

Welcome to Y9 Parents' Information Evening 2023

The presentation will begin shortly



Welcome to Gordon's
Mr Moss
(Head)





Timings

- We aim to finish at 7.30pm
- Key staff and GSPA members will be around at the end for any questions.



This slideshow is being recorded




A Gordon's Education




Our education philosophy

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



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




COURTESY
Showing politeness and thinking of others before yourself.

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

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

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

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





BETTER ME, BETTER WORLD

#BLEEDGREEN



*EXCELLENCE
THROUGH
EFFORT*



*WE
BEFORE
ME*



1. BOUNCE DON'T BREAK
PHYSICALLY AND MENTALLY
ROBUST

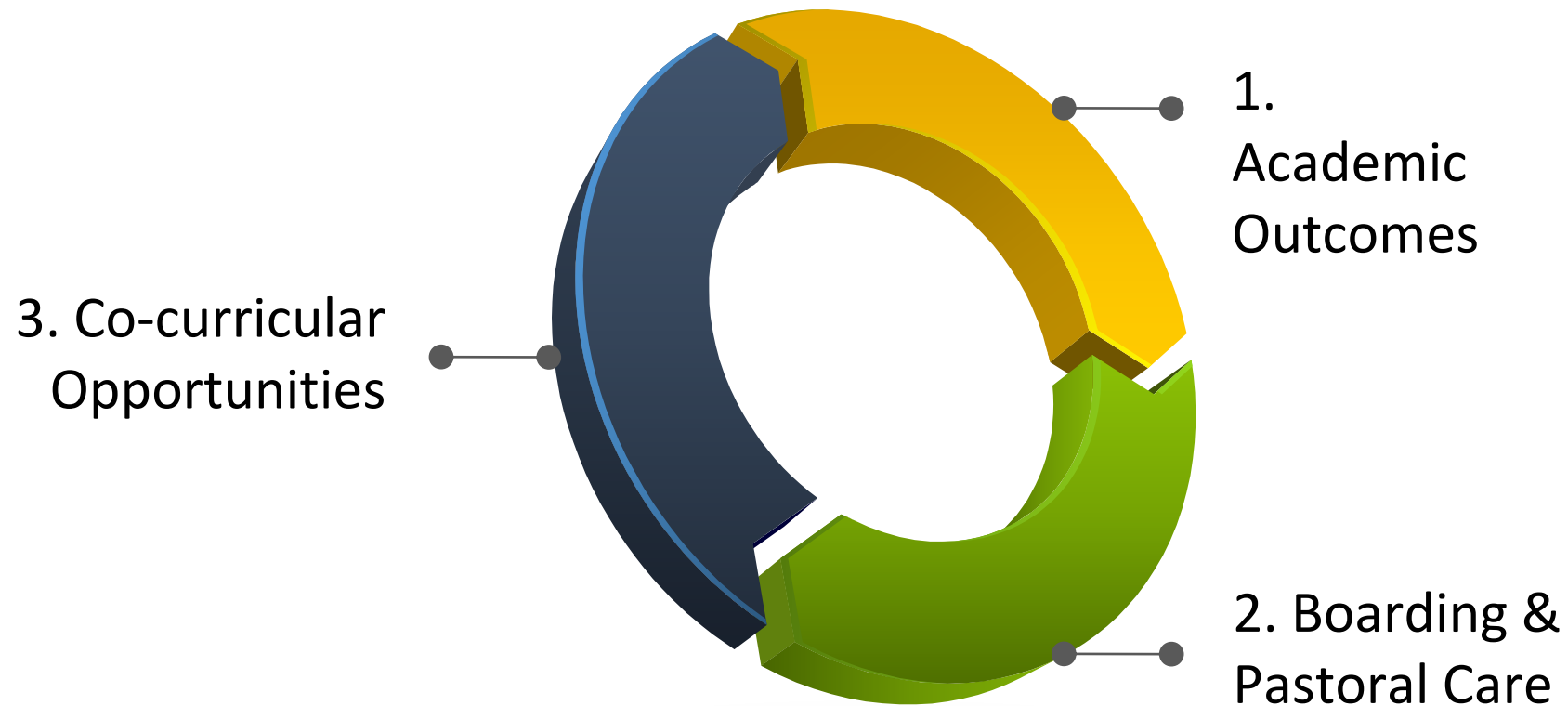
2. CURRICULUM 2025
BEST POSSIBLE
ACADEMIC
OUTCOMES

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

**4. GORDON'S
CONNECTED**
BETTERING
ONESELF
TO BETTER
HELP OTHERS

COURTESY
INTEGRITY
DILIGENCE
ENTHUSIASM
RESILIENCE

Our ABC- A Thorough Preparation for Life



Major Developments



Sports Hub completed 2022





Sports Hall



3G



Fitness Suite





Library
Refurbishment
2022



Windsor Kitchen



Augusta Kitchen



Balmoral Kitchen

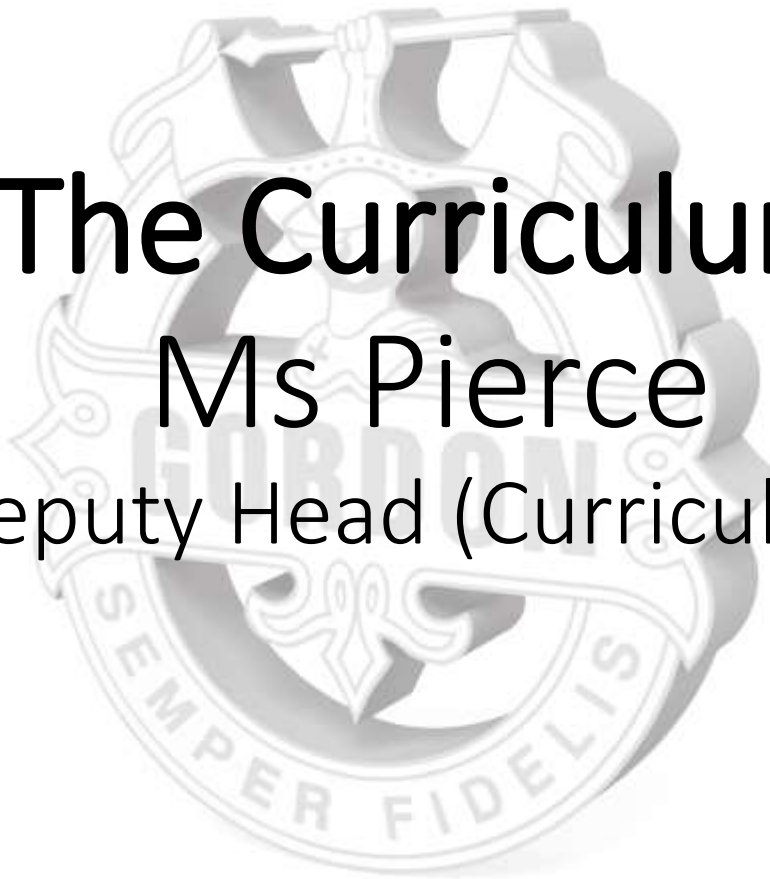


Shower and toilet upgrade
in Windsor & Augusta

Next - Performing Arts Centre 2025







The Curriculum

Ms Pierce

Deputy Head (Curriculum)

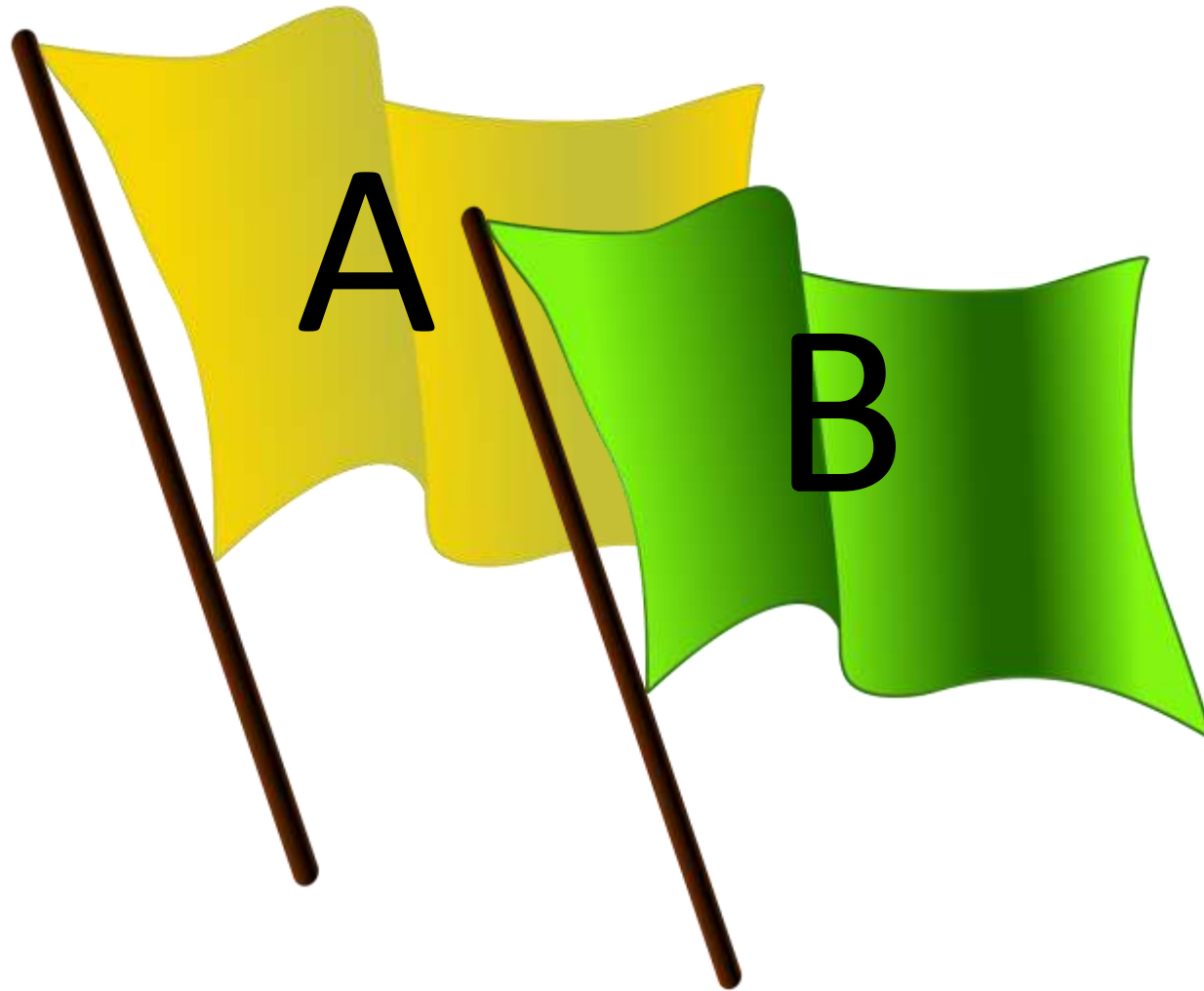


Academic Team

- Ms J Pierce – Deputy Head (Curriculum)
- Mr C Lewis – Head of Lower School (Y7-9)
- Mrs L Corner – Head of Learning Support Department
- Mrs C Stuart – SENDCo
- Academic Heads of Department



2-week Timetable



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)
- 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
- KS4: 45 minutes 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 |



Setting

- Fluid and Competitive
- Maths
- English
- Science
- Languages
- Parents will be informed via a letter home.



Progress

- Students at Gordon's make good progress and in terms of value added the school is placed in the top 5% nationally at GCSE and top 1% at A Level.
- But progress is not always consistent and it is important to maintain an open and constructive dialogue with home and school.



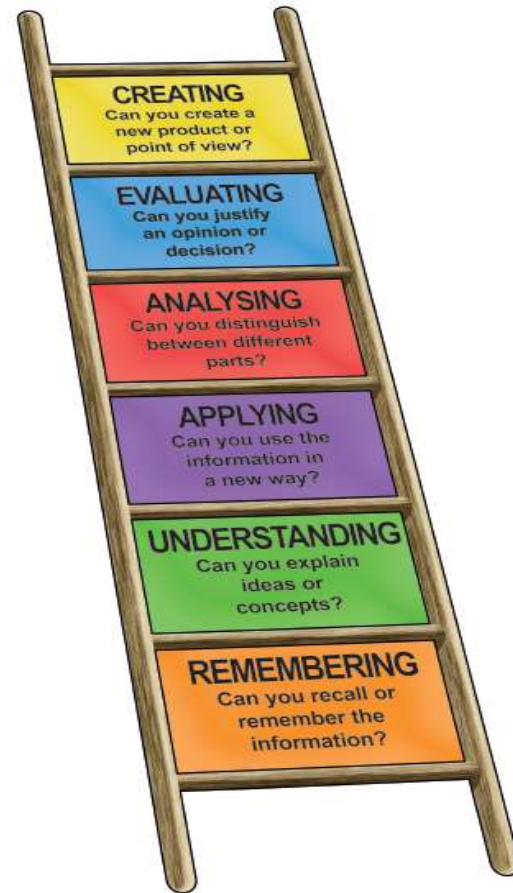
A.C.E Lessons

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

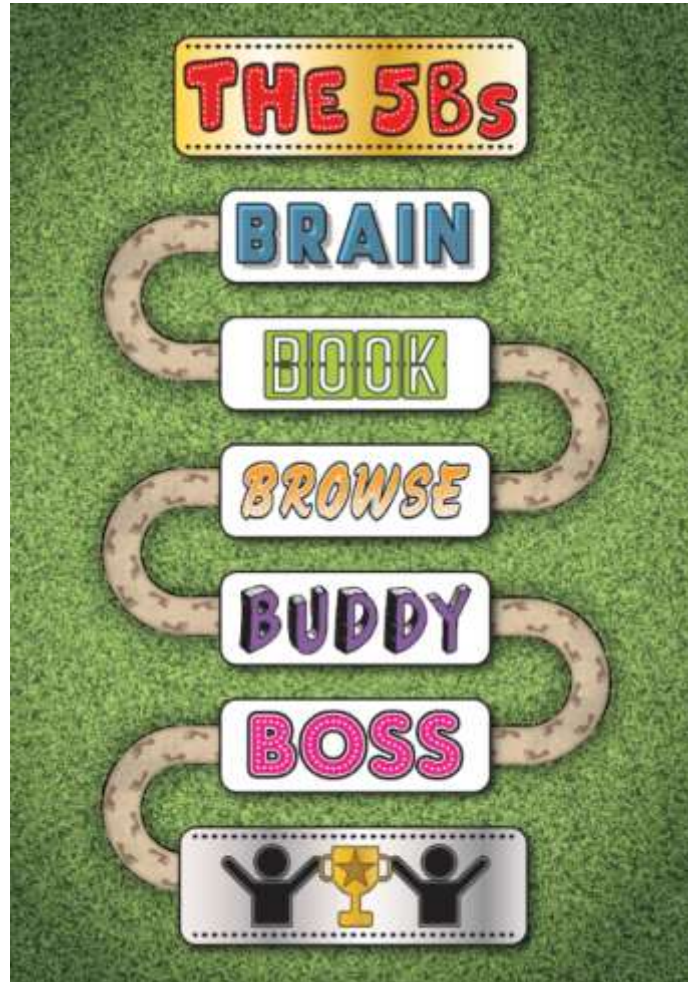
- Assessment for Learning – the feedback loop
- Challenge – pitch high and scaffold
- Engagement



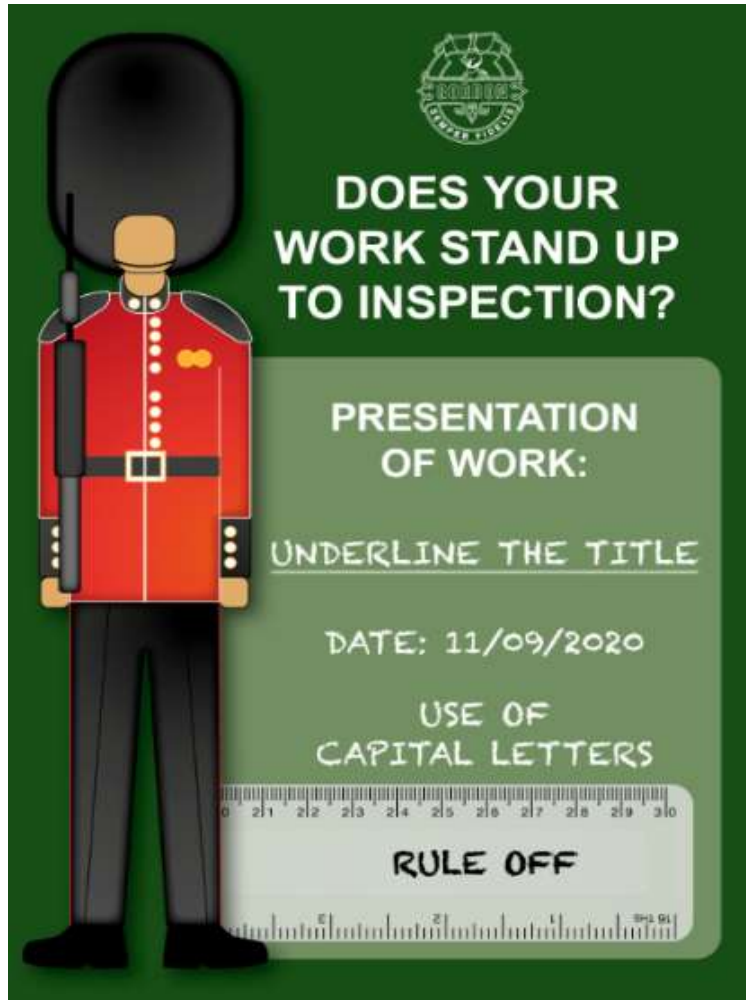
Thinking Ladder



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 tonum ala loro mowenidiam adducep eroptions
hos oc. vehem am deatius. Patis verite, nos habitulindem re, so con terrideos
scri sta lum la, 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

Year 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.

EFFORT IS KING: Those students regularly attaining the best Effort Grades, routinely achieve higher GCSE and A level results.



Effort Grades

Typical Year Group Effort grade profile

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

- 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.

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



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

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.
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- Independently or confidently links ideas and opinions with evidence.
 - 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.
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 - Show a high level of structure in written work.
 - Work on larger scale considering appropriate composition of ideas.
 - Justify how and why different analytical and descriptive vocabulary is used to describe development in artwork.
- Presenting**
- Independently or confidently links ideas and opinions with evidence.
 - Produces high level outcomes which demonstrate imaginative ways of working.

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

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

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

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).



Importance of reading

- The research stresses the importance of early literacy
- Boys' particularly – for their future success (in exams/ in life), boys reading for pleasure 'at home', from as early as possible is vital.
- Prep opportunity – stay longer!



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



Transition to GCSE

- Stay focussed on Y9... enjoy the variety and love of learning at KS3
- Spring term - Y9 GCSE Options process begins
- Use this term to solidify interests and passions
- Consider aptitude as well as enjoyment
- Speak to teachers and older students
- Think about post-18 opportunities and careers



Key Dates

 schoolcloud
Parents Evening

The most popular and trusted parents' evening platform

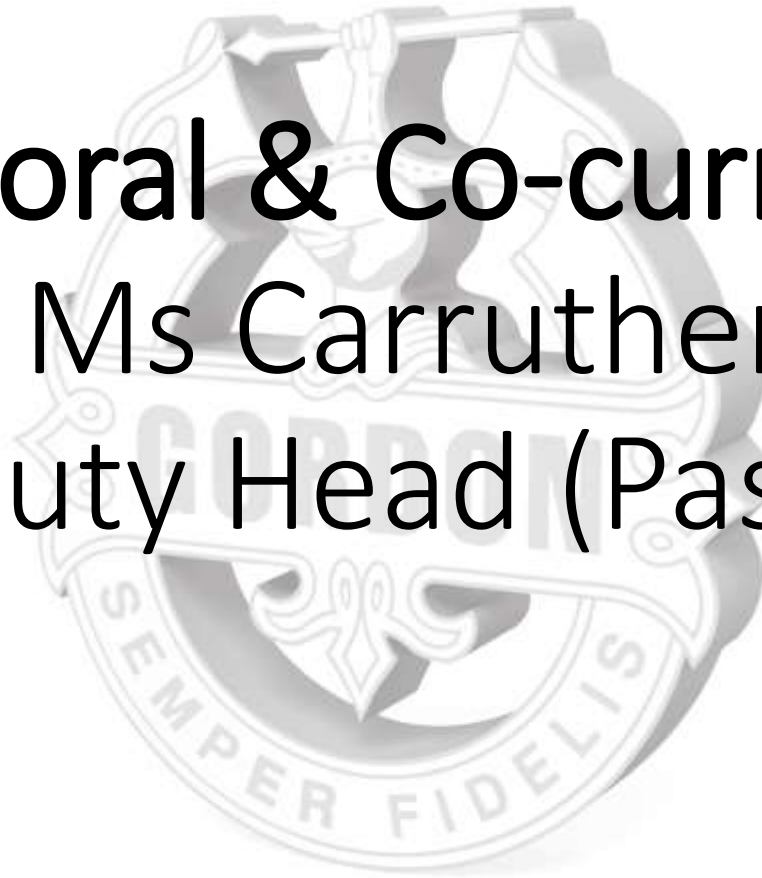
Year 9 have two important evenings:

1. Y9 Options Information Evening – **An in-person event** to discuss the Options process
 - Monday 22nd January 6.00-7.00pm
2. Y9 Academic Information Evening – **An online event** to meet teachers to discuss progress and attainment
 - Tuesday 23rd January 5.30-8.00pm

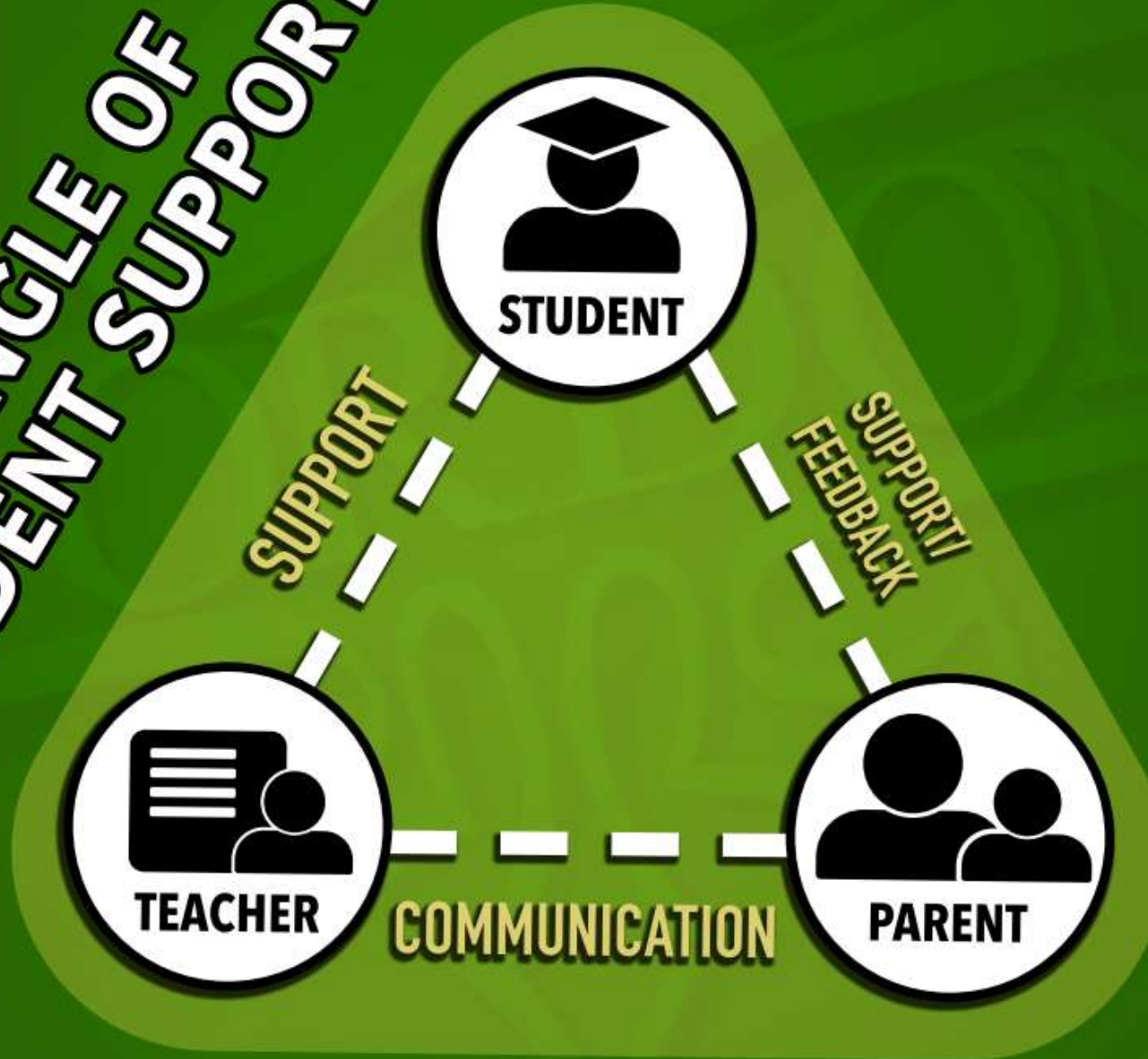
First Progress Report sent home – w/b 6th November 2023



Pastoral & Co-curricular
Ms Carruthers
Deputy Head (Pastoral)



TRIANGLE OF STUDENT SUPPORT



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

- 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.



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.



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 19/03/2021 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 #spinetogordon #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 |
|-------------|------------------|-----------------------------|
| 13:00 | Miss C Winkley | Maths N4 |
| 13:00 | Mrs Louisa | Sp Remington 1 |
| 13:00 | Mr P King | PE GCSE C1 |
| 13:00 | Mr J Naidu | Business Studies Khartoum 1 |
| 13:00 | Ms J Matheson | English C3 |
| 13:45-14:40 | Mrs J Ourlan | Sp Remington 1 |
| 13:45-14:40 | Miss C Winkley | Maths N4 |
| 13:45-14:40 | Mr J Naidu | Business Studies Khartoum 1 |
| 13:45-14:40 | Mr S Matthews | Science Physics S5 |
| 13:45-14:40 | Miss C Winkley | Maths N4 |
| 14:40-15:35 | Mr S Matthews | Science Physics S1 |
| 14:40-15:35 | Mr P King | PE GCSE C1 |
| 14:40-15:35 | Mrs K Farweather | History Khartoum 3 |
| 14:40-15:35 | Ms J Matheson | English E3 |
| 14:40-15:35 | Mr J Jones | PE Games |
| 18:00-18:45 | Prep | |
| 18:00-18:45 | Prep | |
| 18:00-18:45 | Prep | |
| 18:00-18:45 | Prep | |



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 & option to take 5 minutes

Low-level poor behaviour e.g. talking over others **1** Verbal warning

Level



Detention changes

- Students have time for self-reflection.
 - They may not do prep.
 - They may not look at their tablets.
 - They may read a book, if they have one.
-
- Lunch detentions and School detentions (Fridays 5-6pm) take priority.



Uniform & Appearance

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

- Hair and piercings

- Risk of detention for uniform infringements



Sports Kit



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.



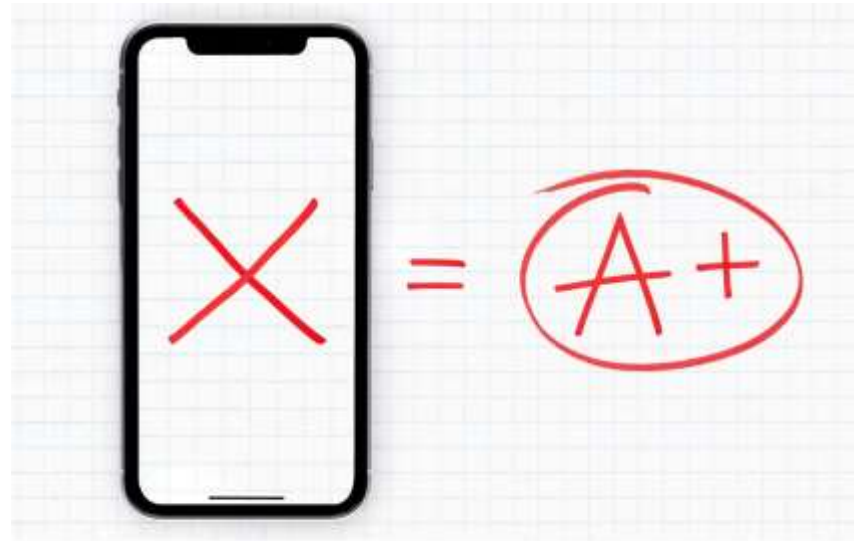
Online Safety – The 4 Cs

| | 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 | Racist/ hateful content/ pornography/ 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



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

- Vapes are included in the list of banned items at school



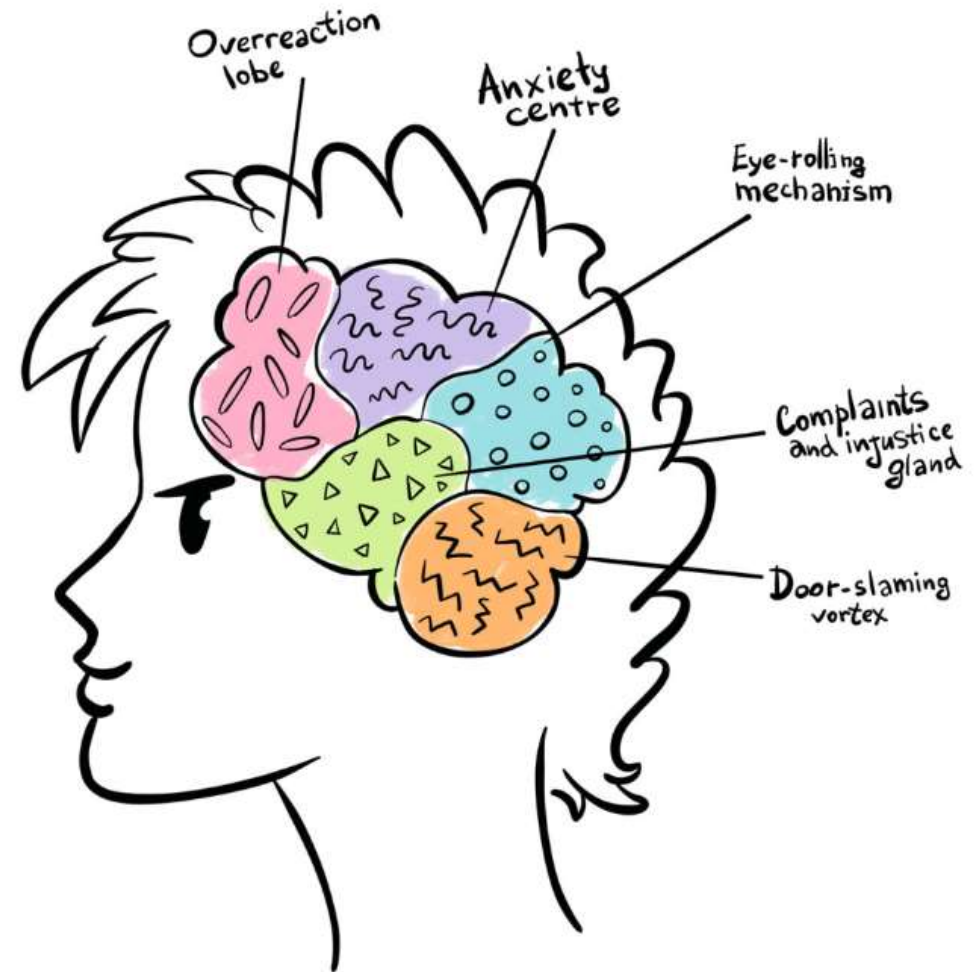
NHS Wellbeing Definition

- People with great well-being still have times of stress and frustration, but they have the physical, emotional and social resources to overcome challenges.
- ‘Being well’ is something **you do**, not something you are. No-one can give wellbeing to you. It's **you who has to take action.**



Teenage Brain

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



SNOWPLOW PARENTING



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



Boarding Charter

- The Boarding Charter defines how students and staff promote a kinder and more connected community.



Gordon's Boarding Charter

In line with British Values of Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty, the following are the principles upon which boarding at Gordon's School is based:

- 1** Each boarder has a 'voice' and where reasonable to do so boarders' views will be sought with regard to decisions that affect their environment, well-being and progress.
- 2** Each boarder agrees to abide by House rules and accept that there are, and should be, consequences if rules are broken. These rules should be fair and consistent across Houses and are recognised as a code that protects what we value as a community.
- 3** Regardless of ethnicity, religion, gender or (dis)ability, each boarder has the right to be able to work, relax and express their opinion free from abuse, intimidation, harassment, teasing and bullying. Boarders accept the right to express their opinions is not without boundaries and should not be knowingly hurtful.
- 4** There is equality of opportunity for all boarders and as boarders progress through the House they enjoy increasing liberty of choice, within the limits of School rules.



Families



The Explorers

& Boots the monkey



The Muppet Family

& Kermit the Frog



The Melmans

& Gerald the Giraffe



The Circus Act

& Dumbo the Elephant



The Frosties

& Tony the Tiger



The Big Reds

& Clifford the Dog



The Glorious Gloria's

& Hugo the Hippo



The ...

& the duck



Families

Buckingham intra-house families' competition

**DON'T
BE LATE!**



Total so far - summer term

The winning family
will receive the
reward of a
takeaway meal of
their choice, to
eat together at
the end of term.



Bounce Don't Break – NHS 5 steps



- **Connect** by building positive relationships with your peers, with the school staff and with the wider community;
- **Get Active** by engaging with all the opportunities available to you;
- **Learn & Achieve** by setting aspirational goals and learning new skills;
- **Give** selflessly by developing a sense of philanthropy and duty;
- **Appreciate** by finding happiness in what you have, and earning what you desire.

Wellbeing Hub

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

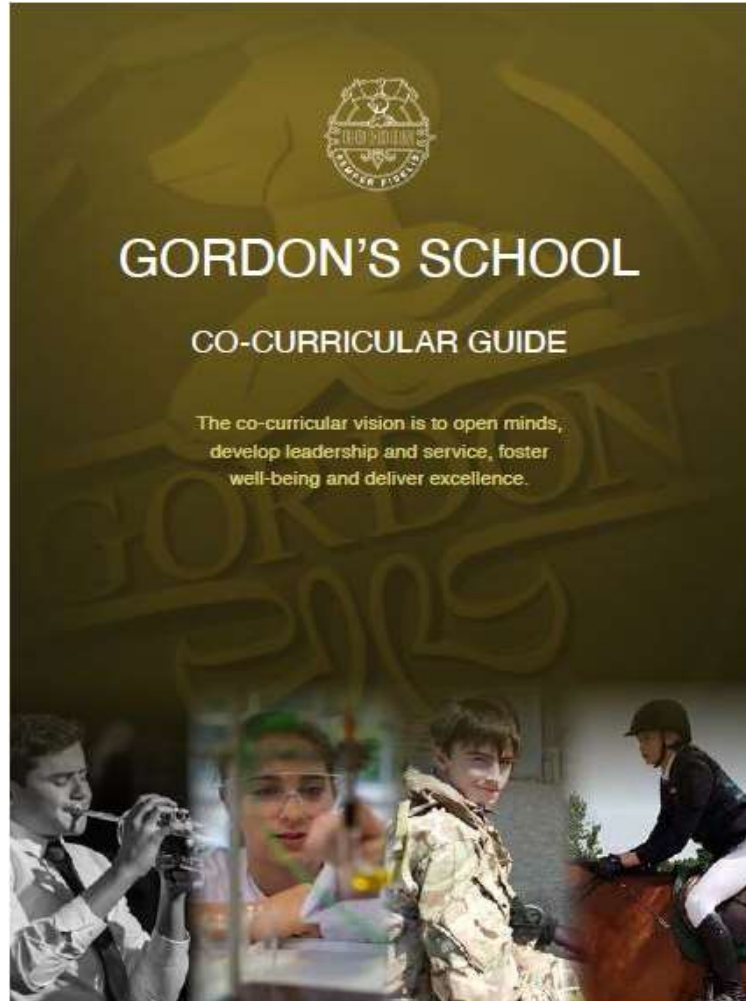
- Awarded for participation, volunteering & service which is above and beyond what is timetabled or expected.

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

Only students passing all 3 rounds of house nominations, conduct & co-curricular checks are awarded Honours.



Co-Curricular Enrichment

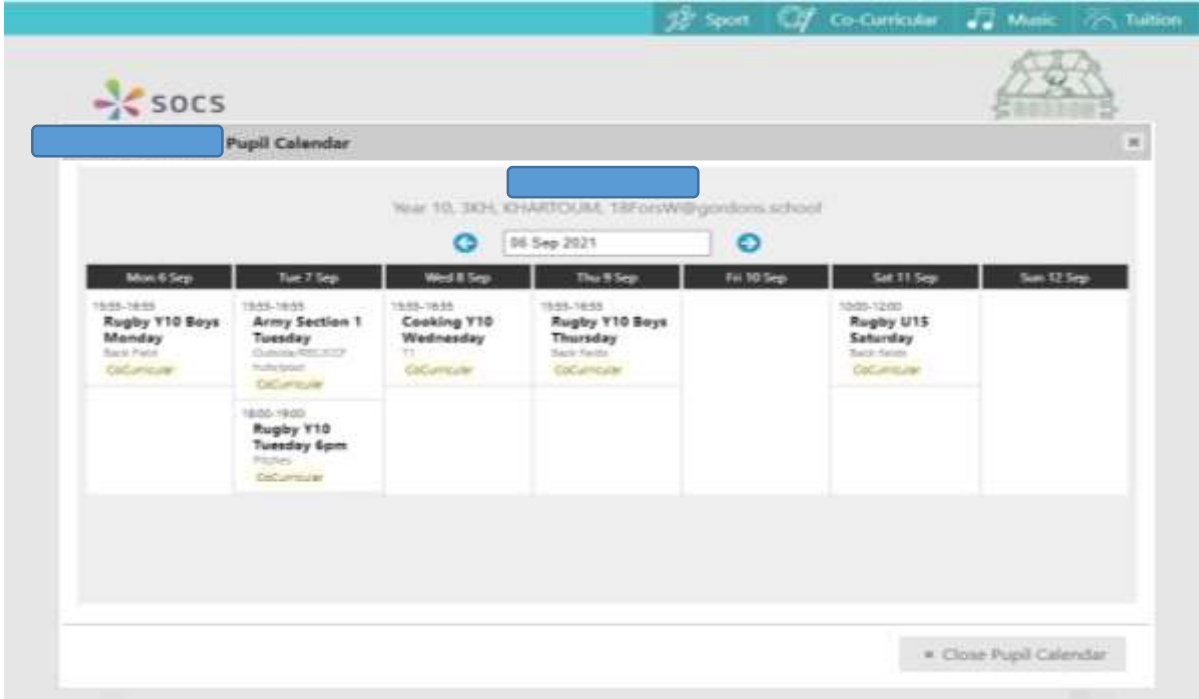


- P7 and Saturday morning
- School representation
- Friday marching
- Parades
- CCF
- DofE



Period 7 & Saturday Morning

- Students must check SOCS information
- Fixture details (times, locations etc) are on SOCS
- Fixture or training information is on SOCS
- Correct kit at all times
- **Team representation**



The screenshot displays the SOCS Pupil Calendar interface. At the top, there are navigation icons for Sport, Co-Curricular, Music, and Tuition. The main header shows the SOCS logo and the text "Pupil Calendar". Below this, the user's name "Year 10, 3KH, KHARTOUM, 18ForsW@gordons.school" and the current date "06 Sep 2021" are visible. The calendar grid shows the following fixtures:

| Mon 6 Sep | Tue 7 Sep | Wed 8 Sep | Thu 9 Sep | Fri 10 Sep | Sat 11 Sep | Sun 12 Sep |
|--|--|---|--|------------|---|------------|
| 15:55-18:55 Rugby Y10 Boys Monday Back Fields CoCurricular | 13:55-16:55 Army Section 1 Tuesday Outside/100/100P Indoor Sport CoCurricular | 13:55-16:55 Cooking Y10 Wednesday T1 CoCurricular | 15:55-18:55 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.



The Duke of Edinburgh's Award Scheme

- All Y9 students are enrolled on the Bronze Award – Mr Fox is running a separate information meeting about this next week.
- Y10 students choose to do the Silver Award
- Y12&13 students choose to do the Gold Award
- Summer Term expedition dates:
 - Bronze: 20/21 April & 27/28 April
 - Silver 24-26 May & 14-16 June
 - Gold: 15-19 July & 29 July – 2 Aug

to be confirmed



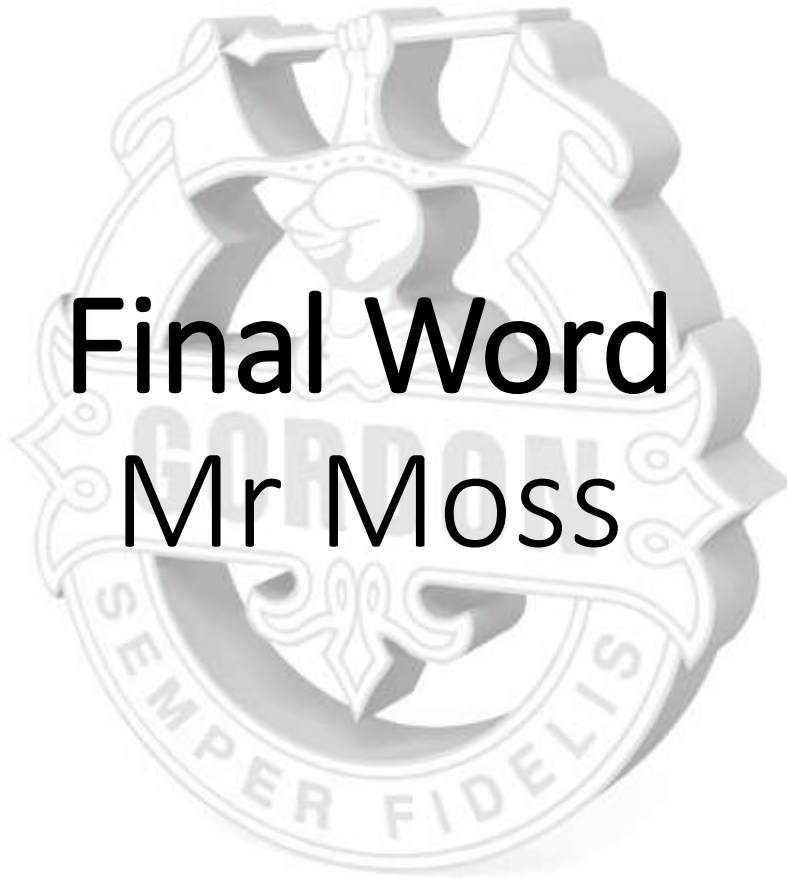
Inter-House



Parades & Blues

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





Final Word
Mr Moss



Balance

- Modern ideas



Traditional values

- Academic



Non-academic

- Challenge

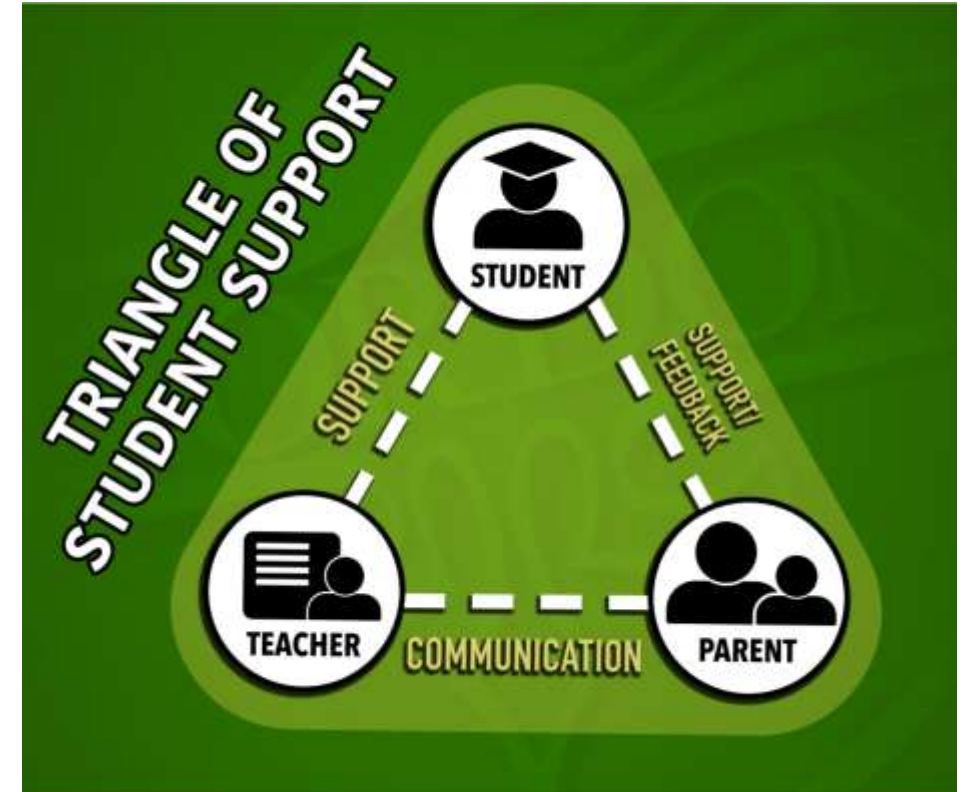


Support



'Happy Parents, Happy Students'

- '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.'
- **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
- 24-48 hours response time



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



