



# Welcome Year 10/11

## Parents' Information Evening

Tonight's aims are for you to leave with a better understanding of:

1. Recent and future developments
2. How we work
3. Expectations
4. Student routines
5. Student support, care & guidance

*This slideshow will be emailed home after this presentation*





# Developments







# Nile Maths Block 2018







# Sports Hall 2019





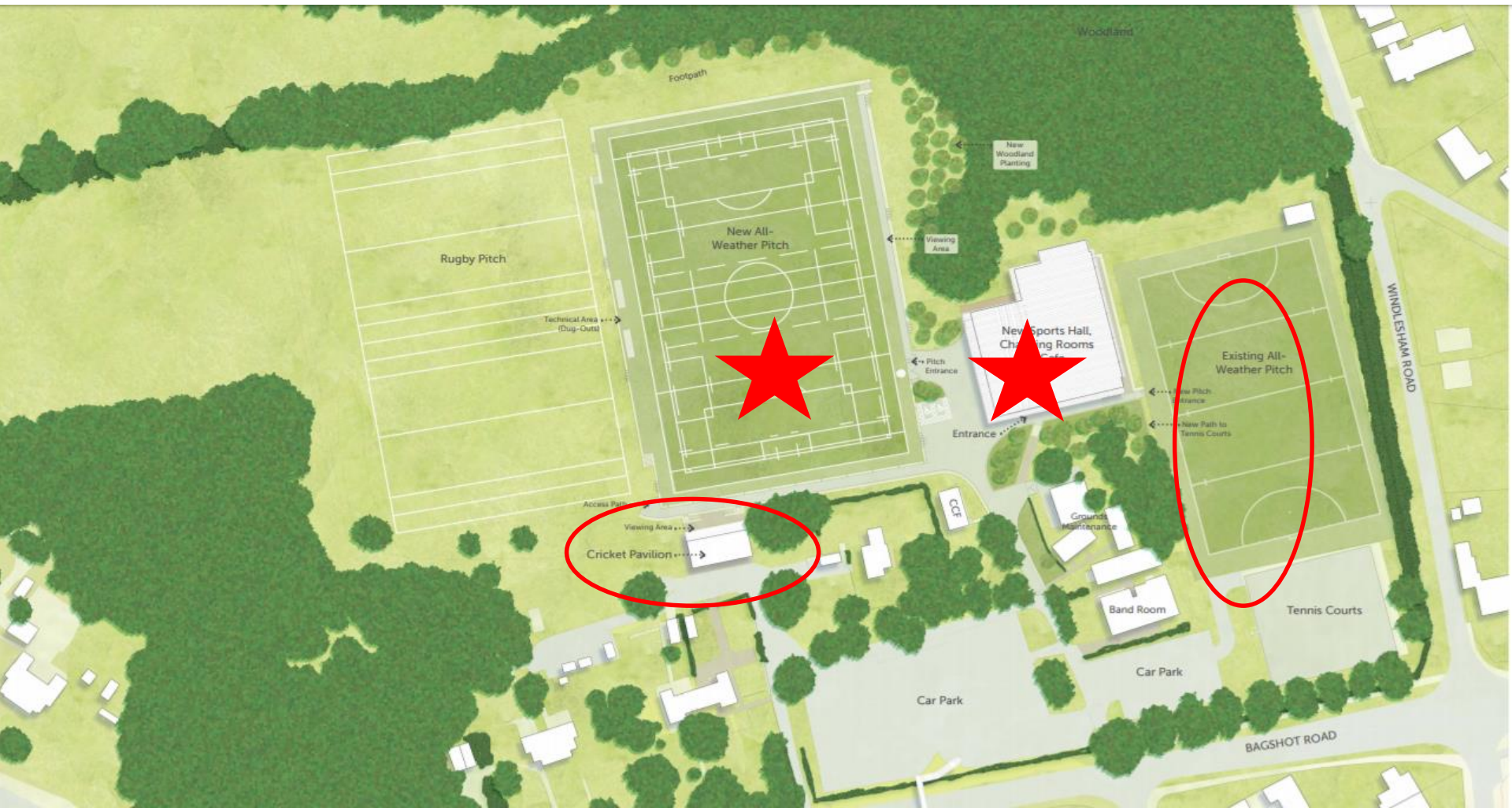
# Inside







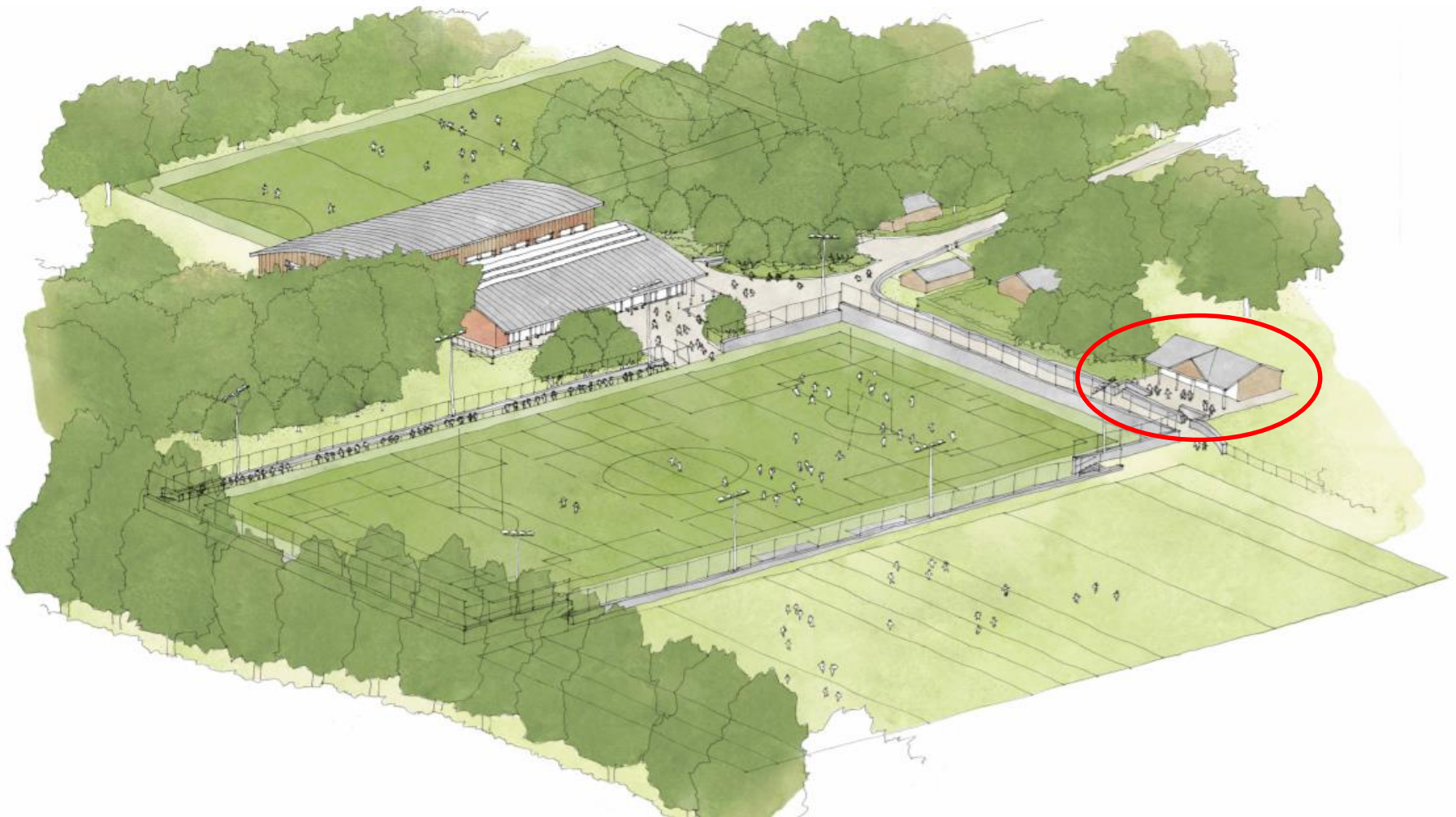
# Location







# Aerial View





## Other developments

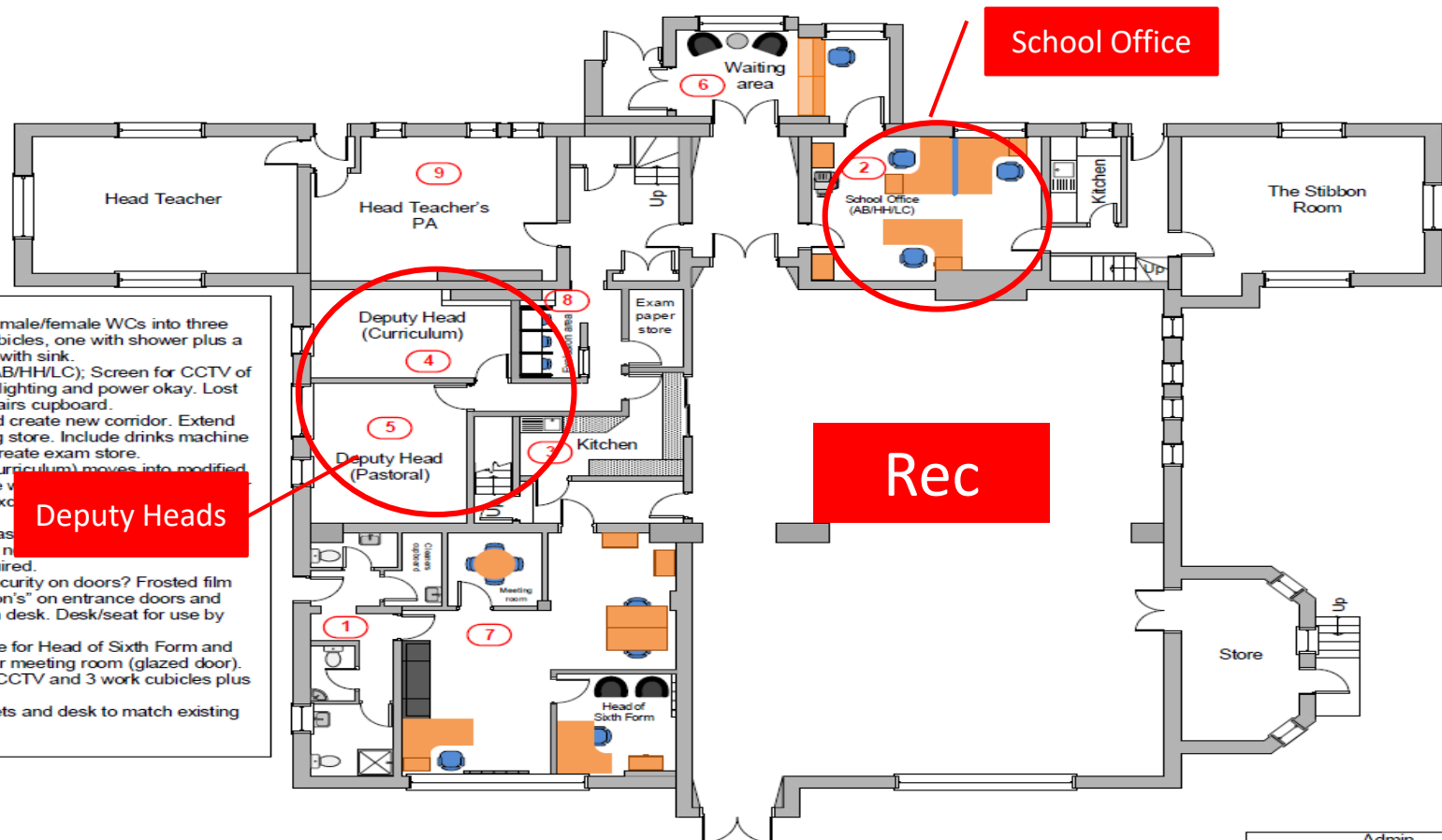
- Year 7 residential House 2019
- Library refurbishment 2019
- Black box theatre 2020 (current gym)
- Dance studio 2020 (one of the current drama studios)







# School Office has moved to the Chatham Building



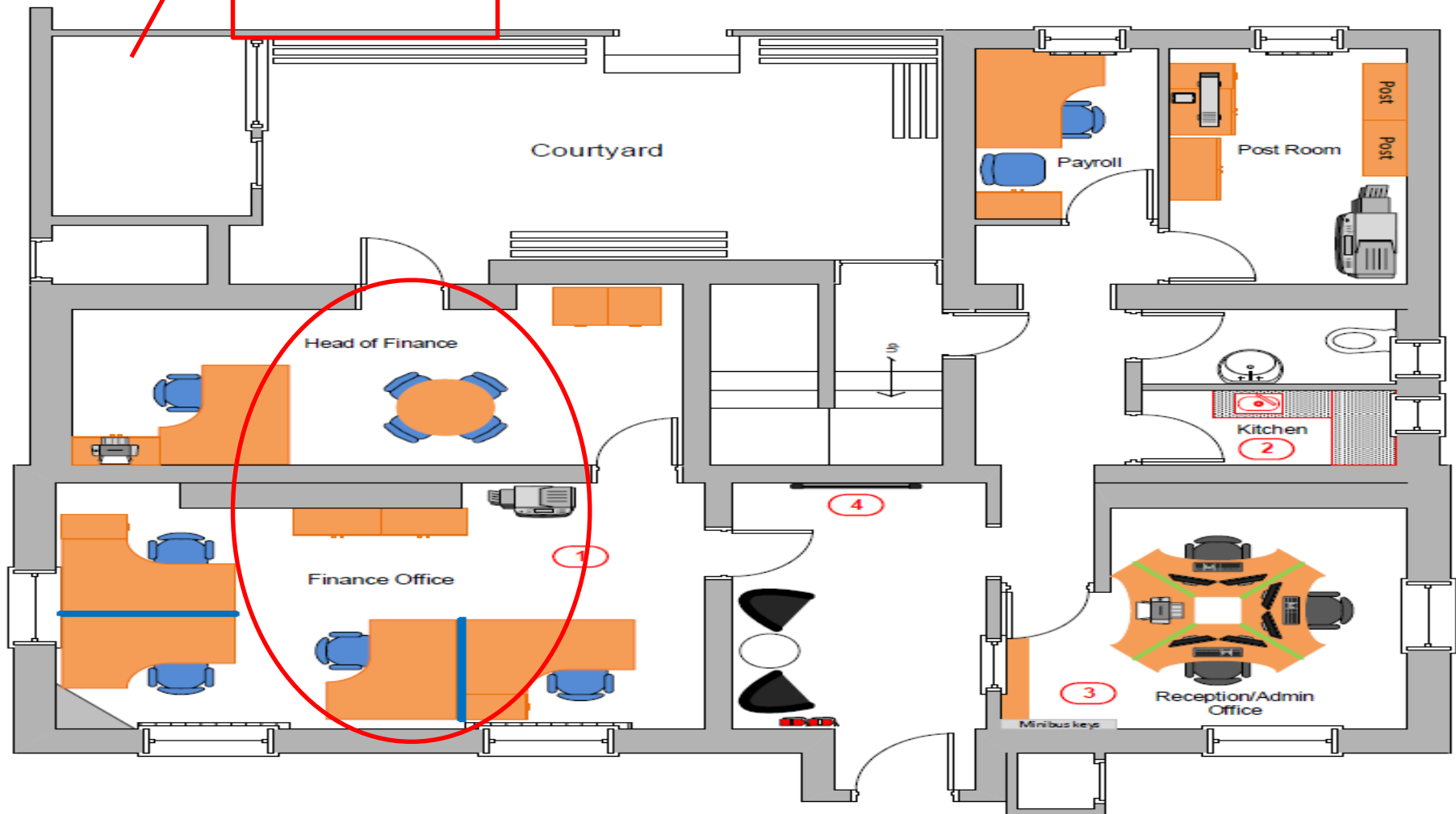
## Admin - Notes

1. Convert existing male/female WCs into three separate unisex cubicles, one with shower plus a cleaners cupboard with sink.
2. School Office (AB/HH/LC); Screen for CCTV of exclusion area. IT, lighting and power okay. Lost property in understairs cupboard.
3. Remove wall and create new corridor. Extend kitchen into existing store. Include drinks machine from Sixth Form. Create exam store.
4. Deputy Head (Curriculum) moves into modified Bursar's PA's office and 'solid' wall to exclusion area required.
5. Deputy Head (Pastoral) moves into modified Bursar's office with new desk and chair. CCTV camera required.
6. Waiting area. Security on doors? Frosted film "Welcome to Gordon's" on entrance doors and welcome plaque on desk. Desk/seat for use by Cover Supervisor.
7. Create new office for Head of Sixth Form and tidy up cupboard for meeting room (glazed door).
8. Exclusion area; CCTV and 3 work cubicles plus window.
9. New filing cabinets and desk to match existing furniture.



Security

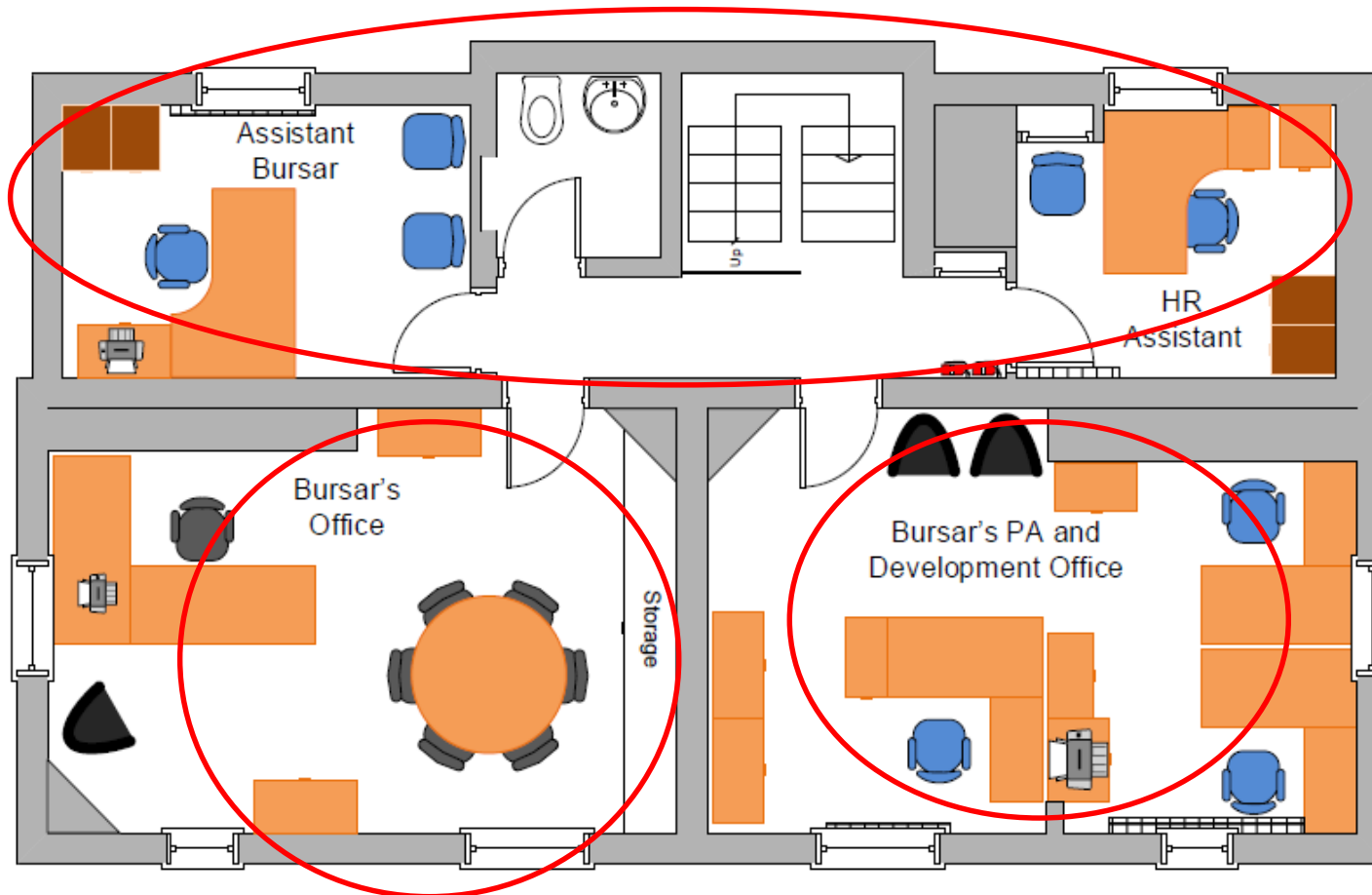
# Lower Louvain





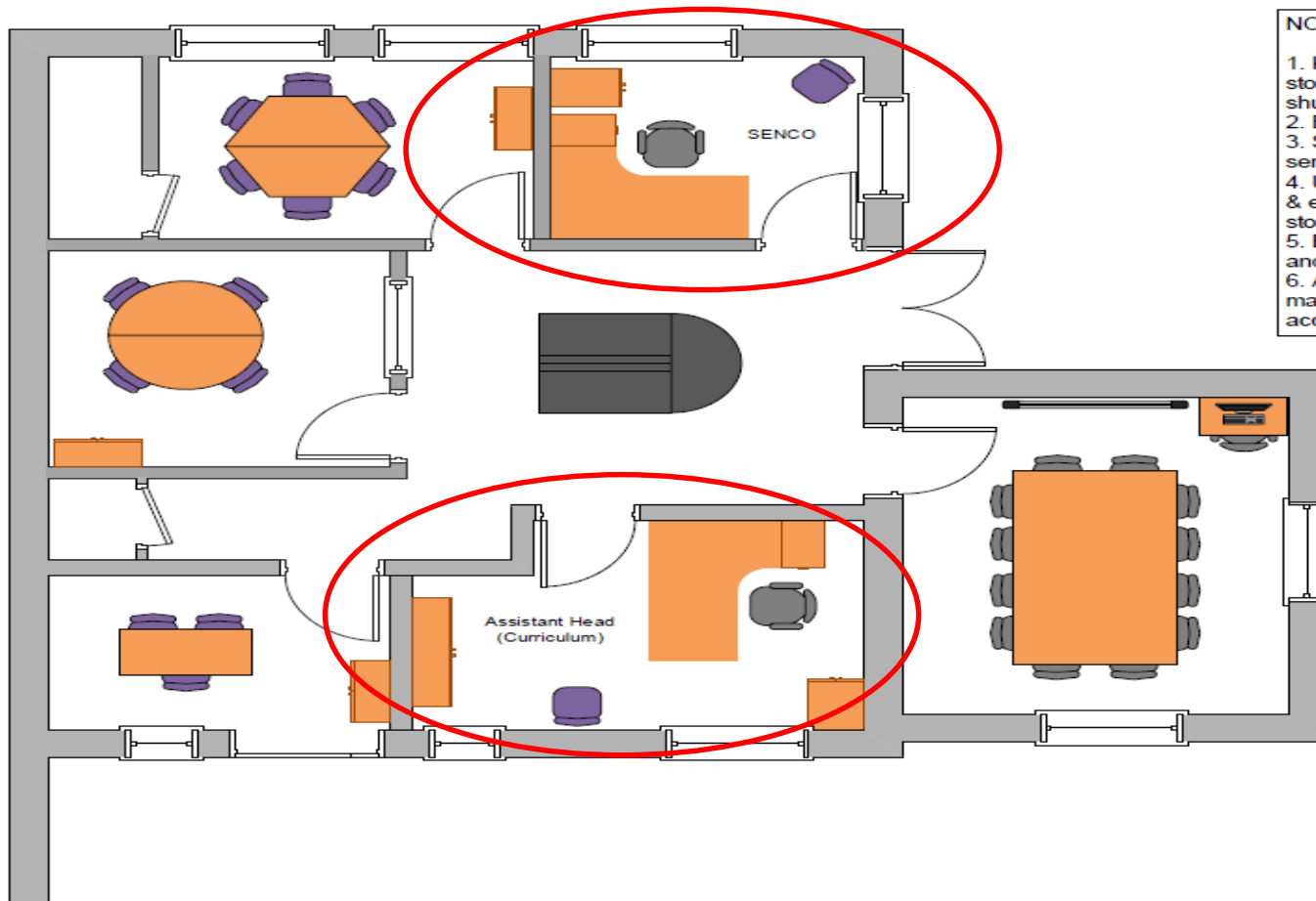


# Upper Louvain





# Learning Support (Taunton Building)



## NOTES

1. Keep exam cupboard for storage; add shelves, remove shutter door.
2. Build new partitions.
3. Split lighting, all other services okay.
4. Use mainly existing furniture & equipment. Find sofas with storage.
5. Existing entrance frosted and used only as fire exit.
6. Automatic door opening on main door for wheel chair access.





# Careers and other offices



- Ms Hutchings (Student Leadership and PSHE) to Mrs Mitchell's old office (first floor, Egypt)
- Mrs Heathcote (co-curricular arts) to Mr Walters' old office (first floor, Medway)





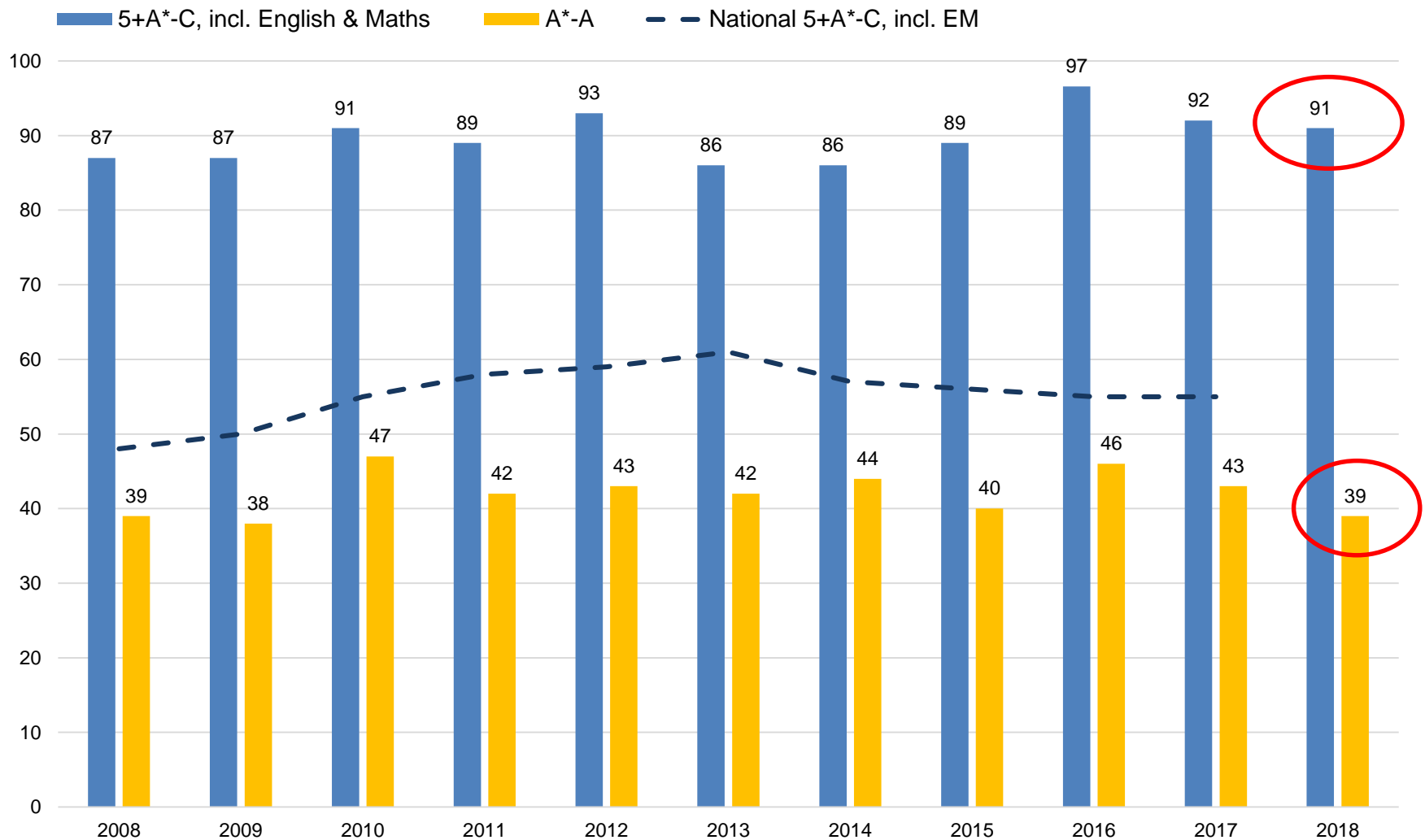
# Headline Results







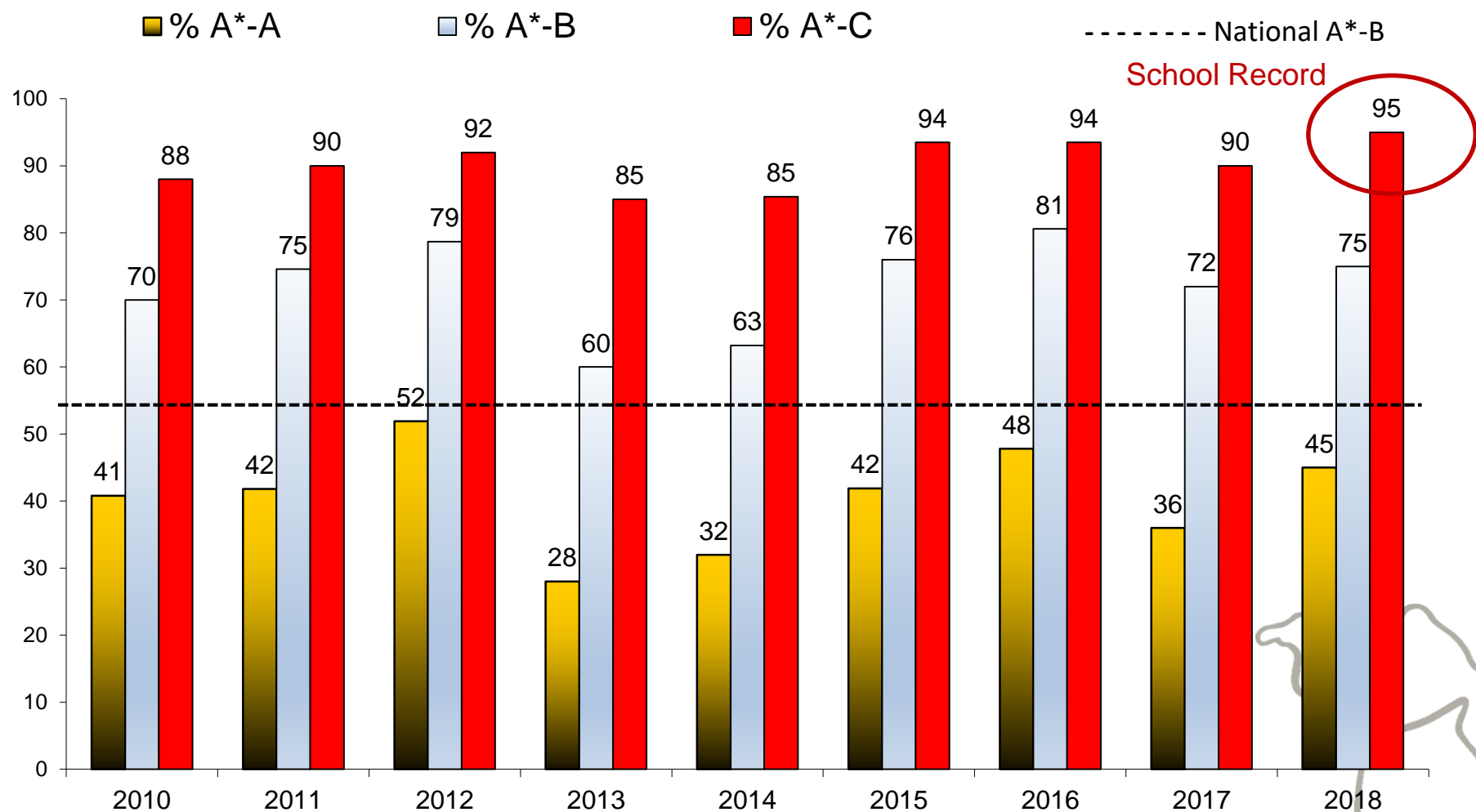
# GCSE Results





# A Level Results

Top 1% for  
progress







# Success...

- ...is no accident...we are what we repeatedly do
- 3Rs

Reciprocity  
Responsibility  
Renewal





# Reciprocity

- There are no shortcuts and students get out what they put in.
  1. Relationships with staff and peers
  2. Studies
    - Students must put the time in and trust our processes
    - Be able to do the things they don't want to do!







# Responsibility

1. No blame, no excuses. **Effort is king.**
  - They are only in competition with themselves
2. Gordon's First commitment and reliability.





# Renewal

- Health body and healthy mind requires healthy distractions
- **To do well academically**, students need enough sleep, downtime, and recreation.
  - If in doubt, watch the effort grades,  $>2$  = imbalance
- **Play hard, work harder, study smarter.**



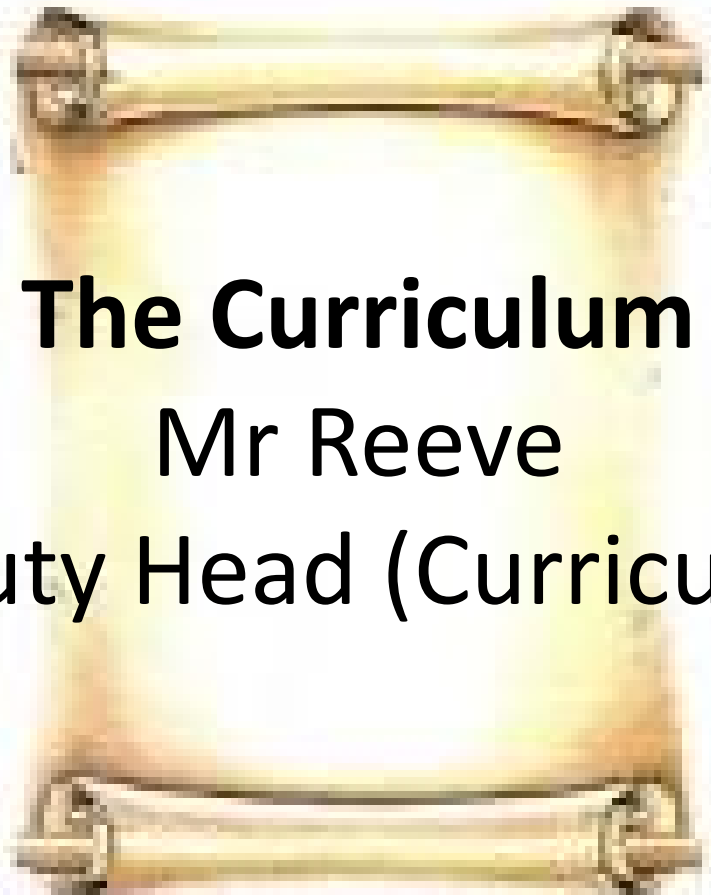


Over 30 hours of free time per week

# Study smart

Goal: on average of 3 hrs per subject (8) p.w. extra = 24 hrs = **32** x 45 mins slots

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Period 0 Before school							
Period 1	Lesson	Lesson	Lesson	Lesson	Lesson	School	
Period 2	Lesson	Lesson	Lesson	Lesson	Lesson	School	
Period 3	Lesson	Lesson	Lesson	Lesson	Lesson	School	
Period 4	Lesson	Lesson	Lesson	Lesson	Lesson	School	
Lunch							
Period 5	Lesson	Lesson	Lesson	Lesson	Lesson	23	26
Period 6	Lesson	Lesson	Lesson	Lesson	Lesson	24	27
Period 7	P7	P7	P7	P7	Drill	25	28
5.15 - 6pm					20		
6 - 6.45pm	1	6	10	16	21		29
6.45 - 7.30pm	2	7	11	17	22		30
Break							31
8 - 8.45pm	3	8	12	18			32
8.45 - 9.30pm	4	9	13	19			
9.30 - 10.15pm	5		14				
10.15 - 11pm			15				



# **The Curriculum**

## **Mr Reeve**

### **Deputy Head (Curriculum)**







# Academic Team

- Ms J Pierce – Assistant Head (Curriculum)
- Mr A Reeve – Deputy Head (Curriculum)
- Heads of Department
- Teachers
- Ms Phillips - SENDCo





# Reformed GCSE

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





# Reformed GCSE – 9 to 1

- Grade 9 is beyond an A\*
- Grade 5 is a **strong** pass
- Grade 4 is a **standard** pass



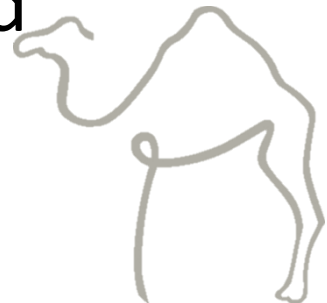




# Reformed GCSE

All subjects are now reformed meaning greater:

- Challenge
- Decision Making
- Critical Thinking
- GCSE's are more challenging and prepare students more thoroughly for A Level and other pathways





# A.C.E Lessons

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





# What to expect

- High quality teaching and learning
- A committed teaching staff
- Regular 'next steps' advice in lessons
- Tri weekly feedback & half termly 'Key Assessments'
- Half-termly reports home
- Quality Audits
- ✓ Students' books/ folders audited
- ✓ Lesson observations
- ✓ Listening to student voice







# Support from home

- Check exercise books for quality of work and marking.
- Regularly discuss school and specific subjects.
- Ensure students stay for prep.
  - If no prep, they can read
  - GCSE Bitesize





# Support from home

## Literacy

- SPaG 20% of assessment criteria in English (a percentage in all subjects)
- Problem-solving in Maths
- Often a limiting factor of student achievement
- Insist on 30 minutes private reading on most days
- **Less time on social media!**





# From a student's perspective

- Students who achieve great grades consistently over time:
  - work hard (average effort grade below 2.0)
  - have high attendance
  - find a balance between studies and other interests
  - stay for prep
  - spend the right amount of time on prep
  - are resilient







## Year 10 Curriculum – 30 periods per week

<b>English</b>	<b>4</b>
<b>Maths</b>	<b>4</b>
<b>Science</b>	<b>7</b>
<b>Languages</b>	<b>3</b>
<b>Option A</b>	<b>3</b>
<b>Option B</b>	<b>3</b>
<b>Option C</b>	<b>3</b>
<b>RE</b>	<b>1</b>
<b>PSHE</b>	<b>1</b>
<b>Games</b>	<b>1</b>





## Year 11 Curriculum – 30 periods per week

<b>English</b>	<b>4</b>
<b>Maths</b>	<b>3</b>
<b>Science</b>	<b>6</b>
<b>Languages</b>	<b>3</b>
<b>Option A</b>	<b>4</b>
<b>Option B</b>	<b>4</b>
<b>Option C</b>	<b>4</b>
<b>PSHE</b>	<b>1</b>
<b>Games</b>	<b>1</b>





# Prep

- Supervised Prep runs 6pm to 7.30pm (Mon – Thurs)
- Prep runs on Friday 6pm – 7pm in the library
- Timings below refer to when set, typically two lessons per day

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





# Assessment, Recording & Reporting (ARR)

## Gordon's ARR Philosophy

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





# Progress Reports

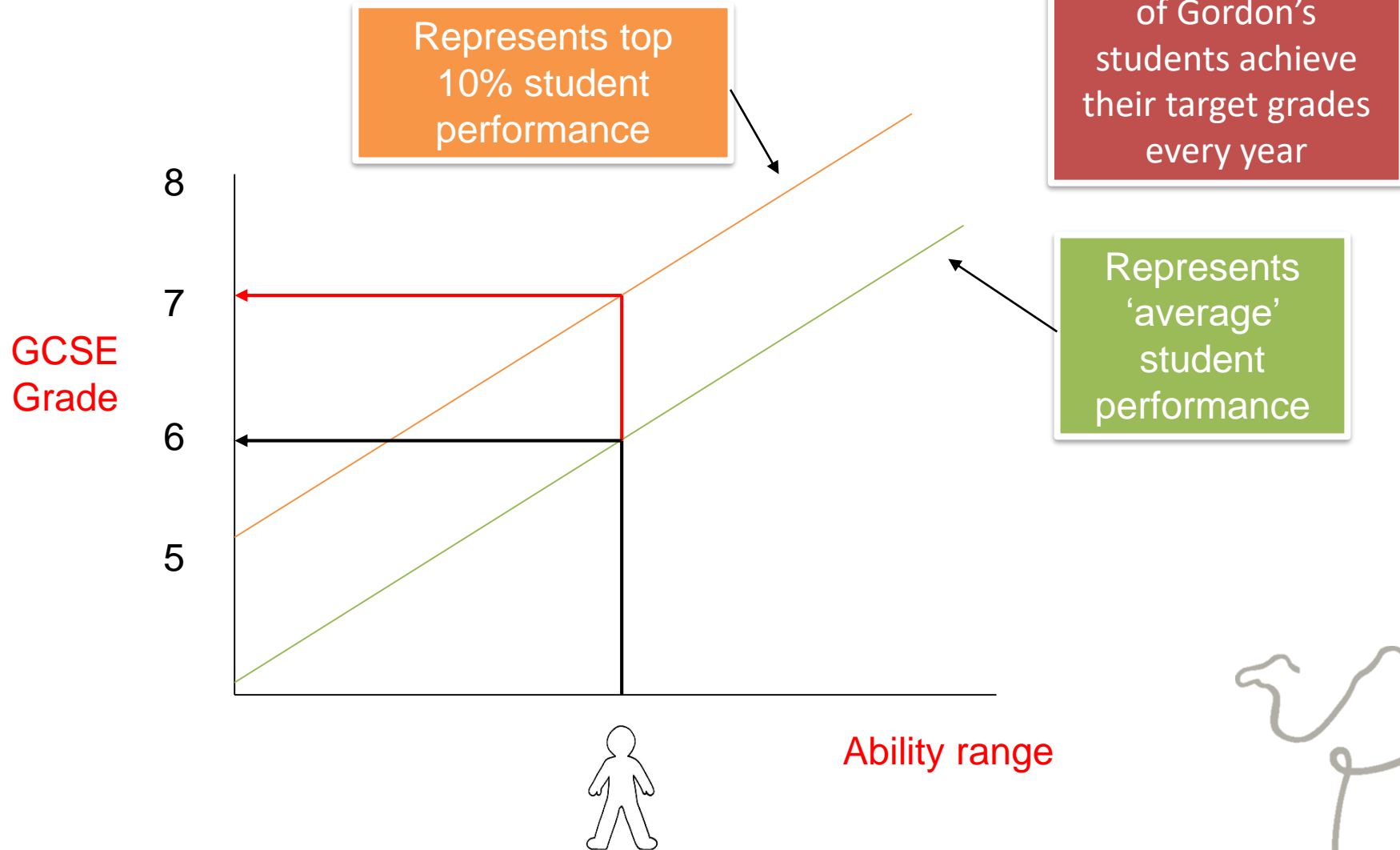
Each half term there is a progress report sent home including:

1. Target Grade
2. Working Grade
3. Effort Grade
4. Next Steps Advice at the end of the year (Year 10)





# A Grade Higher







# Effort Grades

1 = Outstanding

2 = Very Good

3 = Good but occasionally inconsistent

4 = Cause for concern

5 = Unacceptable

Typical Year Group Effort grade profile

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





# Effort is king

- Bottom 20 Y11s for effort last year.
- **Average effort grade 2.47**
- Average grade 5.7 (mostly Bs with some As)
- Top 20 Y11s
- **Average effort grade 1.3**
- Average grade 6.7 (mostly A\*s and As)





# Setting Philosophy

Maths  
English  
Science





# Setting Philosophy

- Changes less likely at KS4
- Occasionally made at times, both during and at the end of the year.
- The outcome of the Mock exams, coupled with other pupil information and teacher judgement, may inform some set changes towards the end of the year.
- For all set changes, parents will be informed via a letter home.







# Science setting

## KS4 Sets

- Set 1 Triple Science
- Sets 2 – 5 Combined Science
- Set 6 Entry level certificate





# Dates – Year 10

Set changes at KS4 may take place after the Mock Exams

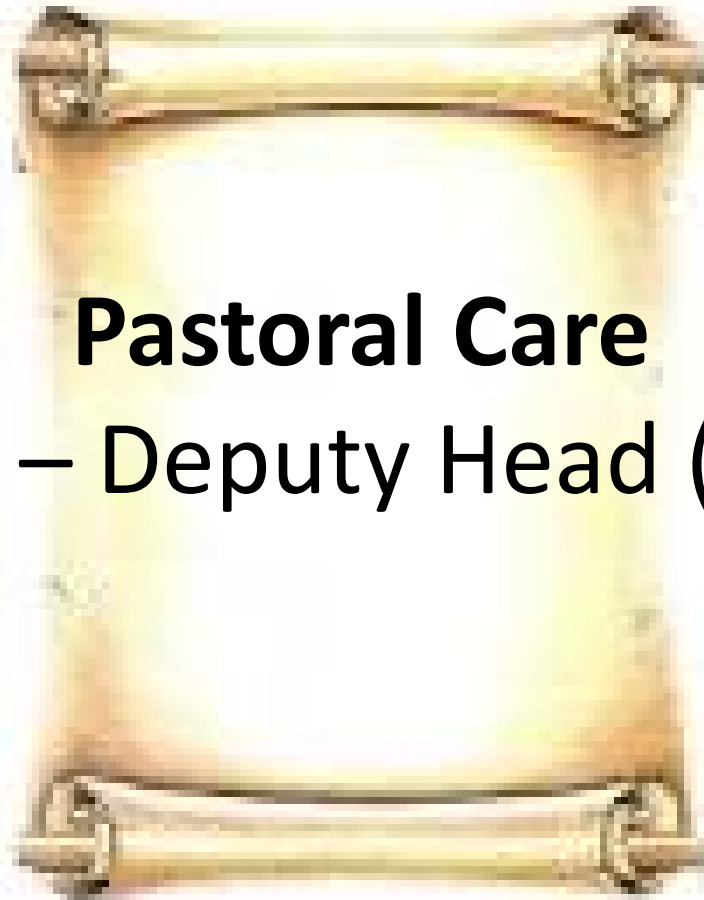
- KS4 Further and Higher Education Evening – Tuesday 16<sup>th</sup> October
- **Mock Exams Begin: Monday 4<sup>th</sup> March**
- Year 10 Parents' Evening: Thursday 25<sup>th</sup> April





# **Pastoral Care**

## **Mr Pavis – Deputy Head (Pastoral)**





# Pastoral Structure



**CHINA**

- 12/13CH
- 11CH
- 9/10CH



**KHARTOUM**

- 12/13KH
- 11KH
- 9/10KH



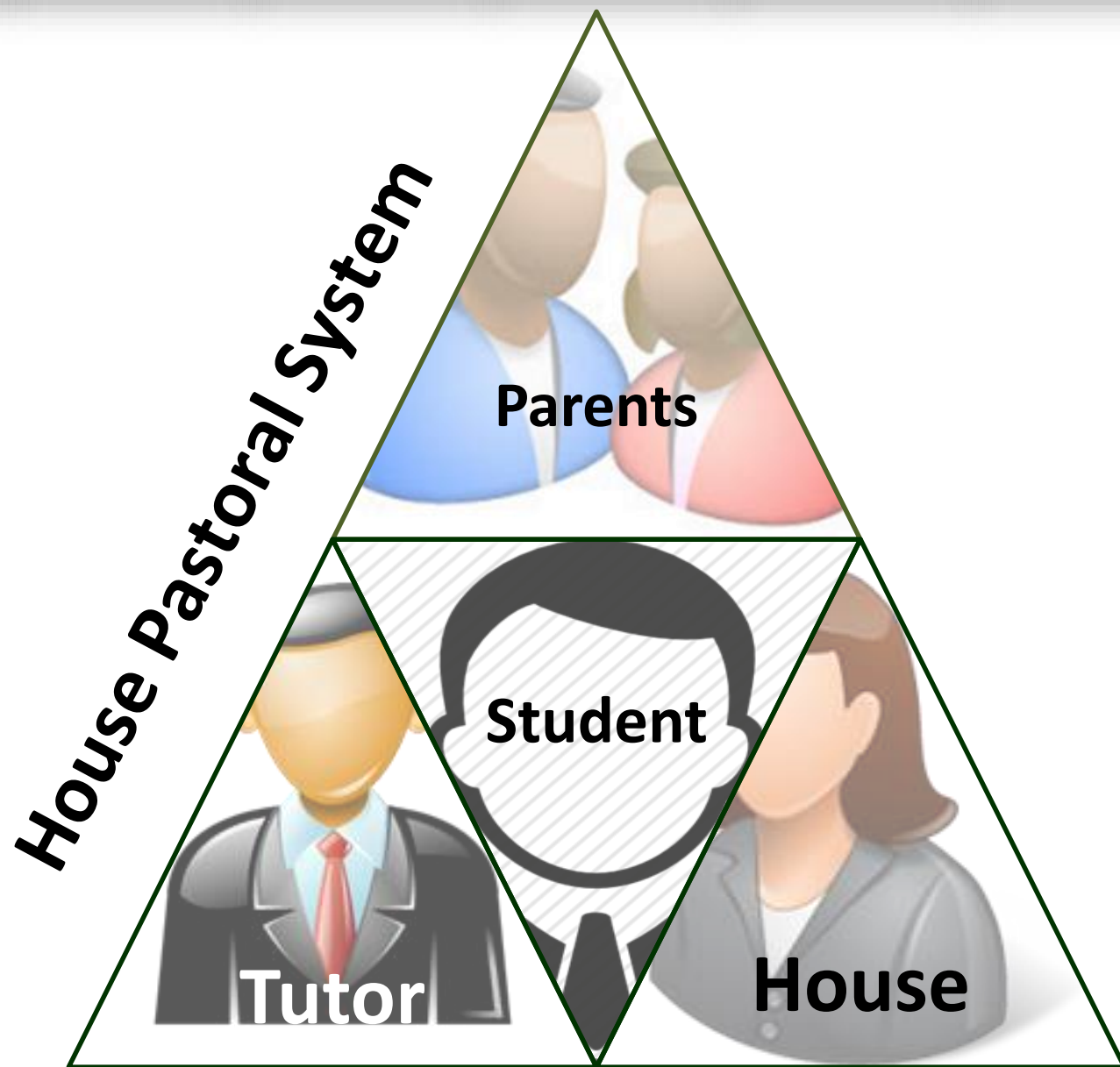
**BALMORAL**

- 12/13BA
- 11BA
- 9/10BA

8A	8B	8C	8D
7A	7B	7C	7D









# E-safety

- **School Network (datapoint & wifi)**
  - School Internet Filters
  - School monitoring & alerts
- **Home Network (router & wifi)**
  - Parental Controls / Settings
- **Mobile Network (3G/4G & public networks)**
  - [ourpact.com](http://ourpact.com)
  - Connect on social media



"You're right. I should go outside and play. Buy me a laptop, and I will."





# Mobile Devices







# Social Media of greatest concern

10 APPS TEENS ARE USING THAT PARENTS NEED TO KNOW

 <p><b>Calculator%</b> This app looks like a calculator but functions like a secret photo vault.</p>	 <p><b>Hot or Not</b> Strangers rate your profile. Goal is to lead to a hook up.</p>
 <p><b>Omegle</b> A free online chat website that promotes chatting anonymously to strangers.</p>	 <p><b>Burn Book</b> Post anonymous rumors about people through audio messages, texts, and photos.</p>
 <p><b>Snapchat</b> This is the way most teens communicate with each other. Sending messages and snaps that disappear within seconds and stories go away after 24 hours. Teens live for a "streak" of communication.</p>	 <p><b>Wishbone</b> An app that allows users to compare kids against each other and rate them on a scale.</p>
 <p><b>Whisper</b> An anonymous app where the creators promote sharing secrets and meeting new people.</p>	 <p><b>Kik</b> Messaging app. Kik has built in apps and web content that would be filtered on home computer.</p>
 <p><b>Ask.fm</b> Ask an anonymous question and get an answer. This app has been linked to the most severe forms of cyberbullying.</p>	 <p><b>Instagram</b> Many kids are now creating fake accounts "finsta" to hide content from parents. Kids also like to text using Instagram because most kids know parents won't check messages.</p>

FOR MORE INFO: APPSOLUTELYAPRIL.COM

Please note: Due to the nature of the Internet and App Store, web and app resources change often. Any outdated material will be corrected and updated.  
This graphic was created by April Requard.

Image source: APPSOLUTELYAPRIL.COM







# IT Developments





# Psychoactive Substances (Drugs)

- Includes any substance used to cause a psychoactive effect
- Easily available through Snapchat and Instagram
- Easily obtainable in West End (County Lines)
- Commonly used by Y8-11 students at weekend parties – often in homes
- Drugs Testing at Gordon's





# Anti-Bullying



- Understanding Context
- Understanding Cause
- Understanding Conduct (Behaviour)
- Understanding Consequence





# Safeguarding

- Policies on the School's website
- Staff Code of Conduct to be sent to all parents on Wednesday 19<sup>th</sup> September
- Designated Safeguarding Lead – Mr Pavis
- Deputy DSLs – Mrs Forster, Mr King, Mrs Unsworth

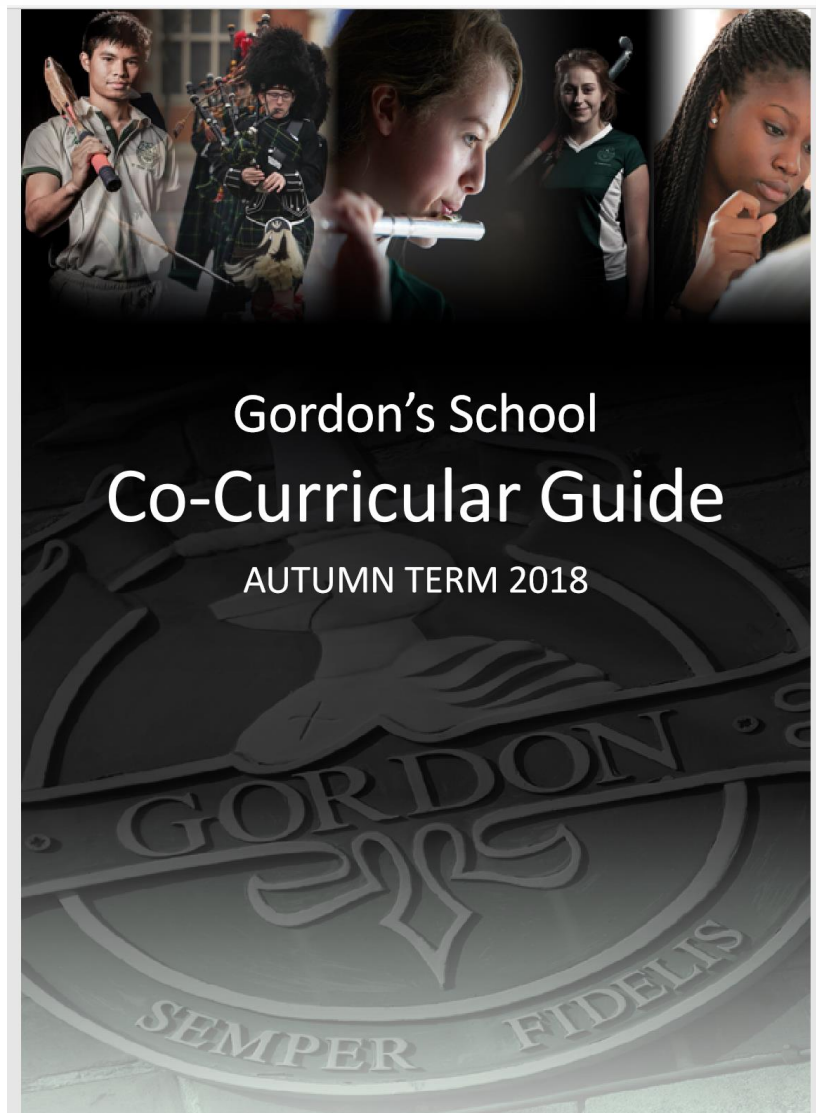






# Enrichment





- School representation
- P7 & Saturday Activities
- Friday Marching
- Parades
- Mental health & well-being





# Good to Great Opportunities

**EVENTS CALENDAR**

More than good examination results, a thorough preparation for life

**GORDON**

[www.gordons.school](http://www.gordons.school)





# Celebration







## Behaviour

## Reward

Outstanding contribution to school life

6

Colours, Honours, Annual Prizes

Full page of Academic stamps (KS3)

5

Certificate / letter home (Head)

Effort grade average in top 25%

4

Commendation Letter (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





# Honours Programme - KS4 (changes)

- KS4 Honours Programme to be based on effort grades (academic and House) and participation / attendance to Period 7
- New Period 7 attendance will be automatically extracted from SOCS
- **Y10-11 cease to be awarded stamps**, however good comments continue to be encouraged.





## Behaviour

## Sanction

Refusal to comply with any of the sanctions

6

Immediate referral to the School Office

Continued disruption

5

Department or School Detention

Repeated or increased disruption

4

Remove from room for 5 minutes

Repeated or increased disruption

3

Sides

Repeated disruption

2

Bad comment in diary

Talking / low-level disruption

1

Verbal reprimand or warning

## Level





# Careers







## Year 10

- Led by Miss Tarsey [atarsey@gordons.school](mailto:atarsey@gordons.school)
- Careers Speed Dating
- Surrey Opportunities Fair (by invitation)
- Optional psychometric testing
- Meeting with careers advisor: April – July 2019
- Work Experience or Army Camp: 8<sup>th</sup> – 12<sup>th</sup> July 2019
  - Please attend information evening on Wednesday 20<sup>th</sup> September
- Fortnightly Career Industry Talks
- Grofar





# Final word...

- ...Mr Moss





# Balance


- Modern ideas
- Challenge
- Academic
- Affability

Traditional values

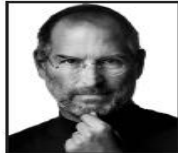


Support

Non-academic

Intensity



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



**COURTESY**  
Showing politeness and thinking of others before yourself.

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

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

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

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





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[rpavis@gordons.school](mailto:rpavis@gordons.school)  
[areeve@gordons.school](mailto:areeve@gordons.school)  
[atarsey@gordons.school](mailto:atarsey@gordons.school)  
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