

Carshalton High School for Girls

Year 9 Information Booklet



#teamchsg

Key Year 9 Staff

Year 9 Team



Ms Kelly-Smith

Head of Year 9



Ms Brice

Assistant Head of Year 9



Mrs Newman

Pastoral Support Officer

Senior Leadership Team for Year 9



Mr Devenney

Headteacher



Mrs Driver

Assistant Headteacher
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 Year 10 Mock exams will take place in the main hall.
- Further summative assessments may take place in classrooms.

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.

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 11 will focus on carrying out their retrieval practice through using flashcards, self-quizzing, mindmaps and the FACE it method 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 9 will practice with the FACE technique, we would ask that you assist by helping your daughter to revise using this system and helping monitor her ability to work in exam conditions where possible. This will mean phones away, music off and past paper practice. Please also help facilitate the use of the other learned strategies such as quizzing her using flashcards and asking her to talk through her mind maps with you at home.

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 YA fiction and classics to represent strong females, some of whom have barriers to overcome and others who are simply enjoying life.

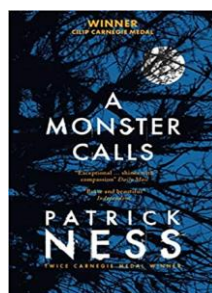
Reading allows students to peer into a world removed from their own and opens countless possibilities for students. When students say they do not like reading, this is understandable as this is effortful and we, as humans, tend to shy away from activities that require effort. However, everyone loves 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 9 are an interesting and enjoyable collection of fiction, poetry and non-fiction, please see overleaf for the internal literary canon on offer:

Year 9 Book List



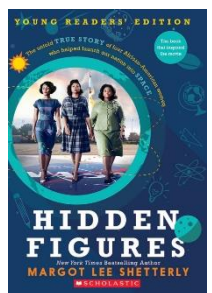
Anita and Me
Meera Syal



A Monster Calls
Patrick Ness



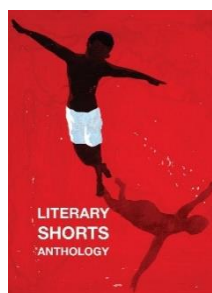
England, Poems from a School
Kate Clanchy



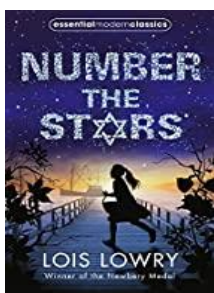
Hidden Figures
Margot Lee Shetterly



Jane Eyre
Charlotte Bronte



Literary Shorts
Various Authors from
Rabindranath Tagore, Thomas
Hardy and Guy de Maupassant



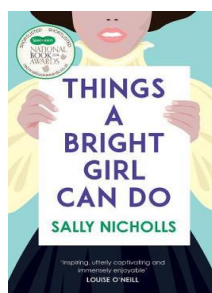
Number the Stars
Lois Lowry



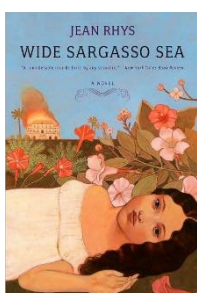
On the Come Up
Angie Thomas



The Outsiders
S E Hinton



Things A Bright Girl Can Do
Sally Nicholls



Wide Sargasso Sea
Jean Rhys

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

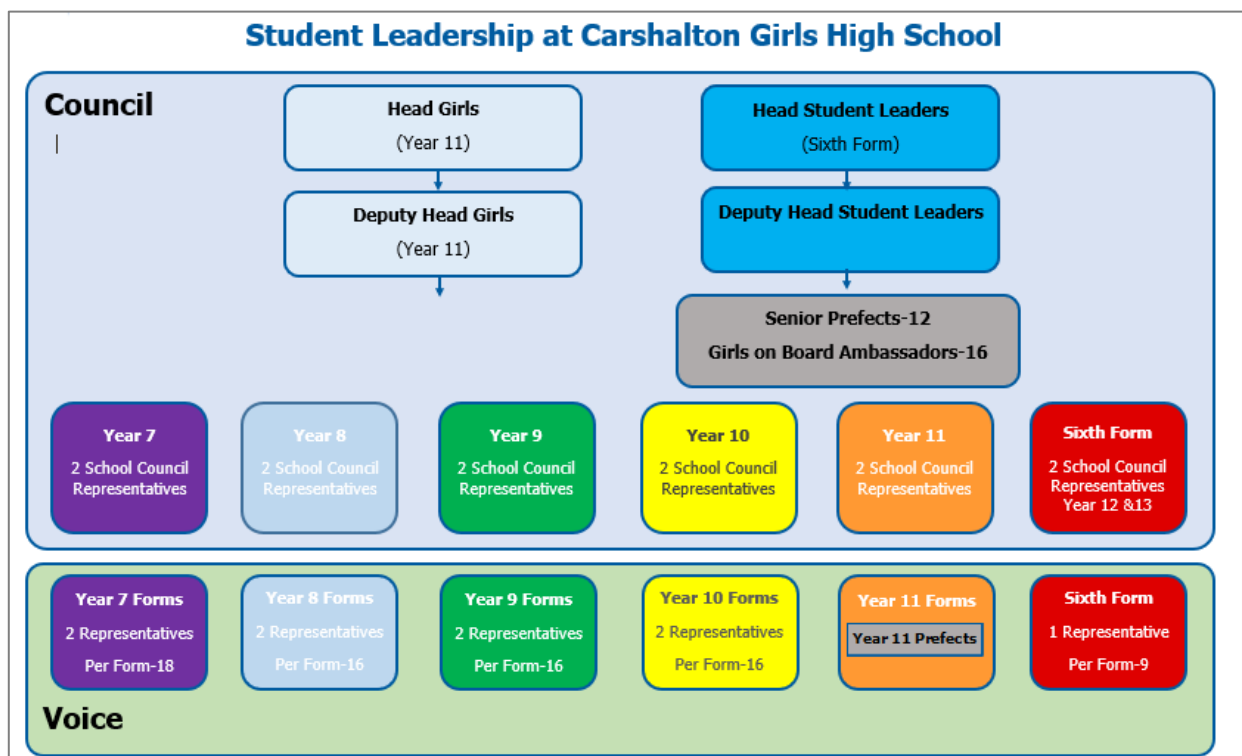
Each year group has its own Student Voice which is overseen by the Head of Year. Staff and Student Voice representatives in each year meet regularly to discuss matters of interest. This provides the girls with opportunities to debate initiatives and to take responsibility. Recommendations are shared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

 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 9 activities will include

- Passport to careers fortnightly sessions to include Post 16 options, grades to success
- Careers/apprenticeships drop-in sessions in Careers room (one lunchtime per week)
- Careers Fair (April 2022)
- University encounters
- Involvement in National Careers week programme (7th – 12th March 2022)
- Involvement in National Apprenticeship week (February 2022)
- Citizenship GCSE visit to houses of parliament
- HE Talks delivered in school by University outreach teams
- STEM outreach visit
- Subsea 7 Youth Enterprise day
- Referral clinic for students who would like additional Careers support
- Assemblies and lessons linked to
 - Self Awareness- Types of work, employability skills, apprenticeships, Higher Education and Local Labour Market
 - Stereotyping- Equality Laws
 - Financial Literacy- Money Management, responsible lenders and payslips

ICT Equipment 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



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](#).

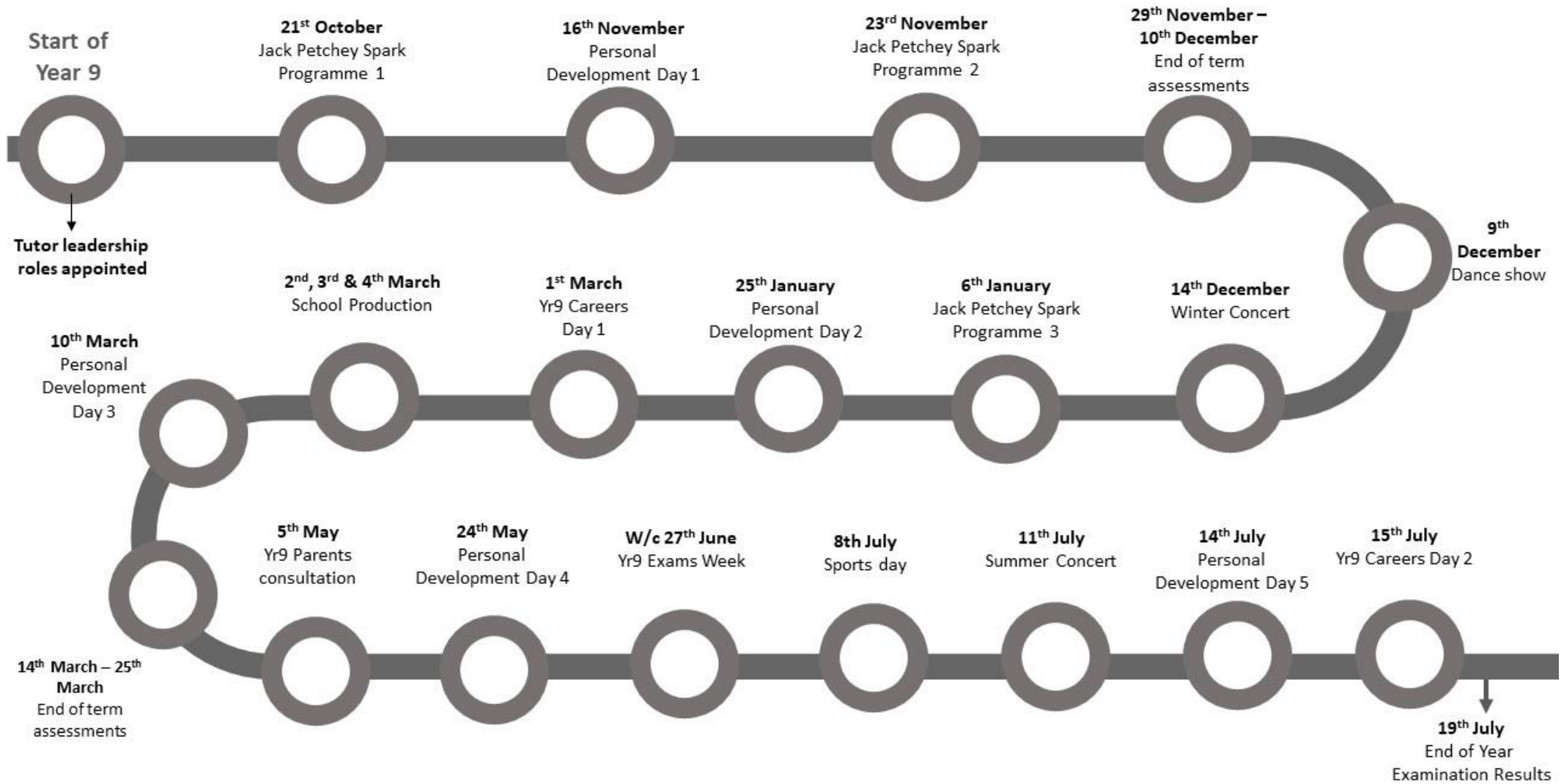


Click [here](#) for guidance on how to get started. Your login details will be automatically generated using the contact information we already have on our system, so **please make sure the details we hold for you are up to date**. You can check and change these details by responding via the app.

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

You can also login to the online version of School Gateway via this site if you do not have a smart phone, although we do recommend using the app if possible as it makes it far easier to communicate to parents when we need to.

Year 9 Roadmap



Carshalton High School for Girls

Excellence: everywhere, every day.

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part of the  Girls' Learning Trust