



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

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

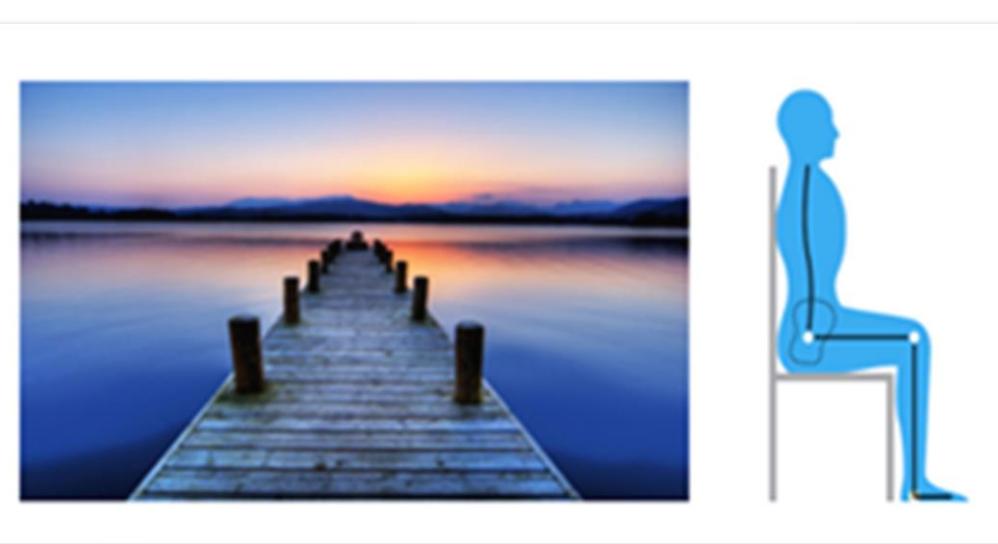
Twyford Sitting Posture

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

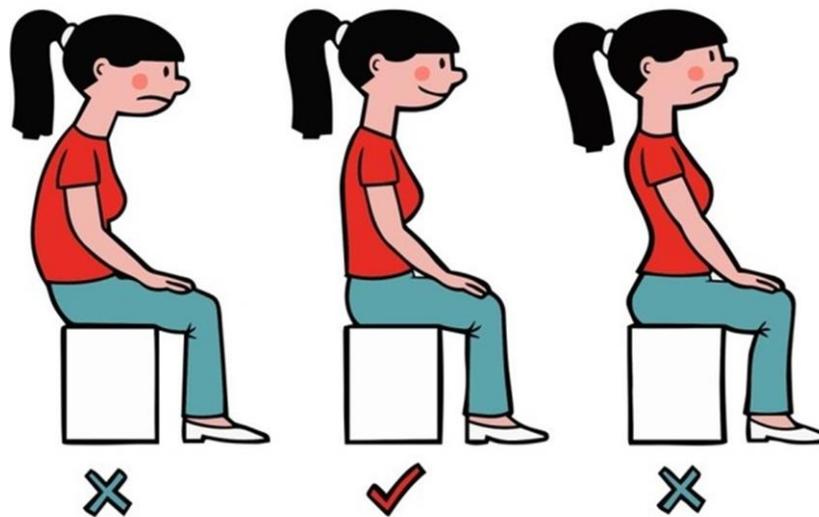
DO keep your back straight and your head tall.
Why? It lets you breathe deeply.

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

**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

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"



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

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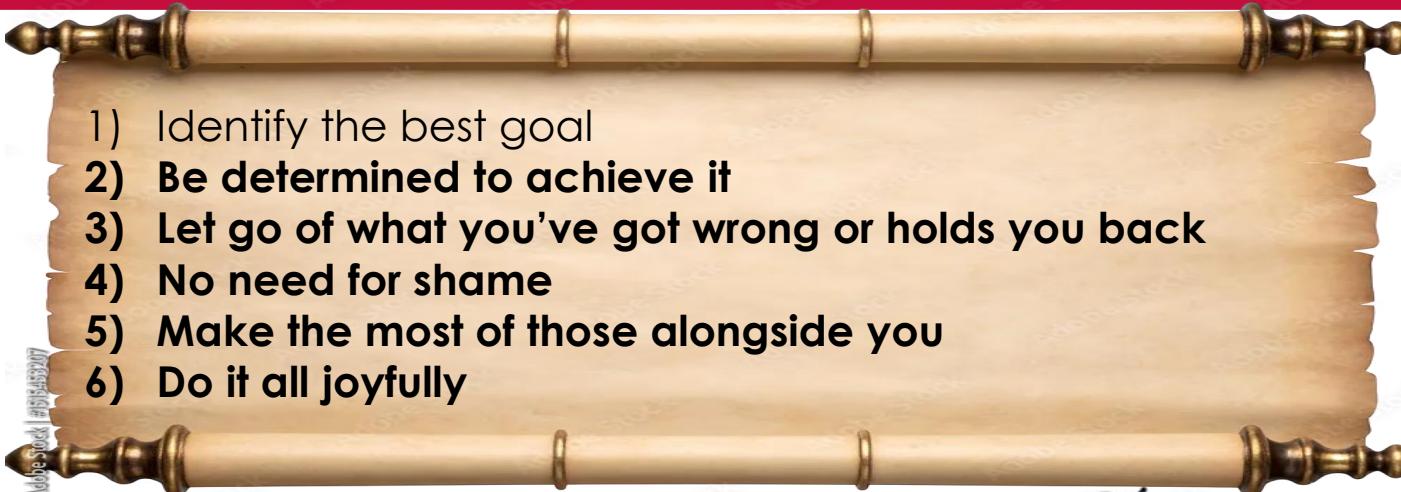


An Amazon Web Services display at a trade fair in Hanover. The tech company is one of many to have said AI could see it reduce its workforce. Photograph: Fabian Bimmer/Reuters

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Run with Perseverance



Aptitude



Keep noticing what you are
good at

Good Gifts Used in Service



Twyford
CofE
High School



Attitude



Build your learning habits
through positive routines

Don't stay in a bad place



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

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



Aptitude



Keep noticing what you are
good at

Good Gifts Used in Service



Twyford
CofE
High School

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

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



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



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



Twyford
C of E
High School

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

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%

Florence

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



National Theatre
connections



ENTERTAINMENT

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



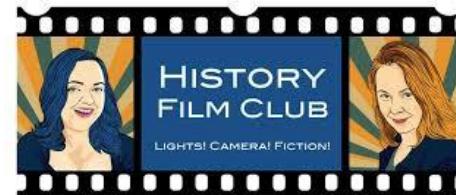
"I have come that you may have life and have it to the full" – John 10 v 10

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)



T W E
 N T Y
 T W O

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)

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)



Ada Lovelace
 C of E
 High School

**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

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



Twyford
CofE
High School

Embedding self-regulation

Miss Johnston
Assistant Headteacher
Head of Lower School



Headline Successes

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



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

Self-Regulation

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



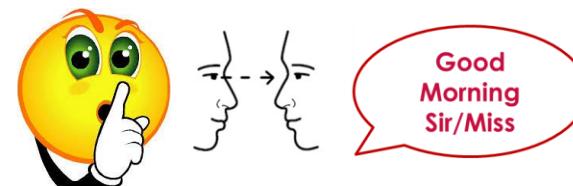
Co-Regulation

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. chance to check your uniform

- ✓ **Greet your teacher** – make a 'Good Morning/Afternoon'

- ✓ **Silent start** – walk to your silence and take out your title, date, LO and copy in silence. Respond to you out your name by saying



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Polite manners as a habit

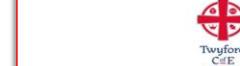
The Twyford Etiquette

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



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 & 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



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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

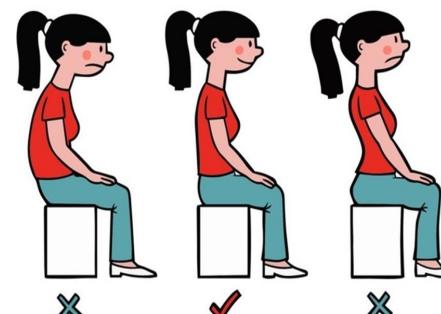
1 = Consistently engaged

2 = Usually engaged

3 = Not engaged



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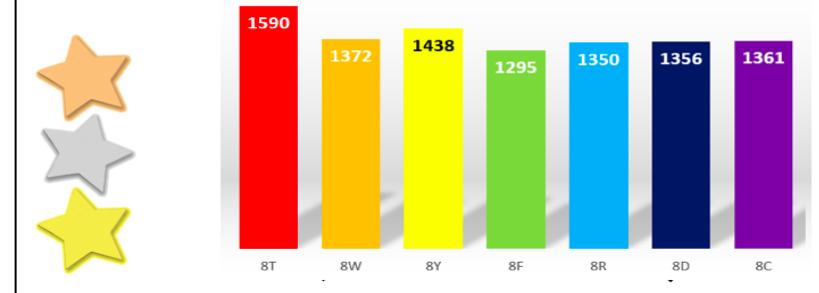
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We listen
We control ourselves
We are polite
We treat everyone in school as a friend
We make a positive impact on our environment



Twyford
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High School

Conduct

Well Done Truro!



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 am reflective about myself and my learning

I engage with the wider school and community

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

Twyford C of E High School

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.

Attendance
Present
Absent
Attendance not required
No mark recorded yet

Conduct
Achievements
24 this week
Behaviour
0 this week

Messages
11 new
Achievement Update
Weekly Attendance 22 Nov 2019 25 Nov 2019
Achievement Update
22 Nov 2019
0 Today 0 Tomorrow

Calendar
26
SIMS Options

Thomas

Back **Conduct** **Menu**

Thomas 4th November 2019

Good Listening 100ab1r - Mon1

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

Equipment 104C1S - 2F1r4

Active Engagement 104C1Sc - 2F1r4

Active Engagement 10EabM4 - 2Thu6

Active Engagement 10F - Thursday AM

Good Listening 10abM4S - 2Wed5

Monday 4th November 2019

Friday 1st November 2019

Thursday 31st October 2019

Wednesday 30th October 2019

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.

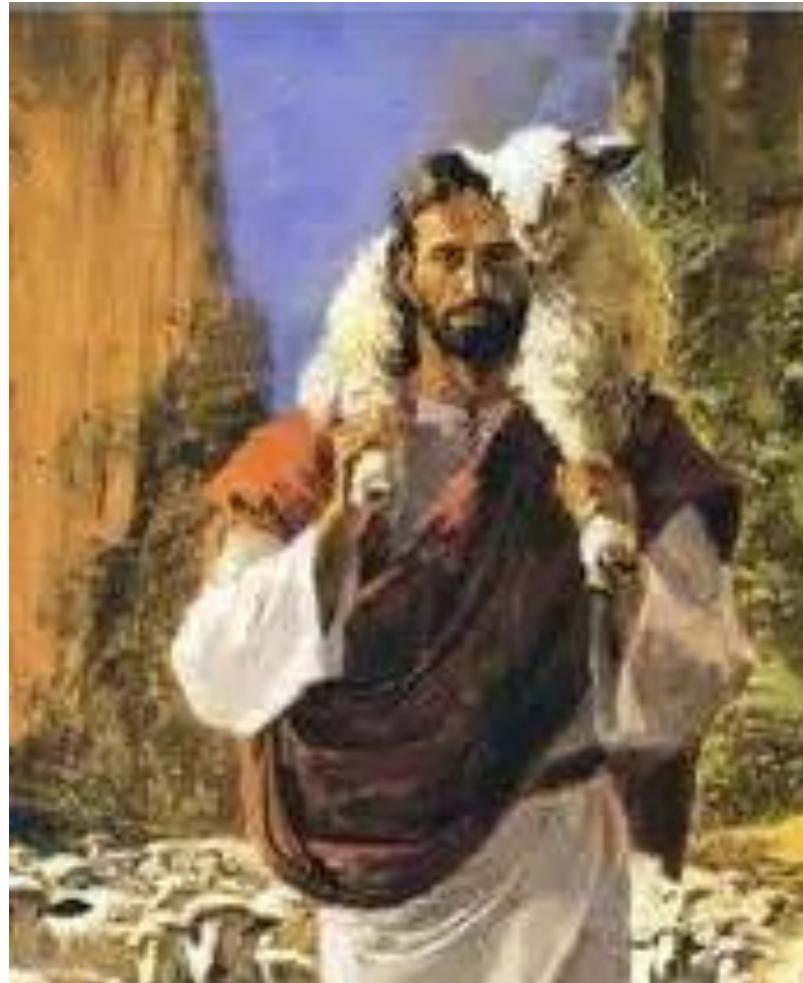
Pastoral
2025-2026

**Mr M Jones
Head of Year 9**



Pastoral support in the day to day

Our Moral Purpose



Our Systems



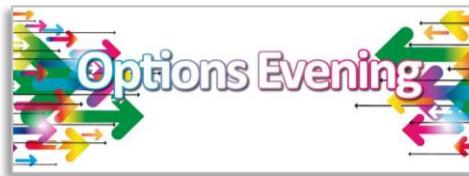
Year 9 Team

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



Learning journey in Year 9





GCSE Options



March

Q3

Parents Evening

WELL DONE!

June

Active
response to
feedback

Q4

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

Active
response to
feedback

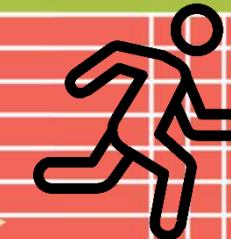
Q2

December

English	4-
Mathematics	1
Science	2+

Q1

October



Active
response to
feedback



Year 9 journey



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



10	1 Science	Do ecology 1 and organs and nutrition 1 if not done.	14th	✓
	2 Languages	Do vocab express 7SI 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 is marked do assessment framework again when you get feedback!)	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



10	1 Science	Do ecology 1 and organs and health 1 if not done.	14 th	✓
	2 Languages	Do vocab express 7Si Q4 General Revision.	18 th	✓
	3 Music	Complete the MS teams quiz Y7 Unit3 Q4 revision.	23 rd	✓
	4 Maths	Do sheet: prep questions	13 th	✓
	5 English	Improve the start of the para and the end (it is marked) do assessed homework again you get feedback!	13 th	✓
	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 complete knowledge organisers which are provided both a reading and



For most preps, students will use an example. There will also often be provided both a reading and a writing task. Students should also look through the uploaded lessons.

Maths

Prep in Maths will normally be to:

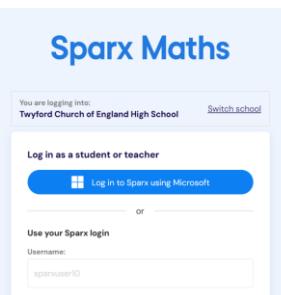
Complete a given percentage of your Sparx task ahead of your next maths lesson.

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



Lesson prep

Effective use of the school

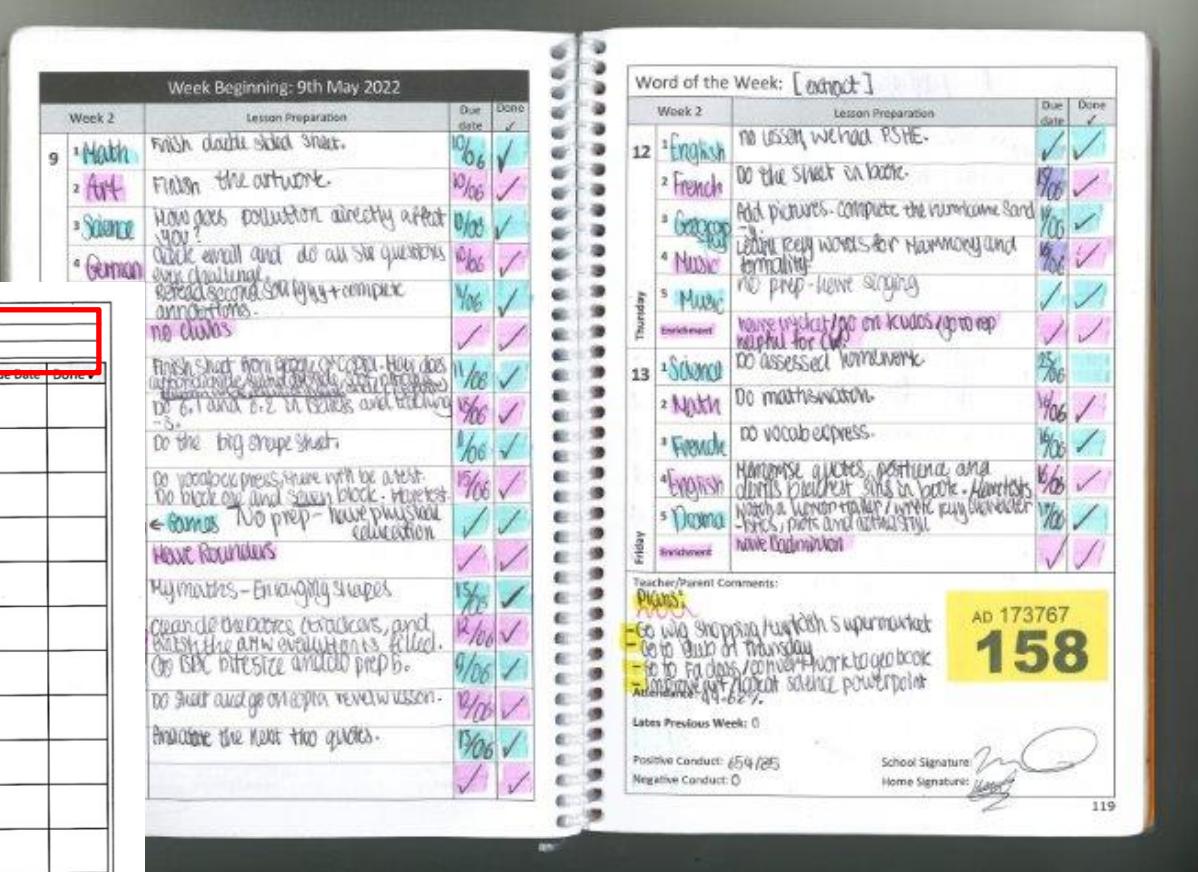
Week Beginning: 5th January 2026				
	Week 1	Lesson Preparation	Due Date	Done ✓
Monday	1			
	2			
	3			
	4			
	5			
Enrichment				
Tuesday	1			
	2			
	3			
	4			
	5			
Enrichment				
Wednesday	1			
	2			
	3			
	4			
	5			
Enrichment				
Thursday	1			
	2			
	3			
	4			
	5			
Enrichment				
Friday	1		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

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

88

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

89

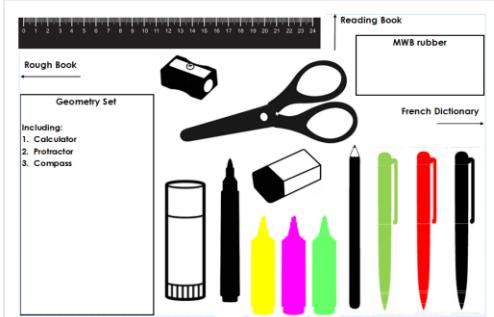


to the full" – John 10 v 10

Planner and Equipment Check

1. Do now:

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



3) In your planner w

CHALLENGE

Set yourself a challenge to read this text
Can you read **ten pages**? Or more? If you read

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:

1. Open your planners on last week
2. Fill in your attendance, lates,

5) Personal Reading Time:

You have a reading book

Rec

Literacy

Reading Book Title:

My personal response to today's reading:

Weekly tutor pastoral data

Fill in the reading section of your planner.

Literacy

Reading Book Title:

My personal response to today's reading:



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.

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



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...

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

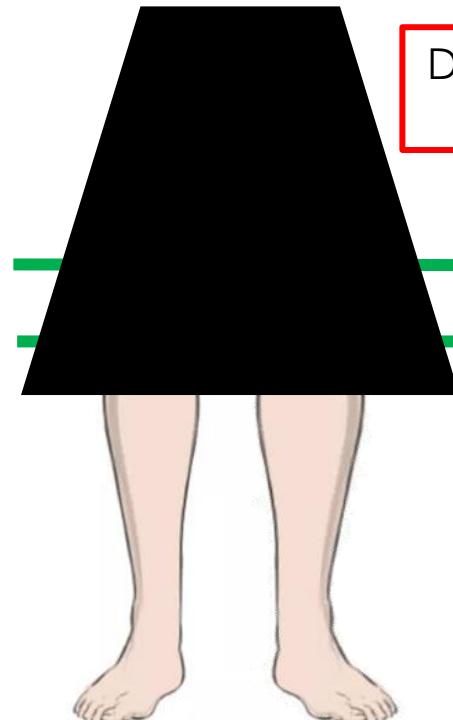


Further Reminders:

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

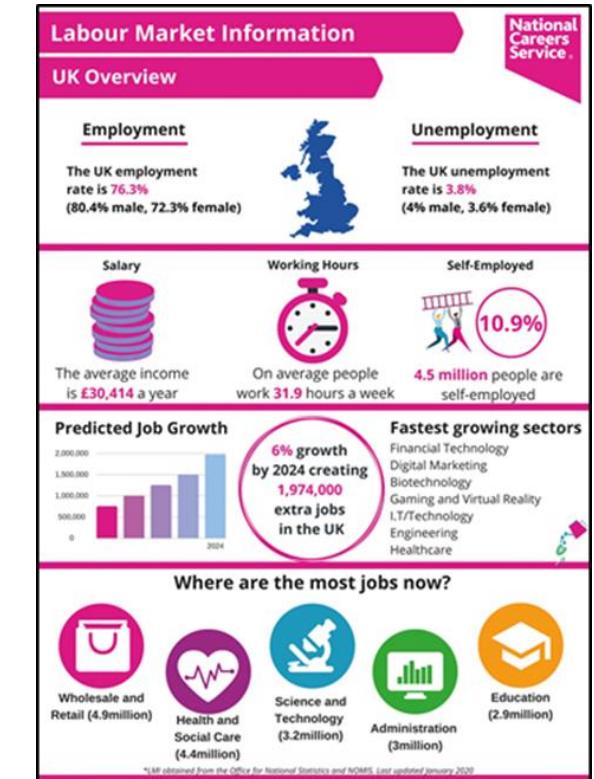
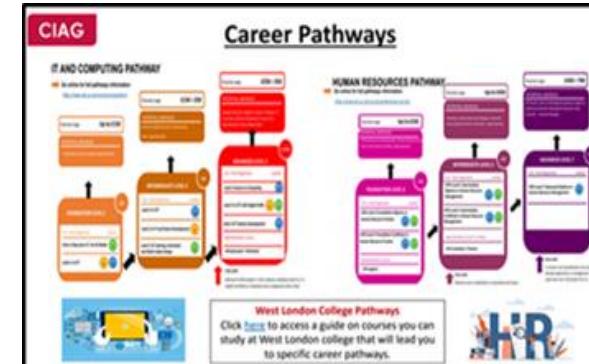


Help your child work on good choices

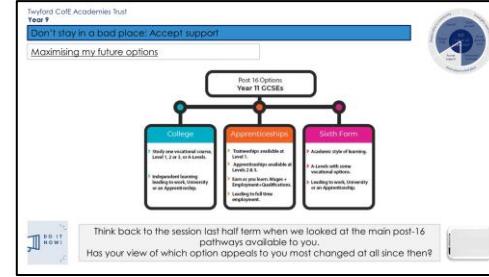
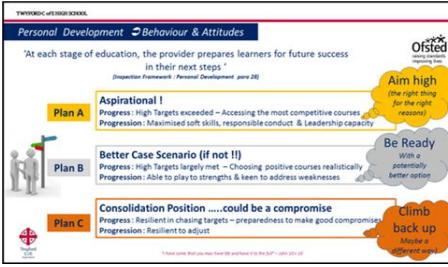
Year	Learning Outcome
9	To research future pathways and fully engage in acquiring the additional skills & experience I need to prepare me for my future pathways.

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 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)



Y9 GCSE Options information evening:
Thursday 5th February 2026 (6:00pm)

Y9 Parents Evening:
Thursday 26th February 2026 (4:00-8:00pm)

Y9 GCSE Options form due:
Monday 9th March

Twyford CofE High School

Careers Fair (March)



P4 CIAG talks (12 per year)

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**

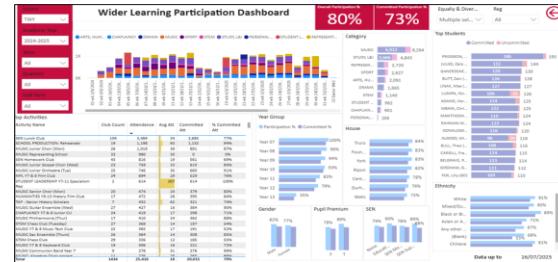


Lunch time clubs:

- 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)



	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 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)

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

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



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

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 6th – Friday 10th July 2026

Year 9 Trip

Trip Leader: Ms Kundu

Location: Devon

Approx. Cost: £450

When letters will go out: October

Information evening: May 2026



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.



Twyford
C of E
High School

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

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 CoE 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 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

Singing workshops from West End / professional choirs

Singing

Learn new songs, make new friends

Perform a showcase of a show in the West End

Perform all the songs learnt in an end-of-course concert for family and friends



Only £70!

Monday 7th – Thursday 10th July

During Activities week

Students will sing in a choir from their own school on the Friday

Trip to the Theatre

Pizza Party

Course T-Shirt

COST £70

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

Year 10 – 13 – Sign up by email

Year 7 – 9 – Sign up via the

Activities Week Choices Form

JOIN US!

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:

 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

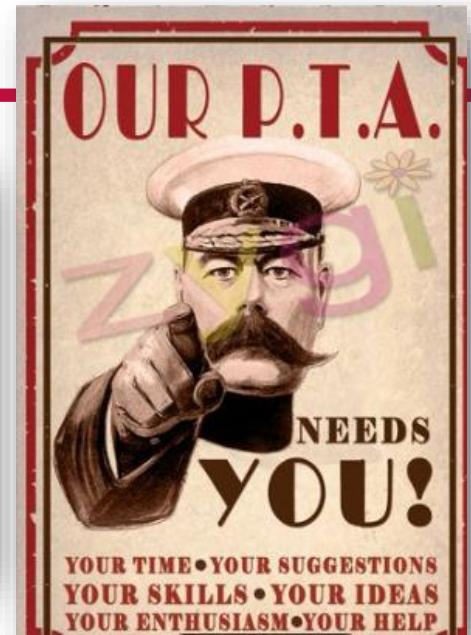
Scan the code to get your invitation



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 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

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

