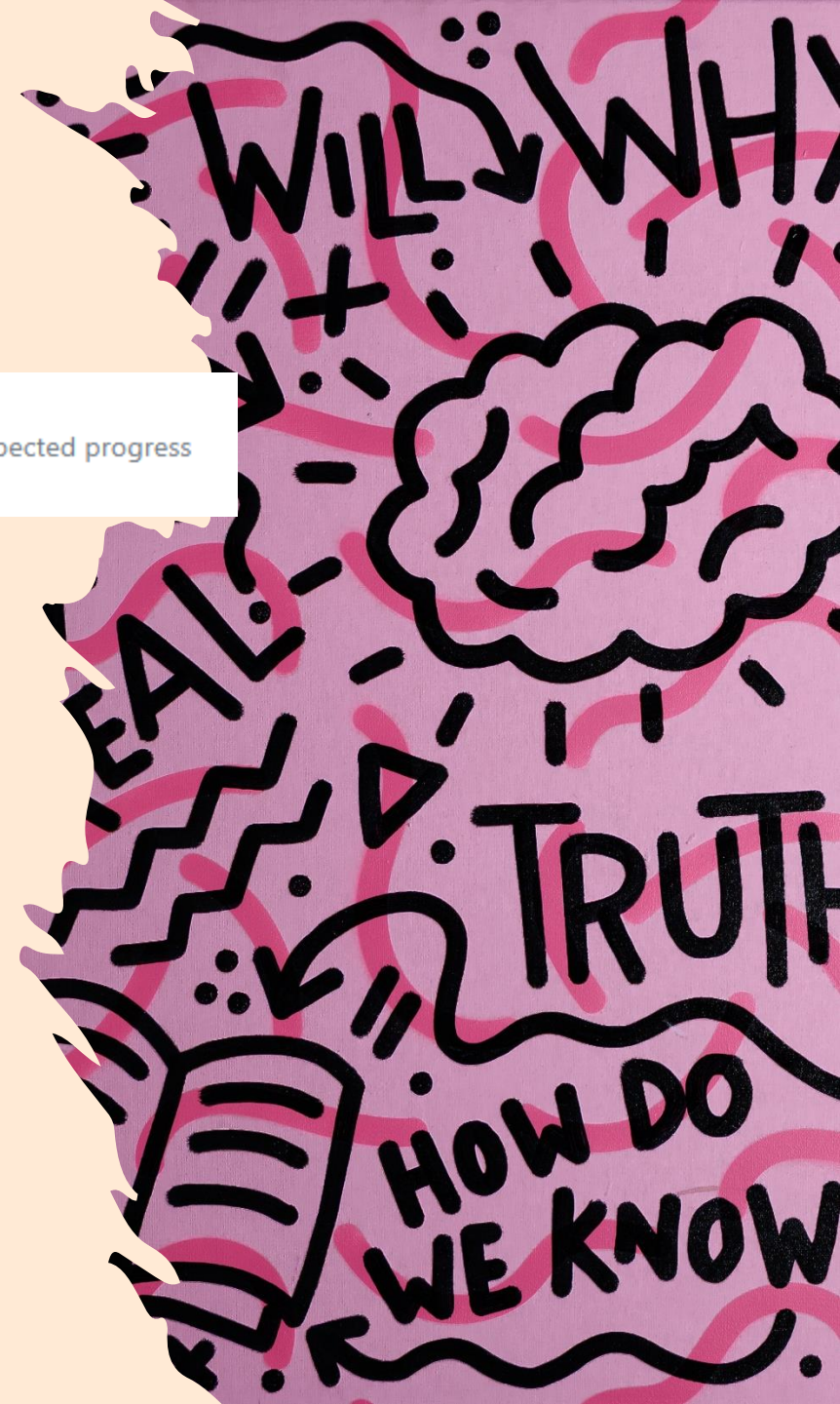


- Residual Legend

Progress below expected Working towards expected progress Making expected progress Above expected progress

Progress summary

View subject in detail ▾





# Progress



Progress summary

View subject in detail ▾

## Progress

### Summary

☐ Subject name ☒ Residual value/label ☐ Grade value

| Biology | Physical Education | Geography |
|---------|--------------------|-----------|
| 0       | 0                  | -3        |
|         |                    |           |
|         |                    |           |

## Progress

### Summary

☐ Subject name ☐ Residual value/label ☒ Grade value

| Biology | Physical Education | Geography |
|---------|--------------------|-----------|
| A*      | A*                 | C         |
|         |                    |           |
|         |                    |           |



# Progress



Progress below expected

Working towards expected progress

Making expected progress

Above expected progress

## Grades

☐ Compact view (main grades only) ☐ Broad view (all grades) ☒ Detailed (all grades plus marksheet grades)

| Subject                                                                                                 | Target Grade | Current | Residual                | Predicted | Actual | Sheet summary                           |
|---------------------------------------------------------------------------------------------------------|--------------|---------|-------------------------|-----------|--------|-----------------------------------------|
|  Biology, Mrs S Wharmby | A*           | A*      | Above expected progress | -         | -      | Year 12 Autumn - Foundations in Biology |





# Reports



## Viewing Reports

1. Click the “Reports” tab.

2. View:

- You can download school reports as **PDF documents**
- Unread reports are marked with a **green ‘NEW’ banner**



Year 12 Spring  
Assessment, 11  
Feb 2025



# Assessment and Reporting

## *Interim and Full Reports*

- Support student progress
- Improve study habits of learners
- Student ownership and parent/carer understanding of progress in learning and predicted attainment
- Monitor and evaluate student progress
- Appropriate support





# Grades



Progress below expected



Working towards expected progress



Making expected progress



Above expected progress

## Target Grade

- Fixed
- Informed by prior attainment (CAT4 / GCSE)
- Intentionally aspirational

## Predicted Grade

- Realistic indication of A Level / GCSE outcome
- Professional judgment of subject teacher
- Contributing factors

## Current Grade

- Informed by internal data and any external examinations
- Reflect qualification grades and components

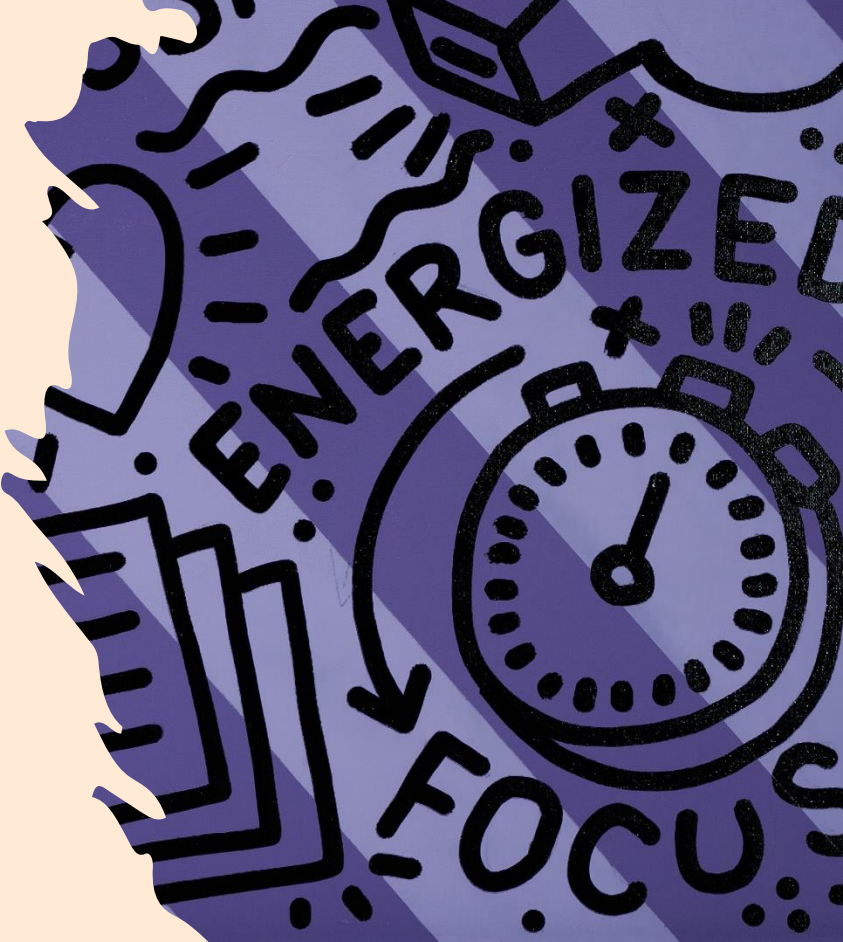


# Residual



Progress below expected   Working towards expected progress   Making expected progress   Above expected progress

| Subject          | Target Grade | Current | Predicted |
|------------------|--------------|---------|-----------|
| Biology          | 6            | 5       | 6         |
|                  |              |         |           |
| Business Studies | 6            | 4       | 5         |
|                  |              |         |           |
| Chemistry        | 6            | 3       | 4         |
|                  |              |         |           |





# Attributes for Successful Learning

- **Work in class** – Engages actively in class, contributes productively, and works well with others.
- **Work out of class** – Completes homework and independent tasks on time and to a high standard.
- **Behaviour for learning** – Demonstrates a positive attitude, respect for others and supports a productive classroom environment.
- **Organisation** – Arrives punctually, prepared and manages learning responsibly

**Outstanding** – consistently models

**Good** – Frequently models

**Developing** – Occasionally models, prompting requires

**Requires improvement** – Infrequently models, emerging concerns

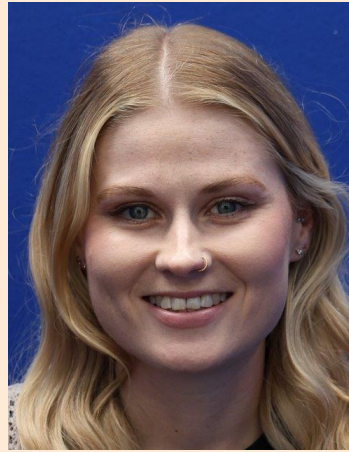


# Study Habits



**Miss Carroll**

Assistant Headteacher in charge of Teaching and Learning



**Miss Hearne**

Teaching and learning Lead Practitioner



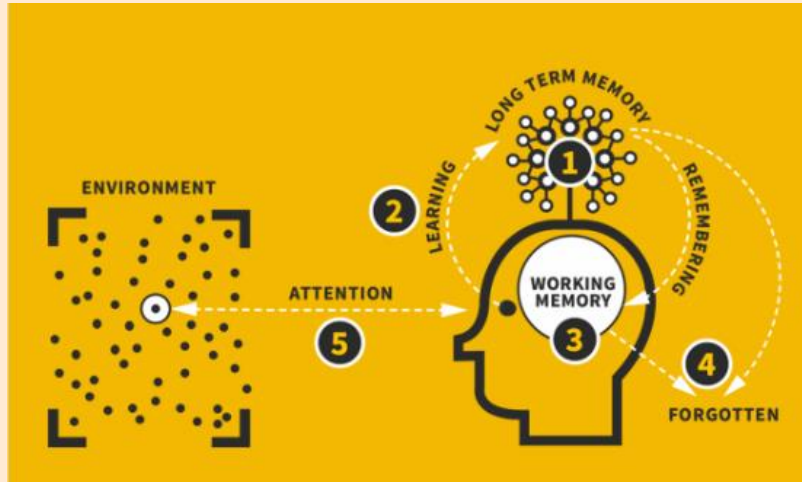


# Study Habits

## *Why it matters*

Good study habits lead to better learning, confidence, and successful exam outcomes.

### *How students learn*







# What are GOOD Study Habits?

- **Consistency** – Regular study routines, not just cramming.
- **Organisation** – Using planners, folders, and checklists.
- **Time Management** – Breaking tasks into chunks, avoiding last-minute rush.
- **Active Learning** – Using flashcards, quizzes, teaching others.
- **Healthy Balance** – Sleep, breaks, and downtime are essential.



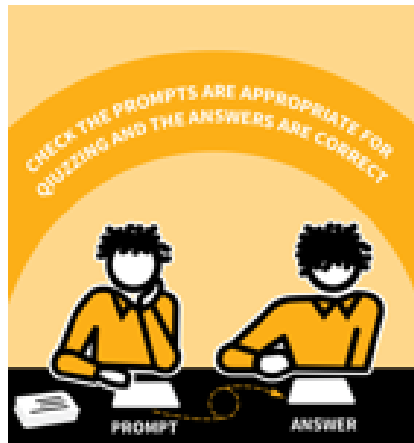
# Learning WALKTHRU





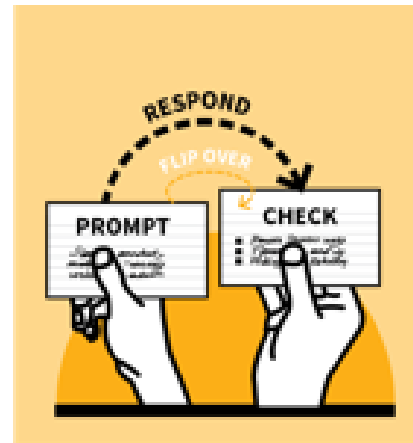


### USING FLASH CARDS



1

GATHER A SET OF FLASH CARDS & CHECK YOUR UNDERSTANDING



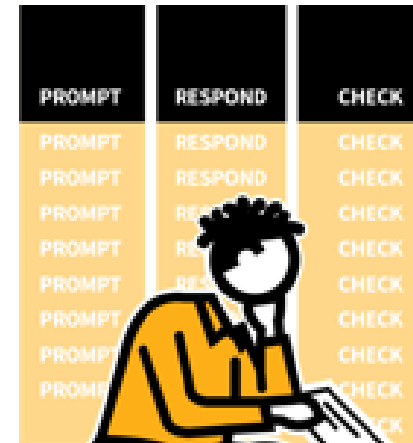
2

RUN THROUGH THE SET



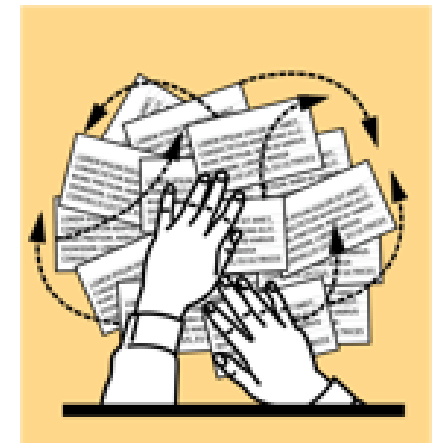
3

EXPLORE YOUR WRONG OR INCOMPLETE RESPONSES



4

RERUN THE WRONG ANSWERS



5

SHUFFLE & RETEST AT INTERVALS

- A popular tool to support revision of factual knowledge is a set of flash cards. These can be physical cards to hold in your hands or digital versions to use online.
- A good flash card has a prompt on one side that requires you to think of a specific answer or requires you to elaborate with multiple details or give an explanation.
- After generating your response, flip the card over to see the correct answer or what a good response should include.

# Flashcards

- When we learn, information **transfers from our short-term memory and into our long-term memory**
- Completing **retrieval tasks regularly** and **spacing them out over time** will help this process so that information becomes **embedded** in your long-term memory
- Retrieval tasks involve having to **think hard**, engaging with information, and **practising** what you are trying to learn E.g. recall, quizzing
- **Long-term memory = necessary for effective learning**





# How to support at home...



## Create a Study-Friendly Environment

Quiet space, good lighting, declutter, minimal distractions.

Access to basic supplies (pens, paper, charger, etc.)



## Encourage Routine

Help set a regular homework/study schedule.

Use visual planners or apps to track tasks.



## Talk About Learning

Ask what they're working on.

***Praise effort***, not just results.



# How to support at home...

## **Limit Distractions**

Support phone-free study time.

Encourage focus blocks (e.g. 25 mins study, 5 mins break).

## **Promote Wellbeing**

Encourage sleep, healthy eating, and downtime.

Watch for signs of stress or burnout.





# Satchel:One

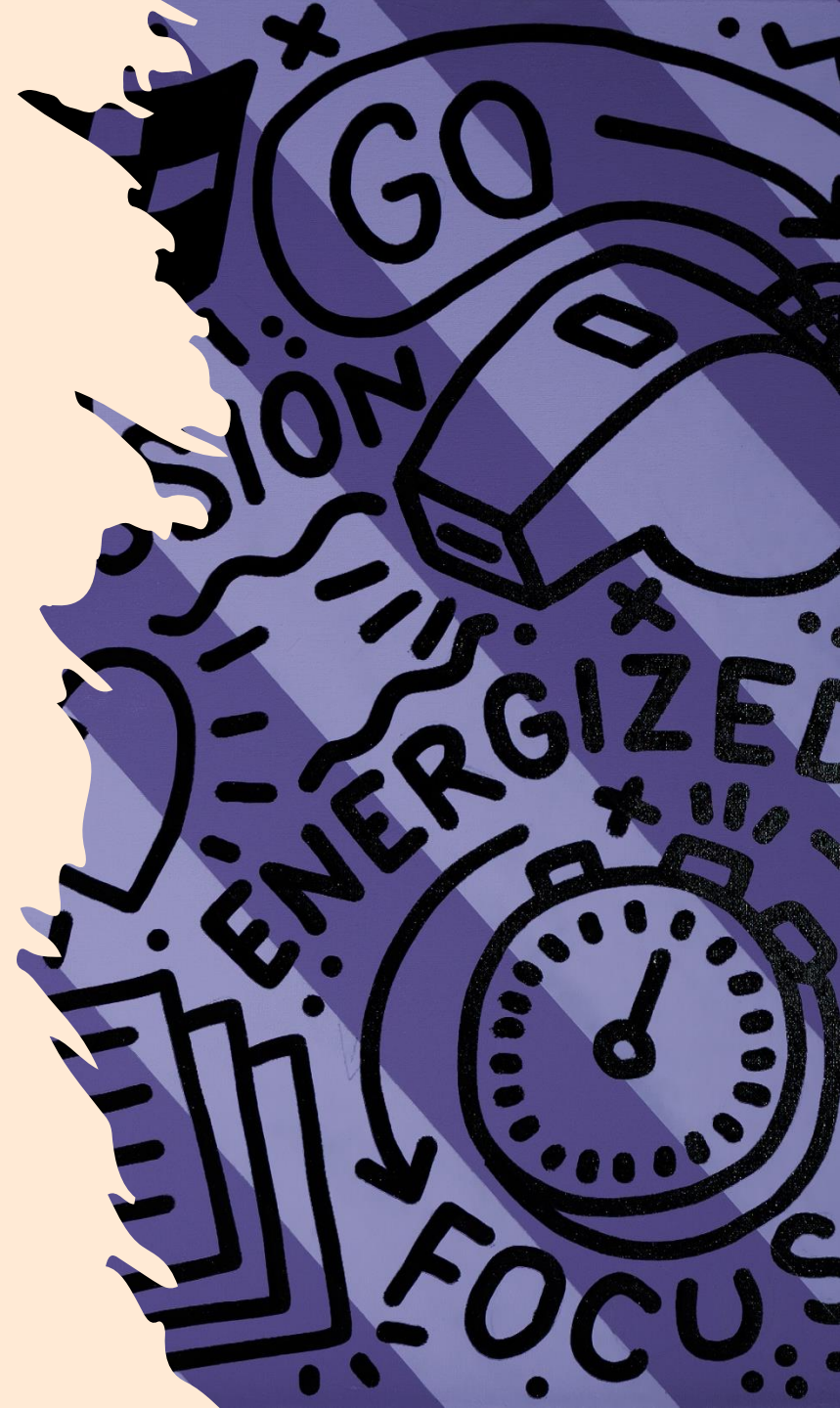


Hautlieu School uses Satchel One online homework software Show My Homework to support students in managing their workload and meeting deadlines. Your child has already received instructions for logging into their student account. Parents and carers can also access Satchel One and you can set up your parent account now.

Parents getting started is simple:

1. Go to [hautlieu.satchelone.com](https://hautlieu.satchelone.com) or open the Satchel One mobile app
2. Click on the *Parent* tab and select *I don't have an account yet*
3. Enter your email address and the code provided to you via email
4. Follow the on-screen instructions

 Login



# Support in school...

- Subject teachers
- Mentor
- Academic Heads of Year
- Learning Support Team – Mrs Priestley
- Student Support Team – Mrs Kedge







## Who can help me?

There is always someone you can talk to in school. If you are struggling with anxiety for whatever reason or worried about your own Mental Health and Wellbeing, then please speak to someone.

In addition to the support from your Mentor and Academic Head of Year, you can speak to a member of the Student Support Team.



Mrs Louise Kedge  
Student Support Lead and Positive  
Mental Health and Wellbeing Manager.

Mrs Kedge's role is to lead the Student Support Team and to contribute and coordinate the delivery of Student Services and Plans, to ensure all students achieve and engage successfully in their education.



Mrs Nikki Kelly  
Designated Safeguarding Lead (DSL)

Mrs Kelly's role is to oversee all elements of Safeguarding within the school, supporting students with their physical and emotional wellbeing. This might relate to a Child Protection concern or working closely with outside agencies such as the Children and Families Hub.



Judy Cornwell  
School Counsellor

School counselling is the opportunity to talk about things that are of a concern to a student, in confidence, with a qualified counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing or traumatic events.

To make an appointment please text Judy: 07797799662 Email: [j.cornwall@hautlieu.sch.je](mailto:j.cornwall@hautlieu.sch.je)



Miss Jody Stoddart  
Education Welfare Officer (EWO)

Miss Stoddart works with Year 10 & Year 11 students and their families to provide support around attendance, punctuality and welfare. Attendance is incredibly important at Hautlieu and Miss Stoddart works to break down the barriers that students might be facing when attending school or accessing your learning.



Mrs Eli Mason  
Education Welfare Officer (EWO)

Mrs Mason provides support to students who have concerns with their attendance and welfare. In addition to welfare Support, Mrs Mason will also support students with medical needs and look to implement health plans.

[StudentSupport@hautlieu.sch.je](mailto:StudentSupport@hautlieu.sch.je)



# Breakout Sessions

1. 18:50pm – 19:00pm
  2. 19:05pm – 19:15pm
- Jersey Premium – Miss Devine (ICT1)
  - Multilingual Learners – Mrs King (ICT2)
  - Special Educational Needs – Ms Priestley (ICT 3)
  - Gifted and Talented – Miss Sinfield (ICT4)







**Miss Sinfield**  
G&T Lead



**Ms Priestly**  
SENCO



**Mrs King**  
ML Lead



# Gifted and Talented Students

Rachel Sinfield

Coordinator of Music  
and

Gifted and Talented Students





# How do we identify a student as Gifted and Talented at Hautlieu School?

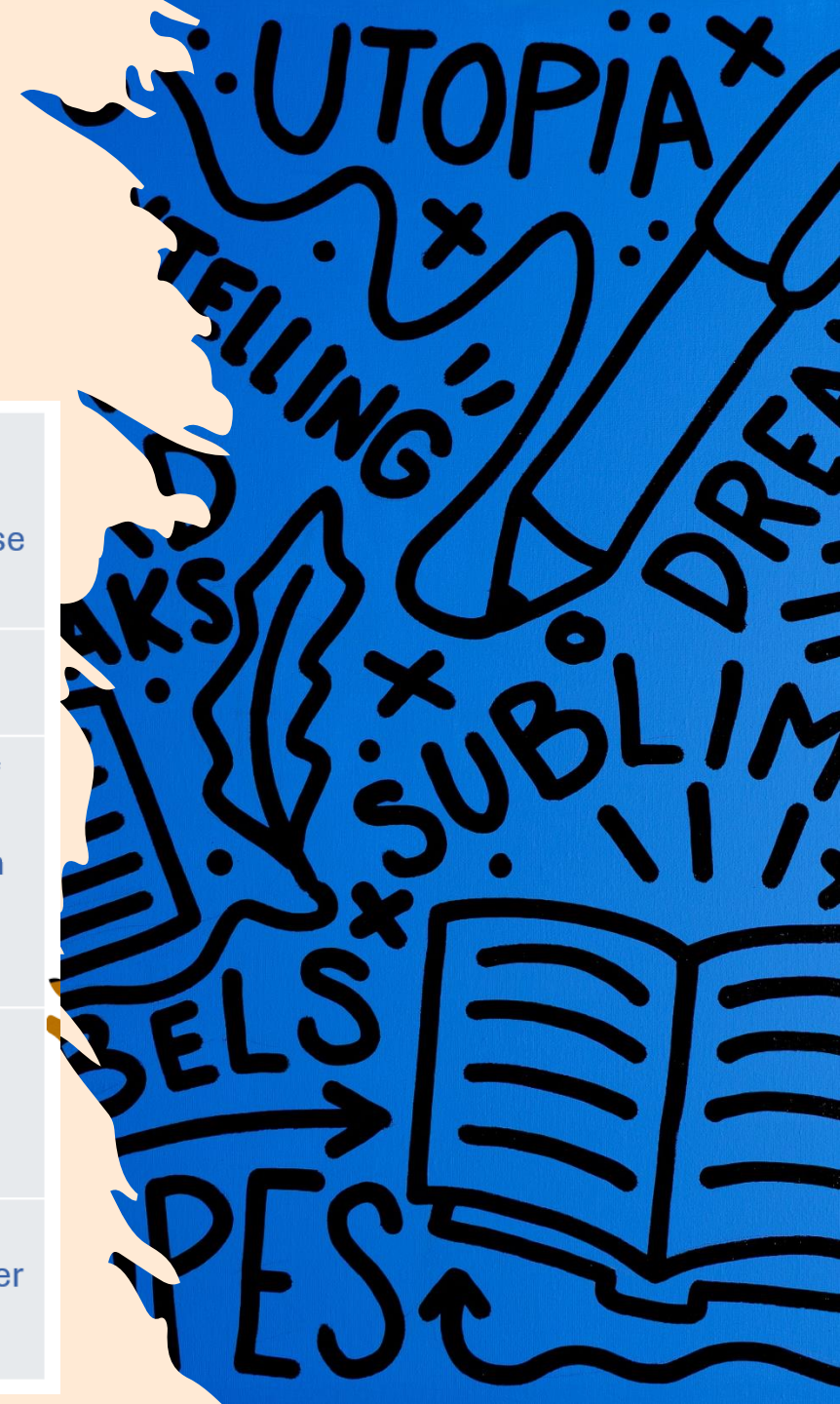
At Hautlieu School we determine a student as Gifted and Talented if they meet one or both of the following criteria:

- They are the most able 10% in their year group. This is determined from their scaled mean CAT Score or GCSE Point Score, and these figures vary slightly each year.
- Students who have a GCSE Point Score of at least 7.75 or over and for Key Stage 4 students, a scaled mean KS3 CAT Score of 133 or over, are considered to belong to ALPS BAND 1, a national benchmark of the highest attaining students.



# How we Stretch & Challenge our G&T Students to exceed their Target Grades

- 1 Inclusion, via personalised learning is part of the culture that is considered by all staff, both teaching and non-teaching, in school. All staff are aware of their students' target grades and identify ways to stretch and challenge students, analyse data and communicate to parents as necessary to support the student's learning.
- 2 Data from internal assessments and external examinations identifies the progress in attainment and this will be visible to parents on Go4Schools.
- 3 A weekly enrichment plan for all subjects is available for all students to participate in and to further their learning beyond the classroom, an example is the Extended Project Qualification to all students at Key Stage 5. I will be updating Parents with a 'Newsletter' every half term outlining what the Enrichment Opportunities are for your child each half term.
- 4 I will regularly review and analyse data for Gifted and Talented students to provide appropriate and targeted academic support – this analysis will be through regular monitoring and following external examinations.
- 5 Gifted and Talented students are encouraged to attend the Extended Learning Trip to London and Oxford University in Year 11 and in Year 12, Mr Price, leads the Higher Education Trip for all Year 12 students .





# Areas of Strength and Challenge for G&T Students

## Strength:

- Rapid ability to learn
- Preference for complex topics
- Often have high expectations of themselves
- Meticulous learners

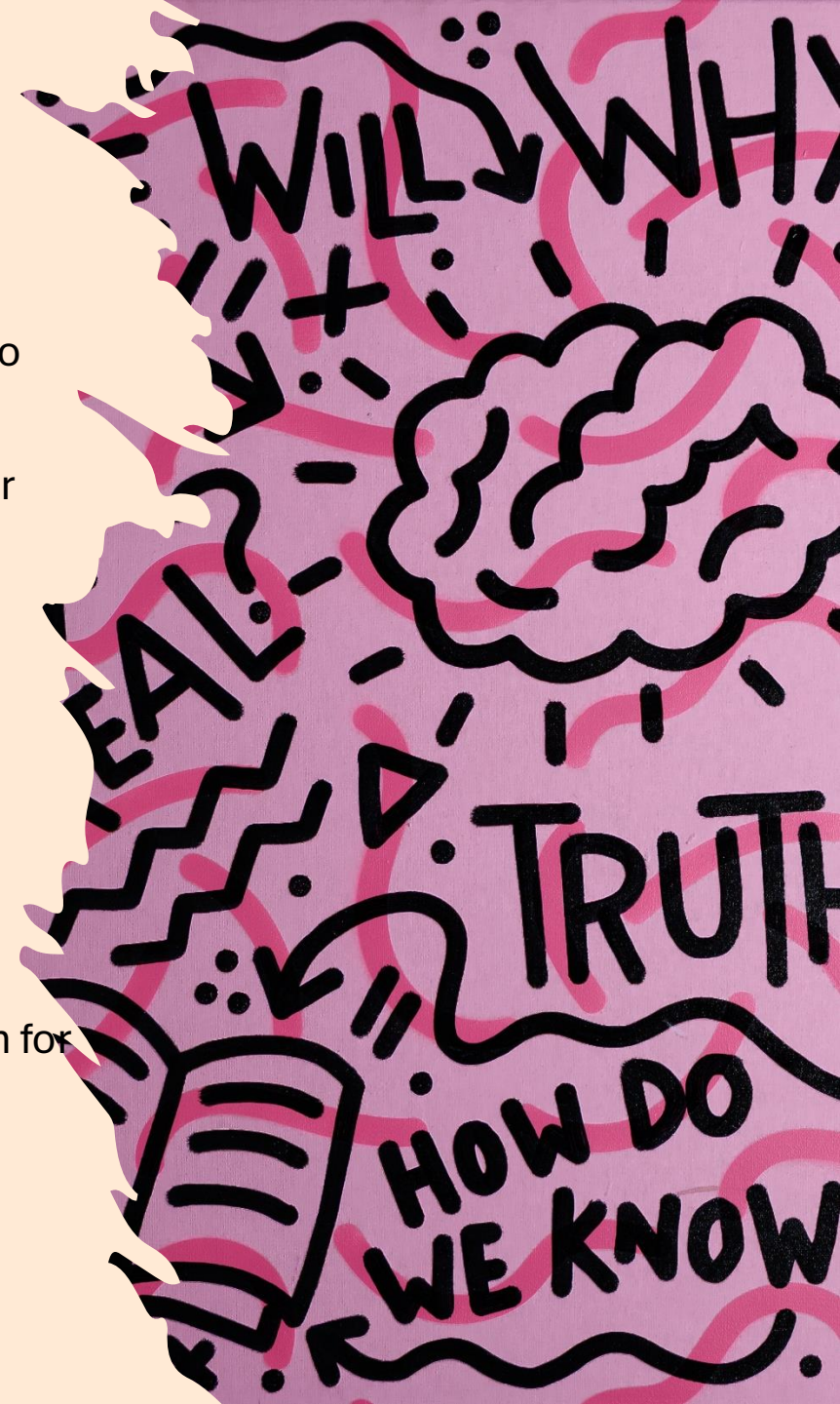
## Challenges:

- Perfectionism
- Supporting students facing challenges associated with SEN, well-being, and / or, with barriers to attendance



# How can you support G&T Learners at home?

- Help them to focus on putting in the maximum effort with their learning in each lesson; asking questions and completing all work to the best of their ability.
- Check the homework that has been set on Satchel One and monitor that the work is being completed
- Regularly check Go4Schools for updates on your child's current performance in comparison to their Target and Predicted Grades
- Read their reports
- Encourage them to attend Extra-Curricular activities.
- Being organised for their lessons each day with correct books and equipment
- Help them to create a manageable revision timetable in preparation for up-and-coming assessments
- Encourage them to get enough rest







- 3-day Enrichment Trip
- Arrange for September
- Raise aspirations of all students at GCSE Level (Oxbridge and Russell Group Universities)
- Opportunities not on-island



# Special Educational Needs

**Orla Priestley**

**Special Educational Needs  
Co-Ordinator**





# SEN at Hautlieu

- Specific Learning Difficulties: students may have needs associated with difficulties in reading, writing, spelling or processing
- Our Specialist Assessor is qualified to assess in compliance with JCQ regulations and determine what exam adaptations may be required



# Neurodiversity

- Neurodiverse students may have educational needs associated with their condition
- Hautlieu endeavours to support students in and out of the classroom, ensuring that they know that they are valued members of our school community





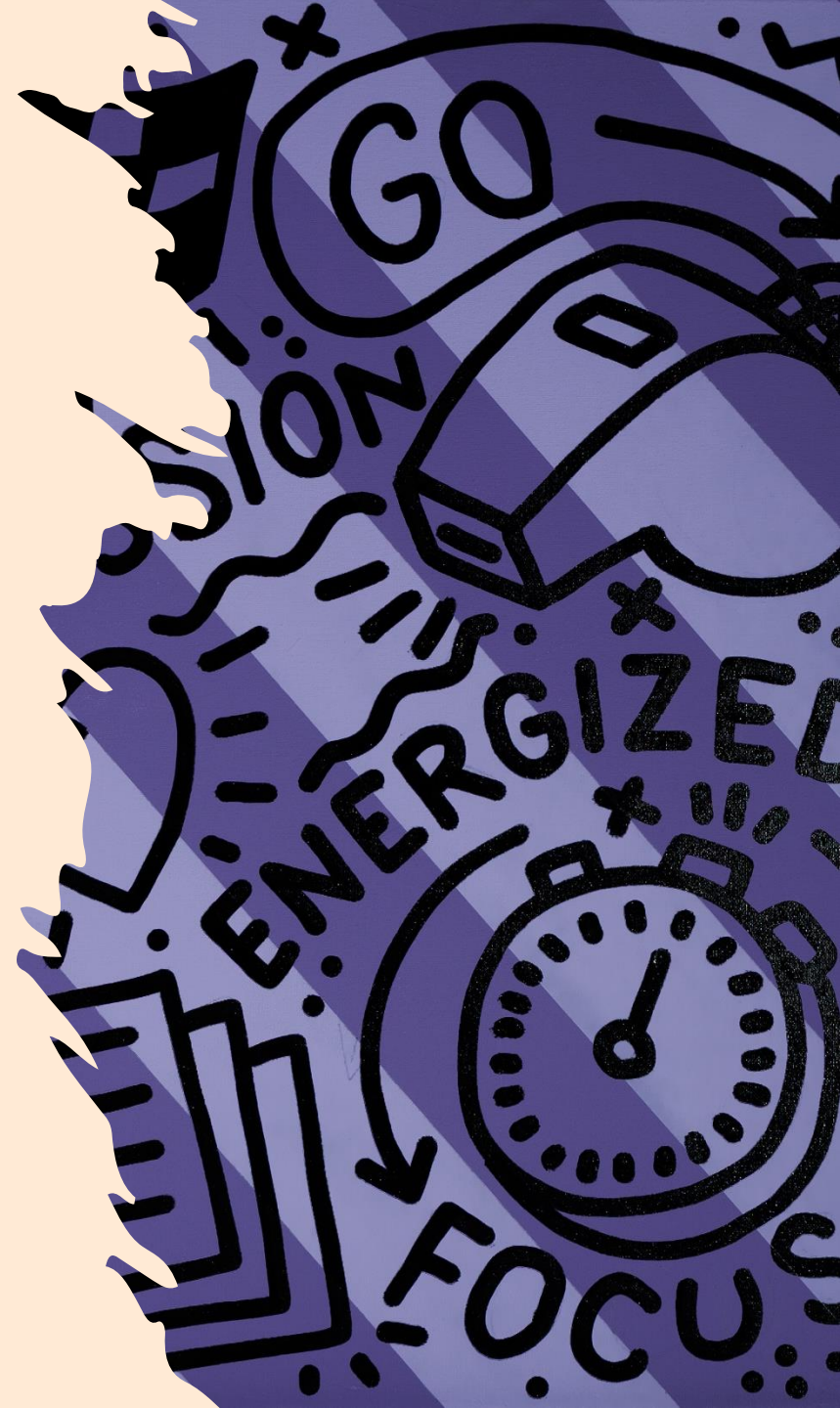
# Social, Emotional and Mental Health

- Schoolwork, relationship challenges and exam pressure can add to the stress that students feel
- Adaptations in lessons can support students when they are feeling overwhelmed
- Wellbeing and also Academic, support is available



# Medical Conditions

- Adaptations may be required in lessons and around the school to ensure that students with medical conditions can access their learning
- Consideration to what exam arrangements may be required to provide students with the best opportunity to share their knowledge and be successful





# Support in school...

- Provision Map to communicate needs to all teachers
- Learning Plans for students who require adaptive teaching within lessons
- Student Support and Learning Support teams in contact with students who require regular check-ins



# Support in school...

- Homework Club for students who need some supported study time
- Teaching Assistants in lessons to help the teacher support students requiring extra help (MITA)
- Emotional Literacy Support Assistant trained staff (x3)





# Exam Access Arrangements

- Any AA allowance in exams (Extra Time, Rest Breaks, use of a Word Processor) are the responsibility of the SENCO
- There are stringent regulations around their allowance, and we are required to have substantial evidence that they are necessary
- We will be inspected at least once a year to ensure compliance



# Exam Access Arrangements

- Privately commissioned Dyslexia or SPLD reports are **not acceptable** for awarding Exam Access Arrangements
- Our in-house Specialist Assessor is qualified to test for Access Arrangements





# Exam Access Arrangements

- Recommendations made in other reports, for example ADHD or Autism reports, are **not** a guarantee that those arrangements will be given
- We are always subject to the Joint Council for Qualifications regulations and must adhere to them



# If you have concerns...

- Make contact (Mentor, Academic Head Of Year, SENCO)
- Do not commission any reports without seeking guidance from the SENCO first





# Homework Club

- Monday – Thursday from 3.30 until 4.30 in ICT 1
- TA support available to help prioritise assignments, find resources and produce revision materials



# ML – Multilingual Learners

**Emma King**

**Teacher of World Languages  
and  
Multilingual Learner Lead**





# ML Lead – My role at Hautlieu

- Promoting multilingualism, diversity and inclusion within the school community
- Supporting wellbeing and inclusion of Multilingual Learners (MLs) & families
- Coordinating EAL (English as an Additional Language) intervention/support
- Supporting staff with assessing MLs' Proficiency in English & understanding of classroom support strategies
- Facilitating Home Language GSCE & A Level opportunities.



# How are Multilingual Learners identified?

- **Multilingual Learner:** Any student with Home Language(s) and/or First Language(s) other than English (used instead of or alongside English)
- **Home Language** – Language used regularly at home
- **First Language** – Language a child has been consistently exposed to from birth
- Home / First Language information collected in Admissions Booklet when students join / through further discussions with students





# Common strengths for Multilingual Learners

## Multilingual awareness

- How language works and transferring knowledge/skills from one language to another
- More flexible & creative with language learning
- Often excel in World Language lessons

## Cultural perspective

- Bring rich cultural knowledge & alternative viewpoints → enhanced classroom discussion
- Strong intercultural communication skills & adaptability

## Resilience & motivation

- Persistence, independence, strong work ethic
- Motivated to succeed academically and integrate socially



# Common areas of challenge

## Academic vocabulary & subject-specific language

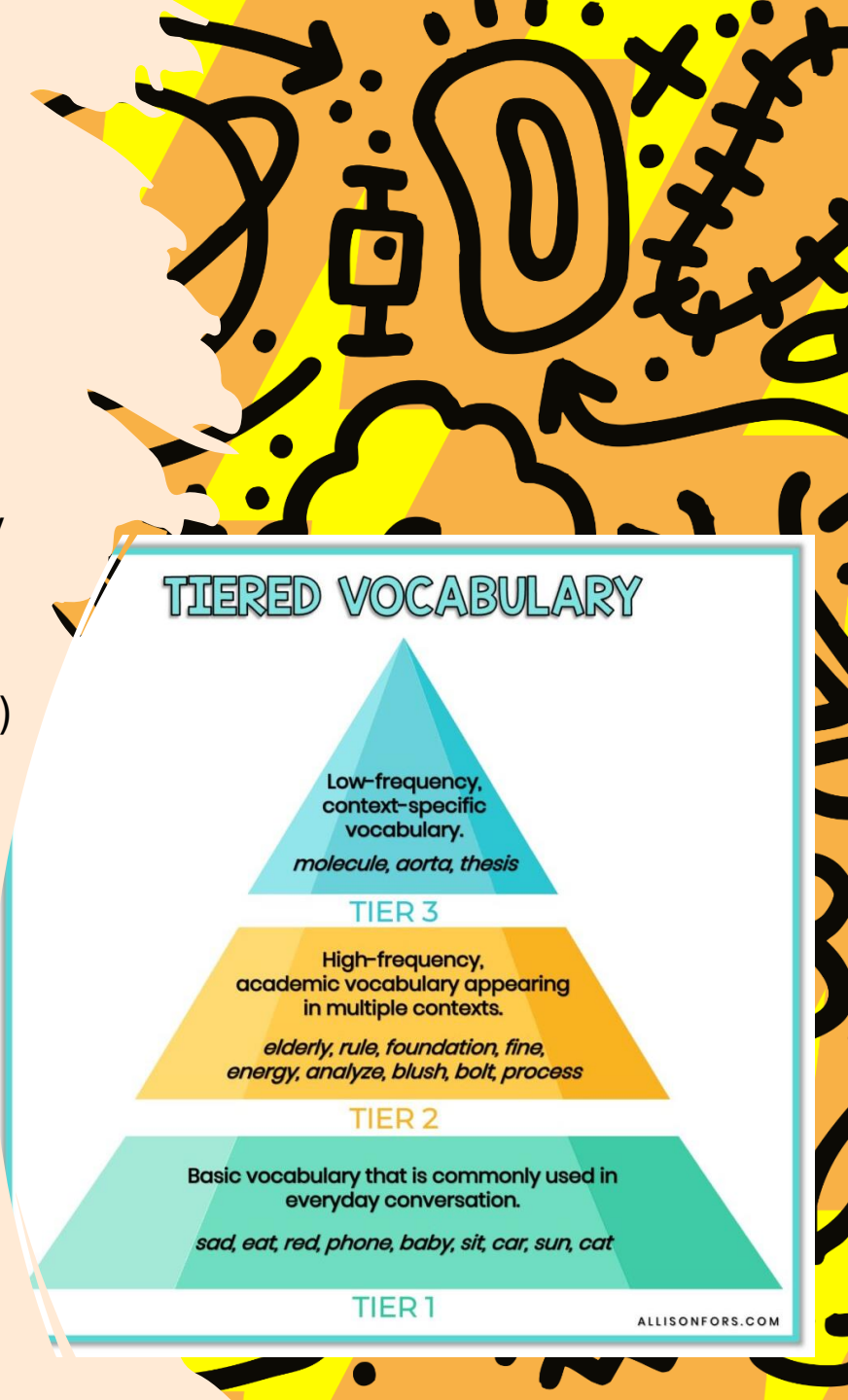
- May be very competent in everyday English but not the formal / abstract language needed for exams
- Tier 2 / 3 vocabulary & vocabulary with different meanings depending on context (e.g. *volume* in Music, Science & English)

## Grammar & syntax in writing / speaking

- E.g. verb tenses, word order, prepositions (“on”, “at”, “to” etc.), cohesive devices (“however”, “therefore”)
- Sentence structure may mirror First Language

## Reading / Listening comprehension

- Difficulty inferring meaning from complex language
- Idiomatic language, metaphors or culturally-specific references
- Can impact confidence & participation





# How can I support my child at home?

## **Keep using the Home Language - bilingualism is an asset!**

- Strong foundation in First / Home Language supports second language learning – vocabulary, grammar & thinking skills
- Encourage speaking, reading & writing in Home Language.
- Wider reading / books / subtitled series & films – supports vocabulary, grammar and spelling

## **Discussions, reading aloud & explanations – in *any* language**

- Talk to them about what they're learning in school – encourage use of subject-specific vocabulary (and explanations!)

## **Vocabulary building**

- “Word Wall” or notebook of new English words & Home Language equivalent

## **Work with teachers / ML Lead**

- Vocabulary / Skills to focus on at home
- Let us know of any concerns



# ML: Online Resources

- <https://www.bbc.co.uk/learningenglish/> - videos & mini lessons on pronunciation, vocabulary & grammar
- <https://www.bbc.co.uk/bitesize> – access the curriculum in smaller chunks (videos/text)
- [https://www.oxfordlearnersdictionaries.com/wordlist/american\\_english/academic/](https://www.oxfordlearnersdictionaries.com/wordlist/american_english/academic/) - 570 of the most important academic words, with links to definitions. Can be used as reference point or for flashcards for learning.
- <https://etc.usf.edu/lit2go/> - collection of narrated stories & poems; exposure to literary language & extended listening
- <https://learnenglishteens.britishcouncil.org/> - Listening, speaking, reading, grammar & vocabulary in English
- <https://www.audible.com/start-listen> (subscription) - good for extended listening practice in English (& some other languages e.g. French, Spanish, Italian, German & Japanese)
- <https://ed.ted.com/> - videos, often by inspirational speakers on specific topics/questions. Enter as a student to watch videos and access guided mini lessons with comprehension questions. Transcripts often available.
- <https://www.englishclub.com/learn/> - activities & materials to practice listening, reading, pronunciation, grammar and vocabulary - audio tracks, subtitled videos, interactive quizzes.

Online bilingual books sites to read/listen: <https://bloomlibrary.org/>;

<https://bilinguator.com/en/>;

[https://worldstories.org.uk/?fbclid=IwAR1GFoYchkRj4DuCkEH2ID0SJXzCaZvLLd3nm-UAV\\_I0cjhv8yldli2Q3Fg](https://worldstories.org.uk/?fbclid=IwAR1GFoYchkRj4DuCkEH2ID0SJXzCaZvLLd3nm-UAV_I0cjhv8yldli2Q3Fg); <https://librivox.org/>; <https://www.gutenberg.org/>





# Home Language GCSE / A Level

## Portuguese:

- GCSE & A Level lessons offered by the Instituto Camões (after school – at Grainville / Hautlieu)

## Home Language GCSE

- All languages offered by an exam board
- **Timetabled option subject** – blend of independent study & periodic support language specialist
- **Extracurricular** - in addition to GCSE subjects
- In both cases – dependent on whether ML Lead identifies an appropriate language specialist to carry out speaking exam and provide periodic support where possible

## Home Language A Level

- Spanish & French offered at A Level and can be chosen as timetabled option
- For other languages (where offered by exam board), whilst we do not support a 4-A Level programme, students may be able to be entered for exams
- Studied for *independently* in addition to 3 A Level subjects



# JP – Jersey Premium

**Lauren Devine**

**Assistant Headteacher**





# CYPES

- Eligibility for Jersey Premium determined by CYPES
- Eligible students and funding (January – December)
- Not a personal fund for students
- Strategy and autonomy outlined by individual schools and agreed by CYPES



# My Role

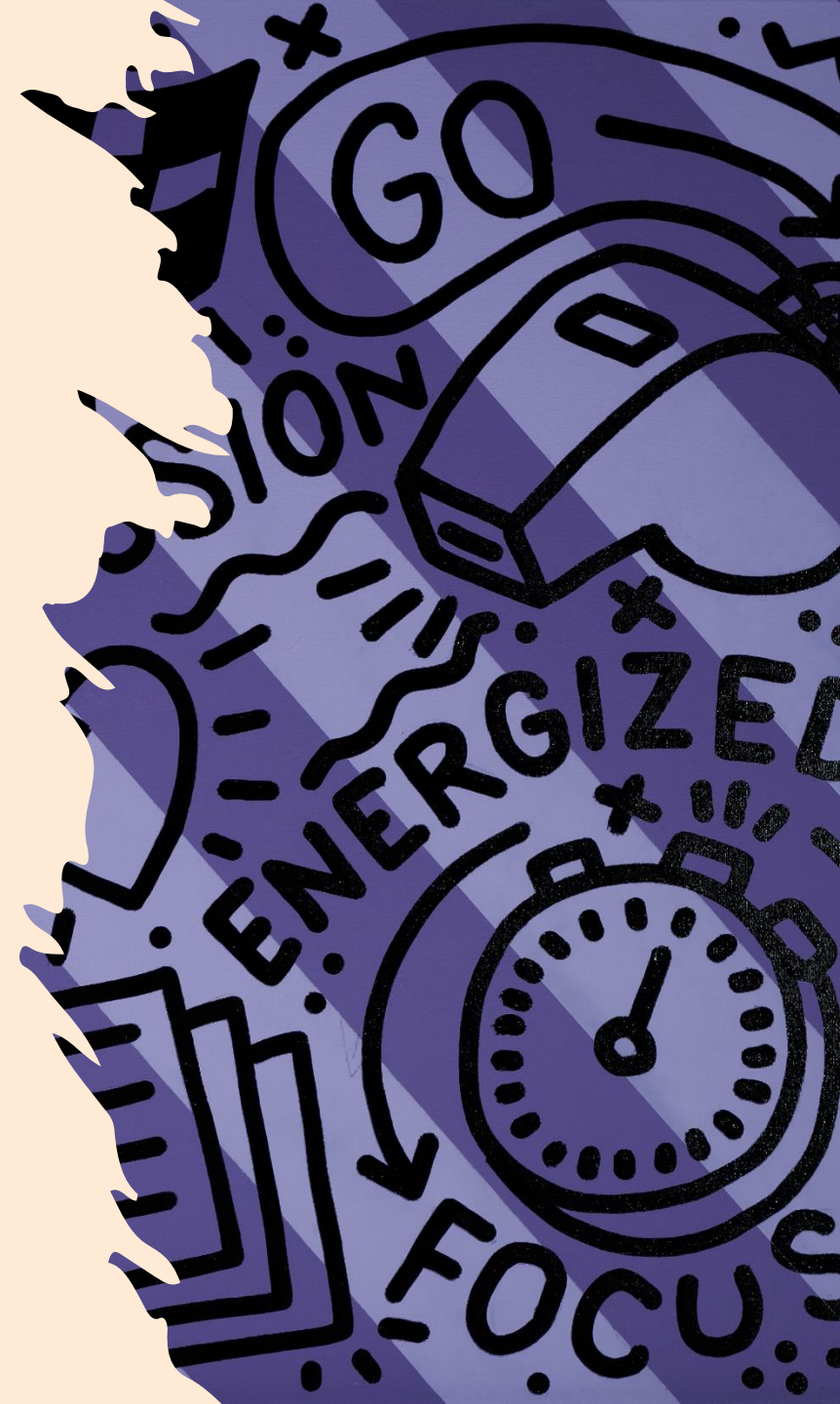
- Visible to students and families
- Identify the challenges for students
- Training and communication for staff
- Support for students to achieve academic success and personal development
- Monitoring and tracking of progress
- Working with other Lead colleagues





# Common challenges

- Access to food and resources
- Uniform
- Extra-curricular
- Trips
- Punctuality and attendance
- Lower academic outcomes
- Positions of leadership and responsibility



# What do we do...

- Get to know our students, as individuals
- Understand the barriers and support with this
- Priorities high-quality teaching and learning
- Appropriate intervention following data analysis
- BUILD POSITIVE RELATIONSHIPS





# What can you do...

- Communicate – challenges and successes... *how can we help?*
- Support students at home with learning and study habits
- Encourage attendance and punctuality
- Positive relationships with school



# Further Information for Families





# Next Steps... 16+

- Assembly with Mrs De Jesus-Oeillet
- Prospectus, available October 2025 on the website
- 16+ Evening, 21st October at 6pm, online application opens
- Experience Days - DATE
- 16+ Interviews – DATE
- Highlands application – support, opens in November
- GCSE Results
- Transition Days – DATE

**STUDY LEAVE – 1ST MAY**



# Enrichment Programme

Year 12 – Compulsory

1 x Enrichment Session per week

Rotate Enrichment options each term

Students complete a form to submit requests for their choice of sessions

- **Personal Development:** Builds confidence, leadership, and teamwork skills beyond the classroom.
- **Broadened Horizons:** Exposes students to new interests, experiences, and potential career paths.
- **Enhanced Applications:** Strengthens university, apprenticeship, or job applications through well-rounded experiences.





# Next Steps...

## FE / Employment

1. Assemblies, core sessions and Unifrog preparation (courses, locations and personal statements) with mentors starts and supported by Mr Price starts in February
2. HE Fair in March
3. UCAS platform and personal statements in May
4. Year 13 Early Application – 15th October, process stats in March of Year 12 (meetings and 1-2-1s)

*Oxbridge, Medicine (3 x A including Chemistry and UCAT, Veterinary, Dentistry)*

5. Year 13 Internal Deadline, 26th November 2025
6. Year 13 External Deadline, 14th January 2026

**STUDY LEAVE – 6TH MAY**

