



GIRLS' PREP

PARENT HANDBOOK 2024-2025 EARLY YEARS

WELCOME FROM THE HEAD

Welcome to the very start of your daughter's time at Surbiton High Girls' Preparatory School. We are absolutely thrilled that you are joining us, and that we have the privilege of supporting your little girl as she takes her first tentative steps into the world of education. It is an honour to see our Reception pupils grow and flourish as they make their way through the Early Years Foundation Stage. Each day seems to bring with it a new experience, an exciting discovery and a moment of sheer joy. We know how lucky we are to have been trusted with these unique and curious learners, and

we promise to take the greatest care of them. We are very proud of the relationships we foster with our parents and this is important from the very start of school life. Please be assured that we are working together to get the very best outcomes for your daughter. There will be many opportunities over the year for you to come into School and share in your daughter's learning journey. We look forward to getting to know you all as the year progresses.

Mrs Louise McCabe-Arnold



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CONTACT INFORMATION

PRINCIPAL

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HEAD OF SURBITON HIGH GIRLS' PREPARATORY SCHOOL

Mrs Louise McCabe-Arnold

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CHAIR OF THE LOCAL GOVERNING BODY

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

CHAIR OF THE UCST BOARD

Dr Rosalind Given-Wilson

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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). ■



AIMS AND ETHOS



Compassionate



Courageous



Inquisitive



Respectful



Community



positive actions. We support and encourage those around us.

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 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 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. ■

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).

We achieve these aims through our focus on well-being (pages 10-13) and learning habits (pages 14-15) .

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

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

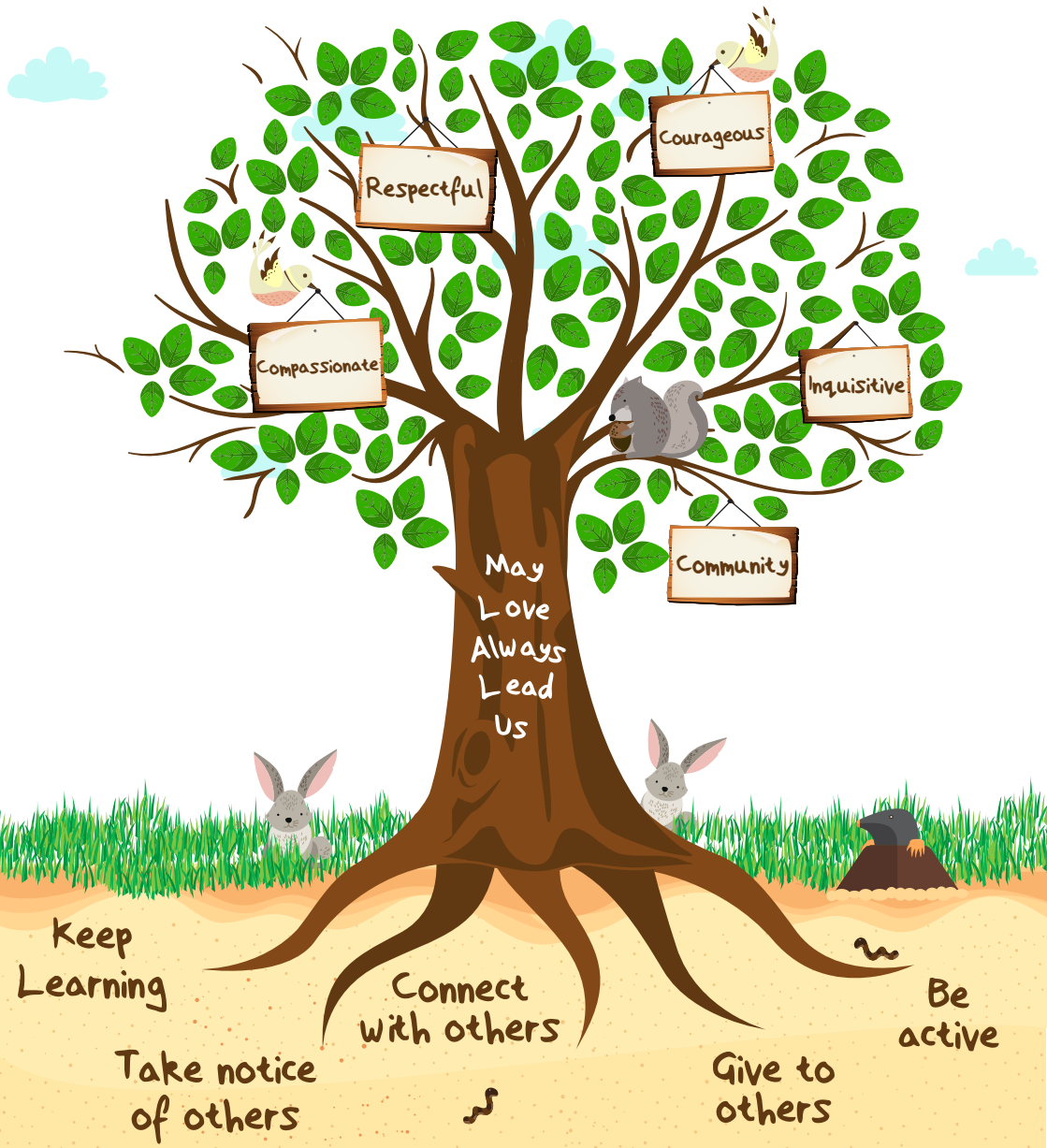
- Academic Performance Statement
- Admissions Policy
- Anti Bullying Policy
- Behaviour And Discipline Policy
- Child Protection And Safeguarding Policy
- Complaints Policy
- Curriculum Policy – Senior School
- English as an Additional Language Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Health and Safety Policy – Group
- Missing and Uncollected Pupil Policy
- Relationships and Sex Education Policy
- Special Educational Needs Policy

Other School Policies

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



Our Values Tree



WELL-BEING

In line with our whole-school ethos and motto, 'May Love Always Lead Us', we believe that education of the heart is as important as education of the brain. Consequently, we look to develop specific values within our girls, to assist with their development as learners as well as citizens within our communities. In line with our School, we encourage our girls to reflect upon the values of being compassionate, respectful, courageous, inquisitive and showing community spirit. When our girls demonstrate any of these values, they are given a leaf with their name on, which is then added to our Values Tree. As the values grow within the School, so too does our tree; a symbol of the flourishing community that we promote in every aspect of school life.

Daily life at the Girls' Prep School fosters learning for understanding, positive participation and fun. We recognise that happiness is key, but so too are the needs of the girls to be fully engaged with their learning, to connect with each other, to take notice, to give and to be active. We know that alongside good learning habits, we must teach our girls good well-being habits for them to flourish with us and beyond. This is why we put your daughter's well-being at the heart of it all. We will of course use our experience to challenge and set high expectations of them, but are always mindful of the need to balance challenge

with nurture.

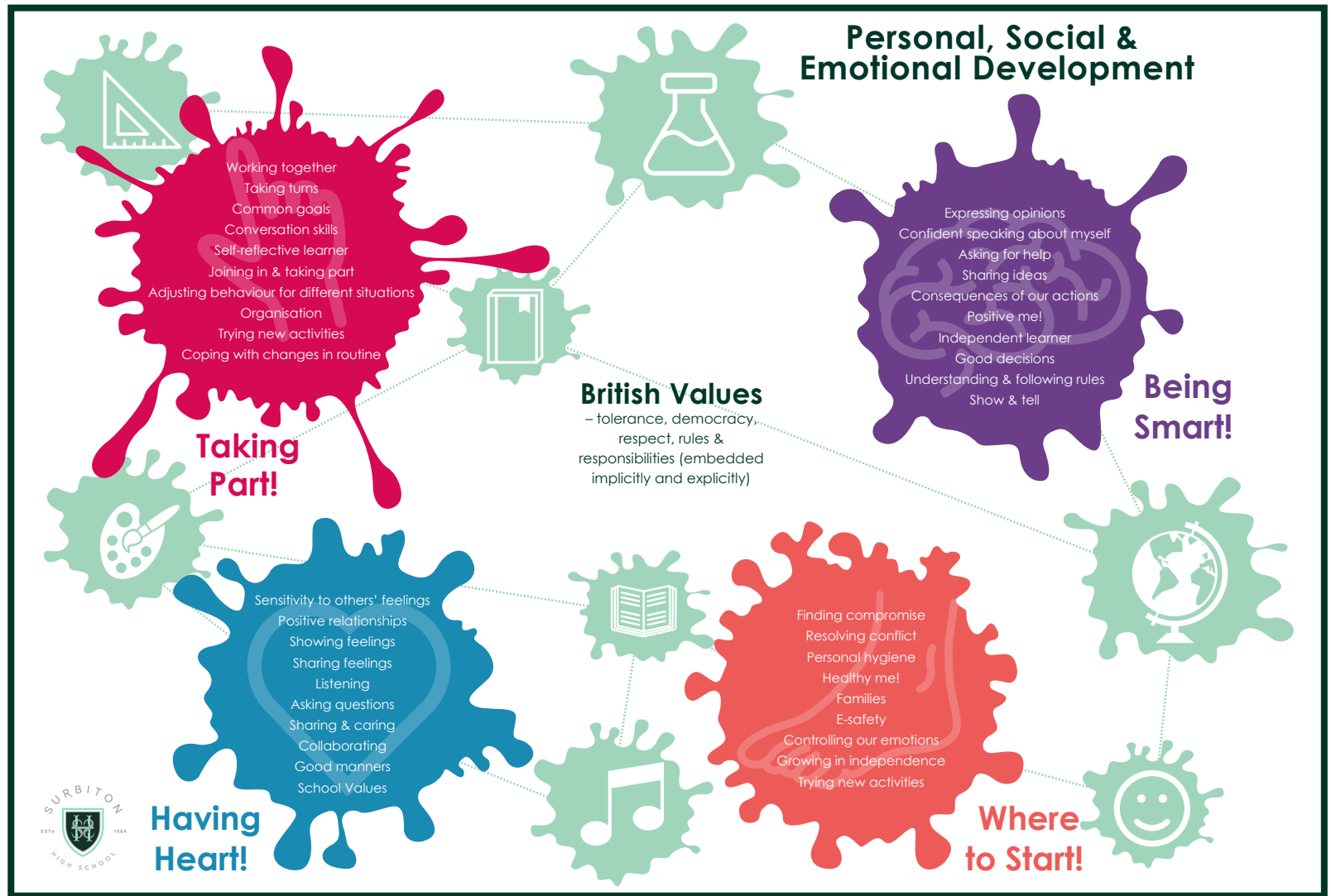
Every week, your daughter will have timetabled PSHCE lessons (PSED in Reception) alongside time with her Form Teacher, assemblies, specific trips and workshops. These times are dedicated to developing fully-rounded girls who are healthy, sociable and emotionally literate; in other words, girls who understand good health and well-being, the benefits of positive relationships and the responsibilities we have for living in our wider world. At Surbiton High Girls' Preparatory School, we have high expectations of the girls, both in their attitude towards learning and in their behaviour, but we always do this with a mindful and encouraging hand.

Every girl in the School belongs to a House – this will be either Arundel, Balmoral or Caernarvon. Under the leadership of staff and democratically nominated Year 6 House Captains, assemblies and House activities will serve to build friendships and cohesion vertically through the School between year groups. Events in the past have included singing and quiz competitions; House motto and crest development; and the highly competitive hockey, netball and Sports Day competitions. On an individual basis, girls are awarded House points for effort in their work, and their personal achievements are recognised by gaining bronze, silver, gold and platinum House awards for ▶

attaining 25, 50, 75 and 100 House points respectively, which are shared in our weekly Celebration Assembly, alongside any other achievements that the girls may receive. We also welcome the opportunity to hear about the girls' achievements in activities that they complete outside of School, and we encourage them to share these with their Form Teachers so we can celebrate their successes with them.

At the end of every half term, your daughter's Form Teacher will award a certificate for the girl who is considered to have improved the most in any aspect of her development in School. They are treated to a special snack and celebratory drink with the Headteacher before their efforts are publicly recognised in our end-of-term assemblies.

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



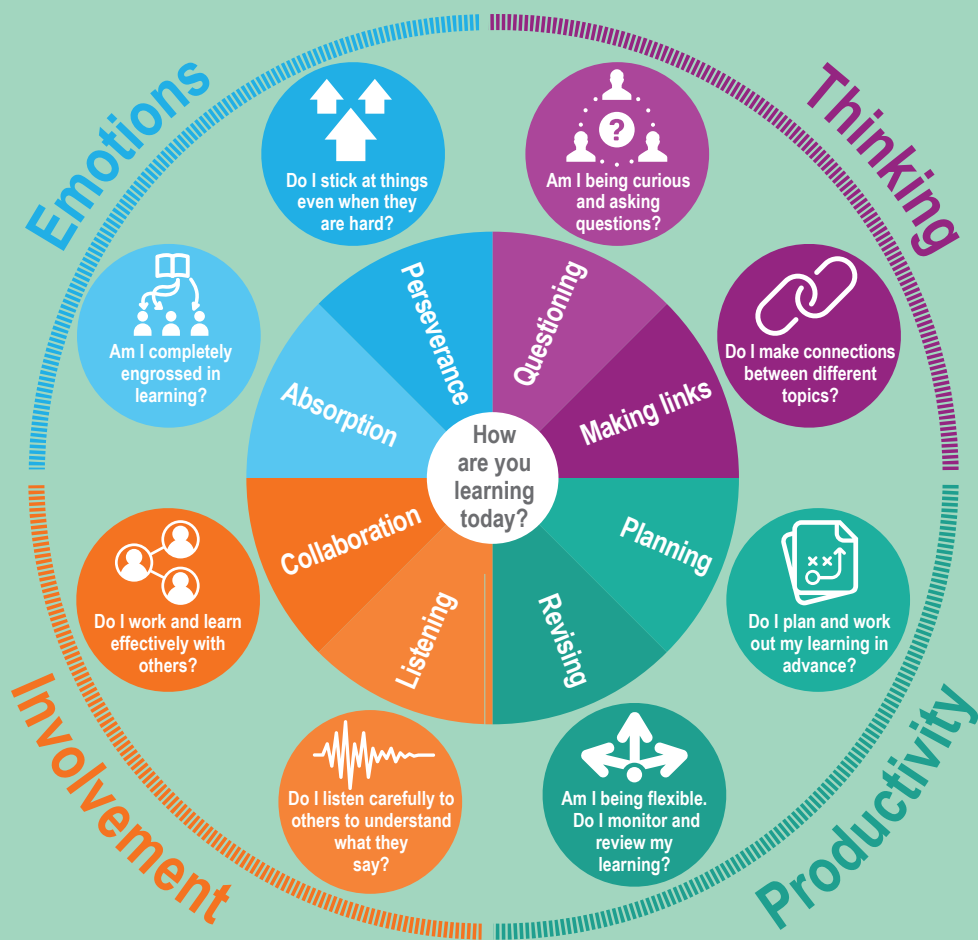
In KS2, your daughter will partake in Mentoring, unique to Surbiton High School. These are timetabled, small group sessions where the girls meet with one of our staff members with the sole overarching aim of promoting positive mental well-being. We recognise the importance of the girls taking time to reflect and to discuss their

learning and development as a means to fostering and deepening their social and emotional intelligence. We aim for our girls to be increasingly aware of themselves and others; developing a strong moral compass to make rational, thoughtful decisions, a confident sense of creativity for problem solving, and an innate ability to be

empathetic and respectful. Your daughters are the citizens of tomorrow and these sessions are part of the toolkit that allow us to tailor their development, ensuring that they are best prepared for their next steps. ■

THE LEARNING HABITS WHEEL

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



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

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

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

Pupils today will be entering the world of work in the 2030s and 2040s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils for the 21st century and beyond. To that end, we empower our pupils to gain an excellent academic profile, which becomes their passport to accessing the life-defining opportunities they so richly deserve. At the same time, we recognise the need for pupils to develop a wide range of well-honed learning habits, encouraging them to

respond with confidence and creative thinking to whatever unusual or unforeseeable challenges they may face in the future.

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

Excellent performance across a variety of subjects and an enthusiasm for learning is vital to ensure success in the Senior School, however far away this currently feels! At Surbiton High School, we have been working closely with Graham Powell and The Learning Organisation to ensure our pupils also develop the way in which they learn. We are ensuring pupils in our care continue their education with a lifelong love of learning, safe in the knowledge that they can tackle the bigger challenges life throws at them using the habits they have developed whilst at School.

From Year 3 through to Year 13, the girls reflect on 17 learning habits that we know to be vital in future life. This graphic can be found on the pupils' iPads and is also displayed in every classroom of the School. From Reception up to Year 2, we have chosen eight of these learning habits to focus on that will prepare the girls for Key Stage 2. These can be seen on the graphic on page 14. We hope you find it of interest and if you would like more information, please either contact Mrs Alexis Orlovac or visit www.tlolt.co.uk.



COMMUNICATION AND LANGUAGE

There are two aspects of Communication and Language:

1. Listening, Attention and Understanding
2. Speaking

We support and extend the girls' learning and competence in communicating, speaking and listening by giving them opportunities to speak and listen in a range of situations. This will develop their confidence and skills in expressing themselves. By the end of the Early Years Foundation Stage, the girls should:

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

THE CURRICULUM

To achieve our aims, we have planned the curriculum so that it covers the seven areas of learning that form the Early Years Foundation Stage.

Prime areas of learning:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Specific areas of learning:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The Form Teacher is responsible for most of the curriculum areas, but your daughter will receive specialist teaching in Music, PE and French. ■

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

There are three aspects of Personal, Social and Emotional Development:

1. **Self -Regulation**
2. **Managing Self**
3. **Building Relationships**

Our girls are provided with experiences and support which will help them to develop a positive sense of themselves and of others. They learn to respect each other, work together and develop a positive attitude to learning. Our girls' emotional well-being is supported and they are helped to learn to know themselves and to understand what they are capable of.

By the end of the Early Years Foundation Stage, the girls should:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



PHYSICAL DEVELOPMENT

There are two aspects of Physical Development:

1. **Gross Motor Skills**
2. **Fine Motor Skills**

Our girls will be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

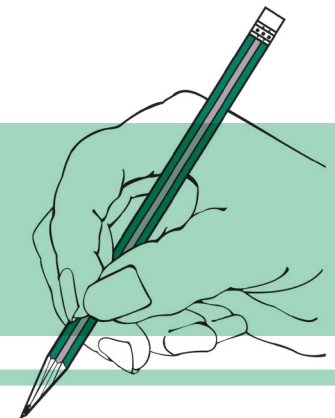
By the end of the Early Years Foundation Stage, the girls should:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

THIS IS A GOOD PENCIL GRIP

The steering finger is placed on the side of the pencil, the thumb is at the other side. The remaining fingers are tucked underneath the pencil.



LITERACY

There are three aspects of Literacy:

1. Comprehension
2. Word Reading
3. Writing

The girls will learn these skills both through listening to others reading and being encouraged to begin to read and write themselves. In order to foster their enthusiasm for literature, girls will be introduced to a wide range of reading materials including non-fiction texts, fiction books and poems. Our core schemes for literacy are Read Write Inc. and Oxford Reading Tree.

In order to foster a love of writing, the girls are given the opportunity to write every day. Independent writing is encouraged at all times, starting with mark making activities leading to words and sentences. They will use their phonic knowledge to write simple words and, throughout the year, will start to write more of the irregular common words as they become more familiar with them. Handwriting is taught through these sessions and the girls are encouraged to develop correct letter shapes as well as good pencil grip.

At least once a week, your daughter will read on a one-to-one basis with an adult, using their growing phonic knowledge to decode regular words and read them aloud accurately with increased fluency. Your

daughter will be provided with a reading folder and a comment book that travels between home and School in order for you to be kept up to date with her progress in reading. The reading level that your daughter is placed on will be continually assessed. As they progress through the reading scheme, they will encounter more common irregular words and be able to read and understand simple sentences. Discussion of the story and targeted questioning is also very important as it will help to develop a deeper understanding of the text. The girls are constantly being exposed to new vocabulary and encouraged to use this when explaining experiences and events that occur both in what they have read and their own lives. In addition to this, girls will be given a login for Bug Club which is an online reading tool that encourages reading for pleasure whilst also supplementing reading comprehension at home.

The girls will follow the Read Write Inc. Phonics programme which is taught discretely daily throughout the week. This teaches phonics, reading, writing, comprehension, spoken English, spelling, grammar and handwriting. During these sessions, girls will read aloud with a partner, discuss details about the text and begin to demonstrate an understanding of what has been read through talking to others.



By the end of the Early Years Foundation Stage, the girls should:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.

● Read words consistent with their phonic knowledge by sound-blending.

● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

● Write recognisable letters, most of which are correctly formed.

● Spell words by identifying sounds in them and representing the sounds with a letter or letters.

● Write simple phrases and sentences that can be read by others.

MATHEMATICS

There are two aspects of Mathematics:

1. Number
2. Numerical Patterns

The girls will be encouraged to explore ideas and solve problems. Much of the work is taught through oral and practical activities leading to an understanding of number, calculation, money, 2D and 3D shape, space (position and direction) and measurement (time, weight, length and capacity).

We use the Concrete, Pictorial, Abstract (CPA) approach to teaching number throughout the School. This is a highly effective approach that develops a deep and sustainable understanding of Maths.

Tangible resources are used during the concrete stage to help model the question and aid understanding. Girls of all ages will use physical manipulatives when being taught a range of mathematical concepts. Pictorial representations of the concrete objects are used to aid progression, before moving to the abstract stage of numbers and symbols. Through the mastery approach, a linear progression from concrete to pictorial to abstract is not always followed. Teachers adopt a cyclical approach to ensure understanding across all areas. It is important that all girls have access to concrete resources to aid their thinking and understanding when learning

new concepts.

By the end of the Early Years Foundation Stage, the girls should:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



UNDERSTANDING THE WORLD

There are three aspects of Understanding the World:

1. Past and Present
2. People, Culture and Communities
3. The Natural World

The girls will be supported in developing the knowledge, skills and understanding that will help them to make sense of their physical world and their community. There will be opportunities to explore, observe and find out about people, places, technology and the environment. The girls will get to know about the cultures and beliefs of the children in their class. They will be encouraged to show empathy and understanding towards others. Throughout the year, the girls will learn about different festivals and celebrations, including Diwali, Eid, Hanukkah, Advent and Chinese New Year.

By the end of the Early Years Foundation Stage, the girls should:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings,

characters and events encountered in books read in class and storytelling.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



FRENCH

In Reception, the children will be learning French. They will have two lessons each week in which they will be learning French songs and simple vocabulary. Puppets, stories and games are used to help them learn a new language. The girls will be focusing on greetings, colours, numbers, family and food. All these areas fit in with our topics that we cover over the

year. The emphasis is on listening, responding and speaking. The aim is for each girl to speak, sing and play; responding to visual or auditory cues. This gives them the opportunity to develop their confidence and ability to listen attentively. Learning occurs in a relaxed atmosphere through games or fun and rewarding activities. Alongside their French, Spanish is also introduced to the girls from Year 4. ■

EXPRESSIVE ARTS AND DESIGN

There are two aspects of Expressive Arts and Design:

1. Creating with Materials
2. Being Imaginative and Expressive

Our girls will explore a wide range of media and materials. They will be given opportunities to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

By the end of the Early Years Foundation Stage, the girls should:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,

texture, form and function.

- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



MUSIC

Girls in Reception are taught Music in a specialist Music classroom. The lessons are practical with a focus on developing their musical understanding, confidence and performance skills. The curriculum is varied with an emphasis on singing, movement, rhythm and music

appreciation. Throughout the year, musical horizons are broadened through a variety of listening activities and practical music making. There are many opportunities for you to watch your daughter perform throughout the year, including The Nativity and Class Assemblies. ■

PHYSICAL EDUCATION

Physical Education

The pupils have two one-hour lessons per week. The onsite lessons are based on the Early Years Foundation Stage (EYFS) framework with a focus on promoting healthy lifestyles, healthy eating habits, supporting self-regulation and physical development. One lesson encompasses the framework through fundamental movement skills and the other lesson is dedicated to dance and gymnastics.

Athletics

In the Summer Term, the focus is on athletics lessons in preparation for Sports Day. The pupils focus on a range of running, jumping and throwing events that are modified from their traditional form to support their understanding of the concepts. All pupils are involved in Sports Day, which gives them an opportunity to showcase their ability. ■



FOREST SCHOOL

Learning outside the classroom occurs every day through the extensive use of our outdoor area. We plan many opportunities for trips and visits to enrich the girls' learning experiences.

Once the girls are settled, we take them to our Hinchley Wood site. Here, we are able to make use of the woodland area, sports field, tennis courts and outdoor classroom. These Forest School sessions happen regularly

and are an opportunity for the girls to learn in the real world surrounded by nature. The girls are exposed to practical activities, bringing learning to life. Depending on the focus for the session, this could involve pond dipping, minibeast hunting, counting in groups or a stimuli for writing.

Please ensure your daughter has wellington boots and a waterproof jacket for these sessions as they will take place in all weather conditions. ■



LEARNING SUPPORT

As part of the regular monitoring and screening of all pupils throughout the year, specific concerns about an individual's progress may be highlighted. If this is the case, then an assessment will be administered by a member of the Learning Support Department. Depending on the outcome, and after consultation with you and the Form Teacher, extra support in the form of one-to-one lessons or small groups may be recommended. There is a small cost for this extra support that will be

discussed with you and added to your termly bill.

For pupils whose first language is not English, the EAL Department assesses their language skills to determine whether EAL support is needed to enable them to fully access the curriculum. If a pupil requires additional support at School, and following consultation with the class teacher and yourselves, then customised lessons can be provided, for which there is a small additional cost. ■

HEALTH

Medical Information

Surbiton High School has a Welfare Centre on the Senior School site, which is staffed throughout the week by our Registered School Nurses. In addition, there are many first aid trained staff on each school site.

If your daughter becomes unwell, we may need to contact you; therefore, please ensure that your contact details, including emergency contacts, are kept up to date.

If 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 your child until you arrive.

IT IS THE RESPONSIBILITY OF PARENTS:

- To ensure that their child is well enough to attend School. A child who has a raised temperature or is suffering from pain or discomfort severe enough to require the use of medication should be deemed unfit for School.
- To provide full details of any medical condition affecting their child and any medication required. Parents should complete a medical questionnaire from the School.
- To keep the School informed in writing of any changes to their child's health or medication.

- To ensure that any medications kept in School are replenished before their expiry date.

- In the case of vomiting or diarrhoea, to ensure that their child returns to School no sooner than 48 hours from when their symptoms ceased.

IT IS THE RESPONSIBILITY OF SURBITON HIGH SCHOOL:

- To safeguard the pupils in our care during the school day.
- To ensure that all medications are stored securely and administered appropriately.

Emergency Medications

Emergency medications, including autoinjectors, asthma inhalers and insulin pens, will always be administered. These need to be easily accessible and should be kept with the class teacher. Pupils who are at risk of suffering a severe allergic reaction and have been prescribed an auto-injector are required to have two in School.

Regular/Occasional Medication

Only prescribed medication will be administered on a regular basis. Antibiotics and antihistamine preparations do not usually need to be taken during the school day. Antibiotics can usually be given before School and immediately on return home without minimising their effect. Parents are requested to ask their doctor to consider ▶



the school day and prescribe accordingly when possible (i.e. an antibiotic day is 24 hours; therefore, three times daily is eight hourly). Antihistamines are most effective when taken as a once-a-day dose in the morning. If any medication is necessary, it will be administered by designated staff in the Girls' Prep School. The medicines should be given to a member of the Girls' Prep School Admin Team on arrival in School. Medication must be in the original packaging with the pharmacy label clearly visible, complete with written instructions detailing side effects and expiry date. This should be placed in a plastic box with your

child's name clearly written, along with a completed and signed medicines consent form. Medication will need to be collected at the end of each day, and returned the following morning. Surbiton High School staff are not permitted to administer either regular or occasional medication without specific authorisation from a School Nurse. Please be aware that there is no legal or contractual obligation on teaching or administration staff to either administer medication or supervise a pupil taking it. Medication can also be administered by parents/carers on site. ■



USEFUL INFORMATION

Times of the School Day

ARRIVAL - The gates at the Girls' Prep School open at 8.00am. Registration is at 8.25am and lessons will start at 8.30am. If your daughter arrives at School later than 8.25am, she should be taken into School via the front door and report her attendance to a member of the Admin Staff.

DEPARTURE - Reception and Key Stage 1 pupils finish School at 3.15pm and Key Stage 2 pupils finish School at 3.45pm. Girls should be collected from the magic playground or via the 'kiss and drop' drive through (access via turning right from Fassett Road). A Controlled Parking Zone operates in the area around the School. There are a large number of meters available at a small charge for 15 minutes' parking. Patrolling traffic wardens are unsympathetic to those who do not conform to the parking restrictions outside the School.

School Administration Team

The School Administration Team consists of Mrs Caroline Blight, Mrs Kathleen Farr, Mrs Karen Penny and Miss Weixin How. Please contact any member of the Administration Team if you have any questions or concerns before your daughter joins us in September, or Mrs Blight if you wish to make an appointment with the Head. The direct telephone line and email to the Girls' Prep School are: Tel: 020 8546 9756
Email: girlsprep@surbitonhigh.com

MIS

Once your daughter has started at Surbiton High Girls' Preparatory School, you will have access to our Management Information System. By visiting www.mis.surbitonhigh.com you will be able to register to use the service, which will allow you to see your daughter's attendance, timetable, rewards/sanctions and other information. The system also allows us to communicate with you via our Weekly Parent Communication update, which is sent by email every Friday. You may also receive text messages from School when urgent information (such as the late return of a trip) needs to be sent to you.

School News

School news is regularly updated via our various social media sites such as the school website (www.surbitonhigh.com), Instagram ([@surbitonhighgirlsprep](https://www.instagram.com/surbitonhighgirlsprep)) and Facebook ([/surbitonhigh](https://www.facebook.com/surbitonhigh)). Please check the school calendar on MIS for up-to-date information on events.

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, please contact the MIS team via mis@surbitonhigh.com to notify us of any changes, or log onto the MIS to update your details.

Absence

Whilst we discourage absence due to medical appointments, we understand that in some circumstances this is unavoidable. Please note that family holidays during term time will not be an authorised absence, as

school term dates are published well in advance. If your daughter is taken ill during the school day and needs to go home, you will be contacted immediately. For this reason, please can we ask parents to ensure that their contact details, including emergency contacts, are reviewed regularly and kept up-to-date. If a pupil is absent due to illness, their parent(s) are required to contact the School via telephone or email before 8.25am on the day of their absence and every day thereafter until they return to School. If a pupil's absence is likely to be prolonged, parents are asked to inform the Head, Mrs McCabe-Arnold, so that appropriate measures can be taken.

Weather Disruption

If local conditions are very bad and police authorities advise against travelling, do not send your child to School. Our MIS alert enables us to contact you via text or email to provide appropriate updates. If a problem arises during the day, we may have to decide to end lessons early, in order for the girls to avoid worsening conditions. We will once again contact you via MIS text alert. The School will remain open until all pupils are collected.

Late Collection of Children

Parents are requested to collect their children promptly at the end of the day. However, should any parents be delayed while en route to collect a child from School, we ask, as a matter of urgency, that parents ►

phone the School. We advise all families to enrol their children with the Breakfast and After School Club, as you never know when you may need it.

Wrap Around Care

Breakfast and After School Club is available exclusively for our Prep School parents, available throughout the term, at an additional cost, which is based at the Assembly Rooms. Additionally, our Holiday Club is open during the holidays. Bookings are made online via SchoolsBuddy.

BREAKFAST CLUB - Breakfast Club is available from 7.30am and includes a nutritious breakfast (this includes a choice of cereal/porridge, yoghurt, fruit juice and toast). The team will take your daughter to School for the start of the school day.

AFTER SCHOOL CLUB - After School Club includes a quiet, supervised school study area which is available from the end of your daughter's school day until 6.00pm. A healthy, freshly made snack including fruit and vegetables is provided. During the winter months a hot snack is also available. You will have received further details on fees and registration from the Admissions Department, but please email afterschoolclub@surbitonhigh.com for any further information. Childcare Vouchers are accepted towards payment and there is an initial registration charge.

HOLIDAY CLUB - Holiday Club is organised and led by Prep School staff. It includes a variety of activities from sports skills to creative sessions, practical life lessons and

more. It includes provision between the hours of 8.00am to 6.00pm and uses a number of our school facilities including Hinchley Wood, Oaken Lane and Forest School. Childcare Vouchers are accepted. For payment, please email prepholidayclub@surbitonhigh.com for further information.

Co-Curricular

Please follow the [link](#) to learn about our extensive co-curricular programme. The sign up for these activities is made online using SchoolsBuddy. For further information please email surbitonprepclubs@surbitonhigh.com.

Lunch

All children stay for school lunch, which is served in the Runcie Hall at the Girls' Prep School. The weekly sample menus are available on the school website. School meal times are a time for children to interact socially and we place great importance on table manners. Please notify the School Office, Nurse and your daughter's Form Teacher if there are any allergies which we need to be aware of.



Mid-Morning Snack

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

Nuts

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

Sport

Sport is an important part of the curriculum at the Girls' Preparatory School and each year group is taught by a team of specialist PE Teachers to ensure the girls learn and develop skills in a wide variety of sports accurately. Games lessons are held at our Hinchley Wood or Oaken Lane facilities, as well as Surbiton Hockey Club, which are a short bus journey away, and PE is held on-site either in the Runcie Hall or outside in the playground or on the astro. Swimming is also on the curriculum for our Year 1 pupils, held weekly at Hurst Pool in Molesey, and Reception enjoy a swimming taster session in the Summer Term to familiarise themselves with the staff and facility ahead of time.

The girls wear their PE uniform to School on days when they have sport in their timetable and generally, we still go ahead with a lesson in light rain conditions or if it is a short shower. Therefore we ask all pupils to have their PE waterproof or coat with them for Games. On days where your daughter has sport as a co-curricular club (but not as a timetabled lesson), she should wear her school uniform and will be given time to change either at the end of lunch or the end of the day before dismissal.

Our expectation is that if your daughter is well enough to be in School, she is well enough to take part in all sports lessons. Alternative tasks/activities are provided where applicable, but the only exception to this will be if you are able to provide us with a note from the doctor recommending that your daughter does not take part (especially regarding long term injuries/recovery).

Fixtures are organised as often as we can during Games lessons, and the PE Department put a great deal of effort into selection to slot pupils into suitable teams for their ability. At the start of a curriculum sport, we conduct an initial assessment to best place pupils into groups and then continually observe and discuss progress to make recommendations for selection, with pupils moving up, as well as down teams and teaching groups.

To adhere to our Green Travel Plan, which aims to limit traffic congestion and ensure safety, we ask parents when watching fixtures, to park outside of our sports ground and walk in. Co-curricular club ►

collection points and timings (from Hinchley Wood) for Years 2 to 6 on Monday, Tuesday, Wednesday, and Thursday are at one of the following locations:

- Hinchley Wood Railway Station Bus Stop on Manor Road North (opposite the hardware shop, KT10 0SH) - 5.05pm.
- Girls Prep car park via the drive through - 5.15pm.

Houses

There are three school Houses:

- Arundel
- Balmoral
- Caernarvon

The girls will be allocated to their Houses in the first term at our School. When pupils reach 25 House points, they will receive a bronze certificate; 50 points, a silver certificate; 75 points, a gold certificate and for 100 points, a platinum certificate and a badge.

Certificates

At the Girls' Prep School, weekly certificates are awarded in our Celebration Assembly.



An end-of-term certificate is given to a pupil in each form to congratulate the pupil on something achieved across the term.

School Coach Routes

Royale European offer ten bus routes to pupils in the School. All the coaches are fitted with seat belts. The routes, timings and prices can be found on the school website www.surbitonhigh.com/admissions/transport. For further information or to request a place on a coach, please email transport@surbitonhigh.com.

Green & Silver Club

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

- To connect with current pupils and parents to raise awareness of the Green & Silver Club network.
- To provide alumni with the opportunity for social and professional networking and career development.
- To enable alumni to give back to the School through volunteering, mentoring or career talks to current pupils.

- To publish news and information about the Green & Silver Club and the School.
- To hold reunion events and functions throughout the year with a focus on increasing our alumni engagement.
- To promote, enhance and support the reputation of the School and its strategic aims.

Additionally, the Green & Silver Bursary Fund was launched in 2015, with the purpose of helping those whose financial circumstances prevent them from accessing the benefits of a Surbiton High School education. The Green & Silver Club Award will be up to 30% of the current school fees, which can be received by one pupil or shared between pupils. The Award will be reviewed annually. Pupils not eligible for a CFSP Bursary are still entitled to apply, provided they meet the means-tested criteria. The modest £12 annual subscription from current parents, together with donations of money, time and talent from so many of our alumni, help support the Green & Silver Club.

Parents' Association (SHSPA)

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



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 tax payers 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 are up to by following them on Twitter [@SHSParentsAssoc](https://twitter.com/SHSParentsAssoc), Instagram [shsparentsassoc](https://www.instagram.com/shsparentsassoc) and check out their website, www.surbitonhigh.com/parents-association. They are always keen to get more volunteers, so if you are 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!■

PREPARATION FOR SCHOOL

A Home-School Partnership

We are aware that your daughter's first day at School can be an exciting yet daunting first step towards her independence. Your daughter's Form Teacher and the Early Years Team will be on hand to ensure that this transition goes smoothly.

Your daughter's education benefits from close co-operation between home and School, as we all want her to be happy and to be able to reach her full potential.

We understand how hard it can be to hand your daughter over at the classroom door. The girls are very young and starting School is such a big adventure. It may take a little while to settle into the new routine, but we will do all we can to make that transition as smooth and enjoyable as possible.

We have individual appointments each term to formally discuss your daughter's progress. However, if you have any concerns or issues that you want to discuss at other times, please do not hesitate to contact us. We are always available at the end of the day or via email.

It is very helpful if you can prepare your daughter in certain tasks before she starts School, as this will make her transition into

School much easier. She should be able to use the toilet independently, dress and undress herself and be able to use a knife, fork and spoon appropriately at meal times.

If your daughter is trying to write her name before starting School, it is important that she starts it with a capital letter and the rest is written using lower case letters. The alphabet can start to be learned using letter sounds rather than names.

And finally...

We look forward to you and your daughter joining the Surbiton High Girls' Preparatory School Community. ■



GIRLS' PREPARATORY SCHOOL UNIFORM

** items are generic and do not have to be bought at Alleycatz*

SCHOOL UNIFORM SUPPLIERS

AlleyCatz

Claremont House, 34 Molesey Road, Hersham, KT12 4RQ

T 01932 223075 W www.alleycatz.co.uk

NEARLY NEW UNIFORM SALES

Regular Nearly New Uniform Sales are arranged by the Surbiton High School PA Committee. For more details, visit www.shspa.org.uk.

Labelling

All formal uniform should be labelled on the inside, with either iron-on or 8mm woven name tapes. All sports and art items also need to be clearly labelled inside (not on the outside) with either iron-on or 8mm woven name tapes. Please note the recommended format for Reception to Year 2 is first and second name e.g. Alison Smith. When requesting embroidery, please use initials only on the outside of bags, for safeguarding purposes.

Houses

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

Seasonal Uniform

Summer uniform is worn from September through to the half term break in the Autumn

Term and again from after the Easter break until July. Winter uniform is worn from after the half term break in October until the end of the Spring Term in March.

Appearance

All girls are required to wear school uniform and a neat appearance is expected at all times. On PE and Games lesson days, the girls can wear their sports kit but must have their waterproof jacket with them in case of inclement weather. Hair should be kept tidy and neatly tied back off the face. Jewellery and nail polish are not permitted. ■

Winter Uniform (October to March)

COMPULSORY

● Pinafore	Dark grey
● Roll neck	White cotton roll collar
● Jumper	Dark grey with trim
● Coat	Black with School crest
● Showerproof jacket	Green with School crest
● Blazer	Green with School crest
● Tights*	Dark grey
● Socks*	Dark grey, knee-length
● Shoes*	Black (from approved styles list)

Summer Uniform (April to October)

COMPULSORY

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

Sports Kit

COMPULSORY

● Sweatshirt	Green with School crest
● Socks*	Plain white ankle, no embellishment
● Polo shirt	White with School crest
● Shorts or games skort	Green with School crest
● Jogging bottoms or School leggings	Green School regulation
● Trainers*	Plain, can be velcro
● House t-shirt*	House Colours - Arundel (Red), Balmoral (Blue), Caernarvon (Green)

OPTIONAL SPORTS KIT

● White base layer	Surbiton High School arm print
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Accessories

COMPULSORY

● Hair ties/bands*	Plain grey, black, dark green or white
● Waterproof art overall	Green
● Games bag	Green with School crest
● Pre-Prep rucksack/book bag	Green with School crest
● Forest School bag	Grey with School crest
● Water bottle*	Any colour, non-regulation, named

OPTIONAL

● Fleece	Green with School crest
● Scarf	Green with School crest
● Neck warmer	Green with School crest
● Bobble hat	Green with School crest (worn with winter uniform)
● Beanie hat	Green with School crest (worn with winter uniform)
● Gloves	Plain grey, green or black
● Legionnaires hat	Green with School crest (worn with summer uniform)
● Boater hat	



TERM DATES 2024-25

Autumn Term 2024

Staff INSET	Monday 2 September to Tuesday 3 September
Years 7/12 and Reception Induction Day	Wednesday 4 September
Term Commences	Thursday 5 September
Half Term	Monday 21 October to Friday 1 November
Term Finishes	Friday 13 December (Preps have a half day with a staggered finish, times TBC)

Spring Term 2025

Staff INSET	Monday 6 January
Term Commences	Tuesday 7 January
Half Term	Monday 17 February to Friday 21 February
Term Finishes	Friday 4 April (Preps have a half day with a staggered finish, times TBC)

Summer Term 2025

Staff INSET	Thursday 24 April to Friday 25 April
Term Commences	Monday 28 April
Bank Holiday	Monday 5 May
Half Term	Monday 26 May to Friday 30 May (incl. Bank Holiday on 26 May)
Term Finishes	Wednesday 9 July (Preps have a half day with a staggered finish, times TBC)





GIRLS' PREP

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/surbitonhigh

T 020 8546 9756 | E girlsprep@surbitonhigh.com | www.surbitonhigh.com |

95-97 Surbiton Road Kingston Upon Thames KT1 2HW

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



@SHSGirlsPrep

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