



Year 7 Parents' Evening

Welcome
Please take a seat

Ms Jacqueline Pierce
Assistant Head (Curriculum)





Our education philosophy

“We believe in abundant opportunities inside and outside the classroom for our students to discover their talents and interests.”





Nile Maths Block 2018





Sports Hall 2019





Reformed GCSE

- Challenge
- Decision Making
- Critical Thinking
- Problem-solving
- Literacy





Reformed GCSE

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U





New GCSE grading system

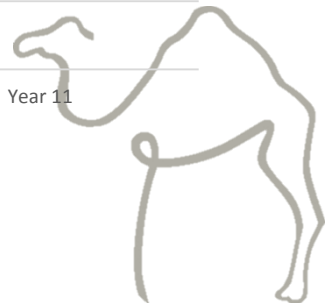
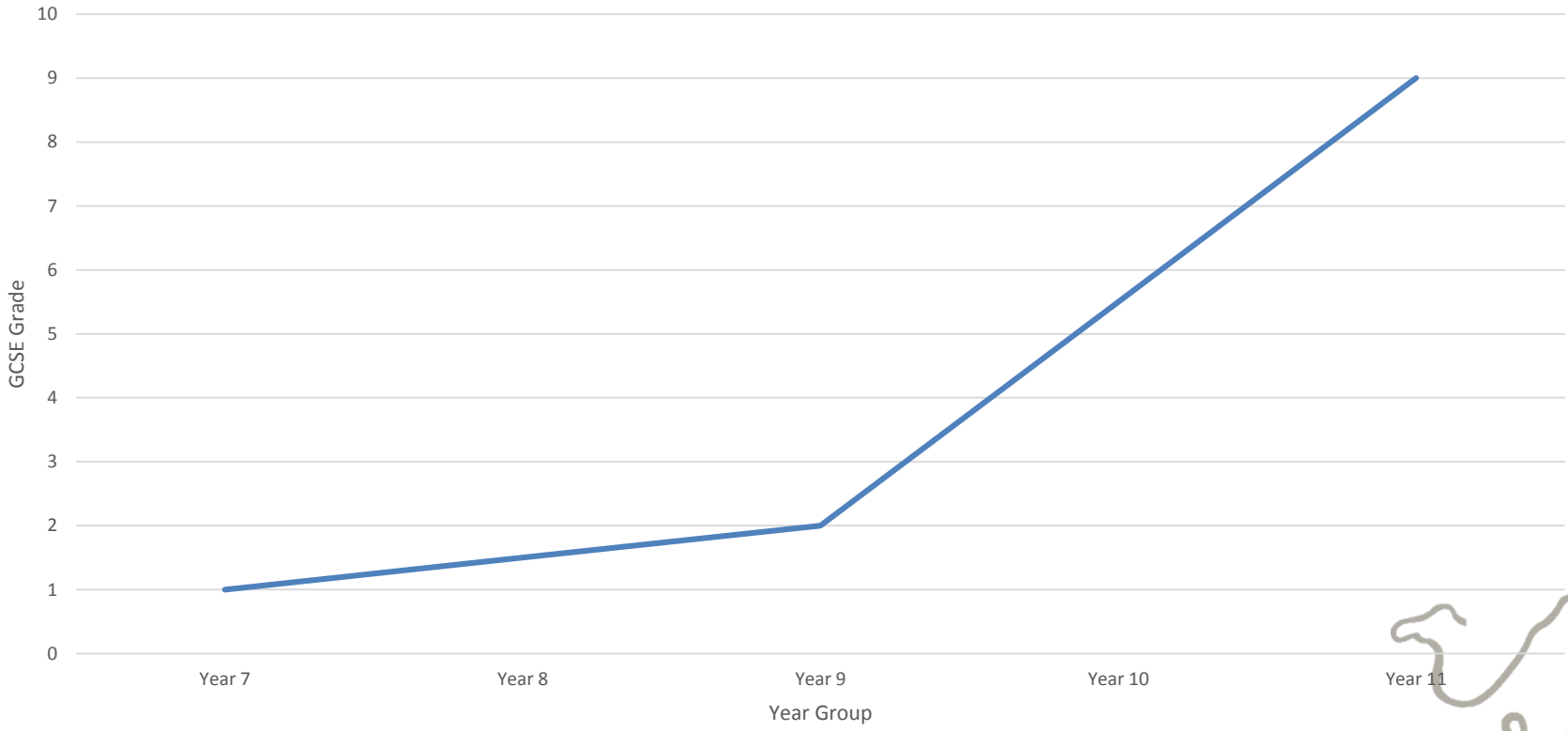
- 3 Flightpaths showing progression of attainment throughout Key Stage 3 and 4
- Students within every subject will still be targeted to reach grades in the top 10% nationally at the end of Year 11, with typically just over 50% of students doing so.
- **Linear**
- **Shallow**
- **Irregular**





Shallow

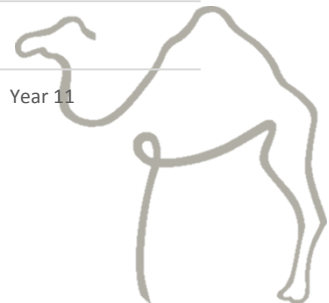
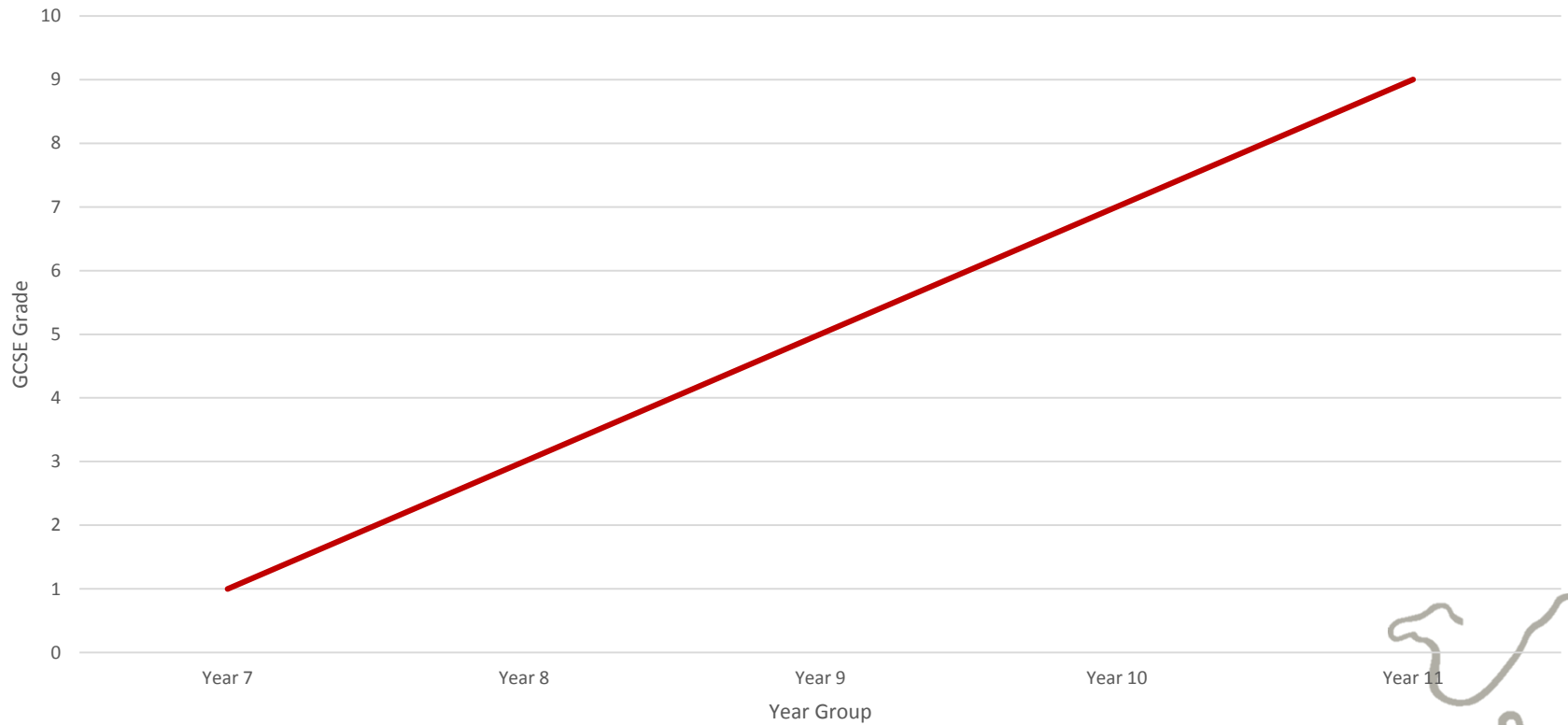
Shallow Flightpath





Linear

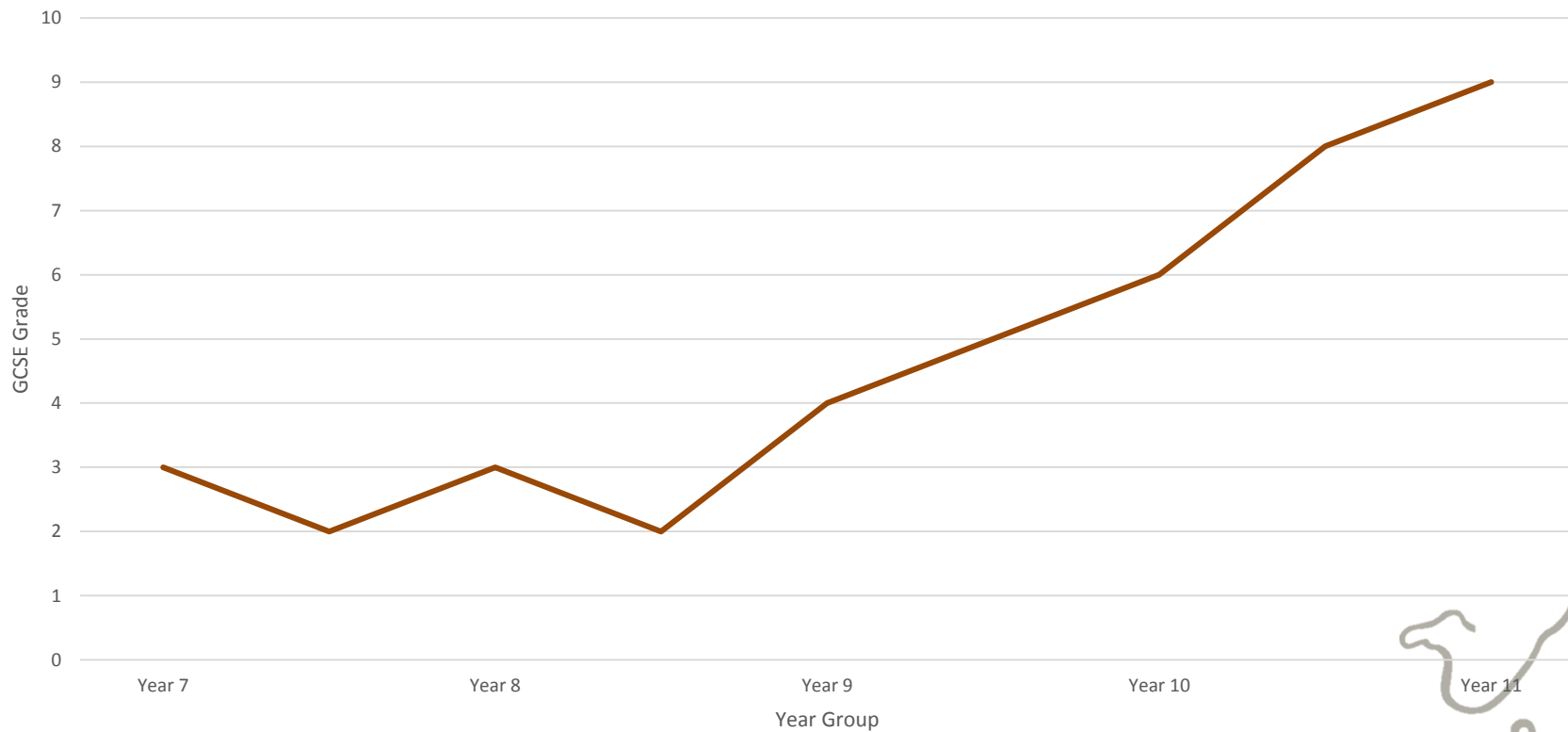
Linear Flightpath





Irregular

Irregular Flightpath





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 is king

- Bottom 20 Y11s for effort last year.
- Average effort grade **2.47** (some 3s)
- Average grade 5.7 (mostly Bs with some As)
- Top 20 Y11s
- Average effort grade **1.3** (probably no 3s)
- Average grade 6.7 (mostly A*s and As)





Our teaching philosophy

“Disciplined and organised, teachers are passionate about their subjects and put students first regardless of ability.”





Pedagogy and Practice

Guiding principles

1. There is no one way to teach good and outstanding lessons, as long as students are **engaged, challenged** and **know how to improve**.
2. Happy children learn best.
3. Staff are teachers of children rather than subjects.
4. All teaching should develop in students the requisite knowledge, skills, attributes and behaviours (character) for them to achieve well across any discipline.
5. There are no shortcuts and hard work is the key ingredient in success.





What can parents do to help?

- ✓ Keep in touch with school
- ✓ Check exercise books for quality of work and marking.
- ✓ Regularly discuss school and specific subjects.
- ✓ Encourage prep attendance and discourage over-reliance on IT
 - Encourage wider reading whenever possible, especially at weekends
- ✓ Look over the wall from time to time and discuss GCSES / career aspirations including University and / or employment.





Year 7 Curriculum – 30 periods per week

English	4
Maths	4
Science	4
Languages	4
Technology	2
Geography	2
History	2
ICT	1
RE	1
Music	1
Art & Design	1
Drama	1
PSHE	1
Games	2





Year 8 Curriculum – 30 periods per week

English	4
Maths	4
Science	4
Languages	4
Technology	1
Geography	2
History	2
ICT	1
RE	1
Music	1
Art & Design	2
Drama	1
PSHE	1
Games	3





Assessment, Recording & Reporting (ARR)

- Gordon's ARR Philosophy

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





Assessment & Recording

- Tri-Weekly assessments (ideally comment only) in each subject
- Half-termly Key Assessments at KS4 (pink)
 - Termly at KS3
- Marking for SPaG





Reporting

- At KS3, three reports per year providing increasingly comprehensive information
 - 1st term = Effort Grade (EG) and position in the year
 - 2nd term = EG and +/- progress indicator
 - 3rd term = Above + Working Grade 1-9 (WG), where they are now
- Target Grades (TG) are not issued at KS3



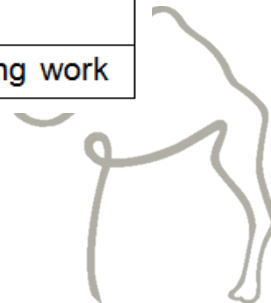


Reporting effort grades

Inside back cover – exercise books

Attribute	Key Competencies	Good performance standard
Courtesy	1) Group work	Ability to work well with others.
Integrity	2) Independent study	Ability to take responsibility for own learning e.g. to follow the 4Bs (brain, book, buddy, boss) and extend learning through personal research outside the classroom.
Integrity	3) Reflection	To be able to reflect honestly on progress, acting on advice and feedback.
Diligence	4) Attention to detail	Thorough completion of work. Conscientious. Pride taken in work e.g. date, title, underlining, capitals.
Diligence	5) Prep	Completion of prep in terms of effort, punctuality and quality.
Diligence	6) Organisation	Responsibly organise self, including correct equipment brought to lessons and being punctual.
Enthusiasm	7) Contribution	Willingness / confidence to volunteer in lessons, to become involved in discussions / tasks, to take risks. Eager for knowledge, asking searching questions.
Resilience	8) Focus	Capacity to concentrate on tasks, to avoid distractions and get to work with undue procrastination.
Resilience	9) Determination	Ability to deal with setbacks and cope with pressure and challenging work

Teachers provide feedback via + or -





Reporting key skills – Next Steps

Inside back cover – exercise books

Communication, numeracy or thinking skill	Explanation
Communication	Includes written and oral communication. The capacity to spell and punctuate successfully, using good sentence structure and well-developed vocabulary. The ability to articulate clearly and appropriately.
Numeracy	The ability to use and understand statistics and basic maths clearly and appropriately.
Remember	Recalling information. <i>E.g. Identify the main characters in 'Macbeth'...</i>
Understand	Explaining ideas or concepts. <i>E.g. Why does Lady Macbeth respond in that way?</i>
Apply	Using information in another familiar situation. <i>E.g. Can you predict how the Lady Macbeth will react when...?</i>
Analyse	Breaking information into parts to explore understandings and relationships. <i>E.g. How does Shakespeare present Lady Macbeth at this point...?</i>
Evaluate	Justifying a decision. <i>E.g. Explore the way Shakespeare presents Lady Macbeth across the play as a whole.</i>
Create	Creating a new product or point of view. <i>E.g. Compare Shakespeare's presentation of women in 'Macbeth' and one other play.</i>

Teachers provide feedback via #





Spelling , Punctuation & Grammar (SPaG)

SPaG marking codes 2016 - 17

Back cover – exercise books

Code	Explanation	Teacher marking	Student correction
//	Shows the point that a new paragraph should begin	"Where do you think you are going?" barked Mr Smith. // "To lunch" I replied.	"Where do you think you are going?" barked Mr Smith. "To lunch" I replied.
/	Shows the point that a new sentence should begin	It was a cold day / There was frost on the window.	It was a cold day. There was frost on the window.
C	Connecting word or phrase missed	C Mother told me to head up to my room unpack my things.	Mother told me to head up to my room and unpack my things
P	Error in punctuation	P Its great to be home.	It's great to be home.
SP	Spelling error	SP That won't be necessary.	That won't be necessary.
CP	Missed capital letter	CP My name is amy.	My name is Amy.
TE	Mistake made with tense	TE I went home and there is my letter.	I went home and there was my letter.
TS	Missed topic sentence	TS For example, it repeats the colour "red" which indicates danger.	There is an atmosphere of fear in the poem. For example, it repeats the colour "red" which indicates danger.
Λ	Missing word	All of a sudden, Λ was alone.	All of a sudden, I was alone.
V	Vocabulary error	V I ran slow.	I ran slowly.
?	Something not clear	? The man, who was old and wrinkly.	The man, who was old and wrinkly, followed me.
Dev	Develop idea/more explanation needed	The poem begins with a question which makes you think. ?	The poem begins with a question which makes you think about your view on the war.
Q	Insert quote or reference	Strong imagery is used to help the reader visualise the style="text-align: center;">Q horrors of war.	Strong imagery is used to help the reader visualise the horrors of war, for example, "an ecstasy of fumbling".



Homework

- Weekly 'mini audits'
- Supervised Prep runs 6pm to 7.30pm (Mon – Thurs)
- Prep runs on Friday 6pm – 7pm in the library

Year Group	Time
Key Stage 3	30 minutes per subject per day
Key Stage 4	45 minutes per subject per day
Key Stage 5	Yr. 12 - 6 hours per subject per week Yr. 13 – 8 hours per subject per week





Setting Philosophy

Fluid and Competitive

Maths

English

Science





The Core subjects and setting

We believe in setting.

We believe in sets being monitored.

Rationale for setting

- Students have an incentive to work hard.
- Puts competition into the students' 'mind-set'.
- Teachers can 'pitch' lessons appropriately.
- Reduces inappropriate peer pressure.





Uniform - FAQs

- Green hoodies may be worn under blazers to school but must be removed on arrival in houses
- Coats must be dark without obvious logos
- 'Blazers off' days & 'Hoodies on for marching'
- All sports kit must be Gordon's branded
- House hoodies are only worn for Saturday morning activities and Inter-House events
- No extremes of hair length or unnatural colour





Students are expected to represent the School and their House in fixtures and events. This takes priority over club representation.





Communication

Subject Based Concern:

1. **Subject Teacher**
2. Head of Department
3. Head of Key Stage 3
4. Assistant Head (Curriculum)
5. Deputy Head (Curriculum)





Communication

Pastoral Concern:

- 1. Form Tutor**
2. Head of House
3. Assistant Head (Pastoral)
4. Deputy Head (Pastoral)





SEN CONCERNS

I will be available until 7pm in Medway 2

