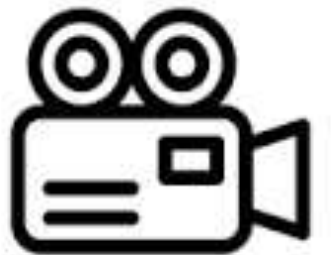


Welcome to New Parents' Information Evening 2024



This slideshow is being recorded



Robbie video



Timings

- We aim to finish at 6.15pm
- Key staff and GSPA members will be around at the end for any questions.



A Gordon's Education

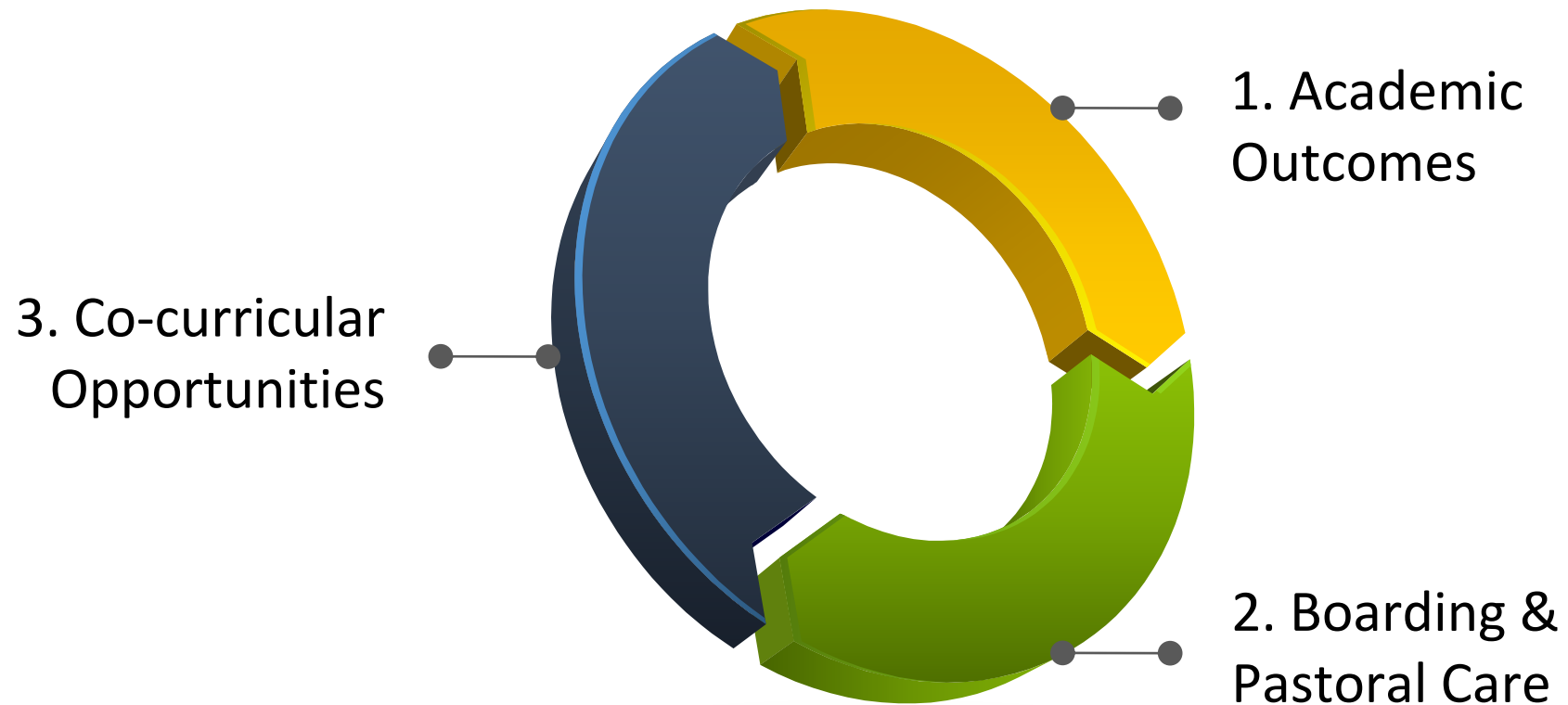
The How



Role of the School



Our ABC- A Thorough Preparation for Life



Role of the Student



Work hard at the right things...

These character qualities are most clearly defined by what those of good character are not. They are not:

1. **Selfish** - they put the others first
2. **Full of excuses** - they are reliable
3. **Half-hearted or slapdash** – they put their all into any task
4. **Complacent** - they are eager to continuously improve
5. **Easily defeated** - they grow stronger from setbacks.

#Bleedgreen is our shorthand for good character



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.

Our Vision

The Why





BETTER ME, BETTER WORLD

#BLEEDGREEN



EXCELLENCE
THROUGH
EFFORT

1.

BOUNCE DON'T BREAK
PHYSICALLY AND MENTALLY
ROBUST



2.

A GRADE HIGHER
BEST POSSIBLE
ACADEMIC
OUTCOMES



WE
BEFORE
ME

3.

**GORDON'S
EDGE**
WIDER SKILLS,
KNOWLEDGE AND
EXPERIENCE



4.

**GET MORE
GIVING**

BETTERING
ONESELF
TO BETTER
HELP OTHERS

**COURTESY
INTEGRITY
DILIGENCE
ENTHUSIASM
RESILIENCE**



Major Developments





Library
Refurbishment
2022



Sports Hall 2022



3G 2022



Fitness Suite 2023



Coming soon in 2024 – Pitch 1 renovation



Coming soon...





Performing Arts
Centre
2024 & 2025

The 'sPACe' Performing Arts Centre 2025



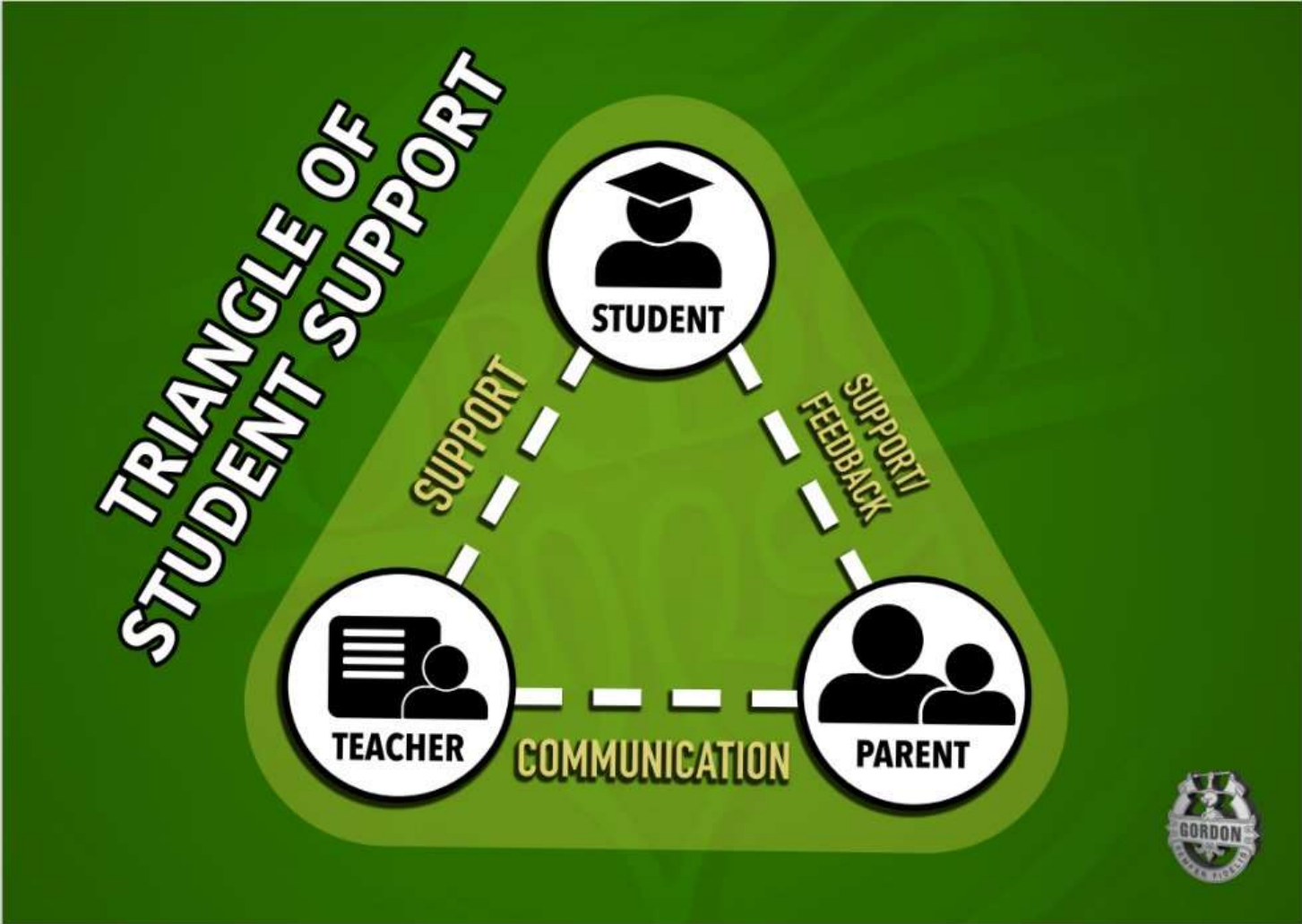


Boarding & Pastoral

Ms Carruthers
Deputy Head (Pastoral)



The Golden Triangle



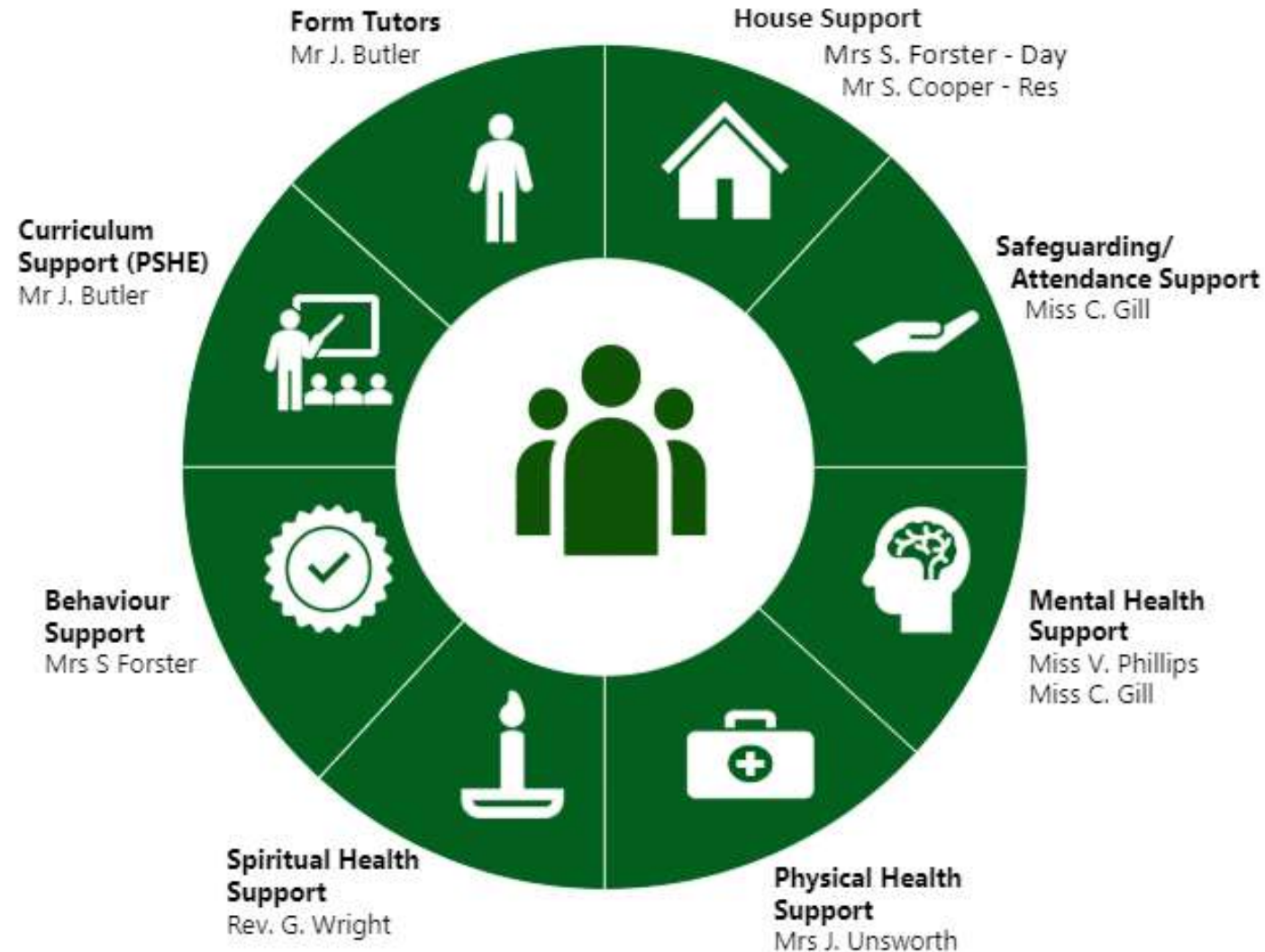
Parent section of the website



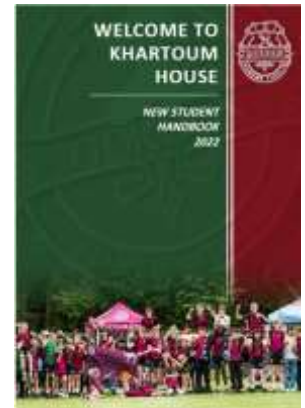
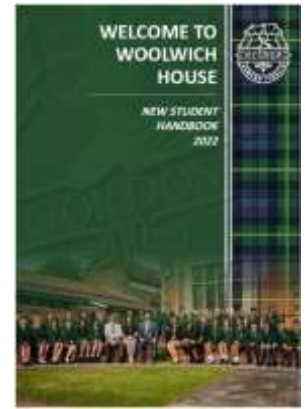
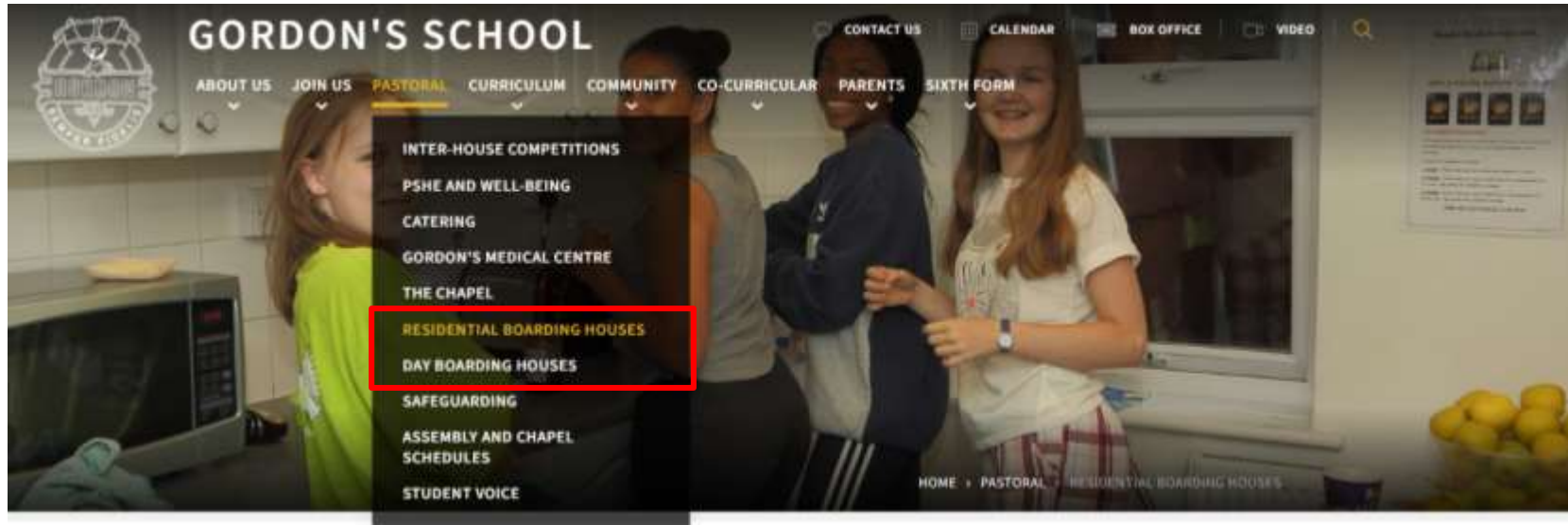
SCHOOL CALENDAR



Overview of Pastoral Support



Key Information



STAFF CONTACT DETAILS:

Head of House: majones@gordons.school

House email: victoria@gordons.school

House phone number: [07825 459023](tel:07825459023) or [01276 859715](tel:01276859715)



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



Evening Pick-Ups

Buckingham
Khartoum
Gravesend
Sandringham
Victoria



Augusta
Balmoral
China
Kensington
Windsor



Evening Arrangements for Day Boarders



Day Boarders should either be in prep from 6.15pm - **7.30pm** or have left the school site. Students are allowed to leave prep at 7.00pm but only by prior arrangement. They are then expected to leave the site immediately.



Day Boarders are not allowed back onto the school site after 7.30pm weekdays or after 12.00pm on Saturday unless they are attending a staff-supervised activity. The Library will be available to day sixth form students until 9pm for those wishing to study.



Prep will continue to be available for all Day Boarders to attend on a Friday between 6.00pm - 7.00pm, immediately after tea. Year 7 students will go to Kitchener whilst Year 8-11 students will go to the Library. This time can be used for either prep or silent reading.



Other Pick-Up Arrangements



Exeats and Half-Term - lessons will finish at 3.35 pm. Day students can be collected or walk home at that time and Residential Boarders can be collected at 4.00 pm.



End of Term – lessons will finish at 12.00pm and Day Boarders can be collected or walk home at that time. Residential Boarders will be collected from 12.15pm.



Parents of day boarders may park on the Parade Square, in order to avoid congestion on the local roads, but must leave the site as soon as possible in order for the residential boarders' parents to park.



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

SAFEGUARDING NUMBER: 01276 859734 EMAIL: SAFEGUARDING@GORDONS.SCHOOL

Please call or email any concerns that you may have about any young person.

Safeguarding Statement: The School is committed to safeguarding and promoting the welfare of every child. It is the responsibility of everybody, staff and students alike, to protect all young people from harm and from the risk of harm.

Our Designated Safeguarding Lead is Miss Clair Gill, who has ultimate responsibility for safeguarding at Gordon's School.

We recognise that all adults and young people have a full and active part to play in protecting young people from harm and that every young person's welfare is our paramount concern. For this person, all adults and students receive annual safeguarding training.

Peer-on-peer abuse can be any incident where one student causes physical, sexual or emotional harm, or risk of harm, to another student and can be reported along with any other concerns using the link below.

[CHILD PROTECTION & SAFEGUARDING POLICY](#)

[REPORT A SAFEGUARDING CONCERN HERE](#)

Key Safeguarding Staff:



Designated Safeguarding Lead (DSL)
Miss Clair Gill
cgill@gordons.school



Deputy Designated Safeguarding Lead
Mrs Sue Forster
(Assistant Head Pastoral)
sforster@gordons.school



Deputy Designated Safeguarding Lead
Ms Helen Carruthers
(Assistant Head Pastoral)
hcarruthers@gordons.school



Deputy Designated Safeguarding Lead
Mr Dave Cherry
dcherry@gordons.school



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 08:30 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.



My Child at School - MCAS

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

The screenshot shows the MCAS dashboard for Gordon's School. The top navigation bar includes the school logo, the name 'Gordon's School', and user information for 'Mrs Gibson'. The main dashboard area is divided into several sections:

- Attendance:** A green header with a checkmark icon. The question is 'Is James at school?'. Below it, it says 'No Attendance data found'.
- Announcements:** A purple header with a megaphone icon. Below it, it says 'No Announcements data found'.
- School Correspondence:** A purple header with a document icon. It lists several 'Weekly Bulletin' items with their publication dates and attachment links.
- Homework:** A red header with a briefcase icon. The question is 'Does James have homework?'. Below it, it says 'No Homework data found'.
- Timetable:** A light blue header with a clock icon. Below it, it says 'No Timetable data found'.
- Classes:** A red header with a graduation cap icon. Below it, there is a table showing class details for 'James's Classes'.

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



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	FP2A2/Pr
Mr S Depoix	Mr M Boote	Mrs A Sinclair Ju...	Mrs J Warner	Mrs N Webb



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		



Rewards

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		

- Good Comments
- Academic Commendations
- Colours – Sport, Arts and Academic
- Leadership Opportunities
- Honours Programme



Uniform & Appearance

- Ties, shirts and blazers
- Skirts & Trousers
- Polishable shoes

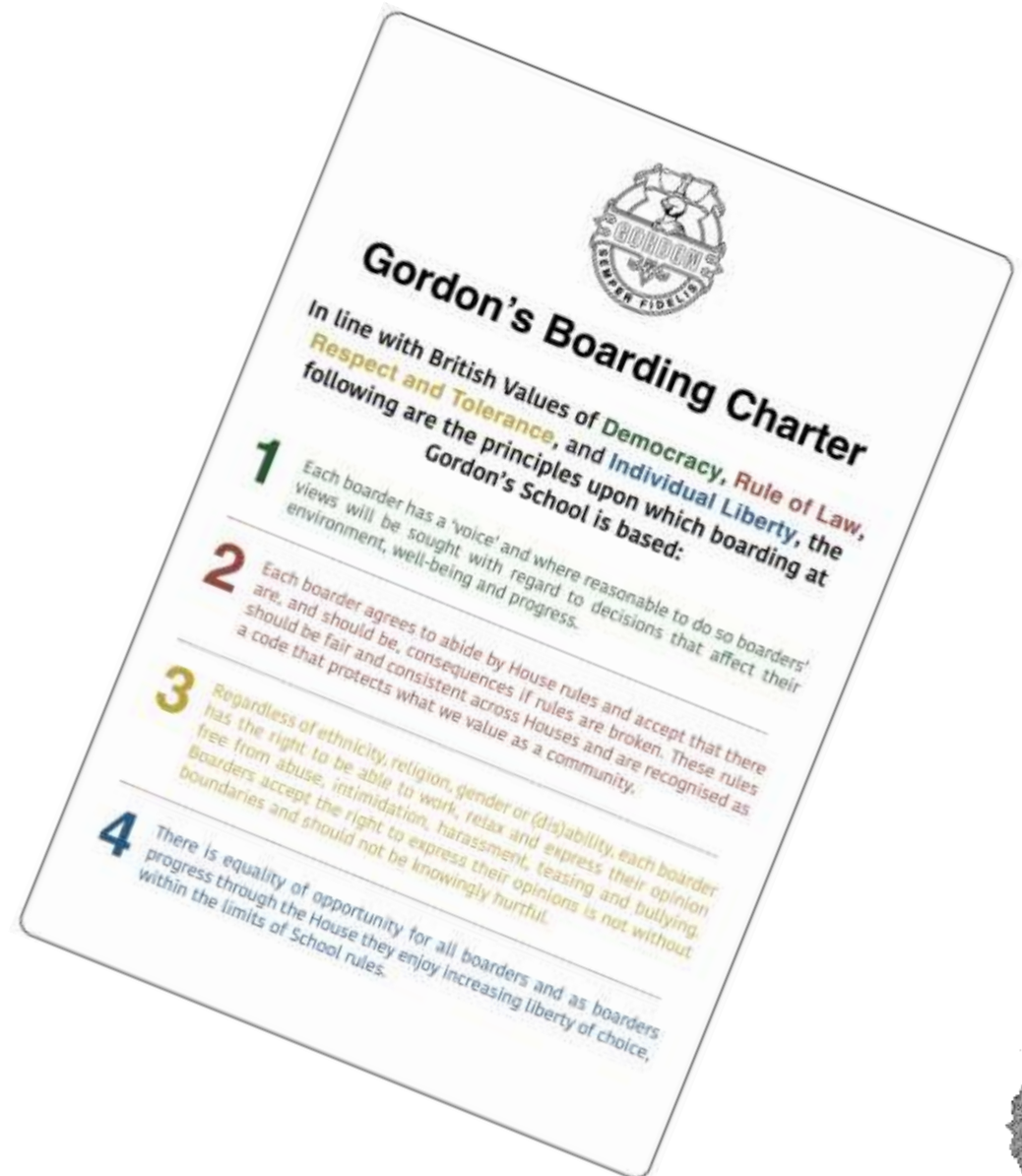
- Use of PE tops (green hoody has now been replaced by the black PE top)

- Hair and piercings

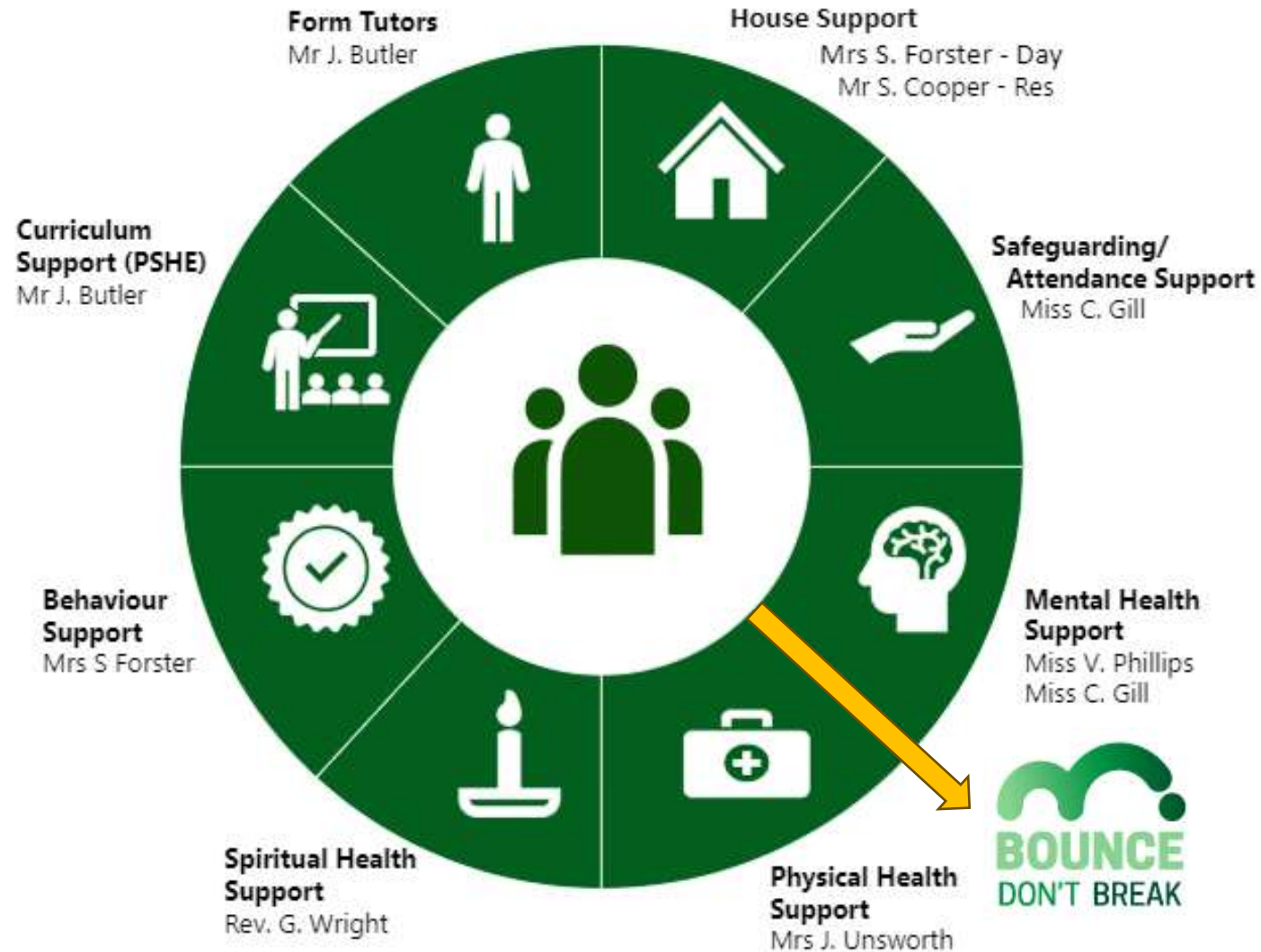


Boarding Charter

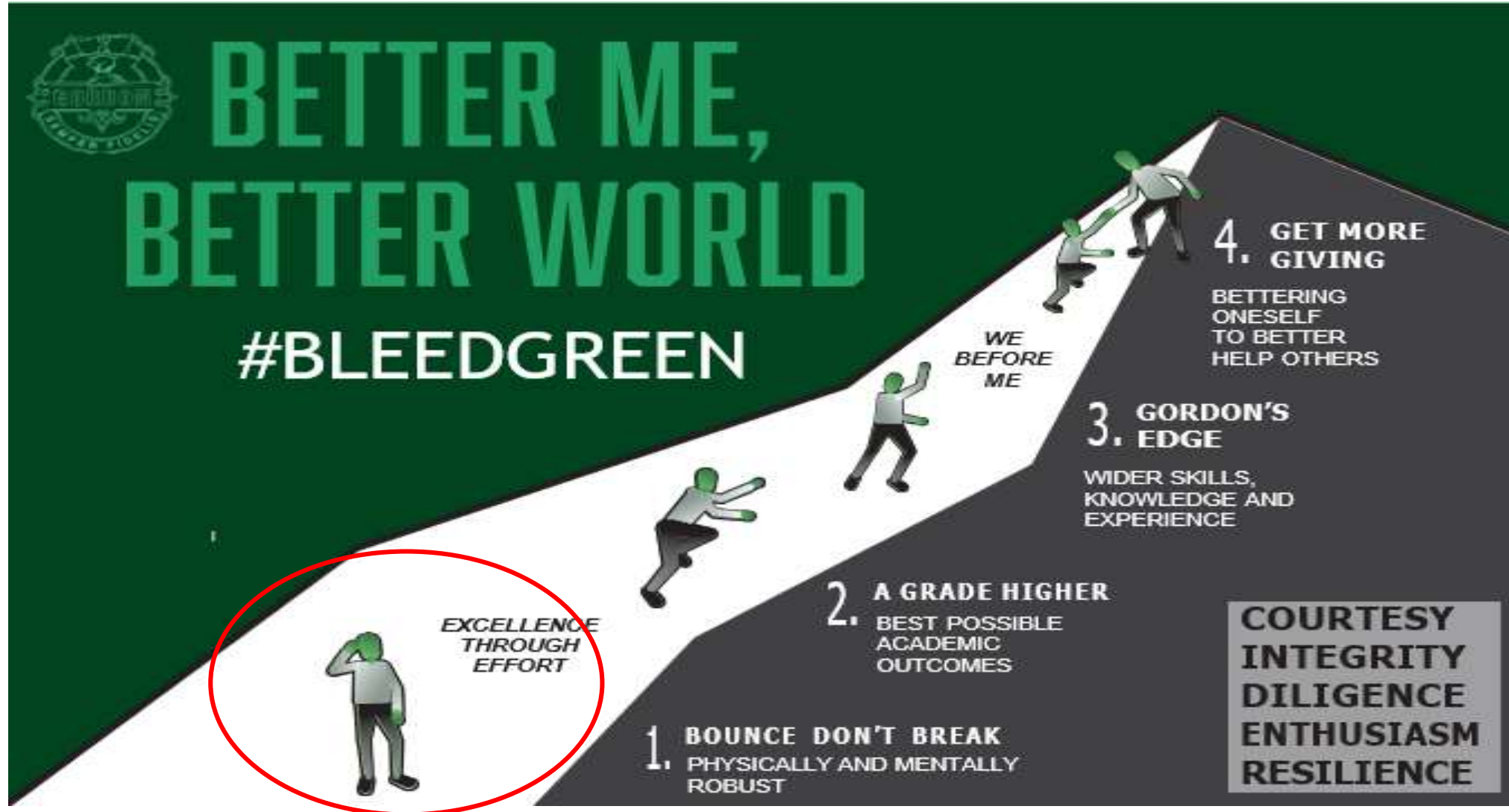
The Boarding Charter defines how students and staff show **good character** and promote a kinder and more giving community.



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+).



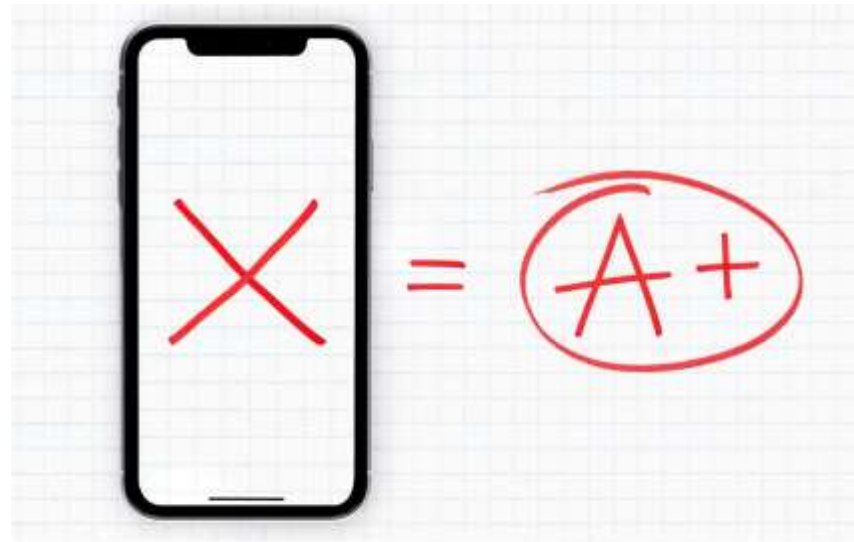
Online Safety – The 4 Cs

	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



‘I quit TikTok and aced my GCSEs’: the social experiment in East London that’s paying dividends

Young people are spending up to 12 hours a day glued to screens and it’s ruining their concentration. But those who quit have seen big gains



Year 11 pupils of Cumberland Community School gave up social media for a year to focus on revision - with impressive results



Wi-Fi Settings at Home

Internet Matters

As part of our commitment to Internet safety for children, BT support the work of Internet Matters, an online support service for parents wanting to get advice and tips about keeping their kids safe online.

The logo for Internet Matters, featuring the text "internet matters.org" in white lowercase letters on a bright green rectangular background.

internet
matters.org

- [Click here to visit Internet Matters >](#)

General hints and tips on social media for parents with kids

- [How to keep your kids safe on YouTube: 5 easy ways to help filter content >](#)
- [How can I block YouTube? Read our leaflet to set up safe search on YouTube to make sure that children don't come across inappropriate content on YouTube without blocking YouTube >](#)
- [BT Parental Controls: The free and easy way to keep your children safe online: >](#)



Online Safety Organisations



NSPCC



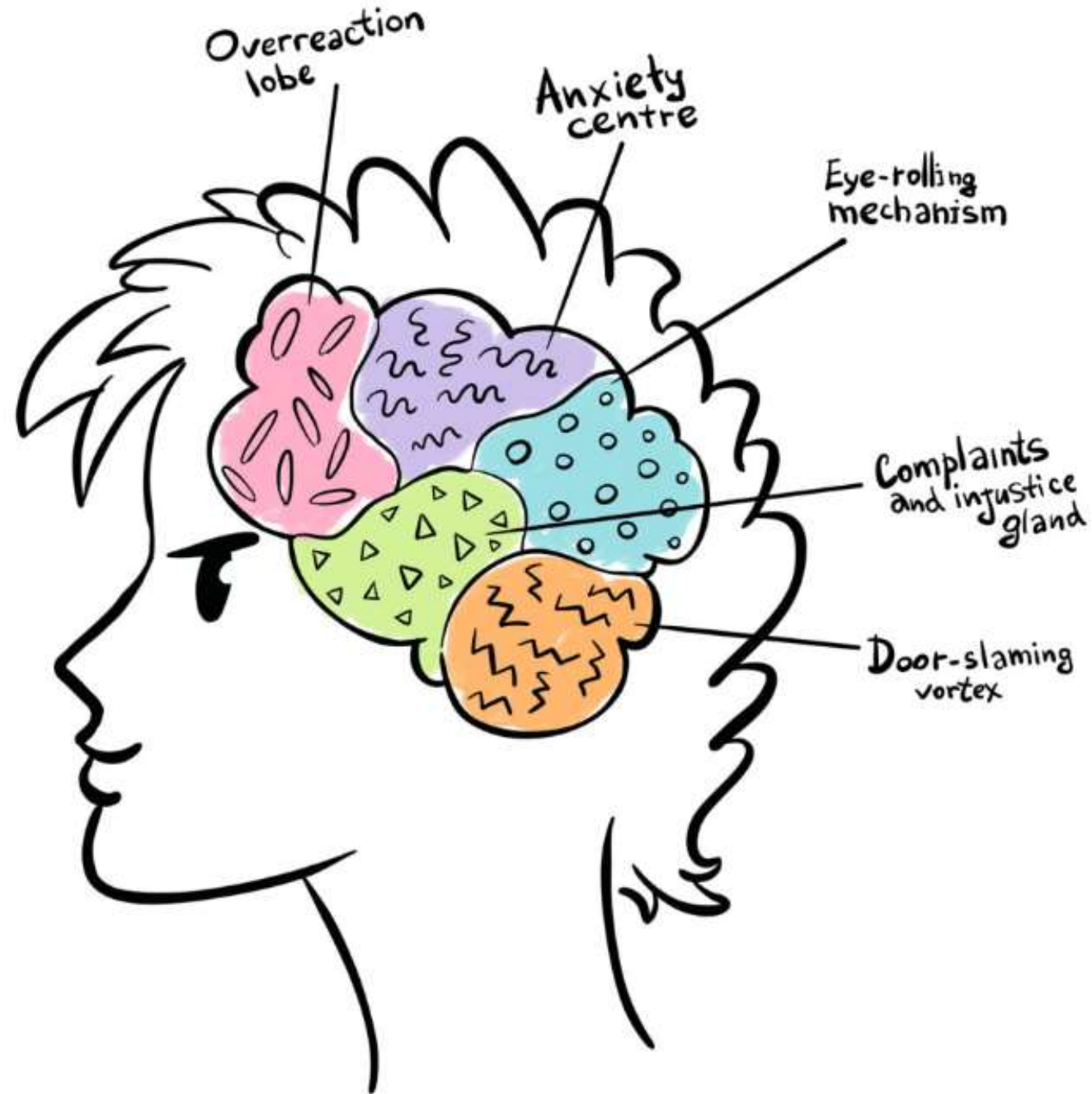
Psychoactive Substances (Drugs / Vapes)

- 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



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 is not:

- single episodes of social rejection or dislike;
- single episode acts of nastiness or spite;
- random acts of aggression or intimidation;
- mutual arguments, disagreements or fights;
- single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying;
- these actions can cause great distress though and pastoral support is in place.



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!**

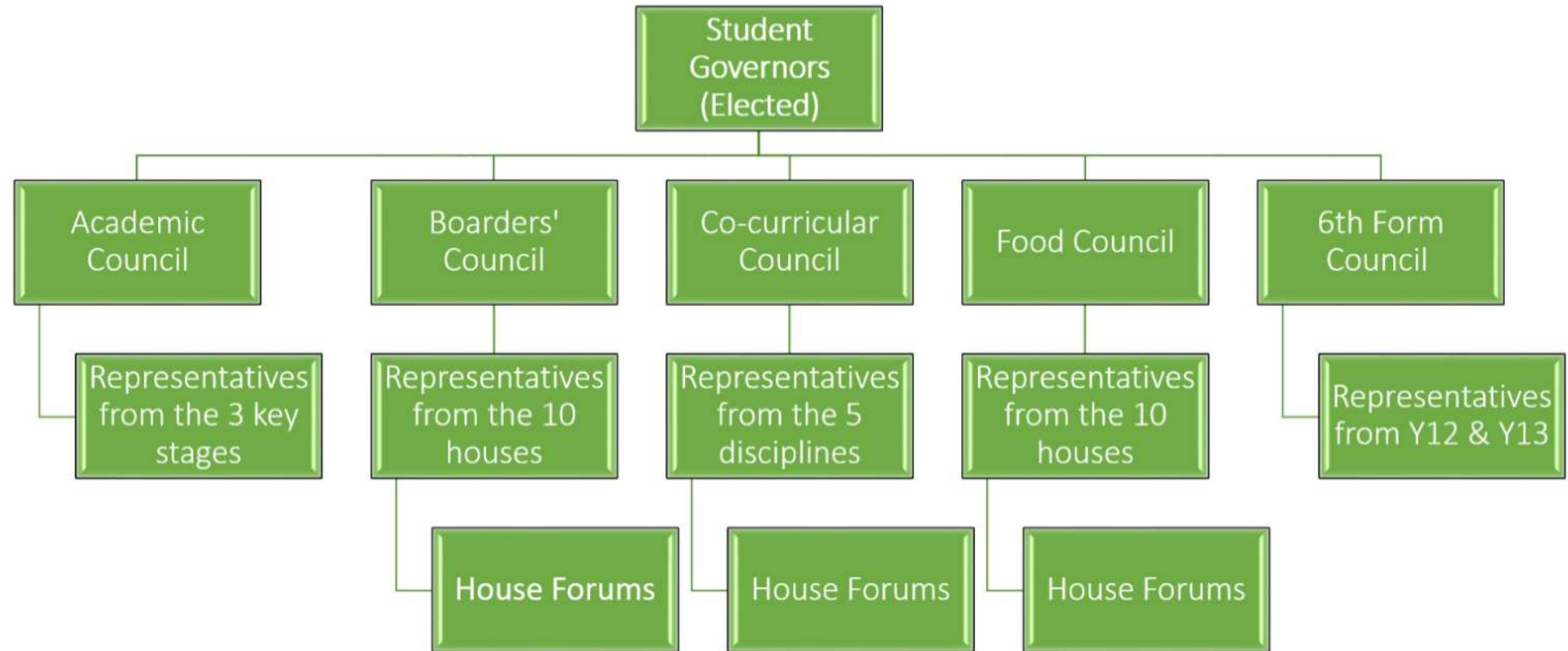


The winning family
will receive the
reward at the end
of term.

Total so far - summer term



Student Voice



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](#)



Honours Programme

- Gordon's Honours Programme recognises those who go above and beyond for others, the School or their House.
- Rewarding those who Bleedgreen:
 - work hard
 - behave well
 - faithfully serve their House and the School e.g. represent the school and House whenever asked



Summary

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



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

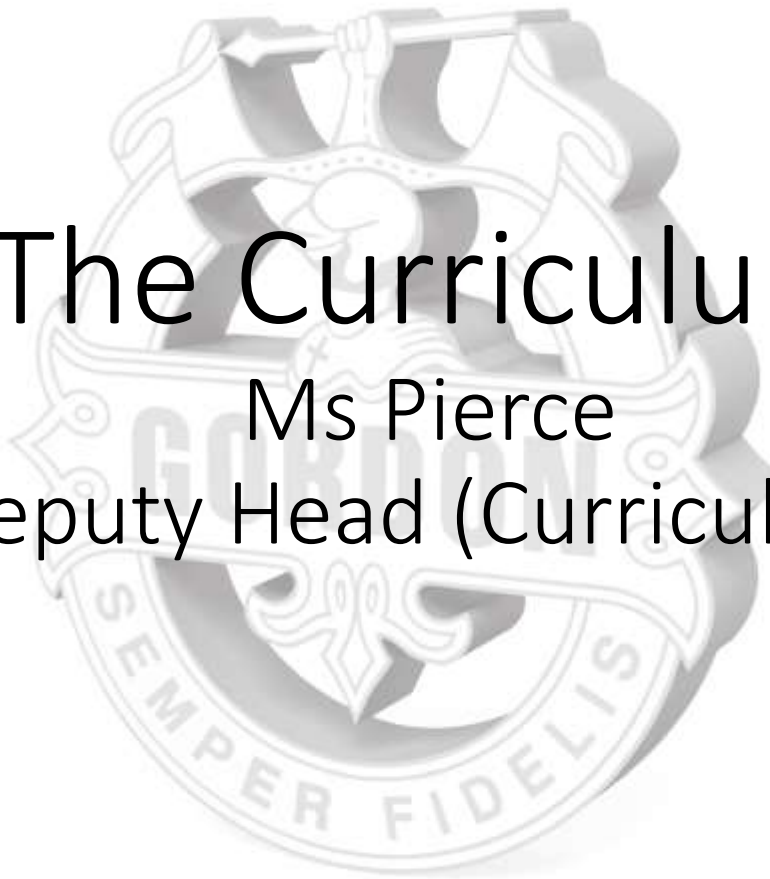
Sunday 19 January 2025 - Guildford Cathedral Memorial Service (for all students) 11.30 am

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)





The Curriculum

Ms Pierce
Deputy Head (Curriculum)

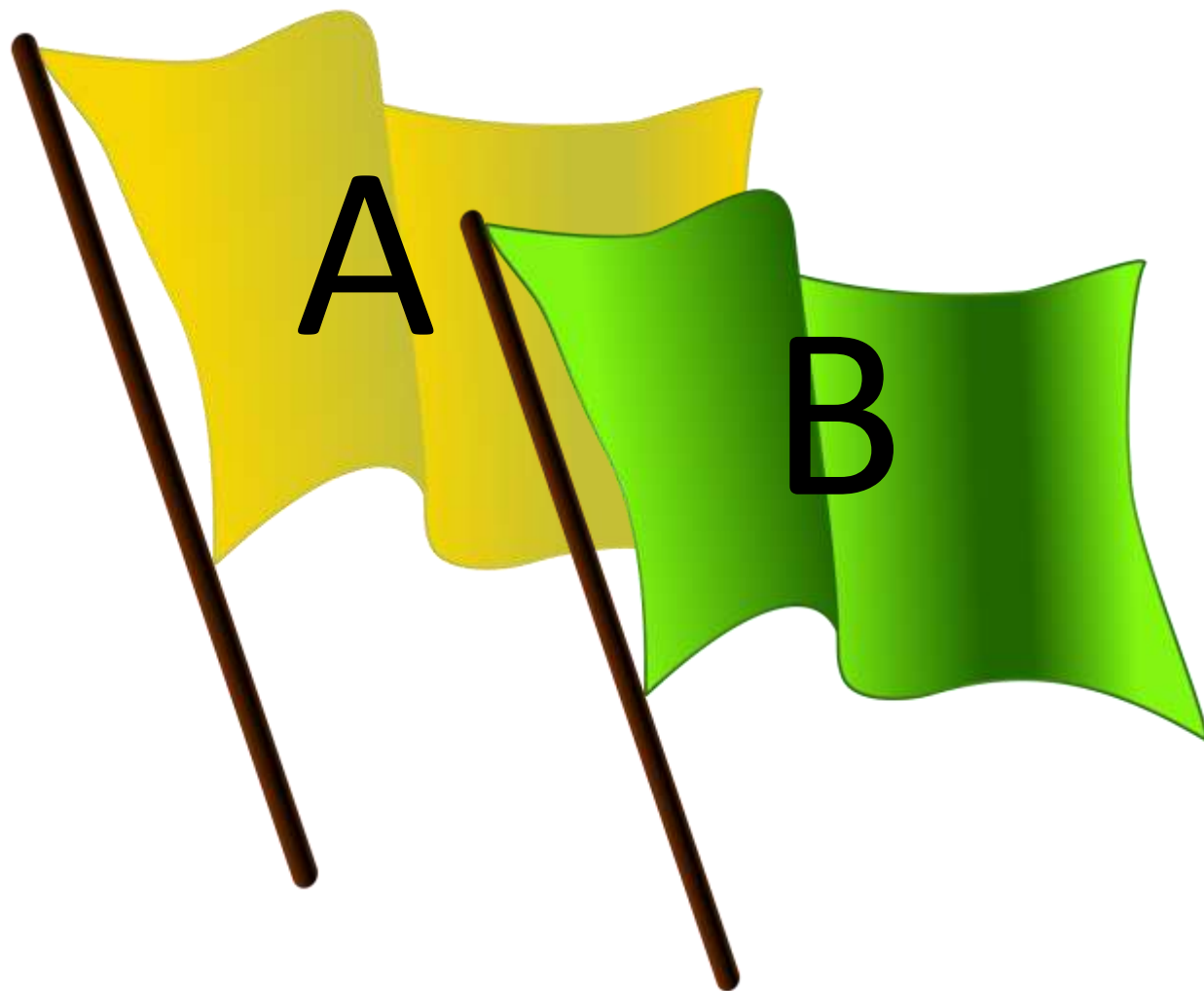


Academic Team

- 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



2-Week Timetable - weeks



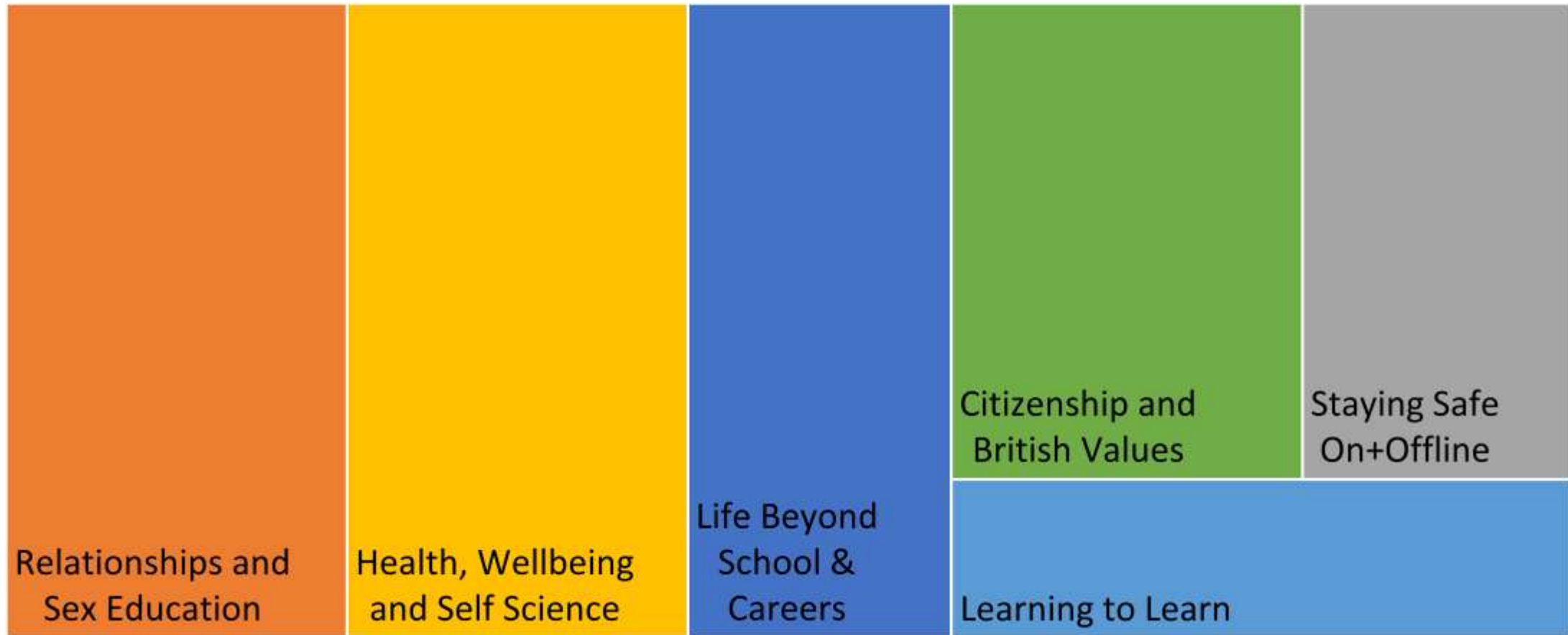
Curriculum Allocations

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%

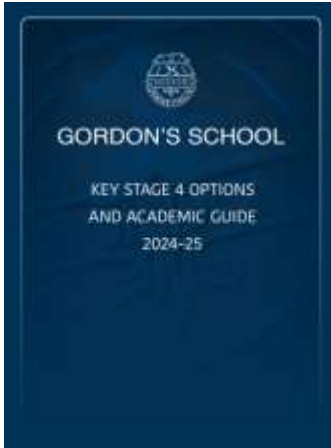
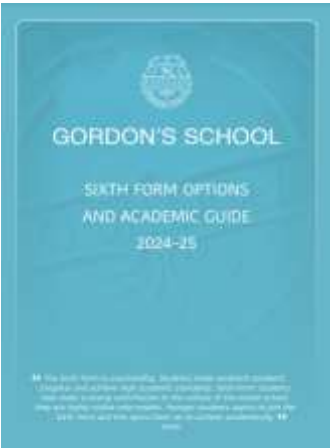
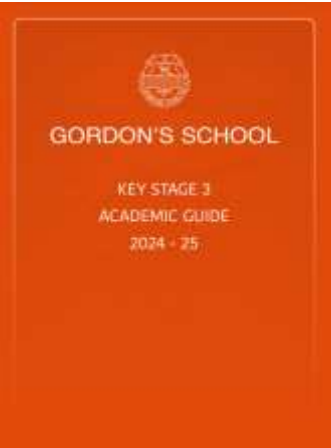
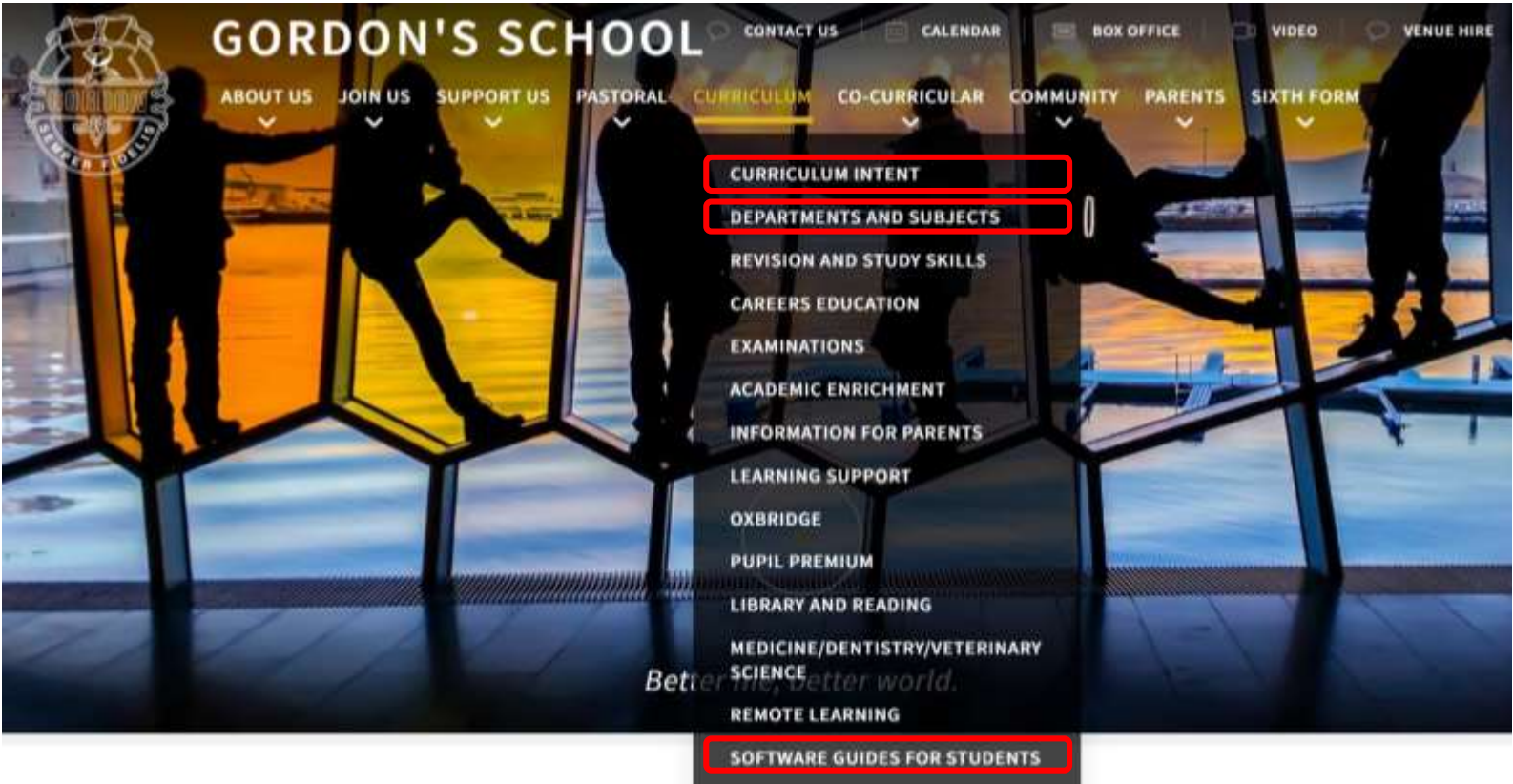
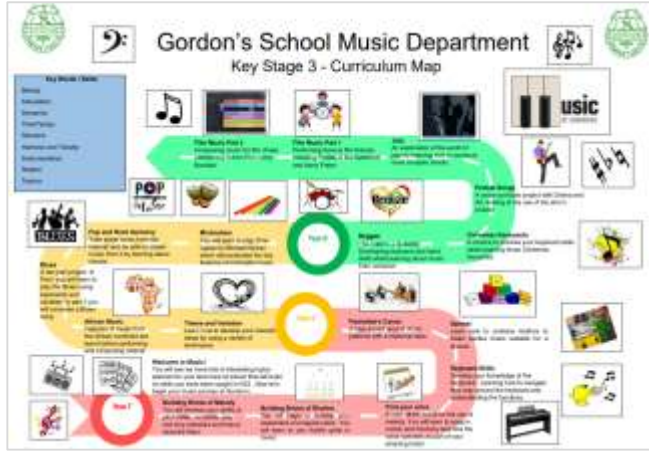
KEY STAGE 4	LESSONS	%
English	8	13.33
Maths	8	13.33
Science	12	20
Languages	7	11.67
Option 1	7	11.67
Option 2	7	11.67
Option 3	7	11.67
PSHE	2	3.33
Games	2	3.33
Total	60 (per fortnight)	100%



PSHE Content

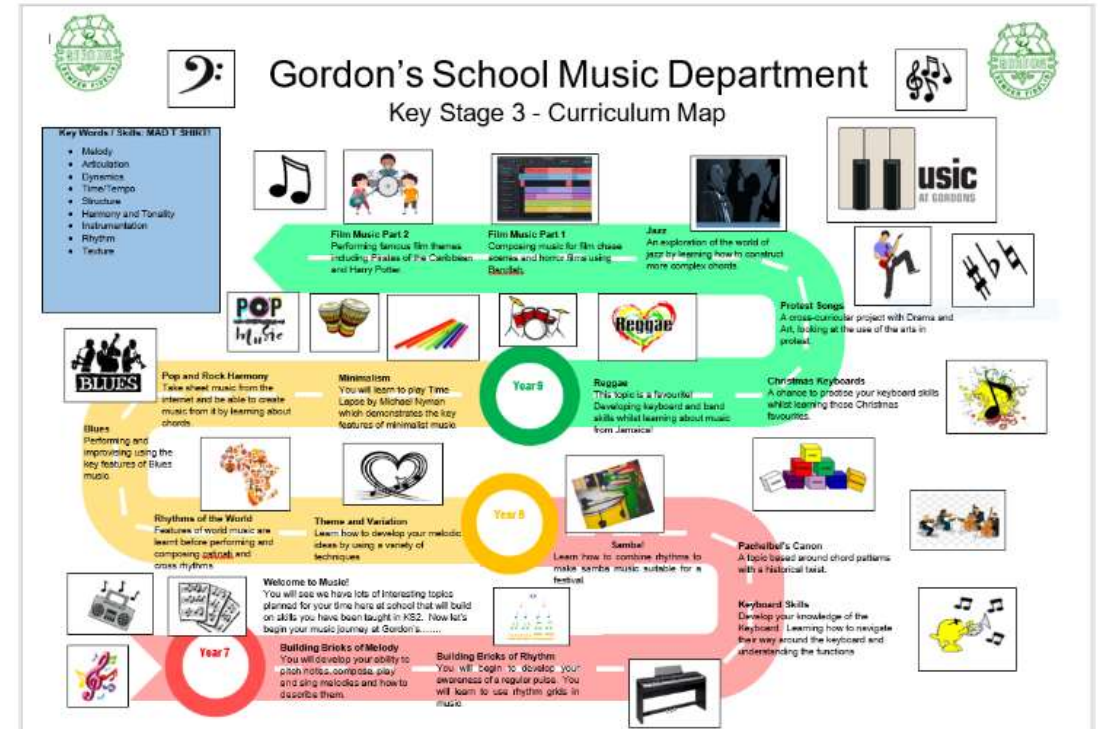


Key Information



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**



Science

- Science is the only GCSE to start in Year 9.
- All students will start Y9 learning the Triple Science content.
- At the end of Y9 some students will move onto the Combined Science course, based on Y9 attainment.
- Over the remainder of Y10 and 11, decisions will be made about entering students for Triple or Combined Science based on student attainment.
- Triple science involves taking 3 separate GCSEs in Biology, Chemistry and Physics, whereas Combined Science condenses all three sciences into 2 GCSEs.
- Students taking Triple or Combined Science can access sciences at A Level if they achieve Grade 7s.
- **No action required now.** More information will follow in spring of Y9.



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

Based on staff, student and parent feedback



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

7

KS3 ATTAINMENT GRADE

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.

Recording of ideas

- Take photographs of work.
- Show a high level of accuracy in artwork.
- Justify how and why ideas and opinions are expressed through artwork.
- Produce high level outcomes which demonstrate imaginative ideas.

Presenting

- Independently develop ideas and opinions through artwork.
- Produce high level outcomes which demonstrate imaginative ideas.

6

KS3 ATTAINMENT GRADE

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

- 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.

Recording of ideas

- Produce confident artwork.
- Explain how and why ideas and opinions are expressed through artwork.
- Take your own ideas and opinions into account when presenting your work.

Presenting

- Independently develop ideas and opinions through artwork.
- Produce an artwork which demonstrates imaginative ideas.

5

KS3 ATTAINMENT GRADE

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.

Recording of ideas

- Produce confident artwork.
- Record from first observations.
- Use specialist art vocabulary to explain artwork.

Presenting

- A well thought out artwork which demonstrates imaginative ideas.
- Produce an artwork which demonstrates imaginative ideas.

4

KS3 ATTAINMENT GRADE

4+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:
4 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:
4- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas

- Explain 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.

Recording of ideas

- Produce confident artwork.
- Record from first observations.
- Use specialist art vocabulary to explain artwork.

Presenting

- A well thought out artwork which demonstrates imaginative ideas.
- Produce an artwork which demonstrates imaginative ideas.

MFL

(French, German, Spanish, Mandarin)

7

KS3 ATTAINMENT GRADE

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.
- Able to produce spontaneous language.

Experimentation with media

- 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.
- Able to produce spontaneous language.

Recording of ideas

- 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.
- Able to produce spontaneous language.

Presenting

- 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.
- Able to produce spontaneous language.

6

KS3 ATTAINMENT GRADE

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.

Experimentation with media

- 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.

Recording of ideas

- 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.

Presenting

- 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.

5

KS3 ATTAINMENT GRADE

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.

Experimentation with media

- 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.

Recording of ideas

- 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.

Presenting

- 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.

4

KS3 ATTAINMENT GRADE

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.

Experimentation with media

- 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.

Recording of ideas

- 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.

Presenting

- 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.

- KS3 Attainment Grades are linked to specific Grade Descriptors which highlight skills and knowledge used to determine the different attainment grades in each subject.
- Students will undertake Key Assessments, usually once per term at KS3, which will be graded using these descriptors.
- Parents should see progress in student attainment, usually at a rate of *roughly* 1 sub-level per half term.
- Subjects will differ in the rate of progress across the year, however, with some making steady progress across the whole year, others potentially making a slow start and speeding up towards the end, and some moving up and down depending on topics.

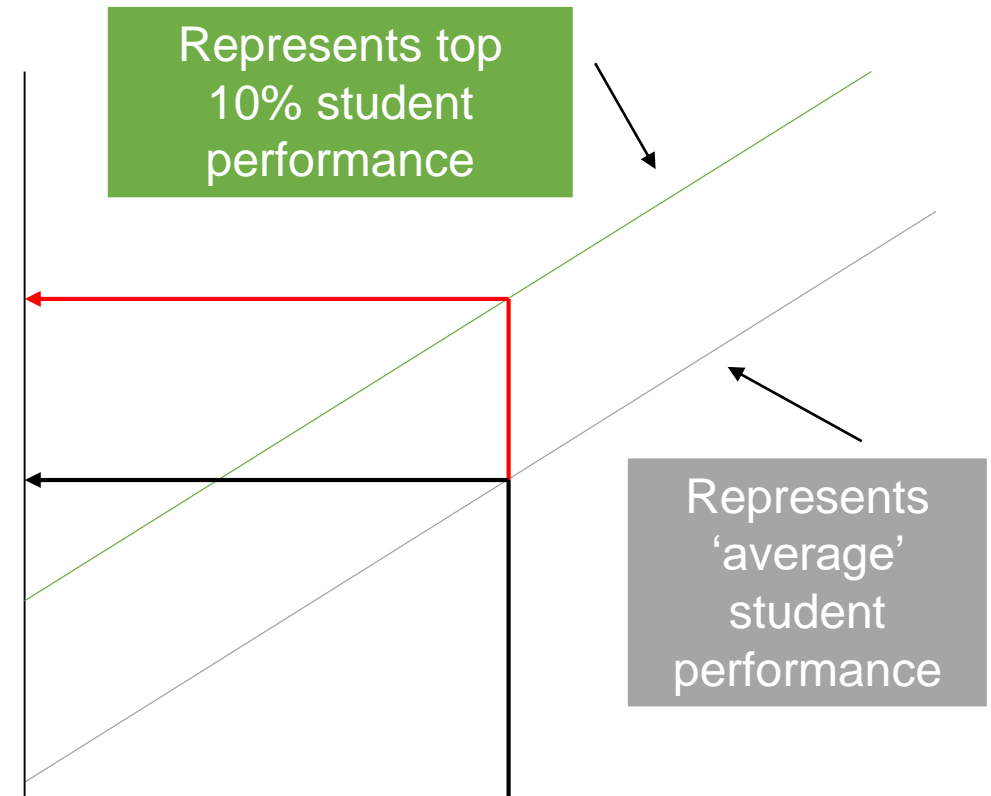


Progress: 'A Grade Higher'

- Students at Gordon's make good progress and in terms of 'value added' the school is typically placed in the top 10% nationally.
- But progress is not always consistent, and it is important to maintain an open and constructive dialogue with home and school.

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

Every year, approximately 50% of Gordon's students achieve these target grades.



How do we get the best possible
examination results?



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.

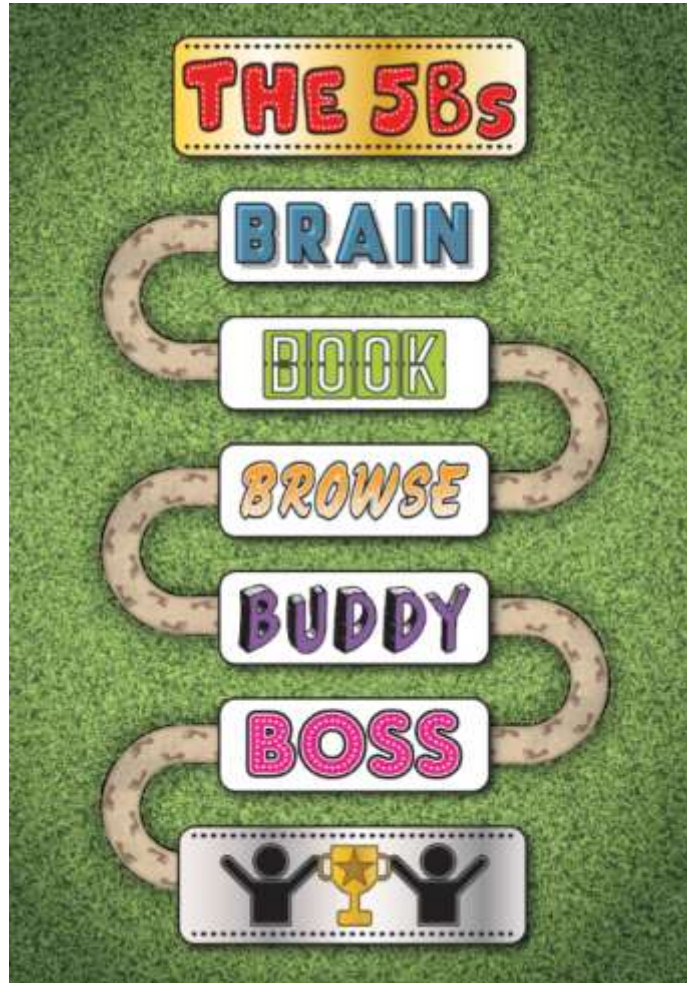


Importance of reading

- 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!



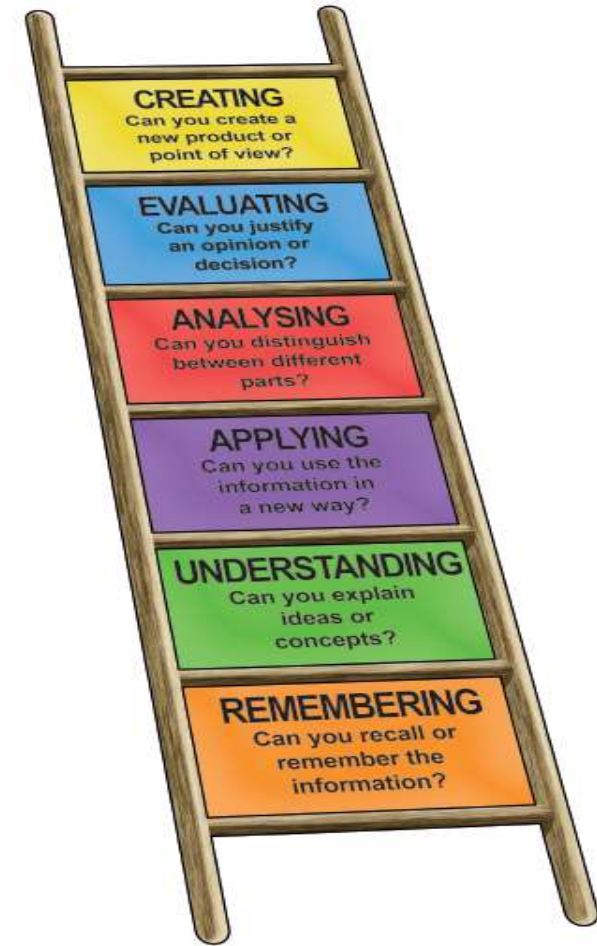
Promoting Key Classroom Concepts



Independence



Pride



Thinking Skills



Homework and Prep

- Supervised Prep runs 6.15pm to 7.30pm (Mon – Thurs)
 - Woolwich 6.15-7pm
- 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
 - Year 7: 25 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.

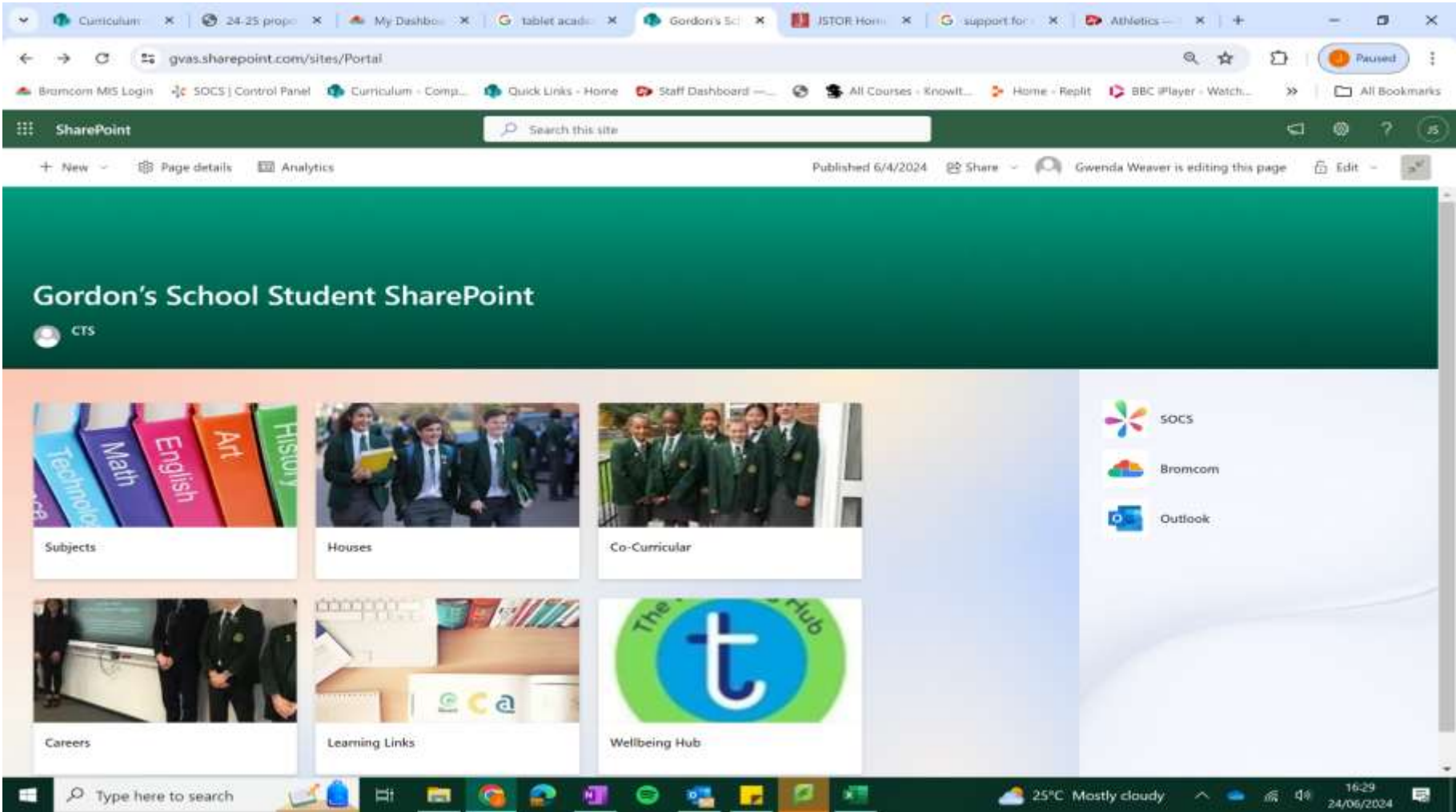


Prep Allocation

	KS3	KS4
English	2 preps per week	2 preps per week
Maths	2 preps per week	2 preps per week
Science	1 prep per week, per subject	1 prep per week, per subject
MFL	2 preps per week	1 prep per week
History	1 prep per week	1 prep per week
Geography	1 prep per week	1 prep per week
Technology	1 prep per week (none in Y7)	1 prep per week
Food	1 prep per week (none in Y7)	1 prep per week
Computing	1 prep per fortnight	1 prep per week
RE	1 prep per fortnight	1 prep per week
Art	1 prep per fortnight (none in Y7)	1 prep per week
PE	None	1 prep per week
Music	None	1 prep per week
Drama	None	1 prep per week
Business Studies		1 prep per week
Photography		1 prep per week



Student SharePoint and Resources



Set and mixed attainment classes

Setting is fluid and competitive and based on attainment data

Years 7 and 8

Maths

- Sets 1 - 2 = one half of the year
- Sets 3 - 5 = the other half

Science

- Mixed attainment within the 2 halves of the year group
- Students can move between sets, but only within their half of the year group

English

- Completely mixed attainment

Year 9

- Students in Year 9 are set according to attainment across all core subjects, this is in preparation for GCSE.
- Where student numbers allow, setting will also take place in MFL.

Parents will be informed via a letter home of any set changes.



MFL

September

- On entry to Gordon's, students are allocated to study one of 3 languages (French, German, Spanish).
- Students then remain learning this language throughout their time here.
- Unless there is a compelling reason provided upon application to Gordon's, allocation will be randomised.
- Students entering in Years 8-10 will be allocated to any existing language where possible.

February half term of Y7

- Setting, if necessary, based on 6-week performance
- Constant monitoring of student performance
- Setting continues, where necessary, across KS3 and into KS4



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

} Effort Grades have become more nuanced in recent years to more accurately reflect the spread of student effort.

} A Grade 3 need not raise significant concerns.

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 low Effort Grades are likely not trying hard enough
3. Heads of Key Stage do intervene when they have concerns.



Effort Grade intervention

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



Support from home

1. Check exercise books for quality of work and marking.
2. Ensure that feedback has been acted upon.
3. Regularly discuss school and specific subjects.
4. Ensure students stay for Prep.
5. Encourage wider reading.
6. Encourage private reading at home too (30 minutes).



In summary

Students who achieve great grades consistently over time:

- **Work hard** (average effort grade below 2.0)
- Have high **attendance**
- Find a **balance** between studies and other interests
- Stay for the whole **prep**
- Spend the right amount of **time** on prep and revision
- **Bounce but Don't Break** - make mistakes and grow from failure.



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



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



Careers

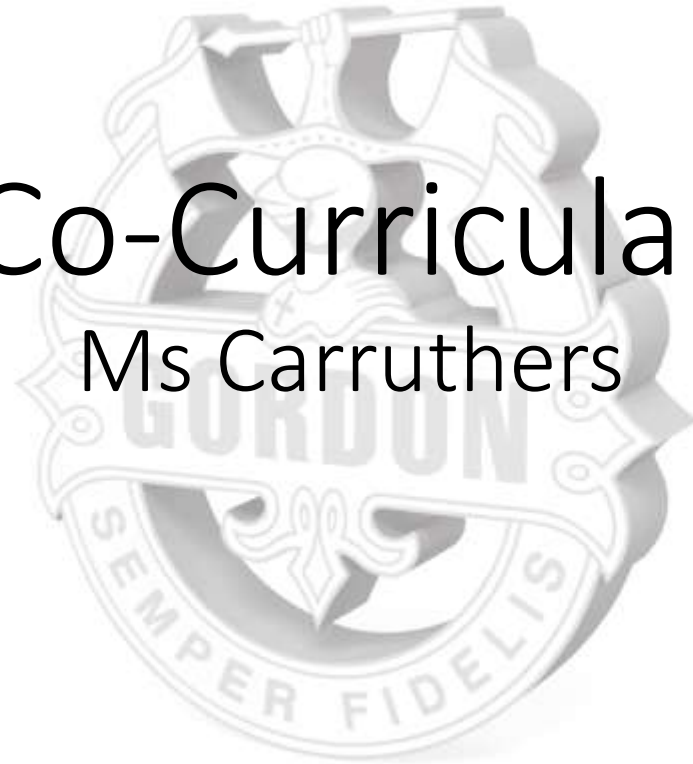
- Careers Lead is **Mrs Augusta Kennedy**
- Email: careers@gordons.school
- Events and talks for all year groups will take place across the year
- For full information on our comprehensive programme, please go to:

www.gordons.school/careers



Co-Curricular

Ms Carruthers





More than best possible
examination results

Why is co-curricular important

- *Outstanding grades will take you to interview, but it's the skills you've developed, the experiences you've had and the stories you can tell from outside the classroom that lands the job.*
- *“Competitive sport is a key component in building self-esteem, confidence, school ethos and academic excellence”* **Sir Michael Wilshaw, Her Majesty's Chief Inspector of Schools 2012-2016**



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"







Creative
Arts





Academic
Pursuits



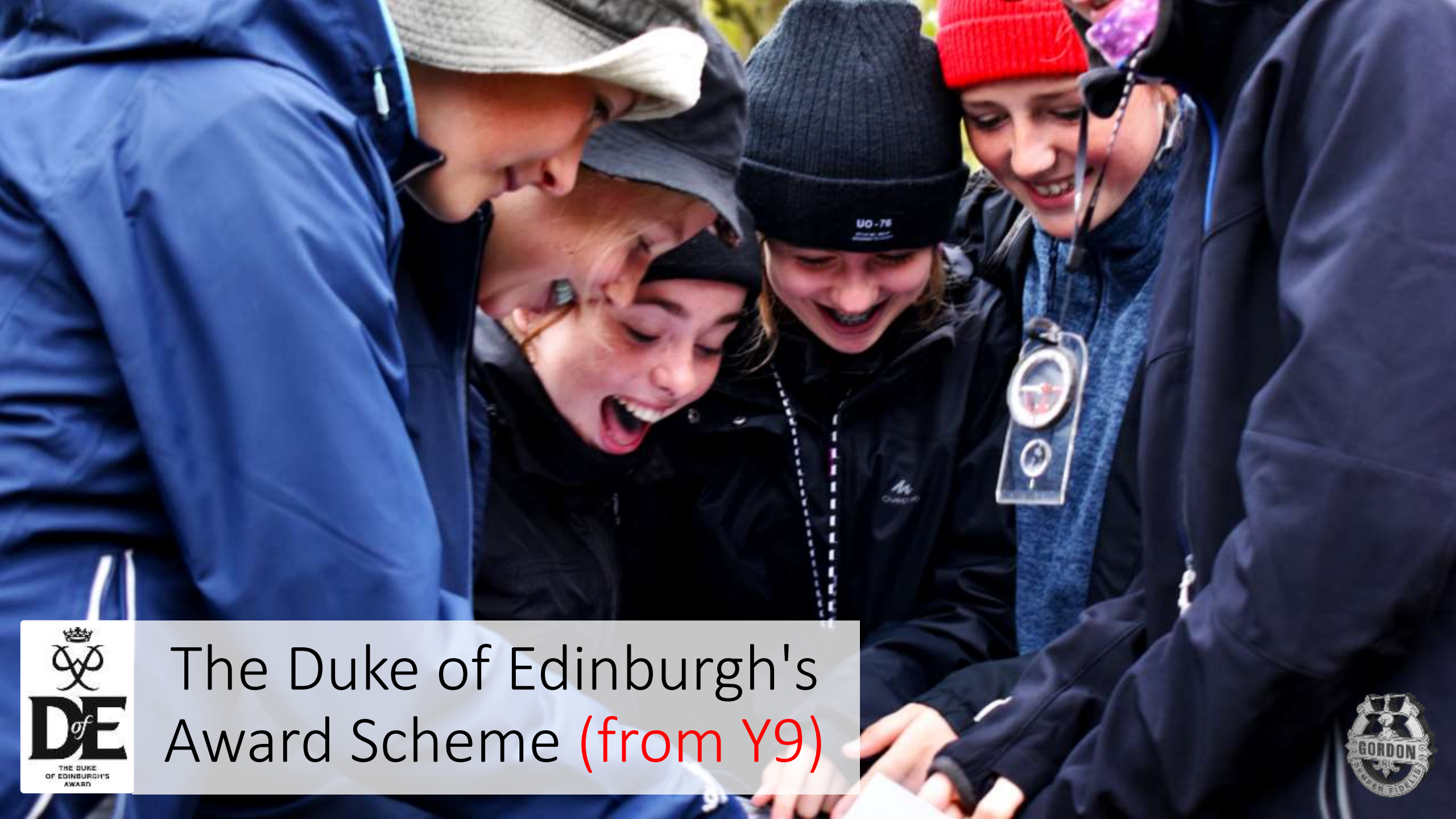
Voluntary
Service





Inter-House





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



Period 7...

...is our activity programme

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



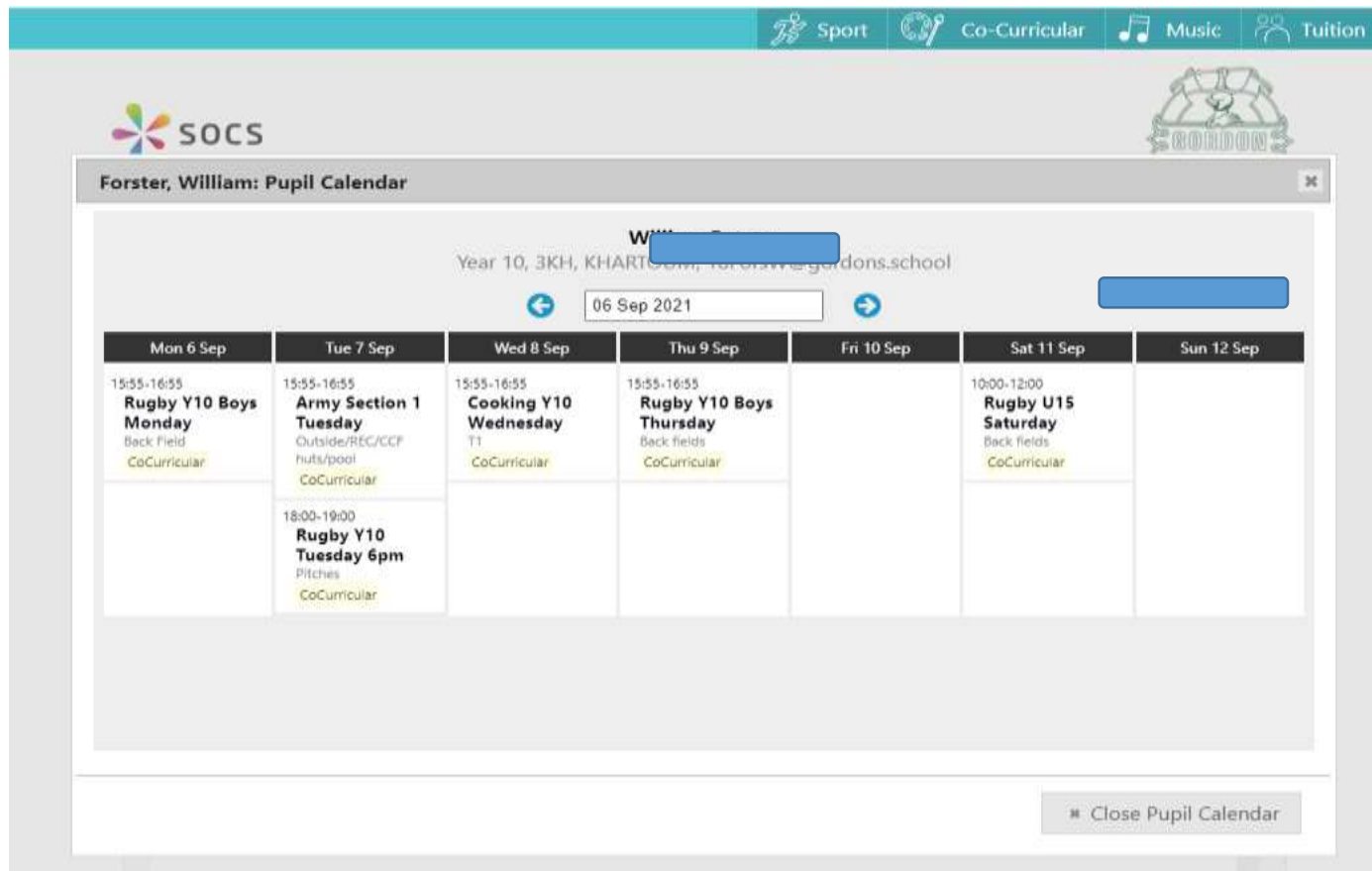


PERIOD 7 + Sat.

- *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*

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 grid shows the following events:

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					

At the bottom of the calendar, there is a button that says '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**





GORDON'S SCHOOL

CONTACT US | CALENDAR | BOX OFFICE

ABOUT US

JOIN US

BOARDING

CURRICULUM

COMMUNITY

CO-CURRICULAR

PARENTS

SIXTH FORM

PIPES AND DRUMS

ACADEMIC PURSUITS

ADVENTUROUS PURSUITS

G2G PERFORMANCE PROGRAMMES

CREATIVE ARTS

ROLL OF HONOUR

SPORTS

LEADERSHIP

"Boarders acquire self-confidence, maturity, independence and the skills to live and work with others in preparation for a fulfilling adult life" - Ofsted 2017





ABOUT US



COVID TESTING

JOIN US



PASTORAL



CURRICULUM



COMMUNITY



CO-CURRICULAR



PARENTS



SIXTH FORM



SPORTS NEWS

FIXTURES AND RESULTS

ATHLETICS

CROSS COUNTRY

EQUESTRIAN

FOOTBALL

GOLF

HOCKEY

KARTING

NETBALL





SPORTS MENU

Sports Home

Sports & Teams
Fixtures & Results

Sports Calendar

News

Competitions & Events

Sports Map

Opponent Maps & Links

Sports Contacts

School Website

Select a Season 2021/22 Select a sport Select Sport

















Select a Sport to View Teams, Fixtures & Results

	Athletics		Event List
	Chess	1 team	Teams, Fixtures & Results
	Cricket	30 teams	Teams, Fixtures & Results
	Cross Country	12 teams	Teams, Fixtures & Results
	Equestrian	1 team	Teams, Fixtures & Results
	Football	24 teams	Teams, Fixtures & Results
	Golf	3 teams	Teams, Fixtures & Results
	Hockey	27 teams	Teams, Fixtures & Results
	Model United Nations	1 team	Teams, Fixtures & Results
	Netball	25 teams	Teams, Fixtures & Results
	Rowing		Event List



Password: 'Team sheet'



15:00 Wednesday 05 May 2021	Home 	 Lord Wandsworth College	Won 22 - 9	Details	
14:00 Wednesday 19 May 2021	Home 	 Reed's School	Won 29 - 18	Details	
15:00 Wednesday 09 Jun 2021	Home 	 Sir William Perkins's School	Won <i>Friendly</i> 53 - 8	Details	
14:45 Wednesday 16 Jun 2021	Home 	 Caterham School	Won <i>Friendly</i> 33 - 6	Details	
14:30 Wednesday 23 Jun 2021	Home 	 Tormead School	Won <i>Friendly</i> 40 - 8	Details	
tbc Wednesday 30 Jun 2021	tbc	 Alton School	Canc -	Details	



Games Afternoons

- Games afternoons run from 2:40pm – 5pm (Period 6 and 7).
- Year 7 = Thursday
- Year 8 = Thursday
- Year 9 = Tuesday
- Year 10 = Monday
- Year 11 = Wednesday

	Autumn Term	Spring Term	Summer Term
Boys	Rugby	Football	Cricket Athletics
Girls	Hockey	Netball	Cricket Athletics



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.





GSPA

Gordon's School
Parents' Association

Welcome to new Parents

Kathryn Iyer
GSPA Chair



GSPA

Gordon's School
Parents' Association

WHO?

**Committee of volunteer parents / guardians
of current students**



GSPA

Gordon's School
Parents' Association

WHAT?

“We organize social and fund-raising events to support the school and enhance the overall experience for Gordon’s students.”



GSPA presents:

**Friday 11th October
7:30 - 11:30pm
In the Rec**

**QUIZ
NIGHT**



**£17.50 per person including an amazing curry
courtesy of Saf's kitchen**

Full bar available



WEST
END
CHRISTMAS
FAIR

To be held at
Gordon's School
Saturday *30th November*
11am to 3pm

Live entertainment

Stalls

Arts and Crafts

Seasonal food

Fun for all the family



Organised by the
Gordon's School
Parents Association





BURNS NIGHT

Supper

Saturday 25th January 2024

In the Dining Room

Black tie dinner and Scottish dancing



GSPA

Gordon's School
Parents' Association

MERCHANDISE

Available to buy:
On the website
Parades
Events

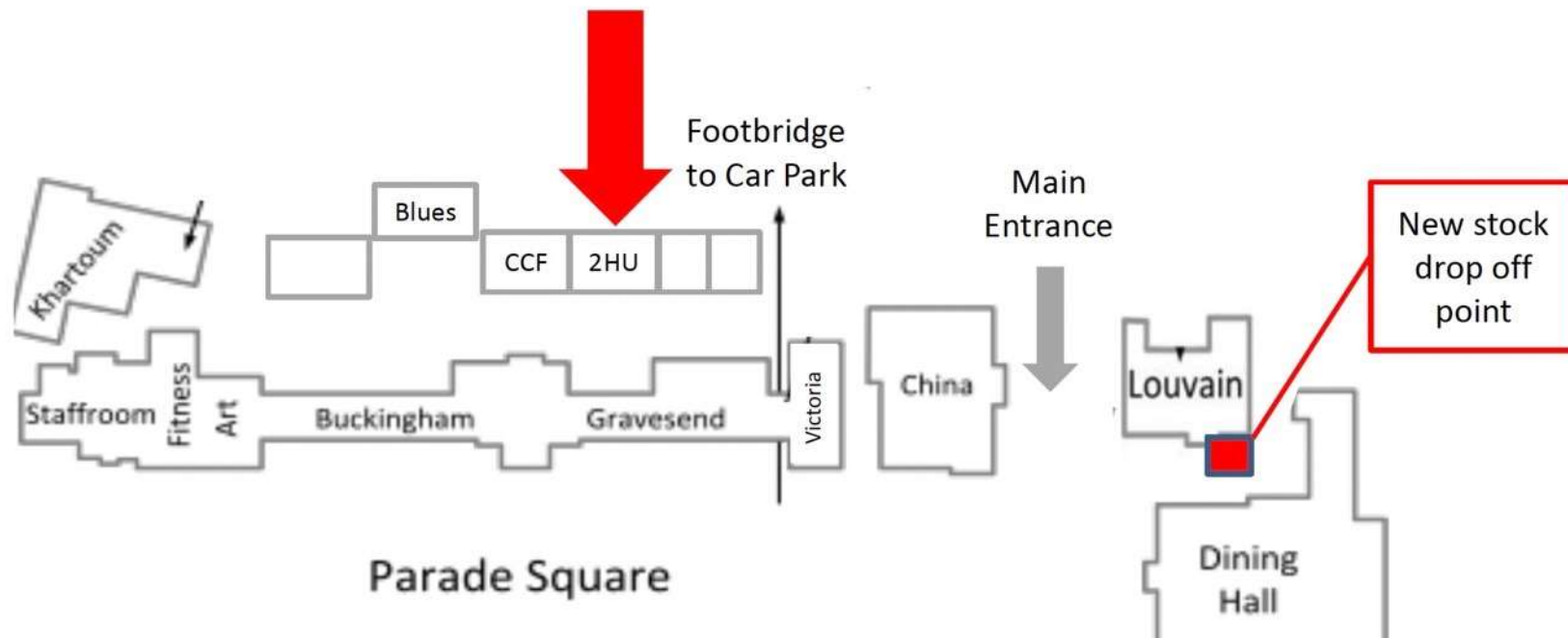




Gordon's School Parents' Association

WE'VE MOVED!

New Secondhand Uniform Store



New stock drop-off container is by Reception



Bag 2 School

A blue cartoon character shaped like a tied bag with a smiling face. The character has a simple, rounded body with a small neck and a wide, open-mouthed smile. It is positioned in the center of the text.



GSPA

Gordon's School
Parents' Association

WHY?

Grants

We run a bids system in which Departments and Houses can apply for funding. As a committee we vote on the bids and allocate the funds that have been raised.

Last year the GSPA donated £17,500 to the school



Woolwich - House furnishings



Kensington -
9/4/2024
Garden Furniture

Sandringham -
Games controllers



Khartoum - Fish Tank



Medicentre - TV





Community





GSPA

Gordon's School
Parents' Association

HOW to get involved

- **Come to an event**
- **Volunteer**
- **Join the committee**



Gordon's School Parents' Association

ANNUAL GENERAL MEETING

Saturday 12th October

10am in the Rec



Find out:
What we do
What's on next year
Finance report

GET INVOLVED!

Meet the
Committee





GSPA

Gordon's School
Parents' Association

To book tickets for all events:
www.gordons.school/boxoffice

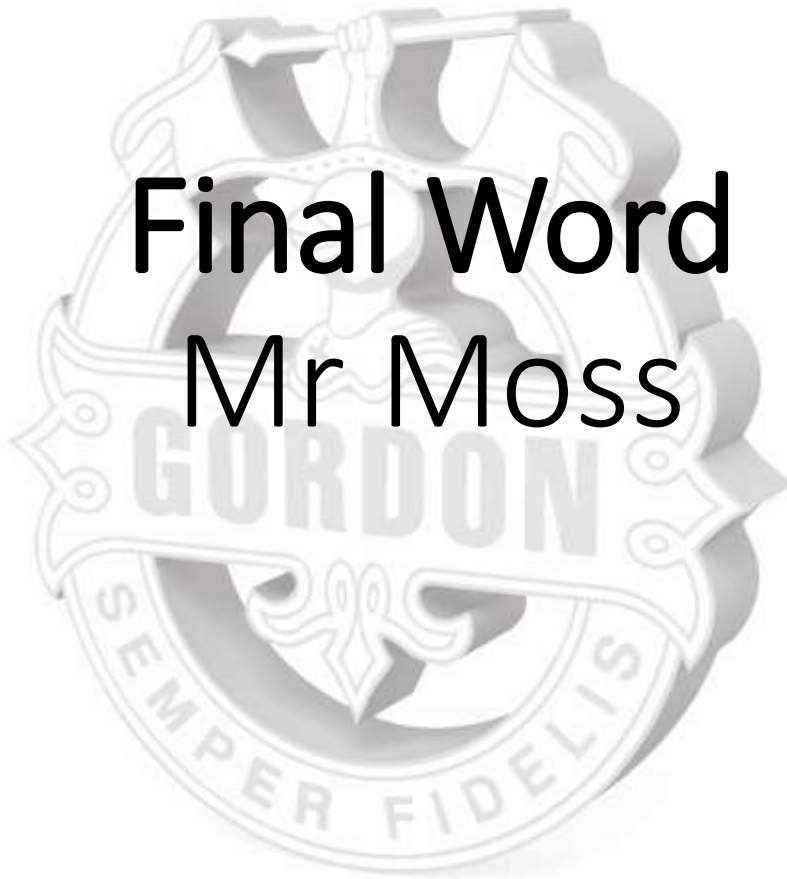
For more information contact:

chair@gspa.uk

Follow us on Facebook for updates

Final Word

Mr Moss



Balance

- Modern ideas



Traditional values

- Academic



Non-academic

- Challenge

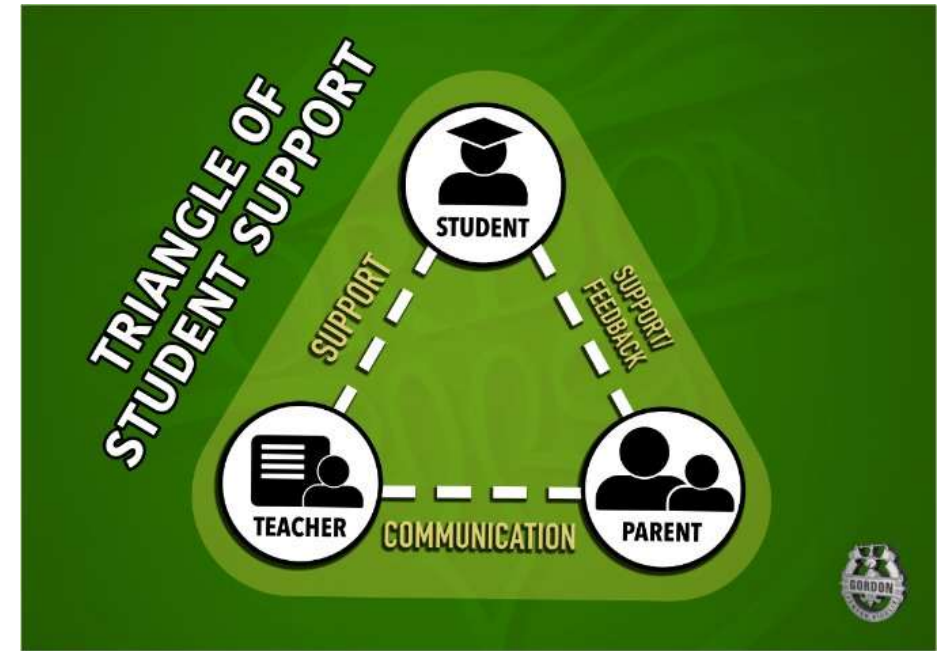


Support



'Happy Parents, Happy Kids'

- 'Research consistently concludes that, where there was an absence of over-protective parenting, there was a statistically **positive correlation** with:
 1. low anxiety / depression,
 2. social engagement
 3. ability to solve problems and
 4. succeed in exams '
- **Nearly always best that students don't know when we disagree**



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



