



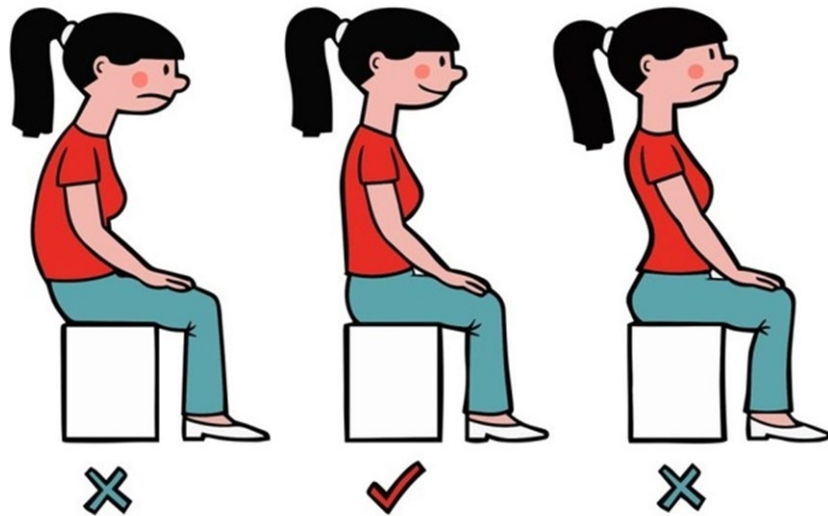
Twyford
CofE
Academies Trust

Twyford CofE Academies Trust

Yr 12 Information Evening

Led by: Mrs Davies

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.**

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.



Our 10:10 ethic

Theme for the Year

Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

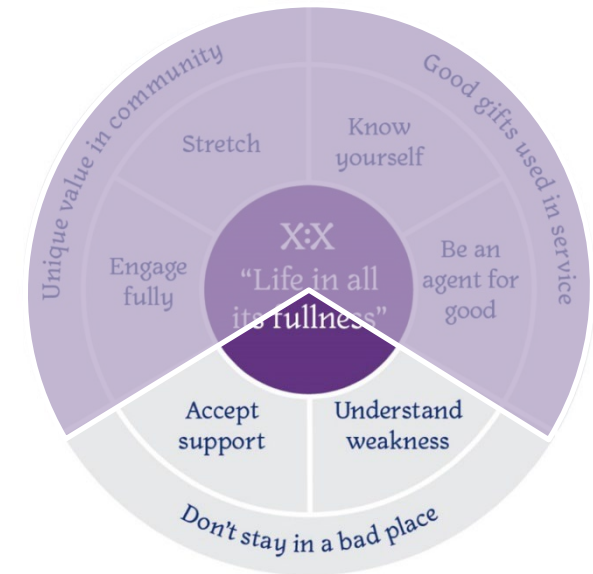
He makes me lie down in green pastures,
he leads me beside quiet waters,
he refreshes my soul.

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.



Our 10:10 ethic

"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.

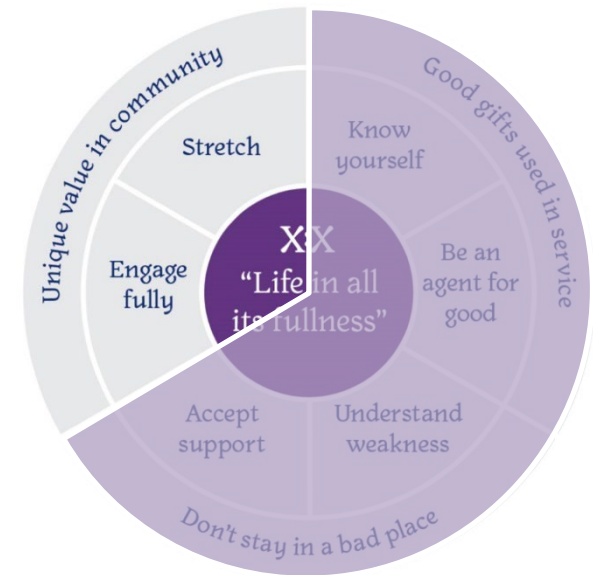
He makes me lie down in green pastures,
he leads me beside quiet waters,
he refreshes my soul.

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.



Our 10:10 ethic

"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.

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.

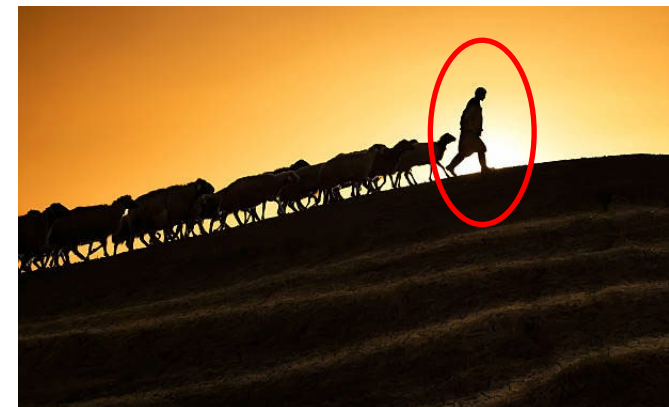
Even though I walk
through the darkest valley,
I will fear no evil,
for you are with me;
your rod and your staff,
they comfort me.

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.



Our 10:10 ethic



William Perkin
C of E
High School

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.



Ethos of self-regulation at the Trust



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



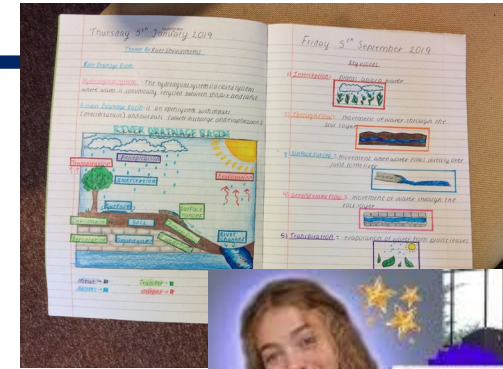
Learning Habits Grade descriptors

Classwork		
	Descriptors for the teacher	Student indicators
(1) an example to others	<ul style="list-style-type: none"> Consistently has the correct equipment, with excellent uniform and alert posture. 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. 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. Understands the value of silent work and is always silent when necessary. 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. <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"> I always have all my equipment, I wear my uniform with pride and sit up straight in class. 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. 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. I know how important it is to be silent in class when the teacher asks me to be and I always listen intently. I work well in a team because I know how to listen intently to others as well as giving my own ideas. I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation. 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.



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



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



School Progression Outcomes: Post-18

Medicine
Physics
Biological Sciences
Biomedical Engineering
Law and Politics
Chemical engineering
Economics
Art Foundation
Psychology with Criminology
Aerospace Engineering
Motorsport Engineering
War studies
Fashion Buying and Merchandising for fashion
Football Business & Finance



French Studies and Spanish Studies
Lighting Design
Aeronautics and Astronautics
Modern History
Neuroscience
Philosophy, Politics and Economics
Natural sciences
Philosophy
..and many more!

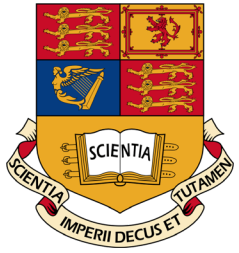
School Progression Outcomes: Post-18



UNIVERSITY OF
CAMBRIDGE



...and many
more!



Imperial College
London



University of
BRISTOL



SOAS
University of London



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

WP Top Destinations and Courses 2024

Top University destinations

University College London

City University of London

Queen Mary University London

Brunel University

Royal Holloway

UCL

King's College London

Loughborough University

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



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

Study
Medicine
at Oxford



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

Study
Medicine
at Oxford

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

Study
Medicine
at
Plymouth



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

Study
Medicine
at Oxford

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

Study
Medicine
at
Plymouth

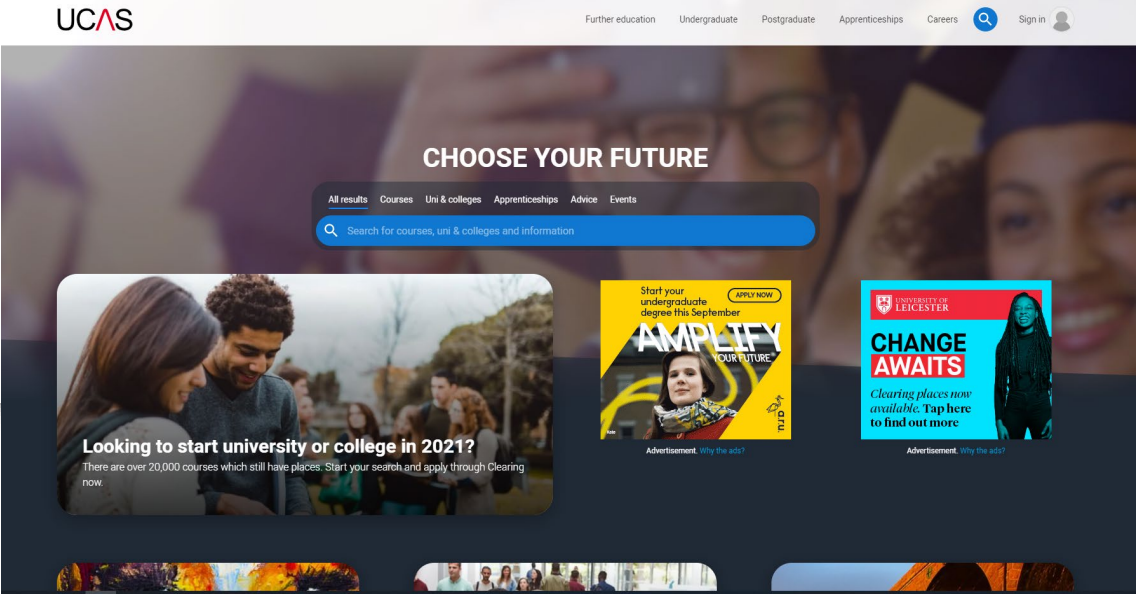
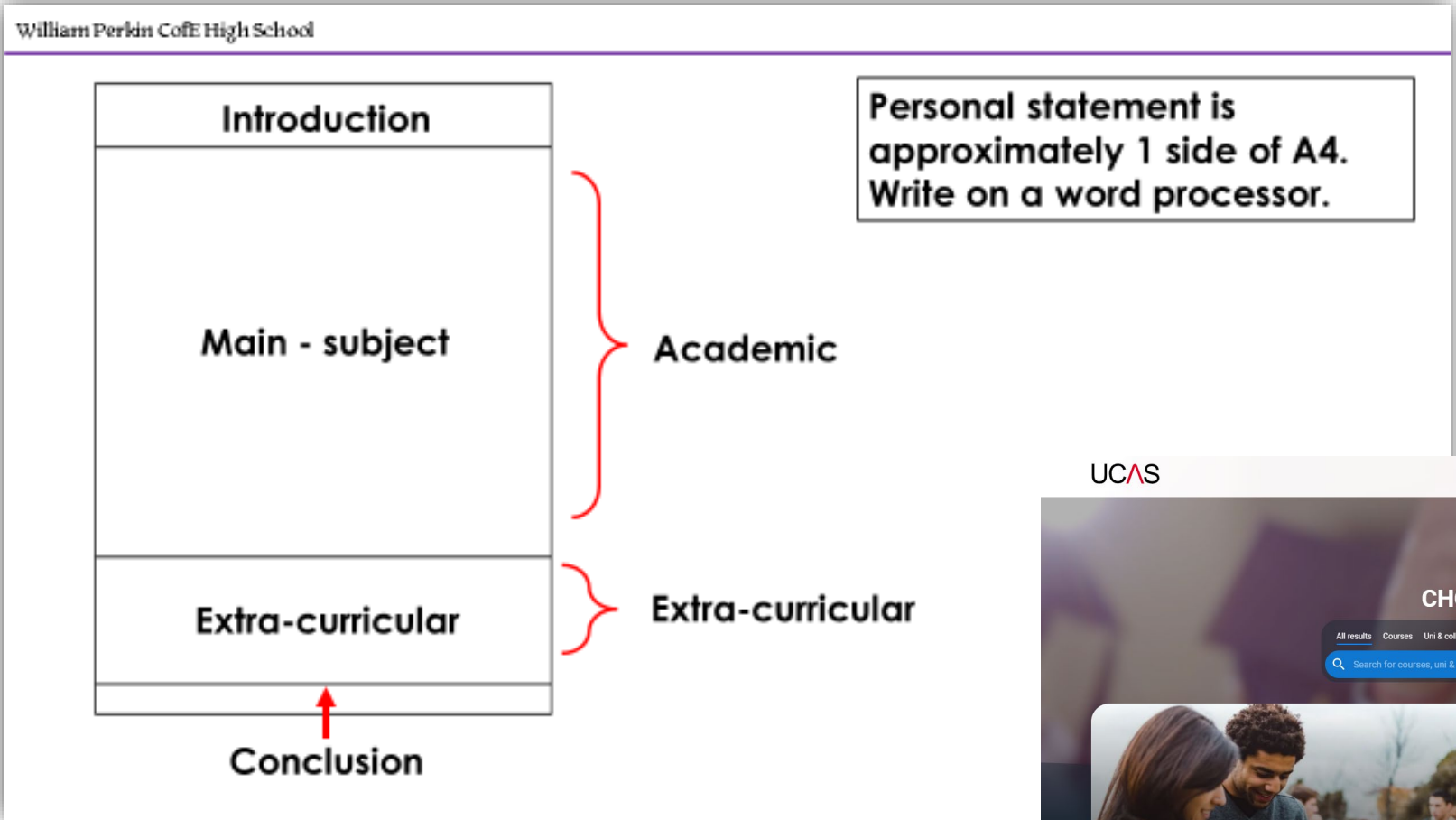
Plan C

Consolidation Position

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

Bio-
medical
science

CIAG: Planning for Future Pathways



CIAG: 1:1 meetings

- Approx. 4 meetings a year (depending on need)
- Focussed on CIAG and general well-being
- Tutors will be writing your references!

Subject	Target Grade	Current Grade	On Track?	CW Effort	HW Effort	Listening Effort
	A	A	On	1	1	1
	A	A	On	1	1	1
	A	A*	On	1	1	1
Form Tutor Comment						
<p>_____ is an extremely conscientious and bright student and is working at the expected level for her A levels. She is always respectful to teachers and fellow class members and has developed a good rapport with the other tutees from the class. She contributes well in class discussions and always articulates herself sensibly in class discussions and small group tasks. She engages well with school activities as she has been part of the mentoring scheme and has actively participated regularly in netball tournaments. _____ is always punctual to registration and tutorial and her overall attendance is at 93.23%. _____ has been actively working to develop her CASE portfolio and has been participating in various activities to support her development in each strand of the CASE. She has been regularly volunteering at a local primary school to support children in the Maths Club. She will be actively participating in the summer school being hosted by Imperial College on the pathways to medicine which is something that _____ is extremely passionate about. To support this further _____ has arranged her work experience at Middlesex Hospital supporting the Haematology department. _____ needs to continue with this committed approach towards her studies so she can achieve high grades in all her subjects.</p> <p style="text-align: right;">Ms K CHAKRABORTY</p>						

Curriculum and Assessment 2024-25

Ms B Gandy
Director of Sixth Form

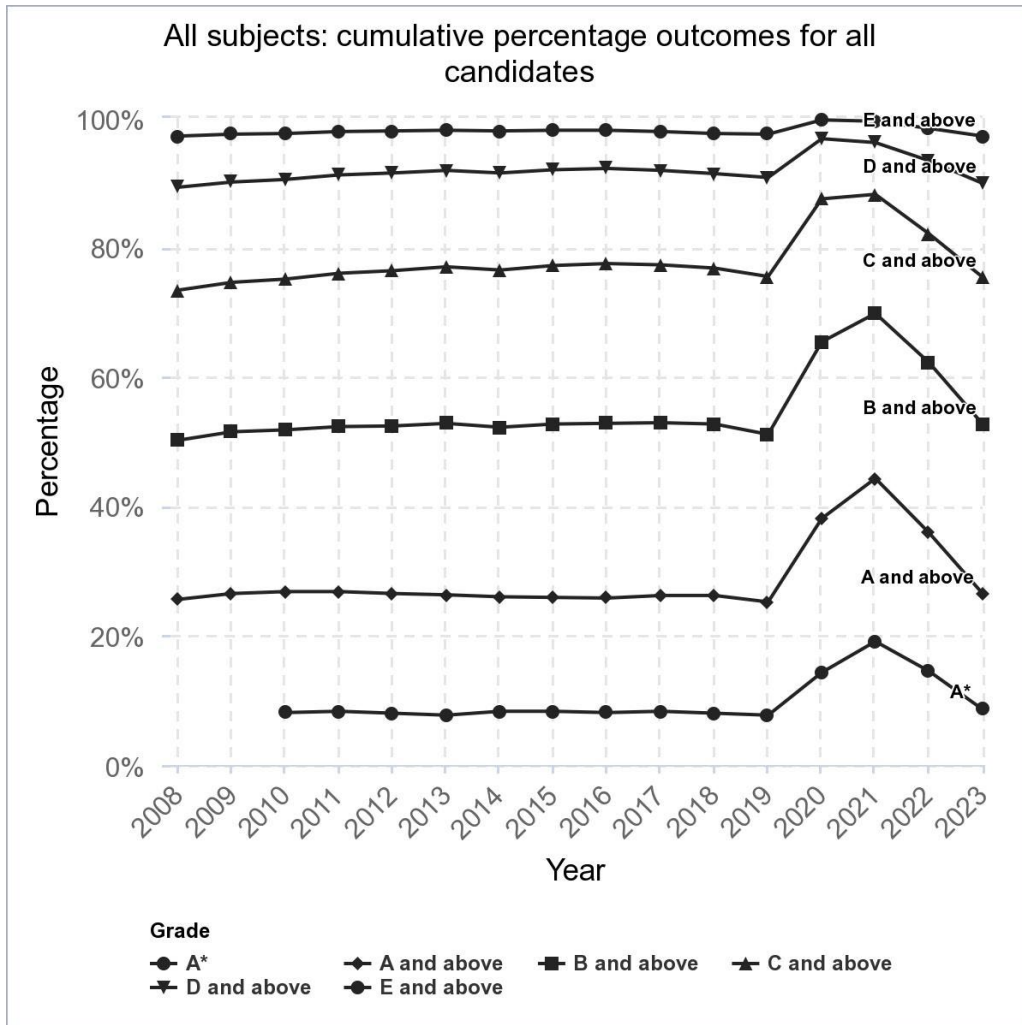
GCSE to A-level Transition: it's tough

“As hard as they may be, the new GCSEs will bring an immense advantage to any A-level study”

From GCSE to A Level
Transition Skills

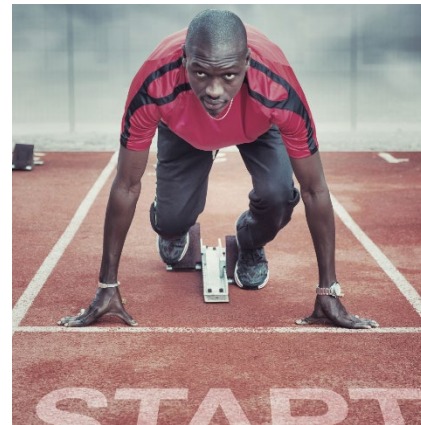


A-levels – are you ready for the jump?



Exam boards have been clear that:

- Grading levels have returned to 2019
- No advance information is provided
- Grade boundaries are harsher



100% of students making...
100% effort...
100% of the time!

Curriculum Structure

Each A Level

Recommended
720 hours of work

≈ 180 hours **in lessons** in Year 12
≈ 180 hours **in lessons** in Year 13

≈ 180 hours **essential study** in Year 12
≈ 180 hours **essential study** in Year 13

If essential study has been successful, when you revise for internal and external exams, it should be revision not re-learning.

Curriculum Structure: work in lessons

I come fully equipped

I am polite and helpful

I am focused
at all times

I care about the
quality of work in
my folder

I am reflective
about myself and
my learning

I walk to my lessons
with purpose

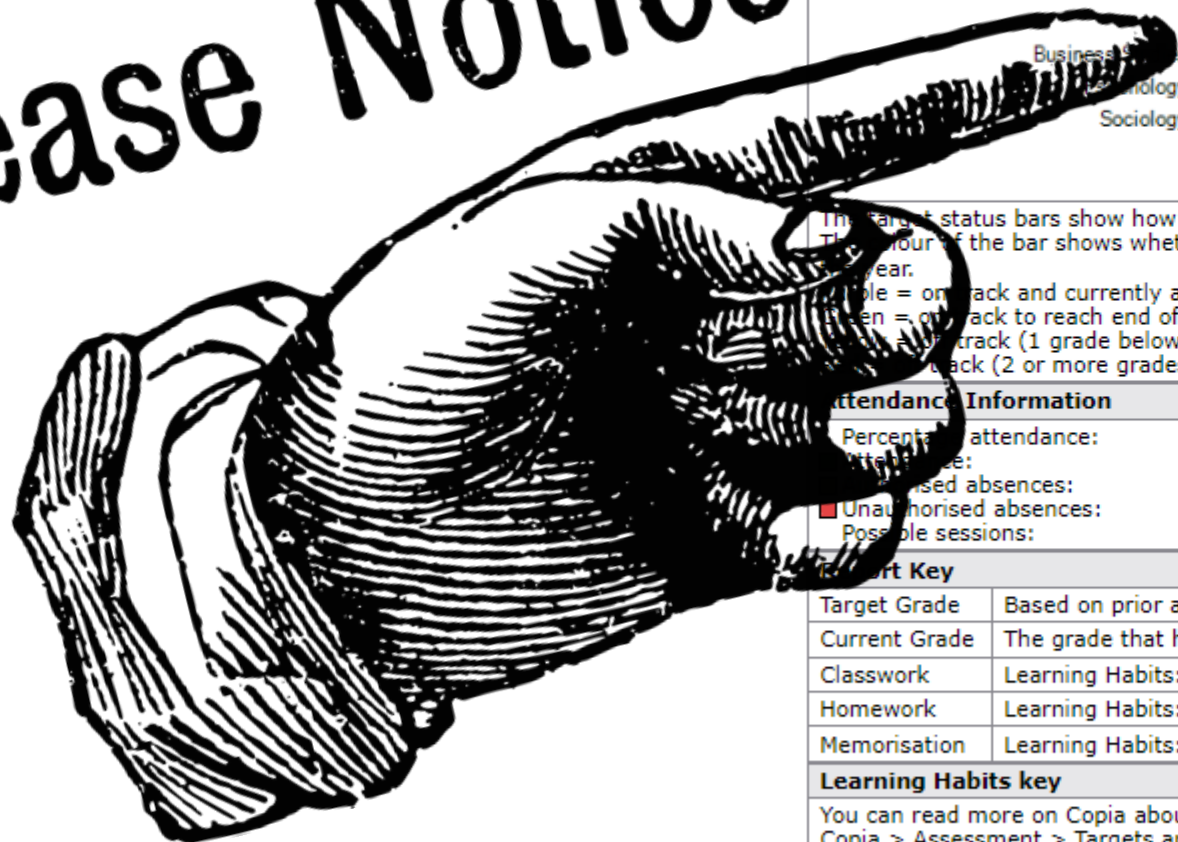
I complete my
essential study for
every lesson, every
day

I engage with the wider
school and community

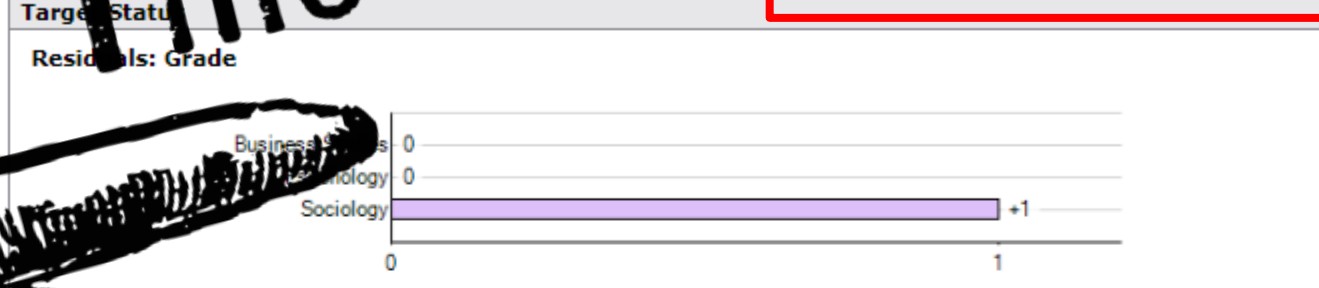
Curriculum Structure: work in lessons

Classwork		
	Descriptors for the teacher	Student indicators
<p>Consistently engaged (1) I lead myself and am an example to others</p>	<ul style="list-style-type: none"> Consistently has the correct equipment, with professional attire and alert posture. 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. 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. Understands the value of silent work and is always silent when necessary. 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. Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid. 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. 	<ul style="list-style-type: none"> I always have all my equipment; I wear professional attire and sit up straight in class. I strive to get to the most challenging outcome I can in a lesson and I often achieve merits for my conduct. 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. I know how important it is to be silent in class when the teacher asks me to be and I always listen intently. I work well in a team because I know how to listen intently to others as well as giving my own ideas. I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation. 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.

Please Notice This



Subject	Target Grade	Current Grade	On Track	Classwork	Homework	Memorisation
Business Studies	C	C	On	1	1	2
Psychology	C	C	On	1	1	2
Sociology	C	B	On	1	1	1



The target status bars show how far the current grade is above or below target. The colour of the bar shows whether the grade is considered 'On Track' to meet the end of year target at this stage in the year.

- Green = on track and currently above end of year target
- Yellow = on track to reach end of year target
- Orange = on track (1 grade below on track)
- Red = on track (2 or more grades below on track)

Attendance Information

Percentage attendance:	98.33%
Attendance:	59
Unauthorised absences:	1
Possible sessions:	60

Report Key

Target Grade	Based on prior attainment data using standard expected progression rates from this starting point
Current Grade	The grade that has been achieved in the most recent assessments
Classwork	Learning Habits: Engagement with work in class
Homework	Learning Habits: Engagement with prep and homework
Memorisation	Learning Habits: Engagement with memorisation

Learning Habits key

You can read more on Copia about the Learning Habit grades on this report.
Copia > Assessment > Targets and Progression

1	Consistently Engaged
2	Usually Engaged
3	Not engaged

Curriculum Structure: work outside of lessons



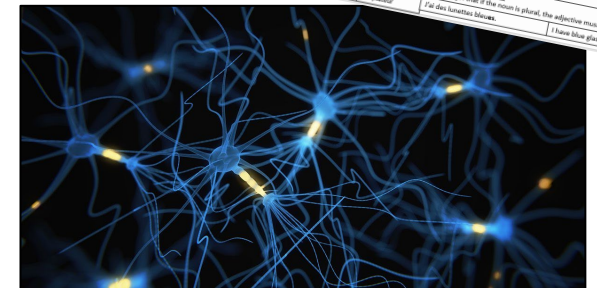
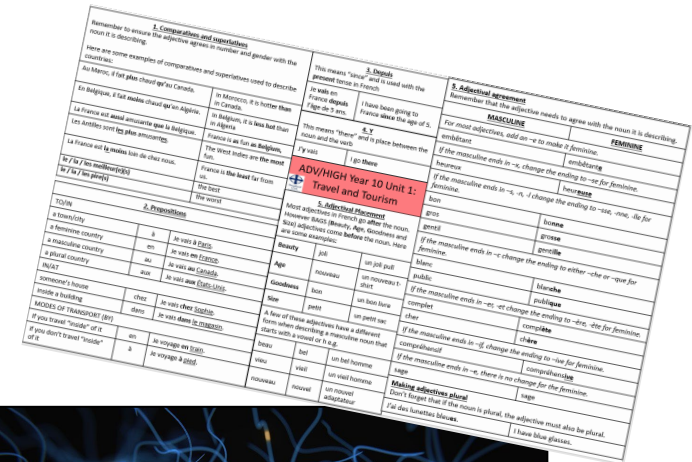
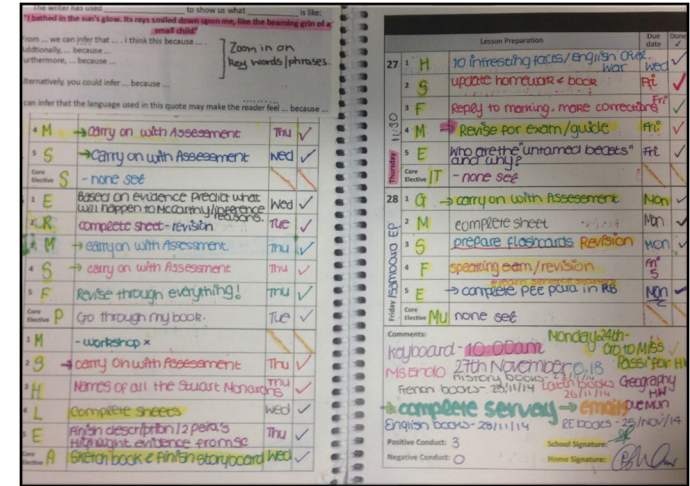
- **Essential Study:** students should be completing approximately 1hr worth of work per subject, per evening.
- **Seminar-style lessons:** five hours per subject, per week.
- **Subject-specific lectures:** university style, minimum of four per year.
- **Revision:** one hour of revision per subject per week (3 in total per week)

How can you help your child navigate Y12? Consolidating learning

Essential Study becomes all the more important from Y12 onwards – A Level course content is huge, so unless students are using opportunities between lessons to consolidate their learning, they will really start to struggle to keep up.

You must check that they know what their Essential Study is and they are recording it, and check they are **completing it each night**.

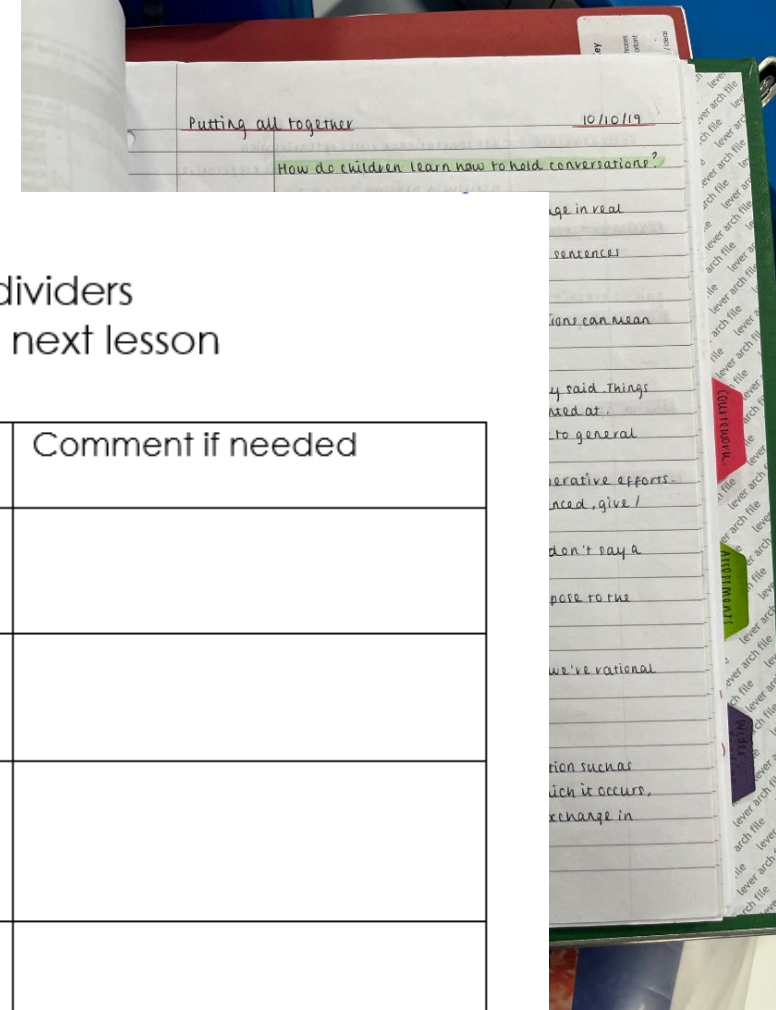
Quizzing your child on what they are learning is a fantastic way to support their retention and recall (aka their memory of what they have learnt!) Please do look for the Knowledge Organisers which can be found in their course handbooks on Copia – these summarise the key knowledge from each topic in every subject; by testing your child on this regularly, you will make a huge contribution to how much they are retaining (and make exam time far less stressful!)



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

How can you help your child navigate Y12? Consolidating learning

What standard of note taking should I expect to see in my child's folders in year 12?



- ✓ Title, date
- ✓ Neat pre handwriting
- ✓ Bullet points
- ✓ A highlighter need to
- ✓ Clear and
- ✓ Green pen
- ✓ Red pen

Effort grade 1 : Excellent work, keep it up!

Effort grade 2: Some improvement but an easy fix e.g. adding dates, dividers

Effort grade 3: Not good enough! Incident and follow up folder check next lesson

Date:	Effort grade 1/2/3	Comment if needed
Specification is being dated and/or notes from have points written on		
Accurate and legible notes with all dates and lesson titles		
Self-assessment (marking) evident in a different coloured pen		
Notes are organised by Module and chapter with dividers and all paper is secure <ul style="list-style-type: none"> • Module 2 – Chapter 2-6 (Both teachers) • Module 3- Chapter 6-10 (Teacher A) • Module 4 – Chapter 11-17 (Teacher B) 		
Tracker up to date with all HW and EOTT marks		

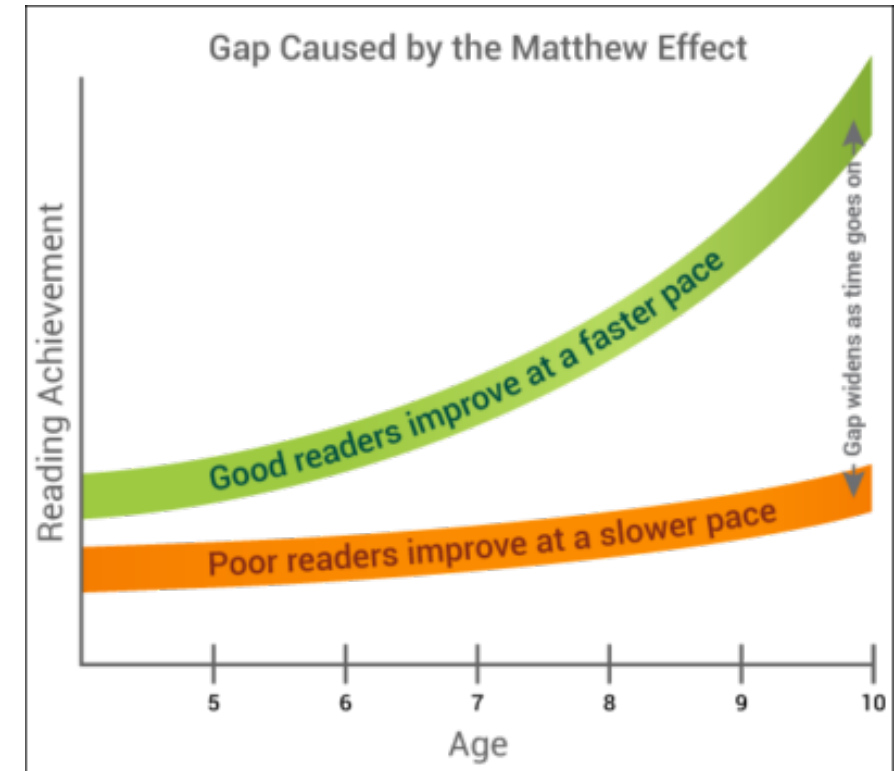
How can you help your child navigate Y12? Reading for pleasure

The very **children who are reading well** and who have good vocabularies will read more, **learn more** word meanings, and hence read even better. Children with inadequate vocabularies - who read slowly and without enjoyment - read less, and as a result have slower development of vocabulary knowledge, which inhibits further growth in reading ability.

Stanovich, 1986

- Make sure your child brings a reading book with him/her to school every day
- Take them to the library to spark their interest in new books
- Use good book suggestion lists, including those provided by the school
- Try audiobooks, if this helps to get them into reading

Please ensure your child reads for pleasure every day – it is the most important thing you can do to support their progress!

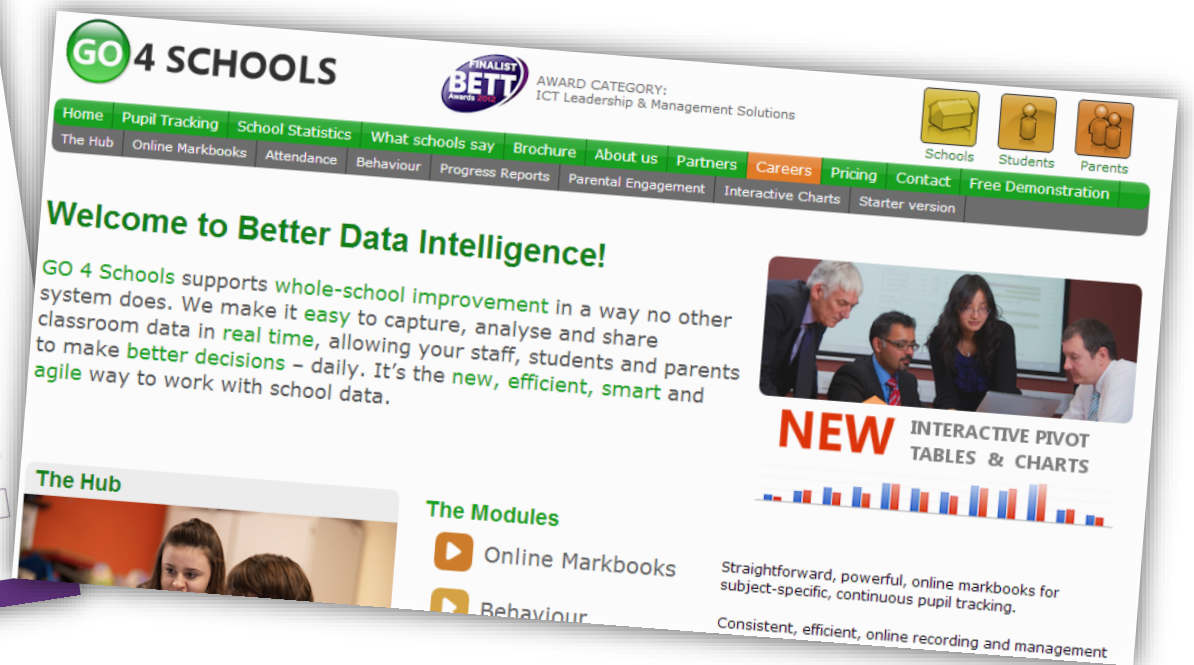
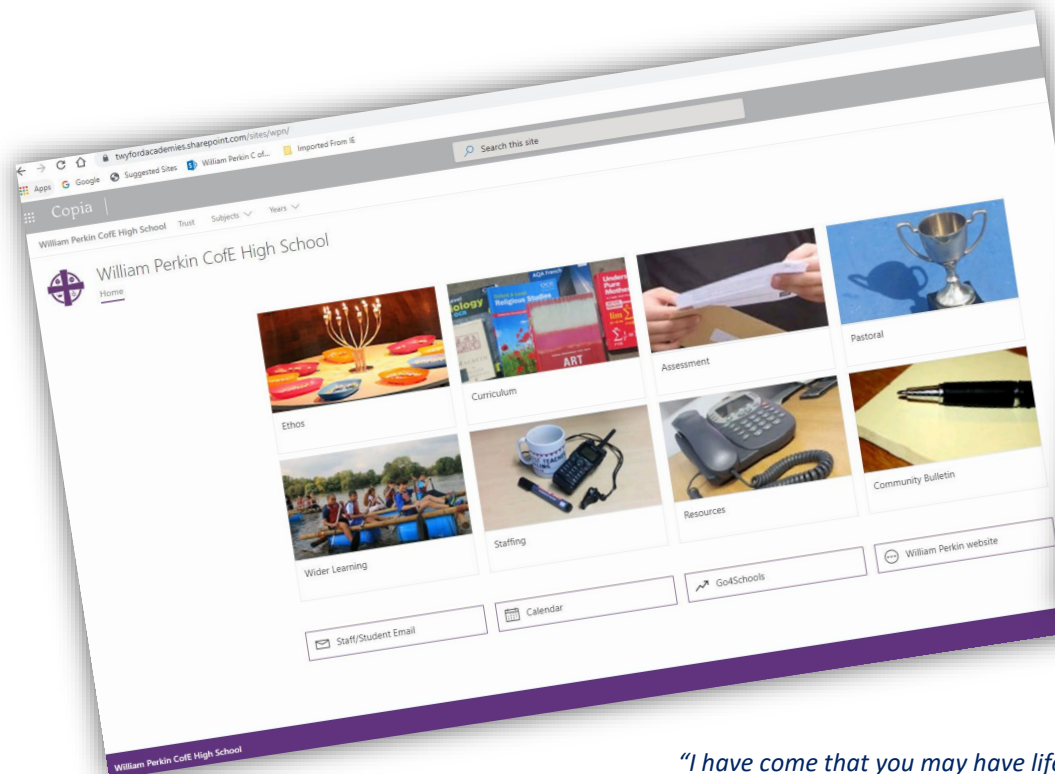


How do they (and we) know what & how they are doing?

Curriculum and Assessment

“What will I learn?”

“How will I know I’ve learnt it?”



How can you help your child navigate Y12? Engaging with Copia

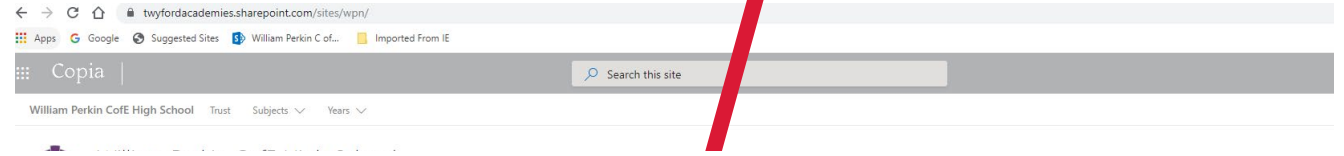
Copia: Your window on their experience

- ✓ Curriculum Information
- ✓ Assessment Information
- ✓ Lesson Resources
- ✓ Prep resources
- ✓ Revision Materials
- ✓ Pastoral Resources
- ✓ School Calendar









Geography

Home Year 7 Year 8 Year 9 Year 10 Year 11 **A Level Geography**



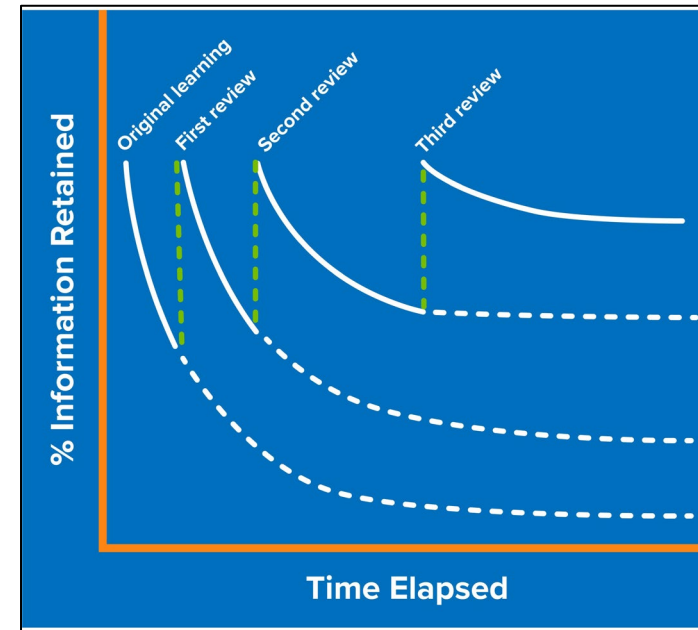
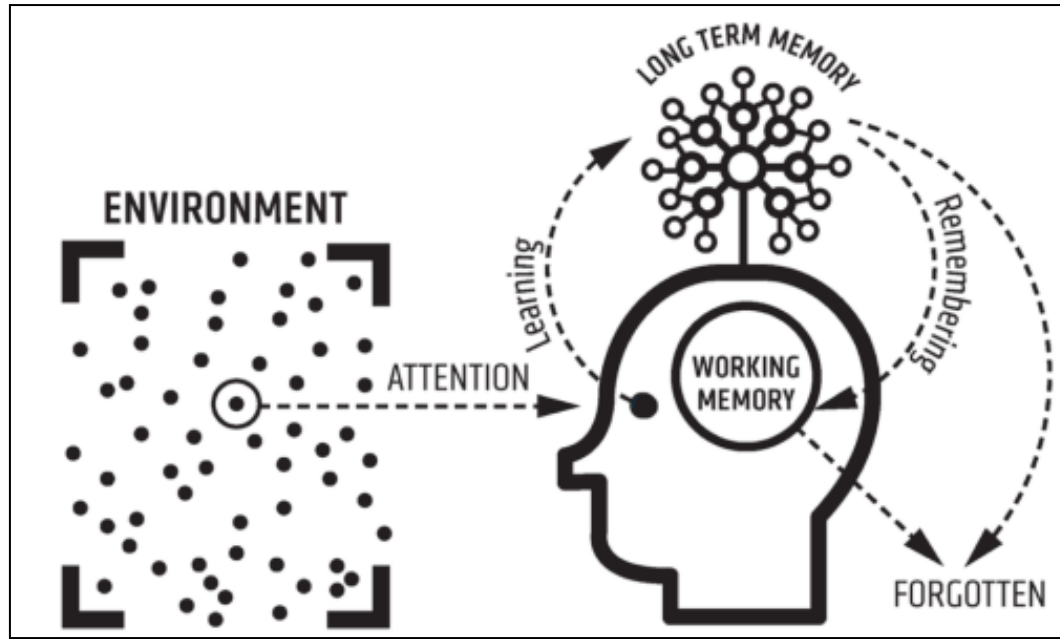
Choose a year group:

 Year 7 Geography	 Year 8 Geography	 Year 9 Geography	 Year 10 Geography
 Year 11 Geography	 A Level Geography		

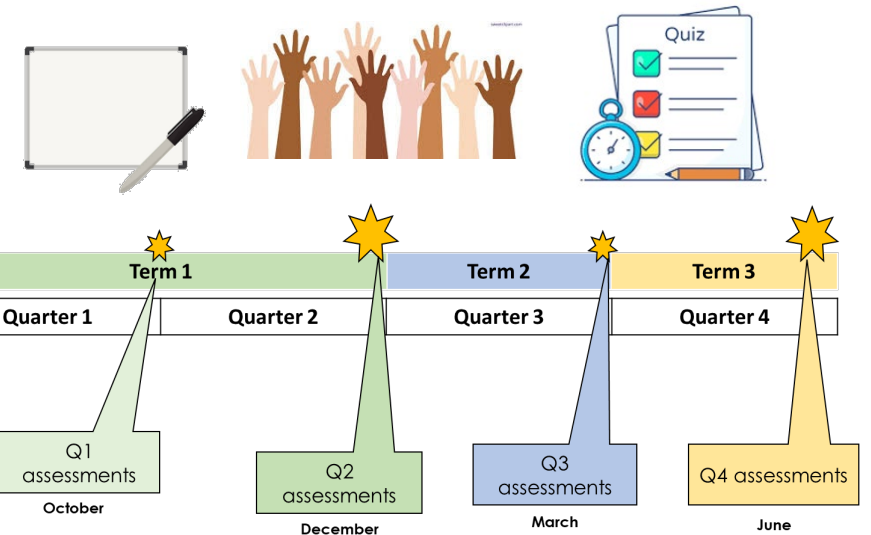
Key Documents

 GCSE 9-1 Grade Criteria	 A Level Grade Criteria
---	--

What will assessment look like in Year 12?



- 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

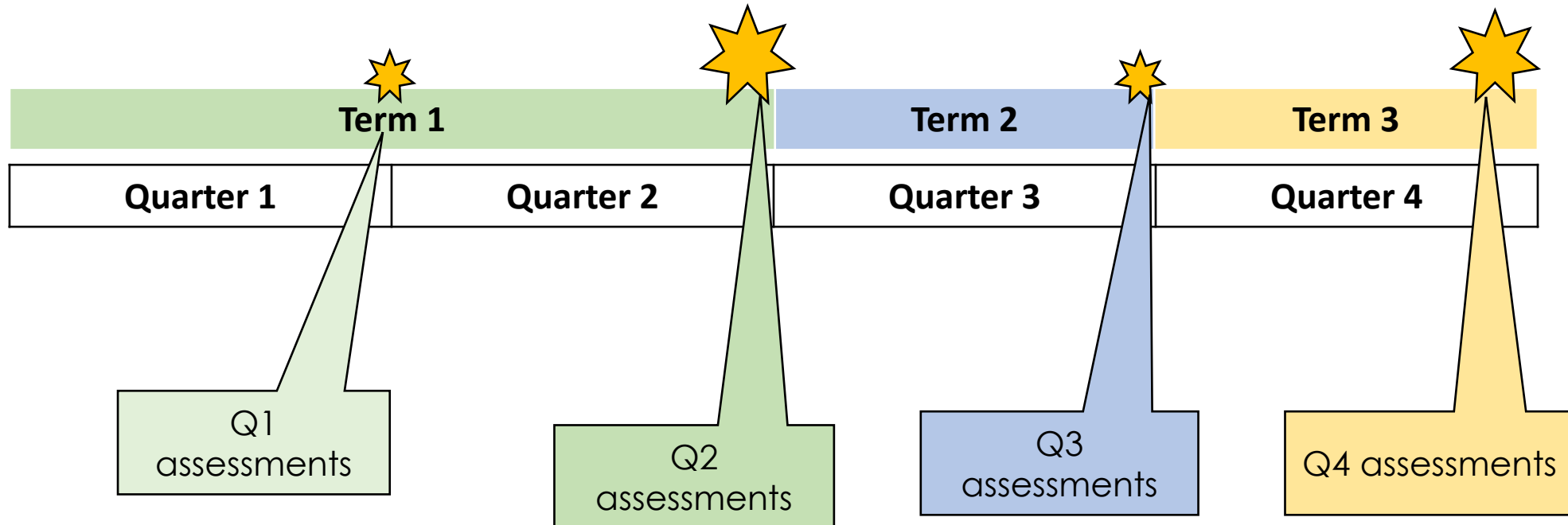


"I have come that you may have life and have it to the full" – John 10 v 10

The Assessment principles: quarterly assessments

Quarterly assessments

- Coherent from 7-13
- Formal and progress-focussed
- Criteria driven (informing both teaching and learning)
- Regular and shared



Quarterly assessments: What is different about exams in Y12?

- The exams are longer (min. 2 hours)
- Pupils get study leave during quarterly assessments
- Consolidation throughout the year



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?



September Assessment	Q1 Assessment - Further Pure 1	Q2 Assessment	Q3 Assessment
A*	A*	A*	A*
A*	A*	A*	A*
D	D	B	B
B	A	A	C
A	A	A	A
C	B	C	B
A	A*	A	A
B	A*	A	A
B	A	A	A
D	E	E	C
A	A*	A*	A
C	A	C	B
A*	A*	A*	A*



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?

The Assessment principles: integrated assessment

Have a positive approach, caring about going over it again until you know you know it!



What went well...



Building resilience – but your teachers will be there to help you put it right

What didn't go well... (and be more interested in this!)

Our 10:10 ethic

The Assessment principles: integrated assessment

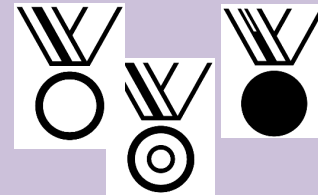
Integrated assessment

Likely multiple times per lesson

Mini White Boards (MWB)
Teacher questioning
Self assessment
Peer assessment

Every lesson

Task(s) to check lesson outcomes
Prep checked (usually self/peer marked)
Green pen work



Every Quarter

Formal assessments – “Homework”
Quarterly assessment
Written feedback to students
Post assessment review/feedback sheets – students reviewing and improving





Assessment: what can you do as parents?

- ✓ Help them review their planner daily to confirm they have clearly recorded what essential study they have for the following lesson.
- ✓ Ensure they are spending the right amount of time on essential study (not too little, but not too much either – it should be approximately 1 hour per lesson per day, in addition to minimum 1 hour revision per subject per week.)
- ✓ Check that their folders are neat and well-organised.
- ✓ Communicate with teachers / tutor straight away via email if you are concerned.

How do they (and we) know what & how they are doing?

And we also have...

UpLearn

An online 'smart learning' platform for independent study that helps students get better results; students using the platform achieve A/A*s at twice the rate of peers who do not use it



JSTOR

JSTOR is a digital library of academic journals, books, and primary sources. It has been used to great effect in the past for lesson stimulus, research, prep tasks, EPQ research and as an extension activity.



A level review magazines

We have a subscription to the A level review magazine archive (dating back to 1994).

There is plenty of extension/stretch/wider reading for :

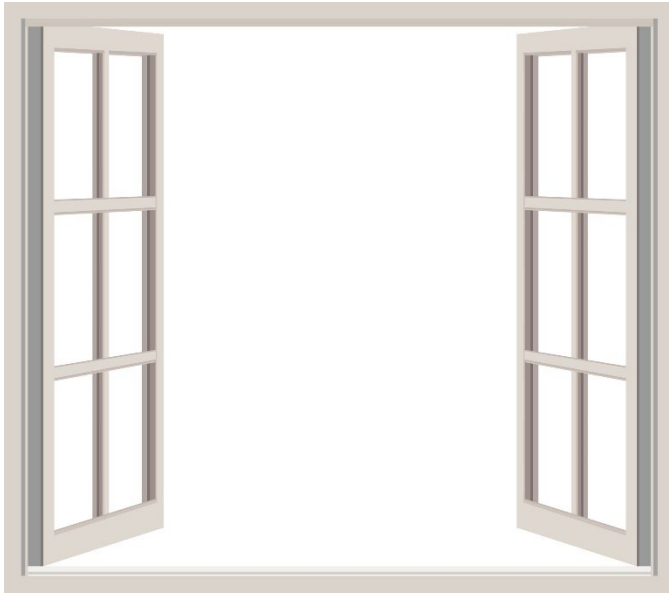
<i>Biological Sciences</i>	<i>Modern History</i>
<i>Business</i>	<i>Physics</i>
<i>Chemistry</i>	<i>Politics</i>
<i>Economics</i>	<i>Psychology</i>
<i>English</i>	<i>RS</i>
<i>Geography</i>	<i>Sociology</i>
<i>Law</i>	

How do they (and we) know what & how they are doing?

You can track your child's progress through:

- Meet the tutor (Target Setting)
- Assessment weeks (quarterly) ->
- Quarterly reports
- Standardised assessed homework tasks
- Assessment in books (marking and trackers)
- Parents evening
- Copia
- Contact with teachers, tutors, Head of Year
- Go4Schools...

How do they (and we) know what & how they are doing?



- Assessment results
- Grade sheets
- School Report
- Progress tracking

The screenshot shows the GO 4 SCHOOLS website. At the top left is the logo 'GO 4 SCHOOLS' with 'GO' in a green circle. To its right is the 'FINALIST BETT Awards 2014' logo and the text 'AWARD CATEGORY: ICT Leadership & Management Solutions'. On the far right are three icons: a yellow box for 'Schools', a yellow person for 'Students', and two yellow people for 'Parents'. Below these is a navigation menu with items: Home, Pupil Tracking, School Statistics, What schools say, Brochure, About us, Partners, Careers, Pricing, Contact, Free Demonstration. A secondary menu below that includes: The Hub, Online Markbooks, Attendance, Behaviour, Progress Reports, Parental Engagement, Interactive Charts, Starter version.

The main content area features a green heading: 'Welcome to Better Data Intelligence!'. Below this is a paragraph: 'GO 4 Schools supports whole-school improvement in a way no other system does. We make it easy to capture, analyse and share classroom data in real time, allowing your staff, students and parents to make better decisions – daily. It's the new, efficient, smart and agile way to work with school data.' To the right of this text is a photo of four people (three men and one woman) looking at a laptop. Below the photo is a red 'NEW' label and the text 'INTERACTIVE PIVOT TABLES & CHARTS' next to a small bar chart.

At the bottom, there are two sections: 'The Hub' with a photo of two girls, and 'The Modules' which lists 'Online Markbooks' (described as 'Straightforward, powerful, online markbooks for subject-specific, continuous pupil tracking.') and 'Behaviour' (described as 'Consistent, efficient, online recording and management').

How do they (and we) know what & how they are doing?

Accessing assessment details – Go4Schools



Access for students...

www.go4schools.com

Click on Students



Students

Log in/set password using your **school** email address
(*username@williamperkin.org.uk*)

Access for parents and carers...

www.go4schools.com

Click on Parents



Parents

Log in/set password using the email address we have on record in school

How do they (and we) know what & how they are doing?

On Track Measure

Year 12

Using end of year targets
in A*-E

	Quarter 1 (October)	Quarter 2 (December exam week)	Quarter 3 (March)	Quarter 4 (July)
You are on track if your current grade is...	1 grade or fewer below target	1 grade or fewer below target	On or above target	On or above target

The Assessment principles: how will I know my child's target?

You are invited to a 1:1 meeting with your child's tutor on Monday 30th September.

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





The only
difference
between *fear &*
excitement
is your attitude about it

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

Pastoral & Student Leadership

Mrs V Davies
Head of Year 12

Pastoral: Conduct system



You are...

- ✓ young professionals (almost!)
- ✓ role models
- ✓ leading the way
- ✓ setting an example
- ✓ moulding your future self
- ✓ demonstrating your maturity

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

I come fully equipped

I am polite and helpful

I am focussed at all times

I wear professional attire

I walk to my lessons with purpose

I complete my essential study for every lesson, every day

I care about the quality of work in my folder

I am reflective about myself and my learning

I engage with the wider school and community

✓ Positive Conduct Points which teach good learning habits

- New positive conduct points:**
- Purposeful attitude to learning
 - MFL Greeting
 - Showing community etiquette
 - Responsible team/practical work
 - Accurate memorisation
 - Correct equipment
 - Effective use of MWB
 - Excellent listening habits
 - Excellent speaking habits
 - Excellent reading habits
 - Excellent writing habits
 - Excellent book/folder etiquette**
 - Accurate peer/self-assessment
 - Active response to feedback
 - Excellent reading log
 - Resilience in engagement (2)
 - Excellent essential study (2)
 - Excellent planner use (2)
 - Active participation in singing (2)
 - Star of the lesson (3)

Lesson 4 - Directing groups Thursday 6th June 2024
 Pages: 446 - 450, ~~pages~~ spec point 6.1.1

di-substitution: when a substance undergoes a second substitution

activation: when a substance is used around the ring to help the ring more readily react with electrophiles

deactivation: when a substance is used around an aromatic ring which makes it less likely to readily react with electrophiles

electron withdrawing groups

pulled to EWG and less reactive

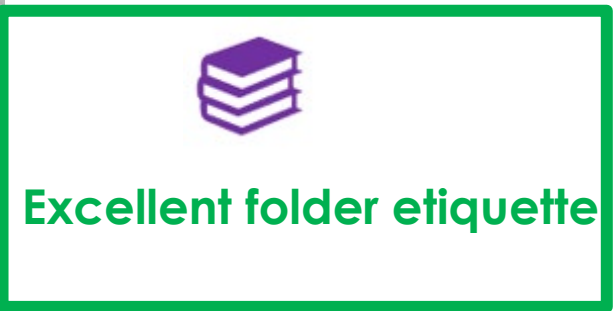
- meta directors
- pull electrons out of the ring
- ↳ harder for ring to undergo EAS
- reduces electron density from ring
- deactivated
- directs substitution towards meta position

electron donating groups

- ortho and para directors
- increases electron density
- electrons which can donate into the ring
- activating - more likely to undergo EAS when EDG present
- OH, -NH₂

EWG vs EDG Trick

- Z is more electronegative = EWG
- Y is more electronegative = EDG
- * if Y ⊕ charge = EWG



'I know that taking excellent notes support me in my learning'

T1 ✓ Incidents and LOFT to describe negative learning habits.

New negative incident points:

Late to school (2)
Incorrect equipment or books (1)
Late to lesson (2)
Missed Assembly (4)
Missed AM reg (4)
Missed free periods/ 3:20 club (4)
Missed lecture/workshop (4)
No essential study (2)
No lanyard (2)
Poor dress or chewing gum (2)
Poor essential study (1)
Poor folder etiquette (1)
Poor learning behaviour (1)
Refusing to follow a teacher's instructions (4)
Talking in 6th form centre (1)
Not being silent in the building (2)
Using phone incorrectly (1)

2 or 3
incidents a
week.



LOFT 1
40-minute lunchtime
detention.

More than
3 incidents
a week.



LOFT 2
1 hour after school
detention on a
Thursday.

Failure to turn up to LOFT 2 will result in LOFT 3 which is both the 40-minute lunchtime detention and the 1 hour after school detention.

Pastoral: Attendance & Punctuality

Missed a lesson? That's 2 hours (minimum) of compulsory catch up...

Missed a lesson? NO lessons are repeated – time is very tight

Missed a lesson? You'll need to catch up before the next lesson to access the content – A-level is too hard to wing it!

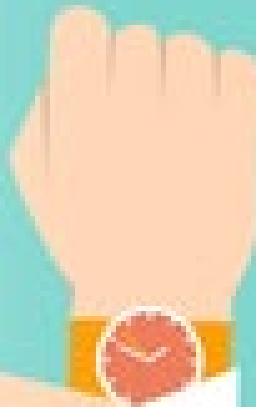
Attendance and punctuality is commented on as part of your UCAS or other post-18 pathway reference – it could affect whether you get a place with your preferred university / apprenticeship / employer!

**ATTENDANCE
MATTERS.
ALL DAY, EVERY DAY**

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

EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



Stage 0 Classroom Teacher	Stage 1 Form Tutor	Stage 2 Head of Year/ Assistant Head of Year	Stage 3 Head of Key Stage	Stage 4 Deputy Head Teacher	Stage 5 Executive Head Teacher
Threshold Below 6 incidents	Threshold 6 incidents per half term	Threshold 12 incidents per half term	Threshold 36 incidents per half term	Threshold 60 incidents per half term	Threshold 75 incidents per half term
Other Risk Indicators	Other Risk Indicators <ul style="list-style-type: none"> Between 90% - 96% attendance Between 90-96% punctuality) Off track Variable engagement (learning habit grades) 2 x LOFT 2 	Other Risk Indicators <ul style="list-style-type: none"> Between 90% - 75% 3 x LOFT 2 2 lates a week or 2 a fortnight. Missed tutor time. Internal suspension(s) 	Other Risk Indicators <ul style="list-style-type: none"> Below 90% attendance 1 x LOFT 3 4 or more LOFT 2 Significant and sustained underachievement Negative engagement Internal/external suspensions. 	Other Risk Indicators <ul style="list-style-type: none"> Below 50% attendance Regular pattern of truancy / unexplained absence Significant & sustained underachievement Negative engagement (learning habit grades) Multiple external suspensions Persistent poor punctuality 	Other Risk Indicators <ul style="list-style-type: none"> Emotional school based refusal Dangerous behaviour Poses risk to others Extreme disengagement Multiple external suspensions / long external suspension
Diagnostics	Diagnostics: <ul style="list-style-type: none"> Attendance % No. lates to school Conduct points Quarterly assessment results 	Diagnostics: <ul style="list-style-type: none"> Stage 1 Report outcomes. 	Diagnostics <ul style="list-style-type: none"> Stage 2 report outcomes 	Diagnostics <ul style="list-style-type: none"> Stage 3 report outcomes 	Diagnostics <ul style="list-style-type: none"> Stage 4 report outcomes
Possible interventions	Possible interventions <ul style="list-style-type: none"> Fortnightly contact home (until necessary) 1 x lesson per week drop in. Attendance procedure Weekly planner check in with tutor during tutorial 	Possible interventions Community service for punctuality (Community Wardens) HOY/AHOY contact home. <u>Attendance:</u> <ul style="list-style-type: none"> Attendance procedure (Persistent Absenteeism) 	Possible interventions <ul style="list-style-type: none"> AHT Contact home <u>Attendance:</u> <ul style="list-style-type: none"> Attendance procedure (Persistent Absenteeism) 	Possible interventions <ul style="list-style-type: none"> Reduced subjects. Personal support plan <u>Attendance:</u> <ul style="list-style-type: none"> Attendance procedure (Local Authority attendance team) 	Possible interventions <ul style="list-style-type: none"> Daily home contact. <p>Students at this stage will be at risk of Permanent Exclusion, including for persistent disruption</p>

Pastoral: Pastoral programme – am registration



William Perkin C of E High School

“We cannot separate the art from the artist.”



Note down some of the key points FOR the statement.

CHALLENGE
Circle the STRONGEST point.

William Perkin C of E High School

“Social media corrupts human interactions”



Note down some of the key points FOR the statement.

CHALLENGE
Circle the STRONGEST point.

Pastoral: Pastoral programme – weekly tutor time session

William Perkin C of E High School

Year 12

Good gifts used in service: Know yourself

Why is community important?



Reading

The Council at Jerusalem

Certain people came down from Judea to Antioch and were teaching the believers: "Unless you are circumcised, according to the custom taught by Moses, you cannot be saved." This brought Paul and Barnabas into sharp dispute and debate with them. So Paul and Barnabas were appointed, along with some other believers, to go up to Jerusalem to see the apostles and elders about this question. The church sent them on their way, and as they travelled through Phoenicia and Samaria, they told how the Gentiles had been converted. This news made all the believers very glad and encouraged them to continue in their faith. They were all welcomed by the church and the apostles and elders, through them. Then some of the believers who belonged to the school of Hellenism came and said, "The Gentiles must be circumcised and required to keep Moses' laws." The apostles and elders met to consider this question. 7. They read what the Holy Spirit had said to the apostles and elders through the prophets. 8. Then they said to Peter: "Brothers, you know that some time ago God made a choice among us, by the Holy Spirit, to take from my lips the message of the gospel and believe. 9. He purified their hearts by faith. 10. Now then, why do you test the Lord Jesus that we are saved, just as they are."



What community
How has the definition of community
modern teaching



In early Christian society, there was a strong sense of community. This reading discusses the idea of a community where everyone is welcomed and valued, as long as everyone held the same faith.

William Perkin C of E High School Pastoral Programme
Year 12

What do our social norms say about us as a society?

- ✓ Wear clothes and shoes when in public
- ✓ Don't litter
- ✓ Don't cut into queues
- ✓ Flush the toilet after you've used it
- ✓ Do not pick your nose in public and if you must burp or fart say "excuse me."
- ✓ Don't make noises when eating food
- ✓ Say "please" when asking for something and say "thank you" when someone does something for you.
- ✓ Greet friends/ family
- ✓ Say goodbye when you are leaving
- ✓ Don't ask people you don't know very well personal questions
- ✓ If you hit or bump into someone by accident, say "I'm sorry."
- ✓ If someone sneezes near you, say "bless you."
- ✓ Don't interrupt someone while they are talking. Wait for them to finish and then take your turn.



Develop ideas / add emphasis

More specifically...
More precisely...
In particular...
Indeed...



Illustrate a point

For example...
Namely...
Specifically...



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

Pastoral: PSHE workshops

A series of workshops covering:

- CVs and work experience
- Mental Health
- Future Decisions
- Sex and Relationships
- Healthy Body


William Perkin C of E High School
Year 12
PSHE Workshop: Gambling – Be aware

Gambling: the activity of risking money on the result of something, such as a game or horse race, hoping to make money:

On average, Brits spend **£2.60 per week on gambling, totalling over £135.20 per year.** Gambling addiction is estimated to cost the UK up to **£1.27 billion per year.** (Jul 2022)

Why can gambling be dangerous?

Understand what risks are involved with gambling
Understand what gambling addiction looks like
Develop tools to deal with gambling as a healthy habit



WORKSHOP

William Perkin C of E High School
Year 12
PSHE Workshop: Healthy sexual relationships
Breakout session: Healthy sexual relationships





What is consent in sexual relationships?

Consent is an agreement made by someone with the freedom and ability to decide something. Consent has to be given freely and no one can be made to consent to something.

Can you come up with an analogy to support your definition?

CHALLENGE

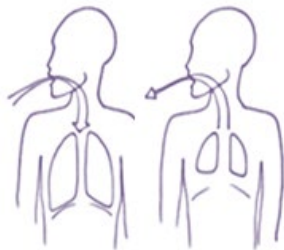
Understand what is and isn't acceptable in sexual relationships
Explore how to effectively communicate in a relationship
Review external impacts on sexual relationships



WORKSHOP

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

Pastoral: Self-reflection & Communion services



Inhale, exhale



Year 12 Communion: Jesus feeds the five thousand

Challenge Question: What are the barriers to showing compassion and how can you be more compassionate in future?



William Perkin
C of E

'Intelligent engagement with the wider world'

William Perkin C of E High School

Think about what you would like to do when you come to the front.

1. Hand in your reflection card, then receive the bread if you normally do this at church



OR

2. Hand in your card, then receive a blessing where Father Tony will say a simple prayer



OR

3. Hold onto your card and hand it to the chaplain at the front as your offering in this service



William Perkin
C of E

'Intelligent engagement with the wider world'



William Perkin
C of E
High School

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



Twyford
C of E
Academies Trust

Pastoral: Organisation and Independence

✓ **Recording and completing essential study**

- ✓ Communicating with teachers
- ✓ Organising your folder and notes
- ✓ Managing your time effectively
- ✓ Proactively researching future pathways
- ✓ Building up your soft skills
- ✓ Making useful contacts
- ✓ Organising CASE opportunities yourself!
- ✓ Revising and consolidating prior knowledge (without being told to!)



CIAG: active engagement in CASE

- Stands for **Creativity, Action, Service, Employability**
- Pupils complete minimum of 100 hours over 2 years (25 hours per strand)
- For developing ‘interesting and interested’ pupils
- Pupils log activities (what they did, what they learnt and evidence)



CIAG: active engagement in CASE

- Each subject delivers 2 lectures a year
- 3 lecture each week
- Take place in the PC between p6 and 7
- Mandatory for anyone taking subject though open to all 6th formers



CIAG: active engagement in CASE


Service is a key part of our commitment to each other, and to the community in which we live. All students will need to complete 25 hours service for CASE. This could be service in school [e.g. supporting PE dept. to run extended electives] or outside school [e.g. working with WellFound charity to promote access to clean water in LEDCs]

The best way to find yourself is to lose yourself in the service of others.
Mahatma Gandhi

To do:

- If you signed up for a service for the first ½ term on Induction Day, then Ms. Alvis will forward details to Heads of Dept. or external charities. **You will need to be pro-active in following this up.**
- If you did not sign up on Induction Day, or you wish to change, take a Service sheet, tick options that interest you, and hand in to Form Teacher/SAL. **You will need to be pro-active in following this up.**

Service opportunities



Help at Open Evenings

Run Year 7 geography club

Be a reading mentor

Direct a KS3 mini-production

Run science revision – support for GCSE students completing triple science

Mentor a Year 9 student

In-class support - a variety of subjects

Volunteer at Ealing Soup kitchen

Teach extra lessons at a feeder primary school

CIAG: active engagement in CASE

What makes you stand out in your personal statement, CV, UCAS & job applications?

- ✓ Developing your **Employability**, soft skills and leadership skills (supporting UCAS / employment / references / interview)
- ✓ Being part of the **school community and giving something back** to the local and wider world
- ✓ Balance between academic focus and **developing as a person** (*mental health benefits*)
- ✓ **Develop, improve** and **stretch** your soft skills, knowledge, talents and gifts to work out what appeals to you long term
- ✓ Opportunities for **Careers Information, Advice and Guidance for Post 18 options**



UCAS



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

CIAG: Scholars Programmes

- Humanities scholars (Law, Politics, Geography, History) – Mr Harris
- Medics scholars– Ms Bana
- Engineering scholars – Mr Alderton
- Linguistics scholars– Ms Ilemoine
- Oxbridge scholars – Miss Lauder

Involves trips, lectures, seminars, competitions, speakers, EPQs...

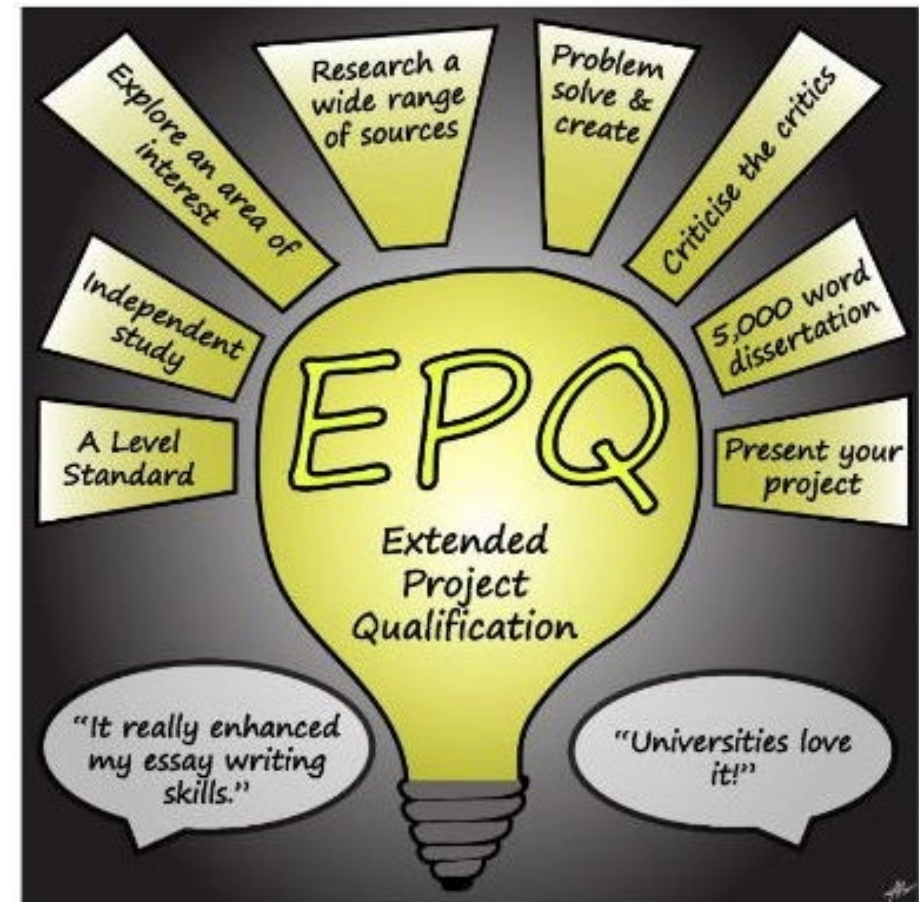


CIAG: Extended Project Qualifications (EPQs)

- Extended piece of work, of undergraduate standard.
- Related to current study, or your future career.
- Typically 5000 word essay, can take other forms.
- Completed over summer/early in Y13.

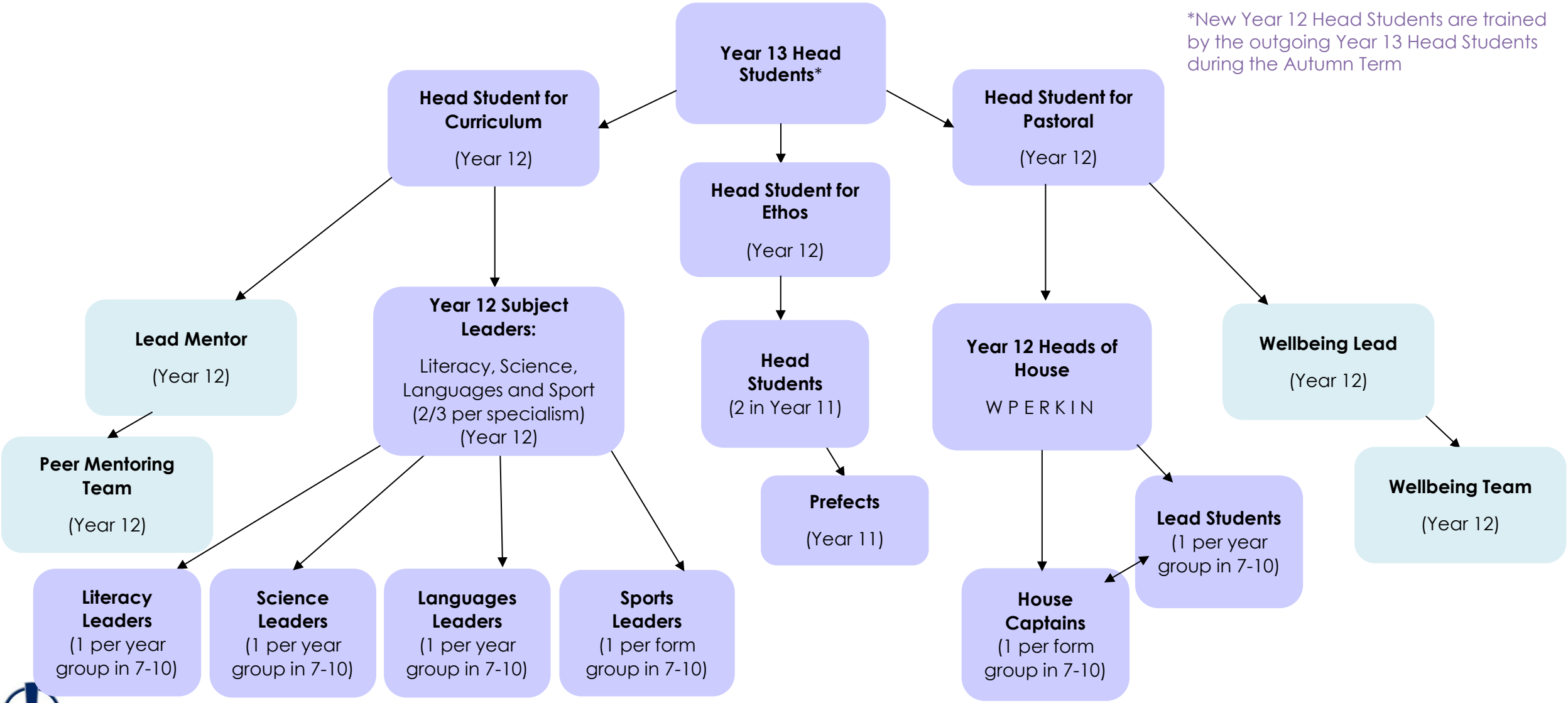
Selection process, based on Q1-Q3 Y12 exam results and application essay.

Selection takes place near the end of Y12



Student Leadership

*New Year 12 Head Students are trained by the outgoing Year 13 Head Students during the Autumn Term



Student Leadership

KS5 Student Leadership Roles

William Perkin 2024-25

Year 12 Head Student Pastoral

Aim of Post:

To support and lead the Year 12 House Captains as they lead their counterparts in KS3 and 4

Responsibilities:

- Know and understand the role of the KS3-4 and 5 House Captains
- Lead and manage the Year 12 House Captains and ensure they feel confident in their [roles](#)
- Promote the importance of the House system and encourage students to engage with



The KS5 Student Leadership booklet contains all you need to know about the roles and their job descriptions. Please take away a hard copy of the booklet to help you with your application.

A positive & purposeful attitude

- Creativity
- Problem solving
- Decision making

Commitment to improvement

- Resilience
- Humility
- Ability to learn from mistakes

Outward-looking

- Team working
- Communication
- Self-confidence

To apply, you'll need to complete MS Forms application, which you can access via the QR code at the back of the KS5 leadership booklet or the link send to you via your William Perkin email address.

7 House Captains:

Responsibilities include Enterprise Day, Celebrating Diversity Weeks and whole school events like Sponsored Walk

UCAS



Student Leadership



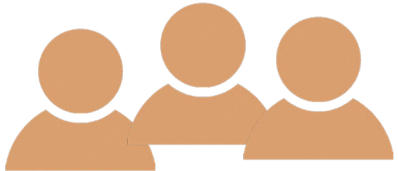
2 Literacy Leaders:

Responsibilities include: Love Literacy Weeks, KS3 Literacy Support, Wider Reading Hype Team



2 Sports Leaders:

Responsibilities include: Interform Competitions, Sports Days, Fixture and Clubs Hype Team



3 Science Leaders:

Subject specific – Chemistry, Biology, Physics
Responsibilities include: Founder's Day and Science Elective Hype Team



3 Language Leaders:

Language specific – French, Spanish, German
Responsibilities include: European Day of Languages and Languages events

A positive & purposeful attitude

- Creativity
- Problem solving
- Decision making

Commitment to improvement

- Resilience
- Humility
- Ability to learn from mistakes

Outward-looking

- Team working
- Communication
- Self-confidence

Student Leadership



Lead Mentor:

Responsibilities include: oversight of the Peer Mentoring Team



7 Peer Mentors:

Responsibilities include: building relationship with students identified as needing academic support in one or more subjects.



Wellbeing Lead:

Responsibilities include: oversight of the Wellbeing Team



7 Wellbeing Team Members:

Responsibilities include: Mental Health Awareness Week, Safe Space/Chill Out zone, Wellbeing newsletter

A positive & purposeful attitude

- Creativity
- Problem solving
- Decision making

Commitment to improvement

- Resilience
- Humility
- Ability to learn from mistakes

Outward-looking

- Team working
- Communication
- Self-confidence

Student Leadership



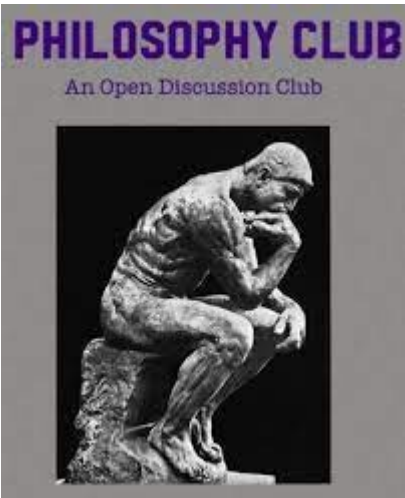
Next steps:

1. Read your leadership booklet carefully and decide which role you would like to apply for.
2. Complete an **application form on MS Forms**, using the QR code or link in the booklet. The form can also be found on Copia.
3. Ensure you submit your application to **Ms. Smith by Friday 20th September**. Please do email if you have any questions.
4. Interviews for Head Students take place **W/C 23rd September**



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

Wider Learning Opportunities: clubs and activities



CIAG: Work Experience

2025 JULY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7th-13th July

5 days for Work Experience.

Secure your own work experience, ideally related to your chosen post-18 pathway.

CIAG & CASE

Subject	Target Grade	Current Grade	On Track?	CW Effort	HW Effort	Listening Effort
	A	A	On	1	1	1
	A	A	On	1	1	1
	A	A*	On	1	1	1

Form Tutor Comment

[redacted] is an extremely conscientious and bright student and is working at the expected level for her A levels. She is always respectful to teachers and fellow class members and has developed a good rapport with the other tutees from the class. She contributes well in class discussions and always articulates herself sensibly in class discussions and small group tasks. She engages well with school activities as she has been part of the mentoring scheme and has actively participates regularly in netball tournaments. [redacted] is always punctual to registration and tutorial and her overall attendance is at 93.23%. [redacted] has been actively working to develop her CASE portfolio and has been participating in various activities to support her development in each strand of the CASE. She has been regularly volunteering at a local primary school to support children in the Maths Club. She will be actively participating in the summer school being hosted by Imperial College on the pathways to medicine which is something that [redacted] is extremely passionate about. To support this further, [redacted] has arranged her work experience at Middlesex Hospital supporting the Haematology department. [redacted] needs to continue with this committed approach towards her studies so she can achieve high grades in all her subjects.

Ms K CHAKRABORTY

The Year 12 Team

Head of Sixth Form : Ms Gandy

Head of Year 12 : Mrs Davies

Assistant Head of Year 12 : Mr Harris

Watt

Pascal

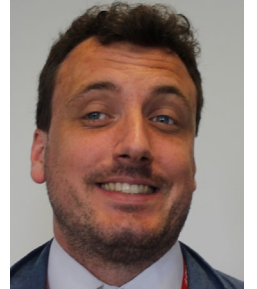
Einstein

Rutherford

Kelvin

Isambard

Newton



Ms Pooley

Ms Creak

Mr Hassan

Ms Tweig

Mr Robarts

Ms Munday

Mr Giles

Ms Dhimer – 6th form administrator

Safeguarding Notices

Ms A Newman

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

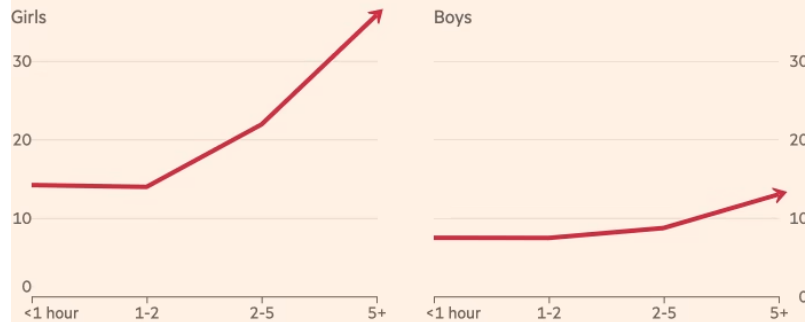
Children spend more time than ever using screens and social media, with the number of hours spent online rising considerably during the COVID-19 pandemic. In March 2020, the coronavirus outbreak led to lockdowns and social distancing. Not surprisingly, younger people spent extended time engaged with 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.

Please
continue
to be
vigilant!

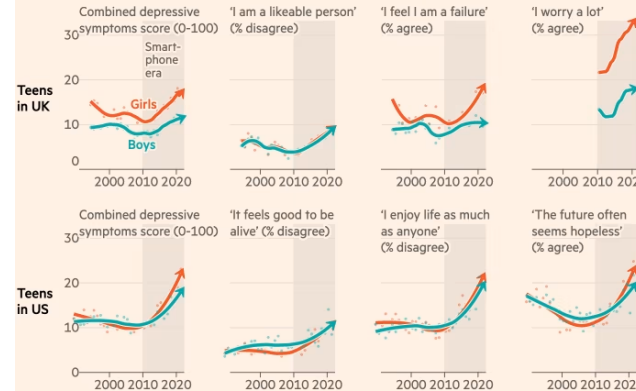
Girls are especially vulnerable to social media, with large amounts of screen time linked to negative psychological impacts including self-harm

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



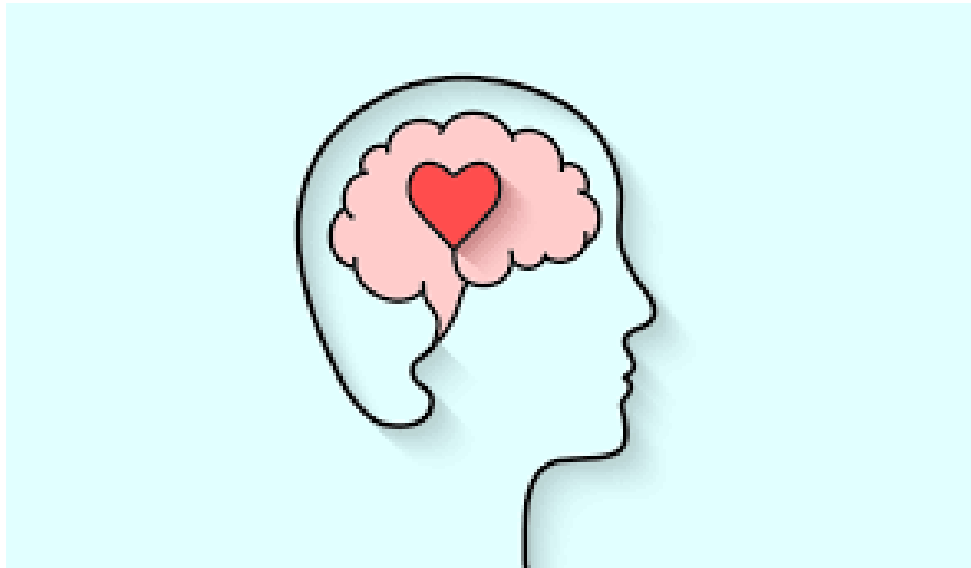
Sources: FT analysis of Understanding Society (UK) and Monitoring the Future survey (US), based on prior work by Jean Twenge
FT graphic by John Burn-Murdoch / @burnmurdoch © FT



Smartphone ban for kids 'worth considering' - MPs



BBC / ANN GANNON



If you are struggling, tell us!

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



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)

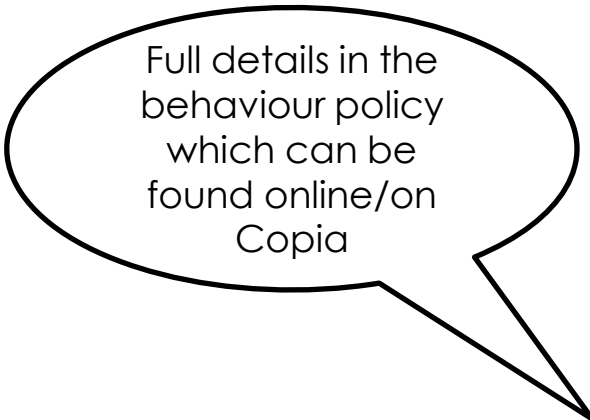
What Should I Do if My Child Vapes?

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



Please keep an eye on your parent pay account to ensure it is in credit, if your child uses it to pay for lunches etc.



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

Trust Updates

Ms A Newman

Headteacher

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



Immersive school-based training



Train at the top-performing academy Trust in the country

Support to succeed



Get in touch today



Trainee teacher

Early Career Teacher

Specialist teacher

Leadership

ITT

ECF

AB

NPQ

NPQ

Initial teacher training provider

Early Career teacher and mentor training

Appropriate Body Service

Leading Teaching
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

"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.