

Welcome back to Twyford
2025-2026

Mr Bennett
Headteacher

Aim

To ensure all parents/carers & students have start of year information which enables them to support their child flourish at Twyford High School in Year 8

Outcomes:

1. Headline successes celebrated & Theme for the year introduced
2. The understanding of key systems (routines and habits) refreshed
3. Wider Learning opportunities shared
4. Hazards to avoid explained
5. All parents/carers clear on how they can help their child in these areas

Enduring habits for spiritual & mental health

Disciplined silence & reflectiveness is part of our distinctive identity

Twyford Singing Posture



Stand up straight. Lengthen your spine.



Relax your upper body.



Keep your chin parallel to the ground.



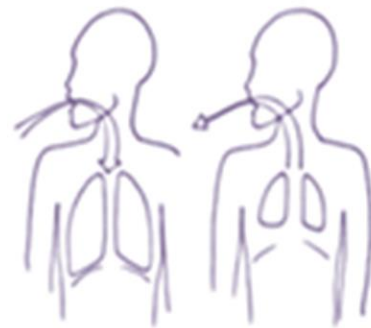
Rotate your shoulders back and down.



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

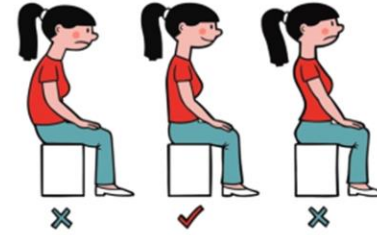


Relax your core when you breathe in. It tightens when you breathe out.



Inhale, exhale

Twyford Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported.

DO keep your back straight and your head tall.

Why? It lets you breathe deeply.

DO relax your shoulders

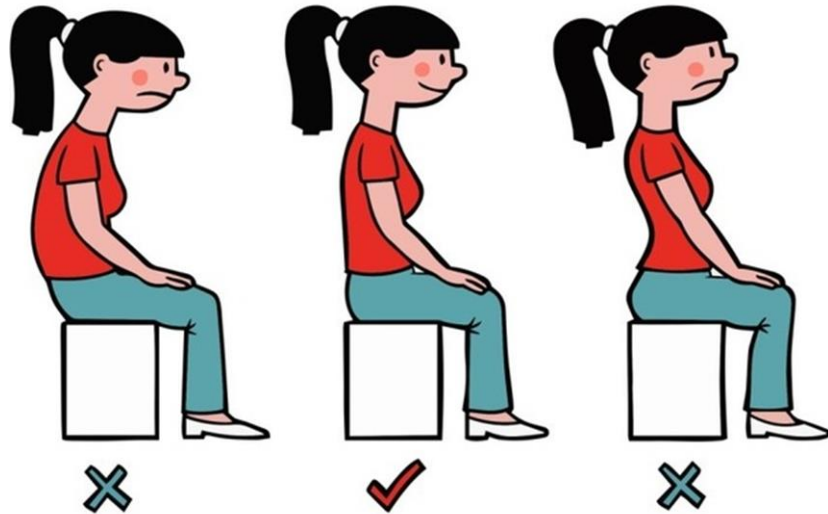
Why? It lets you breathe freely.

Don't lean against the back of the chair.

Why? It stops your core being engaged.



Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged

Opening Responses

Surrounded by a cloud of witnesses
Let us run the race set before us

Following in the footsteps of the pioneers
who have inspired us to do great things

Therefore let us be courageous
Running with confidence and hope.

Hebrews 12:1

Reading

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us run with perseverance the race that is set before us, ² looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2

2025-2026 Theme for the Year

Dame Alice Trust CEO

A timeless handbook

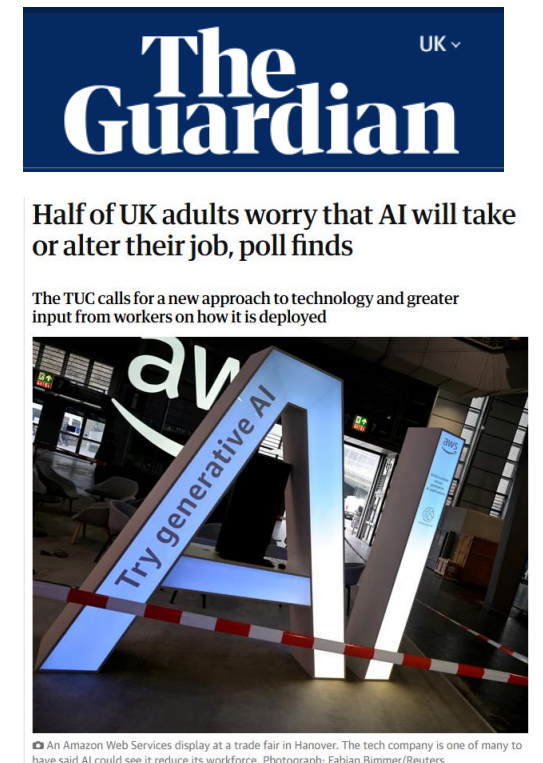
- 1) Identify the best goal
- 2) Be determined to achieve it
- 3) Let go of what you've got wrong or holds you back
- 4) No need for shame
- 5) Make the most of those alongside you
- 6) Do it all joyfully



Run with Perseverance

All 4 Trust schools in top percentile at GCSE
Progress of ≥ 1 grade above national

All 4 Trust schools
graduating Yr 13
students for the
first time from 3
full 6th forms, to
a wider range of
pathways



Half of adults in the UK are concerned about the impact of **artificial intelligence** on their job, according to a poll, as union leaders call for a "step change" in the country's approach to new technologies.

Job losses or changes to terms and conditions were the biggest worries for the 51% of 2,600 adults surveyed for the Trades Union Congress who said

Run with Perseverance

- 1) Identify the best goal
- 2) **Be determined to achieve it**
- 3) **Let go of what you've got wrong or holds you back**
- 4) **No need for shame**
- 5) **Make the most of those alongside you**
- 6) **Do it all joyfully**



Aptitude

Keep noticing what you are good at



Attitude

Build your learning habits through positive routines



Good Choices

Engage fully in a wide range of learning opportunities



Personal Goals

Challenge yourself with a resilient Plan A/B/C approach

Good Gifts Used in Service

Don't stay in a bad place

Unique Value in Community

Life in All its Fullness



Twyford
C of E
High School

KS5 Year 13

%	2025 Actual	national
A*	16.7%	7.3%
A*A	48.6%	30.9%
A*B	76.0%	59.9%
A*C	92.3%	89.2%
A*E	99.6%	99.8%

- 299 students in year group
- 930 exams taken
- Average grade per entry B+



Top end Performance

- 30% AAB or better in two+ facilitating subjects
- 33% students with at least one A*
- 68% students at least one A grade
- 14 students to Oxbridge
- 13 students to Medicine

Year 13 leavers' destinations

86.3% (258) secured places at University

3% (8) Art Foundation courses

11% (33) Gap year, employment, apprenticeship

Total 299 students



Early Entry Successes 2025-26

University	Subject
Cambridge	Engineering
Oxford	French and German
Cambridge	Natural Sciences
Oxford	Philosophy, Politics and Economics
Cambridge	Veterinary Medicine
Oxford	Engineering
Oxford	Materials Science
Cambridge	History
Cambridge	Philosophy
Oxford	Medicine
Oxford	French and German
Oxford	Chemistry
Cambridge	Mathematics
Oxford	Experimental Psychology

Twyford Top Destinations and Courses 2025-26

Top University destinations
Manchester 27
Nottingham 20
Bristol 16
Leeds 14
Queen Mary London 13
Warwick 12
Liverpool 11
King's College London 10
University College London 10

Courses with largest numbers
Engineering 26
Economics 25
History 23
Business 20
Chemistry 18
Psychology 18
Languages 17
Law 15
Maths 14
Politics 13

School progress outcomes

Year 11s at Twyford on average achieved 1 grade higher in every subject than national



School progress outcomes

66% achieved a grade 5 or higher in their EBAC set of subjects

(65% in 2024)

Year 11 GCSE

12 students achieved 8 or more grade 9's

(11 in 2024)

Progress 8 (CAT8) score of +1.32

88% of grades 9-5
(52% national)

Boys on Track
62%
Girls on Track
73%

69% of grades 9-7

Year 10 GCSE RE

**83% students hit
their GCSE RE
Target!**

80 grade 9's!
(50 in 2024)

31 grade 8's
(54 in 2024)

92% of grades 9-5



Run with Perseverance



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Good Gifts Used in Service



Twyford
C of E
High School

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Unique Value in Community

Life in All its Fullness

Embedding self-regulation

Miss Johnston
Assistant Headteacher
Head of Lower School

Q4 Results

70% on track overall

Spanish	91%
French	84%
Mathematics	78%
Science	68%
History	68%
English	64%
RE	62%
Geography	61%

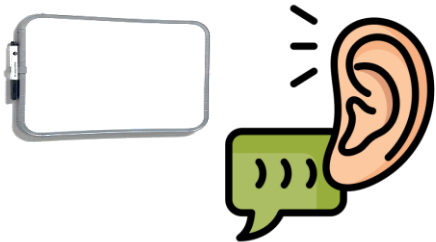
166, 655 Positives

10, 514 Positives



Q4 Positives	Average Positives
Purposeful attitude to learning	42
Active participation in singing	18
Resilience in engagement	17
Excellent listening habits	15
Effective use of mini whiteboard	14

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



Self-Regulation

The ability of children to manage their own behaviour and aspects of their learning because they are **intrinsically** motivated.



Co-Regulation

Using simple **routines**, regular **feedback** and positively reinforcing **habit** formation to develop students' ability to self-regulate.

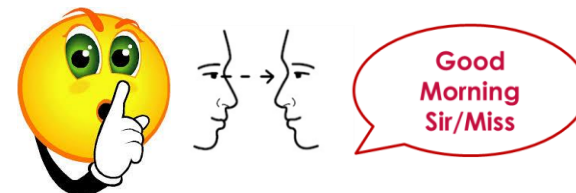
Conduct points provide regular feedback about learning behaviour



Checks for understanding to give feedback on learning multiple times a lesson



Silent entrance to lessons & greeting each other



Twyford Learning Culture – Routines which support habits

Twyford C of E High School

Routine

A sequence of actions regularly followed

Habit

Something you do regularly, often without knowing you are doing it



Why are routines so beneficial?

Twyford C of E High School



Start of tutor time/lesson

- ✓ **Line up silently outside of** straight, shoulder to the wall, no chance to check your uniform
- ✓ **Greet your teacher** – make eye contact, say 'Good Morning/Afternoon'
- ✓ **Silent start** – walk to your seat in silence and take out your book, the title, date, LO and copy in silence. Respond to your teacher, out your name by saying



Twyford C of E High School

Polite manners as a habit

The Twyford Etiquette

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

Good Gifts used in Service

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

Don't stay in a Bad Place

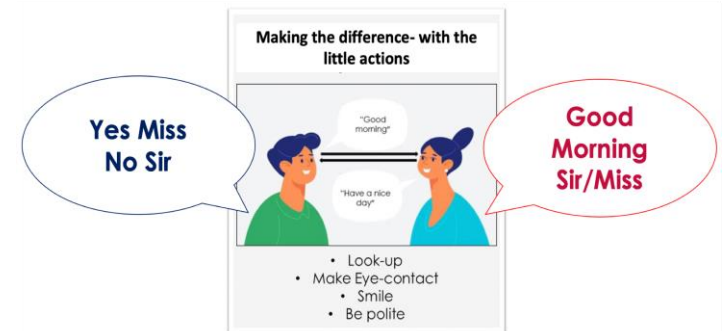
We say "sorry" when we do wrong
We are not afraid to own-up
We know how to be silent and reflective
We are honest
We learn from our mistakes
We forgive others

Unique Value in Community

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



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We celebrate each other's success



"I have come that you may have life and live it to the full" – John 10 v 10

Twyford Learning Culture – Routines which support habits

The Twyford Learning Culture

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

Learning Habit Grades

1 = Consistently engaged

2 = Usually engaged

3 = Not engaged



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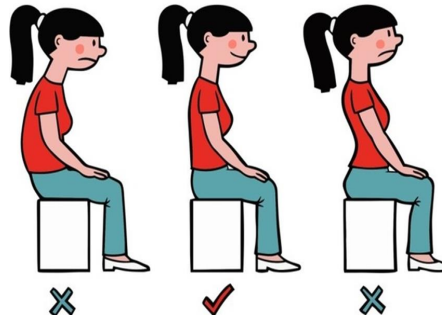
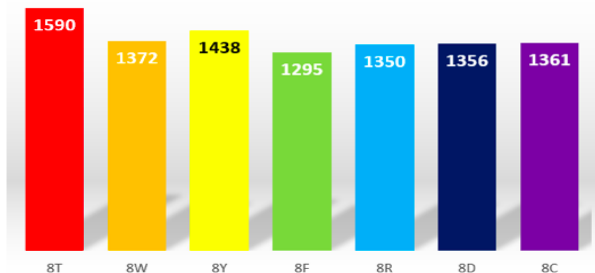
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Conduct

Well Done Truro!



"I have come that you may have life and live it to the full" – John 10 v 10

Twyford Learning Culture – Routines which support habits

I come fully equipped

I am polite and helpful

I wear my
uniform perfectly

I am focused
at all times

I walk to my lessons
with purpose

I care about the
quality of work in
my book

I complete lesson
prep for every lesson,
every day

I am reflective
about myself and
my learning

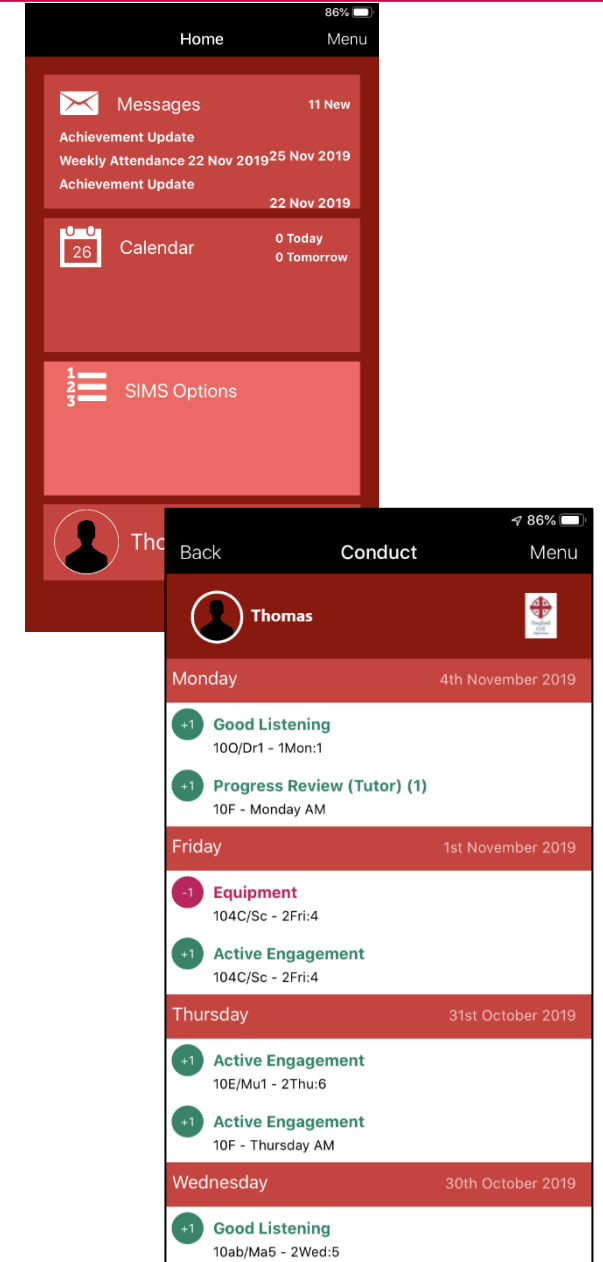
I engage with the wider
school and community



Routines & habits to support self-regulation

How to help your child be successful

- Celebrating all of the positive conduct points: the SIMS parent app can help (end of Sept)!
- Talking about the moments they've turned things around and responded well to feedback
- Reinforce the importance of our simple routines



Curriculum, Assessment, Literacy, Pastoral and Wider Learning

Miss Appleby
Head of Year 8

Pastoral support in the day to day

Our Moral Purpose



Our Systems



Pastoral support in the day to day

Year 8 Team

AHOY	Miss A Grantham
8T	Mrs J Ablel
8W	Mr Wong
8Y	Miss N Mebrahtu
8F	Miss E Sakka
8R	Miss L Simpson
8D	Mr J Carias
8C	Mr C Jordan

Learning journey



- Each lesson is part of a **coherent sequence of lessons**
- Regular and frequent **signposts** showing students where to go next
- Less frequent **milestones** measuring the distance travelled




Learning journey in Year 8

Students are placed into sets in the following subjects:

- English
- Maths
- Science
- Languages
- RE

Teaching of the GCSE RE content starts this year
All students take their RE GCSE at the end of year 10



Students are taught in mixed groups:

- History, Geography, Computing, Music, Art and Drama
- Games - extended afternoon
- Singing

Learning journey in Year 8

Electives...starting to mark important choices

- Academic core remains
- Allows students to start to **specialise in their preferred creative subjects**
- Gives more time (lessons) for subjects selected
- Prepares students for the GCSE options process



Elective choices

The **2 electives** are chosen from the following areas.

You can only choose one subject from each block.

Block A
Drama

Block B
Fine Art
Graphics

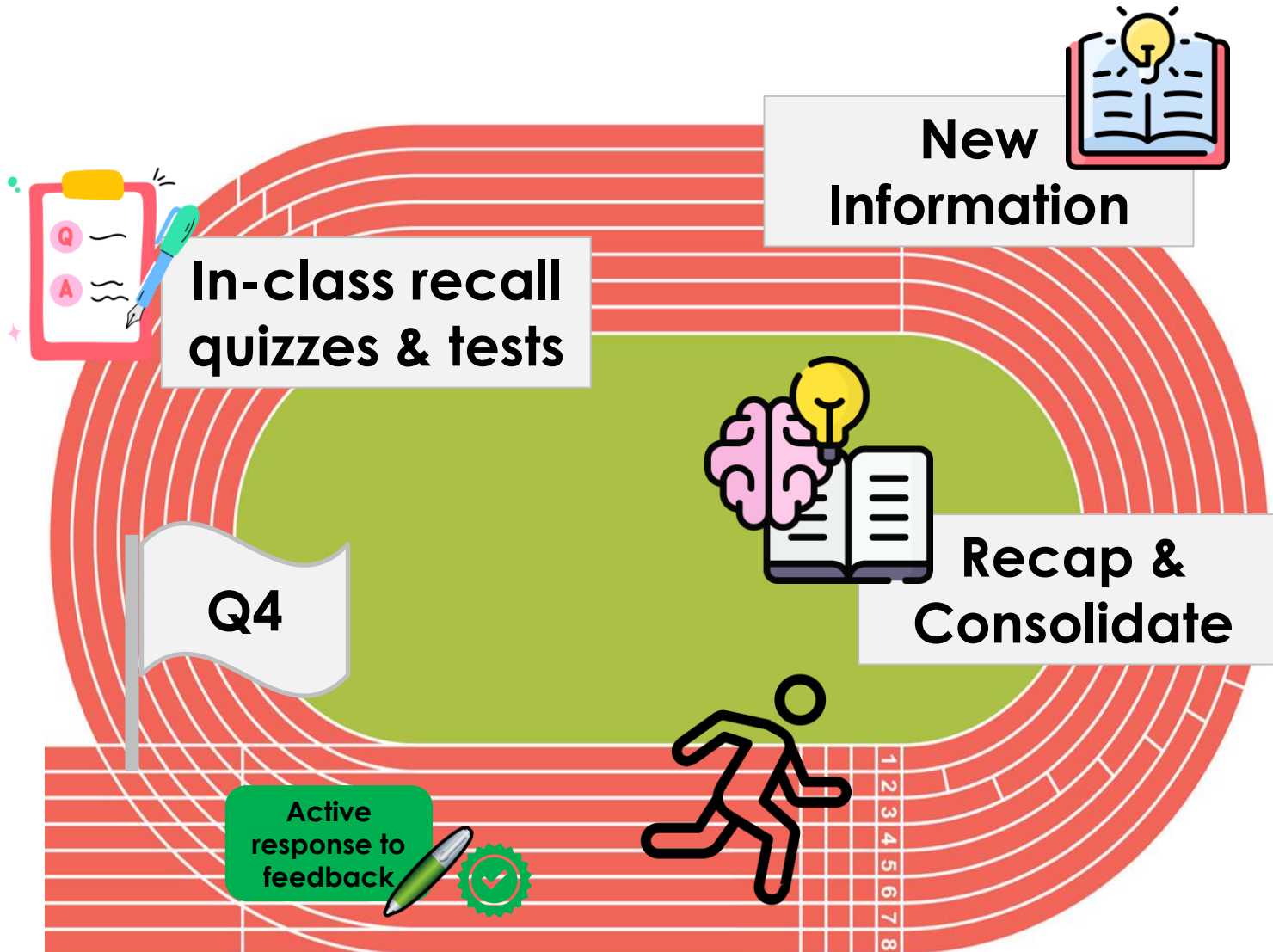
Block C
ICT
Computer Science

Block D
Music

Block E
Dual Language

Only choose from Block E if you are a dual linguist

Lesson Prep



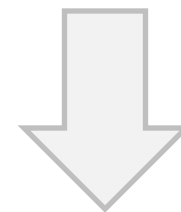
Preparation

The state of being ready for something that will happen, or an action taken to become ready

- ✓ Helps you to be prepared and ready to learn
- ✓ Helps you gain confidence in the skills and knowledge you do know
- ✓ Helps you understand where you need extra help and support

Lesson Prep

No lesson prep or homework	1,024
Unsatisfactory lesson prep or homework	490
Total lesson prep/homework negatives	1,514



**757 missed or incomplete
pieces of lesson prep or
homework**

"I have come that you may have life and live it to the full" – John 10 v 10

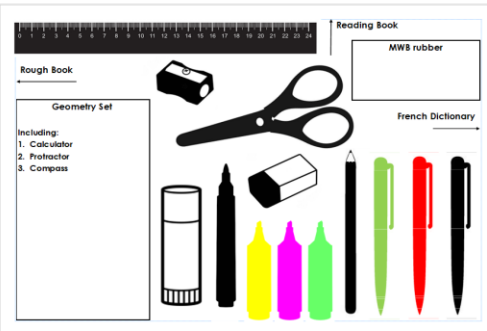
Effective use of
the school
planner is key

I have come that you may have life,
and have it to the full

89

Planner and Equipment Check

1. Do now:
In silence, place your equipment onto the equipment check mat.



3) In your planner write

2. Planner check

- Has the planner been signed?
- Is it neat and well organised?
- Is prep always recorded even if it



Update Planners

4) Reflection on last week:

- Open your planners on last week
- Fill in your attendance, lateness,

Weekly tutor pastoral data



5) Personal Reading Time:

You have a reading book

Rec

Literacy

Reading Book Title:

My personal response to today's reading:

Fill in the reading section of your planner.

Literacy

Reading Book Title:

My personal response to today's reading:



Writing a **personal response** to your reading means explaining the **feelings, opinions, specific areas of interest** or **predictions** you have had to the text you have read.

Being able to express a personal response to your reading every week is important because it supports the development of higher level reading skills.

CHALLENGE

Set yourself a challenge to read this text
Can you read **ten pages?** Or how many pages can you read?

Fiction

My opinion of the main character in this section of the story was...

Non-fiction

I agree / disagree with the writer's ideas because...

Develop depth in your personal response with
Because...
But...
So....



Reading matters



- Reading happens in every subject
- Decoding (sounds and roots) as well as cognition
- Explicit teaching of new words
- Research-led approaches to reading – ‘bouncing’ reading
- Text-dependent questions
- Carry a book
- Interventions for less confident readers (e.g. 1:1 reading, Literacy lessons)

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



How to help your child be successful

- Using Copia – curriculum overviews, knowledge organisers and knowing what assessments will test
- Support them to complete prep well each day
- Help them to retain key knowledge by quizzing them and retesting them
- Read aloud at home to build confidence and develop vocabulary
- Keep them reading for pleasure
- Sign their planner and check their reading reflection

Learning Culture - Essentials

W) Historical and social context 3 14/1/12

Lo: TO explain why many Victorians feared violent crime

- 1) What word describes someone or something that has lost its former good or morality?
Degenerate ✓
- 2) Darwin's theory of evolution described the progress of organisms from primitive ancestors to new complex life forms. *natural selection*
- 3) The right or good way to behave:
moral ✓
- 4) Typically, middle class Victorians were obsessed with maintaining what?
A reputation ✓ (good)

Many Victorian Londoners feared the rise of violent crime for a number of reasons. Firstly, newspapers sensationalizing stories was when people ^{over} exaggerated a crime that they witnessed to gain attention ^{in newspapers}. This made Victorians fear crime as they didn't know whether the story was true or not. Secondly, the ^{overcrowded} growing population created fears as more and more people had a different mindset and as social darwinism grew, people may have ~~felt~~ felt outcasted so they were more likely to commit crime. Thirdly, slums and 'dangerous classes' created fear among upper classes as

Seventy of crimes (although this wasn't reflected)
Jackie Upper, a rating
lower class and
more likely to become criminal

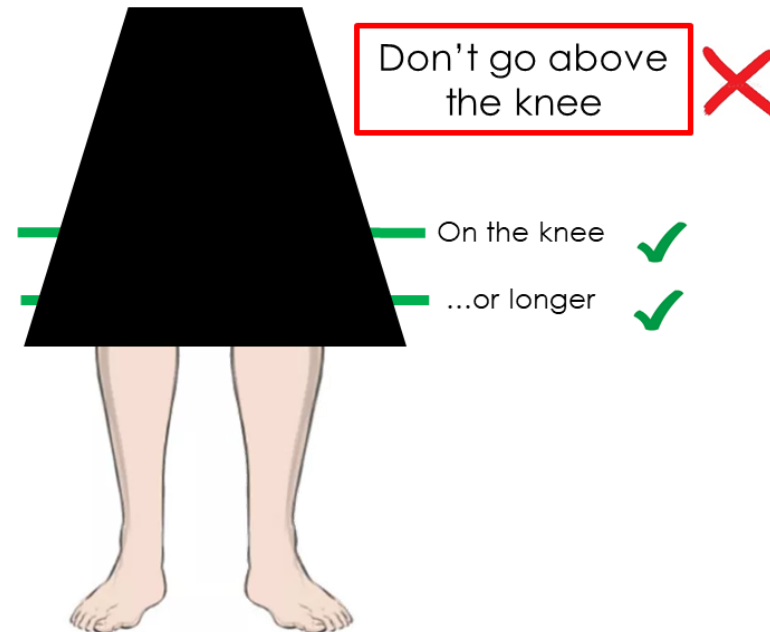
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Further Reminders:

1. Shoes must be shoes - **No black trainers**
2. **Plain black socks** (not white or with designer/sports logos)
3. **Make-up or wrong jewellery** (bracelets/rings) isn't worn
4. Coats/scarfs/hats must be **plain black or dark blue**



School skirts

Shirts tucked
in at all timesTrousers are
worn on your
waist,Trousers are
Black

Not Grey



CIAG

Help your child work on good choices

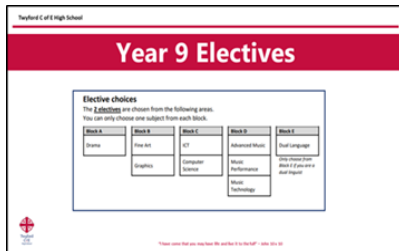
Year	Learning Outcome
8	To make decisions about the subjects I will choose for my electives that would be best suited to the careers that I am interested in pursuing in the future.

Y8 students will have:

- **Pastoral sessions** on different career paths & industries
- **Electives** assemblies
- **Careers Fair** in March
- **CIAG lunch time talks** (12 talks in a wide range of careers)
- **CIAG bulletins** half termly
- **Xello** Careers platform (with your own careers profile)
- **Careers Copia page** (Copia > Wider Learning & Careers)

Year 8 CIAG focus:

- Prepare for **electives** in Y9
- Make links between **electives & careers pathways** you might be interested in (in Y9, GCSE & beyond)
- Reflect upon how Wider Learning & Leadership roles are **developing your employability skills**



Wider Learning

Wider Learning

Help your child work on good choices

Wider Learning offer in Y8:

- ✓ Extra-curricular activities
- ✓ Student Leadership roles
- ✓ Trips, workshops, competitions & events
- ✓ Performances, shows & concerts
- ✓ Sponsored walk
- ✓ Activities week (including residential trips)

The benefits:

- Positive impact on students **physical & mental wellbeing**
- Supports students with **progression & future plans**
- Continues to develop students' **employability skills** (group work, creativity, digital literacy, problem solving, leadership etc)
- Enables students to engage in the **school & wider community**

Term 1 Extra-curricular Timetable - Year 8					
	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Chess Club, Music	Music, Chess, Music	Chess, Music, Music	Music, Chess, Music	Music, Chess, Music
Lunch (12:30-1:00pm)	Chess Club, Music	Chess Club, Music	Chess Club, Music	Chess Club, Music	Chess Club, Music
Afterschool (3:20pm-4:20pm)	Chess Club, Music	Chess Club, Music	Chess Club, Music	Chess Club, Music	Chess Club, Music

Lunch time clubs:

- **Lunch 1 (12:30 – 1:00pm)** Y7 & Y8 (Friday 12:45-1:15pm)

Afterschool clubs

- From 3:20-4:20pm (or up to 5:00pm – check timetable)



"I have come that you may have life and live it to the full" – John 10 v 10

Key dates:

- **Wider Learning Fair:** Thursday 4th September 12:30 - 1:00pm in LRC (find out about clubs)
- **Taster club week:** Monday 8th September (try any clubs you are interested in)
- **Clubs for Term 1:** Monday 15th September until end of term (clubs do not run in Q2 week)

Club timetables emailed out for Term 1 on **Friday 5th September** to students and parents / carers from Miss Adams (Y8 examples on next slide)

Wider Learning

Examples of clubs on offer for Y8 in Term 1 (91 on offer last year!)

Wider Learning

Music for Y8:

- Clarinet Choir
- Year 8-9 Choir
- Training Orchestra/ Philharmonia
- Music Scholars Theory
- Concert Band
- Gospel Choir (Y8 upwards)
- Composers' Club
- Flute Choir
- Double Reed Band
- String Quartets
- Music Tech Club
- String Orchestra
- Pop Band Mentoring
- Communion Bands

Mr Yates – Head of Music



Sport for Y8:

- Girls / Boys Basketball
- Table Tennis
- Rugby
- Netball
- Fencing (fee*)
- Girls / boys football
- Taekwondo (fee*)
- Cross-country
- Rowing (fee*)
- Trampolining
- Badminton
- Interhouse sport
- Dance club

** For clubs with a fee – please see letter emailed home.*

Mr Howard – Head of Sport

Y8 STEM:

- Triple Science Club
- Science Documentary
- Beekeeping
- Gaming Club
- Chess & Draughts

Y8 English:

- Debate Club
- Book club



Chaplaincy for Y8:

- Voluntary Communion
- Worship
- Film club

Father David & Father George



Drama for Y8:

- KS3 Drama club
- KS3 Christmas Show
- Tech Team / Backstage

Drama Department – Miss Adams & Miss Simpson



Y8 Languages:

- MFL Games club
- MFL Film Club

Y8 Arts:

- Art Club
- Graphics Club

Y8 Humanities:

- ECO-Team

Wider Learning

Y8 Activities week: Monday 6th – Friday 10th July 2026

Year 8 Spanish trip

Location: Madrid, Spain

Approx. Cost: £900

When letters will go out: October

Information evening: June 2026

Year 8 French trip

Location: Normandy, France

Approx. Cost: £600

When letters will go out:

October

Information evening: June 2026

Year 8 German Trip

Location: Rhine Valley, Germany

Approx. Cost: £600

When letters will go out: October

Information evening: June 2026

Daily activities programme:

- London Eye
- Brighton
- Kayaking / Water sports
- London Museums
- Oxygen Trampolining
- Tennis coaching
- Paintballing
- Chessington
- Football coaching
- London Zoo

Please note if a student reaches **pastoral stage 4** at any point in the year, they **will not be able to attend any residential trip** & will be withdrawn from any residential trip they are booked on.

Section 4 – Areas of focus & safeguarding

Safeguarding reminders 2025-26

Mr Bennett
Headteacher

Safeguarding (Medication)

All Students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential.

If students do not have in date; they **will not** be allowed to participate in the trip.



Who are the Safeguarding team?

Child Protection

Out of school hours Safeguarding Emergency contact (4.30pm-6pm)

Once the school reception has closed at 4.30pm if a student or parent has a safeguarding emergency please use the school's emergency safeguarding mobile number:

These are currently being updated and will be sent to parents, placed on the website, and be emailed to staff.

After 6pm, please do not hesitate to contact the police on either 101 or 999.

SAFEGUARDING/CHILD PROTECTION

Safeguarding Officers:



Mr MacDonald-Brown
Designated Safeguarding Lead



Miss Johnston
Miss Bajwa



Mr Bennett
Miss Holloway
Mrs Easton
Ms Swadkin

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

If you have any concerns about the safety of any students in your classroom please contact the above by emailing: CHILD PROTECTION.

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to **Reception** in the Elms Administration Building who will find one of us.

As with all safeguarding concerns, please remember that you cannot promise confidentiality when a child's safety is at stake. Please tell the child that you will refer the issue to a member of the Child Protection Team. All our students have been made aware of the identities of the Child Protection Team and it is written in their planners.

Child Protection Officers will investigate a case and make a decision as to whether to refer to the Child Protection Service in the relevant Borough. All information will be confidential to the team and the Headteacher, although relevant staff will be notified that there is a Child Protection case in process.

Online safety

Sexting

Sexting and the law information leaflet can be found on the school website.



Possessing and distributing indecent images

Sexting and the Law

- It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18
- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

School Behaviour Expectations

The general school behaviour expectations already states that

- Students should not take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media

Any student who shows inappropriate images or sends/posts inappropriate images of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being

- Any student who is found to have made, possessed or sent an sexually explicit image of themselves is acting illegally and would automatically expect to receive a serious sanction

Possessing and distributing indecent images

Sexting and the Law

- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person



Safeguarding (including trips)



In line with our Trust policy, the smartphone ban applies equally to all school trips. Please note that if any smartphones are found during a trip this will result in the phone being confiscated until the end of that term and a school sanction will be put in place in line with the behaviour policy.

Sexual harassment or abuse

- Sexual violence and sexual harassment can occur between two **children of any age and sex** from primary through to secondary stage and into colleges
- It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Sexual violence and sexual harassment exist on a continuum and may overlap; **they can occur online and face to face (both physically and verbally) and are never acceptable**

It includes

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, displaying pictures, photos or drawings of a sexual nature

Permanent Exclusion

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

- Having an offensive weapon in school
- Possession of any illegal drugs in school – *‘in any form’*
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff

Persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.



Scan the code to get your invitation



This code auto-approves you until: September 10, 20

- 1 Scan with your device camera*
- 2 Download the app
- 3 Sign up

type this link in your phone's browser: <https://classlist.page.link/1BygTkNCZWq2sbaa8>



- Chair - Jenny Hossack
- Secretary - Anne Owens
- Treasurer - Leo Malkin
- PTFA holds several events & fund-raising activities - the Year 7/8 disco & parents' social, Quiz night, support of School Music and Drama events, Second hand uniform sales (next on Friday 5th 8.30am-9.30am)
- As ever the PTFA is reliant on the support of you, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising.
- The PTFA uses the 'Classlist' App for most of its communications.
- PTFA AGM on Monday 6th October 6.30pm



Prayer

Dear God,

As we look ahead to a new academic year, and a new community that we are a part of.

Help us to play our role in supporting the Year 8 students to make their unique contribution to the school.

Help us to support them to take responsibility for using their gifts in service of others, in the small things they do each day.

Amen

Closing Responses

Closing Responses

All shall be well

And all shall be well

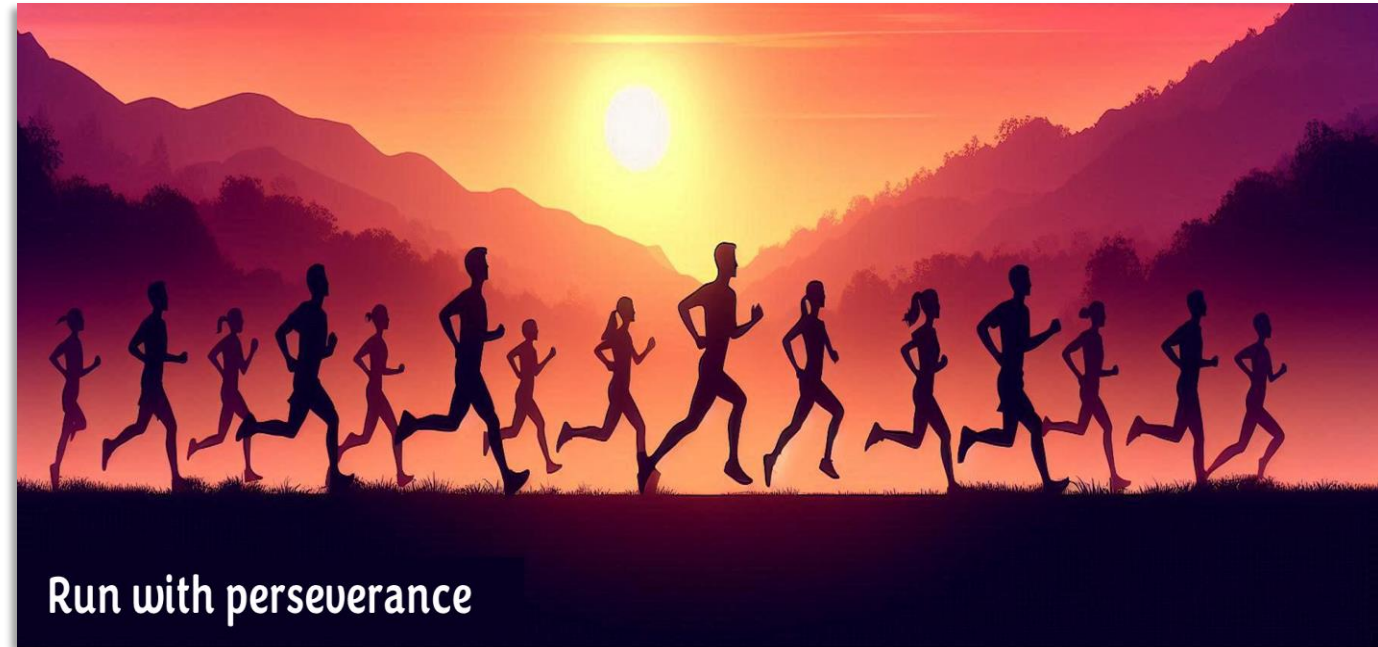
And all manner of things shall be well

All life is a precious thing

Held in the palm of God's hand

Amen

From Julian of Norwich



Twyford CofE Academies Trust

Yr 8 Information Evening: Running with Perseverance