



HARROW
INTERNATIONAL SCHOOL
HONG KONG

Information to Candidates:
Appointments for August 2017

Supplement: The Lower School



THE LOWER SCHOOL

The Lower School encompasses our Early Years Centre and the Pre-Prep School from Y1 to Y5. Currently, there are two K1 and three K2 classes in the Early Years, and alternate year groups of 3-form and 4-form entry in Pre-Prep. Each class has a high adult to student ratio: K1 classes are 16 students at maximum, with a Class Teacher and Teaching Assistant (16 students maximum); K2 classes are 18 maximum; Y1 and Y2 classes have a maximum 22 of students with a Class Teacher and Teaching Assistant, and Y3, Y4 and Y5 classes are a maximum of 24 students. As of August 2015, the Lower School student roll is 480.

Early Years (K1 and K2)

K1 and K2 classrooms are well resourced to support curriculum delivery and have their own Interactive Whiteboard and mini-suite of computers. The Early Years Centre boasts a generously proportioned outside terrace that gives every class instant access to the outdoors. A variety of sand and water play resources are available for the students to use, as well as large construction equipment and tricycles. Early Years students also have easy access a shared adventure playground facility and can enjoy whole School facilities such as the astro-turf and swimming pool.



Early Years runs from Monday to Friday, with each day beginning at 8.15am and finishing at 2.00pm. Lunch is provided in the Early Years Dining Room where children sit and eat together with their Class Teachers and Teaching Assistants. Snacks and drinks are also provided during the day.

Early Years classes follow the seven key subject areas of the 'Early Years Foundation Stage' (EYFS) Curriculum 2015. Literacy, Phonics and Maths are taught every day and equal weighting is given to other areas across the timetable. The Class Teacher delivers the vast majority of the curriculum; however, the children also benefit from specialist Music lessons and swimming coaching.

The Early Years Centre recognises that every child is a competent learner who can be resilient, capable, confident and self-assured. They have developed a carefully planned curriculum that helps children to develop their intellectual, physical, social and emotional abilities and encourages them to take part in activities that build on and extend their interests in our unique 'Harrow' and 'International' context.

We know that children develop in individual ways and at varying rates. We have adopted a range of approaches across our K1 and K2 classes which are designed to provide first-hand experiences, clear explanations and extend and develop play; ultimately helping the children achieve the Early Learning Goals. This is monitored carefully and shared with parents at parent meetings, reports and through learning journeys. Intervention is put into place where appropriate to ensure that every child is included and the Individual Needs Coordinator is available to offer advice and support.

The Early Years team aims to develop caring, respectful, professional relationships with the children and their families. It welcomes parents at the beginning and end of every day to drop and collect their children, and see this as an opportunity to discuss each child's experiences informally. Communication between home and the School is clear, and opportunities to volunteer in school,

regular special events for parents and an open door policy encourage parents to play a full part in their child's Early Years education.

The experiences in Early Years provide students with solid foundations in readiness for their transition to Y1 in the Pre-Prep School, enabling them to explore in a safe, secure and stimulating environment and sewing the seeds for development of the *Leadership for a better world* attributes.



Pre-Prep School (Years 1 to 5)

Class Teachers create a smooth transition for all students entering Year 1 of the Pre-Prep School from their Early Years setting, to ensure they feel secure and confident in their learning environment. Each Pre-Prep classroom has its own Interactive Whiteboard and mini-suite of computers with a wide variety of educational resources that support the delivery of the curriculum. Y1 classrooms have access to an outdoor terrace as well as ample opportunity for child initiated learning through play.

Pre-Prep students experience a more formal structure to the day with discrete subject lessons, an increased number of specialist teachers and a diverse extra-curricular programme, fully integrated into the day and led by Class Teachers, specialist Music, Physical Education and Languages teachers as well as external providers. There is a dedicated Pre-Prep ICT suite, Music room and Art area. In addition to this, each Pre-Prep floor boasts a generous shared area, which allows entire year groups to collaborate and work in a variety of challenging ways. The design and layout of the shared areas changes with the Theme being studied each half term and students, staff and parents are involved in developing these learning spaces; creating a real sense of ownership. Pre-Prep students also have access to whole School facilities such as the astro-turf, sports hall and pool.

The Pre-Prep day is a full programme from Monday to Friday and begins at 8.15am and finishes at 3.50pm. The day is interspersed with regular breaks and opportunities for students to interact and socialise. Lunch at school is provided and the students sit in class tables under the supervision of Class Teachers; there is also a mid-morning and afternoon snack.



The Pre-Prep curriculum follows the National Curriculum (2014) of England and Wales, while taking into consideration the School's unique place in Hong Kong, upholding elements of the philosophy,

practice and tradition of Harrow School in the UK, and aiming to providing a solid foundation for progress into the Upper School and beyond.

The year is divided into six half termly 'Themes' that drive the focus of the curriculum, the vast majority of which is taught by the Class Teacher. Literacy and Mathematics are taught both as discrete subjects and as cross-curricular linked units to the half termly Theme work. Each class in the Pre-Prep also receives specialist teaching in Music, Physical Education, Swimming, Chinese and a further language option of Chinese, French or Spanish.

Students also have a weekly scheduled visit to the Library & Learning Lounge: every other week. the visit includes an Information Literacy Skills lesson. The focus of the lessons is to ensure that students are able to search for and locate books of their choice and can access online resources for academic purposes as well as personal enjoyment. There is also a Lower School Book Week, which includes a variety of activities and visitors designed to generate enthusiasm about books and reading.

Leadership in Action programme

The aim of the programme is to ensure that students engage in a breadth of activities, which meet the Leadership in Action themes: service, charity, teamwork, leadership, creative expression and challenge. In the timetabled extra-curricular (ECA) programme, all students in the Pre-Prep School take part in the Core Sports programme throughout the year run by specialist PE staff supported by Class Teachers. It covers a range of sports and skills, and builds up towards playing competitive sport against other schools in Hong Kong.

Students in Pre-Prep may also select additional extra-curricular activities each week from a vast range of other choices, including Origami, Baking, Choir, Orchestra, Orienteering, Battle of the Books, Tournaments of the Mind, Photography, Formula One Design, Calligraphy, Scottish Dancing, Futsal, and Invasion Games. In addition, after school on Wednesdays, selected children from Year 4 and Year 5 are invited to take part in activities in the enrichment programme, which focus on developing talent and facilitating the sustained activity necessary for acquisition of high-level skills. Harrow Hong Kong prides itself on its full and enriching ECA programme, and Class Teachers are asked to run activities in which they have some expertise and/or genuine interest. ECAs are not an add-on to the day; they are an intrinsic part of the curriculum.



Students in Y1 to Y5 are encouraged to participate in Expeditions Week during the Autumn Term: Y1 and Y2 students have a 'Sleepover' at the School; and Y3, Y4 and Y5 spend between one and three nights away on expeditions in various locations around Hong Kong.



Pastoral Care

The Class Teacher is the focus for pastoral care in the Lower School, throughout which there is a strong emphasis on promoting good behaviour for learning and for creating a supportive community. A clear system of rewards and sanctions enables our students to take a greater role in their own personal organisation and independence. There is also a fledgling House system in the Pre-Prep School to help students prepare for their move to the Prep School House system in Year 6.

Students also follow the *Facing Challenges* programme, a whole School bespoke personal, social and health education programme that, in an age-appropriate way, encourages the development of resilient students, who adopt a positive, solution-focussed approach to any challenge. It runs from K1 through to Y5 in the Lower School and follows six themes, over six half terms, which support the School's six leadership attributes. Topics covered include collaboration, problem solving, positive contributions, compassion, facing challenges and making choices.



Teachers communicate daily with parents through School Diaries and via email. Each class elects a Parent Representative on the Lower School Class Parent Committee who meet regularly with the Head and Deputy Head of Lower School. Parents are tremendously supportive of the School and often come in to help with areas such as listening to children reading, practising times-tables, decorating shared areas to support a theme and organising Christmas or Chinese New Year craft carousels.

Teachers of the older Pre-Prep Students understand the importance of ensuring that they are fully prepared for life in the Prep School. Elements of Prep School routines and expectations are introduced in the latter part of Y5. This includes more independence in their learning and getting themselves to lessons around the School campus. They are also introduced to the boarding life of the school, should they wish to become boarders from Y6.

Leadership

At the start of each academic year, elections are held in each class from Y1 to Y5, for a representative to sit on the Lower School Student Leadership Council. This group meets regularly to discuss ways of improving the experience in the Lower School for all students. The class rep is changed each term to allow more opportunities to share the role and have a voice.



MANAGEMENT

The Deputy Head reports directly to the Head Master for the effective management and efficient administration of the day-to-day running of the whole School, and coordinates the Upper School and Lower School Senior Leadership teams. The current Lower School management structure includes:

Head of Lower School

The Head of the Lower School reports directly to the Head Master on all aspects of teaching and learning and pastoral care in the Lower School. This involves working closely with the Deputy Head of Lower School, Year Leaders, Curriculum Coordinators and the Individual Needs Coordinator. The Head of Lower School provides strategic direction and leadership to ensure high expectations in teaching and learning, pastoral care and discipline and extra-curricular activities are achieved across the Lower School. The Head of Lower School is part of the whole school SLT.

Deputy Head of Lower School

The Deputy Head of Lower School reports directly to the Head of Lower School on all aspects of teaching and learning and pastoral care in the Lower School, and has specific responsibility for the line management in and day-to-day running of the Early Years Centre. The Deputy Head of Lower School is the primary point of contact regarding the extra-curricular activities and expeditions that take place in Pre-Prep and line manages the Teaching Assistants throughout the Lower School. The Deputy Head of Lower School is part of the whole school SLT.

Pre-Prep School Year Leaders

Year Leaders report directly to the Head of Lower School on all aspects of teaching and learning and pastoral care. They oversee the day-to-day operation of their year group and liaise with Curriculum Coordinators and the Individual Needs Coordinator to ensure the curriculum is relevant and challenging.

Curriculum Coordinators

Curriculum Coordinators for Literacy, Mathematics, ICT, Theme and Extra-Curricular Activities report directly to the Head of Lower School on all aspects of teaching and learning in their subject area. They liaise frequently with Year Leaders and Class Teachers to ensure that high standards are embedded in practise. They monitor standards horizontally across year groups and vertically to ensure continuity and progression.

WHOLE SCHOOL SPECIALIST STAFF

The Pastoral Support Committee is chaired by the Director of Pastoral Care & Boarding and coordinates specialist pastoral support for students through a number of key personnel who have whole School roles:

Individual Needs Coordinator (IN)

The whole School IN Coordinator reports directly to the Head of Lower School on all matters relating to the individual needs of students within the Lower School. There is frequent liaison with Lower School Class Teachers to ensure that targeted intervention is initiated, maintained and monitored for students who may require additional support. This could be for students who need targeted support in order to access an element of the curriculum or students who require enrichment and extension. There is also a dedicated Lower School IN Teaching Assistant.

The English for Academic Purposes (EAP) Coordinator

The EAP Coordinator reports directly to the Head of Lower School on all matters relating to the EAP needs of students within the Lower School. The aim of the EAP programme is to promote an inclusive ethos throughout the School community for targeted students speaking English as an additional language, and raising the standards of teaching, learning and attainment in the EAP programme. There is also a dedicated Lower School EAP Teaching Assistant.

School Psychologist

The School Psychologist works collaboratively with students, staff and parents in the School community to develop the essential social-emotional competencies in students at Harrow Hong Kong that will support the School's vision statement *Leadership for a better world*.