



**URSULINE HIGH
SCHOOL**

Welcome to
Year 11
Information
Evening

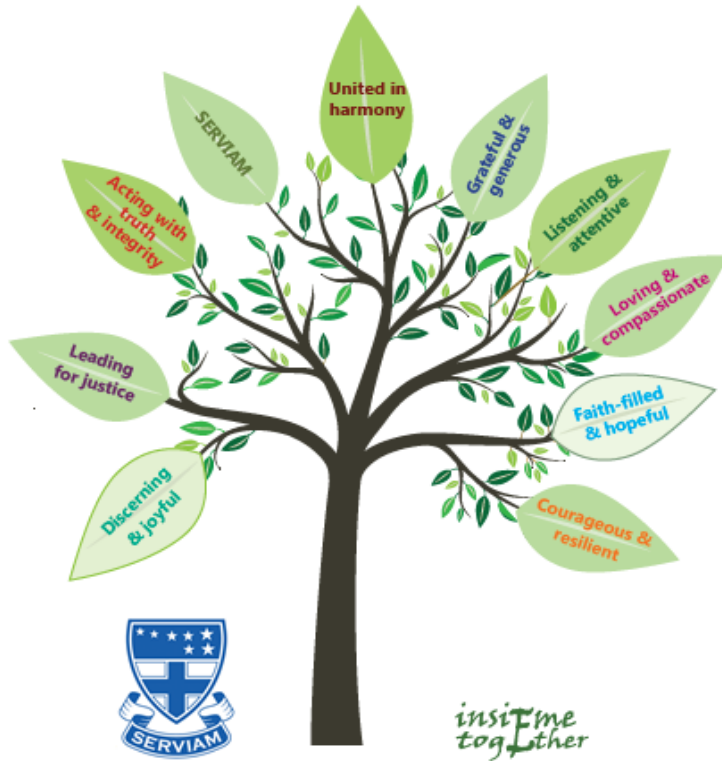


Welcome

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 lives**



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



Sixth Form: Progression and Transition

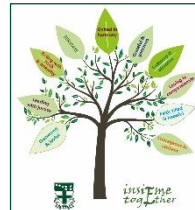
Mr B Barton

Assistant Head teacher KS5



What sets the Ursuline Sixth Form apart?

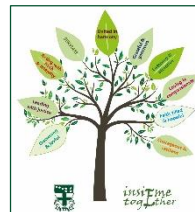
- *Considered coursing*
- *Independent Careers advice*
- *Dedicated Oxbridge and Medics co-ordinator*
- *Links with Universities*
- *Enrichment*
- *Societies*
- *Extensive extra curricula*
- *Independent Learning*
- *Personal tutor*
- *Focus on wellbeing*
- *Continued PSHE*
- *Faith Development*
- *Career programme*
- *Work Experience (Yr11)*
- *Work Shadowing (Yr12)*
- *Learning Resource Centre*



Staying on at the Ursuline

What do students say:

- *'I'm so pleased that I stayed on at the Ursuline from Year 11 because the teachers knew me and knew how to best support me.'*
- *'The careers advice and support that I have had all throughout the school continued in year 12 and 13 and I got personal support in my future choices.'*
- *'I am really enjoying the Ursuline because all of the teachers and other students are so friendly and I'm really happy.'*



Pathways

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

Pathway 1: At least eight GCSEs grades 9-5 (minimum of six grade 7 or above)	Students can opt to do 4 A Levels or 3 A Levels and EPQ
Pathway 2: At least eight GCSEs grades 9-4 (minimum of four grade 5 or above)	Students study 3 A Levels
Pathway 3: At least eight GCSEs grades 9-4 (with fewer than four at grade 5)	Students study two Level 3 BTEC qualifications and can study one A Level or a further Level 3 equivalent qualification.
Pathway 4: At least five GCSEs grades 9-4 (including grade 4 in English or Maths)	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.
Pathway 5: Fewer than five GCSEs grades 9-4 (below grade 4 in Maths and English Language)	Students follow the Level 2 Courses and retake both GCSE English and GCSE Mathematics.

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



Placement in a prestigious central London company

Grant available

Free laptop

Direct links with Roehampton University

Progression – direct into industry, apprenticeship or University

Entry requirements:

Five grade 5s

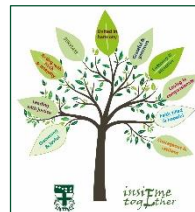
Including a minimum of
Grade 4 in English

Language and Maths

Enrichment

Non-examined timetabled activities to provide additional depth to students overall education and to offer additional value to their UCAS personal statement. Students experience this on a cycle to gain as much exposure to them as possible

- Covent Garden Challenge
- Serviam: Perseid School and Homeless
- World Religions
- Duke of Edinburgh
- Canon of English Literature
- Chemistry/Biology/Physics Gold Crest award
- English/Maths for Nursing/Midwifery
- (on application) Guardian: Young reporters' scheme

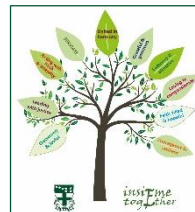


Year 11, 12 & 13 Societies

The societies are student led teams who create, organise and lead academic events for Sixth Form and year 11 pupils, based on the interest of the group.

Events could take the form of:

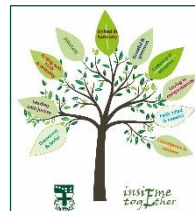
- A talk, debate, lecture or discussion involving current affairs and/or guest speakers
- Workshops led by experts in their field
- An academic enrichment event or trip (eg to a theatre, university or centre within their subject area)
- A charity/fundraising event
- Creation of a product such as a newspaper or media report



Extra curricular opportunities

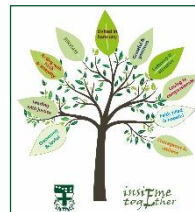
An extensive range of extra curricular opportunities:

- Community Service
- Peer Mentoring
- Crisis charity work
- Leadership Training
- School Council representatives
- Societies
- Mock Bar competition
- Prefect roles
- Ursuline Links-Social justice project
- Sixth Form Residentials – China, New York



Faith Development

- Faith Development Days
- Visits to local places of worship
- Daily prayers
- Weekly assembly
- Prayer services
- HCPT trip to Lourdes
- Charity/fund raising activities
- Masses
- Discussion & prayer groups with Mansell Road Group
- Serviam/community service programme including St Ann's school
- Commissioning of Eucharistic Ministers
- New Orleans Project
- Dallas Exchange
- Challenge in year 11 and 12
- National citizenship service



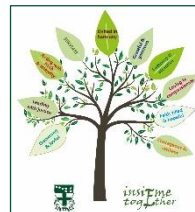
Two Year Career Programme

High Education

- Higher Education Day
- Parent Information Evening
- Visit UCAS Higher Education Fair and advertise University Open Days
- Student Finance and Budgeting activities
- Begin university application process
- Writing personal statements
- Supported by independent resources
- Dedicated Sixth Form Careers Advisor
- Dedicated Oxbridge and Medics Co-ordinator

Apprenticeships

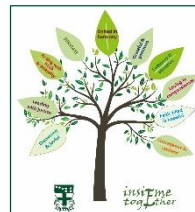
- Presentations on local apprenticeship programmes
- Guest speakers
- National Apprenticeship Service



University Destinations

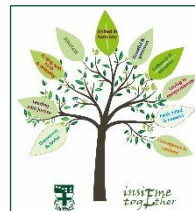
Successfully supported students in gaining places at a wide variety of universities

- **90%** of students successfully gained a place at university in 2019
- **34%** of students gained a place in a Russell Group University in 2019
- **44%** of students gained a place in a Sutton Top 30 University in 2019



Key Dates: Academic Year 2019/2020

October 2019:	Remaining students interviewed and offer letters sent
10 th October 2019:	Sixth Form Open Evening with Wimbledon College
1 st November 2019:	Deadline to confirm acceptance
23 rd January 2020:	Year 11 Parents' Evening
23 rd June 2020:	Year 11 student Transition Day with introductory classes for all chosen subjects



Key Dates: Summer term 2020

20th August 2020:

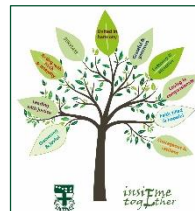
GCSE results day

20th & 21st August 2020:

Enrolment-student interviews to enrol on their course

September 2020:

Induction day





Assessment, Reporting and Exams

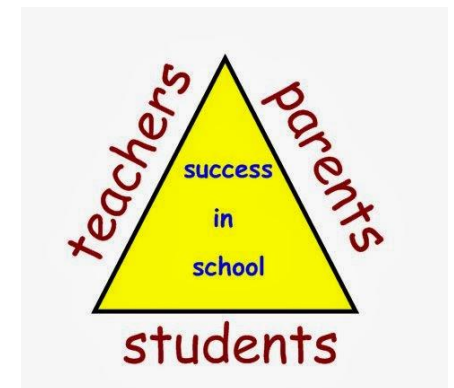
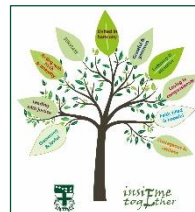
- Mr E Kelly
- Associate Head Teacher



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?)....

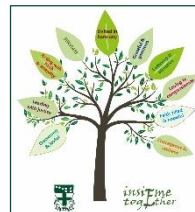
Parents

- Yes you can help!!!!
- Parental support is a significant component of success. Being aware of what's going on in school is the first step
- The GCSE Reforms are embedded now.



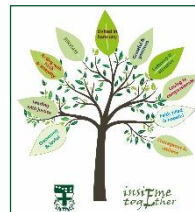
Targets

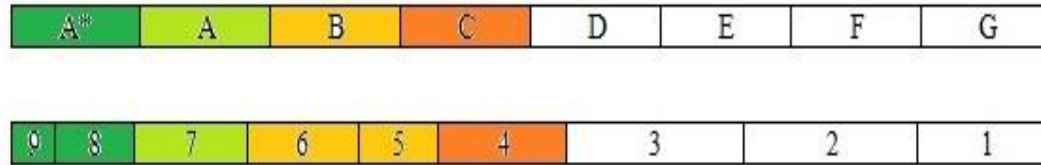
- Last year we issued Predictive GCSE targets.
- Targets are devised using FFT formula and they are not a Cap on ability.
- Grade 9s are not targeted, which does not mean they are not achieved or expected!
- **Targets are a support guide they are not limiting!**
- Revised targets
- Setting.



Levels and GCSEs

- Levels have GCSE Equivalencies:
- So students starting with KS2 Levels are minimum base line expected
- L4 students from KS2 will be expected to achieve **GCSE Grade 5 minimum**
- L5 to Grade 6/7 (but 5b and 5a KS2 should be Grade 8/9)
- L6 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





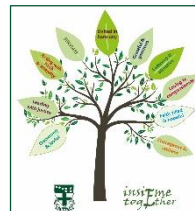
*Only top 3% of all students in England will achieve a grade 9

- Vocational Courses are Graded with GCSE equivalencies

Distinction*/Distinction/Merit/Pass/Fail

- Health and Social Care is a L2 Btec
- Child Care is CACHE. Level 2 Course graded A*-G

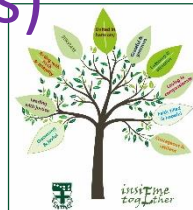
- All other GCSEs are graded 1 to 9, with 9 being the top grade. Fine graded to help understand position in the grade:



Proficient
Secure
Developing

What do the grades mean?

- Grade 4 is still the standard pass in 2019 and although this grade continues to indicate a Pass it is the Grade 5 which is 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 is the bottom grade



To make this work:



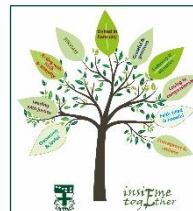
- Effort grades are self explanatory

Outstanding

Good

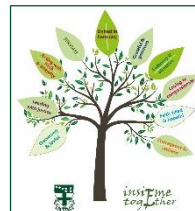
Requires improvement

Poor



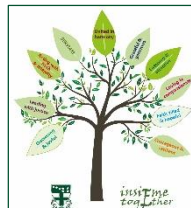
Exams, what's going on?

- 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,
- Formal Written GCSE Exams will be sat in May/June;
- Study leave in effect does not exist.



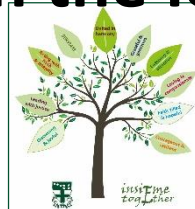
Controlled Assessment

- MFL Speaking Oral Assessment **25%**. Health and Social Care Btec **60%** , Drama **60%** , Music **60%** , Food Preparation & Nutrition **50%** , Art **40%** , PE **40%** , Design Technology **50%**
- CACHE Child Development **94%**.
- -----
- All Science has 9 Required Practical's - Contribute **0%** to the GCSE but questions relating to this appear in the exam.
- English. Required Spoken language Controlled Assessment. Compulsory but contributes **0%**
- -----
- Geography Controlled Assessment Replaced by required Field Visits and Unit 3 exam is an Assessment of this.



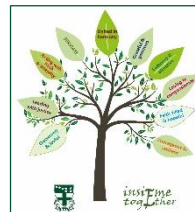
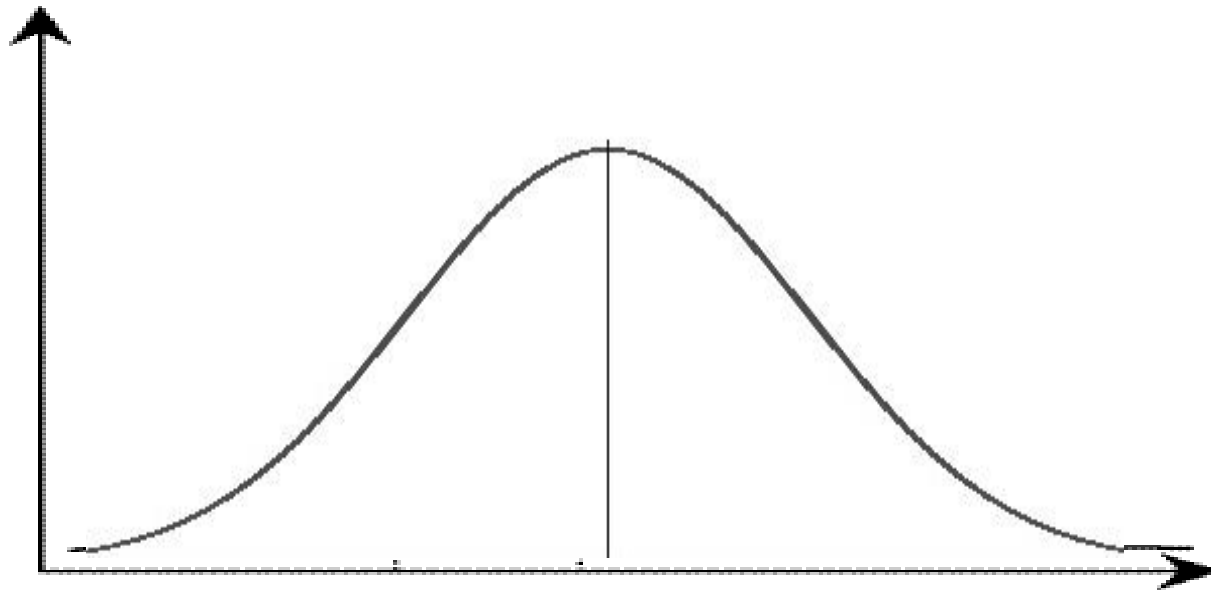
Standards of Attainment

- **Vocational L2** courses are equivalents for the purposes of Progression to 6th Form. So = one qualification in the students best 8 GCSEs
- In year 11 Your daughter is expected to be achieving her targets. Anything below target needs to be considered underachieving. There are some exceptions to this in the case of MFL and Maths at this stage before the course is completed but this is related to the Grade 8 only.
- You need to pay careful attention if you daughter is in the **Vulnerable Zone**
- **(3p to 4d and especially 4p to 5d)**
- **Acquisition of Knowledge and Rote Learning.**
- **Retention of knowledge in the longer term is even more important.**

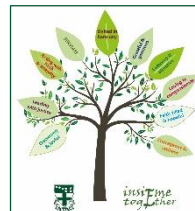
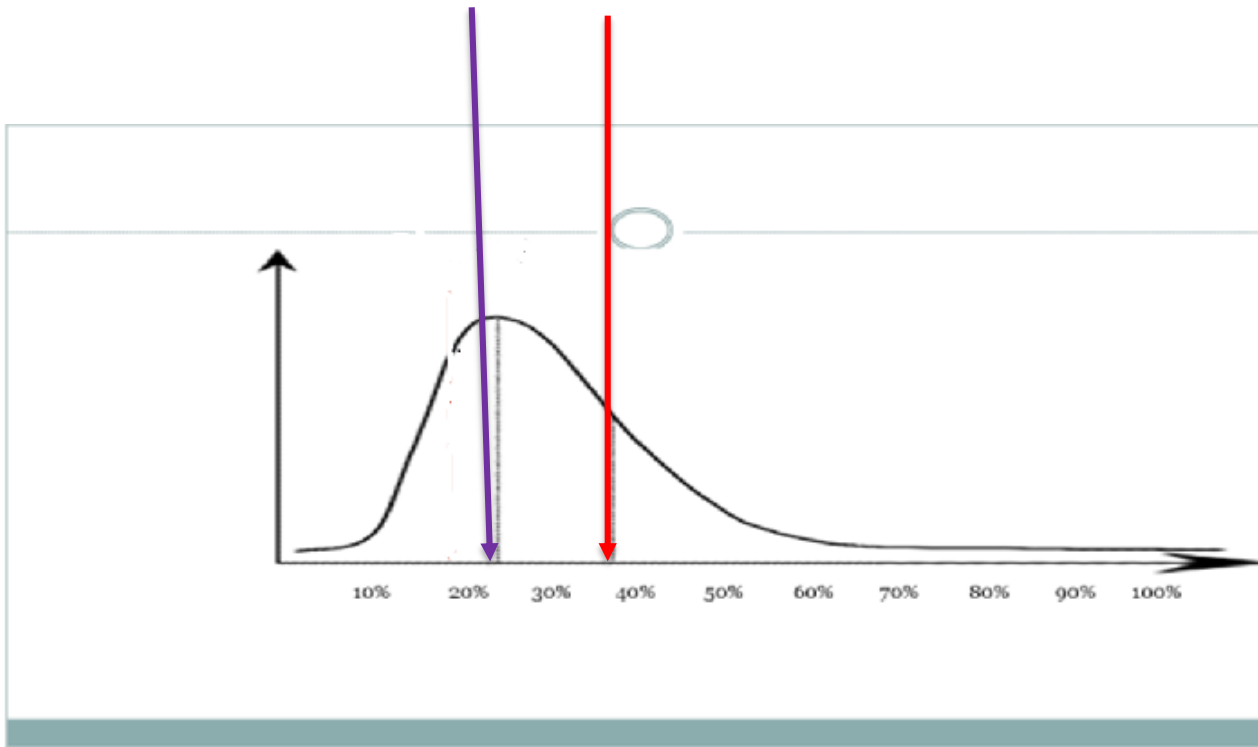


More on Exams

Normal distribution of grades with equal separation of Grade boundaries

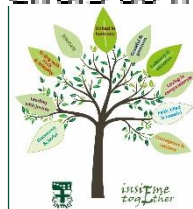


Every grade Matters! In Higher Paper
2018 Maths required **21%** to get a Grade 4 (PASS)
31.5% for a Grade 5 (Good Pass)



Spelling, Punctuation and Grammar

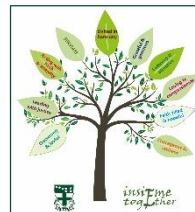
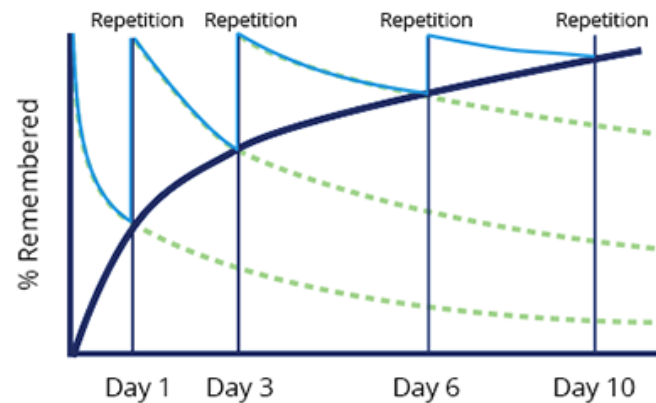
LEVEL	PERFORMANCE DESCRIPTOR	MARKS AWARDED
HIGH PERFORMANCE	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate. 	3
INTERMEDIATE PERFORMANCE	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate. 	2
THRESHOLD PERFORMANCE	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not 	1



Repetition, Practice and Rote-Learning

Spaced Learning and Repetition: How They Work and Why

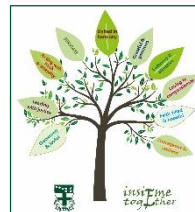
Spaced Repetition



Intervention and Support Available

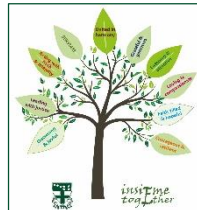
Your daughter should be able to articulate the grade she is working at and know what she need to do to reach the next grade. Subjects will have specific interventions.

- **Sets**
- **Friday Mocks.**
- After School and Lunch interventions (compulsory and Drop in)
- 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.
- Timetabled Option Support



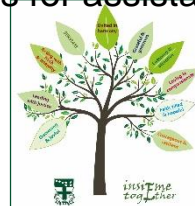
Parents Click;

- Parents What is GCSE Pod?
- <https://www.gcsepod.com/parents/>
- Parents Quick Start.
- <https://www.gcsepod.com/wp-content/uploads/2016/02/Quick-Start-Guides-1.pdf>



Accessing this Information

- www.ursulinehigh.merton.sch.uk
- Click on Progresso Link
- Your log in is not held by the school. You set this up directly with Progresso once they receive the email you have provided to us as a contact email.
- 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 we do not hold this password.
- If you cannot recall your password, click on the 'forgot password' link and this will process a new temporary password automatically.
- 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 follow the Progresso Log in help on the school website. If you cannot locate your email form Progresso, accidentally lock your account or cannot recall your user name please contact Mrs Young on student services for assistance. 0203 8093144.



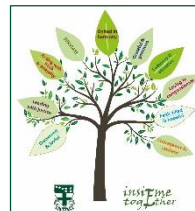
Assessment, Recording & Reporting Cycle

- Autumn A EMB grades entered 20/9 06/10 **EMB grade Reported**
- **1st Academic Review Day 17th Oct P5/6. 18th October P1-5 (Parent/Student –Tutor Meeting)**
- **Autumn B EMB grades to be entered**

Summary of Average Posted Home

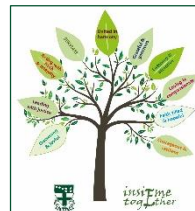
Year 11 Mock Examinations 2nd Dec to 20th Dec

-
- **Results Envelope 9th Jan**
 - **Spring Term A EMB grades to be entered (Available online)**
 - **Year 11 Parents Evening Full 23rd Jan 2020 Full Reports distributed**
 - **Spring Term B EMB grades to be entered Summative grade Reported**



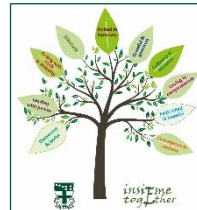
Continued

- **Summer Term A EMB grades to be entered**
 - 01/05/20, 17/05/20, 18/05 Predicted Grades not published
 - **Predicted Grades Produced**
 - **Written GCSE Examination Season begins 11th May .**
 - Support and Revision Sessions will continue throughout the Examination Period.
-



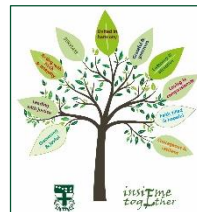
eoin.kelly@ursulinehigh.merton.sch.uk

- Mr E S Kelly Associate Headteacher Standards
- Tel 0203 908 3135



Teaching and Learning in Year 11

- Mr Owen Nichols
- Assistant Head teacher
- Teaching and Learning KS3/4



Revision and Consolidation

Revision and consolidation of learning **MUST** be ongoing – revision has to start now!

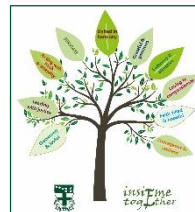
The only path to success in GCSE is hard work



Linear Learning

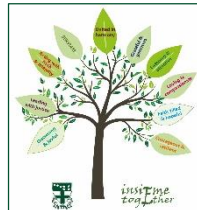
1. **Knowledge** — Flashcards/notes and revision materials throughout the course.
2. **Learn** — Revise throughout the course and not just at the end. Flashcards should be used at all times.
3. **Apply** — Do as many questions as possible and use the mark schemes to adapt your revision materials.

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



Focus of Revision

1. Knowledge acquisition
2. Knowledge retention
3. Skills & Understanding
4. Application



Rhythm of the year

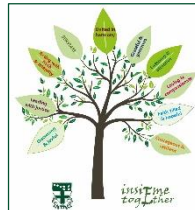
Autumn Term

- i. Autumn A – all of the previous content learnt to date should be checked and revision materials made for topics where this hasn't been done. If this has been done, make sure to start revising it; embedding that knowledge from surface to deep. Close any gaps in knowledge and understanding.
Make any revision materials for new content.

Half term – revision of content.

- i. Autumn B;
 - a. Continue creating the revision materials.
 - b. Start applying the knowledge to practice papers and questions. Use these to close any gaps in knowledge and understanding.
 - c. Mock exams – 3rd December. Homework will stop two weeks before this.

Christmas Holidays – Take a break!



Rhythm of the year

Spring A;

- Revision needs to happen during the week and weekends.
- This should be a mixture of new content and old content.
Choose topics to revise that link with each other.

Revise – apply – evaluate – Revise

All using the syllabus

Spring B;

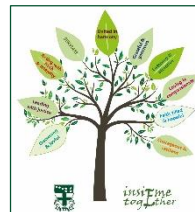
- Most courses will finish by this point
- All revision materials should be completed

Every topic/unit/syllabus section should be broken down into clear revision materials;

Flash cards / notes / mind maps / posters – knowledge in new formats.

Practice as many questions as possible.

PLCs



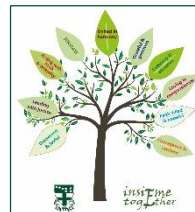
Rhythm of the year

Easter Holidays – follow the school timetable.

Summer Term

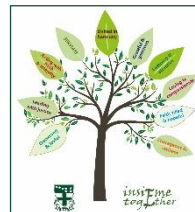
- One last push – students should be confident in their knowledge and be working on application skills at this point.
- Subject teachers will focus on exam skills and closing identified gaps in knowledge.

Please support your daughters by taking an interest in HOW they are revising, HOW they have split up the units, HOW they are applying their skills.



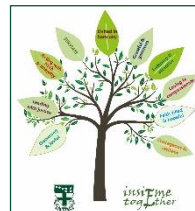
Don't panic!

If you need help on revision and if you want me to go over the revision materials or plans to see if they are fit for purpose, please don't hesitate to contact me.



Pastoral Care

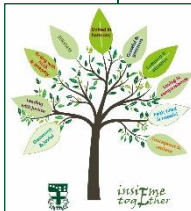
Mrs Michelle Alexander
Assistant Headteacher



Your daughter and alcohol

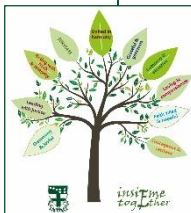
Teenage years are a time of experimentation and no young person is entirely immune to the pressures and temptations available

- 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



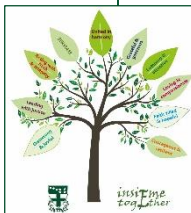
Your daughter and illegal drugs...

- 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 changi



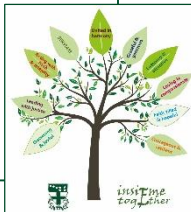
Your daughter and illegal drugs...

- 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 changi



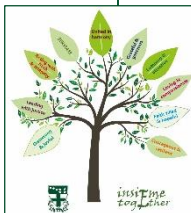
Beware of 'gatherings'

- 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.**



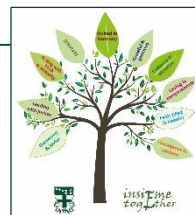
Advice

- 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

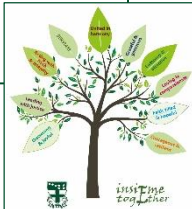


Off The Record

- **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.

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

Next week we are launching **Kooth** – we will share details with parents and students



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.

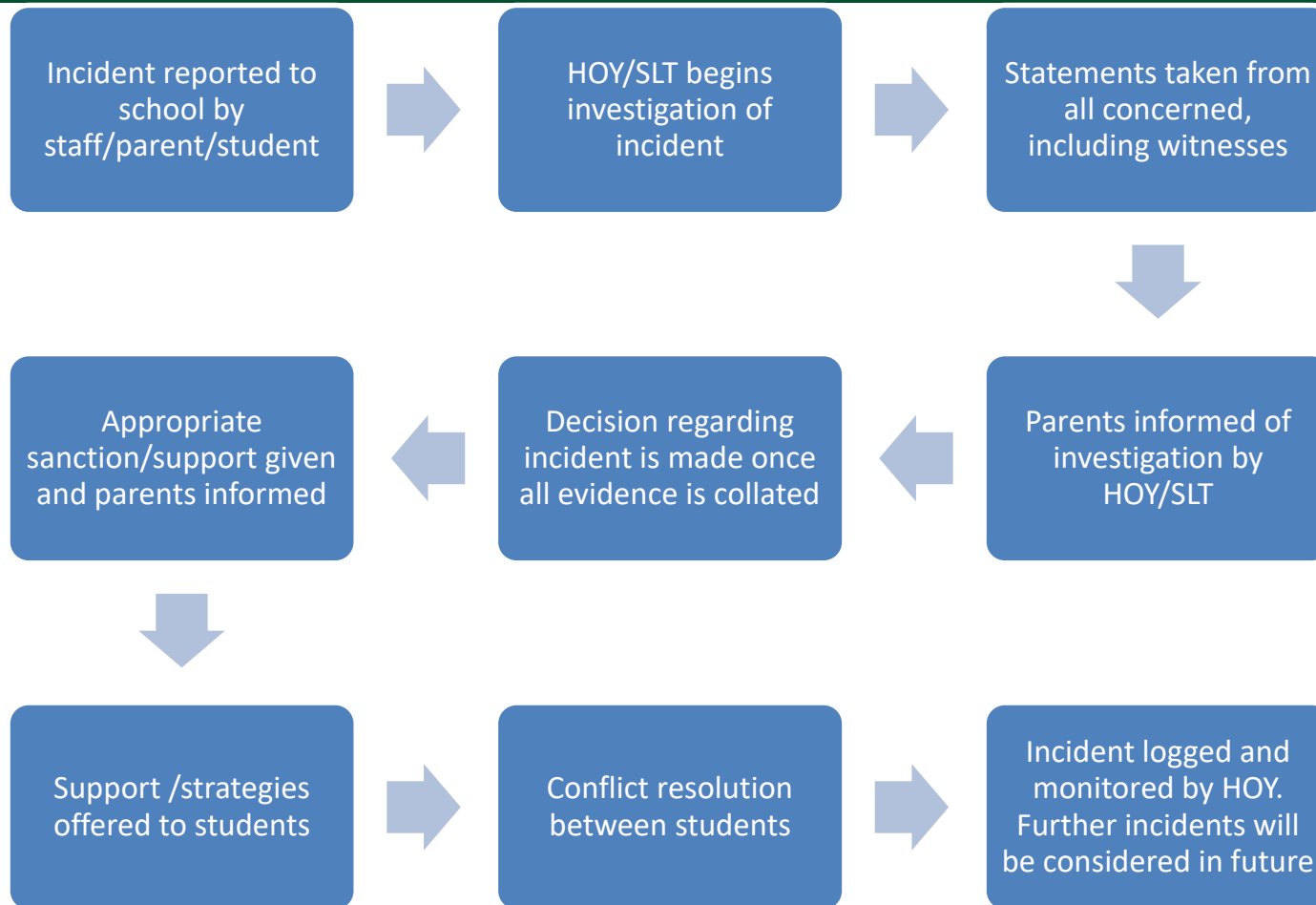
Provision At UHS

- 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 th 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

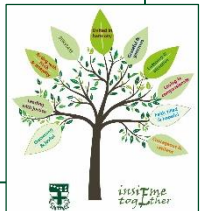
- We want the students to be in school wherever possible.
- We monitor all students with under 92% attendance weekly
- Students with excellent attendance have a much higher chance of succeeding socially and academically
- Please support us in ensuring our students have the best access to our curriculum, so they can achieve in areas.



PSHEC in Y11

Autumn:

- *CSE, Prevent, FGM, PASS Survey, British Values, Black History Month*
- *Positive Mental Health*
- **Spring term:**
- LGBTQI History Month
- Drug Awareness



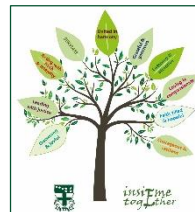
Y11 Pastoral Workshops for Parents

- 8th October 6.30pm – Y11 Autumn Pastoral workshop – **Managing personal relationships, establishing boundaries and supporting good choice, including social media**
- 7th November 6pm – Parent workshop: **‘Importance of mental wellbeing and how you can support your daughters’ wellbeing’** run by our clinical psychologist.
- 20th January 6pm - Parent workshop: **‘Dealing with self-harm and eating disorders’** run by our clinical psychologist.
- 4th February 6.30pm – Y11 Spring Pastoral workshop – **Safe socialising and alcohol and drugs**
- 14th May 6pm - Parent workshop: **‘Raising esteem’** run by our clinical psychologist.



Pastoral Support

Ms Clare Thomas
Head of Year 11.



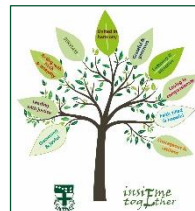
Flashpoints for stress and worry

Friday mocks – homework plus revision

December Mocks – managing workload and expectations

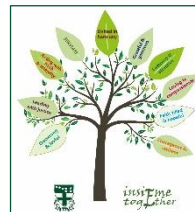
January – Mock exam results

Easter holiday – coping with revision & realisation the exams are about to start!



Relaxation and Support

- Plan relaxation or free time
- Extra-curricular activities
- Eat a healthy diet
- Regular exercise
- Plenty of sleep
- Coping with stress – encourage your daughter to talk about how she is coping

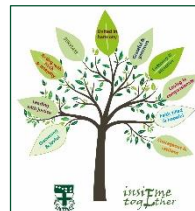


Time Management

3hrs homework per night

- Organisation (a ***dedicated quiet place to work*** uninterrupted, resources to hand)
- Help prioritise workload
- Routine (working, eating, relaxing, sleeping)
- Set time for chores or other responsibilities
- Plan ahead – allow for family events
- Weekend 3 to 4 hours both days

Reviewing & revising Year 9 and Year 10 material to help consolidate and maintaining rote learning.



Further Support

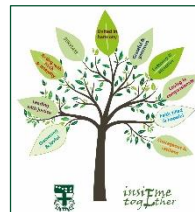
1) During tutor time Students will be following the Vespa Programme -VESPA – **Vision Effort Systems Practice Attitude**

It is all based around **Helping students be the best they can be.** Tutors will go through a series of materials ranging from Growth Mindset and positive thinking to practical activities.

2) Subject Intervention

3) Revision Support/Skills – Thursday after school

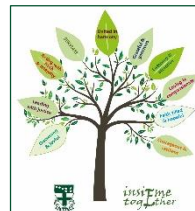
4) Form tutors, Ms Brown, Ms Thomas – all available to help



Year 11 Careers



- Ursuline High School is committed to ensuring students experience a full, varied and interesting careers journey through our dedicated programme
- Parents/carers have an important role to play in supporting their daughter with their careers planning and exploring.
- We welcome the offer of your support to the school and its careers activities
- All students and parents can contact the Careers Advisor – Shirley Ward and the Careers Leader marion.lyons@uhsw.com
- Further Careers information can be found on the school website



Year 11 Careers



During this year, all Year 11 will

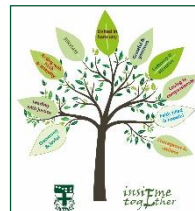
- have a one to one Careers Personal Guidance interview with Ms Ward
- need to complete 2 weeks Work Experience in July
- hear from up to 6 employers in the October My Future Conference
- explore their own skills and qualities at the conference and lessons
- complete their CV and save it to LOCKER
- have access to START –software to explore careers with the LOCKER feature
- have access to Unifrog to explore their future pathways and destinations
- hear about careers and apprenticeships
- hear about different careers journeys at Lunch and Learn sessions



Year 11 Work Experience



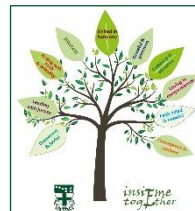
- We aim to ensure that all students leave our school equipped with the necessary skills to succeed in the world of work
- Through work experience pupils will enhance their knowledge of the world of work and their own employability
- **Students need to source their own work experience** with the help of parents/carers/friends of the family who work. This will be further supported by the Careers Adviser, Shirley Ward Shirley.ward@uhsw.com.
- Veryan WebView is an on-line work experience software tool - students will be issued with Personal Identification Numbers to access this site - they will record placement information for health and safety and insurance purposes
- If you are an employer here now who could be interested in taking a work experience student, please contact Shirley Ward Shirley.ward@uhsw.com





Year 11 Work Experience Key Dates

- Year 11 students are required to identify, secure and complete a **10 day work experience** placement
- Placements dates between **29th June – 12th July 2020**
- Veryam software access by students to record placement details **Monday 7th October 2019**
- All work experience placements need to be agreed and on Veryam with the Careers Advisor by **Monday 16th December 2019**



Questions

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

