



**URSULINE HIGH  
SCHOOL**

Welcome to  
**Year 10**  
Information  
Evening

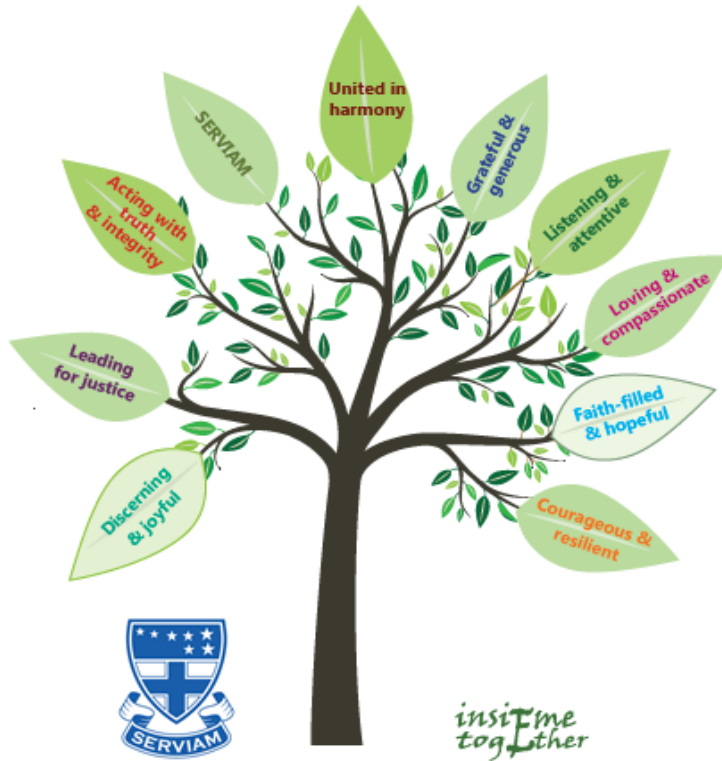


# Welcome

Ms Julia Waters  
Headteacher



# Insieme Together



## Students in an Ursuline school are growing to be individuals who are...

**united in harmony**, being bound to one another by the bond of love, respecting each other, helping each other and bearing with each other.

**grateful** for their own gifts, for the gift of others, and for the blessings of each day; and **generous** with their gifts, in the service of others.

openly **listening** to their experience and to their vocation or calling in life; and being **attentive** to the choices they make and the effects of those choices.

**loving** in their just actions and forgiving words and **compassionate** towards others, near and far, especially the less fortunate;

**faith-filled** in their beliefs and **hopeful** for the future.

**courageous** in their actions and interactions with others and **resilient** in the face of challenge and change.

**discerning** and reflective in their studies and other activities and **joyful** in their engagement with the world.

**leading** in the tradition of Serviam, serving God and one another in their commitment to their school and communities, both local and global, in the pursuit of **justice** for all.

conducting their lives, in both words and actions, as witnesses to the **truth** that is Jesus Christ, acting with **integrity**, nurturing relationships built on trust.

**SERVIAM**: I will serve in the daily routines of my school life, my life at home, my life in my local community, my life in the wider world.



# Prayer

**Lord help us**

**All: to accept you in all parts of our lives.**

**Lord inspire us**

**All: to surround ourselves with friends and  
faith communities that will nourish us and  
help us grow strong.**



# Prayer

**Lord guide us**

**All: that you may produce in us love and peace,  
patience  
and kindness, faithfulness,  
humility and self-control.**

**Lord make us appreciate**

**All: the gifts that we receive from you and  
from everyone in our**



# Prayer

**Lord invite us**

**All: to continue to help these young people grow and be inspired by us.**

**We make our prayer through Jesus Christ,  
our Lord and our brother,  
our teacher and our friend.**

**All: Amen**



# Teaching and Learning

**Mr Owen Nichols**

Assistant Head teacher

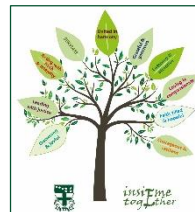
Teaching and Learning KS3/4

Assessment and Exams



# Teachers

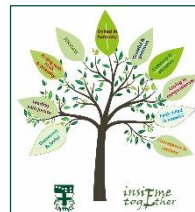
- Consistently high expectations of all students
- Outstanding progress in lessons and over time
- Systematically checking learning throughout the lesson
- Active and engaging learning that is personalised for every student through effective planning
- Excellent subject knowledge
- Assessment for learning for consistently high quality marking and feedback
- Questioning and dialogue to engage Learning
- Opportunities for students to plan, think and reflect





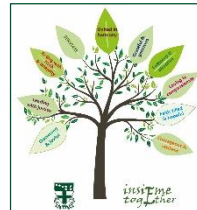
# New GCSEs

- More content to be studied (in some subjects - A LOT more content).
- Longer written answers to be given in exams.
- All assessment will take place at the end of Year 11 – no controlled assessment any longer (with very few, small exceptions e.g. in Art)



# Revision and Consolidation

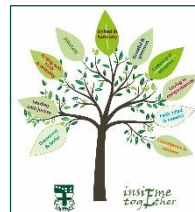
Revision and consolidation of learning **MUST** be ongoing



# Linear Learning

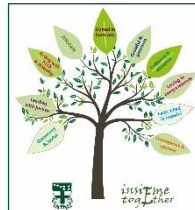
1. **Knowledge** — Flashcards/notes and revision materials throughout the course.
2. **Learn** — Revise throughout the course and not just at the end. Flashcards should be used at all times.
3. **Apply** — Do as many questions as possible and use the mark schemes to adapt your revision materials.

Please see the case studies that have been distributed in this session.



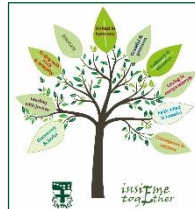
# Where to get this?

1. MS Teams – knowledge mats, revision guides, practice questions.
2. Syllabus
3. GCSEpod



# Teaching and learning beyond school - how parents can help

- Curriculum guide for information on courses
- School calendar for events
- Homework timetable
- Planner- always check and sign
- Exercise books
- Time and space to study
- Talk about learning



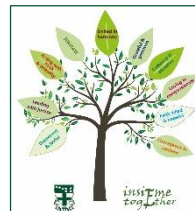
# Assessment, Reporting and Exams



Revising **isn't** something that should be **challenging** or **difficult** at all. What revising is, unfortunately, is time consuming. **It takes a while.** That's why you might like to **start early** (nothing to do on a Sunday?)....

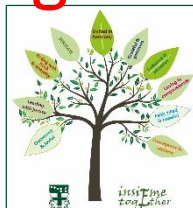
# Parents

- Yes you can help!!!!
- Parental support is eight times more important for your child's success than any other factor
- The GCSE Reforms are becoming embedded now.



# Targets

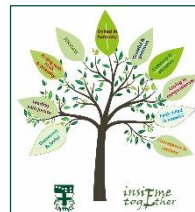
- Last year we issued Predictive GCSE targets to Year 9 as they had already begun their GCSE courses.
- These will be reviewed this term once we have the information from FFT but there are likely to be few changes. FFT will alter targets based on outcomes from the New Exams
- Grade 9s are not targeted, which does not mean they are not achieved or expected!
- **Targets are a support guide they are not limiting!**



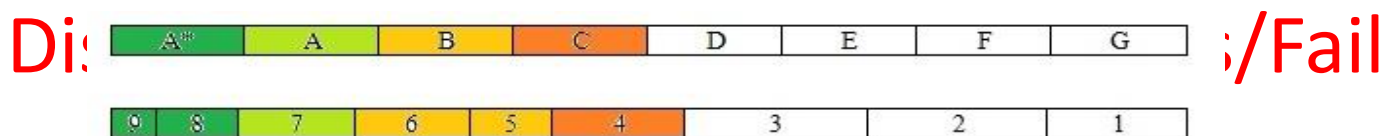


# Standards of Attainment

- All subjects are graded on the new 1-9 Grades.
- These are fine graded into the same subdivisions we use at KS3
- **Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end)**
- Health and Social Care is a L2 Btec
- Child Care is CACHE. Level 2 Course graded A\*-G
- Vocational L2 courses are equivalent for the purposes of Progression to 6th Form. So = one qualification in the students best 8 GCSEs
- Your daughter is not expected to be achieving her targets in year 10. She should be no more than one whole grade away from her target; beyond this is considered underachieving.
- There are some exceptions to this in the case of MFL and Maths at this stage before the course is completed being 2 grades below target is considered on track
- **You need to pay careful attention if you daughter is in the Vulnerable Zone**
- **(3p to 4d and 4p to 5d)**



- NEW GCSE gradings in all GCSE subjects
- Vocational Courses are Graded with GCSE equivalencies



\*Only top 3% of all students in England will achieve a grade 9



# What do the grades mean?

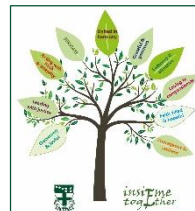
- The Government have used the 4 grade as the standard pass in 2018 and although this grade continues to indicate a Pass it is the 5 grade which will be the expected threshold for year 10. (GOOD PASS)
- Grade 5 equates to the top grade C bottom Grade B of the old system.

• Broadly Old Grade C Converts to grade 4 'PASS'

• A Grade 5 is called 'GOOD PASS'

• Old Grade A Coverts to 7

- Top 20% of those who achieve grade 7&8 will receive a
- Grade 9 (Elite Performers)
- Grade 1 will convert to bottom grade



New GCSE: new grading system / new challenge

A	7
B	6
C	5
	4
D	3

# To make this work:

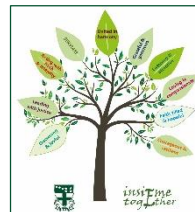
- Effort grades are self explanatory

**Outstanding**

**Good**

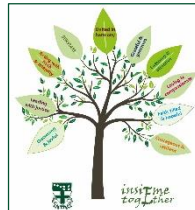
**Requires improvement**

**Poor**



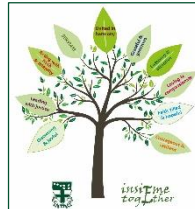
# Levels and GCSEs

- Ks2 Scores have GCSE Equivalencies:
- So students starting with KS2 Scores are minimum base line expected
- 100 point score students from KS2 will be expected to achieve GCSE Grade 5 minimum
- 105 to Grade 6/7
- 110 to Grade 8/9.
- We don't set targets of a 9.                      But they can get them!
- These conversions are based on students making expected progress. They are not limiting in that they should be exceeded



# Exams: What's going on?

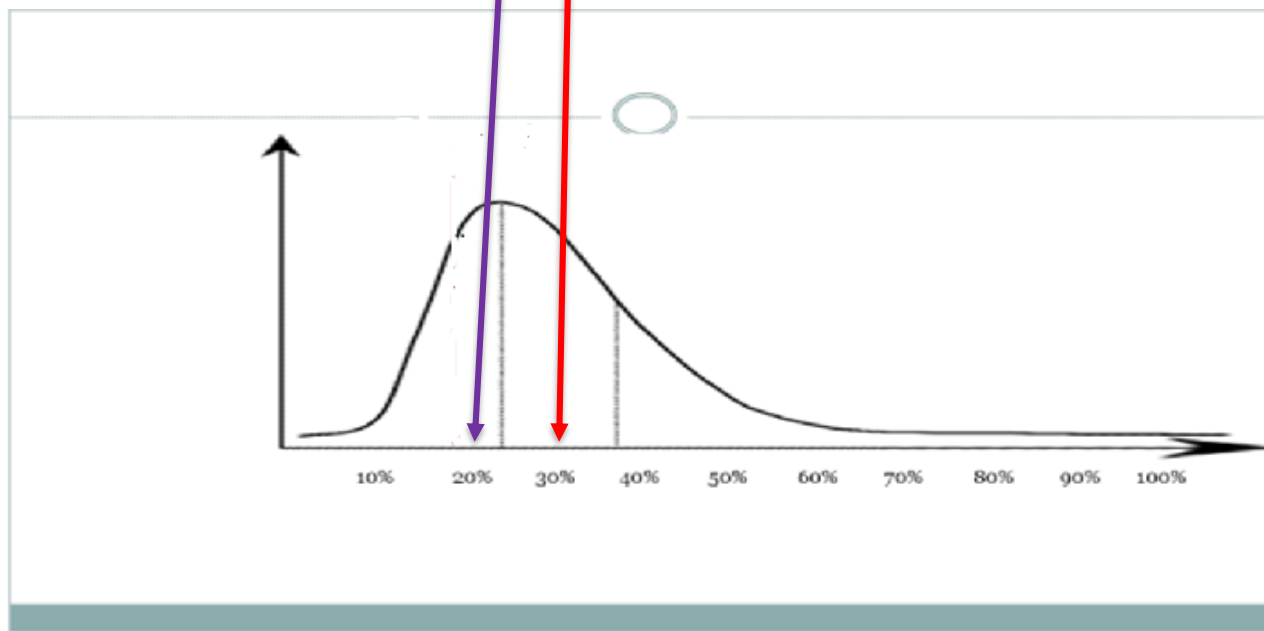
- Exams are linear style with only limited subjects still having Controlled Assessment elements. Art, Drama, DT, PE, MFL
- There are no early entry GCSE examinations
- Maths, Science and Languages are the only tiered Exams with grades 4 and 5 available through both Higher and Lower Tiers.
- Acquisition of Knowledge and Rote Learning
- So learning and retaining knowledge to long-term memory is even more important.

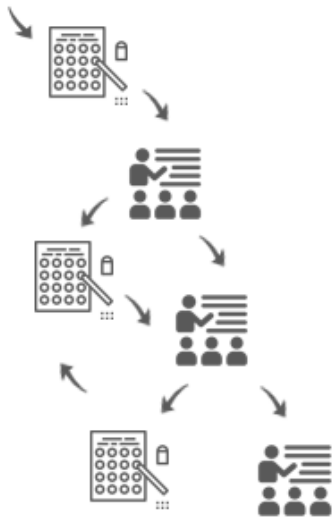


Every grade Matters! In Higher Paper  
2018 Maths required 21% to get a Grade 4 (PASS)

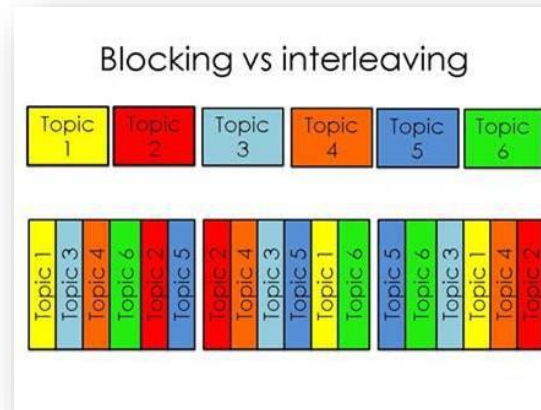
a Grade 5 (Good Pass)

31.5% for

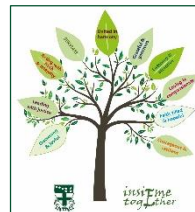




# Interleaving



<https://bjorklab.psych.ucla.edu/>



“Research shows unequivocally that mastery and long-term retention are much better if you interleave practice than if you mass it.”

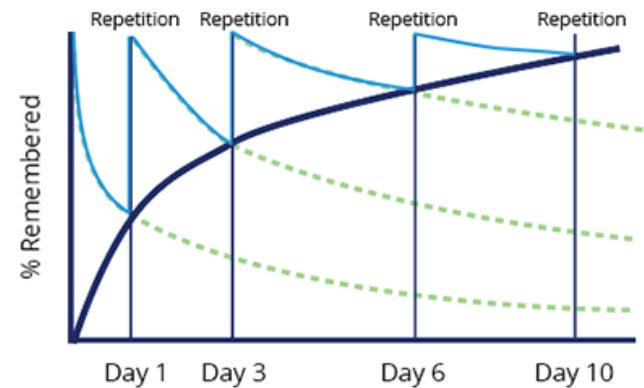
However, learners and teachers do not *feel* like it is working. Even after taking part in studies, many say that they *prefer massed practice!*



# Repetition, Practice and Rote-Learning

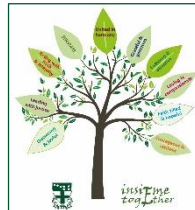
## Spaced Learning and Repetition: How They Work and Why

### Spaced Repetition



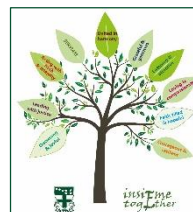
# Intervention and Support Available

- Your daughter should be able to articulate the grade she is working at and know what she need to do to reach the next grade. Subjects will have specific interventions.
- After School or Lunch interventions
- Students being asked to re-draft and re-submit work particularly important in relation to Exam Practice. Green pen
- Differentiated learning in accordance with the assessment criteria.
- Revision classes/Extra help from staff –After school.
- Students with Specific SEND will have intervention as Co-ordinated by Mrs Delhoum
- Interventions 1:1 in English and Maths. Small groups in Science.



# Accessing this Information

- [www.ursulinehigh.merton.sch.uk](http://www.ursulinehigh.merton.sch.uk)
- Click on Progresso Link
- Enter username and password (distributed to you directly from Progresso on your school email). You will be asked to change it termly. Please do so and note your changed password.
- If you have more than one child, you will be able to access all details concerning all your daughters.
- If you experience any difficulty please ask for extra help when you come to collect your daughter's laptop. Alternatively follow the Progresso Log in help on the school website clicking
- Please follow the instructions on the school website in this update button on how to retrieve your historic data/reports as they will have been removed in the Summer.



# Assessment, Reporting and Recording

**Autumn A EMB grades to be entered **Summative grade Reported****

**1<sup>st</sup> Academic Review Day 17<sup>th</sup> Oct P5/6 & 18<sup>th</sup> October P1-5 (Parent/Student –Tutor Meeting)**

**Autumn B EMB grades to be entered**

Summary of Average Posted Home

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**Spring Term A EMB grades to be entered (Available online)**

**Spring Term B EMB grades to be entered **Summative grade Reported on****

**April 1<sup>st</sup> = Full Report**

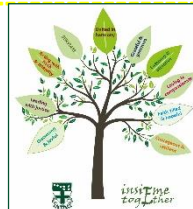
**2<sup>nd</sup> Academic Review Day; 1<sup>st</sup> April P5/6 & 2<sup>nd</sup> April P1-6 (Parent/Student –Tutor Meeting)**

**Summer Term;**

**June 15<sup>th</sup> – End of Year exams**

**July 8<sup>th</sup> – Parents Evening**

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# Sixth Form: Progression and Transition

**Mr B Barton**

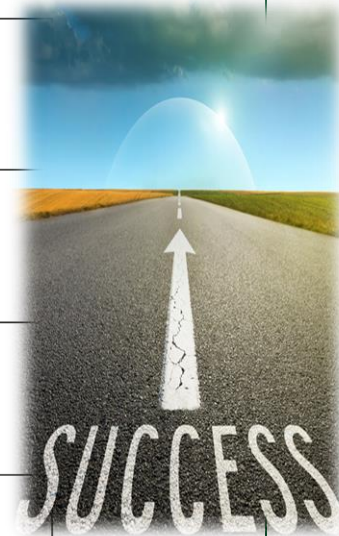
Assistant Head Teacher KS5



# Pathways

According to the entry requirements below, students are offered a specific Pathway:

<p><b>Pathway 1:</b> At least eight GCSEs grades 9-5 (minimum of six grade 7 or above)</p>	<p>Students can opt to do 4 A Levels or 3 A Levels and EPQ</p>
<p><b>Pathway 2:</b> At least eight GCSEs grades 9-4 (minimum of four grade 5 or above)</p>	<p>Students study 3 A Levels</p>
<p><b>Pathway 3:</b> At least eight GCSEs grades 9-4 (with fewer than four at grade 5)</p>	<p>Students study two Level 3 BTEC qualifications and can study one A Level or a further Level 3 equivalent qualification.</p>
<p><b>Pathway 4:</b> At least five GCSEs grades 9-4 (including grade 4 in English or Maths)</p>	<p>Students study three Level 3 BTEC qualifications and may also retake GCSE Maths or English if they have not achieved a 4 in one or the other.</p>
<p><b>Pathway 5:</b> Fewer than five GCSEs grades 9-4 (below grade 4 in Maths and English Language)</p>	<p>Students follow the Level 2 Courses and retake both GCSE English and GCSE Mathematics.</p>



WELCOME  
TO THE  
NEXT LEVEL

WELCOME  
TO THE  
NEXT LEVEL

WELCOME  
TO THE  
NEXT LEVEL

T Levels are a brand new qualification designed to give you a head start towards the future you want.

They follow GCSEs and are equivalent to 3 A Levels.

The 2-year qualification brings classroom and work placement together, on a course designed in collaboration with the best employers.

**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION



80%  
CLASSROOM

20%  
WORKPLACE

You'll spend 80% time in the classroom and 20% on a 45-day placement to equip you with the knowledge and skills companies are looking for.

Your T Level will help you to step straight into your chosen career, an apprenticeship or a degree.

Wherever your future is heading, take it to the next level.

We will be offering T Levels in Digital, Construction, Education & Childcare from September 2020.

For more information, visit [gov.uk/dfe/t-levels](http://gov.uk/dfe/t-levels)



# Key Dates

**Tuesday 10<sup>th</sup> March**

Year 10 Sixth Form Transitions Parents' Meeting (6:30 – 7:30pm)

**Thursday 4<sup>th</sup> June**

Period 1 – 4 Year 10 Networking with Year 12 students

**Monday 29<sup>th</sup> June**

Year 10 Sixth Form Taster Day

**Tuesday 7<sup>th</sup> July & Wednesday 8<sup>th</sup> July**

Year 10 Interviews for Sixth Form Courses





# Pastoral Care

**Ms Michelle Alexander**

Assistant Head Teacher  
Safeguarding and Inclusion



# Social Media

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other student
- Tempted to say unkind comments
- Unable to move past comments online
- We are asking for your support in helping ensure the students are using social media responsibly.
- If students do use social media irresponsibly, this will be taken into consideration when dealing with issues raised
- We need to work together to support our young people and we are stronger if we all do the same



# Parental Monitoring

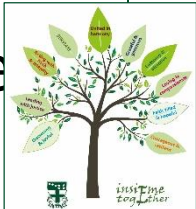
- It's hard to keep an eye on your child's internet usage 24/7, especially when every device they use is connected to the web. Whether they're researching for homework, posting on social media or watching videos of fails or hauls, kids and teens have become more and more reliant on their devices and keeping them safe is no longer about peering at the family desktop screen.
- With internet accessibility at an all-time high, here are some apps to help you create boundaries and keep your child safe online, even when they're on their mobiles or tablets! It is your responsibility to ensure they use social media safely.
- App such as Qustodio, Norton Family Premier and Net Nanny details here for comprehensive monitoring:
- <https://www.tescomobile.com/the-hub/5-best-parental-control-apps-for-mobiles-and-tablets/>



# Your daughter and alcohol

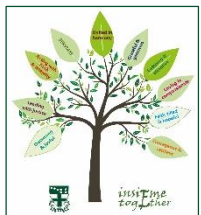
**Teenage years are a time of experimentation and no young person is entirely immune to the pressures and temptations available**

- The average age for first trying alcohol is 13
- 70% of 15 year olds from affluent backgrounds have tried alcohol
- In an international survey of 15-16 year olds 29% of girls in the UK had indulged in binge drinking at least three times in the previous month
- Around one in eight girls aged 15 to 16 have unsafe sex after drinking alcohol



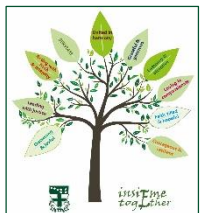
# Your daughter and illegal drugs...

- 37% of 15 year olds have tried at least one illegal drug
- Cannabis is the most widely used illegal drug; two in five 15-year-olds in the UK have tried cannabis.
- Nitrous oxide (laughing gas, hippy crack) is popular among teenagers and very easy to get hold of.
- New psychoactive substances or NPS (formerly known as “legal highs”) are a group of drugs designed to bypass the former legislative controls of illegal drugs – the list is ever changing



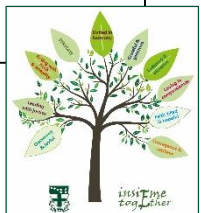
# Beware of 'gatherings'

- Gatherings are unsupervised meetings of young people usually with students from different schools and older teenagers
- Gatherings sometimes take place in public places, such as Wimbledon Common/other parks or in homes when parents are away
- Almost always organised via social media which means the organiser has very little control over who shows up
- Other young people *only known via social media* (particularly Snapchat and Instagram) often invited
- **Gatherings invariably include alcohol and we know of recent gatherings AND supervised parties where young people have taken drugs.**



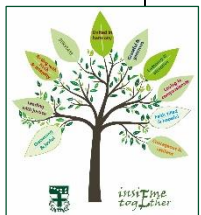
# Advice

- Know exactly where your daughter is when not supervised by you
- Check with parents if young people are arranging a sleepover or party
- Ensure the supervising parent has the same level of expectations for their daughter as you do
- If your daughter is going to a party: who will be supervising? Is there a guest list or is it an 'open house'? Do you know the other young people who are going?
- Do not allow older teenage siblings to supervise parties for young siblings alone
- **Do not assume that your daughter will be immune to peer pressure – talk to her about choices and safe behaviour**



# Signs your daughter may be involved in risky behaviour...

- Giving vague or contradictory information about where she is going – **check with other parents to verify sleepovers and supervision of parties.**
- Not answering her phone when she is out, or only replying to messages – **set clear boundaries about being contactable and have consequences for if/when these boundaries are broken**
- Being cagey or secretive about her use of social media – **have regular conversations with your daughter about who she is communicating with online and reinforce safe behaviour**
- New friends you don't know about or a reluctance to give information about new friends – **ask questions and check how your daughter met them. Try to establish contact with their parents**





# Mental Health

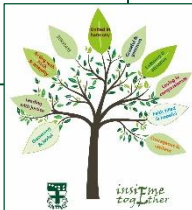
- Growing concern for our young people – resilience building is key
  - Balance with work and play
  - Their best will always be good enough
- 
- Pastoral support team
  - Safeguarding team
  - School Counsellor/Nurse/EWP
  - Off The Record Counselling and Kooth (online counselling) available to students this term



# Off The Record

- **Counselling** - Free and confidential counselling to young people aged 11-25. All Ursuline Students are entitled to access services.
- **Drop-In** - Drop In service for young people aged 11+ every Wednesday from 3.30-5.30pm.
- **Online Support** - Free online counselling for young people aged 11-25.
- Later this term, we hope to have more online counselling available via **Kooth** – we will share details with parents and students.

<https://www.talkofftherecord.org/merton/>



# LGBTQI

Accompaniment is an **art of enabling someone to grow, to develop, to help and support that person to discover who they are** as being made in God's image; to help someone to become fully human with an intrinsic dignity

- Archdiocese of Southwark with
- Catholic Secondary Headteachers
  
- Framework for guiding Catholic schools on developing a
- pastoral response to the needs of students who identify
- as LGBT within Catholic schools

The framework has allowed UHS to:

- Create a guidance on providing an appropriate response to meeting the needs of students who identify as LGBT
- To help UHS remove barriers which are oppressive and disadvantaging for LGBT students.

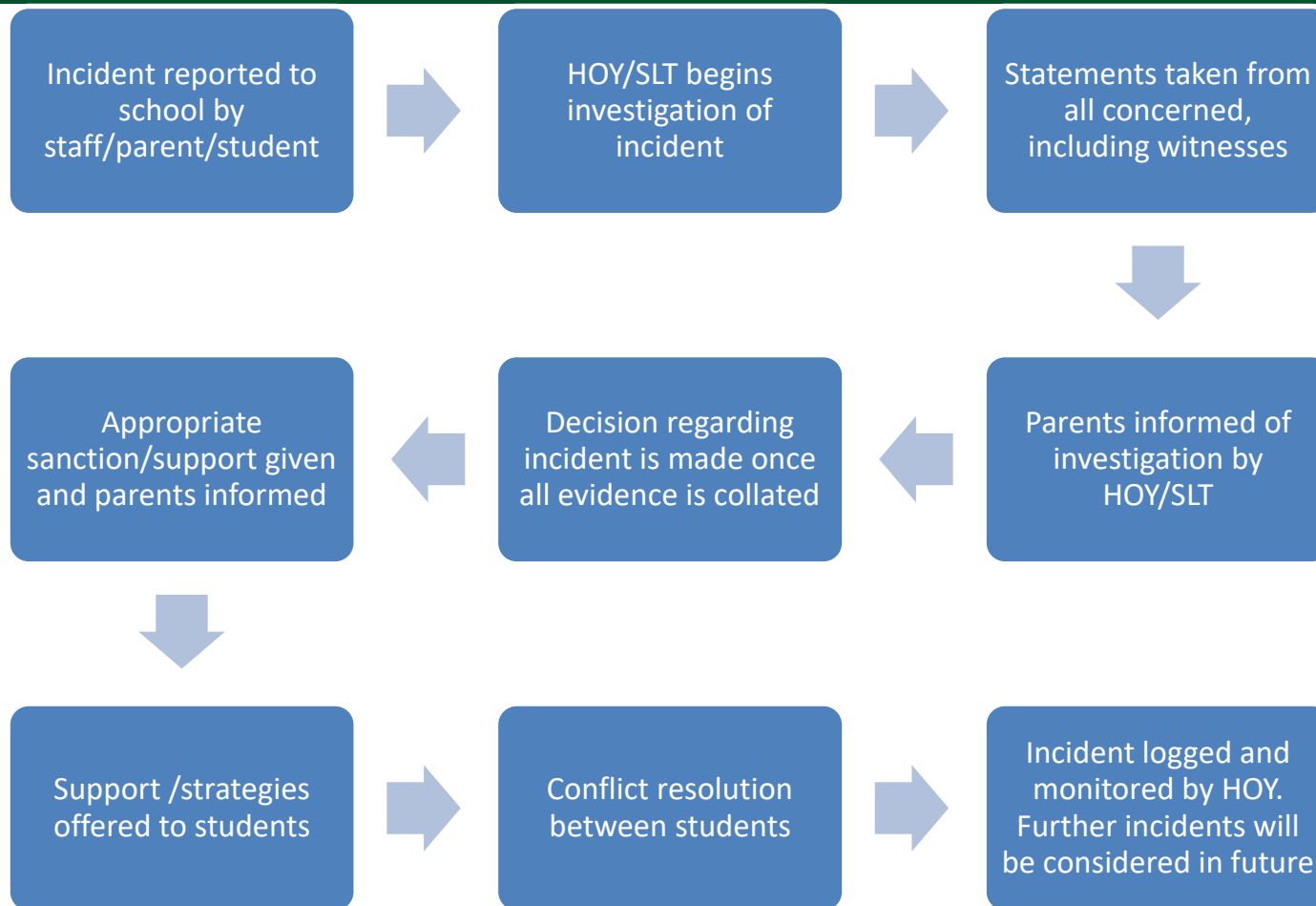
# Provision At UHS

- A bullying policy and code of conduct for students which recognises prejudice related to LGBTQI
- Gender neutral toilet e.g. KS3 toilet
- Changing names and gender markers on files – by agreement of parents for students 16 or under
- 16+ name changed by deed poll– requires reprints of exam certificates etc.
- Mentoring
- Student Equalities Group
- School Counsellor
- PSHEC program to address LGBT and equality issues
- Work with parents to signpost support services

A copy of the guidance will be available online for you to access.



# Anti-Bullying Policy at UHS



# Travel To And From School

- Straight to and from school#
- Current Worple road issues
- No loitering in Wimbledon – no shops
- No more than 4 students together
- Travel carefully and respectfully
- Travel safety afternoon (TFL)
- Feel prepared in a difficult situation



# Punctuality

Numbers of lates	Staff responsible/action to be taken	Consequence for pupil
1	Tutor conversation/HOY	Student signs in early the next day
2-3	Tutor conversation/HOY	Student signs in early the next day
4	Tutor phone call home	Parents informed/ Student signs in early the next day
5-8	Deputy Head late detention. Letter home (PSA)/HOY call home.	1 hour's detention on day of 5 <sup>th</sup> late /parents informed
9	HOY – phone call home. Loss of break and lunch times all week. (PSA rota). Second letter home.	Parents informed/break and lunch detentions for week.
10-12	HOY holds meetings with parents, punctuality action plan put in place. Half termly review. Loss of break and lunch times for second week. Third letter home.	Parent meeting/action plan/ break and lunch detentions for week.
13-14	Year Group Senior Leader meeting with parents to review action plan and support.	Parent meeting/action plan/ break and lunch detentions for week.
15	Meeting with Head Teacher and parents. Head Teacher's Saturday detention (Fortnightly 9-10am, SLT rota).	Head Teacher's Saturday detention.
16 +	Escalation to Governors panel.	



# Attendance

- We want the students to be in school wherever possible.
- 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 areas.





# PSHEC in Y10

## Autumn A:

- Britain in the World and the Commonwealth and the EU
- Prevent: Radicalisation and Terrorism. Focus on: How terrorists recruit and who do they target? How terrorism affects society and Community against extremism.
- START Careers
- Drugs awareness conference

## Autumn B:

- Mental Health and Well-being [Part 1 - Part 3]. Focus on: stress; pressure groups; drugs, eating disorders, exercise.

## Spring A

- Well Woman [Part 1 – Part 3]. Focus on: Sexuality; The myth of the ideal body; Gender and sex; The media; Sexism; Pornography

## Spring B

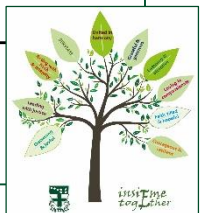
- Justice [Part 1-Part 2]. Focus on: Human Rights -The right to money; Free speech; Asylum; Healthcare; The law; Education; Religion and belief; Voting

## Summer A

- Retreat Day: *'It's not just about me'*
- Prevent Follow up: TBC on review on Autumn A

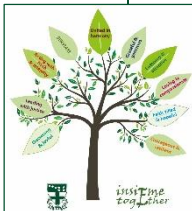
## Summer B

- Equality [Part 1 – Part 2]. Focus on: Bullying; Racism; Homophobia; Child Labour; Refugees; Rights
- UNIFROG Careers



# Y10 Pastoral Workshops for Parents

- 7<sup>th</sup> November 6pm – Parent workshop: **‘Importance of mental wellbeing and how you can support your daughters’ wellbeing’** run by our clinical psychologist.
- 2<sup>nd</sup> December 6.30pm – Y10 Autumn Pastoral workshop – **Managing personal relationships, establishing boundaries and supporting good choice, including social media.**
- 20<sup>th</sup> January 6pm - Parent workshop: **‘Dealing with self-harm and eating disorders’** run by our clinical psychologist.
- 9<sup>th</sup> March 6.30pm – Y10 Spring Pastoral workshop – **mental health and low mood and anxiety.**
- 14<sup>th</sup> May 6pm - Parent workshop: **‘Raising esteem’** run by our clinical psychologist.
- 16<sup>th</sup> June 6.30pm – Y10 Summer Pastoral workshop – **Safe socialising and alcohol and drugs.**



# School Ethos

**Ms K. Connor**

Acting Assistant Head Teacher



# Our school motto is Serviam – ‘I will serve’

All Ursuline students are expected to use their gifts and talents for the service of God and our community.



The school offers a wide range of opportunities for personal development, learning skills, developing character and promoting confidence.

Participation in the wider life of the school is a basic expectation and there are activities suited to lots of different interests.

**Our theme for the year is Insieme – Together**  
Together we are stronger and can achieve great things. As human beings we flourish in community.



# The Serviam Passport

- Students record their acts of Serviam on their passport
- Minimum expectation of two entries per half term
- Passport is monitored by tutors
- Recognition of students' contribution to Serviam takes place at the end of each term – certificates for those who show exceptional commitment
- Serviam assembly at the end of the year where students share their contributions with their peers
- Serviam Award at celebration

# The App

CONFIDENCE	RESILIENCE
CURIOSITY	LEADERSHIP
COMMUNICATION	PROBLEM SOLVING
RESPECT	MORAL COMPASS

- Our ethos, values, and curriculum develop positive character traits that will contribute to their success in life beyond school.
- New addition to the Serviam Passport allows students to map their progress in developing these qualities
- One per key stage
- Mapped across 6 strands of personal development:

Character development	Spirituality	Citizenship	Health & Wellbeing	Cultural Capital	Employability
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# Rhythm of Year 10 & Parental Support

**Ms Anne-Lise Torode**  
Head of Year 10



# Student Leadership and Enrichment

- Student Leadership:
- Arts
- Community
- Media
- International
- Environment
- Teaching & Learning
- Science
- New Technologies
- School Council

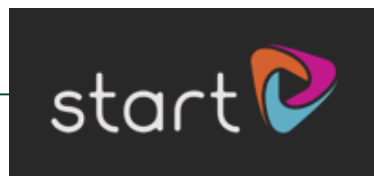




# Careers- Looking ahead

- Personal guidance and 1 to 1 Careers and Sixth Form interviews
- Dedicated Careers sessions in the PSHCE programme to explore the work of work and their options and what opportunities are available to them.
- Access to Unifrog – software programme with which they (and you) can among others things explore careers, employability skills, CV writing and future destinations.
- The opportunity to meet with employers every year through lunchtime and after school talks and different dedicated year group activities.
- The opportunity to link what they learn in their subjects to how this applies in the world of work
- Ability to use the well-resourced Careers library available to them in the LRC.
- Access to meet with the Careers Lead, Careers Advisor and UCAS Co-ordinator at any time throughout the year for advice, information and guidance.

Marion Lyons – Careers Lead, Shirley Ward – Careers Advisor, Lorraine Petheram – UCAS Plus Coordinator



# UHS Careers Programme

Year 7	C	Can I be ...?	START	There is a career for everyone – what can I be workshop - the Dream, job families, speaker(s)
Year 8	A	Aspire	START	Aspire to any career. STEM and ARTS Careers Panel - 2 dates – speakers
Year 9	R	Research	START	Research jobs. What are employability skills? Speed Networking (210 students - 30+ employers)
Year 10	E	Explore	Unifrog	Explore pathways and how to get there. STEM Activity (120) and Jack Petchey Speak Out (90). Explore Sixth Form, interview, subjects, options, qualifications and careers
Year 11	E	Expand	Unifrog	Expand knowledge of your skills, your future options, careers available. My Future Conference, 1 to 1 interview, CV, Work experience
Year 12	R	Research	Unifrog	Research your future options and opportunities. Networking with Employers, UCAS Fair and University Taster Days, HE options, Oxbridge, Medical, Aspirations programme. Work Shadowing
Year 13	S	Start your journey	Unifrog	Start the journey - from applying all you have learnt to choose your next steps after school. UCAS, Apprenticeships & School Leaver Programmes, Gap Year, Portfolio Planning, 1-to-1 Careers Interviews, Presentations



# Important Dates

- **Academic Review Day [Autumn Term]: Thursday 19<sup>th</sup> & Friday 20<sup>th</sup> October**
- **Academic Review Day [Spring Term]: Tuesday 27<sup>th</sup> and Wednesday 28<sup>th</sup> March**
- **Y10 Parents' Revision Evening USFC: Monday 21<sup>st</sup> May**
- **Y10 Sixth Form Transitions Parents' Meeting USFC: Thursday 7<sup>th</sup> June**
- **Year 10 exam week - 18<sup>th</sup> – 22<sup>nd</sup> June 2018**
- **Y10 Parents' Evening: Tuesday 10<sup>th</sup> July 2018**
- **Year 10 Interview for 6<sup>th</sup> form: 10<sup>th</sup> - 11<sup>th</sup> July**



# Be Informed

- Know what your daughter's subject targets are
- Track current grades in planner/Progresso
- Look at comments teachers are making and targets that are being set in their workbooks
- Use exam board websites – mark schemes; past papers; examiners reports
- Long-term planning as well as short-term
- Devise a revision timetable and ensure it is being used
- Ensure your daughter attends intervention and support classes



# How can you help?

- Please check your daughter's diary daily to see what is set, outstanding from yesterday.
- Develop the habit of asking questions like:
  - *What homework do you have?*
  - *How long will that take?*
  - *What equipment do you need to complete that?*
  - *How do you think you might plan that piece of work?*
  - *What are the key words that you need to use?*
  - *Explain them to me?*
  - *Show me how to do that?*
  - *What did you learn?*
  - *How does this apply to your assessments/exams?*



# What is the homework routine in your home?

- *Where is homework completed in the home?*
- *When is the homework completed?*
- *Are you able to monitor the use of ICT?*
- *Organisation is vital. Is everything packed for tomorrow?*



# Reminder: Medical Plans

## *What do these include?*

- Allergies
- Causes of pain/discomfort when a student may require paracetamol/ibuprofen.
- Asthma or breathing difficulties.
- Any condition/s that may impact on the students learning or safety at school or on school trips.

## *Why do we have medical plans?*

- Staff can respond appropriately and in the interest of the student during an emergency.
- Staff can take steps to prevent issues arising at school or on school trips.
- Ensure the safety of staff and students.



# Questions

- Any general questions?
- If you do have a specific question, please do
- stay behind and our staff would be happy to
- answer them.

