



# KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS



*In pursuit of educational excellence for all*

## Year 7 Handbook

September 2017

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*Dear Parents*

*Our school was founded just over 130 years ago as one the pioneers of academic education for girls and we are proud to continue that history and tradition. At Camp Hill we want to educate our girls to be the best they can be both in their work and in their consideration for others and I am delighted to be welcoming you as part of our family. I want our students to work hard, play hard and enjoy what the school has to offer by immersing themselves in school life here right from the start. There is an expectation to contribute to the life of the school through extra-curricular activities, house events, charity events; this is a community as well as a school. I am looking forward to getting to know our new Year 7 and watching them develop, make new friends and share the new experiences making the year group enjoyable and successful for everyone.*

**Mrs Linda Johnson**  
**Headteacher**

## Home School Agreement

Parents are vital in the progress children make in school and children do best when school and parents work together. This agreement sets out what you can expect from this school and what you and your daughter can do to help her to achieve her full potential and take full advantage of what school life has to offer.

### **We offer a broad and balanced curriculum and use our resources as equitably as possible.**

Staff use a variety of ways of teaching and adapt the work to the needs and abilities of students wherever possible. The Personal and Social Education programme deals with issues like health, citizenship and careers in specific PSE lessons, in specially arranged events as well as in many subjects lessons. The spiritual, moral and cultural development of students is addressed in all lessons e.g. RS, Drama, English, Music as well as in assemblies. There is a full range of extra curricular activities which add opportunities for students to develop skills and to mix with all age groups in the school. Students contribute to both the school community and further afield in many different ways. The frequent visitors we have in school enrich students' experiences.

### **The school is well ordered and full of activity.**

Staff and students share an enthusiasm for learning and enjoy working together. Relationships are excellent and everyone is expected to show concern for others. We discuss the code of conduct and the anti-bullying policy with all students and expect them to adhere to these. Information on behaviour, personal organisation, uniform, effort, homework etc., is in each student's planners for reference. We rely on you and your daughter to work with us to ensure that school continues to be well ordered, secure and welcoming place.

### **Students have an excellent attendance record – in excess of 97%.**

Punctuality is excellent; most students enjoy a social time before school and also have the opportunity to get themselves organised for the day.

Parent will know that they are responsible for ensuring good attendance unless there is a good reason such as illness. Where absence is unavoidable, a note to the School from parents is needed to cover it. This allows us to operate a system of checks so that we can alert parents as quickly as possible if there is a problem. We ask parents to work with us on this. Where an absence is known in advance, school must be informed. Students may miss important work, assessments and examinations as well as extra curricular activities so absence must be avoided if at all possible. **Holiday absence in particular should not be requested.** Details of procedures regarding absence notes are in student planners. Additional information is available from the school office with regard to requests for other leave of absence.

### **Homework done conscientiously and promptly accelerates progress.**

We provide information and support about homework. You can help your daughter by taking an interest in what she is asked to do. Staff and parents can communicate concerns via the student planner. You should let us know if your daughter is having problems with homework or assignments so that we can resolve any difficulties. (Further information for parents is provided in the School Homework Policy).

**We send home lots of information about events, policies, opportunities and student achievements.**

This can take the form of calendars, newsletters, invitations, student handbook or progress reports. Please keep these for reference. We are increasingly using email to communicate with parents via email and we send text messages, on a daily basis, to parents of girls who are absent without any known reason. Further information on any item is available on request from school.

**Please let the form tutor know of anything which may affect your daughter's work or happiness in school.**

If it is particularly confidential, you may wish to contact the Key Stage Co-ordinator: Miss M. Meredith.

**We welcome the support we get from parents and always listen to any concerns they may have.**

### The First Few Days

The first day at a new school is often an exciting but nervous time for both students and parents; it's also very tiring. We try to ease Year 7 into their new school during the first week, so some of the routines are not in time with the rest of the school. Our first day is **Tuesday 5<sup>th</sup> September**. Please let your daughter come up to the school on her own as we want to encourage independence from the first day. The entrances at the back of school will be open from 8am and Year 13 will be available to show your daughter around and answer any questions. Your daughter should come to the Dining Room and wait for her form tutor to collect her at 8.50am. If you are bringing your daughter by car, drop your daughter off in Vicarage Road as there is no onsite access.

**Tuesday 5th September:** No homework will be given today

8.45am	Registration with form tutors in form rooms, plus tour of the school
9.45am	Assembly in the main school hall During the morning there will be admin time: timetables, planners and locker keys.
10.15am	Some lessons will operate during the day but may be disrupted by biometric scanning for the canteen and door entry.
10.35am	Period 2 – Form Time
11.35am	Period 3 – Normal Lesson
12.35pm	Lunch
1.35pm	Lesson 4 – Normal Lesson
2.35pm	Lesson 5 – Normal Lesson
3.00pm	There will be an early departure: Green Buses will be available at 3.35pm. Your daughter can wait in the Library and we will let her go down to the buses at 3.25pm

Please ensure your daughter knows the arrangements for getting home. If you are collecting your daughter by car, tell her where you will be parked on Vicarage Road or the surrounding roads.

## The Normal School Day

**Wednesday 6<sup>th</sup> September: will be a normal school day.** The normal school day pattern will be followed, with the exception that Year 7 will be allowed into lunch a little earlier than the rest of the school to get used to the canteen system.

8.45am – 9.15am	Registration and Form Time
9.15am – 10.15am	Lesson 1
10.15am – 10.35am	Recess
10.35am – 11.35am	Lesson 2
11.35am – 12.35pm	Lesson 3
12.35pm – 1.35pm	Lunch
1.35pm – 2.35pm	Lesson 4
2.35pm – 3.35pm	Lesson 5

### Entrances and Exits

The North (by the gym store) and West (by T3) entrances are available for students and are found off the back playground. These are on security locks until 8.00am and are locked at all other times. Entrance is via a thumb scan and students are able to exit by pushing a button. The front entrance should **only** be used during the school day to access lessons in the Sports Hall or in the event of a fire.

### Before School

Many students arrive early and can choose to remain in the playground before school or come inside and wait in the locker room or go to the Dining Room. The Dining Room serves breakfasts and hot drinks from 8.10am until 8.40am. Students can also go to the Library from 8.20am. Students should not go to form rooms or try to find teaching staff before 8.45am. By keeping everyone in the above areas our morning supervisors can ensure everyone is safe.

A bell is rung at 8.45am and students should go to their form rooms for registration.

### Registration

Students should be in their registration room by 8.50am. The Form Teacher takes the register, notices are handed out and on some days books are collected in.

### Assembly

There is an assembly every day: whole school, Key Stage 3 or form. More details are contained later in the handbook.

### **Recess**

At recess students can go to the main Dining Room or the Studio Dining Room to purchase food and drink which they must eat there. Students can go to their form room, but no food or drink can be eaten there. The Library is also open at recess.

### **Lunchtime**

All students, other than the sixth form, must remain on the school site during the lunchtime. Hot and cold lunches are available in the Dining Room and they must be eaten there unless it is the 'Lunch to Go' option which is collected from The Studio. Students who bring sandwiches can go to The Studio to eat them. In fine weather students can eat lunch outside; we have seating areas around the site. The Library is open throughout lunchtime and there are also a wide variety of clubs to go to. You will receive a copy of the extra-curricular activities booklet in September.

### **Boys' School**

We are able to join with Camp Hill Boys' School for an increasing number of activities. However, we are two separate schools and do not take the Boys' School hospitality for granted.

Invitations and arrangements should be made by form and subject teachers through the Deputy Heads. Students should not be in the Boys' School or on their premises unless it is by specific arrangement.

### **End of School**

On Monday, Wednesday and Friday, the Library remains open until 4.00pm, and on Tuesday and Thursday until 4.30pm. There are some extra – curricular activities available, mainly sports fixtures and music ensembles. If your daughter is not going to the Library or an after School Club she should be clear of the building by 3.45pm. Unfortunately we are not able to offer after school supervision for students.

### **Form Rooms**

All forms have a room which is their base. It is the form's responsibility to ensure their room is tidy. The form room also has a small book locker for each student.

## Attendance and Absence

Good attendance is very important to us. On average our students have an attendance rate of 97%. We appreciate everyone does not have good health all the time, and genuine illness, injury or emergencies happen, so there are legitimate reasons for students are out of school.

If your daughter is absent, please contact the school before 9.00am on every day of absence, either by phone to 0121 444 2150 or email [absence@kechg.org.uk](mailto:absence@kechg.org.uk). If you phone before 8.15am, please leave a message on the answer phone with your daughter's name and form and the reason for the absence.

Cases of infectious disease should be notified immediately.

If your daughter has not been reported absent and has not been registered, you will receive a text asking you to contact the school. **You must respond to this text.**

When your daughter returns to school she must bring an absence note from you on the first day she comes back into school. Medical certificates are not required however we may contact you if the condition means she cannot participate in certain activities e.g. PE lessons

As you are aware, concern has been expressed by the Government about parents taking pupils out of school for holidays or extended leave in school time and they have recently stated that parents should not take their daughter out of school during term time. Mrs Johnson can authorise leave only under **exceptional circumstances** and an application should be made at least half a term in advance to Mrs Johnson. In making a decision whether to grant term-time leave, consideration will be given to:

- Reason for requests (must be exceptional)
- Age of the student
- Duration of leave
- The student's attendance record
- Student's ability
- Previous term-time leave

Parents should note that the law on attendance requires **the school** to determine whether an absence is authorised or unauthorised. Any unauthorised absence has to be recorded on the student's end of year report. We also report to parents on the total number of absences and late arrivals. If we have any concerns you will be contacted by either the Form Tutor or Miss Meredith.

If your daughter needs a leave of absence for religious observance, please contact **Miss Meredith** prior to the date making the request.

### Appointments during the Day

If students need to leave school during the school day or earlier, parents must send a letter to the Form Tutor in advance. Students should sign out at Reception where we will provide you with a pass to cover the time out of school. Parents are requested to arrange to meet their daughters at Reception. If students return to School later in the day, they must sign in at Reception when they return.

### Punctuality

If a student arrives late to school, she should do the following if she arrives between 9.00 am and 9.15 am

- On a non-Assembly morning, she should make her way to her form room and explain why she is late. The Form Tutor will issue a late mark in the register.
- On days when Assemblies are taking place, students should report directly to Reception and sign in the late book. Students should remain in Reception until Assembly finishes and then if possible make contact with the form tutor. A member of the Office will adjust the register and record the late.
- If a student arrives after 9.15 am, she should sign in as above and make her way to whichever lesson she is in at the time. This will be counted as an absence and you will be asked to provide a letter to cover it.

Occasional lateness owing to bad weather conditions or transport problems cannot be avoided but lateness must be the exception.

### Severe Weather/Emergency Closure Arrangements

We will endeavour to keep the School open whenever practically possible, and will only close when travelling becomes problematic for students and staff, or if there are safety implications to keeping School Open.

#### *If we have to close before the start of School:*

We will put a notice on the School website ([www.kechg.org.uk](http://www.kechg.org.uk)) as early as possible, and whenever possible by 7.00 a.m. to announce the closure.

We will also inform Birmingham City Council who will post a list of closed schools on their website (<https://disruption.birmingham.gov.uk/>).

#### *If we have to close during the School day:*

We will send out a text message to parents to let you know that the School is closing (please ensure the School has up-to-date contact information) and a notice will be put on the website. Students will then be dismissed.

We will contact the Green Bus to see if they are able to run an earlier service. This may not be possible in all circumstances, so please ensure your daughter has an alternative way to get home.

Please could you discuss arrangements with your daughter so she is clear about how she should get home in the event of an early school closure.

## Parentpay

So that students do not have to bring cash into school, we operate a cashless payment system for meals, school trips, music tuition, etc. This allows you to pay for items securely using any bank card via the Parentpay website: [www.parentpay.com](http://www.parentpay.com).

You will receive an activation letter containing your user name and password. Occasionally we are not able to provide your activation letter until your daughter starts school. If this is the case, you will receive the letter in the first week of term.

## School Meals

A variety of items are sold ranging from sandwiches and baguettes, salads and fruit, meal of the day, fast food and cakes. We have worked with the caterers and the Student Food Group to develop a healthy and varied menu.

### Paying for Lunch and Snacks

By the first day your daughter's dinner account will have been activated, so that you can load money on to her account. If you have any questions please contact the School Office.

The canteen at School operates tills with biometric cashless payment systems to speed up serving times and reduce queuing.

### What is a Cashless System?

A cashless system is used for the payment of school meals, where no cash is taken at the point of sale. Each student using the system is allocated an account, much like a bank account. This information is held on a secure server and stores details of individual balances, records where money has been spent, on what food and the exact date and time the money was spent.

### How are students and staff recognised by the system?

All individuals intending to use the system have their finger scanned. This finger scan is converted into a number and stored on the system against that individual. Once the finger scan has been taken it is automatically converted to numeric form. No register of fingerprints is kept and it is impossible to reconstitute a fingerprint from the numeric reference

### How is money entered into the system?

- By Parentpay – the online system at [www.parentpay.com](http://www.parentpay.com). You will receive details of how to access your Parentpay account before the start of term.

To make payment you select the item to pay and follow the instructions on screen to complete your payment. Parentpay holds an electronic record of your payments to view at a later date should you wish.

- By cheque made payable to “AIP” to cover any period, i.e. term, half term, month or week or a fixed monetary amount of your own choice – minimum £20.00.

N.B. to enable the catering office to identify the account in which to place any payment by cheque, please write the full name and tutor group of the student on the back of the cheque or on the envelope in which the cheque is placed. If the payment is to be shared between two students, identify both with full name and class group.

### **What if the student does not hold a sufficient cash balance one day to pay for a school lunch?**

The student should notify the school office who will inform the kitchens that the account will go into debit for one day. The account must be credited by the following day.

### **How does the system deal with students entitled to Free School Meals**

The system works exactly the same for all students whether they pay or have a free school meal entitlement. The amount allocated for the free school meal, currently £2.30 per day, is entered into the system by the software daily and is only accessible at lunch break. The system then allows, on a daily basis, the required cash amount for each individual student to be allotted to their current cash balance. Any underspend or missed lunch is identified by the system and is not added to the next day's balance.

The student can also add extra cash on to her balance by cheque or by using Parentpay, to enable a greater daily spend on the school lunch than allocated by their free meal allowance. As the allowance can only be spent on a school lunch, extra cash added into the system can also be used for breakfast or break time snacks. All students in receipt of this benefit retain complete anonymity.

### **Can parents bar specific items?**

The system has the ability to bar a specific product or group of products from being sold to an individual throughout the day or at specific periods. Where a student has a food allergy or is diabetic, the sale of these products can be barred to that individual so it is impossible for that student to purchase these products through the system. This is accompanied by an on-screen warning advising the till operator.

### **Will we be able to have any information on how the system is being used?**

Reports can be obtained from the system, giving comprehensive information on all aspects of use for each individual student as well as each day's service. These reports can be for a specific day or between any two dates you wish, they will be dated and timed to the minute and can be obtained through Parentpay. Some of the reports available:

- To show every item of food sold to that account and the cost of each serving.
- To show all individual payments made directly to the school by cheque or cash and manually entered on to the system.
- Every transaction, including all sales and credits itemised.
- The menu for the next week is also available on the school website.

### **Biometric Door Entry**

Each external door to school is now fitted with a biometric entry system which uses the same thumb print as the biometric registration.

### **Data Handling**

Certain data is held on the system to enable accurate operation. This includes your daughter's name, class, photo, account balance and meal entitlement. This data is handled the guidelines of the Data Protection Act and only used by parties directly associated with the school. Access to this information is controlled strictly by the school only.

## Free School Meals

### Entitlement to Free School Meals

If you are a parent or carer, and receive any of the benefits below, then your child is eligible for Free School Meals.

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross household income of no more than £16,190)
- The Guaranteed Element of State Pension Credit
- Income Related Employment and Support Allowance
- Working Tax Credit run on – paid for 4 weeks after you stop qualifying for Working Tax Credit

If you would like to apply for Free School Meals you can:

- Apply online at [www.link2ict.org/FSM](http://www.link2ict.org/FSM)
- Contact the school office on 0121 444 2150

Credit will automatically be added to eligible students' dinner accounts at the current rate of £2.50 per day. Money not spent cannot be carried over to the next day.

If your application for Free School Meals is successful, the school will also receive extra funding from the Government to use in support of teaching and learning (Pupil Premium), so we would encourage you to register if you are eligible.

Eligibility will also entitle you to grants for uniform, travel and school trips.

## Financial Assistance and King Edward's Promise

Financial assistance is available to families who are eligible for free school meals or have been at any time in the past six years (Pupil premium). If you would like further information about eligibility, please contact the school office.

Our aim is to make the Schools of King Edward VI in Birmingham as open as possible to all children. We know that parents worry about the cost of sending their child to school and we want to take that worry away. For any child offered a place at one of our schools who is eligible for pupil premium (i.e. who has been eligible for free school meals at any point in the last six years) we will also provide:

1. Confidentiality - about financial arrangements with regard to your child. Assistance is given automatically with the minimum of fuss so that no family can be identified as receiving support. Each school has someone you can talk to privately about any financial concerns.
2. A free bus pass - via Centro (Network West Midlands) to get your child to and from school. Refunds to Green Bus Pass may also be available.
3. A grant of £100 per year - for compulsory school uniform. This also includes purchases from the second-hand School uniform shop.
4. A grant of £50 per year - for basic school sports kit (e.g. vests, shorts). Specialist sports equipment will be provided if your child is chosen to represent the school.
5. Free essential equipment for lessons - including free laboratory coats for Science and aprons for Design Technology involving work with materials.
6. Free essential school trips - which are part of your child's education will be free, e.g. trips to theatres, museums and field trips which form part of teaching subjects in the curriculum. This does not apply to extra-curricular trips e.g. ski trips etc.
7. One free residential trip in the UK - this will happen once, usually early, in your child's school career which will help develop independence and friendship.
8. Free lessons to learn to play a musical instrument - musical instruments would be loaned to your child free of charge for these lessons; funding would not be generally available to purchase an instrument for your child.

Bus pass and Uniform grants are a claimable using a form from the school office, which must be accompanied by original receipts or in the case of a travel grant, the claim form must be accompanied by the travel pass for the term being claimed.

In addition to these funds there are a number of small trusts that allow us to support girls in unusual or need circumstances. A parent who feels that she/he needs to call on a trust fund should approach the Headteacher in confidence. It must be emphasised that these grants are modest and can only be use to assist a small number of girls each year.

For students who live in the ancient parish of Yardley and whose parents receive free school meals, additional sums may be available on application to the Yardley Trust. Please contact the school for details.

## Lockers

Students have a cloakroom and a form-room-based book locker. Their keys are their responsibility and students should remember to bring them to school every day and keep them safe. We will ask you for a security deposit of £10 per student as they join the school. This will be returned when they leave. Students should not attach the locker number to their keys. If it is lost and handed in to lost property, the office staff can identify the number and it can be collected from there. If there are any locker or locker key issues, students should speak to a member of the office staff who will contact the Site Staff who will deal with the issue.

### Looking after Lockers

It is important that your daughter keeps her locker locked during the school day to avoid items falling out, but more importantly to maintain security for personal belongings.

Students keep the same lockers throughout years 7 – 10. They are asked to keep them clean and tidy. At the end of term lockers must be emptied of all contents so that they can be cleaned. A new locker will be issued for Years 11, 12 and 13.

### Contents of Lockers

Students should only keep outdoor items and PE kit in their cloakroom lockers. They are not for books. Books are to be kept in the classroom locker. DT folders should be stored in the DT rooms.

During PE lessons, students must use the cloakroom locker to keep valuables safe. We do not take responsibility for items of value which are left unattended, although we will make every effort to recover them.

### Losing a Key

If a student loses or forgets their keys and need access to their locker, the office staff can open their lockers; no pupil should go home without her outdoor clothes. Students will then need to make alternative arrangements to store their belongings.

A lost key can be replaced at a cost of **£10.00**

### Lost Property

The School accepts no responsibility for articles lost in the School or elsewhere, but we do make every reasonable effort to help a student find anything they have lost.

The best safeguards against loss are:

1. the marking of all property with the owner's name.
2. ensuring students have all of the right equipment for the day so they do not have to borrow.
3. using their locker to keep possessions in and making sure it is locked.

In the event of loss girls should come to Reception. If valuable items are lost, e.g. purse or keys, office staff will return these as soon as they are found if it is clear who they belong to.

### Medical Issues

#### Illness Whilst In School

If a student feels unwell she must tell the member of staff in charge of her lesson who will send her to **Reception**. Students must report to reception before going to the **Medical Room**. If the student does not feel well enough to go back to lessons after a short break we will contact parents to arrange collection. Students will be assessed by First Aid qualified members of staff, or a member of the Senior Staff. We do not have the facilities to supervise sick children in school.

Girls are not allowed to bring medication into school, unless it is required for an ongoing condition e.g. asthma. Where medication has been prescribed which needs to be taken in the school day, arrangements should be made with the school office for its administration.

#### Allergies

If your daughter has been diagnosed with a severe allergy e.g. peanuts, which requires immediate antihistamine or in severe cases the use of an epipen, please ensure that a duplicate emergency pack is sent to Reception with the allergic response protocols at the start of term. If your daughter has been prescribed an epipen, she must carry one with her as well as keeping one in Reception.

#### Accidents

If a student injures herself in any way during a lesson, she should report this to the member of staff in charge. If anything occurs before school, recess or lunchtime, students should go to **Reception**.

#### Emergency Contacts

Parents must give telephone numbers where they may be contacted. If any of the contact numbers or addresses changes, please let us know in writing as soon as possible so that we can amend our records.

If parents are temporarily unavailable, please send a letter with alternative contact details to **Miss Meredith (KS3 Coordinator)**.

### Medical Inspections

The school provides the location from time to time for the **local area health authority** to carry out health inspections including immunisations against various diseases, such as diphtheria and cervical cancer. The Health Authority provides a letter to inform parents before they visit school. If any parents prefer to make alternative arrangements themselves they should let the school nurses know in writing as soon as possible.

The School Nurses can be contacted directly at: South Birmingham NHS Primary Care Trust, 58 Poplar Road, Birmingham, B14 7AG. Telephone – 0121 466 4900.

## General Day to Day Routines

### The House System

All students and staff are assigned to one of six houses in school: Cartland, Lichfield, Meriden, Priory, Stratford and Warwick. The House system provides the opportunity for students to get to know other year groups. Each house has its own special connection with the School's history. During the year there are opportunities to join in events to support the houses, these range from sport, music, charity events and the year ends with a House Festival. House points are awarded and these lead to certificates and badges:

50 points	= House Colour
100 points	= Bronze Star
175 points	= Silver Star
250 points	= Gold Star
350 points	= Teddy Bear

All points go towards the final house total at the end of the year.

### Staff Room

If a student needs to see a member of staff they should knock on the Upper Staff Room door and ask if the member of staff is available. Unless there is an emergency, they should avoid knocking during recess and between 12.35 and 1.10 pm.

### Speaking to Mrs Johnson (Head Teacher)

Students are welcome to see Mrs Johnson in her Office except when a discussion or meeting is in progress. If girls wish to see Mrs Johnson, at a time other than before Assembly or at recess they should ask the school office to make an appointment.

### **Office**

Reception is open for students from 8.15 am until 5.00 pm, Monday – Thursday and until 4.30 pm on Friday. From 10.00 am Mrs Gardner runs the main desk. There is a telephone at Reception for students use if they need to contact parents.

### **Mobile Phones**

During the school day these should be switched off and kept locked in the downstairs locker. Students who have their phone with them in lessons and it rings out, or who are caught using their phone during the school day can expect to have their phone confiscated until 3.35pm. If a student needs to contact parents as a matter of urgency, permission to use the phone in school must be gained from either their Form Tutor or Key Stage Coordinator.

### **Notices**

Occasionally a student wants to advertise an event or play they are in via the school noticeboards. Permission should be given by a member of staff and in most instances this would be the Form Tutor or the Key Stage Coordinator.

### **Form Officers**

Each form elects form officers to act as leaders and represent the form when necessary. If a form, or group within a form, wish to make representations to staff or the Head on some matter of concern, this should be done through the form's elected officers

### **Charity events**

Every year we raise thousands of pounds for charity both locally and across the world by getting involved in lots of fun events. In recent years the whole school have collected for St Basil's homeless shelter in Birmingham, Comic Relief, Cecily's fund, St Mary's Hospice and NICE (National Institute for Conductive Education) plus many, many others. We hope your daughter will get involved when she joins Camp Hill and we look forward to her input.

### **Use of grounds**

Cycling is not allowed on the school grounds. Students must not walk across the games pitches at the start and end of the school day. Students must follow the walkway around the car park area; nobody should take a shortcut across the car park. The front of the school up to the pond and woods is for staff use only. The woods themselves are out of bounds, but there is a path for student access to the Sports Hall.

Students can use the back playground (the tarmac area at the front of the Design and Technology block) and the pitches if they are not being used for sport at recess and lunchtime. The music block is available for those who want to rehearse or have a music lesson.

Years 7 – 11 are not allowed in the Sixth Form Centre.

### Contacting the School

In addition to the schedule of Parents' Consultation Evenings, there will be times when parents will want to speak to an individual member of staff. Please telephone and ask to speak to the specific member of staff if it is a subject-based concern. If they are unavailable leave a contact number and a brief message, if appropriate, about what needs to be discussed.

If the concern is not subject-specific or of a more personal nature, please contact your daughter's **Form Tutor**. Tutors will be able to advise about general progress, friendship issues and general well being of members of their tutor group. In 2017 the tutors are:

- 7V:** Ms. K. Irving
- 7W:** Miss R. Broome
- 7X:** Mr. S. Hamblett
- 7Y:** Miss L. Wade
- 7Z:** Dr. A. Rajp

Parents may be invited into school if a member of staff expresses concern about a student's welfare or progress. Where possible these meetings take place between 8.45 and 9.15am and 3.45 and 4.30pm but individual staff arrange a mutually convenient time.

**Mrs L. Johnson**, Headteacher, will always meet parents when they wish to talk to her. Please contact Reception to make an appointment. Mrs. Johnson is also available to meet parents at Parents' Evenings and it is not necessary to book an appointment for these evenings.

**Ms. A. Dent**, Deputy Headteacher (Pastoral) has oversight of the school's policy on pastoral care. She liaises with agencies outside school when appropriate or if parents request this. You may wish to make an appointment with Ms. Dent in matters that are very confidential.

**Miss M. Meredith**, Key Stage 3 Coordinator (Years 7, 8 and 9), has oversight of the curriculum and pastoral care in these years and parents may wish to speak to her if there are more serious matters. Miss Meredith also liaises with outside agencies to support the students in her Key Stage.

**Dr J. Rose**, Assistant Headteacher, deals with assessment, reporting and timetabling issues.

**Ms S. Harnett**, Head's PA and Office Manager, will provide information about school routines and calendar events.

**Mrs G. Woolaway**, School Secretary, deals with attendance and punctuality. If you have any absence queries please contact her.

**Mrs C. Gardner**, Receptionist, takes care of the front reception. She is also the Office first aider.

**Mrs. L. Kennedy**, Finance Officer, is in charge of Finance and will be able to advise you on Uniform/Travel Grants and Free School Meals.

## Parents' Evenings

Currently there are two opportunities for Year 7 Parents to come into School. The first is the Year 7 Transition Evening on **Tuesday 19<sup>th</sup> September 6.30pm-7.30pm**. This is the chance to talk to your daughter's Year 7 Form Tutor about how she is settling in, receive information about how we monitor progress and receive an overview of the Pastoral Curriculum. Later on in the year, there is the opportunity to meet subject staff to discuss their daughter's work and progress. The dates and times of these are published in September. If you are concerned about your daughter's progress at any time please contact their daughter's Form Tutor or Miss Meredith so that any problems can be dealt with as quickly as possible. Do not wait for the Parents' Meeting.

Information evenings are often held for parents in addition to the consultation evenings.

## Assessments, Reports, Progress Grades

Students have regular conversations with their form tutor to discuss progress and any concerns they may have. We use the following systems to track progress

### Assessment and Reporting Of Academic Achievement

The school is committed to academic achievement and carefully monitors and tracks the progress of each student termly assessments and end of year examinations in May. You will receive a termly report of your daughter's progress.

### Key Stage 3 (Years 7 to 9)

Students generally make excellent progress during Key Stage Three. The most recent KS3 curriculum no longer uses levels and schools are free to devise their own assessment models. As a result of this, we are currently reviewing our reporting and assessment systems for September and will provide more specific details next term.

### Interim Reports

During the year you will receive two progress reports. Both reports will comment on:

- Focus in lessons.
- Contributions to lessons.
- Quality of homework.
- Standard of attainment.

The Autumn term report will have a Form Tutor comment and the Summer term report will have subject specific comments too.

### Parent Governors

Parent Governors are pleased to discuss aspects of the school on an informal basis. Parents are invited to approach Governors at school functions or to write to them in confidence c/o the school. Alternatively, parents may ring Ms Harnett, Office Manager, who has the contact details of our parent governors.

Our current Parent Governors are: *Ms. C. Hall and Mrs A. Sutton*

Foundation Co-opted Parent Governors are: *Ms K. Halliday and Mr .M. Clarke*

### Associated Friends of School (AFS) – Parents' Association

We are fortunate in having an active AFS that works hard to support the school in many ways. They give invaluable help in "mock" interviews for our sixth formers, assist with refreshments at concerts and plays, and organise many other activities. They also financially support projects in school. The current chair of the AFS is **Mrs L. Smith**, who would be very keen to hear from you if you would like to become a member or support their many activities.

### Insurance

The Governors' insurance covers negligence, but does not cover personal effects on the school premises or on visits; the Governors expect that personal property of both staff and students is covered by personal insurance. No unnecessary valuables should be brought to school.

For residential visits, either in this country or abroad, we have additional insurance to cover such things as cancellation, medical insurance, and loss of property. Parents will be advised of the nature of the insurance cover organised for each visit.

### Assembly

On three days a week there is an assembly in the Hall and on other occasions there is a class assembly. The law requires, the act of worship or thought for the day, which is contained within the assembly, is of a "broadly Christian nature". We mark the main Christian festivals, Advent, Christmas, Lent and Easter. Throughout the rest of the year, our act of worship derives from moral and religious examples from a variety of cultures that may reflect Christian teaching but will also reflect the values and beliefs of other faiths. Assemblies are designed to inform and cause students to reflect and sometimes be challenged by what they hear.

We also celebrate success through assemblies whether of individual students or groups. It is also the opportunity in the day when we have the chance to be aware of a sense of community.

## Homework

We believe in a regular pattern of homework for all students in Years 7 to 11. Your daughter will be provided with a homework timetable in September. Parents' support in this is very important. Students need a quiet place to work with no distractions and may need guidance with planning their time.

All students are issued with a homework planner. When homework is set, students enter the details, deadline date and time taken. Please take time to check your daughter's planner. Subjects set homework which takes between half an hour to one hour in length. Each week day evening in the first year students should spend approximately one to two hours on homework. If much more or less time than this is spent, please sign you daughter's planner or the homework itself. If this is a regular problem, please contact your daughter's Form Tutor.

If there are concerns about students not doing homework, or homework of a poor quality, you may be contacted by the subject teacher, head of Department or in more serious cases Miss Meredith. In contacting you, we want to alert you to our concerns and find ways of supporting your daughter. This ranges from subject support sessions, Sixth Form help, Learning Mentor or Homework Report.

## Trips & Visits

Your daughters will have the opportunity to go on trips and visits that will be arranged by all departments in the school. These may include foreign visits from Year 9 onwards. Therefore it is important that your daughter has the following documents and they are valid for travel.



### European Health Insurance Card (EHIC)

Your daughter must have an EHIC or make an application as soon as possible. The application can be made via the following website <https://www.ehic.org.uk/Internet/home.do> or completing a form from the Post Office. The EHIC needs to be with your daughter at all times during trips to Europe and that will cover her for medical treatment in an emergency. There is no cost in obtaining this.



### Valid Passport

Your daughter's passport must have a 6 months valid date following the departure of a trip. Please check the date on the passport.

Please Note: Trips involve a huge amount of planning which takes time. In order to avoid any delays or difficulties due to missing paperwork and payment, we would be most grateful if you could ensure that deadlines are met for all trips as stated.

Payment and consent should be made via ParentPay. When you pay for the trip on ParentPay you will be required to tick the box to give consent for your daughter to join the trip. You will also need to fill in the notes section with an emergency contact number, and details of any medical conditions of which we should be aware. If you are unable to use ParentPay please contact Mrs Kennedy, our finance officer.

All school trips are subject to the school's Code of Conduct.

#### CODE OF CONDUCT FOR SCHOOL VISTS IN THE UK

The success of school visits is dependent on good relations and strict observance of the following code of conduct. Parents are asked to emphasise the need to abide by the code to ensure that all participants have an enjoyable time.

Students will be expected to:

- Behave responsibly and show consideration towards all members of the group and to other members of the public whether under direct staff supervision or not. This applied to the journeys as well as the time spent at the destination.
- Show responsibility towards the environment.
- Keep to the meeting times set by staff.
- Respond positively and promptly to any reasonable request by staff.
- Stay with the group unless given specific permission to leave by a member of staff.
- Immediately report problems of any nature to a member of staff especially cases of illness or accident.
- Use seatbelts and behave appropriately on any transport provided.
- Wear clothing appropriate to the weather and activity.
- Students are not permitted to smoke, buy or consume alcohol or drugs.

We will keep you informed of trips and visits that take place at the school via letter or schoolcomms – please ensure the main office has your up to date email contact to avoid any delays in communication.

## Subjects taught in Year 7

Teachers responsible for the various subjects describe what students can expect in the lessons.

### Art

Drawing and Painting:

- Linear drawing and line quality
- Tone and shading
- Drawing from observation
- Composition
- Colour theory, colour mixing and blending
- Mixing and applying paint
- Brush control



Sculpture:

- Designing using resources and imagination
- Presenting and annotating ideas
- Clay techniques including coiling, joining, slabbing, pinching.



### Design and Technology

Students will complete a series of tasks using a variety of materials.

#### Textiles

- Look at and develop an understanding of fibres and fabrics.
- They will learn how to become creative in the use of shape and colour and look at different methods used to apply designs to fabric.
- They will also look at the different use for fabric in society and how it is used in everyday life.

#### Food and Nutrition

- The importance of hygiene and health and safety when preparing and cooking food.
- They will develop their cooking skills using recipes that build on the skills learned in previous lessons.
- Students are expected to prepare and cook meals for their family, asking for feedback on how their food may be improved.

#### Resistant Materials

- Design and make a mobile phone holder using 2D Design, computer aided design (CAD), which will be shaped by the laser cutter, computer aided manufacture (CAM). The mobile phone holder incorporates an electronic circuit which illuminates when it gets dark.

## Drama

### “The 6 Swans”

- Grimms brothers Story covered in ‘chapter’ style across weekly lessons.
- Each lesson designed to introduce a basic performance skill such as freeze frames, role play, thought tracking and develop group work skills.
- Students have opportunity to begin considering basic character work.
- Opportunities to act and direct others.
- Stand alone lessons.

### “Storytelling”

- Use of fables and children’s stories to create original work.
- Building on the development of skills introduced in half term 1.
- Focus on the creation of atmosphere in performance.
- Stand alone lessons.

### “The Circus”

- Focus on mime work and creation of circus characters portrayed solely through physicality.
- Consideration of the use of music on performance.
- Development of a performance over a series of lessons.

### “The Tempest”

- Stand alone lessons.
- Creation of practical work using extracts of Shakespeare’s original text.
- Focus on comedy work and the creation of a range of characters.
- Consideration of Shakespeare’s original performance style.
- Work created over a series of lessons through understanding of plot and character.

### Styles

- Exploration of creating work in different styles.
- Using a range of stimuli such as ‘Advert’, ‘Film trailer’, ‘News report’.
- Opportunity to write original work for performance.
- Creation of tension and atmosphere, as appropriate.



## English

- In Year 7 English students will complete five units of work, developing their skills in Reading, Writing and Spoken Language in both class and homework activities.
- 'People' involves students introducing themselves as well as reading, writing and speaking about fictional characters and different admirable figures.  
We move from comprehension style questions to introducing more extended answers and essay writing in Reading work.  
Readathon week, reminding students of the importance of reading for pleasure and also raising money for charity, takes place at the end of the first half term.
- Poetry work focuses on different forms such as ballads and sonnets. Students are encouraged to be independent through writing their own poems and will complete a project, creating an anthology of their own and others' poems with commentaries on these.  
Next students study 'Underground to Canada', a novel set in 1800s America, discussing issues of slavery and injustice as well as exploring the writer's excellent storytelling techniques. Tasks include a comparative essay and writing a short story.  
Finally, we consider Shakespeare, introducing his life and theatre at the time whilst studying 'A Midsummer Night's Dream'. This also involves a trip to Stratford in June. In school, while focusing on understanding characters, themes and analysing techniques such as imagery, we try to include as many drama activities as we can.
- Throughout the year, each class teacher will identify a lesson per fortnight for 'Enrichment' when the form will have time for private reading and developing vocabulary and spelling through weekly WOW words.

## Geography

- Investigate a range of places around the world and think about how other people live.
- How the environment can affect people and the ways in which people can affect the environment.
- The Olympics Legacy,
- Weather and climate
- Your local area,
- Electronic mapping software and Geographic Information Systems.

## History

- **What is History?**
- How did Medieval Monarchs keep control?
- How did the Medieval Church affect the lives of ordinary people?
- How hard was life for medieval people in town and country?
- Why did the peasants revolt?

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## Computing

### Topic 1 – Intro to Camp Hill Systems

- School network rules; Use of school email; Use of Moodle

### Topic 2 – Touch-typing

- Different keyboard layouts (e.g. Dvorak, AZERTY)

### Topic 3 – Spreadsheets & modelling

- Be able to explain what a model is and why modelling is useful.
- Spreadsheet skills including:
- Identifying where labels, values & formulas are
- Changing cell data type (e.g. from number to currency)
- replication,
- simple functions (SUM, MIN, MAX, AVERAGE),
- more complex functions (being able to use IF; being aware of COUNT & RANK functions;
- goal seek;
- relative & absolute cell references.

### Topic 4 – Flowcharting/Logicator (Control)

- Be able to define 'control' in an ICT sense, and give advantages, disadvantages and real-life examples of where it is used
- Be able to draw/describe the input-process-output model and name some input and output devices
- Be able to draw and understand flowcharts, correctly using decision diamonds
- Be able to define feedback and give an example
- Be able to describe the use of subroutines, and why this is useful
- Vocabulary including: iteration/loop; IF statement & idea of selection; variable; subroutine;
- flowchart; sequence; input; output.
- Be able to understand the usefulness of variables when used to count things (e.g. the carpark exercise)
- Be able to describe at least one example of where the use of computer technology has changed the way people lead their lives

### Topic 5 – Databases

- Be able to select appropriate data types for fields
- Understand the purpose of tables, queries, forms and reports
- Be able to create simple queries, and complex queries (those using both AND or OR)
- Understand types of validation and how to create validation rules
- Vocabulary including: field; record; validation; form; table; report; query; verification; primary key

### Topic 6 - Binary

- To understand terms such as binary, denary, bit, byte & nibble
- To know and be able to use the common computer prefixes kilo-, mega-, giga- & tera- as related to bytes (it is acceptable to use this as multiples of 1000 or of 1024)
- To be able to convert between denary & binary (in either direction)

## Languages

Students in Year 7 will study either French, German or Spanish for two hours every week with an additional hour of Latin every fortnight.

- Language skills: listening, speaking, reading and writing.
- We will be watching authentic language videos, learning songs, reading poems and short pieces of prose, playing language games, spelling bees, role plays and small group discussions.
- Students will be learning about the culture and traditions of the country/countries of their language of study. Typical topics of study in Year 7 are family, home life, hobbies, school and holidays.

## Mathematics

Integers and Decimals and number properties

The History of Mathematics

Sequences

Fractions, Decimals and Percentages

Mathematics in Culture

Transformations and Symmetry and Properties of Shapes

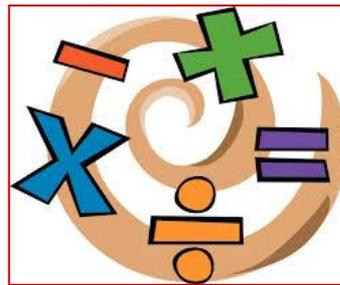
Representing and Interpreting Data

Expressions, Equations and Formulae

Probability

Rounding and Units

Equations and Formulas



## Music

Year 7 Music lessons look at:

Rhythm: Function of notes, rhythm styles, e.g. basic rock.

Melody: Major and minor keys.

Form: e.g. binary, ternary.

Harmony: Tones and chords.

History of Music: Medieval to current day.

Programme Music: Instruments and roles in an orchestra, sound effects and incidental music.

All Year 7 to Year 9 girls have the opportunity to sing and play instruments in their weekly class music lessons. Every lesson features LISTENING, PERFORMING and COMPOSING with group practical work using classroom percussion and keyboards.

**INSTRUMENTAL TUITION** is provided by a team of fourteen specialist instrumental teachers who give weekly individual or paired lessons at a subsidised cost of £90 per term. Lessons operate on a rota basis and some take place before or after school. Tuition is offered in: **STRINGS /GUITAR /WOODWIND /BRASS /PERCUSSION and VOICE**. Piano is not offered although girls will get plenty of opportunity in class to develop keyboard skills through their practical work.

We will also in most cases be able to lend students an instrument while they are taking lessons in School. Pupil Premium Students do not have to pay for lessons.

It is usually possible for year 7 girls to continue instrumental tuition from their primary school depending upon demand. It is sometimes possible for Year 7 girls to begin an instrument, but priority is given to those who would not otherwise be learning an instrument out of school. The School runs an Instrument Purchase Scheme where parents can take advantage of reduced rates for buying instruments. Please contact the office for further details.

**EXTRA-CURRICULAR MUSIC** thrives at Camp Hill with numerous ensembles meeting each week, many in collaboration with Camp Hill Boys' School. Those receiving subsidised instrumental tuition are automatically placed in an ensemble suiting their ability as follows:

Beginner-grade 3	STRING ORCHESTRA	TRAINING WIND BAND
Grade 4/5	INTERMEDIATE ORCHESTRA	INTERMEDIATE WIND BAND
Grade 6+	CONCERT ORCHESTRA	CONCERT BAND

There are many other small ensembles rehearsing each week such as Guitar Ensemble, Flute Choir, Clarinet Ensemble, Saxophone Ensemble, Horn ensemble, Brass Ensemble, Lower Strings Ensemble, Double Reed Ensemble, Wind Quintet and String Quartets (Senior and Intermediate) and Show Choir. These ensembles are coached by specialists and achieve high standards of music making.

## Physical Education

Physical Education is a unique medium through which pupils can be provided with the opportunity to develop physically, socially, emotionally, and cognitively. Physical Education forms an integral part of the whole School curriculum.

The department aims to:

- Encourage participation and commitment
- Motivate pupils at whatever level they aspire to and are capable of
- Develop an interest in Physical Education that will last beyond school
- Develop an awareness of maintaining good health at all times.

- Develop confidence and ability in a range of physical skills and activities in an enjoyable environment
- Teach co-operation with others through the development of social skills
- Encourage competition within rules of fair play
- Encourage the acceptance of victory and defeat with equal dignity
- Value the contribution that PE has on health, well-being and lifestyle
- Develop awareness of safety codes.
- Encourage participation in Physical Activity

## PHSE

Year 7 have one lesson a week with Miss Meredith and cover the following modules:

- 
- Getting to know you
- Residential
- Voting and elections
- Relationships
- Bullying (including cyberbullying and use of social media)
- Smoking
- Alcohol Use
- Revision and Exam preparation
- First Aid
- British Values

## Religious Studies

The Religious Studies department follows the Walsall Agreed Syllabus. We assess students' progress using the nationally agreed attainment targets:

**Attainment Target 1:** Learning about religion.

**Attainment Target 2:** Learning from religion.

The Year 7 units of work allow us to introduce students to religious, philosophical and ethical questions which are required throughout the study of Religious Studies in all key stages.

The topics include an introduction to Religious Studies, looking at beliefs and ultimate questions. We study a range of different beliefs about God in the topic "Where do we look for God"? We study two world religions Christianity and Hinduism, and explore the idea of what means to belong to these faith communities in today's world. We will take students on a visit to a local place of worship in order to enhance their understanding.

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## Science

### BIOLOGY

- *Adaptations in plants and animals* - This topic includes students completing their own research and using practical work to investigate cooling in different animals and animal behaviour. Students will practice collecting, presenting and analysing experimental data
- *Classification of animals and plants* - Students will learn how to classify animals and plants and so some research on the classification of an animal and plant of their choice. They will learn how to use identification keys and make observations about different leaves in order to design their own identification key.
- *Reproduction in Animals and Plants* - Students will complete some research about the reproduction strategy of an animal or plant of their choice. They will learn about different reproductive strategies and concentrate on reproduction in flowering plants and humans. The latter includes lessons on the menstrual cycle, pregnancy and development of the foetus. The topic finishes with a debate about the use of IVF, commercial surrogacy and saviour siblings.
- *Variation and Inheritance* - Students investigate variation in living organisms, including themselves, and learn how to collect and present the data. They learn about the basics of DNA and how characteristics are inherited.
- *Evolution and Natural Selection* - Students apply their knowledge of reproduction, adaptation, variation and inheritance to learn about Evolution and Darwin's ideas of Natural Selection. Students will complete research about Darwin's life and his evidence for evolution and they will finish the topic with a debate about evolution and the evidence for and against Darwin's ideas.

The End of Year exam will be based on the first three topics and will also assess students' ability to process, present and analyse data, and will also assess their ability to write scientifically in an extended writing question.

### CHEMISTRY

During their chemistry sessions, Year 7 students cover a number of key topics which underpin the subject. Alongside these ideas, we focus on developing the essential skills for working as a scientist. This includes planning and carrying out practical work and casting a critical eye over the data they have gathered.

**Topic 1 – Laboratory Skills**

- Working safely in a lab
- Drawing scientific diagrams
- Taking measurements and recording results
- Presenting results using graphs

**Topic 2 – Particles**

- Particle Model
- Solids, liquids and gases
- Changes of state
- Diffusion

**Topic 3 – Separating mixtures**

- Dissolving
- Solution
- Chromatography
- Distillation

**Topic 4 - Acids and Alkalis**

- What is an acid?
- What is an alkali?
- Neutralisation

**PHYSICS****Electricity and Magnetism**

- Identify common circuit symbols: explain how to fix a broken circuit.
- Construct and modify series and parallel circuits, describe the advantages and disadvantages of using parallel and series circuits
- Make a series of observations about series and parallel circuits
- Give a definition for current, describe how to measure current, identify symbol and unit; definition for Voltage, describe how to measure voltage.
- Use understanding of series and parallel circuits to predict the size of current and Voltage in different circuits
- Law of magnetism: explain a why a compass works; investigate the factors that affect the strength of an electromagnet
- Draw the shape of magnetic field lines
- Investigate the magnetic field around a current carrying wire or coil using a plotting compass and use this to draw the magnetic field lines around a current carrying wire or coil

**Energy**

- Recognise that energy is needed to make things happen; how energy is transferred
- Describe how energy can be stored in food, fuels and electrical cells; describe how electricity transfers energy
- Recognise that all living things need energy; recognise that the joule is the unit of energy
- Recognise that quantitative measurements of energy are needed to inform decisions
- Energy storage and generation.
- Describe how the use of fossil fuels contributes to global warming; recognise that there is a finite limit to fossil fuel resources

### Forces

- Recognise some simple forces.; identify the direction forces act in
- Describe how forces cause objects to speed up and slow down; explain why friction occurs and how to reduce it.
- Explain floating and sinking; materials have different densities
- Calculate the weight, mass or gravity of objects from data given about one or two of the variables
- Use graphs to draw conclusions
- Describe speed in terms of distance covered in a certain time; plot and interpret simple distance–time graphs showing average speed
- Explain how resultant forces can change the speed and direction of an object

### Space

- Describe the direction of a) the Sun across the sky and b) the Earth’s rotation
- Give the name given to our bit of space
- A labelled diagram and description of the Sun, 8 planets and asteroid belt
- Explanation of a solar eclipse and lunar eclipses and their frequency
- Describe the Composition and orbit of comets
- Give the definition of a satellite
- Height, track / direction, orbit time and uses for a) geostationary satellite, and b) polar orbiting satellite
- Global Positioning Systems (GPS)
- International Space Station (ISS)
- Space telescopes
- Definition of a galaxy and facts about our galaxy
- Facts about the Universe
- The Big Bang Theory

## Facilities

The School is very well equipped and comprises:

Eleven well-equipped, purpose built **Science Laboratories**.

Two **Computer Suites**

The **Library** is open to all students all day, 8.15 a.m. to 4.00p.m. (4.30 p.m. on Tuesday and Thursday). DVDs can be borrowed, as well as fiction and non-fiction books. The library subscribes to a daily newspaper and to magazines for a number of curriculum subjects. Photocopying can be done in the Library.

**Art Studio and Design and Technology rooms** have a range of facilities and equipment. The **Food Room** is our practical teaching kitchen.

**Drama Studio** gives opportunities for all girls to use it for extra-curricular drama, such as through Junior Drama Club. The drama studio has its own sound and lighting sets.

**Sports Hall** is shared with Camp Hill Boys, contains six badminton courts, indoor cricket nets, basketball rings, a netball court and indoor hockey area as well as a dance studio and fitness room. The changing rooms have individual shower cubicles

The **swimming pool** 25m in length and Year 7 have half term of swimming lessons in both the autumn and spring terms.

**School Office (Reception)** is open from 8.30am and 5.00pm to deal with queries from students, parents and other visitors.

**Music** has a purpose built block next to the Sixth Form Centre with two class rooms, and three practice rooms.

## Extra Curricular Activities

Camp Hill Girls offers a wide range of lunchtime and after school activities. This is a list of some which have happened 2016-17.

- |  |                         |                                   |
|--|-------------------------|-----------------------------------|
| • Show Choir                           | • Maths Club            | • Hockey                          |
| • Junior Strings                       | • ICT                   | • Netball                         |
| • Junior/Intermediate/Senior Orchestra | • Reading Club          | • Tennis                          |
| • Training Orchestras                  | • Christian Union       | • Athletics both indoor & outdoor |
| • Concert Band                         | • Islamic Society       | • Rounders                        |
| • Flute Choir                          | • Hindu Society         | • Trampolining                    |
| • Clarinet Ensemble                    | • Creative Writing Club |                                   |
| • Training windband                    | • Manga & Anime         |                                   |
| • Training strings                     | • Swimming              |                                   |
| • Junior Drama                         | • Charity Dance Shows   |                                   |
| • Junior Debating                      | • Aerobics              |                                   |
| • Dance                                | • Cross Country         |                                   |
|  | • Fitness               |                                   |



## Uniform Checklist

**Skirts** - Box pleated navy skirt with the school emblem just below the waistband. Skirts must be knee length or just below.

**Trousers** - Plain navy blue trousers purchased from our suppliers can be worn as an alternative.

**Blouses** - These are fitted blouses in pale blue with an embroidered school badge on the collar and are designed to be worn outside the skirt or trousers. Clive Marks and Early Years are the only suppliers of this style which does not show beneath the school jumper if worn. In cold weather T-shirts should not be worn under the shirt if visible at the neck.

**Blazer** - A navy blazer with the school badge must be worn at all times in school.

**Jumper (optional)** - A navy blue, long sleeved, V-necked sweater with the school badge may be worn under the blazer for extra warmth travelling to and from school, and at recess and lunchtime.

**Headscarf (optional)** - Many Muslim students choose to wear a headscarf. This must be plain navy. Headscarves must be securely tied especially for Science and D and T. They **must be** removed for P.E. lessons – a specialist sports head covering can be worn, please check with Miss Meredith if there are concerns.

**Coat** - must be plain navy or black (students should not wear denim).

A navy fleece jacket available from suppliers is one option. One type is a reversible jacket which is a navy waterproof on one side. Most suppliers have the school badge embroidered on one side. A navy plastic raincoat or lightweight cagoule is useful in wet weather and for taking on trips. A scarf and hat may be worn in cold weather.

**School Bag** - Many students have a rucksack type bag which is easier to carry, but any style and colour is acceptable providing they are strong and large enough to carry on average, four exercise books and textbooks (approx. A4), pencil case and planner.

**Science and Art overall** - which should be of non-flammable material to cover the whole length of skirt and sleeves. The overall may be blue or green.

**Cream craft apron** - for design and technology. A clean apron for dealing with food in technology will occasionally be needed.

### P.E. Kit

- Light blue and navy t-shirt with embroidered school badge.
- Light blue and navy long-sleeved over layer.
- A navy skirt – optional.

- Navy tracksuit trousers with embroidered school badge – optional.
- Navy long hockey/football socks.
- Football/hockey boots with studs or blades.
- Trainers.
- White ankle or trainer socks.
- Shin pads for hockey/football.
- Gumshield for hockey.
- Plain one-piece navy swimsuit or long-sleeved black swimsuit/bodysuit.
- Plain navy swimming cap.
- Navy long sleeved base layer with school name – optional.
- Navy waterproof jacket with school badge and school name – optional.
- Navy sports hijab with sky blue trim – optional.
- Navy leggings with school name (must be worn under the skort) – optional.

### PE Lessons

To clarify, here are some examples of the combinations that can be worn for PE lessons:

#### For the lower body

Choose one combination:

- Long navy leggings underneath navy skort.
- Tracksuit trousers.
- Navy skort.

#### For the upper body

There are many combinations to account for when the weather becomes gradually colder and wetter:

- Light blue and navy t-shirt.
- Light blue and navy t-shirt, with light blue and navy concept/ over layer.
- Navy base layer, underneath the light blue and navy t-shirt.
- Navy base layer, underneath the light blue and navy t-shirt, with light blue and navy concept-over layer.
- Navy base layer underneath the light blue and navy t-shirt, with light blue and navy concept/over layer, with the waterproof jacket.

**Shoes and socks** - Shoes must be plain black, brown or navy blue and the heel height should not exceed four centimetres. Shoes must give adequate support to cope with the movement around school and should be leather or leather effect and not canvas. Boots or ankle boots of any sort are not allowed. Some girls develop podiatry problems and footwear has to be adapted. Should this happen, please supply a covering letter from the doctor.

Socks or tights must be worn. Socks must be navy or black ankle or knee length; tights must be **plain** flesh coloured, navy or black. No patterns please.

In wet or snowy weather, outdoor footwear may need to be changed on arrival at school. No boots or trainers are to be worn around school.

**School equipment** – Students will also be required to have the following supplies:

- A pen and spare cartridge for ink; a pencil; a ruler; an eraser.
- Coloured pencils/pens.
- For maths lessons: a geometry set including protractor and compasses, and Casio FX83GT Plus (or similar scientific calculator).
- Art supplies – HB, 2B, 4B pencils and putty rubber.

**Naming items** - All items of uniform/ equipment **must be clearly marked** so that they can be returned if they are lost.

## Personal Appearance

**Hair** - Hair must be kept off the face and long hair must be tied back during science, technology and PE. Hair bands, ribbons or slides in plain navy may be worn. Some students have highlights or experiment with hair dye. This is acceptable providing the colours are natural, i.e. brown, black, blonde or chestnut. Extremes of colour **are not** acceptable in school and neither are extremes of hairstyle e.g. shaved.

**Make-up** - Students in the main school are not allowed to wear obvious make – up or coloured nail varnish. If they do they will be asked to remove it.

**Jewellery** - Students are only allowed to wear a watch and **one** pair of plain gold or silver stud earrings. Pendants or bracelets of religious significance should not be in view. All jewellery must be removed for P.E. lessons.

We **do not permit** any visible form of body piercing including spacers in the earlobe.

### Camp Hill Girls School Shop

The School Shop offers personalised stationery with the school name, and books relevant for students throughout their years at Camp Hill.

The Essentials:

- Eraser, HB Pencil, Pen, Ruler 15cm and 30cm

For Maths lessons:

- Casio FX83GT Plus calculator (personalised with school and student name)
- Oxford Maths Geometry Set - 10 pieces

Oxford English Books:

- Oxford Dictionary; Thesaurus; Spelling, Punctuation & Grammar Dictionary;
- Illustrated Shakespeare Dictionary

Modern Foreign Languages:

- Oxford Learners: French; German; Spanish

To place an order please contact Mrs Gahir - Fundraising, Marketing & Communications Manager, email: [a.gahir@kechg.org.uk](mailto:a.gahir@kechg.org.uk) or telephone 0121 441 6643.

### Public Transport to Camp Hill

As well as the Green Bus, many of our students travel to School using public buses. Popular routes are:

- 11A Outer Circle:** serves Acocks Green, Ward End, Erdington, Perry Barr, Bearwood, Harborne, Selly Oak, Bournville, Cotteridge
- 11C Outer Circle:** serves, Acocks Green, Cotteridge, Harborne, Bearwood, Erdington
- 18 Yardley Wood – Bartley Green** comes within  $\frac{3}{4}$  mile of the school.  
Serves: Yardley Wood, Kings Norton, Cotteridge, Northfield, Bangham Pit
- 27 Parsons Hill – Kings Heath:** serves Yardley Wood, Kings Heath, Bournville, Northfield, West Heath
- 35 City Centre – Pool Farm:** serves Balsall Heath, Moseley, Kings Heath, Brandwood, Pool Farm, Northfield, West Heath
- 50 City Centre – Druids Heath:** serves Balsall Heath, Moseley, Maypole, Druids Heath
- 76 Solihull – University Station :** serves Solihull, Shirley, Hall Green, Yardley Wood, Kings Heaths, Selly Oak