

Twyford CofE Academies Trust

## Yr 11 Information Evening: Running with Perseverance

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 11

## 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.



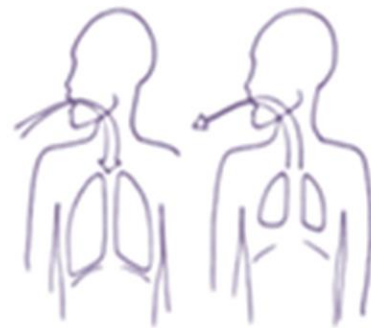
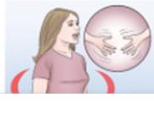
Rotate your shoulders back and down.



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

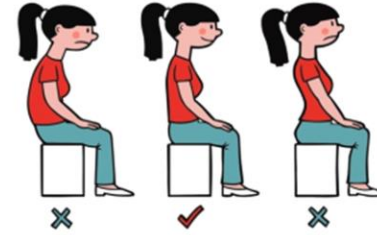


Relax your core when you breathe in. It tightens when you breathe out.



*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

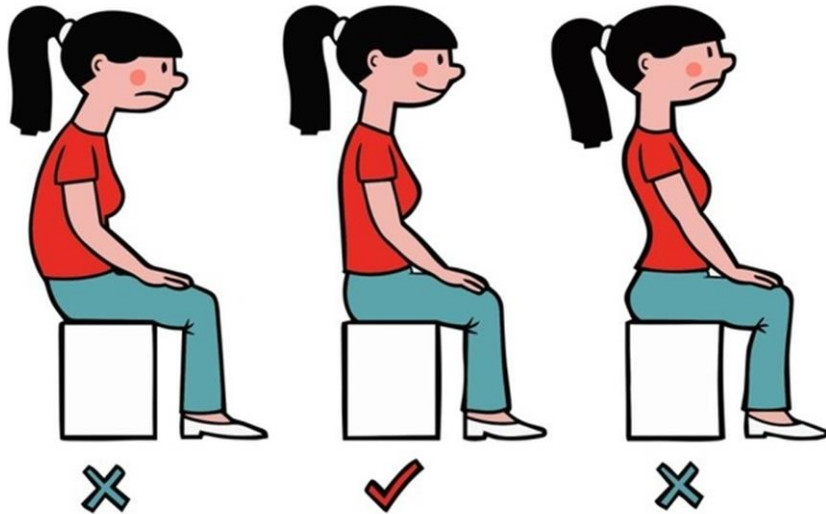
**Why?** It lets you breathe freely.

**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, <sup>2</sup> 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

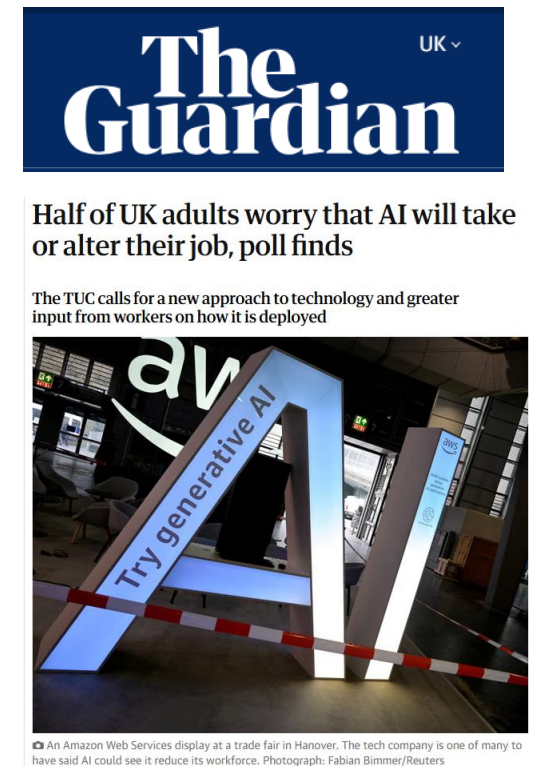
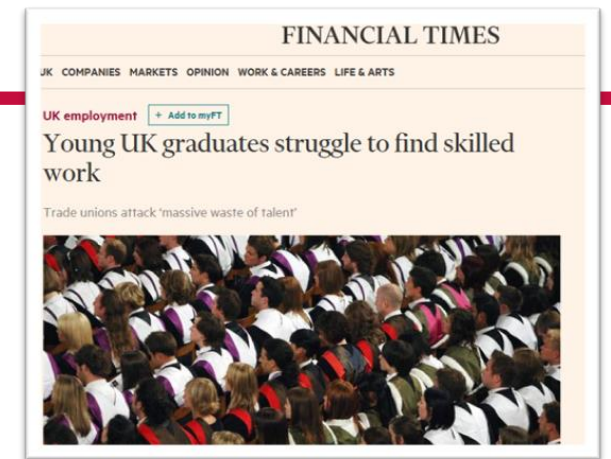
- 1) Identify the best goal
- 2) Be determined to achieve it
- 3) Let go of what you've got wrong or holds you back
- 4) No need for shame
- 5) Make the most of those alongside you
- 6) Do it all joyfully



# Run with Perseverance

All 4 Trust schools in top percentile at GCSE  
Progress of  $\geq 1$  grade above national

All 4 Trust schools  
graduating Yr 13  
students for the  
first time from 3  
full 6<sup>th</sup> 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

# Run with Perseverance



## Aptitude

Keep noticing what you are good at

*Good Gifts Used in Service*



Twyford  
C of E  
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## Attitude

Build your learning habits through positive routines

*Don't stay in a bad place*



## Good Choices

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*Unique Value in Community*



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*Life in All its Fullness*



# School progress outcomes

## 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

# School progress outcomes

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## 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

## Twyford Top Destinations and Courses 2024-25

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





**Destination:** University of Cambridge  
**Course:** Philosophy

**A-Levels:**  
 Chemistry: A\*  
 History: A  
 Maths: A\*

#### Wider Learning & Careers:

- Head student in Y13
- House Captain in Y12
- D of E – Bronze & Silver
- Lead role in School productions  
Chamber choir, Communion Band, Vocal ensembles
- Volleyball
- Prefect / Peer Mentor / Form Rep



**Destination:** Queen Mary University  
**Course:** Film & Drama

**A-Levels:**  
 Drama: A  
 Politics: A  
 Sociology: B

#### Wider Learning & Careers:

- Deputy Head of Creative Arts
- Creative Arts Rep
- Prefect / Form Rep / Mentor
- Senior Choir
- School productions (Y10-13)
- National Theatre Connections
- Playwriting club
- CIAG Talks: Acting & performance



**Destination:** Apprenticeship  
**Course:** Degree Apprenticeship in Digital Marketing with Google

**A-Levels:**  
 Business Studies: B  
 Graphics: A  
 Photography: A



#### Wider Learning & Careers:

- Graphics trips (Paris, Venice, London)
- Work experience with marketing company
- CIAG talks: Marketing, Media & Content specialism, Public Relations

# School progress outcomes

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

# School progress outcomes

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

(65% in 2024)

**12 students**  
achieved 8 or  
more grade 9's

(11 in 2024)

## Year 11 GCSE

**Progress 8  
(CAT8) score of  
+1.32**

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

Boys on Track  
**62%**  
Girls on Track  
**73%**

**Destination:** Twyford  
**Course:** A-Levels in English,  
 Chemistry, Maths, Music Tech

**Destination:** Twyford  
**Course:** A-Levels in Film Studies,  
 Photography, Sociology



### GCSEs:

Art (9) Drama (9) English (9/9)  
 German (9) History (9) Maths  
 (9), Science (9/9), RE (9)



### GCSEs:

Drama (6) English (6/6)  
 German (6) History (7) Maths  
 (5) Science (5/5) RE (9)



## Wider Learning & Careers:

### Wider Learning:

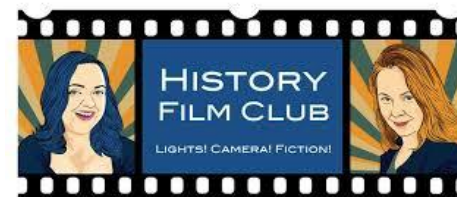
- School production
- Drama Club
- National Theatre Connections
- Girls Basketball
- Gospel Choir
- D of E Bronze
- CIAG talks: Sustainable Careers, Careers in the NHS

### Leadership roles:

Creative Arts Rep, Sports Rep, Form Rep

### Work Experience:

Signature Entertainment



## Wider Learning & Careers:

### Wider Learning:

- History Film Club
- Music Tech Club
- Enterprise Events
- D of E Bronze

### Leadership roles:

Form Rep, Enterprise Rep, Peer Mentor, Twyford Ambassador

**Work Experience:** Primary school (supporting reading & maths)



**Destination:** BRIT School  
**Course:** Level 3 UAL in Acting



**GCSEs:**

Drama (8), English (8/9)  
History (9) Maths (7)  
Science (8/8) Spanish (9)

**Destination:** Ada Lovelace  
**Course:** T-Level in Digital Software

**GCSEs:**

Business (Merit) Computing (7)  
English (7/6) French (8) Maths  
(8) Science (7/7) RE (8)



**Wider Learning & Careers:**

**Wider Learning:**

- Drama club
- School productions
- Questors Theatre group
- National Theatre connections
- D of E Bronze

**Leadership roles:**

Creative Arts Rep, Form Rep,  
Peer Mentor

**Work experience:**

TwentyTwo Integration (Design)



**Wider Learning & Careers:**

**Wider Learning:**

- Study club
- Coding club
- Code Avengers
- CIAG talks (Software Development, Esports Casting)

**Leadership roles:**

Prefect, Peer Mentor

**Work experience:**

Shawbrook Bank



# School progress outcomes

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**69% of grades 9-7**

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

## Year 10 GCSE RE

**80 grade 9's!**  
(50 in 2024)

**31 grade 8's**  
(54 in 2024)

**92% of grades 9-5**





# Run with Perseverance



## Aptitude

Keep noticing what you are good at



## Attitude

Build your learning habits through positive routines



## Good Choices

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## Personal Goals

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

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# Supporting self-regulation 2025-2026

**Ms Bajwa**  
***Assistant Headteacher***



# Supporting self regulation by using co-regulation

## Self-Regulation

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



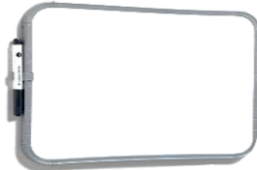
## Co-Regulation

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 & positive greeting each other



Good  
Morning  
Sir/Miss

# Twyford Learning Culture – Routines which support habits

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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 engage with the wider  
school and community

I am reflective  
about myself and  
my learning

## **Routine**

*A sequence of actions regularly followed*



## **Habit**

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



## Why are routines so beneficial?

- ✓ Helps with memorisation
- ✓ Reduces stress
- ✓ Reduces decision fatigue
- ✓ Improves focus
- ✓ Helps you reach goals quicker
- ✓ Calm and supportive environment
- ✓ Builds trust
- ✓ Creates a sense of teamwork

# Routines & habits to support self-regulation

Homework/  
Lesson prep



**Active  
response to  
feedback**



**Consistently  
engaged (1)**

I lead myself and  
am an example to  
others

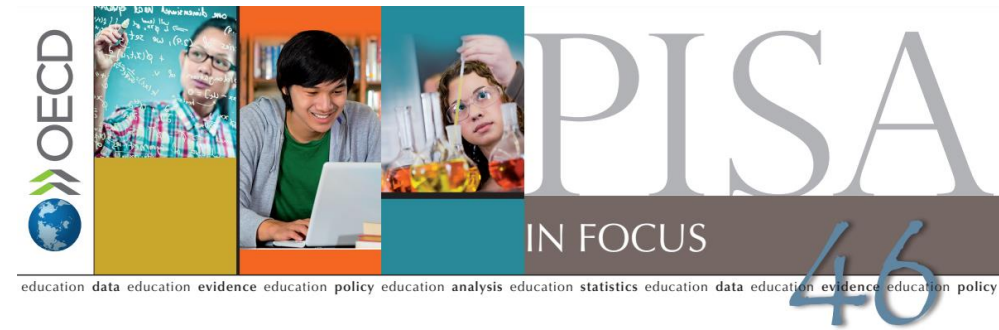
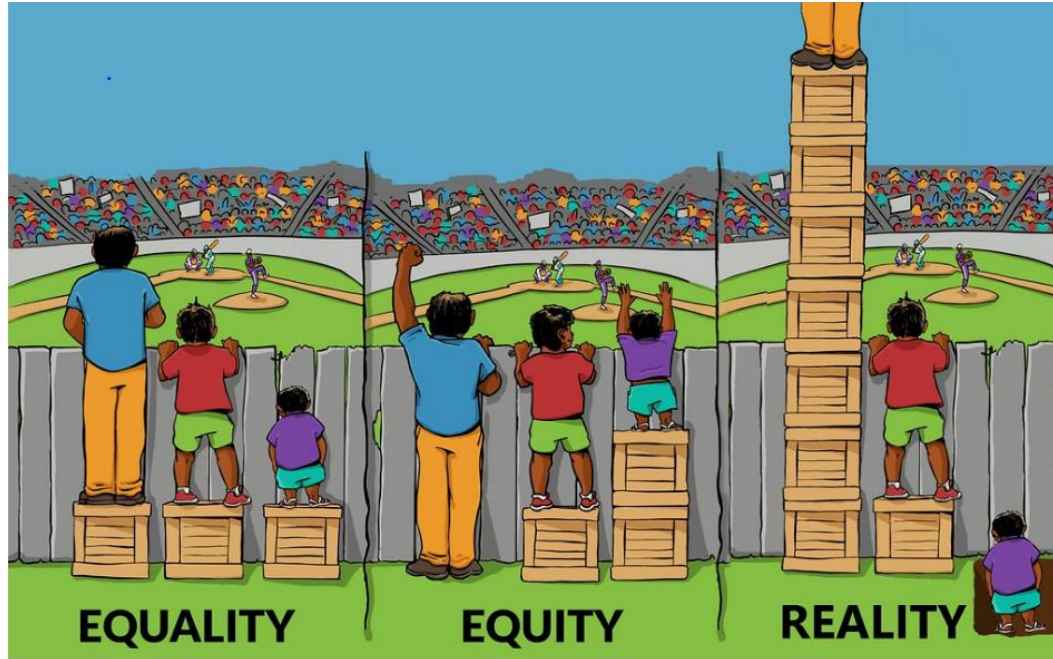
✓ I read feedback on my prep/HW  
carefully and always respond to /  
act on my teacher's advice.



# Prep – What the research says



Prep is a fundamental tool we use to support student learning and outcomes

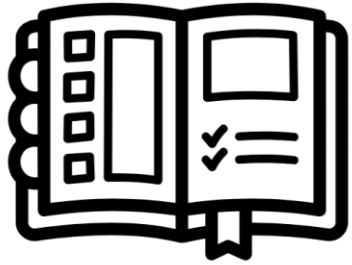


**Does homework perpetuate inequities in education?**

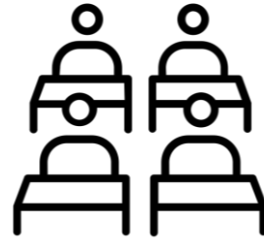
If done well, prep supports 'little and often' revision and consolidation of learning and provides structure for independent learning.

If done badly it can increase in in-school variation with disadvantaged going backwards

## A whole school focus on maximising prep as a lever for student outcomes



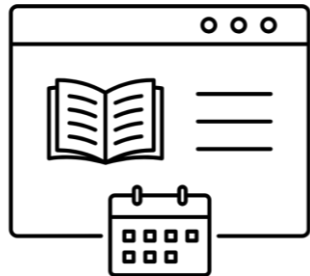
Tutor training on supporting all tutees to complete their prep well



Whole school and department training on the value and criteria for effective prep in KS3, 4 and 5



Whole school training on classroom routines for checking and setting prep



Reviewing study club as a resource to support students to complete prep



Trust Leads and HODs evaluating and refining prep as part of the broader curriculum refinement projects.

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



Messaging to parents and carers about the value of prep



# Prep – It takes a village



**Students**



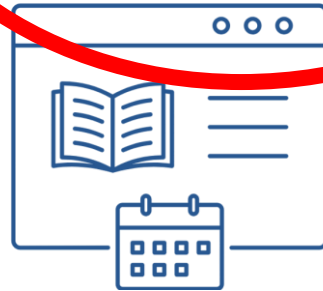
**Pastoral Support**



**Parents**



**Tutors**



**Curriculum  
Planners**



**Teachers**

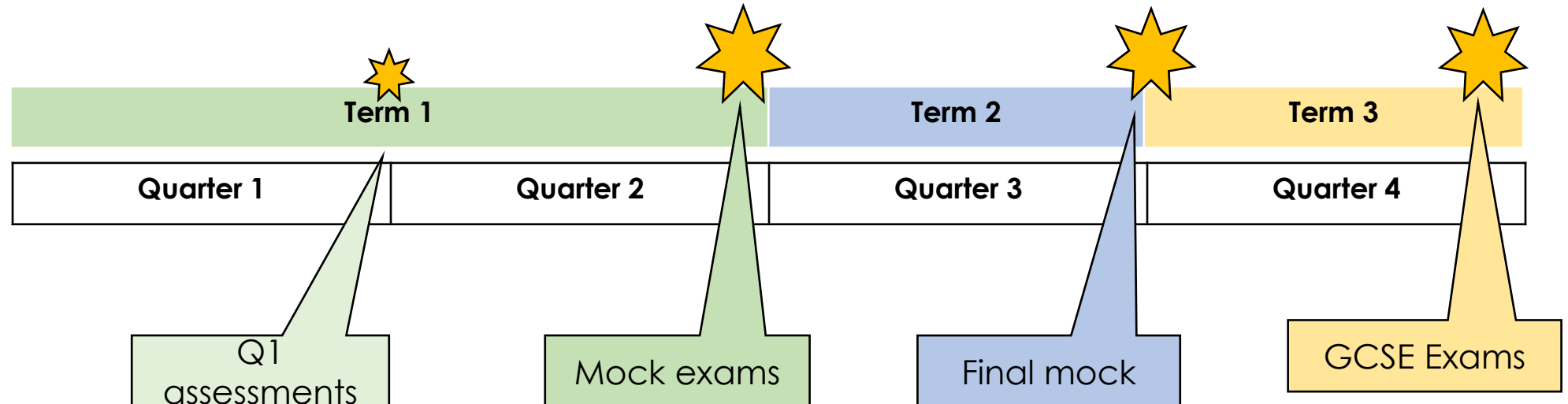


# Quarterly assessments...

Year 11 Assessment Dates	
<b>Q1</b>	W/B Monday 6 <sup>th</sup> October
<b>Q2</b>	Wednesday 3d December
<b>Q3</b>	Friday 27 <sup>th</sup> Feb

## Q2 and Q3 Assessments

Students off timetable sitting formal mock exams





# Learning journey – Assessment

What support and feedback do I need to engage with to improve next time?



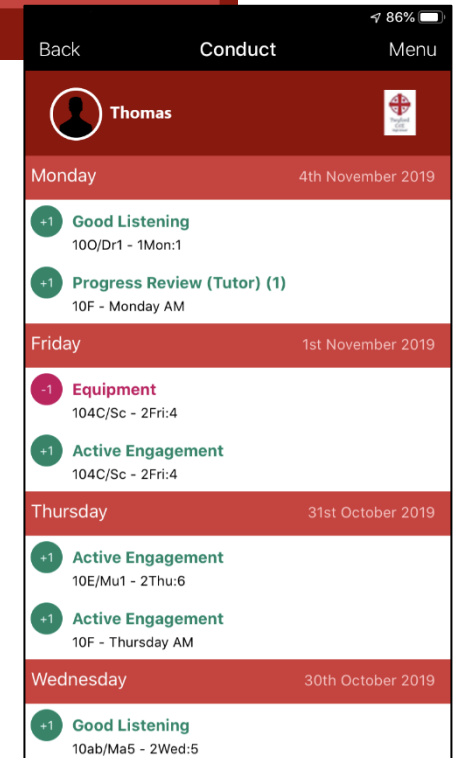
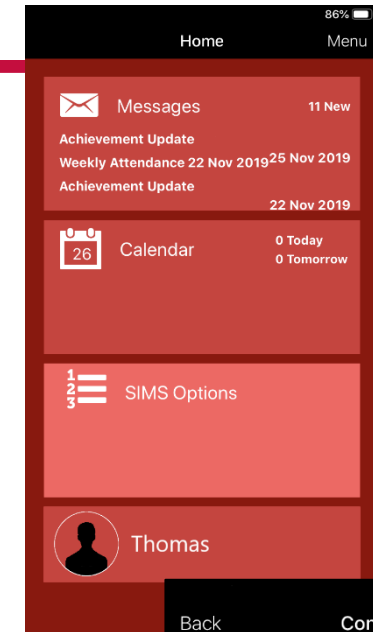
What have I done well?

What gaps of knowledge or skill do I have?



## How to help your child be successful

- Celebrating all of the positive conduct points: the SIMS parent app can help
- Talking about the moments they've turned things around and responded well to feedback
- Have daily discussions about lesson prep tasks- from whether they have been completed to the content
- Reinforce the importance of our simple routines



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# Planning for Post 16

**Ms Bajwa**  
***Assistant Headteacher***

# Curriculum

## What are the Post 16 Options?

- A Level courses
- BTEC / UAL / T-Levels / Applied courses
- Apprenticeships

**Which one is right for you?**  
**How do you know?**



## Help your child work on good choices

Year	Learning Outcome
11	<ul style="list-style-type: none"> <li>To research and understand the different options available to me at Post 16.</li> <li>To have a clear <b>Plan A, B and C</b> in place for my Post 16 pathway.</li> </ul>

**Recap** – you had a Post 16 Options Evening in Y10 followed by your first **1:1 CIAG** meeting in April with SLT to discuss your **Plan A, B & C**

**Post 16 options:**

You will now hear some short presentations:

- A-Levels at Twyford & Post 16 options in the Trust – Miss Barrie
- Other Post 16 options & pathways – Miss Adams
- RE revision for GCSE – Miss Holloway

You will then complete your Plan A, B & C form on Monday 25<sup>th</sup> April during AM pastoral session.

Please bring this with you to your CIAG meeting.

**Year 10 Post 16 Options meeting April 2021**

Name: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Location: \_\_\_\_\_

**Proposed Option Blocks September 2021 Entry (these could change in 2022)**

Option Block 7	Option Block 8	Option Block 9	Option Block 10	Option Block 11
Art	Chemistry	Design	English	French
Business Studies	Computer Science	Graphic Design	Healthcare	Humanities
Chemistry	English	Further Maths	Geography	History
English Literature	Geography	Healthcare	Mathematics	Music Technology
Music	History	Mathematics	Physical Education	Religious Studies
Physical Education	Religious Studies	Science	Spanish	Visual Arts

**Post 16 application course choices:**

Subject	Target Grade	Current Grade	Meeting requirements?
1			
2			
3			
4			

**Post 16 Destination Plan A, B & C:**

Plan	16th Form or College and details of courses (A Levels, BTEC, etc.)	Entry requirements (GCSE grades required for 16th Form / College including Maths & English grades)
Plan A		
Plan B		
Plan C		

**Personal Development Behaviour & Attitudes**

'At each stage of education, the provider prepares learners for future success in their next steps' (Inspection Framework - Personal Development para 26)

**Plan A**  
**Aspirational!**  
 Progress: High Targets exceeded – Accessing the most competitive courses  
 Progression: Maximised soft skills, responsible conduct & Leadership capacity

**Plan B**  
**Better Case Scenario (if not !!)**  
 Progress: High Targets largely met – Choosing positive courses realistically  
 Progression: Able to play to strengths & keen to address weaknesses

**Plan C**  
**Consolidation Position .....could be a compromise**  
 Progress: Resilient in chasing targets – preparedness to make good compromises  
 Progression: Resilient to adjust

**Aim high** (the right thing for the right reasons)  
**Be Ready** With a potentially better option  
**Climb back up** Maybe a different way!

By law in the UK, all students **must remain in Education or Training between 16-18.**

- Option 1:** Continue in full time education in a School, College or Training provider
- Option 2:** Complete an Apprenticeship (with a registered training provider)

This term in Y11, you will have further assemblies, speakers & pastoral sessions to think about Plan A, B & C.

**You will then have a 1:1 Post 16 CIAG meeting with a member of SLT in November** to finalise your Post 16 options Plan A and B.

# 6<sup>th</sup> Form Curriculum

**60% of Y11 students return to  
Twyford to study A levels**

## **Minimum requirements**

- 8 passes at grade 5 or better including Maths and English

## **Subject specific requirements**

- Most A level courses will require at least a 7 in the equivalent GCSE
- Or a 6 in Maths and English related subjects

### Specific Minimum Entry Requirements for Sixth Form Courses (GCSE Grades), Entry 2025

PAGE 4	ART	Grade 6 in Art.
PAGE 5	BIOLOGY	Grade 77 in Double Science or grade 777 in Triple Science. Grade 6 in Mathematics is also required.
PAGE 6	BUSINESS STUDIES	6 in English (Literature or Language) and a 5 in Mathematics.
PAGE 7	CHEMISTRY	Grade 77 in Double Science or grade 776 in Triple Science. Grade 6 in Mathematics is also required.
PAGE 8	COMPUTER SCIENCE	Grade 7 in Computing, or grade 7 in Mathematics and either grade 76 in Double Science or grade 666 in Triple Science.
PAGE 9	DRAMA	6 in Drama or Grade 6 in Performing Arts qualification and a 6 in English (Literature or Language).
PAGE 10	ECONOMICS	76 in Mathematics and English (Literature or Language) the 7 can be in either Mathematics or an English.
PAGE 11	ENGLISH LITERATURE	76 in English Language & English Literature (the 7 can be in either language or literature).
PAGE 12	FILM STUDIES	6 in English (Literature or Language).
PAGE 13	FRENCH	7 in French.
PAGE 14	FURTHER MATHS	9 in GCSE Mathematics.
PAGE 15	GEOGRAPHY	7 in Geography and 6 in English (Literature or Language).
PAGE 16	GERMAN	7 in German.
PAGE 17	GRAPHICS	6 in Art or Graphic Design.
PAGE 18	HISTORY	7 in History and 6 in English (Literature or Language).
PAGE 19	MATHS	7 in Mathematics.
PAGE 20	MUSIC	6 in Music, Practical grade 5 and Theory grade 5.
PAGE 21	MUSIC TECHNOLOGY	6 in Mathematics or RSL Level 2 Music Technology Merit.
PAGE 22	PHOTOGRAPHY	No further specific requirements.
PAGE 23	PHYSICS	Grade 77 in Double Science or grade 777 in Triple Science. Grade 6 in Mathematics is also required.
PAGE 24	POLITICS	6 in English (Literature or Language) and a grade 6 in History, Geography, or RE.
PAGE 25	PSYCHOLOGY	6 in English (Literature or Language) and 6 in Mathematics.
PAGE 26	RELIGIOUS STUDIES	7 or A in R.E. and 6 in English (Literature or Language).
PAGE 27	SOCIOLOGY	6 in English (Literature or Language) and 6 in another humanity (including RE, where you need a 6).
PAGE 28	SPANISH	7 in Spanish.

# Entrance requirements for 2026

8 passes including Maths and English

- Sixth form entry requirements are in the student planner
- Open evening – 13<sup>th</sup> November



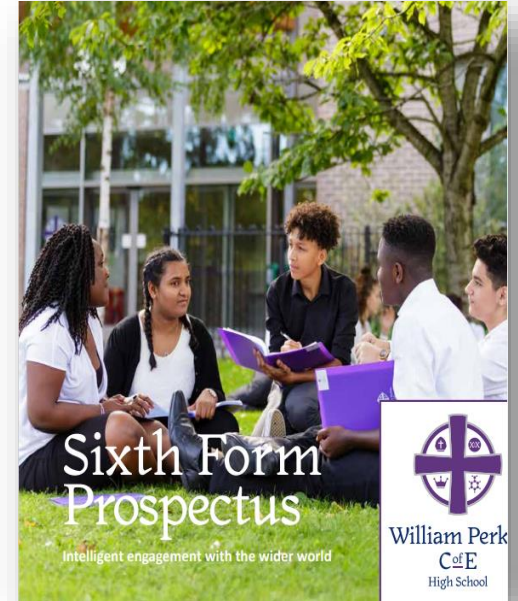
# William Perkin Sixth Form



Most subjects are the same as those at Twyford  
Entrance requirements for these subjects are the same at William Perkin

## **Twyford only**

- Film Studies
- Music
- Music Technology
- Graphics
- Photography
- Politics



## **William Perkin Only**

- English Language
- PE
- Computing



# T levels

If you are considering a career in Science, Digital, Business, Accounting, or Finance?

Ada Lovelace offers T level courses in

- Digital
- Laboratory Science
- Accounting.

We are confident that **students on our programme** can achieve a **Degree-Apprenticeship** with **an industry-leading company!**

## Entrance Criteria

8 x GCSEs Grade 5 and above and including Maths and English

**Laboratory science** - Grade 6 or above in science

**Digital** – Grade 6 computer science OR demonstrate an interest in the subject.

**Accounting** – Grade 6 in Maths



# T Level Accounting

Are you interested in a future **career in business, finance, or accounting**? A **T Level in Accounting** covers key business principles & applications of accounting.

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Accounting & Finance
- Finance & Investment
- Accounting with Business Management
- Banking & Digital Finance
- Economics & Finance
- Economics

## Career Options at 18:

- Finance Officer
- Payroll Manager
- Assistant Accountant
- Accounting Technician
- Various Degree-Apprenticeships paying £25,000 per year

Opportunity to train with businesses including:



**Deloitte.**

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





# T Level Digital

Are you interested in a future **career in software engineering, programming, AI, or cyber security**? **A T Level in Digital Production, Design, & Development** covers key business principles & all high-tech digital skills .

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Computer Science
- Computer Science & Artificial Intelligence
- Mathematics & Computing
- Banking & Digital Finance
- Cyber Security
- Computer Games Technology
- Civil Engineering

## Career Options at 18:

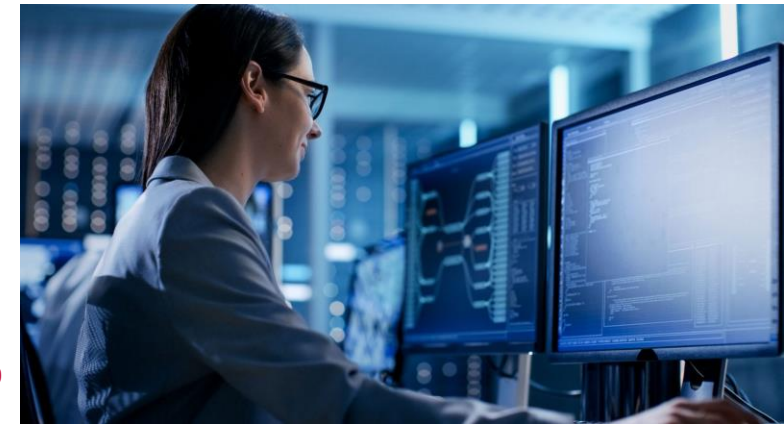
- Junior Web Developer
- Computer Games Developer
- Data Analyst Degree Apprenticeship (Amazon) £35,000 per year
- Software Development Engineer Degree Apprenticeship (Amazon) £35,000 per year
- Cyber Security Degree Apprenticeship (Amazon) £35,000 per year
- Various other Degree Apprenticeships with our partner businesses (and others)



Opportunity to train with businesses including:



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



# T Level Laboratory Science

Are you interested in a future **career in biology, chemistry, healthcare, or pharmaceuticals**? A **T Level in Laboratory Science** covers key academic science content as well as industry standard laboratory techniques.

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Biochemistry
- Biological Sciences
- Biomedical Sciences
- Human Biology
- Pharmacology
- Forensic Science
- Human Genetics
- Psychology

## Career Options at 18:

- Junior Laboratory Scientist
- Junior Biomedical Scientist
- A range of Degree Apprenticeships paying up to £25,000 per year including:
  - Pharmaceutical Science
  - Biomedical Science
  - Laboratory Scientist
  - Food Technologist

Opportunity to train with businesses including:



HEALTH SERVICES  
LABORATORIES



GODDARD  
VETERINARY GROUP



Imperial College Healthcare

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



## Year 12 Digital T Level Student at Ada Lovelace

### **This year:**

Completed a 4-week placement with IBM, building a website, working on a programming project, and presenting ideas to business leaders.

### **In Y13:**

I will do a 9-week placement with Amazon working in Prime Studios.

### **After Y13:**

I plan to do a Degree Apprenticeship with Amazon in Project Management (starting salary £34,000 a year).

# Year 12 Laboratory Science T Level Student at Ada Lovelace

Previous Twyford student

## **This year:**

Was trained by business leaders on how to present & pitch, as well as global sports coaches on how to lead.

## **Next year:**

Completing a 6-week placement at the leading kidney transplant laboratory in the UK.

Completing a 4-week placement at a veterinary hospital.

## **After Y13:**

I plan to study to become a veterinary nurse, at University or on an Apprenticeship.

## I am interested in a Trust 6<sup>th</sup> form – what should I be aware of

1. Twyford and William Perkin have a very similar offer, it would not make sense to apply to one as your plan A and have another as your plan B.
2. T levels are becoming increasingly popular, if you think you might be interested in one, then please ensure that is either your plan A or B
3. It is possible to have a plan A at TWY or WP and have ADA as your plan B

## Alis baseline testing

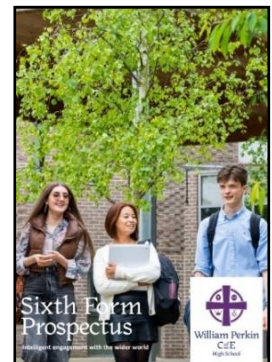
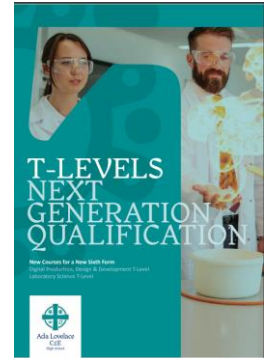
All Trust Students in year 11 take an online cognitive ability test

This helps you and your teachers see how achievable your plan A/B is likely to be, and will allow you to reconsider options if you need to



## Baseline Assessment<sup>2</sup>

- **Adaptive baseline assessments help schools to understand their students' needs. Where they may need additional support.**





# Careers, Information, Advice and Guidance (CIAG)

**CIAG**

## Help your child work on good choices

### Y11 students will have:

- 1:1 CIAG meeting in November
- Post 16 options booklet (emailed to parents)
- Pastoral sessions for Post 16 discussion
- Assemblies on: A-Levels, T-Levels, College Level 2 & Level 3 courses, Apprenticeships
- Careers Fair in March
- CIAG lunch time talks
- CIAG bulletins half termly
- Xello Careers platform access
- Copia (Wider Learning & Careers)



Twyford CIAG is hosting a  
**Careers Fair**  
Open to all year groups

**Performance Centre**  
Years 7-9 at 12.00pm Lunch  
Years 10-13 at 1.00pm Lunch

**Thursday**  
9th March 2023

Come along to our Careers Fair and find out more about university, college courses, apprenticeships, gap years and more.

Talk to industry experts, draw upon their experiences and specialist knowledge and find out more about your chosen industry.

- ✓ Apprenticeships
- ✓ Armed Forces
- ✓ Work Experience
- ✓ Unis & Colleges



**STEM CHALLENGE**  
Hands-on Engineering Activity

**smalpeice**  
Virtual Rubber Band Car Challenge  
Monday 20th March 2023 10:15am - 2:45pm  
Open to Years 7 to 9

See one of the amazing STEM Sessions on Monday 20th March 2023, for an unforgettable STEM learning experience. Inspired by the virtual STEM Days, students will learn from expert Education Officers, and take part in a brand new engineering activity - building a Rubber Band Car!

**DARE TO IMAGINE WITH ENGINEERING**



**MEDIA**  
Film, Television, Arts, Marketing

**global academy**  
Upcoming Open Event  
Wednesday 29th March at 5:00pm - 8:00pm  
Open to Years 9 to 12

Global Academy students experience everything they need to launch their careers in media, TV, digital, advertising and social media from classroom and audio training to experience with industry professionals via guest speakers, one-to-one mentoring and work experience.

**APPLY HERE**

**Tutor Sessions**  
Tuesday 14th March 4:30pm - 6:00pm  
Global Academy are offering Tutor Sessions to get a feel for what it's like to work in the below industries. Find out more:  
Art & Design | Journalism | Business



**CAREERTALKS**  
Information, Advice & Guidance

Twyford Industry-focused Career Based Talks  
Broadcast in The Chapel

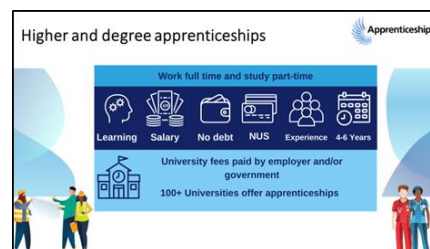
Opportunity for Year 11 students to hear from professionals in the following industries: **Design, Creative, Events, Film, Marketing, Finance, Health, Law, Human Rights & Social Justice, Media & Gaming, City Architecture, STEM** and more!

**FIRST SESSIONS:**

- + CAREERS IN EVENTS - 8TH NOV
- + GREEN CAREERS - 29TH NOV
- + CAREERS IN CYBER SECURITY - 17TH JAN



You can also book in a follow up appointments with Miss Adams / Careers Team: [CIAG@twyford.ealing.sch.uk](mailto:CIAG@twyford.ealing.sch.uk)



Higher and degree apprenticeships

Apprenticeships

Work full time and study part-time

Learning Salary No debt NUS Experience 4-6 Years

University fees paid by employer and/or government

100+ Universities offer apprenticeships

You can also find brochures, open evening information, flyers and more outside the Careers office in M-Block



Pastoral  
2025-6

**Miss Mills**  
***Head of Year***

# Year Team

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<b>SLT Link</b>	Ms Bajwa
<b>Head of Year</b>	Ms Mills
<b>Assistant Head of Year</b>	Mr Alexander
<b>11 Truro</b>	Ms Hamilton
<b>11 Wells</b>	Ms Purdy
<b>11 York</b>	Mr Robinson & Ms Ingham
<b>11 Fountains</b>	Ms Althaus
<b>11 Ripon</b>	Mr Hudson
<b>11 Durham</b>	Mr Ross
<b>11 Canterbury</b>	Mr Ghirmay

# Year 10 GCSE RE

**69% of grades 9-7**

**83% students hit  
their GCSE RE  
Target  
(82% in 2023)**

**80 grade 9's**

**31 grade 8's**

**92% of grades 9-5**

# 2025 results and outcomes overview

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

(65% in 2024)

**KS4  
Year 11**

**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%**

# Principles embedded in systems and used 100%

Everything we do is pastoral because we are training our students to know what is good, eliminate what is bad and to do this as a community but we **are** a diverse team so consistent use of intelligently designed systems ensure we are aligned

## Our Moral Purpose



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

## Our Systems





# Year 11 Pastoral Curriculum

## Tutor Time

### Autumn

Being ready for the next step  
Courage to use my gifts

### Spring

Dangers to watch for  
Strength through humility

### Summer

Accepting the challenge

## PSHE



### Autumn

Healthy Bodies

### Spring

Healthy Relationships



# Learning Culture - Essentials

W Historical and social context 3 14/12/12  
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 use of violent crime for a number of reasons. Firstly, newspapers sensationalizing stories was when people exaggerated a crime that they witnessed to gain attention. This made Victorians fear crime as they didn't know whether the story was true or not. Secondly, the growing population created fears as more and more people had a different mindset and as social Darwinism grew, people may have 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)  
 Jack the Ripper, a notorious  
 lower class crime  
 more likely to become criminal



Lesson Preparation		Due date	Done
27	H 10 interesting facts/English quiz	Wed	✓
	S update homework & book	Fri	✓
	F Reply to marking, more correction	Fri	✓
	M Revise for exam/guide	Mon	✓
	E Who are the 'unlabeled' bees?	Fri	✓
	IT - none set		
28	Q → carry on with Assessment	Mon	✓
	M complete sheet	Mon	✓
	S prepare flashcards	Mon	✓
	F speaking exam/revision	Fri	✓
	E → complete peer pairs in RB	Mon	✓
	M none set		
Comments:			
Keyboard - 10/10/12			
Miss Girdle 27th November 2012			
History books - 25/11/14			
Geography			
→ complete survey → email			
English books - 25/11/14			
Positive Conduct: 3			
Negative Conduct: 0			
School Signature: [Signature]			
Home Signature: [Signature]			

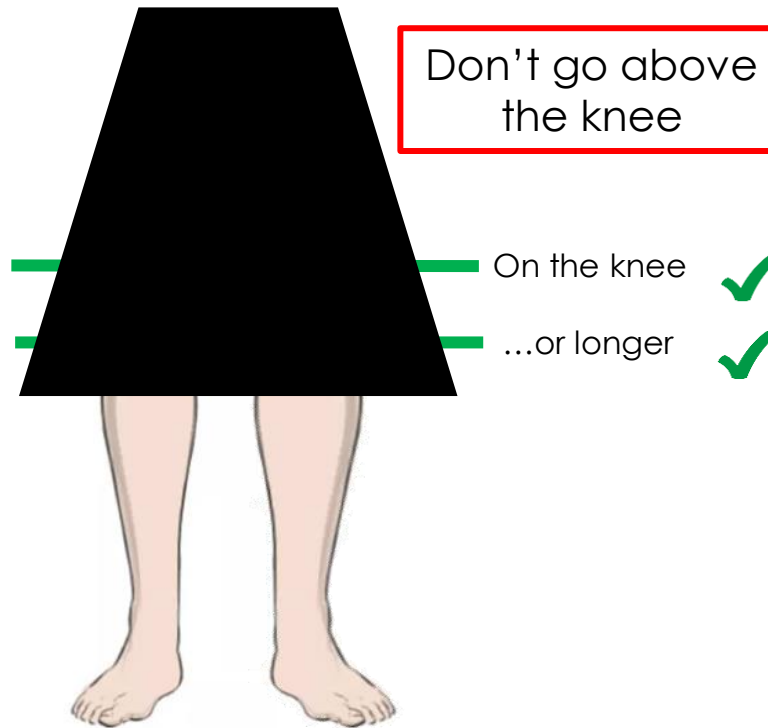
### Further Reminders:

1. Shoes must be shoes - **No black trainers**
2. **Plain black socks** (not white or with designer/sports labels)
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 times



Trousers are worn on your waist,



Trousers are Black



Not Grey



# Attendance and Punctuality

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## Expectations

- 96% Attendance
- 98% Punctuality

**91.6%** Attendance  
2024-2025

**96.2%** Punctuality  
2024-2025

**1,942** Late to school negatives  
2024-2025

**830** Late to lesson negatives  
2024-2025



# Attendance and Punctuality

## Expectations

- 96% Attendance
- 98% Punctuality

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

Attendance  
**below 90%** in a  
term is a  
concern.

# Attendance and Punctuality

98.1% Attendance, 0 Lates

English Language	English Literature	Maths	Science	German	French	Geography	History
9	9	9	9/9	9	9	9	9

73.8% Attendance, 62 Lates

English Language	English Literature	Maths	Biology	Chemistry	Physics	German	History	Spanish
5	7	6	6	6	6	6	7	7

# Wider Learning

## Wider Learning

## Help your child work on good choices

### Wider Learning offer in Y11:

- ✓ Extra-curricular activities
- ✓ Student Leadership roles
- ✓ Trips, workshops, competitions & events
- ✓ Performances, shows & concerts

### 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**

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Charter School, Macc	Music School, Macc	Charter School, Macc	Charter School, Macc	Charter School, Macc
Lunch (12:30-1:30pm)	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc
After school (3:20pm - 4:20pm)	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc	Y8 & 9 Clubs, Macc

### Lunch time clubs:

- **Lunch 2 (1:30 – 2:00pm)** Y10, 11, 12 & 13 (Friday 1:35-2:05)

### Afterschool clubs

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

### Key dates:

- **Wider Learning Fair:** Thursday 4<sup>th</sup> September 1:30 - 2:00pm in LRC (find out about clubs)
- **Taster club week:** Monday 8<sup>th</sup> September (try any clubs you are interested in)
- **Clubs for Term 1:** Monday 15<sup>th</sup> September until end of term (clubs do not run in Q2 week)

Term 1 club timetables emailed out to students and parents / carers from Miss Adams on Friday afternoon.



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



## Help your child work on good choices

1. Review your child's planner each week
2. Ensure there is time for "recovery and rest"
3. Support them with revision ahead of quarterly assessments  
(timetables, routines, breaks)
4. Contact their tutor or subject teacher(s) if you have any concerns

## Small things still matter

- Talk to your child about **what they have learnt** every day
- Help them ensure their **learning kit** is fully stocked
- Ensure your child's **uniform** is smart before they go to school – including shirts tucked in, skirts **on the knee** and no make-up or jewellery
- **Celebrate success**
- **Monitor positive and negative conduct points** closely

# Section 4 – Areas of focus & safeguarding

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## 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 5<sup>th</sup> 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 6<sup>th</sup> October 6.30pm



Lord God,  
You have created us to be and do good.  
You provide us with times of rest,  
And with opportunities to flourish,  
Help us to walk in the right paths,  
And to access all the good that we need

**Amen**

## Closing Responses

All shall be well

**And all shall be well**

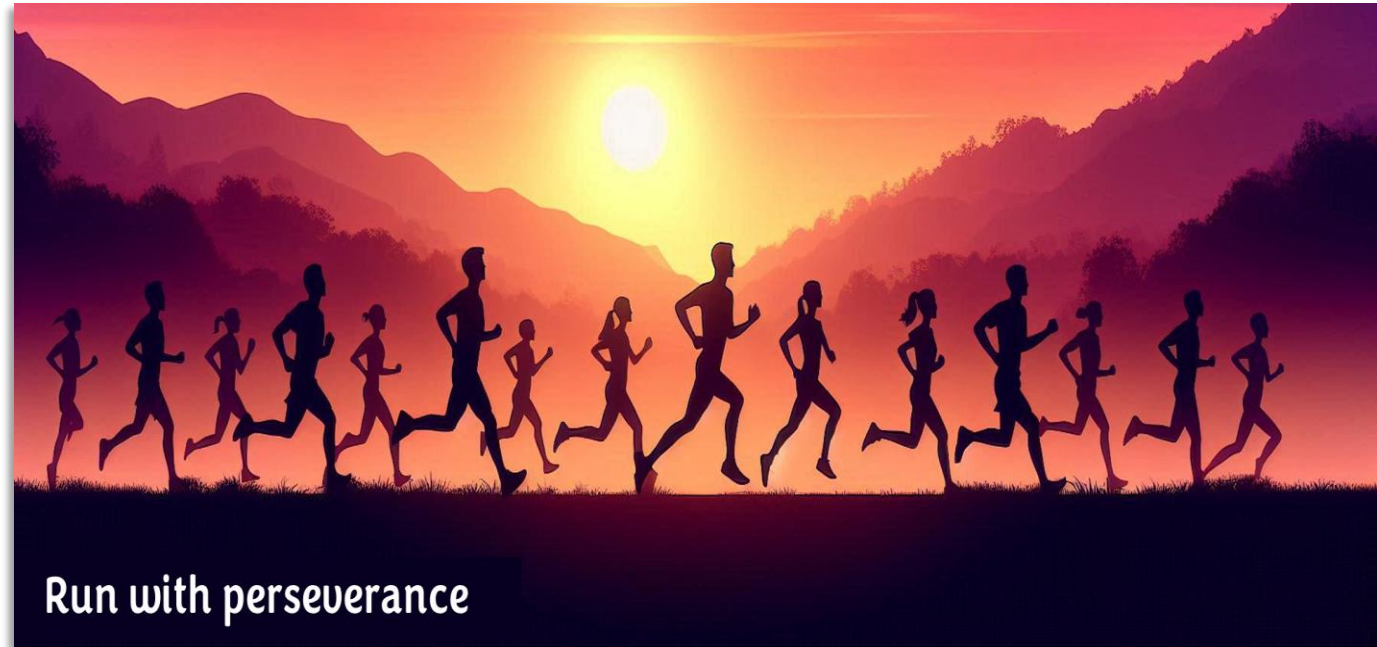
And all manner of things shall be well

**All life is a precious thing**

Held in the palm of God's hand

**Amen**

From Julian of Norwich



Twyford CofE Academies Trust

## Yr 11 Information Evening: Running with Perseverance