



URSULINE HIGH
SCHOOL

Welcome to
Year 11
Information
Evening



Welcome

Ms Julia Waters
Headteacher





URSULINE HIGH SCHOOL

**‘The one who
has hope,
lives
differently’**

Pope Benedict XVI



Prayer of Saint Angela

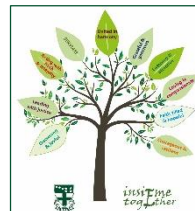


**Gracious God,
Let us remain in harmony,
United together;
All of one heart and one will.
Let us be bond to one another
By the bond of love,
Respecting each other,
Helping each other,
And bearing with each other
In Jesus Christ.
For if we try to be like this,
Without doubt,
You, Lord God,
Will be in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



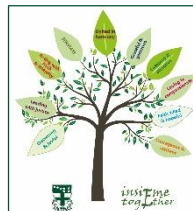
Teaching and Learning in Year 11

- Mr Owen Nichols
- Assistant Head teacher
- Teaching and Learning KS3/4



All lessons are on MS Teams, Assignments and Class NoteBook.

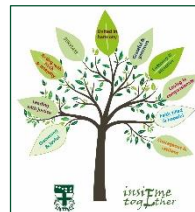
- Whatever happens with COVID, our curriculum will be able to continue.
- We are already in a better place than most other schools due to our response to the lockdown in March.
- Whatever happens, students need to make sure of 2 things
 1. EVERY grade, EMB, Test, Mock is as good as it can be (CAGs).
 2. Prepare as if the exams will happen in May/June unless told otherwise by us.



Revision and Consolidation

Revision and consolidation of learning **MUST** be ongoing – revision has to start now!

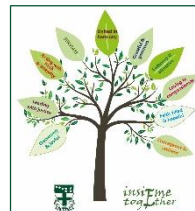
The only path to success in GCSE is hard work



Linear Learning

1. **Knowledge** — Flashcards/notes and revision materials throughout the course.
2. **Learn** — Revise throughout the course and not just at the end. Flashcards should be used at all times.
3. **Apply** — Do as many questions as possible and use the mark schemes to adapt your revision materials.

Please see the case studies that have been distributed in this session.



Where to get this?

1. MS Teams – knowledge mats, revision guides, practice questions, syllabus.

All of this is in the Year 11 Revision Materials Team

2. GCSEpod



Focus of Revision

1. Knowledge acquisition
2. Knowledge retention
3. Skills & Understanding
4. Application
5. Parental Support



Rhythm of the year

Autumn Term

- i. Autumn A – all of the previous content learnt to date should be checked and revision materials made for topics where this hasn't been done. If this has been done, make sure to start revising it; embedding that knowledge from surface to deep. Close any gaps in knowledge and understanding.
Make any revision materials for new content.

Half term – revision of content from Aut Term and complete revision timetable for December mocks to be checked on return. Templates provided and tutor support

- i. Autumn B;
 - a. Continue creating the revision materials. Key Cards.
 - b. Start applying the knowledge to practice papers and questions. Use these to close any gaps in knowledge and understanding.
 - c. Mock exams – 30th November. Homework will stop two weeks before this.

Christmas Holidays – Take a break!



Rhythm of the year

Spring A;

- Revision needs to happen during the week and weekends.
- This should be a mixture of new content and old content.
- Choose topics to revise that link with each other.

Revise – apply – evaluate – Revise

All using the syllabus

Spring B;

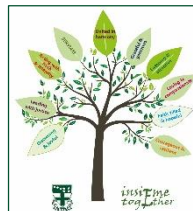
- Most courses will finish by this point
- All revision materials should be completed

Every topic/unit/syllabus section should be broken down into clear revision materials;

Flash cards / notes / mind maps / posters – knowledge in new formats.

Practice as many questions as possible.

PLCs



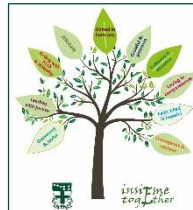
Rhythm of the year

Easter Holidays – follow the school timetable.

Summer Term

- One last push – students should be confident in their knowledge and be working on application skills at this point.
- Subject teachers will focus on exam skills and closing identified gaps in knowledge.

Please support your daughters by taking an interest in HOW they are revising, HOW they have split up the units, HOW they are applying their skills.





Assessment, Reporting and Exams

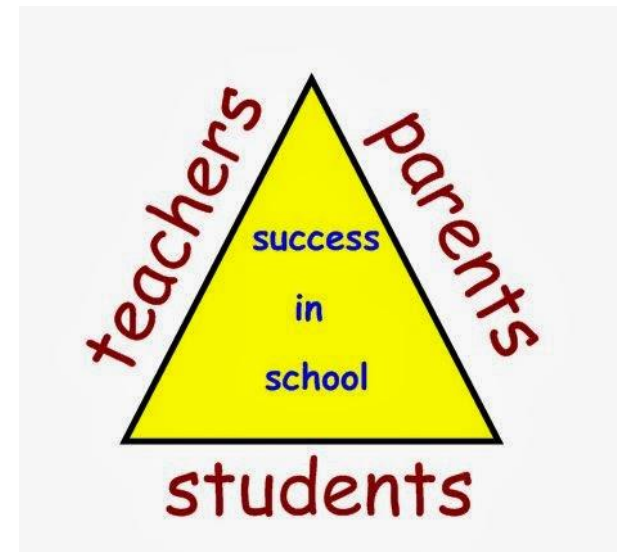
- Mr E Kelly
- Associate Head Teacher



Revising **isn't** something that should be **challenging** or **difficult** at all. What revising is, unfortunately, is time consuming. **It takes a while**. That's why you might like to **start early** (nothing to do on a Sunday?)....

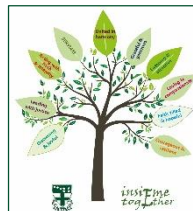
Parents

- Parental support is a significant component of success. Being aware of what's going on in school is the first step
- **Targets**
- **Progress.**
- **Exams**



Targets

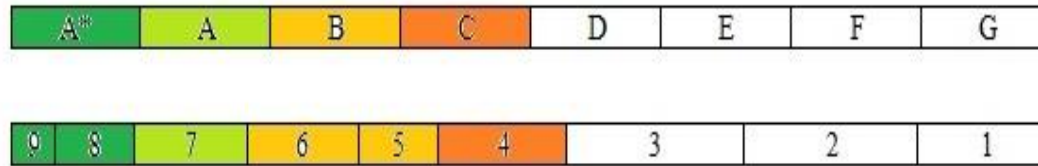
- GCSE Targets are devised using FFT and they are not a Cap on ability.
- Grade 9s are not targeted, which does not mean they are not achieved or expected!
- **Targets are a support guide they are not limiting!**
- Revised targets
- Setting.



Transition to 6th form and Elite University Provision

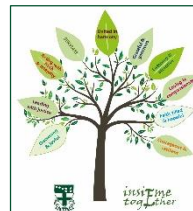
- For students being encouraged to Grade 9s
- Oxbridge
- Transition Programme Post 16
- Guest Speakers and Ambition Programme





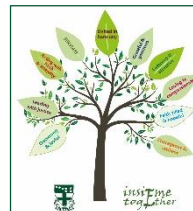
*Only top 3% of all students in England will achieve a grade 9

- All other GCSEs are graded 1 to 9, with 9 being the top grade. Fine graded to help understand position in the grade:
- Vocational Courses are Graded with GCSE equivalencies
Distinction*/Distinction/Merit/Pass/Fail
- Health and Social Care is a L2 Btec
- Child Care is CACHE. Level 2 Course graded A*-G
- Vocational L2 courses are equivalents for the purposes of Progression to 6th Form. So = one qualification in the students best 8 GCSEs



What do the grades mean?

- Grade 4 as the standard pass indicate a Pass
- Grade 5 grade which will be the expected threshold for year 10. (GOOD PASS)
- Grade 5 equates to the top grade C bottom Grade B of the old system.
- Broadly Old Grade C Converts to grade 4 'PASS'
- **A Grade 5 is called 'GOOD PASS'**
- **Old Grade A Coverts to 7**
- Top 20% of those who achieve grade 7&8 will receive a Grade 9 (Elite Performers)
- Grade 1 will convert to bottom grade



Standards of Attainment

- These are fine graded into the same subdivisions

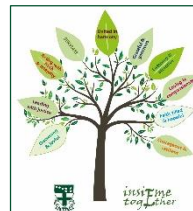
Proficient
Secure
Developing

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

In year 11 Your daughter is expected to be achieving her targets. Anything below target needs to be considered underachieving. There are some exceptions to this in the case of MFL and Maths at this stage before the course is completed but this is related to the Grade 8 only.

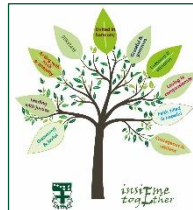
You need to pay careful attention if you daughter is in the **Vulnerable Zone**

(3p to 4d and especially 4p to 5d)



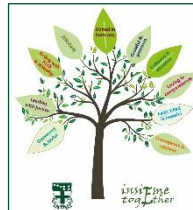
Exams in 2021 an evolving Picture

- Centre Assessed Grades were used in 2020. Updates arrived almost daily in the summer term and Government rethinks and U turns were all part of the process.
- Centre Assessed Grades became results. Considerations in 2021?
- Grades used by UHS as supporting evidence.



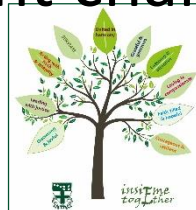
Exams, what's going on?

- Exams are linear style with some limited subjects still having Controlled Assessment elements. Art, Drama, DT, PE, MFL
- There has been no confirmed alteration to the exam date (as yet) with formal written GCSE Exams set to begin on 17th May to 23rd June. Updates will follow.
- Study leave in effect does not exist.



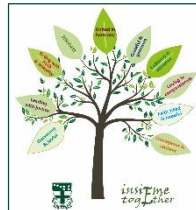
Exams, Subject changes?

- Art. Portfolio only no exam
- Science, removal of required practicals
- Computer Science Project NEA work not marked but examined on.
- Design Technology, No final model but NEA still to be carried out
- Drama only minor changes NEA still needed
- English Language, Spoken language component removed. No significant changes to exams



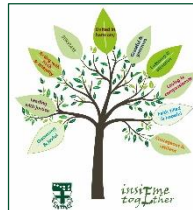
Exams, Subject changes?

- English Literature, Options of topics, teaching altered and one text removed.
- Food Preparation and Nutrition, One NEA removed and NEA 2 reduced in size.
- Geography, Unit 3 write up of Field trip not required but examined in paper 3
- History, Content reduced as choice introduced Teaching and learning altered to account for this.



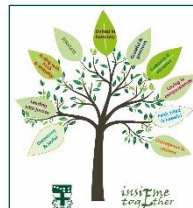
Exams, Subject changes?

- MFL subjects; Spoken language Oral replaced by teacher grading not Oral exam.
- Music, Choice of submissions, Teaching and learning altered to reflect this.
- PE, 2 activities now rather than 3 for NEA component



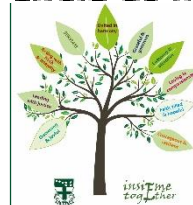
Controlled Assessment

- MFL Speaking Oral Assessment **removed Pass Merit Distinction**. Health and Social Care Btec **60%** , Drama **60%** , Music **60%** , Food Preparation & Nutrition **50%** , Art **40%** , PE **40%** , Design Technology **50%**
- CACHE Child Development **94%**.
- -----
- All Science has 9 Required Practical's - Contribute **0%** to the GCSE but questioned to check understanding
- English. Required Spoken language Controlled Assessment. Removed
- -----
- Geography Controlled Assessment Replaced by required Field Visits and Unit 3 exam is an Assessment of this.



Spelling, Punctuation and Grammar

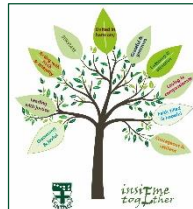
LEVEL	PERFORMANCE DESCRIPTOR	MARKS AWARDED
HIGH PERFORMANCE	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy.• Learners use rules of grammar with effective control of meaning overall.• Learners use a wide range of specialist terms as appropriate.	3
INTERMEDIATE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



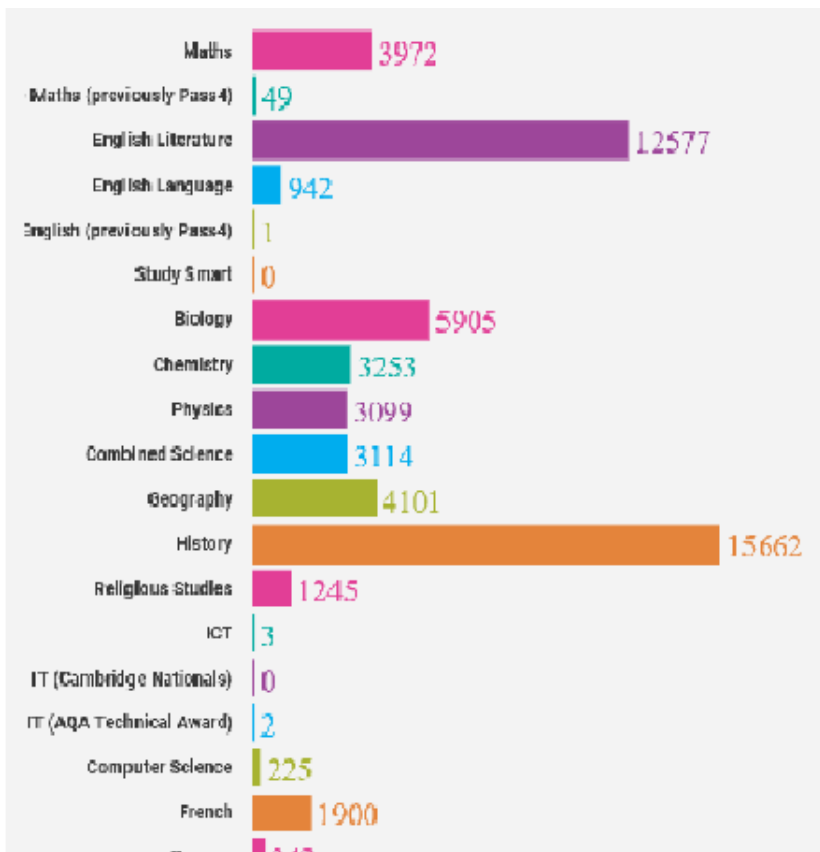
Intervention and Support Available

Your daughter should be able to articulate the grade she is working at and know what she need to do to reach the next grade. Subjects will have specific interventions.

- **Sets**
- **Friday Mocks.**
- **After School and Lunch interventions (compulsory and Drop in)** Revision classes/Extra help from staff after school. **Monday to Friday**
- **HOY Supervised Study facility.**
- Students being asked to re-draft and re-submit work particularly important in relation to Exam Practice. Green pen
- Differentiated learning in accordance with the assessment criteria.
- Students with Specific SEND will have intervention as Co-ordinated by Mrs Delhoum
- Interventions 1:1 in English and Maths. Small groups in Science.
- Timetabled Option Support



GCSE Pod



[DETAILED USAGE](#)

COMPARE THE CLASSROOM



[COMPARE THE CLASSROOM](#)

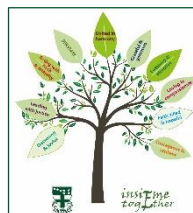
[EXPORT RAW DATA](#)

PODS ACCESSED

Total Streamed

56440

GET MORE FROM GCSEPOD



Year 11 data on GCSEPod

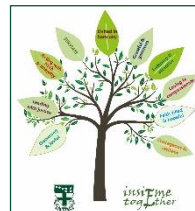
- Last Year **56,000** Pods were streamed in UHS
- 50 year 11s have already streamed more than **100** videos and Exam question tutorials already.
- Have you seen your daughter's record of viewings?



A screenshot of the GCSEPod website's 'PARENTS' section. The header 'PARENTS' is centered at the top. Below it, a paragraph explains the platform's purpose: 'Help your child reach their potential whilst building their confidence across a range of subjects. Use GCSEPod to learn a new topic together or help them identify their weakest areas and fill their knowledge gaps. The content on GCSEPod is already filtered by your child's school so you can login with the peace of mind that what's available will really make a difference to their progress.' Below the text are five icons representing different benefits: a ribbon for 'AN AWARD WINNING RESOURCE', a smartphone and tablet for 'FOR TODAY'S TECH-SAVVY STUDENT', a checklist for 'FILL KNOWLEDGE GAPS', a person climbing a mountain for 'HELPS THEM ACHIEVE MORE', and a document with an 'A+' grade for 'IMMEDIATE IMPACT ON RESULTS'. At the bottom, there is a 'Need Help?' section with a 'Get support from GCSEPod' button and a list of features: 'Curriculum relevant', 'In a format they', 'Identify any gaps in their', 'Each Pod is highly', and 'You won't need to use it for'. A 'Privacy & Cookies Policy' link is also visible.

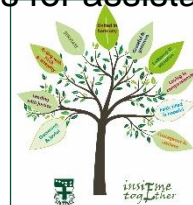
Parents Click;

- Parents What is GCSE Pod?
- <https://www.gcsepod.com/parents/>
- Parents Quick Start.
- <https://www.gcsepod.com/wp-content/uploads/2016/02/Quick-Start-Guides-1.pdf>



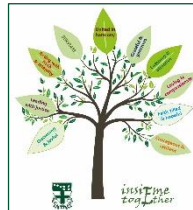
Accessing this Information

- www.ursulinehigh.merton.sch.uk
- Click on Progresso Link
- Your log in is not held by the school. You set this up directly with Progresso once they receive the email you have provided to us as a contact email.
- Enter username and password (distributed to you directly from Progresso on your school email). You will be asked to change it termly. Please do so and note your changed password we do not hold this password.
- If you cannot recall your password, click on the 'forgot password' link and this will process a new temporary password automatically.
- If you have more than one child, you will be able to access all details concerning all your daughters.
- If you experience any difficulty please follow the Progresso Log in help on the school website. If you cannot locate your email form Progresso, accidentally lock your account or cannot recall your user name please contact Mrs Young on student services for assistance. 0203 8093144.



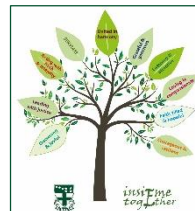
Continued

- **Summer Term A EMB grades to be entered**
 - 01/05/21, 17/05/21, 18/05 Predicted Grades not published
 - **Predicted Grades Produced**
 - **Written GCSE Examination Season begins 11th May .**
 - Support and Revision Sessions will continue throughout the Examination Period.
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- Mr E S Kelly Associate Headteacher Standards
- Tel 0203 908 3135



Sixth Form: Progression and Transition

Mr B Barton

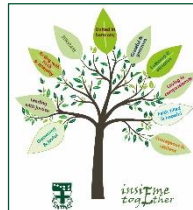
Assistant Head teacher KS5



Staying on at the Ursuline

What do students say:

- *'I'm so pleased that I stayed on at the Ursuline from Year 11 because the teachers knew me and knew how to best support me.'*
- *'The careers advice and support that I have had all throughout the school continued in year 12 and 13 and I got personal support in my future choices.'*
- *'I am really enjoying the Ursuline because all of the teachers and other students are so friendly and I'm really happy.'*



Pathways

Pathway 1: At least five GCSEs grades 9-5 (including grade 4 in English and Maths)	Students have the option to study one T Level
Pathway 2: At least eight GCSEs grades 9-5 (minimum of six grade 7 or above)	Students can opt to do 4 A Levels or 3 A Levels and EPQ
Pathway 3: At least eight GCSEs grades 9-4 (minimum of four grade 5 or above)	Students study 3 A Levels
Pathway 4: At least eight GCSEs grades 9-4 (with fewer than four at grade 5)	Students study two Level 3 BTEC qualifications and can study one A Level or a further Level 3 equivalent qualification.
Pathway 5: At least five GCSEs grades 9-4 (including grade 4 in English or Maths)	Students study three Level 3 BTEC qualifications and may also retake GCSE Maths or English if they have not achieved a 4 in one or the other.
Pathway 6: Fewer than five GCSEs grades 9-4 (below grade 4 in Maths and English Language)	Students follow the Level 2 Courses and retake both GCSE English and GCSE Mathematics.

WELCOME
TO THE
NEXT LEVEL

WELCOME
TO THE
NEXT LEVEL

WELCOME
TO THE
NEXT LEVEL

T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Levels are a brand new qualification designed to give you a head start towards the future you want.

They follow GCSEs and are equivalent to 3 A Levels.

The 2-year qualification brings classroom and work placement together, on a course designed in collaboration with the best employers.



80%
CLASSROOM

20%
WORKPLACE

You'll spend 80% time in the classroom and 20% on a 45-day placement to equip you with the knowledge and skills companies are looking for.

Your T Level will help you to step straight into your chosen career, an apprenticeship or a degree.

Wherever your future is heading, take it to the next level.

We will be offering T Levels in Digital, Construction, Education & Childcare from September 2020.

For more information, visit gov.uk/dfe/t-levels



Placement in a prestigious central London company

Free laptop for duration of the course

Direct links with Roehampton University

Progression – direct into industry, apprenticeship or University

Entry requirements:

Five grade 5s

Including a minimum of

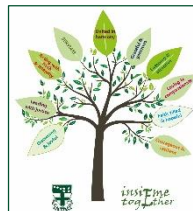
Grade 4 in English

Language and Maths

Enrichment

Non-examined timetabled activities to provide additional depth to students overall education and to offer additional value to their UCAS personal statement. Students experience this on a cycle to gain as much exposure to them as possible

- Covent Garden Challenge
- Serviam: Perseid School and Homeless
- World Religions
- Duke of Edinburgh
- Canon of English Literature
- Chemistry/Biology/Physics Gold Crest award
- English/Maths for Nursing/Midwifery
- (on application) Guardian: Young reporters' scheme

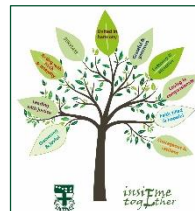


Year 11, 12 & 13 Societies

The societies are student led teams who create, organise and lead academic events for Sixth Form and year 11 pupils, based on the interest of the group.

Events could take the form of:

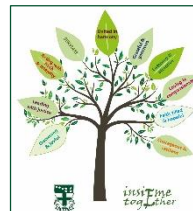
- A talk, debate, lecture or discussion involving current affairs and/or guest speakers
- Workshops led by experts in their field
- An academic enrichment event or trip (eg to a theatre, university or centre within their subject area)
- A charity/fundraising event
- Creation of a product such as a newspaper or media report



Extra curricular opportunities

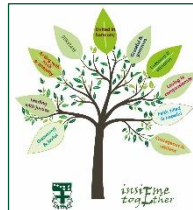
An extensive range of extra curricular opportunities:

- Community Service
- Peer Mentoring
- Crisis charity work
- Leadership Training
- School Council representatives
- Societies
- Mock Bar competition
- Prefect roles
- Ursuline Links-Social justice project
- Sixth Form Residentials – China, New York



Faith Development

- Faith Development Days
- Visits to local places of worship
- Daily prayers
- Weekly assembly
- Prayer services
- HCPT trip to Lourdes
- Charity/fund raising activities
- Masses
- Discussion & prayer groups with Mansell Road Group
- Serviam/community service programme including St Ann's school
- Commissioning of Eucharistic Ministers
- New Orleans Project
- Dallas Exchange
- Challenge in year 11 and 12
- National citizenship service



Two Year Career Programme

High Education

- Higher Education Day
- Parent Information Evening
- Visit UCAS Higher Education Fair and advertise University Open Days
- Student Finance and Budgeting activities
- Begin university application process
- Writing personal statements
- Supported by independent resources
- Dedicated Sixth Form Careers Advisor
- Dedicated Oxbridge and Medics Co-ordinator

Apprenticeships

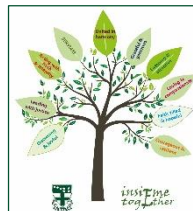
- Presentations on local apprenticeship programmes
- Guest speakers
- National Apprenticeship Service



University Destinations

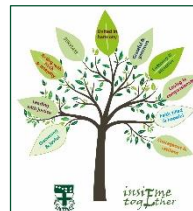
Successfully supported students in gaining places at a wide variety of universities

- **90%** of students successfully gained a place at university in 2020
- **38%** of students gained a place at a Russell Group University and **46%** of students gained a place at a Sutton Top 30 in 2020
- **34%** of students have gone on to study STEM subjects



Key Dates: Academic Year 2019/2020

Autumn A half term:	Remaining students interviewed and offer letters sent
8 th October 2020:	Sixth Form Open Evening with Wimbledon College
2 nd November 2020:	Deadline to confirm acceptance
21 st January 2021:	Year 11 Parents' Evening
24 th June 2021:	Year 11 student Transition Day with introductory classes for all chosen subjects



Key Dates: Summer term 2020

19th August 2021:

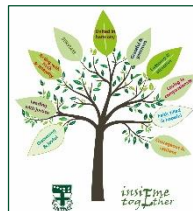
GCSE results day

19th & 20th August 2021:

Enrolment-student interviews to enrol on their course

September 2021:

Induction day



Pastoral Care

Ms Michelle Alexander
Assistant Head Teacher
Safeguarding and Inclusion



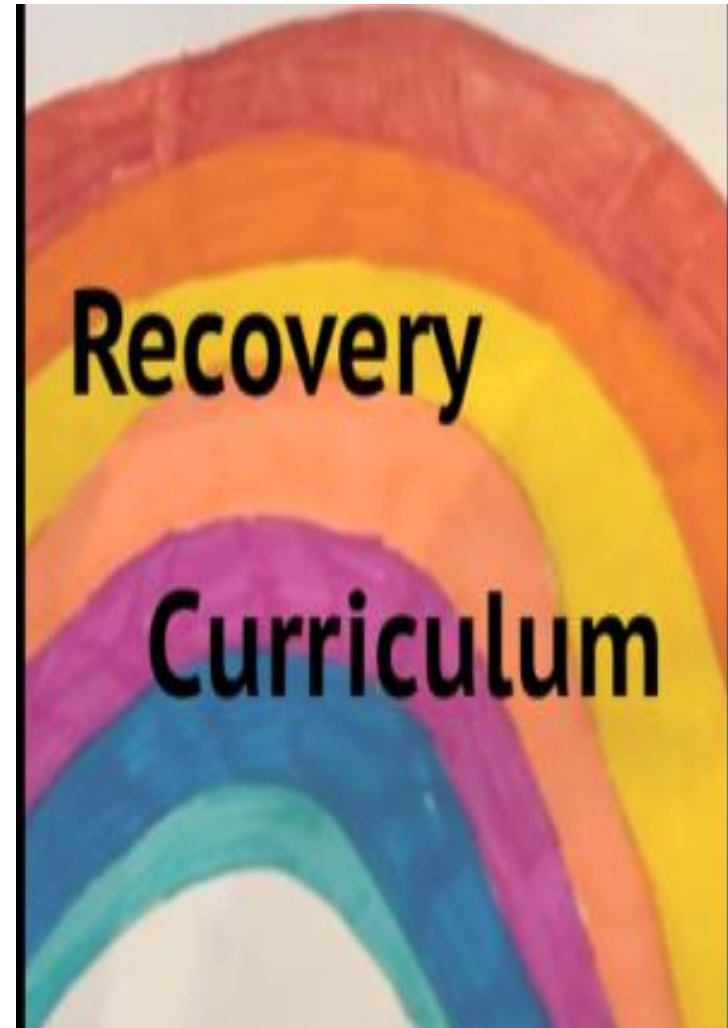
Rebuilding and Resilience

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.(fun, optimism etc)

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.





Connect



Connect with family, friends, staff at school and neighbours. At home, school, through clubs or in your local community. Building these connections will support and enrich you every day.



- ✓ Plan time each week to spend time with a friend or relative.
- ✓ Do a random act of kindness for someone each day.
- ✓ When you connect with people always be mindful to really listen to what they say.
- ✓ Do something that doesn't involve technology. Remain connected, don't be distracted.
- ✓ Take the time to get to know your family. Ask them about their past. Do something together.
- ✓ Meet people who share your interests or try something new. Participate in a club/group/event – online or in person.

Equalities, Diversity and Cohesion

The Ursuline Have a clear policy on inclusivity and we respect all of the protected characteristics

- Age
- Disability
- Gender Reassignment
- Race and ethnicity
- Sex
- Sexual Orientation
- Religion



We will look at each one across the year and think about how inclusive our community is and what actions we as individuals will take to work towards better equality for all.

Anti-bullying Policy

- UHS Process for dealing 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

Support?

- Exam support, Uncertainty
- Exam Access Arrangements
- Anxiety Support EWP Provision
- Friday Mocks Provision

Need Support?



Ms Michelle Alexander
Assistant
Headteacher

**Designated
Safeguarding
Lead**



Mrs Rachael Gilmore
Mental Health
Lead & 6th Form

**Designated
Safeguarding
Lead**



Ms Dena Donaldson
Safeguarding
Officer
Health and
Wellbeing
Coordinator



Mrs Anna Osarose Harrison
Safeguarding
Officer and
Safeguarding
Support
Assistant



Mrs Sarah McCourt
Safeguarding
Officer
Year 7 & 8
Pastoral
Assistant



TALK & LISTEN,
BE THERE



DO WHAT YOU CAN,
FOR THE LOVE YOU HAVE



REMEMBER
THE SIMPLE



EMBRACE NEW
EXPERIENCES



Your time,
your chance

Support on Offer

Can help with strategies for sleep, anxiety, low mood



School Nurse
Elaine



Educational Welfare
Practitioners



Dominique Zakkour
Specialist
Practitioner in Mental
Health



Ms Dena
Donaldson
Well-being Co-
ordinator



Mrs Erica Nunann
School Counsellor

Contact the Pastoral team for a discussion about how we can help including the HOY for your daughters year group. Please email wellbeing@ursulinehigh.merton.sch.uk

Off The Record

- **Counselling** - Free and confidential counselling to young people aged 11-25. All Ursuline Students are entitled to access services.
- **Online Support** - Free online counselling for young people aged 11-25.
- <https://www.talkofftherecord.org/merton/>

Kooth

- The Kooth team are here to provide free, safe and anonymous online support and counselling.
- The whole team are made up of friendly and experienced individuals who want to help you.
- <https://www.kooth.com/meet-the-team>

Attendance and Punctuality

- We want the students to be in school wherever possible.
- We must know if your daughter is not attending by 9.30am as this is a safeguarding duty
- We monitor all students with under 92% attendance weekly.
- Students with excellent attendance have a much higher chance of succeeding socially and academically.
- Please support us in ensuring our students have the best access to our curriculum, so they can achieve in areas.
- Punctuality is being reviewed due to travel restrictions and staggered start times/ We will not have the school policy in place until we are secure with students travelling at this more challenging time.

Drugs Education

As you can see through the PSHEC curriculum Drugs education is part of what we teach. At the Ursuline we are aware of the harm that drugs can do to individuals, families and the community.

- Our Policy is contributing to the national drug strategy and Merton's corporate drug strategy.
- We are committed to the health and well-being of the whole school community
- We are aware of the continuous changes to the drugs scene both locally and nationally and will continuously review our policy to reflect this.

Drug Test

This may be done at the Head Teacher's discretion. If a student is believed to be under the influence of an illegal substance the Headteacher has the right to use a urine test to conclude whether the student has taken an illegal substance. The Parent/ Carer of the student will be informed that this is happening. The Parent will be informed of the result and if positive will be asked to pick up the student from school immediately. A sanction will be given according to the school's behaviour policy and an immediate referral made to Catch 22.

Police Community Support Officer

This is PC Gunn our school police officer who your daughters will see around school and in assemblies.

PCSOs work with schools and young people as well as supporting crime and disorder reduction partnerships. He also helps to educate on some of the issues that arise in PSHEC such as gang crime, peer abuse and Sexual exploitation.



Y11 Online Pastoral Workshops for Parents

Autumn Term

KS4 and KS5 Parental Workshop Online, Media and safety (focus on CSE, grooming) Thursday 8th October

Spring Term

KS4 and KS5 Drug Parental Workshop January 28th

Summer

KS4 and KS5 Relationships and Sexual health Parental Workshop 4th June

Mental Health Partnership Parental Workshop

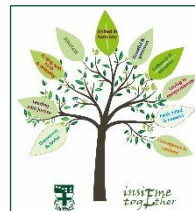
- Autumn A –Managing uncertainty and return to school-September 24th
- Autumn B – Building resilience-November 12th
- Spring A – Emotional regulation 11th Feb
- Spring B - Managing social relationships 18th March
- Summer A – Understanding the adolescent brain 13th May
- Summer B - Eating disorders TBC

Further Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Behaviour

Ms Connor
Assistant Headteacher: Behaviour & Catholic
Ethos



Social Media

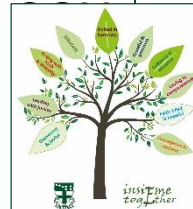
- Countless friendship issues which are exacerbated by the misuse of social media
- Mobile Phones and HotSpotting
- Drawn into issues with other student
- Tempted to say unkind comments
- Unable to move past comments online
- We are asking for your support in helping ensure the students are using social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



Your daughter and alcohol

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

- The average age for first trying alcohol is 13
- 70% of 15 year olds from affluent backgrounds have tried alcohol
- In an international survey of 15-16 year olds 29% of girls in the UK had indulged in binge drinking at least three times in the previous month
- Around one in eight girls aged 15 to 16 have unsafe after drinking alcohol



Your daughter and illegal drugs...

- 37% of 15 year olds have tried at least one illegal drug
- Cannabis is the most widely used illegal drug; two in five 15-year-olds in the UK have tried cannabis.
- Nitrous oxide (laughing gas, hippy crack) is popular among teenagers and very easy to get hold of.
- New psychoactive substances or NPS (formerly known as “legal highs”) are a group of drugs designed to bypass the former legislative controls of illegal drugs – the list is ever changing



Pastoral Support

Head of Year 11

Mrs Gilmore

rachael.gilmore@ursulinehigh.merton.sch.uk

0203 908 3170



Pastoral Support

Recovery Curriculum Student Planners

Prior to this a Wellbeing survey was carried out and the findings in year 11 were very interesting.



Wellbeing Survey

1. Students knowledge of how to keep well
2. Transition back to school
3. Self Motivation
4. Emotional Wellbeing
5. Worries moving forward. Keeping Purpose



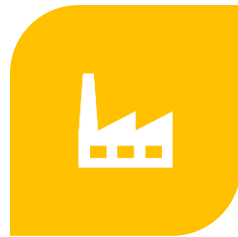
Year 11 Registration Time



MONDAY-READ
MINDFULNESS
WELLBEING TASKS
STUDENTS TO READ
AND TEACHER
DISCUSS WHAT TO
DO THIS WEEK



TUESDAY-RESPECT
TASK DISCUSSION



WEDNESDAY- NEWS



THURSDAY-
ASSEMBLY



FRIDAY-RECORD
AND DISCUSS THE
WELLBEING AND
MINDFULNESS AND
TUTOR TO CHECK
EMOTION PICTURE



Planner – Focus on wellbeing as well as recording homework

Autumn A – Connect

Think: “People forget what you said and what you did. But they never forget how you made them feel.” - Maya Angelou



Do: Give sincere compliments to 3 people you meet in school this week.
Note down who you complimented so they would feel good about themselves.

.....

Mindfulness



Choose two acts of kindness you will do for someone each day this week and carry them out.

Respect



Discuss the characteristics of long-term relationships. What does that mean?

Wellbeing



Talk to someone about your worries. Sharing your worries can make them seem smaller.

Week 1 August/September

Monday 14th

DUE

Tuesday 15th

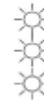
Wednesday 16th

Thursday 17th

DUE

Friday 18th

Three good things from this week:



How I feel this week:



Student Leadership

Student Leadership:

- Student implemented projects include;
- Chaplaincy
- Teaching and Learning
- Digital Learning
- Community
- Public Speaking
- Learning Resource Centre
- Sports
- Arts and Equalities.



Enrichment

- **MFL Singing club**
- **Vector Graphics club**
- **Current sporting affairs**
- **Online choir**
- **School Council**
- **Poetry and spoken word**
- **MFL cooking club**
- **New Money Digital**
- **Into Films (MFL)**
- **Global Canvas Competition**

Homework Support 3.15-4.15pm, Mon - Thurs,



Enrichment Activities
KS4 Autumn Term 2020



Interventions

Year 11 Ursula block bubble

3:15-4:00pm or lunchtime

- Monday – Maths
- Tuesday – other subjects
- Wednesday – English
- Thursday - Science



Year 11 Careers



- Ursuline High School is committed to ensuring students experience a full, varied and interesting careers journey through our dedicated programme
- During this year:
 - All Year 11 students will have a one to one Careers Personal Guidance interview with the Careers Advisor
 - All Year 11 students need to complete 2 weeks Work Experience in July – parent / guardian letter to follow
 - All Year 11 students will hear from up to 6 employers in the My Future Conference, hearing about their career journeys so far, understand their industries and will then explore their own skills and qualities and learn how to complete their CV
 - All Year 11 students will have access to START – the careers software to explore different jobs and careers which they can share with and show their parents/guardians too
 - All students will have access to Unifrog to explore their future pathways and destinations
- **Parents/carers have an important role to play in supporting their daughter with their careers planning and exploring. We welcome the offer of your support to the school and its careers activities. For further information please see the Parent and Carer volunteering page on the website-**
<https://www.ursulinehigh.merton.sch.uk/curriculum/careers-programme/>
- **All students and parents can contact the Careers Advisor – Shirley Ward in the LRC & Careers Lead - Lorraine Petheram – Lorraine.petheram@uhs.w.com.** Further Careers information can be found on the school website



unifrog

UHS Ambition and Action Workshops



5 workshops Tuesday after school

- Sessions on- the importance of knowledge (careers / job families/ sectors), experience (gaining experience of different industries) , advantage (gaining competitive advantage over peers) and network to prepare students in their 'career-ready' journey.

Oxbridge Programme

Limited places running after half-term

Sessions repeated in Spring term for second Cohort



University and Apprentice Speaker Programme



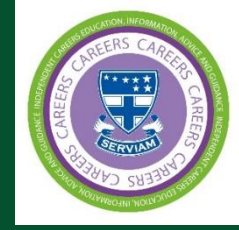
Autumn Term talks

15 Places for year 11 available at each of the following

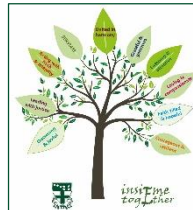
- Tue- 6th October Y12 Assembly -BHM-Applying to RG University and Career as a Pharmacist / Psychologist
- Wed- 7th October – Meet the Russell Group Universities- Virtual Careers Fair 12-6pm
- Wed- 4th November – UK Universities and Apprenticeship Fair- Virtual -12-6pm
- Tue 17th Nov- Apprenticeship & School Leaver Programme talk (inc degree apprenticeships)
- Tue 1st Dec- Healthcare Careers Panel
- Lorraine.petherham@ursulinehigh.merton.sch.uk



Year 11 Work Experience

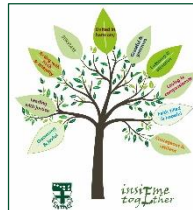


- We aim to ensure that all students leave our school equipped with the necessary skills to succeed in the world of work
- Through work experience pupils will enhance their knowledge of the world of work and their own employability
- **Students need to source their own work experience** with the help of parents/carers/friends of the family who work. This will be further supported by the Careers Adviser, Shirley Ward Shirley.ward@uhsw.com.
- Veryan WebView is an on-line work experience software tool - students will be issued with Personal Identification Numbers to access this site - they will record placement information for health and safety and insurance purposes
- If you are an employer here now who could be interested in taking a work experience student, please contact Shirley Ward Shirley.ward@uhsw.com



Year 11 Work Experience Key Dates

- Year 11 students are required to identify, secure and complete a **10 day work experience** placement
- Placements dates between **5th July - 16th July 2021.**
- Veryam software is accessed by students to record placement details.
- All work experience placements need to be agreed and on Veryam with the Careers Advisor by 29th January 2021



Time Management

3hrs homework per night

- Organisation (a ***dedicated quiet place to work*** uninterrupted, resources to hand)
- Help prioritise workload
- Routine (working, eating, relaxing, sleeping)
- Set time for chores or other responsibilities
- Plan ahead – allow for family events
- Weekend 3 to 4 hours both days

Reviewing & revising Year 9 and Year 10 material to help consolidate and maintaining rote learning.



Flashpoints for stress and worry

- Homework plus revision
- Friday mocks - period 5 onwards
2nd Oct (English), 8th Oct (Maths), 16th Oct (Science)
- Revision week 23rd Nov
- December Mocks – managing workload and expectations
30th Nov – 15th Dec
- January – Mock exam results
- Easter holiday – coping with revision & realisation the exams are about to start!
- Exam season is usually relatively stress free!
Students are fully prepared for how to cope with exams



How can parents help?

Please check your daughter's planner daily to see what is set, outstanding from yesterday.

Develop the habit of asking questions like:

- *What homework do you have?*
- *How long will that take?*
- *What equipment do you need to complete that?*
- *How do you think you might plan that piece of work?*
- *What are the key words that you need to use?*
- *Explain them to me?*
- *Show me how to do that?*
- *What did you learn?*
- Look at comments teachers are making and targets that are being set in their Notebooks .
- Devise a revision timetable and ensure it is being used.

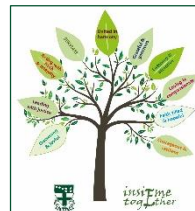


Be Informed-Planners

- Know what your daughter's subject targets are.
- Track current grades in planner/Progresso.

Relaxation and Support

- Plan relaxation or free time
- Extra-curricular activities
- Eat a healthy diet
- Regular exercise
- Plenty of sleep
- Coping with stress – encourage your daughter to talk about how she is coping
- Support is available in school & part of the exam preparation programme
- Form tutors, Ms Brown, Mrs Gilmore – all available to help



Important Dates & Parental Involvement

Academic Review Day (Autumn): Thursday 22nd – Friday 23rd October 2020

Academic Review Day (Spring): 25th and 26th March 2021

Year 11 Parents Evening – Thursday 21st January 2021

