



PUTNEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Junior School Handbook

2018–19



Junior School Handbook 2018–19

Reception to Year 6

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WELCOME

Welcome to our handbook for parents. We hope it will provide you with useful information that will answer many of the questions you and your daughter might have before starting a new year at the school. It will also be a useful point of reference as she progresses through the school.

We are a vibrant and warm community in which each girl is at the very heart. From the moment she takes her first step into the school to the end of her Junior School journey in Year 6, we strive to provide her with an excellent education, one fit for the future.

We set high expectations and aim to instil an enthusiasm for knowledge, a positive and brave 'can do' attitude when embracing challenges and a genuine love of learning.

A culture of mutual respect, kindness and tolerance is underpinned by a strong sense of integrity. Dedicated staff work with parents and pupils to build positive, collaborative relationships, to ensure every girl flourishes within and beyond the classroom.

Pippa Page-Roberts

Pippa Page-Roberts, Head of Junior School

1. SCHOOL AIMS

At Putney High Junior School, we are a dynamic, passionate and dedicated team. Placing your daughter at the centre of all we do, we aim to deliver a high-quality, all-round education.

- Our approach fosters a love of learning; encourages girls to become inquiring, reflective, open-minded young people and prepares them for the opportunities of the 21st Century, so they are equipped to play an active role in an increasingly international world.
- Our girls are happy and excited to come to school to see what each new day will bring. We create opportunities in which each girl is encouraged to find her own spark and celebrate her individuality, to explore new ideas and enjoy being engaged, stretched and challenged.
- They grow into kind, thoughtful and confident learners who embrace and relish every opportunity that comes their way.

2. CORE VALUES

Our Core Values underpin every aspect of life at Putney and are embraced by all:

- We are inquisitive, intellectually curious and love learning
- We are ambitious, bold and unafraid of excellence
- We are innovative and open genuinely to new ideas
- We are a collaborative and democratic community
- We act with kindness, integrity and a sense of moral purpose
- We are down to earth

3. THE ACADEMIC PATHWAY

At Putney, we aim to promote a love of learning and to develop intellectual curiosity. Throughout your daughter's time at our school, we will encourage her to take full advantage of the range of educational experiences on offer and to realise her academic potential to the full.

PHASES OF LEARNING

The Junior School is divided into three key phases:

- Reception (*aged 4–5*)
- Key Stage 1 (*Years 1 and 2, aged 5–7*)
- Key Stage 2 (*Years 3–6, aged 7–11*)

Reception

The first years of your daughter's education are vital; they provide the foundations upon which learning is built and consolidated. Girls follow the Early Years Foundation Stage (EYFS) curriculum which encompasses seven Areas of Learning: three 'prime' areas (Personal, Social and Emotional Development (PSED), Physical Development and Communication and Language) and four 'specific' areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Girls have the benefit of specialist teaching in Physical Development, Music French and Computing.

Your daughter's Key Worker is her Class Teacher and the Deputy Key Worker is her Teaching Assistant. The daily routine is flexible to give girls every opportunity to develop key skills and consolidate their understanding in all areas of learning.

In Reception, we create a breadth of exciting activities and opportunities within a safe and nurturing environment and encourage all girls to play and explore, be active learners and be creative and think critically. In the Autumn term, there is an emphasis on PSED where girls learn to play together, to share, make friends and develop the skills they need for the rest of their lives.

Girls have the opportunity to explore all seven areas of learning during the majority of lessons. At the start of lessons, a teacher-led input focuses on a specific area of learning within a subject area. This learning is continued through a focus activity, led by an adult, which aims to consolidate the key skill being taught. In line with the rest of the Junior School, the focus activities, when applicable, are differentiated in order to ensure each girl

successfully meets the success criteria of the activity and the learning objective of the lesson.

Individual interests and skills are celebrated through 'Learning from Others' sessions, which the girls themselves lead, and 'Stars in their Eyes' that provides an opportunity for each girl to showcase their chosen skill to an audience.

Key Stage 1 (Years 1–2)

At this stage, we aim to provide your daughter with secure foundations in English and Mathematics. She will be fully involved in her learning, evaluating her work and taking increasing responsibility towards personal target setting. In addition, class teachers, supported by teaching assistants, introduce cross-curricular lessons to make connections across all subjects, to expand your daughter's horizons and encourage her to develop the habits of an independent learner. Learning is brought alive through a rich programme of visits and she will enjoy the benefits of subject specialists for Computing, Modern Languages, Music, Swimming and PE. In Year 2, girls work towards their English Speaking Board examinations, a national qualification focused on communication skills

Key Stage 2 (Years 3–6)

Your daughter will be taught by a class teacher but will also benefit from the expertise of an increasing number of other staff and specialist teachers. In this way, she is able to take advantage of the talents and skills of a variety of teachers and be prepared for the routines of the Senior School. There is also an increased development of independent skills and positions of responsibility. Girls in Years 4 to 6 all have individual iPads to support learning and increase innovation. Regular class trips and visits from experts broaden and enhance our curriculum as well as the benefits in learning experiences provided by residential trips in Years 4 to 6. From Year 3, girls study Science in our Science Laboratory and, from Year 4, deepen their scientific understanding through specialist teaching.





LEARNING IN LESSONS (YEARS 1–6)

Every lesson is built around a Learning Objective (LO). This is a precise statement stating what girls are expected to achieve by the end of the lesson. Through actively working towards this objective, relevant knowledge and understanding is discovered, such as using mapwork skills to discover the names of key rivers. Girls are therefore encouraged to be active participants, rather than passive listeners. In addition, a range of teaching and learning strategies take place to ensure your daughter's lessons are full of life.

So that all girls are working towards the Lesson Objective at the correct level, lessons where applicable will contain a choice of three different tasks of increasing complexity. Challenge questions are also used to explore the objective in more depth, encouraging a deeper understanding of the concepts being taught.

At the end of each lesson, girls reflect upon their learning, evaluating what they have produced and how much they have learnt, based upon the lesson's objective. Girls are also given the opportunity to set their own next steps, allowing an ownership of their own education.

Every subject has a large number of skills and Learning Objectives that can be taught. These can all be summarised into a small number of Key Subject Skills, which can be found in the Curriculum Guide. All year groups share these skill sets, where tasks increase in breadth and depth as girls get older. Skills are also reported on at the end of the year in the end of year reports.

4. THE YEAR AHEAD

(Academic & Pastoral Information Evening)

At the start of every academic year, parents are invited to an information evening to find out about their daughter's year ahead. The Head of the Junior School talks about whole-school matters, and the year group teachers outline the curriculum that the girls will follow alongside general information and the expectations of the year. Parents are given a detailed Curriculum Guide to take away. The evening will also outline the pastoral support on offer to the girls and parents, details of which can be found in the Pastoral Support section at the end of this handbook.

Reception parents are also invited to a Phonics and Maths evening early in the Autumn term.



5. UNIFORM

School uniform is compulsory; girls are expected to take pride in their appearance. No jewellery or coloured nail varnish should be worn. Girls whose ears have been pierced may wear a pair of silver or gold studs only. Girls should not dye their hair with noticeable colours.

Uniform is available to order online from our stockists, **Schoolblazer**.

The Loft, Rectory Farm Offices, Warmington,
Peterborough PE8 6UT
Tel: 01832 280011

www.schoolblazer.com

The Friends of Putney High School (FOPHS) run excellent secondhand uniform sales

A full Uniform and Equipment list can be found on the school website and on Firefly.

6. SPECIALIST TEACHING

As your daughter progresses through the school, she will be taught by an increasing number of specialist teachers. These have a greater knowledge of their subject areas and so allow for a greater depth of learning.

COMPUTING

Computing is taught by a specialist teacher from Reception to Year 6. It is a practical subject in which invention and resourcefulness are encouraged. Girls are taught three key aspects: Computer Science, Information Technology and Digital Literacy. All skills are developed year on year with practical applications and opportunities to create purposeful products and outcomes.

LANGUAGES

Research has shown that introducing young children to different languages is beneficial to their development. Your daughter will not only learn new languages but will increase her awareness of different cultures, countries, people and points of view.

To ensure a high level of fluency, French is taught by a specialist teacher from the start of Reception through to the end of Year 6. From Year 3 girls learn Spanish as an additional language. There will be opportunities to support your daughter's learning in KS1 through participation in Spanish clubs.

MATHEMATICS

From the February half term, girls in Year 5 benefit from specialist subject teaching in Mathematics, taught by the Deputy Head Academic up to their 11+ examinations.

MUSIC

Music forms a vital and integral role in the life of the Junior School. The aim of music in the curriculum is to enable children to use and understand sound as a medium of expression and communication, and to develop a love and sense of enjoyment for making music together. Each class has weekly music lessons with the Director of Music.

Our girls love performing and we encourage the girls from their earliest years with us by harnessing this enthusiasm and building confidence in the

more reluctant performer to sing and play in front of their peers, teachers and parents. Whenever possible we also take part in out of school events such as The Music for Youth Festival and the BBC Junior Choir of the Year Competition.

Junior School Choir

Girls in Years 5 and 6 are encouraged to join and rehearse twice a week, once in school time and once after school for an hour. The school is very proud of its choir and its achievements.

Junior School Orchestra

Girls of Grade 1 standard and above are welcome to join the orchestra that meets before school for 45 minutes. Your daughter is welcome to join at any time during the school year when she feels she is ready.

Junior School Carols

We hold two carol concerts usually at St Paul's Church in Wimbledon in December. These are held on the same day with a performance given by Years 3 and 4 and a later performance given by Years 5 and 6 (the Junior School Choir).

Reception and KS1 Christmas Production

Girls in Reception perform the Christmas Nativity. Years 1 and 2 participate together in a Christmas production. Performances are held towards the end of the Autumn Term to which parents are warmly invited.

Summer Production

The summer musical event is usually held in the last week of term and involves all members of Years 5 and 6 representing the culmination of their musical life in the Junior School. A professional choreographer is usually invited to work with the girls for this event to give it that extra professional polish!

Valentine Music Festival

This takes place in February and girls of Grade 1 standard and above are welcome to perform solos, duets, trios and chamber groups. This a lovely event and girls gain a great deal from performing and listening to each other. Forms for this event are available at the end of January.

Informal Teatime Concerts

These are held towards the end of term. Any girl from Reception to Year 6 is welcome to perform at whatever standard they have reached.

Instrumental Music Lessons

A large number of girls in the Junior School learn one or more musical instruments. Whilst we naturally encourage girls to learn an instrument we do not advise that they have instrumental lessons in school time until Year 3. Experience has also shown that it is advisable that in Year 3 they do not consider learning more than one instrument at school. If your daughter does want to learn more than one instrument, we strongly advise that the second instrument is studied with a teacher out of school hours.



PE

PE plays a strong part in the Junior School life. Girls have two PE lessons each week, taught by specialist PE teachers. For the younger girls much of the activity revolves around developing agility, balance and co-ordination. As they get older, they are introduced to the rules and skills of games such as netball, tennis, rounders and athletics as well as creatively exploring their body and spatial awareness in gymnastics and dance. All classes from Year 1 upwards swim at some point in the year. The emphasis is always on taking part and doing their best. Our aim is to facilitate enjoyment of participating in a healthy active lifestyle, which they can take with them into adult life. Please note,

for health and safety reasons, no jewellery is to be worn in PE lessons.

Beyond the PE curriculum, girls have the chance to participate in extension activities which are designed to be as inclusive as possible.

Girls from Year 3 upwards can also try for places in school teams and take part in fixtures and tournaments against other London schools, as well as the GDST netball, cross country, gymnastics and swimming rallies. The PE Department strives to give every Year 3 to 6 girl, who wishes, the opportunity to play sport competitively against other schools and/or in Inter-House competitions. The PE Handbook outlines the selection policy.

SCIENCE

From Year 3, girls develop their investigating skills and scientific knowledge with a specialist Science teacher. Not only do we have a Science Garden but we also have our own Science Laboratory, which the girls regularly use from Year 3. The girls carry out a range of exciting and fascinating investigations, from observing the growth of microbial colonies to looking into the depths of the universe. Through these, not only will your daughter increase her breadth of understanding but will also learn what it takes to think, question and solve problems like a scientist.



7. CHALLENGE FOR ALL

Provision for gifted and able girls is an integral part of daily school life rather than an add-on. This means that, instead of labelling a small group of girls as gifted, the school aims to create opportunities for stretch, challenge and engagement both inside and outside the classroom, which will benefit all girls. Recent work on motivation and achievement suggests that if it is assumed by pupils that intelligence is fixed, they then seek out relatively simple tasks that validate their intelligence and avoid tasks that are challenging for fear of the risk of failing. Students, however, who subscribe to the belief that intelligence is gained through effort and experience do not mind failing in learning situations because the failure is not a reflection of any innate fixed ability, but rather a particular learning strategy that has gone wrong which therefore needs reviewing. Research has shown that the latter students become better, more successful learners.

We offer stretch, challenge and engagement in a variety of ways.

Creating opportunities within our Schemes of Work to stretch and challenge all students

We encourage our teachers in their lessons: to take a problem-posing as well as problem-solving approach; to encourage students to move from easy-to-grasp to harder-to-grasp concepts; to avoid repetition and excessive note taking; to encourage the students to make connections between different subject areas; to encourage questioning as part of everyday learning; and to stimulate thinking and creative problem-solving. All of this is designed to encourage independent learning by all students.

Providing Co-Curricular Opportunities

We aim to create an environment where students are encouraged to be involved with as many areas of interest as possible. We encourage them to take part in challenges such as the Primary Maths Challenge, the History Project and language competitions; to take intellectual risks by entering public speaking competitions; to embrace new areas of study such as Mandarin and Chess; to participate in learning a new skill, such as sewing, judo and mini-modelling; to participate in team building in gardening, Brain Builders and team sports. The variety of musical and drama opportunities allows students with a broad range

of talents to be stretched. Our PE Department provides a wide range of opportunities, striving to support and develop the talents of all.

Fostering a Positive Learning Environment

We recognise that pupils engage in their learning where they are praised and encouraged. Not only do we praise when they perform well, but we do so especially when the students exert effort, take intellectual risks, seek out new challenges, or try out novel strategies in the face of setbacks. We recognise that hard work underpins all exceptional performances and we strive to motivate all the students to persevere.

Ultimately, our success in providing a challenging environment in which all students are fully engaged in a broad range of learning activities is measured by our students' commitment, interest and infectious love for learning.

8. SUPPORTING LEARNING DIFFERENCES

We value the contribution that every child makes and we welcome the diversity of culture, personalities and intellectual style. A key aim of our school is to provide an atmosphere in which every girl can reach her full potential through praise and encouragement and an acceptance of and sensitivity to the individual needs of every girl within the school.

We recognise that all children have individual learning abilities and requirements and we therefore aim to provide a structured and cumulative programme of learning that will enable every girl to achieve their full potential in all areas of the curriculum, no matter what their learning needs may be.

Nevertheless we recognise that there will be a proportion of pupils who have extra needs and will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and some level of individual provision over and above what is offered within the classroom. This is provided through one-to-one sessions with the Special Educational Needs Coordinator. In these, a specific target is agreed and worked upon, aimed towards reducing their barriers to learning.

9. CO-CURRICULAR PROGRAMME

The co-curricular programme is an area of great importance in the Junior School. This includes over 70 activities designed to offer your daughter the opportunity to extend and enhance her intellectual, creative and physical skills. She will learn alongside girls from other classes, discovering abilities she may not have found otherwise. We are very proud of the diversity of choice we are able to offer, and we encourage you to take full advantage of the opportunity to develop your daughter as an individual in a safe and familiar environment. Details of the full programme on offer available on Firefly.



- Science Museum
- Fulham Palace
- Houses of Parliament

The utmost care is taken by staff when organising a day trip for the girls. The GDST requires us to operate within strict health and safety guidelines. Therefore, all our staff in the Junior School have a basic First Aid qualification and many have more advanced qualifications. From time to time staff will require help from parents on our trips. Should you be interested in helping us in this way, please contact the Junior School Office.

In Years 4, 5 and 6, the girls are encouraged to participate in residential trips. The Year 4 trip is to Hooke Court for an insight into Tudor times, Year 5 girls go to the Isle of Wight for an environmental and Victorian experience, and Year 6 girls go to Fairthorne Manor for an outdoor adventure challenge. All trips are packed with fun and assorted activities and have been hugely successful over the years. Again, safety is of paramount importance to us, but fun and team building come a close second.

10. EDUCATIONAL VISITS

Not only are there numerous co-curricular activities for the girls to enjoy, but their education is complemented beautifully by a full and varied range of educational trips as well as visits made by speakers and authors. All girls are expected to participate in these activities, which are organised to supplement the educational provision but also to encourage team and social skills.

Here are just a few places that have been visited by girls in the Junior School:

- Natural History Museum
- Courtauld Gallery
- British Museum
- London Aquarium
- Westminster Abbey
- National Gallery
- Lyric Theatre



11. MONITORING PROGRESS

Through regular assessment of work, teachers determine girls' attainment in each subject's knowledge and skills, as well as their rate of progress through the curriculum. We do this through a range of assessment strategies aimed at ensuring that your daughter knows what she is doing well, is clear about how to improve and makes visible signs of progress. These include:

- Rich questioning that requires thoughtful answers
- Effective feedback and marking of work
- Self and peer assessment, where girls check their own and each other's work against clear success criteria that define what is expected
- Teacher observation
- Testing

From this, teachers gain an in depth knowledge of each girl's strengths and weaknesses and plan lessons specifically tailored to the needs of their class.

ASSESSMENT IN RECEPTION

Teaching staff assess and record individual progress continually against all 17 Early Learning Goals which fall within the seven areas of learning in the Foundation Stage. At the end of the year each girl's achievements are recorded against the Early Learning Goals in line with the EYFS Profile and their attainment levels are reported to parents and the Borough.

ASSESSMENT IN YEARS 1–6

Each girl's learning is measured against the Key Subject Skills in each subject through on-going observations, marking and testing. These Key Skills are shared in the Curriculum Guides.

Testing is used to review progress over time. This can be either at the end of a unit of work, term or year and gives accurate judgements about each girl's knowledge and skills in a particular area. It also provides an opportunity to assess her longer-term retention of learning. This level of ability is compared to previous testing to establish each girl's progress, allowing teachers to see who is on track and where extra support is needed. Areas of strength – and next steps to work upon – are discussed with each girl and used to help inform her next stages of learning.

During lessons, teachers provide high quality feedback, including questioning and marking, as an effective tool to aid your daughter's progress in learning. She will receive constructive advice whilst working in class, both from the teacher and her peers. This will allow her the time to improve and perfect her work from that point, ensuring greater progress during the lesson. The school uses a number of abbreviations for common errors in work, which are displayed in your daughter's classroom.

From these assessments and conversations, your daughter will have at least one individual on-going Next Step in Reading, Writing and Mathematics stating what area she needs to work upon. Once the teacher feels she has achieved her Next Step, a new one will be chosen.



12. HOMEWORK

Research shows that, if carried out correctly, homework is effective in raising attainment. However, if handled incorrectly, it has little impact on learning. Reflecting this, our school has a focus on four main areas. These are:

1. The introduction and explanation of the task in class

Your daughter should understand what task they need to do, how to complete it effectively and also why it helps with her learning. These are good questions to ask your daughter before she starts her homework. Where appropriate this will be outlined on the homework, on FireFly or in her diary.

2. Homework is set so that it can be completed independently.

It is most important that you do not do your daughter's homework for her as the activity will then be ineffective. However, parents do have a crucial role to play. Your support and help is invaluable by:

- discussing the homework set, before she starts, and ensuring that the learning objectives (LO) remain the focus
- giving encouragement and praise before she begins to tire
- monitoring your daughter's efforts and encouraging her to check her work when she has finished
- ensuring a consistent pattern to the evening which includes some relaxation as well, to ensure that homework can be completed before tiredness sets in
- keeping to the time allocation
- providing a place for completing homework, with direct access to natural light if possible
- informing the teacher via a note in her homework diary or email, if your daughter had difficulty with the homework
- asking your daughter to summarise her work once completed

In **Reception**, girls are encouraged to read daily and learn sight words and where appropriate the spelling of these words. They are also encouraged to play mathematical games at home to develop their numeracy skills. Obviously these tasks are best completed with others.

In **Years 1 and 2**, differentiated spellings are set on a weekly basis, which could be extended to sentences, and some form of practical Mathematics task is set, eg Athletics or a Mathematical game. Year 2 also has a weekend workbook which is used to consolidate or extend work completed in class.

In **Years 3 to 6**, in addition to the time given to reading during the week, the following homework tasks are set:

- Spellings
- Mathematics
- Science (*Years 4 to 6 only*)
- English
- History/Geography
- MFL: Modern Foreign Languages

3. Feedback in class

Feedback is essential to a child's development. It is also important that homework is completed by the due date. Homework is taken seriously and your daughter's efforts will be monitored accordingly in order to ensure progress.

Should your daughter encounter any difficulties with the homework, please provide feedback via the Diary/ email. The usual problems that occur can be sorted out quite quickly provided the teacher is informed.

4. Time allocation

Throughout the Junior School, girls are expected to read for at least 20 minutes each evening. This should be with the support of parents in the early stages and with increasing independence in later years. A reading log is kept where the girls comment on what they have read. It is beneficial to discuss this with your daughter.

In addition the tasks are as indicated below:

Year 3 & 4: 20–30 minutes nightly

Year 5 & 6: 40–50 minutes nightly

If your daughter is struggling to complete her homework within this allocated time, please contact her teacher immediately.

13. TUTORING

Through personalised learning in school supported by independent homework, we believe that our school is able to fully meet your daughter's academic needs. We encourage time out of school to be spent with family or engaging in hobbies, learning musical instruments or pursuing individual interests. Therefore there is no need for external tutoring.



14. REPORTS AND PROGRESS REVIEW MEETINGS

Mid-year reports provide comments, Next Steps, and indicate the girls' progress against the Putney Standard. End of year reports are in greater depth, reporting across the breadth of the curriculum. Both reports will inform you whether your daughter is working towards, at or beyond the standard expected at Putney.

If your daughter is reported as 'working towards', her class teacher will contact you prior to you receiving the report to discuss strategies and steps to be taken to support your child further.

Progress Review Meetings take place twice a year to discuss your daughter's progress. Girls are invited to these meetings as they are essentially about their learning. They may be asked to complete a review sheet before the meeting, which will be used alongside the teacher's notes. Your daughter's work will be available for you to look through. Sometimes staff may wish to discuss matters with parents without a child being present. If this is the case, staff will contact you. If you wish to discuss your daughter's progress without her being present, please inform the class teacher, who will accommodate this request.

15. LEARNING REVIEWS AND CELEBRATING SUCCESS

In the Spring Term, you are invited for a Learning Review. This provides another opportunity to look at your daughter's work and to celebrate her efforts and achievements. At the end of the Summer Term, all the classrooms buzz with lively displays as families are welcomed to the Celebrating Success event. This includes musical, dramatic and sporting performances. Your daughter will also be able to guide you around the school to celebrate the work she has completed throughout the year.



16. MOVING FROM JUNIOR TO SENIOR SCHOOL

We are very proud of our 'one school' ethos, and it is our wish that all Junior School girls will transfer to the Senior School. In order to make this process as smooth as possible, several events and procedures are in place during your daughter's final three years in the Junior School.

GETTING TO KNOW THE SENIOR SCHOOL

Feedback from Senior School staff indicates that our girls settle in extremely quickly to the new routines and challenges of Year 7. They are at a huge advantage in that they already know some Senior School teachers and are familiar with the site. Throughout their time in the Junior School, girls enjoy lessons in the Senior School Sports Hall, go to performances in the Performing Arts Centre, and enjoy a daily lunch in the Cafeteria. Senior School girls are regular visitors and performers in Junior School assemblies and help as volunteers in classrooms.

Year 5 girls and parents are invited to an exclusive Open Morning held at the Senior School in the Summer Term. This gives parents the opportunity to tour the school and girls the chance to sample some Year 7 lessons to get a flavour of what life will be like in the Senior School.

GAINING A PLACE IN THE SENIOR SCHOOL

Entry to the Senior School at the end of Year 6 is not automatic. However, your daughter will not have to compete with external candidates for a place: she merely has to qualify for one. In the January of Year 6 all girls take the Senior School entrance examination.

Junior School parents do not have to complete an application form; girls are automatically entered for the entrance examinations and considered for academic scholarships. However, if you wish your daughter to be considered for a music or sports scholarship, you will need to complete the application form which can be found on the school website.

EARLY CONFIRMATION OF ASSURED PLACE

Putney High School girls have the advantage of being assessed throughout their time in the Junior School. This means that a girl, her parents and teachers are fully aware of how well she is progressing and whether she is working at the

expected level of attainment for her year group. From Year 4 onwards, she is introduced to study and revision skills in preparation for more formal testing. The school uses the results of end-of-year tests and the on-going assessment of each girl's performance throughout the year to inform parents about her progression with a view to a successful transfer into Year 7. In the Summer term, parents are invited to a meeting with the class teacher and the Head of the School to discuss their daughter's progress. After the end-of-year testing in Year 5, parents are invited to a second meeting where, if their daughter is working at or above the school's expected standard, an assured place is offered for entry into the Senior School. If an assured place is not offered, then parents will be advised in writing before the end of Year 5 of the targets to be attained for entry into Year 7. Another review of the progress made takes place in the Autumn Term of Year 6 when parents receive a further letter either offering an assured place in the Senior School or explaining that their daughter's place will be contingent on her performance in the entrance examination.

11+ TESTING

Although we hope that all girls progress through to Putney High Senior School, we recognise that you may wish to explore alternative choices. We believe that in preparing girls for entry into the Senior School, they will be prepared for entry to other selective schools. Our assessment programme is not only designed to inform girls and staff of progress and attainment, but also to prepare girls for 11+ testing through timed writing practice and paper-based tests in the style of entrance examinations. By integrating these into regular school life, there is no lost learning time taken up by an extended period of practice testing in Year 6. Our challenging curriculum ensures a high academic standard for girls, ready for life in Year 7.



17. CONTACT POINTS AT SCHOOL FOR CONCERNS ABOUT YOUR DAUGHTER'S PROGRESS

The Junior School is a happy, caring community where girls, parents and staff work together to give the pupils the best possible educational experience. An open-door policy is vital to create the required level of trust and communication to help the girls achieve their potential. We encourage you to express any concerns as soon as possible, however small. It is much easier to solve a tremor before it develops into an earthquake. Many small items of information can be dealt with via an informal word with your daughter's class teacher at drop-off or pick-up time or by sending an email, but appointments to see the Head of the Junior School or other staff are easily made: please contact the **Junior School Office** at jsadmin@put.gdst.net

TEACHERS

Class teachers and subject specialists are responsible for the academic learning within their class and should be your **first point of contact** – they can be contacted via their email address.

JUNIOR SCHOOL DEPUTY HEADS

The Deputy Head, Andrew Miller, responsible for the **academic** side of the Junior School, is available to give advice to parents, staff and pupils on academic issues and serious concerns. Parents are welcome to contact him via email: a.miller@put.gdst.net

The Deputy Head, Isobel Franks, responsible for the **pastoral** side of the Junior School, is available to give advice to parents, staff and pupils on pastoral issues and serious concerns. Parents are welcome to contact her via email: i.franks@put.gdst.net

HEAD OF JUNIOR SCHOOL

If you feel the concern has not been resolved on an informal basis, then you are encouraged to put your complaint in writing to the Head of the Junior School or the Headmistress as soon as possible, who will respond within 10 days.

Further details of the school's complaints procedure can be found on the school website's policy page, in the about us section. This can be found at: www.putneyhigh.gdst.net/362/about-us/school-policies

18. ATTENDANCE & ABSENCES

Children will only make the most of the educational opportunities on offer, if they attend school regularly and punctually.

It is a legal requirement that an accurate record of attendance and absence is kept, and a distinction is made between authorised and unauthorised absences. To help us in this task and to ensure that we know whom should be in school on a given day, we would ask parents to observe the following procedures.

UNPLANNED ABSENCE

If your child is unable to attend school, through illness or for an unavoidable circumstance, please notify the Junior School Office by telephone: 0208 788 6523 or email: jsadmin@put.gdst.net on the first morning of absence.

When your child returns to school, please confirm, via an email to the Junior School Office, the cause and the length of the absence.

A doctor's certificate is not required after an infectious or contagious illness, but parents are requested to ensure that a doctor has agreed that their child may return to school and also to inform the School Nurse: alisongraham@put.gdst.net and the Head of Junior School p.pageroberts@put.gdst.net of any infectious illness, so other members of the school community can be alerted, if necessary.

Following Health Protection Agency guidelines, we ask that your child does not return to school for 48 hours after a case of diarrhoea and/or vomiting.

PLANNED ABSENCE

Whilst we appreciate fully that absence due to a religious observance, emergency medical/dental appointment, sports event and music exam is sometimes unavoidable in term-time, we would ask you to bear in mind school guidelines, particularly when booking family holidays. Any holidays taken during the school period will be noted as an 'unauthorised absence'.

Where possible, please avoid making routine appointments during school hours.

As stated above, it is important that your child does not have leave of absence from school for any other reason. If there are exceptional circumstances

you should seek authorisation, in writing to the Head of Junior School, preferably two weeks before the planned absence.

MONITORING

All pupils' details are recorded on SIMS on admission to school. Pupil attendance and punctuality are monitored regularly. School attendance statistics are monitored by the Head of the Junior School and reported to the Headmistress and governing body.

Pupils who arrive in school after registration or depart/return during the day must sign in at the main reception desk.

Pupils who arrive after 8.40am, without prior permission or explanation, will be marked as Late in the form register for the morning session. If there is a concern regarding your daughter's absence, her class teacher will arrange a meeting with you initially to discuss this and agree a plan to improve attendance.

Patterns of lateness will also be investigated and managed on an individual basis.

The Head of the Junior School monitors attendance each week and will contact parents if there are any concerns.



19. SAFEGUARDING

It is the responsibility of every member of staff to ensure that suspected cases of child abuse (neglect, physical injury, sexual or emotional abuse, radicalisation or bullying) are recognised and dealt with as quickly as possible. The Head of Junior School is the School's designated safeguarding person to whom all suspected cases should be reported. A copy of the School's Safeguarding Policy is available from the school website.

20. FOPHS

The Friends of Putney High School (FOPHS) organise many events and activities each year and they rely on the support of parents to help organise these events and support them. Details of these events are on the Annual Calendar that is available on firefly and on the FOPHS page of the school website. Each year group (from Reception through to Year 13) has a parent representative and a deputy representative on the FOPHS Committee. This committee meets to discuss social events and fundraising activities. Every year FOPHS raises thousands of pounds to buy extra items or experiences that will further enhance your child's educational experience.

FOPHS reps also meet with the Head of Junior School each year to discuss any feedback or ideas from their year groups.

If you would like more information about FOPHS please email FOPHS@put.gdst.net

Please involve yourself as much as you are able in their many and varied activities. It will help you to get to know the school better and more quickly. Newsletters are sent by the FOPHS committee to inform you of events.

Pastoral Support

A guide to inform pupils and their parents about who they can talk to when they need help and how we aim to foster a culture of kindness.

Most of the time our girls are happy and carefree at school. It is clear, on a daily basis, that they come bouncing joyfully in to enjoy their school day at Putney. However, there are occasions when school life does not go so smoothly. We are aware of this and have put in place many procedures to help the girls when they are sad or have a concern of any kind. The following information is a reference so that you are fully aware of all the ways in which your daughter can seek help when she needs it.



The 'weeble wobble' – part of the Paws & Mindfulness programme

OPENING MINDS


Every girl from Years 1 – 6 has a timetabled wellbeing lesson, Opening Minds, to model and teach learning dispositions which will help her to thrive, eg resilience, resourcefulness, creativity, perseverance and tenacity. Philosophy and debating help develop critical thinking skills.

'WHO TO CONTACT' FORM













The Junior School Pastoral Deputy Head has a session with each class at the beginning of the school year to discuss the forms (*illustrated*), which are then stuck into the back of their diaries. Please do have a look at these forms with your daughter.

YEARS 1 AND 2

The Pastoral Deputy Head will discuss with the girls who they want to talk to if they have a problem. The girls then put a tick by the picture of the staff member who they feel they would most like to see.



Who will I speak to if I have a problem or a worry when I am at school?

			
Miss Tew	Miss Whitehouse	Miss Hanley	Mrs Cook
			
Miss Brennan	Miss Gibson	Mrs McCarthy	Mrs Rafferty
			
Mrs Jones	Miss McCaldin	Mrs Samuel	Miss Franks

If anything is making me unhappy I will contact one of these adults to help me sort it out.



YEAR 3

As with Years 1 and 2, the Deputy Head Pastoral will discuss with the girls their preferences and then Year 3 girls write the name of the teacher/s they would most like to contact on the form.

YEARS 4, 5 AND 6

Girls in Years 4, 5 and 6 also have the option of emailing staff as they have easy access to iPads.

EARLY YEARS

Each classroom in the Early Years has a box into which girls can put a sad/unhappy face with their name. Then EYs staff can talk to them about their concerns.

THESE FORMS HIGHLIGHT HOW TO SEEK HELP IN THE FOLLOWING WAYS:

TALK TO ANY ADULT IN THE JUNIOR SCHOOL

These could include:

- The class teacher
- Miss Franks (Pastoral Deputy Head)
i.franks@put.gdst.net
- Teaching Assistants/Teachers on duty

The Deputy Head Pastoral and the Teaching Assistants with particular pastoral responsibility – Mrs Raffety, Mrs Samuel and Mrs McCarthy – meet regularly to discuss any issues that may have arisen in the playground.

THE SECRET SAFE

There may be times when girls do not want to talk directly to an adult, so they can pop a note in the Secret Safe. There are two Secret Safes: one is positioned on the window sill along the curve and the other is on a low shelf near to the Library. Miss Franks checks both of them daily and takes the earliest opportunity to talk those concerned. She also keeps careful notes in her Secret Safe file.



THE SECRET SAFE SURGERY

This is held every Tuesday in 4R classroom on the ground floor on the corner of the curve (for easy access by all girls) by Miss Franks from 1–1.30pm.

Miss Franks reminds girls during assembly when she will be holding her Secret Safe Surgery. She also lets them know if, for any reason, she has to change the day.

Girls know when Miss Franks is available to chat because she puts a photo of the Secret Safe in the classroom window.



OUR SCHOOL COUNSELLOR

Unlike Senior School pupils who can book themselves to speak to the school counsellor, the Junior girls only have sessions with the counsellor, Victoria Walmsley, after consultation with, and permission from, their parents. Several girls in the Junior School benefit enormously from time spent with Victoria and indeed she made herself known to all girls in Key Stage 2 recently with some excellent workshops about dealing with anxiety and friendships. Victoria will be holding some further workshops for the girls and a talk for parents, both generously funded by FOPHS. You will receive details of these later in the year.

PUTNEY PLAYTIME PALS

A recent initiative at playtimes, and a result of a suggestion by our Junior School Council, is our Putney Playtime Pals who are clearly visible in their highly luminous pink vests. Each playtime four Year 5 girls patrol the playground on the lookout for anyone who might seem a bit lonely or in need of a friend, as perhaps their best friend is away that day or attending one of our numerous clubs. This has become a lovely feature of our playtimes and is in addition to our **Year 6 Buddies**. Each Year 6 buddy is paired with a specific girl in the Early Years, but our Putney Playtime Pals integrate with anyone who is in need of a 'pal' on that particular day. It would be lovely to hear if your child has been helped out by one of our Putney Pals!

KINDNESS STRATEGIES

In trying to minimise girls feeling unhappy at school, we have adopted many kindness strategies. For example in every classroom you will see the following poster:



This is a very useful document to use both at school and at home so you might like to discuss it with your daughter. It is referred to by all staff in many situations at school.

ASSEMBLIES

Many of our assemblies focus on our core values and, to reflect this each week, a quote is displayed on the screen as the girls file in to or out of assembly.

Initially, the quotes were sourced by staff but gradually girls themselves have found quotes and, even more endearingly, have composed their own. Many of these have been shown in assembly and are referred to by staff at relevant times. Quotes are also displayed in the classrooms, where appropriate.

*"It doesn't matter if you are big or small.
It just matters if you are kind and helpful."*

Olivia Reay

*"Kindness is the water that ceases a fire
of anger."* Lucy-Mai Adjety

KINDNESS BADGES AND CORE VALUE CERTIFICATES

We praise effort as much as achievement. Identifying kindness also enables us to show how much we value this vital human trait as an integral part of life at Putney.

- **Core Value & Kindness Certificates:** are awarded weekly at our Celebration Assemblies. Staff and pupils can nominate anyone to be awarded a certificate.
- **Golden Acorn Awards for Kindness:** these are awarded at the final assembly of each term to one girl in each class for showing consistent kindness towards classmates and staff throughout that term.
- **Golden Tickets:** these are awarded throughout each term by staff to highlight exemplary 'core value' behaviour. At the end of each half term, one ticket is picked at random by the Head and the 'winner' is awarded a book token.

GOOD MANNERS

Inextricably linked to kindness of course is the emphasis on good manners. You may have seen this little sign dotted throughout the school:



MM stands for Manners Matter. These signs serve as constant reminder to the girls about the importance of good manners at school. Certificates are awarded in EYS1 for good manners.

HOW CAN YOU HELP?

The pastoral wellbeing of your daughter, like her academic life, involves a healthy interaction between home and school life. We hope that by outlining the procedures above you are better placed to help her seek the help she needs in school if and when it is required; that you can assist us by both modelling and fostering kindness and good manners at home and school; and most importantly that you let us know of any specific pastoral issues that you feel have been unresolved so that we can address them individually, quickly and effectively.



TERM DATES 2018–19

AUTUMN TERM 2018

- Term begins: Wednesday 5 September. *Junior School morning only*
- Open Day: Saturday 13 October. All students in school
Junior School: 8.10–11.30am
- Half Term: Monday 22 October – Friday 2 November
- 11+ Interviews: Thursday 6 December. *School ends at ??*
- Term ends: Friday 14 December.

SPRING TERM 2019

- Term begins: Monday 7 January
- 11+ Entrance Exams: Wednesday 9 January. *School closed*
- INSET (Staff only): Friday 15 February
- Half Term: Monday 18 – Friday 22 February
- Term ends: Friday 5 April

SUMMER TERM 2019

- INSET (Staff only): Tuesday 23 April
- Term begins: Wednesday 24 April
- Bank Holiday: Monday 6 May
- Half Term: Monday 27 – Friday 31 May
- INSET (Staff only): Monday 3 June
- Term ends: Friday 5 July

* for the latest information see term dates on our website

AFTERWORD

We hope you have found this Handbook useful, and continue to refer to it as the school year progresses. We wish your daughter a happy and successful time at Putney!



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