



**URSULINE HIGH
SCHOOL**

Welcome to
Year 8
Information
Evening

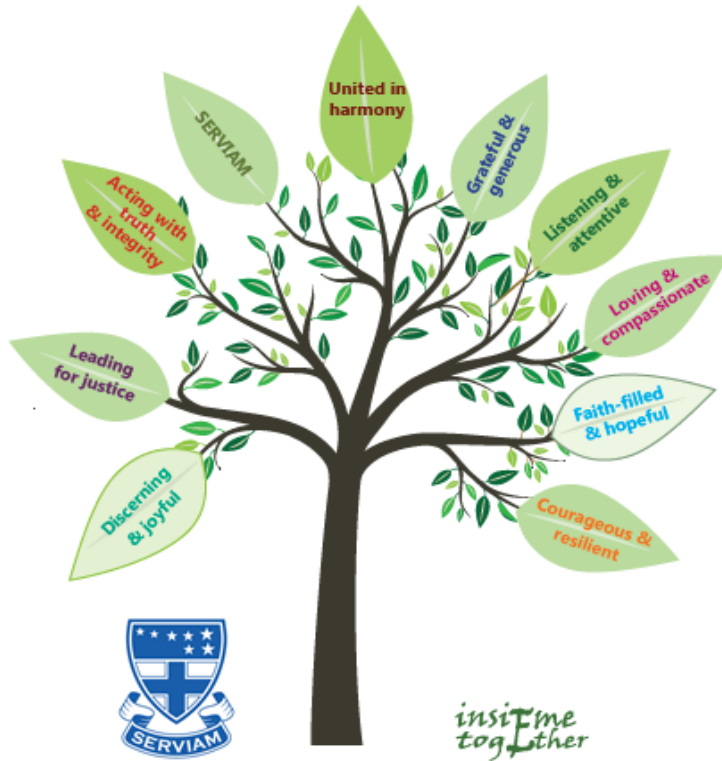


Welcome

Ms Julia Waters
Headteacher



Insieme Together



Students in an Ursuline school are growing to be individuals who are...

united in harmony, being bound to one another by the bond of love, respecting each other, helping each other and bearing with each other.

grateful for their own gifts, for the gift of others, and for the blessings of each day; and **generous** with their gifts, in the service of others.

openly **listening** to their experience and to their vocation or calling in life; and being **attentive** to the choices they make and the effects of those choices.

loving in their just actions and forgiving words and **compassionate** towards others, near and far, especially the less fortunate;

faith-filled in their beliefs and **hopeful** for the future.

courageous in their actions and interactions with others and **resilient** in the face of challenge and change.

discerning and reflective in their studies and other activities and **joyful** in their engagement with the world.

leading in the tradition of Serviam, serving God and one another in their commitment to their school and communities, both local and global, in the pursuit of **justice** for all.

conducting their lives, in both words and actions, as witnesses to the **truth** that is Jesus Christ, acting with **integrity**, nurturing relationships built on trust.

SERVIAM: I will serve in the daily routines of my school life, my life at home, my life in my local community, my life in the wider world.



Prayer

Lord help us

All: to accept you in all parts of our lives.

Lord inspire us

All: to surround ourselves with friends and faith communities that will nourish us and help us grow strong.



Prayer

Lord guide us

All: that you may produce in us love and peace, patience and kindness, faithfulness, humility and self-control.

Lord make us appreciate

All: the gifts that we receive from you and from everyone in our lives



Prayer

Lord invite us

All: to continue to help these young people grow and be inspired by us.

**We make our prayer through Jesus Christ,
our Lord and our brother,
our teacher and our friend.**

All: Amen



Teaching and Learning in Year 8

Mr Owen Nichols

Assistant Head Teacher

Teaching and Learning KS3/4

Curriculum

Digital Learning



Bridging the gap



KS3

KS4



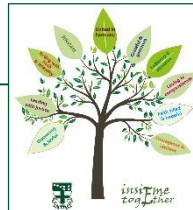
Our Curriculum

- i. English, Maths & Science x 4 lessons
- ii. History, Geography, RE & PE x 2 lessons
- iii. French x 1 and German or Spanish x 2
- iv. Art Textiles, Art, Computer Science, Music, Drama x 1
- v. Food & Nutrition & DT x 1 on rotation.



Teachers

- Consistently high expectations of all students
- Outstanding progress in lessons and over time
- Systematically checking learning throughout the lesson
- Active and engaging learning that is personalised for every student through effective planning
- Excellent subject knowledge
- Assessment for learning for consistently high quality marking and feedback
- Questioning and dialogue to engage Learning
- Opportunities for students to plan, think and reflect



New GCSEs

Curriculum



Why talk about GCSE at the start of Year 8?

- Radical changes have been made to GCSEs.
- KS3 ends at the end of year 8.
- Year 9 the GCSE course begins due to the greater depth of knowledge and understanding that is required
- All leading to a KS5 pathway which is more challenging



What Changes Are There?

- More content to be studied (in some subjects - A LOT more content).
- Longer written answers to be given in exams.
- All assessment will take place at the end of Year 11 – no controlled assessment any longer (with very few, small exceptions e.g. in Art)
- The grading will be different: 9-1 instead of A*-G



Revision and Consolidation

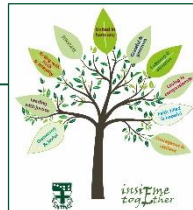
Revision and consolidation of learning
MUST be ongoing



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



Teaching and Learning Beyond School - How Parents Can Help

- Curriculum guide for information on courses
- School calendar for events
- Homework timetable
- Planner- always check and sign
- Exercise books
- Time and space to study
- Talk about learning



Keeping You Informed

- **Wednesday 22nd January** - 7.00 pm Year 8 Progress Routes evening
- Update on changes to GCSEs
- Update on our curriculum offer in Year 9 and at KS4
- Looking ahead: How the Y9 curriculum and the KS4 options process will inform what your daughter does at KS5.



Assessment, Recording and Reporting

Mr Eoin Kelly

Associate Head Teacher

Standards



Assessment, Recording and Reporting



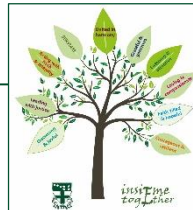
- 1. Starting Points.**
- 2. UHS Target Standards.**
- 3. Progress.**



Starting Points

ARE (Age related Expectation)

Targets not capped or Limiting



What is ARE?

- Age-related expectation is the average standard of work expected at a given age or development in education. (This Changes over Time)
- At the end of KS2 Y6, ARE will be 100 (scaled score) (4a in old levels).
- Each Year some students are below, on, above or significantly above this average when joining UHS.
- We have devised a system called the UHS Standards to target, track and support students progress through KS2.



UHS Standards

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

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

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

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

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

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

- This means that any student currently
 - joining Below **ARE** who would start on Bronze needs
 - to be supported in class in order to make
 - accelerated progress with the ambition that she
 - would move to Silver Standard and close the gap.
- We are setting targets which are challenging/aspirational and if achieved would continue to produce outstanding progress for all students.



Advice Given to Students

- Your key task will be to ensure you always work to this target and to try your very best to move to the next one up.
- Your teachers will tell you what you need to do to stay on your target and what you need to do to aim for the target above.



Progress Is Built Into The Design Of The Standards

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



How We Grade Work

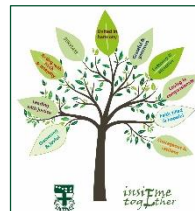
- **Formatively**
- Assessment to aid learning journey (Throughout each half term)
- **Summatively**
- Assessment of Acquired knowledge at an Assessment Point. (Standard Awarded each half term)
- We use a mix of both



How we Grade work

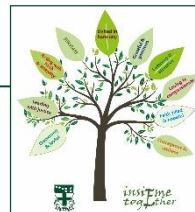
In addition to the standards,
effort grades are reported to students and parents each half term

Outstanding
Good
Requires Improvement
Poor



Progress, Additional Support

- If students are below ARE or drop below their standard;
- Small Group interventions in Numeracy, Literacy and Reading recovery.
- Specific Learning Support Groups.
- In class intervention in Subjects.
- Students with Specific SEND will have intervention as Co-ordinated by the SENCO Mrs Delhoum



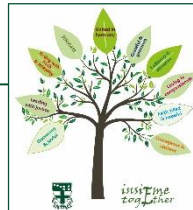
Online Electronic Mark Book (EMB)

- We have a system called Progresso where you can access information on your daughters attendance, punctuality, behaviour along side any reports on progress, attainment or exams produced during her time at the school.



Accessing This Information

- www.ursulinehigh.merton.sch.uk
- Click on Progresso Link
- Enter username and password (distributed to you directly from Progresso on your school email). You will be asked to change your password termly. Please make a note of your changed password.
- 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 ask for extra help when you come to collect your daughter's laptop. Alternatively follow the Progresso Log in help on the school website clicking



Assessment, Recording & Reporting Cycle

Autumn A:

- EMB standard is entered for each subject based on a cumulative test this term and is made available on Progresso
- **1st Academic Review Day (Parent/Student Teacher Meeting)**
- **17th October 2019 P5 & P6 & 18th Oct P1-P6**

Autumn B:

- Pass Survey 30th October
- EMB standard is entered for each subject based on a cumulative test this term and is made available on Progresso. Report also posted home 19th December.

Spring Term A: EMB Standard entered on a cumulative test on all work covered so far in Year 7 (This level is made available on Progresso)

Spring Term B: EMB standard entered and posted home + Progresso

- **1st Academic Review Day 1st April 2020 P5 & P6 and 2nd April P1-P6**

Summer Term A: EMB Average grades available online

Parents' Evening: 30th April

- EMB Summer A Entered Parents notified 22nd May
- 5th May – Help prepare your daughter for Exams Evening Session
- **End of Year Exams 11th May – 15th May**
- **Year 8 Full report posted home 18th June 2020**
- **Summer Term B:** EMB Cumulative grade available online final report posted home

Pastoral Care

Ms Michelle Alexander

Assistant Head Teacher
Safeguarding and Inclusion



Issues in Year 8-Parks/Parties

- Begin to have more independence
- Ask to spend more time away from home
- Parks are a dangerous place for young people to congregate - Drugs, Alcohol, Anti-social behavior
- Parties – adult supervision? Who else will be there?
- We need parental support in ensuring our young people make the right choice



Dangers Online

- Risk of coercion
- Pictures, comments etc can be passed on without permission.
- Access to people they do not know easily
- Not easy for young people to recognise a 'stranger' online
- Easy to inadvertently share personal info



What Can We Do?

- Recognise the risks - has a 12 year old got the emotional maturity to handle them?
- Limit the time spent on electronic devices and remove them in the evenings/night.
- Know what she is doing online – open space at home for access
- Know logins and passwords
- School monitoring of devices – even at home (e-forensics)
- Not a smartphone?



Where Can I Get Practical Advice?

- www.childnet.com
- www.saferinternet.org.uk
- <https://www.tigermobiles.com/2015/05/how-to-protect-your-children-on-their-smartphone/>
- <https://www.internetmatters.org/>



Parental Monitoring

- It's hard to keep an eye on your child's internet usage 24/7, especially when every device they use is connected to the web. Whether they're researching for homework, posting on social media or watching videos of fails or hauls, kids and teens have become more and more reliant on their devices and keeping them safe is no longer about peering at the family desktop screen.
- With internet accessibility at an all-time high, here are some apps to help you create boundaries and keep your child safe online, even when they're on their mobiles or tablets! It is your responsibility to ensure they use social media safely.
- App such as Qustodio, Norton Family Premier and Net Nanny details here for comprehensive monitoring:
- <https://www.tescomobile.com/the-hub/5-best-parental-control-apps-for-mobiles-and-tablets/>



Mental Health

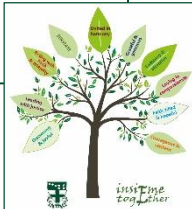
- Growing concern for our young people – resilience building is key
 - Balance with work and play
 - Their best will always be good enough
-
- Pastoral support team
 - Safeguarding team
 - School Counsellor/Nurse/EWP
 - Off The Record Counselling and Kooth (online counselling) available to students this term



Off The Record

- **Counselling** - Free and confidential counselling to young people aged 11-25. All Ursuline Students are entitled to access services.
- **Drop-In** - Drop In service for young people aged 11+ every Wednesday from 3.30-5.30pm.
- **Online Support** - Free online counselling for young people aged 11-25.
- Later this term, we hope to have more online counselling available via **Kooth** – we will share details with parents and students.

<https://www.talkofftherecord.org/merton/>



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



LGBTQI

Accompaniment is an **art of enabling someone to grow, to develop, to help and support that person to discover who they are** as being made in God's image; to help someone to become fully human with an intrinsic dignity

- Archdiocese of Southwark with
- Catholic Secondary Headteachers

- Framework for guiding Catholic schools on developing a
- pastoral response to the needs of students who identify
- as LGBT within Catholic schools

The framework has allowed UHS to:

- Create a guidance on providing an appropriate response to meeting the needs of students who identify as LGBT
- To help UHS remove barriers which are oppressive and disadvantaging for LGBT students.

Provision At UHS

- A bullying policy and code of conduct for students which recognises prejudice related to LGBTQI
- Gender neutral toilet e.g. KS3 toilet
- Changing names and gender markers on files – by agreement of parents for students 16 or under
- 16+ name changed by deed poll– requires reprints of exam certificates etc.
- Mentoring
- Student Equalities Group
- School Counsellor
- PSHEC program to address LGBT and equality issues
- Work with parents to signpost support services

A copy of the guidance will be available online for you to access.



PSHEC in Y8

- **Autumn term:**

- Multi-cultural Britain
- Safety and protection
- Homophobia and gender
- Conflict resolution

*CSE, Prevent, FGM, PASS Survey, British Values, Black History Month
Knife crime, Positive Mental Health*

- **Spring term:**

- Careers focus and options
- Philanthropy project
- Local and National Government
- Improving Health

Drug Awareness

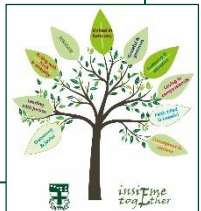
LGBTQI History Month

- **Summer term:**

- Emotional Mental health
- Personal and online safety
- Study skills ahead of exam week

Support with options for Y9,

Sports day prep, Y7 Debates prep, Serviam Assembly prep



Y8 Pastoral Workshops for Parents

- 7th November 6pm - Clinical Psychologist workshop
- 4th December 6.30pm – Y8 Autumn Pastoral workshop – Managing friendships/peer pressure and drugs and alcohol
- 20th January 6pm - Clinical Psychologist workshop
- 16th March 6.30pm – Y8 Spring Pastoral workshop – Healthy relationships and social media
- 14th May 6pm - Clinical Psychologist workshop
- 17th June 6.30pm – Y8 Summer Pastoral workshop – mental health and low mood



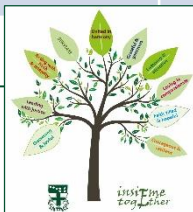
Travel To And From School

- Straight to and from school#
- Current Worple road issues
- No loitering in Wimbledon – no shops
- No more than 4 students together
- Travel carefully and respectfully
- Travel safety afternoon (TFL)
- Feel prepared in a difficult situation



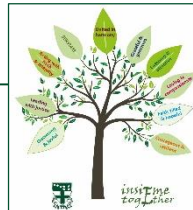
Punctuality

Numbers of lates	Staff responsible/action to be taken	Consequence for pupil
1	Tutor conversation/HOY	Student signs in early the next day
2-3	Tutor conversation/HOY	Student signs in early the next day
4	Tutor phone call home	Parents informed/ Student signs in early the next day
5-8	Deputy Head late detention. Letter home (PSA)/HOY call home.	1 hour's detention on day of 5 th late /parents informed
9	HOY – phone call home. Loss of break and lunch times all week. (PSA rota). Second letter home.	Parents informed/break and lunch detentions for week.
10-12	HOY holds meetings with parents, punctuality action plan put in place. Half termly review. Loss of break and lunch times for second week. Third letter home.	Parent meeting/action plan/ break and lunch detentions for week.
13-14	Year Group Senior Leader meeting with parents to review action plan and support.	Parent meeting/action plan/ break and lunch detentions for week.
15	Meeting with Head Teacher and parents. Head Teacher's Saturday detention (Fortnightly 9-10am, SLT rota).	Head Teacher's Saturday detention.
16 +	Escalation to Governors panel.	



Attendance

- We want the students to be in school wherever possible.
- 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.



Précis of Emergency Plans

All of our emergency plans have been developed with the care of the children as the priority. This sometimes means that immediate access to children may not be the most appropriate action for parents to take.

Emergency Plan

- The schools generic emergency plan details how the school management team will deal with an emergency affecting the school. This could be fire, snow, flood, power failure, pandemic flu, infectious disease or any other serious impact on the school.

Emergency Evacuation Plan

- Should something happen within the boundaries of the school site, or in close proximity, and we are advised to leave the school, this plan will be activated.



Emergency Lockdown Plan

This plan details how the school will be made secure if circumstances demand it. When activated this plan will prohibit access to and from the school with the exception of emergency services personnel. Children and staff will not be permitted to leave the school during lockdown unless permitted to by the Police on the grounds of medical advice.

This plan details how parents/guardians/carers will be communicated with; arrangements for extended periods of care; emergency feeding and medical care of required.

Likely scenarios include; intruder on site; incident nearby that could affect the school (i.e. toxic smoke) or on receipt of advice/order from emergency services.

This plan will always be activated on the advice of the emergency services.



School Ethos

Ms K. Connor

Acting Assistant Head Teacher



School Ethos



Our school motto is Serviam – ‘I will serve’

All Ursuline students are expected to use their gifts and talents for the service of God and our community.



- The school offers a wide range of opportunities for personal development, learning skills, developing character and promoting confidence.
- Participation in the wider life of the school is a basic expectation and there are activities suited to lots of different interests.

Our theme for the year is Insieme – Together

Together we are stronger and can achieve great things. As human beings we flourish in community.



The Serviam Passport

- Students record their acts of Serviam on their passport
- Minimum expectation of two entries per half term
- Passport is monitored by tutors
- Recognition of students' contribution to Serviam takes place at the end of each term – certificates for those who show exceptional commitment
- Serviam assembly at the end of the year where students share their contributions with their peers
- Serviam Award at celebration



The App

CONFIDENCE	RESILIENCE
CURIOSITY	LEADERSHIP
COMMUNICATION	PROBLEM SOLVING
RESPECT	MORAL COMPASS

- Our ethos, values, and curriculum enable students to develop positive character traits that will contribute to their success in life beyond school.
- New addition to the Serviam Passport allows students to map their progress in developing these qualities
- One per key stage
- Mapped across 6 strands of personal development:

Character development	Spirituality	Citizenship	Health & Wellbeing	Cultural Capital	Employability
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Student Leadership, Enrichment, Careers and Parental Engagement

Mr Marcus Walth
Head of Year 8



Student Leadership and Enrichment

- Student Leadership:
- Arts
- Community
- Media
- International
- Environment
- Teaching & Learning
- Science
- New Technologies
- School Council



Y7-8 Enrichment Activities
Autumn Term 2019



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 8 will hear about careers and apprenticeships during assemblies and Lunch and Learn sessions
 - All students will have access to START – the careers software to explore different jobs and careers
- 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
- All students and parents can contact the Careers Advisor – Shirley Ward in the LRC and the Careers Leader Marion Lyons – marion.lyons@uhsw.com
- Further Careers information can be found on the school website



Careers

- Personal guidance and 1 to 1 Careers and Sixth Form interviews
- Dedicated Careers sessions in the PSHCE programme to explore the work of work and their options and what opportunities are available to them.
- Access to START and Unifrog – 2 software programmes where they (and you) can among others things explore careers, employability skills, CV writing and future destinations.
- The opportunity to meet with employers every year through lunchtime and after school talks and different dedicated year group activities.
- The opportunity to link what they learn in their subjects to how this applies in the world of work
- Ability to use the well-resourced Careers library available to them in the LRC.
- Access to meet with the Careers Lead, Careers Advisor and UCAS Co-ordinator at any time throughout the year for advice, information and guidance.
- Marion Lyons – Careers Lead, Shirley Ward – Careers Advisor, Lorraine Petheram – UCAS Plus Coordinator

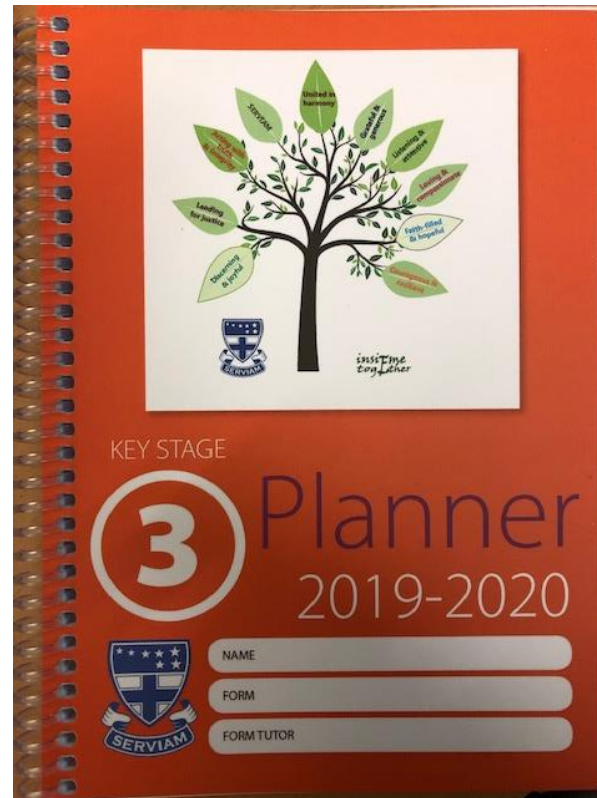


Parental Engagement

- Academic Review Day – Thursday 17th and Friday 18th October 2019 and 1st and 2nd April 2020
- Reports half-termly
- Progresso
- 30th April 2020 – 4 pm-7 pm Parents' Evening
- 7th July 2020 – 1.25 pm–3.10 pm Year 8 Celebration



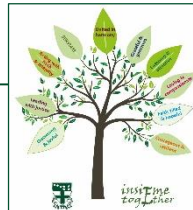
Diary/Planner



Questions

Any general questions?

If you do have a specific question, please do stay behind and our staff would be happy to answer them.



Contact Details

Mr Marcus Waltl

Head of Year 8

0203 908 3186

marcus.waltl@ursulinehigh.merton.sch.uk



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

