



Twyford  
C of E  
High School

# Welcome to Twyford Church of England High School

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A HANDBOOK FOR PARENTS AND STUDENTS

# 'To do' list for parents

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1. Complete the online Emergency Contact and Welfare Profile online here:  
<https://twyfordacademies.org.uk/welfare>
2. Complete your child's Language Preference Choice Survey online here (if you haven't already): [Yr 7 Language Preference](#)
3. Read the following agreements with your child
  - a. Home-School agreement - Appendix 1: Home-school agreement KS3/4 Twyford High School
  - b. Mobile Phone Policy - Appendix 2: Computer Use Agreement Twyford High School
  - c. Computer Use Agreement - Appendix 3: Mobile Phone Agreement Twyford High School
4. Complete the following online Microsoft form to confirm you have read and agree with the above agreements here: [Twyford School Agreement Response](#)
5. Check the school calendar dates in this booklet and make a note of key dates
6. Read the Longridge Outdoor Activity Centre 'getting to know you' Trip Letter and complete the online Microsoft Form permission slip here: [Longridge Trip Form](#)
7. Check the uniform requirements in this booklet before purchasing your child's uniform, noting the expectations for haircuts.
8. Go to <https://twyfordacademies.org.uk/key-documentation/policies> to read relevant policies such as the Behaviour Policy and Privacy Notice for Pupils and Parents'

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# Welcome Letter

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Dear Parents and Carers,

Transition from Primary to Secondary is an exciting time for families and we look forward to involving you in our highly successful and positive school community. The purpose of this booklet is to give you the basic information that you will need to ensure a successful start for your child.

To read about a school is never as valuable as direct experience of it. Many visitors report that what immediately impresses them is the ordered working atmosphere and happy and friendly spirit within the school. The governors and staff are committed to upholding high standards of appearance and behaviour and expect positive attitudes towards our work and towards each other. In joining the Twyford community, there comes a particular responsibility to make full use of the opportunities it brings, bearing in mind that well over six hundred other children were unsuccessful in gaining a place here for September. The school, therefore, has a duty to insist on high standards and requires all students to contribute positively to the school community. By accepting a place in this school for your son or daughter, you are committing yourself to insisting on these standards from your child.

You will find here many young people from a variety of Christian denominations and some who embrace a different faith. The school seeks to nourish the faithful, to respect other faiths and to challenge young people who are uncertain about faith. The school does not aim at indoctrination but rather helps students in their search for a faith by which to live and introduces them to a standard of conduct embracing love, tolerance, self-discipline, resourcefulness and perseverance.

In September, the school will have over 1500 students aged between 11 and 18 years, including over 550 in the sixth form. Our curriculum is wide and caters for all levels of ability. It is continuously under review, so that it can contribute effectively towards the personal development of the students, as well as reflecting the needs of society. We endeavour to lead each child as far along this educational road as we can. Through the system of Heads of Year and form tutors, we ensure that the academic, personal and social development of each boy and girl is safeguarded. The numerous clubs that exist serve to stimulate interest and encourage participation in curricular and extra-curricular activities.

Our House system encourages students to look outwards to the wider community when raising money for their House charity; taking leadership responsibility and to work as a member of a team when participating in various competitions to gain House points. The school maintains a family atmosphere, where every student is known and is important. We value the partnership of home and school. Indeed the school regards itself as a large family, an extension of the natural families from which our students are drawn and which is itself, part of Christ's larger family, the Church.

We expect your child to contribute whenever possible to the life and work of the school. There are many opportunities to become involved in extra-curricular activities. In this way, our students learn important skills for life and the school is made even more effective in its provision for your children. I hope that all our students will be proud to be members of the school, and I look forward to meeting you in due course.

Yours sincerely

A handwritten signature in black ink, appearing to read 'K. Barrie'.

Ms K Barrie

**Associate Headteacher**

# School Ethos

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## The 10:10 Ethic

The Twyford Trust 10:10 ethic gives the core Christian identity of the communicating how we grow in response to God's love revealed in

There are 6 disciplines we expect of every student; to:

- Know yourself
- Be an agent for good
- Understand weakness
- Accept support
- Engage fully
- Stretch



school,  
Christ.

## Our 10:10 ethic

These disciplines ensure that we keep true to our 3 principles for how we live and work together as a community:

- Good gifts used in service
- Don't stay in a bad place
- Unique value in community

If we live by these rules we will come closer to living our key text from the bible:

***'I have come that you should have life and life in all its fullness' John 10 v 10***

# The Twyford Etiquette

When we were little, our parents brought us up to have good manners. There are good manners which will help you live your life in a good way – whatever the community you are living or working in. These are the Twyford good manners (or etiquette).

Students are expected to conduct themselves in a way that adheres to the Twyford Etiquette at all times.

## The Twyford Etiquette

Our parents brought us up to have good manners  
These good manners will help us live our life in a good way  
whatever the community in which we are living or working.  
These are the Twyford good manners (or Etiquette)

### **Good Gifts used in Service**

We appreciate what we have been given  
We create rather than destroy  
We enjoy being good and doing well  
We always give of our best  
We smile and sit up straight  
We thank our teachers at the end of every lesson  
We celebrate each other's success

### **Don't stay in a Bad Place**

We say "sorry" when we do wrong  
We are not afraid to own-up  
We know how to be silent and reflective  
We are honest  
We learn from our mistakes  
We forgive others

### **Unique Value in Community**

We notice the feelings of others  
We are helpful  
We listen  
We control ourselves  
We are polite  
We treat everyone in school as a friend  
We make a positive impact on our environment



## Assemblies and Worship

All students at Twyford attend two assemblies each week; one led by their head of year and another by a member of the school's senior leadership team.

Assemblies are important for sharing information and building community within the school. Core values articulated for all students through the framework of collective worship. Our worship stands in a living, diverse, developing and open Christian tradition, consistent with our Church of England foundation. The practice of reflection and the moral values articulated provide stability through school life and beyond.

One assembly each term is replaced by a Year Communion held at school. At Communion students are given options for how they participate, depending on their own faith and conviction.

Outside of assembly days, students participate in reflection in their tutor groups, led by their tutor.

There are a variety of possibilities for worship, including Bible studies, prayer groups, discussion groups, alternative worship, dance and student-led Praise, as well as leading assemblies and tutor times. The Twyford Fellowship Group is a lively focus for worship and prayer within the school. There is a classroom available for prayers for Muslim students. There are many opportunities to worship through music and through singing.

Parents/Carers are expected to attend the Welcome Service on Year 7's first day at school. There is also an annual Christmas Carol Service and at the end of each term there is a celebratory whole school assembly to celebrate students' achievement.

### SAMPLE RESPONSES

At the start and end of assemblies and tutor times, students are asked to still themselves to be reflective. Two of students' favourites set of responses – used at the start / end of worship are given below:

All shall be well <b>And all shall be well</b>  And all manner of things shall be well <b>All life is a precious thing</b>  Held in the Palm of God's Hand <b>Amen</b>  <i>after Julian of Norwich</i>	Love is patient; love is kind <b>never boastful or jealous or proud</b>  Love is never rude or self-seeking <b>doesn't take offence or store resentment</b>  Love does not rejoice at wrong-doing <b>but finds joy in the truth</b>  Love bears all things, trusts all things: <b>love hopes and love endures.</b>  <i>From 1 Corinthians 13</i>
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## Key Calendar Dates 2022/23

Below are some key calendar dates for the academic year. This is not a comprehensive list of events, the school calendar is updated on a weekly basis and parents should check the calendar on the school Virtual Learning Environment, 'Copia' for a full set of events. Passwords for Copia will be issued towards the end of September.

### ***Autumn Term (Tuesday 6<sup>th</sup> September 2022 – Friday 16<sup>th</sup> December 2022)***

Staff Training	Wednesday 31 <sup>st</sup> August – Monday 5 <sup>th</sup> September
Year 7 and Year 12 start school	Tuesday 6 <sup>th</sup> September
All students return	Wednesday 7 <sup>th</sup> September
Half Term	Monday 24 <sup>th</sup> – Friday 28 <sup>th</sup> October
Occasional day	Friday 11 <sup>th</sup> November

### ***Spring Term (Wednesday 4<sup>th</sup> January 2023 – Thursday 30<sup>th</sup> March 2023)***

Half Term	Monday 13 <sup>th</sup> – Friday 17 <sup>th</sup> February
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### ***Summer Term (Monday 17<sup>th</sup> April 2023 – Wednesday 19<sup>th</sup> July 2023)***

May Day	Monday 1 <sup>st</sup> May
Half Term	Monday 29 <sup>th</sup> May – Friday 2 <sup>nd</sup> June

### **Other Important Dates:**

Longridge Activity Centre for all tutor groups	Wednesday 7 <sup>th</sup> September 2022
Open Evening (Early closure at 1:20pm)	Thursday 22 <sup>nd</sup> September 2022
Staff Target Day (school closed to students)	Friday 30 <sup>th</sup> September 2022
Student Target Day (attending appoint only)	Monday 3 <sup>rd</sup> October 2022
Staff INSET day (School closed to students)	Monday 31 <sup>st</sup> October 2022
Staff INSET day (School closed to students)	Friday 10 <sup>th</sup> February 2023
Staff INSET day (School closed to students)	Monday 5 <sup>th</sup> June 2023
Activities Week	Monday 10 <sup>th</sup> – Friday 14 <sup>th</sup> July 2023



# Times of the School Day

## YEAR 7, 8 AND 9

8:30 – 9:00 AM	AM Tutor/Registration Time or Assembly
9:00 – 10:00 AM	<b>Period 1</b>
10:00 – 11:00 AM	<b>Period 2</b>
11:00 – 11:20 AM	Break
11:20 – 12:20 PM	<b>Period 3</b>
12:20 – 1:10 PM	Lunch
1:10 – 2:10 PM	<b>Period 4</b>
2:10 – 3:10 PM	<b>Period 5</b>
3:10 – 3:20 PM	Tutor/Registration Time
3:20 PM	End of school day
3:20 – 4:20 PM	<b>Period 6</b>

## YEARS 10, 11, 12, 13

8:30 – 9:00 AM	AM Tutor/Registration Time or Assembly
9:00 – 10:00 AM	<b>Period 1</b>
10:00 – 11:00 AM	<b>Period 2</b>
11:00 – 11:20 AM	Break
11:20 – 12:20 PM	<b>Period 3</b>
12:20 – 1:20 PM	<b>Period 4</b>
1:20 – 2:10 PM	Lunch
2:10 – 3:10 PM	<b>Period 5</b>
3:10 – 3:20 PM	Tutor/Registration Time
3:20 PM	End of school day
3:20 – 4:20 PM	<b>Period 6</b>

## Uniform Requirements

Twyford is a school with high standards. Uniform is a very visible sign of our standards and it is also a very visible sign of your child's standards. If a pupil is not particular about their uniform, they tend not to be particular about other expectations of themselves. We work very hard to make sure everyone is fully aware of our uniform rules. We have included a detailed version of requirements for all students. If we ever change any detail of our uniform we will let you know by means of an email or letter - not through your child. All students in Years 7-11 inclusive must wear the school uniform as stated.


**Please note that the following items should only be purchased from one of our five uniform suppliers:**

- School Blazer
- School Tie
- School Skirt
- School Trousers (boys and girls)
- School Jumper
- Twyford School Bag with logo (there are two types of bag that the suppliers sell)


All items of school uniform, PE clothing and kit must be clearly marked with names, but not on the manufacturers' label. It is every students' responsibility to look after their PE and not lose it.

**Full details on school uniform can be seen on pages 10 and 11.**

# Student Uniform

ITEM	CLARIFICATION	
<b>Hair/Cosmetics</b>		
Hair bands, ribbons, clips and any other item used in the hair should be <b>plain black or white</b> . Dyed hair and hair extensions should be natural in colour. Students should not dip dye their hair. <b>Make-up, acrylic or false nails and nail varnish should not be worn.</b>	E.g. no coloured bobbles, fancy flowers, frills or large bows. If a student's hair style is not appropriate they will be given a fixed period of time to change it. During this period they will be removed from lessons and free time (break and lunch). Students will be instructed to remove makeup, acrylic or false nails and nail varnish.	
<b>Jewellery</b>		
One small single gold or silver stud earring may be worn in each ear lobe.	Any other type is not acceptable e.g. jewel studs of any size or diamante ear studs. No other piercing is acceptable e.g. in any other part of the ear, nose, eyebrow or lip. <b>Excuses that they cannot be taken out will not be accepted and students will be instructed to remove them.</b> Rings, necklaces, bracelets etc. should not be worn.	
<b>Blazer</b>		
Black with school badge on pocket.	Compulsory - is to be worn at all times unless given permission by teacher. Sleeves must not be rolled up.	
<b>Jumper</b>		
School jumper only (grey with red stripe).	Jumper is optional.	
<b>Shirt</b>		
Collars must be designed to accommodate a tie and must have a top button which fastens. Shirts must be sufficiently generous to tuck into skirts or trousers fully.	White in colour and pupils will be asked to replace missing top buttons. No tailored shirts which are designed to be worn over school skirts/trousers.	
<b>Tie</b>		
Should cover the fastened top button on shirts.	<b>KS3</b> - Should be tied so that 5 stripes are clearly visible. <b>KS4</b> - Should be tied so that school badge is clearly visible below the knot.	
<b>Skirts/Trousers</b>		
<b>Skirts:</b> only one type of school skirt is allowed. Must be on the knee. Students wearing skirts that do not fit the uniform requirements will be sent to Reception to change. <b>Trousers:</b> must fit to the waist (natural waist) and be purchased from the school suppliers.	Skirts are black in colour, pleated, manufactured by Winterbottom and only sold by our school suppliers. Trousers should be black in colour only sold by our school suppliers. A plain and simple black belt may be worn.	
<b>Socks/Tights</b>		<b>Twyford school bag</b>
Plain black tights <b>or</b> knee-length white/black socks <b>or</b> short white/black ankle-length socks should be worn.	No 'leg warmers'. Black/white socks only. No coloured socks of any kind. Over-the-knee socks are not appropriate, nor are ankle socks with frills. Socks <b>or</b> tights should be worn, not both.	All students must have the Twyford school bag from the school supplier, with the Twyford logo.
<b>Footwear</b>		<b>Outdoor Coats, Scarves &amp; Hats</b>
Shoes must be formal, smart, plain and black. Must be worn to and from school. Shoes should not cover the ankle bone. Students wearing footwear that do not fit the uniform requirements will be sent to Reception to change. Students will require the white Mirak Contender Trainer for PE and may wear these at break and lunchtime only for sports in the cage.	'Timberland' style boots are not allowed. Kicker <b>shoes are allowed with normal black laces and black stitching</b> . Footwear must be sufficiently robust not to have disintegrated by the third week of term. Trainers, trainer-style or canvas style footwear are not appropriate as formal school footwear.	Should be plain with no visible logos and black or dark blue in colour. Scarves, coat hoods and hats should not be worn indoors. Coats should be removed before entering the classroom and put on the back of the chair at the start of the lesson.
<p><b>School uniform should be worn correctly on the way to and from school and certainly before students enter the school gates. Students who wear incorrect uniform will be asked to return home to change and return swiftly to school as soon as they have done so. Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly. Please do not risk buying your child an item which is incorrect because they say "everyone's got them".</b></p>		

# Student Uniform

ITEM	CLARIFICATION	
<b>Hair</b>		
Must be tidy and conventional. Students must not have lines or patterns cut into their hair, even in the style of a parting. Close cuts must not include a skin fade. Dyed hair should be a natural colour.	No design should be shaven into hair style or eyebrows. If a student's hair style is not appropriate they will be given a fixed period of time to change it. During this period they will be removed from lessons and free time (break and lunch).	
<b>Jewellery</b>		
One small single gold or silver stud earring may be worn in each ear lobe.	Any other type is not acceptable e.g. jewel studs of any size or diamante ear studs. No other piercing is acceptable e.g. in any other part of the ear, nose, eyebrow or lip. <b>Excuses that they cannot be taken out will not be accepted and students will be instructed to remove them.</b> Rings, necklaces, bracelets etc. should not be worn.	
<b>Blazer</b>		
Black with school badge on pocket.	Compulsory - is to be worn at all times unless given permission by teacher. Sleeves must not be rolled up.	
<b>Jumper</b>		
School jumper only (grey with red stripe).	Jumper is optional.	
<b>Shirt</b>		
Collars must be designed to accommodate a tie and must have a top button which fastens. Shirts must be sufficiently generous to tuck into trousers fully.	White in colour and pupils will be asked to replace missing top buttons (no tailored shirts which are designed to be worn over school trousers).	
<b>Tie</b>		
Should cover the fastened top button on shirts.	<b>KS3</b> - Should be tied so that 5 stripes are clearly visible. <b>KS4</b> - Should be tied so that school badge is clearly visible below the knot.	
<b>Trousers</b>		
Must fit to the waist (natural waist) and be purchased from the school suppliers.	Black in colour and only sold from our school suppliers. A plain and simple black belt may be worn.	
<b>Socks</b>		<b>Twyford school bag</b>
Plain black socks should be worn.	No coloured socks of any kind.	All students must have the Twyford school bag from the school supplier, with the Twyford logo.
<b>Footwear</b>		<b>Outdoor Coats, Scarves &amp; Hats</b>
Shoes must be formal, smart, plain and black. Must be worn to and from school. Shoes should not cover the ankle bone. Students wearing footwear that do not fit the uniform requirements will be sent to Reception to change. Students will require the white Mirak Contender Trainer for PE and may wear these at break and lunchtime only for sports in the cage.	'Timberland' style boots are not allowed. Kicker <b>shoes are allowed with normal black laces and black stitching.</b> Footwear must be sufficiently robust not to have disintegrated by the third week of term. Trainers, trainer-style or canvas style footwear are not appropriate as formal school footwear.	Should be plain with no visible logos and black or dark blue in colour. Scarves, coat hoods and hats should not be worn indoors. Coats should be removed before entering the classroom and put on the back of the chair at the start of the lesson.
<p><b>School uniform should be worn correctly on the way to and from school and certainly before students enter the school gates. Students who wear incorrect uniform will be asked to return home to change and return swiftly to school as soon as they have done so. Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly. Please do not risk buying your child an item which is incorrect because they say "everyone's got them".</b></p>		

# Twyford PE Kit

The following school PE items should also only be purchased from the school suppliers:

## Girls PE Kit Requirements



### Compulsory Kit



Twyford Polo Top      Twyford Shorts      Red Long Socks      White Short Socks



Mirak Contender trainer in white      Football Boots      Shin Pads

### Outdoor Kit (Optional)



Twyford Reversible Sports Top      Twyford Mid Layer Top      Twyford Sports Hoodie  
(Available to buy if part of a Sports Team)



Twyford PE Trousers      Gum Shield

## Boys PE Kit Requirements



### Compulsory Kit



Twyford Polo Top      Twyford Shorts      Red Long Socks      White Short Socks



Mirak Contender trainer in white      Football Boots      Shin Pads      Gum Shield  
(Compulsory for Rugby and Football for Year 7, 8 & 9)      (Compulsory for Rugby for Year 7, 8 & 9)

### Outdoor Kit (Optional)



Twyford Reversible Sports Top      Twyford Mid Layer Top      Twyford PE Trousers      Twyford Sports Hoodie  
(Available to buy if part of a Sports Team)

GIRLS	BOYS
<ul style="list-style-type: none"> <li>▪ Polo shirt (white with red trim and logo)</li> <li>▪ School PE shorts (white with red panel and red trim)</li> <li>▪ Long sleeve sports top (red with black trim)</li> <li>▪ PE socks long (red)</li> <li>▪ Short socks (white)</li> <li>▪ Mirak Contender Trainer in white</li> <li>▪ PE bag (black)</li> <li>▪ Football boots with moulds</li> <li>▪ Shin pads</li> </ul> <p><b>Optional kit advised during Autumn/Winter</b></p> <ul style="list-style-type: none"> <li>▪ Black or White Base layer</li> <li>▪ Long sleeve sports top (red with black trim)</li> <li>▪ Quarter zip 'mid layer' top (black with school logo)</li> <li>▪ Twyford Sports Hoodie (Available to buy if part of a Sports Team)</li> <li>▪ Tracksuit bottoms (black with school logo)</li> <li>▪ Gum shield</li> </ul>	<ul style="list-style-type: none"> <li>▪ Polo shirt (white with red trim and logo)</li> <li>▪ School PE Shorts (white with red panel and red trim)</li> <li>▪ Plain black Rugby shorts (can be purchased anywhere) – <i>If your child wants to play on the school Rugby team</i></li> <li>▪ Long sleeve sports top (red with black trim)</li> <li>▪ PE socks long (red)</li> <li>▪ Short socks (white)</li> <li>▪ Mirak Contender Trainer in white</li> <li>▪ PE bag (black)</li> <li>▪ Football boots with moulds (Rugby metal studs are acceptable if your child already plays)</li> <li>▪ Shin pads</li> <li>▪ Gum shield</li> </ul> <p><b>Optional kit advised during Autumn/Winter</b></p> <ul style="list-style-type: none"> <li>▪ Black or White Base layer</li> <li>▪ Long sleeve sports top (red with black trim)</li> <li>▪ Quarter zip 'mid layer' top (black with school logo)</li> <li>▪ Twyford Sports Hoodie (Available to buy if part of a Sports Team)</li> <li>▪ Tracksuit bottoms (black with school logo)</li> </ul>

All items of school uniform, PE clothing and kit must be clearly marked with names, but not on the manufacturers' label. It is every students' responsibility to look after their PE and not lose it.

# Uniform Stockists

## **Juniper Uniform**

154-156 Broadway, West Ealing, London, W13 0TL  
Opening hours: Monday - Saturday 9:00am - 6:00pm  
Contact: 020 8998 0144  
Website: <https://www.juniperuniform.com>

## **Kevin's Schoolwear**

17 The Broadway, Greenford, Middlesex, UB6 9PH  
Opening hours: Monday - Saturday 9:30am - 5:00pm  
Contact: 020 8578 1210  
Website: <https://kevins-schoolwear.co.uk/>

## **PMG Schoolwear**

13 Broadway Buildings, Boston Road, Hanwell, W7 3TT  
Opening hours: Monday - Saturday 9:00am - 5:00pm  
Contact: 020 8567 1155  
Website: <https://pmgschoolwear.co.uk>

## **Rumble's School Uniform Store**

598 High Road, Wembley, Middlesex, HA0 2AF  
Opening hours: Monday - Saturday 10:00am - 5:30pm  
Contact: 020 8902 1393  
Website: <https://www.rumblesuniform.com/>

## **SANCO Schoolwear**

60 Bell Road, Hounslow, Middlesex, TW3 3PB  
Opening hours: Monday - Saturday 9:00am - 5:30pm; Sunday 11.00am to 4.00pm  
Contact: 020 8570 9990  
Website: <http://www.sanco.co.uk>

# Learning Culture

## WHOLE SCHOOL LEARNING ROUTINES

At Twyford there are a number of whole school routines which are expectations within every lesson. These are in place to ensure that students make as much progress as possible during their time at Twyford.

Whole school Learning Routines	Examples of this practice / Expectations of students
<p><b>Lesson Prep</b>  <i>To help you consolidate learning and prepare for learning in your next lesson.</i></p> <p><i>Should take 15-20 mins</i></p>	<p><b>Examples of the types of lesson prep tasks you might be set are:</b></p> <ul style="list-style-type: none"> <li>i) Memorise vocabulary / spellings / key words &amp; definitions etc</li> <li>ii) Learn a method (Formulae / Definition /Grammar point)</li> <li>iii) Complete a set of questions testing understanding of the material</li> <li>iv) Complete an exam question consolidating understanding</li> <li>v) Read a given passage / source &amp; summarise 5 key points</li> <li>vi) Prepare an argument for or against a given point</li> </ul>
<p><b>Checking Lesson Prep</b>  <i>You can expect all of your lesson prep to be checked.</i></p> <p><i>The teacher will check it in a number of different ways...</i></p>	<p><b>Prep might be checked in one of the following ways</b></p> <ul style="list-style-type: none"> <li>i) A brief test as starter on the board.</li> <li>ii) Quick oral quiz, using mini-whiteboards</li> <li>iii) Answers on the board as register is taken. Self or peer marked</li> <li>iv) Swap books and give your partner a mark &amp; EBI based on the criteria given</li> <li>v) Discuss your answer with a partner, agree on an answer to present back to the class</li> <li>vi) Pair up with someone with a different view point. Whose point is strongest, why?</li> </ul>
<p><b>Assessed Homework</b>  <i>To help you consolidate a period of learning</i></p>	<p><b>Assessed Homework</b> are longer assignments than lesson preps and require you to work independently on a task using the content and practicing the skills which you have learnt in class.</p> <p>Assessed homework are stepping stones towards quarterly assessments.</p>
<p><b>Self-review</b>  <i>To help improve your independence, and allow you to notice your strengths and weaknesses and address these in lessons.</i></p>	<p><b>Examples of types of self-review you will be expected to engage in are:</b></p> <ul style="list-style-type: none"> <li>i) Tick or cross in green pen &amp; give a score of right (or wrong) answers</li> <li>ii) Read back over an answer (either in your head or aloud to yourself / a partner) and underline any mistakes or parts which don't make sense</li> <li>iii) Award a mark out of x depending on how many key points / key words are used</li> <li>iv) Use a highlighter every time you or your peer has used a certain feature</li> <li>v) Evaluate a piece of work using grade criteria. Explain why you think it is a certain grade</li> </ul>

<p><b>Lesson Tasks</b>  <i>To help you understand how each task can support your improvement and how to do well at it.</i></p>	<p><b>All tasks that you are set in lessons will be given a Context e.g.</b></p> <ul style="list-style-type: none"> <li>i) Link with last lesson</li> <li>ii) Reference to where the lesson comes in the unit of work you are studying</li> <li>iii) Reference to where the learning features in the next exam</li> </ul> <p><b>There will also be a Criteria to measure your success on the task e.g.</b></p> <ul style="list-style-type: none"> <li>i) Simple success criteria e.g. <i>'I would expect you to achieve at least x /10' on this'</i></li> <li>ii) Specific learning points: <i>'I am looking for answers which use xx'</i></li> <li>iii) Use of Grade criteria : <i>'to push yourself to a grade x you will need to'</i></li> <li>iv) Consistent of key command words : <i>'This question is asking you to <b>evaluate</b> (or <b>describe</b> or <b>summarise</b> etc) and so you should be looking to ...</i></li> <li>v) Reference to exam expectations: <i>'This is an 8 mark question and so the examiner wants.'</i></li> </ul> <p><b>Use of time</b>  There will be a time limit to each task set. Your teacher may use timers to help you judge how much time you have left.</p> <p><b>Checking work</b>  Your teacher will always want to be sure that you have checked a task. There are lots of ways that this will happen</p> <ul style="list-style-type: none"> <li>i) Using whiteboards to show correct answers (make sure you have a white board pen!)</li> <li>ii) Using the red, amber and green pages from your planner to check understanding</li> <li>iii) Questions to anyone in the class –make sure you are ready, the teacher won't usually use hands up so they could pick anyone</li> <li>iv) Peer and self-review</li> </ul>
<p><b>Seating Plans</b>  <i>To help you learn by making sure you are in a suitable place in the classroom.</i></p>	<p>Your teachers will arrange where students in their classes sit in order to achieve maximum engagement. If you have a too many negatives for poor listening or struggled with a recent assessment you are likely to be sat at the front to help you focus.</p>
<p><b>Quarterly Assessments</b>  <i>Designed measure progress</i></p>	<p>Assessments in Quarters 1 &amp; 3 are smaller classroom based tests based on what you have learnt in the first half of the Autumn and the Spring terms.</p> <p>Assessments in Quarters 2 &amp; 4 are formal exams at Christmas and at the end of the Summer term.</p>
<p><b>Tracking progress</b></p>	<p>You will be able to track your progress in each lesson by making use of the tracker at the front of your book (teachers will give you these to stick in at the start of the year). Make sure that this is filled in after every assessment and a new tracked is completed when you start a new book. Teachers will check your book to see that this is up to date.</p>

## TWYFORD LEARNING KIT

It is expected that every child will have a Twyford Learning Kit for their start of term.

We are pleased to advise you that Learning Kits are available to pre-order via Parent Pay. Learning Kits are a convenient way for parents to ensure their child is organised and prepared for every lesson at Twyford Church of England High School.

The Learning Kit costs £8 and has been designed to ensure that your child is prepared for every lesson and contains the following items:

- 1 x pencil case
- 4 x pens (1 red, 1 green, 1 blue and 1 black)
- 1 x pencil
- 1 x pencil eraser
- 1 x pencil sharpener
- 1 x 30cm ruler
- 1 x glue stick
- 1 x white board pen and 1 x white board eraser
- 3 x highlighters
- 1 x 180 protractor
- 1 x compass
- 1 x scissors
- 1 x popper wallet for Music classes
- 1 x A4 Art Sketchbook



Pre-ordered Learning Kits can be collected on the first day of the Autumn Term (Tuesday 6th September 2022). Replacement items are available from student services in the café on Mondays, Wednesdays and Friday from 8 - 8.30am and at break time, throughout the year.

These will be checked weekly to ensure all students have a complete learning kit. Negative conduct points will be given for not having the correct kit as this can disrupt the flow of a lesson and waste valuable learning time.

Please be advised that students will also require colouring pencils or felt tip pens, a USB key, a padlock for their locker, a reading book, clear book covering and plain / lined paper for homework.

## DICTIONARY

A dictionary for the language studied is also required. The following dictionaries are recommended due to their verb sections being tailored for high school students:

Collins Easy Learning French Dictionary

- ISBN-13: 978-0008300258

Collins Easy Learning Spanish Dictionary

- ISBN-13: 978-0008300296

## CALCULATOR

We recommend purchasing the Casio fx-83GTX Scientific Calculator.

The **deadline for pre-ordering** calculators (£8.50) and dictionaries (£5) on ParentPay to take advantage of the school's discount is **Thursday 14th July 2022**.

Pre-ordered items will be handed out in the first week of the Autumn Term.



## BOOK LAYOUT

You will have a neat book for each lesson as well as a rough book which you can use in any lesson. Having a neat book will help you learn better and revise thoroughly for assessments.

### Neat books will:

- Have a title for the start of every lesson. The date should be written in the margin. Both should be underlined in red
- Have a neat line ruled across where the lesson ended. The teacher may also ask you to write in the learning outcome you achieved in the lesson also
- Use sub headings to indicate examples or classwork tasks
- Have memory points or keywords clearly highlighted
- Have trackers showing progress grades which students keep up to date in front of exercise books
- Have all paper stuck in or hole punched

### Rough Books will:

- Be used for planning or mind mapping or jotting down notes

### Twyford Book Etiquette:

1. I write **the title of the lesson in my book** at the start and underline it in red pen.

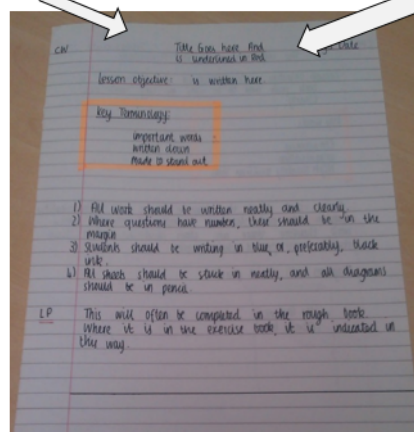
3. I use a **HIGHLIGHTER** to clearly mark key learning points

5. I mark what I have written using **GREEN PEN**

2. I write down the **learning objective**. This helps me focus on what I will have achieved by the end of the lesson

4. I label & put a box around the learning points which I will have to memorise

6. I use my **rough book or white board** for quick working or notes to help me



7. At the end of the lesson I write down & reflect on what I have learnt. I write **my lesson prep in my planner**, this will re-enforce my learning from the lesson / set me up for the next one.

## **LEARNING SKILLS**

At Twyford Trust, our approach to teaching and learning is based around enhancing students' capacity to think. Our overarching ambition as a trust is to create a culture of intellectual challenge which stimulates this. From this overarching vision we have defined common learning skills. The skills in bold are seen as the core learning skills required to be successful in any subject.

- Listen intently
- Write cogently
- Read critically
- Speak purposefully
- Memorise accurately
- Explore analytically
- Apply systems
- Discern logical patterns
- Form coherent arguments

**The points below describe how students will be expected to demonstrate the core learning skills in their lessons and around school.**

### **Listen Intently**

- Start each lesson in silence
- Have the right books & equipment on the desk so there is no need for distraction
- Have your prep out ready from the previous lesson before
- Write down the lesson title and Learning Objective so you are ready for what to do next
- During the lesson listen very carefully to instructions so that you know exactly what to do well
- Sometimes you may need to take notes or answer questions which are only given aloud and not written down. Be alert so that you don't miss anything

### **Write Cogently**

- Always make sure you are copying accurately (for example key words, formulae or word lists)
- You may sometimes find it useful to use subheadings or bullet points to divide up longer writing
- Indicate where work is classwork or homework so it is clear the conditions in which you were writing.

### **Read Critically**

- You will want to be able to read over your work again for revision purposes make sure it is really clear
- You will also want to re-read worksheets. Ensure they are stuck in or hole punched and filed in the right place in your book
- Use annotation and highlighting when you are re-reading your work to edit and improve it
- Read your teacher's comments carefully and ensure you have made an intelligent response.

### **Speak Purposefully**

- You will often be asked to talk about your work. Make sure you know the criteria or end point of the task so that your talk is focused
- You should always be able to explain the work in your book
- You should always be able to explain your grade, why you got it and what you have to do to improve.

### **Memorise Accurately**

- Memory points must be highlighted so that you can go back to them to ensure you have securely learnt them
- Key words and definitions , formulae should be written accurately

## **INDEPENDENT LEARNING**

It is increasingly necessary for students to be independent in their learning. Linear GCSEs and A Levels require students to hold large amounts of information to be tested in an end of year exam. At Twyford we expect students to complete lesson preparation task for each lesson, longer assessed homework assignments and also use Copia to recap lessons and revise for key assessments.

### **Lesson Preparation**

- Set after **every** lesson except for Games and Singing (or when an assessed homework has been set)
- A short task (15-20mins) which will set up the learning in the next lesson **or** consolidate the learning which has taken place in that lesson
- Will be checked and/or sampled every lesson

### **Assessed Homework**

- A longer task which will be set after a sequence of lessons
- May be a more creative task
- May follow a series of preparatory tasks (lesson preps)
- Will be marked formally
- Used to assess the progress of students in a particular skill or topic area
- Will inform homework and assessment information communicated to parents via termly grade sheets.

# Pastoral

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## Tutor Groups

Students register in the morning and afternoon in their tutor groups. Tutor groups remain the same in years 7 – 11 and activities such as interform sports provide opportunity for students to bond in these groups. Your child's tutor will be the first point of contact for any concerns you may have about their academic progress, or other concerns and you should use your child's student planner to communicate with their tutor.

## Student Planners

Each student has a planner which contains copies of key policy documents such as the home-school agreement and computer use agreement. Students are instructed to write their homework tasks, lesson prep and other notes in their planner. Parents should sign the planner and reading log each week, and check that their child has completed the homework/prep written in the planner regularly. A parents evening appointment sheet is also in the planner and students will note their appointment times on this and hand it to parents.

Planners are the property of the school and should be kept in good condition and will be checked regularly by the form tutor. **Graffiti on planners, damage to planners or the loss of a planner will result in them needing to be replaced at the cost of £5.**

## Student Code of Conduct

In addition to the Twyford Etiquette, there is a formal code of conduct which all students must upkeep to ensure smooth and efficient running of the school and a productive learning environment for all. Students not following the code of conduct can expect to receive a sanction such as negative conduct points, detention or exclusion in severe cases.

The Student Code of Conduct can be found in the student planner, but can also be viewed in the behaviour policy which can be downloaded from the Twyford Trust website:

<https://twyfordacademies.org.uk/about-us/policies>

## Rewards & Sanctions

It is our aim to have firm discipline within a nurturing environment. Teachers will issue rewards and sanctions to support student progress and the effective running of the school.

### REWARDS

It is our aim to have firm discipline within a caring atmosphere. Teachers will issue rewards and sanctions to support student progress and the effective running of the school.

1. Praise in class
2. Positive Conduct points (and emails home)
3. Lapel badges
4. Postcards home
5. Weekly shout outs in Head of Year Assemblies
6. Termly Celebration assemblies
7. Reward events including activities week

## **SANCTIONS**

If a student breaks school rules they will be issued with a sanction. Sanctions are designed to give a clear message to the student about the expectations of them in school and to allow them to reflect on how they can improve. The sanctions that students receive include:

1. Warnings in class
2. Negative Conduct points
3. Sent to 'Shadow Timetable' (removed from the lesson)
4. Detention for accruing negative conduct points (emails home to confirm this and additional sanction if missed)
5. Senior detentions after school lasting 60 or 90 minutes (emails home to confirm this and additional sanction if missed)
6. Internal, External and Permanent exclusions

## **DETENTIONS**

Detentions are set when a pupil accrues two or more negative points in a day. These take place at the end of the school day. Senior detentions for more serious breaches of the behaviour policy take place after school at the end of the week (60 or 90 minutes). Although there is no legal requirement for the school to provide notice of a detention being set, at Twyford we give suitable notice through use of the student planner and an email home.

## **REPORT CARDS**

If students are collecting a high number of negative conduct points they are frequently not adhering to the school rules and require support to ensure that they fulfil their potential. If students receive 10 more negative conduct points in a half term they will be placed on a report card, initially to their tutor, but should they continue to collect negative conduct points this moves up to their Head of Year and eventually on to a member of the school Senior leadership team.

### **Pastoral Intervention Stages**

Stage 1	10+ negative conduct points	Report to Tutor
Stage 2	20+ negative conduct points	Report to Assistant Head of Year or Head of Year
Stage 3	35+ negative conduct points	Report to Assistant Headteacher
Stage 4	50+ negative conduct points	Report to Deputy Headteacher

Report cards are filled in each lesson by teachers and countersigned by a staff member and the parents each evening.

## **SUSPENSIONS & EXCLUSIONS**

Persistent poor behaviour or a single serious case of indiscipline will be punished by suspension from School. There are two kinds of suspension – internal suspension, fixed term external suspension, and permanent exclusion. During Internal suspensions students are in school, but complete their class work for lessons that day in a separate room and have different lunch and break times. Students who reach stage 4 of the pastoral intervention stages in a half term receive an internal suspension, if this occurs more than three times in a school year this will result in a one day external suspension.

External suspensions are for a fixed period of time ranging from one day up to forty five days. In the case of a fixed term suspension, a student will only be readmitted to school after he/she has been interviewed with his/her parents by a senior member of staff and the appropriate assurances given about future conduct (reintegration meetings).

As a last resort, especially where anti-social behaviour is affecting the work and progress of others, a student may be excluded permanently and a special disciplinary meeting may be called.

## Attendance & Punctuality

### ATTENDANCE

If a child is absent from school for a justifiable reason, e.g. illness or medical appointment, their parent must email [office@twyford.ealing.sch.uk](mailto:office@twyford.ealing.sch.uk) or ring school **on each day of absence** (Option 2). If you know in advance that your child is going to be away, you should email as above or you can bring a letter giving the reason and details for the Head of Year to sign and authorise. All unjustified absences will be investigated. If a child needs to leave school to go to the doctor or dentist, parents must email [office@twyford.ealing.sch.uk](mailto:office@twyford.ealing.sch.uk) or a note can be provided in the student planner for the Head of Year to sign and authorise. All students **must** sign out at reception before leaving the premises. If students are returning to school later on, they must sign back in at reception.

Any planned leave of absences must be reported by completing a **Leave of Absence Form**, which needs to be submitted at least 4 weeks prior to the date of the absence. Applications for a leave of absence will be reviewed and authorised by the Senior Deputy Headteacher. Please also note that holidays during term time are not permitted, unless agreed with the Senior Deputy Headteacher, and if taken may result in a fine from the borough.

### PUNCTUALITY

Students should be ready at their Tutor room or assembly line up no later than 8:30am. Students will be marked in 'late' if they arrive after 8:30am. If students arrive late for school, they must make sure that they are marked present, as follows:

- Between 8:30am and 9:00am go straight to Tutor room/assembly
- After 9:00am go to the main reception desk to be signed in late

Punctuality is an important expectation of students and therefore if a student is late after 8.30am they will receive a lunchtime detention for 20 minutes at 3.20pm the same day. This will also include 2 negative conduct points for 'poor punctuality'.

## Safeguarding

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Ealing Area Child Protection Committee.

Students should be aware that Safeguarding (Child Protection) issues will become the responsibility of one of the following Safeguarding Officers: **Mr Bennett, Mr MacDonald-Brown, Mrs Kearey, Mrs Roberts, Mrs Woodham and Miss Bajwa**. Photographs and contact details of designated Safeguarding teachers can be found in Reception and throughout school site.

# Curriculum & Assessment

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## Our Curriculum

At Twyford we have a two week timetable, with 25 periods per week. The figures below reflect the totals for the 50 periods across the two week timetable.

### YEAR 7

Students receive a broad and balanced curriculum allowing them to develop their strengths in a wide range of courses. Students study 13 subjects with time allocated as below. Students are set in English, Mathematics, Science, Languages, Geography, History and Religious Education. In Languages half of Year 7 learn French and the other half learn Spanish.

Most lessons are 1 hour long. Physical Education is taught as extended lessons one afternoon.

Subject	Periods per subject	Total
Maths, English, Science	7	21
Languages	8	8
PE	2 (extended)	2
History, Geography, RE	3	9
Computing, Drama, Music, Art	2	8
Singing	2	2

### YEAR 8

Students continue to study broadly the same curriculum as in Year 7. Over half of the year group will take up an additional language – German. Students develop their strengths with a view to making some option choices at the end of Year 8 as part of the Year 9 Electives programme.

Most lessons are 1 hour long. Physical Education is taught as extended lessons one afternoon.

### YEAR 9

Students study a core curriculum of English, Maths, Science, Religious Education, Languages, Geography and History. They are set in these subjects. All students have Physical Education lessons.

In addition to the core curriculum, students also choose a further 2 subjects from a list of elective choices. This gives students a chance to specialise, or try some new subjects, before making GCSE option choices at the end of Year 9. The current elective choices are: Drama, Music, Music Technology, Fine Art, Graphics, ICT and Computing.

Year 9 is seen as a GCSE preparation year with subjects developing skills and knowledge which will be directly applied to GCSE level work. Students formally start working towards GCSE Religious Education which is sat at the end of Year 10.

## **YEARS 10 & 11 (GCSE)**

Students study a core curriculum of Maths, English, Science and Religious Education. They are set in these subjects. All students have Physical Education lessons.

Students also choose further subjects to study at GCSE level. Currently students choose subjects from a broad offer including Languages, Geography, History, Drama, Art, Graphics, Music, ICT and Computing. Some students opt to take a further additional subject which is timetabled at the end of the school day. Eligibility for each option choice is dependent on students' results and effort at the end of Year 9.

All students sit GCSE Religious Education at the end of Year 10. All other GCSE courses are completed in Year 11.

## **SIXTH FORM**

Students who continue into the Twyford Sixth Form have a broad range of courses to choose from. Our current offer includes Art, Biology, Business Studies, Chemistry, Computer Science, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, Government & Politics, Graphics, History, Mathematics, Film Studies, Music, Music Technology, Photography, Physics, Psychology, Religious Studies, Sociology and Spanish. Each course has its own entry requirements. The current entry requirements can be found in the student planner.



# Assessment & Reporting

Regular assessment and feedback is an important part of the learning process. Every piece of work is an opportunity to see whether a new concept has been learned well, or whether an improvement has been made since previous work. Feedback on this work in class is regular and will take various forms – whether through peer marking, teacher assessment or from students self-assessing their work using clear criteria for success.

## ASSESSMENT & REPORTING POINTS

In addition to routine feedback in class, there are four assessment and reporting points. We call these Quarterly Assessments and they are in October, December, March and June for students in Years 7-11. Students will either sit an assessment such as an exam, or have a significant piece of classwork marked.

## EXAM WEEKS

Of the four quarterly assessment and reporting points, two are exam weeks where pupils follow a different timetable to allow for the exams to take place. These exams will either take place in class or in the Sports Hall (where GCSE and A Level exams are also sat). For Years 7 to 10 these will be in December and June.

## REPORTS AND GRADE SHEETS

Each quarter we issue either a grade sheet or written report. Grade sheets show a student's current grade for each subject as well as grades for effort in classwork, homework and listening. The current grade is based on recent assessment results. In many cases this will be a written exam. Once a year we issue reports in which the form tutor and a senior member of staff write a comment summing up your child's progress throughout the year and giving targets for future improvement.

## PARENTS' EVENINGS

There is one full parents evening for all year groups each year. At these points, parents and students have the opportunity to speak to their teachers about their progress in each subject. The dates of these will be in the calendar issued in September.

## TARGET GRADES

Students are set end of year target grades in most subjects at the start of the year. These are always based on the progression expected from a student's previous results and show the results students should be aiming to achieve by the end of the year. We aim to set target grades that are aspirational but achievable. Students are formally given their target grades on the Target Setting Day at the end of September. Students' reports and grade sheets show whether they are "On Track" to meet their target grade by the end of the year.

Subject	Target Grade	Current Grade	CW Effort	HW Effort	Listening Effort	On Track?
Additional Science	B	B	1	2	1	On
English Language	B	A	1	1	1	On
English Literature	B	B	1	1	1	On
Geography	A	B	1	1	1	Off
Latin	B	C	1	1	1	Off
Mathematics	A	C	1	2	1	Off
Media Studies	A	A*	1	1	1	On
Music	B	B	1	1	1	On
Spanish	B	B	1	1	1	On

Target Status	
Additional Science	0
English Language	-1
English Literature	0
Geography	-1
Latin	-1
Mathematics	-2
Media Studies	-1
Music	0
Spanish	0

Attendance Information		Target Information	
Percentage attendance:	95.02%	Above target:	2
Attendance:	421	On target:	2
Authorised absences:	30	Below target:	2
Unauthorised absences:	0	Well below target:	1
Possible sessions:	231		

Report Key	
Target Indicators	Above target On target Below target Well below target
CW Effort	Classwork Effort Level
HW Effort	Homework Effort Level
Listening Effort	Listening Effort Level
On Track?	On or Off
CW Effort	1 Actively engaged 2 Passively engaged 3 Resistant to learning
HW Effort	1 Actively engaged 2 Passively engaged 3 Resistant to learning
Listening Effort	1 Actively engaged 2 Passively engaged 3 Resistant to learning
On Track?	On On Track to meet end of year Target Grade Off Not currently On Track to meet end of year Target Grade

# Learning Habit Grades

The tables below give examples of the how a student would be awarded a particular grade for classwork effort, homework/lesson prep effort and their approach to Listening & Silence in class. These grades are given termly and form part of the grade sheet that is made available on Go4Schools.

## CLASSWORK EFFORT

<p><b>Consistently engaged (1)</b> I lead myself and am an example to others</p>	<ul style="list-style-type: none"> <li>• I always have all my equipment, I wear my uniform with pride and sit up straight in class.</li> <li>• I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct.</li> <li>• I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them.</li> <li>• I know how important it is to be silent in class when the teacher asks me to be and I always listen intently.</li> <li>• I work well in a team because I know how to listen intently to others as well as giving my own ideas.</li> <li>• I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation.</li> <li>• I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student’s work accurately.</li> </ul>
<p><b>Usually engaged (2)</b> I do what I am asked; I follow more than I lead</p>	<ul style="list-style-type: none"> <li>• I almost always have all my equipment, wear my uniform with pride and sit up straight in class.</li> <li>• I usually challenge myself to get to the highest medal (bronze/silver/gold) I can in the lesson and I sometimes achieve positive points for my conduct.</li> <li>• I try to make sure my notes are accurate and neat; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them.</li> <li>• I am silent in class when the teacher asks me to be and usually try to listen intently.</li> <li>• I make an effort to listen to other people as well as giving my own ideas; I am working on my skills in responding to them.</li> <li>• I enjoy reading, including reading out loud, and usually make a good effort to read accurately and fluently with the correct pronunciation.</li> <li>• I usually try to understand the success criteria for a task and I check and correct my work when the teacher tells me to.</li> </ul>
<p><b>Not engaged (3)</b> I do not follow what I am asked to do</p>	<ul style="list-style-type: none"> <li>• I often forget my equipment; I have to be reminded to correct my uniform and to sit up straight in class.</li> <li>• I do not think carefully about the work I do in class; my behaviour distracts others.</li> <li>• I often fail to complete written tasks and sometimes rush my work; my books are not well organised / presented.</li> <li>• I am not always silent in class even when asked to be (and need to be reminded often).</li> <li>• I do not always listen to my teachers and/or my peers; I often get negatives for poor listening behaviour.</li> <li>• I am reluctant to participate in reading tasks, including reading out loud and discussion tasks.</li> <li>• I do not look carefully at the feedback my teacher gives me.</li> </ul>

## LESSON PREP AND HOMEWORK EFFORT

<p><b>Consistently engaged (1)</b> I lead myself and am an example to others</p>	<ul style="list-style-type: none"> <li>• I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it; I try to catch up on any prep/HW I miss.</li> <li>• I often complete additional / optional / challenge tasks associated with the prep/HW.</li> <li>• I read feedback on my prep/HW carefully and always respond to / act on my teacher's advice.</li> </ul>
<p><b>Usually engaged (2)</b> I do what I am asked; I follow more than I lead</p>	<ul style="list-style-type: none"> <li>• I usually make an effort with my prep/HW and usually hand it in on time; I try to remember to write the deadline in my planner and then tick it off.</li> <li>• I sometimes do additional tasks / challenge tasks associated with the prep/HW.</li> <li>• I read feedback on my prep/HW and usually respond to / act on my teacher's advice.</li> </ul>
<p><b>Not engaged (3)</b> I do not follow what I am asked to do</p>	<ul style="list-style-type: none"> <li>• I do the minimum amount necessary for prep/HW and sometimes copy from others; I often hand in prep/HW late or not at all.</li> <li>• I often do the wrong thing in prep/HW as I don't listen carefully enough to instructions.</li> <li>• I only respond to / act on the teacher's feedback when they remind me to.</li> </ul>

## APPROACH TO LISTENING AND SILENCE IN CLASS

<p><b>Consistently engaged (1)</b> I lead myself and am an example to others</p>	<ul style="list-style-type: none"> <li>• I regularly spend time memorising new information accurately and can remember information well from one lesson to the next; I consistently do well when tested on new information as a result.</li> <li>• I work hard to memorise information I have studied and can recall information well over the medium term (e.g. across a half-term).</li> <li>• I use a range of strategies for revision and I am always well-prepared for summative assessments.</li> </ul>
<p><b>Usually engaged (2)</b> I do what I am asked; I follow more than I lead</p>	<p>I sometimes spend time memorising new information and can usually remember information well from one lesson to the next</p> <p>I usually do well when tested on new information as a result.</p> <p>I can usually recall information from previous lessons/units, but sometimes need to check back as I have not memorised it fully.</p> <p>I understand strategies for effective revision and usually feel prepared for summative assessments.</p>
<p><b>Not engaged (3)</b> I do not follow what I am asked to do</p>	<ul style="list-style-type: none"> <li>• I don't spend time memorising new information between lessons; I find prep-checks and/or assessments in class difficult as a result.</li> <li>• I don't go back over information from previous lessons and find it difficult to remember what we have covered in other lessons/units.</li> <li>• I don't spend time revising for summative assessments and often feel unprepared for them.</li> </ul>

# Curriculum & Assessment Systems: Copia and Go4Schools

## COPIA

Copia is the Twyford Academies Virtual Learning Environment. It contains information about curriculum departments, year groups and the wider learning activities.

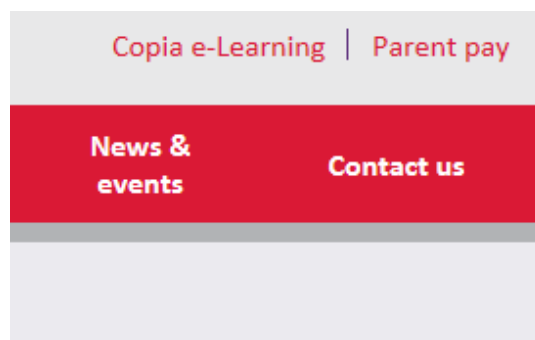
Curriculum information found on Copia includes:

- What students study in each year
- What students cover in each unit or topic
- Key resources to support their progress including revision materials
- Information about when assessments are and what they are on

### Accessing Copia

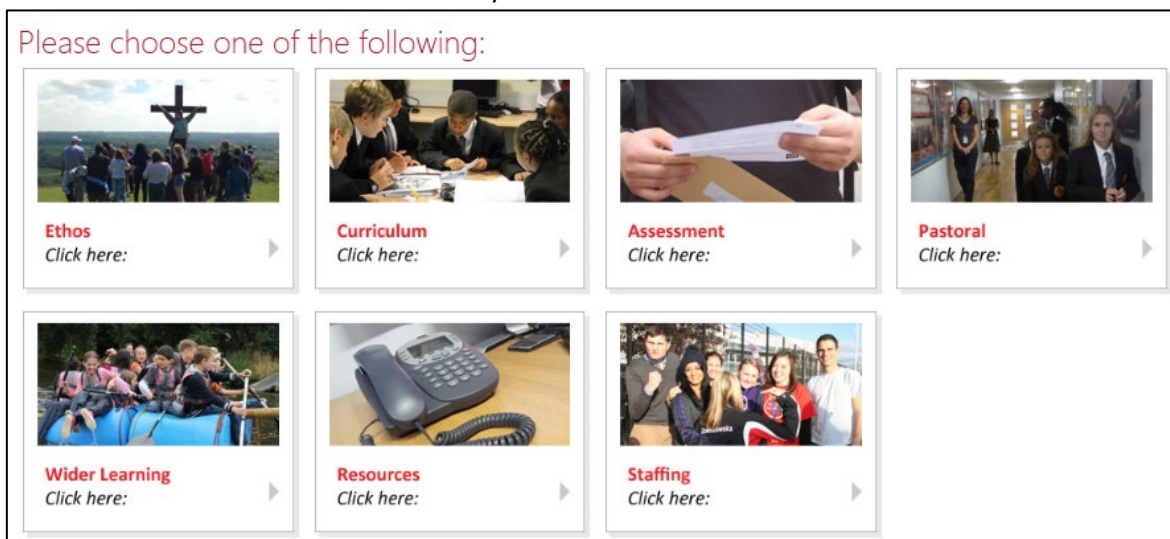
To access Copia you and your child will need a username and password. Students' usernames and passwords are the same as their network usernames and passwords – these are issued to students in their first Computing lesson.

Once you have been issued a username and password the hyperlink to Copia can be found on the home page of the school website ([www.twyford.ealing.sch.uk](http://www.twyford.ealing.sch.uk))



Once you have logged in, click on Twyford CofE High School to see Twyford's Copia site.

You can then choose the area of the school that you want to find information about:



Copia is continually under development and some areas are more well populated than others. You will hear more about this development in the Year Ahead meetings in September.

## GO4SCHOOLS

Go4Schools is our assessment data tracking website which is used by all teachers to record key assessment data about your child. We use this information extensively within school to make sure that your child is on track in their studies as they progress through the school.

We send our progress reports each term which provide summary information about your child's current attainment in key assessments. Parents also have online access to Go4Schools so that you can see much more detail about your child's progress throughout the year.

You will hear more about Go4Schools at the Year Ahead evening in early September.

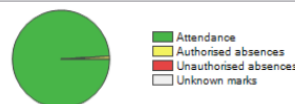
Subject	Target Grade	Current Grade	On Track?	CW Effort	HW Effort	Listening Effort
Biology	7+	8	On	1	1	1
Chemistry	7+	7	On	1	2	1
English Language	7+	7-	Off	1	1	1
English Literature	7+	7+	On	1	1	1
Geography	7+	7-	Off	1	1	2
German	7	6-	Off	2	1	1
Mathematics	7+	7	On	1	1	1
Physics	7+	7+	On	1	1	1
Religious Education	8	9	On	1	1	1

You can view your child's report and gradesheets at any time through the online system

Go4Schools links with our attendance records

### Attendance

Attendance	99.09%
Authorised absences	3
Unauthorised absences	0
Unknown marks	0
Possible sessions	331



Subject	Target Grade	Current Grade	ON TRACK, ON T	Actual	Mark sheet summary
Biology	7+	8	On	-	Q1 Assessment 8- Q2 Assessment 7 Q3 Assessment 8 Q4 Assessment - Assessed Homework 7-
Chemistry	7+	7	On	-	Q1 Assessment 6 Q2 Assessment 7 Q3 Assessment 7 Q4 Assessment - Assessed Homework 7
English Language	7+	7-	Off	-	Q2 Assessment - Reading 5+ Q2 Assessment - Writing 7- Q3 Assessment 7- Q4 Assessment - HW1 Paper 2 - HW2 Paper 1 7
English Literature	7+	7+	On	-	Q1 Assessment 6+ Q2 Assessment 7+ Q4 Assessment - Jekyll and Hyde/Christmas Carol - Q4 Assessment - Macbeth - Assessed Homeworks 6

As well as the overall current grade shown on each report, you can also see much more detail about the individual assessed pieces of work your child has completed.

For some assessments you will be able to see detailed breakdowns of the marks achieved in each section of the assessment. This information, together with the curriculum information on Copia will allow you to support your child's studies.

Mark	Grade/level
13/15	7+
9/10	8-
	8-

Mark	Grade/level
35/45	7
	7

Mark	Grade/level
43/45	8
	8

# Learning and Inclusion

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## Strategic Vision

***'Maximising learning potential through inclusion and support'***  
*"Children of God...in which you shine like stars in the universe"*  
***Philippians 2.15***

Twyford is a school with a very wide ranging student community. A small proportion of our school community have Education Health Care Plans and the majority of these are for children having Autistic Spectrum Disorders or for Specific Learning Difficulties and other Communication difficulties. An Additionally Resourced Centre (ARC) opened in September 2017 for students with ASD and additional needs. There are 4 places each year. The school's mission statement underlines that the school is a 'learning community.....which values the gifts of all its members'. The Primary aim of the ARC, SEN & Learning department at Twyford is to ensure that this is the case especially where students are vulnerable.

In addition to ensuring that EHC plan students have individualised programmes which match the requirements identified in students' SEN EHC plans and annual reviews, the school also has a clear policy of early intervention targeted at Years 7 & 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able to pre-empt students becoming disaffected. This is implemented through a range of small group classes which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach Year 9. The GCSE curriculum model includes within it strands targeted towards less able or hard to reach students.

## Statutory Support for all students with EHC Plans

**Provision led from within the ARC, SEN & Learning team.**

**This offers the following:**

- ♦ A SENCO to oversee provision & ensure individualised support using the top-up or additional funding.
- ♦ An Annual Review meeting of up to 1.5 hours (allowing 8.5 hours planning collating of reports & writing time).
- ♦ An Individual Education Plan meeting 30 minutes (during the Target Setting Meeting day in September, each year) with a review the following July.
- ♦ A meeting during Parents Evening of 15 minutes.
- ♦ Effective communication - initially e-mail; telephone calls if required and an additional meeting if there are any concerns.
- ♦ Arrangements for 25% extra time as an access arrangement in all external, mock and Q2 & Q4 internal exams.
- ♦ Liaison with outside professionals and attendance at multi-agency professional meetings as required.
- ♦ Transition from Year 6 to Year 7 including primary school visit; parental interview; transition morning at receiving high school and allocation to tutor group.

## Additional Provision

### The following support from a Lead TA or keyworker:

- ♦ Small group support in targeted areas including Literacy, Numeracy or social skills as required.
- ♦ Tracking Quarterly data to ensure each student is not underachieving.
- ♦ Writing a specialist teacher and TA report for the Annual Review.
- ♦ Liaising with subject staff to ensure the student is completing relevant lesson prep; is organized and on track.
- ♦ Minimum of 3 hours of support per week in a core subject -in class at KS3 or KS4; 1:1 during study periods at KS5. Please note TA support is prioritised in set 8 and one higher set (for core subjects).



## ARC

- ♦ Supporting the student to write a Person Centered Review in Year 9 - to include support for the options' process and beginning post -16 planning.
- ♦ Supporting the student to attend Information, Advice and Guidance meetings, particularly about Work Experience and future careers and further education.
- ♦ Personalised support, celebrating successes and liaising with home as needed.
- ♦ Supported after school ARC homework club to ensure prep and homework completion.
- ♦ Supported daily Lunch Clubs in the ARC.
- ♦ 1:1 specialist teaching, if written into the EHC plan objectives.

## Wider school support that is accessible to all students (including those with SEN support

### **Academic support:**

- ♦ Assessment including Literacy and Numeracy screening; exam access arrangements for public examinations in Years 10-13 if qualifying criteria set by Joint Council for Qualifications (JCQ) is met.
- ♦ Year 7 Literacy evening and early intervention to support literacy or numeracy if required.
- ♦ Intervention where students are underachieving by provision of additional lessons or revision sessions.
- ♦ High quality teaching & work differentiated to suit the student's needs.
- ♦ Placement in a set suitable to the student's ability.
- ♦ Tracking student progress quarterly.
- ♦ Offering individualised assessment feedback to ensure the student knows what they are to do to progress to the next level or the next grade.
- ♦ Study Club or additional group intervention if required.
- ♦ Once yearly parents' evening.

### **Pastoral support:**

- ♦ Welcome evening at the start of the year and celebration assemblies at the end of each term.
- ♦ Support to engage in the wider life of the school.
- ♦ Overview of positive and negative points, offering advice and guidance if behaviour becomes a cause for concern.
- ♦ Pastoral support including peer-mentoring support, if required.
- ♦ Referral to counselling & mentoring provision.
- ♦ Training of ARC, SEN, Learning & Inclusion teams as well as wider staff in all relevant types of SEN need and safeguarding procedures.
- ♦ Support in Year 11 for college cohort students.

### **Behaviour expectations:**

- ♦ The school has a clear system of rewards and sanctions. All students, including those with EHC plans and those offered ARC places, have at least 50% of time in mainstream and are therefore mainstream students and are expected to comply with the school etiquette.
- ♦ Students who engage fully with the school ethos and expectations can gain positive conduct points. However where students fail to follow school systems effectively they will be issued with negative conduct points.



# Specialisms

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## Music

Music is an extremely important part of the life and ethos of Twyford School. As a Music Specialist School, Music is taught for one hour a week in mixed ability classes in Years 7 and 8 and for three hours per fortnight in electives in Year 9. In Years 7 and 8 all students also have a specialised singing class as part of the Trust whole-school Singing Strategy. Students in year 7 to 9 study a curriculum that embraces a wide range of genres, styles and traditions. The three disciplines of performing, composing and listening are integrated through practical music making using voices, acoustic instruments and music technology. There will be 19 Specialist Music Scholars in each year who will have to opportunity to take additional classes to enhance their musical skills. In addition, students may apply in September to be an Honorary Music Scholar.

Music is a popular choice at Key Stage 4, with students opting to follow either a traditional music route to GCSE or a music technology route to a BTEC qualification in Music. In the Sixth Form both Music and Music Technology at A-Level are popular choices. The Music College also offers an extensive extra-curricular programme and students in Year 7 are able to join any of the following ensembles:

String Quartets	YR7 Girls Choir	Training Orchestra	KS3 Music Tech Club
Saxophone Ensemble	YR7 Boys Choir	Twyford Philharmonia	Cello Ensemble
Double Reed Band	Gospel Choir	Concert Band	Flute Choir
		Twyford Jazz Orchestra	
		String Orchestra	

There is an extensive range of opportunities for students to perform either as a soloist or in a group. Regular performances include the Classical Music Competition, Popular Music Competition, Junior Popular Music Competition, Acoustic Café, every daily Assembly, Communion, Christmas Concert, Carol Service, Spring Twyford Voices Concert and the Summer Concert. Events outside school have included performances at the Royal Albert Hall, Southwark Cathedral, Ealing Abbey, Albert Hall Nottingham plus a number of more local performances. The Chamber Choir toured to Belgium in 2018 and is planning another international tour next year. Students are also able to apply for individual or paired instrumental/vocal tuition from our team of sixteen highly qualified peripatetic teachers who can cater for absolute beginners through to students working beyond Grade 8 with the ABRSM, Trinity Guildhall, LCM and Rockschooll practical exam boards. Tuition is available in the following instruments:

- Violin, Viola, Cello, Double Bass
- Flute, Oboe, Clarinet, Saxophone, Bassoon
- Trumpet, Trombone, French Horn, Euphonium, Tuba
- Drum kit, Guitar (Electric, Acoustic, Classical), Voice

In addition, we are also able to offer small group tuition (approximately five students) in Music Theory. This is offered at beginner, intermediate and advanced level. These sessions are ideal for those students who wish to develop their general knowledge of music theory, are working towards their Grade 5 practical exam with the ABRSM exam board and/or who have aspirations to take Music as an option at GCSE.

The Music Department has six practice rooms, four teaching rooms and two sound-proofed rehearsal pods. Practice rooms can be booked for use during lunchtime and after school for rehearsals and instrumental storage is provided. We do expect students to label their instruments clearly and take them home at the end of the school day.

## Music College Instrumental & Vocal Tuition

Individual: £210 per term		Paired: £145 per term (only available up to Grade 2)
Individual – Violin	Individual – Trumpet	Paired – Voice*
Individual – Viola	Individual – French Horn	Paired – Acoustic Guitar*
Individual – Cello	Individual – Trombone	
Individual – Double Bass	Individual – Euphonium/Tuba	
Individual – Flute	Individual – Piano	
Individual – Oboe	Individual – Acoustic/Electric Guitar	
Individual – Clarinet	Individual – Classical Guitar	
Individual – Saxophone	Individual – Bass Guitar	<b>Group: £55 per term</b>
Individual – Voice (Classical & Musical Theatre)	Individual – Bassoon	Group – Theory Grades*
Individual – Voice (Pop & Gospel)	Individual – Drum Kit	
Pupil Premium and Free School Meals Students Eligibility		
Pupil premium students <i>who are also eligible for Free School Meals</i> receive a 20% concessionary rate off trips and music lessons. All pupil premium students are entitled to £100 credit each year which the parents/guardians can then allocate towards any activity or music lesson. If you wish to use your credit, please confirm this by email to <a href="mailto:Student.Services@twyfordacademies.org.uk">Student.Services@twyfordacademies.org.uk</a> . If your child is not receiving free school meals but think that you may be entitled to apply, please contact Student Services or visit the school website for further advice.		
Pupil Premium and Free School Meals		
Individual: £168 per term	Paired: £114 per term	Group: £44 per term

### General information:

- Individual and paired tuition are organised in 30 minute sessions throughout the school day on a rotational basis for 10 sessions each term
- Lessons are scheduled between the hours of 8:00 AM – 4:30 PM (please note that some lessons may be before school, during break or lunch, as well as after school – music lessons should be prioritised over all other activities)

For further information about the musical life of the school, including an application form for instrumental tuition, please see your induction pack or contact the Music College administration team via email [MusicCollege@twyford.ealing.sch.uk](mailto:MusicCollege@twyford.ealing.sch.uk).

To join the waiting list for 2022-23, please complete the application form found here <https://twyford.org.uk/specialisms/music-specialism>.

# Languages

## CURRICULUM

In Year 7, students study either French or Spanish with able linguists (half of the year group) also studying Latin. In Year 8, more able linguists are offered German as a second modern foreign language. There is a large emphasis on the use of target language in lessons and students are encouraged to speak in the target language as much as possible using the phrases in their planners to support them. Language lessons follow a rigorous pattern, which is in line with Ofsted requirements. A detailed programme of lessons and assessments has been put into place and parents will be able to access it via the VLE. Students are assessed every six weeks so that they are fully informed of their progression.

Students start a transition year for the GCSE course in Year 9, when they begin to learn the key skills required for the public examinations in their chosen language (French, Spanish and German). The GCSE proper then starts in Year 10 with a plentiful amount of revision time allocated in Year 11. This is to prepare students to obtain the best possible results at GCSE. The vast majority of students opt for at least one language at GCSE, as languages are seen by universities as a facilitating subject, whatever subject students aim to study.

All three languages on offer at A Level: French, Spanish and German. Again, students can choose to pursue both at this level.

## EXCHANGES & VISITS

In order to develop their exposure to language, students are encouraged to take part in visits and exchanges at each key stage. In Years 7 – 10, students have the opportunity to take part in numerous trips and visits including:

- **Trip to Normandy:** during activities week in Year 8
- **Trip to Madrid:** during activities week in Year 8
- **Trip to Black Forest:** during activities week in Year 8
- **Trip to Berlin:** joint German and History trip for Year 10 students
- **Trip to France:** immersive French trip for Year 10 students
- **Trip to Spain:** immersive Spanish trip for Year 10 students
- **Trips to universities:** students in Year 9 & 10 will have the opportunity to visit MFL departments at top universities
- **Theatre and cinema trips:** we host foreign language theatre performances in German, French and Spanish at Twyford; students also often have the opportunity to view a foreign-language production or film at a venue in London

In the Sixth form, there are a number of opportunities available to students, such as the UK German connection scholarships, where students stay with a host family for 2 weeks in the summer holidays between year 12 & 13. As part of this trip, they take part in a wide range of activities, from daily lessons to visits and excursions with other students and their host family too.

## EXTRA-CURRICULAR

There are also plenty of opportunities within the department for students to explore their love of languages in the form of lunchtime clubs. These include film clubs, MFL games club, the UK Spelling Bee and UK Linguistics Olympiad competitions, just to name a few.

# Wider Learning

## The Wider Learning Principle

The school ethos statement encourages students to recognise their gifts and use these to enrich their community. The Wider Learning offer provides a wealth of opportunities for students to build on their individual aptitudes and maintain a broader range of school experiences. These extra-curricular options may complement their studies, allow them to stretch and develop their talents and skills, allow a wider range of subject choices (extra-curricular GCSE options in Music or Latin) and provide students with access to try out new things.

### The Wider Learning principle:

- **Good gifts used in service** (students are encouraged to share their talents, gifts and skills)
- **Unique value in community** (engaging in school, local, wider and global community)
- **Don't stay in a bad place** (Wider Learning to support, motivate and engage students in their progress and progression)



### HOW TO FIND OUT ABOUT EXTRA CURRICULAR ACTIVITIES

Extra curricular activities are advertised from the start of each term in a number of ways:

- Year pages of Copia
- Emailed to parents
- Publicised by form tutors

Students are given the opportunity to try a number of extra curricular clubs in the taster week at the start of each new term, and then are encouraged to choose to attend at least one of these clubs every week. Students attend a positive conduct point for every attendance at a club.

Examples of clubs that have run in 2021-22:

- |                      |                |                        |
|----------------------|----------------|------------------------|
| • Debate club        | • Trampolining | • Brass Collective     |
| • STEM club          | • Football     | • Twyford Philharmonia |
| • Astronomy club     | • Netball      | • Chamber Choir        |
| • Chess and Draughts | • Rugby        | • School Production    |
| • MFL Games club     | • Athletics    | • Gospel Choir         |
| • Beginners Arabic   | • Fencing      | • Sax Quintet          |
| • Anime and Manga    | • Yoga         | • Girls A Capella      |
| • TFG Dance          | • Basketball   | • Pop Band sessions    |
| • TFG Worship        | • Rowing club  | • KS3 Christmas show   |
| • Ultimate Frisbee   |                |                        |

There are also various opportunities to represent the school in Music, Sport, Drama and Chaplaincy and students are awarded positive conduct points for representing the school in events.

### WIDER LEARNING BULLETIN

The Wider Learning bulletin is reviewed in year group assemblies and sent out to parents and at the end of each half term. This gives an update on what's been going on in school in terms of sporting, musical and other wider learning activities; including things to look out for in the next half term.

# The House System

The house system fosters friendly competition between the tutor groups, and opportunity for students from different year groups to work together to achieve a common goal. Each house is named after a cathedral or abbey in Britain. The houses are as follows:



## **Truro**

A Victorian Cathedral built on the colossal scale of its medieval predecessors. It shows the spiritual confidence and optimism of this era. The first foundation stones were laid in 1880.



## **Wells**

As its name suggests, Wells is the city of many streams and its cathedral (or the church which preceded it) was built at the site of one of them by the wells of St Andrew. The Cathedral itself is late 12th & early 13th century.



## **York**

York was a Roman settlement from 71 AD. It was an important military post for the Romans to police the border with Scotland. The minster was first of all a monastic church and was begun around 1220.



## **Fountains**

Fountains may be our most romantic place of worship. It is actually an abbey rather than a cathedral and has very close links to Ripon, which is geographically nearby.



## **Ripon**

Ripon also started as a monastic foundation in 657 and was a centre for the early Celtic Christianity in Britain.



## **Durham**

Durham Cathedral was founded in 1093 and is regarded as the finest example of a Norman cathedral in Europe. It was founded by monks fleeing from Lindisfarne following raids by Vikings.



## **Canterbury**

This is the oldest of our houses dating back to 597AD when St Augustine came to Britain as a missionary bringing Roman Christianity with him.

Each House contributes to an enterprise day each year to raise money for the chosen house charity. These events are coordinated by the Head of House (staff) and the house captains (Sixth form students), with support from tutors groups in each year.

## Student Leadership

Student Leadership takes on a pivotal role at Twyford, offering students the opportunity to develop their leadership skills and engage in the school community outside the classroom.

As part of the house system, students in Years 7-11 have the opportunity to lead as one of the following form representatives:

- Form Rep
- Chaplaincy Rep
- Creative Arts Rep
- Enterprise Rep
- Literacy Rep
- Languages Rep
- Music Rep
- Sport Rep
- STEM Rep
- Eco Rep

There is also the opportunity for two students to be Year Reps for each of the above areas. Each position has a range of roles and responsibilities, from organising a sporting squad for interform to reading a prayer in assembly.

Further opportunities are available as students move through the school including Prefect positions and Twyford Ambassadors.

## Activities Week

Activities week take place in the final full week of the school year in July. It is an opportunity for students in Year 7 – 9 to engage in the school, local and wider community in a unique way that gives them a different experience to a usual school week. Activities week allows students to fully embrace the benefits of wider learning through providing them with opportunities to have new experiences in a range of different subject areas.

Students have a fantastic opportunity to take part in a range of exciting residential trips throughout the week. The residential trips running last year included:

- Kingswood – Y7 (Wednesday - Friday)
- Madrid – Y8 (Monday - Friday)
- Normandy – Y8 (Monday - Friday)
- German Exchange – Y8 & 9 (Monday - Friday)
- Portsmouth– Y7 (Monday & Tuesday)
- Devon – Y9 (Monday - Friday)

We also have a daily programme of activities which take place both off-site and on-site and these cover a range of subject specific areas including:

- STEM activities including Science Museum, Chess & Mosaics, Creating a Podcast
- Sports and fitness including Kayaking, Football coach, Tennis, Cricket and Trampolining
- Creative Arts, Media and Design including Movie Making, Ceramics Café, Tate Modern
- Culture including London Eye, Brighton, London Zoo, Thames Boat Tour & London Dungeons
- Action and Adventure including Paintballing, Chessington, Ice skating and Bowling

## Sponsored Walk

In 2012 we developed a link with a school in Maciene, Mozambique and every year since we have been using Sponsored Walk Day to raise money for our partner school and the local community of Maciene. Our Sponsored Walk in 2019 raised £10,200 and the money raised was donated to Tearfund, a charity supporting the relief work in Mozambique following a devastating cyclone in March 2019. In previous years, money raised has helped to improve classrooms and facilities at our partner school such as providing classrooms with desks and chalkboards, creating a small library and providing the school with a computer. It has also helped to sponsor 70 orphan girls to attend school for five years. The aim of sponsored walk day is for students to complete at least four laps of Gunnersbury Park. Students can walk, jog or run the distance either in their house colours or fancy dress and we encourage them to aim to raise £20 in sponsorship funds. It's a fantastic day with a real community spirit.

# Administration & General Matters

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## GENERAL CONTACT WITH THE SCHOOL & VISITING

We support and encourage contact between home and school. The Student Planner forms a weekly opportunity for any comments to be made both at home and at school. It is possible to arrange a meeting with your child's Head of Year but please email the school office ([office@twyford.org.uk](mailto:office@twyford.org.uk)) to arrange an appointment - **please do not come to the school on the off chance of seeing someone.**

**All visits to the school require parents to report to reception** where you will be collected by a member of staff. All email contact should be made with the school office, or form tutor in the first instance. We aim to respond to emails within 48 hours of receiving them.

Parents should be aware that there is no available parking on the school site. Parents are also requested to refrain from parking near to the school gates to drop off or pick up students. Students are not permitted to bring any motorised vehicle into school.

## CHANGE OF ADDRESS OR PLACE OF EMPLOYMENT

You will have completed an Emergency Contact & Welfare Profile prior to your child's induction. Updates in residential addresses or contact information should be emailed to [datateam@twyford.org.uk](mailto:datateam@twyford.org.uk) – **it is particularly important that we have your up to date email and mobile telephone number.**

## FIRST AID AT SCHOOL

The school has a Welfare Team consisting of a Designated First Aid Lead and First Aiders. The main duties of a First Aider are to give immediate help to pupils who have sustained injuries arising from specific hazards at school and when necessary, ensure that an ambulance or other professional medical help is called. First Aiders also support pupils requiring assistance managing their medical conditions, supported by the advice of the Borough School Nursing Team. More information regarding the Welfare and First Aid procedures can be found on the Trust website here: <https://twyfordacademies.org.uk/key-documentation/policies>.

## TRAVELLING ON PUBLIC TRANSPORT

Behaviour on buses and other forms of public transport is of paramount importance. Any **reports of poor behaviour are taken very seriously and will result in a school sanction**, since we believe it reflects badly on the school, the students and their parents. Students are encouraged to remember that when they are on the way to and from school, they are ambassadors for the school.

## CYCLING TO SCHOOL

Please only allow your child to cycle to school if you are certain that they are safe to do so. Bicycles should be secured with a suitable lock in the bicycle shed - the bicycle shed will be locked from 9:00am – 3:00pm. Cyclists should dismount at the main school gate and walk their cycles to the racks. Cycling is not permitted within the school grounds. A cycle is brought to school at the student's own risk, and we advise that it should be adequately insured. **Under the Health and Safety Regulations, all cyclists must wear safety helmets.**

## **VALUABLES, LOST PROPERTY & DAMAGE**

**You are asked to ensure that your child does not bring large sums of money or valuable articles to school. The school is not responsible for any loss of a student's personal property.** During Games, watches and money should be handed to the member of staff for safekeeping. As we have cashless catering there should be no need for students to bring money to school, other than on enterprise or charity days. **All items of uniform and P.E. kit should be clearly marked with the owner's name.** Any items, money or valuables found should be handed in to Reception. Pupils are able to check with Reception for any missing items during break or lunchtime. At the end of each term, a display of un-named lost property is held in Reception and items which remain unclaimed are donated to local charities during the school holidays. **Students must always report damage they have caused to School or personal property immediately to their Head of Year.** When damage has been caused due to negligence or the breaking of a school rule, the cost of repair or replacement will be charged to the parents.

## **STUDENT SERVICES & MONEY**

The school operates a Student Services office which also sells a limited number of items of stationery and ties, from inside the cafe. All consent forms and applications for trips and payments for trips not made via parentpay.com must be made here in accordance with the stipulated deadlines. Where payments are not made in accordance with the school's requirements, we may withdraw your son/daughter from the trip. **Please check the opening times schedule on the school website.**

## **LOCKERS**

Students should hire a locker to be able to store additional bags/ books during the day. The cost of hire is £25 per year and students will need to provide their own 3-4mm/1" key padlock (rather than a combination lock). Payments for lockers can be made on parent pay once login details are received. Payments should be made **before Friday 27<sup>th</sup> August.** Students have access to their lockers before school, at break and lunch time, and after school only. The school cannot be responsible for any loss of students' personal property. **No money or valuables should be left in lockers.**

## **LUNCH ARRANGEMENTS**

The school has a cafeteria which provides a wide choice of food, with items individually priced, including a set meal-of-the-day, which is exceptionally good value. Students can purchase a hot meal and desert for £2.30 (Students having free school meals can choose items to this value of £2.30). We have a cashless system of payment using students' fingerprints which then link to a corresponding account, which can be topped up through Parent Pay. We recommend that students do not bring money into school. Those who wish may bring a packed lunch, which may be eaten in the new cafe. Students are asked not to bring unsuitable items such as drinks in glass bottles, packets of sweets or energy drinks. **Students in Years 7 to 11 inclusive are not allowed to leave the school at lunchtime.** For parents of students with allergies, there is an option for students to eat their packed lunches away from the main eating areas in the school. This must be requested by parents on the basis of medical evidence.

## **FIRE SAFETY & LOCKDOWN PROCEDURES**

In the event of fire students must remain calm and carry out the procedure that they have practised during fire drills. If the fire bell goes off, students should leave their bags and books, close the windows and doors behind them and follow the designated escape route. Students must evacuate the buildings in silence. Once outside, they proceed to the Fire Assembly Point and line up in tutor groups and wait for their teacher to register them.

**If the fire alarm sounds during break, assembly or lunchtime, students must line up at the Fire Assembly Point in tutor groups, in alphabetical order. If the fire alarm sounds at 3.20pm students should still line up in their tutor groups in the Fire Assembly Points.**



In the event of a lockdown, students must remain calm and follow the urgent instructions provided by staff and practised in lockdown drills.

## **GOVERNORS' FUND**

All parents are encouraged to make a voluntary contribution of £20 per month for each child at Twyford to the School Fund. This fund is used by the Governors to finance in whole or in part upgrades to the school buildings, both externally and internally. The School Fund enables us to make improvements beyond what government funding will pay for.

You may be aware of the major improvements in the Café, Performance Centre, Chapel, RE, Diploma, Learning & Inclusion Areas, B Block and the grounds generally, all of which have been made possible in large measure as a result of parental contributions to the School Fund. The Governors' plan further environmental improvements this year.

Should you wish to start contributing to the fund or increase your contribution (as, for example, on admission of a second child to Twyford), or if you have any queries concerning donating to the School Fund please contact our School Fund administrator on **[schoolfund@twyford.org.uk](mailto:schoolfund@twyford.org.uk)**

# Policies

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There are a number of policies that you should be aware of which can be viewed and downloaded from the Twyford Trust website <https://twyfordacademies.org.uk/key-documentation/policies>.


The policies available on the Twyford Trust website include:

- Privacy Notice for Pupils and Parents'
- Behaviour Policy
  - including the home-school agreement, computer use and mobile phone policies
- First Aid Policy
- E-Safety Policy
- SEN Policy
- Pupil Premium Funding

Should you wish to receive a paper copy of the policies listed, please email a request to [office@twyford.ealing.sch.uk](mailto:office@twyford.ealing.sch.uk).

The Home-School, Computer Use and Mobile Phone Agreements are included in the Appendices of this booklet, printed in the student planners and can be downloaded from our website here: <https://twyford.ealing.sch.uk/attending-our-school/induction>.

 <p>Twyford C&amp;E High School</p>	<p>"I have come that you may have life and have it to the full" <i>John 10v10</i></p> <h2 style="margin: 0;">Home – School Agreement</h2>	<p>Year of Entry: <b>September</b> <b>2022</b></p>
<p><b>Student name:</b> _____ <b>Form:</b> _____ <b>Date:</b> _____</p>		
<p>This agreement confirms a list of three-way expectations that, although not a covenant, should be adhered to as a condition of being a member of the school community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting</p>		
<b>As a student, I will:</b>	<b>As a parent, I will:</b>	<b>The School will:</b>
<p><b>Treat all members of the school community with tolerance, understanding and respect in:</b></p> <ul style="list-style-type: none"> <li>• Being kind and polite to all students and staff</li> <li>• Not causing distress or hurt to anyone in the school, either verbally or physically or through internet sites</li> <li>• Always following the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity</li> </ul>	<p><b>Treat all members of the school community with tolerance, understanding and respect in:</b></p> <ul style="list-style-type: none"> <li>• Any written or verbal communication with members of staff</li> </ul>	<p><b>Treat all members of the school community with tolerance, understanding and respect in:</b></p> <ul style="list-style-type: none"> <li>• Any written or verbal communication with students and parents</li> </ul>
<p><b>Be committed to my education by:</b></p> <ul style="list-style-type: none"> <li>• Always doing my best in lessons</li> <li>• Behaving well at all times and not acting in any way which will distract others from learning</li> <li>• Always bringing my planner, exercise books and any other relevant equipment or kit to all lessons</li> <li>• Always write my prep tasks and homework in my planner</li> <li>• completing lesson prep tasks and handing in all homework assignments on time</li> <li>• Attending school/ lessons/ assemblies on time</li> <li>• By remaining on the school site as required</li> <li>• Doing what I can to stay safe and look after my health including going to the Welfare Room if I need first aid and carrying/taking medication if required.</li> <li>• Doing what I can to keep other members of the school community safe including paying attention when information is being given about others' medical conditions and needs and informing a member of staff if others are taken ill.</li> </ul>	<p><b>Be committed to my child's education by:</b></p> <ul style="list-style-type: none"> <li>• Being responsible for my child/ children's behaviour in school. <i>(The school is responsible for attempting to manage students' behaviour, but parents must be aware that they are fully responsible for all behaviour)</i></li> <li>• Supporting the school's conduct and detention system</li> <li>• Contacting my child's Form Tutor/ Head of Year whenever necessary (e.g. any worries, change of address etc.)</li> <li>• Checking and signing the student planner weekly</li> <li>• Attending parents' evenings and Year ahead evenings</li> <li>• Ensuring my child attends school regularly and punctually</li> <li>• Emailing or telephoning school at least half an hour before school starts on each day of absence</li> <li>• Not taking holidays in school term time</li> <li>• If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust's First Aid and Support for Pupils with Medical Conditions Policy.</li> <li>• Comply with the 'Children missing in education' guidance by informing the school of plans to change school</li> </ul>	<p><b>Be committed to your child's education by:</b></p> <ul style="list-style-type: none"> <li>• Providing a broad and balanced curriculum and extra-curricular activities suitable for all academic levels, which develops moral and spiritual values</li> <li>• Ensuring that a daily act of worship is undertaken</li> <li>• Ensuring that all lessons are of a high standard and that teachers will continue to be assessed on the quality of their teaching via our continually developing internal lesson observation system</li> <li>• Ensuring that homework will be set and marked regularly</li> <li>• Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits</li> <li>• Ensuring that parents are informed of any issues through the yearly and termly reporting system and standard disciplinary procedures (see Behaviour Policy)</li> <li>• Ensuring that teachers continue to be developed professionally in the area of teaching and learning</li> <li>• Providing first aid and support for pupils with medical conditions as stated in the Trust's First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans.</li> </ul>
<b>As a student, I will:</b>	<b>As a parent, I will:</b>	
<p><b>Be a good ambassador for the school by:</b></p> <ul style="list-style-type: none"> <li>• Always wearing the correct uniform as described in the uniform rules</li> <li>• Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school</li> <li>• Not bringing expensive OR BANNED (PROHIBITED) items into school, including non-school mobile phones or smart phones and other electronic equipment e.g MP3 Players and iPods</li> <li>• Not bringing drugs or weapons of any kind into school</li> <li>• Reading and understanding the school behaviour policy and abiding by that and this agreement</li> </ul>	<p><b>Ensure my child is a good ambassador for the school by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that my child always wears the correct uniform as described in the uniform rules with the understanding that they will be sent home if they are incorrectly dressed and without a note</li> <li>• Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules</li> <li>• Accessing Copia (via my child's login) to support their learning as required</li> </ul>	
<p>Consent to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice.</p>	<p>Consent to the use and sharing of my child's data as stated in the Twyford Academies Trust data protection privacy notice.</p>	
<b>Student signature:</b>	<b>Parent Signature(s):</b>	<b>SLT signature:</b>

	<h1>Computer Use Agreement</h1>	Year of Entry: <b>September 2022</b>
<b>Student name:</b>	<b>Form:</b>	<b>Date:</b>
<p>The computer network at Twyford High School is made available to students for the purposes of learning and educational research. Students are expected to behave responsibly in using the facilities and the purpose of this contract is to set out the rules for appropriate use. This agreement will enable students to use the ICT facilities for educational benefits. Please read it carefully and complete our online Microsoft Form to confirm you have read and agree with the agreements here: <a href="#">Twyford Agreements</a>.</p>		
<ul style="list-style-type: none"> <li>• I will comply with school rules for using computers (including the Online Safety Policy).</li> <li>• I will only access the network via my own authorised account, which I understand is my own responsibility and I will not make available to anyone else except I may share login details with parents so they can access Copia.</li> <li>• I will use the Internet appropriately for education purposes and will not attempt to access inappropriate web sites including sites that are pornographic, discriminatory, illegal or offensive.</li> <li>• I understand that I am responsible for rejecting any unsuitable material and will report this to a member of staff.</li> <li>• I understand that activity that threatens the integrity of the school ICT systems, or that attacks or corrupts other systems is forbidden.</li> <li>• I will not do anything that might cause a breach of copyright, including downloading software, games, music, graphics, videos or text materials that are copyrighted.</li> <li>• I will not use the network in any way that could bring the school's name into disrepute.</li> <li>• I understand that the school network administrators have full access to the system and my account and that they reserve the right to examine or delete inappropriate files. I am also aware that my steps in using the network can be traced (including web sites visited).</li> <li>• I understand that my parents may be required to meet the cost of replacing any school IT equipment which I damage.</li> <li>• I will keep usernames and passwords for third party websites secret, and not allow anyone else access using my account</li> <li>• I will abide by the rules of any third party websites that are used in school</li> <li>• I will abide by the expected behaviour etiquette during online/remote lessons if for any reason I am learning at home via Microsoft Teams or other home-learning platform.</li> </ul>		
<p><b>ACCEPTABLE USE POLICY FOR STUDENT EMAIL</b></p>		
<p>Use of email by students of Twyford CE High School is permitted and encouraged where such use supports the goals and objectives of the school. All students are provided with their own email account for educational use only. Twyford CE High School has a policy for the use of email whereby the students must ensure that they:</p>		
<ul style="list-style-type: none"> <li>• Use email in an acceptable way</li> <li>• Do not create unnecessary risk to the school by their misuse of the email system</li> <li>• Comply with current legislation</li> </ul>		
<p><b>POLICY</b></p>		
<ul style="list-style-type: none"> <li>• Students are responsible for the content of all email sent.</li> <li>• The sending of offensive, profane or abusive email or other messages is forbidden.</li> <li>• If students receive any offensive or inappropriate emails they should report it to a teacher or the IT Services Office immediately.</li> </ul>		

- Use of school email accounts for bullying or harassment will not be tolerated as this is against school rules.
- Email attachments should only be opened if they come from a known and trusted source.
- The sending of email attachments containing any program, file or shortcut that damages or shuts down a computer, damages or alters the operating system or alters, deletes or otherwise modifies user files is strictly forbidden and is a criminal offence (Computer Misuse Act 1990).
- The use of email rules that disrupt, slow down or damage the email server or network system is not permitted.

**MONITORING**

Twyford CE High School accepts that use of email is a valuable school tool. However, misuse of this facility can have a negative impact upon student productivity and the reputation of the school.

In addition, all of the school’s email resources are provided for school purposes. Therefore, the school maintains the right to examine any systems and inspect any data recorded in those systems.

**SANCTIONS**

If a student is found to have breached this agreement, they will face sanctions as set out in the Trust’s Behaviour Policy and withdrawal of access to the network and/or email service. Serious offences may result in temporary fixed term or permanent exclusion from school.

I understand that if I do not comply with this agreement I may face sanctions as outlined above I understand that each case will be considered on its merits.

Student name: \_\_\_\_\_ Form: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Although the school makes every effort to ensure that students cannot access inappropriate material (through a filtering service and staff supervision), the nature of the Internet is such that there is no guarantee that ALL offensive sites have been blocked. However, the school believes that the benefits of providing access to ICT and the Internet far exceed the potential drawbacks and we hope that students will act responsibly in using the facilities they have been provided with.*

**I am aware that my child has been given access to the school’s computer network and Internet and I have reinforced this agreement.**

Parent/Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

	<h1 style="margin: 0;">Mobile Phone Agreement</h1>	Year of Entry: <b>September 2022</b>
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<b>Student name:</b>	<b>Form:</b>	<b>Date:</b>
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Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- The phone should be one of the following types: **Nokia 105, Samsung E1200 or Alcatel 10.16G**
- It should be clearly marked with the student's name
- The phone should be switched off before the student enters the school site and placed in their school bag
- The phone should not be brought out at any point during the school day and should only be used after school when they are out of sight of the school entrances
- A school brand mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen

In addition if a student is allowed to take a phone on a school visit/residential it must be a school brand mobile. **Smart devices including mobile phones are banned from all school trips and any residential.**

There may be occasions where a member of staff is required to search a student's personal belongings to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

- If during a search a 'school phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off
- All non-school recommended phones and school phones that are not switched off will automatically be confiscated as part of a search
- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated

When a phone is confiscated it will not be returned until the end of the full school term in which it is confiscated.



**Nokia 105**



**Samsung E1200**



**Alcatel 10.16G**

I agree to abide by the mobile phone policy:

Student Signature: .....

Parent Signature: .....

Senior Teacher Signature: ..... Date:.....





**Executive Headteacher**  
**Dame Alice Hudson**

**Associate Headteacher**  
**Miss Karen Barrie**

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**Twyford Church of England High School**

Twyford Crescent | Acton | London | W3 9PP | t: (020) 8752 0141 | f: (020) 8993 7627  
e: [office@twyford.ealing.sch.uk](mailto:office@twyford.ealing.sch.uk) | w: [www.twyford.ealing.sch.uk](http://www.twyford.ealing.sch.uk)

The Twyford Church of England Academies Trust is a charitable company limited by guarantee registered in England & Wales.  
Registered Number: 07648968 | Registered Office: Twyford C of E High School, Twyford Crescent, Acton, London W3 9PP