



Wimbledon College

Briefing for Parents

September 2026

College Prayer

Lord,
teach us to be generous:
to serve you as you deserve;
to give and not to count the cost;
to fight and not to heed the wounds;
to toil and not to seek to rest;
to labour and to ask for no reward
save that of knowing we do your will.
Amen.

A Jesuit School

St Ignatius of Loyola (1491-1556)

AMDG - *Ad Maiorem Dei Gloriam*
For the Greater Glory of God





Wimbledon College Mission Statement

Catholic education in the Jesuit tradition: the mission of Jesuit schools in Britain

Wimbledon College is a Jesuit school centred on the person of Jesus Christ and our students and staff are helped and encouraged to take him as their companion and model; to grow in his likeness, becoming **men and women of faith** who are **men and women for others**. They are encouraged to develop their many individual gifts and talents to the full; and to build, in collaboration with all people of good will, the kingdom of God: a kingdom of justice, love and peace.

At Wimbledon College we commit to ensuring that:

- Each person is offered a spiritual and religious formation in the Catholic Christian tradition and encouraged to deepen a relationship with God.
- Each person is nurtured, supported and challenged to realise their full academic and human potential.
- Each person is encouraged to develop their moral conscience, to challenge injustice, to have the courage to do what is right and be men and women for others.
- Each person is welcomed into our school community, belongs to it and knows that it is part of a global network of Jesuit schools which share a common mission.

Wimbledon College Mission Statement

We welcome those who are from all faiths or none. Anyone who wishes to be part of our school community is asked to respect our religious foundation and come with an open mind ready to appreciate, reflect on and learn from the Christian message and that of other traditions.

In seeking to achieve these goals we commit to never accepting mediocrity and strive, after St Ignatius' aspiration, for the *magis*, the 'more'; a depth of understanding and discerned wisdom about what it means to be human beings called by God to a life of holiness.

Our school should be

“ a place where people are believed in, honoured and cared for; where the natural talents and creative abilities of persons are recognized and celebrated; where individual contributions and accomplishments are appreciated; where everyone is treated fairly and justly; where sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged is commonplace; where each of us finds the challenge, encouragement and support we need to reach our fullest individual potential for excellence; where we help one another and work together with enthusiasm and generosity, attempting to model concretely in word and action the ideals we uphold for our students and ourselves” *Ignatian Pedagogy* 1993,37.



Rhetoric Results

A Level

England

Male England

A*/A **27.1%** [33.6,27.8,21.5] *28.3* [28.2,27.6,26.5] *28.9* [28.4,27.4,26.4]

A*/B **64.7%** [60.6,59.9,54.8] *55.6* [55.0,53.6,53.7] *54.3* [53.4,51.5,50.6]

A*/C **88.6%** [85.3,83.0,79.8] *78.1* [77.7,76.0,74.5,] *76.6* [75.8,73.7,73.1]

**2025, 2024, 2023 in brackets*

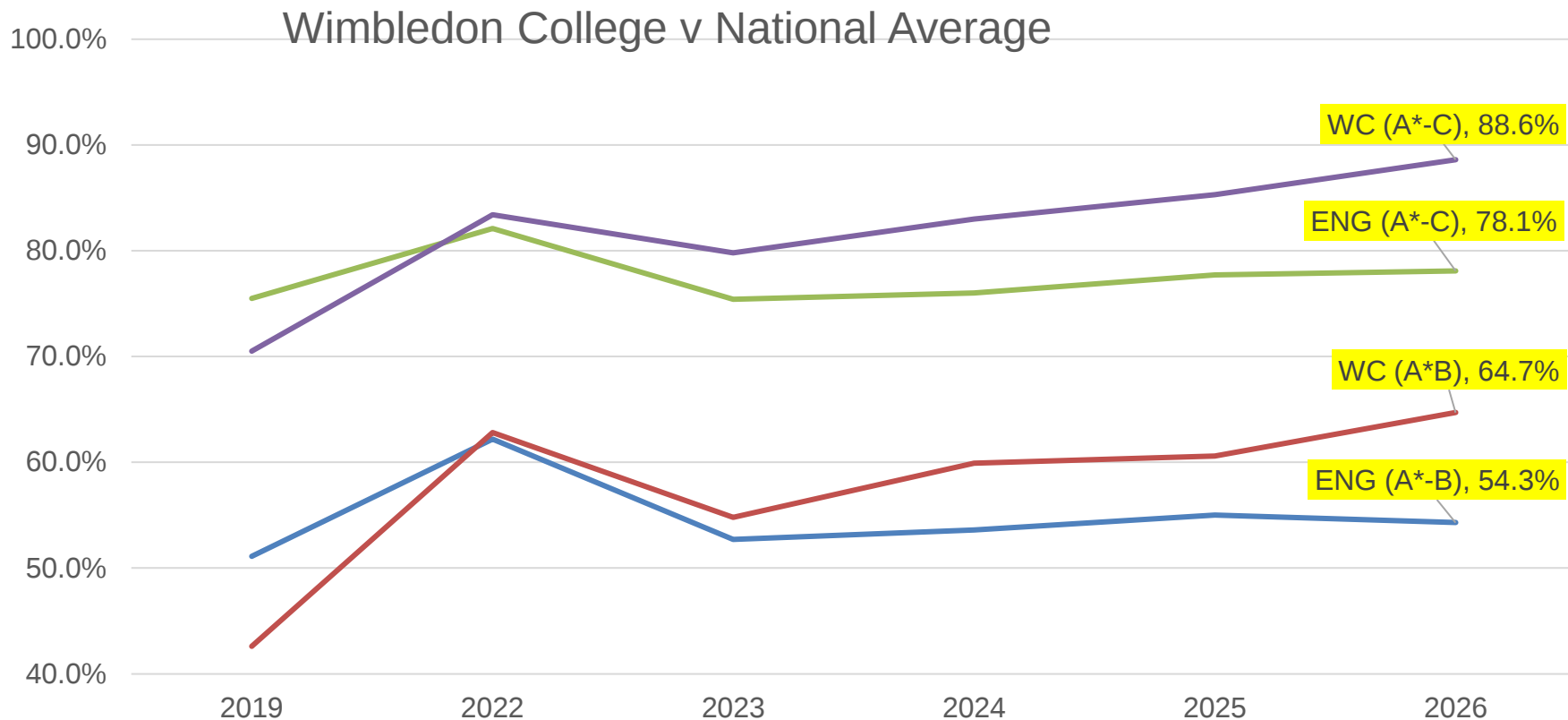
Vocational

D*/D **47.8%** [46.0%,50.7%,45%]

D*-M **87.0%** [92.0%,88.4%,90%]

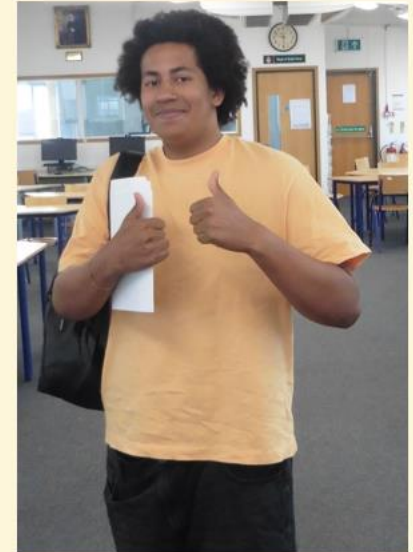
D*-P **100%** [100%,100%,100%]

Rhetoric Results



AMDG

Rhetoric Results Day



Results



- Anthony 4A*
Physics at Brasenose College, Oxford
- Ollie 3A*
PPE at University of Warwick
- Mikolaj 2A*, A, 2B
Economics at the University of Warwick
- Evan 2A*, A
Physics at the University of Manchester
- Charlie 2A*, A
Law at Durham University
- Szymon 2A*, B
Electronic Engineering at King's College, London
- Noah A*, 2A
Common Law/Politics at the University of Glasgow



Results

- Luca A*, 2A
Economics & Finance at Queen Mary University, London
- Cian A*, 2A
PPE at the University of Manchester
- Freddie A*, 2A
Biochemistry at University College, Oxford
- Aiken A*, 2A
Computer Science at King's College, London
- Luke 3A, B
Physics at the University of Exeter
- Adrian 3A
General Engineering at King's College, London
- Declan 3A
Chemical Engineering at Brunel University, London



Results

- Anton D,D,D
Gap Year
- Kacper D*,D,M
Gap Year
- Norbert D*,D,M
Business Management at University of Surrey
- Marcelo D*,D & B[A level]
Biomedical Science at the University of Sheffield
- Declan D*,D & B[A level]
Psychology at City St George's, University of London

Results



- Sean D* & A,C [A levels]
Mathematics with Data Science at the University of Surrey
- Gabriel D*,D & C [A level]
Nursing [Children's] at King's College, London
- Matthew D*,D, & C [A Level]
Sport & Exercise Science at Cardiff Metropolitan University

Destinations



105 students placed at university

38 different universities

Including: Bath, Cardiff, Glasgow, Hague Music School, Kent, Leeds, Liverpool, Loughborough, Manchester, Miami, Newcastle, Nottingham, Oxford, Portsmouth, Queen Mary's London, SOAS, Swansea, Warwick, York, UCL, University for the Creative Arts, UWE

Most popular universities

University of Surrey	13
King's College London	9
University of Southampton	7
University of Exeter	7
City St George's, University of London	5
Queen Mary University of London	5
Brunel University of London, Kingston University and Lancaster University	all with 4

University Courses



- Accounting / Finance 11
- Engineering [Aeronautical/ Aerospace/ Chemical/
Civil/ Electrical/ Mechanical] 9
- Business and Management 7
- Law 7
- Economics 7
- Biomedical Engineering/ Genetics/ Sciences 7
- Geography 5
- Physics 5
- Computer Science 4
- Philosophy/ Politics/ PPE 4
- Psychology 4

University Courses



Other subjects include:

Aeronautics, Architectural Technology, Biochemistry,
Comic and Concept Art, Criminology, Exercise & Sports Science,
Fashion Promotion & Communications, Film making, History,
Investment and Financial Risk Management, Nursing,
Pharmacology, Primary Education, Physiotherapy,
Radiography & Robotics

AMDG

Syntax Results Day





Syntax Results

GCSE Qualifications

	Wimbledon College			National		
	7+	5+	4+	7+	5+	4+
2026	33.7%	69.4%	82.2%	21.8%	52.1%	67.0%
2025	36.0%	72.1%	84.5%	21.8%	51.9%	67.1%
2024	35.0%	71.3%	84.6%	21.7%	51.9%	67.4%
2023	36.7%	72%	85%	21.6%	52.2%	67.8%
2022	36.7%	74%	87%	26.3%	58.1%	73.2%
2019	27.9%	64%	80%	20.8%	50.6%	67.3%



Results

All pupils	7+	5+	4+
Any English	27.7% [30.2,33.5]	73.9% [76,73]	90.2% [89,88]
Maths	36.4% [40.6,34.6]	77.4% [76,77]	90.3% [87,89]
Any English & Maths	22.1% [24,24.5]	66.7% [69,67]	86.7% [83,84]
Two Sciences	41% [45,44]	69% [71,71]	84% [85,85]

Data in brackets is [2025, 2024]

43% achieved the Ebacc pass (60.5% entered) [52%,56%,51%]

Vocational Level 2

D*/D 2.6% [1.9%,9.2%, 4%]

D*/M 18.4% [17%,41.5%, 35%]

D*/P 50.0% [57%,77.4%,100%]



Results

Individual achievements

Carlos achieved 8 Grade 9s & 2 8s

Raphael achieved 8 Grade 9s, 1 8 & 1 7

Filip achieved 7 9s, 2 8s & 2 7s

Alex achieved 6 9s, 4 8s & 1 7

Oliver achieved 2 9s & 9 8s

Anthony achieved 5 9s, 4 8s & 2 7s

Mikolaj achieved 4 9s, 5 8s & 2 7s

Nathan achieved 3 9s, 5 8s & 2 7s

Twelve pupils achieved 10 Grade 7s or above

Further 30 pupils achieved at least 7 Grade 7s or above

Currently 146 [75%] returning to Sixth Form

Plus five external students

Our Messages to Pupils this year

- High Expectations [Aim High]
- Focus on Learning
- Positive Behaviour
- Respect for others
- Pride in themselves and in the College
- Attendance and Punctuality [8.25am]

Staff Update



• Mr Asiedu-Kwatchey	Music
• Mr Bar	Mathematics
• M Cornau	Administration
• Ms Davies	Mathematics
• Ms Elcock	LSA
• Miss Ellis	Geography
• Ms Hoang	LSA
• Mr Jefferson	Site Team
• Miss Maher	LSA
• Miss Martin	LSA
• Mr Petrakis	Head of Science
• Miss Thatcher	MFL
• Mr Rees	PE & Games
• Mr Stutynskyi	Site Team

Staff Update



- Mrs Dalton Jesuit Schools Ignatian Formator

Welcome Back

- Mrs Kennedy LSA
- Mrs Manful Inclusion
- Miss McCarthy History



Summer works

- Learning walls
 - Subject material on corridors and stairwells
 - Mission Statement in Lower and Higher Line
- Glass canopy replacement
- Fire safety works – ongoing
 - replacement/upgrading of doors [ongoing]
 - roof compartmentalisation
- Decorating - IT rooms, Drama rooms and various staircases
- Fire escape repairs
- Music entrance doors replaced



Summer works

- Various curtains and blinds replaced
- Various carpet and flooring replaced
- Replacing classroom furniture [various]
- External brickwork repair
- External benches and tables painted
- Line markings

This term

- *Installation of new entrance gates at the front of school*
- *Completion of fire door upgrades*
- *Replacing chairs in the Chapel*
- *Seven sets of chromebooks to be made available*

The School Fund



Thank you

Where it goes

- contribution to many of the developments already mentioned
- supporting extra-curricular activities, which enable the College to provide outstanding opportunities for your sons that are amongst the best in the state sector

The School Fund



- Approximately 60% of our families currently contribute to the School Fund
- Please consider
 - contributing if you are not doing so
 - increasing your contributions
- If you are unable to contribute you may be eligible to access pupil premium funding – this would benefit you and us

Government Policies

Anaphylaxis and Allergies

Benedict's Law – from September 2026 schools are required to put safety measures in place to protect pupils with allergies.

School allergy policy.

- Pupils with allergies will be identified and the risks of exposure to known allergens minimised
- Staff will be trained in allergy awareness and emergency response
- *Individuals at risk of anaphylaxis will access their prescribed adrenalin devices, alongside 'spare' adrenaline devices*
- Pupils with allergy will be able to participate in visits and trips
- Individual healthcare plans (IHPs) will record specific arrangements (including any allergy action plan and/or asthma plan)
- The wellbeing and inclusion of children and young people with allergy will be promoted

Government Policies

Anaphylaxis and Allergies

Spare adrenaline devices available in school

- Spare ADs will be stored in the following areas.
 - Main reception kitchen
 - Lower Line PSA office
 - Higher Line PSA office
 - Sixth Form PSA office
 - Refectory – Catering manager's office
 - Coombe Lane Playing Fields clubhouse

They are all in a clearly labelled kit box

- We have purchased EpiPens
- Each Auto Injector delivers one single dose of 0.3mg Adrenaline

Academisation Update



SANCTA FAMILIA
CATHOLIC ACADEMY TRUST
(CAT)



- Academy orders have been issued
- Expectation that the College will become an academy on 1 December 2026

The Friends of Wimbledon College

Who are we?

- The Friends are a group of parents, carers and teachers who support the school community
- Everyone is a member!



What do we do?

- Provide refreshments at school events
- Organise social events for parents
- Run the annual uniform sale....helping parents, raising funds and saving the planet!
- Raise funds....repairs to cricket nets, sound equipment for productions



Please get involved.....all are welcome (don't let only having an hour or two to spare put you off....)

- Get added to our mail list (email: friendsofwimbledoncollege@gmail.com or tweet and follow: @WimbCollFriends
- Raise funds as you shop www.easyfundraising.com and <http://www.smile.amazon.co.uk/>



Figures - Organisation

- *Tutor Groups & Houses*
- *The School Day*
- *Curriculum & Setting*
- Timetable
- Homework
- Assessment & Reporting
- Attendance & Punctuality
- Achievement & Behaviour
- Smartphones

Understanding the timetable

	English	Maths	MFL, Science, PE	Computing, Geography, History, Religious Studies	Arts (Art, Drama, DT, Music)
Pop 1	Set A	Set A	Group 1	Group 1	Group 1
	Set 1	Set 1	Group 2	Group 2	Group 2
	Set 2	Set 2	Group 3	Group 3	Group 3
	Set 3	Set 3	Group 4	Group 4	Group 4
	ability sets (using CAT data)		mixed ability groups		
Pop 2	Set 1	Set 1	Group 1	Group 1	Group 1
	Set 2	Set 2	Group 2	Group 2	Group 2
	Set 3	Set 3	Group 3	Group 3	Group 3

Homework

- Reinforces classroom learning
- Develops study skills
 - Independence
 - Responsibility
 - Organisation
 - Time management
- Supports progress
- Prepares pupils for future demands

Homework

Lower Line loadings

English

Maths

Science

Arts

**Twice
a week**

Religious Studies

Modern Language

Humanities (History & Geography)

Computing

**Once a
week**

Keeping Track of Homework

- When is set?
- What is the task?
- When is it due?
- Homework is expected on the deadline set
- Missing the deadline = **Homework referrals**
- 3 x Homework Referrals in a week = **Homework Detention**

Online Learning



G Suite For Education



Google Classroom: Where all Homework tasks are listed and pupils submit (some) homeworks

Google Drive: Pupil personal work space and online access to resources

Gmail: Pupil school email account

Online Learning



G Suite For Education



Google Docs: Written assignments

Google Sheets: Spreadsheet assignments

Google Slides: Presentation assignments

The quickest way to see what homework tasks have been set is by clicking on 'To Do'

The screenshot displays a Classroom interface. On the left is a sidebar menu with the following items: Home, Calendar, Enrolled, To do, 9.1/ARTS Evans YEAR 9, 9.1/ScA 23/24 (Ph) Lower Grammar, 9.1/ScA 21/22 (Ch) Lower Grammar, 9.1/CoA 23/24, LGL/TUTOR YEAR 9, LGL/PSHE YEAR 9, 9.1/MATA 23/24 YEAR 9, 9.1/RSTA YEAR 9, 9.1/HISA YEAR 9, 9.1/GEOA YEAR 9, 9.1/FREA YEAR 9, 9.1/ENGA YEAR 9, and 8.1/EngA 22/23 Rudiments. The 'To do' item is highlighted with a red box, and a red arrow points from the text above to it. The main area of the screen contains a grid of 12 subject cards. Each card has a header with the subject name and teacher, a profile picture, and a section for tasks. A blue arrow points from the text below to the grid.

Subject	Teacher	Task
9.1/ARTS Evans YEAR 9	Y9 ADMIN	
9.1/ScA 23/24 (Ph) Lower Grammar	HOD Science	
9.1/ScA 21/22 (Ch) Lower Grammar	HOD Science	Due Thursday States of matter
9.1/CoA 23/24	Mr Kuczewski	
LGL/TUTOR YEAR 9	KS3 PASTORAL	
LGL/PSHE YEAR 9	PSHE Admin	
9.1/MATA 23/24 YEAR 9	Y9 ADMIN	
9.1/RSTA YEAR 9	Y9 ADMIN	
9.1/HISA YEAR 9	Y9 ADMIN	
9.1/GEOA YEAR 9	Y9 ADMIN	Due Thursday Homework Week 1 - Climate Ch...
9.1/FREA YEAR 9	Y9 ADMIN	Due Thursday 20.00 - Parents' Workshop
9.1/ENGA YEAR 9	Y9 ADMIN	

To look at subject tasks and resources click either the subjects in the main part of the screen or via the shortcut menu

This screen lists all the tasks set across all your son's subjects.

Assigned = Tasks set

Missing = Tasks that have not been handed in and the deadline has passed

Done = Tasks completed

Assigned

Missing

Done

All classes ▾

No due date11 ▾

This week3 ▲



Decorate your book + cover it with plastic
9.1/FREA

Thursday, 08:00



Homework Week 1 - Climate Change Advert
9.1/GE0A

Thursday, 23:59



States of matter
9.1/ScA 21/22 (Ch)

Thursday, 23:59

Next week3 ▾

Later3 ▾

Homework Week 1 - Climate Change Advert

15:41

Google Classroom

9.1/ARTS Evans
YEAR 9
Y9 ADMIN

9.1/ScA 23/24 (Ph)
Lower Grammar
HOD Science

9.1/ScA 21/22 (Ch)
Lower Grammar
HOD Science

9.1/CoA 23/24
Mr Kuczewski

LGL/TUTOR
YEAR 9
KS3 PASTORAL

LGL/PSHE

16:07

To do

Assigned Missing Done

No due date 11

This week 4

Decorate your book + cover it ... Thursday 08:00
9.1/FREA

States of matter Thursday 23:59
9.1/ScA 21/22 (Ch)

[9.1] - [CLASSWORK] - Less... Thursday 23:59
9.1/CoA 23/24

Homework Week 1 - Climate Ch... Thursday 23:59
9.1/GEOA

Next week 2

Later 3

15:41

Your work Assigned

+ Add or create

Due Sept 14, 23:59

Homework Week 1 - Climate Change Advert

100 points

Add class comment

Well done for completing your first week of Rudiments Geography!
HOMEWORK TASK: Using the inspiration of the climate change adverts we watched in lesson, decide your own story board with annotations/details of your own climate change change to raise awareness. Make it interesting and eye-catching so i can put some up on display. We started this task in lesson

Any problems come and find me in the Humanities Office

Mr Cawthorne

Your work Assigned

+ Add work

Online Learning

Home » Curriculum » Online Learning

All Home based learning, including Online Lessons take place on **Google Classroom**.

All pupils have a College Google account which gives them access to the following:

- Google Classroom - homework tasks and online lessons using Google Meet
- Google Drive - access to the online Central Resource Library and their own storage space ('My Drive')
- Google Apps such as Google Docs, Slides and Sheets - these can be used to complete class and homework assignments

The presentation below gives an overview of the Google Education Suite, a copy of the slides is available in the documentation at the bottom of the page



More Information

College website:

Curriculum/
Online Learning

Assessment

- Common Grading system From Y7 to Y11
- Use of the 1 to 9 grade scale
- Grade scale is specific to each year group's ability range

	9
	8
	7
	6
Y7 range of ability	5
	4
	3
	2
	1

The College 1 to 9 Scale

				S9
			G9	S8
		L9	G8	S7
	R9	L8	G7	S6
F9	R8	L7	G6	S5
F8	R7	L6	G5	S4
F7	R6	L5	G4	S3
F6	R5	L4	G3	S2
F5	R4	L3	G2	S1
F4	R3	L2	G1	
F3	R2	L1		
F2	R1			
F1				

The College 1 to 9 Scale

				S9
			G9	S8
		L9	G8	S7
	R9	L8	G7	S6
F9	R8	L7	G6	S5
F8	R7	L6	G5	S4
F7	R6	L5	G4	S3
F6	R5	L4	G3	S2
F5	R4	L3	G2	S1
F4	R3	L2	G1	
F3	R2	L1		
F2	R1			
F1				

Keep track of your son's progress

Target Grades in each subject (based on KS2 and CAT data)

What we will report to you and when

Half Term 1 (Oct)	Subject Progress Grade	• Grades available on the Arbor Parent Portal
Half Term 2 (Dec)	Subject Assessment Grades Subject Effort Grades	
Half Term 3 (Feb)	Subject Progress Grade	• Report Cards emailed home
Half Term 4 (Mar)	Subject Assessment Grades Subject Effort Grade	
Half Term 5 (May)	Subject Progress Grade	
Half Term 6 (Jul)	Subject Assessment Grades (End of Year Exams) Subject Effort Grades	

Subject Assessment Grades are reported as a 1-9 grade

Recognising Achievement

- Boys' achievements are recognised through the House Point system



House Points

- Grateful (Appreciation of something done)
- Generous (Helping others)
- Generous (Service to the College)
- Attentive (Focus in lesson)
- Attentive (High standard of presentation)
- Discerning (Making good decisions)
- Discerning (Attempting Extension tasks)
- Compassionate (Showing concern for others)
- Loving
- Faith-filled (Participation in assembly)
- Faith-filled (Magis rep)
- Faith-filled (Participation in Mass)
- Hopeful (Positive Attitude)
- Eloquent (Contribution to class discussion)
- Eloquent (Important Contribution to class)
- Eloquent (Writing)
- Truthful
- Learned (Outstanding progress in assessments)
- Learned (Outstanding attainment in assessments)
- Learned (Excellent Subject Knowledge)
- Learned (Outstanding Classwork)
- Learned (Outstanding Homework)
- Wise (Showing good judgement)
- Curious (Engagement in learning)
- Curious (Wider research or reading)
- Active (Extra Curricular Participation)
- Active (House Activity Participation)
- Intentional (Exemplary conduct)
- Intentional (Exemplary punctuality to school)
- Intentional (Exemplary attendance to school)
- Prophetic (Example to others)

Monitoring & Reporting Behaviour

- Boys' behaviour is monitored through the Referral system

Referrals & Sanctions

Level 1

Behaviour Cautions, Lack of Equipment, Littering, Uniform

Teacher Meetings (TMs)

Level 2

Homework, Chewing gum, Poor behaviour outside of lessons/school

Year Detention
(Tue & Thu 15:30 – 16:30)
4 x Level 1 referrals in ONE week = Year detention

Level 3

Sent out of class

Saturday Detention
(Sat 8:30am – 10:30am)

Level 4

Serious breaches of the behaviour code

Inclusion/Suspension

Records of all referrals are accessible via the Arbor Portal

Out of Class System

- High expectations of Pupil Behaviour
- Focus on Learning & Pupil Progress
- Behaviour which disrupts the learning is dealt by:
 1. Early Warning
 2. Caution
 3. Out of Class
- Pupil misses the next lesson + Saturday Detention

Use of Smartphones

Department of Education expectations

- Schools to introduce measures that remove pupil access to smartphones whilst in school

Wimbledon College expectations

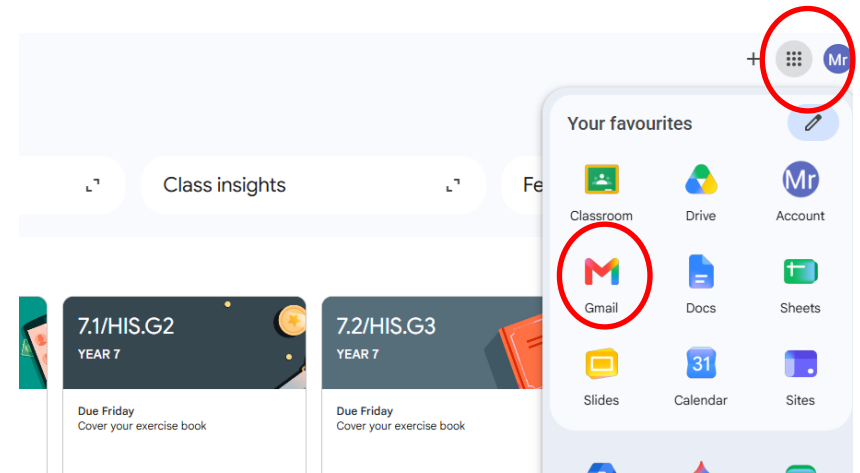
- Pupils must switch their phones off (not airplane mode) before entering the College site
- Pupils must not use their phones in school or on Edge Hill [before or after school]
- If pupils fail to do this then their phone will, in the first instance, be confiscated for five **school** days.
- **New: Pupils to install the Blackout app on their smartphone**

Blackout

- All pupils in Years 7-11 are required to have the app on any smart phone that they bring to school.
- The app works on the basis of preventing access to any app (e.g. social media) on a smart phone, other than emergency access to calls or texts, from 8.30am to 3.10pm
- Pupils can disable the app for legitimate reasons such as absence from school or medical appointments.
- They will be required to enter the reason why it has been disabled – the school will receive notification of this.
- *Exceptions to this rule: 'Dumb' or 'Brick' phones*

Blackout: How to download

- Pupils can download the app from the Appstore (iPhone) or the Google Play store (Android)
- Once downloaded pupils are required to enter an authorisation code.
- This authorisation code has been emailed to your son's College Gmail account.



Hi Pierre Cargill,

Wimbledon College has registered you on the Blackout platform. Please download the Blackout app and enter the authentication code below to finish setting up your smart device.

If you use more than one personal smart device during working hours, please inform your Blackout Administrator as additional devices may need to be registered.

1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4

Authentication Code

Blackout: How to download

- The app is linked to the pupil's school email address and takes very little data from the phone and **does not track any use of the phone or the phone itself.**
- The school will be able to monitor whether the app is on and will be alerted if it is removed or closed. We will follow up any issues with the pupil directly.
- Once the system is running, if a pupil brings a smart phone into school without the app installed or the app is switched off/removed for no valid reason we will confiscate the phone and **only return it to parents.**

Further information:

<https://www.wimbledoncollege.org.uk/parents/mobile-phone-procedure>

Smartphones & Social Media

Smartphones and social media are an important part of young people's lives and can provide opportunities for connection, creativity and learning.

The concern is not simply that young people use technology, but when excessive or poorly managed use begins to interfere with sleep, learning, relationships and wellbeing.

In the UK, the current minimum age for social media such as WhatsApp, Snapchat and Instagram is 13

5 things to be aware of

1. Sleep matters: Late-night phone and social media use can disrupt both the amount and quality of sleep young people receive. Tiredness then affects concentration, mood and learning.

2. Constant distraction affects concentration: Notifications, messages and repeatedly checking a phone can make sustained attention and uninterrupted study more difficult.

3. Social media can create pressure: Likes, followers, edited images and seeing carefully selected versions of other people's lives can encourage comparison, fear of missing out and pressure to seek approval.

5 things to be aware of

4. Online experiences affect real life: Cyberbullying, inappropriate content, misinformation and unhealthy online interactions do not remain 'online' — they can affect a young person's wellbeing, friendships and behaviour.

5. Watch for what the phone is replacing: A useful question is not simply "How many hours are they using it?" but "**What is their phone use preventing them from doing?**" Concern increases when it regularly replaces sleep, exercise, schoolwork, hobbies, family interaction or face-to-face friendships.

5 things parents can do

- 1. Keep phones out of bedrooms overnight:** Agree a family charging point outside bedrooms and establish a clear cut-off before sleep.
- 2. Create phone-free times:** Meals, homework and important family conversations are good places to establish consistent boundaries.
- 3. Turn off unnecessary notifications:** Reducing alerts makes the phone less demanding of constant attention, particularly during homework and revision.
- 4. Talk, rather than simply monitor:** Take an interest in what your son watches, follows and experiences online. Regular conversations about algorithms, influencers, misinformation, privacy and online behaviour help develop good judgement.
- 5. Model the habits you want to see:** Young people notice adult behaviour. Family boundaries are more effective when everyone makes an effort to put devices away at appropriate times.



The Figures Team

Form Tutors

Mr Pierre Cargill

- Deputy Head Master

Mr David Doran

- Figures Head of Line

Mrs Jackie Matthews

- Pastoral Support Assistant

FC

Mr Pontone

FF

Mr Simon

FH

Ms Ellis

FL

Ms Brech

FM

Mr Bar

FO

Ms Jonason

FS

Mr Reynolds

FX

Ms Bramwell

loving
hopeful
attentive
faith-filled
generous
eloquent
intentional
learned
prophetic
curious
wise
grateful
discerning
compassionate
active
truthful



A focus for the year

- **Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.
- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Figures Standards

1. Attendance
2. Punctuality
3. Studies
4. Participation
5. Responsibility
6. Dress code

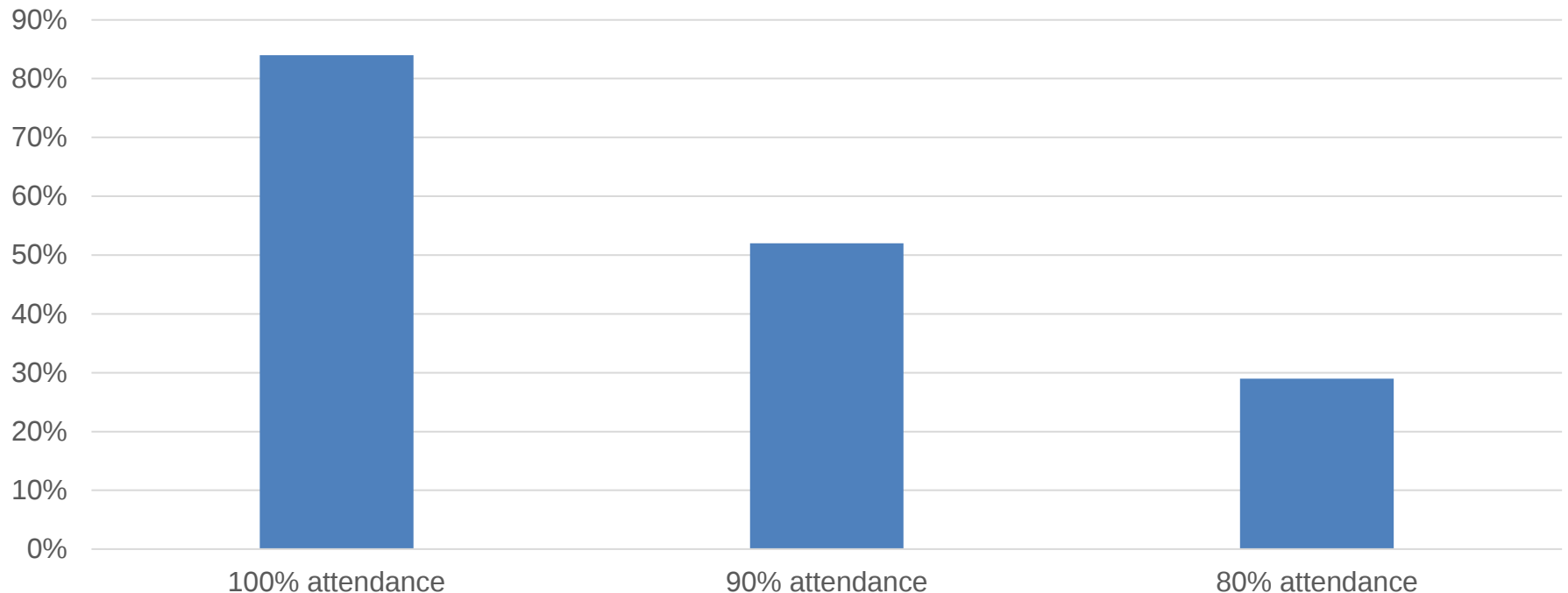
The importance of attendance

- Our expectation is that all pupils should have an attendance of **95% or higher**.
- The Department for Education categorises all pupils who have attendance **below 90%** as **persistently absent**.
- A missed school day is a lost opportunity to learn
- **90% attendance across 1 year: just under 20 days or 4 weeks absence with 120 lessons missed.**
- **90% attendance across Y7-11 : 20 weeks or one and half terms, missing a total of around 600 lessons.**

The impact of attendance on pupil results

The Department for Education has carried out research which shows the link between attendance and achievement in public examinations.

Percentage of pupils achieving grades 9-4 in English & Maths
by attendance group



The importance of punctuality

- Pupils expected in school by 8.25am
- Pupils expected in their classroom for 8.30am
- Pupils arriving **after 8.25am** will be marked as **Late**
- Pupils arriving **after 9.00am** will be marked as **Late (after register closed)**.
- This now counts as an **UNAUTHORISED absence** (DfE statutory guidance)

What happens if my son is late?

Pupils who arrive late to school (after 8.25am):

- **1st late** will result in pupil having to sign in with PSA **before 8.10am the next day** that the pupil attends school.
- **2nd late in a week** will result in an **automatic 30 minute School Detention** and **another 8.10am sign in** on the next day that the pupil attends school.
- **3rd late in a week** will result in a **Saturday sign in**. Pupils are required to arrive at school at 8.30am on Saturday morning and sign in with Senior member of staff on duty.

Attendance: Working with parents

The College works alongside the Merton Educational Welfare Service to ensure that high standards of attendance are kept.

This involves weekly meeting between the Head of Line and the Educational Welfare Officer (EWO) with a specific focus on pupils with persistent absence and levels of **unauthorised** absence.

We will work closely with you as parents to ensure that your child has a high level of attendance.

- Parents of pupils with attendance which is consistently below 90% will be notified by the Head of Line,
- If there is no improvement over time then parents will be invited to a meeting with the Head of Line and the EWO to discuss ways forward.
- Severe levels of unauthorised absence can result in the College asking the Local Authority to action via a Penalty Notice Warning which could then lead to a fine.

Reporting & Requesting Absence

Illness

- As parents you will be asked to provide medical evidence if your son is off school for more than 3 days, for pupils who have a high absence rate this may be asked on the first day of absence.
- If medical evidence is not provided then this attendance will be marked as unauthorised.

Requests for absence from school

- Parents may request that their child be absent from school for a specific reason, **however this must be for exceptional circumstances.**
- Any request must be made in writing/email to the Headteacher (via the Head of Line) outlining the dates and the reason why.
- **You must use the Absence Request form available on the website.**
- If the school does not grant the request, any absence for that period will be marked as **unauthorised.**

Behaviour Code

- Be Positive
 - 100% effort in everything you do
- Be Prepared
 - punctual, properly equipped, homework done
- Follow instructions
 - first time, every time
- Show respect
 - treat others as you would like to be treated
- Look after your school
 - take care of the school's environment and resources

Studies - Supporting at Home

- Setting a basic routine
- Helping to set up a study plan
- Talk to your son, engage them in conversation, look at their exercise books
- A place to study with correct equipment
- Help - but don't do it for them
- Rest and recreation
- Keep in touch with the school

Participation

- Doing your best
- Extra Curricular Participation*
- House Reward System
 - Figures were awarded over 25% of all House Points awarded across the school
 - 6 out the Top 8 Tutor Groups were from Figures

**Joining a club does not require signing up online, boys simply go to the club at the specified time/day*

Keeping in Touch

- Phone calls
- Email
- Letters home
- School website
- Instagram - *wimbledoncollegeofficial*
- Parents' evening
- Half-termly report card

