



**URSULINE HIGH
SCHOOL**

Welcome to
Year 8
Information
Evening



Welcome

Ms Guiheen
Head of Year 8 Pop A

Ms Smith
Head of Year 8 Pop B

Ms Connor
Assistant Headteacher –
Ethos



Tonight we'll cover...

- Who's who in the Y8 team
- How and when to contact the school
- How we will communicate with you
- Essential guide to learning at UHS
- Measuring progress in learning
- Pastoral Care
- Enrichment





URSULINE HIGH SCHOOL

THEME 2022-23

**“You will be my witnesses”
Acts 1:8**



The Y8 Team

8 Angela	Paula Lee Thomas (DT)	paula.thomas
8 Bernadette	Geraldine Taylor (HSC)	geraldine.taylor
8 Catherine	Gareth Davies (Science)	gareth.davies
8 Francis	Georgia McNichol (Maths)	georgia.mcnichol
8 Margaret	Jake Tyler (Maths)	jacob.tyler
8 Teresa	Ronan Preastuin (RE)	ronan.preastuin
8 Ursula	Caroline McColgan (Science)	caroline.mccolgan

Our aim

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

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

How and when to communicate with the school

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

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

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

If there are **changes in your personal/family circumstances** e.g bereavement, moving home, separation, long term illness please inform the Pastoral Support Assistant Ms Sawicka [magdalena.sawicka@ursulinehigh.merton.sch.uk](mailto:magdalenasawicka@ursulinehigh.merton.sch.uk) This information is crucial in supporting your daughter

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

For all other queries contact appropriate HOY or AHT Ms Connor

How we communicate with you

- The Ursuline High School is committed to effectively communicating with our parents and carers.
- We have a clearly defined marketing communications strategy in place which is reviewed regularly to ensure it meets the needs of our parents.
- **We primarily communicate with the primary parent/carer only, please ensure you let us know if your details change.**
- Our strategy includes a wide range of mediums including Weduc (our communications app/web portal), email, information meetings, academic review meetings, progress reports, newsletters, our website and other school collateral where appropriate.
- In addition to Weduc, we use ParentPay, Progresso, Microsoft Teams and Evolve for school trips, to support various elements of your child's learning journey. Further information including logins, is in the process of being issued.
- We have an active presence on Instagram and Twitter - do please give us a follow at @uhswimbleton and join our growing social community.

Weduc

- Weduc is our communications tool and is accessible via app or web portal.
- In addition to receiving messages from the school, parents can use Weduc to report an absence, view historical absence records, read our newsfeed and access our website and other portals including Parent Pay, Progresso, and Evolve. Over time more and more features will be made live.
- The majority of our parents/carers are now using Weduc and enjoying the benefits.
- If you haven't already enrolled and would like to, drop us an email and we will send you an enrol code. Parents who do not wish to enrol will receive communications to their email mailbox.
- To ensure you do not miss messages from us, many of which are urgent and important, we recommend Weduc app users enable notifications. Weduc web portal users cannot enable notifications and we therefore ask that you log in daily. To help ensure you don't miss any messages, web portal users will also receive duplicate messages to their email mailbox
- Visit the [Communications page of our website](#) for more information about our Parent Communications Strategy including our Weduc FAQs.
- Any technical queries regarding Weduc or any of our portals, should be directed to ITHelpdesk@ursulinehigh.merton.sch.uk



Attendance and Punctuality

- We want the students to be in school wherever possible.
- We must know if your daughter is not attending by 9.30am as this is a safeguarding duty
- We monitor all students with under 92% attendance weekly.
- Evidence for medical appointments during the school day is required in the form of an appointment card, screenshot of appointment email or iMessage
- Where students are absent from school without us being informed we will contact parents to ascertain their daughter's whereabouts, by phone, home visit or Safer Schools Police officer visit
- The school can issue fines for unauthorised term time absences.
- Punctuality is monitored daily and consequences are in place for those who are persistently late.
- Students with excellent attendance have a much higher chance of succeeding socially and academically. Please support us in ensuring our students have the best access to our curriculum, so they can achieve in all areas.

Travel To And From School

- Year 8 can use the buses to and from School
- Line up at the Arterberry road bus stop not the bottom of Crescent road
- Students must be considerate of our neighbours regarding noise and must never enter a residents garden or sit on walls/railings
- No loitering in Wimbledon – no shops
- No more than 4 students together
- Travel carefully (e.g using crossings, avoiding use of airpods/headphones etc)

Morley Park

- Year 8 travel for PE to Morley Park
- Students line up in Brescia, are registered and then escorted to the playing fields
- Students must remain with the group and following the instructions of the staff member at all times
- Students do not have access to the canteen at breaktime on the days they have PE so should bring a suitable snack
- Failure to follow these instructions is a major safeguarding breach and will result in withdrawal from PE at Morley Park

Organisation – the essentials

- Board Pen
- Mini whiteboard
- Laptop, charger and headphones
- Planner- record all homework
- Stationery equipment



What Are The Key Features In Teaching And Learning At UHS?

- Progress leading to excellent examination achievement
- A challenging curriculum.
- All students needs are met through differentiation.
- High expectations
- Checking understanding
- Intervention when needed
- Excellent teacher knowledge
- Student engagement
- High quality marking and feedback



Assessment For Learning

- Know target grades in all subjects
- Understand what is required to improve
- Ask questions
- Respond and act on teachers' feedback
- Assess own work and work of others



Assessment for Learning

We gather evidence of understanding on a daily basis while the students are in the process of learning. To do this we must know our students: where they are, what they understand, and how they learn. This information guides our decisions about what we will do next in order to fill in gaps, clarify misconceptions and provide the kind of feedback that will help students move forward.



Part of everyday teaching practices.



Used to inform and adapt teaching practices.

Assesment for Learning is...

A quick way to gather information about student learning.



Done in conjunction with students to engage them in their own learning.



What is ARE?

- Age-related expectation is the average standard of work expected at a given age or development in education. (This Changes over Time)
- At the end of KS2 Y6, ARE would have been 100 (scaled score)
- Each Year some students are below, on, above or significantly above this average when joining UHS.
- We have devised a system called the UHS Standards to target, track and support students progress through from KS2.



UHS Standards

Upon their entry in the school, students will be given a Standard Target at which they will be expected to meet or exceed in their work. There are four possible targets: Bronze, Silver, Gold and Platinum.

The Bronze Standard Target will be allocated to students arriving in Year 7 below ARE. Students attaining Bronze standard by the end of Y8 will be targeted a Grade 3 at GCSE. (Currently those students from KS2 below 96)

The Silver Standard Target will be allocated to students arriving in Year 7 at ARE. Students attaining Silver standard by the end of Y8 will be targeted a Grade 4 to 6 at GCSE. (Currently those students from KS2 with 97-105)

The Gold Standard Target will be allocated to students arriving in Year 7 above ARE. Students attaining Gold standard by the end of Y8 will be targeted a Grade 7 or 8 at GCSE. (Currently those students from KS2 with Levels 106-114)

The Platinum Standard Target will be allocated to students arriving in Year 7 significantly above ARE 115+ (the old 5a). Students attaining Platinum standard by the end of Y8 will be targeted a achieve Grade 8-9 at GCSE.

Targets are not Limiting students are expected to match their standard but can move up.

- This means that any student currently joining Below **ARE** who would start on Bronze needs to be supported in class in order to make accelerated progress with the ambition that she would move to Silver Standard and close the gap.
- We are setting targets which are challenging/aspirational and if achieved will continue to produce outstanding progress for all students.



Advice Given to Students

- Your key task will be to ensure you always work to this target and to try your very best to move to the next one up.
- Your teachers will tell you what you need to do to stay on your target and what you need to do to aim for the target above.



Progress Is Built Into The Design Of The Standards

- In line with the Assessment calendar, all subjects have designed sets of standards:
- Standards for Year 7 Autumn A to Spring A
- Standards for Year 7 Spring B to Summer B
- Standards for Year 8 Autumn A to Spring A
- Standards for Year 8 Spring B to Summer B
- This is repeated in Year 9.

- The standards get progressively more challenging in line with increasing **ARE**



How We Grade Work

- In addition to the standards, effort grades are reported to students and parents each half term
- **Outstanding**
- **Good**
- **Requires improvement**
- **Poor**



Assessment, Recording & Reporting Cycle

Autumn A:

- EMB standard is entered for each subject based on a Formative test this term and is made available on Progresso. Report available at ARD **Test Assess week = 3/10/2022**
- **1st Academic Review Day (Parent/Student Teacher Meeting) 20th October 2022 P5 - 6 & 21st Oct P1 - P5**

Autumn B:

- Students record an EMB standard for each subject based on a Formative assessment during test Assess Week **21st November 2022** this term and is recorded in a tracker in student books. Students will have an **Oracy Grade** awarded by teachers in each subject and this will be entered on Progresso for access.
-

Spring Term A: EMB Standard entered on a Summative test on the week of **23rd January 2023** on all work covered so far in Year 7 (This level is made available on Progresso) Reported Home

Spring Term B: Students record an EMB standard for each subject based on a Formative assessment during test Assess Week **6th March 2023** and is recorded in a tracker in student books.

2nd Academic Review Day 30th March 2023 P5 & P6 and 31st March P1-P6

Summer Term A: Students record an EMB standard for each subject based on a Formative assessment during Assess Week **24th April 2023**. (Focus on Extended Writing in Subjects)

- **End of Year Exams 22nd May – 26th May**
- **Parents' Evening: 27th April Year 8 Full report distributed at parents' evening.**

Summer Term B: Students record an EMB standard for each subject based on a Formative assessment during Assess Week EMB Week 3rd July. **Oracy Grade** awarded by teachers in each subject and this will be entered on Progresso for access.

Friendship 'Ups and Downs'

- Very common issues around friendship changes
- Child on child abuse
- Advice to students about dealing these situations
- Support our message of respect
- Work together to help them navigate these tricky times

Social Media in Year 8

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other students
- Tempted to say unkind comments
- Unable to move past comments online
- **We ask that parents ensure that access to any social media platforms is age appropriate**
- If students do use social media, this will be taken into consideration when dealing with issues raised
- We need to work together to support our young people and we are stronger if we all do the same

Dangers Online

- Risk of coercion
- Pictures, comments etc can be passed on without permission.
- Access to people they do not know easily
- Not easy for young people to recognise a 'stranger' online
- Easy to inadvertently share personal info
- Child exploitation

What Can We Do?

- Recognise the risks - has an 12-13 year old got the emotional maturity to handle them?
- Limit the time spent on electronic devices and remove them in the evenings/night.
- Know what she is doing online – open space at home for access
- Know logins and passwords
- School monitoring of devices – even at home (e-forensics)

Risky Behaviour

- Vaping is normalised on social media platforms and branding of these products is appealing to teenagers.
- There is a widespread perception among teenagers that nicotine suppresses appetite and therefore vaping can help with weight control/loss – this is addressed via PSHEC
- Pressure to attend gatherings (local parks, Wimbledon Common, unsupervised homes) increases from Y8 onwards. Do you know where your child is when not with you and who is supervising them?
- Set very clear boundaries about acceptable, safe behaviour outside school with friendship groups and maintain regular contact.

Safeguarding Team



Ms Michelle Alexander
Assistant Headteacher
Designated Safeguarding Lead



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



Ms Jo Wild
Wellbeing Co-Ordinator
Safeguarding Officer



Ms Sarah McCourt
Year 7 & 8 Pastoral Assistant
Safeguarding Officer



Ms Kerry Connor
Assistant Headteacher Ethos



Ms Rachel Donohue
Acting Assistant Headteacher
Behaviour



Anti-Racism

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

Equalities, Diversity and Inclusion

We have a clear policy on inclusivity and we respect all of the protected characteristics defined in the Equalities Act. We address these in all areas of policy and decision-making as well as in the PSHEC curriculum.



Student Voice

Your daughter's views and feelings about school are important to us. Throughout the year we survey students regularly on the following areas:

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

The data and comments from these surveys are used for school improvement

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

Anti-bullying Policy

UHS Process for dealing with alleged bullying

- Incident reported to school by staff/parent/student
- HOY/SLT begins investigation of incident
- Statements taken from all concerned, including witnesses
- Parents informed of investigation by HOY/SLT
- Decision regarding incident is made once all evidence is collated
- Appropriate sanction/support given and parents informed
- Support /strategies offered to students
- Conflict resolution between students
- Incident logged and monitored by HOY. Further incidents will be considered in future

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
 - South West London Trailblazer
 - Safeguarding team
 - School Counsellor/Nurse/EWP
 - Off The Record Counselling and Kooth (online counselling) available to students this term



Safer Schools Police Officer

This is PC Gunn, our school police officer, who your daughter will see around school and in assemblies.

PCSOs work with schools and young people as well as supporting crime and disorder reduction partnerships.

He also helps to educate on some of the issues that arise in PSHEC such as gang crime, peer abuse and sexual exploitation.

PC Gunn operates in school under the direct instruction of the Headteacher.

No student would ever be questioned by a police officer in school without parental consent



School Ethos



Our school motto is Serviam – ‘I will serve’
All Ursuline students are expected to use their gifts and talents for the service of God and our community.



- The school offers a wide range of opportunities for personal development, learning skills, developing character and promoting confidence.
- Participation in the wider life of the school is a basic expectation and there are activities suited to lots of different interests.

Enrichment

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

A sample of enrichment opportunities

- Anime & Manga
- Art Textiles
- Irish Dance
- Mythology/ Creative Writing
- History
- Choir
- Book club
- Football
- Netball
- Student Leadership
- Orchestra
- Bible club
- Chaplaincy
- Chess
- Drama
- Philosophy
- Homework

The Serviam Passport



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

The passport is a testament to your daughter's commitment to our ethos and her engagement in the wider life of the school

The App

CONFIDENCE	RESILIENCE
CURIOSITY	LEADERSHIP
COMMUNICATION	PROBLEM SOLVING
RESPECT	MORAL COMPASS

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

Character development	Spirituality	Citizenship	Health & Wellbeing	Cultural Capital	Employability
-----------------------	--------------	-------------	--------------------	------------------	---------------

The House System



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

Aims:

- Smooth transition from Primary School for Y7
- Create sense of belonging – Micro communities, integrate with other year groups.
- Create roles of responsibility and Link to Student Leadership.
- Healthy competition
- Confidence and Respect for others
- Benefit from Role Models
- Positive relationships with staff



Inter-House Debating Competitions



10 House Points for EVERY Book you check out at the Library



Behaviour Management

Students are rewarded for

- Demonstrating the school's Core Values
- Serviam: using their gifts, talents and time for the benefit of others
- Representing the school in a positive way
- Cooperation & positivity
- Growth mindset
- Marked improvement in attitude or progress
- Consistently good classwork or homework
- Good stewardship
- Acts of solidarity/support

Conversely students can be given sanctions for lack of cooperation, rudeness, failure to follow instructions etc.

Multiple sanctions can trigger a requirement to attend homework club, a detention or participation in a weekly report card.

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

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



Key Dates

Rescheduled FestWeek trip to GoApe – Monday 12th September

Rescheduled FestWeek trip to Chessington – Monday 17th October

Mass of St Ursula – Thursday 20th October, Main Hall 10:55hrs parents welcome

Academic Review Day 1 – Thursday 20th October / Friday 21st October

School Production – Thursday 24th November / Friday 25th November, Main Hall 19:30hrs

Mass of St Angela – Friday 27th January, Sacred Heart Parish church 12:45hrs

Multicultural Evening – Thursday 23rd March

Academic Review Day 2 – Thursday 30th March / Friday 31st March

Parent Information Evening on Revision – Tuesday 18th April

Parents Evening - Thursday 27th April 16:00- 18:30hrs

Y8 End of Year Assessments Week - w/c Monday 5th June

FestWeek – Monday 17th July

Y8 Pastoral Workshops for Parents

Introduction to supporting wellbeing and mental health in the teen years -

Thursday 22nd September online 18:30hrs

Media & Safety (gaming/social media) – Wednesday 12th October in main school hall 18:30hrs

Parent emotional regulation including supporting teens who self harm –

Thursday 10th November online 18:30hrs

Drugs - Thursday 19th January online 18:00hrs

Understanding the teenage brain – Thursday 26th January online 18:30hrs

Supporting and managing exam and assignment stress – Thursday 16th

March online 18:30hrs

Understanding & supporting anxiety in the teenage years – Thursday 4th

May 18:30hrs

Relationships & healthy lifestyles – Thursday 8th June in main school hall

18:30hrs

**Thank you for your time
this evening!**



Where Can I Get Practical Advice?

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



Further parental support

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