

Welcome

Ms Jennings
Head of Year 7

Aim for the evening:

Help you understand how to support your child to be successful this year

Enduring habits for spiritual & mental health

Disciplined silence & reflectiveness is part of our distinctive identity

Twyford Singing Posture



Stand up straight. Lengthen your spine.



Relax your upper body.



Keep your chin parallel to the ground.



Rotate your shoulders back and down.



Hold your chest high, but don't strain or puff out your chest.



Relax your core when you breathe in. It will tighten when you breathe out.

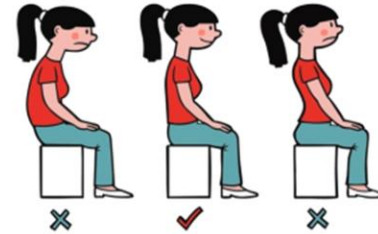


Place your arms by your side. Wiggle your fingers to keep them relaxed.



Stand with your feet a shoulder's width apart. Don't lock your knees.

Twyford Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported.

DO keep your back straight and your head tall.

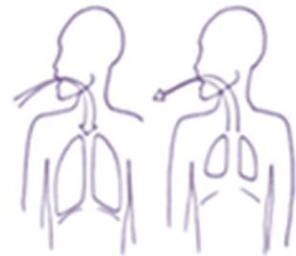
Why? It lets you breathe deeply.

DO relax your shoulders

Why? It lets you breathe freely.

Don't lean against the back of the chair.

Why? It stops your core being engaged.



Inhale, exhale



Opening responses

Surrounded by a cloud of witnesses

Let us run the race set before us

Following in the footsteps of the pioneers

who have inspired us to do great things

Therefore let us be courageous

Running with confidence and hope.

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock.

²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'

Matthew 7: 24-27

Your child's form tutor is your first point of contact: **Please contact them in the first instance for any queries**



Ms Carungi

ACarungi@ealingfields.org.uk

Ms Glennane

AGlennane@ealingfields.org.uk

Ms Wood

KWood@ealingfields.org.uk

Ms Cameron

PCameron@ealingfields.org.uk

Mr Ashcroft / Mr Handley

MAshcroft@ealingfields.org.uk

Mr Mohammed

MMohammed@ealingfields.org.uk

Head of Year 7: Ms Jennings

ijennings@ealingfields.org.uk

Leading with courage and compassion

Meet the tutor meetings

1:1 ONLINE meeting with your child's form tutor on **Monday 28th September.**

This meeting will be an opportunity to look ahead to Year 7, the opportunities it presents and how to make the best of them.

Standing Firm for Ourselves and Others

Mr L Santos

Associate Co-Head Teacher

Reading

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Matthew 7: 24-27

Standing firm for ourselves and others



Leading with courage and compassion

Our 10:10 ethic

Outward Looking



Positive and Purposeful

Committed to Improvement

Ealing Fields Learning Culture – Routines which support good habits

Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning

Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I participate fully in activities to check my understanding

I use learning outcomes, support tasks & challenge tasks to do my best

I act on feedback



GCSE Results

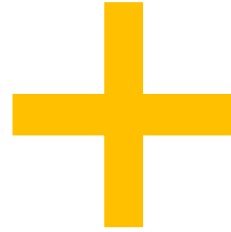
Measure	EFH 2026	National figures
Progress 8	+1.38	0.00
Attainment 8	66.0	47.0
Grade 5+ Eng & Maths	80%	48%
Grade 7-9	50%	17%
EBACC grade 5+	64%	18%
EBACC grade 4+	73%	25%

Academic Success for all - Progress

	Attainment 8	
Higher attainers	8.1	1 st percentile nationally
Middle attainers	6.7	2 nd percentile nationally
Lower attainers	4.1	3 rd percentile nationally
SEND Support	5.3	6 th percentile nationally
FSM	5.9	4 th percentile nationally

Progress

Do all students achieve well in their learning compared to their starting points?



Progression

Do all students make good choices?



Helping students make 'good choices' is part of our core purpose

= *Life in all its fullness*



Where you want
to (need to) be

**Good choices might appear small...
... but they pay off over time.**

Listening intently

**Having the right
equipment**

**Presenting books
neatly**

**Completing the
starter revision task**

Being punctual

Doing prep well

Dressing smartly

Where you are now

Curriculum and Assessment at Ealing Fields

Ms Dunford Jones

Assistant Headteacher KS3

Built on a strong core of facilitating subjects

Music

Art

Computing

Drama

PE

History

Geography

Spanish/
Literacy

RE

English

Maths

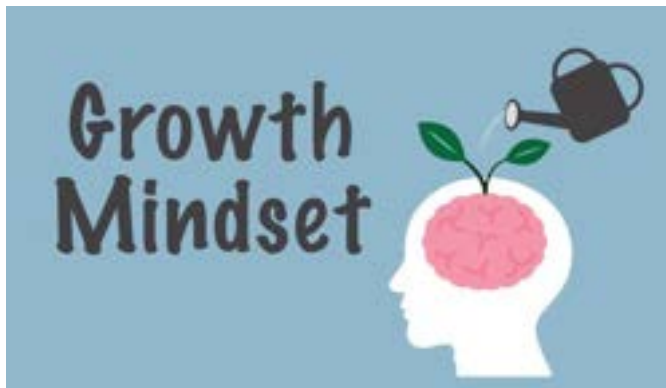
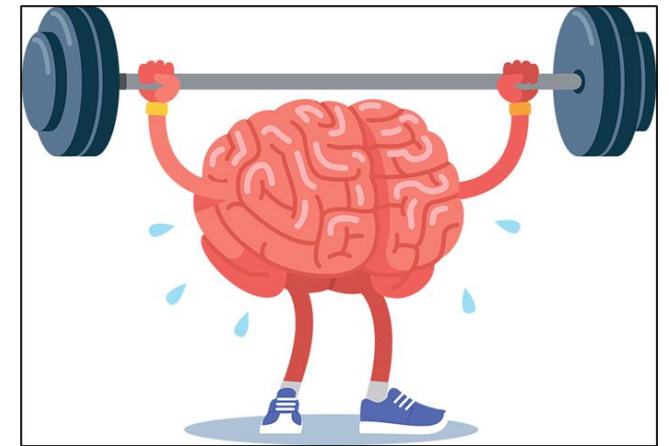
Science

Adaptive teaching – challenge and support for all



Our curriculum is designed carefully with the aim of getting the balance between challenge and support

We aim for 100% of students using 100% of their brains, 100% of the time



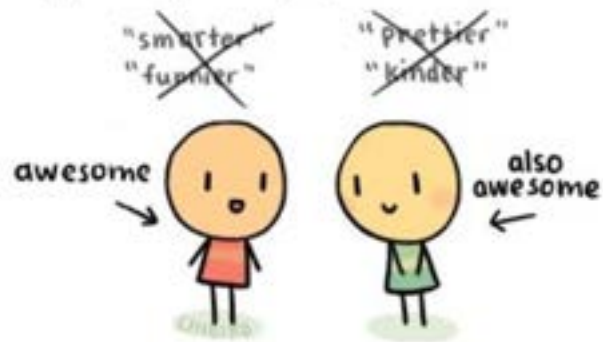
We believe all students can improve in every subject

Leading with courage and compassion

Sets

- Sets in Maths, English, Science and Spanish
- Set decisions are informed by SATS results at the start
- Most appropriate environment for learning
- Same content delivered
- There can be movement- based on the data from Quarterly Assessments
- Not a punishment/ reward. Moving up should not be a goal.

stop comparing yourself to others.



We value, praise and reward:

- Hard work
- Effort
- Progress

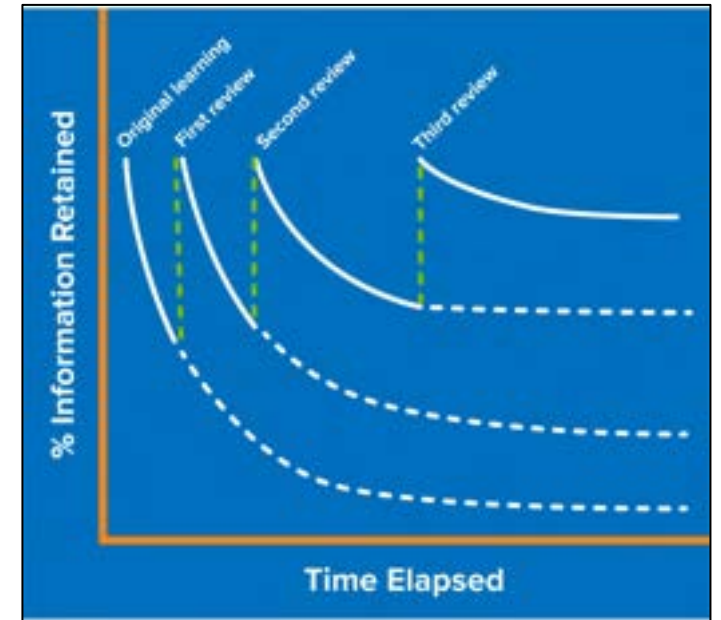
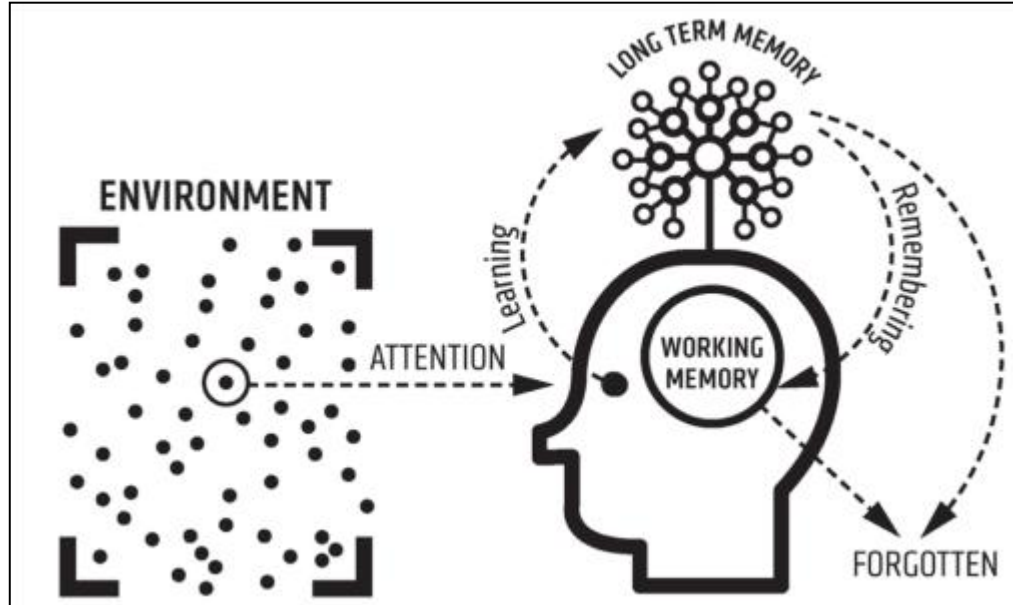
How to help your child with their learning

- Finding resources on Copia
- Check your child's planner
- Help them quiz themselves (knowledge organisers can help with this)
- Get them to explain their homework
- Make their books your interest



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Why do we do assessment?



Regular low stakes assessments help knowledge stick

Low pressure

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Assessment

Q1	12th-16 th October
Q2	3 rd -9 th December
Q3	1 st -5 th March
Q4	17 th -23 rd June

- **English/Maths/Science** – in class assessment with a **grade** given
- **Languages/Geography/History/RE** – a formal assessment, but may be a homework or electronic task with **marks only** recorded
- **Art/Computing/Drama/Music/PE** – no formal assessment

- **English/Maths/Science** – in class assessment with a **grade** given
- **Languages/Geography/History/RE/Art/Computing/Drama/Music** – a formal assessment, but may be a homework or electronic task with **marks only** recorded

Go4Schools

Subject	Target Grade	Current Grade	On Track?
Art	-	5-	-
Computing	-	2+	-
Drama	-	3	-
English	5	6-	On
Ethics	-	-	-
Games	-	-	-
Geography	5+	5+	On
History	5+	5	Off
Mathematics	6-	6	On
Music	-	4	-
Religious Education	5+	5+	On
Science	6-	5+	Off
Spanish	4+	4+	On

On Track? shows if your child is currently making the progress we expect in order to meet or exceed their target grade **by the end of the year**.

We only record On Track? for subjects with target grades.

Your child may be below target but still *on track* – especially at the start of the year.

The colouring shows if the grade is On Track or not.

Purple	The current grade is on track and is currently above the end of year target	Green	The current grade is on track and is currently at or just below the end of year target (but in reach of it by the end of the year)
Yellow	The current grade is off track but is only 1 grade below on track	Red	The current grade is off track and is 2 or more grades below on track

Learning habit grades



Remember to check their learning habit grades

- Classwork
- Homework
- Memorisation

- 1= fantastic, good study habits
 2= habits need refining to achieve potential
 3= not working hard enough in the right way

Subject	Target Grade	Current Grade	On Track	CB Effort	HW Effort	Memorisation Effort
Applied Science	4	4	100%	100%	100%	100%
Art	4	4	100%	100%	100%	100%
English	4	4	100%	100%	100%	100%
French	4	4	100%	100%	100%	100%
Games	4	4	100%	100%	100%	100%
Geography	4	4	100%	100%	100%	100%
History	4	4	100%	100%	100%	100%
Maths	4	4	100%	100%	100%	100%
PE	4	4	100%	100%	100%	100%
Religious Education	4	4	100%	100%	100%	100%
Science	4	4	100%	100%	100%	100%

Ealing Fields High School

Classwork

Homework/Lesson prep

Memorisation

Consistently engaged (1)
 I lead myself and am an example to others



Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

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Positive and Purposeful

I walk silently to lessons

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Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I participate fully in activities to check my understanding

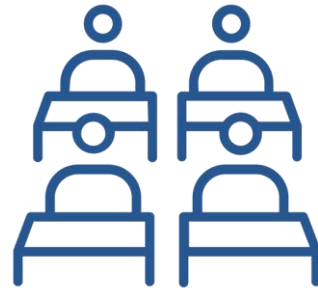
I use learning outcomes, support tasks & challenge tasks to do my best

I act on feedback

Prep- it takes a village



Students



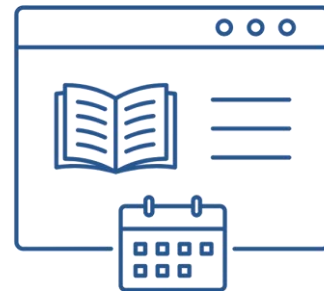
Pastoral Support



Parents



Tutors



Curriculum Planners

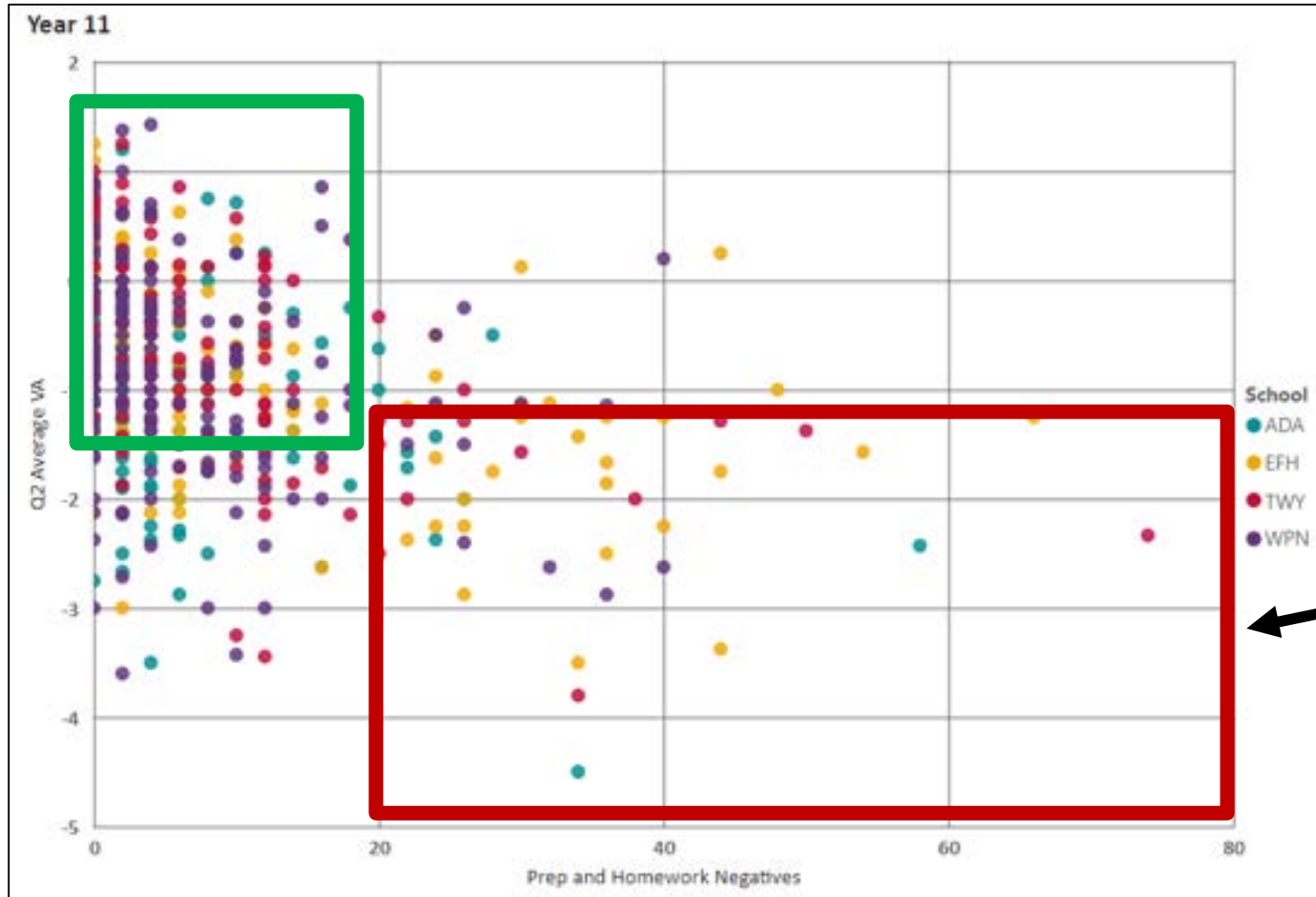


Teachers

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Year 11 Students 2025-26

Number of prep/HW negatives plotted against GCSE mock exam progress

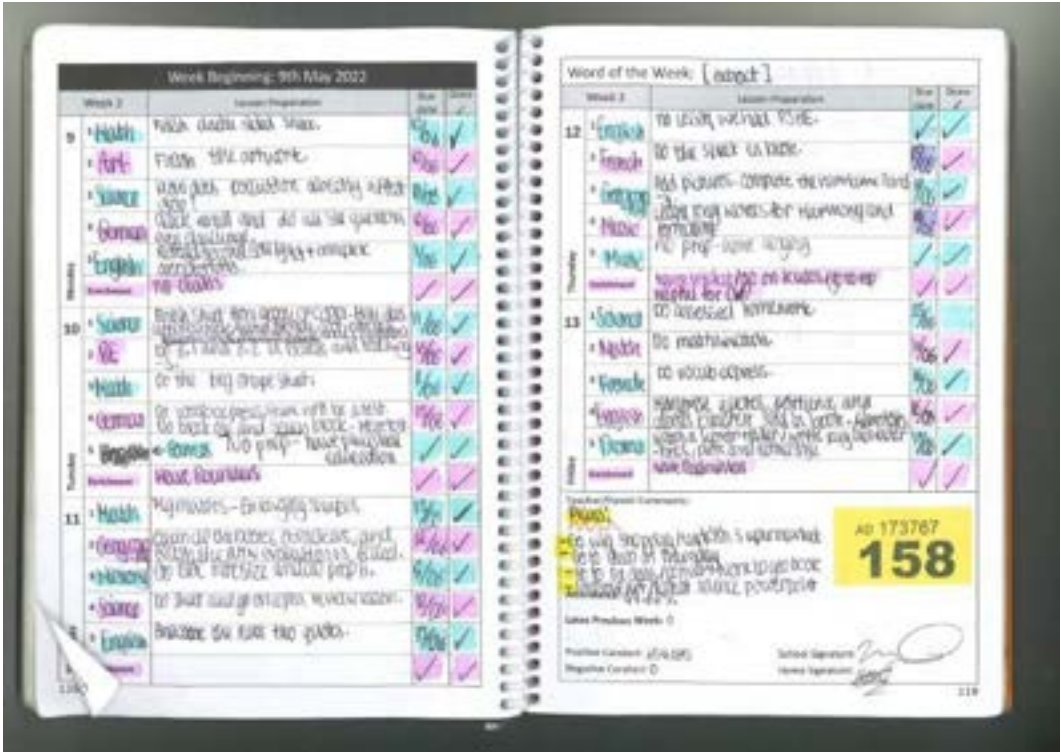


Of the students with the most negatives for prep, the majority are under target

Lesson Preparation		Due date	Done ✓
English	Prep task 1 in Girl of Ink and Stars booklet	3/9	

Lesson Preparation		Due date	Done ✓
Maths	Sparx	3/9	

Lesson Preparation		Due date	Done ✓
P.E	No prep set- practical lesson	3/9	



Reading

Children's reading enjoyment falls to lowest recorded level in UK

Annual survey of young people's reading habits which began two decades ago shows its lowest-ever result, most pronounced among boys aged 11 to 16



'Relentless' focus on literacy undermines reading for pleasure, says report

New HarperCollins study finds that daily reading for pleasure among five- to 17-year-olds fell from 39% in 2012 to 25% in 2025



Reading for pleasure



Reading matters- please help us!

We will:	We need you to:
Make sure reading happens in every subject	Make sure reading happens at home
Help students with decoding and cognition	Ensure students always have a reading book in school
Explicitly teach new words	Ask your child about what they are reading
Use research-led approaches to reading	Make time for family talk (device-free time)
Run interventions for less confident readers	
Encourage students to use the school library	

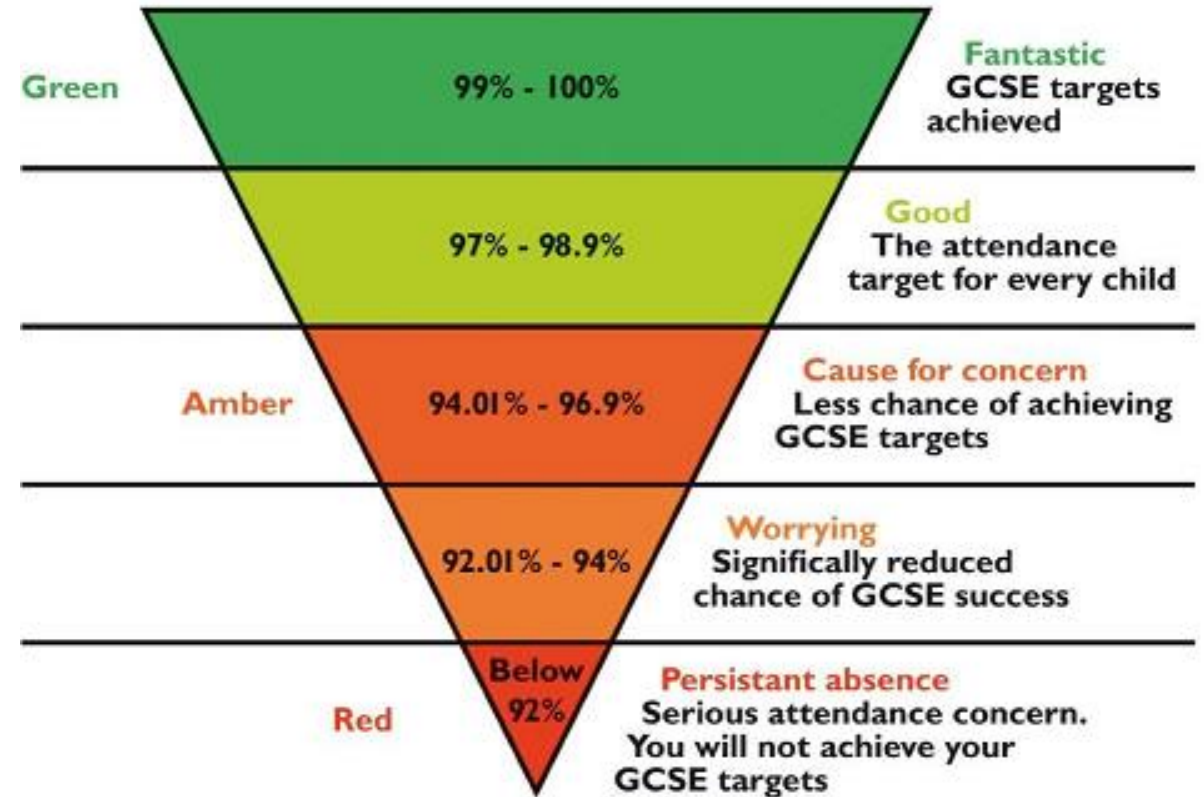


Successful Transition to Ealing Fields

Ms Jennings
Head of Year 7

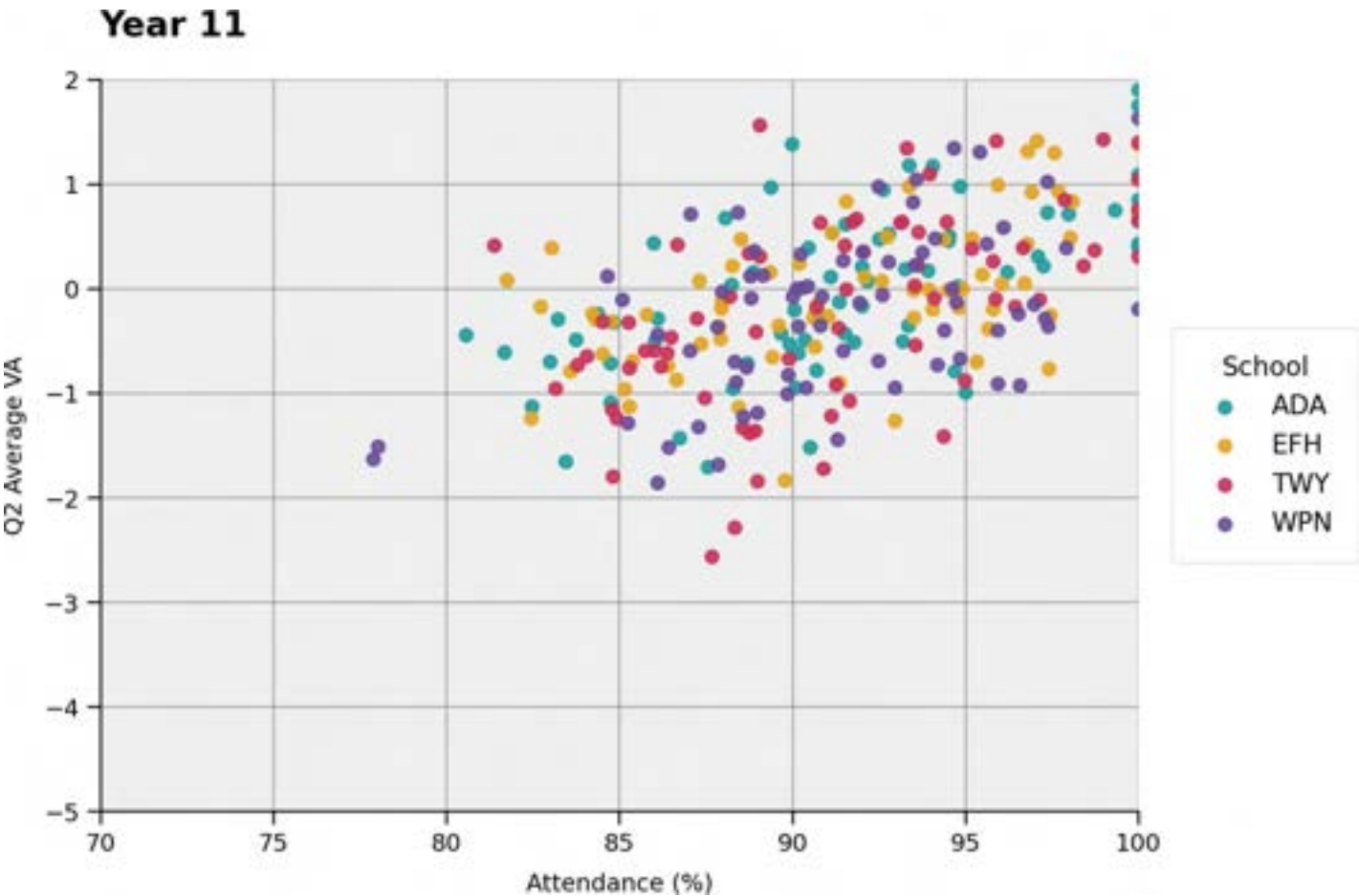
Attendance

- Minimum attendance is 96%, including illness
- Attendance and Punctuality have a huge impact on pupil progress
- Parents must inform the school on the same day as any absence
- Attendance of less than 90% is classed as Persistent Absenteeism



Attendance

Attendance	Average Grade	Progress made
Above 95%	7.2	2.2 grades
Below 90%	6.2	1.4 grades
Below 80%	4.8	0 grades



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MINUTES LATE	IMPACT ON YOUR ATTENDANCE IN A YEAR
5 MINUTES A DAY =	3.4 days 98.4% attendance
10 MINUTES A DAY =	6.9 days 97.6% attendance
15 MINUTES A DAY =	10.3 days 94.6% attendance
20 MINUTES A DAY =	13.8 days 92.9% attendance
30 MINUTES A DAY =	20.7 days 89.2% attendance

Punctuality

- Every student should aim for 100% punctuality
- Punctuality has a huge impact on pupil progress

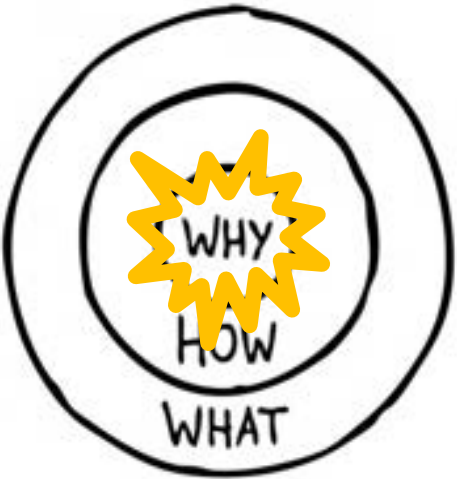


High expectations → High achievement

Points Summary - Overall

House	Achievement
Byron	15
Perceval	12
Springfield	10
McQueen	5
Chambers	
Yeats	

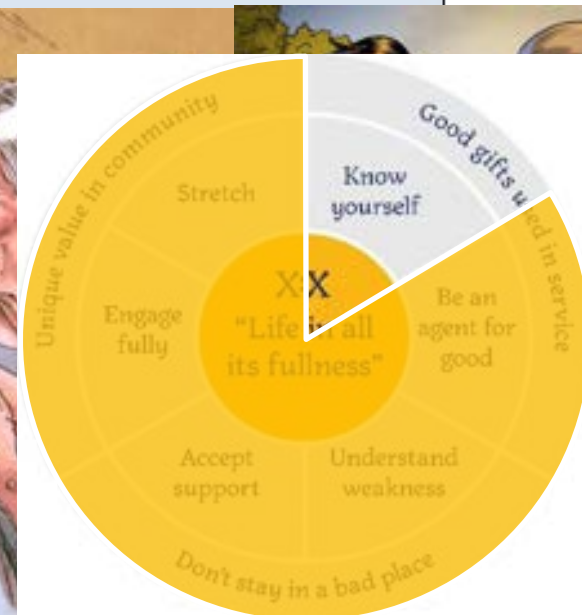
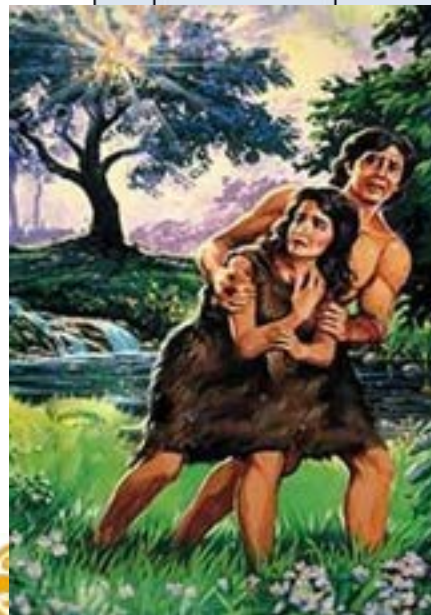
			
Lesson Preparation		Due date	Done ✓
Maths	Sparx	3/9	



Leading with courage and con

Our Pastoral Curriculum

Twyford Trust Pastoral Programme		Autumn : Good gifts used in service		Spring : Don't stay in a Bad Place		Summer : Unique Value in Community	
		Know Yourself	Agent for Good	Understand weakness	Accept Support	Engage Fully	Stretch
Yr 7	Title	Who am I?	Thinking for myself about what is right	Being tempted and getting things wrong	Help is at hand	Being tested	Rising to a challenge
	Stories	Adam & Eve Creation	Snake & the Apple Nativity	Cain & Abel Temptation Noah	Noah	Abraham	Joseph
	Themes (PSHE, RSE & CIAG)	Me in a new community What does the school community stand for?	Deciding what is good	Getting things wrong Anger and jealousy	Recognising the need for support, who to turn to & how to help others	Being confident to go outside our comfort zone	Self-confidence & risks of over-confidence
	Workshops	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 7					



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Twyford CofE Academies Trust
Year 7

Good gifts used in service: Know yourself

How can I use reflection to guide my new beginning?



Twyford CofE Academies Trust
Year 7

Good gifts used in service: Know yourself

How can I make a positive start to my time at secondary school?



What is 'reflection'? Give an example...



Think back to the last session and the story of creation...
Write down 5 things which were created in the story.
Now try to write down 5 things which are new for you this year.



Singing

Opting in to singing is **opting in** to our **community** and **shared ethic**



Teamwork- pitching in



Emotional regulation



Selflessness



Pursuing beauty



Confidence

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The Pastoral Programme: Workshops

Year 7	Year 8	Year 9	Year 10	Year 11
Respectful Relationships	Sexting & social media	Online identity	SRE	SRE/alcohol
Effective Learning	Stress & resilience	Conflict and Loss	Self Image	Finance
E-safety	Alcohol, drugs and gambling	Healthy Relationships	Finance	
Responsible Citizens	Self Esteem	Crime, Law, Risk taking		
Self Care	Global Citizen	Addiction		
Future citizen (politics and careers)		Careers Day		

Study Club

3.10-4.00pm

Monday - Thursday

The opportunity to complete independent learning tasks with support from a teacher.

Academic Mentors will also be available to help students.

Computers are available, with internet access for research and online learning.



Core classroom routines

Ealing Fields High School

Subjective Cognitive Load Scale

1 - I can focus
get things done
and still have
time to learn



5 - I feel soooo
overloaded,
tired, cannot
focus



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Simple routines
practiced consistently
will reduce their
cognitive load



Simple, clear and consistent routines

START OF LESSON:

1. Starter on board and standing on door threshold to monitor corridor and classroom.
2. Students lined up (facing forward in single file) silently or arriving silently.
3. Greeting students (insisting on eye contact and checking uniform).
4. Insist students enter in silence and maintain it: walk to seat, equipment out, title, LO, date, starter.
5. Monitor starter task and take register.



We are what we repeatedly do.
Excellence, then, is not an act, but a
habit.

— Will Durant —

Simple, clear and consistent routines

END OF LESSON:

1. Check prep is recorded
2. Ask and ensure students pack up in silence and stand behind their chairs.
3. Final checks: key learning points, uniform, tidy classroom
4. Thank the class and ensure students say thank you back
5. Dismissal at door (row by row) and ensure silence in corridor



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CHALLENGE



Ealing Fields
C of E
High School

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Outward Looking

I am respectful, polite and thankful

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Committed to Improvement

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I act on feedback

Negative conduct points



New negative conduct points:

Poor use of planner
Poor classroom entry/exit
Poor listening habits (1)
Not following an instruction from staff (1)
Not silent when instructed (classroom) (1)
Poor engagement in classwork (1)
Incorrect equipment
Poor book etiquette
Incorrect uniform
Late to lesson
Unsatisfactory lesson prep/homework (2)
No prep/homework (2)
Not being silent in the building (2)
Missed intervention (2)
Missing essential PE kit (2)
Late to school (2)
Misuse of ICT facilities (2)



Poor use of planner (1)
Poor classroom entry/exit (1)
Unsatisfactory lesson prep/homework (2)
No prep/homework (2)



We have high standards because we **care**

‘MLT detention’ (4 points) - there are 5 categories:

- **Disruptive behaviour** (e.g. talking in AM or lunch time lineup / or repeatedly disrupting in a lesson)
- **Dangerous behaviour** (e.g. could be physical behaviour / specific misuse of lab equipment)
- **Reckless behaviour** (e.g. throwing water)
- **Unkind behaviour** (e.g. unkind actions or language towards another student)
- **Disrespect for school environment** (e.g. littering, misusing school bathrooms)

SLT detentions on Fridays for serious incidents

The Detention System

- 1 negative = 10 minute detention
- Maximum detention is 60 minutes (unless a student is removed from detention – they will have to sit 90 minutes with on-call SLT)
- 4 or more incidents on a Thursday (40 minutes)
- Lesson removal – 4 negatives (40 minute detention)
- SLT detentions- 90 minutes on a Friday

Year 7 detentions start on
Monday 21st September



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Wider Learning Timetable

Year 7 + 8	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (7:30 to 8:15am)	Athletics – Sports Hall	Volleyball- Sports Hall	Squad trampolining- Sports Hall		
Morning (8:15 to 9am)	Chamber Choir (audition required)- Drama studio	Orchestra- Library		Wind band- Library	String Orchestra- Library
Lunch	- Trampolining – Sports Hall - Origami club- L204	- Trampolining – Sports Hall - Jazz Guitar ensemble- MP03 - Drama Club- Drama Studio	- Trampolining – Sports Hall - Art Club- SG02 - Amnesty Club- LG03 - Puzzle Club- L110 - Chinese Calligraphy- L206	- Football- Sports Hall - Book club- Library	- Basketball- Sports Hall - Samba band- PC (speak to Ms Chatburn if interested) - Creative writing- L103
After school	- Trampolining- Sports Hall - Boys football- Blondin Park - Girls football- Blondin Park - School production- PC - Sparx Maths- L105	- Trampolining- Sports Hall - Ealing Fields Choir- PC - Yoga/Mindfulness- English Corridor	- Trampolining- Sports Hall - Netball- Playground - Boys and Girls Rugby- Blondin Park - School Production- PC - Science Club (alternate weeks)- L208 - Culture Club- L211	- Handball- Sports Hall - Squad Netball (invite only)- Playground - Knitting and Crocheting- L206	- COMMUNITY SPORT- Paddle Sports (sign up required) - COMMUNITY SPORT- Rowing (sign up required)
	The Library is open Monday to Thursday after school. You can borrow books and enjoy a quiet space to read.				

Sports Clubs have started this week.

All other clubs start next week.

Blazers and Shirts	Skirts	Trousers and Shoes / Socks	
CORRECT FIT ✓ INCORRECT FIT ✗ 	CORRECT ✓ TOO SHORT ✗ 	CORRECT ✓ 	NOT PERMITTED ✗  ✗ Branded sports socks (e.g. Nike) are not permitted.
Please check that blazers and shirts still fit comfortably: - Blazers should fasten properly and fit appropriately. - Shirts should be long enough to remain tucked in throughout the school day.	Please ensure skirts are an appropriate length and are worn on or below the knee. Students can grow quickly over the year, and skirts that fitted previously may no longer meet expectations by September.	We continue to see some incorrect trousers and trainer-style footwear. - School trousers must be charcoal-grey formal school trousers (not flared). - Shoes must be plain black leather school shoes. - For students wearing skirts, branded sports socks (e.g. Nike socks) should not be worn.	

Jewellery, Make-Up and Hair

- Dyed hair and hair extensions must be a natural colour (**We are aware that some students may choose to experiment with hair colour over the summer holidays. If this is the case, parents have been asked to ensure temporary dye is fully washed out before students return in September**).
- No designs should be shaved into hairstyles or eyebrows.
- One small single gold or silver stud earring may be worn in each ear lobe (**If students are getting piercings over the summer, students will be required to remove them for PE lessons when they return in September**).
- No other jewellery should be worn, including rings, bracelets or necklaces.
- Nail varnish, acrylic nails and false nails are not permitted.

Press release

Government launches crackdown on mobile phones in schools

Schools will receive new guidance on prohibiting mobile phone use during the school day.



Jonathan Haidt
Social Psychologist



 GOV.UK

Menu



[Home](#) > [Online safety](#)

Press release

Social media to be banned for under-16s in landmark government move to give kids their childhood back

Social media platforms to be blocked from offering services to under-16s, marking a line in the sand and setting a new normal for future generations.

Safeguarding

Mr Santos

Safeguarding

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



Safeguarding officers:



Ms Edwards – Designated
Safeguarding Lead



Ms Dunford-Jones –
Deputy DSL



Mr Salter – Head of
Inclusion



Mr Santos – Safeguarding Officer

The above are the staff responsible for child protection/safeguarding issues across the school.

**If you have any concerns about the safety of any students in your classroom
please contact the team above by using CPOMs or if this is unavailable then please send a message to
cp@ealingfields.org.uk**

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to a member of office staff using the email
office@ealingfields.org.uk

The following staff below will also play a direct role in safeguarding matters relating to students in their year groups:



Head of Year 7

Ms Jennings



Head of Year 8

Mr Coussins



Head of Year 9

Mr Townsend



Head of Year 10

Dr Edwards



Head of Year 11

Ms Knopp

Safeguarding

The school will always permanently exclude a pupil for the following:

- a) Having an offensive weapon in school
- b) Possession of any illegal drugs (*) in any form (**) in school
- c) Supply or intent to supply illegal drugs (*) in any form (**) in or out of school
- d) Assaulting a member of staff

Other serious incidents (including assault of another student) may result in permanent exclusion or a fixed term suspension up to 45 days.

(*) The School will always use the most up to date list of illegal drugs as provided on the Government [services information website](#)

() for example, illegal drugs contained in food products or devices such as vapes do fall under the purview of this section of the policy**

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Safeguarding

(**) for example, illegal drugs contained in food products or devices such as vapes do fall under the purview of this section of the policy



ITVX

[Vapes laced with 'spice' that put boy, 12, in coma sold to kids on social media](#)

Drug dealers often swap out THC for spice in vapes without telling the buyer because it is much cheaper and far more addictive.

4 Jun 2026

Safeguarding - Medication

All Students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential. If students do not have in date; they **will not** be allowed to participate in the trip.

Add trips/ residentials



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Community Notices

Key Dates

Autumn Term 2026

**Tuesday 8th September 2026 (Year 7) Wednesday 9th September 2026 (Rest of the school) -
Wednesday 16th December 2026**

Monday 14th September – Photography Day – Year 7-11

Year Ahead Evenings – Year 10-11 15th September, Year 8-9 16th September, Year 7 17th September

Tuesday 24th September – Year 7 Longridge Activities Trip

Monday 28th September – Meet the Tutor Day (School closed to students)

Thursday 1st October – Open Evening (Early Closure)

Friday 2nd October – Staff Target Setting Day (School closed to students)

HALF TERM – Monday 26th October - Friday 30th October inclusive

Monday 2nd November – Staff Training (School closed to students)

Friday 20th November - Occasional Day (School closed)

END OF TERM: Wednesday 16th December 2025 (Early Closure)

Ealing Fields School Fund

Tiered seating



Audio visuals



Mary Shelley Library



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What's next?

Upgrade to Blondin Park sports facilities!



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Ealing Fields High School

PTSA



Parent, Teacher & Student Association

Registered Charity Number 1178730

Ealing Fields PTSA

“Enriching every
student’s school
journey”

P.T.S.A

A PTA with a difference - S is for Student

We Represent ALL Ealing Fields Stakeholders

- Parents – ALL Parents, Carers and wider family
- Teachers – ALL Ealing Fields Staff & Governors
- Students – ALL Ealing Fields Students

We encourage the students to be an active part of the PTSA by suggesting and voting on events and fundraising projects, as well as helping to run events through our PTSA Student Ambassador Programme.

Major Projects Funded



- £7,500 for the Performance Centre Sound System
- £5,000 towards the Wellness Centre Gym
- £5,000 towards Books for the School Library
- £5,000 for the School Mini Bus
- £1,600 for the Outdoor Giant Chess Sets
- £500 for a 3D Printer

Free School Meal eligibility

From 1 September 2026, **free school meal eligibility is expanding**, meaning **more families receiving Universal Credit may now qualify**.

If your child does not currently receive free school meals, we strongly encourage you to check your eligibility, as you may now be entitled to support.



Professional Development for Teachers & Leaders

- Ealing
- Harrow
- Hillingdon
- Hounslow

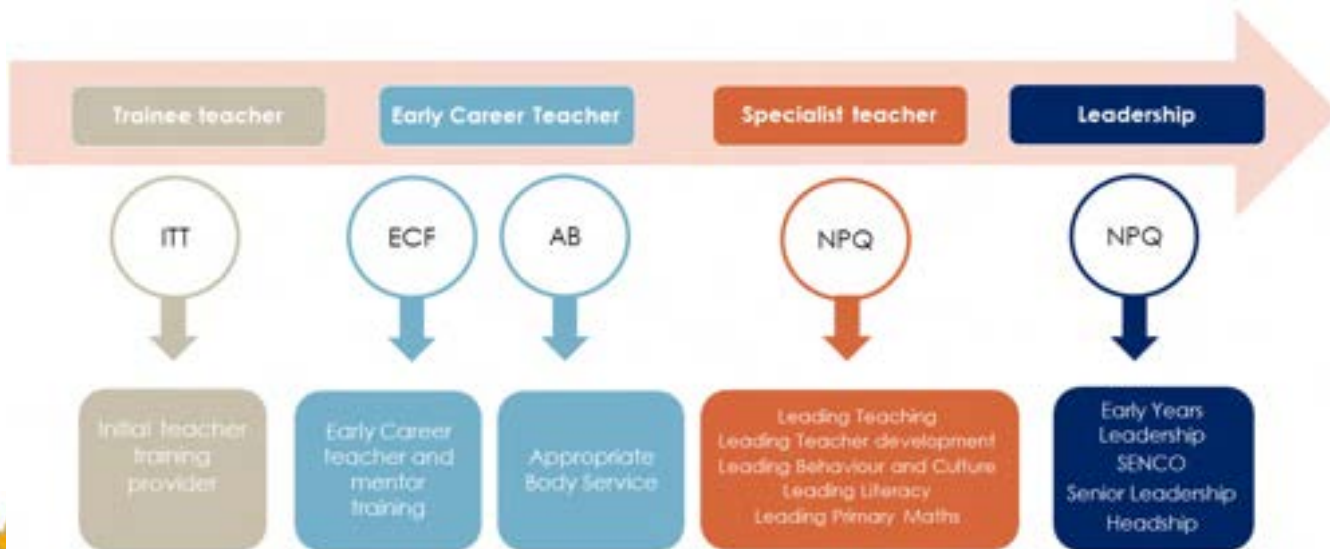
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Train to teach with us



Choose where you teach

Immersive school-based training



Train at the top-performing academy Trust in the country

Support to succeed



Get in touch today



Closing responses

A prayer after Julian of Norwich

All shall be well;
and all shall be well.

And all manner of things shall be well.
All life is a precious thing

Held in the palm of God's hand.
Amen.

Free School Meal eligibility



School fund donation

