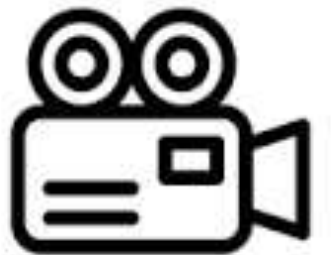


Welcome to Y8 Parents' Information Evening 2024



This slideshow is being recorded

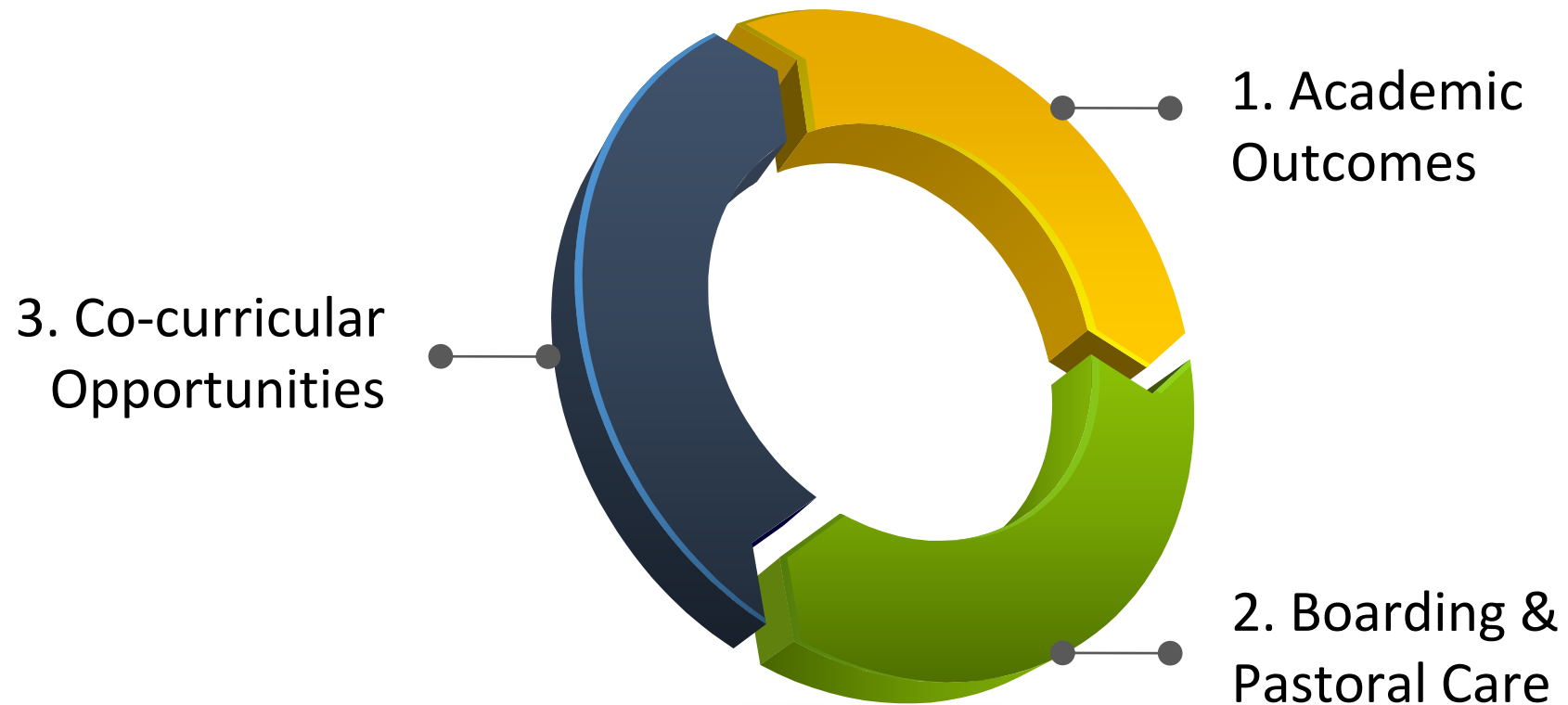


Timings

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




Our ABC- A Thorough Preparation for Life




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



Coming soon...



The 'sPACe' Performing Arts Centre 2025





Performing Arts
Centre
2024 & 2025

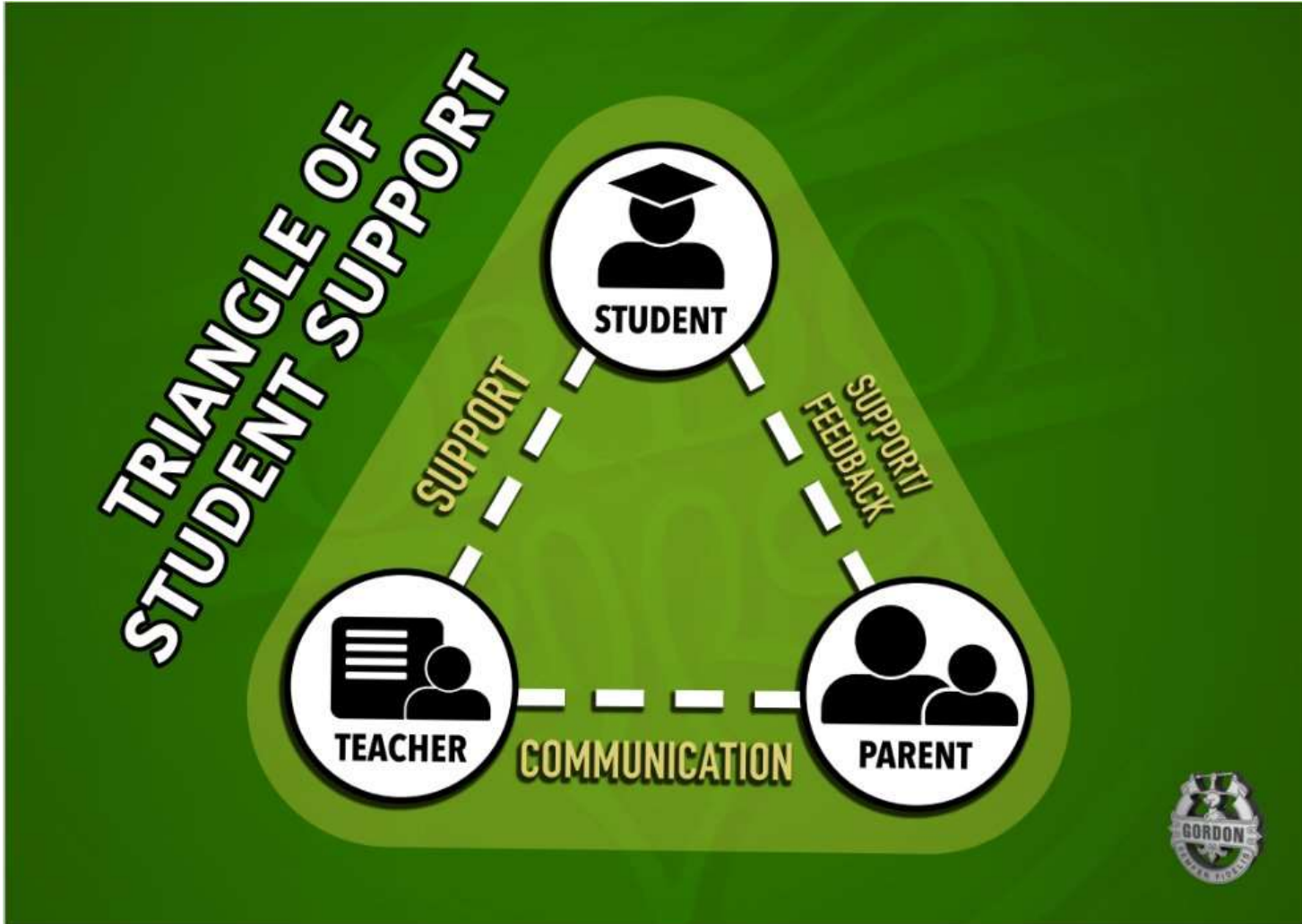


Boarding & Pastoral

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" items with their respective dates and publication dates (e.g., "Published on 28th June 2024").
- 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 shows "James's Classes" with a table:

Class Name	Class Details	Attendance
13C	Tutor Group Mr P Schofield	98%

A 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.



MCAS – key information

- Timetable
- Attendance
- Behaviour
 - Commendations (high quality work)
 - Good comments
 - Bad comments
- Prep



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



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



Gate Timings & Safeguarding

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



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 please call Security directly and someone will come and meet you.



Safeguarding

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



Absence (Day Boarders)

01276 858084

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 the coach directly.



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 Good effort	1	Verbal Praise 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

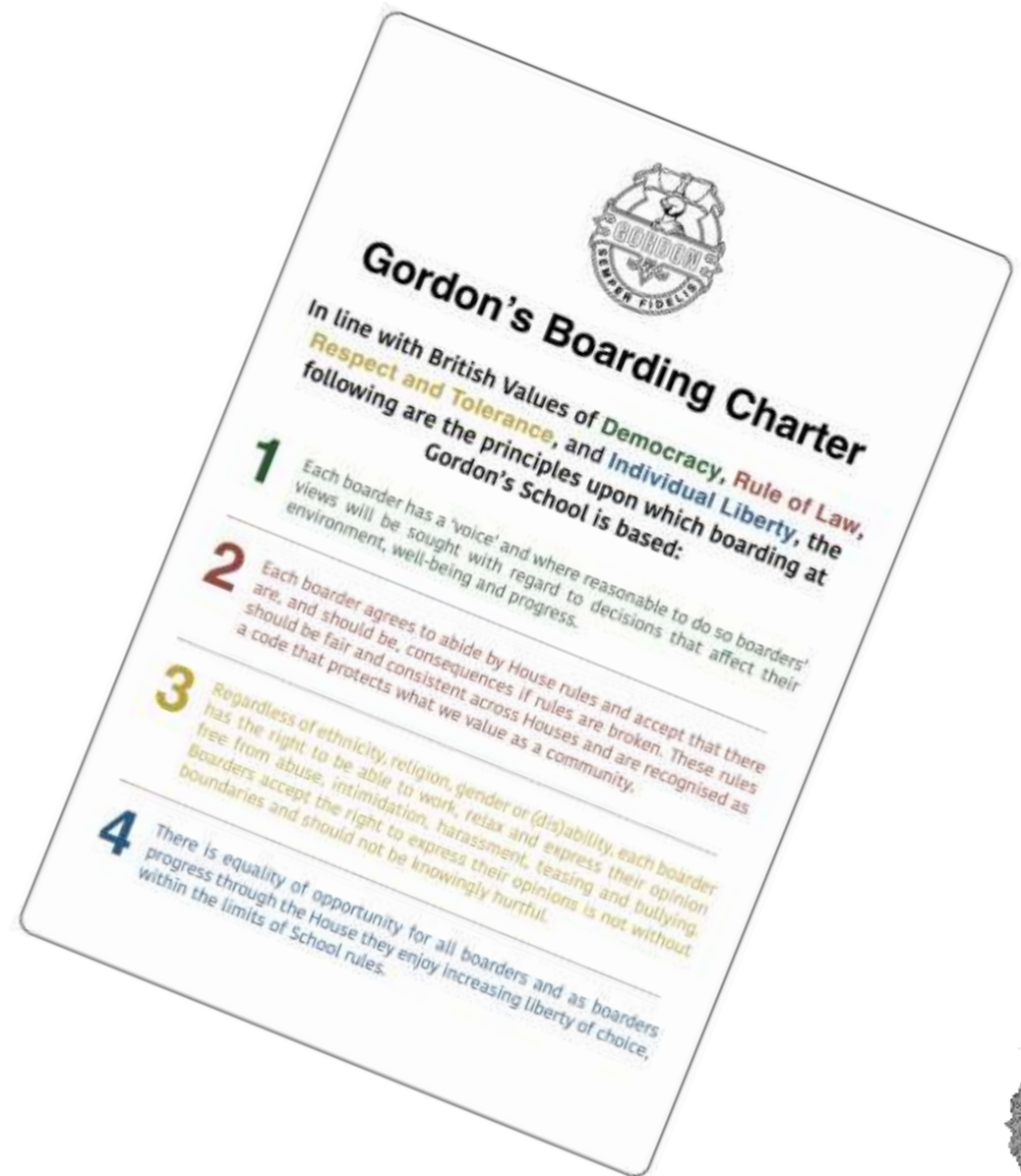
- **Detention aims to be a deterrent**
- Students have time for self-reflection.
- They may not do prep.
- They may not use their tablets.
- They may read a book, if they have one.

- Lunch detentions and School detentions (Fridays 5-6pm) take priority.

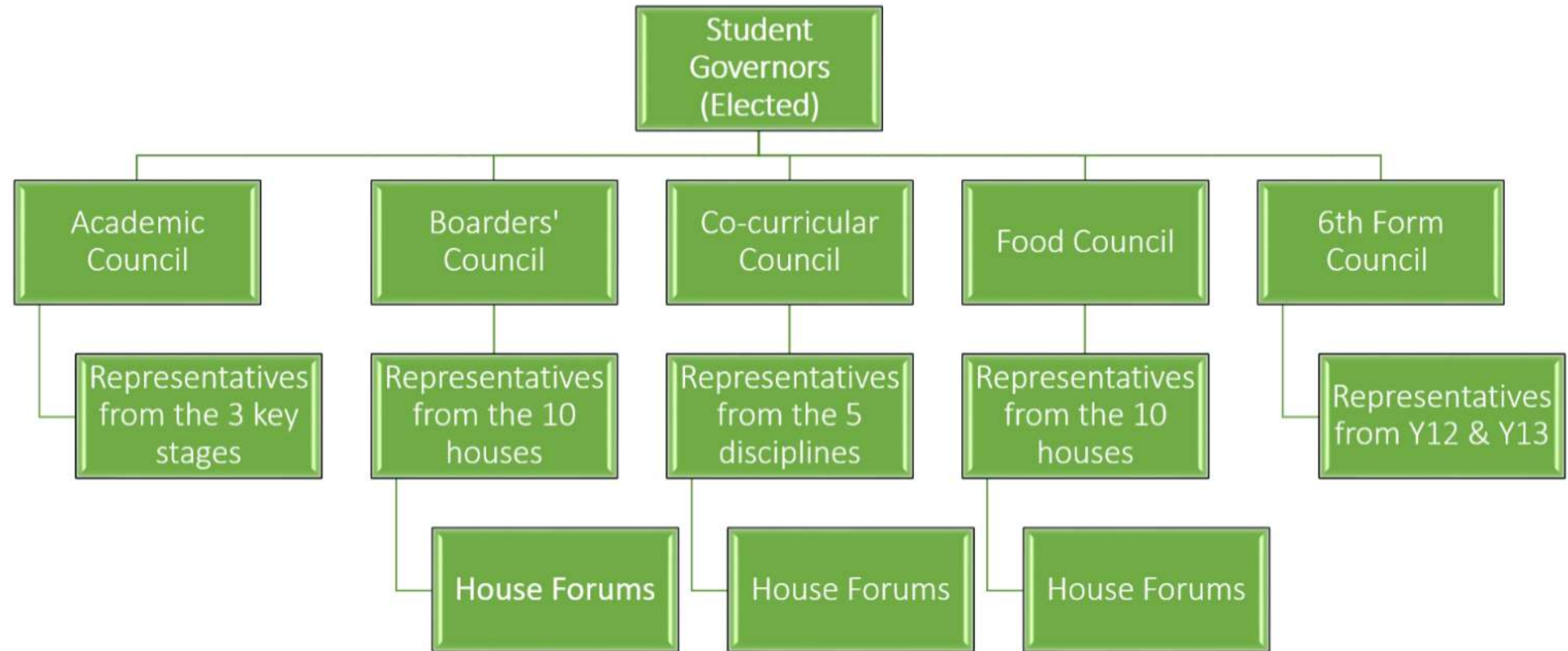


Promoting British Values

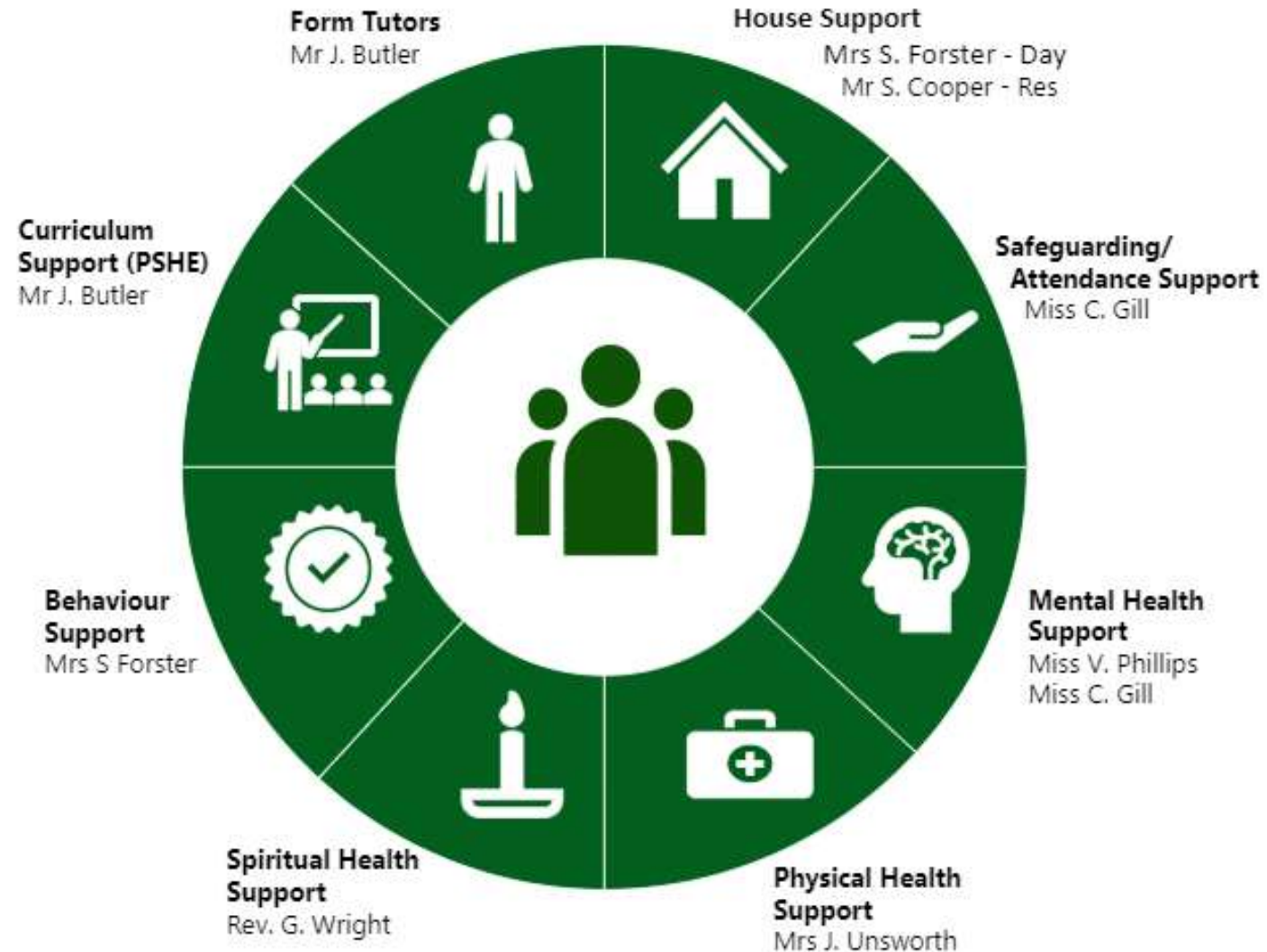
The Boarding Charter defines how students and staff show **good character** and promote a kinder and more giving community.



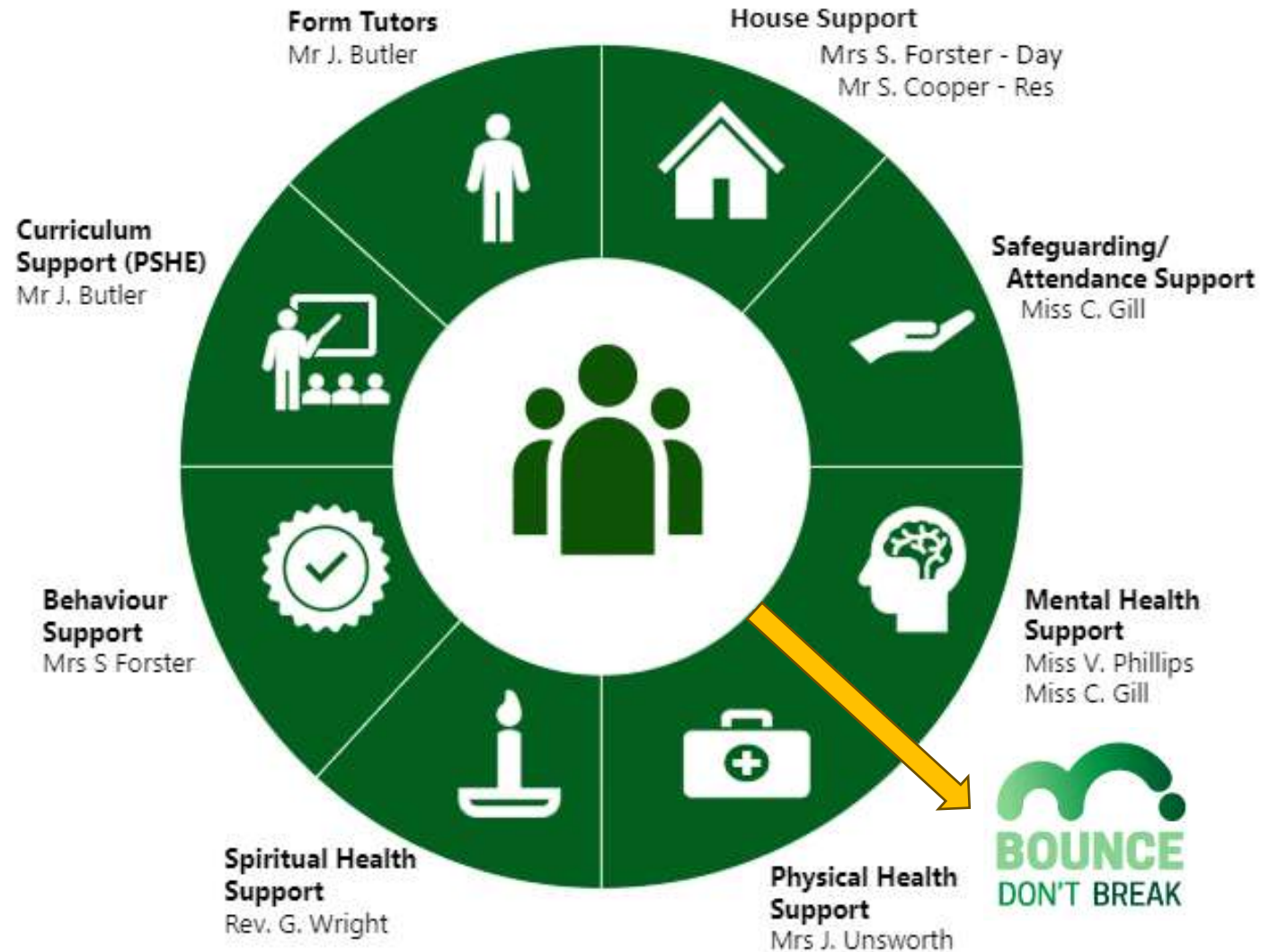
Student Voice



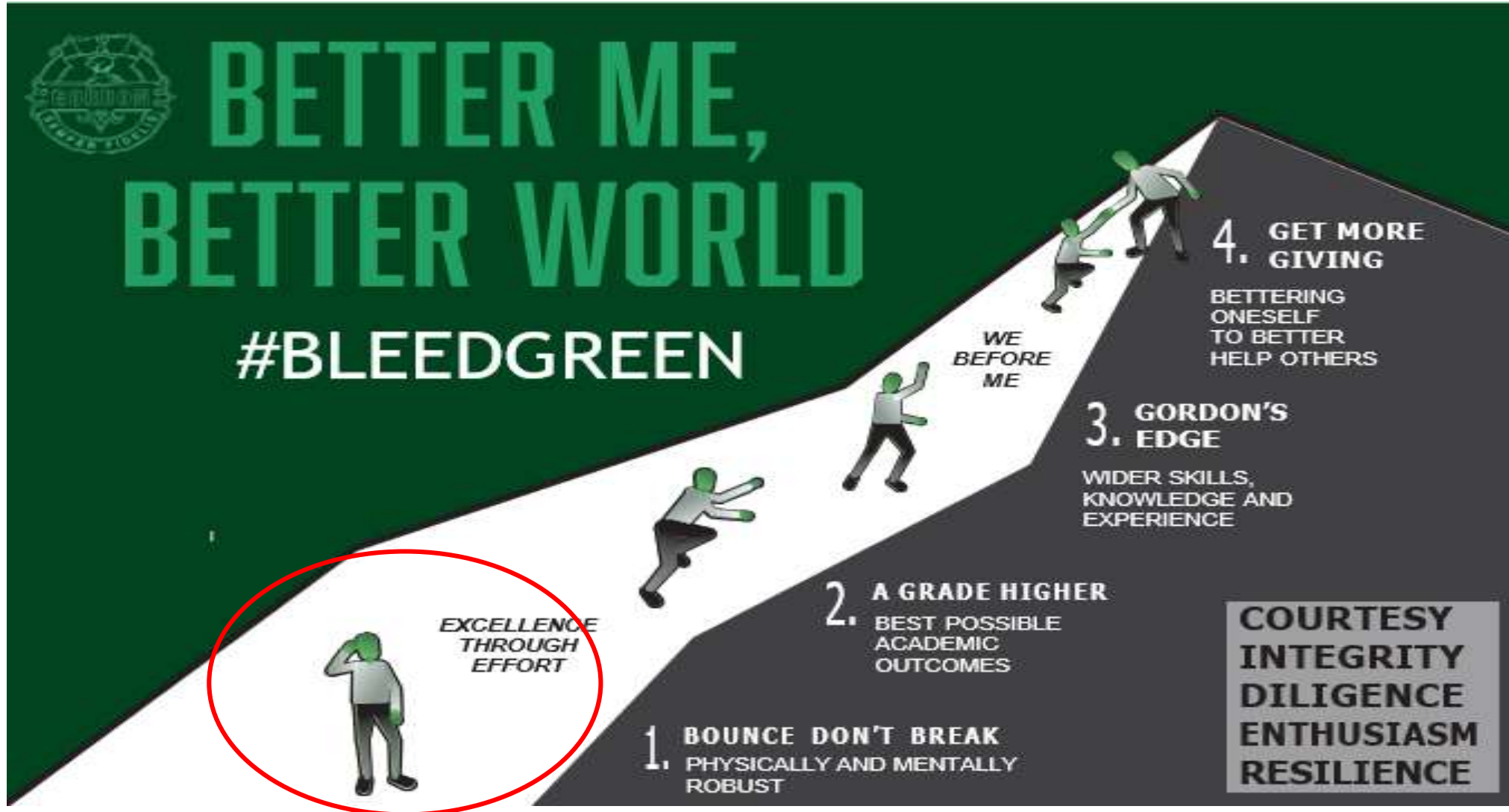
Overview of Pastoral Support



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

	Content Receiving mass produced content	Contact Participating in (adult initiated) online activity	Conduct (Perpetrator or victim in peer-to- peer exchange	Commercialism (Child as a consumer)
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



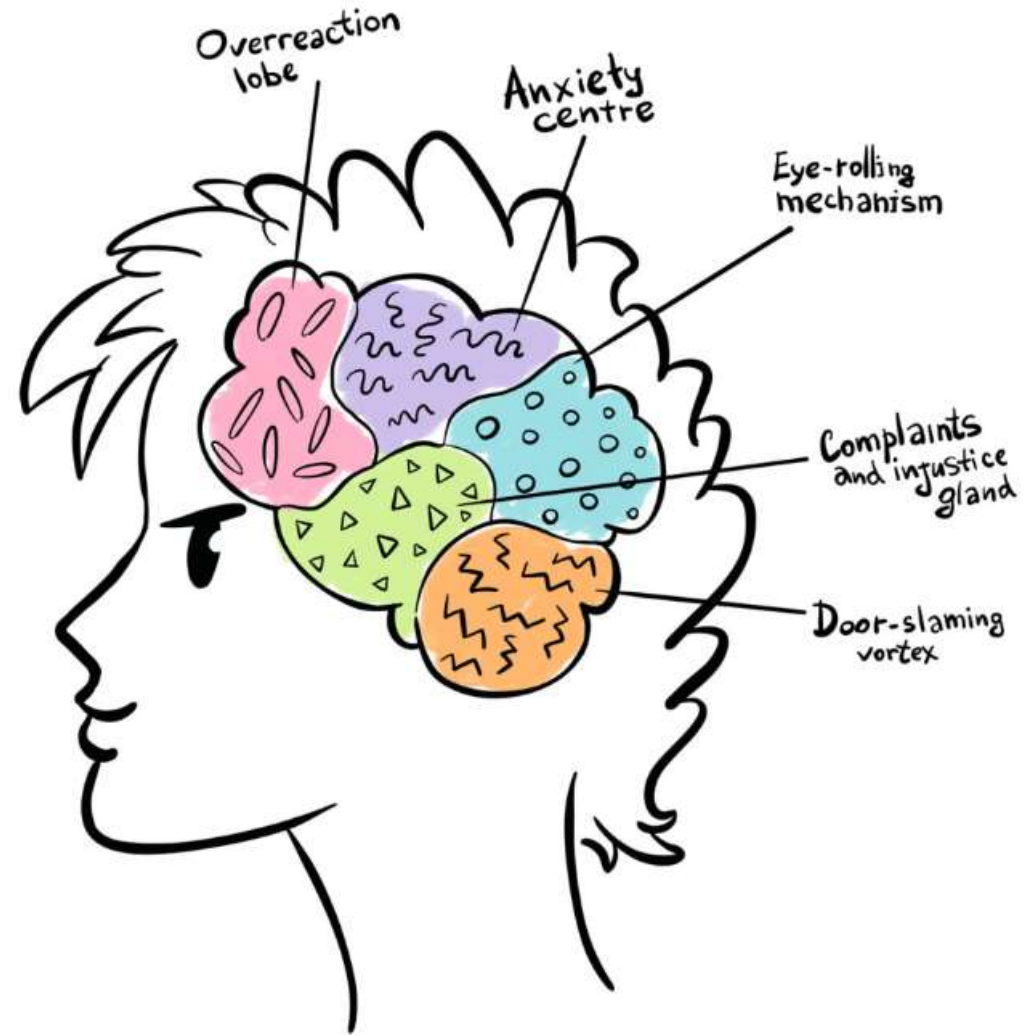
Psychoactive Substances (Drugs / Vapes)

- 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



<p>The Explorers & Boots the monkey</p> 	<p>The Muppet Family & Kermit the Frog</p> 
<p>The Melmans & Gerald the Giraffe</p> 	<p>The Circus Act & Dumbo the Elephant</p> 
<p>The Frosties & Tony the Tiger</p> 	<p>The Big Reds & Clifford the Dog</p> 
<p>The Glorious Gloria's & Hugo the Hippo</p> 	<p>The ... & the duck</p> 



Families

Buckingham intra-house families' competition

**DON'T
BE LATE!**



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

Total so far - summer 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



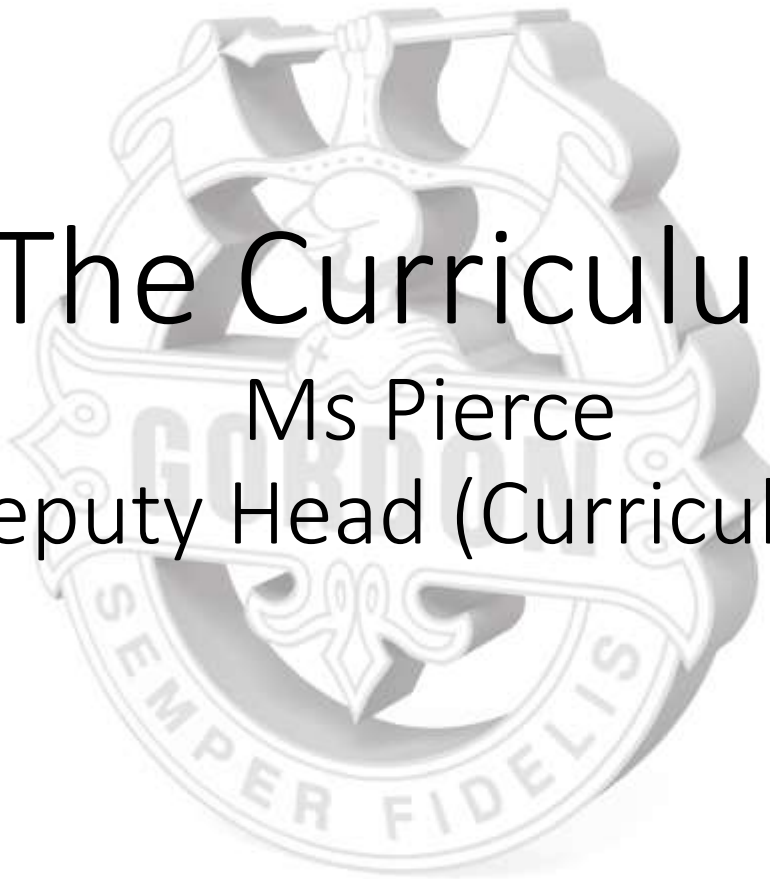
> [Summer Term
Content Line-up](#)

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

> [Monthly Themes 2023](#)

> [Autumn Term Webinar
Programme](#)





The Curriculum

Ms Pierce
Deputy Head (Curriculum)



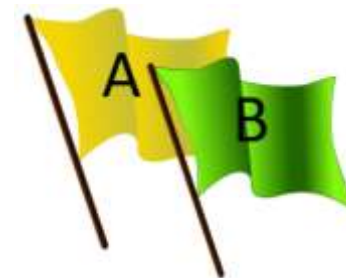
Academic Team

- 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

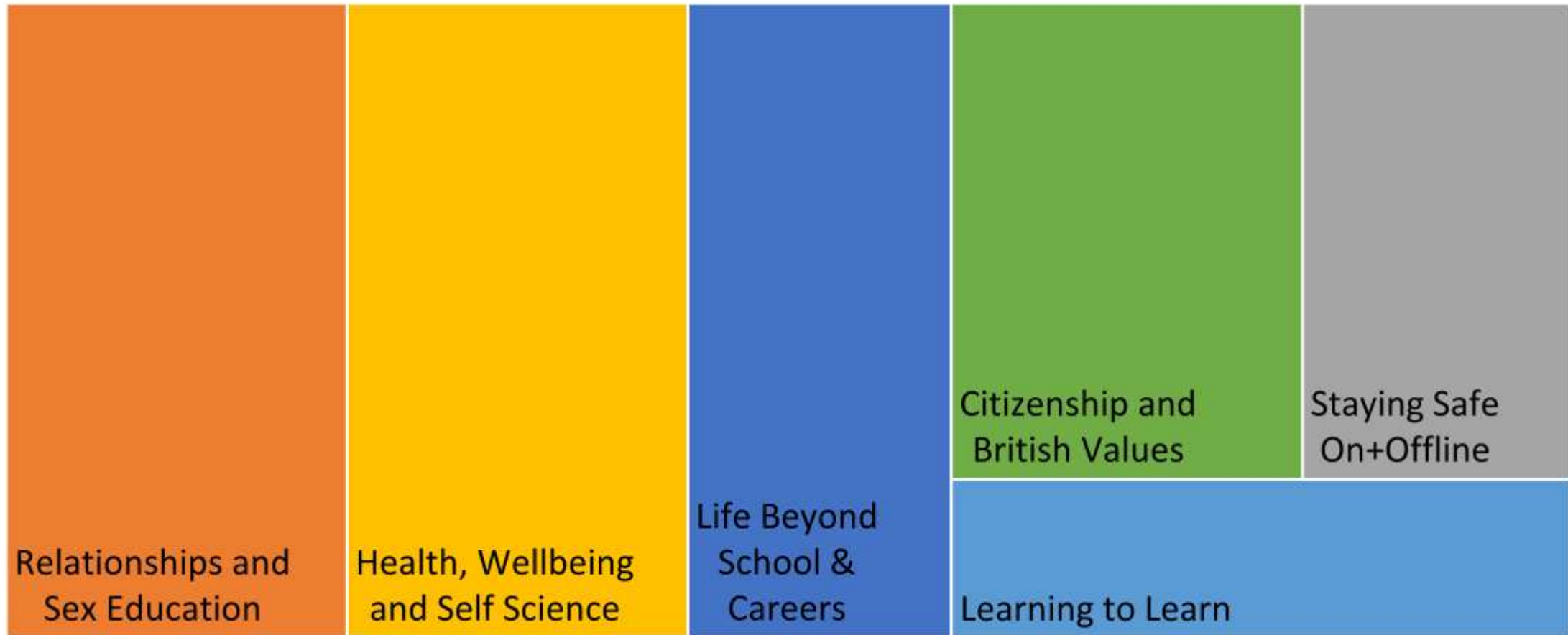


Curriculum Allocations

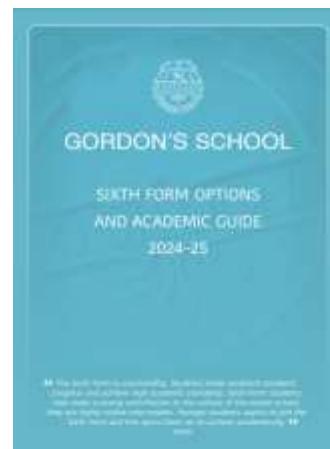
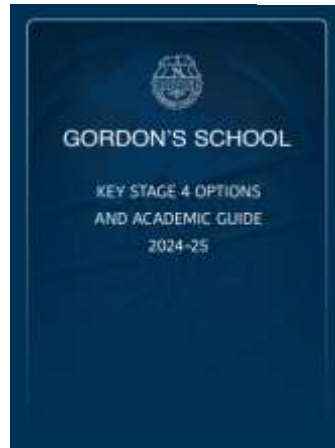
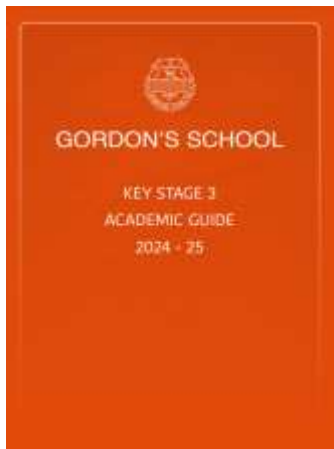
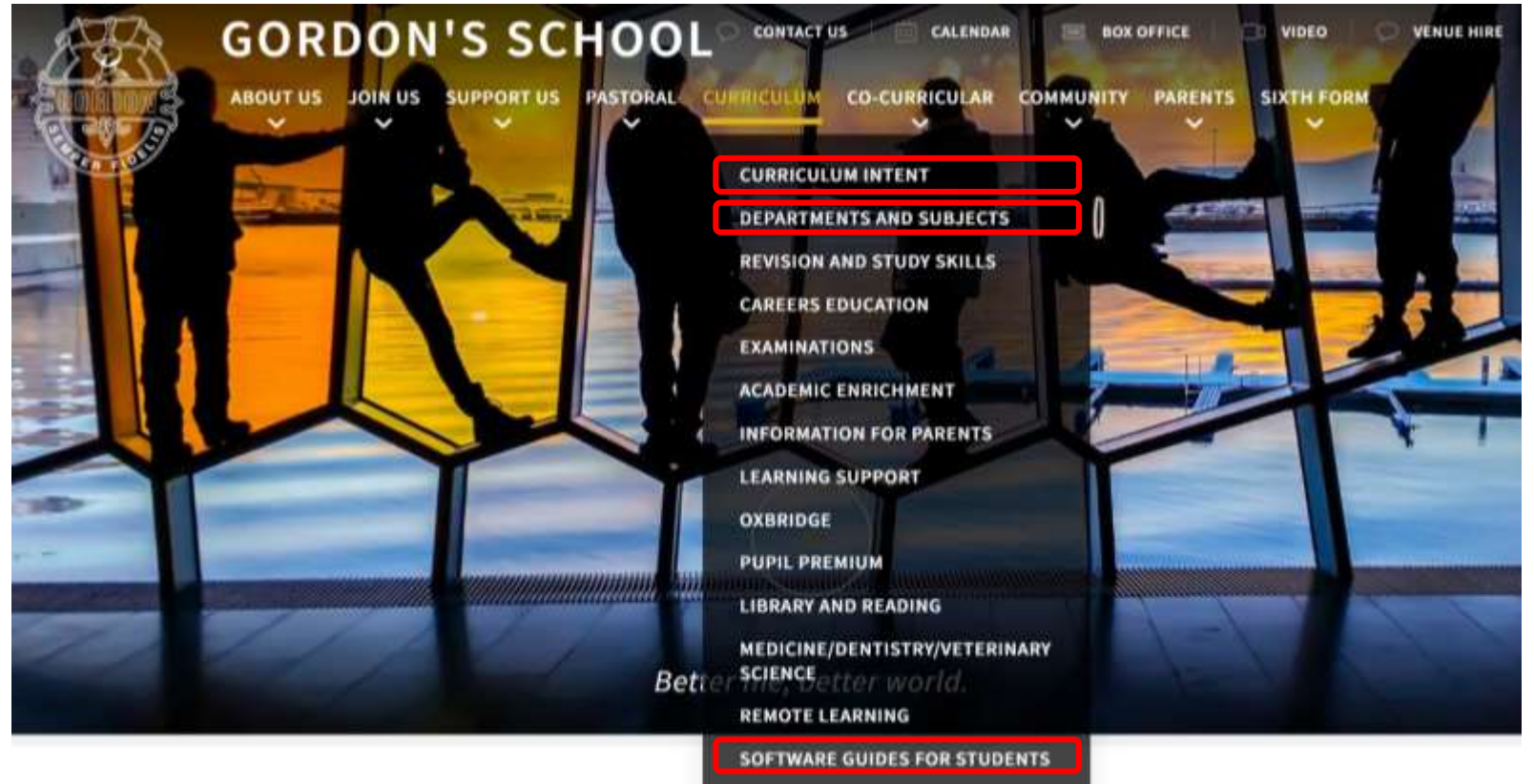
KEY STAGE 3	LESSONS	%
English	10	16.67
Maths	10	16.67
Science	9	15
Languages	6	10
History	3	5
Geography	3	5
Computing	2	3.33
RE	2	3.33
Art	2	3.33
Design and Technology	2	3.33
Food Technology	1	1.67
Drama	2	3.33
Music	2	3.3
Games	4	6.67
PSHE	2	3.33
Total	60 (per fortnight)	100%



PSHE Content

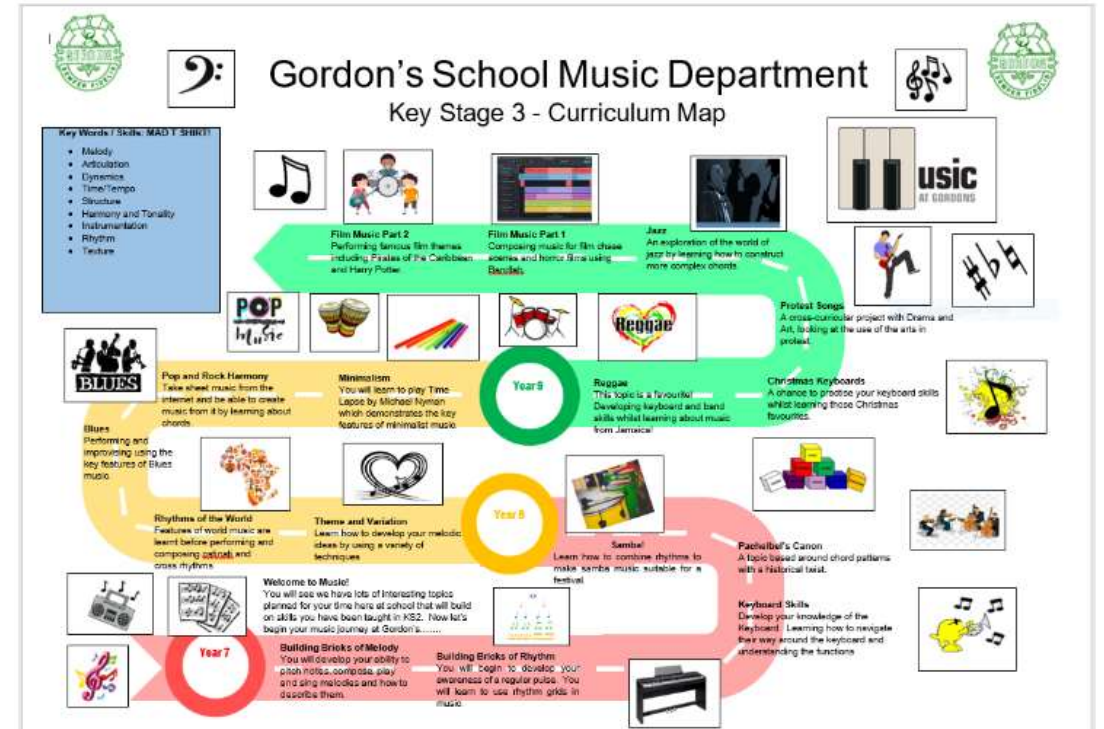


Key Information



Curriculum

- Broad Curriculum in KS3 and KS4
- 6 lessons a day – 60 a fortnight
- KS3 is an opportunity to discover new interests and enjoy a broad yet challenging curriculum
- 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**



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.

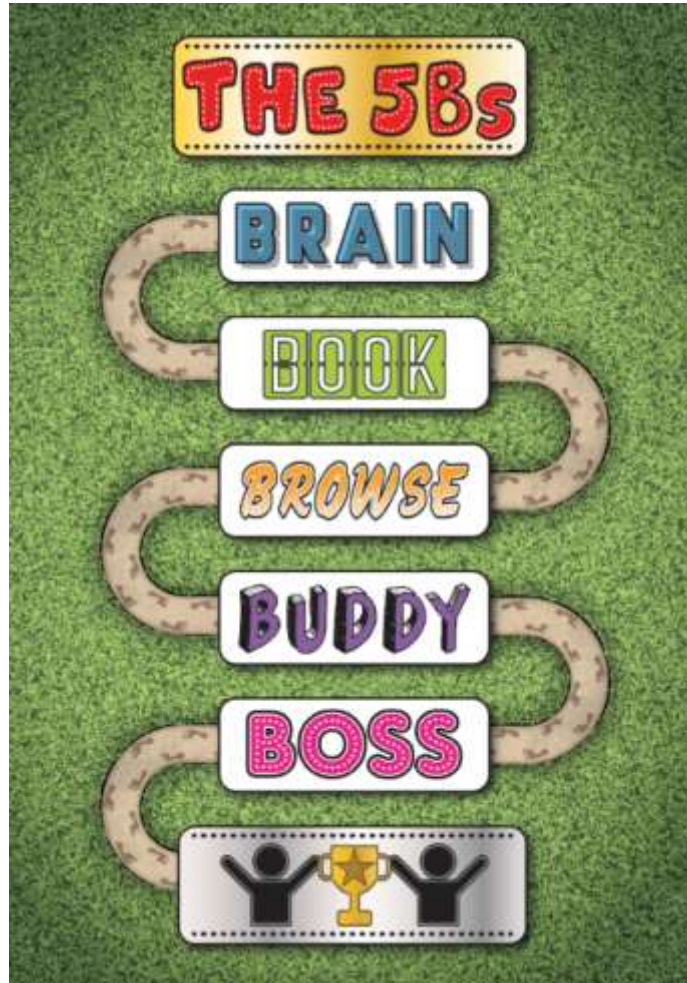


Prioritising reading

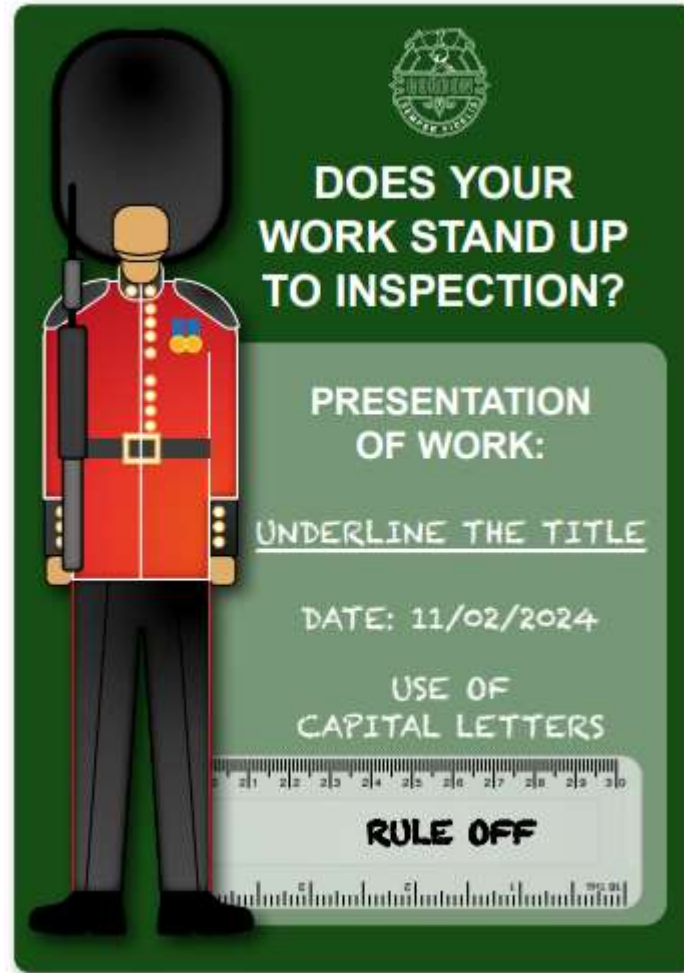
- The research stresses the importance of early literacy
- Boys particularly – for their future success (in exams/ in life), must read for pleasure ‘at home’, from as early as possible.
- Prep opportunity – stay longer!



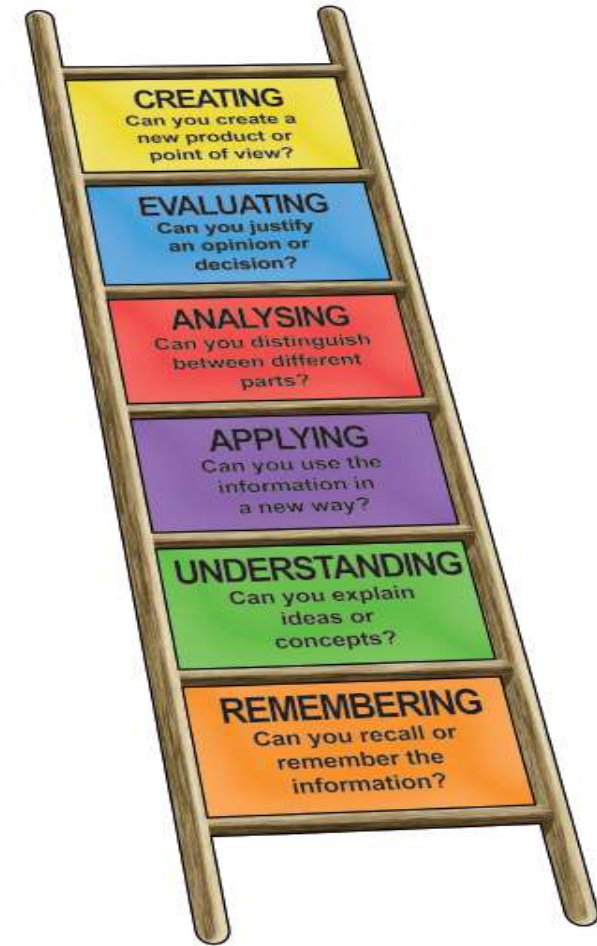
Promoting Key Classroom Concepts



Independence



Pride



Thinking Skills

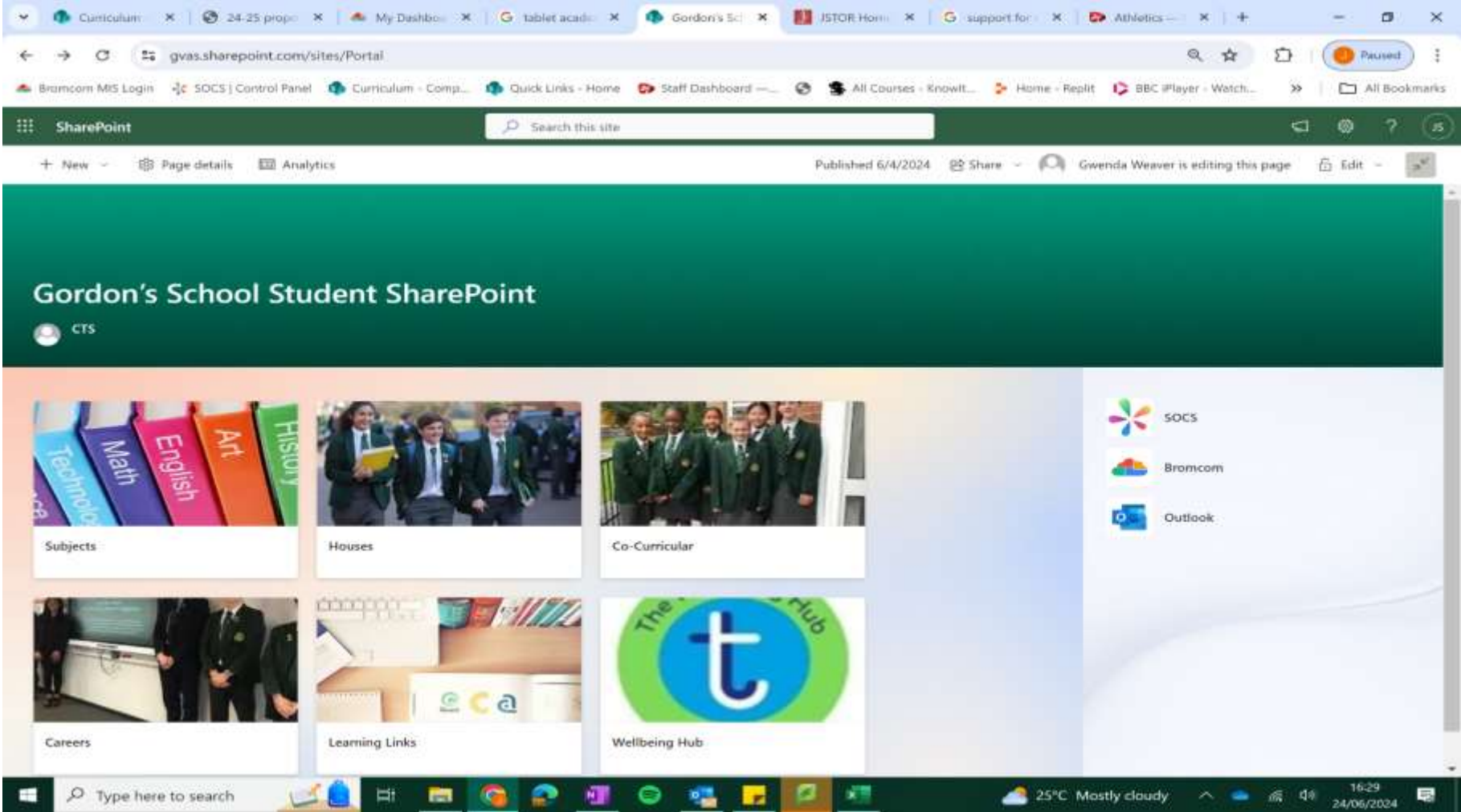


Homework and Prep

- 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
- KS3: 30 minutes per subject
- 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 1st 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



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




New, inside...

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



Quick reporting grid summary

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

KS3 Attainment Grades Explained

1. At Key Stage 3, progress is measured using a **KS3 Attainment Grade** (based on a data generated flightpath)
2. These grades begin at 1* and generally don't exceed 6 by the end of Y9, incorporating an additional + and – either side of each grade to allow for more accurate positioning of student performance; for example, a student may achieve a 3-, 3 or 3+.
*A Grade 'B' indicates that a student is currently working towards Grade 1.
3. In Term 2 students receive a Target Grade (TG) and Working Grade (WG). **However, these KS3 Grades are not a GCSE equivalent because KS3 content is different to GCSE content. Therefore, if a student got a KS3 Grade 4, this does not necessarily mean they could get a GCSE Grade 4 at that point in time.**
4. Only in Y10, after their Yellis test, do students receive a GCSE TG and GCSE WG thereafter.



ART

KS3
ATTAINMENT
GRADE

7

7+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

7 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

7- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas

- Engage with and critically question the work of others through written analysis of artwork.
- Compare artists from the same movement or theme and explore how their concepts and styles differ, using this knowledge to inform your own practical work.
- Analyse the work of other artists using sophisticated vocabulary to form ideas and opinions.
- Consider how meanings and ideas are expressed through artwork.
- Develop innovative and imaginative ideas inspired by others.

Experimentation with media

- Develop and explore ideas in original ways, using materials with confidence, a high level of control and creativity.

- Create a wide range of work which are purposeful and largely self-referential.
- Take risks and try exploring surfaces and processes.
- Record and reflect on work.
- Show a high level of technical competence in at least one area.
- Work on larger-scale work, demonstrating an understanding of the relationship between the work and the space it occupies.
- Justify how and why ideas are developed through artwork.
- Presenting
 - Independently or confidently links ideas and opinions.
 - Produces high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

KS3
ATTAINMENT
GRADE

6

6+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

6 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

6- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas

- Engage with and critically question the work of others.
- Analyse the work of other artists using sophisticated vocabulary to form ideas and opinions.
- Consider how meanings and ideas are expressed through artwork.
- Develop innovative and imaginative ideas inspired by others.

Experimentation with media

- Develop and explore ideas in original ways, using materials with confidence, a high level of control and creativity.

- Develop and explore ideas in original ways, using materials with confidence, a high level of control and creativity.
- Take risks and try exploring surfaces and processes.
- Show a high level of technical competence in at least one area.
- Work on larger-scale work, demonstrating an understanding of the relationship between the work and the space it occupies.
- Justify how and why ideas are developed through artwork.
- Presenting
 - Independently or confidently links ideas and opinions.
 - Produces high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

KS3
ATTAINMENT
GRADE

5

5+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

5 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

5- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas

- Analyse and interpret art how ideas are created by artists in different genres and cultures.
- Develop original ideas inspired by others' style and techniques, producing personal responses.
- Experimentation with media
 - Independently develop ideas and consider different media and processes.
 - Take risks with artwork and be willing to make mistakes, reflect and learn from them.
 - Create original and imaginative artwork.

Experimentation with media

- Develop and explore ideas in original ways, using materials with confidence, a high level of control and creativity.

- Develop and explore ideas in original ways, using materials with confidence, a high level of control and creativity.
- Take risks and try exploring surfaces and processes.
- Show a high level of technical competence in at least one area.
- Work on larger-scale work, demonstrating an understanding of the relationship between the work and the space it occupies.
- Justify how and why ideas are developed through artwork.
- Presenting
 - Independently or confidently links ideas and opinions.
 - Produces high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

KS3
ATTAINMENT
GRADE

4

4+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

4 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

4- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas

- Explore the ideas and meanings behind the work of others, making informed judgements and using key vocabulary.
- Understand the characteristics of art from different times and cultures and write about this using key vocabulary.
- Experimentation with media
 - Develop ideas independently that are influenced by the work of others.
 - Independently experiment with different media.
 - Consider different ways of doing something by producing a range of design ideas.

Experimentation with media

- Develop ideas independently that are influenced by the work of others.
- Independently experiment with different media.
- Consider different ways of doing something by producing a range of design ideas.

- Develop and explore ideas in original ways, using materials with confidence, a high level of control and creativity.
- Take risks and try exploring surfaces and processes.
- Show a high level of technical competence in at least one area.
- Work on larger-scale work, demonstrating an understanding of the relationship between the work and the space it occupies.
- Justify how and why ideas are developed through artwork.
- Presenting
 - Independently or confidently links ideas and opinions.
 - Produces high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

MFL

(French, German, Spanish, Mandarin)

KS3
ATTAINMENT
GRADE

7

7+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

7 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

7- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Responding

- Respond reasonably well to complex and extended language.
- Express more complex ideas and justify opinions persuasively.
- Use four time frames accurately.
- Use mostly accurate pronunciation and intonation.
- Use mostly accurate pronunciation and intonation.
- Use mostly accurate pronunciation and intonation.
- Use mostly accurate pronunciation and intonation.
- Use mostly accurate pronunciation and intonation.

Producing

- Produce high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

KS3
ATTAINMENT
GRADE

6

6+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

6 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

6- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Responding

- Respond well to reasonably complex language.
- Express more complex ideas and justify opinions.
- Respond well to unpredictable questions.
- Use three tenses very accurately (past, present, future).
- Use generally accurate pronunciation and intonation.

Producing

- Produce high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

KS3
ATTAINMENT
GRADE

5

5+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

5 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

5- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Responding

- Respond appropriately to reasonably complex language.
- Express ideas, opinions and simple justifications.
- Respond to unpredictable questions.
- Use 3 time frames (past, present and future).
- Use reasonable pronunciation and intonation.

Producing

- Produce high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

KS3
ATTAINMENT
GRADE

4

4+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

4 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

4- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

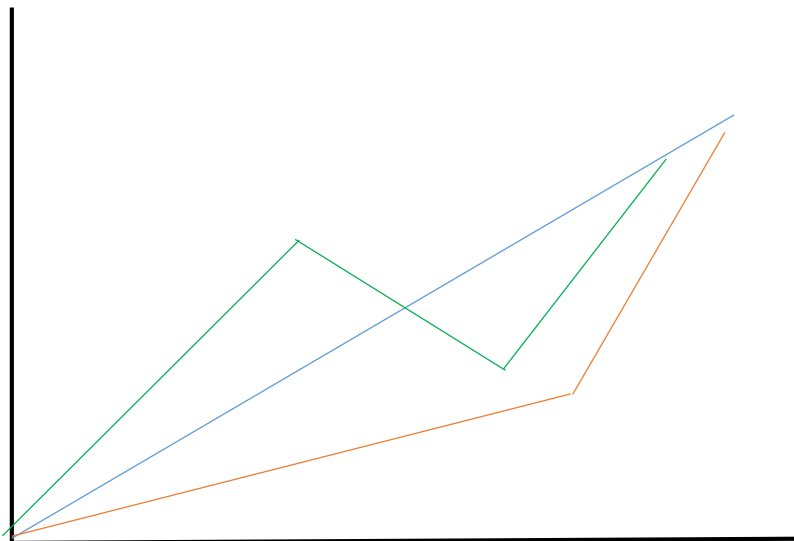
Responding

- Respond simply to reasonably complex language.
- Express ideas and opinions.
- Respond simply to unpredictable questions.
- Use 2 time frames (present and past or present and future).
- Use readily understandable pronunciation.

Producing

- Produce high level outcomes which demonstrate an understanding of the relationship between the work and the space it occupies.

- WG are based on Key Assessments, usually once per term at KS3, which will be graded using these descriptors.
- Student attainment, typically increase at a rate of *roughly* 1 sub-level per half term, but progress is not linear.



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 11th November 2024
 - First Y10 Progress Report sent home w/b 9th December 2024

 schoolcloud
Parents Evening

The most popular and trusted parents' evening platform



Y9 GCSE Options

We have two Options Events for Year 9:

1. Year 9 Options Information Evening **is an in-person event**

Monday 20th January 2025, 6-7.30pm

2. Year 9 Academic Consultation Evening **is an online event**

Tuesday 21st January 2025, 5.30-8pm

Try to keep students' minds focused on 'now' but do start to discuss where their interests might lie in the future.



Year 9 Core Exams

- Exams take place Thursday 1st May 2025 and continue until Wednesday 7th May 2025.
- Exams will take place in a formal setting to help prepare students for the rigors of GCSE exams.
- Will be used to inform GCSE setting decisions, but not in isolation.
- Non-core subjects will continue their usual round of in-class Key Assessments.
- Students should plan their revision around any other school based or external commitments



Careers

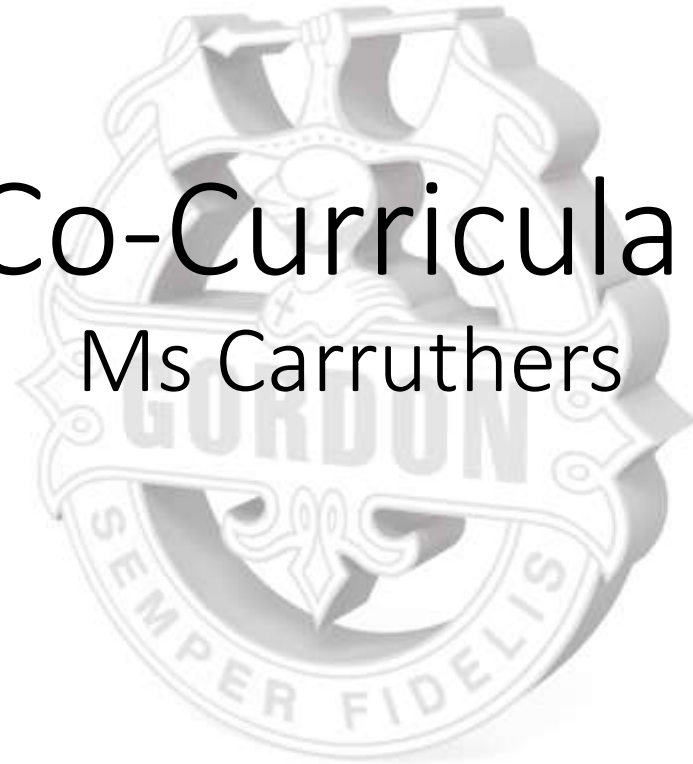
- Careers Lead is **Mrs Augusta Kennedy**
- Email: careers@gordons.school
- Events and talks for all year groups will take place across the year
- For full information on our comprehensive programme, please go to:

www.gordons.school/careers



Co-Curricular

Ms Carruthers





More than best possible
examination results

Period 7...

...is our activity programme

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





PERIOD 7 + Sat.

- *Y7-8 compulsory P7*
 - *1 x Creative art e.g. public speaking*
 - *1x Academic Enrichment*
 - *2 x Sport*
 - *1 x Drill*
- *Saturdays*
 - *Physical activity or fixture*

Representing the school matters.





Creative
Arts



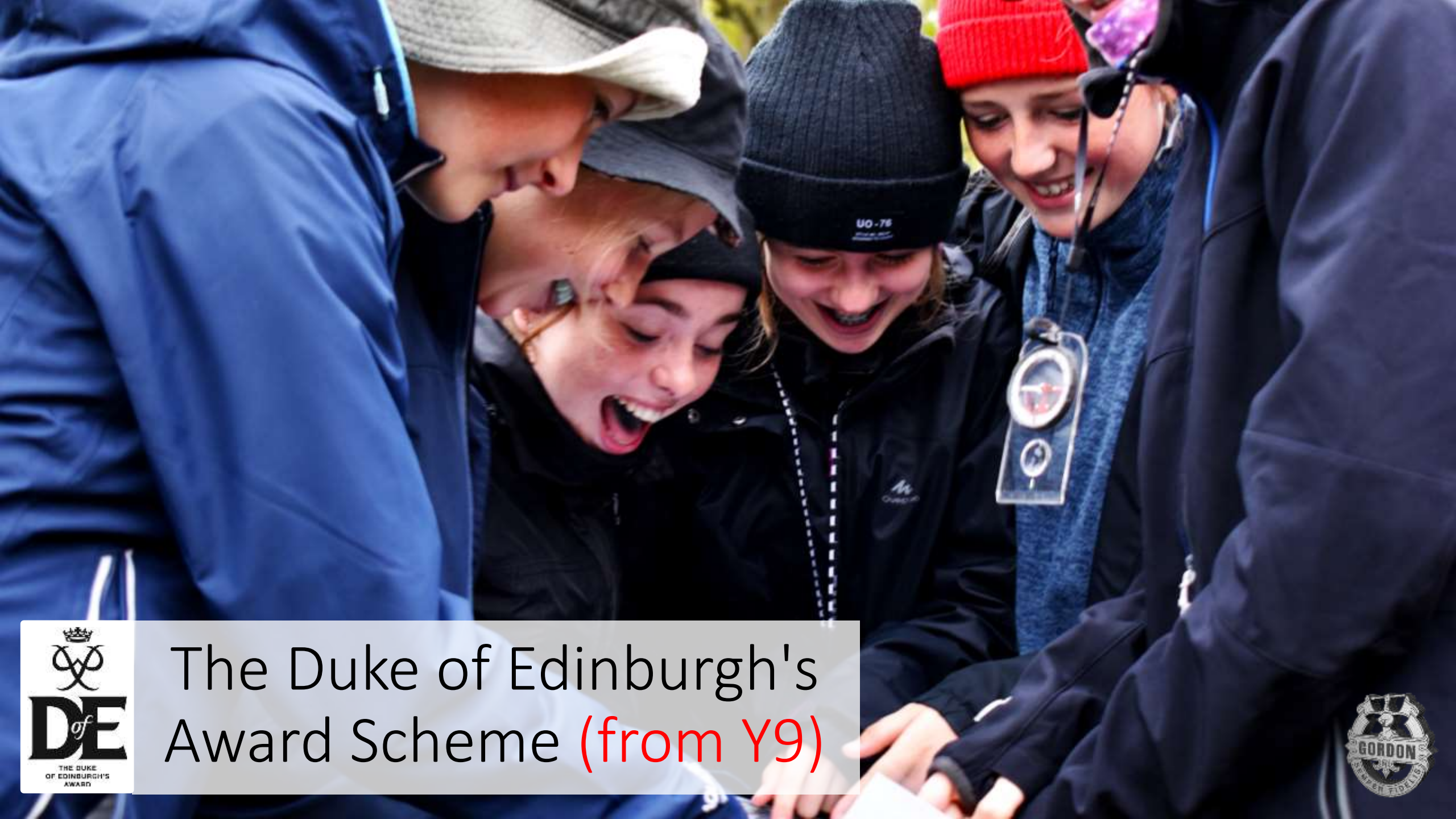


Academic
Pursuits



Inter-House



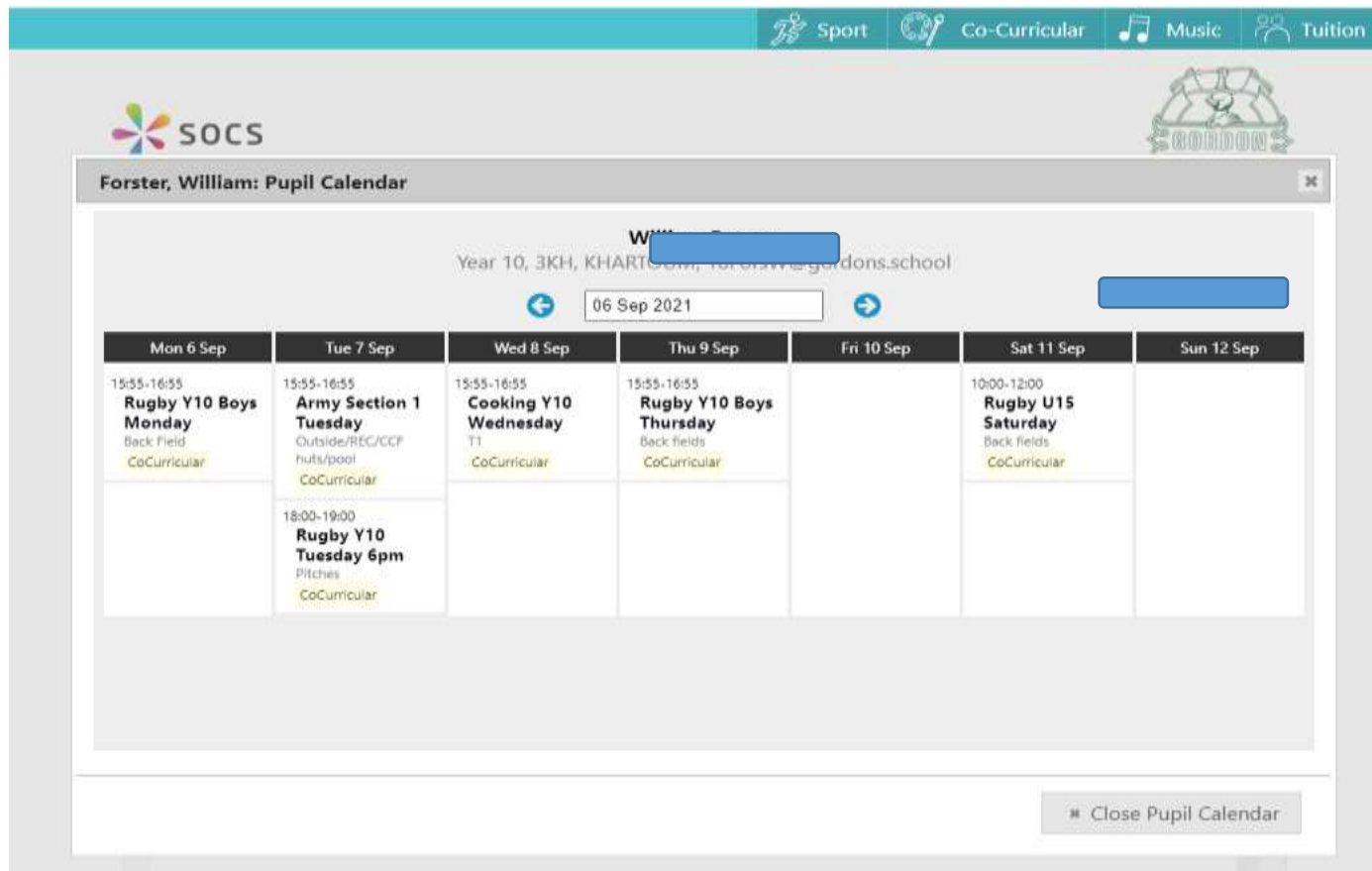


The Duke of Edinburgh's Award Scheme (from Y9)



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 Rugby Y10 Boys Monday Back fields CoCurricular	15:55-16:55 Army Section 1 Tuesday Outside/REC/CCF huts/pool CoCurricular	15:55-16:55 Cooking Y10 Wednesday T1 CoCurricular	15:55-16:55 Rugby Y10 Boys Thursday Back fields CoCurricular		10:00-12:00 Rugby U15 Saturday Back fields CoCurricular	
	18:00-19:00 Rugby Y10 Tuesday 6pm Pitches 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 Junior	Yellow badge Black badge
10-11	Half Full	Green badge 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.



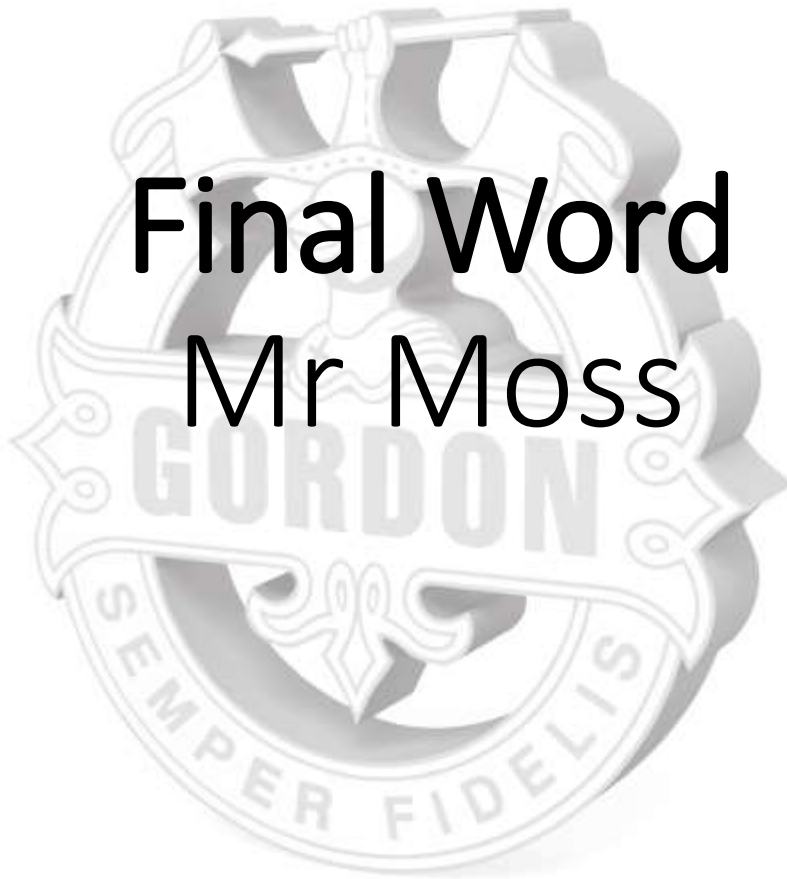
Honours Programme reward structure

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	Top 20 of those with Y8-11 Hons	Platinum	Platinum Tie



Final Word

Mr Moss



Balance

- Modern ideas



Traditional values

- Academic



Non-academic

- Challenge

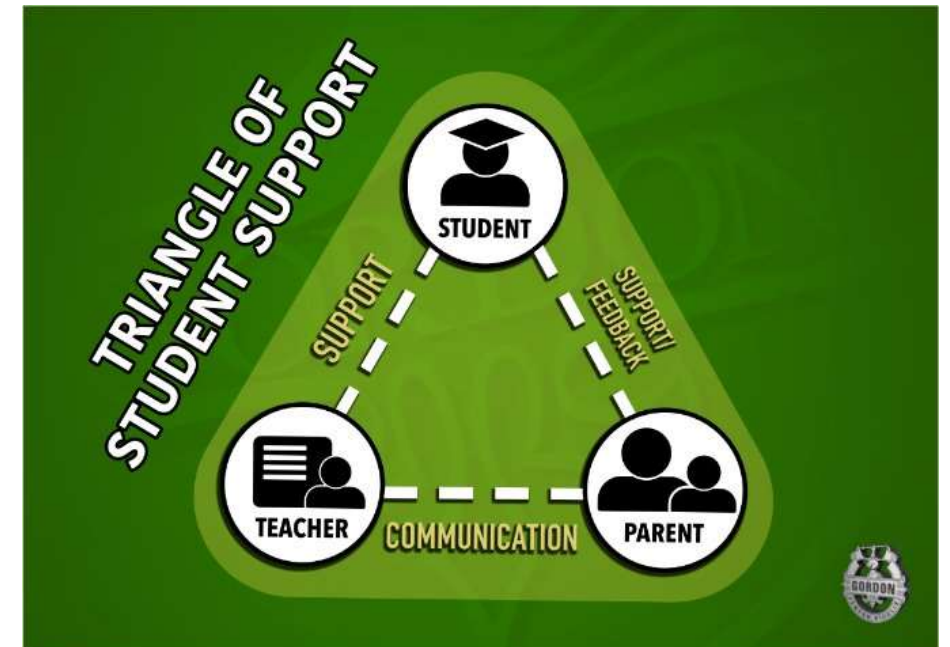


Support



'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

Ms Pierce – Deputy Head Curriculum:
jpierce@gordons.school

Miss Phillips - Head of Inclusion:
vphillips@gordons.school

Mrs Stuart – SENDCo:
cstuart@gordons.school

Mrs Mernagh – Head of Learning
Support: lmernagh@gordons.school

Mrs Kennedy – Careers:
careers@gordons.school

Mrs Warner– Co-Curricular Coordinator:
jwarner@gordons.school

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

Mr Gallagher – Head of Upper School (Y10-11):
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
13th October



Piano Recital
The Chapel
2nd October



Thank you

Safe journey home



