Year 7
Aspirations Evening

Mrs A Mannan – AHT + HOY7
Mr G Thorpe – Parent Governor
Ms P Simmons - DHT
Mr S Green – Digital Learning Lead
Ms C Hardy – Accelerated Reader Lead
Ms L Hargreaves – Pupil Premium Champion

A copy of this presentation will be available on Frog & on our website tomorrow: Student > Curriculum
Introducing the Ricards Lodge Governing Body

Greg Thorpe – Parent Governor
It would be good to know who the Governors are.

I’m not really sure what the Governors do.

I’d like to hear more about what the Governors discuss and decide.
GOVERNORS HAVE A STRATEGIC LEADERSHIP ROLE

Ensure there’s a clear **vision**, ethos and strategic direction for the school

Optimise the **educational** performance of the school and its pupils

Oversee the **financial** performance of the school

EDUCATE SUCCESSFUL WOMEN OF THE FUTURE
GOVERNOR PRESENCE

Aspirations
Evenings

School events

Monthly parent mail

If you wish to contact us via email:

clerktothegoverningboard@outlook.com
An approach to effective Yr 7 learning – supporting your daughter

Ms Paula Simmons

Deputy Headteacher
Helping your daughter become an Academic Athlete
Marginal Gains

We need to use every opportunity to help your daughter succeed.

Marginal gains have big effects
Well-Being:

- Sleep
- Diet
- Study time
- Down-time
- Exercise

Please contact the school if you are concerned about your daughter’s well-being.
Learning Pyramid

(Average Learning Retention Rates)

Teaching Others: 90%
Practice By Doing: 75%
Discussion Group: 50%
Demonstration: 30%
Audio Visual: 20%
Reading: 10%
Lecture: 5%
Year 7 Curriculum Maps

- These can be found on FROG and on the website – Students / Curriculum / by subject
### KS3 Maths

**KS3 Curriculum Map  Mathematics**

(This is an overview and will vary according to the set)

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Content:</strong></td>
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<td>3-D Shapes</td>
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<td>Equations</td>
<td>Revision</td>
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<td>Formulae</td>
<td>Reflection</td>
<td>Functional maths skills</td>
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<tr>
<td>Fractions</td>
<td>Rotation</td>
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**KS3 Maths**

**GCSE Mathematics (9-1)**
## KS3 Music

### Music KS3 Curriculum Map

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>Content:</strong> Many Voices</td>
<td><strong>Content:</strong> Many Instruments</td>
<td><strong>Content:</strong> African Drumming</td>
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</tbody>
</table>

**Skills:**
- Vocal warm-up, vocal skills,
- Extending vocal range, Confidence in performance, ability to place music into an historical context from Plainchant to Polyphonic singing, identification of different world music techniques.
- Music reading and notation, instrument recognition, performance skills on a chosen instrument Identifying instruments from around the world, composition, performance, appraisal and comparison of different musical styles and an understanding of music history from Medieval ensembles to the Romantic Orchestra. Studying the concerto through time.
- Performing, keeping a steady pulse, identifying pitched and un-pitched percussion, rhythmic composition, ensemble work.
- Vocal skills, musical theatre skills; learning to sing while dancing and acting, solo and ensemble performing.
Course Text Books/Websites:

All students should listen to as wide a range of music as possible: on CD, radio or the internet.

www.youtube.com is a fabulous source of music tutorials and guides on how to play chosen songs.

https://frog.ricardslodge.merton.sch.uk/saml/ The departments FROG page will have most resources for learning including video tutorials and links to sheet music to learn from

http://www.bbc.co.uk/education/subjects/zpf3cdm The BBC’s Music bitesize page

http://www.bbc.co.uk/programmes/profiles/2Vzx7Mns45RpC4wZwtxm15s/ten-pieces-secondary BBC Music 10 Pieces is a fabulous introduction to classical music

Additional Materials/Equipment required:

Most materials are provided by the Music Department, for example books, musical instruments, listening and recording equipment however if you want to really excel on an instrument it is advised to purchase your own. There are a range of visiting Instrumental Music teachers should pupils wish to begin/continue private lessons. All pupils who learn an instrument join one of the school’s high achieving ensembles, bands or choirs though these are open to all pupils. Pupils are encouraged to bring their instruments to classroom lessons and always practice at home. It is an advantage for pupils to have access to a keyboard in order to practice.

Home Support:

Your daughter is required to complete the homework set in Music. Music Homework may require pupils to practice repertoire studied in class. Students may book practice rooms in order to do this or use the iMac computers in A27 after school, if applicable.

Head of Department: Mr Lindsay
Homework Schedules

Outlined below is a guide to the number of homework tasks each year group should expect per week:

Year 7 and 8 students should expect the following homework tasks set per week:
English – 2 per week
Maths – 2 per week
Science – 2 per week
Languages – R and S – 2 per week / C,A,L,G,D – 3 per fortnight / E – 1 per week
Technology, PSHE, Art, Computer Studies, Dance, Drama, Geography, History, Music, RE – 1 per week
Opportunities to do homework at school

- Before school from 8am to 8.30am in our Resource Centre
- At break and lunchtime in our Resource Centre
- After School Homework Club in our computer rooms C1 or C2 from 3pm to 4.30pm

- Also – all our Year 7 students will be having an induction session at Wimbledon Library and can use the study spaces there after school and at weekends
Assessment grades – Years 7 to 11

- We use a continuous grading system from Year 7 to Year 11, based on the new GCSE grades of 9 -1

- We sub-level these grades by using U (Upper), M (Middle), L (Lower)

- Pre-grade 1:
  F = Foundation
  P = Pre-foundation
  W = working towards

<table>
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<th>Number Grades</th>
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<tr>
<td>W</td>
<td>7</td>
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</table>
Some examples...9-1

Computing

| 6U – L | Content:  
| Networks  
| Python  
| Flash  
| Dreamweaver |
| Skills:  
| • I can describe the advantages and disadvantages of 3 different network topologies and explain how data flow on a network may be disrupted.  
| • List most of the hardware and software needed to connect to a network and what is meant by the term “cloud computing”.  
| • I have shown that I can update the virus checker on my home computer and understand the reason to update a virus checker.  
| • I can give practical advice on how to avoid some of the dangers to a computer on a network.  
| • Constantly make programs run using user friendly input and output messages.  
| • Add iteration using while and for loops correctly in your code.  
| • Apply computational thinking skills to problems and produce solutions using a variety of techniques.  
| • Create good quality images using the drawing tools. |

Science

<table>
<thead>
<tr>
<th>NewLevel</th>
<th>Planning</th>
<th>Obtaining and presenting</th>
<th>Considering</th>
<th>Evaluating</th>
<th>Applying scientific information</th>
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</thead>
</table>
| 5U       | I can • investigate questions in different ways, and choose the best way using scientific knowledge  
|          |          | I can • record my results and observations in suitable detail  
|          |          | I can • consider the accuracy of my results when drawing conclusions  
|          |          | I can • explain how accurate my measurements need to be to point out anomalous results and allow for them when drawing graphs  
|          |          | I can • consider the accuracy of my results when drawing conclusions  
|          |          | I can • explain my conclusions using scientific knowledge and understanding, and using scientific language  
|          |          | I can • explain anomalous results  
|          |          | I can • take account of a range of views when presenting my conclusions  
| 6L-6M    | I can • investigate questions in different ways, and choose the best way using scientific knowledge  
|          |          | I can • record my results and observations in suitable detail  
|          |          | I can • consider the accuracy of my results when drawing conclusions  
|          |          | I can • explain my conclusions using scientific knowledge and understanding, and using scientific language  
|          |          | I can • explain how accurate my measurements need to be to point out anomalous results and allow for them when drawing graphs  
|          |          | I can • consider the accuracy of my results when drawing conclusions  
|          |          | I can • explain my conclusions using scientific knowledge and understanding, and using scientific language  
|          |          | I can • explain anomalous results  
|          |          | I can • take account of a range of views when presenting my conclusions  
|          |          | I can • show how scientific evidence supports and refutes points of view and give different interpretations  
| 6U       | I can • investigate questions in different ways, and choose the best way using scientific knowledge  
|          |          | I can • record my results and observations in suitable detail  
|          |          | I can • consider the accuracy of my results when drawing conclusions  
|          |          | I can • explain my conclusions using scientific knowledge and understanding, and using scientific language  
|          |          | I can • explain how accurate my measurements need to be to point out anomalous results and allow for them when drawing graphs  
|          |          | I can • consider the accuracy of my results when drawing conclusions  
|          |          | I can • explain my conclusions using scientific knowledge and understanding, and using scientific language  
|          |          | I can • explain anomalous results  
|          |          | I can • take account of a range of views when presenting my conclusions  
|          |          | I can • show how scientific evidence supports and refutes points of view and give different interpretations  
<p>|          |          | I can • evaluate reliability across different sources of scientific information |</p>
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<tr>
<th>SUBJECT</th>
<th>EFFORT</th>
<th>COMPLETION OF WORK</th>
<th>QUALITY OF HOMEWORK</th>
<th>BEHAVIOUR &amp; ATTITUDE</th>
<th>CURRENT WORKING LEVEL</th>
<th>END OF YEAR 7 TARGET</th>
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<td>2 (Upper)</td>
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Digital Curriculum

Mr Green
Digital Curriculum Leader

Guest Wi-Fi password: ‘aspiration’
School Website

Photo Gallery

GCSE/BTEC Results Day 2018
23/08/18

Sports Day 2018 - Part 1
26/07/18

Art Exhibition 2018
03/07/18

The Great Get Together Picnic 2018
22/06/18

Teen Tech Visit to Roehampton
12/06/18

Archaeology Club visit Museum of Wimbledon
24/05/18

D&T TeenTech Crocodile Cycle
16/05/18

RichDance 2018
10/04/18

Latest News

BBC School Report

Newsletters

Photo Gallery

School Calendar

Social Media

School offers a broad and stimulating and forward-looking education with a wide range of extra-curricular activities. Our pastoral support structure enables careful monitoring of the progress and welfare of every pupil. Ricard's Lodge values
RICARDS LODGE
HIGH SCHOOL

We value... Equality
Username

Password

Login

da Vinci Release v6.0

Forgot password?
Digital Planner

Educating Successful Women of the Future

Whole School Student Notices

New Notice: 

Head teacher’s welcome
27/07/2018 @ 1:03:36 by Mr R Green

Dear Students,

Welcome to the academic year 2018/19. I hope that you have had a good summer break and are ready to start this year positive about what you can achieve.

We will give you many opportunities to improve your performance in the classroom and beyond and I would encourage you to take advantage of all that is on offer from us.

So all that is left is for me to wish you the best of luck and leave you with one final thought.

“Don’t let anyone rob you of your imagination, your creativity, or your curiosity. It’s your place in the world; it’s your life.”

Dr. Mae Jemison, engineer, physician, and NASA astronaut

Mrs Jerrard
Parents can;

- View homework
- View attendance
- View achievement
- Tracking reports
- Update contact details
- Timetable
- Useful resources & links
- School letters
Welcome to our school's Parent Dashboard

Here you will find a host of information about your children, school events, documents, news and school life in general. Click through the pages to access the relevant information.

My Child's Homework

Parent Notices and Letters

- **New Notice**

**Year 7 Health Questionnaire**
Today @ 4:29:29 by Mr S Green

School Nursing Service Year 7 Health Questionnaire Parent Information Letter Sept 2018

**Y11 Aspiration Evening 2nd October**
Today @ 8:08:23 by Mr S Green

**Y11 Aspiration Evening Letter**

**Extra Curricular activities lists - Autumn Term**
Today @ 2:45:30 by Mr S Green

Please find below the new autumn 2018 extra-curricular activities lists:
**How to view your child's termly reports**

1. If you have more than one child at the school, select a name from the list.
2. Select Start and End Dates. (For all available reports for this school year, go back to 1st September for “Start Date” and leave “End Date” as today’s date.)
3. Click “Apply.” All available reports will be listed below.
4. Double-click on any filename to read, download or print that report.

Unfortunately, due to the way that reports are stored on the school system, the reports’ names are not very easy to understand, but there are clues in the names. For example, “Aut,” “Spr” or “Sum” means that the report is from the Autumn, Spring or Summer term, and reports with “Com” in their name contain subject teacher’s comments. The reports are dated, with the most recent at the bottom of the list.

**Charlotte Thorpe’s Documents**

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<thead>
<tr>
<th>Title</th>
<th>Category</th>
<th>Date</th>
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<tbody>
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<td>Report TP KS3 Y9 Spr Corn 1617 for Charlotte</td>
<td>AM Individual Report</td>
<td>10/02/2017</td>
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<tr>
<td>Report TP KS3 Y9 Spr TTR 1617 for Charlotte</td>
<td>AM Individual Report</td>
<td>10/02/2017</td>
</tr>
<tr>
<td>Report TP KS3 Y9 Sum TTR 1617 for Charlotte</td>
<td>AM Individual Report</td>
<td>19/06/2017</td>
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<tr>
<td>Report TP KS4 Y10 Aut TTR 1716 for Charlotte</td>
<td>AM Individual Report</td>
<td>05/12/2017</td>
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<td>Report TP KS4 Y10 Spring TTR 1716 for Charlotte</td>
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<td>16/03/2018</td>
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</table>

**Extra Curricular activities lists - Autumn Term**

1. 10:30 by Mr S Green

Please find below the new autumn 2018 extra-curricular activities lists:
Home School Agreement

- Please visit the HSA section on the Parent dashboard
- Read through the HSA.
- Sign the form ‘digitally’

Student Responsibilities

I acknowledge the different and unique talents which I have been given and my responsibility to use them wisely for the benefit of my future.

Therefore I will:

- Do all my classwork and homework to the best of my ability by working as hard as I can to achieve or exceed my targets.
- Observe all school rules and policies and treat everyone with the dignity and the respect they deserve.
- Attend RLHS regularly and on time.
- Arrive to all my lessons on time.
- Wear the RLHS uniform correctly and bring all the equipment I need every day.
- Behave sensibly so that we can be happy and safe as we learn.
- Try to think for myself and take responsibility for my actions.
- Attend extra-curricular activities as timetabled.
- Check homework regularly using the school VLE (Frog)
Home School Agreement

School's Responsibilities

We acknowledge our responsibility to support parents/carers in their task of educating their children in an academically challenging environment.

Therefore the School will:

- Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do
- Provide a friendly welcome to your child and a secure, stimulating environment in which to learn and achieve
- Ensure that your child is valued for who she is and helped to make progress in her spiritual, moral, social and cultural development
- Treat your child with the dignity and respect they deserve
- Ensure that the education provided for your child is tailored as best as possible by using good assessment, recording and tracking strategies
- Provide you with information about your child’s well-being and performance and give you opportunities to talk to your child’s teachers
- Keep you informed of school policies and activities through regular school letters and newsletters
- Set, mark and monitor homework suitable to your child's needs

(For and on behalf of the Governing Body)

Headteacher:

[Signature]

Date: September 2018

Parental Responsibilities

As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children’s learning at Ricards Lodge High School.

Therefore I/we will:

- Support the values of the RLHS community and encourage my child to do her best to reach or exceed her targets
- Attend all parents’ evenings and discussions about my child’s progress
- Ensure that my child attends RLHS everyday and in the correct school uniform
- Give my child opportunities for home learning and support my child in the completion of homework to the best of my ability
- Ensure that family holidays are taken outside term time
- Check my child’s homework regularly using the parent portal, accessible through the school VLE (Frog)
- Support the school policies and guidelines for behaviour including after school detentions
- Consent to the use of photographic evidence of curricular activities undertaken within RLHS and visual images on the school website or for educational purposes. (Further permission will be sought if any additional use is required)
- Inform RLHS of any concerns or changes in circumstances

Student Responsibilities

I acknowledge the different and unique talents which I have been given and my responsibility to use them wisely for the benefit of my future

Therefore I will:

- Do all my classwork and homework to the best of my ability by working as hard as I can to achieve or exceed my targets
- Observe all school rules and policies and treat everyone with the dignity and the respect they deserve
- Attend RLHS regularly and on time
- Arrive to all my lessons on time
- Wear the RLHS uniform correctly and bring all the equipment I need every day
- Behave sensibly so that we can be happy and safe as we learn
- Try to think for myself and take responsibility for my actions
- Attend extra-curricular activities as timetabled
- Check homework regularly using the school VLE (Frog)
- Behave politely at all times when travelling to and from RLHS

Please read and digitally ‘sign’ the agreement.
MyFrog App

- Push notifications for homework
- Easily view lessons, rooms and homework due dates.
- Suitable for parents too.

School URL: frog.ricardslodge.merton.sch.uk
Achievement

All Students from Year 7 to Year 13 will work towards achieving Ricards achievement points.

- Gold Award: 400 points
- Silver Award: 300 points
- Green Award: 200 points
- Purple Award: 100 points

* Exact number of points required will be under review for the first term
<table>
<thead>
<tr>
<th>Sample Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ricards Achievement</strong></td>
</tr>
<tr>
<td><strong>Quick Points</strong></td>
</tr>
<tr>
<td>Excellent effort 1</td>
</tr>
<tr>
<td>Academic excellence 1</td>
</tr>
<tr>
<td>Creative thinker 1</td>
</tr>
<tr>
<td>Effective participant 1</td>
</tr>
<tr>
<td>Independent learner 1</td>
</tr>
<tr>
<td>Extra curricular 1</td>
</tr>
<tr>
<td>Trust / Equality 1</td>
</tr>
<tr>
<td>Resilience / Aspiration 1</td>
</tr>
<tr>
<td>Community Contribution 1</td>
</tr>
<tr>
<td>100% Attendance 1 Week (Auto award?) 1</td>
</tr>
</tbody>
</table>
Impero

- IT and Internet safety technology which protects students
Any questions:
frog@ricardslodge.merton.sch.uk
a structured reading program that is designed to accelerate, measure and track the reading progress of individual students.
In 2012, Department of Education (DiE) collated much of the evidence on reading for pleasure which shows that:

- **Reading can lift children out of poverty and promote social inclusion** The OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status.

  More recently, research by the Institute of Education (IoE) demonstrated that reading for pleasure was more important for children's cognitive development than their parents' level of education.

- **Reading for pleasure leads to increased attainment** The IoE research found that children who read for pleasure are likely to do significantly better at school than their peers in maths, vocabulary and spelling.

  Just fifteen minutes a day of independent recreational reading significantly improves children's reading abilities – which indicates the importance of giving children frequent opportunities for self-directed reading, especially given that many of them may not have such chances outside school.

- **Reading for pleasure promotes empathy** The DiE document draws heavily on earlier work by the National Literacy Trust which collected evidence that reading for pleasure promotes general knowledge, a better understanding of other cultures, community participation and a greater insight into human nature and decision making. Many practitioners talk about how books provide both a mirror (that helps us to reflect on our own identities, motivations and feelings) and a window (on to worlds, cultures, identities and ideas that are new to us).
National trends and research

READING AGES:

An academic from the University of Dundee studied the book choices of nearly 850,000 children and found that by the end of primary education children typically have a “reading age” that matches their own age.
KS2 to KS3 transition

The study shows that by the end of the first year of secondary education their reading age falls behind their chronological age by at least one year.

By the end of the second year, their reading age has fallen by at least two years.

The process continues to such an extent that by the time they sit their GCSEs at 16 their reading age is just 13
a structured reading program that is designed to accelerate, measure and track the reading progress of individual students.
How does it work?

- Reading Age Test

- Personalised reading (30mins a night)
  - Quiz
  - Repeat

- Reading Age Test
Guidance, intervention and monitoring

- Silent reading time
- Learning conversations
- Allowing space for the students to share / recommend / advertise
How parents / carers can help:

- Bookmarks
- Reading book
The Pupil Premium

Ms Luisa Hargreaves

Pupil Premium Champion
What is the Pupil Premium?

- Disadvantaged students who are currently on Free School Meals or have been within the last 6 years (Ever 6)

- We receive money from the government to support and enrich their education and progress
PP Curriculum Support at KS3

- Accelerated Reader
- Curriculum support materials e.g. Revision guides / on-line subscription to MyMaths
- Small group tuition / booster sessions
- Support with curriculum trips and visits – theatre, Bookfest and competitions
- Homework Club
Pastoral Support at KS3

- Tutor mentoring
- Interventions lead by year team with DHoy specific focus
- MAGT co-ordinator
- Achievement mentors
- Support with uniform and travel
Enrichment at KS3

- Extra Curricular Activities – e.g. music, art and sport
- Brilliant Club in Year 8
- Kings’ College Aspirations Project (from Year 9)
- Culture Capital trips
- Aim Higher
The Pupil Premium

Luisa Hargreaves
Pupil Premium Champion

Contact details
luisa.hargreaves@ricardslodge.merton.sch.uk