



**URSULINE HIGH  
SCHOOL**

Welcome to  
**Year 9**  
Information  
Evening



# Welcome

**Ms Julia Waters**  
**Headteacher**





URSULINE HIGH SCHOOL

**‘The one who  
has hope,  
lives  
differently’**

Pope Benedict XVI



# Ms Alana Murphey

## School Chaplain



# Prayer of Saint Angela



**Gracious God,  
Let us remain in harmony,  
United together;  
All of one heart and one will.  
Let us be bond to one another  
By the bond of love,  
Respecting each other,  
Helping each other,  
And bearing with each other  
In Jesus Christ.  
For if we try to be like this,  
Without doubt,  
You, Lord God,  
Will be in our midst.  
Amen**



# Teaching and Learning in Year 9

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



# Teachers

- Consistently high expectations of all students
- Outstanding progress in lessons and over time
- Systematically checking learning throughout the lesson
- Active and engaging learning that is personalised for every student through effective planning
- Excellent subject knowledge
- Assessment for learning for consistently high quality marking and feedback
- Questioning and dialogue to engage Learning
- Opportunities for students to plan, think and reflect



The principles of Teaching and Learning  
Have not changed...

# 4Cs

Consolidation, Context (Big picture),  
Checking the learning and Challenge.

*MS Teams, Assignments, Class NoteBook are a tool to  
facilitate outstanding teaching practice.*





# Digital Learning Provision

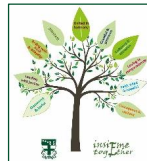
Currently, *all* lessons are on Teams and will use Class NoteBook (OneNote) and Assignments.

All students need to bring it in fully charged and use the charging points around the school during the day. Students also need to bring in headphones.



# Important year – end of Key Stage 3

- This is the year that students will make their option choices for Ks4.
- Students will also decide whether they want to Triple or Double Science.
- There will be an information evening on 19<sup>th</sup> January.
- Students need to make sure that they get the grades they need to choose the subjects they want.



# Revision and Consolidation

Revision and consolidation of learning **MUST** be ongoing



# Linear Learning

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



## Teaching and learning beyond school - how parents can help

- Curriculum guide for information on courses
- School calendar for events
- Homework timetable
- Planner- always check and sign
- Class NoteBook
- Time and space to study
- Talk about learning
- Case studies...



# Assessment, Reporting and Exams

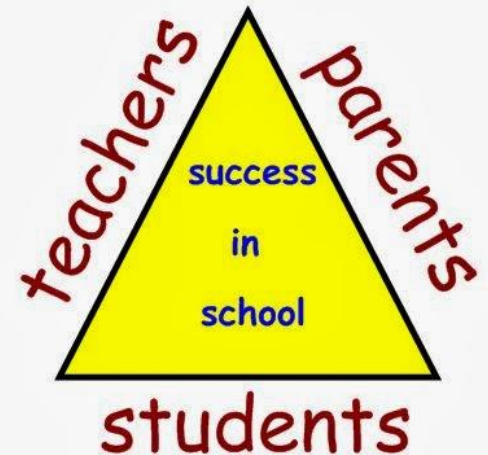
## Mr E. Kelly Associate Headteacher



Revising **isn't** something that should be **challenging** or **difficult** at all. What revising is, unfortunately, is time consuming. **It takes a while.** That's why you might like to **start early** (nothing to do on a Sunday?)....

# Parents

- Parental support is a significant component of success. Being aware of what's going on in school is the first step
- **Starting Points.**
- **UHS Target Standards.**
- **Progress.**



## Targets Continue for Art Textiles ,Drama, Computing, Design Tech, Music ,Food

**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.**





## New Targets

RE/ Maths/ English/ Science/  
MFL/ History/ Geography/

In these subjects Year 9 will receive **2 targets**. One for the end of Year 9 and secondly, Predictive GCSE targets for the end of KS4

These will be reviewed in Year 10 once we have the information from FFT but they are unlikely to vary.

Grade 9s are not targeted, which does not mean they are not achieved or expected!

**Targets are a support guide they are not limiting!**



# Standards of Attainment

- GCSE Targets are graded on the new 1-9 Grades.
  - These are fine graded into the same subdivisions we use throughout KS3
  - **Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end)**
- How to track progress on these targets?
- Your daughter is not expected to be achieving her projected GCSE Targets in Year 9. This is for reference only in Year 9.
  - However she should be no more than whole grade away from her End of year 9 target.
- Egs, Olukemi has an English GCSE Grade of a 8, her Year 9 target grade is a 6. This means that if Olukemi's result is a 5 in the Autumn term this would not be underachieving but she will aim to be consistently achieving at least a grade 6 by the end of the spring term.
- - There are some exceptions to this in the case of MFL and Maths at this stage before the course is completed being 2 grades below target is considered on track
- **You need to pay careful attention if you daughter is in the **Vulnerable Zone****
  - **(3p to 4d and especially 4p to 5d)**



# What do the grades mean?

- Grade 4 is still the standard pass in 2021 and although this grade continues to indicate a Pass it is the Grade 5 which is the expected threshold for year 10.  
(GOOD PASS) Grade 5 equates to the top grade C bottom Grade B of the old system.

Broadly Old Grade C Converts to grade 4  
'PASS'

A Grade 5 is called 'GOOD  
PASS'

Old Grade A Coverts to 7

Top 20% of those who achieve grade 7&8 will receive a  
Grade 9 (Elite Performers)  
Grade 1 is the bottom grade



# To make this work

- Effort grades are self explanatory

**Outstanding**

**Good**

**Requires improvement**

**Poor**



# UHS Standards and GCSEs

These conversions are based on students making expected progress. They are not limiting in that they should be exceeded

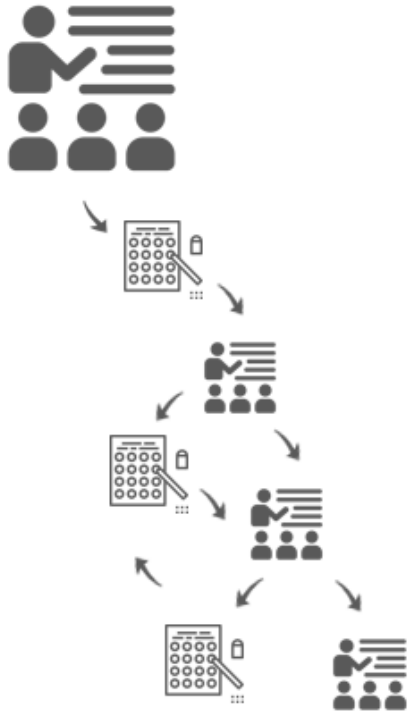


# Exams: What's going on?

- Exams are linear style with only limited subjects still having Controlled Assessment elements. Art, Drama, DT, PE, MFL
- **Acquisition of Knowledge and Rote Learning**
- So learning and retaining knowledge to long-term memory is even more important. That is why in each half term we have a Test Assess Week followed by Therapy and Challenge week.



# Interleaving



## Blocking vs interleaving



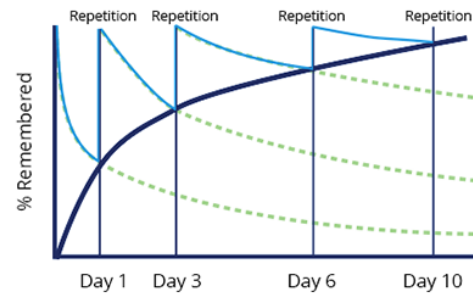
“Research shows unequivocally that mastery and long-term retention are much better if you interleave practice than if you mass it.”

However, learners and teachers do not *feel* like it is working. Even after taking part in studies, many say that they *prefer massed practice!*

# Repetition, Practice and Rote-Learning

## Spaced Learning and Repetition: How They Work and Why

### Spaced Repetition





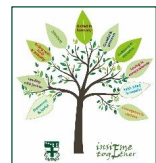
# Intervention and Support Available

- Your daughter should be able to articulate the grade she is working at and know what she need to do to reach the next grade. Subjects will have specific interventions.
- Setting
- Students being asked to re-draft and re-submit work in Therapy and Challenge week or tackle specific extension assessed work
- Differentiated learning in accordance with the assessment criteria.
- Students with Specific SEND will have intervention as Co-ordinated by Mrs Delhoum
- Timetabled Option Support
- Interventions 1:1 in English and Maths. Small groups in Science.



# Accessing this Information

- [www.ursulinehigh.merton.sch.uk](http://www.ursulinehigh.merton.sch.uk)
- Click on Progresso Link
- Enter username and password (distributed to you directly from Progresso on your school email). You will be asked to change it termly. Please do so and note your changed password.
- If you have more than one child, you will be able to access all details concerning all your daughters.
- If you experience any difficulty please ask for extra help when you come to collect your daughter's laptop. Alternatively follow the Progresso Log in help on the school website clicking
- Please follow the instructions on the school website in this update button on how to retrieve your historic data/reports as they will have been removed in the Summer.



# Assessment, Reporting and Recording

**Autumn A EMB. Test/Assess Week 28<sup>th</sup> Sept. Therapy and Challenge Week 5<sup>th</sup> Oct.  
Grades entered **Summative grade Reported****

**1<sup>st</sup> Academic Review Day 22<sup>nd</sup> Oct P5/6 & 23<sup>rd</sup> October P1-5 (Parent/Student –Tutor Meeting)**

**Autumn B EMB Test/Assess Week 16<sup>th</sup> Nov. Therapy and Challenge Week 23<sup>rd</sup> Nov  
Summary of Average Posted Home**

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**Spring Term A EMB Test/Assess Week 18<sup>th</sup> Jan. Therapy and Challenge Week 25<sup>th</sup> Jan  
(Reports Available online)**

**Spring Term B EMB Test/Assess Week 1<sup>st</sup> March. Therapy and Challenge Week 8<sup>th</sup> March  
**Summative grade Reported on****

**24<sup>th</sup> February year 9 Parent's Evening**

**2<sup>nd</sup> Academic Review Day; 25<sup>th</sup> March P5/6 & 26<sup>th</sup> March P1-5 (Parent/Student –Tutor Meeting)**

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**Summer Term; Test/Assess Week 10<sup>th</sup> May. Therapy and Challenge Week 17<sup>th</sup> May  
(Reports Available online)**

**June 14<sup>th</sup> – End of Year exams**

**July 21<sup>st</sup> - Full Report and Exam Grade Distributed**



# Pastoral Care

**Ms Michelle Alexander**

Assistant Head Teacher  
Safeguarding and Inclusion



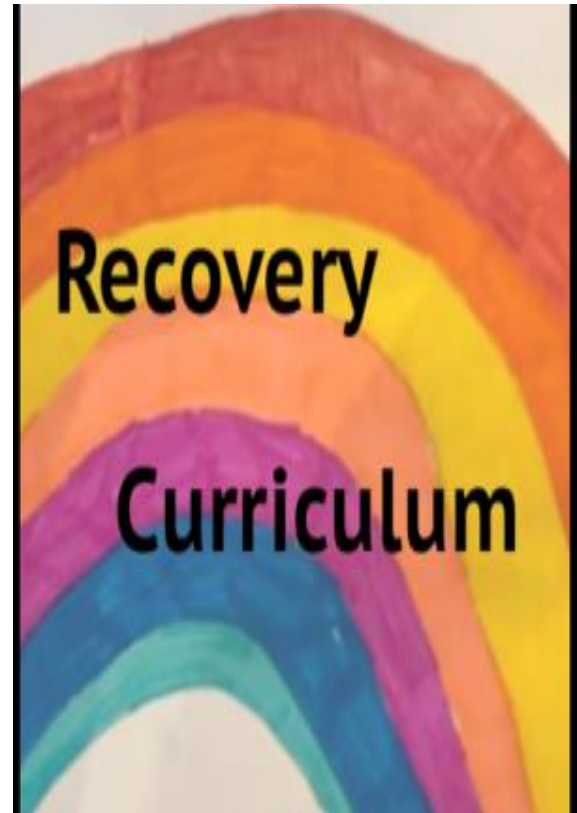
## Rebuilding and Resilience

**Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning. (fun, optimism etc)

**Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.





# Connect



Connect with family, friends, staff at school and neighbours. At home, school, through clubs or in your local community. Building these connections will support and enrich you every day.



- ✓ Plan time each week to spend time with a friend or relative.
- ✓ Do a random act of kindness for someone each day.
- ✓ When you connect with people always be mindful to really listen to what they say.
- ✓ Do something that doesn't involve technology. Remain connected, don't be distracted.
- ✓ Take the time to get to know your family. Ask them about their past. Do something together.
- ✓ Meet people who share your interests or try something new. Participate in a club/group/event – online or in person.

# Beware of 'gatherings'

- Gatherings are unsupervised meetings of young people usually with students from different schools and older teenagers
- Gatherings sometimes take place in public places, such as Wimbledon Common/other parks or in homes when parents are away
- Almost always organised via social media which means the organiser has very little control over who shows up
- Other young people *only known via social media* (particularly Snapchat and Instagram) often invited
- **Gatherings invariably include alcohol and we know of many different types of gatherings AND supervised parties where young people have taken drugs.**



# 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.





# Equalities, Diversity and Cohesion

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 can take towards better equality for all.



# 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

# Need support?



**Ms Michelle Alexander**  
Assistant  
Headteacher

Designated  
Safeguarding  
Lead



**Mrs Rachael Gilmore**  
Mental Health  
Lead & 6th Form

Designated  
Safeguarding  
Lead



**Ms Dena Donaldson**  
Safeguarding  
Officer  
Health and  
Wellbeing  
Coordinator



**Mrs Anna Osarose Harrison**  
Safeguarding  
Officer and  
Safeguarding  
Support  
Assistant



**Mrs Sarah McCourt**  
Safeguarding  
Officer  
Year 7 & 8  
Pastoral  
Assistant



TALK & LISTEN,  
BE THERE.

DO WHAT YOU CAN,  
#ALMY L.MAY YOU DO

REMEMBER  
THE SIMPLE

EMBRACE NEW  
EXPERIENCES.

Your time,

# Support on offer

Can help with strategies for sleep, anxiety, low mood



**School Nurse  
Elaine**



**Educational Welfare  
Practitioners**



**Dominique Zakkour  
Specialist  
Practitioner in Mental  
Health**




**Ms Dena  
Donaldson  
Well-being Co-  
ordinator**



**Mrs Erica Nunann  
School Counsellor**

Contact the Pastoral team for a discussion about how we can help including the HOY for your daughters year group. Please email [wellbeing@ursulinehigh.merton.sch.uk](mailto:wellbeing@ursulinehigh.merton.sch.uk)

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- **Counselling** - Free and confidential counselling to young people aged 11-25. All Ursuline Students are entitled to access services.
  - **Online Support** - Free online counselling for young people aged 11-25.
  - **<https://www.talkofftherecord.org/merton/>**

# Kooth

- The Kooth team are here to provide free, safe and anonymous online support and counselling.
- The whole team are made up of friendly and experienced individuals who want to help you.
- <https://www.kooth.com/meet-the-team>

# 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.
- 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 being reviewed due to travel restrictions and staggered start times/ We will not have the school policy in place until we are secure with students travelling at this more challenging time.

# Drugs Education

As you can see through the PSHEC curriculum Drugs education is part of what we teach. At the Ursuline we are aware of the harm that drugs can do to individuals, families and the community.

- Our Policy is contributing to the national drug strategy and Merton's corporate drug strategy.
- We are committed to the health and well-being of the whole school community
- We are aware of the continuous changes to the drugs scene both locally and nationally and will continuously review our policy to reflect this.

## **Drug Test**

This may be done at the Head Teacher's discretion. If a student is believed to be under the influence of an illegal substance the Headteacher has the right to use a urine test to conclude whether the student has taken an illegal substance. The Parent/ Carer of the student will be informed that this is happening. The Parent will be informed of the result and if positive will be asked to pick up the student from school immediately. A sanction will be given according to the school's behaviour policy and an immediate referral made to Catch 22.



# Police Community Support Officer

This is PC Gunn our school police officer who your daughters 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.



# Y9 Pastoral Workshops for Parents

## Autumn Term

- KS3 Parental workshop Online, media and safety (gaming, social media) Thursday 1st October 6PM Online

## Spring Term

- KS3- Drug Parental Workshop January 26<sup>th</sup>- 6pm Online

## Summer

- KS3- Relationships and healthy lifestyles Parental Workshop 10TH June- 6pm online

## Mental Health Partnership Parental Workshop

- Autumn A – Managing uncertainty and return to school-September 24th
- Autumn B – Building resilience-November 12th
- Spring A – Emotional regulation 11th Feb
- Spring B - Managing social relationships 18th March
- Summer A – Understanding the adolescent brain 13th May
- Summer B - Eating disorders TBC

# 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

# School Ethos

**Ms K. Connor**

Assistant Head Teacher – Behaviour & Catholic Ethos



# 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.

**Our theme for the year is ‘The one who has hope lives differently’ – Pope Benedict XVI**

As we settle in to the new normal, hope is even more important. Hope for a better future is the driving force for change. We encourage students to take a lead on pushing for a fairer and more hopeful future.

# Student Voice

- The term "Student Voice" describes how students give their input to what happens within our school and classrooms.
- Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life.
- Student Voice permeates all levels of our work together, from students participating in small group classroom conversations, to students partnering in curriculum design or establishing school norms and policy.
- A key tool of Student Voice is the School Council – I would encourage your daughter to stand for election.

# The Serviam Passport

- Students record their acts of Serviam on their 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 App

<b>CONFIDENCE</b>	<b>RESILIENCE</b>
<b>CURIOSITY</b>	<b>LEADERSHIP</b>
<b>COMMUNICATION</b>	<b>PROBLEM SOLVING</b>
<b>RESPECT</b>	<b>MORAL COMPASS</b>

- Our ethos, values, and curriculum enable students to develop positive character traits that will contribute to their success in life beyond school.
- New addition to the Serviam Passport 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
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# Mr M. Walth

## Head of Year 9



# Diary

## Autumn A – Connect



**Think:** “People forget what you said and what you did. But they never forget how you made them feel.” - Maya Angelou

**Do:** Give sincere compliments to 3 people you meet in school this week.  
Note down who you complimented so they would feel good about themselves.

## Week 1 August/September

Monday 14<sup>th</sup>

DUE

Tuesday 15<sup>th</sup>

Wednesday 16<sup>th</sup>

### Mindfulness



Choose two acts of kindness you will do for someone each day this week and carry them out.

### Respect



Discuss the characteristics of long-term relationships. What does that mean?

### Wellbeing



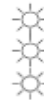
Talk to someone about your worries. Sharing your worries can make them seem smaller.

Thursday 17<sup>th</sup>

DUE

Friday 18<sup>th</sup>

Three good things from this week:



How I feel this week:



# Form Time

## Registration schedule Year 9



MONDAY-READ  
MINDFULNESS  
WELLBEING TASKS  
STUDENTS TO READ  
AND TEACHER  
DISCUSS WHAT TO  
DO THIS WEEK



TUESDAY-RESPECT TASK  
DISCUSSION



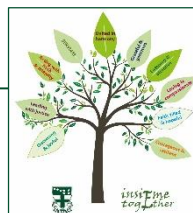
WEDNESDAY- ASSEMBLY



THURSDAY- NEWS



FRIDAY-RECORD AND  
DISCUSS THE  
WELLBEING AND  
MINDFULNESS AND  
TUTOR TO CHECK  
EMOTION PICTURE-  
REPORT CPOMS  
CONCERNS



# Engagement and Clubs

**MFL Singing club**

**Netball**

**History Film Club**

**History Club**

**Zumba**

**Writing Club**

**School Council**

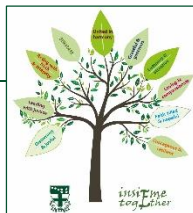
**Eco Club**

**Chaplaincy Team**

**The Devising Club**

**Literary Classics Club**

**Homework Club**



# Student Leadership Opportunities

- Sports leaders
- Equalities leaders
- School council reps
- Public speaking
- Chaplaincy
- Digital learning
- Teaching and learning
- International links
- Arts
- Community,
- Stem
- Environment.



# What is the homework routine in your home?

Please check your daughter's diary daily to see what is set, outstanding from yesterday.

Develop the habit of asking questions like:

- *What homework do you have?*
- *How long will that take?*
- *What equipment do you need to complete that?*
- *How do you think you might plan that piece of work?*
- *What are the key words that you need to use?*
- *Explain them to me?*
- *Show me how to do that?*
- *What did you learn?*
- Look at comments teachers are making and targets that are being set in their Notebooks .
- Devise a revision timetable and ensure it is being used.



## Be Informed-Planners

- Know what your daughter's subject targets are.
- Track current grades in planner/Progresso.

# Careers- Looking ahead

- Ursuline High School is committed to ensuring students experience a full, varied and interesting careers journey through our dedicated programme
- During this year:
  - All Year 9 will hear about careers and apprenticeships during assemblies and Lunch and Learn sessions
  - All students will hear from employers and apprentices during National Apprenticeship Week (February) and National Careers Week ( March) to develop an understanding of how the curriculum they learn links to career pathways
  - All students will have access to START – the careers software to explore different jobs and careers which they can share with and show their parents/guardians too
  - All Year 9 students will learn about Employability Skills and question techniques in preparation for interviewing employers as part of an annual Speed Networking Event – interviewing up to 8 employers each

**We welcome the offer of your support to the school and its careers activities. For further information please see the Parent and Carer volunteering page on the website -**

<https://www.ursulinehigh.merton.sch.uk/curriculum/careers-programme/>

- **All students and parents can contact the Careers Advisor – Shirley Ward in the LRC & Careers Petheram – [Lorraine.petheram@uhsw.com](mailto:Lorraine.petheram@uhsw.com).** Further Careers information can be found on the school website



# Parental Involvement

- **Academic Review Day: Thursday 22<sup>nd</sup> – Friday 23<sup>rd</sup> October and 25<sup>th</sup> and 26<sup>th</sup> March 2021**
- **Year 9 Parents' Evening:  
Wednesday 24<sup>th</sup> February 2021 4.30 pm – 6.30 pm**
- **Year 9 Parents' Revision Evening: Tuesday 18<sup>th</sup> May 2021 6 pm – 7 pm**
- **Year 9 Celebration: Wednesday 14<sup>th</sup> July 2021 1.25 pm – 3.10 pm**
- **Progresso**
- **Reports**

