



Twyford CofE Academies Trust

## Yr 9 Information Evening: Running with Perseverance

Welcome back to Twyford  
2025-2026

**Mr Bennett**  
***Headteacher***

## Aim

To ensure all parents/carers & students have start of year information which enables them to support their child flourish at Twyford High School in Year 9

## Outcomes:

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

# Enduring habits for spiritual & mental health

Disciplined silence & reflectiveness is part of our distinctive identity

## Twyford Singing Posture



Stand up straight. Lengthen your spine.



Relax your upper body.



Keep your chin parallel to the ground.



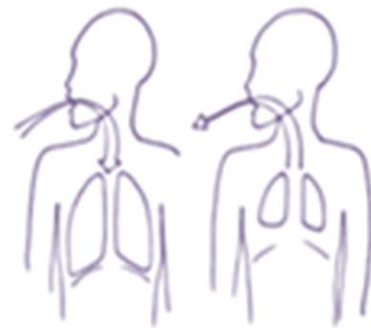
Rotate your shoulders back and down.



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

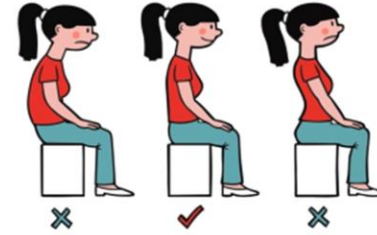


Relax your core when you breathe in. It tightens when you breathe out.



*Inhale, exhale*

## Twyford Sitting Posture



**DO** put your feet flat on the floor

**Why?** It keeps you stable and supported.

**DO** keep your back straight and your head tall.

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

**DO** relax your shoulders

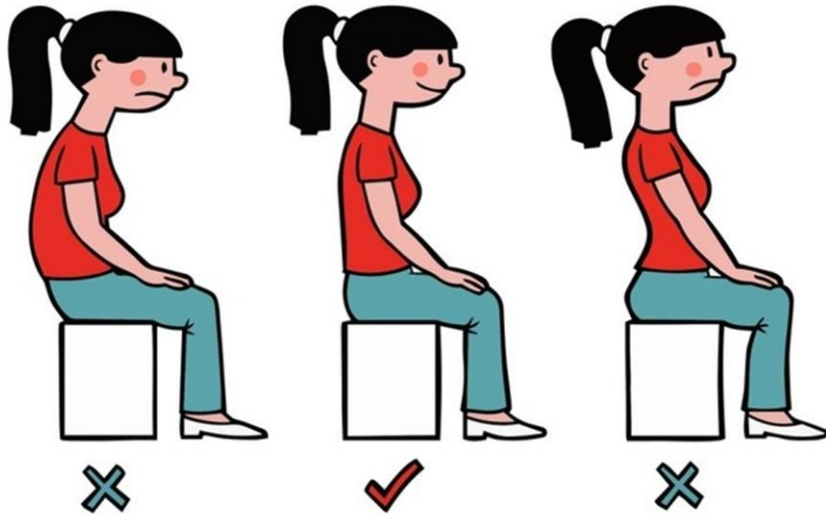
**Why?** It lets you breathe freely.

**Don't** lean against the back of the chair.

**Why?** It stops your core being engaged.



# Twyford Trust Sitting Posture



**DO** put your feet flat on the floor

**Why?** It keeps you stable and supported

**DO** keep your back straight and your head tall

**Why?** It lets you breathe deeply

**DO** relax your shoulders

**Why?** It lets your breathe freely

**Don't** lean against the back of the chair

**Why?** It stops your core being engaged

## Opening Responses

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

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

Therefore let us be courageous  
**Running with confidence and hope.**

*Hebrews 12:1*

## Reading

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

**Hebrews 12: 1-2**

# 2025-2026 Theme for the Year

## **Dame Alice Trust CEO**



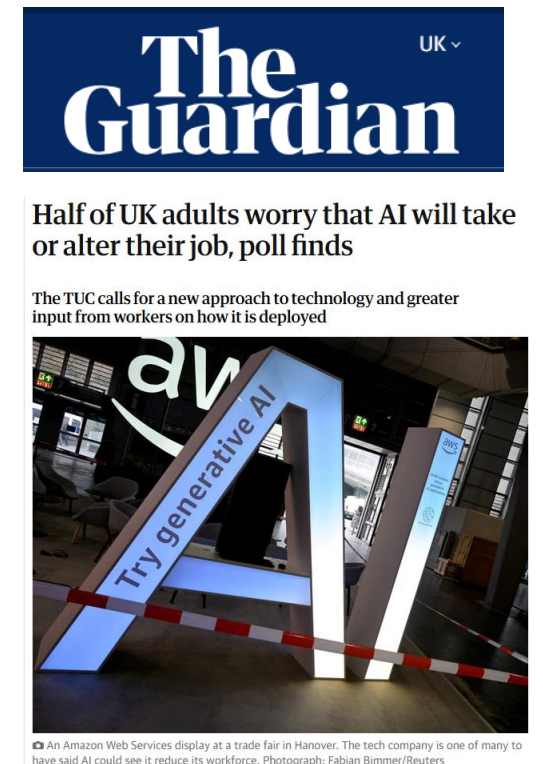
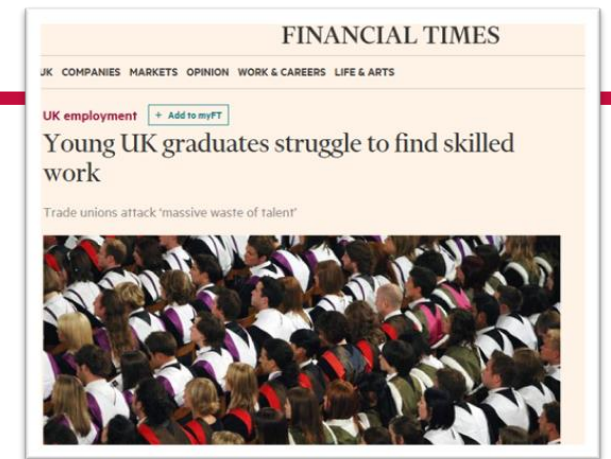
# A timeless handbook

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



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

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



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

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

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



## 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

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



# Run with Perseverance

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



## Aptitude

Keep noticing what you are good at



## Attitude

Build your learning habits through positive routines



## Good Choices

Engage fully in a wide range of learning opportunities



## Personal Goals

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

*Good Gifts Used in Service*

*Don't stay in a bad place*

*Unique Value in Community*

*Life in All its Fullness*



Twyford  
C of E  
High School

# Run with Perseverance

*Finlay( Ealing Fields at Twyford)):* A\*AA  
Engineering/Maths Bristol Uni



## Aptitude

Keep noticing what you are good at

*Sammy Ray* 9 x 9s and 1 grade 8,  
Next Step: A-Levels @ Twyford Sixth Form.



## Attitude

Build your learning habits through positive routines

*Don't stay in a bad place*

*Cordell - Grade 8 in RE*  
Two grades above target  
& saying thank-you for the help



## Good Choices

Engage fully in a wide range of learning opportunities

*Unique Value in Community*

*Imogen(Twy@AL): Merit (3xBs)*  
Veterinary Nursing -Middlesex Uni



## Personal Goals

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

*Life in All its Fullness*

*Good Gifts Used in Service*



Twyford  
C of E  
High School

# School progress outcomes

## KS5 Year 13

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

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



# Top end Performance

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

# School progress outcomes

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## Year 13 leavers' destinations

86.3% (258) secured places at University

3% (8) Art Foundation courses

11% (33) Gap year, employment, apprenticeship

Total 299 students



## Early Entry Successes 2024-25

Student	University	Subject
Ed Bolton	Cambridge	Engineering
Olivia Burkhart	Oxford	French and German
Sophie Ganne	Cambridge	Natural Sciences
Livya Guinness	Oxford	Philosophy, Politics and Economics
Yasmin Iyengar	Cambridge	Veterinary Medicine
Hannah Kaprielian	Oxford	Engineering
Zoe Kemp	Oxford	Materials Science
Imogen Kiely	Cambridge	History
Miriam Latchman	Cambridge	Philosophy
Joseph Maud	Oxford	Medicine
Dijan Mbanu	Oxford	French and German
Chiril Serhiev	Oxford	Chemistry
Charlie Watts	Cambridge	Mathematics
Kyra Zorzy	Oxford	Experimental Psychology

## 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



### Mimi Latchman

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

#### A-Levels:

Chemistry: A\*  
 History: A  
 Maths: A\*

#### Wider Learning & Careers:

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



### Antos Salacinski

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

#### A-Levels:

Drama: A  
 Politics: A  
 Sociology: B

#### Wider Learning & Careers:

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



### Reanne McKenzie

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

#### A-Levels:

Business Studies: B  
 Graphics: A  
 Photography: A



#### Wider Learning & Careers:

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

# School progress outcomes

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

# School progress outcomes

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

(65% in 2024)

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

(11 in 2024)

## Year 11 GCSE

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

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

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

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

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

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

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

**Wider Learning & Careers:****Wider Learning:**

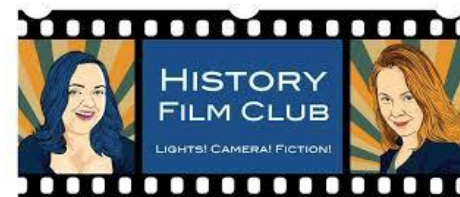
- School production
- Drama Club
- National Theatre Connections
- Girls Basketball
- Gospel Choir
- D of E Bronze
- CIAG talks: Sustainable Careers, Careers in the NHS

**Leadership roles:**

Creative Arts Rep, Sports Rep, Form Rep

**Work Experience:**

Signature Entertainment

**Wider Learning & Careers:****Wider Learning:**

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

**Leadership roles:**

Form Rep, Enterprise Rep, Peer Mentor, Twyford Ambassador

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



## Stella

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



### GCSEs:

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

## Lucas

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



### GCSEs:

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



## Wider Learning & Careers:

### Wider Learning:

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

### Leadership roles:

Creative Arts Rep, Form Rep,  
Peer Mentor

### Work experience:

TwentyTwo Integration (Design)



## Wider Learning & Careers:

### Wider Learning:

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

### Leadership roles:

Prefect, Peer Mentor

### Work experience:

Shawbrook Bank



# School progress outcomes

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**69% of grades 9-7**

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

## Year 10 GCSE RE

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

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

**92% of grades 9-5**





# Run with Perseverance



## Aptitude



Keep noticing what you are good at



## Attitude



Build your learning habits through positive routines



## Good Choices

Engage fully in a wide range of learning opportunities



## Personal Goals

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

*Good Gifts Used in Service*

*Don't stay in a bad place*

*Unique Value in Community*

*Life in All its Fullness*

# Embedding self-regulation

**Miss Johnston**  
***Assistant Headteacher***  
***Head of Lower School***

Q4 Results

74% on track overall

Mathematics	84%
Spanish	83%
French	82%
RE	81%
German	80%
History	76%
Science	71%
Geography	64%
English	56%



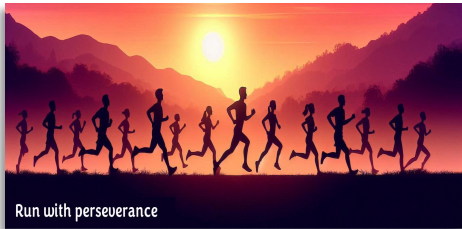
119,979 Positives

7, 778 Positives



Q4 Positives	Average Positives
Purposeful attitude to learning	32
Resilience in engagement	13
Excellent listening habits	10
Active participation in singing	9
Star of the lesson	9

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



## Self-Regulation

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



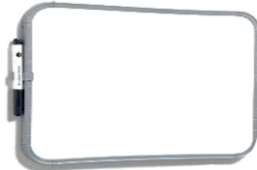
## Co-Regulation

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

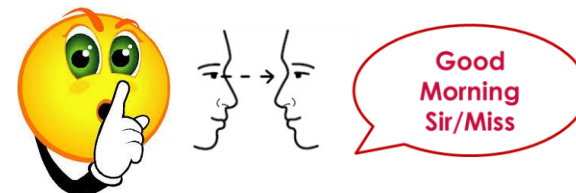
Conduct points provide regular feedback about learning behaviour



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



Silent entrance to lessons & greeting each other



# Twyford Learning Culture – Routines which support habits

Twyford C of E High School

## Routine

A sequence of actions regularly followed

## Habit

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



Why are routines so beneficial?

Twyford C of E High School



## Start of tutor time/lesson

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



Twyford C of E High School

## Polite manners as a habit

### The Twyford Etiquette

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

#### Good Gifts used in Service

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

#### Don't stay in a Bad Place

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

#### Unique Value in Community

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



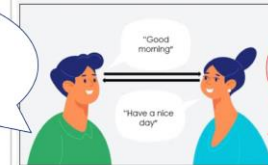
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We create rather than destroy  
We enjoy being good and doing well  
We always give of our best  
We smile & sit-up straight

**We thank our teachers at the end of every lesson**

We celebrate each other's success



### Making the difference- with the little actions



Yes Miss  
No Sir

Good  
Morning  
Sir/Miss

- Look-up
- Make Eye-contact
- Smile
- Be polite

"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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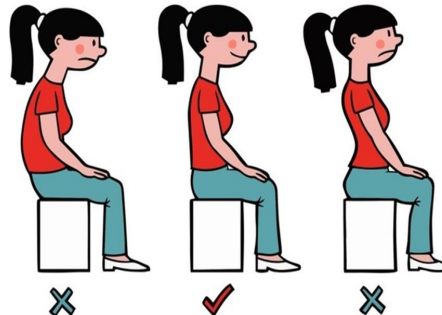
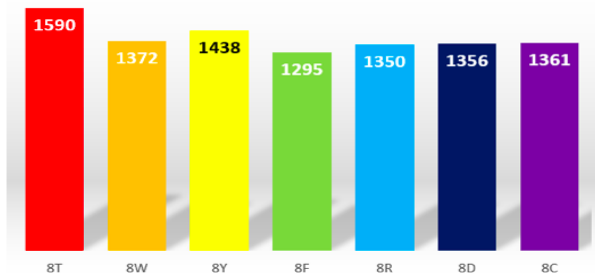
### Unique Value in Community

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



## Conduct

### Well Done Truro!



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



# Twyford Learning Culture – Routines which support habits

I come fully equipped

I am polite and helpful

I wear my  
uniform perfectly

I am focused  
at all times

I walk to my lessons  
with purpose

I care about the  
quality of work in  
my book

I complete lesson  
prep for every lesson,  
every day


I engage with the wider  
school and community

I am reflective  
about myself and  
my learning

# 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.*

**Weekly Attendance**  
Thomas had 100% attendance for week 18/11 – 22/11.

	Mon	Tue	Wed	Thu	Fri
AM	✓	–	–	–	–
PM	✓	–	–	–	–

w/c 18th November 2019

	Mon	Tue	Wed	Thu	Fri
AM	✓	✓	✓	✓	✓
PM	✓	○	✓	✓	✓

w/c 11th November 2019

	Tue	Wed	Thu	Fri
AM	✓	✓	✓	✓
PM	✓	✓	✓	✓

**Legend:**

- ✓ 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.*

**Home Screen:** Messages (11 New), Achievement Update (22 Nov 2019), Weekly Attendance (22 Nov 2019), Calendar (0 Today, 0 Tomorrow), SIMS Options, Thomas profile.

**Attendance Dashboard:** Attendance 100%, Conduct Achievements 102, 14 this week, 122 last week, 1 this week, 0 last week.

**Conduct Dashboard:** Thomas profile, Back, Conduct, Menu.

**Conduct Log:**

- Monday 4th November 2019: Good Listening (10001 - 10001), Progress Review (Tutor) (1) (100 - Monday AM)
- Friday 1st November 2019: Equipment (10401 - 21014), Active Engagement (10401 - 21014)
- Thursday 31st October 2019: Active Engagement (106101 - 21014), Active Engagement (106101 - Thursday AM)
- Wednesday 30th October 2019: Good Listening (106101 - 21014)

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

**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  
2025-2026

**Mr M Jones**  
***Head of Year 9***

# Pastoral support in the day to day

## Our Moral Purpose



## Our Systems



# Year 9 Team

<b>Head of Key Stage</b>	Ms E Johnston
<b>Head of Year</b>	Mr M Jones
<b>AHOY</b>	Ms V Kundu
<b>9 Truro</b>	Ms G Hayes
<b>9 Wells</b>	Mr D Cant
<b>9 York</b>	Ms H Brooks
<b>9 Fountains</b>	Ms N De Luca
<b>9 Ripon</b>	Mr E Hui & Ms M Stephen
<b>9 Durham</b>	Ms A McLean
<b>9 Canterbury</b>	Ms N Bookless

# Learning journey in Year 9

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March

# GCSE Options



Q3



Active response to feedback



Active response to feedback

Q2

December

English	4-
Mathematics	1
Science	2+

Active response to feedback



Q1

October

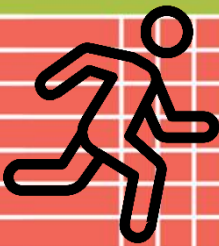


Q4



June

Active response to feedback



## Year 9 journey

Parents Evening

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

# Lesson Prep

## Why is prep important?

- Practises previous learning
- Embeds new learning into memory
- Prepares students for the next lesson
- Builds independent study habits

prep check

Friday	10	1 Science	Do ecology 1 and organs and if not done.	14th	✓
		2 Languages	Do vocab express 751 Q4 General Revision.	13th	✓
		3 Music	Complete the Ms teams quiz Y7 Unit 3 Q4 revision.	23rd	✓
		4 Maths	Do sheet: prep questions	13th	✓
		5 English	Improve the start of the para and the end C10 marked do assessed homework again you get 5 points!	13th	✓
		Enrichment			



# Lesson Prep

- 70 students did not receive a single negative for prep during year 8.
- 112 students missed 6 pieces of prep or fewer during Y8.

prep check



Friday	10	1 Science	Do ecology 1 and organs and health 1 if not done.	14th	✓
		2 Languages	Do vocab express 751 Q4 General Revision.	13th	✓
		3 Music	Complete the MS teams quiz Y7 Unit 3 Q4 revision.	23rd	✓
		4 Maths	Do sheet: prep questions	13th	✓
		5 English	Improve the start of the para and the end (it's marked) do revision homework again you get 5 points!	13th	✓
		Enrichment			

## 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:**

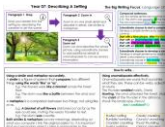
1. **Key word sheets** – students are asked to develop their understanding of a piece of Tier 2 vocabulary
2. **Closed grammar task sheet** – students are asked to show their understanding of a particular grammatical construction which they have been taught previously
3. **Revision booklet** task – ahead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

**Open activities will include**

1. **Planning a single paragraph outline** – this will often include a success criteria for students to include different elements for their work
2. **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 do their prep, they should be provided both a reading and a writing task.



For most preps, students will be given a task sheet like the one above. There will also often be a video to watch. Students should also look through the uploaded lessons on the school website.

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 'taggle' meaning 'to involve in a difficult situation'	



## Maths

**Prep in Maths will normally be to:**

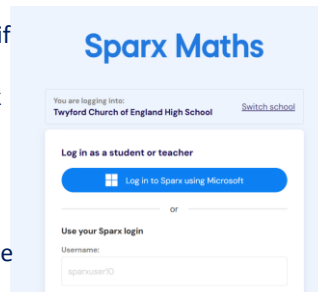
Complete a given percentage of your Sparx task ahead of your next maths lesson.

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/](https://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.



**Useful to know**

If you are stuck on a question, click on the "Watch Video" button at the bottom of the screen to watch a worked example of a similar question.



Sparx tailors each student's homework by analysing which questions they answered correctly and quickly. If students answer all questions fast and right, Sparx assumes the questions are easy and gives harder ones next. For this reason, students must try to complete their prep without help from parents/online tools, or this can lead to a cycle where students face increasingly difficult problems they struggle with and rely more on outside help.



**Monday – Thursday  
LRC  
3.20-4.20pm**





# Lesson prep

## Effective use of the school

Week Beginning: 5th January 2026				
	Week 1	Lesson Preparation	Due Date	Done ✓
5th	1			
	2			
	3			
	4			
	5			
Monday	Enrichment			
6th	1			
	2			
	3			
	4			
	5			
Tuesday	Enrichment			
7th	1			
	2			
	3			
	4			
	5			
Wednesday	Enrichment			

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

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Literacy Reading Book Title: _____ My personal response to today's reading: _____				
	Week 1	Lesson Preparation	Due Date	Done ✓
8th	1			
	2			
	3			
	4			
	5			
Thursday	Enrichment			
9th	1			
	2			
	3			
	4			
	5			
Friday	Enrichment			
Teacher/Parent Comments:				
Attendance:				
Lates Previous Week:				
Positive Conduct: _____ Negative Conduct: _____				
School Signature: _____ Home Signature: _____				

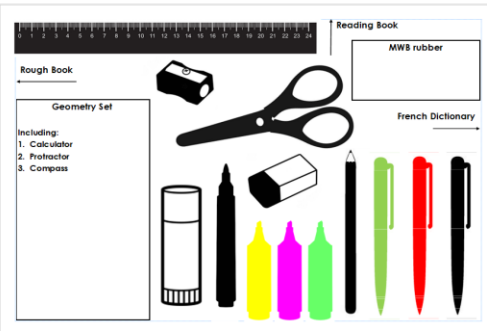
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Week Beginning: 9th May 2022				
	Week 2	Lesson Preparation	Due date	Done ✓
9th	1 Math	Finish draft sketch sheet.	10/06	✓
	2 Art	Finish the artwork.	10/06	✓
	3 Science	How does pollution directly affect you?	10/06	✓
	4 German	Quick email and do all six questions on challenge. Repeat second song lyrics + complete annotations.	10/06	✓
10th		no classes	✓	✓
		Finish sheet from email on C2021. How does unemployment affect you? Do 6.1 and 6.2 in books and talking to S.	11/06	✓
		Do the big shape sheet.	11/06	✓
		Do vocabulary pieces there will be a test. Do block one and seven block. Homework	15/06	✓
11th		← Bonus Two prep - have physio education	✓	✓
		Have Roundabouts	✓	✓
		My maths - Engaging shapes	15/06	✓
		clean the tables, binoculars, and wash the arm evaluation is filled.	12/06	✓
12th		Do BSC bite size and do prep 6.	9/06	✓
		Do sheet and go on extra review lesson.	12/06	✓
		Annotation the next two quizes.	13/06	✓
			✓	✓
Word of the Week: [extract]				
	Week 2	Lesson Preparation	Due date	Done ✓
12th	1 English	no lesson we had PSHC.	✓	✓
	2 French	Do the sheet in book.	10/06	✓
	3 Geography	Add pictures. Complete the hurricane sand.	10/06	✓
	4 Music	Learn key works for Harmony and formality.	10/06	✓
13th	5 Music	no prep - have singing	✓	✓
	Enrichment	have tickets / go on kudos / go to rap rehearsal for C20	✓	✓
	1 Science	Do assessed homework.	25/06	✓
	2 Math	Do math worksheet.	10/06	✓
14th	3 French	Do vocab express.	10/06	✓
	4 English	Homework: quotes, position and details checklist. Sins in book - Hamlets	10/06	✓
	5 Drama	Watch a video trailer / write key character - pros, cons and actual still.	10/06	✓
	Enrichment	have audition	✓	✓
Teacher/Parent Comments:				
Plans:				
- go to shopping / twyford's supermarket				
- go to B&M on Thursday				
- go to F&N days / review work to go book				
- imagine get / look at science powerpoint				
Attendance: 100%				
Lates Previous Week: 0				
Positive Conduct: 65/4/25				
Negative Conduct: 0				
School Signature: _____ Home Signature: _____				

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Planner and Equipment Check

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



3) In your planner write

2. Planner check

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



Update Planners

4) Reflection on last week:

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

Weekly tutor pastoral data

5) Personal Reading Time:

You have a reading book

Rec

Literacy

Reading Book Title:

My personal response to today's reading:

Fill in the reading section of your planner.

Literacy

Reading Book Title:

My personal response to today's reading:

CHALLENGE

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

Fiction

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

Non-fiction

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

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



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

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

## 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**





# Silence as a habit

- Moving around the school site
- During lessons unless instructed otherwise
- During line-ups

Creates a safe environment



Calm and settled start to a lesson



Improves concentration



Reduces stress and decision fatigue



Strong sense of community



Allows for a time of reflection



# Conduct in shared community spaces



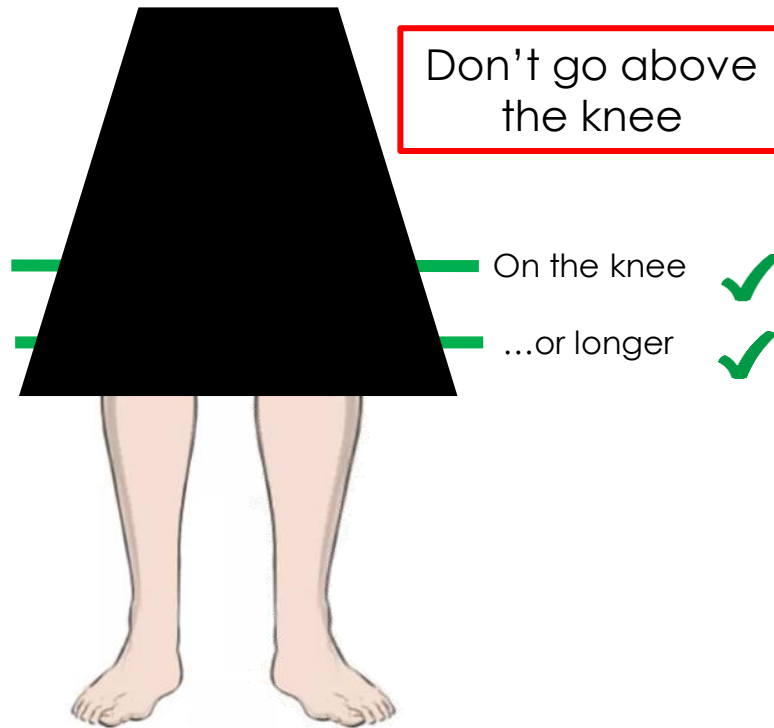


**Further Reminders:**

1. Shoes must be shoes - **No black trainers**
2. **Plain black or white socks** (designer/sports logos)
3. **No make-up**
4. **Jewellery** – plain gold/silver ear studs only.
5. Coats/scarfs/hats must be **plain black or dark blue**



School skirts



Don't go above  
the knee

On the knee

...or longer

Shirts tucked  
in at all times

Trousers are  
worn on your  
waist,

Trousers are  
Black

Not Grey

## How to help your child be successful

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

## Small things still matter

- Discuss their positive and negatives conduct points
- Celebrate !!!
- Ensure your child's uniform is smart before they go to school – including shirts tucked in, skirts on the knee and no make-up
- Fully stocked learning kit (full equipment list on COPIA)
- Discuss wider learning opportunities with them – encourage them to sign up to at least 1 or 2 WL opportunities each week.

## Wider Learning & Careers IAG

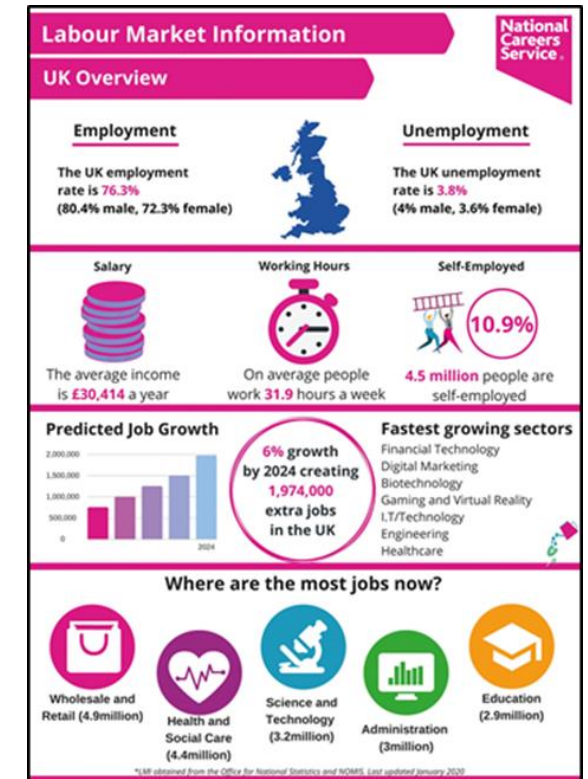
**Miss Adams**  
***Assistant Headteacher***  
***Wider Learning & CIAG***

## Help your child work on good choices

Year	Learning Outcome
9	To research future pathways and fully engage in acquiring the additional skills & experience I need to prepare me for my future pathways.

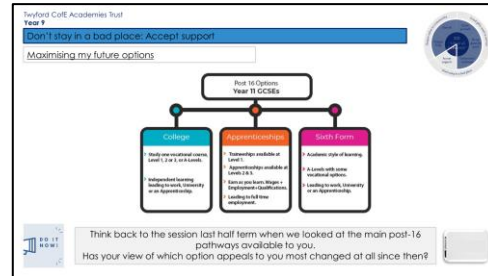
### Year 9 CIAG focus:

- Prepare for **GCSE options**
- Make explicit links between **GCSE options & careers pathways** you might be interested in (Post 16) through research & up to date labour market information
- Reflect upon how Wider Learning & Leadership positions are **developing your employability skills**





## Help your child work on good choices



**Y9 GCSE Options information evening:**  
Thursday 5<sup>th</sup> February 2026 (6:00pm)

**Y9 Parents Evening:**  
Thursday 26<sup>th</sup> February 2026 (4:00-8:00pm)

**Y9 GCSE Options form due:**  
Monday 9<sup>th</sup> March

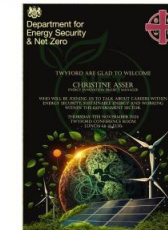
## Y9 students will have:

- **Pastoral sessions** on different career paths
- **GCSE options assemblies**
- **GCSE options evening**
- **Careers Fair** in March
- **CIAG lunch time talks** (12 talks in 2024-25)
- **CIAG bulletins** half termly
- **Xello** Careers platform
- **Careers Copia page** (Wider Learning & Careers)

Twyford CoE High School

P4 CIAG talks (12 per year)

Careers Fair (March)



Half termly CIAG bulletins:



"This is amazingly impressive, it's the best I have seen in all the West London schools" West London Careers Hub

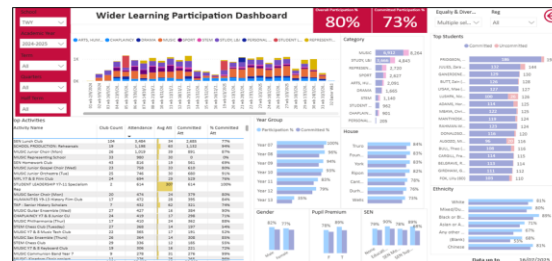
## Wider Learning

### Wider Learning offer in Y9:

- ✓ 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**



	Participated	Committed
Y8	95%	84%

## Y8 2024-25 WL data:

### Top Y8 WL students in 2024-25:

Beatrice Pridgeon (9R) = 193  
 Zara Julies (9D) = 144  
 Yume Donaldson (9Y) = 120  
 Minty Algozo (9T) = 116  
 Francesca Cargill (9C) = 115

### Key dates:

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

### Lunch time clubs:

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

### Afterschool clubs

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

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

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

### Music for Y9:

- Clarinet Choir
- Twyford Philharmonia
- Senior Gospel Choir
- Senior Choir
- Chamber Choir
- Music Scholar sessions
- Concert Band
- Flute Choir
- Double Reed Band
- Saxophone Quintet
- Music Tech Club
- Guitar Club
- Keyboard Club
- Sacred (invite only)
- Steel Pan (invite only)
- Pop Band Mentoring
- Communion Bands

**Mr Yates – Head of Music**

### Sport for Y9:

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

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

**Mr Howard – Head of Sport**

### Y9 STEM:

- Triple Science Club
- Chemistry catch up
- Dungeons & Dragons
- Gaming Club
- Chess & Draughts

### Y9 English:

- Book club

### Chaplaincy for Y9:

- Voluntary Communion
- Christian Union
- Big Questions Club

**Father David & Father George**

### Drama for Y9:

- Drama club
- Christmas Show
- NT connections
- Tech Team / Backstage

**Drama Department –  
Miss Adams & Miss Simpson**

### Y9 Languages:

- MFL Games club
- MFL Film Club

### Y9 Arts:

- Art Club
- Graphics Club

### Y9 Humanities:

- ECO-Team
- Junior History Scholars





## Wider Learning

# Y9 Activities week: Monday 6<sup>th</sup> – Friday 10<sup>th</sup> July 2026

### Year 9 Trip

**Trip Leader:** Ms Kundu

**Location:** Devon

**Approx. Cost:** £450

**When letters will go out:** October  
**Information evening:** May 2026



### Activities include:

- Crabbing and Rib boat
- Canoeing
- Climbing and Abseiling
- Go-Karting
- Coastal exploration
- Assault course
- Underground tunnels
- Surfing
- Water skiing and doughnuts
- Campfires
- Evening discos & games

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



### Daily activities programme:

- London Eye & Aquarium
- London Boat Tour
- Brighton
- Rowing
- London Museums
- Oxygen Trampolining & Bowling
- Football coaching
- London Zoo
- Laser Quest
- Ceramics Café

Twyford C of E High School

### Trust Choral Week:

**Activity Leader:** Ms Swadkin

**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

**Twyford C of E High School**

### Twyford Academies Trust Choral Week

## DO YOU LIKE SINGING?

Join a huge Trust-wide choir in Activities week and learn to sing in lots of different styles (Gospel, Classical, A cappella, Musical Theatre).

**Activities**

- ☐ Experience workshops from West End / professional choir and singers
- ☐ Learn new songs and make new friends
- ☐ Attend a performance of a show in the West End
- ☐ Perform all the songs learnt in an end-of-course concert for family and friends

**Sign up by email!**

**Monday 7th - Thursday 10th July**

**Cost: £70**

**Cost may vary depending on how many students sign up, but will be no more than £70 for the whole 4 days\***

**JOIN US!**

\*Year 10 - 13 - Sign up by email: [twyfordacademies@twyfordacademies.co.uk](mailto:twyfordacademies@twyfordacademies.co.uk)  
Year 7 - 9 - Sign up via the Activities Week Choices Form

## Safeguarding reminders 2025-26

***Mr Bennett***  
***Headteacher***

## Safeguarding (Medication)

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

If students do not have in date 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:**



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 you 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.



Scan the code to get your invitation



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

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

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



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





## 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 9 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

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## 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