

SOLIHULL

**PREPARATORY
SCHOOL
HANDBOOK
2023 - 2024**

INTRODUCTION

This parent handbook is designed to help you become familiar with the ethos, daily routines and administrative procedures of the Preparatory School. Please find time to read through it carefully 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. The information in this handbook covers much of the life of the Prep School but it would be difficult to anticipate every eventuality, and parents are always welcome to contact any member of staff if there is any aspect which causes concern or needs further clarification. The Prep School aims to provide a first-class education for all its pupils through a broad and balanced curriculum delivered by a professional and dedicated staff. We want you and your child to feel part of the special family of Solihull School.

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 Preparatory 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 very strong track record, and we aim to ease their transition into the Senior School to assist the continuity of their education.

In helping children to be happy, fulfil their potential and develop pro-social behaviours which benefit others, we greatly value the support, understanding and involvement of parents in all we are working towards and trying to do. Parents who have any concerns about their son's/daughter's progress or welfare should always, 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. Members of the Preparatory Management Group (the Head of the Preparatory School, the Senior Deputy Head (Pastoral and Staff), the Deputy Head (Academic), the Assistant Head and Heads of Year are also available for support. We hope that your child will fulfil their potential during their time in the Prep School and we hope, above all, that they will be very happy here.

The Prep School is organised into two sections, although the parts are indivisible, each leading on to the next seamlessly as pupils progress through their education at Solihull:

Alice House: Pupils in EYFS (Nursery and Reception) and Key Stage One (I1 and I2)

Junior School: Pupils in Key Stage Two (J1 to J4)

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 ownership for their own learning and behaviour, as appropriate to their age and level of maturity. 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. Curriculum and Learning Support
 - Ongoing dialogue with pupil and parents, setting next step 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 Form Tutor or Subject Teacher)
 - 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

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

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/Diary for communications with the Form Tutor. The Form Tutor deals with routine queries and 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. Where appropriate, 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 each year group in helping the children to get the best out of themselves. Parents are encouraged to share with staff any concerns they may have about their child's achievements, targets, progress and well-being. Staff will aim to feedback either in person, in writing or via a phone call within 2 working days.

The Senior Deputy Head of the Prep School is a Pastoral Deputy. The Assistant Heads are the Designated Safeguarding Leads (DSL) responsible for monitoring pupil welfare. Where necessary, a Form Tutor or a parent will, at their discretion, involve the Assistant Heads and/or the Deputy Heads and/or Head of the Preparatory School in pastoral matters.

FORM COMPOSITION

At the start of each new academic year, pupils are mixed with other members of their cohort into new Form groups. This system facilitates a number of very positive and welcome outcomes. As new pupils will join us every year across the Prep School, we will continue to actively mix all Forms afresh at the beginning of each academic year. This allows us to recalibrate the gender, pastoral and academic balance of each Form as the children journey through the school. Pupils are promised that they will be with at least one friend in their new form. New friendships happen naturally when new and existing pupils find themselves surrounded by some less familiar faces each year which, in turn, helps prepare them for the all-important transition to the Senior School. Academically and pastorally, this perpetuates many gains that might not otherwise materialise.

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 Preparatory School and the staff most closely concerned with their child.
2. All Prep School parents are invited to two Parents' Evenings each academic year, in October and February. Both meetings will be with the Form Tutor to discuss your son's/daughter's progress and from this discussion subsequent appointments with other teachers may be made, if necessary. In the Junior School, the October consultations involve the parents and Form Tutor only, whereas during the February consultations we encourage you to also involve your child.

REWARDS AND REFLECTIONS

MERITS

Throughout the 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 effort and improvements in academic work and positive contributions to school life. Children collect staff initials, stickers 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. Bronze, silver, gold and platinum merit certificates are awarded at the end of term.

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 in the Junior School 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 Prep School, receiving a certificate and 'Gold Star' badge to wear. Approximately half of the children in each form will receive a Gold Star Award during the year.

STICKERS

The Head and Deputy Heads of the Prep School award special stickers to pupils who have demonstrated exceptional effort or attainment in any area of school life. Pupils may be sent to the Preparatory Management Group for a sticker by any member of staff to recognise these achievements.

BEHAVIOUR CARDS

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 virtual 'cards'. The yellow card will be given for minor misconduct. In order to distinguish between such minor incidents and more substantial problems, we use a red card for serious offences. Parents will be informed if their son/daughter is given a red card (or several yellow cards) and may be asked to come in to discuss the incident with us. These notes are collated by the Senior Deputy Head of the Prep School. Children will be required to discuss the reasons for their behaviour with the Senior Deputy Head and, when necessary, the Head of the Prep School, and individual strategies are discussed and implemented to aid their progress.

LEARNING JOURNEY CARDS

A pupil can be given a learning journey card for a variety of reasons, for example, behaviour, organisation or work, to incentivise them to make the levels of progress deemed necessary. These learning journey cards can be viewed as part of our growth mindset approach to life at school. We believe in supporting our pupils to take charge of their learning journey and feel empowered to reflect on how they can work towards fulfilling their potential. Two pathways (Junior School) or stepping stones (Alice House) are chosen in conjunction with the pupil, and they work through the week to try to achieve these goals. These will be linked to our WPD themes; Being Authentically Happy, Fulfilling your Potential and Developing Behaviours that Benefit Others.

During each lesson, the pupil's pathways/stepping stones are discussed with the subject teacher and reflected upon whether they have been achieved. At the end of each day, pupils reflect on their learning journey both in school and at home to notice any patterns of success that they have had in the day, and what they could do to help them reach their goal by the end of the week.

After reflecting on their week with their Form Tutor, they then meet with the Assistant Head (Infants/Juniors) to discuss their successes in the week and think about their next steps and future pathways/stepping stones to reach their potential. This continues until both the Form Tutor and pupil feel that they have successfully completed their goals independently and will

continue to do so without the need of the learning journey card. If a pupil is not making progress with their learning journey, then the Deputy Head or Form Tutor will meet with parents to discuss further support for the pupil. This might include the drawing up of a set of agreed specific targets for the pupil and may involve the Head of the Prep School, if necessary.

ASSEMBLIES

Assemblies are held after morning registration. They are held either in our Prep School Hall, the SMArt Centre or Bushell Hall, and they are taken once a week by the School Chaplain. On one day in each week, the assembly takes the form of a Form Period; on the other days, they are taken by a member of the Preparatory Management Team. The Headmaster, and Heads of School, also take assemblies from time to time.

DUTY OF CARE

In the interest of pupils' safety, parents are asked to drop off and collect their EYFS and Infant children from their designated entrance and exit point in Alice House. Junior School pupils should be dropped off and collected from the drop off zones in the car parks in Brueton Avenue or Park Avenue, as directed. Staff will be on duty to supervise pupils from the designated drop off times onwards. Pupils who attend after-school activities should be collected promptly from the designated pick-up point. If parents wish to make alternative arrangements for their child to walk home unaccompanied, they are asked to put their request in writing to the Head of the Preparatory School.

WRAPAROUND CARE

Children who are not involved in organised activities but who, for some reason, cannot leave at 3.30 pm, or who require supervision before the school day commences, must book into our Wraparound provision. Further details are available on the school's website. Bookings and enquiries for Wraparound can be made via wraparound@solsch.org.uk.

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 Prep School Nurse Team are Mrs Helen King, Mrs Liz Munro and Mrs Claire Evans who are fully qualified nurses. The nurses are on site from 8.00am until 4.30pm each school day should your child become unwell. The nurses maintain records of treatment and medical conditions that we have been informed of. Please advise the nurses if there are any changes to your child's health or if you have any concerns. They can be contacted via nurses@solsch.org.uk or the Prep School switchboard

An alternative resource available within school is our counselling service that offers pupils and their family additional support if required, which can be accessed via counselling@solsch.org.uk

BULLYING

Parents are often worried about the possibility of their child being bullied at school. Bullying may be defined as any hurtful behaviour that happens several times on purpose (STOP). 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/social media

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 Prep 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 Senior Deputy Head monitors any incidents very closely. The aim of the School is to create an environment in which pupils feel secure and unthreatened.

TRANSITION TO SENIOR SCHOOL

Pupils in Alice House

Alice House pupils begin their Preparatory School journey at their point of entry – be it Nursery, Reception, Infant 1 or Infant 2. Whilst all I2 pupils must sit the 7+ entrance examination, for internal benchmarking purposes, I2 pupils will automatically be allocated a place in our Junior School, subject to sustained good performance throughout the duration of I2. (Year 2)

Pupils in Junior School

The Headmaster intends to offer Junior School 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 (Easter and summer terms) and the duration of J4 (Year 6).

New pupils joining the Junior School at the start of Year 6 (J4)

For those pupils who join us in J4 (Year 6), 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. All of our pupils, regardless of point of entry into the Prep School, will continue to sit our 11+ examination in order to compete for scholarships and to provide internal baseline data for the school.

During the pupils' final year in the Junior School, a transition programme, led by J4 Form Tutors, the Head of Transition and the Head of Lower School is implemented in the WPD 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.

CURRICULUM AND LEARNING SUPPORT (C & LS)

In the Prep School, teachers, parents and pupils work closely together to cultivate opportunities for every child to flourish. Every pupil is closely monitored and assessed to ensure that they are working to their full potential. Some pupils may require additional resources, adjustments in lessons, and learning interventions to help unlock their potential. Some of this additional help may be in the form of Curriculum Support and/or Learning Support.

Curriculum Support is provided if pupils require extra help with English or Maths. Our youngest pupils are supported throughout the year by full time teaching assistants and by the C & LS team on a flexible basis, and from I1 to J4, each form has one Curriculum Support lesson per week timetabled simultaneously with an English lesson, 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 Curriculum Support teachers, allowing identified learning needs to be targeted in tandem. These Curriculum Support lessons involve providing direct support to a group of children in their classroom, or working with them in Acorns 1 or 2, our bespoke bases for learning interventions.

The composition of the groups will therefore be fluid and defined by a common learning need. 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 inferential reasoning in comprehension exercises, or a particular concept in Mathematics, Curriculum Support provides a more intensive capacity to close that knowledge gap with the relevant pupils.

For the majority of those pupils who have a diagnosed Special Educational Need, additional Learning Support is provided outside of lesson time where appropriate. Support and

interventions are bespoke to each pupil's needs and typically address readiness for learning, specific recommendations from the pupil's educational or medical report, and also the recommendations of Form Tutors past and present, who are familiar with the learning needs of those pupils. These support sessions take place in Acorns 1 or 2 in small groups, or occasionally one to one.

All pupils are assessed during the first few weeks of the Christmas Term. These assessments provide staff with standardised scores to track where pupils' abilities lie in relation to pupils nationally. Assessments are used to gain further information about a child's academic potential, to track pupils' progress over time, and to identify pupils who may need some additional support with their learning. Data is shared and discussed with parents at the first parents' evening of the academic year.

REPORTS AND GRADES

Reports are given twice per academic year for pupils from I1 to J4. All pupils receive an end of year report in July. At Christmas your child's report will consist of extended comments for maths and English, engagement in learning grades and attainment grades and, where applicable, exam grades. In the Summer Term a full report on each subject is accompanied by engagement in learning, attainment and again, where applicable, exam grades. Engagement in learning 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 grades are posted on the Parent Portal.

Engagement in Learning Grades

Criteria for Engagement in Learning grades.

These grades will measure how a pupil's engagement in all aspects of their learning contributes to the development and fostering of excellent learning habits and attitudes and to their academic progress. This is assessed on a four-point scale.

ALICE HOUSE – Engagement in Learning descriptors (I1 and I2)

EXCELLENT

This pupil is fully engaged in their learning, takes a keen interest in new ideas and works hard towards short and long-term goals. They understand that doing their very best involves engaging with challenge and difficulty, persevering to find a solution and trying things in different ways.

This pupil appreciates that making mistakes is part of learning and that it does not always go smoothly. They are keen to solve problems and they understand the need to practise and try again, demonstrating their resilience and determination to succeed.

Demonstrating a conscientious approach to their learning, this pupil is focused and sustains their concentration until they have completed tasks to the best of their ability. They can think for themselves, know when to ask for help, and respond well to feedback.

In class discussions they listen attentively, respect other people's viewpoints and respond thoughtfully to questions. In group activities, this pupil cooperates particularly well taking turns and being very supportive of others.

This pupil engages fully with each learning opportunity they are presented with and is developing very positive, helpful learning habits.

VERY GOOD

This pupil typically engages well in lessons, demonstrates an interest in new ideas and shows consistent effort in working towards short and long-term goals. They show an increasing understanding that, in order to do their very best, they must engage fully with challenge and difficulty, persevere to find solutions, and be willing to try things in different ways.

This pupil realises that sometimes learning does not go smoothly and that mistakes are part of their learning. They exhibit a greater understanding of the need to practise and try again, demonstrating increasing resilience and greater determination to succeed, and engaging well with each learning opportunity they are presented with.

With a conscientious approach to their learning, this pupil focuses well, sustaining their concentration until the task is completed. Taking increasing responsibility for their own learning, they engage with the process of solving problems. This pupil demonstrates a greater understanding of when to ask for help, and how to respond to feedback.

In class discussions they listen attentively to others and respect their viewpoints. When questioned, they are able to explain their own ideas with increasing clarity. In group activities, this pupil cooperates with other pupils, taking turns and supporting others.

They are well on their way to developing very positive, helpful learning habits.

GOOD

This pupil engages well in many lessons, demonstrating some interest in new ideas and making good overall effort in working towards short and long-term goals. They are developing a greater understanding of the need to engage more deeply with challenge and difficulty, in order to achieve their best. They are developing greater perseverance when finding solutions and more willing to try things in different ways.

They are beginning to realise that sometimes learning does not go smoothly and that mistakes, and solving problems, are part of their learning. This pupil exhibits some understanding of the need to practise and try again, but at times needs to demonstrate greater resilience and determination to succeed, by showing full engagement and commitment to each learning opportunity they are presented with.

This pupil generally focuses well, but at times needs to sustain their concentration more fully whilst a task is being completed. They show encouraging signs that they are taking increasing responsibility for their own learning, through a more secure awareness and understanding of when to ask for help and how to respond to feedback.

In class discussions they listen more attentively to others and respect their viewpoints. When questioned, they are able to explain their own ideas in greater detail and depth. In group activities, this pupil is learning to cooperate more effectively with other pupils and is developing a greater awareness of the importance of taking turns and supporting others.

Overall, the development of their positive, helpful learning habits is good.

INCONSISTENT

This pupil does not always engage fully in their learning and needs to realise the importance of digging deeper more consistently to meet short and long-term goals. Through more positive engagement when facing challenge and difficulty, they could achieve a higher standard. They need to demonstrate greater perseverance when finding solutions and develop a willingness to try things in different ways in order to help them learn. This pupil needs a greater appreciation of the need to practise and try again.

By taking greater responsibility for their own learning, they will improve their ability to solve problems, develop a keener awareness of when to ask for help and a better understanding of how to respond to feedback.

In class discussions they would benefit from listening more attentively and responding—more proactively to questions.

By developing the resilience and determination to succeed they will develop positive, helpful learning habits to help them fulfil their potential.

JUNIOR SCHOOL – Engagement in Learning descriptors

EXCELLENT

This pupil has a love of learning and habitually aspires to be the best they can be, having a very focused and positive attitude when working towards their immediate and longer-term goals. Tasks are always completed to the very best of their ability. This pupil demonstrates grit, perseverance and resilience, reflects on their mistakes and sees them as a learning opportunity. In the classroom, they are consistently engaged and well-motivated, participating thoughtfully in discussions and conscientious in their approach. When facing challenges, this pupil demonstrates a growth mindset and makes every effort to overcome them. By constantly seeking ways to improve, finding people who can help them and acting upon feedback to become an even better learner, this pupil demonstrates a strong commitment to extending their own learning.

VERY GOOD

This pupil is focused, typically engages well in lessons, completes tasks conscientiously and demonstrates effort and grit when working hard for long term goals. This pupil enjoys participating in class discussions, making sensible contributions and listening attentively. Taking constructive feedback on board, this pupil is well motivated and regularly tries their best. When work is more challenging, this pupil will often adopt a growth mindset to overcome potential barriers to their learning. When mistakes are made, this pupil shows resilience and bounces back. This pupil takes increased responsibility for their own learning by seeking advice, engaging with feedback and showing a commitment to developing and improving their learning habits further.

GOOD

This pupil demonstrates an encouraging consistency of approach towards their learning and good levels of effort and they are showing a greater commitment to trying hard now for longer term rewards. Many of the tasks set are completed conscientiously, however there may be some lapses in concentration and they may need reminders to refocus or to motivate them. In discussions, this pupil can make some good contributions, but at times needs to explain and extend their answers further. When work is challenging, this pupil is beginning to use a growth mindset to help find solutions to problems. This pupil is increasingly bouncing back well after mistakes and digging deeper to get the best out of themselves. They are becoming more open-minded and willing to seek, and act upon, advice and feedback. At times this pupil still needs to demonstrate greater grit, perseverance and determination to fulfil their potential, but they are making good progress in doing so.

INCONSISTENT

This pupil requires greater self-motivation, effort and determination to fulfil their potential. Their effort is inconsistent, hence the work produced often lacks sufficient detail and does not always reflect their true ability. This pupil's mindset needs to be more receptive to advice and to act upon it more often. They also need to be more willing to seek advice-and be more determined to develop helpful learning habits in response to feedback. This pupil needs to trust that the right type of efforts made over time will bring great benefits in the future and help them achieve their long-term goals. Mistakes can set them back, so they would benefit from learning how to dig deep and how to develop greater resilience. They are not always as engaged in their learning as they might be and a more conscientious, consistent approach would help them to be the best that they can be.

Alice House and Junior School Criteria for Attainment Grades for core subjects (Mathematics and English)

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

5. (Excellent). This grade is awarded to pupils who are deemed to reach the top 15% in attainment across their year group cohort, within our school. The pupil will be confident in understanding all areas of the subject. They will be able to apply their learning effectively, demonstrating maturity in their thinking and understanding. Their attainment in the subject will show an aptitude beyond the norm for pupils of this age.

4.(Very Good). This grade is awarded for a strong performance by a pupil of this age in our school. The pupil will be confident in understanding all areas of the subject. They will be able to apply their learning effectively. This grade will be awarded to approximately 35% of a year-group.

3. (Good). This grade is awarded for a good overall performance by a pupil of this age in our school. The pupil will show a secure level of understanding in many aspects of the subject. They will be able to apply their learning effectively in most areas. This grade will be awarded to approximately 30% of a year-group.

2.(Satisfactory). This grade is awarded for satisfactory performance by a pupil of this age in our school. The pupil may show a sound understanding of some areas of the subject. They will be able to apply their learning effectively at times, whereas other topics are less securely understood. This grade will be awarded to up to 20% of a year-group.

1.(Cause for Concern). This grade is awarded for a comparatively weak performance by a pupil of this age in our school. The pupil may show some understanding of some areas of the subject but they are struggling to keep pace with the progress of their peers in most areas. They find it difficult to apply their learning without support and a number of aspects will not be fully understood. This grade will usually be awarded to a small number of pupils in a year-group.

Maths Setting Arrangements (I2 to J4 only)

Sets are selected on the basis of a 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 may 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 obtains a higher attainment grade and/or exam grade than a child in the 'top' set. Pupils will be set for maths in year groups from I2 to J4. Setting is reviewed regularly and staff will discuss movement between sets with parents.

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. A 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 levels of attainment that are significantly above average.

MUSIC, GAMES, PE AND CO-CURRICULAR ACTIVITIES

MUSIC

Music in the Prep School is regarded as a very important element of a child's education. All Reception, I1, I2, 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.

The Music Department is also delighted to be able to offer instrumental tuition on some carefully selected instruments for children in year groups I1 and I2. These options are piano, violin, recorder and cornet (I2 only). Recorder and cornet will be used as starting points for their instrument family, so individual recorder lessons could be a foundation for a pupil later moving to learn another woodwind instrument such as clarinet or flute; individual cornet lessons could be a starting point for learning other brass instruments. Your child's instrumental teacher will discuss these options with you at a suitable time as they progress and develops. These are guidelines, and teachers will assess individual pupils and advise parents accordingly.

Private tuition, on any orchestral instrument, is given by visiting teachers and our music staff to our Junior School pupils. Pupils in the Junior School 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 Miss Sainsbury, Head of Prep School Music or Mrs Baumber, Music School Administrator (3-18) if they have any queries about lesson timings and arrangements.

PE AND GAMES

Each form has one period of PE and one of Swimming each week. In addition, J3 and J4 have two double periods of Games and J1 and J2 have one. I1 and I2 pupils have 'Tracksuit Days' (these I1 and I2 pupils need to come to school wearing their tracksuit/PE kit on a specific day each week) where PE and Swimming lessons are both timetabled during the day.

The 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, 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, before school, 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.

HOUSES

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

HOUSE COMPETITIONS

Inter-house competitions, involving all the children in the Prep 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, a spelling bee and a general knowledge quiz. Points for all competitions are aggregated each year to decide the Prep School Inter-House Champions.

CO-CURRICULAR ACTIVITIES

There is a wealth of activities on offer before school, 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 Orchestra, the Choirs, the Chapel Choir and, perhaps, one of the String, Wind or Brass Groups. Occasionally pupils in the Prep 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 learning in Music and Drama. Also, there are numerous competitions for school teams, Houses and for individuals, such as public speaking. The programme indicating times and places of activities will be published in the calendar at the beginning of each term. A list of activities can also be found in the calendar and the co-curricular programme sent termly by Parentmail. Queries should be directed to cocurricular@solsch.org.uk

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 parks and farms, to the Botanical Gardens, museums and art galleries, the Jaguar Land Rover Plant, and 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 School has an Educational Visits Co-ordinator (EVC) who is responsible for overseeing the effective organisation of all trips and ensuring 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 Prep School takes a very full part in the School's annual fund-raising efforts. Activities are concentrated in an annual Charity Week, during which children and staff devise many ingenious ways of collecting money. There is also a very productive and popular 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.

The Academic Year 2023-24

Christmas Term 2023

| | |
|-----------|---------------------------------------|
| Begins | Monday 4 September |
| Half Term | Monday 23 October – Friday 3 November |
| Ends | Friday 16 December - 12pm |

Easter Term 2024

| | |
|-----------|---|
| Begins | Thursday 4 January |
| Half Term | Monday 12 February – Friday 16 February |
| Ends | Friday 22 March -12pm |

Summer Term 2024

| | |
|-----------|--|
| Begins | Tuesday 16 April (May Day Bank Holiday: Monday 6 May) |
| Half Term | Monday 27 May – Friday 31 May |
| Ends | Wednesday 10 July – 12 pm |

ABSENCES

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

Arrangements for 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. Parents should email notifications of absence to prepabsence@solsch.org.uk **ensuring that their child's name and Form are written in the subject of the email.** You may also report the absence by telephoning on 0121 705 1265 from 8:00 am. The School should be notified on each day of absence.

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 Preparatory School, stating the reason for and length of absence, via the Head of the Preparatory School's PA, Mrs J Harris at harrisj@solsch.org.uk. For absences in excess of five continuous school days, parents 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 or in holidays, it is understood that this cannot always be arranged. A note or email addressed to your child's Form Tutor with all the necessary details will be required in advance.

UNIFORM

The official School uniform, which is available from Monkhouse, 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. The Deputy Head (Academic) is the sole arbiter on all aspects of Prep School uniform and should be consulted regarding any queries.

Pupils may not wear items of jewellery, with the exception of simple ear studs with pierced ears (which must be removed for games, swimming and PE), and items worn for religious reasons (with permission from the Deputy Head (Academic)).

MEALS

All pupils in the Prep School must have a school lunch and our Refectory provides a wide variety of hot and cold meals. 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.

Alice House pupils will be provided with a piece of fruit at breaktime each day. Junior School pupils are encouraged to bring in a piece of fresh fruit or vegetables for their morning break. All pupils should bring a named bottle of water to drink during the day. On a Friday, Junior School pupils may bring a small 'treat' snack for break time e.g. a standard sized chocolate bar, small packet of sweets or a packet of crisps designed for one child – not a bar or bag made to share with many!

We have a number of children with allergies, including severe nut allergies and special dietary requirements. We are therefore a 'Nut Free Zone' and would ask you to ensure no products containing nuts are brought into school at any time,

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.

All Prep School pupils are expected to take outdoor coats and games kit home every Friday evening. They are also 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 typically finds its way back to the Form Tutor or into the lost property bins.

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. Pupils in the Junior School may use these bus services. Enquiries and reservations should be made through the Bursary.

BURSARY

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

MOBILE TELEPHONES

If pupils' mobile telephones need to be brought into School, they must be turned off during the working day, and may be used during break time only with the permission of a member of staff. Any use that is inappropriate, distracting to others, 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.

THE MEDICAL REGULATIONS

For the wellbeing of the school community parents are asked for their full co-operation in observing these regulations.

Medical opinion is not unanimous with regard to degrees of infectiousness, period of incubation, etc. In any case of divided opinion regarding a pupil being kept away from School, the decision of the School Medical Officer must be final.

The school nursing team must be notified at the earliest opportunity of any significant injury or changes to a pupil's medical history. nurses@solsch.org.uk

1. If your son/daughter is away from school through illness, please inform the school as early as possible on the first day of absence.

Parents should do this by completing the Absence Notification Form which can be found on the Parent Portal in the Forms section.

2. In the event of illness during the school day, all pupils must be seen by a member of the nursing staff before being given permission to go home.

3. If infectious illness breaks out in your home, the school should be informed as soon as possible.
4. If your son/daughter has been absent through illness for any period of time, short or long, he/she must bring a note from you explaining the circumstances on his/her return to school. Notes and Certificates should be addressed to your son/daughter's Form Tutor.
5. Pupils who attend school are presumed to be well enough participate in all activities during the school day e.g., PE, swimming and outdoor activities. We appreciate there may occasionally be mitigating circumstances and these should be discussed with the School Nurse.
6. If your son/daughter is exposed to Measles, Rubella (German Measles), Whooping-Cough, Mumps or Chicken-Pox, he/she may come to school provided that he/she is kept away subsequently from the source of infection and that he/she remains well.
7. If your son/daughter is exposed to any other infectious illness please consult the School Nurse to discuss whether it is suitable for them to attend school.
8. If your son/daughter has been overseas in tropical or sub-tropical areas during the holidays and has been ill whilst abroad or shortly after return, the school must be informed before the pupil returns.

Medical Treatment

The admission to or retention in the school of any pupil is conditional on acceptance of the following rules:

Consent to Treatment: If a pupil in an emergency requires special medical treatment, every effort will be made to obtain the prior consent of the parent or guardian. Should this be impossible in the time available, the Headmaster or the School Nurse, acting in loco parentis, is authorised to give valid consent to such treatment (including anaesthetic or operation) as may be recommended by a responsible Medical Practitioner.

The School Nurses are available to advise pupils with day-to-day minor ailments and will use their discretion on the need to administer simple non-prescription remedies (e.g. Paracetamol, Calpol, ibuprofen, simple linctus, antacids etc.). They will follow a strictly defined protocol as agreed with the School Medical Officer.

Parental consent will be required in situations where the School Nurse is expected to administer prescribed medicines and a suitable consent form or e mail is required for this specific purpose.

Throughout a pupil's time at the school both the School Medical Officer and the School Nurse shall have the right to give the pupil's parents or guardian, the Headmaster, or member of the Pastoral Welfare Team, as appropriate, any confidential information about the pupil if they

consider that it is in the pupil's own interest, or necessary for the protection of other members of the school community, that they should do so.

Periods of Exclusion

A pupil must remain away from school in the case of: -

| | |
|------------------------------------|--|
| DIARRHOEA /VOMITING | Pupils should not return to school until a minimum of 48 hours from the last episode of sickness/loose bowel movement. |
| CHICKEN-POX | for 6 days after the appearance of vesicles and until the last vesicle has formed a scab. |
| SHINGLES | for a week after the appearance of their lesion, or while the lesion is still weeping if the area affected cannot be covered. |
| MEASLES | for 7 days from the onset of the rash. |
| CONJUNCTIVITIS | until treatment has been commenced and the inflammation has started to resolve. |
| MUMPS | until all swelling has subsided (usually 7-10 days). |
| RUBELLA (German Measles) | for 4 days from onset of rash. |
| IMPETIGO | until lesions are crusted and healed or 48hrs after commencing antibiotics. |
| WHOOPING-COUGH | for 21 days after the onset of the paroxysmal cough unless treated with antibiotics. When treated with the appropriate antibiotic the period of infectiousness extends for only 5-7 days after onset of therapy. |
| OTHER SERIOUS INFECTIOUS ILLNESSES | until pronounced by a Medical Practitioner to be free from infection. |

ADDITIONAL INFORMATION

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

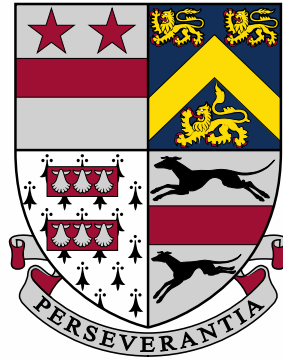
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Child Protection/Safeguarding Policy
- EAL Policy
- Exclusion Policy
- Learning Support Policy
- Parental Complaints

- 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.



SOLIHULL

ALICE HOUSE

INFANT SCHOOL

CURRICULUM

Our aim in Alice House is to offer a varied, well-balanced, stimulating curriculum which is based upon, and extends beyond, the Early Years Foundation Stage Curriculum and the Key Stage One National Curriculum, and which incorporates guidelines of the Government's National Literacy and Numeracy Strategies. The majority of teaching is by the Form Tutor, with some specialist teaching from Spanish, Music and Sport specialist teachers.

HOMEWORK (PREP) AND READING

Homework is given each week in I1 and I2 and may take the form of literacy and/or numeracy. Reading is also set each night. In Reception homework is set on a Friday and reading is set each night. When helping your child with writing or number work at home, we would ask that you please follow the school's strategies for letter and number formation.

PERIODS PER WEEK

| Subject | I1 | I2 |
|-------------------------------------|-----------|-----------|
| English | 9 | 10 |
| Maths | 9 | 9 |
| Science | 2 | 2 |
| Art | 2 | 2 |
| Topic | 2 | 2 |
| Design Technology/Outdoor Education | 2 | 2 |
| RS | 1 | 1 |
| Computing | 2 | 1 |
| WPD | 2 | 1 |
| Spanish | 1 | 1 |
| Music | 1 | 1 |
| PE/Swimming | 2 | 2 |
| Games | | 1 |
| | 35 | 35 |

TRACKSUIT DAYS

Pupils in I1 and I2 come to school dressed in their tracksuit on the day when they are timetabled for both PE and swimming. For I1, this will be a Wednesday and for I2, a Friday. In warmer weather, navy blue PE shorts are preferred. Trainers should be worn, and pupils should wear white sports socks. Pupils will also need to bring their swimming kit in a separate, waterproof bag. Pupils should keep their kit in their rucksack in school at all times, bringing it home the evening before their tracksuit day.

THINGS TO BRING TO SCHOOL

Book bag

Children should bring their School book bag each day. They should keep their school reading book, home/school diary and spellings and other homework in their book bag so it is available to teaching staff each day. Library books will be issued once a week.

Water bottles

Water bottles should be brought to school every day and they must be clearly labelled with a pupil's name. They can come home every day and will always be sent home on Fridays to be washed and returned after the weekend.

Kit

Rucksacks and swimming bags should be kept in school and kit taken home weekly for laundering.

Footwear

All children need a named pair of wellington boots for outdoor play and Forest School. These will be sent home every half term to be checked for size and for cleaning! Please ensure all other footwear has Velcro fastenings.

Coats

Children should bring their school coat every day in the Christmas and Easter terms. Even days that start out mild and sunny can turn cold and wet very quickly. Outdoor learning waterproof suits should also be kept in school for outdoor play, wet days and trips.

Toys and special possessions

Toys and personal possessions should not be brought to school except by prior arrangement with a Form Tutor's permission or to aid the learning intention of a lesson. Teachers will advise you of these. Please be vigilant with regards to what you allow the children to bring; very precious or fragile toys, expensive items and electronic games are not suitable. We would also ask you not to allow children to bring guns, swords, toys that fire projectiles or any other toys that do not foster co-operative play.

Kit

Infant pupils will keep their art overall, lunch overall (pupils in Nursery, Reception and I1 only), a spare set of underwear and socks, legionnaire's cap and pumps in school. These can be brought in on the first day of term in their kit bag. Outdoor learning suits and wellingtons will be brought in when directed by the Form Tutor and will subsequently be stored at school. Pupils in Nursery and Reception also require a spare set of clothes in school (kept in a named bag).

If an I1 or I2 pupil is attending a co-curricular club, then they may wear a plain white t shirt for that activity if their school regulation PE shirt is needed for Tracksuit Day and there is not time to launder it in between. **Please ensure everything is labelled clearly with your child's name.**

Infant pupils do not need to bring a pencil case to school – all the equipment they need will be provided.

On the first day of term, pupils should bring their kit bag, bookbag and water bottle to school.

Please pack your child's kit rucksack with the following items:



EYFS PUPILS

- Pumps
- White PE t shirt
- Tracksuit
- Navy PE shorts
- Art overall
- Lunch overall
- Spare underwear and socks

I1 AND I2 PUPILS

- Pumps
- Art overall
- Lunch overall (I1 only)
- Spare underwear and socks
- If attending a co-curricular sports activity – white PE t shirt and navy shorts/tracksuit

COMMUNICATION

Communication between the school and parents is of utmost importance. Most communication is sent out via ParentPost. Please ensure that the School has your latest email address at all times. Also, please check your child's book bag each evening as some letters, accident forms and brochures are sent out in this way. Parents are encouraged to make use of the home/school diary to communicate with staff, making brief notes as appropriate.

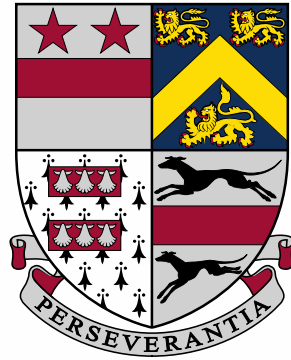
At the start of the new school year your child will be given a home/school diary. Your child's teacher will communicate in it each day about homework and send notes about upcoming events. This book provides a way of communicating between home and school. The School website, app and social media platforms are a source of up-to-date information about all aspects of school life and include photographs from sports fixtures, special events and class outings.

All classes spend a lot of time learning and exploring outside. Outdoor Education is timetabled. We also use the school grounds very regularly: for example, maths, RS and Science lessons are often held outside.

SUPPORTING YOUR CHILD AT HOME

We hope that you, as parents, will support your child/children in the following areas:

- Good manners: saying please and thank you
- Listening to adults and to others
- Answering when they are spoken to and making eye contact
- Sharing and taking turns
- Read to and with your child as much as possible, especially at bedtime
- Counting and looking at patterns and shapes at home, in nature and out and about
- Help them to understand basic safety rules: staying close to adults, crossing the road, safety with electricity
- Helping them to use a knife and fork to cut up their food
- Eating a balanced diet and drinking lots of water
- Playing outside as often as possible and getting plenty of exercise
- Limiting screen time.
- Singing and enjoying music
- Mixing with children of the same age and different ages
- Getting plenty of sleep! Children should be in bed by 19.00 – 19.30 every night. Please do not allow televisions, computers, play stations, DVDs etc. in their bedrooms or at bedtime
- Encouraging independence with toileting and dressing/undressing



SOLIHULL

ALICE HOUSE

**EARLY YEARS
FOUNDATION STAGE
(EYFS)
Nursery and Reception**

PRINCIPLES AND COMMITMENTS

Mission

To provide an excellent all-round education, in a stimulating and supportive environment, which encourages pupils to be happy, fulfil their potential and develop pro-social behaviours that benefit others.

Aims

- To provide an outstanding learning experience through excellent practice in teaching and learning
- To encourage each pupil to fulfil their potential and to strive for excellence in all areas of school life
- To equip pupils to be happy, self-confident, flexible adults prepared for lifelong learning in a rapidly changing society
- To develop an awareness and understanding of how pro-social behaviours can benefit others.
- To develop a moral code and spiritual awareness, including mutual respect and tolerance, underpinned by the Christian ethos of the School
- To support, value and safeguard every pupil and member of staff
- To develop a positive partnership between pupils, parents, staff and the wider community

A Unique Child

We recognise every pupil is a competent learner, who we would want to be happy, resilient, capable, confident and self-assured.

Positive Relationships

From a base of loving and secure relationships with parents and staff in our School, pupils learn to be strong and independent.

Enabling Environments

The environment plays a key role in supporting and extending development and learning.

Learning and Development

All children develop and learn in different ways and at differing rates. All the areas of learning and development are equally important and inter-connected. During their time in the Early Years Foundation Stage, children are engaged in activities which will ensure they achieve the Early Learning Goals by the end of their Reception year. Learning is through a balanced mix of independent play-based learning and adult led input.

The Curriculum

The Curriculum follows the guidance outlined in the statutory framework for the Early Years Foundation Stage. This guidance divides the children's learning and development into seven areas. All areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Personal, social and emotional development
- Physical development
- Communication and language

There are four specific areas through which the three prime areas are strengthened and applied. They are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Aims of the Curriculum

- To be compatible with the requirements of the Early Years Foundation Stage principles, commitments and guidance
- To be broad, balanced and differentiated
- To allow for continuity and progression
- To provide for the personal, social, emotional and spiritual development of children
- To enable all children to learn and make progress

- To allow children time to follow their own interests in the indoor and outdoor environment

Personal, Social and Emotional Development - made up of the following aspects:

Self - Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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 - made up of the following aspects:

Gross Motor Skills

- 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.

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Communication and Language - made up of the following aspects:

Listening, Attention and Understanding

- 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.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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

Literacy - made up of the following aspects:

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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 - made up of the following aspects:

Number

- 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.

Numerical patterns

- 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 of the World - made up of the following aspects:

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

Expressive Arts and Design - made up of the following aspects:

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

Alongside assessing what pupils learn, we also place great emphasis on how they learn, using the Characteristics of Effective Learning as an assessment tool.

Playing and Exploring - Engagement

| FINDING OUT & EXPLORING | PLAYING WITH WHAT I KNOW | BEING WILLING TO HAVE A GO |
|--|---|--|
| I am curious about objects, events and people | I pretend with objects | I initiate activities |
| I use my senses to explore the world around me | I represent experience when I am playing | I seek challenges |
| I engage in open ended activities | I pretend to be someone else when I am playing | I have a 'can do' attitude |
| I show particular interest | I act out things with me friends, family and teachers | I take risks, engage in new thing and learn from 'trial and error' |

Active Learning - Motivation

| BEING INVOLVED & CONCENTRATING | KEEP ON TRYING | ENJOY ACHIEVING WHAT I SET OUT TO DO |
|---|--|--|
| I can focus on an activity for a period of time | I keep trying when something is challenging | When I meet a goal I am satisfied |
| I find some things fascinating | If something is difficult, I try harder and try different approaches | I am proud of how I do things (not just the end result) |
| I am not easily distracted | I bounce back after activities | I enjoy a challenge for my own sake, not just for praise and rewards |
| I pay attention to details | | |

Creating and Thinking Critically - Thinking

| HAVING MY OWN IDEAS | MAKING LINKS | CHOOSING WAYS TO DO THINGS |
|----------------------------------|---|---|
| I think of my own ideas | I notice patterns and make links between experiences | I plan how I will solve problems and I make decisions |
| I find ways to solve problems | I make predications | I think about how well my activity is going |
| I think of new ways to do things | I test my ideas to see if they were correct or not | I change how I do things sometimes |
| | I think about grouping, sequencing and cause and effect | I think about how well my approach worked |

Reporting to Parents

In September, parents are invited to an informal parents' meeting during the first week of term. This gives parents a brief outline of the curriculum, school day and expectations for the year in their child's EYFS class.

The Foundation Stage Profiles are used as the basis for the Reception pupils' end of year parents' consultation, and reports are sent home to all EYFS pupils' parents, with a copy retained in school for future reference. A child's learning journey in EYFS is recorded digitally via an online platform. Parents will receive information regarding their child's learning and progress.

Parents as Partners

A curriculum overview is sent home at the beginning of each half term, outlining which topics and skills EYFS pupils will be covering. This enables parents to support their child's learning at home and help them fulfil their potential in each area of learning. We encourage parents to be involved in their child's education as much as possible and offer many opportunities to become involved. The school calendar may be accessed on the website and school portal.

Communication

We ask parents to check and empty their child's book bag daily. Some messages and reminders may be communicated via a pupil's Home/School Diary, as appropriate.

Food and Meals

Children receive water or milk and a healthy snack at morning break, and they must bring a named water bottle to school to use during the day. At lunchtime, a choice of meals is provided, and the menu on offer is always healthy and varied. All children are given a selection of

vegetables or salad to accompany their meal. Special diets and vegetarians are catered for. Please ensure our School Nurse is advised if your child has any specific dietary requirements.

Swimming

All pupils in Nursery and Reception have a weekly timetabled swimming lesson in our swimming pool. Our staff are very experienced in teaching young children, and appropriate staffing ratios are maintained both in and out of the water. Pupils use the school rucksack to carry their swimming kit over to the pool. A drawstring bag is **not** suitable for this purpose. Children with pierced ears are asked not to wear earrings to school on the day they have their swimming lesson. If your child is fit enough to attend school, it is assumed they are able to participate in their swimming lesson.

Kit

EYFS pupils will keep their art overall, lunch overall, legionnaire's cap, trainers, outdoor learning suits and wellingtons in school. These can be brought in on the first day of term in a bag. Pupils in Nursery and Reception require a full spare set of clothes in school (kept in a named carrier bag).

From the first day of term, pupils should bring their bookbag and water bottle to school.

SAFEGUARDING AND STATUTORY REQUIREMENTS

Emergency Contact Information

Please remember to inform us of any changes to contact details, telephone numbers or addresses during an academic year.

School Nurse

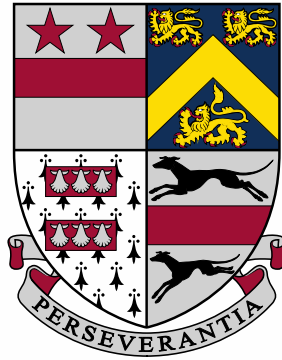
Our School Nurse is on site throughout the school day in the Health Centre. We are legally obliged to keep a record of all accidents, however minor, in the Health Centre. For all accidents, treatment is given by a qualified first aider or the School Nurse. Parents/carers of EYFS pupils must sign the accident book to confirm that they have been advised of the first aid administered. If a more serious accident occurs, parents will be contacted immediately. If it is necessary for a child to go to hospital, then a familiar member of staff will accompany the pupil and will remain with them until a parent arrives.

Sun Cream

Please apply sun cream to your child before school as and when required and ensure your child's regulation sunhat is in school at all times.

Mobile Phone Policy

To support our safeguarding policy, we ask that parents switch off their mobile phones before entry to the school buildings and do not take photographs of children within the school setting. Mobile phones must not be visible at any time.



SOLIHULL

JUNIOR SCHOOL

THE CURRICULUM

The Junior School broadly follows, but extends beyond, the National Curriculum. Emphasis is placed on English, Maths and Science and WPD, which are all taught by a pupil's Form Tutor. The number of periods for each subject per week can be seen in the chart below. All forms are of mixed ability, but Maths is set by ability in all year groups.

A number of subjects are taught by specialist teachers from within the Prep School staff. Spanish, Music and Sport are taught across all year groups by specialist staff. A very large number of pupils take individual instrumental lessons, at a variety of times throughout the school day.

PERIODS PER WEEK

Subject/Form

| | J1 | J2 | J3 | J4 |
|-------------------|-----------|-----------|-----------|-----------|
| English | 8 | 8 | 6/7* | 6/7* |
| Maths | 8 | 8 | 6/7* | 6/7* |
| 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, we operate a two-week timetable. Over the two weeks there will be 13 periods in total of maths and English – six in one week and seven in the other.

HOMEWORK (PREP)

Each child is issued with a Prep Book every term, in which they write details of their 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 by using a 'H' next to the question or section that they had help with; 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. Within the Prep Book there is a section in which each day's reading is recorded, alongside comments from pupils, parents and teachers as appropriate.

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 core subject 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. During the first few weeks of the Christmas term, assessments are carried out to establish what pupils already know, to identify areas which need revising and consolidating and to advise staff of areas of learning which a pupil may find more challenging and that they need to work on in the coming months. We do not prepare our pupils specifically for them, as we believe to do so would have an inhibiting 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 Prep School are well above national averages.

KIT

On the first day of term, pupils should bring their kit bag, school bag, pencil case, snack and water bottle to school.

Pupils should have their full sports kit, including their swimming kit, in school at all times to legislate for inclement weather. We try very hard to not cancel planned physical activities, and make use of our artificial pitches and swimming pool on the irregular occasions when our grass pitches are, for example, frozen or saturated. Below is a request of where we would like respective pupils to please store items in their kit bags. This is especially helpful when staff are trying to locate items that pupils cannot find independently at the start of a Games session.



PREPARATORY SCHOOL STAFF

Preparatory Management Group

| | |
|-------------------|---|
| Mr M P Penney | Head of the Preparatory School |
| Mr D M Jones | Senior Deputy Head (Pastoral and Staff) |
| Mrs J E Humphreys | Deputy Head (Academic) |
| Mrs E Inglis | Assistant Head (Operations) |
| Mrs H E Coleman | Assistant Head (Alice House) |
| Mrs S L S Farnan | Assistant Head (Junior School) |

Heads of Year

| | |
|-------------------|---|
| Mrs J S Litwinko | Head of EYFS |
| Mrs H L Grace | Head of I1 and I2 |
| Mr A R J Poole | Head of Year J1, Subject Leader for DT |
| Miss R H Smith | Head of Year J2, Subject Leader for Science |
| Mrs H J Middleton | Head of Year J3, |
| Mr S L Grove | Head of Year J4, Subject Leader for History |

Form Tutors

| | |
|-------------------|------------------------------|
| Mrs J E Ashton | |
| Mrs N J Atkins | |
| Mrs J C Bernamont | Head of Mathematics |
| Mrs N J Dickerson | Subject Leader for Geography |
| Mrs S E Haley | Subject Leader for WPD |
| Miss L J Lynch | Head of English |
| Mrs A R Longden | Subject Leader for Computing |
| Mrs C M McArthur | |
| Mrs K A Mansell | (Maternity Cover) |
| Mr S G Mitchell | |
| Mrs C E Mollison | |
| Mrs R Morgan | Subject Leader for Art |
| Mrs E Pimlott | |
| Miss R L Taylor | Subject Leader for RS |
| Mr M I Tibbitts | |
| Mr J D J Walker | |
| Miss H Winn | |

Specialist Teaching Staff

| | |
|---------------------|--|
| Mrs D E Penney | Curriculum & Learning Support Co-ordinator |
| Mrs L M Harper | Teacher of Curriculum & Learning Support |
| Miss J E Sainsbury | Head of Preparatory School Music |
| Mrs T A Farnell | Head of Preparatory School Sport, Health & Fitness |
| Mr E P Carne | Assistant Head of Preparatory School Sport, Health & Fitness |
| Mrs K M Higginson | Teacher of Sport |
| Mr T Mayled | Swimming Teacher |
| Mrs J E Baker | Teacher of Art and Art Technician |
| Mrs N J Chamulewicz | Teacher of Spanish |

Teaching Assistants

Mrs M Ajimal
Mrs P Annandale
Mrs S Cosgrove
Miss R Davis
Mrs A Garside
Mrs J Green
Mrs N Peace
Mrs R Phillips
Mrs S Sargent
Ms C Walcott
Mrs B Vitharana

Non-teaching Staff

| | |
|---------------------|--|
| Mrs J J Harris | PA to the Head of the Preparatory School |
| Mrs H E Stockdale | Receptionist – Alice House |
| Mrs J Hilton | Receptionist – Malvern Hall |
| Miss G Deery | Assistant Bursar |
| Mrs C E Nuttall | Preparatory School Administrator |
| Mrs S V O'Malley | Preparatory School Technician |
| Mrs A O'Leary | Wrapround Care Manager |
| Mrs H R Pemberton | Preparatory School Librarian and Forest School Teaching Assistant |
| Mrs E Munro | School Nurse |
| Mrs H King | School Nurse |
| Mrs C Evans | School Nurse |
| Mr D Johnson | ICT Technical Support Manager |
| Mr J Jukes | Head of Prep School Maintenance |
| Mr T Scott | Maintenance Operative |
| Mr G Johnson | Maintenance Operative |
| Mr T Quinney | Maintenance Operative |
| Mr T Stafford | Maintenance Operative |
| Mr P Kemp | Maintenance Operative |
| Mr B Maye | Site Manager |
| Mrs J Barrett | Assistant HR Manager |
| Mrs S Frain | Catering Manager |
| Mrs S Afzaal | Lunchtime Supervisor |
| Mrs S Argawal | Lunchtime Supervisor |
| Mrs M Ebbutt | Lunchtime Supervisor |
| Mrs K McDermott | Led Lunchtime Supervisor |
| Mrs Z Vale | Lunchtime Supervisor |
| Mrs G Morton | Lunchtime Supervisor and Reprographics Assistant |
| Mrs C McCall | Lunchtime Supervisor |
| Mrs R Chakraborty | Lunchtime Supervisor |
| Mrs N Freeman Valle | Lunchtime Supervisor |
| Mrs J Lawrence | Lunchtime Supervisor |
| Mrs J Frost | Lunchtime Supervisor |

Mr C May

Graduate Assistant