

Year 7

URSULINE HIGH SCHOOL



CURRICULUM GUIDE

YEAR 7

2023/2024

Introduction

We are delighted to welcome you to Ursuline High School and hope that your daughter has a very happy and fulfilling time at Ursuline High School.

At Ursuline High School, all work will be conducted using blended learning with a combination of exercise books and the MS Teams platform, which incorporates Class NoteBook and Assignments. Please ensure that your daughter has her tablet charged and in her bag each morning.

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
- Assessment, Recording & Reporting

We have also suggested ways of supporting your daughter with her studies, as well as aiding you to keep abreast of her progress. Your daughter will be taught all the National Curriculum subjects, and, in addition, she will learn to develop essential qualities and skills through our Curriculum.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. Beyond the curriculum, there are many opportunities for your daughter to participate in co-curricular activities, from sports to music to drama and charity events. Meanwhile, our 1:1 laptop scheme, allied to the development of our Microsoft Teams Virtual Learning Environment, will allow us to provide further exciting and inspiring learning experiences for your daughter.

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 Head Teacher 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

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)
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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 7 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.

See below the Year 7 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	Mrs Hoyles	rachel.hoyles@ursulinehigh.merton.sch.uk
Pastoral Assistant	Mrs Sawicka	magdalena.sawicka@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	Form Tutor
7 Angela	Gareth Davies
7 Bernadette	Eun Seul Sung
7 Catherine	Katharine Grandin
7 Francis	Na En Park
7 Margaret	Gabriela Gregory
7 Teresa	Marlyn Gordon
7 Ursula	Sr. Elizabeth



The Ursuline High School has a well-established House System for Years 7 - 11.

Aims for the House System

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

Organisation

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

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

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

Each house can also be identified by the Colour Bear pupils have on their PE shirts. These colour Themes are also indicated on House Captain Badges.

Angela – Red. Bernadette – Purple. Catherine – Green. Francis – Orange. Margaret – Pink. Teresa – Yellow. Ursula – Sky Blue.

Inter-House Events

One designated Inter-House event will run every half term. It is an optional event for pupils to participate in; however, their participation and overall success in them will gain House Points for their House. These events will vary from sports events, to art competitions, to Inter-House debating at the end of the year.

The House with the highest total of points at the end of the year will be crowned House Champions. Pupils in each House can keep up to date with how their House is progressing in their competitions via notices on each of the Houses' information boards.

Concerns Diagram for Parents and Carers

Dear Parent/ Carers,

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

Pastoral Concerns

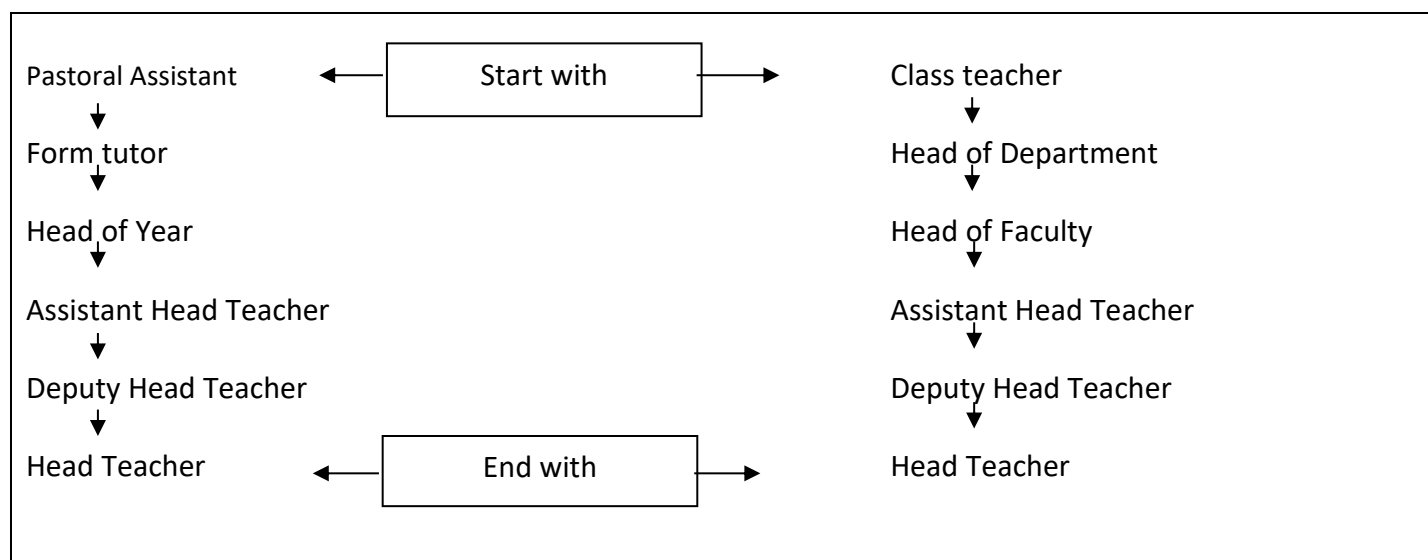
Examples of pastoral concerns:

Behaviour in/out of school,
friendship issues,
attendance, punctuality

Academic Concerns

Examples of academic concerns:

Behaviour in lessons, quality
and standards of classwork,
homework, tests and exam study skills



School Policies

The use of Planners at KS3

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

Attendance & Punctuality at KS3

Attending school regularly and on time is crucial. School starts at 8.35a.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.

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
- 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

Important information re. Permission for Leave in Term Time

The Government changed the law in 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.

Homework

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

Purpose of homework

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

Best types of homework tasks involve:

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

Procedures in the setting and monitoring of homework

- Homework will be set in accordance with the homework timetable.
- In Year 7, students are expected to spend at least 30-45 minutes per homework task.
- Students should make a note of all homework set and due in date in their diaries.
- Detailed descriptions should be written where necessary.
- Subject teachers will acknowledge all work produced and reward in line with the rewards and sanctions policy.
- All homework will be marked within two weeks.

Diaries

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

Use of Textbooks

Textbooks are very costly and the school views them as an investment in your daughter's education. If your daughter is issued with a textbook, she should treat it with the greatest care and it should be returned when requested in the condition it was received in. Your daughter will be expected to reimburse the full cost of any textbook that has been damaged or lost whilst in your daughter's care. A new book will be purchased with the money and your daughter may keep the damaged book.

Homework Timetable

YEAR 7 Population A

YEAR 7 ANGELA

Monday	Tuesday	Wednesday	Thursday	Friday
Geography French or English Music	Art Textiles/DT PSHEC History French or English	Science Maths Art RE	Computer Science Drama French or English	PE RE Maths Science

YEAR 7 BERNADETTE

Monday	Tuesday	Wednesday	Thursday	Friday
Drama Art French or English Computer Science	RE PSHEC Science French or English History	Maths Art Textiles/DT Geography	Geography English or French RE	Music Maths PE Science

YEAR 7 CATHERINE

Monday	Tuesday	Wednesday	Thursday	Friday
PE French or English Geography RE	PSHEC French or English Science Art Textiles/DT	Maths Computer Science	English or French History Drama RE	Science Maths Music Art

YEAR 7 FRANCIS

Monday	Tuesday	Wednesday	Thursday	Friday
Drama Geography French or English Science RE	PE PSHEC French or English	Maths History French or English Science	Art English or French Music	Computer Science Art Textiles/DT Maths RE

English should set 2 pieces of Homework a week.

YEAR 7 Population B

YEAR 7 MARGARET

Monday	Tuesday	Wednesday	Thursday	Friday
French Drama Maths Art	PSHEC Music PE Computer Science	English Art textiles/DT Science	RE Geography Maths	French History English Science

YEAR 7 TERESA

Monday	Tuesday	Wednesday	Thursday	Friday
French Music Maths Geography	PSHEC Art Drama Science	Art Textiles/DT English History RE	Computer Science Maths Science	PE RE French English

YEAR 7 URSULA

Monday	Tuesday	Wednesday	Thursday	Friday
French Art Textiles/DT Maths History RE	PSHEC PE Drama Science	English Computer Science Art Geography	RE Maths Science	Music French English

English should set 2 pieces of Homework a week.

Digital Learning

Devices and Microsoft Teams

Contact Teacher: Mr O Nichols

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 7. 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.

The Ursuline Serviam Passport

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

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

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

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

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 (records and reports), 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

- 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	Same day detention- 30 mins If doesn't attend 1 hour Friday

Year 7

	Parent meeting and action plan in place	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)

Visit our [Transitions Hub](#) for a comprehensive list travel tips and general Transition FAQs.

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 in time 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 legal age requirements and 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@uhs.wales.nhs.uk



THIS IS LEARNING
AS YOU FEEL
CONNECTED



YOUR TIME
YOUR WORK
YOUR PRESENCE



DO WHAT YOU CAN
ENJOY 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

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.



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.

The Serviam Passport



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

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

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

Projects are designed to allow students to:

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

Students spend 1 lesson a week in form groups learning about the formal art and design elements, collograph printing, expressive watercolour painting, packaging design and paper clay techniques. Work is based around natural forms allowing the students to develop a strong visual language before moving on to conceptual work. Throughout the year, students research, analyse and respond to a range of historical and contemporary artists in order to produce personal, creative and visual outcomes.

Student groups

Mixed-ability tutor groups

Monitoring progress

Every half term student sketchbooks will be marked in line with the new Key Stage 3 assessment structure. Along with an assessed level, students will be given individual targets that they will be expected to meet in the following half term.

Assessments

- Formative assessment every half term
- Summative assessment in line with Key Stage 3 Curriculum guidelines at the end of each term
- Levels recorded in sketch books
- Art Exam in the Summer term

Homework

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

Textbooks, materials & trips

Department provides sketchbooks and resources.

How parents can help

Parents should ensure that pupils have 2b pencils, a soft rubber, pencil sharpener and soft oil pastels. A starter pack of watercolour paints ensures that painting can be developed at school and at home.

Art Textiles

1 lesson per week for half a year

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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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

Projects are designed to allow students to:

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

In Textile Art students have 1 lesson a week for half a year in form groups learning about textile techniques as well as the formal art and design elements. Work is based around the theme of 'Under the Sea' allowing students to develop a strong visual language before moving on to conceptual work. Throughout the half year, students research, analyse and respond to a range of historical and contemporary artists in order to produce personal, creative and visual outcomes.

Student groups

Mixed-ability tutor groups

Monitoring progress

Every half term student sketchbooks will be marked in line with the new Key Stage 3 assessment structure. Along with an assessed level, students will be given individual targets that they will be expected to meet in the following half term.

Assessments

Formative assessment every half term

Summative assessment in line with the new Key Stage 3 Curriculum guidelines at the end of each term

Levels recorded in sketch books

Textile Art Exam in the Summer term

Homework

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

Textbooks, materials & trips

Department provides sketchbooks and resources.

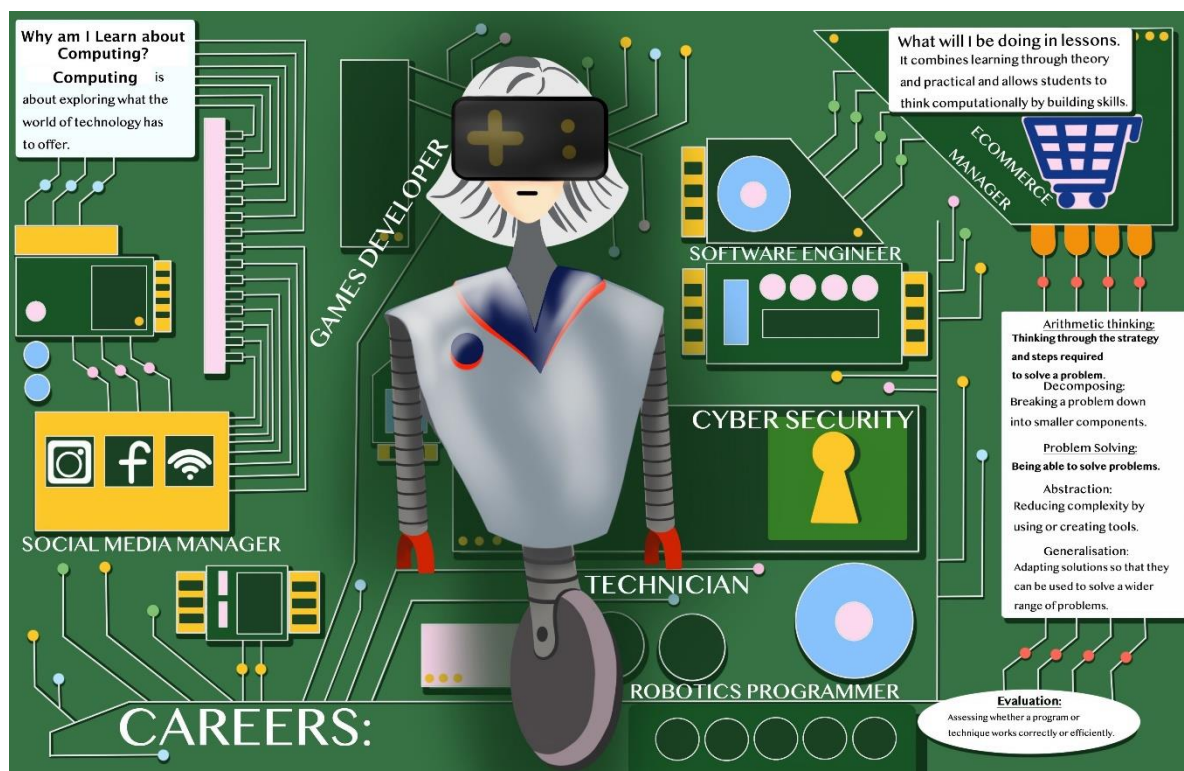
How parents can help

Parents should ensure that pupils have 2b pencils, a soft rubber, pencil sharpener and black biros or fine liners. A starter pack of watercolour paints ensures that painting can be developed at school and at home.

Computing
week

Contact: Ms Bhayat - Head of Computing

1 lesson per



Course content

Students in Year 7 will embark on the new Computing curriculum for 1 lesson per week where they will understand the fundamental aspects of this discipline including; programming, digital literacy and information technology. Students will develop a strong awareness of their responsibilities as online citizens and will research and share their understanding of digital literacy. Students will learn and practice basic programming skills in a range of software including Scratch. Students will develop their logical ability and will create algorithms and they will also understand how data is represented in computer systems.

Student groups

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 school KS3 Computer Science standards that have been developed using the Computing Progression Pathways developed by the Computing At School organisation. Students will be assessed against the Bronze, Silver, Gold and Platinum standards. Homework is set on a weekly basis.

Assessments

Students will be assessed once per half term according to the School Policy. This will be based on their classwork, project work, homework or a specific 'end of topic' test at the end of each half term.

Homework

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

Textbooks, materials & trips

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

Useful websites:

www.cs4fn.org.uk

www.csunplugged.org

How parents can help

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

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.

Identify - Research - Design - Make - Evaluate - Apply

Course content

Mixture of 'design and make' and focused practical tasks using textiles and plastic.

Project Titles in Product Design:**"Funky Pen Project"**

An introduction to the techniques of 3D drawing, isometric drawing, Isometric 3D drawing and orthographic drawing using the computer aided design program 2D design.

Student groups

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

Monitoring progress

Projects marked in line with the school marking policy and graded using bronze, silver, gold and platinum. Progress recorded on assessment record sheets in students' Design and Technology booklets.

Students will do one of the two DT subjects e.g. Product Design until February half-term, and then will change for the other DT subject e.g. Textiles until July.

Assessments

At the end of each project, prior to rotation, and an interim grade will also be given.

Homework

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

- | | | |
|-------------|------------------------|-------------------------|
| • Research | • Planning the making | • Safety related issues |
| • Designing | • Collecting materials | • Evaluations |
| • ICT | • Packaging | • Prep work |

Homework is marked in accordance with School Policy and one piece of homework each half term will be an Extended Writing Piece focusing on Literacy. There will also be a numeracy task each half term.

Year 7

Textbooks, materials & trips

Department generated booklets.

Textbook – Collins: Design and Makes Assignments by Stewart Dunn

Textbook – RCA: Challenges Year 7

How parents can help

Encourage recycling of useful materials for school e.g.: Broken toys, fabrics and trimmings.

Drama

Contact: Mrs Melliush - Head of Drama

1 lesson per week

Why do we teach Drama?

We teach Drama because it is one of the great art forms to which, we believe, all students should have access, because the skills it delivers, such as vocal and physical expression, have huge transferable value and because it shines a light upon the ways in which human beings interact.



How do we teach Drama?

Drama is taught through shared modelling and examples of dramatic skills and/or genres, followed by application through group work with use of such techniques as hot seating, improvisation and role play.

Skill/genre > research > rehearsal > performance > evaluation

Course content

- Arranging Drama: Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration and co-operation) Work constructively and creatively in solo, small and large group work. Develop negotiation skills
- Building a Character: Understand the impact on a live performance audience of their choice of Drama Forms. Develop their knowledge and understanding of a range of dramatic forms to communicate meaning to an audience. Develop the ability to select the appropriate physical expression and stage craft to communicate their desired audience impact
- Creating A role: develop the ability to select the appropriate vocal tone, pitch, pace to achieve their desired audience impact.
- Designing for Performance: develop the knowledge, understanding and ability to select the appropriate design element i.e. costume, lighting, sound and music to communicate their desired audience impact.
- Ensemble Action: Develop their knowledge and understanding of a range of Ensemble Actions to support the on stage action in performance.
- Evaluating live performance: Be able to respond constructively to the work created by themselves and others

Autumn Term 1- Groupwork exercises to develop students understanding of ways of working in Drama

Autumn Term 2- Exploring a range of skills through dramatization of 'Hansel and Gretel'

Spring 1 and 2- Exploring African theatrical tradition through class performance of 'Talk Talk Talk'

Summer 1 and 2- Shakespeare's theatre explored through 'A Midsummer Night's Dream' and the end of year performance exam

Student groups

In mixed ability tutor groups. Class activities will be in a variety of groupings from pairs to groups of fives with occasional individual work.

Monitoring progress

- Observation in class of student led exercises, oral presentations and evaluations, individual, pair and small group performance.
- End of topic performances/recordings.
- Rehearsal Homework Students must practically practise their presentations, performances 5 minutes a day for 5 consecutive days.

Assessments

Half Term-Formative Assessment; Summative Assessment in February and June.

Drama performance exam in the Summer term.

Homework

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

Textbooks, materials and trips

Weekly Drama Rehearsals in our 2 purpose built Drama Studios

'Hansel and Gretel' adapted by Carol Anne Duffy

'A Midsummer Night's Dream' by William Shakespeare

How parents can help

Encourage your daughter to discuss and practise the skills learned in drama, take part in the annual School Production and the weekly Drama club. Encourage your daughter by taking her to see the rich diverse theatre we have in Wimbledon at The Polka Theatre, Colour House Theatre, New Wimbledon Studio and New Wimbledon Theatre as well as the National Theatre.

English

Contact: Mr Noble - Head of English
Mrs J Lewis – Head of KS3 English

4 lessons per week

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 modern novel, a Shakespeare play, poetry and non-fiction texts. Students will build on literacy work from Key Stage 2 in their grammar lessons. A strong emphasis is placed on student's independent reading through reading challenges and reviews. When writing, students are encouraged to review and redraft their work independently, using their green pen. 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 progress each term and students are moved between sets as appropriate at the end of terms.

Monitoring progress

Redrafted work is marked regularly using the Ursuline Standards and effort grades. Targets are set where appropriate. Marking codes are displayed in every classroom and are used in student's books with the most common errors being highlighted. Students have details of the Standards in their books. There are three strands of assessment in English: Speaking and Listening, Reading and Writing.

Assessments

Each half term unit will include a key assessment piece. End of year exams are in June.

Homework

Students are set two pieces of homework per week. They are expected to spend 30 minutes approximately on each. Where an extensive task or project is set, students will be given more than one homework slot in which to complete this. Homework tasks include written work as well as research and reading. Where students are required to research a topic on the Internet or in the library, they will be given sufficient time in which to do this. Students will usually complete one grammar homework each week.

Textbooks, materials & trips

Students will need their own dictionary and thesaurus at home. They must also have a reading book available every day. We have theatre groups, writers and journalists coming into school to perform to students. We are also involved in the Wimbledon Book Festival events.

How parents can help

Encourage your daughter to read widely for pleasure: we expect every student to be a member of her local library 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, guides, newspapers and magazines. There are reading lists on the school website.



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

- Transition project Poem “Dans Paris
- School subjects
- Introduction to Europe
- Talking about your home & where you live
- Greetings and classroom instructions
- Likes, dislikes
- The alphabet & numbers
- The weather & hobbies
- Family, Pets and using connectives
- Complex structures with quand / si / où...
- Key verb phrases in present & past

Student groups

In sets from September, based on English groups

Monitoring progress

Assessment for learning 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

Assessments

Half termly: End of unit tests and vocabulary tests

2 linear assessment (cumulative assessment of all the work done up to that stage) at the end of Spring A (January/February) and in the Year 7 internal Exams (June).

Homework

- 30-45 minutes per week minimum
- Vocabulary learning, grammar rule learning + exercises + written and reading work.
- Translations: from French into English and from English into French
- Display / presentation work using ICT and/or the VLE.
- Creating a started / plenary based on previous knowledge or on research (grammar or cultural elements)

Textbooks, materials & visits

- Boardworks, softwares (TaskMagic) and school-devised ICT Resources
- Dictionary
- Use of websites: www.languagesonline.org.uk, www.duolingo.co.uk
- 4-day trip to Normandy in UHS Fest week (July)

How parents can help

- Ensure homework is done and test learning homework to ensure it has been done.
- Purchase Mary Glasgow magazine subscription through the school (£8 for the year)
- Purchase small French dictionary
- Encourage trips to France (with or without school)



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

Projects include the following themes:

- Map skills – relief, grid references, scale, OS Maps, aerial photos etc.
- Hydrology – River processes, management and flooding.
- Globalisation and Fashion
- Weathering, Soils and Rocks
- China

Student groups

Students are taught in their mixed ability tutor groups.

Monitoring

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

Assessments

End of topic tests and structured assignments. Assessments will take various forms: written tests, debates, presentations / speeches, or enquiry based assessments.

Homework

Homework set weekly. This includes:

- Research
- Analysing geographical data
- Report writing
- Extended pieces of writing (essays, letters, diary entries, speeches)
- Structured questions
- Homework set may vary according to ability

Textbooks, materials & trips

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

Department produced worksheets/resources; videos, DVDs, CD ROM, newspaper articles

Class survey in local High Street (Raynes Park)

How parents can help

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

Visit libraries to help with research assignments

Useful websites: www.nclebasin.org; www.bbc.co.uk (education section); www.sotn.ac.uk
www.georesources.co.uk; www.s-cook.co.uk; <http://geography.about.com.science>

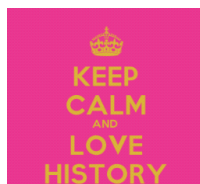
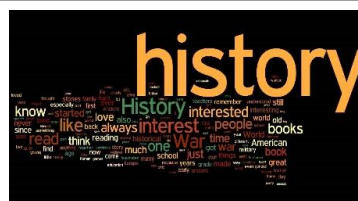
History

Contact: Ms Beale – Head of History

2 lessons per week

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

England pre 1066

What was Anglo-Saxon life like?

How and Why did the Anglo-Saxons migrate around England?

England after 1066

Who were the contenders to the throne?

Why did William win the Battle of Hastings?

What were the techniques used in the Battle?

William's Methods of Control

How did William control England?

What was the Harrying of the North?

What was William's most effective method?

What was the Domesday Book?

Medieval Religion

Why was Religion important in 1066?

What was a pilgrimage

What were the crusades?

Medieval Realms

What are the causes/ consequences of the Black Death?

How did it effect England?

What was the Peasants Revolt

Was King John a good/bad king?

Who was Thomas Becket?

The Tudors

What are the interpretations of Henry VII?

Why did Henry VIII break from Rome?

How successful was Henry VIII?

Was Mary really 'Bloody'?

Why is Elizabeth seen as 'our greatest monarch'?

Student groups

All students are taught in their mixed ability tutor groups.

Monitoring

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.

Assessments

Continuous assessment as well as cumulative assessments in February and June.

Homework

Homework is set once a week as per the homework timetable. Students should spend between 30 and 45 minutes per week on this homework. 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, role-play, posters, project work and revision.

Textbooks, materials & visits

Useful websites:

Information and quizzes - <http://www.bbc.co.uk/bitesize/ks3/history/>

Factual Information - <http://www.spartacus.schoolnet.co.uk/>

Videos & podcasts - <http://www.youtube.com/user/mrallsop>

Original documents - <http://www.nationalarchives.gov.uk/education/key-stage3.htm>

How parents can help

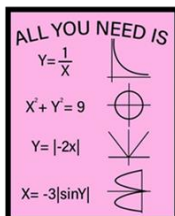
The most basic but, practical way to help, is ask your daughter what she has been learning and perhaps even ask her to teach you a specific topic or skill. Another way could be to read through and check your daughter's work with her – this does not have to focus on the historical content - it could be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

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

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

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

Six areas of: Algebra, Number, Geometry & Measure, Statistics, Ratio & Proportion and Probability are covered in Mathematics throughout year 7. Students will be taught how to using and apply mathematical methods in these six topic through lessons designed to improve student's thinking skills.

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Homework grades recorded in line with school policy.

Feedback will be given orally and / or in written comments on work.

Standards will be given out for topic tests.

Assessments

Topic tests at the end of each chapter.

Cumulative assessments each half term and end-of-year exam in the Summer term.

Homework

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

Textbooks, materials & trips

Each pupil will be registered for Mathswatch and homework may be set from this site.

Support, extension and investigation materials provided by Maths Faculty staff.

A maths equipment set is required (to include a compass and protractor) and a scientific calculator.

How parents can help

Check homework diaries to see that Maths homework is recorded and marked off when completed.

Help with practice of mental Maths e.g. multiplication tables, estimates of shopping bills, practical percentages and fraction calculations.

Ensure students have a calculator and mathematics equipment.

Revision website: www.bbc.co.uk/education/ks3bitesize, www.mangahigh.com and www.mathswatchvle.co.uk

Extended learning

The following topics are included in extension work: rules of sequences-finding the nth term, solving complex linear equations, enlargement, and probability using a combination of two experiments.

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

- Singing
- Keyboard skills
- Gamelan and Indian music
- African music
- Programme music and instruments of the orchestra

Student groups

In mixed ability tutor groups.

Monitoring progress

- Observation in Class
- Regular performances given in class
- End of topic recordings
- Peer and self assessment
- Work completed on tablets / Folders kept in class
- Most homework and 'written work' will be submitted on the VLE.

Assessments

- 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 and a written appraising exam)

Homework

30-45 minutes per fortnight. This will sometimes be a practical activity.
Extended piece of writing once every half-term.

Textbooks, materials and visits

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

How parents can help

Assist your daughter with research projects by allowing her access to the library/Internet.

Encourage your daughter to take part in the many music clubs on offer at the school.

Support her in her homework tasks, and ensure completion and on time delivery.

Help you daughter to explore the music of great composers and musicians from different cultures and times.

PE Contact: Mrs Corrigan 2 lessons per week

Course content

A broad based curriculum offering a range of experiences in PE with Health Related Fitness as a component within each activity. Students participate in all of the following activities:

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Netball	Dance	C. Country	Trampolining	Athletics/ Cheerleading	Tennis
Netball	Netball	Indoor Athletics	Basketball	Kwik Cricket	Kwik Cricket

Student groups

Mixed ability tutor groups.

Monitoring progress

End of activity formal practical assessments and written in some cases. Standards will be assessed every half term. Rewards are given for participation in extra-curricular clubs and for representing the school, such as a formal invite to the annual Sports Awards Dinner in July.

Assessments

End of each activity area they will have a formal practical assessment on the activity area and will complete some theory work at the end of each unit to demonstrate knowledge and understanding of rules, tactics and strategies.

Homework

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

Textbooks, materials & trips

Sports Clubs opportunities; Jump Rope for Heart Skip-a-thon; National Sports Week.
Dance/leadership Workshops; Gifted & Talented PE opportunities.
Inter school competitions; Inter-house weekly competitions & Sports Day in June.

How parents can help

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

Ensure your daughter wears the correct named PE kit to all lessons and that it is washed regularly. Inform teachers if PE kit is lost and replace immediately.

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

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

PSHEC (Personal, Social & Health Education & Citizenship)

1 lesson per week

Couse content

In Year 7 students will study a variety of content and skills, including how to research and how to use information.

Autumn Term: Transition; Serviam; rights and responsibilities; handling conflict; use of social media, Identity, self-confidence, teamwork, autism, online identity. Homophobia & Gender

Prevent morning on stereotyping, prejudices and radicalisation. Use of social media and e-safety. FGM.

Spring Term: Exercise & diet, smoking, alcohol and drugs; family and friends, changing relationships and sexual attraction; puberty and well woman.

Summer Term: Preparing for exams, effective revision; emotional health and well-being; personal safety; rights and responsibilities; careers and handling finances.

Aspects of citizenship are also covered in PE, RE, Computing, Science, English and Humanities lessons.

E-safety is studied by all Year 7 as part of the Prevent morning in October and in their Computing lessons.

Key aspects of British values will be taught in Year 7 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 stereotyping and prejudices, keeping safe and FGM. Further lessons will develop students' awareness of the risks of radicalisation and how radicalisation can happen.

Monitoring progress

Students and form tutors evaluate their progress through the students' development of skills. They are also assessed by their peers and by the form tutor during group and discussion work. And through the marking of the PSHEC books.

Assessments

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

Homework

Students are set homework once a week in PSHEC lessons. This 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

Students will cover the following topics:

- The Ursuline Family: What are the Ursuline beliefs and values? What does it mean to be an Ursuline student?
- Who is Jesus? Is Jesus Special? This unit explores the historical facts about Jesus and what Jesus means for Christians today.
- The Authority of the Catholic Church: What is the Bible? How can Catholics find out what to do when the answer is not in the Bible? How can God be one and three (the Trinity)?
- Sacraments of Initiation: What is a sacrament? Why do Catholics need confirmation as well as baptism? Why do Catholics celebrate the Eucharist?
- Hinduism: How does being a Hindu affect someone's life? What does it mean to describe London as a 'multi-faith' community?
- The Christian tree: The spread and development of the Christian Church, missionaries and martyrs, unity and division within the Church, the Church as 'the body of Christ'

Student groups

RE is studied in mixed ability tutor groups.

Monitoring progress

RE class and homework is checked by the teacher each week. 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.

Assessments

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

Homework

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

Textbooks, materials & trips

- The Scheme of Work is based on the RE Curriculum Directory for Catholic Schools
- Staff will be using the VLE in addition to a variety of books and other resources.
- Class Mass and other Chapel Services are included in our programme. All students have a Retreat and an Ethos 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 Pachina

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

Course content

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Biology
Structure and function of living organisms (cells and organisation and reproduction)
Interactions and interdependencies (relationships in an ecosystem) | <ul style="list-style-type: none"> • Chemistry
The particulate nature of matter (atoms, elements and compounds, pure and impure substances and Chemical reactions)
The Earth and atmosphere | <ul style="list-style-type: none"> • Physics
Electricity and electromagnetism (current/ static electricity and magnetism)
Matter (physical changes, particle model and energy in matter) |
|--|---|--|

Student groups

Taught in mixed ability tutor groups.

Monitoring progress

- Formative assessment throughout all units
- Bi-monthly assessment and grades entered into EMB
- Homework marked as per school policy
- SATS-style end of year exam

Assessments

- Continuous assessment
- Formal practical write-ups each term.
- End of year exam

Homework

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

Textbooks, materials & trips

The course materials are from a wide variety of sources and the schemes of learning have been re-written by the department to reflect the new curriculum.

Various other supporting materials are used, for instance the new Scientifica textbooks and Hodder Science books and materials.

How parents can help

Provide additional reference materials - books, websites.

Encourage pupils to visit libraries, museums.

Watch appropriate TV programmes.

Use the Internet.

Monitor homework diary. Show an interest in what your child is doing in Science.

SECTION 3:

ASSESSMENT,

REPORTING

&

RECORDING

ASSESSMENT RECORDING AND REPORTING

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

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

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

Academic Review Day (ARD)

End of Autumn A	Academic Review Day & EMB grades distributed
Summer A	Academic Review Day & Year 7 Spring Term EMB Grades distributed.

Parents' Evening

Summer B

Full Report

This will be distributed at Parents' Evening.

Electronic Mark Book (EMB)

Subject teachers will input one effort grade and one attainment grade every half-term. Marking of your daughter's work will take place fortnightly; this can be done through self-assessment, peer assessment or teacher marking.

At the end of each term you will receive a written report showing you the grades entered for effort and attainment.

The half-term information will show you how your daughter is progressing towards her target standard. The EMB is also available for you to view online on Arbor by logging in with your personal username and password.

Year 7 Internal Exams

In May, your daughter will sit her end of Year 7 internal examinations. The standard she achieves from these exams will be reported back to you via your daughter's full report in June.

THE URSULINE STANDARDS

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

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

The key principles are to:

- focus the teaching by planning according to clear objectives and ensure students know what they need to learn and achieve, and why.
- provide challenge by setting high expectations and teaching to them
- use questioning, explaining and modelling effectively to structure, support and extend the learning.
- make learning active by providing task and feedback that enable students to construct knowledge, develop understanding and skills through problem-solving, enquiry and directed, personalised feedback.
- build reflection and develop resilience by teaching students about what and how they learn, involving them in developing and improving their work through the teacher's feedback and green pen dialogue in their exercise books.
- ensure that there is clear progression from Key Stage 2, building on the new KS2 National Curriculum, and preparing students effectively for the challenge of the new GCSEs or equivalent at the end of Key Stage 4.
- ensure teachers respond to the needs of the students in order to achieve best possible progress and attainment.

1. What does the target mean?

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

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

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

- **The Bronze Standard Target will be allocated to students arriving in Year 7 below expected Age-Related Expectations (ARE).**
- **The Silver Standard Target will be allocated to students arriving in Year 7 at ARE.**
- **The Gold Standard Target will be allocated to students arriving in Year 7 above ARE.**
- **The Platinum Standard Target will be allocated to students arriving in Year 7 significantly above ARE.**

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

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

2. Frequency of reporting

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

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

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

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

3. Frequently asked questions

What standard should my daughter achieve?

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

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

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

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