



**URSULINE HIGH  
SCHOOL**

Welcome to  
**Year 12**  
Information  
Evening

Tuesday 6<sup>th</sup> October 2020



# Welcome

**Ms Julia Waters**  
Headteacher



# Opening Prayer

**Miss Alana Murphy**  
School Chaplain





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

**Mr Didier Adam**

Deputy Head teacher

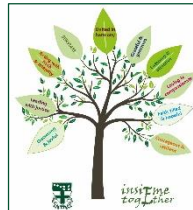
Teaching, Learning and Assessment (6<sup>th</sup> form)



# Teaching and Learning

What's different between A Levels and BTECs?

- **A Level**: External examinations in May/June
- Longer exams, very little coursework
- More depth required, often requesting a greater amount of independent reading around the subject.
- Large amount of revision and consolidation required.
- **BTEC**: Year 12 exams can be re-sat in Year 13 in order to improve from Pass to Merit and Merit to Distinction.



# Teaching and Learning

- 1 lesson of timetabled independent study per subject.
- 1 additional IL, not subject-specific, for additional study.
- Attendance is compulsory.
- There is no such thing as a ‘free period’.
  
- Additional Independent Learning ideas:
  - Wider reading
  - Additional practice of exam questions
  - Online courses [MOOCs] at [www.futurelearn.com](http://www.futurelearn.com)
  - Lectures online at [www.greshamcollege.ac.uk](http://www.greshamcollege.ac.uk)

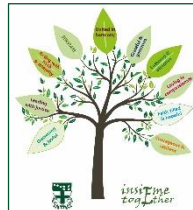




# Teaching and Learning

Teaching and Learning focused on

- Challenge & Differentiated tasks
- Checking and consolidating the learning through questioning, dialogue and discussion
- Modelling answers
- Exam techniques
- Prep



# Blended learning at UHS

	Staff	Students
In School (UHS)	Teaching in classrooms Resources uploaded on Teams and OneNote; marking takes place on Teams and OneNote	Files kept online on OneNote. Bring laptops to all lessons Access resources and teacher feedback online
Lockdown	Remote teaching as per timetable 100% lessons delivered online Assignments set through MS Teams and OneNote	Students access all their lessons online. Students take part in lessons with mic and Chat function. Complete assignments on MS Teams and OneNote

If a student is quarantining, face-to-face lessons will also be launched through MS Teams so they can be accessed by students who are well but at home.

# Blended learning at Wimbledon College

	Staff	Students
In school	Normal timetable in classrooms	Students attend lessons
Lockdown	1 Live lesson per week per teacher on Google Meet.	Students access Live lessons on Google Meet.

If a student is quarantining, resources will be available to them and assessed work will be marked but they will not be able to access the lessons remotely.



# 1:1 devices

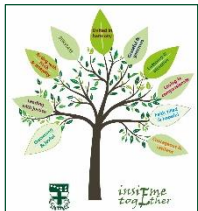
**Learning cannot be accessed without a laptop.  
Just like a calculator would be necessary to study  
Maths, your daughter having her own device is a  
compulsory requirement to join the 6<sup>th</sup> form.**



# Teaching and Learning

## Target setting

- All students are given an individual target for each subject they are studying.
- The target grade is calculated based on your daughter's GCSE average point score and the performance of students nationally in her subjects over the past 3 years.
- The grade does not cap our expectations of your daughter and students who meet their target grade are actively supported in order to exceed them.



# Assessment Calendar (1)

The assessment calendar can be found in your daughter's planner.

Assessment grades are fine graded:

• **B1** - Secure grade    **B2** - Middle of the grade    **B3** - Borderline grade

## **Cumulative Assessment Weeks (UHS/WC):**

- Aut A: w/b 28<sup>th</sup> September
- Aut B: w/b 30<sup>th</sup> November
- Spr A: w/b 25<sup>th</sup> January



# Assessment Calendar (2)

## **A Level End of Year Internal Examinations:**

29<sup>th</sup> April – 7<sup>th</sup> May (UHS & WC)

*This grade will be used for UCAS predictions, in conjunction with the target grade.*

**BTEC external examinations:** start after Easter and last until June 2020

Final Cumulative assessment + E/U internal re-sits

28<sup>th</sup> June - 2<sup>nd</sup> July (UHS & WC)

*Students achieving E/U grades in internal or external examinations cannot continue with the subject in Y13.*



# Discussions with staff

**22<sup>nd</sup> October (p5/6) & 23<sup>rd</sup> October (p1-5):**

Academic Review Day (ARD)

Individual appointments to meet with your daughter's tutor to discuss progress

**30<sup>th</sup> March 2021: Year 12 Parents' Evening**

Individual appointments with subject teachers to discuss progress and set targets.

**16<sup>th</sup> July 2021: ARD/Career pathway interview day**

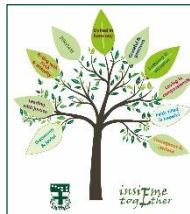
Individual appointments to meet with your daughter's tutor to discuss A Level results, progression into Y13 and post-18 plans.





# Reporting

- October 2020 Interim report (ARD)
- December 2020 Interim report (posted)
- February 2021 Interim report (posted)
- March 2021 Target report (Parents' evening)
- May 2021 A Level End-of-year exam grades (posted)
- July 2021 Interim report (ARD/Career pathway interview day)
- August 2021 BTEC Results Day / GCSE re-sits



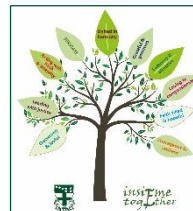
# How can parents help?

- Talk to your daughter about her studies.
- Ensure your daughter has got access to a working laptop.
- Is she making revision cards at the end of each unit in every subject?
- Read her teachers' feedback and what she's done to improve her work.
- Encourage your daughter to do an online course on [www.futurelearn.com](http://www.futurelearn.com) or [www.gresham.ac.uk](http://www.gresham.ac.uk)
- Provide a space for study.
- Encourage your daughter not to take a part-time job.
- Ensure your daughter attends school every day and on time.



# Contact Details

- [didier.adam@ursulinehigh.merton.sch.uk](mailto:didier.adam@ursulinehigh.merton.sch.uk)



# Expectations and Pastoral Care

**Miss Miriam Hollis**

Head of Year 12





# 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.

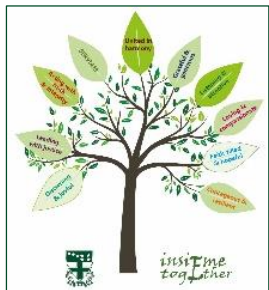


# Daily Routine

- Students should arrive to school between 8:30am and 8:45am.
- Registration in the DK and V rooms (upstairs) from 8:45-8:55am.
- Tutor is usually first point of contact in the morning – students engage in daily activities.
- High standards expected – behaviour, attendance, work ethic, and dress code.

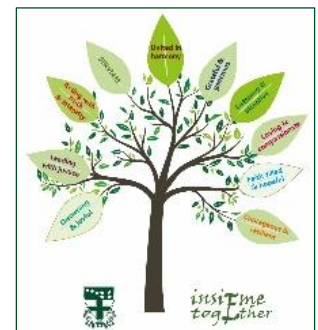
## DRESS CODE REMINDER

- Sixth Form students are required to wear a smart dark blazer every day with either a plain dark dress, trousers or a skirt. Black tights with skirts and dresses.
- Top in the colour of the student's own choice but no hoodies.
- Shoes should be formal – no trainers/converse.
- No facial piercings.



# Attendance and Punctuality

- We want the students to be in school whenever possible.
- Students with excellent attendance have a much higher chance of succeeding socially and academically .
- 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 arriving after 8:55am will be marked as 'late'.



# 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





# Drugs Education

The Ursuline has a zero-tolerance policy on drugs use. Drugs education is part of what we teach in the PSHEC curriculum. 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.

## Random Drug Test

This may be done at the Headteacher'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.



# Equalities, Diversity and Cohesion

The Ursuline has 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 characteristic 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.



# Concepts developed through PSHE

- **Identity** (personal qualities, attributes and managing privacy in an online world)
- **Relationships** (healthy and unhealthy)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle**
- **Risk** (managing not just avoiding)
- **Safety** (behaviour and strategies to use in different settings)
- **Diversity and equality**
- **Rights and responsibilities** (including fairness and justice)
- **Consent** (in different contexts)
- **Change** (as something to be managed)
- **Resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including online)
- **Career** (including enterprise, employability and economic understanding)



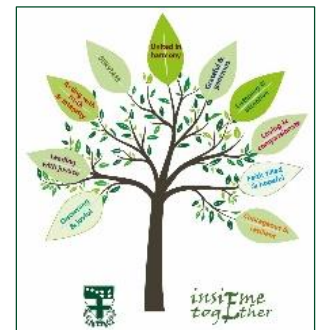
# Mental Health & Emotional Well-Being

- Growing concern for our young people – resilience building is key.
  - Look after our own mental health, then support others.
  - Balance with work and socialising – positive mental health & emotional well-being.
  - Their best will always be good enough
- 
- Pastoral support within Sixth form team
  - Safeguarding team
  - School Counsellor/Nurse
  - Referrals to External agencies as appropriate – Off The Record Counselling, Kooth Online Counselling, CAMHS if under 18.



# Pastoral Support & care

- Tutors, Miss Hollis, Ms McDonnell.
- Access to counselling and support in school through referral (School Counsellor, Education Welfare Practitioners, School Nurse or Mental Health First Aiders)
- PSHE - Core Themes (Joint themes with Wimbledon College):
  - Health and Well-being
  - Relationships
  - Living in the Wider World



# 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,  
ENJOY WHAT YOU DO



REMEMBER  
THE SIMPLE



EMBRACE NEW  
EXPERIENCES



Your time,  
your world

# 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 and/or HoY for a discussion about how we can help. Please email [wellbeing@ursulinehigh.merton.sch.uk](mailto:wellbeing@ursulinehigh.merton.sch.uk)

# Off The Record

- You can now access emotional support ranging from one-off support through our walk-in counselling sessions and outreach work, through to ongoing support through individual online counselling and face-to-face counselling.
- Off the Record is an established charity which has been providing free, professional support to young people in Croydon, Sutton, and most recently Merton over the last 25 years.
- Staff share a vision of “Bringing an end to mental health misery for children and young people in South London”.
- **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.
- <https://www.kooth.com/meet-the-team>



# 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.



# Where can I get practical advice?

- [www.childnet.com](http://www.childnet.com)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.catch-22.org.uk](http://www.catch-22.org.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- <https://www.internetmatters.org/>



The screenshot shows a web browser window displaying the 'Parents' Guide to Technology' page. The page title is 'Parents' Guide to Technology' in orange text. Below the title, there is a paragraph of text: 'In the parents' sessions we run in schools, we get a lot of questions about particular devices that children are using or asking for. This guide has been created to answer these questions and introduce some of the most popular devices, highlighting the safety tools available and empowering parents with the knowledge they need to support their children to use these technologies safely and responsibly.'

Below the text, there are two main sections with icons and titles:

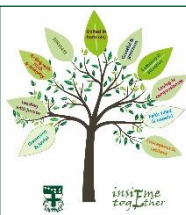
- Smartphones**: This includes BlackBerry, iPhone
- Gaming devices**: This includes Xbox 360, PlayStation 3, PSP, Nintendo Wii, Nintendo DSi

On the right side of the page, there is a navigation menu with the following items:

- Young people
- Parents and carers
- Home & communication
- Safety tools on online services
- Parental controls
- Parents' Guide to Technology
- Smartphones
- Gaming devices
- Internet-enabled devices
- Teachers and professionals
- Foster carers, adoptive parents and social

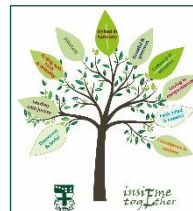
Below the navigation menu, there is a 'Quick downloads:' section with a button that says 'Download our Top 100 for iPhone'.

The browser's address bar shows the URL: <http://www.saferinternet.org.uk/advise-and-resources/parents-and-carers/parents-guide-to-technology>



# Contact Details

- [Miriam.hollis@ursulinehigh.merton.sch.uk](mailto:Miriam.hollis@ursulinehigh.merton.sch.uk)



# Careers and Destinations

**Mr Ben Barton**

Assistant Head teacher

(6<sup>th</sup> form)



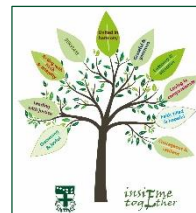
# Beyond Ursuline

- 89% of our 2020 leavers went on to University ( AV 89-92% each year)
- Oxbridge -4 students went to University of Cambridge
- Medics Programme - 2 student went on to study Medicine with 1 student going on to study Veterinary Medicine
- STEM – 34% of students went on to study a STEM subject at University
- 38% of students went to a Russell Group University
- 46% of students went to a Sutton Trust Top 30 University
- After one year follow up at university 97% of students have successfully completed year 1



# Preparation for future destinations

- Dedicated Oxbridge Co-ordinator
- Targeted Medics support in conjunction with Medic Mind
- Extensive range of presentations and talks from university admissions tutors, ex-students and experts in their field (face-to-face and webinars via Teams)



# What should students do from now...

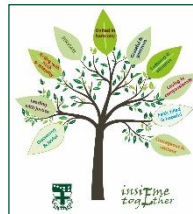
- Update their CV ready for the launch of Work Shadowing in November ( Students complete 1 week work shadowing placement in July each year)
- TBC - if work shadowing will take place in person or virtual in July 2021. This year students completed a virtual work shadowing week at organisations such as Glenman (construction ) Noiser Productions (Media) Johnson Matthey (STEM –chemical) and Costain Skanska ( Engineering)
- Research using careers platforms such as Unifrog Post 18 career paths – University / Apprenticeship/ School Leaver Programmes
- Register for Pathways Careers Training & Mentoring Programme –meeting and networking with employers across a range of industry sectors to find out about work experience, apprenticeship and school leaver opportunities ( FT, Allen & Overy, Accenture, The Co-op and many more)





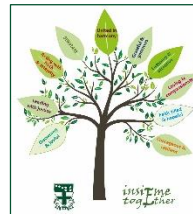
# Careers Programme – University route

- Careers interviews to review CV'S, discuss career post-18 destinations, assist with researching work shadowing opportunities and confirming a Post 18 pathway
- UCAS –research, apply, interviews, offers, firm and insurance choices, clearing, adjustment
- Review of personal statements by University admissions teams
- Mock interviews
- Student finance –maintenance and tuition loans
- Basic financial principles – Lloyd's Bank
- Preparing for university life talk
- Bi-weekly Careers Bulletins

The logo for UCAS (Universities and Colleges Admissions Service), featuring the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle pointing upwards.The logo for Student Finance England (sfe). It features the lowercase letters 'sfe' in a blue, sans-serif font, with a blue swoosh underneath. Below this, the text 'student finance england' is written in a smaller, blue, sans-serif font, followed by 'the student finance experts' in an even smaller, blue, sans-serif font.

# Careers Programme – Apprenticeship & Gap Year route

- Careers interviews to decide post-18 plans ongoing throughout Year 13
- Apprenticeship workshops –research & interview skills – Pathways CTM and Ask Apprenticeships
- Review of CV's, application forms, mock interviews ad assessment centre briefing for apprenticeship, internship and full time employment positions
- Support with applying to University once gap year complete



# Contact Details

- [Anita.Ryan@ursulinehigh.merton.sch.uk](mailto:Anita.Ryan@ursulinehigh.merton.sch.uk) (6<sup>th</sup> Form Careers Advisor)
- [Ben.barton@ursulinehigh.merton.sch.uk](mailto:Ben.barton@ursulinehigh.merton.sch.uk)

