



URSULINE SIXTH FORM

Welcome to **Year 12**

Information
Evening

Tuesday 13th September



Welcome

Ms Julia Waters
Headteacher



Ursuline
SIXTH FORM
WIMBLEDON

Belong and Succeed

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**



URSULINE SIXTH FORM

**‘You will be
my
witnesses’**

(1:8)



Teaching and Learning

Mr Didier Adam
Deputy Headteacher

6th Form Teaching, Learning and Assessment & Standards

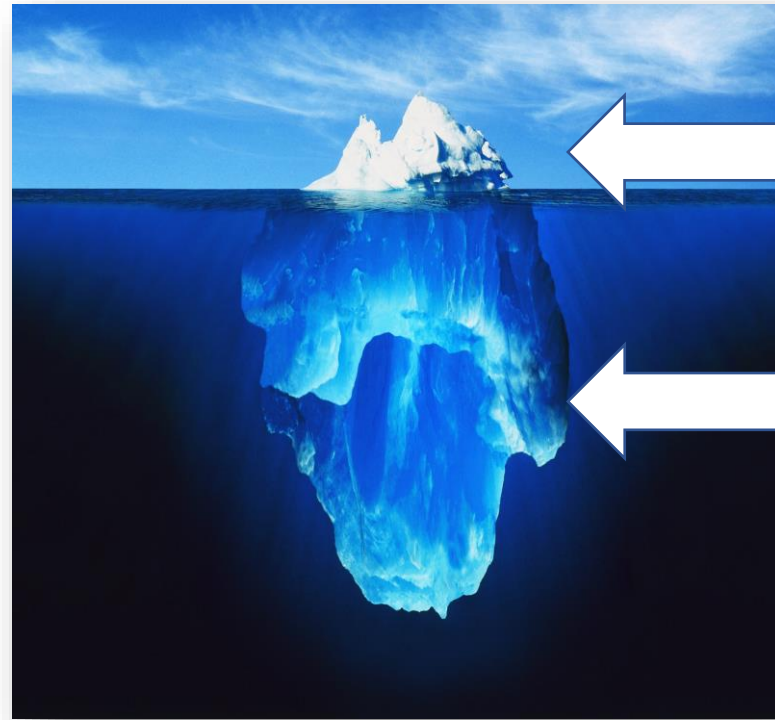
Teaching and Learning

What's different between GCSEs and the 6th Form?

1. - *The quantity of work*: students may only be doing 2, 3 or 4 subjects but the workload is three times greater than at GCSE.
2. *The complexity*: students may have attained high grades at GCSE and 'always been good' in a subject; suddenly it will become much harder.
3. *The expectations*: students are expected to take ownership of their learning. Students in Y12 are expected to study about 20 hours outside lesson time every week, moving to 30 hours in Y13.

Student potential can only be achieved if they work very hard from the start of Year 12.

The Educational Iceberg



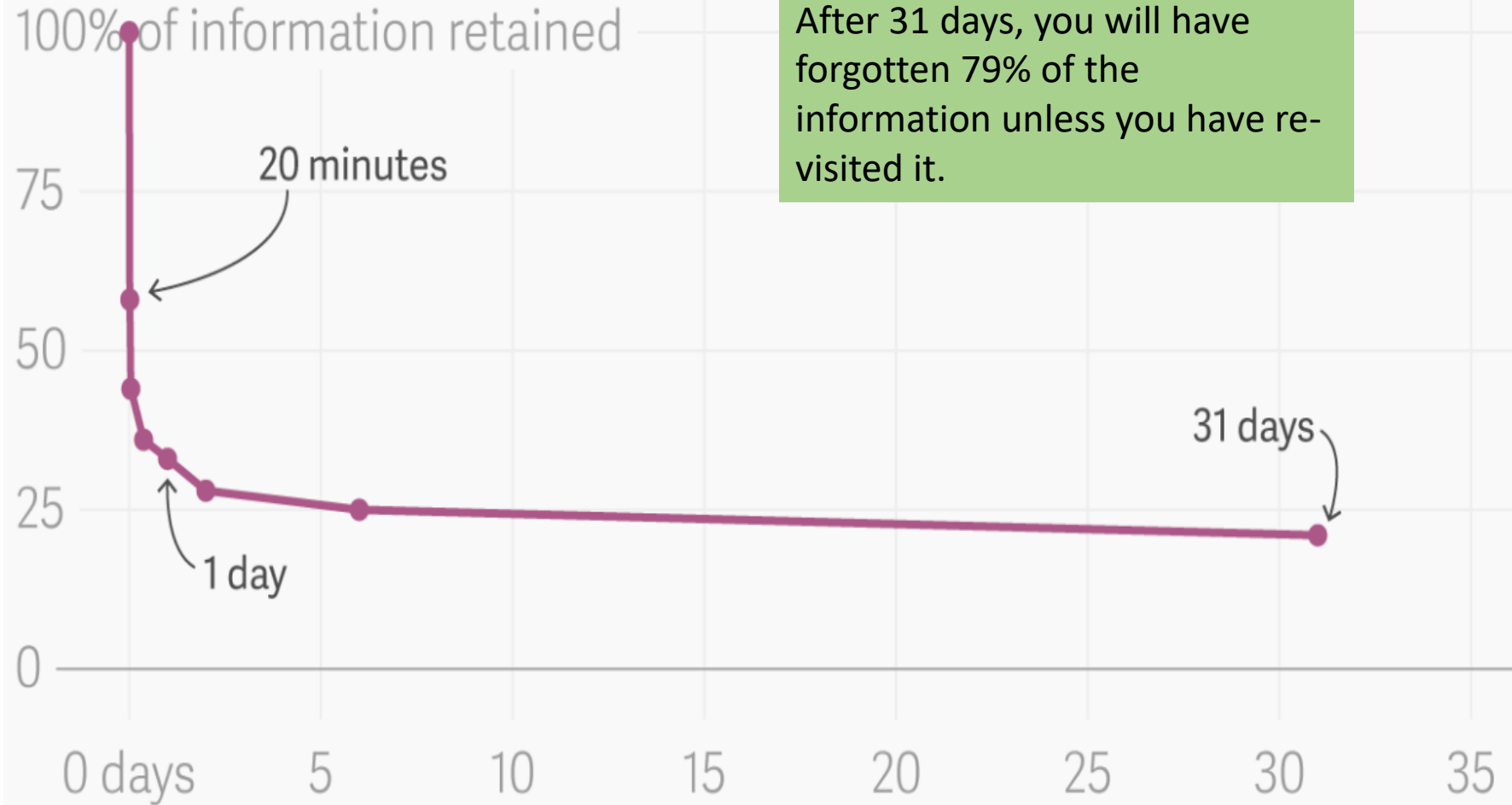
← **Grades**

← **Everything else:**
Practice
Effort
Resilience



Ursuline
SIXTH FORM
WIMBLEDON
Belong and Succeed

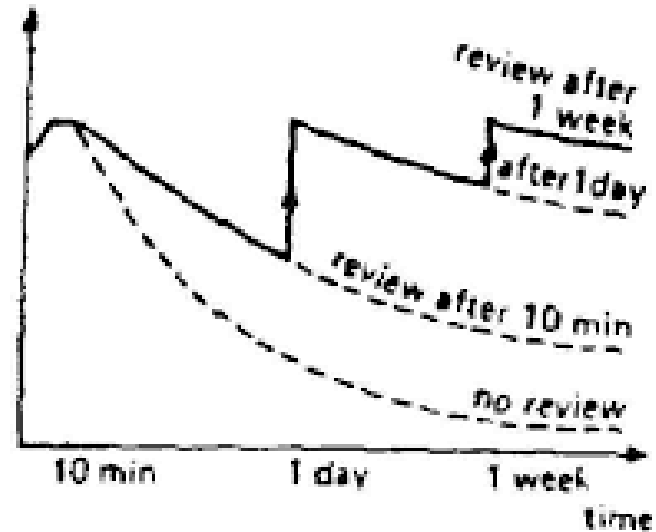
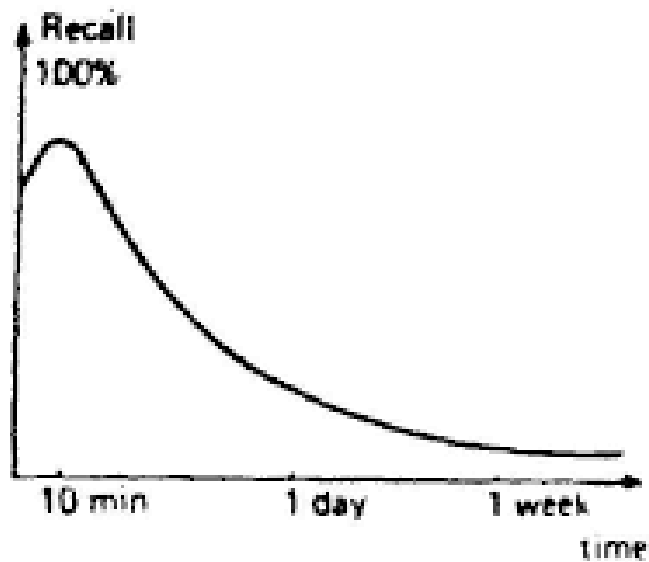
The forgetting curve



After 31 days, you will have forgotten 79% of the information unless you have revisited it.

Revisiting daily and weekly

- Need to revisit little and often to refresh knowledge



Ursuline
SIXTH FORM
WIMBLEDON

Belong and Succeed

Mindset

- **V**ISION: How well do you know what you want to achieve? What are your goals?
- **E**FFORT: How many hours of **independent** work do you do?
- **S**YSTEMS: How do you organise your learning and your time? e.g. daily & weekly revision, making revision cards, managing your time to meet deadlines...
- **P**RACTICE: **What kind of activities** do you do to practise your skills? E.g. e-drafting, doing additional questions/essays, wider reading, going back to teachers with questions
- **A**TTITUDE: How do you respond to setback?



Timetabling

Academic timetable:

- 5 lessons a week per subject (except T Levels, 15 lessons; Applied Science, 10 lessons and Level 2/GCSE courses: 4-5 lessons)
- 1 lesson of timetabled independent study per subject.
- 1 additional IL, not subject-specific, for additional study.
- 1 Wider reading lesson every week
- Attendance is compulsory.
- There is no such thing as a 'free period'.
- Additional Independent Learning ideas:
 - Additional practice of exam questions
 - Online courses [MOOCs] at www.futurelearn.com

Teaching and Learning

Teaching and Learning focused on

- *Challenge*: probing questioning and high expectations
- *Checking the learning*: questioning, use of mini-whiteboards, dialogue and discussion
- *A Culture of Encounter*: teachers know the students well, including what they find difficult, the gaps in knowledge and set targets accordingly.
- *Consolidation*: assessments continually check on prior learning to ensure learning is committed to long-term memory through frequent revision.

Blended learning

In Files:

- EMB tracker
- Any written EMB assessment filed in the relevant area
- Assessment feedback sheets for marked pieces of work (fortnightly)
- The Big Picture sheets for each unit should be at the start of every unit of work
- All written classwork dated and linked back to appropriate online resource
- Any longer written question/piece of work must be handwritten and filed
- Evidence of Independent Learning work

On Teams / OneNote

- Separate section for each unit,
- All worksheets in appropriate unit of work
- Revision Materials
 - The specification and SOLs
 - Past papers, bank of exam questions & examiners' report
- Wider Reading booklet

Wimbledon College uses **Google Classroom** for assignments and homework. She will have received a login to access Google from WC.

Learning cannot be accessed without a laptop.

Target setting

- All students are given an individual target for each subject they are studying.
- The target grade is calculated based on the GCSE average point score and the performance of students nationally in those subjects – so targets may vary for each subject.
- The grade does not cap our expectations 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 the student planner.

Assessment grades are fine graded e.g.:

• **B1/M1** - Secure grade **B2/M2** - Middle of the grade **B3/M3** - Borderline grade

- Aut A: two assessment grades per subject
- Aut B: w/b 28th November – cumulative assessments [45 mins per subject]
- November external exams for Maths & English GCSE
- Spr A: w/b 23rd January – full paper assessments [90 min per subject]
- Spr B: w/b 20th February – VTQ Mock examination week



Assessment Calendar (2)

A Level End of Year Internal Examinations:

27th April – 5th May (UHS & WC) – 1 or 2 full-length exam papers per subject

E/U internal re-sits

26th – 30th June (UHS & WC)

BTEC external examinations: May-June 2023

T-Level external examinations: June 2023

Students achieving E/U grades in internal or external examinations cannot continue with the subject in Y13 and will be re-coursed or will need to leave the Ursuline if they fail to progress in multiple subjects.

Discussions with staff

20th October (p5/6) & 21st October (p1-5):

Academic Review Day

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

23rd March 2023: Year 12 Parents' Evening

Individual appointments with subject teachers to discuss progress and set targets. Venue: Wimbledon College.

14th July 2023: ARD/Career pathway interview day

Individual appointments to meet with tutors to discuss internal results, progression into Year13 and post-18 plans.

Reporting

Interim Reports online

October 2022 (ready for ARD)

December 2022

February 2023

May 2023 (includes A Level End-of-year exam grades)

July 2023 (ready for ARD/Career pathway interview day)

Subject target report

March 2023 (ready for Parents' evening)

External results

January 2023 for GCSE November re-sits

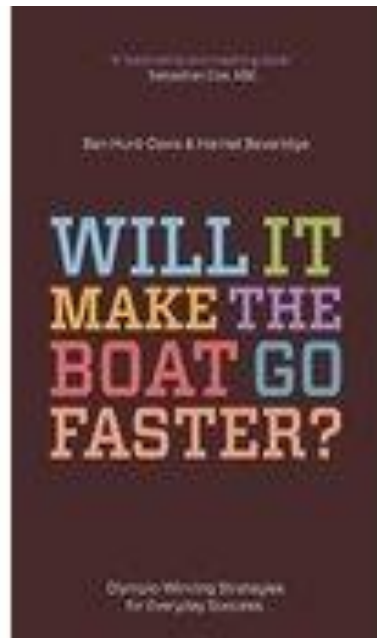
August 2023 for BTEC & T-Levels Results & all Level 2 qualifications



How can parents help?

We need your active engagement:

- Ensure 96%+ attendance
- Challenging conversations at home about progress
- Check daily and weekly review of learning takes place
- Ensure revision cards are made every half-term
- Read teachers' feedback and what needs to be done to improve
- Encourage wider reading and independent study (e.g. at www.gresham.ac.uk)
- Encourage not to take a part-time job
- Ensure access to a working laptop
- Attend ARD and parents' evening
- Provide a space for study



Contact Details

- didier.adam@ursulinehigh.merton.sch.uk

Routines, Attendance, and Pastoral Care

Ms Miriam Hollis

Head of Year 12

miriam.hollis@ursulinehigh.merton.sch.uk



Morning Routine – Form Class

- Students must **arrive to school by 8:30am**; they will be welcomed by their head of year and tutors
- Registration in their **form room from 8:35-8:50am**.
- Tutor is their **first point of contact in the morning** – students engage in daily activities. Our tutor team is there to support them at the beginning of each day.
- **High standards expected** – behaviour, attendance, work ethic, and dress code. These standards will be reinforced by tutor.
- It is **essential each student starts the day off ready to learn if they want to succeed**

Dress Code

- The purpose of our dress code is for students to **develop a sense of what is appropriate to wear in a formal working situation** without enforcing a uniform, and to set an example to the younger students and for high standards of appearance to be visible within the community.
- Sixth Form dress code is a **reflection of our high standards** and professionalism.
- Students are required to wear a **smart blazer, professional blouse or shirt, trousers or skirt, and formal black shoes.**
- Boys are expected to wear a **suit with a shirt and tie.**

Attendance and Punctuality - Context

- The government guidelines are very clear - pupils need to attend school regularly to benefit from their education
- Missing out on lessons leaves children vulnerable to falling behind.
- **Children with poor attendance achieve poorer outcomes.**
- The government expects us to:
 - *promote good attendance and reduce absence, including persistent absence*
 - *act early to address patterns of absence*
 - *parents to perform their duty by ensuring their children are registered at school attend regularly*
 - *all pupils to be punctual to their lessons*

Attendance and Punctuality – Our Expectations

- We expect every student to have **at least 96% school attendance**
- **No student should miss school unless absolutely necessary.**
- We must know if your daughter is not attending by 8.30am as this is a safeguarding duty.
- **Phone calls home daily** for any unexplained absence
- We monitor all students
- **Any student under 90% is classified by the government as a persistent absentee** and they will be on an attendance action plan
- Face to face parental meeting will be required for students classified as persistent absentees

Attendance and Punctuality – Impact on Outcomes

	Equivalent of...	Learning lost per year...
95%	Half a day off every 2 weeks.	2 weeks
90%	A day off every 2 weeks.	1 month
85%	A day and a half off every 2 weeks.	Half a term
80%	A day off every week.	Over half a term

Pastoral Care and Wellbeing

- Your child's wellbeing is of the utmost importance to us.
- We know **positive mental health & emotional well-being** are key to them reaching their potential.

- **Pastoral support within Sixth form team**
 - Safeguarding team
 - School Counsellor/Nurse
 - We work with numerous external agencies as appropriate – Off The Record Counselling, Kooth Online Counselling, CAMHS etc.

- **Access to counselling and support in school through referral** (School Counsellor, Education Welfare Practitioners, School Nurse or Mental Health First Aiders)
- Our **PSHE Curriculum** is designed to promote positive health and well-being

- **Internal and external support is signposted** in all form rooms and common rooms.

- **Police Community Support Office** (PC Gunn) works with us to educate and support students.

Parent Communications

- The Ursuline High School is committed to effectively communicating with our parents and carers.
- We have a clearly defined marketing communications strategy in place which is reviewed regularly to ensure it meets the needs of our parents/carers.
- We communicate with the both the primary and secondary parents – where we have a valid email and the parent has parental responsibility. There are a few exceptions where we may need to communicate with primary parents only, for example Consent Requests and Parent Meeting Bookings. This is to avoid receiving two responses back which causes confusion.
- We also communicate with the 6th form student, where appropriate.
- Please ensure you let us know if your details change.
- Our strategy includes a wide range of mediums including Weduc (our communications app/web portal), email, information meetings, academic review meetings, progress reports, newsletters, our website and other school collateral where appropriate.
- In addition to Weduc, we use ParentPay, Progresso, Microsoft Teams and Evolve for school trips, to support various elements of your child's learning journey. We are reviewing the process for giving trips consent and will email you soon with details.
- We have an active presence on Instagram and Twitter - do please give us a follow at @uhswimbleton and join our growing social community.

Weduc

- Weduc is our communications tool and is accessible via app or web portal.
- In addition to receiving messages from the school, parents can use Weduc to report an absence, view historical absence records, read our newsfeed and access our website and other portals including Parent Pay, Progresso, and Evolve. Over time more and more features will be made live.
- All primary parents/carers will have by now received an email with joining instructions and a personalised code. Secondary parents will receive their invites this week. Codes are unique and cannot be shared. Codes for other Ursuline portals are different so please don't try and enrol until you receive your email invitation. Enrolment is open to primary and secondary parents. If you do not wish to enrol you will receive communications from us to your email mailbox.
- If you already have an Ursuline Weduc account (you have a sibling at the Ursuline or your 6th form student attended the main school), then there is actions required from you.
- If you hold a Weduc account with another school, please ensure you follow the enrolment process and when prompted, click on the "Yes, I already have an account" option. Once set up you can move between the schools you have a Weduc account for.
- Students are not invited to Weduc, we send all emails to their official Ursuline email mailbox.
- To ensure you do not miss messages from us, many of which are urgent and important, we recommend Weduc app users enable notifications. Weduc web portal users cannot enable notifications and we therefore ask that you log in daily. To help ensure you don't miss any messages, web portal users will also receive duplicate messages to their email mailbox.
- Visit the [Communications page of our website](#) for more information about our Parent Communications Strategy including our Weduc FAQs.
- Any technical queries regarding Weduc or any of our portals, should be directed to ITHelpdesk@ursulinehigh.merton.uk

Leadership Opportunities, Inclusion, and Personal Development

Mr Brendan Ryan

Assistant Headteacher

brendan.ryan@ursulinehigh.merton.sch.uk



Ursuline
SIXTH FORM
WIMBLEDON
Belong and Succeed

Personal Development - Leadership Opportunities

- Additional Curricular Activities and Opportunities
- Conferences
- Student Societies
- Chaplaincy
- Enrichment Trips
- Student leaders
- Prefects
- Head Girl Team
- Student Consultation Groups



Leadership & Personal Development - Enrichment

- Every student has a timetabled enrichment activity
- We offer both internal and external enrichment
- Ms Harrison co-ordinates this programme

	Enrichment
1	Art
2	Choir
3	Conference planning
4	Covent Garden
5	Duke of Edinburgh Award
6	English Literature
7	Guardian Young Reporters
8	Homeless Shelter
9	Imagineering
11	Rare Subjects
12	Prince's Trust
13	Royal Marsden
14	Sacred Heart Primary
15	Science Crest Award
16	Sports leaders
17	St John Fisher Maths
18	St Teresa's Bike Project
19	St Teresa's reading

Leadership & Personal Development – Student Societies

- **Year 12 students at the Ursuline have the invaluable opportunity to set up, run and get involved with societies.**
- **These societies are led and organized by students for students.**
- These societies seek to enrich student experience and promote academic rigor whilst developing the students' leadership, organizational and teamwork skills.
- Each society organizes events such as debates, lectures and guest speakers.
- The Year 12 Summer Conference is led and organised by the Year 12 society leaders. The students are very excited about it.

Last year, there were seventeen Year 12 societies covering the following areas:

1	Afro-Caribbean Society	6	Eco Society	1	Photography Society	16	The Forum & Philosophy Society
2	Business and Management	7	English Society	1	Politics Society	17	University Life
3	Criminology Society	8	Fashion (Design) Society	1	Psychology Society		
4	Culture and Diversity Society	9	Medic Society	1	Sign Language Society		
5	Current Affairs Society	10	Music Society	1	Spanish Society		
				1			
				1			
				3			
				4			
				5			

Equalities, Diversity and Cohesion

The Ursuline Sixth Form has a clear policy on inclusivity, and we respect all the protected characteristics:

- Age
- Disability
- Gender reassignment
- Race and ethnicity
- Sex
- Sexual orientation
- Religion



We are an inclusive community, and we are here to support all our students.

Equalities, Diversity and Cohesion – Student Voice

- **Student voice** is incredibly important to us, and throughout the year, **we seek feedback from our students** about how we can continue to support our ethos of inclusivity in the sixth form.
- We have **groups for students to join**, and we run a **several learning conferences** across the year to promote, amongst other things, our commitment to inclusivity.
- For example, last year, our **Year 12 students led conferences** about female empowerment and celebrating the successes of all communities. And they ran a wonderful **cultural day** where they celebrated the diversity in our sixth form.

Learning Conferences



Year 12 Cultural Day



Personal Development - PSHE

- Year 12 have a PSHE session period 2 every Tuesday
- This will be delivered by your form tutor
- In KS5, we have a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes:
 - health and wellbeing
 - relationships and sex education
 - living in the wider world
- The sessions will provide a safe space for you to discuss and reflect on important issues.

Personal Development – General RE

- Students complete a general RE programme that enables them to articulate and be proud of their faith and personal beliefs while respecting the beliefs and values of others.
- They cover: Fratelli Tutti, Feminist Theology, Ethical Theories, Philosophical Religion, and Church History
- Last year, our Year 12 evaluation revealed that 88% of students felt the course fostered a culture of encounter and helped them deepen their understanding of their own spiritual journey.

Careers and Destinations

Mr Ben Barton

Assistant Head teacher

ben.barton@ursulinehigh.merton.sch.uk

Beyond Ursuline

- 89% of our 2020 leavers went on to University (AV 89-92% each year)
- Medics Programme - 3 student went on to study Medicine with 1 student going on to study Dentistry
- STEM – 34% of students went on to study a STEM subject at University
- 45% of students went to either a Russell Group or 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
- Dedicated Sixth Form Adviser and a T Level Industry Placement Officer
- Extensive range of presentations and talks from university admissions tutors, ex-students and experts in their field (face-to-face and webinars via Teams)

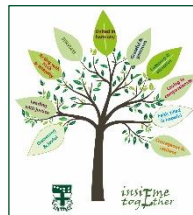


What should students do from now...

- Predicted grades process for UCAS
- Update their CV ready for the launch of Work Shadowing in November (Students complete 1 week work shadowing placement in July each year)
- 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 and 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 (Careers Lead/Sixth Form)
- Ben.barton@ursulinehigh.merton.sch.uk