

# Jameah Girls Academy Keystage 4 Presentation



# MISSION STATEMENT

## *Vision*

Striving for spiritual and academic excellence

## *Mission*

To empower young women who are recognisable by their academic and extra-curricular achievements as well as their strength of spiritual awareness of the Islamic faith.

## *Values*



Having certitude in faith, nobility of character, generosity of spirit, sincerity, integrity, authenticity and good intentions. Suffusing one's life with the remembrance of the Divine



Having tolerance, respect, care and empathy for oneself and others; kind treatment, honour and service for all; cooperation and collaboration with others; upholding principles of individual liberty and equality for all



Upholding democratic principles, the rule of law, justice and fairness for all; showing determination, accountability, consistency, reliability and patience; reliance on the Divine



Showing independence, leadership, confidence and having high aspirations and a growth mindset; excellence in communication with others and the ability to make good choices



Having high morals and establishing regular prayer; taking responsibility for care of one's immediate and global environment; striving to control anger and annoyance; honesty in all



Lifelong enthusiasm for seeking knowledge; maintaining creativity, imagination and curiosity; having an appreciation of culture, risk management and adventure.

# Getting the basics right

- Attendance
- Engagement in lessons
- Revision techniques
- Responding to feedback
- Uniform and standards

# PROCRASTINATION

## HOW TO BEAT IT



01

### INTRODUCTION

#### DEFINITION

Putting off a task until later

#### CHARACTERISTICS

We all do it – but some more than others  
Wait until the deadline is very close  
Then panic and work like mad

#### REINFORCEMENT

If you get a decent mark you'll keep doing this



02

### WHY WE DO IT

#### PERFECTIONISM

Fear of not doing it well enough

#### FEELING OVERWHELMED

By the time and effort involved

#### DON'T KNOW WHERE TO BEGIN

DON'T HAVE REQUIRED SKILLS OR KNOWLEDGE

FEELING RESENTFUL ABOUT HAVING TO DO THE TASK

### BENEFITS

03



- PEACE OF MIND
- BOOSTS SELF ESTEEM
- FEELING IN CONTROL OF YOUR LIFE
- BETTER WORK, BETTER MARKS
- ENJOY YOUR FREE TIME WITHOUT GUILT

### HOW TO BEAT IT

04



#### SELF AWARENESS

Realise you are procrastinating  
Try to work out reasons why  
Can you challenge these reasons?  
Think what motivates you and what puts you off

#### PRACTICAL STEPS

Break tasks into manageable chunks – use pomodoro method and work in short bursts with breaks  
Use study planners, and checklists  
Set deadlines  
Tick off tasks as you go  
Reward yourself  
Get people on your side to encourage you  
Start in the middle if it helps  
If you can't face a blank screen or piece of paper, just make yourself write anything for 20 minutes  
Try to find a workspace where you won't get interrupted or distracted

#### FINALLY

Don't have the fun/reward before the work  
Don't beat yourself up if it doesn't go perfectly  
Keep chipping away at it



# Time Management

Break tasks into smaller chunks. Allocate time for each task and work out what order you need to do them in. It helps to work backwards from your deadline to see when you should start and finish each chunk.

Group tasks according to how urgent and important they are. You might find a priority matrix helpful for this.

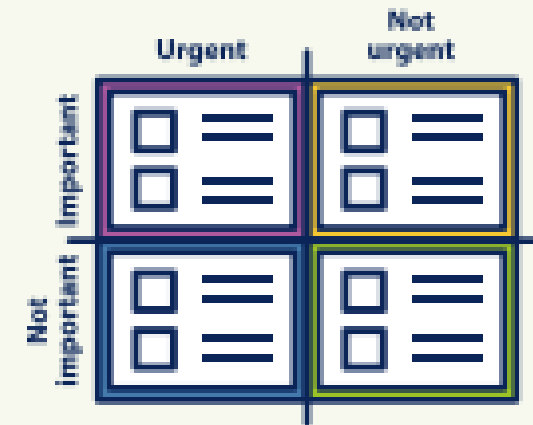
Divide your week into hour-long slots and colour-code them according to what you do, e.g.

- Sleeping
- Eating
- Commuting
- Lectures
- Socialising
- Hobbies



Highlight the remaining slots for study. It is a good idea to have extra slots that you can use to catch up if you fall behind or if something affects your regular study schedule.

**Be realistic** – check how much independent study you are supposed to be doing on your course. And make sure you allow time for relaxation, exercise and sleep.





## CURRICULUM AT A GLANCE - YAER 10 SCHOOL

| TERM                 | Autumn   |  | Spring   |   | Summer   |  |
|----------------------|--|--|--|---|--|--|
|                      | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| DURATION             | 6.8 weeks/34 days  | 8 weeks/40 days  | 6.6 weeks/33 days  | 5 weeks/25 days   | 4.8 weeks/24 days  | 5.4 weeks/27 days  |
| Maths                | Algebra  | Statistical Diagrams                                       | Ratio and Proportion   | Geometry  | Geometry   | Graphs   |
| Science              | P2 Forces. P3. Electricity<br>C3.1 Introduction to reactions   | C.3.2 Energetics. C3.3 Types of reaction C3.4 Electrolysis | C 4.1 Predicting Chemical reactions. C5.1 Monitoring Reactions. C5.2 Controlling reactions . C6.1 Improving processes and products | B 3.1 Nervous system<br>B 3.2 Endocrine system<br>B 3.3.1 Internal Environment  | B4.1 Ecosystems  | Natural selection<br>Revision and Exams  |
| English              | Poetry Anthology   | Language paper 1   | Unseen Poetry  | An Inspector Calls  | An Inspector Calls/<br>Spoken Language   | Language Paper 2   |
| Citizenship          | Theme A- Living together in the UK   | Theme A- Living together in the UK                         | Theme B- DEMocracy at work in the UK   | Theme B- Democracy at work in the UK  | Theme C- How the Law works   | Theme C- How the law works   |
| History              | Conflict and tension unit 1 and 2  | Conflict and tension unit 2 and 3                          | Germany all units recap  | Elizabeth unit 1 and 2  | Elizabeth unit 3   | Revision for everything  |
| Computing            | 2.4.1 Boolean logic<br>1.2.4 Data storage - Numbers<br>2.1.2 Designing, creating and refining algorithms | 2.2.1 Programming fundamentals<br>2.2.2 Data types         | 2.2.3 Additional programming techniques<br>Practical Programming Skills  | 1.2.4 Data storage Characters<br>1.2.4 Data storage - Images<br>1.2.4 Data storage - Sound<br>1.2.5 Compression<br>1.1.1 Architecture of the CPU<br>1.1.2 CPU Performance | 1.1.3 Embedded systems<br>1.2.1 Primary storage (Memory)<br>1.2.2 Secondary storage<br>1.3.1 Networks and topologies | 1.3.1 Networks and topologies<br>1.3.2 Wired and wireless networks, protocols and layers<br>Practical Programming Skills<br>Revision |
| PE                   | Health and Fitness   | Football   | SFK  | Basketball  | Netball  | Sports Day Pactice   |
| Personal Development | Studys skills/Personal Statement   | Work experience preparation                                | Roles & responsibilities of parents  | violent & criminal behaviour in relationships   | Concepts and laws regarding coercion and forced marriage   | Concepts and laws regarding coercion and forced marriage   |
| Art                  | The Natural world mixed media  | The natural world mix media                                | Development observations, research projects  | Development project continuation  | Project based research and development   | Project based research and development   |
| Arabic               | Introduction to the GCSE course. THEME 1: IDENTITY & CULTURE: Who am I?                                  | THEME 1: IDENTITY & CULTURE : Who am i? / Daily Life       | THEME 1: IDENTITY & CULTURE: Daily Life  | THEME 1: IDENTITY & CULTURE ; Daily Life / Cultural Life  | THEME 2: LOCAL AREA, HOLIDAY & TRAVEL  | THEME 2: LOCAL AREA, HOLIDAY & TRAVEL  |
| Business Studies     | Business in the real world   | Business in the real world                                 | Influences on business   | Influences on business  | Business operations  | Business operations  |
| Fiqh                 | Purity: Istinja, Ghusl, Wudhu  | Tayammum, Khuffayn, Havdh                                  | Haydh, istihadah, Salah  | Fiqh of prayer  | Fiqh of fasting  | Hajj   |



## CURRICULUM AT A GLANCE - YEAR 11 SCHOOL

| TERM                 | Autumn   |  | Spring   |  | Summer                                 |                   |
|----------------------|--|--|--|--|--|-------------------|
|                      | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1                               | Summer 2          |
| DURATION             | 6.8 weeks/34 days  | 8 weeks/40 days                                  | 6.6 weeks/33 days                                    | 5 weeks/25 days                                      | 4.8 weeks/24 days                      | 5.4 weeks/27 days |
| Maths                | Transformations, Statistics  | Quadratics, simultaneous equations, inequalities | Graphs, Ratio and Proportion                         | Circle Theorems. Vectors                             |  |                   |
| Science              | B6 Global challenges   | C6 Global challenges                             | B5 Genes, Inheritance, and Selection                 | GCSE Revision  |  |                   |
| English              | A Christmas Carol  | Macbeth  | Speaking & Listening Assessment                      | Revision   |  |                   |
| Citizenship          | Theme C- How the law works   | Theme D- Power and influence                     | Theme D- Power and influence                         | Theme E- Taking citizenship action                   | Theme E- Taking Citizenship action     |                   |
| History              | Health and people unit 1 and 2   | Health and people unit 3 and 4                   | Revision for gcse and practice                       | Revision for gcse and practice                       |  |                   |
| PE                   | Health and Fitness   | Football   | Basketball   | Netball  |  |                   |
| Personal Development | Studys skills/Personal Statement   | PS16 - Post 16 options                           | Pregnancy choices, abortion & adoption               | Sexual harrasment                                    |  |                   |
| Arabic               | THEME 2: LOCAL AREA, HOLIDAY & TRAVEL  | THEME 3: SCHOOL                                  | THEME 4: FUTURE ASPIRATIONS, STUDY & WORK            | THEME 4 & THEME 5: INTERNATIONAL & GLOBAL DIMENSION  |  |                   |
| Business Studies     | Human resources  | Marketing  | Marketing  | Finance  |  |                   |
| Araboon              | Introduction to Arba'oan/Adaab on seeking knowledge<br>Muqadamah<br>Hadeeth 1 & 2<br>Hadeeth 3<br>Hadeeth 4<br>Hadeeth 5 | Hadeeth 6<br>Hadeeth 7<br>Hadeeth 8<br>Hadeeth 9 | Hadeeth 10<br>Hadeeth 11<br>Hadeeth 12<br>Hadeeth 13 | Hadeeth 14<br>Hadeeth 15<br>Hadeeth 16<br>Hadeeth 17 | Hadeeth 18<br>Hadeeth 19<br>Hadeeth 20 |                   |



## Preparing for GCSE exams

### 3

What to do with topics or statements that are mostly amber, or in which you score **around half** of the marks...

| ter | R | A | G |
|-----|---|---|---|
|     | ✓ |   |   |
| as  | ✓ |   |   |
| nt  |   | ✓ |   |
|     | ✓ |   |   |
|     |   | ✓ |   |
|     |   | ✓ |   |
|     |   | ✓ |   |
| ie  | ✓ |   | ✓ |
|     |   | ✓ |   |
|     |   | ✓ |   |
|     |   | ✓ |   |
|     |   | ✓ |   |
| e   |   |   | ✓ |
|     |   |   | ✓ |
|     |   |   | ✓ |
|     |   |   | ✓ |
|     |   |   | ✓ |
|     |   |   | ✓ |
|     |   |   | ✓ |
|     |   |   | ✓ |

#### Possible problems

Incomplete class notes on topic

Poor recall of Key definitions / knowledge

Lack of question practise

Poor exam technique

#### Recommended Activities

Use **annotation and elaboration** to expand and improve your lesson notes.

Use the **Cornell method** to make successive summary notes for the topic, including key words and flash card note.

Use **dual-coding** with topics to strengthen your understanding.

Complete lots of **exam questions** to time, and carefully mark and analyse your answers.

Complete **blank page retrieval** tasks to improve your recall of key knowledge.

Use **exam question analysis** (eg TEEPEE) to learn what exam questions want you to do.





## Preparing for GCSE exams

# 3

What to do with topics or statements that are mostly red, or in which you score **less than a quarter** of the marks...

| Letter | R | A | G |
|--------|---|---|---|
| ter    | ✓ |   |   |
| pas    | ✓ |   |   |
| n      |   | ✓ |   |
|        | ✓ | ✓ |   |
|        |   | ✓ |   |
|        |   | ✓ |   |
| he     | ✓ |   | ✓ |
|        |   | ✓ |   |
|        |   | ✓ |   |
|        | ✓ | ✓ |   |
|        |   | ✓ |   |
| re     |   |   | ✓ |
|        |   |   | ✓ |
|        |   | ✓ | ✓ |
|        |   |   | ✓ |
|        |   |   | ✓ |

### Possible problems

Didn't learn topic properly

Incomplete class notes on topic

Key definitions / knowledge 'just off' being correct

Not understanding what question is asking you to do / how to answer the question

### Recommended Activities

Create a **knowledge organiser** for the topic.

Use the **Cornell method** to make summary notes for the topic.

Use **annotation** to expand and improve your lesson notes.

Create a **mind-map** which links key ideas, concepts and exam command words

Use **exam question analysis** (eg TEEPEE) to learn what exam questions want you to do.

# 7 Reasons to Learn a Language

1

## Improve your communication skills

Being able to communicate is one of the most important skills that you will need in both your personal and professional life. As a result of learning a new language and your new ways of thinking, not only will you find that you can express yourself much better and even become a more effective communicator in English, but you will also be able to create connections with a broader range of people.



## Gain cultural awareness and empathy

One of the greatest gifts of language learning is its ability to expand your cultural understanding of other people and how they see the world. Learning the native language of other people creates a bridge between your world and theirs – one that allows for tolerance, the sharing of ideas and building a sense of community.

2

3

## Boost your confidence

Being multilingual is no small feat, but rather something to be proud of! Speaking a second language will develop you intellectually and emotionally – ultimately improving your self-esteem and trust in your abilities and making you feel more empowered to reach your goals. You will never forget the first time you converse with someone in their native language and the overwhelming sense of accomplishment you will feel afterwards!



## Strengthen your problem-solving skills

Learning a new language is essentially one big problem-solving equation – your brain is constantly trying to figure out which word or phrase you need to say in order to express something urgently. Language learning enhances your critical and creative thinking skills and fine-tunes your ability to make decisions through enhanced concentration, multi-tasking capabilities, and greater listening skills.

4

5

## Sharpen your memory

With all the new vocabulary and phrases you will memorise as part of learning a new language, you will greatly improve both your short-term and long-term memory skills. You will find that you can recall information at the drop of a hat, and without even realising it!



## Stand out from the crowd

Speaking a second language is one of the top skills requested by employers in today's job market, regardless of job sector or skill level. Having a second or third language under your belt will solidify your competitive edge over other candidates when you are looking for your future dream job, not to mention the higher salary rates you can look forward to!

6

7

## See the world

One of the most exciting reasons to learn a new language, and arguably the most fun, is to travel! Speaking the native language of new countries that you visit will allow you to communicate more easily with locals, get to know the country's authentic culture, and build life-long friendships along the way – which all adds up to one heck of an adventure!





# BEHAVIOUR STAGES

# SECONDARY

| STAGE       | THROUGHOUT THE YEAR   | 1   | 2  | 3  | 4  | 5   | 6  | 7   |
|-------------|---|---|--|--|--|---|--|---|
| POINTS      | <p><b>For individual lessons:</b><br/>           2 recurring instances of no homework/lack of organisation<br/>           3 recurring instances of negative behaviour</p> | 10  | 15   | 20   | 25   | 30  | 35   | 40  |
| REVIEWED BY | <p>Individual Classroom Teachers<br/><br/>           ClassDojo message to parent</p>  | <p>Form Tutor<br/><br/>           ClassDojo message to parent</p> | <p>Head of Behaviour<br/><br/>           ClassDojo message to parent</p> | <p>Pastoral<br/><br/>           Phone call to parent</p> | <p>Parent and Head of Behaviour<br/><br/>           Phone call to parent</p> | <p>Parent and Head of Behaviour<br/><br/>           Meeting with parent</p> | <p>Headteacher and Head of Behaviour<br/><br/>           Meeting with parent</p> | <p>Parent and Headteacher<br/><br/>           Meeting with parent</p> |
| SANCTION    | No Homework - lunchtime detention   | Verbal Warning  | Level 1 Yellow Report and Lunchtime Detention                            | Level 2 Orange Report and 3-day Lunchtime Detention      | After School Detention   | Level 3 Red Report and 3-day After School Detention                         | Not Allowed to Attend End of Year Trip and Full Week After School Detention      | Suspension  |



## REWARD STAGES

## SECONDARY

|                      |                 |               |                    |                    |                  |                      |
|----------------------|-----------------|---------------|--------------------|--------------------|------------------|----------------------|
| <b>STAGE</b>         | <b>1</b>        | <b>2</b>      | <b>3</b>           | <b>4</b>           | <b>5</b>         | <b>6</b>             |
| <b>POINTS</b>        | 20              | 40            | 50                 | 75                 | 100              | 125                  |
| <b>REWARD EARNED</b> | Phone Call Home | Postcard Home | Bronze Certificate | Silver Certificate | Gold Certificate | Platinum Certificate |

# LEBC

(Leicestershire Education Business Company)

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We will be working in partnership with the LEBC  
(Leicestershire Education Business Company) to provide  
our pupils access to a range of employers and companies.

Estimated cost per pupil: £60

# BENEFITS OF WORK EXPERIENCE



The ability to see and work within a real business



It could lead to part time work or an apprenticeship



It is great experience to put on future applications



The ability to see and work within a real business



It is a great chance to start networking in your local community



A great chance to see if a job sector is what you expected

# PS16

- Unified platform for applying for colleges/courses.
- Deadline for applying: January 2025
- School fills in a reference/attendance for year 10 and 11.

Which of the following best describes your recommendation?

Fully supported with no reservations

Supported with minor reservations

Significant reservations

Comment

| Characteristics             | Good                  | Acceptable            | Concerned             | Comment              |
|-----------------------------|-----------------------|-----------------------|-----------------------|----------------------|
| Punctuality                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Behaviour                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Commitment to Learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Relationships with Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Relationships with Staff    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |

## Attendance


Year 10 (% whole year)

Year 11 (% to date)



# Attendance

What is the difference  
between authorised and  
unauthorised absence?





## Attendance Matters

- Every school ,by law, has to register pupils twice a day; first thing in the morning at the start of the day and once in the afternoon.If a pupil fails to attend any of the 2 sessions they are marked in the register as absent for that session.
- If a pupil of compulsory age school is absent , the register must show if the absence was authorised(acceptable reason) or unauthorised(unacceptable reason). Only the Headteacher can approve the reason of the absence.

## Authorised absence

- When a pupil is absent due to sickness and is genuinely unable to attend school , then the school must be informed on the day and the absence maybe authorised.
- It is important that you inform the school office by calling on the day your child is going to be absent. If the school is not informed a phone call will be made by the school to ensure your child is safe.
- If there is no contact a home visit will be made .
- If your child is absent due to a medical appointment evidence maybe required such as a letter from the GP as proof to the school, particularly if your child's attendance percentage is below 95%

## Unauthorised Absence

- The law states that parent/carer(s) must ensure that their child attends school regularly. Should your child fail to attend school regularly, legal action may be taken against you.
- Examples of unauthorised absence:
  - Going on holiday
  - Days off for shopping trips
  - Feeling tired
  - Bad weather
  - Non urgent appointment
  - Parent unwell to bring their child to school

## Stop and Think

- As Parents we are asking you to stop and think before you allow your child to stay off school:
  - Are they well enough to attend school?
  - Is your child's attendance already a concern?
  - Is there anything worrying your child at school ?

# JGA Learner pathways

- The layout of our progression pathways ensures that pupils are presented with the right degree of support and challenge at every stage of their learning.
- Teaching and learning will be adapted within and across the years to cater to the needs of individual pupils based on their pathway.
- This will allow for a more personalised learning experience for pupils, whilst guiding them through their learning.

|       | Pathways   |                     |                                |             |
|-------|--|---------------------|--------------------------------|-------------|
| YEARS | Grade 8 -9   | Grade 6 -7          | Grade 4 - 5                    | Grade 1 - 3 |
| 11    | Built on progressively, with increased difficulty... |                     |                                |             |
| 10    |  |                     |                                |             |
| 9     |  |                     |                                |             |
| 8     |  |                     |                                |             |
| 7     |  | Learning Objectives | Differentiated across the year |             |

| KS2 scaled score | KS2 points score | KS2 levels |            |        |        |        | GCSE Grade |
|------------------|------------------|------------|------------|--------|--------|--------|------------|
|                  |                  |            |            |        |        | Year 9 | 8/9        |
|                  |                  |            |            |        | Year 8 | 8/9    | 7          |
|                  |                  | 8C, 7A     |            | Year 7 | 8/9    | 7      | 6          |
|                  | 40+              | 7B, 7C     | Mastery    | 8/9    | 7      | 6      | 5          |
| >115             | 38-40            | 6A, 6B     | Secure     | 7      | 6      | 5      | 4          |
| ≤ 115            | 34-38            | 6C, 5A     |            | 6      | 5      | 4      | 3          |
| <100             | 30-34            | 5B, 5C     | Developing | 5      | 4      | 3      | 1/2        |
| 100-105          | 26-30            | 4A,4B      |            | 4      | 3      | 1/2    |            |
| <100             | 22-26            | 4C, 3A     | Beginning  | 3      | 1/2    |        |            |
| >90              | Under22          | 3B, 3C     |            | 1/2    |        |        |            |

- Pupils will progress along a linear scale, in order to make expected progress through the year.
- This will allow pupils to develop their knowledge and skills and build on prior learning.



رَبَّنَا تَقَبَّلْ مِنَّا إِنَّكَ أَنْتَ السَّمِيعُ الْعَلِيمُ

‘Our Lord! Accept (this) from us. Indeed! You are the All-Hearing, the All-Knowing.’