



Twyford
C of E
High School

Welcome to Twyford Church of England High School

A HANDBOOK FOR PARENTS AND STUDENTS

'To do' list for parents

1. Complete the online Emergency Contact and Welfare Profile online here:
<https://twyfordacademies.org.uk/welfare>
2. Read the following agreements with your child online here: [Induction School Agreements](#)
 - a. Home-School agreement
 - b. Mobile Phone Policy
 - c. Computer Use Agreement
3. Complete the Microsoft form to confirm you have read and agree with the School Agreements online here: [Twyford School Agreement's Response](#)
4. Check the school calendar dates in this booklet and make a note of key dates
5. Check the uniform requirements in this booklet before purchasing your child's uniform, noting the expectations for haircuts
6. Go to <https://twyfordacademies.org.uk/about-us/policies> to read relevant policies such as the Behaviour Policy and Privacy Notice for Pupils and Parents'

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Welcome Letter



Dear Parents and Carers,

Transition from Primary to Secondary is an exciting time for families and we look forward to involving you in our highly successful and positive school community. The purpose of this booklet is to give you the basic information that you will need to ensure a successful start for your child.

To read about a school is never as valuable as direct experience of it. Many visitors report that what immediately impresses them is the ordered working atmosphere and happy and friendly spirit within the school. The governors and staff are committed to upholding high standards of appearance and behaviour and expect positive attitudes towards our work and towards each other. In joining the Twyford community, there comes a particular responsibility to make full use of the opportunities it brings, bearing in mind that well over six hundred other children were unsuccessful in gaining a place here for September. The school, therefore, has a duty to insist on high standards and to demand that all students contribute positively to the school community. By accepting a place in this school for your son or daughter, you are committing yourself to insisting on these standards from your child.

You will find here many young people from a variety of Christian denominations and some who embrace a different faith. The school seeks to nourish the faithful, to respect other faiths and to challenge young people who are uncertain about faith. The school does not aim at indoctrination but rather helps students in their search for a faith by which to live and introduces them to a standard of conduct embracing love, tolerance, self-discipline, resourcefulness and perseverance.

In September, the school will have over 1500 students aged between 11 and 18 years, including over 500 in the sixth form. Our curriculum is wide and caters for all levels of ability. It is continuously under review, so that it can contribute effectively towards the personal development of the students, as well as reflecting the needs of society. We endeavour to lead each child as far along this educational road as we can. Through the system of Heads of Year and form tutors, we ensure that the academic, personal and social development of each boy and girl is safeguarded. The numerous clubs that exist serve to stimulate interest and encourage participation in curricular and extra-curricular activities.

Our House system encourages students to look outwards to the wider community when raising money for their House charity; taking leadership responsibility and to work as a member of a team when participating in various competitions to gain House points. The school maintains a family atmosphere, where every student is known and is important. We value the partnership of home and school. Indeed the school regards itself as a large family, an extension of the natural families from which our students are drawn and which is itself, part of Christ's larger family, the Church.

We expect your child to contribute whenever possible to the life and work of the school. There are many opportunities to become involved in extra-curricular activities. In this way, our students learn important skills for life and the school is made even more effective in its provision for your children. I hope that all our students will be proud to be members of the school, and I look forward to meeting you in due course.

Yours sincerely

A handwritten signature in black ink, appearing to read 'K. Barrie'.

Ms K Barrie
Associate Headteacher

School Ethos

The 10:10 Ethic

The Twyford Trust 10:10 ethic gives the core Christian identity of the school, communicating how we grow in response to God's love revealed in Christ.

There are 6 disciplines we expect of every student; to:

- Know yourself
- Be an agent for good
- Understand weakness
- Accept support
- Engage fully
- Stretch



Our 10:10 ethic

These disciplines ensure that we keep true to our 3 principles for how we live and work together as a community:

- Good gifts used in service
- Don't stay in a bad place
- Unique value in community

If we live by these rules we will come closer to living our key text from the bible:

'I have come that you should have life and life in all its fullness' John 10 v 10

The Twyford Etiquette

When we were little, our parents brought us up to have good manners. There are good manners which will help you live your life in a good way – whatever the community you are living or working in. These are the Twyford good manners (or etiquette).

Students are expected to conduct themselves in a way that adheres to the Twyford Etiquette at all times.

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



Assemblies and Worship

All students at Twyford attend two assemblies each week; one led by their head of year and another by a member of the school's senior leadership team.

Assemblies are important for sharing information and building community within the school. Core values articulated for all students through the framework of collective worship. Our worship stands in a living, diverse, developing and open Christian tradition, consistent with our Church of England foundation. The practice of reflection and the moral values articulated provide stability through school life and beyond.

One assembly each term is replaced by a year Communion, held at school or a local Church. At Communion students are given options for how they participate, depending on their own faith and conviction.

Outside of assembly days, students participate in reflection in their tutor groups, led by their tutor.

There are a variety of possibilities for worship, including Bible studies, prayer groups, discussion groups, alternative worship, dance and student-led Praise, as well as leading assemblies and tutor times. The Twyford Fellowship Group is a lively focus for worship and prayer within the school. There is a classroom available for prayers for Muslim students. There are many opportunities to worship through music and through singing.

Parents are expected to attend the Welcome Service on year 7's first day at school. There is also an annual Christmas Carol Service at the end of each term and there is a celebratory whole school assembly to celebrate students' achievement.

SAMPLE RESPONSES

At the start and end of assemblies and tutor times, students are asked to still themselves to be reflective. Two of students' favourites set of responses – used at the start / end of worship are given below:

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 <i>after Julian of Norwich</i>	Love is patient; love is kind never boastful or jealous or proud Love is never rude or self-seeking doesn't take offence or store resentment Love does not rejoice at wrong-doing but finds joy in the truth Love bears all things, trusts all things: love hopes and love endures. <i>From 1 Corinthians 13</i>
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Key Calendar Dates 2020/21

Below are some key calendar dates for the academic year. This is not a comprehensive list of events, the school calendar is updated on a weekly basis and parents should check the calendar on the school Virtual Learning Environment, 'Copia' for a full set of events. Passwords for Copia will be issued towards the end of September.

Autumn Term (Monday 7th September 2020 – Thursday 17th December 2020)

Staff Training	Wednesday 2 nd – Friday 4 th September
Year 7 and Year 12 start school	Monday 7 th September
All students return	Tuesday 8 th September
Year Ahead Evening	Tuesday 15 th September
Half Term	Monday 26 th – Friday 30 th October
Occasional day	Friday 13 th November

Spring Term (Monday 4th January 2021 – Wednesday 31st March 2021)

Half Term	Monday 15 th – Friday 19 th February
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Summer Term (Monday 19th April 2021 – Wednesday 21st July 2021)

May Day	Monday 3 rd May
Half Term	Monday 31 st – Friday 4 th June

Other Important Dates:

Hillingdon trip for all tutor groups	Tuesday 8 th and Thursday 10 th September 2020
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* Due to the latest Covid-19 guidance we have had to split this trip over 2 days, so students will attend either the Tuesday or Thursday trip. Please note on the day that your child is not attending we will hold the CATS and SEN testing.

Open Evening (Early closure at 1:20pm)	Thursday 24 th September 2020
Staff Target Day (school closed to students)	Monday 2 nd October 2020
Student Target Day (attending appoint only)	Monday 5 th October 2020
Staff INSET day (School closed to students)	Monday 2 nd November 2020
Staff INSET day (School closed to students)	Friday 12 th February 2021
Staff INSET day (School closed to students)	Monday 7 th June 2021
Activities Week	Monday 12 th July – Friday 16 th July 2021

Times of the School Day

8:30 – 9:00 AM	AM Tutor/Registration Time or Assembly
9:00 – 10:00 AM	Period 1
10:00 – 11:00 AM	Period 2
11:00 – 11:20 AM	Break
11:20 – 12:20 PM	Period 3
12:20 – 1:20 PM	Period 4
1:20 – 2:10 PM	Lunch
2:05 PM	Line up
2:10 – 3:10 PM	Period 5
3:10 – 3:20 PM	Tutor/Registration Time
3:20 PM	End of school day
3:20 – 4:20 PM	Period 6

Uniform Requirements

Twyford is a school with high standards. Uniform is a very visible sign of our standards, and it is also a very visible sign of your child's standards. If a pupil is not particular about their uniform, they tend not to be particular about other expectations of themselves. We work very hard to make sure everyone is fully aware of our uniform rules. We have included a detailed version of requirements for both boys and girls. If we ever change any detail of our uniform, we will let you know by means of an email or letter, but not through your child. All students in Years 7-11 inclusive must wear the school uniform stated.



Please note that the following items should only be purchased from one of our four uniform suppliers:

- School Blazer
- School Tie
- School Skirt
- School Trousers (boys and girls)
- School Jumper
- Twyford School Bag with logo (there are two types of bag that the suppliers sell)

All items of school uniform, PE clothing and kit must be clearly marked with names, but not on the manufacturers' label. It is every students' responsibility to look after their PE and not lose it.

Full details on school uniform can be seen on pages 10 and 11.

Girls' Uniform

ITEM		CLARIFICATION
Hair		
Hair bands, ribbons, clips and any other item used in the hair should be plain black or white .	No coloured bobbles, fancy flowers, frills or large bows.	
Dyed hair and hair extensions should be natural to their colour. Students should not dip dye their hair.		
Jewellery		
One small single gold or silver stud earring may be worn in each ear lobe.	Any other type is not acceptable e.g. jewel studs of any size or diamante ear studs. No other piercing is acceptable e.g. in any other part of the ear, nose, eyebrow or lip. Excuses that they cannot be taken out will not be accepted and students will be instructed to remove them.	
	Rings, necklaces, bracelets, etc. should not be worn.	
Blazer		
Black with school badge on pocket.	Compulsory - it is to be worn at all times unless given permission by teacher. Sleeves must not be rolled up.	
Jumper		
School jumper only (grey with red stripe).	Jumper is optional.	
Blouse/Shirt		
Collars must be designed to accommodate a tie and must have a top button which fastens.	White in colour and pupils will be asked to replace missing top buttons.	
Blouses must be sufficiently generous to tuck in to skirt or trousers fully.	No tailored blouses which are designed to be worn over school skirt/trousers.	
Tie		
Should cover the fastened top button on blouses/shirts.	KS3 - Should be tied so that 5 stripes are clearly visible.	
	KS4 - Should be tied so that school badge is clearly visible below the knot.	
Skirt		
Only one school skirt is allowed. Skirts must be on the knee. Students wearing skirts that do not fit the uniform requirements will be sent to Reception to change.	Black in colour, pleated, manufactured by <i>Winterbottom</i> and only sold by our school suppliers.	
Trousers		
Must fit to the waist (natural waist) and be purchased from the school supplier.	Black in colour.	
	A plain and simple black belt may be worn.	
Socks/Tights		
Plain black tights or knee length white/black socks or short white/black ankle socks may be worn.	No 'leg warmers'. Black/white socks only. No coloured socks of any kind.	
	Over the knee socks are not appropriate, nor are ankle socks with frills. Socks or tights should be worn, not both.	
Footwear		
Shoes: Must be formal, smart, plain and black. Must be worn to and from school. Shoes do not cover the ankle bone.	Boots are not allowed - 'Kickers' and 'Timberland' style boots are not correct. Kicker shoes are allowed with normal black laces and black stitching . They must be sufficiently robust not to have disintegrated by the third week of term.	
Trainers, trainer-style or canvas style footwear are not appropriate as formal school footwear.		
These are an example of unsuitable footwear:		
Students require Mirak Contender Trainer in white for PE and may wear these at break and lunchtime only for sports in the cage.		
Outdoor Coats, Scarves, Hats		
Should be plain with no visible logos, and black or dark blue in colour. Scarves, coat hoods and hats should not be worn indoors. Coats should be removed before entering the classroom and put on the back of the chair at the start of the lesson.		
ACCESSORIES		
Make up, acrylic or false nails and nail varnish should not be worn. Students will be instructed to remove makeup and the above.		
		
All students must have the Twyford school bag from the school supplier, with the Twyford logo.		
School uniform should be worn correctly on the way to and from school, and certainly before students enter the school gates. Students who wear incorrect uniform will be asked to return home to change and return swiftly to school as soon as they have done so. Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly. Please do not risk buying your child an item which is incorrect because they say "everyone's got them".		

Boys' Uniform

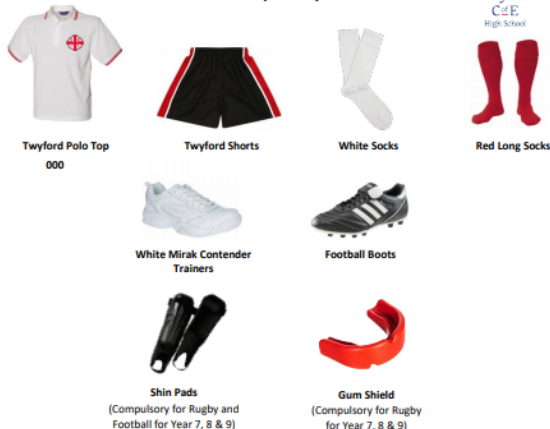
ITEM	CLARIFICATION		
Hair			
Must be tidy and conventional. If spiked or styled upwards in a quiff or box cut, this must be no longer than 4 cm. Boys must not have lines or patterns cut into their hair, even in the style of a parting. Close cuts must not include a skin fade. Dyed hair should be a natural colour.	Long hair must be combed downwards and very long hair must be tied back. Mohican hairstyles must not be worn. No design should be shaven into hair style or eyebrows. If a student's hair style is not appropriate, they will be given a fixed period of time to change it. During this period they will be removed from free time at break and lunch.		
	No design should be shaven into hair style or eyebrows. If a students hair style is not appropriate they will be given a fixed period of time to change it. During this period they will be removed from lessons.		
Jewellery			
One small single gold or silver stud earring may be worn in each ear lobe.	Any other type is not acceptable e.g. jewel studs of any size or diamante ear studs. No other piercing is acceptable e.g. in any other part of the ear, nose, eyebrow or lip. Excuses that they cannot be taken out will not be accepted and students will be instructed to remove them.		
	Rings, necklaces, bracelets etc. should not be worn.		
Blazer			
Black with school badge on pocket.	Compulsory - is to be worn at all times unless given permission by teacher. Sleeves must not be rolled up.		
Jumper			
School jumper only (grey with red stripe).	Jumper is optional.		
Shirt			
Collars must be designed to accommodate a tie and must have a top button which fastens.	White in colour and pupils will be asked to replace missing top buttons.		
Shirts must be sufficiently generous to tuck in to trousers fully.			
Tie			
Should cover the fastened top button on shirts.	KS3 - Should be tied so that 5 stripes are clearly visible.		
	KS4 - Should be tied so that school badge is clearly visible below the knot.		
Trousers			
Must fit to the waist (natural waist) and be purchased from the school supplier.	Black in colour.		
	A plain and simple black belt may be worn.		
Socks			
Plain black socks should be worn.	No coloured socks of any kind.		
Footwear			
Shoes: Must be formal, smart, plain and black. Must be worn to and from school. Shoes do not cover the ankle bone.	Boots are not allowed - 'Kickers' and 'Timberland' style boots are not correct. Kicker <u>shoes</u> are allowed with normal black laces and black stitching. They must be sufficiently robust not to have disintegrated by the third week of term.	Outdoor Coats, Scarves, Hats	
Trainers, trainer-style or canvas style footwear are not appropriate as formal school footwear.		Should be plain with no visible logos, and black or dark blue in colour. Scarves, coat hoods and hats should not be worn indoors. Coats should be removed before entering the classroom and put on the back of the chair at the start of the lesson.	
These are an example of unsuitable footwear:			
Students require Mirak Contender Trainer in white for PE and may wear these at break and lunchtime only for sports in the cage.		All students must have the Twyford school bag from the school supplier, with the Twyford logo.	
School uniform should be worn correctly on the way to and from school, and certainly before students enter the school gates. Students who wear incorrect uniform will be asked to return home to change and return swiftly to school as soon as they have done so. Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly. Please do not risk buying your child an item which is incorrect because they say "everyone's got them".			

Twyford PE Kit

The following school PE items should also only be purchased from the school suppliers:

Boys PE Kit Requirements

Compulsory Kit

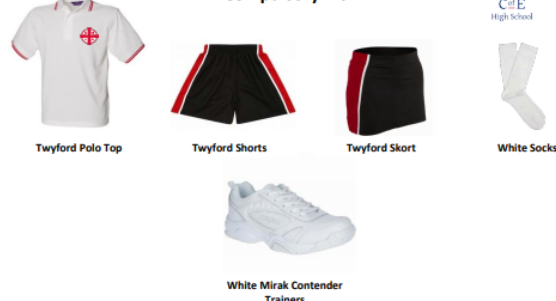


Outdoor Kit (Optional)



Girls PE Kit Requirements

Compulsory Kit



Outdoor Kit (Optional)



GIRLS	BOYS
<ul style="list-style-type: none"> ▪ Polo shirt (white with red trim and logo) ▪ School PE shorts (white with red panel and red trim) and Skort (black with red panel and white trim) ▪ Long sleeve sports top (red with black trim) ▪ PE socks long (red) ▪ Short socks (white) ▪ Mirak Contender Trainer in white ▪ PE bag (black) ▪ Football boots with moulds ▪ Shin pads <p>Optional kit advised during Autumn/Winter</p> <ul style="list-style-type: none"> ▪ Tracksuit bottoms (black with school logo) ▪ Black or White Base layer ▪ Gum shield ▪ Long sleeve sports top (red with black trim) ▪ Quarter zip 'mid layer' top (black with school logo) 	<ul style="list-style-type: none"> ▪ Polo shirt (white with red trim and logo) ▪ School PE Shorts (white with red panel and red trim) ▪ Plain black Rugby shorts (can be purchased anywhere) – <i>If your child wants to play on the school Rugby team</i> ▪ Long sleeve sports top (red with black trim) ▪ PE socks long (red) ▪ Short socks (white) ▪ Mirak Contender Trainer in white ▪ PE bag (black) ▪ Football boots with moulds (Rugby metal studs are acceptable if your child already plays) ▪ Shin pads ▪ Gum shield <p>Optional kit advised during Autumn/Winter</p> <ul style="list-style-type: none"> ▪ Tracksuit bottoms (black with school logo) ▪ Black or White Base layer ▪ Quarter zip 'mid layer' top (black with school logo)

All items of school uniform, PE clothing and kit must be clearly marked with names, but not on the manufacturers' label. It is every students' responsibility to look after their PE and not lose it.

Uniform Stockists

Juniper Uniform

154-156 Broadway, West Ealing, London, W13 0TL
Opening hours: Monday - Saturday 9:00am - 6:00pm
Contact: 020 8998 0144
Website: <https://www.juniperuniform.com>

PMG Schoolwear

13 Broadway Buildings, Boston Road, Hanwell, W7 3TT
Opening hours: Monday - Saturday 9:00am - 5:00pm
Contact: 020 8567 1155
Website: <https://pmgschoolwear.co.uk>

Kevin's Schoolwear

17 The Broadway, Greenford, Middlesex, UB6 9PH
Opening hours: Monday - Saturday 9:30am - 5:00pm
Contact: 020 8578 1210
Website: <https://kevins-schoolwear.co.uk/>

Rumble's School Uniform Store

598 High Road, Wembley, Middlesex, HA0 2AF
Opening hours: Monday - Saturday 10:00am - 5:30pm
Contact: 020 8902 1393
Website: <https://www.rumblesuniform.com/>

SANCO Schoolwear

60 Bell Road, Hounslow, Middlesex, TW3 3PB
Opening hours: Monday - Friday 9:00am - 5:30pm
Contact: 020 8570 9990
Website: <http://www.sanco.co.uk>

Learning Culture

WHOLE SCHOOL LEARNING ROUTINES

At Twyford there are a number of whole school routines which are expectations within every lesson. These are in place to ensure that students make as much progress as possible during their time at Twyford.

Whole school Learning Routines	Examples of this practice / Expectations of students
Lesson Prep <i>To help you consolidate learning and prepare for learning in your next lesson.</i> <i>Should take 15-20 mins</i>	Examples of the types of lesson prep tasks you might be set are: <ul style="list-style-type: none"> i) Memorise vocabulary / spellings / key words & definitions etc ii) Learn a method (Formulae / Definition / Grammar point) iii) Complete a set of questions testing understanding of the material iv) Complete an exam question consolidating understanding v) Read a given passage / source & summarise 5 key points vi) Prepare an argument for or against a given point
Checking Lesson Prep <i>You can expect all of your lesson prep to be checked.</i> <i>The teacher will check it in a number of different ways...</i>	Prep might be checked in one of the following ways <ul style="list-style-type: none"> i) A brief test as starter on the board. ii) Quick oral quiz, using mini-whiteboards iii) Answers on the board as register is taken. Self or peer marked iv) Swap books and give your partner a mark & EBI based on the criteria given v) Discuss your answer with a partner, agree on an answer to present back to the class vi) Pair up with someone with a different view point. Whose point is strongest, why?
Assessed Homework <i>To help you consolidate a period of learning</i>	Assessed Homework's are longer assignments than lesson preps and require you to work independently on a task using the content and practicing the skills which you have learnt in class. Assessed homework's are stepping stones towards quarterly assessments.
Self-review <i>To help improve your independence, and allow you to notice your strengths and weaknesses and address these in lessons.</i>	Examples of types of self-review you will be expected to engage in are: <ul style="list-style-type: none"> i) Tick or cross in green pen & give a score of right (or wrong) answers ii) Read back over an answer (either in your head or aloud to yourself / a partner) and underline any mistakes or parts which don't make sense iii) Award a mark out of x depending on how many key points / key words are used iv) Use a highlighter every time you or your peer has used a certain feature v) Evaluate a piece of work using grade criteria. Explain why you think it is a certain grade

<p>Lesson Tasks <i>To help you understand how each task can support your improvement and how to do well at it.</i></p>	<p>All tasks that you are set in lessons will be given a Context e.g.</p> <ul style="list-style-type: none"> i) Link with last lesson ii) Reference to where the lesson comes in the unit of work you are studying iii) Reference to where the learning features in the next exam <p>There will also be a Criteria to measure your success on the task e.g.</p> <ul style="list-style-type: none"> i) Simple success criteria e.g. 'I would expect you to achieve at least x /10' on this' ii) Specific learning points: 'I am looking for answers which use xx' iii) Use of Grade criteria : 'to push yourself to a grade x you will need to' iv) Consistent of key command words : 'This question is asking you to <u>evaluate</u> (or <u>describe</u> or <u>summarise</u> etc) and so you should be looking to ... v) Reference to exam expectations: 'This is an 8 mark question and so the examiner wants.' <p>Use of time There will be a time limit to each task set. Your teacher may use timers to help you judge how much time you have left.</p> <p>Checking work Your teacher will always want to be sure that you have checked a task. There are lots of ways that this will happen</p> <ul style="list-style-type: none"> i) Using whiteboards to show correct answers (make sure you have a white board pen!) ii) Using the red, amber and green pages from your planner to check understanding iii) Questions to anyone in the class –make sure you are ready, the teacher won't usually use hands up so they could pick anyone iv) Peer and self-review
<p>Seating Plans <i>To help you learn by making sure you are in a suitable place in the classroom.</i></p>	<p>Your teachers will arrange where students in their classes sit in order to achieve maximum engagement. If you have a too many negatives for poor listening or struggled with a recent assessment you are likely to be sat at the front to help you focus.</p>
<p>Quarterly Assessments <i>Designed measure progress</i></p>	<p>Assessments in quarters 1 & 3 Smaller classroom based tests of what you have learnt in the first half of the Autumn and the Spring terms</p> <p>Assessments in quarters 2 & 4: Formal exams at Christmas & at the end of the Summer term</p>
<p>Tracking progress</p>	<p>You will be able to track your progress in each lesson by making use of the tracker at the front of your book (teachers will give you these to stick in at the start of the year). Make sure that this is filled in after every assessment and a new tracked is completed when you start a new book. Teachers will check your book to see that this is up to date.</p>

TWYFORD LEARNING KIT

It is expected that every child will have a Twyford Learning Kit for their start of term.

We are pleased to advise you that Learning Kits are available to pre-order via Parent Pay. Learning Kits are a convenient way for parents to ensure their child is organised and prepared for every lesson at Twyford Church of England High School.

The Learning Kit costs £8.50 and has been designed to ensure that your child is prepared for every lesson and contains the following items:

- 1 x pencil case
- 4 x pens (1 red, 1 green, 1 blue and 1 black)
- 1 x pencil
- 1 x pencil eraser
- 1 x pencil sharpener
- 1 x 30cm ruler
- 1 x glue stick
- 1 x white board pen and 1 x white board eraser
- 3 x highlighters
- 1 x 180 protractor
- 1 x compass
- 1 x scissors
- 1 x popper wallet for Music classes
- 1 x Twyford reusable water bottle



Pre-ordered Learning Kits can be collected on the first day of the Autumn Term (Monday 7th September 2020). Replacement items are available from student services from 8 - 8.30am and at break time each day.

These will be checked weekly to ensure all students have a complete learning kit. Negative conduct points will be given for not having the correct kit as this can disrupt the flow of a lesson and waste valuable learning time.

DICTIONARY

The following dictionaries are recommended due to their verb sections are tailored for high school students:

Collins Easy Learning French Dictionary

- ISBN-13: 978-0008300258

Collins Easy Learning Spanish Dictionary

- ISBN-13: 978-0008300296

CALCULATOR

We recommend purchasing the Casio fx-83GTX Scientific Calculator.

The **deadline for pre-ordering** calculators (£8.50) and dictionaries (£5) on Parentpay to take advantage of the school's discount is **Wednesday 15th July 2020**.

Pre-ordered items can be collected on the first day of the Autumn Term (Monday 7th September 2020).

BOOK LAYOUT

You will have a neat book for each lesson as well as a rough book which you can use in any lesson. Having a neat book will help you learn better and revise thoroughly for assessments.

Neat books will:

- Have a title for the start of every lesson. The date should be written in the margin. Both should be underlined in red
- Have a neat line ruled across where the lesson ended. The teacher may also ask you to write in the learning outcome you achieved in the lesson also
- Use sub headings to indicate examples or classwork tasks
- Have memory points or keywords clearly highlighted
- Have trackers showing progress grades which students keep up to date in front of exercise books
- Have all paper stuck in or hole punched

Rough Books will:

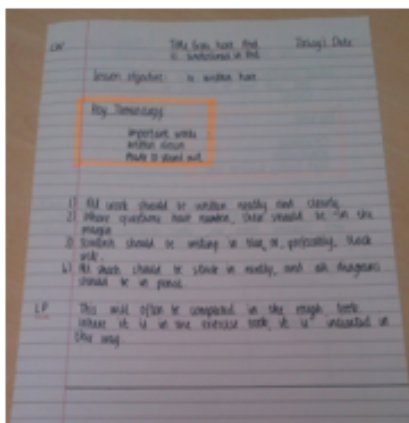
- Be used for planning or mind mapping or jotting down notes

Twyford book etiquette

1. I write the **title of the lesson** in my book at the start : this helps me listen attentively

2. I write down the **learning objective**. This helps me focus on what I will have achieved by the end of the lesson

3. I use a **HIGHLIGHTER** and clear annotation to analyse texts which I have written or been given to read critically



4. I **label & put a box around** the learning points which I will have to memorise accurately

5. I mark what I have written using **GREEN PEN** checking that I have written cogently (it is accurate and makes sense)

6. I use my **rough book** or white board for quick working or notes to help me speak purposefully in pair/group work or feeding back to the class

7. At the end of the lesson I write down & reflect on what I have learnt. I write **my lesson prep in my planner**, this will reinforce my learning from the lesson or set me up for the next one.

I thank the teacher before I leave

LEARNING SKILLS

At Twyford Trust, our approach to teaching and learning is based around enhancing students' capacity to think. Our overarching ambition as a trust is to create a culture of intellectual challenge which stimulates this. From this overarching vision we have defined common learning skills. The skills in bold are seen as the core learning skills required to be successful in any subject.

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

The points below describe how students will be expected to demonstrate the core learning skills in their lessons and around school.

Listen Intently

- Start each lesson in silence
- Have the right books & equipment on the desk so there is no need for distraction
- Have your prep out ready from the previous lesson before
- Write down the lesson title and Learning Objective so you are ready for what to do next
- During the lesson listen very carefully to instructions so that you know exactly what to do well
- Sometimes you may need to take notes or answer questions which are only given aloud and not written down. Be alert so that you don't miss anything

Write Cogently

- Always make sure you are copying accurately (for example key words, formulae or word lists)
- You may sometimes find it useful to use subheadings or bullet points to divide up longer writing
- Indicate where work is classwork or homework so it is clear the conditions in which you were writing.

Read Critically

- You will want to be able to read over your work again for revision purposes make sure it is really clear
- You will also want to re-read worksheets. Ensure they are stuck in or hole punched and filed in the right place in your book
- Use annotation and highlighting when you are re-reading your work to edit and improve it
- Read your teacher's comments carefully and ensure you have made an intelligent response.

Speak Purposefully

- You will often be asked to talk about your work. Make sure you know the criteria or end point of the task so that your talk is focused
- You should always be able to explain the work in your book
- You should always be able to explain your grade, why you got it and what you have to do to improve.

Memorise Accurately

- Memory points must be highlighted so that you can go back to them to ensure you have securely learnt them
- Key words and definitions, formulae should be written accurately

INDEPENDENT LEARNING

It is increasingly necessary for students to be independent in their learning. Linear GCSEs and A Levels require students to hold large amounts of information to be tested in an end of year exam. At Twyford we expect students to complete lesson preparation task for each lesson, longer assessed homework assignments and also use Copia to recap lessons and revise for key assessments.

Lesson Preparation

- Set after **every** lesson except for Games and Singing (or when an assessed homework has been set)
- A short task (15-20mins) which will set up the learning in the next lesson **or** consolidate the learning which has taken place in that lesson
- Will be checked and/or sampled every lesson

Assessed Homework

- A longer task which will be set after a sequence of lessons
- May be a more creative task
- May follow a series of preparatory tasks (lesson preps)
- Will be marked formally
- Used to assess the progress of students in a particular skill or topic area
- Will inform homework and assessment information communicated to parents via termly grade sheets.

Pastoral

Tutor Groups

Students register in the morning and afternoon in their tutor groups. Tutor groups remain the same in years 7 – 11 and activities such as interform sports provide opportunity for students to bond in these groups. Your child's tutor will be the first point of contact for any concerns you may have about their academic progress, or other concerns and you should use your child's student planner to communicate with their tutor.

Student Planners

Each student has a planner which contains copies of key policy documents such as the home-school agreement and computer use agreement. Students are instructed to write their homework tasks, lesson prep and other notes in their planner. Parents should sign the planner each week, and check that their child has completed the homework written in the planner regularly. A parents evening appointment sheet is also in the planner and students will note their appointment times on this and hand it to parents.

Planners are the property of the school and should be kept in good condition and will be checked regularly by the form tutor. **Graffiti on planners, damage to planners or the loss of a planner will result in them needing to be replaced at the cost of £5.**

Student Code of Conduct

In addition to the Twyford Etiquette, there is a formal code of conduct which all students must upkeep to ensure smooth and efficient running of the school and a productive learning environment for all. Students not following the code of conduct can expect to receive a sanction such as negative conduct points, detention or exclusion in severe cases.

The Student Code of Conduct can be found in the student planner, but can also be viewed in the behaviour policy which can be downloaded from the Twyford Trust website:

<https://twyfordacademies.org.uk/about-us/policies>

Rewards & Sanctions

It is our aim to have firm discipline within a nurturing environment. Teachers will issue rewards and sanctions to support student progress and the effective running of the school.

REWARDS

It is our aim to have firm discipline within a caring atmosphere. Teachers will issue rewards and sanctions to support student progress and the effective running of the school.

1. Praise in class
2. Positive Conduct points (and emails home)
3. Lapel badges
4. Postcards home
5. Weekly shout outs in Head of Year Assemblies
6. Termly Celebration assemblies
7. Reward events including activities week

SANCTIONS

If a student breaks school rules they will be issued with a sanction. Sanctions are designed to give a clear message to the student about the expectations of them in school and to allow them to reflect on how they can improve. The sanctions that students receive include:

1. Warnings in class
2. Negative Conduct points (and emails home)
3. Sent to 'Shadow Timetable' (removed from the lesson)
4. Lunch detention for accruing negative conduct points (emails home to confirm this and additional sanction if missed)
5. Senior detentions after school lasting 60 or 90 minutes (emails home to confirm this and additional sanction if missed)
6. Internal, External and Permanent exclusions

DETENTIONS

Lunch time detentions for accruing two or more negative points in a day take place during the following day (30 minutes). Senior detentions for more serious breaches of the behaviour policy take place after school (60 or 90 minutes). Although there is no legal requirement for the school to provide notice of a detention being set, at Twyford we give suitable notice through use of the student planner or an email home.

REPORT CARDS

If students are collecting a high number of negative conduct points they are frequently not adhering to the school rules and require support to ensure that they fulfil their potential. If students receive 10 more negative conduct points in a half term they will be placed on a report card, initially to their tutor, but should they continue to collect negative conduct points this moves up to their Head of Year and eventually on to a member of the school Senior leadership team.

Pastoral Intervention Stages

Stage 1	10+ negative conduct points	Report to Tutor
Stage 2	20+ negative conduct points	Report to Assistant Head of Year or Head of Year
Stage 3	35+ negative conduct points	Report to Assistant Headteacher
Stage 4	50+ negative conduct points	Report to Deputy Headteacher

Report cards are filled in each lesson by teachers and countersigned by a staff member and the parents each evening.

EXCLUSIONS

Persistent poor behaviour or a single serious case of indiscipline will be punished by exclusion from School. There are three kinds of exclusion – internal exclusion, fixed term external exclusion, and permanent. During Internal exclusions students are in school, but complete their class work for lessons that day in a separate room and have different lunch and break times. Students who reach stage 4 of the pastoral intervention stages in a half term receive an internal exclusion, if this occurs more than three times in a school year this will result in a one day external exclusion.

External exclusions are for a fixed period of time ranging from one day up to forty five days. In the case of a fixed term exclusion, a student will only be readmitted to school after he/she has been interviewed with his/her parents by a senior member of staff and the appropriate assurances given about future conduct (reintegration meetings).

As a last resort, especially where anti-social behaviour is affecting the work and progress of others, a student may be excluded permanently and a special disciplinary meeting may be called.

Attendance & Punctuality

ATTENDANCE

If a child is absent from school for a justifiable reason, e.g. illness or medical appointment, their parent must email office@twyford.ealing.sch.uk or ring school **on each day of absence** (Option 2). If you know in advance that your child is going to be away, you should email as above or you can bring a letter giving the reason and details for the Head of Year to sign and authorise. All unjustified absences will be investigated. If a child needs to leave school to go to the doctor or dentist, parents must email office@twyford.ealing.sch.uk or a note can be provided in the student planner for the Head of Year to sign and authorise. All students **must** sign out at reception before leaving the premises. If students are returning to school later on, they must sign back in at reception.

Any planned leave of absences must be reported by completing a **Leave of Absence Form**, which needs to be submitted at least 4 weeks prior to the date of the absence. Applications for a leave of absence will be reviewed and authorised by the Senior Deputy Headteacher. Please also note that holidays during term time are not permitted, unless agreed with the Senior Deputy Headteacher, and if taken may result in a fine from the borough.

PUNCTUALITY

Students should be in their form room or assembly no later than 8:30am. Students will be marked in 'late' if they arrive after 8:30am. If students arrive late for school, they must make sure that they are marked present, as follows:

- Between 8:30am and 9:00am go straight to tutor/assembly
- After 9:00am go to the main reception desk to be signed in late

Punctuality is an important expectation of students and therefore if students are late they receive two negative conduct points which results in a daily detention at lunch time the next day.

Safeguarding

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Ealing Area Child Protection Committee.

Students should be aware that Safeguarding (Child Protection) issues will become the responsibility of one of the following Safeguarding Officers: **Mr Bennett, Mr MacDonald-Brown, Mrs Kearey, Mrs Roberts, Ms Poole and Mrs Woodham**. (Photographs of designated Safeguarding teachers can be found in Reception and throughout school site)

Curriculum & Assessment

Our Curriculum

At Twyford we have a two week timetable, with 25 periods per week. The figures below reflect the totals for the 50 periods across the two week timetable.

YEAR 7

Students receive a broad and balanced curriculum allowing them to develop their strengths in a wide range of courses. Students study 13 subjects with time allocated as below. Students are set in English, Mathematics, Science, Languages, Geography, History and Religious Education. In Languages half of Year 7 learn French and the other half learn Spanish.

Most lessons are 1 hour long. Physical Education is taught as extended lessons on Wednesday or Thursday afternoons – Wednesday for girls and Thursday for boys.

Subject	Periods per subject	Total
Maths, English, Science	7	21
Languages	8	8
PE	2 (extended)	2
History, Geography, RE	3	9
Computing, Drama, Music, Art	2	8
Singing	2	2

YEAR 8

Students continue to study broadly the same curriculum as in Year 7. Over half of the year group will take up an additional language – German. Students develop their strengths with a view to making some option choices at the end of Year 8 as part of the Year 9 Electives programme.

Most lessons are 1 hour long. Physical Education is taught as extended lessons on Monday or Tuesday afternoons – Monday for boys and Tuesday for girls.

YEAR 9

Students study a core curriculum of English, Maths, Science, Religious Education, Languages, Geography and History. They are set in these subjects. All students have Physical Education lessons.

In addition to the core curriculum, students also choose a further 2 subjects from a list of elective choices. This gives students a chance to specialise, or try some new subjects, before making GCSE option choices at the end of Year 9. The current elective choices are: Drama, Music, Music Technology, Fine Art, Graphics, ICT and Computing.

Year 9 is seen as a GCSE preparation year with subjects developing skills and knowledge which will be directly applied to GCSE level work. Students formally start working towards GCSE Religious Education which is sat at the end of Year 10.

YEARS 10 & 11 (GCSE)

Students study a core curriculum of Maths, English, Science and Religious Education. They are set in these subjects. All students have Physical Education lessons.

Students also choose further subjects to study at GCSE level. Currently students choose subjects from a broad offer including Languages, Geography, History, Drama, Art, Graphics, Music, ICT and Computing. Some students opt to take a further additional subject which is timetabled at the end of the school day. Eligibility for each option choice is dependent on students' results and effort at the end of Year 9.

All students sit GCSE Religious Education at the end of Year 10. All other GCSE courses are completed in Year 11.

SIXTH FORM

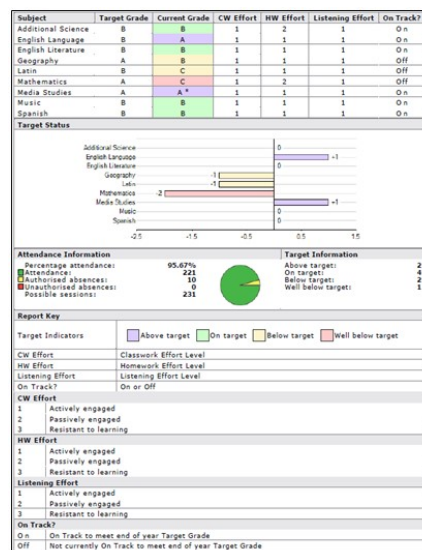
Students who continue into the Twyford Sixth Form have a broad range of courses to choose from. Our current offer includes Art, Biology, Business Studies, Chemistry, Computer Science, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, Government & Politics, Graphics, History, Mathematics, Film Studies, Music, Music Technology, Photography, Physics, Psychology, Religious Studies, Sociology and Spanish. Each course has its own entry requirements. The current entry requirements can be found in the student planner.

Assessment & Reporting

Regular assessment and feedback is an important part of the learning process. Every piece of work is an opportunity to see whether a new concept has been learned well, or whether an improvement has been made since previous work. Feedback on this work in class is regular and will take various forms – whether through peer marking, teacher assessment or from students self-assessing their work using clear criteria for success.

ASSESSMENT & REPORTING POINTS

In addition to routine feedback in class, there are four assessment and reporting points. We call these Quarterly Assessments and they are in October, December, March and June for students in Years 7-11. Students will either sit an assessment such as an exam, or have a significant piece of classwork marked.



EXAM WEEKS

Of the four quarterly assessment and reporting points, two are exam weeks where pupils follow a different timetable to allow for the exams to take place. These exams will either take place in class or in the Sports Hall (where GCSE and A Level exams are also sat). For Years 7 to 10 these will be in December and June.

REPORTS AND GRADE SHEETS

Each quarter we issue either a grade sheet or written report. Grade sheets show a student's current grade for each subject as well as grades for effort in classwork, homework and listening. The current grade is based on recent assessment results. In many cases this will be a written exam. Once a year we issue reports in which the form tutor and a senior member of staff write a comment summing up your child's progress throughout the year and giving targets for future improvement.

PARENTS' EVENINGS

There is one full parents evening for all year groups each year. At these points, parents and students have the opportunity to speak to their teachers about their progress in each subject. The dates of these will be in the calendar issued in September.

TARGET GRADES

Students are set end of year target grades in most subjects at the start of the year. These are always based on the progression expected from a student's previous results and show the results students should be aiming to achieve by the end of the year. We aim to set target grades that are aspirational but achievable. Students are formally given their target grades on the Target Setting Day at the end of September. Students' reports and grade sheets show whether they are "On Track" to meet their target grade by the end of the year.

Effort Grades

The tables below give examples of the how a student would be awarded a particular grade for classwork effort, homework/lesson prep effort and their approach to Listening & Silence in class. These grades are given termly and form part of the grade sheet that is made available on Go4Schools.

CLASSWORK EFFORT

<p>Always engaged (1) I lead myself and am an example to others</p>	<p>Is independent in their approach, willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help. Has a purposeful attitude to their learning and has the self-confidence to extend their learning as appropriate; tasks are always completed to a high standard. Is creative in their thinking and asks thoughtful, timely questions. Always contributes very effectively as an individual or as part of a group; is developing excellent team-working and communication skills. Takes an active interest in their own progress and how they can improve; is able to accept and learn from mistakes. Always has the correct equipment, with excellent uniform and alert posture. Relationships with the teacher and/or other students are always positive.</p>
<p>Usually engaged (2) I do what I am asked; I follow more than I lead</p>	<p>Is capable of being independent in their approach; sometimes takes the initiative in problem solving but also relies on others/the teacher for support. Is aware of the resources available to them and sometimes uses them independently, building their resilience. Usually makes good use of time in lessons. Sometimes shows the initiative to extend their learning and asks some questions to support their learning. Contributes as an individual or as part of a group; may sometimes need guidance/support to improve their team-working and communication skills. Is aware of their progress and usually acts on feedback. Almost always has the correct equipment, good uniform and alert posture. Relationships with the teacher and/or other students are usually positive.</p>
<p>Not engaged (3) I do not follow what I am asked to do</p>	<p>Relies heavily on teacher to ensure that they settle to and remain focussed on a task; does not have a purposeful attitude to their learning. Does not use time well/productively, tasks are often unfinished or completed to a less than satisfactory standard. Contributions as an individual or as part of a group lack focus, showing poor team working and communication skills. Often asks questions in class that are untimely and/or inappropriate. Takes little interest in their progress and what they need to do to improve; is not responsive to feedback. Is often without the right equipment; uniform and posture may often be poor. Often interrupts the learning of others and has a negative impact on their peers. Relationships with the teacher and/or other students are often negative, disrupting learning.</p>

LESSON PREP AND HOMEWORK EFFORT

Always engaged (1) I lead myself and am an example to others	<p>Always completes prep/HW to a high standard, in line with their level of ability, and hands it in by the deadline set.</p> <p>Displays initiative, curiosity and/or creativity in prep/HW, completing challenge tasks where provided.</p> <p>Ensures prep/HW is always well presented in a format which suits the task.</p> <p>Is problem-solving in their approach to prep/HW organisation e.g. seeks out the teacher to catch up on missed prep/HW if absent.</p> <p>Is interested in feedback on prep/HW and is keen to act on advice about how to learn from their mistakes.</p>
Usually engaged (2) I do what I am asked; I follow more than I lead	<p>Almost always completes prep/HW to an acceptable standard in line with their current level of ability; usually completes prep/HW by the deadline.</p> <p>Sometimes takes the initiative to investigate further in prep/HW tasks and sometimes completes challenge tasks where provided.</p> <p>Usually ensures prep/HW is well presented.</p> <p>Reads feedback on prep/HW and usually responds as required.</p>
Not engaged (3) I do not follow what I am asked to do	<p>Often does not complete lesson prep/HW or completes it to an unsatisfactory level (e.g. shows signs of being copied/gaps in work); often hands lesson prep/HW late.</p> <p>Shows no initiative in their approach to prep/HW, often failing to follow instructions set.</p> <p>Accepts a level of presentation that is not representative of their ability.</p> <p>Does not read or respond to feedback without prompting from the teacher.</p>

APPROACH TO LISTENING AND SILENCE IN CLASS

Always engaged (1) I lead myself and am an example to others	<p>Understands the importance and value of silence and so is always silent and focused when necessary.</p> <p>Always listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes constructively to team working and communication (when to listen, when to speak) and puts this into practice effectively.</p> <p>Has the self-confidence and self-control to listen intently to others' points of view and/or contributions and shapes their responses accordingly - never interrupts the learning of others.</p>
Usually engaged (2) I do what I am asked; I follow more than I lead	<p>Recognises the importance of silence and is usually silent when necessary.</p> <p>Usually listens attentively when the teacher or a peer is speaking.</p> <p>Knows how good listening behaviour contributes constructively to team working and communication (when to listen, when to speak) and usually puts this into practice.</p> <p>Is developing the self-confidence and self-control to listen intently to others' points of view and/or contributions; rarely interrupts the learning of others.</p>
Not engaged (3) I do not follow what I am asked to do	<p>Does not recognise the importance of being silent so finds it difficult to be silent when necessary.</p> <p>Finds teamwork and effective communication challenging due to a lack of good listening behaviour.</p> <p>Finds it difficult, or does not try, to listen to others' points of view and/or contributions; often interrupts or is distracted when others are speaking.</p>

Curriculum & Assessment Systems: Copia and Go4Schools

COPIA

Copia is the Twyford Academies Virtual Learning Environment. It contains information about curriculum departments, year groups and the wider learning activities.

Curriculum information found on Copea includes:

- What students study in each year
- What students cover in each unit or topic
- Key resources to support their progress including revision materials
- Information about when assessments are and what they are on

Accessing Copia

To access Copia you and your child will need a username and password. Students' usernames and passwords are the same as their network usernames and passwords – these are issued to students in their first Computing lesson.








Once you have been issued a username and password the hyperlink to Copia can be found on the home page of the school website (www.twyford.ealing.sch.uk)



Once you have logged in, click on Twyford CofE High School to see Twyford's Copia site.

You can then choose the area of the school that you want to find information about:

Please choose one of the following:

 Ethos Click here: ▶	 Curriculum Click here: ▶	 Assessment Click here: ▶	 Pastoral Click here: ▶
 Wider Learning Click here: ▶	 Resources Click here: ▶	 Staffing Click here: ▶	

Copia is continually under development and some areas are more well populated than others. You will hear more about this development in the year Ahead meetings in September.

GO4SCHOOLS

Go4Schools is our assessment data tracking website which is used by all teachers to record key assessment data about your child. We use this information extensively within school to make sure that your child is on track in their studies as they progress through the school.

We send our progress reports each term which provide summary information about your child's current attainment in key assessments. Parents also have online access to Go4Schools so that you can see much more detail about your child's progress throughout the year.

You will hear more about Go4Schools at the Year Ahead evening in early September.

Subject	Target Grade	Current Grade	On Track?	CW Effort	HW Effort	Listening Effort
Biology	7+	8	On	1	1	1
Chemistry	7+	7	On	1	2	1
English Language	7+	7-	Off	1	1	1
English Literature	7+	7+	On	1	1	1
Geography	7+	7-	Off	1	1	2
German	7	6-	Off	2	1	1
Mathematics	7+	7	On	1	1	1
Physics	7+	7+	On	1	1	1
Religious Education	8	9	On	1	1	1

You can view your child's report and gradesheets at any time through the online system

Go4Schools links with our attendance records

Attendance

Attendance	99.09%
Authorised absences	3
Unauthorised absences	0
Unknown marks	0
Possible sessions	331



Attendance
Authorised absences
Unauthorised absences
Unknown marks

Subject	Target Grade	Current Grade	ON TRACK, ON T	Actual	Mark sheet summary
Biology	7+	8	On	-	Q1 Assessment 8- Q2 Assessment 7 Q3 Assessment 8 Q4 Assessment - Assessed Homework 7-
Chemistry	7+	7	On	-	Q1 Assessment 6 Q2 Assessment 7 Q3 Assessment 7 Q4 Assessment - Assessed Homework 7
English Language	7+	7-	Off	-	Q2 Assessment - Reading 5+ Q2 Assessment - Writing 7- Q3 Assessment 7- Q4 Assessment - HW1 Paper 2 - HW2 Paper 1 7
English Literature	7+	7+	On	-	Q1 Assessment 6+ Q2 Assessment 7+ Q4 Assessment - Jekyll and Hyde/Christmas Carol - Q4 Assessment - Macbeth - Assessed Homeworks 6

As well as the overall current grade shown on each report, you can also see much more detail about the individual assessed pieces of work your child has completed.

For some assessments you will be able to see detailed breakdowns of the marks achieved in each section of the assessment. This information, together with the curriculum information on Copia will allow you to support your child's studies.

Mark	Grade/level
13/15	7+
9/10	8-
	8-

Mark	Grade/level
35/45	7
	7

Mark	Grade/level
43/45	8
	8

Learning and Inclusion

Strategic Vision

'Maximising learning potential through inclusion and support'
"Children of God...in which you shine like stars in the universe"
Philippians 2.15

Twyford is a school with a very wide ranging student community. A small proportion of our school community have Education Health Care Plans and the majority of these are for children having Autistic Spectrum Disorders or for Specific Learning Difficulties and other Communication difficulties. An Additionally Resourced Centre (ARC) opened in September 2017 for students with ASD and additional needs. There are 4 places each year. The school's mission statement underlines that the school is a 'learning community.....which values the gifts of all its members'. The Primary aim of the ARC, SEN & Learning department at Twyford is to ensure that this is the case especially where students are vulnerable.

In addition to ensuring that EHC plan students have individualised programmes which match the requirements identified in students' SEN EHC plans and annual reviews, the school also has a clear policy of early intervention targeted at Years 7 & 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able to pre-empt students becoming disaffected. This is implemented through a range of small group classes which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach Year 9. The GCSE curriculum model includes within it strands targeted towards less able or hard to reach students.

Statutory Support for all students with EHC Plans

Provision led from within the ARC, SEN & Learning team.

This offers the following:

- ♦ A SENCO to oversee provision & ensure individualised support using the top-up or additional funding. The personalised support by a member of the ARC, SEN or Learning team.
- ♦ An Annual Review meeting of up to 1.5 hours (allowing 8.5 hours planning collating of reports & writing time).
- ♦ An Individual Education Plan meeting 30 minutes (during the Target Setting Meeting day in September, each year) with a review the following July.
- ♦ A meeting during Parents Evening of 20 minutes.
- ♦ Effective communication - initially e-mail; telephone calls if required and an additional meeting if there are any concerns.
- ♦ Arrangements for 25% extra time as an access arrangement in all external, mock and Q2 & Q4 internal exams.
- ♦ Liaison with outside professionals and attendance at multi-agency professional meetings as required.
- ♦ Transition from Year 6 to Year 7 including primary school visit; parental interview; transition morning at receiving high school and allocation to tutor group.

Additional Provision

The following support from a Lead TA or keyworker:

- ♦ Small group support in targeted areas including Literacy, Numeracy or social skills as required.
- ♦ Tracking Quarterly data to ensure each student is not underachieving.
- ♦ Writing a specialist teacher and TA report for the Annual Review.
- ♦ Liaising with subject staff to ensure the student is completing relevant lesson prep; is organized and on track.
- ♦ Minimum of 3 hours of support per week in a core subject -in class at KS3 or KS4; 1:1 during study periods at KS5. Please note TA support is prioritised in set 8 and one higher set (for core subjects).



ARC

- ♦ Supporting the student to write a Person Centered Review in Year 9 - to include support for the options' process and beginning post -16 planning.
- ♦ Supporting the student to attend Information, Advice and Guidance meetings, particularly about Work Experience and future careers and further education.
- ♦ Personalised support, celebrating successes and liaising with home as needed.
- ♦ Supported after school ARC homework club to ensure prep and homework completion.
- ♦ 1:1 specialist teaching, if written into the EHC plan objectives.

Wider school support that is accessible to all students (including those with SEN support)

Academic support:

- ♦ Assessment including Literacy and Numeracy screening; exam access arrangements for public examinations in Years 10-13 if qualifying criteria set by Joint Council for Qualifications (JCQ) is met.
- ♦ Year 7 Literacy evening and early intervention to support literacy or numeracy if required.
- ♦ Intervention where students are underachieving by provision of additional lessons or revision sessions.
- ♦ High quality teaching & work differentiated to suit the student's needs.
- ♦ Placement in a set suitable to the student's ability.
- ♦ Tracking student progress quarterly.
- ♦ Offering individualised assessment feedback to ensure the student knows what they are to do to progress to the next level or the next grade.
- ♦ Study Club in the LRC or additional group intervention if required.
- ♦ Once yearly parents' evening.

Pastoral support:

- ♦ Welcome evening at the start of the year and celebration assemblies at the end of each term.
- ♦ Support to engage in the wider life of the school.
- ♦ Overview of positive and negative points, offering advice and guidance if behaviour becomes a cause for concern.
- ♦ Pastoral support including peer-mentoring support, if required.
- ♦ Referral to counselling & mentoring provision.
- ♦ Training of ARC, SEN, Learning & Inclusion teams as well as wider staff in all relevant types of SEN need and safeguarding procedures.
- ♦ Support in Year 11 for college cohort students.

Behaviour expectations:

- ♦ The school has a clear system of rewards and sanctions. All students, including those with EHC plans and those offered ARC places, have at least 50% of time in mainstream and are therefore mainstream students and are expected to comply with the school etiquette.
- ♦ Students who engage fully with the school ethos and expectations can gain positive conduct points. However where students fail to follow school systems effectively they will be issued with negative conduct points.

Specialisms

Music

Music is an extremely important part of the life and ethos of Twyford School. As a Music Specialist School, Music is taught for one hour a week in mixed ability classes in Years 7 and 8 and for three hours per fortnight in electives in Year 9. In Years 7 and 8 all students also have a specialised singing class as part of the Trust whole-school Singing Strategy. Students in year 7 to 9 study a curriculum that embraces a wide range of genres, styles and traditions. The three disciplines of performing, composing and listening are integrated through practical music making using voices, acoustic instruments and music technology. There will be 19 Specialist Music Scholars in each year who will have to opportunity to take additional classes to enhance their musical skills. In addition, students may apply in September to be an Honorary Music Scholar.

Music is a popular choice at Key Stage 4, with students opting to follow either a traditional music route to GCSE or a music technology route to a RSL qualification in Music. In the Sixth Form both Music and Music Technology at A-Level are popular choices. The Music College also offers an extensive extra-curricular programme and students in Year 7 are able to join any of the following ensembles:

Boys Training Choir	Clarinet Ensemble	Training Orchestra	KS3 Music Tech Club
Girls Training Choir	Flute Ensemble	String Orchestra	Guitar Ensemble
	Saxophone Ensemble	Ealing Youth Jazz Orchestra	
	Double Reed Band	Concert Band	
	Brass Ensemble	Twyford Philharmonia	
	Cello Ensemble		

There is an extensive range of opportunities for students to perform either as a soloist or in a group. Regular performances include the Classical Music Competition, Popular Music Competition, Junior Popular Music Competition, Acoustic Café, every daily Assembly, Communion, Christmas Concert, Carol Service, Spring Twyford Voices Concert and the Summer Concert. Recent events outside school have included performances at the Royal Albert Hall, Southwark Cathedral, Ealing Abbey, Albert Hall Nottingham plus a number of more local performances. The Chamber Choir toured to Belgium in 2018 and is planning another international tour next year. Students are also able to apply for individual or paired instrumental/vocal tuition from our team of sixteen highly qualified peripatetic teachers who can cater for absolute beginners through to students working beyond Grade 8 with the ABRSM, Trinity Guildhall, LCM and Rockschooll practical exam boards. Tuition is available in the following instruments:

- Violin, Viola, Cello, Double Bass
- Flute, Oboe, Clarinet, Saxophone, Bassoon
- Trumpet, Trombone, French Horn, Euphonium, Tuba
- Drum kit, Guitar (Electric, Acoustic, Classical), Voice

In addition, we are also able to offer small group tuition (approximately five students) in Music Theory. This is offered at beginner, intermediate and advanced level. These sessions are ideal for those students who wish to develop their general knowledge of music theory, are working towards their Grade 5 practical exam with the ABRSM exam board and/or who have aspirations to take Music as an option at GCSE.

The Music Department has seven practice rooms, four teaching rooms and two sound-proofed rehearsal pods. Practice rooms can be booked for use during lunchtime and after school for rehearsals and instrumental storage is provided. We do expect students to label their instruments clearly and take them home at the end of the school day.

Music College Instrumental & Vocal Tuition

Individual: £210 per term		Paired: £145 per term (only available up to Grade 2)
Individual – Violin	Individual – Trumpet	Paired – Violin*
Individual – Viola	Individual – French Horn	Paired – Clarinet*
Individual – Cello	Individual – Trombone	Paired – Saxophone*
Individual – Double Bass	Individual – Euphonium/Tuba	Paired – Flute*
Individual – Flute	Individual – Piano	Paired – Voice*
Individual – Oboe	Individual – Acoustic/Electric Guitar	Paired – Acoustic Guitar*
Individual – Clarinet	Individual – Classical Guitar	Paired – Brass*
Individual – Saxophone	Individual – Bass Guitar	Group: £55 per term
Individual – Voice (Classical & Musical Theatre)	Individual – Bassoon	
Individual - Voice (Pop & Gospel)	Individual – Drum Kit	
Pupil Premium and Free School Meals Students Eligibility		
Each pupil premium student is entitled to £100 credit each year and 20% concessionary rate on trips, music lessons and other extra-curricular activities. If you wish to use your credit, please confirm this by email to Student.Services@twyfordacademies.org.uk . If your child is not receiving free school meals but think that you may be entitled to apply, please contact Student Services or visit the school website for further advice.		
Pupil Premium and Free School Meals		
Individual: £168 per term	Paired: £114 per term	Group: £44 per term

General information:

- Individual and paired tuition are organised in 30 minute sessions throughout the school day on a rotational basis for 10 sessions each term
- Lessons are scheduled between the hours of 8:00 AM – 4:30 PM (please note that some lessons may be before school, during break or lunch, as well as after school – music lessons should be prioritised over all other activities)

For further information about the musical life of the school, including an application form for instrumental tuition, please see your induction pack or contact the Music College administration team via email MusicCollege@twyford.ealing.sch.uk

Languages

CURRICULUM

In Year 7, students study either French or Spanish with able linguists (half of the year group) also studying Latin. In Year 8, more able linguists are offered German as a second modern foreign language. There is a large emphasis on the use of target language in all lessons and students are encouraged to speak in the target language as much as possible using the in-class “toolkits” to support them. Language lessons follow a rigorous pattern, which is in line with Ofsted requirements. A detailed programme of lessons and assessments has been put into place and parents will be able to access it via the VLE. Students are assessed every six weeks so that they are fully informed of their progression.

Students start their GCSE course in their chosen language(s) at the start of Year 9 (French, Spanish and German). This is to prepare students to obtain the best possible results at GCSE. The vast majority of students opt for at least one language at GCSE, as languages are seen by universities as a facilitating subject, whatever subject students aim to study.

There are three languages on offer at A Level: French, Spanish and German.

EXCHANGES & VISITS

In order to develop their exposure to language, students are encouraged to take part in visits and exchanges at each key stage. In Years 7 – 10, students have the opportunity to take part in numerous trips and visits including:

- **Trip to Normandy:** during activities week in Year 8
- **Trip to Madrid:** during activities week in Year 8
- **Trip to Rhine Valley:** during activities week in Year 8
- **Trip to Berlin:** joint German and History trip for Year 10 students
- **Trip to Paris:** immersive French trip for Year 10 students
- **Trip to Spain:** immersive Spanish trip for Year 10 students
- **Language Exchanges:** including the German exchange with Gesamtschule Haardt in Year 8
- **Trips to universities:** students in Year 9 & 10 will have the opportunity to visit MFL departments at top universities
- **Theatre and cinema trips:** we host foreign language theatre performances in German, French and Spanish at Twyford; students also often have the opportunity to view a foreign-language production or film at a venue in London

In the Sixth form, there are a number of opportunities available to students, such as the UK German connection scholarships, where students stay with a host family for 2 weeks in the summer holidays between year 12 & 13. As part of this trip, they take part in a wide range of activities, from daily lessons to visits and excursions with other students and their host family too.

EXTRA-CURRICULAR

There are also plenty of opportunities within the department for students to explore their love of languages in the form of lunchtime clubs. These include film clubs, MFL games club, the UK Spelling Bee and UK Linguistics Olympiad competitions, just to name a few!

Wider Learning

The Wider Learning Principle

The school ethos statement encourages students to recognise their gifts and use these to enrich their community. The Wider Learning offer provides a wealth of opportunities for students to build on their individual aptitudes and maintain a broader range of school experiences. These extra-curricular options may complement their studies, allow them to stretch and develop their talents and skills, allow a wider range of subject choices (extra-curricular GCSE options in Music or Latin) and provide students with access to try out new things.

The Wider Learning principle:

- **Good gifts used in service** (*students are encouraged to share their talents, gifts and skills*)
- **Unique value in community** (*engaging in school, local, wider and global community*)
- **Don't stay in a bad place** (*Wider Learning to support, motivate and engage students in their progress and progression*)



HOW TO FIND OUT ABOUT EXTRA CURRICULAR ACTIVITIES

Extra curricular activities are advertised from the start of each term in a number of ways:

- Year pages of Copia
- Emailed to parents
- Publicised by form tutors

Students are given the opportunity to try a number of extra curricular clubs in the taster week at the start of each new term, and then are encouraged to choose to attend at least one of these clubs every week. Students attend a positive conduct point for every attendance at a club.

Examples of clubs that have run in 2019-20:

- | | | |
|----------------------|----------------|------------------------|
| • Debate club | • Trampolining | • Brass Collective |
| • STEM club | • Football | • Twyford Philharmonia |
| • Astronomy club | • Netball | • Chamber Choir |
| • Chess and Draughts | • Rugby | • School Production |
| • MFL Games club | • Athletics | • Gospel Choir |
| • Beginners Arabic | • Fencing | • Sax Quintet |
| • Anime and Manga | • Yoga | • Girls A Capella |
| • TFG Dance | • Basketball | • Pop Band sessions |
| • TFG Worship | • Rowing club | |

There are also various opportunities to represent the school in Music, Sport, Drama and Chaplaincy and students are awarded positive conduct points for representing the school in events.

WIDER LEARNING BULLETIN

The Wider Learning bulletin is reviewed in year group assemblies and sent out to parents and at the end of each half term. This gives an update on what's been going on in school in terms of sporting, musical and other wider learning activities; including things to look out for in the next half term.

The House System

The house system fosters friendly competition between the tutor groups, and opportunity for students from different year groups to work together to achieve a common goal. Each house is named after a cathedral or abbey in Britain. The houses are as follows:



Truro

A Victorian Cathedral built on the colossal scale of its medieval predecessors. It shows the spiritual confidence and optimism of this era. The first foundation stones were laid in 1880.



Wells

As its name suggests, Wells is the city of many streams and its cathedral (or the church which preceded it) was built at the site of one of them by the wells of St Andrew. The Cathedral itself is late 12th & early 13th century.



York

York was a Roman settlement from 71 AD. It was an important military post for the Romans to police the border with Scotland. The minster was first of all a monastic church and was begun around 1220.



Fountains

Fountains may be our most romantic place of worship. It is actually an abbey rather than a cathedral and has very close links to Ripon, which is geographically nearby.



Ripon

Ripon also started as a monastic foundation in 657 and was a centre for the early Celtic Christianity in Britain.



Durham

Durham Cathedral was founded in 1093 and is regarded as the finest example of a Norman cathedral in Europe. It was founded by monks fleeing from Lindisfarne following raids by Vikings.



Canterbury

This is the oldest of our houses dating back to 597AD when St Augustine came to Britain as a missionary bringing Roman Christianity with him.

Each House contributes to an enterprise day each year to raise money for the chosen house charity. These events are coordinated by the Head of House (staff) and the house captains (Sixth form students), with support from tutors groups in each year.

Student Leadership

Student Leadership takes on a pivotal role at Twyford, offering students the opportunity to develop their leadership skills and engage in the school community outside the classroom.

As part of the house system, students in Years 7-11 have the opportunity to lead as one of the following form representatives:

- Form Rep
- Chaplaincy Rep
- Creative Arts Rep
- Enterprise Rep
- Languages Rep
- Music Rep
- Sport Rep
- STEM Rep

There is also the opportunity for two students to be Year Reps for each of the above areas. Each position has a range of roles and responsibilities, from organising a sporting squad for interform to reading a prayer in assembly.

Further opportunities are available as students move through the school including Prefect positions and Twyford Ambassadors.

Activities Week

Activities week take place in the final full week of the school year in July. It is an opportunity for students in Year 7 – 9 to engage in the school, local and wider community in a unique way that gives them a different experience to a usual school week. Activities week allows students to fully embrace the benefits of wider learning through providing them with opportunities to have new experiences in a range of different subject areas.

Students have a fantastic opportunity to take part in a range of exciting residential trips throughout the week. The residential trips running last year included:

- Kingswood – Y7 (Wednesday - Friday)
- Madrid – Y8 (Monday - Saturday)
- Normandy – Y8 (Monday - Friday)
- German Exchange – Y8 & 9 (Friday - Friday)
- Netball Tour (Liverpool) – Y8/9 (Thursday - Friday)
- Devon – Y9 (Monday - Friday)

We also have a daily programme of activities which take place both off-site and on-site and these cover a range of subject specific areas including:

- STEM activities including Science Museum, Chess & Mosaics, Creating a Podcast
- Sports and fitness including Canoeing, Golf, Orienteering, Tennis and Football
- Creative Arts, Media and Design including National Theatre Tour and Design Museum
- Culture, Education and Tourism including London Eye, Brighton, London Zoo and Thames tour
- Action and Adventure including Paintballing, Thorpe Park, Ice skating and Bowling

Sponsored Walk

In 2012 we developed a link with a school in Maciene, Mozambique and every year since we have been using Sponsored Walk Day to raise money for our partner school and the local community of Maciene. Our Sponsored Walk in 2019 raised £10,200 and the money raised was donated to Tearfund, a charity supporting the relief work in Mozambique following a devastating cyclone in March 2019. In previous years, money raised has helped to improve classrooms and facilities at our partner school such as providing classrooms with desks and chalkboards, creating a small library and providing the school with a computer. It has also helped to sponsor 70 orphan girls to attend school for five years. The aim of sponsored walk day is for students to complete at least four laps of Gunnersbury Park. Students can walk, jog or run the distance either in their house colours or fancy dress and we encourage them to aim to raise £20 in sponsorship funds. It's a fantastic day with a real community spirit.

Administration & General Matters

CONTACT WITH THE SCHOOL

We support and encourage contact between home and school. The Student Planner forms a weekly opportunity for any comments to be made both at home and at school. It is possible to arrange a meeting with your child's Head of Year but please email the school office (office@twyford.ealing.sch.uk) to arrange an appointment - **please do not come to the school on the off chance of seeing someone.**

All visits to the school require parents to report to reception where you will be collected by a member of staff. All email contact should be made with the school office, or form tutor in the first instance.

We aim to respond to emails within 48 hours of receiving them.

CHANGE OF ADDRESS OR PLACE OF EMPLOYMENT

You will have completed an Emergency Contact & Welfare Profile prior to your child's induction. Updates in residential addresses or contact information should be emailed to datateam@twyford.ealing.sch.uk – **it is particularly important that we have your up to date email and mobile telephone number.**

CYCLING TO SCHOOL

Please only allow your child to cycle to school if you are certain that they are safe to do so. Bicycles should be secured with a suitable lock in the bicycle shed - the bicycle shed will be locked from 9:00am – 3:00pm. Cyclists should dismount at the main school gate and walk their cycles to the racks. Cycling is not permitted within the school grounds. A cycle is brought to school at the student's own risk, and we advise that it should be adequately insured. **Under the Health and Safety Regulations, all cyclists must wear safety helmets.**

DAMAGE

Students must always report damage they have caused to School or personal property immediately to their Head of Year. When damage has been caused due to negligence or the breaking of a school rule, the cost of repair or replacement will be charged to the parents.

WELFARE, EMERGENCIES, FIRST AID AND ILLNESS AT SCHOOL

The school has a First-Aid team consisting of a Designated First-Aider/Lead and others. The main duties of a First-Aider are to give immediate help to pupils who have sustained injuries arising from specific hazards at school and when necessary, ensure that an ambulance or other professional medical help is called. First-Aiders also support pupils requiring assistance managing their medical conditions, supported by the advice of the Borough School Nursing Team.

More information regarding the Welfare and First Aid procedures can be found on the school website here: <https://twyford.ealing.sch.uk/attending-our-school/welfare#welfare-office>. Please see our First Aid policy on the Trust website for more information here: <https://twyfordacademies.org.uk/about-us/policies>.

TRAVELLING ON PUBLIC TRANSPORT

Behaviour on buses and other forms of public transport is of paramount importance. **Any reports of poor behaviour are taken very seriously and will result in a school sanction**, since we believe it reflects badly on the school, the students and their parents. Students are encouraged to remember that when they are on the way to and from school, they are ambassadors for the school.

VISITING SCHOOL

Parents should be aware that there is no available parking on the school site. Parents are also requested to refrain from parking near to the school gates to drop off or pick up students. Students are not permitted to bring any motorised vehicle into school.

LOCKERS

Students should hire a locker to be able to store additional bags/ books during the day. The cost of hire is £25 per year and students will need to provide their own 3-4mm/1" key padlock (rather than a combination lock). Payments for lockers can be made on parent pay once login details are received. Payments should be made **before Friday 25th August**. Students have access to their lockers before school, at break and lunch time, and after school only. The school cannot be responsible for any loss of students' personal property. **No money or valuables should be left in lockers.**

LOST PROPERTY

All items of uniform and P.E. kit should be clearly marked with the owner's name. Any items, money or valuables found should be handed in to the Main School Office. Pupils are able to check with Reception for any missing items during break or lunchtime. At the end of each term, a display of un-named lost property is held in Reception and items which remain unclaimed are donated to local charities during the school holidays.

LUNCH ARRANGEMENTS

The school has a cafeteria which provides a wide choice of food, with items individually priced, including a set meal-of-the-day, which is exceptionally good value. At the moment students can purchase a hot meal and desert for £2.30 (Students having free school meals can choose items to this value of £2.30). We have a cashless system of payment using students' finger prints which then links to a corresponding account, which can be topped up through Parent Pay. We recommend that students do not bring money into school. Those who wish may bring a packed lunch, which may be eaten in the new cafe. Students are asked not to bring unsuitable items such as drinks in glass bottles, packets of sweets or energy drinks. **Students in Years 7 to 11 inclusive are not allowed to leave the school at lunchtime.** If a student is taking part in an extracurricular club at lunch time passes for early lunch can be obtained from the member of staff in charge of the activity. Emergency lunch passes for students who have forgotten to top up their account are available at reception.

For parents of students with allergies, there is an option for students to eat their packed lunches away from the main eating areas in the school. This must be requested by parents on the basis of medical evidence.

STUDENT SERVICES & MONEY

The school operates a Student Services office which also sells a limited number of items of stationery and ties, from inside the cafe. All consent forms and applications for trips and payments for trips not made via parentpay.com must be made here in accordance with the stipulated deadlines. Where payments are not made in accordance with the school's requirements, we may withdraw your son/daughter from the trip. Student Services is open daily from 8:15am – 9:00am and 10:55am – 11:15am.

VALUABLES

You are asked to ensure that your child does not bring large sums of money or valuable articles to school. **The school is not responsible for any loss of a student's personal property.** During Games, watches and money should be handed to the member of staff for safekeeping. As we have cashless catering there should be no need for students to bring money to school, other than on enterprise or charity days.

FIRE SAFETY

In the event of fire students must remain calm and carry out the procedure that they have practised during fire drills. If the fire bell goes off, students should leave their bags and books, close the windows and doors behind them and follow the designated escape route. Students must evacuate the buildings in silence. Once outside, they proceed to the Fire Assembly Point and line up in tutor groups and wait for their teacher to register them.

If the fire alarm sounds during break, assembly or lunchtime, students must line up at the Fire Assembly Point in tutor groups, in alphabetical order.

If the fire alarm sounds at 3.20pm students should still line up in their tutor groups in the Fire Assembly Points.

GOVERNORS' FUND

All parents are encouraged to make a voluntary contribution of £240 each year for each child at Twyford to the Governors' Fund. This fund is used by the Governors to finance in whole or in part the maintenance and upgrade of the school buildings, both externally and internally. Public (Governmental) funding is quite simply not sufficient for this purpose.

You may be aware of the major improvements in the Café, Performance Centre, Chapel, RE, Diploma, Learning & Inclusion Areas, B Block and the grounds generally, all of which have been made possible in large measure as a result of parental contributions to the Governors' fund. The Governors plan further improvements to the teaching and learning environment this year.

Should you wish to start contributing to the fund or increase your contribution (as, for example, on admission of a second child to Twyford), please contact Mrs Pauline Hamri phamri@twyford.ealing.sch.uk (Treasurer ext 2024).

PUPIL PREMIUM FUNDING

- Pupil premium funding is additional funding paid to schools in respect of their students who have been registered for free school meals ***at any point in the last six years***. Schools receive this funding to support their eligible pupils.
- The school will get the information about pupil premium students from the Department of Education. *Parents/Guardians need to make the application for free school meals through the Council of the borough they live in.*
- Head teachers are free to decide the best use of the premium to support these students, but have to be accountable for the decisions made.
- At Twyford CE High School all pupil premium students receive a 20% concessionary rate off all trips and music lessons. As well as this, all pupil premium students are entitled to £100 credit each year which the parents/guardians can then allocate towards any activity or music lesson. The money cannot be transferred from one academic year to another. When you wish to allocate your £100 (or part of it) to an account, you must email Student.Services@twyford.ealing.sch.uk with the necessary instructions. A telephone call is not enough as we need a written record for our auditing purposes.

- Below there is a list of eligibility for Free School Meals. Please take time to have a look and see if your child is eligible. If you feel that your child might be eligible then please contact your local council and make the application – it will benefit your child and the school.

ELIGIBLE BENEFITS FOR CLAIMING FREE SCHOOL MEAL

Parents/Guardian in receipt of one of the following:

- Income Support (IS)
- Income Based Jobseekers Allowance (IBJA)
- Income-related Employment and Support Allowance (IRESA)
- Child Tax Credit, provided parents are not entitled to Working Tax Credit and have an annual household income, as assessed by Her Majesty's Revenue and Customs, that does not exceed £16,190
- Guaranteed Element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- Universal Credit

Some useful contact details

Ealing Council, Perceval House, 14-16 Uxbridge Road, Ealing, London W5 2HL
www.ealing.gov.uk – telephone 020 8825 5566

Hammersmith and Fulham, Town Hall, King Street, Hammersmith, London W6 9JU
www.lbhf.gov.uk – telephone 020 8748 8588

Brent Council, Brent Civic Centre, Engineers Way, Wembley, London HA9 0FJ
brent.gov.uk - telephone 020 8937 1234

Kensington and Chelsea, Town Hall, Hornton Street, London W8
www.rbkc.gov.uk – telephone 020 7361 30001

Policies

There are a number of policies that you should be aware of which can be viewed and downloaded from the Twyford Trust website <https://twyfordacademies.org.uk/about-us/policies>.

The policies available on the Twyford Trust website include:

- Privacy Notice for Pupils and Parents'
- Behaviour Policy
 - including the home-school agreement, computer use and mobile phone policies
- First Aid Policy
- E-Safety Policy
- SEN Policy

Should you wish to receive a paper copy of the policies listed, please email a request to office@twyford.ealing.sch.uk.

The Home-School, Computer Use and Mobile Phone Agreements are printed in student planners and can be downloaded from our website here: <https://twyford.ealing.sch.uk/attending-our-school/induction>.



Executive Headteacher
Dame Alice Hudson

Associate Headteacher
Miss Karen Barrie

Twyford Church of England High School
Twyford Crescent | Acton | London | W3 9PP | t: (020) 8752 0141 | f: (020) 8993 7627
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