

24 June 2022

CARSHALTON HIGH SCHOOL FOR GIRLS

NEWSLETTER

Excellence: everywhere, every day.



Deputy Headteacher's Welcome

Dear Parents/Carers

As we approach the end of the examinations for Year 11 and Year 13 I would like to pay tribute to our staff and parents for their unwavering support, this has been an extremely challenging time over the last two years. Our students have conducted themselves in a mature and positive manner and they have shown great determination and resilience. They have been a credit to CHSG and we

should be immensely proud of how they have risen to the challenge.

Having been in the exam hall every day over the last 5 weeks they have been focused, calm and shown a depth of maturity we can all be proud of.

As they look forward for a well-deserved break we wish them well for the future and know they are prepared for the next stage in their educational journey. We know many Year 11s will be returning to us in September and we look forward to working with them.

Once again well done to our Year 11 and Year 13 students!

Have a great week-end.

Mr L Conduit-Smith



YEAR 7

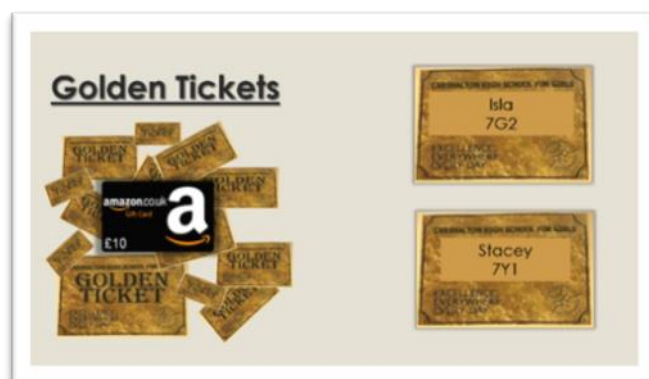
Head of Year: **Mr J Stockwell**
Asst Head of Year: **Miss T Ishola**
Pastoral Support: **Mrs Watkins/Mrs Warren**

Welcome back to the Year 7 newsletter

We've had a very celebratory couple of weeks in Year 7 with assemblies, certificates and amazon gift cards shared with some students for their efforts. Details of which can be found below;

Golden Tickets

Golden Tickets are awarded to students for academic and behavioural excellence in lessons. Last half term we saw Isla and Stacey win the converted prizes of Amazon Gift Vouchers for their efforts. Both students also have their names put in the hat for the Head of Year award at the end of the academic year.



Academic Achievement

Olivia	7R1	Chemistry	Bethia	7B2	Geography
Phoebe	7R1	Citizenship	Isabella	7G2	History
Aishwarya	7R2	Computer Science	Caoimhe	7Y1	Hospitality
Scarlet	7Y1	Dance	Robyn	7R1	Music
Diana	7R2	Drama	Lola	7B1	PE
Mya	7B2	English	Phoebe	7R1	Religious Studies
Emaan	7G2	French	Ivy	7G1	Spanish

Heads of departments were asked to nominate one student for each subject who deserved the certificate for academic achievement.

This is one of the hardest awards to nominate for as most Year 7 students show excellence: everywhere, every day. Congratulations to these students

Stockwell's Super Stars

A new category since my arrival as Head of Year sees tutors nominating their own Super Star. This category doesn't just look at academic success but effort in other areas like attendance, kindness, support and friendship.

All students nominated here received their certificates and show excellent judgement of character.

All the students who have managed to receive recognition for their excellence for last half term have done the school proud, and really embody the essence of who we are as a school. We would like to congratulate them one more time and remind students that there is every opportunity to win one of these prizes every half-term.

Supporting your child during exams

In the spirit of the next few weeks, we approach the business end of the year where Year 7 will sit their end of year exams and, together with parents and carers, we aim to make our students as fully prepared as possible. Mood changes, appetite and sleep tend to be the main changes that occur during this run up to assessments, so we would appreciate you working alongside school to support students in whatever capacity possible. You could:

- Ask specific questions about their day to show an interest in their learning and be more involved
- Help to create/amend an existing revision timetable
- Helping to organize and create a conducive working space/environment
- Encouraging rest breaks and getting fresh air

In addition to these, our educational wellbeing practitioners have a very active YouTube page with tips and techniques of support around wellbeing and welfare. This can be found here: [Children & Young People's Wellbeing Service - YouTube](#).

We do acknowledge many parents and guardians are already very proactive in the lives of their children during this crucial time in their academic journey; and we are very grateful for this.

As always, if there is anything you feel your child needs support with, or any issue you would like to discuss, then please feel free to email at jimstockwell@carshaltongirls.org.uk or call me on 0208 647 8294 ext. 2121

Have a great couple of weeks

Jim Stockwell and the Year 7 Team

YEAR 8

Head of Year: **Mrs L Oladokun**
Asst Head of Year: **Mrs A Bignall**
Pastoral Support Officer: **Miss H Garrard**

Dear Parents/Carers

Hello and welcome to the Year 8 section of the newsletter. I am writing this newsletter as your child's Assistant Head of Year.

I am pleased to be able to share with you and celebrate the successes of Year 8, as well as, the fantastic opportunities available to them so far this half term.

I hope you have been enjoying the beautiful sunshine in recent weeks. CHSG has made the decision to move to a Summer Uniform for the rest of the academic year and you should have received information regarding this. A reminder that students should not be tying their jumpers behind their backs. If you do have further questions about uniform, please look at the school website or contact your child's form tutor in the first instance. Also, please encourage your child to fill up their water bottles during break and lunch to make sure they are not getting dehydrated in this heat.

Last week students from all year groups took part in an inter-house debate organised by Ms Ishola. I am very pleased to say that Red House achieved 1st position in Years 8, 9 and 10. I am very proud of all the Year 8 students who participated. Well done to all those involved; Chloe S, Vasihnavi P, Nadiyah K, Jessica M, Ruqaya R, Amtul V, Hajetha Y, Saeed K and Jazbah T. Jazbah and Saeed have written about their experiences of these debates:

"I loved the debate competition. It was my first debate and it turned out to be absolutely amazing! Jazbah and I (representing Red House) won! It was one of the best times I have had in my life so far. It was a lot of fun debating with the other houses. I learnt a lot. For example; enhancing my communication skills and explaining my points with evidence.

Also, this competition helped to improve my vocabulary and refine my orator skills. It has given me a vast understanding and information on various topics, from the topics we chose and the others I heard from being part of the audience. Debating with the others also enhanced my counter-debating skills. Furthermore, it eased my stage fright. Thank you for the wonderful arrangement and co-ordination. I appreciate the effort taken by all those involved. It was a fantastic experience and thank you to all those who made it happen!"

Saeed - 8R1

"I enjoyed the interhouse debate competition very much because it challenged me and increased my confidence in my public speaking. Inter-house debating consists over a period of 3 days, where all the different houses from a particular year group, go head-to-head.

Each group either proposes or opposes a motion in their debates. During these 3 days the houses have to try their best to gain as many points as possible. I was able to work collaboratively with my partner to gain victory!

If you are thinking about debating, I would suggest it, even if you do not have much experience, because you will be surrounded in such a supportive and learning environment. Therefore, you will not feel like you are lacking experience or feel scared to take part. I would thank to thank all those for organising such a fantastic opportunity for all of us. Good luck to all those who take part in the future!"

Jazbah - 8R2

Dan Snow MBE

Another fantastic opportunity for Year 8 was the live talk by Dan Snow MBE (Historian and Broadcaster). He spoke to students across the country about why taking History for GCSE is a fantastic opportunity for all and what it can lead to in the future. Students were focused, engaged and were eager to ask Dan questions. I am very proud of their dedication, commitment and their enthusiasm showed during this livestream.



Summer Exams

The end of term exams are rapidly approaching and this can cause some worries for students. All we ask for from our hard-working and dedicated year group is to give their best in all of their exams. A timetable for exams has been shared with students and students have been working with their tutors to create a revision timetable.

In our assembly last week, we talked about how to cope with the stress associated with exams. Here are some of the top tips we have discussed with students and you may wish to mention them to your child if you feel they are worried about their exams:

1. Talk to someone
2. Reach out to friends
3. Set boundaries
4. Take care of yourself
5. Stick to a routine
6. Get enough sleep
7. Make a plan
8. Give yourself space
9. Set realistic targets
10. Celebrate success

If your child has any specific concerns about an exam, please contact the subject teacher in the first instance. We believe that Year 8 will demonstrate in these exams their resilience, dedication, hard-work and commitment to their studies over the last year.

Good luck to all Year 8s in the upcoming exams. Mrs Oladokun, Ms Garrard and I wish you all the best.

Mrs Bignall

YEAR 9

Head of Year: **Miss Williams**
Asst Head of Year: **Ms S Brice**
Pastoral Support Officer: **Mrs W Newman**

Dear Parents/Carers

I am delighted to write to you this week to tell you how engaged and focused the students have been this half term. They have shown great maturity and dedication to their learning in light of the approaching exam week, and have taken great steps to approach this time well prepared and organised.

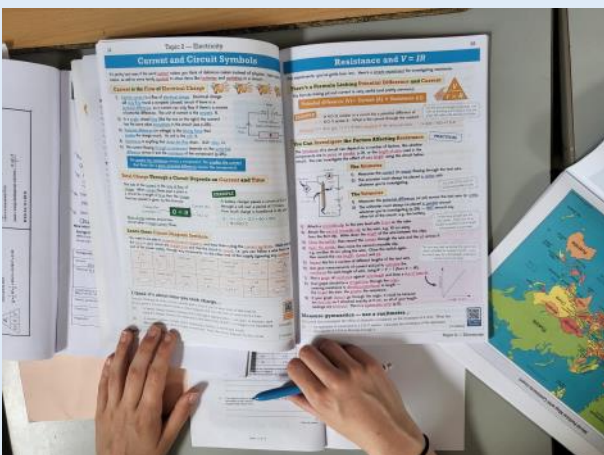
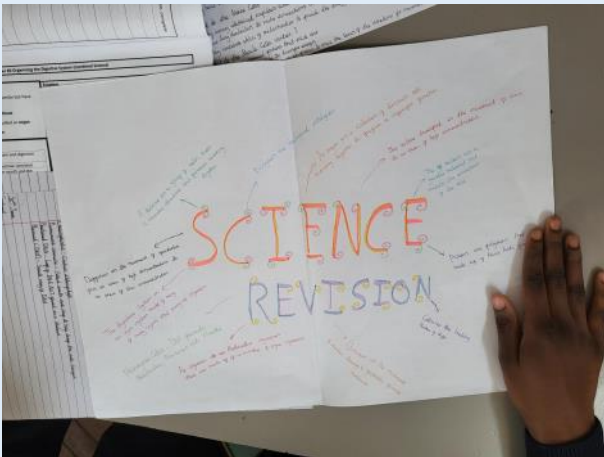
Over the course of this week, students have been working with their tutors to create useful revision tools. We understand that exams can bring on a lot of stress and worry for our students, so we have been working closely with them to ensure that they go in to next week as focused and as relaxed as possible. You will be able to see some images below showing what our students have produced, along with some appropriate methods of revision for the students to try at home on the next page. We are

wishing all of our students the best of luck and every success in their exams next week, and we will be there to support every step of the way.

We do also recognise that with the best will in the world, some students find exams and the concept of tests very difficult to manage. If you know that this applies to your child, we recommend having a look at this YouTube page, which has a lot of helpful information and tips coming directly from well-being lead professionals. There is an 'Exam Stress Workshop' which we would recommend for you and your child to sit and watch together.

[Children & Young People's Wellbeing Service - YouTube](#)

Miss Williams and the Year 9 Team





Effective Study Techniques

Spaced practice – This is when students do little amounts regularly (i.e. one hour a day for six days) as opposed to a lot all at once (i.e. six hours in one day). Spaced practice tends to be more effective for long term memory.

Interleaving – This is the mixing up of topics within a subject. Doing so helps students make connections between topics and think harder about what the appropriate strategy is for that topic.



Dual Coding – Providing information in two different formats, e.g. visual aids and text, to be transferred through two different channels to memory.



Retrieval practice is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.

Retrieval practice is a powerful tool for improving learning.



Ineffective Study Techniques



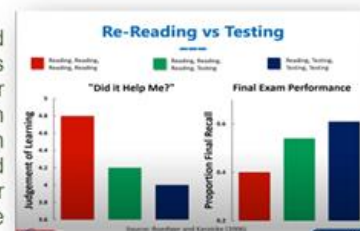
Cramming

Many students rely on cramming in hours of revision the day before an exam in a last ditch attempt to try and prepare themselves. However, cramming should not be relied upon; and whilst it might make students feel as though they are learning more, this is an illusion. Instead, cramming can make students feel stressed, an emotion which is not ideal for exam preparation.



Re-reading

Recent research found that 84% of students re-read their notes when revising, whilst 55% claimed this was their number one strategy. Such results make for worrying reading, as countless studies have proven the ineffectiveness of re-reading, showing that when students employ this strategy they simply skim read the text. This means that the information is neither considered nor processed, and does not become embedded in the long term memory.



Distractions

Multi-tasking is a myth. Revising with your phone next to you just doesn't lead to better learning. Research has found that simply having a mobile phone out whilst revising causes a decrease in concentration and a reduction of 20% in performance. Similarly, revising with music on can distract students, with recent research showing that a quiet environment is preferable and leads to an exam performance that is 60% better than those who revise whilst listening to music with lyrics.



Coming Up:

Year 9 Exams
Personal Development Day-
Sports Day

Monday 27th June – Tuesday 5th July
Thursday 14th July
Monday 18th July

YEAR 10

Head of Year: **Mrs N Devaney**
Asst Head of Year: **Ms D Johnson**
Pastoral Support Officer: **Mrs A Baker**

To begin the final half term on a positive note we held a virtual assembly celebrating the achievements of Year 10 students last half term.

As is usual there was so much to celebrate;

- Work Experience
- Tutor Nominations
- Our final PDP day
- Academic Achievements
- Head of Year Awards
- A Trip to Oxford University
- A media Workshop



Head Girl Applications

I also invited applications for the positions of Head Girl, Deputy Head Girl and Year 11 Prefects. All applications are to be with me in **writing** by **Monday 4th July**.

Carshalton High School for Girls
Head Girl and Deputy Head Girl

Person Specification

1. A member of the current Year 10
2. The ability to communicate effectively with students, staff, visitors and parents
3. The capacity to work hard, be reliable and take responsibility.
4. A desire to play an active role in the organisation of the school.
5. The ability to organise and follow plans through.
6. The ability to demonstrate sensitivity in the needs of others and to show a sense of humour.
7. A willingness to promote the well-being of the school and its students.
8. The commitment to promoting a positive atmosphere within the school.
9. The commitment to supporting the ethos of the school.
10. Desire and capacity for improving your CV and developing your own skills of citizenship.
11. Be able to speak publicly with confidence and clarity.

Year 10 Exams

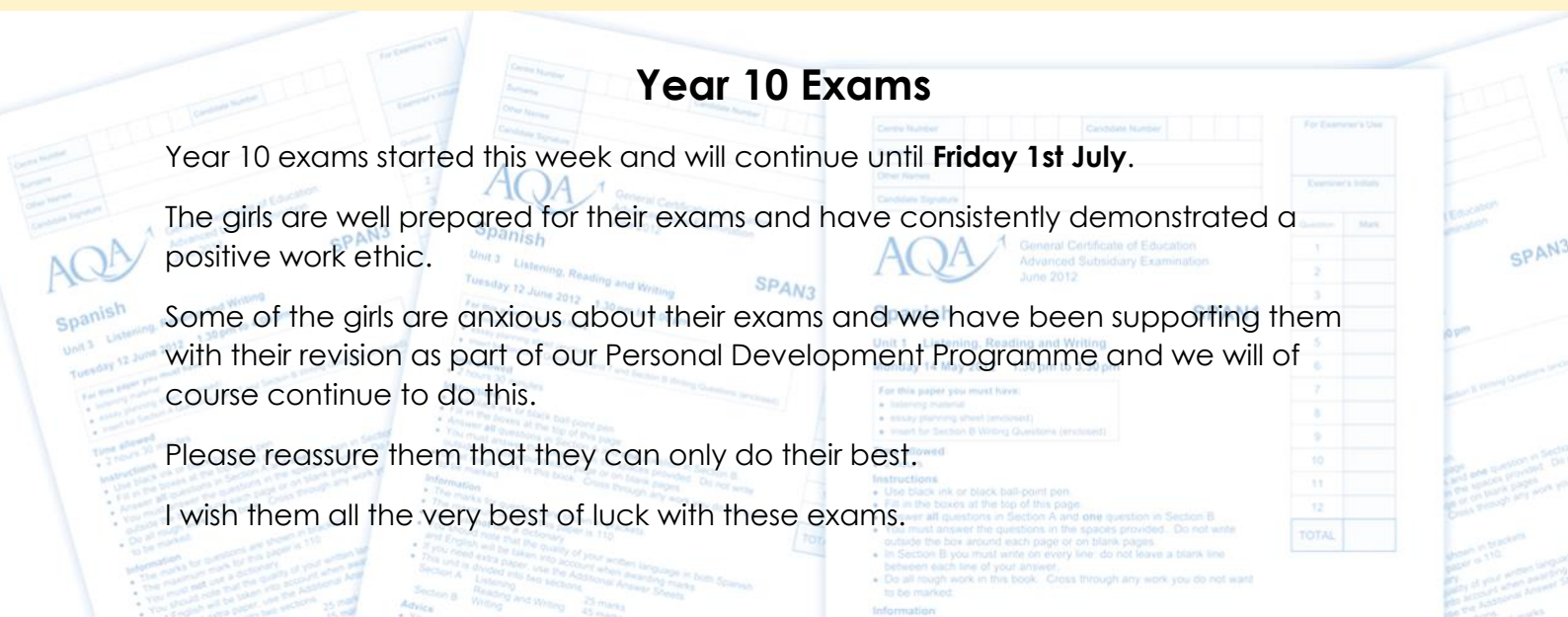
Year 10 exams started this week and will continue until **Friday 1st July**.

The girls are well prepared for their exams and have consistently demonstrated a positive work ethic.

Some of the girls are anxious about their exams and we have been supporting them with their revision as part of our Personal Development Programme and we will of course continue to do this.

Please reassure them that they can only do their best.

I wish them all the very best of luck with these exams.



Author Visit - Roma Tearne

From: Lyla B 10G1

Subject: Roma Tearne, author visit

Last week we were extremely lucky to have Roma Tearne chair a Q and A session with our Form Class. We have just completed reading her book; **Brixton Beach** as part of the Tutor Reads Programme.

To begin Roma was asked what the inspiration for the main character Alice was, to which she replied that she didn't intend on creating her the way she did she had just read a story that inspired her to write a book that started at the end and from that she created the character as she went along with it.

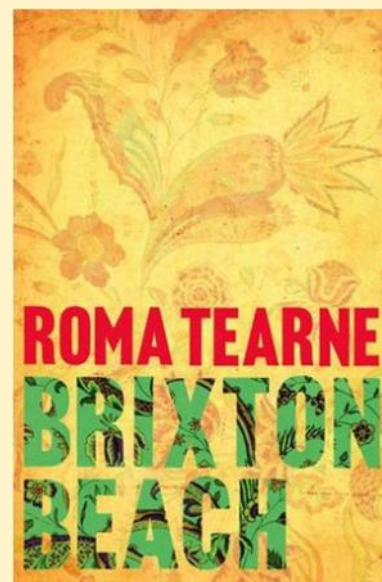
Roma told us she is working on a book now inspired by one of the characters in Brixton beach. People in the class told her they most liked the naturalism and imagery of the story and she told us that she wanted the circularity of the book to be a surprise for the readers.

Roma was then asked if Janake was a love interest and she responded with he thought he was but to Alice he was a representation of everything she knew to be home.

Another question asked was the reason behind setting the majority of the book in Sri Lanka. She said her writing had to be authentic and if you want readers to believe you, there must be truth in your writing.

Also, when asked what character she relates to the most she claimed Alice because of her art skills and passion.

She told us that the character Simon Swann was based off one of her close friends who was in the London bombings and was lucky enough to survive, also the character Bee was based on her father. To end the meeting, she was asked why the topic of divorce frequently appears in the story and she announced "it's a big taboo". Divorce is banned where she is from and because her book mentions it, her book was banned in Sri Lanka, and she told us she has received death threats for having written it.



SIXTH FORM

Director of Sixth Form: **Mrs B Norman**
Head of Year 13: **Miss L Bevan**
Head of Year 12: **Miss R Gibbs**
Pastoral Support Officer: **Mrs H Connolly**

Dear Sixth Form and Parents/Carers

As we move into the final four weeks of this academic year, we would like to reflect on how great this year has been and how far Sixth Form students have come.

Despite the challenges of the last few years, students have continued to be determined and enthusiastic about their work and the CHSG community.

It is without doubt that the future is bright for our students and we can't wait to see their achievements!

Students have both aspirations week and work experience to look forward too in the last part of term.

As parents/carers we would like to thank you for your continuous support.

Warmest regards

Miss Gibbs

#teamchsg

ASPIRATIONS WEEK

27th June - 4th July

- ⇒ On week beginning the 27th of June we will be holding our first Careers and Aspirations week at CHSG Sixth Form.
- ⇒ Our theme for the week is 'Aim High' as we want all students within our Sixth Form to feel empowered by the world of opportunities that await.
- ⇒ We feel it is very important to raise the aspirations of our students in Sixth Form and provide some 'off curriculum' days that will enable the students to find out more about the wide range of future paths that are available to them.
- ⇒ We aim to deliver an informative and fun week for all students to leave feeling empowered and rejuvenated!

Activities Include

- Trip to Kings College London
- Trip to the British Museum
- Enterprise day delivered by external speakers
- UCAS and personal statement focus
- + MUCH MORE!

UCAS/Post 18 News

UCAS parent guide:

[Advice For Parents And Guardians](#) | [UCAS](#) | [Parent Guide To University](#)

University Open Days

There are a lot of open days coming up so do look at the calendar link below to make sure you book your place for the universities you would like to research.

<https://www.opendays.com/calendar/>

Useful websites:

[First and insurance university choices explained - The Uni Guide](#)

https://sacu-student.com/?page_id=2850

[Compare the Best University Degrees Courses UK | Whatuni](#)

[Find and Compare the Best University & Degree Courses – The Uni Guide](#)

[University Rankings and League Tables 2023 \(thecompleteuniversityguide.co.uk\)](#)

[Tips for writing your personal statement \(thecompleteuniversityguide.co.uk\)](#)

[How to write a UCAS Undergraduate personal statement | Undergraduate | UCAS](#)

[UCAS Tariff Points - what are they and how do they work?](#)

[Find Information & Ideas to Inspire Your Gap Year Program \(ucas.com\)](#)

Post 18 – Key Information

Year 12 students have been researching and making informed decisions about their Post 18 pathway. By the end of this academic year, they must have:

- Completed a full draft of their personal statement on Unifrog (by July 1st)
- Use Unifrog to help make their decisions and compare every opportunity
- Chosen 5 course choices (looking closely at the entry requirements), if they have registered for UCAS

Free University Preparation Tool from the Oxford Scholastica Academy

Oxford Scholastica have developed a free tool for students who would like guidance on how to maximise their chances of getting into their top-choice university.

To access your free personalised Report, go to <https://www.oxfordscholastica.com/report/> and fill in a short 5 minute questionnaire.

Your Report will include:

- Tailored book, podcast and video recommendations for you, based on your interests and academic level, to help you read around the curriculum.
- Data to let you know where you stand compared with other applicants.
- Advice and recommendations for how to improve your university application and set yourself up for success.

The Report will give you the edge in your university applications, and it's completely free. Here's the link: <https://www.oxfordscholastica.com/report/>

UCAS/Post 18 News

The University of Law

Choosing the subject and career path that's right for you can be a challenging journey. Throughout the year the University of Law offer events to help you find out what studying Law might be like, as well as stimulating discussions on current topics so you can become more aware of your career options. Here is one of their upcoming events.

Criminal Investigation Days July 2022

At their Criminal Investigation Days, you'll find out what a lawyer, criminologist, forensic police officer or judge does and how each role interrelates with each other. At these July events they will discuss the Tony Martin Case; the shooting of a burglar at a Norfolk farmer's home, and consider the role of legal professionals in the fight for a fair justice system. To find out more and book visit: <https://www.law.ac.uk/landing/ci-day-tony-martin/>

Journey to Work

Journey to Work is a free online course to help young people aged 17+ build skills and careers confidence.

There are 8 courses that they offer, which will boost your skills and career confidence.

Get a certificate for your CV when you complete each course!

[Journey To Work - Free Online Course - Youth Employment UKvatoires | Conservatoires | UCAS](#)

London Job Show

You are invited to attend the upcoming free London Job Show event. A wide selection of employers will be attending, and between them, they have thousands of vacancies available across Greater London.

Throughout the event some of the employers will be delivering FREE career seminars and workshops, the next London Job Show opens at the end of next week.

- London Job Show | Westfield Stratford
- Friday 24th & Saturday 25th June 2022
- 11am - 5pm on both days For more information and to register visit: <https://www.londonjobshow.co.uk/stratford/>

UCAS/Post 18 News

Young Professionals (YP)

YP are back with another great virtual event for students and on Thursday 23 June, they will be hosting a virtual 'Women in Engineering Event' in support of International Women in Engineering Day. The event is completely free to attend. If you're thinking about embarking upon a career in STEM/engineering this is for you.

On **Thursday 23 June from 5.00pm – 6.30pm** you will hear from several top female engineers from some of the world's biggest engineering firms to discuss the various paths into the industry and to inspire the next generation of women into a career in the space.

Who are the companies involved?

Siemens are a technology company focused on industry, infrastructure, transport, and healthcare. From more resource-efficient factories, resilient supply chains, and smarter buildings and grids, to cleaner and more comfortable transportation as well as advanced healthcare. Operating in more than 200 countries last year Siemens Group generated revenues of €55.3 billion.

British Airways is the UK's largest international scheduled airline, flying to nearly 600 destinations around the world. They have an extensive team of engineers working behind the scenes. An opportunity with BA would give you the chance to hone your hands-on skills by working on the country's largest, most modern and varied fleet.

Spectris harnesses the power of precision measurement to equip their customers to make the world cleaner, healthier and more productive. They provide global customers with specialist insight through our high-tech instruments and test equipment, augmented by the power of software.

EQUANS - With revenues of €12 billion, EQUANS is present in 17 countries - mostly across Europe, but also in North America, Latin America and Australia. With nearly 74,000 employees, EQUANS is a new global market leader in technical services & facilities management, energy efficiency and regeneration – along with their specialist energy related capabilities: smart buildings, green mobility, district & embedded energy and decentralised renewables.

Veolia group is the global leader in optimized resource management. With nearly 179,000 employees worldwide, the Group designs and provides water, waste and energy management solutions which contribute to the sustainable development of communities and industries. In 2019, the Veolia group supplied 98 million people with drinking water and 67 million people with wastewater service, produced nearly 45 million megawatt hours of energy and treated 50 million metric tons of waste.

Come and hear from the companies at the forefront of the ever-evolving engineering world and ask all your questions.

If you'd like to join this online event click the link here to sign up: <https://www.surveymonkey.co.uk/r/Women-Engineering>

OTHER NEWS

Young Enterprise



Congratulations to the Young Enterprise Team !!

Against competitors from St Philomena's, Nonsuch and Wallington Boys they won three of the six awards - **Sustainability**, **Best Presentation** and the top award **Reginal Company of the Year**.

The feedback from the judges was that that they had followed the brief, progressed the most by doing the market stalls, used their skills and resources to create and sell the best products, the girls were confident, well prepared, and talented. A very proud moment! - congratulations to the team and Mrs Shelton who coordinated it.

Sports Leadership

Congratulations to the Year 10 and 11 Sports Scholarship students who have successfully completed their Level 1 Sports Leadership qualification. The girls have dedicated many hours to developing the key skills and behaviours needed for successful leadership. They have led well-planned, fun, and engaging activities for our Year 7 students, who have thoroughly enjoyed their sessions. The girls have become confident, resilient leaders. Well done to all!

Leora A - 10R1

Katie C - 10G1

Maia C - 10Y1

Mya K - 10R1

Saffiah R - 10B2

Tiare R - 10G1

Hollie S - 10G2

Beatrice S - 10R2

Kat T - 10Y2

Marissa W - 10B2

Grace W - 10Y1

Jessica A - 11G2

Amy A - 11B1

Denisa C - 11R1

Lily C - 11G2

Lois D - 11Y2

Holly W - 11Y1

OTHER NEWS

Borough Sports

Carshalton High School for Girls competed in the Borough Sports event in the heat of last Wednesday, 22nd June. It was a very successful day for the school and below is a list of the winners and the medal spots. Congratulations to all Borough Athletes who competed at the annual event. You made us very proud.

The Squad



Year 7

Marnie C

2nd in 800m

Alex PA

1st in Shot Put

Year 9

Neshauna WD

1st in 75m Hurdles

Ziona O

3rd in 100m

Anxhelika S

1st in 200m

Relay team:

Neshaua, Ziona,
Anxhelika & Tiya

2nd in 4x100m

India S

2nd in Long Jump

Lauryn C

2nd in Javelin

Skylar N

2nd in Discuss

Year 10

Jenelle O

2nd in 80m Hurdles

Siva

3rd in Javelin



The Medals

Support for Low Mood and Thoughts of Self-Harm

Distractions that can help...

- Drawing on yourself in red marker
 - Snapping an elastic band on your wrist
 - Squeezing ice cubes
 - Take a hot shower and use a good exfoliating body wash and a sponge or glove and scrub!
 - Draw or put a picture of something you really like such as an animal where you want to harm yourself.
-
- Watching your favourite TV show
 - Going to see a film, watching a DVD
 - Listen to music, download new music
 - Dressing up, glamorous or silly
 - Using make up or face paints
 - Colouring
 - Playing with play dough or modelling clay
 - Doing crosswords, word searches, suduko etc.
 - Looking for your perfect house in the paper
 - Write down your full name then make as many words out of it as possible
 - Counting anything, patterns on wallpaper, bricks on a wall, ceiling tiles
-
- Exercise - Sit ups etc.
 - Punching a punch bag
 - Ripping up paper into small pieces
 - Popping bubble wrap
 - Popping balloons
 - Playing with a stress ball
 - Playing catch with a ball
 - Going for a bike ride/ bus ride/walk/ run
-
- Generally being with other people
 - Phoning a friend
 - Helping someone else
 - Going to a public place
 - Visiting friends
 - Hugs
 - Talking about your problems with someone close to you that knows what you are going through

Uniform Expectations

As we enter the summer term and the weather (hopefully) becomes significantly warmer, we are sending you this short reminder as to how our uniform policy should be applied correctly for when students return to school.

It is worth highlighting the following.

- ⇒ Sunglasses are not permitted in school.
- ⇒ The Blazer must be always worn (we will write to you separately if it becomes so hot the blazer can be left at home)
- ⇒ The school jumper is optional and can be left at home if your daughter wishes.
- ⇒ Only religious necklaces should be worn. These must be out of sight, inside a jumper or blouse.
- ⇒ Your daughter's hair colour must be a natural colour (i.e. a human being can grow it naturally)
- ⇒ False nails / nail varnish needs to be removed
- ⇒ Your daughters school bag (Y7-10 only) and PE kit bag are the school branded bags
- ⇒ Year 11 students require a plain black rucksack with no visible logos.

Staff members will continue to check the student's uniform in the tutor group line-ups and you should expect your daughter's teachers to check at the start of their lessons as well.

The policy also states that we will confiscate items such as scarves, coats, headwear and sunglasses and they will be kept safe with the Head teacher's PA until collected by a parent. Jewellery that is confiscated is handed back to the students at the end of every half term by the Heads of Year.

The vast majority of our students conform to all aspects of our policy and we are immensely proud of the way that they represent our school both in the community and on the school site. We hope that this gives you as a parent/carer clarity as to our expectations and thank you for your support in this matter.

SECOND HAND UNIFORM SCHEME 2021-22

Is your uniform a bit of a misfit?

Do you no longer need it or do you need an upgrade?

Why not donate it back to school where it can help to **reduce**, **re-use** and **recycle**?

How do I donate second hand uniform?

Due to Covid-19 please follow the guidelines below.

- All items **MUST** be washed at 60 degrees and bagged up.
- Please itemise everything in your donation bag by type, size and quantity.
- Please attach this list to the outside of the bag
- Please deliver your uniform donations to reception or send in with your child to pass to their Head of Year

Uniform that is in lost property and is unnamed and unclaimed by the end of the academic year will be considered second hand uniform.



Attendance Carshalton High School for Girls

We understand that all of our students and their families have been affected by the COVID pandemic and that we all continue to face challenges even though many of the restrictions have now been lifted. The disruption to learning has been unprecedented and it is crucial that we continue to focus on ensuring all of our students attend school regularly. Research has shown there is a strong link between good attendance and excellent progress.

The information we have provided outlines our systems for supporting students and their families to ensure good attendance. Please take the time to review the information and if you have any questions or you would like to speak to someone about attendance please discuss this with your daughter's pastoral team.

We recognise attendance has been affected during the course of the pandemic and we want to work with all our students and parents to support and promote good attendance here at CHSG.

Traffic light monitoring system

The 'traffic light system' can be used to track, monitor and plan actions to improve a student's attendance. The example provided suggests different actions that schools can take at different levels of attendance.

Example of a monitoring and planning system for improving school attendance



Attendance levels are good to excellent

Positive encouragement/incentives/rewards required to maintain high levels of attendance.



Attendance levels beginning to cause concern

Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc.

Letter from school expressing concern and advise that future absences may not to be authorised unless medical evidence is provided. Support offered through the pastoral system



Attendance levels causing more significant concern

Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc.

Second Letter from school expressing concern. Meeting with parents to outline concerns and offer pastoral and Educational Welfare Officer (EWO) support.



Attendance decreased to an unacceptable level – below persistent absence rate – despite interventions by school staff

Parents invited to a meeting/attendance panel with EWO/HoY at school and Attendance Action Plan/contract agreed.

A date for plan/contract to be reviewed agreed at the meeting (three to four weeks), individual attendance target set

**Below 85% – EWO refer to LBS for further action if appropriate.



Facts about poor attendance

Missing out on lessons leaves students vulnerable to falling behind. Students with poor attendance achieve less in their GCSEs and A-level compared to students with good to excellent attendance.

Table 1 puts absence in the context of the days children miss at school based on a school being opened for 190 days per year and **Table 2** puts absence in the context of the lessons missed based on a school being opened for 190 days per year.

Table 1

Number of days absence	Equals attendance one school year
9.5 days	95%
19 days	90%
28.5 days	85%
38 days	80%
47.5 days	75%
57 days	70%
66.5 days	65%

Table 2

Number of lessons missed	Equals attendance one school year
47.5	95%
95	90%
142.5	85%
190	80%
237.5	75%
285	70%

