



Twyford CofE Academies Trust

Yr 12 Information Evening: Running with Perseverance

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

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

Run with Perseverance



Aptitude +

Keep noticing what you are good at

Good Gifts Used in Service



Attitude +

Build your learning habits through positive routines

Don't stay in a bad place



Good Choices → Personal Goals

Engage fully in a wide range of learning opportunities

Unique Value in Community

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

Life in All its Fullness



Twyford
CofE
High School

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



- 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)



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
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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: **APPLICATION DEADLINE THIS COMING FRIDAY**

- 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



History Scholars

Students can expect:

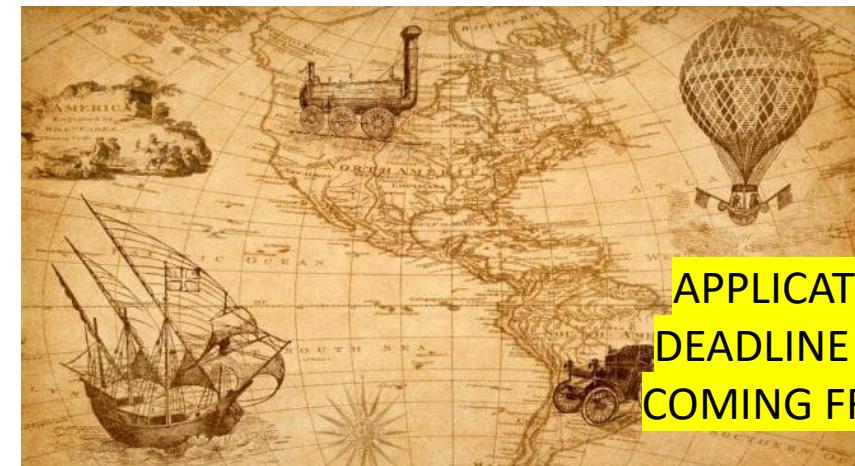
- Trips to lectures
- Fortnightly debates
- Personal statement support
- Oxbridge interview support
- History admissions tests support
- Opportunities to travel to historical sites abroad

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



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Engsoc: Engineering Society

Throughout their A-levels students can expect:

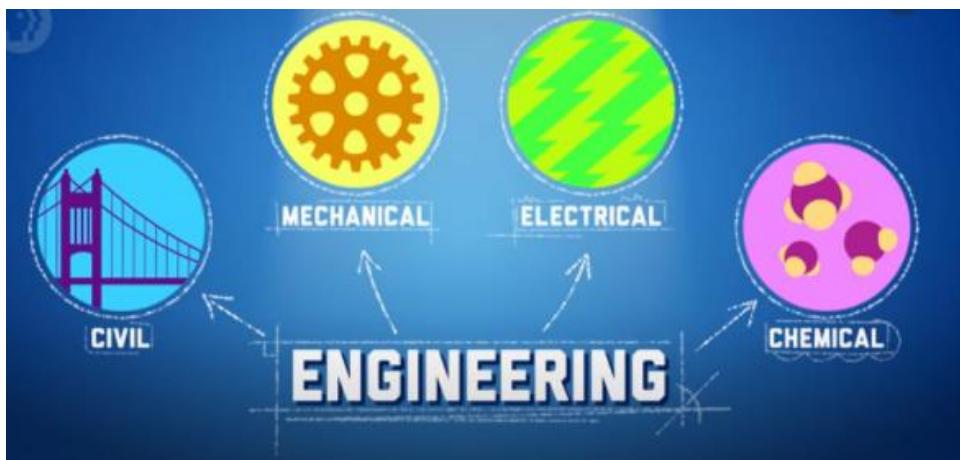
- Directions to media relating to engineering news
- Information on the different types of engineering courses and what careers they prepare you for
- Support with pre-interview exam preparation
- Personal statement support
- Opportunities to take part in CREST for an engineering based project



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.



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



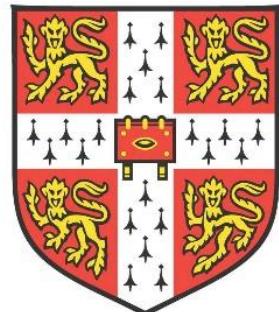
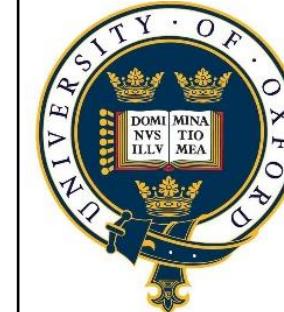
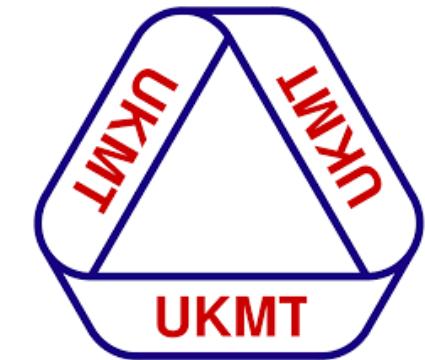
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Maths Stretch Programme

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

Year 12	Year 13
<p>UK Senior Maths Challenge</p> <p>MAT scheme of work covering:</p> <ul style="list-style-type: none">• Trigonometry, Geometry• Differentiation and integration• Logs and powers• Algebra, Polynomials• Sequences and series• Primes and proof, Recursion	<p>UK Senior Maths Challenge</p> <p>Final preparation for MAT and TMUA exams taking place in October.</p> <p>STEP preparation tutorials</p>

APPLICATION
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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?

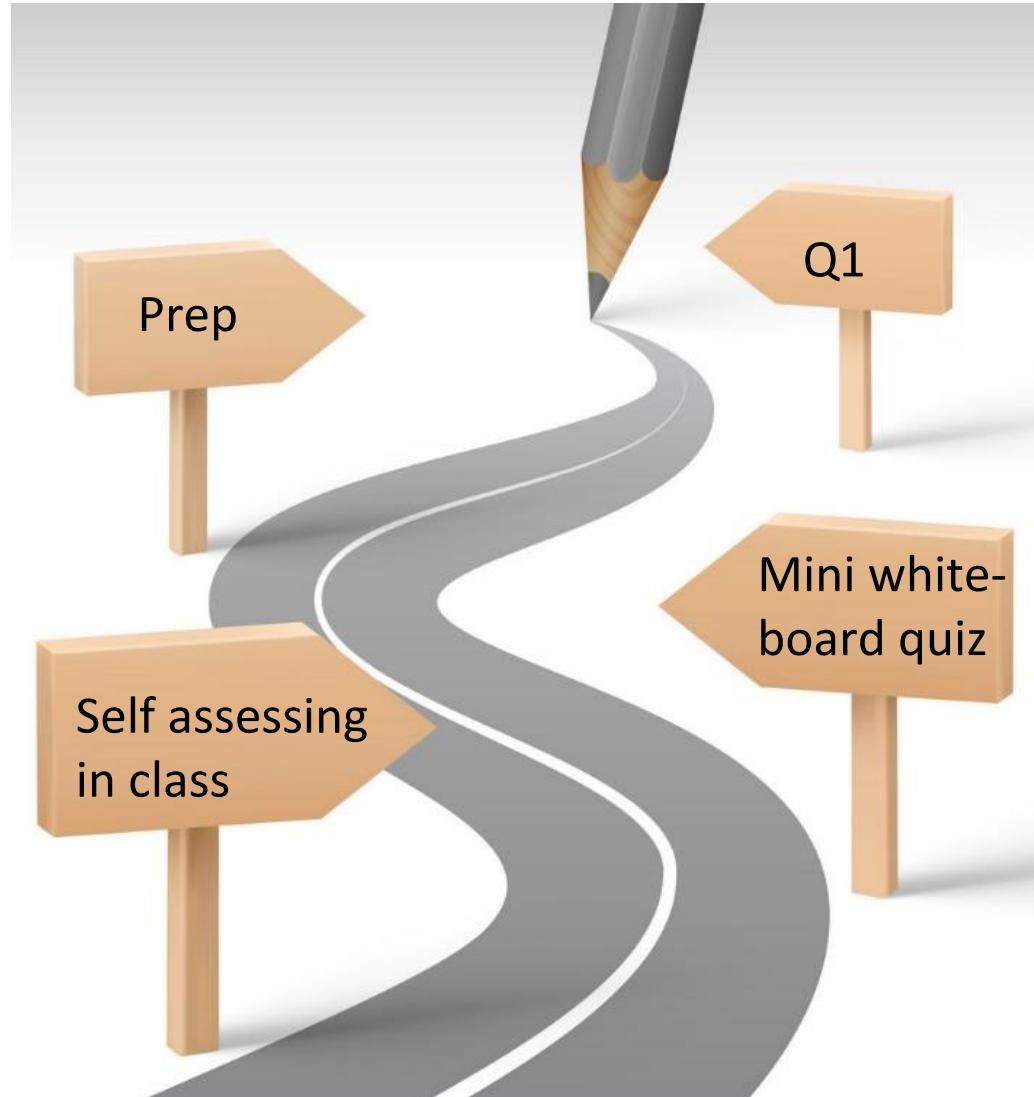
What does it take for the Conservative Party to win over the working class?

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

A Digital History – what next?

Assessment principles

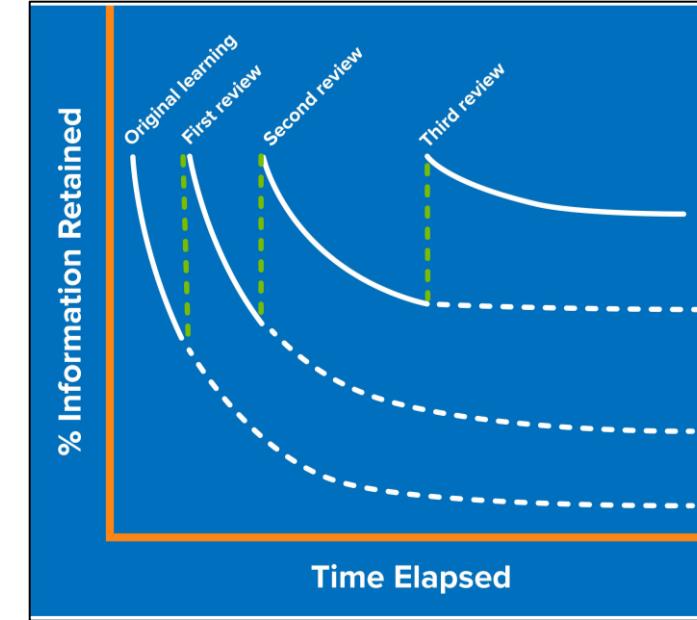
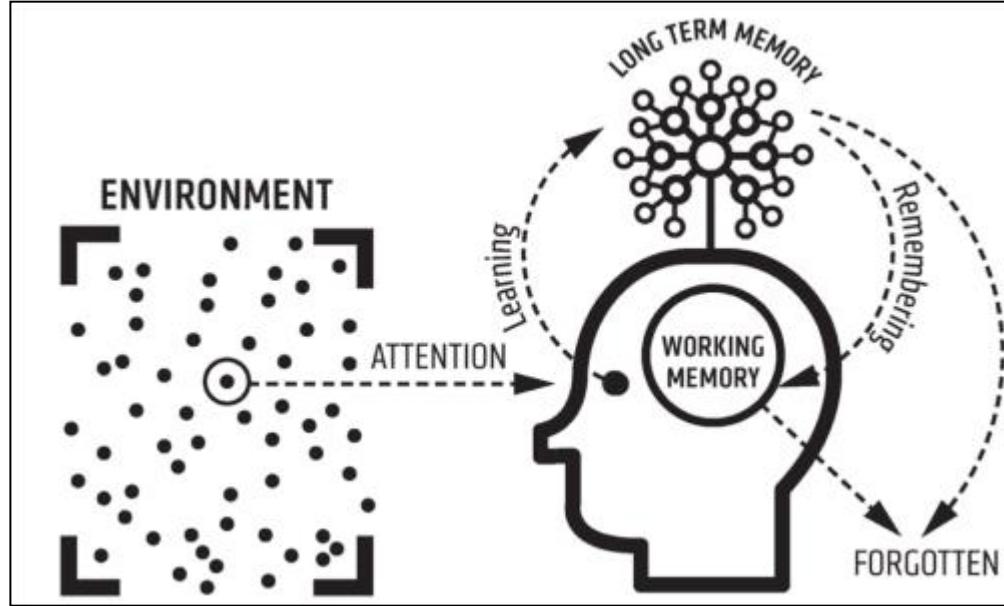
Our curriculum is a carefully planned learning journey



Assessment supports the learning journey

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

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



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C of E
High School

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

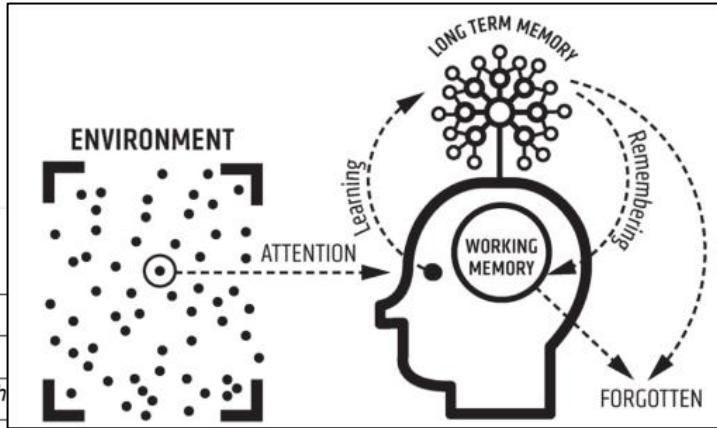
Q: In a study of tooth decay, researchers checked the dental records of 100 pairs of identical twins. They recorded the number of fillings for each twin and found the following data:

Table 1

Twin pairs with the same number of fillings	Twin pairs with different number of fillings
48	52

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

The 100 twins are monozygotic. This means they share the same DNA. The data in this table show that there are more twin pairs with different number of fillings. This means that the twin phenotypes had an impact on tooth fillings.



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

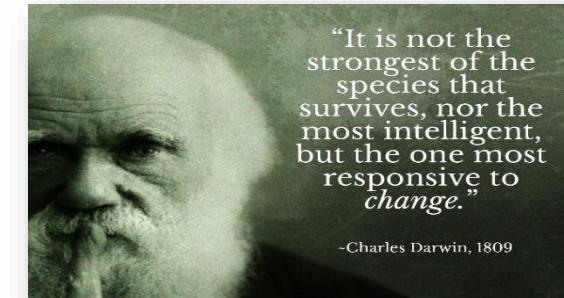


Each lesson focuses on a new double page spread in the textbook & goes through AO1 and AO3 for that topic.

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



“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”

-Charles Darwin, 1809

- 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 29th September 2025**
- Quarterly assessments – Oct, Dec, Mar, June
- Parents' evening **Thursday 29th January 2026**
- End of Y12 report in July



Preparing for Quarterly Assessments

Q1 October

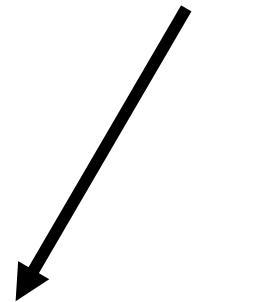
Q2 December mocks – students off timetable for the week

Q3 March

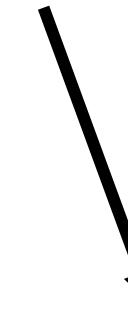
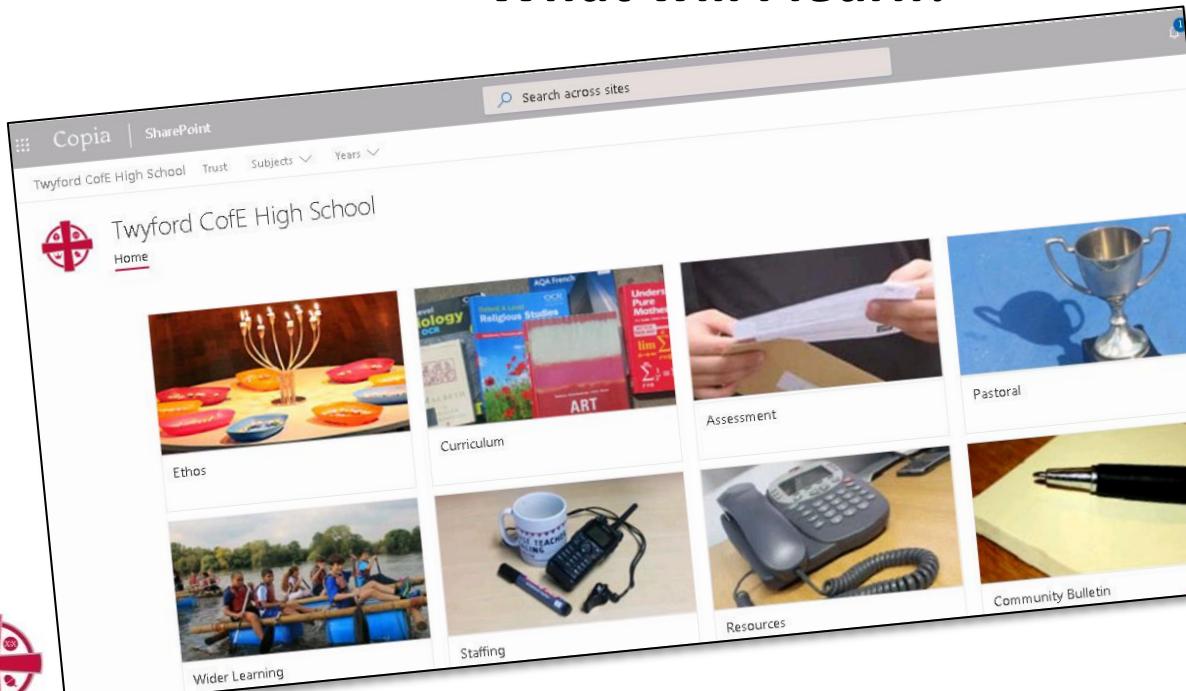
Q4 End of Y12 assessments – forms basis of UCAS prediction
(students off timetable for the week)



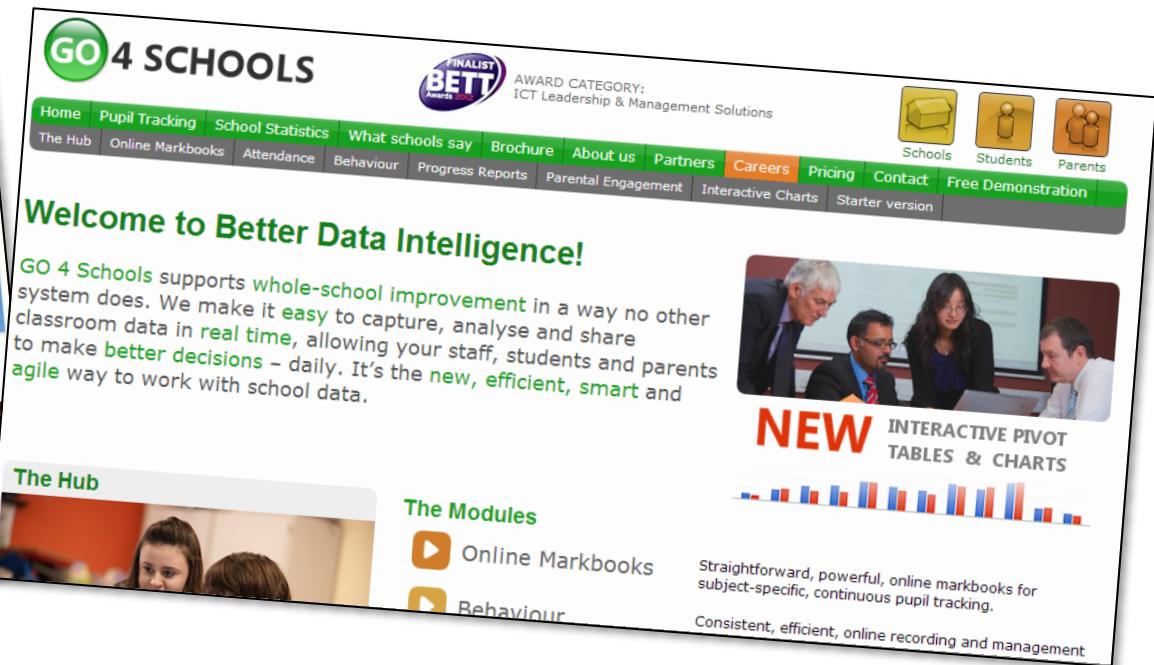
Curriculum and Assessment



“What will I learn?”



“How will I know I've learnt it?”



Accessing the curriculum – Copia

Skip to content

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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

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





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

B: $x > 4$

Choose the m

Circle your an

(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

Mathematical Structures and Arguments

Starter

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

Prep Check

(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) $x^2 - 64$

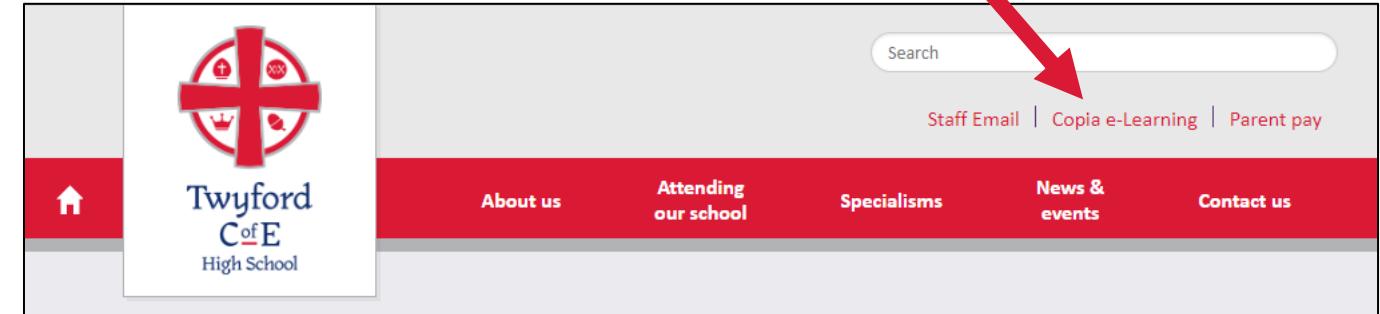
2. (a) Given th

(b) Determin



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.

GO 4 SCHOOLS

AWARD CATEGORY:
ICT Leadership & Management Solutions

FINALIST BETT Awards 2014

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

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

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

The Modules

Online Markbooks

Behaviour

Straightforward, powerful, online markbooks for subject-specific, continuous pupil tracking.

Consistent, efficient, online recording and management



“How will I know I’ve learnt it?”

Subject	Grade	ON TRACK Yr 12	Grade	ON TRACK Yr 12	Grade	ON TRACK Yr 12	Grade	ON TRACK Yr 12
Chemistry	B	On	A	On	A	On	A	On
Geography							A	On
Mathematics	Lev						A*	On
Detailed progress								
Subject	Target Grade	Current Grade	ON TRACK Yr 12	Actual	Mark sheet summary			
Mathematics Mr M DICK, Miss M MOHAMMEDI	A	B	Off	-	A Level Induction Task	Excellent		
					A Level Induction Test	Excellent		
					Q1 Assessment - Pure	A*		
					RESIT Q1 Assessment - Pure	-		
					Q2 Assessment - Pure	A		
					Q2 Resit	-		
Assessed Homework (does not contribute to the Current Grade grade)								
Pure 1A: Proof and Mathematical Communication					Mark	Grade/level		
Pure 3A: Quadratic Functions					100/100	A*		
Pure 9A: Binomial Expansion					87/100	A		
Pure 5A: Using Graphs					83/100	A		
Pure 7A: Logarithms					100/100	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



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



Parents

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

Key Dates 2025-26

29 th September	Target Setting day
w/c 13th October	Q1 Assessment Week
Begin 4th December	Q2 Assessment Week
29th January	Year 12 Parents' Evening
24 th Feb	Year 12 University prep evening
w/c 2nd March	Q3 Assessment Week
17 th March	6th Form Leadership Interviews
19 th March	6th Form Leadership Interviews
w/c 15th June	Q4 Assessment Week
3 rd July	Last day of Term/Target setting review
w/c 6 th July	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 2025-6

Mr El-Emam
Head of Year 12



A Typical Week

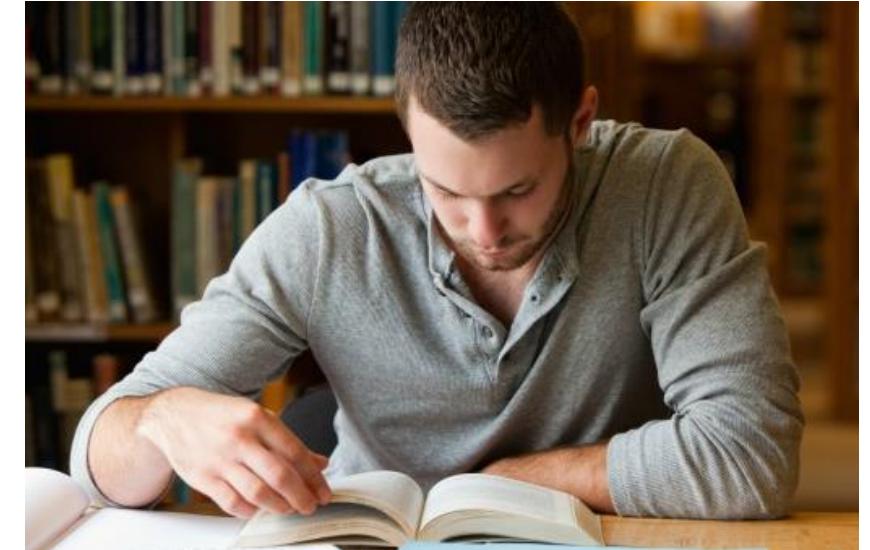
	0	1	2	3	4	Lun	5	6
1Mon		Art D13	English RE1	Com Serv.	Study		Maths A13	
1Tue		Art D13	Maths A19a	English B14	Study		Study	
1Wed		Art D13	Study	Com Serv.	English B14		Maths RE2	
1Thu		Art D13	Study	Maths A21	Study		English B05	
1Fri		Maths A16	Study	Study	Art D13		English B14	

- 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.

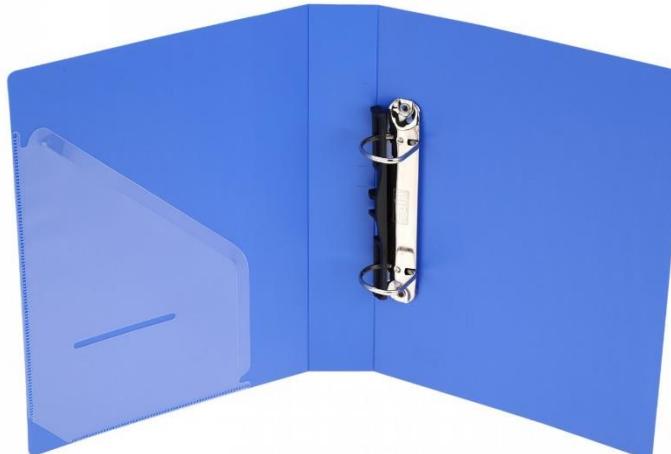


Folder Organisation

'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**



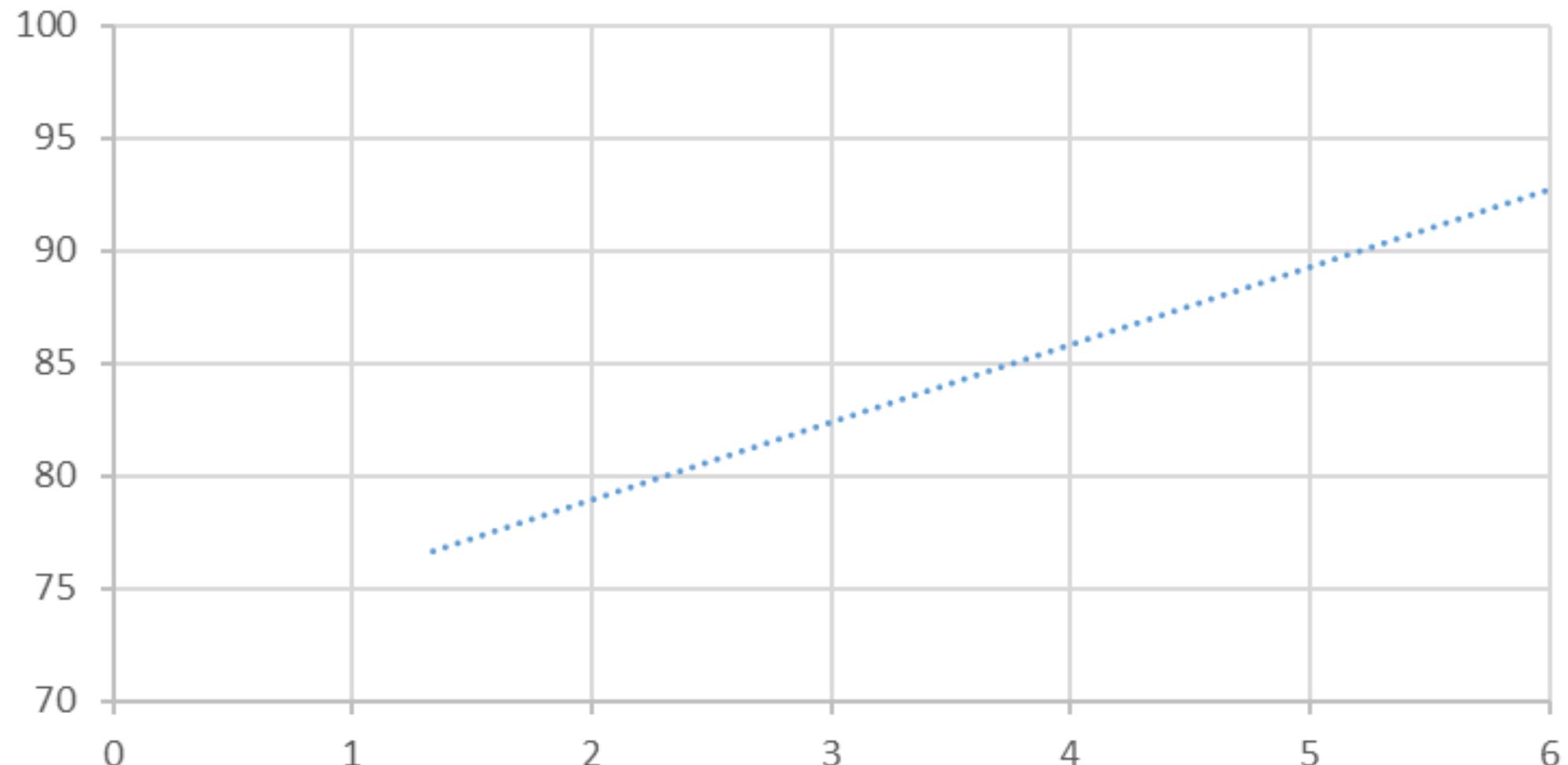
Being a leader in school

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



Attendance and Punctuality

100% Attendance, 1 Late, 0 PH points

Biology

English Literature

Film Studies

A*

A*

A*

100% Attendance, 3 Lates, 0 PH points

Chemistry

Biology

Maths

A*

A*

A*

94% Attendance, 27 Lates, 8 PH points

English

Economics

Maths

C

B

E

97% Attendance, 32 Lates, 10 PH points

English Literature

Chemistry

Maths

C

E

D



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 Ladder

100%	Perfection
98%	Impressive
97%	Good
96%	On Target
95%	Slight Concern
93%	Concerns
90%	Very Concerned
85%	Serious Concerns

Equates to number of school days off each year



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



The Way to Work



Year 12	Work
Late to school twice in a week ⇒ Probation period	Punctuality ⇒ three strikes, lose your job.
Missing a lesson without a reason ⇒ One hour detention	Missing a meeting without a reason ⇒ raised in appraisal
Failure to hand in an absence note (or have it emailed) ⇒ One hour detention until absence explained.	Failing to explain an absence ⇒ three strikes, lose your job
Academic Concerns ⇒ Report to Form Tutor or HOY ⇒ Study Centre Cohort	Capability concerns ⇒ Extra monitoring and supervision.



YEAR 12 TEAM

Head of Year:

Mr Daniel El-Emam

Deputy Head of Year:

Dr Josephine Bowerman

Tutor Group	Tutors Name
12 Truro	Mr Marcus Howard
12 Wells 1	Mr Liam Dunne
12 Wells 2	Ms Hannah Farhan (Week 1 Thurs Ms Stephens)
12 York 1	Mr Tom Bradley
12 York 2	Miss Aisling MacSweeney
12 Fountains 1	Ms Stephanie Poon (C Wade Friday)
12 Fountains 2	Miss Divya Chowdhary (I Edwards Monday)
12 Ripon 1	Mr Ali Hussein
12 Ripon 2	Mr Randeep Ahira (AHOY Mon & Fri)
12 Durham	Miss Fleur Smith
12 Canterbury 1	Mr Ali Datoo (I Edwards Thurs & HOY Fri)
12 Canterbury 2	Mr Halwest Hussein

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

2025-6

Mr Arthur
Head of 6th form



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



Extra-curricular

Wider Learning

Extra-Curricular Timetables:

Y12 Timetable has been emailed out to parents / carers & students:

Term 1 - Extra-curricular Timetable: Year 12					
Year 12	Monday	Tuesday	Wednesday	Thursday	Friday
Before school (from 7:45am)	Clarinet Choir, Ms Templeton, B01 Saxophone Ensemble (Grade 3+), Mr McKillup, MUS	Cello Ensemble (Grade 4+), Mr Manoras, MUS	Guitar Ensemble, Mr Woodcock, MUS	Flute Choir (Grade 2+), Ms Willis, B02	Double Reed Band, Ms McGonigal, MUS
Lunch 4b 1:30-2:00pm <i>Friday: 1:35-2:05pm</i>	Saxophone Quintet (invite only), Mr McKillup, B01 Y9-13 Philosophy Club, Mr Buckley Bunn, RE1 Y11-13 Boys Basketball (Wk 2), Mr Obeid, Sports Hall	German Speaking Club (Wk 1), Ms Brooks, A01 Senior Eco Team, Ms Serhal, B25 Medicine Society (Wk 1), Ms Mac Sweeney, A24 Y12 & 13 MFL Grammar Club (Wk 2), Ms Althaus, A02	Y9-13 Badminton, Mr Gadd, Sports Hall Y12 Senior History Scholars (Wk 1) (invite only), Mrs Easton, Chapel Y12 & 13 MFL Grammar Club (Wk 1), Ms Kundu, A02 Engineering Society (Wk 1), Ms Mac Sweeney, A24	A-level Music Drop-in, Mr Yates, B02 Y9-13 Volleyball Mr Sargent, Sports Hall Y9-13 Table Tennis, Mr Gadd, Sports Hall UK Linguistics Olympiad, Mr McKeown, A03 Y12 & 13 Christian Union, Ms Hawksworth, Elms Basement	Y9-13 History Film Club, Ms Smith, B23 Y9-13 Book Club, Mr Chandrapala, B11 <i>Friday lunch clubs from 12:45-1:15pm</i> <i>Friday afterschool clubs from 2:15 up to 4:00pm</i>
Afterschool 3:20pm – 4:20pm <i>Friday: 2:15-4:00pm</i>	Twyford Philharmonia (invite only), Mr Hui, PC Concert Band (Grade 3+), Ms Swadkin, MUS Y11-13 Boys Football, Mr Howard, Field Fencing (*fee), External Coach, Y12 Gold CREST (Wk 2), Ms Mac Sweeney, A24 Y12 Maths Entrance Exam Prep, Dr Doherty / Mr Hussein, A13 (from October)	Y9-13 Drama rehearsal, Miss Adams, Miss Simpson, Dr 1 & 2 Y7-13 Chess Club, Mr Palfreyman, A33 (3:25-4:10pm) Team Keane Rowing (*fee), External coach, offsite Y12 Maths Entrance Exam Prep, Dr Doherty / Mr Hussein, A13 (from October)	Twyford Big Band, Mr Bennett, PC Y9-13 Senior Gospel Choir, Ms Kyeremategang, Chapel Y11-13 Girls Netball, Ms Mills, Cage Y10-13 Girls Football, Ms Hawksworth & Mr Gadd, Field Y11-13 Boys Rugby, Ms Hannay & Mr Carias, Field Y9-13 Drama rehearsal, Miss Adams, Dr 1 & 2	Y9-13 Senior Choir, Mr Yates, PC (3:20pm) Y9-13 Chamber Choir, Mr Yates, PC (4:15pm) Y7-13 Chess Club, Mr Palfreyman, A33 (3:25-4:10pm) Y11-13 Boys Rugby, Ms Hannay & Mr Carias, Field Y9-13 Drama rehearsal, Miss Adams, Dr 1 & 2	String Orchestra (Grade 4+), Mr Manoras, Dr 2 (2:15-3:15pm) Sacred Choir Project (Y8-11 by invite), Ms Karen Gibson, MUS (2:15-4:00pm) Steel Pan Project (invite only), Community Room <i>Friday Sports (invite only), PE Team, Sports Hall</i>

Lunch time clubs:

- Lunch 2 (1:30 – 2:00pm) Y9-13**
(Friday 1:35-2:05)

Afterschool clubs

- From 3:20-4:20pm (up to 5:00pm)

Key dates:

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

Student leadership roles, clubs & community service hours are recorded to our WL dashboard:





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 28 Feb 2026

Practice expedition – Saturday 26th – Monday 18th April 2026

Assessment expedition - Saturday 21st - Monday 20th June 2026



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

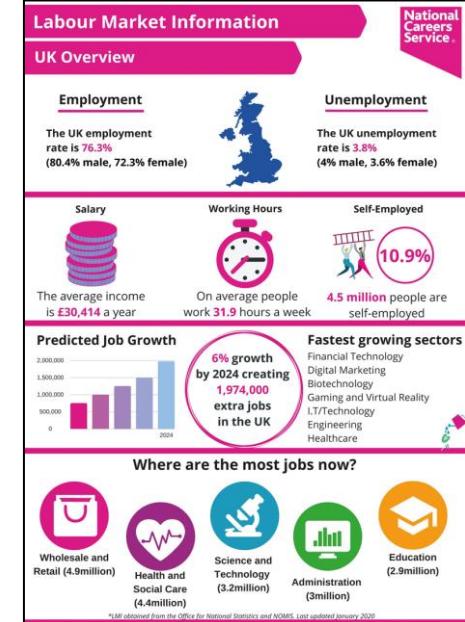
Year	Learning outcome
12	<ul style="list-style-type: none">To begin researching and planning my Post 18 options.To be able to refine and update my CV and use this to secure a Work Experience placement in the field I am interested in pursuing at Post 18.
13	<ul style="list-style-type: none">To research 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 6th – Wednesday
15th July 2026

Safeguarding (Medication)

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

If students do not have in date medication; 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 numbers:

These are currently being updated and will be emailed home to parents and placed on the school website

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



SAFEGUARDING/CHILD PROTECTION

Safeguarding Officers:


Twyford
CofE
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
- Report it to your parents/carers or school immediately**



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, Second hand uniform sales (next on Friday 5th 8.30am-9.30am)
- As ever the PTFA is reliant on the support of you, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising.
- The PTFA uses the 'Classlist' App for most of its communications.
- PTFA AGM on Monday 6th October 6.30pm

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>

