



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET
2026-2027
YEAR 8

CONTENTS

Welcome from the Head of Year 9	3
Contact Information	4
Where to Obtain Further Information	5
Our Aims and Ethos	6
Well-being at Surbiton High School	8
Learning Dispositions	10
Key Personnel	12
Curriculum Subjects	
Art	14
Computer Science	16
Design and Technology	17
Drama	18
English	19
Geography	20
History	21
Latin	22
Mathematics	23
Modern Foreign Languages	24
Music	25
Philosophy and Religious Studies	26
Physical Education	27
Science	28
Academic Support and Careers	
Learning Support	30
Careers and Progression	32
Useful Information	
Daily Routines and Expectations	35
Learning, Progress and Communications	38
Pastoral Care, Well-being and Pupil Voice	43
Uniform, Equipment and Personal Belongings	51
Community and Parental Engagement	56
Transport	58
Specific Year 8 Information	60
Term Dates	61
Staff List	62

WELCOME

Mrs Alexandra Higgins, Head of Year 8



each pupil to achieve their potential. As their first point of contact, the tutors play a pivotal role in your children's well-being. The dedicated time given for tutors to have one-on-one conversations with your children allows us to celebrate, coach and support them as they progress through the School. It is an opportunity for your children to discuss their progress, concerns or accomplishments in a safe and impartial setting, where their well-being remains at the heart of our tutors' focus.

As I am sure you are aware, Surbiton High School offers a wide range of co-curricular opportunities through clubs during lunchtime and after School, and pupils are encouraged to participate in as many as they wish. Such clubs enable your child to gain a wealth of experience from a varied range of activities and mix in a wider

circle of people, which we hope will stretch their horizons and open their mind. We look forward to guiding your children through this exciting year. It is destined to be a busy and rewarding one and we sincerely hope that your children will relish and actively embrace the wealth of rich opportunities Surbiton High School has to offer.

Mrs Alex Higgins
alexandra.higgins@surbitonhigh.com

I am very much looking forward to welcoming your children into a very exciting year for them at the School. Your children are no longer the youngest in the Senior School and, as such, they are expected to be role models for the pupils in Year 7, setting a good example of dress, behaviour and commitment to school activities.

I will be working alongside Miss Chloe Sluce, who is the Assistant Head of Year. We have responsibility for the welfare, academic progress and conduct of the Year 8 pupils, as well as working with our wonderful tutors, whose rich collective experience is invaluable in encouraging

**Inspire,
encourage
and
empower**

CONTACT INFORMATION

PRINCIPAL

Mr Matthew Shoults

SENIOR VICE PRINCIPAL

Mr Matthew Close

SENIOR SCHOOL ADDRESS

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

CHAIR OF THE LOCAL GOVERNING BODY

Mr Richard Greenhalgh c/o 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). ■

WHERE TO OBTAIN FURTHER INFORMATION

Key policies and further information covering the following areas are available on the school's website, **www.surbitonhigh.com**, and also on request from the School Office:

ISI Regulatory Policies

- Academic Performance Statement
- Accessibility Plan
- Admissions Policy
- Aims and Ethos Policy
- Anti Bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy – Senior School
- Curriculum Policy – Girls' Prep School
- Curriculum Policy – Boys' Prep School
- English as an Additional Language Policy
- Equal Opportunities Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- Fire Safety Management Policy
- First Aid Policy
- Health and Safety Policy – Group
- Missing and Uncollected Pupil Policy
- Provision of Information Policy
- Relationships and Sex Education Policy
- Risk Management Policy
- Special Educational Needs Policy
- Supervision of Pupils Onsite Policy

Other School Policies

- Academic Integrity Policy
- AI Policy
- Assessment Recording and Recording Policy
- Bereavement Policy
- Carbon Neutral and Sustainability Policy
- Careers Policy
- Co-curricular Policy – Senior School
- Code of Conduct – Pupils
- Conducting Right To Study Checks
- Drugs Policy
- Early Years Foundation Stage Food and Nutrition Policy
- Educational Visits Policy
- Gifted and Talented Policy
- Mental Health Policy
- Mobile Digital Devices Policy
- Student Leadership Team Policy
- Non-Examination Assessments (NEA) Policy
- Physical Restraint Policy
- PSHE Policy
- Pupils or Staff with Temporary Disability Policy
- Recruitment and Selection Guidance
- School Dog Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- SEND Financial Charging Policy
- Sick Child Policy
- Social Media Policy
- Staff Protection Policy
- Supporting Pupils with Medical Needs
- UCST – Terms & Conditions
- United Learning Scheme of Delegation
- Whistle Blowing Policy
- Word Processor Policy

AIMS AND ETHOS



Surbiton High School aims to inspire 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').

These values are embedded into parts of the curriculum and celebrated with achievement certificates.

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.

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.

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.

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.

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. ■

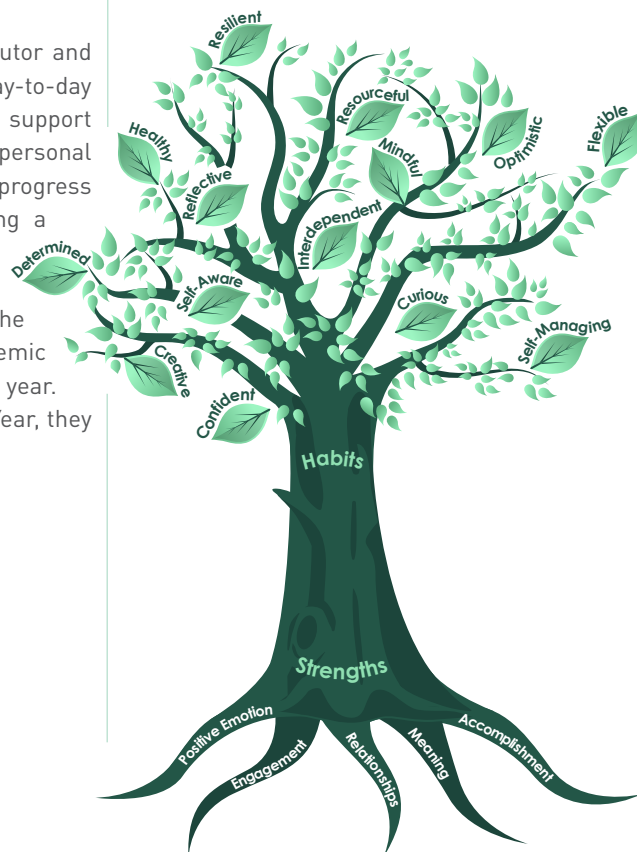
WELL-BEING AT SURBITON HIGH SCHOOL

Surbiton High School prides itself on the excellent support and care it gives to its whole community, and the School was delighted to be awarded the Optimus Education 'Wellbeing Award for Schools'. 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. Along with the Assistant Head 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 Nurses, who are available to deal with health matters. They are also a great source of support for pupils. Our Learning Support Department also has a range of programmes designed to meet individual needs. ■



Positive emotion:

How to feel good – deploying our greatest strengths to tackle all situations. By developing a growth mindset and a can-do attitude, our pupils will learn to notice how they are feeling so that they are equipped with the tools to manage these emotions.

Relationships:

Other people are the best antidote to the downs of life and the single most reliable up. We are, emotionally, creatures of the hive, creatures who ineluctably seek out positive relationships with other members of our hive. By helping our pupils to develop strong relationships, they will be empathetic and responsive to the needs of themselves and others.

Accomplishment:

Our pupils will learn to take the positive feelings from accomplishment to tackle new challenges. We empower them to do something well, just for its own sake. Our tutors will know what the pupils do both in and out of School, and we celebrate success as a community.

Engagement:

Our pupils are given the opportunity to find their niche. We allow them to be fully absorbed in activities and help them to deploy their strengths to meet the greatest challenges that come their way.

Meaning:

We want our pupils to lead a purposeful life, to be able to understand what their end goal is and to know what they are striving for; not to just seek short-term reward or fulfilment.

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. ■



OUR DISPOSITIONS FOR LEARNING



PREPARATION IS POWERFUL

Start each day ready; well-rested, organised, and equipped with the right tools.



TAKE CHARGE

Follow your interests beyond the classroom to explore new ideas or perspectives; books, podcasts, exhibitions, online tools or clinics.



SHAPE YOUR SCHEDULE

Plan your time, manage your energy and take responsibility for your learning.



GROW THROUGH FEEDBACK

Feedback is a tool, not a judgement. Use it to adapt and make meaningful progress.



ASK AND EXPLORE

Don't just accept answers; question how and why things work. Curious minds fuel deeper thinking.



CONNECT THE DOTS

Look for links between subjects, ideas and experiences. Making connections helps you understand more.



ENGAGE FULLY, EVEN WHEN IT'S HARD

Get involved, and give your best, even when you're nervous.



TAKE SMART RISKS

Bravery means using your voice, your way. Whether it's a question, an idea or a quiet challenge, it still counts.



BOUNCE BACK

Mistakes happen, what matters is what you do next. Challenges are a chance to grow and build confidence.

LEARNING DISPOSITIONS

At Surbiton High School, we aim to equip our pupils with the skills and fortitude to thrive in a dynamic and complex world.

We successfully blend outstanding subject knowledge and key skills within a backdrop of lifelong learning, focusing on three key dispositions: initiative, reflection and bravery.

We place a strong emphasis on each pupil taking the initiative in their learning. We aim to nurture curiosity and encourage students to stretch beyond the boundaries of an exam specification, fostering exploration and independent thought. This approach also highlights the importance of preparation for our pupils; ensuring they arrive at school well-rested, with the correct equipment, and aware of how to access additional resources. Through this, they develop a sense of personal accountability and grow in confidence by mastering organisation and time-management skills.

Reflection is key to helping our pupils develop metacognitive strategies that enhance their understanding of how they learn. A culture of thoughtful questioning and constructive feedback enables pupils to critically evaluate their work, considering what they did, how they did it, and how they might improve.

Academic bravery in learning is about creating a classroom environment where full engagement and academic risk-taking are celebrated. We make it clear that bravery is

not about being the loudest voice, but about having the courage to contribute, question, and try something new. We encourage every pupil to step beyond their comfort zone in a way that is meaningful to them, building resilience and a lifelong love of learning.

The School fosters learners who are curious, kind, and courageous, encouraging deep thinking, independence, and collaboration. This is achieved through an inquiry-led curriculum where pupils lead research, work across year groups, and present to real audiences, alongside a PSHE programme promoting discussion, debate, and respect.

A strong culture of reflection and growth helps pupils take risks, assess their progress, and set ambitious goals, supported by feedback systems and rewards that celebrate resilience and stepping beyond comfort zones.

Learning extends beyond the classroom through global engagement, including Model United Nations, international partnerships, and community projects, building global awareness and compassion. Leadership opportunities further develop initiative, integrity, and problem-solving.

The approach is grounded in research, particularly Rosenshine's Principles of Instruction, emphasising that all pupils can succeed when effectively supported, challenged, and empowered. ■

KEY PERSONNEL

Form Tutor

The Form Tutor is the first point of contact if you have concerns regarding your child's academic progress and well-being. Your child will have frequent contact with them, including regular one-to-one meetings.

Head of Year

Mrs Alexandra Higgins will oversee and monitor the well-being and academic progress of all pupils in the year. The Assistant Head of Year 8, Miss Choe Sluce, will support Mrs Higgins.

Head of Learning Support

Mrs Dionne King and the Learning Support Team provide specialist tuition in small groups, one-to-one and pupils can also drop in at any time.

Nurse

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

Counsellor

The School Counselling Team is on hand for any pupils who need this support. More information is available on page 46. ■



ART

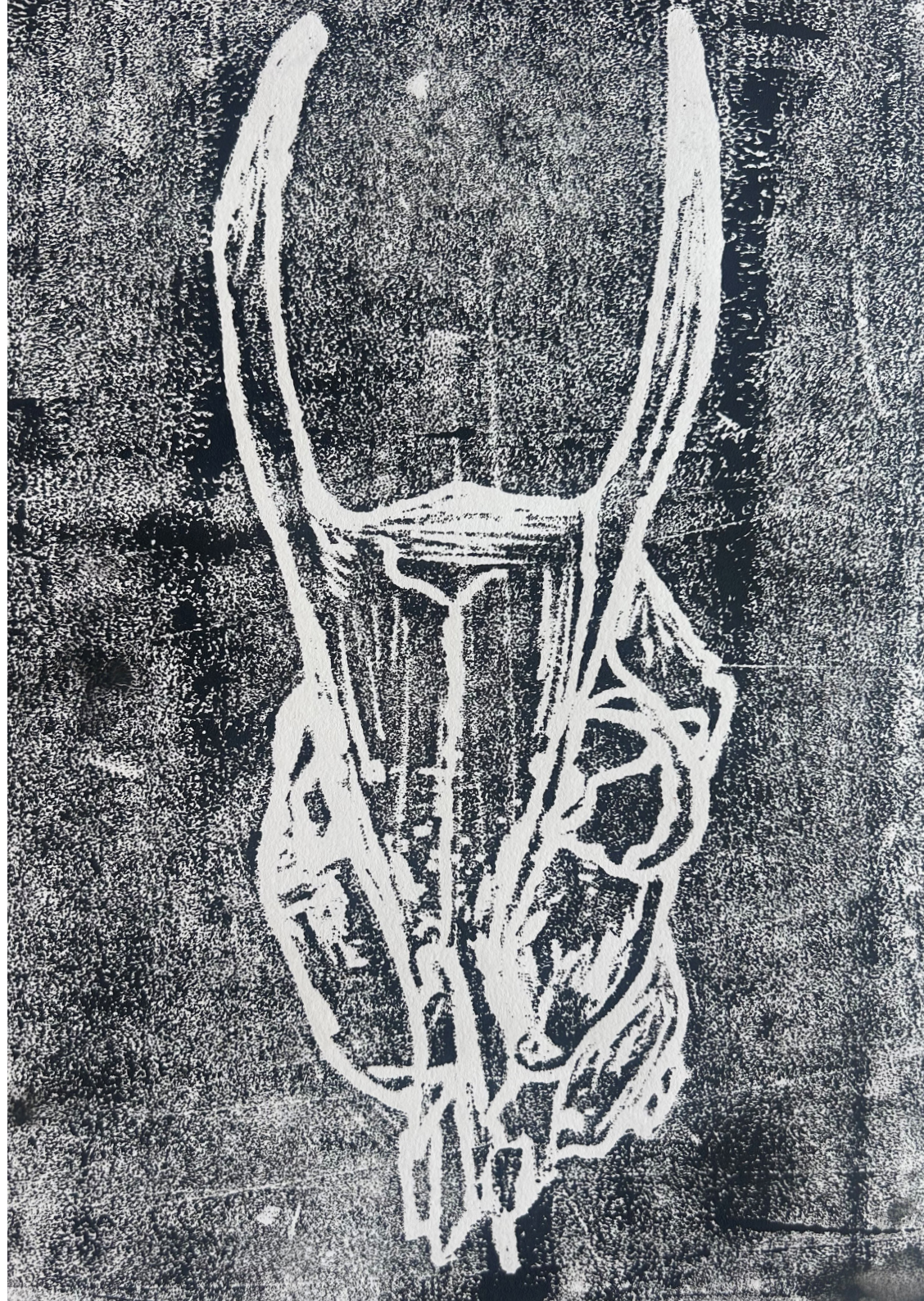
The Year 8 Art curriculum focuses on building core skills: use of materials and technique, direct observation, contextual and historical study. As specialist Art teachers, we enable the pupils to work with a wide range of mediums. These include painting, ceramics, sculpture, printing, photography and textiles.

The Autumn Term offers Year 8 pupils the opportunity to work in a group to create a sculptural piece based on an environmental theme. They will begin the project developing their observational drawing and photography skills. They will then develop their ideas using a range of mediums inspired by other artists that relate to the theme. Following from this, they will create a personal outcome reflecting their findings.

In the Spring term students will take part in a portraiture project, they will refine and practice their observational skills and work in a range of different drawing media.

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

In the Summer Term, the pupils will continue to explore and develop their artistic practice as well as undergo a course in Art History. This is a fantastic opportunity for the pupils to widen their artistic knowledge and develop their historical understanding. ■



COMPUTER SCIENCE

In Year 8, pupils will engage with key areas of Computer Science, including Digital Literacy, Data Representation, and Programming Fundamentals

Digital Literacy

In this ongoing topic, pupils will develop essential digital skills that support success across school and beyond. Through a range of practical tasks and projects delivered throughout the year, students will use common applications such as word processing, spreadsheets, and presentations with increasing confidence.

They will create professional documents, analyse and present data, and communicate ideas clearly for different audiences. Pupils will also develop keyboard proficiency through touch typing, improving both speed and accuracy when working digitally, and will learn how to critically evaluate information to ensure it is reliable and appropriate.

This flexible approach allows skills to be applied in meaningful contexts while reinforcing high standards of presentation, organisation, and digital professionalism. These skills are increasingly important for further study, employment, and everyday life in a digital world.

Data Representation

In this topic, pupils will explore the key components that make up a computer system and understand how they work together to process information. They will learn how data is stored and represented in digital form. This unit builds a strong foundation in the fundamental concepts that underpin computing, supporting progression towards GCSE and OCR A Level Computer Science.

Empowering
Pupils to
Independently
Problem-Solve in
a Digital Future

Programming Fundamentals

In this topic, pupils will learn the basics of programming using Python, developing their skills through practical problem-solving activities. They will write, test, and improve programs, building confidence in creating solutions using basic programming constructs. This provides a solid foundation for progression to GCSE and OCR A-Level Computer Science. ■



DESIGN & TECHNOLOGY

Design and Technology will prepare the pupils for designing and making useful products in a wide range of materials and processes which will help them to understand how good design can influence and change the world in which we live. Pupils undertake three projects during the course of the year, each project focussing on one of the core areas of design and technology. Pupils are assessed through the designing and making activities within each project.

Product Design

The aim of this project is to encourage creativity and 'blue-sky' thinking, by designing a range of products that could be sold in a local theme park. The pupils will undertake research activities looking at the needs and wants of the consumer before embarking on designing their solutions. This scheme of learning will give the opportunity for the pupils to work individually and as a team with assigned roles to design a new themed ride and a product that will be sold in a gift shop. The practical skills will build on those learnt in Year 7, while developing their ability to model prototypes before manufacture.

Textiles

The pupils will manufacture a pair of shorts. They will use skills gained in Year 7 to manufacture the garment using the sewing machine and investigate how textiles can



be strengthened and reinforced. Cotton will be investigated for its suitable properties and the environmental impact of the material will be considered. The pupils will understand how to use commercial patterns and will use embroidery techniques to embellish their work.

Graphics

The pupils will analyse existing packaging, and then go on to learn about computer graphics, carrying out a focused practical task using Photoshop. The pupils will produce a graphic product in the form of a set of charity cards and envelopes within a presentation box. The pupils will investigate the working properties of a range of papers and boards and suitable adhesives for these materials. The pupils will investigate and use batch manufacturing techniques in order to guarantee the dimensional accuracy and quality of the final product. ■



DRAMA

In Year 8, pupils study Drama as a subject in weekly lessons. The curriculum is varied and exciting, providing pupils with opportunities to experiment, explore and create, as well as helping to prepare them for their future studies by building their knowledge and skills base. Assessment is focused on developing pupils' skills in the three key strands of Creating, Performing and Responding, and takes the form of both practical and written tasks. Topics covered in Year 8 include a range of skills-based schemes of work such as Mime, Mask and Melodrama, Stanislavski and Realism, and Working with Script. In addition to this,

we introduce pupils to more advanced and challenging issue-based themes and begin to develop pupils' understanding of technical theatre elements.

Year 8 pupils have the opportunity to audition for parts in the annual whole-school Musical or the Year 8 and 9 Production, both of which take place in the Autumn Term. They are both highlights in the Drama calendar, with the pupils taking on larger performance responsibility and challenging themselves with more mature themes and content. The department also runs various clubs that Year 8 pupils can sign up for at the Co-curricular Fair in September. ■

ENGLISH

The Year 8 programme of study for English builds upon the core skills developed in Year 7 and continues to be based upon three central elements of Reading, Writing and Speaking and Listening, whilst additionally introduces the important knowledge of historical and literary context – understanding the time, place and genre in which a text is written.

There are five units taught in the year: short stories & poetry, prose fiction, non-fiction (linked to the Public Speaking Competition), and drama.

A diverse range of texts are chosen to engage and challenge our pupils. They

could find themselves exploring texts as diverse as Willy Russell's class-driven play, 'Blood Brothers', Dickens' 'A Christmas Carol', Roald Dahl's 'The Landlady' and a range of poetry, as well as a wealth of stimulating non-fiction materials.

Literacy skills are embedded into our schemes of work, ensuring that spelling, grammar and punctuation skills continue to be developed.

Pupils are encouraged to debate, read widely and write freely through a number of classroom-focused and co-curricular initiatives. We continuously champion oracy to ensure pupils build the confidence to articulate their own opinions of the world. ■





GEOGRAPHY

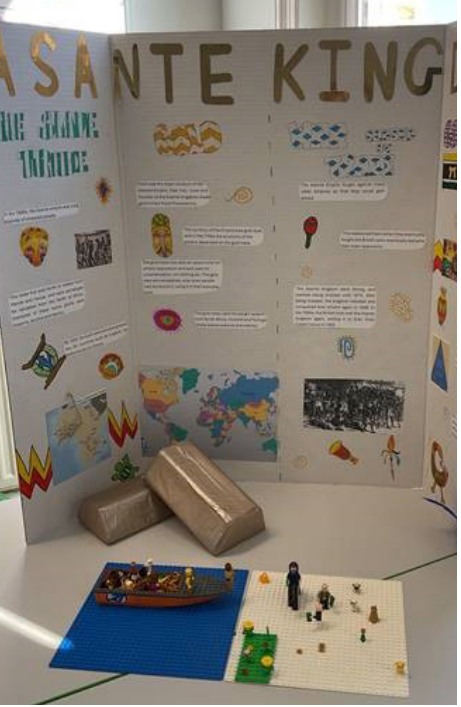
The Year 8 Geography curriculum promotes interest in our changing and dynamic world. In the first term, pupils study Plate Tectonics (earthquakes, volcanoes and tsunamis) and will be introduced to the theory and evidence of continental drift in addition to the causes, effects and management of natural hazards. In the second term, pupils investigate population change, including research into population policy, migration and future demographic sustainability before investigating the effectiveness

of measures of development and the causes and solutions of global uneven development. This diverse curriculum provides opportunities for pupils to gain a solid understanding of traditional geography as well as fostering an interest in current global issues. We also introduce pupils to GCSE-style examination questions and further enhance their mastery of key geographical skills, such as data interpretation and analysis.■

HISTORY

For the first term, we study English/British history between 1500 and 1688. Topics include Henry VIII's Break with Rome, the challenges faced by Elizabeth I. This is complemented with a boat trip to Hampton Court Palace, travelling Tudor-style by boat along the River Thames.

Students have opportunities to practise their extended writing and source handling skills. They will complete an essay about the reasons for Henry VIII's Break with Rome.



In the Spring term pupils embark on an extraordinary journey through time in their African Kingdoms project, which intersects with their PSHE lessons. Working in groups, they have three weeks to transform their classrooms into museum exhibitions of ancient African civilizations. Pupils are able to compare and contrast the rich diversity of religion, culture, trade, and politics in Africa before the advent of the transatlantic slave trade.

The slave trade becomes the focus of the summer term. Pupils will investigate slavery itself, the abolition movement and the rise impacts and consequences of the British Empire.■



LATIN

In the first half of the year, we continue with Cambridge Latin Course Book 1, which ends with the dramatic and frightening eruption of Mount Vesuvius. What will happen to Caecilius and his family? Pupils complete an independent learning project focused on the eruption, which develops communication, organisation and academic resilience. We also learn about Roman baths, education and elections in the Roman world. In order to develop valuable skills, the pupils research, plan and debate, in togas, on the question, "Who were better, the Greeks or the Romans?"

In a shift to develop a curriculum that builds more naturally to GCSE, pupils then start a new coursebook, 'De Romanis'. This textbook is focused on the mythological stories and historical background of the Romans, with pupils learning about their gods and goddesses, religious practices and founding Roman heroes. Pupils become a lot more adept at recognising word forms and translating complex sentences.

We punctuate the year with an exciting trip to Bath, where we will focus on depictions of the gods in Roman art and the sinister use of curse tablets in religious ritual.■



MATHEMATICS

Pupils continue to build on work covered during Year 7 on Number, Algebra, Shape and Space and Statistics. While numeracy and general number sense remain a priority, in Year 8 pupils will develop increased proficiency with scientific calculators, and are introduced to Standard Index Form to assist with their work in Sciences.

In Number, greater emphasis is placed on percentage and ratio techniques together

with decimal manipulation, whilst in Algebra, an array of simplification methods is presented together with further work on linear equations. Spatially, pupils study perimeter and area of parallelograms, trapezia, circles and polygons, and are introduced to the volume of any prismatic shape. In Statistics, they will learn to analyse discrete grouped data. Greater emphasis will be placed on interpretation of statistical diagrams and measures, together with the elements of probability theory.■

MODERN FOREIGN LANGUAGES

Pupils in Year 8 will continue with two out of the four languages they 'tasted' in Year 7. They build on the basic grammatical concepts and topic vocabulary that they have already encountered. Topics are practical and language covers themes which pupils can easily relate to, such as: places in town and tourist information, giving directions, telling the time, talking about school, food and drink, opinions, sport and leisure activities, the weather, seasons and festivals.

All pupils are encouraged to join in with the activities which are part of European Day of Languages in late September. During this linguistic and cultural celebration, we host visits from external speakers, touring theatre companies and provide a myriad of linguistic and cultural experiences for the pupils. Always popular is our wonderful European breakfast, where the pupils can try food from a huge array of authentic European snacks.■



MUSIC

Year 8 pupils have the opportunity to continue their Music curriculum by investigating a vast array of music, both inside and outside the classroom. An exciting, fresh and new programme of termly projects showcases: Music for Advertising, Pop Songs & Reggae. Each topic looks to develop an understanding of how music is constructed, produced and influenced by time and place in the context of a particular style or genre. Pupils start by listening to and learning about each topic practically, using xylophones, glockenspiels, keyboards, boom whackers, percussion and singing. They build on their skills from Year 7, through reading and listening to music and add to their growing knowledge of Music vocabulary and musical genres. Pupils also build on their foundational knowledge from Year 7 of using Music Software – Sibelius Ultimate and Logic Pro X to compose music. Pupils have the opportunity to showcase their compositions to the class at the end of each

term, providing an exciting end to learning about a new topic. Outside the classroom, pupils can enrol in instrumental and singing lessons, where they are taught individually by accomplished professional musicians. All pupils, whatever their musical background, are encouraged to get involved with the extensive co-curricular programme on offer at the School. There is a wide variety of vocal and instrumental ensembles catering for all levels of experience and covering many different genres of music – from our hugely popular non-auditioned choirs singing hit pop songs, to our chamber music groups tackling challenging classical repertoire. The pupils invariably find their experience of co-curricular music both musically and socially rewarding, and they thoroughly enjoy the opportunity to perform throughout the year at School and at external venues. Each performance platform is exciting and memorable, and they often prove to be one of the highlights of a pupil's year.■

PHILOSOPHY AND RELIGIOUS STUDIES

The Year 8 curriculum is designed in view of the fact that it is a year when many pupils begin to ask themselves deep questions about the universe and their place within it. We begin with a study of the Buddhist tradition. Through a diverse range of activities, including a visit to a Buddhist temple, we look critically at the claims of Buddhist philosophy and the key features of Buddhist practice. An exciting course on ethics follows in the Spring Term. With a

focus on issues of crime and punishment, including capital punishment, it ends in a thought-provoking study of whether we should always try to forgive.

In the Summer Term, pupils will study a module that we have called 'Alternative Truth Claims'. This gives them a chance to consider the claims of smaller religions, including the Baha'i Faith, Mormonism, and Jehovah's Witnesses, as well as non-religious world views, such as Humanism. ■



PHYSICAL EDUCATION

In Year 8, pupils have one double and one single period a week when they will take part in a full and varied PE programme. The PE programme is designed to consolidate and extend previously learned skills in Year 7 and to offer enjoyment and encouragement to all. The pupils will remain in one of the three pathways: Competitive, Artistic and All-Rounder.

The sports in their Games afternoons will remain the same, and skills learned will be developed further. During the pupils' single lessons, skills and techniques are further developed in existing areas. Single lessons work on a carousel with sports changing every half term.

Our co-curricular activities are extensive and pupils are encouraged to join as many clubs as possible. ■

SCIENCE

Science is taught as the three separate disciplines: Biology, Chemistry and Physics. The pupils have one lesson of each subject a week and are taught in their form groups.

The aim of the Science syllabus in Year 8 is to prepare the pupils for their GCSE studies, which commence in Year 9. It focuses on teaching the key concepts, practical skills and analytical thinking necessary to be a successful scientist. The course is designed to surpass the requirements of the Key Stage 3 National Curriculum framework.

The topics covered:

Biology

- Nutrition, Digestive System and Enzymes
- Respiratory System
- Respiration and Photosynthesis
- DNA and Inheritance

Chemistry

- Elements and Periodic Table
- Chemical Changes
- Metal Reactivity
- Neutralisation

Physics

- Electromagnetism
- Energy Transfers - Light and Sound
- Space



LEARNING SUPPORT

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

The Learning Support Department offer numerous ways to support.

Specialist tuition is provided in small groups and individual support. All lessons are tailored to the individual needs of the pupil. If the timetable does not permit, this can be during registration or lunch so that important lessons are not missed.

In addition to this, pupils can drop in at any time if they feel they are struggling with any 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.

Study Skills provision is available. These sessions are designed to support the development of key learning skills, including organisation, planning, written communication, revision techniques, and a range of reading strategies. The provision is flexible, enabling pupils to access support for a defined period or over a longer

duration, in accordance with their individual needs.

A variety of clubs are offered, and these include support for handwriting and touch typing. There is a 'Quiet Room' for pupils who seek a peaceful break and craft clubs are also offered.

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)

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. Pupils are prepared for the Internationally recognised Cambridge Examinations.

EAL is provided at an additional cost. ■



CAREERS AND PROGRESSION

You may wonder why we are including a careers section in the Year 7 Curriculum Booklet so early in your child's school life. However, with options ever increasing, more competition at home and abroad, and more employers and universities expecting work experience, never has good career and higher education preparation been so important.

We also talk about careers early because it is so much more than just "thinking about jobs". A good careers programme should, over time, help pupils to think about

themselves – their skills, values, interests and more – and help pupils to connect these to future choices, such as GCSE, A-level, university, alternatives to university such as apprenticeships and, yes, job options too. After all, you and your child have already made a big (and hopefully wise) career decision: to attend Surbiton High School!

For further information and resources on our Careers and Progression provision, such as our Careers Newsletters and Bulletins, see: www.surbitonhigh.com/senior/careers-progression.

THE STRATEGY

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

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.

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).

Transition skills: When a pupil has identified a future career or education goal they want to pursue (e.g. they want to get a work placement with Goldman Sachs or they 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.

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?

CAREERS GUIDANCE PROGRAMME

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
• Introduction to Career and Progression Planning – the Morrisby Careers Aspirations Questionnaire. • 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. • We usually include at least one employer talk as part of the PSHE Programme. We stress the importance of developing employability skills and introduce labour market information and its sources. • Pupils are introduced to alternatives to conventional employment, such as self-employment, entrepreneurship, apprenticeships and volunteering.	• Step into the NHS Careers Competition – pupils research a wide range of careers in the NHS and create an advert for a career of their choice. At the end, they take part in a recruitment and selection process. Through this, they develop career research skills, interview skills and various other employability skills. We are past National and Regional Winners of this competition. • Pupils are encouraged to begin articulating aspirations academically, professionally and personally. • PSHE usually includes an encounter with an employer and HE/FE provider, and encourages understanding of academic and vocational pathways.	• Morrisby Careers Aspirations Questionnaire revisited. • Use of Morrisby Aspirations Questionnaire (Early Years) website and other websites such as UCAS to complete quiz on choosing GCSEs from a careers/higher education perspective. • Group career interviews to aid GCSE choices and further career interviews for SEN pupils.	• PSHEs on applying for a job/work experience – CV, covering letter and application form writing. • Considering competencies – what are yours and how do you develop and evidence them? • The full Morrisby Profile – an extensive careers test looking at abilities, personality and interests. • Pupil and parental Morrisby Profile feedback evening. • Introduction to careers post 16 and 18, careers programme and specialist support (e.g. Oxbridge, medicals) in Sixth Form.	• Individual career guidance interview for each pupil with Morrisby Profile feedback, summary and action plan sent to pupil and parents. • Work Experience Programme, including one week placement, preparation and reflection activities. • The Careers Department works closely with the Heads of Department, Heads of Year and Senior Leadership Team 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.	• 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 or employment 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 medicals, Oxbridge, veterinary, art school, etc. • Support with UCAS and other university applications. • 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.
 - 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.
- Please look out for our letters featuring our events and HE Bulletin. Parents are welcome to come to certain indicated events.



USEFUL INFORMATION



DAILY ROUTINES AND EXPECTATIONS

THE SCHOOL DAY

Arrival

On arrival, pupils go to their Form Room, pack their school bag for morning lessons and should be ready for the school bell at 8.20am. Each pupil also has a locker. When the Form Tutor arrives in the Form Room, the pupils should be ready for registration at 8.25am. If, for any reason, your child is late for registration, then they must sign in through the InVentry system in the Main Building, which is kept in all three Reception areas in the Assembly Rooms, Mary Bennett House and Main Building.

Departure

Pupils normally return to their Form Rooms at the end of the day to collect their coat and to pack their school bag for home. If your child has any transport problems, for example, if they miss the school bus, they should return to Reception where you can be contacted. ■

	Monday – Thursday	Friday
School Bell	8.20am	8.20am
Registration	8.25am	8.25am
School Ends	3.55pm	3.40pm

ABSENCE

If your child is ill, please contact the School and let us know about the absence by phone on **020 8546 5245**, by email **surbitonseniorscholabsence@surbitonhigh.com** or through My School Portal (MSP), before 10.00am on every day of the absence. If we do not hear from you on the day of absence, your child will be marked as an 'unauthorised absence' on the register and you will receive a text message asking you to confirm their absence from School. If your child's absence is likely to be prolonged, please contact their Form Tutor so that their workload can be managed. Please do not send your child to School if they are unwell.

Authorised Absence

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

Signing in and Out

The School has a legal requirement to register pupils and, for health and safety reasons, we need to have an accurate record of all pupils' whereabouts. If your child has an appointment during the school day, such as for a music examination or for a hospital visit, please email your child's Form Tutor and **absence@surbitonhigh.com** in advance of the date requesting leave of absence. Alternatively, use My School Portal and click 'Report a Future Absence'.

Your child will then be given a green permission slip from their Form Tutor. When they leave School for the appointment, they must sign out at either the Assembly Rooms or Main Building Reception with their permission note and then sign in again when they return. Where possible, please make routine medical and dental/orthodontist appointments outside of school hours. ■

SCHOOL DISRUPTION

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

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

BREAK AND LUNCH TIME

Most pupils bring a snack to eat at break time and have a water bottle in their school bag, which they can refill at the water fountains. Pupils may eat their morning snack in the Dining Room or Quad at break but should not be eating in the corridors or as they move between School sites. Pupils can return to their Form Rooms at lunchtime to repack their school bags for afternoon lessons.

School lunch is eaten in the Dining Hall. We cater for all dietary requirements. A hot meal and a vegetarian alternative are available each day alongside jacket potatoes, salad bar and a selection of

sandwiches. The weekly menu can be found on the school website.

If your child has any special dietary needs, please inform the School and we will do our best to accommodate them. We have an increasing number of pupils in School with severe nut allergies and on medical advice, all nut products have been removed from the lunch menu and tuck shop. Pupils are not allowed to bring in any products containing nuts and we ask that you ensure snacks and chocolate bars respect this policy. Please note, however, this is not a guaranteed 'nut-free school'. ■





LEARNING, PROGRESS AND COMMUNICATION

DIGITAL LEARNING THE SENIOR SCHOOL

Across our community, we embrace innovation in education through a well-established 1:1 iPad programme. In the Senior School, every pupil is equipped with an iPad to support and enhance their learning both in and beyond the classroom.

Each iPad is provided by the School, fully set up and managed, and is restricted to educational applications and resources. Devices are supplied with an integrated keyboard, a protective case, and a paper-like screen protector to support both typing and handwriting. This enables pupils to work flexibly, whether taking notes, completing assignments, or engaging in creative tasks. Please supply a set of earphones that your child can use with their iPad. Further information will be

provided on the purchase of an Apple stylus.

Teaching staff are equipped with laptops, and both pupil and staff devices connect to interactive whiteboards. This facilitates dynamic lesson delivery, encourages collaboration, and supports a wide range of teaching approaches. All pupils benefit from dedicated IT support, ensuring that technology enhances learning effectively and efficiently.

All iPads are managed through the Jamf mobile device management system. This ensures safe, secure use and allows the School to monitor and support pupil activity. Parents are also able to apply appropriate controls at home, with guidance provided by the School.■

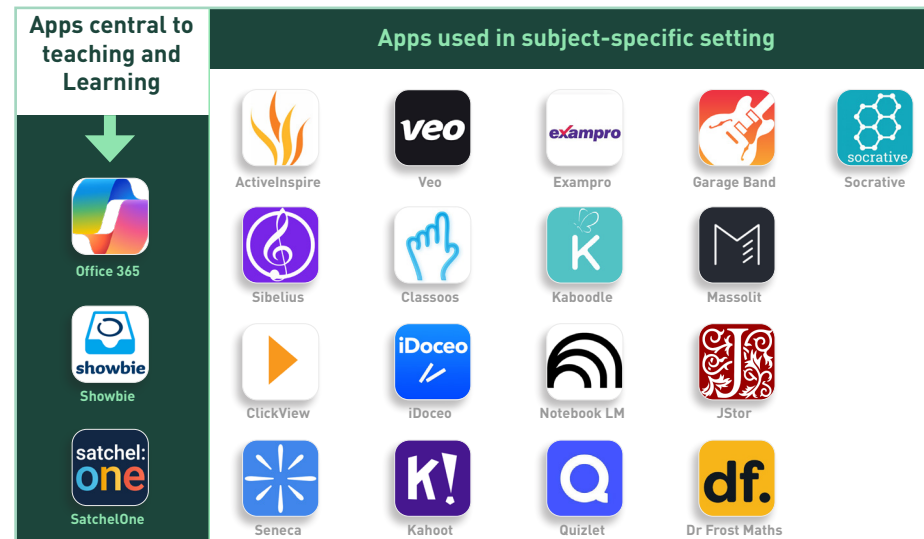
CORE LEARNING PLATFORMS

Pupils use a range of core digital platforms to support their organisation and learning:

Satchel One is the primary platform for homework. All assignments are set and tracked here, with access available to both pupils and parents. This supports effective time management, organisation, and the monitoring of progress and achievement.

Showbie is widely used by teachers for lesson resources, assignment submission, and feedback. It allows for efficient communication and supports ongoing assessment and live marking.

In addition, many teachers use tools such as Microsoft OneNote to support note-taking, organisation, and collaborative learning.■



OUR DIGITAL ECOSYSTEM

Our digital ecosystem is underpinned by Microsoft 365 alongside a range of carefully selected educational applications. These tools support pupil organisation, creativity, assessment and feedback, ensuring that technology is used purposefully to enrich the learning experience.

Through this integrated approach, pupils develop not only subject knowledge but also essential digital skills, preparing them for further education and the evolving demands of the modern world.■

USE OF AI

At Surbiton High School, we approach artificial intelligence (AI) as an important part of modern learning, preparing pupils for a world increasingly shaped by technology. Our curriculum introduces AI in an age-appropriate way, focusing on developing critical thinking, creativity and responsible use. We emphasise that AI is a tool to support learning rather than replace it, ensuring that human relationships and teacher guidance remain central. Through our Digital Tapestry strategy, pupils are taught to use AI ethically and effectively,

while building the skills they need to question, evaluate and apply information with confidence in an evolving digital world.

Alongside this, there is a strong emphasis on online safety, ensuring that pupils understand how to protect their personal information, recognise potential risks, and engage responsibly with digital platforms. This includes guidance on appropriate use, digital footprints, and maintaining privacy and well-being online.■



'THE DIGITAL STITCH' PARENTAL TERMLY NEWSLETTER

The Digital Stitch is a termly newsletter that is sent to parents, designed to keep you informed about how technology is used across the School and to support a shared understanding of our digital approach.

Each edition provides updates on the platforms and tools pupils use, alongside practical guidance to help parents support learning and digital well-being at home. It

also highlights developments in educational technology and shares information on key topics such as online safety, study skills, and emerging technologies.

Through The Digital Stitch, we aim to strengthen the partnership between school and home, ensuring that as parents you feel confident and well-informed about your child's digital learning experience.■

SCHOOL INFORMATION SYSTEMS

My School Portal (MSP) is the main online dashboard for parents that hosts the key information for your child including reports, exam results, timetables, attendance, school communications, rewards and sanctions and transport bookings.

School communications are also shared direct to your email from **SchoolPost**, as well as sitting within MSP. Communications are usually sent on a Friday evening, unless they are time sensitive. Booking links for

trips and visits are shared via email from **Evolve**.

SOCS is used for co-curricular club activities (Senior School) including music lessons, sports fixtures and the school calendar. Surbiton **iSAMS** is the parent portal for billing.

New parents to the School will be sent information about how to log onto the different platforms.■

School Information Systems

Parents and Pupil Access

Co-curricular
Calendar

Billing

Trips and visits

Communications/Online Replies


My School Portal®

 SOCS

 isams

 EVOLVE

 SchoolPost

SCHOOL NEWS

News is posted on the school website along with calendar dates and sporting fixtures. Every half term, we produce the 'Surbiton Spirit', an online publication which provides a flavour of the activities enjoyed across the three schools.

Facebook, Instagram and LinkedIn accounts showcase what is happening on a regular basis, within the School, as well as highlighting School achievements.■



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**.

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** to notify us of any changes at any time.■



PASTORAL CARE, WELL-BEING AND PUPIL VOICE

REWARDS, SANCTIONS AND SUPPORT

The School is committed to fostering high standards of behaviour, self-discipline and academic engagement. We believe that pupils thrive in an environment where positive conduct is recognised and encouraged, and where expectations are clearly understood.

Rewards

Pupils' effort, achievement and contribution to school life are acknowledged through our rewards system.

- **House points** are awarded for excellent effort, notable achievement in lessons, or meaningful contributions to the wider School Community.
- **Commendations** are issued to pupils who demonstrate exceptional commitment, service, or sustained excellence.

These rewards reinforce our ethos of celebrating positive behaviour and personal development.

Sanctions and Behaviour Monitoring

In instances of inappropriate behaviour, the School follows a clearly defined behaviour policy that is transparent to both parents and pupils. This ensures consistency, fairness and clarity in our approach.

Organisation: Concerns relating to organisation, the quality of work, or punctuality are formally recorded. These matters are monitored by the Form Tutor and Head of Year, who work with pupils to support improvement and maintain high standards.

Uniform: Pupils are expected to wear the school uniform or PE kit correctly and with pride, in accordance with the published uniform guidelines. Adherence to uniform expectations forms part of our commitment to promoting a sense of identity, equality and readiness for learning.

Where a pupil repeatedly fails to meet uniform requirements, the Form Tutor will issue a behaviour warning, and parents will be contacted to ensure the matter is addressed promptly.■

SCHOOL COUNCIL

The School Council meets once each term and provides pupils with an important forum for representation, leadership and constructive dialogue. Each form elects one representative who serves for the academic year.

During Council meetings, a wide range of topics are discussed, including:

- Pupil access to facilities and IT

- School uniform

- Co-curricular provision

- Whole-school events and initiatives

Form representatives are responsible for reporting key points back to their forms and for raising any concerns or suggestions on behalf of their classmates. This process ensures that pupil voice remains central to school development and decision-making. ■

MORAL AND SPIRITUAL DEVELOPMENT

The moral and spiritual development of pupils is nurtured through all aspects of school life. This includes day-to-day relationships, the full curriculum, school assemblies, PRS lessons, PSHE/RSE, co-curricular activities and the wider school environment.

Our aim is to support pupils in developing empathy, personal responsibility, reflection and a strong moral compass.

Each week, pupils attend two assemblies:

- One led by the Head of Year, a Form Tutor, or a Form Group
- One led by a member of the Senior Leadership Team

On other days, pupils may participate in a Thought for the Day, delivered by members of their form, and the whole School engages together in the Friday Reflection, encouraging contemplation and personal growth. ■

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) AND RELATIONSHIPS AND SEX EDUCATION (RSE)

Our PSHE and RSE programme is structured around the PERMA Flourishing Framework, which aims to support pupils

in developing the skills and mindset needed to thrive both during their time at Surbiton High School and beyond. ■

THE PERMA FRAMEWORK

Positive Emotion

Pupils learn how to recognise and manage their emotions, developing a growth mindset and a positive, proactive approach to challenges. They are encouraged to use their strengths to navigate a wide range of situations.

Engagement

We support pupils in discovering their interests and becoming fully absorbed in activities that challenge and motivate them. They are encouraged to use their strengths to meet new and demanding experiences.

Relationships

Strong, supportive relationships are central to well-being. Pupils learn how to build and maintain healthy friendships, show empathy and respond sensitively to the needs of others. This is particularly important in Year 7 as pupils form new friendships that may last throughout their school journey.

Meaning

Pupils are encouraged to consider their values, goals and sense of purpose. They learn to look beyond short-term gratification and to understand what they are striving for in the longer term.

Accomplishment

Pupils develop confidence through achievement and are encouraged to take pride in their efforts. They learn to step outside their comfort zones, embrace new challenges and recognise the satisfaction

that comes from perseverance and success.

Across the year, pupils explore how to use their minds effectively, develop positive learning habits, understand the importance of relationships and build resilience.

Physical and emotional well-being are integral to the programme, as is the understanding that each pupil is part of a wider community. ■



SURBITON-COPE (SCOPE)

To further embed the School Charter for Well-being and strengthen the PSHE and RSE curriculum, we run a dedicated initiative known as SCOPE. This programme is designed to help pupils recognise their strengths and develop practical strategies to enhance their well-being, enabling them to flourish in all aspects of school life.

During SCOPE sessions, pupils take part in a range of bespoke activities that provide them with a toolkit for developing positive emotions, healthy habits and effective coping strategies. The programme aims to build resilience, encourage self-reflection and support pupils in becoming confident, well-rounded individuals. ■

HOUSES

Each form in the School belongs to a House: Austen, Curie, Franklin, Nightingale, Pankhurst, and Parks. The House system gives the pupils the opportunity to organise and take part in activities across year groups and pupils earn House points

through the merit system and commendations. Various House competitions and events are organised throughout the year, such as the House Fashion and Arts Showcase, and Public Speaking Competition. ■



SCHOOL COUNSELLORS

Our team of qualified counsellors work during term time to support our pupils' mental health and to help pupils work through the ups and downs of teenage life and develop coping strategies to prepare them for the future. Pupils can self-refer or be referred by their Form Tutor and Head of Year. This can be done by a referral form on the pupil portal which can be filled in and

emailed to counsellor@surbitonhigh.com. Counselling sessions are confidential and offer a safe place for pupils to talk. Parents may occasionally be notified, with consent from the pupil, if it is deemed appropriate. If you have any concerns about your child's well-being, please contact their Form Tutor or Head of Year in the first instance. ■

HEALTH AND WELL-BEING

Illness or Accident in School

The School Nurses are available throughout the school day and are based in the Welfare Centre. Additionally, 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, pupils are unable to stay in the Welfare Centre for long periods of time if they are unwell. If your child does become unwell, and needs collecting from School, we will contact you; please, therefore, ensure that your contact details, including emergency contacts, are kept up to date. If your child is ill, please report to Main Building Reception to collect them. Please do not send your child to School if they are ill, as not only can it be upsetting for them, but it can also cause viruses and infections to spread rapidly throughout the school population.

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 to the pupil's school day.

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



CO-CURRICULAR ACTIVITIES

Pupils have the opportunity to choose from a broad range of co-curricular activities at the co-curricular fair during the first two weeks at School. Sport, Music and Drama are the pillars of the co-curricular programme and provide numerous opportunities for all pupils. Sports offered include athletics, cricket, football, gymnastics, hockey, netball, rowing, skiing and tennis. Details regarding training days, times, fixtures, competitions and team sheets can be viewed for the academic year by visiting www.surbitonhighsport.com. Details regarding training days, times, fixtures, competitions and team sheets for the academic year can be viewed by visiting www.surbitonhighsport.com. Pupils can access further information using their own login details and view team sheets on SOCS by inputting the password: **SHSSport26**. Any changes to training and fixtures are updated on the site, for example, cancellations or postponed fixtures.

Music ensembles include a number of choirs, Wind Band, Orchestra and Percussion Ensemble, along with specific instrumental groups. Drama clubs will take place throughout the week and productions will be staged at various points throughout the academic year. Other stimulating, enriching and challenging clubs range from Chess, Art and Debating to Friendship Hour and Amnesty. Pupils are encouraged to take advantage of the numerous, high-quality opportunities on offer, which are designed to develop commitment, teamwork, curiosity, creativity and

leadership, and form an integral part of a well-rounded education. Full information on the co-curricular opportunities can be found on the school website www.surbitonhigh.com/co-curricular.

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.

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.

Trips and Visits

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

The welfare and safety of pupils is of utmost importance when we are organising off-site

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

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

For residential visits, all trips abroad, and trips involving long journeys within the UK, you will be asked to complete an extended

online reply to give permission for each residential or abroad trip your child makes. You will receive this through the weekly school communications.

Each time your child participates in a trip or visit, information about medical needs, dietary requirements and emergency contact details will be taken from their file on iSAMS. It is your responsibility to keep the School informed of any changes to ensure that the trip leader has up-to-date information.

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



LEADERSHIP AND RESPONSIBILITY

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.■



UNIFORM, EQUIPMENT AND PERSONAL BELONGINGS

PERSONAL BELONGINGS AND MOBILE PHONES

Please ensure personal belongings are labelled with your child's name. Each pupil will be allocated a locker for their personal belongings. Unless required for a specific purpose, money should not be brought into School. Lost property is taken to the Surbiton Assembly Rooms and named items will be returned as soon as possible.

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

The School is aware of the advantage to pupils' safety of carrying a mobile phone for their journey to and from School; however, the school day is a phone-free environment to reduce distractions and allow pupils to focus on their day. To enable this, mobile phones are to be switched off and secured in a Yondr pouch during the day. Yondr pouches cost £30 plus VAT to purchase and will be added to the school bill. If lost or broken, the same charge will apply for a replacement pouch. Please note, the School cannot be held responsible for lost or damaged phones.■



SENIOR SCHOOL UNIFORM

School Uniform Suppliers

AlleyCatz
Claremont House, 34 Molesey Road
Hersham, KT12 4RQ
T 01932 223075 www.alleycatz.co.uk

Nearly New Uniform Sales

Regular nearly new uniform sales are arranged by the Surbiton High School PA. For more details, visit www.surbitonhigh.com/parents-area/parents-association

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 two pairs of plain spherical stud earrings. Please note that earrings are not permitted during any PE lessons and are expected to be removed for any sport activities. If your child is planning to have their ears pierced, please ensure this is done at the start of the summer holidays to allow sufficient time for healing.

If pupils' tights are laddered or need

replacing, spare pairs will be provided from each Reception desk at a cost of £3 per pair (plus VAT if pupil is 14 or over), invoiced termly. For other ad-hoc charges and the full school uniform list, please refer to the School website.

PE Kit

All Games equipment, such as tennis rackets, hockey sticks, and games bags, can be stored in the locker system provided in each form room. Sports kit should be taken home weekly for washing.

During their first Games lesson, pupils will need trainers, astro boots, a skort, a PE T-shirt, and white socks. Depending on the weather, they may also need a fleece top and tracksuit bottoms.

Pupils will be informed of their PE group assignments after the first few weeks, along with any specific kit requirements for the remainder of the term.■

Uniform - Compulsory

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

Uniform - Optional

● Gloves	Plain dark grey, black or green
● Scarf	Green with School crest
● Woolly hat	Green with School crest
● Pashmina	Green
● Shorts	Dark grey
● Headscarf	Bottle green/grey or black - no pattern



Sports Kit - Compulsory

● Games skort	Green and white
● Performance polo	Green and white
● Performance fleece	Green and white
● Tracksuit bottoms	School regulation, green
● Hockey socks	White with green hoop
● Trainers	For indoor and outdoor PE
● 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 and Spring 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)

Sports Kit - Optional

● PE t-shirt	Green
● Hoodie	Surbiton grey hoodie
● Waterproof sports jacket	Green and white
● Base layer leggings	School regulation, green
● White base layers	Surbiton High School arm print
● Games bag	Green with School crest (option to initial)
● Boot bag	Green
● Performance shorts	Green (dual use for athletics and gymnastics)
● Hockey trainers	Astro Turf trainers
● 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 £35 (order via Head of Gymnastics, nicola.osborn@surbitonhigh.com)
● Black lycra Milano shorts	Compulsory for ART 1 Groups - purchased directly from Milano Pro Sport



STATIONERY AND EQUIPMENT

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

New pupils will be issued with a **Casio FX-991CW Advanced Scientific Calculator**. The cost (including replacement cost) is £22 plus VAT and will be added to the school bill.

New pupils will also be issued with an **electronic key fob** to enable them to gain access to the school buildings. If a fob is misplaced at any stage, pupils can request a new one and the sum of £10 plus VAT will be added to your termly bill. Pupils should return their fob before they leave the School. Failure to do this will result in the sum of £10 plus VAT being added to your final bill.■



COMMUNITY AND PARENTAL ENGAGEMENT

PARENTS' ASSOCIATION (SHSPA)

The SHSPA use **Classlist**, an accessible and safe way to connect with other parents, without the hassle of WhatsApp groups. In order for them to do this, we will need your permission to supply them with your contact details (see the New Pupil Questionnaire) and they will send you an invite.

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.surbitonhigh.com/parents-area/parents-association**.

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 taxpayers can also include the subscription as a charitable donation on their annual tax return.

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 Instagram **@shsparentsassoc**. 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! ■

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 Nana Asare (**nana.asare@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, and 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, parents and former parents, help support the Green & Silver Club. ■



TRANSPORT OPTIONS AND ROUTES

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 to 6.30pm from Monday to Saturday). The adjoining area, 'Riverside Zone', has less restriction (10.00am to 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)

Public 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 Bus Routes

There are eleven bus routes offered for pupils in the School. All the buses are fitted with seat belts.

There is also a new bookable late bus service at 6.00pm direct from Hinchley Wood Sports Ground to Hampton Wick Station. The routes, timings and prices can be found on the School website,

www.surbitonhigh.com/admissions/transport. For further information, please contact transport@surbitonhigh.com.

Co-curricular Training at Hinchley Wood and Oaken Lane

Pupils are expected to use the bus service in operation after all training sessions to keep in line with the 'Green Travel Plan'. The bus stops at Hinchley Wood Station, Surbiton Hockey Club, Balaclava Road, Surbiton Train Station and the final stop is the Surbiton Assembly Rooms. Parents are welcome to collect from these sites, however **there is no on-site parking** and parents should refrain from driving into the Hinchley Wood site to collect after training.

Parents can also book the late School bus direct to Hampton Wick.

Away Fixtures

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

Home Fixtures

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



8

SPECIFIC YEAR 8 INFORMATION

YEAR 8 REPORTING

Parents will have five direct touchpoints with their children's teachers in Year 8; this includes a Parents' Evening in the Summer Term and a full written report in Autumn Term and three progress reports each term, which detail attitude to learning and

an achievement grade. There is also a Progress and Insight Evening in the Autumn Term. Further information on dates is available on the School calendar and will be sent directly to you.

LEADERSHIP OPPORTUNITIES

In the Summer Term, pupils in Year 8 are asked to make written applications for positions in the Middle School Head Girl Team. Shortlisted pupils present at hustings to Year 7 and Year 8 pupils, with an electronic voting system used to determine the Middle School Head Girl, Deputy Head Girl and Assistant Head Girls. The team are expected to represent the Middle School

at events across the School and present to their peers in assemblies. The Middle School Head Girl Team will also take a position on the newly formed Student Governing Body, working alongside the Senior Leadership Team to ensure that the pupils' voice is part of the School's strategic planning.

LOOKING AHEAD

Towards the end of Year 8, pupils begin to think about the subjects to choose for GCSE. During Year 9, you and your child will be

invited to attend an Options Evening where the subjects on offer will be showcased and the GCSE process explained.

If you have further questions regarding Year 8, please contact Mrs Alexandra Higgins, Head of Year 8, on 020 8546 5245 or alexandra.higgins@surbitonhigh.com.



TERM DATES AND INSET DAYS

2026-27

Autumn Term 2026

Staff INSET	Thursday 3 September to Friday 4 September
Years 7 and 12 Induction Day	Monday 7 September
Term Commences	Tuesday 8 September
Half Term	Monday 19 October to Friday 30 October
Term Finishes	Wednesday 16 December (12.25pm finish)

Spring Term 2027

Staff INSET	Monday 4 January to Tuesday 5 January
Term Commences	Wednesday 6 January
Half Term	Monday 15 February to Friday 19 February
Additional INSET Years 7 - 10 only <i>Reception - Year 6 and Years 11 - 13 normal school day</i>	Monday 22 February
Term Finishes	Wednesday 24 March (12.25pm finish)

Summer Term 2027

Staff INSET	Tuesday 13 April
Term Commences	Wednesday 14 April
Bank Holiday	Monday 3 May
Half Term	Monday 31 May to Friday 4 June (incl. Bank Holiday on 31 May)
Term Finishes	Thursday 8 July (12.25pm finish)

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



STAFF LIST

Senior Leadership Team

Principal	Mr Matthew Shoults	principalsoffice@surbitonhigh.com
Senior Vice Principal	Mr Matthew Close	matt.close@surbitonhigh.com
Vice Principal - Staff Development and EDI	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Vice Principal - Academic	Mrs Olivia Adams	olivia.adams@surbitonhigh.com
Assistant Principal - Compliance, Health and Safety	Mrs Charlotte Demetz	charlotte.demetz@surbitonhigh.com
Assistant Principal - Pupil Development & Well-being	Mrs Rebecca Francis	rebecca.francis@surbitonhigh.com
Assistant Principal - Director of Sixth Form	Mr Jon Owen	jon.owen@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

Year 7 Head	Miss Emma Rickards	emma.rickards@surbitonhigh.com
Year 7 Assistant	Miss Hannah Russ	hannah.russ@surbitonhigh.com
Year 8 Head	Ms Alexandra Higgins	alexandra.higgins@surbitonhigh.com
Year 8 Assistant	Miss Chloe Sluce	chloe.sluce@surbitonhigh.com
Year 9 Head	Miss Megan Millar	megan.millar@surbitonhigh.com
Year 9 Assistant	Ms Rella LaRoe	rella.laroe@surbitonhigh.com
Year 10 Head	Miss Evie Evans	evie.evans@surbitonhigh.com
Year 10 Assistant	Mr Jim Sayer	jim.sayer@surbitonhigh.com
Year 11 Head	Miss Lisa Keers	lisa.keers@surbitonhigh.com
Year 11 Assistant	Mrs Fiona Etherington	fiona.etherington@surbitonhigh.com
Year 12 Head	Mrs Kate Sharp	rella.laroe@surbitonhigh.com
Year 13 Head	Mrs Sarah Drew	sarah.drew@surbitonhigh.com
Head of Learning Support	Mrs Dionne King	dionne.king@surbitonhigh.com

Year 8 Form Tutor List

8A - Ms Mariela Andrade	mariela.andrade@surbitonhigh.com
8C - Mrs Petina Morris	petina.morris@surbitonhigh.com
8F - Miss Krystyna Brennan	krystyna.brennan@surbitonhigh.com
8N - Mrs Geetha Sundaresh	geetha.sundaresh@surbitonhigh.com
8P - Miss Chloe Sluce	chloe.sluce@surbitonhigh.com
8R - Miss Elinor Foot	elinor.foot@surbitonhigh.com





4 084900 41000

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

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