



URSULINE HIGH  
SCHOOL

Welcome to  
**Year 13**  
Information  
Evening

Tuesday 15<sup>th</sup> October 2019



# Expectations and Pastoral Care

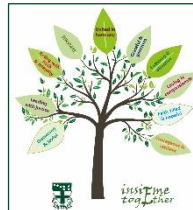
**Mrs Fiona McDonnell**

Head of Year 13



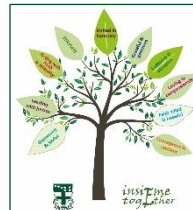
# Sixth Form Staff

<b>Ms Waters</b>	Head teacher
<b>Mr Adam</b>	Deputy Head teacher
<b>Mr Barton</b>	Assistant Head teacher
<b>Mrs McDonnell</b>	Head of Year
<b>Ms Williams</b>	Sixth Form Registrar
<b>Mrs Petheram</b>	Sixth Form Careers
<b>Mrs Harrison</b>	Director of Extended Learning/ Oxbridge Sixth Form Curriculum
<b>Ms Murphy</b>	Chaplain



# Tutors

Year 13 Tutor Groups						
13 Angela	13 Bernadette	13 Catherine	13 Francis	13 Margaret	13 Teresa	13 Ursula
Mrs Corrigan	Miss Hoyles	Miss Samuelson	Ms Beale & Ms Ridpath	Mr Collins	Mr Satterthwaite	Miss Foley



# Daily Routine

- Registration – tutor is usually first point of contact in the morning – students engage in daily activities
- High standards expected –behaviour, dress code, diaries, letters & notices

## **DRESS CODE REMINDER**

- Sixth Form students are required to wear a dark smart blazer every day with either a plain dark dress, trousers or a skirt.
- Top in the colour of the student's own choice but no hoodies.
- Shoes should be formal – no trainers/converse.
- No facial piercings.
- Use lockers for outdoor coats



# Attendance/Punctuality

## Attendance

- All students must have a minimum of 96% attendance. Students must avoid making appointments during term time.
- Punctuality is taken very seriously. It is also important that students be on time for lessons. Student lateness will be followed up through the student reporting system and detentions.

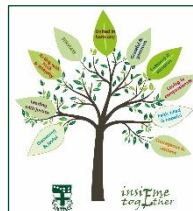


Numbers of lates	Staff responsible/action to be taken	Consequence for pupil
1	Tutor conversation/HOY	Student signs in early the next day
2-3	Tutor conversation/HOY	Student signs in early the next day
4	Tutor phone call home	Parents informed/ Student signs in early the next day
5-8	Deputy Head late detention.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



# General Information

- Students cannot leave the school site during ‘free’ periods or lunch or break.
- Students may only go home early if they have no lessons period 5 or 6 (or 5 on Friday). They cannot leave before the end of Period 4. **They must sign out with HOY on registers provided in the Study room**





# Part time jobs

- Priorities in Year 13
- Sufficient time to manage workload and relaxation
- Impact of work on academic progress and mental well being
- Max part time work - 4-5 hours per week
- No part time jobs in school time
- ‘Short term pain, long term gain’



# Pastoral Support & care

- Tutors /HOY
- Access to counselling and support in school through referral (School Counsellor, EWPs, School Nurse or external support)
- Mental Health First Aiders
- PSHE - Core Themes (Joint themes with WC):
  - Health and Well-being
  - Relationships
  - Living in the Wider World



# Concepts developed through PSHE

**Identity** (personal qualities, attributes and managing privacy in an online world)

**Relationships** (healthy and unhealthy)

**A healthy** (including physically, emotionally and socially), **balanced lifestyle**

**Risk** (managing not just avoiding) and **safety** (behaviour and strategies to use in different settings)

**Diversity** and **equality**

**Rights and responsibilities** (including fairness and justice) and **consent** (in different contexts)

**Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

**Power** (how it is used and encountered in a variety of contexts including online)

**Career** (including enterprise, employability and economic understanding)



# What are some of the issues students have faced?

- Misuse of alcohol & impact on ability to complete work next day
- 'Gatherings' and parties which have gone wrong
- Reluctance to give info about new friends
- Not telling parents/carers where they are/ not answering phone
- Inappropriate use of social media
- Making choices which can impact on well being
- School has zero tolerance policy on drug use



# Mental Health & Emotional Well-Being

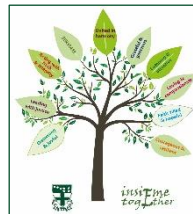
- Growing concern for our young people – resilience building is key
- Look after our own mental health, then support others
- Balance with work and socialising – positive mental health & emotional well-being
- Their best will always be good enough

- Pastoral support within Sixth form team
- Safeguarding team
- School Counsellor/Nurse
- Referrals to External agencies as appropriate – Off The Record Counselling, Kooth Online Counselling, CAMHS if under 18



# Where can I get practical advice?

- [www.childnet.com](http://www.childnet.com)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.catch-22.org.uk](http://www.catch-22.org.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- <https://www.internetmatters.org/>



# Off The Record Merton

- **Counselling** - free and confidential counselling to young people aged 11-25. All Ursuline students are entitled to access services
- **Online support** – free online counselling (11-25 years)
- **Drop-In service** (14+ years)
  - Wed 3:30-5:00 Vestry Hall, 336 London Road, Mitcham

[www.talkofftherecord.org/merton/](http://www.talkofftherecord.org/merton/)

# How can you support?

- Peer pressure – don't assume they are immune to this
- Talk about choices and safe behaviour
- Know where our young people are and who they are with – when are they due home
- Underline commitments at school – balance at weekend



# Relaxation and Support

- Extra-curricular activities
- Eat a healthy diet
- Regular exercise
- Plenty of sleep – not burning the candle at both ends
- Coping with stress –encourage our young people to talk about how they are coping
- Plan relaxation and fun activities
- Know when the key trigger points are for stress

# Contact

- [Fiona.McDonnell@ursulinehigh.merton.sch.uk](mailto:Fiona.McDonnell@ursulinehigh.merton.sch.uk)
- Phone: 020 3908 3193

# Teaching and Learning

**Mr Didier Adam**

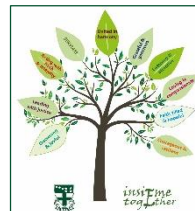
Deputy Head teacher

Teaching, Learning and Assessment (6<sup>th</sup> form)



# Teaching and Learning

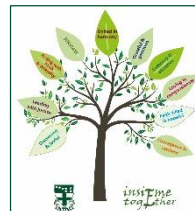
- **A Level:** External examinations in May/June
  - Longer exams, very little coursework
  - More depth required, often requesting a greater amount of independent reading around the subject.
  - Large amount of revision required.
- 
- **BTEC:** Year 12 exams can be re-sat in Year 13 in order to improve from Pass to Merit and Merit to Distinction.



# Teaching and Learning

Teaching and Learning focused on

- Challenge & Differentiated tasks
- Checking and consolidating the learning through questioning, dialogue and discussion
- Modelling answers
- Exam techniques
- Prep



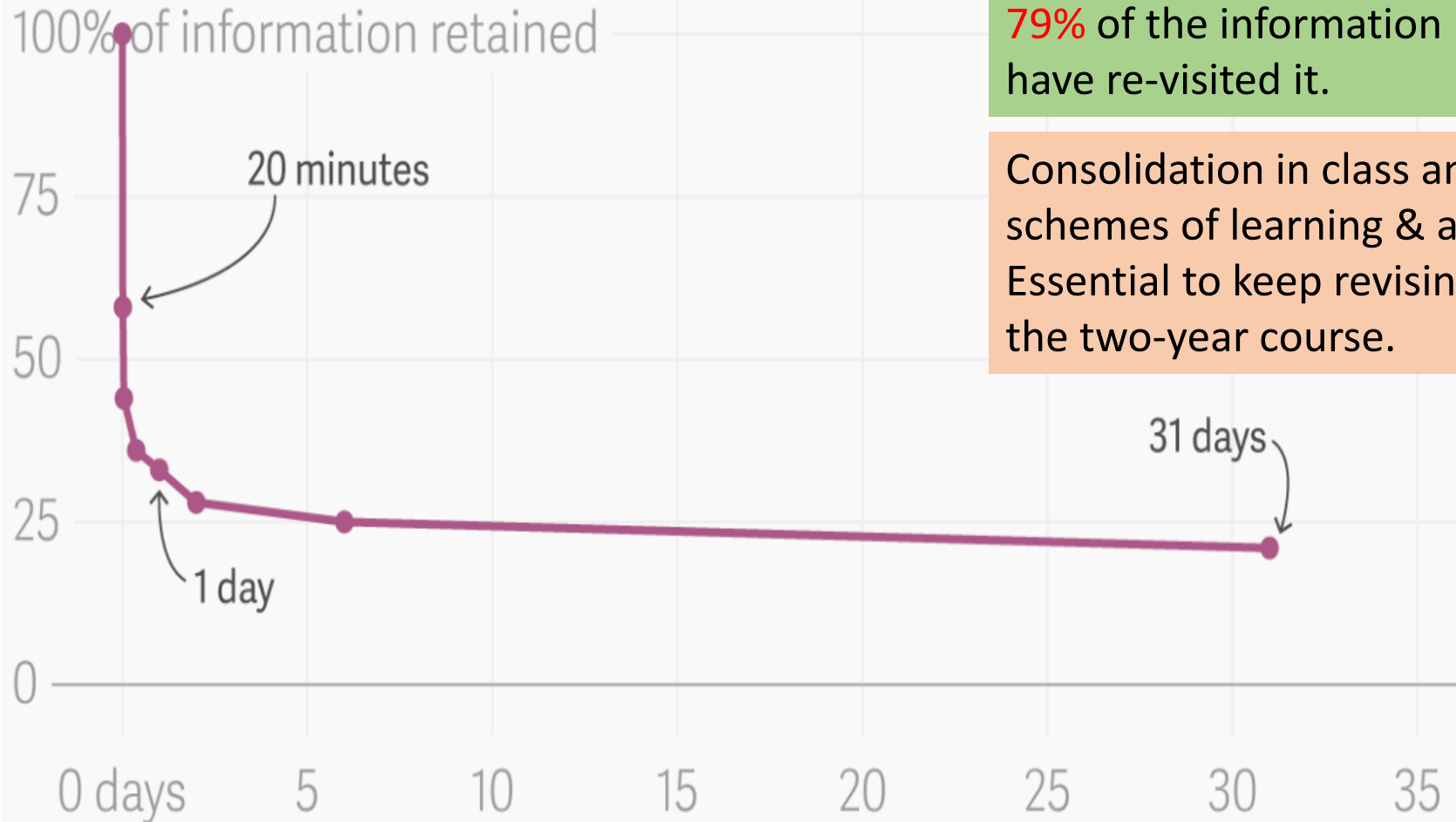
# Good Learning Habits

Programme in Assemblies focusing on:

- **VISION**: How well do you know what you want to achieve?  
What are your goals?
- **EFFORT**: How many hours of independent work do you do?
- **SYSTEMS**: How do you organise your learning and your time?
- **PRACTICE**: What kind of activities do you do to practise your skills? Response to feedback and act upon advice.
- **ATTITUDE**: How do you respond to setback?



## Hermann Ebbinghaus' forgetting curve



After **31** days, you will have forgotten **79%** of the information unless you have re-visited it.

Consolidation in class and part of the schemes of learning & assessments. Essential to keep revising throughout the two-year course.

# Long-term memory

Revision and consolidation of Y12 work should happen constantly in Y13.

- **Do** revision cards at the end of each topic (half-termly as a minimum)
- **Do** use the cards to revise frequently, without waiting for an assessment to start revising.
- **Do** integrate revision into a clearly-established routine: time/place/who with...
- Re-**do** past exam questions, get them assessed and act on the feedback.
- Revision must be active i.e. **don't** read, highlight or underline.





# Teaching and Learning

For top grades, wider reading is essential:

- Subject reading lists
- Online courses [MOOCs] at [www.futurelearn.com](http://www.futurelearn.com)
- Lectures online at [www.greshamcollege.ac.uk](http://www.greshamcollege.ac.uk)



# Assessment Calendar (1)

All assessment dates can be found in your daughter's planner.

## **Assessment Weeks (UHS/WC):**

- Aut A: w/b 7<sup>th</sup> October
  - Aut B: 18<sup>th</sup> – 26<sup>th</sup> November (A Level & BTEC Mocks) (will continue during INSET days)
  - Spr B: w/b 24<sup>th</sup> February (A Level & BTEC Mocks)
- + Full Paper Practice throughout the year on Wednesday and Friday afternoons in preparation for Mocks and final exams.



# Assessment Calendar (2)

**BTEC external examinations:** some modules will be sat in January; others straight after Easter and until June 2020

**A Level external examinations:** due to start 11<sup>th</sup> May, possibly earlier for Oral exams / Art / Photography.

A Level and BTEC students achieving a U in the February Mocks will be given another opportunity to improve before Easter. If still attaining a U, they will not be entered for the final exams in that subject.



# NEA (Coursework)

Coursework is now called NEA (Non-Examined Assessment).

There is NEA in all BTEC subjects and a number of A Levels:  
Art, Drama, English Language, English Literature, Geography,  
History, Music, PE and Photography.

In Biology, Chemistry and Physics, students also need to complete and pass all their practicals (called CPAC). These are not graded, but failure to pass them would result in a U grade.



# NEA (2)

Teachers will give students clear deadlines to meet.

Final deadlines for submissions are in the school planner. They will not be extended.

Once moderation has taken place, teachers will give the marks to the students. Teachers will not give grades to the students as boundaries change every year.

An appeal window then opens for 5-10 days. There has got to be valid ground for an appeal, not just the fact a student is not happy with the mark given because they want a higher mark.



Centre	Subjects	Specification	Coursework component	Final Deadline for completion by students	Marks to students	Appeal window
UHS	Art, Craft and Design	Pearson Edexcel	Component 1: 60% Component 2: 40%	Monday 24 <sup>th</sup> February 2020 Friday 15 <sup>th</sup> May 2020	Monday 9 <sup>th</sup> March Monday 1 <sup>st</sup> June	Friday 20 <sup>th</sup> March Friday 12 <sup>th</sup> June
WC	Art, Craft and Design	Pearson Edexcel	Component 1	Friday 31 <sup>st</sup> January 2020	Friday 28 <sup>th</sup> February	2 <sup>nd</sup> – 13 <sup>th</sup> March
WC	Art (Photography)	Pearson Edexcel	Component 1	Friday 31 <sup>st</sup> January 2020	Friday 28 <sup>th</sup> February	2 <sup>nd</sup> – 13 <sup>th</sup> March
UHS	Biology	AQA	CPAC Endorsement	Weds 25 <sup>th</sup> March 2020	Weds 1 <sup>st</sup> April 2020	2 <sup>nd</sup> – 24 <sup>th</sup> April
WC	Biology	Pearson Edexcel	CPAC Endorsement	Monday 24 <sup>th</sup> February 2020	Friday 13 <sup>th</sup> March	16 <sup>th</sup> – 30 <sup>th</sup> March
UHS	Chemistry	AQA	CPAC Endorsement	Weds 25 <sup>th</sup> March 2020	Weds 1 <sup>st</sup> April 2020	2 <sup>nd</sup> – 24 <sup>th</sup> April 2020
WC	Chemistry	Pearson Edexcel	CPAC Endorsement	Monday 24 <sup>th</sup> February 2020	Friday 13 <sup>th</sup> March	16 <sup>th</sup> – 30 <sup>th</sup> March
UHS	Drama	Pearson Edexcel	Component 1: 40%	Friday 7 <sup>th</sup> February 2020	Monday 24 <sup>th</sup> February 2020	24 <sup>th</sup> February – 6 <sup>th</sup> March
UHS	English Language	Pearson Edexcel	Component 4: 25%	Friday 13 <sup>th</sup> December 2019	Thursday 13 <sup>th</sup> February 2020	24 <sup>th</sup> Feb – 6 <sup>th</sup> March 2020
UHS	English Literature	OCR H472	Component 3: 20% NEA 1 (Poetry) NEA 2 (Play/novel)	Mon 7 <sup>th</sup> October 2019 Mon 27 <sup>th</sup> January 2020	Marks issued 1 <sup>st</sup> -3 <sup>rd</sup> April	20 <sup>th</sup> April -1 <sup>st</sup> May 2020
WC	English Literature	OCR H472	Component 3: 20% Re-creative Comparative Essay	Friday 12 <sup>th</sup> July 2019 Monday 28 <sup>th</sup> October 2019	Friday 15 <sup>th</sup> Nov 2019	15 <sup>th</sup> – 29 <sup>th</sup> Nov 2019
UHS	Extended Project (EPQ)	AQA	100%	Friday 27 <sup>th</sup> March 2020	Wednesday 22 <sup>nd</sup> April 2020	23 <sup>rd</sup> April – 5 <sup>th</sup> May 2020
UHS	Geography	AQA 7037	Component 3: 20% (fieldwork)	Monday 13 <sup>th</sup> January 2020	Friday 27 <sup>th</sup> March 2020	27 <sup>th</sup> March - 24 <sup>th</sup> April 2020
WC	Geography	AQA	Unit 3	Friday 27 <sup>th</sup> September	Monday 9 <sup>th</sup> March 2020	10 <sup>th</sup> – 20 <sup>th</sup> March
UHS	History	OCR H505	Unit 4: 20%	Friday 14 <sup>th</sup> February 2020	Monday 27 <sup>th</sup> April 2020	27 <sup>th</sup> April – 6 <sup>th</sup> May 2020
WC	History	OCR	Unit 4: 20%	Friday 27 <sup>th</sup> March 2020	Monday 27 <sup>th</sup> April 2020	27 <sup>th</sup> April – 6 <sup>th</sup> May 2020
WC	Music	OCR HS43	60%	Friday 20 <sup>th</sup> March 2020	Friday 3 <sup>rd</sup> April 2020	20 <sup>th</sup> April – 8 <sup>th</sup> May
WC	Physical Education	OCR	Paper 4 Practical and EAPI	Monday 9 <sup>th</sup> & Tues 10 <sup>th</sup> March	Monday 16 <sup>th</sup> March	17 <sup>th</sup> – 23 <sup>rd</sup> March
UHS	Physics	AQA	CPAC Endorsement	Weds 25 <sup>th</sup> March 2020	Weds 1 <sup>st</sup> April 2020	2 <sup>nd</sup> – 24 <sup>th</sup> April 2020
WC	Physics	Pearson Edexcel	CPAC Endorsement	Monday 24 <sup>th</sup> February	Friday 13 <sup>th</sup> March	16 <sup>th</sup> – 30 <sup>th</sup> March

# Discussions with staff

## **31<sup>st</sup> October 2019:** Academic Review Day (ARD)

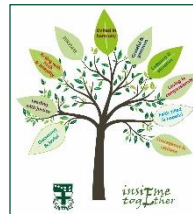
Individual appointments to meet with your daughter's tutor to discuss progress.

**16<sup>th</sup> January 2020:** 4pm-6.30pm Y13 Parents' Evening at UHS: Individual appointments with subject teachers to discuss progress and set targets.



# Reporting

- October 2019 Interim report (issued at ARD)
- December 2019 Interim report (Mock grades posted)
- January 2020 Target reports (issued at parents' evening)
- February 2020 Interim report (online)
- April 2020 Target reports posted home (Mock grades)
- August 2020 A level & BTEC Results Day / GCSE re-sits





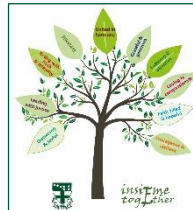
# How can parents help?

- Talk to your daughter about her studies.
- Check her files: are they organised? Is the EMB tracker up-to-date? Is there evidence of wider reading and IL work?
- Is she making revision cards at the end of each unit in every subject?
- Ask to see her cumulative exams, read the teachers' feedback and what she's done to improve her work.
- Encourage your daughter to do an online course on [www.futurelearn.com](http://www.futurelearn.com) or [www.gresham.ac.uk](http://www.gresham.ac.uk)
- Provide a space for study.
- Encourage your daughter not to take a part-time job.
- Ensure she attends school every day and on time.



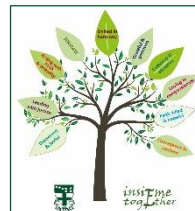
# Contact Details

- [didier.adam@ursulinehigh.merton.sch.uk](mailto:didier.adam@ursulinehigh.merton.sch.uk)
- Phone: 020 3908 3140



# Preparation for future destinations

**Mrs Lorraine Petheram**  
Sixth Form Careers Adviser



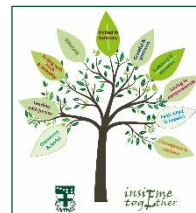
# Beyond Ursuline

- 90% of our 2019 leavers went on to University
- Oxbridge -2 students went to Oxbridge
- Medics Programme - 1 student went on to study Medicine with 3 students studying degrees that will lead onto Graduate Entry Medicine
- STEM – 38% of students went on to study a STEM subject at University
- 34% of students went to a Russell Group University
- 44% of students went to a Sutton Trust Top 30 University (48% combined )
- 71% received their first choice university
- After one year follow up at university 97% of students have successfully completed year 1



# Preparation for future destinations

- Dedicated Oxbridge Co-ordinator
- Targeted Medics support in conjunction with Medic Mind
- Extensive range of presentations and talks from university admissions tutors, ex-students and experts in their field



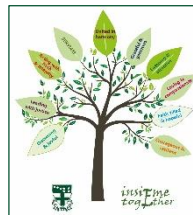
# What should students do from now...

- Attend University open days (find out about course structure & delivery, assessments, graduate employability, links with industry, student services, bursary, scholarships, widening participation schemes)
- Taster lectures
- Set job alerts on apprenticeship and company websites for new apprenticeship opportunities
- **Submit UCAS and apprenticeship applications in plenty of time – The school's deadline for UCAS applications is the end of term before the Christmas break –non negotiable!**



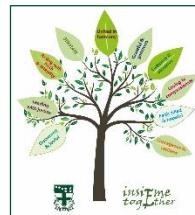
# Careers Programme – University route

- Careers interviews to decide post-18 choices
- UCAS –research, apply, interviews, offers, firm and insurance choices, clearing, adjustment
- Review of personal statements by University admissions teams
- Mock interviews
- Student finance –maintenance and tuition loans
- Basic financial principles – Lloyd’s Bank
- Preparing for university life talk
- Bi-weekly Careers Bulletins

The logo for UCAS (Universities and Colleges Admissions Service), featuring the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle pointing upwards.The logo for Student Finance England (sfe). It features the lowercase letters 'sfe' in a blue, sans-serif font, with a blue swoosh underneath. Below this, the text 'studentfinanceengland' and 'the student finance experts' is written in a smaller, blue, sans-serif font.

# Careers Programme – Apprenticeship & Gap Year route

- Careers interviews to decide post-18 plans ongoing throughout Year 13
- Apprenticeship workshops –research & interview skills – Pathways CTM and Ask Apprenticeships
- Review of CVs, application forms, mock interviews and assessment centre briefing for apprenticeship, internship and full time employment positions
- Support with applying to University once gap year complete





# Contact Details

- [Lorraine.petheram@ursulinehigh.merton.sch.uk](mailto:Lorraine.petheram@ursulinehigh.merton.sch.uk)
- Phone: 020 3908 3171
- [Ben.barton@ursulinehigh.merton.sch.uk](mailto:Ben.barton@ursulinehigh.merton.sch.uk)
- Phone: 020 3908 3143



# Any questions?

- Any general questions?
- If you have a specific question, please do stay behind to ask
- Thank you for your support