

GORDON'S SCHOOL

KEY STAGE 3
SUBJECT AND ACADEMIC GUIDE





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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Head of Academic Enrichment: Mr Simon Depoix

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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
Deputy Head Curriculum	Mr Andrew Reeve	areeve@gordons.school
Deputy Head Pastoral	Mr Robert Pavis	rpavis@gordons.school

BOARDING HOUSE CONTACT DETAILS

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HEAD OF DEPARTMENT CONTACT DETAILS

Art	Suzanne Gibbs	sgibbs@gordons.school
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PE	Paul King	pking@gordons.school
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
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 extra-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

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.

CURRICULUM ALLOCATION

Year 7	Lessons	%	Year 8	Lessons	%	Year 9	Lessons	%	Total
English	4	13.3	English	4	13.3	English	4	13.3	12
Maths	4	13.3	Maths	4	13.3	Maths	4	13.3	12
Science	4	13.3	Science	4	13.3	Science	4	13.3	12
Languages	4	13.3	Languages	4	13.3	Languages	4	13.3	12
Technology	2	6.7	Technology	1	3.3	Technology	1	3.3	4
Geography	2	6.7	Geography	2	6.7	Geography	2	6.7	6
History	2	6.7	History	2	6.7	History	2	6.7	6
ICT	1	3.3	ICT	1	3.3	ICT	1	3.3	3
RE	1	3.3	RE	1	3.3	RE	2	6.7	4
Music	1	3.3	Music	1	3.3	Music	1	3.3	3
Art & Design	1	3.3	Art & Design	2	6.7	Art & Design	1	3.3	4
Drama	1	3.3	Drama	1	3.3	Drama	1	3.3	3
PSHE	1	3.3	PSHE	1	3.3	PSHE	1	3.3	3
Games	2	6.7	Games	2	6.7	Games	2	6.7	6
Total	30	100		30	100		30	100	90

KS3 Proportions	%
English	13.3
Maths	13.3
Science	13.3
Languages	13.3
Technology	4.4
Geography	6.7
History	6.7
ICT	3.3
RE	4.4
Music	3.3
Art & Design	4.4
Drama	3.3
PSHE	3.3
Games	6.7
Total 100	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, Tri-Weekly tests and Key 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.

At the end of Years 7, 8 and 9, students will sit an 'end of year test'. **This is likely to lead to some set changes in preparation for the following September.** Parents will be informed of the dates of these tests in advance.

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

MATHEMATICS

Key Stage 3 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. These tests are used to judge students' progress, **but are also 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 tests in advance.

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

SCIENCE

Key Stage 3 students have two formal assessments each year **and the results of these are used as a basis for re-setting.** For Years 7 and 8, this re-setting occurs towards the end of the autumn and summer terms. For Year 9, the re-setting takes place towards the end of the autumn and spring terms. Parents will be informed of the dates of the tests in advance.

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

HEAD OF DEPARTMENT

Mrs S Gibbs

sgibbs@gordons.school

YEAR 7

Autumn Term: *Colour*

- Students learn colour theory and application whilst studying a variety of artists. Students work from observation and their imagination to create a landscape painting in the style of the Fauves. Learning about Abstract Art students consider the relationship between colour and mood.

Spring Term: *Insect and Mini beasts*

- Insects & Mini beasts: Introduction to Insect. Students will draw, research, design, print and focus on pattern.

Summer Term: *Anti-bullying poster Competition*

- Students will discuss, research, sketch and take photographs, students will learn about composition and scale, type and the power of the poster.
- The Still Life*: Introduction to still life composition. Students will draw from direct observation, study tone, texture and contour shading techniques. They will look at surfaces and viewpoints using various media to create a final piece.

YEAR 8

Autumn Term: *Pattern*

- Introduction to natural and manmade patterns from a variety of cultures, times and art movements. Students will focus on creating different qualities of line, experiment with texture and pattern. Students will use shape and scale to create a wax resist pattern and a collage.

Spring Term: *Built environment*

- Students will produce architectural drawings, working from direct observation in the local environment. Students will learn about one, two and three point perspective. They analyse Escher's drawings and his use of perspective. Students examine the contemporary work of Amy Casey and produce a drawing based on the artist. Students will study structures around the world and create a tower.

Summer Term: *Natural environment (Trees)*

- Introduction to other artist's work on trees. Students will sketch trees in their local environment. They will experiment with different materials, discuss and analyse their own and others' work. Students create a large scale final piece showing their imagination and personal connection to trees.

YEAR 9

Autumn Term: *Portraiture*

- 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: *Gargoyles/Mosaics*

- Students begin with studies on Gothic and Medieval architecture, mosaics and contemporary artists as well as architects from different times and genres. Students learn how to use their imagination and work studied, to influence their ideas for magical beasts. Students understand and show the importance of modifying and refining their work to create a final decorative and imaginative outcome in clay.

Summer Term: *Design project*

- Students focus on composition, colour, texture, line and shape, based on observational work and carrier bag designs. Students are shown how to crop, design and to create an identity and logo for an imaginary shop/company or business. Students enter the Logo and Design Competitions, judged by a visiting professional Graphic Designer. Students go on to use their reference, research and inspiration to produce a 3 dimensional bag with its logo and own identity.

DESIGN AND TECHNOLOGY & FOOD AND NUTRITION

HEAD OF DEPARTMENT: DESIGN & TECHNOLOGY

Miss K Klavenes

kklavenes@gordons.school

HEAD OF DEPARTMENT: FOOD AND NUTRITION

Mrs K Rentell

krentell@gordons.school

YEAR 7

Autumn Term: *Rotation 1*

- Cooking and Nutrition – Hygiene and Healthy Eating

Spring Term: *Rotation 2*

- Resistant Materials – Pewter Casting

Summer Term: *Rotation 3*

- Graphics – Structures Bridge/Pop up Booklet – Design movements

YEAR 8

Autumn Term: *Rotation 1*

- Cooking and Nutrition – Food Science and Farming

Spring Term: *Rotation 2*

- Resistant Materials – Mini Amp

Summer Term: *Rotation 3*

- Graphics – Logo and Magazine Cover YEAR 9

YEAR 9

Autumn Term: *Rotation 1*

- Cooking and Nutrition – Food choice

Spring Term: *Rotation 2*

- Resistant Materials – Bookend/DVD/PlayStation box tidy

Summer Term: *Rotation 3*

- Graphics – Chocolate Packaging and Mould

DRAMA

HEAD OF DEPARTMENT: (MATERNITY COVER)

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 of 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 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 of 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.

YEAR 9

Autumn Term: *The Gina Monologues*

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

pberry@gordons.school

YEAR 7

All students begin the first half-term of the year by completing a Scheme of Work based on "Children in Literature" or "Survivors".

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).
- Poetry: Forms of Poetry
- 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 and/or Carnegie Shadowing Project.

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

YEAR 9

All students will study the following:

- A modern novel, e.g. Of Mice and Men by John Steinbeck; To Kill a Mocking-bird 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 (TipTop)
- 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 (AFOREST)
- 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 PEA (point, evidence, analysis) 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:

- 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
- Tourism: Impact and types

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:

- The Challenge of weather and climate
- Rising Super Powers: India and China

Summer Term:

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

HISTORY

HEAD OF DEPARTMENT

MISS K Fairweather

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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

HEAD OF DEPARTMENT

Mr A Walters

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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 a Computer Works?
- Representation of Data in a Computer
- Graphics– How a Computer Works?

Spring Term:

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

Summer Term:

- Python Programming Next Steps

HEAD OF DEPARTMENT

Mr G Knight

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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

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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 rota):

- 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 (incl 6 week rota):

- 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 of 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

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

Miss S Amos

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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

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

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YEAR 7

Autumn Term 1:

- *Orchestral Families:* A project designed to introduce students to instruments of the orchestra, their shape and sound, and to use their own voice as an instrument.

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.

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:

- *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.

Spring Term 2:

- *Film Music:* Students are given the opportunity to compose two contrasting pieces of music for film, and to realize 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

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YEAR 7

Autumn Term:

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

Spring Term:

- Character Report
- Careers
- Identity
- Dementia Friends

Summer Term:

- Politics
- Human Rights and Responsibilities
- Personal safety – sun and swimming

YEAR 8

Autumn Term:

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

Spring Term:

- Relationships and links to mental health
- Careers
- Crime & Punishment
- Character Report

Summer Term:

- Personal finance
- Citizenship: British values
- Equality & Diversity
- Anti-Smoking campaigns

YEAR 9

Autumn Term:

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

Spring Term:

- Citizenship and democracy
- First Give Philanthropy Project

Summer Term:

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

PHYSICAL EDUCATION - BOYS

HEAD OF DEPARTMENT

Mr P King

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YEAR 7

Autumn Term:

Outside lesson

- 9 weeks of rugby
- 3 weeks of hockey

Inside lesson

- 4 weeks of gymnastics
- 4 weeks of swimming
- 4 weeks invasion games

Spring Term:

Outside lesson

- 3 weeks hockey
- 9 weeks football

Inside lesson

- 4 weeks basketball
- 4 weeks Health related Exercise
- 4 weeks cross country

Summer Term:

- 12 weeks Cricket
- 12 weeks Athletics

YEAR 8

Autumn Term:

Outside lesson

- 9 weeks of rugby
- 3 weeks of hockey

Inside lesson

- 4 weeks of gymnastics
- 4 weeks of swimming
- 4 weeks of invasion games

Spring Term:

Outside lesson

- 3 weeks hockey
- 9 weeks football

Inside lesson

- 4 weeks basketball
- 4 weeks Health related Exercise
- 4 weeks cross country

Summer Term:

- 12 weeks Cricket
- 12 weeks Athletics

YEAR 9

Autumn Term:

Outside lesson

- 9 weeks of rugby
- 3 weeks of hockey

Inside lesson

- 4 weeks of gymnastics
- 4 weeks of swimming
- 4 weeks invasion games

Spring Term:

Outside lesson

- 3 weeks hockey
- 9 weeks football

Inside lesson

- 4 weeks of basketball
- 4 weeks of Health related Exercise
- 4 weeks of cross country

Summer Term:

- 12 weeks Cricket
- 12 weeks Athletics

PHYSICAL EDUCATION - GIRLS

HEAD OF DEPARTMENT

Mr P King

pdking@gordons.school

YEAR 7

Autumn Term:

Outside lesson

- 6 weeks of Netball
- 6 weeks of Hockey

Inside lesson

- 6 weeks of gymnastics
- 6 weeks of swimming

Spring Term:

Outside lesson

- 6 weeks of Netball
- 6 weeks of Hockey

Inside lesson

- 6 weeks Health related Exercise
- 6 weeks Dance

Summer Term:

- 8 weeks Rounders
- 8 weeks Athletics
- 8 weeks Cricket

YEAR 8

Autumn Term:

Outside lesson

- 6 weeks of Netball
- 6 weeks of Hockey

Inside lesson

- 6 weeks of gymnastics
- 6 weeks of swimming

Spring Term:

Outside lesson

- 6 weeks of Netball
- 6 weeks of Hockey

Inside lesson

- 6 weeks Health related Exercise
- 6 weeks Dance

Summer Term:

- 8 weeks Rounders
- 8 weeks Athletics
- 8 weeks Cricket

YEAR 9

Autumn Term:

Outside lesson

- 6 weeks of Netball
- 6 weeks of Hockey

Inside lesson

- 6 weeks of Zumba / Aerobics
- 6 weeks of volleyball

Spring Term:

Outside lesson

- 6 weeks of Netball
- 6 weeks of Hockey

Inside lesson

- 6 weeks Fitness
- 6 weeks Swimming

Summer Term:

- 12 weeks Rounders
- 12 weeks Athletics

RELIGIOUS EDUCATION

HEAD OF DEPARTMENT

Mrs F Lewis

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YEAR 7

Autumn Term

- Baseline assessment: Bible stories
- How is the Bible relevant to Christians today?
- Why is Jesus' incarnation so important for Christians?

Spring Term

- What impact did the revelation of the Qur'an have on Arabia and beyond? (joint project with History)
- How is self-discipline reflected in the everyday life of a Muslim?

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?
- Why is Jesus' resurrection so important for Christians?
- How do Christians remember the last week of Jesus' life?

Summer Term

- What are philosophical and ethical questions?

YEAR 9 - GCSE RE

Autumn Term

- Christian beliefs and teachings

Spring Term

- Relationships and families

Summer Term

- Religion, peace and conflict

HEAD OF DEPARTMENT

Mr S Matthews

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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, we feel that this is soon enough and that whilst in Key Stage 3, 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) 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.

Tri-Weeklies - roughly every three weeks (9/10 lessons) there is substantive formative feedback

Tri-Weekly Assessments between Key Assessments provide students with additional next steps advice.

These assessments may come in many forms e.g. presentations, preps, classwork, controlled assessments (not publicly examined work), performances or mini projects and the work may be individual or group based.

Tri-Weeklies should nonetheless provide a substantial narrative 'even better if' guidance that aids students' understanding of how to improve against clear success criteria.

Annotation in book/file: 


Key Assessments – once a term there is a substantive exam-style assessment

These are assessment events which provide students with:

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

Key guidance:

- Key Assessment mark is not necessarily their working grade
- Next steps advice should be useful i.e. refer to improvement required.

Annotation in book/file: 

		Year 7	Year 8	Year 9
Every three weeks or one every 9/10 lessons	Tri-weeklies	Yes	Yes	Yes
Term 1	Key Assessment	Yes	Yes	Yes
Term 2	Key Assessment	Yes	Yes	Yes
Term 3	Key Assessment	Yes	Yes	Yes

ARR - RECORDING

MARKING AND FEEDBACK

There are two types of 'deep marking' moments that occur regularly throughout the curriculum. These are Key Assessments and Tri-Weeklies. However, all students' work will be at least acknowledged by the teacher although frequent marking is, of course, encouraged.

Teachers are provided with three stamps which are optional to use. These stamps are:

1. **'WORK SEEN BY TEACHER' stamp** – To be used by the teacher to acknowledge work. Whilst no qualitative judgement is being made about the work, using this stamp implicitly sends the message that the work is, at least, acceptable.
2. **'VERBAL FEEDBACK' stamp** – To be used by teachers to acknowledge work and identify when students were given verbal feedback on work completed.

Annotation in book/file: **VF** plus date

3. **'UNACCEPTABLE WORK' stamp** – To be used by the teacher to acknowledge unacceptable work. This could be for a number of reasons e.g. poor quality, poor quantity or poor presentation. A comment of explanation should accompany the stamp.
 - a. Students should expect work that has been clearly rushed or poorly presented will be deemed to be unacceptable and work should be re-done.
 - b. Repetitive student errors should be tracked and clearly addressed by department teams. In most cases departments will have 'common errors' that will be tracked and tackled across each year.

EFFORT GRADES WITHIN MARKING

In conjunction with this there will also be an effort grade ranging from 1 – 5 that accompanies it. These numbers are attributed as follows:

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

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 Tri-weeklies and Key Assessments, will be marked for 'literacy'. When marking for SPaG the codes below should always be used to ensure consistency.

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

- 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.

ARR - 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.

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• Working Grade in Terms 2-3• Progress Indicator in Term 3
International Full Report	Once per Year in the Spring Term	Designed, primarily, to 'bridge the gap' that exists because parents of our international students 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, AS or A level grade that a student is currently working at. The grade should be based on student performance over time and be separate from effort. Key Assessments will help inform 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 GOOD EFFORT GRADES

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

+ Effort particularly worthy of praise

- Effort that causes concern

There is a 'correlation' expectation between effort grades and key competency entries, these additional entries are a good opportunity for teachers to put effort and working grades into some sort of context.

The aim is that, increasingly, learning builds the core qualities of Gordon's School: courtesy, integrity, diligence, enthusiasm and resilience. We believe these character strengths support higher level learning needed to help students achieve their potential and their very best examination results.

REPORTING KEY LEARNING COMPETENCIES

Competencies are complex and crucial qualities of successful learners. Parents may find the following table useful in considering how character strengths might be related to key competencies in lessons:

Character	Key learning competencies	Good performance standard
Courtesy	1) Group work	Willingness to work well with others. Able to be tolerant of the views of others and actively listen.
Integrity	2) Independent study	Willingness to take responsibility for own learning e.g. to follow the 4Bs (brain, book, buddy, boss).
Integrity	3) Reflection	Willingness to reflect honestly on progress, the humility to act on advice and feedback.
Diligence	4) Attention to detail	Thorough completion of work. Conscientious. Pride taken in work e.g. date, title, underlining, capitals.
Diligence	5) Prep	Completing prep on time and to the best of one's ability.
Diligence	6) Organisation	Responsibly organise self, including correct equipment brought to lessons and being punctual.
Enthusiasm	7) Contribution	Willingness / confidence to volunteer in lessons, to become involved in discussions / tasks, to take risks.
Enthusiasm	8) Commitment	Dedication and reliability. Continuously seeking to improve. Eager for knowledge, asking searching questions and willing to take risks.
Resilience	9) Focus	Willingness to concentrate on tasks, to avoid distractions and get to work without undue procrastination.
Resilience	10) Determination	Drive to succeed. Willingness to deal with setbacks, cope with pressure and challenging work.

REPORTING WORKING GRADES

Working grade	Action
2 or more below TG	This should generate one or more communication, numeracy or thinking skill # of concern to guide parents and form the basis of future discussion.

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 indicate one or more communication, numeracy or thinking skill # 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 & appropriately.
Numeracy	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 ON CHARACTER

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 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.



Does your work stand up to inspection?

Presentation of Work...

Underline the Title

Date: 11/03/2017

USE OF CAPITAL LETTERS

Rule off

HONOURS PROGRAMME

The programme seeks to promote Gordon's 5 character qualities by rewarding hard work, good behaviour and participation whether inside or outside the classroom. In Y7-9 students accumulate 'stamps' for their participation and effort inside and outside the classroom.

CATEGORIES

Academic	Within a subject
Whole School	Within the House or wider co-curriculum

AWARDS

LEVEL	YEARS INVOLVED	HALF HONOURS	FULL HONOURS
Bronze	Y7	100 stamps	Top 5 highest scorers
Silver	Y8 & Y9	100 stamps	Top 5 highest scorers

RECOGNITION

LEVEL	HALF HONOURS	FULL HONOURS	PRIZE AT ANNUAL
Bronze	Badge	Stripe	Top scorer
Silver	Badge	Tie + Stripe	Top scorer
Gold	Badge	Tie + Stripe	Top scorer

Students in KS3 achieving three full pages of academic stamps receive a separate academic commendation each term.

INDEPENDENT LEARNING

PREP

A Prep timetable will be issued in September each year which staff will typically follow. 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 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	6	Colours, Honours, Annual Prizes	Refusal to comply with any of the sanctions	6	Immediate referral to the School Office
Full page of Academic stamps (KS3)	5	Certificate / letter home (Head)	Continued disruption	5	Department or School Detention
Effort grade average in top 25%	4	Commendation Letter (Head)	Repeated or increased disruption	4	Remove from room for 5 minutes
Excellent contribution and effort	3	Postcard sent home (HoD / HoH)	Repeated or increased disruption	3	Sides
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 or warning
Level			Level		

SCHOLARS' PROGRAMME

By invitation

Gordon's Scholars' Programme involves a commitment from invited 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 schools' Scholars' Programme.

Students on the Scholars' Programme should complete series of tasks and attend a range of events which will enhance their academic experience and fine tune their wider critical thinking skills. Students should therefore draw on the extensive co-curricular academic offer as a part of their scholarship journey. This could include attending Library Lectures or Insight Talks, Chemistry Olympiad, participating in debating or MUN (Model United Nations), reading extensively around a subject or competing in a national essay based competition.

STUDENT DIARIES

The student diary is an integral part of student life and is an important vehicle for organisation and home-school contact. Students will be asked to have their diaries out on their desks in every lesson. Students who do not have their diaries with them will be sent directly to the Deputy Head Pastoral. Diaries must be kept neatly with all required sections completed.

Diary checks will be conducted weekly by Tutors, Heads of House and the Deputy Head (Pastoral). Diaries are also checked by members of WLT and SLT during Learning Walks. The following will be checked;

- That timetables and prep timetables have been entered correctly
- That Heads of House (or delegated tutor) have signed the diary each week
- That the correct subjects have been entered for prep each day

KEY DATES FOR ACADEMIC YEAR 2018-19

AUTUMN TERM 2018

INSET - Monday 3rd September 2018

INSET - Tuesday 4th September 2018

New Y7-10 Residential Students Arrive - Tuesday 4th September between 4-5pm

Y12 Residential Students Arrive - Wednesday 5th September between 10am and 12pm

INSET - Wednesday 5th September 2018

New Student Induction Day (Y7-10) - Wednesday 5th September 2018 (9.30am)

New Student Induction Day (Y12) - Wednesday 5th September 2018 (12.30pm)

First Day of Term - Thursday 6th September 2018

PARADE - Sunday 23rd September 2018

EXEAT - Saturday 29th and Sunday 30th September 2018

HARVEST PARADE - Sunday 14th October 2018

Half Term begins (1.5 weeks) - Friday 19th October 2018 at 3.35pm

INSET - Wednesday 31st October 2018

Lessons Commence - Thursday 1st November 2018

REMEMBRANCE PARADE - Sunday 11th November 2018

EXEAT - Saturday 24th and Sunday 25th November 2018

Last Day of Term - Friday 14th December 2018 at 12.40 pm

SPRING TERM 2019

First Day of Term - Thursday 3rd January 2019

WHITEHALL PARADE - Saturday 19th January 2019

Guildford Cathedral Service - Sunday 20th January 2019

EXEAT - Saturday 26th and Sunday 27th January 2019

PARADE - Sunday 10th February 2019

Half Term Begins (1 week) - Friday 15th February 2019 at 3.35 pm

EXEAT - Saturday 16th and Sunday 17th March 2019

PARADE - Sunday 24th March 2019

Last Day of Term - Friday 29th March 2019 at 12.40 pm

SUMMER TERM 2019

INSET - Tuesday 23rd April 2019

First Day of Term - Wednesday 24th April 2019

EXEAT - Saturday 4th and Sunday 5th May 2019

Public Holiday - Monday 6th May 2019

Half Term Begins (1 week) - Friday 24th May 2019 at 3.35 pm

PATRON'S PARADE - Saturday 8th June 2019

Annual Inspection and Prize Giving - Saturday 29th June 2019

EXEAT - Sunday 30th June and Monday 1st July 2019

Last Day of Term - Friday 12th July 2019 at 12.40 pm

KEY DATES FOR ACADEMIC YEAR 2019-20

AUTUMN TERM 2019

INSET - Monday 2nd September 2019
INSET - Tuesday 3rd September 2019
New Y7-10 Residential Students Arrive - Tuesday 3rd September between 4-5pm
Y12 Residential Students Arrive - Wednesday 4th September between 10am and 12noon
INSET - Wednesday 4th September 2019
New Student Induction Day (Y7-10) - Wednesday 4th September 2019 (9.30am)
New Student Induction Day (Y12) - Wednesday 4th September 2019 (12.30pm)
First Day of Term - Thursday 5th September 2019
PARADE – Sunday 22nd September 2019
EXEAT - Saturday 28th and Sunday 29th September 2019
PARADE – Sunday 20th October 2019
Half Term begins (1.5 weeks) – Wednesday 23rd October 2019 at 3.35 pm
Lessons Commence – Monday 4th November 2019
PARADE - Sunday 10th November 2019
EXEAT - Saturday 23rd and Sunday 24th November 2019
Last Day of Term - Friday 13th December 2019 at 12.40 pm

SPRING TERM 2020

INSET – Monday 6th January 2020
First Day of Term – Tuesday 7th January 2020
Memorial Weekend - Saturday 18th and Sunday 19th January 2020
EXEAT - Saturday 25th and Sunday 26th January 2020
PARADE – Sunday 9th February 2020
Half Term Begins (1 week) - Friday 14th February 2020 at 3.35 pm
EXEAT - Saturday 14th and Sunday 15th March 2020
PARADE - Sunday 22nd March 2020
Last Day of Term – Tuesday 31st March 2020 at 3.35 pm

SUMMER TERM 2020

INSET – Monday 20th April 2020
First Day of Term – Tuesday 21st April 2020
EXEAT - Saturday 2nd and Sunday 3rd May 2020
Public Holiday - Monday 4th May 2020
Half Term Begins (1 week) - Friday 22nd May 2020 at 3.35 pm
PATRON'S PARADE & Family Fun Day – Saturday 6th June
EXEAT – Saturday 20th and Sunday 21st June 2020
ANNUAL PARADE and Prize Giving - Saturday 4th July 2020
Last Day of Term – Wednesday 8th July 2020 at 12.40 pm



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