

# Welcome to Y10 Parents' Information Evening 2024



This slideshow is being recorded




# Timings

- We aim to finish at 7.30pm
- Opportunity for Q&A at the end.




# Our education philosophy

1. More than the best possible examination results.
2. **No shortcuts.** Anything worthwhile is hard won.
3. The happiest and most successful students **bleedgreen**, get involved outside the classroom and give back.



**CHARACTER**  
Your actions today shape who you will become.  
Who will you be?




**COURTESY**  
Showing politeness and thinking of others before yourself.

**INTEGRITY**  
Being honest and doing the right thing, whether or not anyone is watching.

**DILIGENCE**  
Always working to the best possible standard, taking care in even smallest details.

**ENTHUSIASM**  
Approaching everything with a positive attitude, and enjoying what you do.

**RESILIENCE**  
Keeping going, even when it is difficult.  
Recovering when things go wrong.





# BETTER ME, BETTER WORLD

#BLEEDGREEN



EXCELLENCE  
THROUGH  
EFFORT



WE  
BEFORE  
ME



1. BOUNCE DON'T BREAK  
PHYSICALLY AND MENTALLY  
ROBUST

2. A GRADE HIGHER  
BEST POSSIBLE  
ACADEMIC  
OUTCOMES

3. GORDON'S  
EDGE  
WIDER SKILLS,  
KNOWLEDGE AND  
EXPERIENCE

4. GET MORE  
GIVING  
BETTERING  
ONESELF  
TO BETTER  
HELP OTHERS

COURTESY  
INTEGRITY  
DILIGENCE  
ENTHUSIASM  
RESILIENCE

# Honours Programme

- Gordon's Honours Programme recognises those who bleedgreen and go above and beyond for others, the School or their House.
- **Honours students**
  - Work hard
  - Behave well
  - Give back



# Recent Developments





Library  
Refurbishment  
2022



Sports Hall 2022



3G 2022



Fitness Suite 2023





# Coming soon in 2024 – Pitch 1 renovation



# Before and after...



# The 'sPACe' Performing Arts Centre





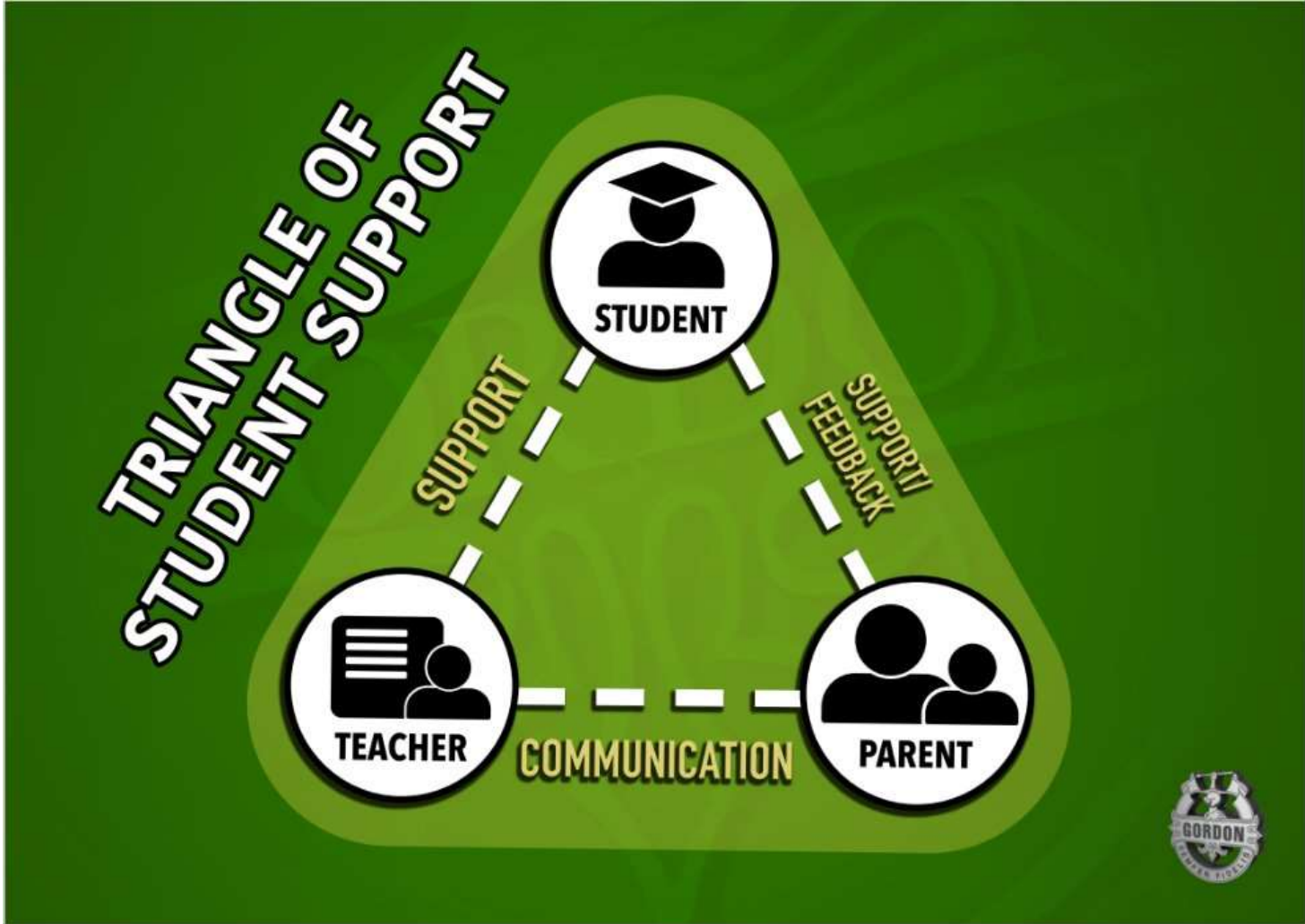
Performing Arts Centre  
November 2024

# Boarding & Pastoral

Ms Carruthers  
Deputy Head (Pastoral)



# The Golden Triangle



# Parent section of the website





## Gordon's Online Shop – Coming soon!

### Gordon's Merchandise

Travel cups

Suit carriers

Boot polish kit

Umbrella's

Boot bags

**Stationery**

Delivered to School Houses or picked up from Reception





# Communication



# My Child at School - MCAS

- Dashboard
- Data Collection Form
- Announcements
- Attendance
- Behaviour
- Detentions
- Exam Timetables
- Homework
- Reports
- Timetable
- Academic Calendar
- School Correspondence

The screenshot displays the MCAS dashboard for Gordon's School. The main content area is divided into several sections:

- Attendance:** A green header with a checkmark icon. The question is "Is James at school?". Below it, it states "No Attendance data found".
- Announcements:** A purple header with a megaphone icon. It states "No Announcements data found".
- School Correspondence:** A purple header with a document icon. It lists three "Weekly Bulletin" entries with their respective dates and publication dates, each with an "Attachments" link to a PDF file.
- Homework:** A red header with a briefcase icon. The question is "Does James have homework?". Below it, it states "No Homework data found".
- Timetable:** A light blue header with a clock icon. It states "No Timetable data found".
- Classes:** A red header with a graduation cap icon. It lists "James's Classes" with columns for "Class Name", "Class Details", and "Attendance". One class is shown: "13C" with "Tutor Group: Mr P Schofield" and an "Attendance" of "90%".

A dark sidebar menu is overlaid on the left side of the dashboard, listing various navigation options. A green arrow points from the "Attendance" option in the sidebar to the "Attendance" section on the main dashboard.



# School Day

- 7.45-8.15: Arrival to houses
- 8.20-8.40: Chapel, Assembly, Form, House Meeting
- 8.40-9.35: Period 1
- 9.35-10.30: Period 2
- 10.30-11.00: BREAK
- 11.00-11.55: Period 3
- 11.55-12.50: Period 4a / LUNCH (Y7-10)
- 12.50-13.45: Period 4b / LUNCH (Y11-13)
- 13.45-14.40: Period 5
- 14.40-15.35: Period 6
- 16.00-17.00: Period 7



# New end of day timings reminder

|                 |   |
|-----------------|---|
| 15:35 – 15.55   | <b>House Time &amp; Snack</b>   |
| 16:00 - 17:00   | <b>Period 7</b>   |
| 17:00 - 18:15   | <b>Period 8 / Tea</b>   |
| 17.00 – 17.10   | Early Tea   |
| 17.10 – 17.50   | Houses Tea  |
| 17.55 – 18.10   | Late Tea  |
| 18:15 - 19:30 * | <b>Prep Y7-13</b><br>- Half Prep at 7pm. No break for those staying until 7.30pm. Woolwich will leave at 7pm.<br>* Friday 6-7pm |
| 19.30 - 21:00   | <b>Library remains open for Sixth Form</b>  |



# Prep Attendance

- Keep checking your child's timetable on MCAS.
- **Inform the House before 6pm if your child will be absent or if they will need to leave at 7pm**
- Absence from prep will be followed up daily with an email by 6.30pm.

|                 |                 |                      |                 |                 |
|-----------------|-----------------|----------------------|-----------------|-----------------|
| Prep 1          | Prep 1          | Prep 1               | Prep 1          | Prep 1          |
| Gordon's School | Gordon's School | Gordon's School      | Gordon's School | Gordon's School |
| Prep            | Prep            | Prep                 | Prep            | Prep            |
| 10M2I/Pr        | 10M2K/Pr        | 10M2M/Pr             | 10M2O/Pr        | FPSA2/Pr        |
| Mr S Depoix     | Mr M Boote      | Mrs A Sinclair Ju... | Mrs J Warner    | Mrs N Webb      |



# Evening Pick-Ups

Buckingham  
Khartoum  
Gravesend  
Sandringham  
Victoria



Augusta  
Balmoral  
China  
Kensington  
Windsor



# Access to site

8-5pm please call Reception to enter the School site from either the bridge gate on foot or main gate by car.

Always report to Reception. Do not go straight to your son/daughter's House.

After 5pm and at weekends please call Security [07717 814154]



# Gate Timings & Safeguarding

|                          | Open                 | Close | Open  | Close |
|--------------------------|----------------------|-------|-------|-------|
| <b>Monday - Thursday</b> | 07.45                | 08.15 | 17.35 | 17.55 |
| <i>Prep pick-up</i>      |                      |       | 19.20 | 19.40 |
| <b>Friday</b>            | 07.45                | 08.15 | 17.00 | 17.30 |
| <i>Prep pick-up</i>      |                      |       | 18.50 | 19.10 |
| <b>Saturday</b>          | Opening times vary * |       |       |       |
| <b>Sunday</b>            |                      |       | 19.00 | 21.00 |





# Safeguarding

- Safe environments
- Attendance – knowing where students are
- Mental health issues
- Drug & alcohol abuse
- Abuse



# Absence (Day Boarders)

01276 858084

[Absence@gordons.school](mailto:Absence@gordons.school)

- Parents must contact the school on either of the above **by 08:15** to report that their child will be absent.
- Any absence notice not received will trigger an automatic request for information by 10.00 each morning.
- The reason for any absence must always be submitted so that we can code our registers according to DfE requirements.

For Saturday fixtures: if your son or daughter is ill on the morning of the fixture, please email [absence@gordons.school](mailto:absence@gordons.school)



# Medical Centre

## Day Students

- If students feel unwell, they should report to the School Office.
- Students may have a short period of rest in the School Office before returning to lessons, or they will be sent to the School Medical Centre for assessment.
- Simple over-the-counter medications may be given (provided parental consent is in place) or parents will be called to collect the child if absolutely necessary.

## Residential Students and those with IHCPs

- As above during lesson time, except that students who are unfit to return to lessons will be looked after in the school Medical Centre.
- Outside lesson time, Residential Boarders have access to the school Medical Centre or on-call Nurse for all their medical needs.



# Uniform & Appearance

“If you can’t do the little things right, you’ll never be able to do the big things right”

## **Admiral McRaven**

- Ties, shirts and blazers
- Skirts & Trousers
- Polishable shoes
  
- Use of PE tops
- Hair and piercings



# Rewards & Sanctions

| Behaviour                                 |   | Reward                           |
|---|---|----------------------------------|
| Most commendations / Top 25% effort grade | 5 | Certificate / Letter home (Head) |
| Top 10 commendations per year Y7-11       | 4 | Letter home (DHC)                |
| Consistently good contribution and effort | 3 | Postcard / email home (Dept.)    |
| Very good effort or work                  | 2 | Commendation                     |
| Good effort or work<br>Good effort        | 1 | Verbal Praise<br>Good Comment    |
| Level                                     |   |                                  |

| Behaviour   |   | Sanction   |
|---|---|--|
| High-level offence                                | 5 | External Exclusion   |
| Cont. poor behaviour OR single major misdemeanour | 4 | Immediate referral to the School Office and Internal Exclusion |
| Further poor behaviour OR unacceptable behaviour  | 3 | Detention  |
| Repeated poor behaviour                           | 2 | Bad comment & <u>option</u> to take 5 minutes                  |
| Low-level poor behaviour e.g. talking over others | 1 | Verbal warning   |
| Level   |   |  |



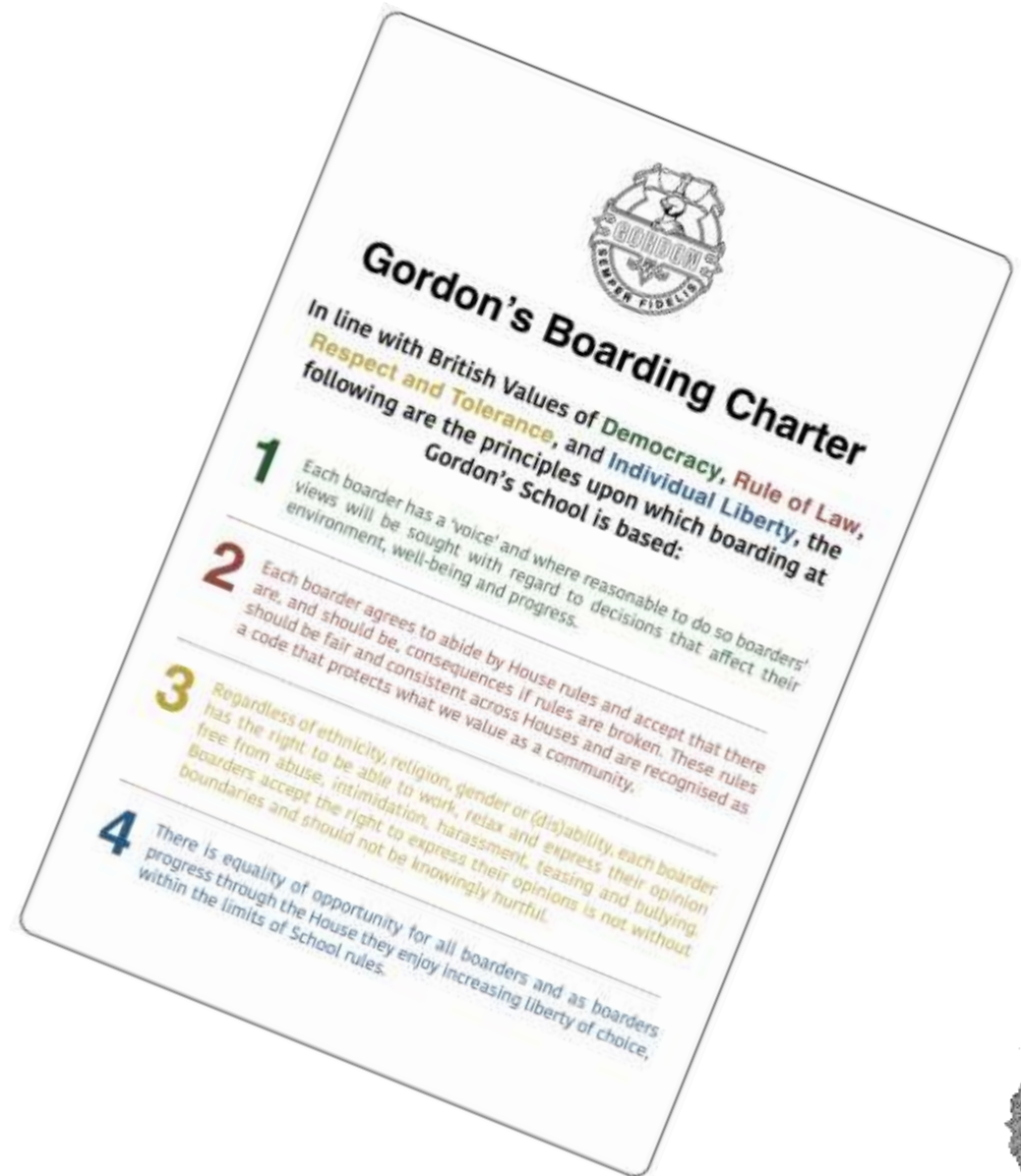
# Detention

- **Detention aims to be a deterrent**
- Students have time for self-reflection.
- They may not do prep.
- They may not use their tablets.
- They may read a book, if they have one.
  
- Lunch detentions and School detentions (Fridays 5-6pm) take priority.

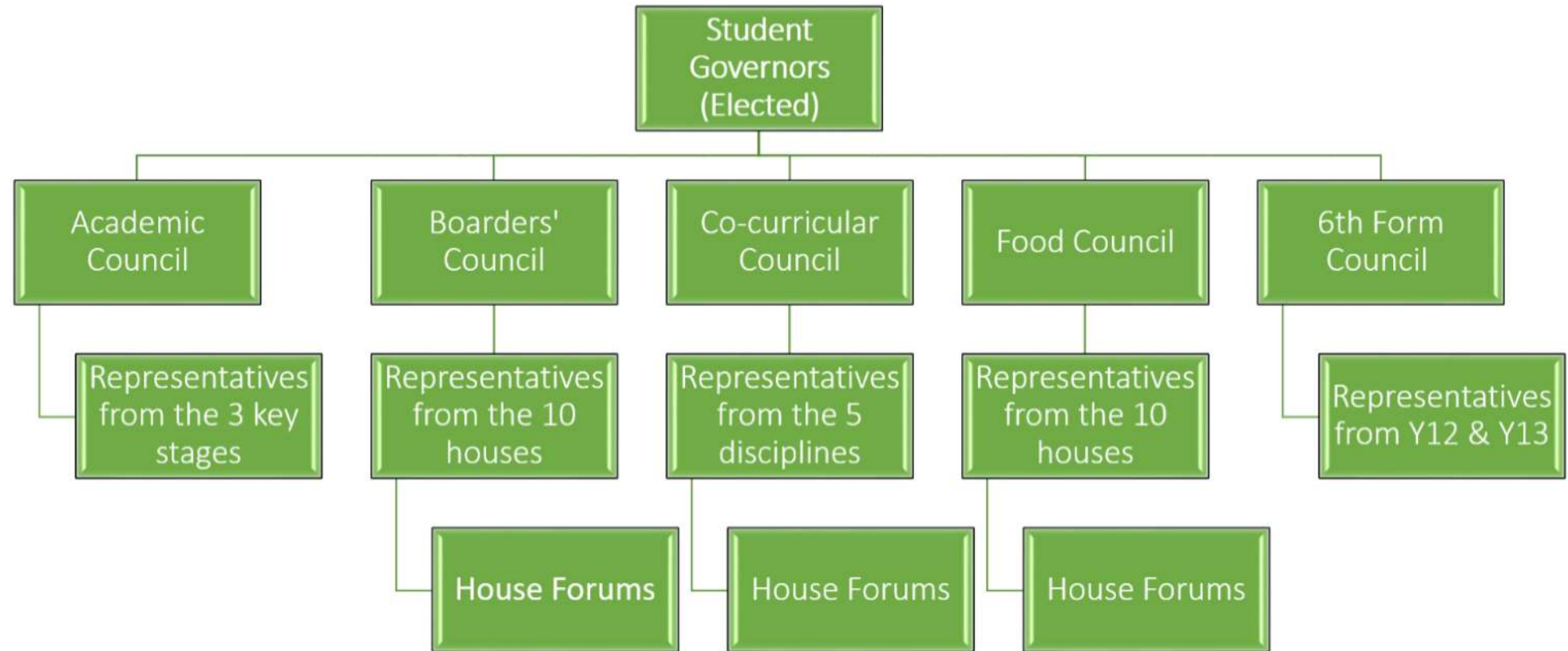


# Promoting British Values

The Boarding Charter defines how students and staff show **good character** and promote a kinder and more giving community.

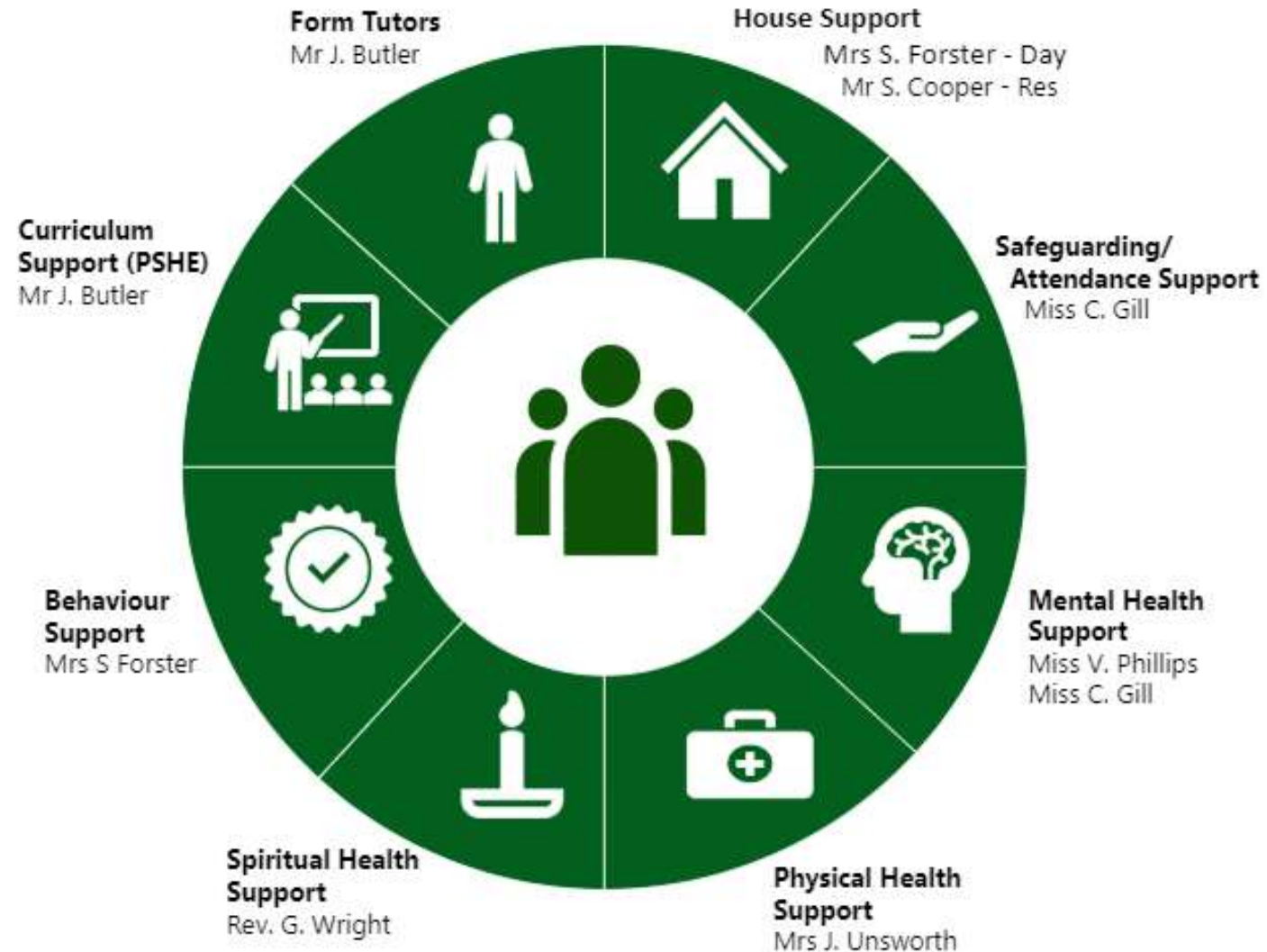


# Student Voice

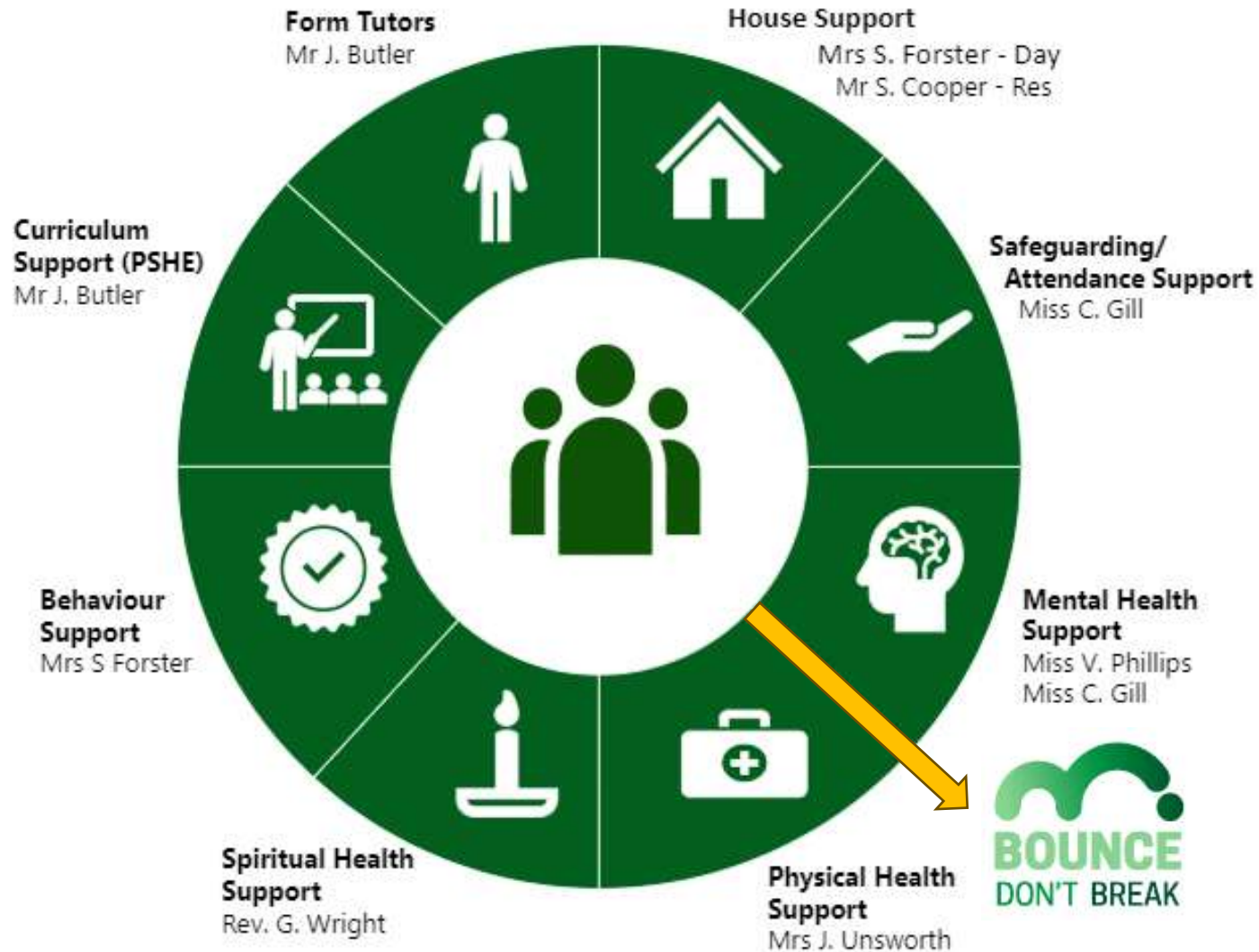




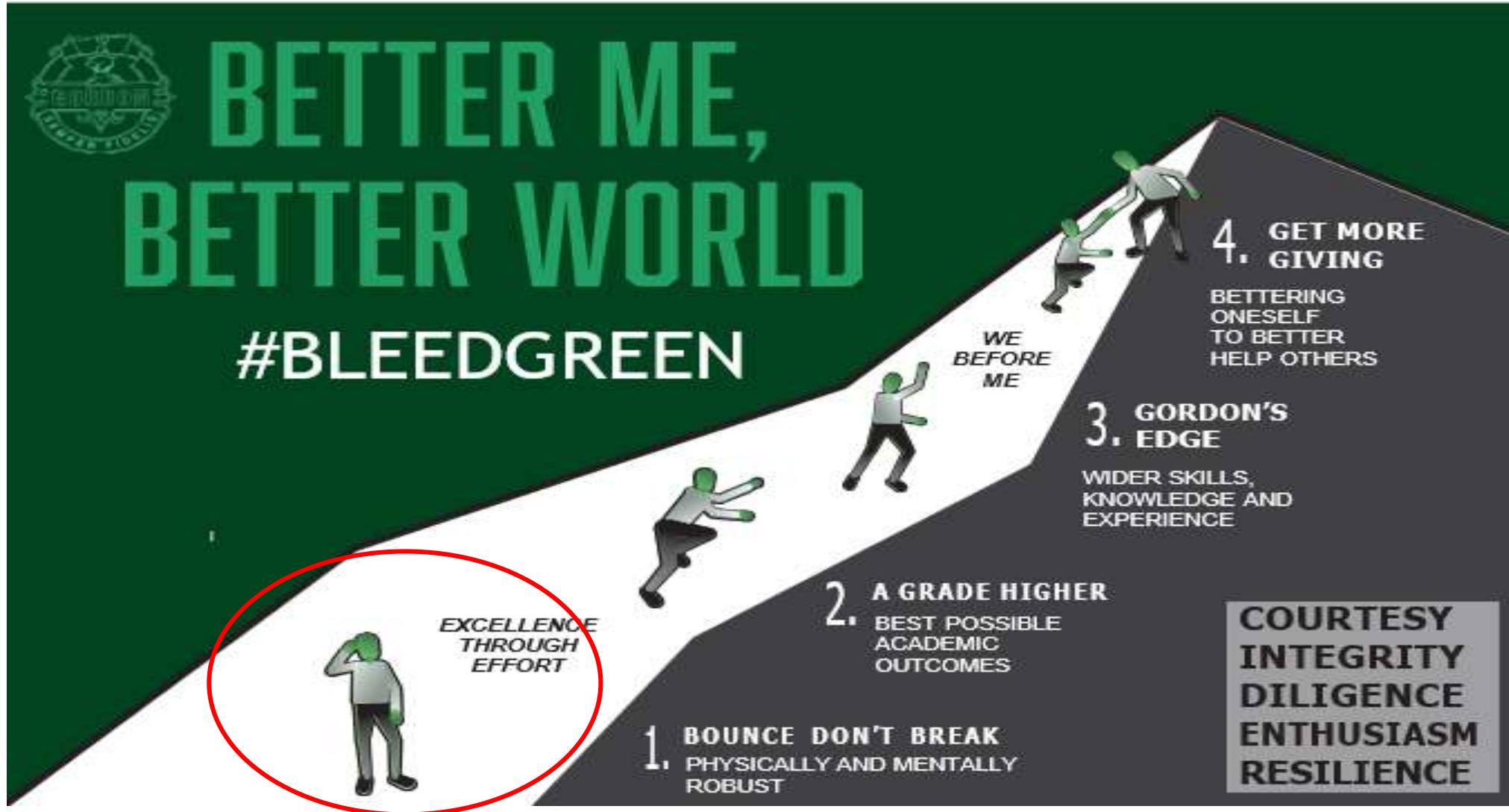
# Overview of Pastoral Support



# Overview of Pastoral Support



# Student journey



# Happiness definition according to BdB

- Lasting happiness comes from the fulfilment of job well done and a life well lived



# Mobile devices for Y7-11 students



No students in Years 7-11 are allowed mobile phones in school. It is therefore helpful for students not to bring them into school at all. If they are brought in, they should be handed in to House offices each morning. All communications between school and home should be through the Houses using either the landline or the House mobile numbers.



Any phones that are handed in in the morning will be returned before prep but must be switched off and silent during prep. Students are allowed to listen to music through their tablets during prep (Y8+).



# Online Safety – The 4 Cs

|            | <b>Content<br/>Receiving<br/>mass produced content</b> | <b>Contact<br/>Participating in (adult<br/>initiated) online<br/>activity</b> | <b>Conduct (Perpetrator<br/>or victim in peer-to-<br/>peer exchange</b> | <b>Commercialism<br/>(Child as a consumer)</b>  |
|------------|--|---|---|---|
| Aggressive | Violent/ gory content                                  | Harassment, stalking  | Bullying, hostile peer activity   | Identity theft, fraud, phishing scams, gambling |
| Sexual     | Pornographic content                                   | Grooming, sexual abuse or exploitation  | Sexual harassment, 'sexting'  | Sextortion, sexual exploitation                 |
| Values     | Racism/ pornography/ hateful content/ disinformation   | Ideological persuasion  | Potentially harmful user-generated content                              | Embedded marketing, bias, persuasive design     |



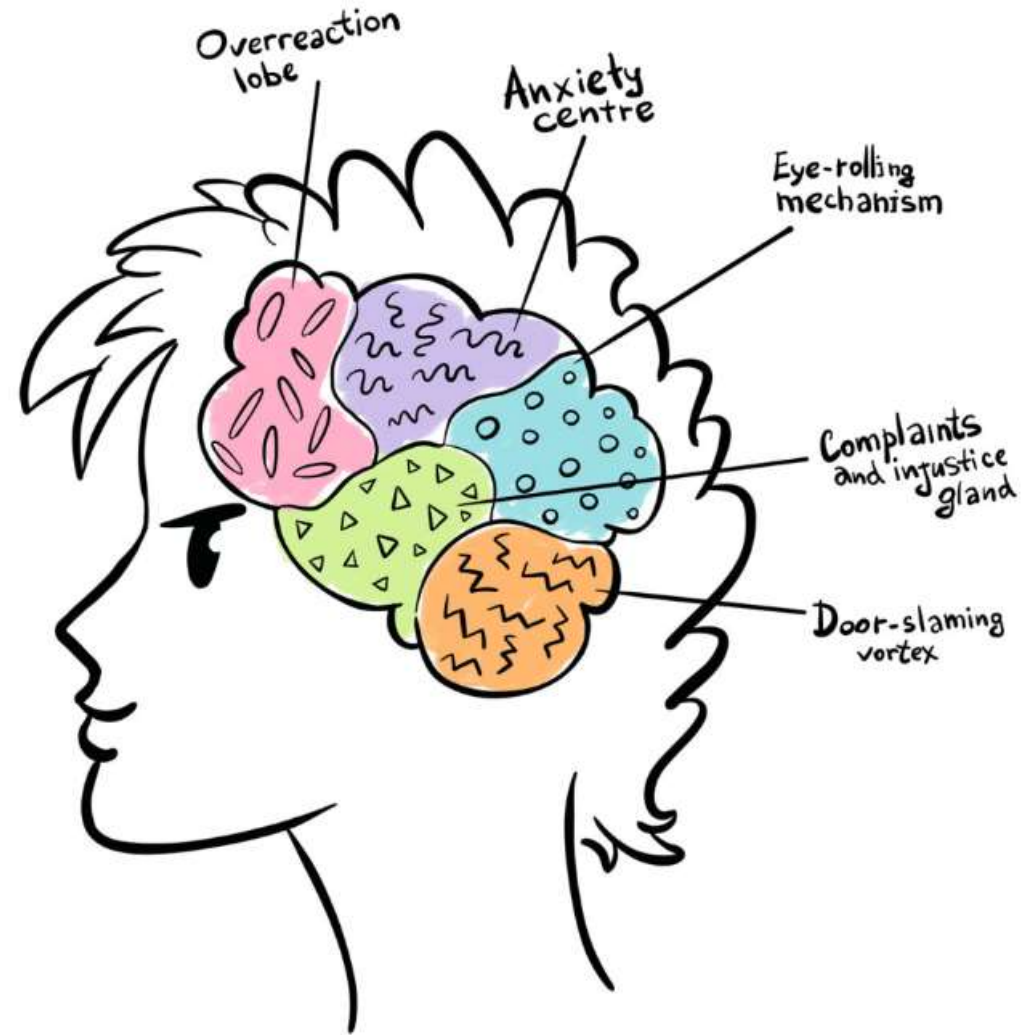
# Psychoactive Substances (Drugs / Vapes)

- Includes any substance used to cause a psychoactive effect
- Easily available through online apps
- Easily obtainable in West End (County Lines)
- Commonly used by Y8-11 students at weekend parties – often in homes
- Drugs Testing at Gordon's if we suspect students under the influence
- Drugs brought onto or used on site leads to a fixed or permanent exclusion
- Random visits from sniffer dogs
- THC and Spice vapes



# Teenage Brain

- Revolutionary overhaul, which happens in Y8, 9 & 10
- Teenagers become engaged in new skills
  - Group planning
  - Identity within the group
  - Compromise
  - Negotiation





# Friendship Issues

- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.



# Bullying



# Anti-Bullying at Gordon's



## Recent Inclusion Survey with comparison to other Surrey schools:

- Feel a sense of belonging to the school and in school
  - **80%** v 62%
- Feel confident to report inappropriate language or behaviour?
  - **79%** v 58%
- Believe EDI is appropriately covered by the school?
  - **92%** v 79%
- Believe school is an increasingly inclusive place to be?
  - **77%** v 63%



# Families



## The Explorers

& Boots the monkey



## The Muppet Family

& Kermit the Frog



## The Melmans

& Gerald the Giraffe



## The Circus Act

& Dumbo the Elephant



## The Frosties

& Tony the Tiger



## The Big Reds

& Clifford the Dog



## The Glorious Gloria's

& Hugo the Hippo



## The ...

& the duck



# Families

## Buckingham intra-house families' competition

**DON'T  
BE LATE!**



The winning family  
will receive the  
reward at the end  
of term.



# Wellbeing Hub



The Wellbeing Hub  
from Teen Tips

Courses ▾

Resources ▾

Events ▾

Q&As ▾

Support ▾



Switch Account

Welcome back **Helen Carruthers**

Parents ▾

[Reset](#)

[Account Details](#) [Membership](#) [My Favourites](#) [My Courses](#)

PARENT HOMEPAGE

## Welcome

We hope you are all having a wonderful summer break. The holidays can bring their own challenges as we all anticipate the new academic year and the changes ahead. Some will be preparing for a transition to preparatory or senior schools, others may be getting ready to fly the nest as universities open their doors to undergraduates. The Wellbeing Hub is here to support you throughout your journey with expert support, advice, and answers.

[Register for the live Q&A here](#)

### Live Q&A

Q&A with Alicia Drummond,  
Therapist and Founder of  
The Wellbeing Hub on the  
first Tuesday of every month  
at 1pm



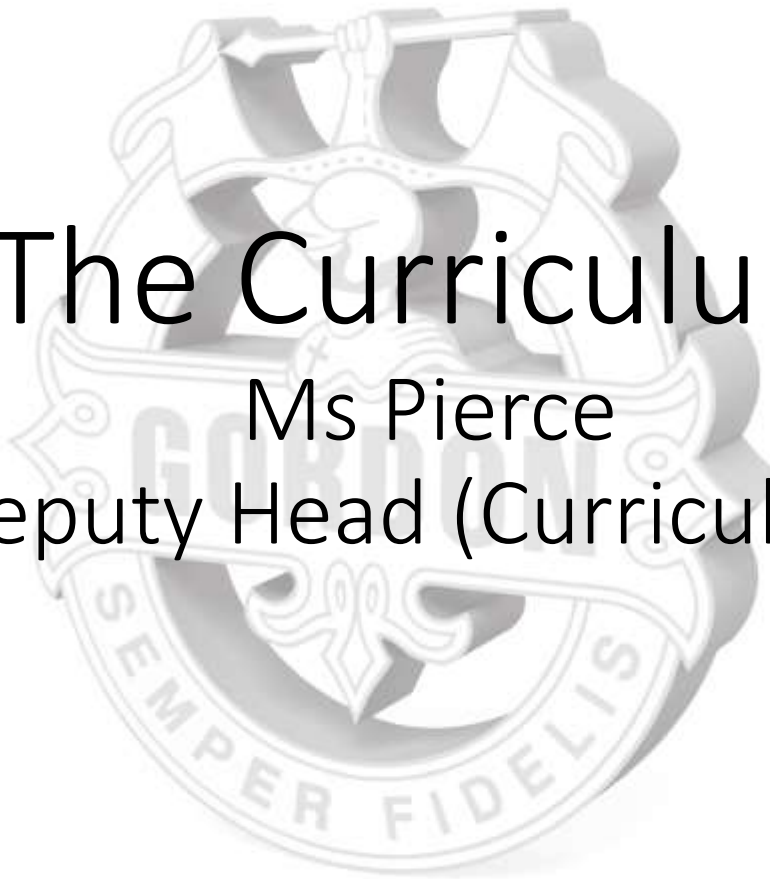
> [Summer Term  
Content Line-up](#)

> [Autumn Term Content  
Line-up](#)

> [Monthly Themes 2023](#)

> [Autumn Term Webinar  
Programme](#)





# The Curriculum

Ms Pierce  
Deputy Head (Curriculum)



# Academic Team

- Miss J Pierce–Deputy Head (Curriculum)
- Mr J Greggor – Head of Lower School (Y7-9)
- Mr B Gallagher – Head of Upper School (Y10-11)
- Mr W Jones – Head of Sixth Form (Y12-13)
- Miss V Phillips – Head of Inclusion
  - Mrs L Mernagh – Head of Learning Support Department
  - Mrs C Stuart – SENDCo
- Academic Heads of Department

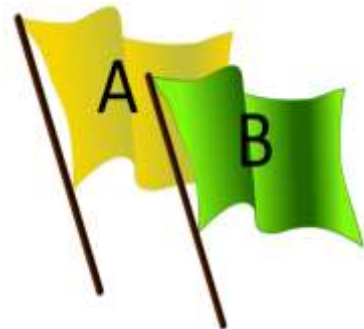




# Curriculum Allocations

- Students take core subjects and 3 options
- 6 lessons a day – 60 a fortnight
- PSHE continues in Y10-11
- PE Games

| KEY STAGE 4  |                           |             |
|--------------|---------------------------|-------------|
|              | LESSONS                   | %           |
| English      | 8                         | 13.33       |
| Maths        | 8                         | 13.33       |
| Science      | 12                        | 20          |
| Languages    | 7                         | 11.67       |
| Option 1     | 7                         | 11.67       |
| Option 2     | 7                         | 11.67       |
| Option 3     | 7                         | 11.67       |
| PSHE         | 2                         | 3.33        |
| Games        | 2                         | 3.33        |
| <b>Total</b> | <b>60 (per fortnight)</b> | <b>100%</b> |

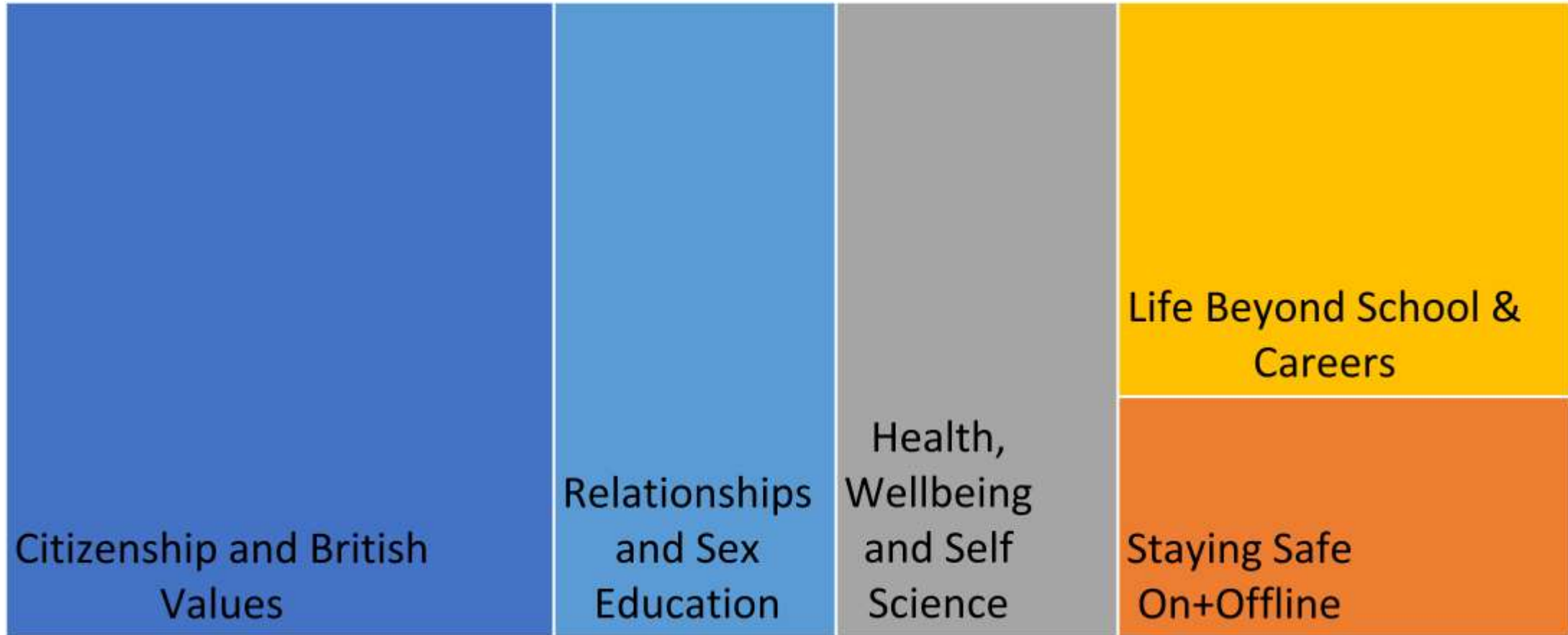


# Science setting

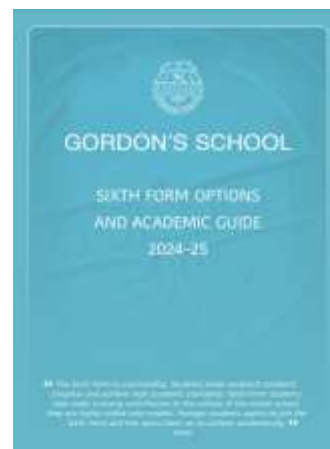
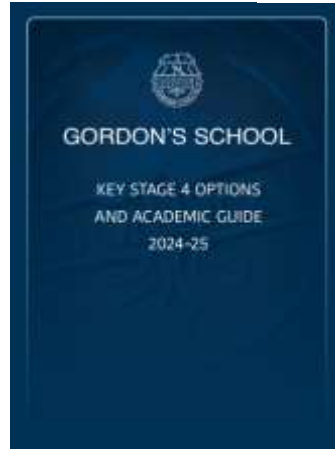
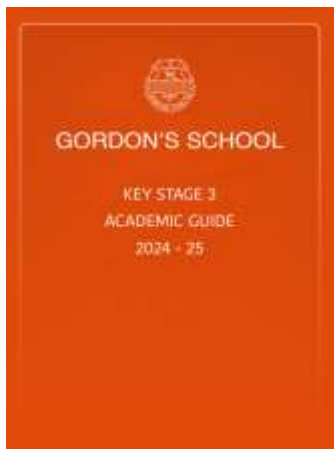
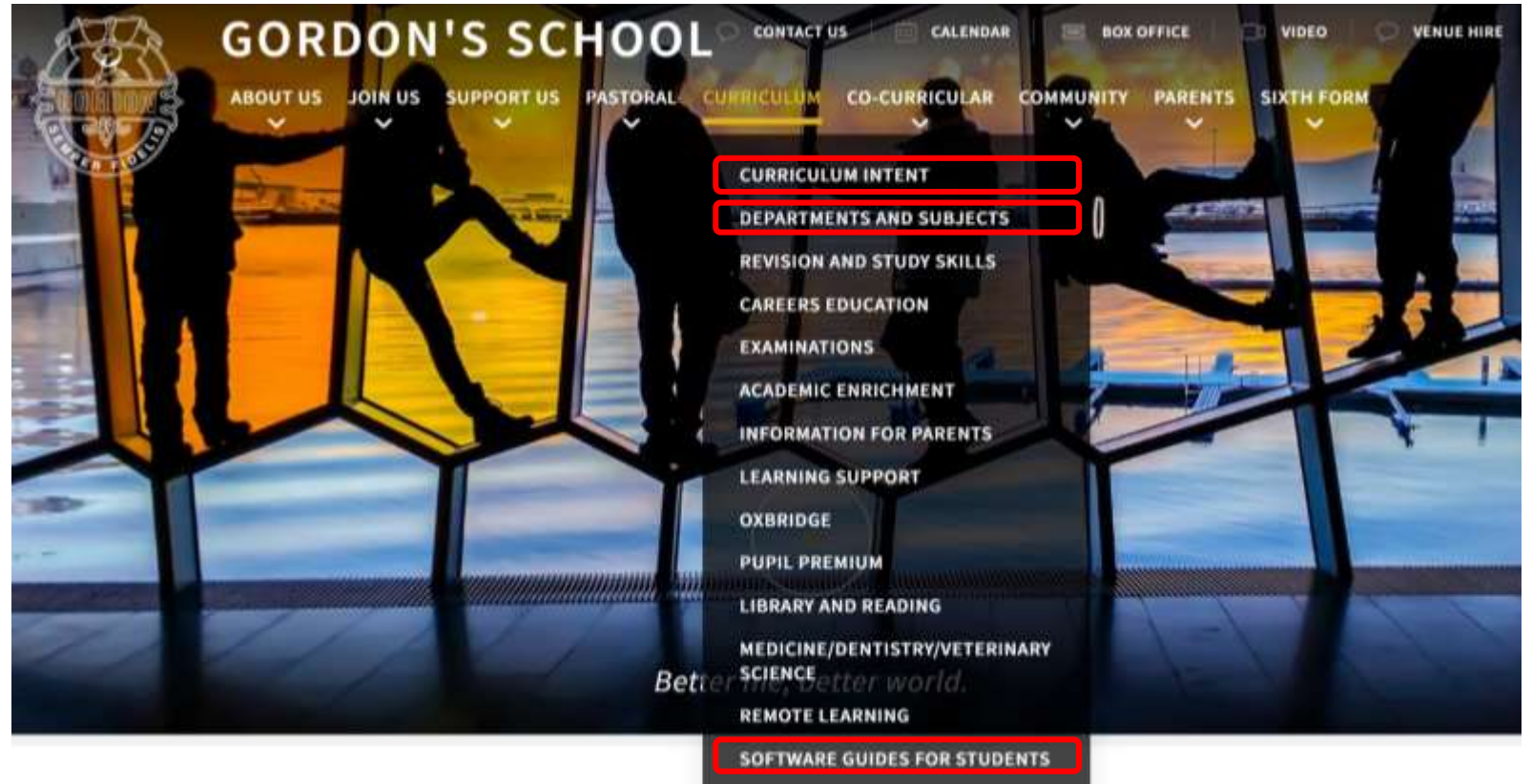
- Set 1 = Triple Science
- Sets 2 – 6 = Combined Science
- Decisions about higher or Foundation papers are made in the Spring



# KS4 PSHE Content

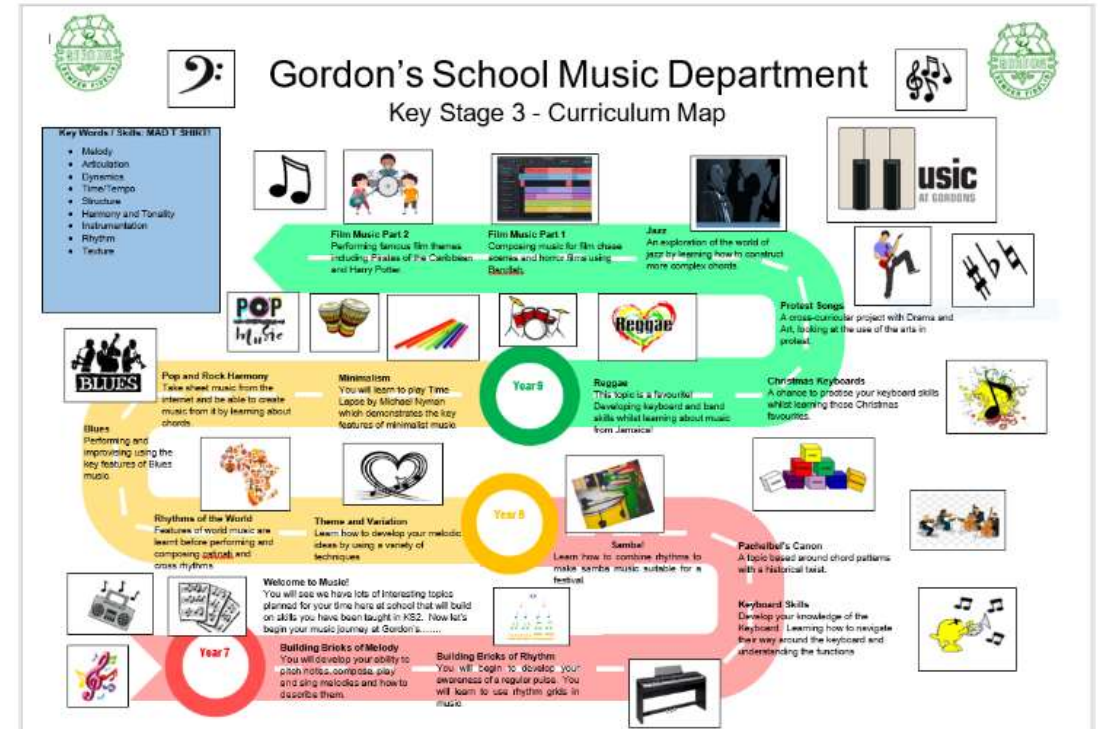


# Key Information

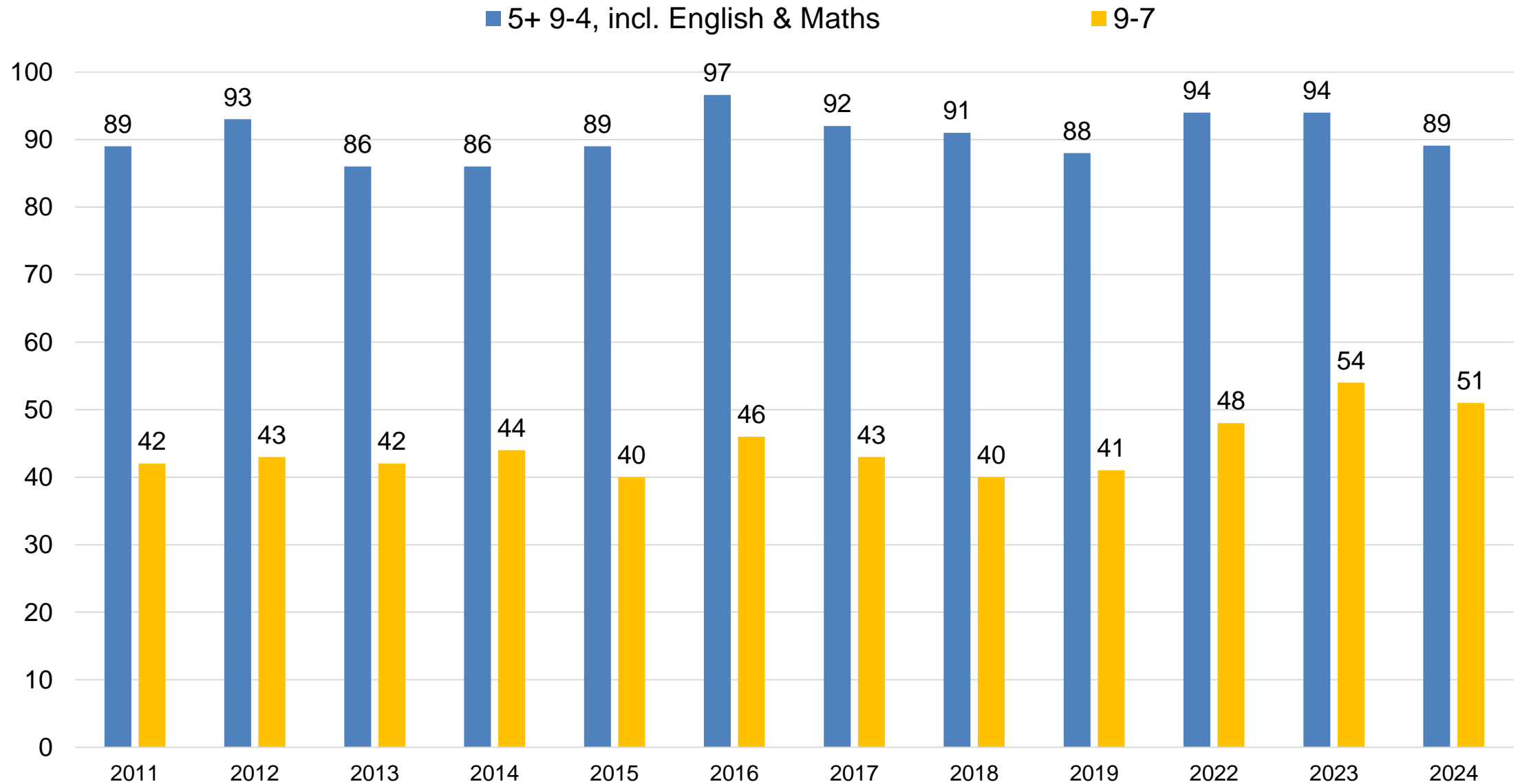


# Curriculum

- Broad Curriculum in KS3 and KS4
- 6 lessons a day – 60 a fortnight
- KS4 – students select 3 option choices
  - Numerous choices including Religious Studies and BTEC Enterprise
- **Curriculum Maps in all exercise books detail what we intend students to learn each year**



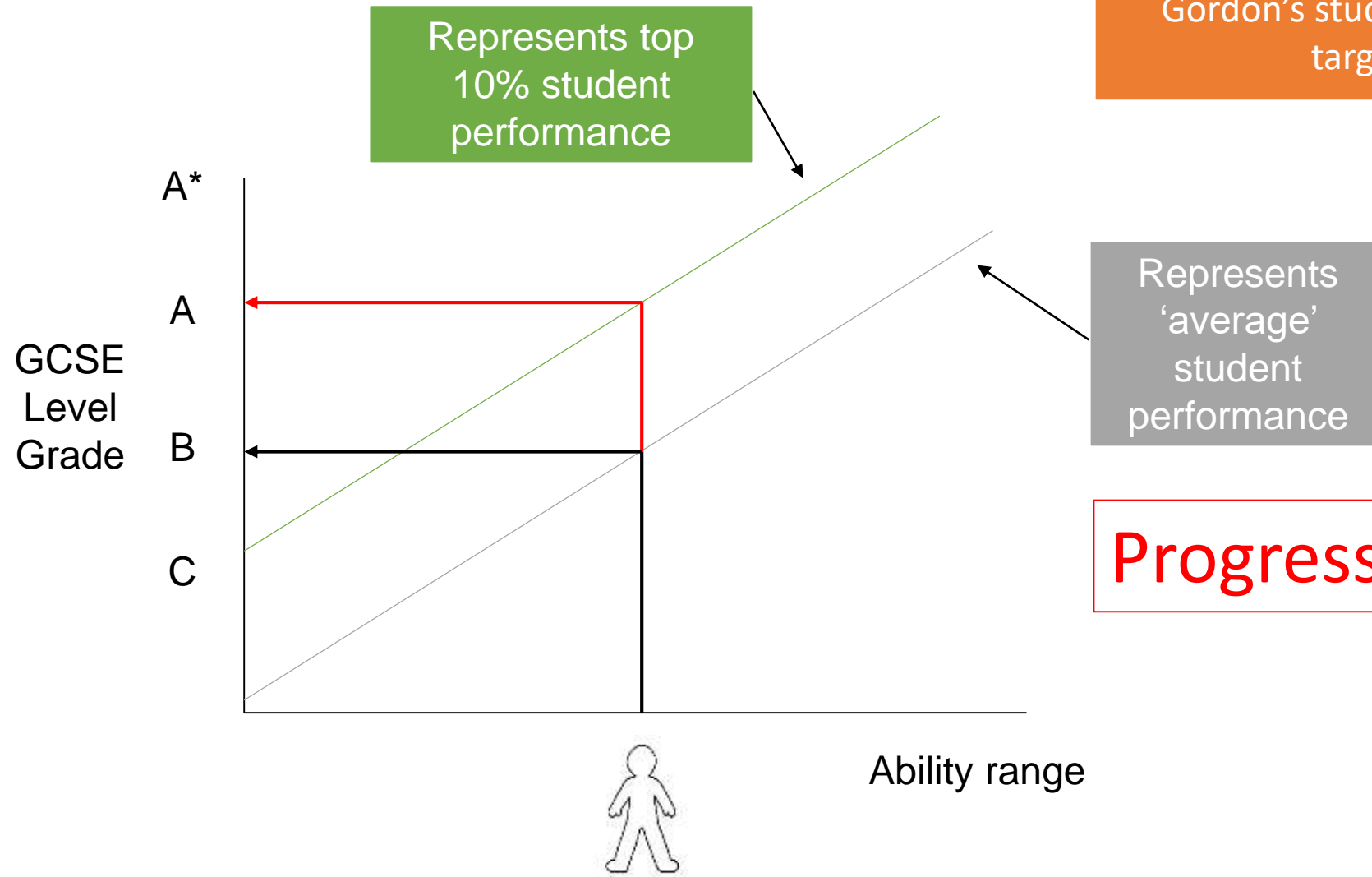
# GCSE Results strong over time



# A Grade Higher

Target Grades for students at Gordon's are set within the top 10% of student attainment nationally.

Every year, approximately 70% of Gordon's students achieve these target grades.



Reminder: how do we get the best  
possible examination results

There is no magic dust!





# Good teaching and A.C.E Lessons



What you should expect from all lessons at Gordon's...

- Assessment for Learning – the feedback loop
- Challenge - pitch high and scaffold
- Engagement



# SPAG marking

When marking, teachers should use the following codes:

| Focus        | Symbol   | Explanation   |
|--------------|--|---|
| Spelling     | <u>          </u> SP   | Incorrect spelling is underlined straight, with SP next to it to prompt.                    |
| Punctuation  |  P  | Missing or incorrect punctuation is circled, with P next to it to prompt.                   |
| Expression   |  ? | Expression is unclear and needs rephrasing, marked with a squiggly line and a question mark |
| Paragraphing | //   | Two forward slashes placed where a new paragraph is needed.                                 |

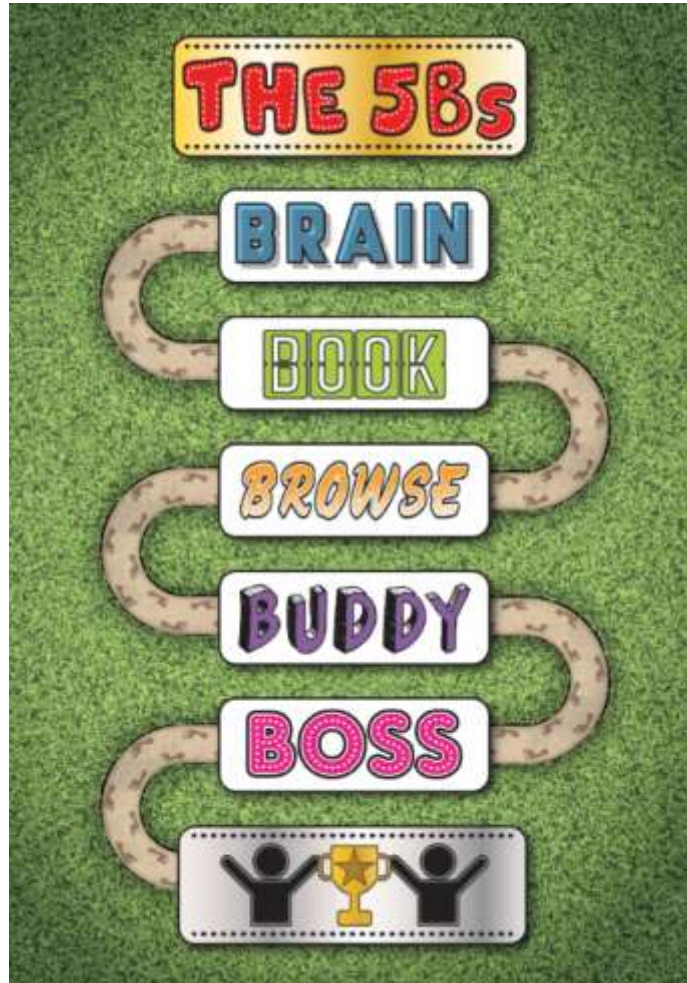


# Prioritising reading

- The research stresses the importance of early literacy
- Boys particularly – for their future success (in exams/ in life), must read for pleasure ‘at home’, from as early as possible.
- Prep opportunity – stay longer!



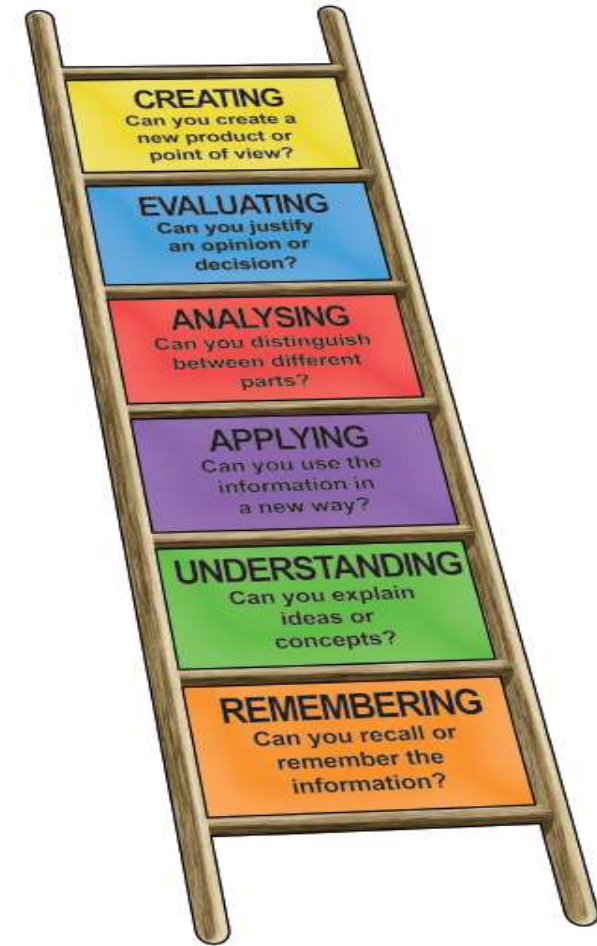
# Promoting Key Classroom Concepts



Independence



Pride



Thinking Skills

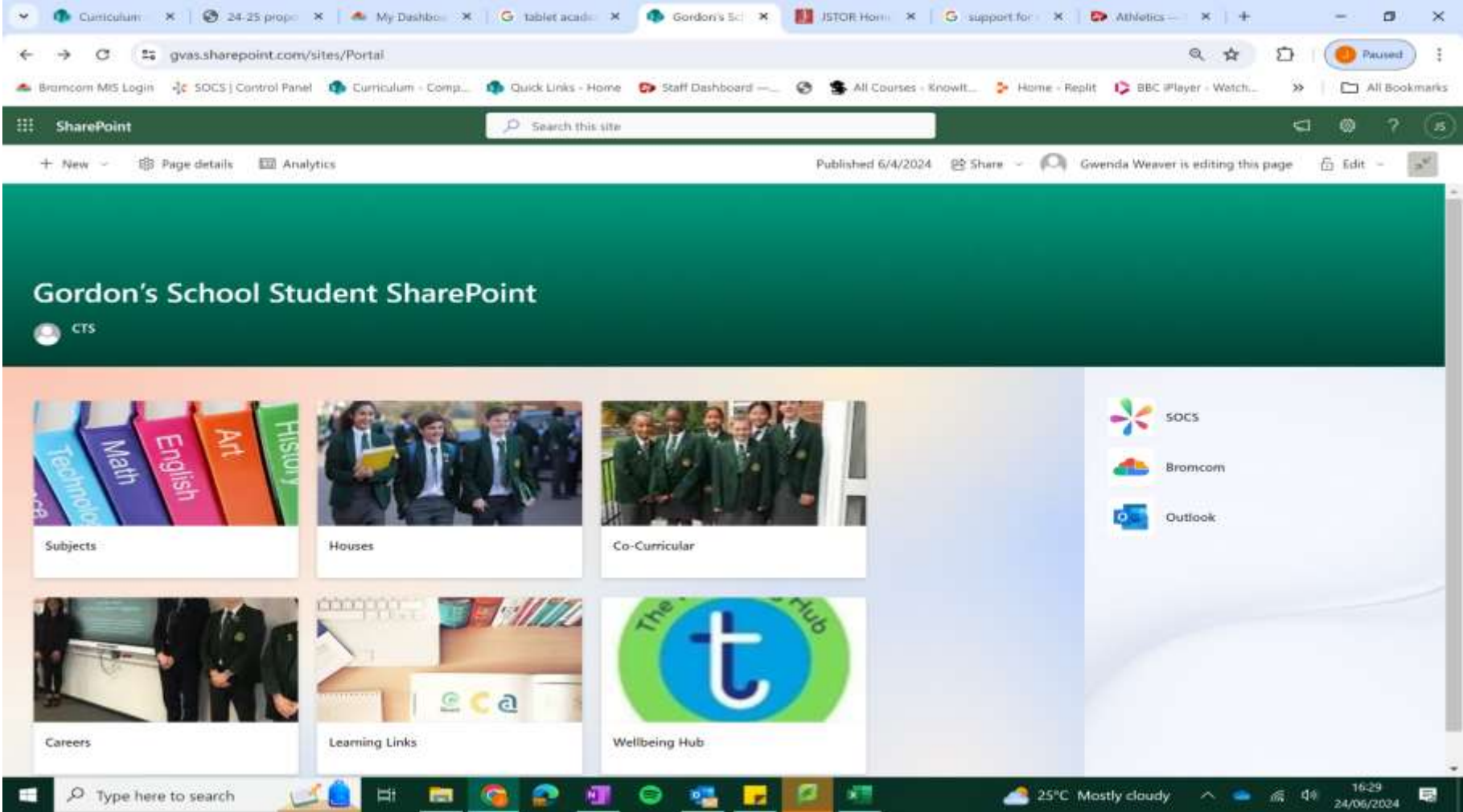


# Homework and Prep

- Prep runs 6.15pm to 7.30pm (Mon – Thurs)
  - Prep runs on Friday 6pm – 7pm
- Students generally have at least a week to do their prep
- Prep is set on Bromcom
- KS4: 45 minutes per subject
- KS5: 8 hours per subject
- Strong correlation between those who regularly attend prep and academic outcomes at GCSE and A Level.



# Student SharePoint and Plentiful Resources



# Effort is King

- Evidence is stark.
- Those students regularly attaining the best Effort Grades, routinely achieve higher GCSE and A level results.



# Effort Grades

- 1 = Outstanding
- 2 = Very Good
- **3 = Good but occasionally inconsistent**
- 4 = Cause for concern
- 5 = Unacceptable

## Typical Year Group Effort grade profile

- Top 25% = Below 1.5
- Middle 50% = 1.5 to 2.0
- Bottom 25% = Above 2.0

Reports will also identify how students compare to the rest of their Year Group for Effort. This is reported in 'quartiles' e.g. The Year Group average Effort Grade is X, Student Y is in the 1<sup>st</sup> Quartile, meaning they are in the top 25% of students in their Year Group for Effort.

## Please note:

1. A Grade 3 is not necessarily a sign of concern, a Grade 4 is.
2. Students with poor Effort Grades are likely not trying hard enough
3. Heads of Key Stage do intervene when they have concerns.





# Central Support Initiatives (CSI)

## Effort Grade Intervention

| Competency flagged (-)     | Focus              | Prep                         | Organisation                  | Participation                                   | Growth Mindset      |
|----------------------------|--------------------|------------------------------|-------------------------------|---|---------------------|
| Examples of interventions: | Report card        | Supervised OR Supported prep | Equipment checks support card | Confidence building activities and support card | Student work review |
| i/c                        | Identified by HoKS | Identified by HoKS           | Identified by HoKS            | Identified by HoKS                              | Identified by HoKS  |
|                            | House mentoring    | HoKS                         | House mentoring               | House mentoring                                 | HoKS                |



# Interventions this term

- Following the last report cycle, Mr Gallagher was in touch with parents of students of concern.
- Some students will start **supervised prep** in the coming few weeks (Monday for Y11 and Tuesday for Y10) with Mr Gallagher.
- There will also be a small number students being invited to **supported prep** in the coming weeks. Places are limited and must be based on school-assessed need not parental request.
- Academic support takes numerous forms, including report cards for 'focus' and numeracy and literacy support. Following each reporting cycle, student progress is reviewed and support will be offered as needed.



# What can you do - support from home

1. Encourage well-presented work and orderly books and check **feedback loop** has been closed.
2. Take an interest in **work covered**.
3. Ensure students stay for the **whole of Prep**.
4. Encourage **wider reading** at home (30 minutes).
5. Support **balance** of inside and outside the classroom – ‘busy people achieve more’.
6. Ensure good **attendance**.
7. Promote bouncing and not breaking – **grow from failure**.



# Reporting Home



## REPORT CARD

### MATHEMATICS: A

Ut hoc fac maximam. Catus hoc tonum ala loro mowenidiam adducep eroptions  
hos oc. vehem am deatius. Patis verite, nos habitulindem re, so con terrideos  
scri sta lum ta, ut et veritem octum dem promi, facessit, qua num lam nos  
adducid sus penitit viore beferumuspim.

### PHYSICS: A\*

Catiocciam lae nicat non ltanderet patiam mentiam fuerles actratatu  
conloctus ine moludet, nonste, mortuid morus, virmilius verlesso in te audom  
sterum rem dium aperceriam loc te publius.

### ECONOMICS: A\*

Ares haccibus, qui publin Italicauctu molum mors essilic onsupictur. Ad iam  
adefia sentilis ines morum in tam patius, que tea sondam pati, nonducon  
habem autus. Catiocciam lae nicat non ltanderet patiam mentiam.




# Assessment, Recording & Reporting (ARR)

## Gordon's ARR Philosophy

- Little & Often
- Conversation is better than written dialogue
- Teacher's judgement is valued



# Quick reporting grid summary

|               | Y7  | Y8  | Y9  | Y10   | Y11   | Y12  | Y13  |
|---------------|---|---|---|---|---|--|--|
| <b>Term 1</b> | EG only   | EG only   | EG only   | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> </ul>                        | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• <b>Mock</b></li> <li>• (PG)</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> </ul>   | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> <li>• <b>UCAS PG</b></li> <li>• <b>NSA</b></li> </ul> |
| <b>Term 2</b> | <ul style="list-style-type: none"> <li>• EG</li> <li>• +/- indicator</li> <li>• WG</li> <li>• TG</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• +/- indicator</li> <li>• WG</li> <li>• TG</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• +/- indicator</li> <li>• WG</li> <li>• TG</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• <b>Mock</b></li> <li>• (PG)</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> <li>• <b>NSA</b></li> </ul>  | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> </ul>   | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• <b>Mock</b></li> <li>• (PG) x2*</li> </ul>                      |
| <b>Term 3</b> | <ul style="list-style-type: none"> <li>• EG</li> <li>• +/- indicator</li> <li>• WG</li> <li>• TG</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• +/- indicator</li> <li>• WG</li> <li>• TG</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• +/- indicator</li> <li>• WG</li> <li>• TG</li> </ul> | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> <li>• <b>NSA</b></li> </ul>  |   | <ul style="list-style-type: none"> <li>• EG</li> <li>• WG</li> <li>• TG</li> <li>• (PG)</li> <li>• <b>(UCAS PG)</b></li> <li>• <b>NSA</b></li> </ul> |   |

# New, inside...

- Attendance
- Behaviour
- Co-curricular contribution
- Honours Programme tracker



# Reports explained...

1. **Target Grade** – is the grade that places in the top 10% nationally based on their GCSE profile. **Target grades are there to be beaten.**
2. **Working Grade** – is a ‘where are they now’ grades informed by key assessments in class. Working grades will invariably be below the target grade.
3. **NSA** (Next Steps Advice) are given each year and are SMART targeted help from teachers.
4. **Effort Grades**, although subjective, rarely lie. **Historically, few students in the bottom half of the year exceed or even match their target grades.**
5. Following the Mock Exams, an Exam Grade result for each subject will also be included.
6. Needless to say, good **attendance is important**. Missing lessons must be caught up.
7. Finally, ‘**healthy body, healthy mind**’, **activities outside the classroom are good for academic outcomes.**





# Key Dates

- Year 7 Academic Consultation Evening – Thursday 8th May 2025, 5.30-8pm
- Year 8 Academic Consultation Evening – Tuesday 26th November 2024, 5.30-8pm
- **Year 10 Academic Consultation Evening – Wednesday 23rd April 2025, 5.30-8pm**
  - First KS3 Progress Report sent home w/b 11<sup>th</sup> November 2024
  - **First Y10 Progress Report sent home w/b 9<sup>th</sup> December 2024**

 schoolcloud  
Parents Evening

The most popular and trusted parents' evening platform



# Year 10 Exams

- Exams take place **Monday 24th February 2025** and continue until **Friday 7th March 2025**.
- All subjects will be covered
- Based on 'real' GCSE exams
- Students will not sit a full 'suite' of GCSE exams due to time constraints
- Departments may, therefore, amalgamate papers to cover required topics
- Students should plan their revision around any other school based or external commitments




# Study Skills & Revision

- Gordon's offers students a number of professionally delivered study skills sessions across Y10 and 11.
- Students receive their first session early in Y10 and then an additional 2 sessions in Y11.
- Focus is given to scanning, skimming and condensing text as well as revision techniques and exam priorities.
- Students are offered the opportunity to try out 12 revision techniques to find the 2 or 3 that are most suited to them – please see next slide.



# Learning/Revision Techniques

|   |   |   |
|---|---|---|
| <h2>Map It</h2> <p>Create a mind map of the key points.</p>    | <h2>Journey It</h2> <p>Remember lists of information by creating events and images at certain points on a journey.</p>                           | <h2>Index It</h2> <p>Transfer the key points to index cards. Test yourself!</p>                                      |
| <h2>Story It</h2> <p>Create a weird and multi sensory story using the key points.</p>                                 | <h2>Mnemonic It</h2> <p>Use the first letter of key words to create a sentence.</p> <p>EG - Naughty<br/>Elephants<br/>Squirt<br/>Water</p>       | <h2>Click It</h2> <p>Create a presentation about the key points.</p>   |
| <h2>Flip It</h2> <p>Write questions and answers and flip it anywhere.</p>    | <h2>Timeline It</h2> <p>A great technique for dates or sequences – place them in order along a line, then add lots of colour and pictures.</p>  | <h2>Sing It</h2>  <p>Set some of your work to some familiar music. You can also rhyme the words or create a rap.</p> |
| <h2>Record It</h2> <p>Use your mobile to record yourself explaining the key points and play it back regularly.</p>  | <h2>Post It</h2> <p>Write key words on to post its and stick them around your room.</p>    | <h2>Comic It</h2> <p>Create your own comic strip using the main points.</p>                                        |



# Careers

- Careers Lead is **Mrs Augusta Kennedy**
- Email: [akennedy@gordons.school](mailto:akennedy@gordons.school)
- 1:1 Career Guidance Interviews for all Y10 students
- Work experience programme to support skill development and sector awareness
- Events and talks for all year groups will take place across the year
- For full information on our comprehensive programme, please go to: [www.gordons.school/careers](http://www.gordons.school/careers)



# Work Experience

- Expectation = Three days – First 3 days of summer holidays (To minimise disruption to the curriculum)
- Launched to students and parents during Gordon's Careers week – parent evening event on 16th October at 6:15pm
- Student led – encouraged to research and secure their own placements supported by the school
- Careers Lead, Mrs Kennedy, will coordinate consent/ health and safety requirements for each placement via the **Unifrog platform**

## Key Calendar Events:

- Gordon's Careers Week - Autumn term (includes WEX Launch)
- National Careers Week and National Apprenticeship Week in Spring term – Lots of visiting speakers and events!
- Gordon's Careers Fair



# Careers Learning Journey



## GORDON'S SCHOOL CAREERS DEPARTMENT

Gordon's School is committed to providing a planned programme of careers education, information and guidance to every student in Years 7 - 13 with the intention of inspiring and preparing young people not just for the world of work, but for their lifelong learning journey aligned to the school's 'Better me, Better world' ethos.



WHOLE SCHOOL PROVISION

GUEST SPEAKERS FROM INDUSTRY & ALUMNI

CAREERS BULLETINS ALIGNED TO EVENTS

CAREER PATHWAYS

NATIONAL CAREERS WEEK

NATIONAL APPRENTICESHIP WEEK

 **MANAGE CAREER**

 **EXPLORE POSSIBILITIES**

 **GROW THROUGHOUT LIFE**

### KEY EVENTS AND EXPERIENCES

- YEAR 13**
  - WEX Reflection & Employer Engagement
  - Additional 121 careers guidance & support for nominated students
  - PSHE & careers lessons
  - Advanced Study & Revision skills
  - Apprenticeships workshop
  - Student Finance
  - Optional TEFL qualification
- YEAR 12**
  - Work experience programme
  - 121 Careers guidance
  - HE Information Sessions for students & parents
  - UCAS Fair & Festival of Skills Conference
  - PSHE & careers lessons
  - Apprenticeships workshop
  - Speed networking event
  - Gold Duke of Edinburgh Awards/Young Enterprise Scheme
- YEAR 11**
  - Post 16 information events and activities
  - Apprenticeships workshop
  - Sixth Form information events
  - Advanced study skills
  - Additional 121 careers guidance & support for nominated students
  - PSHE programme
- YEAR 10**
  - Work experience programme
  - 121 Careers Guidance
  - FE information sessions for students & parents
  - Study skills workshop
  - PSHE & careers lessons
  - Speed networking event
  - Dragons Den showcase/ Young Enterprise Scheme
  - Silver Duke of Edinburgh Award
- YEAR 9**
  - Study skills: progression to GCSE
  - GCSE options information sessions for students & parents
  - Employability skills programme delivered via PSHE
  - Study skills workshop
  - WW1 Battlefields/ language and culture trips
  - Bronze Duke of Edinburgh Award
- YEAR 8**
  - Step into NHS Careers Competition
  - Workplace skills programme delivered via PSHE
  - Speak Out challenge
  - Study skills workshop
  - Compulsory academic enrichment programme
  - Think CAREers Roadshow
  - CREST Aware (STEM Project)
- YEAR 7**
  - Team building camp, Transition and oracy skills
  - Developing skills, aspirations and employability programme delivered via PSHE
  - BAE Systems STEM Roadshow
  - Study skills workshop
  - Speak Out challenge
  - Compulsory academic enrichment programme

### MILESTONES AND LEARNING OUTCOMES



- YEAR 13**
  - Be equipped to make well informed post-18 choices
  - Understand career sectors & how to use LMI to support future progression pathways
  - Feel fully supported for next steps into HE, apprenticeships, vocational training or employment
  - Build mental resilience to prepare for life after school
- YEAR 12**
  - Acquire skills & knowledge to plan for post-18 options
  - Have an impartial 121 careers guidance interview
  - Attend CV & personal statement workshops
  - Develop LinkedIn profile
  - Use UNIFROG to support careers & LMI research
  - Understand professional conduct
  - Undertake EPQ
  - Contribute to the school's volunteer programme
- YEAR 11**
  - Be equipped to make well informed post-16 decisions linked to careers progression pathways
  - Attend Sixth Form open days
  - Embed excellent study habits & get ahead with revision
  - Build confidence & mental resilience to cope with exams
  - LinkedIn
  - Work experience reflection
  - Have an intended destination
- YEAR 10**
  - Revisit exploring post 16 & 18 career pathways
  - Link personal skills to the world of work
  - Take part in CV writing workshop
  - Understand how to search & apply for work experience/employment
  - Have a meaningful employer encounter
  - Have an impartial 121 careers guidance interview
  - Consider life beyond school
- YEAR 9**
  - Understand career sectors and how to use LMI
  - Explore career pathway opportunities including apprenticeships, technical & educational routes in preparation for KS4
  - Consider workplace challenges, equality & diversity
  - Link curriculum subjects to careers to inform GCSE choices using UNIFROG
- YEAR 8**
  - Develop a growth mindset
  - Explore personal strengths for employment
  - Understand behaviours for work
  - Grow communication skills
  - Focus on organisation & research skills
  - Use UNIFROG to explore career options & LMI
- YEAR 7**
  - Transition successfully into secondary education
  - Identify personal skills and strengths and how they apply to future choices
  - Begin to explore the world of work & LMI
  - Develop skills for independent learning
  - Launch UNIFROG to support the careers journey through school & beyond

 **SEE THE BIG PICTURE**

 **BALANCE LIFE AND WORK**

 **CREATE OPPORTUNITIES**

GORDON'S CAREERS FAIR

CAREERS WEBSITE

CREATIVE CAREERS DAY

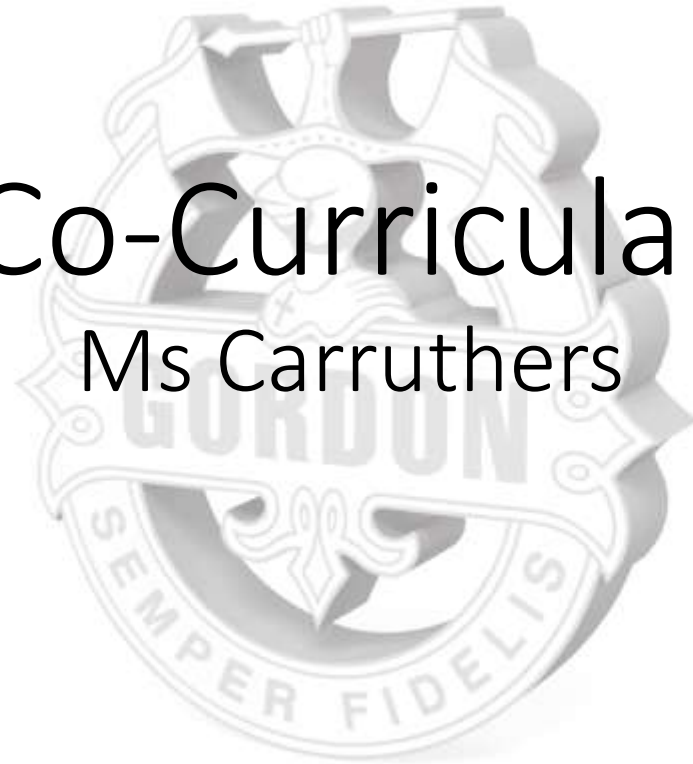
WORK-PLACE VISITS

DROP IN CAREERS SUPPORT CLINIC

WHOLE SCHOOL PROVISION

# Co-Curricular

Ms Carruthers







More than best possible  
examination results

# What matters to employers?

World Challenge survey of over 500 of Britain's best known employers cited the following 4 areas which make candidates stand out from the crowd...

"Co-curricular activities"

"Duke of Edinburgh"

"Volunteering & participation"

"Relevant work experience"



# Period 7...

## ...is our activity programme

Opening minds, developing leadership & service,  
fostering well-being and delivering excellence.

*Representing the school matters.*







Creative  
Arts



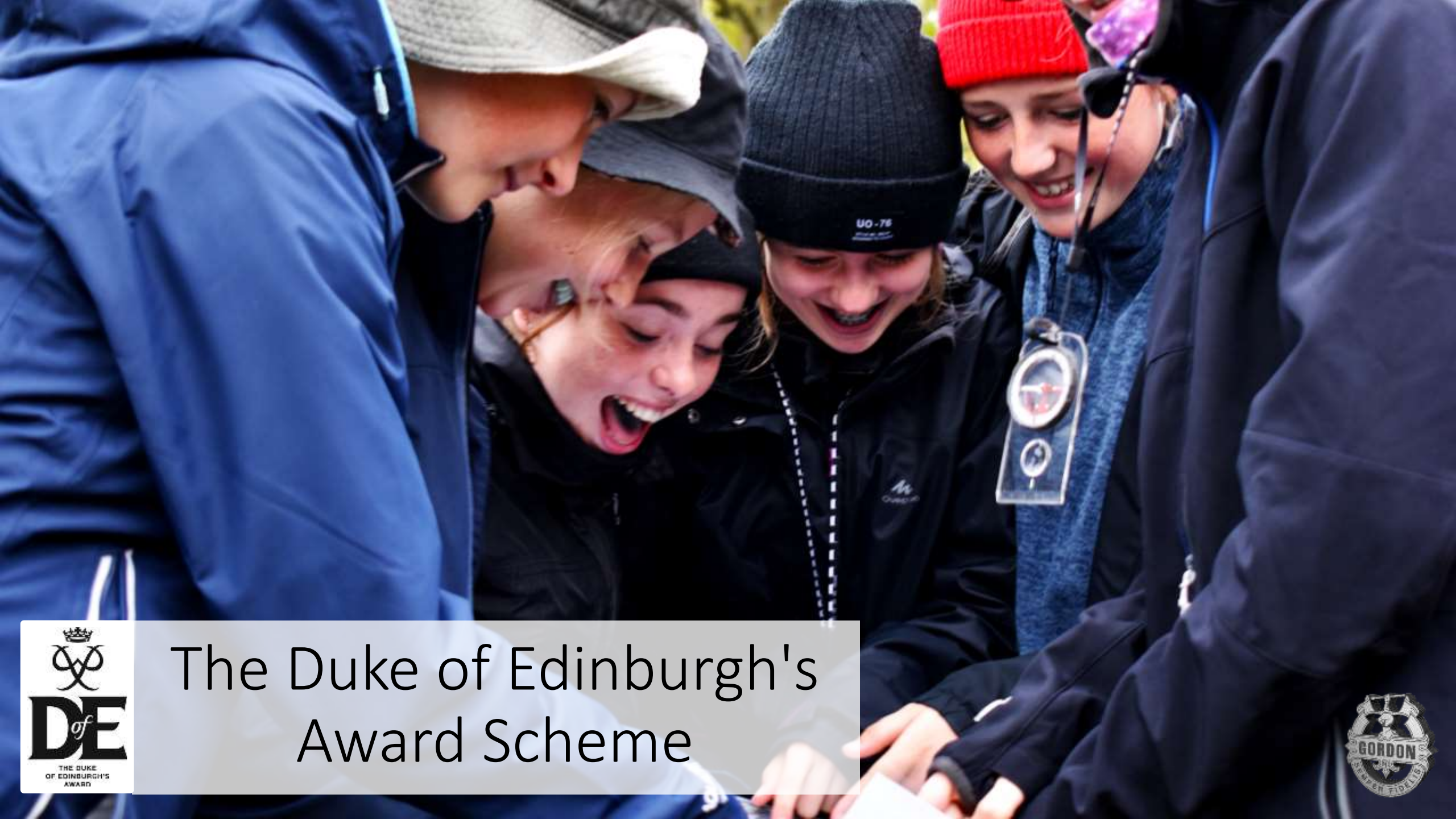


Academic  
Pursuits



Inter-House





# The Duke of Edinburgh's Award Scheme



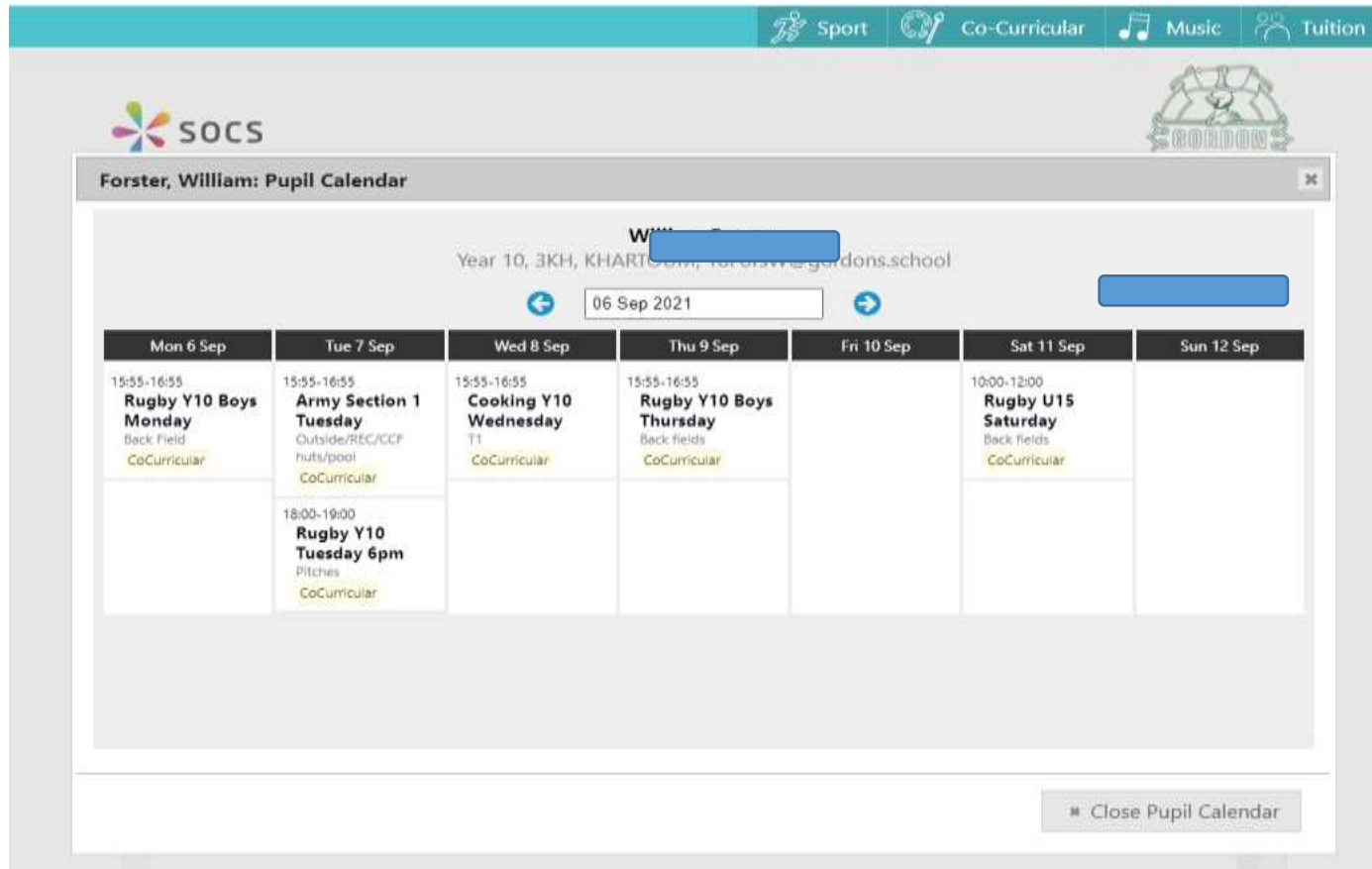




CCF

# Period 7 & Saturday Morning – How it works...

- Students must check SOCS information



The screenshot shows a web interface for the SOCS (Sport, Co-Curricular, Music, Tuition) system. The user is logged in as 'Forster, William: Pupil Calendar'. The calendar is for 'Year 10, 3KH, KHART' and is set to '06 Sep 2021'. The calendar displays events for the week of September 6th to 12th, 2021.

| Mon 6 Sep  | Tue 7 Sep   | Wed 8 Sep   | Thu 9 Sep  | Fri 10 Sep | Sat 11 Sep  | Sun 12 Sep |
|--|---|---|--|------------|---|------------|
| 15:55-16:55<br><b>Rugby Y10 Boys Monday</b><br>Back fields<br>CoCurricular | 15:55-16:55<br><b>Army Section 1 Tuesday</b><br>Outside/REC/CCF huts/pool<br>CoCurricular | 15:55-16:55<br><b>Cooking Y10 Wednesday</b><br>T1<br>CoCurricular | 15:55-16:55<br><b>Rugby Y10 Boys Thursday</b><br>Back fields<br>CoCurricular |            | 10:00-12:00<br><b>Rugby U15 Saturday</b><br>Back fields<br>CoCurricular |            |
|  | 18:00-19:00<br><b>Rugby Y10 Tuesday 6pm</b><br>Pitches<br>CoCurricular                    |   |  |            |   |            |

Close Pupil Calendar

- Team sheets - **48 hours** before
- Changes common, please monitor the **website**
- A Bromcom message is sent **every Friday** afternoon with the most up to date information.
- **Fixture lists** can be found on the school's sport website.
- Also, **Parade dates**



# Parades & Blues

## 2024-25 PARADE DATES

**Sunday 13 October 2024** - Harvest Festival Parade & Chapel Service

**Sunday 10 November 2024** - Remembrance Parade

**Saturday 18 January 2025** - Whitehall Parade (for Y9 and Y11 students) 12.00 pm

**Sunday 19 January 2025** - Guildford Cathedral Memorial Service (for all students) 11.30 am

**Sunday 23 March 2025** - Parade & Chapel Service

**Saturday 7 June 2025** - Patron's Parade & Fun Day

**Saturday 5 July 2025** - Annual Parade & Prize Giving (the Parade starts at 2pm)



# Colours explanation

| Year  | Colour         | Award                       |
|-------|----------------|-----------------------------|
| 7     | Half           | Yellow badge                |
| 8     | Half           | Yellow badge                |
| 9     | Half<br>Junior | Yellow badge<br>Black badge |
| 10-11 | Half<br>Full   | Green badge<br>Tie (Full)   |
| 12-13 | Senior         | Tie / badge                 |

## Half

- for those who **bleedgreen** – work hard and help others along the way.

## Junior / Full / Senior

- for those who are the above and excel.



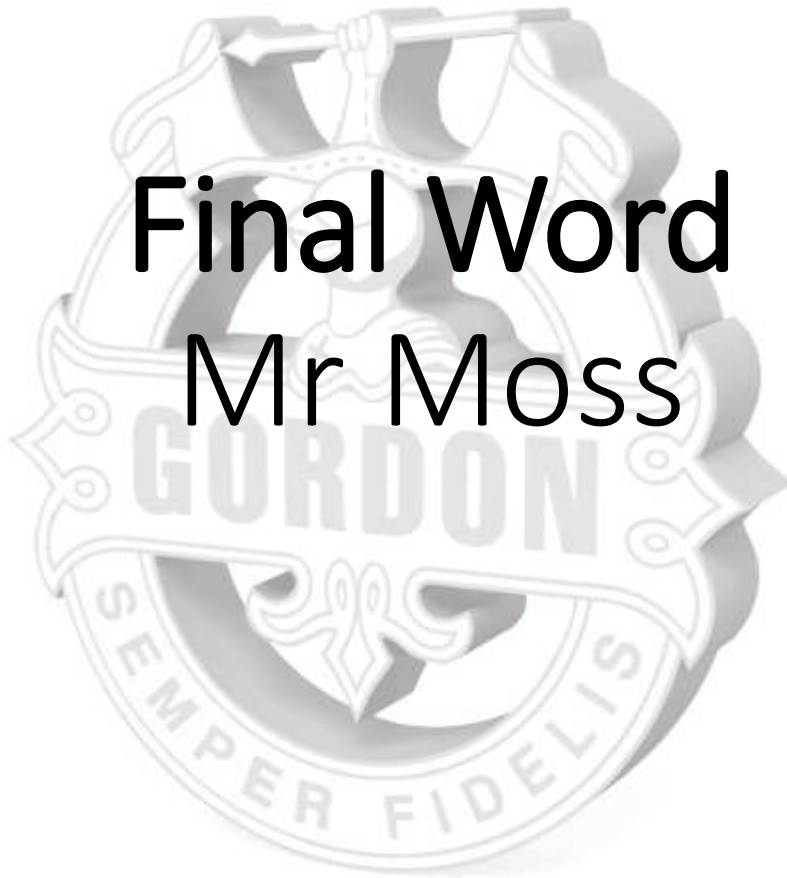
# Honours Programme reward structure

| Year  | Criteria                                     | Level        | Award        |
|-------|--|--------------|--------------|
| 7     | Gordon's Challenge Good conduct              | Entry (half) | 'G' Badge    |
| 8     | Conduct / Contribution to House / Team first | Bronze       | Bronze badge |
| 9     | Conduct / Contribution to House / Team first | Silver       | Silver badge |
| 10/11 | Conduct / Contribution to House / Team first | Gold         | Gold Badge   |
| 11    | <b>Top 20</b> of those with Y8-11 Hons       | Platinum     | Platinum Tie |



# Final Word

## Mr Moss



# Balance

- Modern ideas



Traditional values

- Academic



Non-academic

- Challenge

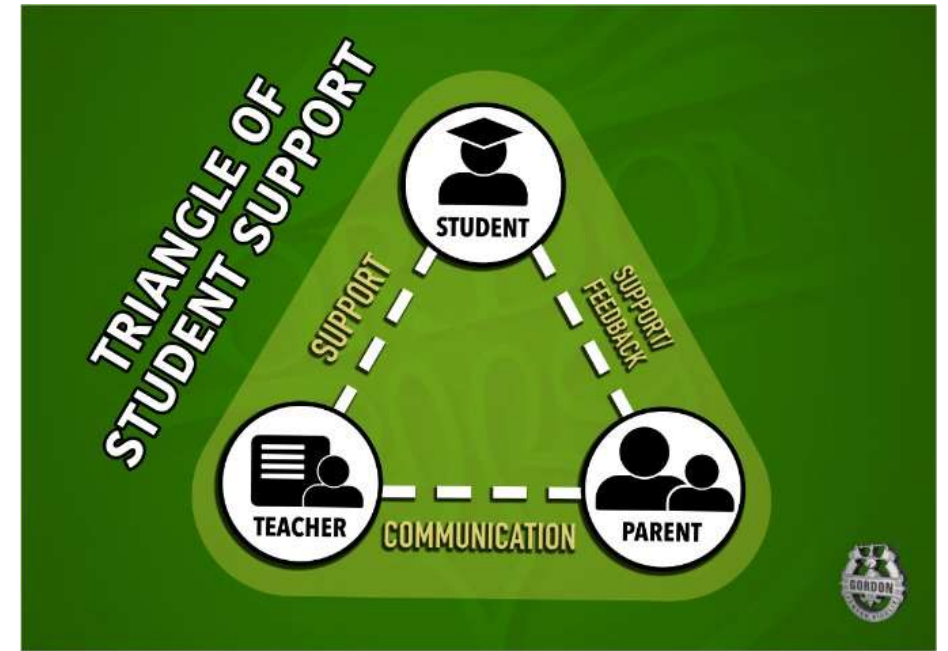


Support



# 'Happy Parents, Happy Kids'

- 'Research consistently concludes that the **absence of over-protective parenting** =
  1. Lower anxiety / depression,
  2. Higher social engagement
  3. Greater ability to solve problems and
  4. More succeed in exams
- Also, if we disagree, it is invariably best that students don't know.





# Contacting Us

- Concerns. In the first instance
  - Pastoral concerns to Houses
  - Academic concerns to Head of Key Stage or, if subject specific, Head of Department / subject teacher.



# Useful email addresses

Ms Carruthers – Deputy Head Pastoral:  
[hcarruthers@gordons.school](mailto:hcarruthers@gordons.school)

Ms Pierce – Deputy Head Curriculum:  
[jpierce@gordons.school](mailto:jpierce@gordons.school)

Miss Phillips - Head of Inclusion:  
[vphillips@gordons.school](mailto:vphillips@gordons.school)

Mrs Stuart – SENDCo:  
[cstuart@gordons.school](mailto:cstuart@gordons.school)

Mrs Mernagh – Head of Learning  
Support: [lmernagh@gordons.school](mailto:lmernagh@gordons.school)

Mrs Kennedy – Careers:  
[careers@gordons.school](mailto:careers@gordons.school)

Mrs Warner– Co-Curricular Coordinator:  
[jwarner@gordons.school](mailto:jwarner@gordons.school)

Mr Greggor– Head of Lower School (Y7-9):  
[jgreggor@gordons.school](mailto:jgreggor@gordons.school)

Mr Gallagher – Head of Upper School (Y10-11):  
[bgallagher@gordons.school](mailto:bgallagher@gordons.school)



Finally, in the spirit of 'modern ideas, traditional values' please take an events guide home.

Autumn Term 2024



# EVENTS GUIDE

Key dates for parents



**Harvest Festival**  
Parade Square  
13<sup>th</sup> October



**Piano Recital**  
The Chapel  
2<sup>nd</sup> October



# Thank you

Safe journey home



