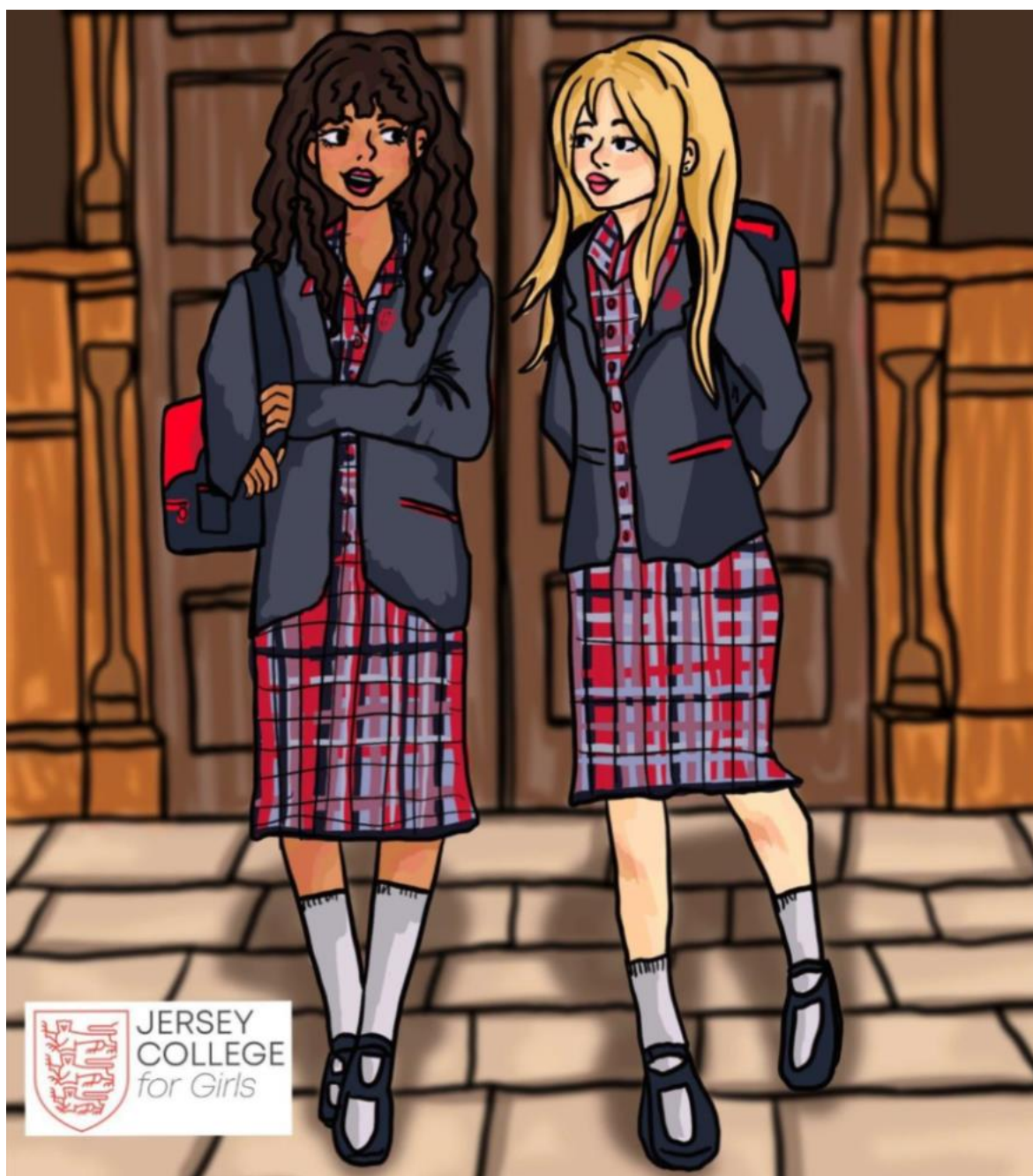




JCG Y7 Parent Handbook 2026-2027

Table of Contents

Welcome to JCG and the Lower School	3
Form Tutors and Staff Directory	3
Student Guidance Team	4
Safeguarding	4
SENCO and Teaching Assistants	4
Daily Routine	6
Uniform	6
Home Learning	6
Devices	7
Co-curricular Opportunities	8
Maths in Year 7	9
PSHE in Year 7	9
Absence due to Illness	10
Planned Absence	10
Key Dates	11
Appendix 1: Tech, Social Media and Self-Esteem (Natasha Devon)	13

Welcome to JCG

Dear Parents and Carers,

I would like to welcome both you and your daughter to Jersey College for Girls. We hope that your daughter has had an enjoyable start to her time with us, meeting her Form Tutor, getting to grips with her device, having her first Whole School Assembly and making some new connections.

This handbook has been designed to be both practical and informative, helping you to understand how both the College and the Lower School work, to support your daughter during her first year with us.

Following this evening, if you do have any further questions, please do not hesitate to contact your daughter's Form Tutor who will be happy to help.

Yours sincerely,

Bronagh Dowdall

Head of Lower School

Form Tutors

7AB	Mrs Hadjam
7CA	Miss Bastiman
7CF	Dr Le Masurier
7GA	Mr Allan
7IN	Mrs Coleman
7NI	Mrs Morel-Orchard

Please use the link to visit the Staff Directory on our school website to contact any member of staff in College:

<https://jerseycollegeforgirls.com/jcg/about-us/staff-directory>

Student Guidance Team

The Student Guidance Team work collaboratively to ensure that the support and guidance for students in relation to their academic progress and their personal well-being is varied, extensive and continuous.

Bronagh Dowdall	Head of Lower School
Daniel Aubin	Head of Lower School Assistant
Natale Hopkins	Assistant Head Teacher: Student Progress and Guidance
Alice Veitch	Designated Safeguarding Lead
Caroline David	SENCO

Safeguarding

One of JCG's core values is belong; being safe and feeling safe is integral to a sense of belonging. It is the foundation of safety and belonging that allows students to aspire, inquire and excel. JCG is therefore committed to safeguarding and promoting the welfare of children and young people. All members of staff complete necessary training and share this commitment. Where there are concerns the Designated Safeguarding Lead will offer support and guidance. We recognise that students have a fundamental right to be protected from harm and that students cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that students' concerns will be listened to and acted upon.

SENCO and Teaching Assistants

SENCO - Special Educational Needs Co-Ordinator (Caroline David)

At JCG, we aim to provide a challenging, academic and broad curriculum delivered by experienced staff, who have high expectations and who model excellence. All students are equally entitled to have their needs recognised, supported and stretched and this is the responsibility of all members of staff. We aim to reduce under-achievement and nurture and develop talent.

We aim to promote best practice, not only within Jersey College for Girls but also in collaboration with the Department of Education. The College aims to provide equality of opportunity for all students to be inspired, motivated and enthused by an innovative curriculum that offers both enhancement and enrichment in order for them to excel. Students are encouraged to be both positive and proud of their abilities and to feel they belong. Jersey College for Girls aims to provide the opportunities and resources to ensure this occurs. Effectively meeting the individual needs of students will rely upon the College, the student and the parents working together. Individual needs may include:

- Specific Learning Difficulties, e.g. dyslexia, dyspraxia
- Social Emotional and Mental Health, e.g. ADHD
- Speech and language and communication difficulties e.g. ASC
- Sensory and physical difficulties
- Multilingual Learners (MLL)

Miss David works closely with a team of Teaching Assistants (who also form part of the Student Guidance Team), Nikki Masters and Ella McClymont. Our Teaching Assistants provide both 1-1 sessions with students and support in the classroom either specifically with identified students or to provide additional support for the class as a whole. Both Teaching Assistants are also trained Emotional Literacy Support Assistants (ELSAs) to work with individual students to provide emotional and social support and development for our students, creating kind and caring relationships to help them reach their potential socially, emotionally and academically. An ELSAs role is not to fix the issues but to guide the students to find their own solutions using the tools and skillsets that they will learn and master over a course of six sessions. Our ELSAs are trained by Educational Psychologists and receive ongoing supervision. The SEN Hub is managed by Mrs Jennifer Ryan who also coordinates all the SEN admin.

Daily Routine

08:25 – 08:35	Morning registration (students should be on campus no later than 08:20 to ensure that they are prepared for the school day)
08:35 – 09:35	Period 1
09:40 – 10:40	Period 2
10:40 – 11:00	Break
11:00 – 12:00	Period 3
12:05 – 13:05	Period 4
13:05 – 14:00	Lunch
14:00 – 14:25	Afternoon registration / Assemblies
14:25 – 15:25	Period 5
15:25	School day ends

Uniform

It is important to us that all students at JCG wear their uniform smartly and with pride. Our uniform reinforces a real sense of identity and belonging to the College. The students are our greatest ambassadors. How they are presented reflects upon both themselves and the College as a whole. We are rightly proud of our pupils and students and expect their pride to be reciprocated through their own presentation. Please make sure that all items of uniform are clearly labelled with your daughter's name. Please use the following link for the current uniform list: <https://fls-a00c67c3-b06b-4641-abb1-e953c5a68752.laravel.cloud/pdf-documents/jersey-college-uniform,-reviewed-may-2025.pdf>

Home Learning

We believe that all students benefit from completing regular, purposeful home learning tasks. It is an essential and integral part of the teaching and learning process and instils good learning habits and independence. Home learning also provides parents and important and valuable opportunity to participate in their daughter's learning and support the development of their growth mindset.

For the first few weeks of term (until 28th September), Year 7 students will be set 30 minutes of Mathematics homework each week. They will also be expected to complete 30 minutes of reading each day.

Please note, when home learning is extended to all subjects, students will be given a four-day minimum period to submit home learning and no home learning will be set over a holiday period, we want students to relax and re-energise during this time. Home learning will be set through Satchel One, which parents will also be issued logins for so that they can monitor and support with home learning submission. Please contact the Collegel office (admin@jcg.sch.je) if you have not received this.

From 28th September onwards, Year 7 home learning will encompass the following:

Creativity and Performance	Preparation of resources, plus one extended home learning task of 45 minutes per subject each half term for Creative subjects, no home learning for Performance
English	20 minutes reading per day (monitored by English teachers) and 20 mins SPAG or preview/review per week
Humanities	15 minutes per Humanities subject per week = 45 mins
Languages	30 mins per week (vocab learning)
Mathematics	30 minutes weekly to practise and consolidate topics covered in class
Comp Science	15 minutes per week
Science	15 minutes per Science subject per week = 45 mins

Digital Devices in College

The use of devices has been instrumental in providing exceptional learning opportunities and allowing students to develop their digital literacy skills. Where possible, we would also ask that parents regularly review their daughter's device. It is important to make the distinction between the use of their device in school for learning and other devices, such as phones, for leisure and social engagement.

If your daughter requires support with any aspect of her use of technology, the IT team are available to help before, during and after school each day.

All student devices are required to be enrolled on our mobile device management system, JAMF (Education). This allows us to manage devices and applies during the school day. If your daughter is at home during the school day and you wish the restrictions to be lifted, please email the IT team on IT@jcg.sch.je.

Once a device is enrolled on JAMF, the JAMF Parent app will be available to provide you with support in managing your daughter's iPad use at home. Using this app, you can restrict app use, add time limits, set screen time, and lock screen. You can download JAMF Parent from the App Store or Google Play. A guide for helping set up JAMF Parent can be found on the JCG website here: [JAMF set up Guide](#).

Although JAMF restrictions apply only from 08:30 to 15:30 on school days, some parents request that these restrictions extend beyond the school day. If you would like this for your daughter's device, there are three options for the degree of restriction that we can apply. These are explained on our website here: [Options for wrap-around restrictions](#)

In addition, the Lightspeed Parent Portal allows you to monitor your daughter's internet use on her iPad. If you wish to have access to the Lightspeed Parent Portal, please complete this brief form: [Lightspeed Parent Sign-Up](#).

Full details of our device management policy can be found on the JCG website here: [Device Management](#)

Students are expected to use technology as a tool to support and extend their learning. All students are required to read and agree to the [Student Acceptable Use Agreement](#). Any instance of misuse of technology in school is handled according to our [Supporting Student Behaviour Policy](#).

As a parent it can be daunting to navigate the waters of teenage technology use. Natasha Devon has spoken many times at JCG about teenage social media use and self-esteem. Appendix 1 has notes from one of her workshops. Parents may also find it useful to read her book 'Clicks – How to be your best self online' (by Natasha Devon). We will be using some of the content from this book to inform elements of the Tutor Programme in the Lower School.

Co-curricular Opportunities and SOCS

Jersey College for Girls has an extensive variety of co-curricular clubs for the students to enjoy. Clubs are led by a mixture of staff, sixth form students and external agencies

providing a multitude of different opportunities. Our offering of clubs can be viewed via tutor notices and displayed on the TV in the Dome.

For extracurricular clubs and clinics run by staff, students just need to consult the tutor notices schedule to find out where the club is being held and turn up. There is no sign up required.

We do have several clubs that do incur a cost and are run by external agencies. These clubs will be advertised via parent mail and tutor notices in September, and throughout the year when they become available with details of the cost and instructions on how to sign up. The school only facilitates these clubs for our students, so all queries need to be directed to the external organisation.

Each year group may have clubs which are limited to them only, or some clubs are accessible to all year groups.

Clubs and Clinics will start the second full week back in September. Please check tutor notices regularly to view when Clubs and Clinics are available and when new activities have been added.

If you would like any more information on the various clubs and clinics we offer, please email Mrs Sandra Coleman on s.coleman@jcg.sch.je

Maths in Year 7

The transition to Maths from Year 6 to Year 7 can be challenging for both students and parents as often there is less time in lessons spent per week in Maths by comparison to Primary Schools. Our staff will endeavour to get to know each student as well as possible when they join their class, but they are yet to form a relationship. Each student will be familiar with various methods and techniques from different Primary Schools, it may therefore take some time for some students to adjust to new and different techniques used here at JCG.

Maths home learning is therefore essential as it provides another opportunity in the week to practice the methods, some home learning will be set to be covered over the weekend to ensure that the learning is continuous. 'Century Tech' will provide each individual a path through topics covered which will enable consolidation when needed and extension where appropriate.

There will be Maths support through drop-in sessions which students will be notified of, these will be overseen by the Key Stage 3 Maths co-ordinator with the support of sixth form students. These sessions will provide opportunities to receive support if students have found a particular task or topic challenging, catch-up on any missed work and

access extension activities and competition practice for those wishing to further their knowledge and skill base.

PSHE in Year 7

Students will have one PSHE lesson a week with their form group. Each form will complete a rotation of six weeks duration throughout the year to cover the following topics. We also collaborate with year 7 Victoria College students for a joint PSHE lesson once every half-term where students get to team build and take part in fun teamwork activities.

Diversity and Inclusion*	with Mrs Jervis
Relationships and Sex Education	with Mrs Mynes
Healthy Lifestyles	with Mrs Dowdall /Miss Rollo
Mental Health and Wellbeing	with Miss David
Careers and Citizenship	with Mr Howarth

* United Nation Convention on the Rights of the Child now included in the Diversity and Inclusion section

We aim to nurture students' well-being and self-esteem in a safe environment and place emphasis on emotional literacy and positive values. We promote the physical, social, moral and emotional health of every student to help them reach their full potential as both individuals and members of the wider community.

We strive to give students a sense of empowerment and the opportunities and knowledge, skills and understanding to become informed, aware, active and responsible citizens, both at a local and global level. We aim to prepare students for the opportunities, responsibilities, risks and experience of adult life and relationships and the world of work and help them to develop the skills of critical thinking, political literacy, decision-making, economic understanding and financial capability necessary to meet the challenges of a changing world. We also aim to increase students' awareness of the international dimension through links with other students and schools in other parts of the world.

Head of PSHE – Mrs Dani Mynes d.mynes@jcg.sch.je

Absences due to illness

Please contact the main office either using admin@jcg.sch.je or by calling 01534 516200, if your daughter is unwell and unable to attend school. If your daughter is unwell for several days you will need to inform school on each day.

If a student is unwell during the school day and therefore requires collecting to go home, students should inform our staff at the office who will make the appropriate contact. Where there are concerns about absence the Educational Welfare Officer will offer support and guidance.

Planned absences

Should you wish to request an absence for any reason during school time, including medical appointments and sporting activities, we ask that you send an email to the office on admin@jcg.sch.je as far in advance of the absence as you can. Each request will be considered individually.

Key Dates

Autumn Term 1	8 th September – 23 rd October (6 weeks and 4 days) INSET 7 th , 10 th and 25 th September
Half Term	26 th October – 30 th October
Autumn Term 2	2 nd November – 18 th December (7 weeks)
Christmas Holidays	19 th December – 3 rd January
Spring Term 1	4 th January – 5 th February (5 weeks)
Half Term	8 th February – 14 th February
Spring Term 2	15 th February – 25 th March (5 weeks and 4 days)
Easter Holidays	26 th March – 11 th April
Summer Term 1	12 th April – 28 th May (7 weeks)

Half Term	31 st May – 4 th June
Summer Term 2	7 th June – 20 th July (6 weeks and 2 days)

Parent Evenings

Meet the Tutor Wednesday 21st Oct 2026

Year 7 A Population: Tuesday 24th Feb 2027

Year 7 B Population: Tuesday 2nd March 2027

Please note that academic parent evenings will take place online. Instructions will be sent out 2 weeks before and the website will go live the same day at 7.00pm.

Reports

20 th November 2026	Autumn Term Periodic
25 th March 2027	Spring Term Periodic
16 th July 2027	Subject and Tutor Reports

Other Dates

24 th – 28 th May 2027	School Exam Week
12 th – 16 th July 2027	Challenge Week (information will be sent out this term)

Tech, Social Media & Self-Esteem

Reminder Sheet for Workshop by Natasha Devon
(www.natashadevon.com)

AVOIDING TECH ADDICTION

- Remember you don't have to be on every app; pick the ones you find the most fun and useful and the least toxic;
- Disable screen notifications;
- Decide in advance how much time you want to spend playing a game or browsing an app;
- Find ways to create 'space' between the urge and action of scrolling/gaming;
- Set a 'digital sunset' (a time when your phone goes in a drawer/on airplane mode) about an hour before you want to go to sleep.

SWERVING FAKE NEWS

- Search each piece of content or question 'fresh'. Don't just watch the videos or click on the links the algorithm suggests;

- Check sources and whether the studies cited come from reputable publications, have a decent sample size and are peer reviewed;
- Don't assume 'traditional media' (newspapers, TV, radio) is completely impartial – whilst they have to follow more stringent guidelines, they are just as likely to have an agenda;
- Use websites with a proven track record of impartiality to fact check anything you're unsure about.

WHAT TO ENGAGE WITH

- See your clicks and engagement as currency – Spend it wisely, on the kind of content which nourishes you and you'd like to see more of;
- Try to avoid the temptations of click bait – It fuels the outrage economy and encourages the creation of more unethical and irresponsible content;
- Don't feed the trolls. If you must share something offensive or outrageous, screenshot and anonymise where possible to avoid inadvertently amplifying their message and growing their following;

WHO TO FOLLOW

- Regularly evaluate who you're following by mindfully scrolling through your feed and noticing how content is making you feel;
- Seek out role models who are inspiring, positive, stimulating, entertaining and diverse;
- Don't expect your online role models to be perfect – We're all human;
- Follow some people outside of your 'stream' but make sure, if their opinions differ radically from your own, there is evidence for what they are saying and their motivations seem to be good;
- Remember to show love and support for people whose content you appreciate.

ONLINE SAFETY

- Use strong passwords;
- Set up two-factor authentications on all your apps;
- Don't post anything which inadvertently reveals your address or exact date of birth;
- Use only secure websites where possible;
- Never click on phishing links;
- Always log out after each session.

EMOTIONAL ONLINE SAFETY

- Mute users or hashtags if they are triggering;
- Remember, you don't have to comment or come up with a take on every trending topic – It's okay to sit it out;
- If you're piled on, log off for 48 hours, then apologise sincerely (if you are actually sorry) or don't engage;
- If you are being cyberstalked, harassed or feel unsafe for any reason, report to the police.

For organisations who can provide evidence-based advice and confidential support on mental health visit <https://www.natashadevon.com/advice-support>