



## FALKNER HOUSE BOYS MOVING ON FROM FALKNER HOUSE

The system can – but needn't be – complex and our job is to help you navigate the process in a stress-free fashion for both you and your son. We advise parents on a case by case basis. Further information is available to parents in detailed school by school guidance.

During the years at Falkner House we will discuss your son's progress and your thoughts as to their next school. There are meetings for all parents well ahead to discuss the details of the 7+, 8+ and 11+, as well as information sheets. All parents are also always welcome to meet individually with Mrs Griggs or Mrs Dixon to consider their son's options. In general, with the

occasional exception boys will leave Falkner House after Year 6.

### REGISTRATION

Each school has its own registration system; some have a very narrow window, some require early registration, and some do not allow early registration! Registration is always done by parents – not Falkner House. There is a very wide variation in deadlines with boarding schools generally preferring interest to be expressed earlier (many have June in Year 5 as the last date for registration for the 11+) as they like to try and get to know families. Parents considering such schools for their child should thus get in touch with them in good time. London day schools at 7+, 8+ or 11+ generally allow registration up until varied dates in the autumn of the previous year with each school having a different closing date. Boys can sit exams for boarding as well as day schools, so your choices can include both types of schools. Boys can sit exams for an unlimited number of schools but: logic should prevail - it makes no sense to have a boy sit for a school that, for whatever reason, you would never send him to!

### 7+ and 8+

We prepare boys, if appropriate, as thoroughly as possible for these exams and we will celebrate your son's success in moving on from Falkner House at the end of Y2 or Y3. The schools in consideration for Falkner House parents at this stage tend to be St Paul's Junior (SPJS,) or Westminster Under (WUS) and King's College Junior (KCSJ). There may be fewer places at 8+ than for 7+ but the field is significantly different. Falkner House strongly discourages boys taking the 8+ after a 'failure' at 7+ as a stream of external exams is fundamentally educationally and academically wrong or such young children. Furthermore the 7+ should not be seen as a good preparation for the 8+. Parents sometimes feel that sitting at 7+ or 8+ avoids the "nightmare" of the 11+. But:

1. No exams need or should be a nightmare for a Falkner House parent or child!
2. Few families can manage for their sons to take the 7+ / 8+ exams with total casualness (which is what we would recommend).
3. In reality, it will always be only a small minority of boys who will be successful at 7+ / 8+ because only a few boys have the maturity to manage successfully these highly challenging exams aged 6 or 7. The schools listed above are choosing boys who not only have real raw ability, a genuine love of learning, an ability to manipulate and work with abstract and unfamiliar concepts and ideas, but can also deliver in an exam setting. This simply can't just be tutored / taught and the competitiveness of these exams cannot be overstated. Being a "bright boy" who is unquestionably going to do really well academically in the future is not enough!
4. At 11+ there is much greater potential for teachers to teach and boys to learn "how" to take exams – the emphasis becomes less on raw talent and more on getting boys to showcase their abilities.
5. The majority of Falkner House boys will stay till 11+

The Falkner House curriculum is always bespoke for each child and takes preparation for these exams (or not) into account.

Clearly, the appeal of SPJS, WUS and KCSJ at 7+ or 8+ is in large measure, the guarantee of what for the right boy, is an amazing school 11- 18. The selectivity of these schools, however, means that a boy who gets in at 7+ would almost certainly get in at 11+ or 13+. Geography is an important consideration at this stage; boys do not have to leave Falkner House before 11+ and the bus journey time for SPJS and KCJS will be c. 45 minutes for most Falkner House boys.

### **Entry at 11+ exams in Year 6**

**Day:** Dulwich, Highgate, King's College School, Latymer Upper, Wetherby Senior, Emanuel, Alleyn's, Kew House, Maida Vale, St Paul's, Thomas', Westminster, Harrodian, Ibstock Place, City, Hampton, Fulham Senior, UCS and Kingston Grammar School,

**Boarding:** Oundle (via the Berrystead), Pangbourne, Wellington (via Eagle House), Rugby (via Bilton Grange) and Shiplake

### **Entry at 13+ - exams in year 6**

Secondary boarding schools such as (boys only) Eton, Harrow, Winchester, Radley and (co-educational) Marlborough, Oundle and Rugby generally start at age 13 or Year 9. The same is true of entry to the day senior schools of St Paul's (boys only) and Westminster (boys only with girls in sixth form). All of these schools assess in the first instance in November of Year 6 when boys sit the ISEB pre-test (see below re reasoning tests) in November. If passed (different schools have different pass rates) boys then have interviews and further exams in the spring and summer term of Year 6 at the individual schools. For schools such as Eton, Winchester, Westminster and St Paul's this second stage of assessment will be highly demanding and selective. Falkner House prepares boys for all these interviews and exams. Following success, entry is deferred until Year 9. Some schools ask for boys to sit the Common Entrance (CE) in the summer term of Y8 before joining the relevant school but at this stage CE is just a formality and indeed no longer exists many schools e.g. Westminster, Wellington and St Paul's. Boys with a deferred entry place will join either a prep school (London day or boarding) or a London 11+ school e.g. Wetherby or Latymer Upper for the two years after leaving Falkner House at the end of Year 6 and before joining Year 9 at their senior school. Mrs Dixon and Mrs Griggs are always available to give advice on the best way to navigate this transitional phase.

NB – London schools - only the highly selective St Paul's and Westminster have their principal entry at 13+ so if you do not want boarding, you should consider London day schools at 11+. However, if there is a strong likelihood that your son will be boarding at 13, all options remain open.

## **PREPARATION FOR EXAMS**

As external exams loom, all of the teachers will have been working hard with your son to prepare for the business of sitting exams.

**The key determinants to success in these exams are determination, calm, speed and logic. The exams ask for relatively little recall of facts but instead there is the far harder challenge of applied logical**

All the exams (7+,8+, 11+ or 13+) sat by the boys tend to consist of an English and maths papers and may include verbal and non-verbal reasoning tests (VR and NVR – see below – reasoning tests). There is constant flux as to what is included in the examination process as well as the individual nuance for each school. We keep abreast of these developments (and have information available for parents) and teach your son what he needs to know. We give the boys plenty of exam practice using papers of all different kinds so that they are prepared for virtually anything that might be put in front of them. Some schools post sample exam papers on their websites but we would request parents to resist using these (or any other) papers with their child as this will “spoil” our use of them.

How to prepare children for exams is a subtle art – it is not a matter of more is better. Instead, it is the right teaching at the right time in the right way for each boy. Staff are always ready to discuss your son’s progress as well as their approach to their subject in order to ensure that children are helped with the same methods at home as at school.

Inevitably, the younger the child, the less that can be taught in terms of exam technique but we will always go the extra mile – we want your son to be able to do his very best, just as much as you.

The exam season starts in November, finishes for the day schools generally in January but for a few 13+ schools continues till May. Parents need to be aware of the time line for their prospective schools so as to avoid the whole of Year 6 being a long drawn out exam process.

## **REASONING TESTS**

Many schools use reasoning tests ISEB or CEM or CATs as part of their testing process. At 7+ or 8+ reasoning questions are built into the exam. At 11+ such tests may either be used as a pre- selection or as the exam itself. Most of the major boarding schools use the ISEB common pre-test produced by GL. These computerised multiple choice (mildly adaptive) tests last c. 2 ½ hours, are sat at Falkner House in November. If parents wish to buy practice books, make sure you are buying for the correct test e.g CGP for CEM rather than CGT for GL! In the end though, the similarities of adaptive v. non - adaptive, pencil and paper v. digital will be more important than the differences.

## **CREATING A SHORT-LIST (for exit at any stage)**

When making your short list, take advice from Falkner House as to the chances of success. Do not be tempted to put your son in for an exam for a very academic school, ‘just to see’, or because he has insisted. You are the adults with the foresight and experience to anticipate and, within reason, success or failure is relatively predictable. It is not a lottery! Although your child (and you) might think they will not mind if they fail, the truth is that a rejection letter is a painful thing; if it comes at the beginning of the exam period it can have a very deleterious effect.

Competition is fierce for many schools that Falkner House parents consider for their children in that large numbers of children apply for them. You will see vast numbers turning up for all the exams, however, in the end, each child can only go to one school. It is worth noting that the number of boys sitting an exam for a school is not necessarily reflective of how competitive a place at that school is.

Because there can be no guarantee that your child will be offered a place at the one particular school that you are aiming for, we recommend that you apply to a range: top end, safe-bet and insurance. (Please do not EVER refer to any school as ‘fall back’ or ‘insurance’ in front of the children. In truth, these are all good schools.) The number of schools applied for will depend on how undecided you are

and how many exams you feel is appropriate. In our experience, once the children are in ‘exam mode’, they tend to take exams pretty much in their stride, but there is definitely a limit – too many in one week can be too much. The most important thing is to keep an open mind and ensure that the children do so too. They must not be given the impression that some schools are for the ‘clever’ children and others are not. Once set, it is very difficult to dispel this negative impression.

Geography is key. There is no point applying for a school, however appealing, if it is logistically out of reach. It is essential to take in to account the length of time it would take your child to get to school by school bus or public transport, bearing in mind that most secondary school children will wish to travel independently and it may also be quicker.

All schools offer open days or evenings (zoom or in person) when you can visit and get a flavour of the school. They will also all have, to varying degrees, representative and informative websites. In terms of the day schools, it is pointless to take the children along on a physical tour as they can become overwhelmed or fixated on a school that is inappropriate for them and it is unlikely to benefit your child to spend hours listening to headteachers saying largely the same thing as each other each time! In contrast, there is plenty for your son to gain from simply perusing a school website. You may wish to take your son to visit a school once you know what offers he has; even then, as you the adults are making the decision, think carefully as to whether touring a school will potentially give rise to family arguments if he wants a different school to you.

In contrast, the boarding schools will want to have met your son and you well in advance of the exams– it is much more of a match making process.

When visiting, in person or when looking at their website, it is advisable to take notes to help you remember which school was which – they all have wonderful art, science labs, IT rooms etc. so it is worth trying to make a note of anything really distinctive. This helps you and the children when they go for interview, to answer the ‘What do you particularly like about our school?’ question.

## **TUTORING**

Two key points worth noting in respect of tutoring are as follows:

- It often involves just ‘doing more papers’ or drilling rather than anything more constructive.
- Many schools are very good at spotting the ‘tutored child’ and in some cases are even able to identify a particular tutor’s style. This will NOT add to your child’s chances!

Irrespective of their possibly stellar academic CVs, our view is that most tutors are simply not good enough. All schools want children who are individual, with their own backgrounds, ideas, interests, quirks and differences to contribute to their community. This will never be achieved by coaching. Many parents, who have wisely resisted the prevailing mood, panic when they hear that other boys are being tutored and it takes a strong character to hold firm. The belief that everyone else is being tutored seems to prevail even when in reality at Falkner House, most are not. Our experience over 60 years of preparing children for exams is that the impact of external tutoring is generally negative. Please believe that we are as ambitious as you and that, having been well taught at Falkner House, they will not benefit from “a bit of extra teaching”. If, despite all of the above, you engage a tutor, please let us know so that we can liaise with them.

## **PREPARING FOR INTERVIEW**

The best way to prepare your child for interview is to get him used to talking about what really interests THEM, not what we consider might be impressive. Most schools only interview boys who have achieved a certain mark in the examination. The timing of being “deselected” can be brutal with notification just before another exam. Bad news comes before the good! In many cases, the interview is, in essence, a second stage of the exam, with significant maths and English questions being asked. Schools interview hundreds of children every year and can spot the over-prepared ones a mile off. If you want to help, spend time discussing ‘what if?’ questions – stretch their imagination, show that it is

good to make guesses and sometimes get them wrong. It is the willingness to have a go that is interesting. If asked about a favourite book, the idea is not to tell the story but to say WHY he likes it. Equally, not to say 'A Tale of Two Cities' because he thinks it sounds impressive. One-word answers are not helpful. They should aim to follow up with 'because...'. Successful interviews at this stage are about genuine enthusiasm (usually shown not only by tone of voice but also through depth of knowledge), being able to go beyond the literal, being ready for the unexpected, having a question for the interviewer, firm handshake and good eye contact. Children need to be ready to deal with mundane questions such as "why do you want to go to this school" and "what is your first-choice school". To help prepare and also to help us write our reference, we will ask you for your child's interests, achievements and passions in and out of school. Please be honest and do not exaggerate. If a reference mentions a love of archery but in an interview your child clearly knows nothing about it, the effect will not be good. We will give the children as much interview practice as is necessary but over preparation is definitely counter-productive – being natural is key

## **SCHOLARSHIPS**

Every school has a different scholarship system and we are happy to discuss the matter with parents on an individual basis. In some cases children may sit scholarship papers for one school and standard papers for another. At 11+, most schools offer music and some also sport and art scholarships (art scholarships require a very significant sized portfolio requiring at least six months preparation). If you think that your son might qualify for an art, sport or music scholarship please discuss this well ahead so that proper preparation can be made. Parents, not Falkner House, enter children for these scholarships but it is crucial that you keep us informed so we can support the application.

**Music Scholarships** Parents need to keep track of auditions etc. Registrars at secondary schools have been known to lose applications!

**Academic Scholarships** We do not operate separate 'scholarship classes' but prepare all to the maximum of their potential at every stage. Most of the 11+ London schools do not have separate scholarship exams or interviews and the 13+ schools scholarship exams are in Y8.

**Scholarships v. bursaries** Scholarships are merit based whilst bursaries are based on perceived financial need and will be means tested with a very high financial bar. Merit and need may, of course, coincide! The secondary school's registrar or website will be able to give further information.

## **ONCE THE EXAMS START**

At this point, what your son needs most from you is CALM. You may be feeling pressure – you love your child and want the best for him (though it will always be an unknown point as to which school is indeed the "best for him") – but he has a right not to have your concerns transmitted to him. Please do not let him overhear you discussing schools and fretting – he will be taking in every word and it is not beneficial. If humanly possible pretend you do not care! Provided he does the work set and has a regular, quiet, comfortable space to do homework, the job is done. We can be totally confident that he will try to do his very best. Irrespective of which school your son goes to, he will have a great future. It is essential to remain upbeat, to demonstrate that family life and fun go on regardless of what happens in the exams and that your love is unconditional.

## **WAITING LISTs**

**11+** If you are offered a waiting list place, this may or may not "clear" and be converted into a definite offer before the deadline for acceptances. Without such a definite offer, even if the waiting list place is at your first choice school, you will need to accept a place elsewhere before the deadline closes, pay a deposit and wait to see whether a firm place is later offered before September. Offers off the waiting list before the deadline will only be made at the 11th hour (i.e. at 11am before a noon deadline). Every year it varies wildly as to whether a school will go to their waiting list and how far down it they go.



They will not tell you where your child is on the list.

**13+** Confirmed offers only have to be accepted by the end of Y7, as a result Eton / Westminster / St Paul's / Winchester put many boys on a waiting list with potentially further exams to be sat in Year 8.

## **RESULTS AND DECIDING ON A SCHOOL**

In the end, you are likely to finish by choosing between two or more schools. There are all manner of considerations: location, mixed or single-sex, general ethos and so on as well as 'gut instinct'. Although it may seem good to involve your child, in the end the decision should be yours. You have the life experience to bring to bear and you should use it. Do not be too influenced by where friends might be going – it can be a wonderful new start to be the only Falkner House child going to a given school. Think about where you could see him in about two or three years' time but equally realise that he could change schools for sixth form.

With regard, particularly to boarding schools, it is crucial to understand the rhythm of the individual school's day/week/term. Is there Saturday school? What would your child be doing at 7.30 am or 4.00 pm or 6.00 pm or 9.00 pm? Which of the amazing facilities are freely open to the children and when? What are the weekend arrangements and will they suit your family? How many children go home at weekends? How easy will it be for you to visit? All of these factors are as important as the academics when choosing a boarding school. Above all, the "fit" of a boarding school is key – there is much less of a margin for error than with a day school.

We strongly recommend that parents should open the results letters / emails before their child so as to consider a sensible approach to discussing the results with them! And, if at all possible parents should try to decide on their preferences in advance of the results. It is illogical and disconcerting for the boys if their parents are wavering for days.

Email, Mumsnet, Twitter, WhatsApp and other methods of instant communication have put ever increasing pressure on parents, and consequently on your children. This can exacerbate the annual London parental panic regarding "next schools". Above all, please remember, we are here to help and support you and your child through the process.

