



Twyford  
CofE  
Academies Trust

Twyford CofE Academies Trust

# Yr 11 Information Evening

Led by: Mr Maseko (Head of Year 11)  
Student musician: Ariche J & Avneet

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

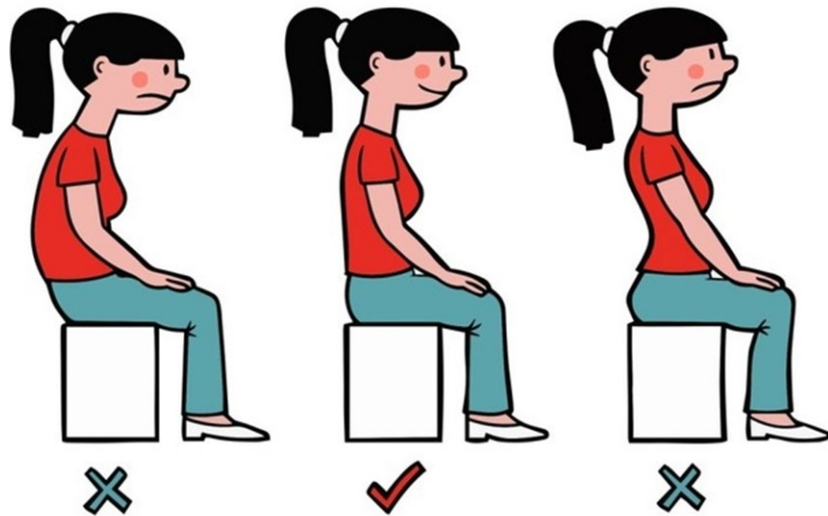
# Aims and Outcomes

**Aim:** To enable parents to be able to support their child to flourish at school

## **Outcomes :**

- All parents have a good understanding of our core practice in:
  - ✓ Curriculum & Assessment
  - ✓ Pastoral & Wider learning (including safeguarding)
- All parents are clear on how they can help their own child in these areas, in this particular year group
- The wider Trust context is understood
  - ✓ Theme for the year
  - ✓ Trust developments
  - ✓ Specific areas for improvement

## Twyford Trust Sitting Posture



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

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

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

**Why?** It lets you breathe deeply

**DO** relax your shoulders

**Why?** It lets your breathe freely

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

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

## Responses

Christ has no body but ours;  
**No hands; no feet on earth but ours.**

Ours are the eyes with which he looks  
**with compassion on this world.**

Ours are the feet with which he walks to do good,  
**Ours are the hands, with which he blesses.**

after Teresa of Avila (1515–1582)

## Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

He makes me lie down in green pastures,  
he leads me beside quiet waters,  
he refreshes my soul.

He guides me along the right paths  
for his name's sake.

Even though I walk  
through the darkest valley,  
I will fear no evil,  
for you are with me;  
your rod and your staff,  
they comfort me.

You prepare a table before me  
in the presence of my enemies.  
You anoint my head with oil;  
my cup overflows.

Surely your goodness and love will follow me  
all the days of my life,  
and I will dwell in the house of the LORD  
forever.



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

# Theme for the Year

## A psalm of David

The LORD is my shepherd, **I lack nothing.**

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## Our 10:10 ethic

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## Our 10:10 ethic



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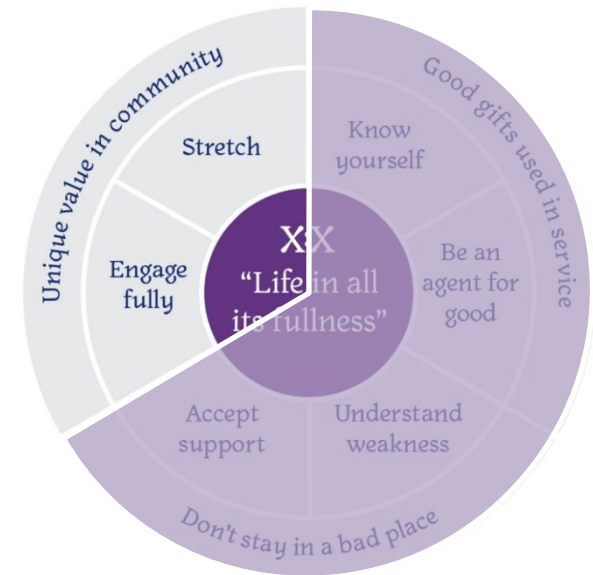
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## Our 10:10 ethic

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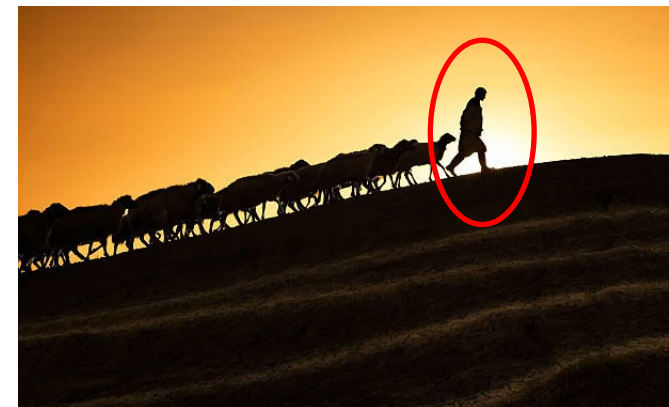
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## Our 10:10 ethic



William Perkin  
C of E  
High School

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forever.



# Ethos of self-regulation at the Trust



What simple **learning habits** do I need to practise to make my journey more positive?

Learn to do simple, small things well



Strong and confident whatever the next challenge



# Ethos of self-regulation at the Trust

Everything we do is pastoral because we are training our students to know what is good, eliminate what is bad and to do this as a community; but we are a diverse community, so we rely on **consistent** use of intelligently designed systems ensure we are aligned

## Our Moral Purpose



## Our 10:10 ethic



## Our Systems

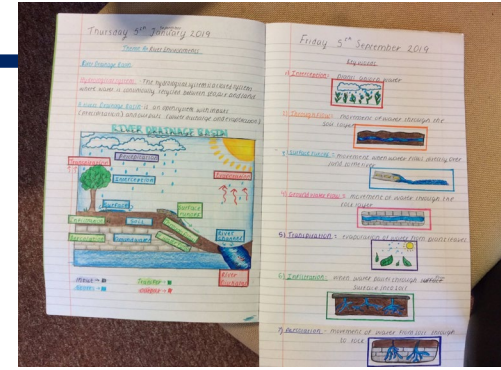


### Learning Habits Grade descriptors

Classwork		
	Descriptors for the teacher	Student indicators
(1) an example to others	<ul style="list-style-type: none"> <li>Consistently has the correct equipment, with excellent uniform and alert posture.</li> <li>Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions in full sentences.</li> <li>Understands the importance of recording their learning journey; written tasks are consistently completed to a high standard, using literacy tools to support their writing where necessary.</li> <li>Understands the value of silent work and is always silent when necessary.</li> <li>Consistently listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes to team working and communication; never interrupts the learning of others.</li> </ul> <p>Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid.</p> <p>Takes an active interest in their own progress and understands how they can improve by engaging with the success criteria; values self-review and is able to identify, accept and learn from mistakes.</p>	<ul style="list-style-type: none"> <li>I always have all my equipment, I wear my uniform with pride and sit up straight in class.</li> <li>I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct.</li> <li>I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them.</li> <li>I know how important it is to be silent in class when the teacher asks me to be and I always listen intently.</li> <li>I work well in a team because I know how to listen intently to others as well as giving my own ideas.</li> <li>I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation.</li> <li>I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately.</li> </ul>



Subject	Target Grade	Current Grade	On Track?	Classwork	Homework	Memorisation
English Language	5	1	Off	2	2	2
English Literature	5	U	Off	3	3	2
Games	-	-	-	2	1	1
Geography	6	2	Off	2	2	3
ICT	Level 2 Pass	Level 1 Distinction	Off	1	1	1
Mathematics	3	1	Off	2	2	2
Religious Education	6	1	Off	3	3	2
Science	5/5	3/2	Off	2	2	3



Subject	Target Grade	Current Grade	On Track?	Classwork	Homework	Memorisation
Art	7	8	On	1	1	1
English Language	7	8	On	1	1	1
English Literature	7	8	On	1	1	1
French	6	8	On	1	1	1
Games	-	-	-	1	1	1
Geography	7	8	On	1	1	1
Mathematics	8	9	On	1	1	1
Religious Education	7	7	On	1	1	1
Science	8/7	9/8	On	1	1	1



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

**CONSISTENCY  
IS** 



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



# Outcomes

## Ms A Newman

### Headteacher

# School Progress Outcomes

## Outstanding A-level results

A*-A	30%
A*-B	62%
Average grade	B



## Outstanding GCSE results

Progress 8	+0.9
Average grade	6
English	+1.0
Maths	+0.6
EBacc	+1.0
Other GCSEs	+0.8

# School progress outcomes: Top End Performance

- 30% students got all A\*-A
  - 46% students at least one A or A\* grade
  - 20% AAB or better in two+ facilitating subjects
  - 10 students to Medicine/Dentistry
- 86% to university
  - 11% to employment / gap year
  - 2% to specialist art or sports course
  - 1% to degree apprenticeship or apprenticeship

# School Progression Outcomes: Post-18

## Our most successful year yet for STEM Early Entry

University of Plymouth	<b>Dentistry</b>
King's College London	<b>Dentistry</b>
Queen Mary University of London	<b>Medicine</b>
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Queen Mary University of London	<b>Medicine</b>
University of Southampton	<b>Medicine</b>
UCL (University College London)	<b>Medicine</b>
Anglia Ruskin University	<b>Medicine</b>
King's College London	<b>Medicine</b>
Brunel University	<b>Medicine</b>
+2 more students who got such fantastic grades they have decided to apply again next year, switching to medicine!	



## WP Top Destinations and Courses 2024

### Top University destinations

University College London

City University of London

Queen Mary University London

Brunel

Royal Holloway

UCL

King's College

Loughborough

University of Westminster

SOAS

### Most popular courses

Engineering (aerospace, mechanical, chemical, software)

Computing / computer science

Medicine

Biomedical science

Pharmacy

Finance/accounting/economics

Psychology

Architecture

Politics / PPE

**Student A**

**Destination:** UCL  
**Course:** Medicine



**A-Levels:**  
Chemistry A\*  
Maths A  
Biology A\*

**Wider Learning & Careers:**

- Virtual work experience with an anaesthetist through Imperial College
- Student leadership: Head of Wellbeing
- Ran a BSL class for the younger years

**Student B**

**Destination:** LSE  
**Course:** Politics

**A-Levels:**  
History A\*  
English A  
Economics A\*



Department  
for Education

**Wider Learning & Careers:**

- Work experience in the Department for Education
- Regular listener of "Politics Weekly UK"
- Entered the R.A Butler Politics Prize, with an essay on public sector strikes.

**Student C**

**Destination:** University of Sheffield  
**Course:** Aerospace Engineering  
(Private Pilot Instruction)



**A-Levels:**  
Maths A  
Physics A  
Psychology B

**Wider Learning & Careers:**

- Imperial College Makerspaces programme
- Visited the Natural Science Museum
- Future Flight Mentoring Programme

**Student D**

**Destination:** J.P.Morgan  
**Course:** Degree Apprenticeship in Digital Tech Solutions



**A-Levels:**  
 Maths A  
 Economics B  
 Computing B

**Wider Learning & Careers:**

- Attended the Amazon Apprenticeship event

**Student E**

**Destination:** Morley College  
**Course:** Art Foundation

**A-Levels:**

Art A  
 Business Studies B  
 Psychology B



**Wider Learning & Careers:**

- Focused on creating an impressive art portfolio, as she knew this was her chosen pathway

**Student F**

**Destination:** USA – Husson University  
**Course:** Exercise Science



**A-Levels:**

Maths B  
 PE C  
 Geography C

**Wider Learning & Careers:**

- Brentford Programme
- Middlesex County Football
- Tottenham Hotspurs Academy
- Coaching children
- Tutoring GCSE maths
- UKMT maths challenge

# School Progression Outcomes: Post-16

60% progression to William Perkin sixth form  
3% to Ada Lovelace T-levels  
37% to college/another post-16 provider

**Students progression plans** were very well thought through – very few students without options on results day.



**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION

**BTEC**



William Perkin CofE High School

**Plan ABC**

Ofsted  
raising standards  
improving lives

'At each stage of education, the provider prepares learners for future success in their next steps'  
*(Inspection Framework: Personal Development para 28)*

<b>Plan A</b>	<b>Aspirational!</b> <b>Progress:</b> High Targets exceeded – accessing the most competitive courses <b>Progression:</b> Maximised soft skills, responsible conduct & leadership capacity
<b>Plan B</b>	<b>Better Case Scenario (if not A!)</b> <b>Progress:</b> High Targets largely met – choosing positive courses realistically <b>Progression:</b> Able to play to strengths & keen to address weaknesses
<b>Plan C</b>	<b>Consolidation Position</b> <b>Progress:</b> Resilient in chasing targets – preparedness to make good compromises <b>Progression:</b> Resilient enough to adjust & adapt

*"Intelligent engagement with the wider world"*

William Perkin CofE High School





William Perkin  
CofE  
High School

### Student X

**Destination:** William Perkin sixth form  
**Course:** A-levels

#### GCSEs:

All grade 8-9s

#### Wider Learning & Careers:

- Head student in Y11
- Form Captain
- Music leader
- Musical performances
- Assembly band
- Work experience at (IIAA) The Institute of Active Aging [Skin Health company]



Ada Lovelace  
CofE  
High School

### Student Y

**Destination:** Ada Lovelace sixth form  
**Course:** Digital technology

#### GCSEs:

All grade 5-9s

#### Wider Learning & Careers:

- Form rep
- Football club
- Board games club
- Trip to Amazon with Ada computing
- Work Experience at Painting business



### Student Z

**Destination:** Harrow College  
**Course:** PE

#### GCSEs:

All grade 5-9s

#### Wider Learning & Careers:

- Form captain
- Sports rep
- Work Experience at Queens Park Rangers FC Community Trust
- Sports teams and refereeing for sports matches

# Curriculum and Assessment

**Mr R Rake**

Assistant Headteacher

## Students are studying between 7 and 10 GCSEs

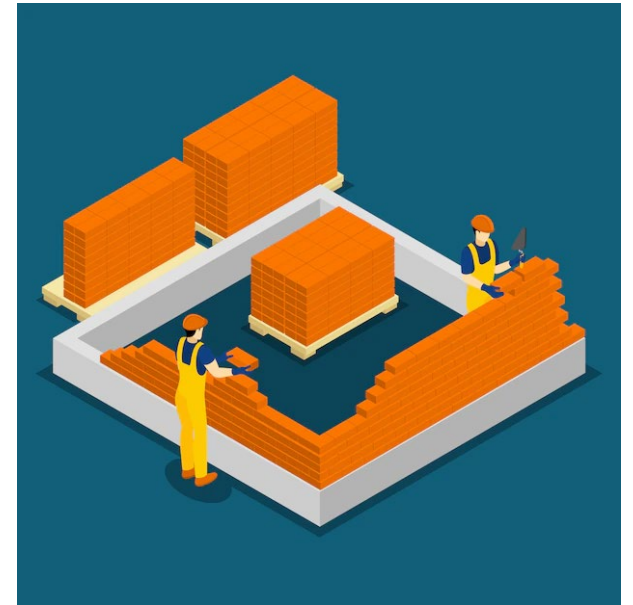
Year 11 curriculum structure	
An academic core of 6 GCSEs	
<ul style="list-style-type: none"><li>• English Literature</li><li>• English Language</li><li>• Maths</li><li>• Core Science (2 GCSEs)</li><li>• RE</li></ul>	
All students do Games (not a GCSE subject)	
Core pathway	Higher/Advanced pathway
<ul style="list-style-type: none"><li>• Life skills or GCSE option such as Drama, Art or ICT</li><li>• Study support</li></ul>	<ul style="list-style-type: none"><li>• GCSE History or Geography</li><li>• GCSE French/German/Spanish</li><li>• One GCSE option from a range of courses such as Art, Textiles, Computing, 2<sup>nd</sup> language, Drama, PE and Music</li><li>• GCSE Additional Science (Advanced)</li></ul>



## Making the learning journey clear to all students

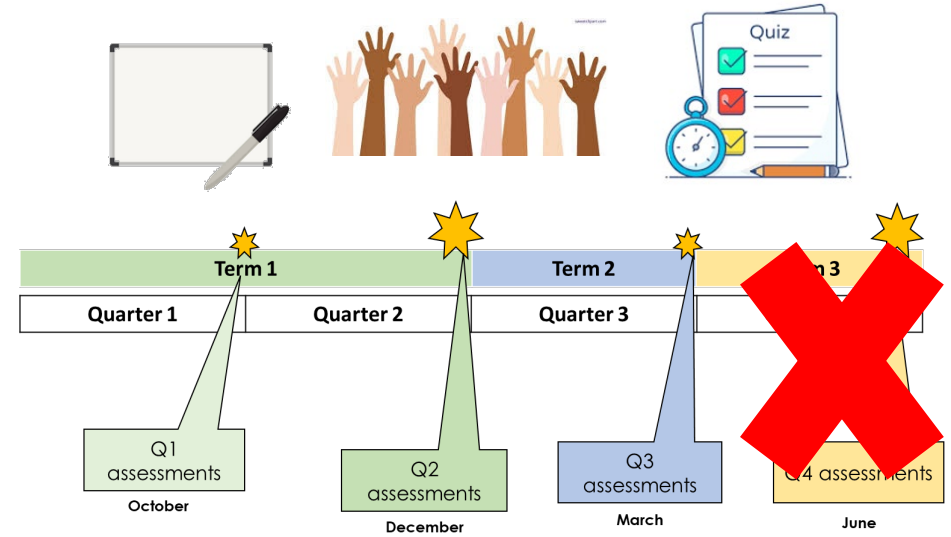
- Each lesson is part of a **coherent sequence of lessons**
- Teachers are familiar with the **whole overview** – not just today's lesson

GCSE exams will assume you have a **secure foundation** of knowledge



# What will assessment look like in Year 11?

- Regular low stakes assessments (in class, quizzes, prep) to help knowledge stick
- Less frequent 'milestone' assessments to test how much has been retained and provide formal feedback



**Please do engage with Copia regularly as a larger number of in class / homework / standardised (i.e. non-quarterly) assessments are recorded on Copia in Years 10 and 11.**

Q 1 Assessment	Q 2 Assessment	Q 3 Assessment	Q 4 Assessment	SA1 Victorian Novel Analysis	SA2	SA3 Macbeth Mock
7-	5+	6-	6-	5+	5-	6-
5-	5+	5-	6-	5	4-	5-
5	5+	5	5+	5	5+	5-
-	5	5+	5-	5+	4-	-

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

# What is different about exams in Y11?

- There are only **3 critical assessment points before the GCSEs:**

October	Q1
Mock exam week(s)	Q2
2 <sup>nd</sup> Mock exam week	Q3

- Possibility of formal study leave for mock exams, if exam results are stable
- There are **standardised assessments** in between

**Applications for 6th form and other post-16 providers are due in Dec, so your Q1 grades really do matter!**

# What is different about exams in Y11?

**Your progress throughout the year matters more than ever before:**

- **Q1 results are vital:** you will be asked to discuss your results at Q1 in your interviews. Your interview will help to determine whether you receive an offer for sixth form.
- **Q2 mock results day will be your first taste of receiving GCSE outcomes!**
- **Q3 results will be your final indication before sitting your GCSEs. But by this point... it's too late!**

# A Simplified On Track Measure

## Year 11

Using end of year targets in 9-1 'whole grades'

	Quarter 1 (October)	Quarter 2 (December exam week)	Quarter 3 (March)
You are <b>on track</b> if your current grade is...	<b>1</b> grade or fewer below target	<b>On or above</b> target	<b>On or above</b> target



# The Assessment principles: quarterly assessments

After each Quarterly Assessment **teachers and students** take stock...

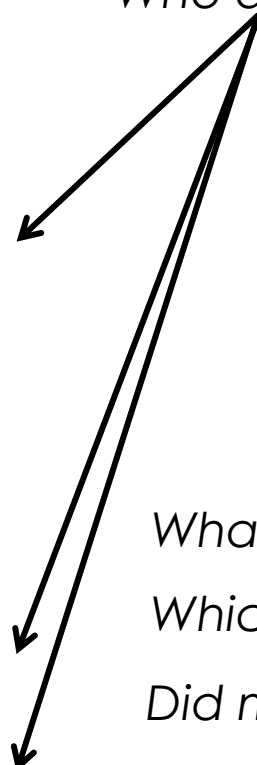
*What aspects of the assessment went well...  
and which may need reinforcement/re-teaching?*

*Who are these students.... And what do I need to do differently?*

*How can I give any further support?*



Q 1 Assessment	Q 2 Assessment	Q 3 Assessment	Q 4 Assessment
7-	5+	6-	6-
5-	5+	5-	6-
5	5+	5	5+
-	5	5+	5-
5	5	4	5-
5+	6-	5-	5+
5-	6	5+	5+
6-	6-	5	6
7-	5	4+	5-
6+	6	5+	6-
5+	5+	5	6-
3	5-	4+	4-
5	4+	4+	5-
6-	6-	6	6-
5	5+	4-	4+
5	5+	5	5+



*What are my strengths? What did I improve?*

*Which subjects need the most focus?*

*Did my revision pay off?*

*Do I know what's next?*



**Please do so too!**

*How did my child do?*

*What do they need to improve?*

*What can I congratulate them for?*

# What are we doing to help your child if they are off-track?

Extra Learning Periods will run during period 8 or before school daily:

- Selected students will attend intervention from 3:30-4:30pm, these have been chosen by teachers depending on need/suitability.
- Some students will have more classes due to the number of GCSEs they are taking
- These classes have been designed to support pupils to make the most progress possible and are taught by subject experts
- **Attendance is compulsory as it is a timetabled lesson** - a register will be taken
- Groups will be reviewed after Christmas (Q2) and Easter (Q3)
- **THEY CANNOT RELY ON JUST THESE ADDITIONAL LESSONS – THE 100% RULE IS MORE IMPORTANT**

# Target-setting meetings

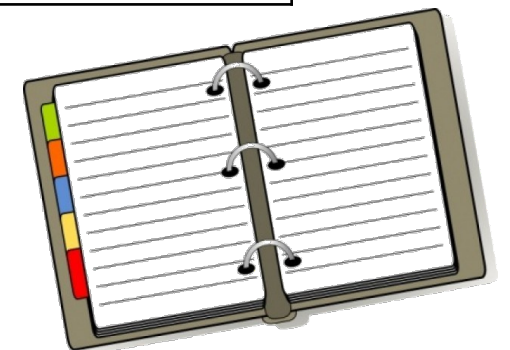
You are invited to a 1:1 meeting with your child's tutor on Monday 30<sup>th</sup> September

This meeting will explain what your individual child's targets for the year are and discuss how they are going to achieve them.



# Important assessment dates

30 <sup>th</sup> September	Student target setting day
14 <sup>th</sup> October	Q1 assessment week starts
21 <sup>st</sup> November	6 <sup>th</sup> form open evening
18 <sup>th</sup> – 29 <sup>th</sup> November	CIAG Interviews for sixth form
2 <sup>nd</sup> December	<b>Q2: 2-weeks of mock exams</b>
23 <sup>rd</sup> January	Parents evening
7 <sup>th</sup> March	<b>Q3 exam week starts (Y11 off timetable)</b>
Middle of May	<b>GCSE exams start (MFL, Art and Textiles slightly earlier)</b>

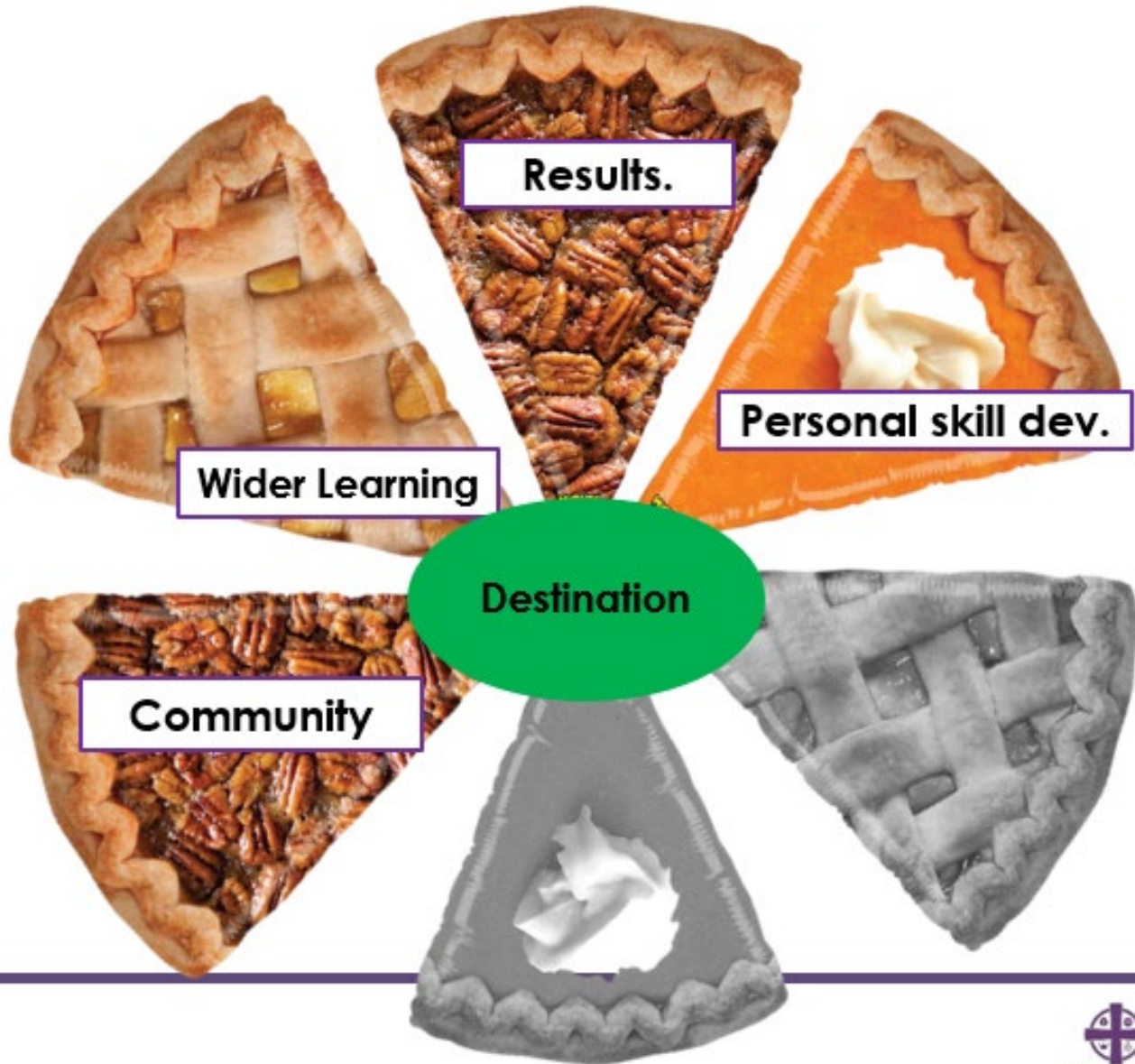


*"I have come that you may have life and have it to the full" – John 10 v 10*

# CIAG

# Plan ABC





# Plan ABC

'At each stage of education, the provider prepares learners for future success in their next steps'  
(*Inspection Framework : Personal Development para 28*)



## Plan A

### Aspirational!

**Progress** : High Targets exceeded – accessing the most competitive courses  
**Progression** : Maximised soft skills, responsible conduct & leadership capacity

Aim high  
(for the right reasons)

## Plan B

### Better Case Scenario (if not A!)

**Progress** : High Targets largely met – choosing positive courses realistically  
**Progression** : Able to play to strengths & keen to address weaknesses

Be Ready  
With a potentially better option

## Plan C

### Consolidation Position

**Progress** : Resilient in chasing targets – preparedness to make good compromises  
**Progression** : Resilient enough to adjust & adapt

Climb back up  
Maybe a different way)





# Plan ABC

**‘At each stage of education, the provider prepares learners for future success in their next steps ‘**

*(Inspection Framework : Personal Development para 28)*

## Plan A

### **Aspirational!**

**I want to do be an engineer so I will attend the WP 6th form and study Maths, Physics, Computing and further maths. I would like a place on the engineering scholar programme.**

## Plan B

### **Better Case Scenario (if not A!)**

**I will do three subjects: Maths, Physics and Computing. I will attend some engineering lectures throughout sixth form.**

## Plan C

### **Consolidation Position**

**I will study one science and two other complimentary subjects (such as Sociology and Psychology.) I will research alternative careers in the engineering sector.**

# Plan ABC

‘At each stage of education, the provider prepares learners for future success in their next steps ‘

*(Inspection Framework : Personal Development para 28)*



## Plan A

### Aspirational!

I want to attend the Global Academy and study creative media production and technology. My dream is to work at Capital FM as a sound designer. For this, I will need to get 5 GCSEs at 4-9

## Plan B

### Better Case Scenario (if not A!)

I will go to Hammersmith College and study Creative Media Production (level 3). For this, I will need 4 GCSEs grade 9 - 4

## Plan C

### Consolidation Position

I will still go to Hammersmith College and study Creative Media Production, but will do the Level 2 course.

# Tutor time programme



Twyford CofE Academies Trust  
Year 11

Good gifts used in service: Know yourself

Work ready

Time management      Decisiveness

Responsibility      Self motivation

Problem solving      Negotiation

Literacy & Numeracy

Flexibility  
(Not the yoga kind)

Twyford CofE Academies Trust  
Year 11

Good gifts used in service: Agent for good

IAG interviews prep (1)

IF YOU WERE ABLE TO BELIEVE IN SANTA CLAUS FOR LIKE 8 YEARS, YOU CAN BELIEVE IN YOURSELF FOR LIKE 5 MINUTES.

"DOUBT KILLS MORE DREAMS THAN FAILURE EVER WILL."

**TIPS FOR YOUR REMOTE INTERVIEWS**

- 1 Look presentable and professional.
- 2 Make sure you test your mic and webcam.
- 3 Prepare questions about the company and the role.
- 4 Be prepared to answer any common and uncommon interview questions.
- 5 Analyse yourself beforehand: What can you bring to this company and the role.
- 6 Have notes with you to make sure you don't forget to mention anything.
- 7 Always remember to ask about the recruitment process.
- 8 Thank the recruiter for their time!

EUROPE INTERCHANGE JOBS

All of these are motivational quotes/tips to help people preparing for job interviews. Would you find them helpful?  
Why do you think so many people find interviews intimidating?

- CV writing
- Personal statements
- Interview skills and practice
- Further exploration of post 16 pathways
- Links with Universities and Colleges
- Careers talks
- Careers-focussed TED talks



# 1:1 CIAG interview

All students will have a 1:1 interview with a member of SLT about their post-16 pathway. This happens in November and students will prepare fully for this interview during tutor times. Students bring their personal portfolio to the interview, along with a completed personal statement.



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

# Pathway support



Any students not continuing on to the William Perkin Sixth Form will be supported with applications for college or apprenticeships.



# Progression beyond GCSE: reminder

Post-16 options	Requirement
Vocational college courses	Successfully complete core/higher pathway
T level courses at Ada Lovelace	Achieve at least grade 5 in 8 GCSEs including Maths and English; students need a grade 6 in the relevant GCSE (computing / science)
A level courses	Achieve at least a grade 6 or 7 in your chosen A-level subjects  At least grade 5 in all others
Russell Group universities	Achieve grades 8-9 in all GCSEs

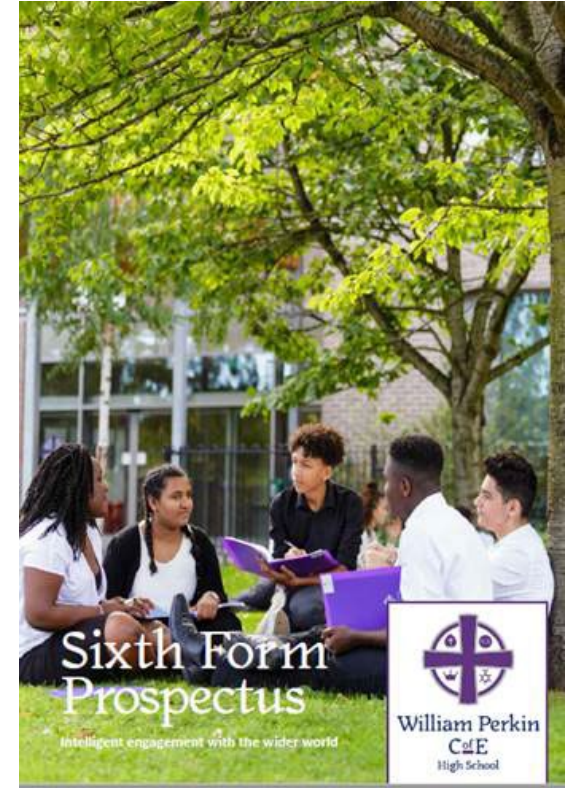
# William Perkin 6<sup>th</sup> form entry requirements

## Minimum requirements

8 passes grade 5 or better including Maths and English

## Subject specific requirements

Most A level courses will require at least a 6 or a 7 from GCSE or a 6 in Maths and English  
Science and Maths require a grade 7 or 7-7



**Open evening is 21st Nov**

# Ada Lovelace: T Level Laboratory Science

Are you interested in a future **career in biology, chemistry, healthcare, or pharmaceuticals**? A **T Level in Laboratory Science** covers key academic science content as well as industry standard laboratory techniques.

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Biochemistry
- Biological Sciences
- Biomedical Sciences
- Human Biology
- Pharmacology
- Forensic Science
- Human Genetics
- Psychology
- Dentistry with foundation year

## Career Options at 18:

- Junior Laboratory Scientist
- Junior Biomedical Scientist
- A range of Degree Apprenticeships paying up to £25,000 per year including:
  - Pharmaceutical Science
  - Biomedical Science
  - Laboratory Scientist
  - Food Technologist

Opportunity to train with businesses including:



HEALTH SERVICES  
LABORATORIES



GODDARD  
VETERINARY GROUP



Imperial College Healthcare  
NHS Trust





# Ada Lovelace: T Level Digital

Are you interested in a future **career in software engineering, programming, AI, or cyber security**? **A T Level in Digital Production, Design, & Development** covers key business principles & all high-tech digital skills .

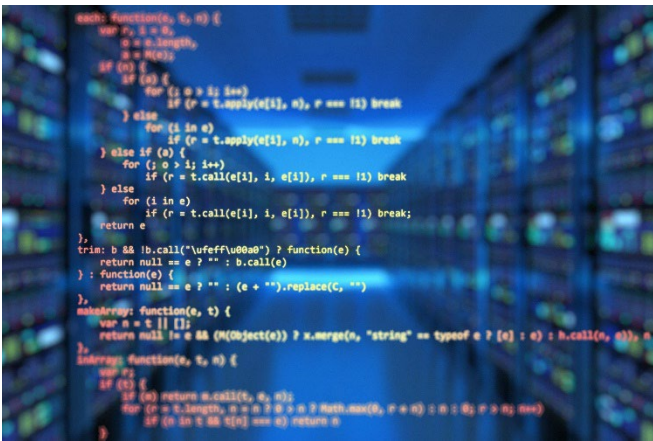
This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Computer Science
- Computer Science & Artificial Intelligence
- Mathematics & Computing
- Banking & Digital Finance
- Cyber Security
- Computer Games Technology
- Civil Engineering

## Career Options at 18:

- Junior Web Developer
- Computer Games Developer
- Data Analyst Degree Apprenticeship (Amazon) £35,000 per year
- Software Development Engineer Degree Apprenticeship (Amazon) £35,000 per year
- Cyber Security Degree Apprenticeship (Amazon) £35,000 per year
- Various other Degree Apprenticeships with our partner businesses (and others)



Opportunity to train with businesses including:



# Ada Lovelace: T Level Accounting

Are you interested in a future **career in business, finance, or accounting**? A **T Level in Accounting** covers key business principles & applications of accounting.

This also involves a 9-week work placement at an Industry-leading company!

## University courses:

- Accounting & Finance
- Finance & Investment
- Accounting with Business Management
- Banking & Digital Finance
- Economics & Finance
- Economics

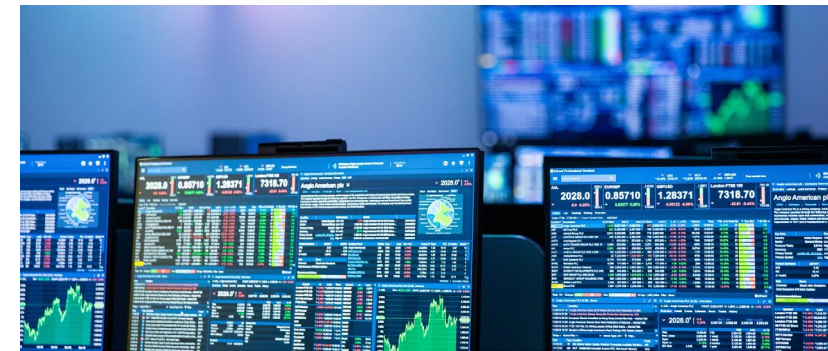
## Career Options at 18:

- Finance Officer
- Payroll Manager
- Assistant Accountant
- Accounting Technician
- Various Degree-Apprenticeships paying £25,000 per year

Opportunity to train with businesses including:



**Deloitte.**



# College application process



- Start researching now
- Applications processes will be different for different colleges, but most will require you to fill out forms on college websites
- Deadlines will be Nov/before Christmas

# The road ahead...



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

# Pastoral & Wider Learning

**Mr Maseko**  
Head of Year

# Year 11 Updates



Mr Maseko  
Head of  
Y11



Mr  
McDonald  
Deputy  
Head of  
Y11



Mr Rake  
Head of  
KS4

<b>Watt</b>	Mr Hingston
<b>Pascal</b>	Mr Pau
<b>Einstein</b>	Ms Kapila
<b>Rutherford</b>	Ms Cooper
<b>Kelvin</b>	Miss Docarragal
<b>Isambard</b>	Miss Dixon
<b>Newton</b>	Miss Adams

I come fully equipped

I wear my  
uniform perfectly

I walk to my lessons  
with purpose

I complete lesson  
prep for every lesson,  
every day

I engage with the wider  
school and community

I am polite and helpful

I am focused  
at all times

I care about the  
quality of work in  
my book

I am reflective  
about myself and  
my learning

I come fully equipped

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I care about the quality of work in my book

I complete lesson prep for every lesson, every day

I engage with the wider school and community

I am reflective about myself and my learning

# Compliance

## Extrinsic Motivation

*I'm doing this because I don't want to receive a negative*



# Self-Regulation

## Intrinsic Motivation

*I'm doing this because I want to, and I can see the benefit*

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



- ✓ Positive conduct points echo good learning habits
- ✓ Negative conduct points best describe poor learning habits
- ✓ Simple, clear and consistent routines (SOL, EOT, line-ups)

**Classwork**



**Homework/Lesson prep**

**Memorisation**

**Consistently engaged (1)**

I lead myself and am an example to others

- ✓ I always have all of my equipment
- ✓ I wear my uniform with pride
- ✓ I sit up straight in my Twyford posture
- ✓ I know how important it is to be silent in class and I always listen intently
- ✓ **I often achieve positive points for my conduct**



Purposeful attitude to learning

Correct equipment

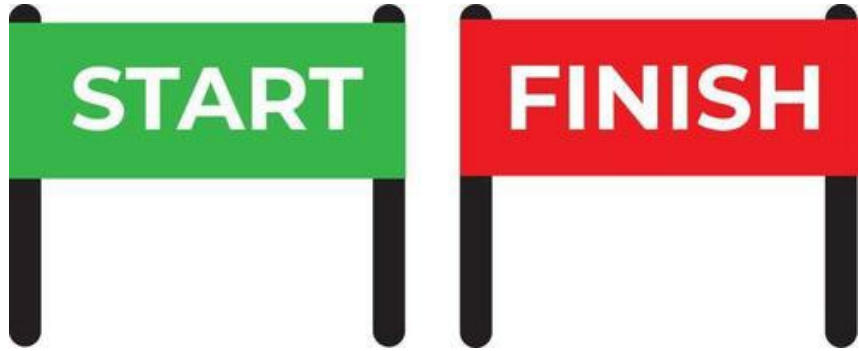
Excellent listening habits

Responsible team/practical work

Effective use of mini whiteboard

Excellent speaking habits

# Core Classroom Routines



## Entrance Routines

At William Perkin we have very clear routines about how to enter a classroom. This is to ensure everyone has a **calm start** to their lesson and are **ready to learn**.

## Exit Routines

We have very clear end of lesson routines to ensure that we are **organised and ready to move silently and calmly to our next lesson**.

This way, everyone is taking **equal responsibility for mutual recognition** of the productive lesson, **expressing gratitude** and being dismissed as a community.



# Subjective Cognitive Load Scale



1 - I can focus  
get things done  
and still have  
time to learn



5 - I feel soooo  
overloaded,  
tired, cannot  
focus



# Learning Culture: self reflection and self regulation



# Learning Culture: self regulation



William Perkin  
C of E  
High School

## My Self Evaluation Booklet

Year 10

Name .....

Form.....

*"The life which is unexamined is not worth living"* Socrates

Your tutor will give out your new Self Evaluation booklets.

We are going to start today by considering your pastoral targets for Y10.

Read through your targets for Year 10 carefully to ensure you are familiar with them.



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

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

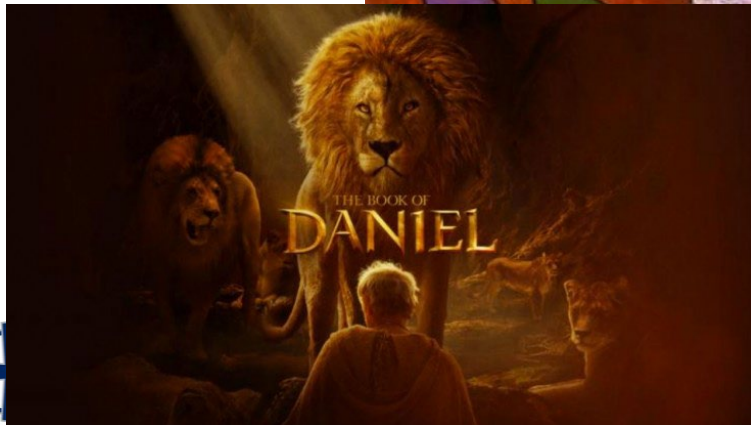
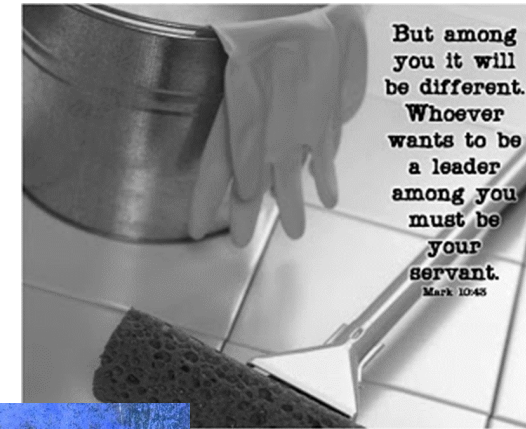
## Being in community, reflectiveness and wellbeing

Pastoral programme:

- New Testament (John, Mark, Luke etc.)

Year Communions

- Building on rock and sand
- James and John – seeking glory
- Nicodemus



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

3 PSHE workshops in total, covering a range of issues:


- 1) Sexual health
- 2) Mental health and self-image
- 3) Finance






# Learning Culture: Uniform - Simple, Smart and the Same

## WILLIAM PERKIN SCHOOL UNIFORM: GIRLS

Parents/Carers should ensure that each item of school uniform, kit and equipment is clearly labelled with the student's name and tutor group.		
Item	Clarification	Example
<b>Blazer</b> • Purple with Embroidered William Perkin Crest.	Compulsory – it is to be worn at all times unless given permission by a teacher.	 <p>An Art apron is required and can be purchased from our school uniform supplier</p> <p>Our official school uniform providers</p> <ul style="list-style-type: none"> <li>• PMG school wear-Hanwell</li> <li>• Juniper Uniform- West Ealing</li> </ul>
<b>Tie</b> • Silver and Purple Stripe.	Should cover the fastened top button on blouses. Must be tied so that the bottom tip of the tie reaches the top of the skirt	
<b>Shirt</b> • Plain White, Long or Short Sleeve. • Collars must be designed to accommodate a tie and must have a top button which fastens.	Shirts must be sufficiently generous to tuck fully into the skirt. Pupils will be asked to replace missing buttons. No tailored shirts which are designed to be worn over the skirt.	
<b>Skirt</b> • Pleated Purple Tartan Skirt. • Girls Trousers (with school logo embroidered on pocket)- model available from our school uniform supplier only.	22", 24" or 26" skirt length available. Length purchased must be nearest to the knee. Skirts must <b>not</b> be worn on the hip or rolled over at the waist. Trousers must be official William Perkin girls trousers available only from our official school uniform provider. Other trousers are <b>not permitted</b> .	
<b>Pullover</b> • Grey V-neck with Purple Trim.	The pullover is optional. Cardigans and vests are <b>not</b> to be worn.	
<b>Socks / Tights</b> • White Ankle Socks. • Plain Black Tights.	No 'leg warmers' or knee socks or above the knee socks. No coloured socks of any kind. Socks or tights should be worn, <b>not</b> both.	
<b>Shoes</b> • Black (upper and sole). • Smart, plain and polishable. • They must be worn to and from school. • Students require plain white trainers for PE and they must be suitable for running. Students will not be permitted to wear converse, Nike Air Force or any Vans style shoe. • Students require moulded football boots for PE	Velcro Fastening is not Permitted. Boots are <b>not</b> allowed - 'Kickers' and 'Timberland' style boots are <b>not</b> correct. Trainer-style shoes or canvas style footwear are <b>not</b> appropriate as formal school footwear and are therefore <b>not</b> allowed. Students are <b>not</b> permitted to bring trainers into school other than for PE lessons	
<b>Coat</b> • Black Coat with no visible logos.	Should be removed in the classroom at the start of the lesson and put on the back of the chair. Gilets, body-warmers & fur trims are <b>not</b> permitted.	
<b>School Scarf &amp; Hat</b> • Plain Black or Purple Scarf • Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional)	Baseball caps and other hats are <b>not</b> permitted. Scarves and hats should be put in bag or locker except during break and lunch.	
<b>Official School Bag</b> • Black Backpack with Embroidered William Perkin Crest.	Compulsory - should be purchased from the official school uniform supplier. Please note that bags will need to be replaced if defaced e.g. badge coloured in.	
<b>Hair</b> • Hair bands, ribbons, clips and any other item used in the hair should be plain black or purple.	No coloured bobbles, Sports Headbands, frills or large bows. Dyed hair and hair extensions should be a natural colour. Two-tone hair and undercuts are <b>not</b> permitted.	
<b>Jewellery</b> • One small single gold or silver stud earring may be worn in each ear lobe. • Rings, necklaces, bracelets etc. should <b>not</b> be worn	Jewel studs of any size are <b>not</b> acceptable. Diamante ear-studs are <b>not</b> to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. <b>Excuses that they cannot be taken out because they have only just been done will not be accepted and students will be instructed to remove them.</b>	
<b>Make-up And Nail Varnish</b> • Must <b>not</b> be worn	Students will be asked to remove it. Gel and acrylic nails are <b>not</b> permitted	
<ul style="list-style-type: none"> <li>• School uniform should be worn correctly on the way to and from school, and certainly before students enter the school gates.</li> <li>• Students who wear incorrect uniform will be asked to return home to change and return to school as soon as they have done so.</li> <li>• Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly.</li> <li>• If in doubt, then the likelihood is that it is wrong. Please do not risk buying your daughter an item which is incorrect because they say "everyone's got them"</li> </ul>		

## WILLIAM PERKIN SCHOOL UNIFORM: BOYS

Parents/Carers should ensure that each item of school uniform, kit and equipment is clearly labelled with the student's name and tutor group.		
Item	Clarification	Example
<b>Blazer</b> • Purple with Embroidered William Perkin Crest.	Compulsory – it is to be worn at all times unless given permission by a teacher.	 <p>An Art apron is required and can be purchased from our school uniform supplier</p> <p>Our official school uniform providers</p> <ul style="list-style-type: none"> <li>• PMG school wear-Hanwell</li> <li>• Juniper Uniform- West Ealing</li> </ul>
<b>Tie</b> • Silver and Purple Stripe.	Should cover the fastened top button on blouses .Must be tied so that the bottom tip of the tie reaches the top of the skirt	
<b>Shirt</b> • Plain White, Long or Short Sleeve. • Collars must be designed to accommodate a tie and must have a top button which fastens.	Shirts must be sufficiently generous to tuck fully into the trousers. Pupils will be asked to replace missing buttons.	
<b>Trousers</b> • Grey School Trousers. • Sufficiently tailored to keep the shirt tucked in and so that underwear is not visible.	Trousers must fit to the natural waist and must <b>not</b> drag along the floor. A simple, plain, black, belt may be worn. No jean-like material or jean-like style is permitted.	
<b>Pullover</b> • Grey V-neck with Purple Trim.	The pullover is optional. Cardigans and vests are <b>not</b> to be worn.	
<b>Socks</b> • Plain Black or Grey Ankle Socks.	No coloured socks of any kind.	
<b>Shoes</b> • Black (upper and sole). • Smart, plain and polishable. • They must be worn to and from school. • Students require plain white trainers for PE and they must be suitable for running. Students will not be permitted to wear converse, Nike Air Force or any Vans style shoe. • Students require moulded football boots for PE	Velcro Fastening is not Permitted. Boots are <b>not</b> allowed - 'Kickers' and 'Timberland' style boots are <b>not</b> correct. Trainer-style shoes or canvas style footwear are <b>not</b> appropriate as formal school footwear and are therefore <b>not</b> allowed. Students are <b>not</b> permitted to bring trainers into school other than for PE lessons	
<b>Coat</b> • Black Coat with no visible logos.	Should be removed in the classroom at the start of the lesson and put on the back of the chair. Gilets, body-warmers & fur trims are <b>not</b> permitted.	
<b>School Scarf &amp; Hat</b> • Plain Black or Purple Scarf • Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional)	Baseball caps and other hats are <b>not</b> permitted. Scarves and hats should be put in bag or locker except during break and lunch.	
<b>Official School Bag</b> • Black Backpack with Embroidered William Perkin Crest.	Compulsory - should be purchased from the official school uniform supplier. Please note that bags will need to be replaced if defaced e.g. badge coloured in.	
<b>Hair</b> • Must be tidy. Spiky styles may only be worn if the hair is less than 2cm. • Fringes should <b>not</b> cover the eyes. • Hair should be at least grade 1.	Skin-fades and undercuts are <b>not</b> permitted Long hair should be combed downwards or tied back. Sports Headbands are <b>not</b> permitted No designs should be shaven into the hairstyle or eyebrows. Dyed hair should be a natural colour and two-tone hair is <b>not</b> permitted. Different lengths on each side and extreme differences in length on the top and sides are <b>not</b> permitted.	
<b>Jewellery</b> • One small single gold or silver stud earring may be worn in each ear lobe. • Rings, necklaces, bracelets etc. should <b>not</b> be worn	Jewel studs of any size are <b>not</b> acceptable. Diamante ear-studs are <b>not</b> to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. <b>Excuses that they cannot be taken out because they have only just been done will not be accepted and students will be instructed to remove them.</b>	
<ul style="list-style-type: none"> <li>• School uniform should be worn correctly on the way to and from school, and certainly before students enter the school gates.</li> <li>• Students who wear incorrect uniform will be asked to return home to change and return to school as soon as they have done so.</li> <li>• Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly.</li> <li>• If in doubt, then the likelihood is that it is wrong. Please do not risk buying your son an item which is incorrect because they say "everyone's got them"</li> </ul>		

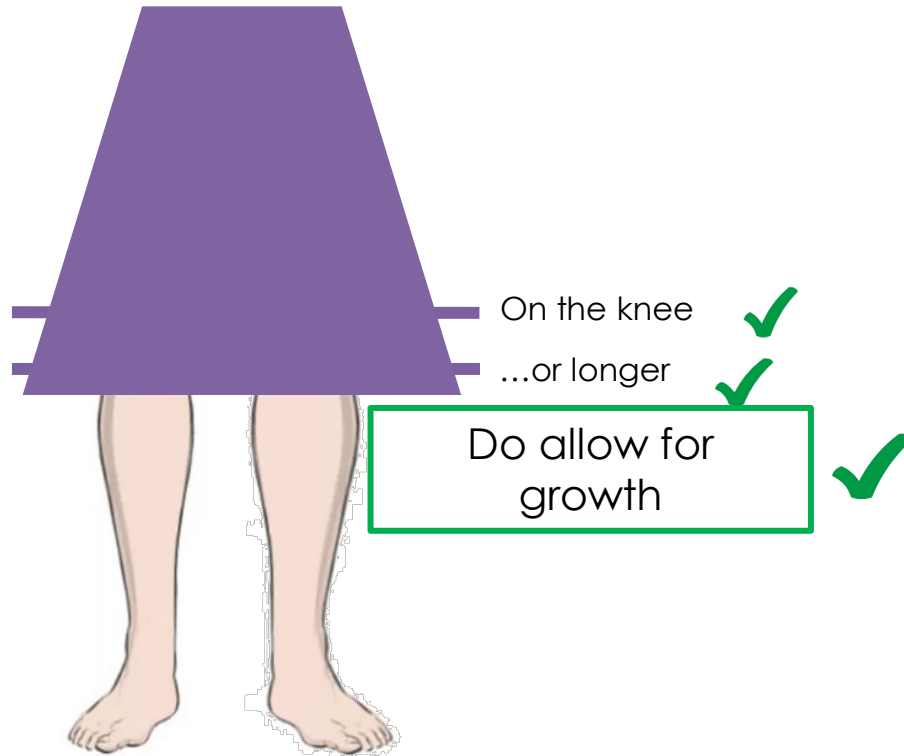


"I have come that you may have life and have it to the full" – John 10 v 10

# Learning Culture: Uniform: common errors!

Business-like & respectable

Use the School supplier  
*(or buy 2<sup>nd</sup> Hand from the PTFA)*

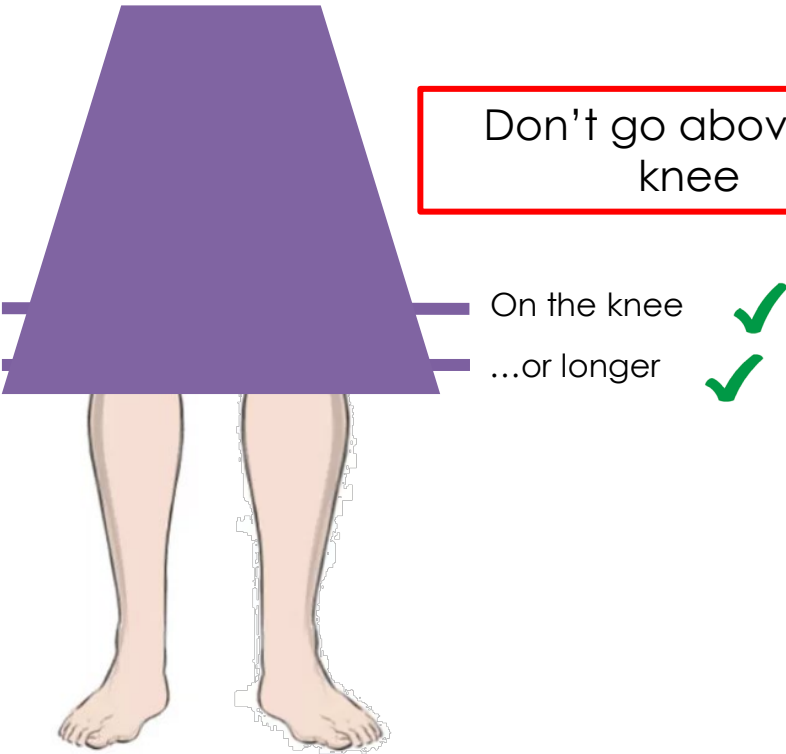


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# Learning Culture: Uniform: common errors!

Business-like & respectable

Use the School supplier  
*(or buy 2<sup>nd</sup> Hand from the PTFA)*



Don't go above the knee



Trousers are standard grey



Not Black



# Learning Culture: Uniform: common errors!



ay have li

ohn 10 v 10

# Learning Culture: Attendance and Punctuality

No Absence	10 days absence	12 days absence	19 days absence	29 days absence	38 days absence
190 days of education	180 days of education	178 days of education	171 days of education	161 days of education	152 days of education
<b>100%</b>	<b>95%</b>	<b>94%</b>	<b>90%</b>	<b>85%</b>	<b>80%</b>
<b>Very Good</b>		<b>Worrying</b>		<b>Serious Concern</b>	
Best chance of success. Gets your child off to a flying start!		Less chance of success. Makes it harder for your child to make progress.		Your child will find it very difficult to make progress. May result in court action!	

**96% + = our minimum aim**

**less than 90% = persistent absentee (possible court action)**

# How to use the pastoral system to help your son/daughter

## Help your child work on making good choices

- Discuss conduct points weekly and identify learning points
- Celebrate when they have done well!
- Notice if the numbers rise above 2 per week and look out for patterns in negative points (e.g. prep, talking in the building)
- Ensure his/her uniform is smart & there is an appropriate fit
- Ensure he/she leaves the house to arrive at school on time
- Ensure he/she has all the necessary school equipment



Stage 0 Classroom teacher	Stage 1 Form Tutor	Stage 2 Head of Year / Assistant HoY	Stage 3 Head of Key Stage	Stage 4 Deputy Head	Stage 5 Deputy Head / Head teacher
<b>Threshold</b> <10 negatives	<b>Threshold</b> 10 negatives per Half Term	<b>Threshold</b> 20 negatives per Half Term	<b>Threshold</b> 35 negatives per Half Term	<b>Threshold</b> 50 negatives per Half Term*	<b>Threshold</b> 75 negatives per Half Term**
<b>Other Risk Indicators</b> <ul style="list-style-type: none"> <li>96% + attendance</li> <li>On track</li> <li>Positive engagement (learning habit grades)</li> <li>Minimal conduct points</li> <li>Good punctuality</li> </ul>	<b>Other Risk Indicators</b> <ul style="list-style-type: none"> <li>90-96% attendance</li> <li>Off-track</li> <li>Variable <u>engagement</u> (learning habit grades)</li> <li>Poor punctuality</li> </ul>	<b>Other Risk Indicators</b> <ul style="list-style-type: none"> <li>Below 90% attendance</li> <li>Very off-track</li> <li>Poor engagement (learning habit grades)</li> <li>Poor punctuality</li> <li>Internal suspension(s)</li> </ul>	<b>Other Risk Indicators</b> <ul style="list-style-type: none"> <li>Below 90% attendance</li> <li>Significant &amp; sustained underachievement</li> <li>Negative engagement (learning habit grades)</li> <li>Internal / External suspension(s)</li> <li>Poor punctuality</li> </ul>	<b>Other Risk Indicators</b> <ul style="list-style-type: none"> <li>Severe absenteeism 50%</li> <li>Regular pattern of truancy / unexplained absence</li> <li>Significant &amp; sustained underachievement</li> <li>Negative engagement (learning habit grades)</li> <li>Multiple external suspensions</li> <li>Persistent poor punctuality</li> </ul>	<b>Other Risk Indicators</b> <ul style="list-style-type: none"> <li>Emotional <u>school based</u> refusal</li> <li>Dangerous behaviour</li> <li>Poses risk to others</li> <li>Extreme disengagement</li> <li>Multiple external suspensions / long external suspension</li> </ul>
<b>Diagnostics</b> <ul style="list-style-type: none"> <li>Quarterly assessment results</li> <li>Quality of book work</li> <li>Quality of planner</li> <li>Literacy screening</li> <li>Assessment for Learning</li> </ul>	<b>Diagnostics</b> Pastoral stage 0, and: <ul style="list-style-type: none"> <li>Attendance %</li> <li>No. lates to school</li> <li>Conduct <u>points</u></li> </ul>	<b>Diagnostics</b> Pastoral stage 1, and: <ul style="list-style-type: none"> <li>Stage 1 reports outcomes</li> <li>Reintegration meeting paperwork</li> </ul>	<b>Diagnostics</b> Pastoral stage 2, and: <ul style="list-style-type: none"> <li>Stage 2 reports outcomes</li> </ul>	<b>Diagnostics</b> Pastoral stage 3, and: <ul style="list-style-type: none"> <li>Stage 3 reports outcomes</li> </ul>	<b>Diagnostics</b> Pastoral stage 4, and: <ul style="list-style-type: none"> <li>Stage 4 reports outcomes</li> </ul>
<b>Possible Interventions</b> <ul style="list-style-type: none"> <li>Differentiation</li> <li>Adaptive teaching</li> <li>Learning Culture</li> <li>Etiquette</li> <li>Literacy Programme</li> <li>Pastoral Programme</li> <li>Modified Seating Plans</li> <li>Top of the Pile Marking Study Club</li> <li>Positive support card</li> <li>Referral to Head of Dept./Head of Key Stage</li> <li>Subject support card</li> <li>Teacher-home contact</li> </ul>	<b>Possible Interventions</b> Pastoral stage 0, and: <ul style="list-style-type: none"> <li>Daily detentions</li> <li>Tutor support card</li> <li>Tutor-home contact</li> <li>Compulsory study club</li> <li>Weekly planner / book check</li> <li>Attendance procedure (at risk of Persistent Absenteeism)</li> </ul>	<b>Possible Interventions</b> Pastoral stage 1, and: <u>Academic:</u> <ul style="list-style-type: none"> <li>Intervention classes</li> <li>Set <u>change</u></li> </ul> <u>Pastoral:</u> <ul style="list-style-type: none"> <li>Time out</li> <li>HOY support card</li> <li>HOY/AHOY-home contact</li> <li>Internal mentoring referral</li> <li>School counsellor referral</li> </ul> <u>Attendance:</u> <ul style="list-style-type: none"> <li>Attendance procedure (Persistent Absenteeism)</li> </ul>	<b>Possible Interventions</b> Pastoral stage 2, and: <u>Pastoral:</u> <ul style="list-style-type: none"> <li>SLT support card</li> <li>Individual Behaviour Plan (IBP)</li> <li>School counsellor</li> <li>AHT-home contact</li> <li>Inclusion team-home contact</li> <li>Intervention referral (e.g. referral to SAFE, CAMHS)</li> </ul> <u>Attendance:</u> <ul style="list-style-type: none"> <li>Attendance procedure (Persistent Absenteeism)</li> </ul>	<b>Possible Interventions</b> Pastoral stage 3, and: <u>Academic</u> <ul style="list-style-type: none"> <li>Reduced curriculum</li> </ul> <u>Pastoral</u> <ul style="list-style-type: none"> <li>Personal Support Plan (PSP)</li> <li>Intervention referral (e.g. Clinical psych, Behaviour consultant)</li> <li>Liaison with SENCo (where appropriate)</li> </ul> <u>Attendance:</u> <ul style="list-style-type: none"> <li>Attendance procedure (Local Authority attendance team)</li> </ul>	<b>Possible Interventions</b> Pastoral stage 4, and: <ul style="list-style-type: none"> <li>Daily home contact</li> <li>Trust managed move</li> <li>Alternative provision</li> </ul> <p><b>Students at this stage will be at risk of Permanent Exclusion, including for persistent <u>disruption</u></b></p>

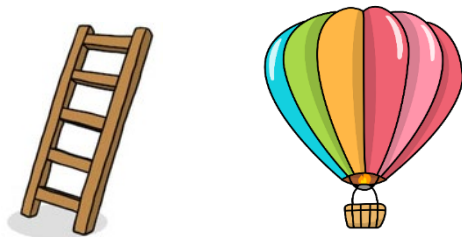
\* this is likely to trigger an internal suspension for persistent disruption

\*\* this is likely to trigger an external suspension for persistent disruption

**Note:** the stages, including the possible interventions, have been designed to be indicative not prescriptive

# Wider Learning Opportunities

- Students must attend a minimum of one EE per week.
- Extended Electives begin at 3:45 and will finish at 4:45/5.
- Students must be committed to their EE and attend weekly.
- There will also be KS4 study club daily from 3:30pm-5pm.



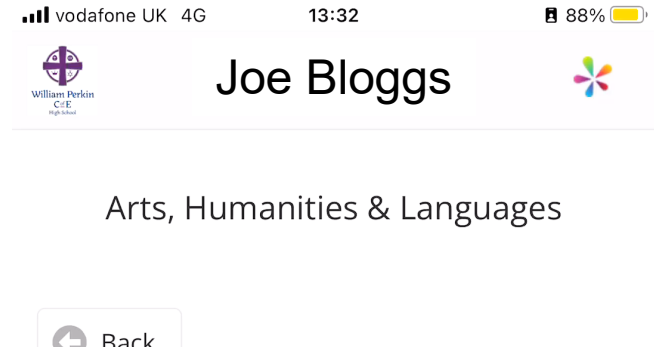
All Extended Electives: Autumn Term 24-25

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cricket</b> After School Sports Hall	<b>Junior Basketball (Y7 and 8)</b> Before School Sports Hall	<b>Senior Basketball (KS4&amp;5)</b> Before School Sports Hall	<b>Girls' Football (Y7&amp;8)</b> After School ATP	<b>Level Two Coaching (KS5)</b> After School (After October half term)
<b>Gardening</b> After School 2.01	<b>Badminton (Y9-13)</b> After School Sports Hall	<b>KS5 Critical Reading</b> Lunchtime (p5b) 1.06	<b>WP Times &amp; Creative Writing</b> After School 3.12	<b>Girls' Cricket Academy</b> After School Sports Hall
<b>Netball (Y7 and 8)</b> After School MUGA	<b>Netball (Y9, 10 and 11)</b> After School MUGA	<b>Big Questions Group</b> After School Chapel	<b>Girls' Basketball</b> After School Sports Hall	<b>Cricket Academy</b> After School Sports Hall (invite only)
<b>Boys' Rugby</b> After School Sports Hall	<b>Boys' Football (Y10 and 11)</b> After School ATP	<b>Volleyball (Y10-13)</b> After School Sports Hall	<b>Junior History Scholars (KS4)</b> After School 3.06 (invite only)	<b>Student Leaders' Meetings</b> Ground Floor Classrooms (after Oct half term - invite only)
<b>KS4 Book Club</b> After School Library	<b>Girls' Handball (Y7 and 8)</b> After School ATP	<b>Boys' Handball (Y7 and 8)</b> After School ATP	<b>Film Club</b> After School 1.07	<b>KS4 World Cinema</b> Lunchtime (p5a) 0.04
<b>Girls Football (Y9-13)</b> After School ATP	<b>Boys' Football Years 7 &amp; 8 (QPR)</b> After School Field	<b>Junior Choir</b> Lunchtime (p5b) PC	<b>Fitness (Y10-13)</b> After School Fitness Suite/D&D	<b>Music Tech Club</b> Lunchtime (p5b) MR2
<b>Boys' Football (Y9)</b> After School ATP	<b>KS3 Band</b> MR1 After School (invite only)	<b>WP Brass</b> After School MR2	<b>Woodwind Ensemble</b> Lunchtime (p5b) PC	
<b>Literati (KS4)</b> Lunchtime (p5a) 1.06 (invite only)	<b>Guitar Ensemble</b> After School MR2	<b>Gospel Choir</b> After School PC	<b>6<sup>th</sup> Form Jam</b> After School PC	
<b>Year 9 Band</b> After School MR1	<b>Board Games Club</b> After School 2.11	<b>VI Form Football (Boys)</b> P6 and 7 ATP	<b>Retro Computing (KS5)</b> After School 2.12 (invite only)	
<b>Senior Band</b> After School MR1 (invite only)	<b>Further Maths (Y11)</b> After School 2.04 (invite only)	<b>VI Form Netball</b> P6 and 7 MUGA	<b>Further Maths 2 (Y10)</b> After School 2.10 (invite only)	





To view clubs, you must expand the category by clicking the category bar. Our extended electives are



Once logged into

SO  
pa  
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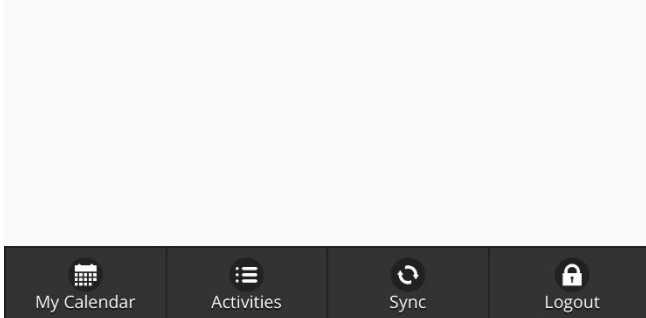
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Autumn term, click on 'Activities':

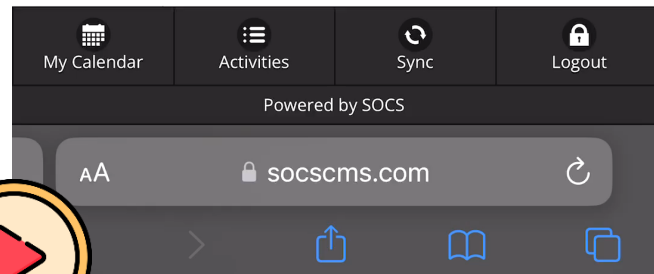
To secure their place, your child will need to ensure they attend the first session of that Extended Elective when the registers will be finalised.

**Places will be allocated on a 'first come, first served' basis so when the club is full, you will no longer be admitted.**

Once you are signed up, you have **committed** to attend every week.



**Study, Learning and Inclusion**  
When you click on a category, you will be able to see all of the extended electives available to you in that category.



# It's the final countdown- every minute counts

# 34 weeks...





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

# The Year 11 Team

**Head of KS4: Mr Rake**

**Head of Year 11 : Mr Maseko**

**Deputy Head of Year 11 : Mr McDonald**

**Watt**

**Pascal**

**Einstein**

**Rutherford**

**Kelvin**

**Isambard**

**Newton**

Mr Hingston

Mr Pau

Ms Kapila

Ms Cooper

Miss  
Docarragal

Miss Dixon

Miss Adams

# Safeguarding Notices

Miss E Waspe

Deputy Headteacher

# Safeguarding: child protection team



Miss Waspe  
Designated Safeguard Lead



Ms Campbell  
Deputy DSL



Mrs V Davies  
Mental Health Lead  
HOY 12



Mr R Rake  
Assistant Headteacher  
KS4



Miss C Lovell  
Assistant Headteacher  
KS3



Mr J Chugg  
Head of Year 9



Mrs J Hall  
Pastoral Manager  
(SEN)



Mr M Chanda  
Lead Mentor

# Safeguarding: child protection

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



Department  
for Education

**Keeping children  
safe in education**



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



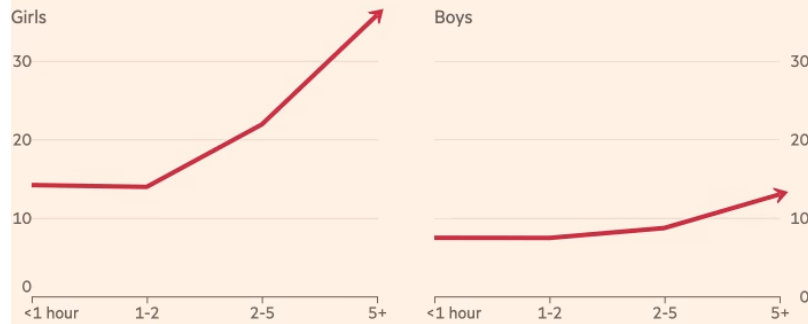
Children spend more time than ever using screens and social media, with the number of hours spent online rising considerably during the COVID-19 pandemic. In March 2020, the coronavirus outbreak led to lockdowns and social distancing. Not surprisingly, younger people spent extended time engaged with digital media; increased screen time eventually became a habit. Most forms of activity have returned to near-normal, yet parents can't help noticing that kids' technology use is still high. Regrettably, the time spent on digital devices has caused an increase in bullying and abusive language among children on social media.

Of all the social media networks, kids on YouTube are most likely to be bullied at 43%, followed by Facebook at 35%, TikTok at 28%, Roblox at 27%, and Instagram at 26%. Victims of cyberbullying are at risk of depression, anxiety, low self-esteem, poor school performance, not to mention suicidal behavior. Even if cyberbullying is a relatively new phenomenon, the consequences are far-reaching, so parents must reassure their children of their love and support.



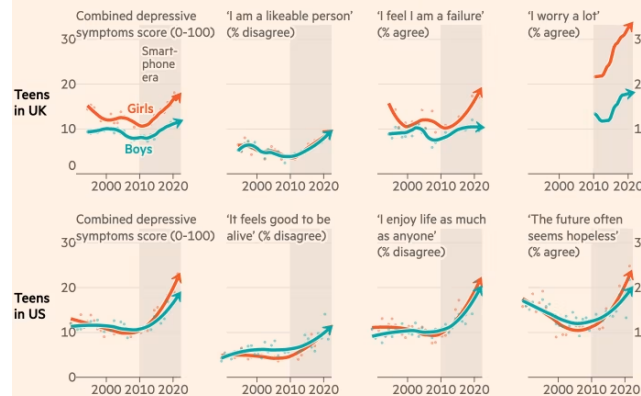
**Girls are especially vulnerable to social media, with large amounts of screen time linked to negative psychological impacts including self-harm**

Percentage of British teenagers who had self-harmed in the past year, by daily amount of screen-time on social media



Sources: FT analysis of Millennium Cohort Study (UK) wave 6, based on prior work by Jean Twenge  
 FT graphic by John Burn-Murdoch / @burnmurdoch  
 © FT

**Depression, anxiety and other mental health problems are soaring among teenagers in the UK and US, especially among girls**



Sources: FT analysis of Understanding Society (UK) and Monitoring the Future survey (US), based on prior work by Jean Twenge  
 FT graphic by John Burn-Murdoch / @burnmurdoch  
 © FT



**Smartphone ban for kids 'worth considering' - MPs**




BBC / ANN GANNON

## What are the age restrictions on social media?


### 13

Facebook  
Twitter  
Instagram  
Snapchat  
TikTok  
Kik  
Ask.fm  
Houseparty  
Periscope  
Tumblr  
Reddit  
Pinterest



### 13+


Whatsapp  
YouTube  
WeChat  
Whisper  
Yubo



(13+ means with parental consent)


### 16



LinkedIn



### 18

Tinder  
Bumble



## WHAT YOU CAN DO

Most websites and apps have rules against bullying and harassment, and can help if it's happening to you or someone you know.

If you've seen or experienced bullying on social media, it's important to:

- report what's happened on the site or app
- block the people bullying you
- take screenshots of nasty messages, but don't reply to them
- tell someone you trust, like your parent, carer or a teacher.

Snapchat Support > Safety and security > How to report > Report abuse

### How to report abuse on Snapchat

You can report abuse on Snapchat, including harassment, bullying or other safety concerns.

Learn how to report content you see on Snapchat, or report a Snapchat account. Together we can keep Snapchat a safe place and a strong community.

**Please note:** If you can't report something using the Snapchat app, you can [report things to us on the web](#), instead.

#### Reporting a Snapchat account

To report someone's Snapchat account, open the Chat screen, **press and hold** on the Snapchatter's name, tap **'Manage Friendship'** and tap **'Report'**.

#### Reporting a Snap or Story on Snapchat

To report a Snap or Story you see on Snapchat, **press and hold** on it and tap **'Report Snap'** to let us know what's going on.

You can report different types of content on Snapchat by pressing and holding this way. You can report:

- Direct Snaps
- My Stories
- Shared Stories
- Public user Stories
- Snaps on the Snap Map
- Snaps on Spotlight

#### Report a Public Profile



The William Perkin student guide to what happens if you see or experience unkindness



**Unkindness occurs**

You hear, see or experience **unkindness**. This could be physical, verbal, in person, or online.



**Report it**

- **Say it:** Tell your Head of Year, tutor, teacher, mentor
- **Type it:** Send an email to a member of staff
- **Write it:** Drop it into our tip box in reception

**Investigate it**

- Staff will speak to and take statements from all involved
- The investigation will help staff to decide is it **bullying** (a number of events) or **one off unkindness**.



**Sanction and reward**

- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

**Educate**

- Staff will re-educate those of who have been unkind
- Staff will hold restorative meetings if needed
- Staff will speak to families to update them
- You can check in with your tutor





## How Do I Know if My Child Is Vaping?

Start by asking your child in a nonjudgmental, concerned way if they have tried vaping. You want to encourage conversation, not shut it down. Even if you don't think your kids vape, talk about it with them anyway so they know it's unhealthy.

Signs of vaping include:

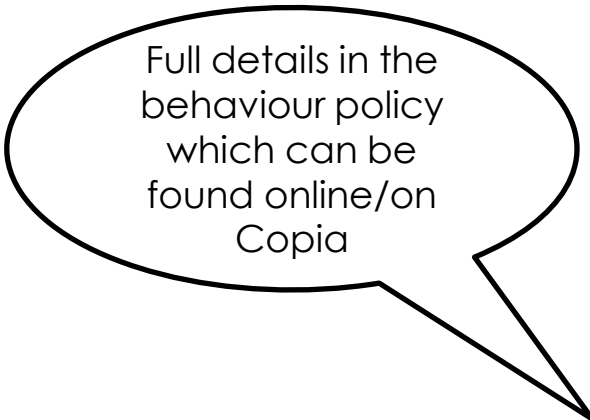
- new health issues such as coughing or wheezing
- e-cigarette supplies, like cartridges or other suspicious looking items
- new smells (some flavored e-cigarettes have been banned, but many remain on the market — so parents might notice fruity or sweet scents)

## What Should I Do if My Child Vapes?

Your child will need your help and support to quit. Help them find the motivation to stop vaping. You might want to talk about:

- wanting to be the best, healthiest version of themselves
- not wanting to be addicted
- avoiding health effects including impotence and decreased sports performance
- not wanting to increase anxiety or depression
- saving money
- going against advertising that targets young people

# Behaviour Expectations



Full details in the behaviour policy which can be found online/on Copia

The school will **always** permanently exclude a pupil for the following:

- a) Having an offensive weapon\* in school
- b) Possession of any illegal drugs in any form in school
- c) Supply or intent to supply illegal drugs in or out of school
- d) Assaulting a member of staff

*\*Offensive weapon in the school context includes knives of any description or size – pocketknives, craft knives etc*

Permanent exclusion **may** also be the sanction imposed for:

- persistent failure to comply with the school's Behaviour Policy
- misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school
- serious misuse of social media
- sexual assault, sexual harassment and / or sexually inappropriate behaviour or language
- making, possessing and showing/posting/sending to another pupil a sexually explicit image, including a sexually explicit image of themselves

## Money Matters

### Parent Pay



ParentPay<sup>®</sup>

Vital tool for dinner money and payments for trips and music lessons.  
Please log in regularly so that you can ensure your child's dinner money is always topped-up and in credit.

We are no longer able to allow students to go into 'minus' when purchasing food and will have to refuse to serve them if their account is on zero: you must ensure their account is kept topped up.

FREE TOAST FOR ALL STUDENTS  
AT  
**BREAKFAST**  
EVERYDAY



**START YOUR DAY WITH A  
FREE SLICE OF TOAST**

Speak to your Chef for more details

Impact Food Group 2024

**Money Matters**

**School Fund**



A big thank you to parents for the generous donations that you have made to the school fund.



# Trust Updates

# School Standards



## Progress

Do students achieve well compared to their starting points ?

Do we add value ?

Progress score	Range	Which means...
Trust average	0.9-1.4	Students at Trust schools achieve more than a $\frac{3}{4}$ of a grade better in every subject for every child (and in many cases, students achieve more than a grade better!)

## Progression

Are students enabled to move onto the best possible pathway for them ?

Have we helped them make good choices ?

Look back at your Q4 results.

Turn to Page 24

Think back to your Reflection lessons – do you know **exactly** what went well this year and **exactly** what to improve?

With the results you have in front of you, **what are you able to achieve?** Is your Plan A feasible at the moment? If not, **what do you need to do** to make it achievable?

**TASK:** Complete your most up-to-date version of your Plan A, B, C.

You should take into account your results, how well your year has gone and what you have learnt from your work experience.

MY FUTURE STORY



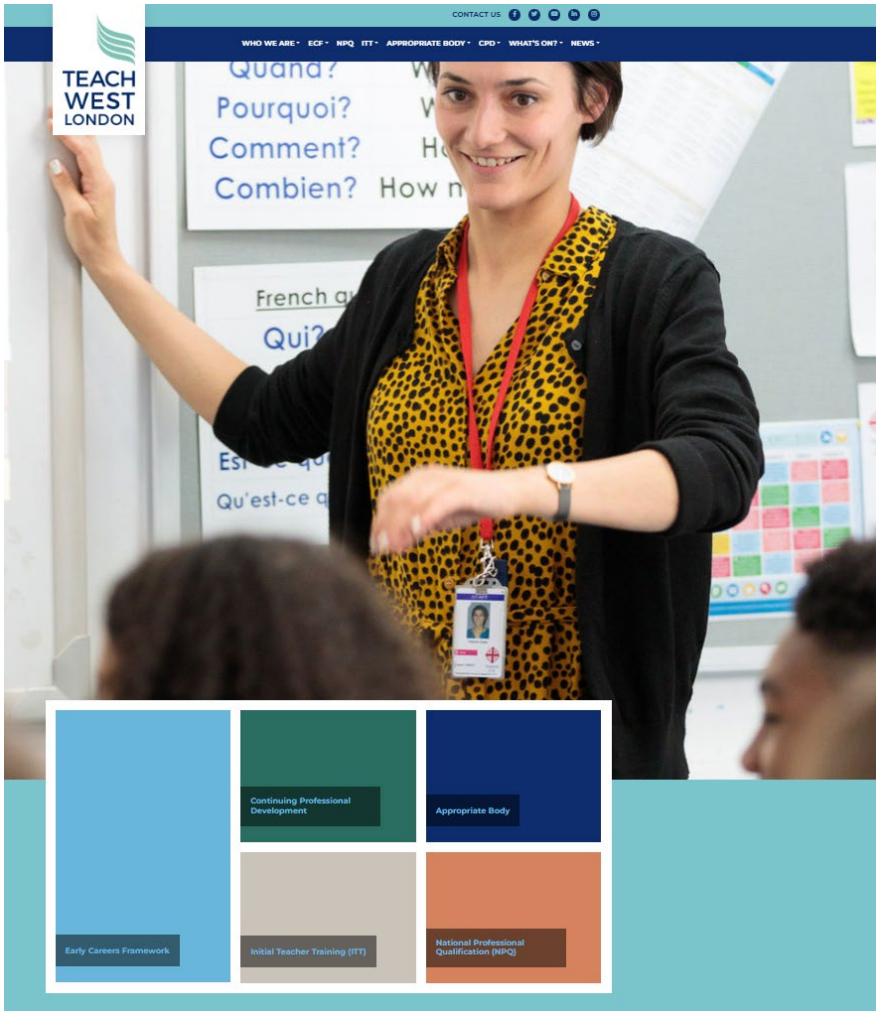
**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION

**BTEC**

**Harrow COLLEGE**

**UC**  
UXBRIDGE COLLEGE

# TWL: Teaching School Hub



## Professional Development for Teachers & Leaders

- Ealing
- Harrow
- Hillingdon
- Hounslow

Supporting over 1000 Early Career teachers and 450+ Leaders in their professional development



118 Trainee teachers enrolled

Teachers are a scarce and precious resource...

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

# Inspired to pursue a career with lasting impact?



## Train to teach with us



Choose where you teach



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Support to succeed



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Early Career Teacher

Specialist teacher

Leadership

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NPQ

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Leading Teacher development  
Leading Behaviour and Culture  
Leading Literacy  
Leading Primary Maths

Early Years Leadership  
SENCO  
Senior Leadership  
Headship

Contact us today - [ITT@teachwestlondon.org.uk](mailto:ITT@teachwestlondon.org.uk)

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

Heavenly Father,  
you call us your children  
and desire good gifts for us.  
As we start our learning this year,  
help us to live as one community:  
so that we make progress in our subjects  
and progression in loving one another,  
leading to an abundant life for all.

**Amen.**

All shall be well;  
**and all shall be well.**

And all manner of things shall be well.  
**All life is a precious thing**

Held in the palm of God's hand.  
**Amen.**



William Perkin  
Cof E  
High School

*'Intelligent engagement with the wider world'*