



SOLIHULL

**JUNIOR SCHOOL
HANDBOOK
2018 - 2019**

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INTRODUCTION

The purpose of these pages is largely to keep you informed about the School's routine and its administrative procedures. Please find time to have a quick look through it, and store it for reference as the year progresses. You should find it answers a lot of your questions or tells you who to contact if you need further advice.

SCHOOL AIMS

The central aim of Solihull School is to maximise the potential of all pupils, preparing them for adult life as happy, charitable, confident and intelligent people. We aim to provide breadth of opportunity and inspire depth of achievement within a safe environment which fosters a sense of wellbeing and a thirst for knowledge, and one which successfully combines over four hundred years of tradition with innovation and creativity. The learning environment stretches far outside the classroom and all members of the school community are encouraged to extend themselves beyond their immediate interests and perceived capabilities.

Pupils come to understand the importance of a strong moral compass and a global perspective; ready to lead but always with humility, compassion and integrity. Individuality and inclusivity permeate all aspects of school life. Christian in our Foundation, we welcome pupils of all faiths in a supportive and caring environment.

Generations of Old Silhillians have embarked on a wide variety of successful and often high profile careers with ambition and perseverance, and belong to a lifelong community regardless of distance or the passage of time.

At Solihull Junior School we work hard to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Learning should be a rewarding and enjoyable experience for everyone and, above all, it should be fun.

We prepare all children for the Solihull School 11+ entry examination, in which we have a strong record of success in gaining scholarships, and aim to ease their transition into senior school, to assist the continuity of their education.

Personal development is stimulated through a wide range of co-curricular activities, and we try to give all children the opportunity to achieve some position of responsibility as they journey through the School.

In helping children to be happy and to fulfil their potential we greatly value the support, understanding and involvement of parents in all we are trying to do. Parents who have any concerns about their son's/daughter's progress or welfare should, in the first instance, contact the Form Tutor. It is important to deal with issues early and certainly before they become more difficult than needs be. The Assistant Head (Academic) of the Junior School, the Deputy Head of the Junior School (Pastoral) and the Head of the Junior School are also available for support.

We hope that your child will fulfil their potential during their time in the Junior School and we hope, above all, that they will be very happy here.

ACADEMIC MATTERS

THE SCHOOL DAY

| | |
|----------------------|---------------|
| Line up | 08.25 |
| Registration | 08.40 – 08.45 |
| Assembly | 08.45 – 09.05 |
| Period 1 | 09.05 – 09.45 |
| Period 2 | 09.45 – 10.25 |
| Break | 10.25 – 10.50 |
| Period 3 | 10.50 – 11.30 |
| Period 4 | 11.30 – 12.10 |
| Lunch and Activities | 12.10 – 13.25 |
| Registration | 13.25 – 13.30 |
| Period 5 | 13.30 – 14.10 |
| Period 6 | 14.10 – 14.50 |
| Period 7 | 14.50 – 15.30 |

After School activities take place from 15.30 onwards.

THE CURRICULUM

The Junior School broadly follows, but extends beyond, the National Curriculum. Emphasis is placed on English, Maths and Science at all age groups. The number of periods for each subject per week can be seen in the chart on the next page. All forms are of mixed ability, but Maths is set by ability in J2, J3 and J4, and in J1 once their teachers feel they have had enough time to assess them, or by the October half term at the latest.

In J1 and J2 a majority of periods are taught by the Form Tutor. In J3 and J4 an increasing number of subjects are taught by specialist teachers from within the Junior School staff. Spanish is taught across all year groups and delivered by specialist Senior School staff. Some Music, PE & Art lessons are also taught by staff from the Senior School. A very large number of pupils take individual Music lessons, at a variety of times throughout the school day.

Every pupil is closely monitored and assessed during his/her time in the Junior School to ensure that he/she is working to his/her full potential. If pupils require extra help with English or Maths, particularly in preparation for the 11+ Examination, Curriculum Support is provided on a weekly basis during a timetabled lesson. For those pupils who have an Educational Psychologist's report, some additional Learning Support is provided outside of lesson time where appropriate. Support and intervention will address specific recommendations made by an Educational Psychologist and the recommendations of Form Tutors past and present, who are very familiar with the learning needs of those children, and are bespoke to each pupil's specific needs. These support sessions may be in very small groups or one to one.

Mrs Penney, our Learning Support Coordinator, has one Curriculum Support lesson per week timetabled simultaneously with an English lesson for every Form in the Junior School, and another during a Mathematics lesson for each year group. This timetabling arrangement and availability of support facilitates a more prescient dialogue between each Form Tutor or Maths teacher and Mrs Penney, allowing identified learning needs to be targeted in tandem. These Curriculum Support lessons will involve Mrs Penney providing direct support to a group of children in their classroom or working with them in our Library during the lesson. The composition of the groups will therefore be fluid and defined by a common learning need, identified in advance. Some pupils may find themselves in these groups regularly, others less so, while others still may rarely, if ever, require this support. Should, for example, a group of J2 pupils struggle to effectively grasp the punctuation of direct speech or inferential reasoning in comprehension exercises, or a particular concept in Mathematics, Mrs Penney will work in a more intensive capacity to close that knowledge gap with the relevant pupils.

PERIODS PER WEEK

Subject/Form

| | J1 | J2 | J3 | J4 |
|-------------------|-----------|-----------|-----------|-----------|
| English | 8 | 8 | 7* | 7* |
| Maths | 8 | 8 | 7* | 6* |
| Science | 2 | 3 | 3 | 3 |
| History | 2 | 2 | 2 | 2 |
| Geography | 2 | 2 | 2 | 2 |
| Art | 2 | 2 | 2 | 2 |
| Design Technology | 0 | 0 | 2 | 2 |
| RS | 1 | 1 | 1 | 1 |
| Computing | 2 | 1 | 1 | 1 |
| WPD | 1 | 1 | 1 | 1 |
| Spanish | 1 | 1 | 1 | 1 |
| Music | 2 | 2 | 1 | 1 |
| PE/Swimming | 2 | 2 | 2 | 2 |
| Games | 2 | 2 | 4 | 4 |
| | 35 | 35 | 35 | 35 |

* In J3 and J4, there is one more period of Maths for half the year and one more period of English for the other half of the year to facilitate the inclusion of one period of PSHEE per week in the timetable.

HOMEWORK (PREP)

Each child is issued with a Prep Book every term, in which he/she writes details of his/her homework, as it is set. Parents should check that the work has been done and initial the Prep Book every evening. This also provides a very useful means of communication between parents and Form Tutor. Parents are encouraged to add brief notes within the space at the foot of the page when appropriate.

Our policy is to gradually increase the amount of homework as the children progress through the school. In J1 and J2 each pupil is expected to be set up to 20 minutes per night plus reading aloud, which is an additional priority, and should be done nightly with adult supervision. We do not believe that a large amount of homework is appropriate at this age, particularly after a long day. Homework increases to approximately half an hour each night in J3 and to approximately an hour in J4.

Children are generally expected to attempt homework on their own. No doubt they ask for, and are given, help at times. However, it is hoped that teachers receive an indication of what help has been necessary; the clearer the picture, the more specific the guidance that can be given. Throughout the School it is hoped that homework strengthens the will and ability to work independently when required. However, independent reading is equally important and something that the Junior School would like to encourage. Our aim is for the children to become fluent and competent readers who naturally turn to books for pleasure and as an aid to learning. Each pupil is issued with a Reading Record in which each day's reading is recorded, alongside comments from pupils, parents and teachers as appropriate. Parent volunteers also support by hearing readers or with administration of the library.

REPORTS AND ATTAINMENT GRADES

Reports are given twice per academic year. At Christmas your child's report will consist of extended comments for the core subjects, effort and attainment grades and, where applicable, exam grades. In the Summer Term a full report on each subject is accompanied by effort, attainment and again, where applicable, exam grades. Effort and attainment grades are awarded at the end of each half term in the Christmas and Easter Terms and at the end of the summer term. Reports and assessment grades are posted on the Parent Portal.

Attainment Grades and Effort Grades

Criteria for Effort Grades.

Effort grades will measure how a pupil's attitude to learning contributes to his/her academic progress. This is assessed on a six point scale.

Outstanding

This grade indicates unfailing effort. **All** work is completed to the best of the pupil's ability. In **every** lesson the approach is productive and conscientious: the pupil's focus is exemplary. More than this, the grade represents that a pupil is going beyond what has been asked for – there will be an element of **extension** in the pupil's approach – extra reading or research for example. **It is likely that this grade will be awarded only rarely.**

Very Good

This grade also represents unfailing effort. **All** work is completed to the best of the pupil's ability. In **every** lesson the approach is productive and conscientious: the pupil's focus is impressive. This is a very strong grade – showing that a pupil is doing everything that is expected to the best of his/her ability.

Good

This grade also represents a pleasing level of effort. **Nearly all** work is completed to the best of the pupil's ability. In **most** lessons the approach is productive and conscientious: the pupil's focus is consistent. The pupil will be working well. There will be **occasional lapses** in approach but not to the extent that this gives cause for concern overall.

Sound

This grade can represent an adequate amount of effort but, on the whole, not much more than that. Work may often be completed dutifully and the pupil will generally complete tasks within the lesson but the sense is that he or she is working with limited commitment, which may be hindering progress. Regardless of his/her level of attainment, this pupil has the potential to achieve more.

Cause for Concern

Here there are pressing questions to be asked about the inconsistent level of effort shown. A change in approach is needed in **at least one area** of a pupil's work, for example, improving listening skills, participation in class discussions, greater self-motivation, or concentration and focus. It may be that other areas of work are good but in at least one way the pupil's level of effort threatens to limit progress.

Unsatisfactory

This grade shows that a radical change of approach is needed if good progress is to be made. There will be sustained problems in at least one area of work for this subject. In lessons the pupil's focus may be unacceptable; work may repeatedly be incomplete or poorly attempted. An immediate improvement is called for if this pupil is to fulfil his or her potential.

Criteria for Attainment Grades: Junior School

In addition, pupils will be assessed on their current level of attainment on a seven-point scale. These grades are assigned across a year group as a whole, adhering as closely as possible to the % guidelines.

7. **(Outstanding).** This grade is awarded for exceptionally strong performance by a pupil **of this age in our school**. The pupil will be confident in understanding all areas of the subject. He/ she will be able to apply his/her learning very effectively. The approach to the subject will show sophistication beyond the norm for pupils of this age in our school. This grade will be awarded to the top 10% of a year-group.
6. **(Very Good).** This grade is awarded for very strong performance by a pupil **of this age in our school**. The pupil will be confident in understanding all areas of the subject. He/ she will be able to apply his/her learning very effectively. This grade will be awarded to approximately 35% of a year-group.
5. **(Good).** This grade is awarded for a sound performance by a pupil **of this age in our school**. The pupil will be able to show a good level of understanding in nearly all areas of the subject. He/ she will be able to apply his learning effectively in most areas. This grade will be awarded to approximately 30% of a year-group.
4. **(Satisfactory).** This grade is awarded for satisfactory performance by a pupil **of this age in our school**. The pupil may show sound understanding of some areas of the subject. He/ she will be able to apply his/her learning effectively at times; other topics may be less securely understood. This grade will be awarded to up to 20% of a year-group.
3. **(Cause for Concern).** This grade is awarded for a below average performance by a pupil **of this age in our school**. The pupil may show some understanding of some areas of the subject. He/ she will rarely be able to apply his learning without support. A number of aspects will not be fully understood. This grade will usually be awarded to approximately 3 - 5% of a year-group.
2. **(Weak).** This will be a markedly below average performance by a pupil **of this age in our school**. The pupil will show limited understanding of the subject. He/ she will very rarely be able to apply his learning without support. This grade will be awarded very infrequently.
1. **(Very weak.)** This grade indicates that a pupil's attainment in this subject shows very significant weaknesses in all areas of study. This will be a severely below average performance for a pupil **of this age in our school**. This grade will be awarded on very rare occasions.

Maths Setting Arrangements

Sets are selected on the basis of your child's ability in Mathematics, relative to his or her cohort, and movement between sets, whilst not significant, is commonplace. Sets are also selected on the basis of preferred learning styles so it can be the case that a child is placed in a particular set because of their natural working pace. This means that there are occasions, for example, that a child in the 'middle' set gets a higher attainment grade and/or exam grade than a child in the 'top' set.

It is imperative that you and your child keep in mind that standards in Mathematics in the Junior School are very high. As an academically selective school, with a healthy competitive ethos, we strive for nothing less. Your child's level of attainment is always more important than what set they are in. The vast majority of our pupils leave the Junior School with significantly above average levels of attainment.

Exams and Exam Grades

In November, J2, J3 and J4 pupils sit exams in English and Maths, and in English, Maths and Science in May. J1 pupils sit exams in English and Maths in May only. The grade your child achieves in these exams will be followed by a written report from the subject teacher in the Christmas and summer reports respectively.

Exam results are assigned by the following criteria:

| | |
|-----------------------|---|
| A* - Excellent | An excellent level of attainment and academic promise |
| A - Very Good | A very pleasing level of attainment and academic promise |
| B - Good | Promising |
| C - Satisfactory | An adequate level of attainment, with scope for improvement |
| D - Cause for concern | More progress needed to reach the desired level |

When assigning exam grades we do so across the year group and broadly in line with the following criteria:

15% of the year group get A*s
35% of the year group get As
30% of the year group get Bs
20% of the year group get Cs/Ds [with relatively few Ds].

These boundaries are intended to give you a clearer picture of how your child's exam results compare with their cohort. These grades are useful indicators of how your child might perform in the 11+. Obtaining a D grade in an English or Maths exam at any point in the Junior School means your child's performance is below the standard required to ultimately pass the 11+. Ongoing dialogue with the relevant staff is needed from this point forward to plan effective intervention strategies.

It is worth noting however, that the overall attainment grade assigned by the teacher can often be as enlightening as an exam grade – which can be a snapshot in time. Do also keep in mind that in an academically selective environment, for example, a C grade in the Junior School may well be a B, or higher, elsewhere.

External Benchmarks

In the Junior School we also make good use of published assessment tests as external benchmarks. These tests are few in number, unobtrusive and deliberately low key. We do not prepare our pupils specifically for them, as we believe to do so would have a restricting effect on our enriched curriculum. Providing opportunities for your child to experience and succeed in academia, sport, music and the creative arts are the hallmark of what we offer and we remain very protective of that. Such assessments are useful for us to compare our cohorts as a whole with external cohorts – if nothing else to reaffirm what should always be the case; that standards in the Junior School are well above national averages.

EXPECTATIONS

General statement: *We will endeavour to provide a caring and supportive environment for your child to learn in and a wealth of curricular and co-curricular opportunities, in accordance with the school aims and motto. It is the responsibility of the pupil to act upon advice and to engage with the opportunities offered, taking responsibility for their own learning and behaviour. We ask that parents support teachers in their efforts to help guide and shape pupils' behaviour, respect the professional judgement of our staff and engage positively with the school's expectations, systems and ethos.*

Expectations of Teachers:

1. Role models
 - Respectful communication, behaviour and dress
2. Facilitate and support the academic progress of every pupil
 - Productive use of class time
 - Productive opportunities for independent learning outside of lessons, e.g. prep
 - Support for pupils requiring further help, e.g. clinics
 - Ongoing dialogue with pupil and parents, setting targets and facilitating progress
3. Facilitate and support the personal development (social, moral, spiritual and cultural) of every pupil
 - Pastoral support that focuses on the growth and success of students
 - Ongoing dialogue with pupil and parents on behaviour and development
 - Fair use of rewards and sanctions
 - Lead and support co-curricular activities
 - Uphold the founding principles of the school
4. Provide a safe, caring and ambitious environment for pupils

Expectations of Parents:

1. Respect the school by valuing:
 - The 'hierarchy' in terms of points of contact (starting with the teacher or tutor)
 - The professional judgement of teachers
 - The timing and tone of communication
 - The working hours of teachers
2. Help us by working with us on:
 - Rewards and sanctions to ensure the development of pupils
 - Focusing pupils on a growth mindset by looking at their targets, effort and progress rather than their end grade
 - Ensuring punctuality, appropriate uniform and a purposeful attitude towards learning and behaviour

Expectations of Pupils:

1. Punctual, smart and a purposeful attitude towards learning and behaviour
2. Obey the school rule: 'Members of the school shall in all circumstances conduct themselves in a proper and sensible manner.'
3. Take responsibility for one's progress and behaviour
4. Learn from one's mistakes, developing a growth mindset
5. Engage with the curricular and co-curricular opportunities offered by the school

PASTORAL CARE

INTRODUCTION

The School is committed to developing a climate of care amongst all members of the community. The central part of that commitment lies in the personal care and support provided for every pupil by the staff. Such care depends upon creating a positive environment in which staff take a personal interest in those pupils with whom they are involved, not only in lessons but also in the rich variety of activities that the school offers. It also depends upon open communication between staff, but also between staff and parents.

COMMUNICATION

Communication is vitally important in our partnership and throughout Solihull School the Form Tutor is at the centre of pastoral care, and the primary point of contact for parents.

Parents are encouraged to use the Prep Book for communications with the Form Tutor. The Form Tutor deals with routine queries and he/she is the person generally responsible for monitoring a pupil's progress and welfare. Contact with parents is greatly valued and parents should feel free to discuss concerns and problems, as soon as they occur, with the Form Tutor, making an appointment for a longer discussion if necessary. In addition, Heads of Year will orchestrate year group wide initiatives and protocols. They also offer both academic and pastoral support for parents and Form Tutors. Their roles are specifically designed to support parents and teachers in helping the children to get the best out of themselves.

The Deputy Head of the Junior School is a Pastoral Deputy and the Designated Safeguarding Lead (DSL) responsible for pupil welfare. Where necessary, a Form Tutor or a parent will, at their discretion, involve the Deputy Head and/or the Head of the Junior School in pastoral matters.

Each child will also be placed in one of the five Houses – Fetherston, Jago, Pole, Shenstone and Windsor – and will remain in that House throughout their Solihull School career. The House Tutors will also therefore take an interest in the child's general development and achievements.

PARENTS' EVENINGS

1. The parents of New Pupils are invited to a 'New Parents' Meeting' at the beginning of the school year, to be introduced to the workings of the School Community and to meet the Head of the Junior School and the staff most closely concerned with their sons and daughters.
2. All Junior School parents are invited to two Parents' Evenings each academic year, in October and February. The October consultations involve the parents and Form Tutor only, whereas during the February consultations we encourage you to also involve your child. Both meetings will be with the Form Tutor to discuss your son's/daughter's progress and from this discussion subsequent appointments with the other teachers may be made, if necessary.
3. Each year we also hold an 'Open Afternoon' when prospective parents may come in and see the children at work during a normal school day.

REWARD SYSTEM:

MERITS

Throughout the Junior School we operate a 'Merit System'. Praise and reward for good work and behaviour is regarded as essential in creating a positive school ethos. Our merit system rewards children for improvements in academic work and positive contributions to school life. Children collect staff initials or ink stamps in the back of their Prep Books as a record of merits received. These go towards both an individual and House Competition.

COMMENDATIONS

These are awarded for exceptional contributions to school life. They recognise good examples of behaviour, independent study and any positive contribution, which is considered to be above normally expected levels. These count as 5 Merits and also go towards the individual and House competitions. Commendation certificates are presented during an assembly and parents are notified by letter.

GOLD STAR AWARDS

These are awarded half termly and recognise a pupil's outstanding effort, progress or improvement in any aspect of school life. Pupils are presented with these awards by the Head of the Junior School, receiving a certificate and 'Gold Star' badge to wear on their blazer. Approximately half of the children in each form will receive a Gold Star Award during the year.

JMT STICKERS

Each member of the Junior Management Team awards special stickers to pupils who have demonstrated exceptional effort or attainment in any area of school life. Pupils may be sent to the Junior Management Team for a sticker by any member of staff to recognise these achievements.

THE REFERRAL SYSTEM

BEHAVIOUR SLIPS

However, there may be occasions when a pupil's behaviour, effort or work does not meet an acceptable standard in terms of their ability. Incidents of poor behaviour are recorded by staff on 'slips'. The yellow slip will be given for minor misconduct. In order to distinguish between such minor incidents and more substantial problems, we use a red slip for serious offences. Parents will be informed if their son/daughter is given a red slip and may be asked to come in to discuss the incident with us. These notes are collated by the Deputy Head of the Junior School. Children may be required to discuss the reasons for their behaviour with the Deputy Head and, when necessary, the Head of the Junior School, and individual strategies are discussed and implemented to aid their progress.

IMPROVEMENT CARDS

A pupil can be placed on an improvement card for a variety of reasons, for example, behaviour, organisation or work, to incentivise them to make the levels of progress deemed necessary.

These improvement cards can be viewed as a traffic light system. A pupil will first be placed on amber. If the improvement card is satisfactory after a week, the pupil will move on to a green card. If, however, the improvement card is not satisfactory after a week, the pupil may move up to a red. He/she will then progress, if satisfactory, after a week back to amber and then to green. As long as the final week on green is accomplished satisfactorily, the pupil will then come off the improvement card.

This improvement card must be seen by either the pupil's Form Tutor or the Deputy Head of the Junior School each day and it is to go home each evening to be seen and signed by a parent. The Deputy Head of the Junior School should see all cards at the end of the week and agree next steps in consultation with the parent, pupil and Form Tutor.

If a pupil is not making any progress when on a red card, then the Deputy Head of the Junior School or Form Tutor, will meet parents to discuss further action to be taken. This might include the drawing up of a set of agreed specific targets for the pupil and may involve the Head of the Junior School, if necessary.

ASSEMBLIES

Assemblies are held after morning registration. They are held either in the Junior School Hall or Bushell Hall, except when they are taken once a week by the School Chaplain in the Chapel. On one day in each week, the Assembly takes the form of a House or Form Period; on the other days, they are taken by a member of the Junior Management Team. The Headmaster, Deputy Headmasters and Heads of School in the Senior School also take assemblies from time to time.

BEFORE AND AFTER SCHOOL

A member of staff will be on duty outside each morning from 8:15am to supervise pupils. Pupils should not be inside school before the bell is rung at 8:25 unless permission has been given by a member of staff or to attend a co-curricular club.

In the interest of pupils' safety, parents are asked to collect their children from the Junior School foyer at 3.30 pm. If parents wish to make alternative arrangements, they are asked to put it in writing to the Head of the Junior School. Children who are not involved in organised activities but who, for some reason, cannot leave at 3.30 pm, must remain in the Junior School Hall with the Duty member of staff until 4.10 pm. They are expected to read quietly until they are collected.

Junior School Duty Staff cannot be held responsible for children in the Junior School after 4.10 pm. Supervision, on a private basis, may be available with Playpals. Parents who require this provision are advised to ring 0121 703 0618. All pupils must be collected by 4.10 pm unless they are involved in one of our supervised after school clubs.

Please be advised that parents or guardians are responsible for any pupils, siblings or visitors in their care who use the adventure playground before or after school.

OTHER MEANS OF CARE & SUPPORT

The School Nurses, Senior Nurse Serle and Nurse King, are responsible for the health of the pupils, either or both of whom are on duty from 8.00 am until 5.30 pm each school day. Anyone who is unwell is sent/taken to the Surgery. The School Nurses maintain records of treatment and notify Form Tutors when necessary. Only a School Nurse can send a pupil home for medical reasons and when a pupil is to be taken to hospital, a School Nurse, or a member of staff, will accompany the pupil and remain there until parents arrive.

If parents have any concerns, or would like to discuss any matters concerning their child's health and wellbeing, they can contact the School Nurses on 0121 703 2901. Safeline is our counselling and support service that offers pupils and their families support. The Surgery is on the ground floor of School House, entered via the George Hill Building, and remains open throughout the school day.

BULLYING

Parents are often worried about the possibility of their child being bullied at school. Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone else by actions or words. Bullying includes any behaviour that intentionally or thoughtlessly harms, threatens, intimidates or distresses someone else, for example:

- Insults/excessive teasing
- Cruel nicknames
- Making threats
- Isolating/rejecting someone from peer group
- Physical assaults
- Demanding money or items by means of intimidating behaviour
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on website

The School appreciates these concerns and makes every effort to eliminate bullying, which can be detrimental to a pupil's success and contentment in the School. In this the School relies heavily on information from parents and from the pupils themselves, as well as the vigilance of school staff. Thus, if you have any concerns about the welfare of your child or any other child, it is vital that you contact the School. Bullying in the Junior School is unacceptable and is not tolerated. Children are encouraged to speak to any member of the staff if they have concerns about bullying or speak to the appointed J4 mentors. The Deputy Head of the Junior School monitors any incidents very closely. The aim of the School is to create an environment in which pupils feel secure and unthreatened.

TRANSITION TO THE LOWER SCHOOL

Pupils joining the Junior School up to and including the start of Year 5

For those pupils who join us in J1 (Year 3), J2 (Year 4) or at the beginning of J3 (Year 5), the Headmaster intends to offer those pupils a place in the Senior School at the end of the first term in J3, following the Christmas term examinations. If there is any doubt about a Junior School pupil's suitability for the Senior School, this will be communicated at the end of the Christmas term in J3. In such circumstances the Headmaster will use the J3 summer examinations and/or the 11+ entrance examination to determine whether a Senior School place will be offered or not. Offers of places in the Senior School are subject to sustained good performance throughout the remainder of J3 (spring and summer terms) and the duration of J4 (Year 6).

Pupils joining the Junior School at the start of Year 6

For those pupils who join us in J4, the acceptance of an offer at 10+ automatically leads to an offer at 11+. Offers of places in the Senior School are subject to sustained good performance throughout the duration of J4.

Pupils will continue to sit our 11+ Entrance Test in order to compete for scholarships and to provide baseline data for the school.

During the pupils' final year in the Junior School, a transition programme, lead by J4 Form Tutors, the Head of Transition and the Head of Lower School is implemented in the PSHEE curriculum. Pupils have opportunities to meet some of the staff who will teach them in the Senior School. In the Christmas term there is an Open Evening for all 11+ candidates and their parents to meet the Head of the Lower School, Head of Transition, Senior Leadership Team and other key members of the Senior School staff. On entry to the Senior School, pupils are placed in mixed ability forms.

MUSIC, GAMES, PE AND CO-CURRICULAR ACTIVITIES

MUSIC

Music in the Junior School is regarded as a very important element of a child's education. All J1 and J2 forms have a class lesson of Music and a singing lesson each week. In J3 and J4, pupils have one lesson per week. J1 pupils participate in an instrumental scheme which provides opportunities for all pupils to learn an instrument. Participation in musical activities outside the curriculum is strongly encouraged. There are numerous co-curricular groups – Junior School Orchestra, Choirs, Wind Band, String Groups, Brass Groups, Woodwind Groups, Piano Duet Club and Guitar Group – all of which take part in regular concerts throughout the year. Our outstanding Chapel Choir invites pupils in J3 and J4 to join who, following an audition, demonstrate they have both the promise and the necessary commitment to succeed.

Private tuition, on any orchestral instrument, is given by visiting teachers and resident staff. Pupils may also learn piano and organ and have individual singing lessons. Over two-thirds of the children have tuition in at least one instrument. Some pupils have their individual instrument lessons in fixed slots which are in a break time, lunchtime, before or after school, or during one of their curriculum class music lessons. Some lessons are organised on a rotational basis, where pupils come out of one timetabled academic lesson at the relevant slot each week; hence the academic subject missed from week to week rotates and varies. For pupils who learn two instruments in school, one of the lessons is on a rotation system and the other in a fixed weekly slot. Parents should contact Mr Kermodé, Director of Music, in the Music School if they have any queries about lesson timings and arrangements.

PE AND GAMES

The Junior School benefits greatly from being on the same site as the Senior School facilitating, as it does, full access to the excellent sports facilities and grounds.

Each form in the Junior School has one period of PE and one of Swimming each week. In addition, J3 and J4, have two double period Games sessions on Monday and Friday afternoons (2.10-3.30); J1 and J2 have one on Tuesday afternoon (2.10-3.30).

The boys' and girls' Games teaching programme includes Football, Hockey, Netball, Cross-Country and Rugby during the winter terms and Cricket, Athletics, Tennis and Rounders in the summer.

Pupils compete to represent the School in matches, tournaments, galas and Borough competitions in some or all of the following: Rugby, Football (both indoors and outdoors), Cross-Country, Hockey, Athletics, Swimming, Cricket and Netball. There are a number of teams for all age groups from J1 (Under 8) to J4 (Under 11), with the number of fixtures increasing gradually as your child progresses through the School.

Teams are often very successful because of the degree of commitment from both staff and pupils. Practice takes place, at regular times, at lunch-time or after school. Fixtures are normally listed on the School Calendar, which is available online through a number of channels. Occasionally other fixtures are arranged and reasonable notice of these will be given.

It is expected that pupils selected to represent the School will do so.

HOUSE COMPETITIONS

Inter-house competitions, involving all the children in the Junior School, are a prominent feature of each term's activities. During the year these competitions include, in addition to many team sports and swimming, singing and a general knowledge quiz. Points for all competitions are aggregated each year to decide the Junior School Inter-House Champions.

LUNCH-TIME AND AFTER SCHOOL ACTIVITIES

There is a wealth of activities on offer at lunch time or after school and these are an important part of the broad curriculum which we seek to offer at Solihull School.

Those offered recently include, in addition to the sports mentioned above: Rugby, Swimming, Debating, Art, Sewing, Drama, Chess, Dance, Card Games, Cookery, Craft, Poetry and Book Club. There are also opportunities to join the Junior Orchestra, the Junior School Choir, the Chapel Choir and, perhaps, one of the String, Wind or Brass Groups. Occasionally pupils in the Junior School are asked to join the Lower School Music Groups. Whilst we do provide opportunities for all children, some of these activities are open only to those with the requisite expertise, and others are restricted to particular age groups.

On various occasions throughout the year, performances are put on to show what the children have been doing in Music and Drama. Also, there are numerous competitions for school teams, School Houses and for individuals, such as public speaking.

The programme indicating times and places of activities will be published in the Junior School Calendar shortly after the beginning of each term. A list of activities can also be found in the School Calendar and the Co-curricular programme sent termly by Parentmail.

TERM TIME EXPEDITIONS

Outings of many different kinds are encouraged and take place at intervals throughout the year to broaden your child's education. There are a wide variety of form and year-group expeditions to events and places of relevant interest. We have organised trips to local farms, to the Botanical Gardens, museums and art galleries, Jaguar Land Rover Plant, a Gurdwara; we have had a Tudor, Greek and Anglo-Saxon day and various guest speakers and authors have visited us. The older children benefit from residential weekend trips: the J3s to Boreatton Park PGL and J4s to Hilltop Outdoor Education Centre.

The cost of **most** expeditions each year is met by the School.

The School has an appointed Educational Visits Co-ordinator who is responsible for overseeing the effective organisation of all trips. Thus, he ensures that the party leader conforms to regulations in terms of overseeing the leadership, qualification of staff, staff/pupil ratios, risk assessment, insurance, communication, emergency procedures etc. The Headmaster also gives his specific permission for every trip on the advice of the Educational Visits Co-ordinator. The participating staff are all fully aware of their responsibilities in taking trips.

Parents are initially informed about the nature and purpose of the visit and are also advised of any relevant costs. Subsequent information will include the address of the visit, type of transport, arrangements for pocket money, kit requirements, insurance cover and advice on travel documents and vaccinations, if required. Parents will be required to fill in and sign the school's standard 'Visit Consent Form', although further information (e.g. details of dietary requirements) may be requested. When parents are asked for payment, this should be made via the school's Parentpay account.

CHARITY

The Junior School takes a very full part in the School's annual fund-raising effort. Activities are concentrated mainly in the last week of the first half of the Christmas Term. Children and staff devise many ingenious ways of collecting money during these days and organise a very productive sponsored event in the summer term.

ADMINISTRATION

TERM DATES

The school year consists of three terms within each of which there is a half-term break. The holidays follow the general pattern of the independent day schools and amount to about seventeen weeks during the year.

Term Dates

Academic Year 2018-2019

Christmas Term

Term begins: Wednesday 5 September

Half term: Saturday 20 October – Sunday 4 November

Ends: Wednesday 19 December

Easter Term

Term begins: Tuesday 8th January

Half term: Saturday 16 February – Sunday 24 February

Ends: Friday 5 April

Summer Term

Term begins: Monday 29 April

Half term: Saturday 25 May – Sunday 2 June

Ends: Wednesday 10 July

ABSENCES

In order to streamline communication channels and for us to know who is in school, there are now dedicated email addresses for you to use to contact us.

Arrangements for Junior School Parents

Unplanned Absences

If a pupil is absent, for whatever reason, parents are required to inform the School before 8:25 am registration stating the reason for absence. Please email notifications of absence to juniorabsence@solsch.org.uk ensuring that your child's name and Form are written in the subject of the email. You may also report the absence by telephoning the Junior School office on 0121 705 5644 from 8:00 am.

Planned Absences

Except for illness, no pupil may be absent unless approval has been granted beforehand. Written requests for planned absence must go to Mr Penney, Head of the Junior School, stating the reason for and length of absence. For absences in excess of five continuous school days you must seek the approval of the Headmaster in writing.

Medical Appointments

Although it is preferable that dental and medical appointments are made for after school, it is understood that this cannot always be arranged. A note addressed to your child's Form Tutor with all the necessary details will be required in advance.

UNIFORM

The official School uniform, which is only available from Early Years, 407 Stratford Road, Shirley, Solihull (Tel: 0121 733 1456), must be worn for all activities associated with the School. It is expected that pupils will develop a sense of pride in their appearance. The reputation of a school is influenced in no small degree by the appearance and behaviour of its pupils. Current uniform lists are available on the school's website.

MEALS

All pupils in the Junior School must have a school lunch. The School's Refectory provides a wide variety of hot and cold meals on a self-service basis. Our Refectory Manager is able to cater for specific diets required by medical conditions, conscience or religion.

Lunch time staff provide supervision of the pupils in the playground or, in wet conditions, inside the School over the lunch break.

Pupils are encouraged to bring in a piece of fresh fruit or vegetables for the morning break and water to drink during the day. On a Friday, pupils may bring a small snack for break time e.g. a standard sized chocolate bar or a packet of crisps designed for one child – not a bar or bag made to share with many.

LOST PROPERTY

Parents are asked to ensure that all clothing, footwear and valuables are clearly marked. Marked property, if lost around the School grounds, is usually returned quite promptly; unmarked property, however, is often difficult to trace. It is the responsibility of parents to ensure that personal belongings are insured. The School carries no insurance for pupils' property on or off the school premises.

Pupils are expected to take outdoor coats and games kit home every Friday evening. Pupils are encouraged to be responsible for looking after their own kit. However, should they mistakenly take another child's kit home, it would be helpful if this could be returned to the rightful owner as soon as possible.

Property that goes astray elsewhere in the School grounds should find its way into the lost property bins in the Boys' and Girls' Changing Rooms or to the Lost Property Office run by the School Marshal. Marked property is, eventually, returned to the Junior School, but the Lost Property Office is open during the school day, to enable pupils (and parents) to reclaim belongings.

Please do not allow pupils to bring expensive toys or collectables to School. They may be lost or damaged. There is a display of lost property once every half term, after which any unclaimed items are given to charitable causes.

TRAVEL

There are several dedicated bus services that run to the School and the school minibus service runs before and after school on a wide variety of routes. Enquiries and reservations should be made through the Bursary. Full details of the different travel services are available from the Admissions Secretary.

BURSARY

The Bursar and his staff are responsible for the financial management of the school. The Bursary is located in Bradford House, which adjoins the Leonard Stevens Building. Fees and any correspondence relating to financial matters should be directed to the Bursar, not to members of the teaching staff.

MOBILE TELEPHONES

If mobile telephones are brought to School, they must be turned off between 8.30 am and 3.30 pm, but they may be used during break times at the discretion of a member of staff. Any use that is distracting to others or disrupts lessons or other activities is not allowed and will be treated as a disciplinary matter. The use of cameras on mobile phones is strictly forbidden.

ADDITIONAL INFORMATION

The following policies and information are available on the School website:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Child Protection/Safeguarding Policy
- EAL Policy
- Exclusion Policy
- Learning Support Policy
- Parental Complaints
- PSHE Policy
- Trips and Visits Policy
- Data Protection Notice

THE PARENTS' ASSOCIATION

The purpose of the Parents' Association is to bring parents together to support the school and enhance the co-curricular activities of the children's education. The most tangible form of that support comes from the funds raised through a variety of events; quiz nights, dinners and dances, and a Christmas Fayre. The funds are distributed to many different aspects of school life. The Association also supports a fund, which gives support to parents in financial difficulty.

Membership costs £10.00 per year, which is added to the Christmas term bills, unless parents specifically do not want to join. Further details may be obtained from the President **by e-mail, info@solschpa.co.uk**. The Parents' Association's website can be found at www.solschpa.co.uk.

JUNIOR SCHOOL STAFF

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| Mr M P Penney, BA (Cork) | Head of the Junior School |
| Mr D M Jones, BA, MA (Durham) | Deputy Head of the Junior School |
| | Designated Safeguard Lead |
| Mrs J E Humphreys, BEd (Cambridge) | Assistant Head (Junior School) |
| | Form Tutor of J4H |
| Miss L J Lynch, BSc (Birmingham) | Form Tutor of J1L, Head of Year J1 |
| Mrs J C Bernamont, BSc (Exeter) | Form Tutor of J2B, Head of Year J2 |
| Mrs S L S Farnan, BSc (Warwick) | Form Tutor of J3F, Head of Year J3 |
| Miss R H Smith, BSc (Warwick) | Form Tutor of J4S, Head of Year J4 |
| Mrs R Morgan, BEd (Leeds) | Form Tutor of J1M |
| Mr S G Mitchell, BSc (Cheltenham and Gloucester) | Form Tutor of J4SGM |
| Mrs H J Middleton, BEng, BCom (Birmingham) | Form Tutor of J2HM |
| Miss F E Wernham BA (Durham) | Form Tutor of J1W |
| Miss S E Moule, BSc (Durham) MA (Birmingham) | Form Tutor of J4SEM |
| Mrs N J Dickerson, BA (Birmingham) | Form Tutor of J3D |
| Mrs C E Mollison, BA (Winchester) | Form Tutor of J2CM |
| Mrs N J Atkins, BEd (Manchester) | Form Tutor of J3A |
| Mr A R J Poole, BSc (Newman) | Form Tutor of J3P |
| Mr D A Super, BSc (Exeter) | Head of Junior School Sport |
| Mrs D E Penney, BSc (Loughborough) | Learning Support Co-ordinator |
| Mrs J E Baker, BA (Birmingham) | Art Technician and Art Teacher |
| Mrs L K Browning, BA (Chester) | Girls' Games Coordinator |
| Mrs J J Harris | PA to the Head of the Junior School and Junior School Secretary |
| Mrs A G Houghton | Junior School Receptionist and Administrator |
| Mrs S V O'Malley | Junior School Technician |
| Mrs S Coates | Lunchtime Supervisor |
| Mrs G Day | Lunchtime Supervisor |
| Mrs K Featherstone | Lunchtime Supervisor |

Some members of staff from the Senior School also teach in the Junior School.

Junior School House Tutors are as follows:

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| Fetherston | Mrs J C Bernamont, Mrs D E Penney and Mrs C E Mollison |
| Jago | Mr S G Mitchell, Mrs S L S Farnan and Miss R H Smith |
| Pole | Mrs H J Middleton, Mr A R J Poole and Mrs N J Dickerson |
| Shenstone | Mrs N J Atkins, Miss L J Lynch and Miss F E Wernham |
| Windsor | Mrs R Morgan, Miss S E Moule and Mrs J E Baker |

Subject Leaders:

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|-------------------|---|
| Art | Mrs R Morgan |
| English | Mrs C E Mollison and Mr A R J Poole |
| Geography | Mrs S L S Farnan |
| History | Mrs N J Atkins |
| Computing | Miss L J Lynch |
| Mathematics | Mrs J C Bernamont and Miss R H Smith |
| Music | Miss F E Wernham |
| Sport | Mr D A Super |
| Girls' Games | Mrs L K Browning |
| Drama | Mrs S L S Farnan, Miss L J Lynch and Miss S E Moule |
| RS | Miss R H Smith |
| Science | Mrs H J Middleton |
| Design Technology | Mr S G Mitchell |
| PSHEE | Mrs N J Dickerson |
| Wellbeing | Miss S E Moule |