

Carshalton High School for Girls

Year 7 Information Booklet



#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 in Year 7 at our school. 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 during her first year in secondary school and to engage with the various curriculums that have been meticulously planned by our staff. It is our belief that every student should see their place in our school and its curriculums.

We have a simple but ambitious vision for our school,

'A centre that is fearless in its commitment to excellence. A safe, inclusive learning community where staff and students thrive.'

And therefore, our school motto is,

'Excellence: everywhere, every day.'

That is what our staff will offer your daughter in her time at our school, and it is what we expect of her as she joins us this September.

Yours faithfully,

Mr Chris James

Assistant Headteacher / SENCo / Raising Standards Leader for Year 7

Dear Parents/Carers,

Year 7 is an exciting time; students are part of a much bigger school community with the opportunity to make new friends & learn new subjects.

It is our hope that students will leave our school with a love for learning and a commitment to use their lives to make a positive impact in the world. This process begins in Year 7 as they are exposed to new ideas and the continued challenge to consider and implement their learning.

As students join our school we ask them to take increasing responsibility for their learning; organising themselves and their equipment, engaging with the variety of lessons on the timetable, and giving over time to complete homework. We also expect the students to take increasing responsibility for their behaviour and actions; we have a culture of high expectations. Students are to be kind, to respect each other and our staff and to behave exceptionally in their lessons and during break and lunch, in order that our school environment is one where everyone flourishes.

The girls, and you, their parents and carers, are a very welcome addition to *#teamchsg*. We look forward to 7 years of effective partnership that we might together play a part in their reaching their potential.

Yours faithfully,

Miss Lorna Stanley
Head of Year 7

Key Year 7 Staff

Year 7 Team



Miss Stanley

Head of Year 7



Miss Williams

Assistant Head of Year 7



Mrs Watkins

Pastoral Support

Senior Leadership Team for Year 7



Mr Devenney

Headteacher



Mr Elstone

Deputy Headteacher
Curriculum Leader



Mr James

Assistant Headteacher
SENDCo
Raising Standards Leader

The School Curriculum

Keys to Success

At Carshalton High School for Girls, we believe there are five Keys to Success. By this, we mean that we aspire for our students to develop these five traits to make the most of their time with us at our school. Everything that we do seeks to grow these in our students.

Be your best

- To put all the effort possible into achieving your goals.
- To display extemporary behaviour.
- To be sincere and honourable.

Be involved

- To participate in lessons, school life and our community.
- To be motivated.
- To embrace opportunities.

Be together

- To support each other every day.
- To unite as a team.
- To work cooperatively.

Be ambitious

- To be prepared for what is ahead.
- To set high expectations for yourself.
- To be determined, enthusiastic and resourceful.

Be aware

- To keep safe.
- To be knowledgeable about yourself and the world around you.
- To be mindful of and considerate to others.

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

- 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 now 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 past lessons than exercise books or ring binders which may contain a jumble of notes, answers and information sheets. The greater transparency in teachers' work is a positive feature that we welcome, as we love it when parents talk with their daughters about their learning.

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 use a system on 'No hands Up' questioning, which we also call 'Cold-calling'. We no longer 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'.

Assessment

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.

Summative assessments take place at the end of every term for each subject, just before students' end of term reports are written by our teaching staff.

- In Years 7 and 8, the Autumn and Spring term assessments will take place in classrooms and the Summer term assessment will be in the main hall.
- In Years 9 – 13 all these assessments will likely take place in the main hall.

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.

These summative assessments are cumulative. Therefore,

- The Autumn term assessment will examine students' knowledge of subject content from September to December.
- The Spring term assessment will examine their knowledge of subject content from September to March.
- The Summer term assessment will examine their knowledge of content from September to July.

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 in order to lead to long-term learning. We have 'Do Now' retrieval activities at the beginning of lessons, retrieval challenges throughout lessons and have adopted a revision programme which is shaped around retrieval practice. Year 7 will focus on carrying out their retrieval practice through using flashcards amongst other strategies.

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 | Flashcards |
| Year 8 | How we learn – dual coding | Mind maps / graphic organisers |
| Year 9 | How we learn – memory | Self - quizzing |
| 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.

As Year 7 will practice with flashcards we would ask that you assist by helping your daughter to revise by quizzing her using the flashcards she has made and helping facilitate the creation of flashcards during homework activities.

Homework

Why do we set homework?

At Carshalton High School for Girls we define homework as any work set that students must do outside of lesson time. Homework helps develop good study habits, which are essential for life-long learning. It helps students to become independent learners without the need for direct supervision. Students can develop good study and work routines together with the self-discipline needed in the adult world.

Homework extends and develops the work done in school and encourages research and experimentation. It can make use of resource is not normally available in class. This might include school and public libraries, computers- both in school and at home, the local environment & community, books and other materials at home and of course the knowledge & experience of parents. Homework strengthens the links between home and school and homework that involves parents is highly effective & excellent practice.

How much homework is set?

Each subject will set a maximum of one piece of homework every other lesson. For core subjects [English, Maths and Science] homework should take no longer than one hour, whereas for non-core subjects each piece of homework should take no longer than 30 minutes to complete.

In line with the Department for Education guidelines:

- In Years 7 and 8 students should spend in total 45 to 90 minutes on homework daily
- In Years 9, 10 and 11 homework should take between 1½ and 2½ hours per day.
- In Years 12 and 13, students are expected to complete an hour of personal study for each hour spent in lessons.

How is homework set?

Homework should be set at the beginning or during the lesson rather than at the end.

All homework is set via Microsoft Teams, planners are not used at all.

This is where students will see the description of the task, any worksheets or resources that are required and the deadline that they must meet. If a student is absent from a lesson, it is their responsibility to make themselves aware of any homework that has been set. To assist this, Microsoft Teams can be logged into at any time.

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 is compiling lists of rigorous reading material which inspire and challenge students.

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.

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 powerful impact on their overall performance at school and in life.

The books chosen for Year 7 are an interesting and enjoyable collection of fiction, poetry and non-fiction, please see overleaf for the internal literary canon on offer.

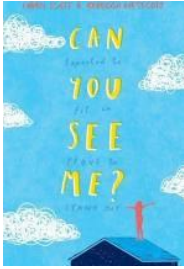
Year 7 Book List



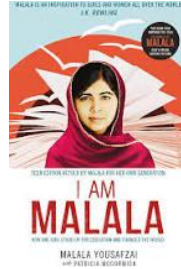
Alice in Wonderland
Lewis Carroll



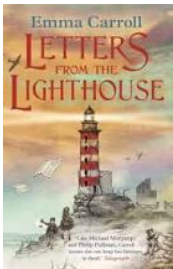
Windrush Child
Benjamin Zephaniah



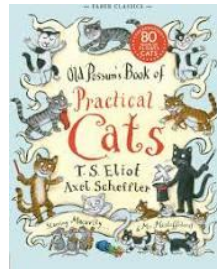
Can You See Me?
Libby Scott



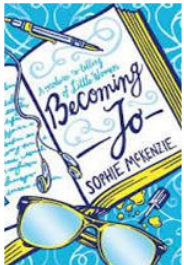
I Am Malala
Malala Yousafzai



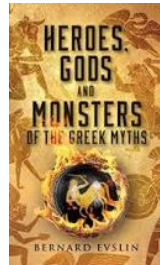
Letters from the Lighthouse
Emma Carroll



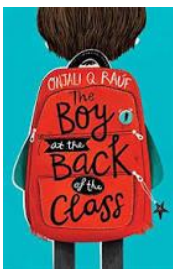
Old Possum's Book of Practical Cats
TS Eliot



Becoming Jo
Sophie McKenzie



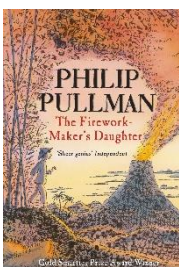
Heroes, Gods and Monsters
Bernard Evslin



The Boy at the Back of the Class
Onjali Rauf



The House with Chicken Legs
Sophie Anderson



The Firework Maker's Daughter
Phillip Pullman

Personal Development Programme

The Year 7 Personal Development Programme (PDP) will incorporate Personal, Social, Health and Economic (PSHE) education alongside careers education and a focus charity. It will also take into consideration world calendar dates and school concepts explored throughout the academic year. Our PDP is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. The PDP curriculum is bespoke to the needs of our school, it's community and most importantly is focused on our students to ensure that they achieve their full potential at Carshalton High School for Girls and in the future.

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, work and careers, the importance of charity, world events, employment rights and responsibilities, financial choices, media literacy and digital resilience.

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.

Aims of Our Student Leadership Programme

- To provide opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff.
- To empower students to work in partnership with staff towards our shared vision.
- To prepare students for Higher Education and for achieving personal and professional excellence in life after formal education.

We have many students who are keen to be involved in the Student Leadership Programme and who wear their own specific coloured badges with pride which identifies them to all students in school

Student Leadership Team

The Sixth Form Senior Leadership Team

At CHSG we believe that our students should be given extensive opportunities to develop their leadership. Our Sixth Form Senior Leadership Team (SLT) are elected by staff and their peers and hold positions of responsibility in the Sixth Form and the whole school. The Head Student Leaders and Deputies are interviewed by the Headteacher and Assistant Head, following the application process.

Student Council

Student Voice

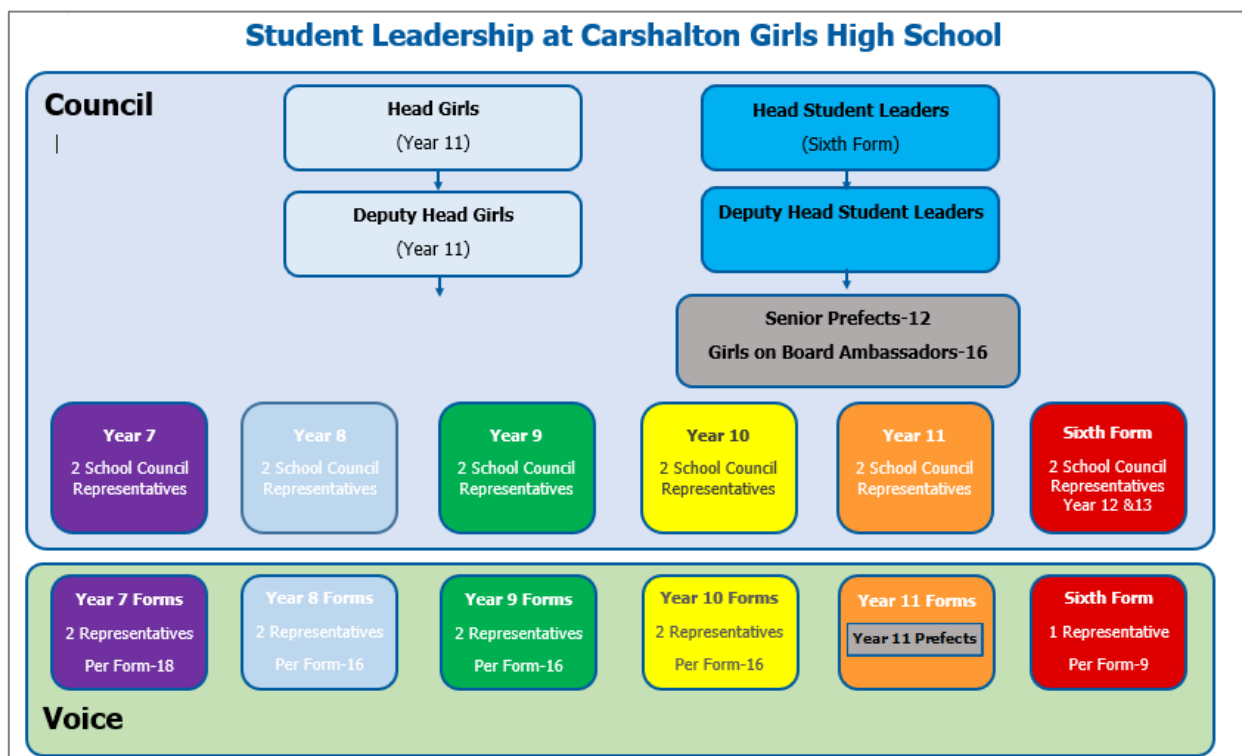
Each year group has its own Student Voice which is overseen by the Head of Year. Staff and Student Voice representatives in each year meet regularly to discuss matters of interest. This provides the girls with opportunities to debate initiatives and to take responsibility. Recommendations are shared with the School Council representatives to discuss at School Council meetings.

Student Council

The Student Council is elected from Years 7-13 and is made up of two students from each year group. The Student Council supports the student leadership team and works with students and staff across a range of different areas including Diversity and Wellbeing, Teaching and learning supporting our community and charity work. The student council is student-centred allowing students to learn to work together to play a positive role within our CHSG community.

A number of the Council's recommendations have been adopted, such as improving the school's rewards system and the restructure of the House system, with a focus on an inspiring female role model each half term and to rename the Houses. The Student Council influences some staff appointments as student council members are often involved in the interview process.

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|  Carshalton High School for Girls <i>Excellence: everywhere, every day.</i> | <h2>Student Leadership Opportunities at Carshalton High School for Girls</h2> | | | |
| | YEAR 7 | Student Voice Music Scholars Student Librarians | Student Council Music Prefects Global Citizens | PE Prefects Dance Prefects Sport Scholars Elite Junior Dance Captain/Vice Captain |
| | YEAR 8 | Student Voice Music Scholars Student Librarians | Student Council Music Prefects Global Citizens | PE Prefects Dance Prefects Sport Scholars Elite Junior Dance Captain/Vice Captain |
| | YEAR 9 | Student Voice Music Scholars Student Librarians | Student Council Music Prefects Global Citizens | Year 9 Ambassadors DT & Food Ambassadors Sports Scholars Elite Junior Dance Captain/Vice Captain |
| | YEAR 10 | Student Voice Music Scholars Student Librarians | Student Council Music Prefects Global Citizens | DT & Food Ambassadors Sports Scholars Elite Senior Dance Captain/Vice Captain Careers Ambassadors |
| | YEAR 11 | Student Voice Head Girls & Deputies Music Scholars | Student Council Year 11 Prefects Music Prefects | Students Librarians Global Citizens Sports Scholars Prom Committee Year Book Committee Elite Senior Dance Captain/Vice Captain |
| | SIXTH FORM | Student Voice Student Librarians Senior Prefects | Student Council Global Citizens GOB Ambassadors | Prom Committee Young Enterprise Year 12 History Mentors Head Student Leader & Deputies Elite Senior Dance Captain/Vice Captain |



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 co-curriculum timetable with all the activities on offer and are encouraged to get involved in a number of exciting opportunities.



Careers Curriculum

At Carshalton High School for Girls, Careers Education is of high importance, and 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. As Careers Leader, Mrs. Phelps-Gardiner will be working closely with the students and is available via email if you have any further questions.

dphelps-gardiner@carshaltongirls.org.uk

Year 7 activities will include

Passport to careers fortnightly lessons to include -

- A full introduction to CHSG careers, a brief overview of options *After My GCSEs*, challenging stereotypes in the workplace, skills that switch
- An introduction to the Fast Tomato platform
- External employers into school (via year assemblies)
- Involvement in National Apprenticeship week (February 2022)
- Involvement in National Careers week (7th - 12th March 2022)
- STEM roadshows and other activities
- Aspirational speaker visits
- University outreach activities
- Access to our new 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 simplified our 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 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 hard and progressing with her learning or not. If not, she will be isolated from her peers for the remainder of the day 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 3-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 are our Red Lines. They are behaviours that have no place in our school. The sanction is a **fixed period exclusion**.

- Explicit swearing at staff
- Violent conduct/fighting
- Inciting violence or hatred
- 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
- Truancy
- 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 go to the ARC when instructed to do so
- Failure to attend a centralised detention

Level 3

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. If students are seen or heard with a mobile phone and/or headphones whilst on the school site, they will be sanctioned with a day in the ARC.

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.

School Uniform List 2021 - 2022

As ambassadors for the school students are expected to be in full school uniform 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.

This uniform list has been created in conjunction with students and promotes our school motto

Excellence: Everywhere, every day

Students must wear:

- A navy blue school blazer with embroidered school emblem on the pocket and House pin.
- A navy blue 'V' necked knitted jumper with pale blue stripe and school logo. This may be removed during the summer.
- A plain navy blue box pleat, on-the-knee length skirt (no belts attached; no splits or any other decoration) or,
- 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.
- A pale blue and white checked blouse.
- Sensible outdoor coat in plain black or navy only (parka styles with a fur trim are permitted)
- Plain black low heeled shoes
- White, navy or black ankle socks, or,
- Tights that are plain black or navy (flesh coloured and patterned tights are not permitted).
- A school rucksack with school logo

Students can wear if they wish:

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

Students must not wear:

- Hooded tops or baseball caps.
- Bandanas or multi-coloured headscarves.
- Additional clothing which is visible under the uniform (e.g. long sleeved or high necked tops or legwarmers).
- Tights and socks together.
- Denim, bomber jackets, leather or fur coats/jackets – real or simulated.
- 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)
- Short sleeved navy with cyclone blue polo top (School logo)
- Jazz shoes or bare feet

For PE

- Short sleeved navy with cyclone blue polo top (School logo)
- Navy with cyclone blue 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

Jewellery

Students can wear:

- A wrist watch.
- One small pair of **plain** gold or silver studs no more than 5mm in diameter (one in the lobe of each ear only).
- A religious necklace which must be worn out of sight inside the blouse or jumper.

Students must not:

- Wear the same pair of earrings in the same ear or have more than one earring in their ear
- Wear decorative earrings (costume earrings), sleepers or hooped earrings of any type
- Have any facial jewellery or tongue piercings. Covering such jewellery with a plaster or replacing it with a plastic stud is not permitted. The school accepts no responsibility for any financial issues or risk of infection that arises when students are asked to remove piercings.
- Wear rings, bracelets, bangles or necklaces (other than those for religious purposes).

Make Up and Hairstyles

Students can have:

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

Students must not:

- Wear coloured nail varnish
- Shave part of their heads
- Wear false nails or bring false nails & glue to school.
- Wear false eyelashes.
- Coloured/patterned contact lenses should not be worn.

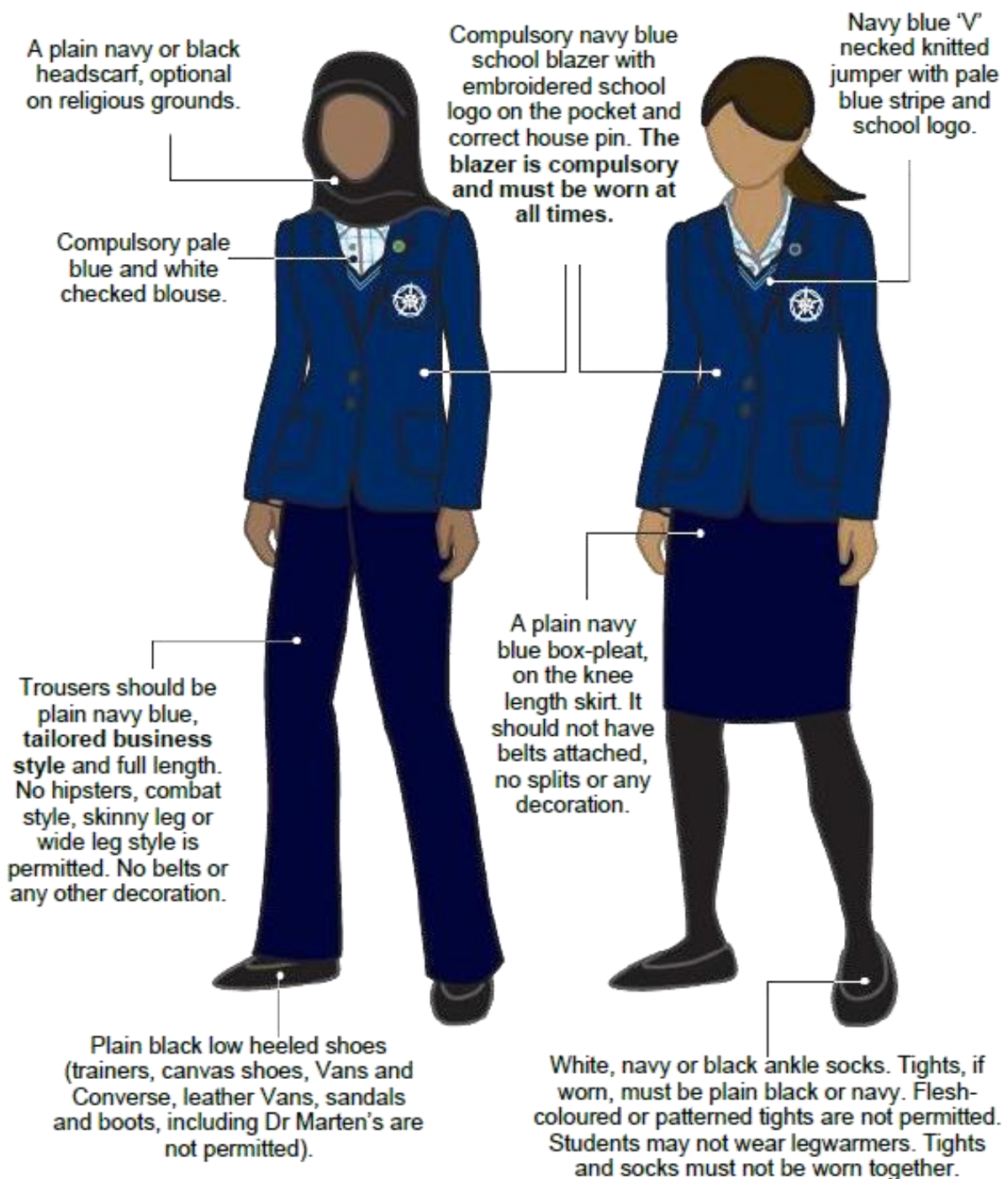
Students in Year 7 & 8 should not wear make-up of any sort.

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. These rucksacks should be black only. No other types of bag are permitted.

For students in Years 7-10, the school bag, with embroidered school logo, is compulsory and it can be purchased from our school uniform supplier (Trutex). Students in Year 11 are free to purchase the school bag if they wish, but it is not yet compulsory for them to have it.





Sensible outdoor coat in plain black or navy, no hooded tops are acceptable. Denim, leather or fur jackets (real or simulated) cannot be worn.

In the winter a plain black or school scarf may be worn to and from school.

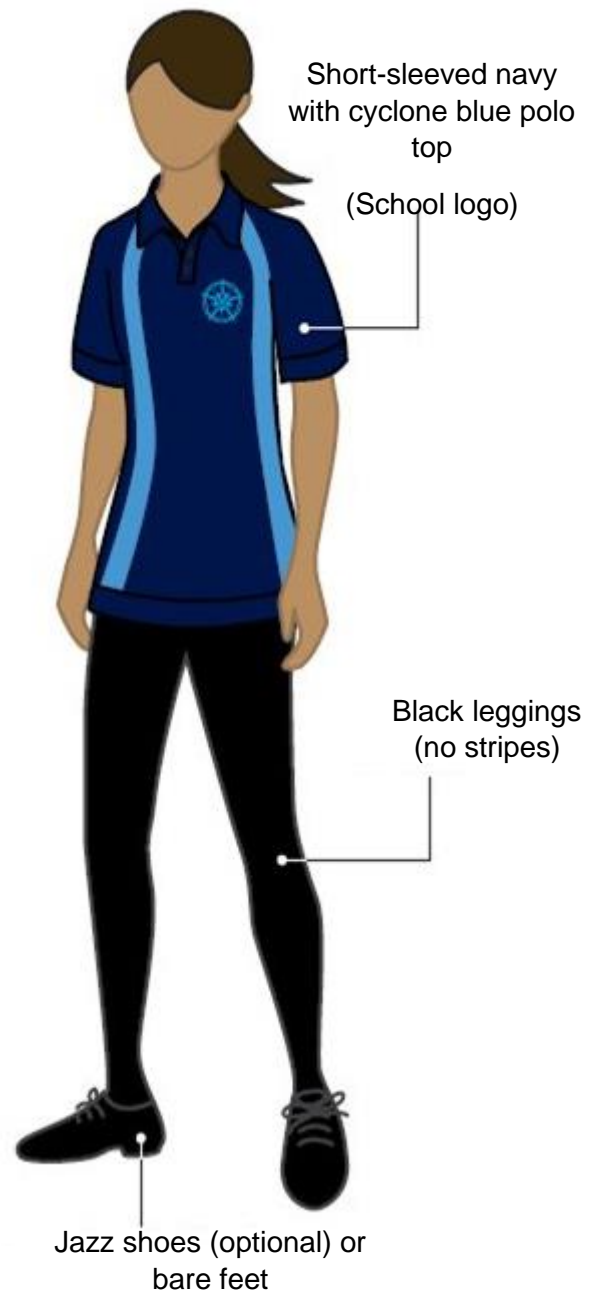
PE:

Compulsory items



Dance:

Compulsory items



Shin-pads and football boots for football would be preferable but not compulsory

Optional Items:

PE hooded top with the school logo and tracksuit bottoms with the school logo. Only school logo tracksuit bottoms will be accepted.

Uniform Policy

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

Trainers must not be worn to School unless accompanied by a medical note. In this instance, the trainers must be black.

Ultimately, items may be confiscated and/or students will be internally isolated or may be sent home to change or until the issue is resolved.

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. 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 campaign 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 **Casio fx-83GTX** or **Casio fx-85GTX** 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 regards 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:

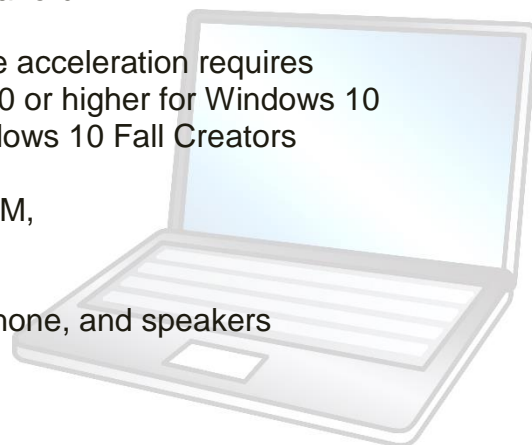
Essential: pencil, pen, 30 cm ruler, coloured pencils (not felt tips), scissors and glue stick
Helpful: Black fine line pen, set square, compass, rubber, sharpener

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)

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 – I would 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

At CHSG we want to communicate with you as effectively as possible, hence this booklet. For further information the school website is the main source of information about the school. We will also produce fortnightly newsletters from the Heads of Year and from Heads of Department to keep you up to date about school life. For further information about communication please see the section on School Gateway.

Your daughter's Form Tutor and/or the School Office are the first point of contacts for you if there is a pastoral matter, we need to be aware of. For example, if your daughter has a medical appointment you would need to,

- Write a note explaining what the appointment is (the GP, the Dentist etc.) so your daughter's Form Tutor can sign it

and,

- Contact the School Office via email on **office@chsg.org.uk** or by calling **020 8647 8294**.

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.

School Gateway

Our ability to communicate with parents and share the wonderful things that happen here is very important to us.

All school related communication, newsletters, reports, timetables and attendance figures will go through School Gateway.

We use School Gateway to send out Progress Reviews and Reports.

To download the app for free search your App store for **School Gateway** and download.

Apple iPhone users, download the app by clicking [here](#).

Android phone users, download the app by clicking [here](#).

Click [here](#) for guidance on how to get started. Your login details will be automatically generated using the contact information we already have on our system, so **please make sure the details we hold for you are up to date**. You can check and change these details by responding via the app.

If you have any questions or would like some more information, please see the School Gateway site.



Assemblies 2021-2022

| Autumn | |
|----------------------------|--|
| 6th Sep | Introduction to the academic year |
| 13th Sep | House Assembly |
| 20th Sep | Metacognition |
| 27th Sep | Learning Skills / Keys to Success |
| 4th Oct | Learning Skills / Keys to Success |
| 11th Oct | Black History Month |
| 18th Oct | Rewards |
| Half Term | |
| 8th Nov | Yom Kippur / Judaism + Diwali / Hinduism |
| 15th Nov | Armistice / Remembrance |
| 22nd Nov | Sixth Form Destinations |
| 29th Nov | Safeguarding / Wellbeing / Mental Health |
| 6th Dec | International Day of Disabled Persons / Human Rights Day |
| 13th Dec | Rewards |

| Spring | |
|----------------------------|--|
| 4th Jan | Introduction to the Spring Term |
| 10th Jan | Cultural Capital |
| 17th Jan | House Assembly |
| 24th Jan | Holocaust Memorial Day |
| 31st Jan | Safeguarding / Wellbeing / Mental Health |
| 7th Feb | Rewards |
| | |
| 21st Feb | Cultural Capital |
| 28th Feb | World Book Day |
| 7th Mar | International Women's Day |
| 14th Mar | Anti - Bullying |
| 21st Mar | World Autism Day (+ other SEND) |
| 28th Mar | Rewards |

| Summer | |
|----------------------------|---|
| 19th Apr | Introduction to the Summer Term |
| 25th Apr | World Earth Day |
| 3rd May | Eid-ul Fitr and Islam |
| 9th May | House Assembly |
| 16th May | Safeguarding / Wellbeing / Mental Health |
| 23rd May | Rewards |
| | |
| 6th Jun | Cultural Capital - Queen Elizabeth's platinum jubilee |
| 13th Jun | Exam Week – Prep / mental approach / revision |
| 20th Jun | World Refugee Day |
| 27th Jun | LGBT Pride Month |
| 4th Jul | Cultural Capital |
| 11th Jul | Transition to Y8,9,10,11 |

Key Dates

Autumn Term 2021

| | |
|----------------------------|--|
| 6 th September | Start of Autumn Term / Year 7 |
| 15 th September | Fresher's Fayre |
| 30 th September | Meet the Tutor / Parents Information Evening |
| 8 th October | Culture and Values Day |

Half term 25th October – 5th November

| | |
|--|----------------------------|
| 16 th November | Personal Development Day 1 |
| 29 th November - 3 rd December | Autumn Exams Week |
| 16 th December | Autumn Exam Results |
| 17 th December | End of Autumn Term |

Spring Term 2022

| | |
|--------------------------|----------------------------|
| 4 th January | Start of Term |
| 25 th January | Personal Development Day 2 |

Half term 14th February – 18th February

| | |
|---|------------------------------|
| 24 th February | Parents Consultation Evening |
| 10 th March | Personal Development Day 3 |
| 14 th - 18 th March | Spring Exams Week |
| 30 th March | Spring Exam Results |
| 1 st April | End of Spring Term |

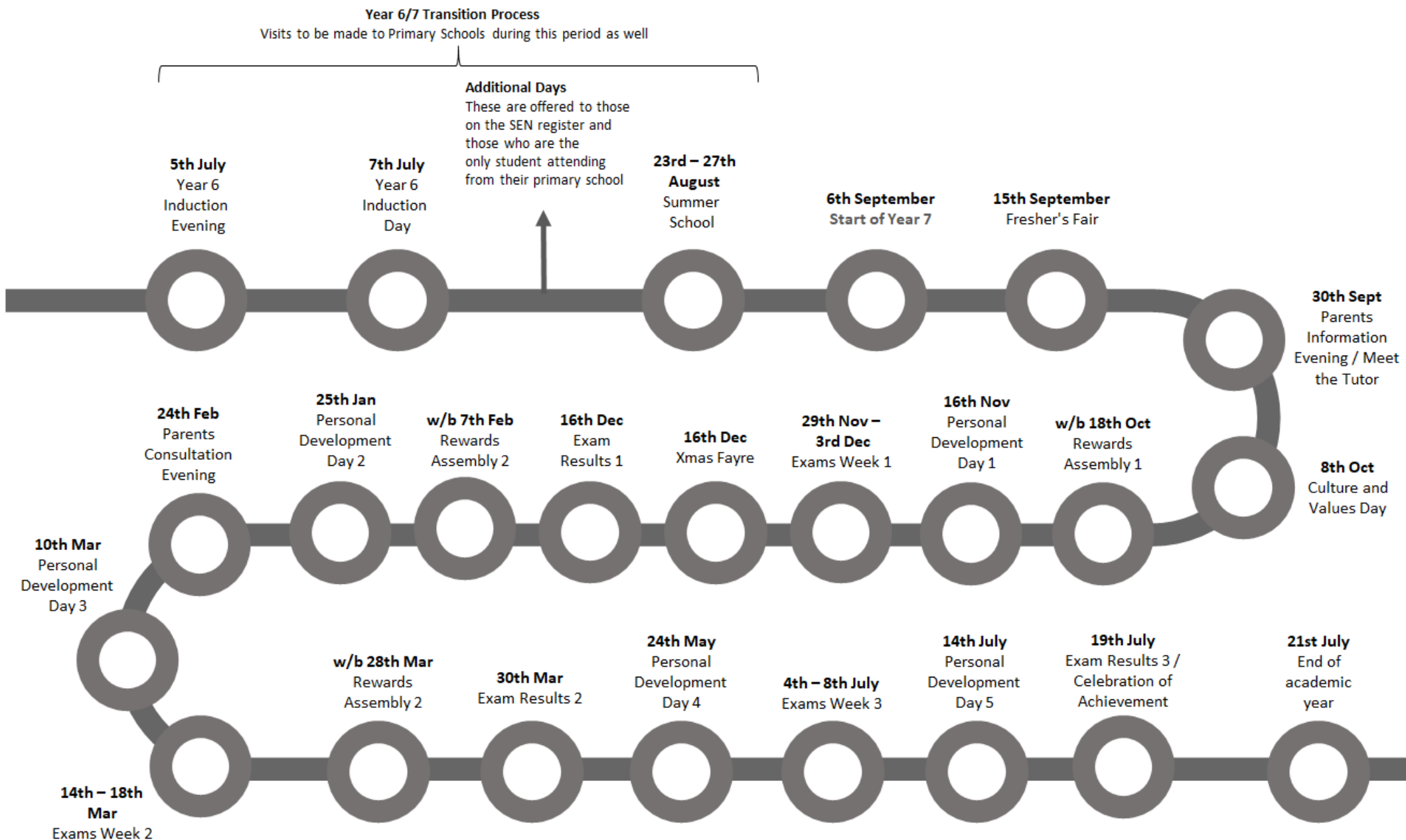
Summer Term 2022

| | |
|------------------------|----------------------------|
| 19 th April | Start of Term |
| 24 th May | Personal Development Day 4 |

Half term 30th May – 3rd June

| | |
|--|--|
| 4 th - 8 th July | Summer Exams Week |
| 14 th July | Personal Development Day 5 |
| 19 th July | Celebration of Achievement / Summer Exam Results |
| 21 st July | End of Summer Term / Year 7 |

Year 7 Roadmap



Carshalton High School for Girls

Excellence: everywhere, every day.

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part of the  Girls' Learning Trust