



GIRLS' PREP



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Parent Handbook 2021-2022

Key Stage 2

Surbiton High Girls' Preparatory School

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# WELCOME FROM THE PRINCIPAL

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The move to Key Stage 2 is an exciting one. New friendships are formed and the girls work with more teachers, many of whom are specialists in their subjects. The girls quickly get used

to learning with different people, and thrive on the broad and enriching curriculum available to them. Of course, the iPads also add an exciting and innovative approach to learning, accessing material and making sense of the world around us.

We continually reflect on the world we are preparing the girls to flourish in, and alter the curriculum and approaches to enable this. They will learn new curriculum content by applying a range of different learning habits. Marrying tried and tested pedagogy with new and exciting approaches, the girls will link many aspects of their learning to try new things and explore increasingly challenging content. Through careful and ongoing assessment for learning, the teaching staff will tailor their lessons to meet the needs of each girl. This will enable them to make progress at their rate, meeting and indeed growing their potential. As the years progress, we will work with you to ensure that they are fully prepared for the transition to, and life in, Year 7. Close links with the Senior School means that your daughter will feel fully prepared to start the new chapter in her educational life.

Well-being remains at the heart of all that we do, and the pastoral system remains very strong in Key Stage 2. We support the girls as they face new challenges, feelings and experiences; striving to equip them with a range of skills and strategies to deal with anything in their path. In Years 5 and 6, our mentoring supports pupils to explore who they are, how they feel,

and how they can use this to be robust, resilient and independent. It is a privilege to see the girls grow, mature and flourish into empathetic learners, who have a great sense of fun and curiosity about the world around them. We look forward to working with you to support, nurture and challenge the girls to achieve their very best.

*Rebecca Glover, Principal*





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# CONTACT INFORMATION

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PRINCIPAL	Mrs Rebecca Glover
ACTING HEAD OF GIRLS' PREPARATORY SCHOOL	Mr David Williams
GIRLS' PREPARATORY SCHOOL ADDRESS	95 – 97 Surbiton Road Kingston upon Thames KT1 2HW T 020 8546 9756
BOYS' PREPARATORY SCHOOL ADDRESSES	
AVENUE ELMERS	3 Avenue Elmers Surbiton KT6 4SP T 020 8390 6640
CHARLES BURNEY HOUSE	143 Maple Road Surbiton KT6 4BB
SENIOR GIRLS' 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 Senior School

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

Chair of the UCST Board

Dr Rosalind Given-Wilson

**CORRESPONDENCE FOR DR ROSALIND GIVEN-WILSON SHOULD BE ADDRESSED TO  
UNITED LEARNING 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).





# 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; 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
  - encouraged to find their niche, to be fully engaged in educational activities, and to meet any major challenge that comes their way

- coached and encouraged to develop strong relationships, to be empathetic and responsive to the needs of themselves and others
- empowered to lead a meaningful life, to be able to understand what their goals are, and to know what they are striving for
- 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
- 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.





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# WHERE TO OBTAIN FURTHER INFORMATION

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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:

## ISI REGULATORY POLICIES

- Academic Performance Statement
- Admissions Policy
- Anti Bullying Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy - Senior School
- Curriculum Policy - Girls' Prep School
- Curriculum Policy - Boys' Prep School
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Health and Safety Policy - Group
- Missing Pupil Policy
- Special Educational Needs Policy
- Uncollected Pupils Policy

## OTHER SCHOOL POLICIES

- Accident and Incident Management Policy
- Co-curricular Policy - Senior School
- Code of Conduct - Pupils
- Continuity of Education Policy
- Drugs Policy
- Early Education Funding
- Educational Visits Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Green Policy
- Head Girl Team Policy
- Non-Examination Assessments (NEA) Policy
- Peer-on-Peer Abuse
- Physical Restraint Policy
- Provision of Information Policy
- Relationships and Sex Education Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- Supervision of Pupils on Site Policy
- United Learning Health and Safety Statement of Intent
- Word Processor Policy



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# WELL-BEING

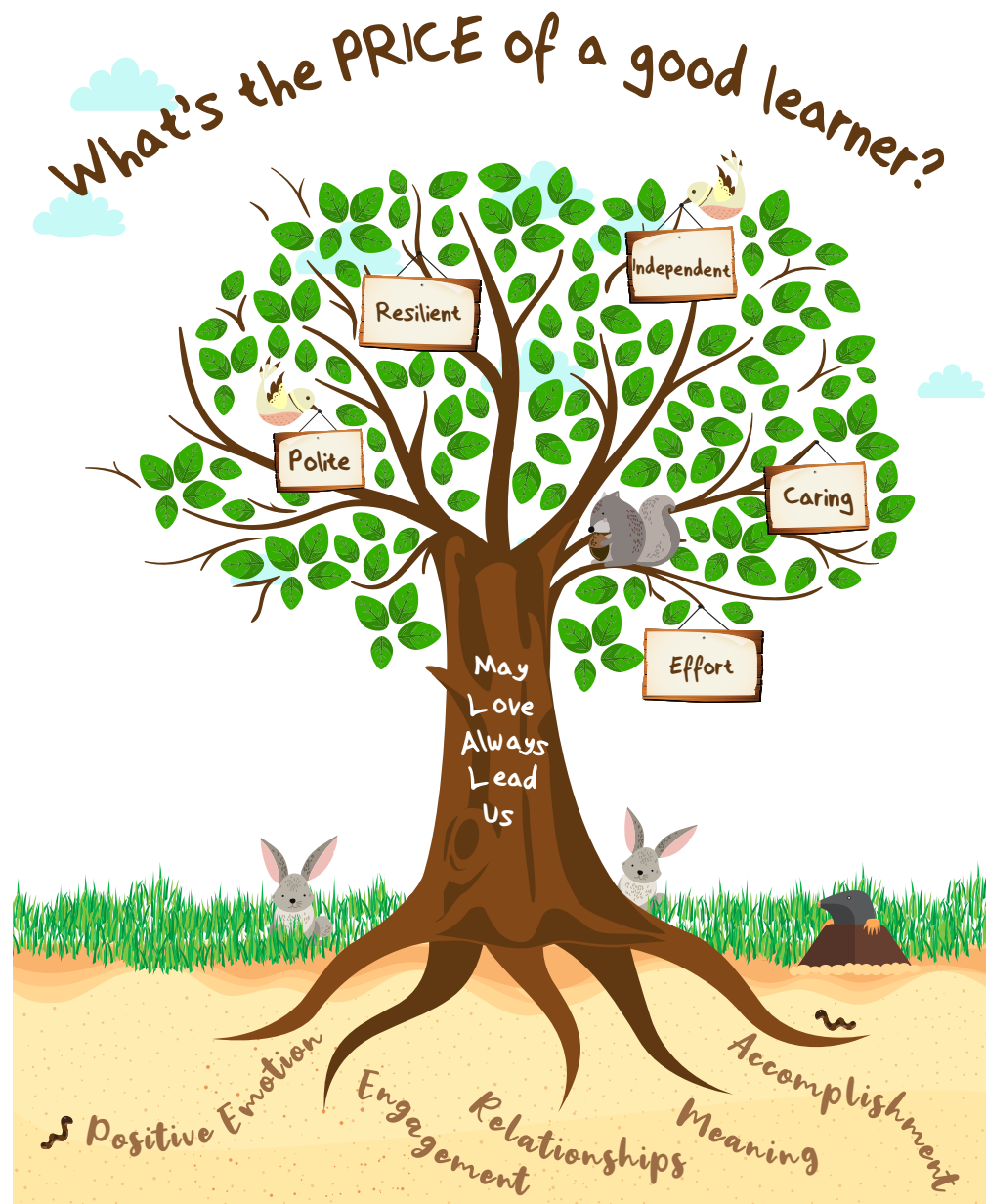
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In line with our whole-school ethos and motto, 'May Love Always Lead Us', we believe that education of the heart is as important as education of the brain. Consequently, we look to develop specific values within our girls, to assist with their development as learners as well as citizens within our communities. We ask the question, 'What is the PRICE of an outstanding pupil?' and encourage our girls to reflect upon the values of being patient, respectful, inspiring, caring and empathetic. When our girls demonstrate any of these values, they are given a leaf with their name on, which is then added to our PRICE tree. As the values grow within the School, so too does our tree; a symbol of the flourishing community that we promote in every aspect of school life.

Daily life at the Girls' Prep School fosters learning for understanding, positive participation and fun. We recognise that happiness is key, but so too are the needs for the girls to be fully engaged with their learning, to have good relationships, to have a grounded sense of meaning and purpose, and to know what it means to accomplish worthwhile, challenging goals. We know that alongside good learning habits, we must teach our girls good well-being habits in order for them to flourish with us and beyond. This is why we put your daughter's well-being at the heart of it all. We will of course use our experience to challenge and set high expectations of them, but are always mindful of the need to balance challenge with nurture.

Every week, your daughter will have timetabled PSHCE lessons (Personal, Social, Health and Citizenship Education) alongside time with her Form Teacher, assemblies, specific trips and visits. These times are dedicated to developing fully-rounded girls who are healthy, sociable and emotionally literate; in other words, girls who understand good health and well-being, the benefits of positive relationships and the responsibilities we have for living in our wider world. Our role is to prepare our girls so that they become full and active citizens within our global community and by supporting their social, moral, spiritual and cultural (SMSC) development, through everything that we do, we aim to do just that.

In support, every girl in the School belongs to a House, which will be either Arundel, Balmoral or Caernarvon. Under the leadership of staff and the democratically nominated Year 6 House Captains, assemblies and House activities will serve to build friendships and cohesion vertically through the School between year groups. Events in the past have included singing and spoken word competitions; House motto and crest development; and the highly competitive hockey, netball and Sports Day competitions. On an individual basis, girls are awarded House points for effort in their work or for demonstrating respectful, helpful or kind behaviour around the School. The girls' personal achievements are recognised by gaining bronze, silver, gold and



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## WHAT'S THE PRICE OF A GOOD LEARNER?

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platinum House awards for attaining 25, 50, 75 and 100 House points respectively, which are then awarded in our weekly Celebration Assembly, alongside any other achievements that the girls may receive from either inside or outside of the School. For any achievements outside of School that your daughter wishes to celebrate in our Celebration Assembly, please contact her Form Teacher.

As the girls move into and upwards through Key Stage 2, we continue to offer wide-ranging activities designed to develop their self-confidence and self-belief. We do this through the multitude of curricular and co-curricular activities on offer. Your daughter will be encouraged to become increasingly independent as well as given further opportunities for leadership; positions range from being a Form Captain to Eco-Friend to Playground Buddy. In Year 6, every girl is invited to apply for positions of responsibility ranging from Pupil Leadership Team Chairwoman to Head Librarian to Music and Games Captains. At the same time, we seek to appoint girls to the Head Girls and Prefects' Team who uphold the values and ethos of Surbiton High School, acting as ambassadors and role models to our school community.

Throughout KS2, your daughter will partake in mentoring sessions, unique to Surbiton High School. These are small groups who meet with one of our staff members with the overarching aim of promoting positive mental well-being. We recognise the importance and power of the girls taking time to reflect and to discuss their learning and development as a means to fostering and deepening their social and emotional intelligence. We aim

for our girls to be increasingly aware of themselves; developing a strong moral compass to make rational, thoughtful decisions, a confident sense of creativity for problem solving, and an innate ability to be empathetic and respectful. Your daughters are the citizens of tomorrow and these sessions allow us to tailor their development to ensure that we best prepare them.

At the end of every half term, your daughter's Form Teacher will award a certificate for effort and personal achievement. The girl who is considered to have improved the most in any area of her development in School is awarded this certificate. At the end of each half term, there is a Head's Celebration, during which one pupil from each form is invited to the Head's Office in recognition of their hard work throughout the half term. There, they are treated to a special snack and celebratory drink, and are publicly recognised for their efforts.





## 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' acquiring knowledge 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 experiences every day. Our pupils flourish academically. We know they perform best when they embrace every opportunity available to discover their own individual talents and interests.

Education is not about forcing pupils to fit a pre-determined 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.

Pupils today will be entering the world of work in the 2030s and 2040s. 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.

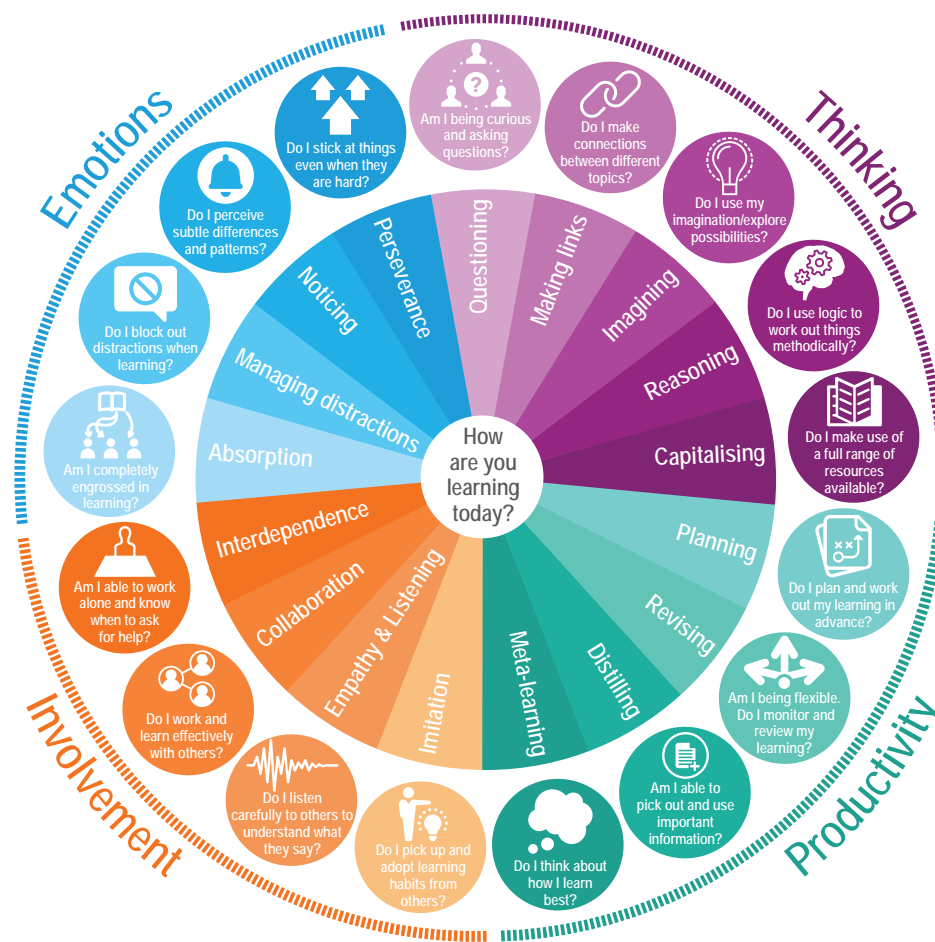
*"The most striking thing about some undergraduates is their dependence, their lack of initiative and their reluctance to think themselves... new undergraduates seem to expect to be told what to do at every stage. It is almost as though the spoon-feeding and teach-to-the test culture at school has drained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

Excellent performance across a variety of subjects and an enthusiasm for learning is vital to ensure success in the Senior School, however far away this currently feels! 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 School.

From Year 3 through to Year 13, the girls reflect on 17 learning habits that we know to be vital in future life. This graphic can be found on the pupils' iPads and is also

displayed in every classroom of the School. From Reception up to Year 2 we have chosen eight of these learning habits to focus on that will prepare the girls for Key Stage 2. These can be seen on the graphic below. We hope you find it of interest and if you would like more information, please either contact Mrs Alexis Orlovac or visit [www.tlold.co.uk](http://www.tlold.co.uk).



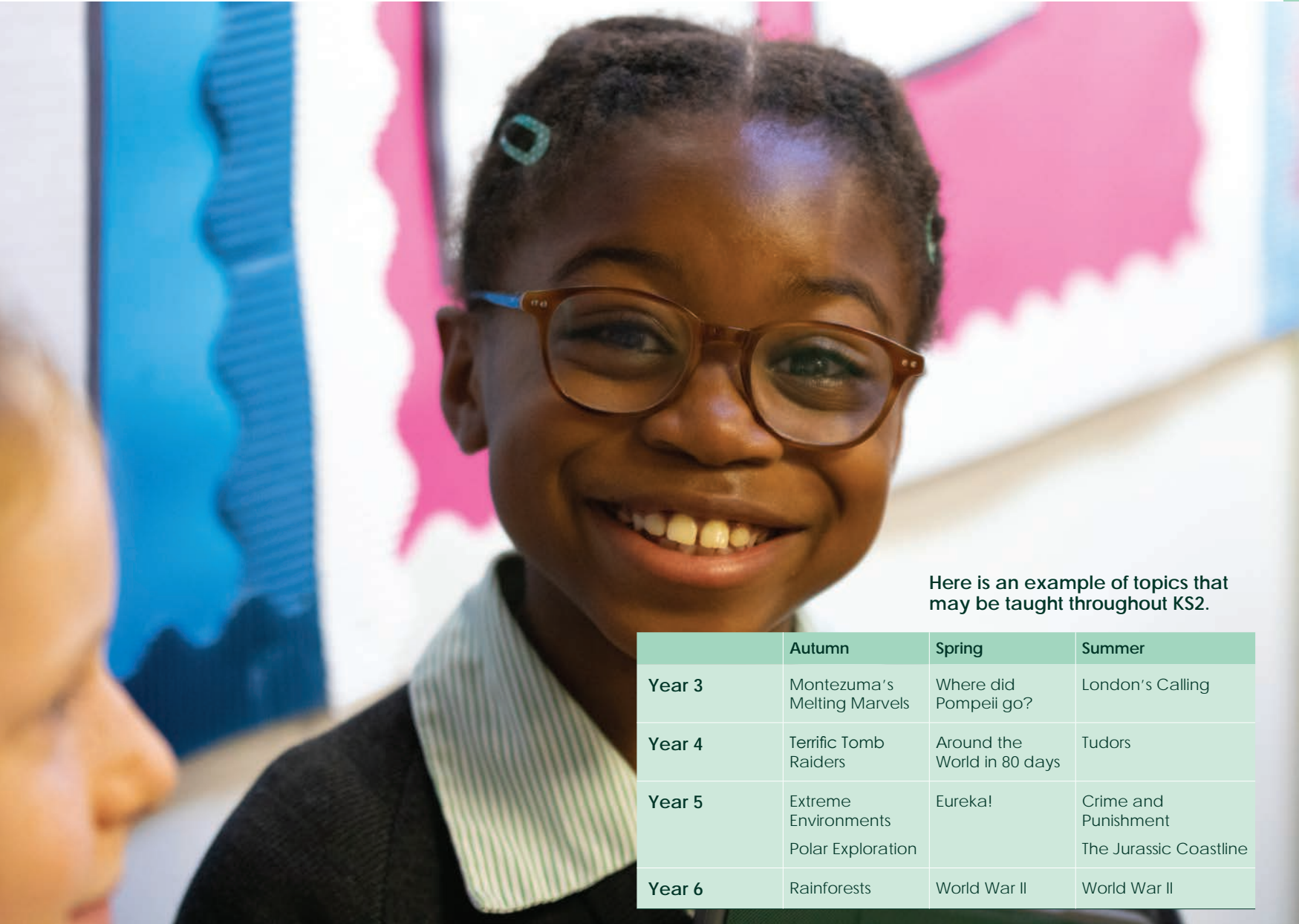
# THE LEARNING HABITS WHEEL

# THE CURRICULUM

Our broad and enriching curriculum has been designed to engage and motivate the girls. Where possible, we use a cross-curricular approach to teaching that enables the girls to make links between the different subjects and become completely immersed in their topic. We set work that is challenging, enjoyable and encourages our girls to think creatively and critically. Throughout all lessons, we plan activities that will develop positive learning habits and will allow the girls to take risks and learn from their mistakes.

A typical week sees a pupil explore these topics through English, Humanities, Science, Computing, Art, Modern Foreign Languages and PRS (Philosophy and Religious Studies) lessons. French and Spanish are studied from Year 3. Your daughter's timetable will be available on MIS from September.

We follow the National Curriculum and supplement this with objectives from the ISEB curriculum.



Here is an example of topics that may be taught throughout KS2.

	Autumn	Spring	Summer
Year 3	Montezuma's Melting Marvels	Where did Pompeii go?	London's Calling
Year 4	Terrific Tomb Raiders	Around the World in 80 days	Tudors
Year 5	Extreme Environments Polar Exploration	Eureka!	Crime and Punishment The Jurassic Coastline
Year 6	Rainforests	World War II	World War II





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# ENGLISH

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The English curriculum follows the main objectives of the National Curriculum, but is supplemented with additional objectives from the ISEB curriculum to provide appropriate extension for the girls. Teaching is skills based and quality key texts are used to form the basis of this approach. The key texts allow the children to become fully absorbed, and develops their love of literature whilst providing a source of inspiration for their work.

A full range of English activities are covered including spelling, punctuation and grammar, speaking, listening, reading and writing. We believe this curriculum develops high standards of language and literacy, combining the strong command of the spoken word with proficiency and flair in reading and writing. The girls will study a range of fiction and non-fiction genres, and will learn the skills of planning, drafting, editing and proofreading their work. These skills will be formally put into practice on a termly basis when the girls sit a writing and comprehension assessment.

The girls are taught a range of comprehension skills: drawing inferences, skimming and scanning and deduction, which they then apply independently. When answering comprehension questions, girls are encouraged to use evidence from the text to support their own ideas using 'Point, Evidence, Explain' to structure their responses. In addition to the reading done at School, the girls

should continue to read aloud at home for at least 15 minutes every day to reinforce their reading ability as well as their understanding of the text. It is important to encourage your daughter to read across a range of genres in order to foster a love of the written word.

In spelling lessons, pupils are provided with a range of spelling patterns and strategies, enabling them to apply these across the curriculum more effectively as they become independent spellers. The pupils acquire the physical memory of the spelling pattern as well as the

visual. We also look at the etymology and derivations of words, teaching the girls to understand and recognise the connections between words from similar roots. A variety of different word work activities are completed and dictation exercises are used to test recall of the spelling patterns which have been taught. This approach nurtures confident and adept spellers. In addition to this, pupils are taught to proofread and edit with purpose, using their spelling work to enhance this process.

Handwriting is continually monitored. Once a pupil's handwriting is fluent, neat and legible, they are encouraged to write in pen. From this point, they should be presenting their work to a consistently high standard, taking pride in how it is presented.



# PHILOSOPHY & RELIGIOUS STUDIES

The girls will learn and understand the religious beliefs, values, experiences, practices and traditions by which people live and make sense of their shared human experience.

In addition, they are given the opportunity to reflect on religion through exploring and

expressing personal values, evaluating their experiences and discoveries, expressing their ideas with confidence and sensitivity, and developing appropriate responses when encountering other people's beliefs. We consider PRS to be a key part of education. We aim for the girls



to delve deeper into the issues relating to religious belief and ethics in a way that is applicable to their age, and sensitive to their own personal beliefs and those of their peers. We are keen to encourage the girls to look outward and to help them tackle some of the more complex philosophical questions around morals, tolerance, ethics and religious beliefs.

The girls will learn through listening to each other's views as well as through questioning and, at times, respectful

challenge. A crucial part of this process is developing the skills needed to empathise with the diverse views of others, in a reflective and stimulating environment.

At the Girls' Prep School, we feel that PRS makes an important contribution to the girls' personal development and well-being and to community cohesion, by promoting mutual respect and tolerance in a diverse society. We seek to encourage the girls to look beyond the school gates.





Mathematics is taught in mixed-ability groups using the mastery approach. This is a whole-school policy that enables the girls to develop at their own pace. All groups will be using the National Curriculum for Mathematics as their core scheme of work.

The main focus of the curriculum is on number work. We use the Concrete, Pictorial, Abstract (CPA) approach to teaching number. This is a highly effective approach that develops a deep and sustainable understanding of Maths. Learning starts at the concrete stage where the girls use tangible objects to model the question. Next comes the pictorial step, where visual representations of concrete objects are used to model problems. The final step is the abstract stage, where the girls use symbols (for example, mathematical symbols) and solve problems using this more traditional approach. There are three key areas that we cover, which are:

- Place value: the girls need know the value of each digit in a number and use this information in various contexts, such as rounding numbers, estimating answers and using negative numbers
- Addition, subtraction, multiplication and division: as they move through Key Stage 2, the girls will develop their expertise in using the formal, traditional written methods for the four operations, including long division and working with decimal numbers
- Fractions (including decimals and percentages): the girls will develop their understanding of fractions, decimals



and percentages, including adding, subtracting, multiplying and dividing fractions.

This knowledge is then applied to solve a variety of problems in different contexts. In addition to work on number, the other areas covered are ratio and proportion, algebra, measurement, geometry (including the properties of 2D and 3D shapes and position and direction) and statistics (including interpreting and presenting data in line graphs and pie charts).

To support the girls' learning, we use a variety of tools, including the use of computers and iPads. Throughout KS2, the girls get the experience of using various web-based resources, such as, Mathletics, Times Table Rockstars and Dr Frost. These may be used in School or at home.

### Mental Arithmetic and Times Tables

An important element of our Mathematics lessons is mental arithmetic. It would be helpful if you could practise mental arithmetic activities at home with your daughter. This will help with her confidence and speed. We expect all girls to know and be able to use strategies for mental calculations, and there will be regular tests in this important area of the curriculum. Your daughter will need to practise her multiplication and division facts at home regularly. She will need to quickly recall the tables out of sequence up to the 12 times table, together with the related division facts.

# MATHEMATICS

In Key Stage 2, all girls receive a 60-minute Music lesson plus an additional 30-minute curriculum Choir lesson to focus on singing skills.

Our sequential, aural-based class Music lessons include listening, performing, creating, playing and exploring musical instruments as well as singing, movement and the reading and writing of music. Each of these assists in developing thinking, communication and creativity, directly linked to our learning habits. In Upper Key Stage 2, the girls also study specific pieces and styles of music that complement their topic work each term, including Djembe drumming, Samba, The Planets Suite, Remixing and GarageBand, Theme and Variations and the Instruments of the Orchestra.

All girls in Key Stage 2 take part in the Christmas Carol Service where they sing in a more formal setting. In Years 3 and 4, they are also involved in Prep Lower Choir and prepare for public performances three times a year in our termly concerts which are in conjunction with the Boys' Preparatory School. Girls in Year 3 onwards may join the Prep Schools' String Ensemble, HIT! Percussion Ensemble, Keyboard Club, Recorder Club and many other ensembles from our extensive co-curricular programme. Girls who learn an instrument or sing on a one-to-one basis also have the opportunity to perform in termly Soloist Recitals as well as the Winter and Summer Concerts as part of an ensemble.

In the Autumn Term of Year 3 and Year 5, all girls will learn an instrument as part of the Instrumental Programme. In Year 3 this will be either the cello or violin,

and in Year 5 the girls undertake a brass instrument. The instruments are provided by the School, supported by our Parents' Association.

In Years 5 and 6, the girls continue to develop their skills in performance, composition and musical analysis. All girls sing in the Prep Upper Choir and talented singers may audition for places in the Chamber Choir, which performs and competes at county and national level competitions. The Samba Band, String Ensemble, Wind Band and Brass Ensemble meet weekly to learn key ensemble skills in training for the Prep Schools' Orchestra. Talented girls may be invited to join the Prep Chamber Ensemble to focus on more advanced music and Scholarship preparation in the Autumn Term. A Music Theory Club is also available to support interested pupils and prepares the girls to sit ABRSM theory exams. Girls in Year 6 with an interest in more contemporary music may join our Ukulele Club or audition for the Prep Rock Band which meets weekly to collaborate on covers as well as writing original songs.

We also support pupils with an interest in Music Technology, where pupils have the opportunity to work with Senior School staff in the Mac suite, using programmes like GarageBand and Sibelius to create and mix music.

The Music Department works on the pyramid approach and music for all, where every pupil can access the co-curricular programme and lessons, whilst still providing the challenge and



extension for the more able musicians.

### Instrumental Lessons from Year 2 Onwards

In addition to the curriculum of the normal school day, pupils may have

private instrumental lessons. These may begin whenever a pupil seems ready and after consultation with the Music teacher. Please contact the Prep School Music team at [PrepSchoolMusic@surbitonhigh.com](mailto:PrepSchoolMusic@surbitonhigh.com) if you have any questions.



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# PHYSICAL EDUCATION

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## Games

During the Autumn and Spring Terms, the girls participate in netball, hockey and football at Hinchley Wood. They learn the rules of the different team games and the fundamental skills required to play them.

## Netball

The girls play both High 5 and seven-a-side netball throughout Years 3 to 6. In Year 3, the girls are introduced to the basic rules such as footwork, obstruction and contact, and work on their fundamental skills of throwing, catching and shooting. As they progress into Year 4, they build upon the skills learnt previously and focus on their accuracy within a game. In Year 5, the principles of attack and defence are unpicked, with a focus on marking the opponent and the ball, getting free and their precision in footwork, intercepting and shooting. Finally, in Year 6, the girls develop their tactical awareness through creating and learning set plays and team strategies.

## Hockey

The seven-a-side hockey programme for Years 3 to 6 is designed to enable all girls to develop an understanding of gameplay, and develop competency within all core skills, and apply these in a range of modified games and drills. It

is mandatory that all pupils wear gum shields and shin pads for safety. In Year 3, pupils are introduced to the basic skills, including how to hold the stick, passing, dribbling and tackling. These skills are taught in modified games, which enable the girls to apply their understanding, and having the ball on the end of their stick for large portions of each lesson. In Year 4, pupils build upon the fundamental skills learnt previously, extending them to being able to apply these within small-sided matches. Pupils are taught how to pass over larger distances, how to tackle effectively, and basic positioning on the hockey field. In Year 5, the focus is being able to move with the ball at speed, passing when on the move, channelling challenging players to make effective tackles, and developing game awareness. Pupils will be expected to demonstrate a sound understanding of the core hockey skills in drill situations, and develop consistency in small-sided games. In Year 6, pupils are taught how to slap pass to increase passing power and distance, how to hit the ball when moving out of defence or shooting on goal, and positioning on the field. Pupils will be expected to be able to consistently demonstrate core skills in both drill and game situations, and have a sound understanding of the rules of the game.

## Football

In the Spring Term, girls in Years 3 to 6 will have a block of netball with the main focus on fundamental skills, dribbling and ball control. They work on building confidence when using both feet to control the ball and develop knowledge of the different areas of the foot that can be used to do this successfully. The girls practise passing and receiving the ball and implement this in game-based scenarios, with an ultimate aim of scoring. Girls have the opportunity to attend Football Club on a Wednesday throughout Autumn and Spring Terms.

## Dance and Gymnastics

Dance and gymnastics lessons take place on site in the Runcie Hall. The girls will have one term on each topic. During dance lessons, the girls will be encouraged to plan and perform a range of actions, use movements to show moods and feelings and respond to rhythms and contrasting stimuli. They will learn to link movements to show change of direction, levels and variations of speed to create routines. As they progress through Key Stage 2, emphasis will be on expression, gesture, timing, body shape and use of space. The girls will have the opportunity to showcase their talents in Years 3 and 5 during the Dance and Drama Showcases, where they perform a drama piece and a dance routine based on the topic of the term. Within Years 4 and 6, all girls excel in a production, where they will perform advanced dance routines with increased control, co-ordination, fluency and accuracy. In gymnastics lessons, the girls work towards showing competence in their basic skills learnt in Key Stage 1

such as balancing, rolling and jumping. They will explore the bars, beam and vault and learn how to link sequences together on the equipment. They will work individually, in pairs and groups, to create routines to music. There are a number of opportunities for the girls to take part in gymnastics outside of curriculum time from beginners all the way to our national squads.

## Cricket

In the Summer Term, the girls go to Hinchley Wood for their cricket lessons. The pupils focus on mini match scenarios, and a wide range of fielding drills with a strong focus on throwing and catching. They put into practice their batting and bowling skills within small-sided games and learn how to hit the ball along the ground and into the gaps where the fielders are not standing. Throughout Key Stage 2, they continue to develop the necessary skills, such as the correct bowling technique, whilst deepening their understanding of the rules and tactics in game situations. As the pupils progress, the tasks become more testing to allow for greater development for each individual.

## Tennis

In the Summer Term, all pupils from Years 3 to 6 have a block of tennis lessons during their games sessions at Hinchley Wood. The focus of these lessons is on building an understanding of tennis in Years 3 and 4, and then applying their understanding of core skills within modified games in Years 5 and 6.

## Athletics

In the Summer Term, the girls go to Hinchley Wood for their athletics lessons.



They focus on both track and field events, including sprints, middle distance, relays, long jump, triple jump, high jump, shot put, javelin and discus. In Year 3, they are introduced to the events and work throughout Key Stage 2 to refine technique, executing each event with increased precision and speed. The girls' hard work and dedication to athletics is showcased on Sports Day, which is held at Hinchley Wood with the Boys' Preparatory School in June.

### Fixtures

All pupils in Key Stage 2 are encouraged to attend hockey, netball, football, athletics, tennis and cricket after School at Hinchley Wood, and will have the opportunity to compete either during Inter-House competitions or fixtures and tournaments against local schools. The annual Inter-House competitions are mixed ability and are aimed at showcasing the skills learnt at each year level over the course of the year. School teams for fixtures that take place during Games are selected based on ability. However, fixtures that take place during co-curricular clubs are selected on attendance at that club. The A-team also have additional training sessions before School for hockey, netball and cricket. It is an expectation that your daughter will play externally in addition to School training if she is selected for the A-team squad.



Learning Outside the Classroom takes a range of formats in Key Stage 2. As part of our connected curriculum, the girls have many different opportunities to explore their topics through a wide variety of trips and visits. We often host workshops to supplement our teaching and the girls gain greatly from exposure to their learning in these different formats. On occasion, Key Stage 2 girls will also visit Hinchley Wood to explore the woodland and outdoor classroom.

Each year group in Key Stage 2 will go on a residential trip, starting with just one night in Year 3 and building up to a week in Year 6. These residential trips are a fantastic opportunity for the girls to experience staying away from home in a safe and secure environment.

The summer residential trips for 2022 will take place in May.

In Year 3, the girls experience their first overnight stay where they will focus on team building and bushcraft skills. As this is often their first time away from home, we recommend arranging some sleepovers in the lead-up to the trip! It is such an exciting adventure and really develops their independence as well as their confidence.

In Year 4, the girls travel down to Hooke Court in Dorset. They spend two nights immersed in Tudor life, including dressing up for a Tudor banquet, experiencing Tudor school life, and taking part in daily activities such as candle making, weaving and writing with a quill.

The Year 5 girls also visit Dorset where they stay in Swanage for three nights.

There is a historical and geographical focus to this trip as they delve deeper into the Victorian era as well as exploring the Jurassic Coast. The girls will have the opportunity to develop their bushcraft

skills as well as exploring nature in Durlston Country Park.

Finally, the Year 6 girls visit the Isle of Wight Sailing Academy. The entire week is spent on the water developing

their water confidence. They learn many new skills as well as taking part in team building activities that develop their leadership skills.







As part of the regular monitoring and screening of all pupils throughout the year, specific concerns about an individual's progress may be highlighted. If this is the case, then an assessment will be administered by a member of the Learning Enrichment Department.

Depending on the outcome, and after consultation with the Form Teacher and you as parents, extra support in the form of one-to-one lessons or small groups may be recommended. There is a small cost for this extra support that will be discussed with you and added to your termly bill.

## LEARNING ENRICHMENT

## HOMework

Following successful changes to the homework set at the Girls' Prep School, we will continue to only set homework for Maths and English.

To allow for the plethora of clubs and hobbies that the girls participate in each day, homework set will always have a full week before it is due. This will allow for families to manage their time to either complete the activity after School or at the weekend. Homework will only be set when the task is purposeful and (value adding) to the work being completed in School. In English, reading tasks are often set so reading can be done at home, allowing lesson time to focus on analysing the text in much greater depth.

Each term, a curriculum overview is produced for each year group and this can be found on MIS. Included in the curriculum overview is a selection of different optional activities that your daughter may choose to do to supplement her learning in School.

Homework is assigned as normal in the final week of term and may be due after the holidays, however, no additional homework will be set during the holidays. Ongoing support at home such as reading, times tables and spelling practice is of great importance and we encourage all of these daily.





# ASSESSMENT

Throughout Key Stage 2, the girls complete a number of different assessments to help us monitor their progress and to check that they are making the necessary progress year on year.

During the year, each class will complete termly assessments in both Mathematics and English. These take the form of written tests which help us to monitor progress throughout each term. The results of these tests enable us to identify very quickly if a girl is not making the expected progress and make adjustments to our teaching to provide any extra support that may be required.

In addition, in Years 3 and 5, the girls take assessments known as InCAS, which is a computer-adaptive assessment that helps identify and diagnose learning needs. It helps measure progress in the following key areas; Reading, General Maths, Spelling, Mental Arithmetic, Developed Ability and Attitudes.





Moving on from the Girls' Prep School is a time for opportunity, reflection and personal growth. Our girls will have made the most of their time with us and are ready to leave with an innate sense of curiosity, wonder and the habits to develop their own learning. By the end of Year 6, they are ready to take flight and move on, prepared for the exciting futures ahead of them. It is such an important time, and much thought and care goes into the process.

This begins right from the very first day your daughter starts with us in Reception, as we take the first steps towards building her independence of thought and the confidence with which she should use this positively. By Year 5, we begin to explicitly mentor our girls about the expectations for Senior School. We look at their individual needs in increasingly greater depth, discussing with them and parents about how they can be best supported.

In Year 6, we continue to teach our broad curriculum and prepare the girls through teaching good exam technique. All of the girls sit a mock exam at the start of the Autumn Term as part of this preparation. Then, late in November, all of Year 6 sit the Entrance Exam for the Senior School consisting of one English and one Mathematics paper.

This is the first opportunity that the Senior School have to see what our girls are capable of firsthand. Therefore, we expect our girls to do their absolute best and to work well under pressure, at the same time, we recognise the need for them to keep everything in context. The girls all have a place at the Senior School.

As one School, we continue to build links which sees the younger pupils being inspired by their older counterparts, teachers planning robust curricula which span Key Stages 2 and 3, shared sporting moments and drama productions. Many teachers work across the whole School and get to know the girls from Year 3, with our pupils benefiting from the subject-specialist model and expertise from Senior School staff. Starting in Year 5, they have their Art lessons over in the dedicated studio space at the High School, led by specialist Art teachers. At the end of the year, the girls then spend a transition week at the Senior School, being taught by their staff and using their facilities to learn about a specific project; past themes have included the legacy of the Romans and architecture inspired by European cultures. Throughout their time at the School, the girls will have enrichment activities to work closely alongside our Writer and Entrepreneur

in Residence on a variety of projects aimed at further preparing the girls for the opportunities that lay ahead of them. It is vital that our girls see for themselves the breadth of opportunities available so that we not only allay many of their concerns, but excite them for their futures.

To that end, we also invite back some of our former pupils (now in Year 7) to come and talk with our Year 6 girls about their experiences of moving on. This tends to be one of the most powerful and useful events for the girls as they are able to hear directly from their 'bigger sisters' and to have answered the many questions that they have. By the end of Year 6, our girls are more than ready to transition into Year 7. With excellent learning habits, competent technological abilities and the

strength of character to stride confidently into the next phase of their education, we are sad to see them go, but love celebrating who they have become.

Whilst our mastery curriculum is designed to meet the needs of all children, we are always keen to explore ways to further stretch and challenge the pupils. To complement the curriculum already in place, we offer an enrichment programme in Years 5 and 6. This programme is designed to offer further opportunities for the girls to experience increasingly challenging work, above and beyond the high expectations within the Years 5 and 6 curriculum. The sessions also support those who may be exploring Academic Scholarships in Year 6.

## TRANSITION TO YEAR 7





In line with our whole-school 'digital strategy' plans, all girls from Years 3 to 6 have their own iPad issued to them as an additional learning tool.

We believe that many aspects of learning can be supported and taken further by the effective use of mobile technology in the classroom and at home; our aim is to complement what already works well in the classroom. To this end, the iPad will encourage independent learning, provide the facility for resources to be shared more easily, allow for more variety in how tasks

are completed, and enable feedback to be issued in ways that are appropriate to suit each individual pupil. It is not intended that the iPad will replace effective teaching and learning methods that are already in place, but will act as another tool that, when used in the right way and at the right time, can significantly enhance the lesson. Importantly, the pupils will be taught how to use their iPad safely and appropriately both in the classroom and at home, and will be supported as they learn to master this exciting new technology.



## DIGITAL TECHNOLOGY

## CO-CURRICULAR CLUBS

At Surbiton High Girls' Preparatory School, we pride ourselves on running a comprehensive co-curricular programme. We foster the pupils' love of sport, the creative arts, languages and music as well as offering many other opportunities.

All our co-curricular experiences are outlined for you in a separate booklet available on MIS in September. Additional details of the clubs will be supplied to you towards the end of each term, in order for

you to make decisions for the following term. Enrolment for the Autumn Term co-curricular activities will take place at the end of the Summer Term.

We are constantly looking for ways to enhance and support our co-curricular programme and it may be that other co-curricular clubs open throughout the year. You will be given the information about this if and when it occurs.



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# SOME IDEAS FOR HOME SUPPORT

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## Reading

Please ensure you read with your daughter, asking questions on how the plot has developed, a character she might feel similar to, and a setting which has evoked strong images. Discuss the language used and the style of the author. Reading is a pleasurable and informative experience, and it also improves our awareness of grammar and the English language. Reading extensively can also enhance the range of vocabulary used in creative writing and speech.

## Writing

It would be helpful to check your daughter's presentation and the objective of the task. All homework handed in should be neat and well presented. The task should have been answered. It is important to encourage your daughter to check her work and correct verb tenses as well as spellings.

Please also encourage her to be aware of all types of writing. If a letter arrives and follows certain structures which are taught in School, include your daughter in your response to it. It might be a persuasive letter from a charity or a demanding letter from the council. Look at the language used and layout. The more your daughter is exposed to types of real-life writing, the better understanding she will have of why she is learning to write in a variety of styles.

## Discussion

Providing opportunities to discuss topics and news will enhance your daughter's understanding of the world around her. The process will help with her oratory skills, make her a more confident speaker and enhance her vocabulary. Parents can use their conversations within the family to discuss interesting and appropriate topics, using unusual and more advanced vocabulary. This will enrich your daughter's vocabulary and have a positive impact upon her writing, as well as other aspects of her learning.

## Mathematics

Mathematics homework is based on the 'Using and Applying' mathematics blocks, number, algebra, measure, shape and data. Homework will be a continuation of work set in class. Further help is offered at lunchtime if there are any girls that would benefit from additional guided consolidation.

## Independent Learning

This is a vital skill that the girls need to develop as soon as they are able or competent. They will be given a number of opportunities for independent learning during their school curriculum. However, this skill, once developed, needs to be practised as often as possible to ensure they benefit from it. Parents can support this by setting their girls simple tasks or

small projects that they could complete during weekends or holidays, which require them to visit the local library, museums and landmarks. Pupils will be

encouraged to monitor their own progress and assess their work, with assistance as required.





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# YEARS 3-6 STATIONERY REQUIREMENTS

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1 simple, named pencil case similar to the one pictured below:



We recommend the use of pencil cases of the size stated so that 30cm rulers can be stored and kept safe. Your pencil case is a vital part of your everyday toolkit. It should only contain the following essential items:

- HB pencils (at least 3)
- Sharpener
- Plain rubber
- Glue stick
- Scissors
- Coloured pencils (6 maximum)
- Coloured highlighters (2 maximum)
- Fine liners (4 maximum)
- 30cm clear, rigid, plastic ruler
- In-ear headphones with microphone  
(Similar to the ones that come with an iPhone)
- Stylus for use on an iPad (optional)

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## Key Stage 2

In addition to writing pencils, your daughter will need a blue/black ink fountain pen (with spare cartridges) or a Berol Handwriting pen.

They will also need a protective A4 folder to put letters and homework in.

Please make sure everything is clearly named.

Your daughter will be moving around School between classes. In order to facilitate this and to reduce the amount of lost stationery, please stick to the recommendations above.

Please make sure everything in your pencil case is clearly named.

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# HEALTH

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## Medical Information

Surbiton High School has a Welfare Centre on the Senior School site, which is staffed throughout the week by our Registered School Nurse.

## Illness or Accident in School

The School Nurse is based in the Welfare Centre. She 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. Unfortunately, it is not possible for pupils to stay in the medical room for long periods of time if they are unwell. Please do not send your daughter to School if she is ill, not only can it be upsetting for them, but it can also cause viruses and infections to spread rapidly throughout the school population. If your daughter becomes unwell, we may need to contact you, therefore please ensure that your contact details, including emergency contacts, are kept up to date.

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

## Administration of 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 complete a medical questionnaire, sign a medicines consent form and, when requested, to supply a written update on their child's medical condition.

### It is the responsibility of parents:

- To ensure that their child is well enough to attend School. A child who has a raised temperature or is suffering from pain or discomfort severe enough to require the use of medication should be deemed unfit for School.
- To provide full details of any medical condition affecting their child and any medication required.
- To keep the School informed in writing of any changes to their child's health or medication.
- To ensure that any medications kept in School are replenished before their expiry date.
- In the case of vomiting or diarrhoea, to ensure that their child returns to School no sooner than 48 hours from when their symptoms ceased.

### It is the responsibility of Surbiton High School:

- To safeguard the pupils in our care during the school day.
- To ensure that all medications are stored securely and administered appropriately.
- To ensure that all regular or occasional medications are administered by the School Nurse and her deputy or whilst on a school trip or visit, by a nominated trained first aid member of staff.

### Emergency Medications

Emergency medications, including auto-injectors, asthma inhalers and insulin pens, will always be administered. These need to be easily accessible and should ideally be kept with the pupil or, in the case of very young pupils, with the class teacher. Pupils who are at risk of suffering a severe allergic reaction and have been prescribed an auto-injector are required to have two in School; one to be always carried with them and the second to be kept in an emergency box at each School Office. The storage of any other emergency medication will be agreed with parents on an individual basis.

These medications should be delivered to the Front Desk at the start of term in a sealed plastic container clearly marked with the pupil's name. They should be in the container supplied by the pharmacy, complete with written instructions for administration, detailing side effects and the expiry date. Parents will be asked to complete a medical questionnaire and a medicines consent form. Parents are reminded that it is their responsibility to ensure that any medication kept in School is replenished before its expiry date.

### Regular/Occasional 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 return home without minimising their effect. Parents are requested to ask their doctor to consider the school day and prescribe accordingly when possible (i.e. an antibiotic day is 24 hours, therefore three times daily is eight hourly). Antihistamines are most effective when taken as a once-a-day dose in the morning.

If any medication is necessary, it will be administered by designated staff in the Girls' Prep School under the guidance of the school Nurse. The medicines should be given to the Front Desk on arrival in School. Medication must be in the original packaging with the pharmacy label clearly visible. This should be placed in a plastic box with your child's name clearly written, along with a completed and signed medicines consent form. Medication will need to be collected at the end of each day, and returned the following morning. Surbiton High School Staff are not permitted to administer either regular or occasional medication without specific authorisation from the School Nurse. Please be aware that there is no legal or contractual obligation on teaching or administration staff to either administer medication or supervise a pupil taking it.

Medication can also be administered by parents/carers on site.



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# USEFUL INFORMATION

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## School Administration Team

Please contact the Admin Team if you have any questions or concerns before your daughter joins us in September, or should you wish to make an appointment with the Head. The direct telephone line and email to the Girls' Preparatory School are:

Tel: **020 8546 9756**

Email: **girlsprep@surbitonhigh.com**

## 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 (e.g. the late return of a trip) needs to be sent to you.

It is very important that the School is notified immediately in the event of any change to personal data, particularly in respect of telephone numbers and email and postal addresses. Please contact the MIS Team via **mis@surbitonhigh.com** to notify us of any changes, or log onto the MIS to update your details.

## School News

School news is regularly updated via our various social media sites such as the school website (**www.surbitonhigh.com**) and on Twitter, Instagram and Facebook. There is also a Prep School newsletter twice every half term, which is emailed to all parents.

## Start of the Day

All pupils to arrive from 8.00am. Registration is at 8.25am, with lessons starting at 8.30am.

Years 5 to 6 pupils arrive via the Treehouse Pedestrian Gate. There is no access to the 'kiss and drop' drive-through for our older pupils unless they have a younger sibling.

We would strongly recommend that where possible, parents walk their child(ren) into School to ease congestion. We would also suggest that KS2 girls and any attending morning clubs arrive between 8.00am and 8.15am, Reception and KS1 between 8.15am and 8.25am. There will be no morning crèche facility as younger siblings will be able to go straight to their classes. Breakfast Club should be booked for those parents wishing to drop their children before 8.00am.

## End of Day

Reception and KS1 finish at 3.15pm. Again, we would suggest parking and walking to collect your daughter(s). If you wish to use the drive-through, gates will open at 3.10pm. Please have your laminated

card clearly on display. There will be no parking onsite, and we kindly ask that you remain in your cars with your engines off where possible.

KS2 finish at 3.45pm. If parents of Year 5 or Year 6 girls wish for their daughter to walk home or meet them somewhere locally, please send an email to the Admin Team so that we are aware and on which days this will occur. All dismissals are from the main entrance of the School.

## School Coach Routes

Royale European offer ten bus routes to pupils in the School. All the coaches are fitted with seat belts. The routes, timings and prices can be found on the school website **www.surbitonhigh.com/admissions/transport**.

For further information or to request a place on a coach, please email **transport@surbitonhigh.com**.

## Late Collection of Children

Parents are requested to collect their children promptly at the end of the day. However, should any parents be delayed while en route to collect a child from School, we ask as a matter of urgency, that parents phone the School. We advise all families to enrol their children with the Breakfast and After School Club, as you never know when you may need it! Children who remain uncollected 10 minutes after their designated time will be safely walked over to the After School Club where a charge may well be incurred.

## Infant Crèche, Before School and After School Care Facilities

At the end of the day, the crèche is available for girls who have an older sibling. The

crèche facility is based in the Girls' Prep School and runs until 4.00pm. Please note, this facility is not available if attending any of the after school clubs.

For pupils who do not have a sibling in our Schools or who require additional wraparound care, the School operates Breakfast and After School Clubs at an additional cost. We are able to accept Childcare Vouchers to help towards your payment for this provision. There is an initial registration charge which is added to the termly invoice. Both schemes are based in the Surbiton Assembly Rooms.

The Breakfast Club is available from 7.30am until the start of the school day, when your daughter will be escorted over to the Girls' Preparatory School. At the Breakfast Club, your daughter will be given a healthy breakfast of cereal, juice, toast and/or yoghurt.

Girls are collected from their dismissal area to go to the After School Club where a healthy high tea is provided for the children. It is recommended that you register your child, even if you may only use either service once or twice. You will receive further details on fees and registration from the Admissions Department.

## Absence

Whilst we discourage absence due to medical appointments, we understand that in some circumstances this is unavoidable. Please write to the Head in advance for authorisation of leave. Family holidays during term time will not be authorised. If your daughter is taken ill during the school day, you will be contacted

immediately. For this reason, please can we ask parents to ensure that their contact details, including emergency contacts, are reviewed regularly and kept up to date. If a pupil is absent due to illness, her parent(s) are required to contact the School via telephone or the appropriate email address, **girlsprepadmin@surbitonhigh.com**, before 9.00am on the day of their daughter's absence and every day thereafter until she returns to School; alternatively, they can call the School Office on **020 8546 9756**. If a pupil's absence is likely to be prolonged, parents are asked to inform the Head, so that appropriate measures can be taken.

### Weather Disruption

If local conditions are very bad and police authorities advise against travelling, do not send your daughter to School. Our MIS alert enables us to contact you via text or email to provide appropriate updates.

If a problem arises during the day, we may have to end lessons early, in order for the girls to avoid worsening conditions. We will once again contact you via MIS text alert. The School will remain open until all pupils are collected.

### Curriculum Evening, Parent Consultations and Reports

There is a Parents' Curriculum Evening early in the school year. This is an important and very useful information evening, as it is an opportunity for parents to meet their daughter's Form Teacher, who will outline the curriculum and answer any questions.

During the Autumn, Spring and Summer Terms, a time will be arranged for you to meet with your daughter's Form Teacher to discuss her progress. You may set up additional meetings with your daughter's

teachers at other times during the school year, when mutually convenient.

Parents will receive a termly written report.

### Lunches

Weekly sample menus are available on the school website and the menu of the week is sent out in the Friday communications. If your daughter has any special dietary needs, please inform the School and Form Teacher and we will do our best to accommodate her.

### Food in School

Due to needing to be able to trace all food in School back to source, we kindly request that no food is brought in for sharing.

### Mid-Morning Snack

We operate a healthy eating policy at the Girls' Preparatory School. Small sandwiches with a protein filling, pieces of fresh fruit or vegetables, e.g. carrot sticks, hard cheese, smoothie, rice cake or a nut-free muesli bar, may be brought in to eat. The girls may also bring a named bottle of water to drink during the day. Please refer to the school's snack policy for full details.

### Nuts

We have a number of pupils in School with severe nut allergies. In order to avoid a potentially serious situation, on medical advice, all nut products have been removed from the lunch menu. Pupils are, therefore, not allowed to bring any products containing nuts into School. Please ensure that this policy is respected.

### Holiday Camp

A holiday camp is run at our sports ground at Hinchley Wood and at our Boys' Prep

School during the holidays. Please go to **www.ultimateactivity.co.uk** for further information.

### Parents' Association

The Surbiton High School Parents' Association has three main functions: to form a link between parents and the School, to organise social events for parents and their children, and to fundraise for specific items within the school community to enhance the pupil experience. The PA also holds a number of Nearly New Uniform Sales throughout the year. For more information, please go to **www.shspa.org.uk**.

Membership of the Parents' Association is open to all parents and is automatic on completion of the relevant section of the New Pupil Questionnaire. Payment of an annual subscription of £10 per family will be added to the Spring Term fee invoice. 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 'Meet and Eat' evening in the Dining Hall on Tuesday 7 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 their website.

The PA rely on the community of parent volunteers and staff and couldn't continue to make an impact without them. Keep in touch with what they're up to by following

them on Twitter **@SHSParentsAssoc** and check out their website, **www.shspa.org.uk**. They're always keen to get more volunteers, so if you're looking to be a part of the school community and have fun getting to know other parents, they would love to have you on board!

### 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 School 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.

## 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).



# GIRLS' PREPARATORY 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. Please note the recommended format for Reception to Year 2 is first and second name e.g. Alison Smith. When requesting embroidery, please use **initials only** on the outside of bags, for safeguarding purposes.

## Houses

Pupils will be allocated a House when starting School. House t-shirts can be purchased from AlleyCatz for delivery to School.

## Seasonal Uniform

Summer uniform is to be worn from September through to the half term break in the Autumn Term. Reception girls are allowed to wear their winter uniform or their summer uniform.

Winter uniform is to be worn from the Autumn Term half term break until the end of the Spring Term.

Summer uniform is encouraged from the start of the Summer Term, but this is very much weather dependent. Summer uniform is compulsory from after the half term break in the Summer Term.

## Appearance

All girls are required to wear school uniform and a neat appearance is expected at all times. On PE and Games lesson days, the girls can wear their sports kit but must have their waterproof sports top with them in case of inclement weather. Hair should be kept tidy and neatly tied back off the face. Jewellery, nail polish, Fitbits and other internet-enabled wearables are not permitted. Analogue watches are allowed from Year 2 upwards.

## Winter Uniform

### Compulsory

Skirt	Dark grey with pleats
Blouse	Green and white striped, short sleeved
Pullover	Dark grey with trim
Coat	Black, $\frac{3}{4}$ length or longer, solid colour, no trim, no fringes, no fur, no coloured lining, smooth-faced fabric, hood optional and/or Green waterproof jacket with School crest
Blazer	Green with School crest
Tights	Dark grey
Socks	Dark grey, knee-length
Shoes	Black (from approved styles list)

## Summer Uniform

### Years 3, 4 and 5 (Year 6 remain in winter uniform with white ankle socks)

Summer dress	Green and white striped
Cardigan	Green with trim
Blazer	Green with School crest
Socks	Plain white (not trainer style or embellished)





Sports Kit

Compulsory	
Games skort	Green, grey and white
Sports top	Green and white with School crest
Trainers	Plain
PE socks	White
Sweatshirt	Green with School crest
Tracksuit bottoms	Green School regulation
Leggings	Green School regulation
Waterproof sports jacket or waterproof jacket	Green and white with School crest
White base layer	Surbiton High School arm print
Hockey socks	Green and white hoops
Mouth guards	Shop or OPRO School visit
Shin pads	
House t-shirt	House Colours - Arundel (Red), Balmoral (Blue), Caernarvon (Green)

Accessories

Compulsory	
Hair ties/band	Plain grey, black, dark green or white
Art overall	Green
Rucksack	Green with School crest
Games bag	Green with School crest

Optional	
Fleece	Green with School crest
Scarf	Green with School crest
Hat	Green with School crest (worn with winter uniform)
Gloves	Plain grey, green or black
Baseball cap	Green with School crest (worn with summer uniform)
Water bottle	Any colour, non-regulation, named

If you are choosing not to purchase the optional hat and gloves etc. please ensure you send your daughter to School in a plain black, grey or bottle green equivalent.



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# TERM DATES

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## Autumn Term 2021

Staff INSET	Wednesday 1 September
Staff INSET	Thursday 2 September
Reception, Years 7 and 12 Induction Day	Friday 3 September
Term Commences	Monday 6 September
Half Term	Monday 18 October to Friday 29 October
Term Finishes	Wednesday 15 December (half day)

## Spring Term 2022

Staff INSET	Tuesday 4 January
Staff INSET	Wednesday 5 January
Term Commences	Thursday 6 January
Half Term	Monday 14 February to Friday 18 February
Term Finishes	Friday 1 April (half day)

## Summer Term 2022

Staff INSET	Wednesday 20 April
Term Commences	Thursday 21 April
Half Term	Monday 30 May to Friday 3 June
Term Finishes	Wednesday 6 July (half day)





# STAFF

<b>Principal</b>	Mrs Rebecca Glover	rebecca.glover@surbitonhigh.com
<b>Acting Head &amp; Responsibility for Pupil Development and Well-being</b>	Mr David Williams	david.williams@surbitonhigh.com
<b>Deputy Head – Teaching and Learning</b>	Mrs Alexis Orlovac	alexis.orlovac@surbitonhigh.com
<b>PA to the Head</b>	Mrs Caroline Blight	caroline.blight@surbitonhigh.com
<b>Leader of Pre-Prep</b>	Miss Kelly Nayler	kelly.nayler@surbitonhigh.com
<b>Early Years Form Teachers</b>	Miss Lucy Baldwin Miss Rosanna Palmer	lucy.baldwin@surbitonhigh.com rosanna.palmer@surbitonhigh.com
<b>KS1 Form Teachers</b>	Mrs Lisa Burlton Miss Bethany Eccles Ms Sarah Newnham Mr Wellington Williams Mrs Sarah Wilde	lisa.burlton@surbitonhigh.com bethany.eccles@surbitonhigh.com sarah.newnham@surbitonhigh.com wellington.williams@surbitonhigh.com sarah.wilde@surbitonhigh.com
<b>KS2 Form Teachers</b>	Miss Roberta Doherty Ms Chris Fraser Mr Richard Hurworth Mrs Jennie McNeill Mr Jack Staines Mrs Amy King Mrs Kate Pink Miss Frances Sullivan Miss Bridget Blackwood	roberta.doherty@surbitonhigh.com chris.fraser@surbitonhigh.com richard.hurworth@surbitonhigh.com jennie.mcneill@surbitonhigh.com jack.staines@surbitonhigh.com amy.king@surbitonhigh.com kate.pink@surbitonhigh.com frances.sullivan@surbitonhigh.com bridget.blackwood@surbitonhigh.com
<b>School Administrators</b>	Mrs Karen Penny Mrs Kathleen Farr	karen.penny@surbitonhigh.com kathleen.farr@surbitonhigh.com
<b>Breakfast Club and After School Club Manager</b>	Lorraine Marrison	lorraine.marrison@surbitonhigh.com





## GIRLS' PREP



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T 020 8546 9756 | E [girlsprep@surbitonhigh.com](mailto:girlsprep@surbitonhigh.com) | [www.surbitonhigh.com](http://www.surbitonhigh.com) |

95-97 Surbiton Road Kingston Upon Thames KT1 2HW

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



@SHSGirlsPrep

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