



Twyford CofE Academies Trust

Year 12 Information Evening: 'Standing Firm for Ourselves and Others'

Welcome to Twyford
2026-2027

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.

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

Opening Responses

Unless the Lord builds the house
Those who build it, work in vain

Unless the Lord protects the city
Those who watch over it, watch in vain

We build on firm foundations
For ourselves and for one another

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'

Matthew 7: 24-27

Trust Successes (2025-6)

Student Successes across 4 schools

- Avg Progress for the Trust : + 1.1
- All schools in top 3% or above nationally
- Identical A-Level progress for both WP & Twy (87/90% A*-C pass rate)
- Yr 13 Extension programme successful at both schools .
 - Successful Medics WP 10 & Twy 14
 - Oxbridge Twy - 17 & WP - 2
- T-Levels 100% pass rate – all but 1 merit or distinction
- Work based study element 76% distinction (national 18.3%)



Staff training

- ITT prog graduated Yr 2 - 111 trainees gaining QTS hosted across 55 schools
 - 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted of ITT programme gains **exceptional feedback** !!
- Over 900 ECTs supported & Over 300 new mentors trained
- 219 teachers supported on NPQs across W. London, inc 17 Trust staff



‘We are what we habitually do’

Learning habits are the
foundations of good choices

We can lean into a learning
culture where we consistently
rely on each other



KS5 Year 13

%	2026 Actual	national
A*	18.6%	9.6%
A*A	46.5%	28.5%
A*B	73.3%	55.8%
A*C	90.3%	78.4%
A*E	99.9%	97.5%

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

Top end Performance

- 22% students with at least one A*
- 66% students at least one A grade
- 17 students to Oxbridge
- 14 students to Medicine/Dentistry/Vet science

Early Entry Successes 2025-26

Student	University	Subject
	University of Bristol	Medicine
	University of Leicester	Medicine
	City St George's	Medicine
	Kent and Medway Medical School	Medicine
	University of Manchester	Medicine
	King's College London	Medicine
	University of East Anglia UEA	Medicine
	UCL (University College London)	Medicine
	King's College London	Medicine
	University of Bristol	Medicine
	King's College London	Medicine
	Royal Veterinary College	Veterinary Medicine
	University of Oxford	Medicine
	University of Cambridge	Medicine

Early Entry Successes 2025-26

Student	University	Subject
	Oxford	Law
	Cambridge	Mathematics
	Oxford	Chemistry
	Oxford	Biomedical Sciences
	Oxford	Engineering
	Oxford	Chemistry
	Oxford	Philosophy and German
	Cambridge	English
	Cambridge	Psychological and Behavioural Sciences
	Oxford	Chemistry
	Oxford	Mathematics/Mathematics and Statistics
	Oxford	English Language and Literature
	Oxford	History
	Cambridge	Computer Science
	Oxford	German and Beginners' Czech (with Slovak)
	Oxford	Medicine
	Cambridge	Medicine

Year 13 leavers' destinations

83.5% (274) secured places at University

1.2% (4) Art Foundation/Conservatoire courses

15% (50) Gap year, employment, apprenticeship

Total 328 students

Twyford Top Destinations and Courses 2026

Top University destinations
Warwick - 21
Bristol - 20
Manchester - 18
Oxford - 12
Durham - 10
Queen Mary London - 10
University College London - 10
Bath - 9
King's College London - 9

Courses with largest numbers
Economics - 31
Engineering - 25
Maths - 23
Business - 19
Law - 18
Finance - 17
History - 17
Politics - 17
Computing - 16

School progress outcomes

60% achieved a grade 5 or higher in their EBAC set of subjects

9 students achieved 8 or more grade 9's

Year 11 GCSE

Progress 8 (CAT8) score of +1.10

82% of grades 9-5 (56% national)

Boys on Track 52%
Girls on Track 64%



Our 10:10 ethic



Believe in



Buy-in



Live out

Curriculum and Assessment 2026-7

Mr Arthur
Assistant Headteacher
Head of 6th Form

Our 10:10 ethic

Outward Looking



Positive and Purposeful

Committed to Improvement



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick



Committed to Improvement

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

I persevere when solving problems

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

I participate fully in activities to check my understanding

I act on feedback



Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning

Course choices matter because:

- It is essential that you consider what you may want to do in the future

University

- What course, where, and why?

Apprenticeships

- What skills and grade requirements do you need to make the transition?

Art Foundation

- What needs to be included in your portfolio

Curriculum in 6th form

- Very important to make a good start
- There are no opportunities to repeat Y12
- You must get Y12 right in order to be able to cope with the additional demands of Y13

- Universities will make offers on GCSE grades and teacher predictions for A level
- Teacher predictions will be based on Y12 outcomes - references will not predict A Level grades significantly above Y12 results
- In 14 months most University applications will be sent off

What is the Twyford Advanced Programme?



An umbrella term for:

- The Oxbridge Programme
- Medical Society (MedSoc)
- Engineering Society (EngSoc)
- History Scholars
- Maths Stretch
- Extended Project Qualifications (EPQs)

STRETCH

**ENGAGING
BEYOND THE
CURRICULUM**

**APPLICATION
DEADLINE THIS
COMING FRIDAY**

The Oxbridge Programme

In Y12 students can expect:

- A weekly wider reading lesson
- A weekly lesson introducing the Oxbridge system
- Personal statement support
- Information regarding open days, masterclasses and summer schools at Oxford and Cambridge
- The opportunity to attend partnership courses with private schools
- Information and support in applying for mentoring schemes
- Specific guidance for students of African and Caribbean heritage

In Y13 students can expect:

- Interview workshop
- A mock Oxbridge interview held by governors, directors and lead members of staff
- One-to-one support in writing and editing personal statements



**APPLICATION
DEADLINE THIS
COMING FRIDAY**

Medsoc: Medical Society



Medicine

Dentistry

Veterinary
Science



In Y12, students can expect to attend:

- Support sessions designed to help students develop their medical portfolios ready for university applications
- Entrance exam preparation
- Personal statement support
- Problem based learning, similar to those used in some universities
- Debates around issues using bioethics

In Y13, students can expect to attend:

- Entrance exam preparation
- Personal statement workshops
- Mock interview advice and preparation sessions
- Mock interview practise following the more commonly used MMI style of interview
- Mock group interview practise
- Debates around issues using bioethics

**APPLICATION
DEADLINE THIS
COMING FRIDAY**

History Scholars

Students can expect:

- Trips to lectures
- Fortnightly debates
- Personal statement support
- Oxbridge interview support
- History admissions tests support
- Opportunities to travel to historical sites abroad

Examples of previous debates:

- Have the Black Civil Rights Movements had more success in the US than the UK?
- Does revolution always lead to progress?
- Is there any need for a United Kingdom anymore?

Examples of previous trips:

- Lecture – ‘Why Indian History Still Matters’
- Lecture – ‘Palestine. What Is Happening’
- Trip to Auschwitz



**APPLICATION
DEADLINE THIS
COMING FRIDAY**

Engsoc: Engineering Society

Throughout their A-levels students can expect:

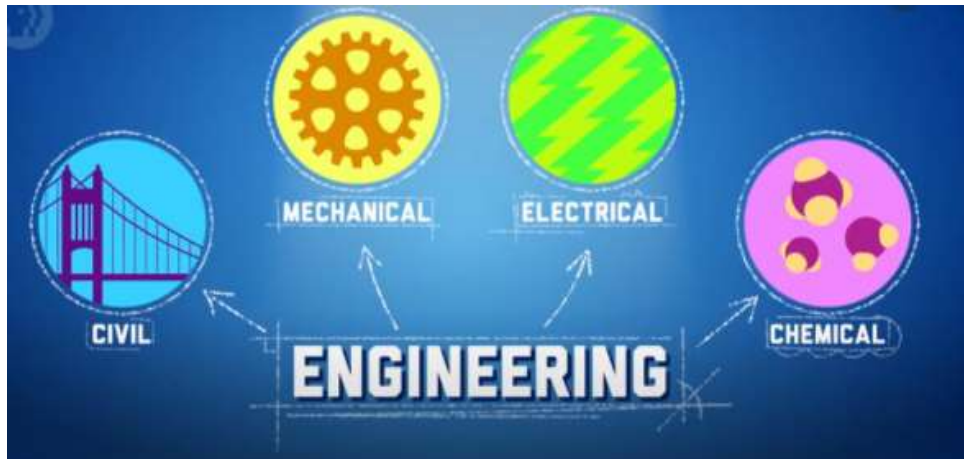
- Directions to media relating to engineering news
- Information on the different types of engineering courses and what careers they prepare you for
- Support with pre-interview exam preparation
- Personal statement support
- Opportunities to take part in CREST for an engineering based project



**APPLICATION
DEADLINE THIS
COMING FRIDAY**

External Speaker Program

To present examples of the huge variety of careers engineering can offer, speakers working across many fields of engineering are invited to attend the school for short talks followed by Q & A sessions.



Maths Stretch Programme

Additional lessons for students required to take additional exams in addition to A level Maths and FM.

APPLICATION
DEADLINE THIS
COMING FRIDAY



Year 12	Year 13
UK Senior Maths Challenge MAT scheme of work covering: • Trigonometry, Geometry • Differentiation and integration • Logs and powers • Algebra, Polynomials • Sequences and series • Primes and proof, Recursion	UK Senior Maths Challenge Final preparation for MAT and TMUA exams taking place in October. STEP preparation tutorials



CREST Gold Award

- Challenging and thought provoking real-world STEM projects
- Long-term, open-ended project ideal for learning what being a scientist is about
- Work with a Researcher from Imperial and do an experiment in Imperial's labs
- Time to complete: 90 hours
- See Science teachers if interested

TO APPLY SPEAK
WITH YOUR
SCIENCE TEACHERS

Extended Project Qualifications

What is the most effective solution to issues caused by synthetic fibres?

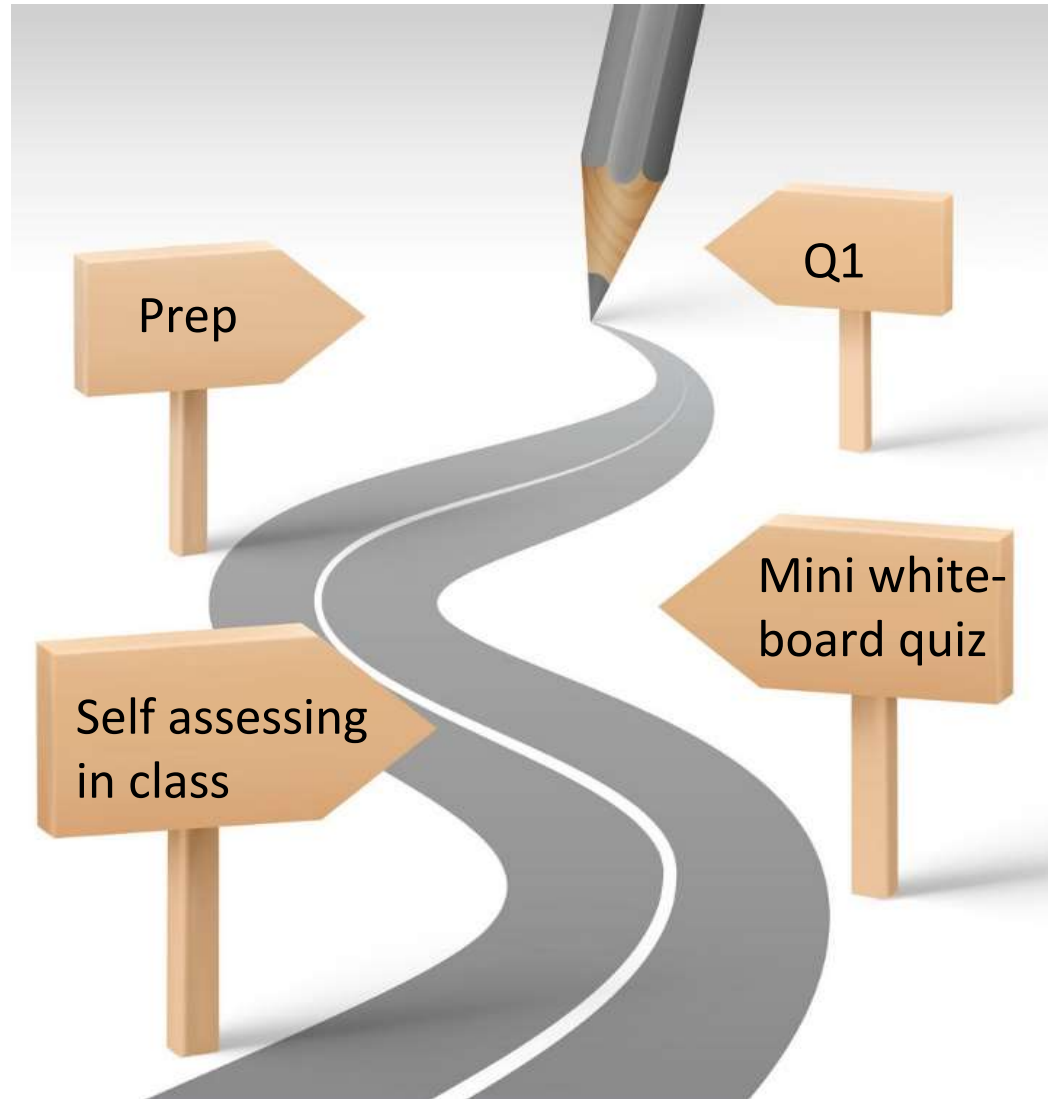
What does it take for the Conservative Party to win over the working class?

How effective is the typical American criminal profile on psychopaths given their difference in psychological makeup?

A Digital History – what next?

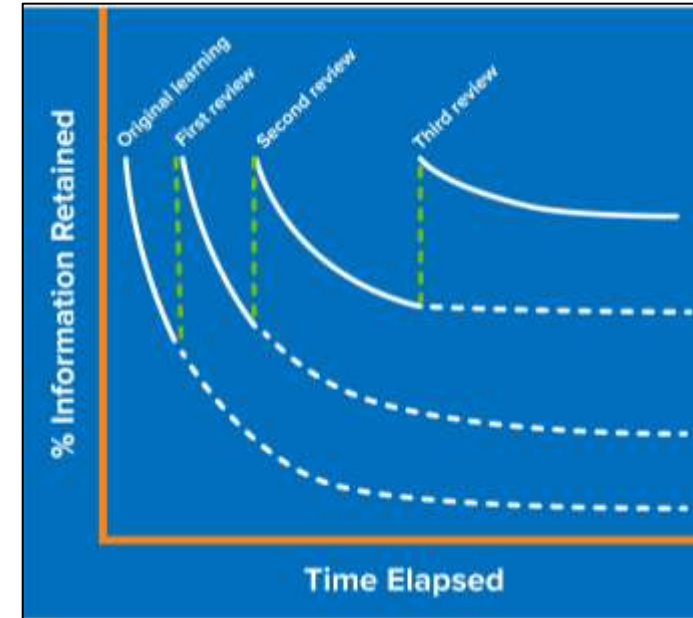
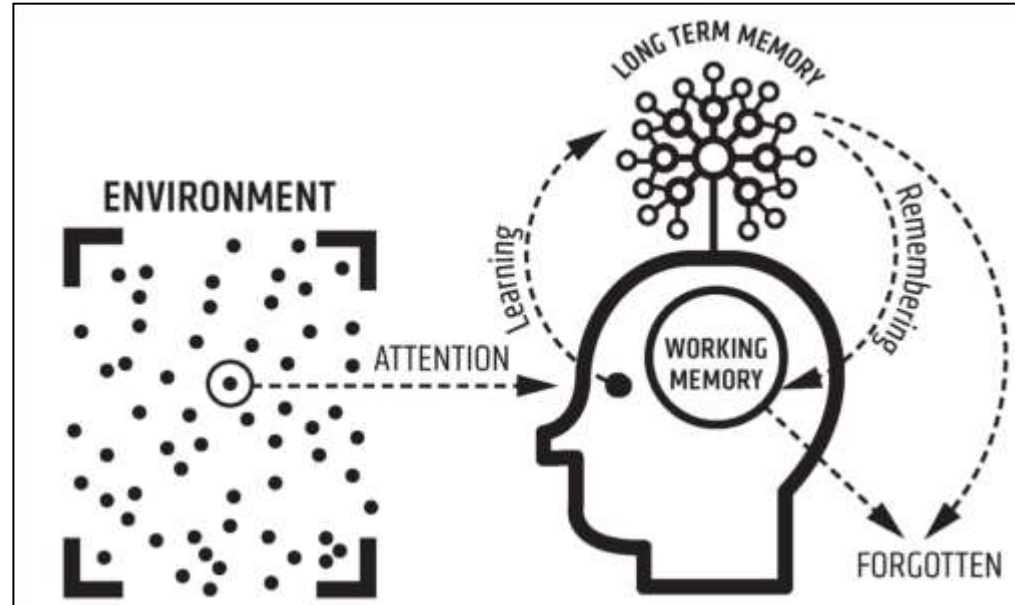
Assessment principles

Our curriculum is a carefully planned learning journey



Assessment supports the learning journey

Why do we do assessment?



Regular low stakes assessments help knowledge stick

Why do we do assessment?

Small assessments in every lesson achieves most impact most easily when 100% of students do these things

Checking Prep

Mini-whiteboard task

Quick quiz or exercise

Answering a
question

Correcting answers
with green pen

Assessment principles



Year 12

Sociology

Quarter 2 Exam

Twyford

C of E

High School

Friday 4th December Session 3

Duration:

1 hour

Additional Information:

- Students answer in the separate exam booklet provided
- Additional lined paper to be distributed on request
- Any additional paper used to be clearly named

Name:

Form:

Teacher(s):

Ms Glossop

Assessed homework

Quarterly assessment

Autumn 1 Final feedback and MAD sheet

Name:	
Term:	Autumn 1
Topic:	Approaches and research methods
Percentage:	

[Whole Class Feedback](#)

www:

- Outline of social learning theory
- Identification of whether to use a directional or non-directional hypothesis and [justification](#)
- Calculation of fractions and percentages
- Strong AO1 for the psychodynamic approach in the 12 [marker](#)

Shout outs:

- 👍 Kyan, Ifrah and Mahekan for operationalising their DV
- 👍 Mahekan, Alfie and Maher for referring to boys identifying due to being similar [age](#)

Great work:

Well done to Ifrah for accurately using her knowledge of genotypes and phenotypes to explain [data](#)

Q1: In a study of tooth decay, researchers checked the dental records of 100 pairs of identical twins. They recorded the number of fillings for each twin and found the following data.

Table 1	
Twin pairs with the same number of fillings	Twin pairs with different number of fillings
40	60

Use your knowledge of genotype and phenotype to explain the data in table 1.

The 100 pairs are monozygotic. This means they share the same DNA. The data in table 1 show that there are more twin pairs with different number of fillings. This means that factors other than genetics had an impact on tooth decay.

The diagram illustrates the flow of information through memory systems. It starts with the **ENVIRONMENT** (represented by a grid of dots) which leads to **ATTENTION** (a central dot). From **ATTENTION**, information moves to **WORKING MEMORY** (a circle inside a head profile). From **WORKING MEMORY**, information can move to **LONG TERM MEMORY** (a cluster of dots) or be **FORGOTTEN** (indicated by a dashed arrow). The process of moving information from the environment to working memory is labeled **Learning**, and the process of moving information from working memory to long term memory is labeled **Remembering**.

A green and silver pen, likely a ballpoint pen, shown in a close-up view.

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

Prep tasks

- 1 hour of work to complete after every lesson, this will be checked the following lesson
- Make effective use of your study periods
- Work in the Study Centre is silent
- Teachers do contact home if there are concerns

Lesson Prep

Prep example - Psychology

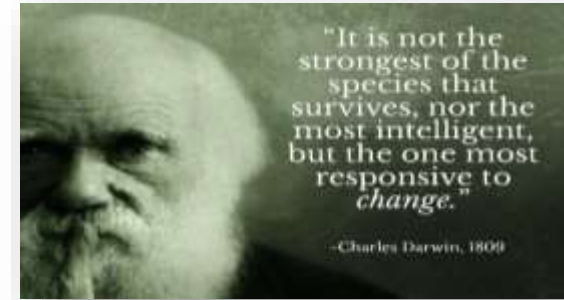


Each lesson focuses on a new double page spread in the textbook & goes through AO1 and AO3 for that topic.

Lesson prep is most often to complete some AO2 practice linked to the class topic. This is usually “apply it” activities from the textbook where they apply their new knowledge to an unseen stem.

Each task will be checked at the start of the next lesson

Prep example - Biology



- Experiment write ups including data manipulation, graphing and analysis of results
- Research tasks into the real life application of the science you have learnt about in the lesson
- Summary or exam style questions from past exams or from your text book

Each task will be checked at the start of the next lesson

Prep example - Maths



Maths Department

Unit 7 Logarithms

A Level Maths Book 1 Assessed Homework

1. Express as a single logarithm

$$2 \log_a 9 - \log_a 3$$

Circle your answer.

$$\log_a 3$$

$$\log_a 6$$

$$\log_a 9$$

$$\log_a 27$$

[1 mark]

2. Prove that

$$\log_3 x^3 + \log_3 9x - 2 \log_3 \frac{x^2}{3\sqrt{3}}$$

is an integer for all values of x , and state the value of this integer.

[4 marks]

- 3.

Given that $\log_3 c = m$ and $\log_{27} d = n$, express $\frac{\sqrt{c}}{d^2}$ in the form 3^y , where y is an expression in terms of m and n .

[4 marks]

4. Given that

$$\log_a x + \log_a 3 = \log_a 27 - 1$$

find, in its simplest form, an expression for x in terms of a .

[4 marks]

Understanding the Assessment Opportunities

- Induction tasks – already submitted
- Target setting Monday 28th September 2026
- Quarterly assessments – Oct, Dec, Mar, June
- Parents' evening Thursday 11th February 2027
- End of Y12 report in July

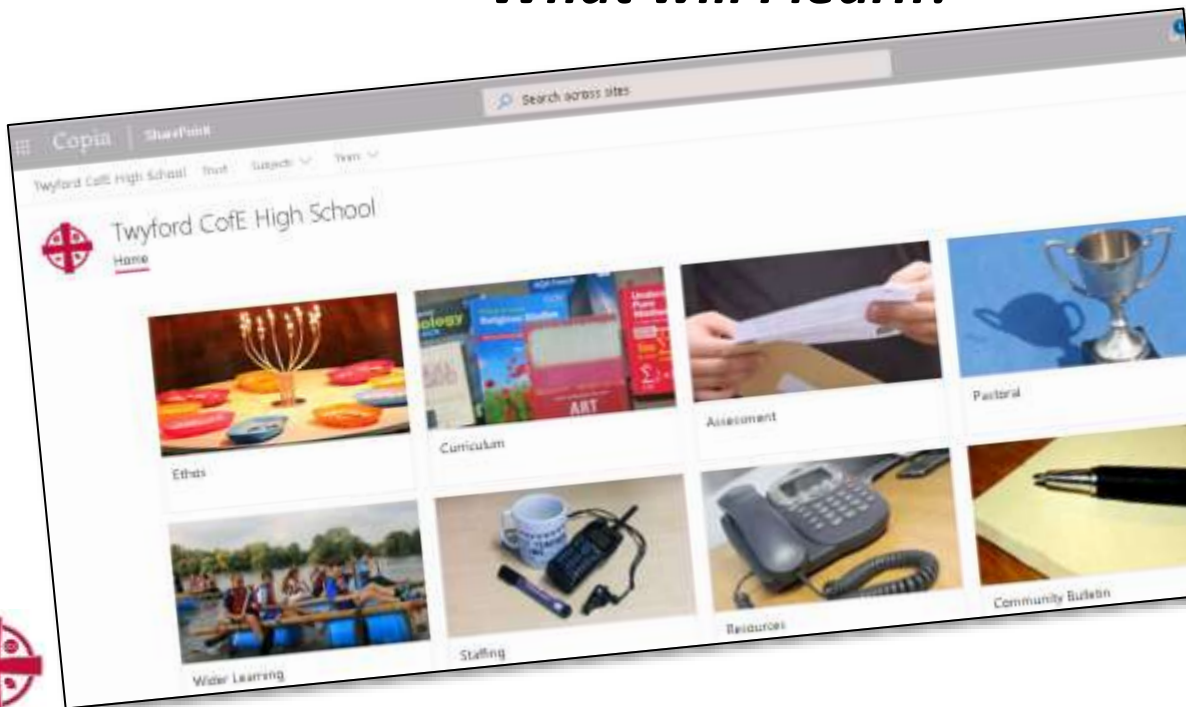
Preparing for Quarterly Assessments

- Q1 October
- Q2 December mocks – students off timetable for the week
- Q3 March
- Q4 End of Y12 assessments – forms basis of UCAS prediction
(students off timetable for the week)

Curriculum and Assessment

“What will I learn?”

“How will I know I’ve learnt it?”



Accessing the curriculum – Copia

The screenshot displays the Twyford CofE High School SharePoint site. The top navigation bar includes the 'Copia' logo, 'SharePoint', a search bar, and user profile icons. Below this, the site title 'Twyford CofE High School' is shown with 'Home' and 'Edit' links. A secondary bar contains '+ New', 'Page details', and a 'Published 27/08/2019' status with an 'Edit' button. The main content area features an 8-tile grid:

- Ethos**: Image of a candelabra with lit candles.
- Curriculum**: Image of various educational books, including 'Biology' and 'ART'.
- Assessment**: Image of hands holding a piece of paper.
- Pastoral**: Image of a silver trophy cup.
- Wider Learning**: Image of a group of students in a boat on a river.
- Staffing**: Image of a white mug, a black pen, and a mobile phone.
- Resources**: Image of a desk with a telephone and a calculator.
- Community Bulletin**: Image of a black pen resting on a yellow notepad.

Below the grid, there are four quick links in rectangular boxes:

- Staff/Student Email (with an envelope icon)
- Calendar (with a calendar icon)
- Go4Schools (with a magnifying glass icon)
- Twyford website (with a globe icon)

The footer of the page is a solid red bar containing the school's name 'Twyford CofE High School' and an 'Edit' link.

The screenshot displays the Twyford CofE High School website interface. At the top, the school's name and logo are visible. Below this, a navigation menu allows users to 'Choose a subject' and 'Choose a year group and course'. The 'Choose a year group and course' section lists various science courses for Years 7 through 11, and A Level Chemistry. The A Level Chemistry section is expanded, showing options for 'Revision', 'Course Overview', 'Grade Criteria', and 'Assessed Homework'. Below this, two panels show the content of these sections. The 'Revision' panel shows a list of folders for Year 12, labeled Q1, Q2, Q3, and Q4. The 'Assessed Homework' panel shows a list of document files: 'Acids_HWK.docx', 'Amount_of_Substance_HWK.docx', and 'Atomic_Structure_HWK.docx'.

Twyford CofE High School

Home

Choose a subject:

Choose a year group and course:

- Year 7 Science
- Year 8 Science
- Year 9 Science
- Year 10 Triple Science
- Year 11 Combined Science
- Year 11 Triple Science
- Year 12 Triple Science
- Year 13 Triple Science
- A Level Chemistry

Revision Course Overview Grade Criteria Assessed Homework

A Level Chemistry > Revision > Year 12

Name
Q1
Q2
Q3
Q4

A Level Chemistry > Assessed Homework

Name
Acids_HWK.docx
Amount_of_Substance_HWK.docx
Atomic_Structure_HWK.docx

“What will I learn?”

- easy to navigate
- will open most documents ‘in browser’
- works on most devices (including tablets and mobile phones)
- has up to date resources and course overviews



Mathematical Structures and Arguments

Starter

1. Consider the t

A: $x^2 - 6x + 8$

B: $x > 4$

Choose the m

Circle your an

1. Expand each of the following, simplifying where appropriate.

(a) $2x(3x - 5)$

(b) $(a - 7)(a + 5)$

(c) $(3p - 4)^2$

(d) $(x + 3)(x - 2)(2x + 3)$

2. Fully factorise each of the following.

(a) $5x + 20$

(b) $3x^2 - 24x$

(c) $x^2 - 2x - 24$

(d) $x^2 - 64$

2. (a) Given th

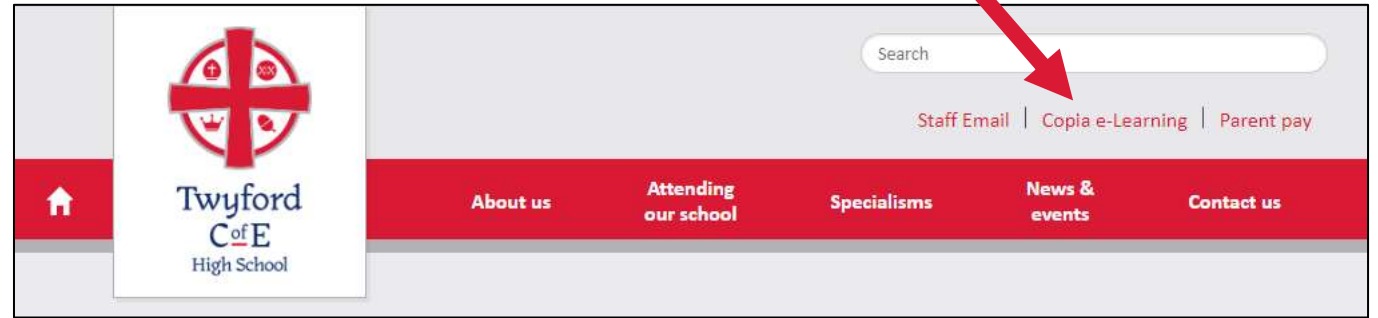
(b) Determin

Prep Check



Accessing the curriculum – Copia

Link to Copia from the Twyford website
twyford.ealing.sch.uk



Access for students...

Log in using your Twyford network
username and password

Access for parents and carers...

Unfortunately due to licensing restrictions, we are not able to provide parents/carers with their own individual logins to our Copia site

You can still log in to see the Curriculum resources and information using your child's login details.

“How will I know I’ve learnt it?”

GO 4 SCHOOLS

Home Pupil Tracking School Statistics What schools say Brochure About us Partners Career Pricing Contact Free Demonstration

The Hub Online Markbooks Attendance Behaviour Progress Reports Parental Engagement Interactive Charts Starter version

AWARD CATEGORY: ICT Leadership & Management Solutions

FINALIST BETT

Schools Students Parents

Welcome to Better Data Intelligence!

GO 4 Schools supports whole-school improvement in a way no other system does. We make it easy to capture, analyse and share classroom data in real time, allowing your staff, students and parents to make better decisions - daily. It's the new, efficient, smart and agile way to work with school data.

NEW INTERACTIVE PIVOT TABLES & CHARTS

Stratford, powerful, online markbooks for subject-specific, continuous pupil tracking. Consistent, efficient, online recording and management.

The Modules

Online Markbooks

Behaviour

Subject	Grade	ON TRACK	Grade	ON TRACK	Grade	ON TRACK	Grade	ON TRACK
Chemistry	B	On	A	On	A	On	A	On
Geography							A	On
Maths							A*	On
Level								

Detailed progress

Subject	Target Grade	Current Grade	ON TRACK Yr 12	Actual	Mark sheet summary
Mathematics Mr M DECK, Miss M MOHAMMED	A	B	Off	-	A Level Induction Task A Level Induction Test Q1 Assessment - Pure RESIT Q1 Assessment - Pure Q2 Assessment - Pure Q2 Resit
					Excellent Excellent A* - A -

Assessed Homework (does not contribute to the Current Grade grade)	Mark	Grade/level
Pure 1A: Proof and Mathematical Communication	100/100	A*
Pure 3A: Quadratic Functions	87/100	A
Pure 9A: Binomial Expansion	83/100	A
Pure 5A: Using Graphs	100/100	A*
Pure 7A: Logarithms	88/100	A
Pure 8A: Exponential Models	77/100	B
Pure 10A: Trig Functions and Equations	91/100	A*
Pure 11A: Triangle Geometry	91/100	A*
Statistics 20A: Working with Data	87/100	A
Statistics 21A: Probability	98/100	A*
Statistics 22A: Hypothesis Testing	-	-
Pure 2B: Indices and Surds	96/100	A*
Pure 4B: Polynomials	90/100	A*
Pure 15B: Vectors	100/100	A*
Pure 6B: Coordinate Geometry	100/100	A*
Pure 12B: Differentiation	91/100	A*
Pure 13B: Applications of Differentiation	91/100	A*
Pure 14B: Integration	97/100	A*
Mechanics 16B: Introduction to Kinematics	95/100	A*
Mechanics 17B: Constant Acceleration	85/100	A
Mechanics 18B: Forces and Motion	-	-
Mechanics 19B: Objects in Contact	-	-
Overall attainment for this set of assessments based on the average of all assessments		A*

Accessing assessment details – Go4Schools



Access for students...

www.go4schools.com

Click on Students



Log in/set password using your **school** email address
(*username@twyford.org.uk*)

Access for parents and carers...

www.go4schools.com

Click on Parents



Log in/set password using the email address we have on record in school

Key Dates 2026-27

28th September

w/c 12th October

Begin 3rd December

11th February

23rd Feb

w/c 1st March

17th March

18th March

w/c 21st June

9th July

w/c 12th July

Target Setting day

Q1 Assessment Week

Q2 Assessment Week

Year 12 Parents' Evening

Year 12 University prep evening

Q3 Assessment Week

6th Form Leadership Interviews

6th Form Leadership Interviews

Q4 Assessment Week

Last day of Term/Target setting review

Y12 Work experience week

How can parents/carers help at home?

- Ask your child to show you around Copia for their subject
- Support/remind your child about upcoming assessments (stick dates on the fridge)
- Communicate early with us if you are concerned your child isn't coping
- Be empowered to intervene at home if needed – particularly with phone use – privilege, not a right
- Support prep routines – 50% of learning takes place out of lessons
- Celebrate their successes

Pastoral ethos and study habits 2026-27

Mrs Easton
Head of Year 12

Pastoral support in the day to day

Our Moral Purpose



Our Systems



Our Christian ethos

Pastoral Programme & Communion

Term 1: Feeding the 5000



Term 2: The Prodigal Son



Term 3: The Good Samaritan



Twyford Christian Union

Join us for group discussions as we
explore the Bible together and tackle
some of the big questions in life
Everyone is welcome!



Bible study (all year groups)

Tuesday 7:45-8:15 @ A05

Year 7 + 8 CU

Thursday lunch @Chapel

Year 9,10,11 CU

Thursday lunch @ Chapel

Sixth form CU

Wednesday lunch @Elms basement

Study habits

A Typical Week

	0	1	2	3	4	Lun	5	6
1Mon		Art D13	English RE1	Com Serv.	Study		Maths A13	
1Tue		Art D13	Maths A19a	English B14	Study		Study	
1Wed		Art D13	Study	Com Serv.	English B14		Maths RE2	
1Thu		Art D13	Study	Maths A21	Study		English B05	
1Fri		Maths A16	Study	Study	Art D13		English B14	

- Expectation of 2 hours of community service each week.
- 8 Hours of study time each week.
- 20 hours of independent study a week is a must for the 6th form.

Using Study Periods

- The Study centre is only for Y12
- Open 8am-5pm Mon-Thu (early close Friday)
- Café - Group Work
- Good study habits from the very beginning

What do students need?

- Pencil case including highlighters, pen, ruler, Whiteboard Pen, rubber
- Subject specific equipment – calculator, textbooks
- A folder and dividers for each subject to bring into school each day.
- Lever Arch folder and dividers for each subject to keep at home.



Folder Organisation

'Day' Folder

What do you need?

- 'Ring Binder' Folder rather than a 'Lever Arch File'.
- 5 Dividers
- Hole Punched Lined Paper/Squared Paper
- Post-it Notes



'Home' Subject Folder

You should have a large subject folder for each of your three/four A Levels at home.

What do I need?

- 3/4 Lever Arch Files
- Lots of Dividers
- Post-it Notes



Being a leader in school

Year 12 Students are leaders and role models for younger students:

- Interactions with teachers and peers
- Silence in buildings
- Mobile Phones and headphones are **not used** around school.
- Student IDs



Sixth Form Habit Monitoring

Although we expect you to have good habits at school – as already outlined – we will be monitoring certain habits very closely. These include:

- **Lesson prep**
- **Organisation (including missing equipment)**
- **Punctuality to lessons**
- **Having your ID visible at all times**

The image shows a 'Sixth Form Habit Monitoring Card' from Twyford C of E High School. The card is tilted and has a green border. At the top is the school's logo, which consists of a red cross with a circle in the center containing a smaller cross. Below the logo is the text 'Twyford C of E High School'. The card has two fields for 'NAME:' and 'FORM:'. Below these is the title 'SIXTH FORM Habit Monitoring Card'. At the bottom, there are fields for 'Start Date:' and 'End Date:'.

Being a leader in school

Year 12 Students are leaders and role models for younger students:

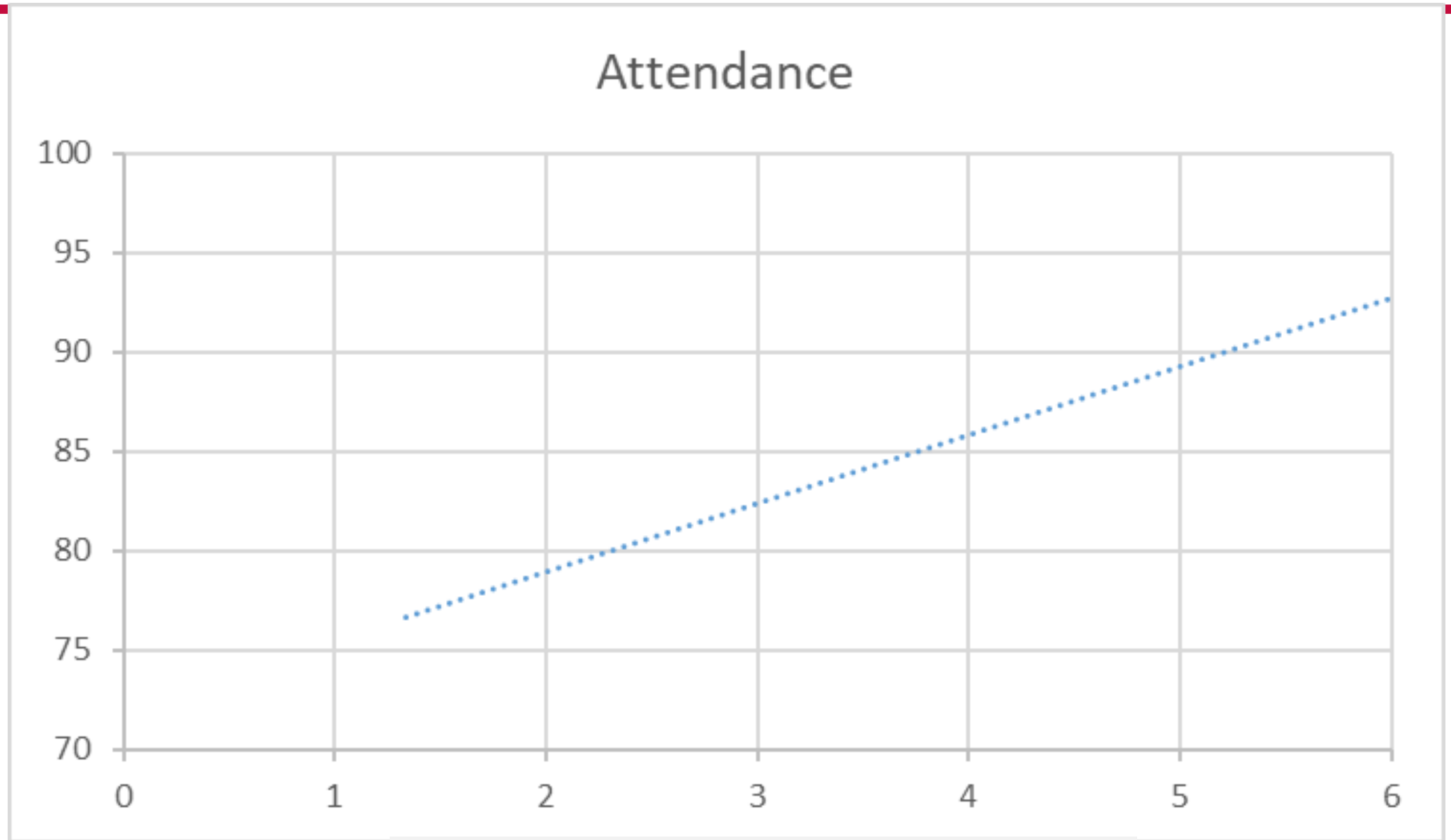
- Silence in buildings
- Interactions with teachers and peers
- Mobile Phones and headphones are **not used** around school.
- Student IDs
- Avoid “Poor Habits”
- **Attendance & Punctuality to School**



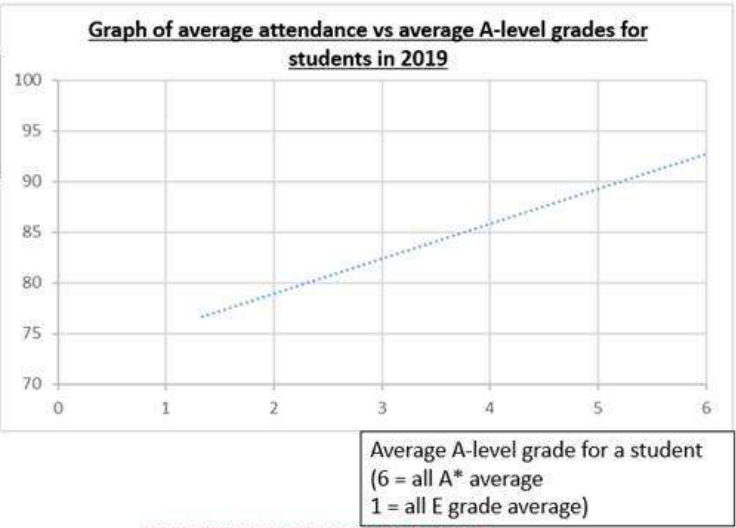
Attendance & Punctuality 2026-7

Mr Alexander
Assistant Head of Year 12

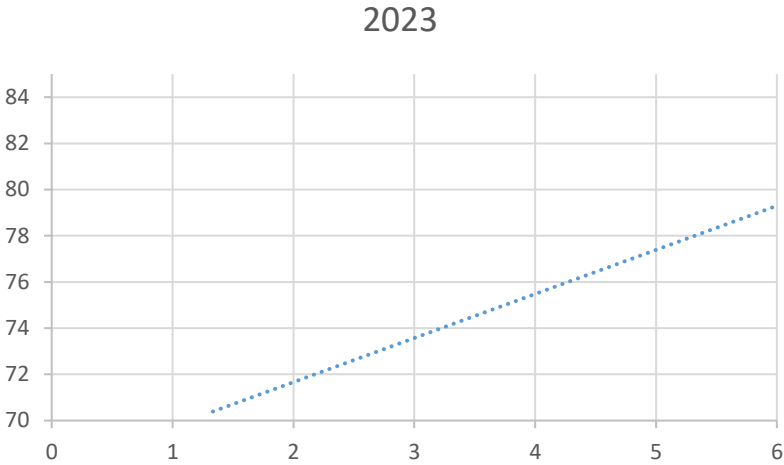
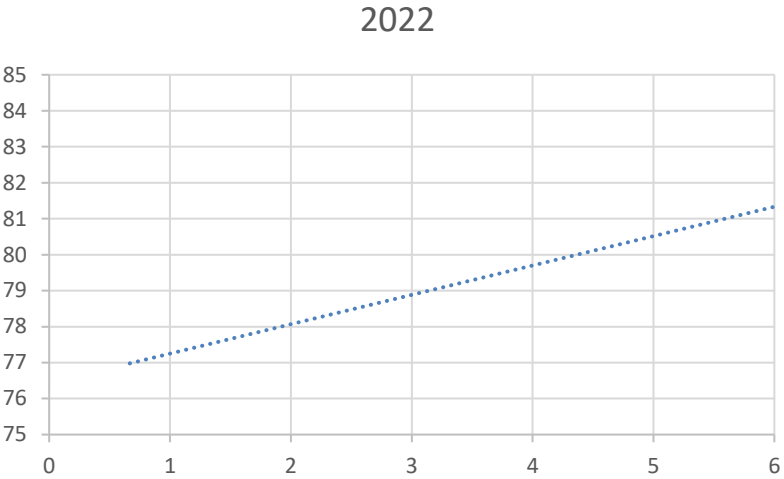
Average %
attendance
for a student



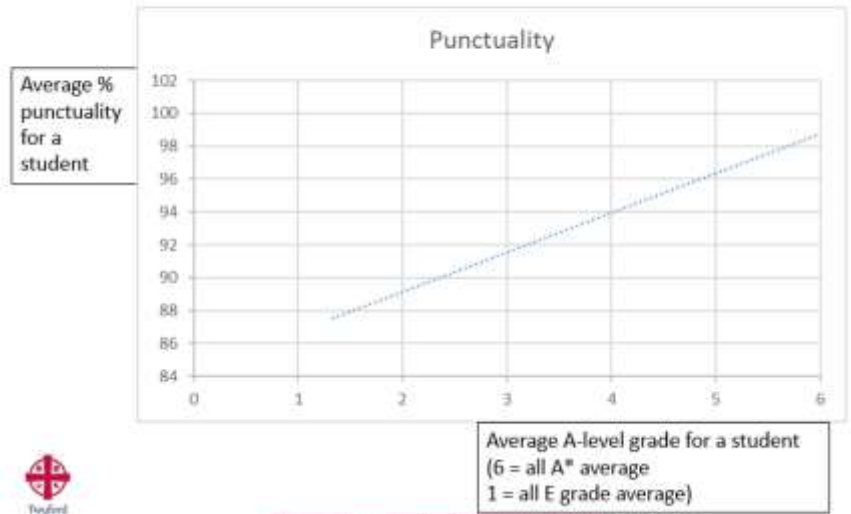
Average A-level grade for a student
(6 = all A* average; 1 = all E grade average)



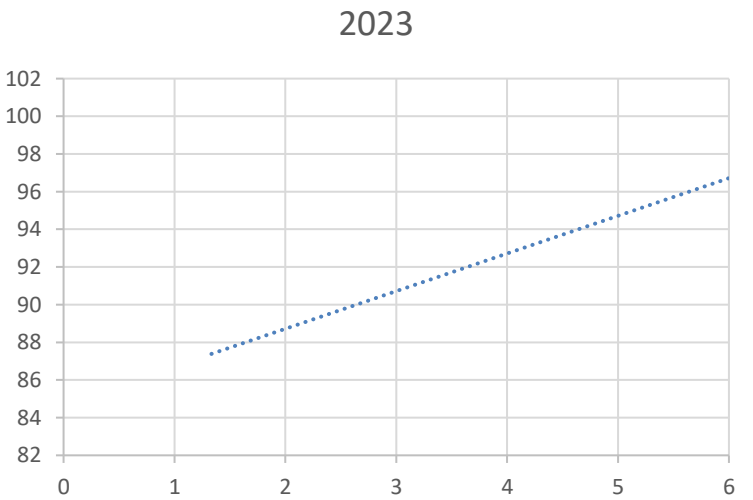
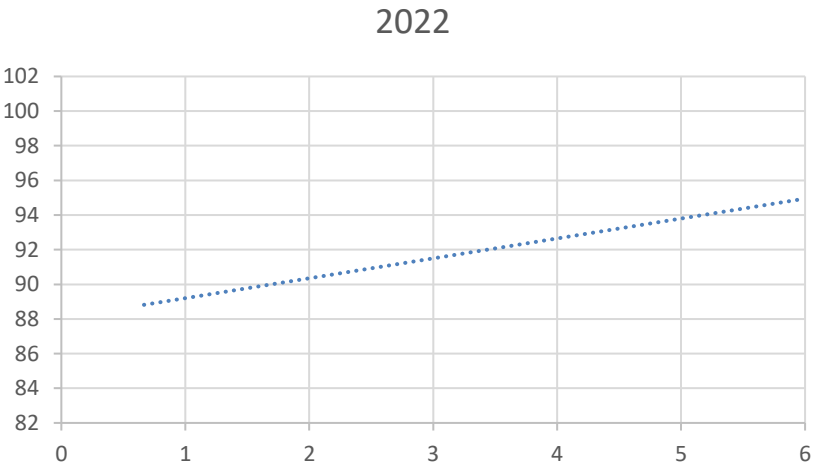
"I have come that you may have life and have it to the full" – John 10 v 10



Attendance and Punctuality Expectations – what does this show?



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



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

Attendance and Punctuality Expectations

Punctuality to School

- Students are late to lessons if they enter **after the late bell**
- If you arrive after the 8.30 bell to form you are late.**
- A student who is late to form **twice in a week** or whose overall punctuality % shows a pattern of decreasing, will be placed on a **Registration Card**. They will have to **report to their Head of Year every morning at 8.15am** to get this card stamped.
- If you arrive after 9.00am **you must go to the sixth form study centre to be signed in** with a note to explain why you are late.

The following information can be found in the planner.



ATTENDANCE MATTERS

Students with over 95% punctuality over year 12 and 13 have priority booking to the Year 13 prom



**Mr Alexander
AHoY**



**Mr Frumkin
13T1**



**Mr Palfreyman
13T2**



**Mr Wood
13W1**



**Ms Al-Gersani
13W2**



**Mr Robinson
13Y1**



**Miss Bharath
13Y2**



**Miss Althaus
13F1**



**Mr Curley
13F2**



**Mr Hudson
13R**



**Mr Ross
13D**



**Mr Ghirmay
13C1**



**Mr Paine
13C2**

What you can do from home

- Discuss the day
- Provide a quiet, calm work environment with suitable lighting and workspace
- Check in on your child's folder organisation and planner use
- Support your child in settling into a healthy sleep schedule, getting into school on time and attending as many lessons as possible
- Notice their Learning habit grades – these are given four times per year by class teachers

Wider Learning & Career development 2026-7

Mr Arthur
Head of 6th form

Community Service

Developing Soft Skills

Public speaking, team work, meeting deadlines, organising high quality events, leadership skills, charity engagement, enterprise, initiative, planning, time-management.



Minimum expectation
2 hrs per week per student

Community Service Opportunities

**Tutor a
Year 9
student**

**In Class support-
A variety of
subjects**

**Help at Open
Evenings**

**Form
mentor**

**1:1 peer
mentoring**

**Music Lead
Student – Music
Wider Learning
Ensembles**

**Business
Ambassador**

**Directing
KS3
production**

**Help at Yr 7
Geo-explorers
club**

**House
captain**

**Reading
mentor**

**Tutor Year 11s and
prep them for
their exams**

**Support with the
Twyford Performing
Arts Festival**

Sports Leader

**Ealing Soup
Kitchen**

**Help at
Open
Evening**

**Run Triple S Club – a
support for GCSE students
completing triple science**

Wider Learning

Wider Learning

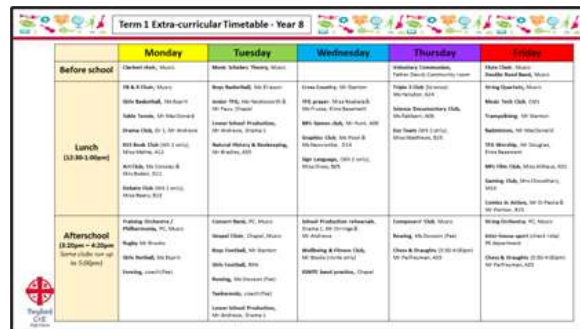
Help your child work on good choices

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 Club, Music	Music, Maths, Theory, Music		Voluntary Tutors, Music, Music, Community, Music	Music Club, Music, Music, Music, Music
Lunch (1:30-2:00pm)	UK & Irish, Music Girls Football, Netball Table Tennis, 1st Year Chess Sports Club, 1st Year Chess Netball Club, 1st Year Chess Netball Club, 1st Year Chess	Music, Maths, Theory, Music Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Voluntary Tutors, Music, Music, Community, Music Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Music Club, Music, Music, Music, Music Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess
After school (3:20pm - 4:20pm)	Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess	Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess Sports Club, 1st Year Chess

Lunch time clubs:

- **Lunch 2 (1:30 – 2:00pm)** Y9, 10, 11, 12 & 13 (Friday 1:35-2:05)

Afterschool clubs

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

Key dates:

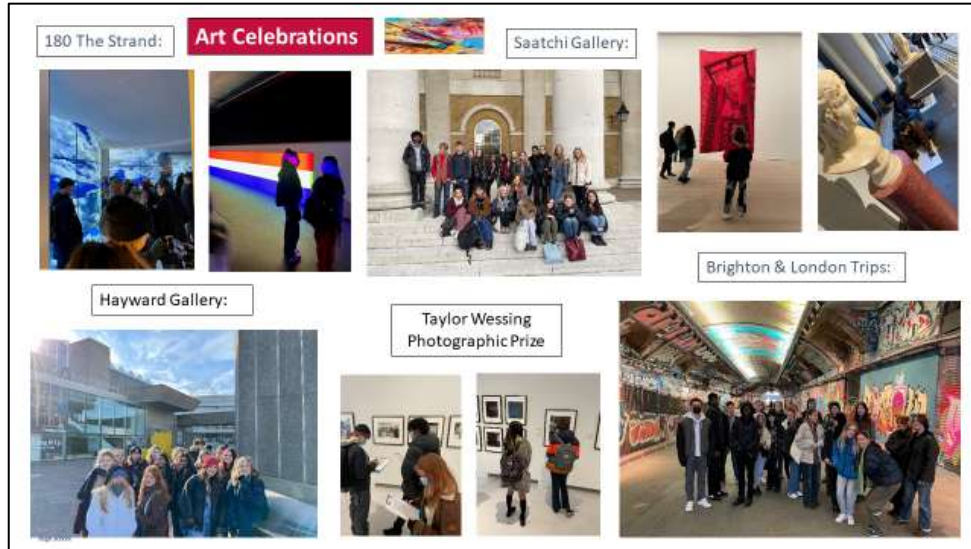
- **Wider Learning Fair:**
Thursday 10th September
1:30 - 2:00pm in LRC (find out about clubs)
- **Taster club week:** Monday 14th September (try any clubs you are interested in)
- **Clubs for Term 1:** Monday 21st September until end of term (clubs do not run in Q2 week).

Term 1 club timetables emailed out to students and parents / carers from Ms Swadkin.



Extra-curricular

Examples of the Wider Learning offer in subjects:



- Link with Royal Academy of Arts
- Attract Programme (*Twyford was the first state school to get involved in this outreach programme*)
- Attending the Freeze Art Exhibition, National Gallery, Photographers Gallery, Tate Modern, Tate Britain and Pitzhanger Manor and Gallery

Art, Graphics & Photography:

Examples of Post 18 destinations:

Kingston University

- Art Foundation course
- HNC Performance Arts (*Production Make up and Hair for stage TV Film and Fashion*)

Central St Martins School of Art

- Fashion and Textiles
- Visual Communication

Manchester School of Art

- BA Graphic Design
- Art Foundation course

Manchester Metropolitan University

- Interior Design



'Beyond the Frame' Competition:

Well done to almost 500 Twyford students who entered 'Beyond the Frame' photography competition. The judges were blown away by the work of Twyford students.

Winners are announced on Thursday 7th April.



Extra-curricular



Science

Clubs

- **MedSoc** - a group of avid future doctors and dentists meet regularly to share ideas & prepare for their medical school applications
- **EngSoc** - a group of enthusiastic engineers meet regularly to share ideas & prepare for their STEM / engineering applications

Trips and External Speakers:

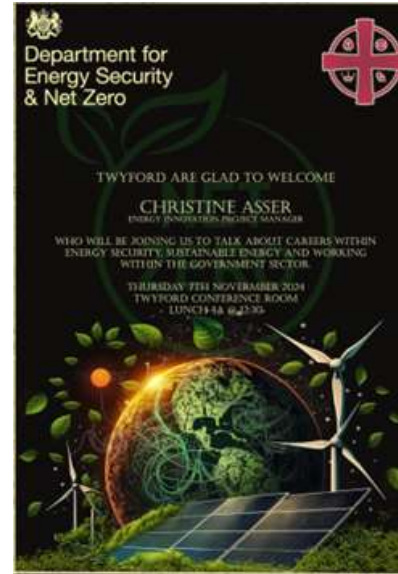
- St. Pauls workshops
- *CIAG talks (NHS careers, UK Space Agency, Dept for Energy & Net Zero, Engineering, Aviation)*
- Y12 Imperial Science Summer School

Competitions:

- **Olympiads** – participate in the chemistry, physics, or biology Olympiad
- **Y12 Gold CREST Award** - work in a small group alongside a researcher at Imperial College London to carry out novel research

Examples of Science related EPQ topics:

- *Investigating passive and autogenic healing concrete mechanisms*
- *Are stem cells the possible answer to finding a cure for Alzheimer's?*



Post 18: Twyford destinations in Science:

- Biochemistry & Molecular Medicine
- Biology with Industrial / Professional experience
- Medicine
- Dental Surgery
- Life Sciences with Placement Year
- Chemical Engineering
- Aerospace Engineering
- Natural Sciences



Duke of Edinburgh Award



Four key components:

- Volunteering
- Physical
- Skills
- Expedition

D of E Silver Award:

Coordinator: Miss Helsdon

Email: dhelsdon@twyford.ealing.sch.uk

Why should you do your DofE?

- Have lots of fun
- Have amazing new experiences
- Gain skills that employers value, which you can reference on your CV
- Independent organization of expeditions
- Stand out from the crowd in college, university and job applications
- **Letter next week**
- **Deadline is 30th September**

Key Information You must be able to make all dates:

Training day – Saturday 6th March 2027

Practice expedition – Saturday 24th – Monday 26th April 2027

Assessment expedition- Saturday 26th - Monday 28th June 2027

Duke of Edinburgh Award



Four key components:

- Volunteering
- Physical
- Skills
- Expedition

D of E Gold Award:

Coordinator: Miss Helsdon

Email: dhelsdon@twyford.ealing.sch.uk

Why should you do your DofE?

- **Collect your GOLD award in person at Buckingham palace!**
- Have lots of fun
- For those able to organize and work 100% independently
- Gain higher level skills that employers value, which you can reference on your CV
- REALLY Stand out from the crowd in college, university and job applications
- **Letter next week**
- **Deadline is 30th September**

You must already have completed your silver award to apply

Careers information, advice and guidance

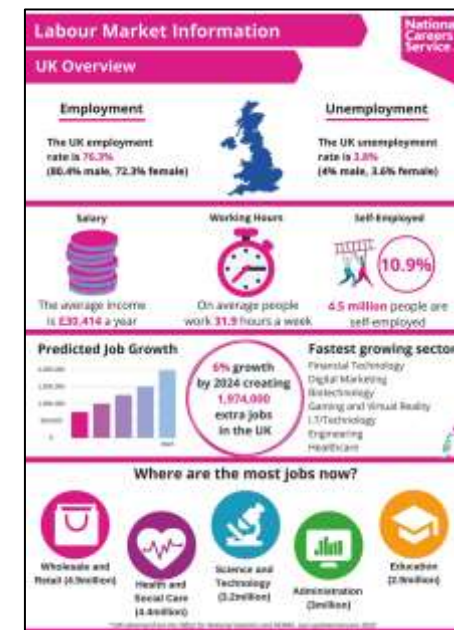
CIAG

Careers IAG in Y12 & 13

Year	Learning outcome
12	- To begin researching and planning my Post 18 options. - To be able to refine and update my CV and use this to secure a Work Experience placement in the field I am interested in pursuing at Post 18.
13	- To research and understand the different options available to me at Post 18. - To have a clear Plan A and B (and C) in place for my Post 18 pathway.

Pastoral programme & Assemblies:

- UCAS support & convention
- Art foundation course support
- Apprenticeships assembly & support sessions
- Assemblies & talks with employers
- 1:1 CIAG PM meetings (half-termly with tutor)
- Xello online Careers Programme



Email careersiag@twyford.ealing.sch.uk to book a 1:1 appointment with Miss Adams (Assistant Headteacher - Wider Learning & Careers)

Y12 Work experience:
Monday 12th July 2027

Help your child work on good choices

- Encourage them to attend Wider Learning opportunities
- Ask them about their Community Service
- Read the Careers bulletins that we send out half-termly
- Attend our Applying to University evening in March for more information
- Start work experience planning

Safeguarding 2026-27

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.



Twyford C of E High School

ID Badges



- Safeguarding – we need to know that the people on site are allowed to be, rather than people from outside
- Not all staff will know all students
- It helps us note at a glance who is student and who is staff
- It helps distinguish between Yr12 and 13 students
- You need ID when you go into a public examination – the invigilators will not know you.
- You need it for the gate and for printers



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

Twyford C of E High School

No phone use around the site (Fine in LRC/Study Centre)



- It is a distraction when used around the site
- Health and safety – not concentrating on where you are going (particularly on the stairs)!
- Slows you down when you are going to class
- You may not hear instructions due to being distracted
- Not appropriate for a professional working environment which we are preparing you to be a part of, when you are constantly on your phone.
- Increased chance of theft
- Social etiquette – when a person is speaking to you, you should show that you are listening to them and not more interested in what is on your phone (it's rude!)
- Students lower down in the school will learn by example and pick up bad habits if they see older students doing this



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

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:



Twyford
C of E
High School



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

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.

- 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

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 12th October 6.30pm



You're invited to join
Twyford Church of England High School Parents

on the
Classlist App

Classlist is the parent app that brings you into the heart of our school community.

- ✓ Get in touch with parents in our school
- ✓ Ask questions to the parents in your child's class
- ✓ See what's coming up for you and your child
- ✓ Hear about Parent Association initiatives
- ✓ Find like-minded friends in our community
- ✓ Organise meet-ups and birthday parties
- ✓ Buy event tickets & RSVP to invitations
- ✓ Buy and sell in the Marketplace



Scan the code to get your invitation



This code auto-approves you until: September 16, 2026

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

*Or type this link in your phone's browser: <https://app.classlist.com/x/KAAI76>