



Welcome to New Parents' Information Evening 2023

Mr Moss
(Head)



Timings

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



This slideshow is being recorded



A Gordon's Education

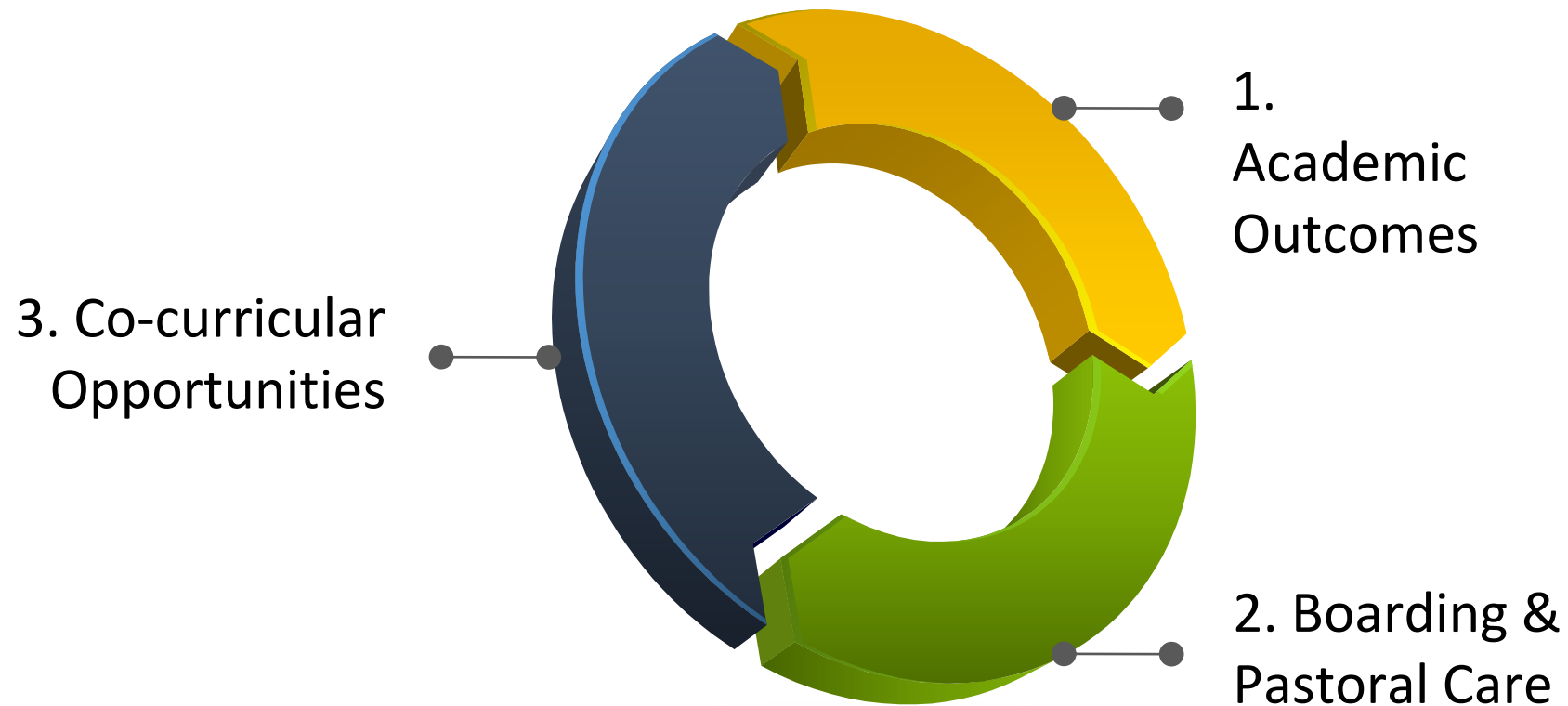
The How



Role of the School



Our ABC- A Thorough Preparation for Life



Role of the Student



Work hard at the right things...

[Obama on Character](#)

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



**EXCELLENCE
THROUGH
EFFORT**

1. BOUNCE DON'T BREAK
PHYSICALLY AND MENTALLY
ROBUST

2. CURRICULUM 2025
BEST POSSIBLE
ACADEMIC
OUTCOMES

**WE
BEFORE
ME**

**3. GORDON'S
EDGE**

WIDER SKILLS,
KNOWLEDGE AND
EXPERIENCE

**4. GORDON'S
CONNECT**

BETTERING
ONESELF
TO BETTER
HELP OTHERS

**COURTESY
INTEGRITY
DILIGENCE
ENTHUSIASM
RESILIENCE**

Major Developments



Sports Hub completed 2022





Sports Hall



3G



Fitness Suite





Library
Refurbishment
2022

Next - Performing Arts Centre 2025







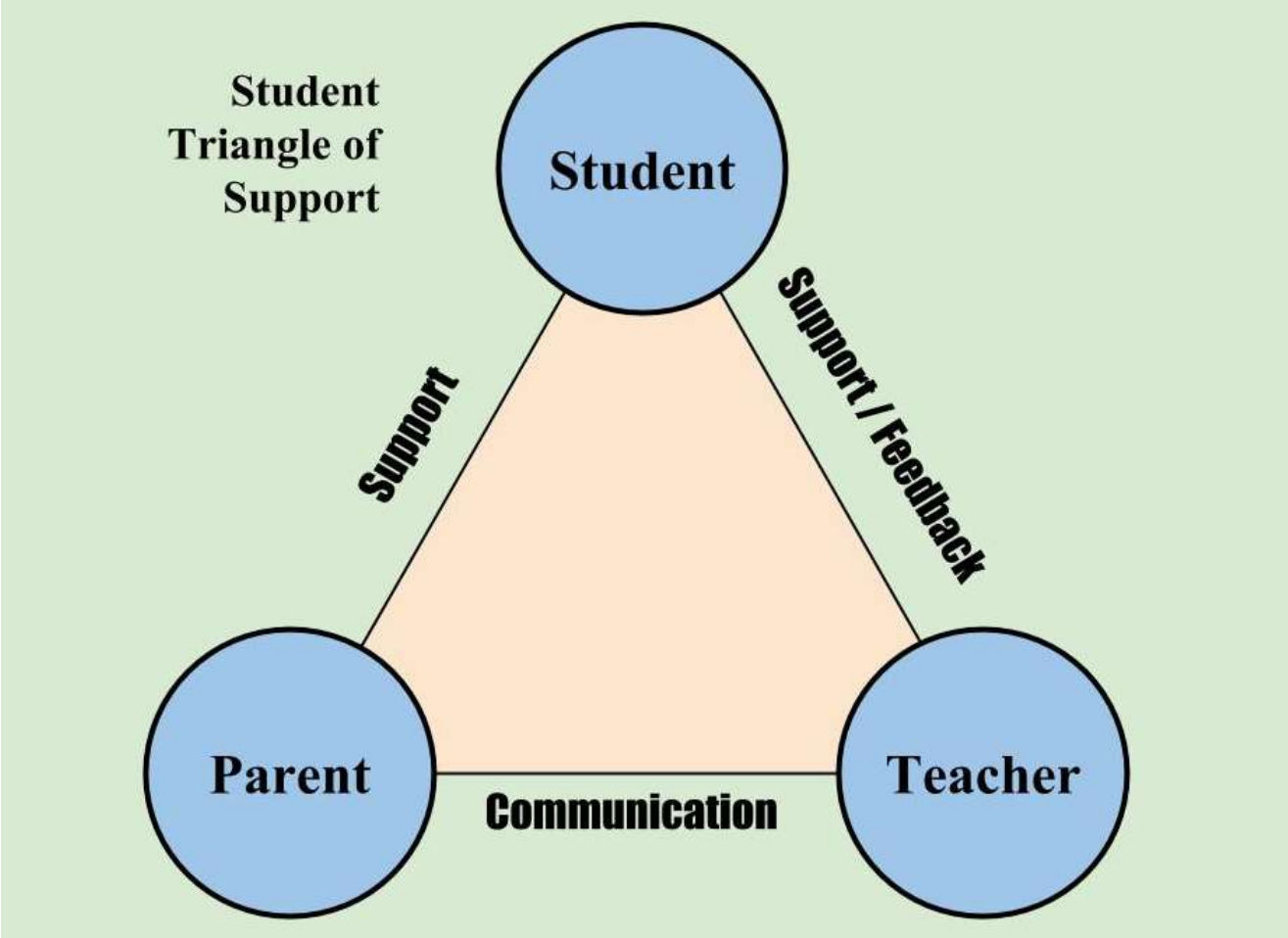
Boarding & Pastoral

Ms Carruthers

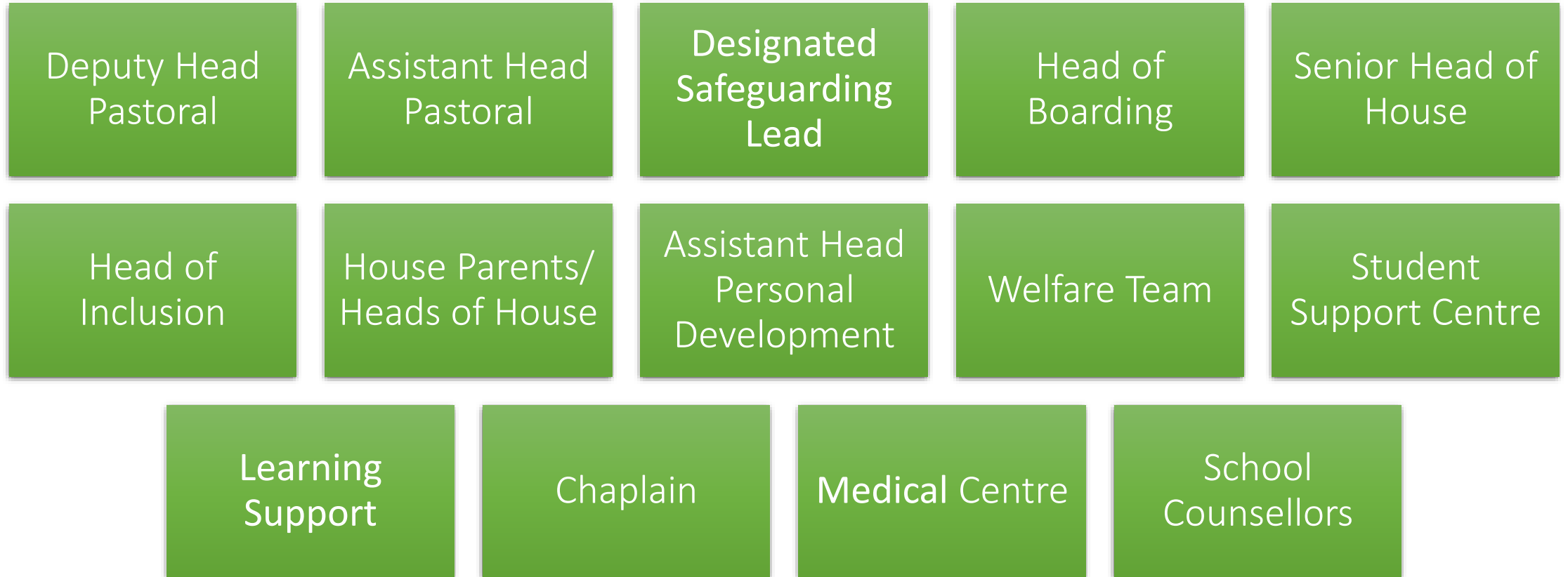
Deputy Head (Pastoral)



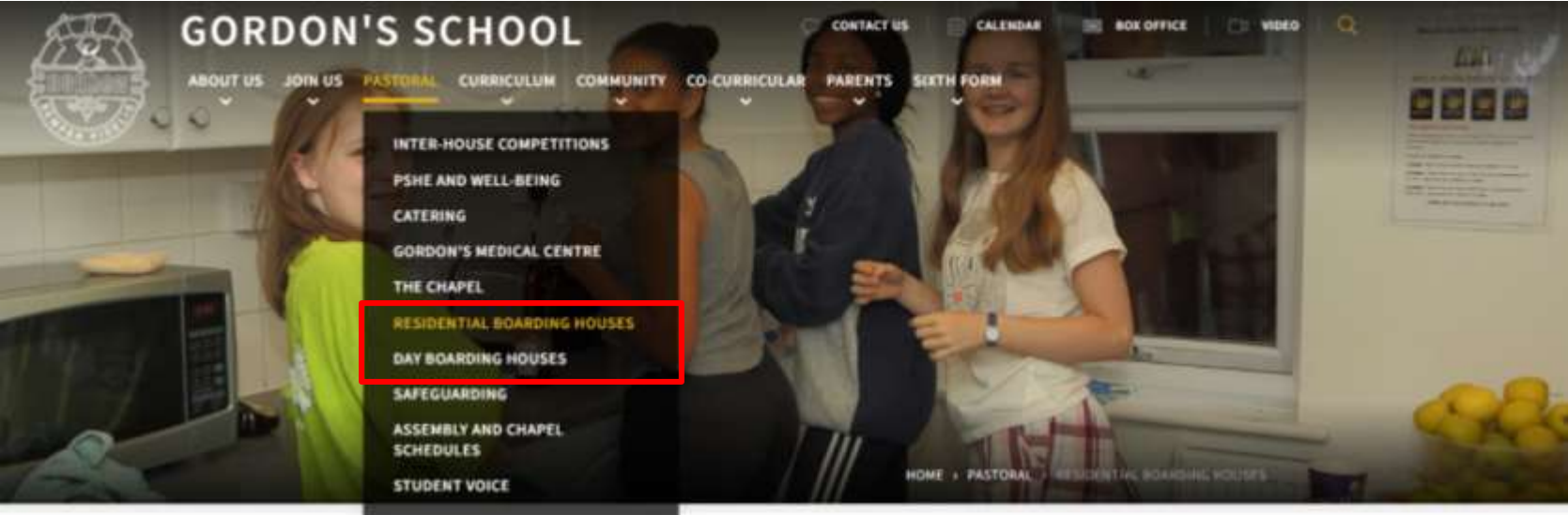
The Golden Triangle



Pastoral Team



Key Information



RESIDENTIAL BOARDING HOUSES



Contact Details

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)

STAFF CONTACT DETAILS:

Head of House: jsinclair@gordons.school

House Assistant (Monday & Tuesday): sjackson@gordons.school

House Assistant (Wednesday-Friday): sbailey@gordons.school

House email: buckingham@gordons.school



Medical Centre

Day Students

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

Residential Students and those with IHCPs

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



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

Absence (Day Boarders)

01276 858084 Option #1

absence@gordons.school

Parents must contact the School on either of the above by 9.15am to report that their child will be absent. Any absence notice not received will trigger an automatic request for information at 10.00am each morning. The reason for any absence must always be submitted in writing prior to the absence if known, or on the student's return to school.

For Saturday fixtures: if your son or daughter is ill on the morning of the fixture, please email the coach directly.



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.



Gate Timings & Safeguarding

	Open	Close	Open	Close
Monday - Thursday		07.45	08.15	17.35
Half Prep pick-up				17.55
Prep pick-up				18.35
Friday		07.45	08.15	19.20
Prep pick-up				19.40
Saturday	Opening times vary *			
Sunday			17.00	17.30
			18.50	19.10
			19.00	21.00



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



Form Time

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Chapel	Form	Assembly	Form	House meeting
Year 8	Chapel	Assembly	Form	House meeting	Form
Year 9	Form	Chapel	Form	House meeting	Assembly
Year 10	Form	House meeting	Chapel	Assembly	Form
Year 11	Assembly	House meeting	Form	Chapel	Form
Year 12	Assembly	Form	House Meeting	Form	Chapel/Form
Year 13	Assembly	Form	House Meeting	Form	Chapel/Form



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 **6.00pm - 7.30pm** or have left the school site. Students are allowed to leave prep at the halfway break at 6.45pm. 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.



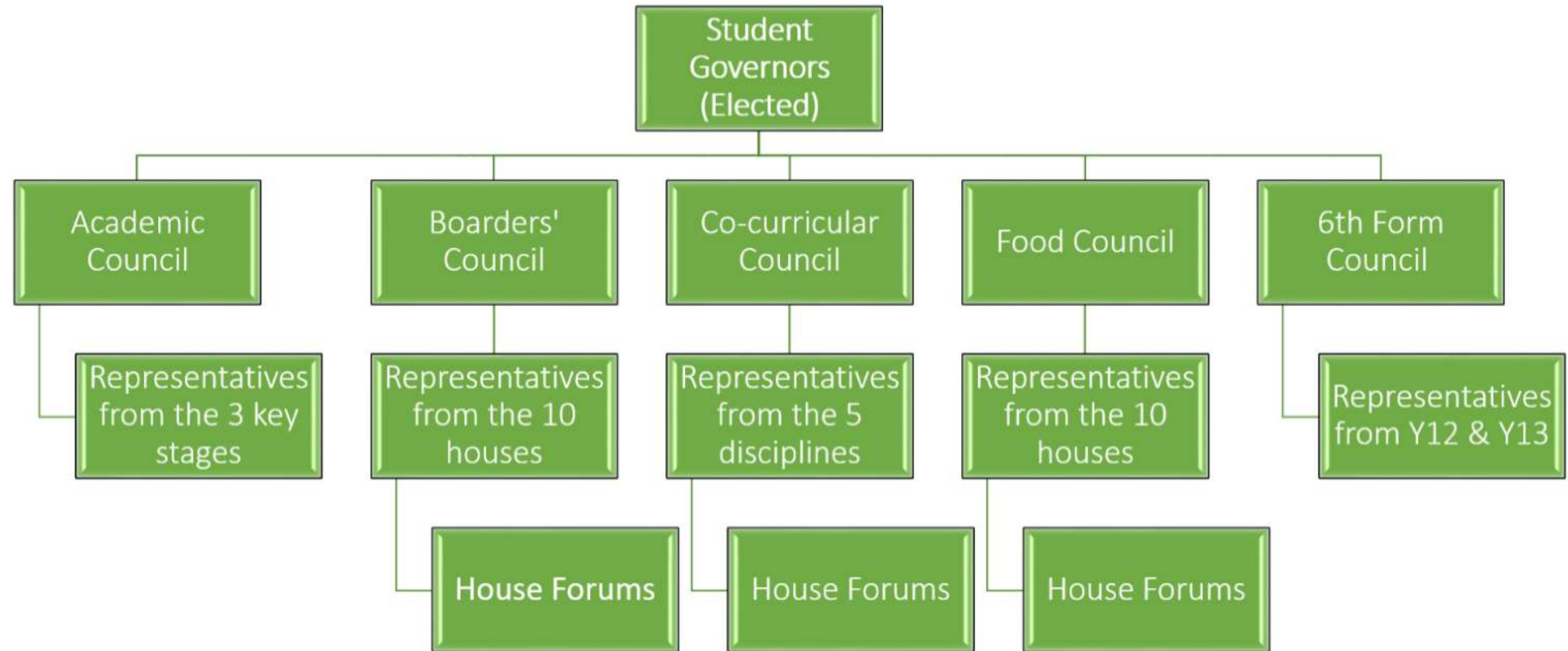
End of Term – lessons will finish at 12.00pm and Day Boarders can be collected or walk home at that time. Residential Boarders will be collected from 12.15pm.



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.



Student Voice



Absence

Absence (Day Boarders)

01276 858084 Option #1

absence@gordons.school

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Firefly - Dashboard

Dashboard Your Child Resources

Announcements & Messages

The road outside the school is currently closed off following a road traffic accident. None of our students or staff were involved and thankfully nobody has been seriously injured.
POSTED BY MR R PAVIS TO PARENTS AND STUDENTS 19/02/2021 AT 18:01

All students coming into school tomorrow for remote learning must go directly to Khartoum House by 8.30am where they will be based for the next 6 weeks. Allocated classrooms will be posted in Khartoum. Charged tablets, headphones and uniform please.
POSTED BY MR R PAVIS TO PARENTS AND STUDENTS 06/01/2021 AT 18:01

Welcome to the Parent Portal on Gordon's Online. We hope that this becomes a useful source of information and a useful vehicle to engage with your child's school experiences. We look forward to its ongoing development from this initial launch stage.
POSTED BY MR R PAVIS, 13/11/2020 AT 07:28

[View All Announcements & Messages \(3\) »](#)

Browse Profiles

Your Child

Bookmarks

Newest Recommended

Personal Bookmarks

[View All Bookmarks »](#)

Tweets by @Gordonston

Gordon's School Pipes and Drums
@GSPipesAndDrums
To kick start our 60th anniversary celebrations, students have been working hard today learning 'The Spell of Gordon', composed by four students over Lockdown. We will play this to open our first Parade later this month. Here is a wee sneak snippet #pepitogordon #bleedgreen

- Announcements
- Your Child link
- School Calendar
- Contact Details
- App downloads
- Twitter & Facebook
- Where they are!
- Reports
- Behaviour
- Rewards
- Tasks (Prep)
- Personal blogs
- Timetable (incl Prep)



Prep attendance

Keep checking your child's planner on Firefly. (Inform House if your child will be absent)
Absence from prep will be followed up daily with an email at 6.30pm.

Time	Teacher	Subject	Teacher	Subject	Teacher	Subject	Teacher	Subject	Teacher	Subject
13:00	Miss C Winkley	Maths N4	Mrs Louzian	Sp Remington 1	Mr P King	PE GCSE C1	Mr J Naidu	Business Studies Khartoum 1	Ms J Matheson	English C3
14:00	Mrs J Louzian	Sp Remington 1	Miss C Winkley	Maths N4	Mr J Naidu	Business Studies Khartoum 1	Mr S Mathews	Science Physics S5	Miss C Winkley	Maths N4
15:00	Mr S Mathews	Science Physics S1	Mr P King	PE GCSE C1	Mrs K Farweather	History Khartoum 3	Ms J Matheson	English E3	Mr J Jones	PE Games
16:00										
17:00										
18:00	Prep		Prep		Prep		Prep			



Logging into Firefly

7. Firefly

We are pleased to be able to offer you access to Gordon's Online, powered by Firefly, where you will be able to see up-to-date information about your child (or children) and also be kept informed of relevant school information that we hope you will find useful. Full details on what Firefly has to offer is available on our main website [here](#).

Simply follow the instructions below for logging in for the first time via your PC, Mac, tablet or smartphone.

- The address you'll need to log onto the Parent Portal is gordons.fireflycloud.net and the code to use for setting up is Gordons.
- Enter the email address you have registered with the school, and click activate your account in the green box to generate a password.

Parents can also view the Gordon's Online via an app:

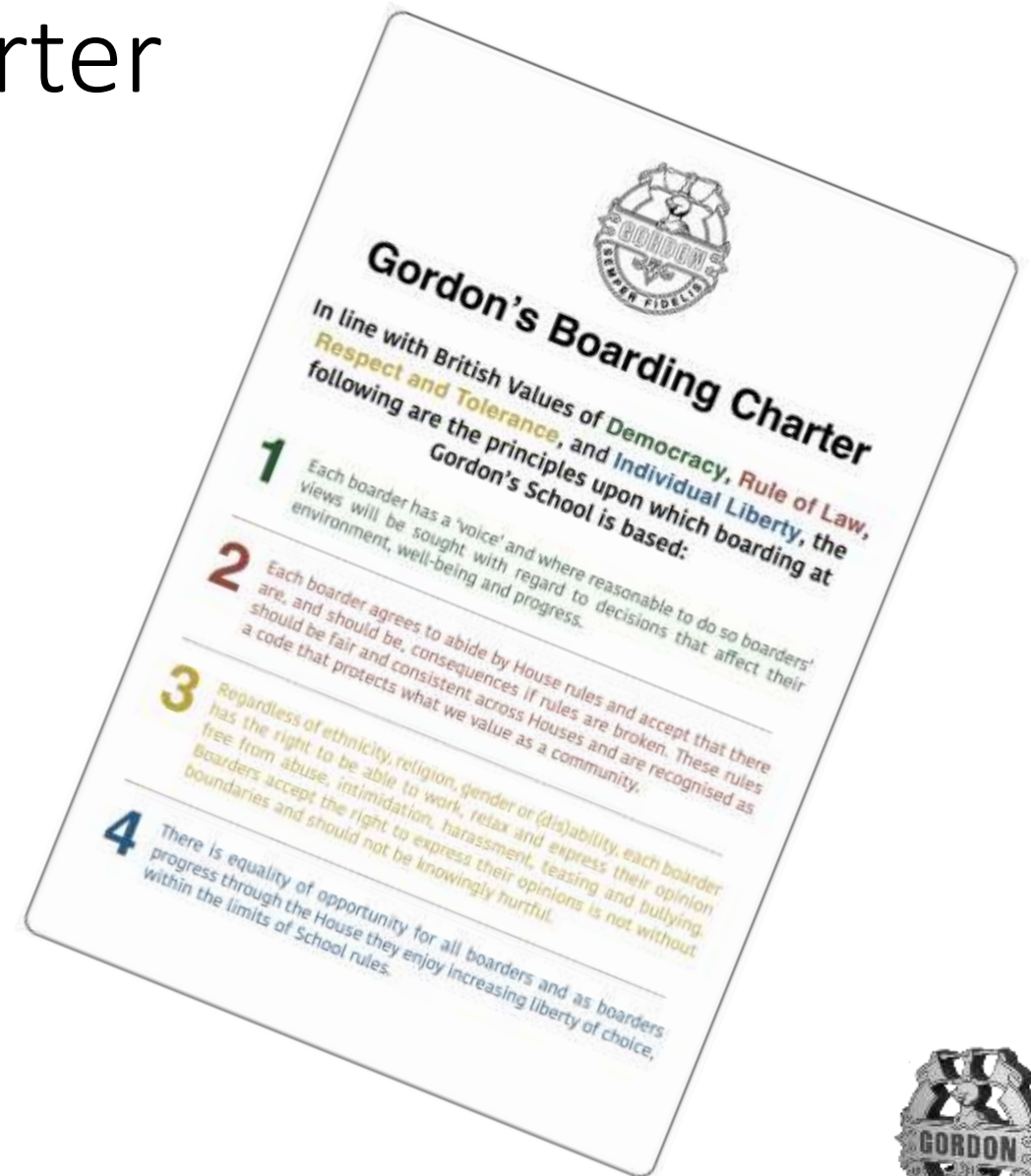
- For iOS devices click onto iOS devices and follow the instructions on how to log into the app, read messages, and check on their students for Apple (iOS) devices.
- For Android devices click onto Android devices and follow the instructions on how to log into the app, read messages, and check on their students.

A separate student app is available to students.



Boarding Statement & Charter

- Our aim is to develop rounded world-class, world citizens with the character, capabilities and confident humility to achieve well, to stay active, to appreciate what they have and to connect with and give back to the communities in which they live and work. Such students lead happier lives.



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	1	Verbal Praise
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		



Uniform & Appearance

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

- Use of hoodies
(Green and House)

- Hair and piercings



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+).



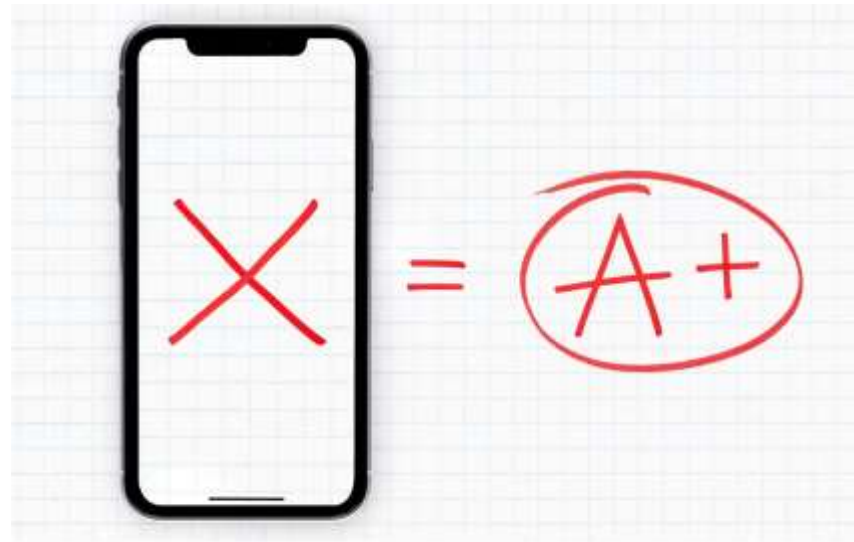
Online Safety – The 4 Cs

	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



Wifi 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.



- [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)

- 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



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.



Anti-Bullying at Gordon's



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



How it works Y7-11

- **Round 1 - Conduct check.**
- **Round 2 - House nominations.**
- **Round 3 - Co-curricular check.**
- **Only students passing all 3 Rounds are awarded Honours.**



Honours Programme

Year	Level	Award
7	Entry	'G' Badge
8	Bronze	Badge
9	Silver	Badge
10	Gold	Badge
11	Platinum	Platinum Tie



Parades & Blues

- October Harvest Parade
- November Remembrance Parade
- Whitehall (January)
- Guildford (January)
- February Parade
- March Parade
- May Parade
- June Patron's Parade
- Annual (July)



Parent section of the website



SCHOOL CALENDAR

A large, faded watermark of the school crest is centered in the background. The crest features a shield with a cross, a banner across the top, and the motto 'SEMPER FIDELIS' at the bottom. The name 'GORDON' is also visible within the crest's design.

Academics
Miss Pierce
Deputy Head (Curriculum)

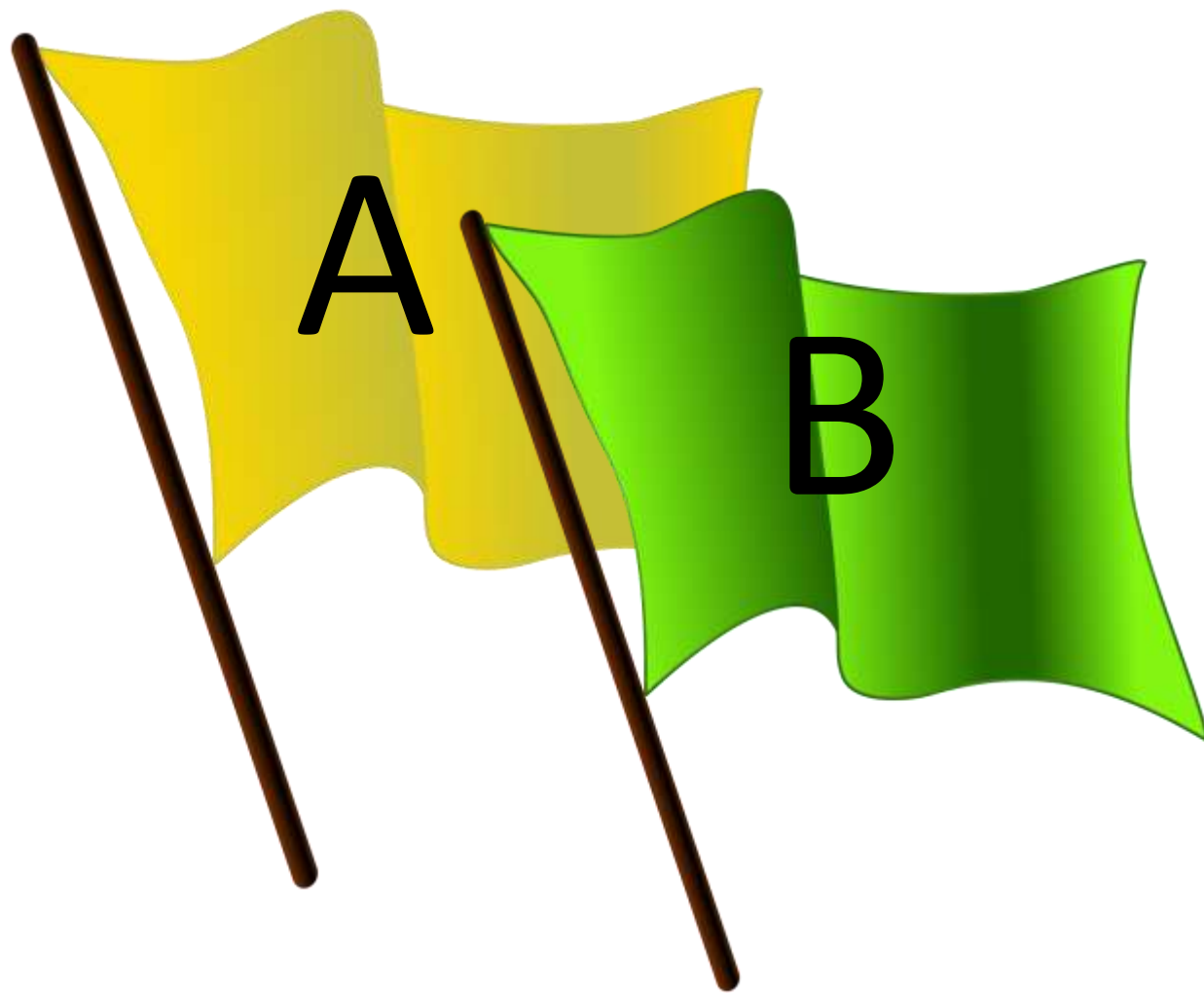


Academic Team

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



2-Week Timetable - weeks



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 BTECs



Homework and Prep

- Supervised Prep runs 6pm to 7.30pm (Mon – Thurs)
 - Year 7 attend 6pm to 6:45pm
- Prep runs on Friday 6pm – 7pm
- Students generally have a week to do their prep
- Prep is set on Firefly
- 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



Set and mixed ability classes

Setting is fluid and competitive and based on MidYis data

Years 7 and 8

- Maths
 - Sets 1 - 2 = one half of the year
 - Sets 3 - 5 = the other half
- Science – mixed ability 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 ability

Year 9

- Students in Year 9 are set according to ability across all core subjects, this is in preparation for GCSE.

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



MFL

September

- Year 7 students initially taught in Tutor Groups, and then put into groups based on a language aptitude test.
- Students then complete a half term of each language

February half term of Y7

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



Progress: 'A Grade Higher'

- Students at Gordon's make good progress and in terms of 'value added' the school is 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.



A.C.E Lessons

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

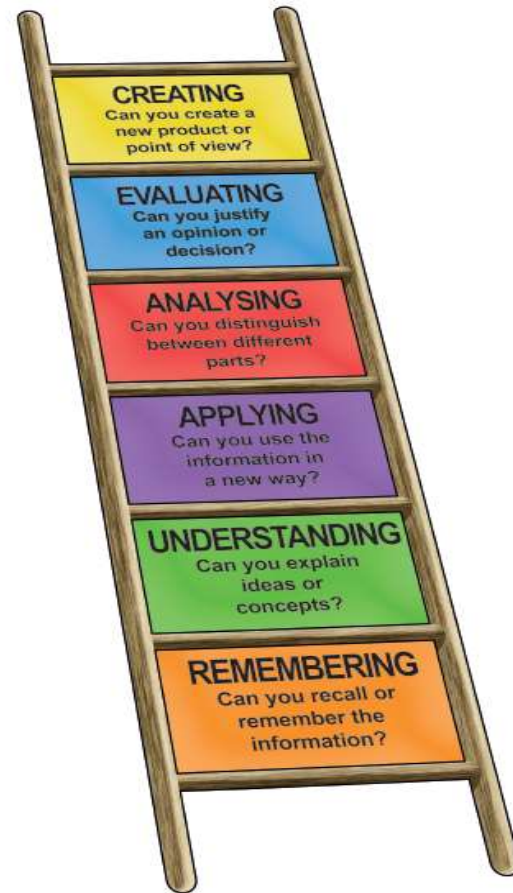
- Assessment for Learning – the feedback loop
- Challenge
- Engagement



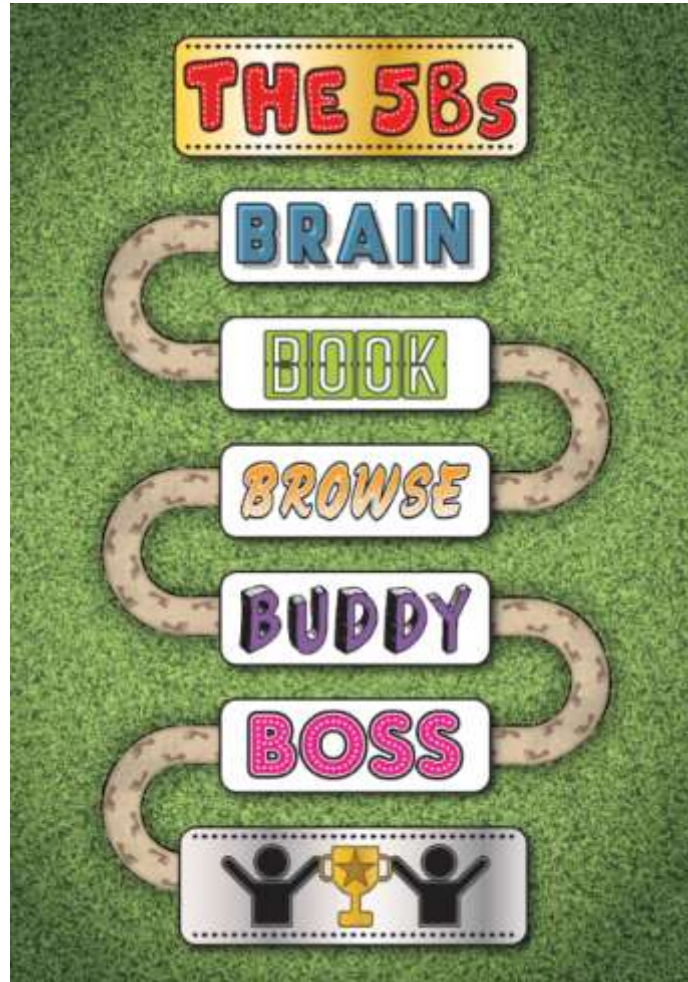
Closing the Feedback Loop



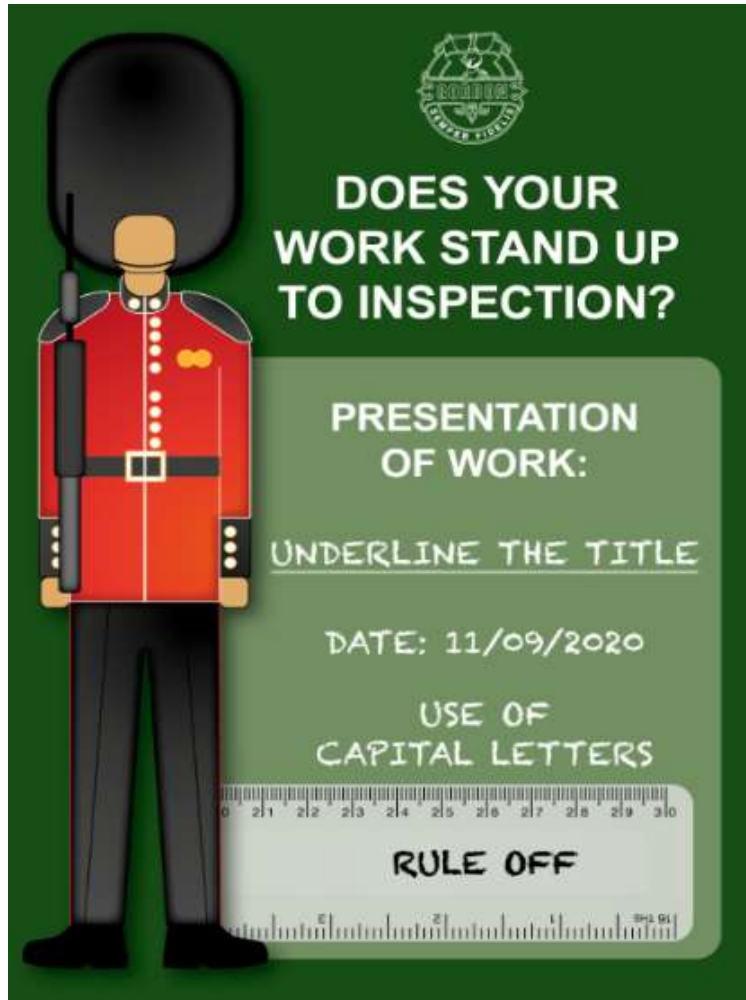
Thinking Ladder



Promoting independence




Promoting pride



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.



Reporting Home



REPORT CARD

MATHEMATICS: A

Ut hoc fac maximam. Catus hoc forum ala loro mowenidiam adducep eroptions
hos oc. vehem am deatius. Patis verite, nos habitulindem re, so con terrideos
scri sta ium 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 ltalicauctu 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



Progress Reports across Years 7-10

Year 7-9

Currently, each term there is a progress report sent home including:

- Autumn: Effort grades only (House and Academic)
- Spring: Effort and Progress Indicator
- Summer: Effort grades (House and Academic), Progress Indicator and Working Grade plus a comment from the House.

Year 10

Currently, each term there is a progress report sent home including:

- Target Grade
- Effort Grade (House and Academic)
- Working Grade

Following the Y10 Mock Exams, an Exam Grade for each subject will also be included.

EFFORT IS KING: 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



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.

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 identify where in their Year Group a student sits in relation to others, based on their Effort Grade.

This is reported in 'quartiles' e.g. Student X is in the 1st Quartile, meaning they are in the top 25% of students in their Year Group for Effort.



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>



KS3 Attainment Grades

At Key Stage 3, progress is measured using a **KS3 Attainment Grade** (based on a GCSE style progression model).

These grades begin at 1 and generally don't exceed 6, 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+.

They are not GCSE Grades though! They are Gordon's specific.

- Different Grade Descriptors
- Based on KS3 Curriculum
- Additional sub-levels of +/-

We use KS2 data and MidYis scores to begin students on this pathway and to plot a progression model for them from Y7 to Y11 in each subject.



KS3 Attainment Grades - Progression table

Ability Group	Year 7		Year 8		Year 9		KS4 Exam
	T2/2	T3/1	T2/2	T3/1	T2/2	T3/1	
GOLD	2+ to 3=	3- to 3+	3+ to 4=	4- to 4+	5- to 5+	6- to 6+	9
GOLD	2+ to 3=	3- to 3+	3+ to 4=	4- to 4+	5- to 5+	5+ to 6=	8
Upper	2- to 2+	2= to 3-	3- to 3+	3= to 4-	4- to 4+	4+ to 5=	7
Upper	2- to 2+	2= to 3-	3- to 3+	3= to 4-	4- to 4+	4= to 5-	6
Middle	1= to 2-	1+ to 2=	2= to 3-	2+ to 3=	3= to 4-	3= to 4-	5
Lower	B+ to 1=	1- to 1+	1+ to 2=	1+ to 2=	2= to 3-	2+ to 3=	4
Lower	B- to B=	B= to 1-	B+ to 1=	1- to 1+	1= to 2-	1+ to 2=	3
Foundation	B- to B=	B- to B=	B- to B+	B= to 1-	1- to 1+	1= to 2-	2

Because these tables are specific to each subject, we don't share them all with parents, however, you will be told if your son or daughter is 'making expected progress' or not when you receive their Progress Reports.



KS3 Attainment Grades

- Progress is measured against this model from Y7 right through to Y11. These progression models are refreshed at the start of Y10 using Yellis scores.
- This system allows us to offer students a clear journey from Year 7 to 11 and allows staff, students and parents to understand whether students are making expected progress.
- Whilst those students likely to achieve lower GCSE grades may begin at the lower end of this scale, and make slower progress over time, students within every subject will still be targeted to reach grades equivalent to progress in the top 10% nationally at the end of Year 11, with typically just over 50% of students doing so.



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 explain 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 confident notes which inform your own work.
 - Show a high level of structure in written responses.
 - Work on larger scale, considering appropriate composition of ideas.
 - Justify how and why different analytical and descriptive vocabulary is used to describe development in artworks.
- Presenting**
- Independently or confidently links ideas in written responses.
 - Produces high level outcomes which demonstrate imaginative ways of working.

6+

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.
- Recording of ideas**
- Take photographs of work.
 - Show a high level of structure in written responses.
 - Justify how and why different analytical and descriptive vocabulary is used to describe development in artworks.
- Presenting**
- Independently or confidently links ideas in written responses.
 - Produces high level outcomes.

5+

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.

- Recording of ideas**
- Produce confident notes which inform your own work.
 - Explain how and why different analytical and descriptive vocabulary is used to describe development in artworks.
 - Take your own notes to inform your own work.
- Presenting**
- Independently or confidently links ideas in written responses.
 - Produces an overall strong level of outcomes.

4+

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.

- Recording of ideas**
- Skilfully records, reflects and records notes from their observations.
 - Use specialist art related vocabulary to explain their own work.
- Presenting**
- A well-structured and coherent response.
 - A good level of outcomes.

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

- 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 explain 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.

- Recording of ideas**
- Take confident notes which inform your own work.
 - Show a high level of structure in written responses.
 - Work on larger scale, considering appropriate composition of ideas.
 - Justify how and why different analytical and descriptive vocabulary is used to describe development in artworks.
- Presenting**
- Independently or confidently links ideas in written responses.
 - Produces high level outcomes which demonstrate imaginative ways of working.

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.

- Recording of ideas**
- Take photographs of work.
 - Show a high level of structure in written responses.
 - Justify how and why different analytical and descriptive vocabulary is used to describe development in artworks.
- Presenting**
- Independently or confidently links ideas in written responses.
 - Produces high level outcomes.

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.

- Recording of ideas**
- Produce confident notes which inform your own work.
 - Explain how and why different analytical and descriptive vocabulary is used to describe development in artworks.
 - Take your own notes to inform your own work.
- Presenting**
- Independently or confidently links ideas in written responses.
 - Produces an overall strong level of outcomes.

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.

- Recording of ideas**
- Skilfully records, reflects and records notes from their observations.
 - Use specialist art related vocabulary to explain their own work.
- Presenting**
- A well-structured and coherent response.
 - A good level of outcomes.

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, and others more likely to be slow to start and speed up towards the end e.g., MFL



Support from home

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



Students

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 prep
- spend the right amount of time on prep
- are resilient



Key Dates

- Year 7 Academic Consultation Evening – Tuesday 30th April 2024, 5.30-8pm
- Year 8 Parents' Evening – Wednesday 29th November 2023, 5.30-8pm
- Year 10 Parents' Evening – Monday 22nd April 2024, 5.30-8pm
- First KS3 Progress Report sent home **w/b 6th November 2023**
- First Y10 Progress Report sent home **w/b 11th December 2023**

 **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 22nd January 2024, 6-7.30pm

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

Tuesday 23rd January 2024, 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 10 Exams

- Exams take place Monday 19th February 2024, and continue until Friday 1st March 2024.
- All subjects 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

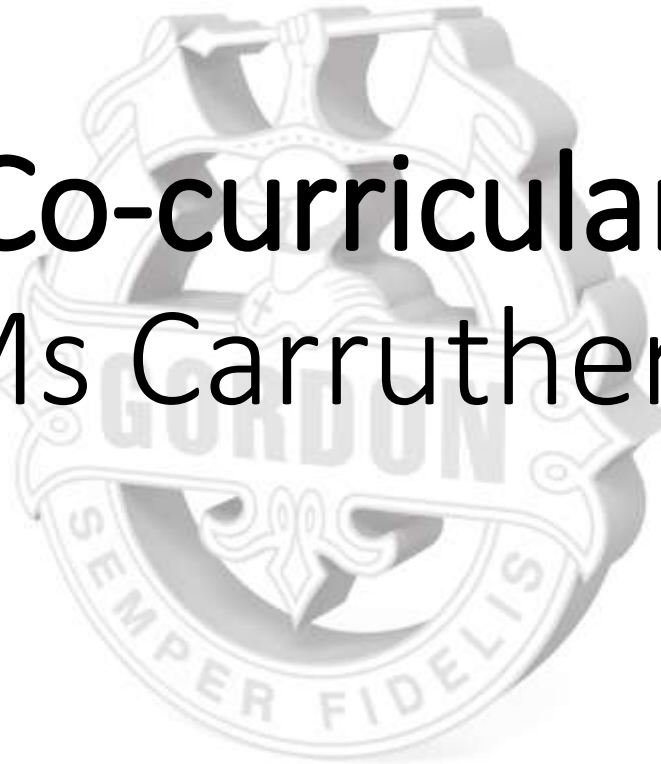



Careers

- 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
exam results

What matters to employers?

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

“Co-curricular activities”

“Duke of Edinburgh”

“Volunteering & participation”

“Relevant work experience”





“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





Creative
Arts





Academic
Pursuits



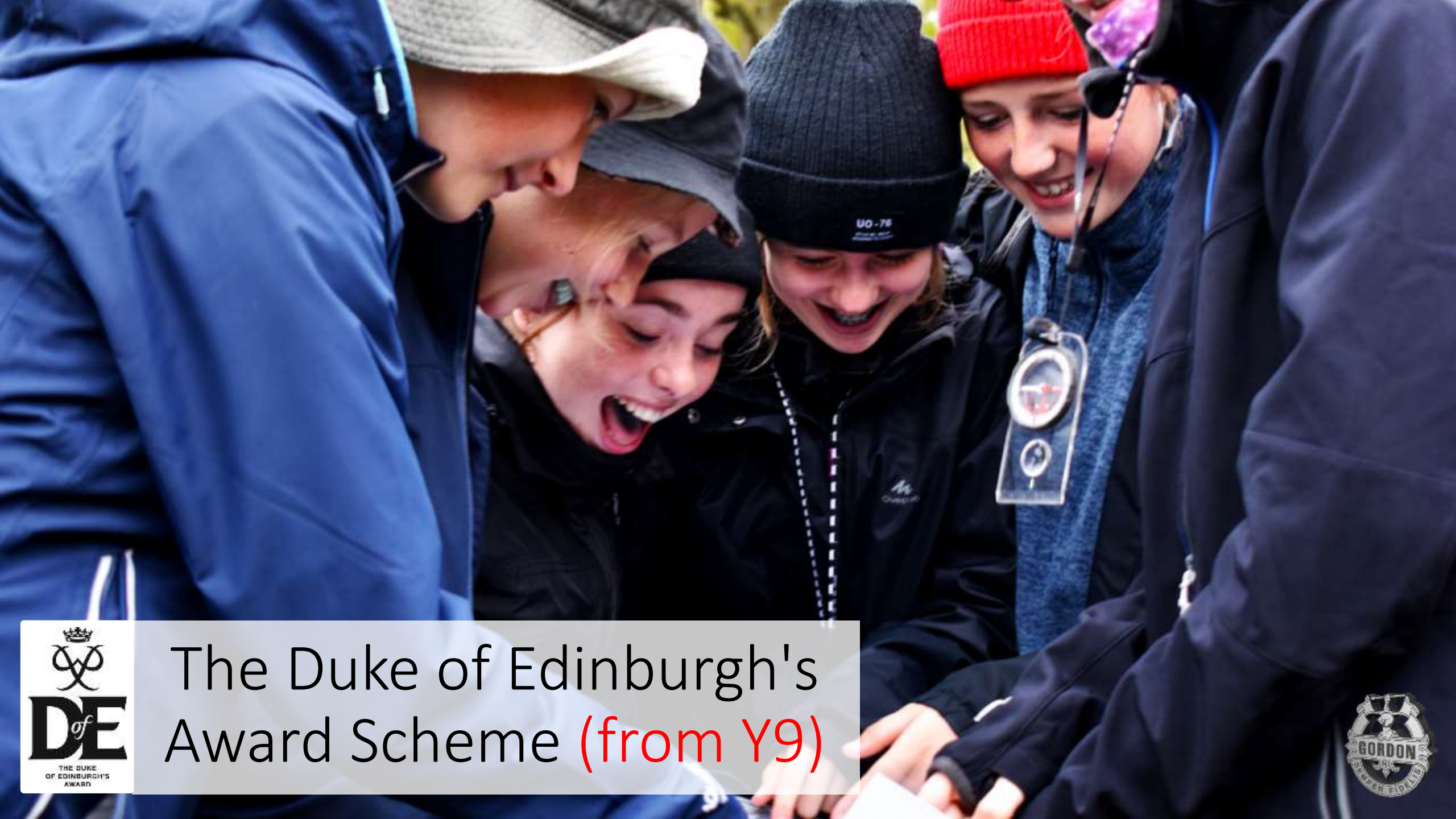
Voluntary
Service





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 (School of Out-of-Curricular Studies) Pupil Calendar. At the top, there are navigation tabs for Sport, Co-Curricular, Music, and Tuition. The main header includes the SOCS logo and the school crest. The calendar is titled "Forster, William: Pupil Calendar" and shows the user's name and year level (Year 10, 3KH, KHART). The current date is 06 Sep 2021. The calendar grid shows the following activities:

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 right of the calendar window, there is a "Close Pupil Calendar" button.

- Team sheets - **48 hours** before
- Changes common, please monitor the **website**
- A SchoolComms 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

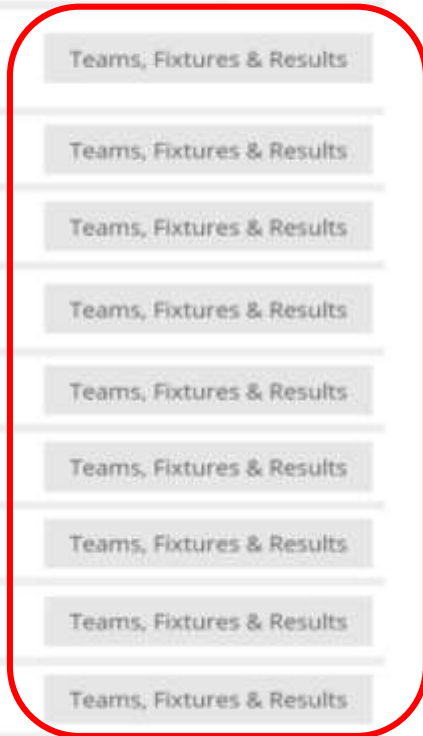
Sports Contacts

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



Games Afternoons

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

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





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.”

Friday 6th October
7:30 - 11:30pm
In the Rec

GSPA presents:

QUIZ NIGHT

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

Full bar available

9/6/2023



**WEST
END
CHRISTMAS
FAIR**

To be held at
Gordon's School
Saturday 2nd December
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 20th 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

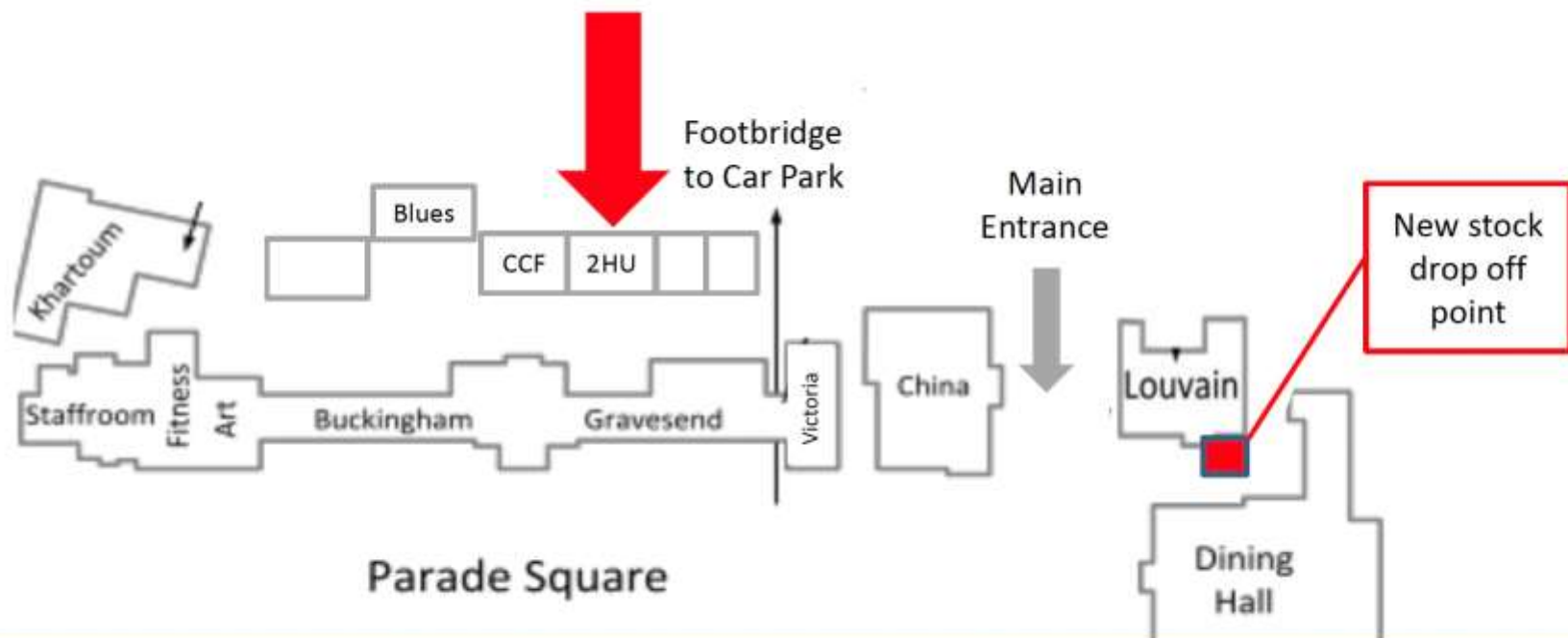




Gordon's School Parents' Association

WE'VE MOVED!

New Secondhand Uniform Store



New stock drop-off container is by Reception



Bag 2 School

A blue cartoon illustration of a smiling trash bag with a face and arms. The bag is anthropomorphic, with a simple face consisting of two curved lines for eyes and a larger curved line for a smile. It has two small, rounded protrusions on its sides that resemble arms or handles. The bag is positioned centrally below the text "Bag 2 School".



GSPA

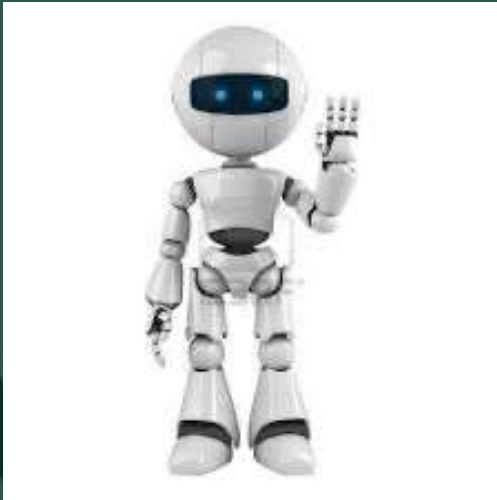
Gordon's School
Parents' Association

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 nearly £27,000 to the school



Physics
Robot building equipment



Buckingham Sofa



Drama PA system

Balmoral Air Hockey Table



Cycling Bike Trailer



Windsor Outdoor Furniture



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 7th October

10am in the Rec



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

GET INVOLVED!

Meet the
Committee





GSPA

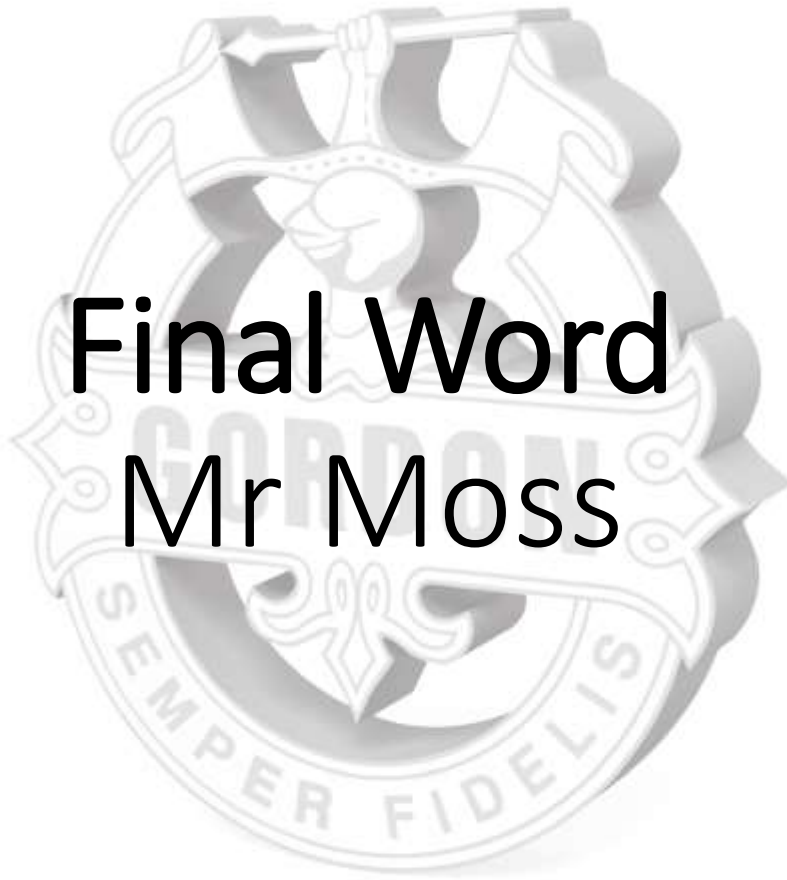
Gordon's School
Parents' Association

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

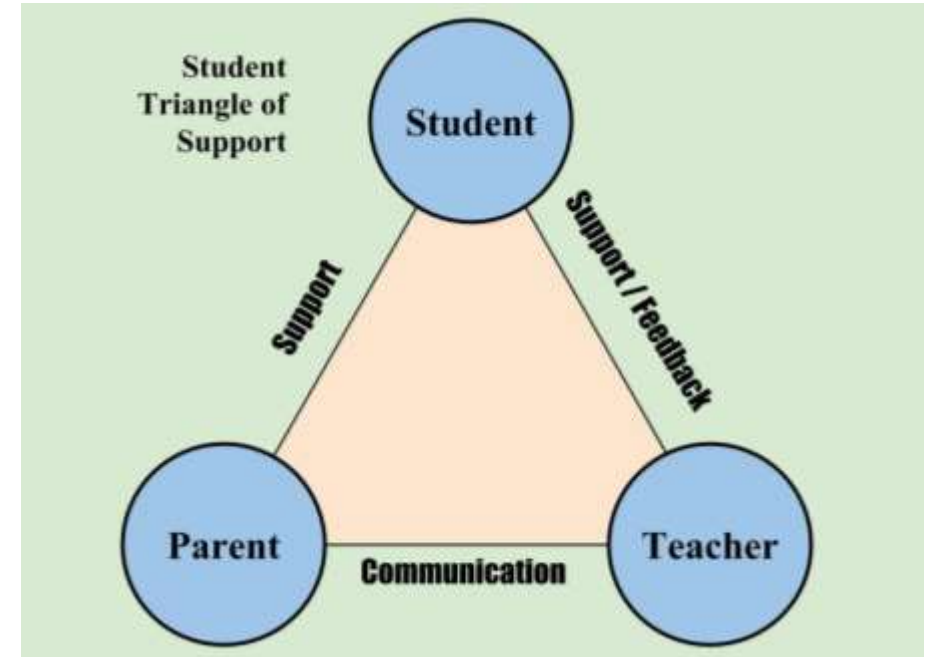


Home-School Partnership



Home-School Partnership

- ‘Research consistently concludes that, where there was an absence of over-protective parenting, there was a statistically positive correlation with low anxiety / depression, social engagement and ability to solve problems and find solutions in adversity.’
- **Please trust us....**
- **Nearly always best 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

Miss Corner – Head of Learning Support:
lcorner@gordons.school

Mrs Kennedy – Careers:
careers@gordons.school

Miss Asghar – Co-Curricular Coordinator:
jasghar@gordons.school

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

Mr Grace – Head of Upper School (Y10-11):
agrace@gordons.school



Thank you

Safe journey home



