



JERSEY
COLLEGE
for Girls

Aspire • Inquire • Excel • Belong



JERSEY COLLEGE *for Girls*

Aspire • Inquire • Excel • Belong



Year 11 Sixth Form Options Launch Evening

9th October 2025

Aspire • Inquire • Excel • Belong

Jess Williams

Head of Upper School

This Evening

- Welcome: Carl Howarth
- Support in school: Simon Milner
- Exam season expectations: Peter Marett
- Exam wellbeing: Scott Eastwood
- Introduction to Sixth Form: Olivia Varney and our Head girl team

SUPPORT

- Who to contact
- How to get in touch
- How to escalate

Student Guidance Systems

- Form Tutor
- Head of School / Assistants
- Special Educational Needs Co-ordinator
- Teaching Assistants – ELSA work
- Building Positive Relationships
- Counsellors – Elif Mossop and Fi Daniels

School Counsellors Web Link

- Buddies
- Peer Mentors
- Any adult in College

Staff to contact: General / Pastoral Issues

For most matters, your student's tutor is the first contact:

- 11AB – Stephanie Rondel
- 11CA – Janet Vernaglione
- 11CF – Kate Hallam
- 11GA – Phyll Briggs
- 11IN – Ayesha Frederick
- 11NI – Suzan Loose / Sarah Lovell

The tutor is your first port of call. They will see their form first every day. They can check in, pass information on, liaise with you and with class teachers.

Staff to contact: Academic Issues

- In the first instance, please contact the class teacher

If escalation is needed, please contact the Head of Department, or the Head of Faculty:

- Stuart Sleath, Head of **Maths** Faculty
- Janet Vernaglione, Head of the **Language** Faculty
- Steve Braithwaite, Head of **Science** Faculty
- Edward Palfreyman, Head of **Humanities** Faculty
- Sam Fitzpatrick, Head of **Creativity and Performance** Faculty
- Katharine Moss, Head of **English** Faculty

Working in Partnership

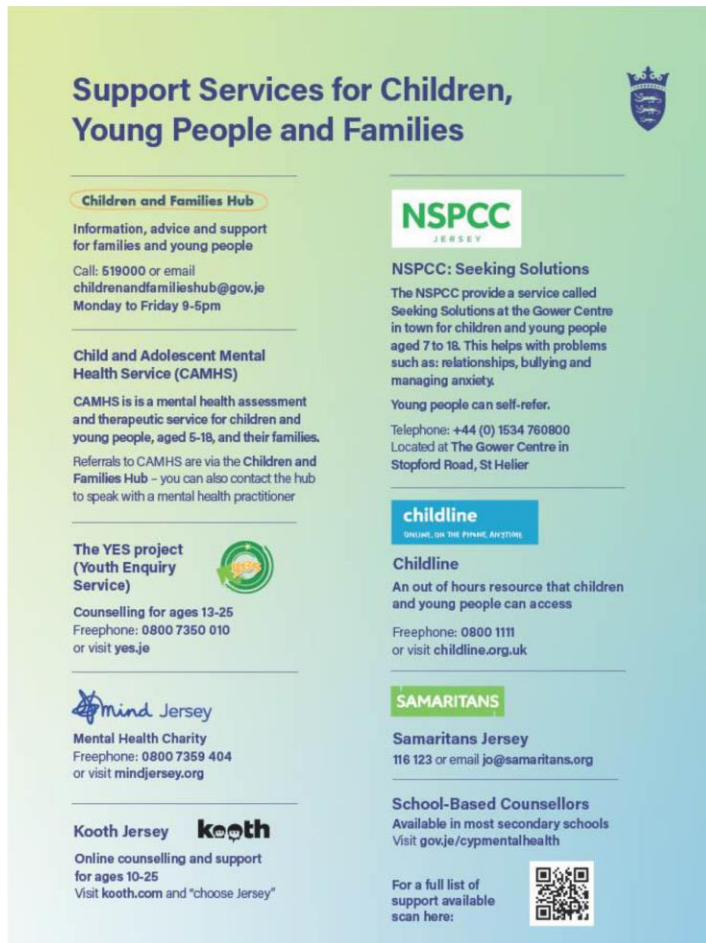
What our Wellbeing Policy asks of parents:

- Working in partnership with the College to cultivate the wellbeing of your children
- Giving due consideration to advice, from the College, about how the wellbeing of your children might be best supported
- Providing feedback to the College on how the wellbeing of your children might be best supported

Attendance

- Attendance letter, outlining procedures for supporting attendance, sent to all parents and carers in September.

Support Beyond College



Support Services for Children, Young People and Families

Children and Families Hub
Information, advice and support for families and young people
Call: 519000 or email childrenandfamilieshub@gov.je
Monday to Friday 9-5pm

Child and Adolescent Mental Health Service (CAMHS)
CAMHS is a mental health assessment and therapeutic service for children and young people, aged 5-18, and their families.
Referrals to CAMHS are via the Children and Families Hub – you can also contact the hub to speak with a mental health practitioner

The YES project (Youth Enquiry Service)
Counselling for ages 13-25
Freephone: 0800 7350 010 or visit yes.je

Mind Jersey
Mental Health Charity
Freephone: 0800 7359 404 or visit mindjersey.org

Kooth Jersey
Online counselling and support for ages 10-25
Visit kooth.com and "choose Jersey"

NSPCC
NSPCC: Seeking Solutions
The NSPCC provide a service called Seeking Solutions at the Gower Centre in town for children and young people aged 7 to 18. This helps with problems such as: relationships, bullying and managing anxiety.
Young people can self-refer.
Telephone: +44 (0) 1534 760800
Located at The Gower Centre in Stopford Road, St Helier

childline
An out of hours resource that children and young people can access
Freephone: 0800 1111 or visit childline.org.uk

SAMARITANS
Samaritans Jersey
116 123 or email jo@samaritans.org

School-Based Counsellors
Available in most secondary schools
Visit gov.je/cymentalhealth

For a full list of support available scan here:



The College's role:

- Signposting
- Making referrals
- Working alongside other professionals
- Leading an Early Help 'team around the child'

[Support Outside of College Web Link](#)

What to expect in exam season

Peter Marett

Mocks

- The mock exams will be run as far as possible like the real thing
- They are to help you know what to expect so avoid learning markschemes etc. (as this will not help students and will be a poor indicator)
- Careful use of AI – make sure it's helpful. Don't avoid the hard work! Disciplined use of AI will be an important skill.
- The students' papers will be kept in case we were to have another national crisis as evidence for any teacher assessed grades
- They are a bit more intense than the real exams because we don't want to spend a whole half term doing mock exams

Summer timetables and contingency day

- Personal timetables will be issued later in the spring term. Please give your school time to do this. We won't forget to send them!
- When you receive this, please check the times etc. but also check the name on the statement as this will be the name on the certificate
- If you have a clash, you will be supervised and scheduled to do the exam at another time – usually the same day. There is a limit on how much you can do on one day and we will check this in the real exams. In the unlikely event you have too much on one day, you will be expected to do an overnight supervision (this comes with a set of rules)
- GCSE exams begin on 5th May 25 but I don't think much will start for us until the following week.
- The final day is 17th June 25 but ...
- Students have to be available to do an exam on the contingency day – 24th June
- Information on the website

NEAs/Coursework

- Students need to follow teachers' guidance on what they can and cannot do
- They need to take care with any use of AI and acknowledge sources. Exam Boards use AI detection and students can be penalised.
- They need to note any deadlines
- Students will receive the marks for their coursework (not grades as this might differ) and have a chance to request that marking is checked. We will send more information on this. It is part of a process and there is a £50 administration charge.
- This happens before coursework is submitted to the exam boards. Once the coursework goes to the exam board, there are no more opportunities for marks to be reviewed.

Preparation

- Ensure students check their own timetable and don't rely on their friends
- Check the night before – what is the exam, what time and what is needed
- Pack the bag the night before
- Plan the journeys the night before – sometimes students need to travel at different times to usual
- Keep a routine

Exam days

- Arrival times to hall – 0900 and 1330 – be outside 15 minutes before
- Late arrival – call! But we will phone if a student is missing. In most cases, we can make a late start. If they are very late (unlikely as this is 1 hour), we have to apply for special consideration. It is important to remove the student's phone, accompany them and pass the student to a member of staff at the College as soon as possible and ask them to note the time.
- The desk must be clear - no watches at all. No digital device. No notes. No notes on hands etc. No spectacle cases.
- Must have a clear pencil case, at least 2 black pens, 2 pencils, ruler, eraser, calculator (without lid), protractor, compass, highlighter pens
- Clear bottle
- Invigilators – are there to help. Say if something is not right! (e.g is it the right paper at the right level? Are the access arrangements as expected?)
- Remember – we do our best to maintain a quiet working environment but we are a working school near a road.

What if something is wrong?

Speak up if something is not right so we can deal with it at the time.

However ...

- Illness
- Fire alarm
- Illness or death of close family member

Need evidence. Submit after the exam.

Results days

- Thursday 20th August
- We send instructions
- Others cannot collect on behalf of students
- They are emailed to student school email address too
- Celebration and support is available at College
- It helps if you are in Jersey (just in case any plans need to change)

Post results services

- We send instructions about the services available
- Script return
- Review of marking
- There is a charge – you only receive a refund if your grade changes
- Marks can go down as well as go up so check with the relevant subject teacher
- Requests and payments are all completed online

Certificates

- Certificates are issued late in the autumn term

Scott Eastwood – Building Exam Confidence

Building Exam Confidence. & Exam Pressure Solutions

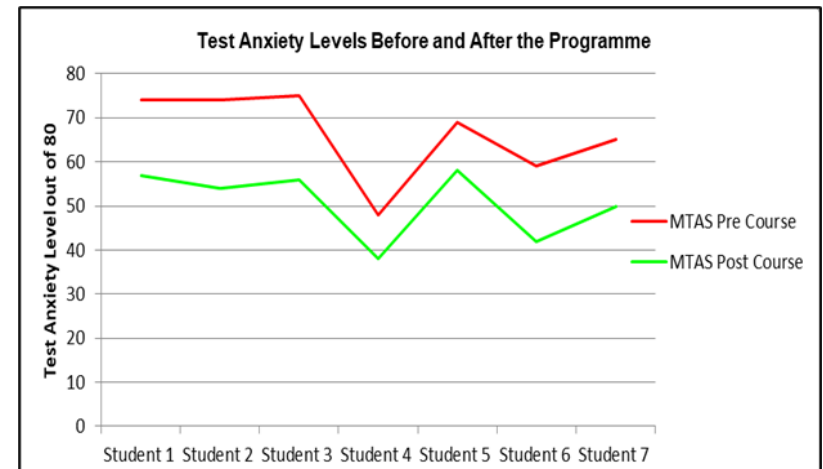


'This course allows you to explore, develop and better your personal reaction to exams'

JCG A-Level student – May 2023

MA Research Project 2022.

- 5 session EPS Programme – 16 proven strategies.
- All showed significant reductions exam worry.
- All achieved/surpassed predicted grades.
- Since Jan 24, 1036 students Y7 - 13.
- 4th year running EPS at JCG.



bacp

British Association for
Counselling & Psychotherapy

Testing times

Scott Eastwood examines the research evidence relating to test anxiety and asks what school-based counsellors can do to support young people

The Weekend Essay

Testing times: Exam stress and what to do about it



As students head into exam season, counsellor and psychotherapist Scott Eastwood takes a look at how and why people react to the pressure of exams – and offers advice on how to deal with it



Why some students struggle to cope

“The good news is there is around 40 years of research evidencing that exam stress and anxiety can be managed effectively

What can we do about it?

Exam stress reduction strategies

The Weekend Big Read

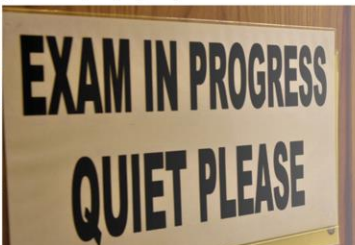
‘Since Covid lockdowns, the level of exam stress has been rising nationally’

The Weekend Essay

Helping to equip pupils with the skills for success in exams



School-based counsellor and therapist, Scott Eastwood, explores the impact of exam-related anxiety on students and highlights the need to equip young people with the skills to manage stress and perform to their best ability in exams



“

Our education system, which places such emphasis on performance in high-stakes exams, doesn't adequately prepare students for the emotional component of this process to give them the best chance possible of performing to their capabilities



Meet our cover star and new feature writer

Scott Eastwood, Grainville School counsellor, talks grief, anxiety, and coping mechanisms

As I struggled with the sleepless nights that inevitably go with having young children, I desperately needed to feel more aware having recently started a new job that I had wanted for years and undertaken 4 years of specialist training for.

On my usual drive along the north coast to work on a freezing January morning, I somewhat impulsively turned down to Bouley Bay without going to go for a quick swim in my car – only on this occasion, it wasn't there.

The desperate need to feel awake took over the need for warmth and I got on the shore that sat in front of my car and turned off the car.

‘The initiative has boomed in popularity with more than 300 students signing up and four more schools expressing an interest’

Liberty Lester – Channel 103.

Testing times for our children

School days are the best days of your life. So, they need to stay. But the world is a different place for today's youngsters, especially thanks to the extra pressures generated by having to cope with the impacts of social media.

It's nothing that additional stress has threatened the more traditional parents' view that with children to raise, there's no time for anything else. It's just that the world is a different place for today's youngsters, especially thanks to the extra pressures generated by having to cope with the impacts of social media.

However, today is a hard time to be a parent. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

“Schools are under increasing pressure to get more and more results, which is putting a lot of pressure on the children. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

There's a lot of pressure on the children to get more and more results, which is putting a lot of pressure on the children. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

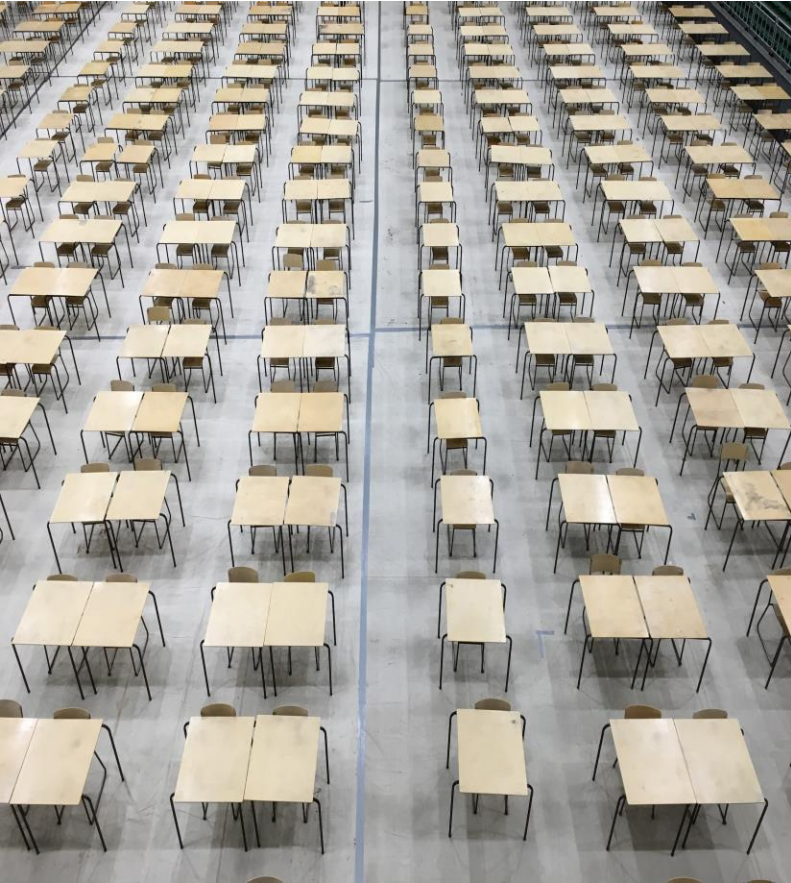
The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

The idea of the programme that came up for the children was to give them a chance to express their feelings and to get some support. It's a time when social media, like the internet, has become a double-edged sword. On the one hand, it's a place where you can find support and advice. On the other hand, it's a place where you can find a lot of negativity and stress. It's a place where you can find a lot of negativity and stress.

*“We live in a test-conscious,
test-giving culture in which the
lives of people are in part
determined by their test
performance”*

Sarason et al, 1960

Exam Stress Background.

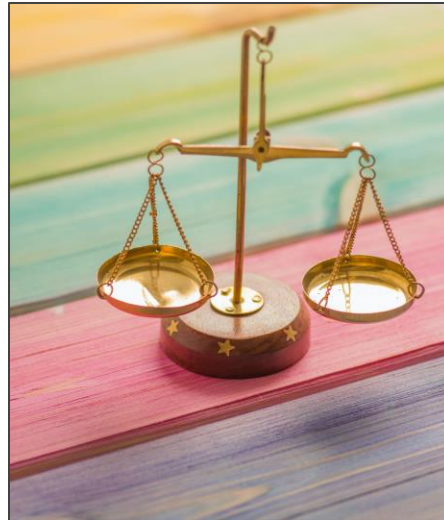


- Exam nerves can improve focus, motivation, performance.
- High exam nerves (that don't subside) more challenging.
- Effect concentration, memory, performance.
- Whether exam nerves are helpful or not:
- Exams as a challenge they can overcome, or not?

Exam Stress = Demands V Resources.

Demands

- Number of exams.
- Expectations of self & others.
- The importance of the exam.
- Exam setting (hall or class).



Resources

- Belief in ability.
- Confidence in the subject.
- How much time to prepare.
- Support network.

Option1: Stress as a Challenge.

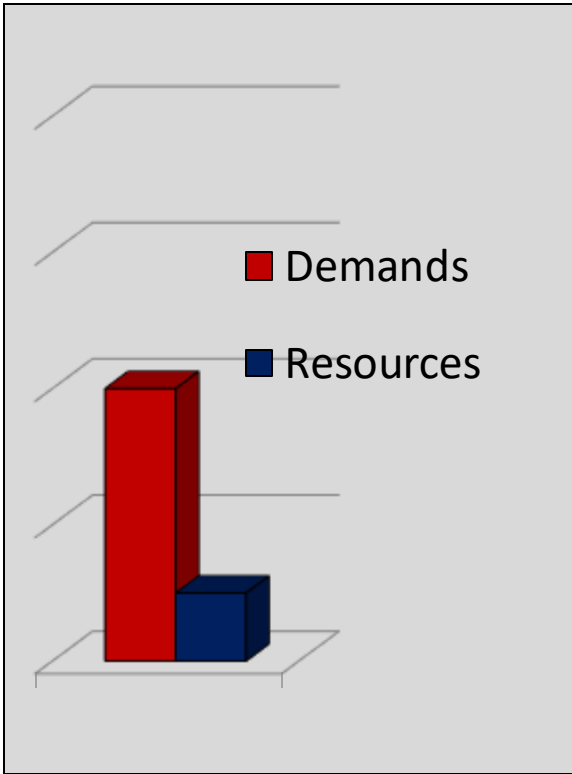


- ✓ Energised.
- ✓ Motivated.
- ✓ More focused
- ✓ Perform better.



Exam stress is not necessarily a bad thing!!

Option 2: When Stress is More Problematic.

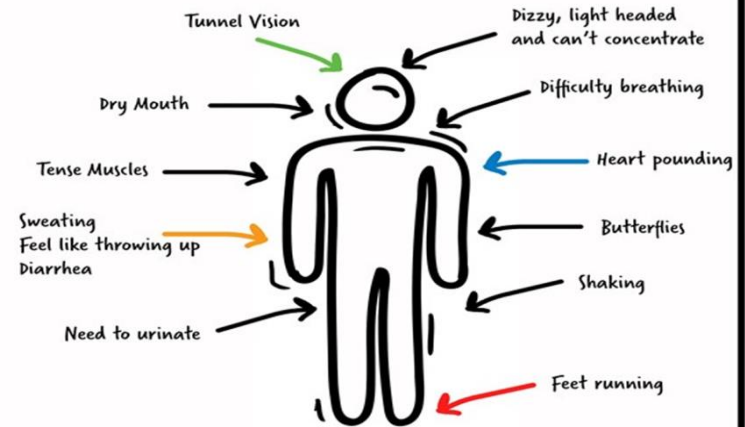


- Mind blank/brain freeze.
- Harder to focus.
- Harder to recall.





What happens during freeze, fight or flight?



Fight/Flight Response.

- Can help focus and concentration.
- Similar for sports people before/during big match.
- When intense - harder to focus.
- Skills in EPS workshop help manage if needed.
- Perform at your best without nerves getting in the way.



Completing a task with low level nerves.

Mexico

RUSSIA

ENGLAND

TURKEY

FINLAND

BOLIVIA

GERMANY

SPAIN

EYGPT

FRANCE

USA

ICELAND

MOROCCO

DENMARK

CHINA

BELGIUM

CANADA

MEXICO

ITALY

CROATIA

SWEDEN

JAPAN

INDIA

UGANDA

SRILANKA

Completing a task with high level nerves.

Red

BLUE

RED

YELLOW

ORANGE

GREEN

BLUE

PURPLE

RED

PURPLE

YELLOW

RED

BLUE

ORANGE

BLUE

YELLOW

RED

RED

GREEN

ORANGE

BLUE

PURPLE

YELLOW

BLUE

ORANGE



The Stroop Task – How Was It?

No problem = high working memory.

For most = more concentration.

Ability to focus on task (naming colours) interfered with by urge to read word.

Replicates 'Cognitive Interference'.

Similar affect as high exam nerves on ability to focus, recall, etc.



The Good News Is – We Can do Something About it!



- Exam nerves can be reduced effectively (60 years of research).
- Revision & exam practice alone not enough for all students (Ofqual).
- Major studies globally agree, combination of approaches most effective:
- *Psychoeducation/Study Skills/CBT/Behavioural/Prob Solving.*

Building Exam Confidence & Exam Pressure Solutions.



✓ 2 hr preventative workshop. 8 strategies. Y7 – Y13.

✓ Whole year screening, identify students 'high' level nerves.

✓ 5 hr in depth programme. Small groups. 16 strategies.

✓ 2 hr workshop for parents.



NAME or ID: _____

TODAY'S DATE: _____ YEAR GROUP: _____

Please think about how you USUALLY think and feel when taking a test or exam.

Try not to think for too long about each question.

Read each statement and put a cross in the circle to the right of the statement to indicate how you think or feel.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree		
①	②	③	④	⑤		
1.	Before a test/ exam, I am worried I will fail.	①	②	③	④	⑤
2.	I forget previously known material before taking a test/exam.	①	②	③	④	⑤
3.	Even when I have prepared for a test/ exam I feel nervous about it	①	②	③	④	⑤
4.	Before I take a test/ exam my hand trembles.	①	②	③	④	⑤
5.	During a test/ exam, I worry that I gave the wrong answers.	①	②	③	④	⑤
6.	I forget facts I have learnt during tests/exams.	①	②	③	④	⑤
7.	I feel tense before taking a test/exam.	①	②	③	④	⑤
8.	My heart races when I take a test/exam.	①	②	③	④	⑤
9.	After a test/exam, I am worried I have failed.	①	②	③	④	⑤
10.	During tests/exams, I forget things that I have learnt.	①	②	③	④	⑤
11.	Just before I take a test/exam, I feel panicky.	①	②	③	④	⑤
12.	During a test/ exam I experience stomach discomfort.	①	②	③	④	⑤
13.	During tests/ exams, I worry about the consequences of failing.	①	②	③	④	⑤
14.	During tests/exams, I find it hard to concentrate.	①	②	③	④	⑤
15.	Before a test/exam, I feel nervous	①	②	③	④	⑤
16.	During a test/ exam, my muscles are tight.	①	②	③	④	⑤

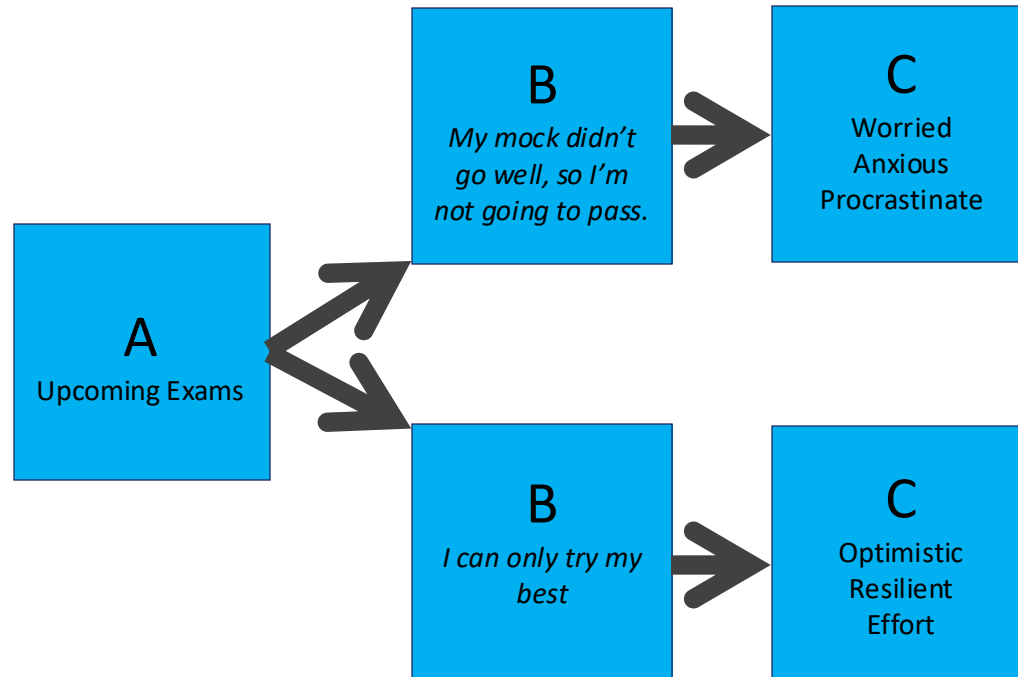


2 Strategies for Managing Exam Nerves.



Developing a Positive Mindset.

'CBT can help students identify negative thoughts that undermine confidence and concentration during exams'
Ofqual, 2019.



We can have much more control over this process than we realise!!

Don't Believe Everything You Think!



50,000 thoughts a day = make sense of our worlds.

Big life events – thoughts can be negative - helps to identify danger – survival.

Can make us focus on what '*might*' go wrong.

NATs - '*What if I don't do well?*', '*What if my mind goes blank?*', etc.

Can create worry, even if well prepared.

CBT: Challenge negative thinking – increase exam confidence.



1. 'Proof I Can Cope'

CBT – Logical Evidence Based Reasoning

- Exams can create worrisome thoughts, → feelings.
- Feelings reinforce the thoughts as valid – becomes cycle.
 - Even if well prepared = feel something to fear!
- Tricks us into thinking the worst & forgetting past success.

- Override this process by creating link to past successes.
- List past exams: What worried would happen v reality.
- Shows what we worry about, rarely turns out as bad.
- Challenges negative thinking using 'evidence'.

Proof I Can Cope!

<u>What I Worried Would Happen?</u>	<u>What Actually Happened?</u>
<i>I was convinced I would fail my Maths mock.</i>	<i>I felt very nervous but did enough to pass.</i>
<i>That I would get a bad grade in my Science exam.</i>	<i>I felt anxious but this settled, and I got a good grade.</i>
<i>I worried my parents would be disappointed if I didn't pass my English exam.</i>	<i>The exam wasn't great, but my parents were supportive.</i>
<i>I felt like I hadn't prepared enough for chemistry and was very nervous.</i>	<i>I remembered most of what I had revised and did better than expected!</i>

- Refer to list in exam build up.
- Creates visual link to past success.
- Puts present 'in the moment' nerves into context.
- Reduce level, & impact, of exam nerves.



Managing Exam Day Worries.

2. If, Then Plans.

- Well researched technique for managing stressful situations.
- Helps you respond to setbacks more skillfully.
- Plan for what **could** go wrong and what you can do to manage. E.Gs:
- *'If I get negative thoughts, then I'll use positive self talk'.*
- *'If I feel really nervous, then I'll use Box Breathing'.*
- *'If I cant answer Q1, then I'll find one I know to build my confidence'.*
- Revise to your 'If, Then Plan' in exam build up.





Creating your 'If Then Plan'

- Write down your most common exam worries.
- Things you worry could go wrong (or have done).
- Outline in detail how you would tackle each worry.
- Familiarise yourself with your plan leading up to the exam.
- Having a plan = more in control, easier to use solution **if** needed.

My Exam Worries	How I Would Tackle It
<i>My mind going blank. I know I have revised the topic, but I just can't think of anything to write (brain freeze).</i>	<i>I would use 7/11 breathing to calm my nerves. Then I'd write notes to jog my memory. If this didn't work, I'd move on and come back to it later.</i>



Things to Remember!

Exam nerves can help motivation, focus & performance.

High exam nerves (don't subside) more challenging.

Skills on EPS course - keep exam nerves manageable.

Reduces impact of nerves on performance.

In some studies, 1 grade per subject increase.

(Final slide outcome data)

Building Exam Confidence - Outcomes.

'It has allowed me to think positively about my exams'

Year 11 Grainville School 2023.

'This course allows you to explore, develop and better your personal reaction to exams'

JCG Year 12 Student, May 2023.

'Scott's workshop with our Year 11 students was amazing! It was very interactive and he kept students interested and engaged. He provided practical tips to keep calm, grounded and turn negative thoughts about exams into positive ones. Students have commented that they feel more empowered to control their nerves ahead of their GCSEs'

Mrs Williams, JCG Head of Upper School February 2025.

'Scott is incredibly knowledgeable and has a wealth of ideas to support students. It was great for the students to have an expert advising them and we would highly recommend Scott'

Mrs Smith, Beaulieu, Head of Year 11, 2025.

Has this course provided you with skills to manage exam stress?

'100% yes! It has shown me lots of revision methods, how to deal with worry and it has given me a lot of different techniques for my exams'

Year 11 Haute Valle Student, February 2025.

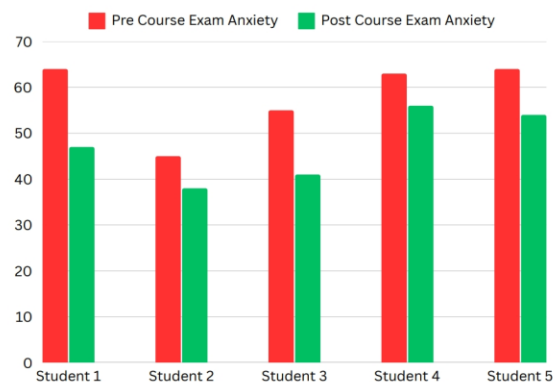
'This was a great interactive session for students to learn techniques to manage their stress in school but also daily life. The student's found it really helpful to practice a variety of methods enabling them to find ones that suited them'

Sandra Aziz Lecturer Highlands College, 2024.

'It was a great session! The students' feedback was very positive. They found it really helpful and insightful and appreciated the time to focus on getting prepped for their exams'

Mrs Campbell, Hautlieu. March 2024.

Haute Vallee School Exam Pressure Solutions Course February 2025



www.scotteastwoodwellbeing.com



JERSEY
COLLEGE
for Girls

Aspire • Inquire • Excel • Belong

Life in JCG Sixth Form

- Olivia Varney – Head of Sixth Form
- Ketaki Sable and Ella Davidson (Deputy Head Girls)
- How they made their choices

The Advanced Learning Programme

CORE STUDIES	ELECTIVES	INDEPENDENT STUDY
23 A level subjects to choose from at JCG. Additional subjects offered at collaboration schools – VCJ, BCS, DLS.	Chosen courses – academic, creative, physical, skill development, well-being and service. Course length from 1 term to 2 years. Examined and non-examined courses. Compulsory 'Life Skills and Choices' elective. Vespa	Time for students to complete homework and proactive work (self-directed study). In Term 1, Independent Study periods will be supervised to help students manage the change to more independent work in the most effective way They have beautiful working space to think and thrive: QSR, Library and the Sixth form centre.
Students choose 3 (or 4 if they do Maths and Further Maths) 5 hours per subject per week. Total of 15 hours per week	Total of 5 hours per week.	5 hours of study periods per week in school + a minimum of 10 hours per week out of school.

Programme: Breadth and Depth

CORE: 3 A levels (And Further Maths) 5 hours of tuition a week

Variety of subjects- come to Market place on 3rd November

Collaboration allows us to offer more-VCJ/DLS/BCS

ELECTIVES:

Life skills and choices-external speakers/leadership/well-being/ambition/scope

VESPA: Find your WHY, but also structure the HOW

Monday/Wed/Fri:

Couch to 5K, Walks with Hector/Kickboxing/Zumba

Current Affairs/ Good Morning JCG/Public speaking

Crotchet/Our Island/Gardening

Quals: TEFL/LAMDA

EPQ-half an A level

INDEPENDENT STUDY: Supervised and then, gradually and linked to performance, more independent

Entry requirements:

To join us as a sixth former, you will need:

- To enjoy learning-a positive attitude towards your studies
- A minimum of five GCSE passes at grade 6 or above - GCSE English and Mathematics at grade 5 or above
- To meet the stated criteria in those subjects that you wish to study at A level.

To continue each individual subject to Year 13 at the end of Year 12, you will need to gain a grade D or above. You will need to gain a grade D or above in at least two subjects to continue into year 13.

Calendar of Year 11 Events 2025-26

Autumn Term

- Post-16 Options Seminar– 16th October
- Sixth Form Information Week – 3rd November
- Core Subject Taster Lessons – 17th November and 21st November
- Discussions with current Year 13 students – 26 November
- Individual Sessions with Advisors from Skills Jersey – 17th November to 28th November

Spring Term

- GCSE Mock Examinations – 6th to 14th January
- Individual Interviews – w/b 26th January
- Core subject choices to Mr Lewis – 2nd February
- Core subject choices confirmed by the end of the spring term

In the case of external applicants -

- You will be invited to a taster morning (via your current school)
- You can apply online via the College website: [Applicaa](#)
- k.robertson@jcg.sch.je

Summer Term

- Summer examination session begins – May
- Year 12 Induction Day – 25th June (tbc)
- GCSE results day – 20th August-Please be here
- Core subject choice confirmation and elective course choices – 2nd September
- Start Year 12 – 3rd September

Contact Details

Olivia Varney– Head of Sixth Form

Email: o.varney@jcg.sch.je

Simon Lewis – Assistant Headteacher (Learning & Curriculum)

Email: s.lewis@jcg.sch.je

Adam Sykes – Employability Co-ordinator

Email: a.sykes@jcg.sch.je

Our online prospectus

- Video presentations of all subjects available at JCG are available on our website.
- Visit this link for information about our Sixth Form <https://jerseycollegeforgirls.com/jcg/sixth-form/sixth-form-prospectus>
- All our subjects and access requirements can be found through this link <https://jerseycollegeforgirls.com/jcg/sixth-form/sixth-form-prospectus/a-level-subjects>

Aspire
Inquire
Excel
Belong

