

URSULINE HIGH SCHOOL WIMBLEDON



CURRICULUM GUIDE YEAR 9

2023/2024

Introduction

We are delighted to welcome you back to Ursuline High School after the summer break and hope that you are all well rested and ready for an exciting year ahead.

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, including a series of learning conferences. We will continue to embed public speaking in Year 9 across all curriculum subjects.

In addition, your daughter will be making her choices for the GCSE subjects this year and so there will be much to discuss. The process will begin from January and I will be available to discuss any queries throughout the year.

Meanwhile, our laptop scheme will allow us to provide further exciting and inspiring learning experiences for your daughter. In addition, after school, there are many extra-curricular opportunities for your daughter to participate in, from sports to music and from drama to charity events.

Please do not hesitate to contact the school if you have any queries.

We wish your daughter a successful and enjoyable year.

Mr O Nichols

Assistant Headteacher Teaching & Learning

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
- Mission Week

SECTION 1:

GENERAL

INFORMATION

Model of School Day

School Timings

Monday to Thursday:

| | |
|-------------------------|---|
| 8:25 am | Crescent Gates open for students to enter. |
| 8:35 – 8:50 am | Registration / Assembly |
| 8:50 – 9:40 am | Lesson 1 |
| 9:45 – 10:35 am | Lesson 2 |
| 10:35 – 10:55 am | Break |
| 11:00 – 11:50 am | Lesson 3 |
| 11:55 – 12:45 am | Lesson 4 |
| 12:45 – 1:20 pm | Lunch |
| 1:25 – 2:15 pm | Lesson 5 |
| 2:20 – 3:10 pm | Lesson 6 |

End of School

| | |
|-----------------------|---|
| 3:10 – 4:00 pm | Extra-Curricular Activities (Lesson 7) |
|-----------------------|---|

Friday:

| | |
|-------------------------|---|
| 8:25 am | Crescent Gates open for students to enter. |
| 8:35 – 8:50 am | Registration |
| 8:50 – 9:40 am | Lesson 1 |
| 9:45 – 10:35 am | Lesson 2 |
| 10:35 – 10:55 am | Break |
| 11:00 – 11:50 am | Lesson 3 |
| 11:55 – 12:45 am | Lesson 4 |
| 12:50 – 1:40 pm | Lesson 5 |

End of School

| | |
|-----------------------|---|
| 1:40 – 2:20 pm | Lunch Available |
| 2:00 – 3:00 pm | Extra-Curricular Activities (Lesson 6) |

YEAR 9 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 9 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 | Erin Guiheen (Population A) | Erin.guiheen@ursulinehigh.merton.sch.uk |
| | Paige Smith (Population B) | Paige.smith@ursulinehigh.merton.sch.uk |
| Pastoral Assistant | Sarah McCourt | sarah.mccourt@ursulinehigh.merton.sch.uk |
| Attendance Officer | Mrs Young | Absences must be reported by 8.45 either via Weduc or by calling 020 3908 4144. For anything else Ms Young can be contacted by email at: bernadette.young@ursulinehigh.merton.sch.uk |

| Form Group | Tutor |
|--------------|-------------------|
| 9 Angela | Paula Lee Thomas |
| 9 Bernadette | Geraldine Taylor |
| 9 Catherine | Seoighe Kearney |
| 9 Francis | Georgia McNichol |
| 9 Margaret | Jake Tyler |
| 9 Teresa | Ronan Preastuin |
| 9 Ursula | Caroline McColgan |

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

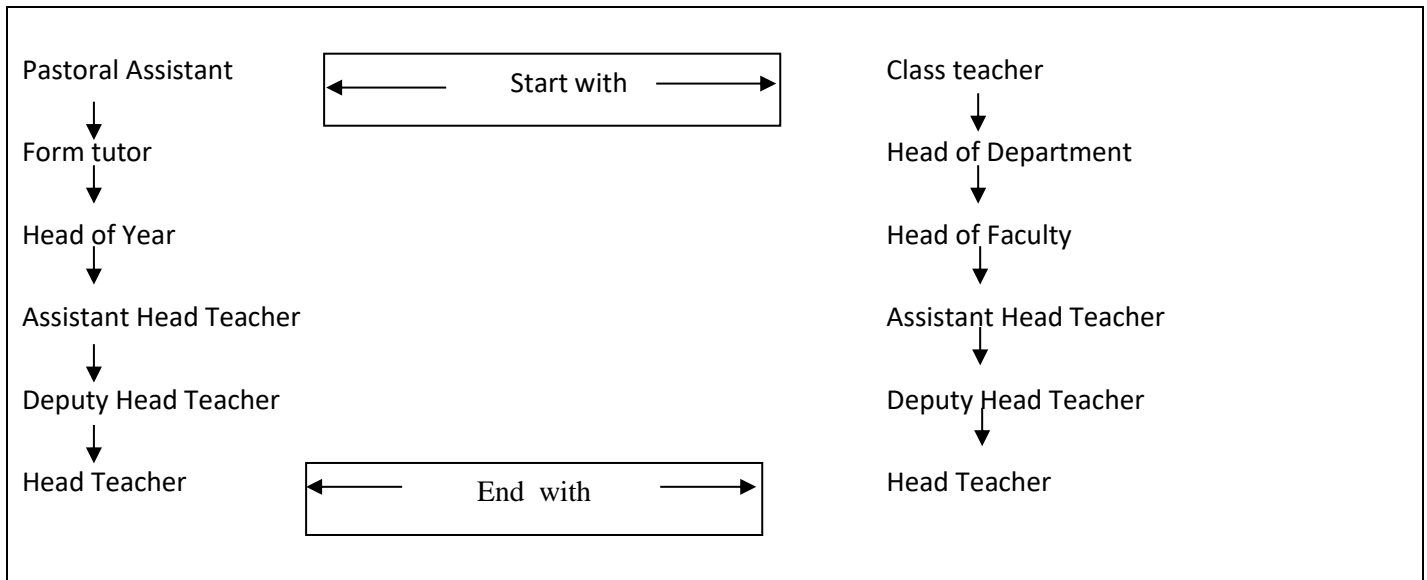
Examples of pastoral concerns:

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



Year 9

School Policies

The use of Planners at KS3

Year 9 students will receive a Key Stage 3 planner. All students are issued with a **FREE** planner, which 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

Attending school regularly and on time is crucial. School starts at 8.35a.m. (prompt). Your daughter's attendance is monitored weekly. If your daughter is absent from school, please ring either the attendance officer Ms 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 45minutes to one hour per homework set each evening. 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, 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 student responsibility, honesty, 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
- Answering questions
- Wider reading
- Essay & extended writing
- Preparing a starter activity or a plenary
- Independent work (My maths)
- Independent research
- Rehearsals & practice (particularly for the Arts)

Procedures in the setting and monitoring of homework

- Homework will be set in accordance with the homework timetable.
- 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.

Homework Club / Prep

We monitor carefully the number of students receiving sanctions for no homework or for poor homework. The reasons for such sanctions are varied: poor organisational skills, poor understanding, lack of support at home, poor learning habits and lack of routines amongst others. We believe we need to equip students with the necessary skills, support, self-discipline and perseverance to develop their learning skills.

We have a Homework Club for students who received a large number of sanctions over a short period of time for poor homework or homework not completed. The Homework Club is aimed at students who have received five or more sanctions over 5 weeks – or 8 sanctions over one term. These students will attend the Homework Club for a period of 5 weeks Monday to Thursday. Parents will also be asked to attend a workshop on supporting homework so that, once the 5 weeks are completed, students will continue the practise at home under guidance and supervision of their parent/carer.

Use of Textbooks

Your daughter will be issued with appropriate resources for all her subjects including some 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.

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 Watson, 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: Mr O Nichols (Assistant Head Teacher)

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 the Microsoft Teams VLE, 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 9. 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

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 Microsoft 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 tablet 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 an “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 that it will add positive value to their progress.

Homework Timetable

YEAR 9 Population A

| YEAR 9 ANGELA | | | | |
|-----------------------------|---|--|--|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths Science History | PSHEC English MFL Music Geography | MFL English RE Computer Science | Maths Science PE or English or RE Art | PE or English or RE Drama DT / Food & Nutrition |

| YEAR 9 BERNADETTE | | | | |
|---|--------------------------------|-----------------------------------|--|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths Science Music Computer Science | PSHEC English MFL Art | MFL English RE Geography | Maths Science PE or English or RE DT / Food & Nutrition | PE or English or RE History Drama |

| YEAR 9 CATHERINE | | | | |
|---------------------------|--|-----------------------------------|--|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths Science Drama | PSHEC English MFL Computer Science Music | MFL English RE Geography | Maths Science PE or English or RE History | PE or English or RE Art DT / Food & Nutrition |

| YEAR 9 FRANCIS | | | | |
|---|---|----------------------|--|-------------------------------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths Science DT / Food & Nutrition | PSHEC English MFL Geography History | MFL English RE | Maths Science PE or English or RE Music | PE or English or RE Art Drama |

YEAR 9 Population B

YEAR 9 MARGARET

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|----------------|---------------------------|------------------------|-------------------------------|
| Maths English Music Geography DT / Food & Nutrition | PSHEC PE | MFL Science History | Maths English RE | MFL Science RE Drama |

YEAR 9 TERESA

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|----------------|--|---------------------------------|--|
| Maths English Geography Art Drama | PSHEC PE | MFL Science History DT / Food & Nutrition | Maths English RE Music | MFL Science RE Computer Science |

YEAR 9 URSULA

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|----------------|------------------|-----------------------------------|-----------------------------------|
| Maths English Drama Art Computer Science | PSHEC PE | MFL Science | Maths English RE History | MFL Science RE Geography |

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.

Students will be provided with an end-of-year 9 target to support the introduction of the new GCSEs. Your daughter will be expected to reach this target by the end of Year 9. A significant majority of students will seek to exceed this target.

In Year 10, your daughter will be given a new GCSE target to be achieved at the end of Year 11. Targets are graded 9-1: 9 being the highest and 5 being the national expected standard at the end of Year 11.

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 an Academic Review Day where you will meet your daughter's form tutor and Head of Year.

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

Electronic Mark Book (EMB)

Subject teachers will input one half-termly effort and attainment grade for the work your daughter has completed. At the end of each half-term you will be able to track the grades on Arbor: you will receive a termly report of the grades showing her effort and attainment grades for that period of time. This information will show you how your daughter is progressing towards her target.

Full Report

The full reports will be posted home before the Christmas holidays.

Year 9 Internal Exams

During the start of Summer B, your daughter will sit her end of Year 9 internal examinations. The grades she achieves from these exams will be reported back to you in June.

Parent Engagement & Communications

How and when to communicate with the school:

Important KS4 contacts at in this Guide (page 6) and a full staff directory can be found on [website](#).

Please use email to contact us as inbound communication is not available on Weduc.

Form tutors – general enquires about the Ursuline, friendship issues, organisation, homework, clubs/enrichment, uniform, equipment, travelling to/from school, punctuality, trips/calendar events.

Head of Year and/or Pastoral Support Assistant – Changes to family circumstances (bereavement, moving home, separation, illness etc.), mental health, bullying, safeguarding, online safety, absence request forms, request for your daughter to receive school counselling/educational well-being practitioner, financial support/free school meals.

Ms Young – Attendance and punctuality/lateness. All absences and lates must be reported via telephone or Weduc no later than 9.30am. If students are late more than 5 times to school, you will be notified, and they will receive a one-hour detention which is held on Friday afternoons after school.

Subject teachers must be contacted for any subject specific enquiries, including homework questions.

Our IT Helpdesk is available to help with any parent portal, laptops, and other IT queries.

For all other queries contact the Head of Year or AHT Ms Connor.

How we communicate with you:

The Ursuline High School is committed to ensuring parents are engaged in supporting their daughter's academic progress and personal development.

Parents are given many opportunities over the year to meet with their daughters' teachers and tutors to discuss their progress, and in addition receive regular progress reports.

We also provide opportunities for parents to learn more about the world their daughter's live in, through resource sharing, information evenings, and specialist sessions on issues such as online safety and mental health.

In addition, we are committed to effectively communicating with our parents and carers about school life and news and we use a range of mediums including our parent app (Weduc), email, website, information meetings, communications from the Head and other staff, our suite of newsletters and social media.

We communicate with both primary and secondary parents/carers, however there are some exceptions including consent forms and parent meeting bookings as we need to avoid receiving two responses. In these cases, we email primary carers only. Please ensure that you let us know if your details change.

In addition to Weduc, we use several other portals to support various elements of our students' learning journeys, including Arbor (reports and records), Evolve (Consent forms and trips), and ParentPay (lunches).

Parents can choose to receive communications from us via Weduc (see below for further information), our app, or by email. Note that if you are a Weduc user you will receive some communications to our email including consent forms for trips and any 1:1 communications from staff.

If you're on Instagram or Twitter and you don't already follow us, please do - we have an active presence on both, where we share lots behind the scenes content. You can find us @uhswimbleton.

Visit the [Parent Engagement & Communications](#) page of our website to read more.

Weduc:

Weduc is our communications tool and is accessible via app or web portal.

We use Weduc to share form, year, and school wide communications. In addition, parents can use Weduc to report an absence, view historical absence records, read our newsfeed, and access quick lines to our website and other portals.

Parents will be emailed instructions on how to enrol soon after their child starts with us.

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.

Any technical queries regarding Weduc (or any of our other portals), should be directed to ITHelpdesk@ursulinehigh.merton.sch.uk

Visit the [Parent Portals](#) page of our website to access our Weduc FAQs and read more about our other Parent Portals including ParentPay, Arbor and Evolve.

Attendance and punctuality

Year 9

- 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.
- Students with excellent attendance have a much higher chance of succeeding socially and academically .
- Please support us in ensuring our students have the best access to our curriculum, so they can achieve in areas.
- Punctuality is monitored daily and consequences are in place for those who are persistently late.

What is the message to our students on punctuality?

Proposed Punctuality Plan KS3 and 4

- Punctuality is taken very seriously. It is important that students are on time to school and for lessons.
- Every week, your HoY and tutor will check your punctuality and communicate with you and your parents if there are any concerns. If you arrive late, you must have evidence of a valid reason.
- Please see the actions and consequence for poor punctuality below.

Notifying students and parents:

- At 10.30 am, any student with an unauthorised late will be emailed by the attendance officer via Arbor and notified about their late detention.
- At 10.30 am, the parents of students with an unauthorised late will be emailed by attendance officer via Arbor and notified about their late detention.
- The attendance officer to print off names and to be handed to AHT behaviour of who to expect daily.

| Number of lates | Action to be taken | Consequence for pupil |
|-----------------|--|--|
| 1 | Same day detention Then same for any late thereafter. | Same day detention- 30 mins If doesn't attend 1 hour Friday |
| 4 | Tutor call home. Parents informed and plan agreed for being in on time. | Same day detention 30 mins If doesn't attend 1 hour Friday |
| 5-8 | HoY to send punctuality letter home to parents and offer support | Same day detention- 30 mins If doesn't attend 1 hour Friday Punctuality report |
| 9-12 | HoY meeting with parents Parent meeting and action plan in place | Same day detention- 30 mins If doesn't attend 1 hour Friday Punctuality report escalated |
| 13-14 | Assistant Headteacher meeting parents to review action plan and support | Same day detention- 30 mins If doesn't attend 1 hour Friday Punctuality report escalated |
| 15 | Meeting with Headteacher and parents | Saturday detentions- 2 hours Failure to turn up to detention leads to suspension |

Travel To and From School

- Students can use the buses to and from School
- Ks3 students line up at the Arterberry road bus stop and Ks4 students at the bottom of Crescent road.
- We STRONGLY encourage students to walk. It is often quicker to walk into Wimbledon or Raynes Park given long queue times at the bus stop and traffic. We also encourage a healthier lifestyle.
- 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)

Year 9

Standards

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.

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.

Formatively

- Assessment to aid learning journey (Throughout each half term)

Summatively

- Assessment of Acquired knowledge at an Assessment Point. (Standard Awarded each half term)

In addition to the standards, effort grades are reported to students and parents each half term.

- **Outstanding**
- **Good**
- **Requires improvement**
- **Poor**

Progress and additional support.

If students are below ARE or drop below their standard, we carry out;

- Small Group interventions in Numeracy, Literacy and Reading recovery.
- Specific Learning Support Groups.
- In class intervention in Subjects.
- Students with Specific SEND will have intervention as Co-ordinated by the SENCO.

Online Electronic Mark Book

- We have a system called Arbor where you can access information on your daughters attendance, punctuality, behaviour alongside any reports on progress, attainment or exams produced during her time at the school.
- We will provide you with the details on how to log on.

Phones and Social Media

Mobile phones at school

A [study](#) published by the London School of Economics traced the impact of banning mobile phones at schools on exam scores. Researchers found that students in schools with phone bans gained higher test scores and that lower-performing students benefited the most. Academic research is clear that mobile phone use in school is a distraction and negatively impacts on progress.

To help keep everyone as safe as possible both commuting and at school, we recommend that expensive mobile phones are not brought into school. However, this is at parents' discretion. **Regardless of phone make/model, and in accordance with academic research and our Behaviour policy, if you choose to send your daughter to school with a mobile phone it must be switched off, placed in their locker at the start of the day and remain there until the end of the day. Any phones seen or heard in school will be confiscated. For security, all lockers should be locked with a padlock.**

If a phone is confiscated, a letter will be sent home to inform parents and request that they collect the phone from Student Services. If this is problematic the parent should contact the Head of Year to make alternative arrangements. No confiscated phone will be returned on the same day. The school has a small number of phones for emergency use i.e., for texts and calls. Students who are concerned about being contactable on the way home will be offered one of these phones and they can text the number to a parent, returning the phone to Student Services the next day.

Smartphones

There is growing evidence of the downsides of smartphones on sleep, friendships, mental health, bullying, harassment, and inappropriate content amongst others, and excessive use has a devastating effect on young people's wellbeing. Experts recommend delaying the smartphone for as long as possible or giving children one that is 'locked down'. For further recommendations and resources see below.

Social Media

Social media currently has a legal age of 13+ and is therefore illegal for year 7 and much of year 8. However, many experts believe social media is not suitable for young teens and there is widespread call for the age recommendation to be raised to 16+ and at the Ursuline we fully agree. 18 is the legal age for drinking alcohol, voting, and driving for example as it has been determined by experts that the mental maturity to make informed decisions does not truly kick in until this age. We agree with many experts that social media is no different.

The US Surgeon General, Dr. Vivek Murthy, recently published his Advisory [which issues an urgent and extraordinary public warning](#) that social media poses "a profound risk of harm". There is plenty of evidence showing that whilst social media does not negatively impact everyone, every child who uses these platforms is exposed to insane algorithms that care nothing about their wellbeing.

These algorithms are even more of a concern for children lying about their age to open accounts as platforms share content for specific ages. So, a child who is 10 in real life but has pretended they are 13 to open the account, will be targeted with content for 13-year-olds. Then when they are in fact 13, the platform then thinks they are 16 and so on.

Resources and Recommendations

To keep our children safe, it is essential they are media literate, and have boundaries. Holding regular discussions within the household around online safety, challenges and dangers, the algorithms, echo chambers and so on is key.

Should your daughter(s) have a smartphone, or access to social media and other platforms and apps, then we recommend following advice from experts and agreeing family rules including; using parent controls, setting screen and app limits, removing phones from bedrooms especially during homework time and at night, common areas at home for access, password sharing, limiting apps and turning location settings off on certain apps, following your child's account.

A complete list of resources is available on our [website](#) and includes but is not limited to: Lisa Damour (listen to Episode 54 of her 'Ask Lisa' podcast: How and when do I give my kid a phone, [National Online Safety](#), [Common Sense Media](#), [Jessica Chalmers \(The Social Jess\)](#), [Elizabeth Milovidov - Digital Parenting Coach](#), [Protect Young Eyes](#), [Thinkuknow.co.uk](#), and the [NSPCC](#). All these resources have value adding parent focused websites and social media accounts.

We also strongly recommend watching The Social Network (Netflix) as a family – with interviews from industry experts it explores the dangerous human impact of social networks and the power of the algorithm. [The Social Media and Youth Mental Health Advisory Report](#) from the US Surgeon General Dr Vivek Murthy is also a very valuable and insightful read.

In accordance with our Behaviour Policy, social media will not be tolerated at KS3, and there will be consequences for anyone found to be engaging in it 'for bad' regardless of whether they are of the legal age.

- 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.

Safeguarding Team at UHS



Ms Rachael Gilmore
Assistant Headteacher
Designated Safeguarding Lead
Mental Health Lead



Ms Kerry Connor
Assistant Headteacher
Ethos and Behaviour
Safeguarding Officer



Ms Jo Wild
Wellbeing Co-Ordinator
Safeguarding Officer



Ms Sarah McCourt
Year 8 & 9 Pastoral Assistant
Safeguarding Officer



Ms Danielle Boateng
Care Coordinator
Safeguarding Officer

If you have any concerns or worries, please see one of the members of Safeguarding Team or email at wellbeingsupport@uhsw.com



THIS IS LISTENING
AT THEIR FEEL
CONNECTED



YOUR TIME
YOUR WORK
YOUR PRESENCE



DO WHAT YOU CAN
SHARPLY WHAT YOU DO
MOVE YOUR BODY

Equalities, Diversity and Inclusion.

The Ursuline Have a clear policy on inclusivity and we respect all of the protected characteristics

- Age
- Disability
- Gender Reassignment
- Race and ethnicity
- Sex
- Sexual Orientation
- Religion



We will look at each one across the year and think about how inclusive our community is and what actions we as individuals will take to work towards better equality for all.

Anti-Bullying Policy

How we deal 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

Year 9

Mental Health

This is an area of 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.





- # The Serviam Passport

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

Behaviour Management

Students are rewarded for:

- Demonstrating the school's Core Virtues
- 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.

Each sanction will trigger an email to the parents stating the nature of the sanction.

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

You can monitor your daughter's rewards and sanctions on Arbor.

SECTION 2:

THE

CURRICULUM

Why do we teach Art?

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| Ancient cave paintings Chad | 'Autoportrait' Tamara De Lempicka | 'The Creation of Adam' Michelangelo | The Amphitheatre Rome | 'The Problem We All Live With' Norman Rockwell |
| To Communicate | To Express | To Understand | To Inspire | To Show |

How do we teach Art?

You will learn about art through the Creative Process of exploring, reflecting and refining. You will be able to explore different techniques and processes; artists, designers and craftspeople and areas of the Arts Industries. These explorations will be inspired by different stimulus that reflect what you see in the world around you from natural forms to political works of art. This process will allow you to make works of Art that express and show individuality and meaning.

Course content

Throughout the year students learn about historical and contemporary practice in a variety of Art forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful and informed.

Modules

Distortion

Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists. From here students explore media and materials using their chosen artist's as inspiration before creating their own developed idea.

This Girl Can

Students are asked to consider their own values and core beliefs through their own identity and place in the school community and beyond. Students use the core values of The Ursuline as a starting point to develop an independent piece of work with artist links and conceptual connections.

Student groups

Mixed ability groups – handbook for guidance and challenges set every lesson

Monitoring progress

Projects are marked in line with the whole school policy. T

Coursework titles

- 1AD01 - Unit 1: Distortion
- 1AD01 - Unit 2: This Girl Can – and 5 hour end of year Exam

Assessment

- End of 1st Unit - DEADLINE February 2019
- End of 2nd Unit - DEADLINE July 2019


Homework

Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Visits

- Artist workshops throughout the year.
- Tate Britain Gallery Visit for Y10

Why do we teach Art?

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| Ancient cave paintings Chad | 'Autoportrait' Tamara De Lempicka | 'The Creation of Adam' Michelangelo | The Amphitheatre Rome | 'The Problem We All Live With' Norman Rockwell |
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Course content

The year will be divided into three projects. Project 1 is a fabrics project – understanding fabric construction and properties. Project 2 is a 2D surface project based on natural forms through print and embellishment and Project 3 is a 3D constructed garment project based on the idea of Protective Skins.

During all 3 projects students develop their knowledge and understanding of other artists, time periods and cultures to broaden their knowledge of art and textiles and its place in the world. Students will also learn to develop their own ideas independently through structured research and analysis.

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

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

Assessment

- Formative assessment every half term based on GCSE levels.
- Summative assessment in line with the GCSE curriculum.
- Art Exam in Summer term

Homework

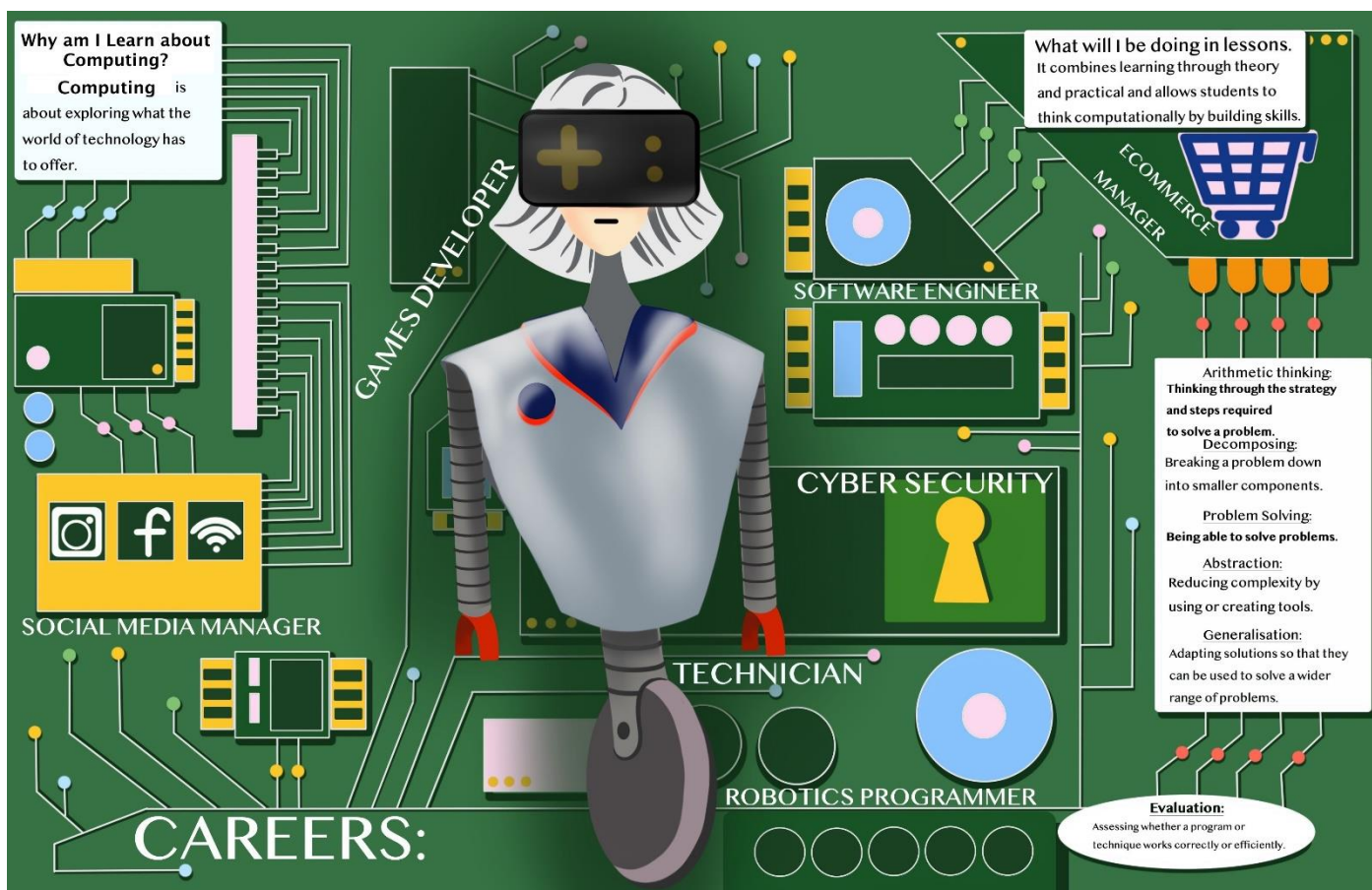
Practical and written homework is set according to School Policy, with at least one extended writing piece set every half term.

Textbooks, materials & visits

Department provides sketchbooks. Resources are provided by the Art department.

How parents can help

Parents should ensure that pupils have a range of pencils, a soft rubber, pencil sharpener, glue stick and black fine liners. A set of colour pencils and watercolour tablet would also be helpful.



Course content

Students in Year 9 will continue to develop their knowledge of Computing, building on the skills and knowledge from Year 7 and 8. They will have 1 lesson per week and will cover the fundamental aspects of this discipline including; programming using Python and the use of algorithms. Pupils will start the process of exploring GCSE Computer Science modules such as 2.1 Algorithms and 2.2. Programming from the exam board OCR.

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 progress

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.

Assessment

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

Year 9

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.

Textbooks, materials & visits

Students are provided with workbooks and worksheets where appropriate throughout the year.

Useful websites:

www.cs4fn.org.uk

www.csunplugged.org

Craig and Dave you tube channel

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. Parents can encourage students to explore python coding.

Why do we teach Design & Technology?

Design Technology is an area of study that focuses on planning, designing, making and evaluating products. By understanding how the materials and processes are used and impact on our environment; you will become an empowered consumer and your practical and problem solving skills can be applied at home, to future education courses and at work.

**How do we teach Design & Technology?**

You will apply your new skills and learning from other subjects such as Maths, Science, Geography and Art to design and make products by hand and computer-controlled machines and to have lots of fun.

Course content

Mixture of design, make and evaluation tasks using mainly natural and manufactured timber and polymers.

Students will develop their iterative design and make skills and safely use of a range of tools and equipment.

Project Title in Design & Technology:

"Time" – Students will use standard components, electronics and incorporate recycled materials to produce a clock based on their personal research of a design movement or industrial designer.

Students will develop both sketching, modelling and CAD/CAM skills, use hand tools, fixed equipment and the laser cutter to produce a quality outcome.

Student groups

Students are taught in small mixed ability groups. Projects are completed individually.

Monitoring progress

Projects will be marked in line with the school's marking policy and graded to bronze, silver, gold and platinum standards.

Progress is recorded on individual record sheets in students Design and Technology books.

EMB grades will be entered half termly.

Half the students will do Design and Technology until February half-term and then will change to Food Preparation and Nutrition for the remainder of the year.

Assessment

At the end of the project, prior to rotation, a final grade will be given.

End-of-project assessments will be in February or in June.

Homework

Set each week related to practical projects where possible and will include:

Research 2D/3D Designing & Modelling ICT Planning the making

Homework is marked in accordance with School Policy and homework will focus on developing technical literacy, numeracy for D&T and research skills.

Textbooks, materials & visits

Department worksheets all will be available via TEAMS.

technologystudent.com

<https://www.bbc.co.uk/bitesize/examspecs/zb6h92p>

How parents can help

Help them to identify different types of woods, particularly the identification of softwoods such as pine and cedar and hardwoods such as oak, teak and mahogany. Encourage recycling of materials, particularly the identification of different types of plastics and their use in the home. Help them to learn the new technical terms and processes.

Why study English?

The study of English fosters critical thinking skills, develops creativity, exposes us to ideas from other cultures, and encourages thoughtful self-examination. English enables you to understand the world and the world to understand you.

Great literature is not simply the exploration of facts; it reminds us of perpetual cycles of collective human experience, cycles that *are shared*, in which humans across all cultures and all time periods have found ways, albeit imperfectly, to understand others.

**How do we teach English?**

You will explore texts, discuss complex ideas, analyse works of great literature, evaluate writers' intentions, and be inspired to develop your creativity.

Course content

Students will study a range of fiction and non-fiction texts across the year, including a Shakespearean play, world literature, and they will explore contemporary issues in the form of a range of diverse extracts. In addition, during their final half term, we will introduce them to some of the GCSE poetry in preparation for Year 10. Speaking and listening opportunities include poetry and drama performances and learning lines by heart.

Student groups

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

Monitoring progress

Redrafted work is marked extensively using the 9-1 grading system and effort grades. Unlike in Year 7 and Year 8, their work will be assessed using the GCSE grading system so they are introduced to the standards required at KS4. Students have success criteria, grade boundaries and standards in their books. There are three strands of assessment in English: speaking and listening, reading, and writing.

Assessment

End of year exams during the summer term.

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 task. Homework tasks include written work, as well as research and reading.

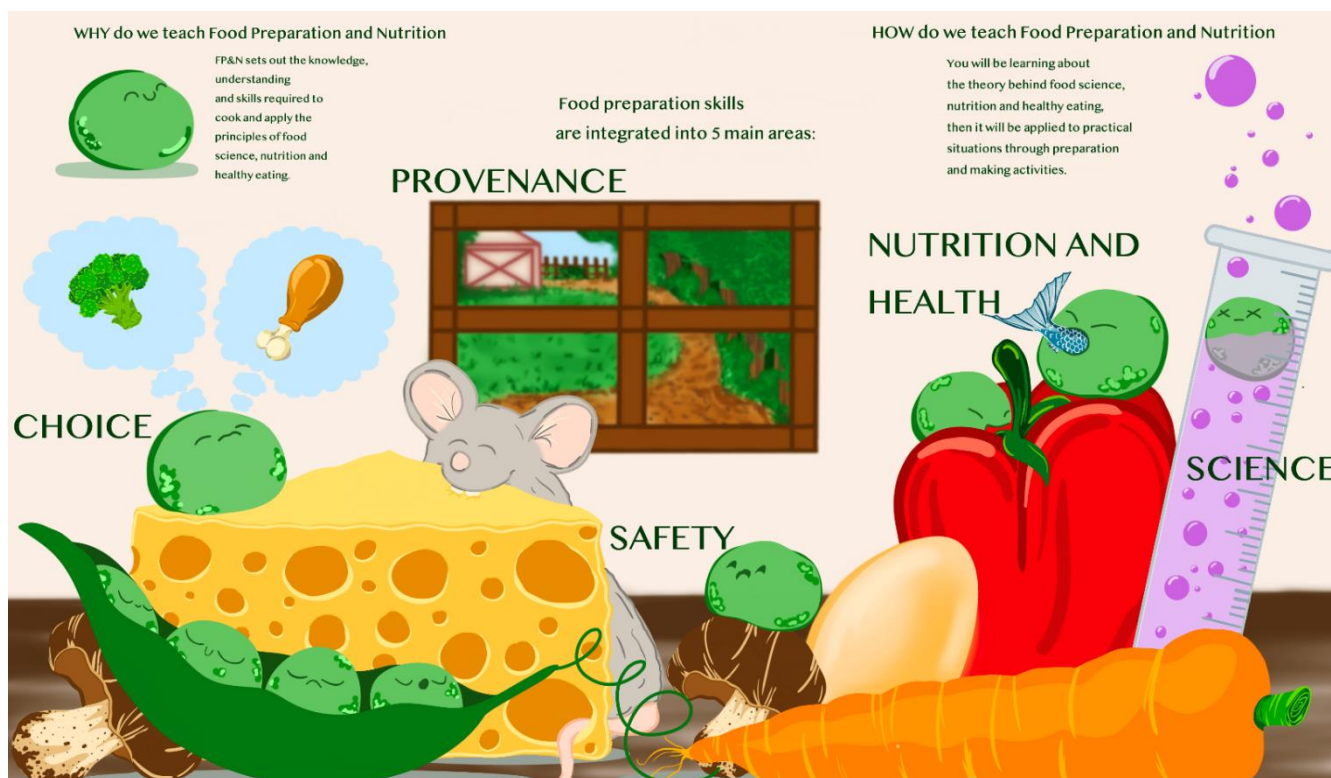
Textbooks, materials & visits

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 into 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.



Course content

Students will be taught an introduction into healthy eating, looking at the sources and function of Macronutrients (proteins, fats, carbohydrates) and Micronutrients (vitamins – water soluble and fat soluble and minerals), There will also be a series of practical lessons which will include: Chow Mein, quesadillas, oat cookies, bread & butter pudding, msemen (Moroccan flat bread) and a vegetarian curry. These practicals will build on techniques and skills. We will also be looking at food hygiene (personal and kitchen), designing for specific needs, sensory analysis and environmental and moral factors affecting food choice.

The majority of the content will be delivered through preparation and making activities, students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Student groups

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

Monitoring progress

Work will be marked in line with the school's marking policy. EMB grades will be entered half termly. Homework and class work will be marked using platinum / gold / silver / bronze, grade descriptors will be shared with the students. Marked work will include planning and practical work, tests, an extended writing and an oracy task. These grades will be put on the Electronic Mark Book

Assessment

Year 9

At the end of each term or, prior to rotation, an interim grade will also be given (details above).

Homework

1 piece of homework per week.

Textbooks, materials & visits

www.nutrition.org.uk for Food News and nutritional information.

How parents can help

Encourage your daughter to read about changes in nutritional guidelines. www.nutrition.org.uk releases updates regularly. Also please encourage making food products at home.



MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.

Why do we learn foreign languages? Because we are citizens of the same world!

Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Grammar:

- Consolidation of present tense including irregular verbs
- Perfect tense with avoir and être + vs Imperfect
- Future tense
- Clauses introduced by quand/lorsque and si/parce que/car to express reasons
- Comparative and superlative in expressing opinions about subjects use of tu and vous in informal/formal exchanges

Topics taught with KS4 resources

- Me, my family and friends
- Relationships with family and friends
- Home, town, neighbourhood and region
- My studies
- Free-time activities
- Music, cinema and TV
- Free-time activities; Sport
- Food and eating out
- Customs and festivals in French-speaking countries/communities

Monitoring progress

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.

Assessment

Key linear assessments- e.g assessments on all work covered in Autumn Term: Christmas assessment (December)+ all work covered in year 9: Year 9 internal Exams (May)

Homework

- Learning vocabulary and verbs
- Reading and understanding detail and gist
- Writing in French / Translating from French into English and from English into French
- Researching grammar & cultural elements, reading French news

Any of the above will be set once per week – approximately 45 minutes to 1 hour

Textbooks, materials & visits

Textbooks: Kerboodle AQA GCSE Foundation / Higher + Tricolore Totale 4

Use of websites: www.languagesonline.org.uk, www.wildfrench.co.uk, www.modlangs.co.uk

School exchange trip with Ursuline School of Largenté in Bayonne

How parents can help

Check homework diaries and quality time is spent on regular rote learning and homework

Subscribe to Mary Glasgow Magazine via school

Rehearse vocabulary with your daughter and encourage her to upload and listen to French music.

Arrange a possible visit to France during school holidays.



WHY DO WE TEACH GEOGRAPHY?

- ❖ To learn about the places and communities in which we live and work
- ❖ about our natural environments and the pressures they face
- ❖ about the interconnectedness of the world and our communities within it
- ❖ how and why the world is changing, both globally and locally
- ❖ how our individual and societal actions contribute to those changes
- ❖ about the choices that exist in managing our world for the future
- ❖ the importance of location in business and decision-making
- ❖ how physical and human process shape our world

HOW DO WE TEACH GEOGRAPHY?



By developing knowledge through enquiry- based learning, using topical and current sources to enable this for example maps, graphs, podcasts, public statements, video clips, audio and visual aids and newspaper articles.

Course content

Students will start the AQA GCSE course in year 9

- Unit 1 Section B – Physical Geography – The Living World – Rainforests and Hot Deserts
- Unit 2 Section C – Human Geography – Resources – Resource management and water supply.
- Map Skills

Student groups

Students are taught in their mixed ability tutor groups. At the end of the year they will pick the option of continuing with GCSE Geography or no longer continuing with the course.

Monitoring progress

Students are taught in line with the school marking policy and will be graded on the GCSE grading system of 9-1. Students will work in files and complete an EMB assessment fortnightly based upon GCSE style questions.

Assessment

End of topic tests and structured assignments.

Range of research assignments, enquiry based projects, written tests and extended writing tasks. They will sit the formal Unit 1, Unit 2 and Unit 3 papers in Year 11

Homework

Homework set weekly. This includes: Research, analysing geographical data, report writing, extended pieces of writing (essays, letters, diary entries, speeches) and answering structured questions. Homework set may vary according to ability

Textbooks, materials & visits

Text Books: - AQA GCSE Geography – Hodder and Oxford, Kerboodle, Geography Review

How parents can help

Encourage students to read/look for topical news articles/documentaries.

Visit libraries to help with research assignments.

Useful websites: <http://www.un.hn.mitch>; www.volcano.und.nodak.edu; www.meteo.gov.uk

www.bbc.co.uk (education section); www.s-cool.co.uk



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Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Topics

- Me, my family and friends
- Free time, activities, meeting people
- Home, town and local area
- My studies
- Music, Cinema and TV
- Food and eating out
- Sports,
- Customs & festivals in German-speaking countries/communities

Grammar

- Present tense (separable verbs)
- Modal verbs
- Use of prepositions
- Past tense
- Use of opinions/comparatives
- Subordinate clauses
- Introduction to the future tense

Student groups

Students are set according to their ability in German.

Monitoring progress

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) / speaking / listening + vocabulary / verb tests.

Assessment

Key linear assessments- e.g assessments on all work covered in Autumn Term: Christmas assessment (December) + all work covered in year 9: Year 9 internal Exams (May)

Homework

- Oral presentations; researching information; learning vocabulary
- Reading and understanding;
- Research Grammar and cultural elements.
- Writing in German- including translations.
- Homework is set twice a week and is marked in accordance with School Policy.

Textbooks, materials & visits

Textbook: Kerboodle AQA GCSE Foundation / Higher
www.linguascope.co.uk / www.atantot.co.uk

BoardworksCD-Rom; websites: www.klar.co.uk /

Edexcel Textbook; German Collins Dictionary; Mary Glasgow magazines; Film Clips/Magazines/Songs

Penpal exchange with Ursuline School, Cologne

How parents can help

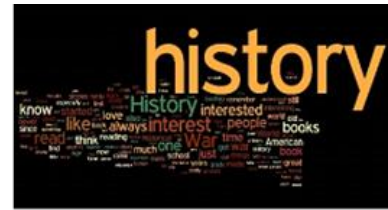
Check homework diaries and exercise books.

Holidays in Germany and German speaking countries.

Access to the Internet; subscribing students to Mary Glasgow magazines (available at school).

Why do we learn History?

"History is 'Her-story' is 'Our-story,' so that we know what happened in the past, so that we understand our current world, so that we can shape our future."



How do we learn History?

We study History through enquiry-based learning, where we critically evaluate sources, interpretations and content.



Course content

Russian Revolution and Communism

Who were the Bolsheviks?

Why did the Revolution happen?

Who was Lenin?

How did Communism affect Korea/Vietnam?

What was the policy of appeasement?

Why did the League of Nations fail?

Holocaust

What is the Holocaust?

What were the events?

Why should it be remembered?

1920s America

What issues were being faced in America at the time?

What America like post WW1?

Was is it a time of prosperity?

Why did groups like the KKK rise?

What was Prohibition

Edexcel Paper 2: Superpower Relations

Who were the Superpowers?

What is a Cold War?

How did tensions rise between the US and the USSR?

What were the main crises of the Cold War?

What is Mutually Assured Destruction?

How did the Cold War End?

Causes of WW2

How the Treaty of Versailles cause WW2?

How did Aggression from Japan and Italy cause WW2?

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Year 9

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.

Assessment

Continuous and ongoing assessment

Homework

Homework is set twice a week as per the homework timetable. Students should spend between 45 minutes and one hour on each homework task per week. Homework tasks will take on a variety of formats across the year. This could be independent research, creative writing, formal writing e.g. short and long answer questions, presentations, project work and revision.

Textbooks, materials & visits

Edexcel textbooks

Edexcel revision guides

Useful websites:

Information and quizzes - <http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/>

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/Mathematics>

Mathematics

Contact: Mr Collins

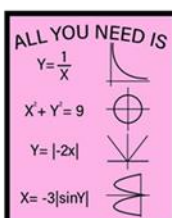
4 lessons per week

Examination board: Edexcel

Qualification: Mathematics GCSE

Why do we teach mathematics?

Maths is a universal language that helps us to solve problems, look for patterns and find order through logical, systematic thinking. It helps us make sense of our world and how we can make a difference in it.



How do we teach mathematics?

In order to do that: we explore and discuss new concepts, impart knowledge, model new skills, develop fluency in those skills, and then apply and adapt the skills for different situations.

Course content

This is a GCSE Maths Linear Course and the following content will be examined:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics
- Probability

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all papers where 9 is the highest grade.

The final examination will be sat at the end of Year 11

Two tiers are available: Foundation and Higher

Foundation tier: grades 1 to 5.

Higher tier: grades 4 to 9

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Student groups

Groups are set according to prior attainment.

Monitoring progress

Homework grades are recorded in line with school policy. Scores and GCSE grades are given for tests and are compared to target grades.

Assessment

Students will be assessed regularly, and these assessments are used for reporting 'currently achieving' grades in November and March. All students sit a summer examination which is used for the end of year report.

Homework

Homework tasks will be set during each lesson and will be marked according to Mathematics Faculty homework policy.

Textbooks, materials & visits

Students have access to GCSE mathematics resources through the VLE. Homework will often be set from these resources. The Mathematics teachers generate exam support and extension materials.

How parents can help

Encourage students to keep a full set of Mathematical equipment (including a scientific calculator) and bring it to every Mathematics lesson. Check your daughter's homework to see that full working out is shown and not just the answer.

Revision websites:

www.bbc.co.uk/schools/gcsebitesize/maths

www.mymaths.co.uk

<http://corbettmaths.com/>

Why do we teach Music?

We teach Music because it is one of the great art forms and a truly global language to which, we believe, all students should have access.



The skills it delivers have huge transferable value and they will help you be successful in your lives. Being able to appreciate and perform music will enrich you as a person. Music is found in every culture in the world and it helps create a sense of personal identity



and allows you to express yourself: we celebrate human diversity by studying music from different cultures and traditions.

How do we teach music?

Music is taught through practical activities based on listening and appraising, composing and performance. You will become more effective and confident performers by learning to rehearse effectively and by assessing the impact of your own performances and those of others whilst considering how to make them even better.

Experimentation and risk taking are important aspects of composing and you will be encouraged to be creative when developing your own music. You will learn about music by developing your aural skills and understanding of key musical terms.



Course content

- Jazz
- Film Music
- Musicals
- Pachelbel's Canon
- Minimalism

Student groups

Students are taught in mixed ability groups.

Monitoring progress

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

Assessment

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.

Textbooks, materials & visits

- A large selection of percussion instruments.
- Multi-timbral keyboards.
- 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.

Course content

In Year 9 Core PE students continue to develop their skills and fitness by doing a range of games, athletic and creative activities. Students also focus on developing their leadership skills through sport & physical activity.

Autumn A

- Netball or Dance

Spring A

- Basketball / cycling

Summer A

- Cricket / athletics

Autumn B

- Netball or Dance/Principles of training

Spring B

- Cycling / cross-country

Summer B

- Rounders / cricket / tennis

Student groups

Mixed ability groups.

Monitoring progress

End of activity formal practical assessments, EMBs will be entered every half term. Student's self-assessment takes place in every lesson to ensure they know how to improve. Students will be assessed on their best 4 skills in isolation and then in competition.

Assessment

End of each activity area at the end of each half term.

Homework

Club attendance and taking part in inter-house competition is PE homework.

Textbooks, materials & visits

Competitive fixtures list. UK and European Football & Netball sports tour. Ski Trip & Sports Clubs opportunities at lunch and after school/Wimbledon Ball Girl training

How parents can help

Ensure your daughter wears the correct named PE kit to all lessons, that it is washed regularly and that she has a lock on her locker. 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. Ensure that your daughter does not share her PE kit with other students.

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: Cultural diversity; Raising awareness of Black History Month; Homelessness; Bullying: avoiding fights; Planning for the future; Puberty, STIs and contraception, addressing misconceptions. E-safety will also include cross-curricular topics with themes such as pornography and addictions.

Spring Term: Careers & preparation for Careers Networking Day; Democracy, monarchy and constitutional history; youth crime (inc racism & homophobia); the Justice system: police, courts and tribunals.

Summer Term: Personal identity and self-worth (body image); mental health, handling stress; health choices focusing on drugs and alcohol; staying safe & coping with life changes; money and budgeting.

Philanthropy projects, traditionally on the Year 8 PSHEC programme, will now continue into Year 9 and students will devote them one lesson every half-term.

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, healthy relationships and FGM. Further lessons will develop students' awareness of the risks of extremism and terrorism.

Monitoring progress

They are assessed by their peers and by the form tutor during group and discussion work. For citizenship an assignment in PSHEC lessons as well as in RE, English and Humanities is used to assess a student's level.

Assessment

Four assessments take place during the year and progress is reported in 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

Why do we teach Religious Education?

With Christ at the Centre, our vision in Religious Education is to clearly express ourselves and be proud of our faith and personal beliefs. We are encouraged to respect the values and beliefs of others.





Religious Studies

"Never stop asking why?"

How do we teach Religious Education?

We encouraged to debate, discuss and to be critically evaluative of ideas in order to communicate our views orally and in writing.

Course content

- Pilgrimage: students will consider the meanings of pilgrim and pilgrimage; why religious believers go on a pilgrimage; evaluate the significance of pilgrimage in the 21st century.
- Prayer: students will consider the meaning of prayer and its significance to believers; different types of prayers – adoration, praise, forgiveness, petition and intercession; importance of aids to prayer in Christianity and in other religions.
- Our World: students will consider human relationship with the environment. Students will discuss and evaluate the views that humans are stewards of God's creation; the implications of humans having dominion over God's creation.
- Creation: What are the meaning and significance of Catholic beliefs about creation? How have they been influenced by different sources? How can these beliefs be expressed through art?
- Incarnation: What does it mean to believe that God took human form? Where has this belief come from? How can this belief be expressed through symbols?

Student groups

Students are taught in their English sets.

Monitoring progress

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.

Assessment

Students will take one End of Year exam covering all four topics.

Homework

Homework is set each week. This may involve: researching upcoming topics, revising for timed examinations or consolidating learning by completing exam questions.

Textbooks, materials & visits

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.

Year 9

Class Mass and other Chapel Services are included in our programme. All Y9 students have a 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.

Science

Contact: Mr Pachins

4 lessons per week

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.

How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Examination board: AQA

Specification: Science Trilogy (8464)

Qualification: GCSE Double Science

Course content

The Year 9 students will be taught KS4 content, enabling us to deliver a 3 Year KS4 Course that meets the needs of every student. Though they will start their GCSE course, there will be no movement into Triple or Double Science until Year 10. There is no Core or Additional Science any more, simply Double Award Science, coming under the Trilogy banner in reference to the 3 sciences.

The units taught are as follows:

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non communicable diseases.

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Formation of salt.
- Neutralisation reactions.

- Rates of reaction

Physics

- | | |
|------------------------|--------------------|
| • Energy | • Forces |
| • Electricity | • Waves |
| • Molecules and Matter | • Electromagnetism |
| • Radioactivity | |

Student groups

Set by ability. 4 sets in population A. 3 sets in population B

Monitoring progress

Homework marked in line with School Policy

Formative assessment throughout all units

Assessment at the end of each unit of work

One longer test each term using a combination of SATs questions and Ks4 style longer answer questions.

Assessment

Test 1 - December

Test 2 - March

Test 3 - May

These tests, coupled with EMB data will be used to determine suitability to the Triple Science course. The end of year exam will receive a 50% weighting, the 3 big tests a 30% weighting and the EMBs a 20% weighting.

Homework

45 minutes, 3 times per week

May involve textbook or worksheet questions, self-tests, revision, reading etc.

Textbooks, materials & visits

Revision guides will be available to purchase from Parent Pay at cost.

There will be a vast quantity of material on the VLE for each student to work on exam technique, active revision methods and extra content to support the Syllabus.

How parents can help

Monitor Homework Diary. Show an interest in what your daughter is studying in Science.

Assist your daughter when she is revising for tests/examinations.

Year 9

Provide additional reference materials – books, CD Roms.

Encourage your daughter to visit libraries, museums.

Watch appropriate TV programmes.

Use the Internet. E.g. www.bbc.co.uk/science

Ensure homework is completed on time.

Spanish

Contact: Mrs Alvarez

1 lessons per week



MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.

Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Topics

- Me, my family and friends
- Free time, activities, meeting people
- Home, town and local area
- My studies
- Music, Cinema and TV
- Food and eating out
- Sports
- Customs & festivals in Spanish-speaking countries/communities

Grammar

- Present tense
- Modal verbs
- Use of prepositions
- Past tense
- Use of opinions/comparatives
- Subordinate clauses
- Introduction to the future tense

Student group

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests)

GCSE type paper

Homework

- Prep /Learning:
- Key vocabulary to be researched / learnt- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam type questions.
- Translation & Writing tasks.
- Past Papers

Assessment

December Assessment: Listening, Reading & Writing papers

Year 9

June end of Year 10 exam: Listening, Reading & Writing papers

July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Kerboodle AQA GCSE Foundation / Higher

Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)

ICT websites: www.languagesonline.org.uk; www.AQA.org.uk/8658

Link with Ursuline School in Spain

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Subscribe to Mary Glasgow Magazine in September to encourage reading in Spanish.

Encourage students to have French music on their mp3 to practise listening.

Holiday in Spanish speaking countries whenever possible.