



Twyford
C of E
High School

Twyford School Handbook for Parents/Carers & Students

Welcome to Twyford Church of England High School
for the 2025/26 Academic Year

'To-Do' list for Parents and Carers

1. If you haven't done so already, complete the online **Emergency Contact & Welfare Profile** online here:
<https://twyfordacademies.org.uk/welfare>
2. **Read the following agreements** with your child:
 - a. Trust Home - School Agreement - Appendix 1
 - b. Trust Computer Use Agreement - Appendix 2
 - c. Trust Mobile Phone Policy - Appendix 3PDF copies of these agreements can be found online here <https://twyford.org.uk/attending-our-school/induction> and printed copies are in the school planner
And complete the following online form to confirm you have read and agree with the above agreements here: [Twyford School Agreement Response](#)
3. Check and make note of **key dates** in this booklet (most especially noting the first Parents' Evening)
4. Read the Longridge Outdoor Activity Centre 'Getting to Know You' Trip Letter and **complete the permission slip here: [Longridge Trip Form](#)**
5. Check the **uniform requirements** in this booklet before purchasing your child's uniform
6. Go to <https://twyfordacademies.org.uk/key-documentation/policies> to read relevant policies
7. Please also see the **Attendance & Punctuality Guide for Parents & Carers** found online here <https://twyford.org.uk/attending-our-school/attendance> with key information about your child in full-time education

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Welcome Letter



Dear Parents & Carers,

We'd like to warmly welcome you to Twyford Church of England High School. Transition from Primary to Secondary is an exciting time for families and we look forward to involving you in our highly successful and positive school community. The purpose of this booklet is to give you the basic information that you will need to ensure a successful start for your child.

We are proud that at Twyford you will find here many young people from a variety of Christian denominations and some who embrace a different faith. The school seeks to nourish the faithful, to respect other faiths and to challenge young people who are uncertain about faith. The school does not aim at indoctrination but rather helps students in their search for a faith by which to live and supports them in values which are rooted in Christian tradition and theology: love, tolerance, self-discipline, resourcefulness and perseverance.

In September, the school will have over 1600 students aged between 11 and 18 years, including over 600 in the sixth form. Our curriculum is wide and caters for all levels of ability. It is continuously under review, so that it can contribute effectively towards the personal development of the students, as well as reflecting the needs of society. We endeavour to lead each child on their journey through education at Twyford and on to their next steps successfully. Through the system of Heads of Year and form tutors, we ensure that the academic, personal and social development of each student is safeguarded. The numerous clubs that exist serve to stimulate interest and encourage participation in curricular and extra-curricular activities. We expect students to contribute to and grow from their engagement with the extra-curricular programme to help build the important wider skills they need for life.

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

Many visitors report that what immediately impresses them is the ordered working atmosphere and happy and friendly spirit within the school. The governors and staff are committed to upholding high standards of appearance and behaviour and expect positive attitudes towards work and towards each other. In joining the Twyford community, there comes a particular responsibility to make full use of the opportunities it brings, bearing in mind that well over six hundred other children were unsuccessful in gaining a place here for September. We therefore proudly insist on high standards and requires all students to contribute positively to the school community. By accepting a place in this school for your child, you are committing yourself to insisting on these standards from your child.

Your child is a precious individual and so we will have the highest of expectations for them as that's what they deserve – the best! We know that they will share those expectations and quickly become proud to be members of the school and we look forward to meeting you in due course.

Yours sincerely,

Mr Bennett
Associate Headteacher

School Ethos

Our 10:10 Ethic

There are 6 disciplines which we expect every student to work on. They are to:

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

These 6 disciplines will ensure we keep true to our 3 principles for how we live and work together as a community:

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

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

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

The Twyford Etiquette

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

Good Gifts used in Service

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

Don't stay in a Bad Place

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

Unique Value in Community

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



Assemblies & Worship

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

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

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

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

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

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

SAMPLE RESPONSES

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

All shall be well 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 <i>after Julian of Norwich</i>	Love is patient; love is kind never boastful or jealous or proud Love is never rude or self-seeking doesn't take offence or store resentment Love does not rejoice at wrong-doing but finds joy in the truth Love bears all things, trusts all things: love hopes and love endures. <i>From 1 Corinthians 13</i>
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General Expectations

Key Calendar Dates 2025/26

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

Autumn Term (Tuesday 2nd September 2025 – Wednesday 17th December 2025)

Year 7 and Year 12 start school	Tuesday 2 nd September
All students return	Wednesday 3 rd September
Longridge Activity Centre for all tutor groups	Wednesday 3 rd September
Open Evening (early closure at 1:20pm)	Thursday 18 th September
Staff Target Day (school closed to students)	Friday 26 th September
Student Target Day (appointment only)	Monday 29 th September
Half Term	Monday 27 th – Friday 31 st October
Staff INSET day (school closed to students)	Monday 3 rd November
Occasional day	Friday 14 th November

Spring Term (Monday 5th January 2026 – Thursday 26th March 2026)

Staff INSET day (school closed to students)	Friday 13 th February
Half Term	Monday 16 th – Friday 20 th February

Summer Term (Monday 13th April 2026 – Wednesday 15th July 2026)

May Day	Monday 4 th May
Half Term	Monday 25 th May – Friday 29 th May
Staff INSET day (school closed to students)	Monday 1 st June
Progress Review Day (appointment only)	Friday 3 rd July
Activities Week	Monday 6 th – Friday 10 th July

*Term Dates and the School Calendar (by term) with key items such as **early closures**, Year Ahead Evenings, Parents' Evenings, events and awards celebrations, Parent Prayer sessions, Communion, non-uniform days, Sponsored Walk and Sports Days can be found on the school website here: <https://twyford.org.uk/attending-our-school/termdates>.*

Times of the School Day

Monday – Thursday Timings of the School Day

08.30am – Registration then Tutor Time/Assembly
09.00am – Period 1
10.00am – Period 2
11.00am – **Break for all year groups**
11.20am – Period 3
12.20pm – Period 4a/Lunch for (Years 7 & 8)
13.10/20pm – Period 4b/Lunch for (Years 9 – 13)
14.05pm – Moving bell
14.10pm – Period 5
15.10pm – Registration
15.20pm – End of School Day

Friday Timings of the School Day

Years 7 & 8 (50 minute lessons)

08.30am – Registration then Tutor Time/Assembly
09.00am – Period 1
09.50am – Period 2
10.40am – **Break for all year groups**
11.00am – Period 3
11.50am – Period 4
12.40pm – Lunch break
13.20pm – Period 5
14.10pm – Afternoon registration & line up
14.15pm – End of School Day

Years 9 – 13 (50 minute lessons)

08.30am – Registration then Tutor Time/Assembly
09.00am – Period 1
09.50am – Period 2
10.40am – **Break for all year groups**
11.00am – Period 3
11.50am – Period 4
12.40pm – Period 5
13.30pm – Lunch break
14.10pm – Afternoon registration & line up
14.15pm – End of School Day

The House System

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



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 (Y12 students), with support from tutor groups in each year.

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

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

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

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

School ties can be purchased from Student Services at school when the school is in session. Year 7 & 8 students use the KS3 tie, which is grey with red diagonal stripes. Year 9-11 students use the KS4 tie, which is solid grey with the Twyford logo visible. Years 9-11 ties are not sold by suppliers.


Year 7 & 8 tie:



Year 9, 10 & 11 tie:




Student Uniform

Item	Clarification	
Hair		
Hair bands, ribbons, clips and any other item used in the hair should be plain black or white . Dyed hair and hair extensions should be natural in colour. Students should not dip dye their hair.	E.g. no coloured bobbles, fancy flowers, frills or large bows.	
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 or will be sent home to rectify. 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.	
Blouse/Shirt		
Collars must be designed to accommodate a tie and must have a top button which fastens. Blouses/shirts must be sufficiently generous to tuck into skirts or trousers fully.	White in colour and pupils will be asked to replace missing top buttons. No tailored blouses/shirts which are designed to be worn over school skirts/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.	
Skirts		
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.	Skirts are black in colour, pleated, manufactured by Winterbottom and only sold by our school suppliers.	
Trousers		
Must fit to the waist (natural waist) and be purchased from the school suppliers.	Trousers should be black in colour only sold by our school suppliers. 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-length socks should be worn.	No 'leg warmers'. Black/white socks only. No coloured socks of any kind. Over-the-knee socks are not appropriate, nor are ankle socks with frills. Socks 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. Students will require school approved plain white running trainers for PE and may wear these at break and lunchtime only for sports in the cage.	'Timberland' style boots are not allowed. 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. 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.
Twyford school bag
All students must have the Twyford school bag from the school supplier, with the Twyford logo.
Accessories
Make-up, false eyelashes, acrylic or false nails and nail varnish should not be worn and students will be instructed to remove them or will be sent home to rectify.

Student Uniform

Item	Clarification	
Hair		
Must be tidy and conventional. Students must not have lines or patterns cut into their hair, even in the style of a parting. Close cuts must not include a skin fade. Dyed hair should be a natural colour.	No design should be shaven into hair style or eyebrows. If a student's hair style is not appropriate they will be given a fixed period of time to change it. During this period they will be removed from lessons and free time (break and lunch).	
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 or will be sent home to rectify. 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. Shirts must be sufficiently generous to tuck into trousers fully.	White in colour and pupils will be asked to replace missing top buttons.	
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 suppliers.	Trousers should be black in colour only sold by our school suppliers. 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. Students will require school approved plain white running trainers for PE and may wear these at break and lunchtime only for sports in the cage.	'Timberland' style boots are not allowed. 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. 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.		
Twyford school bag		
All students must have the Twyford school bag from the school supplier, with the Twyford logo.		

Twyford PE Kit

Twyford is a school with high uniform standards and the PE department uniform requirements are no different. PE & Sport are such an important part of our school's ethos, and all students must be prepared by wearing the correct kit and bringing other compulsory items such as boots, shin pads and gum shields.

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

Compulsory PE Kit

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



Twyford Polo Top
(Compulsory for Years 7 & 8;
optional for Years 9 to 11) *



Twyford Shorts



White Socks



Black/Red Long Socks



White Running Trainers
(See student planner for more
guidance)



Football Boots
(Compulsory for all sports played
on the field between Sept and Apr)



Shin Pads
(Compulsory for all years Rugby
and Football, girls and boys)



Gum Shield
(Compulsory for all years Rugby,
girls and boys)

Optional PE Kit



White Polo Top
(For Years 10 & 11) *



**Twyford Reversible
Sports Top**



Twyford Mid Layer Top



Twyford PE Trousers

***A note for polo tops for Year 10 & 11 students:** the white polo tops were replaced with a base black polo shirt with red panelling. Although this change is now compulsory for Year 7, 8 & 9 students, this is **gradually phased in for the rest of the school** as/when parents and carers need to purchase new items.

*Optional PE Kit		
Non - Uniform items may not be worn in place of optional school items	Plain Black PE bag (no logos)	Football Boots with plastic studs any colour
Twyford branded items can be purchased from one of our five uniform suppliers. Other items can be purchased Online or in local sports stores.	Twyford PE Polo shirt Black/red	Shin pads (Football)
Long Hair needs to be tied back and no jewellery can be worn during PE lessons. (it is essential students remove earrings for all sport, no plasters over the top)	Twyford PE shorts Black/red	Gum shield (Rugby)
Students need to be prepared before their PE lesson and bring a bottle of water with them.	Twyford PE Long Socks Black/red	Predominantly White sports trainers (suitable for running and non-marking)
	*Twyford Track suit bottoms	
	*Twyford mid layer sports top	
	*Plain Black under layer (for colder months)	
	*Twyford Reversible Jersey	

Twyford PE & Sport

a. Core PE

- All year groups experience Twyford PE in our fantastic facilities that include a well-resourced sports hall, hard court multi-use surface, dance studio and exclusive use of Wasps RFC grass pitches. This means students get the opportunity learn some of the following sports: Football, Rugby, Netball, Athletics, Dance, Badminton, Basketball, Gymnastics, Cricket, NFL, Handball and Tennis.
- Throughout the month of September our new Y7 students will undertake a multi-sport activity programme which will allow the PE staff to set the students and compete within their own ability. As students move into KS4 they will be further split into competitive and recreational.
- We believe that if a child is fit for school, he or she is fit for PE lessons. Many injuries or illnesses mean it is impossible to take a full and active part in some sports, but the teacher in charge will expect your child to change for the lesson and will find suitable activities for him or her to do, such as coaching, umpiring, refereeing or analysing.

b. Extra-Curricular Sport

- Twyford has a proud history offering a wide range of extra-curricular activities whether that is for recreational love of the sport or squad training.
- Recreational: If you love a sport we offer, we encourage all students to attend.
- Squad Training: If you want to compete for the school then attend our squad training sessions.
- Twyford competes in the Ealing Borough League sports competitions in the following sports: Football, Netball, Basketball, Rugby, Cricket, Athletics and Cross Country, NFL Flag Football and Table Tennis.
- Follow our Twyford Sport Website (<https://extracurricular.twyford.org.uk/>)

c. Interform Sport

- All students get the opportunity to compete for their house a minimum of three times throughout the school year in our inter form programme, often in sports outside of the Y7 curriculum such as: Ultimate Frisbee, Goalball, Dodgeball and Table Tennis.

d. Parental Involvement

- You can help your child bring the right kit on the right day. Support your child when he or she is selected to compete in school fixtures as it is compulsory when selected to represent the school.

- Follow our sports website and stay up to date with all things Twyford Sport as team lists, fixtures and extra-curricular clubs will be posted here (<https://extracurricular.twyford.org.uk/>). Specific guidance will be sent to parents regarding use.

Running Trainers

We understand that people have different feet sizes and shapes, therefore need a specific size, brand and shaped shoe. We do however ask that trainers need to be predominantly white, and suitable for running. We ask for white trainers as they are a common and a universal colour and available in many different shoe brands. We ask for running trainers as this style offers a good level of support for a variety of different sports. Please keep receipt on purchase of the trainers if you think they might be in breach of the given guidance.



Plain white running trainer, with black logo



Plain white running trainer



Plain white running trainer with shaded grey area



Plain white casual trainer, not suitable for running (i.e. Air Force 1)



Plain white high top fashion trainer, not suitable for running



White trainer with large amounts of another colour (Not predominantly white)

Uniform Stockists

Juniper Uniform

154-156 Broadway, West Ealing, London, W13 0TL

Contact: 020 8998 0144

Website: <https://www.juniperuniform.com>

Kevin's Schoolwear

17 The Broadway, Greenford, Middlesex, UB6 9PH

Contact: 020 8578 1210

Website: <https://kevins-schoolwear.co.uk/>

PMG Schoolwear

Contact: 020 8567 1155

Website: <https://pmgschoolwear.co.uk>

Rumble's School Uniform Store

598 High Road, Wembley, Middlesex, HA0 2AF

Contact: 020 8902 1393

Website: <https://www.rumblesuniform.com/>

SANCO Schoolwear

60 Bell Road, Hounslow, Middlesex, TW3 3PB

Contact: 020 8570 9990

Website: <http://www.sanco.co.uk>

Trust Learning Culture

At the Twyford Trust, our whole approach to teaching and learning is based around enhancing students' capacity to think. Our overarching ambition as a trust is to create a culture of intellectual challenge which stimulates this. From this overarching vision we have defined common core thinking skills.

THINKING SKILLS

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

CREATIVE APPLICATIONS

- Look outward
- Exercise curiosity and enquiry
- Act responsibly
- Engage creatively
- Work co-operatively

Twyford Independent Learning Strategy

Lesson Prep:

- Prep is a short task (15-20 mins) which will be set during every lesson
- Lesson prep is an important part of the learning journey and completing it will help to ensure that students make exceptional progress
- Prep is used to help students to:
 - Practice key content and skills from previous lessons
 - Memorise facts and vocabulary
 - Prepare for the next lesson
 - Revise for assessments in a structured way
- Prep will be checked and/or sampled every lesson to give rapid feedback on learning and inform next steps for students and teachers
- Some prep is set online. If access to technology is difficult at home, support is available in school.
- Teachers will make it clear when prep is due and this will be recorded in a student's planner. Usually prep is due by the next lesson for the subject.

Homework assignments:

- Occasionally a longer task may be set after a sequence of lessons
- This may be a more creative task and may follow a series of preparatory tasks (lesson preps)
- Homework assignments are usually marked formally by teachers with marks recorded on Go4Schools
- Homework assignments are usually focussed on a particular skill or topic area and help students and their teachers assess progress made so far
- Homework assignments are often direct preparation or part of Quarterly Assessments in each subject

Top Tips for Prep and Homework

- Check your child's planner daily; this is the best way to see what your child has to do each evening and the planner acts as a shared tool for students, parents and teachers.

- **You will need to sign your child's planner on a weekly basis.** This will normally be checked on Monday mornings.
- Provide a quiet space for homework to be completed.
- Establish a routine for homework. Find out what works best for your child. Some prefer a break when they get home from school, others prefer to get straight on with the work after a quick snack.
- Encourage your child to take responsibility for their own homework, so that they get down to it without nagging from you!
- If possible, make time to help your child with their homework. This does not mean doing it for them, but you might make suggestions, source appropriate websites or check the content and accuracy of their work. You may need to help by finding appropriate books at your local library.
- Make sure your child spends a reasonable amount of time on homework, neither too much nor too little. They should still have time to watch their favourite TV programme, see friends and attend activities outside school.

Core Classroom Routines

At the Twyford Trust all lessons follow the same Core Classroom Routines – starting and ending every lesson in the same way to maximise learning and instil those learning habits which will support students to make outstanding academic progress.

Start of tutor time/lesson

- ✓ **Line up silently outside of the classroom** – stand up straight, shoulder to the wall, eyes facing forward, chance to check your uniform!
- ✓ **Greet your teacher** – make eye contact and say 'Good Morning/Afternoon' as you enter.
- ✓ **Silent start** – walk to your seat silently, sit down in silence and take out your equipment. Write down the title, date, LO and complete the starter activity in silence. Respond to your teacher when they call out your name by saying 'Yes Miss/Yes Sir.'

Good Morning Sir/Miss

Yes Sir/Miss

10	1. Science	Do ecology 1 and organs and health 1	14th	✓
	2. Geography	Do rock across 251-254 General Revision	13th	✓
	3. Music	Complete the 14th course quiz 77 Unit 3	23rd	✓
	4. English	Do short: prep questions	13th	✓
	5. PE	Improve the speed of the pun and the and (10th) and (10th) and (10th) and (10th)	13th	✓
Friday	Enrichment			

End of tutor time/lesson

Thank You Sir/Miss

- ✓ **Record Lesson Prep** – do a final check that your lesson prep has been written in fully with details of the task and due date.
- ✓ **Silent pack up** – when told to do so by your teacher, pack away your equipment in silence, stand silently behind your chair, eyes facing forward, chance to check your uniform and the area around your desk!
- ✓ **Thank your teacher** – say 'Thank you' to your teacher as you leave.

Learning Kit

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

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

The Learning Kit starter pack costs £9 and has been designed to ensure that your child is prepared for every lesson and contains the following items:

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



Pre-ordered Learning Kits will be collected in the first week of the Autumn Term. Replacement items are available from student services in the café from 8.10am - 8.30am and at break time Mon, Tues and Thurs throughout the year. Please send coins where possible as limited change is available. £10/£20 notes are generally not accepted.

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

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

DICTIONARY

The following dictionaries are recommended due to their verb sections being tailored for high school students. Languages are only notified in September so the correct dictionary will be allocated accordingly then.

Collins Easy Learning French Dictionary

- ISBN-13: 978-0008300258

Collins Easy Learning Spanish Dictionary

- ISBN-13: 978-0008300296

CALCULATOR

We recommend the Casio fx-83GT-CW Scientific Calculator.

The **deadline for pre-ordering** Learning Kits (£9), calculators (£9.50) and dictionaries (£5.50) on ParentPay to take advantage of the school's discount is **Friday 11th July 2025**.

Some will be available in September but to guarantee availability it is recommended to pre-order.

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

Book Etiquette & Layout

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

Neat books will:

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

Rough Books will:

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

Twyford Book Etiquette:

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

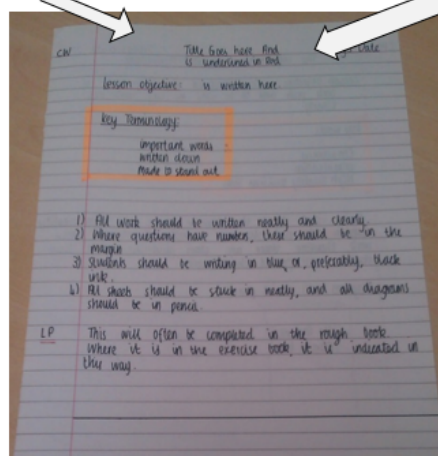
2. I write down the **learning objective**. This helps me focus on what I will have achieved by the end of the lesson

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

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

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

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



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

Pastoral

Tutor Groups

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

Student Planners

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

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

Student Code of Conduct

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

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

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

Rewards & Sanctions

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

REWARDS

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

SANCTIONS

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

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

DETENTIONS

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

REPORT CARDS

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

PASTORAL INTERVENTION STAGES

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

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

SUSPENSIONS & EXCLUSIONS

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

External suspensions are for a fixed period of time ranging from one day up to forty five days. In the case of a fixed term suspension, in order for a student to have the opportunity to reflect on their behaviour and move forward positively, they will have a reintegration meeting with their parents/carers by a senior member of staff and the appropriate assurances given about future conduct.

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

Safeguarding

Attendance & Punctuality

All parents and carers are expected to comply with all national and local regulations regarding student Attendance & Punctuality.

Twyford's Attendance and Punctuality expectations can be found here (<https://twyford.org.uk/attending-our-school/attendance>) on the school website with the full policy here: <https://twyford.org.uk/about-us/policies>.

Very Good		Worrying		Causing Serious Concern	
The Effect of Absence on School Progress					
A whole year has 365 days A school year has only 190 days This leaves: 175 days to spend on family time, visits, holidays and other appointments					
No absence	10 days absence	12 days absence	19 days absence	38 days absence	38 days absence
190 days of education					
	180 days of education				
		178 days of education	171 days of education		
				161 days of education	
					152 days of education
100%	95%	94%	90%	85%	80%
Very Good Best chance of success. Gets your child off to a flying start.		Worrying Less chance of success. Makes it harder for your child to make progress.		Serious Concern Your child will find it very difficult to make progress; May result in a fine and/or court action.	

Remember:

- 90% attendance is equal to 1 day off each fortnight
- Every student's absence impacts their education and possible life chances and opportunities in the future

ATTENDANCE

If a child is absent from school for a justifiable reason, e.g. illness or medical appointment, their parent/carer must email office@twyford.ealing.sch.uk or ring school **on each day of absence** (Option 2). If you know in advance that your child is going to be away, you should email as above as soon as possible. All unjustified absences will be investigated. For safeguarding reasons, all students **must** sign out at reception before leaving the premises. If students are returning to school later on they must sign back in at reception.

If your child is off school for **more than 3 consecutive days**, we will require an appropriate reason for absence supported by medical evidence for authorisation, otherwise the 4th consecutive day of absence will be unauthorised.

Any planned leave of absences must be reported by completing a **Leave of Absence Form**, which needs to be submitted at least 4 weeks prior to the date of the absence. Applications for a leave of absence will be reviewed and authorised by the Senior Deputy Headteacher.

Please also note that holidays during term time are not permitted, unless agreed with the Senior Deputy Headteacher, and if taken may result in a fine from the borough. All cases of severely persistent absences (under 85%) including absences due to medical reasons, will be investigated and closely monitored by the Pastoral Team and have a high probability of being referred to the Safeguarding and the Council, which may involve the Police, Fixed Penalty Notices/Fines and or Court action.

PUNCTUALITY

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

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

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

Child Protection

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

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

All details regarding Safeguarding can be found here on the school website: <https://twyford.org.uk/attending-our-school/safeguarding>.

Welfare & First Aid

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

Ensuring the safety of your child while they are at school is very important to us. If your child has a medical condition or allergy that requires medication, it is essential that you declare any medical conditions when completing the Emergency Contact & Welfare Profile. If there are any changes to your child's health you must inform the school promptly.

EpiPens and Inhalers

If your child uses an EpiPen or an inhaler, they must ALWAYS have it with them at school, regardless of how frequently they need to use it. Students should carry two EpiPens at all times. Parents may provide additional auto-injectors (AIs) to the school if available. Similarly, students must carry their asthma inhalers and spacers with them at all times, and parents are encouraged to provide an extra inhaler to the school if possible.

The school has emergency EpiPens and inhalers available. Parents will be given the opportunity to consent to their use. If a child does not have their inhaler or EpiPen with them during school trips and fixtures, they will not be permitted to attend. Our welfare officer conducts random spot checks to ensure students are prepared and carrying their necessary medication.

Allergy Awareness

Twyford is an allergy-aware school. Some students have severe allergies to nuts, including airborne particles. Therefore, we ask all students and staff to exercise caution when bringing food products containing nuts to school. To ensure the safety of all students, please encourage your children to always follow staff instructions while on or around the school premises. Thank you for your cooperation and support in making our school a safe environment for all students.

Curriculum & Assessment

Our Curriculum

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

YEAR 7

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

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

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

YEAR 8

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

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

YEAR 9

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

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

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

YEARS 10 & 11 (GCSE)

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

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

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

SIXTH FORM

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

Assessment & Reporting

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

ASSESSMENT & REPORTING POINTS

In addition to routine feedback in class, there are four assessment and reporting points. We call these Quarterly Assessments and they are in October (Q1), December (Q2), March (Q3) and June (Q4) for all students. Students will either sit an assessment such as an exam, or have a significant piece of classwork marked.

ASSESSMENT WEEKS

Of the four quarterly assessment and reporting points, two are assessment weeks where pupils follow a different timetable to allow for exams to take place. These exams will either take place in classrooms or in larger spaces such as the Sports Hall or Performance Centre (where GCSE and A Level exams are also sat). These are in December and June.

REPORTS AND GRADE SHEETS

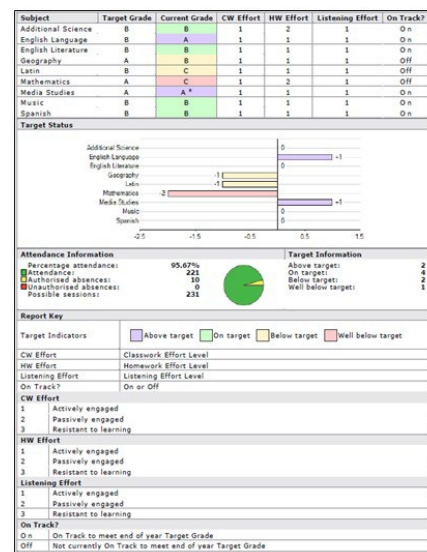
Each quarter we issue either a grade sheet or written report. Grade sheets show a student's current grade for each subject as well as learning habit grades in classwork, homework and listening. The current grade is based on recent assessment results. In many cases this will be a written exam. Once a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

PARENTS' EVENINGS

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

TARGET GRADES

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



Learning Habit Grades

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

Classwork		
	Descriptors for the teacher	Student indicators
Consistently engaged (1) I lead myself and am an example to others	<ul style="list-style-type: none"> Consistently has the correct equipment, with excellent uniform and alert posture. Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions in full sentences. Understands the importance of recording their learning journey; written tasks are consistently completed to a high standard, using literacy tools to support their writing where necessary. Understands the value of silent work and is always silent when necessary. Consistently listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes to team working and communication; never interrupts the learning of others. Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid. Takes an active interest in their own progress and understands how they can improve by engaging with the success criteria; values self-review and is able to identify, accept and learn from mistakes. 	<ul style="list-style-type: none"> I always have all my equipment, I wear my uniform with pride and sit up straight in class. I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct. I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. I know how important it is to be silent in class when the teacher asks me to be and I always listen intently. I work well in a team because I know how to listen intently to others as well as giving my own ideas. I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation. I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately.
Usually engaged (2) I do what I am asked; I follow more than I lead	<ul style="list-style-type: none"> Usually has the correct equipment, good uniform and alert posture. Is capable of being independent in their approach; sometimes takes the initiative in problem solving but also relies on others/the teacher for support; asks questions to support their learning. Understands the importance of recording their learning journey; written tasks are usually completed to a high standard, using literacy tools to support their writing where necessary. Recognises the importance of silent work and is usually silent when necessary / when instructed to be. Usually listens attentively when the teacher or a peer is speaking; is developing the self-control to listen intently to others' contributions; rarely interrupts the learning of others. Understands the importance of reading, including reading out loud, and is usually willing to contribute in class. Is aware of how their progress relates to the success criteria and usually acts on feedback to improve. 	<ul style="list-style-type: none"> I almost always have all my equipment, wear my uniform with pride and sit up straight in class. I usually challenge myself to get to the highest medal (bronze/silver/gold) I can in the lesson and I sometimes achieve positive points for my conduct. I try to make sure my notes are accurate and neat; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. I am silent in class when the teacher asks me to be and usually try to listen intently. I make an effort to listen to other people as well as giving my own ideas; I am working on my skills in responding to them. I enjoy reading, including reading out loud, and usually make a good effort to read accurately and fluently with the correct pronunciation. I usually try to understand the success criteria for a task and I check and correct my work when the teacher tells me to.
Not engaged (3) I do not follow what I am asked to do	<ul style="list-style-type: none"> Is often without the right equipment; uniform and posture may often be poor. Relies heavily on teacher to ensure that they settle to and remain focussed on a task; does not use time productively; often interrupts the learning of others and has a negative impact on their peers. Written tasks are often left unfinished or completed to a less than satisfactory standard. Does not recognise the value of silent work so finds it difficult to be silent when necessary; contributions lack focus, showing poor communication skills; often asks questions that are untimely and/or inappropriate. Finds it difficult, or does not try, to listen intently to others; often interrupts or is distracted when the teacher or peers are speaking. Does not recognise the importance of reading and is not willing to contribute in class. Takes little interest in their progress and what they need to do to improve; is not responsive to feedback. 	<ul style="list-style-type: none"> I often forget my equipment; I have to be reminded to correct my uniform and to sit up straight in class. I do not think carefully about the work I do in class; my behaviour distracts others. I often fail to complete written tasks and sometimes rush my work; my books are not well organised / presented. I am not always silent in class even when asked to be (and need to be reminded often). I do not always listen to my teachers and/or my peers; I often get negatives for poor listening behaviour. I am reluctant to participate in reading tasks, including reading out loud and discussion tasks. I do not look carefully at the feedback my teacher gives me.

Prep / homework		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	<ul style="list-style-type: none"> Consistently completes prep/HW to a high standard and hands it in on time; seeks out the teacher to catch up on missed prep/HW if absent. Displays initiative, curiosity and/or creativity in prep/HW, completing challenge tasks where provided. Is interested in the success criteria for prep/HW, reads feedback carefully and is keen to act on advice about how to improve. 	<ul style="list-style-type: none"> I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it; I try to catch up on any prep/HW I miss. I often complete additional / optional / challenge tasks associated with the prep/HW. I read feedback on my prep/HW carefully and always respond to / act on my teacher's advice.
Usually engaged (2)	<ul style="list-style-type: none"> Usually completes prep/HW to a good standard and hands it in on time. Sometimes takes the initiative to investigate further in prep/HW tasks and sometimes completes challenge tasks where provided. Reads feedback on prep/HW and usually responds as required. 	<ul style="list-style-type: none"> I usually make an effort with my prep/HW and usually hand it in on time; I try to remember to write the deadline in my planner and then tick it off. I sometimes do additional tasks / challenge tasks associated with the prep/HW. I read feedback on my prep/HW and usually respond to / act on my teacher's advice.
Not engaged (3)	<ul style="list-style-type: none"> Often does not complete lesson prep/HW or completes it to an unsatisfactory standard (e.g. shows signs of being copied / gaps in work); often hands lesson prep/HW late. Shows no initiative in their approach to prep/HW, often failing to follow instructions set. Does not read or respond to feedback without prompting from the teacher. 	<ul style="list-style-type: none"> I do the minimum amount necessary for prep/HW and sometimes copy from others; I often hand in prep/HW late or not at all. I often do the wrong thing in prep/HW as I don't listen carefully enough to instructions. I only respond to / act on the teacher's feedback when they remind me to.
Memorisation		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	<ul style="list-style-type: none"> Has mastered good techniques to retain and recall new substantive knowledge (e.g. new facts, vocabulary); this is evident in the results of AfL in class. Is adept at retrieving relevant information from previous lessons / units and using this in a new context. Understands and consistently uses a range of strategies for revision, ensuring effective retention and recall in preparation for summative assessments. 	<ul style="list-style-type: none"> I regularly spend time memorising new information accurately and can remember information well from one lesson to the next; I consistently do well when tested on new information as a result. I work hard to memorise information I have studied and can recall information well over the medium term (e.g. across a half-term). I use a range of strategies for revision and I am always well-prepared for summative assessments.
Usually engaged (2)	<ul style="list-style-type: none"> Understands the importance of retention and recall strategies but does not always use them well; this is reflected in the results of AfL in class. Likely to be inconsistent in recalling information or able to retrieve only partially from previous lessons/units. Is aware of strategies for effective revision in preparation for summative assessments but does not always use these well. 	<ul style="list-style-type: none"> I sometimes spend time memorising new information and can usually remember information well from one lesson to the next; I usually do well when tested on new information as a result. I can usually recall information from previous lessons/units, but sometimes need to check back as I have not memorised it fully. I understand strategies for effective revision and usually feel prepared for summative assessments.
Not engaged (3)	<ul style="list-style-type: none"> Is disinclined to spend time on memorisation tasks and/or finds these difficult; achieves low outcomes on short-answer retrieval tasks as a result. Finds it challenging to recall information from previous lessons/units due to a lack of effort to consistently memorise new substantive knowledge. Does not revise effectively, or revise at all, for summative assessments. 	<ul style="list-style-type: none"> I don't spend time memorising new information between lessons; I find prep-checks and/or assessments in class difficult as a result. I don't go back over information from previous lessons and find it difficult to remember what we have covered in other lessons/units. I don't spend time revising for summative assessments and often feel unprepared for them.

Curriculum & Assessment Systems: Copia and Go4Schools

COPIA

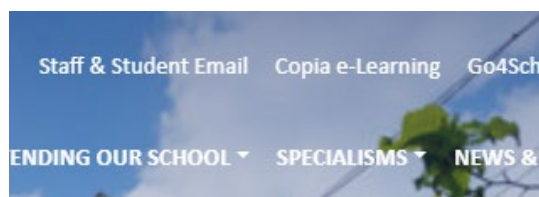
Copia is the Twyford Academies Virtual Learning Environment. It contains information about curriculum departments, year groups and the wider learning activities.

Curriculum information found on Copia includes:

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

Accessing Copia

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



The link to Copia can be found on the school website (www.twyford.ealing.sch.uk)

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

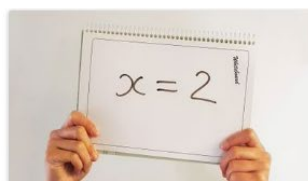
You can then choose the area of the school that you want to find information about:



Ethos



Curriculum



Assessment



Pastoral



Wider Learning and Careers



Staffing



Resources



Community Bulletin

GO4SCHOOLS

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

Parents/carers also have online access to Go4Schools so that you can see detailed information about your child's progress throughout the year. We publish quarterly gradesheets/reports each term which provide summary information about your child's current attainment in key assessments. These are available electronically on Go4Schools.

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

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

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

Go4Schools links with our attendance records

Attendance

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



Attendance
Authorised absences
Unauthorised absences
Unknown marks

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

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

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

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

Mark	Grade/level
35/45	7
	7

Mark	Grade/level
43/45	8
	8

Learning and Inclusion

Strategic Vision

‘Maximising learning potential through inclusion and support’
“Children of God...in which you shine like stars in the universe”
Philippians 2.15

Twyford is a school with a wide-ranging student community. Nearly 6% of the school population have an Education Health Care Plan, for varying needs. An Additionally Resourced Centre (ARC) opened in September 2017 specifically catering to those students with ASD and/or SpLD. (There are four ARC places available within each year group.) The school’s mission statement underlines that the school is a ‘learning community.....which values the gifts of all its members’. The primary aim of the ARC/SEN department at Twyford is to ensure that this is the case especially where students are have additional needs.

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

Statutory Support for all students with EHC Plans

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

This offers the following:

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

Additional Provision

The following support from a Lead TA or keyworker:

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



ARC

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

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

Academic support:

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

Pastoral support:

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

Behaviour expectations:

- ♦ The school has a clear system of rewards and sanctions. All students, including those with EHC plans and those offered ARC places, have at least 70% of time in mainstream and are therefore mainstream students and are expected to comply with the school etiquette.
- ♦ Students who engage fully with the school ethos and expectations can gain positive conduct points. However, where students fail to follow school systems effectively, they will be issued with negative conduct points.

Specialisms

Music

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

Music is a popular choice at Key Stage 4, with students opting to follow either a traditional route to GCSE in Music or a Music Tech route to a BTEC in Music Technology. 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:

Junior Orchestra	Junior Choir	Saxophone Ensemble	<i>String Orchestra *</i>
Concert Band	Junior Gospel Choir	Double Reed Band	Cello Ensemble
<i>Twyford Philharmonia*</i>		Flute Choir	String Quartets
		Clarinet Choir	KS3 Music Tech Club
			<i>* for G5+ musicians</i>

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, weekly Assemblies, Communion, Christmas Concert, Carol Service, Twyford Voices and the Ensembles Concert. Events outside school have included performances at the Royal Albert Hall, Southwark Cathedral, Ealing Abbey, Albert Hall Nottingham plus a number of more local performances. The Chamber Choir went on tour to Belgium in 2023 for the first time since the pandemic, and we are planning an exciting music residential for next year's Activities Week.

Students are also able to apply for individual or paired instrumental/vocal tuition from our team of twenty one highly qualified peripatetic teachers who can cater for absolute beginners through to students working beyond Grade 8 with the ABRSM, Trinity Guildhall, LCM and Rockschooll practical exam boards. Tuition is available in the following instruments:

- Violin, Viola, Cello, Double Bass
- Flute, Oboe, Clarinet, Saxophone, Bassoon
- Trumpet, Trombone, French Horn, Euphonium, Tuba
- Drum kit, Guitar (Electric, Acoustic, Classical), Voice (we have teachers specialising in both classical/musical theatre and contemporary/gospel)

In addition, we are also able to offer small group tuition (3-6 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 contact the Music College administration team via email MusicCollege@twyford.ealing.sch.uk.

Languages

CURRICULUM

In Year 7, students study either French or Spanish with able linguists (half of the year group) also studying Latin. In Year 8, more able linguists are offered German as a second modern foreign language. There is a large emphasis on the use of target language in lessons and students are encouraged to speak in the target language as much as possible using the phrases in their planners to support them. Language lessons follow a rigorous pattern, focusing on the grammar, vocabulary and phonics of the language, 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.

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, with a good number choosing to continue with two languages.

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

EXCHANGES & VISITS

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

- **Trip to Normandy:** during activities week in Year 8
- **Trip to Madrid:** during activities week in Year 8
- **Trip to Rhine Valley:** during activities week in Year 8
- **Exchange to Madrid, Lyon and Germany:** year 9 Spanish/French/German students have an exchange in the Spring term
- **Trip to Berlin:** joint German and History trip for Year 10 students
- **Trip to France:** immersive French trip for Year 10 students
- **KS5 trips:** We have KS5 trips for all languages at KS5
- **Theatre and cinema trips:** we host foreign language theatre performances in German, French and Spanish; Students also often have the opportunity to view a foreign-language production or film at a venue in London

In the Sixth form, there are a number of opportunities available to students, such as the UK German connection scholarships, where students stay with a host family for 2 weeks in the summer holidays between year 12 & 13. As part of this trip, they take part in a wide range of activities, from daily lessons to visits and excursions with other students and their host family too. We also facilitate Year 12 exchanges with our partner schools in France, Germany and Spain, and arrange trips to the London-based language institutes (Cervantes, Institut Français & the Goethe Institut).

EXTRA-CURRICULAR

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

Wider Learning

The Wider Learning Principle

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

The Wider Learning principle:

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



HOW TO FIND OUT ABOUT EXTRA CURRICULAR ACTIVITIES

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

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

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

Examples of clubs that have run in 2024-25

- | | | |
|---------------------------|-----------------|------------------------|
| • Debating | • Trampolineing | • Brass Collective |
| • STEM club | • Football | • Twyford Philharmonia |
| • Chess and Draughts | • Netball | • Chamber Choir |
| • MFL Games | • Rugby | • School Production |
| • Christian Union Worship | • Athletics | • Gospel Choir |
| • History Scholars | • Fencing | • Sax Quintet |
| • Art and Graphics | • Basketball | • Pop Band sessions |
| • Computing | • Rowing | • Jazz Academy |

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

Student Leadership

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

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

- Form Captain
- Chaplaincy Ambassador
- Creative Arts Rep
- Enterprise Rep
- Literacy Rep
- MFL Rep
- Music Rep
- Sport Rep
- STEM Rep
- Eco Rep
- Humanities rep

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

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

Activities Week

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

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

- Mill on the Brue (Somerset) – Y7 (Weds - Friday)
- Madrid – Y8 (Monday - Friday)
- Normandy – Y8 (Monday - Friday)
- German Exchange – Y8 (Monday - Friday)
- Music Tour – (Tuesday-Friday)
- Devon – Y9 (Monday - Friday)

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

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

Sponsored Walk

In 2012 we developed a link with a school in Maciene, Mozambique and every year since we have been donating some of the money raised from Sponsored Walk Day to our partner school and the local community of Maciene. In previous years, money raised has helped to improve classrooms and facilities at our partner school such as providing classrooms with desks, books & resources, ICT facilities and creating a small library. The remaining funds raised are donated to Tearfund, a Christian charity based in West London, who work around the globe to provide disaster relief for disadvantaged communities. The aim of sponsored walk day is for students to complete at least four laps of Gunnersbury Park. Students can walk, jog or run the distance either in their house colours or fancy dress and we encourage all students to raise sponsorship funds to support both our partner school in Mozambique & Tearfund charity. It's a fantastic day with a real community spirit.

Main Office & School Life

GENERAL CONTACT WITH THE SCHOOL & VISITING

We support and encourage contact between home and school. The Student Planner forms a weekly opportunity for any comments to be made both at home and at school. It is possible to arrange a meeting with your child's Head of Year but please email the school office (office@twyford.org.uk) to arrange an appointment - **please do not come to the school on the off chance of seeing someone. All visits to the school require parents/carers to report to reception** where you will be collected by a member of staff. All email contact should be made with the school office, or form tutor in the first instance. We aim to respond to emails within 48 hours of receiving them. Parents/carers should be aware that there is **no available parking on the school site**. Parents/carers are also requested to refrain from parking near to the school gates to drop off or pick up students. Students are not permitted to bring any motorised vehicle into school. Parents/carers requiring disabled parking spaces must email office@twyford.ealing.sch.uk in advance of their visit to ensure they are not already booked. Any other Reception/Front Desk services and information can be found on the school website here: <https://twyford.org.uk/contact>.

VALUABLES, LOST PROPERTY & DAMAGE

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

CHANGE OF ADDRESS OR PLACE OF EMPLOYMENT

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

TRAVELLING ON PUBLIC TRANSPORT

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

CYCLING TO SCHOOL

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

STUDENT SERVICES & MONEY

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

Student Services can be contacted directly by emailing Student.Services@twyford.ealing.sch.uk.

LOCKERS

Students should hire a locker to be able to store additional bags/ books during the day. The cost of hire is £5 per year and students will need to provide their own 3-4mm/1" combination padlock (rather than a key lock). Payments for lockers can be made on parent pay once login details are received. Payments should be made **before Friday 22nd August**. Students have access to their lockers before school, at break and lunch time, and after school only. The school cannot be responsible for any loss of students' personal property. **No money or valuables should be left in lockers.**

SCHOOL CAFÉ

The school has a cafeteria which provides a wide choice of food, with items individually priced, including a set meal-of-the-day. We have a cashless system of payment using students' biometric finger scan which is linked to a corresponding account, which can be topped up through Parent Pay. We recommend that students do not bring money into school. Those who wish may bring a packed lunch, which may be eaten in the cafe. Students are asked not to bring unsuitable items such as drinks in glass bottles, packets of sweets or energy drinks. **Students in Years 7 to 11 inclusive are not allowed to leave the school at lunchtime.** For parents/carers of students with allergies, there is an option for students to eat their packed lunches away from the main eating areas in the school. This must be requested by parents/carers on the basis of medical evidence. School Menus can be found in the Café section here: <https://twyford.org.uk/attending-our-school/school-life>.

FIRE SAFETY & LOCKDOWN PROCEDURES

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

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

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

FREE SCHOOL MEALS

Free school meals are available at our school but only to families that are eligible. You are strongly advised to check whether you are eligible and register if you are.

The free school meal allowance provides £2.85 of credit per day which is enough for one of the main hot meals or a baguette. Vegetarian options are provided, and all meat is halal. Our system does not reveal to other pupils whether your child is claiming free school meals so there is no stigma.

Furthermore, if you have claimed free school meals at any point in the last six years then the school receives additional funding called Pupil Premium from the government which we use to help disadvantaged pupils. We use some of this money to reduce the cost of school trips and instrumental tuition. If you are currently claiming free school meals, you get a 20% discount and if you have claimed in the last six years then you get a £100 credit.

Benefits to students eligible to Free School Meals (FSM):

- £2.85 per day for hot meal / lunch (save £53 a month!)
- £100 credit each year to cover the cost of trips, music lessons, activities (unused money cannot be transferred / accumulated from one academic year to another). When you wish to allocate your £100 (or part of it) to an account, you must email student.services@twyford.ealing.sch.uk with the Item Name, amount and full student name and year group. 20% discount off the total cost for trips, music lessons, activities (do not apply if the cost is below £10).

To find out if you are eligible and to register, please visit <https://www.gov.uk/apply-free-school-meals>
Visit this website for information in your own language: [Free School Meal Eligibility Checker \(pps-lgfl-org-uk.translate.goog\)](#)

Policies

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

The policies available on the Twyford Trust website include:

- Privacy Notice for Pupils and Parents'
- Behaviour Policy
 - including the home-school agreement, computer use and mobile phone policies
- First Aid and Support for Students with Medical Conditions Policy
- Online Safety Policy
- SEN Policy

The school also publishes a statement about the use of Pupil Premium funding which can be found on the School website <https://twyford.org.uk/about-us/reports-exam-results>.

Should you wish to receive a paper copy of the policies listed, please email a request to office@twyford.ealing.sch.uk.

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

Appendix 1: Home-school agreement KS3/4 Twyford High School

HOME-SCHOOL AGREEMENT

This agreement confirms a list of three-way expectations that must be adhered to as a condition of being a member of the school community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting		
As a student, I will:	As a parent, I will:	The School will:
<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> Being kind and polite to all students and staff Not causing distress or hurt to anyone in the school, either verbally or physically or through social media or internet sites Always following the instructions of a teacher or other member of staff in any educational context whether on the school site, on the way to/from school or on a school off-site activity Doing what I can to keep other members of the school community safe including paying attention when information is being given about others' medical conditions and needs and informing a member of staff if others are taken ill 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> Any written or verbal communication with members of staff 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> Any written or verbal communication with students and parents
<p>Be committed to my education by:</p> <ul style="list-style-type: none"> Supporting the Christian ethos of the Trust Behaving well at all times and not acting in any way which will distract others from learning Always doing my best in lessons Always bringing my planner, exercise books and any other relevant equipment or kit to all lessons Always writing my prep tasks and homework in my planner with due dates Completing and submitting lesson prep tasks and all homework assignments on time Attending school/lessons/ assemblies on time 	<p>Be committed to my child's education by:</p> <ul style="list-style-type: none"> Supporting the Christian ethos of the Trust Being responsible for my child's behaviour in school (the school is responsible for attempting to manage students' behaviour, but parents must be aware that they are ultimately responsible for the behaviour of their child) Supporting the school's conduct and detention system Ensuring my child attends school regularly (96% or better) and punctually Ensuring my child has healthy habits which mean they are ready to learn Ensuring my child does not bring a mobile phone, other than one 	<p>Be committed to your child's education by:</p> <ul style="list-style-type: none"> Upholding the Christian ethos of the Trust Providing a broad and balanced academic and pastoral curriculum, which supports progress and develops moral, social, cultural and spiritual values Providing a range of wider learning activities, which develop moral, social, cultural and spiritual values Ensuring that a daily act of worship is undertaken Ensuring that all lessons are of a high standard and that teachers are supported to develop the quality of their teaching via our internal quality assurance systems and regular staff training
<ul style="list-style-type: none"> Attending any same-day or senior detention I receive as a result of not adhering to behaviour expectations Remaining on the school site as required Supporting the daily act of worship Participating fully in singing in assemblies and other communal events Doing what I can to stay safe and look after my health including going to the Welfare Room if I need first aid and carrying/taking medication if required 	<ul style="list-style-type: none"> of the approved models, into school and understanding that if one is found it will be confiscated for the term, including the sim card Monitoring my child's use of social media, dealing with and reporting any associated issues to my child's Head of Year Contacting my child's Form Tutor/Head of Year whenever necessary Checking and signing my child's planner weekly Accessing Copia (via my child's login) to support their learning as required Engaging with communications from the school, including checking online reports on my child's progress, attendance and conduct on Go4Schools and SIMs Attending parents evenings, tutor meetings and information evenings If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust's First Aid and Support for Pupils with Medical Conditions Policy Notifying the school office promptly of any change to contact details, address and/or medical details Complying with the 'Children missing education' guidance by ensuring my child attends school daily, other than where there are authorised circumstances for absence Emailing or telephoning school at least half an hour before school starts on any day of absence Not taking holidays or trips abroad in school term time Informing the school in a timely manner of any change to your circumstances e.g. a change of address Informing the school in a timely manner of plans to change school, should this ever be necessary 	<ul style="list-style-type: none"> Ensuring that lesson prep/homework will be set and checked regularly Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits Ensuring that parents are informed of any issues through the quarterly reporting system and rewards & sanctions system (see Behaviour Policy) Providing first aid and support for pupils with medical conditions as stated in the Trust's First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans.
<p>Be a good ambassador for the school by:</p> <ul style="list-style-type: none"> Reading and understanding the school behaviour policy and abiding by that and this agreement, both in school and in the community Always wearing the correct uniform as described in the uniform rules Ensuring that anything I post or contribute to social media is sensible, age appropriate and kind to my peers and members of our Trust community Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school Not bringing expensive items into school Not having banned items in school, including smart devices and other electronic equipment (e.g. smart phones, smart watches, iPods/airPods - see Behaviour Policy for a full list) 	<p>Ensure my child is a good ambassador for the school by:</p> <ul style="list-style-type: none"> Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules, both in school and in the community Ensuring that my child always wears the correct uniform, as described in the uniform rules, with the understanding that if an item of uniform is not correct they will be expected to change into an appropriate uniform item Monitoring my child's use of social media to help ensure that anything they post or contribute to social media is sensible, age appropriate and kind to their peers and members of our Trust community Reimbursing the school for the cost of repairing any damage to school property inflicted deliberately by my child Helping to ensure my child does not have any banned or 	<p>Ensure each student is a good ambassador for the school by:</p> <ul style="list-style-type: none"> Ensuring the school behaviour policy is available on the website/Copia for staff and students to access Checking students' uniform regularly to monitor compliance with uniform rules Educating students about responsible use of social media Providing a safe and ordered environment and sanctioning any instances of students not looking after the school environment e.g. deliberate damage to the school environment, littering or bringing chewing gum to school Investigating in a timely manner if there is any suggestion or evidence that a student may have a banned or prohibited item in school (see Behaviour Policy for a full list) Providing a range of clubs, activities and trip options for students, including for enrichment week, and monitoring
<ul style="list-style-type: none"> Not having prohibited items in school (e.g. alcohol, drugs, weapons - see Behaviour Policy for a full list) Demonstrating appropriate standards of behaviour and adhering to the Behaviour Policy at all times while identifiable as a Trust student e.g. on trips or visits off site including enrichment week, on the way to/from school, in the local community Consenting to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice 	<ul style="list-style-type: none"> prohibited items in school (see Behaviour Policy for a full list) Agreeing for my child to take part in enrichment week (financial help available for eligible pupils) Being aware of the latest privacy notice, responding promptly to requests for consent to use photos and video images of your child and biometric data and inform the school if consent is withdrawn. 	<ul style="list-style-type: none"> behaviour during all such activities to ensure students adhere to the Behaviour Policy Protecting and managing personal information in accordance with the privacy notice
Student signature:	Parent Signature(s):	SLT signature:

COMPUTER USE AGREEMENT

The computer network at Twyford C of E Academies Trust is made available to students for the purposes of learning and educational research. Students are expected to behave responsibly in using the facilities and the purpose of this contract is to set out the rules for appropriate use. This agreement will enable students to use the ICT facilities for educational benefits. Please read it carefully, sign and return it to the School's Administration Department in order to access the school's network and Internet.

- I will comply with school rules for using computers (including the Online Safety Policy).
- I will only access the network via my own authorised account, which I understand is my own responsibility and I will not make available to anyone else except I may share login details with parents so they can access Copia.
- I will use the Internet appropriately for education purposes and will not attempt to access inappropriate web sites including sites that are pornographic, discriminatory, illegal or offensive.
- I understand that I am responsible for rejecting any unsuitable material and will report this to a member of staff.
- I understand that activity that threatens the integrity of the school ICT systems, or that attacks or corrupts other systems is forbidden.
- I will not do anything that might cause a breach of copyright, including downloading software, games, music, graphics, videos or text materials that are copyrighted.
- I will not use the network in any way that could bring the school's name into disrepute.
- I understand that the school network administrators have full access to the system and my account and that they reserve the right to examine or delete inappropriate files. I am also aware that my steps in using the network can be traced (including web sites visited).
- I understand that my parents may be required to meet the cost of replacing any school IT equipment which I damage.
- I will keep usernames and passwords for third party websites secret, and not allow anyone else access using my account
- I will abide by the rules of any third party websites that are used in school
- I will abide by the expected behaviour etiquette during online/remote lessons if for any reason I am learning at home via Microsoft Teams or other home-learning platform.

Acceptable Use Policy for Student Email

Use of email by students of Twyford C of E Academies Trust is permitted and encouraged where such use supports the goals and objectives of the school. All students are provided with their own email account for educational use only. Twyford C of E Academies Trust has a policy for the use of email whereby the students must ensure that they:

- Use email in an acceptable way
- Do not create unnecessary risk to the school by their misuse of the email system
- Comply with current legislation

Policy

- Students are responsible for the content of all emails sent.
- The sending of offensive, profane or abusive email or other messages is forbidden.
- If students receive any offensive or inappropriate emails they should report it to a teacher or the IT Services Office immediately.
- Use of school email accounts for bullying or harassment will not be tolerated as this is against school rules.
- Email attachments should only be opened if they come from a known and trusted source.
- The sending of email attachments containing any program, file or shortcut that damages or shuts down a computer, damages or alters the operating system or alters, deletes or otherwise modifies user files is strictly forbidden and is a criminal offence (Computer Misuse Act 1990).
- The use of email rules that disrupt, slow down or damage the email server or network system is not permitted.

Monitoring

Twyford C of E Academies Trust accepts that use of email is a valuable school tool. However, misuse of this facility can have a negative impact upon student productivity and the reputation of the school.

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

Sanctions

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

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

Student name: _____ Form: _____

Student signature: _____ Date: _____

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

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

Parent/Carer signature: _____ Date: _____

Appendix A: Student Computer Use Agreement (pages 14-16 of the **Online Safety Policy**
(<https://twyfordacademies.org.uk/key-documentation/policies>)

MOBILE PHONE AGREEMENT

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

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

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

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

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

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



Nokia 105



Samsung E1200



Alcatel 10.16G

I agree to abide by the mobile phone policy:

Student Signature:

Parent/Carer Signature:

SLT Signature: Date:.....



CEO
Dame Alice Hudson

Associate Headteacher
Mr Phil Bennett

Twyford Church of England High School

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