

BIRKDALE PREP SCHOOL

Prep Handbook

2014/15

Introduction

Welcome to the Prep Department. The aim of this handbook is to provide you with a guide to life in years P1 to P4 (Y3 to Y6), and explain to you the expectations we have of the boys during these vital years.

There is no substitute to coming and talking to us, however, this booklet should provide you and your son with an accessible set of answers to your questions.

As horizons widen in the Prep department and your son will take advantage of increasing opportunities, we will expect them to become organised, independent and mature young men. Consequently the partnership between home and school is one we consider vital in ensuring the highest possible quality of educational provision.

Thank you for your ongoing support.

A handwritten signature in black ink, reading "Chris Burch". The signature is written in a cursive style with a long horizontal line extending from the end.

Chris Burch
BA (Hons) PGCE
Head of the Prep School

PREP SCHOOL STAFF

Mr C J Burch	BA (Hons) PGCE	Head of the Prep School
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Mrs C A Carter-Shepherd	BA	Prep Form Teacher & Drama Co-ordinator
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Mr N Dymock	BSc	Head of PE & Games
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Mrs H Fletcher	B Mus	Music/Drama/Science Teacher – Pre-Prep
Miss V Frewin	MA	Art & Design Technology Co-ordinator & Prep Form Teacher
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Miss V Roberts	BEd (Hons)	Pre-Prep Class Teacher & Literacy Co-ordinator
Mrs C A Simpson	Cert Ed Dip SEN Dip SpLD Dys	Learning Support Co-ordinator
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TEACHERS' ASSISTANTS

Mrs M Hobson	Cert Ed	Senior Teaching Assistant - Pre-Prep Department After School Care Assistant Supervisor Breakfast Club Supervisor
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ADMIN:

Mrs J Reilly	PA/Secretary to the Head of the Prep School
Mrs S Rooper	Prep School Secretary
Mrs S L Cowling	Office Support/Matron
Mrs T Davis	Matron

School's Mission Statement

Birkdale is an independent school for boys aged 4-18 and for girls in the Sixth Form. The Christian faith is of central importance to Birkdale. Stemming from this, our core values are care and respect for all, commitment to each other and to the school, and the pursuit and celebration of excellence. We aim to give all pupils a strong academic education, while developing them as whole individuals prepared for their wider role as responsible citizens willing to serve the community.

After the publication of the School's Mission Statement, (whole school) the teaching and non-teaching staff at the Prep School worked through the detail of how we relate to each other, to the boys, to the parents and how we expect the boys to relate to each other.

What came out of those discussions are described as our School Principles. You will find numerous copies in classrooms and around the school and they are reproduced for you overleaf.

SCHOOL PRINCIPLES

- 1 We treat others as we would have them treat us.
- 2 We know we are not perfect and so we say sorry when we get things wrong.
- 3 We encourage each other in all that we do and forgive each other's failings.
- 4 We are truthful and show integrity and humility.
- 5 We share what we have.
- 6 We show support for each other by not gossiping, judging or criticising others: we are loyal to each other.
- 7 We show our respect to everyone by kindness, helpfulness and politeness.
- 8 We listen to each other and like a family we recognise the needs of each other.
- 9 We celebrate our diversity and value each person equally.
- 10 We work together to help each of us to be our best selves.

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1. Absence from School

Dates of terms and holidays are published well in advance. It is a condition of entry to Birkdale that boys are not withdrawn from school during term (except in cases of illness) without prior permission from the Head of the Prep School. Any difficulties in this area should be referred directly to him, and any application for a boy's absence should be made on a 'Leave of Absence' form available from the school office.

If a boy is ill, parents are asked to telephone the school before 10 am. On a boy's return, he should give to his form tutor a letter from parents giving the reason for his absence. If a boy contracts, or is exposed to, an infectious disease, his form tutor should be informed at once.

2. Before School/After School Care

A Breakfast Club is available from 7.45 am. This exists to provide parents with the opportunity to bring their sons to school for a healthy breakfast. Boys are supervised in the dining room between 7.45 and 8.15 am. A charge of £2.50 per morning is added to the school bill. There is no need to book. **No other supervision is provided before 8.15 am and the school can accept no responsibility for the safety and welfare of boys before that time.**

We provide facilities for looking after boys whose parents are not able to collect them immediately after school ends.

'Late Boys'

Matron will look after Prep boys (whose parents have been **unavoidably delayed**) in the reception area until 4.10 pm. Prep boys not collected by 4.10 pm will be taken to After School Care and a charge of £3 per occasion will be added to the end of term bill. (£3.00 up to the first hour and £5.00 for collection after the first hour).

Please note that Late Boys is intended as an emergency measure only.

After School Care

If parents of Prep boys know that they will not be able to collect their sons promptly when school ends they are invited to book them in to After School Care. A snack tea will be served and, if time permits, boys can play board games or play outside, under supervision, if the weather is suitable.

The direct line for use after 3.50 pm is 0114 267 2066.

Parents are asked to collect their sons by 5.30 pm.

Booking forms are available from the rack opposite P1C's classroom. We prefer bookings to be made by the Friday of the preceding week so that we can arrange catering, but we can usually accept a booking made in the morning for that evening.

A charge for After School Care is added to the end of term bill.

3. Assessment, Grades and Reporting

Your son will already have gone through either our own Pre-Prep Department or through an Infant Department in a primary school elsewhere. Teachers will have made informed assessments of your son throughout each of these school years and, towards the close of Key Stage I (in PP3, Y2), these will have been with reference to the National Curriculum Statements of Attainment.

In **P1** and **P2** assessment will continue in a similar way to that in Pre-Prep but with standard tests towards the end of each year. At the end of Prep 2, assessments are used (alongside performance over the previous year and teachers' professional judgements) to help us determine the sets into which we will put your son for his core subjects in P3.

In **P3** there is a cycle of continuous assessment in the core subjects. At times these will be papers for the whole year group, all boys sitting the same paper. At other times these assessment papers will be specific to the sets the boys are in. Your son's scores for these will be reported to you on the **grade sheets** at half term and end of term. These scores are always measured against a **median**; that is, the middle mark in the range of marks for the year or set. The median is also reported to you. Your son's mark relative to the median will suggest how well in touch he is with the rest of the group.

We do not issue formal positions for tests (although the children are usually sufficiently aware to work out for themselves where they lie in a particular ranking. However, it is not unknown for them to miscalculate).

At the end of Prep 3 the boys will sit the NFER Standardised papers for Maths and English.

A similar format applies in **P4**, with a cycle of continuous assessment. Boys also sit Senior School Assessments in the Easter Term. These are set by the Senior School and are in Maths, English and reasoning. The outcome of these assessments confirms your son's place in Birkdale Senior School and also helps determine the sets he will be placed in September when he starts there.

Throughout your son's career teachers will be collecting best pieces of work to help assess his performance against National Curriculum criteria.

Grades

Grades are emailed home via BirkdalePost throughout boys' careers in the Prep Department. Grades are intended to enable individual target setting and to provide parents with a summary of progress or otherwise. You are asked to indicate that you have read the grade sheet.

In **P1**, effort grades only are recorded for the **core subjects** (Maths, English and Science). In **P2**, effort grades only are recorded for all subjects. **Effort Grade descriptors** are shown below. It is important to stress that **grade C** is the level at which we need and expect children to be working. **This grade then is the norm, and does not represent an average performance.** B's are awarded to those boys who show a greater motivation. **Exceptionally**, boys will be able to score **grade A**. Grades D & E indicate that they are not

achieving or working at our standards. If grade E is given a letter will be sent home outlining the history of the problem.

Descriptors for Effort Grades

The extended paragraph indicates the criteria which teachers consider when determining a grade.

Descriptors are used on a **'best fit'** basis. Some or all of the statements will apply.

A He consistently exceeds our high expectations in giving his best.

He is keen to know more about the subject. He is prepared to ask questions and/or to participate in discussions. He is good at listening to others and works effectively in a group. Work is always handed in punctually and shows care in presentation. He reviews his own work as a matter of course.

B There are times when he exceeds our high expectations.

He contributes well in class and he shows a willingness to learn. He can work effectively in a group and he listens to his peers. Homework is well presented. He will persevere with a problem until it is resolved. He may need encouraging to review his work but responds well to guidance.

C Fulfils our high expectations for the typical Birkdale pupil.

He is attentive most of the time and contributes in lessons. Homework is completed on time and to an acceptable standard, with adequate time and care devoted to it. He may need prompting to review his own work, but develops this with help. He contributes sensibly to group work.

D He falls short of our high expectations for the typical Birkdale pupil.

He has to be prompted frequently to give his full attention. He is reluctant to persevere. He finds it difficult to work on his own without supervision. Homework is sometimes late or is obviously rushed. He does not co-operate well with his peers when working in a group situation. He is very reluctant to review his work.

E He is seriously lacking in effort.

Displays an indifferent/negative attitude towards learning and is unresponsive to help and guidance. He has failed to respond to reprimands.

In **P3** and **P4 Attainment Grades** will be given, as well as Effort grades, for the range of subjects studied. Attainment grades reflect **academic achievement** in the subject and cover the range A - E:

A means Exceptional

B means Very Good

C means Good - the target level

D means Unacceptable

E means Very Poor

All grades can be modified by a **+** or **-** sign. For example, C+ as an attainment grade would signify 'A little better than good'.

Grades and Target Setting

The grades system is used not only to keep parents informed of progress or otherwise but also to set each pupil a target to aim for over the next half-term. Targets are set by the Form Tutor and are intended to be attainable but challenging, requiring an increased level of effort or sustained top quality effort. Targets are not necessarily in terms of gaining 'A's; progressing from a 'C' to a 'B' will represent a major achievement for some boys. A target might be to maintain excellent results already achieved, or it might be to improve the grade or grades in one or more subjects.

Reports

Reports are produced once a year for each boy, being written in the Summer term when there is no Parents' Evening. Subject reports indicate, in a fairly detailed way, the Learning Outcomes covered in that subject in that year. A written comment will reflect your son's progress in relation to those outcomes and will usually refer to his attitude and involvement in lessons.

Reports are sent via BirkdalePost a week before the end of term. You will be asked to respond to indicate that you have received the report.

4. Bullying

Definition and Introduction

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It can be physical and/or verbal in nature. It may involve teasing and taunting, intimidation, extortion and physical assault. The weapons of the bully are threat and fear.

Birkdale views bullying extremely seriously. What follows is a summary of how we deal with bullying and how you might be involved in helping with the issues. Bullying is not tolerated at school and this is made clear to all who study and work at Birkdale. We take a proactive stance and use the strategies below as both preventatives and responses.

Perceptions play a great part in these dealings. On the one hand we cannot simply accept that an event may be just the rough and tumble of the playground, yet equally we must not always assume that an interaction between children is bullying. What might be seen as playful teasing by one child may be seen as verbal bullying by another. Equally, all children have the capacity to be unkind to each other and prolonged unkindness can be seen as bullying.

How we try to prevent bullying

- observation – staff are vigilant in watching the behaviour of children towards each other, in picking up comments made by other children and in detecting changes in a child's attitude, behaviour or standard of work
- Circle Time within PSHE, including assertiveness training
- playground supervision by designated staff (as per notice on boys' notice board) and playground supervisors

- shepherd system for new pupils
- sharing of information between staff, informally and via Pastoral Report Forms
- bullying is not seen as 'part of growing up'
- boys are encouraged to speak to their form tutor or, indeed, any member of staff with whom they feel confident, about concerns they might have
- boys are encouraged to use the 'In Confidence' postbox in the library if they prefer to communicate in writing
- we ensure that all pupils know they should speak out against bullying; this is not seen as 'telling tales'
- we ensure boys know that we care about bullying
- we try, as adults, to act in the way we expect of the boys.

Advice to boys

If you are the one being bullied:

- **DON'T** just put up with bullying. Not telling is playing by the bully's rules
- **DON'T** buy off the bully with presents or money
- **DON'T** hit back. This might encourage the bully and gives him an excuse to hurt you
- **DON'T** blame yourself for what has happened
- **DO** look him in the eye and say forcefully 'I don't like you doing that. I want you to stop it NOW'
- **DO** get away from the situation as quickly as possible
- **DO** report the incident to a member of staff straight away
- **DO** tell your family

When you are talking about a bullying incident with an adult, be clear about:

- **what** has happened to you
- **how often** it has happened
- **who** was involved
- **who else** saw what was happening
- **where** it happened

If you see or know about bullying happening:

- **DON'T** smile or laugh or join in
- **DO** tell the bully to stop what he is doing
- **DO** show the bully that you disapprove of what he is doing
- **DO** tell a member of staff immediately
- **DO** invite the victim to join in with your activity or group

How we disseminate our anti-bullying policy within school and keep the policy alive

Within the induction booklet for new staff

Distribution to all existing staff

Posters produced by the boys

PSHE and assemblies

Annual policy review in February

Advice to parents

Your role as parents is to urge your child to keep us informed of any worries he may have. We cannot guarantee that we will always be able to remove these worries completely but we will take them seriously and investigate and deal with them as well as we are able.

At the same time, we would assume that you encourage your child to treat others with kindness and respect always.

If you have any concerns that your child is being bullied at school you should in the first instance, talk or write to his form tutor **as soon as you are aware of it**, subsequently you may wish to talk or write to the Deputy Head or Head of the Prep School. Sometimes parents wonder if their concerns are unimportant, or they do not wish to make a fuss, but at school we are experienced in working with children and are usually able to determine the degree of concern which is appropriate.

We can only act on that which we know about.

What we will do if bullying is detected

We take any complaints about bullying seriously and do our best to deal with them as soon as we receive the complaint. At some point, usually early on, we bring together both 'bully' and 'victim'. In our experience, in most cases it turns out that there has not been any bullying but behaviour or misunderstanding between the parties has resulted in one or both being upset. Both parties are helped to move on from the situation.

On the rare occasion when there is a clear case of bullying we will punish the bully and contact the parents of both bully and victim. Where bullying is not proved but behaviour is considered unacceptable, some form of punishment will be given; we try to make this appropriate and in proportion to the unacceptability of the behaviour. See the section on Rewards and Punishments in this manual.

These processes are time consuming and we make great efforts to get to the bottom of exactly what might be happening. However, we are not perfect and there are times when we feel we are not completely sure that we have the full picture. Similarly, there may be times when we are simply not informed of particular behaviour.

There is a detailed Action Plan for staff dealing with suspected bullying and parents may see this on request.

5. Private Buses to and from School

Over the years groups of parents have taken it upon themselves, with the support of the school, to organise private transport from their home areas at the start and end of the school day. Consequently several buses, operated by private companies, bring boys to the school gate each morning and collect them again at designated times at the end of the school day. The buses are usually shared by Birkdale Senior School pupils and girls from local independent schools.

No supervision exists on the buses apart from the driver.

In the morning 'bus boys' are expected to make their way directly into school from the bus. In the afternoon two arrangements exist at the Prep School depending on the bus company: either the driver comes into school and collects his/her passengers from a designated waiting area; or a designated member of staff checks that a group is fully assembled and escorts the boys to the public road and waits with them and checks that each boy has boarded his correct bus.

The buses do not wait for boys. At the end of the school day the school will make every attempt to get boys on the buses promptly but if a boy does not appear at the group assembly point on time there is a possibility that he will not get on the bus. In such a case the school will locate the boy and telephone parents to let them know the boy is not on the bus and that arrangements must be made to collect him from school, where he will be supervised until collection.

If a boy is in an after-school club, or playing in a match which ends after normal school time, he will not be able to travel home on the bus that day.

When a whole-school event is arranged which will continue after normal school hours (such as the Charities Fair) all parents are informed by BirkdalePost well in advance. Parents of bus boys are given the option (by way of a reply option in the BirkdalePost) to have their sons put on the bus at the usual time or to collect them from school themselves. It must be stressed that the school does not administer these buses and cannot take responsibility for the buses or passengers other than as described above. We do, however, liaise closely with the bus companies and give every support to the arrangement.

If you would like to know more about this private transport and the areas served, please get in touch initially with the School Office.

6. Calendar

Boys are given two copies of the school calendar on the first day of term. One of these is intended for the parents, if it has not previously been posted. The other is to be kept by the boy in his blazer pocket. Apart from school events and sports fixtures, the calendar contains lists of staff, school prefects and clubs and their timings.

Parents are warmly invited to concerts, plays and matches and your support is much appreciated.

7. Charities

We believe our charitable activities with the boys promote an awareness of the plight of those less fortunate than ourselves and breed community spirit and selflessness. A key factor in our fundraising is the role of our pupils. Most initiatives develop from the boys' own ideas and are successful due to their enthusiasm and drive.

We adopt a single charity for which we raise money throughout the academic year in tandem with the Senior School. Traditionally we have alternated biennially between local and overseas projects. In recent years the charities we have supported are:-

2007/08 TASTE (Water Technology in Nigeria)	£10,000
2008/09 The Sheffield Institute Foundation for Motor Neurone Disease	£11,100 (Prep Dept only)
2010/11 Mercy air	£5,600 (Prep Department only)
2011/2012 Limb Reconstruction Unit at Sheffield Children's Hospital	£6,300 (Prep Department only)
2011/2012 Home Start	£6,500
2012/2013 Helen's Trust	£6,000

In addition we have raised money for national projects such as Comic Relief, Sport Relief, Children in Need, Tear Fund and Operation Christmas Child.

The main fundraising events of the year are the Christmas Fair in November and the Charities Summer Fete in June. However, throughout the year pupils, staff and parents channel their energies into a range of activities from sponsored events, cake stalls, selling of ice cream to playground games. One member of staff even threw herself out of an aeroplane at 12,000 feet (fortunately attached to one of the Red Devils aerobatics team)!

8. Church Services

There is a Christian based assembly in the hall on each day of the week (except Tuesday) which all boys and staff are expected to attend.

Twice a year, at Christmas and Easter, we hold a service at a local church. All boys attend these.

9. Clubs

Clubs take place at lunchtimes and after school. The current list, with timings, is in the school calendar and there are activities for boys in every class of the school.

Most clubs are free of charge, being run by teachers in their own time. However, judo and short tennis are run by specialist coaches brought in from outside school and there is a small charge for these, which is added to the end of term bill.

'Beat Club' is available to Boys from PP2 onwards and is arranged directly with the teacher.

Parents are asked to collect their boys promptly from after-school clubs.

10. Correspondence

Correspondence on school business should be addressed to the Head of the Prep School, Birkdale Prep School, Clarke House, Clarke Drive, Sheffield, S10 2NS. All correspondence relating to fees and accounts should be addressed to The Bursar, Birkdale School, Oakholme Road, Sheffield, S10 3DH.

11. The Curriculum

P1 and P2

P1 and P2 are generally based in their form rooms for around 50% of their lessons, delivered by their Form Tutor. The emphasis is to continue to develop literacy and numeracy skills through a high percentage of English and Maths lessons. However, in line with the school's policy of developing the whole person, a varied curriculum is maintained as children experience specialist teaching in French, ICT, DT, PE, Music and Art. There is some specialist teaching in RE, Geography and History. Games, Swimming, Drama and PSHE complete the curriculum.

Period allocation (a period is 30 minutes) is shown below:

Subject	P1	P2
English	10	10
Maths	10	10
Science	3	3
History	3	2
Geography	3	2
French	2	2
RE	2	2
PE	2	2
Music	2	2
Art	2	2
ICT/DT	2	2
Swimming/Drama	4	4
Games	3	3
PSHE	1	1
Reading	1	1

P3 and P4

P3 and P4 benefit from specialist teaching in all subjects, with continued emphasis on the core subjects of English, Maths and Science. Increased individual attention is achieved through smaller, setted ability groups in these core subjects. Small teaching groups also feature in Music, ICT, DT, Art and RE. The programme continues to provide breadth and variety of experience in all foundation subjects.

Period allocation is shown below:

P3 and P4 Curriculum

Subject	P3	P4
English	8	8
Maths	8	8
Science	4	4
History	3	3
Geography	3	3
French	3	3
RE	2	2
Music	2	2
Art	2	2
ICT/DT	2	2
PE/Swimming	2	2
Games	8	8
PSHE	1	1
Reading	2	2

12. Handwriting

Pre writing skills with a variety of activities begin in Pre-Prep 1, thereby setting the correct habits from the start. Our aim is to enable each child to develop a personal style of handwriting that is;

1. Neat, with accurately formed letters
2. Legible
3. Swift
4. Economical of effort
5. Stress free
6. Flowing

It is expected that speed will develop over time regarding each of these 6 elements.

By the end of Pre-Prep 3 we expect that every pupil will be able to write freely in a reasonable style.

Boys enter P1 with a reasonable handwriting style. The foundations of correctly-formed letters and figures in a clear and simple style have been laid down firmly.

The Prep Department continues to put great emphasis on presentation and the development of a clear cursively joined style. There will be problems; handwriting booklets will be used to remedy these. Many sheets are available for problem letters and for boys who have particular difficulties in directionality, posture, letter proportions, reversal and other skills.

Boys learn to write with a sharp pencil to begin with. In P2 they move on to writing with fibre tip manuscript handwriting pens, in P3 they make the transition to a fountain or cartridge pen using blue ink. However, where a boy experiences special difficulty using ink, especially if he is left-handed, the decision as to what implement to use is left to the discretion of the form teacher and English teacher. Ball point pens are not allowed.

13. Health Education

This is taught as part of the science curriculum and includes teaching on diet, exercise, medicines, illegal drugs, tobacco and (in P4) human reproduction. Each of these topics is taught as per the National Curriculum guidelines.

14. Homework and the Homework Diary

Homework is given throughout the school, starting in PP1. In general, the amount of time expected to be spent on homework increases as a boy progresses through the school and there is a formal homework timetable operating in P3 and P4.

Homework can be used for:

- reinforcement of work covered in class, usually that day
- preparation for forthcoming work
- practice in tackling questions on a topic
- an opportunity for expanding on a topic and for further research
- revision for an imminent test
- searching a reference work or the internet for specific information
- fostering academic discipline and study skills which will stand a boy in good stead for his future.

Homework is not used for assessment because parental input can vary from boy to boy. Attainment grades are sometimes given for individual pieces of work in the Prep 3 or 4 to give feedback to the boy and his parents.

Many boys get on with their homework without any fuss, but some parents dread homework time! It is probably best to establish a routine, homework being done as soon as the boy arrives home or immediately after the evening meal, if not too late. A quiet place away from the TV is essential for a good productive session!

The standards of neatness and handwriting expected are the same as those expected in class.

In **P1** homework is set on four evenings and is expected to take the 'average' boy about 20 minutes per night.

In **P2, P3 and P4** homework is set for each evening, the expected time varying from 20 - 30 minutes in P2 and P3 to about 40 minutes in P4. Where two subjects share a homework night, one will be required to be handed in at a later date than the other so please prioritise the more urgent piece. Certainly your son may exceed these times in order to

complete a task but we would not expect a *significant* difference to the above times. Your son should have a homework timetable.

From P1 each boy is issued with a **Homework Diary** which he is expected to carry with him at all times. Instructions for using this are posted inside the front cover but a major purpose of the Diary is for you to help us by monitoring the standard of work done by your son. It also keeps you informed of the work being done at school. Further, it is a means of two-way communication between you and your son's form tutor (for example, if you think the time taken was too long or too short) but do bear in mind that the form tutor may only collect in the Diary once a week.

15. Instrumental and Music Tuition

Music is an important part of our school life and we encourage all pupils to take an active part in music making, whether through timetabled music lessons in which all boys are introduced to the keyboard and a variety of other instruments as well as singing, or through more specialised individual tuition on an instrument.

There is also a range of group ensembles, both vocal and instrumental, to suit all age groups and musical disciplines. These include a Choir, Rock Band, Brass Group, String Group, Guitar Ensemble, and an Orchestra. Individual lessons are available in piano, keyboard, singing, recorder, flute, oboe, clarinet, saxophone, bassoon, violin, viola, 'cello, cornet, trumpet, tenor horn, trombone, euphonium, and guitar. Individual lessons are taught by visiting teachers and there is an extra charge for this. Everyone who learns an instrument is encouraged to join the most appropriate ensemble.

16. Insurance

The school is fully covered for third party liability, but there is only very limited cover for personal possessions and parents are strongly advised to arrange full cover through their own household insurance policies. Bringing valuable items to school is strongly discouraged, except where absolutely necessary (e.g. musical instruments).

The school also has comprehensive world-wide travel insurance for all official trips and expeditions.

The school can arrange absence insurance which will provide a refund of fees in the event of absence due to sickness, accident or quarantine. It can also arrange personal accident insurance and private medical insurance. Details of any of these insurances may be obtained from the Bursar.

17. Lunches

School lunches are provided by 'Wilson Vale' catering and are prepared on site. Every day we provide a hot meal with a vegetarian option. Both are served with potatoes or other carbohydrate choice and fresh vegetables.

Jacket potatoes, baked beans and homemade soup with freshly sliced bread are available on the salad bar, which always has four protein choices and various composite salads.

Our desserts are made on site every morning and consist of fresh fruit salads, fruit jellies or yoghurts or a hot dessert.

Water is provided. All dishes are freshly prepared everyday and ingredients are sourced as locally as possible. **The kitchen is a nut free environment.**

18. Marking Policy and Presentation of Work

Marking

The aims of our marking policy are:


- to implement a consistent approach within the school when marking classwork and homework
- to promote positive and practical marking, praising what is good and offering manageable and purposeful help to improve every boy's work

Marking will include attention to punctuation, grammar and spelling. In general, marking of **incorrect spellings** is limited to a maximum of six per piece of work, of which up to three may be rewritten by the boy using the Write - Cover - Rewrite - Check method to promote learning of spellings. The boy is given time to complete his corrections within the lesson or he is encouraged to achieve this in his own time by the next lesson or when the next piece of work is marked.

The teacher will obviously use discretion appropriate to the individual needs of the pupil.

The following **symbols** are intended to provide a common framework for the marking of spelling, punctuation and grammar:

From P1

sp.	placed in margin to indicate spelling mistake
Th <u>ier</u>	<u>underline</u> part of word misspelt
	circle inappropriate or incorrect punctuation and explain mistake in margin where appropriate
a/lot	slash used to indicate a space needed

From P3, add the following to above:

We're going <u>th<u>ier</u></u>	dotted lines underline wrong choice of word, poor phrasing, repetition or incorrect context
gr.	place in margin and underline in dotted line the grammatical error
//	indicates new paragraph needed

Comments at the end of, or within a piece of work, should be positive and constructive, providing advice on how to improve if appropriate. Target points denoted by a 'T' are intended to enable the boy to improve a specific skill or the work in general.

In some departments teachers might give an **attainment grade** from A - E, the purpose being to give feedback to the boy on where the piece of work stands in relation to our standards and not for assessment purposes. See above section on Grades. A numerical score may also be given where appropriate.

Presentation

Work should be presented neatly and clearly, within the capacity of the boy. The following model should be used:

<u>DATE</u>	<u>TITLE</u>	<u>CLASSWORK/HOMEWORK*</u>
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(* may be omitted in **P1**)

Underlining should be in pencil, using a ruler.

If a mistake is made the error should be struck through once using pencil and ruler. The use of ink eraser is discouraged, except in the case of display work when it is at the teacher's discretion.

Individual sheets must, of course, be named.

19. Medical Care

The school has a Medical Room, and a Matron is always on duty during school hours.

Matron will administer all necessary medicine during the school day. Any medication you wish your son to have during the day should be brought to the Medical Room by parents/ carer, not left with teachers or pupils. This should be clearly labelled with your son's name and form and taken directly to the Medical Room. It should then be collected from Matron at the end of the school day.

The fact that we have a matron on site does not mean it is acceptable to send your son into school if he is unwell before leaving home. Therefore we ask that children are not sent to school if they are unwell; **and must not come into school for at least 24 hours after any episode of diarrhoea or vomiting.**

If your son should become unwell during the school day we will make him comfortable and telephone the contact numbers we have and ask for him to be collected. **Hence it is important that the school is informed immediately of changes to contact numbers.**

While we maintain links with the Schools' Nursing Service, your GP should of course be the first point of contact if your son is unwell.

20. Milk at Morning Break

Milk is available for all boys at morning break. This is optional and there is a small charge added to the termly bill. The milk is delivered daily before school starts and is refrigerated until required. It consists of one-third pint cartons of pasteurised whole milk. Milk is usually taken near the end of the lesson before morning break and this is supervised by a member of staff.

You will be given the option of your son taking milk when he starts at Birkdale and milk will be ordered for him throughout his time at the Prep School unless you cancel it in writing to Matron. Alternatively you can request milk for your son at any time by requesting a milk form from the school office, but we do expect it to be a long term arrangement; we cannot order on a day-to-day or week-to-week basis.

21. Parents' Evenings

Parents' Evenings take place twice yearly, in the Christmas and Easter terms. These are an opportunity to review briefly your son's progress and for you and the teacher to raise specific issues. We allocate 5 minutes per interview, ten minutes for P1 & P2 form tutors. If longer discussion proves necessary the interview is used to set up a separate meeting at another time, usually after school.

The dates of parents' evenings are given in the term calendar. A BirkdalePost is sent out in advance of each parents' evening for you to indicate which teachers you would like to see. You are recommended to respond promptly so that we can do our best to accommodate your preferences – but please be aware that it may not be possible (for purely practical reasons) for you to see every teacher you have chosen. Do not feel that you have to see every teacher. Remember that teachers can usually see you immediately after school on most days, though a prior appointment is appreciated and advisable so that we can have any relevant information to hand.

22. Pastoral Care

All members of staff hold pastoral care in high regard and devote much time to the welfare of the boys. Paramount among our ideals is the uniqueness of the individual and his safety and wellbeing.

At the core of the school is its Christian ethos which we attempt to reflect in all aspects of school life. To distil that further one could say that we are promoting the move from selfishness to selflessness. The pupils would see this simply as putting others first. Indeed if one were to crystallize the list of school rules to only one then it should be: 'Think of others'.

In this school there are, as in many other schools, the following stages in dealing with undesirable social behaviour:

Detection
Discussion

An attempt to change the behaviour
Punishment (where appropriate)
Reparation for the injured party
Forgiveness on all parts

The pupils are encouraged to report openly any observed poor or anti social behaviour, especially bullying. They are also encouraged to interact with offenders in dissuading them from their actions.

Talking through the actions that offenders have carried out is essential in preventing repeats of these actions:

Why it is wrong
How it is wrong
How things should continue.

An emphasis on the action rather than the person is also important, i.e. 'Sorry Jack, I like you but not the things that you do!'

Punishment both reinforces the unacceptability of the action and establishes that there are consequences for our actions.

The main aim for discipline is that the boys will behave well because they do not want to alienate themselves from either staff or pupils. The long term objective is for self discipline forged by being presented by a very definite view of right and wrong.

To merely focus on behaviour and bullying would be to ignore the influences outside the school which contribute both positively and negatively to the well being of the child. Developments in the home are often reported informally to teachers with whom the parent feels comfortable. These developments, no matter how seemingly trivial, can have significant effects on the individual and therefore all those who teach him need to be made aware.

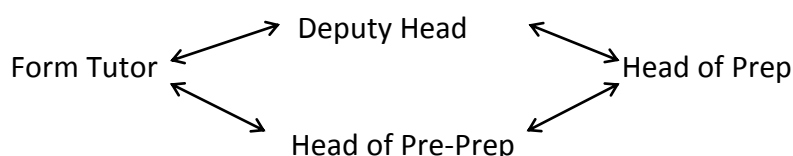
Policy

Aims

1. To keep staff informed about a boy's welfare and behaviour.
2. To collate information which can be used to identify developing patterns of behaviour
3. To ensure that boys know there is a system in place which supports them and that they have easy access to staff for this support.
4. To ensure boys know that staff are concerned for their welfare.

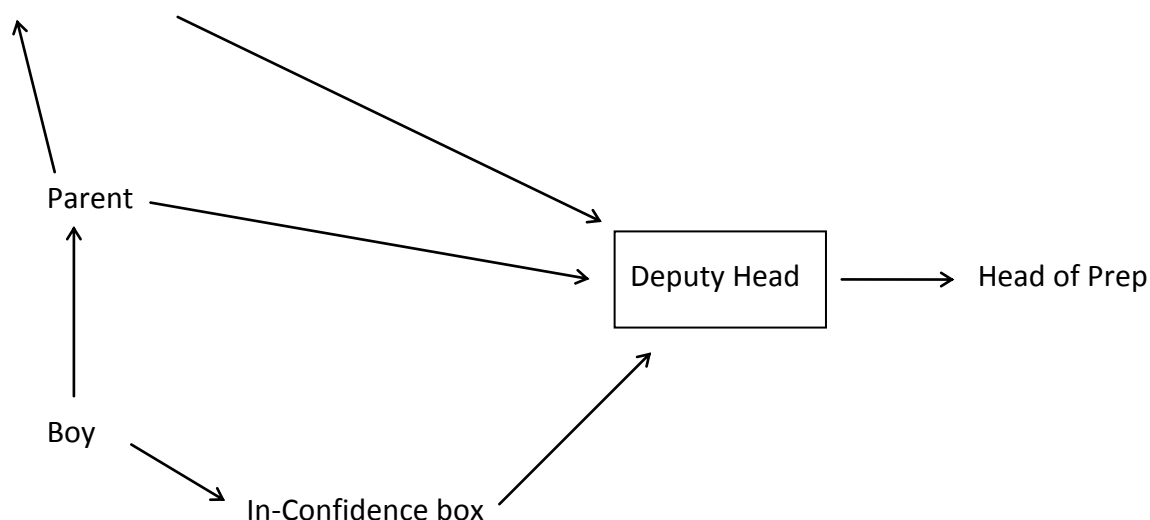
Pastoral Structures

Pastoral responsibility is devolved as follows:



However, in practice boys should be encouraged to make their first approach to the member of staff with whom they feel most confident. The Deputy Head coordinates pastoral care and acts as a clearing house:

Form Tutor (or other member of staff)



In-Confidence Box

This is in the library and boys are told/reminded of this by the Head of Prep at the start of each term. Boys may put a note in this if they do not wish to, or are unable to, approach the Deputy Head direct. The Deputy Head clears the box at least once each day and aims to speak to the writer of the note the same day.

Opportunities for pupils and staff to talk

1. Weekly Form Time.
2. It is part of the ethos of the school to create an atmosphere for friendly pupil/staff interaction and boys are encouraged to approach an adult of their choice if there is something they wish to discuss in private.

Opportunities for pupils to take responsibility

- Form Captains (Form Captains and Vice Captains are members of the School Council)
- Monitors
- Prefects
- Librarians
- Head Boy and Deputy Head Boy
- Team Captains
- Playground Buddies

23. Payment of Fees

Tuition fees are charged in advance. Most extras, including Learning Support, are charged in arrears.

The School's charges are invoiced termly and settlement is required in full in advance before the start of each term. Payment should be made by cheque made payable to 'Birkdale School' - for security reasons, payment by cash cannot be accepted. The School reserves the right to charge interest on fees and extras which are overdue after the first day of term at the rate of 2% over the Bank of England base rate.

Alternatively, the School's charges may be paid by Direct Debit on either a termly or a monthly basis. If paid monthly, an administration charge of £50 per annum is payable. There is no administration charge for payment by Direct Debit on a termly basis. If you would like to pay by Direct Debit, either termly or monthly, please contact the Bursar's Department.

The tuition fees include lunches, textbooks, general stationery and games travel. Uniform, and the school magazine (published annually; one per family) are compulsory extras. All other extras are optional. These include Pupils' Absence insurance, Personal Accident insurance (PAI), private medical insurance and Learning Support. Details of the cost of all extras may be obtained from the Bursar's Department.

24. PE, Games and Sport

PE

All PE in the Prep department is taught by a specialist teacher, usually in the school hall but outside if the weather is suitable. Weekly lesson allocations are as follows:

P1	two single periods or one double period
P2 and P3	two single periods or one double period
P4	one double period which alternates with swimming on a half-termly basis

Swimming

P1, P2 and P4 have a double period of swimming each week at Ponds Forge but this is arranged on a half-termly basis; that is, one form in the year group does swimming for one half of a term, changing over at half-term.

Currently we are unable to offer swimming to P3.

There is an annual inter-House swimming gala, usually in the Easter term, to which parents are invited as spectators.

Games

P1 and P2 have 4 periods of games per week throughout the year, and P3 and P4 have two x 4 periods of games per week throughout the year. In addition we run teams in football, rugby and cricket which compete against other schools.

Games take place at our school pitches and transport is arranged on private buses. Full changing, showering and first aid facilities are available at the games field. A vehicle is always on hand for emergencies.

Boys are taught in groups selected by ability.

Games are arranged as follows:

Forms	Christmas Term	Easter Term	Summer Term
P1	Rugby	Football and Rugby	Cricket
P2	Rugby	Football and Rugby	Cricket
P3 & P4	Rugby	Football and Rugby	Cricket

Fixtures

At Birkdale we believe in the value of competitive sport and healthy competition. We organize regular fixtures against other schools in Rugby, Football and Cricket. There are also school teams for Cross-country, Basketball and Swimming and Golf.

Large numbers of boys get a chance to represent Birkdale. In addition to school matches we have house matches and a summer Sports Day, which offer great competitive opportunities for boys. We inculcate the values of good sportsmanship, including being both good winners and good losers. Competitive sport by its nature has winners and losers, and it is an important aspect of sport, and a lesson for life, that pupils, while playing to win, must also learn to manage disappointment and failure.

Our policy regarding team selection is to pick sides which give our opposition the best game possible. Coaches and match managers are constantly making fresh assessments of a child's ability and potential and there will be movement between teams and groups.

Boys are expected to play if selected. Boys are notified of their selection by an individual team sheet which is brought home by the boy. Team sheets are also displayed on the noticeboard outside the changing rooms. The team sheet will contain all relevant details. In the event of particularly inclement weather, a decision about any particular fixture will be made by the lunchtime in question.

Parents are warmly invited to watch any of these fixtures. Fixtures are normally held during the normal school week but several times a term there may be fixtures on a Saturday. A termly fixture card is sent to parents providing good notice of fixture dates. Parents are asked to endeavour to keep these dates free taking careful note of Saturday fixtures.

A more detailed policy on competitive sport and team selection is available on request.

Trophies and Colours

We have a number of trophies to be awarded for the various sports. In addition, colours are awarded to team members in Prep 4 who have shown the required enthusiasm and commitment.

25. School Photographs

The school photographs are taken by a specialist firm and are arranged annually on a two-year cycle as follows:

1. Whole of the Prep School, including all staff, as a single photograph
2. Form, team, group and individual photographs

Form photographs include the Form Tutor. When a boy has a brother within the Prep School, a photograph with the brother is taken on the same day as the individual photograph.

The date of the annual photographic session is notified in the school calendar and all boys are expected to be present that day, looking smart and with a comb in the blazer pocket!

The photographs may be purchased. Proofs of the whole school and form photographs may be viewed in school. Individual and brother photographs are sent home for viewing via the boys, with an option to purchase. Photographs are made available to purchase on-line.

The whole school photograph is usually available in a choice of mounts and frames.

26. PSHE

Within the PSHE participants learn about themselves, about others and about relationships with others. They explore good citizenship, social skills and about their own and others' feelings and emotions. PSHE is also used to explore issues which might arise during the course of a term, such as bullying, reasons for school rules, worries about impending tests or transfer to another school. It is a feature of PSHE that it can react immediately to issues as they arise in the form or school.

PSHE can be used to bolster self-esteem in a boy who feels he is not coping or who feels excluded from a group. It is used, in appropriate classes, to deliver and discuss curriculum work such as legal and illegal drugs and to teach strategies for 'Saying No'. Thus the aims are mainly concerned with personal and social awareness and developing skills to cope with the world in which the boys live.

In a typical PSHE the room may be set up with tables pushed to the sides and chairs or stools set in a circle. Boys and the teacher take their seats and there is a short fun game, appropriate to the age group, which is designed to 'energize' the boys (and the teacher) and, often, to mix them up so that a boy is not sitting with a chosen partner or group.

The teacher introduces the topic for that session and then, basically, leads a discussion to which all boys are able to contribute as they wish. Boys are allowed to 'pass' if they choose and make their contribution later. The emphasis is on informality and each person having equal status within the Circle. There are, however, some strictly enforced rules: nobody from outside the room should interrupt except in an emergency; only one person may speak at a time; listen to what others have to say and respect (though not necessarily agree with) their opinion: nobody is allowed to 'put down' another; whatever is discussed within the Circle is confidential to the form (with the proviso that if the teacher hears anything on which he or she feels they must act this will be discussed with appropriate senior staff).

Finally, the session ends with a game - just for fun! Forms soon discover their favourite game and ask for it time and time again.

The benefits of PSHE to the individual, the group and the school can be immediate but in general they should be seen as long-term.

27. Prizegiving

Prizegiving (also referred to as 'Prep School Celebration') takes place during an afternoon in the Summer Term in the last week of the school year. All boys are required to be present for this important school event and parents (and other family members) are warmly invited to attend, whether or not their son is to receive a prize. Invitations are sent to all parents well in advance and the date is given in the school calendar.

Prizegiving is considered as an occasion when the 'school family' has the opportunity of looking back on the year and celebrating our successes - large and small. It is, also, often a time of looking forward which affords a time of reflection.

Prizes are given for achievement and effort in each form. In addition there are awards for distinction in music, sport, drama and other areas of school life. A trophy is presented to the winning house in the house points competition which has run throughout the year.

Prizewinners are nominated and chosen by the teachers. Boys who have won a prize are notified in advance by letter and the letter contains a book token. The boy uses the token to purchase a book or books and brings these to school for inscribing and presentation at Prizegiving. Some prizes consist of a certificate only.

28. Reading

Having followed various schemes and reading strategies in the Pre-Prep, P1 boys continue on the widening selection of books within the colour coded scheme which operates throughout the Prep Department.

Throughout the reading schemes boys are encouraged to branch out into fiction books at the appropriate level as it is most important that they see reading as an enjoyable activity rather than as a mechanical process with stages to be gone through. Books are for pleasure and information and the fiction section in the school library is also colour coded so that any boy choosing a book from his present colour should find it easy enough to experience real pleasure and success. Comprehension skills tend to develop later than the *reading the words* stage and boys need plenty of thoughtful reading at an appropriate level, before moving on to something more difficult. If a child has to struggle with books which are always rather difficult, or whose theme is really beyond the reader's level of social or emotional maturity, the young reader can easily become demotivated.

Reading books should be taken home and parents are encouraged to read with, and to, their sons regularly. Boys should spend some time each evening reading. In order to encourage an interest in books and a good reading habit, teachers read a variety of stories and poems to their classes and take the boys to the library to explore the widening range of books to be found there, many of which have been recommended by other pupils.

As part of this campaign for reading, a regular time of silent reading is part of school weekly routine helps raise the profile of reading. The boys look forward these

opportunities for undisturbed reading and it is seen as important that this quality time is not impinged upon.

A careful check is kept on the personal reading of all pupils. Each boy has his own reading record in which he records all reading which he has done at home or at school. His English teacher sees this record weekly and rewards the pupil appropriately.

29. Rewards and Sanctions

Summary

<u>Positive behaviour or work</u>	<u>Poor behaviour or work</u>
Good house points	Demerits (Minor infringements)
Roll of Honour	Bad house points (More serious infringements)
	Breaktime detentions (as a result of collecting bad housepoints)
	Report card
	After-school detentions (Second offence for bad housepoints)
	Suspensions
	Exclusions

Further explanation

House Points

Boys are allocated to Houses, usually on a random basis, on entry to the school. Brothers are usually allocated to the same House. The Houses are:

Westbury	(named from a building on the previous campus of the Prep School)
Osborn	(named after the noted Sheffield family who owned Clarke House)
Roberts	(named after a previous headmaster)
Martin	(named after an Old Birkdalian who gained the Military Cross in the First World War and the George Cross in the Second World War).

There is an ongoing competition to be the House which gains the most house points in the school year, a shield for which is awarded at the end-of-year prizegiving. Weekly totals are announced at Monday Prayers and small cups are presented (one for Pre-Prep and one for Prep), to be held by the winning House in each department for a week. The cups are collected by members of PP3 and P4, chosen on a rota basis within those Houses.

Demerits are subtracted from the house points total in the House Competition (these can be given for minor offences eg. Running in the corridor).

In the Prep Department, if a boy collects four Bad House points in a term (for more serious offences or repetition of minor offences) a letter is sent to his parents detailing the reasons why he was given them. He has to explain his Bad House Points to his form tutor and the Head of the Prep School and a breaktime detention is given. If a boy gains four Bad House Points in a week, or eight in a term he is given an after-school detention (see below).

The house point boards are cleared at the start of each term and individual records of Bad House Points are discarded so that each boy has a fresh start for that term.

Roll of Honour

Names are recorded on the weekly Roll of Honour which is pinned up outside the Head of the Prep School's Study. The award is usually for an outstanding piece of work (relevant to the individual boy) which is submitted to the Head of the Prep School. The work is then returned to the boy so that he may show his parents. The weekly Roll of Honour is read out by the Head of the Prep School in Monday Prayers and those boys stand up and are applauded by boys and staff.

Detentions

Most detentions are break-time detentions; the boy is kept in while the others play. Usually he will be given an appropriate task to do under supervision. In the Prep Department this task is often a proprietary Junior Detention Paper which is specific to the situation; for example, on bad manners, or teasing and annoying and making another child unhappy. The format of these detention papers is to ask questions on a hypothetical situation and then give the boy an opportunity to reflect on his own actions.

If an after school detention is indicated parents are informed at least 24 hours in advance.

Suspensions and exclusions

These are very rare occurrences because, when a boy falls short of our expectations on behaviour, our policy is to help and guide him towards meeting these expectations. These extreme sanctions are likely to be employed only when other avenues have been explored.

Corporal punishment

There is no corporal punishment at Birkdale.

30. Records of Achievement

When a boy leaves from P4 he is presented with a bound Record of Achievement. This should contain details of his non-academic achievements, some of the highlights of his school career, since first entering the school. It should contain also a record of his responsibilities at home, any non-school organizations to which he has belonged, special interests, things he has enjoyed doing, things he has enjoyed less and ambitions and hopes he has cherished at times over his early years.

In order to prepare the Record of Achievement, form tutors give out a record card twice a year, in the Christmas Term and the Summer Term. The boys fill in, under the guidance of the form tutor, the side of this which pertains to school. The boys then take home the card over half-term, when it is expected that he will fill in the side pertaining to his out-of-school life with the help and guidance and interest of his parents. The card is returned to the form tutor on the first day back after half-term and the form tutor collates the cards ready to pass on to the next form tutor.

The form tutor will also endeavour to collect details of any awards received by a boy during his year in that form. Thus boys are encouraged to bring in any certificates, badges and trophies awarded on behalf of his out-of-school activities so that his form tutor can make a note of them (and, indeed, so that the Head of the Prep School can commend him in Assembly), and photocopy them where appropriate for the Record of Achievement. The same would apply to awards made within school, such as lifesaving awards, music certificates and so on.

Each P4 boy is presented with his Record of Achievement by the Head of the Prep School at the Prizegiving and Celebration. It should be a record of an important part of your son's childhood which, it is hoped, will provide interest, enjoyment and perhaps amusement when he looks at it in the years to come.

31. School Rules

A copy of the current school rules is in the Appendix.

32. School Security

We aim to make the building as secure as possible from intruders without engendering a 'fortress' atmosphere.

During the school day

As you will be aware, Birkdale Prep is a very friendly school where the partnership between home and school is highly valued and where we readily welcome visitors.

Every two years, as part of our development planning, we review our procedures and arrangements regarding the security of the school site. As a result of this review it is necessary to implement some new procedures and remind everyone of the rules we have on this subject. Therefore please could I ask you to take careful note of the following:

- All visitors and parents who enter the school between 8.50 am and 3.30 pm **must** report to the school office.
- All entry and exit to the school after **8.50 am** should be via the new entrance. Other doors will be locked; please do not try to enter or leave by the other doors.
- If your son has left any belongings in the cloakroom or classroom please encourage him to collect them himself. Being in charge of his own belongings is a vitally important part of your son's learning.
- If you do have to enter the school after **3.30 pm** to retrieve items, please be aware that there are lessons taking place in many rooms until 3.50 pm. This applies particularly to the classrooms in the vicinity of the hall.

- Please could I ask that you do not enter the building to watch your son take part in an activity until 3.50 pm.
- Please do not enter the PE changing room or any changing room at Castle Dyke. This also applies to siblings and child minders. This is a vitally important safeguarding measure as at many times there will be boys changing in these rooms.
- Birkdale Prep School cannot be held responsible for the safety of siblings who are waiting for their brothers or who are playing outside.
- A further reminder that parents should not drive down Clarke Drive at all before 4.30 pm, unfortunately a small number of parents still continue to disregard this very important rule which is there to protect the boys' safety.
- The top playground is available to park on from **4.30 pm** onwards but please do bear in mind that some after school activities use the playground.
- Please note that when your son is dismissed from an after school activity he should be collected promptly. We have had several boys recently who have not been collected for over 30 minutes after their activity. If you are not able to collect your son at the correct time please book your son into after school care. **Please note that sending your elder son/ daughter to collect your son from an activity and then asking them to wait in the school is not allowed. We do need written permission if elder siblings are collecting brothers and leaving the site.**

After school

Boys who are not collected promptly at the end of the school day and who are not in After School Care or an after-school club wait in the PE changing room and are supervised by Matron until 4.10 pm, after which they go to After School Care, for which there may be a charge.

'Bus boys' are escorted to the collection point by a member of staff, supervised there and seen safely onto the correct bus.

All external doors are locked at 4.10 pm with the exception of the main entrance (Pre-Prep door). Parents and others collecting boys from clubs and After School Care are asked to use this door only, which is kept under as much surveillance as is possible at this time.

Boys leaving clubs, and late returners from matches, are required to wait within the building until collected from there. The member of staff running the club or team is responsible for the boys' supervision at this time.

Fire practice

The whole-school emergency evacuation procedure is practised on a regular basis in observation of the fire safety regulations. The emergency evacuation procedure for after-school hours is practised annually in the Christmas term.

33. Setting

While our maximum class size in the Prep Department is 24, we separate boys into groups (**sets**) of smaller numbers for some subjects.

Setting achieves smaller class sizes, allows us to be more flexible and to tailor teaching to specific needs.

In **P3 and P4** there are three sets for each of the **core subjects** (Mathematics, English and Science). In certain years numbers and staffing allow us to operate four sets in Maths and/or English.

We will always put a boy into the set where we think he will learn best and a boy could be in, say, Set 1 for English and Set 3 for Mathematics. Much thought and consideration is given to individual setting arrangements and to movement between sets where this is indicated. Staff review the sets at least once a term.

In order to facilitate timetabling it is usual for us to teach some **non-core subjects** within the setting arrangements. For example, boys who are in P4 Science Set 1 will be in the same set for RE.

Boys in Prep 3 and 4 spend 60% of their time in their different sets.

34. Sex Education

This is taught in P4 within the 'Growing Up' module of the Birkdale science curriculum. Within this module we include not only the requirements of the National Curriculum (1999, Science) but also the requirements of the National Curriculum (1999, PHSE). **All are interpreted within the context of the Birkdale ethos as a Christian school and an awareness of how the majority of Birkdale parents would want us to deliver this module to their children.**

At Birkdale we feel that parents are the key persons for their child's learning about sex and as a school we would wish to work in partnership with parents. However, we accept that, in many cases, boys and parents are hesitant to discuss sex; the teacher should be a safe accurate and trustworthy substitute.

Sex education within the context of Birkdale's Christian ethos

- In general, we promote the view that sex is part of a stable, loving, long term, adult relationship, preferably marriage. It is not only the way by which children are produced but also a way by which couples show their respect and love for each other. It is not simply for personal gratification.

- We promote and teach from, the heterosexual point of view but accept that other kinds of loving relationships exist and we respect their right to exist.
- The aim is to inform and help, not to publicise.
- We remember that our boys are still children! On the whole, Birkdale Prep boys are not as streetwise as many of their peers and we aim to preserve this innocence within realistic parameters.
- We stress respect for the opposite sex.
- We encourage the children to consider their responsibility not only as far as promiscuous sex is concerned but also as future parents.

Parents' right to withdrawal

We acknowledge that parents and carers have a legal right to withdraw their children from non-statutory elements of sex and relationship education. However, this is rather a grey area as far as the P4 curriculum is concerned because that curriculum includes material which is non-statutory at Key Stage 2.

If you have concerns about our sex and relationship curriculum you are encouraged to discuss these with the Head of the Prep School and staff.

How far do we go?

Basically we teach the essential physical facts about the reproductive organs, and their functions, in the male and female body. This leads on to changes at puberty in both sexes (including 'wet dreams' and menstruation), fertilisation, development of the baby in the womb and birth. We show a video showing a human birth. We touch only superficially on emotions: these are dealt with in the Senior School at a more appropriate stage of a boy's emotional development.

Boys anticipate this part of the course with some eagerness but also with some apprehension. They are at different stages in their knowledge and experience: while some have discussed the topics with their parents and have an adequate and proper knowledge for their age, others are more or less totally ignorant, while yet others profess a knowledge and experience which are not only exaggerated but also largely inaccurate! We have to take these variations into account. We must also bear in mind religious preferences.

Finally, there are topics which most Birkdale parents would feel are not appropriate to be discussed *in depth* with P4 boys. Such topics would include homosexuality and contraception. These topics are brought up inevitably by the boys and the appropriate Birkdale way of dealing with these would be just to define them and state that these topics will be dealt with more fully at the senior school stage.

There is a helpful document for parents and carers produced by the DCSF. It gives guidance and information on sex education in schools, advice to parents and carers who are considering withdrawing their child from non-statutory elements of sex and relationship education, and advice to parents on how to approach the subject with their children. This is available from the website:

35. Spelling

The learning of correct spelling is different for every child. This is approached from several angles in order to accommodate the individual needs of each pupil.

In Pre-Prep the development of a good visual memory and an early awareness of the structure of words is one of our aims. We operate a number of approaches to develop this, including the Letters and Sounds programme.

The structure of the Spelling Scheme provides phonic development of spelling throughout the Prep school. This scheme starts in Prep 1 and helps boys to identify the different letter groups within words. Words are learnt in families and letter groups are revisited each year at an increasingly advanced level. The different levels in the scheme provide teachers with the opportunity to differentiate for boys according to their ability, while still tackling the same spelling problem.

The *Look-Cover-Write-Check* system is encouraged throughout the school. Boys have a weekly spelling test of words written in a spelling book which they take home to learn. This helps with communication between parent and teacher. Parents can play an important part by testing their son's spellings when he has learnt them.

Once boys are aware of correct spelling, heavy emphasis is placed on enabling them to identify and correct their own errors.

Boys with particular difficulties are referred to the Learning Support Department for extra help. These boys' needs are considered individually but close liaison with Learning Support staff will ensure that they are given as many strategies as possible at all stages of their school life to enable them to cope without restricting their creative writing.

36. Snacks

We recognise that many boys have breakfast very early, therefore we allow boys to bring in a snack and drink to be consumed during mid-morning break to tide them over until lunchtime. We prefer the snack to be healthy, such as a piece of fruit. Sweets and chocolate **are not** permitted. The drink should be in a rigid container (not a waxed carton, since these tend to get crushed in boys' bags), and should be of a size such as can be drunk completely at mid-morning break. Nuts or snacks containing nut oils must not be brought into School.

37. Preparation for Transfer to Senior School

The majority of boys transfer to Birkdale Senior School in the September after leaving P4. Many boys, understandably, approach this with some apprehension. Therefore a particular effort is made in P4 to allay any fears, positively promote the excitement and opportunity, and generally make the transfer as smooth as possible.

Much of this is achieved through form periods in the individual P4 forms under the guidance of the form tutors. Worries and fears, questions and opportunities are brought

forward and discussed in an informal atmosphere. Personal concerns may also be brought to form tutors in a private one-to-one situation.

Staff who will look after the boys in the first year of the Senior School (S1) are encouraged to make themselves known to P4, perhaps by attending individual subject lessons or by taking Prep School Prayers. Some of these staff will already be known to boys because of contact through school sport or other inter-school teaching commitments.

A Senior School Open Day takes place in the Christmas Term of each year and all P4 boys and their parents receive a written invitation to this.

S1 has a three form entry, the extra form being provided through boys entering the Senior School from junior schools other than Birkdale Prep. At transfer the opportunity is taken to intermix, not only the boys from other schools but also the boys in the two P4 forms, throughout the three new S1 forms. Thus new friendships can be forged (and the school can take the opportunity, if thought necessary, to discourage associations which have proved less than beneficial in the past).

This intermixing is **not** done on a random basis, however. At some time during the latter half of the P4 year the P4 form tutors will ask their boys to note down three friends they would each like to be with in the same form in S1. The Director of Studies then takes on the difficult task of trying to create three S1 forms in which each boy will be with at least one of the special friends he has chosen. Thus the new groupings are made by Prep School staff who know the boys well.

It must be remembered that, even if a boy appears to be separated by this process from many of his old classmates, in S1 all the boys are based in the same building and share the same facilities. Further, they are divided into teaching sets for several subjects. Thus they meet their old classmates both in and out of lessons.

Shortly before the end of the Summer Term in P4 a Senior School Induction Day is arranged. P4 boys (plus the new entrants from other junior schools) visit the Senior School for a specially-arranged induction programme. They meet their new form tutors and other subject teachers and are shown round the school by ex-Prep School pupils who are approaching the end of *their* S1 year. There is a programme of specially-designed subject lessons and games, and lunch is taken in the Heeley Hall. School uniform is not worn on this day but boys are expected to attend in smart casual clothes appropriate to the occasion.

Birkdale Prep boys are encouraged to welcome the new entrants from other junior schools and, especially, to include them in their group activities, bearing in mind that many of the new entrants will have had no experience of either an independent or boys-only school.

All Prep School boys and parents are especially welcome at appropriate plays and concerts which take place at the Senior School throughout every year. These are advertised in advance in the school calendar and by other means. This all helps to familiarize boys and parents with the Senior School environment, staff and pupils.

38. Visits and Expeditions - 'Trips'

General

Trips are an important and integral part of school life. They are part of a programme which extends from Pre-Prep through to Sixth Form in the Senior School. Some are completed within a day and some are residential, taking place over a number of days.

There is no compulsion for boys to join a trip but we strongly encourage all boys to join in. Similarly, if a boy desperately does not want to join in an activity such as rock-climbing, we will encourage him but not force him.

Trips often involve an extra payment which is notified to parents in advance and added to the termly bill with their agreement. All staff taking part in trips do so on a voluntary basis, with no extra payment, often giving up their own time.

The flavour of our trips can be experienced from articles written by the boys in the school magazine.

The aims of trips within the Prep School are:

- fun and adventure!
- social: to forge and cement relationships within pupil groups and with the staff, and also to promote acceptable behaviour and good manners when in the outside world
- pastoral: to enable staff to get to know the boys better (and the boys their teachers!) outside the usual school environment
- academic: to add to and reinforce work done within school.

Safety

Safety considerations are paramount whether the trip is an hour's visit to a local church or a residential expedition to France. A high Birkdale staff-pupil ratio is always maintained and sometimes parents or other adults are individually invited to join a trip in order to increase the adult-pupil ratio further.

Boys remain under the direct supervision of Birkdale staff at all times, including when the boys are with instructors.

When outdoor activity instructors are employed we check that they hold the currently-required qualifications and are appropriately insured.

When the trip is residential the facilities are always visited and inspected by the school staff running the trip before the booking is confirmed.

There are set administrative procedures in force within the school which must be completed by staff at least two days before a trip departs. These are held within the school and by senior staff at weekends and during holiday periods and include lists of boys and adults on the trip, the coach and travel firms used, emergency contact telephone numbers and expected timings and locations.

Staff always carry a mobile phone and parents and the school are kept informed, whenever possible, of changes to expected timings.

Parent responsibilities

We expect that parents will cooperate by making sure their son is delivered to school or the departure point on time and, **particularly, that they are present at the collection point on time or preferably a little before.**

All trips involve parents reading and responding to a BirkdalePost message, depending on what the trip involves. **These must be responded to by the deadline given.** In most circumstances it is not possible for us to take a boy away unless the relevant form(s) have been fully and correctly completed.

Kit lists, (especially for outdoor and residential activities) have been compiled by staff after much thought and experience. **We expect parents to comply with these** and reserve the right not to take a boy if he does not have the proper equipment, particularly with regard to outer clothing and footwear.

On a residential trip we may contact parents if a boy's behaviour is not acceptable and require them to collect the boy immediately.

Parents will be informed via BirkdalePost text message if there is to be an unavoidable delay or change to collection arrangements.

When a boy is away with the school on a residential trip we strongly discourage contact with parents except in an emergency. This is because it may conflict with the social aims of the trip. Of course we are aware that it may be a boy's first time away from home without mum and dad, and that some boys get homesick, but most of our staff are mums or dads themselves and all staff will do their best to act as a parent would in the circumstances. In our experience most boys do not feel homesick and, if they do, it soon fades away because there are so many exciting things to do!

Payment

Costs are notified to parents well in advance of a trip. Payments are added to the termly bill.

Pocket money

Staff running a trip can predict a reasonable amount of pocket money to be taken. Sometimes staff take charge of pocket money and give it out when appropriate. It is unfair to other boys if a child takes more than the set amount.

Medication

Staff will take charge of and do their best to administer necessary medications when on a trip; provided the medicine is clearly labelled and parental consent has been obtained.

Non-participating boys

As stated above, we strongly encourage boys to join a trip. If, however, a boy cannot join a trip it might be possible for us to arrange a timetable for him at school, although we cannot guarantee he will follow his usual teaching timetable.

School uniform

Boys may or may not be required to wear school uniform, depending on the trip. Whatever clothes are worn, however, we do expect certain standards to be maintained and boys will be told of these before the trip.

Example Schedule of Trips in the Prep Department*

Term	Boys invited	Trip	Duration
Summer	P1	Clumber Park	Day
	P2	Activities Weekend, Castleton	2 nights
	P2	Jorvik	Day
	P3	Humanities Expedition, Lake District	4 nights
	P4	Crucial Crew	Day
	P4	France	4 nights

*This does not include games teams and swimming.

Notes on the residential trips

P2 Castleton Trip

P2 boys stay at the Hollowford Centre, a purpose-built activity centre not too far from Sheffield. During the trip they have the opportunity to try archery, orienteering, climbing, high ropes, assault course, zip wire and various other outdoor activities under the guidance of expert qualified instructors and using the appropriate safety equipment. The weekend includes a visit to Peveril Castle and Trent Cliff Cavern, walking the route around the fields between the two.

P3 Humanities Expedition

This is a residential expedition which combines geography studies with other exciting outdoor activities which build on the introduction made in P2. The geography studies link with work done in school both before and after the trip: mountain and conservation environment study for geography.

P4 visit to France

Boys stay at a residential centre and experience French everyday life and language in the town and at the seaside, as well as fun activities in and around the chateau and its extensive grounds.

It will be seen that our residential trips increase in duration as the boys get older. On residential trips we try to arrange that our school has sole use of the facilities, although this cannot always be achieved.

The Oakes, Norton.

Some years P2, P3 and P4 boys (usually who are members of the school Christian Union), stay at the restored Oakes Park Mansion at Norton in Sheffield, where they enjoy indoor and outdoor activities such as archery, team building and adventure exercises, night exercises and craftwork, all within a Christian framework.

39. Timetable - A Typical Day - P1 to P4

7.45-8.15	Breakfast Club
8.15	School Opens
8.45	Registration
9.00	Prayers
9.20	Period 1
9.50	Period 2
10.20	Morning Break
10.35	Period 3
11.05	Period 4
11.35	Period 5
12.05	Period 6
12.30	P1 Lunch
12.35	P2 Lunch
12.40	P3 Lunch
12.45	P4 Lunch
1.45	Period 7
2.15	Period 8
2.45	Break
2.50	Period 9
3.20	Period 10
3.50	End of School Day
4.00	Prep Clubs begin

40. Extreme Weather Conditions

When there is a heavy fall of snow, the school policy is to remain open and provide teaching for all boys who are able to attend. Parents are asked to bring boys to school if at all possible. If the weather deteriorates during the day and weather

conditions at home areas are becoming difficult, parents may collect their sons early. **No** Prep School boy will be permitted to leave the school with an elder brother or sister unless there has been prior written permission from the parents or telephone contact has been made on the day. Parents are asked to check the school website for up to date news. In the unlikely event that the school is closed the website will be used as a means of communication.

Appendix

Copy of booking form for Tea & Prep

List of available Clubs

Site Map

School Rules

Birkdale Prep School

AFTER SCHOOL CARE - PREP

NAME FORM

WEEK COMMENCING: MONDAY

	Supervised care only	Club then care <u>Please state which club</u>	Which session? 4.30 pm or 5.30 pm
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

- Please return this form to the appropriate section of the blue rack opposite the School Office
- Please return this form by FRIDAY prior to the week required, if possible
- If your son will be collected by someone not already on our records please supply name and contact telephone number.
- Name Telephone

<u>Does this booking apply every week this half term?</u>	YES Please tick	NO Please tick
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- **PLEASE NOTE THAT ANY PLACE BOOKED WILL BE CHARGED FOR UNLESS A CANCELLATION FORM IS RECEIVED**
- **PLEASE DO NOT RELY ON VERBAL MESSAGES WHETHER IN PERSON OR BY TELEPHONE**
- **PLEASE INFORM AFTER SCHOOL CARE STAFF IF YOU UNEXPECTEDLY COLLECT YOUR SON EARLY AND THEREFORE DO NOT NEED THE PLACE**

Signed (Parent/Guardian)



CLUBS Prep - Christmas Term 2014

Son's Name..... Form or Year at September 2014.....

Day	Time	Activity	Staff I/C	Please✓if required
Monday	1.00-1.30	Guitar Ensemble	GB	By Invitation
	1.10-1.40	History Club	HJO	
	1.00-1.30	Wind Ensemble	SP	By Invitation
	3.50-4.50	Brass Ensemble	AT	By Invitation
	3.55-4.25	P1-P4 News Team (max 20)	JRL	
	4.00-5.00	P1-P4 Chess Club Half Termly (max 14) P1&P2 1 ST HT, P3&P4 2 ND HT	JRM/RMC	Sign up for the year
	4.00-5.00	P3 Rugby Skills (max 24) 1 ST HT ONLY	ND/JHC	
	4.00-5.00	P4 Basketball	AJO	
	4.00-5.00	P3-P4 Art Club P4 1 ST HT/P3 2 ND HT (max 12) Art Award, must sign up for year	VF	Sign up for the year
Tuesday	1.10-1.40	P3-P4 Chinese Culture Club & Language	HG	
	1.10-1.40	Handbell Ringers Club	DPJ	By Invitation
	3.30-4.30	P3-P4 Rugby Squad Training, fixtures permitting	ND/JHC	By Invitation
	4.00-4.50	P3-P4 Science Club P3 1 ST HT/P4 2 ND HT (max 12)	JVB	
	* 4.10-4.50	P1 Short Tennis Limited places – possible split half termly	JW	
Wednesday	8.15-8.45	Stringfellows	TC	By Invitation
	1.10-1.40	P1-P4 Rock Band	AMJ	
	1.00-1.40	P3-P4 Photography Club P3 1 ST HT/P4 2 ND HT (max 8)	VF	
	1.10-1.40	P4 Intellectual Curiosity	JRL	
	1.10-1.40	P1 Computer Club P1T 1 ST HT/P1C 2 ND HT	JET	
	* 3.50-4.30	P1 Judo (max 20)	DH	
	* 4.00-4.45	P1-P4 Beat Club. By prior arrangement direct with Mr Cannelli 0114 268 4678	TC	Direct with Mr Cannelli
	* 4.30-5.10	P2, P3, P4 Judo (max 20)	DH	
Thursday	1.10-1.40	P2/P3/P4 Warhammer (max 12) restricted numbers - possible split half termly	TE	
	1.10-1.40	Prep Choir	DPJ	
	3.50-5.00	ICT Club P3 1 ST HT/P4 2 ND HT	FGK	
	3.50-4.50	Drama Club P4 1 ST HT will rehearse Richard III P3 & P4 2 ND 2 HT will rehearse Richard III (max 20)	CCS	
	4.00-5.00	P2 Rugby Skills (max 24) 1 ST HT ONLY	ND/CJB	
	* 4.15-5.00	P2, P3, P4 Judo (max 20)	DH/AH	
Friday	1.10-1.40	Christian Union	JRM/JL	
	4.00-5.15	P4 Soccer (max 25) Senior School Sports Hall collection ONLY. Fixtures Permitting	NJD/JHC	
	* * 4.10-5.10	S.I.S.T.O. (Sheffield Independent Schools Training Orchestra) Join via email: sisto1@virginmedia.com	DPJ/SEV	Join via email **

Please note:

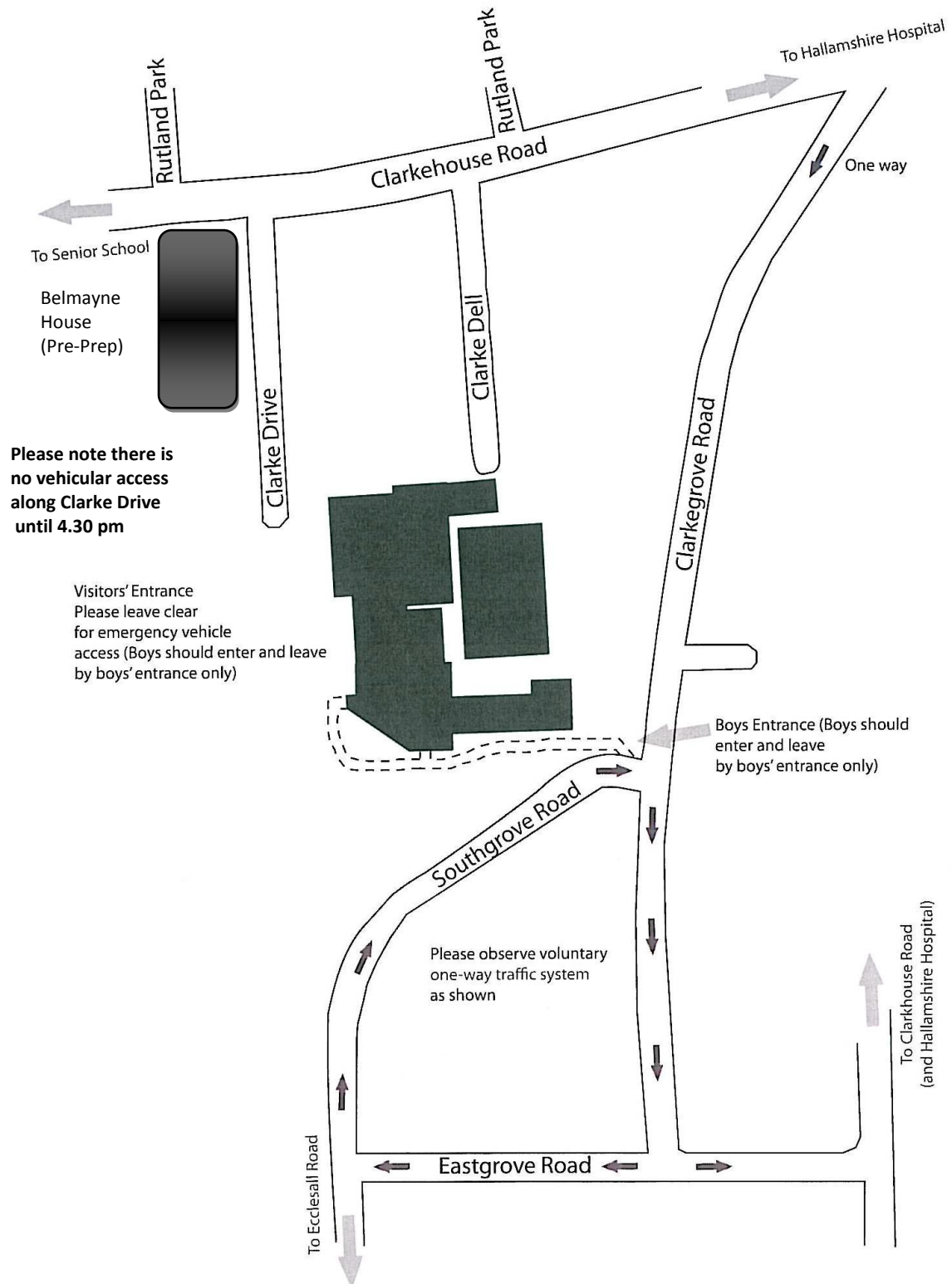
- It may be necessary to limit numbers in some clubs if oversubscribed
- In some clubs the two forms in the year group alternate on a half-termly basis
- This schedule was correct at May 2014

*These activities are staffed by experts brought in for coaching and for which there will be a nominal charge

**SISTO training orchestra is aimed at players of orchestra and brass band instruments of approximately Grade 1 standard or higher. To join please send email to sisto1@virginmedia.com. To find out more details please visit www.douglasjones.co.uk/sisto.html

JUDO – There is a maximum of 20 boys per session

Birkdale Prep School Road Map



Prep School Rules

- 1 Boys should behave at all times with consideration for others and their belongings.

Attendance

- 2 Boys should be present in form rooms for registration at 8.45 am.
- 3 Boys must not leave the premises during the school day unless accompanied by a member of staff.
- 4 If a boy is absent from school he should bring a note from his parent(s) on return to school.
- 5 Permission to miss school, for reasons other than illness, must be obtained in advance from the Head of Prep.

Bounds

- 6 The following are out of bounds:
 - all grass and flower beds, unless permission has been granted by a member of staff including play equipment on grassed area.
 - all roofs and fire escapes unless under the direction and supervision of a member of staff.
 - the car parks, unless under the direction of a member of staff.

Security

- 7 External doors are kept locked during lesson times. Boys should not open any of these doors. They should inform a member of staff if someone is asking for entry.
- 8 Large sums of money and expensive items should not be brought to school. If this is unavoidable they should be handed to a member of staff for safe keeping until the end of the school day.
- 9 There should be no buying or selling between boys.
- 10 All clothing and property should be clearly and permanently named.

Appearance

- 11 Boys are expected to look tidy at all times. Hair styles should be free from extremes and above the collar.
- 12 Correct school uniform should be worn at school and in public places.

General

- 13 Eating during lesson time is forbidden, unless directed by a member of staff.
- 14 Knives, fireworks, guns, water pistols and catapults of any description are forbidden on school premises.
- 15 Sweets, chewing gum, bubble gum, crisps and similar snacks, drinks in glass bottles or cans are all forbidden on school premises, unless as directed by a member of staff.
- 16 Snowballing and sliding are forbidden unless directed and supervised by a member of staff.
- 17 The possession of solvent-based glues, erasers and liquid paper is forbidden.
- 18 The possession of mobile phones during the school day is forbidden. If it is deemed necessary for a boy to have a mobile phone at the end of the day, he should hand it to the school office to look after. (It must be clearly labelled).