



Twyford
C of E
High School

Open Evening

Thursday 21st September 2023



Guide & Other Information

For more information, please visit our website:

www.twyford.org.uk

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Welcome to Twyford Church of England High School

We'd like to extend a very warm welcome to you as you visit our Open Evening.

This evening is an opportunity for us to share with you the deep Christian ethos, strong relationships and high standards which characterise life at Twyford.

For the next few hours, the school will be a hive of activity as over a quarter of our students guide you round the school and share their experience of the curriculum at Twyford as you sample the life of the different departments in the school.

Twyford is a very well-established school with a rich pedigree of supporting students to achieve highly in their academic work and also grow into flourishing, socially conscious adults.

We hope that this evening gives you a flavour of the richness, diversity and 'life in all its fullness' that Twyford offers, either as part of a conducted tour, or in your own time following your own route using the map and directions available from the school café this evening.

Staff and students are available to help, direct and answer questions and will welcome opportunities for discussion.

We hope you enjoy the evening and a chance to work out if Twyford is the right school for your child.

Mr Bedford
Headteacher

Mr Bennett
Co-Headteacher

Year 6 into 7 Entry September 2024

Thursday 21st September 2023 5:30pm – 8:00pm	Open Evening for prospective students in Year 6
Headteacher Talks	5:30pm, 6:30pm & 7:30pm
Friday 29th September 2023	Specialist Music Scholar Application Deadline (electronic application forms can be found online)
Friday 27th October 2023 by 4:00 PM	Supplementary Information Form to be submitted to Twyford
Tuesday 31st October 2023	Common Application Form to be submitted to the Local Authority
Friday 1st March 2024	Parents informed of outcome of application by L.E.A.
Thursday 27th June 2024	New intake Welcome Evening (parents and child)
Friday 28th June 2024	New intake Induction Day
Monday 1st & Tuesday 2nd July 2024	Transition Meetings for new Year 7 entrants / Parents with Senior Staff/ new intake CATS and SEN testing day

How to Apply

- **All applicant families** must apply directly to their own Local Education Authority on the Common Application Form indicating six school preferences as instructed
- Applicant families applying for a Faith-based place **must complete the Supplementary Information Form (with a Religious Reference completed by their Religious Leader) on the relevant application form (peach for Foundation/Christian, yellow for the other designated World Faiths) by Friday 29th October 2023 before 4:00 PM**
- Applicant families applying for a Music place must complete the electronic form found on Twyford's website **by Friday 29th September 2023**
- If you are not Religious, you do not need to fill in a Supplementary Information Form but you will need to list Twyford as one of your six preferences on your Common Application Form

The Governors' Admissions Panel considers all application forms received by the school by the statutory closing date of **Tuesday 31st October 2023**, though please note that **the school will not accept electronic (emailed) or faxed application forms**.

Admissions Policy

The school's admissions policy (including criteria and application forms) are enclosed with this pack and also available on the school website at <https://twyford.org.uk/attending-our-school/admissions>.

Currently, there are 190 places available in Year 7 (150 Foundation/Christian, 21 World Faith & 19 Specialist Music).

Statutory Admissions Statistics for Year 6 into 7, Entry 2023/2024

- Places available at the school in September 2023 at 11+: **190**
- Preferences expressed directly to the school at 11+: **780** (581 of which were Faith-based Supplementary Information Forms: 477 Foundation/Christian and 104 World Faith; 199 of which were Specialist Music applications)
- Number of preferences on Common Application Form: **1,319**
- Foundation/Christian applicants who scored the maximum number of points were subject to distance criteria being applied
- World Faith applicants who scored the maximum number of points were subject to distance criteria being applied

All applications to Twyford are considered according to the published criteria.

Special Educational Needs

The school has two learning and inclusion bases and a highly qualified team. There are **65** students with a statement of SEN/EHC Plan and a further **33** students with additional needs. There is an integrated approach to learning, so the Learning & Inclusion team work closely with the core curriculum departments. Emphasis is placed on early intervention support to ensure excellent literacy and numeracy skills are in place by the end of Key Stage 3. Setting in individual subjects allows in-class support to be targeted to students who most require this. The school's special educational needs policy is available on request.

Celebration of Results Summer 2023

We are proud of the achievements of our students at both GCSE and A Level and these outstanding results position students well to make progression onto their next stages of education, training or employment.

Key Stage 5 – A Level

In Summer 2023:

% Grades	Twyford 2023	National Average
A*	16.8%	8.9%
A*A	45%	27.2%
A*B	75.4%	53.4%
A*C	91%	75.9%
A*E	99.6%	97.3%

- 32.4% students achieved at least one A*
- 65.1% students at least one A grade
- 28% AAB or better in two or more facilitating subjects
- 12 students gained places at Oxbridge
- 6 students gained places to study Medicine or Veterinary Science
- 73% of Year 13 students progressed onto university degree courses with 64% of the places at Russell Group universities
- A further 7% of students progressed onto Art Foundation courses
- 20% of students have gone onto start a gap year, employment or apprenticeship

Key Stage 4 – GCSE

GCSEs are now graded using number grades. 9 is the highest grade, 1 is the lowest.

Grades 9 to 7 are equivalent to grades A and A.*

Grades 9 to 5 are equivalent to grades A to a high grade C (“a good pass”).*

In Summer 2023:

- The average grade across students’ best 8 GCSEs was grade 6.6
- 81% of students achieved grades 9-5 in both English and Maths
- 89% of students achieved grades 9-4 in both English and Maths
- In English:
 - 91% of students achieved grades 9-5
 - 60% of students achieved grades 9-7
 - 25% of students achieved grade 9s
- In Maths:
 - 82% of students achieved grades 9-5
 - 47% of students achieved grades 9-7
 - 17% students achieved grade 9s
- 65% of students achieved grades 9-5 in all of their EBacc subjects (English, Maths, Humanities, Science and Languages)
- 55% of all exams were awarded grades 9-7
- 21% of all exams were awarded the highest grade, grade 9

Classroom Expectations

IN THE CLASSROOM:

Key aspects of Year 7 curriculum:

Subjects	Periods per fortnight
English	7
Mathematics	7
Science	7
RE	3
Languages*	8
Music	2
Singing	2

Subjects	Periods per fortnight
Art & Design	2
Drama	2
Geography	3
History	3
Computing	2
PE	2
Total (Includes 2 periods of extended PE)	50*

**The top 2 sets for each band (TWY and FRDC) study Latin in Year 7 addition to French/Spanish. Some students who require more intensive support with their learning do so as part of a Nurture Literacy group rather than studying a language.*

Being prepared for learning:

We expect all of our students to take responsibility for their learning by:

- 1. Preparing themselves** – All students receive ‘lesson prep’ at the end of each of the 5 daily lessons. This is a short task which is expected to take 15-20 minutes. It can take the form of learning, research, reading, listening, writing, or calculations. Every student will therefore be expected to complete up to 75-100 minutes of lesson prep each evening.

Longer projects and Homework Tasks are set less frequently and are marked and recorded by teachers. Examples include essays, maths exercises, investigations, or poems.
- 2. Being focused in class** – Students are expected to listen attentively in class. This requires them to be silent when the teacher or another student is speaking.
- 3. Being silent in corridors** – Students are expected to make their way to classes in silence when they are inside school buildings.
- 4. A disciplined approach** – The school expects a high standard of good behaviour and value is placed upon the qualities of self-discipline, self-regulation, initiative and mutual respect. There is a system of positive and negative conduct points to encourage good work and conduct. There is also a school detention system. In serious breaches of discipline, students may receive a suspension. This may be an internal one when students are isolated for 1 day or a fixed term external suspension. Parents will be contacted and given details of the incident and asked to meet with the Head of Year and/or a senior member of staff immediately following the suspension.

In extreme cases, students may be permanently excluded.

The parents of all new students are given a brochure containing detailed information about the School’s Code of Conduct and our Behaviour and Discipline Policy. Parents and students are asked to sign a Home School Agreement which outlines the responsibilities of the school, parent and student in ensuring that each student achieves their potential.

Our aim is to have firm discipline in a caring atmosphere.

5. **Undertaking stretch activities** – There are many opportunities for Twyford students to improve and achieve. Most will aim to achieve on or above their aspirational target grade, learn to play a musical instrument, or take part in one or more of our wide range of other extra-curricular activities.
6. **Evaluate their own progress** – Students will be set aspirational targets in the EBacc subjects (English, Maths, Science, Modern Foreign Language and Humanities) during KS3 and all subjects during KS4 and KS5. These targets are based on prior attainment data such as KS2 levels, CATs test scores and national exam results.

The progress of students will be assessed formally through quarterly assessments. Progress will be reported to students and parents 4 times a year through a grade sheet.

Students will regularly reflect on their learning during each lesson and will also be asked to evaluate their own learning and progress more formally by considering the data provided on grade sheets. This will include not just their academic attainment but also learning habit grades, attendance and conduct points.

7. **Noticing and celebrating success** – Student performance in all areas: curricular, sporting, musical and wider engagement is celebrated in weekly assemblies, end of term celebration assemblies, whole school assemblies, the fortnightly Wider Learning Bulletin and the Twyfordian, our termly school magazine.

Wider School and Community

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 cathedrals and abbeys of 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 tutor groups in each year.

Assemblies and Worship

Schools in England and Wales are required to have a daily act of worship that is of broadly Christian character. At Twyford, our identity as a Church of England School is core to our ethos and is communicated in our common life and worship; the school has adopted a creative, imaginative and inclusive approach to daily worship, designed to foster a healthy and generous common life. All students attend two assemblies per week; one for their Key stage and one for their year group. On days when there is not an assembly, a 30-minute tutor time session is delivered by form tutors in the students' registration period. Tutor times use a series of Bible stories as their focus material to allow students reflect on their own personal, social and spiritual development as well as their progress in school. Each term, each year group has their own service of Holy Communion in the school Performance Centre.

Students are encouraged to lead worship in school. There are leadership positions within the school chaplaincy for both form and year representatives. Within worship, students lead readings and prayers, and create their own response to the text; as students make progress through the school, they are supported in formulating their own acts of reflection.

All students in the relevant year group are expected to attend statutory acts of worship in school: assemblies, reflections and Communions. The provisions of the 1998 Schools Standards Act allow parents to withdraw their child from assemblies and RE lessons. Any request should be made in writing to the Headteacher. Within worship itself, students are asked to participate as fully as their own faith tradition allows – our experience is that students and parents value the way in which this develops students' understanding of their own traditions. As a school, we value the variety of religious faiths and convictions present within both the student and staff body, and the ways these contribute to the distinctive Christian ethos of Twyford.

There are a variety of opportunities for students to explore and develop their faith through both curriculum and voluntary activities. In particular, the Twyford fellowship group meet everyday day; there is a worship group, weekends away for senior and junior student groups and a room available daily for Muslim students to pray in. The chaplain is on hand for further advice, for support or to answer questions.

Looking forward and outward to the wider world

Students have many opportunities to engage with the local community and far beyond, through raising money for charities connected with their house on their Enterprise day, or through the sponsored walk in the summer term and money collected from non-uniform days. Older students volunteer to undertake community service, with a local soup kitchen and older people's lunch club proving popular.

Students also have the opportunity to go on many school trips and language exchanges. The school has a link with a school in Mozambique; students and teachers have visited the school there and the head teacher and students have visited us – a very valuable experience for us all! In 2022, we raised over £15,000 through our charity work and fundraising.

Engaging in Wider Learning and Extra-Curricular

Students have the opportunity to develop their skills over time by committing themselves to a wide range of extra-curricular clubs, activities and projects. There is a wide range of opportunities in our Specialism areas of Sports, Chaplaincy, Music, MFL and Science as well as a range of other subjects such as Drama, Arts, Humanities, Maths and English. Students achieve positive conduct points for their involvement in extra-curricular activities and Wider Learning.

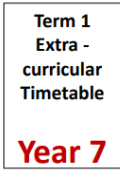
Community service and Leadership roles

We have a wider ranging student leadership programme with every tutor group in Year 7-11 having a form rep and a rep in Sports, Music, Chaplaincy, Creative Arts, MFL, Enterprise and Stem subjects. Students with leadership roles attend student council meetings every term. Students may wish to apply to become Peer Mentors and Twyford Ambassadors in Year 10 and Prefects in Year 11. We then have House Leadership opportunities in Year 12 and of course our Senior Student Leadership Team in Year 13. All positions are applied for through completing an application form, with our Senior Student Leadership positions in Year 13 also including an interview. Students are our greatest ambassadors and act as hosts and guides at parents' meetings, open evenings and awards ceremonies.

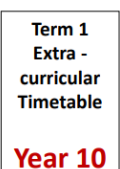
Extra-Curricular Timetables

We offer an extra-curricular programme with a Termly timetable in Term 1 (Autumn Term), Term 2 (Spring Term) and Term 3 (summer term) for all students in Year 7-13. Please find some examples below of our current Term 1 extra-curricular offer for KS3 and KS4 students:

KS3 Y7 Timetable in Term 1:

Wider Learning	Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
 Term 1 Extra - curricular Timetable Year 7	Before school	Clarinet Choir, Ms Templeton, A10	Cello Ensemble (Grade 4+), Mr Manoras, A10	Guitar Ensemble, Mr Woodcock, Small sports hall	Saxophone Ensemble (Grade 3+), Mr McKillup, A10	Flute Choir (Grade 2+), B02 Double Reed Band, A10
	Lunch 4a 12:30-1:00pm <i>Friday: 12:45-1:15pm</i>	Table Tennis, Sports Hall Y7 Science Club (Wk 1) Ms Grantham/Ms Ablet, A32 Science Support Club (Wk 1) Mr Cross, A26 Panto rehearsals, Mr Clarke, Dr1 Keyboard / Guitar Club, Mr Faux, A10 Pop Band Mentor Session, CM1 Y7 Code Avengers (Wk 2), Miss Chaudhry, M10 Y7-9 Maths Tutoring (Wk 1), Ms Purdy, A13 Puzzle Club (Wk 2) Ms Purdy, A17 Junior Basketball, Ms Esprit, Sports Hall	Science Support Club (Wk 2) Mr Cross, A26 KS3 Drama Club, Mr Clarke, Drama 1 String Quartets (invitation), Mr Manoras, A10 Music Tech Club (Wk 1), Mr Ahira, B01 Pop Band Mentor Session, Sixth form Leaders, CM1 MFL Film Club, Mr Alexander, D01 Junior Christian Union, Mr Brooks & Ms Hawksworth, Elms Basement	Y7 & 8 Junior Gospel Choir, Ms Kyremateng, Chapel Pop Band Mentor Session, Sixth form Leaders, CM1 MFL Games Club, Ms Lyon, A01 Y7-9 Circuits, Ms Ignatius, Sports Hall Y7 Code Avengers (Wk 2), Mr Greenwood, M8 Junior Eco Team, Ms Stephen, B24	Music Tech Club (Wk 2), Mr Ahira, B01 Y7 Music Scholar Workshop (Wk 1) Ms Swadkin & Mr Faux, A10 Horrible Histories, Ms Wade & Ms Scott, B21	Badminton, Sports Hall, PE Dept Y7 Code Avengers (Wk 1), Mr Greenwood, M8 <i>Friday lunch clubs will run from 12:45-1:15pm</i> <i>Friday afterschool clubs will run from 2:30 up to 4:00pm</i>
	Afterschool 3:20pm – 4:20pm <i>Friday 2:30-4:00pm</i>	Y7 Netball, Miss Esprit, Cage Y7 Football, Mr Stanton, Field Fencing Intermediate & Adv *Fee Small sports hall, Fee National Theatre Connections, Mr Clarke, Drama 1 (audition) Twyford Philharmonia (Grade 5+) Ms Swadkin, PC Concert Band (Grade 3+) Mrs McGonigal, Chapel	Y7 Rugby, Mr Brooks, Field Girls Rugby, Mr Macdonald, Field Advanced rowing *Fee, Offsite Training Orchestra (Grade 1-5), Mrs McGonigal & Ms Slomka, PC Chess Club (3:30-4:00pm), Mr Palfreyman, A33	STEM Interform, Mr Hepburn / Mr Jordan, A24 Girls Football, Ms Hawksworth, Field Twyford Jazz Orchestra (by audition), Mr Hird, PC Panto Rehearsals (audition), Mr Clarke, Drama 1	Interform Sports, PE Dept Beginners rowing *Fee, Offsite Twyford Jazz Academy, Mr Faux, A10 Chess & Draughts (Wk 2), Mr Palfreyman, A33	Beginner Fencing *Fee Small Sports Hall Brentford FC football coaching, Sports Field Multisports, Sports Hall Handball, Sports Hall String Orchestra (Grade 4+), Mr Manoras, A10 Y7 & 8 Junior Choir, Mrs McGonigal, Chapel

KS4 Timetable in Term 1:

Wider Learning	Year 10	Monday	Tuesday	Wednesday	Thursday	Friday
 Term 1 Extra - curricular Timetable Year 10	Before school	Clarinet Choir, Ms Templeton, A10	Cello Ensemble (Grade 4+), Mr Manoras, A10	Guitar Ensemble, Mr Woodcock, Small sports hall	Saxophone Ensemble (Grade 3+), Mr McKillup, A10	Flute Choir (Grade 2+), B02 Double Reed Band, A10
	Lunch 4b 1:30-2:00pm <i>Friday: 1:35-2:05pm</i>	Senior Basketball, Sports Hall, Mr Obeld Philosophy & Logic (Wk 1) Ms Hicks, A25 Senior Christian Union, Mr Brooks & Ms Bookless, Elms Basement	Science Support Club, Dr McMurray, A23 String Quartets (invitation), Mr Manoras, A10 Y10-13 Drama Female Ensemble, Mr Clarke, Dr 1	Senior Netball, Ms Esprit & Ms Hawksworth GCSE Music, Mr Faux, B02 GCSE Drama, Mr Clarke, DR1 KS4 Programming Club (Wk 1), Miss Chaudhry, M11 Senior History Scholars (Wk 2) Mrs Easton, Chapel Junior TAP Oxford Scholars (invite), Ms Mehta, A12 KS4 Business Club (invite), Mrs Roberts, M7	Saxophone Quintet (by invitation), Mr McKillup, PR5 Writers' Workshop (Wk 1), Dr Bowerman, B12 Senior Eco Team (Wk 1), Ms Appleby, B25	Badminton, Sports Hall, PE Dept KS4 Humanities Club, Ms Smith, B23 <i>Friday lunch clubs will run from 1:35- 2:05pm</i>
	Afterschool 3:20pm – 4:20pm	Senior Rugby, Mr McKevitt, Sports Field Fencing (Intermediate & Adv) Small sports hall, Fee National Theatre Connections, Mr Clarke, Drama 1 (audition) Twyford Philharmonia (Grade 5+) Ms Swadkin, PC Concert Band (Grade 3+) Mrs McGonigal, Chapel	Y10 Rugby, Mr Brooks, Field Girls Rugby, Mr Macdonald, Field Y10 Netball, Ms Hawksworth, Cage Advanced rowing *Fee, Offsite Training Orchestra (Grade 1-5), Mrs McGonigal, PC Chess Club (3:30-4:00pm), Mr Palfreyman, A33	STEM Interform, Mr Hepburn / Mr Jordan, A24 Senior Football, Mr Macdonald, Field Girls Football, Ms Hawksworth, Field Y9-13 Gospel Choir, Ms Kyremateng, Chapel Twyford Jazz Orchestra (by audition), Mr Hird, PC	Y10 Science Research, Mr Hepburn, A20 Interform Sports, PE Dept Beginners rowing *Fee, Offsite Twyford Jazz Academy, Mr Faux, A10 Y9-13 Senior Choir, Ms Swadkin, Chapel Y9-13 Chamber Choir (by invitation), Ms Slomka, Chapel Y9-13 Drama Male Ensemble, Mr Clarke, Dr 1 Chess & Draughts (Wk 2), Mr Palfreyman, A33	String Orchestra (Grade 4+), Mr Manoras, A10 <i>Friday afterschool sports will run from 2:30 up to 4:00pm</i>

Student Leadership

Everyone at Twyford is a leader. We are all ambassadors for Twyford in everything we do inside and outside school. We always encourage each other to be brilliant examples of our Twyford Etiquette. There are also some specific student leadership positions in each tutor group. All of these roles are very important and give you opportunities to develop your own personal leadership skills.

Form Rep

You will represent the view of your form group to the school council and lead fellow students in making improvements to the school. The role will involve presenting in front of groups of students. It is a fantastic way for you to develop your leadership skills.

Sports Rep

The Sports Rep will be responsible for selecting the teams that compete during inter-form competitions, as well as the recording of results from inter-school matches. There will be opportunities to take on leadership through refereeing matches and umpiring for younger year groups. It is a fantastic way for you to develop your team building and leadership skills and to try and get your class top of the inter-form table.

Modern Foreign Languages Rep

The MFL Rep will have an important role in promoting languages throughout the school and beyond. You will help with the co-ordination of celebrations for the European Day of Languages on 26th September, house Languages competitions, and promoting and assisting with extracurricular clubs. It's a great way to put your leadership skills to great use and develop a real love of languages at the same time!

Enterprise Rep

The Enterprise Rep has an important role in supporting the Enterprise Day for their house. It will be their responsibility to help plan a tutor group based fundraising activity to raise money for their house charity. In addition the Enterprise Rep will be a member of the café committee and will feedback to their tutor group the outcomes of from this meeting. It is a great opportunity to develop entrepreneurial skills that would support a student to run a business later in life.

Chaplaincy Rep

The Chaplaincy Rep will take an active role in leading their tutor groups in the morning tutor time reflections as well as contribute to the form and year group communion services throughout the year. Chaplaincy Reps will also be involved with promoting Chaplaincy Clubs within their tutor group. This will help other students to grow in their spiritual life at Twyford.

STEM Rep

As a STEM Rep you will be passionate about science and fascinated by the world around you. You will support extracurricular events in the science department and will be instrumental in advertising these clubs to members of your tutor group. You will organise a science team for the STEM interform competitions that run for your year group.

Music Rep

These students will take responsibility for playing in assemblies and concerts, organising activities and working to help improve the Music department. Music reps take a leading role in the Music department and promote engagement within their tutor group. Music Reps participate with House Assemblies and the House Music Competition by playing in the respective bands.

Creative Arts Rep

These students will take responsibility for promoting the wide range of creative arts on offer at Twyford. Creative arts reps take a leading role in the drama and art departments and promote engagement within their tutor group. Creative arts reps are involved with the Christmas bake off competition and create promotional materials for enterprise days.

Environment and Sustainability Rep

The student head of environmental and sustainability takes an important role on improving the school environment both in terms of extra-curricular activities and through engaging with teachers and the management of the school. They will be an ambassador for this area and will lead a team of students through a range of initiatives and activities in order to make our school greener and more energy efficient

Literacy Rep

The literacy rep will have a crucial role in Progress Review Tutor Times; participate actively in English department clubs; contribute to the Twyfordian and help to improve literacy across the school. The role will certainly improve your ability to work well in a team and be a leader. It is also a great chance to improve your literacy skills!

Humanities rep

The humanities rep will play a crucial role in promoting the humanities (subjects including geography, history, business etc) through leading and partaking in campaigns, meetings and other initiatives. You will work closely with the Y12 Humanities house captains and Y13 Humanities Senior leadership team. You will help prepare articles for the Twyfordian and have the opportunity to be at the forefront of the latest leadership team in Twyford, helping more students to learn about and enjoy the humanities subjects at school

Our Pastoral Curriculum

The aim for pastoral curriculum is to prepare and position students to deal with the personal, social & spiritual challenges of their future pathways and is true to our Christian identity. We are very proud that particular praise was given to the pastoral curriculum in our last SIAMS inspection.

SMSC is delivered through assemblies, tutor times, pastoral workshops, wider learning/electives & RE lessons. Where possible we use **story** to explore and explain. Throughout their time at school, students maintain a portfolio of evidence in order to self-evaluate their own progress towards these targets and their acquisition of the Twyford Learning Skills.

The design of the Pastoral Curriculum at Twyford will support students to achieve **pastoral outcomes** as well as the individual targets which they will set for themselves including at students' annual target setting meeting. They will acquire knowledge in areas related to their personal welfare & wellbeing including careers and social awareness which will enable them to develop as good citizens with a well-developed spiritual and moral compass. Central to this is self-evaluation. We are able to get the students to do this via the development of a 'personal portfolio' to go alongside a set of frameworks for self-assessment.

The programmes fall into an upper and lower school section: the lower being about 'myself and others' and the second about 'walking with purpose'. We have consciously used stories from Christian tradition as the framework for the programme as we are a Christian school. The pastoral programme taught in tutor time is supplemented and supported by Pastoral Workshops, which form part of our PSHE curriculum, to support students to understand themselves in relation to the society in which they live.

Overall, therefore the pastoral programme seeks to help every child gain a secure hope and a future.

It uses the development of **reasoning** and **critical reading** to ensure:

1. Students develop their own **spiritual** understanding and interpretation of the Christian tradition through Bible stories & the stories of other faiths & peoples.
2. Students use those stories to develop a deeper understanding of themselves and their own **moral** framework.
3. All members of the tutor group form **social** relationships with each other which are supportive, positive and based on common stories.
4. Students are supported to critically engage with and place themselves in relation to contemporary **cultural** and PSHE issues.

Year 7 & 8 Programme: True to self

The Year 7 & 8 programmes have been built around the 10:10 ethic since this communicates the core values of the school community. The six half terms therefore move through having good gifts used in service of others (know yourself, be an agent for Good), knowing how to avoid staying in a bad place (understand weakness & accept support) and being fulfilled in community (engage fully & stretch).

As students start secondary school we have a great range of new challenges. Their five targets are as follows:

<p>Curriculum (Know Yourself)</p>	<ul style="list-style-type: none"> • I can explain my opinion of all of my subjects. • I know my strengths in each subject as well as the areas I need to improve on. • I can explain why each of my subjects is valuable. • I am familiar with the thinking skills and creative applications. • I can give examples of when I have used each thinking skill and creative application. • I regularly access COPIA to help me with all my subjects. • I have thought about some different future careers and know which ones I am more interested in.
<p>Assessment (Understanding weakness)</p>	<ul style="list-style-type: none"> • I know my target and current level for each of my subjects. • I know if I am on track to achieve my target in each of my subjects. • I know what I need to do to improve before the next assessments. • I am confident that I know what I need to do to achieve my target by the end of Year 7.
<p>Conduct (Be an agent for good. Accept support)</p>	<ul style="list-style-type: none"> • I am proud of the number of positives I gain each week. • My conduct in class enables me to learn well and does not prevent anyone else from learning. • I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. • I always hand in my prep and homework on time and done to a good standard. • The number of negatives I get is minimal/zero or is going down. • I have 100% attendance and punctuality. • My uniform is always smart.
<p>Wider Learning and Career Development (Engage fully & stretch)</p>	<ul style="list-style-type: none"> • I have represented my House in an inter-form event or Enterprise day. • I have represented my school on a team or a trip. • I have taken on a position of responsibility in my House or form. • I have participated in Pastoral Workshops and worked well as part of a team. • I regularly attend at least two clubs per week. • I have contributed to a project or event outside of lesson time. • I have demonstrated my reliability in a range of situations.
<p>Spirituality/ Reflectiveness (Engage and stretch)</p>	<ul style="list-style-type: none"> • I have understood and can effectively use the Trust stillness techniques and the Trust posture. • I use Communions, tutor times and assemblies to reflect upon my spiritual life and personal development. • I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. • I have used the Pastoral area on COPIA to explore topics that interest me.

Pastoral Support Arrangements

The purpose of these is to provide a framework in which each student can have their individual needs recognised and be cared for and helped. Each student, on entry to the school, is allocated to a Tutor Group under the supervision of a Form Tutor.

Form Tutors build a close relationship with all tutees, with careful attention paid to their knowledge and understanding of the strengths, weaknesses, aptitudes and abilities of the students in their care. Tutors have oversight of their progress and development and help them with any problems or difficulties. Tutors monitor students work closely, as well as discipline and behaviour. Tutors are also the first point of contact with parents.

Tutors see their forms twice each day and the tutor group provides consistency and, hopefully, a sense of security in the changing pattern of teaching groups.

The Tutors in each Year work together in teams, led by a Head of Year whose role is to support them, especially regarding any difficult pastoral or behavioural issue and to co-ordinate their activities. Each Head of Year has an Assistant and will move up the school with students to provide continuity of contact and oversight. Parents unable to resolve any problems or difficulties through discussion with Tutors or Head of Year should consult the SLT (Senior Leadership Team) member responsible for the year group of their child.

Each year in September, Tutors meet with parents and students to set academic, enrichment and personal targets based on the previous end of year report. Parents are encouraged to email Tutors/Heads of Year/Head of Learning & Inclusion with any concerns they may have.

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 five 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.


School ties can be purchased from Student Services when the school is in session.

Student Uniform

Item	Clarification	
Hair		
Hair bands, ribbons, clips and any other item used in the hair should be plain black or white . Dyed hair and hair extensions should be natural in colour. Students should not dip dye their hair.	E.g. no coloured bobbles, fancy flowers, frills or large bows.	
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 or will be sent home to rectify. 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.	
Blouse/Shirt		
Collars must be designed to accommodate a tie and must have a top button which fastens. Blouses/shirts must be sufficiently generous to tuck into skirts or trousers fully.	White in colour and pupils will be asked to replace missing top buttons. No tailored blouses/shirts which are designed to be worn over school skirts/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.	
Skirts		
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.	Skirts are black in colour, pleated, manufactured by Winterbottom and only sold by our school suppliers.	
Trousers		
Must fit to the waist (natural waist) and be purchased from the school suppliers.	Trousers should be black in colour only sold by our school suppliers. 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-length socks should 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. Students wearing footwear that do not fit the uniform requirements will be sent to Reception to change. Students will require school approved plain white running trainers for PE and may wear these at break and lunchtime only for sports in the cage.	'Timberland' style boots are not allowed. 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.	
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".		

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.
Twyford school bag
All students must have the Twyford school bag from the school supplier, with the Twyford logo.
Accessories
Make-up, false eyelashes, acrylic or false nails and nail varnish should not be worn and students will be instructed to remove them or will be sent home to rectify.

Student Uniform

Item	Clarification	
Hair		
Must be tidy and conventional. Students 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.	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 lessons and free time (break and lunch).	
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 or will be sent home to rectify. 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. Shirts must be sufficiently generous to tuck into trousers fully.	White in colour and pupils will be asked to replace missing top buttons.	
Tie		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.
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 suppliers.	Trousers should be black in colour only sold by our school suppliers. A plain and simple black belt may be worn.	
Socks		Twyford school bag All students must have the Twyford school bag from the school supplier, with the Twyford logo.
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. Students wearing footwear that do not fit the uniform requirements will be sent to Reception to change. Students will require school approved plain white running trainers for PE and may wear these at break and lunchtime only for sports in the cage.	'Timberland' style boots are not allowed. 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.	
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:

PE Kit Requirements

Compulsory Kit



Twyford
C of E
High School



Twyford Polo Top



Twyford Shorts



White Socks



Black/Red Long Socks



White running trainers
(See student planner for more guidance)



Football Boots



Shin Pads

(Compulsory for Rugby and Football for Year 7, 8 & 9)



Gum Shield

(Compulsory for Rugby for Year 7, 8 & 9)

Outdoor Kit (Optional)



Twyford Reversible
Sports Top



Twyford Mid Layer Top



Twyford PE Trousers

*Optional	PE Kit	
Non - Uniform items may not be worn in place of optional school items	Plain Black PE bag (no logos)	Football Boots with plastic studs any colour
Twyford branded items can be purchased from one of our five uniform suppliers. Other items can be purchased Online or in local sports stores.	Twyford PE Polo shirt Black/red	Shin pads (Football)
Long Hair needs to be tied back and no jewellery can be worn during PE lessons.	Twyford PE shorts Black/red	Gum shield (Rugby)
Students need to be prepared before their PE lesson and bring a bottle of water with them.	Twyford PE Long Socks Black/red	Predominantly White sports trainers (suitable for running and non-marking)
	*Twyford Track suit bottoms	
	*Twyford mid layer sports top	
	*Plain Black under layer (for colder months)	
	*Twyford Reversible Jersey	

Running Trainers

We understand that people have different feet sizes and shapes, therefore need a specific size, brand and shaped shoe. We do however ask that trainers need to be predominantly white, and suitable for running. We ask for white trainers as they are a common and a universal colour and available in many different shoe brands. We ask for running trainers as this style offers a good level of support for a variety of different sports. Please keep receipt on purchase of the trainers if you think they might be in breach of the given guidance.



Plain white running trainer, with black logo.



Plain white running trainer.



Plain white running trainer with shaded grey area.



Plain white casual trainer, not suitable for running (i.e. Air force 1)



Plain white high top fashion trainer, not suitable for running



White trainer with large amounts of another colour. (Not predominantly white)

Times of the School Day

Year 7, 8 and 9

Monday to Thursday (60 minute lessons)		Friday (50 minute lessons)	
8.30am	Tutor Time	8.30am	Tutor Time
9.00am	Period 1	9.00am	Period 1
10.00am	Period 2	9.50am	Period 2
11.00am	BREAK	10.40am	BREAK
11.20am	Period 3	11.00am	Period 3
12.20pm	LUNCH BREAK	11.50am	Period 4
1.10pm	Period 4	12.40pm	LUNCH BREAK
2.10pm	Period 5	1.20pm	Period 5
3.10pm	Afternoon registration	2.10pm	Afternoon registration & line up
3.20pm	End of School Day	2.15pm	End of School Day

Years 10, 11, 12 and 13

Monday to Thursday (60 minute lessons)		Friday (50 minute lessons)	
8.30am	Tutor Time	8.30am	Tutor Time
9.00am	Period 1	9.00am	Period 1
10.00am	Period 2	9.50am	Period 2
11.00am	BREAK	10.40am	BREAK
11.20am	Period 3	11.00am	Period 3
12.20pm	Period 4	11.50am	Period 4
1.20pm	LUNCH BREAK	12.40pm	Period 5
2.10pm	Period 5	1.30pm	LUNCH BREAK
3.10pm	Afternoon registration	2.10pm	Afternoon registration & line up
3.20pm	End of School Day	2.15pm	End of School Day

Mobile Phones (Key Stage 3 & 4 students)

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- The phone should be one of the following types: **Nokia 105, Samsung E1200 or Alcatel 10.16G**
- It should be clearly marked with the student's name
- The phone should be switched off before the student enters the school site and placed in their school bag
- The phone should not be brought out at any point during the school day and should only be used after school when they are out of sight of the school entrances
- A school brand mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen

In addition if a student is allowed to take a phone on a school visit/residential it must be a school brand mobile. Smart devices including mobile phones are banned from all school trips and any residential.

There may be occasions where a member of staff is required to search a student's personal belongings to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

- If during a search a 'school phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off
- All non -school recommended phones and school phones that are not switched off will automatically be confiscated as part of a search
- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated

When a phone is confiscated it will not be returned until the end of the full school term in which it is confiscated.



Nokia 105



Samsung E1200



Alcatel 10.16G



Music Specialism

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 7/8 and for three hours per fortnight in electives in Year 9. In Years 7/8, all students also have a specialised weekly singing class as part of the Trust Whole-School Singing Strategy.

Students in Years 7-9 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 enrolled at the school 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 more traditional music route to GCSE or a music technology route to a BTEC qualification in 'Music Technology in Practice'. In the Sixth Form both Music and Music Technology at A-Level are popular choices. The Music College also offers an extensive and vibrant extra-curricular programme and students in Year 7 are able to join any of the following:

Junior Choir	Concert Band	String Orchestra	KS3 Music Tech Club
Junior Gospel Choir	Clarinet Choir	String Quartet	KS3 Keyboard Club
Training Orchestra	Flute Choir	Cello Ensemble	Guitar Ensemble
Twyford Philharmonia	Saxophone Ensemble		

The Music Department has four classrooms (three of which are fully equipped with computers and keyboards with Sibelius and Cubase software), a recording studio, six practice rooms, and two sound-proofed rehearsal pods. Practice rooms can be booked for rehearsals and instrumental storage is provided. We expect students to label their instruments clearly and take them home at the end of the school day

There are an extensive range of opportunities for students to perform either as a soloist or in a group. Regular performance opportunities include the Classical Music Competition, Popular Music Competition, Junior Popular Music Competition, daily Assemblies, Communion, Christmas Concert, Carol Service, Twyford Voices Concert and the Ensembles Concert. Twyford groups have performed at the Royal Albert Hall, Southwark Cathedral, Ealing Abbey. In July 2023, the Chamber Choir tour to Belgium was the first foreign trip post-Covid, and we are making exciting plans for a Lower School music residential trip and further tours in the future!

Students are also able to apply for individual or paired instrumental/vocal tuition from our team of nineteen highly-qualified peripatetic teachers who can cater for absolute beginners through to students working beyond Grade 8 with ABRSM, Trinity Guildhall, LCM and Rockschool 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
- Piano, Drum kit, Guitar (Electric, Acoustic, Classical), Voice (classical, pop/gospel)

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

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.



Language Specialism

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 “success 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 transition to the GCSE course in their chosen language(s) at the start of Year 9 (French, Spanish and German). These skills lessons enable 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 Black Forest:** during activities week in Year 8
- **Trip to Berlin:** joint German and History trip for Year 10 students
- **Trip to France:** 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 9
- **Theatre performances:** we host foreign language theatre performances for French, German and Spanish students

In the Sixth form:

UK German connection: Students can apply to stay with a host family for 1 week in Year 10 or in the summer holidays between year 12 & 13. Here, they take part in a wide range of activities, from daily lessons in a German school to visits and excursions with other students and their host family too. It's a great opportunity to experience Germany, its culture, language and lifestyle first hand.

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, Future Linguists club, the UK Spelling Bee and UK Linguistics Olympiad competitions, just to name a few!



Learning & Inclusion

The Learning & Inclusion team consists of a SEN team in the ARC and an Inclusion team in A19. The SEN team (based in the ARC) consists of the SENCO, SEN 2IC, Literacy Coordinator, SpLD teacher and 19 Teaching Assistants. The Inclusion Team (based in A19) consists of the Head of Inclusion, Family Worker, Lead Mentor and part-time Mentors. There is a close working with the Pastoral Team.

How do we support our students at Twyford?

We are a friendly, experienced and highly supportive team, who have considerable experience in supporting students in literacy, numeracy, emotional, behavioural and social needs. The Learning & Inclusion team work closely with the Pastoral Leads, Heads of Year and Senior Staff.

All students in Year 7 are given a reading and spelling test plus a CAT test so that we can establish which students are in need of extra support for literacy and numeracy. In addition to ensuring that students have individualised programmes which match the requirements identified in students' Education, Health and Care Plans (EHCPs) and annual reviews, the school also has a clear policy of early intervention targeted at years 7 and 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disaffected. This is implemented through a range of small group provisions which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach year 9.

Types of Support

The school has a differentiated 3-tier curriculum for core subjects. Students may require additional support according to their needs. Depending on needs identified, appropriate interventions will be considered. These include:

- In-class support (in accordance with EHCP)
- Literacy Booster programme
- Social Communication/Skills programme
- 1:1 reading
- Touch-typing
- Homework Club
- Speech and Language 1:1s
- Daily lunch club
- SALT/OT/Physio input
- KS4 GCSE Booster groups (English, Maths, RE, Science)
- Life Skills and Study Skills options at KS4.
- Exam arrangements

The London Borough of Ealing's Educational Psychologist, a behaviour consultant and the school counsellor work closely with the team. The team also shares good practice, and has close links with, William Perkin High School, Ealing Fields High School, Ada Lovelace High School and Spring Hallow Special School.

Mr Macdonald Brown
Head of Inclusion

Mr McCloskey
SENCO



Learning Mentors

Twyford Church of England High School is committed to ensuring that all pupils are encouraged and equipped to reach their potential. Learning Mentors form part of this commitment and work to enhance student's personal, social, emotional, spiritual and academic development.

Learning Mentors work closely with students, their families, Heads of Year and teaching staff as well as appropriate external agencies to ensure that students receive effective and well-coordinated support in and out of school.

Learning Mentors can meet with students in a variety of contexts (one to one, small groups or on a drop in basis) to identify barriers to learning and work towards decreasing them. Mentors help students recognise their strengths and achievements as well as areas in which they would benefit from some additional support. Learning Mentors seek to help students find solutions to their challenges. This is achieved by building a positive relationship with students, providing them with a space to talk about their concerns and offering practical strategies as well as signposting students to external organisations. Targets and goals are set and regularly reviewed to ensure progress and achievement can be celebrated.

Areas of discussion may include:

- Healthy ways to manage our emotions
- Ways to build resiliency
- Ways to build positive peer relationships
- Building positive self-esteem and self confidence
- How to make positive choices
- Planning for the future and achieving aspirations

Please speak to your Head of Year if you would like to arrange for a student to meet with a Learning Mentor and explore what support may be suitable for them.

Ms Sehra
Lead Mentor

Subject Guides



Our 10:10 ethic



Art

Students in Years 7 and 8 at Twyford have Art for two periods a fortnight and in Year 9 this goes up to three periods. Year 9 students are lucky to be able to choose between Art or Graphics, Key Stage Three Art provides the opportunity to explore a range of themes, all students will analyse and investigate historical and contemporary artists from both western and world culture. Students have the chance to develop their fundamental skills such as drawing and painting, while also learning fun new techniques such as mark making, painting, digital work and mixed media work. We run a Graphics and Art club for Year 7 and 8.

Fine Art is offered at GCSE and is a very popular and successful subject. In addition to further improving their art skills, at this stage students learn to further develop individual concepts from a starting point, conducting research, responding to artists and other influences, and refining their ideas towards a final outcome through experimentation with media and processes. Students find this process very rewarding as it enables them to explore themes of their choice and work independently towards unique outcomes. Our GCSE students also have the opportunity to visit art exhibitions to inspire and inform their work.

At A Level the format is similar to GCSE but the standard of work is even higher and, while still receiving support and mentoring from their teachers, students are expected to work very independently on their personal art projects. We provide opportunities to visit exhibitions and run a life-drawing course for Years 12 and 13. We also support our Sixth Form students in preparing their portfolios and applications for Art College and other creative futures. An extremely high proportion of our students go on to pursue Art Foundation courses, Photography degrees, Architecture, Illustration and Graphic Design.

Art is a very popular subject at Twyford and there are lots of opportunities to be involved in lunchtime clubs and other extra-curricular events. In year 12 the Art and Graphics students visit exhibitions and take part in workshops outside of school. When we can we run residential trips and when this is not possible we make sure students are aware of exhibitions and creative opportunities that are available in London. During these trips the students gain inspiration from museums and the environment around them, they gain inspiration from these experiences and apply this to their personal work. We are very proud of our students' work at all Key Stages, and make every effort to celebrate it in assemblies, through displays and in the Twyfordian.

Miss Conway

Head of Art, Photography and Graphic



BTEC Tech Award in Enterprise (KS4)

AIMS

We aim to give children the opportunity to study a vocational subject as part of their curriculum.

All businesses need enterprising employees to drive their organisations forward, to have ideas and to initiate growth and to ensure that businesses adapt, in this fast-changing world. Enterprise is a key government focus and is set to form part of the UK's global economic status, both now and in the future.

This course is equivalent to one full GCSE and teaches students three areas of enterprising activity; Exploring Enterprises; Planning for and Presenting an Enterprise Idea, and Marketing and Finance of an Enterprise.

THE LOWER SCHOOL YEARS 7 - 9

Business Studies is not taught as a subject in the lower school – however enterprise knowledge and awareness is developed through cross-curricular activities in workshops, lessons and tutor time. Opportunities exist throughout the year for lower school students to partake in enterprise activities such as the house days.

KEY STAGE 4 OPTIONS:

At the end of year 9, students can choose to study the BTEC Tech Award in Enterprise as one of their GCSE options.

YEAR 10

One teacher will deliver Component 1: Exploring Enterprises, whilst the other teacher will start to deliver the content regarding Component 3: Marketing and Finance of an Enterprise.

YEAR 11

Both teachers will deliver Component 2: Planning for and Presenting an Enterprise Idea. Students will also receive revision lessons relating to Component 3, which they will sit in the May of Year 11.

HOMEWORK

Lesson prep will be set every lesson requiring approximately 15 minutes' work. Most homework will take the form of coursework prep tasks or practice exam questions.

ASSESSMENT

Components 1 and 2 are internally assessed by coursework, which is marked by teachers and moderated by the exam board. Each component is worth 30% of the overall grade at the end of Y11. Component 3 is assessed by a written 2 hour exam which is assessed externally. This is worth 40% of the overall grade.

PROGRESSION INTO THE SIXTH FORM

In **Year 12** the department offers GCE AQA A Level Business which is a two-year course. Business sits very well alongside A level subjects such as Maths, Geography, Sociology, Psychology, Politics and Computing. A number of our students each year also progress onto Level 2 and 3 BTEC courses at local sixth form schools and colleges.

Mrs Roberts

Head of Business



Computing

COMPUTING CURRICULUM

Computer Science is a modern and a rapidly growing subject in terms of technicality and implications. The study of Computing enlightens students' curiosity about how the vast number of computers function alone, how they work together and how they interlink. As a result, the Computer Science curriculum aims to, firstly, embed technical understanding of Computing hardware and software to students across all key stages. Secondly, the curriculum aims to raise insight by equipping students with skills and competencies in an effort to heighten their chances of employability in the digital world.

CURRICULUM DELIVERY

YEAR 7 AND 8

Attend 2 hours of lessons, per fortnight.

Lessons are designed to build their knowledge about Computational concepts and programming skills. Students gain an understanding of how computers work and practise learning programming languages like python through different contexts i.e. turtle to make shapes, HTML to create websites, Microbits to gain a thorough understanding of block programming.

As Computing combines theory and application methods, students are not only taught technical knowledge, but rather problem solving techniques, research and analytical skills which will assist students with a number of other subjects and real world applications.

YEAR 9

Students have the option to choose between Computing and ICT. This offers the students a chance to build and secure their knowledge about basic concepts of the GCSE courses for computing or ICT before starting their GCSE's in year 10.

Booster ICT lessons are provided to students in Year 9 that are not triple linguists.

KEY STAGE 4

At Key Stage 4, students can choose either GCSE Computer Science or WJEC ICT level 1/2.

Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

WJEC ICT will encourage learners to:

The Vocational Award in ICT has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the

opportunity to develop a range of specialist and general skills that would support their progression to employment.

- Unit 1: ICT in Society allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.
- Unit 2: ICT in Context introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings

KEY STAGE 5

At Key Stage 5, students are offered A Level Computer Science (AQA)

This course encourages learners to secure their knowledge on:

- Fundamentals of programming
- Fundamentals of data structures
- Systematic approach to problem solving
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking

Other than gaining knowledge about computing theories and securing programming knowledge, at Key stage 5 students work on Non exam assessment (NEA). This part of the course specifically focuses on student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.

FACILITIES

Students are given logins to access resources on the school's network locally on site and remotely through Copia. The network comprises of work stations running Windows 10, various programming IDEs.

There is a filtering service in place to control and facilitate 'safe' access to the internet. Students are given printing credit at the start of the year and must top this up at student services when they run out of credit, this applies to printing in all subjects.

EXTRA-CURRICULAR CLUBS

Students can take part in a range of afterschool or lunch time clubs. This enhances their knowledge and application of computing skills. The following run through out or at different terms to offer students a variety of options:

- Coding Club (Year 7, 8)
- Gaming Club (Year 7, 8)
- Girls Computing (Year 7 - 9)
- Coding Competitions (Year 7-13)

Miss Chaudhry

Head of Computing



Drama

DRAMA IN YEARS 7 – 9:

Students in Year 7 and Year 8 at Twyford have two drama lessons a fortnight. Drama is a very popular subject and there are lots of opportunities to become involved in lunchtime clubs and school productions (including a KS3 production in December). The Year 7 and 8 Drama curriculum allows students to respond creatively to different stimulus and texts, work collaboratively with each other and develop their practical and performance skills. Students in Year 9 elect to continue their studies in Drama, where they will then receive three Drama lessons a fortnight. The curriculum for year 9 is planned in such a way that it allows students to further develop their passion for the subject, as well as hone in on the skills required at GCSE.

GCSE AND A-LEVEL DRAMA:

Drama is offered at GCSE and A-Level within Twyford, where it remains a popular choice. Within GCSE, students explore a range of stimulus and texts through a series of practical workshops which is supported by a set of written notes which evaluates their own and other students work. At the end of year 11, students also complete a practical exam unit, which for many students is a real highlight of the course. Throughout the course, students are given the opportunity to see a wide range of professional theatre and take part in workshops with theatre companies. We were pleased with our GCSE exam results, particularly the number of students obtaining 7-9 grades in summer 2022. At Sixth Form level, Drama can be studied at A Level and has consistently seen exceptional results being achieved including 95% of students achieving A*-B grades. Both examination courses are engaging and equip students with a wide range of group work, practical and written skills which can be easily transferred to the world of work. The introduction of a written theatre review exam also allows students to develop their written, analytical and evaluation skills.

EXTRA-CURRICULAR OPPORTUNITIES IN DRAMA:

Wider Learning is an important part of Drama at Twyford. We have a KS3 Christmas production for year 7 and 8 every year. And following our successful school production of 'Beauty and The Beast' in 2023 and 'Sister Act' in 2022, we are looking forward to our next school production in July 2024. Alongside these production opportunities, we also have a National Theatre Connections programme for students in Year 9 – 13 who will have the opportunity to perform at the Lyric Theatre in May and numerous other wider learning clubs such as the Twyford Male Ensemble and KS3 & 4 lunchtime Drama clubs.

Mr Clarke
Head of Drama



English

AIMS

We recognise that teaching English to the highest standard opens many doors for our students: not just in terms of gaining places in higher education, or passing exams, but also in terms of expressing themselves coherently and reading fluently, in terms of their cultural literacy and enjoyment of texts. What they learn in our English classrooms enables them to participate fully in society.

YEAR 7 & 8 PROGRAMME OF STUDY

Reading is central to all the work of the department. Year Seven begin by studying a selection of extracts around the theme 'Step into the Unknown' taken from Alice in Wonderland, the Hobbit and the Lion, the Witch and the Wardrobe alongside a study of Phillip Pullman's *Clockwork*. Across the two years pupils will study a range of fiction and non-fiction texts including Shakespeare, poetry, crime fiction and gothic horror. Students are encouraged to develop a life-long reading habit, as well as being taught how to approach challenging written texts. Writing is taught in a consistent and clear way. Students are given the opportunity to write in a variety of genres and for a range of different audiences and purposes. They are taught about the rules and conventions of Standard English, how to punctuate their work correctly and are encouraged to use a wide range of vocabulary and sentence structures for effect. Good presentation and accurate spelling are encouraged. Speaking and listening are an integral part of lessons and students are taught how to capitalise on the variety of oral opportunities that arise in and out of school. Students are taught in sets according to their ability, which are reviewed after each quarterly assessment with changes mostly made after Q2 and Q4.

ASSESSMENT AND RECORDING

Pupils' development is measured using teacher assessment against specific assessment focuses for reading, writing and speaking and listening. Every half-term students are tested in at least one of the modes of language. This enables teachers and pupils to monitor progress and to achieve relevant targets.

HOMEWORK

Homework is set regularly and varies depending upon the topic being studied. Sometimes for longer assessed homeworks students will write extended essays, and creative or persuasive pieces. At other times they will have to research a topic or prepare a talk. Students are also expected to complete lesson preparation tasks every night, lasting no longer than 15 minutes.

LITERACY

All students in Year 7 and 8 have two reading lessons a fortnight in which they read and discuss novels from a variety of diverse authors and genres. These reading lessons develop students' comprehension and fluency while also building their cultural capital and breadth of experience with literature.

YEAR 9

Students are set according to their specific needs. This encourages high standards of achievement all round yet also allows more support for those who find English difficult. The allocation to groups is meticulously carried out and reviewed regularly. Students are allocated to the group that best suits their needs. In year nine students are prepared for the transition to GCSE, and begin to study some of the poems and plays from their GCSE.

YEARS 10 AND 11

Students study for two GCSEs in English and English Literature; all students sit the same exam regardless of which set they are in. Those with high prior attainment work at an accelerated pace and have an opportunity to explore more advanced features of English literature & language.

The courses we follow are the AQA 2015 specification called English Language and the AQA 2015 specification called English Literature.

YEAR 12-13

Students study a two year English Literature EdExcel 2015 course.

EXTRA CURRICULAR OPPORTUNITIES

The department places a particularly strong emphasis on developing public speaking skills. A successful and popular debate club meets every week and a variety of local and national competitions are entered. Certain KS4 students are also invited to partake in debate club. Key Stage 3 pupils can also take part in a book club and even learn sign language. Later on some pupils are given the opportunity to enter the *Jack Petchey Youth Public Speaking* event and Twyford teams have been very successful. The department also runs a variety of theatre trips.

Miss Neary

Head of English



Geography

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that!?” *Michael Palin*

AIMS AND PURPOSES

Our key aim is to interest the students in the world around them. The geography curriculum is designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We hope to foster their sense of wonder at the diversity of the world around them...from floods to famines and climate change to population explosions! We will help students to develop an informed concern about the environment and the future of the human habitat to enhance student's sense of responsibility for the earth, its future and its peoples. Students will encounter a wide range of learning activities, designed to allow all to progress, including investigations, group work and discussions. ICT plays a key role in Geography and students will be given opportunities to use GIS technology including Google Earth.

FIELDWORK

Fieldwork is an essential and much loved part of Geography and allows pupils to get their hands dirty! Field trips include a local area investigation, a study of Twyford's microclimate, GCSE fieldtrips to the River Chess in Chesham and Brighton and a Year 12 trip to Southwold.

YEAR 7

Pupils are introduced to the world of Geography through some new and exciting topics answering enquiry question such as 'What is my local geography?', 'What is the UK like?' and 'How is the world's population changing?'. Through these units they learn essential geographical skills.

YEAR 8

In Year 8 pupils are introduced to more complex issues with a wider geographical reach. They investigate question such as 'What are the opportunities and challenges in Africa?', 'What is the biggest tectonic hazard facing our planet?' and consider the growing issue of 'Weather Hazards and Climate change'. Pupils are challenged to begin to think about some of the conflicts that occur between the human and physical worlds and begin to form their own opinions on topical issues such as climate change and management of natural hazards.

YEAR 9

Students are introduced to GCSE Geography in Year 9. This year we cover Ecosystems and Biodiversity, Resource Management and Coastal Landscapes, and as well as evaluating issues and developing skills.

YEAR 10 AND 11

We study the Edexcel/Pearson Syllabus A which allows students to cover a wide range of content in-depth and prepares students very well for A-Level and beyond.

YEAR 12 AND 13

Our A level course builds upon the GCSE with students studying the AQA Syllabus. Students will engage with complex geographical theories and cover a range of human and physical topics such as urban inequality, human interaction with the environment, hazards and water and carbon cycles.

Mrs Serhal, Miss Appleby, Mr Teh, and Ms Stephen
The Geography Team



History

AIMS

History is the study of how important developments in the past have shaped the world today. History lessons at Twyford are designed to give students an understanding of some of these important developments. Programmes of study emphasise the development of skills, as well as telling the significant 'stories', and examining the motives and ethics of the people involved.

ASSESSMENTS

Students are assessed through four quarterly assessments, which are marked according to the new GCSE 9-1 grades (Years 7-11) or A-Level A*-E grades (Year 12 & 13).

HOMEWORK

Students are set lesson prep in each lesson. There are 4 longer homework tasks during the year.

YEAR 7

- What is the Aksumite Empire;
- How did William of Normandy conquer England in 1066?
- How significant were medieval monarchs? Focus on Eleanor of Aquitaine, Saladin and Mansa Musa;
- How did the balance of power change in England 1300-1800?

YEAR 8

- What can sources teach up about resistance during the Trans-Atlantic Slave Trade?
- Why was there so much conflict in the British Empire?
- What caused World War I?
- How did life in Britain change 1890-1945?

YEAR 9

- How were Jewish people in Europe persecuted and killed by the Nazis 1933-1945?
- To what extent did the Windrush Generation experience a multicultural Britain?
- What was the main reason for tension in the Cold War?: Conflict and tension between East and West 1945-1972 (AQA GCSE unit, parts 1 and 2).

YEAR 10 AND 11: Students study the AQA exam specification focussing on:

- Paper 1, Section A – 25% of GCSE: America 1920-1972: Inequality and opportunity
- Paper 1, Section B – 25% of GCSE: Conflict and tension between East and West, 1945–1972
- Paper 2, Section A – 25% of GCSE: Britain: Migration, empires and the people: c790 to the present day
- Paper 2, Section B – 25% of GCSE: Elizabethan England, c1568–1603

Students are assessed through two examination papers at the end of Year 11. There is no coursework for the new GCSE History qualification.

YEAR 12 AND 13 – NEW A-LEVEL: Students study the AQA exam specification focussing on:

- Component 1C – 40% of A Level: The Tudors: England, 1485-1603
- Component 2O – 40% of A Level: Democracy and Nazism: Germany, 1918-1945
- Component 3 – 20% of A Level: Historical Investigation: Tsarist and communist Russia

Students are assessed through two examination papers at the end of Year 13, as well as a coursework essay, known as the Historical Investigation.

Miss Lewis

Head of History



Mathematics

AIMS

We aim to develop each child's understanding and appreciation of Mathematics; to encourage an awareness of the different branches of the subject and different techniques involved in their study. We would hope to stimulate students of all abilities and make the learning experience an enjoyable and successful one.

ASSESSMENT

Students are set across the year group from the start of the year. Students will sit 4 assessments throughout the year in line with the whole school assessment framework. These assessments include content learnt throughout the year and assess topics cumulatively. Student understanding is also regularly assessed in the classroom environment through self-assessment, questioning, teacher marking and the use of mini-whiteboards. In addition, students sit an "End of Unit Review" regularly throughout the year, and grades for these reviews will be recorded for each student.

RECORDING

Results of Quarterly Assessments and End of Unit Review tasks are recorded electronically and parents are able to access this data. You are more than welcome to email your child's teacher to discuss your child's progress whenever you feel it necessary.

HOMEWORK AND LESSON PREP

Students will receive a short lesson prep task at the end of every lesson. This will usually involve completing a series of tasks on Sparx, an online platform which students will be shown how to access in their first maths lesson. These tasks will take around 15 minutes per prep. There is also the opportunity to complete further independent practice using Sparx.

YEAR 7

We have developed a challenging curriculum in Mathematics which aims to build the foundations necessary for a successful route through to GCSE. This covers a wide range of topics including number, algebra, geometry, data and probability. Students also encounter opportunities to learn about key processes in Mathematics, learning how to select appropriate mathematical techniques to solve a problem, and to interpret the results they get in context. Our aim is to ensure students are confident in understanding and using a wide range of mathematical processes. During the year students will encounter a number of different learning styles. This may take the form of individual work as well as pair and group work, and a balance of investigations and more extended tasks.

YEAR 8

Students are set across the year group. All sets continue to build upon the foundations that are developed in year 7, extending some skills to a higher level, and learning the beginnings of others.

YEAR 9

Students are set across the year group and all students begin a 3 year GCSE course. Set 1 and 2 follow an Advanced pathway, set 3-6 follow a Higher pathway and set 7-8 follow a Core pathway.

YEARS 10 AND 11

Sets are further refined to prepare students for their GCSE. Students in an Advanced group would be expected to achieve a grade 9-7, Higher group students would be expected to achieve GCSE grades 9 to 4. In a Foundation group, the grades available are 5 to 1. In these years, students are placed into

one of 9 sets (rather than 8), to allow for smaller class sizes and more focused support for individual students.

The setting in year 7-11 has some flexibility and pupils may be moved up or down according to their progress in quarterly assessments.

YEAR 12

Students begin study towards an A Level in Mathematics, which is a two-year course with all external assessments sat at the end of year 13. We are one of a few schools who also offer A Level Further Mathematics. The school follows the AQA Mathematics syllabus. A large number of students choose to take Mathematics either as an interesting subject in its own right or to support their studies in other disciplines.

YEAR 13

Students continue to study towards an A Level in Mathematics. Those students studying Further Mathematics will have finished the entire A Level Mathematics course in year 12 and will start the Further Mathematics course in year 13.

Mr Harris

Head of Mathematics



Modern Foreign Languages

AIMS

- To foster an appreciation of, and value for, languages and cultures other than our own.
- To develop an awareness of the nature of languages and language learning.
- To develop the ability to use the language effectively for the purposes of real communication.
- To provide opportunities for developing social skills through pair work and group work.
- To challenge and inspire students, expecting the most from them.
- To provide intellectual stimulation.
- To provide enjoyment.

INTRODUCTION

With three languages (French, German and Spanish) on offer in the curriculum to A-Level, plus a full portfolio of extra-curricular visits, exchanges and twelve members of staff, the Languages Department at Twyford is cutting edge in its teaching and learning approach and outstanding in its provision.

PROGRAMME OF STUDY

We aim to include a wide range of activities in our lessons based on the four attainment target skills – LISTENING, SPEAKING, READING, and WRITING. Phonics and dictation are also key elements of the new GCSE languages curriculum, which are also incorporated into lessons at Twyford. Wherever possible, communication is in the target language, except where it hinders the progress of the lesson, and “useful phrases” are provided to all students in their “success toolkits” which are kept at the front of their exercise books. Our schemes of work are underpinned by systematic development of grammatical understanding and skills, and we also have “exam strategy lessons” in KS4 to boost GCSE attainment and general confidence in exams.

YEAR 7

The higher ability students in Year 7 study 6 lessons per fortnight of French or Spanish, and 2 of Latin. Those students who may find learning a second language more challenging have 8 lessons of French or Spanish, which allows them to progress at the optimum rate. Students are set from the beginning according to their end of KS2 English level, but set changes may occur in November after the first quarterly assessment review has taken place.

YEAR 8

All students in Year 8 continue with French or Spanish, and are set according to ability. In addition to the core French and Spanish classes, there are 4 dual linguist classes who start German from the beginning of Year 8. Dual linguist students continue to have 3 lessons of French or Spanish and 5 lessons of German. Single linguists have 8 or 6 lessons of French or Spanish per fortnight, depending on whether they are studying ICT at the same time.

YEARS 9, 10 & 11

The majority of students at Twyford will continue with one of their languages to GCSE with some choosing to study two languages at GCSE. KS4 follows the AQA GCSE specification, which runs across three years. In Year 9, students have nine language lessons per fortnight, with “strategy lessons” starting and finishing each week, in order to boost reading, listening and translation skills.

We teach the majority of the course content in Year 10 and the Christmas term of Year 11. This allows plenty of time in the remainder of Year 11 to revise and prepare for the final exams in May and June.

For the GCSE exam, students are assessed across all four skills (listening, reading, writing, speaking), each weighted at 25%. We therefore prepare students to speak and write spontaneously using a core range of grammar and vocabulary, so they are able to apply these skills in the exam and perform to their best ability.

Students also have the opportunity to do GCSE-style speaking exams from Year 9 onwards. This means that they have plenty of chance to prepare for this exam, which most find the most nerve-wracking and challenging of the GCSE language course.

SIXTH FORM

KS5 also follows the AQA A-level specification. We teach a two-year course, which comprises core language, current themes, literature and film. Students are assessed at the end of Year 13 through three papers: listening, reading & translation; written essays on the set film and text; and finally, an oral exam. To complement their studies we encourage students to take part funded visits abroad, and we also arrange frequent day and evening trips to visit cultural exhibitions or foreign language events in London.

ASSESSMENT/ RECORDING

Assessment is both formative and summative in the MFL department. We aim to integrate assessment into our teaching, having identified tasks which will be undertaken by all students and assessed on agreed criteria. We also assess students formally at the end of each quarter (October, December, March, June) in either two or all four skills and students record their grades on the tracker in their planner. These key assessments also contribute to termly grades which are reported to parents.

HOMEWORK AND LESSON PREP

Lesson prep is set every lesson and is due for the following lesson, these tasks take approx. 15 minutes and either consolidate prior learning or help prepare students for the next lesson. Weekly vocabulary tests are also used to support students with their progress, and also to train them in important revision skills from Year 7 onwards.

Homework is set in line with school guidelines throughout the Key Stages. For Languages, one task is completed at home, where pupils are welcome to use their books and other useful resources on Copia. These should take 30 minutes and are self-assessed in class, so that pupils can identify their areas for improvement. Students then have time to reflect on and practise these skills before completing a closed-book in-class homework, which lasts 20 minutes and is marked by the teacher.

There is one assessed home task and one assessed class task per quarter, with the class tasks recorded on G4S so that students can see if they are on track to meet their targets in the Quarterly Assessment rounds, where they also do not have access to books or dictionaries. This reflects the requirements of the public examinations and, we believe, helps prepare students for academic success in Language exams.

Ms O'Brien

Head of Modern Foreign Languages



Physical Education & Sports

By the time you leave Twyford Church of England High School you will have had the opportunity to take part in all of the following sports:

Football	Rugby	Cricket	Trampolining
Volleyball	Netball	Hockey	Self Defence
Ultimate Frisbee	Athletics	Gymnastics	Orienteering
Basketball	Fencing	Martial Arts	DOE
Badminton	Table Tennis	Tag Rugby	Softball
Boxing	Fencing	Taekwondo	Rowing

(See page 10 or Extra-Curricular Timetable)

Take advantage of our extensive extracurricular timetable in order to improve your skills and fitness levels and come along and participate in our school teams.

Please note that some clubs are subject to change.

Mr MacDonald
Head of Physical Education



Religious Studies

Religious Studies is a core subject at Twyford, along with English, Maths and Science and Modern Foreign Languages. Every student takes the subject up to GCSE standard. Students are entered for this external exam at the end of Year 10. GCSE results have consistently been well above national average results.

YEAR 7

In Year 7, students begin by focusing on the three main Dharmic religions, including their fundamental beliefs about God and their central practices. Students begin by completing a sequence of lessons on Hinduism, learning about Hindu beliefs such as karma and reincarnation. The next religion students look at is Buddhism, where they investigate the four noble truths and the eightfold path. Students conclude their focus on eastern religions by looking at the beliefs and practices of Sikhism. Students in year 7 are then introduced to Judaism, one of the Abrahamic religions and finally are introduced to some philosophical and ethical topics at the end of the year.

YEAR 8

In year 8, students beginning the GCSE course, focusing on the beliefs, teachings and practices of Christianity. Students are taught core Christian beliefs about the nature of God, Jesus and heaven and hell, as well as the different ways Christians practice their faith, such as worship, prayer and communion.

YEAR 9

In year 9, students continue their GCSE course, focusing on the beliefs and practices of Islam. Students will learn about the five pillars, prophethood and how Muslims celebrate festivals.

YEAR 10

In Year 10, students cover the thematic element of the GCSE course, looking at Christian and Muslim responses to philosophical and ethical questions in the areas of religion and life, the existence of God and revelation, religion, peace and conflict and religion, crime and punishment.

SIXTH FORM

Religious Education in the Sixth Form is offered as an A Level. There are 3 components to the course, Philosophy of Religion, Religion and Ethics and Development in Christian Thought. The subject is hugely popular at A level with 40 students currently taking it across both year groups.

Miss Holloway

Head of Religious Education



Science

In science we aim to help students learn actively, be able to plan and carry out investigations safely, be critical of “Scientific” statements and most of all be inspired by science and enjoy studying it.

KEY STAGE 3

In Years 7 and 8 students follow a bespoke curriculum designed by the Twyford Trust consisting of an equal balance of biology, chemistry and physics topics. These courses in Year 7 and 8 have been rigorously designed to ensure students are well prepared to manage the challenges of the GCSE courses. Students are taught in three strands: Core, Higher and Advanced, which ensures all students are challenged and supported appropriately, to allow good progression from Key Stage 2. The course allows students to carry out research, experimental, investigative work, while supporting their communication skills.

KEY STAGE 4

At Key Stage 4 (Years 9-11), students follow the 9-1 GCSE Science course. Students learn content from biology, chemistry and physics which are taught in modules and in three differentiated strands. At the end of Year 9, the most able and highest achieving students will have the opportunity to study separate sciences and will be awarded three GCSE grades in chemistry, biology and physics. The majority of students in Years 10 and 11 will continue with the Double Award Science (Combined Science) GCSEs and be awarded two GCSE grades with equal weighting of biology, chemistry and physics. All science courses are linear and examinations take place during the summer term of Year 11. External examinations are tiered (higher and foundation).

ASSESSMENT

The KS3 and KS4 courses are based on modules (biology, chemistry, and physics). Students are assessed during four quarterly assessment periods throughout the year. Final end of year exams determine the following year's sets and also the pathways students are able to access at KS4.

RECORDS

Students' test, exam marks and homework grades are held on a central system (Go4Schools), which parents can access, and allows us to compare and track student progress easily. The results are used for setting in all years; this allows us to prepare the students for the most suitable tier of entry at GCSE level.

HOMEWORK

Standardised homework assessments are set at specific points within a particular topic and equate to approximately two homework assessments per half term for KS3 and fortnightly homework tasks at KS4. Prep is set every day. Prep tasks are short tasks that help to prepare students effectively for their next lesson or consolidate what they have learned earlier.

KEY STAGE 5

We offer courses at A-level in biology, chemistry and physics following the OCR A specifications. These courses are assessed in practical and written form. The completion of practical tasks occurs throughout the year and students are provided with ample support to complete these to a high standard.

Mr Jones

Head of Science



Twyford
C of E
High School

CEO
Dame Alice Hudson

Headteacher
Mr Mark Bedford

Co Headteacher
Mr Phil Bennett

Twyford Church of England High School

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