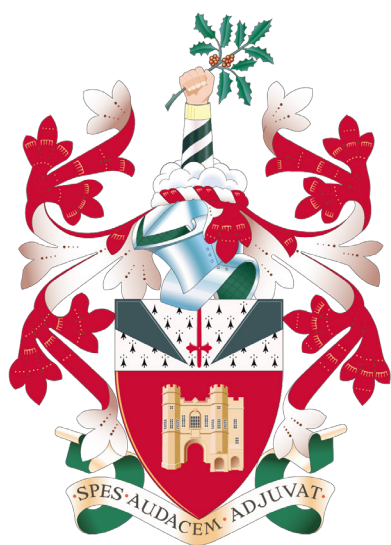


Lady Eleanor Holles International School Foshan

Parent Handbook 2022 / 2023



Hope Favours the Bold



LEH

INTERNATIONAL SCHOOL
FOSHAN

佛山市霍利斯外籍人员子女学校

Hope Favours the Bold

Headteacher

Welcome Message



I am delighted to welcome you to Lady Eleanor Holles International School Foshan, an exceptional British curriculum day and boarding school located in the dynamic city in the centre of the Greater Bay Area, catering for boys and girls from 8 to 18 years old.

LEH Foshan was founded on the blueprint of one of England's oldest and pioneering schools with a history of 300 years. We are devoted to emulating the legacy of LEH London by offering a holistic education to all our students, giving them both physical and emotional space to express themselves.

The quality, experience and commitment of a teacher is the single most important factor in the academic success of any student. Our teaching staff are recruited from leading schools around the world and bring maturity and dynamism to the classroom.

Through a well-balanced academic curriculum and a plethora of extra school activities, the school encourages students to grow into dynamic young adults, fearless in their outlook, and helps them to be world-ready and future-ready.

You can read more about the ethos, values and procedures of the school in this handbook and understand how you can better support your child(ren)'s development as a parent.

My colleagues and I are here to answer any questions you may have.

A handwritten signature in black ink, which appears to read 'J Arden'.

Mrs Jane Arden

Headteacher

Introduction

The purpose of this handbook is to introduce the routines and procedures in place at LEH International School Foshan. Please read it carefully before the beginning of school year and use it as a reference throughout the year.

Please note that occasionally our routines and procedures can change during the course of the year and we will inform parents of such changes in advance.

School Mission and Ethos

Our Mission

LEH Foshan nurtures remarkable young men and women.

LEH Foshan is an outstanding school where each student's happiness, well-being and success is paramount. By focusing on the individual, we aim to instil into each and every student the belief that they are capable of achieving anything.

Our Ethos

LEH Foshan is a school full of opportunity, challenge and friendship; a place to take risks and become bold; a place to discover passions, talents and yourself; a place that nurtures remarkable young adults. Our goal is that LEH students become expert learners, unafraid to tackle new and challenging ideas, prepared to take risks, and able to move on positively.

We encourage our students:

- to be exactly who they are, whatever their current interests or future aspirations.
- to benefit from the warmth, respect, and support of the entire School community as they stretch themselves to become their best, most confident selves, as students, and as citizens of the world.
- to have the freedom to experiment, express opinions, explore and take on new challenges.
- to be supported by strong role models and inspired by their peers.
- to find confidence and strength, and acquire and build the skills they need to succeed throughout their lives.



School Values

At LEH Foshan, we believe that it is not only the academics that help children thrive but the investment in the “whole child”. That is why we have designed eight competencies, skills and attitudes to assist our students to survive and thrive in the modern world. They are Creativity, Craftsmanship, Collaboration, Commitment, Confidence, Curiosity, Communication and Compassion, which we normally referred as the “8Cs”.

These ideas will permeate every aspect of our education, starting from the student's first step into school and continuing until they graduate and become young, responsible adults.

Compassion

To motivate students to be caring and empathetic to others and the world in which we live.



Craftsmanship

Strive for personal excellence through engagement, exploration and self-expression and be open and receptive to new influences and experiences.

Creativity

To use imagination to develop original ideas and explore the world through a range of lenses and to make it a more colorful and accessible place for all.

Communication

Communication is the key to understanding and being understood.



Collaboration

The willingness and enthusiasm to work with others, understanding that working together we can achieve so much more than we can on our own.



Confidence

Self-belief that enables students to confront anything they encounter with boldness. Learning from mistakes is part of the journey to building confidence.

Commitment

Working hard at everything we do, finishing tasks we start, particularly when our outcomes effect those of others.









Curiosity

A fascination with the world around us, the desire to develop a deeper understanding through asking questions and how we find our own unique place.

School Calendar

2022/2023

August 2022							September 2022							October 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
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														30	31					
November 2022							December 2022							January 2023						
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20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				
February 2023							March 2023							April 2023						
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May 2023							June 2023							July 2023						
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28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

 School Days	 School Holidays	 Staff Induction
 First Day of Term 1 / 2 / 3	 Chinese Public Holidays	 Staff Training Days

*Please note that school is closed both on School Holidays and Chinese Public Holidays.

Week A/B Rotation

Term 1		
Timetable Week	Dates	
A	31 August – 4 September	Year: 2022
B	5 – 9 September	
A	13 – 16 September	
B	19 – 23 September	
A	26 – 29 September	
A	10 – 14 October	
B	17 – 21 October	
A	24 – 28 October	
B	31 October – 4 November	
A	7 - 11 November	
B	15 - 18 November	
A	21 - 25 November	
B	28 November – 2 December	
A	5 - 9 December	
B	12 – 13 December	

Term 2		
Timetable Week	Dates	
A	28 – 30 December	Year: 2023
B	2 – 6 January	
A	9 – 13 January	
B	16 – 17 January	
B	2 – 3 February	
A	6 – 10 February	
B	13 – 17 February	
A	20 – 24 February	
B	27 February – 3 March	
A	6 - 10 March	
B	13 - 17 March	
A	20 - 24 March	
B	27 - 31 March	

Term 3		
Timetable Week	Dates	
A	11 – 14 April	Year: 2023
B	17 – 21 April	
A	24 – 28 April	
B	3 – 5 May	
A	8 – 12 May	
B	15 – 19 May	
A	22 – 26 May	
B	29 May – 2 June	
A	5 – 9 June	
B	12 – 16 June	
A	19 – 21 June	
B	26 – 29 June	



Daily Schedule

Prep School

Start	End	Activity	Location	Notes
7:00	-	Wake-up Call		
7:15	8:00	Breakfast	Dining Hall	Uniform
8:00	8:20	Registration	Classrooms	
8:20	9:20	Lesson 1	Classrooms	
9:20	10:20	Lesson 2	Classrooms	
10:20	10:50	Snack Break	Classrooms / Prep Lounge	
10:50	11:50	Lesson 3	Classrooms	
11:50	12:40	Lunch	Dining Hall	
12:40	13:40	Lesson 4	Classrooms	
13:40	14:40	Lesson 5	Classrooms	
14:40	15:40	Lesson 6	Classrooms	
15:40	16:00	Snack Break	Classrooms / Prep Lounge	
16:00	16:50	Activity 1	Various	
17:00	17:50	Activity 2	Various	
17:50	19:00	Supper	Dining Hall	Day Students' Dismissal (Reception)
19:00	20:00	Evening School	Student Apartment Common Room	
20:00	20:30	Free Time	Student Apartment	
20:30 or 21:00 Depends on students' age		Lights Out	Rooms	



Daily Schedule

Secondary School

Start	End	Activity	Location	Notes
7:00	-	Wake-up Call		
7:15	8:00	Breakfast	Dining Hall	Uniform
8:00	8:20	Registration	House Rooms / Form Tutor's Classroom	
8:20	9:20	Lesson 1	Classrooms	
9:20	10:20	Lesson 2	Classrooms	
10:20	10:50	Snack Break	House Rooms	
10:50	11:50	Lesson 3	Classrooms	
11:50	12:50	Lesson 4	Classrooms	
12:50	13:40	Lunch	Dining Hall	
13:40	14:40	Lesson 5	Classrooms	
14:40	15:40	Lesson 6	Classrooms	
15:40	16:00	Snack Break	House Rooms	
16:00	16:50	Activity 1	Various	
17:00	17:50	Activity 2	Various	
17:50	19:00	Supper	Dining Hall	Day Students' Dismissal (Reception)
19:00	21:00	Evening School	Student Apartment Common Room	
21:00	22:00	Free Time	Student Apartment	
21:30 or 22:00 Depends on students' age		Lights Out	Rooms	



Access to School

School Hours

School's main entrance is open from 7:20am to 6:30pm on school days. Students and parents should only use the main entrance during these times. Out of these times, students and parents should use the North-West Gate instead.

Students entering school via the North-West Gate should always sign in by scanning the Sign-in code, so that school staff can be made aware of their arrival at school. If students do not have a mobile phone, parents should support with the procedure.

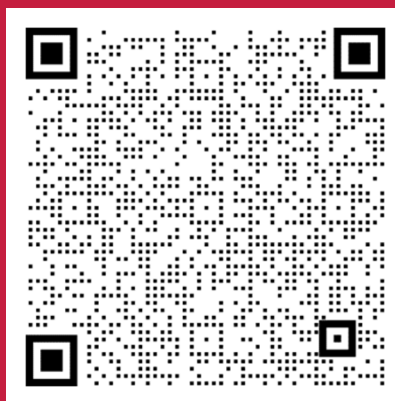
In any circumstance when parents are not able to pick up a child in person, please inform school at least 30 minutes before the pick-up time, with the details of the person's full name, contact number and car plate number. This authorised person will also need to bring his/her ID card and register at Reception before picking up the student.

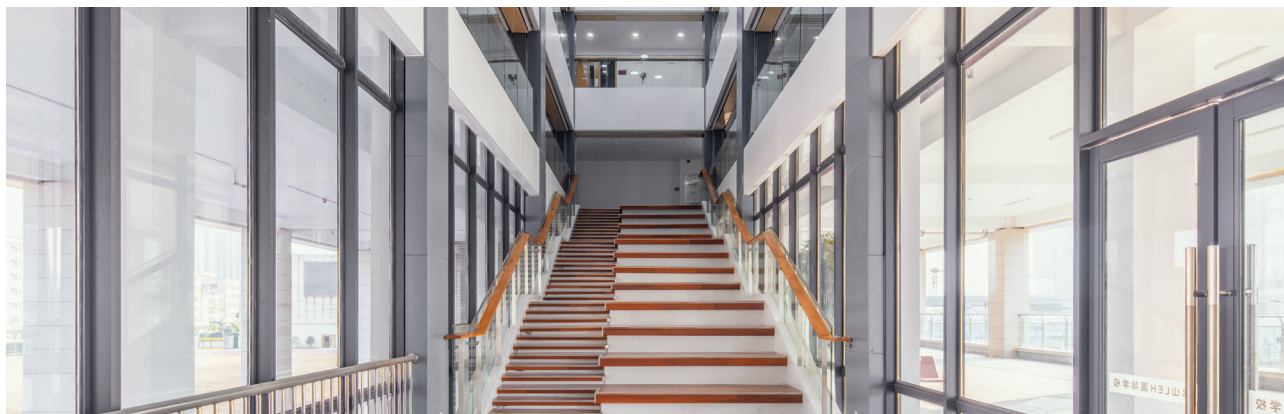
Student Absence and Punctuality

Parents need to notify school before 8:00am EVERY day if your child is going to be absent. You can do this by scanning the provided QR code and filling out the application on Wecom. You will need to give a reason for the absence. If you do not contact the school, your child(ren)'s absence will be counted as an unauthorised absence, and it will affect your child(ren)'s attendance report. If your child has poor attendance, you might be invited to meet with the House Master to make a plan of improvement.

Please try to make doctor's or dentist's appointments outside school hours but if you cannot then you will need to provide evidence (e.g. appointment note/diagnosis certificate or any other notes from doctor) for appointments during school time.

Any absence for reasons other than illness or medical appointments must be pre-authorised by the Headteacher. Please ensure that requests are made via Wecom and give as much notice as possible. School does not authorise holidays during term time.





Early Leave

Under any circumstances, if a student needs to leave school earlier than the normal end of school time, he or she needs to obtain a “Leave Slip” from Reception and get approval from House Masters or Headteacher. For safeguarding reasons, security guards will only release students who have a signed Leave Slip, even if their parents are there to pick them up.

Friday Leaving School Time

Parents can choose to pick up their child(ren) after ECA 1 on every Friday, but they should send a written application to Academic Support Team for approval at the beginning of each school year.

Weekend is a time for students to enjoy quality family time. All weekly boarders should leave school no later than 6:30pm on Fridays.



Student & Parent ID Card

Students receive their personalised Student ID Cards within the first week of school (usually the first school day). The ID Card grants students access to where they need to go and is their printing cards. They should carry their card with them at all times in the campus.

One set of replacement cards will be provided free of charge per school year. The third time when a student loses his/her card, a replacement fee of 50 RMB will be charged.

Each family will be provided 3 Parent ID Cards free of charge and parents should always wear the cards when on campus. A replacement fee of 50 RMB will be charged for any loss. Parents should not give their cards to other people to use.

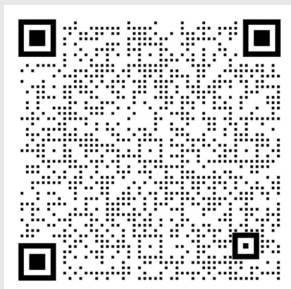


Casual Boarding / Meals / Evening School

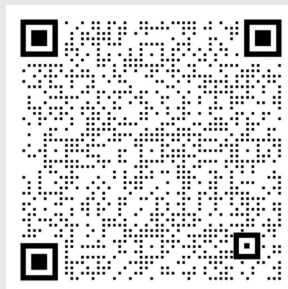
Casual Boarding, Meals and Evening School is available to our Day Students at an extra cost. Please scan the provided QR code to find out the options available and registration details.



Casual Meals / Evening School Booking Form



Casual Boarding Booking Form





Parking

Parents are encouraged to park their cars at school's underground carpark when visiting school. The carpark entrance is about 50 metres on the left-hand side (when facing school) of the main school entrance.

Lift access from the underground carpark to School Reception is authorised to the Parent ID Card. However, when parents take the lift from school lobby to the underground car park, a member of staff will help with the lift access.

Bicycles or Scooters

Students may cycle or scoot to school. Bicycles should be placed at the Bicycles Parking Area near the North-West Gate and securely padlocked. Bicycles must not be ridden in the school grounds. The school cannot accept responsibility for damage, loss or theft of bikes whilst on the school premises.

Breaking Boundaries

There are some areas of the school which students are not permitted to access. These areas will be clearly identified. Students must ensure that they adhere to the boundary guidance in place on campus.

Promoting Good Behaviour Guidelines

Personal Appearance

There are some areas of the school which students are not permitted to access. These areas will be clearly identified. Students must ensure that they adhere to the boundary guidance in place on campus.

- Correct uniform must be worn at all times in school. Students must dress in a blazer for assemblies or other formal situations following the school's requirement. All school uniform should be clearly named. Detailed uniform list is published on school website.
- Shoes should be cleaned regularly.
- Hair of both boys and girls should be neat, tidy and of natural colour. Neither shaved nor extremes of fashion are acceptable. Boys' hair should be of reasonable length (above the collar). Girls with long hair must keep it tied back whilst at school.
- In general, jewellery should not be worn at school for reasons of safety and to prevent loss. The only exception is that students may wear one pair of simple studs or sleepers in their ears. No other jewellery should be worn. Students will be asked to remove anything in excess of the above, and the item(s) may be confiscated.
- Makeup and nail varnish should not be worn in school. Fingernails must be kept clean, neat and short, Body piercing and tattoos are not allowed.
- Mobile watches must not be worn at school.
- Students should bring their glasses to school if they cannot see clearly in lessons.



Sixth Form Dress Code

Sixth Form students should wear business attire. Business attire will include a jacket teamed with a skirt, tailored trousers or a dress. These should be dark in colour. Skirts and dresses should be knee length. Shirts should be worn with a tie; blouses should be plain. Formal leather shoes should be worn; heels should be sensible. School PE kit should be worn for sports and activities.

Use of Personal Electronic Devices & Mobile Phones

Students are only permitted to bring a maximum of one mobile phone to school. However, we don't recommend Day students to bring in any devices. If you think they really need to bring a mobile phone with them, they must submit it to Reception upon arrival at school and should only be collected at end of the school day, unless they get permission from teachers in specific cases to use them for educational purposes. Boarders should strictly follow the mobile phone management rules in the Boarding House.

Students are not allowed to bring their own laptop / iPad / smartwatch on to the school campus.

Mobile phones and electronic devices are brought in entirely at students' own risk.

Language Use in School

The use of English in school is encouraged at all times.

For most parents, improving spoken English is a significant factor for placing a child in our school. In addition, the advantage of total immersion in an English environment can be hugely beneficial.

Swearing is completely forbidden in school. Consequence will follow if students are found using improper language in school.

Smoking

We are a no smoking campus. Smoking is banned across the campus both inside and outside buildings. Smoking and the possession of smoking materials, including e-cigarettes and vaping are forbidden, regardless of the nicotine content.

Take-Away

Students are not allowed to order any take-away food or drinks during school days. However, boarders can order take-away drinks during weekends only.

If students are found ordering take-way during unauthorised hours, the order will be confiscated, and students will meet the corresponding consequence.

Parcels

Only termly boarders are permitted to send parcels to school. Students should come to Matron's Office to collect their parcels on every Tuesday and Thursday.

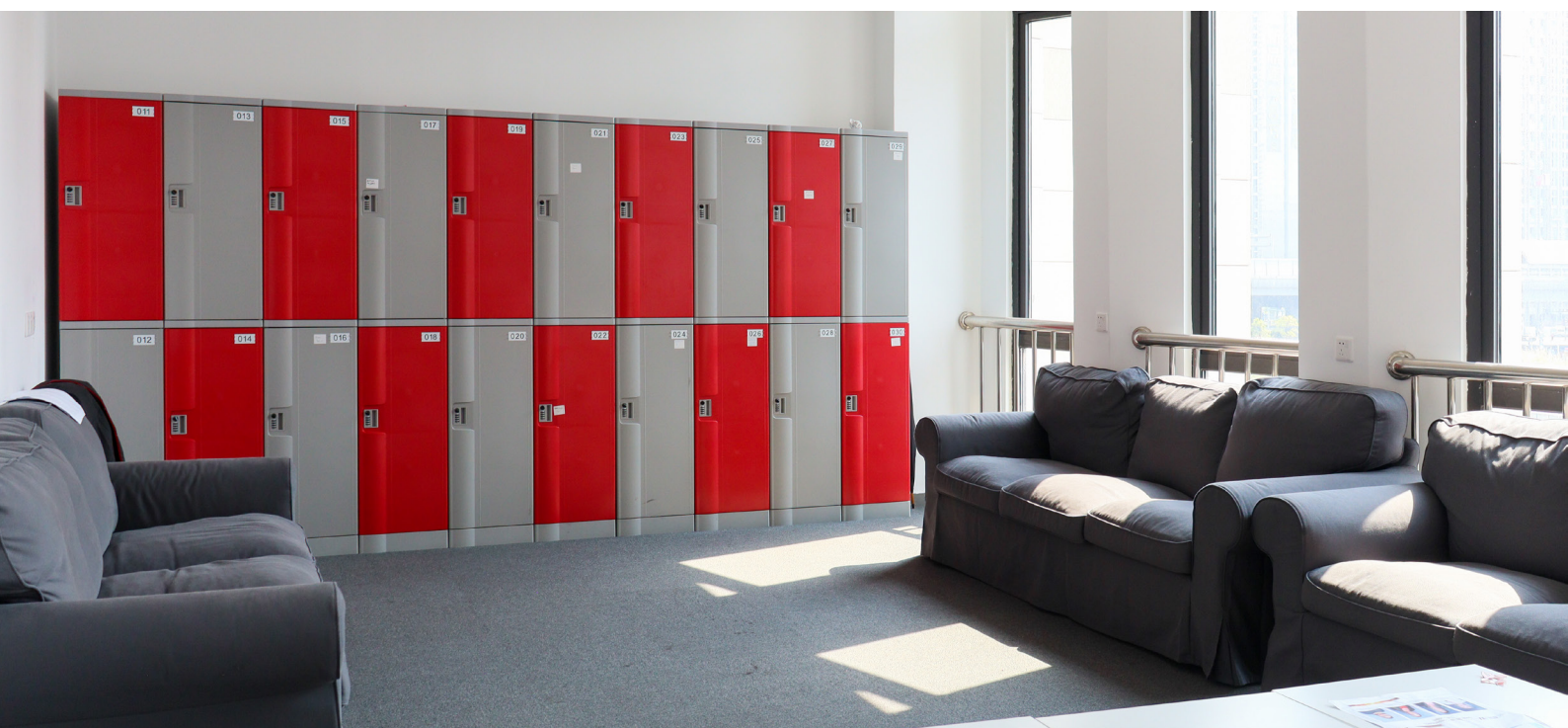
Weekly boarders and day students are not allowed to send any parcels to school. Any parcels received by school will be handed to parents on Fridays.

Lost & Found

Since the school cannot accept responsibility for lost property, parents are asked to ensure that all clothing is clearly and indelibly marked with the student's name. Should a child mislay property, they should first of all check the Lost & Found box which is located in the School Shop next to school Reception. If they don't find it from there, they should report it to their Form Tutor.

Lockers

Lockers are available in designated areas so that students may use them during the day. Students should not leave any food in the lockers. All lockers must be cleared before holidays.

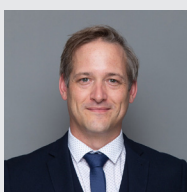


Health & Safety

Safeguarding

The well-being and safety of our students and staff is our highest priority. Our safeguarding procedures follow best practice from the UK and comply with local requirements, in order to protect your children and the staff at the school.

If you have any concerns at all regarding the well-being of your (or any other) child, we encourage you to contact the Designated Safeguarding Lead, Mr Lee Jones immediately. Students are also encouraged to report any concerns, to any member of staff that they feel comfortable in doing so.



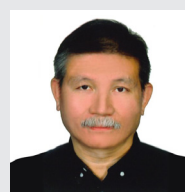
Mr Lee Jones

Designated
Safeguarding Lead



Ms Jessica Li

Assistant Designated
Safeguarding Lead



Dr Kwok

Nominated
Safeguarding
Governor

Medical

- Students should complete the enrolment health check prior to attending school.
- If students have any special medical care or dietary requirements, parents should state as much details as possible in the Student Medical Record Form which should also be completed prior to students attending school.
- A medical room is available in the academic building for students who feel ill, but it is our policy to contact parents, so that arrangements can be made for students to go home when needed. Children are not sent home unless parents have been informed. Students must not call home prior to going to the medical room as this can lead to confusion. Students are required to have a note from the teacher to attend the medical room during lesson time.
- If your child is required to take medicine during school hours, a separate request form to administer the medication must be completed; this form can be obtained from the medical room. It is not school policy for children to carry medicine on their person. All medication must be handed in by the parent or carer, who are responsible for keeping all medication up to date and disposing of out-of-date medicine.
- All medications, including those brought from home, will be stored in the school medical centre, except for asthma inhalers which will be kept by the student, with the student, at all times.

Emergency Procedures

In order to ensure that all students, staff and visitors are able to evacuate the building in a safe and controlled manner, a number of fire and emergency drill exercises will be conducted on a regular basis.

In the event of an emergency such as an Evacuation, Invacuation or Lockdown all visitors will be required to follow school procedures as directed by staff in order for them to be identified and accounted for.



Prep School (Year 4 - 6)

In the Prep School, the curriculum offers our students a wide range of learning experiences taught by classteacher, as well as subject specialists in Computer Science, Spanish, Mandarin, PE, Art, LAMDA and Music. Class teachers play a key role in supporting each student and closely monitoring academic, personal and social development. The classroom teacher will be responsible for teaching the core curriculum plus Humanities and Science, these will be delivered in a thematic way to enhance the learning opportunities. Alongside the classroom teacher, we will have teaching assistants to support curriculum and pastoral guidance within classes. Teachers deliver a well-rounded holistic education based closely on the English National Curriculum.



Key Stage 3 (Year 7 - 9)

In Key Stage 3, students will continue to learn a vast range of subjects to build up their skills, work habits, increasing independence and initiative to help them lay important foundations for the later years. All subjects are taught by specialist teachers in departmental areas.



Key Stage 4 (Year 10 - 11): IGCSE

Our Key Stage 4 courses are stimulating, enabling students to stretch their academic interests, and pursue the subjects they have chosen, encouraging them to be intellectually and physically adventurous. During Key Stage 4, students work towards IGCSE qualifications. The courses in Years 10 and 11 are designed to provide a challenging education, allowing students to begin to specialise in certain areas of interest without sacrificing a balance of subjects and skills. In Science, English, Maths and Mandarin our more able students will begin their studies in Year 9, thus allowing them to take some exams at the end of Year 10.



Compulsory: 6-7 subjects

- English Language (First, Second or Foreign Language)
- Chinese Language (First, Second or Foreign Language)
- Mathematics
- Sciences
- Physical Education (non-IGCSE)
- Personal Social Health Economics Education (PSHE) (non-IGCSE)



Optional: 3-4 subjects

- | | |
|-------------------------|--------------------|
| • Art | • History |
| • Computer Science | • Music |
| • Design and Technology | • Sports Science |
| • Drama | • Economics |
| • English Literature | • Business Studies |
| • Geography | |

The IGCSE curriculum is constructed specifically to ensure that our students have a broad and balanced spread of subjects. We recommend that the choices cover a good range of subjects, which will give you the flexibility necessary, whatever direction you choose in the future.

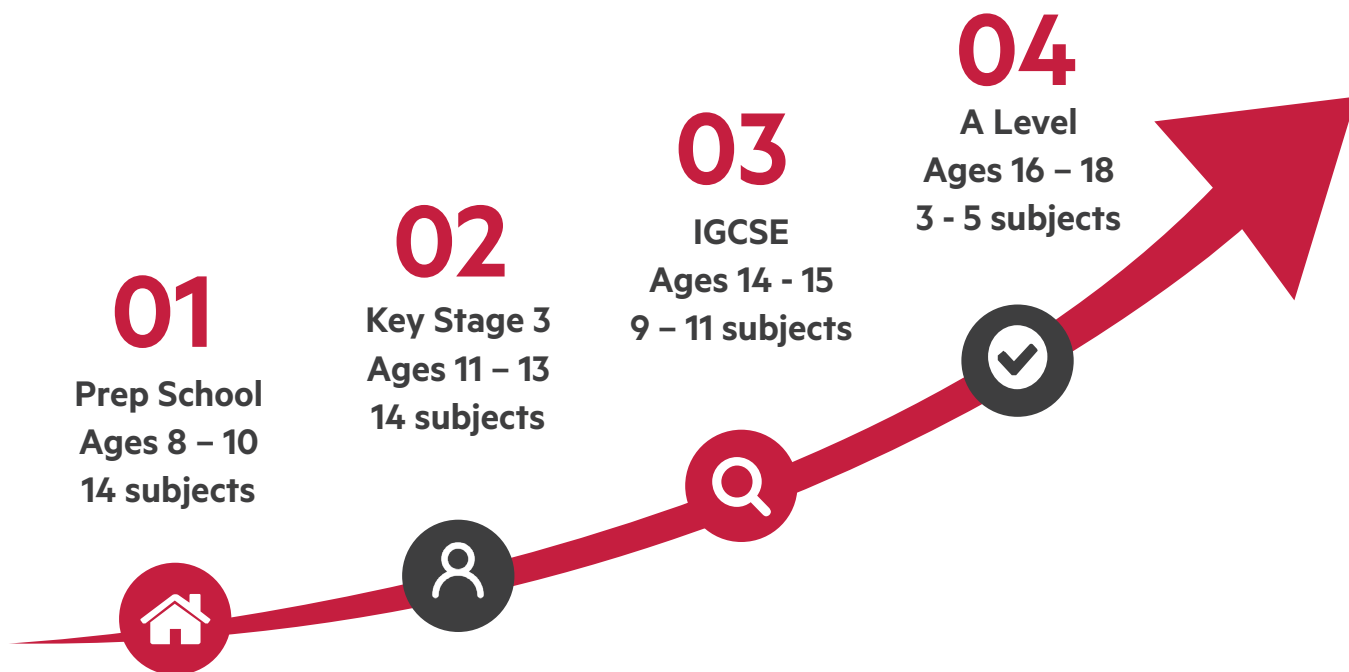
School will also organise an IGCSE Information Session for parents to provide support.



Sixth Form (Year 12 – 13): A Level

The A Level curriculum is constructed in a way which allows students to specialise in areas of interest and to follow more of what they are passionate about. Students typically study a minimum of three subjects. Subjects include English Language & Literature, Spanish, Mathematics, Biology, Physics, Business Studies, Chemistry, History, Geography, Economics, Art, Sports Science, Computer Science and of course Chinese. The compulsory core of Physical Education and PSHE will enhance a programme of 3 or 4 A Level subjects. School also provides support to students who want to take the Cambridge International Project Qualification (IPQ). We recommend that students choose subjects which will support them in their planned goals for university and beyond.

Pathway to LEH



Homework Policy

Teachers will set students a range of tasks to tackle at outside of lesson times to consolidate, develop, and extend the learning at school. Much of the learning in the classroom is collaborative and learning outside of this time rightly highlights the role that independent study skills play in the most successful students. A well-balanced day would comprise six lessons, some family time, dinner and some additional out of class learning.

The amount of time a student should spend on homework is based on guideline below:

Year Group	Number of Subjects	Time Length	Extra Studies
Year 4-6	2 to 3	Each Subject * 30 Minutes	Reading + Vocabulary
Year 7-8	3 to 4	Each Subject * 30 Minutes	Reading + Vocabulary
Year 9-11	3	Each Subject * 40 Minutes	Reading + Vocabulary
Year 12-13	3 to 4	Each Subject * 1 Hour	Reading + Vocabulary

Note: Music practice and rehearsals are extra.

Extra Tutoring

Extra tutoring should only be considered after discussion with the school.

Assessment & Reporting

Assessment has the primary purpose of increasing student attainment. The best assessment provides feedback and opportunities for reflection on the skills and understanding that each student possesses, and guides and personalises future learning.

Most assessment in the classroom is of a formative ongoing nature, but there are times in the year when more formal, summative activities are undertaken. Formative assessment, across all key stages, may involve in-class tests, practical activities, correction of home-learning tasks and question and answer sessions. Summative assessments are more likely to be formal tests and examinations, some of which are set by outside bodies.

In addition to this, students will participate in base-line assessments which are designed to provide data to inform planning, indicate goals for individual students and identify students who may be underperforming in certain areas or those who should be stretched further.

Summative Assessment

Key Stage 3 (Year 7 – 9) will have an assessment week in early November and end of year examinations in June.

Key Stage 4 (Year 10 – 11) will sit mock (Year 11) and assessment (Year 10) examinations in January. Year 10 will sit end of year examinations in June while the IGCSE examination series begins in May for Year 11.

Key Stage 5 (Year 12 – 13) will sit modular AS and A Level examinations in January or June in some subjects. For other subjects, there will be mock examinations in the same period. The summer AS and A Level examination session begins in May.

Mock examinations and internal assessments in Key Stage 4 and 5 will be used to inform predicted grades for external examinations.

Feedback to Parents

Students are encouraged to share their learning with parents throughout the year. Written reports will inform parents of formal assessments and there will be opportunities to discuss students' progress at parent-teacher consultations. The reporting cycle will be published when confirmed. Parents are encouraged to contact their child's tutor or classroom teacher if they have any concerns about their progress or learning.

Learning Support

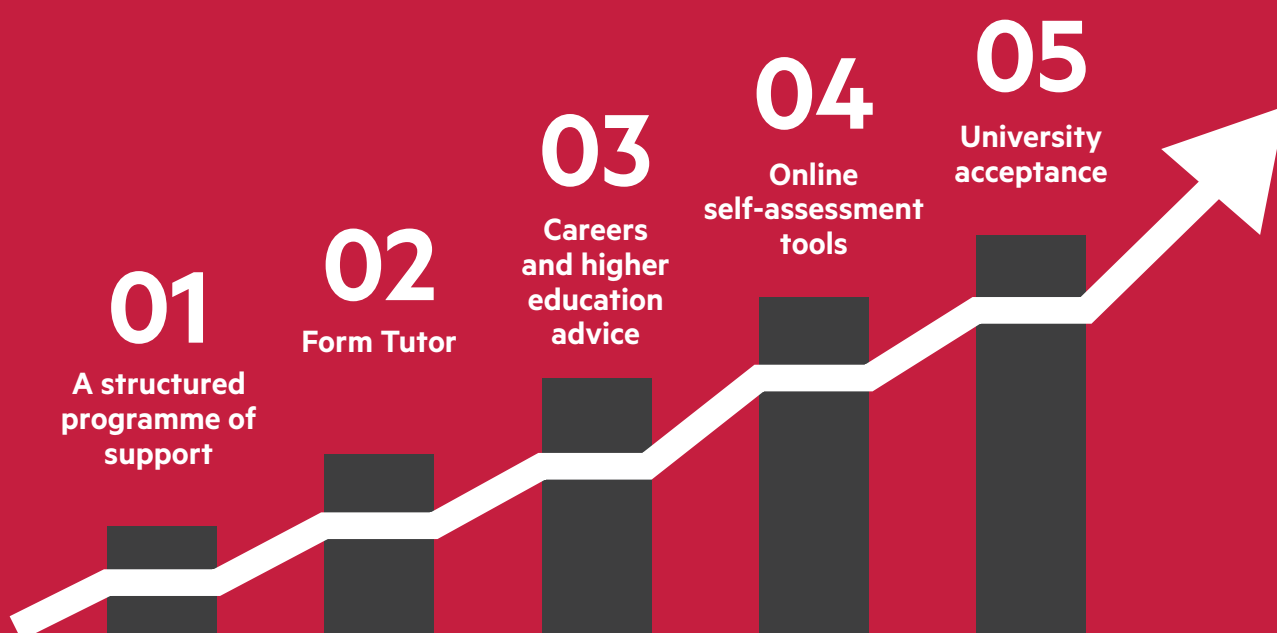
Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas, others benefit from more challenging work. At LEH, we provide all kinds of learning support to different students, including AGT (short for abled, gifted and talented), ELL, IELTS and specific subjects' support. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.

English is the principal language of instruction and the common tongue for social interaction among members of the community. As such, students are supported in their acquisition of the language in all areas of their learning. For those children who need that extra bit of help in developing their English, ELA teachers work with mainstream teachers in a range of subjects to support language acquisition and teach dedicated English lessons to target support as needed.

Careers Education and Guidance

As part of the PSHE programme, school delivers appropriate sessions on choosing IGCSEs and A Levels, as well as preparing the students for life after LEH Foshan in relation to further education and career prospects through a structured programme of support.

In Sixth Form, students are encouraged to do self-reflect and look at all the options and the different routes available to them. They must make choices about what works for them individually, what is realistic and what is aspirational. LEH will expose students to the many choices available, and school will look at what makes a desirable choice for the individual and what the outcome of that choice represents.



Extra Curricular Activities (ECA) Programme

Academic excellence is only one part of what our school has to offer. Our programme of extracurricular activities is designed to encourage confidence, independence, creativity and leadership and provide regular opportunities for individual and team performance.

Students are encouraged to choose a wide range of activities from Drama, Music and Sport in addition to membership of clubs and societies.

All programmes are compulsory for all students. Changes will be made each term based on students' suggestions and feedbacks. Some ECAs will be student-led to develop leadership skills. Internal ECAs are included in the tuition fee, while external ones may be subject to additional charges depending on availability.



Educational Visits and Activities

Educational Visits are an essential part of the broad range of experiences that are provided at LEH Foshan, enhancing the education of all our students. A range of trips and visits are planned across the curriculum to support students' development.

Details about visits and tips will be published separately and parents will be informed in advance.

Pastoral Care

We recognise that our students wish to achieve the highest academic standards, but we believe this happens when they are happy and healthy. That is why our teaching philosophy ensures that our teachers and staff support every student through the good and challenging times.

The School's approach to pastoral support is to not only care for the emotional, physical and mental needs of students but to nurture human qualities and to create a community and the conditions in which they can bloom and blossom: qualities like kindness, forgiveness, honesty, tolerance and understanding.

House System

It is almost impossible to talk about British school without mentioning the House system. As one of the most distinguished elements of British schools, the Houses are the subunits of the school, and each student is allocated to one House upon enrolment. Siblings are always assigned to the same House.

At LEH Foshan, our four Houses were inspired by four mythological creatures, two from China and the other two from Western mythology. The House Logos were designed by our students to highlight the importance of both East and West at LEH Foshan, and another meaningful way to combine the two cultures.



Benefits of Houses

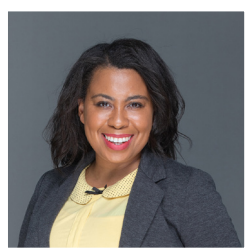
The House System exists to develop a sense of belonging, identity and school spirit to provide opportunities for all students to participate fully in the life of the school. A wealth of House competitions and activities encourages community, co-operation, and collaboration among the student body alongside creativity, determination, interdependence, and resilience.

House Masters



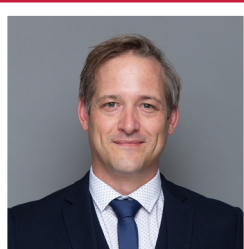
Mr David Richards

House Master of
Dragon



Ms Danielle Morgan

House Master of
Phoenix



Mr Lee Jones

House Master of
Gryphon



Mr Steven Banks

House Master of
Unicorn

Form Tutors in Secondary School

In the Secondary School, each student will have a Form Tutor who acts as his or her mentor. This will be someone they meet every day, who helps them excel academically, nurtures their individual talents, supports their emotional needs and enables them to develop into confident adults ready to play an active and positive role within the school.

In most of the situations, Form Tutors are the first point of contact for parents and their responsibilities include:

- Understand a student's personality, background, academic performance, hobbies, strengths and areas for development.
- Promote a purposeful and engaging environment.
- Be the first point of contacts for students' performances or concerns.
- Ensure students can meet school expectations consistently.
- Provide strong academic and pastoral support to students.
- A listening ear.

Boarding

Living within a Boarding Environment

Boarding at LEH Foshan is a 'home from home', where each student's happiness, well-being and success is paramount. Attending a boarding school means venturing into something unfamiliar, a new adventure. Life in boarding provides fantastic opportunities for children to advance academically and socially. Boarders are not alone on this journey; other boarders will be experiencing similar thoughts and feelings which brings boarders together, forging friendships for a lifetime.

The boarding environment is an education in and of itself, living within a community; students learn that learning within the boarding environment is just as valuable as what they are learning in the classroom. The boarding house provides fantastic opportunities where students can develop self-confidence, courage and optimism to achieve their personal goals.

Boarders are engaged in a wide range of after-school activities as well as a well-structured study routine which allows them to complete homework in a supportive and focused environment. The boarding house is structured around a well-executed routine; however, boarders also have the time for reflection and re-evaluation, time to relax to help them thrive and maintain a reasonable work/life balance, forging life-long friendships.

We have a policy of integration and although our boarders are resident in one building, we encourage the full use of the range of communal areas we have throughout the entire campus.



Facilities Accommodation

- Quadruple rooms for Year 4-11
- Double rooms for Year 12-13 boarders
- Within each bedroom there is a shower room, toilet and sink. Outside of each shower room is an area for wet towels and a mirror.
- Provided Bed with storage, desk, lamp and chair
- Extension lead with sockets and USB plugs
- Kitchenette with fridge, microwave and kettle
- Communal area for boarders with seating and games facilities
- Laundry room and storage facilities
- The houses also accommodate our Head of Boarding and House Parents.
- and House Parents alongside additional boarding staff and matrons.

Boarding Staff and Supervision

Students are appropriately supervised at all times, with either a House Parent on duty, or a member of the academic team. In addition, students have access to the Matron and the School Nurse during regular school hours.

The Role of Head of Boarding

The Head of Boarding leads a team of committed staff to ensure the boarding house is a thriving, purposeful and caring environment. The Head of Boarding puts students' learning and wellbeing at the centre of everything and will work closely with all staff to develop and disseminate best practice in the day-to-day operation of the Boarding House.

The Role of Boarding House Parents

House Parents help to build a sense of community and a comfortable environment within the houses; they provide pastoral support and guidance during boarders' journey through the school.

The Role of the House Matron(s)

Matrons support the House Parents in the pastoral care of the boarders, ensure the smooth running of the house, including boarding facilities, laundry, housekeeping, overseeing the personal appearances of boarders, and liaising with boarding staff about specific issues.



Evening School

We run supervised Evening School to provide extra academic support to students. Students can seek support from teachers if they have any questions regarding learning or homework.

Weekend Activities

There is ALWAYS a plan for the weekend that students can be involved in! Whether it's a sports activity, a workshop, an outing or a social event, there is always something to do! We believe that the weekends are as important in developing our students and giving them the opportunity to enjoy their time with us, whilst at the same time providing them with some "downtime" where students can refresh themselves from an involved week of work.



Weekend Boarding & Return to School Times

Boarders can choose to return to school either on Sunday afternoon, or Monday morning. However, boarders returning to school on Sunday afternoon should be dropped off after 4pm, but no later than 7:30pm. This will allow boarders to catch up with friends and get ready for school in a relaxed manner.

Students should make a decision on the listed points before Friday by registering on the Weekend Boarding Registration Form available in their House Rooms.

1. Whether they will be boarding over the weekend
2. Whether they will return on Sunday afternoon, or Monday morning
3. Whether they will need dinner at school on Sunday

Any sign-up after 8:30am on each Friday will not be taken into consideration.



Kitchenette

School provides daily snacks and drinks such as milk, juices, fruit and biscuits in the boarding house. Every day, boarding students are welcome to enjoy snacks and drinks.

Snacks

- With adequate number of meals and snacks provided by school throughout the day, it's highly recommended that students not to bring in, or simply bring in the minimum quantity of snacks.
- Only DRY and packed snacks will be allowed, and all snacks should be kept in the allocated Kitchenette.
- All snacks should be labelled with Student names.
- Students are not allowed to eat snacks in their rooms.
- Students should not leave snacks unpacked when finish.
- Any unpacked or un-labelled snacks will be disposed.

House Keeping

Rooms will be cleaned on a regular schedule. However, students are expected to keep their own spaces tidy and ensure the floor around this is clear.



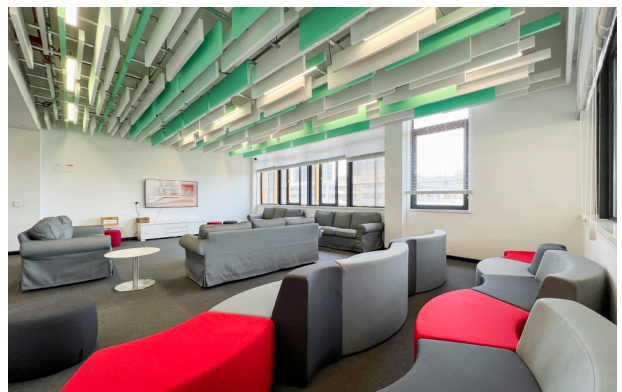
Laundry

Beds are stripped on a Friday morning and sent to be laundered. Students should make their beds upon the receipt of new bedding.

Students' laundry days are Tuesday and Thursday. Weekend boarders may also send items for laundering on Friday. Each boarding student should bring around 4 laundry bags with their name tags on them to school. Most importantly, students should name tag each of their personal clothes for easy recognition.

Personal Hygiene and Cleanliness

As students will be sharing rooms and common areas, all students are expected to maintain the highest level of personal hygiene to ensure the dignity, well-being and health of themselves and other students. All students have access to personal hygiene items and will be required to maintain personal hygiene whilst at school.



Parent Engagement Matters

Parent Voices & Parent Committee

As valued members of the school community, parents are always welcomed to share feedback or suggestions. You may do so by directly reaching out to our Chairman of the Parent Committee, or send an email to parent.committee@leh-foshan.cn.

Parent Communication

Parents care about their children and want to be involved: they want their children to succeed in school and are willing to help in as many ways as possible. Commitment to student well-being is the driving force behind everything we do in education. We provide many platforms for parental engagement with the school, and work hard to ensure that parents have a clear and defined way to engage with the school.



LEH Staff Contact List

Senior Leadership Team

Name	Title	Contact Email
Mrs Jane Arden	Headteacher	jane.arden@leh-foshan.cn
Mrs Selina Chen	PA to Headteacher	selina.chen@leh-foshan.cn
Ms Mandy Bateman	Head of Prep School	mandy.bateman@leh-foshan.cn
Ms Sara Saavedra	Head of Academics Head of Spanish	sara.saavedra@leh-foshan.cn
Mr Steven Banks	Head of Boarding & Pastoral Care Head of Geography	steven.banks@leh-foshan.cn
Mrs Debbie Kirk	Head of Sixth Form Head of Mathematics Faculty	debbie.almeida@leh-foshan.cn
Ms Anna Esposito	Director of Admissions, Marketing & Communication	anna.esposito@leh-foshan.cn

Prep School

Name	Title	Contact Email
Ms Mandy Bateman	Head of Prep School	mandy.bateman@leh-foshan.cn
Mr Robert Jones	Year 4 Teacher	robert.jones@leh-foshan.cn
Mr Connor Lewis	Year 5 Teacher	connor.lewis@leh-foshan.cn
Mr Alexander Tennant	Year 6 Teacher	alexander.tennant@leh-foshan.cn
Ms Linda He	Teaching Assistant	linda.he@leh-foshan.cn

Academic Support Team

Name	Title	Contact Email
Ms Jessica Li	Academic Support Supervisor	jessica.li@leh-foshan.cn
Ms Serena Lin	Academic Support Officer	serena.lin@leh-foshan.cn
Ms Betty Liang	Boarding House Matron	betty.liang@leh-foshan.cn

Secondary School

Name	Title	Tutor Roles	Contact Email
Mrs Kathryn Chapman	Head of Language Faculty Head of English	Year 8 Form Tutor	kathryn.chapman@leh-foshan.cn
Mr David Richards	Second in English Department House Parent	House Master – Dragon	david.richards@leh-foshan.cn
Mrs Carolyn Jones	Head of Learning Support English Language Specialist Teacher House Parent		carolyn.jones@leh-foshan.cn
Ms Carrie Zhuo	ELL Coordinator		carrie.zhuo@leh-foshan.cn
Ms April Lin	ELA Teacher		april.lin@leh-foshan.cn
Ms Anna Zhong	ELA Teacher		anna.zhong@leh-foshan.cn
Ms Veronica Zeng	ELA Teacher		veronica.zeng@leh-foshan.cn
Mrs Ruth Farnsworth	Librarian		ruth.farnsworth@leh-foshan.cn
Mr Hua Yan	Head of Chinese	Y7 Form Tutor	hua.yan@leh-foshan.cn
Dr Chengming Xie	Chinese Teacher	Y7 Form Tutor	chengming.xie@leh-foshan.cn
Ms Tina Zhou	Chinese Teacher	Y9 Form Tutor	tina.zhou@leh-foshan.cn
Ms Sara Saavedra	Head of Spanish Head of Academics		sara.saavedra@leh-foshan.cn
Mrs Debbie Kirk	Head of Mathematics Faculty Head of Sixth Form		debbie.almeida@leh-foshan.cn
Ms Nicola Pritchard	Mathematics Teacher	Year 7 Form Tutor	nicola.pritchard@leh-foshan.cn
Dr Saif Rahman	Mathematics Teacher	Year 8 Form Tutor	saif.rahman@leh-foshan.cn
Dr Martin Kirk	Head of Science & Technology Faculty	Year 11 Form Tutor	martin.kirk@leh-foshan.cn
Mr Neil Cairnie	Head of Biology	Year 9 Form Tutor	neil.cairnie@leh-foshan.cn
Ms Diana Mustaeve	Head of Physics	Year 12-13 Form Tutor	diana.mustaeve@leh-foshan.cn
Mr Peter Farnsworth	Head of Design and Technology	Year 10 Form Tutor	peter.farnsworth@leh-foshan.cn
Mr Gellson Zhang	Science Technician		gellson.zhang@leh-foshan.cn
Mr Stuart Savill	Head of Drama & Creative Arts Faculty		stuart.savill@leh-foshan.cn
Mr David Hobourn	Director of Music		david.hobourn@leh-foshan.cn
Ms Faye Li	Music Teacher & PA to Director of Music		faye.li@leh-foshan.cn
Ms Helen Hayward	Head of Art	Year 11 Form Tutor	helen.hayward@leh-foshan.cn
Ms Riley Zhou	Art Technician Instructor		riley.zhou@leh-foshan.cn
Mr Adam Stenning	Head of Humanities Faculty Head of Computer Science		adam.stenning@leh-foshan.cn
Mr David Noronha	Head of History	Year 12-13 Form Tutor	david.noronha@leh-foshan.cn
Mr Steven Banks	Head of Boarding & Pastoral Care Head of Geography	House Master – Unicorn	steven.banks@leh-foshan.cn
Dr Khair Muhammad	Head of Economics & Business Studies	Year 10 Form Tutor	khair.muhammad@leh-foshan.cn
Mr Lee Jones	Head of Physical Education, Sport & Activities Faculty	House Master - Gryphon	lee.jones@leh-foshan.cn
Ms Danielle Morgan	Head of Sport & Activities	House Master – Phoenix	danielle.morgan@leh-foshan.cn

佛山市霍利斯外籍人员子女学校

家长手册

2022 / 2023



校长欢迎词



我很高兴能在此欢迎大家加入佛山市霍利斯外籍人员子女学校。坐落于粤港澳大湾区的核心区域，佛山霍利斯是一所卓越的英式走读及寄宿学校，为 8 至 18 岁的学生提供纯正的英式国际教育。

佛山霍利斯的姐妹学校——英国霍利斯有着三百多年的历史，是英国最古老却极具先锋精神的学校之一。基于英国霍利斯的发展蓝图，佛山霍利斯将秉承英式教育精髓，为我们的学生提供优质全人教育，充分给予他们自我表达、茁壮成长的空間。

教师的资质、经验和对教育事业的奉献程度是学生学业成功的最重要因素。我们的教学团队均从世界一流学校招募而来，他们丰富的经验和成熟的教学风格将让每节课堂充满活力。

通过系统完善的课程体系和丰富精彩的课外活动，佛山霍利斯鼓励及帮助学生们成长为充满活力、不惧挑战、勇于承担、放眼未来的年轻人。

本手册将详尽地介绍了佛山霍利斯的教育理念、价值观和校园行为规范，并帮助您了解作为家长应如何更好地支持孩子的发展。

如您有任何疑问，我和我的团队都非常乐意为您解答。

A handwritten signature in black ink, reading "J. Arden".

Mrs Jane Arden

校长

前言

本手册旨在为家长介绍佛山市霍利斯外籍人员子女学校的日常行为准则、流程及规定。请您于开学前仔细阅读相关内容，并在遇到疑问时随时参阅此手册。请知悉，在学年进行中，学校可能根据实际情况酌情更改或调整部分流程或规定，如有此类情况，我们将通知家长。

学校愿景

使命

佛山霍利斯培养卓越的年轻一代。

佛山霍利斯是一所杰出的学校，我们重视每个学生的愉快学习，良好品质和未来成就。我们关注每一个学生，帮助他们带着必胜的信念，达成他们的人生目标。

教育理念

佛山霍利斯是一所不同凡响的学校。这里充满机遇、挑战、友谊；这里将让你勇于接受挑战，更加勇敢；这里将发掘你的激情、才能，发现真正的自己；这里孕育卓越的年轻一代。我们的宗旨是让更多霍利斯学生精业笃行，不惧挑战，愈挫愈勇。

我们鼓励学生：

- 无论是当下还是未来，敢于做真实的自己；
- 学校提供一个温暖、互相尊重、互相支持的学习和生活环境，让学生从中受益、不断成长，成为一个优秀、充满自信的学生及世界公民；
- 敢于尝试，勇于表达，不断探索，迎接新的挑战；
- 从榜样和同伴中汲取力量及支持；
- 找到自己的优势，建立强大的自信心，获得终生受益的技能。



8C 价值观

在佛山霍利斯，我们坚信学业成就是非常重要的，但它绝不是衡量学生全面发展的唯一要素。因此，我们提出了八大素质能力要求，以培养学生具备在现代社会中生存和发展所需的技能，它们分别是创造力、工匠精神、协作力、主动性、自信心、好奇心、沟通力和同理心，统称为学校的“8C 价值观”。

这些理念将贯穿学校的所有教学活动，从学生踏入学校的第一步开始，持续到他们毕业离开学校。我们期待所有学生都将成长为有责任心的年轻人。

Compassion 同理心

鼓励学生对他人，以及我们所处的世界，报以关怀与体恤。



Craftsmanship 工匠精神

全情投入，积极探索，勇于表达，对新事物、新体验保持开放与包容，不断追求卓越。

Creativity 创造力

突破固有思维，敢于想象。用不同的视角看全球，创造一个更缤纷，更开放的世界。

Communication 沟通力

倾听和理解他人，清晰地自我表达，达到有效的沟通。



Collaboration 协作力

满怀热情参与合作，群策群力，迎接挑战。

Confidence 自信心

勇敢面对困难与挫折；从探索与错误中成长，建立自信。

Commitment 主动性

树立大局意识，致知力行，善始善终。



Curiosity 好奇心

对世界满怀好奇，积极发问，不断加深对世界的认知，找到自己独一无二的位置。

2022-2023

学年校历

2022年8月

日	一	二	三	四	五	六
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2022年9月

日	一	二	三	四	五	六
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2022年10月

日	一	二	三	四	五	六
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2022年11月

日	一	二	三	四	五	六
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2022年12月

日	一	二	三	四	五	六
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2023年1月

日	一	二	三	四	五	六
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2023年2月

日	一	二	三	四	五	六
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2023年3月

日	一	二	三	四	五	六
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2023年4月

日	一	二	三	四	五	六
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

2023年5月

日	一	二	三	四	五	六
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2023年6月

日	一	二	三	四	五	六
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2023年7月

日	一	二	三	四	五	六
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

教学日

学校假期

教师入职培训日

第一、二、三学期开学日

中国公众假期

教师培训日

课程表 A/B 周安排

Term 1 第一学期		
Timetable Week 课程表A/B周	Dates 日期	
A	31 August – 4 September	Year (年份) : 2022
B	5 – 9 September	
A	13 – 16 September	
B	19 – 23 September	
A	26 – 29 September	
A	10 – 14 October	
B	17 – 21 October	
A	24 – 28 October	
B	31 October – 4 November	
A	7 - 11 November	
B	15 - 18 November	
A	21 - 25 November	
B	28 November – 2 December	
A	5 - 9 December	
B	12 – 13 December	

Term 2 第二学期		
Timetable Week 课程表A/B周	Dates 日期	
A	28 – 30 December	Year (年份) : 2023
B	2 – 6 January	
A	9 – 13 January	
B	16 – 17 January	
B	2 – 3 February	
A	6 – 10 February	
B	13 – 17 February	
A	20 – 24 February	
B	27 February – 3 March	
A	6 - 10 March	
B	13 - 17 March	
A	20 - 24 March	
B	27 - 31 March	

Term 3 第三学期		
Timetable Week 课程表A/B周	Dates 日期	
A	11 – 14 April	Year (年份) : 2023
B	17 – 21 April	
A	24 – 28 April	
B	3 – 5 May	
A	8 – 12 May	
B	15 – 19 May	
A	22 – 26 May	
B	29 May – 2 June	
A	5 – 9 June	
B	12 – 16 June	
A	19 – 21 June	
B	26 – 29 June	



预备部日程表

(4-6 年级)

开始时间	结束时间	活动	地点	备注
7:00	-	起床		
7:15	8:00	早餐	餐厅	需穿校服
8:00	8:20	签到	课室	
8:20	9:20	第一节课	课室	
9:20	10:20	第二节课	课室	
10:20	10:50	课间餐	课室或休息区	
10:50	11:50	第三节课	课室	
11:50	12:40	午餐	餐厅	
12:40	13:40	第四节课	课室	
13:40	14:40	第五节课	课室	
14:40	15:40	第六节课	课室	
15:40	16:00	课间餐	课室或休息区	
16:00	16:50	课外活动1	活动场地	
17:00	17:50	课外活动2	活动场地	
17:50	19:00	晚餐	餐厅	走读生离校（前台）
19:00	20:00	晚自习	学生公寓五楼	
20:00	20:30	自由时间	学生公寓	
20:30 or 21:00 视学生年龄而定		熄灯	学生公寓	



中学部日程表

(7-13 年级)

开始时间	结束时间	活动	地点	备注
7:00	-	起床		
7:15	8:00	早餐	餐厅	需穿校服
8:00	8:20	签到	学院公共休息室, 或年级导师课室	
8:20	9:20	第一节课	课室	
9:20	10:20	第二节课	课室	
10:20	10:50	课间餐	学院公共休息室	
10:50	11:50	第三节课	课室	
11:50	12:50	第四节课	课室	
12:50	13:40	午餐	餐厅	
13:40	14:40	第五节课	课室	
14:40	15:40	第六节课	课室	
15:40	16:00	课间餐	学院公共休息室	
16:00	16:50	课外活动1	活动场地	
17:00	17:50	课外活动2	活动场地	
17:50	19:00	晚餐	餐厅	走读生离校（前台）
19:00	21:00	晚自习	学生公寓五楼	
21:00	22:00	自由时间	学生公寓	
21:30 or 22:00 视学生年龄而定		熄灯	学生公寓	



校园管理

学校开放时间

学校正门的开放时间为教学日的上午 7:20 至下午 6:30。学生和家長在此时间段应从正门进出学校，其余时间则应从西北门进出。

通过西北门进入学校的学生，应及时扫签到码进行登记，以便学校工作人员知悉学生到校情况。如果学生没有手机，家长应协助完成登记。

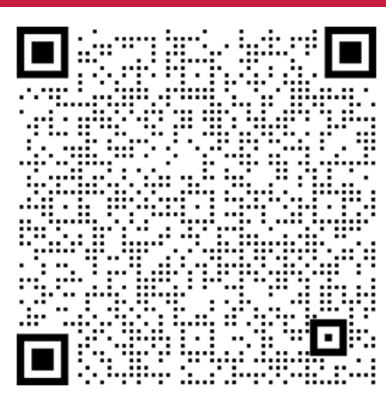
在任何情况下，如果家长无法亲自来接孩子，请至少提前 30 分钟通知学校，并提供代接人的全名、联系方式和车牌号码。此外，代接人需携带身份证原件，在前台进行登记。

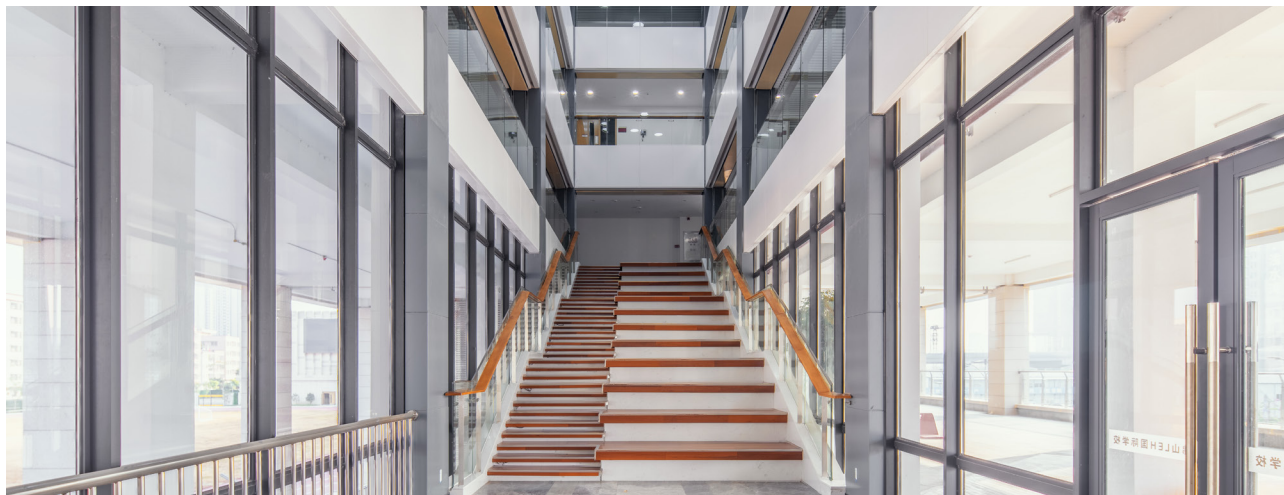
学生考勤

如果您的孩子需要请假，请家长务必于当天早上 8 点前通知学校。您需要扫描上方二维码，并在企业微信平台上填写申请，说明请假原因。如果家长未能在 8 点前通知学校，学生当天的出席情况将被登记为“未经批准的缺勤”，这将影响孩子最终的考勤报告。当学生的出勤率较低时，学院主任将邀请家长见面，共同商讨改善方案。

请尽量在非教学日为孩子预约医生或牙医治疗。如果只能在教学日进行预约，家长需向学校提供相关证明，例如预约单、诊断书或医生说明等。

除生病或医疗预约外，出于其它任何原因的请假都必须得到校长的事先批准。请家长确保提前通过企业微信进行申请。学期期间，学生不得申请放假。





提前离校

在任何情况下，如学生需要早于正常放学时间离校，需在前台领取“提前离校申请单”，并得到学院主任或校长的批准。出于儿童保护相关的考虑，学校保安仅可在收到由学院主任或校长签字批准的“提前离校申请单”时才会允许学生离开，就算家长已到现场也需遵守此规定。

周五离校时间

部分家长可能希望学生能在每周五放学时提前离校，以避免交通堵塞。周五时，学生可提前离校的最早时间为下午 5 点（第一节课外活动结束后）。如家长希望孩子在此时间离校，需在学年开始时，向教学支持团队发送书面申请。

周寄宿生应提前收拾好行李，并在周五傍晚 6 点 30 分前离开学校。



学生卡和家长卡

学生会开学第一周（通常是第一天）收到专属学生卡，此卡授予学生在校内出入的权限，因此需随身携带。

每个学年，学校最多可免费为学生补办一次学生卡。当学生再次遗失卡片时，学校将收取 50 元的补办费。

每个家庭可免费办理最多 3 张家长卡，家长在校内时应始终佩戴该卡。如有遗失，将收取 50 元的补办费。家长卡不可转交他人使用。

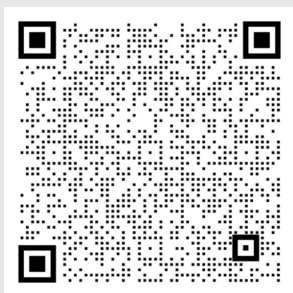


灵活寄宿、餐饮及晚自习服务

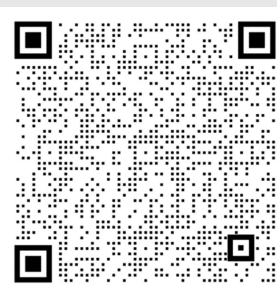
走读生可申请灵活寄宿、餐饮及晚自习服务，但需要支付额外费用。请扫描下方二维码，了解可供选择的方案和报名详情。



预约餐饮或晚自习



预约灵活寄宿





停车

我们鼓励家长到访学校时将车停放在学校的地下停车场。停车场入口在学校正门左侧约 50 米处（面向学校方位）。

家长可直接乘坐电梯从地下停车场到达学校前台。若家长需从学校大堂乘坐电梯到达地下停车场，请寻求学校工作人员协助。

自行车或滑板车

学生可以骑自行车或滑板车上学。自行车应停放在学校西北门附近的自行车停放处，并用安全锁上锁。学生不得在校园内骑自行车。学校不承担自行车在学校范围内的损坏、丢失或被盗责任。

出入区域规范

出于安全考虑，学校有部分区域禁止学生进入，并设有相关标识。学生必须遵守此类指引及规定。

校园规范

个人形象

- 学生的个人形象非常重要。在佛山霍利斯，我们对此坚持高标准高要求，这也是学校的核心教育理念之一。学生应时刻展现出成熟负责的形象，为维护校园社区良好声誉做出贡献。
- 学生在校需穿着整齐配套的校服。在全校会议或其它正式场合，学生必须按要求穿着西装外套。学生应在每件校服上标注好姓名，以免丢失或混淆。详细的校服清单请在学校官网查阅。
- 鞋子应定期清洗。
- 男女生头发都应保持整洁干净、保留自然发色。不得剃光头，不得留夸张发型。男生头发不宜过长（领口之上），女孩长发则需扎起。
- 一般来说，出于安全考虑，学生在校不得佩戴珠宝首饰。在特殊情况下，学生可佩戴一对简单耳钉，除此之外，不应佩戴其它珠宝首饰。若学生违反要求，需取下该物品且该物品可能会被没收。
- 学生在校不得化妆和涂指甲油。指甲应保持清洁、整齐和短小，不得在身上穿孔和纹身。
- 学生在校内不得佩戴智能手表。
- 如学生有视力方面问题，最好携带眼镜上课。



12-13 年级穿衣准则

12-13 年级的学生应该穿着商务正装，包括外套与裙子、合身长裤或连衣裙。着装颜色要求为深色，裙子和连衣裙应长至膝盖，衬衫需与领带搭配，上衣不宜过于夸张，还需穿着款式适当的正式皮鞋。在体育课或活动课上，学生需穿着学校的运动套装。

电子设备和手机使用限制

每位学生最多仅可携带一台手机回校。此外，我们不建议走读学生携带手机，如必需携带，请务必在孩子早晨抵达学校时交给一楼前台的老师保管，并于全天课程及活动结束后领回。学生仅可在得到教师允许的特殊情况下在校园内使用手机。寄宿生则应严格遵守学生公寓内对电子设备及手机使用的管理规定。

学生不得携带个人笔记本电脑、平板电脑或智能手表回校。

学生有义务保管好自己的电子设备，如有丢失损坏，学生需自行承担责任。

校内语言规范

我们鼓励学生在校使用英语沟通。

对于许多家长来说，提高孩子的英语水平是他们选择佛山霍利斯的重要原因之一。沉浸式的全英环境将对孩子的语言发展非常有利。

此外，学生在校园内应时刻注意文明用语。一旦教师发现学生有任何用语不当的情况，学生将需要承担相应后果。

吸烟

我们是无烟校园，任何人都禁止在校内或校园周围吸烟。学生禁止携带任何烟草产品，包括电子烟或烟盒等进入校园。

外卖

所有学生在教学日期间均不允许订购任何外卖食品或饮料。寄宿生可于周末订购饮料。

如果学生在未经批准的时间内订购外卖，外卖将被没收，学生需承担相应后果。

快递

学校仅为学期寄宿学生签收快递，且学生需在每周二和周四前往宿舍管理员办公室领取。

周寄宿学生及走读学生不应寄送任何快递至学校。如有寄往学校的快递我们将于每周五直接交至家长手中。

失物招领

学校不承担遗失物品的责任，请家长确保所有个人衣物都清晰标注好学生的姓名。如果学生遗失了物品，他们需先查看失物招领箱（位于学校前台旁的校服商店处）。如果找寻无果，学生应向年级导师报告。

储物柜

学校于指定区域设立了储物柜供学生日常使用。学生不得在柜中储存任何食物，所有储物柜必须在假期前清空。



健康与安全

儿童保护

学校将学生和员工的福祉和安全放在首要位置。我们的儿童保护政策遵循英国标准并符合本土要求，能更好地保护您的孩子和学校教职员工。

如果您对您的（或任何其他）孩子的福祉安全有任何担忧，请与儿童保护指定负责人 Mr Lee Jones 联系。我们也鼓励学生向他们信任的任何教职员工反馈这类问题。



Mr Lee Jones

儿童保护
指定负责人



Ms Jessica Li

儿童保护
助理负责人



Dr Kwok

儿童保护指定
董事会成员

医疗

- 学生应在入学前完成入学健康体检。
- 如果学生有任何特殊的医疗护理或饮食要求，家长应在《学生健康记录》中认真填写并在开学前提交给学校。
- 教学楼内配备医务室。如学生身体不适，在得到任课老师的许可后，可前往医务室就诊。如有需要，学校会与家长联系确认，以安排学生回家休息或就医。为避免产生误会，学生不应在护士确认情况前自行联系家长。
- 如果您的孩子在上学期期间需要服药，家长必须填写与签署一份单独的服药申请表；该表可从医务室获取。根据学校政策，学生不得随身携带药品，所有药物必须由家长或监护人上交学校。家长或监护人需负责药物的更新和过期药物的处理。
- 所有药物，包括从家里带来的药物，都应存放于医务室。此外，有需要的学生应自行保管并随身携带哮喘呼吸器。

紧急情况应对程序

为确保所有学生、员工和访客都能在发生紧急情况时以安全可控的方式撤离大楼，学校将定期进行消防应急演练。在紧急情况下，如疏散、撤离或封控时，所有访客都必须遵循学校程序，听从工作人员指示，以确保所有人的安全。



预备部 (4-6 年级)

预备学校的课程将由主班老师和学科老师们共同教授，包括计算机科学、西班牙语、中文、体育、艺术、戏剧和音乐等科目。在这阶段，主班老师将会发挥重要的支持作用，密切关注学生的学术进步、个人成长和社交发展。主班老师将按照主题式教学方法，教授所有主要核心科目和人文科学，为孩子们提供广泛多样的学习机会。他们将与助教老师一起为学生们提供课程支持和学生关怀。整个教学团队紧密合作，确保所有学生都能全面地学习英国国家课程。



关键阶段三 (7-9 年级)

在关键阶段三，学生将继续进行广泛的学科学习，提高学习能力，培养独立主动的学习习惯，为下一阶段的学习打好坚实基础。所有科目都将由专科教师教授。



关键阶段四 (10-11 年级): IGCSE

通过启发性的课程内容，我们致力于帮助学生们拓展学术兴趣，鼓励他们深入探索感兴趣的学科，让他们变得更加自信，无惧挑战。在这个阶段，学生们将学习 IGCSE 课程，并通过考试取得对应证书。课程提供一个均衡的学科学习框架，而且具有一定深度，能给学生的学习带来适当的挑战，让他们可以深入专攻感兴趣的学科领域。学习能力强的学生可以从九年级便开始学习科学、英语、数学和中文的 IGCSE 课程，从而能够在 10 年级结束的时候提前参加这些 IGCSE 科目的考试。



必修科目：6-7 门

- 英语（第一语言、第二语言和外语）
- 中文（第一语言、第二语言和外语）
- 数学
- 科学
- 体育（非 IGCSE 考试科目）
- PSHE（个人、社会、健康和财商教育，非 IGCSE 考试科目）



选修：3-4 门

- | | |
|---------|--------|
| • 艺术 | • 历史 |
| • 计算机科学 | • 音乐 |
| • 设计与技术 | • 运动科学 |
| • 戏剧 | • 经济学 |
| • 英语文学 | • 商科 |
| • 地理 | |

IGCSE 的课程目标是为学生提供一个学科内容广泛且平衡的课程体系。我们建议学生们在选择科目的时候，应该涵盖不同领域的学科，以便日后在 A level 选科和大学申请时有更多灵活性。

学校将适时提供相关讲座，以帮助家长和学生完成选科。



第六学级（12-13 年级）： A Level

A Level 课程为学生提供了灵活的选择，学生可专攻自己感兴趣的领域，并更多地关注他们所热爱和擅长的专业。通常情况下学生们需要选择学习至少三门学科，选择范围包括：英语语言与文学、西班牙语、数学、生物、物理、商科、化学、历史、地理、经济学、艺术、运动科学、计算机科学和中文等。必修科目还包括非考试的体育和 PSHE（个人、社会、健康和财商教育）课程，以确保学生的全面发展。学校还可以为希望参加剑桥国际项目认证（IPQ）的学生提供额外协助。学生在选择 A Level 科目时应充分考虑他们的目标、理想以及升学计划。

在霍利斯的成长之路



家庭作业

每天，老师都会给学生布置一系列作业让他们在课外时间完成，以巩固、发展和扩展当天的学习内容。课堂学习更关注的是合作性，而课外学习则更强调独立和自主学习的重要性。每位学生都应度过充实均衡的一天，包括六节课堂学习，与家人共度的休闲时光，以及完成家庭作业的时间。

学校对于不同年级孩子的家庭作业时间建议如下：

年级	科目数量	时长	额外学习
4-6年级	2 至3门	每门科目30分钟	阅读+词汇
7-8年级	3至4门	每门科目30分钟	阅读+词汇
9-11年级	3门	每门科目40分钟	阅读+词汇
12-13年级	3至4门	每门科目1小时	阅读+词汇

注：以上时间不包含学生所需的乐器练习或节目彩排时间。

课外辅导

我们建议家长在与学校商讨后再考虑为孩子安排课外辅导学习。

评估和报告

评估测试的主要目的是为了提高学生的学业表现。合理的评估方式可帮助师生了解学生的学习情况，为后续的个性化学习提供有价值的参考和反思。

学校采取的大部分评估手段为非正式的形成性评估，如课堂上，教师可能会根据教学内容进行随堂小测，以检验学生对知识点的掌握情况。此类评估还包括对学生作业或作品的批改，实践活动或课堂问答环节等。同时，学校也将定期进行总结性评估，包括正式的考试周，模拟考以及考试局的正式考试等。

除此之外，学生还将参加摸底评估测试，旨在帮助学校更好地了解学生情况，为学生规划学习目标，了解学生在哪些方面仍需提升，并为学校监测学生进步情况提供数据支持。

7-9 年级：

所有学生将在 11 月初参加期中考试周评估，并于 6 月参加期末考试。

10-11 年级：

11 年级学生将于 1 月参加模拟考试，正式的 IGCSE 考试将于 5 月陆续开始。10 年级学生将于 1 月参加期中考试，6 月参加期末考试。

12-13 年级：

学生将于 1 月参加某些科目的 AS 和 A Level 模块化考试，部分科目还将在同一时期举行模拟考试。夏季的 AS 和 A Level 考试则会在 5 月开始。

请注意，11 年级及 12 年级模拟考的成绩会成为预测正式考试结果的参考依据。

总结性评估

书面报告

我们鼓励学生在学年中多与家长分享他们的学习生活。学校将通过书面报告的形式将考试结果告知家长，并在报告中分享学生每门学科的具体情况。本学年的具体报告时间表将于稍后确认，如果家长对孩子的学习有任何疑问，欢迎与孩子的导师联系。

学习支持

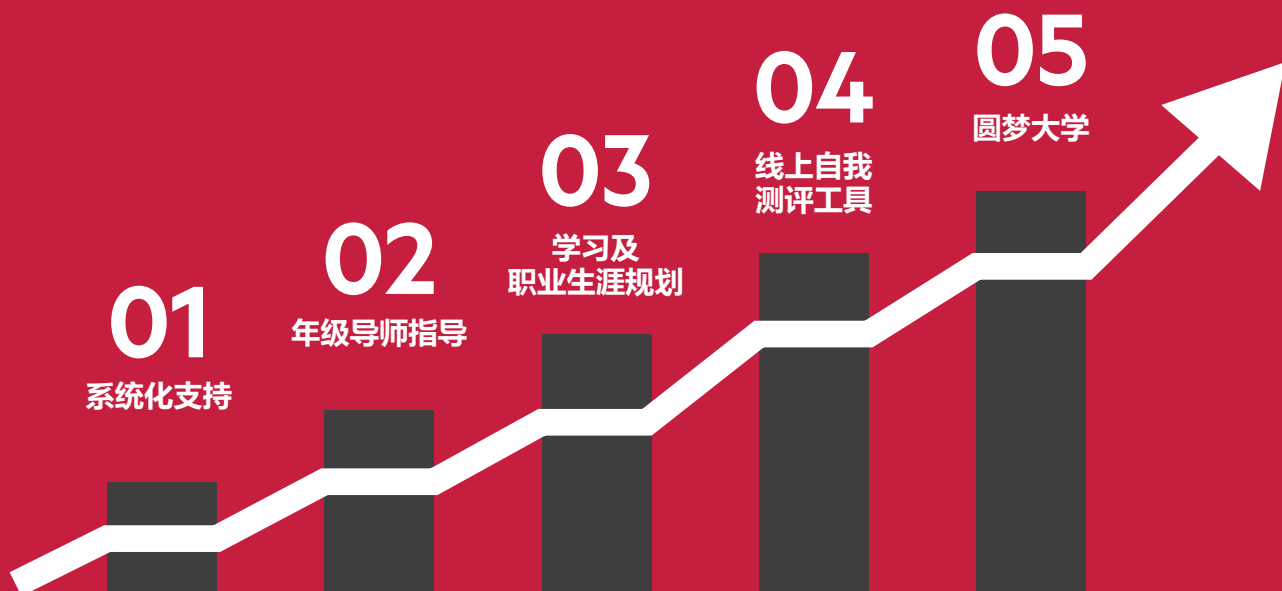
佛山霍利斯始终致力于为学生提供全人教育，关注每一名学生的成长。有的学生可能需要更富挑战性的活动，以激发他们的天赋和潜力；而有的学生可能在某些学科领域需要额外的学习支持。在佛山霍利斯，我们可以为每位学生提供不同的学习支持，包括 AGT（针对在某一领域极富天赋学生的支持项目）、ELL（针对英语为非母语学生的支持项目）、雅思和特定科目的支持。老师们会与学生密切沟通，了解他们的需求，并且与家长保持紧密联系。

英语作为学校的主要教学语言，也是霍利斯社区成员之间社交互动最通用的语言。因此，我们会在学生学习的**所有学科领域提供语言支持。我们的 ELA 教师会与各个学科的主教老师合作，为学生们提供符合他们每个人的英语强化课程。

职业生涯规划与指导

作为 PSHE 课程的一部分，学校为学生们提供 IGCSE 和 A Level 的选科指导，并通过各种完善的职业规划课程为学生们在毕业离开佛山霍利斯之后做好准备。

在 12-13 年级，我们鼓励学生进行自我反省，充分挖掘自己的潜能以及所有未来可能的发展方向。他们需要充满抱负，同时也需要看清现实，从而选择最适合自己的道路。学校会尽可能地让学生们接触到更多不同的选择，并且让学生清晰不同的选择会导向什么结果，以此来指导学生们设定个人理想。



课外活动（ECA）项目

除了提供卓越的英式课程，我们还为学生们提供丰富的课外活动项目。在 ECA 项目中，学生们将会培养自己的自信心、独立性、主动性、创造性和领导力，并有定期展示个人和团队才华的机会。

学生们可以从一系列丰富的课外活动中选择自己感兴趣的项目，包括戏剧、音乐、体育、学生俱乐部与社团等。

所有学生必须参加 ECA 项目，我们会根据学生们的建议与反馈更换每学期的活动项目。部分 ECA 项目将由学生主导，以培养他们的领导能力。由校内师生举办的课外活动已包含在学费中，而部分由校外第三方提供的项目则会有可能产生额外费用。



研学参观与活动

研学活动是佛山霍利斯教学的重要组成部分，除了常规课程，我们还将安排一系列参观与访问，给学生们提供更广泛的学习体验，开阔学生的眼界，支持学生的发展。

学校会在每次研学参观前单独公布具体的安排以及需要注意的事项。

学生关怀

学业成就的实现是每位学生的目标，但我们深知，孩子们只有在健康快乐的学术环境中才能发挥最大潜力。我们的教学理念也贯穿着这一要求，支持并陪伴每位学生度过美好和充满挑战的校园时光。

学校不仅关心学生的情绪、身体和精神需求，而且希望学生能够在这个大社区环境下茁壮成长，培养他们善良、宽恕、诚实、宽容和理解等优良品质。

学院制

学院制是英式学校最具特色的体系之一。学院是学校的子单元，每位学生在入学时都会被分配到一个学院。学校通常会把兄弟姐妹分配在同一个学院。

在佛山霍利斯，这四个学院的设计灵感来自于神话传说，我们分别从中国和西方的神话传说中选择了两个非常具有代表性的动物作为学院象征。学院徽章由我们的学生合作设计，突出中西文化在佛山霍利斯的重要性，寓意我校的中西文化交融。

龙学院



凤凰学院



狮鹫学院



独角兽学院



学院制优势

学院制度的建立是为了培养学生的认同感和归属感，倡导积极的校园精神，为学生充分参与校园生活提供更多的机会。丰富的学院竞赛和活动会鼓励学生之间的合作，发展他们的创造力、恒心、毅力和灵活性。

学院主任



Mr David Richards

龙学院主任



Ms Danielle Morgan

凤凰学院主任



Mr Lee Jones

狮鹫学院主任



Mr Steven Banks

独角兽学院主任

中学部年级导师

在中学部，我们会为每位学生安排一名年级导师。年级导师将每天与学生碰面，帮助他们在学业上取得优异成绩，培养他们的个人才能，并支持他们的情感需求，使他们能够成长为自信的成年人，且为在学校中承担更多重要角色做好准备。

在大多数情况下，年级导师是家长在学校的第一联系人，他们的职责包括：

- 了解学生的个性、背景、学习成绩、爱好、优势和需要发展的领域。
- 营造一个有目标以及有吸引力的环境。
- 作为家校沟通的第一联系人。
- 确保学生能够始终如一地达到学校的期望。
- 为学生提供足够的教学与生活支持
- 耐心倾听学生心声。

寄宿生活

寄宿环境

佛山霍利斯作为寄宿学生的第二个家，我们非常注重每个学生的幸福感、福祉与成功。寄宿生活意味着开启一段陌生而新奇的探险，佛山霍利斯的寄宿生活为孩子们在学习和社交方面取得进步提供了绝佳的机会。在这段旅程中，寄宿生们无需担心旅途的孤单，因为他们将获得来自同伴的支持和力量，共同的经历会让寄宿生们更加团结，建立起坚固并能持续一生的友谊。

寄宿环境本身就是一种极具价值的教育方式。学生们会慢慢意识到，他们在寄宿生活中获得的智慧，并不亚于他们在课程上学到的知识。寄宿生活提供了绝佳的机会让学生们学会为他们自己的行为负责，切身感受到自己的成长，变得更成熟与更具同理心，重视团队合作，越来越自信，获得丰富的生活技能，最终成为一个更独立的人。

佛山霍利斯的寄宿生不但可以参与广泛的课外活动，还需参加固定的学习环节，确保他们能在教师的支持下，专注地完成作业。虽然寄宿生的日程表充实忙碌，学生仍有充足的独处和休息时间，让他们可以反思自省，学会合理地平衡学习和娱乐，并和伙伴们建立持续一生的友谊。

同时，我们鼓励寄宿生充分利用整个校园内的所有区域和设施。



设施设备

- 四人间：供 4-11 年级学生使用；
- 双人间：供 12-13 年级学生使用；
- 每间房都配备淋浴间、洗手间和洗手池，每个淋浴间外都有一面镜子及毛巾架；
- 每名学生都有自己的床，其中包含储物空间、书桌、椅子和台灯；
- 带插座和 USB 插头的延长线；
- 公共小厨房配有冰箱、微波炉和烧水壶；
- 公共区域配有座位和游戏设施；
- 洗衣房和储物室；
- 寄宿部主任以及舍监均居住于学生公寓内。

寄宿管理团队

舍监及教师团队成员将在不同时段轮值，看护并适当地监督寄宿生们。此外，学生可以在正常教学时间内与宿舍管理员或护士联系，以取得协助。

寄宿部主任

寄宿部主任将带领寄宿团队，打造一个富有目标及充满关怀的寄宿环境。寄宿部主任将会把学生的学业和身心健康放在第一位，并与学校全体员工密切合作，保障寄宿部的日常运营和发展。

舍监

舍监老师将负责建立一个有社区意识以及舒适的寄宿环境，并为学生在学校寄宿的旅程中提供学习、生活支持和指导。

宿舍管理员

宿舍管理员将协助舍监老师共同管理学生公寓，确保寄宿生活顺利运行，跟进并监督包括洗衣、房间清扫、仪容仪表等工作。



晚自习

佛山霍利斯开设有老师监督的晚自习，为学生提供额外的学术支持。在晚自习期间，我们的学科老师将会轮值并全程陪伴。如果学生对学习或作业有任何疑问，可以寻求老师的支持。



周末活动

除了学校每日组织的课外活动，学生们还可以享受丰富的周末活动，例如体育运动、学习研讨会、户外郊游以及社交娱乐等等。我们相信让学生们享受休闲时光和学习同样重要，为学生提供一些“小憩时光”，有助于他们从一周繁重的学习任务中恢复活力。

周末寄宿及返校时间

寄宿生可选择在周日下午或周一上午返校。请知悉，选择周日下午返校的寄宿生应于下午 4 点至晚上 7 点半之间返校，以便学生为第二天上学做好充足准备。

以下所列几点，学生应于每周五前在放置于学院休息室里的周末寄宿表进行登记。

1. 周末是否留宿
2. 是否于周日下午或周一上午返校
3. 周日晚是否留校吃晚餐

每周五早上 8 点半后的登记信息不列入统计当中。



小厨房

学生公寓将每日提供点心和饮料，包括牛奶、果汁、水果和饼干。欢迎寄宿生们享用小吃和饮料，补充能量。

零食

- 学校全天提供足够的正餐和零食，强烈建议学生不携带，或只携带少量的零食。
- 学校仅允许学生携带包装好的，干燥的零食。所有零食应存放在指定的小厨房内。
- 如学生携带零食，请贴好标签，注明名字。
- 学生不得在房间内食用零食。
- 学生食用完零食，必须包装好放回原位。
- 任何没有妥善包装或注明名字的零食将被清理。

房间清扫

清洁人员将定期清扫宿舍房间，但学生也有责任保持自己房间的日常清洁以及个人物品整理。



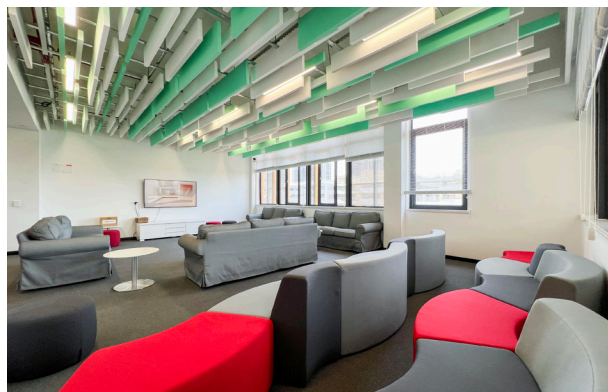
洗衣服务

学生的床上用品于每周五早上送洗。学生需要在收到已清洁干净的床品后自行整理床铺。

公寓每周二和周四提供洗衣服务，周末寄宿的学生也可以在周五将衣物送洗。每位寄宿生应携带大约 4 个带有姓名标签的洗衣袋到学校。寄宿生的所有私人衣物务必清晰标注姓名，以便识别。

个人卫生

寄宿生在集体中生活，将共享房间以及公共区域，因此所有学生都应保持个人卫生，以确保自己和其他学生的尊严、福祉、身心健康以及生活质量。所有学生都可以使用个人卫生用品，并且在校期间必须保持个人卫生。



家校沟通

家长心声及家委会

家长作为学校社区的重要成员，我们非常欢迎您与学校分享任何反馈或建议。您可以直接与家长委员会主席联系，或发送电子邮件至 parent.committee@leh-foshan.cn。

家校沟通

佛山霍利斯始终致力于把每个学生的幸福、快乐和成就放在第一位。家校沟通非常重要。家长关心孩子们的学习生活，并希望能深入了解；他们希望自己的孩子在学校学有所得，并希望尽可能多地提供帮助。教育的初衷是对学生的福祉快乐负责。我们为家长提供了多样化的家校沟通方式，确保家长能及时了解孩子在校的学习生活。



佛山霍利斯教职员联系表

学校领导

姓名	职称	邮箱地址
Mrs Jane Arden	校长	jane.arden@leh-foshan.cn
Ms Selina Chen	校长助理	selina.chen@leh-foshan.cn
Ms Mandy Bateman	预备部主任	mandy.bateman@leh-foshan.cn
Ms Sara Saavedra	学术主任 西班牙语学科主任	sara.saavedra@leh-foshan.cn
Mr Steven Banks	寄宿及学生关怀主任 地理学科主任	steven.banks@leh-foshan.cn
Mrs Debbie Kirk	12-13年级主任 数学学科主任	debbie.almeida@leh-foshan.cn
Ms Anna Esposito	招生及市场部总监	anna.esposito@leh-foshan.cn

预备学校

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Mr Alexander Tennant	6年级老师	alexander.tennant@leh-foshan.cn
Ms Linda He	助教	linda.he@leh-foshan.cn

教学支持团队

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Ms Betty Liang	学生公寓管理员	betty.liang@leh-foshan.cn

中学

姓名	职称	导师职责	邮箱地址
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Mr David Richards	英语学科副主任 舍监	龙学院主任	david.richards@leh-foshan.cn
Mrs Carolyn Jones	学习支持主任 英语老师及舍监		carolyn.jones@leh-foshan.cn
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Ms Diana Mustaeva	物理学科主任	12-13年级导师	diana.mustaeva@leh-foshan.cn
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Mr Stuart Savill	创意艺术部主任 戏剧学科主任		stuart.savill@leh-foshan.cn
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Ms Faye Li	音乐老师及音乐总监助理		faye.li@leh-foshan.cn
Ms Helen Hayward	艺术学科主任	11年级导师	helen.hayward@leh-foshan.cn
Ms Riley Zhou	艺术助教		riley.zhou@leh-foshan.cn
Mr Adam Stenning	人文部主任 计算机科学学科主任		adam.stenning@leh-foshan.cn
Mr David Noronha	历史学科主任	12-13年级导师	david.noronha@leh-foshan.cn
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Hope Favours the Bold

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