



Carshalton
High School for Girls

Sixth Form

Information Booklet

#teamCHSG6Form



Welcome from the Student Leadership Team. We are pleased to have this opportunity to highlight the key features of our school and Sixth Form and what makes it so special.

In the Sixth Form, teachers learn more about you as an individual, your strengths and weaknesses. Therefore, the teachers tailor your education to you, which guarantees you the best educational experience. The classrooms create a nice atmosphere where your lessons become more enjoyable, educational and fun as you share interesting conversations about your subject. This makes our students even more ambitious about their future.

Our Sixth Form has many facilities that develop students both socially and academically. Students have the opportunity to socialise with other students during lunchtime and break time in the common room, which is exclusive to Sixth Form students. The common room consists of a private canteen that allows students to have a wide selection for their snacks and lunch.

A Levels and BTEC courses are demanding, so the educational aspect of Sixth Form is our main priority. As a result, Sixth Form students are gifted with workrooms. There, students can share a peaceful and quiet environment to study or complete their work, with computers and technology available if needed. To support students, our Sixth Form includes help services and a wellbeing room to accompany our students at difficult times. Bursaries are also given to students who require financial support.

To allow students to thrive, our school provides weekly academic sessions to help students prepare for higher education and the world of work. We have had workshops on revision techniques, presentations on student finance, speakers from the NHS, and OSCAR training to equip us with personal statement support. These experiences are not only useful for Post 18 options but also to gain transferable skills. Our teachers also provide excellent advice during UCAS applications. Our careers advisor gives amazing opportunities and guidance if you are intrigued to join the world of work.

Of course, the list goes on about the excellency of our school, but we hope this brief summary has assured you why our school is the best place for pupils. We once again send you many thanks for taking your time to read this.

Kind Regards,

The Sixth Form Student Leadership Team

Key Sixth Form Staff



Miss Ishola
Head of Year 12



Miss Robinson
Head of Year 13



Miss Connolly
Pastoral Officer

Senior Leadership Team for the Sixth Form



Mrs Norman
Assistant Headteacher
Director of Sixth Form

How do we deliver our curriculum?

Workbooks ensure consistency of delivery a sharp focus on knowledge acquisition practice and retrieval. They aid retrieval of previous material and support effective revision and preparation for examinations and tests. Students and their parents can see how lessons and units of study fit together.

A workbook must have key components:

- Contextual details: a table of the learning to be covered and how the new material links with prior and future learning of content/skills and concepts to help students to connect their learning
- Knowledge Organiser: a concise table of the core knowledge that students are required to know in the unit to support encoding and retrieval
- Resources and activities which convey key content for use during lessons.
- Clear instructions and explicit expectations to provide full access and secure quality responses
- Modelled answers and success criteria
- Stretch tasks to challenge the most able
- Assessment opportunities through tasks that allow detailed, criteria led assessment and feedback

Subjects should use other means to support high quality teaching and learning as they require mindful of the need for teachers to adapt their curriculum as responsive practitioners, including the creation of bespoke models and stretch tasks. For example, a range of online learning platforms are used in Home Learning tasks in some subjects in Key Stages 4 and 5.

How do we teach?

Lesson culture and pedagogy

We all commit to providing a **positive, rigorous climate through our teachers' use of "warm strict"** to ensure all students follow our expectations and routines.

We use:



Positive framing – we focus on what students should be doing rather than on what they are not, correct anonymously where possible, assume the best when they do not do the right thing and narrate the positive in the classroom.



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

SIT UP to look interested and stay engaged

TRACK the speaker to show other people their ideas matter

ACTIVELY LISTEN to understand speakers' contributions

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

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



Bright lines – we state the time, volume and quantity of work expected from students so they are clear on the parameters of each task and to maintain pace in the lesson.



Do it right, do it again – we explicitly practice a routine again as whole class if it is not being executed as expected, ending with an opportunity for praise for the students.



Culture of error – we use misconceptions and incorrect answers as a learning opportunity for all without judgement of the student/s who were wrong. Students are praised for taking risks in classrooms.

Key elements of our lessons



Do Now activity

Students are seated by their teacher and learning begins quickly. Students complete their 'Do Now' in silence and the teacher takes the register while the students are working. A Do Now is a recall activity that students should feel success in to promote engagement in the lesson.



Link the learning

We remind students what they have learned last lesson. We tell them the objectives of the lesson and how the content is important for current and future learning.



Home Learning quiz

Students may complete a low-stakes quiz retrieving the knowledge they have learnt from the Home Learning schedule. Students can use whiteboards.



Literacy focus

Vocabulary is taught in most lessons at points deemed relevant by the teacher. Reading aloud (teacher or student) happens in every lesson, supported by effective reading strategies.



Expert Exposition

We give clear, concise exposition on key subject content, using co created models and success criteria to support student understanding of what excellence looks like. We plan strategic release to independent practice through the 'I, we you' cycles in a lesson.

**Checks for understanding**

We use whole school data and regular in-lesson AFL to identify gaps and misconceptions for individuals and the class. We respond adaptively, planning our next lessons to ensure that all of our students keep up and that plans how gaps are addressed, i.e. re teach the content, support after school etc.

**Independent Practice**

Each lesson will contain at least one independent practice task. The class is directed to work individually in silence.

**Pack away, Golden Ticket and dismissal**

The end of each lesson is orderly. A Golden Ticket is awarded. Students pack away only when instructed to. They stand behind their chairs in silence and are dismissed individually or in rows.

Teaching, Learning and Assessment

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

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

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

Assessment is about evidence of progress in the growth of learning. At the end of each term students complete cumulative summative assessments. These assessments check for retention and application of a broader knowledge and skills base throughout courses, sampling all knowledge that has been taught to date, not just one unit of work. 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.

Years 12 and 13 - all these assessments will take place in the main hall or Sports 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.

Reporting

At the end of each term, assessment results are reported as percentages to parents, along with a year group average to give some context to the percentages. Teachers also report on effort in each subject. Student attendance data is also reported.

Parents can expect to receive student reports in December, April, and July. Assessment results can be discussed at Parents Consultation events. Areas of strength and targets are shared with Year 12 and 13 at Easter highlight what students need to do to make progress in all their subjects.

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 cannot remember something. We may feel like progress is slow, but that is when our best learning takes place. The more difficult the retrieval practice, the better it is for long-term learning.

At CHSG we have developed our curriculum to enable students to retrieve constantly to lead to long-term learning. We have ‘Do Now’ retrieval activities at the beginning of lessons, retrieval challenges throughout lessons, often using mini whiteboards, and have adopted a revision programme that is shaped around retrieval practice.

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 12 and 13, when they embark upon their BTEC and A level examinations, they will have built up an armoury of practised techniques that will ensure success.

Homework

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

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

In KS5, Home Learning tasks will be a combination of the accrual of substantive knowledge and opportunities to practice using learned content.

How much home learning is set?

In line with the Department for Education guidelines:

In Years 12 and 13, students are expected to complete an hour of personal study for each hour spent in lessons.

How is home learning set?

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

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

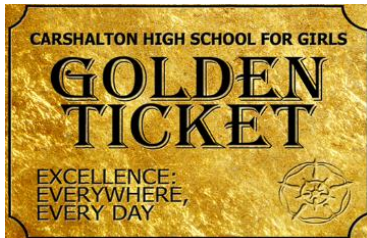
This is where students will see the description of the task, any worksheets or resources that are required and the deadline that they must meet. If a student is absent from a lesson, it is their responsibility to make themselves aware of any home learning that has been set. To assist this, Microsoft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



Rewards

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

Golden Tickets



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

House Achievement Points

Each term, we give out certificates and badges for students who have received their Bronze, Silver, and Gold Star awards in recognition for the number of House Achievement Points they have gained. Stars are awarded to students at the end of each term.

Every day star

Each term teachers identify students who deserve special recognition. This may be due to commitment to schoolwork or because students have impressed staff in some other way.

These students are a positive example to those around them and they receive individual recognition letters.



School Values

Community - Fostering kindness, inclusion, collaboration, and school spirit

Accountability - Taking responsibility for learning, behaviour, and actions

Resilience - Learning from mistakes and pushing through challenges

Empowered - Believing in your voice, your strengths, and your leadership potential

Sisterhood - Supporting one another with empathy, compassion, and solidarity



Similar to Golden Tickets, students are rewarded with House Achievement Points reflecting when they particularly display any of the School Values.

As with other achievements these are totalled up at the end of term and certificates are given to students who have excelled.

House Objectives

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

- A sense of belonging within the school community
- Opportunities for leadership
- A chance to develop social and practical skills
- A sense of achievement and competition
- An awareness of individual and collective responsibility

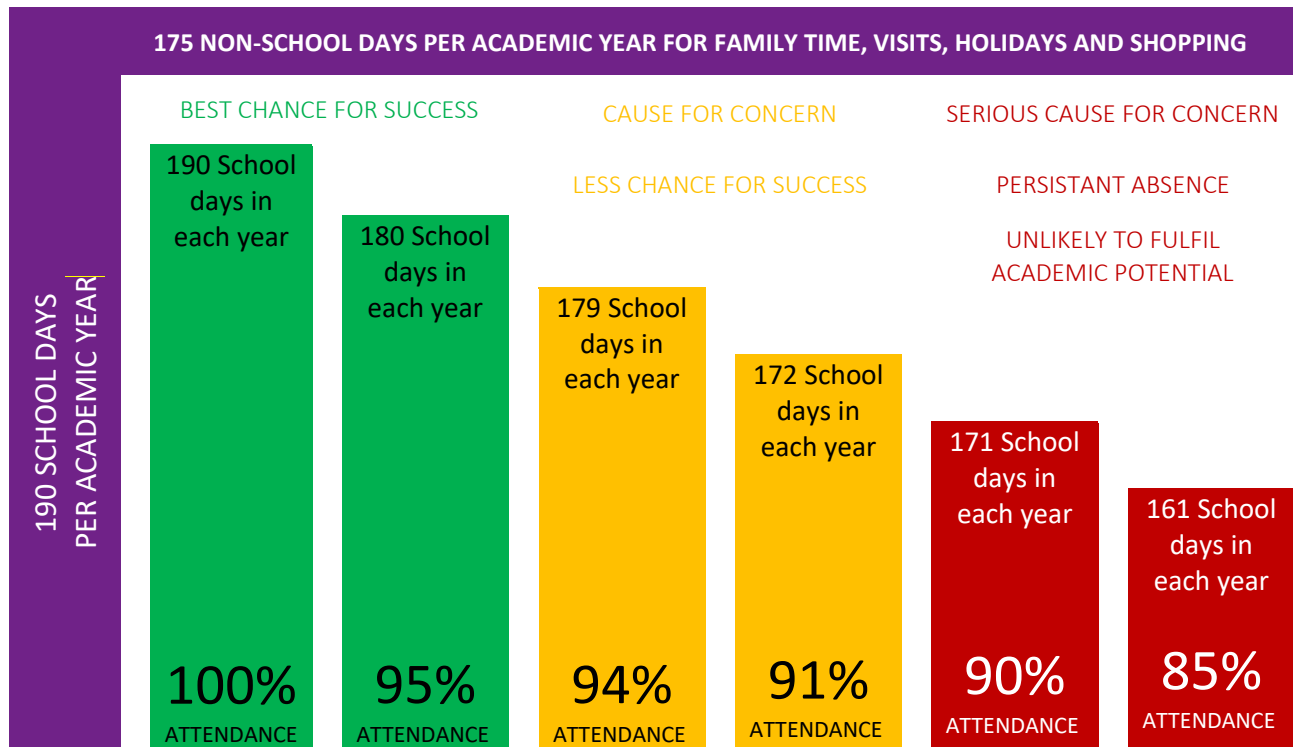
House Names



House Captains



Attendance is Key to Success



Behaviour

In our school, good behaviour is everyone's responsibility. To ensure your child makes satisfactory 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 satisfactory 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.

If there are any concerns with behaviour with students in the Sixth Form, students will have a meeting with their Head of Year, clear targets are set and reviewed after two weeks.

Sixth Form Dress Expectations

The Carshalton High School for Girls Sixth Form is a professional environment and along with the education it provides it will prepare you for entering the world of work. Part of this preparation is how you present yourself. In line with this, students are expected to dress accordingly. Clothing should be smart and professional and not casual wear.

✓	✗
- Tailored trousers - Smart polos, plain t-shirts and shirts - Plain sweatshirts - Skirts and dresses - Smart shoes, boots or plain black trainers - Smart jackets or coats - Plain leggings under an outfit - Natural hair colour	- No denim or hoodies - No revealing clothes (e.g. low, crop or see through tops, tight/overly short lycra skirts) - No sports t-shirts/shorts (except PE/Dance) - No inappropriate footwear e.g. flip flops, open toe sandals or non-black trainers - Tops may be sleeveless but should not have spaghetti straps - No cargo trousers - Leggings are not acceptable when worn as trousers - No big logos on tops and sweatshirts - No gloves, hats or bandannas to be worn inside

Jewellery / Tattoos

- No overly conspicuous jewellery - large earrings, necklaces
- Tattoos should not be visible. Visible body piercing is restricted to the ears and/or one small nose stud only. Bars, scaffolds, and stretchers are not permitted.

Students will be sent home if they do not meet these dress expectations. In the first instance parents/carers will be contacted, after that students will be sent home to change and issued with a detention.



Literacy Curriculum

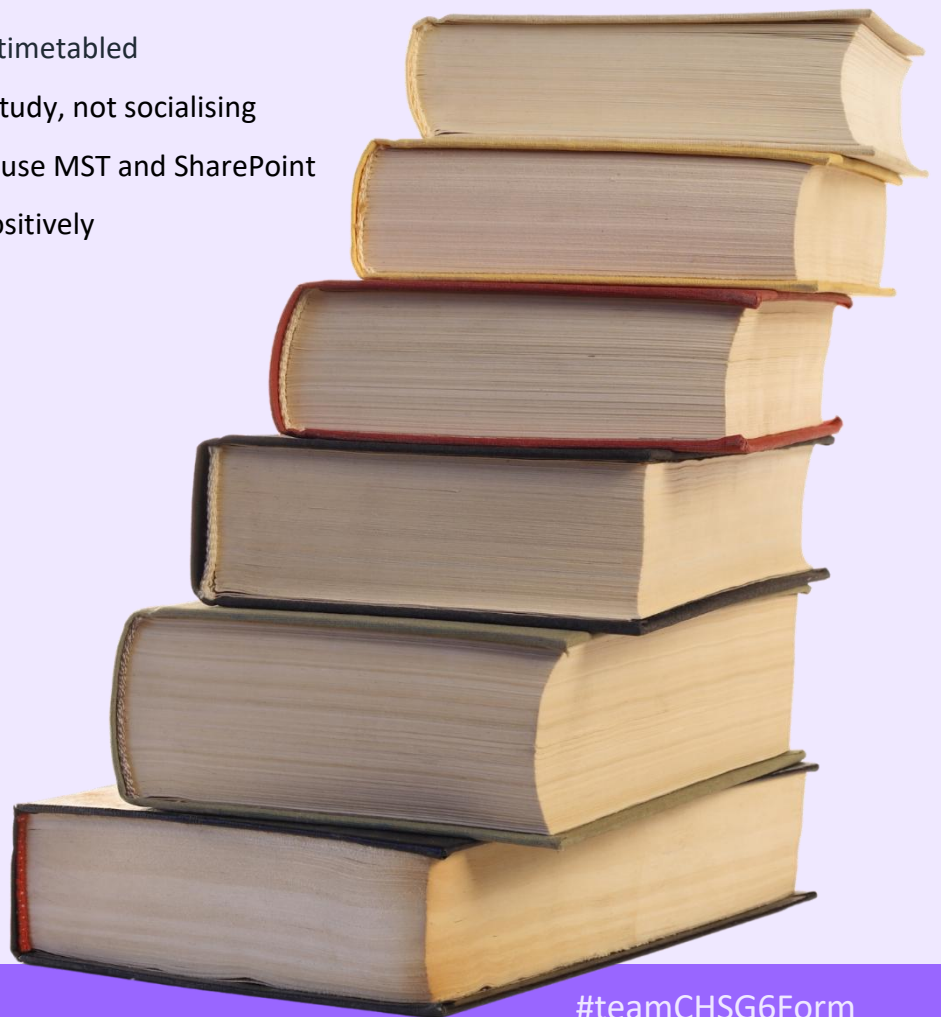
Across the school, we are building a disciplinary approach to literacy in which every subject takes responsibility to shape our students into being well read, articulate citizens who know they belong and can be successful in an educated society. Working with the Strategic Leader for Literacy, each Head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

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

Steps to Study Success

Supporting Sixth Form Progress at CHSG

1. Use Study time effectively- remove distractions
2. Silent workrooms in S6 and S12
3. Supervised study and IT access in the Careers Centre
4. Use the common room to socialise and relax
5. No food and drink in classrooms
6. Attend interventions when timetabled
7. Spare classrooms used for study, not socialising
8. Prepare revision resources, use MST and SharePoint
9. Use teachers around you positively
10. Plan your study periods.



Personal Development Programme

The Sixth Form 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 students 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 is 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 Mental Wellbeing

All our students have access to the wellbeing room, which is in S17. In there they can talk to Mental Wellbeing Champions and Anti-bullying Ambassadors, who are trained to listen, support, and guide our younger students. We have allocated times during breaks and lunch and run workshops and the LGBT+ Society. Throughout the year we will acknowledge various national events, as outlined below. We will also have a focus for each day, which all staff and students will follow and recognise; these are Mindful Monday, Talk Tuesday, Workout Wednesday, Thankful Thursday, and Fun Friday.

Outside all toilets are our 'What if...' leaflets, which detail advice and signpost support offered from external agencies. We have everything from advice on e-safety, feeling sad, self-harm and feeling safe. Please do ask your daughter about what she has talked about in her day and enable her to share her thoughts on areas of wellbeing and mental health and please encourage her to bring some leaflets home.

October

- World Mental Health Day
- Black History Month
- Dyslexia Awareness Week

November

- National Stress Awareness Day
- Anti-bullying Week

February

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

April

- Stress Awareness Month

May

- Mental Wellbeing Awareness Week

June

- Pride month

Student Leadership

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

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.



Extra-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.

Sixth Form students have the opportunity to run activities and to take part in them.

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, all students will also have the opportunity to meet with an impartial careers advisor.

We want to encourage our students to be aware of life beyond CHSG and the opportunities that are available to them. As Careers Manager, Mrs. Phelps-Gardiner will be working closely with the students and Sixth Form Team to deliver a full Post 18 programme. Please get in touch via email if you have any further questions.

Sixth Form activities will include

Post Sixth Form survey to establish the individual needs of students and how best to support them

Most of the activities will be delivered in Personal Development time with internal and external presenters such as:

- Study skills session delivered by Kingston University
- Post 18 options: UCAS- The advantages of Higher Education
- Post 18 Options: Apprenticeships talks and workshops
- Post 18 Options: Delivered by a gap Year Student
- Post 18 options: Morrison's degree apprenticeship
- Post 18 Options: Future of work and skills: The London Interdisciplinary School
- Economic Wellbeing talk delivered by The Bank of England
- UCAS why bother delivered by Optimising futures
- Study Skills Workshop
- Work experience week to include sessions to ensure the students have secured placements
- CHSG Careers fair
- Mock interviews
- Weekly Career drop in sessions
- Year 12 Aspirations week 5-day programme to include workshops/employer visits/university visits/mock interviews (June 2022)
- UCAS convention trip

Useful websites

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

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

[UCAS Hub - Why should you sign-up?](#)

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

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

[Top UK University League Tables and Rankings 2021 - Complete University Guide \(thecompleteuniversityguide.co.uk\)](#)

<https://www.youthemployment.org.uk/employment-help-young-people/choices/online-skills-and-careers-courses/journey-to-work-free-online-course/>

Virtual Work Experience Opportunities

Speakers for Schools

For a full list of placements - sign in here to search and apply: <https://www.s4snextgen.org/>

Spring pod

You can view all the placements here: [Find Virtual Work Experience | Meet Springpod](#)

A LEVEL MINDSET

VESPA

Year 13 follow the VESPA model, based on Steve Oakes and Martin Griffin's research on the A level mindset. Students have VESPA sessions in Academic Catch up periods, in Tutor time and through Academic mentoring.

1		VISION: Students set clear goals, create and track an actionable plan, acting in the direction of their goals.
2		EFFORT: Students work consistently in lessons, using their 'frees' as study periods and completing all Home learning to the best of their ability.
3		SYSTEMS: Students organise and review their subject content, ensuring they organise their time and meet deadlines. Students create and follow a realistic revision timetable in preparation for their mocks and A level exams.
4		PRACTICE: Students work towards mastering A level/BTEC content, practising subject specifics skills and responding to teacher feedback.
5		ATTITUDES: Students show resilience and grit in the face of challenges, demonstrating a Growth mindset in their A level journey.

Keeping in Touch

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

www.chsg.org.uk

Your daughter's Form Tutor Sixth form office 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, evidence of this appointment must be shown to Miss Connolly in Sixth form office.

Contact the School Office via email on 6thformadmissions@carshaltongirls.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.

Email Messaging

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

To avoid our messages going to junk/SPAM folders please save the following e-mail address into your address book/safe senders list to ensure you are receiving our school communications: no-reply@mail.arbor-education.com

Arbor



We use Arbor for student records and to track student behaviour, attendance and rewards. Parents can access Arbor through the Parent Portal and app. You can access Arbor and monitor your child's attendance, behaviour, view their timetable and report an absence. Log in details for Arbor will be sent to parents during the first week of school in September. Payments for meals and trips are also via the Parent Portal.

Social Media

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



@carshaltonhighschoolforgirls

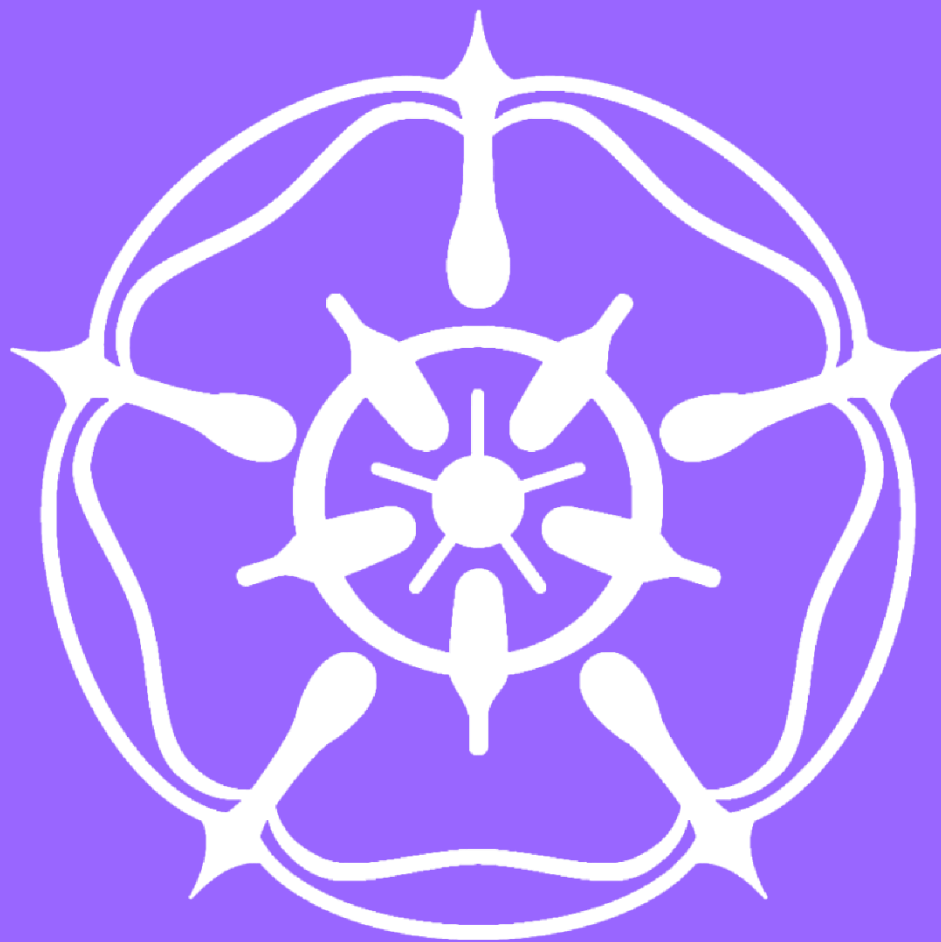


@CarshaltonHigh



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Carshalton High School for Girls

Sixth Form

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