



PUTNEY
HIGH SCHOOL

GDST

Junior School Handbook 2021–22



Please note, this is a live document and owing to the ongoing situation regarding Covid-19, the information may be subject to change.

Junior School Handbook 2021–22

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 year.

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

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 pupils 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 pupils 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 be curious, 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.

CORE VALUES

Our Core Values – based on 'Four I's' – underpin every aspect of life at Putney and are embraced by all:

Innovative

- I am open to new ideas
- I am a creative and critical thinker
- I am ambitious and unafraid of excellence
- I am collaborative

Inquisitive

- I am intellectually curious
- I am a life-long learner
- I am a keen questioner
- I am reflective

Intrepid

- I am adventurous and bold
- I am open to new ideas and unafraid of failure
- I embrace challenges
- I am resilient and persevere

Inclusive

- I am kind and act with integrity
- I have a collaborative community spirit
- I am democratic, listen well and speak with confidence
- I am down to earth

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 is vital; they provide the foundations upon which learning is built and consolidated. We aim to give all children an exciting, happy and meaningful start to their learning at Putney High Junior School. In line with the new Early Years Foundation Stage framework, we plan for children to develop their skills and grow their knowledge across all seven areas of learning. These seven areas are split into 'prime' areas and 'specific' areas of learning.

The three prime areas of learning encompass:

- communication and language
- personal, social and emotional development
- physical development

We also plan for the following specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Pupils benefit from specialist teaching for physical education, music, French and computing.

We create a curriculum which includes a breadth of exciting activities and opportunities within a safe and nurturing environment. We encourage all pupils to play and explore, take risks, be active learners, be creative and think critically. The skills and knowledge they develop through our curriculum help them make progress towards achieving and exceeding the 'Early Learning Goals' at the end of the Foundation Stage.

At the start of lessons, a teacher-led input focuses on a particular skill or development of specific knowledge. This learning is then continued through a focused activity, led by an adult, in smaller groups, which aims to consolidate and extend the learning. In line with the rest of the school, these focused

activities are differentiated to ensure each girl successfully moves their learning forward and works towards achieving her own next steps in learning. Pupils are encouraged to develop their skills to work collaboratively as well as independently; each half term every girl has a different 'learning partner' with whom they will work with during carpet sessions. Pupils also spend time every day directing their own learning and following their interests. These individual interests and skills are celebrated through 'Learning from others' sessions, which the pupils themselves lead, and 'Stars in their Eyes' which provides opportunities for each girl to showcase their chosen skill to their classmates. We value input from home and love to celebrate successes outside school across all areas of learning and development.

With the help of a warm, friendly and welcoming environment along with reassuring routines, pupils settle quickly and are ready to embrace the next steps of their learning journey at school. Your daughters' key worker is her class teacher and the deputy keyworker is her teaching assistant. The daily routine is flexible to give pupils every opportunity to develop key skills and consolidate their understanding in all areas of learning.

With a broad curriculum which pays attention to girl's individual needs and interests, coupled with access to a range of co-curricular activities, we are able to support and challenge our youngest pupils to help them meet and exceed expectations. We seek to help pupils become inquisitive and independent thinkers who have a life-long love for learning.

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 and PE. In Year 2, pupils embrace speaking and listening in an informal Poetry Festival in the summer term. They are encouraged to be innovative and brave through collaborative project lessons and opportunities for outdoor learning.

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. Pupils have individual iPads from half way through Year 3 to support learning and increase innovation, and this provision continues to Year 6. 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, pupils study Science in our Science Laboratory and 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 pupils are expected to achieve by the end of the lesson. Through exploring and working actively towards this objective, relevant, in-depth knowledge and understanding is discovered and applied. Pupils 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 engaging and promote independence.

To ensure all pupils are working towards the Lesson Objective at the correct level, lessons, where applicable, will contain a choice of 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, pupils reflect upon their learning, evaluating what they have produced and how much they have learnt, based upon the lesson's objective. They are also given the opportunity to set their own next steps, allowing an ownership of their own education.

Dedicated Independent Reflection Time (D.I.R.T)

Each year group has timetabled opportunities in their week to reflect on feedback from her teachers and peers in order to work on specific targets, and to edit and improve work. It is also an opportunity for the pupils to develop their personal targets, which they set throughout the year.

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 pupils get older. Skills and learning habits are also reported on at the end of the year in the end of year reports.

THE YEAR AHEAD

On Friday 3 September, parents are invited to an online information event. This will take place virtually, via Demio, at 1.30pm.

Led by the Head of the Junior School, the leadership team will share the whole-school vision and outline key logistics and updates for the start of the new academic year. Please note, there will be an opportunity to submit questions prior to and during this event.

Parents will also have the opportunity to meet class teachers, and teaching assistants for EYFS and KS1, during a year group presentation. They will be held in the hall on the following days and will also be recorded and uploaded to Firefly for those unable to attend:

- Reception: 9am, Monday 13 September
- Year One: 8.30am, Tuesday 7 September
- Year Two: 8.30am, Friday 10 September
- Year Three: 2.30pm, Thursday 9 September
- Year Four: 8.30am, Thursday 9 September
- Year Five: 2.30pm, Tuesday 7 September
- Year Six: 2.30pm, Wednesday 8 September

Please note, refreshments will be available twenty minutes before the presentations begin.



UNIFORM

School uniform is compulsory; pupils are expected to take pride in their appearance. No jewellery or coloured nail varnish should be worn. Pupils whose ears have been pierced may wear a pair of silver or gold studs only. They should not dye their hair with noticeable colours, and shoulder-length hair (or longer) should be tied back.

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.

SPECIALIST TEACHING

As your daughter progresses through the school, she will be taught by an increasing number of specialist teachers.

COMPUTING

Computing at Putney is taught by our Director of Digital Learning and Innovation (Junior), from Reception to Year 6. Our curriculum has been developed to equip pupils with the digital skills, knowledge and understanding of computing they will need for 21st century employment. The three strands of computing that are taught for each year group include:

- **Computing Science** which allows children to solve problems by decomposing them into smaller parts, design and debug programs and use logical reasoning to predict outcomes.
- **Information Technology** involves the use of computers for functional purposes, such as collecting and presenting information, or using search technology.
- **Digital Literacy** promotes the use of technology safely and respectfully as they develop an understanding of how things work, and the role digital devices play in our lives.

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 our Head of MFL from Reception to Year 6. From Year 3, pupils learn Spanish as an additional language. There will also be opportunities to support your daughter's learning through extra-curricular activities.

MATHEMATICS

From February half term, pupils in Year 5 benefit from small learning enrichment groups in mathematics. These groups help to provide support and/or challenge for the pupils leading up to their 11+ examinations in Year 6 (January).

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 pupils love performing, and we encourage them 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

Pupils 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

Pupils 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.

Harvest Festival

Pupils from Reception to Year 6 gather together to perform in the annual Harvest Festival, held in the senior school's Performing Arts Centre (PAC). Parents are welcome to attend.

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 Productions

Pupils in Reception put on a Nativity themed performance. 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.



Valentine Music Festival

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

Summer Production

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

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 pupils in the Junior School learn one or more musical instruments. Whilst we naturally encourage them 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. Pupils in Reception and KS1 have two PE lessons each week taught by specialist PE teachers. Pupils in KS2 have PE afternoons once a week. During this time, fixtures are also played. For the younger pupils 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, touch-rugby, rounders, cricket and athletics as well as creatively exploring their body and spatial awareness in gymnastics and dance. 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, pupils have the chance to participate in extension activities which are designed to be as inclusive as possible.

Pupils 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.

Swimming: The following sessions take place at Putney Leisure Centre:

- Autumn: Year 4
- Spring: Year 3
- Summer: Year 2

Lifesaving courses for Years 5/6 are being finalised; parents will be informed when this is confirmed.

SCIENCE

From Year 3, pupils 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 pupils use regularly from Year 3. The pupils 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.

CHALLENGE FOR ALL

Stretch and challenge for all pupils is an integral part of daily school life. This means that, instead of labelling a small group as gifted, the school aims to create opportunities for stretch, challenge and engagement both inside and outside the classroom, which will benefit all pupils. 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. Pupils, 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 pupils with the latter approach to learning develop greater resilience and are likely to become more successful, independent 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; encourage pupils to move from easy-to-grasp to harder-to-grasp concepts; avoid repetition and excessive note taking; encourage the pupils to make connections between different subject areas; encourage questioning as part of everyday learning; to stimulate thinking and creative problem-solving. All of this is designed to encourage independent learning by all pupils.

Outdoor Learning

Outdoor Learning is embedded within the curriculum and offers enriched opportunities to use the outdoor spaces, and to engage in activities which stretch and challenge the pupils' thinking, beyond the classroom walls.

Different types of play, from physical and social to imaginative and quiet, are encouraged from EYFS through to Year 6. Our adventure playground, yearly Mini Marine's Challenge Day, and Playtime Buddies training are just a few examples of how this is embedded.

Providing Co-Curricular Opportunities

We aim to create an environment where pupils 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 coding, judo, little puzzlers and Mensa; 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

From embracing opportunities to take on leadership roles, directing their own learning, reflecting and responding positively to feedback to receiving praise and recognition, pupils engage fully when they take an active role in their learning. Not only do we praise when they perform well, but we do so especially when the pupils 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 pupils to persevere.

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

LEARNING ENRICHMENT

At Putney, we celebrate uniqueness, 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 pupil can reach her full potential through hard work, praise and encouragement and an acceptance of and sensitivity to the individual needs of every pupil within the school.

We recognise that all children have individual learning abilities and requirements, and we aim to provide a structured and cumulative programme of learning that will enable every pupil 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 specific needs and may 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 and group sessions with our Head of Learning Enrichment. In these, a specific target is agreed and worked upon, aimed towards building strong foundations for learning.

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 pupils 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 are available on Firefly.

EDUCATIONAL VISITS

Not only are there numerous co-curricular activities for the pupils 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 pupils are expected to participate in these activities, which are organised to supplement the educational provision but also to encourage team and social skills.

Here is a selection of places that have been visited by pupils in the Junior School:

- Natural History Museum
- Wandsworth Junior Citizen's Scheme
- British Museum
- Painshill Park
- Westminster Abbey
- National Gallery
- Lyric Theatre
- Science Museum

- Fulham Palace
- Houses of Parliament
- London Zoo

The utmost care is taken by staff when organising a day trip for the pupils. 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, and wish to attend a Volunteer Training Session, please contact the Junior School Office: jsadmin@put.gdst.net

In Years 4, 5 and 6, the pupils are encouraged to participate in residential trips. The Year 4 trip is to Hooke Court for an insight into Anglo-Saxon times, Year 5 go to the Isle of Wight for an environmental and Victorian experience, and Year 6 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.

The Venture Award

A residential trip for upper Key Stage 2, new to the curriculum this year, is aimed at developing communication, independence and team-building skills whilst offering an engaging experience for your daughter, through Outdoor Learning. The pupils will learn skills such as putting up their own tents, cooking by a campfire, and navigating routes using a map and compass.



MONITORING PROGRESS

Through regular assessment of work, both formative and summative, teachers determine pupils' 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:

Formative Assessment refers to a wide variety of methods that our teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help our teachers identify the next steps in a child's learning.

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

Summative Assessments are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period. We use a suite of assessments to support teacher judgement.

ASSESSMENT IN RECEPTION

EYFS Teaching staff observe and assess individual progress continually against all 17 strands of the curriculum 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, the Borough and their next teacher.

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, which includes standardised assessments, 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 a pupil has achieved her Next Step, a new one will be agreed.



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. The majority of 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 quiet 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, engage in handwriting practice, 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 adult support and guidance. Pupils will be given their own log-in to a Mathematics account for them to practise their mathematical skills at home.

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 Mathletics 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 (*Years 3 and 4*)
- Mathematics
- Science (*Years 4 to 6*)
- 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.

4. Time allocation

Suggested time spent on homework is indicated below:

Year 3 & 4: 20–30 minutes nightly

Year 5 & 6: 40–50 minutes nightly

We do not set holiday homework as a general rule. It is important for pupils to recharge their batteries, and explore the world around them through travel, gallery/museum visits, and independent play.

5. Reading

Be it fiction and non-fiction books, poetry, newspapers, and magazines, we love reading at Putney High. **We encourage every pupil to dive into new worlds and read daily at home, for at least twenty minutes.** Modelling reading and sharing a good book at home and school encourages young readers to see it as a normal, enjoyable part of daily life.

Reading to young children is proven to improve cognitive skills and help along the process of cognitive development. When you begin reading aloud to your child, it essentially provides them with background knowledge on their young world, which helps them make sense of what they see, hear, and read.

Reading is also one of the most fundamental skills children need to learn to be successful. Not only do good reading skills benefit pupils academically, but they are also a skill required for lifelong success. Reading develops vocabulary, increases attention span, and promotes stronger analytical thinking.

EYFS parents are asked to comment and sign their daughter's Reading record every evening.

In KS1, a reading log is kept in which the pupils comment on what they have read; it is beneficial if parents monitor and discuss this with their daughter.

In KS2, encourage your daughter to read a variety of genres, and discuss them with you. Reading newspapers/magazines such as *First News*, *Aquila*, and *The Week Junior* will also develop their understanding of the wider world and current affairs.

Please contact your daughter's class teacher if you would like further guidance and support with your daughter's reading and question prompts.

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. It is vital the pupils are encouraged to have downtime. 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. Please contact a member of the Junior School Leadership Team (JSLT) if you have any further queries.



REPORTS AND PROGRESS REVIEW MEETINGS

Various school reports are issued to help you understand your daughter's progress and provide next step targets to develop her learning. In addition, standardised parent reports are issued to complement the standardised assessments that the school carries out. Details and a timeline for these will be outlined at the Year Ahead Meeting in September.

In Reception the annual end-of-year report will include the profile judgements your daughter's class teacher has made against the 17 Early Learning Goals. From June 2022 this judgement, nationally, will be either 'emerging' or 'expected' for each ELG.

Year 1–Year 6: The annual school report informs you of your daughter's progress in both Core and Foundation Subjects and contains a class comment and next steps for maths and English.

From Year 2, attached to the annual end of year report are your daughter's GL assessment scores such as:

- Cognitive Abilities Test (CAT4)
- Progress Test in English (PTE)
- Progress Test in Maths (PTM)

These are annual assessments which, along with formative assessments, help to build up a picture of your daughter over time.

Progress Review Meetings take place during the year to discuss your daughter's progress.

Key Stage 2 pupils 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. 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.

LEARNING REVIEWS AND CELEBRATIONS

In the Spring Term, you are invited to a Learning Review. This provides an opportunity to look at your daughter's work and to celebrate her efforts and achievements. Throughout the year, families are cordially invited to attend a variety of events; for example, academic, art-themed, musical, dramatic, orator-inspired, computing and sporting performances.



TRANSITION THROUGH TO THE SENIOR SCHOOL

We are very proud of our 'one school' ethos, and it is our wish that all Junior School pupils will transfer through 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 pupils 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, pupils 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 pupils are regular visitors and performers in Junior School assemblies and help as volunteers in classrooms.

Year 4 and 5 pupils and parents are invited to exclusive Open Mornings held at the Senior School. This gives parents the opportunity to tour the school and pupils (in Year 5) 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. This year, pupils in Year 6 will sit a bespoke online test in the autumn term, testing key skills in Maths and English. They will sit the test in the Junior School in November

Junior School parents do not have to complete an application form; pupils are entered automatically for the entrance examinations and considered for academic scholarships. 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 pupils 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 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 further information 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 pupils progress through to Putney High Senior School, we recognise that you may wish to explore alternative choices. We believe that in preparing pupils 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 pupils and staff of progress and attainment, but also to prepare pupils 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 pupils, ready for life in Year 7.



CONTACT POINTS AT SCHOOL

The Junior School is a happy, caring community where pupils, 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 pupils 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 are responsible for both the academic progress and pastoral care of each girl in their class and will be your **first point of contact** – they can be contacted directly via their email address, as can subject specialisms.

HEAD OF EYFS

Jo Tew, Head of EYFS, is available to give advice, support or guidance on any aspect in Reception. Parents are welcome to contact her via email: j.tew@put.gdst.net

ASSISTANT HEADS

Jo Jones, KS1 Assistant Head, is available to give advice, support or key information on any aspect of Years 1 and 2. Parents are welcome to contact her via email: j.jones@put.gdst.net

Abbie Musgrove, KS2 Assistant Head, is also available to give advice, support or key information on any aspect of Years 3-6. Parents are welcome to contact her via email: abbie.musgrove@put.gdst.net

JUNIOR SCHOOL DEPUTY HEADS

Andrew Miller, Deputy Head, 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

Isobel Franks, Deputy Head, 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/about/policies/

ONLINE SAFETY & DIGITAL PLATFORMS

Any concerns relating to access to digital platforms or worries about online safety, please contact **Mr Mistry**, Director of Digital Learning and Innovation h.mistry@put.gdst.net

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: schoolnurse@put.gdst.net and the Head of Junior School p.page-roberts@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.

PLAYTIME: HEALTHY SNACKS

As a school, we continue to encourage pupils to eat a range of healthy snacks, ones which require very little packaging. Your daughter may choose to eat a rainbow selection every day or focus on a particular colour per day, for example:

- **Monday:** strawberries; tomatoes; red pepper strips
- **Tuesday:** oranges; satsumas; carrot sticks
- **Wednesday:** banana; pineapple chunks; healthily filled sandwich
- **Thursday:** apples; kiwi fruit; grapes; celery sticks
- **Friday:** blueberries; grapes; raisins; beetroot crisps

All snacks brought on to the school site must be **nut and sesame-free** and, wherever possible, stored in reusable, clearly labelled containers.

No chocolate, sweets or fizzy drinks please.

Staying Hydrated Pupils are expected to bring a named water bottle into school each day and take it home to be washed at the end of each day.

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 Lead to whom all suspected cases should be reported. The Deputy Heads are Deputy Designated Safeguarding Leads and should be contacted in Mrs Page-Roberts' absence. A copy of the School's Safeguarding Policy is available from the school website.

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.

ENGAGE SESSIONS

FOPHS reps also meet with the Head of Junior School each term 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.

MOBILE PHONE POLICY

Year 5 (summer term only) and Year 6 pupils, who walk to/from school unaccompanied, can bring in mobile phones to school and leave them in the school office, if the school receives written parental consent.

No mobile device is to be brought in by Reception to Year 4 pupils. In extenuating circumstances, if a parent from another year group wishes their child to carry a phone to/from school, they must email their request to the Head of the Junior School.

For Term Dates: September 2021 to July 2022 click [HERE](#)

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 pupils are happy and carefree at school. It is clear, on a daily basis, that they come bouncing in joyfully 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 them 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.

OPENING MINDS

Every pupil 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. Pupils learn how to:

- Take care of themselves
- Take care of others
- Take care of our world



CHATTERBOXES

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

From Years R – 6 there are Chatterboxes in classrooms for pupils to raise issues or questions with their class teacher.



YEARS 1 AND 2

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

YEAR 3 – 6

As with Years 1 and 2, the Deputy Head Pastoral will discuss with the pupils their preferences and then Year 3 pupils write the name of the teacher/s they would most like to contact on the form in their diary. They also have the option of emailing staff as they have easy access to iPads.

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
- Any member of the Junior School Leadership Team (JSLT)

THE SECRET SAFE

There may be times when pupils 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.

Pupils can also leave a message on the online Secret Safe via Firefly.



FRIENDSHIP BENCH

If a pupil does not have a friend with whom to play, she is encouraged to sit on the Friendship bench and a buddy or Playtime Pal will come to her.



SCHOOL COUNSELLOR & WELLBEING COACH

Unlike Senior School pupils who can book themselves to speak to the school counsellor, the Junior pupils only have sessions with the counsellor, Victoria Walmsley, after consultation with, and permission from, their parents. Several pupils in the Junior School benefit enormously from time spent with Victoria and indeed she made herself known to all pupils in Key Stage 2 recently with some excellent workshops about dealing with anxiety and friendships. Further talks for pupils and parents are planned with topics to be decided.

In addition we also have our Wellbeing Coach, Laura Mae Brown.

PUTNEY PLAYTIME PALS

A recent playtime initiative, 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 pupils 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!

SPORTS LEADERS

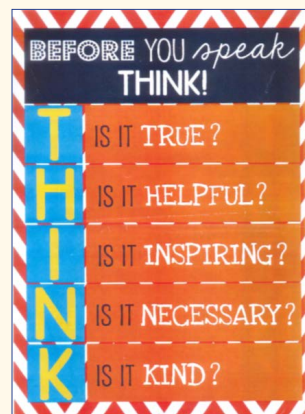
Pupils in Upper KS2 are encouraged to teach younger girls playtime games and lead Wake Up and Shake Up assemblies for the whole school.

PEER MEDIATION

Each year, ten Year 5 pupils receive training from Year 9 colleagues in Peer Mediation. This helps them to deal more skilfully with their own friendship issues, whilst also being able to support other pupils who are finding relationships difficult.

KINDNESS STRATEGIES

In trying to minimise pupils 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 end with a thought for the week.

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 pupils about the importance of good manners at school. Certificates are awarded in EYFS and KS1 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.

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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Facebook Putney High School GDST

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