Welcome to Y8-9 Parents' Information Evening 2026

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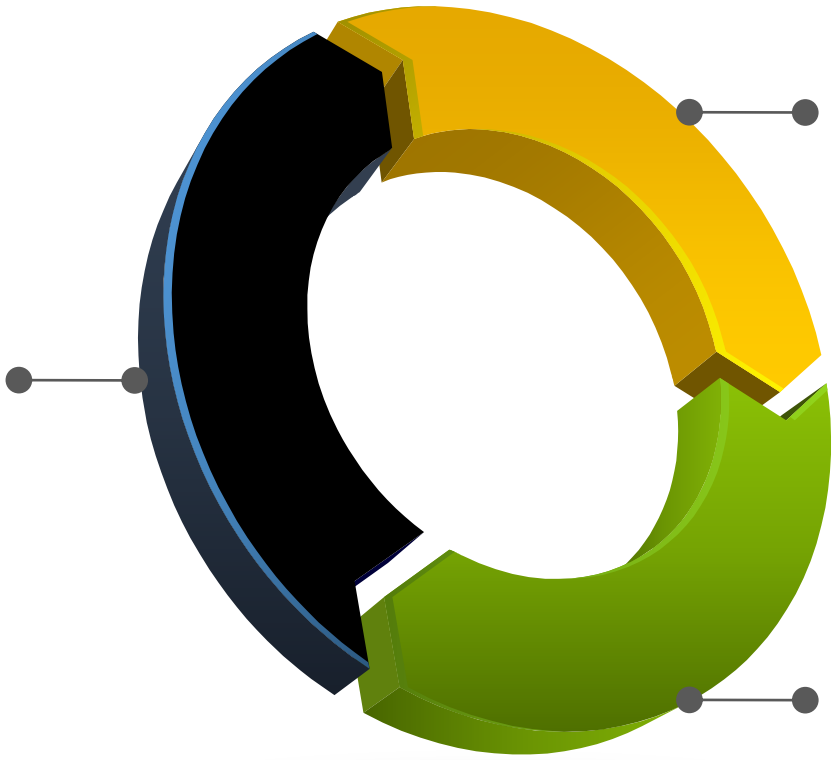
This slideshow is being recorded

Timings

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

Our ABC- A Thorough Preparation for Life



1. The Best Possible **Academic Outcomes**

2. Excellent **Social Development** through **B**oarding & Pastoral Care

3. Outstanding **Personal Development** through **C**o-Curricular opportunities beyond the classroom

BETTER ME, BETTER WORLD

#BLEEDGREEN

EXCELLENCE THROUGH EFFORT

WE BEFORE ME

1. BOUNCE DON'T BREAK
PHYSICALLY AND MENTALLY ROBUST

2. A GRADE HIGHER
BEST POSSIBLE ACADEMIC OUTCOMES

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

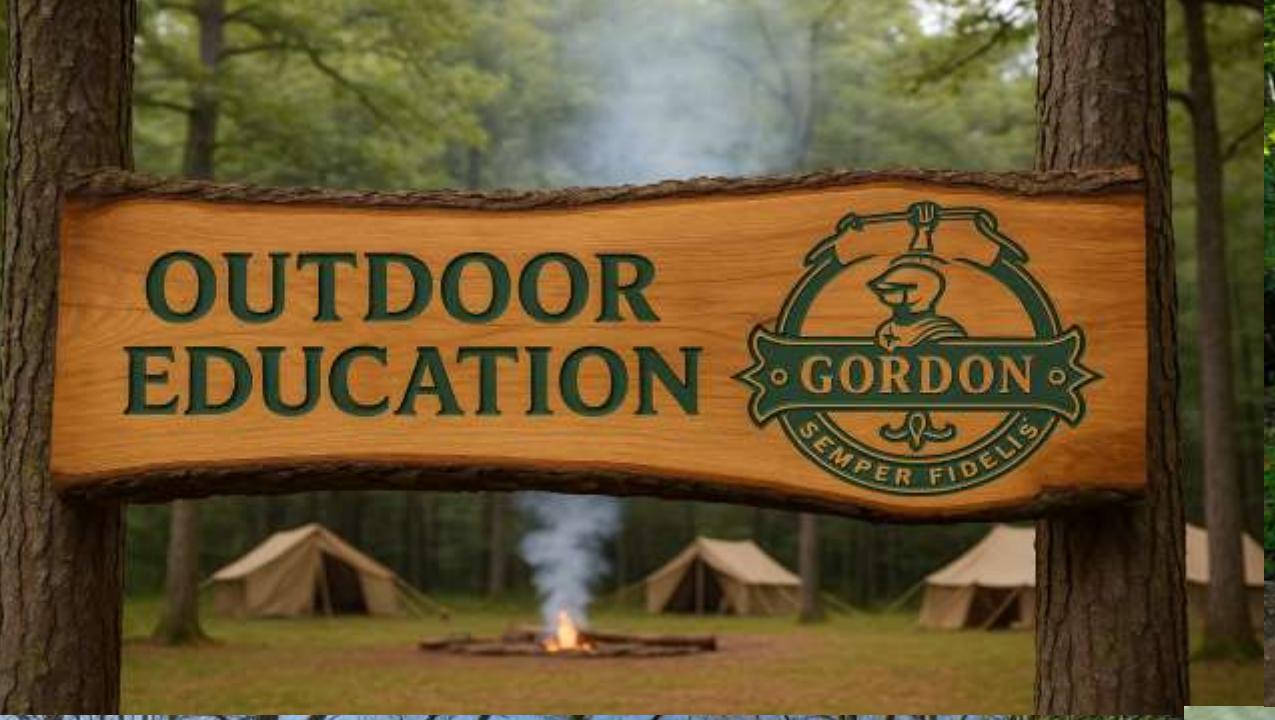
4. GET MORE GIVING
BETTERING ONESELF TO BETTER HELP OTHERS

5. CALL IT OUT
SPEAK WITH HEART, ACT WITH COURAGE

COURTESY
INTEGRITY
DILIGENCE
ENTHUSIASM
RESILIENCE

Major Developments

A Steinway School


OUTDOOR
EDUCATION
GORDON
SEMPER FIDELIS

The Curriculum

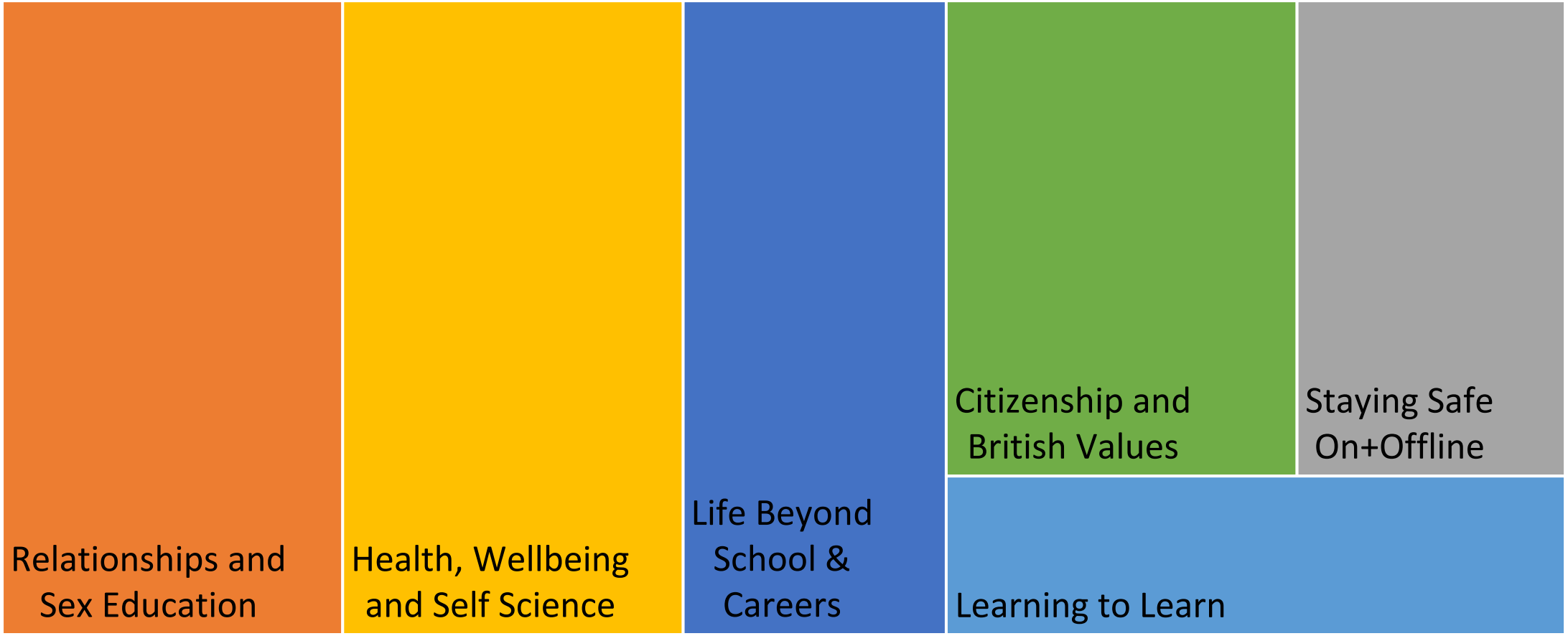
Ms Pierce

Deputy Head (Curriculum)

The Team

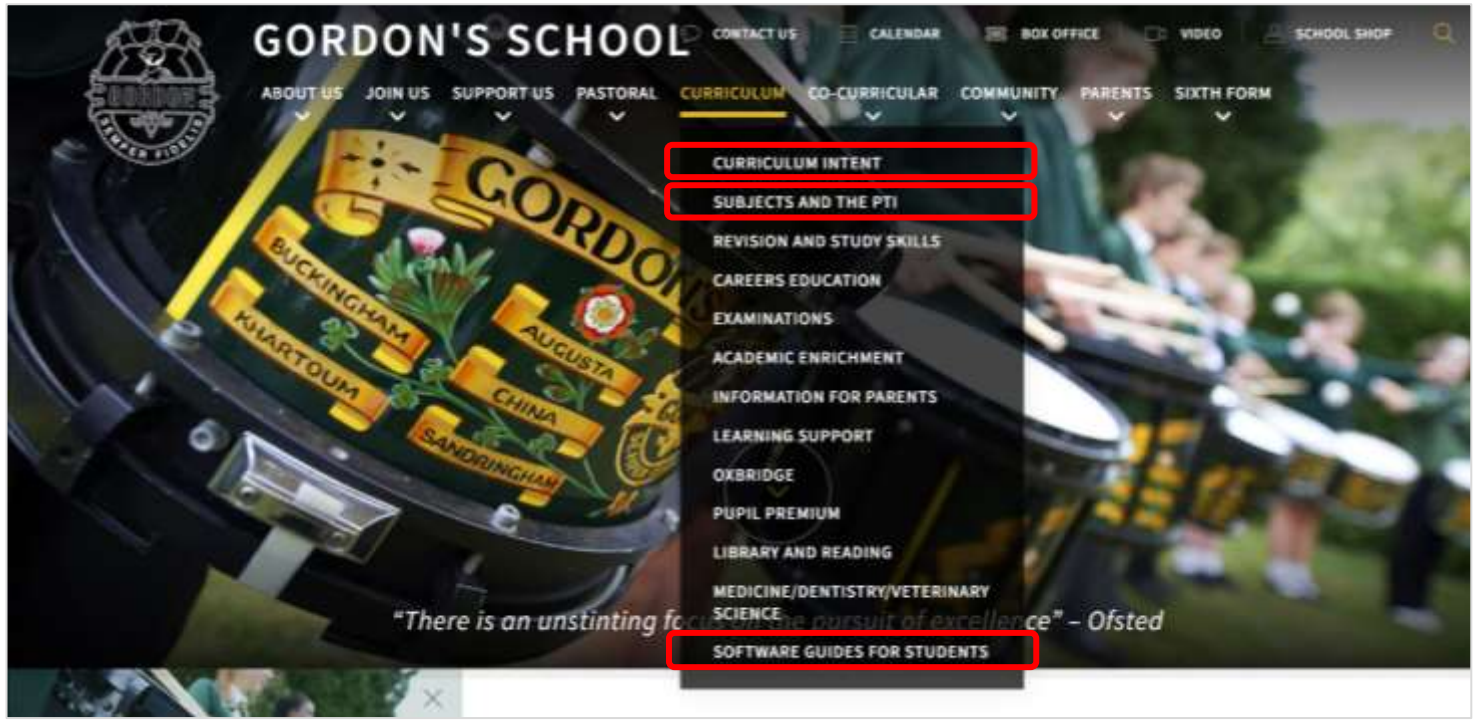
- Ms J Pierce–Deputy Head (Curriculum)
- Mr J Greggor – Head of Lower School (Y7-9)
- Mr B Gallagher – Head of Upper School (Y10-11)
- Mr W Jones – Head of Sixth Form (Y12-13)
- Mrs Emily Rawlins – SENDCo
- Academic Heads of Department

PSHE Content

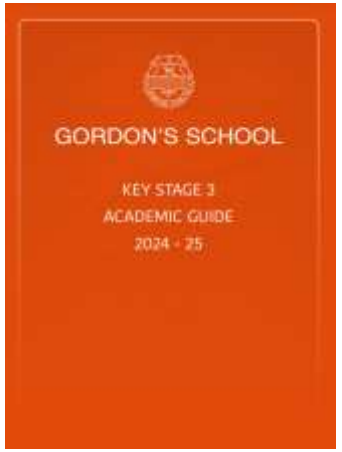


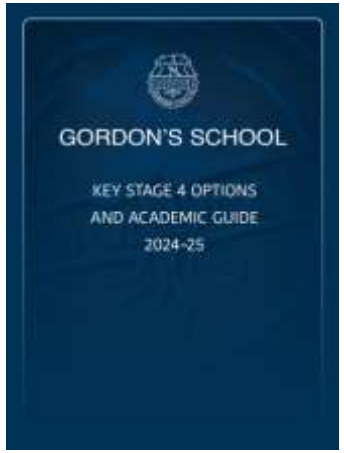
Key Information

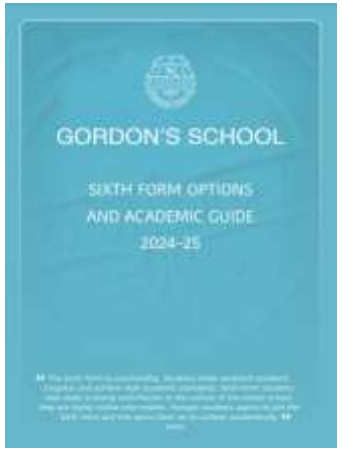
- Broad and balanced
- 6 lessons a day – 60 a fortnight
- KS3 is an opportunity to discover new interests and enjoy learning
- KS4 – students select 3 option choices
  - Numerous choices including Religious Studies and BTEC Enterprise

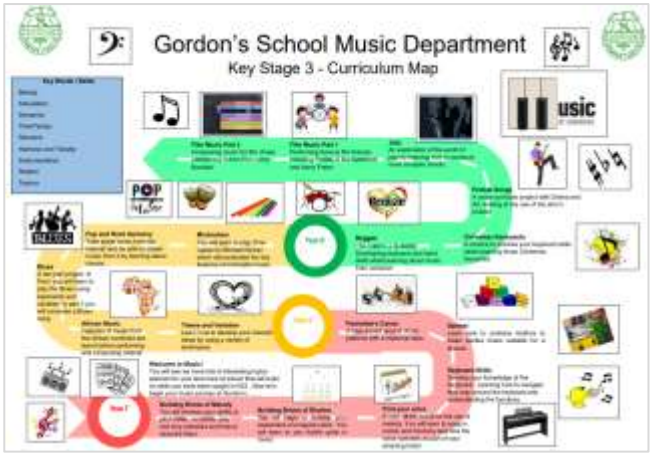


Curriculum Maps in all exercise books detail what we intend students to learn each year









Reporting Home

Assessment, Recording & Reporting (ARR)

Gordon's ARR Philosophy

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

Based on staff, student and parent feedback

	Y7	Y8	Y9
Term 1	EG only	• EG • + / - indicator • WG • Termly & Annual TG	• EG • + / - indicator • WG • Termly & Annual TG
Term 2	• EG • + / - indicator • WG • Termly & Annual TG	• EG • + / - indicator • WG • Termly & Annual TG	• EG • + / - indicator • WG • Termly & Annual TG
Term 3	• EG • + / - indicator • WG • Termly & Annual TG	• EG • + / - indicator • WG • Termly & Annual TG	• EG • + / - indicator • WG • Termly & Annual TG

- 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 **<u>are not a GCSE equivalent</u>** 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

6+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

6 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

6- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas
- 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.

Experimentation with media
- 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.

Recording of ideas
- Take photographs which will inform your practical work.
- Show a high level of technical skill and confidence in artwork.
- Eloquently explain ideas using correct language.
- Justify how and why ideas have developed.

Presenting
- Independently create a final piece that clearly and confidently links to earlier research.
- Produce high quality, sophisticated and original outcomes.

KS3 ATTAINMENT GRADE

5

5+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

5 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

5- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas
- 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.

Experimentation with media
- 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.

Recording of ideas
- 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.

Presenting
- 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

4+ DEMONSTRATES APTITUDE IN ALL AREAS BELOW:

4 DEMONSTRATES APTITUDE IN MOST AREAS BELOW:

4- DEMONSTRATES APTITUDE IN SOME AREAS BELOW:

Development of ideas
- 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.

Experimentation with media
- 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.

Recording of ideas
- Skilfully produce artwork, creating pieces that are refined and accurate for your intentions.
- Record from first hand sources and direct observations.
- Use specialist art terminology independently to explain where ideas have come from.

Presenting
- 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

Parents will be informed by email of any Set changes

Set changes are not undertaken lightly, please support the professional decisions of our experienced staff; all decisions are made with the best interests of students in mind.

Setting is fluid and competitive and based on attainment data and teacher's professional judgement.

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***
- GCSE Curriculum begins in Y9
  - Year 9 - Tripple Science for all
  - Year 10 - Set 1-3 = Triple Science for most, Sets 4-6 = Combined Science

English

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

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

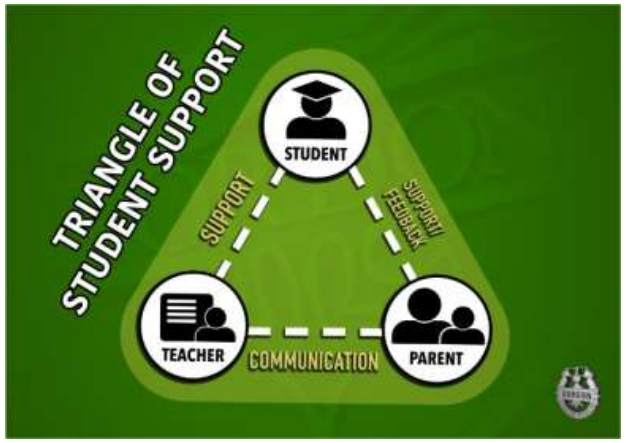
Those students regularly attaining the best Effort Grades, routinely achieve higher GCSE and A level results.

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. An individual 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?



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.

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

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 18th January 2027, 6.00 - 7.30pm

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

   Tuesday 19th January 2027, 5.30 – 8.00pm

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 26th April and continue until Friday 29th April 2027.
- 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 30th September
  - Year 9 – Friday 2nd October
- First KS3 Progress Report sent home w/b 16th November 2026
- Year 8 Academic Consultation Evening – Tuesday 24th November 2026, 5.30 – 8.00pm

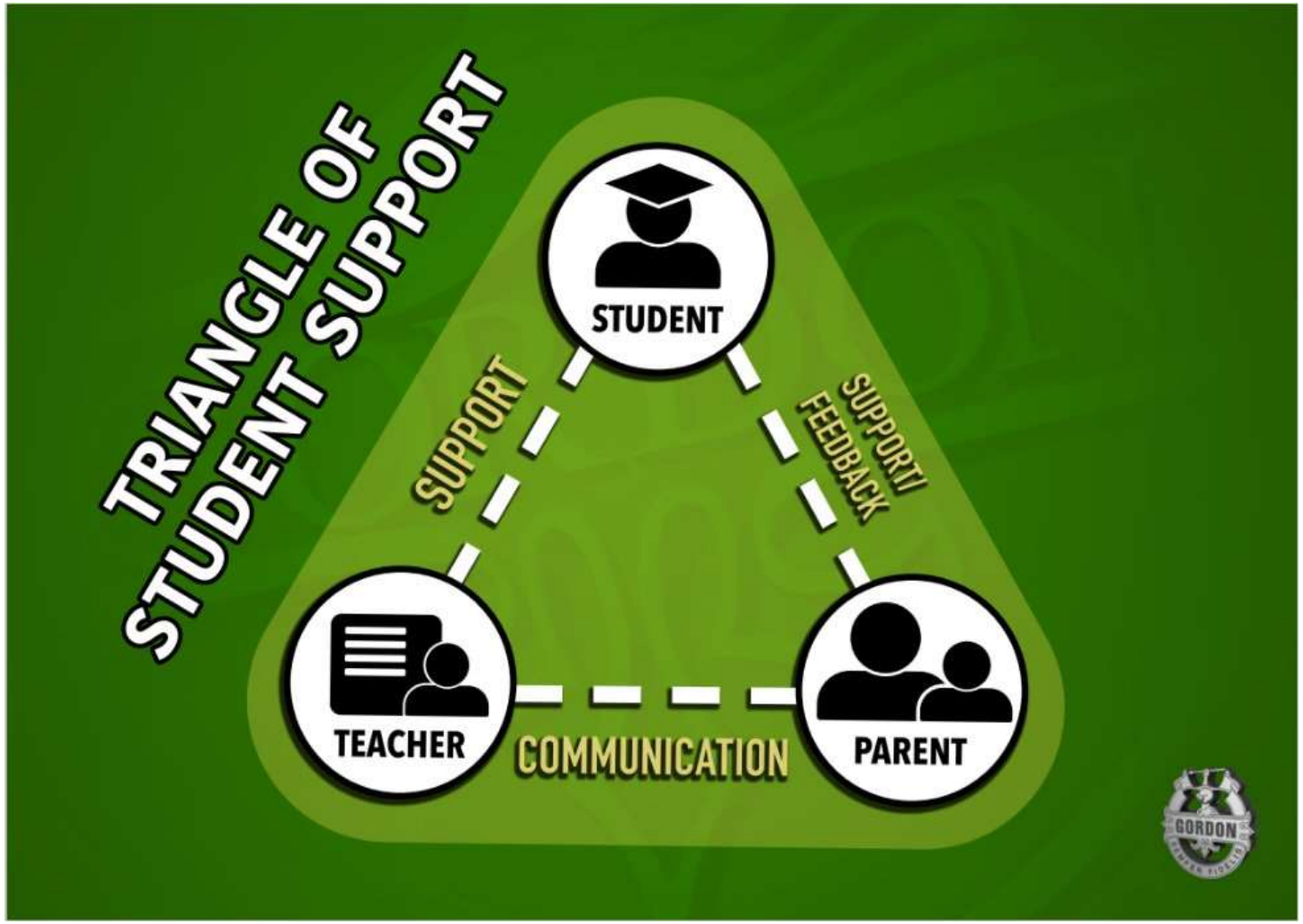
schoolcloud
Parents Evening
The most popular and trusted parents' evening platform

Boarding & Pastoral

Ms Carruthers

Deputy Head (Pastoral)

The Golden Triangle



Safeguarding

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

EMAIL: SAFEGUARDING@GORDONS.SCHOOL

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

Absence (Day Boarders)

01276 858084 - Option 1
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.
- Please don't just write/say unwell – please give specifics e.g. tonsillitis, vomiting etc.

Saturday School - complete the absence form sent out each week in the Weekly Bulletin.

Benedict's Law

- Please inform the Medical Centre of any existing allergies and new allergies, as soon as they appear.

- We are a ‘Nut Aware’ School. Please don’t send nuts in as snacks.

Visiting Site

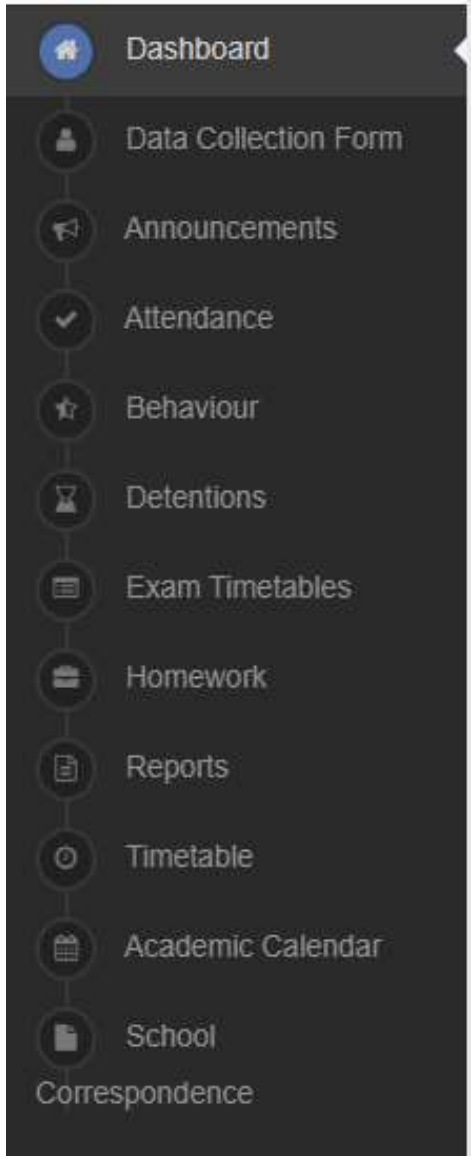
- Report to Reception and sign in

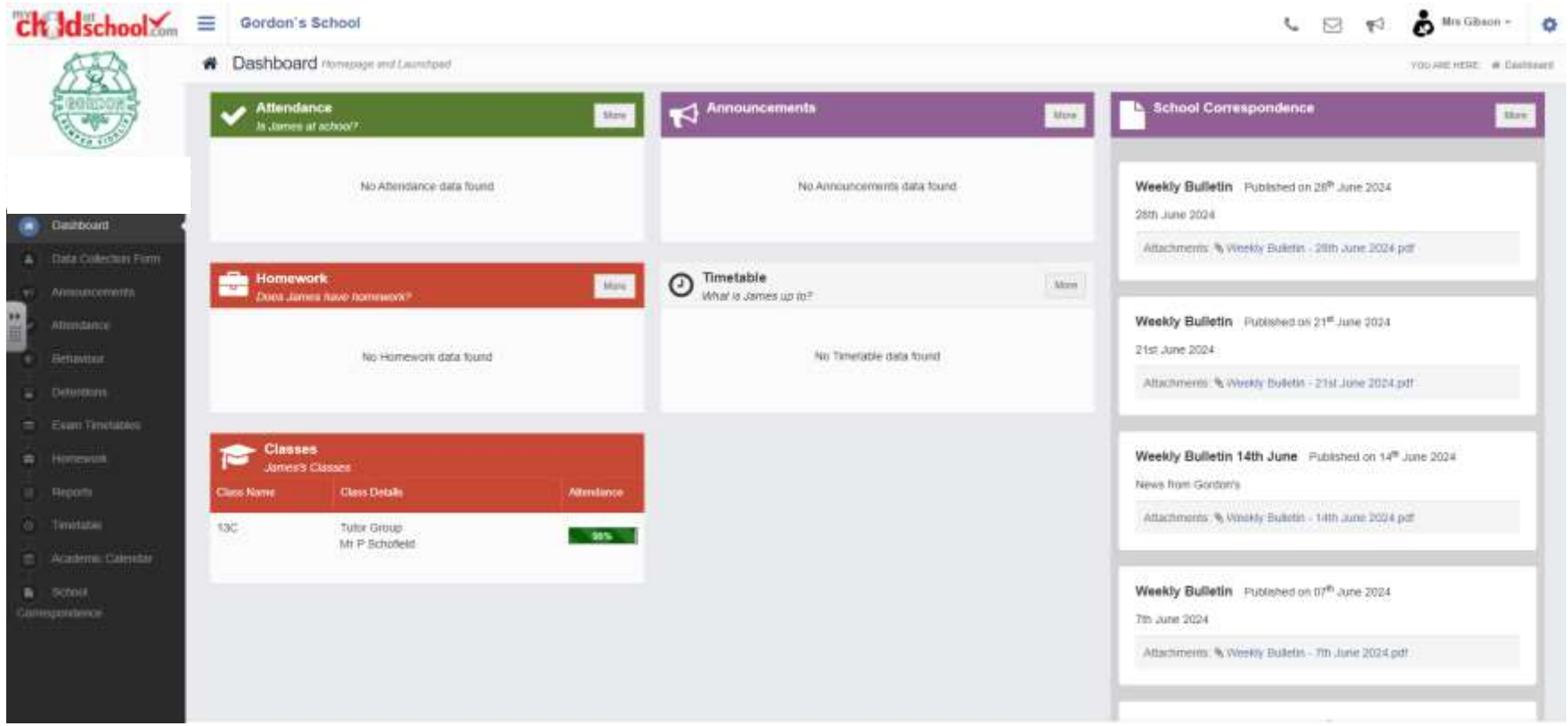
(not the School Office in Chatham)

- 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

My Child at School – MCAS (app recommended)





Prep Attendance

- Keep checking your child's timetable on MCAS.
- **Inform the House <u>before 5pm</u> if your child will be absent or if they will need to leave at 7pm**

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

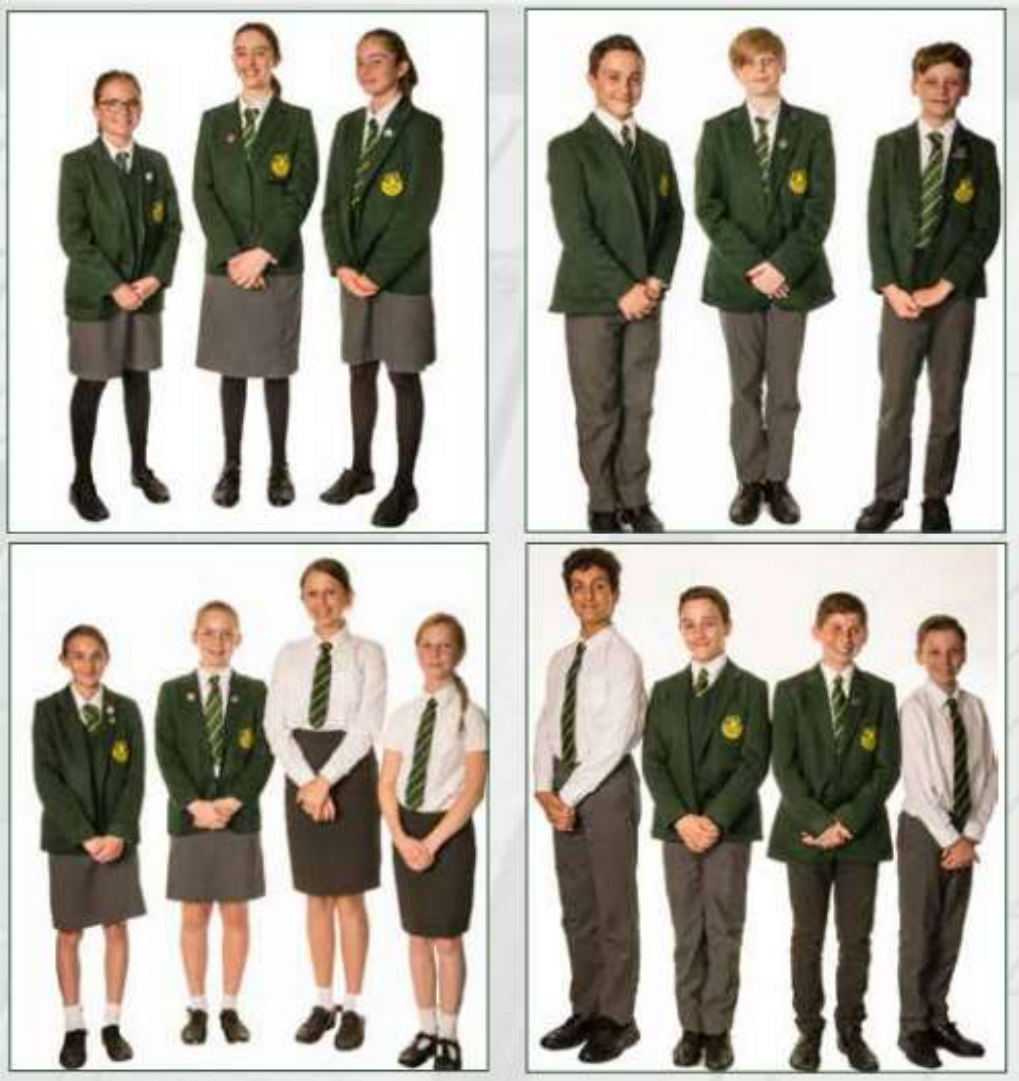
Absence from prep email:

NAME has not registered in prep this evening. If you believe they should be here, please call XXXX to alert us. If you know they are at a school event or safe elsewhere, please contact the House in the morning.

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
- Hair and piercings



Please name all uniform, mufti (res) and belongings

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 & option to take 5 minutes
Low-level poor behaviour e.g. talking over others	1	Verbal warning
Level		

Teenage Brain

Revolutionary overhaul, which happens in Y8, 9 & 10

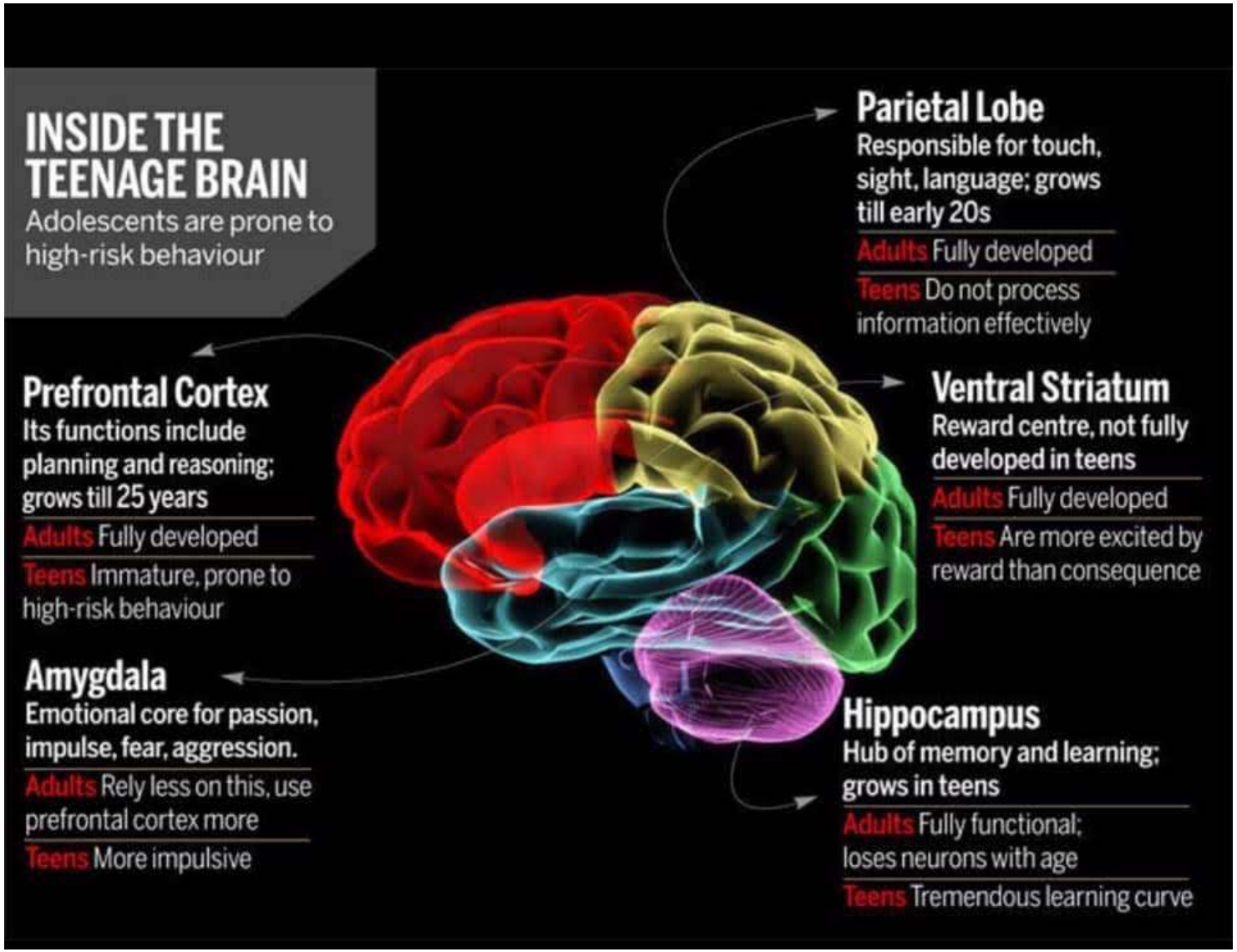
Teenagers become engaged in new skills

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 aps
- 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

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.

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 must 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.

School Devices

smoothwall®
Web Filtering + Security

senso.
Remote Monitoring and Management

Lightspeed Alert™
Prevent suicides, bullying, and school violence

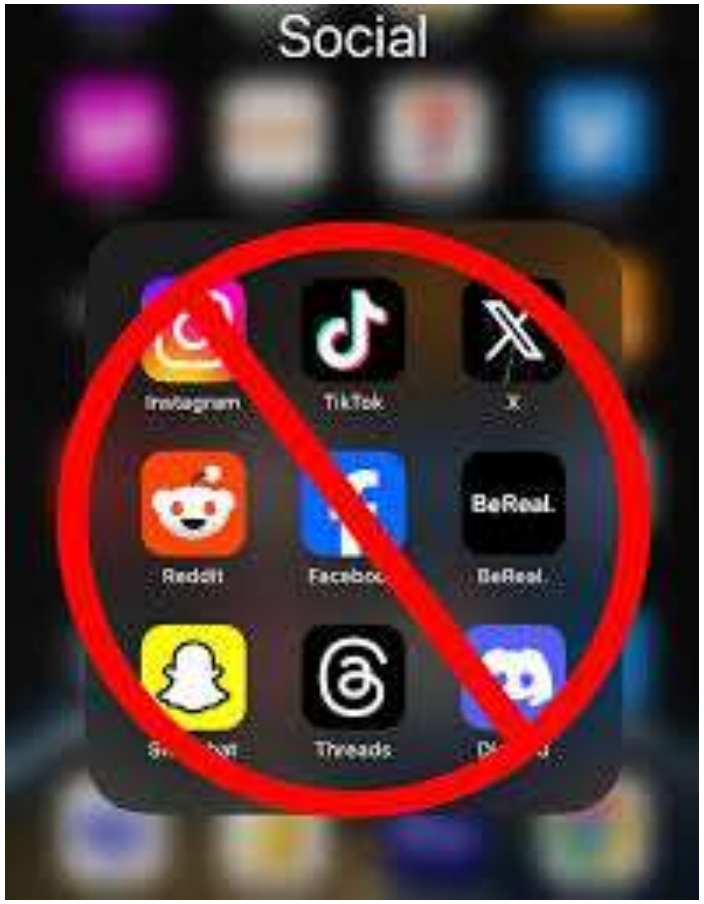
Ad Hoc Health Checks:

- ☑ **School settings are in place**
- ☒ **No VPNs**
- ☒ **No home devices**

Parents - Taking and Distributing Media

☑ Capture the moment (just your child if you can)

☒ Sharing pictures/ videos of other people's children is not allowed due to safeguarding and GDPR laws.



Wellbe

Wide-range
navigate you
years.

Free account
Parents. Sign
the Weekly E

Book a One-to-One with a Specialist

We have scheduled a number of One-To-One Appointment slots each week, exclusively for members of The Wellbeing Hub. So if family life is a bit of a strain and you need some extra advice, bookings are in 30 minute blocks and appointments are...

Check Availability

Therapy

There may be times in life when you need expert support but knowing who to turn to and where to find them can be challenging. We have created a guide to the different talking therapies and a directory of therapy providers so that you can get the support you need when you need it. Note: you will work directly with your therapist and not via The Wellbeing Hub.

View Therapy

The A-Z of Wellbeing

The aim of this A-Z is to suggest things you can do which will positively impact your wellbeing. These techniques are tried and tested, and presented as an A-Z so you can experiment with different ideas until you find the ones which work for you. We are all unique and what works for one person might not work for someone else, so explore, test, and don't stop experimenting until you find your personal recipe for thriving.

The A-Z of Wellbeing

Specialist Support

We have curated a library of specialists, charities, and apps to support you through life's challenges.

Specialist Support

Co-Curricular

Mr Rowlands

Director of Co-Curricular

More than best possible examination results

Period 7…
…is our activity programme

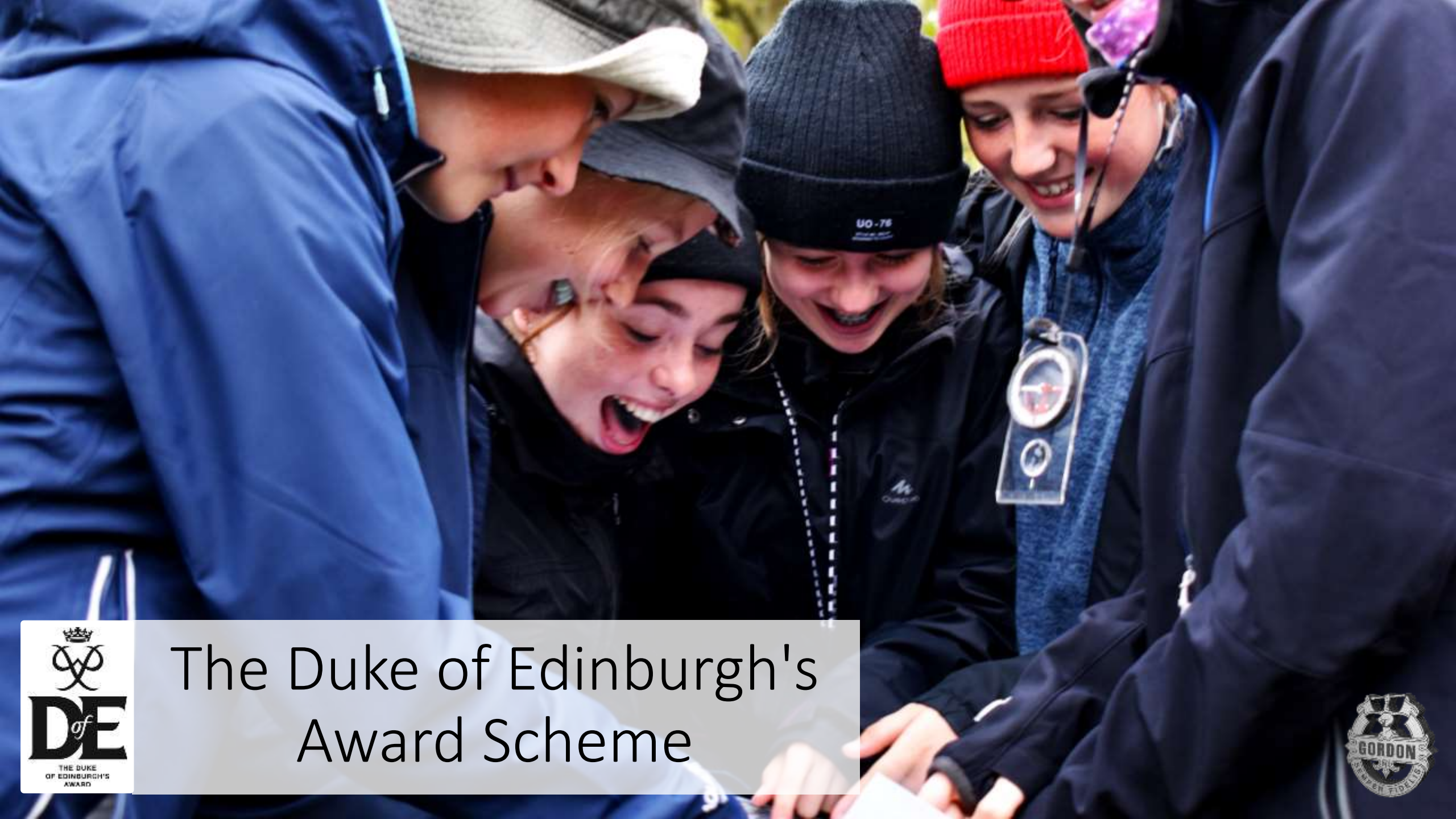
Opening minds, developing leadership & service, fostering well-being and delivering excellence.

Team Sports

Creative Arts

Academic Pursuits

Inter-House



The Duke of Edinburgh's Award Scheme

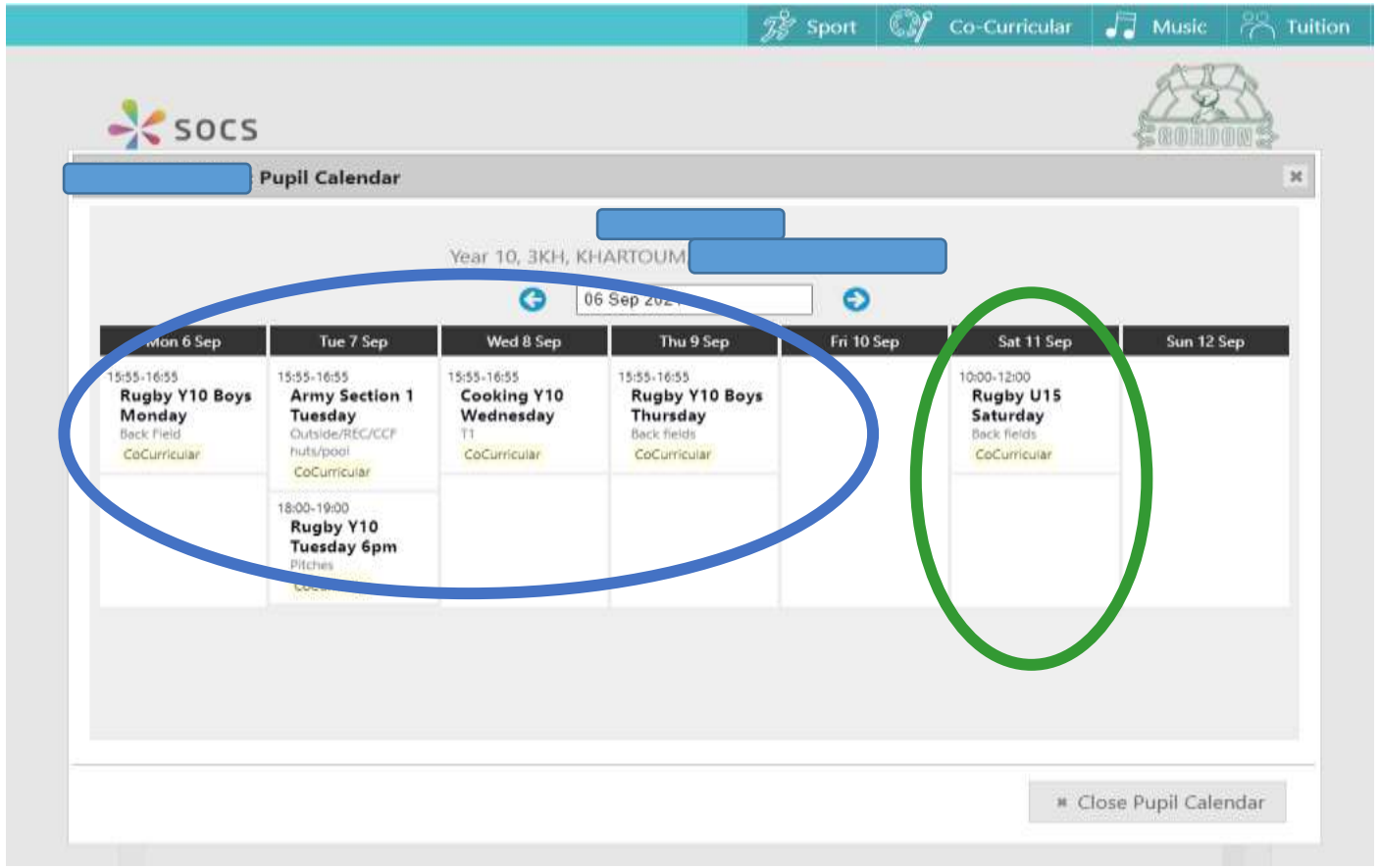
PERIOD 7 + Sat.

- *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.

Gordon's School Sports

a SOCS sport website

School Home | Sports Home | Staff Login

SPORTS MENU

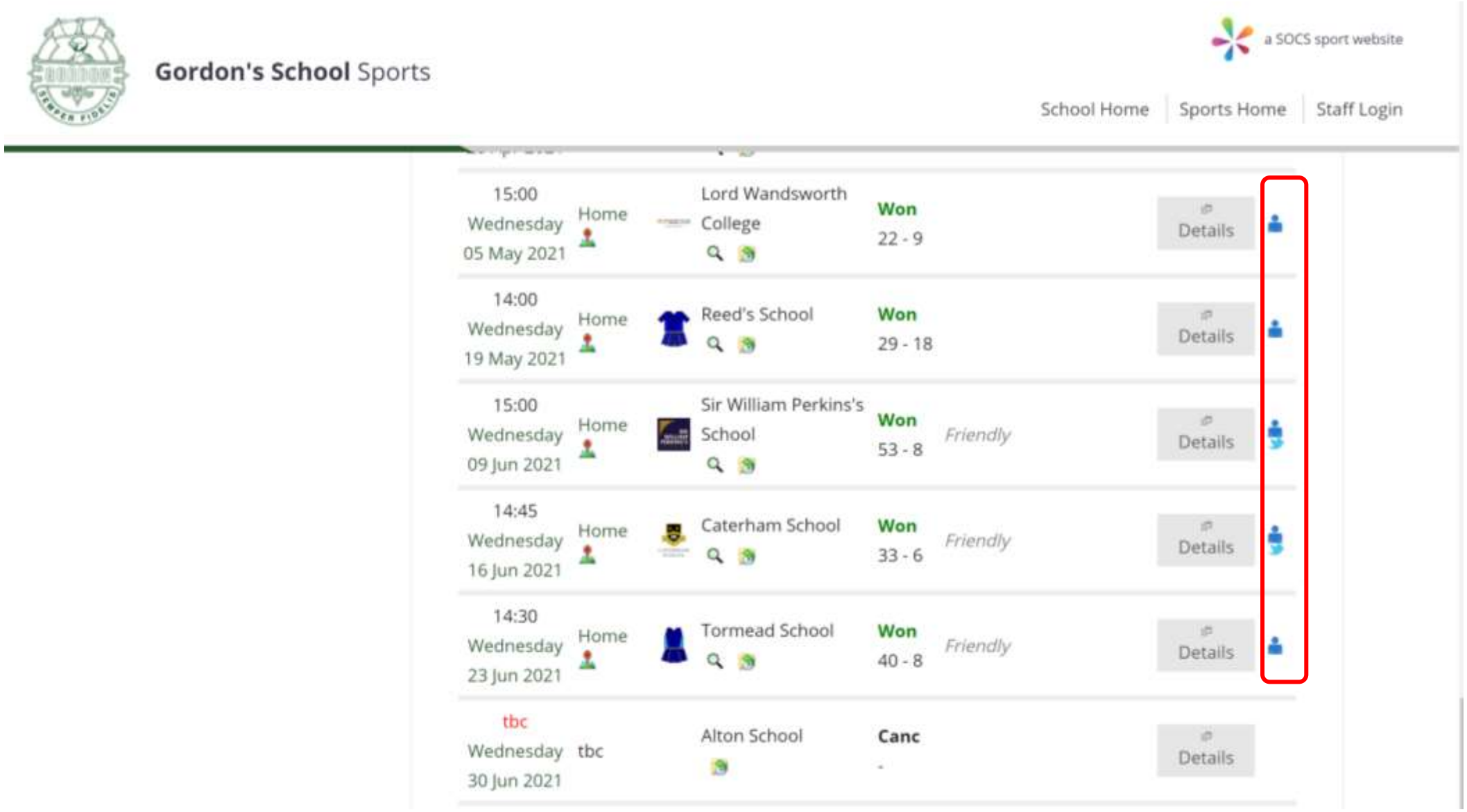
- Sports Home
- **Sports & Teams Fixtures & Results**
- Sports Calendar
- News
- Competitions & Events
- Sports Map
- Opponent Maps & Links
- Sports Contacts
- School Website

Select a Season 2021/22 **Select a sport** Select Sport

Select a Sport to View Teams, Fixtures & Results

Athletics		Event List
Chess	1 team	Teams, Fixtures & Results
Cricket	30 teams	Teams, Fixtures & Results
Cross Country	12 teams	Teams, Fixtures & Results
Equestrian	1 team	Teams, Fixtures & Results
Football	24 teams	Teams, Fixtures & Results
Golf	3 teams	Teams, Fixtures & Results
Hockey	27 teams	Teams, Fixtures & Results
Model United Nations	1 team	Teams, Fixtures & Results
Netball	25 teams	Teams, Fixtures & Results
Rowing		Event List

Password is issued in the weekly bulletins



Absences from P7

- Parent Slips –Illness/unable to participate
- Email HWard@gordons.school
  - Co-Curricular Coordinator
- Inform Houses

- Commitment matters – supporting is still attending

Colours reminder – Linked to specific teams

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.

Honours Programme reminder

- 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

Service to House is also measured by Friday Drill attendance and Parade attendance counts.

Punctuality. Late attendance is monitored through registration and the bottom 10% are at risk of not achieving Honours.

Honours Summary

Year	Criteria
7	Good conduct / Gordon's Challenge
8	Conduct / Contribution to House / Team first
9	Conduct / Contribution to House / Team first
10/11	Conduct / Contribution to House / Team first
13	Conduct / Contribution to House / Team first. + Volunteering/Service

Parades and Key Dates

PARADE DATES

2026-27 PARADE DATES

Sunday 11 October 2026 - Harvest Festival Parade & Chapel Service

Sunday 8 November 2026 - Remembrance Parade & Drumhead Service

Saturday 16 January 2027 - Whitehall Parade (for Y9 and Y11 students) 12.00 pm

Sunday 17 January 2027 - Guildford Cathedral Memorial Service 11.30 am

Sunday 21 March 2027 - Parade & Chapel Service

Saturday 12 June 2027 - Patron's Parade

Saturday 3 July 2027 - Annual Parade & Prize Giving (the Parade starts at 2pm)

1

MAKE THE MOST OF THE OPPORTUNITIES AVAILABLE.

'Step out of your comfort zone.'

2

HELP ENCOURAGE COMMITMENT.

'Don't use time as an excuse.'

3

COMMUNICATION IS A VITAL TRAIT OF LEADERSHIP.

'The power of a hello'

4

FIND YOUR THING AT GORDON'S.

'Leave with a +1'

5

REPRESENT YOUR HOUSE.

'Be part of a team'

Final Word

Mr Moss

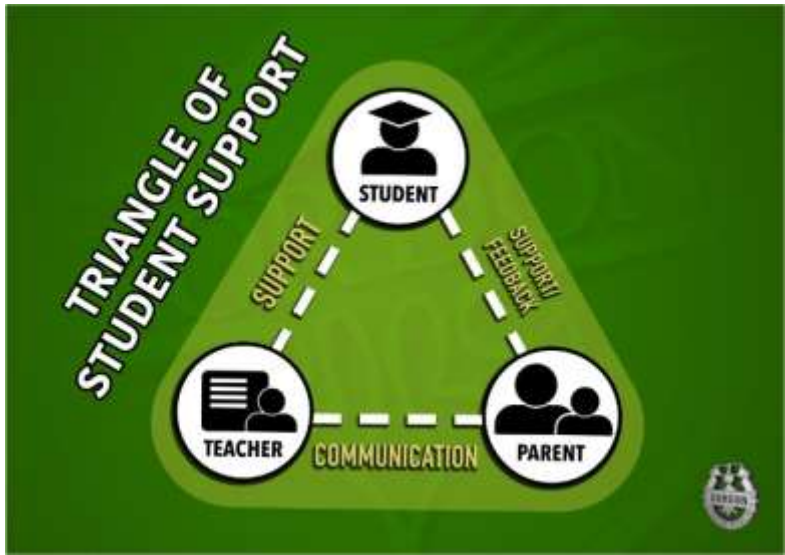
Balance

- 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

Mrs Rawlins – SENDCo:
erawlins@gordons.school

Mrs Kennedy – Careers:
careers@gordons.school

Mrs Ward – Co-Curricular Coordinator:
hward@gordons.school

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

Thank you

Safe journey home

Q & A