



Twyford
C of E
High School

Open Evening

Thursday 23rd September 2021



Guide & Other Information

For more information, please visit our website:

www.twyford.ealing.sch.uk

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Welcome to Twyford Church of England High School

This evening is an opportunity for us to share with you the strong relationships and high standards which we enjoy at Twyford High School.

For the next few hours, the school will be a hive of activity as over a quarter of our students voluntarily participate in the various departmental presentations.

We are proud of our community, very proud of our achievements in every aspect and at every level and proud of the loyalty and affection that it inspires.

Please feel free to experience the richness and diversity of all that we can offer, either as part of a conducted tour, or in your own time, following your own route using the map and directions available from the school café this evening.

Staff and students are available to help, direct and answer questions and will welcome opportunities for discussion.

We hope you enjoy the evening.



Dame A Hudson
Executive Headteacher



Miss K Barrie
Associate Headteacher

Presentation in the Performance Centre

Dame A Hudson, Executive Headteacher and Miss K Barrie, Associate Headteacher will speak to Parents/Students in the Performance Centre at:

Group 1: Arrive from 4.30pm for a **5.00pm talk** followed by a walking tour of the school site

Group 2: Arrive from 4.45pm for a walking tour of the school site followed by a **5.45pm talk**

Group 3: Arrive from 5.30pm for a walking tour of the school site followed by a **6.30pm talk**

Group 4: Arrive from 6.15pm for a walking tour of the school site followed by a **7.15pm talk**



Year 6 into 7 Entry September 2022

Thursday 23rd September 2021 4:30pm – 8:00pm	Open Evening for prospective students in Year 6
Headteacher Talks	5.00pm, 5:45pm, 6:30pm & 7:15p
Friday 1st October 2021	Specialist Music Scholar Application Deadline (electronic application forms can be found online)
Friday 29th October 2021 by 4:00 PM	Supplementary Information Form to be submitted to Twyford
Sunday 31st October 2021	Common Application Form to be submitted to the Local Authority
Tuesday 1st March 2022	Parents informed of outcome of application by L.E.A.
Thursday 30th June 2022	New intake Welcome Evening (parents and child)
Friday 1st July 2022	New intake Induction Day
Monday 4th & Tuesday 5th July 2022	Transition Meetings for new Year 7 entrants / Parents with Senior Staff/ new intake CATS and SEN testing day

How to Apply

A virtual instructional video on 'Admissions' can be found on our school website as a part of our virtual opening evening detailing the following:

- **All applicant families** must apply directly to their own Local Education Authority on the Common Application Form indicating six school preferences as instructed
- Applicant families applying for a Faith-based place **must complete the Supplementary Information Form (with a Religious Reference completed by their Religious Leader) on the relevant application form (peach for Foundation/Christian, yellow for the other designated World Faiths) by Friday 29th October 2021 before 4:00 PM**
- Applicant families applying for a Music place must complete the electronic form found on Twyford's website **by Friday 1st October 2021**

- If you are not Religious, you do not need to fill in a Supplementary Information Form but you will need to list Twyford as one of your six preferences on your Common Application Form

The Governors' Admissions Panel considers all application forms received by the school by the statutory closing date of **Sunday 31st October 2021**, though please note that **the school will not accept electronic (emailed) or faxed application forms**.

Admissions Policy

The school's admissions policy (including criteria and application forms) are enclosed with this pack and also available on the school website at www.twyford.ealing.sch.uk/admissions.

Currently, there are 190 places available in Year 7 (150 Foundation/Christian, 21 World Faith & 19 Specialist Music).

Statutory Admissions Statistics for Year 6 into 7, entry 2021/2022

- Places available at the school in September 2021 at 11+: **190**
- Preferences expressed directly to the school at 11+: **910** (685 of which were Faith-based Supplementary Information Forms: 577 Foundation/Christian and 108 World Faith; 225 of which were Specialist Music applications)
- Number of preferences on Common Application Form: **1,570**
- Foundation/Christian applicants who scored the maximum number of points were subject to distance criteria being applied
- World Faith applicants who scored the maximum number of points were subject to distance criteria being applied

All applications to Twyford are considered according to the published criteria.

Special Educational Needs

The school has two learning and inclusion bases and a highly qualified team. There are **56** students with a statement of SEN/EHC Plan and a further **23** students with additional needs. There is an integrated approach to learning, so the Learning & Inclusion team work closely with the core curriculum departments. Emphasis is placed on early intervention support to ensure excellent literacy and numeracy skills are in place by the end of Key Stage 3. Setting in individual subjects allows in-class support to be targeted to students who most require this. The school's special educational needs policy is available on request.

Celebration of Results Summer 2021

We are proud of the achievements of our students at both GCSE and A Level and these outstanding results position students well to make progression onto their next stages of education, training or employment.

Key Stage 5 – A Level

In Summer 2021:

- Overall progress at Twyford Sixth Form ranked us as “ALPS 2” (within the top 10% of A Level providers nationally)
- 69% of exams sat were graded A*-A
- 88% of exams sat were graded A*-B
- 95% of exams sat were graded A*-C
- 84% of students achieved at least one A or A* grade
- 84 students achieved at least two A* grades
- 47% of students achieved at least AAB (or higher) in 2 or more facilitating subjects.
- 84% of Year 13 students progressed onto university degree courses with 65% of these places at Russell Group universities
- 3% of Year 13 students progressed onto art foundation courses.
- 9 students gained places at Cambridge University and 3 gained places at Oxford University.
- 14 students gained places to study Medicine and 3 students gained places to study dentistry.

Key Stage 4 – GCSE

GCSEs are now graded using number grades. 9 is the highest grade, 1 is the lowest.

Grades 9 to 7 are equivalent to grades A and A.*

Grades 9 to 5 are equivalent to grades A to a high grade C (“a good pass”).*

In Summer 2021:

- The average grade across students’ best 8 GCSEs was grade 7.0
- 90% of students achieved grades 9-5 in both English and Maths
- In English:
 - 92% of students achieved grades 9-5
 - 59% of students achieved grades 9-7
 - 16 students achieved grade 9s in **either** English Language or English Literature.
 - 16 students achieved this in both.
- In Maths:
 - 93% of students achieved grades 9-5
 - 66% of students achieved grades 9-7
 - 49 students achieved grade 9s in Maths
- 75% of students achieved grades 9-5 in all of their EBacc subjects (English, Maths, Humanities, Science and Languages)
- 64% of all exams were awarded grades 9-7
- 23% of all exams were awarded the highest grade, grade 9
- 44% of students achieved eight or more top GCSE grades 9-7

Classroom Expectations

IN THE CLASSROOM:

Key aspects of Year 7 curriculum:

Subjects	Periods per fortnight
English	7
Mathematics	7
Science	7
RE	3
Languages*	8
Music	2
Singing	2

Subjects	Periods per fortnight
Art & Design	2
Drama	2
Geography	3
History	3
Computing	2
PE	2
Total (Includes 2 periods of extended PE)	50*

**The top 2 sets for each band (TWY and FRDC) study Latin in Year 7 addition to French/Spanish. Some students who require more intensive support with their learning do so as part of a Nurture group rather than studying a language.*

Being prepared for learning:

We expect all our students to take responsibility for their learning by:

1. **Preparing themselves** – All students receive 'lesson prep' at the end of each of the 5 daily lessons. This is a short task which is expected to take 15-20 minutes. It can take the form of learning, research, reading, listening, writing, calculations. Every student will therefore be expected to complete up to 75-100 minutes of lesson prep each evening. Longer projects and Homework Tasks are set less frequently and are marked and recorded by teachers. They could take the form of an essay, Maths exercise, an investigation, a poem.
2. **Being focused in class** – Students are expected to listen attentively in class. This requires them to be silent when the teacher or another student is speaking.
3. **Being silent in corridors** – Students are expected to make their way to classes in silence when they are inside school buildings.
4. **A disciplined approach** – The school expects a high standard of good behaviour and value is placed upon the qualities of self-discipline, self-reliance, initiative and mutual respect. There is a system of positive and negative conduct points to encourage good work and conduct. There is also a school detention system. In serious breaches of discipline, students may receive an exclusion which may be an internal one when students are isolated for 1 day or a fixed term external exclusion. Parents will be contacted and given details of the incident and asked to meet with the Head of Year and/or a senior member of staff immediately following the exclusion. In extreme cases, students may be permanently excluded. The parents of all new students are given a brochure containing detailed information about the School's Code of Conduct and our Behaviour and Discipline Policy. Parents and students are asked to sign a Home School Agreement which outlines the responsibilities of the school, parent and student in ensuring that each student achieves their potential. Our aim is to have firm discipline in a caring atmosphere.
5. **Undertaking stretch activities** – There are many opportunities for Twyford students to improve and achieve. Most will aim to achieve on or above their aspirational target grade, learn to play a musical instrument, or take part in one or more of our wide range of our other extra-curricular activities.
6. **Evaluate their own progress** – Students will be set aspirational targets in the EBacc subjects (English, Maths, Science, Modern Foreign Language and Humanities) during KS3 and all subjects during KS4 and KS5. These targets are based on prior attainment data such as KS2

levels, CATs test scores and national exam results. The progress of students will be assessed formally through quarterly assessments. Progress will be reported to students and parents 4 times a year through a grade sheet. Students will reflect on their learning at the end of lessons and will also be asked to evaluate their own learning and progress more formally by considering the data provided on grade sheets. This will include not just their academic attainment but also effort grades, attendance and conduct points.

7. **Noticing and celebrating success** – Student performance in all areas: curricular, sporting, musical and wider engagement is celebrated in weekly assemblies, end of term celebration assemblies, whole school assemblies, The Wider Learning Bulletin issued fortnightly and the Twyfordian, our termly school magazine.

Wider School and Community

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 cathedrals and abbeys of 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 tutor groups in each year.

Assemblies and Worship

Schools in England and Wales are required to have a daily act of worship that is of broadly Christian character. At Twyford, our identity as a Church of England School is core to our ethos and is communicated in our common life and worship; the school has adopted a creative, imaginative and inclusive approach to daily worship, designed to foster a healthy and generous common life. All students attend two assemblies per week; one for their Key stage and one for their year group. On days when there is not an assembly, a 30-minute tutor time session is delivered by form tutors in the students' registration period. Tutor times use a series of Bible stories as their focus material to allow students reflect on their own personal, social and spiritual development as well as their progress in school. Each term, each year group has their own service of Holy Communion in the school Performance Centre.

Students are encouraged to lead worship in school. There are leadership positions within the school chaplaincy for both form and year representatives. Within worship, students lead readings and prayers, and create their own response to the text; as students make progress through the school, they are supported in formulating their own acts of reflection.

All students in the relevant year group are expected to attend statutory acts of worship in school: assemblies, reflections and Communion. The provisions of the 1998 Schools Standards Act allow parents to withdraw their child from assemblies and RE lessons. Any request should be made in writing to the Headteacher. Within worship itself, students are asked to participate as fully as their own faith tradition allows – our experience is that students and parents value the way in which this develops students' understanding of their own traditions. As a school, we value the variety of religious faiths and convictions present within both the student and staff body, and the ways these contribute to the distinctive Christian ethos of Twyford.

There are a variety of opportunities for students to explore and develop their faith through both curriculum and voluntary activities. In particular, the Twyford fellowship group meet everyday; there is a worship group, weekends away for senior and junior student groups and a room available daily for Muslim students to pray in. The chaplain is on hand for further advice, for support or to answer questions.

Looking forward and outward to the wider world

Students have many opportunities to engage with the local community and far beyond, through raising money for charities connected with their house on their Enterprise day, or through the sponsored walk in the summer term and money collected from non-uniform days. Older students volunteer to undertake community service, with a local soup kitchen and older people's lunch club proving popular.

Students also have the opportunity to go on many school trips and language exchanges. The school has a link with a school in Mozambique; students and teachers have visited the school there and the head teacher and students have visited us – a very valuable experience for us all! In 2018-19, we raised over £12,000 through our charity work and fundraising.

Engaging in Wider Learning and Extra-Curricular

Students have the opportunity to develop their skills over time by committing themselves to a wide range of extra-curricular clubs, activities and projects. There is a wide range of opportunities in our Specialism areas of Sports, Chaplaincy, Music, MFL and Science as well as a range of other subjects such as Drama, Arts, Humanities, Maths and English. Students achieve positive conduct points for their involvement in extra-curricular activities and Wider Learning.

Community service and Leadership roles

We have a wider ranging student leadership programme with every tutor group in Year 7-11 having a form rep and a rep in Sports, Music, Chaplaincy, Creative Arts, MFL, Enterprise and Stem subjects. Students with leadership roles attend student council meetings every term. Students may wish to apply to become Peer Mentors and Twyford Ambassadors in Year 10 and Prefects in Year 11. We then have House Leadership opportunities in Year 12 and of course our Senior Student Leadership Team in Year 13. All positions are applied for through completing an application form, with our Senior Student Leadership positions in Year 13 also including an interview. Students are our greatest ambassadors and act as hosts and guides at parents' meetings, open evenings and awards ceremonies.

Extra-Curricular Timetables

We offer an extra-curricular programme with a Termly timetable in Term 1 (Autumn Term), Term 2 (Spring Term) and Term 3 (summer term) for all students in Year 7-13. Please find some examples below of our current Term 1 extra-curricular offer for KS3, KS4 and KS5 students:

Term 1 Extra-curricular Timetable - Year 7					
	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Clarinet choir, Music	Music Scholars Theory, Music		Voluntary Communion, Father David, Community room	Flute Choir, Music Double Reed Band, Music
Lunch (12:30-1:00pm)	Y7 Girls Choir, Music Girls Basketball, Ms Esprit Table Tennis, Mr MacDonald Drama Club, Drama 1, Mr Andrews KS3 Book Club (Wk 2 only), Miss Mehta, A12 Art Club, Ms Conway & Mrs Boden, D11 Debate Club (Wk 1 only), Miss Neary, B1B	Boys Basketball, Ms Eliason Junior TFG, Ms Hawksworth & Mr Faux, Chapel Lower School Production, Mr Andrews, Drama 1	Cross Country, Mr Stanton TFG prayer, Miss Nzakala & Ms Fruza, Elms Basement MFL Games club, Mr Hunt, A06 Y7 Science Club, Mr Cartledge & Ms Durrett, A34 Graphics Club, Ms Poon & Ms Newcombe, D14 Sign Language, (Wk 2 only), Miss Dixey, B05	Year 7 Boys Choir, Music Triple S Club (Science) Ms Helsdon, A24 Science Documentary Club, Ms Rabbani, A06 Eco Team (Wk 2 only), Miss Matthews, B25	String Quartets, Music Music Tech Club, CM1 Trampoline, Mr Stanton Badminton, Mr MacDonald TFG Worship, Mr Douglas, Elms Basement MFL Film Club, Miss Althaus, D01 Gaming Club, Mrs Chowdhary, M10 Comics in Action, Mr Di Paolo & Mr Porton, B15
Afterschool (3:20pm – 4:20pm Some clubs run up to 5:00pm)	Training Orchestra / Philharmonia, PC, Music Football, Mr Stanton Girls Netball, Ms Esprit Fencing, coach (Fee)	Concert Band, PC, Music Gospel Choir, Chapel, Music Y7 Football, Mr Stanton Girls Football, BHA Taekwondo, coach (Fee) Lower School Production, Mr Andrews, Drama 1	School Production rehearsals, Drama 1, Mr Dorrings & Mr Andrews Wellbeing & Fitness Club, Mr Brooks (invite only) IONITE band practice, Chapel	Composers' Club, Music Rugby, Mr Brooks Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33	String Orchestra, PC, Music Inter-house sport (check rota) PE department Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33

Term 1 Extra-curricular Timetable - Year 9					
	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Clarinet choir, Music	Music Scholars Theory, Music		Voluntary Communion, Father David, Community room	Flute Choir, Music Double Reed Band, Music
Lunch (12:30-1:00pm)	Y8 & 9 Choir, Music Girls Basketball, Miss Esprit Table Tennis, Mr MacDonald Drama Club, Dr 1, Mr Andrews Book Club (Wk 2 only), Miss Nehta, A12 Art Club, Ms Conway & Mrs Boden, D11 Debate Club (Wk 1 only), Miss Neary, B13	Boys Basketball, Ms Eliason Junior TFG, Ms Hawksworth & Mr Fox, Chapel Lower School Production, Mr Andrews, Drama 1	Cross Country, Mr Stanton TFG prayer, Miss Nsakala & Ms Fruzza, Elms Basement Graphics Club, Ms Poon & Ms Newcombe, D14 Python & Coding Club (Wk 2 only), Mrs Fruzza, MB MFL Anime Club, Mr McKevitt, A05 Junior History Scholars (Wk 1 only by invite) Mrs Easton, Chapel Sign Language, (Wk 2 only), Miss Dixey, B05	Triple S Club (Science) Ms Helsdon, A24 Science Documentary Club, Ms Rabhani, A06 Eco Team (Wk 2 only), Miss Matthews, B25	String Quartets, Music Music Tech Club, CM1 Trampoline, Mr Stanton Badminton, Mr MacDonald TFG Worship, Mr Douglas, Elms Basement Gaming Club, Mrs Chowdhary, M10 Comics in Action, Mr Di Paola & Mr Ponton, B15
Afterschool (3:20pm - 4:20pm) Some clubs run up to 5:00pm)	Training Orchestra / Philharmonia, PC, Music Rugby Mr Brooks Fencing, coach (fee)	Concert Band, PC, Music Gospel Choir, Chapel, Music Basketball, Ms Eliason Rowing, Ms Dowson (fee) Taekwondo, coach (fee) Lower School Production, Mr Andrews, Drama 1	Boys Football, Mr Ighorae Girls Football, BHA Netball, Ms Eliason & Miss Esprit School Production rehearsals, Mr Orling & Mr Andrews Wellbeing & Fitness Club, Mr Books (invite only) XONITE band practice, Chapel	Composers' Club, Chapel, Music Rowing, Ms Dowson (fee) Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33	String Orchestra, PC, Music Inter-house sport (check rota) PE department Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33

Term 1 Extra-curricular Timetable - Year 11					
	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Clarinet choir, Music	Cello Ensemble, Music		Voluntary Communion, Father David, Community room Saxophone Ensemble, Music	Flute Choir, Music Double Reed Band, Music
Lunch (1:30-2:00pm)	Girls Basketball, Ms Eliason Table Tennis, Mr MacDonald Y10 & 11 Drama rehearsals, Drama 1, Miss Adams Eco Team, (Wk 1 only), Mr Fry, B25 TFG Worship, Chapel, Father David European Cinema Club, Ms O'Brien & Ms McKendry, D05	Boys Basketball, BHA Debate Club (Wk 2 only), Miss Neary, B13	Chamber Choir, Music Health Club, Ms Eliason MFL Anime Club, (Wk 2 only), Ms Ignatius, A05 UKLO Club, (Wk 2 Only), Ms De Luca, A06 Y10 & 11 Drama rehearsals, Drama 1, Miss Adams Y11 Oxford Inspire (invite only), Ms Pancourt, RE1	Twyford Jazz Orchestra, Music Senior TFG, Father David & Mr Brooks, Chapel	String Quartets, Music Trampoline, Mr Stanton Badminton, Mr MacDonald Y10 & 11 Drama rehearsals, Drama 1, Miss Adams UKLO Club, (Wk 1 Only), Ms De Luca, A06
Afterschool (3:20pm - 4:20pm) Some clubs run up to 5:00pm)	Twyford Philharmonia, PC, Music Fencing, coach (fee)	Concert Band, PC, Music Gospel Choir, Chapel, Music Basketball, Ms Eliason Senior Rugby, Mr MacDonald Taekwondo, coach (fee)	Senior Football, Mr MacDonald Girls Football, BHA School Production rehearsals, Mr Orling & Mr Andrews XONITE band practice, Chapel	Composers' Club, Chapel, Music Netball, Ms Eliason Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33 Y10 & 11 Drama rehearsals, Drama 1, Miss Adams	String Orchestra, PC, Music Inter-house sport (check rota) PE department Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33

Term 1 Extra-curricular Timetable - Year 12					
	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Clarinet choir, Music Sixth Form Strings, Music	Cello Ensemble, Music	Sixth Form Wind Group, Music	Voluntary Communion, Father David, Community room Saxophone Ensemble, Music	Flute Choir, Music Double Reed Band, Music
Lunch (1:30-2:00pm)	Table Tennis, Mr MacDonald Y12 & 13 Drama rehearsals, Drama 1, Miss Adams Eco Team, (Wk 1 only), Mr Fry, B25 TFG Worship, Chapel, Father David European Cinema Club, Ms O'Brien & Ms McKendry, D06 Literature & The Arts (Wk 2 only), Miss Quiney, B14	Sixth Form Vocal Ensemble, Music Engineering Society, Mr Hepburn, A32	Chamber Choir, Music Health Club, Ms Eliason UKLO Club, (Wk 2 Only), Ms De Luca, A06 Y12 & 13 Drama rehearsals, Drama 1, Miss Adams Senior History Scholars (Wk 2 only by invite), Mrs Euston, Chapel	Twyford Jazz Orchestra, Music Senior TFG, Father David & Mr Brooks, Chapel Girl & Boys Basketball, Ms Eliason Global Issues discussion (Wk 2 only), Mr Fry, B24	String Quartets, Music Trampoline, Mr Stanton Badminton, Mr MacDonald Y12 & 13 Drama rehearsals, Drama 1, Miss Adams Medicine Society, Ms Hamilton, A22 UKLO Club, (Wk 1 Only), Ms De Luca, A06
After school (3:20pm - 4:20pm Some clubs run up to 5:00pm)	Twyford Philharmonia, PC, Music Fencing, coach (Fee)	Concert Band, PC, Music Gospel Choir, Chapel, Music Basketball, Ms Eliason Senior Rugby, Mr MacDonald Taekwondo, coach (Fee)	Senior Football, Mr MacDonald Girls Football, BHA School Production rehearsals, Mr Dorrige & Mr Andrews IGNITE band practice, Chapel	Composers' Club, Chapel, Music Netball, Ms Eliason Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33 Y12 & 13 Drama rehearsals, Drama 1, Miss Adams	String Orchestra, PC, Music Inter-house sport (check rota) PE department Chess & Draughts (3:30-4:00pm) Mr Palfreyman, A33

Student Leadership

Everyone at Twyford is a leader. We are all ambassadors for Twyford in everything we do inside and outside school. We always encourage each other to be brilliant examples of our Twyford Etiquette. There are also some specific student leadership positions in each tutor group. All of these roles are very important and give you opportunities to develop your own personal leadership skills.

Form Rep

You will represent the view of your form group to the school council and lead fellow students in making improvements to the school. The role will involve presenting in front of groups of students. It is a fantastic way for you to develop your leadership skills.

Sports Rep

The Sports Rep will be responsible for selecting the teams that compete during inter-form competitions, as well as the recording of results from inter-school matches. There will be opportunities to take on leadership through refereeing matches and umpiring for younger year groups. It is a fantastic way for you to develop your team building and leadership skills and to try and get your class top of the inter-form table.

Modern Foreign Languages Rep

The MFL Rep will have an important role in promoting languages throughout the school and beyond. You will help with the co-ordination of celebrations for the European Day of Languages on 26th September, house Languages competitions, and promoting and assisting with extracurricular clubs. It's a great way to put your leadership skills to great use and develop a real love of languages at the same time!

Enterprise Rep

The Enterprise Rep has an important role in supporting the Enterprise Day for their house. It will be their responsibility to help plan a tutor group based fundraising activity to raise money for their house charity. In addition the Enterprise Rep will be a member of the café committee and will

feedback to their tutor group the outcomes of from this meeting. It is a great opportunity to develop entrepreneurial skills that would support a student to run a business later in life.

Chaplaincy Rep

The Chaplaincy Rep will take an active role in leading their tutor groups in the morning tutor time reflections as well as contribute to the form and year group communion services throughout the year. Chaplaincy Reps will also be involved with promoting Chaplaincy Clubs within their tutor group. This will help other students to grow in their spiritual life at Twyford.

STEM Rep

As a STEM Rep you will be passionate about science and fascinated by the world around you. You will support extracurricular events in the science department and will be instrumental in advertising these clubs to members of your tutor group.

Music Rep

These students will take responsibility for playing in assemblies and concerts, organising activities and working to help improve the Music department. Music reps take a leading role in the Music department and promote engagement within their tutor group. Music Reps participate with House Assemblies and the House Music Competition by playing in the respective bands.

Creative Arts Rep

These students will take responsibility for promoting the wide range of creative arts on offer at Twyford. Creative arts reps take a leading role in the drama and art departments and promote engagement within their tutor group. Creative arts reps are involved with the Christmas bake off competition and create promotional materials for enterprise days.

Environment and Sustainability Rep

The student head of environmental and sustainability takes an important role on improving the school environment, both in terms of extra-curricular activities and through engaging with teachers and the management of the school. They will be an ambassador for this area and will lead a team of students through a range of initiatives and activities, in order to promote the school environment and the sustainability of the school.

Our Pastoral Curriculum

The aim for pastoral curriculum is to prepare and position students to deal with the personal, social & spiritual challenges of their future pathways and is true to our Christian identity. We are very proud that particular praise was given to the pastoral curriculum in our recent SIAMS inspection.

SMSC is delivered through assemblies, tutor times, pastoral workshops, wider learning/electives & RE lessons. Where possible we use **story** to explore and explain. Throughout their time at school, students maintain a portfolio of evidence in order to self-evaluate their own progress towards these targets and their acquisition of the Twyford Learning Skills.

The design of the Pastoral Curriculum at Twyford will support students to achieve **pastoral outcomes** as well as the individual targets which they will set for themselves including at students' annual target setting meeting. They will acquire knowledge in areas related to their personal welfare & wellbeing including careers and social awareness which will enable them to develop as good citizens with a well-developed spiritual and moral compass. Central to this is self-evaluation. We are able to get the

students to do this via the development of a 'personal portfolio' to go alongside a set of frameworks for self-assessment.

The programmes fall into an upper and lower school section: the lower being about 'myself and others' and the second about 'walking with purpose'. We have consciously used stories from Christian tradition as the framework for the programme as we are a Christian school. In every unit we use a story from the Abrahamic tradition (since this informs Christianity, Islam & Judaism). We also use stories for other faiths and great stories of human endeavour. The pastoral programme taught in tutor time is supplemented and supported by Learning Workshops which also support students to understand themselves in relation to the society in which they live.

Overall, therefore the pastoral programme seeks to help every child gain a secure hope and a future.

It uses the development of **reasoning** and **critical reading** to ensure:

1. Students develop their own **spiritual** understanding and interpretation of the Christian tradition through Bible stories & the stories of other faiths & peoples.
2. Students use those stories to develop a deeper understanding of themselves and their own **moral** framework.
3. All members of the tutor group form **social** relationships with each other which are supportive, positive and based on common stories.
4. Students are supported to critically engage with and place themselves in relation to contemporary **cultural** and PSHE issues.

Year 7 & 8 Programme: True to self

The Year 7 & 8 programmes have been built around the 10:10 ethic since this communicates the core values of the school community. The six half terms therefore move through having good gifts used in service of others (know yourself, be an agent for Good), knowing how to avoid staying in a bad place (understand weakness & accept support) and being fulfilled in community (engage fully & stretch).

As students start secondary school we have a great range of new challenges. Their five targets are as follows:

<p>Curriculum (Know Yourself)</p>	<ul style="list-style-type: none"> • I can explain my opinion of all of my subjects. • I know my strengths in each subject as well as the areas I need to improve on. • I can explain why each of my subjects is valuable. • I am familiar with the learning skills and creative applications. • I can give examples of when I have used each thinking skill and creative application. • I regularly access COPIA to help me with all my subjects. • I have thought about some different future careers and know which ones I'm more interested in
<p>Assessment (Understanding weakness)</p>	<ul style="list-style-type: none"> • I know my target and current level for each of my subjects. • I know if I am on track to achieve my target in each of my subjects. • I know what I need to do to improve before the next assessments. • I am confident that I know what I need to do to achieve my target by the end of Year 7.
<p>Conduct (Be an agent for good. Accept support)</p>	<ul style="list-style-type: none"> • I am proud of the number of positives I gain each week. • My conduct in class enables me to learn well and does not prevent anyone else from learning.

	<ul style="list-style-type: none"> • I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. • I always hand in my prep and homework on time and it is done to a good standard. • The number of negatives I get is minimal/zero, or is going down • I have 100% attendance and punctuality • My uniform is always smart
Wider Learning and Career Development (Engage fully & stretch)	<ul style="list-style-type: none"> • I have represented my House in an inter-form event or Enterprise day. • I have represented my school on a team or a trip • I have taken on a position of responsibility in my House or form. • I have participated in Pastoral Workshops and worked well as part of a team • I regularly attend at least two wider learning activities (including Study Club) per week • I have contributed to a project or event outside of lesson time • I have demonstrated my reliability in a range of situations.
Spirituality/ Reflectiveness (Engage and stretch)	<ul style="list-style-type: none"> • I have understood and can effectively use the Twyford Trust stillness techniques and the Twyford posture. • I use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development. • I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. • I have used the Pastoral area on COPIA to explore topics that interest me.

Pastoral Support Arrangements

The purpose of these is to provide a framework in which each student can have his or her individual needs recognised and be cared for and helped. Each student, on entry to the school, is allocated to a Tutor Group under the supervision of a Form Tutor.

Form Tutors are expected to build up a close knowledge and understanding of the strengths, weaknesses, aptitudes and abilities of the students in their care; to have oversight of their progress and development; to help them with any problems or difficulties; to monitor closely their work, discipline and behaviour; and to be the first point of contact with parents.

Tutors see their forms twice each day and the tutor group provides a constant factor and, hopefully, a sense of security in the changing pattern of teaching groups.

The Tutors in each Year work together in teams, led by a Head of Year whose role is to support them, especially regarding any difficult pastoral or behavioural issue and to co-ordinate their activities. Each Head of Year has an Assistant and will move up the school with students to provide continuity of contact and oversight. Parents unable to resolve any problems or difficulties through discussion with Tutors or Head of Year should consult the SLT (Senior Leadership Team) member responsible for the year group of their child.

Each year in September, Tutors meet with parents and students to set academic enrichment and personal targets based on the previous end of year report. Parents are encouraged to email Tutors/Heads of Year/Head of Learning & Inclusion with any concerns they may have.

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 both boys and girls. If we ever change any detail of our uniform, we will let you know by means of an email or letter, but not through your child. All students in Years 7-11 inclusive must wear the school uniform 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)




Boys' Uniform

ITEM	CLARIFICATION	
Hair		
Must be tidy and conventional. If spiked or styled upwards in a quiff or box cut, this must be no longer than 4 cm. Boys 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.	Long hair must be combed downwards and very long hair must be tied back. Mohican hairstyles must not be worn. 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 free time at break and lunch.	
	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.	
Jewellery		
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. Excuses that they cannot be taken out will not be accepted and students will be instructed to remove them.	
	Rings, necklaces, bracelets etc. should not be worn.	
Blazer		
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.	
Jumper		
School jumper only (grey with red stripe).	Jumper is optional.	
Shirt		
Collars must be designed to accommodate a tie and must have a top button which fastens.	White in colour and pupils will be asked to replace missing top buttons.	
Shirts must be sufficiently generous to tuck in to trousers fully.		
Tie		
Should cover the fastened top button on shirts.	KS3 - Should be tied so that 5 stripes are clearly visible.	
	KS4 - Should be tied so that school badge is clearly visible below the knot.	
Trousers		
Must fit to the waist (natural waist) and be purchased from the school supplier.	Black in colour.	
	A plain and simple black belt may be worn.	
Socks		
Plain black socks should be worn.	No coloured socks of any kind.	
Footwear		
Shoes: Must be formal, smart, plain and black. Must be worn to and from school. Shoes do not cover the ankle bone. Students wearing footwear that do not fit the uniform requirements will be sent to Reception to change.	Boots are not allowed - 'Kickers' and 'Timberland' style boots are not correct. Kicker shoes are allowed with normal black laces and black stitching. They must be sufficiently robust not to have disintegrated by the third week of term.	
Students will require either Green Flash or Mirak Contender Trainer for PE and may wear these at break and lunchtime only for sports in the cage.	Trainers, trainer-style or canvas style footwear are not appropriate as formal school footwear.	
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".		

Outdoor Coats, Scarves, Hats
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.
All students must have the Twyford school bag from the school supplier, with the Twyford logo.

Girls' Uniform

ITEM	CLARIFICATION	
Hair		
Hair bands, ribbons, clips and any other item used in the hair should be plain black or white .	No coloured bobbles, fancy flowers, frills or large bows.	
Dyed hair and hair extensions should be natural to their colour. Students should not dip dye their hair.		
Jewellery		
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. Excuses that they cannot be taken out will not be accepted and students will be instructed to remove them.	
	Rings, necklaces, bracelets, etc. should not be worn.	
Blazer		
Black with school badge on pocket.	Compulsory - it is to be worn at all times unless given permission by teacher. Sleeves must not be rolled up.	
Jumper		
School jumper only (grey with red stripe).	Jumper is optional.	
Blouse/Shirt		
Collars must be designed to accommodate a tie and must have a top button which fastens.	White in colour and pupils will be asked to replace missing top buttons.	
Blouses must be sufficiently generous to tuck in to skirt or trousers fully.	No tailored blouses which are designed to be worn over school skirt/trousers.	
Tie		
Should cover the fastened top button on blouses/shirts.	KS3 - Should be tied so that 5 stripes are clearly visible.	
	KS4 - Should be tied so that school badge is clearly visible below the knot.	
Skirt		
Only one school skirt is allowed. Skirts must be on the knee. Students wearing skirts that do not fit the uniform requirements will be sent to Reception to change.	Black in colour, pleated, manufactured by <i>Winterbottom</i> and only sold by our school suppliers.	
Trousers		
Must fit to the waist (natural waist) and be purchased from the school supplier.	Black in colour.	
	A plain and simple black belt may be worn.	
Socks/Tights		
Plain black tights or knee length white/black socks or short white/black ankle socks may 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 or tights should be worn, not both.	
Footwear		
Shoes: Must be formal, smart, plain and black. Must be worn to and from school. Shoes do not cover the ankle bone. Students wearing footwear that do not fit the uniform requirements will be sent to Reception to change.	Boots are not allowed - 'Kickers' and 'Timberland' style boots are not correct. Kicker shoes are allowed with normal black laces and black stitching . They must be sufficiently robust not to have disintegrated by the third week of term.	
Students will require either Green Flash or Mirak Contender Trainer in white for PE and may wear these at break and lunchtime only for sports in the cage.	Trainers, trainer-style or canvas style footwear are not appropriate as formal school footwear.	
ACCESSORIES		
	Make up, acrylic or false nails and nail varnish should not be worn. Students will be instructed to remove makeup and the above.	
	All students must have the Twyford school bag from the school supplier, with the Twyford logo.	
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".		



Outdoor Coats, Scarves, Hats

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.

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



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

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.

Times of the School Day

08:30	AM Registration/Assembly
09:00	Period 1
10:00	Period 2
11:00	Break
11:20	Period 3
12:20	Period 4a/Lunch for KS3
13:10	Period 4b/Lunch for KS4
13:20	Lunch
14:05	Moving Bell
14:10	Period 5
15:10	PM Registration
15:20	Enrichment and Extra Curricular activities

Extended PE lessons for Girls on Wednesday and for Boys on Thursday run from 14:10 – 15:45 (Year 7 and 8 students)

Mobile Phones (Key Stage 3 & 4 students)

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



Music Specialism

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 the opportunity to take additional classes to enhance their musical skills. In addition, students enrolled at the school 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 RSL 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:

Y7 Boys Choir	Clarinet Choir	String Orchestra	KS3 Music Tech Club
Y7 Girls Choir	Flute Choir	Concert Band	Guitar Ensemble
Training Orchestra	Saxophone Ensemble	Cello Ensemble	String Quartet
Twyford Philharmonia	Double Reed band		

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. Recent events outside school have included performances at the Royal Albert Hall, Southwark Cathedral, Ealing Abbey plus a number of more local performances. Students are also able to apply for individual or paired instrumental/vocal tuition from our team of nineteen highly-qualified peripatetic teachers who can cater for absolute beginners through to students working beyond Grade 8 with the ABRSM, Trinity Guildhall, LCM and Rockschool 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
- Piano, 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. 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.



Language Specialism

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 all lessons and students are encouraged to speak in the target language as much as possible using the in-class “toolkits” 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 their GCSE course in their chosen language(s) at the start of Year 9 (French, Spanish and German). This is to enable 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.

There are three languages on offer at A Level: French, Spanish and German.

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 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
- **Language Exchanges:** including the German exchange with Gesamtschule Haardt in Year 8
- **Trips to universities:** students in Year 9 and 10 will have the opportunity to visit MFL departments at top universities
- **Theatre and cinema trips:** all students will have the opportunity to view a foreign-language production or film at a venue in London; we also host foreign language theatre performances at Twyford

In the Sixth form:

UK German connection: Students stay with a host family for 2 weeks in the summer holidays between year 12 & 13, here, they take part in a wide range of activities, from daily lessons in a German school to visits and excursions with other students and their host family too. It's a great opportunity to experience Germany, its culture, language and lifestyle first hand.

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, Future Linguists club, the UK Spelling Bee and UK Linguistics Olympiad competitions, just to name a few!



Learning & Inclusion

The Learning & Inclusion team consists of a SEN team in the ARC and an Inclusion team in A19. The SEN team (based in the ARC) consists of the SENCO, SEN 2IC, Literacy Coordinator, SpLD teacher and 16 Teaching Assistants. The Inclusion Team (based in A19) consists of the Head of Inclusion, Family Worker, Lead Mentor and part-time Mentors. There is a close working with the Pastoral Team.

How do we support our students at Twyford?

We are a friendly, experienced and highly supportive team, who have considerable experience in supporting students in literacy, numeracy, emotional, behavioural and social needs. The Learning & Inclusion team work closely with the Pastoral Leads, Heads of Year and Senior Staff.

All students in Year 7 are given a reading and spelling test plus a CAT test so that we can establish which students are in need of extra support for literacy and numeracy. In addition to ensuring that students have individualised programmes which match the requirements identified in students' Education, Health and Care Plans (EHC) and annual reviews, the school also has a clear policy of early intervention targeted at years 7 and 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disaffected. This is implemented through a range of small group provisions which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach year 9.

Types of Support

The school has a differentiated 3-tier curriculum for core subjects. Students may require additional support according to their needs. Depending on needs identified, appropriate interventions will be considered. These include:

- In-class support (in accordance with EHCP)
- Literacy Booster programme
- Social Communication/Skills programme
- 1:1 reading
- Vocabulary group
- Touch-typing
- Homework Club
- Speech and Language 1:1s
- Daily lunch club
- SALT/OT input
- KS4 GCSE Booster groups (English, Maths, RE, Science)
- Life Skills and Study Skills options at KS4.
- Exam arrangements

The London Borough of Ealing's Educational Psychologist, a behaviour consultant and the school counsellor work closely with the team. The team also shares good practice, and has close links with, William Perkin High School, Ealing Fields High School, Ada Lovelace High School and Spring Hallow Special School.

Mr Macdonald Brown
Head of Inclusion

Mr McCloskey
SENCO



Learning Mentors

Twyford Church of England High School is committed to ensuring that all pupils are encouraged and equipped to reach their potential. Learning Mentors form part of this commitment and work to enhance student's personal, social, emotional, spiritual and academic development.

Learning Mentors work closely with students, their families, Heads of Year and teaching staff as well as appropriate external agencies to ensure that students receive effective and well-coordinated support in and out of school.

Learning Mentors can meet with students in a variety of contexts (one to one, small groups or on a drop in basis) to identify barriers to learning and work towards decreasing them. Mentors help students recognise their strengths and achievements as well as areas in which they would benefit from some additional support. Learning Mentors seek to help students find solutions to their challenges. This is achieved by building a positive relationship with students, providing them with a space to talk about their concerns and offering practical strategies as well as signposting students to external organisations. Targets and goals are set and regularly reviewed to ensure progress and achievement can be celebrated.

Areas of discussion may include:

- Healthy ways to manage our emotions
- Ways to build resiliency
- Ways to build positive peer relationships
- Building positive self-esteem and self confidence
- How to make positive choices
- Planning for the future and achieving aspirations

Please speak to your Head of Year if you would like to arrange for a student to meet with a Learning Mentor and explore what support may be suitable for them.

Ms N Sehra
Lead Mentor

Subject Guides



Our 10:10 ethic



Art

Students in Years 7 and 8 at Twyford have Art for two periods a fortnight and in Year 9 this goes up to three periods. Year 9 students are lucky to be able to choose between Art or Graphics, Key Stage Three Art provides the opportunity to explore a range of themes, all students will analyse and investigate historical and contemporary artists from both western and world culture. Students have the chance to develop their fundamental skills such as drawing and painting, while also learning fun new techniques such as mark making, painting, digital work and mixed media work. We run a Graphics and Art club for Year 7 and 8.

Fine Art is offered at GCSE and is a very popular and successful subject. In addition to further improving their art skills, at this stage students learn to further develop individual concepts from a starting point, conducting research, responding to artists and other influences, and refining their ideas towards a final outcome through experimentation with media and processes. Students find this process very rewarding as it enables them to explore themes of their choice and work independently towards unique outcomes. Our GCSE students also have the opportunity to visit art exhibitions to inspire and inform their work.

At A Level the format is similar to GCSE but the standard of work is even higher and, while still receiving support and mentoring from their teachers, students are expected to work very independently on their personal art projects. We provide opportunities to visit exhibitions and run a life-drawing course for Years 12 and 13. We also support our Sixth Form students in preparing their portfolios and applications for Art College and other creative futures. An extremely high proportion of our students go on to pursue Art Foundation courses, Photography degrees, Architecture, Illustration and Graphic Design.

Art is a very popular subject at Twyford and there are lots of opportunities to be involved in lunchtime clubs and other extra-curricular events. In year 12 the Art and Graphics students visit exhibitions and take part in workshops outside of school. When we can we run residential trips and when this is not possible we make sure students are aware of exhibitions and creative opportunities that are available in London. During these trips the students gain inspiration from museums and the environment around them, they gain inspiration from these experiences and apply this to **their** personal work. We are very proud of our students' work at all Key Stages, and make every effort to celebrate it in assemblies, through displays and in the Twyfordian.

Mrs Boden
Head of Art, Photography and Graphics



BTEC Tech Award in Enterprise (KS4)

AIMS

We aim to give children the opportunity to study a vocational subject as part of their curriculum.

All businesses need enterprising employees to drive their organisations forward, to have ideas and to initiate growth and to ensure that businesses adapt, in this fast-changing world. Enterprise is a key government focus and is set to form part of the UK's global economic status, both now and in the future. This new course- first teaching from September 2018- is equivalent to one full GCSE and teaches students three areas of enterprising activity; Exploring Enterprise; Planning for and Running an Enterprise and Promotion and Finance of an Enterprise.

THE LOWER SCHOOL YEARS 7-9

Business Studies is not taught as a subject in the lower school – however enterprise knowledge and awareness is developed through cross-curricular activities in workshops, lessons and tutor time. Opportunities exist throughout the year for lower school students to partake in enterprise activities.

KEY STAGE 4 OPTIONS

At the end of year 9, students can choose to study the BTEC Tech Award in Enterprise as one of their GCSE options.

BTEC - Year 10

One teacher will deliver Component 1: Exploring Enterprise, whilst the other teacher will deliver Component 3: Promotion and Finance of an Enterprise.

BTEC - Year 11

Both teachers will deliver Component 2: Planning for and Running an Enterprise.

HOMEWORK

Lesson prep will be set every lesson requiring approximately 15 minutes' work. Most homework will take the form of coursework.

ASSESSMENT

Components 1 and 2 are internally assessed by coursework, which is marked by teachers. Each component is worth 30% of the overall grade at the end of Y11.

Component 3 is assessed by a synoptic exam which is assessed externally. This is worth 40% of the overall grade.

PROGRESSION INTO THE SIXTH FORM

In **Year 12** the department offers GCE A Level Business Studies which is a two-year course. Business sits very well alongside A level subjects such as Maths, Geography, Sociology, Psychology, Politics and Computing.

Mrs A Roberts

Head of Business



Computing

COMPUTING CURRICULUM

All Year 7 and 8 students are timetabled to attend 2 hours of Computer Science each fortnight. This covers the fundamentals of computer science, digital media and ICT skills.

In Year 9 students can either choose Computer Science or ICT which acts as preparation for AQA GCSE Computer Science or OCR ICT Cambridge Nationals courses respectively. Booster ICT lessons are provided to students in Year 9 that are not triple linguists.

At Key Stage 4, students can choose either GCSE Computer Science or OCR ICT Cambridge Nationals level 1/2. The department has been delivering Computer Science for more than ten years.

At Key Stage 5, students are offered A Level Computer Science.

FACILITIES

Students are given logins to access resources on the school's network locally on site and remotely through Copia. The network comprises of work stations running Windows 10, various programming IDEs, Microsoft Office 2016 and access to the Internet.

There is a filtering service in place to control and facilitate 'safe' access to the internet. Students are given printing credit at the start of the year and must top this up at student services when they run out of credit – this applies to printing in all subjects.

Mrs Fruzza

KS3 Computing Coordinator



Drama

Drama in Years 7 – 9:

Students in Year 7 and Year 8 at Twyford have one Drama lesson per week. Drama is a very popular subject and there are lots of opportunities to become involved in lunchtime clubs and school productions. The Year 7 and 8 Drama curriculum allows students to respond creatively to different stimulus and texts, work collaboratively with each other and develop their practical and performance skills. Students in Year 9 elect to continue their studies in Drama and the course is taught as a foundation course for GCSE, ensuring the Schemes of Learning are preparing the students for success in all aspects of the GCSE course.

GCSE and A-Level Drama:

Drama is also offered at GCSE and is a very popular subject. Students explore a range of stimulus and texts through a series of practical workshops which is supported by a set of written notes which evaluates their own and other students work. At the end of year 11, students also complete a practical exam unit, which for many students is a real highlight of the course. Throughout the course, students have the opportunity to see a wide range of professional theatre and take part in workshops with theatre companies. We were pleased with our GCSE exam results, particularly the number of students obtaining 7-9 grades in summer 2019. At Sixth Form level, Drama can be studied at A Level and again is a popular A-Level choice here at Twyford, with some exceptional results being achieved including 64% of students achieving A*-B grades. Both examination courses are engaging and equip students with a wide range of group work, practical and written skills which can be easily transferred to the world of work. The introduction of a written theatre review exam also allows students to develop their written, analytical and evaluation skills.

Extra-Curricular Opportunities in Drama:

Wider Learning is an important part of Drama at Twyford. We have a KS3 Christmas production for year 7 and 8 every year. And following our successful school production of 'School of Rock' in July 2018 and 'Into the Woods' in July 2019, we are looking forward to our next school production in July 2020. Alongside these, we also have a National Theatre Connections programme for students in Year 9 – 13 who will have the opportunity to perform at a local theatre in May. We also have a dance club, play reading club and spaces for students to rehearse at lunch and afterschool.

Mr M Andrews
Head of Drama



English

AIMS

We recognise that teaching English to the highest standard opens many doors for our students: not just in terms of gaining places in higher education, or passing exams, but also in terms of expressing themselves coherently and reading fluently, in terms of their cultural literacy and enjoyment of texts. What they learn in our English classrooms enables them to participate fully in society.

YEAR 7 & 8 PROGRAMME OF STUDY

Reading is central to all the work of the department. Year Seven begin by studying *The Pearl* by John Steinbeck. Across the two years pupils will study a range of fiction and non-fiction texts including Shakespeare, poetry, crime fiction and gothic horror. Students are encouraged to develop a life-long reading habit, as well as being taught how to approach challenging written texts. Writing is taught in a consistent and clear way. Students are given the opportunity to write in a variety of genres and for a range of different audiences and purposes. They are taught about the rules and conventions of Standard English, how to punctuate their work correctly and are encouraged to use a wide range of vocabulary and sentence structures for effect. Good presentation and accurate spelling are encouraged. Speaking and listening are an integral part of lessons and students are taught how to capitalise on the variety of oral opportunities that arise in and out of school. Students are taught in sets according to their ability, which are reviewed after each quarterly assessment with changes mostly made after Q2 and Q4.

ASSESSMENT AND RECORDING

Pupils' development is measured using teacher assessment against specific assessment focuses for reading, writing and speaking and listening. Every half-term students are tested in at least one of the modes of language. This enables teachers and pupils to monitor progress and to achieve relevant targets.

HOMEWORK

Homework is set regularly and varies depending upon the topic being studied. Sometimes for longer assessed homeworks students will write extended essays, and creative or persuasive pieces. At other times they will have to research a topic or prepare a talk. Students are also expected to complete lesson preparation tasks every night, lasting no longer than 15 minutes.

LITERACY

All students in Year 7 and 8 have two reading lessons a fortnight in which they read and discuss novels from a variety of diverse authors and genres. These reading lessons develop students' comprehension and fluency while also building their cultural capital and breadth of experience with literature.

YEAR 9

Students are set according to their specific needs. This encourages high standards of achievement all round yet also allows more support for those who find English difficult. The allocation to groups is meticulously carried out and reviewed regularly. Students are allocated to the group that best suits their language needs. In year nine students are prepared for the transition to GCSE, and begin to study some of the poems and plays from their GCSE.

YEARS 10 AND 11

Students study for two GCSEs in English and English Literature; all students sit the same exam regardless of which set they are in. Those with high prior attainment work at an accelerated pace and have an opportunity to explore more advanced features of English literature & language. The courses we follow are the AQA 2015 specification called English Language and the AQA 2015 specification called English Literature.

YEAR 12-13

Students study a two year English Literature EdExcel 2015 course.

EXTRA CURRICULAR OPPORTUNITIES

The department places a particularly strong emphasis on developing public speaking skills. A successful and popular debate club meets every week and a variety of local and national competitions are entered. Year 7 pupils also take part in an inter-form debating competition with the winners performing in end of year assemblies. Year 7 pupils will also be able to take part in a comic club, a book club and even learn sign language. Later on some pupils are given the opportunity to enter the *Jack Petchey Youth Public Speaking* event and Twyford teams have been very successful. The department also runs a variety of theatre trips.

Ms N Sale

Head of English



Geography

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that!?”

Michael Palin

AIMS AND PURPOSES

Our key aim is to interest the students in the world around them. We want to stimulate interest in their surroundings and in the variety of human and physical conditions on the earth's surface. We hope to foster their sense of wonder at the diversity of the world around them...from floods to famines and pollution to population explosions! We will help students to develop an informed concern about the quality of the environment and the future of the human habitat and enhance student's sense of responsibility for the care of the earth, its future and its peoples. The course is lively and up-to-date, using engaging resources. Students will encounter a wide range of learning activities, designed to allow all to progress, including investigations, group work and discussions. ICT plays a key role in Geography and students will be given opportunities to use GIS technology including Google Earth.

FIELDWORK

Fieldwork is an essential and much loved part of Geography and allows pupils to get their hands dirty! Field trips include a local area investigation, a study of Twyford's microclimate, GCSE fieldtrips to the River Chess in Chesham and Brighton and a Year 12 trip to Southwold.

YEAR 7 – Pupils are introduced to the world of Geography through some new and exciting topics answering enquiry question such as ‘What is my local geography?’, ‘What is the UK like?’ and ‘How is the world's population changing?’. Through these units they learn essential geographical skills.

YEAR 8 – In Year 8 pupils are introduced to more complex issues with a wider geographical reach. They investigate question such as ‘What are the opportunities and challenges in Africa?’, ‘Which ecosystem is most under threat?’ and ‘What is the biggest natural hazard facing our planet?’. Pupils are challenged to begin to think about some of the conflicts that occur between the human and physical worlds and begin to form their own opinions on topical issues such as climate change and rainforest destruction.

YEAR 9 – Students are introduced to GCSE Geography in Year 9. The main aim of the Year 9 course is to prepare pupils for KS4 Geography if they intend to take GCSE Geography, but is equally interesting if students choose to not continue. This year we cover Coastal Landscapes, Resource Management and Ecosystems as well as evaluating issues and developing skills.

YEAR 10 & 11 – We study the Edexcel/Pearson Syllabus A which allows students to cover a wide range of content in-depth and prepares students very well for A-Level and beyond.

YEAR 12&13 – Our A level course builds upon the GCSE with students studying the AQA Syllabus. Students will engage with complex geographical theories and cover a range of human and physical topics such as urban inequality, human interaction with the environment, hazards and water and carbon cycles.

Mrs M Serhal, Mr W Fry, Mr D Teh, and Ms. Matthews

The Geography Team



History

Aims - History is the study of how important developments in the past have shaped the world today. History lessons at Twyford are designed to give students an understanding of some of these important developments. Programmes of study emphasise the development of skills, as well as telling the significant 'stories', and examining the motives and ethics of the people involved.

Assessment - Students are assessed through four quarterly assessments, which are marked according to the new GCSE 9-1 grades (Years 7-11) or A-Level A*-E grades (Year 12 & 13).

Recording - Each student has a tracker sheet in their exercise book/folder, where grades are recorded.

Homework - Students are set lesson prep in each lesson. There are 4 longer homework tasks during the year.

Year 7 Programme of Study - What is the Aksumite Empire?; Who will be King?; Why was Eleanor of Aquitaine so significant?; The Peasants' World.

Year 8 Programme of study - The Tudors 1485-1603; Empire c1700-1800; World War I

Year 9 Programme study - The Holocaust; Post-war migration to Britain, Conflict and tension between East and West 1945-1972 (AQA GCSE unit, parts 1 and 2).

Year 10 and 11 programme of study - Students study the AQA exam specification focussing on:

- Paper 1, Section A – 25% of GCSE: America 1920-1972: Inequality and opportunity
- Paper 1, Section B – 25% of GCSE: Conflict and tension between East and West, 1945–1972
- Paper 2, Section A – 25% of GCSE: Britain: Migration, empires and the people: c790 to the present day
- Paper 2, Section B – 25% of GCSE: Elizabethan England, c1568–1603

This is a new programme of study reflecting the national GCSE changes. Students are assessed through two examination papers at the end of Year 11. There is no coursework for the new GCSE History qualification.

Year 12 & 13 Programme of study – New A-Level. Students study the AQA exam specification focussing on:

- Component 1C – 40% of A Level: The Tudors: England, 1485-1603 (1485-1547 covered in Year 12)
- Component 2O – 40% of A Level: Democracy and Nazism: Germany, 1918-1945 (1918-1933 covered in Year 12)
- Component 3 – 20% of A Level: Historical Investigation: Tsarist and communist Russia

This is a new programme of study reflecting the national A-Level changes. Students are assessed through two examination papers at the end of Year 13, as well as a coursework essay, known as the Historical Investigation, which is completed during the first term of Year 13. For the A-Level qualification, students will be examined on all of the course content from Year 12 and 13 at the end of Year 13.

Miss B Lewis
Head of History



Mathematics

AIMS – We aim to develop each child’s understanding and appreciation of Mathematics; to encourage an awareness of the different branches of the subject and different techniques involved in their study. We would hope to stimulate students of all abilities and make the learning experience an enjoyable and successful one.

YEAR 7 PROGRAMME OF STUDY – We have developed a challenging curriculum in Mathematics, that aims to build the foundations necessary for a successful route through to GCSE. This covers a wide range of Mathematics including number, algebra, geometry, data and probability. Students also encounter opportunities to learn about key processes in Mathematics, learning how to select appropriate mathematical techniques to solve a problem, and to interpret the results they get in context. Our aim is to ensure students are confident in understanding and using a wide range of mathematical processes. During the year students will encounter a number of different learning styles. This may take the form of individual work as well as pair and group work, and a balance of investigations and more extended tasks.

ASSESSMENT – Students are set across the year group from the start of the year. Students will sit 4 assessments throughout the year in line with the whole school assessment framework. These assessments include content learnt throughout the year and assess topics cumulatively. Student understanding is also regularly assessed in the classroom environment through self-assessment, questioning, teacher marking and the use of mini-whiteboards. Regular assessed homework grades will also be recorded for each student.

RECORDING – Results of tests and homework tasks are recorded electronically and parents are able to access this data. You are more than welcome to email your child’s teacher to discuss your child’s progress whenever you feel it necessary.

HOMEWORK AND LESSON PREP – Students will receive a short lesson prep task at the end of every lesson. This may be practice of the skills learnt in class, some revision, a puzzle or other preparation work for a new topic. Longer homework will be set at the end of each unit of study. We also subscribe to the My Maths and MathsWatch websites and may set homework from these.

YEAR 8 – Students are set across the year group. All sets continue to build upon the foundations that are developed in year 7, extending some skills to a higher level, and learning the beginnings of others.

YEAR 9 – Students are set across the year group and all students begin a 3 year GCSE course. Set 1 and 2 follow an Advanced pathway, set 3-6 follow a Higher pathway and set 7-8 follow a Core pathway.

YEARS 10 AND 11 – Sets are further refined to prepare students for their GCSE. Students in an Advanced group would be expected to achieve a grade 9-7, Higher group students would be expected to achieve GCSE grades 9 to 4. In a Foundation group, the grades available are 5 to 1.

The setting in year 7-11 has some flexibility and pupils may be moved up or down according to their progress.

YEAR 12 – Students begin study towards an A Level in Mathematics, which is a two-year course with all external assessments sat at the end of year 13. We are one of a few schools who also offer A Level Further Mathematics. The school follows the AQA Mathematics syllabus. A large number of students choose to take Mathematics either as an interesting subject in its own right or to support their studies in other disciplines.

YEAR 13 – Students continue to study towards an A Level in Mathematics. Those students studying Further Mathematics will have finished the entire A Level Mathematics course in year 12 and will start the Further Mathematics course in year 13.

Mr M Harley, **Head of Mathematics**



Modern Foreign Languages

AIMS

- To foster an appreciation of, and value for, languages and cultures other than our own.
- To develop an awareness of the nature of languages and language learning.
- To develop the ability to use the language effectively for the purposes of real communication.
- To provide opportunities for developing social skills through pair work and group work.
- To challenge and inspire students, expecting the most from them.
- To provide intellectual stimulation.
- To provide enjoyment.

INTRODUCTION

With three languages (French, German and Spanish) on offer in the curriculum to A-Level, plus a full portfolio of extra-curricular visits, exchanges and twelve members of staff, the Languages Department at Twyford is cutting edge in its teaching and learning approach and outstanding in its provision.

PROGRAMME OF STUDY

We aim to include a wide range of activities in our lessons based on the four attainment target skills – LISTENING, SPEAKING, READING, and WRITING. Translation is also a key element of the new languages curriculum, which is another key skill incorporated into lessons. Wherever possible, communication is in the target language, except where it hinders the progress of the lesson. We cater for different learning styles with activities such as games, role plays and surveys. Our schemes of work are underpinned by systematic development of grammatical understanding and skills. We also have “exam strategy lessons” in KS4 to boost GCSE attainment and general confidence in exams.

YEAR 7

The higher ability students in Year 7 study 6 lessons per fortnight of French or Spanish, and 2 of Latin. Those students who may find learning a second language more challenging have 8 lessons of French or Spanish, which allows them to progress at the optimum rate. Students are set from the beginning according to their end of KS2 English level, but set changes may occur in November after the first quarterly assessment review has taken place.

YEAR 8

All students in Year 8 continue with French or Spanish and are set according to ability. In addition to the core French and Spanish classes, there are 4 dual linguist classes who start German from the beginning of Year 8. Dual linguist students continue to have 3 lessons of French or Spanish and 5 lessons of German. Single linguists have 8 or 6 lessons of French or Spanish per fortnight, depending on whether they are studying ICT at the same time.

YEARS 9, 10 & 11

The majority of students at Twyford will continue with one of their languages to GCSE with some choosing to study two languages at GCSE. KS4 follows the AQA GCSE specification, which runs across three years. In Year 9, students have nine language lessons per fortnight, with “strategy lessons” starting and finishing each week, in order to boost reading, listening and translation skills.

We teach the majority of the course content in Year 10 and the Christmas term of Year 11. This allows plenty of time in the remainder of Year 11 to revise and prepare for the final exams in May and June.

For the GCSE exam, students are assessed across all four skills (listening, reading, writing, speaking), each weighted at 25%. We therefore prepare students to speak and write spontaneously using a core range of grammar and vocabulary, so they are able to apply these skills in the exam and perform to their best ability.

Students also have the opportunity to do GCSE-style speaking exams from Year 9 onwards. This means that they have plenty of chance to prepare for this exam, which most find the most nerve-wracking and challenging of the GCSE language course.

SIXTH FORM

KS5 also follows the AQA A-level specification. We teach a two-year course, which comprises core language, current themes, literature and film. Students are assessed at the end of Year 13 through three papers: listening, reading & translation; written essays on the set film and text; and finally, an oral exam. To complement their studies we encourage students to take part funded visits abroad, and we also arrange frequent day and evening trips to visit cultural exhibitions or foreign language events in London.

LANGUAGE COLLEGE

Language exchanges, such as our German exchange with Mönchengladbach, give students many opportunities to develop their language skills, their confidence and also to learn more about the culture of that country. Students are encouraged to take part in at least one visit or exchange as not all language learning can happen within the confines of the classroom. Participating in an exchange or a visit constitutes an essential part of their learning – learning a language without travelling and experiencing the country is like learning the piano without the instrument!

ASSESSMENT/ RECORDING

Assessment is both formative and summative in the MFL department. We aim to integrate assessment into our teaching, having identified tasks which will be undertaken by all students and assessed on agreed criteria. We also assess students formally at the end of each quarter (October, December, March, June) in either two or all four skills and students record their grades in their tracking booklet. These key assessments also contribute to termly grades which are reported to parents.

HOMEWORK AND LESSON PREP

Lesson prep is set every lesson and is due for the following lesson, these tasks take approx. 15 minutes and either consolidate prior learning or help prepare students for the next lesson.

Homework is set in line with school guidelines throughout the Key Stages. For Languages, one task is completed at home, where pupils are welcome to use their books and grammar toolkits on Copia. These should take 30 minutes and are self-assessed in class, so that pupils can identify their areas for improvement. Students then have time to reflect on and practise these skills before completing a closed-book in-class homework, which lasts 20 minutes and is marked by the teacher.

There is one assessed home task and one assessed class task per quarter, with the class tasks recorded on G4S so that students can see if they are on track to meet their targets in the Quarterly Assessment rounds, where they also do not have access to books or dictionaries. This reflects the requirements of the public examinations and, we believe, helps prepare students for academic success in Language exams.

Ms O'Brien
Head of Modern Foreign Languages



Physical Education & Sports

By the time you leave Twyford Church of England High School you will have had the opportunity to take part in all of the following sports:

Football	Rugby	Cricket	Trampolining
Volleyball	Netball	Hockey	Self Defence
Ultimate Frisbee	Athletics	Gymnastics	Orienteering
Basketball	Fencing	Martial Arts	DOE
Badminton	Table Tennis	Tag Rugby	Softball
Boxing	Fencing	Taekwondo	Rowing

(See pages 11, 12 and 13 for Extra-Curricular Timetable)

Take advantage of our extensive extracurricular timetable in order to improve your skills and fitness levels and come along and participate in our school teams.

Please note that some clubs are subject to change.

Mr J MacDonald
Head of Physical Education



Religious Studies

Religious Studies is a core subject at Twyford, along with English, Maths and Science and Modern Foreign Languages. Every student takes the subject up to GCSE standard. Students are entered for this external exam at the end of Year 10. GCSE results have consistently been well above national average results.

In Year 7, students begin by focusing on the three main Dharmic religions, including their fundamental beliefs about God and their central practices. Students begin by completing a sequence of lessons on Hinduism, learning about Hindu beliefs such as karma and reincarnation. The next religion students look at is Buddhism, where they investigate the four noble truths and the eightfold path. Students conclude their focus on eastern religions by looking at the beliefs and practices of Sikhism. Students in year 7 are then introduced to Judaism, one of the Abrahamic religions and finally they learn about a series of New Religious Movements including Mormonism.

In year 8, students beginning the GCSE course, focusing on the beliefs, teachings and practices of Christianity. Students are taught core Christian beliefs about the nature of God, Jesus and heaven and hell, as well as the different ways Christians practice their faith, such as worship, prayer and communion.

In year 9, students continue their GCSE course, focusing on the beliefs and practices of Islam. Students will learn about the five pillars, prophethood and how Muslims celebrate festivals.

In Year 10, students cover the thematic element of the GCSE course, looking at Christian and Muslim responses to philosophical and ethical questions in the areas of relationships and families, the existence of God and revelation, religion, peace and conflict and religion, crime and punishment.

Religious Education in the Sixth Form is offered as an A Level. There are 3 components to the course, Philosophy of Religion, Religion and Ethics and Development in Christian Thought. The subject is hugely popular at A level with 40 students currently taking it across both year groups.

Miss L Holloway

Head of Religious Education



Science

In science we aim to help students learn actively, be able to plan and carry out investigations safely, be critical of “Scientific” statements and most of all be inspired by science and enjoy studying it.

KEY STAGE 3

In Years 7 and 8 students follow a bespoke curriculum designed by the Twyford Trust consisting of an equal balance of biology, chemistry and physics topics. These courses in Year 7 and 8 have been rigorously designed to ensure students are well prepared to manage the challenges of the GCSE courses. Students are taught in three strands: Core, Higher and Advanced, which ensures all students are challenged and supported appropriately, to allow good progression from Key Stage 2. The course allows students to carry out research, experimental, investigative work, while supporting their communication skills.

KEY STAGE 4

At Key Stage 4 (Years 9-11), students follow the 9-1 GCSE Science course. Students learn content from biology, chemistry and physics which are taught in modules and in three differentiated strands. At the end of Year 9, the most able and highest achieving students will have the opportunity to study separate sciences and will be awarded three GCSE grades, one for each separate science. The majority of students in Years 10 and 11 will continue with the Double Award Science GCSEs and be awarded two GCSE grades with equal weighting of biology, chemistry and physics. All science courses are linear and examinations take place during the summer term of Year 11. External examinations are tiered.

ASSESSMENT

The KS3 and KS4 courses are based on modules (biology, chemistry, and physics). Students are assessed during four quarterly assessment periods throughout the year. Final end of year exams determine the following year's sets and also the pathways students are able to access at KS4.

RECORDS

Students' test, exam marks and homework grades are held on a central system (G4S), which parents can access, and allows us to compare and track student progress easily. The results are used for setting in all years; this allows us to prepare the students for the most suitable tier of entry at GCSE level.

HOMEWORK

Standardised homework assessments are set at specific points within a particular topic and equate to approximately two homework assessments per half term for KS3 and fortnightly homework tasks at KS4. Prep is set every day. Prep tasks are short tasks that help to prepare students effectively for their next lesson or consolidate what they have learned earlier.

KEY STAGE 5

We offer courses at A-level in biology, chemistry and physics following the OCR specifications. These courses are assessed in practical and written form. The completion of practical tasks occurs throughout the year and students are provided with ample support to complete these to a high standard.

Mr L Smith
Head of Science



Executive Headteacher
Dame Alice Hudson

Associate Headteacher
Miss Karen Barrie

Twyford Church of England High School

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