



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET  
**2023-2025**  
GCSE

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## Welcome

### Introduction from Miss Lisa Keers, Head of Year 10/11



The GCSE years are widely considered to be the most challenging and demanding of a pupil's academic life in the Senior School. They are, above all, two years of preparation for the GCSE public examinations which are a stepping stone to A-levels and beyond. As such, Surbiton High School prides itself on enabling its pupils to achieve the very best grades at GCSE, whilst also preparing the pupils for their future. This is not only due to the dedication of the subject staff, who constantly strive for each pupil to reach their potential, but also to the personal contact received from the pastoral team. The pastoral support which your child receives from their Form Tutor is pivotal to the success they are ultimately looking to achieve. The Form

Tutor plays a very important role in ensuring the well-being of each of their tutees. This includes liaising with subject staff on your child's behalf, tracking and monitoring their academic progress and helping to deliver the Personal, Social, Health and Citizenship Education programme. As Head of Year, I oversee this process but I am also available to be approached directly by your child, or indeed by you, if there is anything that you feel needs to be brought to our attention.

Surbiton High School also offers a plethora of co-curricular opportunities for the senior pupils which can enable your child to gain a wealth of experience from a wide range of activities. From Model United Nations to rowing, expeditions to masterclass workshops, work experience to Friendship Hour, the Duke of Edinburgh's Award to debating, you can be sure that horizons will be broadened, characters strengthened and minds opened.

I hope that you find the information enclosed in this booklet a useful introduction to life in the Upper School. I wish your child every success in all they undertake at Surbiton High School and we look forward to working with you to help them flourish.

**Miss Lisa Keers, Head of Year 10/11**  
***[lisa.keers@surbitonhigh.com](mailto:lisa.keers@surbitonhigh.com)***

## Key Personnel

### Form Tutor

The Form Tutor is the first point of contact if you have concerns regarding your child's academic progress and personal welfare. Your child's Form Tutor has daily contact with them and it is intended that they remain as your child's Form Tutor throughout the duration of the GCSE years.

### Head of Year

Miss Keers, as Head of Year 10/11, oversees and monitors the well-being and academic progress of all pupils in the year group from the beginning of Year 10 until the completion of the GCSE course in Year 11. If you have queries regarding your child's well-being or academic concerns with regard to their chosen subjects, then please contact their Form Tutor who can be contacted through the School. Miss Keers is supported by her Assistant Heads of Year Mrs Bird and Mrs Asare.

### Academic Guidance

If a pupil is seen to be underachieving, lacking organisational skills or in need of additional support, then they can be referred by the Head of Year to one of our Academic Mentors. The role of the Academic Mentor is to act as a point of contact for the pupil between the Head of Year, Form Tutor and subject teachers, to motivate and encourage the pupil to make good academic progress and to provide support with organisational skills, time

management and revision planning. In terms of general support for Year 11, the Academic Mentors provide resources for revision planning, study skills and organisational skills. Throughout the year, additional support in the form of academic clinics is provided for all Year 10 and Year 11 pupils to attend should they wish.

### Nurse

The School Nurse is available to see your child throughout the school day for assistance if they are ill or to talk about medical and emotional issues. Support is offered to promote a healthy balance between academic and co-curricular activities.



## Contact Information

PRINCIPAL Mrs Rebecca Glover

SENIOR VICE PRINCIPAL Mrs Hannah Horwood

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 Dr Rosalind Given-Wilson

CORRESPONDENCE FOR DR ROSALIND GIVEN-WILSON 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).

## 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:

### 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
- English as an Additional Language Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Health and Safety Policy – Group
- Missing and Uncollected Pupil Policy
- Relationships and Sex Education Policy
- Special Educational Needs Policy

### Other School Policies

- Accident and Incident Management Policy
- Aims And Ethos Policy
- Bereavement Policy

- Child-on-Child Abuse Policy
- Carbon Neutral Policy
- Co-curricular Policy – Senior School
- Code of Conduct – Pupils
- Conducting Right To Study Checks
- Drugs Policy
- Early Education Funding
- Educational Visits Policy
- Equal Opportunities Policy
- Gifted and Talented Policy
- Student Leadership Team Policy
- Mental Health Policy
- Non-Examination Assessments (NEA) Policy
- Physical Restraint Policy
- Provision of Information Policy
- PSHE Policy
- School Dog Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- Senda
- Staff Protection Policy
- Supervision of Pupils On Site Policy
- UCST – Terms & Conditions
- United Learning Health and Safety Statement of Intent
- United Learning Scheme of Delegation
- Whistle Blowing Policy
- Word Processor Policy



# Our Aims and Ethos

Surbiton High School aims to inspire, encourage and empower our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our pupils become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: Amor nos semper ducat (May love always lead us).

We achieve these aims through our inculcation of learning habits (pages 10 and 11) and through our Charter for Happiness and Well-being (pages 12 and 13).

## Our Values

### We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.



## Compassionate

### We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.



## Courageous

### We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.



## Inquisitive

### We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.



## Respectful

### We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.



## Community





# 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, by asking questions, making connections, imagining possibilities, reasoning methodically and capitalising on their resources

- Encouraged to be emotionally invested in their learning, by 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, by growing in interdependence, collaborating effectively, listening empathetically to others and imitating their learning habits
- Inspired, encouraged and empowered to be productive, by planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

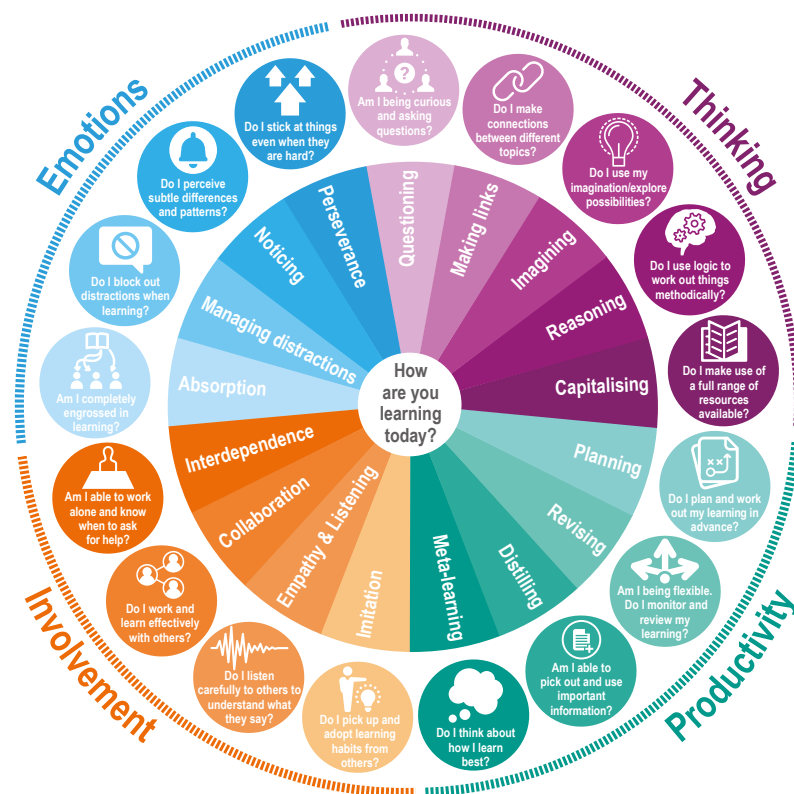
Pupils today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils 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 pupil 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 child.

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 pupils. 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 pupils in their year. Alongside the Assistant Heads of Year, they lead the Tutor Team.

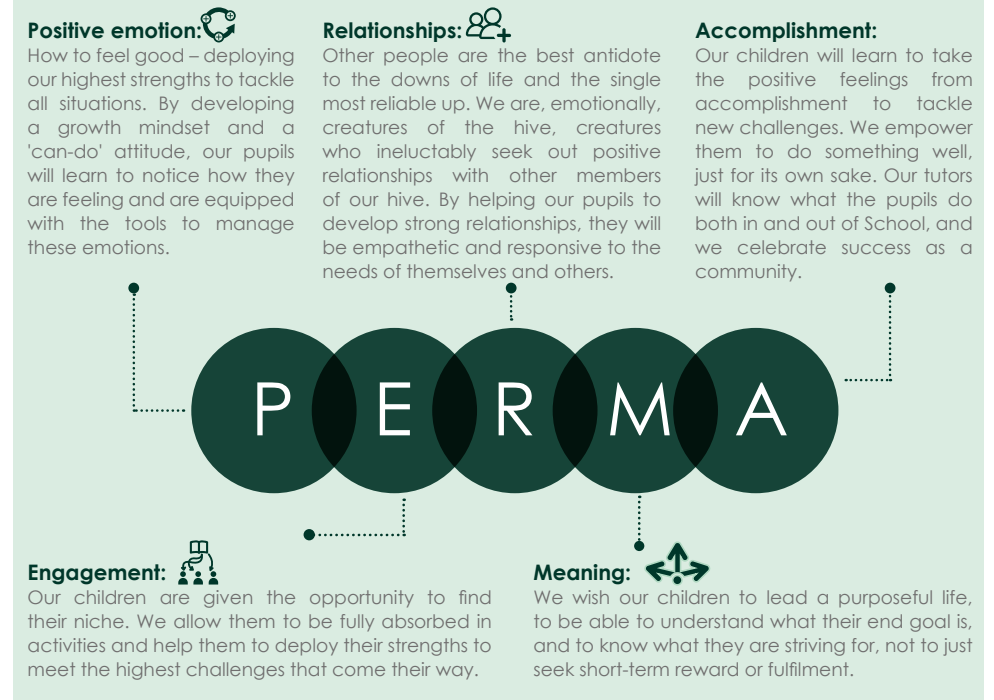


We have a fully established school counselling team available to see pupils on a one-to-one basis, where more specialist pastoral support is required.

We have two qualified School Nurses, who are available to deal with health matters.

They are also a great source of support for pupils.

Our Learning Support 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 pupils 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 pupils what we describe as 'PERMA': Positive emotion, Engagement, Relationships, Meaning and Accomplishment.

# GCSE CURRICULUM SUBJECTS

## Art and Design & Art Photography



### 60% Coursework

Unit 1. Personal Portfolio: 45 hours of controlled assessment.

(Work undertaken in class)

### 40% Examination

Unit 2. Externally-set assignment.  
10 hours of sustained focus

### Assessment in Unit 1 and Unit 2

The assessment criteria are:

- Develop
- Refine
- Record
- Present

These are assessed through a body of practical work based on teacher and pupil-led themes. Sketchbooks and/or preparatory sheets of studies must

accompany the final outcomes. Pupils may use any scale and medium.

### Externally-set assignment

- A theme is set by the examination board. Approximately 30 hours of preparation time is given. Pupils produce a sketchbook or sheets of studies relevant to the set theme.
- A 10-hour practical examination of unaided work based on the preparation carried out, using any medium and size.

Pupils are encouraged individually to visit galleries and museums throughout the course.

*\* Please note the course is exactly the same for both GCSE Art and Design and GCSE Art Photography*

**GCSE Art and Design Exam Board:**  
**Pearson Edexcel**

**GCSE Art Photography Exam Board:**  
**Pearson Edexcel**

**GCSE Art and Design Exam Code: 1AD0**

**GCSE Art Photography Exam Code: 1PY0**



The GCSE Art and Design and GCSE Photography curriculums are designed within the guidelines set by the exam board to stretch and challenge the pupils, to ignite their independent learning and drive for creative knowledge and understanding and also their development of artistic skills. Pupils also become well versed in thinking creatively, solving problems and analytical and conceptual understanding.

The pupils work on internally-set themes for the entirety of Year 10 and first term of Year 11. In January in Year 11, the pupils receive their externally-set exam project. This culminates in a 10-hour exam. The GCSE is 60% coursework (Unit 1) and 40% exam (Unit 2).

**Unit 1.** The 60% coursework element is made up of internally-set assignments, all the work that the pupils produce from the beginning of Year 10 up to and including the Year 11 mock exam project.

Pupils will work in sketchbooks and create out-of-book pieces. The Year 10 exam project and mock exam project are big components of the coursework element. Pupils are encouraged in both Art and Photography to work in a variety of different mediums and at any scale.

**Unit 2.** The 40% examination project is in the form of an externally-set theme. This is given to the pupils in the January of Year 11, after their mock exam. Pupils will produce a sketchbook on this given theme which will prepare them for the examination. The exam is a 10-hour exam, spread across two school days.

**Both Units 1 and 2 are assessed using the following criteria:**

**Development, refine, record and present.**

We look for:

- Development of ideas
- Refinement of ideas and experimentation with media and techniques
- The ability to record these ideas visually to a high standard and in written analysis
- The presentation of these ideas culminating in a finished outcome.

It will be necessary for pupils to study the work of other artists as well as visit museums and galleries throughout their GCSE course.





# Classical Civilisation

Love, betrayal, riches, revenge, war and intrigue – Classics has it all!

100% Examination

## Paper 1: Thematic study – Myth and Religion

Myth and Religion hold perpetual interest for learners in their ability to capture our imagination. Classical stories are a key component to understanding the mindset of ancient people. Through studying tales such as the founding myths of both Athens and Rome, pupils will understand the role of the gods within classical culture. Alongside learning about city festivals, religious buildings and significant mythological figures, pupils will gain an understanding of some of the concerns, attitudes and motivations of the average citizen living in ancient Athens or Rome.

Exam: 90 minutes, 90 marks, 50% of GCSE (9-1)

## Paper 2: Literature and Culture - The Homeric World

In this module pupils will have an introduction to the fascinating Bronze Age culture of the Mycenaeans. This warlike race had a desire for gold treasures and fine artworks and their world was famously captured in the exciting stories told by Homer hundreds of years later. Pupils will examine the archaeological remains of palaces, death masks and enormous tombs

and read some episodes from Homer's 'Odyssey', in which the hero Odysseus, on returning from the Trojan War, finds his wife courted by many suitors and must decide how he is going to take revenge...

Exam: 90 minutes, 90 marks, 50% of GCSE (9-1)

There is no requirement to know an ancient language for this course, although knowing history and mythology has benefitted Latin candidates hugely in the past.

There is also the chance of a biennial trip to Italy or Greece (please see Latin for more details).

**Exam Board: OCR**

**Exam Code: J199/11 and J199/21**



# Classical Greek

100% Examination

## Topics assessed in the Examinations

### Paper 1 Greek Language 1: 50%

This unit tests understanding of unseen Greek. The stories will be drawn from mythology, Greek domestic life and Greek history and will require pupils to complete:

- A comprehension, including questions about the derivation of English words from Greek
- A translation
- A short extract of prose composition or grammar questions

### Paper 2 Greek Prose Literature: 25%

For the literature side of the course, pupils have the exciting opportunity of studying the authentic work of Greek authors and are exposed to great works of literature. Pupils both decipher the language and analyse its literary style. They are challenged to articulate an appreciation of the author's narrative and characterisation.

For examination in 2023-4, the prose selection will be taken from 'Tales from Herodotus', including some stories exploring the weird customs of the Egyptians, which included mummifying crocodiles!

### Paper 3 Greek Verse Literature: 25%

For examination in 2023-4, the verse selection will be taken from Euripides' 'Bacchae', based on the god Dionysus who returns to the city of his birth to exact bloody revenge on his family!

## Trips

There is usually a biennial trip to Greece or Italy in the October half term holiday.

This is a multi-centre trip that includes the awe-inspiring sites of the Acropolis in Athens, the famous beehive tombs of Mycenae, and the beautiful site of Delphi, where the oracle delivered her divine riddles to anyone with an obol to spare.

**Exam Board: OCR**

**Exam Code: J292**



# Computer Science

100% examination, across two exam papers (50% each)

1. Fundamentals of Algorithms
2. Programming
3. Fundamentals of Data Representation
4. Computer Systems
5. Fundamentals of Computer Networks
6. Cyber Security
7. Relational Databases & Structured Query Language
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

## Written Paper 1

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject contents 1 and 2 above.

## Written Paper 2

Computing Concepts - The content for this assessment will be drawn from subject contents 3 to 8 above.

## Developing Programming Skills

Whilst live programming will not be assessed in this qualification, Paper 1 will require pupils to write code correctly in the language taught throughout Year 10, Python. Pupils will be tasked with developing code on paper for challenges presented in the exam, whilst finding errors in other code examples. This level of creative problem-solving, under timed conditions, has replaced previous coursework options; however, pupils will be presented with many coding challenges to promote independent learning.

## Year 10: Theory

### Unit 1 – Fundamentals of Algorithms

- Developing algorithms through decomposition, flowcharts and pseudocode whilst understanding how algorithms are used for searching and sorting.

### Unit 2 – Programming

- Data types, operators, sequence and selection, iteration, arrays, records and files, procedures and functions, validation, errors and testing, classification of programming languages.

### Unit 3 – Data Representation

- Storage of binary numbers, Binary, Hex, Ascii and Unicode, representing images and sounds in storage, data compression.

### Unit 4 – Computer Systems

- Boolean logic, application and systems software, systems architecture, CPU and fetch-execute cycle, memory and storage.

### Unit 5 – Fundamentals of Computer Networks

- Wired and wireless networks, topologies and transmission, security, protocols and layers.

### Unit 6 - Cyber Security

- Threats, social engineering, malicious code, detection and prevention.

### Unit 7 - Relational Databases & SQL

- Database concepts, relational databases, use of SQL to retrieve data from a database and commands to edit and delete data.

### Unit 8 - Impacts of Digital Technology

- Ethical issues, digital technology in society, legislation and privacy.

All these topics will be taught and tested with an end-of-unit assessment test in preparation for the end-of-year exams.

**Exam Board: AQA**

**Exam Code: 8525**



# Dance

## Component 1: Performance and Choreography

**(60% of GCSE, 30% for Performance and 30% for Choreography)**

Both the performance and choreography aspects of this component are equally weighted and assessed practically. Pupils will be introduced to the theory and skills required to achieve well in these areas before embarking upon the examination content.

**Solo performance:** Pupils are required to perform two set dance phrases (set by AQA and choreographed by a professional choreographer) accurately, from a choice of six.

**Duet/trio performance:** The two phrases from the solo performance are used as a starting point but are developed in action, dynamic and spatial content for the group piece, which lasts 3½ to 5 minutes, with each dancer performing for at least 3½ minutes. The performance can be in any dance style or style fusion.

**Choreography of a dance:** In response to a list of stimuli from AQA (such as images, quotes, historical events etc.), pupils choreograph either a solo or group piece (of 2 to 2½ minutes in length for a solo or 3 to 3½ minutes in length for a group dance). Groups contain two to five dancers and pupils are permitted to perform in their own choreography, if they wish.

## Component 2: Dance Appreciation (40% of GCSE)

Pupils will be assessed on this component via a written examination, which lasts 1 hour 30 minutes. Pupils will study a GCSE Dance Anthology of six prescribed works in different dance styles, the details of which are listed below; pupils will answer questions focusing on critical analysis and perceptive understanding of these professional works. Questions on the paper also refer to the pupils' own performance and/or choreography and hypothetical dance scenarios. The works will be explored both practically and theoretically in lessons in order to develop pupils' understanding of the pieces and develop their dance practice, thus supporting all components of the course.

**Exam Board: AQA**

**Exam Code: 8236**

### Dance Work - Dance Company - Choreographer

- 'Artificial Things' by Stopgap Dance Company (Lucy Bennett)
- 'A Linha Curva' by Rambert Dance Company (Itzik Galili)
- 'Infra' by The Royal Ballet (Wayne McGregor)
- 'Shadows' by Phoenix Dance Theatre (Christopher Bruce)

- 'Within Her Eyes' by James Cousins Company (James Cousins)
- 'Emancipation of Expressionism' by Boy Blue Entertainment (Henrick H2O Sandy)

## Trips

A number of trips will be organised throughout the year to support the pupils' study of Dance and to inspire their practical work. These will include trips to the theatre to see professional works

and opportunities to visit dance schools or companies. Occasionally, visiting practitioners will visit the School to lead specialist one-off workshops.

## Performance Opportunities

We believe that providing our pupils with performance opportunities is an important aspect of developing their dance technique and performance skills. GCSE pupils will have the chance to perform in the Annual Dance Show, Showcases and other school events throughout the year.





# Design and Technology

Pupils will be in one of three groups studying either Product Design, Textiles, or Graphic Products. The course has two components:

## 1. Written Examination

**2 hours**

**100 marks**

**50% of the GCSE**

The examination is in three sections and the following topics will be studied in Years 10 and 11 through a mixture of project work and focused practical tasks.

**Core Technical Principles (All DT pupils will study these topics)**

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

**Specialist Technical Principles (All DT students will study these topics, but in relation to their chosen area of study)**

- Forces and stresses
- Ecological and social footprint
- Scales of production

- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Specialist techniques
- Surface treatments and finishes.

**Design and Making Principles (All DT students will study these topics)**

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Specialist tools and equipment
- Specialist techniques and processes.

## 2. Non- Examination Assessment

**30-35 hours**

**100 marks**

**50% of the GCSE**

This is the practical coursework component of the course and it is started in June of Year 10 and is internally assessed and externally moderated. Pupils will produce a working prototype product in their chosen specialist area and a supporting design portfolio of approximately 20 A3 pages. Pupils will predominantly use the materials in their specialist area; however, they are not limited to this.

The non-examination assessment allows the pupils the opportunity for:

- Research and analysis skills
- Writing a specification

- Developing ideas to a solution
- Planning the production
- Making an effective, quality product
- Evaluation of work
- ICT skills (including computer-aided design and manufacture)
- Using appropriate equipment and processes, quality assurance and quality control techniques
- Awareness of social issues, industrial practices and systems and control.

**Exam Board: AQA**

**Exam Code: 8552**





# Drama

## Component 1: Devising Theatre (40% of GCSE)

The GCSE Drama course commences with a knowledge and skills-building unit of work in which pupils will explore the roles of the director, actor and designer, designed to support all aspects of the curriculum. Pupils will then study a range of practitioners and theatrical styles and choose to apply what they have learnt about one practitioner or style to the creation of an entirely original piece of drama, in response to a stimulus issued by the exam board. To prepare for assessment, pupils are required to:

- Develop a portfolio of supporting evidence
- Prepare and perform their piece of devised theatre
- Write an evaluation of the final performance.

This component will be entirely completed in Year 10. Pupils are assessed individually by their teachers and the work is externally moderated.

## Component 2: Performing from a Text (20% of GCSE)

With guidance from their teacher, pupils select and study two extracts from a published play and present it for formal performance to an audience. They will work in small groups and can be assessed as either actors or as designers. A visiting

examiner assesses the work; again, candidates are marked individually. This component will be completed in Year 11.

## Component 3: Interpreting Theatre (40% of GCSE)

Throughout the two-year course, pupils will prepare for both sections of this component, which is assessed in a written examination of 1 hour 30 minutes.

### Section A: Set Text

Pupils will study one set text and be expected to answer questions on this play from the perspective of an actor, director and designer. The text will be studied both theoretically and practically, with a strong emphasis on pupils developing their own staging concept and performance ideas for the play.

### Section B: Live Theatre Review

Pupils will be required to analyse and evaluate aspects of a live theatre production seen during the course. A range of suitable trips will be organised to support pupils' study of this aspect of Component 3. Pupils will also be given the opportunity to watch pre-recorded productions in lessons to practise their evaluation skills.

**Exam Board: WJEC Eduqas**

**Exam Code: C690QS**

### Trips

A number of theatre trips will be organised to support and inspire GCSE Drama students' work. Occasionally, visiting practitioners will visit the School to lead specialist one-off workshops.

## Performance Opportunities

We believe that providing our pupils with performance opportunities is an important aspect of developing their performance craft and understanding of drama and

theatre. GCSE students will have the chance to perform in showcases as well as auditioning for other school events and productions throughout the year.



# English Language

Pupils take two examinations: Component 1 is worth 60% of the total marks; Component 2 is worth 40%.

## Component 1

### Non-fiction texts and transactional writing

#### Section A: Reading

- A mixture of short and long answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract.

#### Section B: Transactional Writing

- One task from a choice of two writing tasks with a specified purpose, audience and form.

#### Assessment:

- Externally-assessed examination
- 2 hours and 15 minutes
- 90 marks
- 60% of IGCSE
- Pupils will be provided with the anthology text in the examination.

## Component 2

### Poetry and prose texts and imaginative writing

#### Section A: Reading

- One essay on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology.

#### Section B: Writing

- A choice of three imaginative writing tasks.

#### Assessment:

- Externally-assessed examination
- 1 hour and 30 minutes
- 60 marks
- Pupils will be provided with the anthology text in the examination
- 40% of IGCSE

**Exam Board: Pearson Edexcel**

**Exam Code: 4EA1**

# English Literature

Pupils take two examinations: Component 1 is worth 60% of the total marks; Component 2 is worth 40%.

## Component 1

### Poetry and Modern Prose

#### Section A: Unseen Poetry

- One essay on an unseen poem. The poem will be reproduced in the question paper.

#### Section B: Anthology Poetry

- One essay from a choice of two questions, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.

#### Section C: Modern Prose

- One essay from a choice of two questions on each of the set texts.

#### Assessment:

- Externally-assessed examination
- 2 hours
- 90 marks
- Closed book. However, pupils will be provided with the anthology poems in the examination.
- 60% of the IGCSE

## Component 2

### Modern Drama and Literary Heritage Texts

#### Section A: Modern Drama

- One essay from a choice of two questions.

#### Section B: Literary Heritage Texts

- One essay from a choice of two questions.

#### Assessment:

- 1 hour and 30 minutes
- 60 marks
- Open book: prescribed editions of set texts are allowed in the examination
- 40% of the IGCSE

**Exam Board: Pearson Edexcel**

**Exam Code: 4ET1**



# Geography

## 100% Examination

There are three Geography examination papers at the end of Year 11.

## Topics Assessed in the Examinations

### Component 1: Living With the Physical Environment - 35% of final grade

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes of the UK

### Component 2: Challenges in the Human Environment - 35% of final grade

- Urban Issues & Challenges
- The Changing Economic World
- The Challenge of Resource Management

### Component 3: Geographical Applications - 30% of final grade

- Issue Evaluation (Pre-released material)
- Fieldwork
- Geographical Skills

The fieldwork aspect of component 3: Geographical Applications requires pupils to experience two pieces of fieldwork (physical and human geographical contexts). This currently consists of pupils investigating downstream changes in the River Tillingbourne near Dorking and the extent to which urban regeneration has been successful in Stratford in London.

**Exam Board: AQA**  
**Exam Code: 8035**



# History

## 100% Examination

Pupils will sit two examination papers at the end of Year 11.

## Topics Assessed in the Examinations

### Unit 1 – Understanding the Modern World

- Germany 1890 – 1945: Democracy and Dictatorship
- Conflict and Tension Between East and West 1945 - 1972

### Unit 2 – Thematic Studies

- Britain – Power and the People, 1170 - Present
- Restoration England, 1660 – 1685

## Trips

Depending on the historical site determined by the exam board on a yearly basis, there will be an annual trip to a historical site as part of the Restoration England aspect of the course.

**Exam Board: AQA**  
**Exam Code: 8145HH**





# Latin

## 100% Examination

### Topics Assessed in the Examinations

#### Paper 1: Latin Language 1: 50%

This unit tests understanding of unseen Latin. The stories will be drawn from mythology, Roman domestic life and Roman history and will require pupils to complete:

- A comprehension, including questions about the derivation of English words from Latin
- A translation
- A short extract of prose composition or grammar questions

#### Paper 2: Latin Prose Literature: 25%

For the literature side of the course, pupils have the exciting opportunity to study authentic Latin and are exposed to great works of literature by famous Roman authors. Pupils both decipher the language and analyse its literary style, and are challenged to articulate an appreciation of the author's narrative and characterisation.

For examination in 2025-26, the prose selection will be taken from Tacitus' dramatic account of the affairs of Messalina, the infamous wife of the emperor Claudius and Pliny's description of a day in the life of his uncle, Pliny the Elder.

#### Paper 3: Latin Verse Literature: 25%

For examination in 2025-26, the verse selection will be taken from Virgil's Aeneid Book 1, which explores the Trojan hero, Aeneas, setting out on his journey to found Rome.

### Trips

There is usually a biennial trip to Rome and Pompeii in the October half term holiday.

This is a two-centre trip to Rome and Sorrento; using these as our base, we visit the Roman Forum and other classical sites in and around Rome, Pompeii and Herculaneum in the Bay of Naples.

**Exam Board: OCR**  
**Exam Code: J282F**



# Mathematics

## 100% Examination

The examination consists of two 2-hour papers, both of which allow the use of a calculator. There is no difference between the papers: they are intended to contain the same proportion of straightforward and challenging questions and questions on any of the syllabus topics can be set on either paper.

Strands of the National Curriculum are assessed in the examinations.

### Using and Applying Mathematics

- Problem solving
- Communicating
- Reasoning

### Number and Algebra

- Numbers and the number system
- Calculations
- Solving numerical problems
- Equations, formulae and identities
- Sequences, functions and graphs
- Differentiation and simple applications

### Shape, Space and Measure

- Geometrical reasoning
- Transformations and co-ordinates
- Measures and construction
- Trigonometry and Pythagoras' Theorem

## Data Handling

- Specifying the problem and planning
- Collecting data
- Processing and representing data
- Interpreting and discussing results
- Set theory
- Probability theory

In Year 11, we offer the AQA Level 2 Certificate in Further Maths as an enrichment opportunity for the most highly motivated and mathematically-able pupils.

**Exam Board: Pearson Edexcel**  
**Exam Code: 4MA1**





# Modern Foreign Languages

French, German and Spanish

**Paper 1: Listening 25% (35-minute examination)**

**Paper 2: Reading and Writing 50% (1 hour 45 minute examination)**

**Paper 3: Speaking 25% (10-minute examination)**

All papers are marked by Edexcel.

Topics Assessed in the Examinations

## Topic Area A: Home and Abroad

- Life in the town and rural life
- Holidays and tourist information/ directions
- Services (e.g. bank, post office)
- Customs
- Everyday life, traditions and communities in a French, German or Spanish speaking country

## Topic Area B: Education and Employment

- School life and routine
- School rules and pressures
- School trips, events, exchanges
- Work, careers, volunteering
- Future plans

## Topic Area C: Personal Life and Relationships

- House and home
- Daily routines/helping at home
- Role models
- Relationships with family/friends
- Childhood

## Topic Area D: The World Around Us

- Environmental issues
- Weather and climate
- Travel and transport
- The media
- Information and communication technology

## Topic Area E: Social Activities, Fitness and Health

- Special occasions
- Hobbies, interests, sports and exercise
- Shopping and money matters
- Accidents, injuries, common ailments and health issues
- Food and drink

**Exam Board: Pearson Edexcel**  
**French Exam Code: 4FR1**

**Exam Board: Pearson Edexcel**  
**German Exam Code: 4GN1**

**Exam Board: Pearson Edexcel**  
**Spanish Exam Code: 4SP1**

In addition to our scheduled lessons, pupils attend 30-minute group conversation sessions with our native speaking Modern Language Assistants. In Year 11, these classes start in the Autumn Term; Year 10 pupils are introduced to these sessions in the Summer Term. Conducted entirely in the target language, these lessons are of immense linguistic and cultural benefit to our pupils and provide great preparation for the IGCSE oral examination in Year 11.

## Trips

Each year, the MFL team organises a range of trips for our Year 10 and Year 11 linguists. Previous trips have included an amazing opportunity to experience the language and culture of Costa Rica with the Spanish Department, a linguistic and cultural tour of Bordeaux for students of French and an exciting language trip to the Rhineland for our students of German at the start of Year 11.

Each of these experiences is designed to afford the pupils maximum exposure to life abroad, presenting linguistic and cultural experiences that are pertinent to their studies and are not to be missed.



# Music

40% Examination

60% Non-Examined Assessment (NEA)

## Component 1: Appraising (40% Examination)

A 1 hour 45 minute listening examination based on the eight set works (specific pieces which are analysed during the two-year course), from each of the four areas of study:

### Instrumental Music:

- **J.S. Bach** - 3rd Movement from Brandenburg Concerto no. 5 in D major
- **L. van Beethoven** - 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

### Vocal Music:

- **H. Purcell** - 'Music for a While'
- **Queen** - 'Killer Queen'

### Music for Stage and Screen:

- **S. Schwartz** - 'Defying Gravity' from Wicked
- **J. Williams** - 'Main Title' from Star Wars Episode IV: A New Hope

### Fusions:

- **Afro Celt Sound System** - 'Release'
- **Esperanza Spalding** - 'Samba em Preludio'

The exam will consist of two parts:

### Section A

Eight aural-based questions: six, which are related to the Set Works, one question on unfamiliar listening and one dictation question.

### Section B

Pupils complete an essay, comparing one set work with an unfamiliar piece of music.

## Component 2: Composition (30% Examination)

Two compositions are submitted. One composition is a 'free' choice - it can be in any style and for any setting of instruments and/or voices. This is completed in Year 10. The second composition must fit one of four briefs set by Edexcel. These briefs are released in September of Year 11 and relate to one of the areas of study.

## Component 3: Performance (30% Examination)

A solo performance and an ensemble performance will be submitted. Both performances can be on any instrument including voice, and can be made up from multiple pieces of repertoire. Pupils work with a professional accompanist in preparing their performance work. Performances are recorded early in Year 11.

**Exam Board: Pearson Edexcel**  
**Exam Code: 1MU0**

## Trips

GCSE students will have the opportunity to attend trips designed to reinforce and inspire their work, in line with the GCSE syllabus. These include a visit to the musical 'Wicked', and musical concerts.

## Performance Opportunities

Performing is a valuable ingredient in understanding, and enjoying, Music. GCSE students work with a professional accompanist throughout the year to build their confidence and skills. All pupils will have the occasion to perform in both chamber music and larger-scale concerts.





# Physical Education

AQA Specification:

**60% Examination (Theory)**

**40% Non-Examined Assessment (NEA) (Practical)**

Examination

Pupils will sit two 1 hour 15 minute papers (equally-weighted) worth 60% of the final mark.

**Paper 1:** The human body and movement in physical activity and sport.

**Paper 2:** Socio-cultural influences and well-being in physical activity and sport.

Pupils will be required to answer a mixture of multiple choice/objective questions and short and extended answer questions.

NEA

The practical component of the course (Non-Examined Assessment) is worth 40% of the final mark, assessed internally under controlled conditions, and then externally moderated.

Pupils will undertake three different physical activities in the role of player/performer; one in a team activity, one in an individual activity and a third in either a team or an individual activity. They will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Pupils will also undertake analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

**Exam Board: AQA**  
**Exam Code: 8582**



# Philosophy and Religious Studies

The GCSE in Religious studies looks at the key beliefs, teachings, and practices of the Jewish and Christian faiths, as well as philosophical and ethical issues relevant to current affairs such as assisted suicide, abortion, terrorism, equality, secularisation, marriage, and divorce. Pupils also have the opportunity to study philosophical arguments for the existence of God and explore topics such as the possibility of life after death and the impact of religious experiences. Pupils will have the opportunity to learn about and evaluate different religious and secular views on these topics, and to hone their own perspectives on them.

## 100% Examination.

Pupils study the following units:

### Component 1:

- Jewish beliefs, teachings, and practices
- Christian beliefs, teachings, and practices.

### Component 2:

- **Relationships and families:** exploring attitudes towards family life, marriage, and sexual relationships. Gender equality and the role of men and women in family life and in the church. The relationship between religion and culture, examining embedded inequalities.

- **The existence of God:** exploring philosophical concepts about the nature of the Christian God and the challenge posed by the problem of evil. Analysis of philosophical arguments for God's existence and religious arguments based on claims around religious experiences and miracles.

- **Religion, peace and conflict:** considering ethical concepts around the use of violence and the justification for war. Analysing beliefs about pacifism and the importance of working for peace in society. Exploring the concept of justice and forgiveness and their impact on how we live.

- **Dialogues between religious and non-religious beliefs and attitudes:** exploring the impact of religion on British society and its place in an increasingly multi-cultural and secular society. Exploring the concept of secularisation and potential clashes on ethical and legal issues between religious and secular worldviews.

**Exam Board: OCR**  
**Exam Code: J625AB**

## Trips

As part of the study of Jewish beliefs, teachings, and practices, the Y10 students will visit the Jewish Museum in Camden and participate in an interactive workshop on 'The Nature of G-d through festivals'. This has been specifically designed to reflect the content of the GCSE Religious Studies course.

Studying RS is important because it:

- Teaches pupils to analyse and evaluate, to help them make reasoned and informed judgements about religious and moral issues in the light of their knowledge and understanding of religious teaching and practice.
- Considers ethical, spiritual, and philosophical issues to help pupils make informed decisions in their own lives.
- Provides opportunities for pupils to develop socially, morally, spiritually, and culturally.
- Develops transferable skills such as the ability to put forward a persuasive, logical argument.





# Science

In Years 10 and 11 Science, your child will continue to build on the GCSE knowledge and understanding gained in Year 9. They will be taught two lessons per Science subject per week irrespective of their chosen GCSE Science pathway (Separate or Combined Sciences).

In Years 10 and 11, your child will continue to undertake practical tasks set by the examination board to learn how to work scientifically and answer applied, practical-based questions which will make up 15% of the examined part of the course.

Topics studied:

## Biology

- **Year 10**
  - Organisation
  - Bioenergetics
  - Inheritance, variation and evolution
  - Ecology
- **Year 11**
  - Biodiversity and the effect of human interaction on ecosystems
  - Infection and response
  - Homeostasis and response.

## Chemistry

- **Year 10**
  - Structure and Bonding, Chemical Change, Quantitative Chemistry and Organic Chemistry
- **Year 11**
  - Energy Changes, Chemical Analysis, Chemistry of the Atmosphere and Using Resources

## Physics

- **Year 10**
  - Waves (separates only)
  - Forces
  - Electricity
- **Year 11**
  - Space (separates only)
  - Magnetism and Electromagnetism
  - Atomic Structure

As part of your child's Science education, they will be given a variety of opportunities to work at their own level and explore the subject beyond the syllabus and the classroom. Formative assessment tasks have been developed which will enable all pupils to gain valuable knowledge and understanding whilst also encouraging them to take more responsibility for their development and progression.

**Exam Board: AQA**  
**Combined Science Exam Code: 8464**  
**Biology Exam Code: 8461**  
**Chemistry Exam Code: 8462**  
**Physics Exam Code: 8463**



## Sport and Physical Education

This is followed by all pupils as part of the core curriculum, including those who opt to study GCSE PE.

The PE Department encourages pupils to develop their skills and achieve a greater understanding of the sports in which they participate. The pupils also work in smaller groups to allow for greater participation and attention from staff.

Year 10 have a double period of PE per week (Games afternoon).

This time is divided between the main core curriculum sports that are available to the pupils and a choice of their preferred activities. Performance squads are expected to train/compete in their respective sports in the lead-up to, and during, competition periods.

### Sports:

*Athletics, cricket, football, gym, netball, hockey, rowing, skiing, tennis, trampolining, rounders, fitness, aerobics, dance*

Year 11 have a double period of PE per week alongside Years 12 and 13 on Wednesday afternoons. The aim is to encourage lifelong participation with pupils given a choice of their preferred activities from the Super Eight (cricket, football, gymnastics, hockey, netball, rowing, skiing and gymnastics) and beyond (e.g. basketball, yoga, paddle boarding, volleyball, climbing and trampolining).

Those pupils seeking to be competitive and in performance squads are expected to train/compete in their respective sports in the lead-up to and during competition periods. At this time they are usually specialising in one or two sports.



## PSHE AND RSE

The School continues to take Personal, Social, Health, Economic (PSHE) and Relationships and Sex Education (RSE) lessons very seriously in Year 10 and 11 and the programme consequently explores a wide range of thought-provoking and important topics.

These include: Careers (including Careers Guidance, Work Experience and CV Writing); Self-Awareness (including Values-Setting, Time management, how

to maintain personal Well-being); Health (including Consent and Contraception, the consequences of Vaping, Drugs and Alcohol Awareness and Social Media Safety); Citizenship (including Fighting Fair, Money Matters, Misogyny, Voting, the Monarchy); Independent Learning (including Exam Planning, Revision Techniques and making the most of the Year 10 Sixth Form Taster Day).





## Positions of Responsibility

Within each form, pupils can hold a variety of responsibilities, including House Captain, Games Captain, Charity Representative, and School Council Representative. The School Council Representative serves on the School Council for a year and is responsible for taking issues from the form to the Council and then feeding back to the form on matters discussed at School Council.

In the Summer Term, pupils in Year 10 are asked to nominate their peers for positions in the Upper School Leadership Team. Shortlisted pupils present at hustings

to their peers, and a confidential vote is carried out to determine the successful candidates. The team are expected to represent the Middle and Upper School at events across the School, working with the Middle School Head Girl Team, and present to the whole School in assemblies. The Upper School Leadership Team will also take a position on the newly formed Student Governing Body, working alongside Mrs Glover and the Senior Leadership Team to ensure that the students' voice is part of the School's strategic planning.

## Duke of Edinburgh's Award

At the beginning of Year 10, pupils have the opportunity to start the Silver Level of the Duke of Edinburgh's Award. This is open to those who have completed the Bronze DofE Award in Year 9 but may also be started directly without the Bronze Level. A DofE Award provides a valuable and globally recognised way of accrediting a pupil's extra-curricular programme.

For Silver, pupils must complete and record evidence of regular extra-curricular activity in three separate sections: physical, skill and volunteering as well as

completing an expedition. Two of these sections run for six months and one section for three months. Pupils may choose any activity of their choosing providing it fits within the DofE section guidelines. Sections can be done independently or as school-based activities or through independent organisations.

For the expedition section, pupils must complete both a practice and assessed expedition of three days, involving navigation and campcraft as an independent team. These trips, together

with two preparation days of route planning, take place in the second half of Year 10.

The Silver DofE Award is a commitment, but achievable for those pupils who want to demonstrate their range of interests to future universities and employers.

The Award encourages experience and develops independence and resilience in those who participate.

The Gold DofE Award may be pursued by those pupils who stay on to Sixth Form and will be open to enrolment at the end of Year 11.



## Co-curricular Activities

Pupils will have the opportunity to choose from a broad range of co-curricular activities at the Co-curricular Fair during the first two weeks in September.

Sport, Music and Drama are the pillars of the co-curricular programme and provide numerous opportunities for all pupils. Sports offered include cricket, football, netball, hockey, tennis, rowing, gymnastics, athletics and skiing. 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 e.g. cancellations or postponed fixtures. Music ensembles include a number of choirs, Wind Band, Orchestra, 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.



## Careers in Year 10 and Year 11

Years 10 and 11 are crucial years from a careers and forward-planning perspective. The focus in these years is enabling pupils to make informed choices regarding A-levels and beyond, that reflect their own individual personalities, values and abilities as well as the opportunities out in the wider world. We believe our approach contributes to our outstanding outcomes which include:

- Circa 90% of pupils entering Russell Group and Times Top 10 universities
- An average of 8 Oxbridge offers per year (representing 7-10% of the year group) including 11 offers in 2018, 9 in 2019 and 8 in 2021
- 100% medical/veterinary/dental school success rate over the last three years (i.e. achieving at least one offer)
- Our expert guidance on A-level choices significantly contributes to our outstanding A-level results and regionally leading value added.

We do this in the following ways:

- **The Morrisby Careers Profile at the end of Year 10.** This extensive psychometric test measures a wide range of abilities, personality attributes and preferences and, among many other things, produces career, degree and A-level suggestions. Feedback is provided by our Morrisby

certified staff and plays a role in A-level subject selection.

- **A full careers and higher education interview in Year 11 with the Director of Careers or a member of the team.** This includes Morrisby feedback, discussion about where the pupils are now, their ideas about the future and a comprehensive write-up, which is sent to both pupils and parents.
- **A structured and progressive Careers PSHE programme in Years 10 and 11** consisting of presentations with a particular focus on work experience and employability skills such as CV writing.
- **A compulsory week of work experience at the end of Year 11** which seeks to put some of the above into context and get the pupils thinking critically about themselves and their future plans. For further details, please contact Mrs Leckie, our Work Experience Co-ordinator, at [ziba.leckie@surbitonhigh.com](mailto:ziba.leckie@surbitonhigh.com).
- **A series of voluntary but highly recommended lunchtime 'working lunches', fairs and evenings on careers, universities and employability skills.** These have included: 'Applying to US universities', 'Getting into Medical School', 'Careers in Construction' and 'Careers in Clinical Psychology'.



# Careers & Progression

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 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.

## **Morrisby Profiling**

As our pupils prepare for Sixth Form, career guidance provision begins to expand. In Year 10, all pupils undertake the full Morrisby Profile involving a range of psychometric aptitude, personality and interest assessments. This provides pupils with a personalised webspace with lots of career and course options to explore. It is also accompanied by an engaging Morrisby feedback session from the Careers Department for pupils and parents.

## **Career and Option Interviews**

In Year 11, pupils then receive a 1-2-1 interview with a member of the Careers team to discuss their Morrisby Profiles and their future, including A-level ideas. Throughout Year 11, The Careers Department works closely with Year 11 teachers and the Sixth Form Team to ensure A-levels are chosen to leave open relevant degree and career pathways as well as to optimise their performance across their A-level subjects. Our A-level options process contributes significantly to the regionally leading A-level value added for which our award winning Sixth Form is known.

## **Work Experience Week**

Year 11 culminates with Work Experience Week where each pupil undertakes a week on placement. We provide significant support and preparation to help pupils find and make the most of their placements. These placements not only help pupils to test out career ideas, such as those in their Morrisby Profile, and to develop transferable employability skills, they can also help to strengthen university applications, particularly in areas like medicine, dentistry or architecture, where the relevant faculties wish to see vocational commitment to the destination career.



# Careers & Progression

## The Strategy

Our Careers Guidance Programme is progressive and strategic. We use the well-established 'DOTS' framework for our work:

**Self-awareness** in a careers and education context: What do I like? What are my strengths? What are my needs and wants? How do I know?



**Opportunity awareness:** What are the career and education opportunities out there? How do I find out about them? For example, research skills, open days, courses, work experience, attending relevant talks, super-curricular activities such as masterclasses and mini university courses online (MOOCs).



**Decision-making skills** in the future planning context: Pupils should become adept at weighing up the many future options surrounding education and careers and, once they have decided on goals to pursue, come up with a realistic and effective plan. They are also comfortable reflecting on their experiences and reviewing and revising their goals.



**Transition skills:** When a pupil has identified a future career or education goal they want to pursue (e.g. you want to get a work placement with Goldman Sachs or you want to gain a place at Oxbridge), they have the skills to achieve it. For example, we support them in areas such as job and university application writing skills, job and university interview skills and entry tests for universities.

## CAREERS GUIDANCE PROGRAMME

### Year 7

- Introduction to Career and Progression Planning – the Morrisby (Early Years) Careers Profile.

- This involves pupils completing 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 career stereotypes.

### Year 8

- Careers Competition (incorporating the Step into the NHS Careers) in PSHE – pupils create an advert for a career of their choice. In so doing, they develop career research skills. We are past National and twice Regional Winners of the Step into the NHS Careers Competition.

- Group Career Interviews - students are seen in small groups by a member of the Careers Dept. They look at how to explore future options, including thinking about the link between GCSE choices and careers.

### Year 9

- 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

- PSHE activities designed to develop self-awareness and then link this learning to the opportunities available in the worlds of work and education.

### Year 10

- PSHE on applying for a job/work experience – 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

- Individual career guidance interview for each pupil with Morrisby Profile feedback and summary and action plan sent to pupil 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 pupils to ensure they pick the best combination to maximise performance and destination opportunities on leaving the Sixth Form.

### Sixth Form

- Building on Year 11 interview, another individual career guidance/higher education interview for each student with summary and action plan sent to student and parents
- Structured programme exploring university and its alternatives via talks, visits and activities
- Small Group Supervisions - students placed in degree subject and/or occupational groups to explore super-curricular activities to help inform degree/career choice and strengthen UCAS applications
- Employability skills development, such as our Mock Interview Day
- Work experience support
- Specialist programmes for those degrees and universities requiring additional support, such as medics, Oxbridge, veterinary, art school, etc.
- Support with UCAS and other university forms
- Ad hoc guidance advice – further university and career guidance interviews available on request as well as mock interview and assessment centre practice
- PSHE reviewing what students have learned in the Careers Programme and preparing for life after Surbiton High School
- Support on A-level results day
- Alumni may contact us for follow-up career advice after they leave us.

Alongside the compulsory Year Group activities above, we also run optional activities available across years, including:

- Working Lunches - students hear from different professionals 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, an Oxbridge Evening 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 look out for our letters featuring our events and our Careers and HE Newsletter. Parents are welcome to come to certain indicated events.



## Monitoring Academic Progress

Our main aim is for all pupils to achieve the very best they can. In order to help them do this, the Heads of Year and Form Tutors monitor their progress very carefully in a number of ways. These include:

- Reviewing and analysing Progress Reports with the pupils, setting targets and taking appropriate action to support and challenge underachievers
- Reviewing and acting upon feedback from Parents' Evenings
- Reviewing and acting upon feedback from subject staff when specific concerns about individual pupils are raised
- Inviting pupils to take part in the mentoring programme in Years 10 and 11 to support GCSE attainment. Individual support of an academic and pastoral nature is provided to raise confidence and aspirations, helping pupils to achieve their potential.

Parents will receive information about their child's progress in a series of reports throughout Years 10 and 11. In addition, Form Tutors and Heads of Year will contact parents if they have any particular concerns.

In Year 10, parents receive a Progress Report at the end of the Autumn Term and a Full Report in the Spring Term. In the Summer Term, there is a second Progress Report, followed by a Parents' Evening in June after the summer examinations.

In Year 11, parents receive a Progress Report in the first half of the Autumn Term, followed by a Full Report at the end of the Autumn Term. In the Spring Term, there is a Parents' Evening shortly after the mock examinations, followed by a final Progress Report in March.

## YELLIS

An integral part of our monitoring programme is the use of YELLIS (Year 11 Information System), developed by the University of Durham, to track pupils' progress and act as a baseline to measure value added. At the start of Year 10, all pupils sit tests to assess their verbal, numerical and perceptual ability. We use the feedback from the assessments to inform an Aspirational Target Grade for each subject and we then monitor pupils' progress against this grade. Progress

Reports are sent to parents at regular intervals to provide current information about academic performance in each GCSE subject.

At Surbiton High School, the majority of pupils achieve GCSE grades considerably higher than their YELLIS prediction. However, if pupils are not on track to achieve the grades that we would expect, we provide them with a mentor to guide them and support their progress.





## The Examinations Office

All School and public examinations are run by the following staff:

<b>Mrs Kate Sharp:</b>	<b>Head of Examinations</b>
<b>Mrs Katharine Dawson:</b>	<b>Senior Examinations Administrator</b>
<b>Mrs Pippa Munro:</b>	<b>Exams Administrator</b>

### What We Do

The Examinations Office is overseen by Mrs Kate Sharp, Head of Examinations. We administer each stage of the examination process from administering examination entries, sitting examinations to issuing results and certificates for every candidate taking public examinations at Surbiton High School. We are also responsible for the internal examinations, such as the Year 10 and Year 12 end-of-year examinations and the Year 11 and Year 13 mock examinations in January. This means that we liaise closely with Heads of Department, the manager of the School Management Information System, Heads of Year, parents and pupils to ensure that everyone involved is fully aware of their role in this process.

We communicate with the Examination Boards and liaise to support candidates where this is appropriate. We update

the School's Senior Leadership Team through regular contact with Mrs Hannah Horwood, the Vice Principal. Examination candidates are our highest priority and the work of the Examinations Team is always centred on this. After all the effort made by teachers, pupils and parents to prepare for academic success, the Examinations Office team strives to provide the most positive experience possible for the candidates. The provision of examination timetables, information about examination locations, explanations of the regulations, dealing with changes, supporting candidates through illness and ensuring that the examinations run smoothly each day are just some examples of the support provided.

### How to Contact Us

The Examinations Office is located in the Main Building on the first floor opposite Room 102. Contacting the office by email is the most efficient means of communication.

Email address: [exams@surbitonhigh.com](mailto:exams@surbitonhigh.com)

Alternatively, telephone calls may be made to the Main School Office on 020 8546 5245.

Letters may be sent to the school address, for the attention of Mrs Kate Sharp in the Examinations Office.

## Learning Support

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

The Learning Support Department offers numerous avenues of 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, these sessions can be during Registration or lunchtime so that important lessons are not missed.

In addition to this, pupils can drop in to the department at any time if they feel they are struggling with an aspect of their work. The Learning Support 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 Support.

Year 10 Study Skills is during Registration once a week. This is a small group and support includes that needed for organisation, planning and writing, and a number of different reading strategies can also be recommended. Pupils can join for half a term or stay for longer.

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

The Learning Support 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 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 Mock Examination Process

The mock GCSE examinations take place halfway through Year 11. They are a vital part of the preparation for the public examinations in the summer and allow pupils to become familiar with examination expectations and procedures.

They act as a focus for examination revision and as a measure of the pupils' potential in the summer.

With their strengths and weaknesses identified after the mock examinations, pupils sit their GCSE examinations in the summer with more confidence and consequently with the potential for greater success.

## iPads

All pupils are issued with an iPad to use during their time at Surbiton High School. Although the iPad remains the property of the School, your child will be able to take it home and operate it as if it were their own. Reference materials that were previously required as hard copies, such as dictionaries, can now be accessed through the iPad. Your child will access subject specific material on our Digital Learning Spaces via their iPad and will be required to complete some of their work, but not all, on Showbie or the tools within Office 365. Please supply a set of earphones and a stylus that your child can use with their iPad.

Please refer to the Frequently Asked

Questions section of the school website for further information.

## Behaviours and Support

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

Pupils that display our school values can be awarded merits in all areas of school life. The values are: we are compassionate; we are respectful; we are courageous; we are inquisitive; we support our community. Commendations are awarded for outstanding contributions to school life and bringing our values to life.

In the event of any inappropriate behaviour pupils may be given a warning. Examples of warnings include behaviour, uniform and organisation. Warnings are monitored by tutors and classroom teachers. Pupils will be encouraged to discuss the mistakes that they make and find ways to prevent future warnings. Further warnings will involve communication home and we aim to work with parents to support all of our pupils in learning from their mistakes. Repeated inappropriate behaviours or serious misbehaviour may result in a detention being assigned.

## Mobile Phones

The School is aware of the advantage to pupils' safety of carrying a mobile phone. However, we cannot accept responsibility

for lost or damaged phones. Mobile phones are to be switched off and secured in a Yondr pouch during the day.

## Uniform and Personal Belongings

An appropriate professional appearance is expected at all times. Long hair should be neatly tied back off the face. Correct school uniform, in good repair, should be worn and uniform checks are carried out regularly by the Tutor Team. Please use the uniform list to ensure your child has the correct items. They must take responsibility for their personal belongings in School and they are asked not to bring valuable items or large sums of money into School. All their belongings should be named. Any items found 'astray' will be placed in lost property.

Make-up and coloured hair are not permitted. Earrings must be discreet, spherical and in gold, silver, pearl or clear glass. Pupils are required to remove their earrings for PE lessons.

## 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 a number of Nearly New Uniform Sales throughout the year. 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 £12 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 the Spring Term. 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 for new families in September 2022. Bowl food will be served to enable you to mingle and get to know other parents. Further information will be provided nearer the time.

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, Instagram @shsparentsassoc and check out their website [www.shspa.org.uk](http://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!

## 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, we automatically contact parents once a year and ask them to verify the details that we hold. Alternatively, you may contact the MIS team via [mis@surbitonhigh.com](mailto:mis@surbitonhigh.com) to notify us of any changes at any time.

### Individual Music Tuition

Individual music lessons are available from Visiting Music Teachers in singing and in the following instruments: Double bass, cello, viola, violin, clarinet, flute, oboe, saxophone, recorder, French horn, trumpet, trombone, percussion (including drum kit), and piano. Group music theory lessons are also available at no charge - details of this can be found at the Co-Curricular Fair in September.

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 child to receive individual music tuition, please request lessons by emailing Mrs Abigail Briggs at

[abigail.briggs@surbitonhigh.com](mailto:abigail.briggs@surbitonhigh.com).

### School News

News is posted on the school website along with calendar dates and sporting fixtures. An annual printed newsletter is produced alongside termly online newsletters sent out via MIS. Twitter, Facebook, Instagram and LinkedIn accounts showcase what is happening on a regular basis, within the School, as well as highlighting School achievements.

### 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 ([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 evolved to encompass all pupils, parents, and staff; past and present as one community. It is run by a committee of members. The Club focuses on celebrating the benefits of a Surbiton High School education by 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.

The modest £12 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 Nurses.

### Illness or Accident in School

The School Nurses are available throughout the school day and, in addition, there are many First Aid trained staff on each school site. The Nurses provide 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 Welfare Centre for long periods of time if they are unwell. Please do not send your child to School if they are 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 child becomes unwell, and needs collecting from School, we will contact you. Therefore, please ensure that

your contact details, including emergency contacts, are kept up to date. Please report to reception to collect your child.

If a 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 them 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 child's medical condition.

All medication should be delivered to the School Nurses 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 Registered Nurses, they may





administer, medication in School on a regular or occasional basis with the written consent of parents. Students 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 a 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 injector (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 Over the Counter (OTC) Medication

The School Nurses keep 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 Nurses to administer these medications as required when their child 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 Years 10 and 11, please contact Miss Emily Jervis, Head of Year 10/11, on 0208 546 5245 or [emily.jervis@surbitonhigh.com](mailto:emily.jervis@surbitonhigh.com).

### School Calendar

Please note events and dates on the school calendar could be subject to change.

## Looking Ahead at the Sixth Form

Throughout Years 10 and 11, pupils are encouraged to consider their career options and preferences and, consequently, the subjects they will specialise in at A-level in the Sixth Form.

At the end of Year 10, pupils are invited to be Surbiton High School Sixth Formers for the day. They enjoy all the privileges afforded to our own Sixth Formers, including the freedom to leave the School premises at lunchtime and to use the Sixth Form Common Room and Study Area. They are invited to attend Sixth Form lessons in subjects of their choice, meet current Sixth Form students and to ask as many questions and to collect as much information as they can about life in the Surbiton High School Sixth Form.

Year 11 pupils and parents are invited to a Sixth Form Options Evening prior to initial A-level subject choices being made and individual sessions are arranged for Year 11 pupils to discuss their academic options before the A-level programme begins in Year 12.

Entry requirements to the Sixth Form can be found on our website: [www.surbitonhigh.com/admissions](http://www.surbitonhigh.com/admissions).

The School offers the following Sixth Form Scholarships: Academic, Art, Drama

/Performing Arts, Music, Photography, Sport and Dame Angela Rumbold Science. The Scholarship Examinations take place in the November of Year 11. Please contact the Head of Admissions, Mrs Sara Coleman for details, [sara.coleman@surbitonhigh.com](mailto:sara.coleman@surbitonhigh.com).

Surbiton High School Sixth Form has an outstanding success rate in A-level examinations, and the vast majority of our pupils go on to higher education, gaining places at top UK universities, including Oxford and Cambridge. Each year, a number of pupils choose to study abroad, including at universities in Europe, North America and Asia. All pupils are given personal advice and guidance throughout the university application process and we provide a tuition programme for those who wish to apply to Oxbridge colleges.

Life in the Sixth Form is about much more than A-levels. As well as gaining more freedom and independence, Sixth Formers are offered many opportunities to develop responsibility and leadership roles. There is a wide variety of enrichment activities and trips on offer, along with exciting Co-curricular opportunities, such as Young Enterprise and the Duke of Edinburgh's Award.



## YEAR 10 GCSE

### NON-EXAMINATION ASSESSMENT AND COURSEWORK DEADLINES 2023 - 2024

Start Date	Subject	Title	Deadline
September 2023	Art	Coursework	January 2025
September 2023	Dance	Set phrases / Trio performance	October 2024
October 2023	Drama	Devising Theatre Unit	June 2024
September 2023	PE (Exam)	Analysis and Evaluation of Performance	February 2024
September 2023	PE (Exam)	Practical Moderation	April 2025
January 2024	Music	Free Composition NEA	April 2025
February 2024	Music	Solo Performance NEA	November 2024
April 2024	Music	Ensemble Performance NEA	December 2024
June 2024	D&T	NEA	March 2025

## YEAR 11 GCSE

### NON-EXAMINATION ASSESSMENT AND COURSEWORK DEADLINES 2024 – 2025

Start Date	Subject	Title	Deadline
September 2024	Music	Brief Composition NEA	April 2025
September 2024	Dance	Choreography	March 2025

**The Modern Foreign Languages** (French, German, Spanish) do not contain coursework or controlled assessment elements. However, the GCSE oral examinations will take place in Year 11 in April, in the first few weeks after Easter.

**Drama** In Year 11 there is a practical exam which will take place in the Spring Term.

**All unlisted subjects** do not contain coursework or NEA elements.



# 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)

**Please note in order to adhere to the Uniform Policy, all uniform must be purchased through our uniform provider, Alley Catz.**

## 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

Pupils 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 child is planning on getting their 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.

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

## 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/Socks</b>	Black tights or dark grey socks; knee length in Autumn and Spring Terms, ankle length (not trainer style) in Summer Term. White ankle length socks may also be worn in the Summer Term.
<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 (to order only, fitted in store)
<b>Shorts</b>	Dark grey





## Sports Kit

Compulsory	
Games skort	Green and white
Performance polo	Green and white
Performance fleece	Green and white
Tracksuit bottoms	School regulation, green
Performance short	Green (dual use for athletics and gymnastics)
Games bag	Green with School crest (option to initial)
Hockey trainers	Astro Turf trainers
Hockey socks	White with green hoop
Trainers	For indoor and outdoor PE (mainly white)
Dance t-shirt	White with School crest (GCSE and A-level pupils only)
Dance top	White with School crest (GCSE and A-level pupils only)
Socks	White, ankle/trainer style
Hockey stick	Autumn, Spring and Summer Term
Tennis racket	Spring and Summer Term
Shin pads	Autumn and Spring Term
Mouth guard	Autumn and Spring Term
Cricket shirt	(Compulsory in Year 8 upwards - A squad only)
Cricket trousers	(Compulsory in Year 8 upwards - A squad only)
Optional	
Leggings	Surbiton Black Leggings
Hoodie	Surbiton Grey Hoodie
Waterproof sports jacket	Green and white
Base layer leggings	School regulation, green
White base layers	Surbiton High School arm print
Boot bag	Green
Athletics spikes	
Athletics vest	Green and white (compulsory for co-curricular athletics team and cross country Years 7 to 11)
Football boots	Compulsory for A and B teams Years 7 to 11
Football top and shorts	Compulsory for co-curricular A and B teams Years 7 to 11
Netball dress and shorts	Compulsory for A and B teams in Year 8 upwards
Leotard	Compulsory for co-curricular gymnastics (order via Head of Gymnastics, nicola.osborn@surbitonhigh.com)

## Term Dates

### Autumn Term 2023

Staff INSET	Friday 1 September to Tuesday 5 September
Years 7/12 Induction Day	Tuesday 5 September
Term Commences	Wednesday 6 September
Half Term	Monday 16 October to Friday 27 October
Term Finishes	Friday 15 December (11.45am finish)

### Spring Term 2024

Staff INSET	Wednesday 3 January to Thursday 4 January
Term Commences	Friday 5 January
Half Term	Monday 12 February to Friday 16 February
Term Finishes	Friday 22 March (11.45am finish)

### Summer Term 2024

Staff INSET	Monday 15 April
Term Commences	Tuesday 16 April
Bank Holiday	Monday 6 May
Half Term	Monday 27 May to Friday 31 May (incl. Bank Holiday on 27 May)
Term Finishes	Friday 5 July (11.45am finish)



# 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

Pupils 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, Main Site car park or in the Mary Bennett House car park. Pupils 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).



# Staff List

## Senior Leadership Team

Principal	Mrs Rebecca Glover	rebecca.glover@surbitonhigh.com
Senior Vice Principal	Mrs Hannah Horwood	hannah.horwood@surbitonhigh.com
Vice Principal	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Assistant Principal - Compliance, Health and Safety	Mrs Charlotte Demetz	charlotte.demetz@surbitonhigh.com
Assistant Principal - Whole School Innovation & Organisation	Mr James Flynn	james.flynn@surbitonhigh.com
Assistant Principal - Pupil Development & Well-being	Mr Stuart Murphy	stuart.murphy@surbitonhigh.com
Assistant Principal - Director of Sixth Form	Mr Jon Owen	jon.owen@surbitonhigh.com
Assistant Principal - Learning & Teaching	Mr Paul Reeves	paul.reeves@surbitonhigh.com
Director of Finance & Operations	Ms Louise Buckley	louise.buckley@surbitonhigh.com
Director of Human Resources	Mrs Cara Edwards	cara.edwards@surbitonhigh.com
Director of Marketing, Communications & Admissions	Mrs Sara Stockdale	sara.stockdale@surbitonhigh.com

## Heads of Year

<b>Year 7 Head</b>	Mrs Rebecca Francis	rebecca.francis@surbitonhigh.com
Year 7 Assistant	Ms Claire Speers	claire.speers@surbitonhigh.com
Year 7 Second Assistant	Mr Grant Allan	grant.allan@surbitonhigh.com
<b>Year 8 Head</b>	Miss Emma Rickards	emma.rickards@surbitonhigh.com
Year 8 Assistant	Miss Hannah Russ	hannah.russ@surbitonhigh.com
Year 8 Second Assistant	Mrs Maliha Miah	maliha.miah@surbitonhigh.com
<b>Year 9 Head</b>	Ms Alexandra Higgins	alexandra.higgins@surbitonhigh.com
Year 9 Assistant	Mr John Brown	john.brown@surbitonhigh.com
Year 9 Second Assistants	Mrs Laura Dickson	laura.dickson@surbitonhigh.com
	Mrs Pippa Munro	pippa.munro@surbitonhigh.com
<b>Year 10 Head</b>	Miss Lisa Keers	lisa.keers@surbitonhigh.com
Year 10 Assistant	Mrs Rebecca Bird	rebecca.bird@surbitonhigh.com
Year 10 Second Assistant	Mrs Nana Asare	nana.asare@surbitonhigh.com
<b>Year 11 Head</b>	Ms Emily Jervis	emily.jervis@surbitonhigh.com
Year 11 Assistant	Ms Rella La Roe	rella.laroe@surbitonhigh.com
Year 11 Second Assistant	Miss Pardee Dhillon	pardeep.dhillon@surbitonhigh.com
<b>Year 12 Head</b>	Mrs Sarah Drew	sarah.drew@surbitonhigh.com
<b>Year 13 Head</b>	Mrs Kate Sharp	kate.sharp@surbitonhigh.com







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T 020 8546 5245 E [surbiton.high@surbitonhigh.com](mailto:surbiton.high@surbitonhigh.com) [www.surbitonhigh.com](http://www.surbitonhigh.com)

13-15 Surbiton Crescent Kingston Upon Thames KT1 2JT

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



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