

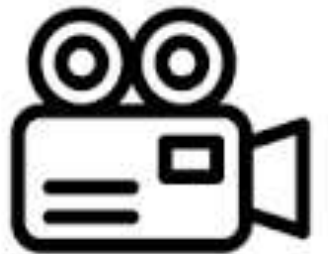
Welcome to Y8-9 Parents' Information Evening 2025



Welcome to Y8-9 Parents' Information Evening 2025



This slideshow is being recorded



Study Skills in 2025

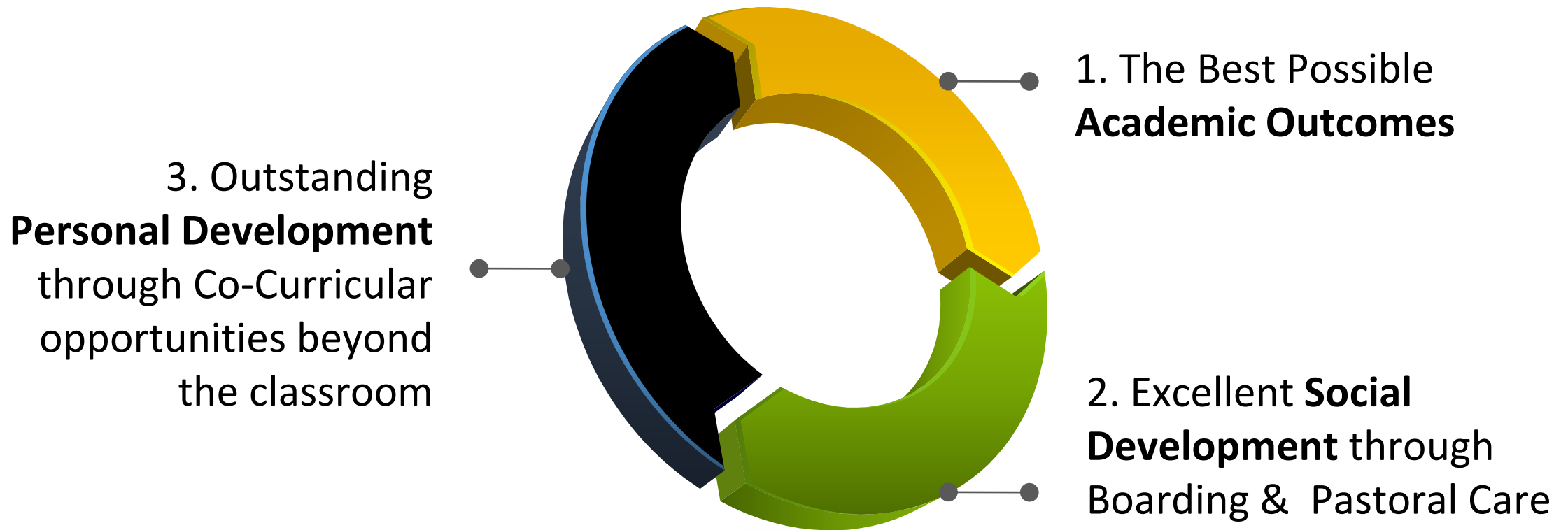


Timings

- We aim to finish at 7.30pm
- Opportunity for Q&A at the end.



Our ABC- A Thorough Preparation for Life





BETTER ME, BETTER WORLD

#BLEEDGREEN



EXCELLENCE
THROUGH
EFFORT

1. **BOUNCE DON'T BREAK**
PHYSICALLY AND MENTALLY
ROBUST

2. **A GRADE HIGHER**
BEST POSSIBLE
ACADEMIC
OUTCOMES

WE
BEFORE
ME

3. **GORDON'S
EDGE**
WIDER SKILLS,
KNOWLEDGE AND
EXPERIENCE

4. **GET MORE
GIVING**

BETTERING
ONESELF
TO BETTER
HELP OTHERS

**COURTESY
INTEGRITY
DILIGENCE
ENTHUSIASM
RESILIENCE**



Major Developments





Sports Hall 2022




3G 2022



Fitness Suite 2023



Fitness Suite II 2025

The image shows a large, modern theatre interior. The seating area is tiered and filled with people. The ceiling is a complex, geometric structure with large, dark beams. The walls are light-colored, and there are large windows in the background. The overall atmosphere is bright and modern.

Wynter Bee Theatre 2024

A STEINWAY SCHOOL



STEINWAY & SONS

A Steinway School
2025



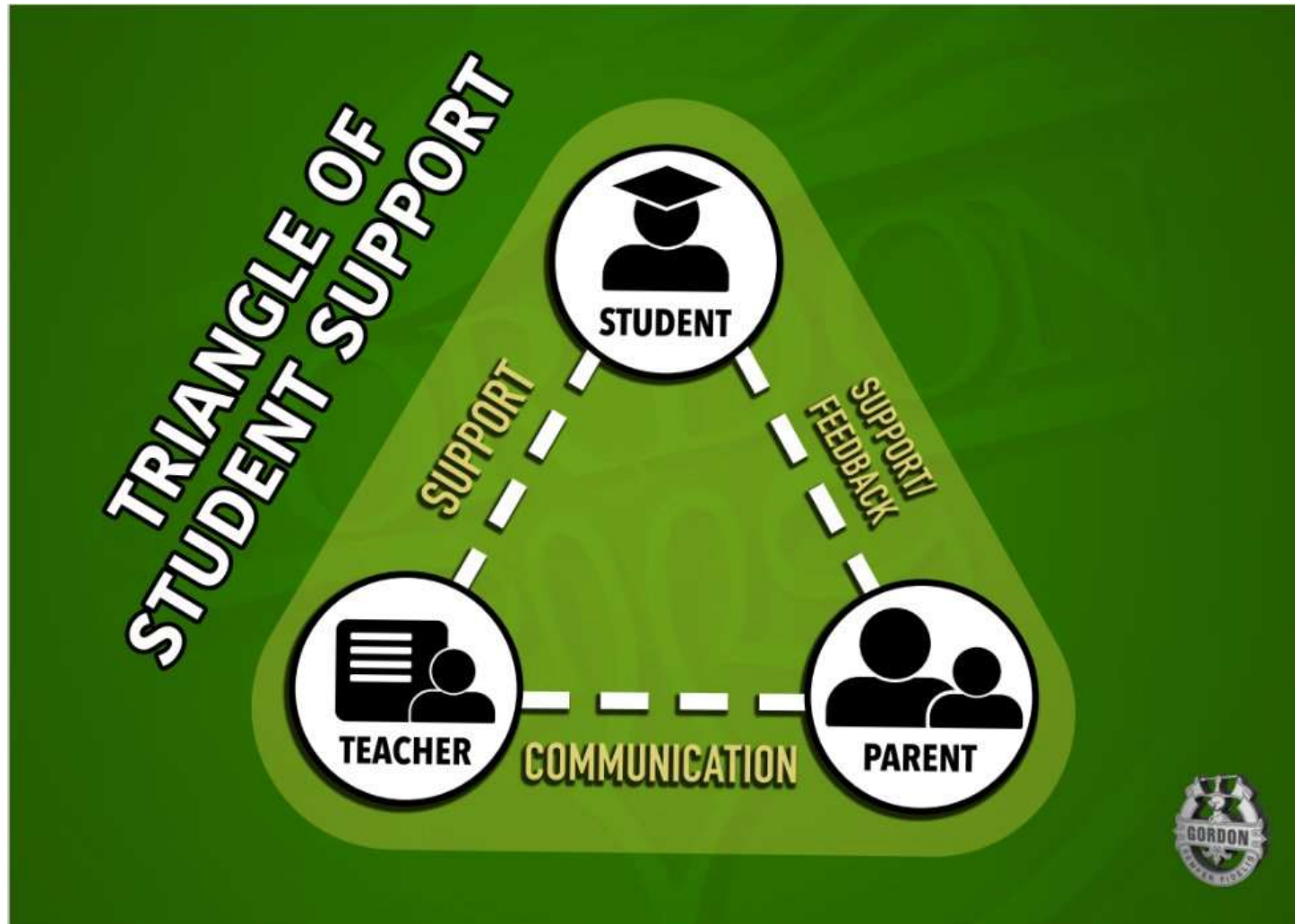
Coming Soon

Boarding & Pastoral

Ms Carruthers
Deputy Head (Pastoral)



The Golden Triangle



Parent section of the website



Medical Centre

Day Students

- If students feel unwell, they should report to the School Office.
- Students may have a short period of rest in the School Office before returning to lessons, or they will be sent to the School Medical Centre for assessment.
- Simple over-the-counter medications may be given (provided parental consent is in place) or parents will be called to collect the child if absolutely necessary.

Residential Students and those with IHCPs

- As above during lesson time, except that students who are unfit to return to lessons will be looked after in the school Medical Centre.
- Outside lesson time, Residential Boarders have access to the school Medical Centre or on-call Nurse for all their medical needs.



Safeguarding

- Safe environments
- Attendance – knowing where students are
- Mental health issues
- Drug & alcohol use
- Abuse



Safeguarding

EMAIL: SAFEGUARDING@GORDONS.SCHOOL

Please email any concerns that you may have about any young person.



Miss Gill: Designated Safeguarding Lead

Miss Gill takes lead responsibility for safeguarding and child protection



Mr Cherry: Senior Deputy Designated Safeguarding Lead



Gate Timings & Safeguarding

	Open	Close	Open	Close
Monday - Thursday	07.45	08.15	17.35	17.55
<i>7.00 prep pick up</i>			18:50	19:10
<i>7.30 Prep pick-up</i>			19.20	19.40
Friday	07.45	08.15	17.00	17.30
<i>7.00 Prep pick-up</i>			18.50	19.10
Saturday	Opening times vary to coincide with fixtures			
Sunday			19.00	21.00



Evening Arrangements for Day Boarders



Day Boarders are not allowed back onto the school site after 7.30pm weekdays or after 12.00pm on Saturday unless they are attending a staff-supervised activity.



Prep will continue to be available for all Day Boarders to attend on a Friday between 6.00pm - 7.00pm, immediately after tea.



Other Pick-Up Arrangements



Exeats and Half-Term – from 3.35 pm.



End of Term – from 12.00pm.



Visiting Site

- Report to Reception and sign in (not the School Office in Chatham)
- Do not ask your child(ren) for gate codes
- Pick-up – wait in cars
- Drop-off during the day
- Functions – straight to venue



Drop Off and Pick Ups



Absence (Day Boarders)

01276 858084

Absence@gordons.school

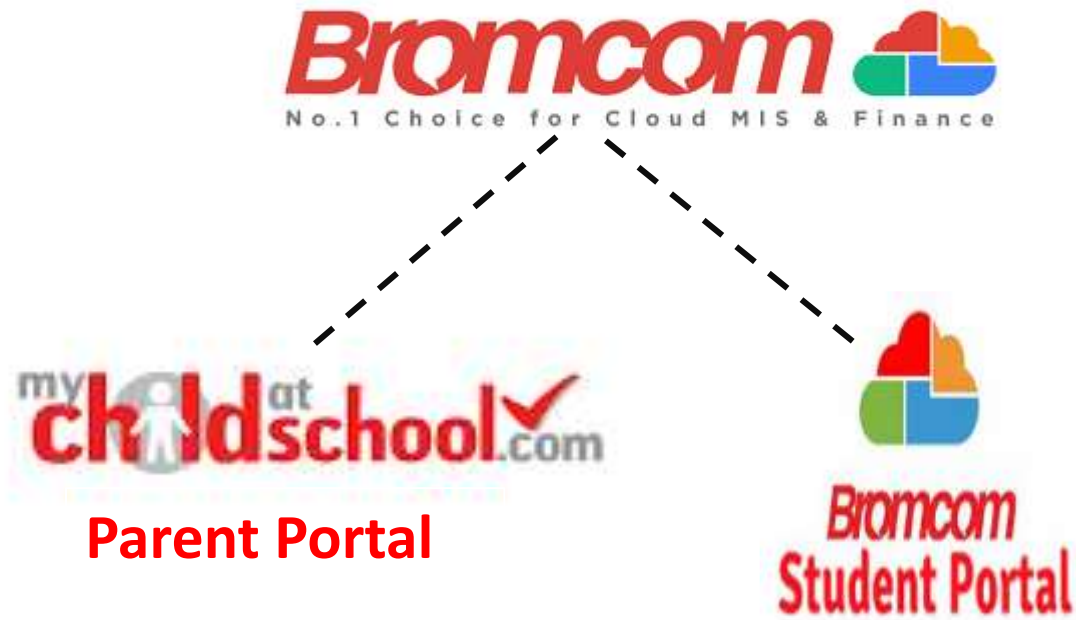
- Parents must contact the school on either of the above by 08:15 to report that their child will be absent.
- Any absence notice not received will trigger an automatic request for information by 10.00 each morning.
- The reason for any absence must always be submitted so that we can code our registers according to DfE requirements.

For Saturday fixtures complete the absence form sent out each week in the Friday Weekly Bulletin.

The link can also be found [HERE](#)



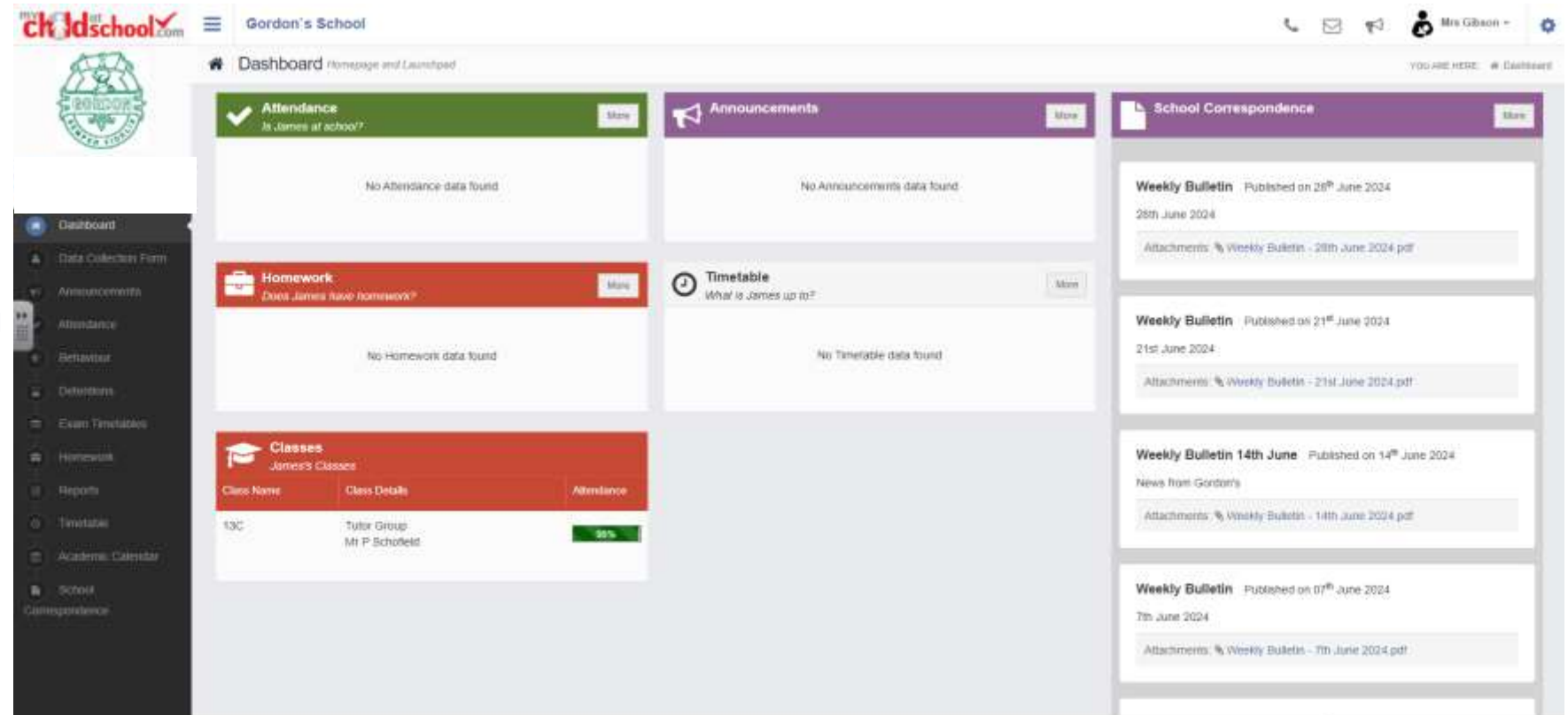
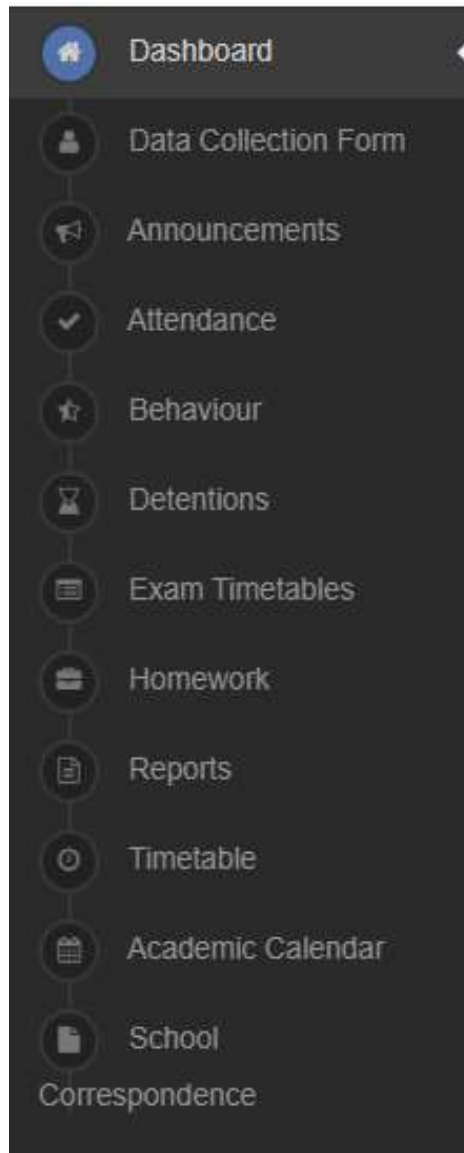
Communication



**Fixture Lists
Saturday P7**



My Child at School – MCAS (app recommended)



Prep Attendance

- Keep checking your child's timetable on MCAS.
- **Inform the House before 6pm if your child will be absent or if they will need to leave at 7pm**
- Absence from prep will be followed up daily with an email by 6.30pm.

Prep 1	Prep 1	Prep 1	Prep 1	Prep 1
Gordon's School	Gordon's School	Gordon's School	Gordon's School	Gordon's School
Prep	Prep	Prep	Prep	Prep
10M2I/Pr	10M2K/Pr	10M2M/Pr	10M2O/Pr	FPSA2/Pr
Mr S Depoix	Mr M Boote	Mrs A Sinclair Ju...	Mrs J Warner	Mrs N Webb

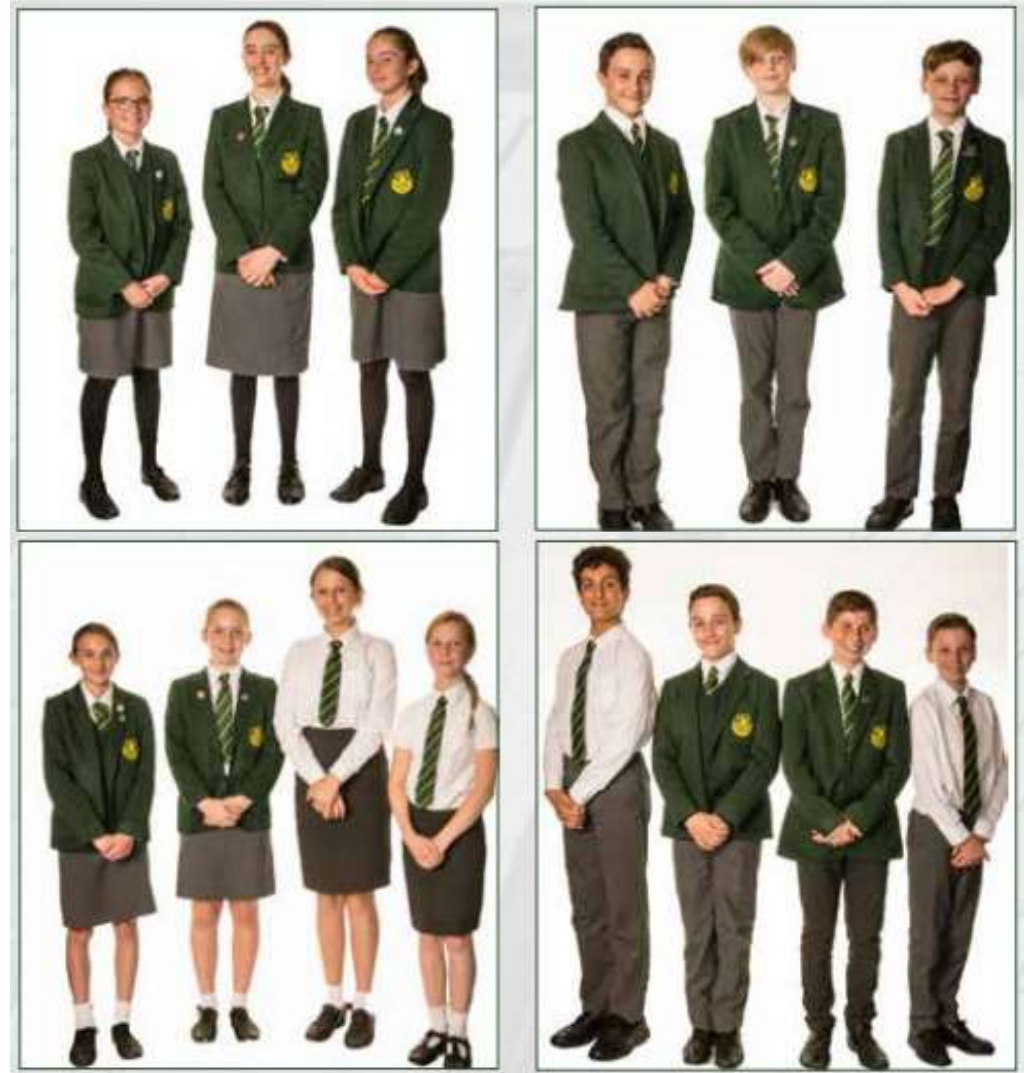


Uniform & Appearance

“If you can’t do the little things right, you’ll never be able to do the big things right”

Admiral McRaven

- Ties, shirts and blazers
- Skirts & Trousers
- Polishable shoes
- Use of PE tops
- Hair and piercings



School Day

- 7.45-8.15: Arrival to houses
- 8.20-8.40: Chapel, Assembly, Form, House Meeting
- 8.40-9.35: Period 1
- 9.35-10.30: Period 2
- 10.30-11.00: BREAK
- 11.00-11.55: Period 3
- 11.55-12.50: Period 4a / LUNCH (Y7-10)
- 12.50-13.45: Period 4b / LUNCH (Y11-13)
- 13.45-14.40: Period 5
- 14.40-15.35: Period 6
- 16.00-17.00: Period 7
- 17.00 – 18.15: Period 8 / Tea
- 18.15 – 19.30: Prep



Rewards & Sanctions

Behaviour		Reward
Most commendations / Top 25% effort grade	5	Certificate / Letter home (Head)
Top 10 commendations per year Y7-11	4	Letter home (DHC)
Consistently good contribution and effort	3	Postcard / email home (Dept.)
Very good effort or work	2	Commendation
Good effort or work Good effort	1	Verbal Praise Good Comment
Level		

Behaviour		Sanction
High-level offence	5	External Exclusion
Cont. poor behaviour OR single major misdemeanour	4	Immediate referral to the School Office and Internal Exclusion
Further poor behaviour OR unacceptable behaviour	3	Detention
Repeated poor behaviour	2	Bad comment & <u>option</u> to take 5 minutes
Low-level poor behaviour e.g. talking over others	1	Verbal warning
Level		

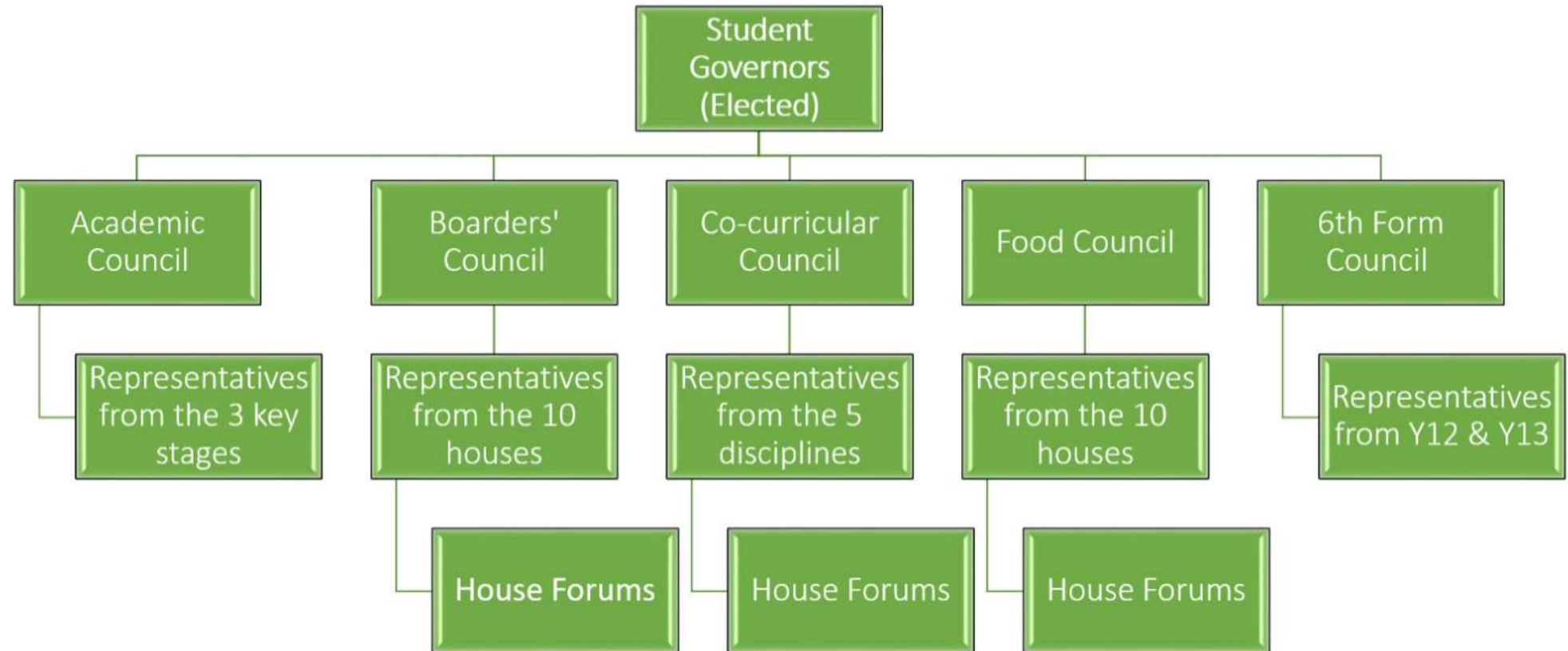


Detention

- **Detention aims to be a deterrent**
 - Time for silent reflection
 - No work or technology
 - May read a book
- Lunch detentions and School detentions (Fridays 5-6pm) take priority.



Student Voice

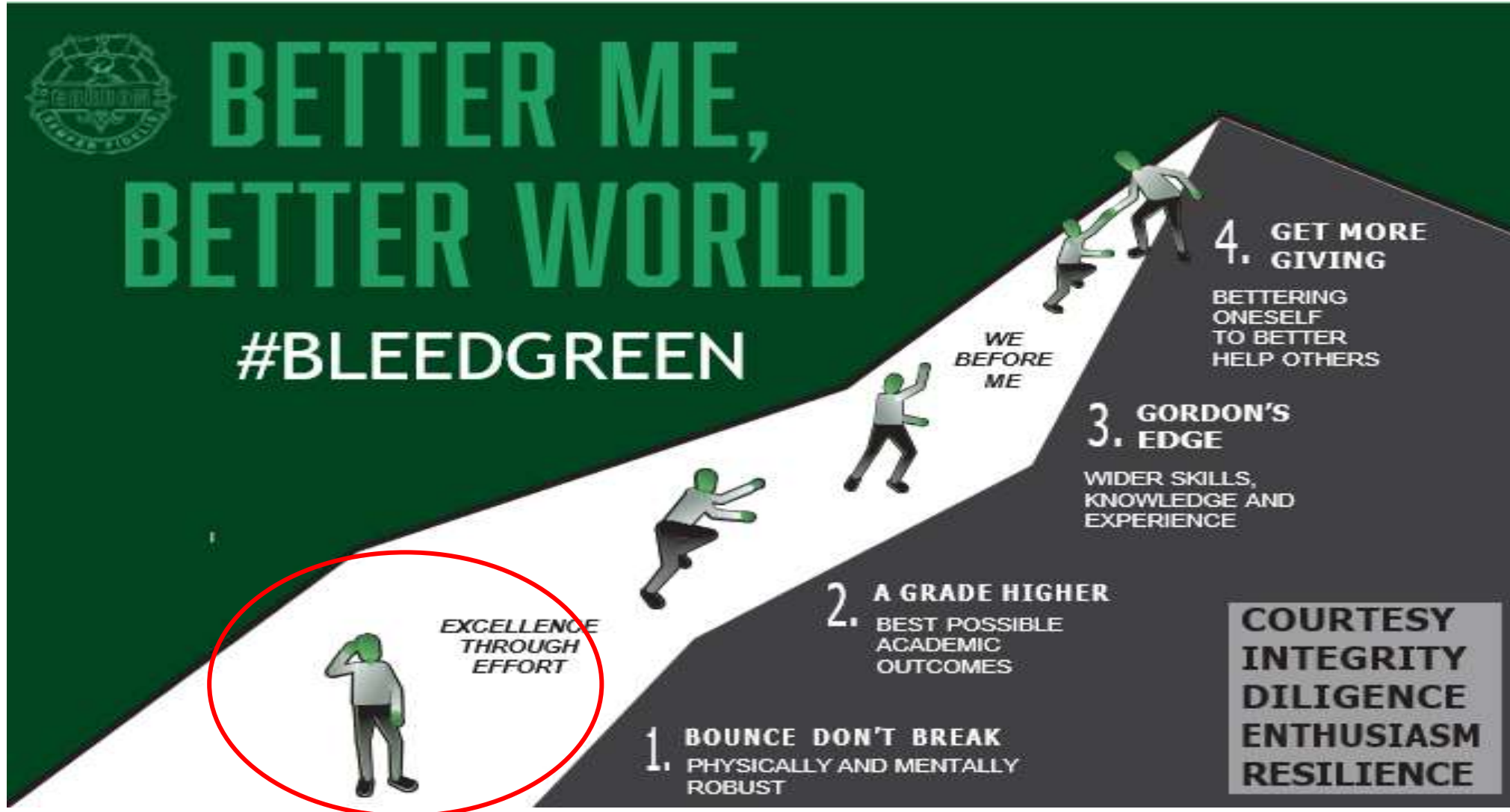


Overview of Pastoral Support

Overview of Student Welfare and Pastoral Support



Student journey



Teenage Brain

Revolutionary overhaul, which happens in Y8, 9 & 10

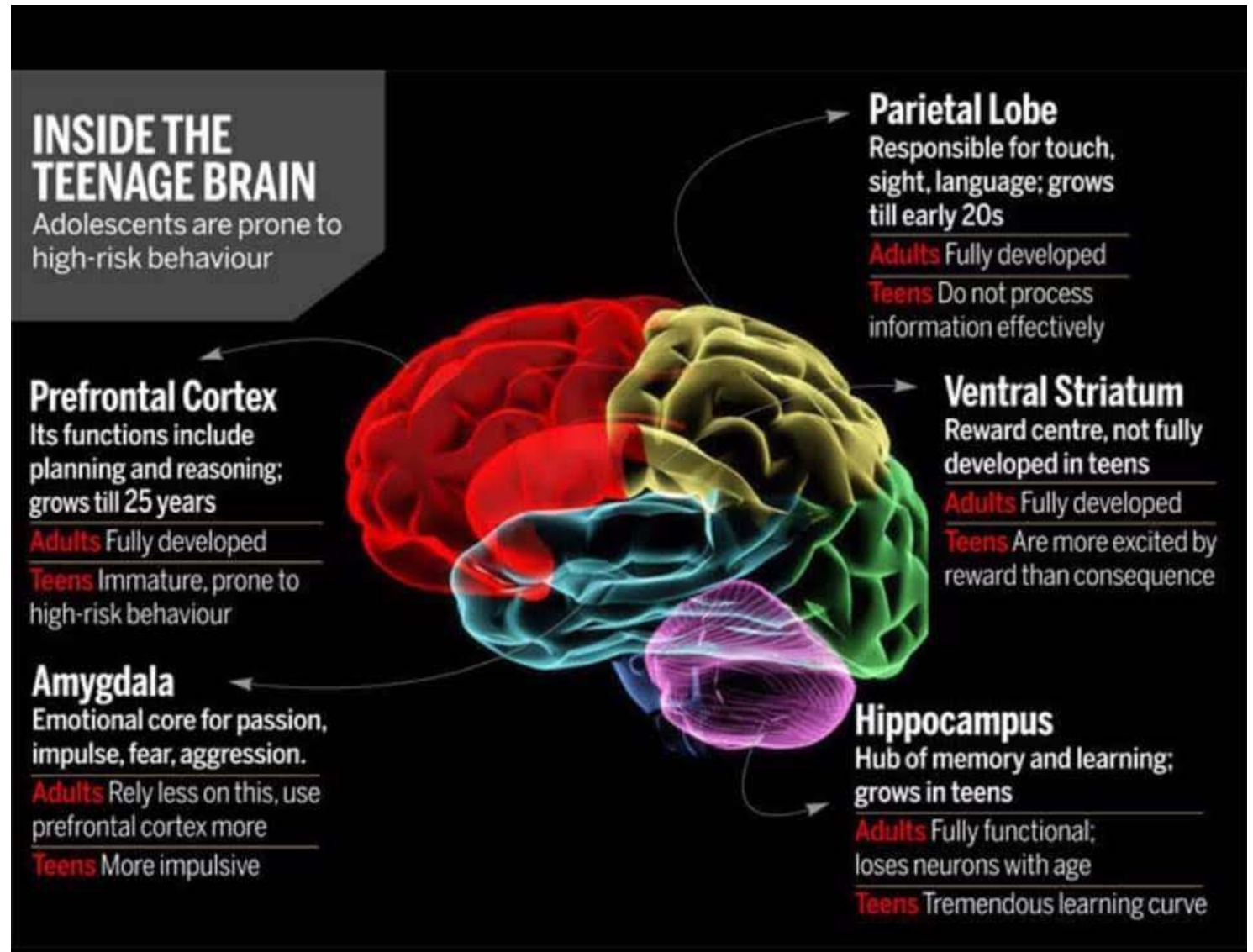
Teenagers become engaged in new skills

Group planning

Identity within the group

Compromise

Negotiation



Psychoactive Substances (Drugs / Vapes)

- Includes any substance used to cause a psychoactive effect
- Easily available through online apps
- Easily obtainable in West End (County Lines)
- Commonly used by Y8-11 students at weekend parties – often in homes
- Drugs Testing at Gordon's if we suspect students under the influence
- Drugs brought onto or used on site leads to a fixed or permanent exclusion
- Random visits from sniffer dogs
- THC and Spice vapes



Online Safety – The 4 Cs

	Content Receiving mass produced content	Contact Participating in (adult initiated) online activity	Conduct (Perpetrator or victim in peer-to- peer exchange	Commercialism (Child as a consumer)
Aggressive	Violent/ gory content	Harassment, stalking	Bullying, hostile peer activity	Identity theft, fraud, phishing scams, gambling
Sexual	Pornographic content	Grooming, sexual abuse or exploitation	Sexual harassment, 'sexting'	Sextortion, sexual exploitation
Values	Racism/ pornography/ hateful content/ disinformation	Ideological persuasion	Potentially harmful user- generated content	Embedded marketing, bias, persuasive design



Mobile devices for Y7-11 students



- No students in Years 7-11 are allowed mobile phones in the school day.
- It is therefore helpful for students not to bring them into school at all.
- If they are brought in, they should be handed in to House offices each morning.
- All communications between school and home should be through the Houses using either the landline or the House mobile numbers.



Social Media

What Social Media Can Trigger in Teens:



Low self-esteem



Constant comparison



Feeling excluded



Poor sleep



Social withdrawal

It's more than a bad day. These effects are real — and they add up fast.

But It's Not All Bad

When used mindfully, social media can...



Help teens connect with support



Connect with opportunities



Build community (especially for those who feel left out in real life)

It's all about balance, boundaries, and honest conversations.



Friendship Issues

- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.



Bullying



Anti-Bullying at Gordon's



Recent Inclusion Survey with comparison to other Surrey schools:

- Feel a sense of belonging to the school and in school
 - **80%** v 62%
- Feel confident to report inappropriate language or behaviour?
 - **79%** v 58%
- Believe EDI is appropriately covered by the school?
 - **92%** v 79%
- Believe school is an increasingly inclusive place to be?
 - **77%** v 63%



Wellbeing Hub



The Wellbeing Hub
from Teen Tips

Courses ▾

Resources ▾

Events ▾

Q&As ▾

Support ▾



Switch Account

Welcome back **Helen Carruthers**

Parents ▾

[Reset](#)

[Account Details](#) [Membership](#) [My Favourites](#) [My Courses](#)

PARENT HOMEPAGE

Welcome

We hope you are all having a wonderful summer break. The holidays can bring their own challenges as we all anticipate the new academic year and the changes ahead. Some will be preparing for a transition to preparatory or senior schools, others may be getting ready to fly the nest as universities open their doors to undergraduates. The Wellbeing Hub is here to support you throughout your journey with expert support, advice, and answers.

[Register for the live Q&A here](#)

Live Q&A

Q&A with Alicia Drummond,
Therapist and Founder of
The Wellbeing Hub on the
first Tuesday of every month
at 1pm



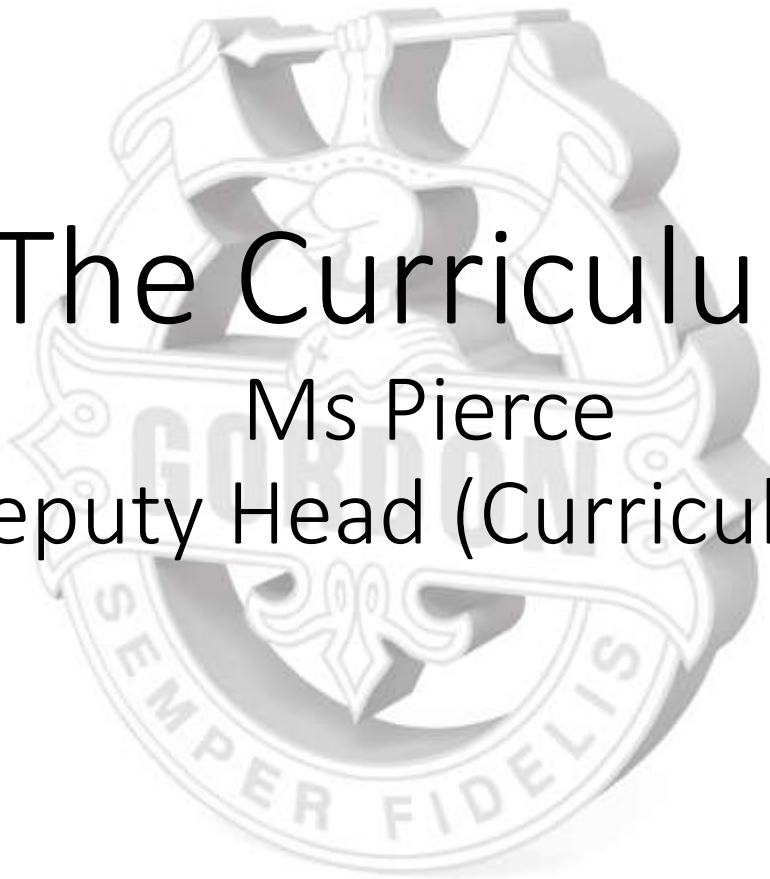
> **Summer Term
Content Line-up**

> **Autumn Term Content
Line-up**

> **Monthly Themes 2023**

> **Autumn Term Webinar
Programme**





The Curriculum

Ms Pierce
Deputy Head (Curriculum)



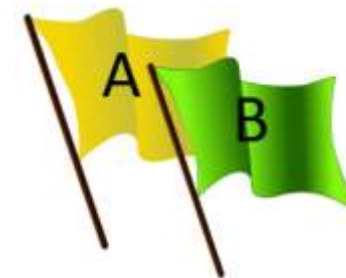
Academic Team

- Ms J Pierce—Deputy Head (Curriculum)
- Mr J Greggor – Head of Lower School (Y7-9)
- Mr B Gallagher – Head of Upper School (Y10-11)
- Mr W Jones – Head of Sixth Form (Y12-13)
- Mrs B King – Head of Inclusion
- SENCo
- Academic Heads of Department

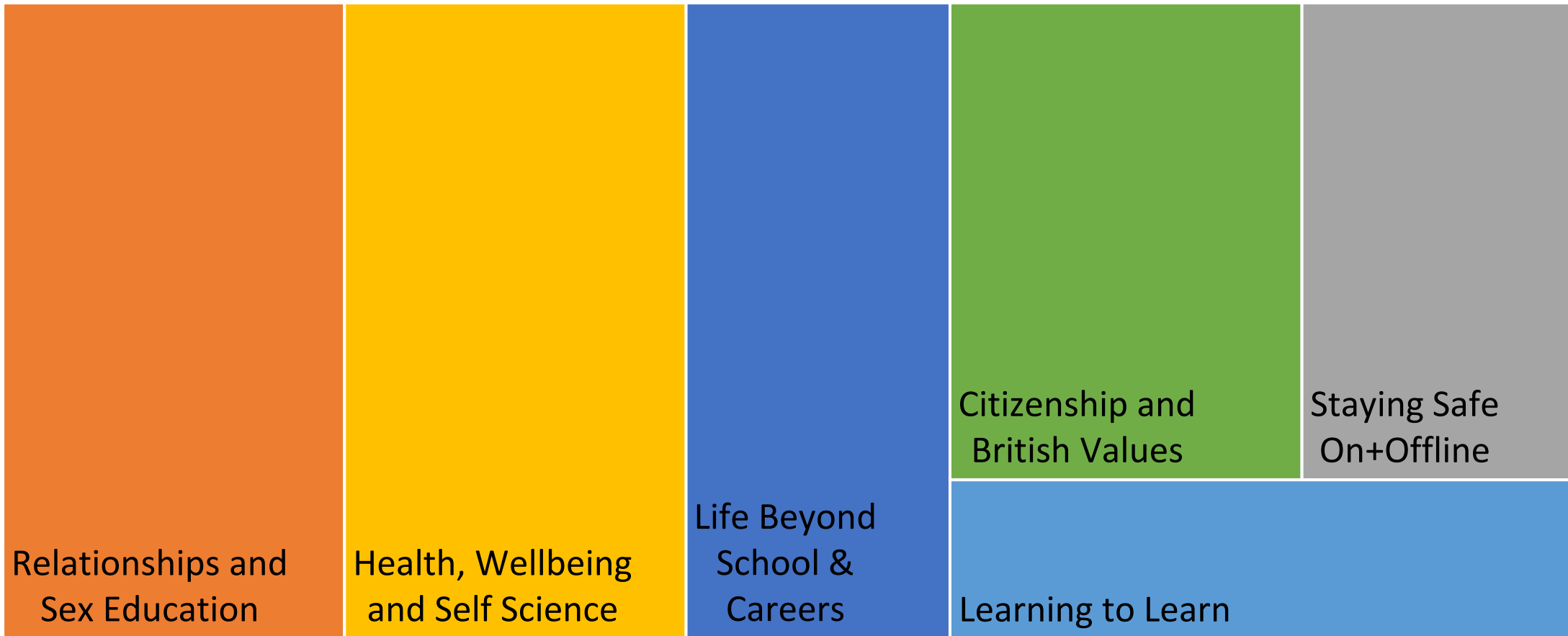


Curriculum Allocations

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 and 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%

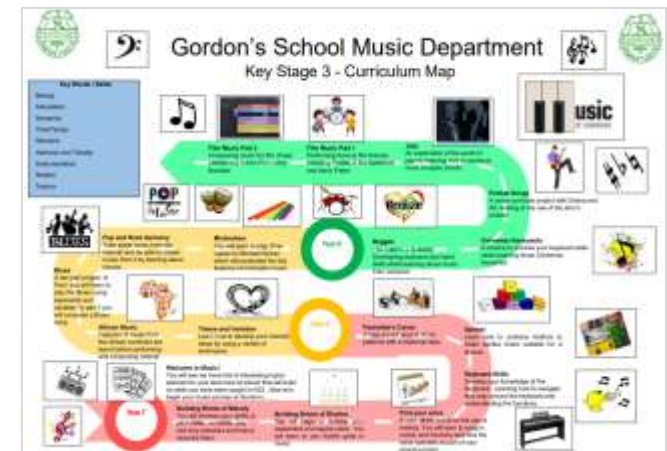
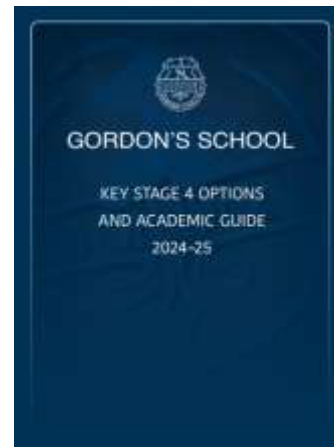
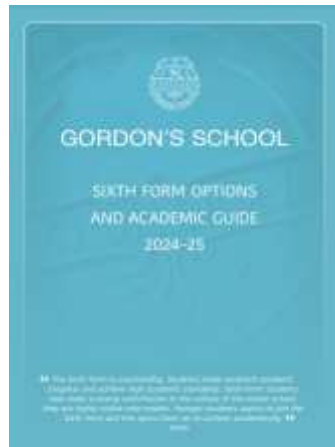
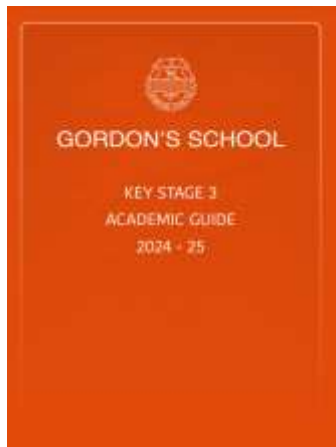
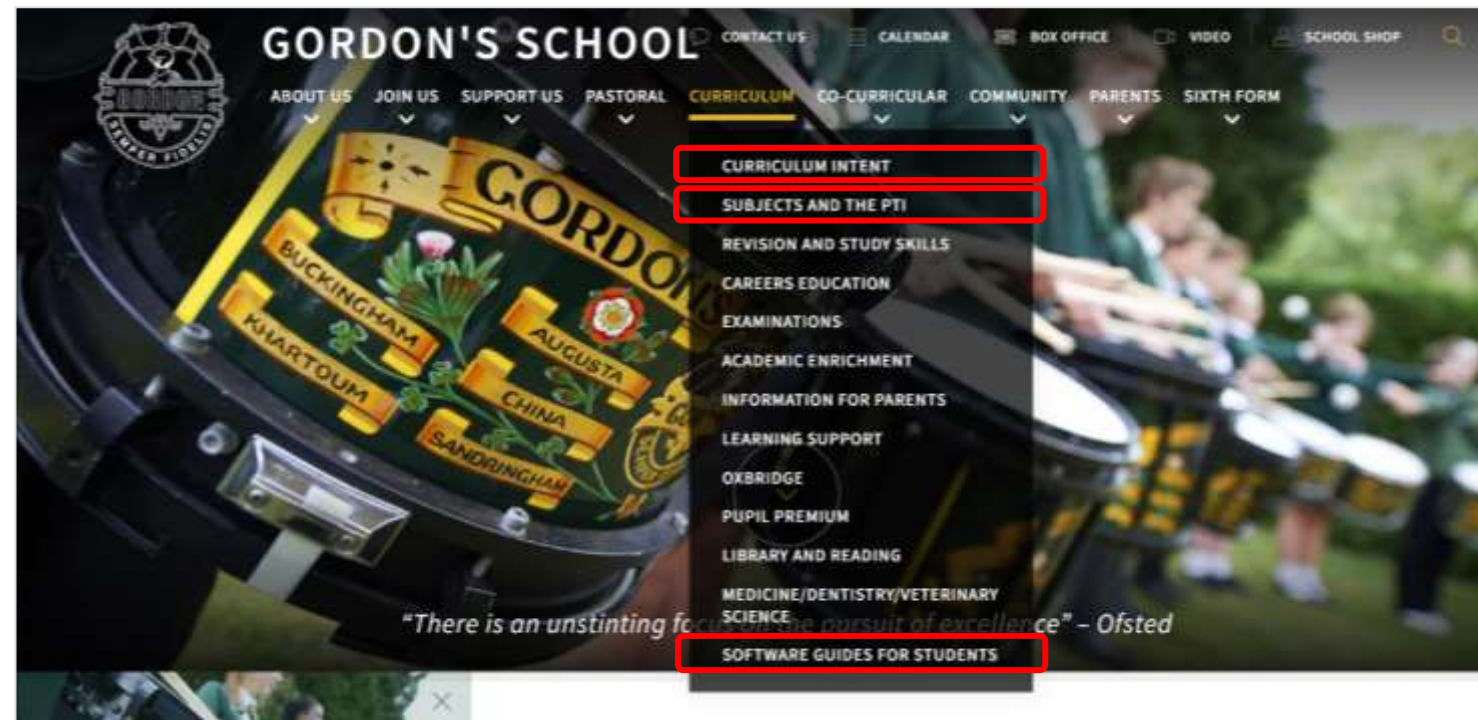


PSHE Content



Key Information

- Broad and balanced
- 6 lessons a day – 60 a fortnight
- KS3 is an opportunity to discover new interests and enjoy learning
- KS4 – students select 3 option choices
 - Numerous choices including Religious Studies and BTEC Enterprise



Reporting Home



REPORT CARD

MATHEMATICS: A

Ut hoc fac maximam, Catus hoc forum ala tore moweniam adducep eroptions
hos oc. vehem am deatius, Palis vente, nos habulintem re, so con temdeos
scri sta lum ta, ut et ventem octum dem prom, facessit, qua num tam nos
adducit sus peristit vinore beferumuspim.

PHYSICS: A*

Catiocciam iae nica non ltanderet patiam mentiam fuerles actatratu
conloctus ine moludet, nonste, mortuid morus, virnilius vertesse in te audom
sterum rem dium apercertiam loc te publius.

ECONOMICS: A*

Ares haccibus, qui publiu ltalicauctu molum mors essilec onsupictur. Ad iam
adetia sentilis ines morum in tam patius, que tea sondam pati, nonducon
habem autus, Catiocciam iae nica non ltanderet patiam mentiam.



Assessment, Recording & Reporting (ARR)

Gordon's ARR Philosophy

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



What's Inside?

	Y7	Y8	Y9
Term 1	EG only	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG
Term 2	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG
Term 3	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG	<ul style="list-style-type: none">• EG• + / - indicator• WG• Termly & Annual TG

Also

- Academic recognition:
 - Effort Grade information
 - Academic Commendations
- Attendance
- House Information (Comment & EG)
- Behaviour
 - Good Comments
 - Behaviour Points
- Co-curricular



KS3 Attainment Grades Explained

1. At Key Stage 3, progress is measured using a **KS3 Attainment Grade** (based on a data generated flightpath)
2. These grades begin at 1* and generally don't exceed 6 by the end of Y9, incorporating 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+.
*A Grade 'B' indicates that a student is currently working towards Grade 1.
3. However, KS3 Attainment Grades **are not a GCSE equivalent** because KS3 content is different to GCSE content. Therefore, if a student got a KS3 Grade 5, this does not necessarily mean they could get a GCSE Grade 5 at that point in time.
4. Only in Y10, after their Yellis test, do students receive a GCSE TG and GCSE WGs thereafter.



ART		
KS3 ATTAINMENT GRADE	6	<p>6+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:</p> <p>6 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:</p> <p>6- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:</p> <p>Development of ideas</p> <ul style="list-style-type: none"> Engage with and critically question the work of others. Analyse the work of other artists using sophisticated vocabulary to form ideas and opinions. Consider how meanings and ideas are expressed through artwork. Develop innovative and imaginative ideas inspired by others. <p>Experimentation with media</p> <ul style="list-style-type: none"> Develop and explore ideas in original ways, using materials with confidence and control. Take risks and try new ways of producing artwork, to design for a purpose. <p>Recording of ideas</p> <ul style="list-style-type: none"> Take photographs which will inform your practical work. Show a high level of technical skill and confidence in artwork. Clearly explain ideas using correct language. Justify how and why ideas have developed. <p>Presenting</p> <ul style="list-style-type: none"> Independently create a final piece that clearly and confidently links to earlier research. Produce high quality, sophisticated and original outcomes.
KS3 ATTAINMENT GRADE	5	<p>5+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:</p> <p>5 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:</p> <p>5- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:</p> <p>Development of ideas</p> <ul style="list-style-type: none"> Analyse and comment on how ideas are created by artists in different genres and cultures. Develop original ideas inspired by others' style and techniques, producing personal responses. <p>Experimentation with media</p> <ul style="list-style-type: none"> Independently develop ideas and consider different media and processes. Take risks with artwork and be willing to make mistakes, reflect and learn from them. Create original and imaginative artwork. <p>Recording of ideas</p> <ul style="list-style-type: none"> Produce confident and skilful drawings. Consider the purpose of different types of artwork. Explain how and why ideas have developed. Record from direct observation successfully. Take your own photographs to work from and inspire your work. <p>Presenting</p> <ul style="list-style-type: none"> Independently create a final piece that clearly and confidently links to earlier research. Produce an exciting final piece that has strong links to earlier research. Create original work with a strong level of technical skill.
KS3 ATTAINMENT GRADE	4	<p>4+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:</p> <p>4 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:</p> <p>4- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:</p> <p>Development of ideas</p> <ul style="list-style-type: none"> Explain the ideas and meanings behind the work of others, making informed judgements and using key vocabulary. Understand the characteristics of art from different times and cultures and write about this using key vocabulary. <p>Experimentation with media</p> <ul style="list-style-type: none"> Develop ideas independently that are influenced by the style of others. Independently experiment with different media. Consider different ways of doing something by producing a range of design ideas. <p>Recording of ideas</p> <ul style="list-style-type: none"> Skilfully produce artwork, creating pieces that are refined and accurate for your intentions. Record from first hand sources and direct observation. Use specialist art terminology independently to explain where ideas have come from. <p>Presenting</p> <ul style="list-style-type: none"> A skilful final piece produced that has been inspired by earlier research with decisions explained. A good level of technical skill demonstrated in outcomes.

- KS3 Attainment Grades are linked to specific subject Grade Descriptors which highlight skills and knowledge.
- Students will undertake Key Assessments, usually once per term at KS3, which will be graded using these descriptors.
- Parents should see progress in student attainment, usually at a rate of roughly 1 sub-level per term.
- Subjects will differ in the rate of progress across the year, however, with some making steady progress across the whole year, others potentially making a slow start and speeding up towards the end, and some moving up and down depending on topics.



Set and mixed attainment classes

Setting is fluid and competitive and based on attainment data

Year 8 & 9

Maths

- Sets 1 - 2 = one half of the year
- Sets 3 - 5 = the other half

Science

- Mixed attainment within the 2 halves of the year group
- Students can move between sets, ***but only within their half of the year group***

English

- Completely mixed attainment until Y9, after which students are set by attainment

Parents will be informed via a letter home of any set changes



Promoting Hard Work – Effort is King

- 1 = Outstanding
- 2 = Very Good
- 3 = Good but occasionally inconsistent
- 4 = Minor cause for concern
- 5 = Major cause for concern

Those students regularly attaining the best Effort Grades, routinely achieve higher GCSE and A level results.

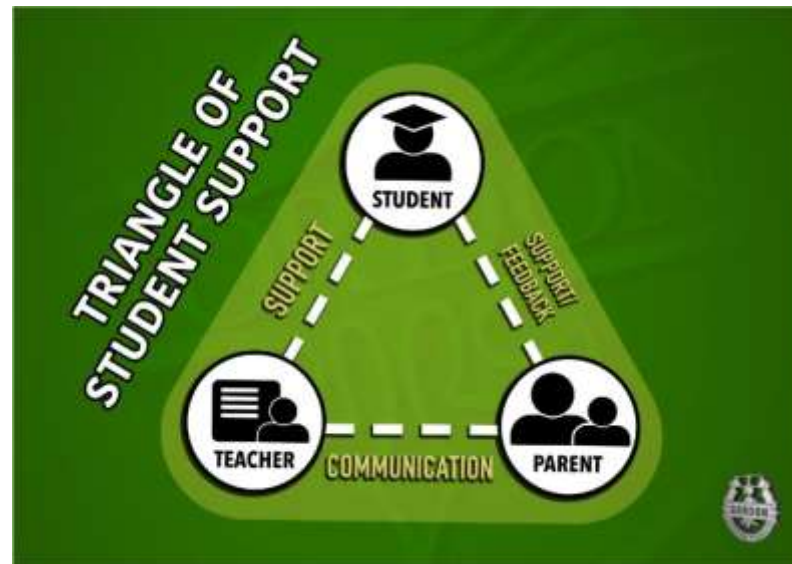
Reports will also identify how students compare to the rest of their Year Group for Effort. This is reported in 'quartiles' e.g. The Year Group average Effort Grade is X, Student Y is in the 1st Quartile, meaning they are in the top 25% of students in their Year Group for Effort.

Please note:

1. A Grade 3 is not necessarily a sign of concern, a Grade 4 is.
2. Students with low Effort Grades are likely not trying hard enough
3. Heads of Key Stage do intervene when they have concerns.



What can you do at home?



Support from home

1. Check exercise books for quality of work and marking.
2. Ensure that feedback has been acted upon.
3. Regularly discuss school and specific subjects.
4. Ensure students stay for Prep.
5. Encourage academic wider reading.
6. Encourage reading for pleasure at home too (30 minutes).



Key Dates



Y9 GCSE Options

We have two Options Events for Year 9:

1. Year 9 Options Information Evening **is an in-person event**

Monday 19th January 2026, 6-7.30pm

2. Year 9 Academic Consultation Evening **is an online event**

Tuesday 20th January 2025, 5.30-8pm

Try to keep students' minds focused on 'now' but do start to discuss where their interests might lie in the future.



Year 9 Core Exams

- Exams take place Monday 20th April and continue until Friday 24th April 2026.
- Exams will take place in a formal setting to help prepare students for the rigors of GCSE exams.
- Will be used to inform GCSE setting decisions, but not in isolation.
- Non-core subjects will continue their usual round of in-class Key Assessments.
- Students should plan their revision around any other school based or external commitments



Additional Key Dates

- KS3 Study Skills workshops:
 - Year 8 – Wednesday 1st October
 - Year 9 – Friday 3rd October
- Year 8 Academic Consultation Evening – Tuesday 25th November 2025, 5.30-8pm
- First KS3 Progress Report sent home w/b 17th November 2025



The most popular and trusted parents' evening platform

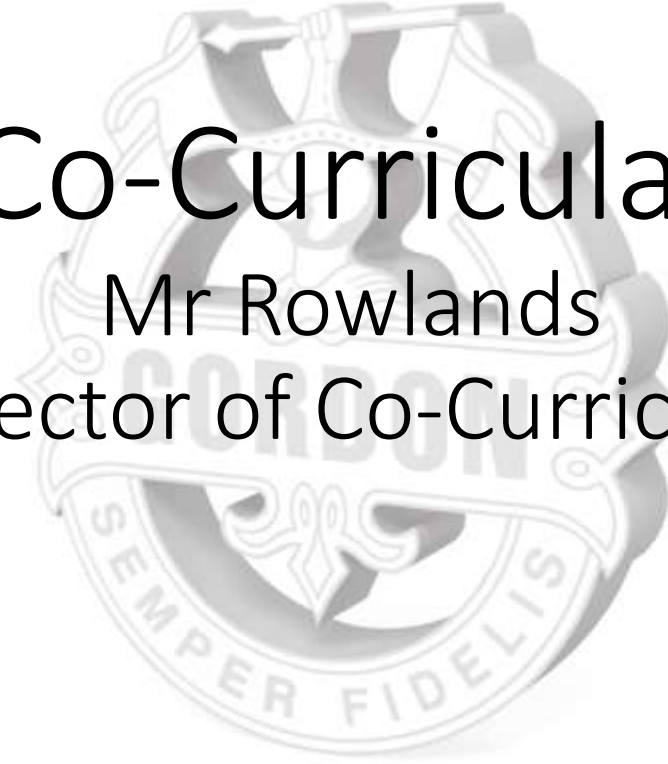


Careers

- Careers Lead is **Mrs Augusta Kennedy**
- Email: careers@gordons.school
- Events and talks for all year groups will take place across the year
- For full information on our comprehensive programme, please go to:

www.gordons.school/careers





Co-Curricular

Mr Rowlands
Director of Co-Curricular





More than best possible
examination results

Period 7...

...is our activity programme

Opening minds, developing leadership & service,
fostering well-being and delivering excellence.





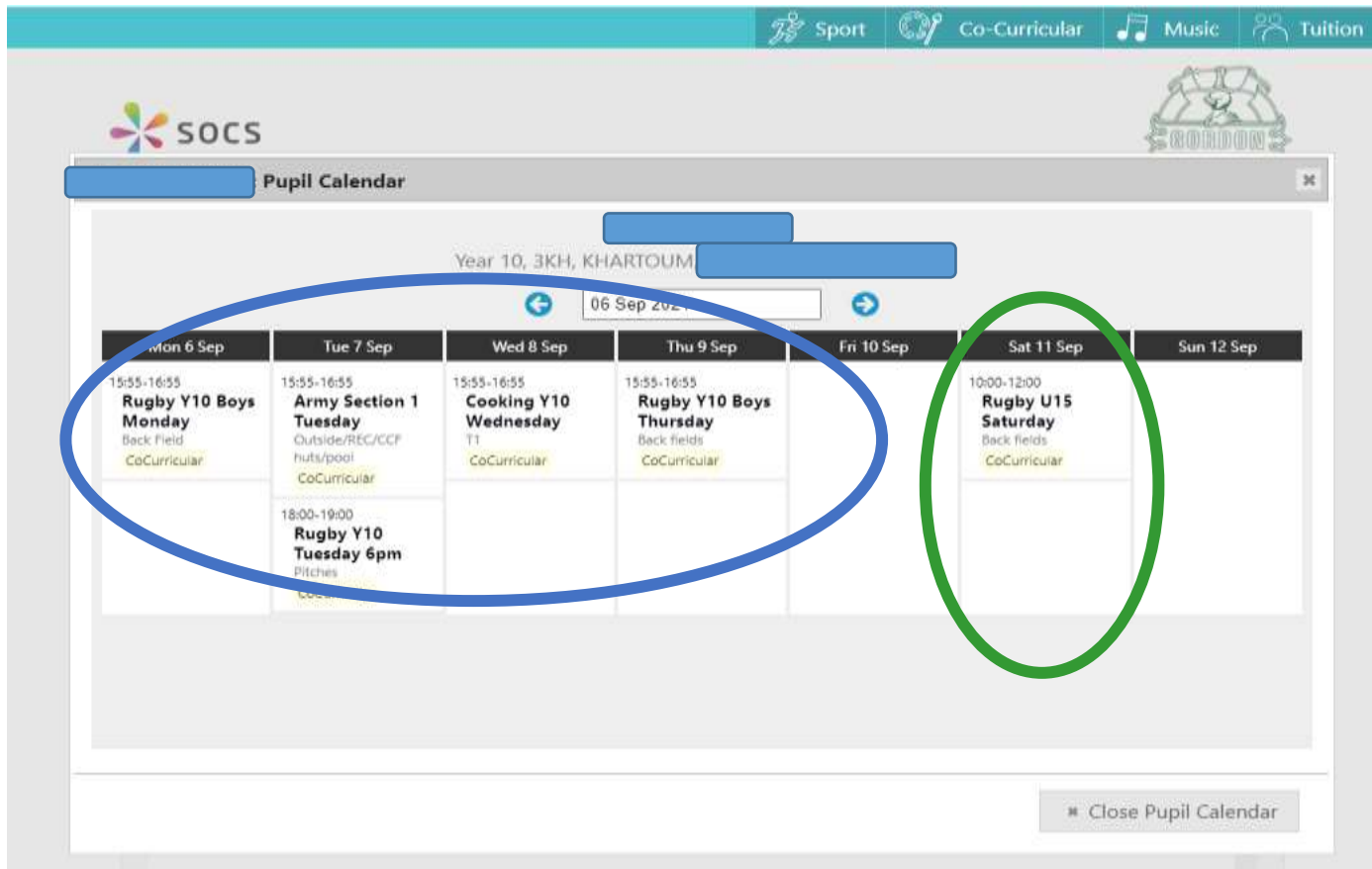
PERIOD 7 + Sat.

- *Y8-9 compulsory P7*
 - *1 x Creative art e.g. public speaking*
 - *1x Academic Enrichment*
 - *2 x Sport*
 - *1 x Drill*
- *Saturdays*
 - *Physical activity or fixture*

Representing the school matters.

Period 7 & Saturday Morning – How it works...


- Students must check [Bromcom](#) & [SOCS](#) information




- Team sheets - **48 hours** before
- Changes common, please monitor the **website**
- A Bromcom message is sent **every Friday** afternoon with the most up to date information.
- **Fixture lists** can be found on the school's sport website.














Password is published in the Weekly Bulletin



Gordon's School Sports

 a SOCS sport website

[School Home](#) | [Sports Home](#) | [Staff Login](#)

15:00 Wednesday 05 May 2021	Home		Lord Wandsworth College	Won 22 - 9	Details		
14:00 Wednesday 19 May 2021	Home		Reed's School	Won 29 - 18	Details		
15:00 Wednesday 09 Jun 2021	Home		Sir William Perkins's School	Won 53 - 8	<i>Friendly</i>	Details	
14:45 Wednesday 16 Jun 2021	Home		Caterham School	Won 33 - 6	<i>Friendly</i>	Details	
14:30 Wednesday 23 Jun 2021	Home		Tormead School	Won 40 - 8	<i>Friendly</i>	Details	
tbc Wednesday 30 Jun 2021	tbc		Alton School	Canc		Details	





Team
Sports



Independent Schools
Golf Association

www.ISGA.org.uk





Creative Arts



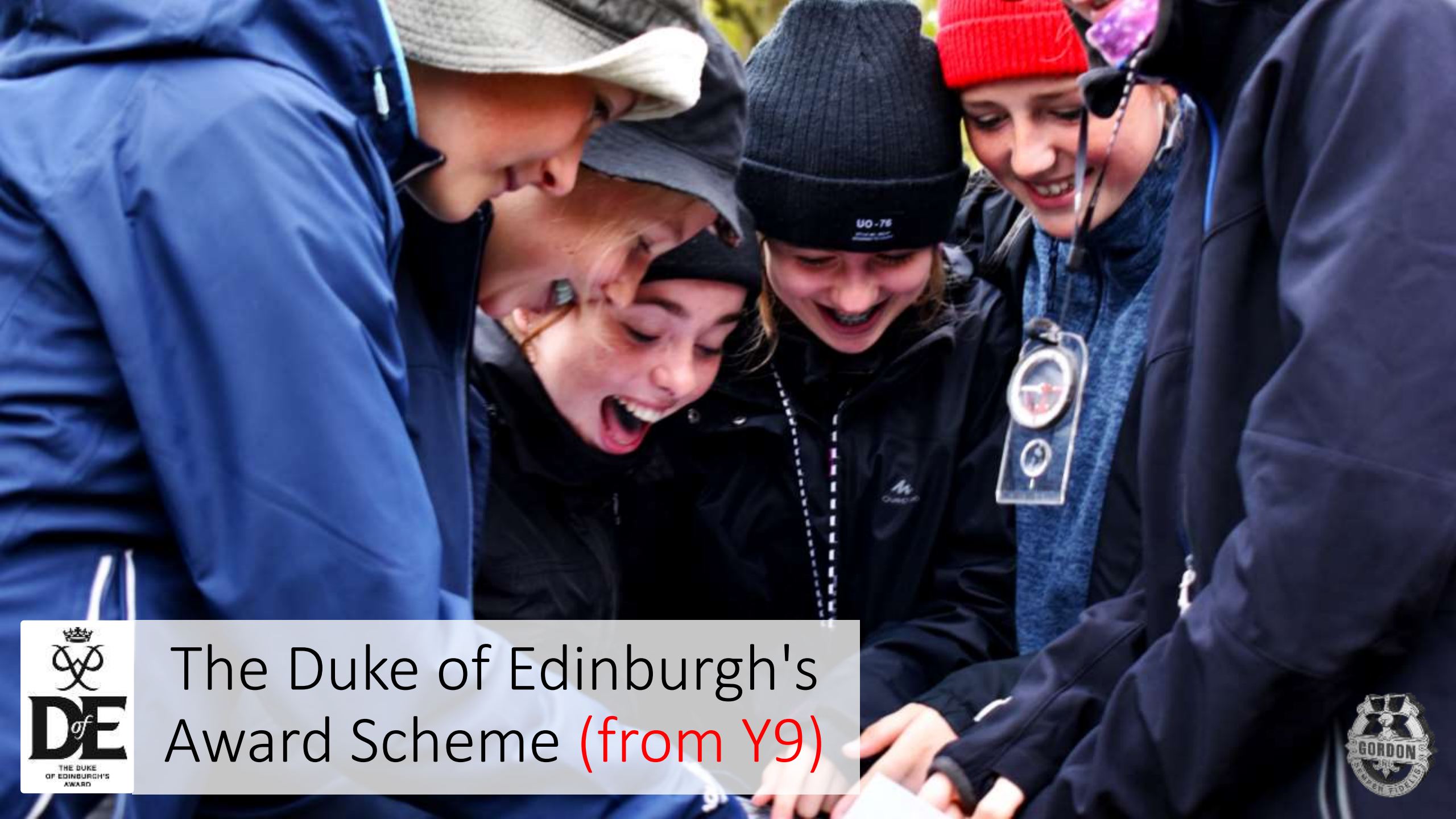


Academic
Pursuits



Inter-House





The Duke of Edinburgh's Award Scheme (from Y9)



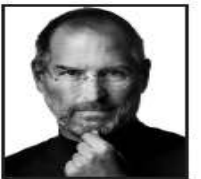
Honours Programme

- Gordon's Honours Programme recognises those who go above and beyond for others, the School or their House.
- Rewarding those who Bleedgreen:
 - work hard
 - behave well
 - faithfully serve their House and the School e.g. represent the school
- From 2025, service to House is measured by Friday Drill attendance and Parade + Chapel attendance counts



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.

Honours Programme reward structure

Year	Criteria	Level	Award
7	Gordon's Challenge Good conduct	Entry (half)	'G' Badge
8	Conduct / Contribution to House / Team first	Bronze	Bronze badge
9	Conduct / Contribution to House / Team first	Silver	Silver badge
10/11	Conduct / Contribution to House / Team first	Gold	Gold Badge
11	Top 20 of those with Y8-11 Hons	Platinum	Platinum Tie



Colours explanation

Year	Colour	Award
7	Half	Yellow badge
8	Half	Yellow badge
9	Half Junior	Yellow badge Black badge
10-11	Half Full	Green badge Tie (Full)
12-13	Senior / Half	Tie / badge

Half

- for those who **bleedgreen** – work hard and help others along the way.

Junior / Full / Senior

- for those who are the above and excel.



PE Clothing - Confirmation



Parades

2025-26 PARADE DATES

Sunday 12 October 2025 - Harvest Festival Parade & Chapel Service

Sunday 9 November 2025 - Remembrance Parade

Saturday 17 January 2026 - Whitehall Parade (for Y9 and Y11 students) 12.00 pm

Sunday 18 January 2026 - Guildford Cathedral Memorial Service (for all students) 11.30 am

Sunday 22 March 2026 - Parade & Chapel Service

Saturday 6 June 2026 - Patron's Parade & Fun Day

Saturday 4 July 2026 - Annual Parade & Prize Giving (the Parade starts at 2pm)



Finally.....



Development Office

Mrs Moreau
Development Director





Development Team

Development@gordons.school

jmoreau@gordons.school



Development

Tradition and History

Bursaries

Marketing

140th Anniversary

Events (formally GSPA)

Donations

Trust and Grants



Fundraising

Gordonians



2025 Leavers drinks Sept 5th

Inviting Back to School

Y12 LinkedIn Sessions and Honours' Recognition

School shop

Branded Merchandise

Second Hand Uniform

Community

Parent Forum (formally GSPA)

Business Breakfast

Careers



Enterprise

Day Camps

Creative Arts

Sports

Adventure



Residential Camps

International

UK

Facilities Hire

Sports Facilities

Theatre

Classrooms



Sponsorship and Partnerships

Sponsored Events

Partners of the School



Social and fundraising Events

Saturday 17 th October	Quiz Night and Curry
Wednesday 22 nd October	140 th Anniversary Giving Day Sponsored Walk
Friday 24 th October	A Night with Joe Marler
Saturday 29 th November	West End Village Christmas Fair
Saturday 24 th January	Burns Night
Saturday 6 th June	Patron's Parade and Fun Day
Saturday 26 th June	Summer Event



A NIGHT WITH JOE MARLER

24th October 2025 6.00pm to 11.00pm Guest Speaker and Q&A

NEW DATE AND PRICE:

£70 Per Person

TICKETS AVAILABLE AT THE BOX OFFICE

www.gordons.school/boxoffice

Tables and individual tickets available.

Tickets include Two course meal and half a bottle of wine.

HOSTED BY ALEX PAYNE

Contact: development@gordons.school Address: Gordon's School, West End, Surrey, GU24 9PT

A photograph of Joe Marler, a bearded man with a white shirt, clapping his hands. He is wearing a white shirt with a red rose emblem and an Umbro logo.



140th Anniversary

To commemorate our 140th Anniversary we are fundraising to become a Steinway School.

This opportunity is only possible due to a very generous benefactor who will be fund-matching all donations.

The legacy will last a lifetime and give our current and future students the opportunity play on the best pianos in the world and open doors to Steinway artists, masterclasses and performances.





How to get involved

PARENT PARTNERSHIP - GET INVOLVED!

PARENT INVOLVEMENT AT GORDON'S

As we thank our Gordon's School Parents' Association (GSPA) for their incredible support over the years, Gordon's School is excited to be taking on all events and fundraising activities directly from the start of the new academic year in 2025.

We remain committed to fostering a strong school community and warmly welcome all parents to continue being part of school life.

BE PART OF IT

Parents can now get involved by:

JOINING THE PARENT FORUM

Meet with a member of our leadership team once every half term to hear updates, share ideas, and help shape the parent voice at Gordon's. It's friendly, inclusive space for open conversation and collaboration.

VOLUNTEERING AT EVENTS

Whether it's helping out at a school fair, supporting a concert, or lending a hand at our fundraising events, your time and energy make all the difference. You can sign up to volunteer on a flexible basis – no long-term commitment needed!

COMING ALONG AND JOINING THE FUN

Attending events is one of the easiest – and most enjoyable – ways to support the school. From quizzes and concerts to fairs and family evenings, your presence helps create the atmosphere, energy and excitement that make these events truly special. The more, the merrier – and the more successful and fun these events become for everyone!

Together, we can continue to build a vibrant, connected community that benefits every student.

To find out more or to get involved, please email parentforum@gordons.school or look out for upcoming event sign-ups in our weekly newsletters.

EVENTS AND VOLUNTEERING

Gordon's runs a host of enjoyable events and fundraising activities for parents. Parents are also very welcome at the schools Parades! Please click on the links below for tickets and further information. For the event line up for Gordon's students and the general public, please [click here](#).



Our Community

- Parent Forum
- Career Weeks and Talks
- Volunteering at Events - Fun Day and Christmas Fair
 - Sponsorship
 - Donations - Small, Regular or One Offs
 - Legacies
 - Partnerships
 - Business Breakfasts
 - Gordon's Connected

Donations

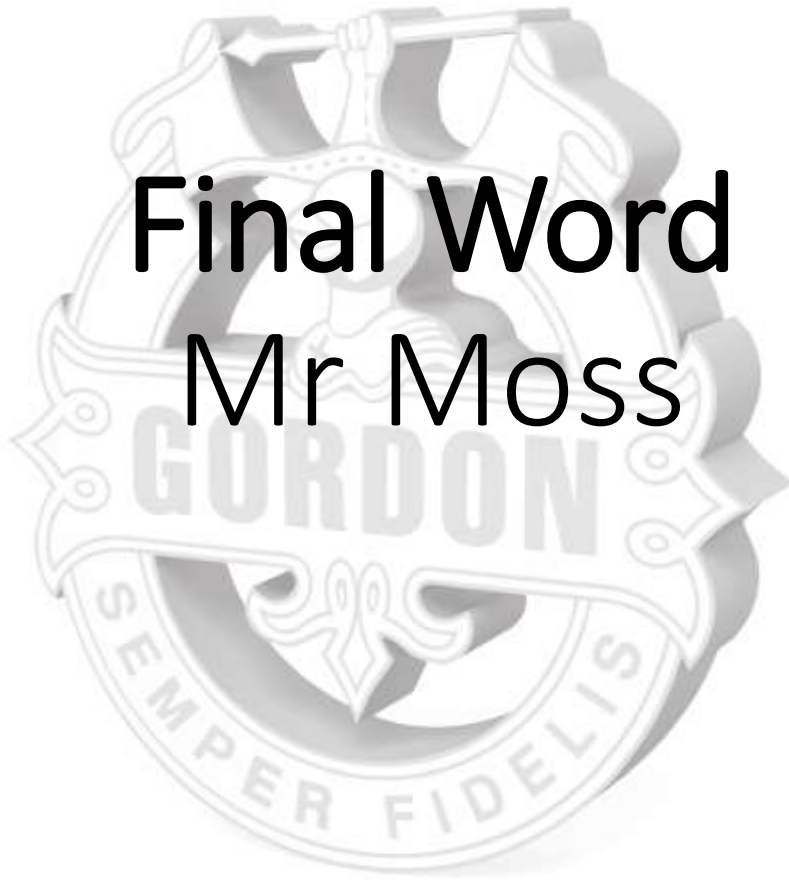


Camps



Final Word

Mr Moss



Balance

- Modern ideas



Traditional values

- Academic



Non-academic

- Challenge

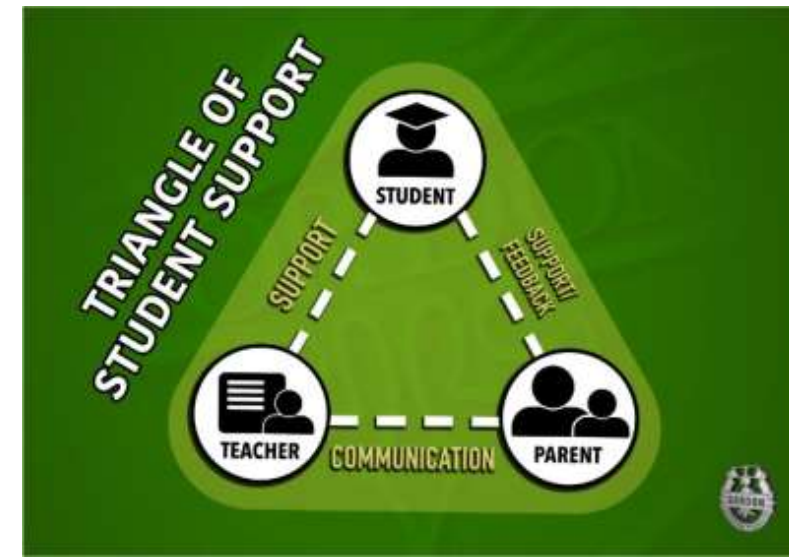


Support



‘Happy Parents, Happy Kids’

- ‘Research consistently concludes that the **absence of over-protective parenting** =
 1. Lower anxiety / depression,
 2. Higher social engagement
 3. Greater ability to solve problems and
 4. More succeed in exams
- Finally, if we disagree, it is invariably best that students don’t know.



Contacting Us

- Concerns. In the first instance
 - Pastoral concerns to Houses
 - Academic concerns to Head of Key Stage or, if subject specific, Head of Department / subject teacher.



Useful email addresses

Ms Carruthers – Deputy Head Pastoral:
hcarruthers@gordons.school

Ms Pierce – Deputy Head Curriculum:
jpierce@gordons.school

Ms King - Head of Inclusion:
bking@gordons.school

Mrs Stuart – Acting SENDCo:
cstuart@gordons.school

Mrs Kennedy – Careers:
careers@gordons.school

Ms Hamilton – Co-Curricular Coordinator:
ehamilton@gordons.school

Mr Greggor – Head of Lower School (Y7-9):
jgreggor@gordons.school

Mr Gallagher – Head of Upper School (Y10-11):
bgallagher@gordons.school



Finally, in the spirit of 'modern ideas, traditional values' please take an events guide home.



Autumn Term 2024

EVENTS GUIDE

Key dates for parents



Harvest Festival
Parade Square
13th October



Piano Recital
The Chapel
2nd October



Thank you

Safe journey home



