



GORDON'S SCHOOL

KEY STAGE 3 ACADEMIC GUIDE 2020 - 21



EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



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.

"Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent" Ofsted, 2017.

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KEY STAGE 3 CONTACTS

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Key Stage 3 Academic Performance Tutor: Mrs Tracey Mackenzie
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Key Stage 3 Form Tutors may be contacted via the school telephone number or school email address.

SENIOR LEADERSHIP TEAM

Head Teacher	Mr Andrew Moss	head@gordons.school
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Deputy Head Pastoral	Mr Robert Pavis	rpavis@gordons.school

BOARDING HOUSE CONTACT DETAILS

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HEAD OF DEPARTMENT CONTACT DETAILS

Art	Elizabeth Pankhurst	epankhurst@gordons.school
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RE	Fiona Lewis	flewis@gordons.school
Science	Simon Matthews	smatthews@gordons.school

TIMING OF THE SCHOOL DAY

Monday - Friday

Arrival	8.00am
Tutor Group/Assembly/Chapel	8.20am - 8.40am
Period 1	8.40am - 9.35am
Period 2	9.35am - 10.30am
Break	10.30am - 10.50am
Period 3	10.50am - 11.45am
Period 4	11.45am - 12.40pm
Lunch	12.40pm - 1.45pm
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	3.55pm - 4.55pm
Tea	5.00pm
Year 7 Prep	5.45pm - 6.45pm
Prep	6.00pm - 7.30pm

Library private study is open 7.30pm - 9.00pm Monday to Friday and for residential boarders on Sundays 7.30pm to 9.00pm. Day Boarders are strongly encouraged to stay for prep until 7.30pm Monday to Thursday and on Friday until 7.00pm.

INTRODUCTION

Gordon's is a non-selective, co-educational state boarding school. Our success is based on a rigorous academic curriculum; a boarding community with exceptional pastoral care; ceremony; a disciplined environment; abundant co-curricular opportunities and a Christian ethos.

We recognise that a good education is not just about outstanding examination results but involves encouraging young people to have high expectations of themselves and providing them with a wide range of opportunities to learn, participate, contribute and challenge themselves both inside and outside the classroom.

Academic qualifications on their own do not guarantee success or happiness. However, it is undeniably true that young people are given a far better chance in life if they do perform to the best of their abilities in their examinations. At Gordon's we believe in promoting deeper engagement in the diverse knowledge and skills specific to any discipline or academic subject to give our young people the best possible start in adult life and encourage lifelong learning.

Learning and intellectual development should be at the heart of everything we do at Gordon's. As students progress through school we should expect them to become increasingly engaged in learning about the world around them and how to think for themselves. With this in mind, we will seek ways to make thinking skills and other core skills a visible and conscious part of daily practice.

CURRICULUM 2020

September 2020 sees the introduction of our Curriculum 2020 reforms. These particularly affect Key Stages 3 and 5, however, there are some improvements at Key Stage 4 as well.

A two week timetable is being introduced to provide the flexibility necessary to ensure that more of our students are able to undertake their first choice GCSE options. This should ensure that students are on the right courses for their personal educational journey; allowing them to select subjects they are passionate about and in which they are best placed to succeed.

A two year lecture based programme is also being introduced so that students continue to receive a broad and balanced curriculum at Key Stage 4. This programme will introduce them to contemporary global issues as well as moral and philosophical ideas. These lectures and guest speakers will replace the existing Short Course in Religious Education currently undertaken in Years 9 and 10. Of course, GCSE Religious Education will remain as an option for students to select and religious themes will also be covered in our weekly Chapel services as well as in the Key Stage 4 PSHE programme.

The School is also embarking on its 'Thinking Schools' accreditation which embraces the key ideas of independent learning, problem-solving and challenge, both within and beyond the classroom. This initiative will provide students with the key skills needed to support their continued education as they move from GCSEs into A levels and on into post-18 education, training or into the world of work.

"It is clear that your school has equipped pupils to be successful thereafter, both in terms of their readiness for further study and in terms of their readiness to enter the world of work in due course." DFE

KEY STAGE 3 CURRICULUM

At Gordon's we believe in a broad and balanced curriculum with a focus on the traditional academic subjects. The composition and proportion of teaching time given to respective subjects is given overleaf.

SETTING

In the core subjects of English, Mathematics, Science and Modern Foreign Languages students are placed in sets. There are several reasons for this:

- It gives students the incentive to 'move up' a set, coupled with the knowledge that they will have to work hard to keep their place in a set.
- It allows students to be taught in an environment where their peers are broadly of similar ability meaning a less intimidating environment which we feel is ultimately conducive to learning.
- It allows teachers to broadly 'pitch a lesson' at an ability level that will resonate with the majority of students, of course, appropriate differentiation will be deployed as necessary.

In other subjects, students are predominantly taught in mixed ability classes, usually in their tutor group. Differentiation plays an important role in these lessons to enable all students to be appropriately challenged and to learn at a pace that suits them.

ASSESSMENT & REPORTING

Formative Assessment is at the heart of our Curriculum, with students at Key Stage 3 receiving feedback in lessons as well as 'Tri-Weekly' and 'Key Assessments' throughout the academic year in each subject. These events have several functions, not least to provide the student with feedback on their learning and to inform the 'next steps' in their learning.

Effective communication within the triangle of student, school and parent is important and this is why our reporting system takes the form it does. We believe in two fundamental principles:

- 'Little and often' is better than 'a lot and infrequent'
- Dialogue is better than large amounts of written narrative

These principles mean we report home three times a year at Key Stage 3.

1. The first report contains **effort grades only** for each subject. This allows parents to establish the approximate position of the student in the year group.
2. The second report contains **effort grades and progress indicators** for each subject. The progress indicators inform parents if expected progress is being made in each subject.
3. The third report contains a brief narrative from the Form Tutor and Head of House as well as **effort grades, progress indicators and a GCSE based attainment grade** for each subject.

Parents are actively encouraged to make contact with School whenever they wish and regular reporting helps this process.

SET CHANGE PROTOCOLS

INTRODUCTION

At Gordon's we believe in setting within the core subjects; English, Mathematics, Science and Modern Foreign Languages.

Students will, on occasions, move sets and the protocols for this are detailed below. As the professionals teaching students every day, we are in the best position to make judgements on the appropriateness of the set that a student should be in.

The School's reporting process provides indications of progress throughout the year and parents are encouraged to contact the School if they have concerns. However, set moves are predominantly based on end of year assessments and some students may move down a set as a result of such assessments without necessarily performing poorly or demonstrating significant concern during the year.

Set movements should not be viewed negatively and often a student is better served, certainly in the short term but perhaps longer, from moving down a set. Students through Key Stage 3 in particular, have the opportunity to move back up to the previous set.

ENGLISH

The English Department continually monitors all students' progress throughout the year through marking students' class work, prep work and assessments. During the year, the class teacher can recommend a student to the Head of Department for a set move to take place, who will then decide on an individual basis.

Formalised Year group assessments will take place at the beginning of the autumn term and then again at the beginning of the summer term. **These assessments are likely to influence initial set allocations and are also likely to lead to some set changes in preparation for the following September.** Parents will be informed of the dates of these assessments in advance.

For all set changes, parents will be informed via an email home.

MATHEMATICS

Formalised Year group assessments will take place at the end of the autumn term and then again at the end of the summer term. **These assessments are likely to lead to some set changes taking place; particularly in the summer term in preparation for the following September.** Parents will be informed of the dates of these assessments in advance.

For all set changes, parents will be informed via an email home.

SCIENCE

Formalised Year group assessments will take place at the end of the autumn term and then again at the end of the summer term. **The results of these assessments are used as a basis for re-setting.** Parents will be informed of the dates of these assessments in advance.

For all set changes, parents will be informed via an email home.

KEY STAGE 3 SUBJECT GUIDE

HEAD OF DEPARTMENT

Mrs E Pankhurst

epankhurst@gordons.school

YEAR 7

Autumn Term: Visual Elements

Students will learn the foundation skills for creating successful drawings and paintings. Draw a still life from observation and develop a range of tone, understanding how light shows a 3D form. Exploring texture and mark making on a range of objects, drawing from observation. Understanding colour theory and how it can be applied to create a mood or feeling.

Spring Term: Swarms and Hives

A project where all KS3 students work towards the same theme, producing a range of 2D and 3D outcomes to be put together in an exhibition called "Swarms and Hives" in the summer term. Year 7s will develop their observation skills into 3D work, and will create textured clay tiles based on the patterns on bugs and insects, exploring mark making and relief techniques. They will create a clay pot final piece, exploring shape, texture and colour.

Summer Term: Natural Forms

Lessons taught include drawing natural forms from observation, exploring shading and texture. Experimenting with ink to show texture through mark making with a range of tools. Learning how art can be placed in the environment and why composition and colour is important. Creating monoprints of natural forms focusing on shape and texture. Exploring and analysing the work of Angie Lewin. Understanding printing processes that require multiple layers and colours, creating a polytile print final piece.

YEAR 8

Autumn Term: Pop Art

Students are taught the history of Pop Art, exploring different artists and understanding how they were influenced by popular culture and current events to create their work. Students will develop observational drawing skills and apply a 'Pop Art style' to their work in a range of media. Students will create portraiture in the style of Roy Lichtenstein, exploring techniques such as Ben-Day dots and use text to create a comic book style piece. They will understand how scale and repetition of an image contributes to the idea of mass production and advertising of a popular product.

Spring Term: Swarms and Hives

Year 8s will contribute alongside Year 7s and 9s to the Swarms and Hives project, where they will explore contemporary artists' depictions of bugs and insects, using pen and ink to create more illustrative designs, before developing 3D wire outcomes. Pattern will be explored as zentangles and students will let their creativity unravel as they design their own insects. They will focus on shape, pattern and line to create unique 3D outcomes to hang together as a 'Swarm'.

Summer Term: Pattern and Culture

Students will learn about pattern in a range of cultures, such as Aboriginal, Native American, Indian Mandalas and contemporary Brazilian artwork. Students will take part in an Interior Design Challenge, understanding how pattern is used in creative industries to create unique brands and recognisable imagery. Through the design challenge, they will develop their skills working in groups, understanding how to delegate and lead a team to create a cohesive design responding to a given brief. Their pattern and design knowledge will be applied to create a new wallpaper and products for their given rooms. Final pattern designs will be created through printmaking methods.

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YEAR 9

Autumn Term: Portraiture & Identity

Students are taught how to analyse and draw the portrait working from grids and from direct observation, using the 5 seeing skills: proportion, shape, tone, line and the gestalt. Students will study a variety of stylised and expressive portraits from different times and genres, before creating a 2 dimensional, symbolic and personal portrait, focusing on line, pattern and colour.

Spring Term: Swarms and Hives

Year 9 will work collaboratively to design and make 3D hives, exploring origami, wire and modrock to create organic sculptures. Their understanding for colour, shape and pattern will be developed on photoshop and designs will be used to create large scale wallpapers inspired by Alexander McQueen and William Morris, sticking to the swarms and hives theme. Year 9s will work as curators and have marketing and advertising roles to promote their sculpture artwork that will be presented at the summer exhibition.

Summer Term: Places and Viewpoints

Students will begin by looking at artists who create their own maps of personal places, taking inspiration from contemporary artists who create maps in unique ways. They will develop their observational drawings looking at the architecture and structures around Gordon's School, and create their own abstract designs. Collage, mix media work taking inspiration from the artist Ian Murphy will enable students to develop further observational and drawing skills, before applying these designs to cardboard relief outcomes. Students will connect their work together with their peers and create a collaborative final outcome as a class.

DESIGN AND TECHNOLOGY & FOOD AND NUTRITION

HEAD OF TECHNOLOGY:

Miss K Nash
knash@gordons.school

HEAD OF FOOD & NUTRITION:

Mrs K Rentall
krentall@gordons.school

YEAR 7

Rotation 1

Food and Nutrition

Healthy Eating - including the nutrients and a balanced diet,
Basic Hygiene
Practical skills to use a variety of kitchen equipment safely

Rotation 2

ReFramed - Creative Strategies, Workshop Skills & Material Knowledge (timber based materials and polymers)

Rotation 3

Designers' Chairs - Influential Designers, Formal Drawing Techniques, CAD & Textiles

YEAR 8

Rotation 1

Food and Nutrition

Bacterial growth and keeping food safe
Food Science – understand gelatinisation, aeration and gluten formation
Farming and Fair Trade
Practical skills to evaluate food science

Rotation 2

Desktop Games - CAD/CAM (inc. 3D Printing), Workshop Skills (timbers, polymers)

Rotation 3

Pizza Cutter - Materials, Ergonomics & Anthropometrics, Prototyping

YEAR 9

Rotation 1

Food and Nutrition

Food hygiene and the law
Dietary diseases
Food choices
Practical Skills in preparation for GCSE

Rotation 2

Inclusive Salt & Pepper - Inclusive Design Simulation, Task Analysis & Prototyping

Rotation 3

LED Lamp - Workshop Skills (timbers, metals and polymers), Upcycling, Electronics

DRAMA

HEAD OF DEPARTMENT:

Miss K Moore

kmoore@gordons.school

YEAR 7

Autumn Term: *Improvisation and Non-Naturalistic Theatre*

- **Improvisation:** An introduction to working as an ensemble, drama skills and the exploration of character creativity
- **Non-Naturalistic Theatre:** An introduction to non-naturalistic techniques through a play text, in order to create stereotypes and sophisticated theatre that has a message.

Spring Term: *Scripted Unit and Script Writing*

- **Scripted Unit:** Developing an understanding of how to perform a script within a group. Create characters confidently using performance skills.
- **Script Writing:** Students understand how to write a script, create interesting plotlines and characters inspired by the world around them.

Summer Term: *Physical Theatre and Analysis of a play text*

- **Physical Theatre:** Exploration of genre. Use of physical communication skills individually as well as part of an ensemble to create meaning
- **Analysis of a play text:** Exploration of set text through the view of a performer, designer and director in practical and written assessment

YEAR 8

Autumn Term: *Improvisation and Live Theatre*

- **Improvisation:** Development of working as an ensemble, drama skills and the exploration of character creativity
- **Live Theatre:** Written analysis of live theatre. Analysis of the actors, designer and directorial decisions and their effect on an audience.

Spring Term: *Physical Theatre and War Horse*

- **Physical Theatre:** Exploration of genre. Use of physical communication skills individually as well as part of an ensemble to create meaning. Exploration of Frantic Assembly.
- **War Horse:** Physical exploration of character within a play text. Deeper exploration of vocal skills combined with non-verbal communication in order to create sophisticated theatre and believable characters

Summer Term: *Devised Theatre and Analysis of a play text*

- **Devised Theatre:** Students create an original piece of theatre within groups inspired by a thought provoking stimulus.
- **Analysis of a play text:** Exploration of set text through the view of a performer, designer and director in practical and written assessment

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YEAR 9

Autumn Term: *Improvisation and Live Theatre*

- **Improvisation:** Development of working as an ensemble, drama skills and the exploration of character creativity
- **Live Theatre:** Written analysis of live theatre. Analysis of the actors, designer and directorial decisions and their effect on an audience. Spring Term: Stanislavski and Brecht

Spring Term: *Stanislavski and Brecht*

- **Stanislavski:** Students will learn about the practitioner of Stanislavski and his style of theatre. They will explore the back story of characters and explore how to bring believable characters to life through his methodologies.
- **Brecht:** Students will learn about the practitioner Brecht and his style of theatre. They will explore political theatre and how contemporary issues and events can be explored and brought to life using his methodologies. Summer Term: Devised Theatre and Analysis of a play text

Summer Term: *Devised Theatre and Analysis of a play text*

- **Devised Theatre:** Students create an original piece of theatre within groups inspired by a thought provoking stimulus.
- **Analysis of a play text:** Exploration of set text through the view of a performer, designer and director in practical and written assessment

HEAD OF DEPARTMENT

Mr P Berry

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YEAR 7

Students begin the first half-term of the year by completing a transition unit and study 'Nature' poetry.

After this, students will study the following:

- Pre-20th Century Prose (e.g. *A Christmas Carol* by Charles Dickens, *The Call of the Wild* by Jack London).
- A modern novel (e.g. *The Wave* by Morton Rhue/ Todd Strasser, *Address Unknown* by Kathrine Kressmann Taylor, *Stone Cold* by Robert Swindells).
- The Representation of Childhood: a Scheme of Work that mixes fiction extracts with non-fiction texts with the common theme of childhood.
- Extracts from a Shakespeare play or another suitable play e.g. *Blood Brothers* by Willy Russell; *Unman, Withering and Zigo* by Giles Cooper; *The Terrible Fate of Humpty Dumpty* by David Calcutt.

NB: The choice of texts is dependent on the set.

YEAR 8

All students will study the following:

- A modern novel (e.g. *The Outsiders* by S.E. Hinton; *The Boy in the Striped Pyjamas* by John Boyne; *The Hobbit* by J.R.R. Tolkien, *Witch Child* by Celia Rees, *The Curious Incident of the Dog in the Night-time* by Mark Haddon)
- 'Finding My Voice' – Poetry on the Theme of Youth.
- Non-fiction work: A comparison between contemporary and 19th Century texts.
- A Shakespeare play e.g. *A Midsummer Night's Dream*; *Twelfth Night*; *The Taming of the Shrew*; *Richard III*; *The Tempest*.
- A modern novel

NB: The choice of texts is dependent on the set.

Continued on next page

YEAR 9

All students will study the following:

- A modern novel, e.g. *Of Mice and Men* by John Steinbeck; *To Kill a Mockingbird* by Harper Lee; *Lord of the Flies* by William Golding; *The Catcher in the Rye* by J.D. Salinger; *Heroes* by Robert Cormier.
- Poetry – Love Poetry or World War One Poetry.
- Creative Writing – short stories or *The Woman in Black*.
- Shakespearean/ Elizabethan Drama – *Much Ado About Nothing*, *Julius Caesar*, *Romeo and Juliet*, *Doctor Faustus*.
- Nineteenth Century Prose – *Sherlock Holmes* by Arthur Conan Doyle; *War of the Worlds* by H.G. Wells or other 19th Century novel appropriate for the set.
- Teacher's Choice: A dystopian novel e.g. *The Road* by Cormac McCarthy, a modern play e.g. *A View from the Bridge* by Arthur Miller. Duffy and Armitage poetry.

NB: The choice of texts is dependent on the set.

The following will also sit at the core of English study at Key Stage 3 in Years 7, 8 and 9.

- The word classes
- Common errors with homophones
- Different types of sentence structures
- Spellings, including a selection of those from the KS3 Spelling list
- Full range of punctuation
- Paragraphing skills
- Layout of a formal letter (including punctuation)
- Layout of speech (including punctuation)
- Figurative language (similes/ metaphors/ onomatopoeia/ alliteration/ personification/ repetition) including the spelling of these words
- Persuasive writing and speaking techniques (AFFOREST)
- Discourse markers
- Paragraph and sentence structure for effect
- Descriptive writing skills (sophisticated adjectives/ use of colours/ pathetic fallacy)
- Poetry analysis skills
- Unseen poetry analysis skills
- Effective annotation skills
- How to embed quotations effectively
- Use of PEE (point, evidence, explanation) when writing essays

GEOGRAPHY

HEAD OF DEPARTMENT

Mr P Schofield

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YEAR 7

Autumn Term:

- Passport to the World: Connections to the World and the United Kingdom
- Finding Your Way: Map skills

Spring Term:

- Extreme Environments: The frozen poles
- Off and running: Rivers in action

Summer Term:

- Settlement: A study of West End
- Investigating environmental issues

YEAR 8

Autumn Term:

- Restless Earth: Tectonic Activity
- Population and migration

Spring Term:

- Coastal geography
- Rising Superpowers: India and China

Summer Term:

- An in depth study of Japan
- Out in the field: Fieldwork Skills

YEAR 9

Autumn Term:

- Tropical Rainforests
- Contrasts in Development: Looking at developing countries and comparing with developed countries

Spring Term:

- Restless Earth; Weather and climate hazards
- Geography of Conflict

Summer Term:

- Cold Environments: Glaciation
- It's a Brand New World: The Globalisation of the Nation

HISTORY

HEAD OF DEPARTMENT

Miss K Fairweather

kfairweather@gordons.school

YEAR 7

Autumn Term 1:

- What Is History?
- Who was the first King of England?
- Life in Medieval England 1066-1500
- Villages
- Towns
- Medicine
- Crime

Autumn Term 2:

- Islamic Civilisations
- Monarchs that shaped our Nation
- The Tudors

Spring / Summer Term:

- The Native Americans

YEAR 8

Autumn Term 1:

- The Stuart Succession and causes of the English Civil War
- Oliver Cromwell, the Glorious Revolution and the power of Parliament

Autumn Term 2:

- The Long 19th Century How did British Society change?
- Science – From Witchcraft to Enlightenment
- Politics – From the French Revolution to the Settlement of Vienna
- Economics – From Agriculture to Industry

Spring Term:

- Britain's transatlantic slave trade: its effects and abolition
- The development of the British Empire in India
- The Scramble for Africa

Summer Term:

- Study on General Gordon and the history of the school
- American Civil War and Civil Rights

YEAR 9

Autumn Term 1:

- The First World War

Autumn Term 2:

- The Women's Suffrage Movement

Spring Term 1:

- The Causes of the Second World War

Spring Term 2:

- The Second World War

Summer Term 1:

- Genocide and Terrorism

Summer Term 2:

- The Emergence of proxy wars: Vietnam Case Study

COMPUTER SCIENCE

HEAD OF DEPARTMENT

Mr A Grace

agrace@gordons.school

SUBJECT LEADER

Mr J Sumsion

jsumsion@gordons.school

YEAR 7

Autumn Term:

- Induction to School Network and Web Quest
- Key Skills
- From Novice to Expert – Presentation Software
- From Novice to Expert – Desk Top Publishing Software

Spring Term:

- Key Skills
- From Novice to Expert – Spreadsheet Software
- Animal Rescue Centre - Spreadsheet Project
- Cyber Bullying/Stay Safe Online Graphics Project

YEAR 8

Autumn Term:

- Web Design and Using HTML
- E-Time Capsule Website

Spring Term:

- My Digital World
- Basic Python Programming

Summer Term:

- Promotional Video Project
- Dating Agency Database Project

YEAR 9

Autumn Term:

- How Does a Computer Work?
- Representation of Data in a Computer
- Graphics– How Does a Computer Work?

Spring Term:

- Programming with Micro Python
- Programming with BBC Micro:Bit

Summer Term:

- Python Programming Next Steps

HEAD OF DEPARTMENT

Mr M Eaden

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YEAR 7

- The Programme of Study is divided into **12 separate units** covering topics of *Number, Algebra, Geometry and Measures* and *Statistics*.
- Each unit is divided into separate **Teaching Objectives**. Students in the top two sets should cover all the objectives. However, those students in the bottom three sets may not cover all the objectives in full.
- Year 7 students are given two formal assessments each year. The 'Mid-Year Test' takes place towards the end of the Autumn Term and the 'End of Year Test' takes place towards the end of the Summer Term.

YEAR 8

- The Programme of Study is divided into **15 separate units** covering topics of *Number, Algebra, Geometry and Measures* and *Statistics*.
- Each unit is divided into separate **Teaching Objectives**. The 'Mid-Year Test' takes place towards the end of the Autumn Term and the 'End of Year Test' takes place towards the end of the Summer Term.
- Year 8 students are given two formal assessments each year. The 'Mid-Year Test' takes place during the first half of the Spring Term and the 'End of Year Test' takes place during the first half of the Summer Term.

YEAR 9

- The Programme of Study is divided into **4 separate sections**, according to which set students are in, covering topics of *Number, Algebra, Geometry and Measures and Statistics*.
- **Set 1 and 2** will cover topics at grades 4-6
- **Set 3 and 4** will cover topics at grades 2-5
- **Set 5 and 6** will cover topics at grades 1-3
- The curriculum is designed to challenge students but also provide a solid foundation upon which to build for GCSE.
- Year 9 students are given two formal assessments each year. The 'Mid-Year Test' takes place towards the end of the Autumn Term and the 'End of Year Test' takes place towards the end of the Summer Term.

MODERN FOREIGN LANGUAGES: FRENCH

HEAD OF DEPARTMENT

Mrs I Barnes

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YEAR 7

Autumn Term (3 x 4 week rotation across French, German & Spanish for all pupils):

Four week rotation:

- Introduction to French: general revision, age and number, dates, sounds
- Physical description
- Cultural awareness: Euro Disney, Versailles and Monet's gardens
- Food
- Sport

Spring term students will use Dynamo 1 course books to study:

- Talking about your family and yourself
- Likes and dislikes
- School in France and in the UK
- Hobbies in the French speaking world
- The weather and seasons
- Sport and leisure
- The present tense of regular and irregular verbs, adjectival place and agreements, negatives

Summer Term students will use Dynamo 1 course books to study:

- Animals
- Family
- Breakfast food
- Bastille Day
- Where you live
- Cafés in France
- Visit to Paris
- Possessive adjectives, partitive article, higher numbers, modal verbs and the near future tense

YEAR 8

Autumn Term students will use Dynamo 2 course books to study:

Module 1

- Holidays
- Activities
- Visit to a theme park (Parc Astérix an Futuroscope)
- A disastrous holiday and negatives
- Travelling in the French-speaking world
- Present perfect tense with the auxiliary être or avoir with regular and irregular past participles

Module 2

- Festivals and celebrations francophone countries. (Nice carnival, fête de la musique)
- Special days in France
- Buying food at a market
- Famous dishes from French speaking countries
- A school trip
- Christmas in France
- Present tense of regular re and ir verbs and the near future

Spring Term students will use Dynamo 2 course books to study:

Module 3

- Celebrities and TV programmes
- Digital technology
- Cinema
- Leisure activities
- Forming and answering a range of questions, negatives, using 3 tenses

Module 4

- Your region and where you live
- Helping at home
- Your routine
- Moving house or to a new region
- Pouvoir + infinitive, reflexive verbs, irregular adjectives, 3 tenses

Summer Term students will use Dynamo 2 course books to study:

Module 5

- Sport and opinion about sport
- Directions
- Modal verbs
- Injuries and illness
- Famous sport people from the French-speaking world
- Verbs + prepositions, comparative, the imperative, questions in the 3 tenses

YEAR 9

Autumn Term students will use Dynamo 3 course books to study:

Module 1

- Likes and dislikes
- Extra-curricular activities
- Friendship
- Birthday celebrations
- Fashion
- The present, the near future and present perfect tenses, reflexive verbs, verbs of opinion + infinitive or noun

Module 2

- Earning money
- Project for the future
- Future career
- Imagining the future
- Profile of a French-speaking inventor
- Modal verbs, the simple future tense, questions in 3 tenses

Spring Term students will use Dynamo 3 course books to study:

Module 3

- Musical taste
- Talking about the past
- Comparing your primary and secondary schools
- Interviewing young refugees
- Direct object pronouns, the imperfect tense, comparative

Module 4

- Food
- Eating habits: reasons for being a vegetarian, vegan or not
- Animals and the natural world
- Plastic and the environment
- Changing the world
- Negatives, superlative, the conditional tense

Summer Term students will use Dynamo 3 course books to study:

Module 5

- Countries you would like to visit
- Impressive sites and monuments
- Visiting a French-speaking country
- Going round the world
- Discovering francophone artists
- Complex grammar with 7 tenses

Examination skills:

- Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills.

MODERN FOREIGN LANGUAGES - GERMAN

HEAD OF DEPARTMENT

Mr S Depoix

sdepoix@gordons.school

YEAR 7

Autumn Term (3 x 4 week rotation across French, German & Spanish for all pupils):

Autumn Term (6 week rotation):

- Greetings and numbers
- Giving your age and where you live
- The alphabet, spelling words
- Months of the Year
- Birthdays
- Basic verb endings, basics about German nouns – genders, capital letter etc

Spring Term (6 week rotation):

After Feb Half term:

- School subjects
- Expressing opinions and using link words
- Telling the time
- Days of the week and months
- What you eat and drink and wear at school
- Present tense verbs

Summer Term:

- Family and friends
- Appearance and character
- Pets and noun plurals
- Link words and longer sentences
- Talking about sport and free time
- Using adverbs of frequency
- Using “man kann”

YEAR 8

Autumn Term:

- Revision of Year 7 learning
- Saying where you live
- Describing your house and your room
- Using the dative case and dative prepositions
- Describing how your room used to be
- My town – facilities and what one can do
- Buying food and drink
- Talking about future holiday plans

Spring Term:

- Echo 2
- Using the simple past tense – talking about a holiday using ‘war’
- Using the simple past tense
- Talking about a holiday – using the perfect tense
- Shopping
- Ordering in a café
- Pocket Money

Summer Term:

- Television viewing habits
- Describing trips
- Using 12-hour clock
- Modal verbs

Continued on next page

YEAR 9

Autumn Term:

- Revision of Year 8 work
- Parts of the body
- Using possessive adjectives
- Healthy living fitness

Spring Term:

- Making and accepting invitations, using “well”
- Clothing and issues for young people
- Talking about your daily routine

Summer Term:

- Talking about the future
- Using separable verbs
- Learning about a German city
- Writing an account in all 3 tenses
- Preparing for GCSE

Examination skills:

- Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills.

MODERN FOREIGN LANGUAGES - SPANISH

HEAD OF DEPARTMENT

Mrs J Quinlan

jquinlan@gordons.school

YEAR 7

Autumn Term (3 x 4 week rotation across French, German & Spanish for all pupils):

Autumn Term:

- Greetings and Introductions
- Alphabet and numbers 1 – 31
- Describing self and others
- Siblings and family
- Pets

Spring Term:

- Free time
- Weather
- Sports
- School subjects
- Opinions and subjects
- Describing school
- Talking about activities at break

Summer Term:

- Family
- Describing physical characteristics
- Describing where live
- Talk about what there is to do in area
- Food – at the cafeteria
- Future plans

YEAR 8

Autumn Term:

- Holidays
- Describing a past holiday
- Technology – mobile phones
- Music
- Television
- Describing a day in the past

Spring Term:

- Food and opinions
- At the restaurant
- Making future plans
- Film and cinema
- Making excuses
- Clothes

Summer Term:

- Describing a home
- Comparisons
- Describing activities
- Combining verb tenses

YEAR 9

Autumn Term:

- Describing likes and dislikes
- Free time activities
- Film, cinema and future tense
- Talking about celebrations
- Famous people
- Jobs and future work plans
- Future plans
- Describing jobs

Spring Term:

- Food and diet
- Healthy living
- Daily routine
- Health
- Children's rights
- Fair trade
- Recycling and environment
- How towns have changed

Summer Term:

- Meeting and greeting people
- Idiomatic expressions
- Buying souvenirs
- Making future plans

Examination skills:

- Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills.

HEAD OF DEPARTMENT

Mrs R Brazendale

rbrazendale@gordons.school

YEAR 7

Autumn Term 1:

- *Building Blocks of Melody*: A project designed to unpick how a melody is created, how to describe and recognise a melodic shape aurally and for students to develop their own melody writing skills.

Autumn Term 2:

- *Feel the Beat*: Rhythm and pulse will be investigated and merged with melody to create new pieces of music along with music reading skills.

Spring Term 1:

- *Introduction to Keyboards*: A project designed to enable all students to reach a reasonable standard of competence on the electric keyboard, thus equipping them with the skills they will need for the rest of the year.

Spring Term 2:

- *Chinese Music*: Students are introduced to the characteristics of Chinese Music, including playing some Chinese instruments.

Summer Term 1 and 2:

- *Samba Drumming*: Students are introduced to the characteristics of Samba drumming and create a group performance.
- *Ukuleles*: Students have the opportunity to learn the ukulele and to build it into creative class performances.

YEAR 8

Autumn Term 1:

- *Zombie Nations Variations*: Students investigate different ways of creating variations in music, using both standard procedures and their own ideas. They may use music software to record, edit and refine their ideas or their own instruments.

Autumn Term 2:

- *African Music*: Students are introduced to the music of Africa through listening, performing and composing. They learn the features and devices that characterise African music and compose a group performance using these features.

Spring Term 1 and 2:

- *Blues*: Developing improvisation skills and allowing students to understand the importance of the slave trade on the change in musical styles. Students also learn the feature and devices common to Blues music and compose a piece in pairs or small groups that use these features.

Summer Term 1:

- *Classical Pop*: Students look at the common musical features between Pop music and music of the Classical Period, with particular reference to harmony. They compose a piece focusing on these features.

Summer Term 2:

- *Horror Music*: A performance and composition project based on Grieg's 'In the Hall of the Mountain King'.

Continued on next page

YEAR 9

Autumn Term 1:

- *Protest Song*: Exploring the history of music used as protest. This topic is a cross-curricular project with Drama.

Autumn Term 2:

- *Reggae Music*: Understanding the role of reggae music in society, through performing, composing and listening. Students will use music software to sequence a performance of 'Hammer' by Bob Marley and also contribute to a group performance of 'I'm Yours' by Jason M'raz.

Autumn Term 2:

- *Music and Conflict*: A cross curricular project with English, Art and History looking at Music written for or inspired by war and conflict.

Spring Term 1 and 2:

- *Film Music*: Students are given the opportunity to compose two contrasting pieces of music for film, and to realise how the action on screen can be reflected by musical decisions and learn to play a famous film theme.

Summer Term 1 and 2:

- *Musical Futures*: A group work project where each group selects their own song to prepare and perform by the end of the course.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

HEAD OF DEPARTMENT

Miss A Hutchings

ahutchings@gordons.school

YEAR 7

Autumn Term:

- Self-Science: understanding yourself, success and character
- Relationships (bullying - cyber bullying)
- Personal Safety (including; firework safety and online safety)
- Puberty

Spring Term:

- Character Report
- Careers
- Identity
- Dementia Friends
- Mental Health and Wellbeing

Summer Term:

- Politics
- Human Rights and Responsibilities
- Personal Finance: Budgeting

YEAR 8

Autumn Term:

- Self-Science (resilience and growth mindset)
- Bullying and the impact on wellbeing
- Online safety (protecting yourself online)

Spring Term:

- Relationships and links to mental health
- Careers
- Anti-Smoking campaigns
- Character Report

Summer Term:

- Personal finance
- Citizenship: British values
- Equality and Diversity
- Crime and Punishment

YEAR 9

Autumn Term:

- Character (Growth mindset, success and wellbeing)
- Bullying (relationships and mental health)
- Entrepreneurship
- Personal Finance

Spring Term:

- Online Safety
- Health and Wellbeing
- First Give Philanthropy Project
- Character Report

Summer Term:

- Careers: CV writing and mock job application
- Drugs and Alcohol Education
- Basic First Aid

PHYSICAL EDUCATION

HEAD OF DEPARTMENT

Mr P King

pdking@gordons.school

In Key Stage 3, every pupil will have x1 games lesson and x1 non-games lesson per week.

GAMES (x12 lessons per term)

Autumn Term

Boys: Rugby

Girls: Hockey

Spring Term

Boys: Football

Girls: Netball

Summer Term

Boys: Cricket

Girls: Cricket

CORE LESSONS (x4 lessons per activity)

Autumn Term

Boys: Gymnastics, Swimming, Rowing

Girls: Dance, HRE, Football

Spring Term

Boys: Cross Country, HRE, Hockey

Girls: Swimming, Gymnastics, Rugby

Summer Term

Boys: Athletics

Girls: Athletics

PLEASE NOTE: some activities are likely to change once the Sports Hall becomes available, and will then include badminton and table tennis.

RELIGIOUS EDUCATION

HEAD OF DEPARTMENT

Mrs F Lewis

flewis@gordons.school

YEAR 7

Autumn Term

- How is the Bible relevant to Christians today?
- Why is Jesus' incarnation so important to Christians?

Spring Term

- How does the life and death of Muhammad still influence Muslims today?
- How is self-discipline reflected in the everyday life of a Muslim?
- How do Muslims worship Allah?

Summer Term

- How do Jews and Sikhs worship God?
- What are the similarities and differences between and within these religions?

YEAR 8

Autumn Term

- Do our actions influence our future?
- What is karma and how does it impact on future lives? (Hinduism)
- How do Buddhists apply Siddhatta's teachings about suffering to their everyday lives?

Spring Term

- Is Jesus who he said he was?
- How do Christians remember the last week of Jesus' life?
- Why is Jesus' resurrection so important to Christians?

Summer Term

- Greek Philosophers
- Philosophy: Does God exist?
- How are religious beliefs expressed through the creative arts?
- Spiritual Arts competition.

YEAR 9

Autumn Term

- Philosophy: Does God exist?
- How was the Universe created?
- Ethics: Is genetic engineering morally acceptable?

Spring Term

- Ethics: Human Rights and Social Justice

Summer Term

- Religious identity.
- Ethics: Prejudice and discrimination.

SCIENCE

HEAD OF DEPARTMENT

Mr S Matthews

smatthews@gordons.school

KEY STAGE 3 COORDINATOR

Miss C Copeman

ccopeman@gordons.school

Science is taught with specialist lessons in Biology, Chemistry and Physics.

YEAR 7

Biology:

- Cells
- **December Assessment**
- Structure and function of body systems
- Reproduction
- **Summer Assessment**

Chemistry:

- Particles
- **December Assessment**
- Chemical Reactions
- Acids and Alkalis
- Rocks & the Structure of the Earth
- **Summer Assessment**

Physics:

- Energy & Particles
- **December Assessment**
- Space
- Forces & Pressure
- Electricity
- **Summer Assessment**

YEAR 8

Biology:

- Health & lifestyle
- **December Assessment**
- Ecosystem processes
- Adaptation and inheritance
- **Summer Assessment**

Chemistry:

- Atoms, Elements & Compounds
- **December Assessment**
- Combustion and Reactivity
- The Earth and materials
- **Summer Assessment**

Physics:

- Heat & Kinetic Theory
- **December Assessment**
- Sound
- Light
- Electromagnetism
- **Summer Assessment**

Continued on next page

In Y9 students finish their KS3 journey and, following the December assessment, begin work on GCSEs. The Y9 work is common to both Combined ("Double") Science and the Separate ("Triple") Science courses: which route students follow will be determined following the Summer Assessment at the end of Y9.

YEAR 9

Biology:

- New Technology
- **December Assessment**

GCSE Course:

- Cells & Transport
- Cell Division & Stem Cells
- Organisation & the Digestive System
- **Summer Assessment**

Chemistry:

- Chemical Equations
- New Technology
- **December Assessment**

GCSE Course:

- Atomic Structure
- The Periodic Table
- Crude Oil
- The Earth's Atmosphere
- **Summer Assessment**

Physics:

- Engines & Mechanics
- **December Assessment**

GCSE Course:

- Thermal Physics & Particles
- Energy Transfers
- **Summer Assessment**

KEY STAGE 3 CURRICULUM GUIDE

ADVICE, INFORMATION AND GUIDANCE TO STUDENTS: MINIMUM REQUIRED

All students will have in their books / folders as a minimum:

1. Curriculum Content page.
2. Evidence of spelling corrections in the back of their books/folders.

A GRADE HIGHER: TARGET SETTING, TRACKING AND INTERVENTION

At Gordon's all students aim high and do well but we want them to do even better. Monitoring and intervention within subjects is first and foremost the responsibility of the subject teacher.

Target grades: Students at Key Stage 3 are not issued with target grades. This is because we believe in the importance of a rounded and enjoyable education for students at this age. Once students reach Key Stages 4 and 5 they will be working closely with target grades and we feel that this is soon enough. Whilst in Key Stage 3, therefore, students should focus on developing the skills and understanding within subjects that will support their studies as they move through the school.

ASSESSMENT, RECORDING AND REPORTING (ARR) ASSESSMENT

Students will be assessed according to the demands of each subject. At the start of each year students will generally be given guidance and an outline of the assessment schedule for each subject. Some subjects may also do regular spelling, vocab or knowledge tests.

Interim marking moments

Interim marking moments are teacher assessed, formative assessments which occur between the deep marking moments, to provide students with additional next steps advice.

Deep marking moments


In accordance with individual Department Marking Policies, there will be regular deep marking moments, called Key Assessments, which will consist of substantial exam-style assessments at Key Stages 4 and 5, with KS3 being equally substantial but more varied to suit the needs of individual subject specialisms.

Key Assessments

These assessment events will provide students with:

- Feedback on their performance in the assessment
- Next steps advice to take forward into future lessons and the next assessment.

Key Assessment Guidance - KS3

- A Key Assessment mark is not necessarily a Working Grade.
- Next steps advice should be useful i.e. refer to improvement required.
- Students must have an identifying annotation in their book /file: 

RECORDING

Effort grades within marking

Staff may also offer an effort grade ranging from 1 – 5 that accompanies these interim and deep marking moments. These numbers are attributed as follows:

1 = Outstanding
2 = Very good
3 = Good, but occasionally inconsistent
4 = Cause for concern
5 = Unacceptable

Closing the Feedback Loop

Responding to Next Steps Advice



In accordance with individual Department Marking Policies, each department will ensure their interim and deep marking moments will offer some relevant and specific **'Next Step Advice'**. Students will need to respond to these by writing their improvements in purple pen. All staff and students will be provided with these pens. The teacher will need to then acknowledge that the improvement has been made by the student and acknowledge this by either stamping, initialing or writing 'feedback loop' closed. Therefore, each assessment is marked and reviewed. Failure to respond to the next steps advice will result in a detention as it is failure to complete a set prep or classwork task.

SPECIAL NOTE ON LITERACY

Marking to improve literacy is a whole-school initiative and an expectation of all staff. The minimum expectation is not that teachers mark all work for SPaG (Spelling, Punctuation and Grammar), but that significant pieces of extended writing, including interim and deep marking moments, will be marked for 'literacy'. When marking for SPaG the codes below should always be used to ensure consistency.

Focus	Symbol	Explanation
Spelling	<u> </u> P	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.

- SPaG marking will occur, as a minimum, in pieces of extended writing such as Tri-weekly and Key Assessments.
- Typically, teachers will correct no more than 3 mistakes of the same type in a piece of work.
- Students are to correct SPaG errors, particularly spelling mistakes, in the back of their books/ folders.
- Word level mistakes are generally identified by applying the code above the mistake.
- Sentence and paragraph level mistakes are generally marked at the point within the sentence where the error has occurred.

REPORTING

Reporting is termly at Key Stages 3. The philosophy of report writing at Gordon's is based on two fundamental beliefs. First, that students and parents are best served by a 'little and often' approach so that concerns can be raised in a timely fashion and second that the most effective way of supporting students and parents is through oral dialogue, not lengthy reports. Reporting is, therefore, largely grade based at Key Stage 3, apart from international full reports which are grade based and include narrative feedback. Reports are electronically sent home with the exception of the narrative end of year reports which are posted.

REPORTING SCHEDULE

TYPE OF REPORT	FREQUENCY	CONTENT
Progress Report	Termly	Grade based information <ul style="list-style-type: none">• Effort Grade in Terms 1-3• Progress indicator in Terms 2-3• Working Grade in Term 3
International Full Report	Once per Year in the Spring Term	Designed, primarily, to 'bridge the gap' that exists because parents who live overseas cannot attend Parents' Evenings.
End of Year Report	Once per year in the Summer Term	Grade based information Student character statement Head of House narrative Tutor narrative

In all reports the accompanying letter from the Deputy Head Curriculum encourages parents to make contact with either the appropriate Head of Department or Head of House should there be any concerns either in individual subjects or across the Curriculum. This message is reiterated at Parents' Information Evenings at the beginning of the year.

Definitions of various grades that are awarded to students:

- **Effort grade** - The grade reflects how hard a student is working. It is not a reflection of academic ability or performance. Teachers have discretion on awarding effort grades but clearly should not penalise students who are less able in a subject.
- **Working grade** - The GCSE based grade that a student is currently working at. The grade will be based on student performance over time and be separate from effort. Key Assessments will help inform the grade but will not be the sole basis of the grade.
- **Progress Indicator** - This puts a student's progress into context as follows:
 - + Greater than expected progress is currently being made.
 - = Expected progress is currently being made.
 - Less than expected progress is currently being made.

At Key Stage 3, progress is measured using the GCSE 9-1 grading structure, with staff awarding 'actual' GCSE grades to students across all KS3 year groups. For your information, these grades begin at the lowest end of the GCSE spectrum and incorporate 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+.

This system allows us to offer students a clear journey from Year 7 to 11. Whilst those students targeted to achieve lower GCSE grades may begin at the lower end of this GCSE 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.

REPORTING EFFORT GRADES

Effort Grade	Grade Descriptors
1	Outstanding
2	Very Good
3	Good but occasionally inconsistent
4	Cause for Concern
5	Unacceptable

Teachers may make use of the following character strengths when considering how to allocate effort grades to students:

Character	Behaviour	Good Performance Standard
Courtesy	Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss)
Integrity	Prep	Handing in well-presented homework on time and preparing for the next lesson.
Diligence	Attention to detail	Being punctual, bringing the correct equipment and taking pride in work e.g. correctly referenced evidence, clear titles and sub-headings, accurate facts and dates.
Enthusiasm	Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Resilience	Response to feedback	Showing the determination to respond positively to feedback and then acting upon it.

REPORTING COMMUNICATION, NUMERACY AND THINKING SKILLS

At Key Stage 3, if the subject teacher feels that there is a cause for concern and they feel it is appropriate they may highlight one or more communication, numeracy or thinking skills to guide parents and form the basis of future discussion.

	Explanation
Communication	Includes written and oral communication. To spell and punctuate successfully, using good sentence structure and well-developed vocab. The ability to articulate clearly and appropriately.
Numeracy and Problem Solving	The ability to use and understand statistics and basic maths clearly and appropriately.
Remember	Recalling information e.g. Identify the main characters in 'Macbeth'.
Understand	Explaining ideas or concepts e.g. Why does Lady Macbeth respond in that way?
Apply	Using information in another familiar situation e.g. Predict how Lady Macbeth will react when...?
Analyse	Breaking information into parts to explore understandings and relationships e.g. How does Shakespeare present Lady Macbeth at this point...?
Evaluate	Justifying a decision e.g. How far do you agree with the view that Lady Macbeth is the true villain of the play?
Create	Creating a new product or point of view e.g. Compare Shakespeare's presentation of women in 'Macbeth' and one other play.

REPORTING CHARACTER STRENGTHS - STUDENT SELF-REFLECTION

End of year reports will include a student statement on character strengths and perceived areas for development. Students will identify their character strengths and what they would like to develop during PSHE lessons. Heads of House will refer to these when writing their comments.

ATTENDANCE

All students will register their arrival at school in the morning using a biometric reader. Tutors will take a mark book-register in tutor time and outside Chapel/assembly at 8.20am.

Teachers will use Lesson Monitor in SIMS to record all students in all lessons. Students arriving more than a minute after the start of lessons 1, 3 & 5 will be marked late (L), unless they offer a valid reason.

- Students are expected to attend all registration sessions and all lessons on time.
- If a student arrives after 8.20am, they must still sign in but it will be recorded as 'Late'.
- If a student is unwell, their parents must contact the school regarding absence from all or part of the day.
- The parents of any student missing a registration session will be contacted by the Attendance Officer if notice has not been received within an hour of the registration session closing.
- If a student arrives after a registration session, they must sign in to the School Office.
- If a student leaves the school premises at any time during the school day, they must sign out from the School Office and sign back in again when they return.
- Any student who misses any lesson outside the registration sessions must report to the School Office to explain their absence. Unauthorised Absences will be recorded and followed up by Heads of Houses and Tutors and will be referred to the Deputy Head (Pastoral).

CAREERS AND WORK RELATED LEARNING

Gordon's School is committed to ensuring that all our students receive effective, independent and impartial careers guidance.

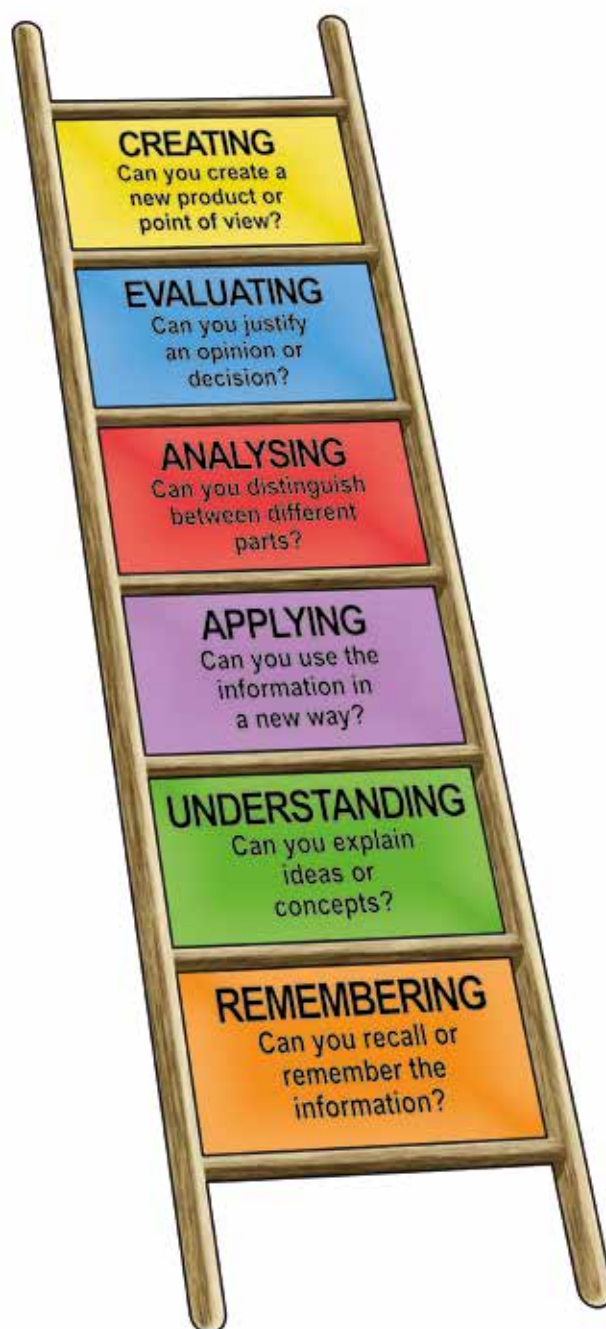
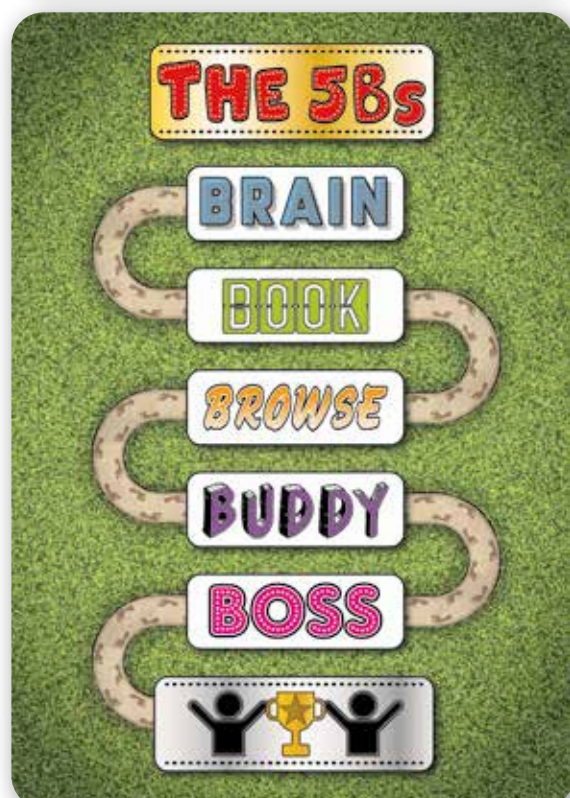
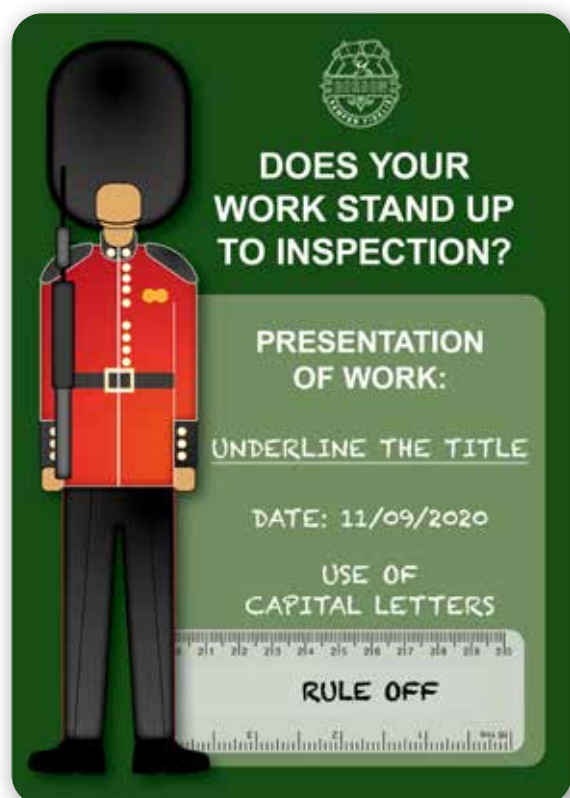
Gordon's students will take part in a holistic education whereby they will have access to excellent academic opportunities and at the same time be fully prepared for work and life.

The aim of Careers and work related learning at Gordon's is to guide students towards a career which is going to inspire them and equip them with the skills, qualifications and experience they need to achieve those aspirations. We want students to be ready for the world of work – whatever form that might take.

Students have access to Independent Careers Advice, interviews and group sessions where they can speak with a careers professional in order to help them make positive choices for the future. Part of this guidance may involve completing psychometric tests so that students can better understand themselves and where their strengths might lie, as well as giving more advice on non-university options such as apprenticeships and vocational courses.

CLASSROOM PROTOCOLS FOR STUDENTS

- Students must enter the building and classroom in an orderly manner
- No scarves, gloves or hats
- Top buttons fastened and shirts tucked in
- Diaries and/or devices to be placed unobtrusively on desks at the start of the lesson
- Students will not be released early to reach the next lesson
- Orderly dismissal – silence, chairs under, blazers on
- Students must not call out answers without elicitation and talk must be relevant to the task
- Teachers may use a seating plan in lessons which students are expected to adhere to



HONOURS PROGRAMME

The Gordon's Honours Programme seeks to promote and capture good character and moral virtues, rewarding service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities in and outside the school.

Full details can be found on the school website.

INDEPENDENT LEARNING

PREP

At Key Stage 3, staff will aim to set 30 minutes worth of work each time prep is scheduled for their subject. Next-day prep is acceptable and sometimes necessary. Persistent failure to complete prep and/or the regular production of work not compatible with a student's ability is likely to result in a sanction.

Continued non-compliance is likely to result in a referral to the Deputy Head Curriculum.

STUDY SKILLS

At the start of each academic year, all students in KS3 will participate in a Study Skills programme delivered by the company Positively Mad. Information about these sessions and the ongoing Study Skills programme at Gordon's is available on the school website.

WIDER READING

Reading has been proved to be one of the biggest, if not the biggest, factors influencing academic success. Subjects will do all they can to encourage students to read around their subject and foster their curiosity and thirst to continually learn. In support of this, the Library has a subject specific wider reading section; subject teachers will encourage these books to be read, refer to them whenever possible and ask the Librarian to order new books annually.

In the evenings, students who have finished their prep are strongly recommended to read until 7.30pm.

REWARDS AND SANCTIONS

Behaviour		Reward	Behaviour		Sanction
Outstanding contribution to school life	5	Colours, Honours, Annual Prizes	Refusal, repeated disruption or high-level offence	5	Immediate referral to the School Office
Effort grade average in top 25% / Full Pages	4	Certificate / letter home (Head)	Continued disruption	4	School Detention
Excellent contribution and effort	3	Postcard sent home (HoD / HoH)	Repeated or increased disruption	3	Remove from room for 5 minutes
Good contribution and effort	2	Good Comment or Stamp in Diary	Repeated disruption	2	Bad comment in diary
Helpful, attentive and polite	1	Verbal Praise	Talking / low-level disruption	1	Verbal reprimand
Level			Level		

SUPER CURRICULUM PROGRAMME

By invitation/application

The Scholars Programme is part of the more widely available Super Curriculum and involves a commitment from certain students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the Scholars Programme or may seek to join through their own initiative.

Students on the Scholars Programme will complete a series of tasks and attend a range of events which will enhance their academic experience and fine tune their wider critical thinking skills. As part of their scholarship journey, students should draw on the extensive Super Curriculum programme, including the numerous Academic Pursuits available within the wider co-curricular programme. This could include attending Evening Lectures or Insight Talks, Chemistry Olympiad, participating in Debating or MUN (Model United Nations), reading extensively around a subject or competing in a national competition.

KEY DATES FOR ACADEMIC YEAR 2020-21

AUTUMN TERM 2020

INSET - Wednesday 2nd September 2020
INSET - Thursday 3rd September 2020
New Residential Boarders Arrive - Thursday 3rd September 2020 (between 4pm and 5pm)
INSET - Friday 4th September 2020
Y12 Residential Boarders Arrive - Friday 4th September 2020 between (10am and 12pm)
New Student Induction Day (Y7-10) - Friday 4th September 2020 (9.30am)
New Student Induction Day (Y12) - Friday 4th September 2020 (12.30pm)
First Day of Term - Monday 7th September 2020
PARADE - Sunday 20th September 2020
EXEAT - Friday 25th at 3.35 pm / Saturday 26th / Sunday 27th September 2020
PARADE - Sunday 18th October 2020
Half Term Begins (1½ weeks) - Wednesday 21st October 2020 (3.35pm)
Inset - Monday 2nd November 2020
Lessons Resume - Tuesday 3rd November 2020
PARADE - Sunday 8th November 2020
EXEAT - Friday 27th at 3.35 pm / Saturday 28th / Sunday 29th November 2020
Last Day of Term - Thursday 17th December 2020 (12.40pm)

SPRING TERM 2021

INSET - Wednesday 6th January 2021
First Day of Term - Thursday 7th January 2021
MEMORIAL WEEKEND - Saturday 23rd / Sunday 24th January 2021
EXEAT - Friday 29th (3.35pm) / Saturday 30th / Sunday 31st January 2021
PARADE - Sunday 7th February 2021
Half Term Begins (1 week) - Friday 12th February 2021 (3.35pm)
EXEAT - Friday 12th (3.35pm) / Saturday 13th / Sunday 14th March 2021
PARADE - Sunday 21st March 2021
Last Day of Term - Wednesday 31st March 2021 (12.40pm)

SUMMER TERM 2021

First Day of Term - Monday 19th April 2021
EXEAT - Friday 30th April 2021 (3.35pm) / Saturday 1st / Sunday 2nd May 2021
Public Holiday - Monday 3rd May 2021
Half Term Begins (1 week) - Friday 28th May 2021 (3.35pm)
PARADE & FUN DAY - Saturday 12th June 2021
EXEAT - Friday 25th (3.35pm) / Saturday 26th / Sunday 27th June 2021
Annual Parade & Prize Giving - Saturday 3rd July 2021 (2pm)
Last Day of Term - Saturday 3rd July 2021 after the Annual Parade
First Day of the Autumn Term - Monday 6th September 2021

KEY DATES FOR ACADEMIC YEAR 2021-22

AUTUMN TERM 2021

INSET - Wednesday 1st September 2021

INSET - Thursday 2nd September 2021

New Y7-12 Residential Boarders AND all returning Y12 Boarders arrive - Thursday 2nd September 2021 (between 4pm and 5pm)

New Student Induction Day (Y7-10) - Friday 3rd September 2021 (8.40am - 3.35pm)

New Student Induction Day (Y12) - Friday 3rd September 2021 (8.40am - 1.30pm)

First Day of Term - Monday 6th September 2021

PARADE - Sunday 19th September 2021

EXEAT - Saturday 25th September and Sunday 29th September 2021

HARVEST PARADE - Sunday 17th October 2021

Half Term begins (1.5 weeks) - Wednesday 20th October 2021 (at 3.35pm)

INSET - Monday 1st November 2021

Lessons Resume - Tuesday 2nd November 2021

REMEMBRANCE PARADE - Sunday 14th November 2021

EXEAT - Saturday 27th November and Sunday 28th November 2021

Last Day of Term - Thursday 16th December 2021 (at 12.40pm)

SPRING TERM 2022

INSET - Tuesday 4th January 2022

First Day of Term - Tuesday 5th January 2022

WHITEHALL PARADE - Saturday 22nd January 2022

Guildford Cathedral Service - Sunday 23rd January 2022

EXEAT - Saturday 29th January and Sunday 30th January 2022

Half Term Begins (1 week) - Friday 11th February 2022 (at 3.35pm)

PARADE - Sunday 27th February 2022

EXEAT - Saturday 12th March and Sunday 13th March 2022

PARADE - Sunday 27th March 2022

Last Day of Term - Thursday 31st March 2022 (at 12.40pm)

SUMMER TERM 2022

INSET - Tuesday 19th April 2022

First Day of Term - Wednesday 20th April 2022

EXEAT - Saturday 30th April and Sunday 1st May 2022

Public Holiday - Monday 2nd May 2022

Half Term Begins (1 week) - Friday 27th May 2022 (at 3.35pm)

PATRON'S PARADE - Saturday 11th June 2022

Annual Inspection and Prize Giving - Saturday 2nd July 2022 (at 2pm)

Last Day of Term - Saturday 2nd July 2022 (after Annual Parade and Prize Giving)



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