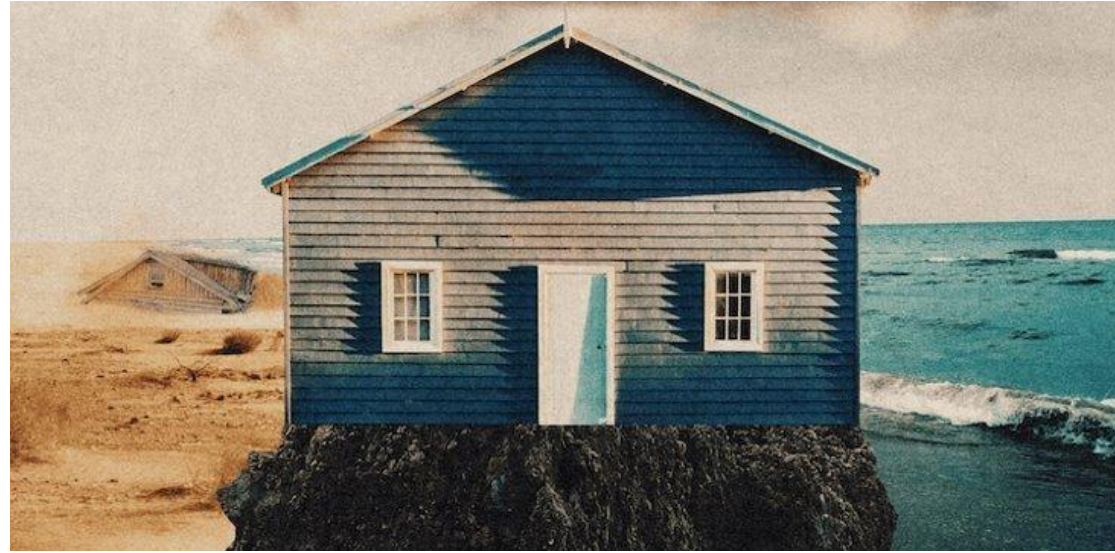




Twyford CofE Academies Trust

Year 9 Information Evening: 'Standing Firm for Ourselves and Others'

Welcome back to Twyford
2026-2027

Mr Bennett
Headteacher

Aim

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



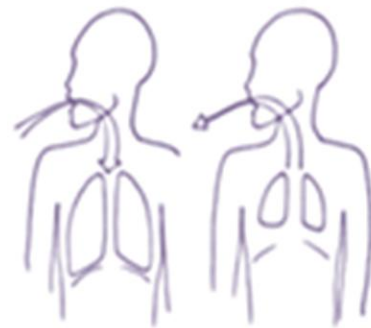
Rotate your shoulders back and down.



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

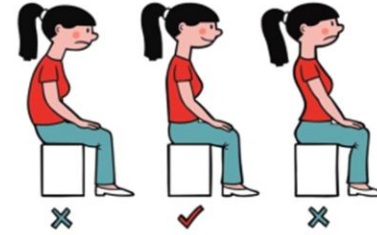


Relax your core when you breathe in. It tightens when you breathe out.



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

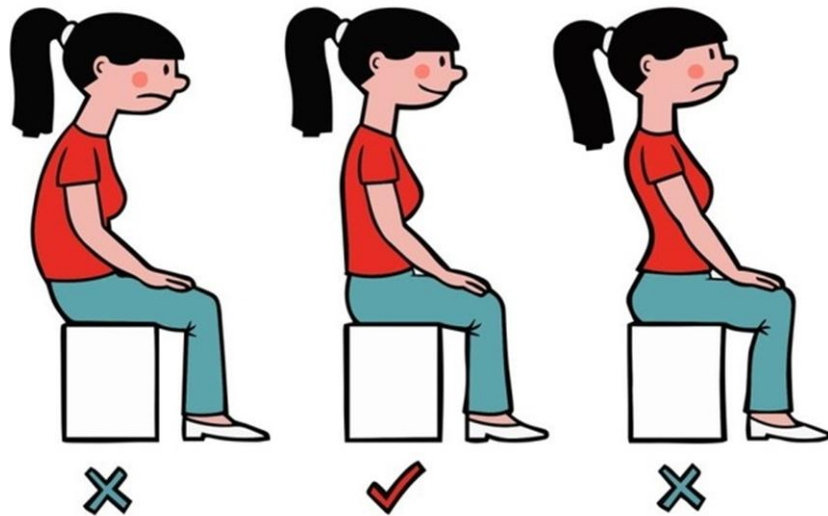
Why? It lets you breathe freely.

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

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

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

We build on firm foundations
For ourselves and for one another

Reading

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

Matthew 7: 24-27

Trust Outcomes

Dame Alice
Trust CEO

Trust Successes (2025-6)

Student Successes across 4 schools

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

Staff training

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



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



BBC

A For you

NEWS

Home | UK | World | Business | Culture | P

Family & Education | Young Reporter

Schools to offer pupils from age 11

Burnham says

GETTY IMAGES

What would a Burnham government mean for schools?

Experts predict some continuity but other new areas of focus under the next prime minister

Esmé Kenney
[More from this author](#)

9 min read | 25 June 2026, 11:00 pm

GETTY IMAGES

16th form funding

stable due at the autumn budget

6 min read | 30 July 2026, 10:50 pm

GETTY IMAGES

Work Readiness?

Top Future Skills for 2025

To inform and guide the University-wide roll-out of Future Skills, Kingston University draws on its annual survey conducted in collaboration with YouGov.

Surveying more than 2,000 leading UK businesses of varying sizes and sectors, the research directly informs how we shape our curriculum to ensure graduates are equipped with the capabilities most relevant for the rapidly evolving job market.

Capturing perspectives from such a wide pool provides a comprehensive view of the evolving skills landscape across the UK economy. Conducting this annual survey allows us to highlight key trends and areas of change, such as the attitude towards AI and its impact on the wider job market.

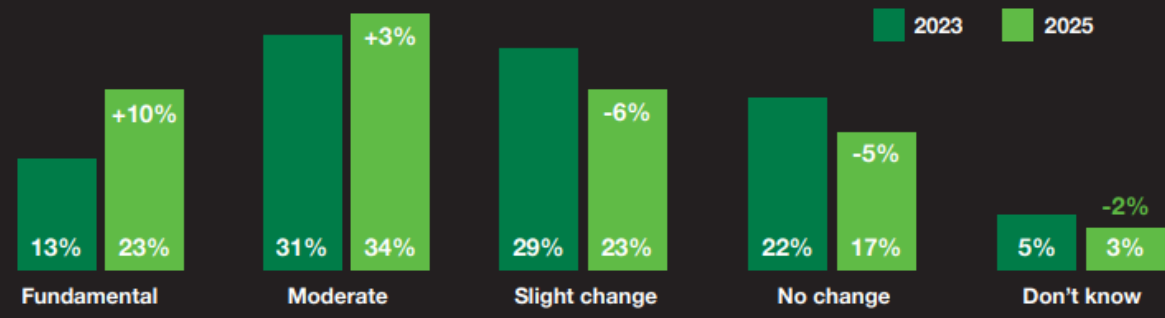


56 per cent of businesses are likely to consider a more skills-based approach as an optimal way to modify their hiring practices.

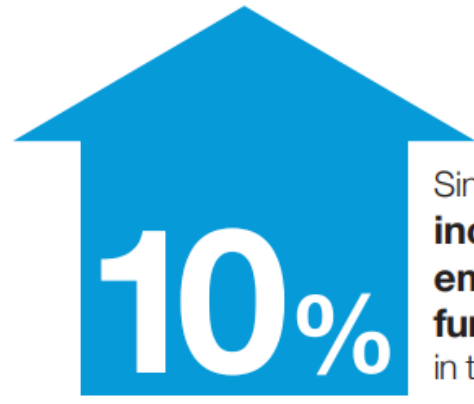
2025 League Table

- 1** ▶ Problem solving/ process skills
- 2** ▶ Communication skills
- 3** ▶ Digital skills
- 4** ▶ Critical thinking
- 5** ▶ Analytical skills
- 6** ▶ Adaptability
Financial literacy
- 7** ▶ Initiative
Resilience
Creativity
- 8** ▶ Ability to build relationships

To what extent, if at all, do you believe AI and emerging technologies will change your business model?



AI is already influencing employers' recruitment and hiring practices. **65 per cent of respondents believe that AI will influence how they hire** to some degree. **56 per cent of employers see skills-based recruitment as the way forward.** The candidates of the future will be **evaluated by their competencies**, reinforcing the importance of a **skills-focused approach** in education and training.



Since 2023, there has been a **10 per cent increase** in businesses believing **AI and emerging technologies will have a fundamental change** on their business model in the next 5 years.

All snip are from –Future Skills 2025 Kingston University Report (Perspectives from East and West)

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

Theme for the Year

Mr Bennett
Headteacher

2026-2027 Theme for the Year



‘Standing Firm for Ourselves and Others’

Reading of the Year

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

Matthew 7: 24-27

Theme for the Year

Is this reading really
about houses ?

It's about people being
wise...
...or foolish

It's about whether they
listened to good advice

...and made the choice
to act on it



Our strength comes from the community join-up...



Our 10:10 ethic



‘We are what we habitually do’

Learning habits are the
foundations of good choices

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





Our 10:10 ethic



Believe in



Buy-in



Live out

School Progress Outcomes 2026

KS5 Year 13

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

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

Top end Performance

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

Year 13 leavers' destinations

83.5% (274) secured places at University

1.2% (4) Art Foundation/Conservatoire courses

15% (50) Gap year, employment, apprenticeship

Total 328 students

Twyford Top Destinations and Courses 2026-27

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

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

Year 11 students at Twyford on average **achieved 1 grade higher in every subject** than national.

School progress outcomes

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

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

Year 11 GCSE

**Progress 8
(CAT8) score of
+1.10**

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

**Boys on Track
52%
Girls on Track
64%**

School progress outcomes

71% of grades 9-7

**79% students hit
their GCSE RE
Target!**

Year 10 GCSE RE

56 grade 9's!

46 grade 8's

90% of grades 9-5





Our 10:10 ethic



Believe in



Buy-in



Live out

Self-regulation, Lesson Prep & Assessment 2026-2027

Ms Mills
Assistant Headteacher
Head of Upper School

Q4 Results

67% on track overall

On track % Quarter 4	
Spanish	80%
Maths	79%
French	76%
English	71%
Science	65%
RE	65%
History	61%
German	61%
Geography	53%



133,643 Positives

9,168 Positives

Q4 Positives	Average Positives
Purposeful attitude to learning	36
Resilience in engagement	24
Excellent listening habits	12
Star of the lesson	12
Excellent lesson prep	9

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



Our weakness comes when not everyone does or can...



Our 10:10 ethic



Believe in



Buy-in



Live out

This means staff, students and parents

Our 10:10 ethic

Outward Looking



Positive and Purposeful

Committed to Improvement

Twyford Trust Learning Culture

Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

Committed to Improvement

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

I persevere when solving problems

I participate fully in activities to check my understanding

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

I act on feedback

Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick



Committed to Improvement

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

I persevere when solving problems

I participate fully in activities to check my understanding

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

I act on feedback



Outward Looking

I look smart wherever I am in the community

I am respectful, polite and thankful

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



Twyford Trust Learning Culture

Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

Committed to Improvement

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

I persevere when solving problems

I participate fully in activities to check my understanding

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

I act on feedback

Self-Regulation

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



Co-Regulation

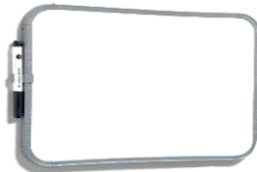
Using simple **routines**, regular **feedback** and positively reinforcing **habit** formation to develop students' ability to self-regulate.

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



Routine

A sequence of actions regularly followed



Habit

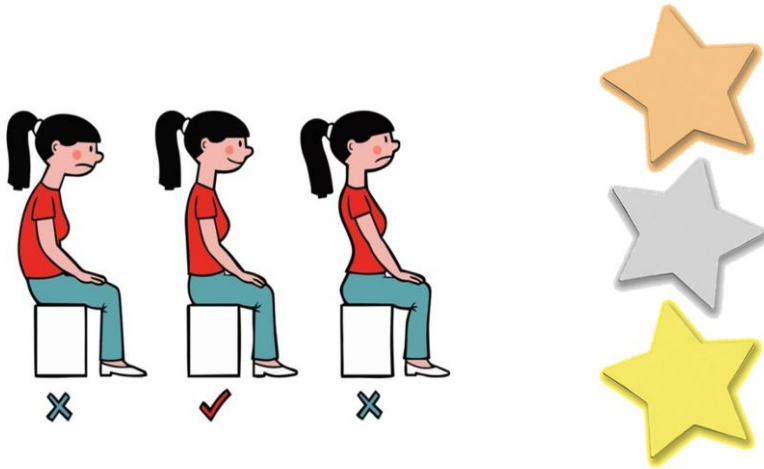
Something you do regularly, often without knowing you are doing it



Why are routines so beneficial?

- ✓ Helps with memorisation
- ✓ Reduces stress
- ✓ Reduces decision fatigue
- ✓ Improves focus
- ✓ Helps you reach goals quicker
- ✓ Calm and supportive environment
- ✓ Builds trust
- ✓ Creates a sense of teamwork

Twyford Learning Culture – Routines which support habits

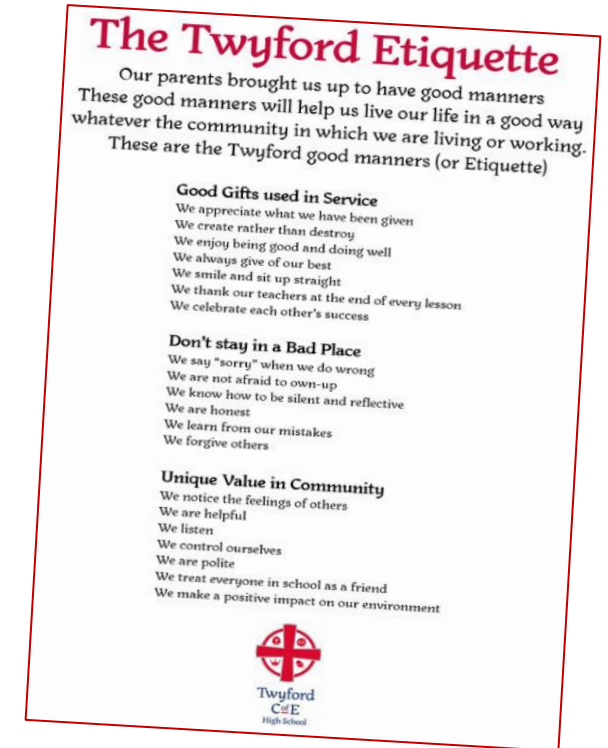


Learning Habit Grades

1 = Consistently engaged

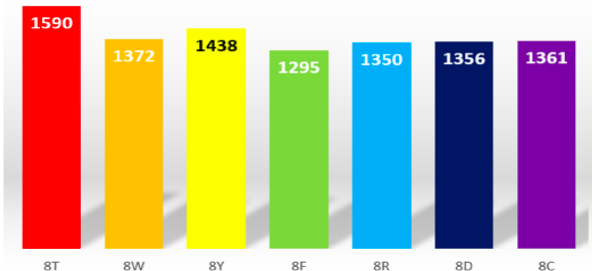
2 = Usually engaged

3 = Not engaged



Conduct

Well Done Truro!



Outward Looking

I do my prep & homework carefully

- Prep is short for 'preparation'.
- Prep tasks are short activities set in one lesson and due for the next; by doing our prep carefully, we make sure we are prepared for the next lesson.
- Often prep tasks will involve memorising facts, definitions or vocabulary, or practising using our new skills or knowledge.
- Prep is a good way of testing whether we really understood what the learning in the lesson was all about.
- Prep is usually checked at the start of the next lesson, which helps us connect our previous learning with the learning we are about to do.
- Not doing prep, or doing prep poorly, makes it more difficult for you to learn, and much more difficult for you to remember new knowledge or skills.



Does homework perpetuate inequities in education?

If done well, prep supports 'little and often' revision and consolidation of learning and provides structure for independent learning.

If done badly it can increase in in-school variation with disadvantaged going backwards

Quarterly assessments...

Year 9 Assessment Dates	
Q1	W/B Monday 5 th October
Q2	Thursday 3 rd December
Q3	W/B Monday 1 st March
Q4	W/B Monday 14 th June



Learning journey – Assessment

What support and feedback do I need to engage with to improve next time?



What have I done well?

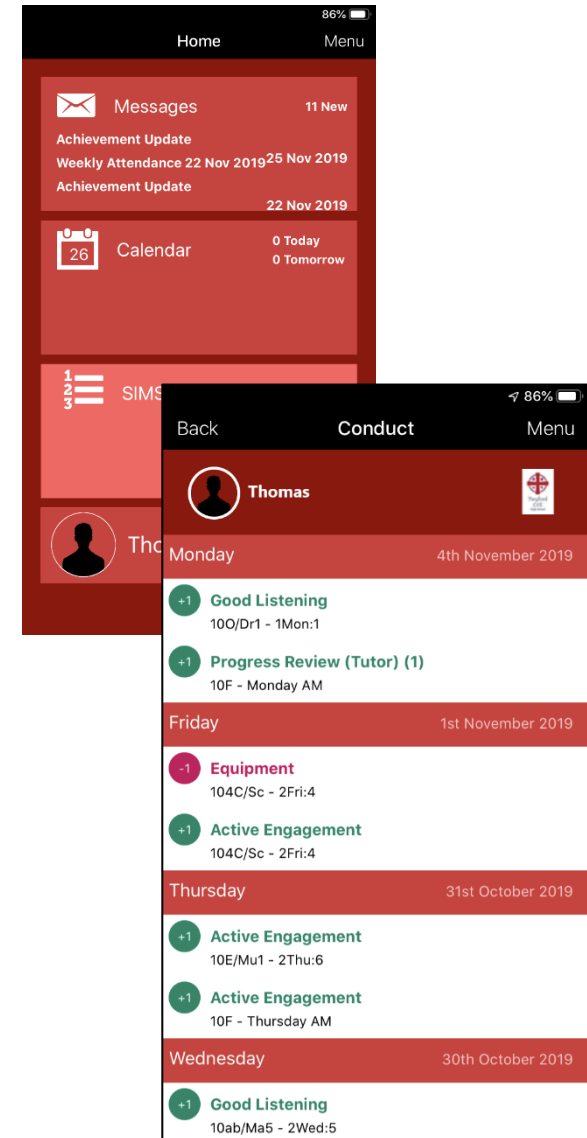
What gaps of knowledge or skill do I have?



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
- Talking about the moments they've turned things around and responded well to feedback
- Have daily discussions about lesson prep tasks- from whether they have been completed to the content
- Reinforce the importance of our simple routines



Pastoral
2026-2027

Mrs E Appleby
Head of Year 9

Pastoral support in the day to day

Our Moral Purpose



Our Systems



Year 9 Team

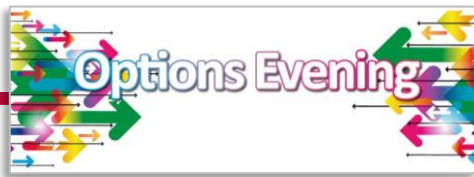
Head of Key Stage	Ms Mills
Head of Year	Mrs Appleby
AHOY	Ms Hawksworth
9 Truro	Mrs Ablel
9 Wells	Mr Obeid
9 York	Ms Grantham
9 Fountains	Ms Sakka
9 Ripon	Ms Simpson
9 Durham	Mr Carias
9 Canterbury	Mr Jordan <i>Mon: Ms Hawksworth/Mrs Appleby</i>

Learning journey in Year 9

Thursday 4th February

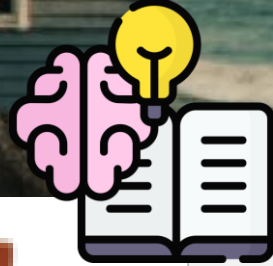


Summer Term 2028



**In-class recall
quizzes & tests**

**New
Information**



**Recap &
Consolidate**

Q4

**GCSE
Options**

**Active
response to
feedback**



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 and knowledge you do know
- ✓ Helps you understand where you need extra help and support

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 hear 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 assessed homework again you get 5 points!	13th	✓
		Enrichment			

Lesson Prep

- 100 students did not receive a single negative for prep during Year 8.
- 170 students missed 1 prep or fewer per term during Year 8.

prep check

Friday	10	1 Science	Do ecology 1 and organs and h if not done.	14th	✓
		2 Languages	Do vocab express 75i 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 assessed homework again you get 5 points!	13th	✓
		Enrichment			

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

Twyford Learning Culture

Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

Committed to Improvement

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

I persevere when solving problems

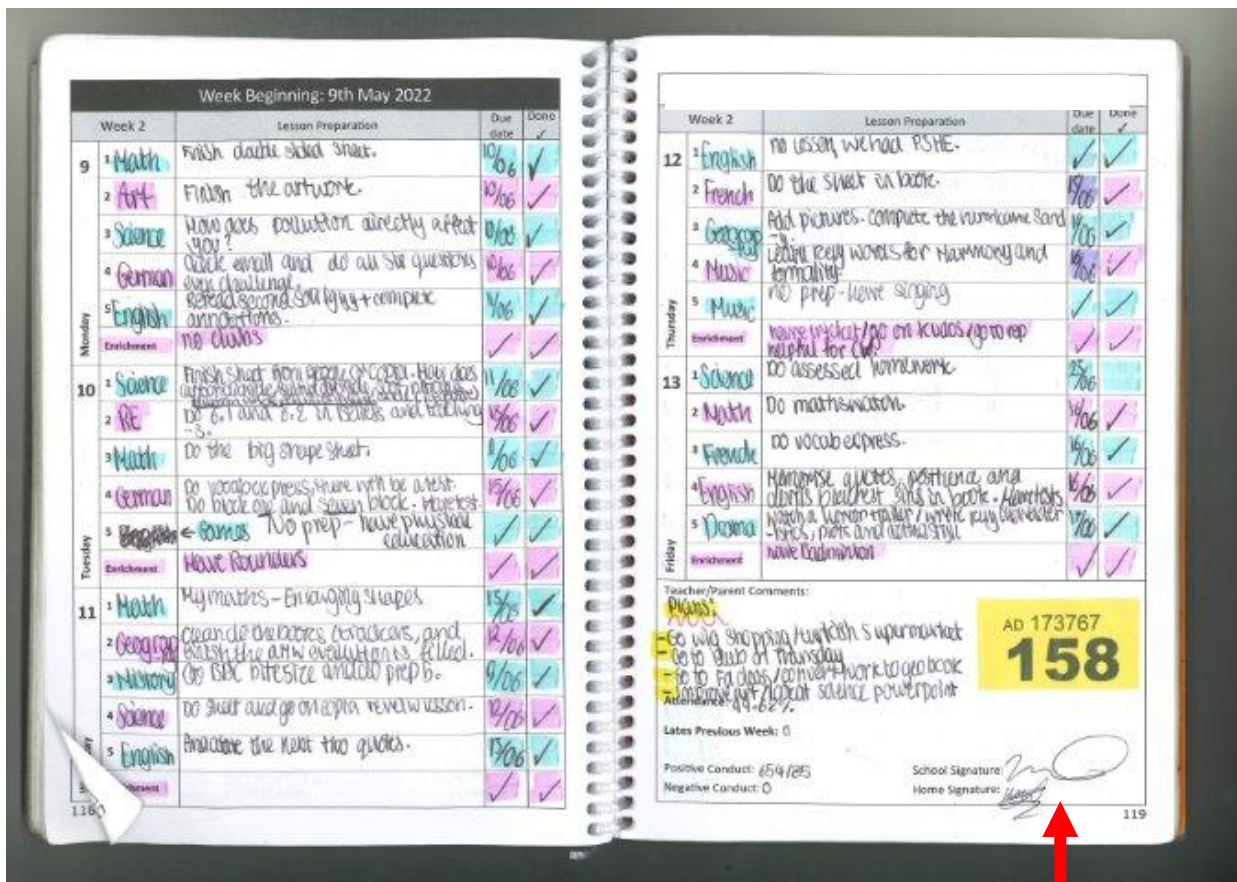
I participate fully in activities to check my understanding

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

I act on feedback

Lesson prep

Effective use of the school planner is key

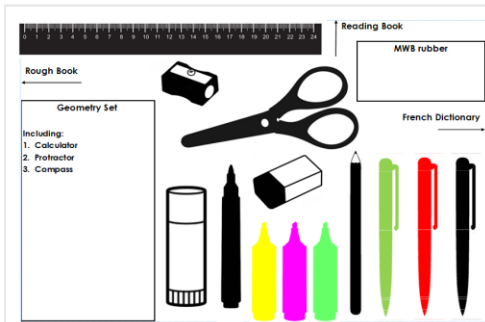


Twyford C of E High School
Review and Literacy

Planner and Equipment Check

1. Do now:

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



3) In your planner write in all y

2. Planner check

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

says

- ☐ Are p

Have you
for your

Student Servi

Monday,

8.10-8.30a

Wednesd

Twyford C of E High School

Review and Literacy

Update Planners

4) Reflection on last week:

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

5) Personal Reading Time:

You have a reading book with you as part of your equipment check.

Read silently for 15 minutes



CHALLENGE

Set yourself a challenge to read a specific number of pages in this tutor time.
Can you read **ten pages**? Or **two more pages** than the number you read last week?



"Reading for pleasure is the single most important indicator of a child's future success."

OECD, 2002

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 including ‘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



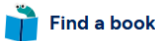
Student “C”
reads 1 minute
each day

180 minutes in
a school year

8,000 words



<https://www.booktrust.org.uk/book-recommendations/bookfinder/>

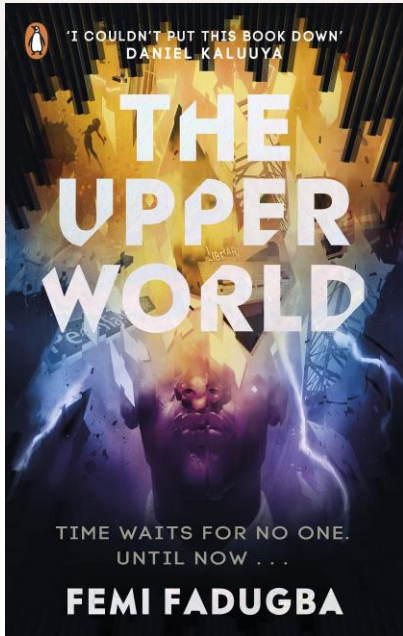


How we help ▾ Book recommendations ▾ Resources ▾ Support us ▾ About us ▾

[Home](#) >

Bookfinder

Search thousands of hand-picked books to find a child's next favourite read. From adventures to fantastic facts, our experts help you discover the very best kids' books.



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

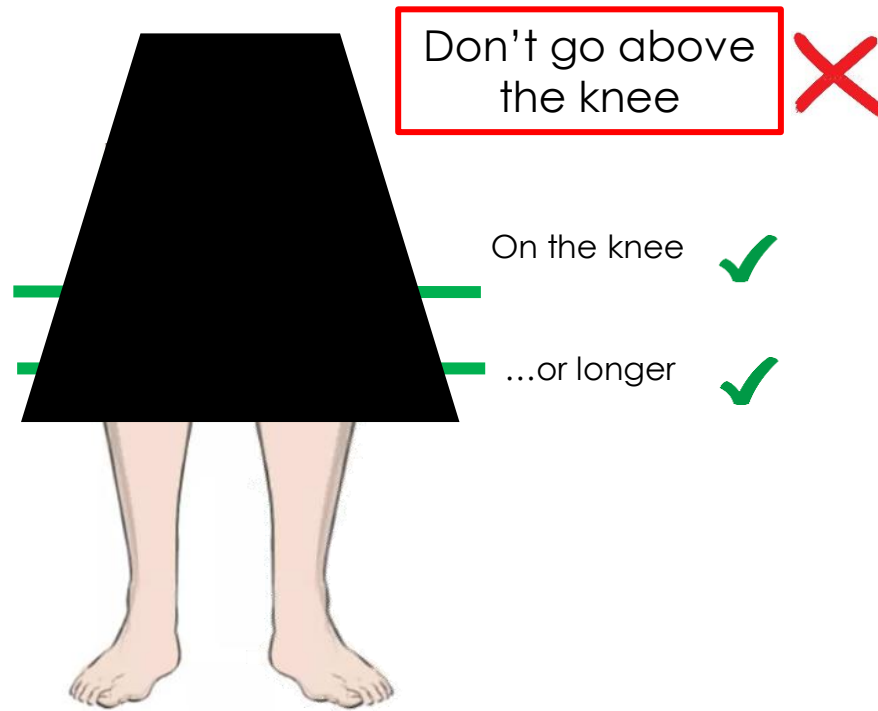


Further Reminders:

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



Shirts tucked
in at all times



Trousers are
worn on your
waist,



Trousers are
Black



Not Grey



Small things still matter

1. Discuss your child's positive and negatives conduct points
2. Celebrate their achievements
3. Ensure your child's uniform is smart before they go to school – including shirts tucked in, plain socks, skirts on the knee and no make-up
4. Fully stocked learning kit (full equipment list on COPIA)
5. Encourage your child to belong to at least 1 Wider Learning club each week.

Wider Learning & Careers IAG

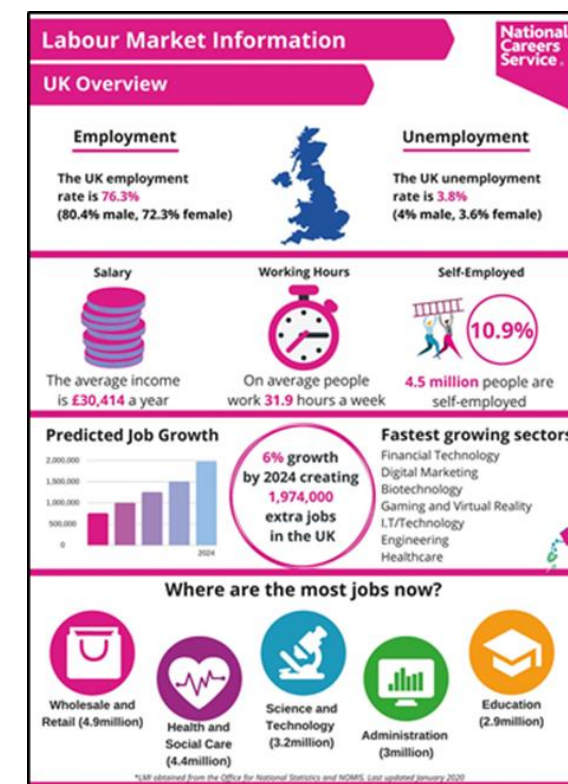
Miss Mills

Help your child work on good choices

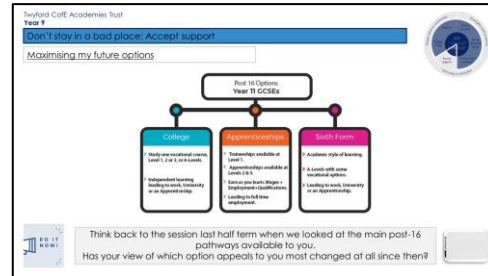
Year	Learning Outcome
9	To research future pathways and fully engage in acquiring the additional skills & experience I need to prepare me for my future pathways.

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 4th February 2027 (6:00pm)

Y9 Parents Evening:
Thursday 25th February 2027 (4:00-8:00pm)

Y9 GCSE Options form due:
Monday 8th March 2027

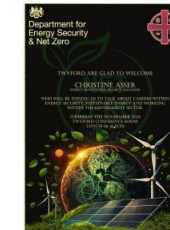
Y9 students will have:

- Pastoral sessions on different career patha
- GCSE options assemblies
- GCSE options evening
- Careers Fair in March
- CIAG lunch time talks
- 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**

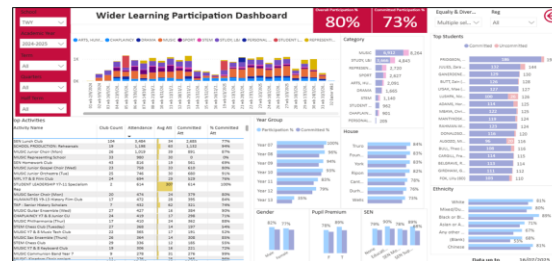


Lunch time clubs:

- **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	98%	74%

Y8 2025-26 WL data:

Top Y8 WL students in 25-26:

9C: Saki – 107
 9D: Alexandra S – 99
 9F: Kimi – 78
 9R: Koki – 106
 9T: Mateo – 105
 9W: Juliet – 100
 9Y: Ian 82

Key dates:

- **Taster club week:** Monday 14th September (try any clubs you are interested in)
- **Clubs for Term 1:** Monday 21st September until end of term (clubs do not run in Q2)

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

Wider Learning

Examples of clubs on offer for Y9 in Term 1 (91 on offer last year!)

Music for Y9:

- Concert Band
- Philharmonia
- Big Band
- Sacred (Gospel Choir)
- Senior Choir
- Guitar Ensemble
- Flute / Clarinet / Sax Choir
- Double Reed Band
- String Orchestra
- String Quartet
- Cello Ensemble
- Pop Band Mentoring
- Communion Band

Mr Yates – Head of Music



Sport for Y9:

- Basketball
- Dodgeball
- Table Tennis
- Volleyball
- Rugby
- Netball
- Fencing (fee*)
- Girls / boys football
- Badminton
- Interhouse sport
- Dance club
- *For clubs with a fee – please see letter emailed home.*

Mr Sargent– Head of Sport

Y9 STEM:

- Chess
- Programming
- Chemistry Club
- Rube Goldberg Club

Y9 English:

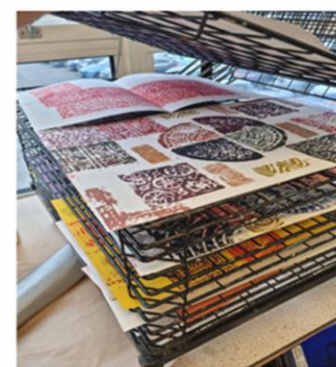
- Book Club – This is Lit
- Debating



Chaplaincy for Y9:

- Christian Union
- Bible Study
- CU weekend away

Father David & Father George



Drama for Y9:

- Drama Club
- Shakespeare Schools Festival
- Whole-School production (July)
- Tech Team / Backstage

Miss Simpson – Head of Drama



Y9 Languages:

- UK Linguistics Olympiad
- KS4 Speaking Club
- MFL Film Club

Y9 Arts:

- Photography/ Sculpture / Ceramics
- Graphics Club
- Sewing Club
- Craft Club

Y9 Humanities:

- History Scholars
- Senior Eco-Club
- History Film Club

Wider Learning

Y9 Activities week: Monday 12th – Friday 16th July 2027

Year 9 Trip

Trip Leader: Ms Hawksworth

Location: Devon

Approx. Cost: £450

When letters will go out: October
Information evening: May 2027



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
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.

- Chair - Jenny Hossack
- Secretary - Anne Owens
- Treasurer - Leo Malkin

PTFA holds several events & fund-raising activities - the Year 7/8 disco & parents' social, Quiz night, support of School Music and Drama events

As ever the PTFA is reliant on the support of **you**, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising. The PTFA uses the 'Classlist' App for most of its communications.

PTFA AGM on Monday 12th October 6.30pm



You're invited to join

Twyford Church of England High School Parents

on the Classlist App

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

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



Scan the code to get your invitation



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

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

*Or type this link in your phone's browser: <https://app.classlist.com/s/K4A176>

Prayer

Lord God, thank you for the foundations we share,
And for the opportunities we have to build on these
together.

Help us to build wisely,
And support each other to stand firm,
For ourselves and for others in our community.

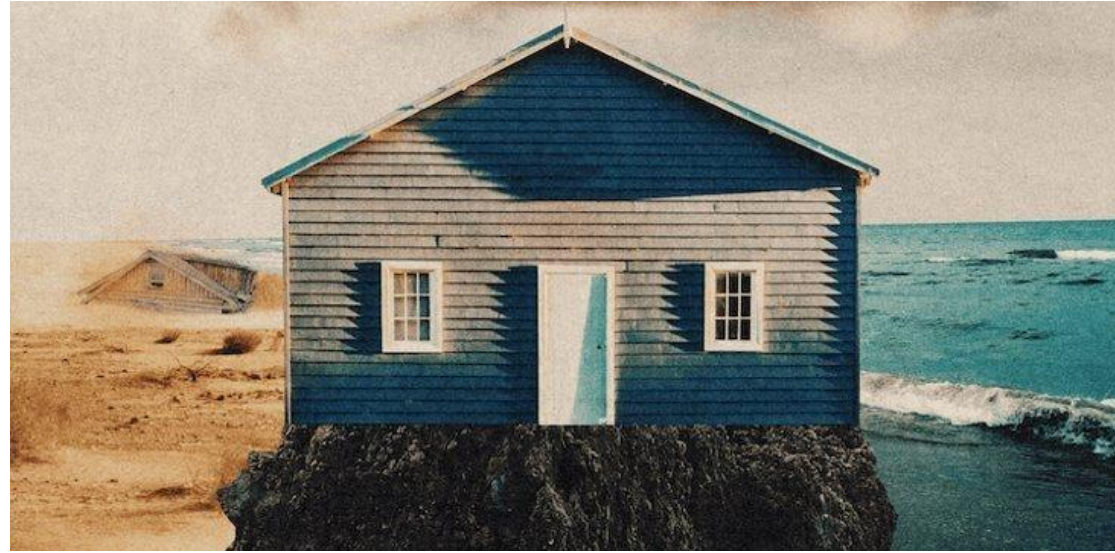
Amen

Closing Responses

Jesus said, I came that you might have life
And have it in all its fullness.

The thief comes to steal and destroy
But we choose life.

He has come to give us life -
Life in all its fullness.



Twyford CofE Academies Trust

Year 9 Information Evening: 'Standing Firm for Ourselves and Others'