



**URSULINE HIGH  
SCHOOL**

Welcome to  
**Year 9**  
Information  
Evening



# Welcome

Ms Julia Waters  
Headteacher





# 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**



# 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**



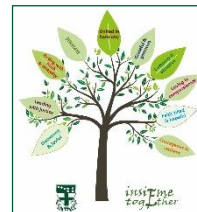
# Assessment, Reporting and Exams

**Mr E. Kelly**

Associate Head Standards



# Assessment, Reporting and Exams

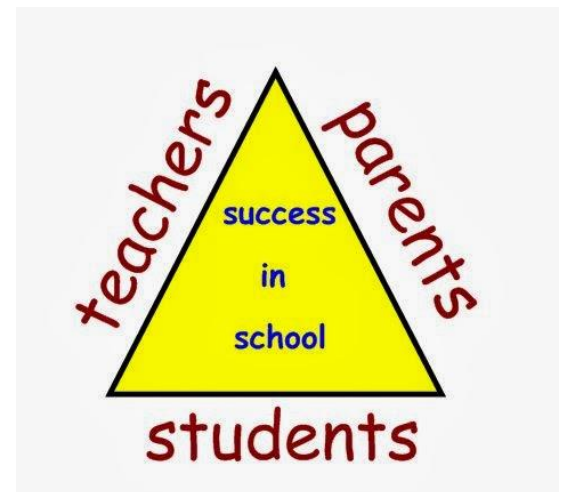
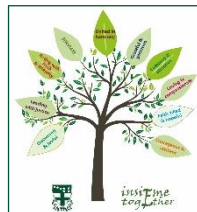


Revising **isn't** something that should be **challenging** or **difficult** at all. What revising is, unfortunately, is time consuming. **It takes a while.** That's why you might like to **start early** (nothing to do on a Sunday?)....



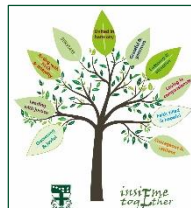
# Parents

- Yes you can help!!!!
- Parental support is a significant component of success. Being aware of what's going on in school is the first step
- The GCSE Reforms are embedded now.



# Targets

- Year 9 will receive **2 targets**. One for the end of Year 9 and secondly, Predictive GCSE targets for the end of KS4
- These will be reviewed in Year 10 once we have the information from FFT but they are unlikely to vary.
- Grade 9s are not targeted, which does not mean they are not achieved or expected!
- **Targets are a support guide they are not limiting!**



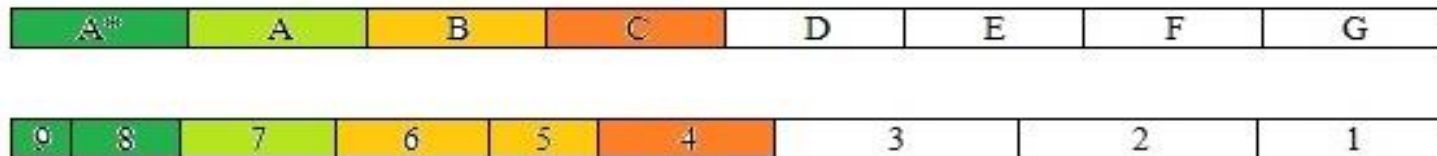
# Standards of Attainment

- GCSE gradings in all GCSE subjects
- Vocational Courses are Graded with GCSE equivalencies

Distinction\*/Distinction/Merit/Pass/Fail

- Child Care is CACHE. Level 2 Course graded

A\*-G



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



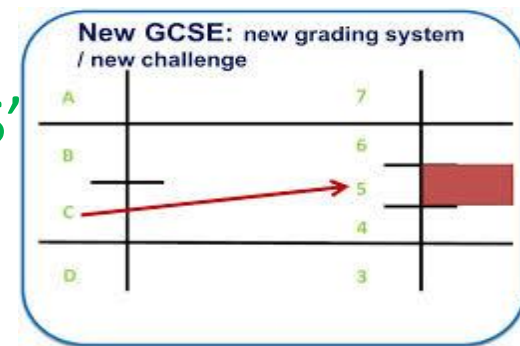
# Standards of Attainment

- All GCSE subjects are graded on the new 1-9 Grades.
- These are fine graded into the same subdivisions we use at KS3
- **Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end)**
- All vocational courses offered are Level 2 Courses.
- Vocational L2 courses are equivalents for the purposes of Progression to 6th Form. So = one qualification in the students best 8 GCSEs
- Your daughter is not expected to be achieving her projected GCSE Targets in Year 9. This is for reference only in Year 9.
- She should be no more than whole grade away from her End of year 9 target.
- There are some exceptions to this in the case of MFL and Maths at this stage before the course is completed being 2 grades below target is considered on track
- **You need to pay careful attention if you daughter is in the **Vulnerable Zone (3p to 4d and especially 4p to 5d)****



# What do the grades mean?

- Grade 4 is still the standard pass in 2019 and although this grade continues to indicate a Pass it is the Grade 5 which is the expected threshold for year 10.
- (GOOD PASS) Grade 5 equates to the top grade C bottom Grade B of the old system.
- Broadly Old Grade C Converts to grade 4 'PASS'
- A Grade 5 is called 'GOOD PASS'
- Old Grade A Coverts to 7
- Top 20% of those who achieve grade 7&8 will receive a Grade 9 (Elite Performers)
- Grade 1 is the bottom grade



# To make this work:

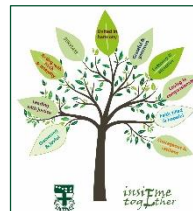
- Effort grades are self explanatory

**Outstanding**

**Good**

**Requires improvement**

**Poor**



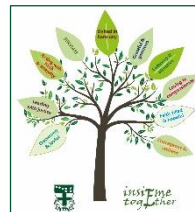
# Levels and GCSEs

- Ks2 Scores have GCSE Equivalencies:
- So students starting with KS2 Scores are minimum base line expected
- 100 point score students from KS2 will be expected to achieve **GCSE Grade 5 minimum**
- 105 to Grade 6/7
- 110 to Grade 8/9.
- We don't set targets of a 9. But they can get them!
- These conversions are based on students making expected progress. They are not limiting in that they should be exceeded



# Exams: What's going on?

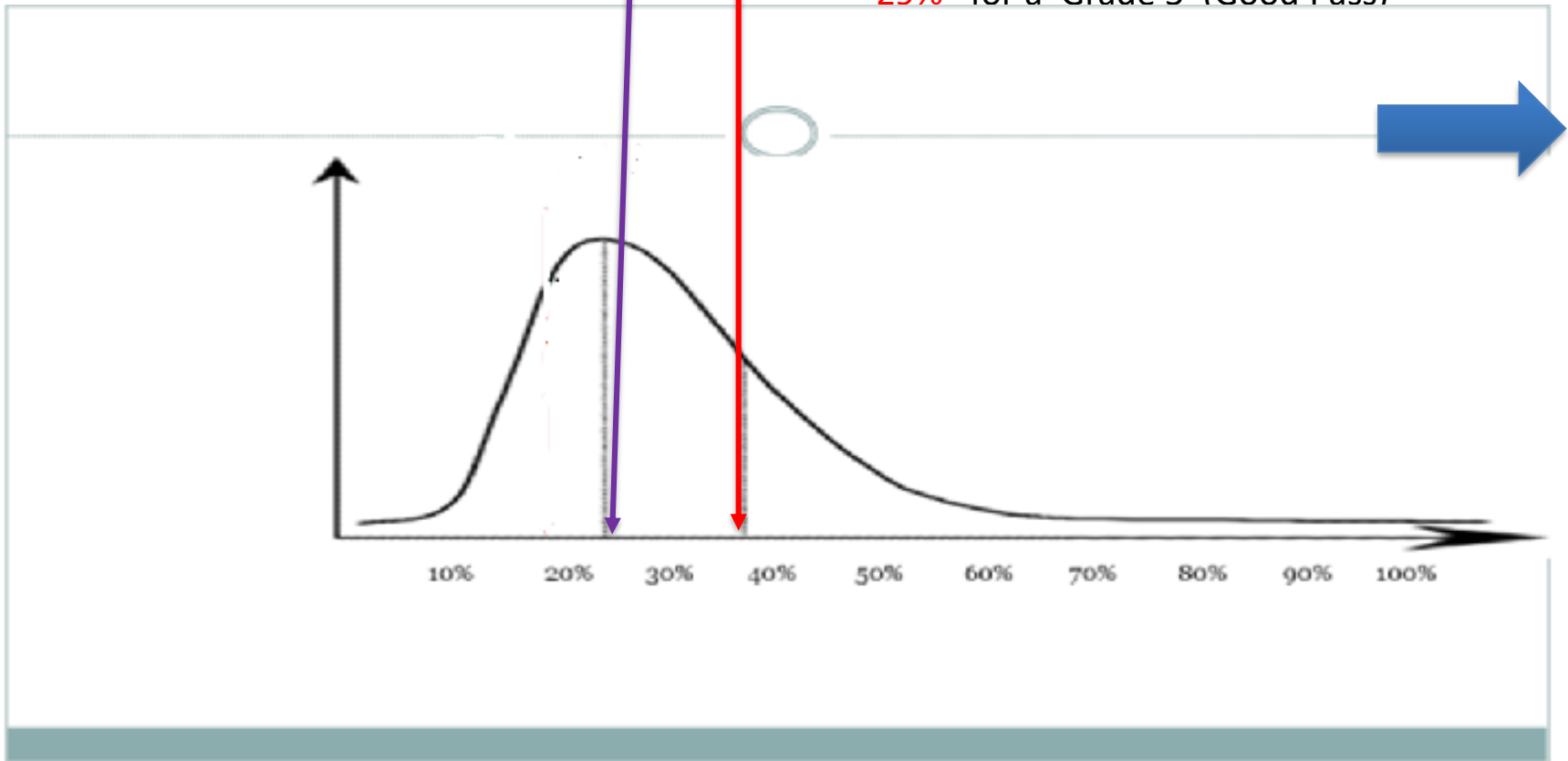
- Exams are linear style with only limited subjects still having Controlled Assessment elements. Art, Drama, DT, PE, MFL
- There are no early entry GCSE examinations
- Maths, Science and Languages are the only tiered Exams with grades 4 and 5 available through both Higher and Lower Tiers.
- Acquisition of Knowledge and Rote Learning
- So learning and retaining knowledge to long-term memory is even more important.

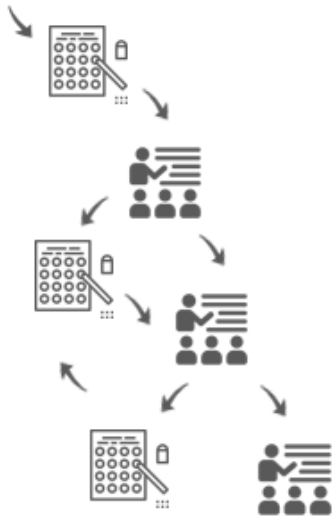




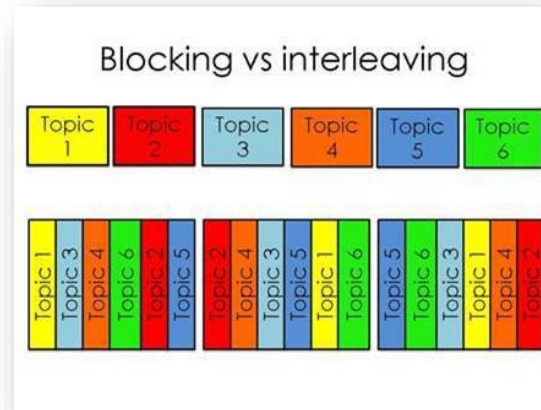
Every grade Matters! In Higher Paper  
2018 Maths required 21% to get a Grade 4 (PASS)

29% for a Grade 5 (Good Pass)

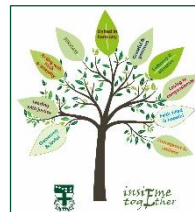




# Interleaving



<https://bjorklab.psych.ucla.edu/>



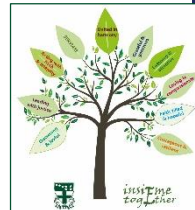
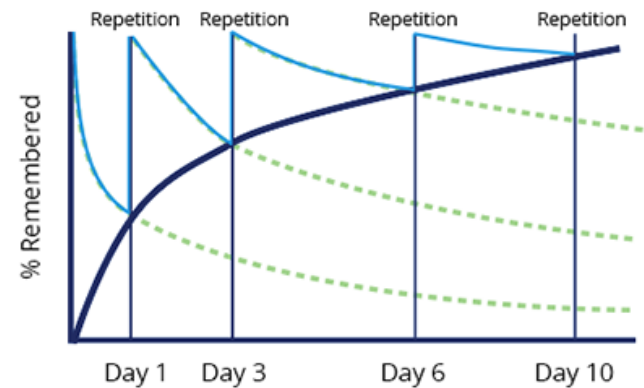
“Research shows unequivocally that mastery and long-term retention are much better if you interleave practice than if you mass it.”

However, learners and teachers do not *feel* like it is working. Even after taking part in studies, many say that they *prefer massed practice!*

# Repetition, Practice and Rote-Learning

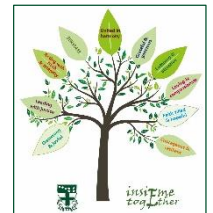
## Spaced Learning and Repetition: How They Work and Why

### Spaced Repetition



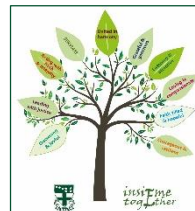
# Intervention and Support Available

- Your daughter should be able to articulate the grade she is working at and know what she need to do to reach the next grade. Subjects will have specific interventions.
- After School or Lunch interventions
- Students being asked to re-draft and re-submit work particularly important in relation to Exam Practice. Green pen
- Differentiated learning in accordance with the assessment criteria.
- Revision classes/Extra help from staff –After school.
- Students with Specific SEND will have intervention as Co-ordinated by Mrs Delhoum
- Timetables Option Support
- Interventions 1:1 in English and Maths. Small groups in Science.



# Accessing this Information

- [www.ursulinehigh.merton.sch.uk](http://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 it termly. Please do so and note 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
- Please follow the instructions on the school website in this update button on how to retrieve your historic data/reports as they will have been removed in the Summer.



# Assessment, Reporting and Recording

**Autumn A EMB. Test/Assess Week 23<sup>rd</sup> Sept. Therapy and Challenge Week 30<sup>th</sup> Sept.**

**Grades entered **Summative grade Reported****

**1<sup>st</sup> Academic Review Day 17<sup>th</sup> Oct P5/6 & 18<sup>th</sup> October P1-5 (Parent/Student –Tutor Meeting)**

**Autumn B EMB Test/Assess Week 11<sup>th</sup> Nov. Therapy and Challenge Week 18<sup>th</sup> Nov**  
Summary of Average Posted Home

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**Spring Term A EMB Test/Assess Week 20<sup>th</sup> Jan. Therapy and Challenge Week 27<sup>th</sup> Jan**  
(Reports Available online)

**Spring Term B EMB Test/Assess Week 9<sup>th</sup> March. Therapy and Challenge Week 16<sup>th</sup> March**  
**Summative grade Reported on 26<sup>th</sup> February year 9 Parent's Evening**

**2<sup>nd</sup> Academic Review Day; 1<sup>st</sup> April P5/6 & 2<sup>nd</sup> April P1-6 (Parent/Student –Tutor Meeting)**

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**Summer Term; Test/Assess Week 5<sup>th</sup> May. Therapy and Challenge Week 11<sup>th</sup> May**  
(Reports Available online)

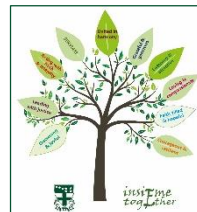
**June 8<sup>th</sup> – End of Year exams**

**July 10<sup>th</sup> - Full Report and Exam Grade Distributed**



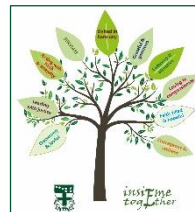
# Teaching and Learning in Year 9

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



# Teachers

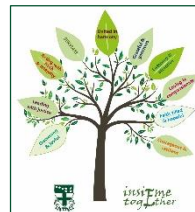
- Consistently high expectations of all students
- Outstanding progress in lessons and over time
- Systematically checking learning throughout the lesson
- Active and engaging learning that is personalised for every student through effective planning
- Excellent subject knowledge
- Assessment for learning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





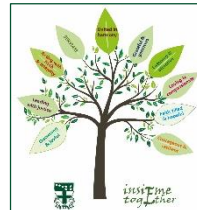
# New GCSEs

- 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)



# Revision and Consolidation

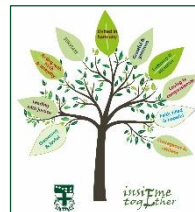
Revision and consolidation of learning **MUST** be ongoing



# Linear Learning

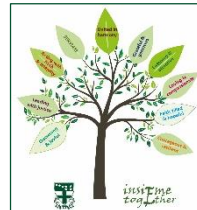
1. **Knowledge** — Flashcards/notes and revision materials throughout the course.
2. **Learn** — Revise throughout the course and not just at the end. Flashcards should be used at all times.
3. **Apply** — Do as many questions as possible and use the mark schemes to adapt your revision materials.

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



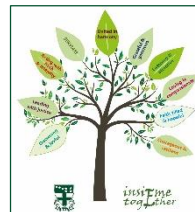
# Where to get this?

1. MS Teams – knowledge mats, revision guides, practice questions.
2. Syllabus
3. GCSEpod



# 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
- Case studies...



# Pastoral Care

**Ms J. Harriott**

Assistant Head Teacher



# Social Media

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other student
- Tempted to say unkind comments
- Unable to move past comments 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
- 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)



# Where Can I Get Practical Advice?

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



# Where Can I Get Practical Advice?

**How to Keep Kids Safe on Popular Apps**

To comply with COPPA (Children's Online Privacy Protection Act), most services like Facebook and Snapchat require their users to be at least 13 years old

Parents need to be aware that children can lie about their date of birth in order to sign up for certain sites

**What it is:**  
Allows users to send pictures and videos that delete themselves after a short period of time (usually a few seconds)

**The risks:**  
**May encourage risky behaviour**  
Teens may think that since the inappropriate photo or video will be deleted, it doesn't matter

**Pictures and videos are not gone forever**  
• With technical knowhow, they can be retrieved  
• A screenshot or simply taking a picture of the screen with another device can also capture the image

**What to do:**  
Ensure children know that anything digital (including "self-destructing" pictures and videos) can still be shared with others

Manage account settings so that your child can only receive pictures from their friends list, as opposed to everyone

Follow up by monitoring their friends list

Windows taskbar: 12:07 07/09/2016

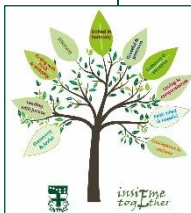
# Parental Monitoring

- 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/>

# Your daughter and alcohol

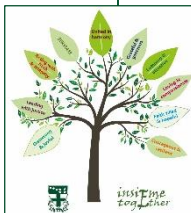
**Teenage years are a time of experimentation and no young person is entirely immune to the pressures and temptations available**

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



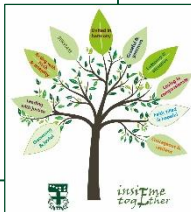
# Your daughter and illegal drugs...

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



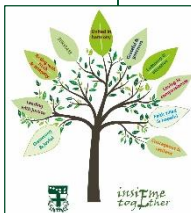
# Beware of 'gatherings'

- Gatherings are unsupervised meetings of young people usually with students from different schools and older teenagers
- Gatherings sometimes take place in public places, such as Wimbledon Common/other parks or in homes when parents are away
- Almost always organised via social media which means the organiser has very little control over who shows up
- Other young people *only known via social media* (particularly Snapchat and Instagram) often invited
- **Gatherings invariably include alcohol and we know of recent gatherings AND supervised parties where young people have taken drugs.**



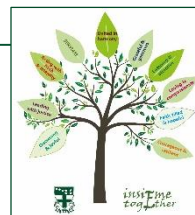
# Advice

- Know exactly where your daughter is when not supervised by you
- Check with parents if young people are arranging a sleepover or party
- Ensure the supervising parent has the same level of expectations for their daughter as you do
- If your daughter is going to a party: who will be supervising? Is there a guest list or is it an 'open house'? Do you know the other young people who are going?
- Do not allow older teenage siblings to supervise parties for young siblings alone
- **Do not assume that your daughter will be immune to peer pressure – talk to her about choices and safe behaviour**



# Signs your daughter may be involved in risky behaviour...

- Giving vague or contradictory information about where she is going – check with other parents to verify sleepovers and supervision of parties.
- Not answering her phone when she is out, or only replying to messages – set clear boundaries about being contactable and have consequences for if/when these boundaries are broken
- Being cagey or secretive about her use of social media – have regular conversations with your daughter about who she is communicating with online and reinforce safe behaviour
- New friends you don't know about or a reluctance to give information about new friends – ask questions and check how your daughter met them. Try to establish contact with their parents





# Travel To And From School

- Straight to and from school
- 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

# 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.

# LGBTQI

The starting point for supporting students who identify as LGBT is the **recognition that every person, regardless of their sexuality is created in the image and likeness of God** and therefore has an intrinsic dignity which must be respected at all times.

The Framework sets out four essential pillars when considering a pastoral response to the needs of LGBT students:

- 1) Accompaniment
- 2) Discernment
- 3) Informed Conscience
- 4) Seeing the person / not the act

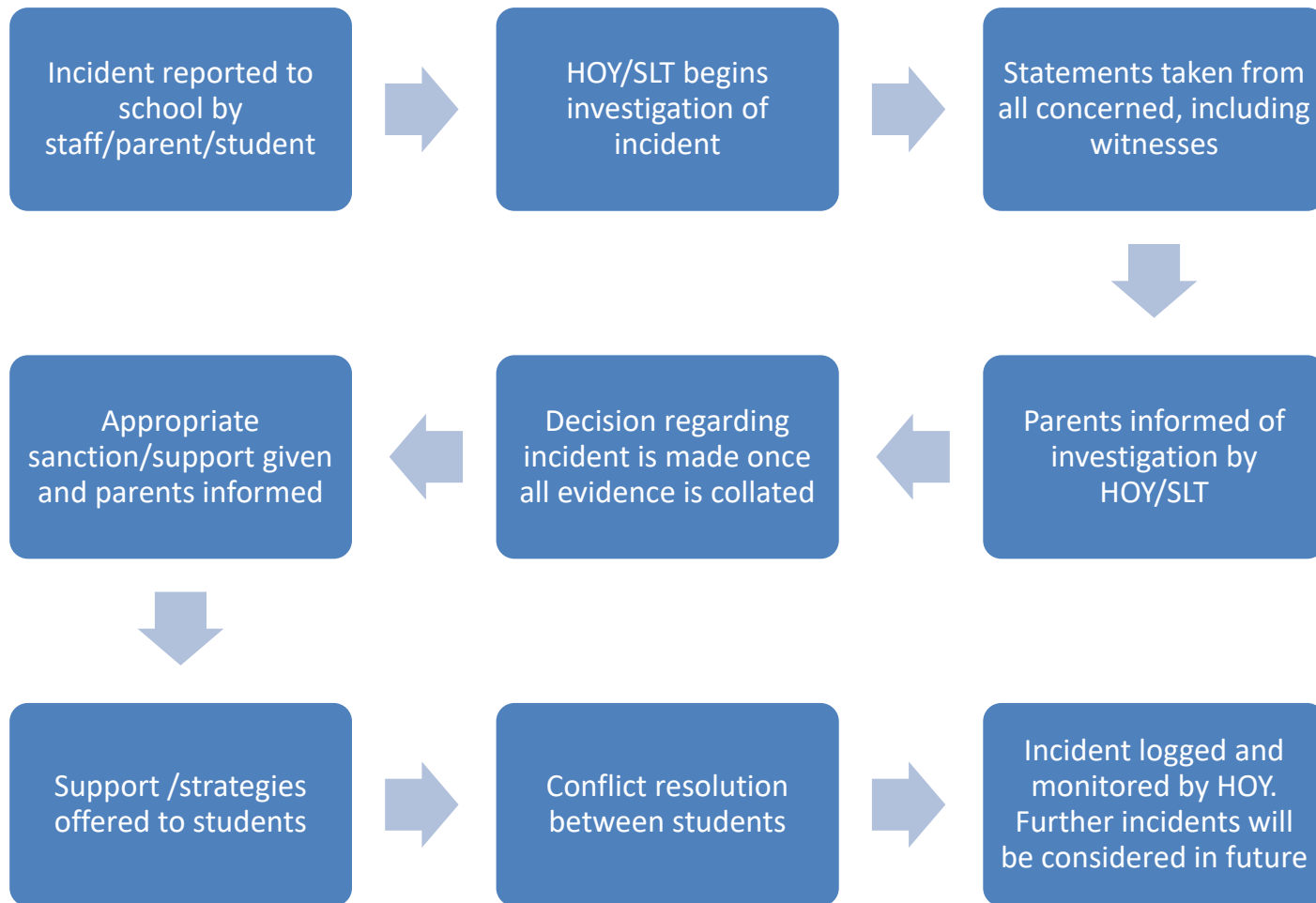
# Provision At UHS

- 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.

# Anti-bullying Policy

## UHS Process for dealing with alleged bullying



# 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

- If you are aged 11-25 and attend the Ursuline High School, you can now access emotional support ranging from one-off support through our walk-in counselling sessions and outreach work through to our ongoing support through individual online counselling and face-to-face counselling. If you're under 13 we will need the consent of your parent/carer.
- 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. Our staff share a vision of “Bringing an end to mental health misery for children and young people in South London”.

# 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.



# 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 <sup>th</sup> 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. This document summarises the plans we have in place and what you can expect should they be activated.

- **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.

# *Précis of Emergency Plans*

Senior staff have delegated actions in an emergency and other plans may be activated as part of our response. Arrangements will be put in place to deal with communications, care of the children, dealing with suppliers and any other area.

## **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.

This predetermined plan details how the school will be evacuated, where we would go, with alternative's if required; detailed arrangements for care of the children, communication with parent/guardians/carers and collections arrangements if appropriate.

# 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 egress 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.

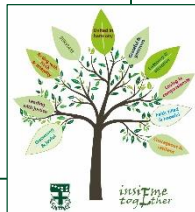
**This plan will always be activated on the advice of the emergency services.**

# PSHEC

- **Autumn A:**
- Bullying-avoiding fights; handling conflict; **NEW family relationships**;
- Raising awareness about Black History Month; Serviam-Christmas Fair
- Whole School Prevent Morning (3<sup>rd</sup> October)
- **Autumn B:**
- Puberty; STIs; Contraception; SRE to address misconceptions more directly; Philanthropy follow-up
- Return to Fast Tomato-planning for the future.
- **Spring A:**
- **NEW 4 lessons on Money Matters**
- Tax calculations; Bank accounts; Credit; Mortgages; Student loans; Debt and poverty; Economics
- Careers Networking Day
- **Spring B:**
- **NEW Focus Addiction**
- Defining addiction; Smoking; Alcohol; Drugs; Gaming and gambling; Causes of addiction; The effect of addiction
- Politics and Participation: Democracy, monarchy & constitutional history the political parties
- Focus on youth crime (inc. racism / homophobia/ streetcrime & knives); Justice system: police, courts and tribunals
- **Summer A:**
- Mental health; Handling stress; Tobacco, alcohol and drugs.
- **Summer B:**
- **NEW FOCUS The Internet:** Cyber crime; Cyberbullying and trolling; Fake news; Sex and the internet; Grooming online; Staying Safe

# Y9 Pastoral Workshops for Parents

- 7<sup>th</sup> November 6pm – Parent workshop: **‘Importance of mental wellbeing and how you can support your daughters’ wellbeing’** run by our clinical psychologist.
- 5<sup>th</sup> December 6.30pm – Y9 Autumn Pastoral workshop – **mental health and low mood and anxiety.**
- 20<sup>th</sup> January 6pm - Parent workshop: **‘Dealing with self-harm and eating disorders’** run by our clinical psychologist.
- 12<sup>th</sup> March 6.30pm – Y9 Spring Pastoral workshop –**Safe socialising and alcohol and drugs.**
- 14<sup>th</sup> May 6pm - Parent workshop: **‘Raising esteem’** run by our clinical psychologist.
- 18<sup>th</sup> June 6.30pm – Y9 Summer Pastoral workshop – **Managing personal relationships, establishing boundaries and supporting good choice, including social media.**



# School Ethos

**Ms K. Connor**

Acting Assistant Head Teacher





# 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 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 and Enrichment

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

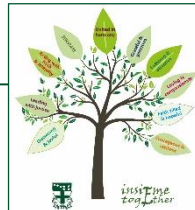


Y9-11 Enrichment Activities  
Autumn Term 2019



# Rhythm of Year 9 & Parental Support

**Ms R. O'Neill**  
Head of Year 9



# What is the homework routine in your home?

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

Develop the habit of asking questions like:

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



## Be Informed-Planners

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



# Important Dates

- **Academic Review Day [Autumn Term]: Thursday 17<sup>th</sup> & Friday 18<sup>th</sup> October**
- **Academic Review Day [Spring Term]: Wednesday 2<sup>nd</sup> and Thursday 3<sup>th</sup> April**
- **Y9 Parents' Revision Evening: 12<sup>th</sup> May 2020**
- **Year 9 exam week - 8<sup>th</sup> – 12<sup>nd</sup> June 2020**
- **Year 9 Parents' Evening: Tuesday 26<sup>th</sup> February 2020**





# Questions

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

