



Twyford CofE Academies Trust

Yr 7 Information Evening: Running with Perseverance

Welcome 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 7

Outcomes:

1. Headline successes celebrated & Theme for the year introduced
2. The understanding of key systems (routines and habits)
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

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 will tighten when you breathe out.

Inhale, exhale

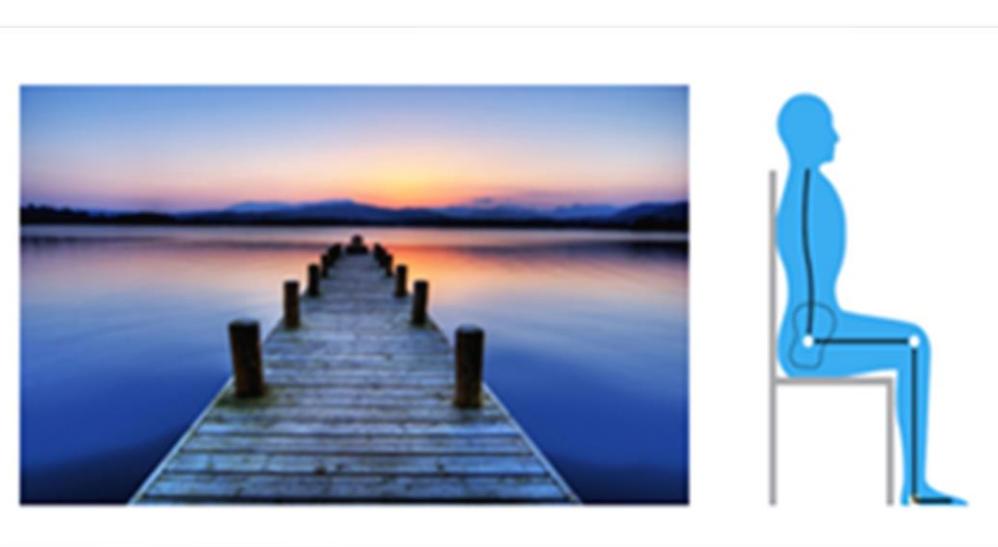
Twyford Sitting Posture

DO put your feet flat on the floor
Why? It keeps you stable and supported.

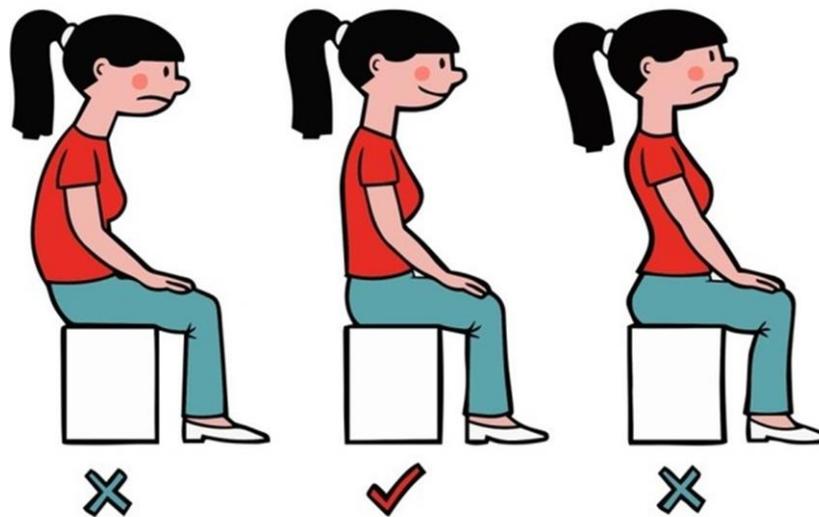
DO keep your back straight and your head tall.
Why? It lets you breathe deeply.

DO relax your shoulders
Why? It lets you breathe freely.

Don't lean against the back of the chair.
Why? It stops your core being engaged.



Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged

Opening Responses

Surrounded by a cloud of witnesses

Let us run the race set before us

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

Therefore let us be courageous

Running with confidence and hope.

Hebrews 12:1

Reading

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

Hebrews 12: 1-2

2025-2026

Theme for the Year

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

Adobe Stock | #15143207



Run with perseverance



Twyford
C of E
High School

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

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

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



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

FINANCIAL TIMES

JK COMPANIES MARKETS OPINION WORK & CAREERS LIFE & ARTS

UK employment [+ Add to myFT](#)

Young UK graduates struggle to find skilled work

Trade unions attack "massive waste of talent"



UK 

Half of UK adults worry that AI will take or alter their job, poll finds

The TUC calls for a new approach to technology and greater input from workers on how it is deployed

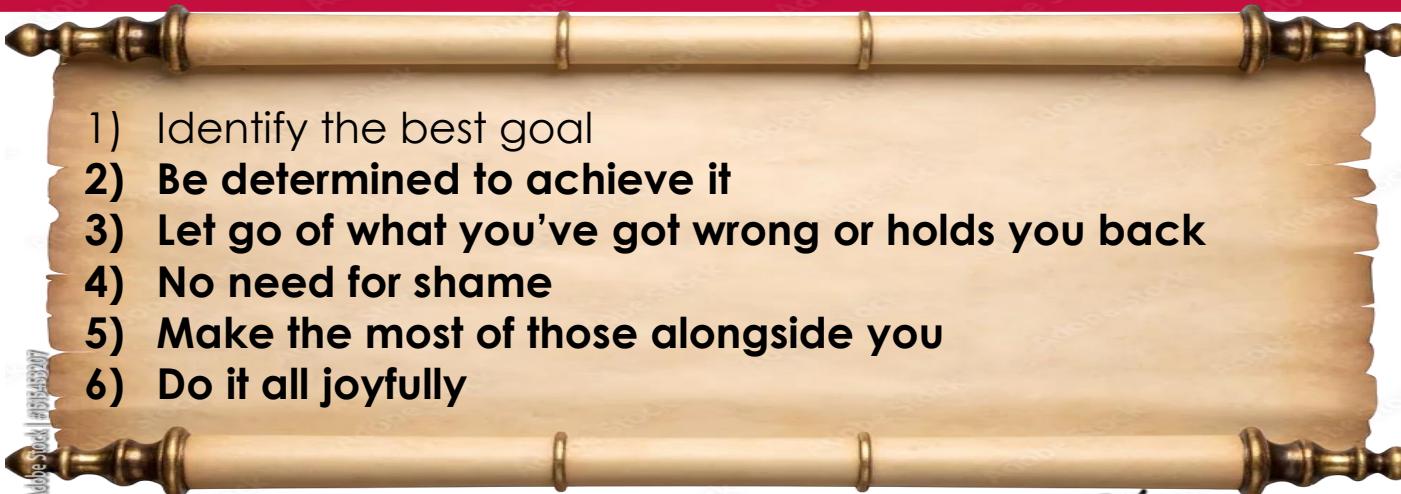


 An Amazon Web Services display at a trade fair in Hanover. The tech company is one of many to have said AI could see it reduce its workforce. Photograph: Fabian Bimmer/Reuters

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



Aptitude



Attitude



Build your learning habits
through positive routines

Don't stay in a bad place

Good Gifts Used in Service



Twyford
CofE
High School



Good Choices

Engage fully in a wide range
of learning opportunities

Unique Value in Community

Personal Goals

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

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

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



School progress outcomes

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%

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

School progress outcomes

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

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



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Supporting the learning journey & self-regulation

2025-26

Miss Johnston
Assistant Headteacher
Head of Lower School



Learning Journey



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

Subjects

English, Maths, Science

Languages – students do either French or Spanish

PE

History, Geography, RE

Computing, Art, Music & Drama

Singing



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

Accessing the Curriculum – Copia

The image shows a screenshot of the Twyford CofE High School SharePoint site. The main navigation bar includes 'Copia' and 'sharePoint' tabs, and dropdown menus for 'Twyford CofE High School', 'Trust', 'Subjects', 'Years', and 'Edit'. A search bar and user profile are also present. The site features a 'Course overview' section for English, with tabs for 'Year 7', 'Year 8', 'Year 9', 'Year 10', and 'Year 12'. The 'Year 7 English' tab is selected. Below the tabs are three red buttons: 'Revision' (with a checked checkbox), 'Curriculum and Assessment Information', and 'Assessed Homework'. The 'Revision' button is highlighted with a callout bubble labeled 'Revision button'. The 'Assessed Homework' button is also highlighted with a callout bubble labeled 'Assessed homework button'. A large callout bubble on the right side of the page is labeled 'Key resources are prominent'. The page footer includes a quote: 'I have come that you may have life and live it to the full' – John 10 v 10.

Course overview

Grade criteria

Assessed homework button

Key resources are prominent

Year 7 English

Revision

Curriculum and Assessment Information

Assessed Homework

1. Step into the unknown

1. Step Into The Unknown - Clockwork

2. Myths (Q3)

3. The Tempest

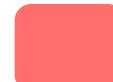
4. Narrative writing (Q4)

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

Accessing Assessment Details – Go4Schools



Subject	Target Grade	Current Grade	On Track?	Classwork	Homework	Memorisation
Art	-	4	-	1	1	1
Computing	-	3-	-	1	1	1
Drama	-	4+	-	1	1	1
English	6-	5	Off	1	1	1
Games	-	2+	-	1	-	1
Geography	5+	5	Off	1	1	2
History	5+	5-	Off	1	1	1
Latin	-	9+	-	1	1	1
Mathematics	5	6	On	1	1	1
Music	-	5	-	1	1	1
Religious Education	5+	5	Off	1	1	1
Science	5+	5+	On	1	1	1
Spanish	4	5-	On	1	1	1



Off track



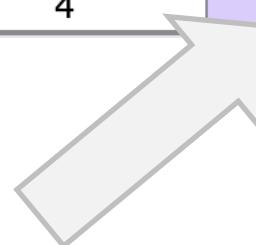
Off track



On track



On track



Self-Regulation

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



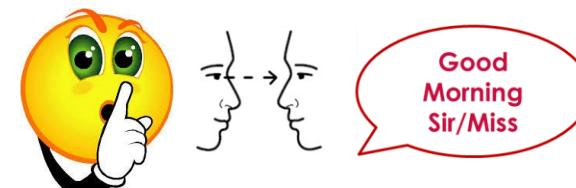
Co-Regulation

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

Silent entrance to lessons & greeting each other



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



Twyford Learning Culture – Routines which support habits

Twyford C of E High School

Routine

A sequence of actions regularly followed



Why are routines so beneficial?

Habit

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



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High School



Start of tutor time/lesson

- ✓ **Line up silently outside of** straight, shoulder to the wall. You have a chance to check your uniform

- ✓ **Greet your teacher** – make a good impression. Say 'Good Morning/Afternoon'

- ✓ **Silent start** – walk to your desk in silence and take out your book. Notice the title, date, LO and content in silence. Respond to your teacher by saying your name



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High School

Twyford C of E High School

Polite manners as a habit

The Twyford Etiquette

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

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

Don't stay in a Bad Place
We say "sorry" when we do wrong
We are not afraid to own up
We know how to be silent and reflective
We are honest
We learn from our mistakes
We forgive others

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



Twyford
C of E
High School

We appreciate what we have been given
We create rather than destroy
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Good Morning Sir/Miss

**Yes Miss
No Sir**

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



Twyford
C of E
High School

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

Twyford Learning Culture – Routines which support habits

The Twyford Learning Culture

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

Learning Habit Grades

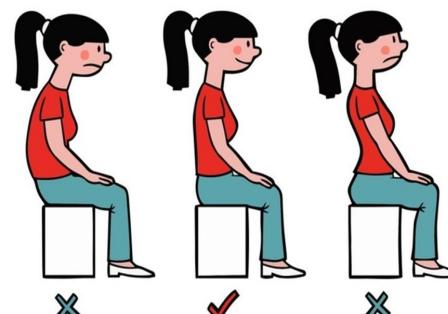
1 = Consistently engaged

2 = Usually engaged

3 = Not engaged



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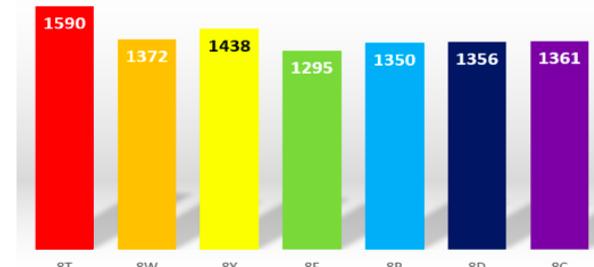
"I have come that you may have life and live it to the full" – John 10 v 10



Conduct



Well Done Truro!



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High School

Routines & habits to support self-regulation

How to help your child be successful

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

Navigating the SIMS Parent App
A guide for parents and carers

Enable app notifications to receive a weekly attendance update every Friday evening.

SIMS PARENT
Weekly Attendance
Thomas had 100% attendance for week 18/11 - 22/11.

Present

Absent

Attendance not required
For example, holidays, INSET days or the afternoon session of an early closure

No mark recorded yet
This is unlikely the mean that no registers have been taken.
For example, on assembly days, registration marks are transferred into the electronic system during the morning.

Attendance
100%
% this term
2/2 this week

Conduct
Achievements
24 this week
102

Behaviour
0 this week

Timetable

Thomas

Messages
11 new
Achievement Update
Weekly Attendance 22 Nov 2019 25 Nov 2019
Achievement Update 22 Nov 2019

Calendar
26

SIMS Options

Thomas

Back **Conduct** **Menu**

Thomas

Monday 4th November 2019

Good Listening 100abDf1 - Mon1

Progress Review (Tutor) (1)
10F - Monday AM

Friday 1st November 2019

Equipment 104abSc - 2Ff14

Active Engagement 104abSc - 2Ff14

Thursday 31st October 2019

Active Engagement 106abMa5 - 2Thu6

Active Engagement 10F - Thursday AM

Wednesday 30th October 2019

Good Listening 10abMa5 - 2Wed5

The App Dashboard shows the number of conduct incidents received (not the total of conduct points)

SIMS PARENT
Achievement for Thomas
Thomas has 3 new achievements.

Enable app notifications to receive a daily update of positive and negative conduct points received each day.

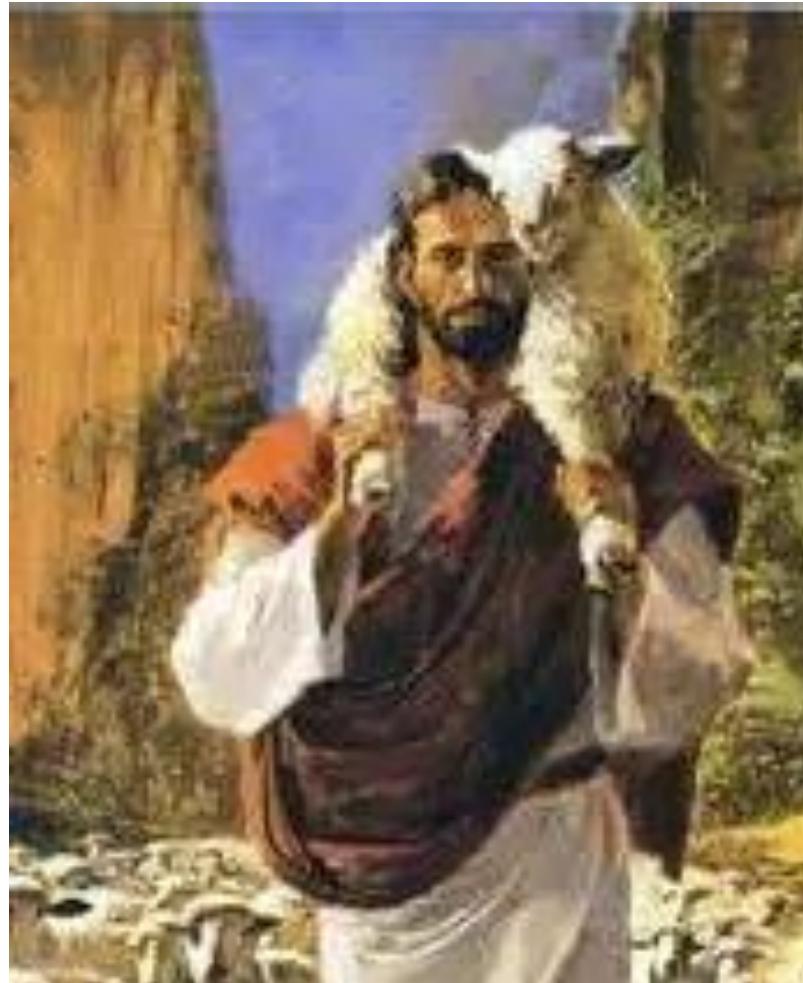
Pastoral Care and Wider Learning

**Miss Mehta
Head of Year 7**



Pastoral support in the day to day

Our Moral Purpose



Our Systems



Year 7 Team

HoY	Miss Mehta
AHoY	Miss Lyon
7T	Miss Broadbent
7W	Mr Boxall
7Y	Miss Watkins
7F	Mr Hunt
7R	Mr Buckley-Bunn
7D	Dr Doherty
7C	Miss Kebbal



Year 7 Pastoral Programme

Tutor Time

Autumn

Who am I?

Thinking for myself what is right

Spring

Being tempted and getting things wrong

Help is at hand

Summer

Being tested

Rising to a challenge

PSHE



Autumn

Online Safety

Physical and Mental Wellbeing

Spring

Bullying

Racism, Sexism and Discrimination

External workshop: Your Life You Choose

Summer

Living in the Wider World



Learning Culture - Essentials

W Historical and social contexts 14.19.12
LO: To explain why 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?
reputation✓ (good)

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

Severity of crimes (although this wasn't reflected)
Jack the Ripper, a rattling
larger class divide
more upper to crime rich and poor

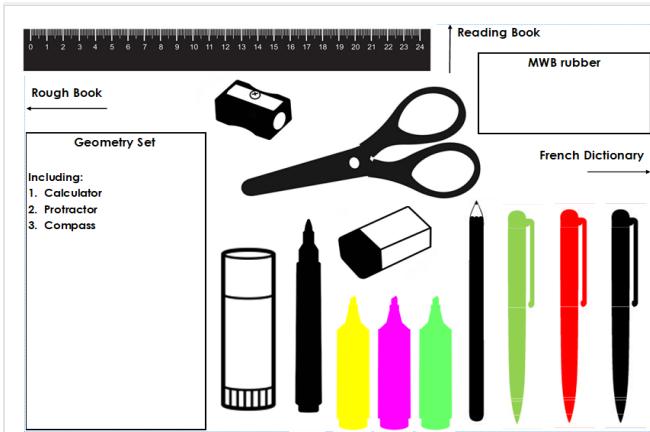


Twyford C of E High School
Review and Literacy

Planner and Equipment Check

1. Do now:

In silence, place your equipment onto the equipment check mat.



2. Planner check

- Has the planner been signed?
- Is it neat and well organised?
- Is prep always recorded even if it says 'no prep set'?
- Are preps ticked off on completion?

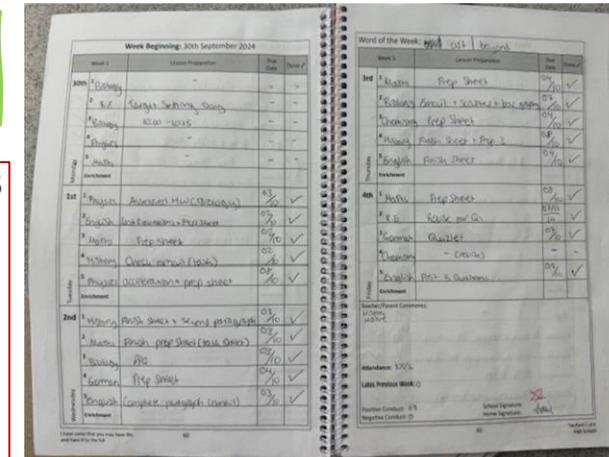
Have your planner open for your tutor to check

Student Services – normal OPENING TIMES

Monday, Tuesday & Thursday:

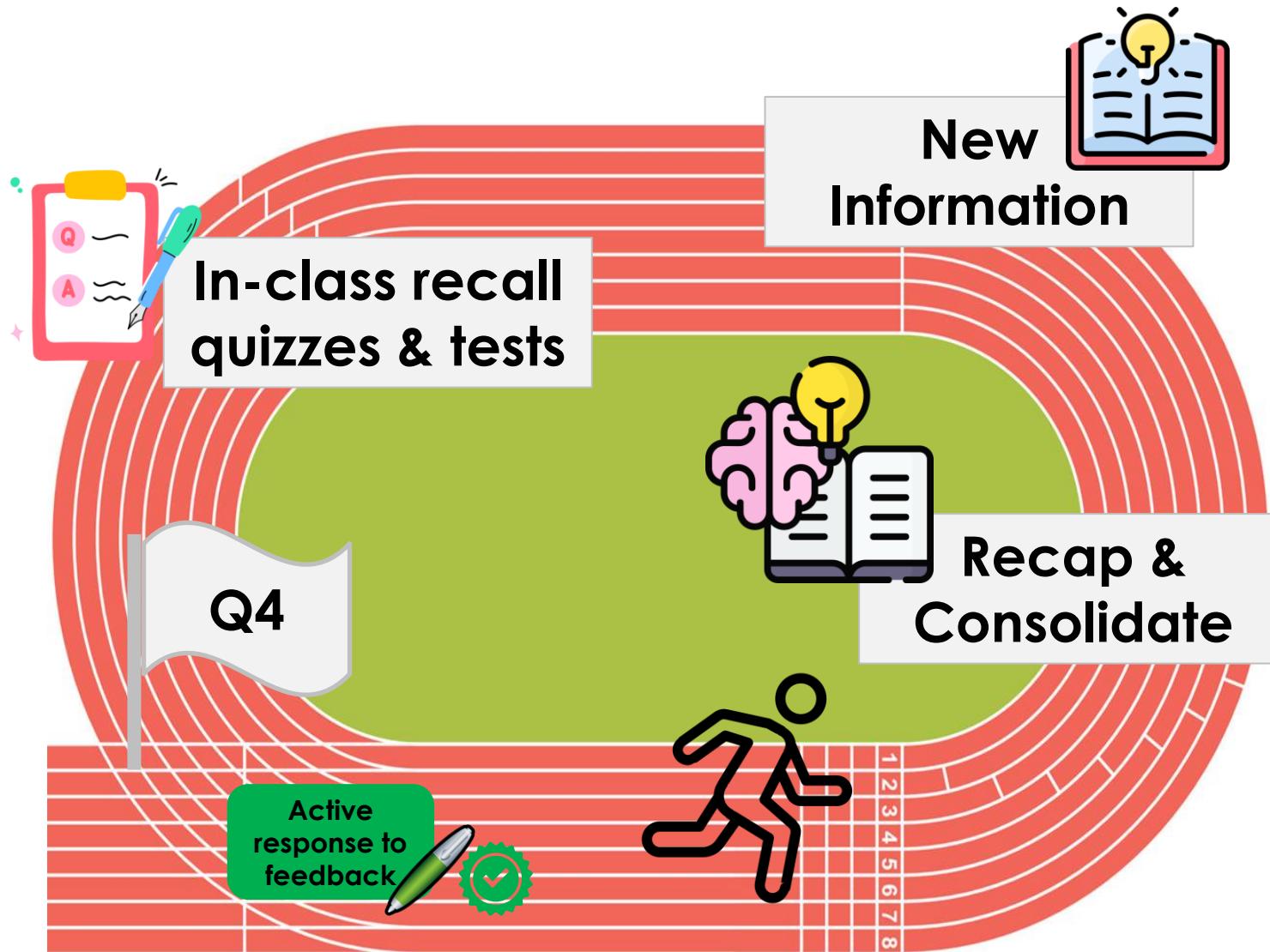
8.10-8.30am & at break 11-11.20am

Wednesday & Friday: CLOSED



3) In your planner write in all your lessons for the week ahead





Preparation

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

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



Prep in English

Prep in English will either be closed or open in nature and should take roughly **15 minutes**.

Examples of a closed activity include:

- Key word sheets** – students are asked to develop their understanding of a piece of Tier 2 vocabulary
- Closed grammar task sheet** – students are asked to show their understanding of a particular grammatical construction which they have been taught previously
- Revision booklet task** – ahead of quarterly assessments, students will be asked to complete specific tasks

Open activities will include

- Planning a single paragraph outline** – this will often include a success criteria for students to include different elements for their work
- Analyse a quotation** – students will know what parts of the quote they should annotate and what they are expected to include

Key resources to use if you are struggling with prep at home:

Should students struggle to complete knowledge organisers which are provided both a reading and



For most preps, students will use an example. There will also often be provided. Students should also look through the uploaded lessons

Maths

Prep in Maths will normally be to:

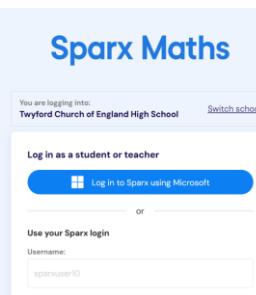
Complete a given percentage of your Sparx task ahead of your next maths lesson.

This includes showing all of your working out in your Sparx book, recording the Bookwork Code for each question, which will be checked once per week (on 100% hand-in day).

How to get started:

To log in to Sparx (sparxmaths.com/), if you are logged in to your school account on your browser you can click on the big blue "Log in to Sparx using Microsoft" button.

Alternatively, you can type the username and password which you use to log into the computers at school.



Students will **always be told their prep at the start and end of the lesson** – they will often be directed to complete a specific task from a prep booklet to support them. An example of a prep task from the Year 7 Unit One – Step into the Unknown – can be found below.

Prep Task 2: Complete the tasks in the vocabulary grid below

Vocabulary Check	
Revise the key vocabulary by completing the tasks	
Entangled Verb – To become twisted together or caught up in	
Task 1: Read it (Read the etymology – where it comes from)	Task 2: Transform it (Turn the word 'entangle' into an image to help you remember it)
Middle English: Entangle comes from combining two words: French 'en' meaning 'of' and the Scandinavian verb 'tauga', meaning 'to involve in a difficult situation'	



STUDY CLUB

Monday – Thursday
LCR
3.20-4.20pm



Study Coach

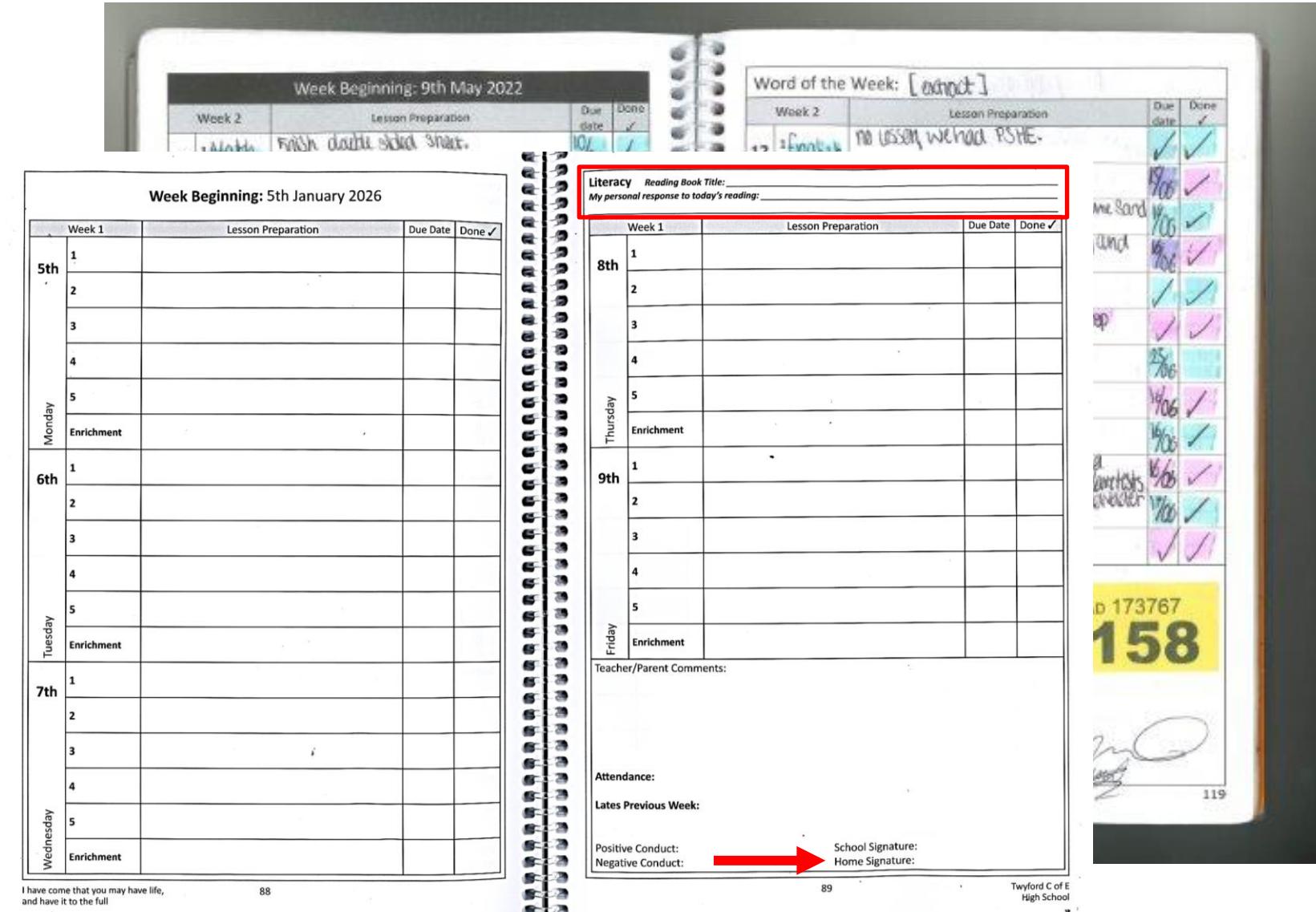


Helpful Hints for Prep

- Prep should be 15 – 20 minutes
- Ideally in an area supervised by you
- Some subjects are online (Maths: Sparx) so please ensure they are doing this when on a laptop/phone!
- Look at their prep when they have finished. Hold them to account.
- Check student planners... and sign them



Effective use of the school planner is key



Reading matters



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

**Student “A”
reads 20 minutes
each day**

3600 minutes in
a school year

1,800,000 words



**Student “B”
reads 5 minutes
each day**

900 minutes in
a school year

282,000 words



**Student “C”
reads 1 minute
each day**

180 minutes in
a school year

8,000 words



Help your child work on good choices

Year	Learning Outcome
7	To begin to think about the types of careers that I might be interested in based on the subjects I enjoy and the things I am good at.

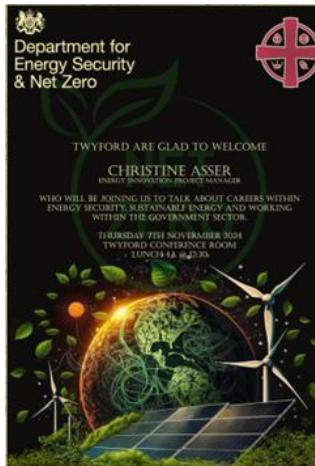
Year 7 CIAG focus:

- Start to notice the **subjects you enjoy** & are good at
- Begin to think about **sectors, jobs & careers** that interest you
- Reflect upon how Wider Learning & student Leadership roles are **developing your employability skills**



Y7 students will have:

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



Twyford C of E High School
Year 7
PSHE workshop: Living in the Wider World
Breakout session: Careers

People your age are often asked by adults 'what do you want to be when you grow up?' This question typically refers to the type of career or job that you might want to do in the future.

What job or career(s) are you currently interested in or are thinking about doing?

SUPPORT
If you're not yet sure what you want to do in the future, think about the subjects you like or what areas interest you.

Recognise the range of pathways from school to the workplace
Consider a range of careers
Evaluate the different ways to the career(s) I am interested in

CAREER
WORKSHOP



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

Wider Learning

Wider Learning

Help your child work on good choices:

Wider Learning offer in Y7:

- ✓ Extra-curricular activities
- ✓ Student Leadership roles
- ✓ Trips, workshops, competitions & events
- ✓ Performances, shows & concerts
- ✓ Sponsored walk (£14,000 raised in 2025)
- ✓ Activities week (including residential trip)

The benefits:

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



Wider Learning Student Report at Q2 and Q4 for students in Year 7-13 which shows the Wider Learning activities students have been involved in.

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



Lunch time clubs for Y7:

- **Lunch 1 from 12:30 – 1:00pm**
(Friday 12:45-1:15pm)

Afterschool clubs

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

Extra-curricular points are awarded as follows:

- Attendance to a club – 1 point per club
- Representing the school- 5 points
- Student Leadership role – 5 points per half term

	Participated	Committed
Y7	100%	91%

Club timetables have been emailed out for Term 1 this week to students & parents / carers from Miss Adams (Y7 examples on next slide)

Key dates:

- **Taster club week:** Monday 8th September
- **Clubs for Term 1:** Monday 15th September until end of term
(clubs do not run in Q2 week)

Year 7	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 Y7&8 Indoor Athletics, Mr Howard, SH
Lunch 4a 12:30-1:00pm <i>Friday: 12:45-1:15pm</i>	Junior Choir (Y7 & 8), Mr Yates, Ms McGonigal, Chapel Y7 & 8 Boys Basketball, Mr Gadd, Sports Hall Y7 & 8 Table Tennis, Ms Hannay, Sports Hall Y7 & 8 MFL Film Club (Wk 2), Ms Cesar, A01 Printing Club (Wk 1), Mr Dunne, D13	Y7 & 8 Music Tech Club (Wk 2), Mr Ahira, B01 Band Mentor Session, Student leaders, CM1 Y7 & 8 Dance Club, Ms Hannay, Small Sports Hall Y7 & 8 MFL Film Club (Wk 1), Ms De Luca, A01 Y7 & 8 Horrible Histories (Wk 2) Ms Scott, B21	Junior String Quartet (invite only), Mr Manoras, MUS Y7 & 8 Junior Gospel Choir, Ms Kyerematemang, Chapel Y7 & 8 Music Tech (Wk 1), Mr Ahira, CM1 Y7 & 8 Mixed Badminton, Ms Hannay, Sports Hall Y7 & 8 Lego Robotics, Mr Cant, M9 Junior Eco Team, Ms Serhal, B26 / B16 Y7 Latin Club (Wk 2), Ms Lyon, A01 Printing Club (Wk 2), Mr Dunne, D13 Y7 & 8 Drama Club, Miss Simpson, Dr 1 Graphics Club, Ms Poon / Ms Farhan, D15	Pop Band Mentor Session, Student leaders, CM1 Y7 Music Scholar Sessions (Wk 2), Chapel, Mr Yates / Ms Swadkin Y7 & 8 Volleyball, Mr Sargent, Sports Hall Y7 & 8 Table Tennis, Ms Hannay, Sports Hall KS3 Duolingo Club, Ms Thomas, A05 Y7 & 8 Book Club, Ms Aimable-Lina, B11 Junior Christian Union, Fr George, Elms Basement	Y7 & 8 Keyboard & Guitar Club, Mr Hui, MUS Y7 & 8 Futsal, Mr Gant & Ms Hannay, Sports Hall Y7 & 8 Horrible Histories (Wk 1) Ms Wade, B27 <i>Friday lunch clubs will run from 12:45-1:15pm</i> <i>Friday afterschool clubs will run 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 Y7 & 8 Girls Netball, Ms Hawksworth & Ms Shine, Cage Y7 & 8 Boys Rugby, Mr Gadd & Ms Hannay, Field Fencing (*fee), External Coach, Small Sports Hall	Y7 & 8 Junior Orchestra, Mr Wong, PC Y7-9 Girls Rugby, Ms Hannay & Mr Carias, Field Y7 Boys Football, Mr Howard & Mr Gadd, Field Y7-13 Chess Club, Mr Palfreyman, A33 (3:25-4:10pm)	Twyford Big Band, Mr Bennett, PC Y7 Girls Football, Mr Howard & Mr Gadd, Field KS3 Christmas Show Rehearsals (audition process) Miss Simpson, Drama 1	KS3 Christmas Show Rehearsals (audition process) Miss Simpson, Drama 1 Y7-13 Chess Club, Mr Palfreyman, A33 (3:25-4:10pm)	String Orchestra (Grade 4+), Mr Manoras, Dr 2 (2:15-3:15pm) Steel Pan Project (invite only), Community Room Friday Sports (invite only), PE Team. Sports Hall

Wider Learning

Y7 Activities week: Monday 6th – Friday 10th July 2026Year 7 Residential trip(Monday 6th – Wednesday 8th July 2026)**Trip Leader:** Ms Lyon**Location:** Somerset**Approx. price:** £360 (Approx.)**Letters will go out:** October (before half term)**Information evening:** May 2026

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

Daily activities programme:

Twyford CofE High School

Trust Choral Week:

Activity Leader: Ms Swadling

Days activity runs: Monday – Thursday (select one other activity on Friday)

Cost: £70

Activities include:

- Music Workshops from West End Singers and professional choirs
- Attend a West End performance
- Perform in a concert at the end of the week

Activities:

- Music Workshops from West End Singers and professional choirs
- Join new music and make new friends
- Performance of a show in the West End
- Perform all the songs learnt in an end-of-course concert

Monday 7th – Thursday 10th July
 Join a huge Trust-wide choir in Activities week and learn to sing lots of different styles (Gospel, Classical, A cappella, Musical Theatre).
Activities:
 Singing workshops from West End professional choirs
 Learn new music and make new friends
 Performance of a show in the West End
 Perform all the songs learnt in an end-of-course concert
Cost: £70
Sign up by email!
Monday 7th – Thursday 10th July
 Join a huge Trust-wide choir in Activities week and learn to sing lots of different styles (Gospel, Classical, A cappella, Musical Theatre).
Activities:
 Singing workshops from West End professional choirs
 Learn new music and make new friends
 Performance of a show in the West End
 Perform all the songs learnt in an end-of-course concert
Cost: £70
Join Us!
 *Age 10 – 18
 *Sign up by email
 *Year 7 – 9 – Sign up via W&L Activities Week Choices Form

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

How to help your child be successful

- Talk to them about their conduct points, notice if they start to pick up more negative points and identify learning points
- Celebrate !!!
- Ensure your child's uniform is smart before they go to school – including shirts tucked in and skirts on the knee
- Help them make sure their learning kit is fully stocked
- Check and sign their planner each week – see if they have the recorded each lesson prep and check it off
- Encourage them to read at home

Safeguarding 2025-26



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.



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.

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>



Prayer

Dear God,

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

Help us to play our role in supporting the Year 7 students to make their unique contribution to the school.

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

Amen



Closing Responses

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 7 Information Evening: Running with Perseverance