



Year 9

Information Evening

Ursuline High School



Welcome!

- ▶ Mr Kelly - Headteacher
- ▶ Ms Torode - Head of Year 9
- ▶ Mr Barton - Assistant Headteacher: ECT Lead, Staffing



Our school prayer



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



Our Purpose

Our school theme for 2024-25 is 'Pilgrims of Hope' to reflect the Church year theme chosen by Pope Francis

Our Year 9 virtues are:

- ▶ Autumn term - Integrity
- ▶ Spring term - Discerning
- ▶ Summer term- United in Harmony



Our aim

Our aim is for your child to be happy and flourish here at the Ursuline.

A clear partnership between the school and home is one of the best ways you can support your daughter throughout her time here.



Governors' Fund

As a Voluntary Aided School this means that 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, The Fund contribute to the School's **Chaplaincy programmes** to sustain and develop the School's charism and ethos, and our **Laptop Scheme** which ensures all students have a laptop



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

This donation amount takes into consideration the cost of **Capital Works**, our **Chaplaincy programmes**, and the **Laptop Scheme**. The donation also covers insurance and protection software to ensure that students are kept safe and not accessing inappropriate sites and content.

Without your donations we won't be able to supply all children with a new laptop.

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

For families that can afford it, donations of higher values are welcome.

If your daughter qualifies for Free School Meals or if you have any financial difficulties, please contact the finance department to discuss.

We have received completed forms from many families, thank you. For anyone wishing to sign up please

complete the forms this week. If you have any questions or need help with the forms, contact our Finance Team at Donations@ursulinehigh.merton.sch.uk



Ms Torode - Head of Year 9



Tonight we'll cover

- ▶ Who's who in the Yr9 tutor team
- ▶ How and when to contact the school
- ▶ How we will communicate with you
- ▶ Essential guide to learning at UHS
- ▶ Measuring progress in learning
- ▶ Pastoral Care
- ▶ Enrichment
- ▶ Standards

Some slides we will skip through as these are for you to read in detail at home - the presentation will be sent out to all parents after this meeting



The Year 9 team

9 Angela	Miss Daisy Thomas	Daisy.Thomas@ursulinehigh.merton.sch.uk
9 Bernadette	Mr Francois Pachins	francois.pachins@ursulinehigh.merton.sch.uk
9 Catherine	Miss Camille Morand	Camille.morand@ursulinehigh.merton.sch.uk
9 Francis	Ms Laura McHale & Ms Atasoy (Tue)	laura.mchale@ursulinehigh.merton.sch.uk Rayife.atasoy@ursulinehigh.merton.sch.uk
9 Margaret	Mrs Rachel Corrigan & Mr Ian Chiswa (Mon/Fri)	Rachel.Corrigan@ursulinehigh.merton.sch.uk ian.chiswa@ursulinehigh.merton.sch.uk
9 Teresa	Mrs Georgina Gibson	georgina.gibson@ursulinehigh.merton.sch.uk
9 Ursula	Miss Carys Surbey	carys.surbey@ursulinehigh.merton.sch.uk



Contacting us

Please use email to contact us

- ▶ **Form tutors** - general enquires about the Ursuline, friendship issues, organisation, homework, clubs/enrichment, uniform, equipment, travelling to/from school, punctuality, trips/calendar events. (email address on previous slides)
- ▶ **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.
- ▶ Anne-lise.torode@ursulinehigh.merton.sch.uk Head of Year
- ▶ magdalena.sawicka@ursulinehigh.merton.sch.uk pastoral support 0203 908 3105 (non teaching)
- ▶ **Ms Young** - Attendance and punctuality/lateness. All absences and lates must be reported via email or phone no later than 8.45am.
Bernadette.young@ursulinehigh.merton.sch.uk 0203908 3144
- ▶ **Subject teachers** must be contacted for any subject specific enquiries.
- ▶ **Our IT Helpdesk** is available to help with any parent portal, laptops, and other IT queries. laptop.doctor@ursulinehigh.merton.sch.uk
- ▶ All staff contact details can be found on the [Ursuline directory](#) on our website.



Common Themes / Worries in Year 9:

- Friendship issues / changes to friendship groups
- Worry of increased homework and tougher sanctions
- New teachers, form tutors and classes
- Preparation for GCSE choices
- Problems arising from social media misuse



Parental Engagement & Communication

- ▶ Meetings throughout the year: parental workshops, Academic Review Day (ARD), parents' evening, trip meetings, etc.
- ▶ Sharing resources on key issues such as mental health, safeguarding concerns, social media and online safety.
- ▶ Sharing news and information about school life via media such as Arbor, email, the school's website and social media accounts, newsletters and headteacher's updates.
- ▶ **Instagram:** @UHSwimbledon
- ▶ **X (formerly twitter):** @UHSWimbledon



The 'Girls on Board' approach

- ▶ Girls on Board is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can.
- ▶ The Girls on Board approach will not prevent girls from falling out, but it will help them sort out their own friendship problems and minimise the distress they might experience. It provides a vital vocabulary to make communication more open, honest and effective and creates a robust framework for parents so they feel reassured that issues are being dealt with effectively.
- ▶ For further info see www.girlsonboard.co.uk/parents/
- ▶ Consider purchasing the accompanying book Amazon.co.uk : [when girls fall out book](#)



Key dates for your diary

- ▶ **Open Evening** – Wednesday 25th September 2024 (12.50pm closure)
- ▶ **Late start** – Thursday 26th September 9.25am
- ▶ **Sixth Form Open Evening** – 9th October 2024 (12.50pm closure)
- ▶ **Autumn Academic Review Day** – Thursday 24th October (P5-6); Friday 25th October 2024 (all day)
- ▶ **Options learning conference with students**- 14th January –
- ▶ **Pathways Information evening for parents**- 14th January 6pm – 7pm –
- ▶ **Options Taster day for students**.- 7th February
- ▶ **Deadline for Options Decision**. -7th March -
- ▶ **Spring Academic Review Day** – Thursday 13th February (P5-6); Friday 14th February (all day)
- ▶ **Year 9 Parents' Evening** – Wednesday 30th April 2025
- ▶ **Year 9 End of Year Exams** – W/C Monday 19th May 2025
- ▶ **UHS Fest Week** – W/C Monday 14th July 2025



Attendance & Punctuality

- ▶ Good attendance and punctuality are linked to progress - both socially and academically.
- ▶ We must know if your daughter is not attending by 8.45am as this is a safeguarding duty - either by phone or email
Bernadette.young@ursulinehigh.merton.sch.uk 02039083144
- ▶ The school's attendance target is 96%.
- ▶ We monitor all students, and if your daughter has an attendance below 94% you will be sent a letter via email.
- ▶ Same day detentions (30mins) for unauthorised late marks (late is now from 08:30) - emails sent to student and parents by 11am to confirm. Non-attendance at detention will result in 1hr Friday detention.
- ▶ If your daughter needs to leave school early, or is coming in late after an appointment, please email
Bernadette.young@ursulinehigh.merton.sch.uk and ensure you provide evidence of the appointment.



Travel to and from school

- ▶ Students to use 57 or 131 buses from Wimbledon and Raynes Park, but we strongly encourage walking.
- ▶ Assigned bus stop for Y9 = Arterberry Road.
- ▶ Students must be considerate of our neighbours regarding noise and must never enter a resident's garden or sit on walls/railings.
- ▶ Full uniform to be worn when travelling to/from school.
 - ▶ Remember - students must represent the school positively at all times.
- ▶ No loitering in Wimbledon - no shops.
- ▶ No more than 4 students together.
- ▶ Travel carefully (e.g using crossings, avoiding use of airpods/headphones etc).



Mr Barton - Teaching & Learning



Our approach to Teaching & Learning

We have an ambitious curriculum with high academic rigour that ensures our students develop a lifelong passion for learning.

Our curriculum is content rich, where students are taught the skills to retain their knowledge with fluency and are able to apply this knowledge creatively and with purpose.



A research-informed curriculum & pedagogy

A research informed curriculum means that we use the latest research and evidence to ensure best teaching practice for Ursuline students.

This involves:

- ❖ The use of retrieval practice to embed knowledge in long term memory.
- ❖ Feedback in a variety of styles that deepens the learning. Students are expected to act on this.
- ❖ Modelling and scaffolding of work.
- ❖ Ambitious and challenging curricula designed by subject specialist leads. Expect your daughter to struggle at times and get things wrong. This is how we learn.



Teaching & Learning - how you can help

- ▶ Check that your daughter is acting on feedback
- ▶ Talk about her learning and discuss her work with her
- ▶ Use the Curriculum guide for information on courses. These can be found online.
- ▶ Check the homework is being completed and to a good standard
- ▶ Planner- always check and sign
- ▶ Time and space to study



What is ARE?



- ▶ “**Age-related expectation**” is the average standard of work expected at a given age or development in education (this changes over time).
- ▶ At the end of KS2 Y6, ARE would have been 100 (scaled score).
- ▶ Each year some students are below, on, above or significantly above this average when joining UHS.
- ▶ We have devised a system called the UHS Standards to target, track and support students progress through from KS2.



UHS Standards

Upon their entry in the school, students will be given a Standard Target at which they will be expected to meet or exceed in their work. There are four possible targets: Bronze, Silver, Gold and Platinum.

The Bronze Standard Target will be allocated to students arriving in Year 7 below ARE. Students attaining Bronze standard by the end of Y8 will be targeted a Grade 3 at GCSE. (Currently those students from KS2 below 96)

The Silver Standard Target will be allocated to students arriving in Year 7 at ARE. Students attaining Silver standard by the end of Y8 will be targeted a Grade 4 to 6 at GCSE. (Currently those students from KS2 with 97-105)

The Gold Standard Target will be allocated to students arriving in Year 7 above ARE. Students attaining Gold standard by the end of Y8 will be targeted a Grade 7 or 8 at GCSE. (Currently those students from KS2 with Levels 106-114)

The Platinum Standard Target will be allocated to students arriving in Year 7 significantly above ARE 115+ (the old 5a). Students attaining Platinum standard by the end of Y8 will be targeted a achieve Grade 8-9 at GCSE.

Targets are not Limiting students are expected to match their standard but can move up.



Progress is built into the standards

- ▶ In line with the Assessment calendar, all subjects have designed sets of standards:
 - ▶ Standards for Year 7 Autumn A to Spring A
 - ▶ Standards for Year 7 Spring B to Summer B
 - ▶ Standards for Year 8 Autumn A to Spring A
 - ▶ Standards for Year 8 Spring B to Summer B
 - ▶ This is repeated in Year 9.
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- ▶ The standards get progressively more challenging in line with increasing ARE



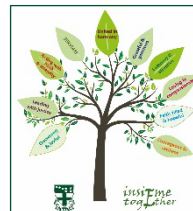
How we grade your daughter's work

Formatively

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

Summatively

- ▶ Assessment of Acquired knowledge at an Assessment Point. (Standard Awarded each half term)
- ▶ We use a mix of both



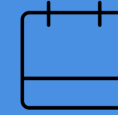
Assessment for Learning

- ▶ Know target grades in all subjects
- ▶ Understand what is required to improve
- ▶ Ask questions
- ▶ Respond and act on teachers' feedback
- ▶ Assess own work and work of others



Assessment for Learning

We gather evidence of understanding on a daily basis while the students are in the process of learning. To do this we must know our students : where they are, what they understand, and how they learn. This information guides our decisions about what we will do next in order to fill in gaps, clarify misconceptions and provide the kind of feedback that will help students move forward.



Part of everyday teaching practices.



Used to inform and adapt teaching practices.

Assessment for Learning is...

A quick way to gather information about student learning.



Done in conjunction with students to engage them in their own learning.



Homework

- ▶ Students are set one homework per week for most subjects.
- ▶ For English, Maths and Science they have two.
- ▶ Students have, in general, a week to complete each homework.
- ▶ All students have a planner and this is a very important sources of information for parents.
- ▶ Please review the planner weekly and sign.



Options - making GCSE choices

- ▶ 14th January - learning conference with students.
 - ▶ 14th January 6pm - 7pm - Pathways Information evening for parents.
 - ▶ 7th February - Options Taster day for students.
 - ▶ 7th March - Deadline for Options Decision.
-
- ▶ Mr Nichols will work with parents and students through the whole process. It may seem scary, but we will help all of you make the right choices for your daughter.



Arbor

- ▶ We have a system called Arbor where you can access information on your daughter's attendance, punctuality, behaviour alongside any reports on progress, attainment or exams produced during her time at the school.
- ▶ We strongly encourage all parents to access Arbor regularly



Accessing this information

- ▶ www.ursulinehigh.merton.sch.uk
- ▶ Click useful links on the right-hand side
- ▶ Enter username and password (distributed to you directly from Arbor on your school email). You will be asked to change your password termly.
- ▶ If you have more than one child, you will be able to access all details concerning all your daughters.



Enrichment

- ▶ It is our expectation for all students to be involved in extracurricular activities.
- ▶ Tutors will monitor their extra-curricular to help students who may find it challenging to engage.
- ▶ A link to the enrichment programme can be found here.
- ▶ [Enrichment - Ursuline High School](#)
- ▶ Please go through with your daughter to identify enrichment she would like to engage in - there are lots to choose from.



Smart Devices

Academic research is clear that **mobile phone** and **smart watch** use in school are a distraction, negatively impact behaviour, progress and attainment, compromise the integrity of assessments, enable access to apps we cannot 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 your child needs access to a medical app, please speak to us about this.



More broadly, 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.

Should you decide to allow your daughter(s) to have a smartphone/watch, we recommend following advice from adolescent and online safety experts:

- ▶ Setting up parental controls and Enabling Ask to Buy.
- ▶ Setting up screen downtime, app limits, and content & privacy restrictions.
- ▶ Removing phones from bedrooms, during homework/revision and overnight.
- ▶ Password sharing, regularly checking your child's phones and having those important conversations.
- ▶ Having a family phone agreement.
- ▶ Delaying or even better avoiding social media (the minimum legal age is 13 and we ask you to respect this).



Social Media

Social media including BeReal, Discord, Facebook, Instagram, Snapchat, TikTok, X(Twitter) and WhatsApp, currently have a minimum age of 13+.

Social media is a huge safeguarding concern. Whilst some apps do bring a level of socialisation and connectivity, there are huge risks including harmful content, online grooming & sextortion, bullying, dangerous viral challenges, negative and dangerous impact on self-esteem, unreliable news source and so on.

Many experts and parent groups believe social media is not suitable for tweens and young teens and there is widespread campaigning to raise the minimum age.

Please be aware that if a child younger than 13 is faking their date of birth to set up an account, that the algorithm will feed them content that is not age appropriate and this will become even more serious the older they get.

In accordance with our [Digital Learning & Safety Policy](#) and the current minimum age of 13 and we ask you to support us. If your child does have social media, we ask that the accounts are deleted.



Online safety - resources for parent

To safeguard the safety, health and wellbeing of our children, it is essential they are media literate and have boundaries.

Holding regular discussions about online safety is key - children must be clear on the challenges and dangers, and how echo chambers and algorithms work.

We hold regular discussions at school as part of our PSHEC curriculum and ask parents and carers to do the same.

Recommended resources:

- ▶ [Common Sense Media](#), [Dr Lisa Damour's](#) books and podcasts (Episodes 54 and 152 of her 'Ask Lisa' podcast focus specifically on phones and social media), [Dr Jean Twenge](#), [Jessica Chalmers \(Social Jess\)](#), [Jonathan Haidt](#), [National Online Safety](#), [NSPCC](#), [Titania Jordan](#), [Thinkuknow.co.uk](#), and [UK Safer Internet Centre](#).
- ▶ The UK campaigns [@smartphonefreechildhood](#), [@delaysmartphones](#) and [Safescreens.org](#)
- ▶ Jonathan Haidt's book '[The Anxious Generation](#)' is an informative read, as is [The Social Media and Youth Mental Health Advisory Report](#) from the US Surgeon General Dr Vivek Murthy.
- ▶ We also recommend watching the documentaries Childhood 2.0 and The Social Network.
- ▶ [PhoneSmart](#), is a free digital course giving your child the knowledge needed to be safe and kind online, and the skills to be phone ready.

Thank you for your support with managing the online safety and wellbeing of our children.



Use of social media (& the Internet) 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.



What can we do?

- ▶ Recognise the risks - has a 13 year old got the emotional maturity to handle them?
- ▶ Limit the time spent on electronic devices and remove them in the evenings/night.
- ▶ Know what she is doing online - open space at home for access
- ▶ Know logins and passwords
- ▶ School monitoring of devices - even at home (Smoothwall)



Safeguarding Team



Ms Rachael Gilmore
Assistant Headteacher
Inclusion
Designated Safeguarding Lead
Mental Health Lead



Ms Michelle Alexander
Deputy Headteacher
Standards



Ms Kerry Connor
Assistant Headteacher
Ethos and Behaviour
Safeguarding Officer



Ms Sarah McCourt
Deputy Designated Safeguarding
and Wellbeing Lead



Ms Danielle Boateng
Care Co-ordinator
Safeguarding Officer



*inspire
together*

Faith-filled
& hope

Courageous
resilient

Justice

Being
joyful

Where can I get practical advice?

- ▶ [Starting secondary school - BBC Parents' Toolkit - BBC Bitesize](#)
- ▶ [www.childnet.com](#)
- ▶ [www.saferinternet.org.uk](#)
- ▶ [https://www.internetmatters.org/](#)



- ▶ [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- ▶ [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- ▶ [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- ▶ [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- ▶ [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- ▶ [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- ▶ [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- ▶ [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- ▶ [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online



Standards

- ▶ Uniform
- ▶ Punctuality
- ▶ Respect



Ms Torode
Head of Year 9
020 3908 3173

anne-
lise.torode@ursulinehigh.merton.sch.uk



**Thank you for your time
this evening!**

