

# URSULINE HIGH SCHOOL, WIMBLEDON



## CURRICULUM GUIDE YEAR 10

2024/2025

## Introduction

We are delighted to welcome you back to Ursuline High School after the summer break. It is an exciting year for your daughter as she starts her GCSEs.

In this Year 10 Curriculum Guide you will find all the information you and your daughter need to successfully navigate year 10.

Studying at Key Stage 4 is very different from Key Stage 3. Due to governmental changes to GCSEs across the curriculum, all exams will now take place in a linear fashion, at the end of Year 11. Your daughter will only be completing GCSE controlled assessments in practical subjects such as Art, Music, Drama, Food preparation and nutrition and PE. Learning and retaining knowledge for the long term has become essential to guarantee success. The year will be demanding and will require your daughter to be committed to school and her chosen subjects.

Having an excellent attendance (at least 96% or above) is very important to success. We understand that your daughter may find the year stressful; please do not hesitate in contacting your daughter's tutor or Head of Year to discuss any concerns you may have during this time.

I would like to wish you well for the year and thank you in advance for your continued support.

Yours faithfully,

**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

## YEAR 10 TUTOR TEAM

I would like to take this opportunity to introduce to you the year 10 team responsible for your daughter's academic and pastoral development during this very important year in their school career.

Please use email to contact us in the first instance. 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.**

Our full staff directory can be found [here](#).

	Teacher	Email
Head of Year	Erin Guiheen (Population A) Paige Smith (Population B)	<a href="mailto:Erin.guiheen@ursulinehigh.merton.sch.uk">Erin.guiheen@ursulinehigh.merton.sch.uk</a> <a href="mailto:Paige.smith@ursulinehigh.merton.sch.uk">Paige.smith@ursulinehigh.merton.sch.uk</a>
Pastoral Support Assistant	Mrs Brown	<a href="mailto:sylvia.brown@ursulinehigh.merton.sch.uk">sylvia.brown@ursulinehigh.merton.sch.uk</a>
Attendance Officer	Mrs Young	<a href="mailto:bernadette.young@ursulinehigh.merton.sch.uk">bernadette.young@ursulinehigh.merton.sch.uk</a>  Absences must be reported by 8.45 either via email or by calling 020 3908 3144. This is a safeguarding duty.

Form	Tutor	Population	Email
10A	Gareth Davies	A	<a href="mailto:Gareth.davies@ursulinehigh.merton.sch.uk">Gareth.davies@ursulinehigh.merton.sch.uk</a>
10B	John Fitzgerald	A	<a href="mailto:John.fitzgerald@ursulinehigh.merton.sch.uk">John.fitzgerald@ursulinehigh.merton.sch.uk</a>
10C	Sulumenty Odhiambo	A	<a href="mailto:Sulumenty.odhiambo@ursulinehigh.merton.sch.uk">Sulumenty.odhiambo@ursulinehigh.merton.sch.uk</a>
10F	Georgia McNichol	A	<a href="mailto:Georgia.mcnichol@ursulinehigh.merton.sch.uk">Georgia.mcnichol@ursulinehigh.merton.sch.uk</a>
10M	Jake Tyler	B	<a href="mailto:Jake.tyler@ursulinehigh.merton.sch.uk">Jake.tyler@ursulinehigh.merton.sch.uk</a>
10T	Niall Carton	B	<a href="mailto:Niall.carton@ursulinehigh.merton.sch.uk">Niall.carton@ursulinehigh.merton.sch.uk</a>
10U	Caroline McColgan	B	<a href="mailto:Caroline.mccolgan@ursulinehigh.merton.sch.uk">Caroline.mccolgan@ursulinehigh.merton.sch.uk</a>

## Timings of the school day

### Monday to Thursday

<b>8.20-8.30am</b>	Staff briefings
<b>8.30-8.50am</b>	Registration
<b>8.55-9.45am</b>	Period 1
<b>9.50-10.40am</b>	Period 2
<b>10.40-11.05am</b>	Break time
<b>11.05-11.55am</b>	Period 3
<b>12.00-12.50pm</b>	Period 4
<b>12.50-1.35pm</b>	Lunch time
<b>1.35-2.25pm</b>	Period 5
<b>2.30-3.20pm</b>	Period 6
<b>3.20-4.10pm</b>	Period 7

### Friday

<b>8.20-8.30am</b>	Staff briefings
<b>8.30-8.50am</b>	Registration
<b>8.55-9.45am</b>	Period 1
<b>9.50-10.40am</b>	Period 2
<b>10.40-11.05am</b>	Break time
<b>11.05-11.55am</b>	Period 3
<b>12.00-12.50pm</b>	Period 4
<b>12.50-1.40pm</b>	Period 5

## How do we teach at Ursuline High School?

Our students succeed because they know how to: **Learn, Remember, Apply**

We empower our students to do this through: **Checking & Challenge**

**Checking** is a multi-disciplined approach used to systematically assess learning, rectify misconceptions, quality-assure teaching and foster progress.

**Challenge** is when students use learnt knowledge and fluent retrieval of this knowledge to apply, synthesise and transfer.

### A summary of Checking & Challenge

Checking	Challenge
Retrieval practice	Using knowledge to apply, synthesise and make their own conclusions and theories, applying knowledge to unfamiliar scenarios.
Consolidation	Activating prior knowledge and building schema so students know more to learn more.
Checking the learning	Sequencing and building a challenging curriculum for all students with a high level of expectation.
Clearing up misconceptions	
Identifying and closing gaps	
Feedback that enables progress.	



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.

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.



## Parent/Carer Concerns

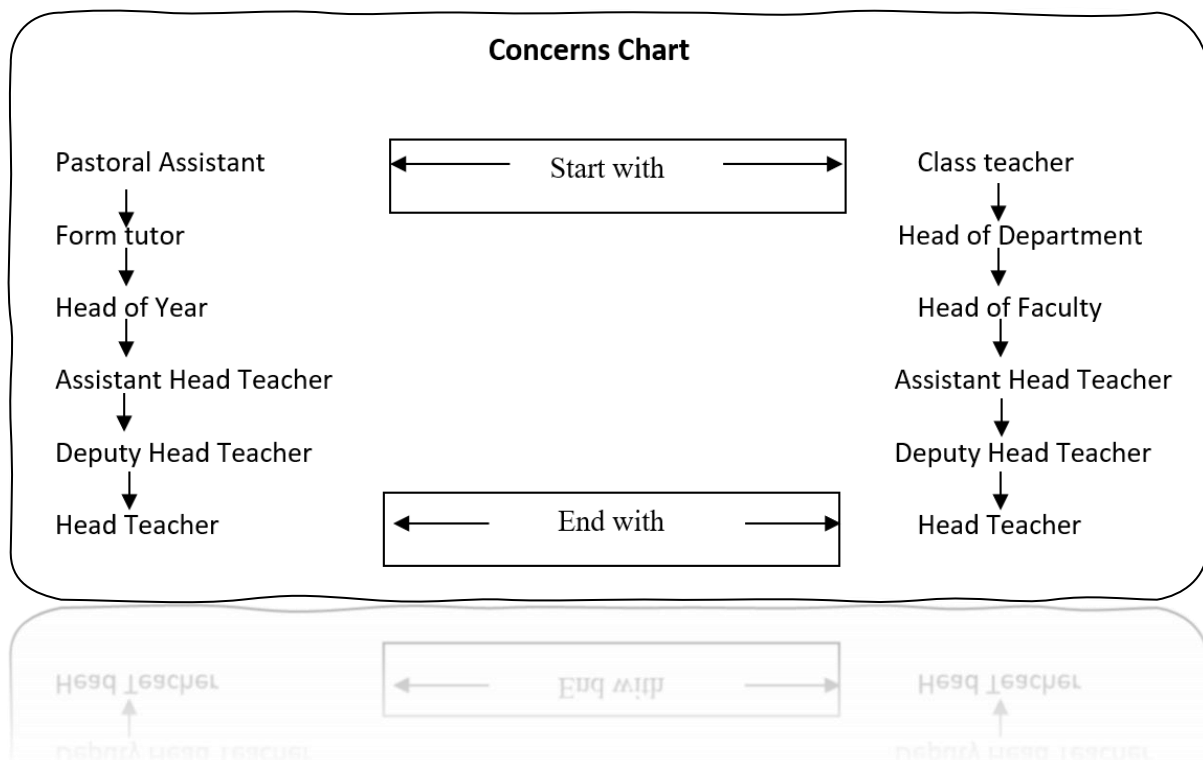
Please refer to the diagram below to be able to channel your concerns to the correct member of staff. You may contact any member of staff by phone or email directly to arrange an appointment.

### 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 KS4

All students at KS4 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 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, has graffiti or is 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 KS4

Attending school regularly and on time is crucial. School starts at 8.35am (prompt). Your daughter's attendance is monitored weekly. If your daughter is absent from school, please ring either the attendance officer Mrs Young (0208 3908 3144) or the Pastoral Support Assistant Ms. Andrews (0208 3908 3179) to report the absence. **The school has an attendance target of 96%.** The success of your daughter at KS4 will depend upon many factors, good and regular attendance is a key factor, whilst your daughter is absent, and she will be missing important work, work that can be sometimes very difficult to catch up. If at the end of the year, it is felt that your daughter has missed too much work to complete and successfully pass a two-year GCSE course, there may be a possibility that she will have to re-sit the year to make up the work.

### Use of the Medical Room

If your daughter is unwell during the school day, she must have a signed note from her subject teacher, and she must report 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.

### Use of toilets

Students are expected to use the toilets at break and lunch time. Should students need the toilet during lesson times, then they need to be given permission from the subject teacher. The toilets at student services will be kept open and students logged. Should students be using the toilets frequently during lessons we will communicate this home.

### Important information re. Permission for Leave in Term Time

The Government changed the law from September 2013. Leave of absence may now only be taken for **Exceptional reasons: Educational event** and **Family event**.

The request should be made in writing using the appropriate Form (Leave of absence, Educational Event or Family Event Form (available from the school office or on the school website).

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.

## Governors' Donations Fund

As a Voluntary Aided Girls Catholic School, all **Capital Works** undertaken around the school are **10% funded by the parents**.

These works could not be undertaken without the Voluntary donation of parents to the school. In recent years these works have included:

- T Levels – Refurbishment to accommodate T Level Nursing.
- Katherine Johnson Building – This houses T Level Digital, Business and T Level Science.
- New Roof at St Angela's.
- New Doors, Floors and Boilers in the St Georges Block.
- Complete renovation of our main kitchen /dining room.
- LED lighting throughout the Main School.

Additionally, Governors contribute to the School's **Chaplaincy programmes** to sustain and develop the school's charism and ethos, and our **Laptop Scheme**.

This funding enables us to provide the high standards of our environment which is conducive to outstanding education and outcomes.

### Donations

We suggest a donation of £30 a month, for the duration of the student's education at the Ursuline High School, and an initial deposit of £30 for the registration of all students.

For families that can afford it, donations of higher values are very welcome. If your daughter qualifies for Free School Meals or if you have any financial difficulties, please contact the finance department to discuss.

Thank you to the many families who contribute to our Fund. If you haven't yet and would like to, then we would welcome your donation. If you would like to set up your donation, please contact the school's financial department by [email](#) to request the necessary forms.

May I take this opportunity to thank you in advance for your continued support. Many thanks to all our families who already donate to the school, your support is appreciated.

## Homework

Your daughter will receive homework once a week per subject, unless they study the subject more than three periods a week (Maths & Science). Students will be given sufficient time to complete the homework and the timings per year group can be seen below.

Cohort	Duration of each homework per subject
<b>7&amp;8</b>	30 minutes
<b>9</b>	45 minutes
<b>Ks4</b>	1 hour
<b>Ks5</b>	5 hours

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 KS4, 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

- Students should make a note of all homework set and due in date in their planners.
- Detailed descriptions should be written where necessary.
- Subject teachers will acknowledge all work produced and reward in line with the rewards and sanctions policy.

### **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.

## Digital Learning

### 1:1 Devices and Microsoft Teams

Students at the Ursuline can participate in our forward thinking 1:1 device scheme that provides an engaging way for students to learn. Using their own school 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

As you will be aware, Ursuline High School is a Voluntary Aided Secondary Girls Catholic School. As a Voluntary Aided School all **Capital Works** undertaken around the school are **10% funded by the parents**. Additionally, Governors contribute to the School's **Chaplaincy programmes** to sustain and develop the school's charism and ethos, and our **Laptop Scheme** which 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 is 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 always take care of them, especially as they are school property. Please note insurance will only cover the cost of one repair; any further damage must 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.

### Use of AI

**Please note that there is a strict no AI use in student produced work at Ursuline High School.**

**All NEAs and any work suspected of using AI will be entered through TurnItIn Software, which is used by Exam Boards and Universities to accurately detect plagiarism and the use of AI. Appropriate sanctions will be taken for the use of AI. The work will be discarded, and the student sanctioned in line with school policy and, if necessary, Exam Board Regulations. There have been many cases in the last two years of students barred from the exam board for Malpractice.**

### Guidance from JCQ on the use of AI in assessments.

- ξ As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students’ own.
- ξ Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- ξ Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- ξ Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student, and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.
- ξ Teachers and assessors must only accept work for assessment which they consider to be the students’ own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres).
- ξ Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action. Detected or suspected use must be reported.

### **Use of the Internet, and social media for educational support**

There is a vast number of tutors and exam gurus sharing their expertise and insight via social media (in particular; Instagram, TikTok and YouTube).

There are lots of great teachers and subject experts out there but there are just as many poor ones. There are also many students claiming to know how to get a grade 9!

In the same way parents do their due diligence before employing a tutor, students should do their research before deciding to follow and listen to an 'expert' via social media. It is essential students make informed decisions on who they are taking advice from, to ensure they are getting relevant and accurate advice/insight relevant to their courses. Please seek guidance from UHS teachers in the first instance who will guide you in the direction of tried and tested resources.



## **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 all areas.
- Punctuality is monitored daily, and consequences are in place for those who are persistently late.

### **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.

## Absence Actions and Consequences

Number of lates	Action to be taken	Consequence for pupil
<b>1</b>	Same day detention Then same for any late thereafter.	Same day detention- 30 mins If doesn't attend 1 hour Friday
<b>4</b>	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
<b>5-8</b>	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
<b>9-12</b>	HoY meeting with parents Parent meeting and action plan in place	Same day detention- 30 mins If doesn't attend 1 hour Friday Punctuality report escalated
<b>13-14</b>	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
<b>15</b>	Meeting with Headteacher and parents	Saturday detentions- 2 hours Failure to turn up to detention leads to suspension

## **Travel To and From School**

- We **STRONGLY** encourage students to walk as much as possible. It is often quicker to walk into Wimbledon, Wimbledon Chase 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 resident's garden or sit on walls/railings.
- No loitering in Wimbledon, Wimbledon Chase or Raynes Park – no shops.
- No more than 4 students together.
- Travel carefully (e.g. using crossings, avoiding use of 'Air Pods'/headphones etc).
- KS4 students taking the bus from school must use the bus stop at the bottom of Crescent Road.

## **Parent Engagement & Communications**

Ursuline High is committed to ensuring parents are engaged in supporting their daughter's academic progress and personal development, and to effectively communicating with our parents and carers about school life and news.

### **ENGAGEMENT**

We are 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.

### **COMMUNICATIONS**

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

We communicate with all primary guardians. Primary Guardians have daily parental responsibilities for the child, they receive updates on the academic affairs of the child and communications from the school. There can be more than 1 primary guardian per student.

We communicate with the email addresses on record. Do let us know if you details do change.

We use several portals to support various elements of our students' learning journeys, including Arbor, Evolve, ParentPay and SchoolCloud. See below for more information.

Please ensure you are reading all emails from the school to ensure you are not missing important communications relating to your daughter's education and wellbeing. Where possible, we recommend notifications are enabled and that emails are read daily to ensure nothing important and urgent is missed. Please ensure you add us to your safe senders list, and that you regularly check your junk/spam folders.

### **MEDIUMS**

#### **Email**

All communication from the school whether school-wide, year group, form, class or 1:1 will be sent by email. Where possible, we recommend notifications are enabled and that emails are read daily to ensure nothing important and urgent is missed. Do ensure we are added to your safe senders list, but it is worth checking spam/junk folders for emails from the school.

### **Phone**

Teachers and support staff will on occasion contact parents and carers directly via phone about student matters.

### **Information Meetings**

Many in-person and online information meetings take place throughout the year. We ask all parents and carers to attend. Where parents are unable to, we ask that they watch the recording and/or read the slides. These are shared with parent directly and/or available on our website afterwards.

### **Academic Reviews**

Parents and carers of students in years 7 to 10 are invited to attend several meetings during the academic year, to discuss academic progress and attainment. Two academic reviews (ARD) take place each year. These reviews take place online with either the Form Tutor or Head of Year. In addition, parents are invited to attend an in-person meeting with their daughter's subject teachers at one point in the academic year. Further details including dates will be shared in advance.

Year 11 and our 6th form follow a different schedule and parents/carers will be communicated about this separately.

### **Progress and Reporting**

Students in years 7-10 are regularly assessed throughout the academic year, and attainment and targets for improvement are tracked for each subject (Results logs can be found in exercise books).

Three formal reports are produced across the academic year. Reports are uploaded to Arbor and parents/carers will be notified when these are available. At all times parents/carers can keep up to date with progress by reviewing their results logs.

Year 11 and 6th form follow a different schedule; parents/carers will be communicated about this separately.

### **Headteacher Roundup**

A weekly snapshot of school news is shared each Friday by the Headteacher. Roundups can be viewed on our website.

### **Newsletters**

We produce a suite of newsletters. Inform, our school wide newsletter and our Year Group newsletters are produced at the end of each half term whilst our Catholic Life and 6th form newsletters are shared termly. All newsletters are shared with parents directly and are accessible via our website.

### **Prospectus and other Collateral**

We produce a suite of collateral including our main school and 6th form Prospectus and Transitions Booklets. These are shared where relevant and are accessible on our website.

### **Social media**

We have an active presence on Instagram (@UhsWimbledon / @uhssixthform) and Twitter (@uhswimbledon / @sixthformuhswc) where we share lots of behind-the-scenes content. Please give us a follow to access our visual window into the enriching experiences, accomplishments, and opportunities

that our students are embracing. If you are not a social media user, please don't worry - important school/child information is always shared with parents and carers directly.

### **Website**

Our website is our window to the Main School and 6th Form. Here you can read about the School, Admissions, Curriculum, School life, Safeguarding, Health & Wellbeing and so much more.

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

### **PARENT PORTALS**

We use several portals to support our students' learning journeys. See below for details.

Parents and carers receive relevant logins when they join the school or in the case of SchoolCloud at the time it is needed.

Arbor is used by the school to track student records, timetables, reports, and behaviour. Parents have access to their child's records and can view academic progress and behaviour records. You can access our FAQs [here](#).

Evolve is a platform that we use to request parent consent for school trips. Consent Forms will be sent via email to your mailbox.

ParentPay allows you to credit money to your child's account, obtain balance reports, see what your child has ordered, and pay for trips and events.

SchoolCloud is used to book academic review meetings, and host online parent/teacher meetings.

Microsoft Teams is used to host our online parent presentation meetings. Teams meetings are accessible via a computer browser or mobile device, via the Teams app. (you will need the Teams app installed on your mobile).

Please visit the [Parent Portals](#) page of our website for further information, user manuals and FAQs.

## CONTACT US

Important KS4 contacts are shared in this Guide and a full staff directory can be found on our [website](#).

Please use email to contact us in the first instance. 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 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, Assistant Head of Year or Pastoral Support Assistant – 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 email or phone no later than 9.30am on the day in question. 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.

Our IT Helpdesk is available to help with any parent portals, laptops, and other IT related matters.

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

## **Mobile Phones, Smart Watches and Social Media – Guidance, Resources and Recommendations**

### **Mobile phones at school**

There have been many studies published tracing the impact of banning mobile phones at school on exam results, and schools with phone bans gain higher test scores. Academic research is clear that mobile phone use in school is a distraction and negatively impacts behaviour, progress and attainment.

### **Smart Watches**

Smart watches (a watch with capacity to connect to the internet and receive notifications) are a distraction in the classroom, compromise the integrity of assessments, enable access to apps we cannot control or monitor in school and are banned by JCQ the exams regulatory authority.

To help keep everyone safe while commuting and at school, we recommend that expensive mobile phones and smart watches are not brought into school. However, this is at parents' discretion.

**Regardless of phone/watch make/model, and in accordance with research, Government guidance and our [Digital Learning & Safety Policy](#), if you choose to send your daughter to school with a mobile phone or smart watch, it must be switched off, placed in their padlocked locker at the start of the day and remain there until the end of the day. Any phones or watches seen or heard in school will be confiscated.**

If a phone or watch is confiscated, a letter will be sent home to inform parents and request that they collect it from Student Services. Confiscated devices will not be returned on the same day. Students who are concerned about being contactable on the way home will be offered one of our school's 'emergency' phones and they can text the number to a parent, returning the phone to Student Services the next day.

### **Medical exemptions**

There are exceptions for medical reasons. If your child needs access to a medical app, please speak to us.

### **Smartphones**

There is growing evidence of the negative impact of smartphones: they are highly addictive, correlate to mental health problems, negatively impact sleep and social skills, expose children to harmful content, reduce attention spans, and rob children of their childhood. There is widespread campaigning for the fully loaded smartphone to be delayed.



## Online Dangers

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

## Social Media

Social media currently has a minimum age of 13+. However, many experts, educators and parents believe social media is not suitable for young teens. The Online Safety Bill was introduced in 2023 and there is widespread campaigning for the minimum age to be raised to 16+. We'd therefore recommend parents do their research to help make an informed decision about whether to give your children access once they reach 13.

Whilst social media does not negatively impact everyone, every child who uses these platforms is exposed to dangerous algorithms that care nothing about their wellbeing. In 2023, The US Surgeon General, Dr Vivek Murthy, published his [Advisory](#) that social media poses "a profound risk of harm" and in 2024 CEOs of Discord, Meta, Snapchat, TikTok, and X were questioned before US Congress over alleged harms to young users on their platforms and Jonathan Haidt launched #freetheanxiousgeneration, a movement (and book) looking at the 'great re-wiring' of childhood.

**In accordance with our [Digital Learning & Safety Policy](#) (and the current minimum age of 13), social media will not be tolerated at school, and there will be consequences for anyone found to be engaging in it 'for bad' regardless of whether they are of the minimum age. If students do use social media, this will be taken into consideration when dealing with issues raised.**

## 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, fake news, the algorithms, echo chambers** and so on is key.

Should you allow your daughter(s) to have a smartphone, we recommend following expert advice and agreeing family rules including setting up **parental controls**, enabling **Ask to Buy**, setting up **screen time**, **app limits** and **content & privacy restrictions**, **removing phones from bedrooms especially during homework and overnight**, **password sharing**, **regularly checking your child's phones**, and **depending on the age of your child delaying, avoiding or limiting social media and web browsing**.

There are many valuable online safety resources available to parents including [Common Sense Media](#), [Devorah Heitner](#), [Dr Jean Twenge](#), [Jessica Chalmers \(Social Jess\)](#), [Jonathan Haidt](#), [National Online Safety](#), [NSPCC](#), [Titania Jordan](#), [Thinkuknow.co.uk](#), and [UK Safer Internet Centre](#).

Jonathan Haidt's [The Anxious Generation](#) and Dr Vivek Murthy's [The Social Media and Youth Mental Health Advisory](#) are very insightful reading and the documentaries *Childhood 2.0* and *The Social Network* are recommended viewing. Finally, The UK campaigns [@smartphonefreechildhood](#), [@delaysmartphones](#) and [Safescreens.org](#) are ones to follow.

Thank you in advance for your support. We need to work together to support our young people and we are stronger when we all do the same.

## Mental Health & Student Support

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, several 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.

For further information and a list of recommended resources please visit our [website](#). However, we would always recommend you speak with the school in the first instance.

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

## **Equalities, Diversity and Inclusion**

The Ursuline Have a clear policy on inclusivity and we respect all 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.

## 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

### **Sanctions:**

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.**

## The Ursuline Serviam Passport

Every student 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 can see. Each students' Serviam Passport is printed for the Spring Academic Review Day.

The Serviam Passport is divided into 2 sections:

- Serviam
- Virtues (each year group focus on 3 Ursuline virtues per year).

Tutors will ask students to keep their passport updated on MS Teams. Students will need to add any activities they have been involved in, into 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.

# **SECTION 2:**

# **STANDARDS, ASSESSMENT, & REPORTING**

## Standards

### Targets

- In year 10 the students move to the GCSE grading scheme.
- Targets will be issued this term ahead of the Academic Review Day. FFT targets will be used as the basis of our system, set using national data.
- Targets are reviewed again after the Year 11 mock exams.
- A grade 9 is not awarded in internal assessments, as there is no equivalent published standard. If a student is awarded an 8p, this would indicate that they are working at or close to a 9 in the final public examination.
- Targets are a support guide they are not limiting!
- Students are not expected to achieve the target grades in year 10. Everyone should be **no more than one whole grade away from her target**; beyond this is considered underachieving.
- There are some exceptions to this. In the case of MFL and Maths, before the course is completed being 2 grades below target is considered on track.

### Fisher Family Trust (FFT)

The project provides analyses and data which help schools to make more effective use of pupil performance data. The levels or grades next to these subjects under the column "FFT Target" relate to predictions that are based on each student's prior performance levels - they indicate what a student might be expected to achieve by the end of KS4.

### Standards of attainment

- These are fine graded into the same subdivisions we used at KS3.
- Developing (lower end), Secure (mid-grade), Proficient (top end)
- Health and Social Care is a L2 BTEC
- Vocational L2 courses are equivalent for progression to 6th Form. So = one qualification in the students best 8 GCSEs
- GCSE gradings in all GCSE subjects.
- Vocational Courses are Graded with GCSE equivalencies Distinction\*/Distinction/Merit/Pass/Fail

A*	A	B	C	D	E	F	G	
9	8	7	6	5	4	3	2	1

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



### **Grading**

- Grade 1 is the bottom awarded grade above a U.
- Grade 4 is the standard national pass indicate a Pass.
- Grade 5 grade is the expected threshold for year 10. (GOOD PASS).
- Grade 5 equates to the top-grade C bottom Grade B of the old system.
- Top 20% of those who achieve grade 7&8 will receive a Grade 9 (Elite Performers)

Broadly:

- Old Grade C is a grade 4 'PASS'.
- Grade 5 is called 'GOOD PASS'
- Old grade A is a 7.
- Old grade 8 is an A\*.

### **Effort Grades**

- Outstanding
- Good
- Requires improvement
- Poor

## Assessment & Reporting

Regular assessment in addition to an end of year exam regarding your daughter's academic progress and achievement is vital to your daughter's success at the Ursuline High School.

Year 10 parents/carers will receive one interim report post their Mock exams and one full report. 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.

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

Key dates will be shared at the September Parent Information Meeting.

### **Online Electronic Mark Book (EMB)**

We also run an electronic Mark book (EMB) every half term. This means that subject teachers will input an effort and attainment grade for the work your daughter has completed every two weeks. At the end of each half term, you will receive the grade submitted in a cumulative assessment taken at the end of that half-term. This grade will show you how hard your daughter is working and is an excellent way of tracking and monitoring your daughter's progress.

### **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 (Special Education Needs) will have intervention as Co-ordinated by the SENCO.

### **Report access**

Parents/carers can access information regarding your daughters' attendance, punctuality, behaviour alongside any reports on progress, attainment or exams produced during her time at the school, on Arbor (app or web browser).

# **SECTION 3:**

# **THE**

# **CURRICULUM**

## Art

Contact: Ms. Agnieszka Ciechanowska

3 lessons per week

Examination Board: Pearson

Specification: 1AD0 – 01/02

Qualification: GCSE Art & Design

### Why do we teach Art?

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

### How do we teach Art?

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

### Course content

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

### Distortion

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

### This Girl Can

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

These two projects combined make up 40% of their total GCSE mark.

**Student groups**

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

**Monitoring progress**

Projects are marked in line with the whole school policy and Pearsons Assessment Objective guidelines. The grade that the student receives will be a current achieving grade at GCSE level. The grades may progress through a project only to be reduced at the beginning of the next project.

**Assessments**

End of 1st Unit Distortion - DEADLINE February of Year 11

End of 2nd Unit This Girl Can - DEADLINE July Year 11 – and 5-hour end of year exam

**Homework**

All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

**Visits**

Artist workshops throughout the year.

Tate Britain Gallery Visit for Y10

## Art Textiles

3 lessons per week

Examination Board: Edexcel

Specification: 1TEO

Qualification: GCSE Art Textiles

### Why do we teach Art?

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

### How do we teach Art?

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

### Course content

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

### Distortion

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

### This Girl Can

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

These two projects combined make up 40% of their total GCSE mark.

### Student groups

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

**Monitoring progress**

Projects are marked in line with the whole school policy and Edexcel Assessment Objective guidelines. The grade that the student receives biweekly will be a current achieving grade at GCSE level.

**Assessments**

End of 1st Unit (coursework) - DEADLINE February 2021

End of 2nd Unit (exam project) - DEADLINE May 2021 – and 5-hour end of year exam

**Homework**

All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

**Visits**

Artist workshops throughout the year.

Tate Britain Gallery Visit for Y10

**How parents can help**

Take students to galleries in the holidays to allow them to see a variety of work.

Get students to build up a Pinterest board showing favourite designers and techniques.

## Business Studies

Contact: Mr Barton

3 lessons per week

Examination Board: Pearson/Edexcel

Qualification: GCSE Business Studies

### Why do we teach Business?

- Businesses **affect all of our lives** and the decisions that we make, including what we choose to eat, what we choose to wear and how we live.
- Exploring how businesses in the real world make decisions will enable you to understand your own **buying power** and how you can positively impact **business decisions** either as a **consumer**, an **employee** or an **owner** of a business.

### How do we teach Business?

- You will learn about key **business concepts** through the exploration of **business case studies**.

## Course content

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

### Paper 1 - Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks.

50% of the total GCSE.

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples.

### Paper 2 - Theme 2: Building a business

Written exam: 90 minutes, 90 marks.

50% of the total GCSE.

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples.



### **Monitoring progress**

On-going, through continuous class work and homework monitoring, and regular assessment opportunities. Mock exam questions are used and incorporated into lessons and assessments throughout the year to build exam skills and to monitor progress.

### **Homework**

Students will be set homework every week in line with the school homework policy. In Year 9 this homework will include research tasks, further reading, exam style questions and business projects.

### **Textbooks, materials & visits**

Edexcel GCSE (9-1) Business Student Book written by bestselling Business author Ian Marcousé.

Edexcel GCSE (9-1) Business Teaching and Learning Digital Resources containing interactive resources, lesson planning tools, self-marking tests and assessment.

Primary research from company websites and visits to businesses.

Exercises from various other textbooks and teaching materials.

Over the two years of this course students will be given the opportunity to take part in a wide range of industrial visits including educational visits to local, national and multinational companies. They will also get to hear from numerous high-profile speakers on a wide variety of business topics.

Students will also be given the opportunity to take part in numerous business and enterprise competitions throughout the year to further their wider knowledge around the subject.

### **How parents can help**

Talking with students about the work they are currently studying. It is useful if parents ask to see students' work throughout the year, especially as parents are likely to be customers or even employees of many of the companies studied in case studies and therefore may be able to offer suggestions and a real insight into the business environment. Students may ask parents questionnaires on shopping habits, influence of advertising etc. throughout the course. Ensuring that homework is completed on time and that students can reflect and discuss their subjects with someone outside of school is always beneficial and encouraged.

### **Useful Websites**

<http://news.bbc.co.uk/1/hi/business/default.stm>

<http://www.bbc.co.uk/schools/gcsebitesize/business>

<http://www.tutor2u.net/blog/index.php/business-studies>

<http://www.ft.com/home/uk>

<http://qualifications.pearson.com/en/home.html>

<http://www.businessstudiesonline.co.uk/live/>

## Computer Science

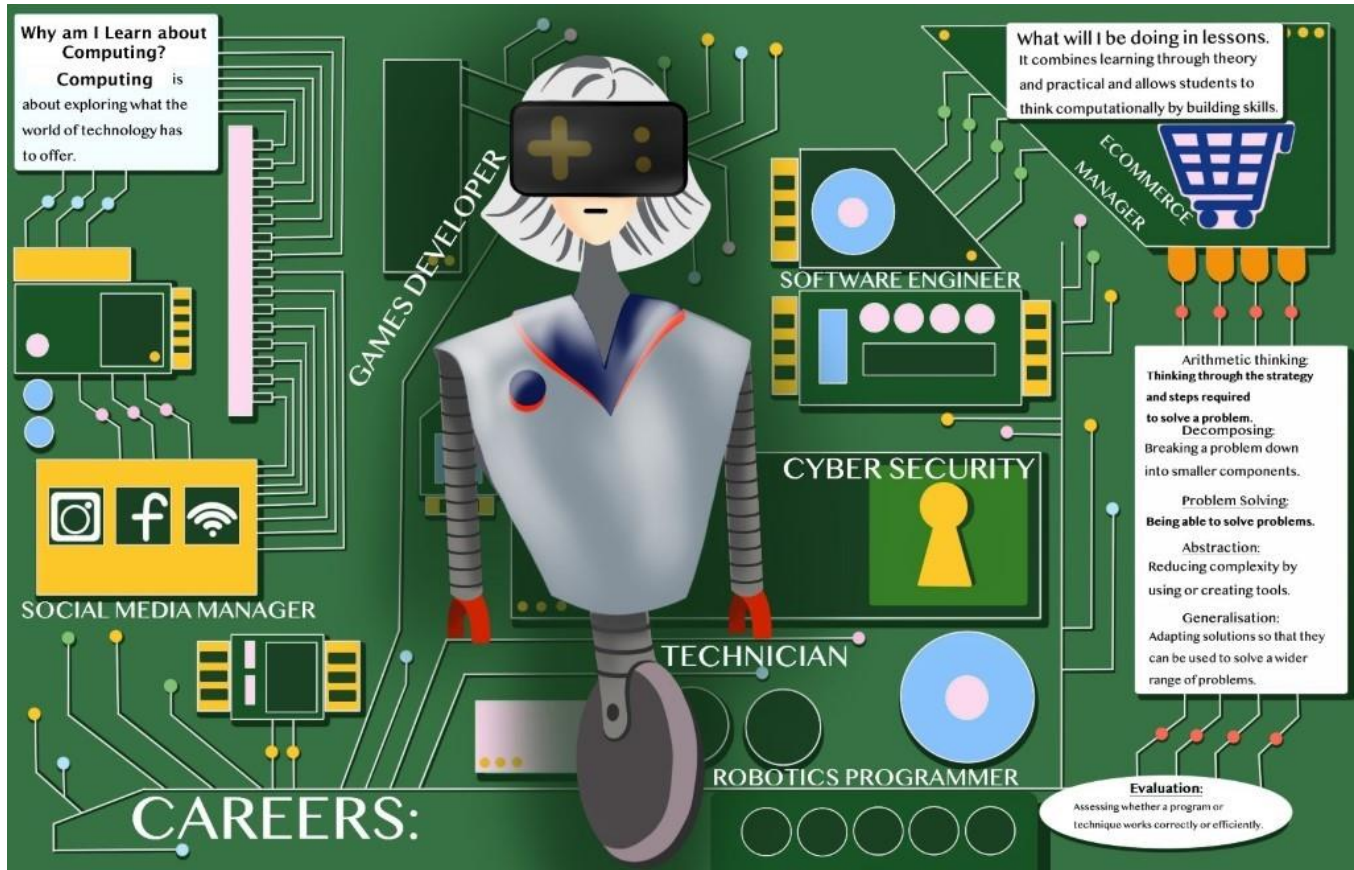
Contact: Mrs Bhayat

3 lessons per week

Qualification: GCSE Computer Science

Specification: J277

Examination board: OCR



### Course content

Students will be carrying on studying the contents of exam 2 on computational thinking, algorithms and programming. Modules 2.4 Boolean Logic and 2.5 Programming languages and Integrated development environments will be covered. Pupils will also be completing there 20-hour NEA project. This project does not count towards the student's final mark but is important to cover as students get the opportunity to place the theory work, they have learnt over the year into practice.

### Student groups

Students are taught in mixed ability groups.

### Monitoring progress

Every half term every student will be assessed on group work/ oracy as well as an end of half term EMB assessment.

### **Assessments**

Exam 2 Computer Systems = 50%

Exam 1 Computational Thinking, Algorithms and Programming = 50% taught in year 11

NEA Coursework = 20 hours to be covered

Each half term there is a EMB as well as an Oracle assessment with group work.

End of year exam will be a sample exam paper for Exam 2.

### **Homework**

Pupils are expected to go over the lessons at home after each lesson as well as given a 45 minute piece of homework set twice a week which may be practical using python as a coding language.

### **Textbooks, materials & visits**

Ms Teams will contain lesson materials.

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

[www.python.org](http://www.python.org)

[https://www.youtube.com/watch?v=1cySy98Bv3g&list=PLboXykqtm8dy\\_DNg1NZiS08Dnyj35PWXw](https://www.youtube.com/watch?v=1cySy98Bv3g&list=PLboXykqtm8dy_DNg1NZiS08Dnyj35PWXw)

craig and dave you tube channel

CGP Computer Science OCR J277

[www.classoos.com](http://www.classoos.com)

### **How parents can help**

Monitor quality and detail of class work and homework.

Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to explore and attend any computing clubs at universities for summer school or local libraries. Allow your daughter to watch programmes and movies supporting the use of technology and its history. Making visits to museums such as the science museum.

Ensure that your daughter has access to Python and is practicing using this program at home by creating their own mini programs.

## Design Technology

### Why do we teach Design & Technology?

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



### How do we teach Design & Technology?

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

### Course content

During this two-year course students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, students will also develop an understanding of systems, programmable components.

In Year 10 the projects focus mainly on working with polymers to develop their understanding of manufacture and sustainability. Students will also learn about wider design principles and the effect of design on users and the world we live in. They will then develop a deeper knowledge and understanding of other the other specific materials listed above and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions; through the study of existing design solutions.

### Student groups

Mixed ability

### Monitoring progress

Every half term students' books will be marked in line with the New GCSE curriculum standards.

Students will be given individual targets that they will be expected to meet in the following half term. These will be written on their EMB Tracking sheets in their books.

The EMB will test their learning using exam style questions. This will build a resource of model answers.

### **Assessment**

Mathematical skills must be mapped explicitly. Since these cannot be assessed in the NEA, this will mean that mathematical skills will represent 15% of the overall exam paper.

**The Iterative Design Challenge is a single task that is worth 50% of the qualification.** Edexcel will release contextual challenges in June of each year. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content.

This examination is 1 hour and 45 minutes, and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

### **Homework**

Homework is set weekly and covers the two entries in their planners.

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

Research, Designing, ICT, Planning the making, Safety related issues, Evaluations, Prep work and Mathematics for D&T.

### **Textbooks, materials & visits**

Pearson's brand-new resources for Edexcel GCSE (9-1) Design and Technology (Hard copy in school)

(ActiveBook subscription to digital copy)

technologystudent.com (Mobile app available)

<https://www.bbc.com/bitesize/examspecs/zb6h92p> BBC Bitesize GCSE Edexcel Site. How parents can help

### **How parents can help**

- Students should have access to ICT (including the internet) and will need a USB/memory stick
- They will use Techsoft 2D Design Tools and Fusion 360 available via School Laptop Scheme
- Encourage students to read through their work for errors
- Check homework diary regularly and support with homework tasks to ensure completion and on time delivery.
- Researching materials in the real world in everyday life.

## Drama

Contact: Mrs Melliush

3 lessons per week

Examination board: AQA

Specification: 8261

Qualification: GCSE Drama

### 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

Over Year 10, students are given introductions to and assessments in relation to key elements of GCSE Drama. They are given early exposure to examples of professional theatre and analytical skills are developed around these. Students are also asked to focus on their own practical skills and the processes of observing professional drama and creating their own are interleaved as much as possible.

The creative devising process is extended beyond the smaller Key Stage 3 assignments to a longer-term project which extends ideas around character back story, extending and using background research and exploring a range of genres. A lot of focus is given to the GCSE Drama set text, 'Noughts and Crosses', to consolidate understanding of the page to stage process and to develop interpretative ideas around direction, performance and design in preparation for the written exam.

- Component 1 Theatre Makers in Practice (40%) 1 hour 45-minute written exploration and study of one complete performance text. and a live theatre evaluation
- Component 2 Devising Drama (practical) (40%) Devised performance supported by a devising log. Internally assessed and moderated by AQA.
- Component 3 Performance from Text (practical) (20%) Performance of two extracts from one play assessed by AQA Examiner

## **Student groups**

Classes as per option choice (mixed ability)

## **Monitoring progress**

Continual assessment of:

- Group work: cooperating, negotiating, compromising, teamwork, planning
- Research/Analysis: Feedback in class discussions,
- Practical exploration work: Role-play, improvising, utilising lighting, set, costume and sound in Drama Exploration and performance.
- Performance Preparation Process: Text adaptation, lighting, sound design and annotation, Rehearsal Schedule, Designing Set, Costume, lighting, sound/music.

## **Homework**

- Practical preparation:
- Daily Practice at home 1 hour a day on Monologues, Multi Roleplay, Annotating text for performance.
- Once a week Group Rehearsal in the Drama Studio afterschool preparing practical presentations performance
- Research
- Analysing recordings of the practical work.

## **Assessment**

- Summer 1 and 2 Component 3 Exam 40% Theatre Makers in Practice.
- Textbooks, materials & visits
- Students are provided with handbooks for each unit; GCSE Drama Guide for Parents
- Candidates are required to arrange and/ purchase their own costumes, sound/music, set and prop materials.
- Visits: Globe theatre; Polka Theatre, Wimbledon; New Wimbledon Studio Theatre; Orange Tree Theatre, Richmond.

## **How parents can help**

- Ensure excellent attendance to school Absence not only affects your daughter's attainment but also her group members.
- Monitor Key Assessment and coursework dates. Read written coursework
- Encourage and attend performances with your daughter at New Wimbledon Theatre, Colours House Theatre, Polka Theatre and The National Theatre.
- Discuss their practical work and the issues they are exploring,
- Read and discuss their performance playtext with them.

## English

Contact: Mr Noble

4 lessons per week

Examination board & specification: AQA English Language and English Literature.

Qualification: GCSE English Language and GCSE English Literature.

### 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

All students study both English Language and English Literature.

GCSE English language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure, and the quality of language. The texts, across a range of genres and types, support students in developing their own writing by providing effective models. The texts include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

The GCSE specification in English literature requires students to study the following content:

- at least one play by Shakespeare
- at least one 19th century novel 2
- a selection<sup>3</sup> of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

**In Year 10, our students study *An Inspector Calls* by J.B. Priestley, *Macbeth* by William Shakespeare, and a selection of poems from the *Power and Conflict Anthology*.**

In addition, to prepare them for their language exam, they complete modules based on 'Explorations in Creative Reading and Writing' and 'Writers' Viewpoints and Perspectives'.



## English Language

Paper 1: Explorations in Creative Reading and Writing 50%

(Externally assessed)

Paper 2: Writers' Viewpoints and Perspectives 50%

(Externally assessed)

Non-examination Assessment: Spoken Language  
0% (Internally assessed)

## English Literature

Component 1: Shakespeare and Post-1914 Literature 50%

(Externally assessed)

Component 2: 19th-century Novel and Poetry since 1789

(Externally assessed)

## Student groups

We look at the end of KS3 English exam results and their attainment grades across year 9 to set students. Attainment in English is excellent and students in all sets achieve remarkably high grades.

## Monitoring progress

Students will work towards linear examinations at the end of Year 11. To ensure students are making progress and teachers can clarify misconceptions, regular EMBs will take place. Moreover, their end of year exam will be a full mock examination.

## Homework

Homework tasks are set weekly, but the frequency and type of task will depend on the text they are studying. Students may be asked to read, research a topic, complete a writing task, or carry out an analytical piece of work.

## Textbooks, materials & visits

Some key texts are provided for students. Any student who loses a text will be required to pay for the cost of a replacement text. Students must buy their own copy of *An Inspector Calls* and *Macbeth*, as this will also be used in the year 11 exam. Students may then annotate their own copy. Where possible, we organise theatre visits.

## How parents can help

Encourage your daughter to read both fiction and non-fiction regularly. Engage in conversations about what they are reading and their thoughts on the characters, issues or themes. Watch performances of the literature texts with your daughter.

## Food Preparation & Nutrition

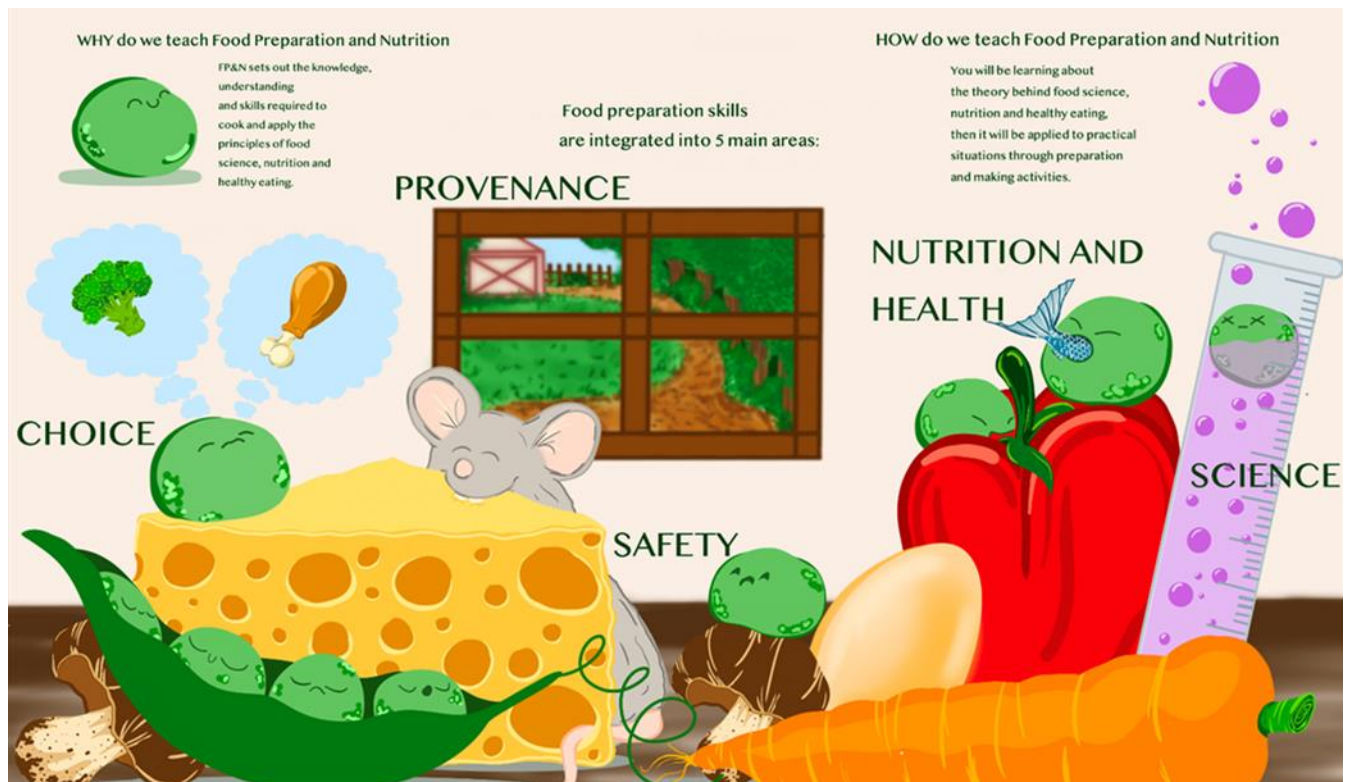
Contact: Ms Hoyles

3 lessons per week

Examination Board: AQA

Specification: 8585

Qualification: GCSE Food Preparation & Nutrition



### Course content

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

The 5 topics being taught will be:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

The range of food and ingredients studies will reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables (fresh, frozen, dried, canned and juiced)
- Milk, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup

Students will also be taught practical skills, including: general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of other equipment (electrical like blender and hand equipment like a pasta machine), cooking methods, how to prepare, combine and shape food, sauce making, tenderising and marinating, dough, raising agents and setting mixtures.

### **Student groups**

Mixed ability.

### **Monitoring progress**

Homework and class work is checked on a weekly basis, and will be marked in accordance to GCSE levels (9-1). The grade the student will receive will be the GCSE grade she is currently achieving. These grades will be put on the Electronic Mark Book.

### **Assessment**

Task 1 – The Food Investigation (15% of GCSE)

Task 2 – The Food Preparation Assessment (35% of GCSE)

GCSE grades (9-1) will be inputted through the electronic mark book, as per the assessment calendar, which will reflect the grade your daughter is currently working at (CAG).

### **Homework**

2 pieces of homework per week.

### **Textbooks, materials & visits**

AQA – Food preparation & Nutrition – Hodder Education - ISBN – 978147186364

AQA – Food Preparation & Nutrition – Illiminate – ISBN 13:978-1-908682-79-9

[www.nutrition.org.uk](http://www.nutrition.org.uk) for Food News and nutritional information.

### **How parents can help**

Encourage your daughter to read about changes in nutritional guidelines. [www.nutrition.org.uk](http://www.nutrition.org.uk) releases updates regularly.

## French

Contact: Ms Guillet-Siad

3 lessons per week

Examination Board: EDEXCEL

Specification: tbc

Qualification: GCSE French



**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

Autumn Term: Family, Friends and Free time

Summer Term: Holidays, Diversity and our Planet

Spring Term: School life and Healthy living

### Student groups

Students are taught in mixed-ability groups.

### Monitoring progress

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

### Homework

- Prep /Learning:
- Key vocabulary to be learnt weekly- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam questions
- Translation & Writing tasks (oral booklet questions to answer in writing)- weekly.

### Assessments

Half termly EMBs

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

July Assessment: Mock GCSE Oral

### **Textbooks, materials & visits**

Edexcel textbook and Edexcel's Active Teach online resources;

ICT websites: [www.languagesonline.org.uk](http://www.languagesonline.org.uk); [www.language-gym.co.uk](http://www.language-gym.co.uk)

French exchange opportunity with Ursuline School of Largenté in Bayonne, France

### **How parents can help**

- Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.
- Support the school to ensure work is corrected in green pen and redrafted when below standards.
- Subscribe to Mary Glasgow Magazine in September to encourage reading in French.
- Encourage students to have French music on their mp3 to practise listening.
- Holiday in French speaking countries whenever possible.

## **Geography**

Contact: Mr Carton

3 lessons per week

Exam board: AQA

Qualification: GCSE Geography

### **Course content**

#### **Unit 1 – Living with the physical environment**

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

#### **Unit 2 – Challenges in the human environment**

- Urban issues and challenges
- The changing economic world
- The challenges of resource management

#### **Unit 3 – Geographical applications**

- Issue evaluation
- Fieldwork

### **Student groups**

Students are taught in mixed ability groups based upon their option choices.

### **Monitoring progress**

Students are taught in line with the school marking with GCSE 9- 1 levels awarded for key assignments. EMB tasks are completed half-termly based upon GCSE exam style questions.

### **Fieldwork**

In Spring B students will complete one day on rivers fieldwork at Juniper Hall field studies centre and one day of human geography fieldwork at Battersea Power Station.

### **Homework**

Homework set weekly. This includes:

Research, report writing, OS map work and practice GCSE questions.

Homework is set according to ability.

### **Assessment**

Linear course – all exams (Unit 1, Unit 2 and Unit 3) are to be completed at the end of Year 11.

**Textbooks, materials & visits**

GCSE 9-1 Geography AQA 2nd edition: Oxford

Oxford Revise: AQA GCSE Geography Complete Revision and Practice

CGP AQA GCSE Geography Revision Guide

**How parents can help**

<http://quake.wr.usgs.gov>

[www.cpre.co.uk](http://www.cpre.co.uk)

## German

Contact: Mrs Harriott

3 lessons per week

Examination Board: Edexcel

Specification: tbc

Qualification: GCSE German



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**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

Autumn Term: Family, Friends and Free time

Spring Term: School life and Healthy living

Summer Term: Holidays, Diversity and our Planet

### Student groups

Students are taught in mixed-ability groups.

Monitoring progress

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

### Homework

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

### Assessments

- Half termly EMBs
- June end of Year 10 exams: Listening, Reading & Writing papers
- July Assessment: Mock GCSE Oral



**Textbooks, materials & visits**

Edexcel textbook and Edexcel's Active Teach online resources;

ICT websites: [www.languagesonline.org.uk](http://www.languagesonline.org.uk); [www.language-gym.co.uk](http://www.language-gym.co.uk)

**How parents can help**

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

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

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

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

Holiday in German speaking countries whenever possible.

## Health & Social Care

Contact: Ms Taylor

3 lessons per week

Examination Board: AQA

Qualification: Level 2 (Equivalent to 1 GCSE) Health and Social Care

### Social Science Faculty



#### Why do we teach social science?

**“We aim to develop the evaluation, application, and research skills so our social science students use their talents and abilities to improve our ever-changing social world”**

#### **How will your teachers teach the social sciences?**

You teachers have designed your social science curriculum to take you on a journey of skills development. You will develop your skills of understanding and demonstrating knowledge of the key studies and theories. You will then learn to develop your application and analysis skills when you discuss real life implications of research to the social science sectors. You will be confident in your evaluation skills and will have developed an in-depth process of critically interpreting and analyzing exam and real-life materials. Your essay writing and coursework skills will develop through a focus on literacy and your advanced evaluation, application, and research skills will enable you to leave year 13 able to enter any further education or work establishment with the confidence, abilities and talents to pursue a successful career making a positive change in the social world.

### Course Content

The Technical Award in Health and Social Care will equip you with practical health and social care skills. You will learn about development through the life stages, understand the well-being of individuals in health and social care and develop an awareness of healthy lifestyles and health promotion campaigns.

This course is provided by AQA for first year of teaching in September 2017. This vocational qualification will count as the equivalent to one GCSE at the end of the award.

**Unit 1: Improving the well-being of an individual (coursework unit worth 30% of overall Award)**

You will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. You will then review and evaluate the impact this plan has had on their chosen client.

**Unit 2: Promoting healthy living (coursework unit worth 30% of overall Award)**

In this unit you will research and evaluate existing health promotion campaigns and then plan and deliver your own health promotion campaign. This involves an element of creativity that you will enjoy, particularly as you will have the freedom to choose the type of materials you produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, you will review and evaluate the success of your campaign.

### Unit 3: Development through the life stages (1.5 hr exam, worth 40% of the overall Award)

This exam unit covers the following topics:

- The stages and patterns of human growth and development
- Expected development at each life stage
- Life events
- Sources of support/services for life events
- Roles of professionals from the sectors who are involved in supporting life events
- Definitions of health and well-being

#### **Student groups**

Mixed ability

#### **Monitoring progress**

Pupils will submit draft versions of each of the criteria for teacher feedback

Pupils will receive written and oral feedback on how to improve

#### **Homework**

Homework is set weekly. This includes research and preparation for internal assessments

#### **Textbooks, materials & visits**

<http://www.aqa.org.uk/resources/health-and-social-care/technical-award/teach/textbooks>

The NHS Choices website is a great website for all health matters

<http://www.nhs.uk/Pages/HomePage.aspx>

Using the BBC website, students can access a wide range of information on exercise and fitness:

<http://www.bbc.co.uk/news/health>

The British Nutrition Foundation at [www.nutrition.org.uk](http://www.nutrition.org.uk) has a wide range of information for individual students or groups to look at.

#### **How parents can help**

- Pupils should have access to ICT (including the internet)
- Encourage students to read through their work for errors (using their green pen)
- Pupils will need a USB/memory stick
- Support her in her homework tasks to ensure completion and on time delivery.
- Check homework diary regularly
- Proofread your daughters' work
- Contact class teacher

## History

Contact: Ms Beale

3 lessons per week

Examination Board: Edexcel

Specification: 1H10

Qualification: GCSE History

### 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

Paper 1 (30% - 1 hour 20 minutes)

Thematic Study – Migrants in Britain, c. 800-present and Notting Hill, c1948-1970 (taught in the Autumn term)

Paper 2 (40% - 1 hour 50 minutes)

British Depth Study – Early Elizabethan England, 1558-88 (This will be taught in the Summer term and into Y11)

Period Study – Superpower relations and the Cold War, 1941-91 (This will be taught in the Spring term)

### Student groups

Students are taught in mixed ability groups.

### Monitoring progress

Student work and progress is monitored during lessons through participation in class discussions, small group and individual work. Likewise, classwork and homework will be monitored through marking, feedback and student response to feedback.

### Assessment

Continuous and ongoing assessment throughout year 10.

### **Homework**

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

### **Textbooks, materials & visits**

Edexcel textbooks for each paper.

Edexcel revision guides for each paper.

Useful websites:

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

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

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

Original documents & activities - <http://www.nationalarchives.gov.uk/education/>

### **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.

## Mathematics





Contact: Ms Aberdeen Y10 & 11 coordinator

5 lessons per week

Examination board: Edexcel

Specification: 1MA1

Qualification: GCSE Mathematics

<p align="center"><b>Why do we teach mathematics?</b></p> <p>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.</p>			
			
<p align="center"><b>How do we teach mathematics?</b></p> <p>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.</p>			

### Course content

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

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

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

Two tiers are available: Foundation and Higher. (Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9)

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

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

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

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

### **Student groups**

Groups are set according to mathematical ability.

Monitoring progress

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

### **Assessment**

Students will be assessed each half term, with a cumulative test followed by therapy then a retest and these assessments are used for reporting 'currently achieving' grades. All students sit a summer examination which is used for the end of year report. All grades reported for maths will use the grading system 9-1.

### **Homework**

Three homework tasks are set a week and marked according to Maths Faculty homework policy.

### **Textbooks, materials & visits**

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

### **How parents can help**

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

### **Revision websites**

[www.bbc.co.uk/schools/gcsebitesize/maths](http://www.bbc.co.uk/schools/gcsebitesize/maths)

<http://corbettmaths.com>

## Music

Contact: Mr Ching

3 lessons per week

Examination board: Pearson -Edexcel

Specification:1MU02016

Qualification: GCSE Music

### 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 identify

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

Students will study a multi-faceted course that incorporates performing, composing and appraising Music. Students will develop their solo and ensemble skills and can perform on any instrument/voice (including using Music Technology) and choose music from any style or genre. Students will be taught to compose in a range of styles and use musical techniques from the four Areas of Study: Instrumental Music 1700-1820;



Vocal Music; Music for Stage and Screen and Fusions. There are two set works from each area of study which the students will analyse and answer questions about in the listening and appraising exam. Students will learn to compose using notation software (Musescore) and create scores using different notations.

### **Student groups**

Students are taught in mixed ability groups.

### **Monitoring progress**

Every half term every student must give one solo/ensemble performance at an evening GCSE Concert which is recorded and assessed.

Throughout the course students will complete composing activities starting with short exercises in Year 10 before starting the final compositions in the spring term of Year Ten and the Autumn Term in Year 11. Research and listening 'written' work will be submitted on MS Teams.

### **Assessment**

60% of the final Grade is based on the practical activities of performing (30%) and composing (30%). The final 40% is based on the listening and appraising exam in which students will be asked questions about the Set Works and unfamiliar Music.

Candidates must give two performances (one solo and one ensemble) which must last in total for a minimum of four minutes and compose two pieces of music which last in total at least three minutes. One composition is a free composition and the other must be based on a brief set by Edexcel: there will be four briefs to choose from. The free composition will be due by the end of Year 10 and the composition to a brief will be due by the Spring half-term in year 11.

### **Homework**

A 45-minute piece of homework set twice a week which may be practical (preparing a performance or working on a composition) or written work based on aspects of the course.

### **Textbooks, materials & visits**

Course content books; variety of worksheets and reference materials

Relevant videos, DVDs and internet sites including Focus on Sound and BBC bitesize, Edexcel Anthology and Student Books

### **How parents can help**

Monitor quality and detail of class work and homework. Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to attend music clubs in school and take her to live musical performances. Ensure that your daughter has access to and listens to recordings of all the set works and that she has Musescore software (which is a free download) installed on her tablet or a computer at home.

## **PE GCSE**

Contact: Mrs Corrigan

3 lessons per week

Examination board: Pearson

Specification: 1PE0

Qualification: GCSE PE

### **Course content**

Autumn Term: Practical session with 2 Theory Lessons – practicals are determined by the skills of the class & the practical options available but may include Netball, Dance, Athletics, Rock Climbing, Football and Tennis.

Spring Term: Practical session with 2 Theory Lessons – practicals are determined by the skills of the class – they will include 1 of the above-named sports and completion of a personal fitness programme.

Summer Term: Theory and revision sessions/ exam preparation and formal assessment for practical work/videoing of practical assessments.

Theory: Physical, emotional & social health. Lifestyle choices & impact, Diet/optimum weight. The skeletal system, the muscular system, the respiratory system & levers/joints. Energy systems and some sports psychology.

### **Student groups**

Mixed ability group.

### **Monitoring progress**

Continuous assessment on practical with a formal assessment each half term; written homework assessment grades are awarded based on Edexcel 9-1 assessment criteria.

### **Assessment**

Practical activities are assessed at the end of each activity area – normally every 7/8 weeks.

Mock practical session for two weeks in February to collect video evidence for Edexcel.

Yr10 Mock written exam in June. Practical controlled assessment in June/July.

Controlled assessment: Personal Exercise Programme. A six-week fitness programme – to be completed in year10. Last submission is July of year 10.

### **Homework**

Two pieces of work given weekly and marked to Edexcel GCSE guidelines. Practical homework includes attendance to extra-curricular clubs both inside and outside of school.

### **Textbooks, materials & visits**

Students must purchase 'GCSE PE' for Edexcel by (Folens) ISBN: 978-1-29-212988-4 or PE Student Book (Oxford Press) ISBN: 978-0-19-837021-5.

Edexcel sport textbook / internal department worksheets and resources / ICT / practical work, external visits and speakers on topic areas. Business links in the community and sport fixtures; visits to sports colleges/universities.

Option of attending a sports tour to Europe & the Ski trip can be part of a practical assessment.

### **How parents can help**

To take active interest in monitoring your daughter's homework. Encourage participation in extracurricular activities throughout the year. Have regular contact with members of staff. Ensure your daughter has full PE kit.

## Religious Education

Contact: Dr Odhiambo

3 lessons per week

Examination board: AQA (B)

Specification: 8063

Qualification: GCSE Religious Education

**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

- Religion, Relationships and families: What are the Christian perspectives on love and sexuality, marriage, cohabitation and divorce, families and responsibilities, gender, equality and discrimination?
- Religion, Peace and Conflict: What are the Christian perspectives on human violence, justice, forgiveness and reconciliation, societal war and just war, holy war and pacifism, terrorism and Christian initiatives in conflict resolution and peace making?
- Judaism: What do Jews believe about God, the divine presence and life after death? What do Jews believe about the Covenant? How are these beliefs expressed through prayers and worship, and through festivals?

### Student groups

Students are taught in their English sets.

### Monitoring progress

RE class and homework is checked by the teacher each week and one piece of written work a fortnight is formally assessed. Students will also be encouraged to assess each other's work and set their own targets for improvement. Effort is rewarded through the school's rewards system.

### Assessment

Students will be formally assessed at the end of Year 11, along with Component 2 (studied in Year 11). In Year 10, students will take one internal End of Year exam covering all four topics. The paper is not tiered. Each fortnight, pupils will also be given the opportunity to complete exam questions either as homework or timed assessments under exam conditions.

**Homework**

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

**Textbooks, materials & visits**

Staff will be using the VLE in addition to a variety of books and other resources. Pupils are normally given stimulus material, so we do not issue a textbook.

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

**How parents can help**

It is helpful if your daughter has a Bible she can use at home. Students with access to the internet at home will be able to access the VLE to revise, prepare work or homework. Please ask your daughter to show you what she is doing and discuss topics with her. Visits to a library are always beneficial.

## Double/Combined Science

Contact teacher: Mr Rushforth

6 lessons per week

Examination Board: AQA

Specification: Science Trilogy (8464)

Qualification: GCSE Double Science

### 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

The course is now linear, so there will be no external exams at the end of Year 10. Students will get 2 GCSE grades at the end of Year 11 and students will sit 6 exams then, each lasting 1 hour 15 minutes. There will be two exams for each Science.

### Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination

## Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Rates of reaction
- Organic chemistry
- Chemical analysis

## Physics

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

## Homework

3 x 1 hour per week

## Assessment

The exams have moved to linear so students will sit all six exams at the end of year 11 in the May/June examination period. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

## Textbooks, materials & visits

AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access.

## How parents can help

Encourage your daughter to make use of the extensive resources available on MS Teams.

Provide additional reference materials. Encourage pupils to visit libraries, museums, botanical gardens. Watch appropriate TV programmes. Monitor homework diary. Show an interest and ask questions about the work your daughter is studying in Science. The new standards set by this government have made Science much harder than previously. Students need to know a great deal more; the exams are tougher and the grade boundaries higher. The more support that you can give your daughter, the more she will succeed.

## Triple Science

Contact teacher: Mr Rushforth

6 lessons per week

Examination Board: AQA

Specification:	Qualification
Biology (8461)	GCSE Biology
Chemistry (8462)	GCSE Chemistry
Physics (8463)	GCSE Physics

### Course content

Students undertaking the triple sciences will complete three separate GCSEs over two years. Much of the content is the same as is covered in GCSE Trilogy Science with extra detail added to each unit.

#### Biology

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|--|--|
| <ul style="list-style-type: none"> <li>• Cell structure and transport.</li> <li>• Cell division.</li> <li>• Organisation and the digestive system.</li> <li>• Organising animals and plants.</li> <li>• Communicable diseases</li> </ul> | <ul style="list-style-type: none"> <li>• Preventing and treating disease.</li> <li>• Non-communicable diseases.</li> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• The human nervous system</li> <li>• Hormonal coordination</li> </ul> |
|--|--|

#### Chemistry

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Atmosphere.</li> <li>• Balancing equations.</li> <li>• Sustainable development.</li> <li>• Chemical change.</li> </ul> | <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> </ul> |
|---|---|

#### Physics

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Molecules and Matter</li> <li>• Radioactivity</li> </ul> | <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Electromagnetism</li> <li>• Space</li> </ul> |
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**Homework**

3 x 1 hour per week

**Assessment**

Students will sit all six exams at the end of year 11 in the May/June examination period. They will sit 2 x 1 hour 45-minute exams per GCSE. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There will be regular mock exams throughout the two-year period to ensure that your daughter is fully prepared.

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

**Textbooks, materials & visits**

AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access.

**How parents can help**

Please see the guidance on the previous page.

## Spanish

Contact: Mrs Alvarez Green

3 lessons per week

Examination Board: Edexcel

Qualification: GCSE Spanish



**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

Autumn Term: Family, friends. Free time.

Spring Term: Holidays.

Summer Term: School.

### Student groups

Students are taught in mixed-ability groups.

### Monitoring progress

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

### Homework

Prep /Learning:

Key vocabulary to be researched / learnt- tested  
Grammar rule and grammatical exercise to apply  
rules learnt- tested.

Reading & understanding exam type questions.

Translation & Writing tasks.

Sample Papers and End of module tests.

### Assessment

Half termly EMBs

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

July Assessment: Mock GCSE Oral

### **Textbooks, materials & visits**

Textbook: Edexcel work /textbooks in lessons.

Softwares: Active teach, The Language Gym + Taskmagic (Vocabulary + Translation skills)

ICT websites: [www.languagesonline.org.uk](http://www.languagesonline.org.uk); Quizlet, BBC Bites.

### **How parents can help**

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

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

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

Encourage students to have the Duolingo app on their mobile to practise Spanish in their spare time.

Holiday in Spanish speaking countries whenever possible.