

Carshalton High School for Girls

Parent Handbook 2025-26



Carshalton High School for **Girls**

#teamCHSG

Dear Parents/Carers,

Welcome to Carshalton High School for Girls.

This booklet is intended to map out for you what school life will look like for your daughter(s) during her time with us. We hope that by reading it, and referring to it throughout the year, you will understand what it is we are trying to achieve for your daughter's education.

Any successful education is a partnership between the school, the student and the family of that child. I would encourage you to ask your daughter(s) about what is contained in this booklet throughout this academic year and to engage with the various curriculums that have been meticulously planned by our staff.

Best wishes,

Mr Baumann-Winn
Headteacher

The School Curriculum

School Values

Our mission is to empower every student to be her best by fostering a school culture grounded in our core values: Community, Accountability, Resilience, Empowerment, and Sisterhood. These values were shaped collaboratively with staff, students, and parents, ensuring they reflect the needs and priorities of our whole community. We are dedicated to nurturing confident, compassionate young women who take responsibility for their learning, support one another, and embrace challenges as opportunities to grow. Together, we create a safe, inclusive environment where every student is seen, supported, and inspired to thrive.

Our values are captured in **CHSG CARES**:

- **Community** – Promoting kindness, inclusion, collaboration, and school spirit
- **Accountability** – Taking responsibility for learning, behaviour, and actions
- **Resilience** – Learning from mistakes and persevering through challenges
- **Empowerment** – Believing in your voice, strengths, and leadership potential
- **Sisterhood** – Supporting one another with empathy, compassion, and solidarity

With these values at the heart of everything we do, we are building a school culture where every student can grow academically, personally, and socially.



The Five Curriculums

At Carshalton High School for Girls your daughter will study five key curriculums,

1. The Teaching and Learning Curriculum
2. The Careers Curriculum
3. The Leadership Curriculum
4. The Personal Development Curriculum
5. The Literacy Curriculum

Each one of these is elaborated upon in the next sections of the booklet.

Our Teaching and Learning Curriculum

The Carshalton High School for Girls curriculum prioritises embedding a culture of learning with opportunities to achieve far beyond limitations. We teach carefully considered curricula, curated by subject experts, to expose students to material which is beyond their day-to-day experience. Through carefully selected content students are challenged and supported to be knowledgeable, inquisitive, resilient, and empowered young women.

At Carshalton High School for Girls, we do not want students to ‘forget’ what they have been taught. To help students learn the curriculum, consolidation and recall activities are frequently included in lesson sequences. Consolidation activities also offer an opportunity for teachers to formatively assess the starting points of their students and adjust their instruction accordingly. They also prime prior knowledge that will be needed in the next sequence of learning. In this way lessons are taught responsively and sympathetically to students’ cognitive architecture.

Our curriculum provides parameters for effective and consistent pedagogy while promoting autonomy for each individual component subject’s unique demands; we are attuned to subject distinctiveness driving teaching and learning in each subject. Our Trust-wide subject communities ensure that research can be viewed through a subject lens, so that a subject domain-specific pedagogical approach can be adopted by teachers.

Our curriculum is crafted to fulfil the demands of the national curriculum yet go far beyond this to invigorate and enrich the overall student experience, therefore unlocking the potential of all. It builds and develops students' knowledge, skills, and abilities coherently to inspire success and encourage aspiration in preparation for the next stage, regardless of what that might be.

CHSG Curriculum Principles

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| A. RELEVANCE: | provides content that is relevant, interesting, and appropriately challenging to students. |
| B. COHERENCE: | builds, sequences, and recalls specific knowledge, in a coherent manner combining both depth and breadth. |
| C. COMMUNICATION: | develops the ability to communicate with increasing effectiveness and sophistication. |
| D. CONFIDENCE: | supports the development of confidence and self-regulation in facing the challenges of learning and life. |
| E. INSPIRATION: | inspires students to become lifelong learners and active, responsible citizens. |

Teaching, Learning and Assessment

Workbooks

Students use workbooks in every subject in Key Stages 3 and 4. These bespoke resources have effectively replaced textbooks and exercise books or folders and have fundamentally altered lessons in our school. Workbooks are produced in-house by all subject areas. They contain the essential information that all students need to acquire, tasks that they need to complete and space for them to write in.

Working in workbooks (or booklets as most students call them) aligns with the priorities of the knowledge rich CHSG Curriculum and reflects the strengths and learning needs of our students. We have noticed that using workbooks has resulted in a sharper focus on learning and has made CHSG classrooms more efficient learning environments - time is only spent learning content and doing tasks that teachers have selected and devised at a level that provides appropriate challenge specific to our students.

Students' workbooks help them to remember and use previously learnt material and support effective revision and preparation for examinations and tests. They are more effective resources for study and reference to previous lessons than exercise books or ring binders which may contain a jumble of notes, answers and information sheets.

The greater transparency in the learning that takes place in lessons is a positive feature that we welcome, as we love it when parents talk with their daughters about their learning.

Habits of Attention

To promote an attentive and engaged learning environment, we proactively build students' attention skills through the use of **STAR**:

SIT UP to look interested and stay engaged.

TRACK the speaker to show other people their ideas matter.

ACTIVELY LISTEN to understand speakers' contributions.

RESPOND to speakers' contributions, taking your turn to speak.

At Carshalton Girls we aim to be inclusive in all areas of school life. When considering the use of behaviour strategies such as STAR we hope that all students will follow these principles to support their learning. We are aware that for some students there may be barriers linked to their SEND needs that may make this more difficult. In these cases, we will endeavour to make reasonable adjustments, where appropriate, to allow them to access these strategies to the best of their ability while taking their individual needs into account.

No Hands Up Questioning

Our main goal with questioning is that the students will eventually state the right answer. To achieve this at CHSG we mainly use 'No Hands Up' questioning, which we also call 'Cold Calling'. We rarely ask students to put their hands up if they wish to contribute an answer when a teacher poses a question in a classroom. Instead, there is a culture at CHSG where any student can be asked to give an answer to a question at any point in the lesson. Students can raise their hands if

they have a question for the teacher, otherwise, their hands stay down. We insist on this for several reasons,

- We know all students can answer something in every lesson.
- We know it forces students to 'think hard' in every lesson.
- We know it creates an atmosphere where students are concentrating on what is being said for the entire lesson.
- We know it enables the teacher to gauge the extent of the learning for all the pupils in the classroom.
- We know that if we did allow hands to be raised, this simply results in the more confident students becoming more confident, and other students becoming less engaged.

To encourage this, our teaching staff consider and plan what questions they are asking carefully, designing them so that it encourages a culture of success. They will also give students time to carefully consider their answers by waiting, before selecting a student to respond. Lastly, our staff have been trained to not accept students refusing to answer or who try to answer with 'I don't know' to avoid participating. The only option students have in our classrooms is to 'think hard'.

Retrieval Practice

Retrieval practice is a strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge "out" and examine what we know.

Retrieval practice makes learning effortful and challenging. Because retrieving information requires mental effort, we often think we are doing poorly if we can't remember something. We may feel like progress is slow, but that's when our best learning takes place. The more difficult the retrieval practice, the better it is for long-term learning.

At CHSG we have developed our curriculum to enable students to retrieve constantly to lead to long-term learning. We have 'Do Now' retrieval activities at the beginning of lessons, retrieval challenges throughout lessons, often using mini whiteboards, and have adopted a revision programme that is shaped around retrieval practice. All students are given a mini whiteboard and are expected to bring this to every lesson.

Assessment

At Carshalton High School for Girls teachers use assessment to understand students' strengths and areas for development. There is a consistent approach to assessment across the school. Teachers use formative assessment (while learning is happening in lessons) and summative assessment (after learning has happened in tests and exams), from which they draw conclusions about their students' learning and inform future lessons.

We use assessments to shape individual student's learning and to identify areas for development with individual students or across classes and year groups. Teachers can isolate specific misconceptions that students have and gaps in knowledge. Our assessments provide opportunities to reflect on students' thinking, strengths, and weaknesses. The assessments give useful insights into learning, adding to the richness of the information that teachers hold about our students.

At the beginning of each unit of work students will be set a ‘fact-finding’ task to see what they might already know about the topic before it is taught to them. These tasks might be in the form of an online quiz, or a short test and they are designed to inform the teacher about what students already know about a topic. Staff do not record these marks but do use the information to inform their teaching. These are formative assessments, therefore.

Assessment is about evidence of progress in the growth of learning. Students are assessed twice in the school year, with the exception of year 12, at the times outlined in the table below. These assessments check for retention and application of a broader knowledge and skills base throughout courses, sampling all knowledge that has been taught to date, not just one unit of work.

The table on the next page shows when students in each year group will sit a formal assessment across the year.

Year Group	Autumn	Spring	Summer
7	November		June
8		January	June
9		January	June
10	November		June
11	October/ November	February	
12	November	March	June
13	November	February	

- In Years 7, 8, 9 all three of these assessments will take place in classrooms.
- In Year 10 the Autumn assessments will take place in classrooms and the Summer term assessment will be in the Sports hall, under public exam conditions.
- In Years 11 – 13 all these assessments will likely take place in the Sports hall, under public exam conditions.

If a student qualifies for Exams Access Arrangements due to a specific learning need or disability, these will be granted for each of these assessments immediately from the start of Year 7.

Reporting

At the end of a term in which your daughter has been assessed, assessment results are reported as percentages to parents, along with a year group average to give some context to the percentages. A progress indicator will also be included to show how your daughter is progressing compared to her starting point in Year 7 for KS3 and against her GCSE target grade in KS4. Reports also include an effort descriptor and student attendance percentage as both of these factors make a significant contribution to student outcomes.

More information on reports can be found in the assessment and reporting booklet that you will receive with your child’s report.

Effort Descriptors

We have high expectations of all students at Carshalton High School for Girls and clearly communicate these and the rationale for them. Our effort descriptor rubric provides a framework for our young people to understand their own behaviours and how they could develop them to support their academic progress and personal communication skills. We break down these behaviours in to key areas to enable students to identify their strengths and areas for development are.

We want all students at Carshalton High School for Girls to meet our expectations in their learning behaviours. If a student is consistently showing these behaviours they should be able to make expected progress over time.

	Outstanding	Excellent	Consistent	Inconsistent	Unacceptable
Punctuality	On time to lesson and immediately begins work.	On time to lessons and immediately begins work.	On time to lessons and begins work without prompting.	Sometimes late to lesson. Sometimes has to be prompted to begin work.	Regularly late to lesson. Needs prompting to begin work.
Classroom communication	Their communication improves learning for all: asks and answers questions which respond to and develop ideas of others, reads/leads with voice. Vocabulary is precise.	Actively communicates: answers/asks questions, shares and listens in discussion, reads for the class with voice. Uses their best vocabulary.	Communicates regularly by asking and answering questions. Engages in class discussion with voice.	Communicates but waits until prompted by the teacher. Engages in pair work. Does not ask questions.	Little communication in lessons and reluctant to engage in discussion.
Approach to classwork	Complete all work, including challenge tasks. Uses previous work and teacher to overcome challenges. Actively tries to produce their best work.	Completes all work in the correct time. Uses teacher/resources to help them produce their best work.	Completes their work. Uses resources or teacher to help them.	Attempts tasks but may require prompting to begin. May need reminders to do their best.	Does not meet minimum expectations of task completion.

Response to feedback	Reads feedback and uses models to improve their own work. Actively seeks feedback. Actions written and verbal feedback to ensure improvement over time.	Reads feedback and uses models to improve own work over time. Actions verbal feedback when given.	Reads feedback and makes some improvement to their work.	Reads feedback. May engage in improving work.	Does not actively use/seek feedback.
Presentation + Organisation	Follows all expectations for presentation. Work is presented to an outstanding quality and used both inside and outside the classroom. Has impeccable organisation and always brings the required equipment.	Follows all expectations for presentation. Materials are well presented and may be used as revision resources. Always brings required equipment and is well organised.	Follows expectations for presentation. Brings required equipment.	Follows most expectations for presentation but there be some untidy work or doodles. Required equipment is not always present.	Work does not meet presentation expectations. Work may be lost. Required equipment is often not present.
Approach to homework	Completes all set tasks to a high standard. Actively engages with their learning. Regularly uses their time to acquire wider subject knowledge and demonstrates this in class.	Completes all set tasks. Actively engages with homework. Will occasionally use their time to acquire wider subject knowledge.	Completes all set tasks. Engages with and presents homework to a good standard.	Completes most set tasks. Sometimes completes homework to the best of their ability.	Does not complete homework regularly. Homework tasks may be late or poorly completed.

Rewards

Praise, encouragement and rewards are central to the ethos of our school. We believe that we get the best out of our students through recognising what they do well and working hard. We give rewards for effort and participation to motivate and inspire. There is the opportunity in every lesson for students to be rewarded.

Golden Ticket

Teachers award ONE Golden Ticket each lesson. This can be for excellent work, effort, attitude to learning or improvement in class. The Golden tickets are rewarded at the end of the lesson and the reward celebrated. These are the equivalent to three House Achievement Points for their House.

House Achievement Points Badges

Each term, students are recognised for their achievements through the awarding of Bronze, Silver, and Gold Star certificates and badges, based on the number of House Achievement Points they have earned. These points are awarded to students who demonstrate our school values - similar to Golden Tickets - and are tallied at the end of each term. Stars are then presented to celebrate those who have excelled in living out our values, providing a tangible way to recognise and reward students' commitment to Community, Accountability, Resilience, Empowerment, and Sisterhood.



Each term teachers identify students who deserve special recognition. This may be due to commitment to schoolwork or because students have impressed staff in some other way. These students are a positive example to those around them and they all receive individual recognition letters.

House System

The House system is a strong feature of the school, and this facilitates girls mixing across year groups, to foster friendly but fierce competition. We want to inspire our students, highlight potential opportunities, and motivate them to greatness with our termly focus on powerful and influential female role models.

The House system encourages the opportunities for a greater student voice and helps to sustain the culture of kindness and excellence that we strive for at CHSG.

House Objectives

Our aim is to provide every student in the school with the following:

- A sense of belonging within the school community
- Opportunities for leadership
- A chance to develop social and practical skills

- A sense of achievement and competition
- An awareness of individual and collective responsibility

House Names

Each student is allocated, via their Tutor Group, to one of four Houses. 7B1 and 7B2 are Seacole, 7G1 and 7G2 are Ginsburg, 7R1 and 7R2 are Chawla and 7Y1 and 7Y2 are Hepburn.



Metacognition

Building Student Learning Power

Metacognition is an awareness of one's own learning. It entails understanding the goals of the learning process, figuring out the best strategies for learning, and assessing whether the learning goals are being met. We want CHSG students to see themselves as an agent in the learning process and realise that learning is an active, strategic activity. Reflective learners are not only strategic about their own thinking, but they also reflect upon their learning while it is happening, considering the success or failure of their strategies and revising them as appropriate.

To cultivate this disposition in our students we use a series of sessions included as part of the Personal Development Programme where they learn various revision techniques as well as being instructed in the learning process. By the time our students reach Year 11 when they embark upon their GCSE examinations, they will have built up an armoury of practised techniques that will ensure success.

Research argues that metacognition and self-regulation must be explicitly taught and so each year group will focus on one specific area, please see below:

Year	Building Learning Power Focus	Revision Technique
Year 7	How we learn – memory and forgetting	Self-Quizzing
Year 8	How we learn – dual coding	Mind maps / graphic organisers
Year 9	How we learn – memory	Flash cards
Year 10	How we learn – cognitive load	Chunking, SQ3R
Year 11	How we learn – self regulation	FACE*

FACE: Review the **Facts, **A**pply in context, **C**onnect ideas, test in **E**xam conditions,*

Over time, starting from Year 7, students will build their learning power year on year thus impacting positively on their studies and eventual outcomes. We know that retrieval practice is one of the most effective ways of learning that leads to fluency and this programme will embed retrieval and revision practice techniques as students will use them in all their subjects.



Home Learning

Research tells us that the greatest benefits of homework for students are when tasks are associated with the rote learning, practice or rehearsal of substantive (factual) knowledge. *Task - orientated homework has higher effects than independent projects that focus on problem solving* (Hattie, *Visible Learning*, 2008). The more specific the task, the more likely it is going to benefit all learners, regardless of the time spent on the task. We also know that up to half of what is learned is forgotten within a few days.

Therefore, in Years 7 & 8 we refer to homework as Home Learning, as most tasks set will focus on our student's memorising the most important content as decided by our Heads of Departments, our subject experts.

In Years 7 and 8 Home Learning tasks will be based on students memorising a specific section of a Knowledge Organisers using a metacognitive technique (self – quizzing). As a result, Home Learning is also a form of revision.

In Years 9 - 13, we refer to tasks carried out after school as 'homework' tasks as this will be a combination of the accrual of substantive knowledge and opportunities to practice exam type questions using learned content.

What principles guide our approach to Home Learning?

ACCESSIBILITY All students should be able to complete homework tasks successfully	CONSISTENCY All students should have a similar experience of homework and develop a routine of continuous learning	VALUE We want homework tasks to benefit the students' learning and help them build knowledge over time
PURPOSE We want all students to know why they are doing a homework task and how it links to their learning	RETRIEVAL & PRACTICE We want homework to enable revision and preparation for future learning and assessment	MOTIVATION Homework should increase a students' motivation for learning.

How much Home Learning do we set?

Year 7 and 8

We expect students to complete 1.5 hours of home learning every weekday evening following a schedule that is mapped out for the entire term. In Years 7 & 8 students will spend four 15 minute blocks learning specific content from a Knowledge Organiser per evening, totalling one hour. For the last 30 minutes, we expect students to read a book.

The only exceptions to this are Maths home learning and Reading Progress. For Maths, students will spend one hour per week working on an online programme called SPARX every Tuesday. For

the occasional English home learning task, students will be asked to complete a reading progress assessment via MS Teams.

Day	Subject 1 – 15 mins	Subject 2 – 15 mins	Subject 3 – 15 mins	Subject – 15 mins
Monday	English	English	Art	Music
Tuesday	Maths	Maths	Maths	Maths
Wednesday	Biology	Chemistry	Physics	Citizenship
Thursday	MFL	Computer Science	History	Drama
Friday	Technology	RS	Geography	Reading Log

You can find the Home Learning schedule and a copy of the Home Learning booklet on the school website [here](#).

Year 9

We expect Year 9 students to do at least 1 hour of homework each night. This can include guided reading, writing practice and practice that reinforces skills and concepts taught in lessons, Sparx Maths, online platforms that allow for practice and retrieval of content and vocabulary, accountable revision, vocabulary development, topic review / consolidation of learning, correcting assessed work and acting on feedback, applying knowledge and understanding (e.g. problem solving) and preparation for learning in the next lesson (flipped learning). All homework tasks will be set by class teachers on Class Charts. 30 minutes should be completed for each subject per day as per the schedule below plus 30 minutes of reading three times a week and Reading Progress once per fortnight. 15 minutes of numeracy (Sparx) should be carried out twice per week in addition to the schedule below:

Day	Subject 1 – 30 mins	Subject 2 – 30 mins
Monday	English	MFL
Tuesday	Maths	Option 1
Wednesday	Physics	History
Thursday	Biology	Geography
Friday	Chemistry	Option 2

Year 10 + 11

We expect students will complete at least two hours of homework every evening. These tasks will be set by class teachers via Class Charts as there is no centralised schedule to provide for more flexibility to meet the demands of the GCSE. For the most part provide opportunities for extended practice of the content they have learned in their lessons. For some lessons, where relevant, tasks may be in the form of coursework or longer exam preparation tasks. As part of students' homework in Years 10 + 11 are still expected to read for at least 30 minutes per day. Students should review their Class Charts regularly to map out their homework schedule, prioritising tasks based on due dates and difficulty level, ensuring time to speak to teachers if assistance is needed.

Sixth Form

In Years 12 + 13, homework and independent projects are set accordingly by class teachers via Class Charts. Students are expected to complete an hour of personal study for every hour they

spend in lessons with many tasks being flipped learning tasks (pre-reading tasks for the upcoming lesson).

How do we check Home Learning tasks have been completed successfully?

Years 7 -8

Students' Home Learning exercise books are checked every morning in the morning line-ups. If a student has not:

- attempted the home learning tasks from the previous evening,
- filled at least one side of A4 in their books,
- reviewed their work in a different colour, they will be set a centralised detention that evening.

In addition, low-stakes quizzing will be a feature of lessons to gauge the extent students have learned the key content of the subjects they study.

Years 9 – 13

Students in these year groups will be set deadlines for the homework tasks by their class teachers. Class teachers will be responsible for the setting, collecting, marking and giving feedback of these tasks, according to their department's policy.

How can parents/carers support their child's home learning?

- Students should be completing 30 minutes of reading each night. It is important to encourage your child to read challenging books. Their English teacher will be able to support them in this.
- Students in Years 7 & 8 will be revising from their Home Learning workbooks every night or completing SPARX Maths. Every night you can support this by quizzing them on the sections they have been learning. All they need to do is to memorise the named sections for that evening using 'Look, Cover, Write, Check, Review', therefore you do not need any additional knowledge to support them.
- Students need a quiet space, without distraction, to complete their Home Learning. If, for whatever reason you cannot provide this encourage your child to attend Homework Club at school, which runs Monday, Tuesday and Wednesday from 3pm – 4pm.

How will the school support your child's home learning?

- In Years 7 & 8 the school will provide all the materials needed to complete Home Learning tasks successfully. These include a Home Learning workbook, an exercise book and a plastic wallet to keep these items safe.
- In Years 9 – 13 parents and carers can ask about what their child has learned that day, read through any written homework tasks and quiz them on any keywords provided in homework booklets.

Literacy Curriculum

Across the school, we are building a disciplinary approach to literacy in which every subject takes responsibility to shape our students into being well read, articulate citizens who know they belong and can be successful in an educated society. Working with the Strategic Leader for Literacy, each Head of Department has compiled rigorous reading material that inspire and challenge students. There will be opportunities once a term to read from these chosen texts as a group and develop more powerful knowledge.

In lessons, students are explicitly instructed by teachers in reading, writing and vocabulary strategies to access and engage with this material. In doing this, we believe that we are sending our students to their aspirational destinations able to know how to read, speak and write like scholars across a range of academic disciplines. They will be able to participate in powerful conversations as lifelong learners.

The Wider Reading Programme

For one English lesson a fortnight, students will be learning how to become independent, critical readers. Students may select from a range of titles in classroom book boxes or from our wonderfully curated Wider Reading catalogues available online. These catalogues have titles that will not only enrich your child's study of the English curriculum but also their study of all subjects across the curriculum. For example, if your child has enjoyed reading *Wonder* for the Identity novel and loves their History lessons, they can choose 'White Bird' by the same author from the catalogue which picks up a minor character from *Wonder*, telling the tale of his grandmother, a young Jewish girl in occupied France during WW2. Students can borrow these books to take home. The expectation is to read from them for 20 minutes each day. During Wider Reading lessons, students can exchange books, read to their teacher and complete reading projects independently.

Reading Progress

We want students to become fluent, confident and expressive readers, whatever their starting point. To that end, students are set fortnightly homework, using a Microsoft Teams programme called 'Reading Progress'. Students are assigned a short passage to read aloud and record using devices they have at home. They have unlimited time and attempts to produce their best effort. The programme sends their teacher progress data on pronunciation, self-correction, omission and general accuracy. It has been pleasing to see student progress develop exponentially and their keenness to read in class grow.

Tutor Reads Programme



Through our 'Tutor Reads' programme all students will have regular access to a teacher reading aloud, modelling fluency, explaining vocabulary by offering synonyms and sharing in a passion for reading. This will be a shared social experience that will build a sense of community and belonging as well as increase the students' exposure to countless words and phrases not found in everyday dialogue.

The chosen books will enable the coverage of a wealth of themes and concepts valuable for personal development as well as leading to an ongoing improvement of independent reading skills. Text selection was a thorough and thoughtful process: we have a strong array of female writers, writers from a considerable range of ethnicities, writers of various ages and backgrounds (including children) and disabled authors. Themes offer both cultural touchstones of universal exploration (immigration, family relationships, growing up) but also the opportunity to visit experiences beyond our time and space (classical mythology, living in war times, women's suffrage). Titles have been chosen from contemporary Young Adult (YA) fiction and classics to represent strong females, some of whom have barriers to overcome and others who are simply enjoying life.

Reading allows students to peer into a world removed from their own and opens countless possibilities for students. When students say they do not like reading, this is understandable as this is effortful and we, as humans, tend to shy away from activities that require effort. However, everyone loves a story and through our Tutor Reads we require students to listen to and enjoy a good story, which will have a significant impact on their overall performance at school and in life.

The books chosen are an interesting, enjoyable and diverse collection of fiction, poetry and non-fiction.

Personal Development Curriculum



Our school's Personal Development curriculum encompasses Personal, Social, Health and Economic Education (PSHEE) and Relationship, Sex and Health Education (RSHE).

The Personal Development curriculum aims to provide our students with opportunities and experiences that help them grow and develop as individuals and as members of families and of social and economic communities whilst catering to the needs of our school and its community. We recognise that this curriculum provides a provision of information and the development of skills and attitudes which enable students to make effective choices and take opportunities which will help them to live happy, healthy, successful lives, now and in the future.

Our Personal Development curriculum is designed to:

- Meet statutory requirements and non-statutory guidance
- Be accessible to all our students
- Show progression through key stages and year groups through a coherent sequenced curriculum
- Engage students in our school values and the teaching and learn styles of our school
- Teach challenging issues in a thoughtful and sensitive manner with all staff having received annual safeguarding training updates
- Use a wide range of suitable, up to date and varied resources
- Have links with outside agencies and service providers
- Include links with our external local community and voluntary groups
- Be integrated with the school's charity and fundraising activities
- Engage with important world calendar dates

All lessons within the Personal Development curriculum will engage with our school values.

The curriculum follows three overarching themes **Health and Well-being, Relationships and Living in the Wider World**. Within these themes students will explore:

Health and Wellbeing

Self-concept, mental health and emotional wellbeing, healthy lifestyles, drugs, alcohol and tobacco, managing risk and personal safety, puberty and sexual health.

Relationships

Positive relationships, relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood, bullying, abuse and discrimination, social influences.

Living in the Wider World

Learning skills, metacognition, choices and pathways, the importance of charity, world events, employment rights and responsibilities, financial choices, media literacy and digital resilience.

How is the Personal Development curriculum delivered?

Our Personal Development is delivered to KS3, KS4 and KS5 students during tutor time sessions and during five calendared drop-down days throughout the school year. Sessions are predominately delivered by tutors in the pastoral team for each year group. The curriculum is also enriched by external organisations that provide workshops on specific topics.

Use of workbooks in Personal Development lessons ensures there is a sharper focus on learning and all students have individual access to important information, including signing posting to helpful resources, which they can take home with them. Workbooks also provide spaces for students to complete various activities, opportunities to reflect on their learning and to complete self-assessments.

How can parents/carers support their child's learning in Personal Development?

The partnership of home and school is vital in providing context to the Personal Development curriculum. We regularly write to parents to keep them informed of the teaching and learning taking place during specialist Personal Development days and an overview of our Personal Development curriculum can be found on our school website. Parents are encouraged to engage in discussion with students at home to further their learning outside of school. Personal Development workbooks allow parents to see the learning students are involved in; the workbooks also include pages which signpost additional information and help, with useful websites which parents and students can explore together at home.

How does our Personal Development curriculum respond our students' diverse learning needs?

Our Personal Development curriculum values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We recognise that content within the Personal Development curriculum must be taught sensitively and inclusively, with respect to the backgrounds and beliefs while always with the aim of providing students with the knowledge they need of the law.

Student Mental Wellbeing

We work proactively to support students to be able to deal with life's challenges and recognise that this is increasingly important to students and parents. Outside all toilets are our 'What if...' leaflets, which detail advice and signpost support offered from external agencies. We have everything from advice on e-safety, feeling sad, self-harm and feeling safe. Please do ask your daughter about what she has talked about in her day and enable her to share her thoughts on areas of wellbeing and mental health and please encourage her to bring some leaflets home. We will regularly send home information and guidance for parents to help them support their children through their secondary school journey but please do refer to our website for further information on specific support for mental health and wellbeing.

We acknowledge and celebrate various national events throughout the year, as outlined below. We always seek suggestions and feedback from our Student Leadership Team about how we should acknowledge and celebrate events and how we can widen our offer for student wellbeing. Our students said they wanted more opportunities to come together as a community and so we now have a number of #teamCHSG events throughout the year.

October

- World Mental Health Day
- Black History Month

November

- National Stress Awareness Day
- Anti-bullying Week

February

- Time to Talk Day
- Children's Mental Wellbeing Week

May

- Mental Wellbeing Awareness Week

June

- Pride Month

Student Leadership

At Carshalton High School for Girls, we strongly believe Student Leadership is one of the essential strands of personal development. We encourage all students to take on leadership roles in our CHSG community and believe this is vital to developing our values and vision. The development of leadership provides opportunities for students to develop the characteristics of a successful person and improves academic success, opening doors in the future. Through leadership, students embody our core values of community, accountability, resilience, empowerment and sisterhood, strengthening both themselves and the wider school community.

Aims of Our Student Leadership Programme

- To provide students with meaningful opportunities to develop leadership skills through a range of inspiring and challenging initiatives that positively impact learning, teaching, and well-being for both students and staff.
- To empower students to collaborate effectively with staff, contributing to the achievement of our shared vision and school values.
- To equip students with the skills, confidence, and resilience needed to succeed in Higher Education and to pursue personal and professional excellence beyond school.
- To foster a strong sense of responsibility, accountability, and community engagement, encouraging students to make a positive difference within and beyond the school.
- To nurture qualities of initiative, creativity, and collaboration, helping students build lifelong skills that support their personal growth and leadership potential.

All students follow the Student Leadership Accreditation (SLA). This is an innovative way of recognising students' leadership skills and the impact that they have in the classroom, across the school, and in the wider community. Students work towards bronze, silver and gold accreditation.

As well as the prestige of accreditation, the process that students go through in becoming accredited is of great benefit. This process encourages students to:

- Critically self-reflect on their own skills as leaders,
- Work collaboratively to plan how they will meet the criteria and evidence it,
- Organise and structure their evidence,
- Peer assess others' work against criteria,
- Aspire to take on increasingly challenging leadership responsibilities.

Student Leadership Team

At CHSG, we believe students should be offered wide-ranging opportunities to develop their leadership skills. Our Sixth Form Senior Leadership Team (SLT), along with Year 11 Head Girls and their deputies, take on key responsibilities both within the Sixth Form and across the whole school community.

Student Voice

Each year group has its own Student Voice, guided by the year team. Representatives meet regularly with staff to discuss important issues, debate new initiatives, and take ownership of their ideas. Key recommendations are then shared with the School Council, giving students a real voice in shaping life at CHSG.

Student Council

The Student Council, elected from Years 7–13 with two representatives per year, is at the heart of student leadership at CHSG. Council members work with staff and peers across areas such as Diversity and Wellbeing, Teaching and Learning, community projects, and charity initiatives. Fully student-led, the Council gives members the chance to develop teamwork, leadership, and a real voice in shaping school life.

The Council has driven meaningful change, from improving the rewards system to reshaping the House structure to celebrate an inspiring female role model each term. Student Council members also play a key role in staff recruitment, ensuring the student perspective is heard at every stage.



Co-Curriculum



Carshalton High School for Girls has a strong tradition of offering high quality co-curriculum opportunities and activities in addition to the curriculum. These activities are an important and exciting feature of school life and contribute enormously to our students' social, moral, spiritual, and academic development.

There is an extensive range of extra-curricular activities and enrichment opportunities on offer including the arts and sporting provision with opportunities to take part in workshops, field trips and research.

We offer students the chance to immerse themselves in different cultures and experiences through several national and international trips and visits. Students also have the opportunity to participate in our House Competitions which include debating, sporting, design and chess challenges.

Theatre trips, visits to exhibitions and museums plus excursions to local colleges and universities also occur regularly and provide further opportunities for students to enrich and extend their learning beyond the classroom.

In September, students will be given the extra-curricular timetable with all the activities on offer and are encouraged to get involved in a number of exciting opportunities. Our extra-curricular programme will run on Monday's / Tuesday's and Wednesday's.

Careers Curriculum

At Carshalton High School for Girls, Careers Education is of high importance, we pride ourselves in providing students with an extensive Careers programme ensuring our students have the knowledge, experience and understanding to make informed choices about their future.

We want to encourage the girls to be aware of life beyond CHSG and the opportunities that are available to them. Students have fortnightly careers lessons, in line with the rest of the school they work from booklets that are tailored to each year group. Lessons are planned using the latest Careers Development framework and mapped against the Gatsby Benchmarks.

A number of Careers days throughout the year give Higher and Further Education providers the opportunity to have access to our students enabling them the chance to learn more about technical and vocational routes and explore all the pathways that are available to them.

As Careers Manager, Mrs. Phelps-Gardiner will be working closely with the students and is available via email if you would like further information or have any questions.

dphelps-gardiner@carshaltongirls.org.uk

An example of some of the activities that are included in the Year 7-13 careers programme

- A full introduction to CHSG careers, a brief overview of options After My GCSEs, challenging stereotypes in the workplace, skills that switch.
- External employers into school (via year assemblies and workshops)
- Involvement in National Apprenticeship week
- Involvement in National Careers week
- Year 8 options workshop hosted by a local college
- Careers evenings, to explore subject pathways and what they can lead to.
- STEM (Science, Technology, Engineering and Maths) roadshows and other activities.
- Aspirational speaker visits.
- University outreach activities.
- Higher and Further Education Exhibitions such as the UCAS convention.
- Year 10/12 Work Experience
- National Apprenticeship Show visit.
- Whole school Careers Fair
- Mock interviews with local employers
- Enterprise days
- Access to our Careers Centre for any careers related support or guidance.

Behaviour

In our school, good behaviour is everyone's responsibility. To ensure your daughter makes good progress we must have a calm and purposeful learning environment and students must all behave appropriately to ensure this happens. We have straightforward behaviour systems to make sure staff have the time to plan and deliver effective lessons, which means students make good progress. We will be teaching your daughter about behaviour as part of our PSHE (Personal, Social, Health and Economic) programme because we feel it is important that they know what good behaviour looks like and how it contributes to their learning. Behaviour is their responsibility; they must work just as hard on their behaviour as they do on their schoolwork. Having good learning attitudes will equip them for the future and help build positive relationships.

Your daughter has one choice, to either be in class working well and progressing with her learning or not. If your daughter disrupts learning, they will be placed in our Academic Reintegration Centre (ARC), and she will access her normal lessons through Microsoft Teams whilst in the ARC. The member of staff who removed her from the lesson will have a restorative conversation with your daughter and you will be contacted as part of the reintegration process.

We operate a 4-level system for behaviour (more details can be found in the behaviour policy on the school website):

Level 1

The sanction is a 30-minute centralised detention served that day.

- Late to school
- Late to lesson
- No homework
- Lack of Equipment
- Uniform Infringement
- Littering
- Shouting and running in the corridor
- Eating and drinking in the corridor
- Chewing gum
- Out of bounds
- Inappropriate language or comments
- Unkindness

Level 2

These incidents are more serious and result in time being spent in our ARC.

They include:

- Truancy from lessons
 - More than 5 minutes late to a lesson without a reasonable excuse
 - Going to the toilet for more than 5 minutes without a reasonable excuse
 - Meeting friends in the toilet
- Removal from lessons /being sent to the ARC
- Being in a toilet cubicle together
- Failure to respond to a direct instruction, including to go to the ARC
- Bullying or harassment

- Breach of Health and Safety policy
- Persistent defiance
- Failure to attend centralised detention or disruption of centralised detention
- Use of a mobile phone
- (Year 7 only) Bringing a smartphone onto the school site
- Vaping or Smoking in school uniform

Level 3

These are our Red Lines. They are behaviours that have no place in our school. The sanction is a fixed period suspension.

- Abuse of or intimidating behaviour towards staff
- Violent conduct/fighting
- Inciting violence or hatred
- Serious or repeated incidents of bullying
- Persistent oppositional defiance or extreme incidents of defiance
- Failing on behaviour report
- Bringing drugs and/ or alcohol or being under the influence of drugs and/or alcohol
- Smoking/vaping on the school site
- Racism/Homophobia
- Serious breach of health and safety
- Bringing a weapon into school
- Filming or photographing a teacher or student against their will
- Bringing the school into disrepute, including on-line communications
- Failure to follow a final direct instruction from a senior member of staff
- Persistent breaches of the behaviour policy

Level 4

The sanction is **permanent exclusion**. This is an indicative but not exhaustive list:

- Persistent breaches of the School Good Behaviour Policy
- Trafficking of drugs in school
- Physical assault on a member of staff
- Deliberately setting off the fire alarm
- Serious breach of health and safety
- Using a weapon in school

Please also be aware that **there is a ban on students using mobile phone and headphones** on the school site. Year 7 students are not allowed to bring a smartphone or smartwatch to school and will be sanctioned with time in the ARC if they are found with one. Students in years 8-11 will receive an ARC sanction if they are seen or heard with a mobile phone and/or headphones whilst on the school site.

Our aim as a school is to give your daughter an excellent education. We believe that some of the most effective ways to provide this is to ensure we have disruption free classrooms and a safe school. All the negative behaviours listed above prevent this in some way and therefore they are not acceptable in our school.

Escalation pathway and behaviour stages

Students who persistently breach the behaviour policy will escalate through our behaviour stages. A behaviour panel of senior staff meet half-termly to review the behaviour record and discuss which behaviour and intervention stage each pupil is on. The panel may put a pupil up or down a stage or keep them the same until the next meeting. Parents will be informed of the outcome of behaviour panel meetings at the end of term.

Further information of behaviour stages, sanctions and interventions can be found in the behaviour policy available on the school website.



School Uniform List

As ambassadors for the school students are expected to be in full school uniform and wearing their lanyards during the school day and on their journeys to and from school. Wearing the correct uniform always results in a positive start to the school day for the students when they enter the school gate.

Students must wear:

1. A navy-blue school blazer with embroidered school emblem on the pocket.
2. A navy blue 'V' necked knitted jumper with pale blue stripe and school logo. This may be removed during the summer.
3. A plain navy-blue box pleat, on-the-knee length skirt (no belts attached; no splits or any other decoration; skirt must not be worn rolled up at the waist) or,
4. Navy blue trousers. These must be tailored business style and full length. They should not be hipsters, combat style, skin-tight or wide leg, have belts attached or any other decoration.
5. A pale blue and white checked blouse.
6. Sensible outdoor coat in plain black or navy only (parka styles with a fur trim are permitted)
7. Plain black low-heeled shoes
8. Plain white, navy, or black ankle socks (knee length socks are not permitted), or,
9. Tights that are plain black or navy (flesh coloured and patterned tights are not permitted).
10. A school rucksack with school logo
11. A lanyard denoting which year group a student is in (this is provided by the school).

Students can wear if they wish:

12. A plain navy or black headscarf for students who need to cover their head on religious grounds
13. A plain black, navy or school scarf may be worn to and from school. No other colours are permitted.

Students must not wear:

14. Hooded tops or baseball caps.
15. Bandanas or multi-coloured headscarves.
16. Additional clothing which is visible under the uniform (e.g., leggings, long sleeved or high-necked tops or legwarmers).
17. Tights and socks must not be worn together
18. Denim, bomber jackets, leather, or fur coats/jackets – real or simulated.
19. Trainers, canvas shoes, leather Vans, sandals, and boots higher than the ankle, including Dr Marten's.

For Dance

- Black leggings/black tracksuit bottoms (no stripes or branding)
- Short sleeved navy with cyclone blue polo top (School logo)
- Jazz shoes or bare feet

For PE

- Short sleeved navy with relevant house colour stripe polo top (School logo)
- Navy shorts
- Trainers
- Navy long socks
- Shin pads and football boots for football would be preferable but not compulsory.
- Optional item for cold weather – PE hooded top with School logo
- Optional item for cold weather – Tracksuit bottoms with School logo *non-school tracksuit bottoms will not be accepted
- Belly button piercings **MUST** be removed or covered for practical PE lessons

For GCSE PE

- Navy GCSE PE ¼ zip tracksuit top (Optional)
- Navy GCSE PE polo top (Optional)
- Plain black shorts if wearing GCSE PE tops.
- White or navy sports socks if wearing GCSE PE tops.
- Plain black leggings if wearing GCSE PE tops.
- Trainers

Jewellery

Students can wear:

1. A wristwatch (we would discourage the wearing of smart watches).
2. One small pair of **plain** gold or silver studs no more than 5mm in diameter (one in the lobe of each ear only).
3. A religious necklace which must be worn out of sight inside the blouse or jumper.

Students must not:

1. Wear more than one earring in either ear
2. Wear decorative earrings (costume earrings), sleepers or hooped earrings of any type
3. Have any facial jewellery or tongue piercings. The school accepts no responsibility for any financial issues or risk of infection that arises when students are asked to remove piercings. Clear plastic retainer bars may be worn in existing piercings.
4. Wear rings, bracelets, bangles, or necklaces (other than those for religious purposes, which are hidden).

Make Up and Hairstyles

Students can have:

1. Conventional hairstyles
2. Dyed hair, but natural colours (i.e., a colour a person could grow naturally) **only** are acceptable.
3. Braided hair, but natural colours (i.e., a colour a person could grow naturally) **only** are acceptable.
4. Any hair ornaments must be navy blue, black or white (single colour only) and must be no wider than 10cm.
5. Some make-up in Years 9 – 11. Make-up should be kept to a minimum and not obvious.

Students must not:

1. Wear coloured nail varnish
2. Shave part of their heads
3. Wear false nails or bring false nails & glue to school.
4. Wear false eyelashes.
5. Wear coloured/patterned contact lenses should not be worn.
6. Dip dye or partially dye their hair.

Students in Year 7 & 8 should not wear make-up of any sort.



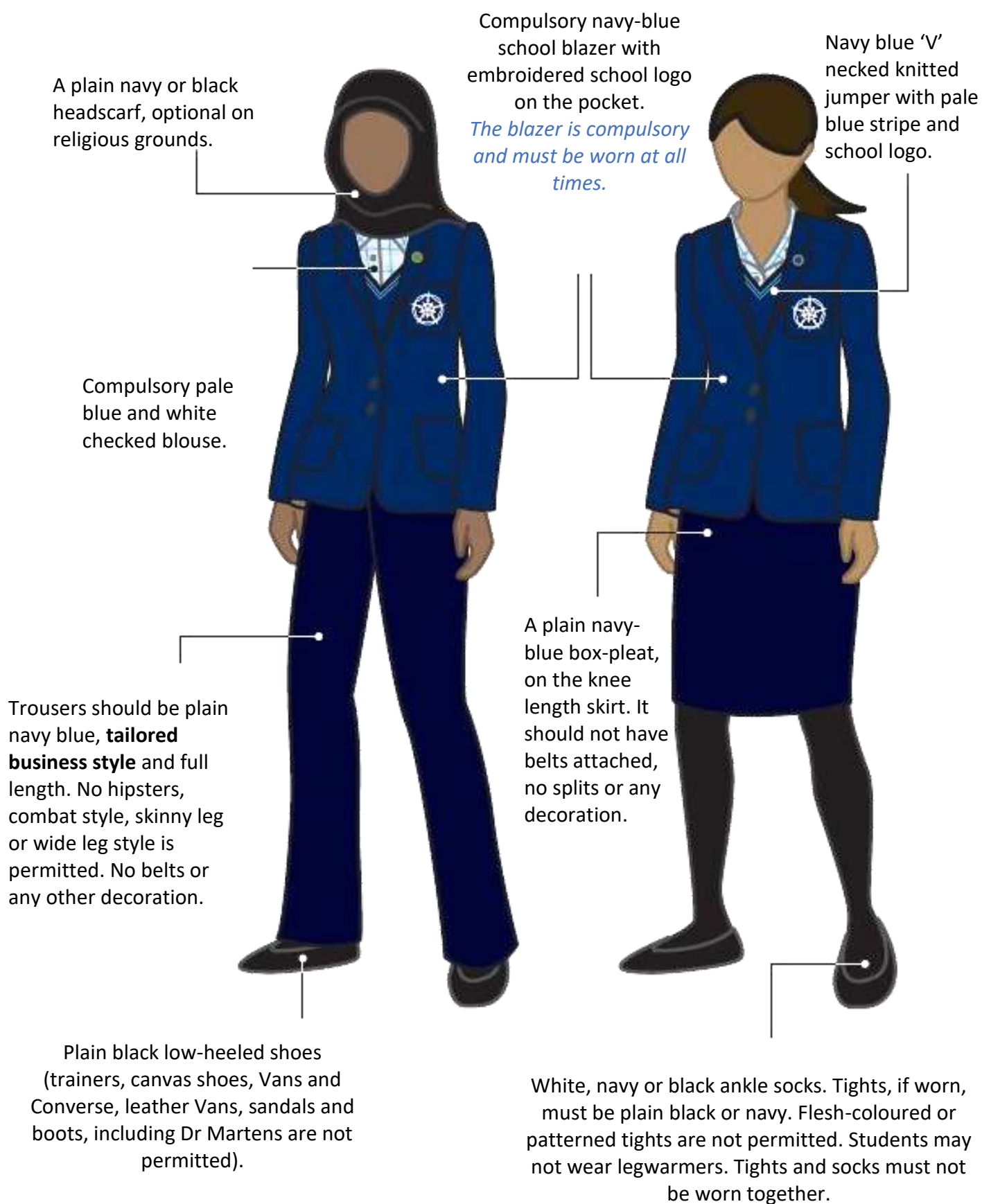
School Bag

All students must have a sturdy, practical **rucksack** to be able to keep their books and equipment safe as they travel to, from and around the school site.

For students in Year 7-11, the school bag, with embroidered school logo, is **compulsory** and it can be purchased from our school uniform supplier.

In addition, students must use their blue drawstring PE bag to bring their PE kit into school, this is provided by the school in the September of Year 7. No other types of school bag are permitted. Replacement PE bags can be purchased via ParentPay for £1.

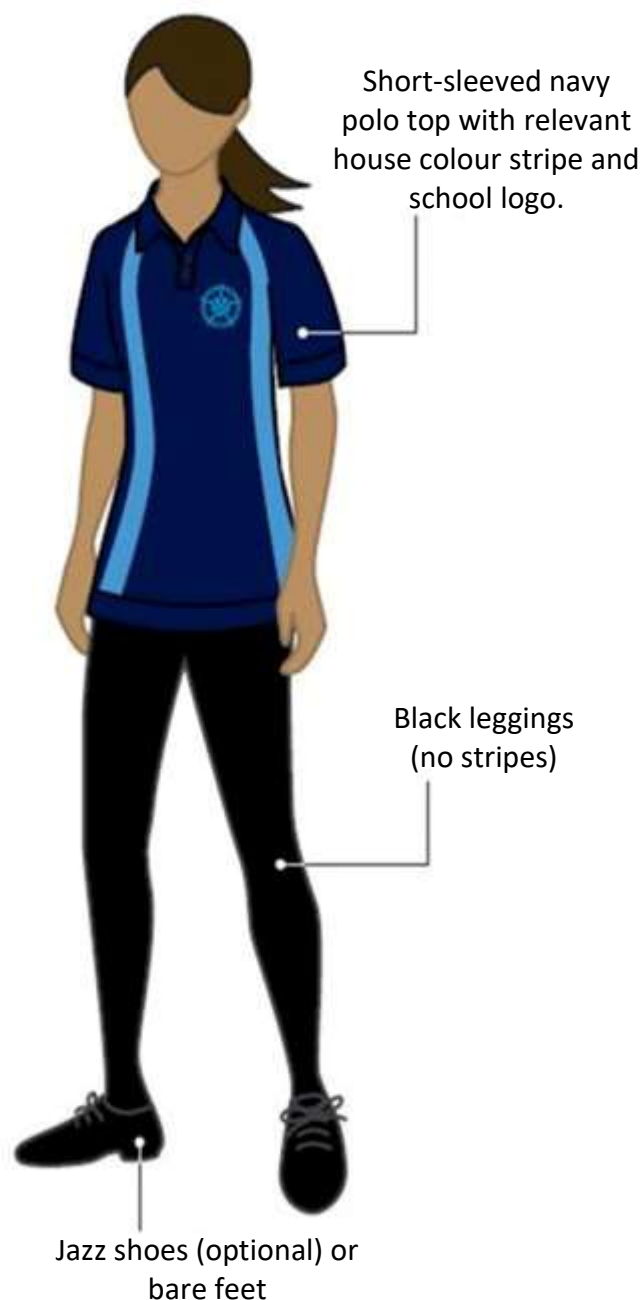
School Uniform List



PE: Compulsory items



Dance: Compulsory items



Uniform Policy

If students are not compliant with the uniform requirements, sanctions will be set in accordance with our School Good Behaviour Policy which can be found on our School website.

Trainers can only be worn to School if accompanied by a medical note. In this instance, the trainers must be black. If students do wear trainers to school, they will be offered a pair of school shoes, provided by their Head of Year. If they refuse these, students will be internally isolated.

Items will be confiscated and/or students will be internally isolated or may be sent home to change or until the issue is resolved. Confiscated items will be returned to students at the end of the term.

Equipment List

Your daughter will need a fully stocked pencil case including blue and black writing pens, pencils, ruler, rubber, pencil sharpener, coloured pencils, scissors, glue, compass, highlighter pens etc. She will also require a drywipe whiteboard pen as we supply all students with a mini whiteboard and will use these in every lesson. Equipment will be checked every morning by their tutor. **Tippex should not be brought to school.**

Individual Subject Requirements

Literacy

Reading Book – as part of our literacy curriculum, students are expected to bring a book that they are reading to school every day. Books can be borrowed from our extensive collection within the Learning Resource Centre (LRC).

Mathematics

Protractor, compass and scientific calculator. We strongly recommend the fx-83GT CW or fx-85GT CW calculator. Prices vary between retailers. The majority of our maths staff and students have this model, or its predecessor. It is very intuitive, easy to use and will, if looked after being used through to Year 11 and beyond. Slightly cheaper calculators are available, but the functionality is greatly reduced, and they are much less useful, especially in their screen layout and in regard to their use with fractions.

Calculators should be labelled with the student's name. Please see our video demonstration of our recommended calculator on our [CHSGMaths YouTube channel](#).

Technology

For each lesson students will need the following equipment:

Essential: pencil, pen, 30 cm ruler, coloured pencils (not felt tips), scissors and glue stick

Helpful: Black fine line pen, set square, compass, rubber, sharpener.

Visual Arts

2b & 4b pencils, colouring pencils, rubber, sharpener, scissors and glue. The Visual Arts department offer 2 pencils (2b & 4b) and 2 brushes for £2.50.

PE

Full indoor and outdoor kits (please refer to the school uniform list)

Home Computer/Laptop

At CHSG we have a number of online learning platforms in place in order to support students to complete homework and remote home learning. We understand that when parents/carers look buy or renew home computers it is useful to know the specifications required in order to run these school platforms. The minimum recommendation for home computers is below:

Component	Requirement
Computer & processor	Minimum 1.6 GHz (or higher), 2 core
Memory	4.0 GB RAM
Hard disk	3.0 GB of available disk space – we recommend the largest size disk space they can afford.
Display	1024 x 768 screen resolution
Graphics hardware	Windows OS: Graphics hardware acceleration requires DirectX 9 or later, with WDDM 2.0 or higher for Windows 10 (or WDDM 1.3 or higher for Windows 10 Fall Creators Update)
Operating system	Windows 10, Windows 10 on ARM,
.NET version	Requires .NET 4.5 CLR or later
Video	USB 2.0 video camera
Devices	Standard laptop camera, microphone, and speakers



Communication with the School



We try to communicate with you as effectively as possible.

Our school website, www.chsg.org.uk, provides information about all aspects of the school including our ethos, policies, systems and structures, as well as aiming to give you a flavour of daily life at our school. News and important information are posted on the Home Page for easy

access. We also produce a weekly email newsletter to keep you up to date about school life and regularly post information on social media platforms.

Your daughter's Form Tutor and/or the School Office are the first point of contact for you if there is a pastoral matter, we need to be aware of.

If there is a matter you wish to discuss with a subject teacher, then you can either leave a message for them to contact you back via the School Office or email them directly. Staff emails can be found on the school website.

Please do not come to the school without an appointment and expect to see a member of staff. Meetings need to be arranged in advanced as we cannot guarantee the person you wish to speak to is available that day.

Email Messaging

We regularly send messages and newsletters to parents via email and it is important that you keep us updated with your email address. If your email address does change, please contact the school office: office@chsg.org.uk so we can update our records.

To avoid our messages going to junk/SPAM folders please save the following e-mail address into your address book/safe senders list to ensure you are receiving our school communications:
SC3194002a@schoolcomms.com

Class Charts



We use Class Charts to monitor student behaviour, attendance and rewards. Parents can access Class Charts through an app or via a web page. You will be able to access Class Charts and monitor your child's attendance, behaviour, both positive and negative, view their timetable and have ability to report an absence. Log in details for class charts will be sent to parents during the first week of school in September.

Social Media

Stay in touch with our teaching and learning via our social media sites. We post about news, events, trips and visits.



@carshaltonhighschoolforgirls



@CarshaltonHigh



@CarshaltonGirls

Assemblies 2025-6

Every Monday, the whole school comes together for an assembly led by senior members of staff. These gatherings are a special time for our school community to unite, reflect, and engage with important themes. They provide an opportunity to share key messages, recognise achievements across all year groups, and highlight significant events in the wider world that reflect our diverse community. Assemblies also allow students and staff to explore and reinforce the school's values, particularly our commitment to community, empowerment and sisterhood. By coming together each week, we foster a sense of belonging, encourage mutual support, and remind everyone that every member of our school has a valued role to play.

Throughout the year, assemblies explore topics that matter both within our school and in society at large.

In the autumn term, students reflect on the importance of working hard, student leadership, and Black History Month.

In the spring term, assemblies focus on Holocaust Memorial Day, International Women's Day, and Mental Health Awareness Week.

During the summer term, students focus on revision tips, managing exam stress, and staying safe over the summer holidays.

The assembly schedule is flexible, allowing us to respond to significant events and developments in Britain and around the world, ensuring our students remain informed and connected to the wider community.

Key Dates

Autumn Term 2025

1 st September	INSET Day
2 nd September	INSET Day
3 rd September	Start of Autumn Term Years 7 & 12 – register 8.30am
4 th September	Years 8, 9, 10, 11 & 13 – register 8.30am
9 th September	Year 11 and Year 13 Parent Information Evening
10 th September	Year 7 and Year 12 Parent Information Evening
11 th September	School photographs
19 th September	INSET day
22 nd September	Year 8 Parent Information Evening
23 rd September	Year 9 Parent Information Evening
24 th September	Year 10 Parent Information Evening
10 th October	Student Flu Vaccinations

Half term 20th October to 31st October 2025

3 rd - 7 th November	Year 11 and Year 13 Exams
6 th November	Personal Development Day – Year 8 Academic Review Day – Year 7, 9 and 10 Mock Interviews – Year 12
12 th November	Sixth Form Open Evening
13 th November	Late start for students – 9.35am
17 th – 28 th November	Autumn Exams Week Years 7, 10 and 12
1 st December	INSET day
9 th December	Winter Concert
11 th December	Year 11 Parents Consultation Evening
17 th December	Student Christmas Lunch
19 th December	End of Autumn Term, early finish

Spring Term 2026

5 th January	Start of Term – 11am start for students
8 th January	Year 12 & 13 Parents' Consultation Evening

9 th January	Late start for students – 8.50am
12 th January – 23 rd January	Year 8 and 9 Exam
15 th January	A night at the Musicals
28 th January	Intermediate Maths Challenge
29 th January	Dance Show
6 th February	Whole School Careers Fair
9 th – 13 th February	Year 11 and 13 Exams
12 th February	Year 8 Parents Consultation Evening

Half term 16th February to 20th February 2026

23 rd February	INSET Day
24 th – 27 th February	Year 11 & 13 Exams
5 th March	Year 8 Enterprise Day
6 th March	INSET Day
9 th – 12 th March	Year 10 Work Experience
9 th – 13 th March	Year 12 Exam Week
12 th March	Year 9 Parent Consultation Evening
17 th – 19 th March	School Production
24 th March	Personal Development Day 2 - Year 7, 8, 9, 10 & 12 Academic Review Day – Year 11 & 13
27 th March	End of Spring Term – Early Finish

Summer Term 2026

13 th April	Start of Term – 11am start for students
16 th April	Year 10 Careers Morning Year 8 Options Evening
22 nd April	Music Scholars Concert
30 th April	Year 7 Parents' Consultation Evening
1 st May	Late start for students – 8.50am
4 th May	Bank Holiday
6 th May	Year 9 Careers Morning
7 th May	Junior Maths Challenge

13 th May	Personal Development Day 3 – Year 7, 9, & 10 Academic Review Day – Year 8 & 12
14 th May	Year 10 Parents' Consultation Evening
15 th May	Late start for students – 8.50am
19 th May	Live Lounge

Half term 25th May to 29th May 2026

1 st – 12 th June	Summer Exams Year 7, 8 & 9
25 th June	Year 13 Prom
2 nd July	Shakespeare Showcase
6 th – 10 th July	Year 12 work Experience
9 th July	Summer Concert
TBC July	Sports Day
15 th July	Sports Awards Evening
17 th July	End of Summer Term



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part of the  Girls' Learning Trust