



Moirahouse
GIRLS SCHOOL - EASTBOURNE

Junior School Parents' Handbook

Revised July 2010

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1. Vision and Aims

Moira House Junior School fosters a caring, supportive and stimulating environment in which everyone develops the confidence to achieve beyond their expectations.

We believe that children will learn if they feel happy and secure, and if their natural curiosity is aroused. They learn best when they are actively involved in the learning, with skilled teachers to guide them.

Children learn at different speeds and in different ways. As a school our aim is to provide an atmosphere and a richness of experience within which each child's unique qualities can flourish.

Our emphasis is on the importance of individual development, helping each child to realise her maximum potential. We aim, therefore, to set high standards for each child so that they are constantly challenged to develop further their skills and understanding.

Self confidence and self regard is the basis from which learning stems and we aim to establish a climate in which children can gain confidence in themselves and a willingness to develop their talents.

We also place great importance on children's social development: helping them to learn to work and share together, and show kindness and consideration to each other.

The girls are encourage to understand, from an early age that they have a unique place within the world and that as young women they will be equipped with the confidence, skills and knowledge to reach their own goals and to successfully follow the career pathways of their choice.

The school's aims, therefore, are:

- to stimulate curiosity, imagination and a desire to investigate and to learn.
- to help children towards a greater understanding of, and respect for, the world in which we live.
- to nurture the development of those skills that will enable children to gain personal autonomy and become full and active participants in the community.
- to encourage the growth of self discipline, responsibility, respect for individual and group differences, and consideration and courtesy to others.
- to provide a broad and balanced curriculum and activity programme ensuring equal access and opportunity.
- to celebrate and strive for academic excellence

2. School Organisation

The Junior School forms part of Moira House Girls School. The Junior School has 110 pupils. For the purposes of planning children's learning, the classes are organised in the following teams:

Nursery - 2 to 4 year olds

Pre-Prep - 4 to 7 year olds

Upper Juniors - 7 to 11 year olds

The Nursery has its own unit with full day care offered to boys and girls from 8.00 am until 6.00 pm for 50 weeks a year. All prospective parents are welcome to visit the Nursery at any time.

The girls in the Junior School are organised into 7 mixed ability classes. The organisation of classes varies from year to year depending on numbers. The groupings of children across the school also vary depending on the subject being taught and on the particular needs of the children. The children are taught in single age groups for most subjects but the flexibility to group across age ranges is seen as a very positive aspect of differentiated learning for the children.

The class tutors know the children very well indeed and support their pastoral care.

Class Teacher

Your daughter's social and academic progress will be monitored in the main by her class teacher. We intend girls to rely strongly on their class teachers and all matters should be discussed, in the first instance, with your daughter's class teacher.

Housemistress

If your daughter is a boarder she will be in School House. This house is in the charge of the Housemistress, who is aided by an assistant housemistress and housemothers. All matters of boarding details should, in the first instance, be discussed with your daughter's Housemistress. The Boarding life of the School is co-ordinated by the Head of Pastoral Care & Boarding, Mrs Carol Richards.

Bursar

The Bursar, Mr David Ingham, is responsible for all financial and allied matters. His office hours are 9.00 am - 5.00 pm Monday to Friday but, of course, he is always willing to meet parents at other times, by appointment.

The Head of the Junior School

Mrs Linda Young, the Head of the Junior School is available to see parents daily before 8.30 am and from 4.00 pm onwards respectively on any day-to-day matters. Other appointments may be made through the secretary, Mrs Jenny Hafernik.

The Principal

Mrs Lesley Watson, the Principal, welcomes parents contacting her at any time during school hours on any urgent school matter. For day-to-day matters and to make an appointment, she may be contacted via her PA in School Office on 01323 636838.

Members of Staff in the Junior School 2010/11

CLASS	CLASS TEACHER
PRE PREP	Mrs Bees Mrs Martirossian Mrs Hacker
YEAR 3	Mrs Gough
YEAR 4	Mrs Kinchin
YEAR 5N	Mr Neill/Mrs Fisher
YEAR 5K	Mr Kerswell
Year 6	Mrs Sibson

SPECIALIST AREAS	STAFF
Nursery	Mrs Hughes, Miss Brooks, Mrs Partridge, Mrs Cochran, Mrs Wallis and Miss Winter
SENCO	Mrs Martirossian
PE	Mrs Lambert
Swimming	Mrs Bryant, Ms Pritchard and Mr Standen-Payne
Dance	Mrs Jill Lindley known as 'Miss Jilly'
French	Mdme Couture
Drama	Mrs Gough (Year 3/4), Mrs Jordan (Year 5/6) and Mr Neill (Pre Prep)
Teaching Assistants	Mrs Pont and Mrs Hacker
Music	Mr Neill
Administration	Mrs Hafernik, Mrs Head

Organisational structure:

Age of Pupils

Boys and girls aged between 2 to 4yrs
Reception to Year 2
Years 3 to 6
Year 7 (first year of Senior School)

Section

Nursery
Pre Prep
Key Stage 2
Key Stage 3

Head of Section

Mrs Hughes
Mrs Bees
Mrs Sibson
Mr Crum

3. Curriculum

The curriculum is based on the school's aims. The emphasis is on learning, wherever possible, from first hand experience, and developing skills, knowledge and understanding in practical and relevant contexts. The Foundation Stage Curriculum and National Curriculum, guide the teachers in the content of the children's learning, and are at the heart of the teaching programme but they have been creatively developed to foster excellence throughout, and to particularly ensure high expectations in all specialist areas.

Learning Journeys - In the Pre Prep children's learning is often based around a theme and may include several curriculum areas. This makes the study more interesting for children, a wide variety of skills can be employed to explore a chosen theme, and provides opportunities for development across different curriculum areas.

While thematic topics vary from term to term the core skills of Literacy, Numeracy, in all year groups, are taught consistently throughout the year. Our system of planning ensures that skills, knowledge and understanding are developed through a careful programme of progressive acquisition.

English

At Moira House Junior School language is seen as an essential form of communication and as a means of learning throughout the whole school curriculum and wider life. We aim to enable all children to appreciate and enjoy language in its many forms as a powerful tool to express their thoughts and feelings. Literacy teaching will contribute to skill development in the following areas:

- **Speaking and Listening**

Pupils will be encouraged to express their ideas clearly and confidently. They are taught to respect the opinions of others. They are given opportunities to present their work to a variety of audiences.

- **Reading**

We aim to instil a love of reading in every pupil, as it is the foundation to so much of their learning. Pupils will develop their skills of reading fluently and with understanding. They will be encouraged to use a wide range of reading strategies.

- **Writing**

At Moira House we want our pupils to write with enthusiasm, confidence, fluency and understanding. They will plan, draft, revise, edit and present their own writing. Pupils will develop imagination and critical awareness through their writing.

Spelling and handwriting are taught systematically throughout the school.

Drama

Drama is taught to all the girls as part of the curriculum. The children are involved in at least one performance a year whereby they can celebrate with an audience their excellent acting skills.

Mathematics

Mathematics teaches children how to make sense of the world around them through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and

space in their everyday lives. The subject will be used across the primary curriculum, just as maths is present in many aspects of our everyday lives. It is valuable in itself, giving satisfaction, success and pleasure to children who are encouraged to think for themselves in a mathematical way.

Our main emphasis is to help develop in children an understanding and ability to calculate mentally enabling them to solve everyday problems and communicate results effectively. In order to do this, we will aim:

- to promote enjoyment and enthusiasm for mathematics through practical activity, exploration and discussion
- to promote confidence and competence with numbers and the number system
- to develop the ability to approximate accurately and confidently
- to develop efficient, accurate mental and written methods of calculation
- to develop the ability to solve number problems through decision-making and reasoning in a range of contexts
- to encourage the correct use of mathematical terms and vocabulary
- to develop a practical understanding of the ways in which information is gathered and presented through graphs, diagrams, charts and tables
- to explore features of shape and space, and develop measuring skills in a range of contexts
- to understand the importance of mathematics in everyday life
- to develop an ability to use mathematics in other curricular areas

Science

At Moira House we believe that science is about developing an understanding, and making sense of our environment and scientific principles, through exploration, experimentation and interaction.

Scientific learning extends and enhances the natural curiosity of a child and gives them the framework of skills to explore and investigate further. The skills taught are not only used in scientific contexts. Skills of enquiry and analysis, the ability to weigh evidence and formulate an argument, together with the ability to hypothesise and interpret are valuable across the curriculum and throughout life. We encourage girls to have a sense of awe, wonder and fascination of the world around them and include opportunities for practical tasks and demonstrations. The girls learn to work independently of the teacher and cooperatively with one another. Through Science, we enable the girls to communicate effectively and confidently their own scientific predictions and discoveries, using appropriate scientific vocabulary.

Music

Music is a powerful focus for creative energy, self-esteem, cooperation and communication. The development of these skills helps prepare pupils for life after school.

Music is an enjoyable way to explore our emotions, share experiences and enrich our spirituality.

At Moira House we enable pupils to develop their musical skills through performing, composing and appraising.

We encourage pupils to develop their appreciation of the music of their own country and other countries.

Pupils receive two music lessons per week. Through a variety of projects and activities pupils learn how the musical elements can be combined and organised.

The musical elements are:

- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure

Pupils learn individually, in groups and as a whole class to develop their musical skills.

Geography

Geography is concerned with *Place, Space and Environment*. It is concerned with the people who live in the world, the effect they have had on their environment and the effect the environment has had on them.

At Moira House we intend children to become enquiring Geographers.

We aim to do this by:

- Stimulating pupils' sense of wonder at the beauty and variety in the world
- Helping pupils develop an informed concern about the environment and its future
- Fostering pupils' sense of responsibility for the care of the Earth and its people
- Developing pupils' skills of critical enquiry and the ability to handle and interpret information through asking and answering geographical questions
- Encouraging the use of ICT to communicate with and explore a variety of people and places across the world
- Enabling pupils to study a range of places, cultures and environments at a variety of scales from local to global using maps and globes
- Fostering an understanding of how we are interconnected and interdependent with other people and ecosystems around the world

In the Reception class pupils are encouraged to develop an awareness of and interest in the immediate environment through questioning and exploration. This is explored further during Key Stage 1 through 'learning journeys', incorporating QCA schemes. By following these pupils develop knowledge, skills and understanding relating to their own environment and the people who live there and also develop an awareness of the wider world. In Key Stage 2 geography is taught as a separate subject. In the one hour per week allocated to the subject, pupils study places and themes based on the schemes of work devised by the QCA.

In teaching Geography we seek to ensure that pupils enjoy the subject and tackle all activities with confidence and pride.

History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's

actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In History pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

‘How do you know who you are unless you know where you have come from? How can you tell what’s going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are - about what’s next.’ Tony Richards, Actor and Television presenter.

Physical Education

The girls take part in activities that help them to develop a range of physical skills and to gain confidence and enjoyment as they do so. They follow a planned programme of skills development in a range of activities including games (invasion games, net games and striking and fielding games), gymnastics, dance, swimming and athletics. They are encouraged to keep fit and enjoy exercise while developing body co-ordination and control.

Children are taught to work singly, in pairs, in small and large groups and in teams. The development of confidence, determination, empathy with others, enthusiasm, fairness, perseverance, commitment, responsibility, self-esteem, and an ability to cope with success and failure in competitive and co-operative situations are considered to be important features of the learning process.

Girls are given the opportunity to participate in extra-curricular activities and are encouraged to do so. House matches provide all pupils with the opportunity to participate in competitive sport, whilst inter-school matches and tournaments provide the opportunity for the more able pupils to develop their personal competence in the pursuit of excellence.

Swimming

Our main objective is the ‘Teaching and enjoyment of the art of Swimming,’ in which we comply with the ASA rules and regulations. This is achieved by following a long term Learning and Teaching plan for Swimming. The National Curriculum is taught at each Key Stage by fully qualified swimming teachers who ensure the children reach exceptional levels of competency in this sport. The children learn in a safe environment to develop confidence and water skills which often lead to them joining the Junior School Swimming squad to compete against other local schools. Many of the girls also swim for local clubs and some have even competed at national level.

Information and Communication Technology (ICT)

ICT now plays an important part in our lives and we need to give our children the skills and confidence in using and applying this technology in order to prepare them for the world in which they live. Increasingly children are using ICT in the course of their work and we are strongly committed to improving and extending the range of hardware

available to them. They are taught to use a range of equipment including computers, the internet, the interactive whiteboard, CD ROMS, calculators and cameras in order to access, store, retrieve, record and communicate information. There are PCs in every classroom and a dedicated ICT suite, which every class visits at least once during the week.

Design and Technology

The children are taught to develop their planning, designing, making, modifying and evaluating skills by investigating a range of materials and components. Textiles, construction kits, wood, metal and other recyclable materials are explored and food technology is taught through cookery lessons.

Art

A range of artistic activities is used to draw out the inherent creativity in children and to give them the opportunity to express themselves in 2 or 3 dimensions. We encourage the children to observe carefully and record what they see. Thoughtful and accurate observation can often be the starting point for enquiry and learning.

A variety of skills, media and techniques are taught and the pupils are encouraged to appreciate each other's work, and the work of local and famous artists. 2 and 3 dimensional exploration provides aesthetic pleasure. Careful presentation and display of the pupils' work is considered important in promoting the school as a beautiful and stimulating environment.

Religious Education

Religious education is designed to lay the basis of religious understanding by helping children to reflect on their experiences and to gain insight into their own actions and feelings and those of others. Children learn about the beliefs and practices of Christianity and other world religions.

Personal, Social and Health Education (PSHE)

PSHE is an integral part of school life and relates to all areas of the curriculum. It is also taught as a subject in its own right. Children are taught how to keep safe and lead healthy lifestyles through exercise, personal hygiene and diet. They are also taught to protect the environment and be good citizens. An understanding of themselves and their relationships with others is essential.

Citizenship

Citizenship is an important element of our curriculum. Citizenship is concerned with pupils gaining the knowledge, skills and understanding to become informed, active and responsible citizens. It includes knowledge of social justice, diversity, interdependence, human rights and sustainable development. As part of our global citizenship the Junior School is linked to a school in Uganda where we sponsor a young girl to enable her to get an education.

Modern Foreign Languages

French is taught as part of the curriculum from Nursery through to Year 6. Mandarin is also available as an activity at the end of the school day.

4. Special Educational Needs and EAL

At Moira House we believe that all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

All our children are assessed when they join the school, so that we can build upon their prior learning. This information is used to provide starting points for the development of an appropriate curriculum. We recognise that all children have individual needs; however, some children may have educational needs that require a degree of additional support at some stage in their time at school.

The school does not have a special unit, but will meet individual children's needs in the most effective way within an integrated context. We provide in-class support, some small group and one-to-one teaching for those pupils that are on the special needs register at School Action or School Action Plus. Teachers will devise individual education programmes (IEPs) for these pupils.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue and parents are invited to attend regular review meetings with the Special Needs Co-ordinator (SENCO) and class teacher.

EAL

The school has a comprehensive EAL department which supports all children whose first language is not English. The EAL teachers work very closely with the class teachers to make sure that the children in their care learn accurate English speaking and listening skills but do not miss the main topic learning from other curriculum areas.

5. Assessments and Reporting

Assessments

The children are assessed regularly throughout the year to ensure their learning needs are met. In the Summer Term Year 2 to Year 5 take the non-statutory National Curriculum Tests and Year 6 take the statutory KS2 SATs. The KS2 tests are always in May and parents are requested to ensure that their Year 6 daughters are in school during that week as it is impossible to take these tests at any other time.

Reporting to Parents

The following procedures are used for reporting to parents:

- In a girl's first term she receives a new girl report form at half term. This includes details from her class teacher and housemistress (if she is a boarder). There is also a comment from the Head of Junior School and any problem or particular commendation is recorded on this form
- At the end of the Autumn and Summer terms there is a detailed report, including a Class report, House report and Head of the Junior School's report
- Parent consultations are seen as a very positive way of reporting to parents so formal consultations happen in the autumn and Spring Terms

6. Homework - Study

Study is an intrinsic part of the curriculum and includes a minimum of twenty minutes reading each evening from Reception upwards.

In Years 1, 2 and 3 the Form Teachers set work once a week to be done at home.

There is a supervised study period after tea each day from 16:00 to 16:45 for pupils in Years 4, 5 and 6.

In Year 4 work is set on Thursdays and Fridays in two subjects. It is expected that girls will spend 40 minutes on each subject and they are encouraged to begin staying to study on a regular basis. Those girls in Year 4 who wish to stay after 15:40 on Mondays, Tuesdays and Wednesdays, should go to the After-School Club after tea.

In Years 5 and 6 one subject is set each day, with two on Fridays in Year 6. It is expected that each subject should take 40 minutes of study and should be completed in school wherever possible.

Girls travelling on the early minibuses will need to complete their study at home and parents are asked to liaise with form teachers regarding any difficulties that may arise. Further details are found in the White Book which is issued at the start of every term.

Parents are requested to liaise with Form Teachers over any difficulties with study deadlines and activity commitments, to ensure a workable timetable.

7. Resources

Books

All textbooks, essential fiction reading and other reference books are provided by the School as part of the inclusive fee. However, if text books issued to girls are lost or damaged, a replacement charge will be made. Visits are also made to the Public Library in Eastbourne. The Junior Library is available for girls at all times.

Calculators, Cameras, Laptops, Electronic games, Watches etc.

These must be engraved with your daughter's name. A check list of manufacturers' names and serial numbers should be handed to your daughter's Housemistress or Tutor (if a boarder). Cameras and electronic games are only permitted in the boarding house.

8. Scholarships

Applications can be made for the Ingham Scholarship Award given to children who have exceptional potential academically. Applications can also be made for Exhibitions which are awarded to those girls who demonstrate particular strengths in Music, Drama or Sport.

A Scholarship or Exhibition will be offered on the basis of a candidate's performance in the Scholarship assessments held in the Spring Term. All applications for these awards must be made at least one week before the Scholarship day.

Candidates must be entrants for the Junior School to Years 3, 4, 5 or 6 in the September following the Scholarship assessments. Applications for the Ingham Academic Scholarships or Exhibitions from internal candidates will be by invitation only.

Application forms can be obtained from the Junior School Office. The Head of the Junior School is always available to discuss the appropriateness of an application and to give advice about the process involved.

9. Starting School

Induction

Children move from each Key stage with ease. They have a full induction programme which takes them from Nursery into Reception or from Year 6 into the Senior School to Year 7. The programme includes the children meeting their new teachers, spending time in their new classrooms and regular information meetings for the parents. The Year 6 children spend a day in the Senior School shadowing the Year 7 students.

Children who enter the school at any point either at the beginning of an academic year or during a year will find their induction is also seam free. Prospective pupils can spend a day with their peer group to see if they feel at home at Moira House and to support the decisions the parents have to make before entering them into the Junior School. The children are always met at the front door by two girls from their class who will then remain as buddies until they have settled in.

Parents are always welcome to visit the Junior School and tours can be arranged to see the school at work.

Each class has a parent representative who will be introduced to all new parents so that they can quickly communicate with other parents about settling into the school community.

Calendar

We issue a full termly calendar in the form of The White Book and parents are **strongly encouraged** to read through the calendar as soon as they receive it so that they may appreciate the particular events in which their daughters may be participating during the term.

The Termly White Book includes:-

1. The events of the term
2. Future term dates (essential for flight bookings)
3. Details of special events, such as Concerts, Plays, Founders' Day etc.
4. Details of School visits

The school day

8.00 am - wrap around care in Nursery

8.15 am - 8.30 am - arrival in school

8.30 am - registration

8.40 am - assembly

10.30 am - morning break

12.10 am - lunch

3.30 pm - Reception go home (3.40 pm when the children are more settled)

3.40 pm - end of school day

3.40 pm - tea for pupils staying for activities or study

4.00 pm - 4.45 pm - study for year 4/5/6 (Yr 4 Monday and Friday only)

4.00 pm - 5.55 pm - wrap around care in Music room and Deli bar in the form of an after school club (Pick up from Nursery entrance)

It is essential that all girls attend Morning Registration which takes place at 8.30 am. Essential items of information for the day are given at Morning Registration and every

effort should be made to attend this aspect of the school day on time.

If a day girl is going to be absent, then a message should be phoned through to the Junior School Secretary (+44(0)1323 636800), which will be passed on to the Class Teacher. Parents of day girls should note that if we have not heard from you by morning break and your daughter is absent, you will be contacted in case there has been any problem on the way to school. The school should be notified of any changes in going-home arrangements **either by letter or by telephone to the Junior school office or the Class teacher**, not a message through your daughter or via the minibus driver. All appointments should be notified to the school secretary or to the class teacher.

Children can be collected from the office and returned to the office where the registers will be altered accordingly

Attendance

It is not beneficial to your daughter's education if requests are made for leave of absence during term time even if it is only a few days at either end of the term. However, if it is essential to have time out of school permission should be sought in writing from Mrs Young.

Meal times

Morning break, which consists of a drink (milk, water, tea, hot chocolate, and sweet or savoury biscuits, is served at 10.30 am, and at 3.40 pm girls staying late, or to study, have a drink and cake, sandwiches, fruit or biscuits for tea. Lunch is served from 12.10 in the main Dining Room in School House. There is a selection of hot and cold dishes and special diets are catered for. Members of staff sit with the girls, and a teacher is also on duty to supervise food and behaviour. **Girls are not allowed to bring food or sweets into School unless there is a special occasion.**

School uniform

All pupils are expected to wear school uniform. We attach great importance to the appearance of our girls and the standard of their dress. It should be worn smartly and with pride.

Jewellery may not be worn except for a named watch.

Long hair must be tied back with a plain blue band or scrunchy. Hair slides should be plain.

Wellingtons are essential as we try to get out into the fresh air during play times. This will happen even if the ground is wet.

Performances:

Blazers are an essential item for many performances where every girl needs to look their MoHo best. In the winter this will include grey tights.

Purchasing new uniform

All uniform should be supplied by Len Smiths of Stevensons, unless the item is either listed as an optional item or if Len Smiths are listed as an optional supplier.

www.stevensons.co.uk/moirahouse; sales@lensmiths.co.uk.

Tel: Business hours Monday-Saturday 9.00am-5.30pm

Second-hand uniform

Mrs McDavitt, Chair of the MHA, has second-hand school uniform for sale. You can contact her on 07768166357 if you would like a stock list or wish to purchase any items. If you have good quality second-hand uniform which you no longer require it can be brought in to Mrs Hafernik in the Junior School office and it will then be passed on to Mrs McDavitt.

School bags

In order to help girls keep their belongings together tidily, and to enable books and other items to be carried about the school more easily, we ask parents to ensure that their daughters have the correct school bag for their age-group.

10. School Assemblies

Assemblies are held every day, and vary in form and content. Assemblies are based around Christian doctrines but are non-denominational.

The purpose of our assemblies is:

- To celebrate other cultural and religious beliefs to ensure an understanding of our place in a multi-cultural society
- To foster a sense of community - the MoHo family
- To celebrate achievement, communicate ideas and give information
- To encourage the children to consider other people who may need help in a wider community leading to donations to a variety of charitable causes
- To affirm and celebrate the ideals and values the school considers important
- To share individual and group experiences
- To enrich the lives of the pupils by learning from the stories and beliefs of world religions in an open, exploratory way
- To share deeper levels of experience and reflect on that experience

The assembly usually starts with a hymn and finishes with a prayer. The story, talk or presentation should include a moral, social or spiritual teaching point and very often involves the girls in questions and answers.

There is a rota of Class assemblies on Fridays throughout the term.

Parents are invited to attend the appropriate assembly on Fridays and then stay and have coffee afterwards.

11. School Pupil Council

The children have a Junior School Pupil Council which meets once each half term. A class representative attends and feeds into the meeting the ideas and opinions of their peers. The process involves discussion about aspects of the school which they feel are important and often results in appropriate action being taken. The representatives report back to their classes so that everyone across the school has an understanding of what has been agreed, or not, as the case may be.

12. Transfer to Senior School

Most of the pupils from Year 6 move into Moira House Senior School if the transition is appropriate to their needs. There is a comprehensive programme of induction set up for the pupils including a day shadowing the Year 7 pupils. Parents are also encouraged to tour the Senior School, maybe on an Open morning, and then to attend information evenings to introduce them to all aspects of the school.

13. Links with Parents

Parent Class representatives

All classes have at least one parent representative who will meet regularly to discuss all aspects of school life. They also provide support for new parents and offer two-way information between the school and other parents. There is a meeting each term for all parent representatives from the Junior School and the Senior School.

The parent representatives are very supportive of the school and often help to raise funds for school projects.

Moira House Association

The Moira House Association was formed in 1975 as a development of the previous Parents' Association. It consists of a steering group of parents, staff and Sixth formers and its function is to co-ordinate fund-raising and social events within the school. There is a termly (voluntary) subscription which is handed over to the Association's Treasurer. All parents are encouraged to take an active part in the Association, if their locale permits.

There are several annual events planned in close liaison with the Principal:

- New Parents' Lunch in September
- Fireworks Fayre in the Autumn Term
- The Association Hockey Tournament in the Spring Term
- Rounders Tournament followed by Barbeque in May
- The Summer Ball on the evening of Founders' Day

In addition, the Association supports all the school functions. Full details are available from the Chairman, c/o the School.

Moira House Old Girls' Club (MHOGC)

The Moira House Old Girls' Club is the organisation by which old girls of Moira House can keep in touch with their contemporaries and the school. The Old Girls' Liaison Office looks forward to receiving any news of old girls, and organises regular Old Girls gatherings, at school, in London and regional areas of Great Britain. Old girls of the school are strongly encouraged to keep in contact with the club by means of correspondence the office c/o the School. We also have a web site linked to the Moira House web site (www.moirahouse.co.uk).

Old girls who would like to receive a copy of The Shuttle can make the necessary arrangements with the School Secretary and this is charged as a separate item.

Life Membership of the MHOGC is obtained by the termly payment of £2.50 on the school bill from Year 9 onwards. When the pupil leaves the School at the end of the Upper VI, having made 15 termly payments, automatic Life Membership is granted and no further subscriptions are payable. The Membership fees include:

- a) a bi-annual Newsletter
- b) an annual gathering at School on Founders' Day

14. Extra Curricular Activities

Activities

Junior School Activities are held at break and lunch time daily and on some evenings after 4.00 pm. Girls are strongly encouraged to involve themselves in a variety of these. Outlined below is a list of typical activities.

Lunch Time

Junior Chamber Choir: Year 3 - Year 6

Junior Choir: Year 5 - Year 6

Recorder Groups at different levels, Oboe, Brass, Harp, Violin, Cello, Flute, Clarinet, Guitar, Percussion, Piano, Singing.

Netball, Rounders, Gym clubs, Badminton, Athletics, Tennis Coaching

Drama, Ballet, Tap, Modern, Environmental Studies Club, Sewing and Crochet, ICT

Before/After School

Swimming Training, Lifesaving, Short Tennis, Orchestra, Tai Kwando, Trampolining, Mandarin, Hockey, Maths Maniacs

15. Outings and Educational Visits

Regular educational visits are arranged and linked with work done in class. Charges for these are only made after consultation with parents.

Residential visits are seen to be beneficial to the broad learning opportunities offered the girls in our care.

Year 4 2 day, 1 night away on an environmental studies course.

Year 5/6 either 3 days, 2 nights in France
 or 4 days, 3 nights at the Kingswood Activity Centre on the Isle
 of Wight.

A ski trip takes place in the Easter holidays (Yr 4 - Yr 6).

Throughout the year concerts are performed by members of our Junior choirs for local community organisations.

16. After School Care

An After School Club (held in the Music room) runs from 4.00 pm - 6.00 pm each day and caters for those pupils who cannot be collected at their respective finish times, or who may be waiting for older sisters or travelling on the late minibuses. A register is completed each morning and passed on to the After School Club staff.

Reception to Year 3 pupils have tea and then go straight into the club.

Year 4 pupils (Thursday & Friday only), and Year 5 and Year 6 pupils (every day) go to Study from 4.00 pm - 4.45 pm and may then go down to the After School Club if required.

Parents and minibus drivers collect pupils from the Nursery entrance.

After 4.00 pm, if parents realise they are going to be delayed, the After School Club staff can be contacted on the Nursery number (636803) and arrangements made for girls to go to School House with boarders.

17. Minibuses

School minibuses travel to and from **Heathfield, Hellingly, Hailsham and Polegate. Lewes, Ringmer, Seaford, Friston, Hastings, Bexhill and Pevensey, Brighton**

Please refer to the White Book for further details.

18. Health for all Pupils

Communicable Diseases

Definition

Communicable diseases are infections that can be spread from one person to another. Relatively minor infections include athletes' foot, ringworm, head lice, verrucae and warts and the common cold. However, diseases such as measles, mumps, rubella meningitis, tuberculosis and food poisoning are more serious and are notifiable to the Director of Public Health.

Responsibilities

It is a parent/guardians responsibility to:

- a) Make informed decisions about their child's immunisation programme to reduce their susceptibility to diseases
- b) Inform the school of current immunisation status
- c) Seek advice on further immunisation required for world-wide travel
- d) Inform the school of any recent illness
- e) Keep a child with a fever, vomiting, diarrhoea or unexplained rash at home until recovery or diagnosis confirmed by a Doctor
- f) Reduce spread of minor infections by treating appropriately
- g) Teach their children the importance of hygiene. E.g. Hand washing

Further information and advice regarding communicable diseases can be obtained from the following websites. www.nhs.direct.nhs.uk www.phls.co.uk www.who.int/en/

Medicine Policy

The school should be notified (preferably in writing) of any condition requiring medication during the school day. The medication must clearly be labelled with the girls name, drug, dosage and frequency, and handed to the Secretary on arrival.

Calpol is kept in the Junior School Office and can be given when necessary, with your permission.

Girls' inhalers should be named and kept with the Secretary in the designated drawer in the Office. The inhaler is given to PE staff prior to games and activities.

Parents **MUST** inform the Medical Department or Nursing Sister if their daughter has a severe allergy and carries an anaphylactic pen. Adrenaline is also available in the Medical Department.

Records of medication administered are maintained.

Teachers should not be required to administer daily medication. If they do, it is on a voluntary basis. However, the Nursing Sister will provide Teachers with information and training to ensure confidence with emergency procedures for asthmatics/anaphylaxis.

No responsibility can be taken by the Principal or any of her staff for any form of medication prescribed by anyone other than School Medical Officer (SMO) and no responsibility will be taken for any consequences arising from medication obtained other than that prescribed by the SMO or Nursing Sister.

Allergies (Day Girls)

It is the responsibility of parents to inform the department of any allergies or conditions their daughter has which may require treatment during a school day.

It is also a parent's responsibility to inform us in writing, on an annual basis of continuation, or of any changes in such conditions. If this is not carried out their daughter's name will be excluded from the nursing/allergy list when updated every September.

If the above is carried out more immediate treatment can be sought, giving peace of mind to both parent and nursing team.

Hair

To help avoid hair infestations, which unfortunately happen in all schools from time to time, all girls with hair long enough to tie back, or plait, should do this for the school day. Weekly wet-combing with a nit comb ensures early detection and can help with the prevention of infestation.

FOR DAY GIRLS ONLY

Day girls should only seek medical treatment in an EMERGENCY (e.g. sports injury or accident sustained whilst at school) and not in cases of minor ailments such as the appliance of new dressings.

Parents will be contacted in the event of their daughter being unable to continue school activities through injury or illness.

19. Bursary Information

Fees, Deposits, Extras etc.

Are payable as follows:

Fees	-	In advance (first day of each term)
Refundable Deposit	-	In advance (first day of first term only)
Optional Subjects	}	- In arrears
Sundry Charges		

Full details of current fees are available from the Assistant Bursar.

Due Notice

The term's written notice of withdrawal is required. One term's full fees are liable in the absence of proper notice. Optional subjects require a term's notice of discontinuance.

Accounts

Accounts are normally sent out within a week of the end of each term for the next term's fees and last term's extras. Settlement should be made no later than the first day of each term.

A surcharge may be charged at 2% per month on overdue accounts. Pupils may be suspended if an account has not been paid by half term.

Monthly Payment of School Fees

Holmwoods Term time Credit provides an opportunity to spread the cost of school fees over the term instead of paying fees and extras in full on the first day of term. Details of how Term time Credit works are sent to all new parents. In summary, Holmwoods pay your fees to the School and each term you pay Holmwoods in four monthly instalments by Direct Debit. There is a charge of 2.5% per term for this service - a rate which compares very favourably with our charge of 2% per month on unpaid fees.

If you wish to pay by Term time Credit complete the form on the leaflet and return it to the Assistant Bursar. The Holmwoods scheme requires a bank account in the United Kingdom.

Payment

Payment should be made by:

1. Remittance direct to **NATWEST BANK PLC**, 96 Terminus Road, Eastbourne. Account No. **57977259** - Sort Code **52 41 00** using the detachable slip at the bottom of each account.
2. Cheques in favour of "Moir House School" are of course accepted, but the former is preferred.

Advance Payment of School Fees

The school operates a scheme involving the payment of a capital sum, which earns interest. This can have tax advantages. Projections of future fee costs are available from the Bursar.

BUPA and School Fees Refund Scheme (SFRS)

We recommend that parents join both the above Schemes and the relevant leaflets are sent out with the first term's bill.

Parents will find the charge for SFRS on their first term's bill. If this is not required then

please deduct it from your payment and advise us accordingly.

If Day girls wish to join BUPA please complete the application form attached to the BUPA leaflet. All Boarders will have BUPA membership on their first term's bill, which should be deducted if not required.

Personal Effects Insurance

Most girls will have their possessions covered by their parents' contents insurance. The School does not cover loss or damage to personal effects, but these can be covered by joining the pupils Personal Effects Insurance Scheme. A leaflet is sent out with the first term's bill.

Personal Accident Insurance

We strongly advise parents to join this scheme, and a leaflet giving full details is sent out with the first term's bill. If this is not required please deduct it from your payment and advise us accordingly.

Personal Expenses

It is regretted that the school cannot undertake to arrange for holiday/half term boarding, purchase of clothes, personal effects, or long distance travel unless there are sufficient funds in the account to cover the expense. Financial arrangements should, therefore, be made with the Bursar before making requests.

A sum of £15.00 is allowed for boarders' use to purchase books in the Junior School Book Weeks.

In the case of minor personal expenditure such as local travel, telephone calls or weekend leave cash, an additional sum can be remitted with fees, together with a covering note to the Bursar authorising expenditure if appropriate.

Please contact the Bursar in the event of any difficulties over personal expenditure (particularly parents living abroad) who will do everything possible to assist.