

URSULINE HIGH SCHOOL

Welcome to
Year 8
Information
Evening



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**



What Are The Key Features In Teaching And Learning At UHSW?

- Progress leading to excellent examination achievement
- All students needs are met - differentiation
- High expectations
- Checking understanding
- Intervention when needed
- Excellent teacher knowledge
- Student engagement
- High quality marking and feedback



Our Priorities

- Progress in lessons & over time
 - Engagement with the subject
 - Developing key skills
 - Participation in lessons
 - Becoming independent & lifelong learners
 - Active Learners – linked to new linear courses.
-
- Overcoming the challenges to Teaching and Learning in the current climate.



Assessment For Learning

- Know target grades in all subjects
- Understand what is required to improve
- Ask questions
- Respond and act on teachers feedback
- Assess own work and work of others



Organisation

- Board Pen
- Mini whiteboard
- Tablets and headphones
- Rough Notes Book
- Planner- record all homework
- Stationery equipment



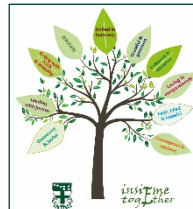
Teaching and Learning Beyond School

- *How Parents Can Help*

- Curriculum guide for information on courses
- School calendar for events
- Homework timetable
- Planner- always check and sign
- Links to Class NoteBook – you can check yourself or ask subject teacher to provide a link.
- Time and space to study
- Talk about learning



Digital Literacy



Digital Learning Provision

Currently, *all* lessons are on Teams and will use Class NoteBook (OneNote) and Assignments.

Demo

All students need to bring it in fully charged and use the charging points around the school during the day. Students also need to bring in headphones.

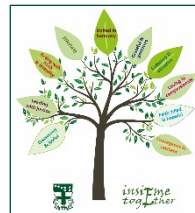


The principles of Teaching and Learning will not change...

4Cs

Consolidation, Context (Big picture), Checking
the learning and Challenge.

*MS Teams, Assignments, Class NoteBook are a
tool to facilitate outstanding teaching practice.*



Grouping

- All tutor groups are mixed-ability.
- In Year 7, students are mostly taught in tutor groups and therefore in mixed-ability groups.
- In Year 7, after the first term, though this is subject to review, students are taught in sets in Maths, English and French.

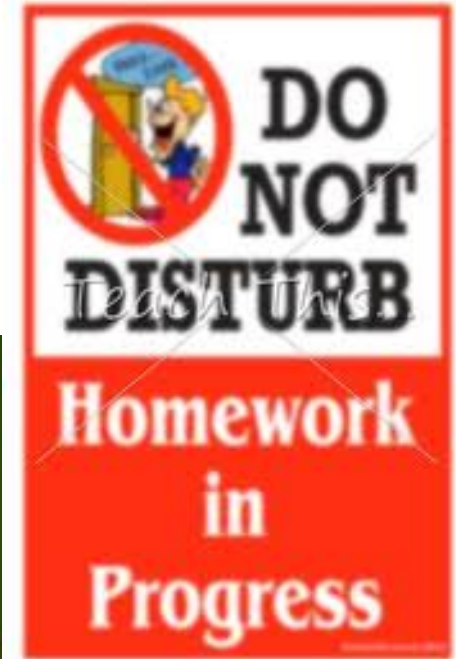
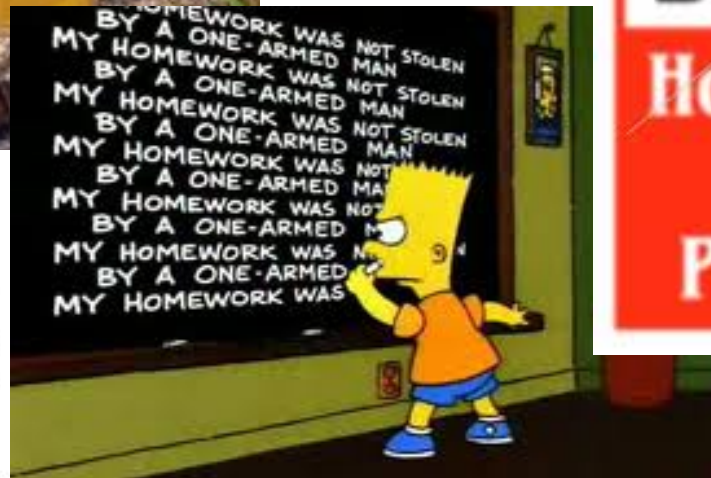
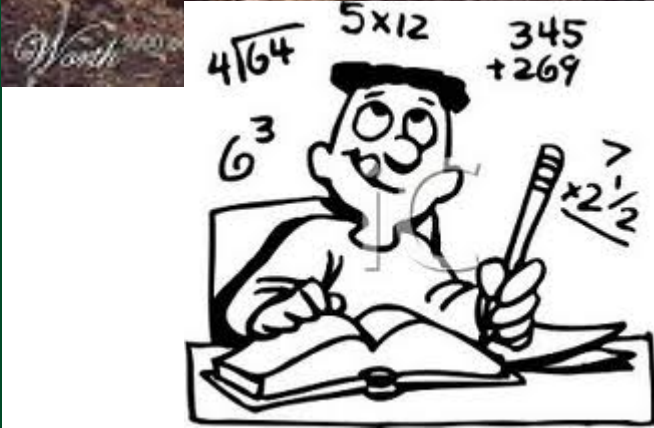


What Happens Next?

- Student work is marked fortnightly and students will also take a number of cumulative assessments throughout the year.
- Based on student progress, further changes may be made through the year.
- You will always be informed of set changes in writing.
- Setting does not limit progress or lower our expectations.



Homework in Year 8



Why Set Homework?

Research based on 161 studies involving more than 100,000 students worldwide shows that:

- Compared to classes without homework, the use of homework advances students' achievement by approximately one year.



What Are We Trying To Achieve?

- Homework is about progress:
 - It reinforces, challenges and extends learning.
 - It enhances learning skills and helps prepare well for exams.
- Homework is about developing good habits:
 - It helps building student responsibility, perseverance, time management and self-confidence.
- Homework is about links between the school, students and parents:
 - Homework plays a key role in developing Parent-Student interaction, informing parents about what is happening in class.



How Do We Achieve It?

- We set the best possible type of homework, which will impact on your daughter's learning:
 - Re-drafting & making corrections
 - Applying knowledge through practising exercises / answering questions
 - Extended writing
 - Rote learning
 - Rehearsals & practice (particularly for the Arts)
 - Independent work (My maths)
 - Prep work



Main Problems Encountered

- Your daughter has forgotten to do the homework.
- Your daughter does not understand the instructions in order to complete the homework.
- The homework is too difficult or too easy.
- The homework is not carefully recorded in the planner.
- Your daughter has lost the worksheet.



How Can You Help?

1. Give some of your time to your daughter.
2. Check your daughter's diary / MS Teams on a weekly basis.
3. Help your daughter to organise herself and prioritise her homework.
4. Ask to see her exercise books from time to time.
5. Provide a quiet environment at home.
6. The best way to learn is to be able to teach someone what you've learnt. Become a learner: ask your daughter to teach you what she's learnt.
7. Help your daughter avoid distractions when she's doing her homework (using mobile phones and watching TV will affect the quality of the learning).
8. Ensure your daughter takes a break between pieces of homework.
9. Monitor your daughter's use of the Internet.
10. Encourage your daughter to read a book.



Mr Eoin Kelly

Associate Head teacher



KS3 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



- 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 was set at 100 (scaled score) (4a in old levels).
- Each Year some students are below, on, above or significantly above this average when joining UHS.
- Reminder that we use UHS Standards to target, track and support students 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 who joined the Ursuline Below **ARE** who started on Bronze will be supported in class in order to make accelerated progress with the ambition that she will move to Silver Standard and close the gap.
- With 71% of students in this current year 8 with Gold and Platinum Standards and 65% in Maths the standards are clearly high and so the expectations and potential of this cohort is exceptional. The school will work to provide challenge and support to enable the realisation of this potential
- We are setting targets which are challenging/aspirational and if achieved would continue to produce outstanding progress for all students.



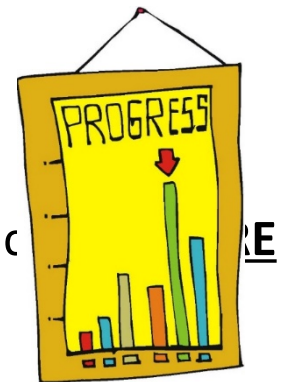
Advice Given to Students

- 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.
- Your teachers will encourage you and if you respond to that advice you will make accelerated learning.



Don't forget Progress Is Built Into The Design Of The Standards

- A Platinum standard in Autumn Term A of Year 7 is not the same as a Platinum Standard in Aut A of Year 8
- 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
- The standards get progressively more challenging in line with increasing LEVEL



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
- Setting.



Online Electronic Mark Book (EMB)

- You can access all the information using Progresso.
- Once logged on you can monitor live updates 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 follow the Progresso Log in help on the school website clicking the help section on the website



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
- CAT's Test 16th & 17th September
- **1st Academic Review Day (Parent/Student Teacher Meeting)**
- **22nd October 2019 P5 & P6 & 23rd Oct P1-P5**

Autumn B:

- 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 8 (This level is made available on Progresso)

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

- **1st Academic Review Day 25th March 2021 P5 & P6 and 26th March 2021 P1-P5**

Summer Term A: EMB **Average** grades available online

Parents' Evening: 29th April 2021

- EMB Summer A Publish on Progresso 28th May
- 20th April – Help prepare your daughter for Exams Evening Session
- **End of Year Exams 7th June – 11th June 2021**
- **Year 8 Full report posted home 21st July 2021**
- **Summer Term B:** EMB Cumulative grade available online final report posted home

School Ethos

Ms K. Connor

Assistant Head Teacher – Behaviour & Catholic Ethos



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 ‘The one who has hope lives differently’ – Pope Benedict XVI

As we settle in to the new normal, hope is even more important. Hope for a better future is the driving force for change. We encourage students to take a lead on pushing for a fairer and more hopeful future.

Student Voice

- The term "Student Voice" describes how students give their input to what happens within our school and classrooms.
- Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life.
- Student Voice permeates all levels of our work together, from students participating in small group classroom conversations, to students partnering in curriculum design or establishing school norms and policy.
- A key tool of Student Voice is the School Council – I would encourage your daughter to stand for election.

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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Pastoral Care

Ms Michelle Alexander
Assistant Head Teacher
Safeguarding and Inclusion



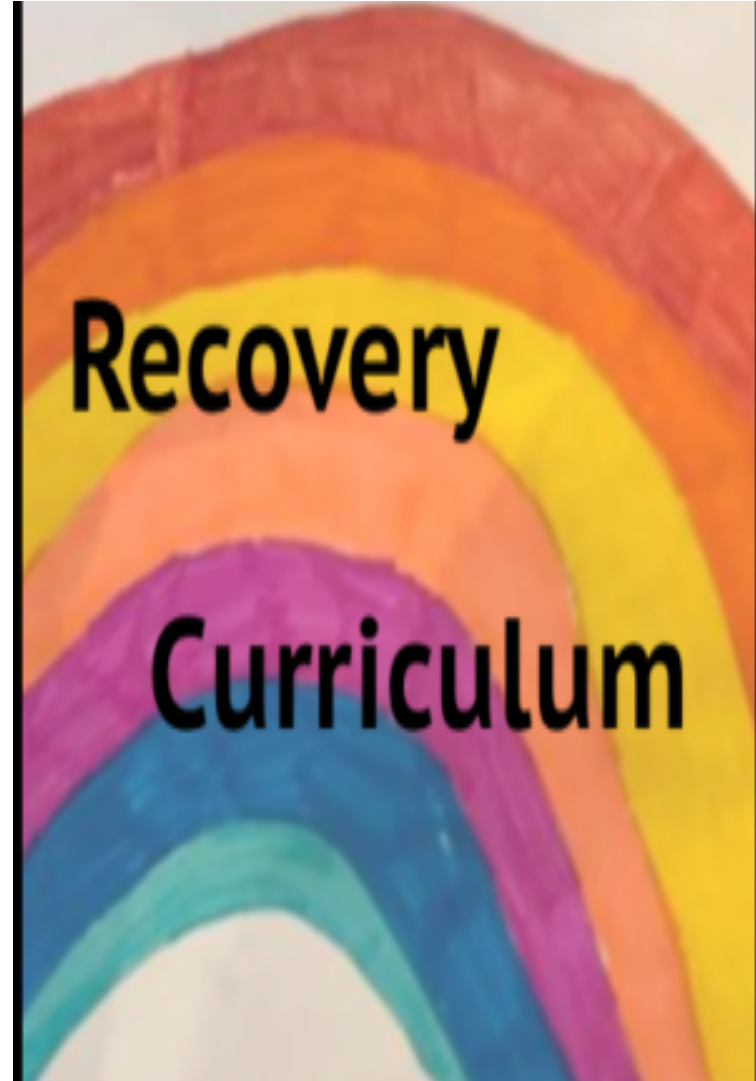
Rebuilding and Resilience

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.



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.



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

Need support?



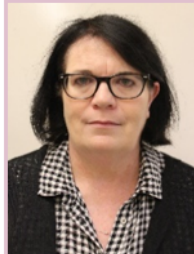
Ms Michelle Alexander
Assistant
Headteacher

**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



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.



Y8 Pastoral Workshops for Parents

Autumn Term

- KS3 Parental workshop Online, media and safety (gaming, social media) Thursday 1st October 6PM Online

Spring Term

- KS3- Drug Parental Workshop January 26th- 6pm Online

Summer

- KS3- Relationships and healthy lifestyles Parental Workshop 10TH June- 6pm online

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

Student Leadership, Enrichment, Careers and Parental Engagement

Mr Cillian Mac Sweeney

Head of Year 8



Student Leadership and Enrichment

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



KS3 Enrichment Activities

Autumn Term 2020



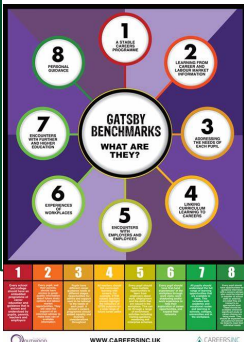
Year 8 Careers

- 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 Year 8 students will hear from 8 employers in 2 separate Careers Panels sessions where they will hear advice from employers across multiple industries about the world of work and their own personal career journeys
 - All students will hear from employers and apprentices during National Apprenticeship Week (February) and National Careers Week (March) to develop an understanding of how the curriculum they learn links to career pathways
 - All 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



Year 8 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. 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@uhsw.com.
- Further Careers information can be found on the school website



Parental Engagement

- Academic Review Day – Thursday 22nd and Friday 23rd October 2020 and 25th and 26th March 2021
- Reports half-termly
- Progresso
- 20th April 2021 – 6 pm-7 pm Parents' Revision Evening.
- 29th April 2021- Year 8 Parents' Evening.
- 13th July 2021- Year 8 Celebration [Parents Welcome].



Diary/Planner

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.

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Week 1 August/September

Monday 14th

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Tuesday 15th

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Wednesday 16th

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Thursday 17th

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Friday 18th

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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.

Three good things from this week:



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.....

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How I feel this week:



Registration schedule Example for year 8

First 5mins admin

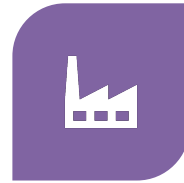
Next 15 mins Task



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



TUESDAY-ASSEMBLY



WEDNESDAY- READ
AND DISCUSS
RESPECT TASK



THURSDAY- NEWS



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

Evaluation of the impact will be carried out in the mental health and wellbeing surveys each half term

Contact Details

Mr Cillian Mac Sweeney

Head of Year 8

0203 908 3173

Cillian.macsweeney@ursulinehigh.merton.sch.uk

PSA Ms Sarah Mc Court

Sarah.mccourt@ursulinehigh.merton.sch.uk



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

