



SURBITON

HIGH SCHOOL



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Surbiton High School

Year 7

**Information Booklet 2020-2021**

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# Welcome

Jade Phillimore, Head of Year 7



I am delighted to welcome you and your daughter to Surbiton High School. I am confident that it will be a happy and fulfilling first year at Senior School for your daughter.

At Surbiton High School, pastoral care is of the utmost importance. We are fully committed to our pupils' personal and social development alongside their academic success; if they are to flourish, they need to be confident and happy.

The School's motto, 'May Love Always Lead Us', encourages compassion, respect and an outward looking attitude. This underpins all that we do. The School aims to provide an excellent education

within a community in which each girl is recognised, cared for and valued. We recognise our responsibility to develop the whole pupil and to instil a sense of service, so that each girl will wish to play an active part in the school community and the wider world.

As Head of Year, I am responsible for the welfare of all girls in Year 7 and I oversee their well-being, conduct and academic progress; ensuring that each girl is happy, supported and successful. I organise the Year 7 Assemblies and, alongside the Assistant Head of Year, plan the PSHE programme. I am in daily contact with the Senior Leadership Team and the Form Tutors to discuss individual concerns about the girls in our care and to celebrate progress and achievement.

Our dedicated Form Tutors are responsible for the supervision, care and guidance of the girls in their form. The girls meet their Form Tutors daily for registration and the Form Tutors conduct regular one-to-one meetings with their tutees. Form Tutors are aware of the individual circumstances and needs of each girl in their form and monitor their academic progress and personal development. Pupils at Surbiton High School are known and, importantly, they know that they are known.

Please address any day-to-day matters

regarding your daughter to her Form Tutor in the first instance, who will keep me and members of the Senior Leadership Team informed. You are, of course, welcome to contact me directly.

This booklet is designed to help you understand how the Senior School operates; I hope that you find it a useful introduction to life in the Senior School. In this booklet, you will find an overview of the areas of study for each subject in Year

7. There are also some important dates for your diary; others will be added to the school calendar which can be accessed via the MIS.

I hope that you and your daughter are as excited as I am about the year ahead. I look forward to welcoming you in September and to developing a successful partnership with you.

**Jade Phillimore**, Head of Year 7



## Contact Information

PRINCIPAL  
Mrs Rebecca Glover

SENIOR VICE PRINCIPAL  
Mr Matthew Close

SENIOR SCHOOL ADDRESS  
13 – 15 Surbiton Crescent  
Kingston-upon-Thames  
KT1 2JT  
T 020 8546 5245

CHAIR OF THE LOCAL GOVERNING BODY  
Mr Adrian McKeon  
c/o the Senior School

SURBITON HIGH SCHOOL IS A PART OF THE  
UNITED CHURCH SCHOOLS TRUST (UCST)

CHAIR OF THE UCST BOARD  
Angela Crowe, JP

CORRESPONDENCE FOR ANGELA CROWE SHOULD  
BE ADDRESSED TO THE UCST OFFICE

ADDRESS OF UCST REGISTERED OFFICE  
Worldwide House  
Thorpe Wood  
Peterborough PE3 6SB  
T 01832 864444

Surbiton High School is regulated by the Department for Education and the relevant contact details can be found on the DfE website ([www.education.gov.uk](http://www.education.gov.uk)). Surbiton High School is also noted on the Edubase register which is available at [www.edubase.gov.uk](http://www.edubase.gov.uk).

## Key Dates for Year 7

- Welcome Evening - Thursday 10 September 7.00pm-9.00pm (with supper)
- Frontier Centre - Monday 5 - Friday 9 October
- Meet the Tutor - Wednesday 14 October 5.00pm-7.30pm
- Parents' Evening - Wednesday 17 March 4.45pm-7.45pm
- Reporting dates - Progress Report 1 - Friday 27 November, Progress Report 2 - Friday 12 February, Full Report - Tuesday 29 June (with exam marks).
- Exams Week - w/c 24 May

*Please note, any trips, timings and dates stated within this booklet may be subject to change owing to the impact of COVID-19. Any changes to the information provided in this booklet, will be communicated with you as early as possible.*





# Aims and Ethos

Surbiton High School aims to inspire, encourage and empower young people to be the very best they can be

## Ethos

- We are a vibrant learning community, which inspires all pupils to discover and embrace their individuality, to grow in their intellectual curiosity, and to enjoy their independence
- We acknowledge that there is no such thing as a typical Surbiton High School pupil, and that impressive academic results are just one aspect of our rich tapestry of educational provision; therefore, we encourage every child to grow in compassion, treat others with respect, and maintain an outward-looking attitude, living out the School's motto: 'Amor Nos Semper Ducat' ('May Love Always Lead Us')
- We empower every child to thrive by developing social and emotional intelligence, becoming rounded and grounded in character, and demonstrating kindness and service to others
- Surbiton High School is the founding member of the United Church Schools Trust and a leading school within United Learning. Valuing our Christian heritage, we welcome staff and children from all faiths and none, and we share with United Learning its core mission:

'to bring out the best in everyone'. We are fully committed to the aims of the Framework for Excellence: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

## Aims

- Surbiton High School aims to inspire, encourage and empower our young people to discover and liberate the very best of themselves, exceeding their potential in an intellectually rigorous and challenging academic environment, balanced with outstanding pastoral care and support

We achieve these aims through our Charter for Happiness and Well-being. Our children:

- are inspired to deploy their greatest strengths to tackle all situations, developing a growth mindset and a 'can do' attitude, equipped with the tools to maximise their positive emotions
- are encouraged to find their niche, to be fully engaged in educational activities, and to meet any major challenge that comes their way

- are coached and encouraged to develop strong relationships, to be empathetic and responsive to the needs of themselves and others
- are empowered to lead a meaningful life, to be able to understand what their goals are, and to know what they are striving for
- are empowered to draw strength from celebrating their accomplishments, in order to tackle new challenges.

We achieve these aims through our inculcation of Learning Habits. Our children:

- are inspired in their thinking to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources

- are encouraged to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- are empowered to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- are inspired, encouraged and empowered to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.



## Where to Obtain Further Information



Key policies and further information covering the following areas are available on the school's website [www.surbitonhigh.com](http://www.surbitonhigh.com) and also on request from the School Office:

- Academic Performance Statement
- Admissions Policy
- Anti Bullying Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Co-curricular Policy - Senior School
- Code of Conduct - Pupils
- Complaints Policy
- Curriculum Policy - Senior School
- Curriculum Policy - Girls' Prep School
- Curriculum Policy - Boys' Prep School
- Drugs Policy
- Early Education Funding
- Educational Visits Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Head Girl Team Policy
- Health and Safety Policy - Group
- Health and Safety Policy - Local
- Missing Pupil Policy
- Physical Restraint Policy
- Provision of Information Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- Special Educational Needs Policy
- Supervision of Pupils on Site Policy
- Uncollected Pupils Policy
- Word Processor Policy.

## Joining in Year 7

In September 2020

Thursday 3 September  
Pre-Term Introductory Day

Arrive 10.00am Main Entrance,  
Surbiton Crescent

This is a fun day to help the girls settle in. The girls will take part in a range of activities, including a scavenger hunt around the School with the Sixth Form Mentors and start to make new friends.

Your daughter should wear her school uniform with her blazer.

She will need to bring:

1. Her school bag containing her pencil case, mid-morning snack and water
2. A lanyard on which to carry the electronic entry fob for all school buildings
3. Her Surbiton High School games bag containing her PE kit (please see Uniform Lists for more information and ensure that everything is clearly named).

The day will end at 2.30pm, when the girls may be collected from the grassed courtyard, accessed via the Main Entrance, Surbiton Crescent.

Friday 4 September  
First Day of School

8.20am Form Room

Your daughter should bring:

1. Her school bag containing her pencil case, mid-morning snack and water
2. A medium-sized padlock with two keys (suggested size 25mm) for her locker.  
**Please do not buy a combination lock.**

The school day ends at 3.55pm from Monday to Thursday and 3.40pm on a Friday. As it is the first time many of the girls will be catching the school coach, they will be accompanied to their coach by a member of staff. We will encourage other girls travelling by public transport to walk together to the station or bus stop. If you are collecting your daughter, please make sure she knows exactly where to meet you.





# The Learning Habits Wheel

## Why is it important for pupils to develop good learning habits?

At Surbiton High School, we inspire our pupils to be dynamic learners who can thrive in a sophisticated, interconnected and complex world. We successfully blend the thrill of intellectual discovery and strong academic knowledge, alongside encouraging lifelong learning habits.

Our tailored approach to our pupils' learning enables us to fulfil our ambition to realise our pupils' primal need for learning. Underpinning our learning and teaching is the desire to create engaging and exciting learning experiences every day. Our pupils flourish academically. We know they perform best when they learn to relish every opportunity available to discover their own individual talents and interests.

Education is not about forcing pupils to fit a predetermined mould, but rather preparing them to be adaptable to an ever-changing world. We believe that education should be a stimulating and organic process that is constantly evolving.

We know that the best way to prepare our pupils for the academic challenges of life beyond Surbiton High School is to ensure that they are:

- Inspired in their thinking, asking questions, making connections, imagining possibilities, reasoning methodically and capitalising on their resources

- Encouraged to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- Empowered to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others and imitating their learning habits
- Inspired, encouraged and empowered to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta learning.

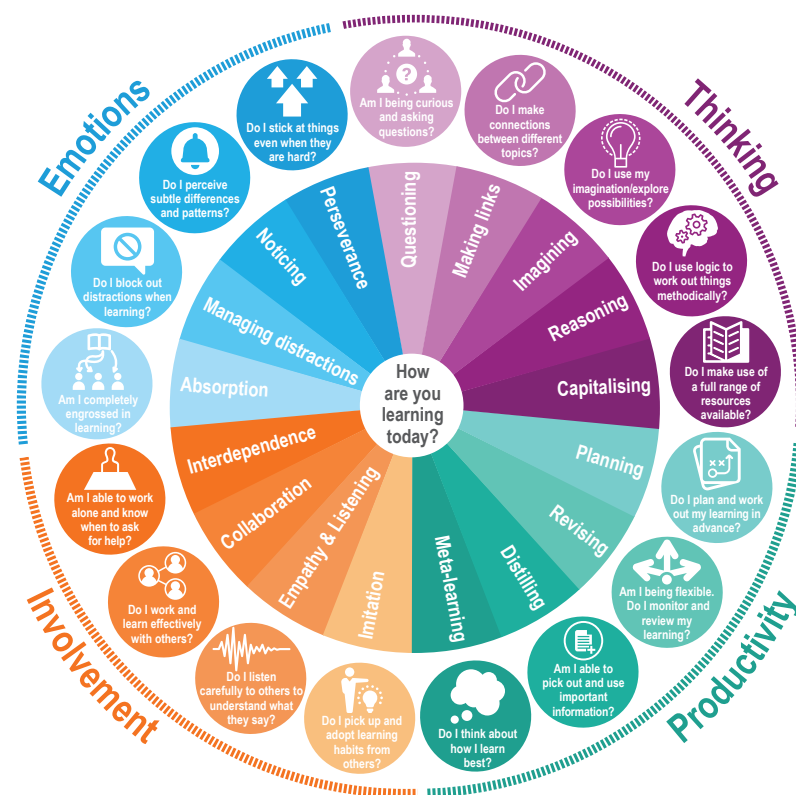
Pupils today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils for the 21st century and beyond. To that end, we empower our pupils to gain an excellent academic profile, which becomes their passport to accessing the life-defining opportunities they so richly deserve. At the same time, we recognise the need for pupils to develop a wide range of well-honed learning habits, encouraging them to respond with confidence and creative thinking to whatever unusual or unforeseeable challenges they may face in the future.

*'The most striking thing about some undergraduates is their dependence, their lack of initiative and their reluctance to think for themselves... new undergraduates seem to expect to be told what to do at every stage. It is almost as though the spoon-feeding and teach-to-the-test culture at school has drained them of independent thought.'* **Professor Tim Birkhead, Sheffield University**

Excellent performance across a variety of subjects and an enthusiasm for learning that will ensure success in the Senior School are vital. At Surbiton High School, we have been working closely with Graham Powell and The Learning Organisation to ensure our pupils also develop the way in

which they learn. We are ensuring pupils in our care continue their education with a lifelong love of learning; safe in the knowledge that they can tackle the bigger challenges life throws at them using the habits they have developed whilst at Surbiton High School.

The graphic shows all 17 learning habits that we know to be vital in future life. This graphic can be found on pupils' iPads and is also displayed in every classroom of the School. We hope you find it of interest and if you would like more information, please either contact Mrs Hannah Horwood or visit [www.tlold.co.uk](http://www.tlold.co.uk).



# Well-being at Surbiton High School

Surbiton High School prides itself on the excellent support and care it gives to its whole community. We acknowledge that every girl is an individual and may, as a result, require different levels of support. To this end, we have a highly dedicated, professional team available to support your daughter.

Every pupil is allocated a Form Tutor and Deputy Form Tutor, who take on day-to-day

responsibility for the welfare and support of the girls. They encourage personal development, monitor academic progress and attendance, as well as being a guiding hand throughout the year.

The Head of Year oversees the personal development and academic progress of all the girls in their year. Along with the Assistant Head of Year, they lead the Tutor Team.



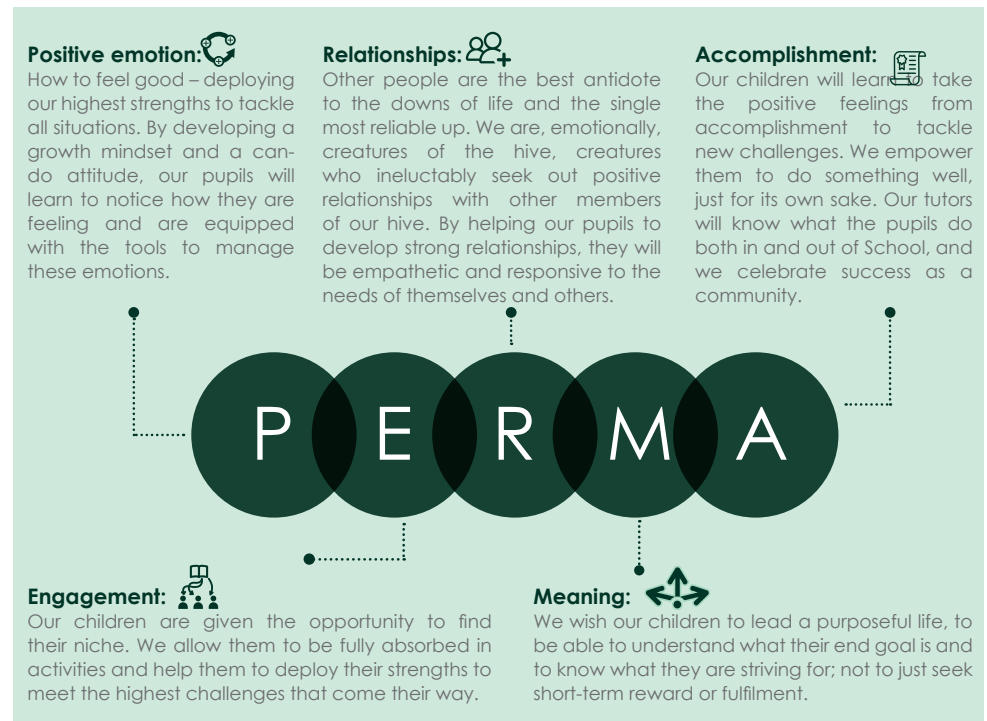
We have full-time Mentors who are available to provide more intensive 1:1 pastoral support to the girls in the Senior School. The Mentors are a bridge between the Form Tutor/Head of Year and the School Counsellor.

We have a full-time qualified Nurse, who is available to deal with health matters. She

is also a great source of support for pupils.

We have one, full-time School Counsellor. Typically, she will see the girls who are in need of more specialist pastoral support.

Our Learning Enrichment Department has a range of programmes designed to meet individual needs.



## Well-being

Well-being sits at the heart of the School and the welfare of the girls is paramount. We are committed to inspiring, encouraging and empowering all of our pupils so that they may flourish. We see flourishing as life going well, even when

things may be hard. Our Charter for Well-being sets out in more detail our commitment to this, but at its core is our commitment to developing in the girls what we describe as 'PERMA': Positive emotion, Engagement, Relationships, Meaning and Accomplishment.



# CURRICULUM SUBJECTS

## Art

As specialist Art teachers, the Art Department at Surbiton High School plans its curriculum to enable the girls to work with a wide range of mediums in both 2D and 3D, as well as photography, exploring digital processes, and Art History. This broad and varied curriculum, together with our strength in teaching the individual, allows for each pupil to find their own creative pathway and feel successful in their creative endeavours.

In the Autumn and Spring Terms, the pupils will be given a different theme to work from and are encouraged to think of their own ideas based on this to foster creativity and independent learning.

Each girl will receive an art pack and sketchbook which are used for homework tasks.

In the Summer Term, girls undergo a course in Art History. This is a fantastic opportunity for the girls to widen their artistic knowledge and develop their historical understanding.

Throughout the year, pupils will be assessed on their observational and technical skills, ability to critically analyse artists' work, and on their creativity and imagination. In the Spring Term, pupils are assessed on a whole project which will include their work in class and homework, instead of a formal



## Computing

The aim of Computing in Year 7 is to encourage the girls to work independently and use computers safely, to understand the possibilities that computers give us to solve problems and to start to learn how to produce solutions of their own. We introduce them to programming skills through the use of flowchart design in 'Flowol' and then coding in 'Small Basic'. To further develop problem-solving skills, pupils will be introduced to spreadsheet modelling

and review basic spreadsheet skills. As well as using computers for topics such as graphic manipulation, pupils develop their understanding of computing crime and security issues on a more theoretical level. The Year 7 Computing curriculum will enable pupils to become more competent, confident users of computers, whilst encouraging them to develop their logic and creativity through software development.





# Design and Technology

Studies in Design and Technology will prepare the girls for designing and making useful products in a wide range of materials and teach processes which will help them to understand how good design can influence and change the world in which we live. The subject gives the girls the opportunity to work independently and solve problems by using their creativity and ingenuity in one of the three technology areas.

## Graphic Products

The pupils will begin by learning the basic skills in graphics which can be applied to all areas of design and technology. This will include colour rendering, oblique sketching and using different graphical media to enhance their sketches. The pupils will then complete a blister pack packaging project and investigate the effective use of typography and colour theory in graphical design. Pupils will also have the opportunity to experiment with electronics and systems to enhance their products.

## Resistant Materials

The girls will begin by manufacturing a pen holder in thermoformed acrylic, which will give them the basic skills to use the department's machine tools safely and accurately. Further projects will include skills in building products with



electronics to enhance their performance and they will manufacture products which consider sustainable design. The girls will also incorporate computer-aided design and manufacturing techniques in their projects.

## Textiles Technology

Through focused practical tasks, the girls will be introduced to basic textiles techniques, such as knitting, hand and machine sewing and application of colour to textile materials, including sublimation printing. They will develop their understanding of the design process by researching a theme, generating creative design ideas and practising simple pattern cutting to make a model and prototype of their final product made from sustainable materials, which will be a decorative cushion. Furthermore, they will learn about fibres and fabrics, health and safety and the importance of testing and evaluation.





## Drama

Drama is taught one lesson a week in Year 7. The curriculum aims to teach key drama skills and methodologies as well as developing learning habits and strategies for independent learning.

There is considerable emphasis on the pupils having creative ownership over their ideas and working as an ensemble. Drama develops a strong skill set for creating, performing and responding, and each of these aspects are equally weighted and assessed throughout the year. Where opportunities arise, we use Drama as a vehicle for exploring themes and issues that affect society at large,

and aim to challenge our pupils to think empathetically and build their socio-analytical skills.

Year 7 pupils have the opportunity to audition for parts in the annual Year 7 Production, which takes place in the Summer Term. This is always a highlight in the drama calendar, with the fun, colourful and often site-specific performances entertaining the audience, as well as preparing pupils for participation in future productions. The Department also run various clubs that Year 7 pupils can sign up for at the Co-curricular fair in September.

In English, the girls study five different topic areas: poetry, prose, non-fiction, oral storytelling and one play by Shakespeare.

The girls learn to develop reading skills, including how to infer and deduce meaning using evidence from a text. They begin to develop a critical awareness of the writer's craft, considering how writers convey characters, setting and mood through word choice and sentence construction. While girls are introduced to essay writing and how to organise their analytical ideas in an academic format, they also have the opportunity to try to emulate different writers' styles in their own creative work.

The core writing skills of drafting and proofreading are developed. The girls also focus on non-fiction speech writing, which is linked to the whole-school Public

Speaking Competition, as well as a range of other forms of writing, such as blogging, writing to explain and writing to inform. Key skills of grammar, punctuation and spelling are incorporated into every topic area and through our literacy programme.

Independent reading is actively encouraged. Research skills are also taught; pupils are shown how to use Contents and Index Pages to locate information and are taught how to make effective notes. The girls then use these skills to research topics relating to the context of the texts we are studying in class.

Girls are taught to use spoken language as a tool for clarifying ideas. They are encouraged to ask pertinent questions and challenge ideas. Independent thought is valued highly and rewarded. There are many opportunities for group work, discussion and for individual presentations to the class.



## English



Pupils in Year 7 are taught one lesson of Geography per week. The year starts off with an introduction to the different aspects of Geography. This is followed by the study and practise of mapwork and fieldwork skills, where pupils will undertake a mini geographical investigation. These are essential skills that will be developed through to GCSE and A-level, as well as being transferable to other subjects.

In the Spring Term, pupils study river landscapes and flooding. They will also learn how people manage to live with the

constant threat of these natural hazards, in the UK and in other countries. In the Summer Term, pupils will visit sites along the River Tillingbourne, investigating the downstream changes of a river. This will enhance their understanding of the UK's physical landscape. It will also allow them to further extend their research and fieldwork skills.

Pupils in Year 7 are also encouraged to take an interest in our ever changing world, by keeping up to date with current global affairs and geographical issues.

## Geography



## History

The topics for Year 7 are Medieval Realms from 1066 to about 1400, and the Renaissance in Italy. The aim is to introduce the girls to an important period that few of them will have studied before. The main focus is on English history. They will discover the significance of the Norman Conquest, the role of the King in Medieval England, the part played by the Church in people's lives, the Black Death and the Peasants' Revolt. We help them to develop sound historical knowledge and an understanding of significant events, ideas and concepts. Alongside the subject content, we also aim to develop the important skills of essay writing, using and interpreting sources, note-taking and participating in group work.

Each girl completes two coursework assignments which count towards the summer exam. These are:

- An essay about William the Conqueror's success as King of England
- A source-based assignment about the reigns of Kings Henry II and John.

Project work about the Renaissance in Italy will allow each girl to research and to present her findings in a lively way.







## Latin

All pupils follow the Cambridge Latin Course, which not only develops an understanding of the language, but also provides cultural background and information about life in Pompeii in the 1st century AD. From the beginning, the girls develop their understanding of Latin through translation of stories into English, comprehension practice and language exercises. We use a range of materials to supplement the excellent Unit 1 text,

especially the invaluable Cambridge DVD with its video clips, Latin audio stories and language games. The girls enjoy a variety of lively activities during lesson time, all focused on promoting engagement with the storyline and developing the ability to translate accurately and fluently from Latin. At the same time, the course develops an understanding of the Romans and their Empire, with particular emphasis on aspects of life based on Pompeii.

## Mathematics



In Year 7, girls build on the concepts taught in their primary schools and follow a scheme of work broadly similar to the Key Stage 3 National Curriculum. One of the priorities for this year is for girls to develop a correct intuition about how numbers behave; the importance of a sound understanding of concepts such as fractions and negative numbers as a foundation for their future study of Mathematics cannot be overestimated. As a result, assessments in Year 7 are mostly taken without the aid of a calculator. The efficient use of a scientific calculator is taught explicitly in Year 7 lessons, however, and girls take a calculator assessment in the Summer Term.

Girls are placed in teaching sets when they start in September. The assignment of these sets is informed by their performance in the Entrance Exam. As well as the exam in the Summer Term, there are further common, formal assessments during the year that allow an individual's progress to

be compared to the rest of the year group. Should it become apparent that a girl would be better suited to the pace and rigour of a different set, her teacher may recommend that she move sets. As all sets follow the same curriculum and are prepared for the same assessments, this can be done with minimal disruption. Following each of these tests, girls are given an evaluation sheet which identifies questions in which they performed well and areas of the subject that require more attention. There are many suggestions for exercises to complete should a girl have found a particular topic area difficult in the test.

Although girls are set by attainment, there is nonetheless a variety of levels of confidence and attainment within each class. Teachers plan carefully to ensure that all girls are offered the right level of support and challenge during the lesson to ensure that every member of the class progresses. Lessons offer many opportunities for problem-solving.

The Mathematics Department offers several weekly drop-in Mathematics Clinics for any girl who wishes to attend, and this is particularly helpful if a homework task has proved difficult. The timetable for this is completed in the early weeks of the Autumn Term, and ensures that girls have a choice of lunchtime and after school slots in which to attend.

## Modern Foreign Languages

The Year 7 curriculum is designed to give girls a 'taste' of each of the three modern foreign languages available: French, German and Spanish. In the Spring Term of Year 7, pupils are invited to select two languages from French, German, Spanish and Latin which they will continue to study in Year 8. No prior knowledge of any of the languages is assumed at the start of the year, although some girls may already have studied French for a number of years and some may previously have studied Spanish or German.

Individual lessons are differentiated to challenge and support pupils at the appropriate level. Pupils are allocated into ability sets in French and Spanish in the first half term. Pupils who are native French, German or Spanish speakers will meet with the appropriate Head of Department in order to discuss language options for Year 8.

Pupils learn about a range of topics through a variety of fun exercises based on everyday life aimed at a Year 7 pupil's level of interest and experience. Functional language learnt includes meeting and greeting, talking about home, family and town, pets, events in the year such as birthdays and festivals, and school.

Much emphasis is placed on speaking and listening, and this is backed up with reading and writing tasks involving an introduction to the grammatical structures of each of the languages. We fully incorporate digital technologies to aid learning.

Pupils are invited to participate fully in an exciting range of activities during our 'European Week of Languages' in the Autumn Term and the MFL Department is delighted to host theatre visits, external visitors and a European breakfast as regular features during this wonderful multicultural celebration.



Year 7 have the opportunity to explore a vast array of music, both inside and outside the classroom. We have an exciting Key Stage 3 curriculum, delving into the three main musical disciplines of composition, performance, and listening and appraisal, where pupils develop their musicianship in five different projects across the year with one lesson per week. We have recently developed and updated our curriculum to include many stimulating topics, ranging from African Music to Fanfares, Keyboard Skills to Ukuleles; there's something for everyone! Each topic develops an understanding of the way in which music is constructed, produced and influenced by time and place in the context of a particular style or genre. The two main teaching rooms are fully-equipped music suites, each with 14 Mac mini computers and MIDI keyboards, providing access to the latest music software, including 'GarageBand' and 'Sibelius'; pupils use both software packages to prepare well in advance for Key Stage 4. The Music

Department also boasts a full set of ukuleles, five 'JamHubs', breakout practice rooms, samba instruments and African djembes, alongside a number of other exciting 'world' instruments. Out of the classroom, our girls can attend individual instrumental and singing lessons, Co-curricular ensembles (which rehearse at lunchtime and after School each day) as well as concerts, trips, recitals and competitions, which take place both in School and at external venues. Every pupil in Year 7 is encouraged to participate in the Co-curricular musical life of the School by joining the many intermediate groups, such as Intermediate Choir, Green & Silver Concert Band and numerous other instrumental ensembles of differing ability, size and discipline that all perform a wide variety of music. The Music Department values the multi-faceted talents of all girls and welcomes them to explore their musicianship throughout their school career in a range of contexts and experiences.





## Philosophy and Religious Studies

In Year 7 Philosophy and Religious Studies lessons, we introduce pupils to 'ultimate questions'. These are questions for which the answers are uncertain, debatable and of the greatest importance to us all, such as the question of God's existence. The aim is for the girls to realise just how important PRS issues are, and to appreciate that tolerance and mutual respect are essential if the subject is to be studied successfully. We discuss how pupils should react when they encounter beliefs different from their own, and practise engaging in intellectual debate.

Thus, a valuable grounding is provided for when we go on to examine the Islamic and Hindu religions in the Spring and Summer Terms respectively. The pupils also take a trip to a local mosque in the Spring Term to enhance their learning about Islam

The relevant assessment objectives for Philosophy and Religious Studies in Year 7 include knowledge and understanding of key religious concepts, the ability to put forward one's own opinion, supported by reasoned argument, and the ability to evaluate different responses to religious and philosophical issues.

## Physical Education

During the first few games lessons, most girls partake in some basic generic testing, as well as an Inter-House Cross-Country Race. The Inter-House Cross-Country Race will take place on the first Friday of Year 7 games afternoon. From the tests, girls are then set into one of three pathways: either a Competitive Performer, an Artistic Performer or an All Rounder. The options of sports they cover are very similar, but the length of time the girls participate in these activities may differ. The main aim of this is to ensure we are helping the girls develop in their areas of strength, but also offering a varied programme. We have eight main sports at the School: our 'Super Eight' are cricket, football, gymnastics, hockey, netball, rowing, skiing and tennis. Skiing and athletics are offered outside curriculum time. Rowing is introduced as an option in Year 8 as girls become more physically developed.

Additionally, the PE Department runs many Co-curricular clubs and offers Year 7 girls the opportunity to be involved in matches against other schools and fitness and pre-season training. Every pupil is provided with a booklet that outlines the arrangements and opportunities for Co-curricular sport at Surbiton High School in September.

Throughout the year, the girls have the opportunity to compete in several sporting House events. These include Cross-Country, Hockey, Indoor Rowing, Netball and Sports Day.

All information pertaining to fixtures and training can be found on our school website or by visiting [www.surbitonhighsport.com](http://www.surbitonhighsport.com). The site gives information such as fixtures for the year for each team and year group in every sport. Pupils and parents can view team sheets to obtain information about fixtures they are involved in. This is the predominant method of communication as we encourage pupils to organise themselves and take responsibility for checking the fixture programme and team sheets in advance for any sport they participate or compete in.









# Science

All Science lessons at Surbiton High School are taught as three separate disciplines: Biology, Chemistry and Physics. At Key Stage 3 (Years 7 and 8), the girls have one lesson a week of each Science.

Our aim is to prepare the girls for the new GCSE Science Specification and, as such, the content covered goes beyond the current National Curriculum framework for Key Stage 3. The objectives of the course are to foster a love of Biology, Chemistry and Physics rather than simply imparting factual knowledge, and to encourage girls to make links to the wider world. Experimental techniques underpin the teaching of Science throughout the School, challenging the girls to use observations, predictions, data analysis and critical thinking skills, enabling them to acquire the skills needed for future scientific applications.

The following topics are studied in Year 7:

## Biology

- Cells, Tissues and Microscopy
- Human Reproduction and Health
- Plant Reproduction and Ecology

## Chemistry

- Safety
- Classifying Materials
- Chemical Change

## Physics

- Energy Stores and Transfers
- Forces
- Thermal Energy Transfers

The girls are also offered the opportunity to participate in a wide range of clubs and activities to broaden their experiences, and during the Summer Term, the whole of Year 7 participate in a day of Biology fieldwork.





## Learning Enrichment

The Learning Enrichment Department recognise that every pupil is an individual and that at any time in their school life, they may have a need that affects their ability to access parts of the curriculum.

The Learning Enrichment Department offer numerous ways to support.

Specialist tuition in small groups called OPAL (Opportunities for Personalised Additional Learning) and individual support can also be provided. If the timetable does not permit, this can be during registration or lunch so that important lessons are not missed.

In addition to this, pupils can drop into the department at any time if they feel they are struggling with an aspect of their work. The Learning Enrichment Department has many specialist teachers, so there will always be someone to help. Also, if a pupil is concerned that they may not have enough time to complete their work, they can come and discuss this confidentially with the Head of Learning Enrichment.

Year 7 Study Skills is during registration time once a week. This is a small group and support includes organisation, planning and writing, and different reading strategies. Pupils can join for half a term or stay for longer.

A variety of clubs are offered and these include Maths and Handwriting.

The Learning Enrichment Department works in a practical affirming way to ensure that pupils not only have the support they need, but also gain confidence in their own strengths and ability to put into practice the strategies required for successful learning.

### English as an Additional Language (EAL)

EAL pupils are given small group and one-to-one support via organised and structured lessons with an EAL teacher. The focus in these sessions is on shared and guided reading to ensure that language and literary techniques are contextualised. There is also a focus on precise punctuation and grammar.



## Useful Information

### The School Day

	Monday – Thursday	Friday
<b>School Bell</b>	8.20am	8.20am
<b>Registration</b>	8.25am	8.25am
<b>School Ends</b>	3.55pm	3.40pm

### Arrival

On arrival, girls go to their form room, pack their school bag for morning lessons and are ready for the school bell at 8.20am. Each girl also has a locker. When the Form Tutor arrives in the form room, the girls

should be ready for registration at 8.25am. If, for any reason, your daughter is late for registration, then she must sign the late book, which is kept in all three Reception areas.

### Departure

The girls normally return to their form rooms at the end of the day to collect their coat and to pack their school bag for homework. If your daughter has any transport problems, for example, if she misses the school coach, she should return to Reception and you will be contacted.



## Absence

If your daughter is ill, please contact the School and let us know about the absence by phone on **020 8546 5245** or email **surbitonseniorschoolabsence@surbitonhigh.com** before 10.00am on every day of the absence. If we do not hear from you on the day of absence, your daughter will be marked 'unauthorised absence' on the register and you will receive a text message asking you to confirm her absence from School. If your daughter's absence is likely to be prolonged, please contact her Form Tutor so that her workload can be managed. Please do not send your daughter to School if she is unwell.

## Authorised Absence

If you require your daughter to have an approved absence, please email **absencerequest@surbitonhigh.com**. This is for cases when the Principal will need to approve the absence in advance, for example, a family reason.

## Signing In and Out

The School has a legal requirement to register pupils and, for health and safety reasons, we need to have an accurate record of all pupils' whereabouts. If your daughter has an appointment during the school day, such as for a Music Examination or for a hospital visit, please write to/email your daughter's Form Tutor in advance of the date requesting leave of absence. Your daughter will then receive a green permission slip from her Form Tutor. When she leaves School for the appointment, she must sign out at Reception with her permission note and

then sign in again when she returns. Where possible, please make routine medical and dental/orthodontist appointments outside of school hours.

## Break Time and Lunch Time

Most girls bring a snack to eat at break time and have a water bottle in their school bag, which they can refill at the water fountains. Snacks are also available in the Dining Hall at break time. Girls may not eat in their form rooms, in the corridors or in public as they move between school sites. The girls return to their form rooms at lunch time to repack their school bags for afternoon lessons.

School lunch is compulsory for Years 7 to 9 and is eaten in the Dining Hall. A hot meal and a vegetarian alternative are available each day. All dietary requirements are catered for. There is also a jacket potato and salad bar. You can find sample menus on the website. If your daughter has any special dietary needs, please inform the School and we will do our best to accommodate her. Senior girls from Year 10 upwards can bring their own lunches, but may also buy lunches as they wish from the School Dining Hall.

We have an increasing number of pupils in School with severe nut allergies. On medical advice, all nut products have been removed from the lunch menu and tuck shop, **however, this is not a nut free School. Pupils are not allowed to bring any products containing nuts into School.** Please ensure that snacks and chocolate bars respect this policy.



## School Disruption

If local conditions are very bad and the police advise against travelling, please do not send your daughter to School. If a problem arises during the day, we may decide to end lessons early. In this instance, where possible, coaches will leave early in order to avoid worsening conditions and those girls whose parents have given permission to leave School independently will be able to do so.

Girls will only be released if we have your authority to do so. If you do not wish your daughter to leave the School premises without your express permission, we will try to contact you by telephone. We cannot guarantee to do this before the coaches depart. In any case, the School will remain open so that no girl will be stranded.

## MIS

Once your daughter has started at Surbiton High School, you will have access to our Management Information System. By visiting **mis.surbitonhigh.com**, you will be able to register to use the service, which will allow you to see your daughter's attendance, timetable, rewards/sanctions and other information.

The system also allows us to communicate with you via our Weekly Parent Communication update, which is sent by email every Friday. You can also receive text messages from School when urgent information (for example, the late return of a trip) needs to be sent to you.

## Personal Data

Surbiton High School and United Church Schools Trust (UCST) collect, create



and hold personal information relating to our pupils, parents and carers. This data is used for a variety of purposes in relation to our provision of education services, including monitoring pupils' progress and achievement and to safeguard pupils' welfare. We take our responsibilities under Data Protection laws very seriously and demand the same commitment from any company engaged to gather or process data on our behalf. Further detail is set out in our Privacy Notice available on the school website: [www.surbitonhigh.com/data-protection](http://www.surbitonhigh.com/data-protection). In order to ensure that the information we hold about you and your family is up-to-date, particularly in respect of telephone numbers, email and postal addresses, please contact the MIS team via [mis@surbitonhigh.com](mailto:mis@surbitonhigh.com) to notify us of any changes, or log onto the MIS to update your details.

### School News

News is posted on the school website along with calendar dates and sporting fixtures. An annual printed newsletter is produced alongside half-termly online newsletters sent out via MIS. Our Twitter accounts, Facebook page, Instagram account and Blogs showcase what is happening on a regular basis, within the School, as well as highlighting school achievements. Specific department accounts for Twitter are also utilised to keep parents and pupils aware of subject news and relevant articles.

### Reporting to Parents

You will be invited to a 'Welcome Evening' on Thursday 10 September. On Wednesday 14 October, you will be

invited to meet your daughter's Form Tutor at a Year 7 'Meet the Tutor Evening', where you can discuss your daughter's progress and how she is settling in to life at Surbiton High School. The girls are invited to attend with their parents. In addition, a formal Parents' Evening will be held on Wednesday 17 March, where you will have the opportunity to meet your daughter's subject teachers. There will also be Progress Reports sent home on 27 November and 12 February and a Full Report on 29 June with examination grades. Every girl will have the opportunity to set herself targets after receiving these progress reports and both Form Tutors and the Head of Year Team will monitor your daughter's progress.

### Pupil Planner and Homework

Your daughter will use the 'Show My Homework' (SMHW) app on her iPad to keep track of homework assignments. Teachers will upload all homework to this app and parents are also given access to this information. This app, in conjunction with our MIS, will help your daughter to plan her work, manage her time, record her achievements, review her progress and set targets. Pupils will also be given a homework timetable in September. We would advise your daughter to stick to this timetable and avoid leaving homework until the night before it is due in.

### Rewards, Sanctions and Support

The School aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.



Excellent effort or achievement in a lesson or a contribution to school life is rewarded with a merit. Commendations are awarded for outstanding pieces of work or service to the School.

In the event of any inappropriate behaviour, or if the correct books and equipment are not taken to lessons, girls may be issued with a behaviour or organisation warning. A uniform warning may be issued for incorrect uniform or appearance, a work warning for late homework and a punctuality warning for inexcusable lateness to morning registration.

### Sixth Form Mentors for Year 7

In September, a carefully selected group of Year 13 Mentors will be allocated to each Year 7 Form. Once a week, these Mentors will lead and facilitate a range of Form Time activities with the Year 7 girls that

aim to develop Learning Habits, encourage, debate and cultivate critical thinking skills. Positive relationships between the Year 13 Mentors and the Year 7 girls are fostered throughout this process, which provides another element of support and guidance for the Year 7 girls.

### Houses

Each form in the School belongs to a House: Austen, Curie, Fonteyn, Nightingale, Pankhurst and Teresa. The House system gives the girls the opportunity to organise and take part in activities across year groups. Girls earn House points through the merit system and commendations. Various House competitions and events are organised throughout the year, such as: the House Fashion Show, Public Speaking Competition, Mastermind and Spelling Bee.





## School Council

School Council meets once a term. Each form has elected members for the year. Many different topics are discussed, including lunches, school uniform and Co-curricular activities. The form representatives report back to their forms and are also able to raise the concerns of their classmates.

## Moral and Spiritual Development

The moral and spiritual development of the girls in our care is fostered through day-to-day relationships, every subject on the curriculum, school worship and assemblies, PRS lessons, PSHE and Citizenship, Co-curricular provision and the school environment. Every week, the girls have two Year Assemblies; one led by the Head of Year, one of the tutors or a form, and one led by a member of the Senior Leadership Team. On other days, they may have a 'Thought for the Day', led by girls from their form, or a 'Reflection'.

## PSHE

Our PSHE programme is based around the 'PERMA' Flourishing Framework, which aims to help our pupils flourish both during their time at Surbiton High School, and beyond. During these sessions, we also help our pupils to develop their Learning Habits through a wide range of activities helping to stretch them both personally and intellectually.

- **Positive Emotion** - How to feel good deploying our highest strengths to tackle all situations. By developing a growth mindset and can-do attitude, our pupils

will learn to notice how they are feeling and be equipped with the tools to manage these emotions.

- **Engagement** - Our girls are encouraged to find their niche. We allow them to be fully absorbed in activities and help them to deploy their strengths to meet the greatest challenges that come their way.
- **Relationships** - Other people are the best antidote to the downs in life and single most reliable up. By helping pupils develop strong relationships, they will be empathetic and responsive to the needs of themselves and others. This is crucial in Year 7, when girls begin to form friendships, many of which will last through their lifetime.
- **Meaning** - We wish our children to lead a purposeful life, to be able to understand what their end goal is and what they are striving for; not just seek short-term fulfillment.
- **Accomplishment** - Our children will learn to take positive feelings from accomplishment to tackle new challenges. We will empower them to do something well, not just for its own sake, and to step out of their comfort zones and try new things.

Key topics that the girls will be taught include how to use their minds effectively through developing good use of Learning Habits; they will focus on the importance of relationships and the spirit of resilience and risk taking. Physical and emotional well-being are an integral part to this

course, as is the importance of recognising they are part of something bigger than themselves.

## Co-curricular Activities

Pupils have the opportunity to choose from a broad range of Co-curricular activities at the Co-curricular Fair during the first two weeks at School. Sport, Music and Drama are the pillars of the Co-curricular programme and provide numerous opportunities for all pupils. Sports offered include athletics, cricket, football, gymnastics, hockey, netball, rowing, skiing, tennis and trampolining. Details regarding training days, times, fixtures, competitions and team sheets can be viewed for the academic year via our school website or by visiting [www.surbitonhighsport.com](http://www.surbitonhighsport.com). Pupils can access further information using their own login details and view team sheets by inputting a password they will be given. Any changes to training and fixtures are updated on the site, for example, cancellations or postponed fixtures. Music ensembles include a number of choirs, Wind Band, Orchestra and Percussion Ensemble, along with specific instrumental groups. Drama Clubs will take place throughout the week and productions will be staged at various points throughout the academic year. Other stimulating, enriching and challenging clubs range from Chess, Art and Debating to Friendship Hour and Amnesty. Pupils are encouraged to take advantage of the numerous, high-quality opportunities on offer, which are designed to develop commitment, teamwork, curiosity, creativity and leadership, and form an integral part of a well-rounded education.

## Scope Day

To support the School Charter for Well-being and embed the PSHE curriculum further, we have an initiative called 'SCOPE' (Surbiton-Cope). This involves two structured PSHE mornings, where pupils have the opportunity to focus on developing positive emotions and positive habits to build better coping strategies and become more resilient. The pupils will participate in bespoke activities, visiting speakers and workshops. The aim of this programme is to engage the girls in realising their strengths and allowing them to flourish in all that they do.

## Individual Music Tuition

Individual music lessons are available from Visiting Music Teachers in singing and in the following instruments: bassoon, cello, clarinet, double bass, flute, French horn, guitar, oboe, percussion (including drum kit), piano, recorder, saxophone, trombone, trumpet, viola and violin. Group music theory lessons are also available at no charge.

To ensure good progress, each pupil who chooses to receive individual music lessons will attend a 30-minute, weekly individual music lesson over 30 weeks of the academic year plus a 30-minute, weekly music ensemble rehearsal, as well as completing individual music practice at home. Pupils in Years 7 to 11 receive individual music lessons during school hours on a rotating basis so that, as far as possible, pupils avoid missing the same academic lesson each week.



If you would like your daughter to receive individual music tuition, please request lessons by emailing Mrs Abigail Briggs at [abigail.briggs@surbitonhigh.com](mailto:abigail.briggs@surbitonhigh.com).

### Trips and Visits

Trips and visits are an important part of the educational experience we offer our pupils.

The welfare and safety of pupils is of utmost importance when we are organising off-site activities of all kinds. We have a designated Trips and Visits Co-ordinator to advise staff on best practice, including risk assessments. We update our policy and guidance packs to staff to incorporate all recent information from the DfE. We believe that we are taking all appropriate steps to promote the welfare and safety of pupils.

For short trips or local visits, you will be asked to give your consent to your daughter's participation and authorise any cost of the trip via an online reply to the weekly MIS Parent Communication.

For residential visits, all trips abroad, and trips involving long journeys within the UK, you will be asked to complete an extended online reply to give permission for each residential or abroad trip your daughter makes. You will receive this through the weekly MIS Parent Communications.

Each time your child participates in a trip or visit, information about medical needs, dietary requirements and emergency contact details will be taken from their file on MIS. It is your responsibility to keep the School

informed of any changes to ensure that the trip leader has up-to-date information.

Further details of the procedures for trips and visits can be found on the website in the Trips and Visits Policy.

### Frontier Centre Trip

We would like to offer Year 7 pupils an exciting opportunity to get to know the rest of their year group and at the same time, develop their own personal skills. We feel that this will increase their self-confidence and help them to thrive at Surbiton High School.

The visit will take place at the Frontier Centre at Irthlingborough, Northamptonshire. This Adventure Centre is run by Rock UK and is highly recommended by United Learning. We have run this trip with Year 7 for the past few years and the girls have found it a thoroughly enjoyable experience.

The girls will have the opportunity to experience many activities, including climbing, raft building and various initiative games. They will be divided into small groups and supervised by a trained staff member at the Centre and our own staff.

The dates for this visit are Monday 5 October to Friday 9 October. Half of the Year will go on Monday to Wednesday. The other half of the Year will go Wednesday to Friday. We will travel to and from the Centre by coach. You will be sent more information about this trip and a Residential Visit Permission Form at the beginning of the Autumn Term.

### The Junior Sports Tour (Approx. £650- £700)

This tour is open to any pupil in Years 8 and 9 who regularly attends netball or hockey practice or is a member of any Surbiton High School teams. It is a biannual trip and the next tour will depart in October 2021. The trip will be launched in October 2020.

The trip is for five days and the pupils will partake in playing multiple hockey and netball fixtures, learn local sports, see famous sights and explore the country's culture. Travel costs, accommodation and food are all included in the price. Previous trip destinations have included places such as Holland, Spain and Glasgow. The 2021 tour will go to Northern Ireland.

### Year 8 Ski Trip (Approx. £1,600)

Each year in the Easter holidays, we take the annual ski trip for Year 8 pupils over to America. In 2021, we are heading to Stowe in Vermont, which has an average trail length of almost a mile and peaks soaring to over 4000ft. With over 100 trails split between Spruce Peak and Mount Mansfield, this resort caters for all abilities, from complete beginners to advanced skiers. Stowe is packed full of local traditions and is easily accessed via Boston, which is where we will stop overnight, taking in the sights and having dinner at the Hard Rock Café, before travelling home.

This trip is usually advertised 18 months in advance to allow for suitable planning.



Information about other trips and visits will be sent to you throughout the year via MIS.

### Personal Belongings and Mobile Phones

Your daughter is responsible for her personal belongings in School and everything should be clearly labelled with her name. There are no facilities for keeping valuables; however, each girl will be allocated a locker for her personal belongings. Unless required for a specific purpose, money should not be brought into School. Lost property is taken to the Surbiton Assembly Rooms and named items will be returned as soon as possible.



The School is aware of the advantage to girls' safety of carrying a mobile phone. However, we cannot accept responsibility for lost or damaged phones. Phones should be switched off in School unless a member of staff has given permission for use in an emergency or to support learning.

When brought into School, musical instruments should be kept in the Music Department instrument store (within room P20) or in your daughter's locker.

### Stationery and Equipment

All pupils will be issued with an iPad to use during their time at Surbiton High School. Though the iPad remains the property of the School, your daughter will be able to take it home and operate it as if it were her own. Reference materials that were previously required as hard copies, such as dictionaries, can now be accessed through the iPad and will already be installed when she receives it. Please supply a set of earphones that your daughter can use with her iPad.

Your daughter will need a fully-equipped pencil case containing an ink pen, pencils, rubber, pencil sharpener, highlighter, glue stick, scissors, 15cm and 30cm rulers, colouring pencils, a pair of compasses and a protractor.

She will also need a Casio FX-83GTX scientific calculator.

Please also supply a medium sized padlock for her form room locker, with two keys, one of which the Form Tutor keeps (suggested size 25mm). Combination locks are not suitable.

Year 7 pupils are supplied with an Art Pack, including a sketch book, water colour paints and oil pastels; the cost is approximately £20 and will be added to the school bill. In Design and Technology, pupils are supplied with a portfolio folder, textiles pack and graphic equipment; the cost is approximately £15, which will be added to the school bill.

Your daughter will be issued with an electronic key fob to enable her to gain access to the school buildings. If she misplaces her fob at any stage, she can request a new one and the sum of £5 will be added to your termly bill. She should return her fob before she leaves the School. Failure to do this will result in the sum of £5 being added to your final bill.

### PE Kit

Games equipment, such as tennis rackets and hockey sticks, is stored in the 'bins' provided in each form room. Games bags and shoe bags are also kept in the form rooms on shelving and all kit must be in the games bag. Sports kit should be taken home weekly for washing.

During their first games lessons, all Year 7 will compete in Inter-House Cross-Country. Furthermore, they will complete a basic set of tests in the following weeks (this will be communicated to the pupils after Cross-Country). They will need trainers and astro boots, skort, T-shirt and white socks and, depending on the weather, fleece top and tracksuit bottoms. Pupils will find out what PE group they have been assigned after the first few weeks and the specific kit requirements for the remainder of the term. Earrings are



not permitted for any PE lessons due to health and safety reasons. If your daughter is planning on getting her ears pierced, please ensure this takes place at the start of the summer holidays to allow for healing.

### Hockey and Netball Workshops

Our Year 7 pre-season workshops were due to be held at our Hinchley Wood Sports Ground over a weekend before the end of the Summer Term. Due to the current situation, alternative dates and information will be communicated at a later date. The day will serve as an initial assessment of experience with a view to allocating initial training groups for the Co-curricular clubs. Previous experience is not required and the workshops are an excellent way to meet other girls in the year group before term starts. To attend, please complete the reply form sent to you by email.

### Football Trials

Year 7 are welcome to attend trials at Hinchley Wood on Friday 4 September from 3.45pm to 5.30pm. They will need

football boots, shin-pads and a water bottle, and wear their SHS PE kit. The Head of Football will send out further details nearer the time.

### Parents' Association (SHSPA)

The PA Committee organises a variety of social functions during the year for the purpose of bringing people together, to help create a broader sense of community and to fundraise for luxury (non-infrastructure) items and experiences that enhance the pupil experience. The PA also holds Nearly New Uniform Sales each term. For more information, please go to [www.shspa.org.uk](http://www.shspa.org.uk).

Membership of the Parents' Association is open to all parents and is automatic on payment of an annual subscription of £10 per family, or such other sum as may be decided upon at any Annual General Meeting. This annual subscription is payable each academic year and appears on the school fee invoice in December. Subscriptions do qualify for Gift Aid as the PA is a registered charity. The PA would be grateful if you could fill in the Parents' Association Gift Aid Form so that they can claim tax back from the Inland Revenue. Any higher rate tax payers can also include the subscription as a charitable donation on their annual tax return.

The Parents' Association is hosting a Welcome Supper in the Dining Room on Thursday 10 September from 7.00pm onwards for new families. Bowl food will be served to enable you to mingle and get to know other parents. To book tickets, please go to [www.shspa.org.uk](http://www.shspa.org.uk)





## Parents' Prayer Group

The parents' prayer group meets once a half term at Surbiton High School to pray for the spiritual life of the School. Please contact Emily Barnardo on [emily.barnardo@surbitonhigh.com](mailto:emily.barnardo@surbitonhigh.com) for further information.

## Green & Silver Club

Growing out of the original association formed in 1898 (OGOSH – the Old Girls of Surbiton High), the Green & Silver Club has become the association for all pupils, parents and staff; past and present. It is run by a committee of members. The association focuses on celebrating the benefits of a Surbiton High education through providing opportunities to create and rekindle memories, as well as to help forge beneficial connections between its members.

The aims of the Green & Silver Club:

- to connect with current pupils and parents to raise awareness of the Green & Silver Club network
- to provide alumni with the opportunity for social and professional networking and career development
- to enable alumni to give back to the School through volunteering, mentoring or career talks to current pupils
- to publish news and information about the Green & Silver Club and the School
- to hold reunion events and functions throughout the year with a focus on increasing our alumni engagement
- to promote, enhance and support the reputation of the School and its strategic aims.

Additionally, the Green & Silver Bursary Fund was launched in 2015, with the purpose of helping those whose financial circumstances prevent them from accessing the benefits of a Surbiton High School education. The Green & Silver Club Award will be up to 30% of the current school fees, which can be received by one pupil or shared between pupils. The Award will be reviewed annually. Pupils not eligible for a CFSP Bursary are still entitled to apply, provided they meet the means-tested criteria.

The modest £10 annual subscription from current parents, together with donations of money, time and talent from so many of our alumni, help support the Green & Silver Club.

## Health and Well-being

The Welfare Centre on the Senior School site is staffed throughout the week by our Registered School Nurse.

## Health Assessments/Reviews

A short health assessment is required for each pupil, usually in the year of entry, commencing in Year 7 and again during Year 10, or as required when concerns have been expressed by teachers or parents. These are carried out by the School Nurse and are designed to promote the health and development of your daughter, and enable any problems which may affect her education to be identified. You will need to complete a Medical Questionnaire and sign to give consent to the assessments.

## Illness or Accident in School

The School Nurse is available throughout the school day and, in addition, there are many First Aid trained staff on each school site. The Nurse provides help and support for pupils with specific medical conditions and those who are injured or become ill during the school day. She does not operate a sick bay for ill pupils or act as a substitute for parental care. Please do not send your daughter to School if she is unwell. Not only is it an unpleasant experience for the child, it can cause viruses and infections to spread rapidly throughout the school population.

If your daughter feels unwell during a lesson, she should ask her teacher if she may go to the School Nurse in the Welfare Centre. If your daughter is unwell and too ill to stay at School, then the Nurse will contact you to make arrangements for her collection. Hence, it is vitally important for the School to be informed of any changes to the normal parental contact details. Please report to Reception to collect your daughter.

If the Nurse feels that your daughter requires hospital treatment as a result of illness or accident, a member of staff will accompany her to hospital and stay with her until you arrive.

## Medicines in School

Many pupils will need to take medication at some time during their school life. As far as possible, medication should be taken at home and only taken in School when absolutely essential. However, some pupils

may require regular medication either on a short or long-term basis to keep down the effects of, or control, a chronic condition or disability. In these instances, each case will be dealt with sympathetically. Prior to the administration of any medication, parents are required to sign a medicines consent form and, when requested, to supply a written update on their daughter's medical condition.

All medication should be delivered to the School Nurse in a sealed container clearly marked with the pupil's name. It should be in the container supplied by the pharmacy complete with written instructions for administration, side effects, expiry date etc. Parents are reminded that it is their responsibility to ensure that any medication kept in School is replenished before its expiry date. When regular doses of medication are required, these will usually be given during breaks to avoid disruption of the pupil's school day.

As a Registered Nurse, the School Nurse may administer medication in School on a regular or occasional basis with the written consent of parents. Pupils over the age of 16 years (or those deemed suitably competent) may give their own consent. Other members of staff are not permitted to administer medication to pupils unless they have been specifically authorised to do so. Dependent upon the circumstances and location of the pupil, medications will be administered by either the School Nurse or a nominated First Aid trained member of staff.





## Emergency Medication

Emergency medication will always be given. Medication such as asthma inhalers, adrenaline injectors (EpiPens) and insulin pens need to be easily accessible and should ideally be kept with the pupil. Pupils at risk of suffering a severe allergic reaction and who have been prescribed an adrenaline injectors (EpiPen) are required to have two pens in School. The second pen will be kept in an emergency box in each School Office, where it can be easily accessed by all staff. The storage of any other emergency medication will be discussed with parents on an individual basis.

## Regular Medication

Only prescribed medication will be administered on a regular basis. Antibiotics and antihistamine preparations do not usually need to be taken during the school day. Antibiotics can usually be given before School and immediately on returning home without compromising the consistently high level of medication in the blood stream throughout the day. Parents are requested to ask their doctor to consider the school day and prescribe accordingly when possible. Antihistamines are most effective when taken as a once a day dose in the morning. Short courses of medication (i.e. if an antibiotic is necessary) should be brought into School each day as outlined in 'Medicines in School' and returned home at the end of the day.

## Occasional OTC (over the counter) Medication

The School Nurse keeps a stock of everyday remedies for common ailments. These are for administration to pupils and students in the Senior School and Sixth Form who become unwell in the course of the school day. Parents are asked to indicate consent in writing for the School Nurse to administer these medications as required when their daughter joins Surbiton High School. Pupils are encouraged not to use their own OTC medicines whilst in School.

## Any Questions?

If you have further questions regarding Year 7, please contact Miss Jade Phillimore, Head of Year 7, on **0208 546 5245** or [jade.phillimore@surbitonhigh.com](mailto:jade.phillimore@surbitonhigh.com).





# Transport

## PUBLIC TRANSPORT

### Trains

Surbiton Station is an eight-minute walk, with trains to Waterloo, Wimbledon, Raynes Park, New Malden, Berrylands, Hinchley Wood, Claygate, Hampton Court, Thames Ditton, Walton-on-Thames and Esher.

Kingston Station is a 20-minute walk, with trains to Waterloo, Putney, Barnes, Mortlake, Norbiton, Hampton, Strawberry Hill, Teddington, Twickenham and Richmond.

### Parking

Unfortunately, there is no parking for parents or pupils on-site. Surbiton High School is in the 'Grove Controlled Parking Zone' of Kingston upon Thames (8.00am – 6.30pm from Monday to Saturday). The adjoining area, 'Riverside Zone', has less restriction (10.00am – 4.00pm from Monday to Friday). Within these zones, parking meters are available for short-term parking.

### Public Car Parks

- Surbiton Station (eight-minute walk)
- Bittoms Car Park, off Penrhyn Road (15- minute walk)
- St James' Car Park, Kingston Hall Road (15-minute walk)
- Waitrose, Surbiton (six-minute walk, two hours maximum stay)

### Buses

There are frequent bus services past the School:

- K1 New Malden, Kingston, Tolworth
- K2 Kingston Hospital, Chessington
- K3 Roehampton, Kingston, Esher
- 71 Kingston, Chessington
- 281 Hounslow, Kingston, Tolworth
- 406 Kingston, Ewell, Epsom
- 418 Kingston, West Ewell
- 465 Twickenham, Kingston, Dorking

### Bicycles

Girls may choose to come to School by bicycle. The bicycle should be parked and secured in one of the cycle shelters, either behind the Sixth Form Block or in the Mary Bennett House car park. Girls riding their bicycle to School should wear appropriate high visibility clothing and a helmet.

### School Coach Routes

There are ten bus routes offered for pupils in the School. All the coaches are fitted with seat belts. The routes, timings and prices can be found on the website [www.surbitonhigh.com/admissions/transport](http://www.surbitonhigh.com/admissions/transport). For further information, please contact [transport@surbitonhigh.com](mailto:transport@surbitonhigh.com).

### Co-curricular Training at Hinchley Wood and Oaken Lane

Pupils are expected to use the bus service in operation after all training sessions to keep in line with the 'Green Travel Plan'. The bus stops at Hinchley Wood Station, Surbiton Hockey Club, Balaclava Road, Surbiton Train Station and the final stop is the Surbiton Assembly Rooms. Parents are welcome to collect from these sites and refrain from entering the Hinchley Wood site to collect after training.

### Away Fixtures

Pupils are always brought back to School from away fixtures. Special drop off arrangements cannot happen en route back from fixtures.

### Home Fixtures

With regards to home fixtures, there is no transport back to School, so pupils are encouraged to liaise with their team mates and parents to ensure they have a lift home. Parents are of course allowed to watch home matches and park on site in that circumstance.



## The Careers Guidance Programme

You may wonder why we are including a careers section in the Year 7 Curriculum Booklet so early in your child's school life.

However, with options ever increasing, more competition at home and abroad, and more employers and universities expecting work experience, never has good career and higher education preparation been so important.

We also talk about "Careers" early because it is so much more than just "thinking about jobs". A good careers programme should, over time, help pupils to think about themselves – their skills, values, interests and more – and help pupils to connect these to future choices, such as

GCSE, A-level, university, alternatives to university such as apprenticeships and, yes, job options too. After all, you and your daughter have already made a big (and hopefully wise) career decision: to attend Surbiton High School!

At Surbiton High School, we believe our Careers Guidance Programme is second to none.

## The Strategy

Our Careers Guidance Programme is progressive and strategic. We use the following established principles to guide our delivery:

**Self-Awareness** – pupils need to identify and reflect on their skills, abilities, interests, values, needs and wants to make good decisions about the future. Self-awareness is a vital life-long skill for successful career management.

**Opportunity Awareness** – what are the opportunities out there? This doesn't just mean careers and university courses, but also work experience placements, taster days, open days, mentoring opportunities, to name a few. Developing opportunity awareness requires a pupil to develop many skills such as becoming a good researcher and being proactive.

**Decision-Making Skills** – with self-awareness and awareness of the opportunities out there, girls then need to become adept at weighing up the options and making decisions about the goals they should pursue.

**Transition Skills** – once a pupil has decided to pursue a particular goal, she needs to have the skills and/or experience to attain that goal. This could include being able to produce a great CV, application form, covering letter or university personal statement, doing relevant work experience or being able to interview well. The next page outlines our progressive careers programme from Year 7 to Year 13.

For more information from the Careers Department, check out:

- [www.learn.surbitonhigh.com/careers](http://www.learn.surbitonhigh.com/careers)
- Career Department's YouTube Channel
- [twitter.com/SHSCareersHE](https://twitter.com/SHSCareersHE)

# Careers Guidance Programme

## Year 7

- Introduction to Career and Progression Planning – the Morrisby (Early Years) Profile Careers Questionnaire
- Girls complete an interest-based questionnaire that gets them thinking about forward planning and includes subject, degree and career ideas. It also encourages them to think about the factors people consider in making future choices and to challenge stereotypes.

## Year 8

- Personal development through PSHE
- Research Resources
- Careers Competition (incorporating the Step into the NHS Careers Competition) – the pupils create an advert and person spec. for a career or educational option of their choice. In so doing, they are introduced to the idea of the need to research career options and the resources available for conducting this research.

## Year 9

- Personal development through PSHE
- Morrisby Profile (Early Years) Careers Questionnaire revisited
- Use of Morrisby Profile (Early Years) website and other websites such as UCAS to complete quiz on Choosing GCSEs from a careers/higher education perspective
- Activities designed to develop self-awareness and then link this learning to the opportunities available in the worlds of work and education.

## Year 10

- Personal development through PSHE
- Introduction to careers resources
- Applying for a job – CV, covering letter and application form writing
- Considering competencies – what are competencies, how do you know the ones you have, how do you develop them and how do you evidence them?
- The full Morrisby Profile – an extensive careers test looking at abilities, personality and interests
- Pupil and parental Morrisby Profile feedback evening.

## Year 11

- Personal development through PSHE
- Individual career guidance interview for each girl with Morrisby Profile feedback and summary and action plan sent to girl and parents
- Work Experience Programme, including one week placement and preparation and reflection activities
- The Careers Department works closely with the HOD/AHOY/SLT in checking early A-level indications given in by girls to ensure they pick the best combination to maximise performance and destination opportunities on leaving the Sixth Form.

## Year 12

- Building on Year 11 interview, another individual career guidance/higher education interview for each girl with summary and action plan sent to girl and parents
- Structured programme exploring university and its alternatives via talks, visits and activities
- Employability skills development such as our Mock Interview Day
- Lecture Day – around 20 university academics deliver lectures to Year 12, helping strengthen their eventual HE applications
- Work experience support
- Specialist programmes for those degrees and universities requiring additional support such as medicals, Oxbridge, veterinary, art school, etc.

## Year 13

- Intensive personal statement support
- Individual interviews
- Talk reviewing what students have learnt in Surbiton Careers Programme and Preparing for life after Surbiton
- Support on A-level results day and beyond
- Work experience support.

**Alongside compulsory Year Group activities, we also run optional activities available across years, these include:**

- Working Lunches – during lunchtime. Come and hear from speakers in different professions about what they do, university admission tutors on entry to competitive universities and courses and take part in employability skill development (e.g. how to write a killer CV)
- Competitive Pathways – The Careers Department works closely with the Oxbridge and Medical School Programmes to ensure the best outcomes for these destinations.
- Careers Fairs – We run one large-scale Careers and HE Fair (stall format) representing a variety of career areas. We also run more specialised career and degree events, such as 'Applying to US Universities', 'Careers with Classics Degrees' and 'Applying to Medical School'.
- Parents' Evenings – The Careers Department is available at several Parents' Evenings for drop-in consultations (selected evenings from Year 9 upwards).

**Please keep an eye out for our letters featuring our up and coming Working Lunches and other career/HE events. Parents are welcome to come to certain events.**



# Senior School Uniform

## School Uniform Suppliers

AlleyCatz  
Claremont House, 34 Molesey Road  
Hersham, KT12 4RQ  
T 01932 223075 [www.alleycatz.co.uk](http://www.alleycatz.co.uk)

## Nearly New Uniform Sales

Regular nearly new uniform sales are arranged by the Surbiton High School PA Committee. For more details visit [www.shspa.org.uk](http://www.shspa.org.uk)

## Labelling

All formal uniform should be labelled on the inside, with either iron-on or 8mm woven name tapes. All sports and art items also need to be clearly labelled inside (not on the outside) with either iron-on or 8mm woven name tapes. When requesting embroidery, please use initials only on the outside of bags, for safeguarding purposes.

## Appearance

Girls are required to wear school uniform and an appropriate smart appearance is expected at all times. Hair should be kept tidy and long hair should be neatly tied back off the face.

Make-up and coloured hair are not permitted. No jewellery may be worn apart from a watch and one pair of plain spherical stud earrings, which **must** be removed for PE, due to health and safety reasons. If your daughter is planning on getting her ears pierced, please ensure this takes place at the start of the summer holidays to allow for healing.

## PE Kit

Games bags and equipment are kept in the form rooms on the shelving provided. Sports kit should be taken home weekly for washing.

## Uniform

### Compulsory

<b>Coat</b>	Plain dark colour, no trim, no fringes, no fur, smooth-faced fabric, hood optional
<b>Blazer</b>	Green with School crest and trim
<b>Skirt</b>	Dark grey with pleats
<b>Pullover</b>	Dark grey with trim on neckline
<b>Blouse</b>	Green and white striped, short sleeved
<b>Art overall</b>	Green
<b>Tights</b>	Black, opaque in Autumn and Spring Terms
<b>Socks/tights</b>	Dark grey socks, knee length in Autumn and Spring Terms, white ankle (not trainer style) in Summer Term or black tights
<b>Shoes</b>	Black (from approved styles list)
<b>Rucksack</b>	Plain dark colour
<b>Hair ties/clips</b>	Plain grey, black or dark green

### Optional

<b>Gloves</b>	Plain dark grey, black or green
<b>Scarf</b>	Green with School crest
<b>Woolly hat</b>	Green with School crest
<b>Pashmina</b>	Green
<b>Trousers</b>	Dark grey, with School crest on left hand hip (to order only, fitted in store)

## Sports Kit

### Compulsory

<b>Games skort</b>	Green and white
<b>Performance polo</b>	Green and white
<b>Performance fleece</b>	Green and white
<b>Tracksuit bottoms</b>	School regulation, green
<b>White base layers</b>	Surbiton High School arm print
<b>Performance short</b>	Green (dual use for athletics and gymnastics)
<b>Games bag</b>	Green with School crest (option to initial)
<b>Hockey trainers</b>	Astro Turf trainers
<b>Hockey socks</b>	White with green hoop
<b>Trainers</b>	For indoor and outdoor PE (mainly white)
<b>Dance t-shirt</b>	White with School crest (GCSE and A-level pupils only)
<b>Dance top</b>	White with School crest (GCSE and A-level pupils only)
<b>Socks</b>	White, ankle/trainer style
<b>Hockey stick</b>	Autumn and Spring Term
<b>Tennis racket</b>	Spring and Summer Term
<b>Shin pads</b>	Autumn and Spring Term
<b>Mouth guard</b>	Autumn and Spring Term
<b>Cricket shirt</b>	(Compulsory in Year 8 upwards - A squad only)
<b>Cricket trousers</b>	(Compulsory in Year 8 upwards - A squad only)

### Optional

<b>Waterproof sports jacket</b>	Green and white
<b>Base layer leggings</b>	School regulation, green
<b>Boot bag</b>	Green
<b>Athletics spikes</b>	
<b>Athletics vest</b>	Green and white (compulsory for Co-curricular athletics team and cross country Years 7 to 11)
<b>Football boots</b>	Compulsory for A and B teams Years 7 to 11
<b>Football top and shorts</b>	Compulsory for Co-curricular A and B teams Years 7 to 11
<b>Netball dress and shorts</b>	Compulsory for A and B teams in Year 8 upwards
<b>Leotard</b>	Compulsory for Co-curricular Gymnastics (order via Head of Gymnastics <a href="mailto:nicola.osborn@surbitonhigh.com">nicola.osborn@surbitonhigh.com</a> )

## Term Dates

### Autumn Term 2020

Staff INSET	Tuesday 1 September
Staff INSET	Wednesday 2 September
Year 7 and 12 Induction Day	Thursday 3 September
Term Commences	Friday 4 September
Half Term	Monday 19 October to Friday 30 October
Term Finishes	Wednesday 16 December (half day)

### Spring Term 2021

Staff INSET	Monday 4 January
Year 7 Entrance Exam	Tuesday 5 January
Staff INSET	Wednesday 6 January
Term Commences	Thursday 7 January
Half Term	Monday 15 February to Friday 19 February
Term Finishes	Wednesday 24 March

### Summer Term 2021

Staff INSET	Monday 12 April
Term Commences	Tuesday 13 April
Half Term	Monday 31 May to Friday 4 June
Term Finishes	Wednesday 7 July (half day)





# Staff List

## Senior Leadership Team

### Principal

Mrs Rebecca Glover [rebecca.glover@surbitonhigh.com](mailto:rebecca.glover@surbitonhigh.com)

### Senior Vice Principal

Mr Matthew Close [matthew.close@surbitonhigh.com](mailto:matthew.close@surbitonhigh.com)

### Vice Principal

Mrs Hannah Horwood [hannah.horwood@surbitonhigh.com](mailto:hannah.horwood@surbitonhigh.com)

### Vice Principal

Mrs Kavita Patel [kavita.patel@surbitonhigh.com](mailto:kavita.patel@surbitonhigh.com)

### Assistant Principals

#### Whole School Innovation & Organisation

Mr James Flynn [james.flynn@surbitonhigh.com](mailto:james.flynn@surbitonhigh.com)

#### Pupil Development & Well-being

Mr Stuart Murphy [stuart.murphy@surbitonhigh.com](mailto:stuart.murphy@surbitonhigh.com)

#### Director of Sixth Form

Mr Jon Owen [jon.owen@surbitonhigh.com](mailto:jon.owen@surbitonhigh.com)

#### Learning & Teaching

Mr Paul Reeves [paul.reeves@surbitonhigh.com](mailto:paul.reeves@surbitonhigh.com)

#### Compliance, Health and Safety

Mrs Charlotte Demetz [charlotte.demetz@surbitonhigh.com](mailto:charlotte.demetz@surbitonhigh.com)

### Associate Assistant Principal

#### Leadership Development Programme

Mrs Bethany Hart [bethany.hart@surbitonhigh.com](mailto:bethany.hart@surbitonhigh.com)

## Heads of Year

### Year 7

#### Assistant

Miss Jade Phillimore [jade.phillimore@surbitonhigh.com](mailto:jade.phillimore@surbitonhigh.com)  
Miss Alexandra Higgins [alexandra.higgins@surbitonhigh.com](mailto:alexandra.higgins@surbitonhigh.com)

### Year 8

#### Assistant

Miss Carley MacLean [carley.maclean@surbitonhigh.com](mailto:carley.maclean@surbitonhigh.com)  
Miss Heloise Plumley [heloise.plumley@surbitonhigh.com](mailto:heloise.plumley@surbitonhigh.com)

### Year 9

#### Assistant

Mrs Holly Christophers [holly.christophers@surbitonhigh.com](mailto:holly.christophers@surbitonhigh.com)  
Miss Emma Rickards [emma.rickards@surbitonhigh.com](mailto:emma.rickards@surbitonhigh.com)

### Year 10

#### Assistant

Miss Emily Jervis [emily.jervis@surbitonhigh.com](mailto:emily.jervis@surbitonhigh.com)  
Ms Rella LaRoe [rella.laroe@surbitonhigh.com](mailto:rella.laroe@surbitonhigh.com)

### Year 11

#### Assistant

Miss Lisa Keers [lisa.keers@surbitonhigh.com](mailto:lisa.keers@surbitonhigh.com)  
Mr Jim Sayer [jim.sayer@surbitonhigh.com](mailto:jim.sayer@surbitonhigh.com)

### Year 12

Mr Conor Johnston [conor.johnston@surbitonhigh.com](mailto:conor.johnston@surbitonhigh.com)

### Year 13

Ms Olivia Rusholme [olivia.rusholme@surbitonhigh.com](mailto:olivia.rusholme@surbitonhigh.com)

## Year 7 Form Tutors

7A	Emily Barnardo	<a href="mailto:emily.barnardo@surbitonhigh.com">emily.barnardo@surbitonhigh.com</a>
7C	Lucie McNabb	<a href="mailto:lucie.mcnabb@surbitonhigh.com">lucie.mcnabb@surbitonhigh.com</a>
7F	Pam Hutchinson	<a href="mailto:pam.hutchinson@surbitonhigh.com">pam.hutchinson@surbitonhigh.com</a>
7J	Kathryn Slaughter	<a href="mailto:kathryn.slaughter@surbitonhigh.com">kathryn.slaughter@surbitonhigh.com</a>
7N	Megan Millar	<a href="mailto:megan.millar@surbitonhigh.com">megan.millar@surbitonhigh.com</a>
7P	Sara Rodriguez	<a href="mailto:sara.rodriguez@surbitonhigh.com">sara.rodriguez@surbitonhigh.com</a>
7T	Tristania Gough	<a href="mailto:tristania.gough@surbitonhigh.com">tristania.gough@surbitonhigh.com</a>





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An independent school for boys aged 4 - 11 and girls aged 4 - 18



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