

# Maria

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## PRIMARY

Maria is one of the highest attainers in her year at primary school, and through the transition process her primary teachers have highlighted that although she is sometimes shy, teachers should make sure she is appropriately stretched and challenged in lessons. She has started playing the flute, and this is really building her confidence. Staff agree that her confidence would be further developed by encouraging her to join music groups when she goes to her new college in September.



## KEY STAGE 3

Maria is one of three Year 7s to join her new tutor group. The school has matched her with a Music teacher, who they hope will be able to encourage her. On her transition day in Year 6, Maria meets her new tutor and her new tutor group. She is reassured to find out that during the school day she will have time to work on her homework and is pleased that older students will be able to help her if she needs it. An older student in her tutor group who is a member of the Orchestra and Choir spends some time with her and Maria decides to choose both of these as her electives, along with Gymnastics. Once a week she attends her flute lesson during tutor time which means she does not need to miss any lessons.

Over the course of Year 7, Maria finds that she really enjoys French, and is doing really well at it. When she moves into Year 8, she decides to try out another language as one of her electives, and chooses Spanish. This will be taught in the same way as French in preparation for her Key Stage 4 Options.

## KEY STAGE 4

Maria is taking English Literature alongside English Language and Triple Science (worth three GCSEs). Her interest in Languages meant she chose both French and Spanish as her options, as well as History, and Music. She is also studying Mandarin, using two of her electives, and in her other elective option chose to take part in the school orchestra. She has also continued to have a weekly individual music lesson and has achieved Grade 7 Flute. Maria plans to complete her Bronze Duke of Edinburgh Award in Year 10, and her Silver in Year 11.

The school has supported her to find a placement volunteering at an animal charity to help her achieve this.

Maria is taking 10 GCSEs:

Core	Sciences	Options (up to 4)	Electives (3)	Additional Qualifications
English Language English Literature Mathematics	Biology Chemistry Physics	French Spanish History Music	Mandarin x 2 Orchestra	Grade 7 Flute Duke of Edinburgh (Bronze and Silver)



## KEY STAGE 5

Maria has decided to continue on into the Sixth Form to take A Levels, and plans to apply to study Languages at University. She remains a committed member of the school orchestra, and has decided to use one of her electives to support younger students who are keen to improve their French speaking skills. She has also decided to take up Yoga, which helps her to relax. All three activities will count towards her Duke of Edinburgh Gold Award. Maria has continued with her weekly flute lesson.

Exam Subjects	Electives (3)	Additional Qualifications
French Spanish English Literature Music	Choir Key Stage 4 French Speaking Club Yoga	Grade 8 Flute Duke of Edinburgh (Gold)

# Ben

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## PRIMARY

Ben loves sports, and although he sometimes finds it hard to maintain his focus in the classroom, he's making good progress at primary school with the support of an LSA. His Year 6 teacher suggests that he would benefit from additional transition arrangements.



## KEY STAGE 3

On his first transition visit, Ben meets his tutor, who helps him choose his electives.

Ben decides to do football and climbing and his tutor encourages him to try something new. Based on Ben's description of what he likes doing his tutor recommends a Key Stage 3 design and technology group where the emphasis is placed on practical application of the skills developed in lessons.



## KEY STAGE 4

Ben is taking nine GCSEs and equivalent qualifications. He still loves football, and plays regularly for his college team. He has also got involved in coaching the Year 7 football club, and is working towards a qualification in Sports Leadership. This is supporting the work he is doing in GCSE PE. His love of practical subjects supported his option choices; once a week Ben goes to The Guernsey Institute to study a Level 2 BTEC in Engineering alongside his GCSE in Design & Technology at his college.

Core	Sciences	Options (up to 4)	Electives (3)	Additional Qualifications
English Language English Literature Mathematics	Combined Science (worth two GCSEs)	Geography PE BTEC Level 2 Engineering Design & Technology	Football Y7 Football Club Metalwork	Sports Leadership

## KEY STAGE 5

Ben enjoyed studying at The Guernsey Institute and wants to carry on with Engineering, so he has decided to apply for the International Baccalaureate (IB) Careers related Programme. As well as his Engineering course, he'll take IB courses in Maths and Physics at Sixth Form and some additional core courses like an extended essay. This will give him a balance of academic and technical qualifications, which will give him a strong foundation to go on to higher study or into a career in a related field. As part of his electives he supports a Key Stage 3 Metalwork group and has continued his passion for sport by training weekly through the joint electives provision alongside completing a coaching qualification.

Exam Subjects	Electives (3)	Additional Qualifications
Maths IB Physics IB Level 3 Engineering	Metalwork Football Coaching	Football Coaching Award

# Chloe

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## PRIMARY

Through the transition process, Chloe's teachers have highlighted that she has really struggled with reading and writing, and although she has made progress working with the Dyslexia Day Centre, her reading age is still well below chronological age. She is very creative, and loves drawing and acting. She sometimes gets upset and frustrated with writing.



## KEY STAGE 3

After discussion with Chloe and her parents, it is decided that Chloe would benefit more from having additional literacy lessons, rather than studying another language, which she would be likely to find stressful and confusing. Chloe therefore has two additional literacy lessons per week in a small group. After discussing electives with her tutor and her parents, Chloe decides she'd like to try something new, and signs up for a cookery class, along with a painting class that builds on her existing interests. Her third elective, led by the college Librarian, is a reading group, aimed at helping to build confidence and reading for pleasure with other Year 7 girls.



## KEY STAGE 4

Chloe is taking six GCSEs and a Level 1 course. She is not taking English Literature to enable her to focus on her core language skills in English. In consultation with her tutor and her parents, she has selected three options rather than four, so she has three additional periods per week. In one of these, she has specialist support for literacy in a small group. In the others, she has supervised study periods with a teacher where she receives support with homework, revision, and managing her time. Chloe still loves Art and Drama, and she has a key role in the summer play which is one of her electives. Over the autumn term, during her elective time there are play rehearsals, and closer to the performances she will have additional extended rehearsals. Chloe has also taken up life drawing as an elective, using this to support the development of her skills for Art & Design. She can also use some of the work she's producing towards one of her GCSE units. Chloe has chosen to take part in swimming as her third elective. She plans to go on to The Guernsey Institute to take a Creative Arts vocational qualification when she leaves school.

Core	Sciences	Options (up to 4)	Electives (3)
English Language Mathematics	Combined Science (worth two GCSEs)	Art & Design Drama BTEC Level 1 Hair and Beauty	School play Life drawing Swimming

## KEY STAGE 5

Chloe thinks that she will go on to The Guernsey Institute to take a Creative Arts vocational qualification when she leaves school. As part of the strong partnership established between the 11-18 School and The Guernsey Institute, Chloe will be able to return to help support younger students in the summer play and to train as a mentor for students who require additional literacy support.

Exam Subjects	Electives	Additional Qualifications
Creative Arts Course – Full Time	Mentoring School play	Mentoring

# Daniel

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## PRIMARY

Daniel has a determination for autism, and receives support from specialist staff in his primary school. Both colleges have a Communication and Autism (CAS) Base so he is able to go to the secondary college closest to his home, and to transfer from primary school with his peers. Key staff across primary and secondary have met with his Mum to discuss the best transition process for Daniel well in advance.



Daniel has the opportunity to visit the new college at the end of the school day with his Mum, when it is very quiet. He can go directly into the CAS Base, without needing to go through the main building. He meets some of the staff who will support him at secondary school, and after several visits, he feels ready to look around the rest of the college. Gradually, this will build up so that he visits during lessons when there are other students in the building. By Year 6 transition day, Daniel is able to join in with the activities with some of his friends from primary school.

Daniel meets his tutor and the Coordinator for Special Education Needs, and together with Daniel and his Mum they agree a plan for his Year 7 curriculum including his electives.

## KEY STAGE 3

Daniel goes straight to the CAS Base in the mornings, where he meets with staff who go through the plan for the day with him. Gradually, they are working on him joining his tutor group. He has a timetable for lessons, but knows that he can have support from the staff in the Base when he needs it. His Music teachers have planned a specialist curriculum which means Daniel can attend classes with his peers or in the Base when appropriate.

For one of his electives, Daniel takes part in a Lego club, with a group of Key Stage 3 students. It is a very calm and supportive environment. Daniel keeps some of the models

he is working on in the Base, and sometimes works on them at lunch times. Daniel has discovered that he’s really enjoying ICT lessons, and he’s joined a Computer Science elective where he’s already accessing some GCSE standard work. In his other elective, Daniel attends a group supported by trained Sixth Form Mentors which aims to build social skills in a safe environment. They play board games and discuss students’ individual interests, building relationships between students in the group. At first, Daniel was really nervous but now he enjoys it and has made some great new friends.

**KEY STAGE 4**

Daniel now goes straight to his tutor group in the mornings, unless he feels he needs to go to the Base. He still loves Computer Science, and is taking it as one of his GCSE options, along with Geography and Art & Design. With the support of his tutor and his Mum, Daniel decided it would be better to take three options, rather than four: this gives him three periods per week which he spends mostly in the Base working independently on his other subjects. With the chance to have some quiet time every day, Daniel has been able



to attend most of his lessons. He is taking Triple Science, which gives him a total of eight GCSEs. Along with a sixth form student, he is helping at the KS3 Computer Club as one of his electives. His tutor has also encouraged him to try a new physical activity. Last term he tried table tennis but decided it wasn’t really for him, and this term has tried Archery; he’s surprised himself and is really enjoying it. In order to manage the additional challenge of Years 10 and 11, Daniel decides to choose the Base as his third elective so that he can receive extra support to manage his workload.

Core	Sciences	Options (up to 4)	Electives (3)
English Language Mathematics	Triple Science (worth three GCSEs)	Computer Science Geography Art & Design	KS3 Computer Science Club Archery Base



## KEY STAGE 5

Daniel takes Maths, Further Maths and Computer Science for A Level and is hoping to go on to study Computer Science at University. He is very interested in the new courses being introduced at the Guernsey Institute, which would allow him to get a degree without needing to go off island. He is now leading a KS3 Computer Science club which has really grown in popularity, and he is much more confident about it. Daniel has joined a Young Enterprise Group because he's considering what he might do after University and is keen to learn more about how to run a business. This has been a new challenge for him and he's proud of the progress he's made. The rest of the group have seen the value in his contributions and have made him Financial Director. Daniel is using his other elective to study an online advanced level qualification in computing, which he hopes will give him further knowledge and understanding in advance of his University course.

Exam Subjects	Electives (3)	Additional Qualifications
Mathematics Further Mathematics Computer Science	KS3 Computer Science Club Young Enterprise Online Computing Course	Open University Level 3 – Systems Engineering