URSULINE HIGH SCHOOL, WIMBLEDON

CURRICULUM GUIDE

YEAR 10

2025/2026

Introduction

We are delighted to welcome you back to Ursuline High School after the summer break. It is an exciting year for your daughter as she starts her GCSEs.

In this Year 10 Curriculum Guide you will find all the information you and your daughter need to successfully navigate year 10.

Studying at Key Stage 4 is very different from Key Stage 3. Due to governmental changes to GCSEs across the curriculum, all exams will now take place in a linear fashion, at the end of Year 11. Your daughter will only be completing GCSE controlled assessments in practical subjects such as Art, Music, Drama, Food preparation and nutrition and PE. Learning and retaining knowledge for the long term has become essential to guarantee success. The year will be demanding and will require your daughter to be committed to school and her chosen subjects.

Having an excellent attendance (at least 96% or above) is very important to success. We understand that your daughter may find the year stressful; please do not hesitate in contacting your daughter's tutor or Head of Year to discuss any concerns you may have during this time.

I would like to wish you well for the year and thank you in advance for your continued support.

Yours faithfully,

Mr O Nichols
Assistant Head Teacher Teaching & Learning

Mission Statement

Inspired by the life and work of St Angela, our Ursuline School commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice. As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

We aim:

1. To build a caring and supportive Christian community where each individual is able to grow in their understanding of the faith and in their commitment to Christ.
2. To set standards of excellence in teaching and learning and to provide a broad and balanced and relevant curriculum.
3. To develop personal qualities of understanding of self and others, self-discipline and motivation, responsible maturity, creative freedom and integrity.
4. To foster an attitude of respect for all regardless of age, race and colour, creed or gender.
5. To build peace, to promote justice, social concern and through the celebration of difference, the equality of all peoples.
6. To widen horizons, to encourage a sense of commitment and service to the wider world and to enable each one to go on learning and changing all through life.

Serviam Programme

Religious formation at the Ursuline is inspired by the spirituality of St Angela Merici. It is based on the motto, **'Serviam: I will serve'**. It seeks to develop young people for others. Particular care and attention is given to providing students with opportunities to explore their relationship with God, with themselves and with others. This care of the whole person is achieved through the Serviam programme. This programme is fundamental to our school and is the basis of our Roman Catholic ethos.

The Serviam programme offers the following:

- Shared and personal prayer
- Feast Day celebrations
- Retreats
- Service as a whole school and through individual projects
- Leadership opportunities
- Service trips in the local and international community

SECTION 1:

GENERAL INFORMATION

Year 10 Tutor Team

I would like to take this opportunity to introduce to you the year 10 team responsible for your daughter's academic and pastoral development during this very important year in their school career.

Please use email to contact us in the first instance. Should you wish to contact us by phone (**020 8255 2688**) you will be more likely to speak to us directly at the following times: 10:30am, 12:40pm and after 3:15pm. **Parents are welcome to make appointments throughout the year to meet teachers and staff.**

Our full staff directory can be found here.

	Teacher	**Email**
Head of Year	Ms Anne-Lise Torode	anne-lise.torode@ursulinehigh.merton.sch.uk
Pastoral Support Assistant	Mrs Brown	sylvia.brown@ursulinehigh.merton.sch.uk
Attendance Officer	Mrs Young	bernadette.young@ursulinehigh.merton.sch.uk Absences must be reported by 8.45 either via email or by calling 020 3908 3144. This is a safeguarding duty.

Form	**Tutor**	**Population**	**Email**
10A	Miss Daisy Thomas	A	daisy.thomas@ursulinehigh.merton.sch.uk
10B	Mr Francois Pachins	A	francois.pachins@ursulinehigh.merton.sch.uk
10C	Miss Camille Morand	A	camille.morand@ursulinehigh.merton.sch.uk
10F	Mr Julian Lambert	A	Julian.lambert@ursulinehigh.merton.sch.uk
10M	Mrs Rachel Corrigan/ Mr Tyrone Norford	B	rachel.corrigan@ursulinehigh.merton.sch.uk tyrone.norford@ursulinehigh.merton.sch.uk
10T	Mrs Georgina Gibson	B	georgina.gibson@ursulinehigh.merton.sch.uk
10U	Miss Carys Surbey	B	carys.surbey@ursulinehigh.merton.sch.uk

Timings of the Day

Monday to Thursday

8.20-8.30am	Staff briefings
8.30-8.50am	Registration
8.55-9.45am	Period 1
9.50-10.40am	Period 2
10.40-11.05am	Break time
11.05-11.55am	Period 3
12.00-12.50pm	Period 4
12.50-1.35pm	Lunch time
1.35-2.25pm	Period 5
2.30-3.20pm	Period 6
3.20-4.10pm	Period 7

Friday

8.20-8.30am	Staff briefings
8.30-8.50am	Registration
8.55-9.45am	Period 1
9.50-10.40am	Period 2
10.40-11.05am	Break time
11.05-11.55am	Period 3
12.00-12.50pm	Period 4
12.50-1.40pm	Period 5

How do we teach at Ursuline High School?

Our students succeed because they know how to: **Learn, Remember, Apply**

We empower our students to do this through: **Checking & Challenge**

Checking is a multi-disciplined approach used to systematically assess learning, rectify misconceptions, quality-assure teaching and foster progress.

Challenge is when students use learnt knowledge and fluent retrieval of this knowledge to apply, synthesise and transfer.

A summary of Checking & Challenge

Checking	Challenge
Retrieval practice Consolidation Checking the learning Clearing up misconceptions Identifying and closing gaps Feedback that enables progress.	Using knowledge to apply, synthesise and make their own conclusions and theories, applying knowledge to unfamiliar scenarios. Activating prior knowledge and building schema so students know more to learn more. Sequencing and building a challenging curriculum for all students with a high level of expectation.

House System

The Ursuline High School has a well-established House System for Years 7 - 11.

Aims for the House System

- To promote a smooth transition from Primary School House systems.
- Create sense of belonging – Micro communities, integrate with other year groups and forms.
- Create roles of responsibility within KS3 and Sixth form. Link to Student Leadership.
- Healthy competition within inter-house activities run within Faculties during the year.
- To develop confidence and respect for others
- House Captains in higher years to be role models for younger years.
- Help provide opportunities to contribute to Serviam within School.

Organisation

Each of the 7 forms within each year group represents 1 House from either St Angela, St Bernadette, St Catherine, St Francis, St Margaret, St Teresa and St Ursula. Each house has 1 form from each year 7, 8 and 9.

Each form in Key Stage 3 nominates 2 House Captains who have roles and responsibilities in promoting and organising Inter-Form Events with Staff.

House Captains have the help and guidance of Sixth Form House Prefects within these roles and work directly with the School's House System Director member of staff.

Each house can also be identified by the Colour Bear pupils have on their PE shirts. These colour Themes are also indicated on House Captain Badges.

Angela – Red. Bernadette – Purple. Catherine – Green. Francis – Orange. Margaret – Pink. Teresa – Yellow. Ursula – Sky Blue.

Inter-House Events

One designated Inter-House event will run every half term. It is an optional event for pupils to participate in; however, their participation and overall success in them will gain House Points for their House. These events will vary from sports events to art competitions, to Inter-House debating at the end of the year.

The House with the highest total of points at the end of the year will be crowned House Champions. Pupils in each House can keep up to date with how their House is progressing in their competitions via notices on each of the Houses' information boards.

Parent/Carer Concerns

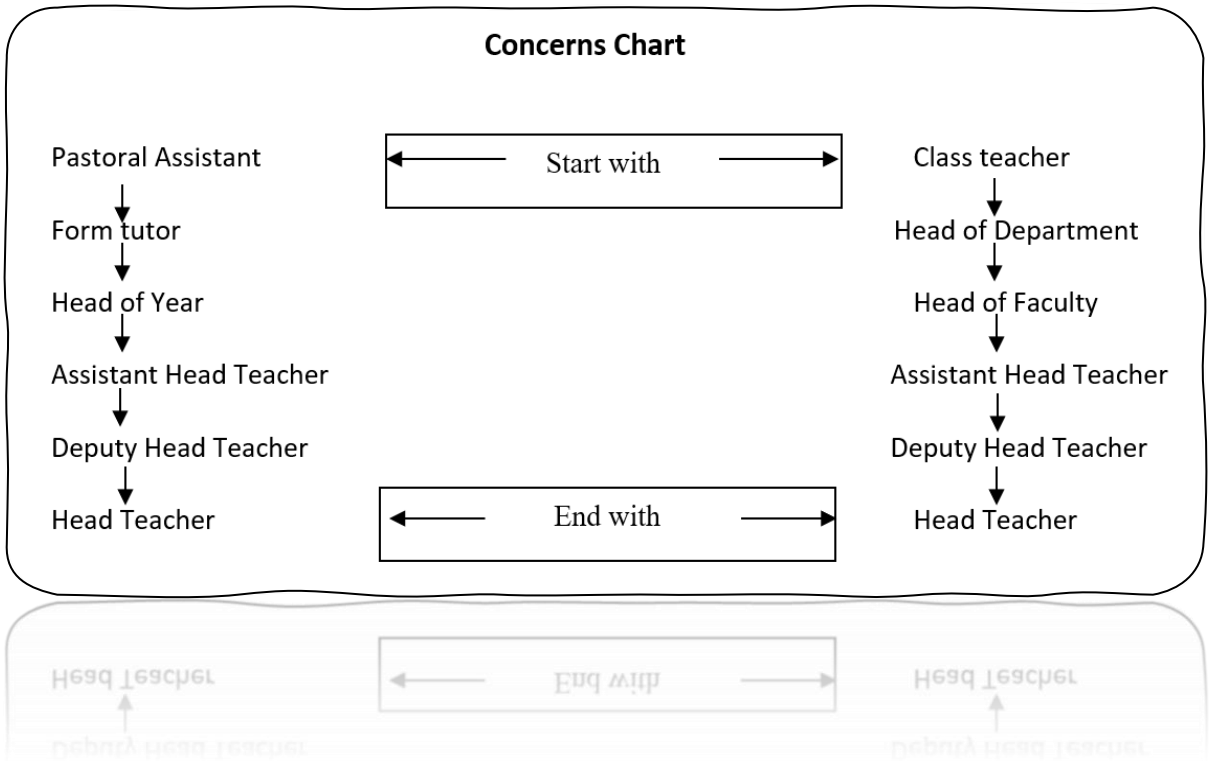
Please refer to the diagram below to be able to channel your concerns to the correct member of staff. You may contact any member of staff by phone or email directly to arrange an appointment.

Pastoral Concerns

Examples of pastoral concerns:
Behaviour in/out of school,
friendship issues,
attendance, punctuality

Academic Concerns

Examples of academic concerns:
Behaviour in lessons, quality
and standards of classwork,
homework, tests and exam study skills



School Policies

The use of Planners at KS4

All students at KS4 are issued with a **FREE** planner. The planner contains a lot of very important information about the school; it is also an extremely effective way for you to communicate with the school. May I take this opportunity to remind you to check your daughter's planner and sign it weekly to show you have done so. When inspecting your daughter's planner, please ensure that all homework has been set and completed. The planner is school property, and we expect your daughter to treat it with respect and use it correctly. Any planner that is lost, has graffiti or is misused in anyway will need to be replaced. This year we have photocopied spare planners, and your daughter will be expected to bear the cost of the replacement planner (£4.00)

Attendance & Punctuality at KS4

Attending school regularly and on time is crucial. School starts at 8.35am (prompt). Your daughter's attendance is monitored weekly. If your daughter is absent from school, please ring either the attendance officer Mrs Young (0208 3908 3144) or the Pastoral Support Assistant Ms. Andrews (0208 3908 3179) to report the absence. **The school has an attendance target of 96%.** The success of your daughter at KS4 will depend upon many factors, good and regular attendance is a key factor, whilst your daughter is absent, and she will be missing important work, work that can be sometimes very difficult to catch up. If at the end of the year, it is felt that your daughter has missed too much work to complete and successfully pass a two-year GCSE course, there may be a possibility that she will have to re-sit the year to make up the work.

Use of the Medical Room

If your daughter is unwell during the school day, she must have a signed note from her subject teacher, and she must report to the main school office where she will be seen. If she is too unwell to return to class, then contact with home will be made and arrangements for you to collect your daughter confirmed.

Use of toilets

Students are expected to use the toilets at break and lunch time. Should students need the toilet during lesson times, then they need to be given permission from the subject teacher. The toilets at student services will be kept open and students logged. Should students be using the toilets frequently during lessons we will communicate this home.

Important information re. Permission for Leave in Term Time
The Government has changed the law from September 2013.
Leave of absence may now only be taken for **Exceptional reasons**

- Educational event
- Family event

The request should be made in writing using the appropriate Form (Leave of absence, Educational Event or Family Event Form (available from the school office or on the school website).

This must include the reason why you feel that it is necessary to take a leave of absence. This may include any extenuating or compassionate reasons, including evidence of circumstances such as medical certificate or letter from employers.

On receipt of an application for leave on the appropriate form together with any supporting documentation, consideration will be given to the circumstance. A letter outlining the decision of the school will be sent to you within 7 days.

Governors' Development Fund

The Governors Development Fund is the schools' parental contribution scheme. As a Catholic Academy Trust school, we rely on good financial management of school funds and the fantastic generosity of our whole school community to enable and enhance the education experience to our students. All additional funding secured makes a significant impact on our school's offering and the programmes we provide for our students.

Your support goes directly towards **enriching the educational opportunities** for our students and **maintaining the exceptional environment** in which the students learn. In recent years, your contributions have supported many works including: refurbishment of student services, construction of the accommodation of T Level Nursing, our Katherine Johnson T Level Digital Building, Business and T Level Science, the new roof at St Angela's, new doors, floors and heating upgrades/repair, renovation of our main kitchen /dining room, tennis court upgrade, and LED lighting and CCTV throughout the Main School.

Additionally, Governors contribute to the **School's Chaplaincy programmes** to sustain and develop the school's charism and ethos, and our **Laptop Scheme** where our students have the use of a laptop throughout your child's education at the Ursuline.

Donations

We ask all parents / carers to make a voluntary contribution of **£30 per month** to the school, for the duration of their child's education at Ursuline High School. An **annual payment of £360** can be made if preferred.

Monthly donations will be collected by Direct Debit. We ask parents / carers to make the first donation on the date of their daughter's interview. Further donations will be collected by Direct Debit from September onwards.

For those facing financial constraints, the **school supports families who are unable to afford the full donation**. If this is the case, please let us know. Also, your ongoing support through involvement in school activities, volunteering, and fostering a sense of community is equally invaluable.

Gift Aid is a way for the school to increase the donation amounts. If you are a UK taxpayer, please complete the **Gift Aid** Declaration section of the form provided. This allows us to claim back the tax you have already paid, from the Inland Revenue. For every £1 you donate, the school receives an additional 25 pence, at no extra cost to you.

May I take this opportunity to thank you and all our families for your continued support. It is appreciated and defines the schools' overall success.

If you would like to set up your donation, or have any queries please contact our finance department.

Homework

Your daughter will receive homework once a week per subject, unless they study the subject more than three periods a week (Maths & Science). Students will be given sufficient time to complete the homework and the timings per year group can be seen below.

Cohort	Duration of each homework per subject
7&8	30 minutes
9	45 minutes
Ks4	1 hour
Ks5	5 hours

The Learning Resource Centre (LRC) is open every day until 4pm; we encourage your daughter to make use of this quiet, well-resourced study environment. If you have any concerns about the amount or quality of homework set at KS4, please feel free to contact either your daughter's tutor or Head of Year regarding this matter.

Revision time does not count towards the one hour per subject and should be done regularly through the year.

Purpose of homework

- Homework is an essential aspect of a student's study and a requirement for success.
- Homework set will be appropriate: reinforcing classwork or accessing extension tasks.
- Homework will stretch and challenge your daughter's learning.
- Homework will help contribute to your daughter's personal development by building learning skills, perseverance, time-management and self-confidence. Homework will enable her to develop sound, personally directed study habits.
- Homework will reinforce the aim of the Ursuline to develop independent learners.

Best types of homework tasks involve

- Prep work
- Re-drafting & making corrections
- Rote learning
- Applying knowledge through practising exercises
- Extended writing
- Independent work using Microsoft Teams or other digital resources (MyMaths)
- Rehearsals & practice (particularly for the Arts)

Procedures in the setting and monitoring of homework

- All homework will be set by staff on Assignments in Teams.
- Work does not need to be submitted on Teams. The teacher will indicate how to submit work.
- An Assignments Tab on MS Teams will show all of the set homework and due deadlines. You will be able to see this on your daughter's laptop.
- Subject teachers will acknowledge all work produced and reward in line with the rewards and sanctions policy.

Textbooks

Your daughter will be issued with appropriate resources for all her subjects including textbooks.

Textbooks are costly, and the school views them as an investment in your daughter's education. The treatment of textbooks is very important, and we would like you to discuss this with your daughter. Textbooks should be treated with the greatest care and returned when requested in the condition they were received in. Your daughter will be expected to reimburse the full cost of any textbook that has been damaged or lost whilst in your daughter's care. A new book will be purchased with the money and your daughter may keep the damaged book.

Where books need to be purchased, parents/carers will be notified.

Digital Learning

1:1 Devices and Microsoft Teams

Students at the Ursuline can participate in our forward thinking 1:1 device scheme that provides an engaging way for students to learn. Using their own school device and the Microsoft Teams VLE, students can take advantage of a wide range of learning opportunities both in school and at home.

Laptops and Tablets at School

As you will be aware, Ursuline High School is a Voluntary Aided Secondary Girls Catholic School. As a Voluntary Aided School all **Capital Works** undertaken around the school are **10% funded by the parents**. Additionally, Governors contribute to the School's **Chaplaincy programmes** to sustain and develop the school's charism and ethos, and our **Laptop Scheme** which enables the school to lease a tablet to students in Year 7. Students can use the tablet at home as well as at school.

A bank of tablets is also available for students during the school day. These tablets may be borrowed from the "Laptop Doctor" for a single lesson at a time and they must be returned by the same student. Students who participate to the tablet initiative may not borrow any machine from the Laptop Doctor, unless theirs is in repair. Students should respect the fact that these are limited in number and available to support the initiative. It is important that students use their own machine if they are lucky enough to have one. Tablets are a fantastic resource, and while they are insured against accidental loss or damage; students should always take care of them, especially as they are school property. Please note insurance will only cover the cost of one repair; any further damage must be paid for by the student.

It is not expected that students will use their tablets all the time every lesson. Rather, they are a resource in our toolkit of learning that should be used for short periods during lessons. It is expected that students will charge their tablet each evening and take care not to waste the battery life on trivial things in between lessons. This is first and foremost a learning facility. Tablets should come into school each day in the school bag for protection. Safe use instructions are provided along with instructions and a training session when the tablets are distributed, along with our internet safety policy.

Microsoft Teams: The Virtual Learning Environment

Microsoft Teams is an excellent resource that students can use both in school and at home. This safe web environment provides students with a wide range of learning opportunities:

1. Flipped learning: prepare for a lesson before hand by reading set material, watching a video, listening to a podcast etc.
2. Find resources for the lesson on MS Teams both in school and at home for reference.
3. Revise what has been done in the lesson before doing homework.
4. Complete quizzes to assess learning and get personalised feedback.
5. Upload work for the teacher and receive feedback on MS Teams.
6. Use links with the internet that have been chosen and checked by the teacher.
7. Check what homework has been assigned and the deadlines.
8. Take part in monitored discussions with your peers and the teacher to get help or to discuss ideas

All work completed on the school network or uploaded to Microsoft Teams should be considered “best work”, just like writing in an exercise book. Sanctions will apply if for example, students use slang or inappropriate language/material. The forums and discussion groups are for assessed work, not personal chat. More serious infringements like bringing inappropriate images into school on the tablet or using resources in a disrespectful way will be referred directly to the Assistant Head teacher responsible for ICT and the school behaviour procedures will be followed. Please see the rewards and sanctions page of the student planner for details.

The school has an “E-safety” policy which may be viewed on our website. Parents are asked to read and discuss the use of ICT and e-safety through the “E-Safety Agreement and Acceptable Use of ICT and Social Media” in students’ planners and must countersign the agreement.

We hope all students will enjoy using their 1:1 device and that it will add positive value to their progress.

AI

Please note that there is a strict no AI use in student produced work at Ursuline High School.

All NEAs and any work suspected of using AI will be entered through TurnItIn Software, which is used by Exam Boards and Universities to accurately detect plagiarism and the use of AI. Appropriate sanctions will be taken for the use of AI. The work will be discarded and the student sanctioned in line with school policy and, if necessary, Exam Board Regulations. There have been many cases in the last two years of students barred from the exam board for Malpractice.

Guidance from JCQ on the use of AI in assessments.

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students' own.
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres).
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action. Detected or suspected use must be reported.

Using the internet, and social media for educational support

There is a vast number of tutors and exam gurus sharing their expertise and insight via social media (in particular; Instagram, TikTok and YouTube).

There are lots of great teachers and subject experts out there but there are just as many poor ones. There are also many students claiming to know how to get a grade 9!

In the same way parents do their due diligence before employing a tutor, students should do their research before deciding to follow and listen to an 'expert' via social media. It is essential students make informed decisions on who they are taking advice from, to ensure they are getting relevant and accurate advice/insight relevant to their courses. Please seek guidance from UHS teachers in the first instance who will guide you in the direction of tried and tested resources.

Attendance and Punctuality

- We want the students to be in school wherever possible.
- We must know if your daughter is not attending by 9.30am as this is a safeguarding duty
- We monitor all students with under 92% attendance weekly.
- Students with excellent attendance have a much higher chance of succeeding socially and academically.
- Please support us in ensuring our students have the best access to our curriculum, so they can achieve in all areas.
- Punctuality is monitored daily, and consequences are in place for those who are persistently late.

Punctuality Plan KS4

- Punctuality is taken very seriously. It is important that students are on time to school and for lessons.
- Every week, your HoY and tutor will check your punctuality and communicate with you and your parents if there are any concerns. If you arrive late, you must have evidence of a valid reason.
- Please see the actions and consequence for poor punctuality below.

Notifying students and parents

- At 10.30 am, any student with an unauthorised late will be emailed by the attendance officer via Arbor and notified about their late detention.
- At 10.30 am, the parents of students with an unauthorised late will be emailed by attendance officer via Arbor and notified about their late detention.
- The attendance officer to print off names and to be handed to AHT behaviour of who to expect daily.

Absence Actions and Consequences

Number of lates	Action to be taken	Consequence for pupil
1	Same day detention Then same for any late thereafter.	Same day detention- 3O mins If doesn't attend 1 hour Friday
4	Tutor call home. Parents informed and plan agreed for being in on time.	Same day detention 3O mins If doesn't attend 1 hour Friday
5-8	HoY to send punctuality letter home to parents and offer support	Same day detention- 3O mins If doesn't attend 1 hour Friday Punctuality report
9-12	HoY meeting with parents Parent meeting and action plan in place	Same day detention- 3O mins If doesn't attend 1 hour Friday Punctuality report escalated
13-14	Assistant Headteacher meeting parents to review action plan and support	Same day detention- 3O mins If doesn't attend 1 hour Friday Punctuality report escalated
15	Meeting with Headteacher and parents	Saturday detentions- 2 hours Failure to turn up to detention leads to suspension

Travel To and From School

- We STRONLGY encourage students to walk as much as possible. It is often quicker to walk into Wimbledon, Wimbledon Chase or Raynes Park given long queue times at the bus stop and traffic. We also encourage a healthier lifestyle.
- Students must be considerate of our neighbours regarding noise and must never enter a resident's garden or sit on walls/railings.
- No loitering in Wimbledon, Wimbledon Chase or Raynes Park – no shops.
- No more than 4 students together.
- Travel carefully (e.g. using crossings, avoiding use of phones, ear buds, headphones etc).
- KS4 students taking the bus from school must use the bus stop at the bottom of Crescent Road.

Staying Safe

- Take the most direct route home.
- Stick to a recognised route that parents/carers would be expecting them to take.
- Retain a charged phone where they have one.
- Avoid short cuts through parks and fields, alleys etc, particularly during the darker evenings.
- Should anyone cause them difficulty or there be someone who they are worried about – take themselves to a busy area, contact a parent, carer, or other family member etc. Where required seek help from others – think about who it might be best to approach i.e. shop staff, a lady with children etc (this doesn't guarantee safety, and students should be aware of this, but likely to be a better choice than approaching a lone male). If near to school, then return and seek assistance from a staff member.
- Not to openly display expensive items – e.g. the latest iPhone, Canada Goose jackets, cash, air pods, smartphones and smart watches etc as these are the items that are most frequently targeted.
- Not walking alone with headphones/ear buds in and remaining alert regarding their surroundings.
- Don't assume that other young people are safe and do not pose a threat.

Road Safety

We regularly speak with our students about road safety, and we ask parents/carers to please do the same – having these important conversations regularly is essential for our children to really hear us.
Road safety has always been an important topic but with more electric cars (silent), and children carrying and using phones and headphones/ear buds, risks are even more heightened.

Please remind your children of how to be safe on the roads, to never wear headphones while walking, and to put phones away. Children should be stopping somewhere safe if they need to use their phones. Let's also remember that using headphones/phones while walking/commuting is a safety risk more generally. Situational awareness is always vital.

To help inform your conversations, Brake UK, the road safety charity and THINK!, the government's designated road safety campaign, have a huge number of resources for children on their websites.

Behaviour Management

Students are rewarded for:

- Demonstrating the school's Core Virtues
- Serviam: using their gifts, talents and time for the benefit of others
- Representing the school in a positive way
- Cooperation & positivity
- Growth mindset
- Marked improvement in attitude or progress
- Consistently good classwork or homework
- Good stewardship
- Acts of solidarity/support.

Sanctions:

Conversely students can be given sanctions for lack of cooperation, rudeness, failure to follow instructions etc.

Multiple sanctions can trigger a requirement to attend homework club, a detention or participation in a weekly report card.

Each sanction will trigger an email to the parents stating the nature of the sanction.

The aim of the system is to foster and reward positive behaviour for learning.

You can monitor your daughter's rewards and sanctions on Arbor.

The Ursuline Serviam Passport

Every student in KS4 has a Serviam Passport. This is so students, parents and tutors can keep track of all the extra-curricular activities students are doing in and out of school and make sure that every student is getting involved. After all, Serviam is all about getting involved.

The Serviam Passport does not exist on paper. Instead, it is a document on MS Teams which only students and tutors can see. Each students' Serviam Passport is printed for the Spring Academic Review Day. The Serviam Passport is divided into 2 sections:

1. Serviam
2. Virtues (each year group focus on 3 Ursuline virtues per year).

Tutors will ask students to keep their passport updated on MS Teams. Students will need to add any activities they have been involved in, into the correct section, adding the date, the teacher/person in charge and a brief evaluation. From time-to-time tutors will look through passports with students. If students are getting involved in lots of activities, they'll get rewards; if not, tutors will plan with students which activities they are going to get involved in so they can fill in the gaps in their passport. By the end of the year, all four sections should be full!

Mental Health & Student Support

At the Ursuline High School, we recognise that sometimes our students experience difficulties that affect their performance in school. To help in the removal of these barriers, several services are available to students including:

- Counselling from qualified Psychotherapists.
- Assessment and support from the Social Inclusion Manager.
- Health advice and monitoring from the School Nurse.
- Peer mentoring from year 12 students.
- Restorative Justice meetings for students in conflict.
- Information and guidance for continuing education and careers.
- Targeted groups for issues like Social Skills, Anger management and Self Esteem.
- Support to overcome learning difficulties from the Learning Support Department.

If we are unable to meet a student's needs fully within school, she may also be referred to agencies such as:

- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Social Care
- Young Carers
- Educational Welfare Officer.

For further information and a list of recommended resources please visit our website. However, we would always recommend you speak with the school in the first instance.

Safer Schools Police officer

This is PC Gunn, our school police officer, who your daughter will see around school and in assemblies. PCSOs work with schools and young people as well as supporting crime and disorder reduction partnerships. He also helps educate on some of the issues that arise in PSHEC such as gang crime, peer abuse and sexual exploitation.

Equalities, Diversity and Inclusion

The Ursuline Have a clear policy on inclusivity, and we respect all the protected characteristics.

- Age
- Disability
- Gender Reassignment
- Race and ethnicity
- Sex
- Sexual Orientation
- Religion

We will look at each one across the year and think about how inclusive our community is and what actions we as individuals will take to work towards better equality for all.

Anti-Bullying Policy

How we deal with alleged bullying.

- Incident reported to school by staff/parent/student
- HOY/SLT begins investigation of incident
- Statements taken from all concerned, including witnesses
- Parents informed of investigation by HOY/SLT
- Decision regarding incident is made once all evidence is collated
- Appropriate sanction/support given, and parents informed
- Support /strategies offered to students
- Conflict resolution between students
- Incident logged and monitored by HOY. Further incidents will be considered in future.

Parent Engagement & Communications

Ursuline High is committed to ensuring parents are engaged in supporting their daughter's academic progress and personal development, and to effectively communicating with our parents and carers about school life and news.

Engagement

We are committed to ensuring parents are engaged in supporting their daughter's academic progress and personal development. Parents are given many opportunities over the year to meet with their daughters' teachers and tutors to discuss their progress, and in addition receive regular progress reports.

We also provide opportunities for parents to learn more about the world their daughter's live in, through resource sharing, information evenings, and specialist sessions on issues such as online safety and mental health.

Communications

We are committed to effectively communicating with our parents and carers about school life and news. We use a range of mediums including email, website, information meetings, communications from the Head and other staff, our suite of newsletters and social media.

We communicate with all primary guardians. Primary Guardians have daily parental responsibilities for the child; they receive updates on the academic affairs of the child and communications from the school. There can be more than 1 primary guardian per student.

We communicate with the email addresses on record. Do let us know if you details do change.

We use several portals to support various elements of our students' learning journeys, including Arbor, Evolve, ParentPay and SchoolCloud. See below for more information.

Please ensure you are reading all emails from the school to ensure you are not missing important communications relating to your daughter's education and wellbeing. Where possible, we recommend notifications are enabled and that emails are read daily to ensure nothing important and urgent is missed. Please ensure you add us to your safe senders list, and that you regularly check your junk/spam folders.

The following communications mediums are used by the school to keep our community informed.

Email
All communication from the school whether school-wide, year group, form, class or 1:1 will be sent by email. Where possible, we recommend notifications are enabled and that emails are read daily to ensure nothing important and urgent is missed. Do ensure we are added to your safe senders list, but it is worth checking spam/junk folders for emails from the school.

Phone
Teachers and support staff will on occasion contact parents and carers directly via phone about student matters.

Information Meetings
Many in-person and online information meetings take place throughout the year. We ask all parents and carers to attend. Where parents are unable to, we ask that they watch the recording and/or read the slides. These are shared with parent directly and/or available on our website afterwards.

Academic Reviews
Parents and carers of students in years 7 to 10 are invited to attend several meetings during the academic year, to discuss academic progress and attainment. Two academic reviews (ARD) take place each year. These reviews take place online with either the Form Tutor or Head of Year. In addition, parents are invited to attend an in-person meeting with their daughter's subject teachers at one point in the academic year. Further details including dates will be shared in advance.

Year 11 and our 6th form follow a different schedule, and parents/carers will be communicated about this separately.

Progress and Reporting
Students in years 7-10 are regularly assessed throughout the academic year, and attainment and targets for improvement are tracked for each subject (Results logs can be found in exercise books).
Three formal reports are produced across the academic year. Reports are uploaded to Arbor and parents/carers will be notified when these are available. At all times parents/carers can keep up to date with progress by reviewing their results logs.

Year 11 and 6th form follow a different schedule; parents/carers will be communicated about this separately.

Headteacher Roundup
A weekly snapshot of school news is shared each Friday by the Headteacher. Roundups can be viewed on our website.

Newsletters
We produce a suite of newsletters. Inform, our school wide newsletter and our Year Group newsletters are produced at the end of each half term whilst our Catholic Life and 6th form newsletters are shared termly. All newsletters are shared with parents directly and are accessible via our website.

Prospectus and other Collateral
We produce a suite of collateral including our main school and 6th form Prospectus and Transitions Booklets. These are shared where relevant and are accessible on our website.

Social media
We have an active presence on Instagram (@Uhswimbledon / @uhssixthform) and Twitter (@uhswimbledon / @sixthformuhswc) where we share lots of behind-the-scenes content. Please give us a follow to access our visual window into the enriching experiences, accomplishments, and opportunities that our students are embracing. If you are not a social media user, please don't worry - important school/child information is always shared with parents and carers directly.

Website
Our website is our window to the Main School and 6th Form. Here you can read about the School, Admissions, Curriculum, School life, Safeguarding, Health & Wellbeing and so much more.

Visit the Parent Engagement & Communications page of our website to read more.

Parent Portals

We use several portals to support our students' learning journeys. See below for details.

Parents and carers receive relevant logins when they join the school or in the case of SchoolCloud at the time it is needed.

Arbor is used by the school to track student records, timetables, reports, and behaviour. Parents have access to their child's records and can view academic progress and behaviour records. You can access our FAQs here.

Evolve is a platform that we use to request parent consent for school trips. Consent Forms will be sent via email to your mailbox.

ParentPay allows you to credit money to your child's account, obtain balance reports, see what your child has ordered, and pay for trips and events.

SchoolCloud is used to book academic review meetings, and host online parent/teacher meetings.

Microsoft Teams is used to host our online parent presentation meetings. Teams' meetings are accessible via a computer browser or mobile devise, via the Teams app. (you will need the Teams app installed on your mobile).

Please visit the Parent Portals page of our website for further information, user manuals and FAQs.

Contact us

Important KS4 contacts are shared in this Guide and a full staff directory can be found on our website.

Please use email to contact us in the first instance. Should you wish to contact us by phone (020 8255 2688) you will be more likely to speak to us directly at the following times: 10:30am, 12:40pm and after 3:15pm. Parents are welcome to make appointments throughout the year to meet teachers and staff.

Form Tutors – general enquires about the Ursuline, friendship issues, organisation, homework, clubs/enrichment, uniform, equipment, travelling to/from school, punctuality, trips/calendar events.

Head of Year, Assistant Head of Year or Pastoral Support Assistant – Mental health, bullying, safeguarding, online safety, absence request forms, request for your daughter to receive school counselling/educational well-being practitioner, financial support/free school meals.

Ms Young – Attendance and punctuality/lateness. All absences and lates must be reported via email or phone no later than 9.30am on the day in question. If students are late more than 5 times to school, you will be notified, and they will receive a one-hour detention which is held on Friday afternoons after school.

Subject Teachers must be contacted for any subject specific enquiries.

Our IT Helpdesk is available to help with any parent portals, laptops, and other IT related matters.

For all other queries contact the Head of Year or AHT Ms Connor.

Mobile Phones, Smart Watches and Social Media – Guidance, Resources and Recommendations

Smartphones and social media are huge safeguarding concerns which you will all be aware of due to ongoing research, campaigning and media attention.

In addition, academic research is clear that mobile phone use in school is a distraction, negatively impact behaviour, progress and attainment, compromise the integrity of assessments, enable access to apps we cannot control or monitor in school and are banned by JCQ, the exams regulatory authority.

Smart Devices and social media at school

We are proud to say we have a clear policy in place regarding the use of phones and smart watches at school.

Phones are allowed for travel purposes. However, to help keep everyone safe while commuting and at school, we recommend that expensive mobile phones are not brought into school. However, this is at parents' discretion.

Smart Watches of any kind are not allowed on school premises at all. Please keep them at home.

Regardless of phone make/model, and in accordance with research, Government guidance and our Digital Learning & Safety Policy**, if you choose to send your daughter to school with a mobile phone, it must be switched off, placed in their padlocked locker at the start of the day and remain there until the end of the day. Any phones seen or heard in school will be confiscated.** There are **exceptions** for **medical reasons**, please speak to us.

If a phone (or other device) is confiscated, a letter will be sent home to inform parents and request that they collect it from Student Services. Confiscated devises will not be returned on the same day. Students who are concerned about being contactable on the way home will be offered one of our school's 'emergency' phones and they can text the number to a parent, returning the phone to Student Services the next day.

In accordance with our Digital Learning & Safety Policy (and the current minimum age of 13), **social media will not be tolerated at school**, and there will be consequences for anyone found to be engaging in it 'for bad' regardless of whether they are of the minimum age. If students do use social media, this will be taken into consideration when dealing with issues raised.

Research

There is growing evidence of the negative impact of smartphones and social media. Smartphones are highly addictive, correlate to mental health problems, negatively impact sleep and social skills, expose children to harmful content, reduce attention spans, and rob children of their childhood. There is a call to delay smartphones and to date over 100,000 Smartphone Free Childhood parent pacts - agreeing to delay the smartphone - have been signed across the UK, many of these within our community.

Whilst social media does not negatively impact everyone, every child who uses these platforms is exposed to dangerous algorithms that care nothing about their wellbeing. In 2023, The Online Safety Bill was introduced and The US Surgeon General, Dr Vivek Murthy, published his Advisory that social media poses "a profound risk of harm". In 2024 CEOs of Discord, Meta, Snapchat, TikTok, and X were questioned before US Congress over alleged harms to young users on their platforms and Jonathan Haidt launched #freetheanxiousgeneration, a movement (and book) looking at the 'great re-wiring' of childhood. At the end of 2024 the 'Swiped' Documentary aired and 2025 has brought us the harrowing and groundbreaking miniseries 'Adolescence'. Whilst social media currently has a minimum age of 13+, there is widespread campaigning for the minimum age to be raised to 16+. We'd therefore recommend parents do their research and consider delaying social media well past the age of 13.

Recommendations and Resources

To keep our children safe, it is essential they are media literate, can think critically and have boundaries. Normalising difficult conversations and holding open and ongoing discussions within the household around **online safety, challenges and dangers, fake news, algorithm bubbles and how to change them, echo chambers** and so on is key.

Should you allow your daughter(s) to have a smartphone/digital device and/or access to social media, we recommend **following expert advice**:

- **Researching apps** to understand the **dangers and risks** before they are allowed.
- Agreeing family rules including **family digital contracts.**
- Setting up **parental controls**, **screen time**, **Ask to Buy, app limits** and **content & privacy restrictions.** Both your smartphone and the individual social media apps have their own controls.
- **Removing screens from bedrooms** especially during homework and overnight.
- **Password sharing.**
- Regularly **checking your child's devices.**
- **Delaying, avoiding or limiting social media and web browsing**.

It is essential that parents get to know the common platforms and how your children engage with them, understand more about online cultures and terminology, and talk to your kids about what they are engaging with and how it makes them feel. Finally, if you suspect risky behaviour then reach out for help.

There are many valuable online safety resources available to parents including Common Sense Media, Devorah Heitner, Dr Jean Twenge, Jessica Chalmers (Social Jess), Jonathan Haidt, National Online Safety, NSPCC, Titania Jordan, Thinkuknow.co.uk, and UK Safer Internet Centre.

The Netflix drama Adolescence, and documentaries Swiped, Childhood 2.0 and The Social Dilemma are recommended. Also, Jonathan Haidt's The Anxious Generation and Dr Vivek Murthy's The Social Media and Youth Mental Health Advisory are very insightful reads and finally, the UK campaigns @smartphonefreechildhood, @delaysmartphones and Safescreens.org are ones to follow.

Please visit the Keeping Safe Online page of our website to access our extensive online safety resource library. In addition, you can access our Directory of additional parenting resources here.

Thank you in advance for your support. We need to work together to support our young people, and we are stronger when we all do the same.

SECTION 2:

STANDARDS, ASSESSMENT, & REPORTING

Key Stage 4 (KS4) Standards – An Overview

Target setting in KS4 (Year 10 and 11)

- In year 10 students move to the GCSE grading scale (9-1)
- FFT targets (see below) are used as the basis on which we set GCSE target grades.
- FFT targets are issued in the Autumn term of year 10, ahead of Academic Review Day (ARD).
- In addition to the KS4 FFT target, students are given a year 10 target, also issued in the Autumn term of year 10, ahead of Academic Review Day (ARD).
- Students are not expected to achieve their FFT target grades in year 10 but should be meeting their 'year 10 target' by the summer assessments of Year 10.
- Students are expected to achieve their FFT target grades in Year 11.
- All our targets are aspirational. We want students to work hard to achieve their potential.
- Targets are a support guide; they are not limiting.

Fischer Family Trust (FFT)

FFT is a nonprofit providing educational analysis and data to help schools make more effective use of pupil performance data, set targets and help students achieve their potential. FFT takes students' performance at primary (KS2)* and uses this to set an appropriate target for KS3 and KS4. Please note when targets are set in year 10, we do consider students' performance in year 7-9 (KS3) so as not to limit students in areas where they have shown greater potential. *Please note that due to Covid 19 restrictions, students sitting GCSEs in 2025 & 2026 have targets generated using only UHS's own internal data as primary school data was not collected by the DfE.

Revised target setting

In some cases, students show aptitude and abilities that are greater than the targets they have been set. Individual teachers can set a revised target for their subject to show a student what they are capable of. Revised targets where appropriate will show from Year 10 Autumn B reports onwards.

Standards of attainment

- Assessment results throughout Y10-11 are fine graded into the same subdivisions we used at KS3: Developing (lower end), Secure (mid-grade), Proficient (top end).
- Vocational L2 courses are equivalent for progression to 6th Form. So = one qualification in the students best 8 GCSEs.
- Vocational Courses are Graded with GCSE equivalencies: Distinction*/Distinction/Merit/Pass/Fail
- GCSE grade scale is used for all GCSE subjects (9-1).

Grading

- Vocational Courses are Graded with GCSE equivalencies: Distinction*/Distinction/Merit/Pass/Fail
- GCSE courses are graded according to the GCSE Grading Scheme:
- Grade 1 is the bottom awarded grade above a U.
- Grade 4 is the standard national pass (old grade C).
- Grade 5 is the expected threshold for year 10 and 11 (Good Pass).
- Grade 5 equates to the top-grade C bottom-grade B of the old system.
- Grade 7 is an old grade A.
- Grade 8 is an old grade A*.
- Top 20% of all grades at 7 or above nationally will receive a grade 9 (Elite Performers).
- A grade 9 is a statistical indicator and is therefore not awarded in internal assessments, as there is no equivalent published standard. If a student is awarded an 8p, this would indicate that they are working at or close to a 9 in the final public examination.

Effort Grades

- Outstanding
- Good
- Requires improvement.
- Poor

Foundation Vs Higher

In some subjects, the exam boards offer a two-tier assessment approach. Students who sit a Foundation paper can achieve a maximum of a 5 and can achieve a maximum of a 9 in the Higher paper. Final decisions regarding tier of entry are not made until the Spring Term of Year 11. Individual subject departments will discuss tier of entry with students and parents in the Spring Term in advance of GCSEs.

Assessment & Reporting
Regular reporting regarding your daughter's academic progress and achievement is vital to your daughter's success at the Ursuline High School.

In addition to end of year exams, we run an electronic Mark book (EMB) every half term. This means that subject teachers will input an effort and attainment grade for the work your daughter has completed every two weeks. At the end of each half term, you will receive the grade submitted in a cumulative assessment taken at the end of that half-term. This grade will show you how hard your daughter is working and is an excellent way of tracking and monitoring your daughter's progress.

During the year, parents/carers will receive regular grade reports and one full report. There will be one parents evening where you will meet your daughter's subject teachers and two Academic Review Days where you will meet your daughter's form tutor and/or Head of Year. Parents/carers can access information regarding your daughters' attendance, punctuality, behaviour alongside any reports on progress, attainment or exams produced during her time at the school, on Arbor (app or web browser).

We encourage all parents to attend Parents Evening, and Academic Review Days and to contact the school outside of these times if there is a concern/information they wish to address or share with the school.

If students are below ARE or drop below their standard, we carry out;

- Small Group interventions in Numeracy, Literacy and Reading recovery.
- Specific Learning Support Groups.
- In class intervention in Subjects.
- Students with Specific SEND (Special Education Needs) will have intervention as Co-ordinated by the SENCO.

Academic Review Days (ARDs)
This meeting is your opportunity to discuss your daughter's progress with your daughter's Form Tutor and/or Head of Year and will cover Progress / Revision**,** Positive Learning, and Wellbeing**.**
Meetings take place in October and February, dates to be confirmed with parents/carers.

Year 11 Friday Mocks
In addition to regular classroom assessments, students in Year 11 will sit regular mocks on a Friday, primarily in English, Maths and Science. This is a valuable exercise that gives our students a realistic experience of sitting external exams. Also, the results support teaching staff to identify and close gaps and enables us to make sure that every student receives the right support in the build up to GCSEs. Attendance is an expectation. A full schedule will be shared with students and parents/carers at the start of year 11.

Year 11 GCSE Mock Examinations

In December, your daughter will sit a mock examination in each of her chosen GCSE subjects. These examinations are important as they may inform what tier paper your daughter will be entered for in her GCSE examinations in May (see above). Also, mock results are often used to enrol students onto Post 16 - A Level courses.

Parents Evening

This will take place for year 10 and 11 in the spring term.
Full Report distributed.

Year 10 End of Year Exams

These will take place for all subjects in the summer term.

Year 11 GCSE Examinations

May/June, dates and schedule will be shared with year 11 students and parents/carers separately.

SECTION 3: THE CURRICULUM

Art

Contact: Ms. Agnieszka Ciechanowska
3 lessons per week
Examination Board: Pearson
Specification: 1AD0 – 01/02
Qualification: GCSE Art & Design

Course content
Throughout the year students learn about historical and contemporary practice in a variety of Art forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful and informed.

Distortion
Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists. From here students explore media and materials using their chosen artists as inspiration before creating their own developed idea.

This Girl Can
Students are asked to consider their own values and core beliefs through their own identity and place in the school community and beyond. Students use the core values of The Ursuline as a starting point to develop an independent piece of work with artist links and conceptual connections.

These two projects combined make up 40% of their total GCSE mark.

Student groups
Mixed ability groups – handbook for guidance and challenges set every lesson

Monitoring progress
Projects are marked in line with the whole school policy and Pearsons Assessment Objective guidelines. The grade that the student receives will be a current achieving grade at GCSE level. The grades may progress through a project only to be reduced at the beginning of the next project.

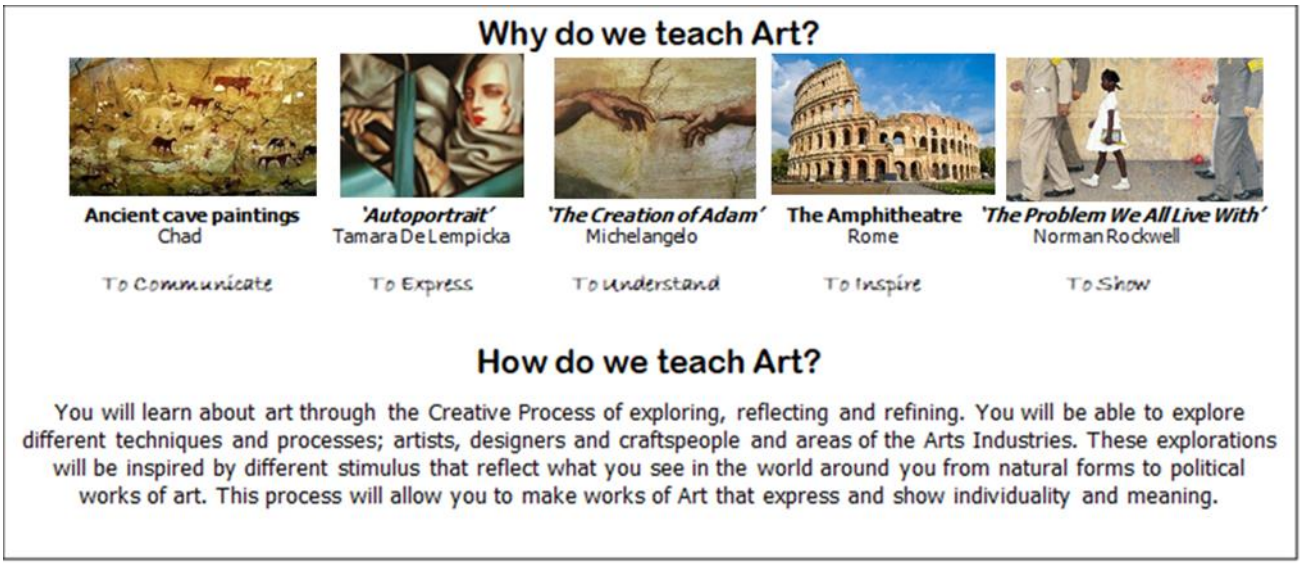
Assessments
End of 1st Unit Distortion - DEADLINE February of Year 11
End of 2nd Unit This Girl Can - DEADLINE July Year 11 – and 5-hour end of year exam

Homework
All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Visits
Artist workshops throughout the year.
Tate Britain Gallery Visit for Y10

Art Textiles

3 lessons per week
Examination Board: Edexcel
Specification: 1TEO
Qualification: GCSE Art Textiles



Course content
Throughout the year students learn about historical and contemporary practice in a variety of Art and design-based forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful and informed.

Distortion
Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists and designers. From here students explore media and materials using their chosen artists as inspiration before creating their own developed idea.

This Girl Can
Students are asked to consider their own values and core beliefs through their own identity and place in the school community and beyond. Students use the core values of The Ursuline as a starting point to develop an independent piece of work with artist links and conceptual connections.
These two projects combined make up 40% of their total GCSE mark.

Student groups
Mixed ability groups – handbook for guidance and challenges set every lesson.

Monitoring progress
Projects are marked in line with the whole school policy and Edexcel Assessment Objective guidelines.
The grade that the student receives biweekly will be a current achieving grade at GCSE level.

Assessments
End of 1st Unit (coursework) - DEADLINE February 2021
End of 2nd Unit (exam project) - DEADLINE May 2021 – and 5-hour end of year exam

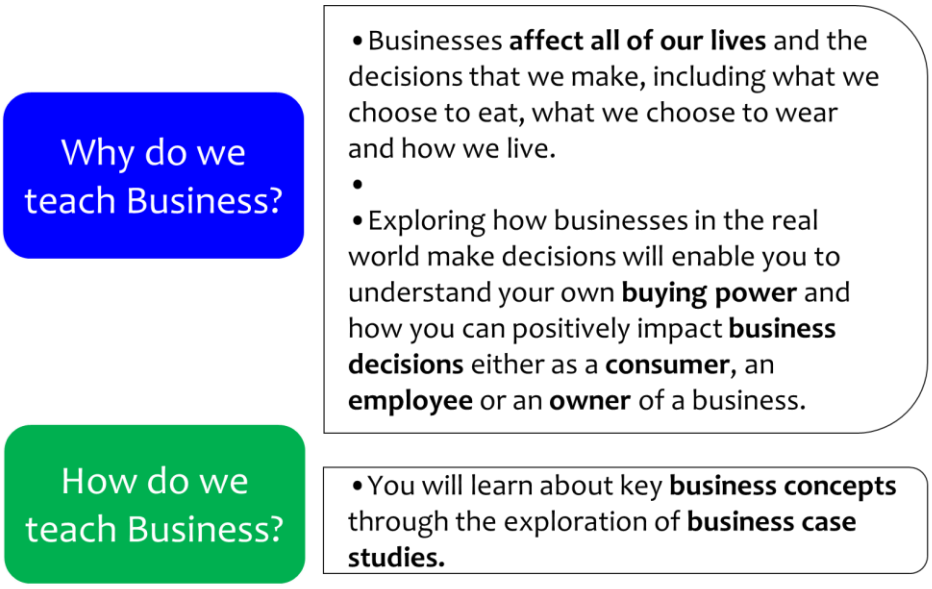
Homework
All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Visits
Artist workshops throughout the year.
Tate Britain Gallery Visit for Y10

How parents can help
Take students to galleries in the holidays to allow them to see a variety of work.
Get students to build up a Pinterest board showing favourite designers and techniques.

Business Studies

Contact: Mrs Worrell
3 lessons per week
Examination Board: Pearson/Edexcel
Qualification: GCSE Business Studies



Course content

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating small business

Written exam: 105 minutes, 90 marks.
50% of the total GCSE.
Multiple choice, calculation, short-answer and extended-writing questions.
There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
Sections B and C are based on real life, relevant business contexts and examples.

Paper 2 - Theme 2: Building a business

Written exam: 105 minutes, 90 marks.
50% of the total GCSE.
Multiple choice, calculation, short-answer and extended-writing questions.
There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
Sections B and C are based on real life, relevant business contexts and examples.

Monitoring progress
On-going, through continuous class work and homework monitoring, and regular assessment opportunities. Mock exam questions are used and incorporated into lessons and assessments throughout the year to build exam skills and to monitor progress.

Homework
Students will be set homework every week in line with the school homework policy. This homework will include research tasks, further reading, exam style questions and business projects.

Textbooks, materials & visits
Edexcel GCSE (9-1) Business Student Book written by bestselling Business author Ian Marcousé.

Edexcel GCSE (9-1) Business Teaching and Learning Digital Resources containing interactive resources, lesson planning tools, self-marking tests and assessment.

Primary research from company websites and visits to businesses.

Exercises from various other textbooks and teaching materials.

Over the two years of this course students will be given the opportunity to take part in a wide range of industrial visits including educational visits to local, national and multinational companies. They will also get to hear from numerous high-profile speakers on a wide variety of business topics.

Students will also be given the opportunity to take part in numerous business and enterprise competitions throughout the year to further their wider knowledge around the subject.

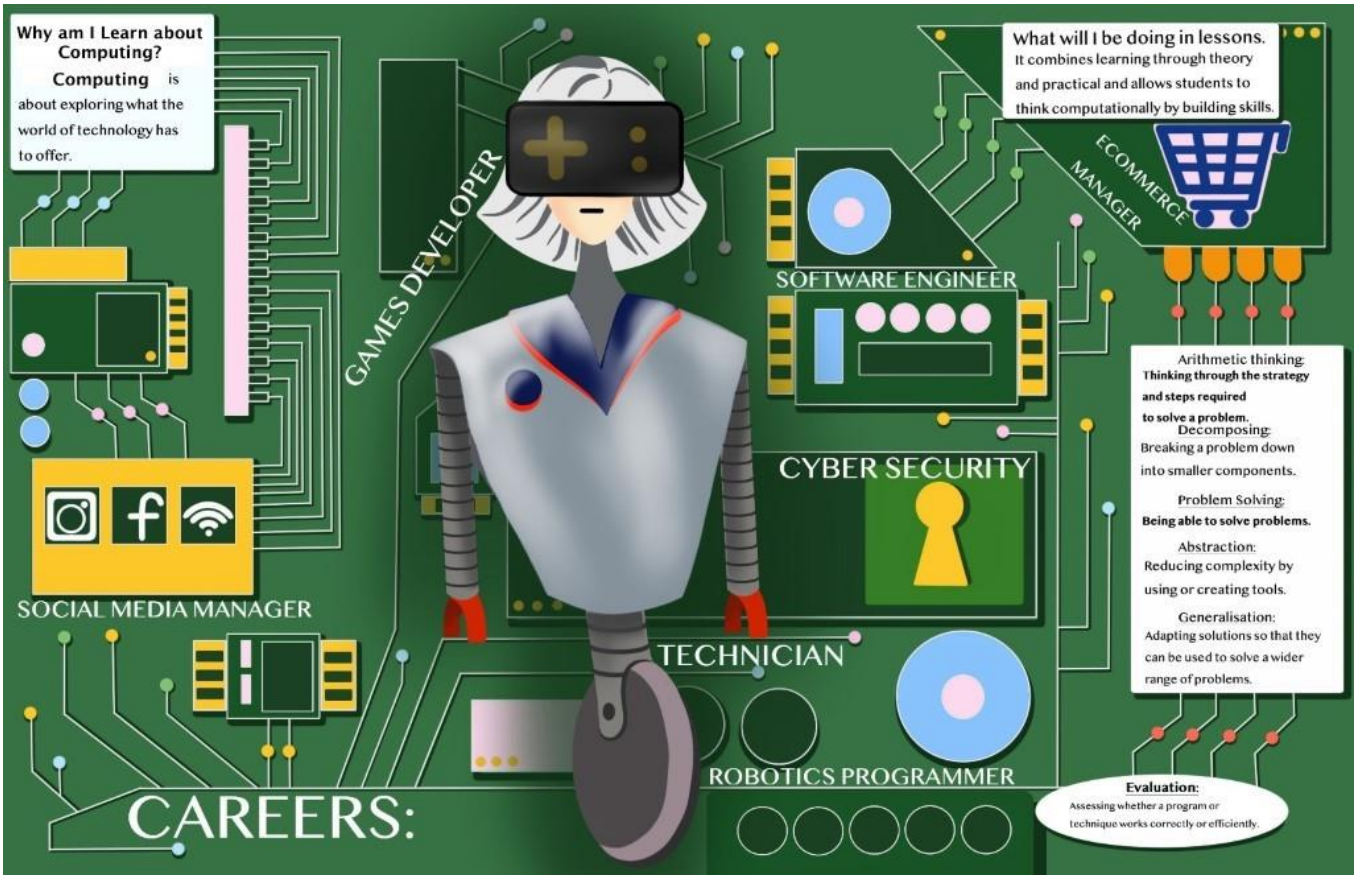
How parents can help
Talking with students about the work they are currently studying. It is useful if parents ask to see students' work throughout the year, especially as parents are likely to be customers or even employees of many of the companies studied in case studies and therefore may be able to offer suggestions and a real insight into the business environment. Students may ask parents questionnaires on shopping habits, influence of advertising etc. throughout the course. Ensuring that homework is completed on time and that students can reflect and discuss their subjects with someone outside of school is always beneficial and encouraged.

Useful Websites
http://news.bbc.co.uk/1/hi/business/default.stm
http://www.bbc.co.uk/schools/gcsebitesize/business
http://www.ft.com/home/uk
http://qualifications.pearson.com/en/home.html
http://www.businessstudiesonline.co.uk/live/

Computer Science

Contact: Mrs Bhayat
3 lessons per week
Qualification: GCSE Computer Science

Examination board: OCR



Specification: J277

Course content

Students will be carrying on studying the contents of exam 2 on computational thinking, algorithms and programming. Modules 2.4 Boolean Logic and 2.5 Programming languages and Integrated development environments will be covered. Pupils will also be completing there 20-hour NEA project. This project does not count towards the student's final mark but is important to cover as students get the opportunity to place the theory work, they have learnt over the year into practice.

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Every half term every student will be assessed on group work/ oracy as well as an end of half term EMB assessment.

Assessments
Exam 2 Computer Systems = 50%
Exam 1 Computational Thinking, Algorithms and Programming = 50% taught in year 11
NEA Coursework = 20 hours to be covered but not assessed.
Each half term there is a EMB as well as an Oracle assessment with group work.
End of year exam will be a sample exam paper for Exam 2.

Homework
Pupils are expected to go over the lessons at home after each lesson as well as given a 45 minute piece of homework set twice a week which may be practical using python as a coding language.

Textbooks, materials & visits
Ms Teams will contain lesson materials.
https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/
www.python.org
https://www.youtube.com/watch?v=1cySy98Bv3g&list=PLboXykqtm8dy_DNg1NZiS08Dnyj35PWXw
craig and dave you tube channel
CGP Computer Science OCR J277
www.classoos.com

How parents can help
Monitor quality and detail of class work and homework.
Support your daughter's research work allowing them access to the internet and library resources.
Encourage your daughter to explore and attend any computing clubs at universities for summer school or local libraries. Allow your daughter to watch programmes and movies supporting the use of technology and its history. Making visits to museums such as the science museum.
Ensure that your daughter has access to Python and is practicing using this program at home by creating their own mini programs.

Design Technology

Why do we teach Design & Technology?

Design Technology is an area of study that focuses on planning, designing, making and evaluating products. By understanding how the materials and processes are used and impact on our environment; you will become an empowered consumer and your practical and problem solving skills can be applied at home, to future education courses and at work.

How do we teach Design & Technology?

You will apply your new skills and learning from other subjects such as Maths, Science, Geography and Art to design and make products by hand and computer-controlled machines and to have lots of fun.

Course content

During this two-year course students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, students will also develop an understanding of systems, programmable components.

In Year 10 the projects focus mainly on working with polymers to develop their understanding of manufacture and sustainability. Students will also learn about wider design principles and the effect of design on users and the world we live in. They will then develop a deeper knowledge and understanding of other the other specific materials listed above and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions; through the study of existing design solutions.

Student groups

Mixed ability

Monitoring progress

Every half term students' books will be marked in line with the New GSCE curriculum standards.
Students will be given individual targets that they will be expected to meet in the following half term. These will be written on their EMB Tracking sheets in their books.
The EMB will test their learning using exam style questions. This will build a resource of model answers.

Assessment
Mathematical skills must be mapped explicitly. Since these cannot be assessed in the NEA, this will mean that mathematical skills will represent 15% of the overall exam paper.

The Iterative Design Challenge is a single task that is worth 50% of the qualification. Edexcel will release contextual challenges in June of each year. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content.
This examination is 1 hour and 45 minutes, and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

Homework
Homework is set weekly and covers the two entries in their planners.
Set each week related to practical projects where possible and will include:
Research, Designing, ICT, Planning the making, Safety related issues, Evaluations, Prep work and Mathematics for D&T.

Textbooks, materials & visits
Pearson's brand-new resources for Edexcel GCSE (9-1) Design and Technology (Hard copy in school)
(ActiveBook subscription to digital copy)
technologystudent.com (Mobile app available)
https://www.bbc.com/bitesize/examspecs/zb6h92p BBC Bitesize GCSE Edexcel Site.How parents can help

How parents can help

- Students should have access to ICT (including the internet) and will need a USB/memory stick
- They will use Techsoft 2D Design Tools and Fusion 360 available via School Laptop Scheme
- Encourage students to read through their work for errors
- Check homework diary regularly and support with homework tasks to ensure completion and on time delivery.
- Researching materials in the real world in everyday life.

Drama

Contact: Miss Surbey
3 lessons per week
Examination board: AQA
Specification: 8261
Qualification: GCSE Drama

Why do we teach Drama?

We teach Drama because it is one of the great art forms to which, we believe, all students should have access, because the skills it delivers, such as vocal and physical expression, have huge transferable value and because it shines a light upon the ways in which human beings interact.

How do we teach Drama?

Drama is taught through shared modelling and examples of dramatic skills and/or genres, followed by application through group work with use of such techniques as hot seating, improvisation and role play.

Skill/genre > research > rehearsal > performance >evaluation

Course content

Over Year 10, students are given introductions to and assessments in relation to key elements of GCSE Drama. They are given early exposure to examples of professional theatre and analytical skills are developed around these. Students are also asked to focus on their own practical skills and the processes of observing professional drama and creating their own are interleaved as much as possible.

The creative devising process is extended beyond the smaller Key Stage 3 assignments to a longer-term project which extends ideas around character back story, extending and using background research and exploring a range of genres. A lot of focus is given to the GCSE Drama set text, 'Noughts and Crosses', to consolidate understanding of the page to stage process and to develop interpretative ideas around direction, performance and design in preparation for the written exam.

- Component 1 Theatre Makers in Practice (40%) 1 hour 45-minute written exploration and study of one complete performance text. and a live theatre evaluation
- Component 2 Devising Drama (practical) (40%) Devised performance supported by a devising log. Internally assessed and moderated by AQA.
- Component 3 Performance from Text (practical) (20%) Performance of two extracts from one play assessed by AQA Examiner

Student groups

Classes as per option choice (mixed ability)

Monitoring progress

Continual assessment of:

- Group work: cooperating, negotiating, compromising, teamwork, planning
- Research/Analysis: Feedback in class discussions,
- Practical exploration work: Role-play, improvising, utilising lighting, set, costume and sound in Drama Exploration and performance.
- Performance Preparation Process: Text adaptation, lighting, sound design and annotation, Rehearsal Schedule, Designing Set, Costume, lighting, sound/music.

Homework

Practical preparation:

- Daily Practice at home 1 hour a day on Monologues, Multi Roling, Annotating text for performance.
- Once a week Group Rehearsal in the Drama Studio afterschool preparing practical presentations performance

Research

- Analysing recordings of the practical work.

Assessment

Summer 1 and 2 Component 3 Exam 40% Theatre Makers in Practice.

Textbooks, materials & visits

Students are provided with handbooks for each unit; GCSE Drama Guide for Parents

Candidates are required to arrange and/ purchase their own costumes, sound/music, set and prop materials.

Visits: Globe theatre; Polka Theatre, Wimbledon; New Wimbledon Studio Theatre; Orange Tree Theatre, Richmond.

How parents can help

- Ensure excellent attendance to school Absence not only affects your daughter's attainment but also her group members.
- Monitor Key Assessment and coursework dates. Read written coursework
- Encourage and attend performances with your daughter at New Wimbledon Theatre, Colour House Theatre, Polka Theatre and The National Theatre.
- Discuss their practical work and the issues they are exploring,
- Read and discuss their performance playtext with them.

English

Contact: Mr Noble
4 lessons per week
Examination board & specification: AQA English Language and English Literature.
Qualification: GCSE English Language and GCSE English Literature.

Why study English?

The study of English fosters critical thinking skills, develops creativity, exposes us to ideas from other cultures, and encourages thoughtful self-examination. English enables you to understand the world and the world to understand you.

Great literature is not simply the exploration of facts; it reminds us of perpetual cycles of collective human experience, cycles that *are shared*, in which humans across all cultures and all time periods have found ways, albeit imperfectly, to understand others.

How do we teach English?

You will explore texts, discuss complex ideas, analyse works of great literature, evaluate writers' intentions, and be inspired to develop your creativity.

Course content

All students study both English Language and English Literature.

GCSE English language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure, and the quality of language. The texts, across a range of genres and types, support students in developing their own writing by providing effective models. The texts include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

The GCSE specification in English literature requires students to study the following content:

- at least one play by Shakespeare
- at least one 19th century novel 2
- a selection3 of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

In Year 10, our students study An Inspector Calls by J.B. Priestley, Macbeth by William Shakespeare, and a selection of poems from the Power and Conflict Anthology.

In addition, to prepare them for their language exam, they complete modules based on 'Explorations in Creative Reading and Writing' and 'Writers' Viewpoints and Perspectives'.

English Language

Paper 1: Explorations in Creative Reading and Writing 50%

(Externally assessed)

Paper 2: Writers' Viewpoints and Perspectives 50%

(Externally assessed)

Non-examination Assessment: Spoken Language 0% (Internally assessed)

English Literature

Component 1: Shakespeare and Post-1914 Literature 50%

(Externally assessed)

Component 2: 19th-century Novel and Poetry since 1789

(Externally assessed)

Student groups

We look at the end of KS3 English exam results and their attainment grades across year 9 to set students. Attainment in English is excellent and students in all sets achieve remarkably high grades.

Monitoring progress

Students will work towards linear examinations at the end of Year 11. To ensure students are making progress and teachers can clarify misconceptions, regular EMBs will take place. Moreover, their end of year exam will be a full mock examination.

Homework

Homework tasks are set weekly, but the frequency and type of task will depend on the text they are studying. Students may be asked to read, research a topic, complete a writing task, or carry out an analytical piece of work.

Textbooks, materials & visits

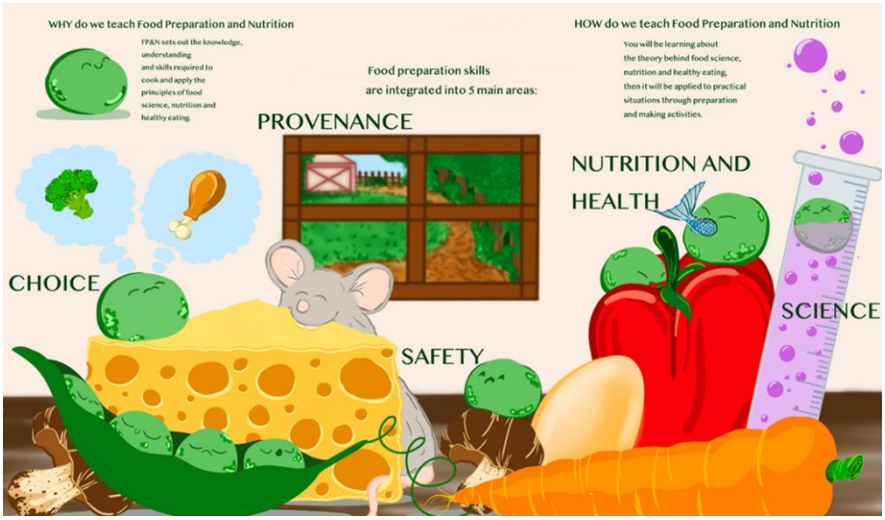
Some key texts are provided for students. Any student who loses a text will be required to pay for the cost of a replacement text. Students must buy their own copy of An Inspector Calls and Macbeth, as this will also be used in the year 11 exam. Students may then annotate their own copy. Where possible, we organise theatre visits.

How parents can help

Encourage your daughter to read both fiction and non-fiction regularly. Engage in conversations about what they are reading and their thoughts on the characters, issues or themes. Watch performances of the literature texts with your daughter.

Food Preparation & Nutrition

Contact: Ms Hoyles
3 lessons per week
Examination Board: AQA
Specification: 8585
Qualification: GCSE Food Preparation & Nutrition



Course content
Most of the specification will be delivered through preparation and making activities, students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

The 5 topics being taught will be:
1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

The range of food and ingredients studies will reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:
- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables (fresh, frozen, dried, canned and juiced)
- Milk, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup

Students will also be taught practical skills, including: general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of other equipment (electrical like blender and hand equipment like a

pasta machine), cooking methods, how to prepare, combine and shape food, sauce making, tenderising and marinating, dough, raising agents and setting mixtures.

Student groups
Mixed ability.

Monitoring progress
Homework and class work is checked on a weekly basis and will be marked in accordance with GCSE levels (9-1). The grade the student will receive will be the GCSE grade she is currently achieving. These grades will be put on the Electronic Mark Book.

Assessment
Task 1 – The Food Investigation (15% of GCSE)
Task 2 – The Food Preparation Assessment (35% of GCSE)
GCSE grades (9-1) will be inputted through the electronic mark book, as per the assessment calendar, which will reflect the grade your daughter is currently working at (CAG).

Homework
One piece of homework per week.

Textbooks, materials & visits
AQA – Food preparation & Nutrition –Hoddder Education - ISBN – 978147186364
AQA – Food Preparation & Nutrition – Illuminate – ISBN 13:978-1-908682-79-9
www.nutrition.org.uk for Food News and nutritional information.
Students will be provided with a CGP revision workbook, and leant a CPG revision book.

How parents can help
Encourage your daughter to read about changes in nutritional guidelines. www.nutrition.org.uk releases updates regularly.

Resources
www.nutrition.org.uk
www.aqa.org.uk
www.data.org
www.fairtrade.org.uk
www.sustainweb.org
www.foodsafetydirect.co.uk
www.foodforum.org.uk
www.food.gov.uk
www.foodinschools.org
www.healthyschools.gov.uk

French

Contact: Ms Guillet-Siad

3 lessons per week

Examination Board: EDEXCEL

Specification: 1FR1 (papers 1,2,3,4)

Qualification: GCSE French

MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Theme: My Personal World	**Theme:** Lifestyle and Wellbeing	**Theme:** My Neighbourhood
Theme: Media and Technology	**Theme:** Studying and my Future	**Theme:** Travel and Tourism

Course content

Autumn Term: Modules 1 &2
Spring Term: Module 3&4
Summer Term: Modules 4 & start of 5.

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests). GCSE type questions.

Homework

- Prep /Learning:
- Key vocabulary to be learnt weekly- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam questions
- Translation & Writing tasks (oral booklet questions to answer in writing)- weekly.
- Grammar / vocabulary drilling worksheets

Assessments

Half termly EMBs as per school assessment calendar
June end of Year 10 exams: Listening, Reading & Writing papers

Textbooks, materials & visits
Edexcel textbook and Edexcel's Active Teach online resources;
ICT websites: www.languagesonline.org.uk; www.language-gym.co.uk
French exchange opportunity with Ursuline School of Largenté in Bayonne, France

How parents can help
Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Encourage students to go over classwork weekly and support them with vocabulary learning weekly.

Encourage students to have French music on their mp3 to practise listening.

Holiday in French speaking countries whenever possible.

Geography

Contact: Mr Carton
3 lessons per week
Exam board: AQA
Qualification: GCSE Geography

Course content

Unit 1 – Living with the physical environment

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Unit 2 – Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenges of resource management

Unit 3 – Geographical applications

- Issue evaluation
- Fieldwork

Student groups

Students are taught in mixed ability groups based upon their option choices.

Monitoring progress

Students are taught in line with the school marking with GCSE 9- 1 levels awarded for key assignments. EMB tasks are completed half-termly based upon GCSE exam style questions.

Fieldwork

In Spring B students will complete one day on rivers fieldwork at Juniper Hall field studies centre and one day of human geography fieldwork at Battersea Power Station.

Homework

Homework set weekly. This includes:
Research, report writing, OS map work and practice GCSE questions.
Homework is set according to ability.

Assessment

Linear course – all exams (Unit 1, Unit 2 and Unit 3) are to be completed at the end of Year 11.

Textbooks, materials & visits
GCSE 9-1 Geography AQA 2nd edition: Oxford

Oxford Revise: AQA GCSE Geography Complete Revision and Practice
CGP AQA GCSE Geography Revision Guide

How parents can help
http://quake/wr.usgs.gov
www.cpre.co.uk

German

Contact: Mrs Harriott
3 lessons per week
Examination Board: Edexcel
Specification: tbc
Qualification: GCSE German

MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content
Autumn Term: Family, Friends and Free time
Spring Term: School life and Healthy living
Summer Term: Holidays, Diversity and our Planet
Student groups
Students are taught in mixed-ability groups.
Monitoring progress
Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests). GCSE type questions.

Homework

- Prep /Learning:
- Key vocabulary to be researched / learnt- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam question
- Translation & Writing tasks
- Past Papers

Assessments

- Half termly EMBs
- June end of Year 10 exams: Listening, Reading & Writing papers
- July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Edexcel textbook and Edexcel's Active Teach online resources;
ICT websites: www.languagesonline.org.uk; www.language-gym.co.uk

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.
Support the school to ensure work is corrected in green pen and redrafted when below standards.
Subscribe to Mary Glasgow Magazine in September to encourage reading in German.
Encourage students to have German music on their mp3 to practise listening.
Holiday in German speaking countries whenever possible.

Health & Social Care

Contact: Ms Taylor
3 lessons per week
Examination Board: Edexcel
Qualification: Level 2 (Equivalent to 1 GCSE) Health and Social Care

Course content

How will your teachers teach the social sciences?
You teachers have designed your social science curriculum to take you on a journey of skills development. You will develop your skills of understanding and demonstrating knowledge of the key studies and theories. You will then learn to develop your application and analysis skills when you discuss real life implications of research to the social science sectors. You will be confident in your evaluation skills and will have developed an in-depth process of critically interpreting and analyzing exam and real-life materials. Your essay writing and coursework skills will develop through a focus on literacy and your advanced evaluation, application, and research skills will enable you to leave year 13 able to enter any further education or work establishment with the confidence, abilities and talents to pursue a successful career making a positive change in the social world.

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Component 1: Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events (this unit worth 30% of overall award).

Component 2: Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care (unit worth 30% of overall award).

Component 3: Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing (1.5 hr exam, worth 40% of the overall award).

- The stages and patterns of human growth and development
- Expected development at each life stage
- Life events
- Sources of support/services for life events
- Roles of professionals from the sectors who are involved in supporting life events
- Definitions of health and well-being

Student groups
Mixed ability

Monitoring progress
Pupils will submit draft versions of each of the criteria for teacher feedback
Pupils will receive written and oral feedback on how to improve

Homework
Homework is set weekly. This includes research and preparation for internal assessments

Textbooks, materials & visits
http://www.aqa.org.uk/resources/health-and-social-care/technical-award/teach/textbooks
The NHS Choices website is a great website for all health matters
http://www.nhs.uk/Pages/HomePage.aspx
Using the BBC website, students can access a wide range of information on exercise and fitness: http://www.bbc.co.uk/news/health
The British Nutrition Foundation at www.nutrition.org.uk has a wide range of information for individual students or groups to look at.

How parents can help

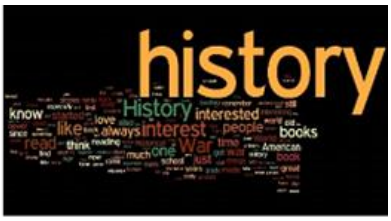
- Pupils should have access to ICT (including the internet)
- Encourage students to read through their work for errors (using their green pen)
- Pupils will need a USB/memory stick
- Support her in her homework tasks to ensure completion and on time delivery.
- Check homework diary regularly
- Proofread your daughters' work
- Contact class teacher

History

Contact: Ms Beale
3 lessons per week
Examination Board: Edexcel
Specification: 1H10
Qualification: GCSE History

Why do we learn History?

"History is 'Her-story' is 'Our-story,' so that we know what happened in the past, so that we understand our current world, so that we can shape our future."



How do we learn History?

We study History through enquiry-based learning, where we critically evaluate sources, interpretations and content.

Course content

Paper 1 (30% - 1 hour 20 minutes)
Thematic Study – Migrants in Britain, c. 800-present and Notting Hill, c1948-1970 (taught in the Autumn term)

Paper 2 (40% - 1 hour 50 minutes)
British Depth Study – Early Elizabethan England, 1558-88 (This will be taught in the Summer term and into Y11)
Period Study – Superpower relations and the Cold War, 1941-91 (This will be taught in the Spring term)

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Student work and progress is monitored during lessons through participation in class discussions, small group and individual work. Likewise, classwork and homework will be monitored through marking, feedback and student response to feedback.

Assessment

Continuous and ongoing assessment throughout year 10.

Homework

Homework is set once a week as per the homework timetable. Students should spend one hour on each homework task per week. Homework tasks will take on a variety of formats across the year. This could be independent research, creative writing, formal writing e.g. short and long answer questions, presentations, project work and revision.

Textbooks, materials & visits

Edexcel textbooks for each paper.
Edexcel revision guides for each paper.

Useful websites:
Information and quizzes - http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/
Information - http://www.spartacus.schoolnet.co.uk/
Videos & podcasts - http://www.youtube.com/user/mrallsop
Original documents & activities - http://www.nationalarchives.gov.uk/education/

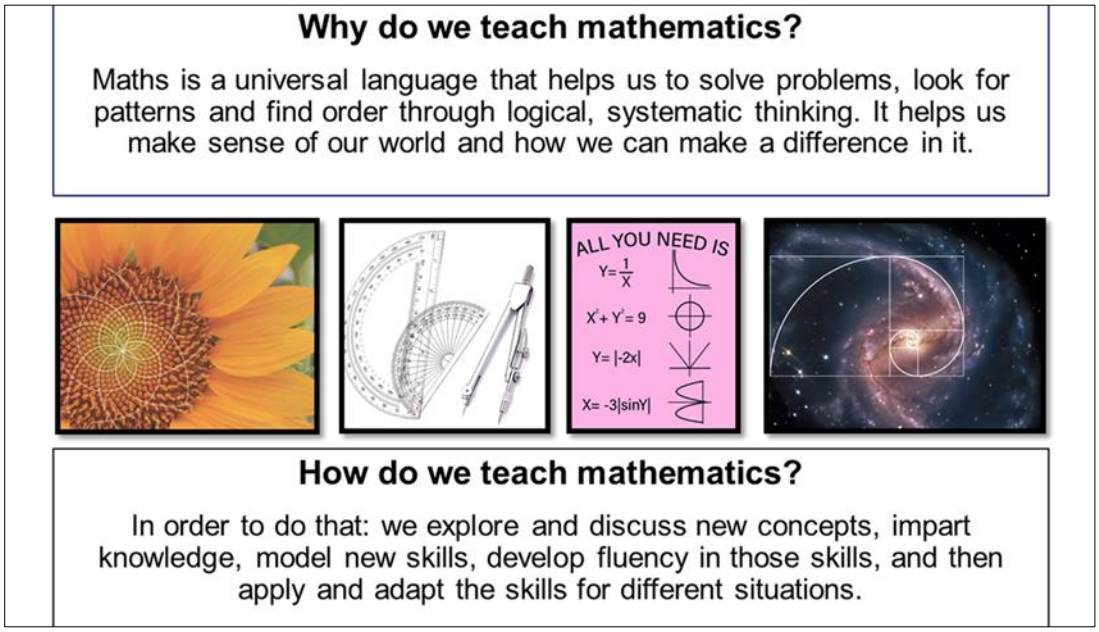
How parents can help

The most basic but practical way to help, is ask your daughter what she has been learning and perhaps even ask her to teach you a specific topic or skill. Another way could be to read through and check your daughter's work with her – this does not have to focus on the historical content - it could be for spelling, effort and presentation.

Students should also be encouraged to watch the news and read newspapers. This will help broaden her historical knowledge and allow her to place her learning in the context of the modern world. Discussing any current affairs with your daughter would be of great benefit.

Mathematics

Contact: Ms Aberdeen Y10 & 11 coordinator
5 lessons per week
Examination board: Edexcel
Specification: 1MA1
Qualification: GCSE Mathematics



Course content
This is a GCSE Maths Linear Course, and the following content will be examined:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics
- Probability

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all papers where 9 is the highest grade.
Two tiers are available: Foundation and Higher. (Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9)
The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment, and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Student groups
Groups are set according to mathematical ability.
Monitoring progress
Homework grades are recorded in line with school policy. Scores and GCSE grades are given for tests and are compared to target grades.

Assessment
Students will be assessed each half term, with a cumulative test followed by therapy then a retest and these assessments are used for reporting 'currently achieving' grades. All students sit a summer examination which is used for the end of year report. All grades reported for maths will use the grading system 9-1.

Homework
Three homework tasks are set a week and marked according to Maths Faculty homework policy.

Textbooks, materials & visits
Students have access to GCSE mathematics resources through MS Teams. Homework will often be set from these resources. The Mathematics teachers generate exam support and extension materials.

How parents can help
Encourage students to keep a full set of Mathematical equipment (including a scientific calculator) and bring it to every Mathematics lesson. Check your daughter's homework to see that full working out is shown and not just the lesson. Check your daughter's homework to see that full working out is shown and not just the answer. Be aware of revision lists and therapy work to support with examinations.

Revision websites
www.bbc.co.uk/schools/gcsebitesize/maths

http://corbettmaths.com

Music

Contact: Mr Ching
3 lessons per week
Examination board: Pearson -Edexcel
Specification:1MU02016
Qualification: GCSE Music

Why do we teach Music?

We teach Music because it is one of the great art forms and a truly global language to which, we believe, all students should have access. The skills it delivers have huge transferable value and they will help you be successful in your lives. Being able to appreciate and perform music will enrich you as a person. Music is found in every culture in the world and it helps create a sense of personal identify and allows you to express yourself: we celebrate human diversity by studying music from different cultures and traditions.

How do we teach music?

Music is taught through practical activities based on listening and appraising, composing and performance. You will become more effective and confident performers by learning to rehearse effectively and by assessing the impact of your own performances and those of others whilst considering how to make them even better. Experimentation and risk taking are important aspects of composing and you will be encouraged to be creative when developing your own music. You will learn about music by developing your aural skills and understanding of key musical terms.

Course content
Students will study a multi-faceted course that incorporates performing, composing and appraising Music. Students will develop their solo and ensemble skills and can perform on any instrument/voice (including using Music Technology) and choose music from any style or genre. Students will be taught to compose in a range of styles and use musical techniques from the four Areas of Study: Instrumental Music 1700-1820; Vocal Music; Music for Stage and Screen and Fusions. There are two set works from each area of study which the students will analyse and answer questions about in the listening and appraising exam. Students will learn to compose using notation software (Musescore) and create scores using different notations.

Student groups
Students are taught in mixed ability groups.

Monitoring progress
Every half term every student must give one solo/ensemble performance at an evening GCSE Concert which is recorded and assessed.

Throughout the course students will complete composing activities starting with short exercises in Year 10 before starting the final compositions in the spring term of Year Ten and the Autumn Term in Year 11. Research and listening 'written' work will be submitted on MS Teams.

Assessment
60% of the final Grade is based on the practical activities of performing (30%) and composing (30%). The final 40% is based on the listening and appraising exam in which students will be asked questions about the Set Works and unfamiliar Music.

Candidates must give two performances (one solo and one ensemble) which must last in total for a minimum of four minutes and compose two pieces of music which last in total at least three minutes. One composition is a free composition and the other must be based on a brief set by Edexcel: there will be four briefs to choose from. The free composition will be due by the end of Year 10 and the composition to a brief will be due by the Spring half-term in year 11.

Homework
A 45-minute piece of homework set twice a week which may be practical (preparing a performance or working on a composition) or written work based on aspects of the course.

Textbooks, materials & visits
Course content books; variety of worksheets and reference materials
Relevant videos, DVDs and internet sites including Focus on Sound and BBC bitesize, Edexcel Anthology and Student Books

How parents can help

Monitor quality and detail of class work and homework. Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to attend music clubs in school and take her to live musical performances. Ensure that your daughter has access to and listens to recordings of all the set works and that she has Musescore software (which is a free download) installed on her tablet or a computer at home.

PE GCSE

Contact: Mrs Corrigan
3 lessons per week
Examination board: Pearson
Specification: 1PE0
Qualification: GCSE PE

Course content
Autumn Term: Practical session with 2 Theory Lessons – practicals are determined by the skills of the class & the practical options available but may include Netball, Dance, Athletics, Rock Climbing, Football and Tennis.

Spring Term: Practical session with 2 Theory Lessons – practicals are determined by the skills of the class – they will include 1 of the above-named sports and completion of a personal fitness programme.

Summer Term: Theory and revision sessions/ exam preparation and formal assessment for practical work/videoing of practical assessments.

Theory: Physical, emotional & social health. Lifestyle choices & impact, Diet/optimum weight. The skeletal system, the muscular system, the respiratory system & levers/joints. Energy systems and some sports psychology.

Student groups
Mixed ability group.

Monitoring progress
Continuous assessment on practical with a formal assessment each half term; written homework assessment grades are awarded based on Edexcel 9-1 assessment criteria.

Assessment
Practical activities are assessed at the end of each activity area – normally every 7/8 weeks.
Mock practical session for two weeks in February to collect video evidence for Edexcel.
Yr10 Mock written exam in June. Practical controlled assessment in June/July.
Controlled assessment: Personal Exercise Programme. A six-week fitness programme – to be completed in year10. Last submission is July of year 10.

Homework
Two pieces of work given weekly and marked to Edexcel GCSE guidelines. Practical homework includes attendance to extra-curricular clubs both inside and outside of school.

Textbooks, materials & visits

Students must purchase 'GCSE PE' for Edexcel by (Folens) ISBN: 978-1-29-212988-4 or PE Student Book (Oxford Press) ISBN: 978-0-19-837021-5.

Edexcel sport textbook / internal department worksheets and resources / ICT / practical work, external visits and speakers on topic areas. Business links in the community and sport fixtures; visits to sports colleges/universities.

Option of attending a sports tour to Europe & the Ski trip can be part of a practical assessment.

How parents can help

To take active interest in monitoring your daughter's homework. Encourage participation in extracurricular activities throughout the year. Have regular contact with members of staff. Ensure your daughter has full PE kit.

Religious Education

Contact: Dr Odhiambo
3 lessons per week
Examination board: AQA (B)
Specification: 8063
Qualification: GCSE Religious Education

Why do we teach Religious Education?

With Christ at the Centre, our vision in Religious Education is to clearly express ourselves and be proud of our faith and personal beliefs. We are encouraged to respect the values and beliefs of others.

Religious Studies
"Never stop asking why?"

How do we teach Religious Education?

We encouraged to debate, discuss and to be critically evaluative of ideas in order to communicate our views orally and in writing.

Course content

- Religion, Relationships and families: What are the Christian perspectives on love and sexuality, marriage, cohabitation and divorce, families and responsibilities, gender, equality and discrimination?
- Religion, Peace and Conflict: What are the Christian perspectives on human violence, justice, forgiveness and reconciliation, societal war and just war, holy war and pacifism, terrorism and Christian initiatives in conflict resolution and peace making?
- Judaism: What do Jews believe about God, the divine presence and life after death? What do Jews believe about the Covenant? How are these beliefs expressed through prayers and worship, and through festivals?

Student groups
Students are taught in their English sets.

Monitoring progress
RE class and homework is checked by the teacher each week and one piece of written work a fortnight is formally assessed. Students will also be encouraged to assess each other's work and set their own targets for improvement. Effort is rewarded through the school's rewards system.

Assessment
Students will be formally assessed at the end of Year 11, along with Component 2 (studied in Year 11). In Year 10, students will take one internal End of Year exam covering all four topics. The paper is not tiered. Each fortnight, pupils will also be given the opportunity to complete exam questions either as homework or timed assessments under exam conditions.

Homework
Homework is set each week. This may involve researching upcoming topics, revising for timed examinations or consolidating learning by completing exam questions.

Textbooks, materials & visits
Staff will be using the VLE in addition to a variety of books and other resources. Pupils are normally given stimulus material, so we do not issue a textbook.

Class Mass and other Chapel Services are included in our programme. All students have a Retreat Day.

How parents can help
It is helpful if your daughter has a Bible she can use at home. Students with access to the internet at home will be able to access the VLE to revise, prepare work or homework. Please ask your daughter to show you what she is doing and discuss topics with her. Visits to a library are always beneficial.

Double/Combined Science

Contact teacher: Mr Rushforth
6 lessons per week
Examination Board: AQA
Specification: Science Trilogy (8464)
Qualification: GCSE Double Science

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.

How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Course content

The course is now linear, so there will be no external exams at the end of Year 10. Students will get 2 GCSE grades at the end of Year 11 and students will sit 6 exams then, each lasting 1 hour 15 minutes. There will be two exams for each Science.

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Rates of reaction
- Organic chemistry
- Chemical analysis

Physics

- Energy
- Electricity
- Molecules and Matter
- Radioactivity
- Forces
- Waves
- Electromagnetism

Homework
3 x 1 hour per week

Assessment
The exams have moved to linear so students will sit all six exams at the end of year 11 in the May/June examination period. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

Textbooks, materials & visits
AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access.

How parents can help
Encourage your daughter to make use of the extensive resources available on MS Teams.
Provide additional reference materials. Encourage pupils to visit libraries, museums, botanical gardens. Watch appropriate TV programmes. Monitor homework diary. Show an interest and ask questions about the work your daughter is studying in Science. The new standards set by this government have made Science much harder than previously. Students need to know a great deal more; the exams are tougher and the grade boundaries higher. The more support that you can give your daughter, the more she will succeed.

Triple Science

Contact teacher: Mr Rushforth
6 lessons per week

Examination Board: AQA

Specification:	Qualification
Biology (8461)	GCSE Biology
Chemistry (8462)	GCSE Chemistry
Physics (8463)	GCSE Physics

Course content

Students undertaking the triple sciences will complete three separate GCSEs over two years. Much of the content is the same as is covered in GCSE Trilogy Science with extra detail added to each unit.

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Rates of reaction
- Organic chemistry
- Chemical analysis

Physics

- Energy
- Electricity
- Molecules and Matter
- Radioactivity
- Forces
- Waves
- Electromagnetism
- Space

Homework
3 x 1 hour per week

Assessment
Students will sit all six exams at the end of year 11 in the May/June examination period. They will sit 2 x 1hour 45-minute exams per GCSE. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There will be regular mock exams throughout the two-year period to ensure that your daughter is fully prepared.

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

Textbooks, materials & visits
AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access.

How parents can help
Please see the guidance on the previous page.

Spanish

Contact: Mrs Gil Valera
3 lessons per week
Examination Board: Edexcel
Qualification: GCSE Spanish

MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content
Autumn Term: Family, friends. Free time.
Spring Term: Holidays.
Summer Term: School.

Student groups
Students are taught in mixed-ability groups.

Monitoring progress
Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests. GCSE type paper.

Homework
Prep /Learning:
Key vocabulary to be researched / learnt- tested
Grammar rule and grammatical exercise to apply rules learnt- tested.

Reading & understanding exam type questions.
Translation & Writing tasks.
Sample Papers and End of module tests.

Assessment
Half termly EMBs
June end of Year 10 exams: Listening, Reading & Writing papers
July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Edexcel work /textbooks in lessons.
Softwares: Active teach, The Language Gym + Taskmagic (Vocabulary + Translation skills)
ICT websites: www.languagesonline.org.uk; Quizlet, BBC Bites.

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.
Subscribe to Mary Glasgow Magazine in September to encourage reading in Spanish.

Encourage students to have the Duolingo app on their mobile to practise Spanish in their spare time.

Holiday in Spanish speaking countries whenever possible.

SECTION 4:

GCSE GRADE DESCRIPTORS

KS4 English Language: Critical Reading and Comprehension

Grade 9

In relation to a range of texts, you can:

- summarise and critically evaluate with sophisticated and impressive understanding.
- understand and respond with insight and originality to explicit and implicit meanings and viewpoints.
- analyse and critically evaluate, with insight and originality, detailed and subtle aspects of language, grammar and structure.
- substantiate your understanding and opinions with illuminating and integrated references to texts and contexts.
- make convincing, apt and impressive links and comparisons within and between texts.

Grade 8

In relation to a range of texts, you can:

- summarise and critically evaluate with detailed and perceptive understanding.
- understand and respond with insight to explicit and implicit meanings and viewpoints.
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure.
- substantiate your understanding and opinions with illuminating references to texts and contexts.
- make convincing and apt links and comparisons within and between texts.

Grade 7

In relation to a range of texts, you can:

- summarise and begin to critically evaluate with some detailed and perceptive understanding.
- understand and respond with some insight to explicit and implicit meanings and viewpoints.
- analyse and begin to critically evaluate, with some insight, detailed aspects of language, grammar and structure.
- substantiate your understanding and opinions with precise reference to texts and contexts.
- make some convincing and apt links and comparisons within and between texts.

Grade 6

In relation to a range of texts, you can:

- summarise and evaluate consistently with sustained accuracy and clear understanding.
- understand and make consistently valid responses to explicit and implicit meanings and viewpoints.
- analyse and evaluate consistently relevant aspects of language, grammar and structure.
- support their understanding and opinions with frequent and apt references to texts, informed by your wider reading.
- make frequently credible links and comparisons between texts.

Grade 5

In relation to a range of texts, you can:

- summarise and evaluate with accuracy and clear understanding.
- understand and make valid responses to explicit and implicit meanings and viewpoints.
- analyse and evaluate relevant aspects of language, grammar and structure.
- support your understanding and opinions with apt references to texts, informed by their wider reading.
- make credible links and comparisons between texts.

Grade 4

In relation to a range of texts, you can:

- summarise and evaluate with some accuracy and clear understanding.
- understand and make some valid responses to explicit and implicit meanings and viewpoints.
- analyse and evaluate some relevant aspects of language, grammar and structure.
- support your understanding and opinions with some apt references to texts, informed at times by their wider reading.
- make some credible links and comparisons between texts.

Grade 3

In relation to a range of texts, you can:

- describe and summarise with increasing accuracy and understanding.
- respond in an increasingly clear way to most explicit information and viewpoints.
- make relevant comments about language and structure.
- support your comments and opinions with general references.
- make increasingly clear links between texts.

Grade 2

In relation to a range of texts, you can:

- describe and summarise with some accuracy and understanding.
- respond in a straightforward way to most explicit information and viewpoints.
- make some relevant comments about language and structure.
- support your comments and opinions with some general references.
- make straightforward links between texts.

Grade 1

In relation to a range of texts, you can:

- describe and summarise with limited accuracy and understanding.
- respond in a limited way to explicit information and viewpoints.
- make limited comments about language and structure.
- support your comments and opinions with limited references.
- make limited links between texts.

KS4 English Language: Writing

Grade 9

You can:

- communicate with impressive impact and influence.
- produce sophisticated, subtle and original texts which are deliberately crafted.
- use an impressively wide range of well-selected sentence types and structures and precise and ambitious vocabulary to enhance impact.
- spell, punctuate and use grammar accurately so that writing is virtually error-free.

Grade 8

You can:

- communicate with impact and influence.
- produce ambitious, accomplished and effectively-structured texts.
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact.
- spell, punctuate and use grammar accurately so that writing is virtually error-free.

Grade 7

You can:

- communicate with some impact and influence.
- produce increasingly ambitious, assured and effectively-structured texts.
- use a range of well-selected sentence types and structures and increasingly precise vocabulary to create impact.
- spell, punctuate and use grammar accurately so that writing is generally error-free.

Grade 6

You can:

- communicate confidently and effectively, sustaining the reader's interest.
- produce well-structured, purposeful and, at times, ambitious texts.
- consistently vary sentence types and structures and use appropriate and, at times, ambitious vocabulary to purpose and effect.
- spell, punctuate and use grammar accurately with occasional errors.

Grade 5

You can:

- communicate effectively, sustaining the reader's interest.
- produce coherent, well-structured and purposeful texts.
- vary sentence types and structures and use vocabulary appropriate to purpose and effect.
- spell, punctuate and use grammar accurately with occasional errors.

Grade 4

You can:

- communicate with some awareness of effect, mostly sustaining the reader's interest.
- produce increasingly coherent, purposeful and structured texts.
- begin to vary sentence types and structures and use vocabulary usually appropriate to purpose and effect.
- spell, punctuate and use grammar with some accuracy.

Grade 3

You can:

- communicate in a straightforward way with increasing clarity for the reader.
- produce texts with an awareness of structure and purpose.
- show increasing control over sentence type and structure and a range of vocabulary to some effect, although not always appropriately.
- spell, punctuate and use grammar with some accuracy.

Grade 2

You can:

- communicate simply with some clarity for the reader.
- produce texts with basic structures and some awareness of purpose.
- show some control over sentence type and structure and use familiar vocabulary to some effect.
- spell, punctuate and use grammar with limited accuracy.

Grade 1

You can:

- communicate but with limited clarity for the reader.
- produce texts with limited awareness of structure and purpose.
- show limited control over sentence type and structure and use basic vocabulary.
- spell, punctuate and use grammar with limited accuracy.

Mathematics

When reporting grades, the Mathematics department will use the grade descriptors below. Please note these may be subject to change as more information related to them may be published in the next two years by Ofqual.

Algebra

Grade 9

- I can expand products of more than two binomials
- I can use simple geometric progression (r^n where n is an integer, and r is a rational number > 0, or a surd) and other sequences.
- I can interpret the succession of two functions as the "composite function".
- I can find approximate solutions to equations using iteration.
- I can interpret trig functions for angles of any size
- I can calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs) and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts.

Grade 8

- I can factorise a quadratic with two variables.
- I can expand products of more than two binomials
- I can use simple geometric progression (r^n where n is an integer, and r is a rational number > 0, or a surd) and other sequences.
- I can interpret the reverse process as the "inverse function**".**
- I can interpret the succession of two functions as the "composite function".
- I can solve equations using 'completing the square' and leaving answer in exact form
- I can find approximate solutions to equations using iteration.
- I can solve quadratic equations which involve rearranging.
- I can find turning points by 'completing the square'
- I can interpret trig functions for angles of any size
- I can sketch transformations and reflections of a given function
- I can calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs) and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts.
- I can recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point
- I can solve quadratic inequalities in one variable.
- I can use set notation on a graph.

Grade 7

- I can factorise quadratic expressions of the form ax^2+bx+c using the A/C method.
- I can solve simple algebraic fractions with linear expressions as denominators.
- I can solve quadratic equations where the coefficient of x^2 >1.
- I can solve equations using the Quadratic Formula.
- I can solve simultaneous equations involving one linear/one quadratic algebraically and graphically.
- I can identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically.
- I can sketch a quadratic function
- I can recognise, sketch and interpret cubic, exponential and reciprocal graphs
- I can recognise, sketch and interpret trigonometric graphs
- I can plot and interpret graphs (including reciprocal graphs and exponential graphs) and graphs of non-standard functions in real context, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
- I can prove statement s algebraically.
- I can solve linear inequalities on two variables.
- I can use reverse indices.

Grade 6

- I can expand double brackets with surds
- I can solve simple algebraic fractions with numerical denominator or simple algebraic terms.
- I can solve quadratic equations where the coefficient of $x^2 = 1$
- I can change the subject of more complex formula
- I can identify and interpret gradients and intercepts of linear functions algebraically.
- I can find the equation of the line given two points or the line.
- I can find the gradient and equations of parallel and perpendicular lines.
- I can recognise, sketch and produce graphs of linear and quadratic functions, using equations in x and y and the Cartesian plane.
- I can derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution.
- I can argue mathematically to show algebraic expressions are equivalent.

Grade 5

- I can factorise quadratic expressions.
- I can factorise using the difference of two squares.
- I can deduce expressions to calculate the *n*th term of quadratic sequences and Fibonacci sequences.
- I can use algebraic methods to solve linear equations involving fractions and rearrangement.
- I can use equations to solve problems set in a context.
- I can solve simultaneous linear algebraic equations by the elimination method and graphically.
- I can rearrange formulae to change the subject.
- I can identify and interpret gradients and intercepts of linear functions graphically.
- I can plot straight line graphs from y = mx + c using the gradient and intercept method.
- I can use linear graphs to estimate values of x and y from simultaneous linear equations.
- I can rearrange a linear equation to a form y=mx+c
- I can translate simple situations and procedures into algebraic equations.

- I can model and interpret many types of situations using graphs.
- I can solve complex multistep problems using a variety of methods.
- I can use and understand index laws and apply to simple algebraic expressions

Grade 4

- I can simplify and manipulate algebraic expressions to maintain equivalence by expanding products of two or more binomials.
- I can generate terms of a quadratic sequence using a position to term rule.
- I can recognise and use sequences of triangular, square and cube numbers.
- I can produce simple arithmetic sequences
- I can use algebraic methods to solve linear equations in one variable involving brackets using balancing method.
- I can solve linear equations with one variable that appears more than once.
- I can solve linear equations with the unknown on both sides of the equation.
- I can substitute involving powers and brackets and scientific formulae.
- I can plot more complex equations (y = x) or (y = x+a) and be able to recognise the graphs of these equations.
- I can plot straight line graphs using the table method and recognise gradient and y-intercept from y = mx + c.
- I can model situations using a simple graph (eg: currency conversion)
- I can show integer solutions to inequalities on a number line.
- I can solve linear inequalities in one variable.
- I can form equations from context (perimeter/area/angles).
- I can solve multistep problems by creating a plan of steps.
- I can find the reciprocal of a number

Grade 3

- I can colleting terms with squares, cubes and complex terms.
- I can Simplify and manipulate algebraic expressions by multiplying a single term over a bracket, taking out common factors (simple factorising)
- I can use linear position to term rules (two step), writing a position to term rule using algebra (nth term).
- I can generate a term in a sequence given the position to term rule in algebra.
- I can use algebraic methods to solve linear equations in one variable using the balancing method (two step equations).
- I can substitute more than one variable in a Formula.
- I can form equations in a context using formula such as perimeter.
- I can name the equation of vertical and horizontal line and be able to plot the graph of vertical and horizontal equations.
- I can use symbols to create algebraic formula a substitution to solve.
- I can model situations or procedures by translating them into algebraic expressions or formulae and using graphs.
- I can understand and use the vocabulary such as terms, expressions, equations, identity, inequalities, terms and factors.

- I can recognise inequalities.
- I can list integer solutions.
- I can form simple equations and solving multistep problems given steps to follow.

Grade 2

- I can collect like terms with more than one variable and with negative constants.
- I can use basic term to term rules (two step), writing a position to term rule using words.
- I can generate a term in a sequence given the position to term rule in words.
- I can generate terms of a sequence from a term-to-term rule.
- I can use single step function machines to model situation mathematically.
- I can use algebraic methods to solve linear equations in one variable by inverse function machines.
- I can substitute positive and negative values into expressions and evaluate using BIDMAS (including brackets)
- I can name co-ordinates in all four quadrants.
- I can find the missing co-ordinate of a vertex of a common 2D shape.
- I can use symbols to create algebraic formula for a given context.
- I can use graphs to convert one quantity to another.
- I can use graphs of real-life situations to solve problems.

Grade 1

- I can collect like terms with positive constants and simplify basic expressions.
- I can find the next value in a simple sequence.
- I can use the basic term to term rules of (+, -, x, /).
- I can recognise increasing and decreasing sequences.
- I can use basic algebraic notation (eg: 3x vs x^3).
- I can substitute positive values into simple expressions (eg: 3x) and use BIDMAS to evaluate.
- I can use co-ordinates in the positive quadrant.
- I can use formulae to solve problems given the formula in words.

Probability

Grade 8

- I can calculate and interpret conditional probabilities through representation using tree diagrams and Venn Diagrams.

Grade 7

- I can calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions.
- I can calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn Diagrams.

Grade 6

- I can record, describe and analyse the frequency of outcomes of probability experiments using frequency trees.
- I can enumerate sets and combinations of sets systematically using tree diagrams.

Grade 5

- I can apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments.
- I can relate relative expected frequencies to theoretical probability.
- I can understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size.
- I can use venn diagrams to find the probability of events.

Grade 4

- I can generate theoretical samples spaces for single and combined events with equally likely outcomes.
- I can design a sample space diagram - listing all combinations.
- I can use a sample space diagram to find probability.
- I can estimate probability.

Grade 3

- I can record, describe and analyse the frequency of outcomes of simple probability experiments using tables.
- I can find the probability of an event not happening and understand mutually exclusivity in calculating probabilities (including mutually exclusive probabilities summing to one).
- I can use and completing a sample space diagram to show the outcome of events.
- I can use sets and unions/ intersection of sets systematically using table's grids and Venn diagrams.

Grade 2

- I can use the appropriate language to put on a 0 - 1 probability scale.
- I can understand that all probabilities of outcomes sum to 1.
- I can understand certain, impossible and even as numerical values.
- I can understand fairness.
- I can write probability of equally likely events as fractions.

Grade 1

- I can describe probability/ chance using words.
- I can explain why some events are more likely than others.
- I can place an event on a probability scale from impossible to certain.
- I can place shapes, primes and factors in the appropriate part of the Venn diagram.

Geometry and Measures

Grade 8

- I can apply addition and subtraction of vectors, multiplication of vectors by a scaler, and diagrammatic and column representation of vectors; use vectors to construct geometric arguments and proofs.
- I know and can apply the sine rule and the cosine rule to find unknown lengths and angles.
- I know and can apply area of a triangle (0.5absin(c)) to calculate the area, sides or angles of any triangle.

Grade 7

- I can apply and prove the standard circle theorems concerning angles, radii, tangents, chords, and use them to prove related results.
- I can apply the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures.
- I can use properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3D.
- I can use properties of angles and sides to obtain geometric proofs.
- I know the exact values of Sin x and Cos x for x= 0°, 30°, 45°, 60°and 90° and know the exact value of Tan x for x= 0°, 30°, 45°, 60°

Grade 6

- I can find the volume and surface area of spheres, pyramids, cones and composite solids.
- I can identify and apply definitions and properties including tangent, arc, sector and segment.
- I can find arc lengths, angles and areas of sectors of circles.
- I know and can use the criteria for the congruence of triangles (SSS, SAS, RHS, AAS)Apply angle facts , triangle congruence similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including Pythagoras' Theorem and the fact that the base angles of an Isosceles triangle are equal and use known results to obtain simple proofs.
- I can enlarge with a centre of enlargement and negative and fractional scale factors including coordinate axes.
- I can use trigonometric ratios to solve problems involving right-angled triangles, including triangles in 3D.

Grade 5

- I can find volumes of cylinders.
- I can find the radius/diameter given the area or circumference.
- I can use the standard ruler and compass constructions (perpendicular bisector, angle bisector, perpendicular bisector through a point).
- I can represent regions using loci and construction.
- I can find bearings (map and scale drawing).
- I can recognise and use the perpendicular distance from point to a line as the shortest distance to the line.
- I can apply angle facts, triangle congruence similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including Pythagoras' Theorem and the fact that the base angles of an Isosceles triangle are equal, and use known results to obtain simple proofs

- I can enlargement with centre of enlargement including coordinate axes.
- I can use Pythagoras' Theorem and in similar triangles to solve problems involving right-angled triangles.

Grade 4

- I can find perimeter and area of compound shapes where not all sides are given.
- I can calculate and solve worded problems involving perimeters and areas of 2D shapes including circles and composite shapes.
- I can find the surface area of simple 3D prisms (cuboid, triangular prism).
- I can find the volume of prisms.
- Construct and interpret plans and elevations of 3D shapes.
- Find the area and circumference of circles using the formula.
- Identify and apply definitions and properties including centre, radius, diameter, and circumference
- I can use scales to calculate the real length.
- I can use the standard ruler and compass constructions (perpendicular bisector, angle bisector to solve simple loci problems.
- I can construct a triangle using SSS (compass and ruler).
- I can identify properties of, and describe the results of a combination of translations, rotations and reflections applied to given shapes.
- I can enlarge with a positive scale factor (without a centre of enlargement) including coordinate axes.
- I can find angles on parallel lines (corresponding, alternate, interior).
- I can derive and use the sum of angles in triangles and use it to deduce the angle sum in any polygon and to derive the properties of regular polygons.
- I can construct and interpret plans and elevations of 3D shapes.

Grade 3

- I can derive and apply formula to calculate and solve problems involving the area and perimeter of parallelograms and trapeziums using the formula.
- I can find the perimeter and area of simple compound shapes given all sides.
- I can estimate the area of irregular shapes.
- I can find the volume of cuboids using the formula and triangular prism where the cross section is given.
- I can measure and draw reflex angles.
- I can draw a triangle given two angles and a side with a ruler and a protractor (SAS or ASA)
- I can understand the difference between congruence and similar shapes.
- I Know and understand the criteria for congruence of triangles.
- I can find the rotational symmetry.
- I can solve geometrical problems on coordinate axes.
- I can translate shapes with a vector.
- I can reflect a Cartesian co-ordinate plane using vertical and horizontal line equations.
- I can describe the result of rotations about (0,0)
- I can find missing angles in complex diagrams using angles at a point; on a straight line, vertically opposite.
- I can construct a net for a 3D shape.

- I can draw plans and elevations of 3D shapes on isometric paper.

Grade 2

- I can find the area of rectangles and triangles using the formula.
- I can derive and apply formulae to calculate and solve problems involving perimeter and area of triangles and rectangles.
- I can find the volume of solids using cubes.
- I can identify properties of the faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres.
- I can measure and draw acute and obtuse angles using a protractor.
- I can use mathematical notation to label parallel, and similar sides of triangles.
- I can use the standard conventions for labelling the sides and angles of a triangle ABC
- I can identify congruent shapes.
- I can describe the basic properties (sides, angles, symmetry).
- I can understand the difference between irregular and regular polygons.
- I can recognise reflective symmetry.
- I can recognise faces, edges, vertices of 3D shapes.
- I can reflect in diagonal lines. Including coordinate axes
- I can find angles on a straight line.
- I can find angles at a point.
- I can derive and apply the sum of angles in a triangle and a quadrilateral.
- I can find vertically opposite angles.

Grade 1

- I can find the perimeter given all sides.
- I can find the area on a grid.
- I can use standard units of measure and related concepts (length, area, volume, mass, capacity, time and money.
- I can draw and measuring a line segment.
- I can recognise acute, obtuse, reflex and right angles.
- I can recognise parallel lines.
- I can derive and apply the properties/definitions of: special quadrilaterals (square, rectangle, parallelogram, trapezium, kite and rhombus); and triangles and other plane figures using appropriate language.
- I can draw lines of symmetry on 2D shapes. To be able to name 3D shapes.
- I can reflect in vertical and horizontal lines.

Ratio

Grade 8

- I can interpret the gradient at a point on a curve as the instantaneous rate of change.
- I can apply the concepts of average and instantaneous rate of change (gradients of chords and tangents) in numerical, algebraic and graphical contexts

Grade 7

- I can set up, solve and interpret the answers in growth and decay problems, including compound interest and work with general iterative processes.

Grade 6

- I can convert between units using algebraic context
- I can understand that *x* increases with y and that x is proportional to 1/y.
- I can construct and interpret equations that describe direct/inverse proportion.
- I can recognise and interpret graphs that illustrate direct/inverse proportion.
- I can interpret the gradient of a straight line as a rate of change.

Grade 5

- I can compare lengths, areas, volumes using ratio notation (makes links to similarity including trigonometric ratios) and scale factors.
- I can convert between units of area and volume/capacity.
- I can change between compound units of measure. Using compound units such as speed, unit pricing, pressure and density to solve problems.
- I can write a linear function for a direct proportion relationship.
- I can solve problems involving direct and inverse proportion.

Grade 4

- I can reduce a ratio to unitary form.
- I can express the division of a quantity into two parts as a ratio.
- I can convert, compare, scale and mix concentrations in real life contexts.
- I can calculate speed, distance, time, density, mass and volume
- I can find values from exchange rates.
- I can find values from direct proportion graphs and simple inverse proportion.
- I can use simple fractional number scale factors, scale diagrams and maps.
- I can convert between lengths on scale drawings and in real life.

Grade 3

- I can simplify with units of measure (length and money).
- I can express a ratio as a fraction, decimal or percentage (without a diagram).
- I can compare two quantities using a ratio.
- I can share a quantity into a given ratio with a calculator.
- I can divide a given quantity into two parts.

- I can express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1.
- I can change freely between related and standard units of time, length mass (metric to imperial).
- I can use direct proportion with a two-step process. Eg: recipe for 10 to a recipe for 15.
- I can interpret simple currency conversion graphs.
- I can use whole number scale factors, scale diagrams and maps.

Grade 2

- I can simplify ratios and finding equivalent ratios using simple multipliers.
- I can express a ratio as a fraction, decimal or percentage (with a diagram).
- I can share a quantity into a given ratio
- I can change freely between related and standard units of time, length mass (including imperial).
- I can approximate sizes of everyday objects in metric units.
- I can use direct proportion with simple multiplicative relationships.

Grade 1

- I can understand of ratio notation.
- I can write ratio from diagrams
- I can convert between basic units of metric length and mass.
- I can read off simple scales.

Number

Grade 8

- I can apply limits of accuracy, including upper and lower bounds.
- I can rationalise the denominator of complex surds.

Grade 7

- I can do complex calculations using Standard Form.
- I can use Fractional and Negative powers to simplify algebraic expressions.
- I can rationalise the denominator of Surds.
- I can apply and interpret limits of accuracy, including upper and lower bounds.

Grade 6

- I can use index notation for integer powers; know and use the index laws for multiplication and division of fractional and integer powers.
- I can add/subtract/multiply/divide numbers in standard form.
- I can use exact representation of roots and their decimal approximations.
- I can simplify Surds.
- I can calculate compound interest using the standard formula P x (100% + r %)^n.
- I can express recurring decimals as fractions (and vice versa).
- I can use reverse percentages.

Grade 5

- I can estimate with the use of 1 significant figure (including division of a decimal number).
- I can use index notation for integer powers; know and use the index laws for multiplication and division of positive integer powers.
- I can interpret and compare numbers in standard form for large and small numbers.
- I can appreciate the infinite nature of sets of real and rational numbers.
- I can use higher powers and roots.
- I can calculate percentages/fractions/decimals of an amount (with and without a calculator).
- I can calculate simple and compound interest.
- I can understand the relationship between ratio and fractions.
- I can use Fractions in a context.
- I can calculate possible resulting errors expressed using inequality notation a<x<b

Grade 4

- I can estimate using 1 significant figure.
- I can do word problems involving decimals.
- I can use all four operations with decimals (eg: 17.4/0.8)
- I can understand triangle numbers
- I can use powers and associated real roots, distinguishing between exact representation of roots and their decimal approximations.
- I can understand cube numbers and cube roots.
- I can define integer and natural numbers.

- I can understand index notation form small positive integer powers (able to use a calculator in calculations related to powers and roots).
- I can find equivalencies of Decimals/Fractions/Percentages (eg : 4%, 32%, 15%) and use of a calculator to do this.
- I can use of inequality notation to compare Fractions, Decimals and Percentages.
- I can write terminating decimals as their corresponding fractions.
- I can express one number as a percentage of another.
- I can calculate the outcome of a given percentage increase or decrease.
- I can add/Subtract/multiply and divide fractions including mixed and improper fractions in the question.
- I can round to a given number of significant figures.
- I can use inequality notation to compare positive and negative numbers.
- I can use BIDMAS with reciprocals.
- I can do complex inverse operations with brackets, powers and roots.

Grade 3

- I can estimate multiplication and division of 2- and 3-digit numbers (whole numbers) and determine if it would be an over or under-estimate.
- I can multiply and divide decimals (eg: 17.4/8)
- I can use LCM and HCF from prime factorisation.
- I can understand and use square numbers (to 12x12).
- I can understand and use square roots.
- I can convert between decimals, fractions and percentages.
- I can find equivalent fractions and simplify fractions.
- I can calculate simple percentages and use percentages to compare simple proportions.
- I can understand equivalencies of more complex Dec/Frac/Percentages (eg: 20%,5%,80%)
- I can add and subtract fractions with different denominators and understand mixed and improper fractions)
- I can multiply and divide by 10, 100, 1000 including decimals.
- I can round to a given number of decimal places.
- I can add, subtract, multiply and divide positive and negative numbers.
- I can order positive and negative numbers on a number line.
- I can use BIDMAS with powers and roots.

Grade 2

- I can multiply decimals
- I can find the LCM and HCF from a list of factors.
- I can understand prime numbers.
- I can understand the equivalence of basic Fractions, Decimals and Percentages (10%, 25%, 50%, 75%, 1%) and as an amount of a whole.
- I can multiply and divide fractions.
- I can multiply and dividing by 10, 100, 1000.
- I can round to the nearest whole number, 10, 100 and 1000.
- I can order positive and negative numbers on a number line.
- I can use BIDMAS (simple expressions without powers, roots or multiplying and dividing negative numbers)

- I can use standard units of mass, length, time, money and other measures including decimal quantities

Grade 1

- **I** can use the four operations - whole numbers
- I can add and subtract decimals.
- I can write multiples and factors as lists.
- I can understand fractions, decimals and percentages (10%, 25%, 50%, 75%, 1%)
- I can add and subtract fractions with common denominator (basic understanding of mixed-improper from answers)
- I can understand place value and the value of decimal places.
- I can order numbers and use the number line.
- I can do basic inverse operations.
- I can understand time.
- I can understand money.

Statistics

Grade 8

- I can construct and interpret Histograms with unequal class intervals (Frequency Density) and know their appropriate use.

Grade 7

- I can construct and interpret Histograms with unequal class intervals (Frequency Density) and know their appropriate use.
- I can interpolate and extrapolate apparent trends (from scatter graphs) and understand the limitations (dangers of doing so).

Grade 6

- I can construct and interpret Cumulative Frequency graphs and know their appropriate use.
- I can construct and interpret Histograms with equal class intervals and know their appropriate use.

Grade 5

- I can consider outliers.
- I can construct and analyse Box Plots.
- I can calculate quartiles (including interquartile range) from a variety of data representations.
- I can use Stem and Leaf to find mean, median and range.
- I can estimate the mean from grouped frequency table.
- I can describe the correlation of a scatter graph.
- I can draw and use a line of best fit to estimate data from a scatter graph.
- I can interpret and construct line graphs for time series data (and know appropriate use).
- I can test a simple hypothesis.

Grade 4

- I can explain the most appropriate form of average and comparing two sets of data.
- I can find a change in mean with a change in a data set value.
- I can use charts and frequency tables(ungrouped data) to find mean, median, and range
- I can construct and interpret pie charts, stem and leaf diagrams and frequency polygons.
- I can create a two way table from a set of data.
- I can make comparisons of data using different charts.
- I can describe simple mathematical relationships between two variables (bivariate data) and illustrate use scatter graphs.
- I can identify inappropriate questions in a survey and write suitable questions for a questionnaire.
- I can understand appropriate sampling of a population and understand their limitations.
- I can apply statistics to describe a population.

Grade 3

- I can find a missing value in a data set given the mean.
- I can find the mode of charts and frequency tables (ungrouped data)
- I can construct and interpret Line graphs (including vertical line graphs).
- I can complete a two way table.

Grade 2

- I can calculate the mode, median and mean.
- I can construct compound bar charts.
- I know and can identify different types of data including secondary, primary, discrete and continuous data.

Grade 1

- I can calculate the median, mode and range in simple sets of data.
- I can construct a tally chart, pictogram and bar chart.