



LEWESTON

P R E P

HANDBOOK

A guide for parents with children in
Year 6

September 2011

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Communication and Policies

Effective communication is important in maintaining and developing positive links throughout the school community. To this end, and in line with regulatory requirements, all parents and prospective parents have access to:

- The school's address, telephone number and name of the Headteacher (*Calendar, Prospectus and Website*)
- The name and address of the Chair of the Governors (*Calendar/on request*)
- School's ethos and aims (*Parents' Handbooks and Prospectus*)
- The school's Admissions, Discipline (Positive Behaviour) and Exclusions Policies (*New Pupil Pack and Website*)
- The school's Complaints Procedure (*New Pupil Pack and Website*)
- Educational and welfare provision for pupils with statements and for whom English is an additional language (for current pupils) (*New pupil pack, website and on request*)

A number of useful policies have been written to support the effective management of the school. The following information is also available to Parents and Prospective Parents on on request:

- The Curriculum Policy (*Website and on request*)
- Anti Bullying Policy (including anti cyber bullying) (*Website and on request*)
- Safeguarding Children Policy (Child Protection) - this is a comprehensive safeguarding policy. The Designated Senior Person (DSP) for child protection is Mrs Mary Allen (Headteacher), and the Deputy DSP is Mrs Sarah Nelson (Nursery Manager); they and a nominated Governor have all received appropriate training within the last two years. All other staff/parent helpers are aware of and have read the Policy and some have also received awareness training. (*This Policy is provided in the new pupil pack, is on the school website and is available from the School Secretary*).
- School Trips and Visits Policy (*Website and on request*)
- Positive Behaviour Policy (*New Pupil Pack, website and on request*)
- Particulars of academic Performance during the preceding school year (*on request*)
- The School's Complaints Procedure and the number of formal complaints registered under the formal procedure during the preceding school year (*New Pupil Pack and on Website*)
- The number of Staff at the school, including temporary staff and a summary of their qualifications (*Calendar, prospectus, website and on request*)

Please contact the School Office if you would like further clarification of the above or if you would like information about other aspects the school's educational provision.

School website: www.leweston.co.uk

School Office: 01963 210790 or email: enquiries@leweston.dorset.sch.uk

Mrs Robson can be contacted on: 01963 211052 or 07964 539551 (email: robsonr@leweston.dorset.sch.uk)

Should you have any questions, Mrs Robson would be delighted to discuss any aspect of Prep Boarding with you.

Leweston School Shop

The School Shop is situated in the Senior School reception area. It is open at the following times during term time only:

Monday	9.30-11.30 am
Tuesday	9.30-11.30 am
Wednesday	2.30-5.30 pm
Thursday	2.30-5.30 pm
Friday	12:30pm - 5.30 pm

For specific uniform orders and fittings, an appointment is advisable. The School Shop can be contacted on (01963) 211048 or email schoolshop@leweston.dorset.sch.uk during shop opening hours.

Second hand clothes are also available. Payment by cash or cheque please.

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Introduction

At Leweston Preparatory School, staff, parents and pupils work together to create a happy, caring learning environment which truly reflects the Christian beliefs and ethos of the Foundation.

The guiding principle for all aspects of school life is to treat others as we ourselves would wish to be treated. This embraces the understanding that everyone has responsibilities, rights and deserves respect.

In the Prep, we very much believe that education is a partnership between school and home. We recognise and encourage the central role that parents play in their child's learning and development.

To achieve this, we strive to inform and involve parents as much as we possibly can.

We aim to produce well-rounded, articulate children by providing a balanced curriculum covering all aspects of their development social, emotional, physical and intellectual.

The children within the Prep will experience a variety of teaching methods. The Curriculum will continue to encourage a progressive development of skills.

Throughout all their experiences in the Prep, we aim for them to progress through pleasurable, rewarding activities appropriate to their level of development.

The education of children relies on co-operation and support between school and home. The aim of this handbook is to provide parents with greater insight into the demands of the school day and understanding of what we aim to achieve. It includes important areas such as reading and prep, as well as giving an overview of the taught curriculum in Year 6.

Year 6 is a challenging and exciting year. Pupils may have extra responsibilities as Prefects or Captains. Pupils continue to be taught English, Mathematics, PSHCE and R.E. by their Form Tutors, but have specialist teachers for all other subjects. Most subjects are still taught in the Form Room, but pupils are expected to plan ahead and take responsibility for organising themselves and their belongings throughout the school day.

The Form Teacher supports pupils and oversees all aspects of pastoral care and academic progress.

cleaners are **not** permitted in school.

Name Tapes

A supply of name tapes should also be brought to school. If name tapes are not provided from home then the school will assume that more are required and an order may be placed by the Housemistress. All articles **must** be clearly named: where appropriate please mark on the outside for easy identification e.g. games shirts, shorts, sweatshirts, leotards. Loops for hanging should be firmly sewn onto all games kit and overalls. The school cannot accept responsibility for any unmarked possessions. Watches and pens must be engraved with the owner's name.

Laundry

Full and weekly Boarders may have their clothes cleaned at school. Underwear is washed in the small net laundry bags which must be purchased in advance. All clothes must be clearly named and clean clothes can be collected every evening at a set time during the week.

Please ensure that all clothing sent to the laundry is machine washable and can be tumble dried.

Overseas Boarders may leave their duvets and covers at school for washing. All other Boarders must arrange to have their duvets and covers removed and washed.

Luggage

As there is very little storage space in the Boarding House, please do not use trunks and large suitcases. Only lightweight bags, which the girls can manage themselves and which can be easily stored, are permitted. The new lightweight nylon luggage is ideal. We do have a small storage area for suitcases belonging to Overseas Boarders.

Miscellaneous

Bottles of ink, Tippex (or any similar correction fluid), liquid or aerosol shoe cleaners are **not** permitted in school.

School Trips

Occasionally there will be school trips covering topics studied in school. You will be given information prior to the visit for your retention. You will be asked to sign a general consent form to cover these visits.

Contact Numbers

From 4.20pm onwards you can contact any member of the Boarding Staff on 01963 211078. Staff may also be contacted on the House mobile 07980 501889 or by e mail : boarding@leweston.dorset.sch.uk

All passports and travel documents must be handed immediately to the Housemistress on the first night of each term.

All medication must be handed to Matron in the Health Centre on the first night of each term.

What to Bring:

(ALL ITEMS MUST BE CLEARLY NAMED)

2 laundry bags
5 Vests (white)
10 pairs Knickers
1 Dressing gown
3 Nightdresses/pairs of pyjamas
Pair Wellington boots
Pair hard soled slippers
Duvet and 2 covers
2 Sheets (*optional*) and 2 pillow cases
Wash bag containing face flannels, shampoo and shower gel
2 Bath towels
2 Hand towels
Brush and comb
Nailbrush
Toothbrush and toothpaste
Overnight bag
Stationery wallet with writing paper, envelopes & stamps/games to play
Padlock (Common Room)
Smart outfit for formal occasions
Posters (if you wish)
Favourite cuddly toy
Shower shoes (e.g. Crocs)

Casual dresses/trousers may be worn on Saturdays and holidays. No more than 3 outfits to be brought to school.

(If you daughter is boarding very occasionally, then the school will provide her with a duvet and cover)

A detailed uniform and clothing list for Boarders is supplied with the new girls' pack and the Boarding Handbook.

We would like your daughter to thoroughly enjoy her boarding experience and to this end the girls are encouraged to make their area as warm and homely as possible. So, please pack posters, photographs, teddies or your favourite soft animal!

Bottles of ink, Tippex (or any similar correction fluid), liquid or aerosol shoe

Year 6 is an important transitional year between the secure form-based environment of the Prep School and the demands of a Senior School with increasing emphasis on independence in learning. At the start of the academic year the Head of Year 7 and Senior School Director of Studies attend the welcome meeting for Year 6 parents, providing an opportunity to discuss the admissions procedure to the Senior School, scholarships and any other transitional issues. In January each Year 6 pupil may sit the Leweston Entrance Exam and an offer of a place into Year 7 will be made on the basis of these results. These results are also considered in any scholarship application. There are numerous opportunities for Year 6 girls to experience life at the Senior School in the form of an Activity Day in the October (a boarding taster is also an option) and other departmental activities and taster days throughout the school year. If you would like to arrange an additional taster experience or have any further queries regarding the transition between the Prep and Senior School please contact Louisa Cox, Marketing and Admissions Manager on 01963 210783 or email coxl@leweston.dorset.sch.uk

Mission Statement

The Governors and Staff of Leweston work with pupils and their parents to provide a contemporary education rooted in the Catholic tradition.

Gaudere Et Bene Facere

Our Whole School Aims

- To enhance self-esteem and the ability to value each person's own worth through a caring, secure Christian environment.
- To develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.
- To develop each individual to his/her potential through offering a wide range of high quality, inspirational and challenging experiences.
- To develop social awareness, group responsibility and empathy through the social context of learning.
- To develop each child's spiritual and moral education.
- To provide first-hand experiences, which enabling children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live, today and in the future.
- To develop children's imagination and creativity by offering a wide range of experiences.
- To promote a health conscious and sustainable environment.
- To develop positive relationships between home, school and the community.
- To develop links with other schools, education groups, businesses and the

local community.

- To provide a broad, balanced and differentiated curriculum for all children, which will prepare them well for the future.

A Prayer for the Children:

O God, our Father in heaven, You have given me Your children to teach and to prepare for everlasting life: help me to fulfil faithfully and generously this most sacred trust. Grant me the gifts of the Holy Spirit, to lead them in the paths of truth and love, the Spirit of Wisdom, to know when to reprove and when to praise, how to be gentle, yet firm, the gift of faith, not to be discouraged in the face of failure or disappointment. Grant that I may lead them all to You, by prayer, word and example, through Jesus Christ our Lord, in the unity of the same Holy Spirit.

Amen

Structure

Nursery	2 to 4 years old
Pre-Prep Department	4 to 7 year olds (Reception, Years 1 and 2)
Prep Department	7 to 11 year olds (Years 3, 4, 5 and 6)

An Open Door

Parents are always encouraged to come and discuss problems or concerns about their child's education at Leweston Prep. The first point of contact is the Form Teacher.

Year 6 Teacher Mrs Sandra Kiddle
(Email: kiddles@leweston.dorset.sch.uk)

Curriculum Development

Mrs Kiddle, Deputy Head, coordinates all aspects of curriculum development and implementation.

After supper there is time to play games and relax and then it's time to shower and get ready for bed

Saturday

8.45am	Wake up, dress in Mufti clothes
9.00am	Breakfast
Morning activities or matches	
12.15pm	Lunch
Afternoon outings, matches	
4.20pm	Tea
6.15pm	Supper
Various evening activities	
Lights Out a little later than during the week	

Sunday

8.45am	Wake up
9.00am	Breakfast
10.00am	Mass
11.00am—12.15pm	Prep
12.15pm	Lunch
Afternoon—various exciting activities are organised both on and off campus at weekends	
4.20pm	Tea
6.15pm	Supper

Lights Out as during the week

Back to School and Exeat Weekends

When your daughter is arriving back at school on a Sunday night, she should come and find a Housemistress and tell them that she has arrived back; if she arrives during Supper 6.15pm—7.00pm, they can always be found in the Dining Room. You are welcome to stay for a hot drink. Parents are always encouraged to see the House Staff on their return to school.

Uniform must be worn when leaving school for Exeat weekends and notification of all weekend Exeats, including those going home, should be requested by the previous Thursday at the latest. The Housemistress should also be informed by letter or telephone of the arrangements for half term and the end of term.

Exeat books must be signed on leaving and returning to school. Girls should enter their name, time out and destination on leaving. This procedure is to be followed on their return to school.

After weekend outings, girls in Junior House must return before 7.00pm on the Sunday evening.

Boarding

Welcome to Boarding

You daughter may join Junior House as a full, weekly or flexi boarder. Junior House, located next to the Senior House, can be found within the main school building which incorporates the original Manor.

When your daughter boards, she will quickly become part of a caring community. She will sleep in one of the small dormitories specifically designed for our younger Prep children, including girls from Year 3 to Year 6. Junior House includes girls up to Year 9.

The Director of Boarding, Miss Lyndsay Fielding, lives in Dutch House which is adjacent to the Boarding House. Mrs Rachel Robson is the Housemistress of Junior House and her apartment is located on site within the Manor House where she lives with her family. 2 GAP students assist Mrs Robson in looking after the Prep girls. Mrs Mary Allen, the Headteacher, also lives on site and visits the Boarding House regularly and she is available at any time, should the need arise.

In Junior House, we have a cosy sitting room and a play room. In the sitting room there is a television, video and DVD player where the girls are able to relax and watch television.

There is a playroom is used to do Prep, read, listen to music and play games. Lockers are also situated in the playroom.

Timetable:

Monday—Friday

7.00am	Wake up
7.30am	Breakfast
8.00am	Cleaning of rooms
8.15am	Prep School day begins
8.30am - 4.00pm	Lessons
4.15pm—5.00pm	Activities at Prep School
5.00pm	Return to Junior House, free time or school activity with other boarders
5.45pm—6.30pm	Supervised Prep
6.30pm	Supper
7.45pm	In bed and time to read. On Tuesday evenings 'Pyjama Prayers' in the Chapel with Miss Fielding and Mrs Allen
8.00pm	Lights Out, TIME TO SLEEP!
8.30pm	Lights Out (Tuesdays, after Pyjama Prayers)

Equipment List

The following items are essential as many are in daily use. Please ensure your child has all the necessary equipment. Pupils are encouraged to take responsibility for bringing the necessary equipment to lessons. All books and paper are provided.

A pencil case
A pen-fountain or fibre tip not biro
HB pencils x 4
Coloured pencils
Eraser
Pencil sharpener
Pritt Stick glue or equivalent
30cm ruler—not folding
School calculator
Safety scissors (round ended with cover)
Chambers School Dictionary ISBN 978-0-55-010534-9 (published by Chambers Harrap)
Rainbow Good News Bible ISBN 978-0-00-728467-2 (published by Harper Collins)
Hymn Book [ISBN Number: 978-0-85597 6-75-0] (published by McCrimmons)
School bag for books with crest (available from School Shop)
Red games bag (available from School Shop)
Swimming bag (available from School Shop)
An A4 ring binder is useful, although not absolutely essential

Tippex is not allowed in school.

We strongly recommend that all items are clearly named.

Houses

All pupils are put into one of four Houses and will have the opportunity to represent their Houses in a number of school events, such as inter-house sporting and music competitions.

The four Houses are:	St. Anne's	(Blue)
	St. Antony's	(Yellow)
	St. Francis	(Green)
	St. Margaret's	(Red)

Children are expected to have the correct colour swimming hat for their House. Each child has a House badge, which is to be sewn on their uniform jumper. These are both available from the School Shop.

Housepoints

Housepoints are awarded for good work and also for commendable behaviour, e.g. kindness, thoughtfulness.

Prefects and Year Six Responsibilities

Following a rigorous procedure and leadership survey, the Prefects are carefully selected from the children in Year 6. From the Prefects, a Head Girl and Deputy Head Girl are chosen. Prefects have several specific duties to do and represent the school on specific occasions. They have a weekly meeting with Mrs Allen and Mrs Kiddle to discuss school developments, academic and pastoral matters.

A Games Captain, Music Captain, Boarding Captain, ICT Captain and four House Captains are elected and a Junior Sacristan is also appointed. In addition, Year 6 pupils may also apply to become Librarians. The system is flexible and posts of responsibility may change throughout the year.

Form Captains

Each form has a Form Captain. They hold office for a week at a time. They are chosen by the Form Tutor, usually having demonstrated model behaviour during the previous week. The Form Captain is responsible for ensuring that the register is present at the start of the morning and afternoon sessions, and returning it to the office once it has been completed by the teacher in charge. Form Captains attend weekly minuted meetings with a member of the Senior Management Team.

- For greater difficulties or more detailed assessment external specialists may be consulted, e.g. Educational Psychologist, Visual Advisor, Occupational Therapist. There may be a charge for these services but parents will always be consulted before an appointment is made.

Children move up or down this menu depending on progress, some may only be at the first stage for a short time and then come off due to progress or greater maturity. We aim to keep parents informed at each stage and appointments for discussion with those involved can be made through the School Office.

Chapel and Assemblies

The Chapel is at the centre of life at Leweston. We have a visiting Priest (Father Rodney) who is a familiar figure in our school life.

Our days start with an act of corporate worship at 8.35 am.

Sunday 10am Mass takes place for boarders, day pupils and their families (if they wish), friends, neighbours and Catholic pupils from other local schools.

Our Catholic boys and girls are usually prepared for First Confession and Communion in Year 3. An initial meeting is held in the Autumn Term, followed by lessons with Ms Walker-Bambury (Chaplaincy Team) during the second half of the Autumn Term through to the first half of the Summer Term.

Year 6 has a half day of reflection and we join Leweston for joint Mass. Boarders have bedtime prayers in Chapel on Tuesday evenings.

Monday	Head's Assembly
Tuesday	Hymn Practice
Wednesday	Joint Schools Mass
Thursday	PSHCE
Friday	A visiting speaker or member of staff offers separate Pre Prep and Prep Assemblies. Class Assemblies

English Speaking Board Examinations

English Speaking Board (ESB) Assessment is an external exam in four parts:

- Oral Presentation
- Own choice of poetry/drama
- Reading aloud
- Listening and Responding

Difficulty varies according to age/grade.

Speaking and listening is an important part of the English curriculum. Children need to be able to:

- Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences.
- Listen, understand and respond appropriately to others.
- Talk effectively as members of a group.

Year 6 take the Junior Grade 4 ESB exam. This takes place in mid-March. After the Spring half term, some time is devoted to preparation and practice during English lessons and most English homework after half term will be ESB practice.

We ask that parents would support this important part of the curriculum by:

- Supporting and listening to their children
- Providing time and space for their children to practice
- **Not** choosing the topic for their children's talk—it must be a subject of their own interest

Learning Success

(Mrs V Bridgeman-Sutton - Learning Success Coordinator)

Should there be any unexplained academic difficulties for your child, the following steps may be offered after discussion with parents:

- Record of Concern- the class teacher reports (in writing) any issues to the Coordinator who will offer practical advice for the classroom.
- After one term this is reviewed. Some children will have made progress and no longer need extra support from their teacher; others will continue to need the support in place, while a few may need increased support.
- At this stage you may be asked for permission to assess using assessments to determine the areas of difficulty. This is done with a specialist teacher. Results are then analysed and discussed with the class teacher and parents.
- For minor difficulties, lessons may be offered with a specialist teacher in Literacy. For difficulties in Mathematics, children will be invited to attend the Maths Springboard Club for their year and may, in addition, be offered extra lessons.

The School Day

Each day follows a similar pattern.

8:30	Registration
8:35	Assembly (Mass on a Wednesday)
9:00	Lesson 1 (except Wednesday)
9:35	Lesson 2
10:10	Lesson 3
10:45	Break
11:05	Lesson 4
11:40	Lesson 5
12:15	Lunch
1.30	Registration
1:35	Lesson 6
2:15	Lesson 7
2:50	Lesson 8
3:25	Lesson 9
4:00	Break/home/Games Years 5/6
4:30	Clubs
5:00	Prep period
5:45	End of school

Pupils may go home after Lesson 9 after clubs or at the end of the Prep period.

Biscuits and Fruit are provided for all pupils during morning break. Pupils have the option of ordering milk for morning break on a termly basis, if they wish. Those staying after school may have a drink and snack at 4:00pm.

It is strongly recommended that all pupils have a named water bottle in school at all times.

It is important that pupils know what time they will be going home each afternoon. This is recorded each morning when registers are taken.

If pupils arrive late in the morning, it is important that they go to the School Office and tell the Secretary that they have arrived.

Absences

We would appreciate notification of absences from school. In the event of a planned absence e.g., for a wedding, please send a request in to Mrs Allen with full details of dates. Mrs Allen will inform the form teacher. The school does not encourage parents to take holidays with their children during the term time as any absence disrupts the continuity of their learning.

In the event of an unexpected absence, such as illness, we would appreciate a message either by emailing enquiries@leweston.dorset.sch.uk, telephoning the School Office on 01963 210790, or in person, before 8:45am.

After School Collection (Years 3-6)

To ensure that all children are 'safe' and 'supervised' effectively, any pupils who are remaining in the Prep hall foyer from 4.15pm will be moved to the Prep library. If you are later than expected, please collect your child from the library. Please ensure that you sign your child out before you leave. Thank you for your cooperation.

End of Day Collection of Pupils

To ensure the safety of pupils, children must be collected by an adult as listed on your Collection Arrangement Forms (CAF). If you wish, a different adult (other than yourselves or those listed on the CAF) to collect your child, please let your child's Form Teacher/School Secretary know at the beginning of the day.

If any child is left in crèche or Prep after 17.45, parents will be contacted by telephone. Pupils in Years 3-6 will be taken to the Senior School foyer and the duty teacher will contact the Housemistress of Junior House (Mrs Rachel Robson) on 07964 539551 to confirm the pupil's details. The Housemistress of Junior House will then confirm arrangements for collection and provide supervision.

Pupil Progress

The progress and achievements of each pupil are carefully monitored and parents are kept informed of their child's progress. This is carried out in a number of ways.

- Parent meetings
- Reports
- Assessments
- Examination results

As well as these more formal procedures, parents are encouraged to come into School to talk to staff about any concerns and appointments can always be made through the School Office.

Reports

Reports are written twice each year in February and June. A report usually contains three aspects:

Context – it describes what the pupil has been doing
Achievement – it identifies significant highlights.
Targets – it give realistic advice for future learning

It may also include comments on attitude and behaviour if appropriate.

- Children and young people are involved in organised sport for their enjoyment - not yours.
- Encourage your child to always play by the rules.
- Teach your child that effort and teamwork are as important as victory so that the result of each game is accepted without undue disappointment.
- Turn defeat into victory by helping your child to work towards skill improvement and a positive sporting attitude. Never ridicule or shout at your child or others for making a mistake or losing a competition.
- Children learn best by example. Applaud good play by your team and by members of the opposing team.
- Don't question publicly the official's judgement and never their honesty.
- Support all efforts to remove verbal and physical abuse from children's sporting activities.
- Recognise the value and importance of coaches. They give their time and resources to provide guidance for your child. Set an example by being friendly to the parents of the opposition!
- Emphasise enjoyment and fun.
- Praise and reinforce effort and improvement.

Colours

At the end of each term children may be awarded colours. The criteria for colours are outlined below:

Full Colours:

- The individual has a high skill level and demonstrates excellent technique in skills and understanding in the sport or discipline.
- The individual attends all practices unless there is a genuine reason why they cannot attend.
- The individual sets a good example to her peers on and off the pitch/court.
- The individual is always neatly presented and always has the correct kit.

Half Colours:

- The individual has a good skill level and has the potential to improve beyond her good level. They also must have a good understanding of the basic rules.
- The individual attends most practices unless there is a genuine reason why they cannot attend.
- The individual sets a good example to her peers on and off the court/pitch.
- The individual is always neatly presented and always has the correct kit.

PHYSICAL EDUCATION AND GAMES

(Subject Leader: Mrs K Evans)

Year Six Teachers - Mrs K Evans/Miss C Linney

Physical Education

It is well documented that an adult will spend many hours involved in future leisure and recreational activities and it is therefore important that we use this opportunity to prepare and educate our pupils in Physical Education.

We try to develop self-esteem in individual and team sports by offering participation at a level appropriate to each pupil's ability and potential.

Team Selection

By the time pupils reach year 6 they will have had the opportunity to represent the School in matches and tournaments against other schools and clubs. 'A' teams are selected on merit but are flexible and in some matches 'B' team players may be promoted. Matches are organised for A and B squads, and we aim to ensure each girl has played in at least one match before the end of the year.

Kit

Kit must be supplied as per the list available in the School Office and every item should be clearly named. Kit must not be borrowed without the owner's permission.

Sports Programme *Years 4-6*

Autumn Term

Hockey
Netball
Swimming
Gym

Spring Term

Cross Country
Hockey
Netball
Trampolining/Dance
Swimming

Summer Term

Tennis
Athletics
Rounders
Swimming
Cross Country

Guidelines for parents attending matches

May we draw your attention to the following extract from the IAPS Sports Handbook:

Children develop differently, at different rates and react differently to the same pressures.

- Don't force an unwilling child to participate in sport; he or she is not playing to satisfy your ambitions.

Reports and assessments will usually contain an effort grade 5-1 and attainment grade A-D as follows:

Effort Grades:

5. Highly self-motivated consistent approach to class work and prep and always works to the best of her ability.
4. Well motivated in class and generally completes work to the best of her ability.
3. Satisfactory effort, has the capacity to work independently and can complete tasks to the best of her ability.
2. Requires some individual monitoring to produce her best work, but does respond to this kind of assistance. Below appropriate level for pupil's ability.
1. Highly dependent on individual assistance to produce work and remain focused.

Achievement:

Children who are working:

- A. beyond the expected levels of achievement for their year
- B. at the expected levels of achievement for their year
- C. towards the expected levels of achievement for their year
- D. below the expected levels of achievement for their year

Informal testing is done at the end of each Science, Maths and Religious Education (R.E.) unit. Pieces of English Comprehension and creative writing are given targets for improvement more frequently in discussion with the child.

Assessments

Assessments of children's work are carried out at regular intervals. Work in each subject is assessed half termly, or at the end of each topic. In addition, children take school exams in most subjects in January and May. Reading and Spelling ages are tested twice a year, in December and June. Assessment is important in helping us to track the pupil's progress. However, we are aware that not all that is measured is valuable, and not all that is valuable can be measured.

Parent Meetings

In addition to regular assessments and reports, there are opportunities during the year for parents to meet with staff to discuss general progress. There is time for a short conversation at parents' meetings. If a matter requires a more lengthy discussion, parents are requested to make a separate appointment with a member of staff.

The formal parents' meeting for Year 6 is held in the Autumn Term, just after half term. Parents also have the opportunity to meet again formally with the Year 6 teacher in the Summer Term to discuss their daughter's progress.

Examinations

Pupils in Year 6 have examinations in the first half of the Spring Term and in the second half of the Summer Term. The exams are in English, Maths, Science, and French. Pupils will sit exams in History and Geography once a year and will be assessed on the basis of a term's project instead of one school exam. Results of school exams will appear on pupils' reports.

Certificates of Merit

Certificates of Merit are used to reward and recognise significant effort or achievement in work. They are also used to reward exemplary behaviour.

Golden Certificates

These are awarded for exemplary or 'golden' behaviour, particularly during break times. There is an end of year prize for the child who gains the most golden certificates during the course of an academic year.

Certificates of Merit and Golden Certificates are presented by the Headteacher during Monday morning assemblies.

Head's Commendation Certificates

When a pupil produces a piece of outstanding work, it is rewarded with a Head's Commendation Certificate. Pupils are encouraged to record these excellent achievements in the Head's Commendation Book in Reception.

MUSIC AND PERFORMING ARTS

(Subject Leader: Mrs J Robotham)

Year Six Teachers - Mrs J Robotham/Mrs K Pankhurst

Autumn Term:

- Chords and chord sequences
- Composing using chord patterns
- Carol Service
- Digital Photography
- Multi Media presentations

Spring Term:

- Pentatonic scales, Chinese music
- Poetry into music – Rap, protest songs

Summer Term:

- The music of Karlheinz Stockhausen
- Graphic scores

Musical Opportunities

There is a wide range of opportunities to both learn a musical instrument as well as to develop musical interests and abilities outside the classroom.

Extra-curricular Music

Junior Choir
Chapel Choir
Orchestra
Recorder groups
Theory class

Instruments taught at Leweston Preparatory School

Piano
Violin
Viola
Cello
Flute
Clarinet
French horn
Recorder
Drums
Guitar
Harp

INFORMATION AND COMMUNICATION

TECHNOLOGY (ICT) (Subject Leader: Mrs S Kiddle)

Year Six Teacher - Mrs S Kiddle

Pupils are timetabled for one lesson each week, but are given the opportunity to use the ICT Suite and the computers in the Year 6 room at other times of the week in the context of other subjects. Pupils are taught specific skills that help them to become more autonomous in the use of Information and Communication Technology and are given the opportunity to use a range of software and operating systems that will enhance their ability to solve problems and communicate with others.

Autumn Term:

Desk Top Publishing

- Re-sizing work—labels and posters
- Assessing suitability of document for intended purpose

Spreadsheets

- Formatting and presentation
- Use for creating tables
- Re-sizing
- Adding headers and footers
- Using formulae
- Creating graphs
- Use to answer 'what if' questions

Spring Term:

- Control and monitoring
 - survey use
 - write simple procedures
 - set up a simple system
- Animation

Summer Term:

- Evaluation of multimedia
- Design multimedia pages
- Use of hypertext links
- Using a scanner
- Using a digital camera
- Bringing work to publication standard

Homework/Prep

Amount

Pupils are given one Prep each weekday plus an occasional extra one at the weekend. Each Prep should take no longer than 1 hour. Preps may reinforce work covered in class or may involve pupils in preparation for the next lesson. Some may be learning Preps or reading Preps.

Timetable

Monday	Maths
Tuesday	English
Wednesday	Maths
Thursday	Science
Friday	English

Pupil Planner

All pupils keep a pupil planner. They copy details from the whiteboard into this so that they may work independently in either supervised Prep at school, or at home. The pupil planners are a useful source of information for parents to support their children at home. They also provide a useful channel of communication between parents and staff.

We ask parents to support us with Prep by:

- Making it clear that they value Prep and support the School in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their Prep and by taking an interest in their work.
- Providing a peaceful place, free from distractions such as televisions, where their children can concentrate on their Prep. (Pupils may also remain at school for supervised prep sessions).
- Ensuring that their child spends an appropriate amount of time on Prep and notifying Form Tutors as soon as possible if there are any concerns.
- Ensuring that Pupil Planners are filled in as appropriate and signed daily.

Clubs

A variety of after school clubs are offered each term and pupils are encouraged to pursue at least one extra-curricular activity. Once a pupil has opted to join a particular club, apart from in specific circumstances, it is expected that he/she will remain committed to that club for the duration of the term. On occasion clubs may be cancelled due to e.g. staff illness. When this happens the school will endeavour to contact the parents so they may be collected early. If this fails, the children will either join another activity for the evening or go to supervised Prep.

The Taught Curriculum

The standard of teaching is high at Leweston Preparatory School. Staff work hard and constantly review what they are doing. As a result, the shape of the curriculum, the order in which topics are taught and the emphasis may change from year to year as staff endeavour to teach in a way that best meets the needs of the pupils in their charge. Nevertheless, a core remains constant.

The next few pages give an overview of each subject and outline the main topics which may be taught each year. The responsibility for a child's education rests with parents and School. We hope that by giving parents this information, this will enable them to reinforce some of the things we do at Leweston Prep.

ENGLISH (Subject Leader: Ms A Walker-Bambury)

Year Six Teacher—Mrs S Kiddle

Through a variety of activities, pupils develop their skills in Speaking and Listening, Reading and Writing, the three components of the National Curriculum.

In addition to learning to express their ideas clearly and effectively, we want pupils to take pleasure in the creativity of writing. They will be encouraged to discover the beauty of language and literature through writing, reading and discussing poems, plays and stories.

Encouraging a love of books is central to the teaching of English. Pupils have access to the Prep School Library from which they may choose books that interest them. They are taught how to locate and to make use of information from reference material, dictionaries and thesauruses as part of their work in English.

In the Autumn Term each year, there is a Book Week, when we have a visiting book fair, a book swap and a visiting author or illustrator.

An important part of the work focuses on developing skills in Spelling, grammar and Punctuation. The following areas are covered:

ART (Subject Leader: Mrs C Kirkpatrick)

Year Six Teacher - Mrs C Kirkpatrick

Autumn Term:

A Sense Of Place

- Discuss the work of artists who have represented rural/urban landscapes
- Make sketches of interest from around the school
- Experiment with techniques, record views enjoyed

Each child will:

- Sketch and paint in situ around the school showing distance with colour and size
- Collect portfolio of colours techniques found in great masters' painting that they particularly enjoyed
- Paint using a palette knife, brush, sponge to find preferred style
- Paint/charcoal/pencil still life showing tones/tints, highlights and shadows

After half-term each child will produce an imaginary landscape in a medium and style of their choice.

Spring Term:

What a Performance

Discuss special occasions where people dress up e.g. carnivals, weddings, ceremonies across cultures and history. Anything special they have worn—look at theatre designs from our own costume cupboard. Have materials been chosen carefully for their purpose? Are any particular techniques used?

Each child will:

- Collect suitable materials for their work e.g. Fabric, yarn, plastic bags, bottles, foil, tissue paper, beads, sequins etc
- Practice simple techniques of strengthening materials using wire to give flexibility and how to secure padding/quilt
- Design and make a piece of head wear using a history topic on the Aztecs as inspiration

Summer Term:

Children make a variety of containers to hold a 'feeling' or a 'wish'. They experiment with techniques of working with clay to make:

- Slab and cylindrical pots

They will experiment with decoration using pressed designs, relief designs and cut out designs. All pots are fired and glazed.

Children will also explore different media including paper and card.

Design and Technology Projects in Year Six:

Term	Focus / Unit of Study	Expectations At the end of these projects the children will:
Autumn	Graphical Drawing: 1st/2nd Point Perspective	...be able to accurately draw and render simple 3D sketches from a single and double point perspective.
	Resistant Materials: Hand Held Travel Game	...be able to use ideas gained from investigating previous product examples and through online research processes; have used cutting and joining tools safely and independently in the creation of their product; be able to evaluate their products strengths and areas for development in the light of testing.
Spring	Food: Pizzas	...have used their experiences of food ingredients and cooking methods to help generate ideas; have explained why they have chosen certain ingredients and processes; have produced an order of work and chosen equipment appropriately; have made and evaluated their pizza product against objective criteria; have a clear understanding of issues related to food safety and hygiene.
Summer	Textiles: Cushions	...have sufficient understanding and skills in working with textiles and/or fabric decorations to design and produce a cushion that meets their design criteria, having evaluated existing products; ...have been able to evaluate critically both the appearance and function of the cushion against the original design specifications.

- Use of personal Spelling Logs
- Revision of spelling strategies
- Unstressed vowels in polysyllabic words
- Word roots, suffixes and prefixes
- Meanings and spellings of connectives
- Language change over time
- Creating new words, similes and metaphors
- Use of Etymological dictionaries
- Word classes—noun, adjective, adverb, pronoun, conjunction
- Active and passive verbs
- Complex sentences and clauses
- Prepositions
- Colons, semi-colons, dashes, brackets, parenthetical commas
- Biography and autobiography
- Non-chronological reports
- Narrators and narrative viewpoint
- Styles and conventions of journalism
- Active verbs and personification in poetry
- Answering open-ended questions about text, involving reasoning, opinion or prediction
- Play dialogue
- Answering straight forward, factual questions about text
- Answering questions on vocabulary in context
- Impersonal formal language
- Arguments and balanced discussion
- Evaluating and comparing the work and style of a given author
- Explanatory texts
- Keeping a reading journal of personal responses to text
- Summarising books or parts of books—synopsis
- Investigating the style and characteristics of a range of non-fiction types
- Writing in the appropriate style to suit a specific purpose and audience
- Use of paragraphs in narrative structure
- Analysing paragraph structure
- Creating new words, similes and metaphors
- Genre
- Writing an extended story in the genre of mystery
- Use of flashbacks
- Poetry—exploring and writing poems linked by theme or form
- Poetry—conveyance of messages, moods, feelings and attitudes, including multi-layered meanings
- English Speaking Board (ESB) preparation and practice

MATHEMATICS (Subject Leader: Mr M McCloskey)

Year Six Teacher—Mrs S Kiddle

In Year 6, the numeracy skills taught lower down the school are built upon, aiming to give pupils a high degree of confidence when dealing with figures.

Our Programme of Study is based on The New Primary Strategy and Rigby Mathematics, a published scheme which places a strong emphasis on Mental Mathematics as well as Investigations and Problem Solving, Shape, Space and Measures, Data Handling and Probability. The following topics are covered in Year 6:

Autumn Term:

- Place value to one million
- Multiplying and dividing by 10, 100 or 1000
- Multiplication and division
 - associative law
 - use of brackets
 - long multiplication and division
 - multiplication by/of decimal fractions
- Equivalence of fractions and decimals
- Cancelling common factors
- Ordering fractions and decimals
- Converting fractions to decimals
- Ratio, proportion and percentage
- Bar charts, line graphs, frequency tables, mean, mode, median and range
- Symmetry
- Co-ordinates in all four quadrants
- Calculating and accurately drawing angles
- Accurate construction of quadrilaterals and triangles
- Perimeter and area of compound shapes
- GMT, BST and world time charts
- Addition and subtraction of decimals
- Problem solving
- Number sequences
- Negative numbers

Spring term:

- Visualising 3-D shapes
- Translating shapes
- Mass
- Data Handling—line graphs
- Bearings
- Negative numbers
- Long multiplication
- Long division

communication and greater language awareness.

Topics Covered:

- Myself
- My Favourite Things- hobbies, idols, some French celebrities
- Aspirations- jobs, professions
- Weather and Seasons
- Clothing
- My Town- Places and Directions
- Food and Drink- French cuisine
- Shopping

DESIGN AND TECHNOLOGY

(Subject Leader: Mr M McCloskey)

Year Six Teacher - Mr M McCloskey

'Design and technology is all about making things that people want and which work well. Creating these things is hugely exciting. It is an inventive, fun activity.'

James Dyson

'I hear and I forget, I see and I remember, I do and I understand.'

Confucius

These two quotations highlight the essence of Design and Technology (DT) at Leweston Prep. DT has its roots in experiential learning and structured play. It involves designing, making and evaluating products. It offers opportunities for creativity and has always been a powerful and enjoyable subject at Leweston Prep for extending pupils learning.

Successful Design and Technology in Year 6 incorporates three main types of activity:

- **Investigative activities** – where pupils critically evaluate existing products to inform their own design considerations;
- **Focused practical tasks** – where pupils are given the opportunity to learn and practice new skills and techniques, which they can utilise in making products;
- **Design and make assignments** – where the pupils are given the opportunity to be creative using what they have learnt through the previous activities.

Summer Term:

- Study of Pakistan (fact file, Swat Valley, Mianadam– rural and urban life)
- Introduction to Europe (location, map work)
- European Union (research, purpose, members, history)
- Tectonic Activity (volcanoes– where they occur, why and how they happen)

HISTORY (Subject Leader: Mrs V Bridgeman-Sutton)

Year Six Teacher – Mrs L Sunderland

In Year 6, the children study the Aztecs, Britain since 1948 and a famous person from history. Over the year, they improve their understanding of chronology and development of skills of independent research, comparison, note taking, historical empathy, cause and effect and presentation. The children also evaluate different points of view and use a range of archaeological and written sources to interpret the past. There are strong cross-curricular links with English and Art.

Autumn Term: The Aztecs

- Mexico and the founding of Tenochtitlan
- City life.
- Society hierarchy
- Aztec religion
- The arrival of Conquistadors
- The End of the Aztec Empire

Spring Term: Britain Since 1948

- Events since 1948
- Trends and styles through the decades

Summer Term: Study of a Famous Person

- Life
- Achievement
- Impact

FRENCH (Subject Leader: Mrs L Maynard)

Year Six Teacher - Mrs L Maynard

All four main skill areas (listening, speaking, reading and writing) continue to be developed through games, songs, drama, role plays and authentic written activities, with the emphasis remaining on confident communication and understanding together with a growing appreciation of French culture. An understanding of grammar is encouraged to enable more flexible

- Problem solving - conversion of currencies
- using all 4 operations
- Relating and ordering fractions and decimals
- Mental addition and subtraction strategies
- Prime numbers and prime factors
- Common multiples
- Investigating number patterns and sequences

Summer Term:

- Using all 4 operations to solve 'real life' and money problems
- Choosing appropriate operations and methods of calculation
- Explaining methods
- Understanding number patterns and finding prime numbers
- Reasoning about numbers
- Estimating quantities and rounding very large numbers
- Solving 'real life' problems using multiplication and division
- Long multiplication
- Recognising equivalent fractions and decimals
- Solving problems involving measure and time
- Adding and subtracting decimals
- Investigating number and making general statements about relationships (algebra)

SCIENCE (Subject Leader: Mrs S Kiddle)

Year Six Teacher - Mrs S Kiddle

The emphasis at this level is the development of scientific knowledge and understanding through practical activity based in the laboratory.

Pupils are encouraged to question what they observe, to devise fair tests, to evaluate their ideas, to make measurements with increasing accuracy, to draw logical conclusions and to suggest explanations for results, based on their scientific knowledge and understanding.

Topics covered in Year 6:

Autumn Term:

Revision of Life Processes

- Cells, tissue and organs—location and function—plants and humans
- Reproductive cycle of flowering plants
- Human reproductive system and life cycle
- Skeletons, joints, muscles and teeth
- Healthy lifestyle
- Classification and keys
- Habitats, food chains and conservation

Electricity and Forces

- Series/parallel circuits and conductivity
- Gravity
- Magnets
- Friction, air resistance and water resistance
- Opposing forces and springs
- Light and reflection
- Sound
- Revision of Earth, Sun and Moon

Revision of Materials and their Properties

- Classifying of materials by property
- Investigation of properties
- Reversible/non-reversible changes
- Dissolving
- Separating mixtures
- Acids, alkalis and neutralisation
- Evaporation, condensation and the water cycle

Spring Term:

Investigative Work

- Before starting a scientific enquiry
- Starting a scientific enquiry—trying things out
- Generating ideas for testing; pattern seeking
- Writing questions for enquiry
- Describing a scientific enquiry
- Improving predictions by sketching graphs
- Carrying out full investigations

Summer Term:

- Revision of main topics areas for school exams
- Investigative work—Crest Awards, working towards becoming Young Science Ambassadors
- Residential trip to Braeside and follow-up work

RELIGIOUS EDUCATION *(Subject Leader: Mrs A Jackson)*

Year Six Teacher - Mrs S Kiddle

Topics covered in Year 6 are:

Autumn Term:

- The Kingdom of God
- Justice
- Advent

Spring Term:

- Jesus, the Bread of Life
- Jesus, the Son of God
- Holy Week

Summer Term:

- The Work of the Apostles
- Called to Serve

GEOGRAPHY *(Subject Leader: Mrs M Allen)*

Year Six Teacher - Mrs S Kiddle

The children entering Year 6 have a secure foundation of geographical skills which they have applied to a range of activities. Pupils are encouraged to explore and understand the Earth and its people.

In working towards Key Stage 3, pupils have the opportunities to develop their skills, knowledge and understanding about a range of themes and places. These are woven into a coherent fabric of geographical enquiry.

Regular use of an atlas is encouraged to aid geographical enquiry and develop the pupils' spatial understanding. Through an active exploration, the pupils begin to develop a real sense of identity.

A three day residential trip further enhances their geographical awareness of other localities.

Topics covered in Year Six Geography:

Autumn Term:

- Presentation and assessment of work
- Map of the World—locating features and places accurately
- Coastal features- An investigation into landforms and rock types at Lulworth Cove (location, rocks, processes, erosion, undercutting, transportation, deposition, features, evolution of the Cove)
- Field trip to Lulworth Cove and the Heritage Centre to carry out research into pebble size variation at four sites.
- Impact of tourism

Spring Term:

- To complete investigative work based on Lulworth Cove field trip, using ICT skills (aim, hypotheses, method, graphs, evaluation, conclusion and field sketches)
- Introduction to Pakistan as a contrasting locality (location and physical geographical features)