



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET
2026-2027
GCSE

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WELCOME

Introduction from Miss Evie Evans, Head of Year 10/11



The GCSE years are widely considered to be the most important and demanding stages of a pupil's journey through the Senior School. They provide not only preparation for the GCSE examinations but also lay the foundations for A-levels and future aspirations beyond school.

At Surbiton High School, we are proud to support every pupil in achieving their very best, both academically and pastorally. This success is rooted in the dedication and passion of our subject teachers, who constantly strive to help each pupil reach their full potential, alongside the strong and caring support of our Pastoral Team.

The Form Tutor plays a central role in each pupil's experience, supporting their well-being and acting as a key point of contact between home and school. Tutors work

closely with subject staff, monitor academic progress, and guide pupils through aspects of the PSHE and RSE programmes, ensuring they feel confident and supported throughout their GCSE years.

As your child's Head of Year, I have already had the pleasure of working closely with them during Year 9, including supporting them through the important process of selecting their GCSE options. This has given me a valuable insight into their strengths, interests and aspirations. I look forward to continuing to guide and support them over the next two years.

Beyond the classroom, a varied co-curricular programme gives pupils the opportunity to explore new interests and develop valuable skills. Whether through Model United Nations, rowing, expeditions, masterclass workshops, work experience, or the Duke of Edinburgh's Award, there are countless ways for pupils to broaden their horizons, build resilience and grow in confidence.

I hope that you find the information in this booklet a helpful introduction to life in the Upper School. We wish your child every success and look forward to working in partnership with you to help them truly flourish. ■

Miss Evie Evans, Head of Year 10/11
evie.evans@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. In case of your child's absence from School, please contact the Form Tutor as well as the Absence line.

Head of Year

Miss Evans, 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. Miss Evans is supported by the Assistant Head of Year, Mr Jim Sayer.

For day-to-day queries regarding your child's well-being or academic concerns with regard to their chosen subjects, please contact their Form Tutor. For any larger queries or concerns, please reach out to the Head of Year team.

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

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 64. ■

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



Compassionate



Courageous



Inquisitive



Respectful



Community

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. ■



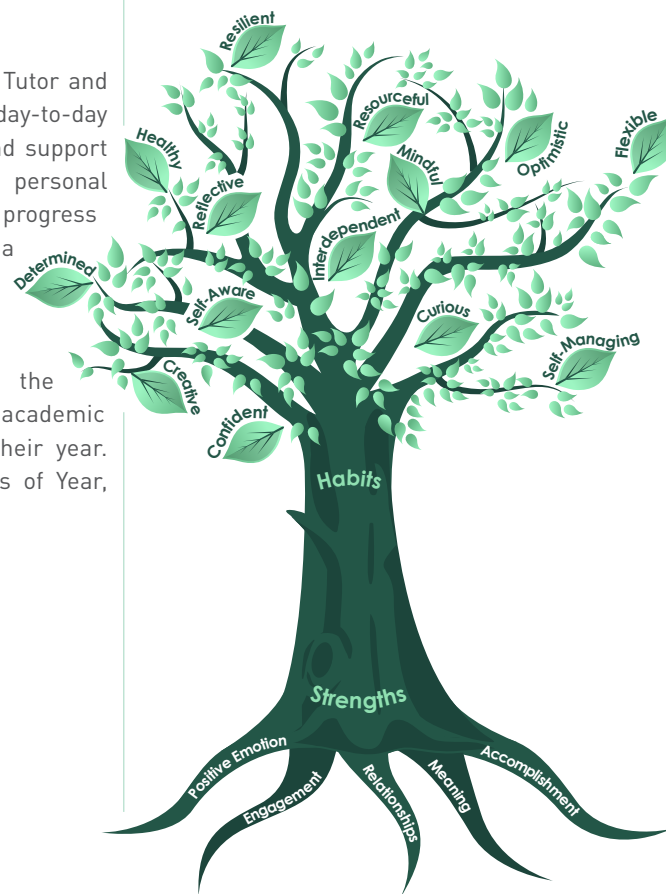
WELL-BEING AT SURBITON HIGH SCHOOL

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 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 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. ■

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: 1ADO
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 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 in their 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. The course works fantastically as a standalone GCSE or in combination with Latin and/or Classical Greek. 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 2027-28, the prose selection will be taken from Herodotus the historian, including bizarre tales such as How Arion was Saved by a Dolphin.

Paper 3 Greek Verse Literature: 25%

The verse selection for examination in 2027-28 will be taken from Euripides' Trojan Women, a powerful tragic play about the fates of the women after their city has been razed to the ground.

Trips

There is usually a biennial trip to Greece or Italy for our Classics pupils. 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



We are committed not only to achieving exceptional results for our pupils, but also to nurturing confident, skilled software engineers.

Unlock your child's potential with GCSE Computer Science — the key to thriving in a fast-evolving digital world. This course combines practical programming and core theory, building confident, skilled software engineers ready to shape tomorrow's technology. Tech careers—from software engineering and machine learning to cybersecurity—offer strong earning potential and growth, often surpassing other graduate roles.

As diversity increases, girls have unique opportunities to reach influential positions and competitive rewards. With AI transforming industries, your child will gain skills to create the intelligent systems driving change or excel by mastering what technology can't replace. This course develops problem-solving and digital fluency, preparing her for meaningful, adaptable careers beyond exams.

The content of the course is delivered with one lesson of practical programming per week, and one lesson of theory content per week.

J277/01: Computer systems
50% of total GCSE

This component will assess:

- **1.1 Systems architecture**

Explore the fundamental components of computer systems, including CPUs, memory, and input/output devices. Understand how these elements interact to perform tasks, providing the foundation for efficient system design and performance.

- **1.2 Memory and storage**

Delve into the types of memory (RAM, ROM) and storage (HDD, SSD) devices. Learn how data is stored, retrieved, and managed, which is crucial for optimizing system performance and ensuring data integrity.

- **1.3 Computer networks, connections and protocols**

Discover the essential concepts of computer networking, including types of networks, connections, and communication protocols. Grasp how data is transmitted across various mediums, enabling seamless connectivity and information exchange.

- **1.4 Network security**

Understand the measures necessary to protect computer networks against threats such as viruses, ransomware, and DDoS attacks. Learn about firewalls, encryption, and authentication techniques that ensure data confidentiality, integrity, and availability in an increasingly connected world.

- **1.5 Systems software**

Examine the role of systems software, such as operating systems and utility programs. Understand how they manage hardware resources and provide a platform for application software, enhancing overall system functionality.

- **1.6 Ethical, legal, cultural and environmental impacts of digital technology**

Explore the broader implications of digital technology on society. Discuss ethical considerations, legal frameworks, cultural shifts, and environmental impacts, fostering a well-rounded understanding of technology's role in our lives.

J277/02: Computational thinking, algorithms and programming
50% of total GCSE

This component will assess:

- **2.1 Algorithms**

Learn the importance of algorithms in problem-solving and programming. Understand how to design, implement, and analyze algorithms to efficiently solve complex tasks, laying the groundwork for successful coding practices.

- **2.2 Programming fundamentals**

Dive into the core concepts of programming, including variables, data types, and control structures. Build a

solid foundation in coding principles that will empower you to create effective software solutions.

- **2.3 Producing robust programs**

Discover techniques to develop reliable, efficient, and maintainable software. Focus on error handling, testing, and debugging practices that ensure your programs perform as intended in various scenarios.

- **2.4 Boolean logic**

Unlock the power of Boolean logic in programming and computer science. Learn about logical operators, truth tables, and how to apply these principles in decision-making processes within algorithms and coding.

- **2.5 Programming languages and Integrated Development Environments**

Explore the diverse array of programming languages and their applications. Understand the role of Integrated Development Environments (IDEs) in enhancing coding efficiency, enabling debugging, and streamlining the software development process.

Exam Board: OCR
Exam Code: J277 ■

**Empowering Pupils to
Independently Problem-Solve
in a Digital Future**

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 pupils 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 pupils 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.

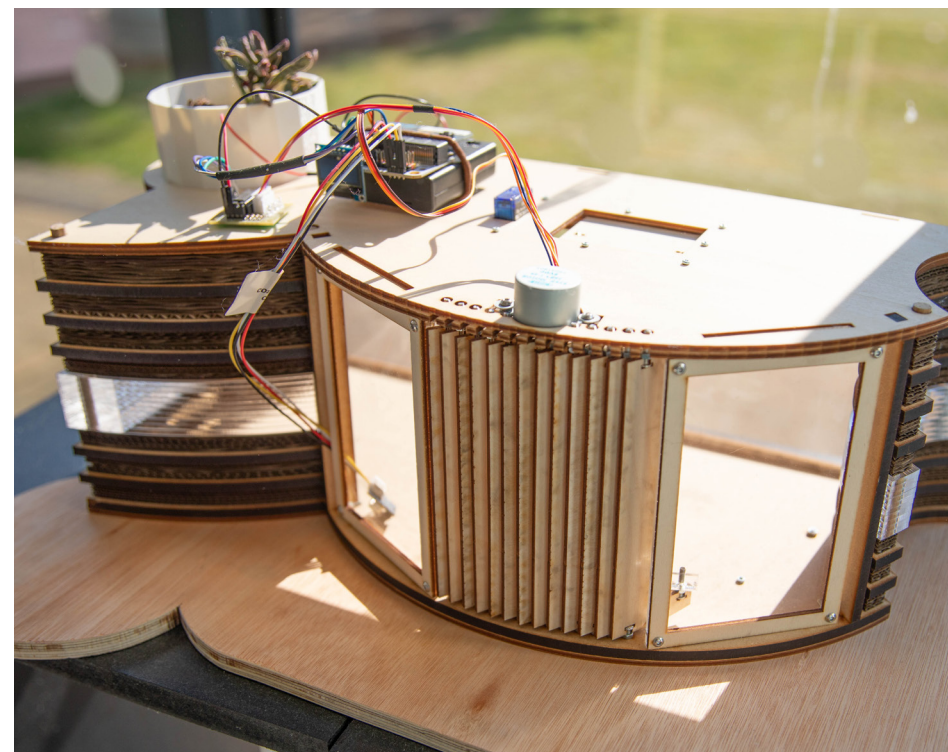
The non-examination assessment allows the pupils the opportunity for:

- 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 pupils' 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 pupils will have the chance to perform in showcases as well as auditioning for other school events and productions throughout the year. ■



ENGLISH LANGUAGE IGCSE

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 IGCSE

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 - Depth Studies

- Germany: Development of Dictatorship, 1918–45
- A World Divided: Superpower Relations, 1943–72

Unit 2 – Investigation and Breadth Studies

- The USA, 1918–41
- Diversity, Rights and Equality in Britain, 1914–2010

Trips

Pupils will go on a trip in either Year 10 or Year 11. Past trips have included The Imperial War Museum, the Museum of London, and Berlin.

Exam Board: Edexcel IGCSE

Exam Code: 4HI1 ■



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 2027-28, the prose selection will be taken from Apuleius' account of Cupid and Psyche's love affair, troubled by the meddling Venus, goddess of love!

Paper 3: Latin Verse Literature: 25%

For examination in 2027-28, the verse selection will be taken from Virgil's Aeneid Book 2, which explores the famous Greek plot to invade the Trojan citadel (the wooden horse) and the subsequent fall of the city.

Trips

There is usually a biennial trip to Rome and Pompeii for our Classics pupils. 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 IGCSE

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 Further Maths GCSE as an enrichment opportunity for the most highly motivated and mathematically-able pupils.

Exam Board: Pearson Edexcel

Exam Code: 4MA1 ■



MODERN FOREIGN LANGUAGES IGCSE

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 pupils of French and an exciting language trip to the Rhineland for our pupils 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 pupils will have the opportunity to attend trips designed to reinforce and inspire their work, including to Abbey Road Studios and to see 'Wicked' as well as numerous concerts across a range of venues: Barbican, Cadogan Hall, Royal Albert Hall and more!

Performance Opportunities

Performing is a valuable ingredient in understanding, and enjoying, Music. GCSE pupils 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 their study of Jewish beliefs, teachings and practices, pupils visit the local synagogue, looking at the features of the synagogue as well as participating in workshops on Pesach and Shabbat. Additionally, pupils visit St. Paul's Cathedral as part of their unit of study on Christian beliefs and practices which includes a valuable Q&A session with an Anglican priest.

Studying RS is important because it:

- Develops transferable skills such as the ability to put forward a persuasive, logical argument.

- 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.■



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
- Organic Chemistry

● Year 11

- Energy Changes
- Chemical Analysis
- Chemistry of the Atmosphere
- 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

T

his 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.

Year 11 have a double period of PE per week alongside Years 12 and 13. 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

T

he 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).

Year 10 and 11 will continue to take part in a range of SCOPE (Subiton-Cope) sessions which will include a range of bespoke activities to encourage pupils to celebrate their strengths, develop resilience and learn strategies for supporting their wellbeing. ■



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.

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 structures 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 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 The Times Top 10 universities
- An average of 8 Oxbridge offers per year (representing 7-10% of the year group) with 14 offers in 2025
- 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 Mr White, our Work Experience Co-ordinator, at jon.white@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 AND 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.

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. ■

CAREERS AND 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. 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.

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 our Careers 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.■

Apps central to teaching and Learning	Apps used in subject-specific setting				
 Office 365	 ActiveInspire	 Veo	 Examprom	 Garage Band	 Socrative
 Showbie	 Sibelius	 Classoos	 Kaboodle	 Massolit	
 SatchelOne	 ClickView	 iDoceo	 Notebook LM	 JStor	
	 Seneca	 Kahoot	 Quizlet	 Dr Frost Maths	

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. ■



GCSE

SPECIFIC YEAR 10 AND 11 INFORMATION

YEAR 10 and YEAR 11 REPORTING

Year 10: Parents will have five direct touchpoints with their children's teachers in Year 10; this includes a Parents' Evening in the Autumn Term and a full written report in Summer Term and two progress reports each term, with GCSE 'On Target For Grades' and 'Current Working Grades' in the Autumn Term and test results in the Spring Term. There is also a Progress and Insight Evening in the Autumn Term.

touchpoints with their children's teachers in Year 11; this includes a Parents' Evening in the Spring Term and a full written report in the Autumn Term and two progress reports. The A-level Options Evening also takes place in the Autumn Term.

Further information on dates is available on the School calendar and will be sent directly to you. ■

Year 11: Parents will have four direct

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. ■

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:

- 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 an Examination Results Sheet, 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 the On Target For 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. ■

If you have further questions regarding Year 10/11, please contact Miss Evie Evans, Head of Year 10/11, on 020 8546 5245 or evie.evans@surbitonhigh.com.

YEAR 10 GCSE

NON-EXAMINATION ASSESSMENT AND COURSEWORK DEADLINES 2026-2027

Start Date	Subject	Title	Deadline
September 2026	Art/ Photography	Coursework	January 2027
September 2026	Dance	Set phrases / Trio performance	October 2027
September 2026	Drama	Devising Theatre Component 1	March 2027
December 2026	PE (Exam)	Analysis and Evaluation of Performance	March 2028
December 2026	PE (Exam)	Practical Moderation	March 2028
April 2027	Music	Free Composition	July 2027
September 2026	Music	Solo Performance	December 2027
September 2026	Music	Ensemble Performance	September 2027
June 2027	D&T	NEA	March 2028

YEAR 11 GCSE

NON-EXAMINATION ASSESSMENT AND COURSEWORK DEADLINES 2027-2028

Start Date	Subject	Title	Deadline
September 2027	Music	Brief Composition	March 2028
September 2027	Drama	Scripted (Practical) Component 2	March 2028
September 2027	Dance	Choreography	March 2028

The Modern Foreign Languages The window for MFL oral examinations has not yet been released by the exam boards but orals are likely to take place in the first week after the Easter holidays.

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. ■

THE EXAMINATIONS OFFICE

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

Mrs Kate Sharp: **Head of Examinations**

Mrs Pippa Munro: **Examinations Administrator**

Rina Pahuja: **Examinations Administrator**

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, 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 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

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. ■

LOOKING AHEAD TO 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.

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 Admissions team admissions@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. ■

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 the Principal 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 it 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.■





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	Monday 22 February
<i>Reception - Year 6 and</i>	
<i>Years 11 - 13 normal school day</i>	
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 10 Form Tutor List

10A Andy McMillan	andy.mcmillan@surbitonhigh.com
10C Dominique Foxton	dominique.foxton@surbitonhigh.com
10F Karen Potts / Felicity Jones	karen.potts@surbitonhigh.com felicity.jones@surbitonhigh.com
10N Jim Sayer	jim.sayer@surbitonhigh.com
10P Keren Bell	keren.bell@surbitonhigh.com
10R Jessica Magennis	jessica.magennis@surbitonhigh.com
10S Fran Otermin	fran.otermin@surbitonhigh.com

Year 11 Form Tutor List

11A Emily Jervis	emily.jervis@surbitonhigh.com
11C Anthony Sebastian	anthony.sebastian@surbitonhigh.com
11F Fiona Etherington	fiona.etherington@surbitonhigh.com
11L JingJing Chen	jingjing.chen@surbitonhigh.com
11M Grace Evans	grace.evans@surbitonhigh.com
11N Amisha Modi	amisha.modi@surbitonhigh.com
11P Lauren Tolley	lauren.tolley@surbitonhigh.com
11Q Lili Yap	lili.yap@surbitonhigh.com
11R Rachael De Vizio	rachael.devizio@surbitonhigh.com



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

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