



# Welcome to Year 9 Information Evening

Thursday 25<sup>th</sup> September 2018

Ms J Waters  
Headteacher



AVILA  
PARTNERSHIP



You are called to be...

The SALT  
of the  
EARTH

&

The LIGHT  
of the  
WORLD



Lord help us:

All: To accept you in all parts of our lives.

Lord inspire us:

All: To surround ourselves with friends and faith communities that will nourish us and help us grow strong.



Lord guide us:

All: That you may produce in us love and peace, patience and kindness, faithfulness, humility and self-control.

Lord help us appreciate:

All: The gifts that we receive from you and from everyone in our lives.



Lord invite us:

All: To continue to help these young people grow and be inspired by us.

We make our prayer through Jesus Christ,  
our Lord and our brother,  
our teacher and our friend.

All: Amen



# Assessment, Reporting and Exams

Mr E Kelly

Associate Head Teacher



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

- Yes you can help!!!!
- The GCSE Reforms are becoming standard.







# Targets

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!**

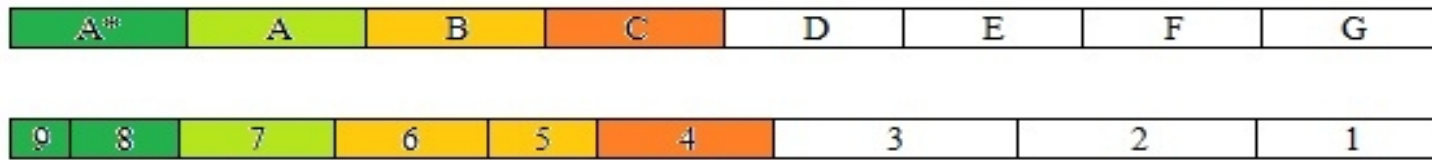


# Standards of Attainment

- All subjects are graded on the new 1-9 Grades.
- These are fine graded into the same subdivisions we use at KS3

Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end)

- Health and Social Care is a L2 Btec
- Child Care is CACHE. Level 2 Course graded A\*-G
- Vocational L2 courses are equivalents for the purposes of Progression to 6th Form. So = one qualification in the students best 8 GCSEs
- Your daughter is not expected to be achieving her targets. She should be no more than whole grade away from her End of year 9 target. Your daughter's projected end of GCSE course target will also be available for reference on reports
- Your daughter is not expected to be achieving her targets in Year 9. She should be no more than one whole grade away from her end of Year 9 target; anything greater than this is considered underachievement.
- You need to pay careful attention if you daughter is in the Vulnerable Zone  
(3p to 4d and 4p to 5d)



\*Only top 3% of all students in England will achieve a grade 9

- NEW GCSE gradings in all GCSE subjects
- Vocational Courses are Graded with GCSE equivalencies  
**Distinction\*/Distinction/Merit/Pass/Fail**
- GCSEs are graded 1 to 9, with 9 being the top grade. Fine graded to help understand position in the grade:

<b>Proficient</b>
<b>Secure</b>
<b>Developing</b>



# What do the grades mean?

- The Government have used the 4 grade as the standard pass in 2018 and although this grade continues to indicate a Pass it is the 5 grade which will be 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 Coverts to grade 4 'PASS'

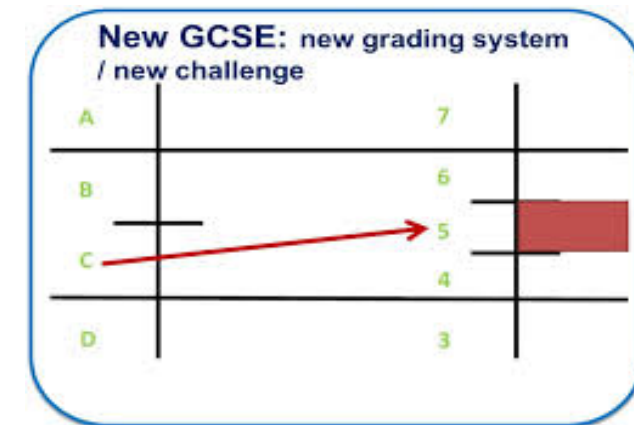
A Grade 5 is called 'GOOD PASS'

Old Grade A Coverts to 7

Top 20% of those who achieve grade 7&8 will receive a

Grade 9 (Elite Performers)

Grade 1 will covert to bottom grade



# To make this work:



- Effort grades are self explanatory

**Outstanding**

**Good**

**Requires improvement**

**Poor**



# Levels and GCSEs

- Levels have GCSE Equivalencies:

So KS2 Levels are can be translated to basic expectations;

- L4 students from KS2 will be expected to achieve **GCSE Grade 5 minimum**
- L5 to Grade 6/7 (but 5b and 5a KS2 should be Grade 8)
- L6 to Grade 8/9.
- We don't set targets of a 9. But they can and will get them!
- These conversions are based on students making expected progress. They are not limiting in that they should be exceeded



# Exams: What's going on?

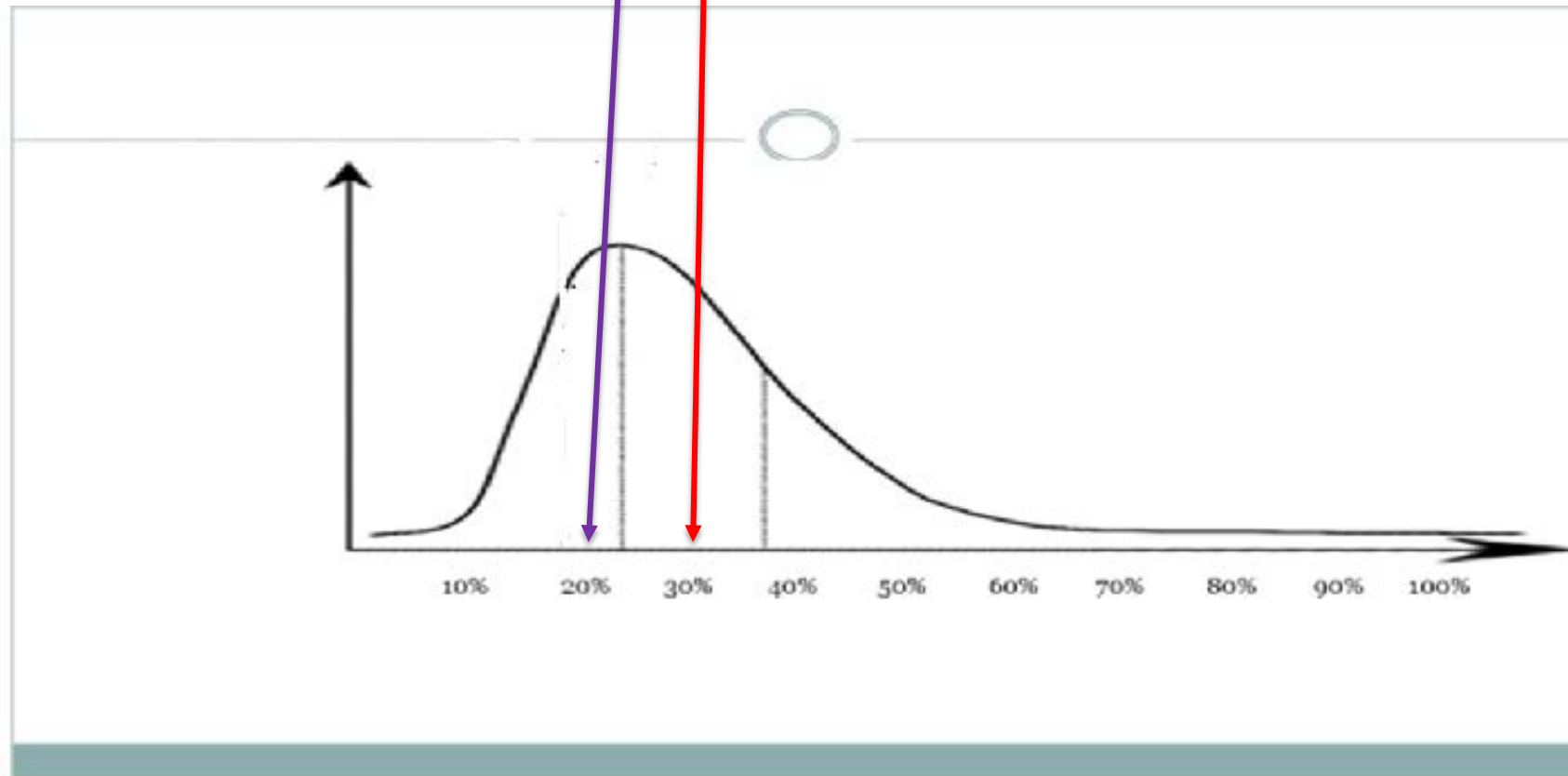
- Exams are linear style with only limited subjects still having Controlled Assessment elements. Art, Drama, DT, PE, MFL
- There are no early entry GCSE examinations
- Maths, Science and Languages are the only tiered Exams with grades 4 and 5 available through both Higher and Lower Tiers.
- Acquisition of Knowledge and Rote Learning
- So learning and retaining knowledge to long-term memory is even more important.



Every grade Matters! In Higher Paper

2018 Maths required 21% to get a Grade 4 (PASS)

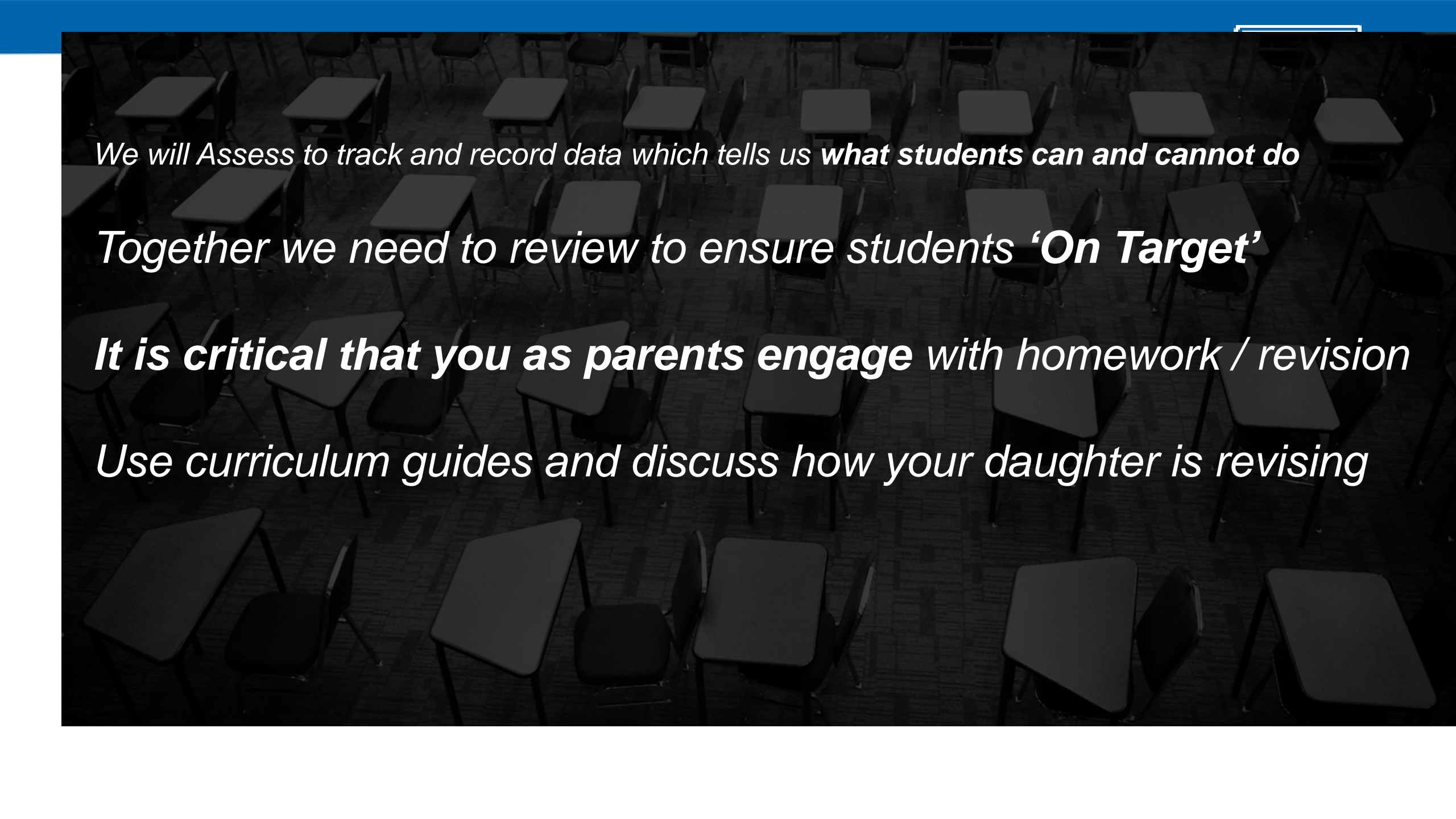
31.5% for a Grade 5 (Good Pass)





# Spelling, Punctuation and Grammar

LEVEL	PERFORMANCE DESCRIPTOR	MARKS AWARDED
HIGH PERFORMANCE	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy.</li><li>• Learners use rules of grammar with effective control of meaning overall.</li><li>• Learners use a wide range of specialist terms as appropriate.</li></ul>	3
INTERMEDIATE PERFORMANCE	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy.</li><li>• Learners use rules of grammar with general control of meaning overall.</li><li>• Learners use a good range of specialist terms as appropriate.</li></ul>	2
THRESHOLD PERFORMANCE	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy.</li><li>• Learners use rules of grammar with some control of meaning and any errors do not</li></ul>	1



*We will Assess to track and record data which tells us **what students can and cannot do***

*Together we need to review to ensure students **'On Target'***

***It is critical that you as parents engage with homework / revision***

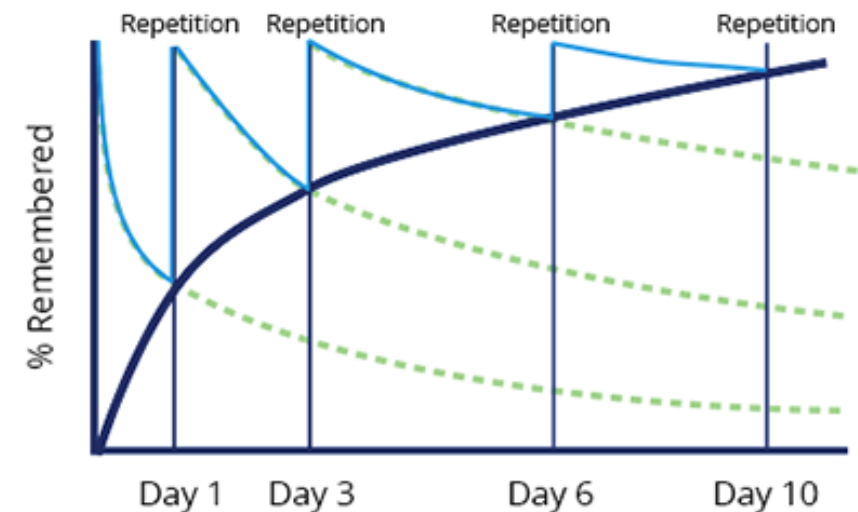
*Use curriculum guides and discuss how your daughter is revising*



# Repetition, Practice and Rote-Learning

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

### Spaced Repetition



# How the Assessment works



**1**

Quality First  
Teaching  
Set No. lessons

Teaching content/skills  
Focused, small PLC, AFL

**2**

Week 3  
End  
assessment to  
bring whole  
skill/content  
base together

Enter Grades

**3**

Challenge Week  
1/2 lesson  
Students with gaps  
retaught and assessed.  
Students excelling set  
challenge work to  
stretch performance  
Therapy, Challenge,  
Retest




# 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.
- **Sets**
- Most intervention will happen in class or set for students to complete at home.
- Students being asked to re-draft and re-submit work particularly important in relation to Exam Practice. Green pen
- Differentiated learning in accordance with the assessment criteria.
- Revision classes/Extra help from staff –After school.
- Students with Specific SEND will have intervention as Co-ordinated by Mrs Delhoum
- 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 grades to be entered** **Summative grade Reported**

**Autumn B EMB grades to be entered**

Summary of Average Posted Home

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**Spring Term A EMB grades to be entered** (Available online)

**Spring Term B EMB grades to be entered** **Summative grade Reported (sent Home 4/4/19)**

**Parents Evening 27<sup>th</sup> February**

**2<sup>nd</sup> Academic Review Day 3<sup>rd</sup> April P5/6. 4<sup>th</sup> April P1-5 (Parent/Student –Tutor Meeting)**

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# Continued...



**Summer Term A Year 9** EMB Entered 7<sup>th</sup> May (Followed by revision week)

**Internal Exams 13<sup>th</sup> May to 17<sup>th</sup> May**

Parents notified of EMB 24<sup>th</sup> May.

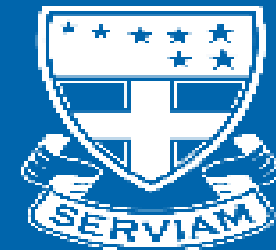
**Summer B Full Summary Report Posted home 21<sup>st</sup> June**

**Summer B EMB reported 17<sup>th</sup> July Posted Home**

All termly and full reports are posted on Progresso under documents.

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Mr E S Kelly Associate Headteacher Standards

Tel 0203 908 3135



# Teaching and Learning in Year 9

Mr Owen Nichols  
Assistant Head teacher  
Teaching and Learning / Curriculum



# Bridging the gap



**KS3**

**KS4**



## Students:

- Interested and highly motivated
- Achieving success
- Challenged and stimulated
- Knows how to improve



*How are these skills developed through the teaching methods used?*

- Feedback (Green Pen)
- Flipped Learning (Prep)
- Challenge and differentiation
- Checking the learning
- Revision...



# Pop quiz

- 1) What was no. 1 on September 11<sup>th</sup> 2017?
- 2) What was the biggest UK film to release in September 2016?
- 3) What was the biggest selling book in 2017?
- 4) What was the biggest news story between on 11<sup>th</sup> September 2017?



# Pop quiz

- 1) Look what you made me do, Taylor Swift
- 2) Kingsman; The Golden Circle
- 3) Bad Dad, David Walliams
- 4) A million people march for independence in Barcelona for Catalonia

How many did you get right?



Revision and consolidation of  
learning **MUST** be on going





# How can we revise?

Active revision, not passive – sitting and reading the work isn't enough.

- Converting information from one form to another.
- Summarising information from several different sources.
- Use of Syllabus.
- Flashcards.
- Exam practice. Revise. Test. Feedback. Evaluate.



# Organisation

Use the syllabus to split your work into bite sized chunks.

Decide what sections you will revise.

Actively learn the work

Test.

Correct

Re-learn based upon mistakes

Re-test

Correct

Evaluate.

Determine the next activity for the next day.

The next day, test on previous work first.



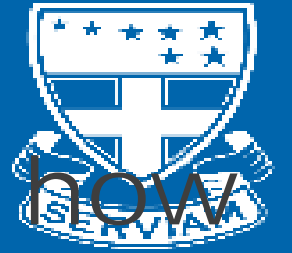
# Organisation

## Reflect on the last academic year;

- When did you do homework? Immediately after it was set?
- When do you do your work? After dinner?
- How do you do your work? In front of the TV?
- How much sleep do you get? Do you look after yourself?  
What downtime do you get?



Day	Homework	Other commitments	Work – time/place	Rest
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



# Teaching and learning beyond school- now parents can help

- Curriculum guide for information on courses
- School calendar for events
- Homework timetable
- Planner- always check and sign
- Exercise books
- Time and space to study
- Talk about learning



## Contact details

[Owen.nichols@ursulinehigh.merton.sch.uk](mailto:Owen.nichols@ursulinehigh.merton.sch.uk)

Phone: 020 3908 3164



# Pastoral Care

Ms J Harriott  
Assistant Head Teacher



# Social Media in Year 9

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other student
- Tempted to say unkind comments
- Unable to move past comments online
- We are asking for **your support in helping ensure the students are using social media responsibly.**
- If students do use social media irresponsibly, this will be taken into consideration when dealing with issues raised
- We need to work together to support our young people and we are stronger if we all do the same





# Dangers online

- Risk of coercion
- Pictures, comments etc can be passed on without permission and can't be recalled
- Easy access to people they do not know
- Not easy for young people to recognise a 'stranger' online
- Easy to inadvertently share personal info that compromises their safety



# What can we do?

- Recognise the risks
- Limit the time spent on electronic devices and remove them in the evenings/night.
- Know what she is doing online – open space at home for access
- Know logins and passwords
- School monitoring of devices – even at home (e-forensics)
- Parental controls to limit access at home



# Where can I get practical advice?

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





# Travel to and from School

- Straight to and from school
- No loitering in Wimbledon
- No more than 4 students together
- Travel carefully and respectfully
- Not frequenting shops
- Consequences in school for behavior outside of school



# Your daughter and alcohol

**Teenage years are a time of experimentation and no young person is entirely immune to the pressures and temptations available**

The average age for first trying alcohol is 13

70% of 15 year olds from affluent backgrounds have tried alcohol

In an international survey of 15-16 year olds 29% of girls in the UK had indulged in binge drinking at least three times in the previous month

Around one in eight girls aged 15 to 16 have unsafe sex after drinking alcohol



# Your daughter and illegal drugs...

37% of 15 year olds have tried at least one illegal drug

Cannabis is the most widely used illegal drug; two in five 15-year-olds in the UK have tried cannabis.

Nitrous oxide (laughing gas, hippy crack) is popular among teenagers and very easy to get hold of.

New psychoactive substances or NPS (formerly known as “legal highs”) are a group of drugs designed to bypass the former legislative controls of illegal drugs – the list is ever changing



# 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 recent gatherings AND supervised parties where young people have taken drugs.**



# Advice

- Know exactly where your daughter is when not supervised by you
- Check with parents if young people are arranging a sleepover or party
- Ensure the supervising parent has the same level of expectations for their daughter as you do
- If your daughter is going to a party: who will be supervising? Is there a guest list or is it an 'open house'? Do you know the other young people who are going?
- Do not allow older teenage siblings to supervise parties for young siblings alone
- Do not assume that your daughter will be immune to peer pressure – talk to her about choices and safe behaviour**
- Wide age gap in terms of experience in Y9 –important you distill the information according to your daughter**





# Signs your daughter may be involved in risky behaviour...

Giving vague or contradictory information about where she is going – check with other parents to verify sleepovers and supervision of parties.

Not answering her phone when she is out, or only replying to messages – set clear boundaries about being contactable and have consequences for if/when these boundaries are broken

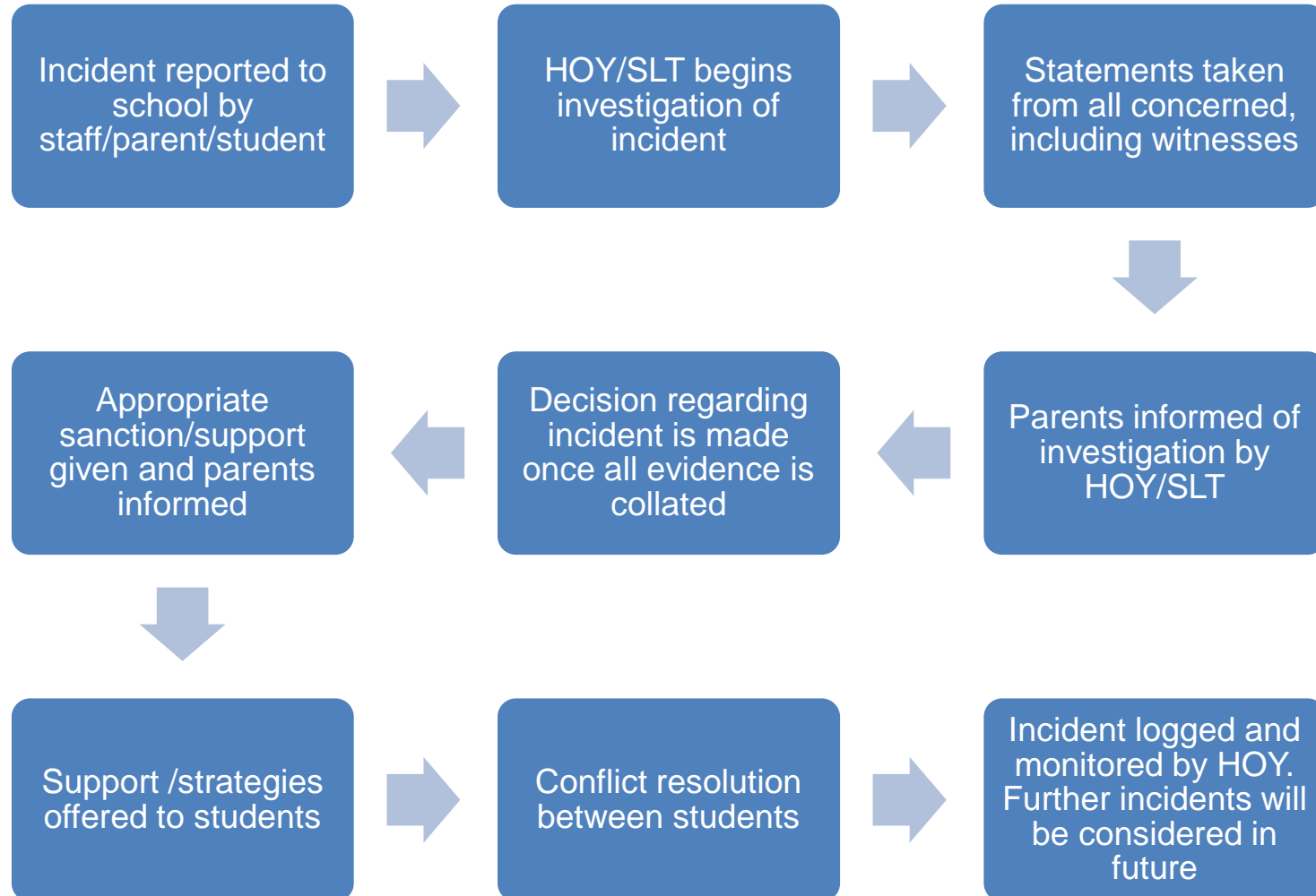
Being cagey or secretive about her use of social media – have regular conversations with your daughter about who she is communicating with online and reinforce safe behaviour

New friends you don't know about or a reluctance to give information about new friends – ask questions and check how your daughter met them. Try to establish contact with their parents

# Anti-bullying policy



## UHS Process for dealing with alleged bullying

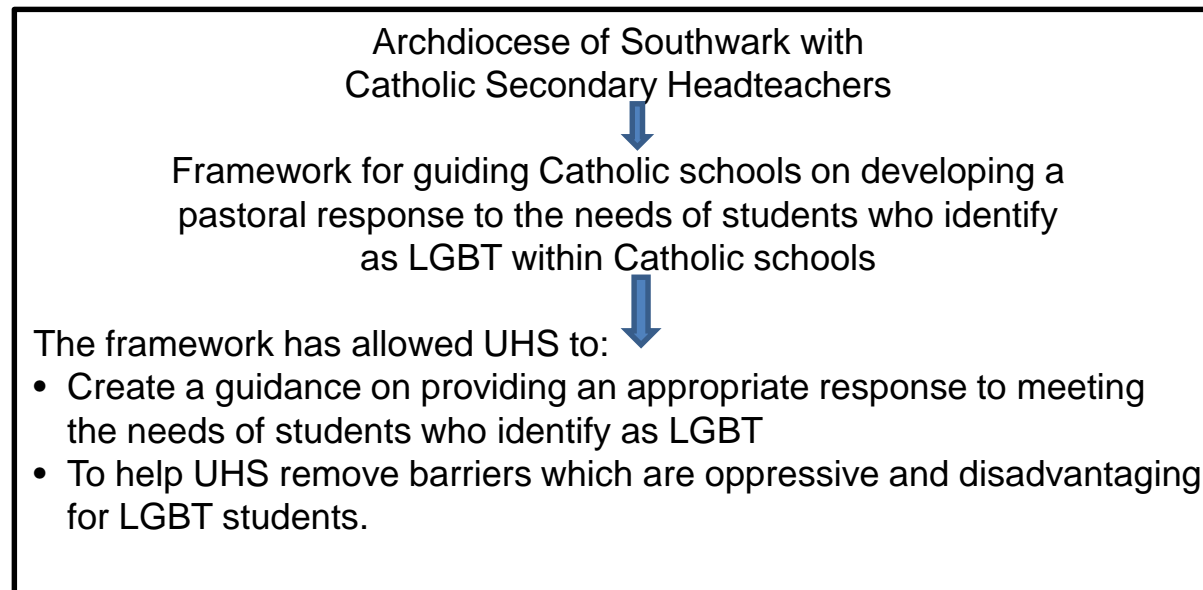


# LGBTQI



The starting point for supporting students who identify as LGBT is the **recognition that every person, regardless of their sexuality is created in the image and likeness of God** and therefore should be respected at all times.

Accompaniment is an **art of enabling someone to grow, to develop, to help and support that person to discover who they are** as being made in God's image; to help someone to become fully human with an intrinsic dignity  
[Pope Francis]





# Provision at UHS

- A bullying policy and code of conduct for students which recognises prejudice related to LGBTQI
- Gender neutral toilet e.g. KS3 toilet
- Changing names and gender markers on files – by agreement of parents for students 16 or under
- 16+ name changed by deed poll– requires reprints of exam certificates etc.
- Mentoring
- Student Equalities Group
- School Counsellor
- PSHEC program to address LGBT and equality issues
- Work with parents to signpost support services

A copy of the guidance will be available online for you to access.



# Mental Health

- Growing concern for our young people – resilience building is key
  - Look after our own mental health, then support others
  - Balance with work and play – positive mental health
  - Their best will always be good enough
- 
- Pastoral support team
  - Safeguarding team
  - School Counsellor/Nurse

# Punctuality



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



# Attendance

Students should be in school wherever possible.

We monitor all students with under 92% attendance weekly

Referrals to Educational Welfare Officer (EWO)

Appointments made outside of school time

Support them in catching up work asap

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.



# Précis of Emergency Plans

All of our emergency plans have been developed with the care of the children as the priority. This sometimes means that immediate access to children may not be the most appropriate action for parents to take. This document summarises the plans we have in place and what you can expect should they be activated.

## **Emergency Plan**

The schools generic emergency plan details how the school management team will deal with an emergency affecting the school. This could be fire, snow, flood, power failure, pandemic flu, infectious disease or any other serious impact on the school.





Senior staff have delegated actions in an emergency and other plans may be activated as part of our response. Arrangements will be put in place to deal with communications, care of the children, dealing with suppliers and any other area.

### **Emergency Evacuation Plan**

Should something happen within the boundaries of the school site, or in close proximity, and we are advised to leave the school, this plan will be activated.

This predetermined plan details how the school will be evacuated, where we would go, with alternative's if required; detailed arrangements for care of the children, communication with parent/guardians/carers and collections arrangements if appropriate.



## Emergency Lockdown Plan

This plan details how the school will be made secure if circumstances demand it. When activated this plan will prohibit access to and egress from the school with the exception of emergency services personnel. Children and staff will not be permitted to leave the school during lockdown unless permitted to by the Police on the grounds of medical advice.

This plan details how parents/guardians/carers will be communicated with; arrangements for extended periods of care; emergency feeding and medical care of required.

Likely scenarios include; intruder on site; incident nearby that could affect the school (i.e. toxic smoke) or on receipt of advice/order from emergency services.

**This plan will always be activated on the advice of the emergency services.**



# Student Leadership, Enrichment, PSHEC and Parental Engagement

Ms Anne-Lise Torode  
Head of Year 9



# Serviam

**I will serve**

*‘to play an active role in school life’*

*‘to give back to the school, local and global community’*



# Student Leadership

Leadership opportunities are available in the following areas:

Digital Learning

International Links

LRC

Public Speaking

Science

Sports

The Arts

The Community

The Environment

The Media

Teaching and Learning



Y9-11 Enrichment Activities  
Autumn Term 2018 -19



# Enrichment:

Chamber Choir

Chaplaincy

Geography Film Club

Science Club

U15 Football Club

Training Orchestra

Netball club

Badminton Club

Debates

Chamber Orchestra

Y9 Choir

Cross Country Club

DanceBites – Academy of  
Dance and Performing  
Arts

Drama Club

Archery Club

School Council

Instrumental and Singing  
Lessons

School Production

# PSHEC



## **Autumn A:**

Bullying-avoiding fights; handling conflict; **NEW family relationships**;  
Raising awareness about Black History Month; Serviam-Christmas Fair  
Whole School Prevent Morning (3<sup>rd</sup> October)

## **Autumn B:**

Puberty; STIs; Contraception; SRE to address misconceptions more directly; Philanthropy follow-up  
Return to Fast Tomato-planning for the future.

## **Spring A:**

### **NEW 4 lessons on Money Matters**

Tax calculations; Bank accounts; Credit; Mortgages; Student loans; Debt and poverty; Economics  
Careers Networking Day

## **Spring B:**

### **NEW Focus Addiction**

Defining addiction; Smoking; Alcohol; Drugs; Gaming and gambling; Causes of addiction; The effect of addiction  
Politics and Participation: Democracy, monarchy & constitutional history the political parties  
Focus on youth crime (inc. racism / homophobia/ streetcrime & knives); Justice system: police, courts and tribunals

## **Summer A:**

Mental health; Handling stress; Tobacco, alcohol and drugs.

## **Summer B:**

**NEW FOCUS The Internet:** Cyber crime; Cyberbullying and trolling; Fake news; Sex and the internet; Grooming online; Staying Safe



# Key Dates

- Mass of the Holy Spirit - [September](#)
- Mass for Feast of St Ursula – [October](#)
- **First Academic Review Day:**
  - 18<sup>th</sup> OR 19<sup>th</sup> October 2018
- Mass of Feast of St Angela - [January](#)
- **Year 9 Parents Evening:**
  - Wednesday 27<sup>th</sup> February
- Christmas and Easter assemblies
- Year 9 retreat –
  - 26<sup>th</sup> April (PopA)
  - 3<sup>rd</sup> May (PopB)
- Exam week- 13<sup>th</sup>-17<sup>th</sup> May
- Each form leads prayers in the
- chapel







## Parental Engagement

- UPA: Ursuline Parents' Association  
Quiz/Movie/Casino nights
- **School Production**
- Multicultural Evening
- **St Cecilia's Day Concert**
- Sports Dinner and Awards
- **End of Year Celebration and Mass**
- Student Leaders' Celebration



# Be Informed

- Know what your daughter's subject targets are
- Track current grades in planner/Progresso
- Look at comments teachers are making and targets that are being set in their workbooks
- Use exam board websites – mark schemes; past papers; examiners reports
- Long-term planning as well as short-term
- Devise a revision timetable and ensure it is being used
- Ensure your daughter attends intervention and support classes



# How can you help?

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?*
- *How does this apply to your assessments/exams?*



# What is the homework routine in your home?

- *Where is homework completed in the home?*
- *When is the homework completed?*
- *Are you able to monitor the use of ICT?*
- *Organisation is vital. Is everything packed for tomorrow?*



# Reminder: Medical Plans

*What do these include?*

- Allergies
- Causes of pain/discomfort when a student may require paracetamol/ibuprofen.
- Asthma or breathing difficulties.
- Any condition/s that may impact on the students learning or safety at school or on school trips.

*Why do we have medical plans?*

- Staff can respond appropriately and in the interest of the student during an emergency.
- Staff can take steps to prevent issues arising at school or on school trips.
- Ensure the safety of staff and students.



# Further information

School Web site (Calendar, Enrichment Guide, Newsletters, UPA, Curriculum)

Head of Year 9 – Ms. Anne-Lise Torode

Tel: 020 3908 3142

[anne-lise.torode@ursulinehigh.merton.sch.uk](mailto:anne-lise.torode@ursulinehigh.merton.sch.uk)

Lead Practitioner –Mr. Tom Glavina

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[tom.glavina@ursulinehigh.merton.sch.uk](mailto:tom.glavina@ursulinehigh.merton.sch.uk)



# Questions

Any general questions?

If you do have a specific question, please do stay behind and our staff would be happy to answer them.