URSULINE HIGH SCHOOL
WIMBLEDON

CURRICULUM GUIDE

YEAR 8

2019/2020

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Introduction

Welcome to the Year 8 Curriculum Guide in which you will find all of the information you and your daughter needs to successfully navigate year 8. This is the final year of Ks3 and your daughter will be expected to make her Ks4 choices this year. Please use this guide to note the dates in which you can attend school to find out more information and discuss this further.

It is our intention that this Guide should serve as a handy reference for parents who have queries about their daughter's learning. To this end, we have tried to include all the information you might want to know, dividing the Guide into three sections: General, Curriculum and Assessment. We have also suggested ways of supporting your daughter with her studies, as well as aiding you to keep abreast of her progress.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. Beyond the curriculum, there are many opportunities for your daughter to participate in extra-curricular activities, from sports to music, and from drama to charity events.

Your daughter will be taught all the National Curriculum subjects and in addition she will also learn to develop essential qualities and skills through our Curriculum. Meanwhile, our tablet scheme, allied to the development of our new Microsoft Teams VLE will allow us to provide further exciting and inspiring learning experiences for your daughter.

Please do not hesitate to contact the school or Miss O'Neill , your daughter's Head of Year, if you have any queries.

We wish your daughter a successful and enjoyable year.

Mr O Nichols

Assistant Head Teacher Curriculum

Mission Statement

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

We aim:

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

Serviam Programme

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

The Serviam programme offers the following:

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

SECTION 1:

GENERAL INFORMATION

Model of School Day

Monday to Thursday: Key Stage 3

8:35 – 8:45 am	**Registration / Assembly**
8:45 – 9:35 am	**Lesson 1**
9:40 – 10:30 am	**Lesson 2**
10:30 – 10:50 am	**Break**
10:55 – 11:45 am	**Lesson 3**
11:50 – 12:40 am	**Lesson 4**
12:40 – 1:20 pm	**Lunch**
1:25 - 2:15 pm	**Lesson 5**
2:20 – 3:10 pm	**Lesson 6**

End of School

3:15 – 4:05 pm	**Extra-Curricular Activities Lesson 7**

Friday:

8:35 – 8:45 am	**Registration / Assembly**
8:45 – 9:35 am	**Lesson 1**
9:40 – 10:30 am	**Lesson 2**
10:30 – 10:50 am	**Break**
10:55 – 11:45 am	**Lesson 3**
11:50 – 12:40 am	**Lesson 4**
12:45 – 1:35 pm	**Lesson 5**

End of School

1:35 – 2:20 pm	**Lunch Available**
2:00 – 3:00 pm	**Extra-Curricular Activities (Lesson 6)**

YEAR 8 KEY DATES AND EVENTS 2019-2020

SEPTEMBER 2019	
2nd	Inset Day
3rd	Inset Day
4th	School returns for Year 8
11th	10:55-11.45 Mass of the Holy Spirit
11th	19:00-20:00 Year 8 Parents information Evening
13th	13.35 School production rehearsals
18th	12:40 Early closure – Open evening
19th	Late Start – registration 09:30
OCTOBER 2019	
1st	Prevent Morning PSHEC
10th	12.40 Early Closure – Sixth Form Open Evening
17th	13.25 Academic Review Day
18th	All day Academic Review Day
28th & 29th	INSET Days
NOVEMBER 2019	
22nd	Inset Day
28th & 29th	19:30 School Production
DECEMBER 2019	
2nd	KS3 cumulative assessment week
6th	10:55-12:40 Christmas Fair
16th	20:00-21:00 Joint Christmas Carol Service with Wimbledon College
20th	09:40-10:30 Christmas Assembly
JANUARY 2020	
10th & 17th	Year 8 Retreat
22nd	19:00-20:00 Pathways presentation
FEBRUARY 2020	
14th	Inset Day
26th	09:10-09:40 Ash Wednesday Service
MARCH 2020	
19th	Deadline for Options choices
24th	13:25-14:20 Reconciliation Service
APRIL 2020	
1st	13:35-15:10 Academic Review Day
2nd	All day Academic Review Day
20th	Inset Day
21st	Year 8 Revision Evening for parents
30th	Year 8 Parents Evening
MAY 2020	
11th	End of Key Stage Exams Week
JULY 2020	
7th	13:25-15:10 Year 8 Celebration
10th	Sports Day
13th	Ursuline ‘Fest ‘Week
17th	End of Year Mass

YEAR 8 TUTOR TEAM

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

I list below the Year 8 tutor team and their contact details. Should you wish to contact us by phone (**020 8255 2688**) you will be more likely to speak to us directly at the following times: 10:30am, 12:40pm and after 3:15pm. **Parents are welcome to make appointments throughout the year to meet teachers and staff.**

Form	Teacher	Email address
Head of Year	Mr Waltl	marcuswaltl@ursulinehigh.merton.sch.uk
Pastoral Assistant	Christine Ackah-Yensu	Christine.Ackah-Yensu@ursulinehigh.merton.sch.uk
Attendance Officer	Mrs Young	bernadette.young@ursulinehigh.merton.sch.uk

Form	Main Tutor
8 Angela	Paula Lee Thomas

8 Bernadette	Geraldine Taylor
8 Catherine	Cillian MacSweeney
8 Francis	Georgia McNichol
8 Maths	Tom Glavina
8 Teresa	Ronan Preastuin
8 Ursula	Alex Rushforth

The Ursuline High School introduced a new House System into Key Stage 3.

Aims for the House System:

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

Organisation.

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

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

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

Each house can also be identified by the Colour Bear pupils have on their PE shirts. These colour Themes are also indicated on House Captain Badges: Angela – Red; Bernadette – Purple; Catherine – Green; Francis – Orange; Margaret – Pink; Teresa – Yellow; Ursula – Sky Blue.

Inter-House Events.

One designated Inter-House event will run every half term. It is an optional event for pupils to participate in; however, their participation and overall success in them will gain House Points for their House. These events will vary from sports events, to art competitions, to Inter-House debating at the end of the year. The House with the highest total of points at the end of the year will be crowned House Champions. Pupils in each House can keep up to date with how their House is progressing in their competitions via notices on each of the Houses' information boards.

House System Director: Miss Corrigan

Concerns Diagram for Parents and Carers

Dear Parent/ Carers,

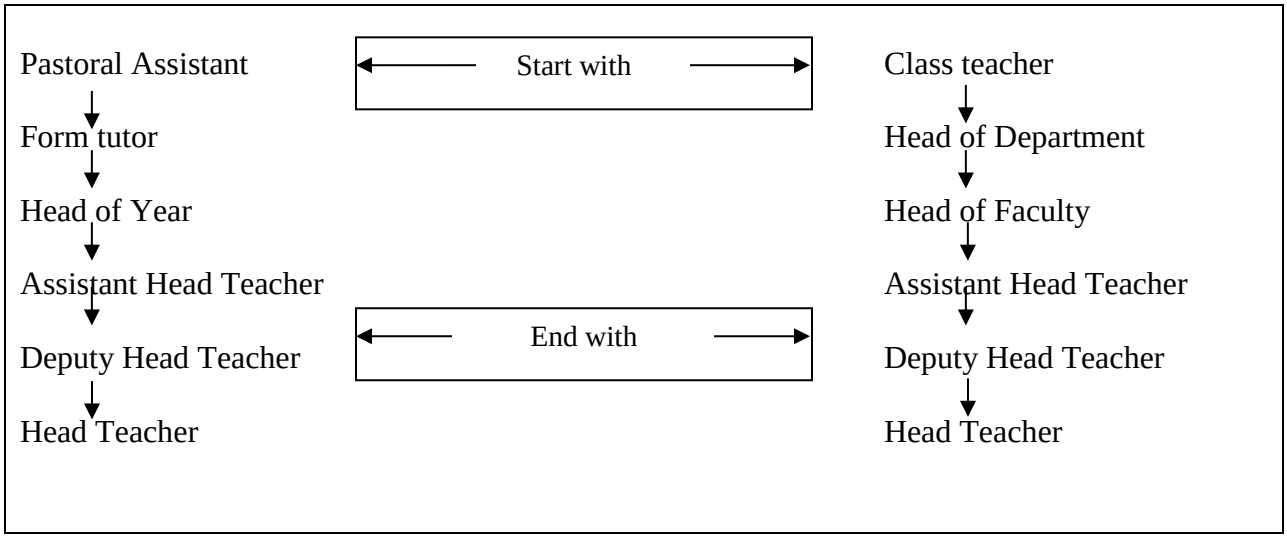
Please refer to the diagram below to be able to channel your concerns to the correct member of staff. You may contact any member of staff by phone or email directly to arrange an appointment.

PASTORAL CONCERNS

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

ACADEMIC CONCERNS

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



School Policies

The use of Planners at KS3

All students at KS3 are issued with a **FREE** planner. The planner contains a lot of very important information about the school; it is also an extremely effective way for you to communicate with the school. May I take this opportunity to remind you to check your daughter's planner and sign it weekly to show you have done so. When inspecting your daughter's planner, please ensure that all homework has been set and completed. The planner is school property and we expect your daughter to treat it with respect and use it correctly. Any planner that is lost, graffitied or misused in anyway will need to be replaced. This year we have photocopied spare planners and your daughter will be expected to bear the cost of the replacement planner (£4.00)

Attendance & Punctuality at KS3

Attending school regularly and on time is crucial. School starts at 8.35am. Your daughter's attendance is monitored weekly. If your daughter is absent from school, please ring either the attendance officer Mrs Young (020 3908 3144) or the Pastoral Support Assistant Ms. Pearce (020 3908 3182) to report the absence. The school has a target of 96% attendance and it is our expectation that all girls meet this target. This equates to a maximum of 7.5 days absence per year.

Use of the Medical Room

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

Homework

Your daughter should spend 30-45mins per subject each evening or a total of 9-11 hours per week. The Learning Resource Centre (LRC) is open every day until 4pm; we encourage your daughter to make use of this quiet, well-resourced study environment. If you have any concerns about the homework set at KS3, please feel free to contact either your daughter's tutor or Head of Year regarding this matter.

Purpose of homework

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

Best types of homework tasks involve:

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

Procedures in the setting and monitoring of homework

- Homework will be set in accordance with the homework timetable.
- In Year 8, students are expected to spend 30-45 minutes per homework task.
- Students should make a note of all homework set and due in date in their diaries. The diaries will be signed each week both by Parents and Form Tutors.
- Detailed descriptions should be written where necessary.
- Subject teachers will acknowledge all work produced and reward in line with the rewards and sanctions policy.
- All homework will be marked within two weeks.

Diaries

All students will make a note of homework in their diary. The diaries will be signed each week both by Parents and Form Tutors.

Use of Textbooks

Your daughter will be issued with appropriate resources for all her subjects including textbooks. Textbooks are very costly and the school views them as an investment in your daughter's education.

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

Homework Timetable

YEAR 8 Population A

YEAR 8 ANGELA				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
PE French - 8aFr2 Maths Music PSHEC English – 8aEn4	Spanish – 8aSp1 Drama Science Computing	Spanish – 8aSp2, 3 & 4 French – 8aFr1 & 4 Science Maths English – 8aEn1, 2 & 3	Geography History Art French – 8aFr3	Science RE English DT/Food Technology

YEAR 8 BERNADETTE				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
PE Maths Music Art French - 8aFr2 English – 8aEn4	Spanish – 8aSp1 RE Science Drama	Spanish – 8aSp2, 3 & 4 French – 8aFr1 & 4 Computing Science Maths English – 8aEn1, 2 & 3	French – 8aFr3 History PSHEC DT/Food technology	Science English Geography

YEAR 8 CATHERINE				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
French - 8aFr2 English – 8aEn4 DT/Food Technology Maths PE	Spanish – 8aSp1 Computing Music Science Art	Spanish – 8aSp2, 3 & 4 French – 8aFr1 & 4 English – 8aEn1, 2 & 3 PSHEC Drama Maths Science	French – 8aFr3 RE	Science Geography English History

YEAR 8 FRANCIS				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
French - 8aFr2 English – 8aEn4 Geography Maths PE	Spanish – 8aSp1 Drama RE Science DT/Food Technology	Spanish – 8aSp2, 3 & 4 French – 8aFr1 & 4 English – 8aEn1, 2 & 3 PSHEC Science Maths	French – 8aFr3 Music History English	Science Art English Computing

YEAR 8 Population B

YEAR 8 MARGARET				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Science English – 8bEn1 & 2 French – 8bFr2 German – 8bGe1 Art PSHEC	English – 8bEn2 & 3 Science Maths Drama DT/Food Technology	French – 8bFr1 English – 8bEn1 & 3 German – 8bGe2 Geography	Music Maths Science Computing	PE History RE French – 8bFr3

YEAR 8 TERESA				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Science English – 8bEn1 & 2 French – 8bFr2 German – 8bGe1 RE DT/Food Technology	English – 8bEn2 & 3 Science Maths Music Drama Art	French – 8bFr1 English – 8bEn1 & 3 German – 8bGe2 Computing	Maths Science PSHEC	French – 8bFr3 PE Geography History

YEAR 8 URSULA				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Science English – 8bEn1 & 2 French – 8bFr2 German – 8bGe1 Computing	English – 8bEn2 & 3 Science Maths RE Music	French – 8bFr1 English – 8bEn1 & 3 German – 8bGe2 DT/Food Technology	Maths Science Art PSHEC	French – 8bFr3 Geography History PE

Student Services - removing barriers to learning

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

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

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

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

Since September 2012, we have employed a Parents' Champion & Student Advocate in order to facilitate liaison between school and home for disadvantaged students. Referrals for extra support are coordinated by the Assistant Head Teacher for Student Services, Mrs Harriott, in consultation with Heads of Year.

Important information re. Permission for Leave in Term Time

The Government has changed the law from September 2013.
Leave of absence may now only be taken for **Exceptional reasons**

- Educational event
- Family event

Parents must request leave for exceptional circumstances as far in advance as possible.
The request should be made in writing using the appropriate leave of absence form, Educational event or Family event form (Available from the school office or on the school web site from September)

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

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

Digital Learning

1:1 Devices and Microsoft Teams

Contact Teacher: Ms Byhatt

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

Laptops and Tablets at School

Parents and carers make monthly donations into the Governors' Fund. This fund enables the school to lease a tablet to students in Year 8. Students can use the tablet at home as well as at school.

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

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

Microsoft Teams: The Virtual Learning Environment

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

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

8. Take part in monitored discussions with your peers and the teacher to get help or to discuss ideas

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

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

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

The Ursuline Serviam Passport

Every student in KS3 has a Serviam Passport. This is so students, parents and tutors can keep track of all the extra-curricular activities students are doing in and out of school and make sure that every student is **getting involved**. After all, Serviam is all about getting involved.

The Serviam Passport does not exist on paper. Instead it is a document on MS Teams which only students and tutors are able to see. The Serviam Passport is divided into 4 sections:

1. Chaplaincy (fundraising, helping at services etc)
2. Student Leadership (school council, tour guides etc)
3. Extra-curricular activities (sports, music etc)
4. Out-of-school activities (visiting the theatre, museums etc)

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

To see what a Serviam Passport looks like, go on MS Teams and look in the Students section.

SECTION 2:

THE

CURRICULUM

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
ART	Miss Samuelson	1

COURSE CONTENT

Projects are designed to allow pupils to:

- **Develop Ideas** by looking at other artists and contexts.
- **Explore and refine** using a variety of media and materials.
- **Record** ideas and concepts using drawing, photography and research.
- **Present** final ideas.

Students spend 1 lesson a week in form groups focusing on long term projects to strengthen skills and understand the art project process. Students will look at the urban environment in project 1 and symbolism through portraiture in project 2. Through these projects students will study basic art skills such as perspective and portraiture drawing; understand and use artist analysis; develop idea generation through research and create final outcomes.

STUDENT GROUPING

Mixed-ability tutor groups.

MONITORING PROCESS

Every half term student sketchbooks will be marked in line with the school's assessment structure. Students will be given individual targets that they will be expected to meet in the following half term.

KEY ASSESSMENT AND DATES

Formative assessment every half term
Art Exams in February and in June.

HOMEWORK

Practical and written homework is set according to School Policy, with at least one extended piece of writing set every half term.

TEXT BOOKS / MATERIALS / VISITS

Department provides sketchbooks and resources.

HOW PARENTS CAN HELP

Parents should ensure that pupils have 2b pencils, a soft rubber, pencil sharpener and soft oil pastels. A starter pack of watercolour paints ensures that painting can be developed at school and at home. A helpful reference book is Undertaking Modern Art by Bohm – Duchen and Cook (Usborne) £6.99 – ISBN 0-7460-0475-3

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
COMPUTING	Ms Bhayat	1

COURSE CONTENT

Students in Year 8 will continue to develop their knowledge of Computing, building on the skills and knowledge from Year 7. They will have 1 lesson per week and will cover the fundamental aspects of this discipline including; programming using Python and App Inventor and the use of algorithms, data including binary numbers, hardware and processing and communication and networks.

STUDENT GROUPING

Students are taught Computing in their tutor groups and are not set according to ability. All units involve group and individual tasks.

MONITORING PROCESS

Students are taught in line with the School Marking Policy of the school and are assessed according to the Computing Progression Pathways developed by the Computing At School organisation that reflects the National Curriculum. Students will be assessed in line with the School Assessment Policy and will be given levels and sub levels.

KEY ASSESSMENTS AND DATES

Students will be assessed each half term according to the School Policy. Students will have a formal assessment at the end of each term which will vary depending on the unit of work and may consist of; whole project assessment, written exam paper, computer based test.

HOMEWORK

Homework is set according to the School Homework timetable and will relate to the unit of work being studied. Homework may include: worksheets, internet research tasks, wider reading, continued development on an IT solution.
All homework is marked in accordance with School Policy.

TEXT BOOKS / MATERIALS / VISITS

Students are provided with workbooks and worksheets where appropriate throughout the year.
Useful websites:
www.cs4fn.org.uk
www.csunplugged.org

HOW PARENTS CAN HELP

Parents can encourage students to use computers at home if they have access. Parents can also help students to have an awareness of the latest technology advances by encouraging them to watch any relevant TV programmes and also making them aware of any news stories.

SUBJECT	CONTACT TEACHERS	LESSONS PER WEEK
DESIGN TECHNOLOGY	Ms Thomas	Carousel (Half year each)
FOOD TECHNOLOGY	Ms Hoyles	

COURSE CONTENT

Mixture of design and make, and focused practical tasks using textiles, electronics, wood, metal and plastic.

Product Design:

"Retro Speaker Project" – Themed electronic project introducing the process of electrical soldering, CAD design and manufacturing

Food Technology – Healthy eating and the Eat Well Guide. Making a range of predominately savoury healthy products including fajitas, risotto, chilli con carne, curry and roux sauces. Students will be learning about proteins, fats, carbohydrates, vitamins and minerals. Students will also be taught about food provenance, and the environmental impact of food production.

STUDENT GROUPING

Students are taught in mixed ability groups half a form at a time. Projects are completed individually.

MONITORING PROCESS

Projects will be marked in line with the school's marking policy. Progress is recorded on individual record sheets in students Design and Technology booklets. EMB grades will be entered half termly.

KEY ASSESSMENTS AND DATES

At the end of each term or project, prior to rotation, an interim grade will also be given.
End-of-project assessments in February and in June.

HOMEWORK

Set each week related to practical projects where possible and will include:
Research 2D/3D Designing & Modelling ICT Planning the making
Prep work Collecting materials/ingredients Safety related issues Evaluation
Booklets for DT and exercise books for Food Technology
Homework is marked in accordance with School Policy. 1 piece of homework will be an Extended Piece of Writing focusing on Literacy each half term. There will also be a numeracy task set each half term.

TEXTBOOKS/MATERIALS/VISITS

Department booklets.
Textbook – Collins: Design and Makes Assignments by Stewart Dunn
Textbook – RCA: Challenges Year 8
www.nutrition.org.uk for Food News and nutritional information.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
Drama	Mr. Wootton	1

COURSE CONTENT

By the end of Year 8 students should

- **Arranging Drama:** Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration and co-operation) in a range of group settings solo, pair, group and whole class.
- **Building a Character**: Understand the impact on a live performance audience of their choice of Drama Forms. Develop their knowledge and understanding of a range of dramatic forms to communicate meaning to an audience. Deepen and strengthen their ability he ability to select the appropriate physical expression and stage craft particularly blocking, proxemics and levels to communicate their desired audience impact.
- **Creating a Role**: develop the ability to select the appropriate vocal tone, pitch, pace, dramatic and logical pause to achieve their desired audience impact. Understand the skills needed for effective spontaneous improvisation
- **Designing for Performance:** develop the knowledge, understanding and ability to select the appropriate design element i.e. costume, lighting, sound and music to communicate their desired audience impact.
- **Ensemble Action**: Deepen and further their knowledge and understanding of a range of Ensemble Action to support the on stage action in performance.
- **Feedback and Evaluation**: Discuss and evaluate the issues and themes involved in the work. Show an ability to evaluate and reflect constructively.

STUDENT GROUPING

Mixed-ability tutor groups. Students will work in a variety of groupings 3,5 and 7 as well as individually.

MONITORING PROCESS

Every half term students will be practically assessed according to the Ursuline Drama assessment criteria that focus on the key skills of Creating, Performing and Evaluating. Students classwork is recorded for evaluation.

KEY ASSESSMENT AND DATES

Half Term-Formative Assessment
Term- Summative Assessment
Drama performance: Exam in the Summer term.

HOMEWORK

Practice-Students are expected to practice the skills learned in Drama 5 minutes a day or 30 minutes a week. Practice is critical to developing their Vocal and Physical ability. Students are also actively encouraged to take part in the annual school production and the weekly Drama club.

TEXT BOOKS / MATERIALS / VISITS

Department provides Playtexts, assessment Guidance, exemplar video's of the practical work.
2 dedicated Drama Studios with full lighting facility. A full stocked Wardrobe department.
Termly opportunities to watch GCSE, AS and A2 performances.

HOW PARENTS CAN HELP

Encourage your daughter to discuss and practise the skills learned in drama, take part in the annual School Production and the weekly Drama club. Drama is an active subject that should be seen and heard. Encourage your daughter by taking her to see the rich diverse theatre we have in Wimbledon at The Polka Theatre, Color House Theatre, New Wimbledon Studio and New Wimbledon Theatre as well as the National Theatre.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
ENGLISH	Ms Byrne – Y7/8 co-ordinator Mr Ryan- Head of English	4

COURSE CONTENT

Students will study a range of fiction and non-fiction texts across the year, including a modern novel, 19th century literature, modern drama, poetry from different cultures and traditions and a range of non-fiction texts. Students will build on literacy and grammar work from Year 7. One lesson a week will be timetabled for grammar work and extended writing. Speaking and listening opportunities include poetry and drama performances and learning lines by heart.

STUDENT GROUPING

All students are set according to ability. Staff review their progress each half-term and students are moved between sets as appropriate.

MONITORING PROCESS

Redrafted work is marked regularly using the Ursuline assessment standards; effort grades and targets being set where appropriate. Marking codes are displayed in every classroom and are used in students' books, with the most common errors being highlighted. There are three strands of assessment in English: Speaking & Listening, Reading and Writing.

KEY ASSESSMENTS AND DATES

Spring A (February) and end-of-year exams (June)

HOMEWORK

Students are set two pieces of homework per week. Where an extensive task or project is set, students will be given more than one homework slot to complete this. Homework tasks include written work, as well as research and reading.

TEXT BOOKS, MATERIALS and VISITS

Students will need their own dictionary and thesaurus at home. They must also have a reading book available every day. Where possible, we have theatre groups coming in to school to perform to students.

HOW PARENTS CAN HELP

Encourage your daughter to read widely for pleasure and to visit both the school and her local library. All reading helps improve literacy levels! Students should read a range of fiction and non-fiction texts, including novels, short stories, graphic novels, newspapers and magazines. Where possible, we offer support and catch-up programmes for students who need them. If your daughter is invited, please encourage her to attend.

SUBJECT	CONTACT TEACHER	LESSON PERWEEK
FRENCH	Ms. Guillet	1

COURSE CONTENT

Grammar:	Topics:
▪ Present Tense (reinforcement) ▪ Perfect, Imperfect and Near Future ▪ Negatives ▪ Adjectives ▪ Use of connectives and time markers ▪ Likes and dislikes (reinforcement)	▪ Holidays ▪ Town and directions ▪ School life ▪ Film Study: Les Choristes ▪ Focus on the study of culture and film. Use and research authentic materials to develop linguistic skills and enjoy finding out about cultural differences.

STUDENT GROUPING

Set in agreement with English Department.

MONITORING PROCESS

EMB assessments every two weeks- including:

Formal and informal assessment in all four skills: reading (including translation from French into English) / writing (including translation from English into French) / speaking / listening + vocabulary / verb tests.

KEY ASSESSMENTS AND DATES

Formal assessments at the end of Spring A (February) and in the end-of-year exam (June)

HOMEWORK

45 minutes per week- could include:

Learning, Reading (gist or detail), Translations, Cultural / Grammatical Research / Structured writing and Oral Presentations (possibly with ICT)

TEXT BOOKS / MATERIALS / VISITS

Textbook: **Mission: Français**

Mary Glasgow magazines (private subscription strongly recommended in September £8 for the year)

All Year 8 students have an opportunity of a 4 day trip to Normandy

Use of websites:, www.languagesonline.org.uk, www.duolinguo.co.uk

School softwares: Taskmagic / Boardworks

HOW PARENTS CAN HELP

Test homework (learning); purchase Mary Glasgow magazine subscription through the school; provide French dictionary; encourage trips to France (with or without school)

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
GEOGRAPHY	Mrs Nichols	2

COURSE CONTENT

Coastal Environments – Coastal processes of erosion, transportation and deposition, Coastal landforms, cliff collapse and management.

International Development – Aid, Sustainable development, Small and large scale projects, development indicators.

Weather and Climate – Weather forecasting, pressure, weather hazards, micro climates, Britain's climate.

Population and Urbanisation – Migration, DTM, population pyramids, Urban land use models, Issues in HICs and LICs.

Plate tectonics – Earth's structure, Plate boundaries, Earthquakes, Volcanoes, Tsunamis, Super volcanoes.

STUDENT GROUPING

Students are taught in their mixed ability tutor groups.

MONITORING PROCESS

Students are taught in line with the school marking policy with Platinum, Gold, Silver, Bronze standards awarded for key assignments. Exercise books are marked weekly; grades are recorded and monitored by classroom teacher.

KEY ASSESSMENTS AND DATES

End of topic tests and structured assignments.

Will consist of a range of research assignments, enquiry based projects, written tests and extended writing tasks.

HOMEWORK

Homework set weekly. This includes: Research; Analysing geographical data; Report writing; Extended pieces of writing (essays, letters, diary entries, speeches); Structured questions

Homework set may vary according to ability

TEXT BOOKS / MATERIALS / VISITS

Text Books: - 'Places', 'Thinking Through Geography 2', 'Connections', 'Geog 1-3' 'Interactions' and 'Foundations'.

HOW PARENTS CAN HELP

Encourage students to read/look for topical news articles/documentaries/Visit libraries to help with research assignments

Useful websites: www.farmafrica.co.ukwww.bbc.co.uk (education section), www.s-cool.co.uk, www.georesources.co.uk, www.geocities.com/rainforest, www.nfu.org.uk

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
GERMAN	Mr Waltl	2

COURSE CONTENT

Topics	Grammar
Introduction to German and German speaking countries;	Verbs: present and past tense
Personal ID; Numbers and days, months, birthdays;	Adjectives
School – subjects, uniform, food and drink;	Nouns and genders
Hobbies and Sports;	likes/dislikes
Family: descriptions, personalities, pets	connectives

Focus on the study of culture and film. Students will use/watch/research authentic materials available to help them develop their linguistic skills and enjoy finding out about cultural differences and events.

STUDENT GROUPING

Students are set according to English groupings.

MONITORING PROCESS

EMB assessments every two weeks- including: Formal and informal assessment in all four skills: reading (including translation from German into English) / writing (including translation from English into German)

KEY ASSESSMENTS AND DATES

Fortnightly assessed c/w and h/w (EMB)

Key linear assessments- e.g assessments on all work covered in Autumn Term: Christmas assessment (December) + all work covered in year 8: Year 8 internal Exams (May)

HOMEWORK

45 minutes per week- could include:

Learning, Reading (gist or detail), Translations, Cultural / Grammatical Research / Structured writing and Oral Presentations (possibly with ICT)

TEXT BOOKS / MATERIALS / VISITS

* Penpal exchange with Ursuline School, Cologne
* Websites:www.klar.co.uk / duolingo.co.uk
* German Dictionary / * Realia – songs/film clips/magazines / *Boardworks & Task Magic

HOW PARENTS CAN HELP

* Rehearse vocabulary with students.
* Check homework diaries and exercise books.
* Access to the Internet at home or in local library
* Subscription to Mary Glasgow magazines (£8- available at school).

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
HISTORY	Miss Haunstetter	2

COURSE CONTENT

The Trans-Atlantic Slave Trade

How accurate is the description of the Middle Passage as 'delightful' and 'sufficient'?
What was the experience of a slave? Why was slavery abolished – what role did Great Britain play in this? How far can Britain be credited for this?

The British Empire

Why did the British establish an Empire?
To what extent did nations benefit from colonisation?
Why did the Empire collapse?

The Twentieth Century World – World War One

Why did World War One break out?
What was the experience of the British during World War One?
Why did the War come to an end? How was peace settled?

The Twentieth Century World – Suffrage for Women

What views were held about women in the 1900s?
How did women campaign for the right to vote until 1914?
Why did women gain the right to vote in 1918?

The Twentieth Century World – Representations of the Holocaust

How should the Holocaust be represented?

STUDENT GROUPING

All students are taught in their tutor groups. Groups are therefore mixed ability.

MONITORING PROCESS

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

KEY ASSESSMENTS AND DATES

Continuous assessment & end of Year exam

HOMEWORK

Homework is set once a week and will take on a variety of formats: independent research, creative writing, short and long answer questions, presentations, role-play, posters, project work and revision

TEXT BOOKS / MATERIALS / VISITS

Factual Information - http://www.spartacus.schoolnet.co.uk/
Videos & podcasts - http://www.youtube.com/user/mrallsop
Original documents & activities – http://www.nationalarchives.gov.uk/education/key-stage3.htm

HOW PARENTS CAN HELP

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

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

Historical fiction, theatre, musical theatre, films and documentaries are also excellent ways for students to extend their knowledge and understanding, empathy and interest in the subject as a whole. Likewise, if there are opportunities to visit any museums or sites of historical interest in the local area, or beyond, this definitely helps to bring the subject of history to life.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
MATHS	Miss Kearney	4

COURSE CONTENT

Four areas of: Number, Algebra, Statistics, Probability, Ratio & Proportion and Geometry & Measures are covered. Using and applying Maths is incorporated in the four topic areas and a series of lessons designed to improve student's thinking skills are incorporated into the year.
ICT activities are used where appropriate.

STUDENT GROUPING

4 ability sets.

MONITORING PROCESS

Homework grades recorded in line with school policy.
Students encouraged to assess their own work.
Feedback given orally and / or in written comments on work.

KEY ASSESSMENTS AND DATES

Topic tests at the end of most chapters with cumulative assessments every half term.
End of year exam in the second half of the summer term.

HOMEWORK

Two homework pieces per week set and marked according to Maths Faculty Homework Policy.

TEXT BOOKS / MATERIALS / VISITS

Each pupil will be registered for Mathswatch and homework may be set from this site.
Support, extension and investigation materials provided by Maths Faculty staff.
A maths equipment set is required. It includes a compass, a protractor and a scientific calculator.

HOW PARENTS CAN HELP

Check homework diaries to see that Maths homework is recorded and marked off when completed.
Help with practice of mental Maths e.g. multiplication tables, estimates of shopping bills, practical percentages, fraction calculations, long multiplication and division estimates
Check students have their equipment ready for Maths lesson, including a calculator.
Revision websites: BBC KS3 website, www.mangahigh.com and www.mathswatch.vle.co.uk

EXTENDED LEARNING

The following topics are included in extension work; factorising expressions into 2 brackets, sketching graphs of linear, quadratic, cubic and reciprocal functions, identifying formulae for perimeter, area and volume by considering dimensions, Trigonometry, interpreting and constructing cumulative frequency tables and graphs

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
MUSIC	Mr Williams	1

COURSE CONTENT

* Expressive Devices (Film Music)
* Structure
* Variations
* Song Writing and Protest Songs
* Indian Music

STUDENT GROUPING

In mixed ability tutor groups.

MONITORING PROCESS

* Observation in Class
* Regular performances given in class
* End of topic recordings
* Peer and self-assessment
* Work completed on Frog|
* Folders (kept in classroom)

KEY ASSESSMENTS AND DATES

Every Topic will end with a formal assessment of practical work
On-going teacher assessments throughout the year
End of year exam (practical composing/performing task)

HOMEWORK

30-45 minutes per week. This will be a practical activity whenever possible.

TEXT BOOKS / MATERIALS / VISITS

A large selection of percussion instruments.
Multi-timbral keyboards with sequencing ability and disc drives.
A number of pianos.
5 practice rooms and two large classrooms / rehearsal spaces.

HOW PARENTS CAN HELP

Assist your daughter with research projects by allowing her access to the library/Internet.
Encourage your daughter to take part in the many music clubs on offer at the school.
Support her in her homework tasks, and ensure completion and on time delivery.
Encourage your daughter to listen to music from a wide range of cultures and traditions and become familiar with the works of the great composers.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
P E	Ms Doyle	2

COURSE CONTENT

A broad based curriculum offering a range of experiences in PE with Health Related Fitness as a component within each activity. Students will participate in one double lesson, once a week at either the playing fields or school. Students will participate in all of the following activities: -

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Football (At the playing fields)	Netball (At UHS)	Dance/ Trampolining (At UHS)	Cross Country/ Fitness (At UHS)	Athletics/ Kwik cricket (At the playing fields)	Cricket (At the playing fields)

COURSE CONTENT

Focus of units will be acquiring and developing and evaluating and improving performance. Students will look at how to test & monitor their own fitness while developing strategies to maintain or improve aspect of their fitness. They will develop leadership & umpiring skills which build on that they have learned in year7 core PE.

STUDENT GROUPING

Mixed ability tutor groups. Differentiated tasks and outcomes.

MONITORING PROCESS

End of activity formal practical assessments and written in some cases. Standards will be assessed based on the descriptor & reported in a ½ term EMB.

KEY ASSESSMENTS AND DATES

A fortnightly EMB grades for one activity area is given and an end of each activity area (half-termly).

HOMEWORK

Key homework for PE is attendance to clubs – students are expected to attend a club once a week as their homework. Students will be set termly homework to complete with use of FROG.

TEXT BOOKS / MATERIALS / VISITS

Department generated worksheets and resources
Sports Clubs opportunities: Lunch and after school
Dance Workshops
Inter-house competitions
Gifted and Talented opportunities
Ski Trip/Sports day/ Sports tour to Europe
Netball/Football tour within the UK
Jump Rope for Heart
National Sports Week
Inter school competitions
Annual sports dinner
Dance Bites Club
Leadership programmes

HOW PARENTS CAN HELP

Encourage your daughter to take part in regular physical activity, eat a healthy balanced diet and drink plenty of fluids. Each student should attend at least 1 extra-curricular club.

Ensure your daughter wears the correct named PE kit to all lessons and that it is washed regularly.

Inform teachers if PE kit is lost and replace immediately.

Inform the teacher if your daughter is injured or unwell and unable to participate in lessons.

Parents will be encouraged to support their child and ensure that homework is completed and handed in on time.
Ensure that your daughter has a lock on her locker.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
PSHEC (Personal, Social & Health Education & Citizenship)	HOY: Ms O'Neill	1 period per week and cross-curricular activities

COURSE CONTENT

Students will examine a range of issues including the following topics. Aspects of citizenship are also covered in PE, English and Humanities lessons.

Autumn Term: Careers, roles and types of family; family & marriage; homophobia; raising awareness of Black History Month; democracy: local and national government; laws and why we need them.

A Prevent morning will include work on the themes of radicalisation, CSE (sexting and e-safety) and FGM.

Spring Term: Body image and the media; nutrition and exercise; pressures on girls; fundraising and Philanthropy projects. Prevent follow-up on extremism. Emotional mental health.

Summer Term: Revision skills; staying safe and assertiveness; conflict resolution; preparation for debates and public speaking.

All the main aspects of British values will be taught in Year 8 such as mutual respect & tolerance; rule of law and individuals' liberty.

There will be specific Prevent lessons throughout the year with a whole morning in September dedicated to learning about radicalisation, keeping safe on mobile technologies and FGM. Further lessons will develop students' awareness of the risks of extremism.

MONITORING PROCESS

They are assessed by their peers and by the form tutor during group and discussion work.

KEY ASSESSMENTS AND DATES

Assessments take place during the year and progress is reported at Academic Review Day and by the Form Tutor in the end of year reports.

HOMEWORK

Students are set homework once a week in PSHEC lessons which usually involves research, Homework in RE, English and Humanities also covers aspects of citizenship.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
RELIGIOUS EDUCATION	Mr Odhiambo	2

COURSE CONTENT

Students will cover the following topics:

*** The People of God:** The story of God's relationship with his people in the Old Testament.
*** Jesus – The New Covenant:** Who was Jesus? What does it mean to say he is the Saviour?
*** Good v Evil:** The Goodness of God, Free will and Temptation, Conscience, Vocation
*** Philanthropy project and Catholic Social Teaching:** Faith in action. How do the Principles of Catholic Social Teaching influence a Catholic's life? What inspires a Catholic to be charitable? Evaluate the effectiveness of religious and non-religious charities.
*** Islam:** What do Muslims believe and how do their beliefs affect their lives?

STUDENT GROUPING

RE is studied in mixed ability tutor groups.

MONITORING PROCESS

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

KEY ASSESSMENTS AND DATES

Students will be regularly informally assessed each fortnight using the school's Bronze/Silver/Gold/Platinum standards, which we have linked to the Catholic Bishops' Levels of Attainment. They will also complete a formal assessment at the end of each unit.

HOMEWORK

Homework is set each week. This may involve: research, reading, writing, creative activities, reflection on life experiences, evaluation of the media, use of the internet and the VLE.

TEXT BOOKS / MATERIALS / VISITS

1. The RE Scheme of Work is based on the Religious Education Curriculum Directory for Catholic Schools.
2. Staff will be using the VLE in addition to a variety of books and other resources. Pupils are normally given stimulus material so we do not issue a textbook.
3. Class Mass and other Chapel Services are included in our programme. One Retreat day.

HOW PARENTS CAN HELP

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

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
SCIENCE	Mrs Taylor / Mr Fitt	4

COURSE CONTENT

Our topics are:

- **Biology**
  Structure and function of living organisms (the skeletal and muscular systems, nutrition and digestion, gas exchange systems and health)
  Material cycles and energy (photosynthesis and cellular respiration)
  Genetics and evolution (inheritance, chromosomes, DNA and genes)
- **Chemistry**
  The Periodic Table
  Materials (reactivity series)
  Energetics (changes of state and exothermic/ endothermic chemical reactions (qualitative
  Energy (calculation of fuel uses and costs in the domestic context)
- **Physics**
  Energy changes and transfers (changes in systems)
  Motion and forces (describing motion and forces, pressure in fluids, balanced forces
  Waves (observed waves, sound waves, light waves)

STUDENT GROUPING

Set by ability based on performance in assessments/examinations in Year 7.

4 sets in population A; 3 sets in population B

MONITORING PROCESS

- Bi-monthly assessments recorded on EMB
- Formative assessment throughout all units
- Formal practical write-up each term
- Homework marked as per school policy
- SATS-style end of year exam

KEY ASSESSMENTS AND DATES

- Much assessment is continuous – see above
- Major assessments (projects) – towards the end of each half-term
- End of year exam – early June

HOMEWORK

3 pieces of homework of 30-45 minutes each per week. One of which will be a research task to prepare for upcoming lessons.

TEXT BOOKS / MATERIALS / VISITS

The course materials are from a variety of sources and the schemes of learning have been rewritten by the department to reflect the new curriculum.
Various other supporting materials are used, for instance the new Scientifica textbooks and the Hodder Science books and materials.
Trip to Science Museum in the Summer Term.

HOW PARENTS CAN HELP

Ensure homework is completed on time.
Provide additional reference materials – books, CD Roms.
Encourage pupils to visit libraries, museums.
Watch appropriate TV programmes etc.
Use the Internet eg.www.bbc.co.uk/science.
Monitor homework diary
Show an interest in your daughter's Science work.

SUBJECT	CONTACT TEACHER	LESSONS PER WEEK
SPANISH	Ms Castro	2

COURSE CONTENT

* Introduction to Spanish and Spanish speaking countries
* Personal ID / Family (descriptions & personalities)
* Numbers and Time
* School (subjects and opinions)
* My Area & Home
* Students learn the basics using present tense, nouns, genders and adjectives

Focus on the study of culture and film. Students will use authentic materials available to help them develop their linguistic skills and enjoy finding out about cultural differences and events.

STUDENT GROUPING

Students are set according to English groupings.

MONITORING PROCESS

EMB assessments every two weeks- including: Formal and informal assessment in all four skills: reading (including translation from Spanish into English) / writing (including translation from English into Spanish.

KEY ASSESSMENTS AND DATES

Key linear assessments- e.g assessments on all work covered in Autumn Term: Christmas assessment (December) + all work covered in year 8: Year 8 internal Exams (May)

HOMEWORK

45 minutes per week- could include: Learning, Reading (gist or detail), Translations, Cultural / Grammatical Research / Structured writing and Oral Presentations (possibly with ICT)

MATERIALS / VISITS

TV programmes / websites: www.languagesonline.co.uk / www.duolinguo.co.uk

Spanish Collins Dictionary

HOW PARENTS CAN HELP

Rehearse vocabulary with students.

Check homework diaries and exercise books.

Holidays in Spain and Spanish speaking countries.

Subscribing to Mary Glasgow magazines (private subscription recommended in September: £8 for the year).

SECTION 3: ASSESSMENT, REPORTING & RECORDING

Assessment Recording and Reporting

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

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

You will receive feedback on your daughter's academic effort and attainment each half term. There will be one parents' evening where you will meet your daughter's subject teachers and two Academic Review Days where you will meet your daughter's form tutor and Head of Year.

Academic Review Day

19 October 2018 (P5 & 6) or
20 October 2018 (All day)

3rd April 2019 (P5 & 6) or
4th April 2019 (All day)

Parents' Evening

3 May 2018

Full Report

The will be posted home in July 2018.

Electronic Mark Book (EMB)

Subject teachers will input one effort grade and one attainment grade every half-term. Marking of your daughter's work will take place fortnightly; this can be done through self-assessment, peer assessment or teacher marking.
At the end of each half term you will receive a report showing you the grades entered for effort and attainment. This information will show you how your daughter is progressing towards her target standard. The EMB is also available for you to view online on Progresso by logging in with your personal username and password.

Year 8 Internal Exams

In June 2018, your daughter will sit her end of Year 8 internal examinations. The grades she achieves from these exams will be reported back to you via your daughter's full report in July 2017.

THE URSULINE STANDARDS

The Ursuline Standards Framework aims to raise standards by strengthening teaching, learning and assessment across the curriculum in Years 7 and 8.

The Ursuline Standards Framework addresses the key issues of building on from Key Stage 2 and challenging the students academically from the start of Year 7 and it is a fundamental instrument for us to raise standards and to enable your daughter to make the best progress she can.

The key principles are to:

- focus the teaching by planning according to clear objectives and ensure students know what they need to learn and achieve, and why.

- provide challenge by setting high expectations and teaching to them

- use questioning, explaining and modelling effectively to structure, support and extend the learning.

- make learning active by providing task and feedback that enable students to construct knowledge, develop understanding and skills through problem-solving, enquiry and directed, personalised feedback.

- build reflection and develop resilience by teaching students about what and how they learn, involving them in developing and improving their work through the teacher's feedback and green pen dialogue in their exercise books.

- ensure that there is clear progression from Key Stage 2, building on the new KS2 National Curriculum, and preparing students effectively for the challenge of the new GCSEs or equivalent at the end of Key Stage 4.

- ensure teachers respond to the needs of the students in order to achieve best possible progress and attainment.

1. <u>What does the target mean?</u>

The Standard Target established is designed to ensure students aim to achieve outstanding attainment and progress outcomes in line with historic performance of students at this school. Upon her entry in the school, your daughter will be given a Standard Target, which she will be expected to meet or exceed in her work.

There are four possible targets: Bronze, Silver, Gold and Platinum.

The individual context of students will be taken into account at the target setting stage.

- The Bronze Standard Target will be allocated to students arriving in Year 7 below expected Age-Related Expectations (ARE).

- The Silver Standard Target will be allocated to students arriving in Year 7 at ARE.

- The Gold Standard Target will be allocated to students arriving in Year 7 above ARE.

- The Platinum Standard Target will be allocated to students arriving in Year 7 significantly above ARE.

Each subject will give students a set of Standard Descriptors explaining what knowledge, understanding and skills need to be acquired to achieve each of the standards from Autumn A to Spring A.

After February half-term, students will receive a new set of Standard Descriptors explaining what knowledge, understanding and skills need to be acquired to achieve Bronze, Silver, Gold or Platinum from Spring B to Summer B.

2. Frequency of reporting

Teachers will report an effort grade and an attainment standard once per half-term. The effort grade will be either: Outstanding, Good, Requires Improvement or Poor. Whenever an attainment grade is reported, students will be expected to be working at or exceeding their Standard Target.

Twice a year, students will take a formal, cumulative assessment, once in Spring A and once in Summer B. Those cumulative assessments will enable the school to evaluate student performance over time, under exam conditions.

Standard grades and effort grades will be reported to parents every half-term online and/or through a printed report posted home.

Parents will have the opportunity to meet their daughter's tutor at Academic Review Day twice per year and all of her subject teachers at Parents' Evening in the summer term.

3. Frequently asked questions

What standard should my daughter be working at?

Most students are targeted Silver or Gold standard when they come to The Ursuline in Year 7. As a parent, you need to look at the targets your daughter has been set in each subject, as these will give you an idea of what she could achieve.

How do I know if my daughter is making good progress?

Your daughter should be working at or above standard when a grade is reported. The standards change over time to become more complex so if your daughter is consistently achieving her targeted standard, it means she is making outstanding progress.

This means that a student targeted Gold, should be working at least at Gold Standard in February of Year 7, at the end of Year 7, again in February of Year 8 and at the end of Year 8. However, the targets are not limiting and we expect some of our students will exceed those targets.