



**URSULINE HIGH
SCHOOL**

Welcome to **Year 9** Information Evening



Welcome

Mr Roberts
Head of Year 9

Ms Donohue
Assistant Headteacher –
Behaviour and Personal
Development



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



This Year's Theme

**URSULINE HIGH
SCHOOL**

THEME 2022-23

**“You will be my
witnesses”**

(Acts 1:8)



The Y9 Team

9 Angela	Poppy Rushforth (English)
9 Bernadette	Ian Chiswa (Computer Science)
9 Catherine	Agnieszka Ciechanowska (Art)
9 Francis	Laura Grant (Geography) / Sr Elizabeth Mudzimu (RE) (Tuesdays only)
9 Margaret	Rachel O'Neill (Maths)
9 Teresa	Jason Ching (Music)
9 Ursula	Deepa Williams (English)

Our aim

Our aim is for your daughter to be happy and flourish here at the Ursuline.

A clear partnership between the school and home is one of the best ways you can support your daughter throughout her time here.

How and when to communicate with the school

Attendance – if your daughter is unwell and unable to attend school contact Ms Young Bernadette.young@ursulinehigh.merton.sch.uk before school on each day of absence or by phone.

Worries about how your daughter is coping with school, queries about uniform, timetable, equipment or friendships etc. – contact her form tutor firstname.surname@ursulinehigh.merton.sch.uk

If your daughter is unable to complete a piece of homework or needs **support with classwork** – your daughter should contact the member of staff in the first instance to seek support. If you need to follow up there is a full contact list on the school website.

If there are **changes in your personal/family circumstances** e.g bereavement, moving home, separation, long term illness please inform the Pastoral Support Assistant Mrs McCourt sarah.mccourt@ursulinehigh.merton.sch.uk This information is crucial in supporting your daughter.

For **laptop technical queries** - contact the Laptop Doctor laptop.doctor@ursulinehigh.merton.sch.uk

For all other queries contact appropriate HOY or AHT Ms Connor

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.
- As of this academic year, we now communicate with 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 will review this on a case-by-case basis.
- 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 our communications tool, we use ParentPay, Progresso, Microsoft Teams and Evolve for school trips, to support various elements of your child's learning journey.
- We have an active presence on Instagram and Twitter - do please give us a follow at @uhswimbledon 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.
- The majority of our parents/carers are now using Weduc and enjoying the benefits.
- If you haven't already enrolled and would like to you can. Please note that the code sent to you when we first launched in 2021 will no longer be valid so please do email us for a new one. Parents who do not wish to enrol will receive communications to their 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



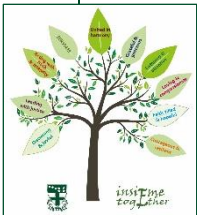
Organisation – the essentials

- Board Pen
- Mini whiteboard
- Laptop, charger and headphones
- Planner- record **all** homework
- Stationery equipment



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

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



Assessment For Learning

Students:

- Know their 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



Assessment for Learning

We gather evidence of understanding on a daily basis while the students are in the process of learning. To do this we must know our students : where they are, what they understand, and how they learn. This information guides our decisions about what we will do next in order to fill in gaps, clarify misconceptions and provide the kind of feedback that will help students move forward.



Part of
everyday
teaching
practices.



Used to inform and adapt teaching practices.

Assessment for Learning is...

A quick way
to gather
information
about
student
learning.



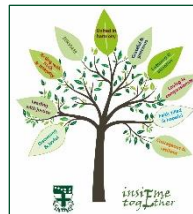
Done in conjunction with students to engage them in their own learning.



Teaching and Learning in Year 9

We achieved 208 Grade 9's this summer and 45% of our grades were a 7-9

This is the result of many different factors, the foundations of which are set in Ks3



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
- Class Note Book & Teams
- Time and space to study
- Talk about learning



GCSE Options

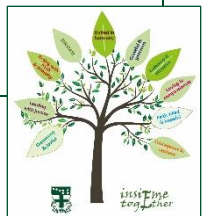
Options Evening:

January & February – careers team will run sessions in school to support students in option choices.

17th January – Options Evening for parents at 18.00pm.

3rd February – Taster Days

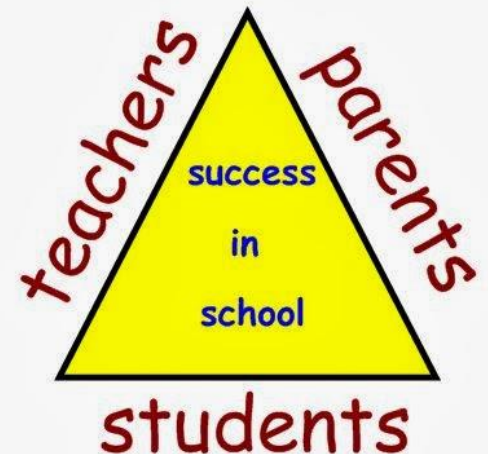
10th March – Options choices deadline



Assessment, Reporting and Exams

Parents

- Parental support is a significant component of success. Being aware of what's going on in school is the first step
- **Starting Points.**
- **UHS Target Standards.**
- **Progress.**



Targets Continue until the End of KS3

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.

Standards of Attainment

- The UHS standards are fine graded into the same subdivisions we use throughout KS3 and are reported after summative assessments
- Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end)
- How to track progress on these targets?
 - Your daughter is expected to work at her target standard throughout KS 3 and achieve at least these standards in the Summative assessments in Spring A and at the end of KS3 in the Summer Term.
 - E.g. Olukemi has an English target standard of Platinum Year 9. This means that if Olukemi's result is a Platinum Developing in the Spring Assessment term this would not be underachieving, but the developing indicates she needs to improve her knowledge, application or skill to at least secure her standard in the End of KS3 Assessments.
 -
 - You need to pay careful attention if your daughter is in the **Vulnerable Zone**
 - Platinum Standard is Significantly above ARE. If your daughter was a Platinum in year 8 it does not mean she will automatically remain on Platinum. The standard is higher again in Year 9 and she will need to follow her teachers advice on how to sustain this standard.

Effort Grades

Effort grades are self explanatory:

Outstanding

Good

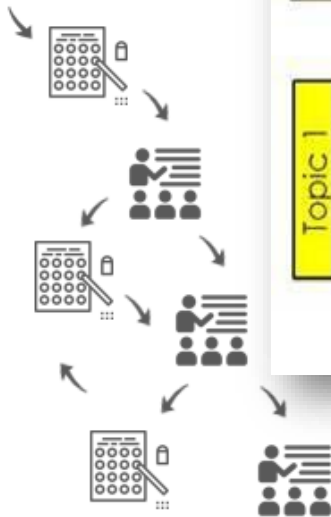
Requires improvement

Poor

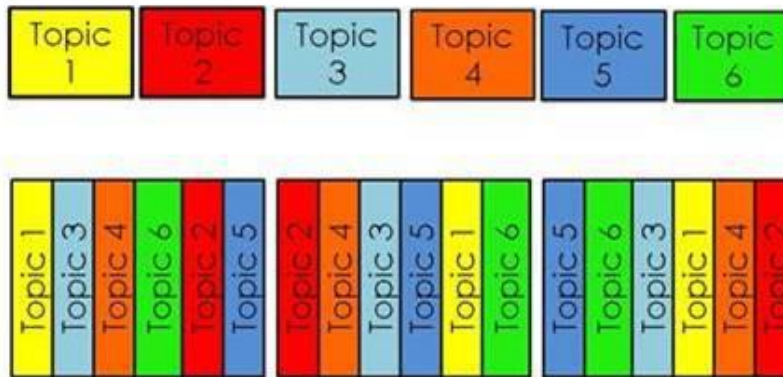
Assessment: What's Going On?

- Exams are linear style now and we need to prepare our students for terminal style assessments.
- We focus in class on the **Acquisition of Knowledge and Rote Learning**
- This is rehearsed each term in how we set out the assessment. As learning and retaining knowledge into long-term memory is even more important.
- That is why in each half term we have a Test Assess Week followed by Therapy and Challenge week.

Interleaving



Blocking vs interleaving



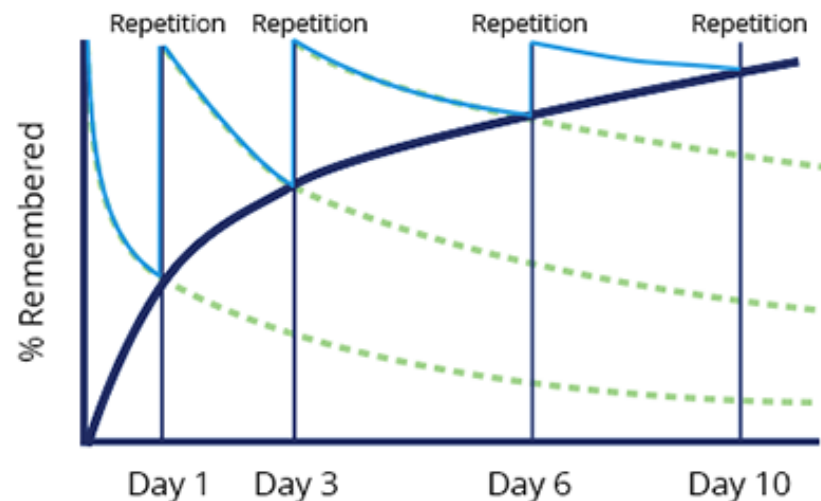
“Research shows unequivocally that mastery and long-term retention are much better if you interleave practice than if you mass it.”

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

- 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.
- Setting
- Students being asked to re-draft and re-submit work in Therapy and Challenge week or tackle specific extension assessed work
- Differentiated learning in accordance with the assessment criteria.
- Students with Specific SEND will have intervention as Co-ordinated by Mrs Delhoum
- Timetabled Option Support
- Interventions 1:1 in English and Maths. Small groups in Science.

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 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 26th Sept. Therapy and Challenge Week 3rd Oct. Grades entered **Summative grade Reported**

1st Academic Review Day 20th Oct P5/6 & 21st October P1-5 (Parent/Student –Tutor Meeting)

Autumn B EMB Test/Assess Week 14th Nov. Therapy and Challenge Week 21st Nov
Grades reported only through student books not reported on Progresso

Spring Term A EMB Test/Assess Week 16th Jan. Therapy and Challenge Week 23rd Jan
(Reports Available online Progresso) **Half Yearly summative grade Reported**

Spring Term B EMB Test/Assess Week 27th Feb. Therapy and Challenge Week 6th March
23rd February year 9 Parent's Evening

2nd Academic Review Day; 30th March P5/6 & 31st March P1-5 (Parent/Student –Tutor Meeting)

Summer Term; Test/Assess Week 8th May. Therapy and Challenge Week 15th May
(Reports Available online)

Week of June 12th – End of Year exams

July 19th - Full Report and Exam Grade Distributed

Student Voice

Your daughter's views and feelings about school are important to us. Throughout the year we survey students regularly on the following areas:

1. Teaching and Learning
2. Wellbeing
3. Racial Justice & Sense of Belonging

The data and comments from these surveys is used for school improvement.

Your daughter can also contribute to student voice by being a member of our Year Group Consultative groups or Student Council.

Enrichment

- It is our expectation for all students to be involved in extra curricular activities.
- Tutors will monitor their extra-curricular in order to help students who may find it challenging to engage.
- A link to the enrichment programme can be found here.
- [Enrichment - Ursuline High School](#)
- Please go through with your daughter to identify enrichment she would like to engage in!

A sample of enrichment opportunities

- Anime & Manga
- Art Textiles
- Irish Dance
- Mythology/ Creative Writing
- History
- Choir
- Book club
- Football

- Netball
- Student Leadership
- Orchestra
- Bible club
- Chaplaincy
- Chess
- Drama
- Philosophy
- Homework

Behaviour Management

Students are rewarded for

- Demonstrating the school's Core Values
- Serviam: using their gifts, talents and time for the benefit of others
- Representing the school in a positive way
- Cooperation & positivity
- Growth mindset
- Marked improvement in attitude or progress
- Consistently good classwork or homework
- Good stewardship
- Acts of solidarity/support

Conversely students can be given sanctions for lack of cooperation, rudeness, failure to follow instructions etc.

Multiple sanctions can trigger a requirement to attend homework club, a detention or participation in a weekly report card.

The aim of the system is to foster and reward positive behaviour for learning.

You can monitor your daughter's rewards and sanctions on Progresso

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

Anti-Racism

- **The school is clear in its mission to be a proactively anti-racist school.**
- We have reviewed our curriculum to encompass a diverse and wide range of sources, scholars, authors and role models that reflect the great diversity we have within our school community.
- We have built in to units of study across the year groups and subjects, opportunities for students to share their own cultural identity and to learn more about the world by hearing others
- We have devised engaging and exciting learning opportunities across the school during Black History Month, Hispanic Week, Asia Week, India Week that allow our students to explore cultures from all around the world
- We have a long established and exceptionally popular Multicultural Evening which showcases our students cultural identities and celebrates diversity
- A robust and rigorously implements Anti-racism policy and procedures for managing incidents.
- And our work towards being an anti-racist school is supported, monitored and challenged by a TaskForce of staff, students and parents as well as school leaders and governors.

Social Media in Year 9

- Countless friendship issues which are exacerbated by the misuse of social media
- Drawn into issues with other students
- Tempted to say unkind comments
- Unable to move past comments online
- We ask that parents ensure that access to any social media platforms is age appropriate
- If students do use social media, this will be taken into consideration when dealing with issues raised
- We need to work together to support our young people and we are stronger if we all do the same.

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.

The Serviam Passport



- Students record their participation and contributions to the Catholic ethos on their Serviam 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 passport is a testament to your daughter's commitment to our ethos and her engagement in the wider life of the school

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.
- The 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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The House System



Activities across the year, both physical and virtual that promote team work, communication, independence and healthy competition.

Aims:

- Smooth transition from Primary School.
- Create sense of belonging – Micro communities, integrate with other year groups.
- Create roles of responsibility and Link to Student Leadership.
- Healthy competition
- Confidence and Respect for others
- Benefit from Role Models
- Positive relationships with staff



Safeguarding Team



Ms Michelle Alexander
Assistant Headteacher
Designated Safeguarding Lead



Ms Rachael Gilmore
Mental Health Lead
6th Form Designated Safeguarding Lead



Ms Jo Wild
Wellbeing Co-Ordinator
Safeguarding Officer



Ms Sarah McCourt
Year 7 & 8 Pastoral Assistant
Safeguarding Officer



Ms Kerry Connor
Assistant Headteacher Ethos



Ms Rachel Donohue
Acting Assistant Headteacher
Behaviour



inspire
together

Wellbeing

Extra support in school for families

- School social worker
- School Counsellor
- School nurse
- Educational Welfare Practitioners (anxiety, low mood, sleep hygiene)
- Care co- Ordinator- Support student accessing CAMHS

Health & Wellbeing Support



School Nurse
Elaine



Educational Welfare
Practitioners



Ms Erica Nunan
School Counsellor



insitme
togLther



Danielle Boateng
Care Coordinator

Ms Natalie Alleyne
School Social Worker

Safer Schools Police Officer

This is PC Gunn, our school police officer, who your daughter 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.

PC Gunn operates in school under the direct instruction of the Headteacher.

No student would ever be questioned by a police officer in school without parental consent



Attendance and Punctuality

- The government have set clear guidelines for schools to ensure attendance is a key focus and the attendance rates across the country are back to pre covid times. Therefore all school must ensure that students are in school learning.
- Attendance to school is compulsory and students must be in school every day to ensure their learning is not affected.
- The school target is above 96% and all students must aim to be above this for the whole year
- If your daughter is below 90% is she is classed as a Persistent absentee and she will be placed on a PA plan that is monitored by her tutor
- Any holidays in term time will not be authorised any if taken you will be referred to the Educational welfare team and a possible penalty fine maybe be granted.
- Any medical appointments must be arranged out of school hours however for urgent cases we would require medical evidence to authorise the absence.
- Punctuality is monitored daily and consequences are in place for those who are persistently late.
- 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 all areas.

Equalities, Diversity and Inclusion

The Ursuline Have a clear policy on inclusivity and we respect all of the protected characteristics. We ensure that students voice and acting on their feedback is part of building a cohesive community.

Students of UHS asked to celebrate LGBTQI rights and so we have put dedicated month every year in February and a safe space group for students to attend and discuss key issues.

Students wanted to learn more about Gender equality and therefore embedded this into the PSHEC curriculum ensuring this is co-constructed with the students. We also added Sociology to the GCSE curriculum to give students more knowledge and time to discuss these topics. The sixth form were also given a project on gender equality to research and present their finding back to the leadership team so we can take action on any findings.



Pupil Premium / Free School Meals

The rising cost of living is well documented. The pressures on parents and families are at an all time high.

We urge all parents who have experienced any change of circumstance to check if they qualify for extra help from the government through the **Free School Meals** scheme. If your daughter qualifies then she will receive daily credit to her account for use in the school canteen.

In order to check if you qualify you must fill in an online application at:

[https://self.merton.gov.uk/service/Pupil Premium and Free School Meals application](https://self.merton.gov.uk/service/Pupil%20Premium%20and%20Free%20School%20Meals%20application)

Please note that this form applies to all schools that are in Merton and does not require you or your child to be a Merton resident to apply.

The application only takes a few minutes to complete and we strongly recommend applying even if you are not sure.

Financial circumstances should never be a barrier to students participating in all that we offer at UHS, so please contact the school if you are struggling with home finances, food or any other costs.

There is a range of help we can offer, as well as putting you in touch with relevant partner agencies where applicable.

Contact the Head of Year, or Mr Glavina – Assistant Headteacher

tom.glavina@ursulinehigh.merton.sch.uk 02039083194

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 changing.

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.

Dangers Online

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

What Can We Do?

- Recognise the risks - has a 13-14 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)

Risky Behaviour

- Vaping is normalised on social media platforms and branding of these products is appealing to teenagers.
- There is a widespread perception among teenagers that nicotine suppresses appetite and therefore vaping can help with weight control/loss – this is addressed via PSHEC.
- Pressure to attend gatherings (local parks, Wimbledon Common, unsupervised homes) increases from Y8 onwards – even more prevalent in Year 9. Do you know where your child is when not with you and who is supervising them?
- Set very clear boundaries about acceptable, safe behaviour outside school with friendship groups and maintain regular contact.

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
 - South West London Trailblazer
 - Safeguarding team
 - School Counsellor/Nurse/EWP
 - Off The Record Counselling and Kooth (online counselling) available to students this term



Any Concerns?

Reporting concerns at UHS



Inform a trusted adult on either site



Trusted adult will need to pass information to the Designated Safeguarding Lead (see photos in presentation) or a member of the safeguarding team. They will decide on next steps.



You may be asked for a statement of for a follow-up conversation. At all times we will ensure your wellbeing and needs and wishes are met



If the young person is at risk then Social services will need to be involved and they will advise school on the next steps. It is at this point they will carry out an assessment and not school.

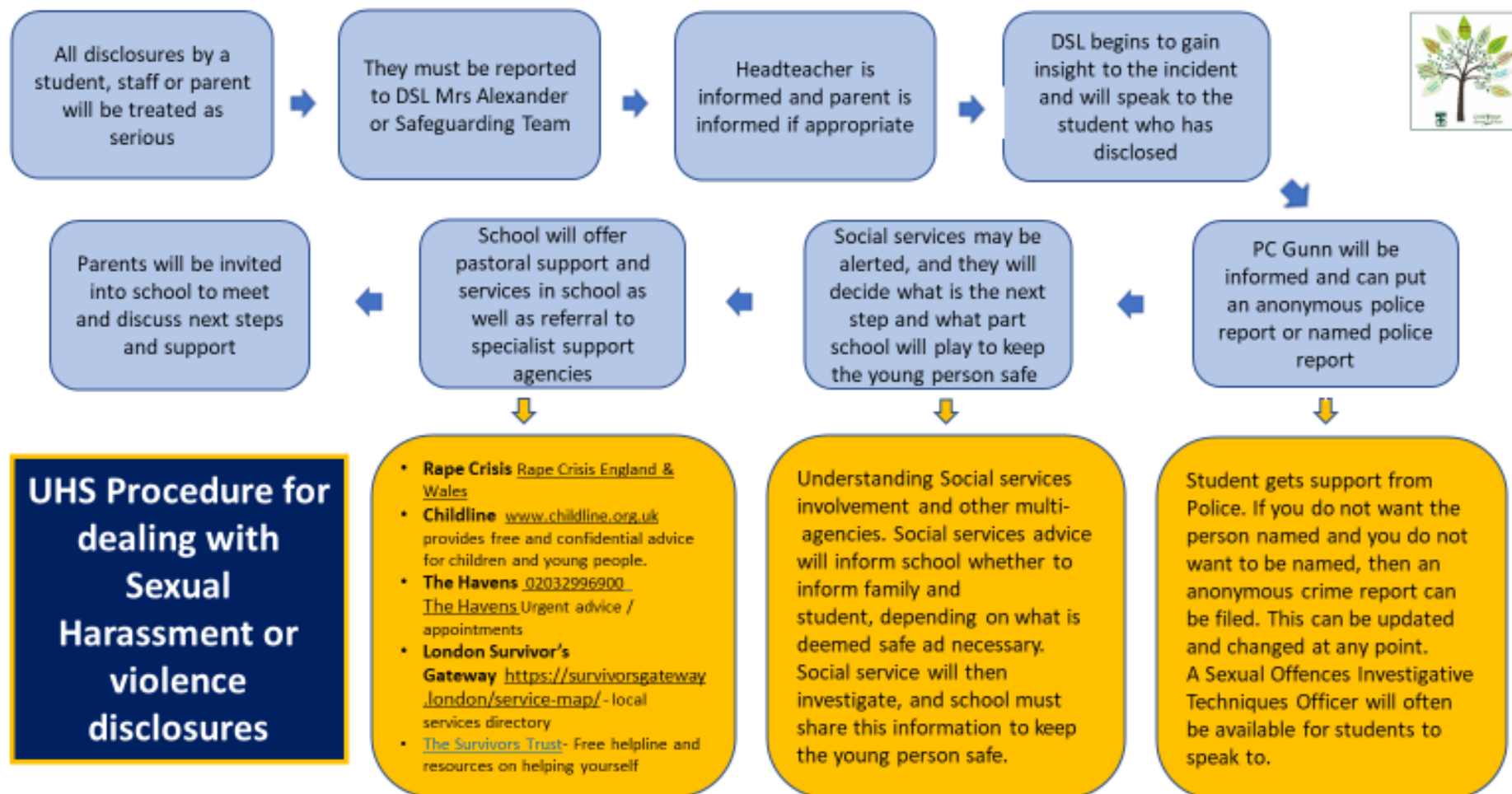


We may involve your parents if you are at risk and they need to put measures in place to protect you as a young person.



We would then check in with the young person and ensure they are getting the correct support and review this with them

Sexual Harassment and Violence



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/>



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 and Enrichment

Student Leadership

Times will be arranged with the staff member allocated to the group.

Year Group: Y7-11

Staff Contact: Paul Williams

paul.williams@ursulinehigh.merton.sch.uk

Description:

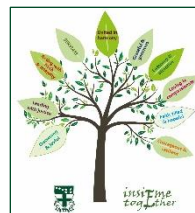
Students will work on leadership opportunities in the following areas:

- Digital Learning
- International Links
- LRC
- Public Speaking
- Science
- Sports
- The Arts
- The Community
- The Environment
- The Media
- Teaching and Learning

Skills required: You will be able to work individually and as part of a team; you will need to show initiative and be willing to share ideas and to listen to others' ideas. Commitment and a desire to develop an area of the school.



Enrichment Activities
KS3 Autumn Term 2022



Enrichment & Extra Curricular:

There are opportunities for students to get involved in extra-curricular clubs and activities spanning a wide range of curriculum subjects and beyond.

These offer great opportunities for encounter, confidence building, teamwork, etc.

Student Leadership and Enrichment

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	Y9 Anime Club (B9) Y9 DT Club (B2)	Y9 Computing Club (B2) Concert Choir (Chapel) Year 9 DT Club (B2)	Y9 Maths Coding + Quiz Club (G7)	Chaplaincy Team (Chapel – BREAKTIME) MFL Singing Club (M10) Y9 DT Club (B2)	
After School	School Production Rehearsals		Orchestra (A4) School Production Rehearsals	Ukulele Club (A4)	School Production Rehearsals

Student Leadership and Enrichment



Autumn 2022 SPORTS CLUBS

Day	@ Morley Park	@ UHS
Monday	Year 9 Football at Morley Park	Irish Dance Club – All Years
Tuesday		Year 9 Netball Year 9 Wimbledon BBG Trials
Wednesday		
Thursday	Surrey Schools Football Fixtures (All years when drawn)	
Friday	Cross Country Club (All Years)	All Years Dance Bites Street Dance Club & Skateboarding Club (Charged)

Careers – Key Staff

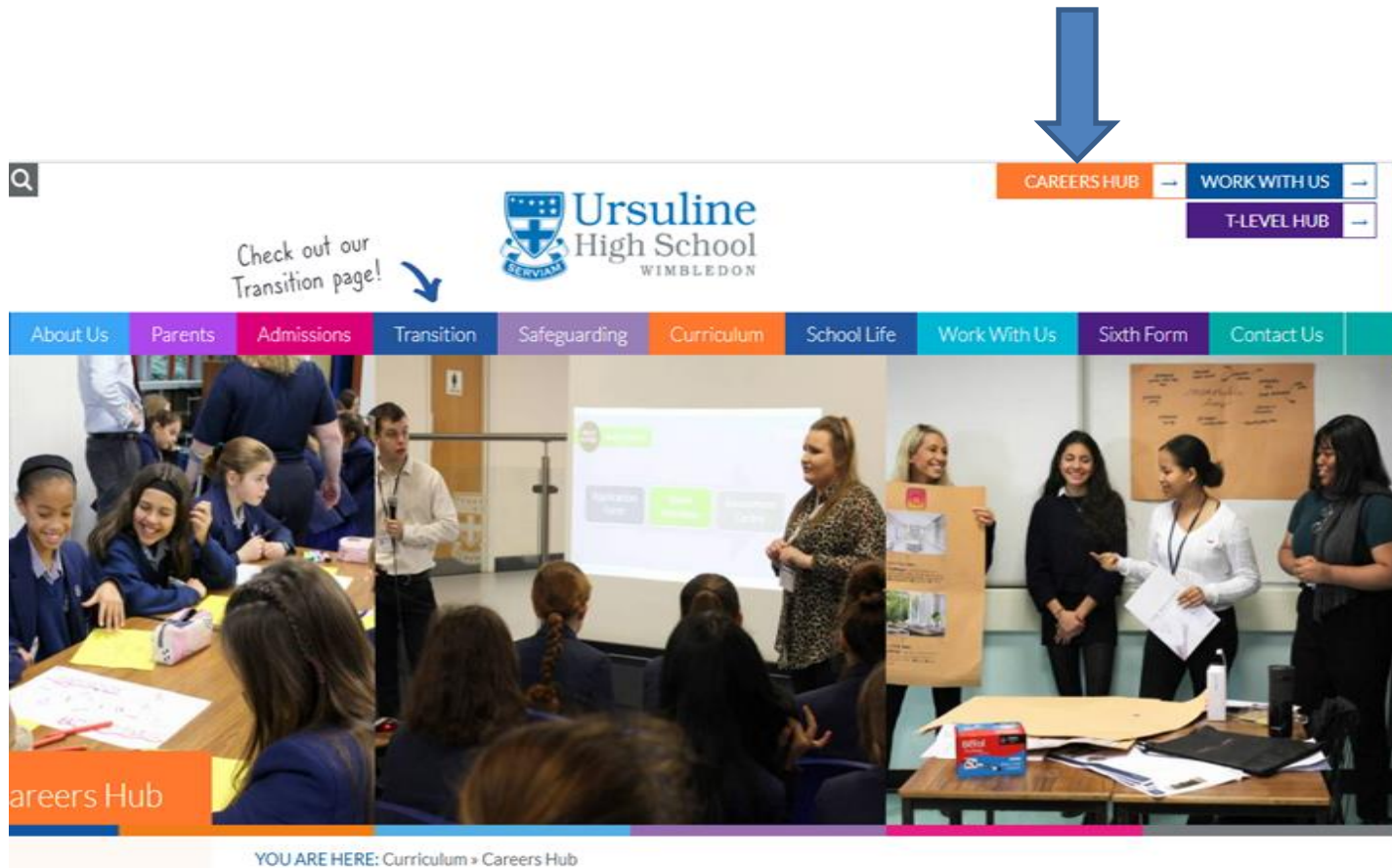
- **Mr Barton – Assistant Headteacher T Levels and Careers**
- **Mrs Ryan – Careers Lead**
- **Mrs Milne – KS3 and KS4 Careers Advisor**
- **Mrs Hoban – Careers Officer**

Year 9 Careers Programme – ‘Research’

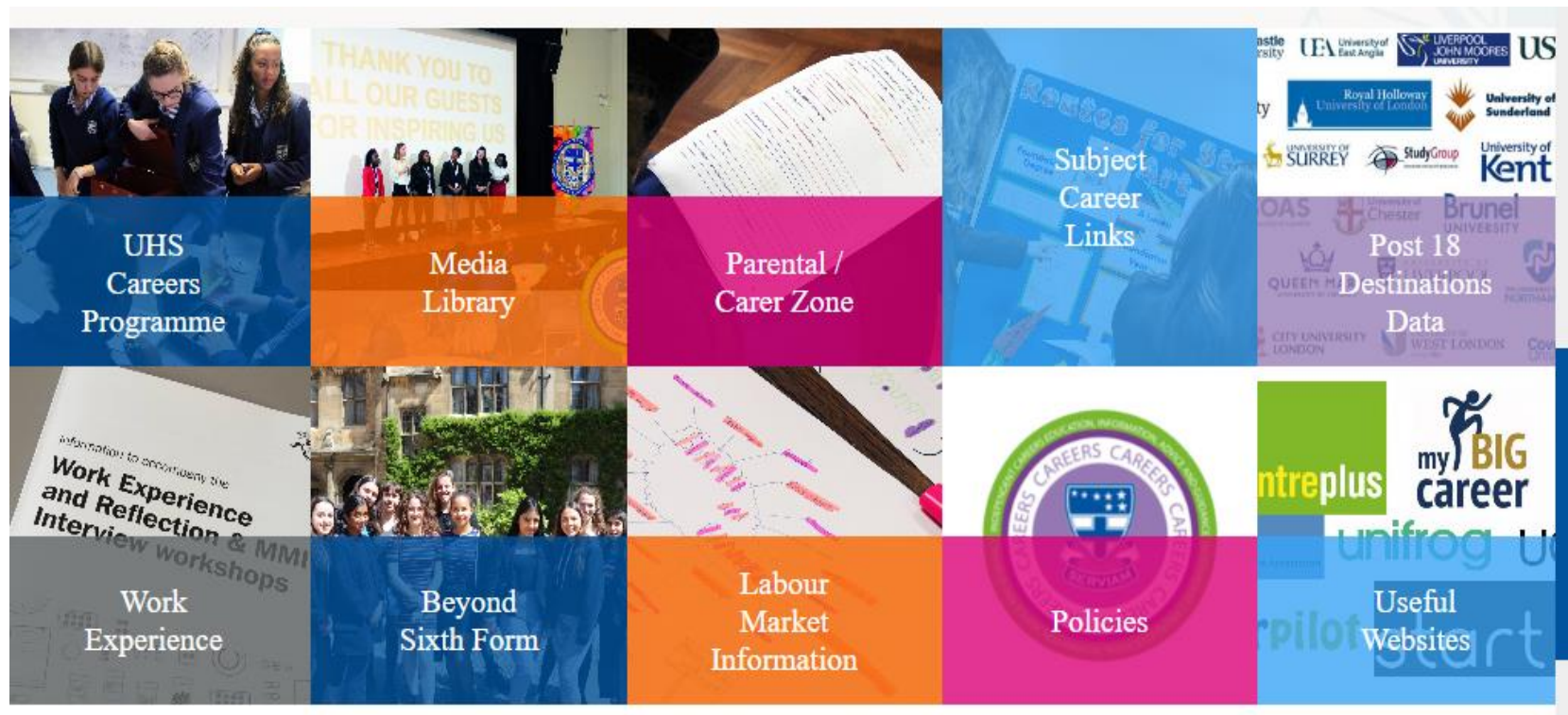
Year 9:

- Hear about different job roles, job families and industry sectors during assemblies and the E-Careers Library accessible via your Year Group on TEAMS
- Attend Wimbledon Bookfest Literary Festival to hear about different authors' careers and develop key employability skills through taking part in competitions and activities
- GCSE & Careers Exploration Programme – students research a range of different sectors and job roles and the educational pathways (including subject choices) from GCSE onward to enter these sectors
- Hear from employers and apprentices during National Apprenticeship Week (February 2023) & National Careers Week (March 2023) to develop an understanding of how the curriculum links to different career pathways
- Lunchtime Careers Talks – All students invited. Find out more about sectors and school leaver opportunities such as Green Careers, careers in the Media and Creative industries and STEM, working in the world of business, plus more...
- Careers in the curriculum – Hear through careers talks, activities, guest speakers and your subject teachers, how the skills and knowledge you develop in different subjects relate to a wide range of career paths
- All students will have access to, and taught sessions on, UNIFROG – the on-line careers software to explore interests, skills and qualities and how they may be suited to different jobs, careers, university courses and apprenticeship pathways. It's the A-Z of online Careers Resources

UHS Careers Hub – School Website



UHS Careers Hub – Home Page



Parental Engagement

- Academic Review Days:
 - 20-21st October 2022
 - 30-31st March 2023
- Parents' Evening:
 - 23rd February 2023
- Tutor / Teacher / HoY / PSA / SLT Contact as required.
- Effective use of the school planner.
- Progresso – Rewards, Sanctions, Progress & Attainment



Things to Look Forward To

- School Trips, inc.:
 - Year 9 Trip to Kew Gardens, 1st March 2023
 - Year 9 Trip to Royal Observatory, 16th March 2023
 - Year 9 Chaplaincy Residential Retreat, 16th March 2023
 - Year 9 'Encounter' Conference with St Ursula's Greenwich, 25th April 2023
 - Year 9/10 Drama Theatre Trip, 10th May 2023
 - Year 9 Revision Information Evening, 16th May 2023
 - Year 9 History Trip to Cabinet War Rooms, 17th July 2023
 - UHS Fest Week 2023





Key Dates

- Autumn Term Academic Review Day, 20-21st October 2022
- Year 9 Options Evening, 17th January
- Year 9 Parents Evening, 23rd February
- Year 9 Options Deadline, 10th March
- Spring Term Academic Review Day, 30-31st March
- Year 9 Revision Information Evening, 16th May 2023

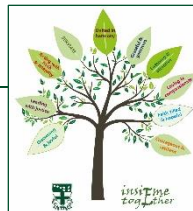
Contact Details

Mr James Roberts

Head of Year 9

0203 908 3161

James.roberts@ursulinehigh.merton.sch.uk



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



Questions?

Q & A

