



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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PE	Paul King	pking@gordons.school
RE	Fiona Lewis	flewis@gordons.school
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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.

KEY STAGE 3
SUBJECT GUIDE

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.

"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

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.

In Key Stage 3, we have increased teaching of English and mathematics by one lesson a week and there is now one lesson of English and mathematics every day of the week. We have also added Mandarin as a new subject.

In Key Stage 4, a two year lecture based programme is also being introduced so that students continue to receive a broad and balanced curriculum. 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.

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 below.

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 regular deep marking moments throughout the academic year in each subject. These marking moments have several functions, not least to provide the student with feedback 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 based on their effort.
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.

Curriculum 2020-21 – School Curriculum Allocation

Key Stage 3

	Lessons	%
English	10	16.67
Maths	10	16.67
Science	9	15
Languages	6	10
History	3	5
Geography	3	5
Computing	2	3.33
RE	2	3.33
Art	2	3.33
Design Technology	2	3.33
Food Technology	1	1.67
Drama	2	3.33
Music	2	3.3
Games	4	6.67
PSHE	2	3.33
Total	60 (per fortnight)	100%

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.

HEAD OF DEPARTMENT

Mrs E Pankhurst

e pankhurst@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: 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. Understanding 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.

Summer Term: Swarms and Hives

A new and exciting 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". Year 7s will develop their observation skills into 3D work, and will create textured clay tiles based on honeycombs, exploring mark making and relief techniques. They will create a clay coil pot 'honeypot' final piece, exploring shape, texture and colour, taking influence from traditional honeypots and geometric honeycombs. They will explore the work of ceramicists and artists that focus on texture and colour.

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. Using popular logos and advertisements to create cropped collages in the style of Peter Blake. 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: Pattern and Culture

Students will learn about pattern in a range of cultures, such as Aboriginal, Native American, Indian Mandalas and contemporary Brazilian artwork. They will develop and refine their drawing, painting and printmaking skills to create collaborative artworks on a larger scale. 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.

Summer 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'.

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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: 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.

Summer Term: Swarms and Hives

Year 9 will continue to work collaboratively to design and make 3D hives, exploring origami, wire and modrock to create organic sculptures. They will study and take inspiration from Steampunk artists to give their own insects a robotic structure. 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.

DESIGN AND TECHNOLOGY & FOOD AND NUTRITION

HEAD OF TECHNOLOGY:

Miss K Klavenes
kklavenes@gordons.school

HEAD OF FOOD & NUTRITION:

Mrs K Rentall
krentall@gordons.school

YEAR 7

Rotation 1

Cooking and Nutrition - Healthy Eating, Nutrients, Basic Hygiene, Use of the Kitchen Equipment, Practical skills

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

Cooking and Nutrition - Bacterial growth, Food Science, Farming, Practical Skills

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

Cooking and Nutrition - Food Hygiene, Dietary Diseases, Food Choice, Practical Skills

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: *Evacuees*

- An introduction to working as an ensemble, drama skills and the exploration of topics/issues.
- **Melodrama:** An introduction to exaggerated characterisation and vocal and physical skills. Exploration of different performance genres.

Spring Term: *Miguel and the Aliens*

- Developing improvisation and characterisation skills. Development of drama techniques.
- **Gloom Manor:** Creation of mood and atmosphere. Use of theatre technology. Devising and group work skills.

Summer Term: *Silent Movies*

- Exploration of genre. Use of physical communication skills. Understanding and application of slapstick and comedy.
- **Page to Stage:** Exploration of scripted extracts. Understanding how to translate scripted work into performance work.

YEAR 8

Autumn Term: *The Stones*

- Exploration of a play text. Understanding how to interpret character and scenario practically. Exploration of the issue of crime and punishment.
- **Bullying:** Exploration of the issue of bullying. Students develop devising and group work skills and explore how to structure and apply techniques to their drama to create impact on an audience.

Spring Term: *Mask*

- Developing physical characterisation and storytelling skills through use of plain and trestle masks.
- **Playwriting:** Developing storytelling and playwriting skills. Students will explore how to create character, tension, mood and story through writing and developing scripted work.

Summer Term: *Heroes*

- Development and creation of character on stage through exploration of a range of people who might be considered to be "heroes". Students' use of communication skills and vocal and physical characterisation will be developed.
- **The Night Circus:** Development of physical theatre and stylised performance skills. Creation of heightened character and collaborative work.

Continued on next page

YEAR 9

Autumn Term: *The Gina Monologues*

- Development of characterisation and performance skills. Students explore further drama techniques and consider how drama impacts on an audience.
- **Abstract and Stylised Theatre:** Students will explore a range of non-naturalistic and stylised performance techniques. Devising and collaborative skills will be honed throughout.

Spring Term: *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.
- **Characterisation:** This scheme of work is largely text based. Students will learn skills for developing heightened and naturalistic characters, interpreting script and approaches to physical and vocal characterisation.

Summer Term: *Mugged*

- Study the play, including exploration of characterisation techniques, including Stanislavkian approaches to a role as well as developing ensemble and more stylised approaches to interpreting script.
- **Homelessness:** Study the issue of homelessness. Students will develop skills in creating work that has the response of the audience at its forefront, exploring how structure and storytelling devices, as well as stage technology, can be used to create work with dramatic impact.

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, Wittering 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

pschofield@gordons.school

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:

- Our Local Environment: 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

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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

MATHEMATICS

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 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 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**. 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 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** will cover topics at grades 4-6
- **Set 2 and 3** will cover topics at grades 3-5
- **Set 4** will cover topics at grades 2-4
- **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 during the first half of the Spring Term and the 'End of Year Test' takes place during the first half of the Summer Term.

MODERN FOREIGN LANGUAGES: FRENCH

HEAD OF DEPARTMENT

Miss M Cottam

mcottam@gordons.school

YEAR 7

Six week rotation:

- Revision of KS2 French including greetings, giving and receiving personal information
- Genders
- Avoir and être
- Food and –er verbs
- Sport with –ir and –re verbs
- Clothes, colours and adjectival agreement
- Cultural awareness

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

- Describing your family
- Colours and Pets
- Physical descriptions
- Personality
- Talking about your town/village using il y a/ il n'y a pas
- Giving directions
- Talking about where you go using à + the definitive article
- Asking someone to go somewhere using vouloir + infinitive
- Saying what you can do in town using pouvoir + infinitive

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

- Talking about holidays
- Talking about getting ready to go out using reflexive verbs
- Talking about holiday plans using the near future
- Talking about their dream holiday using je voudrais + infinitive
- Understand more complex language about Animals
- Understand more complex language about Poetry
- Understand more complex language about Art

YEAR 8

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

Unit 1

- Talking about television using –er verbs
- Talking about films using avoir and être
- Talking about reading using –ir and –re verbs
- Talking about the internet using aller and faire
- Talking about what you did last night using regular –er verbs in the passé composé

Unit 2

- Saying what you did using regular –ir and –re verbs in the passé composé
- Saying when you did things using common irregular verbs in the passé composé
- Understanding written information about attractions giving opinion and using c'était
- Saying how you travelled using the perfect tense with être
- Asking questions in the passé composé

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

Unit 3

- Talking about personality using adjectival agreement
- Talking about relationships using reflexive verbs
- Giving opinions about the type of music you like
- Talking about clothes using the near future tense
- Talking about your passion using 3 tenses

Unit 4

- Describing where you live using comparative adjectives
- Describing your home using prepositions
- Talking about meals using boire and prendre
- Discussing what to buy using il faut
- Talking about an event using 3 tenses

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

Unit 5

- Talking about talent and ambition using infinitives + vouloir
- Encouraging and persuading using pouvoir and devoir
- The imperative
- Superlatives and comparatives

Unit 6

- World geography and French speaking countries
- Sciences
- The French revolution

Extra

- Unit based on Space to revise and contextualise language learned in Year 8.

YEAR 9

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

Unit 1

- Talking about social media using the present tense
- Giving opinions using direct object pronouns
- Arranging to go out using the near future tense
- Describing a date using the passé composé
- Describing a music event using 3 tenses

Unit 2

- Learning the parts of the body
- Talking about sport using il faut
- Learning about healthy eating using the future tense
- Making plans to keep fit
- Describing levels of fitness using 3 tenses

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

Unit 3

- Describing jobs
- Talking about learning languages using modal verbs
- Saying what you used to do using the imperfect tense
- Discussing your future plans and your past
- Talking about your job using a range of tenses.

Unit 4

- Discussing holidays asking questions with inversion
- Imagining adventure holidays using the conditional
- Talking about what you would take on holiday using reflexive verbs
- Describing what happened on holiday
- Visiting a tourist attraction using emphatic pronouns

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

Unit 5

- Discussing what you are allowed to do using expressions with avoir
- Explaining what is important to you using direct object pronouns
- Talking about what you buy using si clauses
- Describing what makes you happy using complex structures

Extra

- Unit based on the film *Les Choristes* to revise and contextualise language learned in Year 9.

MODERN FOREIGN LANGUAGES - GERMAN

HEAD OF DEPARTMENT

Mr S Depoix

sdepoix@gordons.school

YEAR 7

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 linkwords
- 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 freetime
- 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

MODERN FOREIGN LANGUAGES - SPANISH

HEAD OF DEPARTMENT

Mrs J Quinlan

jquinlan@gordons.school

YEAR 7

Autumn Term:

- Greetings and Introductions
- Alphabet and numbers 1 – 100
- Pencil case items
- Days of the week and months
- Classroom items

Spring Term:

- School subjects
- Describing teachers
- Opinions and subjects
- School day
- School food
- Family
- Pets
- Describing others

Summer Term:

- Where you live
- Describing your house
- Daily routine
- Sports
- Hobbies
- Leisure

YEAR 8

Autumn Term:

- Hobbies
- Sports
- Telling the time
- Near future tense
- Describing your town
- Giving directions
- Making plans
- Weather

Spring Term:

- TV and Film
- Film reviews
- Making plans
- Technology
- Describing a past holiday
- Accommodation
- Saying what you did on holiday

Summer Term:

- Clothing
- Uniform
- Fashion style
- Going shopping
- South American culture
- Music

Continued on next page

YEAR 9

Autumn Term:

- Describing a past holiday
- Accommodation
- Holiday activities
- Family
- Relationships
- Free time
- Future plans
- Daily routine

Spring Term:

- Food
- Diet
- Sports
- Healthy living
- Subjects
- School routine
- School description
- Uniform
- Careers

Summer Term:

- House
- Town
- Environment

Examination skills:

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

KS3 Trip:

- A KS3 trip to Barcelona will be offered during enrichment week for Year 9 students.

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:

- *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:

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

Summer Term:

- *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:

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

Spring Term:

- *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.
- *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:

- *Arts Award*: Students are given the opportunity to write up Unit A of the Arts Award Bronze qualification using skills learnt during the year as evidence.
- *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.

Continued on next page

YEAR 9

Autumn Term 1:

- *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

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

- 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.
- Religious prejudice and discrimination.

HEAD OF DEPARTMENT

Mr S Matthews

smatthews@gordons.school

KEY STAGE 3 COORDINATOR

Miss C Copeman

ccopeman@gordons.school

YEAR 7

Rotation 1:

- Sound
- Mixtures and Separation
- Cells Tissues Organs and Systems
- Acids and Alkalis
- Exam and setting

Rotation 2:

- Muscles and Bones
- Reproduction
- Particle Model
- Energy
- Current electricity
- Forces
- Atoms, elements and molecules
- Ecosystems
- Resetting exam covering topics from Y7 rotation 2

YEAR 8

Rotation 1:

- Unicellular Organisms
- Rocks
- Light
- Energy Transfer
- Setting exam covering topics from Y8 rotation 1

Rotation 2:

- Food and Nutrition
- Plant Reproduction
- Breathing and Respiration
- Combustion
- Periodic Table
- Metals and Uses
- Fluids
- Gravity and Space

YEAR 9

Rotation 1:

- Reactivity
- Genetics and Evolution

Rotation 2:

- Forcefield and Electromagnetism
- Plant Growth
- Making Materials
- Forces and Motion
- Revision
- Y9 End of KS3 science exams covering all material from Y7, Y8 and Y9 – setting for Y10/11 GCSE courses

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	_____ 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.

- SPaG marking will occur, as a minimum, in pieces of extended writing such as interim or deep marking moments.
 - 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

REPORTING: CHARACTER STRENGTHS

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

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 on desks (Y7-11)
- Students must 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
- All teachers must have a seating plan which they can evidence at any time.

INDEPENDENT LEARNING

BRAIN

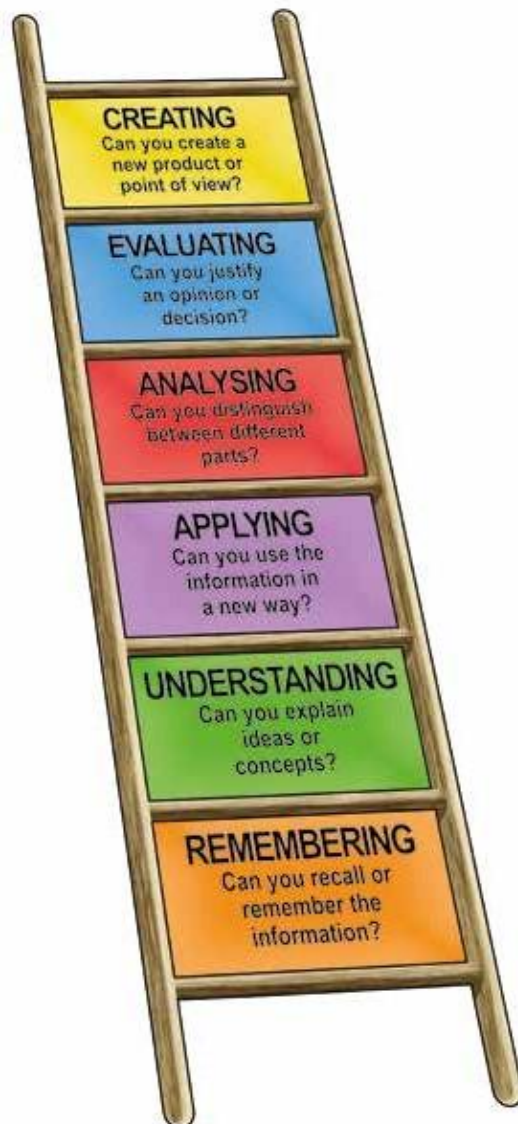
BOOK

BROWSE

BUDDY

BOSS

Does your work stand up to inspection?
Presentation of Work...
Underline the Title
Date: **15/10/2019**
USE OF CAPITAL LETTERS
Rule off



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 of prep per timetabled subject, per day. 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
Outstanding contribution to school life	5	Colours, Honours, Annual Prizes
Effort grade average in top 25% / Full Pages	4	Certificate / letter home (Head)
Excellent contribution and effort	3	Postcard sent home (HoD / HoH)
Good contribution and effort	2	Good Comment or Stamp in Diary
Helpful, attentive and polite	1	Verbal Praise
Level		

Behaviour		Sanction
Refusal, repeated disruption or high-level offence	5	Immediate referral to the School Office
Continued disruption	4	School Detention
Repeated or increased disruption	3	Remove from room for 5 minutes
Repeated disruption	2	Bad comment in diary
Talking / low-level disruption	1	Verbal reprimand
Level		

SUPER CURRICULUM: SCHOLARS 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 Residential Boarders arrive - Thursday 2nd September 2021 between 4.00pm and 5.00pm
Inset - Friday 3rd September 2021
New Student Induction Day (Y7-10) - Friday 3rd September 2021 at 8.40am - 3.35pm
New Student Induction Day (Y12) - Friday 3rd September 2021 at 8.40am - 1.30pm
First Day of Term - Monday 6th September 2021
Parade - Sunday 19th September 2021
Exeat - Friday 24th September at 3.35 pm / Saturday 25th September / Sunday 26th September 2021
Parade - Sunday 17th October 2021
Half Term Begins (1½ weeks) - Wednesday 20th October 2021 at 3.35 pm
Inset - Monday 1st November 2021
Lessons Resume - Tuesday 2nd November 2021
Parade - Sunday 14th November 2021
Exeat - Friday 26th November at 3.35 pm / Saturday 27th November / Sunday 28th November 2021
Last Day of Term - Thursday 16th December 2021 at 12.40 pm

SPRING TERM 2022

Inset - Tuesday 4th January 2022
First Day of Term - Wednesday 5th January 2022
Memorial Weekend - Saturday 22nd / Sunday 23rd January 2022
Exeat - Friday 28th January at 3.35 pm / Saturday 29th January / Sunday 30th January 2022
Half Term Begins (1 week) - Friday 11th February 2022 at 3.35 pm
Parade - Sunday 27th February 2022
Exeat - Friday 11th March at 3.35 pm / Saturday 12th March / Sunday 13th March 2022
Parade - Sunday 27th March 2022
Last Day of Term - Thursday 31st March 2022 at 12.40 pm

SUMMER TERM 2022

Inset Day - Tuesday 19th April 2022
First Day of Term - Wednesday 20th April 2022
Exeat - Friday 29th April at 3.35 pm / Saturday 30th April / Sunday 1st May 2022
Public Holiday - Monday 2nd May 2022
Half Term Begins (1 week) - Friday 27th May 2022 at 3.35 pm
Parade & Fun Day - Saturday 11th June 2022
Annual Parade & Prize Giving - Saturday 2nd July 2022 at 2pm
Last Day of Term - Saturday 2nd July 2022 after the Annual Parade & Prize Giving



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