

URSULINE HIGH SCHOOL WIMBLEDON



CURRICULUM GUIDE YEAR 9

2026/2027

Introduction

We are delighted to welcome you back to Ursuline High School after the summer break and hope that you are all well rested and ready for an exciting year ahead.

Welcome to the Year 9 Curriculum Guide in which you will find all the information you and your daughter need to successfully navigate year 9.

It is our intention that this Guide should serve as a handy reference for parents who have queries about their daughter's learning. To this end, we have tried to include all the information you might want to know, dividing the Guide into three sections: General, Curriculum and Assessment. We have also suggested ways of supporting your daughter with her studies, as well as aiding you to keep abreast of her progress.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme, including a series of learning conferences. We will continue to embed public speaking in Year 9 across all curriculum subjects.

In addition, your daughter will be making her choices for the GCSE subjects this year and so there will be much to discuss. The process will begin from January, and I will be available to discuss any queries throughout the year.

Meanwhile, our laptop scheme will allow us to provide further exciting and inspiring learning experiences for your daughter. In addition, after school, there are many extra-curricular opportunities for your daughter to participate in, from sports to music and from drama to charity events.

Please do not hesitate to contact the school if you have any queries.

We wish your daughter a successful and enjoyable year.

Mr O Nichols

Assistant Headteacher 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
- Mission Week

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Timings of the school day

Monday to Thursday

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

Friday

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

Year 9 Tutor Team

I would like to take this opportunity to introduce the year 9 team that will be responsible for your daughter's academic and pastoral development during this very important year in their school career.

Important year group contacts are shared on the next page, 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.

Attendance Officer – Attendance and punctuality/lateness. All absences and lates must be reported via email or phone no later than 8.45am 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 Assistant Head Teacher Ms Connor.

Year 9 Team

Form	Teacher	Email address
Head of Year	Paige Smith	paige.smith@ursulinehigh.merton.sch.uk
Pastoral Assistant	Magdalena Sawicka	Magdalena.sawicka@ursulinehigh.merton.sch.uk
Attendance Officer	Magdalena Gonzalez	Magdalena.Gonzalez@ursulinehigh.merton.sch.uk Absences must be reported by 8.45 either via email or by calling 020 3908 3144. This is a safeguarding duty.

Form	Form Tutor	Population	Email
9 Angela	Jacques Tagholm	A	jacques.tagholm@ursulinehigh.merton.sch.uk
9 Bernadette	Melanie Guillet Siad	A	Melanie.guilletsiad@ursulinehigh.merton.sch.uk
9 Catherine	Georgia Davey	A	Georgia.davey@ursulinehigh.merton.sch.uk
9 Francis	Niamh Williams	A	Niamh.williams@ursulinehigh.merton.sch.uk
9 Margret	Audrey Hand	B	Audrey.hand@ursulinehigh.merton.sch.uk
9 Teresa	Fionnula Murphy	B	Fionnula.murphy@ursulinehigh.merton.sch.uk
9 Ursula	Renoshni Carol	B	Renoshni.Carol@ursulinehigh.merton.sch.uk

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	
Checking the learning	Activating prior knowledge and building schema so students know more to learn more.
Clearing up misconceptions	
Identifying and closing gaps	Sequencing and building a challenging curriculum for all students with a high level of expectation.
Feedback that enables progress.	

House System

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

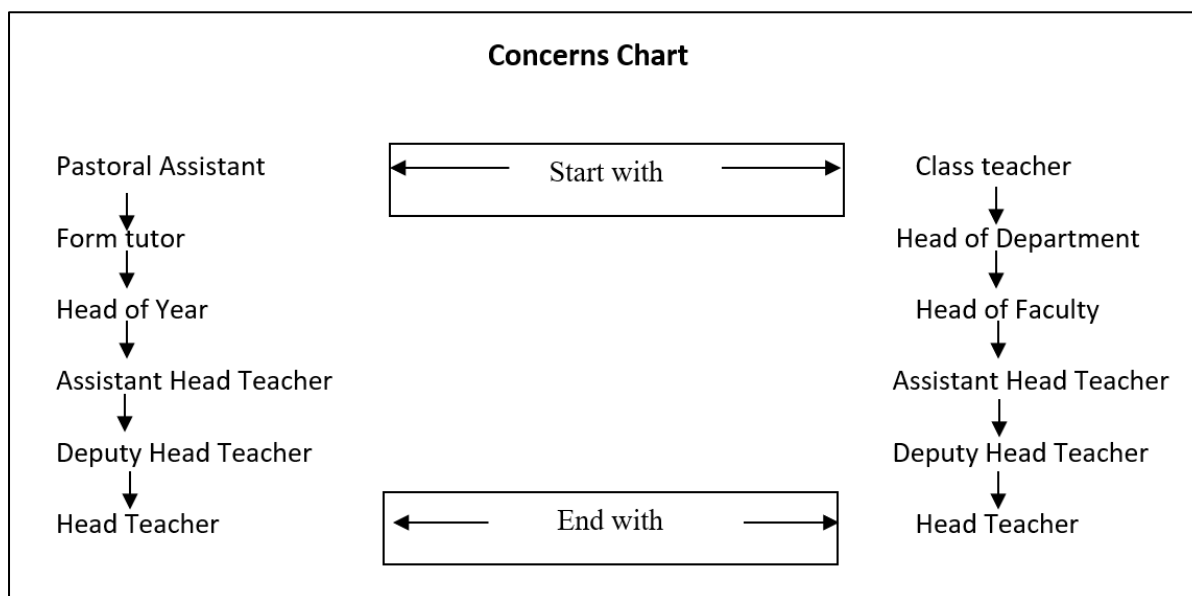
Examples:

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

Academic Concerns

Examples;

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



School Policies

The use of Planners at KS3

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

Attendance & Punctuality at KS3

Attending school regularly and on time is crucial. School starts at 8.35a.m. (prompt). Your daughter's attendance is monitored weekly. If your daughter is absent from school, please ring either the attendance officer Ms Young (020 3908 3144) or the Pastoral Support Assistant Ms Pearce (020 3908 3182) to report the absence. The school has a target of 96% attendance, and it is our expectation that all girls meet this target. This equates to a maximum of 7.5 days absence per year.

Use of the Medical Room

If your daughter is unwell during the school day, she must have a signed note from her subject teacher before reporting to the main school office where she will be seen. If she is too unwell to return to class, then contact with home will be made and arrangements for you to collect your daughter confirmed.

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.

Permission for Leave in Term Time

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

Parents must request leave for exceptional circumstances as far in advance as possible.

The request should be made in writing using the appropriate 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.

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
7&8	30 minutes
9	45 minutes
Ks4 (Y10&11)	1 hour
Ks5 (Y12&13)	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 KS3, please feel free to contact either your daughter's tutor or Head of Year regarding this matter.

Purpose of homework

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

Best types of homework tasks involve

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

Procedures in the setting and monitoring of homework

- 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 one.

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.

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.

Using 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.

The School Ethos

Our School motto is Serviam – I Will Serve. All Ursuline students are expected to use their gifts and talents for the service of God and our community.

The School offers a wide range of opportunities for personal development, learning skills, developing character and promoting confidence.

Participation in the wider life of the school is a basic expectation and there are activities suited to lots of different interests.

The Ursuline Serviam Passport

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

The Serviam Passport does not exist on paper. Instead, it is a document on MS Teams.

The Serviam Passport is divided into 2 sections:

1. Serviam
2. 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!

Attendance and punctuality

- We want the students to be in school wherever possible.
- Absences must be reported by 8.45 either via email or by calling 020 3908 3144. 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

- 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
1	Same day detention. Then the same for any late thereafter.	Same day detention - 30 minutes. If students don't attend, they will sit a 1-hour detention on Friday.
4	Tutor called home. Parents informed and plan agreed to be in on time.	Same day detention - 30 minutes. If students don't attend, they will sit a 1-hour detention on Friday.
5-8	HoY to send punctuality letter home to parents and offer support.	Same day detention - 30 minutes. If students don't attend, they will sit a 1-hour detention on Friday. Punctuality report.
9-12	HoY requests meeting with parents. Parent meeting and action plan is put in place.	Same day detention - 30 minutes. If students don't attend, they will sit a 1-hour detention on Friday. Punctuality report escalated.
13-14	Assistant Headteacher meeting. Parents to review action plan and support.	Same day detention - 30 minutes. If students don't attend, they will sit a 1-hour detention on Friday. Punctuality report escalated.
15	Meeting with Headteacher and parents.	Saturday detentions - 2 hours Failure to turn up to detention leads to suspension.

Travel To and From School

- 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).
- KS3 students catching buses from school must line up at the Arterberry Road bus stop (KS4 students at the bottom of Crescent Road).

Staying Safe

- Take the most direct route home.
- Stick to a recognised route that parents/carers would be expecting them to take.
- Retain a charged phone where they have one.
- Avoid short cuts through parks and fields, alleys etc, particularly during the darker evenings.
- Should anyone cause them difficulty or there be someone who they are worried about – take themselves to a busy area, contact a parent, carer, or other family member etc. Where required seek help from others – think about who it might be best to approach i.e. shop staff, a lady with children etc (this doesn't guarantee safety, and students should be aware of this, but likely to be a better choice than approaching a lone male). If near to school, then return and seek assistance from a staff member.
- Avoid openly display expensive items – the latest iPhone, Canada Goose jackets, cash, air pods, smartphones and smart watches etc as these are the items that are most frequently targeted.
- Don't walking alone with headphones/ear buds in and remaining alert regarding their surroundings.
- Don't assume that other young people are safe and do not pose a threat.

Road Safety

We regularly speak with our students about road safety, and we ask parents/carers to please do the same – having these important conversations regularly is essential for our children to really hear us.

Road safety has always been an important topic but with more electric cars (silent), and children carrying and using phones and headphones/airpods, risks are even more heightened.

Please remind your children of how to be safe on the roads, to never wear headphones while walking, and to put phones away. Children should be stopping somewhere safe if they need to use their phones. Let's also remember that using headphones/phones while walking/commuting is a safety risk more generally. Situational awareness is always vital.

To help inform your conversations, Brake UK, the road safety charity and THINK!, the government's designated road safety campaign, have a huge number of resources for children on their websites.

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 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.

OUR 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 Ursuline High's Management Information System (MIS). Parents use Arbor to manage payments for lunches, trips and equipment. In addition, Arbor hosts student records, timetables, reports, behaviour, and detentions. 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.

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.

Mobile Phones, Smart Devices and Social Media – Guidance, Resources and Recommendations

Smartphones and social media are huge safeguarding concerns which you will all be aware of due to ongoing research, campaigning and media attention.

In addition, academic research is clear that mobile phone use in school is a distraction, negatively impacts behaviour, progress and attainment, 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.

Mobile Phones and Smart Devices

Following extensive stakeholder consultation, our mobile phone policy for the 2026-27 academic year is summarised below. Please be aware that our policy has different requirements for different year groups as outlined.

Ursuline students are permitted to bring a mobile phone to school for travel purposes, but there are specific requirements:

Year 7: traditional 'non-smart' phone only. A non-smart phone has no access to external apps and cannot connect to the internet. [Smartphone Alternatives](#). Any year 7 student carrying a smartphone will be in breach of our Policy and the Agreement of Expectations signed by parents/carers.

Year 8-11: students may travel with a 'smartphone'.

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

Smart Watches of any kind are not allowed on school premises. Please keep them at home.

Students are also permitted to bring internet-enabled **tracker devices** to school, e.g. Apple/Amazon tags, should parents wish to track their child's journey to and from school in real time. These devices should be stored securely in the child's bag or on their person during the school day.

Regardless of phone 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 of any kind, 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 seen or heard in school will be confiscated.** There are **exceptions** for **medical reasons**, please speak to us.

If a phone (or other device) 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.

Social Media

Year 7 and many year 8 students are prohibited from using any form of social media in accordance with our school policy and in line minimum age restrictions (13+ currently). These include BeReal, Discord, Facebook, Instagram, Pinterest, Snapchat, TikTok, X, and WhatsApp.

However, because of wide-spread campaigning by many experts, educators and parents the Government has announced that the **minimum age is set to be raised to 16+ from Spring 2027** which will impact additional year groups. Read more [here](#).

There will be consequences for anyone found to be engaging in social media '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.

Research

There is growing evidence of the negative impact of smartphones and social media: Smartphones 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 a call to delay smartphones and to date over 100,000 [Smartphone Free Childhood](#) parent pacts - agreeing to delay the smartphone - have been signed across the UK, many of these within our community.

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 Online Safety Bill was introduced and The US Surgeon General, Dr Vivek Murthy, published his [Advisory](#) that social media poses "a profound risk of harm". 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. At the end of 2024 the 'Swiped' Documentary aired, 2025 brought us the harrowing and groundbreaking miniseries 'Adolescence' and in 2026 Louis Theroux's Inside the Manosphere launched. As a result of the wide-spread campaigning in Spring 2027, the Government will [raise the minimum age to 16+](#), with some restrictions for 16–17-year-olds.

Recommendations and Resources

To keep our children safe, it is essential they are media literate, can think critically and have boundaries. Normalising difficult conversations and holding open and ongoing discussions within the household around **online safety, challenges and dangers, fake news, algorithm bubbles and how to change them, echo chambers** and so on is key.

Should you allow your daughter(s) to have a smartphone/digital device and/or access to social media when they reach the minimum age, we recommend **following expert advice**:

- **Researching apps** to understand the **dangers and risks** before they are allowed.
- Agreeing family rules including **family digital contracts**.
- Setting up **parental controls, screen time, Ask to Buy, app limits** and **content & privacy restrictions**.
- **Using accurate date of births on their profiles**.
- **Removing screens from bedrooms** especially during homework and overnight.
- **Username and Password sharing**.
- Regularly **checking your child's devices**.
- **Avoiding or delaying social media & web browsing until 16+ and then limiting use**.

It is essential that parents get to know the common platforms and how your children engage with them, understand more about online cultures and terminology, and talk to your kids about what they are engaging with and how it makes them feel. Finally, if you suspect risky behaviour then reach out for help.

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](#).

The Netflix drama [Adolescence](#), and documentaries [Childhood 2.0](#), [Inside the Manosphere](#), [Swiped](#), [Childhood 2.0](#) and [The Social Dilemma](#) are recommended. Also, Jonathan Haidt's [The Anxious Generation](#) and Dr Vivek Murthy's [The Social Media and Youth Mental Health Advisory](#) are very insightful reads and finally, the UK campaigns [@smartphonefreechildhood](#), [@delaysmartphones](#) and [Safescreens.org](#) are ones to follow.

Please visit the [Keeping Safe Online](#) page of our website to access our extensive online safety resource library. In addition, you can access our Directory of additional parenting resources [here](#).

Please note that the school and wider Trust regularly review Government Policy and expert guidance, and at any time the school can make changes to their Behaviour, Digital Learning & Safety, Mobile Phone, Smart Devices and Social Media policies.

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

Additional Resources

[Agreement of Expectations](#)

[Behaviour Policy](#)

[Digital Learning & Safety Policy](#)

[Smartphone Alternatives for Kids](#)

[Keeping safe online: parent advice and resources library](#)

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.

SECTION 2:

STANDARDS, ASSESSMENT, & REPORTING

Key Stage 3 (KS3) Targets – An Overview

Aims

At the Ursuline we use the Ursuline Key Stage 3 Four Standards Framework for target setting and progress tracking. This aims to build on and raise Key Stage 2 standards by strengthening teaching, learning and assessment across the curriculum at Key Stage 3 (Years 7-9). This supports the delivery of high-quality teaching, learning and assessment, and ensures teachers consistently communicate feedback and next steps enabling students to improve in what and how they learn and ultimately make the best progress she can.

Principles

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

What is the Four Standards Framework

Standards are based on age-related expectations and are a continuation of the language used at Primary School when tracking and monitoring progress. There are four possible targets within the Framework:

- Bronze
- Silver
- Gold
- Platinum.

Each of the four Standards are subdivided into three steps:

- D** **Developing (Lower Level)**
- S** **Secure (Middle Level)**
- P** **Proficient (Higher Level)**

When are students given a Standard Target for their subjects?

Upon entry in the school, students are given a Standard Target for all their subjects. Targets and progress reports can be found in [Arbor](#). Also, parents/carers can always keep up to date with their child's progress by reviewing their results logs (in each exercise book).

How are targets set?

Targets have been set for each subject based on Key Stage 2 (KS2) data from the Department of Education and analyses from the Fisher Family Trust (FFT) alongside information sent to us by primary schools and our own internal Autumn term assessments in each students' subjects.

Students will need to ensure they always work to their targets and try their best to move up to the next target. Teachers will explain what students need to do to meet and exceed these targets by the end of KS3 in Year 9. Targets can change (move up or down) in line with progress.

Fischer Family Trust (FFT)

FFT is a nonprofit providing educational analysis and data to help schools make more effective use of pupil performance data, set targets and help students achieve their potential. FFT takes students' performance at primary (KS2) and uses this to set an appropriate target for KS3 and KS4.

Targets

The Bronze Standard Target (Below Age-Related Expectation).

This target will be allocated to students arriving in Year 7 below Age-Related Expectation. Students attaining Bronze by the end of Year 8 will be targeted a Grade 3 at GCSE. Students will be supported to work towards Silver.

The Silver Standard Target (At Age-Related Expectation).

This target will be allocated to students arriving in Year 7 at Age-Related Expectation. Students attaining Silver by the end of Year 8 will be targeted a Grade 4-5 at GCSE. Students will be supported to work towards Gold.

The Gold Standard Target (Above Age-Related Expectation).

This target will be allocated to students arriving in Year 7 above Age-Related Expectation. Students attaining Gold by the end of Year 8 will be targeted a Grade 6-7 at GCSE. Students will be supported to work towards Platinum.

The Platinum Standard Target (Significantly Above Age-Related Expectation).

This target will be allocated to students arriving in Year 7 significantly above Age-Related Expectation. Students attaining Platinum by the end of Year 8 will be targeted a Grade 8-9 at GCSE.

In addition to the standards, **effort grades** are reported to students and parents each half term.

- Outstanding
- Good
- Requires improvement
- Poor

Progress, Assessment and Reporting

For each subject, students will be given a set of Standard Descriptors explaining what knowledge, understanding and skills need to be acquired to achieve their target from Autumn A to Spring A (up to February half-term). After February half-term (the start of Spring B), students will receive a new set of Standard Descriptors for Spring B to Summer B.

It is expected that students meet or exceed their target at each assessment point (February and summer) throughout years 7, 8 and 9.

Whenever an attainment grade is reported, students will be expected to be working at or exceeding their Standard Target. An effort grade is also given which will be either: Outstanding, Good, Requires Improvement or Poor.

Students in years 7-9 are regularly assessed throughout the academic year, and attainment and targets for improvement are tracked for each subject. Every half-term, students complete regular class tests (referred to as EMBs - Electronic Mark book Grades) so that teaching staff can regularly track progress, and address gaps. Twice each year there are formal cumulative assessments (Spring A and Summer B). These cumulative assessments will enable the school to evaluate student performance over time, under exam conditions. In May/June, your daughter will sit her end of year internal examinations.

As part of our parent pledge, tracking progress will help us make sure that your daughter is not falling behind and if that is identified she will be supported in catching up very quickly.

Three formal reports are produced across the academic year - Autumn Term A, Spring Term A and in the Summer Term after the end of year exams. Reports are uploaded to Arbor and parents/carers will be notified when these are available. At all other times parents/carers can gain insight into progress by reviewing Trackers in each subject notebook.

Parents will have the opportunity to meet their daughter's tutor at Academic Review Day twice per year and all her subject teachers at Parents' Evening once per year. We encourage all parents to attend Parents' Evening, and Academic Review Days and to contact the school outside of these times if there is a concern/information they wish to address or share with the school.

Additional support

If students are below ARE or drop below their standard, we carry out;

- Small Group interventions in Numeracy, Literacy and Reading recovery.
- Specific Learning Support Groups.
- In class intervention in Subjects.
- Students with Specific SEND (Special Education Needs) will have intervention as Co-ordinated by the SENCO.

SECTION 3: THE CURRICULUM

Art

Contact: Mr John Fitzgerald

1 lesson a week

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.

Modules

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 artist's 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.

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.

Coursework titles

- 1AD01 - Unit 1: Distortion
 - 1AD01 - Unit 2: This Girl Can – and 5-hour end of year Exam
- Assessment
- End of 1st Unit - DEADLINE February 2026
 - End of 2nd Unit - DEADLINE July 2026

Homework

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.

Art Textiles

3 lessons per week

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
<i>To Communicate</i>	<i>To Express</i>	<i>To Understand</i>	<i>To Inspire</i>	<i>To Show</i>

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Course content

The year will be divided into three projects. Project 1 is a fabrics project – understanding fabric construction and properties. Project 2 is a 2D surface project based on natural forms through print and embellishment and Project 3 is a 3D constructed garment project based on the idea of Protective Skins. During all 3 projects students develop their knowledge and understanding of other artists, time periods and cultures to broaden their knowledge of art and textiles and its place in the world. Students will also learn to develop their own ideas independently through structured research and analysis.

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Every half term student sketchbooks will be marked in line with school policy. Students will be given individual targets that they will be expected to meet in the following half term.

Assessment

- Formative assessment every half term based on GCSE levels.
- Summative assessment in line with the GCSE curriculum.
- Art Exam in Summer term

Homework

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

Textbooks, materials & visits

Department provides sketchbooks. Resources are provided by the Art department.

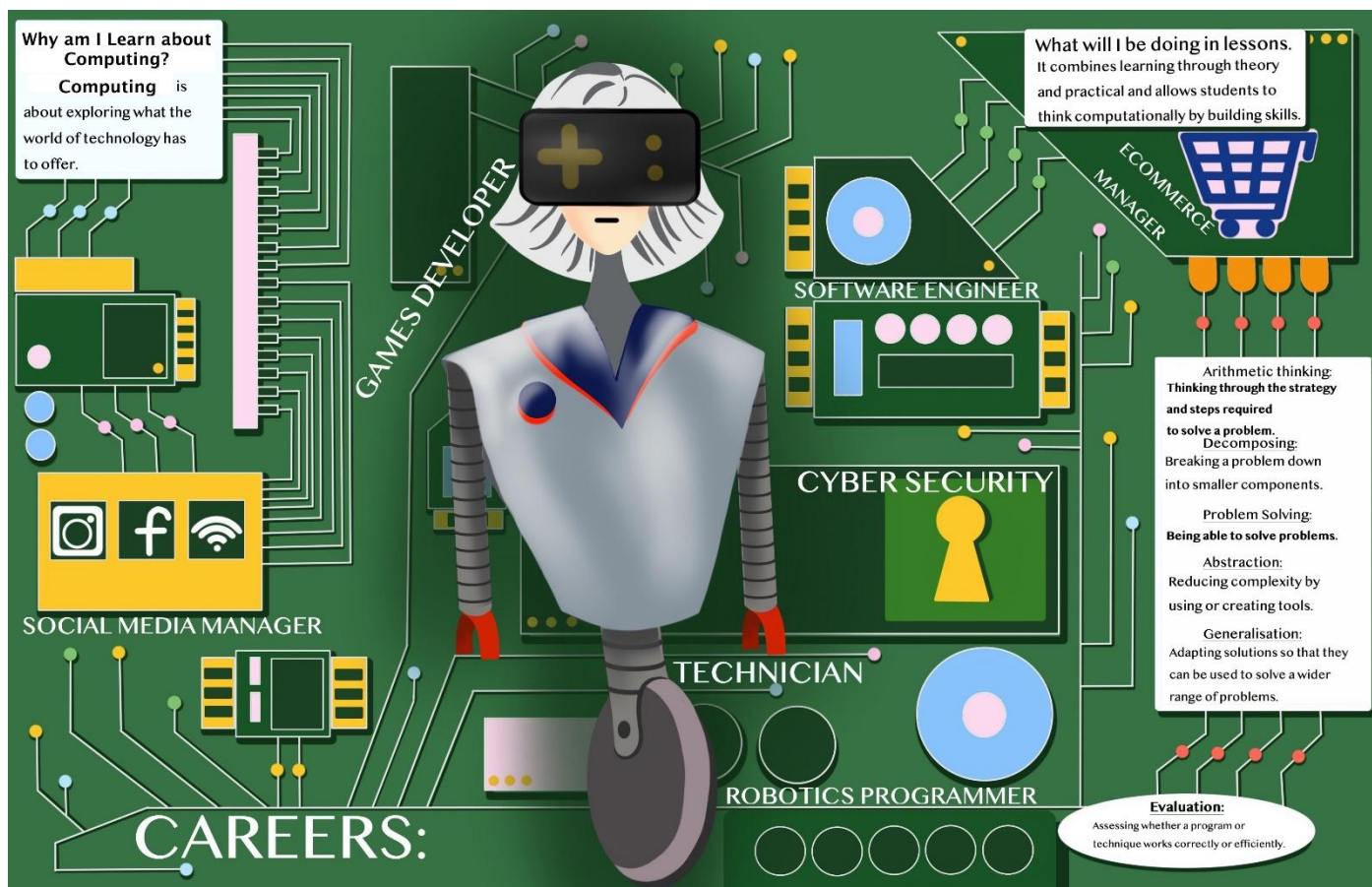
How parents can help

Parents should ensure that pupils have a range of pencils, a soft rubber, pencil sharpener, glue stick and black fine liners. A set of colour pencils and watercolour tablet would also be helpful.

Computing

Contact: Ms Bhayat

1 lesson per week



Course content

Students in Year 9 will continue to develop their knowledge of Computing, building on the skills and knowledge from Year 7 and 8. They will have 1 lesson per week and will cover the fundamental aspects of this discipline including; programming using Python, creating algorithms, Video editing and Music creation using EarSketch as a coding platform. Pupils will start the process of exploring GCSE Computer Science modules such as 2.1 Algorithms and 2.2. Programming from the exam board OCR.

Student Grouping

Students are taught Computing in their tutor groups and are not set according to ability. All units involve group and individual tasks.

Monitoring progress

Students are taught in line with the School Marking Policy of the school and are assessed according to the Computing Progression Pathways developed by the Computing At School organisation that reflects the National Curriculum. Students will be assessed in line with the School Assessment Policy and will be given levels and sub levels.

Assessment

Students will be assessed each half term according to the School Policy. Students will have a formal assessment at the end of each term which will vary depending on the unit of work and may consist of; whole project assessment, written exam paper, computer-based test.

Homework

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

Textbooks, materials & visits

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

Useful websites:

www.cs4fn.org.uk

www.csunplugged.org

Craig and Dave YouTube channel

[Computing lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/computing-lessons-for-key-stage-3-students)

[EarSketch \(gatech.edu\)](https://gatech.edu/earsketch)

How parents can help

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

Design Technology

Students have 1 lesson per week for half a year and rotate with Food, Preparation and Nutrition. Students will do Design & Technology or Art Textiles until February half-term and then will change for the other subject until July.

Why do you take Design & Technology?

 Design and Technology is an area of study that focuses on developing your technical knowledge to design, make and evaluate 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 to help live in a more sustainable environment.



How do we teach Design and 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.

Design – Make – Evaluate – Technical Knowledge

Course content

Mixture of design, make and evaluation tasks using mainly natural and manufactured timber and polymers. Students will develop their iterative design and make skills and safely use of a range of tools and equipment.

Project Title in Design & Technology:

Y9 the focus is on paper, board and metal with an emphasis on understanding the source of metals and their properties, independently using appropriate materials and equipment and developing their iterative design and CAD/CAM skills.

We continue to encourage student to value both their design, practical and theory work as formal testing reflects both their practical and written theory skills to reflect the KS4 model of an 50% NEA and 50% Exam.

Project 1 – Product in a Tin – Fun design and model competition. Students present their designs for their oracy assessment.

Project 2 - Students work from a 'clients' brief (Ikea) to design and make a functioning clock for a given target market (14–18-year-old students) which should reflect a chosen design movement and consider the designs sustainability. Students will use standard components, electronics and incorporate recycled materials

Project 3 (Extension) – Pewter casting of an item of jewellery.

Catholic Social Teaching – Stewardship and Common Good - Metals - Extraction and processing and the impact on communities and the environment.

Student groups

Students are taught in small mixed ability groups. Projects are completed individually; there are also opportunities to develop teamwork skills.

Monitoring progress

Projects will be marked in line with the school's marking policy and graded to bronze, silver, gold and platinum standards.

Progress is recorded on individual record sheets in students Design and Technology books.

Half the students will do Design and Technology until February half-term and then will change to Food Preparation and Nutrition for the remainder of the year.

Assessment

At the end of the project, prior to rotation, a final grade will be given.

End-of-project assessments will be in February or in June. Formal testing reflects both their practical and written theory skills to reflect the KS4 model of an 50% NEA and 50% Exam.

Homework

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

Research	ICT - 2D/3D Designing & Modelling	Planning the making
Prep work	Safety related issues	Evaluation

Homework is marked in accordance with School Policy and homework will focus on developing technical literacy, numeracy for D&T and research skills.

Textbooks & materials

There are a range of textbooks available in the department which the students can use for reference.

Department generated booklets and 'How To' guides.

All lesson support materials and homework tasks are on Teams. These include links to appropriate websites to support their learning; including <https://www.bbc.co.uk/bitesize/examspecs/zb6h92p>

How parents can help

Help them to identify different types of metals, particularly the identification of ferrous such as mild steel and stainless steel and non-ferrous such as aluminium, brass and copper. Encourage recycling of materials, particularly the identification of different types of plastics (from Year 7) and their use in the home. Help them to learn the new technical terms and processes.

Drama

Contact: Miss Surbey

1 lesson per week

Why do we teach Drama?

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



How do we teach Drama?

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

Skill/genre > research > rehearsal > performance > evaluation

Course content

By the end of Year 9, students will have accrued further dramatic skills and investigated further genres and theatrical cultures. They will have developed their knowledge and understanding of technical aspects of theatre and how these aspects create illusion and meaning for an audience. Students will demonstrate dramatic development through the more extended dramatic form, extending their understanding of how to interpret a script and develop it. Lastly with the final unit, they will focus on learning the methodology of the father of 20th Century theatre Stanislavski and utilise his methods to bring a character to life. This concludes their KS3 journey of understanding how drama and theatre is developed and performed, and the vocal and physical skills required to create a character on stage.

The key to a successful curriculum in Drama is that every student should have had opportunities to know/ experience and learn some key things:

- Every student has an opportunity to see a live performance and evaluate it.
- Every student has the opportunity to speak and or present in front of a live audience and learn the skills to do this successfully.
- Every student becomes a Global learner understanding where stories come from and with knowledge of their historical, political, social context.
- Every student has understood the opportunities in the Arts in the wider world through learning about the technical aspect of Theatre.
- Arranging Drama: Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration and co-operation) in a range of group settings solo, pair, group and whole class.

- **Building a Character:** Understand the impact on a live performance audience of their choice of Drama Forms. Develop their knowledge and understanding of a range of dramatic forms to communicate meaning to an audience. Deepen and strengthen their ability to select the appropriate physical expression and stage craft particularly blocking, proxemics and levels to communicate their desired audience impact.
- **Creating a Role:** develop the ability to select the appropriate vocal tone, pitch, pace, dramatic and logical pause to achieve their desired audience impact. Understand the skills needed for effective spontaneous improvisation
- **Designing for Performance:** develop the knowledge, understanding and ability to select the appropriate design element i.e. costume, lighting, sound and music to communicate their desired audience impact.
- **Ensemble Action:** Deepen and further their knowledge and understanding of a range of Ensemble Action to support the on-stage action in performance.
- **Feedback and Evaluation:** Discuss and evaluate the issues and themes involved in the work. Show an ability to evaluate and reflect constructively.

Student groups

Mixed-ability tutor groups. Students will work in a variety of groupings 3,5 and 7 as well as individually.

Monitoring progress

Every half term students will be practically assessed according to the Ursuline Drama assessment criteria that focus on the key skills of Creating, Performing and Evaluating. Students classwork is recorded for evaluation.

Assessments

Half Term-Formative Assessment

Term- Summative Assessment

Drama performance: Exam in the Summer term.

Homework

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

Textbooks, materials & visits

Department provides Playtexts, assessment Guidance, exemplar videos of the practical work.

2 dedicated Drama Studios with full lighting facility. A full stocked Wardrobe department. Termly opportunities to watch GCSE, AS and A2 performances.

How parents can help

Encourage your daughter to discuss and practise the skills learned in drama, take part in the annual School Production and the weekly Drama club. Drama is an active subject that should be seen and heard.

Encourage your daughter by taking her to see the rich diverse theatre we have in Wimbledon at The Polka Theatre, Colour House Theatre, New Wimbledon Studio and New Wimbledon Theatre as well as the National Theatre.

English

Contact: Mr Noble Head of Faculty
Ms Gibson – Year 9 Coordinator
4 lessons per week

Why study English?

The study of English fosters critical thinking skills, develops creativity, exposes us to ideas from other cultures, and encourages thoughtful self-examination. English enables you to understand the world and the world to understand you.

Great literature is not simply the exploration of facts; it reminds us of perpetual cycles of collective human experience, cycles that *are shared*, in which humans across all cultures and all time periods have found ways, albeit imperfectly, to understand others.



How do we teach English?

You will explore texts, discuss complex ideas, analyse works of great literature, evaluate writers' intentions, and be inspired to develop your creativity.

Course content

Students will study a range of fiction and non-fiction texts across the year, including a Shakespearean play, world literature, and they will explore contemporary issues in the form of a range of diverse extracts. In addition, during their final half term, we will introduce them to some of the GCSE poetry in preparation for Year 10. Speaking and listening opportunities include poetry and drama performances and learning lines by heart.

Student groups

All students are set according to ability. Staff review their progress each half-term and students are moved between sets as appropriate.

Monitoring progress

Redrafted work is marked extensively using the 9-1 grading system and effort grades. Unlike in Year 7 and Year 8, their work will be assessed using the GCSE grading system, so they are introduced to the standards required at KS4. Students have success criteria, grade boundaries and standards in their books. There are three strands of assessment in English: speaking and listening, reading, and writing.

Assessment

End of year exams during the summer term.

Homework

Students are set two pieces of homework per week. Where an extensive task or project is set, students will be given more than one homework slot to complete this task. Homework tasks include written work, as well as research and reading.

Textbooks, materials & visits

Students will need their own dictionary and thesaurus at home. They must also have a reading book available every day. Where possible, we have theatre groups coming into school to perform to students.

How parents can help

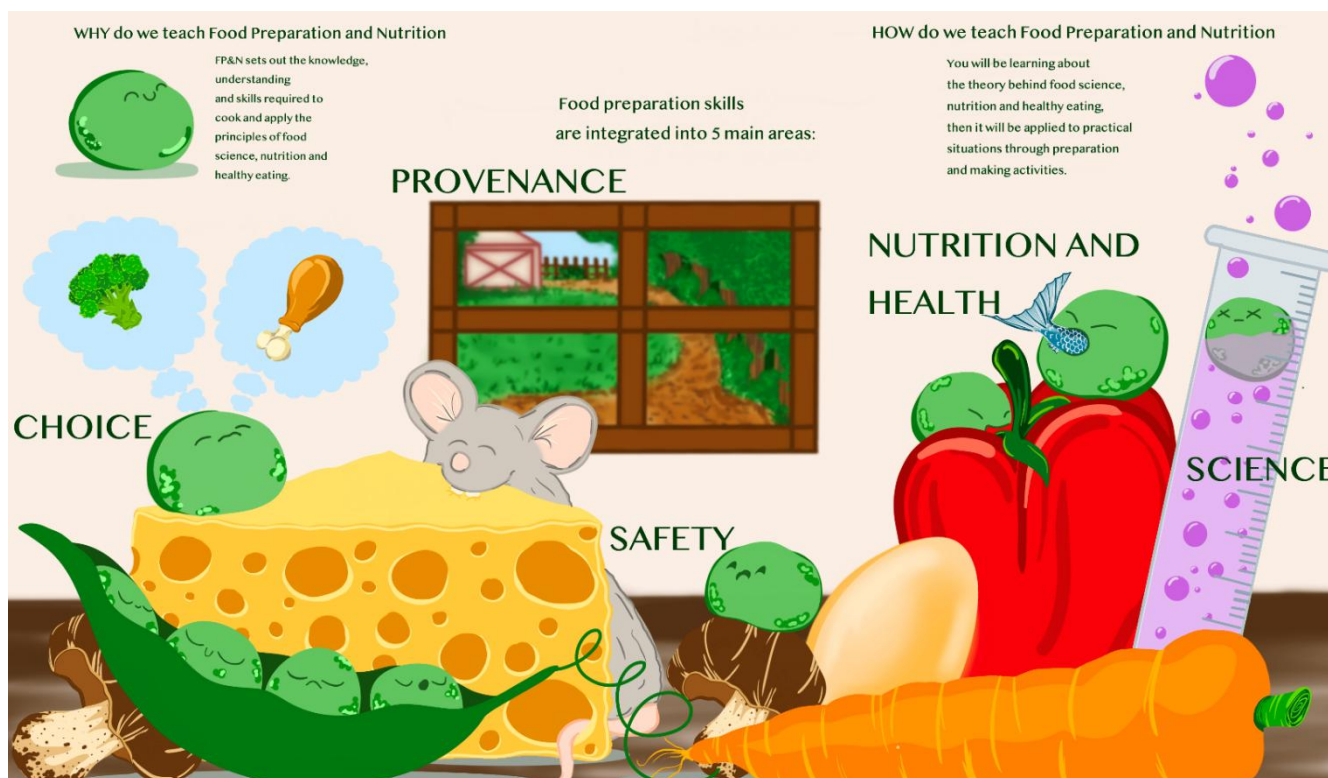
Encourage your daughter to read widely for pleasure and to visit both the school and her local library. All reading helps improve literacy levels! Students should read a range of fiction and non-fiction texts, including novels, short stories, graphic novels, newspapers, and magazines.

Where possible, we offer support and catch-up programmes for students who need them. If your daughter is invited, please encourage her to attend.

Food Preparation & Nutrition

Contact: Ms Hoyles

1 lesson per week for a term and a half.



Course content

Students will be taught an introduction into healthy eating, looking at the sources and function of Macronutrients (proteins, fats, carbohydrates) and Micronutrients (vitamins – water soluble and fat soluble and minerals). There will also be a series of practical lessons which will include: Chow Mein, quesadillas, oat cookies, savoury muffins, msemen (Moroccan flat bread) and a vegetarian curry. These practicals will build on techniques and skills. We will also be looking at food hygiene (personal and kitchen), designing for specific needs, sensory analysis and environmental and moral factors affecting food choice.

The majority of the content 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.

Student groups

Students are taught in mixed ability groups half a form at a time; students are taught for a term and a half.

Monitoring progress

Work will be marked in line with the school's marking policy. Homework and class work will be marked using platinum / gold / silver / bronze, grade descriptors will be shared with the students. Marked work will include planning and practical work, tests, an extended writing and an oracy task.

Assessment

There will be an extended writing task, and oracy task and all practicals will be marked each rotation (details above).

Homework

1 piece of homework per week. Homework is marked in accordance with School Policy. Homework will include an extended writing, numeracy task and designing and making tasks.

Textbooks, materials & visits

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 releases updates regularly.

Also please encourage making food products at home.

Resources

www.nutrition.org.uk

www.aqa.org.uk

www.data.org

www.fairtrade.org.uk

www.sustainweb.org

www.foodsafetydirect.co.uk

www.foodforum.org.uk

www.food.gov.uk

www.foodinschools.org

www.healthyschools.gov.uk

French

Contact: Mrs Guillet Siad

3 lessons per week



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: Where I live- describing my region, local area, street, home.

Spring Term: my life: describing my daily routine, how i help at home, my school life and a typical day.

Summer Term: Discussing holidays- rationale for going, what is important, describing past, present and future holiday activities + end of year exam revision + end of year cultural project.

Monitoring progress

Half termly assessments (EMBs), classwork and homework- including:

Formal and informal assessments in all four skills: reading (including translation from French into English) / writing (including translation from English into French) / speaking / listening + vocabulary / verb tests.

Assessment

2 cumulative assessments: Spring term and end of year exams.

Homework

- Learning vocabulary and verbs
- Reading and understanding detail and gist
- Writing in French / Translating from French into English and from English into French
- Researching grammar & cultural elements, reading French news

Any of the above will be set once per week – approximately 45 minutes to 1 hour.

Textbooks, materials & visits

School devised PPT (using Conti's EPI approach- Extensive Processive Instruction)

Use of websites: www.languagesonline.org.uk , www.wildfrench.co.uk , www.modlangs.co.uk, www.language-gym.co.uk

School exchange trip with Ursuline School of Largenté in Bayonne

How parents can help

Check homework diaries and quality time is spent on regular rote learning and homework.

Subscribe to Mary Glasgow Magazine via school

Rehearse vocabulary with your daughter and encourage her to upload and listen to French music.

Arrange a possible visit to France during school holidays.

Geography

Contact: Mr Carton

1.5 lessons across the year

HOW do we learn Geography at UHS?	WHY do we learn Geography at UHS?
By investigating different places both in the UK and around the world to understand their physical and human conditions By exploring geographical concepts and theories to make sense of our world By using a range of up to date geographical data such as: maps, graphs, photographs and videos to better understand our world	To stimulate an interest in places, people and the environment. To make sense of a complex and dynamically changing world and how society, the economy and environment combine to bring about change. To explain where places are, how places and landscapes are formed and how people and their environment interact.

Course content

How can we protect the 'living' world?

Will the USA stay as the world's superpower?

Why are our coastlines dynamic?

Why is the Middle East an important world region?

Student groups

Students are taught in their mixed ability tutor groups.

Monitoring progress

Students are taught in line with the school marking policy with Platinum, Gold, Silver, Bronze standards awarded for key assignments.

Assessments

End of topic tests and structured assignments. Will consist of a range of research assignments, enquiry-based projects, written tests and extended writing tasks.

Homework

Homework set weekly. This includes Research; Analysing geographical data; Report writing; Extended pieces of writing (essays, letters, diary entries, speeches); Structured questions

Textbooks, materials & trips

CGP: KS3 Geography Complete Revision & Practice

KS3 Geography All-in-One Complete Revision and Practice

How parents can help

Keeping up to date with current geographical issues in the news and discussing them with your daughter or perhaps watching a high-quality geographical documentary (e.g. Planet Earth) together and discussing the key themes and issues.

German

Contact: Mrs Harriott

3 lessons per week



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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: Describing our families and jobs, where I live- describing my region/local area/street/home.

Spring Term: My life: describing my daily routine, how I help at home, my school life and a typical day.

Summer Term: Discussing holidays - describing past, present and future holiday activities + end of year exam revision + end of year cultural project on Post World War II Germany.

Student groups

Students are in mixed ability classes.

Monitoring progress

EMB assessments every half-term - including:

Formal and informal assessment in all four skills: reading (including translation from German into English) / writing (including translation from English into German) / speaking / listening + vocabulary / verb tests.

Assessment

2 cumulative assessments: Spring term and end of year exams.

Homework – 45-60 mins approx. per week

- Oral presentations; researching information; learning vocabulary
- Reading and understanding.
- Research Grammar and cultural elements.
- Writing in German- including translations.

Textbooks, materials & visits

School devised PPT (using Conti's EPI approach- Extensive Processive Instruction)

Use of websites: www.language-gym.com, www.languagesonline.org.uk, www.modlangs.co.uk,
www.language-gym.co.uk

Germany trip in Festweek every two years, German film study, German play visit to school

How parents can help

Check homework diaries and exercise books

Holidays in Germany and German speaking countries

Access to podcasts/internet

Contact: Mrs Beale
2 lessons per week

"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."



Course content

Who were the Bolsheviks?
Why did the Revolution happen?
Who was Lenin?
How did Communism affect Korea/Vietnam?

- What issues were being faced in America at the time?
- What America like post WW1?
- Was is it a time of prosperity?
- Why did groups like the KKK rise?
- What was Prohibition

How the Treaty of Versailles cause WW2?
How did Aggression from Japan and Italy cause WW2?
What was the policy of appeasement?
Why did the League of Nations fail?

What is the Holocaust?
What were the events?
Why should it be remembered?

- Who were the Superpowers?
- What is a Cold War?
- How did tensions rise between the US and the USSR?
- What were the main crises of the Cold War?
- What is Mutually Assured Destruction?
- How did the Cold War End?

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

Homework

Homework is set once a week as per the homework timetable. Students should spend between 45 minutes each homework 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

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>

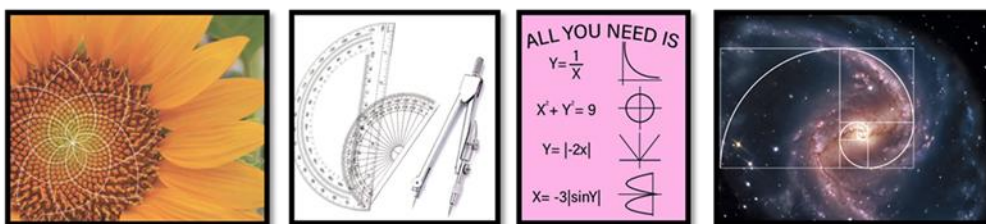
Original documents & activities - <http://www.nationalarchives.gov.uk/education/Mathematics>

Mathematics

4 lessons per week

Why do we teach mathematics?

Maths is a universal language that helps us to solve problems, look for patterns and find order through logical, systematic thinking. It helps us make sense of our world and how we can make a difference in it.



How do we teach mathematics?

In order to do that: we explore and discuss new concepts, impart knowledge, model new skills, develop fluency in those skills, and then apply and adapt the skills for different situations.

Course content

Six areas of: Algebra, Number, Geometry & Measure, Statistics, Ratio & Proportion and Probability are covered in Mathematics throughout year 9. Students will be taught how to use and apply mathematical methods in these six topics through lessons designed to improve student's fluency, reasoning and problem solving.

Student groups

Students are organised into classes that work as a similar pace and challenge.

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.

Assessments

Two assessments per half-term. A fluency-based Skills Test and a Cumulative Assessment.

Homework

Homework is set twice a week as per the homework timetable. Students should spend between 30 and 45 minutes per week on this homework. Homework tasks will take on a variety of formats across the year. This could involve worksheets, Mathswatch assignments and other tasks set on MS Teams.

Textbooks & Materials

Collins KS3 Maths Now and Collins Edexcel GCSE Maths are the textbooks used in lessons. Each pupil will be registered for Mathswatch and homework will be set from this site. Support, extension and investigation materials provided by Maths Faculty staff.

A maths equipment set is required. It includes a compass, a protractor and a scientific calculator.

How parents can help

Check MS Teams to see that Maths homework is recorded and marked off when completed. Check students have their equipment ready for Maths lesson, including a calculator.

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

Revision websites:

www.bbc.co.uk/schools/gcsebitesize/maths

<http://corbettmaths.com/>

www.mathswatch.vle.co.uk

Music

Contact: Mr Ching
1 lesson per week

Why do we teach Music?

We teach Music because it is one of the great art forms and a truly global language to which, we believe, all students should have access. The skills it delivers have huge transferable value and they will help you be successful in your lives. Being able to appreciate and perform music will enrich you as a person. Music is found in every culture in the world and it helps create a sense of personal identity and allows you to express yourself: we celebrate human diversity by studying music from different cultures and traditions.



How do we teach music?

Music is taught through practical activities based on listening and appraising, composing and performance. You will become more effective and confident performers by learning to rehearse effectively and by assessing the impact of your own performances and those of others whilst considering how to make them even better. Experimentation and risk taking are important aspects of composing and you will be encouraged to be creative when developing your own music. You will learn about music by developing your aural skills and understanding of key musical terms.



Monitoring progress

- Observation in Class
- Regular performances given in class
- End of topic recordings
- Peer and self-assessment
- Work completed on TEAMS
- Folders (kept in classroom)

Course content

- Jazz
- Film Music
- Musicals
- Pachelbel's Canon
- Minimalism

Student groups

Students are taught in mixed ability groups.

Assessment

Every Topic will end with a formal assessment of practical work

On-going teacher assessments throughout the year

End of year exam (practical composing/performing task)

Homework

30-45 minutes per week. This will be a practical activity whenever possible.

Textbooks, materials & visits

- A large selection of percussion instruments.
- Multi-timbral keyboards.
- A number of pianos.
- 5 practice rooms and two large classrooms / rehearsal spaces.

How parents can help

- Assist your daughter with research projects by allowing her access to the library/Internet.
- Encourage your daughter to take part in the many music clubs on offer at the school.
- Support her in her homework tasks and ensure completion and on time delivery.
- Encourage your daughter to listen to music from a wide range of cultures and traditions and become familiar with the works of the great composers.

PE

Contact: Mrs Corrigan

1x double lesson per week

Course content

In Year 9 Core PE students continue to develop their skills and fitness by doing a range of games, athletic and creative activities. Students also focus on developing their leadership skills through sport & physical activity.

Autumn A

Netball or Dance

Autumn B

Netball or Dance/Principles of training

Spring A

Basketball / cycling

Spring B

Cycling / cross-country

Summer A

Cricket / athletics

Summer B

Rounders / cricket / tennis

Student groups

Mixed ability groups.

Monitoring progress

End of activity formal practical assessments, EMBs will be entered every half term. Student's self-assessment takes place in every lesson to ensure they know how to improve. Students will be assessed on their best 4 skills in isolation and then in competition.

Assessment

End of each activity area at the end of each half term.

Homework

Club attendance and taking part in inter-house competition is PE homework.

Textbooks, materials & visits

Competitive fixtures list. UK and European Football & Netball sports tour. Ski Trip & Sports Clubs opportunities at lunch and after school/Wimbledon Ball Girl training.

How parents can help

Ensure your daughter wears the correct named PE kit to all lessons, that it is washed regularly and that she has a lock on her locker. Inform teachers if PE kit is lost and replace immediately.

Inform the teacher if your daughter is injured or unwell and unable to participate in lessons. Ensure that your daughter does not share her PE kit with other students.

Religious Education

Contact: Dr Odhiambo

3 lessons per week

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.



KEEP CALM
AND LOVE
RELIGIOUS
EDUCATION



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

Theme: Living Life to the Full

Year 9 marks a transition into greater personal maturity, and the curriculum is designed to explore deeper theological and ethical issues that resonate with the experiences of adolescence. It encourages reflection on personal identity, moral choices, social justice, and the presence of God in a complex world.

Year 9 explores what it means to live a purposeful, moral, and faith-filled life, grounded in Catholic teaching.

- **Creation and Human Dignity:** Imago Dei, vocation, freedom, conscience, and our purpose in God's plan.
 - **Moral Decision-Making:** Making ethical choices through Natural Law, the Ten Commandments, the Beatitudes, and Jesus' teachings.
 - **Relationships and Sexuality:** Catholic views on love, chastity, gender, marriage, and the dignity of the body.
 - **Justice and Peace:** Catholic Social Teaching, tackling injustice, and the role of agencies like CAFOD.
 - **The Person of Jesus:** Jesus' identity, miracles, parables, and the Paschal Mystery.
 - **The Church and Sacraments:** The Church's mission, community, and deeper study of key sacraments.
 - **Dialogue and Encounter:** Interfaith respect, religious tolerance, and the Church's openness to other faiths.
- 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?

Pedagogical Approach

- Scripture is central, alongside **Catholic Tradition, Church teaching**, and **reason**.
- Encourages personal reflection, ethical reasoning, and social engagement.
- Promotes **spiritual development, prayer**, and **liturgical participation**.
- Assessed using **Age-Related Standards (ARS)** for RE.

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 take one End of Year exam covering all four topics.

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 Y9 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.

Science

Contact: Mr Pachins

4 lessons per week

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.





How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Course content

Biology

- **Cells** – cell structures, microscopy and the movement of substances into and out of cells through transport processes.
- **Cell divisions** – the cell cycle, cell differentiation and the role and applications of stem cells.
- **Digestive system** – the chemistry of food molecules and food tests, the processes involved in digestion, the role of enzymes in breaking down food, and the factors that affect enzyme activity.
- **The circulatory system** – the components and functions of blood, the structure and function of the heart and blood vessels, coronary heart disease, and factors affecting cardiovascular health.

Chemistry

- **Atoms** – atomic structure, electronic structure, isotopes, the historical development of atomic models, and methods of separating mixtures.
- **Periodic table** – the development of the periodic table, trends and patterns in the modern periodic table, and the properties of alkali metals, halogens, and noble gases.
- **Bonding** – states of matter, the formation of ions, ionic bonding, and covalent bonding.

- **Rate of reaction** – the reactivity of metals, calculating the mean rate of reaction, and investigating and measuring the rate of chemical reactions through practical experiments.

Physics

- **Energy** - energy stores and transfers, conservation and dissipation of energy, calculations involving energy transfers, energy efficiency, and power.
- **Heat energy transfers** – conduction and thermal conductivity, convection, infrared radiation, and methods of reducing unwanted energy loss
- **Particle model of matter** – density, changes of state, internal energy, specific heat capacity, specific latent heat, and gas pressure.

Student groups

Set by ability based on performance in assessments/examinations in Year 8.

Monitoring progress

- Ongoing formative assessment takes place throughout every unit of study.
- Students complete two assessed pieces of work each half-term:
 - An End of Unit Test (EMB), with grades recorded and tracked.
 - A marked task, used as a formative assessment to identify strengths and areas for development.
- Students also sit two cumulative assessments each year:
 - A Spring Cumulative Examination
 - An End of Year Examination, both designed in a SATs-style format.

Assessments

- Continuous formative assessment through classwork, questioning, and practical activities.
- Summative assessments include:
 - End of Unit Tests
 - Spring Cumulative Examination
 - End of Year Examination
- Practical investigations and written evaluations also contribute to students' learning and assessment.

Homework

- Students are set two homework tasks per week, each expected to take approximately 30 minutes:
 - One task from the Science Homework Booklet.
 - One online task completed through the LBQ platform.

Textbooks, materials & trips

- Course materials are drawn from a range of high-quality educational sources and are incorporated into the department's schemes of learning.
- The main resources used include:
 - Kerboodle online textbooks and learning materials
 - The LBQ online learning platform
- Educational visits and enrichment opportunities may be provided where appropriate to support and enhance learning.

How parents can help

- Encourage the use of additional revision resources, such as revision guides and the BBC Bitesize website.
- Monitor homework completion through Microsoft Teams and discuss learning regularly with your child.
- Show an interest in what your child is studying in Science and encourage curiosity about the world around them.
- Encourage visits to libraries, museums, science centres, and other educational venues.
- Support learning through appropriate documentaries, educational television programmes, and science-related media.

Spanish

Contact: Mrs Gil Valera

3 lessons per week



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Course content

Topics

- School
- Clothes
- Food
- Weather and free time
- My house, area and neighbourhood
- Holidays
- Jobs

Grammar

- Present tense
- Modal verbs
- Use of prepositions
- Preterite tense
- Use of opinions/comparatives
- Near future tense
- Conditional tense
- Key irregular verbs

Student group

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests, grammar tests and written h/w), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests)

GCSE style questions paper

Homework

1 hour per week including:

- Vocabulary learning in The Language Gym
- 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.
- Past Papers
- The Language Gym

Assessment

Autumn term: Reading & Oracy papers

Spring term: Listening paper

Summer term: June end of Year 9 exam: Listening, Reading & Writing papers

Textbooks, materials & visits

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

ICT websites: www.languagesonline.org.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 Spanish.

Holiday in Spanish speaking countries whenever possible.