URSULINE HIGH SCHOOL

Welcome to **Year 10** Information Evening

SERVIAM

Welcome

Ms Kearney

Head of Year 10

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Mr Kelly

Associate Headteacher

Standards

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020 3908 3135

Prayer of Saint Angela

Gracious God,
Let us remain in harmony,
United together;
All of one heart and one will.
Let us be bond to one another
By the bond of love,
Respecting each other,
Helping each other,
And bearing with each other
In Jesus Christ.
For if we try to be like this,
Without doubt,
You, Lord God,
Will be in our midst.
Amen

This Year's Theme

URSULINE HIGH SCHOOL

THEME 2022-23

"You will be my witnesses"

(Acts 1:8)

The Year 10 Team

10 Angela	Suli Odhiambo	sulumenty.odhiambo
10 Bernadette	Lucy Collier	lucy.collier
10 Catherine	Josh Noone	joshua.noone
10 Francis	Niall Carlton	niall.carton
10 Margaret	Zoe Antell	zoe.antell
10 Teresa	Ellen Byrne	ellen.byrne
10 Ursula	Mercedes Alvarez Green	mercedes.alvarez

Our Aim

Our aim is for your daughter to be happy and flourish here at the Ursuline.

A clear partnership between the school and home is one of the best ways you can support your daughter throughout her time here.

How and When to Communicate with the School

Attendance – if your daughter is unwell and unable to attend school contact Ms Young Bernadette.young@ursulinehigh.merton.sch.uk before school on each day of absence or by phone.

Worries about how your daughter is coping with school, queries about uniform, timetable, equipment or friendships etc. – contact her form tutor firstname.surname@ursulinehigh.merton.sch.uk

If your daughter is unable to complete a piece of homework or needs **support with classwork** – your daughter should contact the member of staff in the first instance to seek support. If you need to follow up there is a full contact list on the school website.

If there are **changes in your personal/family circumstances** e.g bereavement, moving home, separation, long term illness please inform the Pastoral Support Assistant Ms Brown sylvia.brown@ursulinehigh.merton.sch.uk This information is crucial in supporting your daughter.

For **laptop technical queries** - contact the Laptop Doctor laptop.doctor@ursulinehigh.merton.sch.uk

For all other queries contact Ms Kearney or Mr Kelly

Parent Communications

- The Ursuline High School is committed to effectively communicating with our parents and carers.
- We have a clearly defined marketing communications strategy in place which is reviewed regularly to ensure it meets the needs of our parents/carers.
- As of this academic year, we now communicate with both the primary and secondary parents – where we have a valid email and the parent has parental responsibility. There are a few exceptions where we may need to communicate with primary parents only, for example Consent Requests and Parent Meeting Bookings. This is to avoid receiving two responses back which causes confusion. We will review this on a case-by-case basis.
- Please ensure you let us know if your details change.
- Our strategy includes a wide range of mediums including Weduc (our communications app/web portal), email, information meetings, academic review meetings, progress reports, newsletters, our website and other school collateral where appropriate.
- In addition to WeDuc our communications tool, we use ParentPay, Progresso, Microsoft Teams and Evolve for school trips, to support various elements of your child's learning journey.
- We have an active presence on Instagram and Twitter - do please give us a follow at @uhswimbledon and join our growing social community.

WeDuc

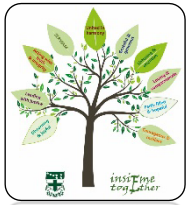
- WeDuc is our communications tool and is accessible via app or web portal.
- In addition to receiving messages from the school, parents can use WeDuc to report an absence, view historical absence records, read our newsfeed and access our website and other portals including Parent Pay, Progresso, and Evolve. Over time more and more features will be made live.
- The majority of our parents/carers are now using WeDuc and enjoying the benefits.
- If you haven't already enrolled and would like to you can. Please note that the code sent to you when we first launched in 2021 will no longer be valid so please do email us for a new one. Parents who do not wish to enrol will receive communications to their email mailbox.
- To ensure you do not miss messages from us, many of which are urgent and important, we recommend WeDuc app users enable notifications. WeDuc web portal users cannot enable notifications and we therefore ask that you log in daily. To help ensure you don't miss any messages, web portal users will also receive duplicate messages to their email mailbox
- Visit the Communications page of our website for more information about our Parent Communications Strategy including our Weduc FAQs.
- Any technical queries regarding Weduc or any of our portals, should be directed to ITHelpdesk@ursulinehigh.merton.uk

Teaching and Learning in Year 10

We achieved 208 Grade 9's this summer and 45% of our grades were a 7-9

This is the result of many different factors.

Teaching and Learning in Year 10



We have:

- High Expectations of our students

- A curriculum that is challenging and pushes all students into the “thinking zone” where the most learning happens.

- A curriculum that goes beyond the curriculum and prepares our students not only for success in the Sixth Form but for lifelong learning that enables them to be successful women of the 21st Century.

- A curriculum that constantly reviews progress, revisits work from the whole Key Stage and interleaves the specifications in such a way as to bring about success.

- Research shows that the more students know, the more they can learn and our subject leads have all built a curriculum that puts this at the heart of it.

Teaching and Learning in Year 10

Our students:

- Know the high standards and expectations of them.
- Know what they need to do to achieve success.
- Are given all the resources and opportunities to succeed.
- Are given timely intervention throughout the year to close any gaps.
- Are prepared fully for exams through regular rehearsal and focused sessions on subject specific exam technique.
- Supported by the Pastoral team, Head of Year, tutors and subject teachers to engage with their learning in a safe and supportive manner that challenges them to be their best.

Revision and Consolidation

Revision and consolidation of learning **MUST** be ongoing – revision has to start now! (yes, even at the start of Year 10)

The only path to success in GCSE is hard work

Linear Learning

1. Knowledge – Flashcards/notes and revision materials throughout the course. Knowledge Mats.
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.

Where to get this?

1. MS Teams – knowledge mats, revision guides, practice questions, syllabus.

   All of this is in the Year 10 Revision Materials Team

2. GCSEpod

How can we revise?

- Active revision.
- Not passive – sitting and reading the work isn't enough.
- Re-writing the work isn't enough.
- Highlighting some printed text isn't enough
- When revision is passive, the students don't learn or understand the information in such a way that they can apply their knowledge to unfamiliar situations (AO3).
- This can be worth 40% of your marks…

What Not To Do

Formation of urea

Animals need to get rid of the waste products of metabolism, especially nitrogenous waste as it could become toxic if it accumulates. Many terrestrial mammals, including humans, excrete urea. Urea is produced in the liver from carbon dioxide and ammonia. Excess amino acids are deaminated (removal of the $-NH_2$ group). In a metabolic pathway, known as the ornithine cycle, the amino group and carbon dioxide undergo a series of reactions, which result in the production of urea. The urea is transported in the blood to the kidneys, where it is removed in the urine.

Formation of urine

Ultrafiltration occurs in the renal corpuscle. High blood pressure in the glomerulus forces water and solute molecules of low molecular mass (less than 68 000 rmm) through the walls of the capillaries and the epithelium of the Bowman's capsule into the lumen of the renal corpuscle. The capillaries of the glomerulus are permeable due to the presence of pores between the cells of their walls, allowing the filtrate to pass between the cells and through the basement membrane. The passage of the filtrate into the lumen of the nephron is assisted by specialised cells, the podocytes that make up the epithelium of the Bowman's capsule. Glomerular filtrate is produced at the rate of about 170 to 180 dm^3 per day; much of it is reabsorbed from the nephron.

The glomerular filtrate contains water, ions, urea, amino acids, glucose and some small blood proteins. It may also contain vitamins and hormones. It does not contain any blood cells or any proteins with an rmm of more than 68 000. In the proximal convoluted tubule, glucose, amino acids and sodium ions are actively reabsorbed into the capillary network. As a result of the movement of the sodium ions, water passes back into the capillary network by osmosis. About 50 per cent of the urea in the filtrate diffuses back into the blood, due to the concentration gradients. The reabsorption

Notes

This is not rewriting the work.

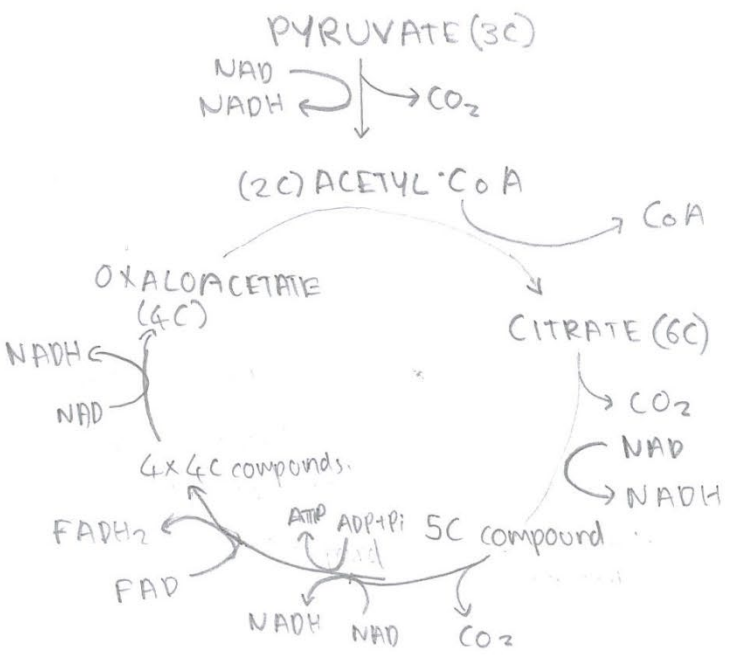
- It’s expressing it in a different format.
- Convert a diagram to text.
- Convert a text to a diagram
- Create tables, flow charts and mind maps
- Do simple bullet point summaries that cover just one page
- Annotate work sheets or information sheets, don’t just highlight the key words. Take ownership of anything printed.

Lesson 3

Krebs cycle – look at the text and convert it to a diagram.

eries of chemical reactions carried out in the living cell; in most igher animals, including humans, it is essential for the oxidative netabolism of glucose and other simple sugars. The breakdown of lucose to carbon dioxide and water is a complex set of chemical nterconversions called carbohydrate catabolism, and the Krebs ycle is the second of three major stages in the process, occurring etween glycolysis and oxidative phosphorylation. This cycle, also nown as the citric acid cycle, was named in recognition of the erman chemist Hans Krebs, whose research into the cellular tilization of glucose contributed greatly to the modern nderstanding of this aspect of metabolism. The name citric acid ycle is derived from the first product generated by the sequence of onversions, i.e., citric acid. The reactions are seen to comprise a ycle inasmuch as citric acid is both the first product and the final eactant, being regenerated at the conclusion of one complete set of hemical rearrangements. Citric acid is a so-called tricarboxylic cid, containing three carboxyl groups (COOH). Hence the Krebs ycle is sometimes referred to as the tricarboxylic acid (TCA) ycle. The Krebs cycle begins with the condensation of one olecule of a compound called oxaloacetic acid and one molecule f acetyl CoA (a derivative of coenzyme A; see coenzyme). The cetyl portion of acetyl CoA is derived from pyruvic acid, which is roduced by the degradation of glucose in glycolysis. After ondensation, the oxaloacetic acid and acetyl CoA react to produce itric acid, which serves as a substrate for seven distinct enzyme-atalyzed reactions that occur in sequence and proceed with the ormation of seven intermediate compounds, including succinic cid, fumaric acid, and malic acid. Malic acid is converted to xaloacetic acid, which, in turn, reacts with yet another molecule of cetyl CoA, thus producing citric acid, and the cycle begins again. ach turn of the citric acid cycle produces, simultaneously, two olecules of carbon dioxide and eight atoms of hydrogen as yproducts. The carbon dioxide generated is an ultimate end roduct of glucose breakdown and is removed from the cell by the lood. The hydrogen atoms are donated as hydride ions to the ystem of electron transport molecules, which allow for oxidative hosphorylation. In most higher plants, in certain microorganisms, uch as the bacterium *Escherichia coli,* and in the algae, the citric cid cycle is modified to a form called the glyoxylate cycle, so amed because of the prominent intermediate, glyoxylic acid.

Diagram



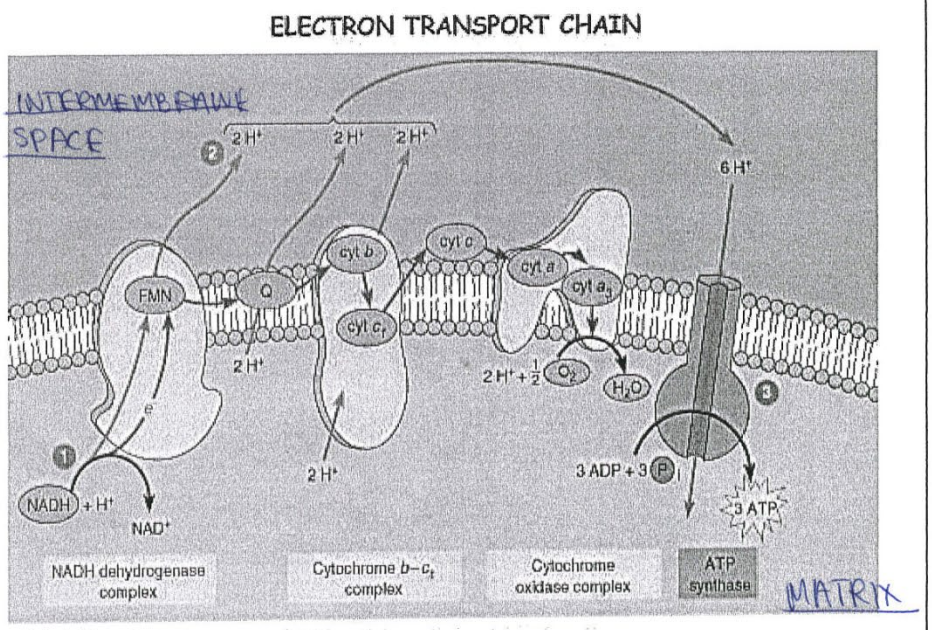
ATP used: 0
ATP made: 1
NADH made: 3
FADH made: 1
CO2 made: 2

Lesson 3

Electron Transport Chain – look at the diagram and convert it to text.

Text. This occurs using electron carries embedded in the inner mitochondrial membranes which are folded into cristae for a greater surface area.
Reduced NAD and reduced FAD are reoxidised when they donate hydrogen atoms (which are split into protons and electrons) to the electron carriers.
The H^+ are pumped into the intermembrane space and are unable to travel back into the matrix. This creates a concentration gradient.
They can diffuse through ion channels associated with ATP synthase. This flow of protons is chemiosmosis. This stimulates oxidative phosphorylation: as protons flow through an ATP synthase enzyme, they drive the joining of ADP + Pi to form ATP. Oxygen acts as the final electron acceptor and combines with hydrogen to make water.

Diagram



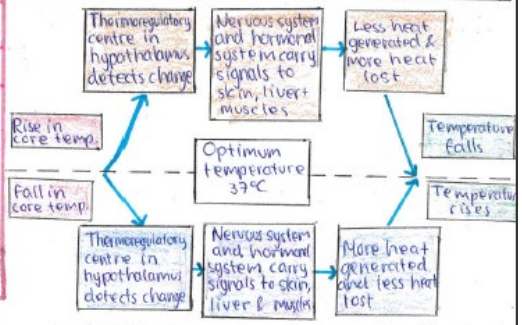
ATP used: 2
ATP made: 3
NADH made: 0
FADH made: 0
CO2 made: 0

Some good examples

COMMUNICATION - 4.1.1 : F

Endothermy

+	−
- constant body temp. - activity possible when external temp. is cool. - ability to inhabit colder parts of planet	- lots of energy used - more food needed - less energy used for growth



- controlling temperature by negative feedback

BODY COMPONENT	RESPONSE IF BODY TEMP. IS TOO HIGH	RESPONSE IF BODY TEMP. IS TOO LOW
Liver cells	Rate of metabolism reduced; less heat generated	Rate of metabolism increased; more heat generated
Hairs on the skin	Hairs lie flat, providing little insulation.	Hairs raised to trap air close to the skin
Lungs, mouth and nose	Panting increases evaporation of water from mouth and lungs.	No panting so less water evaporation
Sweat glands	Increased sweat production using heat from body to evaporate	Decreased sweat production
Arterioles leading to capillaries	Vasodilation allows more heat to radiate from the blood.	Vasoconstriction reducing blood flow to surface of skin
Skeletal muscle	No spontaneous contractions	Spontaneous contractions generate extra thermal energy

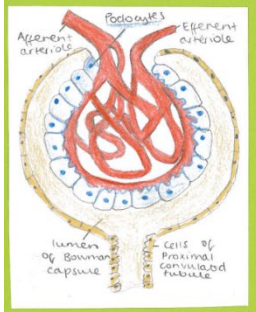
TOO HOT	TOO COLD
Remain inactive and spread out limbs to increase surface area	Move about to generate heat or in extreme cold roll into a ball to reduce SA.
Orientate body to decrease surface area exposed to the sun	Orientate body to increase surface area exposed to the sun
Move into shade or hide in a burrow	Move into sunlight to bask

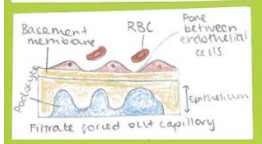
Ectotherm temperature regulation

Adaptation	What it does	Example
Expose body to sun	More heat absorbed	Snakes Locusts
Orientate body away from sun	Lower S.A. exposed + less heat absorbed	Locusts
Hide in burrow	Reduced heat absorption	Lizards
Alter body shape (e.g. expand/contract ribcage)	Exposes more or less S.A. to the sun	Horned lizards
Increase breathing movements	Evaporates more water	Locusts

ULTRAFILTRATION

The kidney filters out waste products from the blood plasma which are excreted in the urine. The afferent arteriole which supplies the glomerulus (a network of capillaries in close contact with the Bowman's capsule) has a larger width than efferent arteriole ⇒ largely increased pressure inside glomerular capillaries than efferent, forcing fluid through the blood capillaries into renal capsule = ULTRAFILTRATION.





→ FILTRATION PRESSURE

The blood flowing through the afferent arteriole is at high pressure + due to the small width of efferent, a burst of pressure forces molecules within the blood through the glomerular capillaries into the Bowman's capsule.

The materials pass through pores in the endothelium. The endothelial cells line the basement membrane of the Bowman's capsule (made of collagen + other glycoproteins + fibres). Podocytes, epithelia cells of the capsule have projections called major processes ensuring there are gaps between cells. Fluid can flow between these cells into the renal capsule.

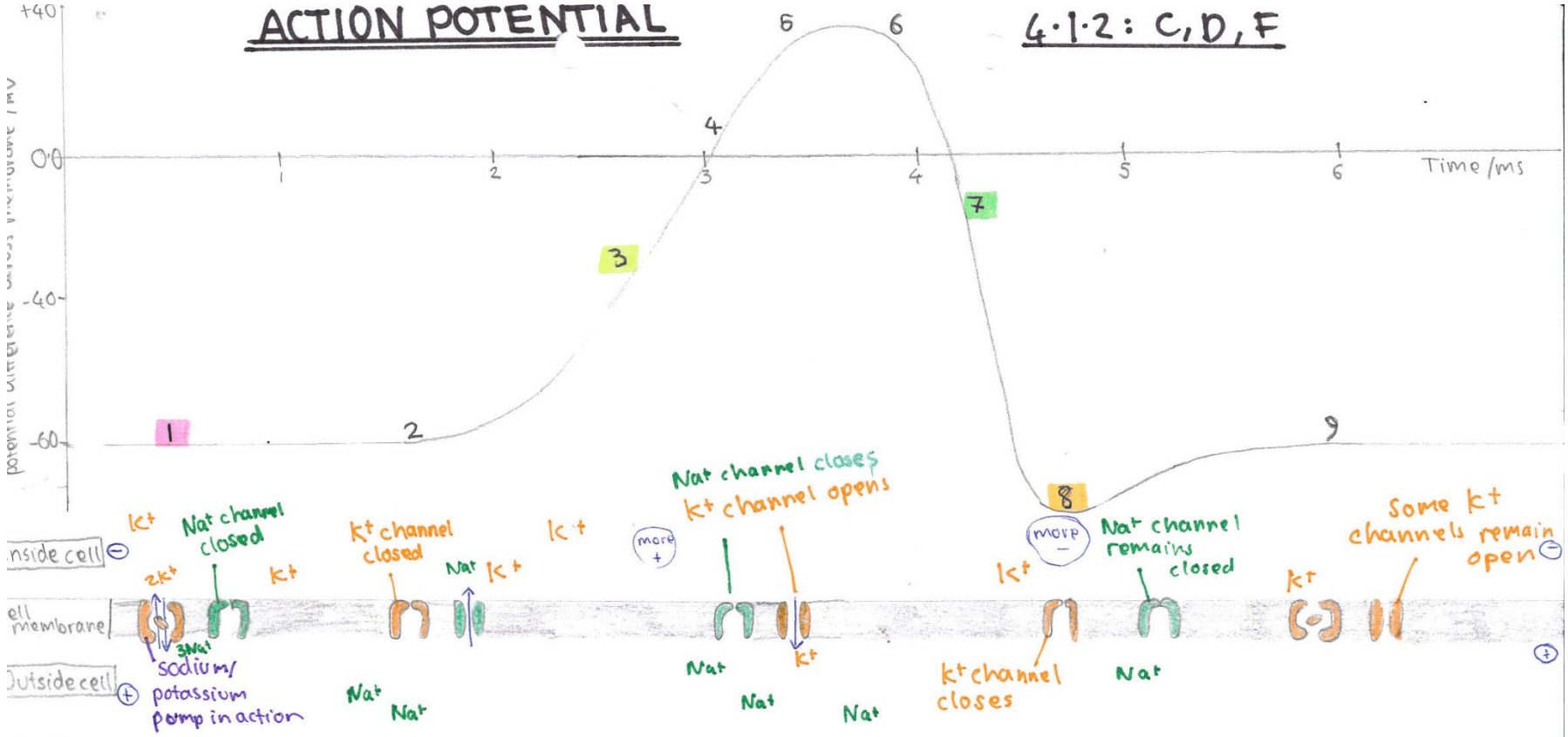
Each layer (endothelium, basement membrane + epithelium) are adapted to allow passage of these substances:

- Endothelial cells have gaps between them + substances can dissolve through. - Basement membrane - consists of collagen fibres which act as a filter, preventing large molecules (69,000 + RMM)
- Podocytes have major processes to keep gaps between cells.

Not all substances are removed from the blood plasma + into the glomerular filtrate. Molecules of H_2O, glucose + urea + amino acids + ions are removed from the blood plasma + filtrated into the nephron. The majority of proteins are too big to fit through the gaps in the basement membrane + remain in the blood, eg. RBC

ACTION POTENTIAL

4·1·2: C, D, F



1	2	3	4	5	6	7	8	9
Membrane polarised, with inside −60mV compared to outside, 3 sodium ions out for every 2 ~~HA~~ potassium ions in by sodium-potassium pumps using ATP.	Sodium ion channels open and some sodium ions diffuse into the cell.	Membrane depolarises - less negative with respect to outside and reaches threshold value of −50mV. Sodium influx.	Voltage-gated sodium ion channels open and many sodium ions diffuse in. As more sodium ions enter, the cell becomes more + charged inside.	Potential difference across plasma membrane reaches +40mV. Inside +.	Sodium ion channels close, potassium ion channels open	Potassium ions diffuse out of the cell, bringing pot. dif. back to more − inside. Repolarisation.	The potential difference overshoots slightly, making the cell hyperpolarised	Original pot. dif. restored, cell returns to resting rate. Refractory period - possible to stimulate membrane to another act. pot. Allows cell to recover.

ULTRAFILTRATION

afferent arteriole (wider) → glomerulus (high pressure) → efferent arteriole (thinner)
↳ pushes fluid → Glomerulus

- Capillary endothelium:
  - narrow gaps between cells ∴ blood plasma & dissolved substances can pass through
- Basement membrane:
  - fine mesh (collagen fibres & glycoproteins)
    ↳ = filter to prevent passage of large molecules ∴ most proteins + all blood cells remain in glomerulus capillaries.
- Podocytes: (ensure there are gaps between cells)
  - epithelial cells with major processes (finger-like projections)
- What is filtered out?
  - water
  - glucose
  - inorganic ions
  - amino acids
  - urea
- What is left in the capillary? - blood cells
  - proteins: give blood low Ψ, ensuring that some fluid stays in the blood

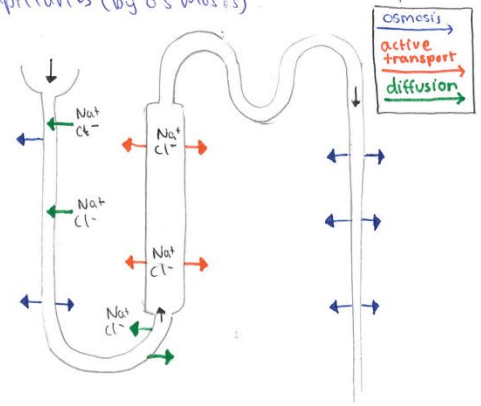
SELECTIVE REABSORPTION

- 85% of filtrate absorbed in proximal convoluted tubule which has a specialised cell lining:
  - microvilli: increase S.A.
  - co-transporter proteins: allow facilitated diffusion of glucose or amino acids in association with sodium ions
  - sodium-potassium pumps (sodium out, potassium in)
  - mitochondria - many, producing lots of ATP

PROCESS:
1) Sodium-potassium pumps remove sodium from cells lining tubule → reduced conc. of sodium ions in cell cytoplasm
2) Sodium ions → cell with glucose/amino acids (facilitated diffusion)
3) Glucose & amino acid conc. rises & they diffuse → tissue fluid on opposite side of cell
4) Tissue fluid → blood → carried away
5) Reabsorption (of salts, glucose & amino acids) → reduced Ψ in cells and increased Ψ in tubule fluid ∴ water enters cell & is reabsorbed by osmosis → blood.
6) Larger mols (e.g. small proteins) reabsorbed by endocytosis.

LOOP OF HENLE

- DESCENDING LIMB (descends → medulla)
  - deeper the fluid descends, the lower the Ψ due to:
    - loss of water by osmosis to tissue fluid
    - diffusion of sodium and chloride ions from tissue fluid → tubule
- ASCENDING LIMB (ascends → cortex)
  - as fluid ascends, Ψ becomes higher as:
    - at base of tubule, sodium & chloride ions diffuse out → tissue fluid, higher up, they are actively transported out.
    - wall of ascending limb: impermeable to water (water cannot leave tubule)
    - fluid loses salts, but not water, as ascending ↳ medulla (high salt conc, so low Ψ)
- ∴ water reabsorbed from urine in distal tubes & collecting ducts. Amount depends on needs of body, ∴ kidney: organ of osmoregulation
- hairpin countercurrent multiplier system = arrangement of loop of henle to increase efficiency of salt transfer
- COLLECTING DUCT
  - distal convoluted tubule (active transport adjusts salt concentrations) → collecting duct (as tubule fluid moves down collecting duct, water moves → surrounding tissue → blood capillaries (by osmosis)) → medulla → pelvis



OSMOREGULATION

= control of water & salt levels in body

WATER INPUTS:	WATER OUTPUTS:
- food	- urine
- drink	- sweat
- metabolism	- water vapour in exhaled air
	- faeces

- ALTERING COLLECTING DUCT PERMEABILITY
  - walls respond to level of antidiuretic hormone (ADH) in blood
  - cells in wall have ADH receptors, which, when bound to ADH, result in chain of enzyme-controlled reactions in the cell → vesicle containing water-permeable channels → cell surface membrane (aquaporins) → walls more permeable to water
    ↳ more water reabsorbed by osmosis
  - Less ADH: cell surface membrane folds in & creates new vesicles, removing aquaporins from membrane
    ↳ less water reabsorbed.
- ADJUSTING ADH BLOOD CONCENTRATION
  - Blood Ψ monitored in hypothalamus by osmoreceptors
    ↳ respond to effects of osmosis:
    - low Ψ: osmoreceptor cells lose water by osmosis → shrink → stimulate neurosecretory cells in hypothalamus

Specialised neurones that produce & release ADH; manufactured in cell body of cells in hypothalamus → axon → terminal bulb (in posterior pituitary gland)

after release stimulated by action potential initiated by neurosecretory cells, ADH → blood capillaries through posterior pituitary gland → body → acts on cells of collecting ducts → blood Ψ rises → less ADH released

ADH slowly broken down: half-life = 20 mins

Notes

- This is all about *thinking*, understanding the work and learning to express it in ways that are not simply recalling a text book word for word.
- Every research paper on this topic agrees that it is the only way to both retain knowledge and understand it
- The exam papers ask the students to apply knowledge they have to unfamiliar situations. The best way to be able to do this is to approach their work from so many angles that they can learn to draw connections between their work and what the examiner is actually asking.

Past Papers and Practice Questions

This is key to improving exam technique.

- Choose a topic using the syllabus
- Learn the work using active revision
- Try some exam questions on that topic. Use the books first.
- Use the mark scheme to go through the work and correct any mistakes
- Use the mark scheme to go back over your notes and make additions, in a Green Pen, on what the examiner expects of you.
- Re-learn the areas you did poorly on
- Test yourself without the books.
- Mark/annotate/revise.
- Reflect – do you need to go back over the topic? What isn't working? What can you do about it?

(iv) State the process by which molecules and ions, **other than water**, will move from the blood into the dialysate.

Diffusion [1]

(v) Suggest why the direction of flow of the blood and the dialysate is as shown in Fig. 4.3.

Maintains diffusion gradient

[1]

[Total: 14]

(c) Complete the following passage, using the **most suitable** term in each case:

ADH is a hormone that is produced by specialised nerve cells known as osmoreceptors cells. These cells detect changes in the water potential of the blood flowing through the hypothalamus. If the water potential of the blood is too low then ADH is released.

ADH is not secreted immediately into the blood but passes along the axon of the specialised nerve cells to the Posterior pituitary gland, from where it is released into the blood.

ADH acts on the cells of the collecting duct.

The ADH molecule attaches to receptors on the membrane of these cells and causes protein channels known as aquaporins to insert themselves into the membrane. Water passes through these channels by osmosis and a smaller volume of more concentrated urine is produced. [8]

(d) ADH does not stay in the blood indefinitely.

Suggest where ADH is removed from the blood **and** describe what then happens to the ADH molecule.

Broken down by liver / hepatocytes.
Deamination - amine group removed.
Ornithine cycle.
Broken down into urea and excreted.

[3]

2 Urine is a liquid that is composed of a number of different substances.

(a) Urea is one compound that is excreted from the mammalian body in urine.

(i) Name the organ that **produces** urea.

liver [1]

(ii) It has been observed that the urea content of urine is relatively high when a person eats an excessive amount of protein in their diet.

Suggest why a high intake of protein in the diet will be likely to result in a high concentration of urea in urine.

The liver removes the potentially toxic amine. The amine group forms toxic ammonia + converts to urea which is less toxic. Urea is transported to kidneys for excretion. The remaining keto is used for processes such as respiration.

High protein diet → excess amino acids → more deamination → More urea.

[3]

(b) Suggest what condition is indicated by the presence of glucose in a person's urine.

diabetes [1]

(c) (i) Pregnancy may be detected by testing a woman's urine.

State the substance that is being tested for in urine when a pregnancy test is carried out.

hCG hormone. [1]

High intake of protein → lots of amino acids → Amine removed → converted to ammonia → ammonia enters ornithine cycle → increased blood conc of urea

High conc urea = increases H_2O absorption from urine.

Module 4; Kidneys

1. Describe the following processes which occur during urine formation in mammals.

(a) Ultrafiltration

→ blood under high pressure in glomerulus

Molecular filtration in the glomerulus of kidneys. Some molecules are filtered out of the glomerulus blood into the renal capsule.

(2) (1)

(b) Selective reabsorption of glucose

→ in proximal convoluted tubule

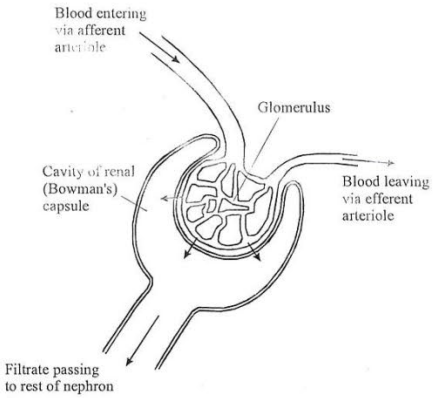
Absorption of certain molecules back into the blood from the fluid in the nephron tubule.

→ carriers in membrane; active transport

(2) (1)

(Total 4 marks)

2. The diagram shows part of a nephron from a mammalian kidney.



(a) Name the region of the kidney in which the renal capsules are found.

Cortex

(1)

(b) Describe and explain the process of ultrafiltration.

- high pressure of blood in glomerulus
- because afferent vessel wider than efferent
- small molecules forced out
- large molecules remain in
- basement membrane is a filter
- large pores in capillary walls

(4)

(c) Name one substance, filtered from the blood, that would be completely reabsorbed as the filtrate passes through the nephron.

glucose

(1)

(Total 6 marks)

3. Give an account of the structure of the kidney.

(Allow two lined pages).

(Total 8 marks)

4. The table below shows the typical concentration of four solutes (urea, glucose, sodium ions and potassium ions) in the filtrate produced in the Bowman's capsule and in the proximal convoluted tubule of a nephron (kidney tubule).

Solute	Concentration of solute / g dm^{-3}	
	Bowman's capsule	Proximal convoluted tubule
Urea	0.30	0.55
Glucose	0.10	0.00
Sodium ions	0.33	0.33
Potassium ions	0.17	0.02

(a) Explain how the filtrate is produced in the Bowman's capsule.

ultrafiltration

The blood in the glomerulus is under high pressure as the afferent vessel is wider than the efferent. This forces small molecules out of the capillaries, into the bowman's capsule; the basement membrane acting as a filter

(3)

(b) In the proximal convoluted tubule, large volumes of water are reabsorbed from the filtrate into the blood. Suggest why the concentration of sodium ions remains unchanged but the concentration of urea increases in the proximal convoluted tubule.

- sodium ions pumped out of tubule
- at same rate as water
- urea not reabsorbed

∴ increased ratio of urea to water

Other Ideas

- Flashcards – to keep on the student at all times. Take them out on the bus, in the corridor, on the sofa at home. Make the unfamiliar terminology part of everyday lexicon.
- Kerboodle
- Make games!
- Teachers – use them. Show them your work and ask them to give some tips on what else to add.
  - Make a list of questions you want to go through next time you see them, or even email it to them
  - Be proactive – come with a list of syllabus statements you want the teacher to cover.

The Syllabus looks like this

3.2.1.2 Structure of prokaryotic cells and of viruses

Content	Opportunities for skills development
Prokaryotic cells are much smaller than eukaryotic cells. They also differ from eukaryotic cells in having: • cytoplasm that lacks membrane-bound organelles • smaller ribosomes • no nucleus; instead they have a single circular DNA molecule that is free in the cytoplasm and is not associated with proteins • a cell wall that contains murein, a glycoprotein. In addition, many prokaryotic cells have: • one or more plasmids • a capsule surrounding the cell • one or more flagella. Details of these structural differences are **not** required. Viruses are acellular and non-living. The structure of virus particles to include genetic material, capsid and attachment protein.	

3.2.1.3 Methods of studying cells

Content	Opportunities for skills development
The principles and limitations of optical microscopes, transmission electron microscopes and scanning electron microscopes. Measuring the size of an object viewed with an optical microscope. The difference between magnification and resolution. Use of the formula: $\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$ Principles of cell fractionation and ultracentrifugation as used to separate cell components. **Students should be able to** appreciate that there was a considerable period of time during which the scientific community distinguished between artefacts and cell organelles.	**AT d, e and f** Students could use iodine in potassium iodide solution to identify starch grains in plant cells. **MS 1.8**

Organisation

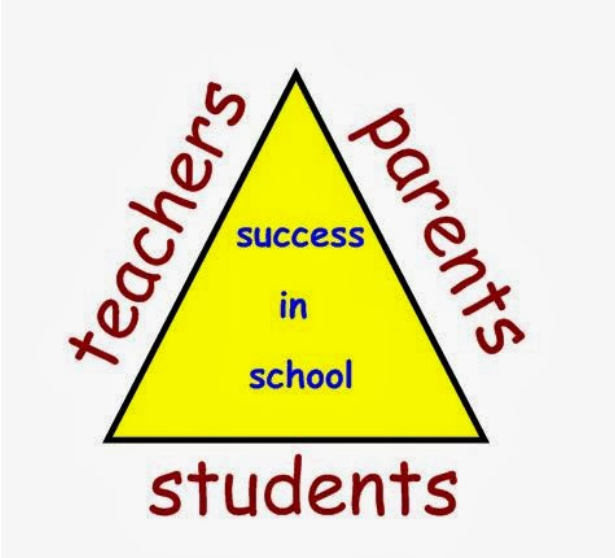
- Use the syllabus to split your work into bite sized chunks.
- Decide what sections you will revise.
- Actively learn the work
- Test.
- Correct
- Re-learn based upon mistakes
- Re-test
- Correct
- Evaluate.
- Determine the next activity for the next day.
- The next day, test on previous work first.

Linear Learning

1. **Knowledge –** Flashcards/notes and revision materials throughout the course. Knowledge Mats.
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.

Assessment, Reporting and Exams

Parental support is 8 times more important for your child's success than any other factor. Being aware of what is going on in school is the first step.



- **Starting Points.**
- **UHS Target Standards.**
- **Progress**

Targets

- Students have already begun their GCSE courses.
- These will be issued this term ahead of the Academic Review Day. FFT targets will be used as the basis of our system set using national data
- 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

- These are fine graded into the same subdivisions we used at KS3
- Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end)
- Health and Social Care is a L2 Btec
- Vocational L2 courses are equivalents 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

Standards of Attainment

- GCSE gradings in all GCSE subjects
- Vocational Courses are Graded with GCSE equivalencies
  Distinction*/Distinction/Merit/Pass/Fail

What do the grades mean?

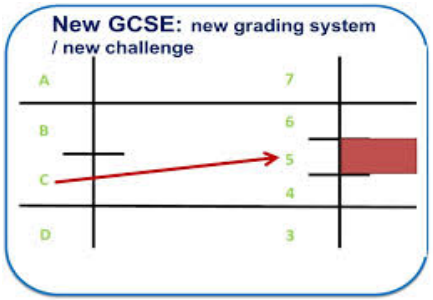
- Grade 4 as the standard pass indicate a Pass
- Grade 5 grade which will be the expected threshold for year 10. (GOOD PASS)
- Grade 5 equates to the top grade C bottom Grade B of the old system.
- Broadly Old Grade C Converted to grade 4 'PASS'

Grade 5 is called 'GOOD PASS'

- Grade 7 old grade A and 8 an A*.

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

Grade 1 is the bottom awarded grade above a U.



What do the grades mean?

You need to pay careful attention if you daughter is in the Vulnerable Zone (3p to 4d and 4p to 5d)

Effort grades are self explanatory

Outstanding
Good
Requires improvement
Poor

Levels and Expected GCSEs

Ks2 Scores have GCSE Equivalencies:

At Age related expectation at the end of KS2 equates to 100 point score

These students if still at Age related expectation at the end of KS4 would achieve at least grade 5. **GCSE Grade 5 minimum**

- 105+ to Grade 6/7
- 114+ 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

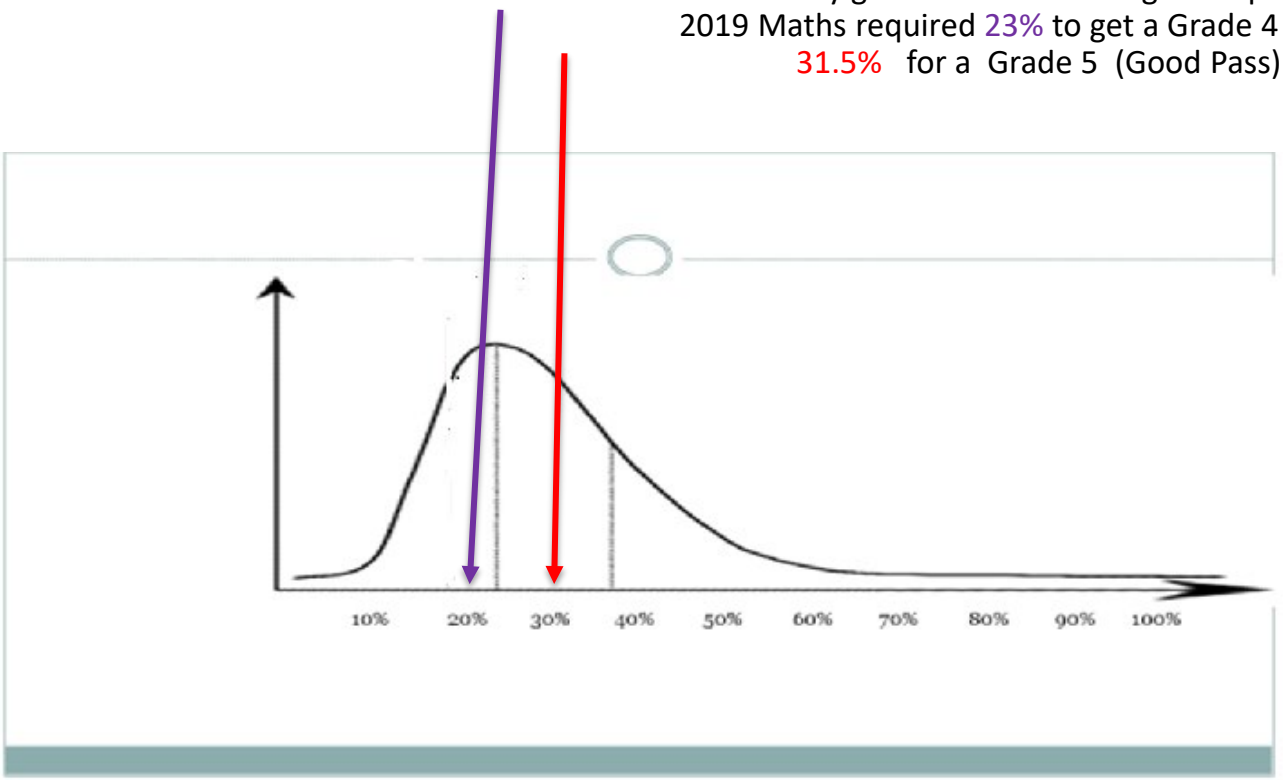
Exams are linear style with only limited subjects still having Non-Examination Assessment elements. Art, Drama, DT, PE, MFL

There are no early entry GCSE examinations with exception of second languages.

Maths, Science and Languages are the only tiered Exams with grades 4 and 5 available through both Higher and Lower Tiers.

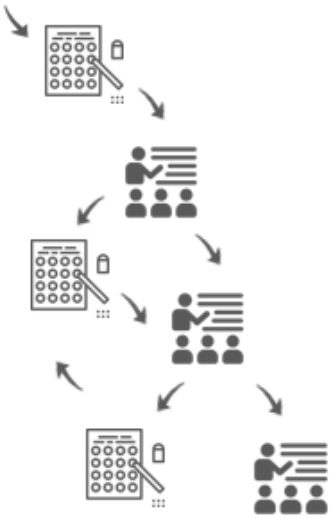
Exams

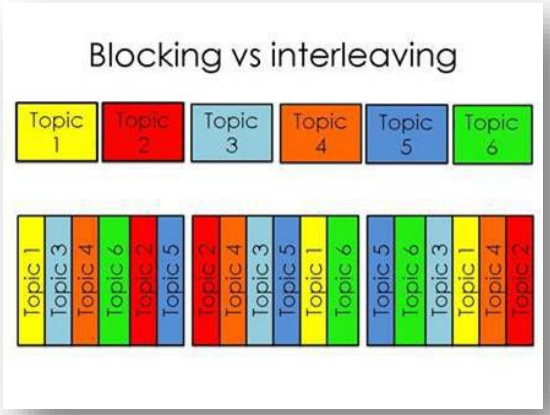
Every grade Matters! In Higher Paper
2019 Maths required 23% to get a Grade 4 (PASS)
31.5% for a Grade 5 (Good Pass)



Interleaving

"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!*

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

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 Jefferies and Mrs O'Connor
- Interventions 1:1 in English and Maths. When required - Small groups in Science.

Accessing the Information

- 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.

Assessing, Reporting and Recording

Autumn A EMB. Test/Assess Week 26th Sept. Therapy and Challenge Week 3th Oct. Grades entered Summative grade Reported
1st Academic Review Day 20th Oct P5/6 & 21st October P1-5 (Parent/Student –Tutor Meeting)
Autumn B EMB Test/Assess Week 14th Nov. Therapy and Challenge Week 21st Nov
Grades reported only through student books not reported on Progresso

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Spring Term A EMB Test/Assess Week 16th Jan. Therapy and Challenge Week 23rd Jan
(Reports Available online Progresso) **Half Yearly summative grade Reported**
Spring Term B EMB Test/Assess Week 27th Feb. Therapy and Challenge Week 6th March
2nd Academic Review Day; 30th March P5/6 & 31st March P1-5 (Parent/Student –Tutor Meeting) Full Reports Distributed

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Summer Term; Test/Assess Week 8th May. Therapy and Challenge Week 15th May
(Reports Available online)
Week of June 19th – End of Year exams.
July 12th – Parents Evening.

Student Voice

Your daughter's views and feelings about school are important to us.

Throughout the year we survey students regularly on the following areas:

1. Teaching and Learning
2. Wellbeing
3. Racial Justice & Sense of Belonging

The data and comments from these surveys is used for school improvement.

Your daughter can also contribute to student voice by being a member of our Year Group Consultative groups or Student Council.

Enrichment

- It is our expectation for all students to be involved in extra curricular activities.
- Tutors will monitor their extra-curricular in order to help students who may find it challenging to engage.
- A link to the enrichment programme can be found here.
- Enrichment - Ursuline High School
- Please go through with your daughter to identify enrichment she would like to engage in!

A sample of enrichment opportunities

- Computing
- D&T Club
- Irish Dance
- Language Clinic
- YSVP
- Choir
- Critical Thinking Club
- Football
- Maths Club

- Netball
- Student Leadership
- Orchestra
- School Council
- Chaplaincy
- Chess
- Drama
- MFL Singing Club
- Homework

Behaviour Management

Students are rewarded for

- Demonstrating the school's Core Values
- 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

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.

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

You can monitor your daughter's rewards and sanctions on Progresso

Anti-bullying Policy

UHS Process for dealing 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

Social Media in Year 10

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other students
- Tempted to say unkind comments
- Unable to move past comments online
- We ask that parents ensure that access to any social media platforms is age appropriate
- If students do use social media, 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 is we all do the same.

School Ethos

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.

The Serviam Passport

- Students record their participation and contributions to the Catholic ethos on their Serviam 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 passport is a testament to your daughter's commitment to our ethos and her engagement in the wider life of the school

The App

CONFIDENCE	RESILIENCE
CURIOSITY	LEADERSHIP
COMMUNICATION	PROBLEM SOLVING
RESPECT	MORAL COMPASS

- Our ethos, values, and curriculum enable students to develop positive character traits that will contribute to their success in life beyond school.
- The 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

The House System

Activities across the year, both physical and virtual that promote team work, communication, independence and healthy competition.

Aims:

- Smooth transition from Primary School.
- Create sense of belonging – Micro communities, integrate with other year groups.
- Create roles of responsibility and Link to Student Leadership.
- Healthy competition
- Confidence and Respect for others
- Benefit from Role Models
- Positive relationships with staff

Safeguarding Team

Ms Michelle Alexander
Assistant Headteacher
Designated Safeguarding Lead

Ms Rachael Gilmore
Mental Health Lead
6th Form Designated Safeguarding Lead

Ms Jo Wild
Wellbeing Co-Ordinator
Safeguarding Officer

Ms Sarah McCourt
Year 7 & 8 Pastoral Assistant
Safeguarding Officer

Ms Kerry Connor
Assistant Headteacher Ethos

Ms Rachel Donohue
Acting Assistant Headteacher
Behaviour

Wellbeing

Extra support in school for families

- School social worker
- School Counsellor
- School nurse
- Educational Welfare Practitioners (anxiety, low mood, sleep hygiene)
- Care co- Ordinator- Support students accessing CAMHS

Attendance and Punctuality

- The government have set clear guidelines for schools to ensure attendance is a key focus and the attendance rates across the country are back to pre covid times. Therefore all schools must ensure that students are in school learning.
- Attendance to school is compulsory and students must be in school every day to ensure their learning is not affected.
- The school target is above 96% and all students must aim to be above this for the whole year
- If your daughter is below 90% is she is classed as a Persistent Absentee and she will be placed on a PA plan that is monitored by her tutor
- Any holidays in term time will not be authorised any if taken you will be referred to the Educational welfare team and a possible penalty fine maybe be granted.
- Any medical appointments must be arranged out of school hours however for urgent cases we would require medical evidence to authorise the absence.
- Punctuality is monitored daily and consequences are in place for those who are persistently late.
- 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.

Equalities, Diversity and Inclusion

The Ursuline Have a clear policy on inclusivity and we respect all of the protected characteristics. We ensure that students voice and acting on their feedback is part of building a cohesive community.

Students of UHS asked to celebrate LGBTQI rights and so we have put dedicated month every year in February and a safe space group for students to attend and discuss key issues.

Students wanted to learn more about Gender equality and therefore embedded this into the PSHEC curriculum ensuring this is co-constructed with the students. We also added Sociology to the GCSE curriculum to give students more knowledge and time to discuss these topics. The sixth form were also given a project on gender equality to research and present their finding back to the leadership team so we can take action on any findings.

Anti-Racism

- **The school is clear in its mission to be a proactively anti-racist school.**
- We have reviewed our curriculum to encompass a diverse and wide range of sources, scholars, authors and role models that reflect the great diversity we have within our school community.
- We have built in to units of study across the year groups and subjects, opportunities for students to share their own cultural identity and to learn more about the world by hearing others
- We have devised engaging and exciting learning opportunities across the school during Black History Month, Hispanic Week, Asia Week, India Week that allow our students to explore cultures from all around the world
- We have a long established and exceptionally popular Multicultural Evening which showcases our students cultural identities and celebrates diversity
- A robust and rigorously implements Anti-racism policy and procedures for managing incidents.
- And our work towards being an anti-racist school is supported, monitored and challenged by a TaskForce of staff, students and parents as well as school leaders and governors.

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.

Statistics from MentorUK website

Drugs Education

As you can see through the PSHEC curriculum Drugs education is part of what we teach. At the Ursuline we are aware of the harm that drugs can do to individuals, families and the community.

- Our Policy is contributing to the national drug strategy and Merton's corporate drug strategy.
- We are committed to the health and well-being of the whole school community
- We are aware of the continuous changes to the drugs scene both locally and nationally and will continuously review our policy to reflect this.

Drug Test

This may be done at the Head Teacher's discretion. If a student is believed to be under the influence of an illegal substance the Headteacher has the right to use a urine test to conclude whether the student has taken an illegal substance. The Parent/ Carer of the student will be informed that this is happening. The Parent will be informed of the result and if positive will be asked to pick up the student from school immediately. A sanction will be given according to the school's behaviour policy and an immediate referral made to Catch 22.

Any Concerns?

Reporting concerns at UHS

Inform a trusted adult on either site

Trusted adult will need to pass information to the Designated Safeguarding Lead (see photos in presentation) or a member of the safeguarding team. They will decide on next steps.

You may be asked for a statement of for a follow-up conversation. At all times we will ensure your wellbeing and needs and wishes are met

If the young person is at risk then Social services will need to be involved and they will advise school on the next steps. It is at this point they will carry out an assessment and not school.

We may involve your parents if you are at risk and they need to put measures in place to protect you as a young person.

We would then check in with the young person and ensure they are getting the correct support and review this with them

Sexual Harassment and Violence

All disclosures by a student, staff or parent will be treated as serious

They must be reported to DSL Mrs Alexander or Safeguarding Team

Headteacher is informed and parent is informed if appropriate

DSL begins to gain insight to the incident and will speak to the student who has disclosed

PC Gunn will be informed and can put an anonymous police report or named police report

Social services may be alerted, and they will decide what is the next step and what part school will play to keep the young person safe

School will offer pastoral support and services in school as well as referral to specialist support agencies

Parents will be invited into school to meet and discuss next steps and support

UHS Procedure for dealing with Sexual Harassment or violence disclosures

- **Rape Crisis** Rape Crisis England & Wales
- **Childline** www.childline.org.uk provides free and confidential advice for children and young people.
- **The Havens** 02032996900 The Havens Urgent advice / appointments
- **London Survivor's Gateway** https://survivorsgateway.london/service-map/ - local services directory
- The Survivors Trust- Free helpline and resources on helping yourself

Understanding Social services involvement and other multi-agencies. Social services advice will inform school whether to inform family and student, depending on what is deemed safe ad necessary. Social service will then investigate, and school must share this information to keep the young person safe.

Student gets support from Police. If you do not want the person named and you do not want to be named, then an anonymous crime report can be filed. This can be updated and changed at any point.
A Sexual Offences Investigative Techniques Officer will often be available for students to speak to.

Pupil Premium / Free School Meals

The rising cost of living is well documented. The pressures on parents and families are at an all time high.

We urge all parents who have experienced any change of circumstance to check if they qualify for extra help from the government through the **Free School Meals** scheme. If your daughter qualifies then she will receive daily credit to her account for use in the school canteen.

In order to check if you qualify you must fill in an online application at:
https://self.merton.gov.uk/service/Pupil_Premium_and_Free_School_Meals_application

Please note that this form applies to all schools that are in Merton and does not require you or your child to be a Merton resident to apply.

The application only takes a few minutes to complete and we strongly recommend applying even if you are not sure.

Financial circumstances should never be a barrier to students participating in all that we offer at UHS, so please contact the school if you are struggling with home finances, food or any other costs.

There is a range of help we can offer, as well as putting you in touch with relevant partner agencies where applicable.

Contact the Head of Year, or Mr Glavina – Assistant Headteacher
tom.glavina@ursulinehigh.merton.sch.uk 02039083194

Where Can I Get Practical Advice?

- www.childnet.com
- www.saferinternet.org.uk
- https://www.tigermobiles.com/2015/05/how-to-protect-your-children-on-their-smartphone/
- https://www.internetmatters.org/

Further Parental Support

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Student Leadership and Enrichment

Student Leadership

Times will be arranged with the staff member allocated to the group.

Year Group: Y7-11

Staff Contact: Paul Williams
paul.williams@ursulinehigh.merton.sch.uk

Description:
Students will work on leadership opportunities in the following areas:

- Digital Learning
- International Links
- LRC
- Public Speaking
- Science
- Sports
- The Arts
- The Community
- The Environment
- The Media
- Teaching and Learning

Skills required: You will be able to work individually and as part of a team; you will need to show initiative and be willing to share ideas and to listen to others' ideas. Commitment and a desire to develop an area of the school.

Enrichment Activities
KS3 Autumn Term 2022

Enrichment & Extra Curricular:

There are opportunities for students to get involved in extra-curricular clubs and activities spanning a wide range of curriculum subjects and beyond.

These offer great opportunities for encounter, confidence building, teamwork, etc.

Student Leadership and Enrichment

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	YSVP (Teams – BREAKTIME) KS4 Language Clinic (M6, M7, M9)	Computing Club (B2) Concert Choir (Chapel) Year 9 DT Club (B2)	KS4 DT Club (B2) Critical Thinking Club	Morning Chess Club (7:45-8:30) Chaplaincy Team (Teams – BREAKTIME) MFL Singing Club (M10) Gospel Choir (Chapel) MFL Culture Club (M10)	

Student Leadership and Enrichment

Time	Monday	Tuesday	Wednesday	Thursday	Friday
After School	School Production Rehearsals Irish Dance Club Senior Football	Senior Drama Club (A5) GCSE Music Twilight (by invitation) Wimbledon BBG Trials	Orchestra (A4) School Production Rehearsals School Council (Teams)	Surrey Schools Football Fixtures Year 10/11 Netball Matches	School Production Rehearsals Dance Bites Skate-boarding Club GCSE PE Rock Climbing Club Cross Country

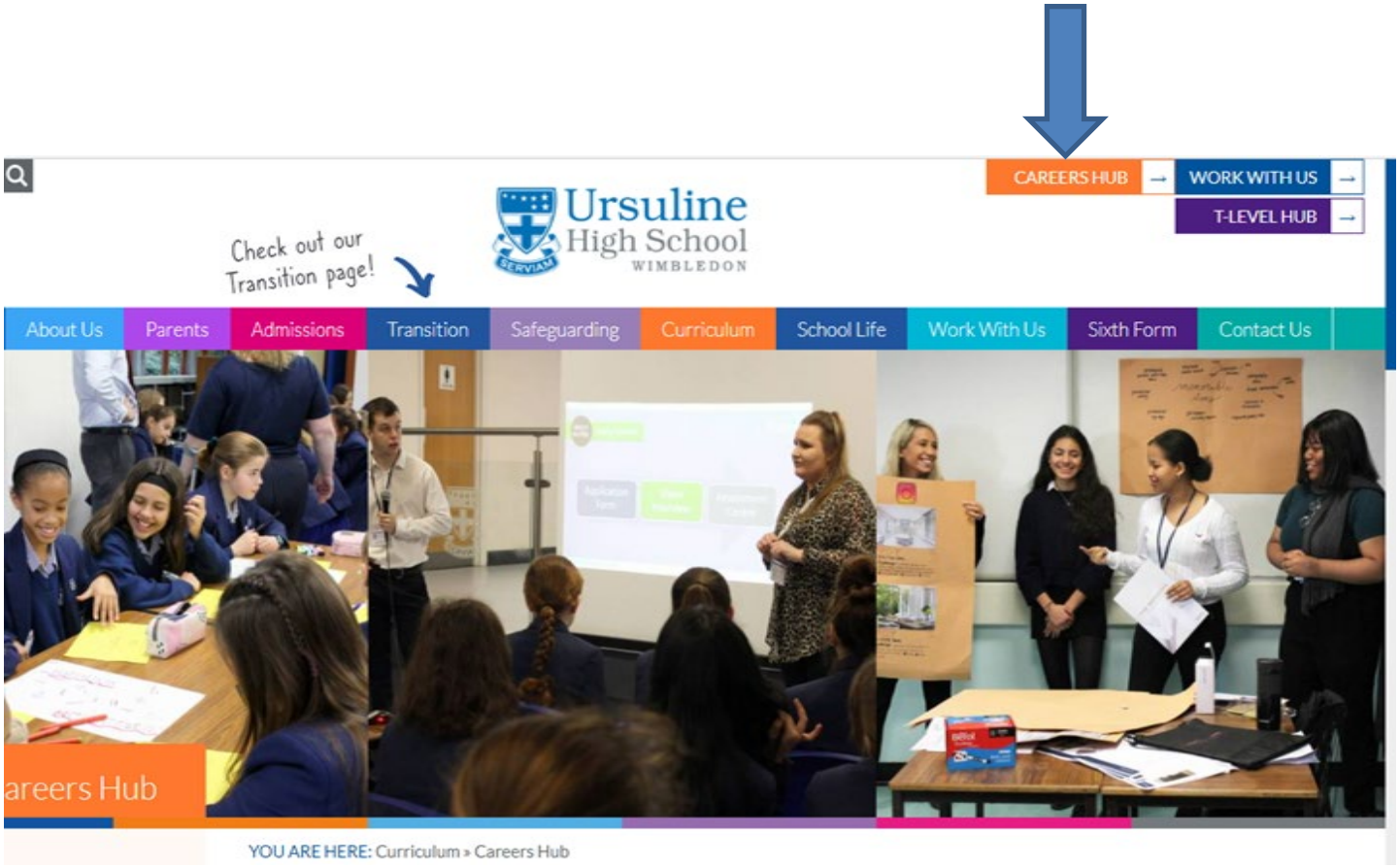
Careers – Key Staff

- **Mr Barton – Assistant Headteacher T Levels and Careers**
- **Mrs Ryan – Careers Lead**
- **Mrs Milne – KS3 and KS4 Careers Advisor**
- **Mrs Hoban – Careers Officer**

Year 10 Careers Programme – Explore

- Hear about different job roles, job families and industry sectors during assemblies and the E-Careers Library accessible via your Year Group on TEAMS
- Participate in careers workshops -problem solving and public speaking challenges (Capture The Flag, Jack Petchey & National Grid Energy Challenge)
- Hear from employers and apprentices during National Apprenticeship Week (February 2023) & National Careers Week (March 2023) to develop an understanding of how the curriculum links to different career pathways
- Lunchtime Careers Talks – All students invited. Find out more about sectors and school leaver opportunities such as Green Careers, careers in the Media and Creative industries and STEM, working in the world of business, plus more…
- Careers in the curriculum – Hear through careers talks, activities, guest speakers and your subject teachers, how the skills and knowledge you develop in different subjects relate to a wide range of career paths
- Attend Wimbledon Bookfest-Literary Festival to hear about different authors' careers and develop key employability skills through taking part in competitions and activities.
- Exploring Post 16-18 Pathways – Hear from College, University and Apprenticeship providers, complete a sixth form taster day and attend an interview with an SLT member to discuss your future study and career interests
- All students will have access to, and taught sessions on, UNIFROG – the on-line careers software to explore interests, skills and qualities and how they may be suited to different jobs, careers, university courses and apprenticeship pathways. It's the A-Z of online Careers Resources

UHS Careers Hub – School Website



UHS Careers Hub – Home Page

Parental Engagement

- Academic Review Days:
  - 20-21st October 2022
  - 30-31st March 2023
- Parents' Evening:
  - 12th July 2023
- Sixth Form Transition Evening:
  - 8th March 2023
- Tutor / Teacher / HoY / PSA / SLT Contact as required.
- Effective use of the school planner.
- Progresso – Rewards, Sanctions, Progress & Attainment

Things to Look Forward To

- Black History Month Speaker Author Rene Germain, 28th September
- Year 10 Student Leader Applications, 30th September 2022
- Year 10 Art of Learning Wimbledon Partnership Workshop; Kings College, 30th September 2022
- Talk from Fraser Nelson, Founder of Under Exposed Arts, 12th October
- Year 10 National Grid Energy Challenge, 9th November
- GCSE Field Trip to Juniper Hall, 22nd March
- Multicultural Evening, 23rd March
- Year 10 Science Trip to Camino de Santiago, 10th April
- Year 10 Chaplaincy Retreat to Desenzano House, 25th May
- Year 10 Visit to Jewish Synagogue, 29th June
- Year 10 Taster Day for Sixth Form, 3rd July
- UHS Fest Week 2023

Key Dates

- Autumn Term Academic Review Day, 20-21st October 2022
- Year 10 Parents Evening, 12th July
- Spring Term Academic Review Day, 30-31st March
- Year 10 Parents' Revision Evening for Internal Exams, 23rd May
- End of Year Exams Begin, 19th June
- Year 10 Celebration, 13th July

Contact Details

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Thank you for your time this evening!

Questions?

Q & A