



Twyford
C_of_E
Academies Trust

Twyford CofE Academies Trust

Year 7 Information Evening

Led by: Ms Newman
Student musician : Harley Yu

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

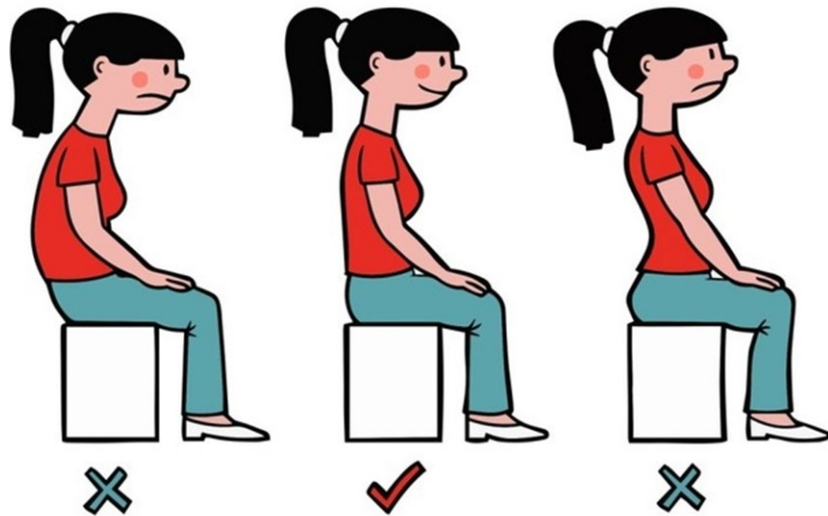
Aims and Outcomes

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

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Our 10:10 ethic

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Our 10:10 ethic

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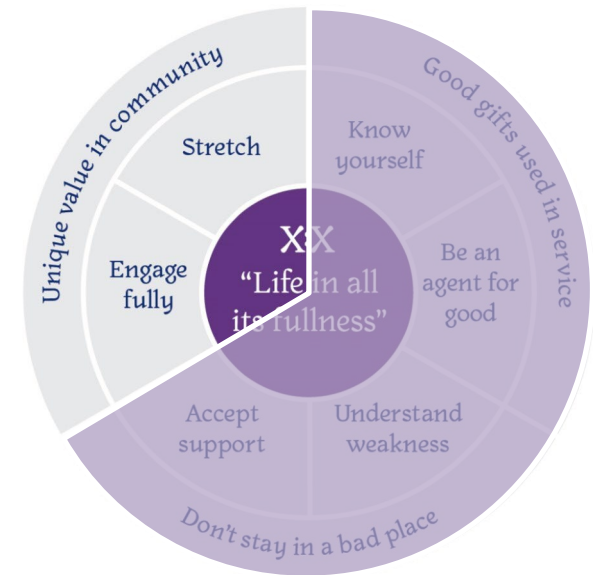
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Our 10:10 ethic

Theme for the Year

A psalm of David

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He **guides me along the right paths**
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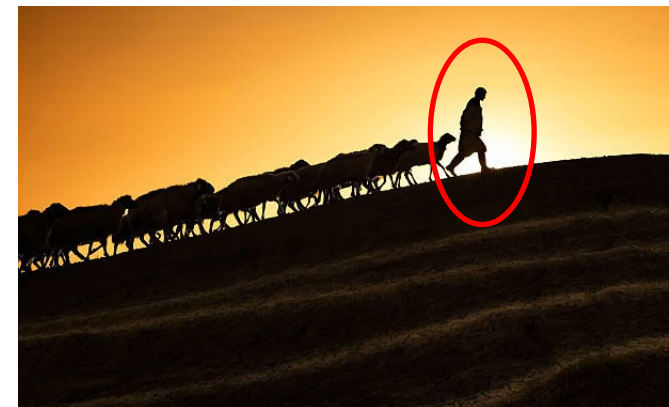
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Our 10:10 ethic



William Perkin
C of E
High School

Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

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Ethos of self-regulation at the Trust



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



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

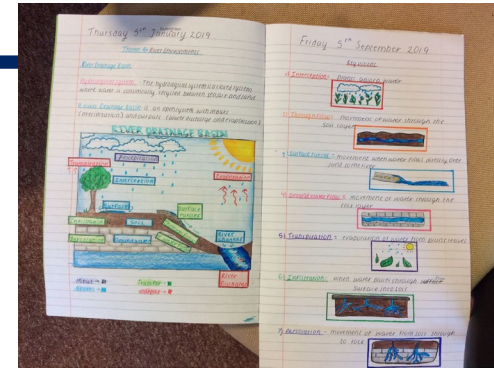


Learning Habits Grade descriptors

Classwork		
	Descriptors for the teacher	Student indicators
(1) an example to others	<ul style="list-style-type: none"> 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** 



"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 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.



William Perkin CoE 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)

Plan A	Aspirational! Progress : High Targets exceeded – accessing the most competitive courses Progression : Maximised soft skills, responsible conduct & leadership capacity
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
Plan C	Consolidation Position Progress : Resilient in chasing targets – preparedness to make good compromises Progression : Resilient enough to adjust & adapt

"Intelligent engagement with the wider world"



T-LEVELS
 THE NEXT LEVEL QUALIFICATION

BTEC



"I have conquered the world and have it to the full" – John 10 v 10

Curriculum and Assessment

Miss C Lovell

Assistant Headteacher

Curriculum Structure

Core curriculum (50 minutes)

English
Maths
Science
Languages
(French)
Humanities
(History, Geography, RE)

Creativity and curiosity curriculum (100 minutes)

Art
Computing
Music
Applied Science
PE
Literacy

REMINDER

The Learning Journey Principle

End of Year 7



Start of Year 7

End of Year 11



Start of Year 7

Confident, knowledgeable historian



Beginner historian

The Learning Journey Principle



- Each lesson is part of a **coherent sequence of lessons**
- Regular and frequent **signposts** showing students where to go next
- Less frequent **milestones (Qs)** measuring the distance travelled



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

The Learning Journey in Year 7

Objective	Core	Higher	Advanced
To vary my sentence structure for effect.	<ul style="list-style-type: none">• Bronze students will use full stops, capital letters and commas accurately• Silver students will use simple sentences for effect• Gold students will use simple and compound sentences for effect	<ul style="list-style-type: none">• Bronze students will use simple sentences for effect• Silver students will use simple and compound sentences for effect• Gold students will use simple, compound and complex sentences for effect	<ul style="list-style-type: none">• Bronze students will use simple and compound sentences for effect• Silver students will use simple, compound and complex sentences for effect• Gold students will link sentence types in order to create a specific effect

The Learning Journey in Year 7: Literacy

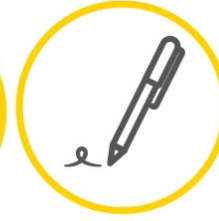
Writing is taught explicitly at word, sentence and paragraph level.

Students **read** extensively in class.

We teach and use structured approaches to **oracy** (discussion and speech).



Reading



Writing



Speaking



Listening

LO: To produce an effective piece of descriptive writing

You are going to use your single paragraph outline to write a developed description. You must follow these instructions for each sentence.

CHALLENGE

Consider your end of sentence punctuation carefully.

1. Your first sentence must start with a **noun** followed by a subordinate clause and three adjectives. **E.G.** *Trees, big and small, were twisted, turned and torn up by the storm.*
2. Your second sentence must contain **only three words**.
3. Your third sentence must contain a
4. Your fourth sentence must be **complex** (include a time conjunction at the beginning as the subordinate clause)
5. Your fifth sentence will start with an **adverb** (-ly) as the subordinate clause in a complex sentence
6. Your sixth sentence will contain a **simile**
7. Your seventh sentence will start with an **adjective** followed by a subordinate clause.
8. Your eighth sentence will begin with a **descriptive list of three, using a colon**

"The colours swirled in a chaotic dance: **deep blue** spiralling towards the floor; **golden yellow** rising like a sceptre; **serene green** lazing in the gaps."

Bronze: Use a range of basic punctuation accurately and appropriately

Silver: Use interesting vocabulary, which is accurately spelt.

Gold: Use different sentence forms for clearly identifiable effect.

The Learning Journey in Year 7: Writing

	Bronze: I can...	Silver: I can...	Gold: I can...
Increasing in complexity...	<p>Understand what makes a complete sentence Subject / verb / object</p> <p>Understand and correct fragment sentences A group of words that looks like a sentence, but actually isn't a complete sentence. Sentence fragments are usually missing a subject or verb e.g. Because of the rain.</p> <p>Use conjunctions for sentence expansion ...because / asbut / yet / however... ...so / therefore...</p> <p>Use participles A verb ending in -ing (present) or -ed, -en, -d, -t, -n, or -ne (past) that functions as an adjective e.g. the <u>rising</u> sun; the <u>burnt</u> toast</p> <p>Use subordinate clauses to start or end a complex sentence Separated by a comma, this is the part of a sentence that adds additional detail (it could be removed but still leave a sentence that makes sense) e.g. <i>Tired and hungry</i>, the girl went home.</p> <p>Use comparative conjunctions Contrastingly, ... Similarly, ... However, ... Nonetheless, ... On the other hand, ...</p> <p>Use time conjunctions Firstly / Secondly / Lastly Initially / Following that / Then / Finally</p> <p>Use opinion conjunctions Fortunately... / Unfortunately... Luckily... / Happily... Regrettably ... Sadly...</p>	<p>All Bronze +</p> <p>Use sentence combining – compound and complex Link together a series of simple statements or sentences to show a more cohesive understanding.</p> <p>Use noun appositives An additional phrase to extend the reader's understanding of a particular noun (but without which the sentence would still be valid) e.g. William Perkin, <u>the Victorian inventor of mauveine</u>, lived in the 1800s.</p> <p>Paraphrase In other words... In brief... In short... In summary...</p> <p>Develop ideas / add emphasis More specifically... More precisely... It is as if... In particular... Indeed...</p> <p>Use comparisons Although X..., Y... Whereas X is..., Y is ... Whilst X is..., Y is ... Despite X being..., Y is...</p> <p>Use embedded subordinate clauses to create complex sentences An embedded clause appears after the noun or pronoun in the main clause and adds detail about the subject of the sentence e.g. The coat, <u>which was old</u>, had a hole in the pocket.</p>	<p>All Bronze and Silver +</p> <p>Use participle phrases A phrase, including a participle (present or past) + other words, that gives extra information about the main action or noun e.g. <u>Removing his coat</u>, Jack rushed to the river. <u>Interested in promoting peace</u>, the UN holds an annual peace conference.</p> <p>Express duality using correlative conjunctions Both... and... Neither... nor... Not only... but also...</p> <p>Indicate modality / use tentative language Verbs: could / may / might Adverbs: perhaps / maybe / arguably / clearly / undeniably</p> <p>Use superlatives The most X / the least X / the X-est</p> <p>Illustrate a point For example... Namely... Specifically...</p> <p>Draw conclusions to an argument And therefore... Ultimately... In closing... As a result... Consequently...</p> <p>Nominalise a sentence Changing a verb into a noun is called nominalisation. This is often used in academic writing e.g. 'Student numbers are increasing rapidly and the university is becoming concerned' becomes '<u>The rapid increase in student numbers</u> is causing concern at the university.'</p>

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

The Learning Journey in Year 7: Reading

- Reading happens in **every** subject
- Conscious teaching of new words (tier 2 & 3 vocabulary)
- Decoding (sounds and roots) is important, as well as cognition
- Reading Out Loud is crucial
- Read for pleasure: carry a book, join book club
- Extensive interventions for less confident readers



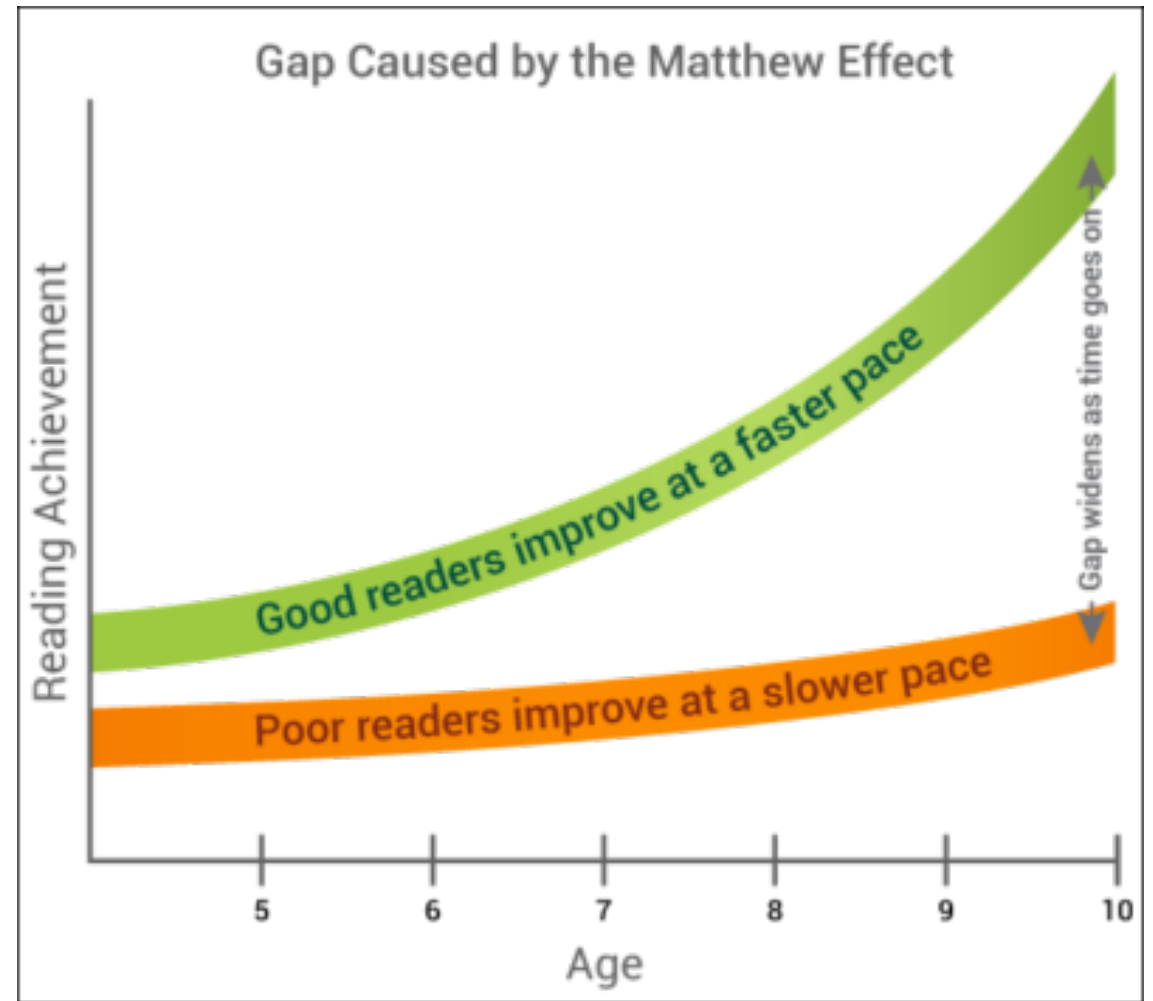
Predicting (Improving to tackle complex texts)	Clarifying (vocabulary building)	Questioning (checking my understanding)	Responding (emphasising relevance)
<p>I can...</p> <p>use titles and subtitles to predict what a text might be about.</p> <p>use visual clues (e.g. images, fonts) to predict what a text might be about.</p> <p>use learning objectives to predict what a text might be about.</p> <p>use linguistic markers (e.g. the opening sentence, the tense of the title) to predict what a text might be about.</p> <p>use my prior knowledge to help inform my prediction (have I read something like this before? have I read something by this author / from this source before?)</p> <p>read secondary texts (nonfiction or fiction) related to the topic/text I am studying to help me understand the wider context.</p> <p>read secondary texts (nonfiction or fiction) related to the topic/text I am studying to help me feel more confident in my understanding of the topic/text I am studying.</p>	<p>I can...</p> <p>use a glossary to record new vocabulary accurately.</p> <p>use a range of strategies for learning and then practising new vocabulary.</p> <p>use new vocabulary in my own sentences (writing and speaking) until I am confident with it.</p> <p>recognise tier 2 vocabulary in different contexts.</p> <p>differentiate between how tier 2 and 3 vocabulary is used in different subjects.</p> <p>take the initiative to research new vocabulary that I don't know when I read/hear it.</p> <p>consider how use/choice of vocabulary can influence the meaning of a text.</p> <p>paraphrase – express the explicit meaning of a text I have read using my own words to achieve greater clarity.</p> <p>Building resilience: how do I tackle vocabulary that I don't know?</p> <p>I can...</p> <p>sound it out.</p> <p>break it down using etymology (find the root word / prefix / suffix).</p> <p>read around the word.</p> <p>read ahead.</p> <p>identify another word would work in this space.</p> <p>use a dictionary correctly.</p>	<p>ask myself questions as I read to help me check my understanding of the text using the key question words e.g. Who...? What...? When...? Where...? Why...? How...? What if...?</p> <p>ask myself text-dependent questions to establish the meaning in a text.</p> <p>ask myself questions after I have read the text that help me to explore my understanding of the ideas / themes as well as the facts e.g. What is the role of...? What is signified by...? Why does X do or say Y?</p> <p>ask myself questions about my knowledge related to this text e.g.</p> <ul style="list-style-type: none"> - how does this text fit into my prior / existing knowledge about this topic? - how does this compare with other texts I have read about this topic? - where else might I see this happen? - does this link to any other texts? <p>question the validity of the text itself e.g.</p> <ul style="list-style-type: none"> - what is the source of this text? - does the author have a particular motivation? what is the purpose of the text? what viewpoint is expressed? - are there alternative points of view I need to consider? <p>analyse a text to understand how it has been constructed linguistically.</p> <p>analyse a text to understand the writer's choices and explore the ways in which these construct meaning.</p>	<p>I can...</p> <p>understand the big idea and express the gist of what the writer is saying.</p> <p>identify the important / main points in a text.</p> <p>sum up the main points in my own words in the correct order e.g.</p> <ul style="list-style-type: none"> - This text is about... - Firstly... Then... Next... In the last paragraph... <p>identify which words in a text are most important in creating the mood / meaning.</p> <p>decide what information from the text is most / least important depending on the task or question I have been given.</p> <p>track key images or themes across a longer text.</p> <p>analyse a text to identify deeper / hidden meaning.</p> <p>connect different ideas from a text by comparing, contrasting or linking.</p> <p>evaluate (and select) information in a text for my particular purpose, and evaluate its validity e.g. to support an argument or response I am constructing</p>

The Reading Skills Grid



The Learning Journey in Year 7: parents supporting reading

Please ensure your child brings a reading book with him/her to school every day and is reading regularly for pleasure at home – it is the most important thing you can do to support their progress!



The Learning Journey in Year 7: Oracy

Oracy is our ability to communicate effectively using spoken language.



It is the ability to **speak** eloquently, articulate ideas and thoughts, influence through talking, **listen** to others and have the confidence to express your views. These are all fundamental skills that support success in both learning and life beyond school.

Oracy isn't just any talk that is happening - it is **purposeful classroom talk** which **develops children's speaking and listening skills**, and **enhances their learning** through the effective use of spoken language. Oracy is to speech what literacy is to writing and numeracy is to maths.

The Learning Journey in Year 7: parents supporting oracy

- Make time for family talk (mealtimes without devices are essential)
- Use full sentences yourself
- Eliminate lazy-talk (such as 'like' or 'basically')
- Read aloud (you and them) at home to build confidence
- Have the Art of the Sentence grid on the fridge & try using it orally at home for fun



How to help your child in Year 7: Finding resources on Copia

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

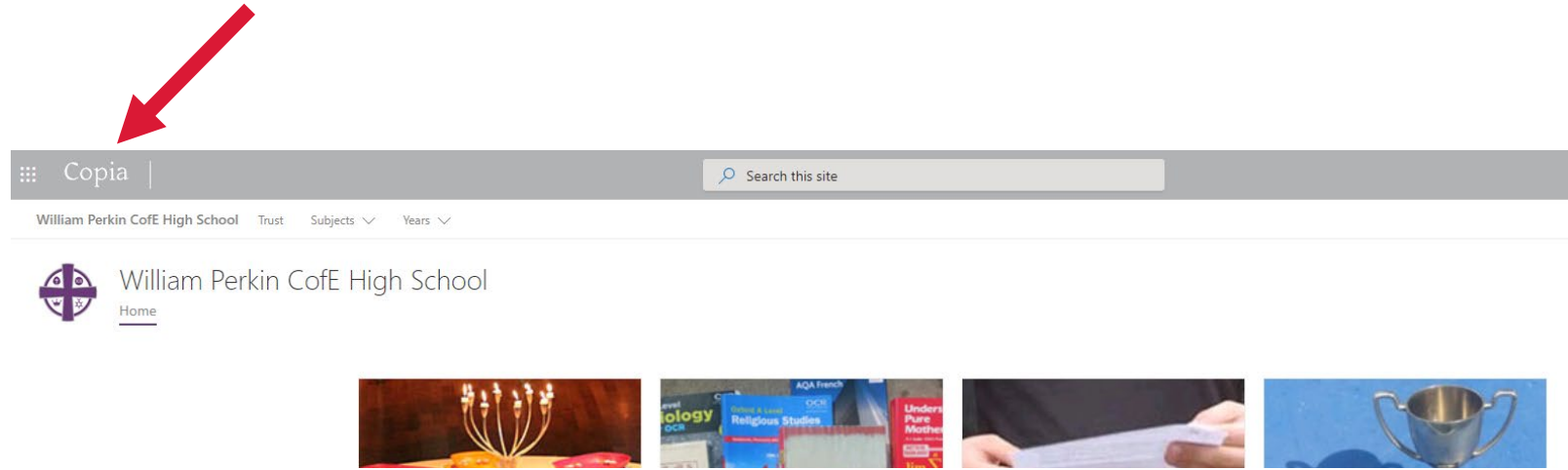
The screenshot shows a web browser displaying the Copia website for William Perkin CofE High School. The browser address bar shows the URL: twyfordacademies.sharepoint.com/sites/wpn/. The page features a search bar at the top with the text "Copia" and "Search this site". Below the search bar, the school's name "William Perkin CofE High School" and a "Home" link are visible. The main content area is a grid of eight tiles, each with an image and a label: "Ethos" (candles), "Curriculum" (textbooks), "Assessment" (hands holding a paper), "Pastoral" (trophy), "Wider Learning" (people on a boat), "Staffing" (mug and phone), "Resources" (phone), and "Community Bulletin" (pen). At the bottom, there are four utility buttons: "Staff/Student Email", "Calendar", "Go4Schools", and "William Perkin website".

William Perkin CofE High School

How to help your child in Year 7: Finding resources on Copia

Accessing the curriculum – Copia

Link to Copia from the WP website williamperkin.org.uk



Access for students...

Log in using your WP network username and password

Access for parents and carers...

Unfortunately due to licensing restrictions, we are not able to provide parents/carers with their own individual logins to the updated Copia site

You can still log in to see the Curriculum resources and information using your child's login details.

How to help your child in Year 7: Finding resources on Copia

Art Computing Drama English

Geography History Mathematics MFL

Music

Social Sciences

Choose a year group:

Year 7 Geography Year 8 Geography Year 9 Geography Year 10 Geography

Year 11 Geography

Year 7 Geography

Revision Course Overview Grade Criteria Assessed Homework

Key Documents

GCSE 9-1 Grade Criteria

Year 7 Geography

See all

Name
Assessed Homework
Revision
Unit 1 - What is my Local Geography
Unit 2 -What is the UK like
Unit 3 - How is the world's population chan...

How to help your child in Year 7: Finding resources on Copia

Year 7 Geography

- Revision
- Course Overview
- Grade Criteria
- Assessed Homework



Year 7 Geograph

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Unit 1 - What is my local Geography?	Unit 2 - What is the UK like?	Unit 3 – Why is the world’s population changing
<p>We are going to study</p> <ul style="list-style-type: none"> What is the difference between human and physical Geography? What are the ingredients of a good map? How can I find places using maps? (Grid references, symbols, scale) What is my local area like? How do people experience places differently? How do geographers conduct investigations? How sustainable is my school and how can it be made more sustainable? <p>Skills</p> <ul style="list-style-type: none"> How to read and use grid references How to use maps and atlases to locate places How to describe where places are How to conduct geographical fieldwork and investigations 	<p>We are going to study:</p> <ul style="list-style-type: none"> Key places and in the UK Important physical features of the country we live in. Map skills (including how to measure relief and altitude) Settlement function and settlement hierarchy Cave systems in the Yorkshire Dales Consider the impact of tourism on areas within Britain. The UK coastline and how to protect it. <p>Skills</p> <ul style="list-style-type: none"> Create maps of key places in the UK. Describe the location of the UK. Use a map to describe the relief of the land. Categorise the human and physical characteristics of different places. Debate and make supported judgements 	<p>We are going to study:</p> <ul style="list-style-type: none"> How and why may be controlled using incentives and punishments Population structure and how this changes depending on a country’s level of development. A case study of China’s population. The different types of migration and explain why people move Diversity in our class, local area and London <p>Skills</p> <ul style="list-style-type: none"> Understand choropleth maps Identify patterns and trends from maps and graphs Choose suitable evidence (data / examples) to justify my points. Debate and make supported judgements

How to help your child in Year 7: retention and recall – test them

On Copia, you will find **Knowledge Organisers** for each subject, for every unit.

Kos summarise the key knowledge students need to memorise from that unit.

You can help them by downloading your own copy and quizzing them on their grasp of the key knowledge.

Key Word	Definition	Synonym	Antonym
bewitching	(Adjective) To be enchanting or delightful	Captivating, mesmerizing	Disgusting, disinterested
captivating	(Adjective) To be capable of attracting and holding interest	Fascinating, spellbinding	Repulsive, uninteresting
enchanting	(Adjective) To be delightfully charming and attractive	Alluring, intriguing	Boring, disagreeable
entangled	(Verb) To become twisted together with or caught in	Tangled, enticed, trapped	Free, loose, untangled
disconcerting	(Adjective) To feel unsettled or unnerved by something	Unsettling, unnerving, discomfiting	Reassuring, peaceful
Mysterious	(Adjective) To be difficult to explain or understand	Puzzling, strange, secretive, curious	Clear, comprehensible
Ominous	(Adjective) To give the impression something bad will happen	Threatening, menacing, sinister	Promising, encouraging
threatening	(Adjective) To be ominously frightening and menacing	Aggressive, dangerous, intimidating	Safe, kind, pleasant

Writing focus 2: Language devices	
Simile	Comparing two items using like or as. <i>Her smile was perfectly still as if he were the only living creature in that country.</i>
Metaphor	Comparing two items without using like or as. <i>'A thunder battle' Two great thunderstorms meet and clash' 'Luna herself which made light' 'Luna's curtain'</i>
Hyperbole	'The sweetest, most mysterious peace anyone could imagine' <i>More than a thunderstorm.</i>
Personification	Giving an inanimate (not alive) object human qualities. <i>The clouds, which had been threatening all day, this wind whipped the rain.</i>
Semantic fields	A group of words which link to a topic. Semantic field of mystery, mysterious, stranger, curians, may. Semantic field of violence: threatening, whipped, clash, battle.

Writing Focus 3: Technical accuracy	
Capital letters, full stops, commas to separate clauses, apostrophes, semicolons, names, and proper nouns.	Capital letters are used for the start of sentences, names, and proper nouns. Full stops are used at the end of sentences. Minusure rains fluttered around Mary's enchanting London garden.
Exclamation marks, ellipses, commas in a list, semi-colons, colons, brackets	Exclamation marks are used to show surprise or shock. <i>'Look! Look! Where are you?'</i> <i>'Slowly, he dashed open the door, wondering what he would see...'</i> <i>'All around the garden, amazing plants could be seen: red cherries, golden bananas, shining strawberries.'</i>
Simple	Used a subject and a verb. <i>Lucy looked at the entranced roses overhead.</i>
Compound	Use conjunctions for sentence expansion. <i>The pathetic falcon here creates a secretive and mysterious atmosphere because clouds are associated with concealment.</i>

Year 7 English Step in the Unknown How can we use setting to create a precise atmosphere?			
'The Secret Garden' by Frances Burnett	'The Lion, The Witch and the Wardrobe' by C.S. Lewis	'Olive Twist' by Charles Dickens	'The Hobbit' by J.R.R. Tolkien
After finding a secret door, discovers an enchanting and mysterious secret garden.	Blazing through a wardrobe, four boys discover a bewitching, but scared and disconcerting proxy world.	Threatened to marry rain about, the fortune teller to an unknown location in a sun down and dangerous area.	As they travel across a mountain, Bilbo and his companions witness an interesting encounter that is like a battle of the elements.

How does the writer use setting to create a precise atmosphere?			
Text	Key quotations	Inference (Author presents X or Y...)	Further analysis Develop ideas (More specifically/in addition/moreover/in particular/additionally...)
'The Secret Garden'	<i>'It was the sweetest, most mysterious peace anyone could imagine'</i>	Lucy presents the garden as an enchanting and magical place.	The garden is shown to be enchanting by the use of the superlatives 'sweetest' and 'most mysterious' which emphasise the wonder and awe with which Mary views the garden. Additionally, the verb 'imagine' is used to invite ideas of magic as the garden appears to be beyond the limits of imagination.
'The Lion, The Witch and the Wardrobe'	<i>'One of the things which made the place look stranger and lovelier was that animals never had run all over them and found over one's heels which made their walking outwards'.</i>	Lucy presents the garden as an unusual but beautiful place.	The narrator here emphasises just how beautiful the garden is as it implies that Mary feels that the experience is incomparable to any she has had before. More specifically, the superlative 'lovelier' really clarifies this sense of beauty, especially when read in association with the superlatives above. Moreover, the metaphor of the 'outlets' also suggests the location is unusual as it suggests that the garden is uncharted for and untamed, whilst also creating a sense of mystery as curtains are traditionally used to conceal all that's behind them.
'The Lion, The Witch and the Wardrobe'	<i>'There were coats hanging up as usual, and a smell of moss and darkness and silence and a faint glow of light'.</i>	C.S. Lewis creates an unsettling and intimidating atmosphere.	Here, there is a change in atmosphere as the garden becomes more mysterious and even intimidating. In particular, the adjective 'hazy' and the verb 'spreading' again link to ideas of concealment, as Mary cannot fully see the area around her, suggesting it's ominous. Moreover, the 'brown grass' could be seen as ominous as the grass has clearly died.
'The Lion, The Witch and the Wardrobe'	<i>'Everything was perfectly still, as if he were the only living creature in that country.'</i>	C.S. Lewis presents the garden as a disconcerting and unusual place.	C.S. Lewis uses a complex sentence including a full clause to portray how unsettled and perhaps overwhelmed Edward feels in this moment. More specifically, listing all the items that are in their correct location makes the absence of Lucy feel even more noticeable, and therefore unsettling. Additionally, the noun 'darkness' and 'silence' have negative connotations, perhaps making Edward seem isolated.
Olive Twist	<i>'It was a quiet, close, overcast evening'.</i>	Dickens creates an ominous and secretive atmosphere.	A short sentence is used here to convey Edward's panic to the reader. The fact that a short sentence is used emphasises how done Edward is, as the preceding sentences focus on the complete lack of activity in the garden. Additionally, the verb 'thivered' is typically associated with fear, possibly suggesting Edward feels threatened in this new environment.
'The clouds, which had been threatening all day'.	<i>'The rain commenced pouring violently down.'</i>	Dickens creates an oppressive and violent atmosphere here.	A long sentence is used here to show how unusual this new environment is because it is very strange for someone to be on their own in a country. Moreover, the fact that the simile is used to suggest it is 'as if he is the only living creature is unseeing as it implies that, despite the quiet air around, there are other living beings nearby who may not be kind or supportive.
'The moon'	<i>'Two great thunderstorms meet and clash'.</i>	Dickens presents the storm as powerful and dangerous.	The simile here shows how powerful the storm is, as it is a dark evening which possibly reflects the mood of the other children. Additionally, the adjective 'overcast' links to ideas of concealment, suggesting the sun will be doing something secretive or improper.
'The moon'	<i>'More than a thunder storm, a thunder-bomb'.</i>	Dickens presents the storm as overwhelming and a threatening bomb.	A full sense of foreboding is created here as the use of the simile that something bad is about to happen, shown by the looming rain clouds. Moreover, the adjective 'violent' intensifies the weather and makes it sound as if it has been pouring an impact on the ground.
'The moon'	<i>'The wind whipped the rain and the hot'.</i>	Dickens presents the storm as aggressive and dangerous.	A range of aggressive language is used here to further present the atmosphere as violent and intimidating. More specifically, the verb 'pouring' suggests the rain cannot be prevented and is incredibly overwhelming, and the adjective 'violently' suggests it feels as though the weather is intentionally aggressive, like an enemy.
'The moon'	<i>'The wind whipped the rain and the hot'.</i>	Dickens presents the storm as aggressive and dangerous.	The metaphor of two storms 'meet' also demonstrates the intense strength and power of the storm, as two storms in conflict is abnormal and even stronger than one 'great' storm. Additionally, the connotation of 'open' creates a sense of danger as it seems the storms will be very violent and aggressive.
'The moon'	<i>'The wind whipped the rain and the hot'.</i>	Dickens presents the storm as aggressive and dangerous.	By using the metaphor of a 'thunder-bomb', Tolkien is personifying the storm and making it seem like an enemy of human kind. In particular, the key noun 'bomb' is associated with death and destruction, so this connotation with the hyperbole of 'more' makes the storm seem overwhelming and destructive.
'The moon'	<i>'The wind whipped the rain and the hot'.</i>	Dickens presents the storm as aggressive and dangerous.	The personification of the wind again heightens how aggressive and dangerous the storm is. More specifically, the verb 'whipped' has connotations of slavery and mistreatment, leading the weather to appear even more threatening.



The Assessment principles: regular assessment

Regular assessments help knowledge stick

- 2 sets of exams
- Interim tests at Q1 & Q3
- Target grades
- Engagement with the feedback loop makes all the difference
- Students should know what they will be assessed on

Assessment supports the learning journey

- Regular and frequent **signposts** showing students and teachers where to go next
- Less frequent **milestones** measuring the distance travelled



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

The Assessment principles: integrated assessment

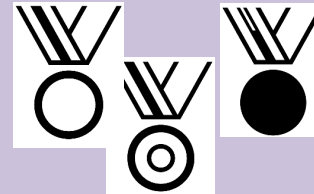
Integrated assessment

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



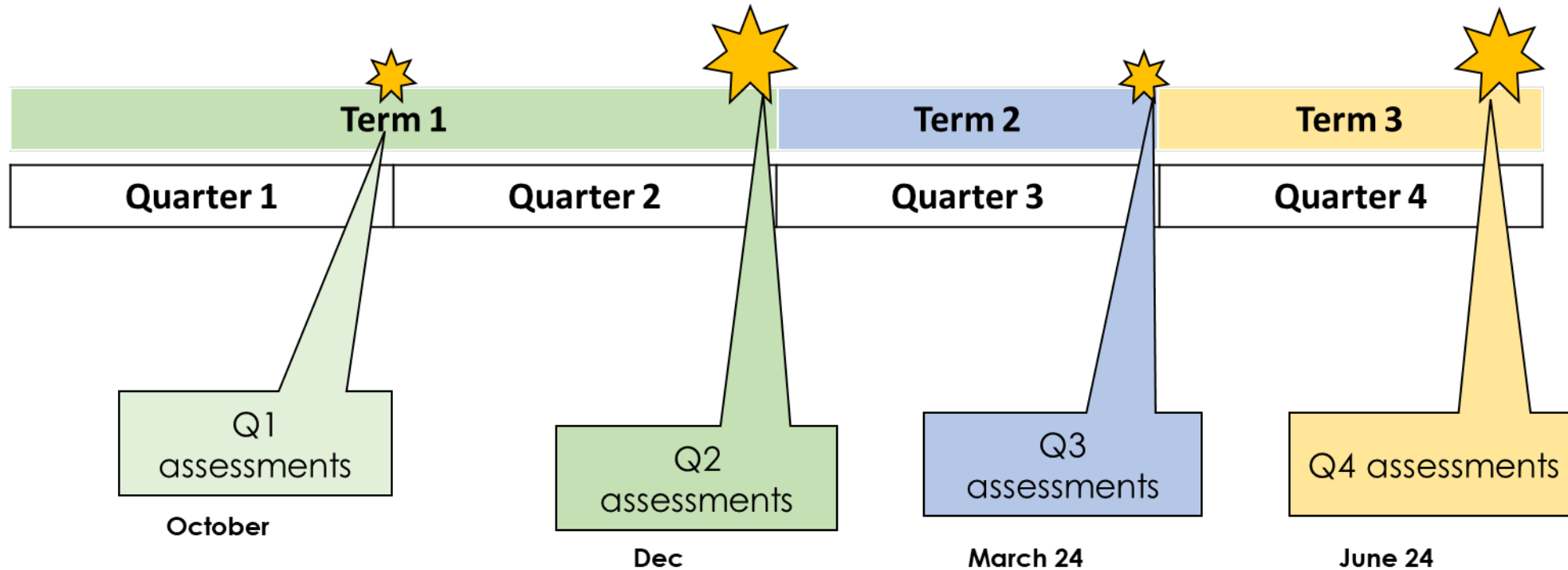
Every Quarter

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



The Assessment principles: quarterly assessments

Quarterly assessments



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?



Q1 Assessment	Q2 Assessment	Q3 Assessment	Q4 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?



The Assessment principles: how are targets set?

GCSE Grades

A*	9
and	8
A	7
B	6
and	5
C	4
D, E, F	3
and	2
G	1

Progression through the school

Curriculum Band	Entry grade	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	equivalent to
Advanced A*/A	114	6-	6+	7	8-	8+	A*
	112	5+	6	7-	7+	8	A*/A
	109	5-	5+	6	7-	7+	A
	106	4	5-	5+	6	7-	A
Higher A/B	103	3+	4	5-	5+	6	B
	100	3-	3+	4	5-	5+	B
	97	2-	2+	3	4-	4+	C
Core C-D	95	1+	2-	2+	3	4-	C/D
	91	1	2-	2	3-	3+	D
Nurture D-F	90	1-	1+	2	2+	3	D/E
	<90	1-	1	1+	2-	2	E/F

The Assessment principles: how do I know how they are doing?

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

The screenshot shows the GO 4 SCHOOLS website. At the top left is the logo 'GO 4 SCHOOLS'. 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 for 'Schools', 'Students', and 'Parents'. Below the logo 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!' followed by 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 in a meeting and a graphic for 'NEW INTERACTIVE PIVOT TABLES & CHARTS' with a bar chart. Below the main text are two sections: 'The Hub' with a photo of two students, and 'The Modules' with a play button icon and the text 'Online Markbooks' (described as 'Straightforward, powerful, online markbooks for subject-specific, continuous pupil tracking.') and 'Behaviour' (described as 'Consistent, efficient, online recording and management').

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.



Pastoral & Wider Learning

Ms Gilmore
Head of Year

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

I am polite and helpful

I wear my uniform perfectly

I am focused at all times

I walk to my lessons with purpose

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

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

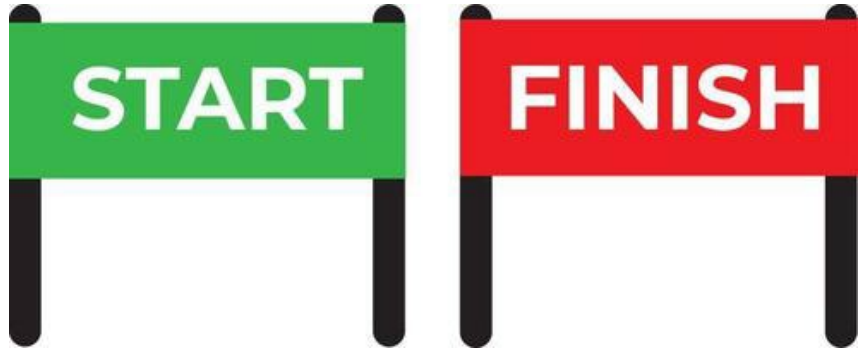
Excellent listening habits

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



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 etiquette
- Accurate peer/self-assessment
- Active response to feedback
- Excellent reading log
- Resilience in engagement (2)
- Excellent lesson prep/HWK (2)
- Excellent planner use (2)**
- Active participation in singing (2)
- Star of the lesson (3)

Week Beginning: 18th September 2023

Lesson Preparation		Due Date	Done ✓
Monday	18th 1 Geography	Prep task 1 in booklet.	19/9 2023 ✓
	2 Science	Fill sheet in SB	19/9 2023 ✓
	3 Music	Lesson 2 quiz (Microsoft Teams)	25/9 2023 ✓
	4 English	write a paragraph of how Scrooge has changed. IN ER.	19/9 2023 ✓
	5 Maths	Sparx	28/9 2023 ✓
	6 PE	No prep!	— —
	7 PE	No prep!	— —
Tuesday	19th 1 Science	Prep task 4 in booklet.	20/9 2023 ✓
	2 Geography	Prep task 3 in booklet.	25/9 2023 ✓
	3 Languages	Log into quizlet. Learn vocab (allows-y/lets go)	20/9 2023 ✓
	4 English	No prep!	— —
	5 Maths	Sparx	28/9 2023 ✓
	6 Languages	Sign up to Quizlet. Prep sheet in GB (German book)	26/9 2023 ✓
	7 Languages	Memorise 1-100 in vocab sheet.	26/9 2023 ✓
Wednesday	20th 1 Maths	Sparx	25/9 2023 ✓
	2 Science	Prep task 5	25/9 2023 ✓
	3 Languages	Translate paper. Revise vocab sheet allows-y.	21/9 2023 ✓
	4 RE	See email for prep. Prep task 2	27/9 2023 ✓
	5 English	No prep! -finished reading.	— —
Wednesday	6 Computing	Prep task 3	27/9 2023 ✓
	7 Computing	Prep task 3	27/9 2023 ✓



Excellent planner use (2)

'I take pride in my planner/complete all sections/tick off completion.'

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 etiquette
- Accurate peer/self-assessment
- Active response to feedback
- Excellent reading log
- Resilience in engagement (2)
- Excellent lesson prep/HWK (2)**
- Excellent planner use (2)
- Active participation in singing (2)
- Star of the lesson (3)

The notebook pages contain the following content:

- Left Page:** A table titled 'Advantages and disadvantages of energy resources' with columns for 'Disadvantages', 'People', 'Environment', and 'Advantages'. The 'Disadvantages' column notes that open cast mines can harm surrounding wildlife and habitats. The 'People' column notes that mining can be very noisy and cause risks of flooding and landslides. The 'Environment' column notes that open cast mines can harm surrounding wildlife and habitats. The 'Advantages' column notes that extraction of coal at open cast mines can create jobs and income for the local people.
- Right Page:** Handwritten notes in brown ink. A section titled 'Skylark Protection Area' is boxed in red. Below it, a drawing of a mobile phone shows a 'No dogs except on leads' sign. Another section is titled 'Sustainably managing Richmond Park' and includes a drawing of a tree labeled 'Pollarded tree'. The notes discuss the importance of protecting areas of special scientific interest (SSSI) and the benefits of pollarding trees for wildlife and timber production.

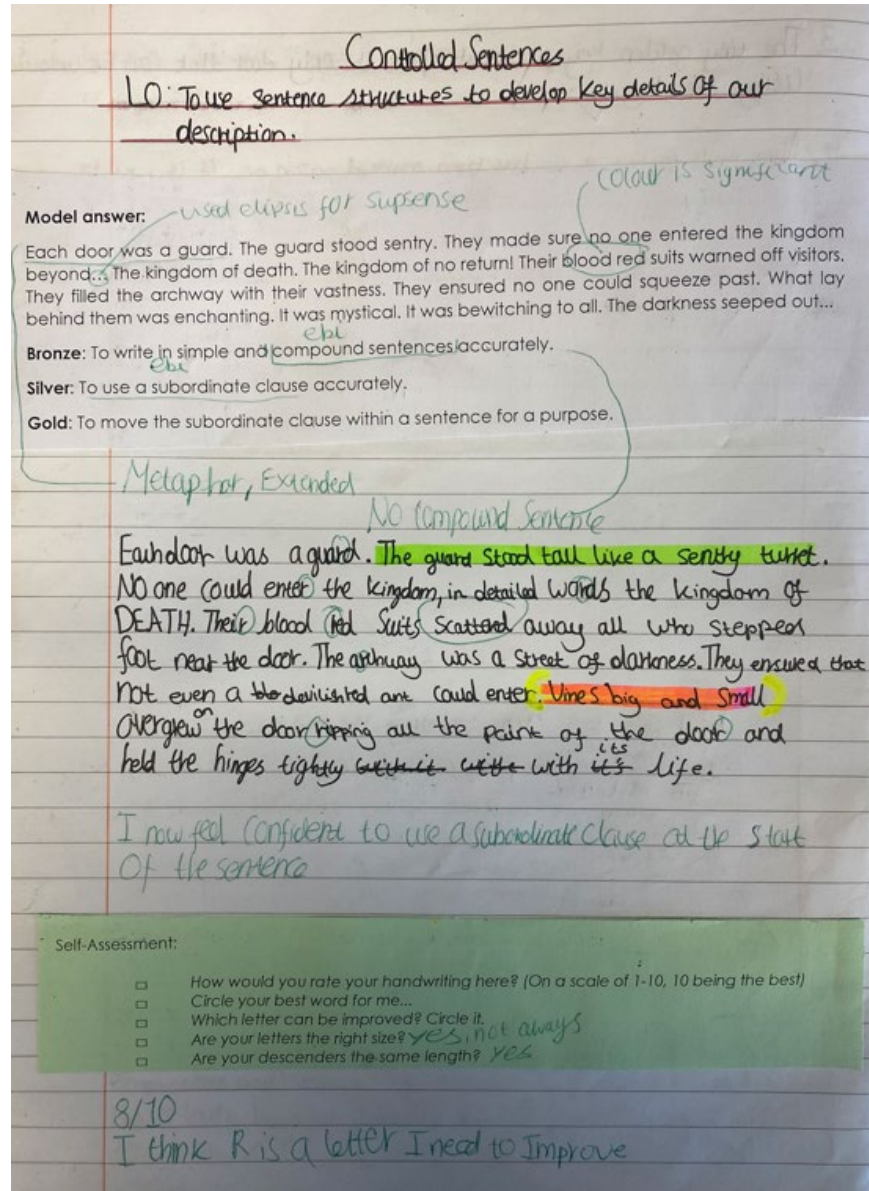


Excellent lesson prep/HW (2)

'I take pride in my prep/I complete additional challenge tasks.'

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 etiquette**
- Accurate peer/self-assessment
- Active response to feedback**
- Excellent reading log
- Resilience in engagement (2)
- Excellent lesson prep/HWK (2)
- Excellent planner use (2)
- Active participation in singing (2)
- Star of the lesson (3)



Excellent book etiquette

'I take pride in my work and use it an important revision tool.'

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

* 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

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

Learning Culture: self-reflection



Wellbeing Log

Student: _____ Date Started: _____

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Food	Breakfast							
	Lunch							
	Dinner							
	Snacks							
	Fruit & Veg							
Drink	Water (Glasses)							
Sleep	Wake Up Time							
	Bed time							
	Good/Bad Sleep							
Screen time (Minutes)	Phone							
	TV							
	Video games							
Reading	Minutes							
Exercise	Type							
	Minutes							
	In School							
Wider learning clubs, activities	Minutes							
	Out of School							
	Minutes							
Gratitude	What are you grateful for today?							

Signed (Parent/ Carer):

Signed (Tutor):

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

Learning Culture: self-reflection



We set **progress targets** in your subjects so that you know your desired direction and endpoint – you know what you are aiming for.

It's important for you to compare yourself against **your own** target, not anybody else's. Everyone is different – your target is designed specifically for **you**, and is based on how you have done in the past.

You also have your **pastoral targets** – these are the same for everyone in your year group because they are general goals, about how you will develop yourself this year. The pastoral targets should be adapted to suit your own personality e.g. "I regularly attend at least two extended electives" – this could be chess + computing / netball + art / study club + board game club... It's up to you to decide!



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

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

Learning Culture: Pastoral Programme

Twyford Trust Pastoral Programme		Autumn : Good gifts used in service		Spring : Don't stay in a Bad Place		Summer : Unique Value in Community	
		Know Yourself	Agent for Good	Understand weakness	Accept Support	Engage Fully	Stretch
Yr 7	<i>Title</i>	Who am I?	Thinking for myself about what is right	Being tempted and getting things wrong	Help is at hand	Being tested	Rising to a challenge
	<i>Stories</i>	Adam & Eve Creation	Snake & the Apple Nativity	Cain & Abel Temptation	Noah	Abraham Pentecost 1	Joseph Rich young man
	<i>Themes (inc PSHE & IAG)</i>	Me in a new community What does the school stand for	Making good decisions using our own judgement	Getting things wrong Anger and jealousy	Recognising the need for support, who to turn to and how to help others	Being confident to go outside our comfort zone	Self-confidence and risks of over-confidence

Year Communion

- Harvest
- Baptism of Jesus
- Ascension

Form Communion

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

- Respectful relationships
- Your Life You Choose
- Effective learning
- Online safety
- Self-care
- Responsible citizens
- Considering my future

School Uniform* : Smart and Purposeful



Our uniform represents our aspiration to be smart



REMINDER

"I have come that ye may have life, and to the full" – John 10 v 10

*Uniform = Standard

Girls

<p>Blazer</p> <ul style="list-style-type: none"> Purple with Embroidered William Perkin Crest. 	<p>Compulsory – it is to be worn at all times unless given permission by a teacher.</p>
<p>Tie</p> <ul style="list-style-type: none"> Silver and Purple Stripe. 	<p>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.</p>
<p>Blouse</p> <ul style="list-style-type: none"> Plain White, Long or Short Sleeve. Collars must be designed to accommodate a tie and must have a top button which fastens. 	<p>Blouses must be sufficiently generous to tuck fully into the skirt. Pupils will be asked to replace missing buttons. No tailored blouses which are designed to be worn over the skirt.</p>
<p>Skirt or Trousers</p> <ul style="list-style-type: none"> Pleated Purple Tartan Skirt. Girls Trouser (with school logo embroidered on pocket) – model available from PMG Schoolwear only 	<p>22", 24" or 26" skirt length available. Length purchased must be nearest to the knee. Skirts must not be worn on the hip or rolled over at the waist. Trousers must be official William Perkin girls trousers available only from PMG schoolwear. Other trousers are not permitted.</p>
<p>Pullover</p> <ul style="list-style-type: none"> Grey V-neck with Purple Trim. 	<p>The pullover is optional. Cardigans and vests are not to be worn.</p>
<p>Socks / Tights</p> <ul style="list-style-type: none"> White Ankle Socks. Plain Black Tights. 	<p>No 'leg warmers' or knee socks or above the knee socks. No coloured socks of any kind. White ankle socks must be plain. Socks or tights should be worn, not both.</p>
<p>Shoes</p> <ul style="list-style-type: none"> Black (upper and sole). Smart, plain and polishable. They must be worn to and from school. Students require white Mirak Contender trainers for PE Students require moulded football boots for PE. 	<p>Velcro Fastening is not Permitted. Boots are not allowed - 'Kickers' and 'Timberland' style boots are not allowed. Trainer-style shoes or canvas style footwear are not appropriate as formal school footwear and are therefore not allowed. Students are not permitted to bring trainers into school other than for PE lessons.</p>
<p>Coat</p> <ul style="list-style-type: none"> Plain Black Coat with no visible logos 	<p>Should be removed in the classroom at the start of the lesson and put on the back of the chair. Gilletts, body-warmers & fur trims are not permitted.</p>
<p>School Scarf and Hat</p> <ul style="list-style-type: none"> Plain Black or Purple Scarf Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional) 	<p>Baseball caps and other hats are not permitted. Scarves and hats should be put in bag or locker except during break and lunch.</p>
<p>Official School Bag</p> <ul style="list-style-type: none"> Black Backpack with Embroidered William Perkin Crest 	<p>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.</p>
<p>Hair</p> <ul style="list-style-type: none"> Hair bands, ribbons, clips and any other item used in the hair should be plain black or purple. 	<p>No coloured bobbles, sports headbands fancy flowers, frills or large bows. Dyed hair and hair extensions should be a natural colour. Two-tone hair and undercuts are not permitted.</p>
<p>Jewellery</p> <ul style="list-style-type: none"> One small single gold or silver stud earring may be worn in each ear lobe. Rings, necklaces, bracelets etc. should not be worn 	<p>Jewel studs of any size are not acceptable. Diamante ear-studs are not to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. 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.</p>
<p>Make-up And Nail Varnish</p> <ul style="list-style-type: none"> Must not be worn 	<p>Students will be required to remove it. Gel and acrylic nails are not permitted. <i>"I have come that you may have life and have it to the full" – John 10 v 10</i></p>

Boys

<p>Blazer</p> <ul style="list-style-type: none"> Purple with Embroidered William Perkin Crest. 	Compulsory – it is to be worn at all times unless given permission by a teacher.
<p>Tie</p> <ul style="list-style-type: none"> Silver and Purple Stripe. 	Should cover the fastened top button on shirts. Must be tied so that the bottom tip of the tie reaches the top of the trousers.
<p>Shirt</p> <ul style="list-style-type: none"> 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 trousers. Collars must be large enough to button around the neck of the wearer. Pupils will be asked to replace missing buttons.
<p>Trousers</p> <ul style="list-style-type: none"> 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 not drag along the floor or sit below the waist. A simple, plain, black, belt may be worn. Fashion belts are not allowed. No jean-like material or jean-like style is permitted.
<p>Pullover</p> <ul style="list-style-type: none"> Grey V-neck with Purple Trim. 	The pullover is optional. Cardigans and vests are not to be worn.
<p>Socks</p> <ul style="list-style-type: none"> Plain Black or Grey Ankle Socks. 	No coloured socks of any kind.
<p>Shoes</p> <ul style="list-style-type: none"> Black (upper and sole). Smart, plain and polishable. They must be worn to and from school. Students require white Mirak Contender trainers for PE. Students require moulded football boots for PE. 	Velcro Fastening is not Permitted. Boots are not allowed - 'Kickers' and 'Timberland' style boots are not correct. Kicker <u>shoes</u> are allowed with normal black laces and black stitching. Trainer-style shoes or canvas style footwear are not appropriate as formal school footwear and are therefore not allowed. Students are not permitted to bring trainers into school other than for PE lessons.
<p>Coat</p> <ul style="list-style-type: none"> Plain 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. Gillets, body-warmers & fur trims are not permitted.
<p>School Scarf and Hat</p> <ul style="list-style-type: none"> Plain Black or Purple Scarf Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional) 	Baseball caps and other hats are not permitted. Scarves and hats should be put in bag or locker except during break and lunch.
<p>Official School Bag</p> <ul style="list-style-type: none"> 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.
<p>Hair</p> <ul style="list-style-type: none"> Must be tidy. Spiky styles may only be worn if the hair is less than 2cm. Fringes should not cover the eyes. Hair should be at least grade 1. 	Skin-fades and undercuts are not permitted. Long hair should be combed downwards or tied back. No designs should be shaven into the hairstyle or eyebrows. Dyed hair should be a natural colour and two-tone hair is not permitted. Different lengths on each side and extreme differences in length on the top and sides are not permitted.
<p>Jewellery</p> <ul style="list-style-type: none"> One small single gold or silver stud earring may be worn in each ear lobe. Rings, necklaces, bracelets etc. should not be worn 	Jewel studs of any size are not acceptable. Diamante ear-studs are not to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. 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.

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

Key Reminders:

Jewellery

One small single gold or silver stud earring may be worn in each ear lobe. Rings, necklaces, bracelets etc. should **not** be worn. (No earrings for PE).

Trousers are standard grey



Not Black



Trousers

Boys trousers are grey (**not black**) - are available from PMG and Juniper
Girls, must be the school trousers available from PMG and Juniper with the logo on.
Skirts – **must be on the knee or longer (and no shorter)** – please check this when purchasing and bear in mind your child will get taller during Y7 so err on the longer side!

Girls Socks / Tights

White Ankle Socks.
Plain Black Tights.

Boys Socks

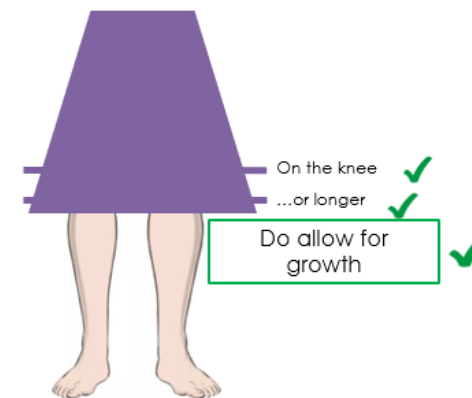
Plain Black or Grey Ankle Socks.

Shoes

Black (upper and sole). Smart, plain and polish-able. Trainer-style shoes are **not** permitted. They must be worn to and from school.

Velcro Fastening is not Permitted.

Boots are **not** allowed - 'Timberland' style boots are **not** correct.





- **School uniform should be worn correctly on the way to and from school, and certainly before students enter the school gates.**



- **Students who wear incorrect uniform will be asked to return home to change and return to school as soon as they have done so.**
- **Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly.**

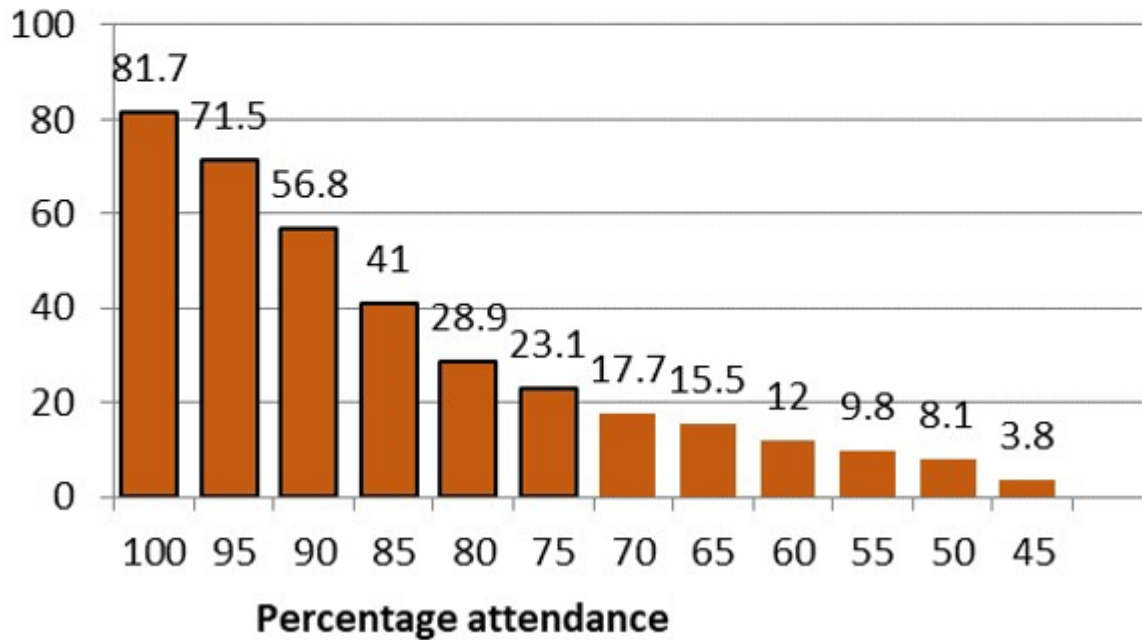
Learning Culture: Attendance and Punctuality

No Absence
190 days of education
100%
Very C
Best chance of su child off to a

Percentage of students achieving

Why is it so important?

Chances of 5+ GCSE 5-9 grades including English and Maths

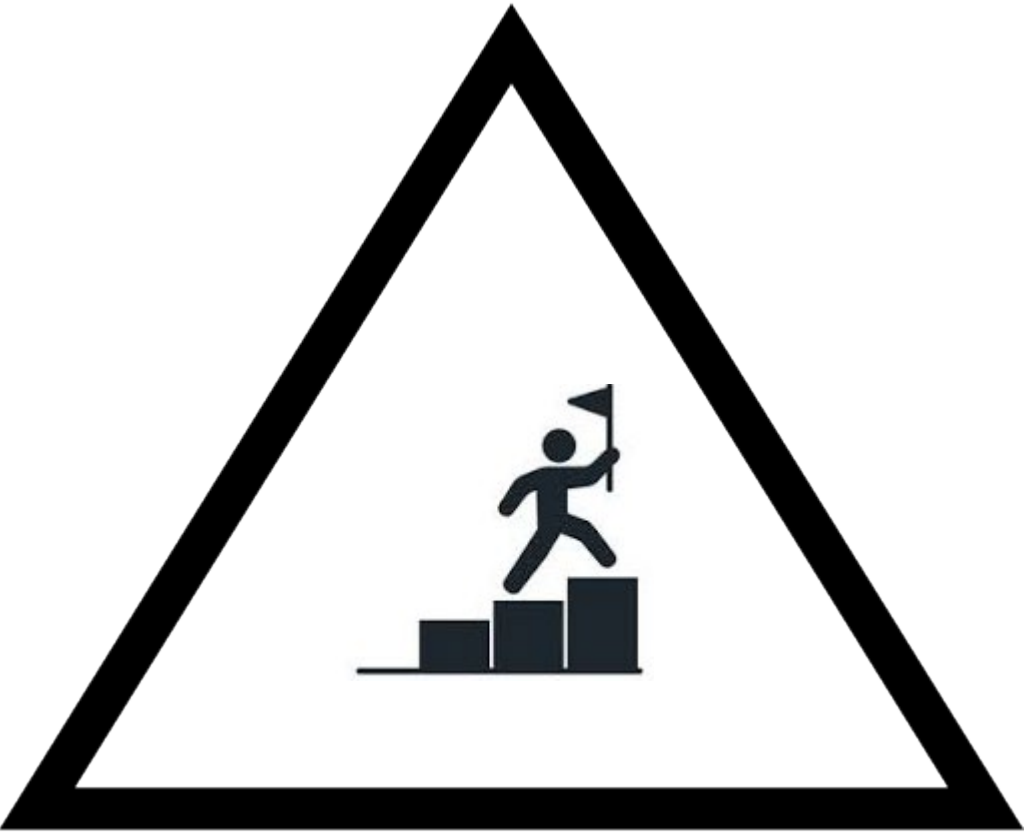


3 days absence
2 days of education
30%
n
Very difficult result in

96% + = our minimum aim

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

Student



Parent

School



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)
- ✓ Check their planner and books at least weekly
- ✓ 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
- ✓ Engage in their Well-being log



The Year 7 Team



Ms Lovell
**Assistant
Head
Teacher KS3**



Ms Gilmore
Head of Y7

Watt	Mr D Hapgood
Pascal	Ms J Simons
Einstein	Ms L Ramzan
Rutherford	Mr L Melville
Kelvin	Mr M Ryan
Isambard	Ms E Gosling
Newton	Mr L Blake

Wider Learning

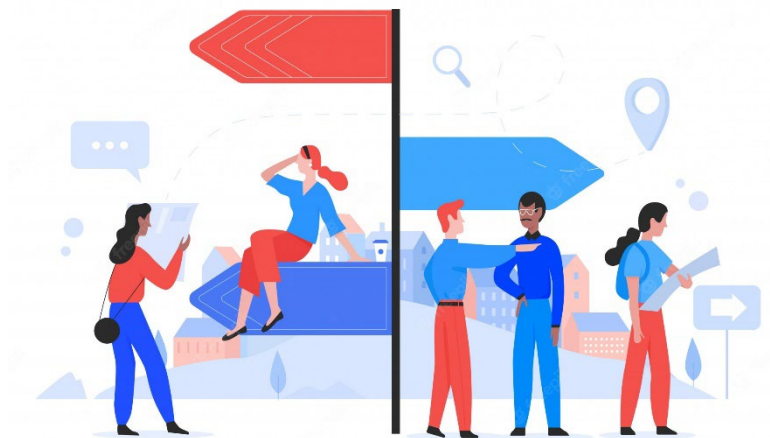
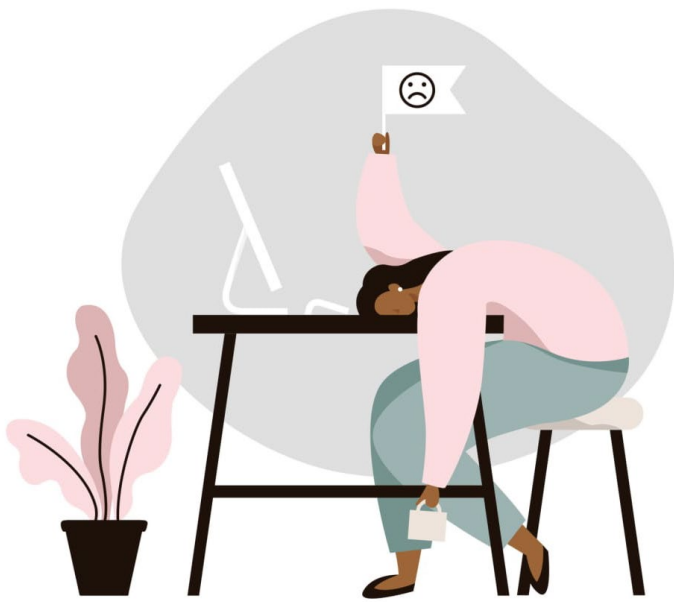
Wider Learning Opportunities: Student Leadership



Wider Learning is 'Life in all its fullness' in practice.

It lets you develop all the key components of our 10:10 ethic so that you can reach your full potential.

Our incredible **extended elective** programme is an essential part of that!



Think:
What are your hobbies?
What might you try?



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

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.
- **You must make arrangements with your child and be aware if they are attending EE – we cannot check for you!**

All Extended Electives: Autumn Term 24-25

Monday	Tuesday	Wednesday	Thursday	Friday
Cricket After School Sports Hall	Junior Basketball (Y7 and 8) Before School Sports Hall	Senior Basketball (KS4&5) Before School Sports Hall	Girls' Football (Y7&8) After School ATP	Level Two Coaching (KS5) After School (After October half term)
Gardening After School 2.01	Badminton (Y9-13) After School Sports Hall	KS5 Critical Reading Lunchtime (p5b) 1.06	WP Times & Creative Writing After School 3.12	Girls' Cricket Academy After School Sports Hall
Netball (Y7 and 8) After School MUGA	Netball (Y9, 10 and 11) After School MUGA	Big Questions Group After School Chapel	Girls' Basketball After School Sports Hall	Cricket Academy After School Sports Hall (invite only)
Boys' Rugby After School Sports Hall	Boys' Football (Y10 and 11) After School ATP	Volleyball (Y10-13) After School Sports Hall	Junior History Scholars (KS4) After School 3.06 (invite only)	Student Leaders' Meetings Ground Floor Classrooms (after Oct half term - invite only)
KS4 Book Club After School Library	Girls' Handball (Y7 and 8) After School ATP	Boys' Handball (Y7 and 8) After School ATP	Film Club After School 1.07	KS4 World Cinema Lunchtime (p5a) 0.04
Girls Football (Y9-13) After School ATP	Boys' Football Years 7 & 8 (QPR) After School Field	Junior Choir Lunchtime (p5b) PC	Fitness (Y10-13) After School Fitness Suite/D&D	Music Tech Club Lunchtime (p5b) MR2
Boys' Football (Y9) After School ATP	KS3 Band MR1 After School (invite only)	WP Brass After School MR2	Woodwind Ensemble Lunchtime (p5b) PC	
Literati (KS4) Lunchtime (p5a) 1.06 (invite only)	Guitar Ensemble After School MR2	Gospel Choir After School PC	6 th Form Jam After School PC	
Year 9 Band After School MR1	Board Games Club After School 2.11	VI Form Football (Boys) P6 and 7 ATP	Retro Computing (KS5) After School 2.12 (invite only)	
Senior Band After School MR1 (invite only)	Further Maths (Y11) After School 2.04 (invite only)	VI Form Netball P6 and 7 MUGA	Further Maths 2 (Y10) After School 2.10 (invite only)	
Ignition Theatre Company: Production rehearsals After School 0.26	KS3 World Cinema Lunchtime (p5b) 0.02	VI Form Badminton P5b and 6 Sports Hall	Inspire Programme After School 2.08 (invite only)	
Science Film and Book Club (KS4&5) After School 1.23	Hair Braiding (KS4) After School 0.08	VI Form Fitness P6 and 7 Fitness Suite (max. 10)	MFL Board Game Club After School 0.08	
Science Club (Y7-9) After School 1.23	Elite Scientists After School 2.20 (invite only)	Further Maths 1 (Y10) After School 2.08 (invite only)	Comic Club After School 3.09	
Henna Club After School 1.18	Textiles (Y10-11) After School 3.01	Spanish Society (KS3) After School 0.06	Philosophy debate club After School 3.11	
Art Club (KS4&5) After School 3.21 (drop-in)	Art Club (KS4&5) After School 3.21 (drop-in)	KS3 Book Club After School 1.06	KS3 Art Club After School 3.20	
	KS3 History Club Lunchtime p5b 3.07	Chaplaincy Film Club Lunchtime (p5b) Chapel	String Ensemble After School MR2	
	Cross-stitching Club (KS3&4) After School 1.21			
	Humanities Scholars (KS5) P7 3.02 (invite only)			

Wider Learning Opportunities: Enrichment Week

Enrichment Week 2024 will happen from the 7th -11th July.

Enrichment Week will launch in the Spring Term and in order to ensure you get your first choice of trips and activities, you need to sign up for this as soon as this is opened to you. **Check your emails carefully!**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Carousel: St. Paul's Cathedral (£6.50), Royal Observatory and National Maritime Museum (£1.50), 'Live like a Roman' (£2)			Design and Technology Day (no cost)	Sports Day (no cost)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Residential to Condover Hall (costs already covered)			Design and Technology Day (no cost)	Sports Day (no cost)

We are delighted to announce an exciting trip for Year 7 from **Monday 7th to Wednesday 11th July 2024.** This trip forms part of our **'Enrichment Week' in July 2024** during which all students are off timetable and will participate in extra-curricular activities.

BUSHCRAFT

[SCHOOL TRIPS](#) [WHAT WE DO](#) [LOCATIONS](#) [ABOUT US](#) [JOIN US](#) [BLOG](#) [FAQ](#) [CONTACT](#)

Badminton Woods, the perfect opportunity to explore and to get deep into nature.

Home to huge ancient beeches, evergreens, and ash this wonderfully varied and vast woodland plays host to our residential Bushcraft Camps.



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

Wider Learning Opportunities: Longridge

REMINDER

The arrangements are to arrive at school at the normal time, by **8.00am**, and register with their form tutor as normal. Our transport for the trip will be coaches. We will return to school between **3.30pm and 4.00pm** (traffic dependent) and students will be dismissed as they leave the coach. Students do not need to wear school uniform on this day, a kit list can be found at the bottom of this letter.

Please ensure that all students bring a packed lunch, and a refillable labelled water bottle.

Students with medical conditions must be responsible for their own medication on the day of the trip. If your child does not have their medication with them, they will not be permitted to go and will remain at school for the school.

Year 7 Getting to Know You Day Longridge KIT LIST

- Any necessary medication (inhalers, etc.). Your child will not be allowed to go, and will need to remain in school if they do not have it
- A packed lunch
- Refillable water bottle (labelled)
- School approved phone only. No smart phones/ electronics are allowed
- No jewellery due to health and safety on the activities

CLOTHING FOR ALL ACTIVITIES

- Warm tops e.g. sweatshirts, track-suit tops. Generally thin layers are better than one thick layer. This is especially important on days when the weather is not particularly warm.
- Track suit trousers or lightweight trousers, NO JEANS as they are restrictive. Old PE kit is best.
- Waterproof jacket (if wet weather)
- If the weather looks good, shorts and T-shirt can be worn. Shorts must be at least knee length.
- Shoes must be 'closed toe'. - We find old trainers are the best for this!
- Hair tie for long hair
- Warm hat/cap/sun cream (depending on the weather)

CLOTHING FOR THE WATER ACTIVITY

If you have authorised your child to do the water activity, then you may want to consider the following. The activity is a Dragon Boat race so they may get wet.

- Warm clothes/layers you are happy to get wet. Old PE kit works best.
- Shoes must be worn on the Dragon Boat. We recommend shoes that you are happy to get wet and a pair to put on after. Must be 'closed toe' and therefore stay on your feet. Wet shoes can be worn but no crocs, flip flops, wellington boots or walking boots
- A small hand towel
- Plastic bag to put wet clothes in for the journey home.



Once logged into SOCS, your profile

page
your
group
unique

To view activities for your year group in the Autumn term, click on 'Activities':



To view clubs, you must expand the category by clicking the category bar. Our extended electives are organised into the following categories:

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.

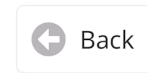
Once you are signed up, you have **committed** to attend every week.

- **Sport**
- **STEM**
- **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.

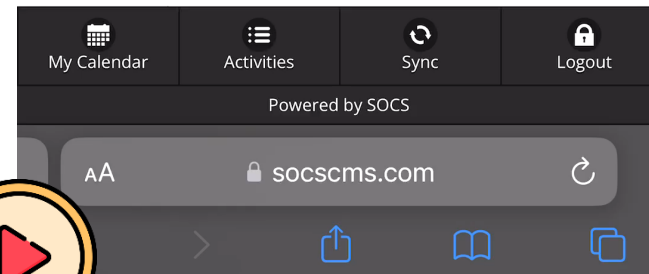


Arts, Humanities & Languages

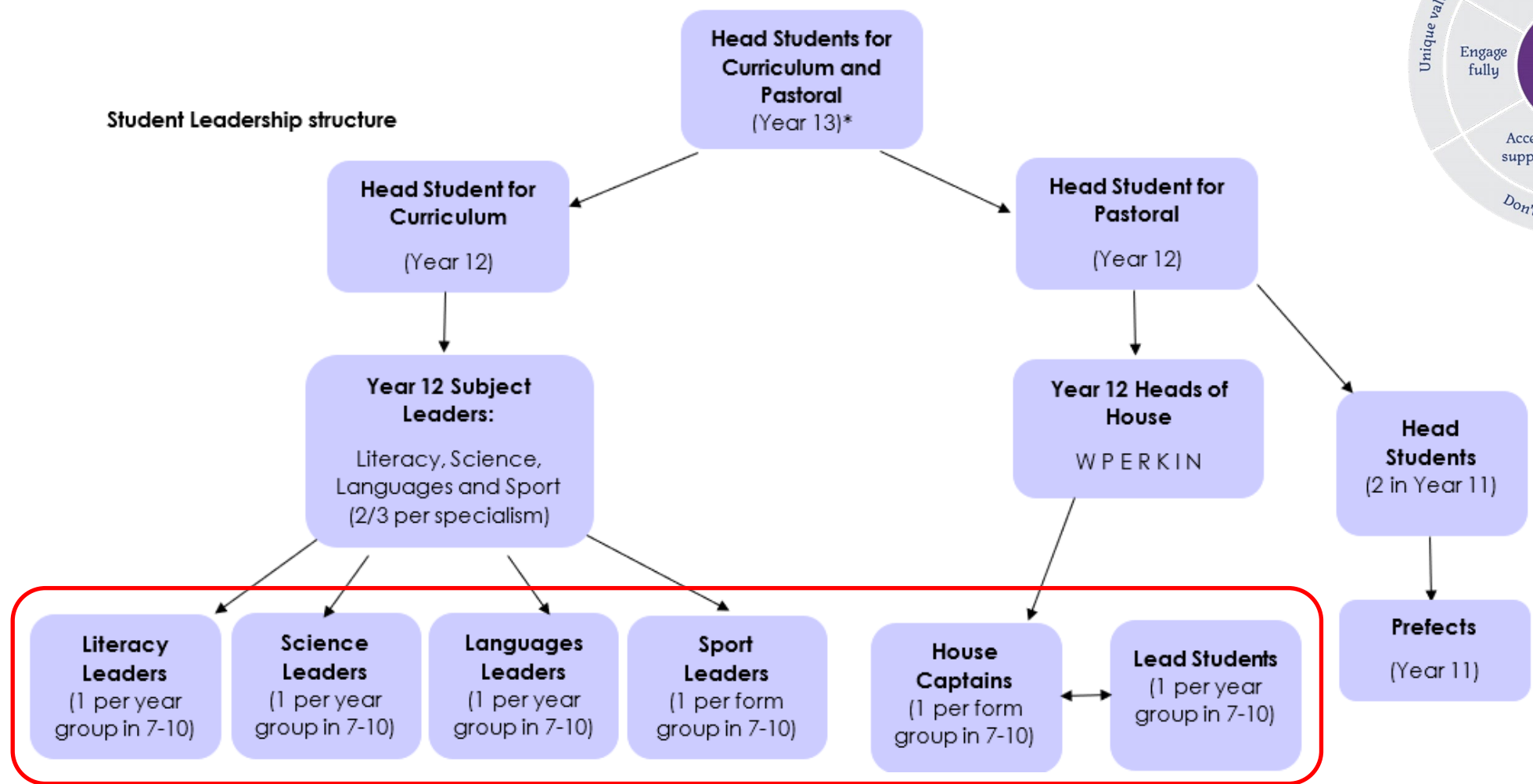


Notes:
A chance to explore and hone your creativity!

Bracelet Making



Responsibility: Student Leadership



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

Safeguarding Notices

Ms A Newman
Associate 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

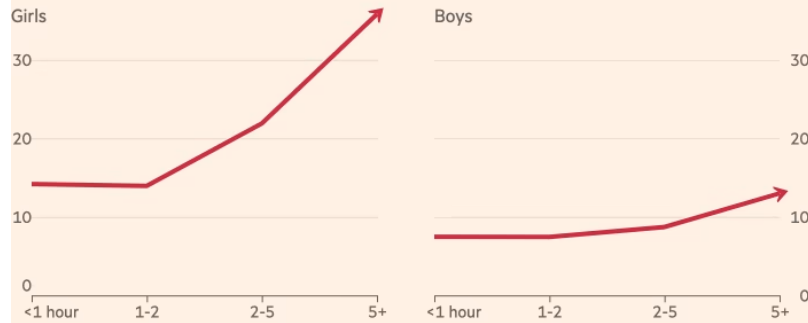
Children spend more time than ever using screens and social media, with the number of hours spent online rising considerably during the COVID-19 pandemic. In March 2020, the coronavirus outbreak led to lockdowns and social distancing. Not surprisingly, younger people spent extended time engaged with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



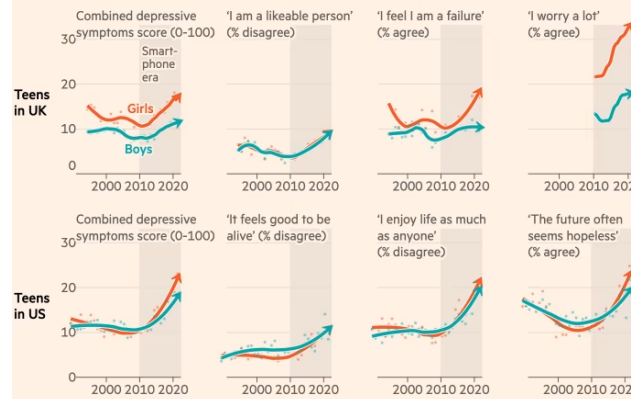
Girls are especially vulnerable to social media, with large amounts of screen time linked to negative psychological impacts including self-harm

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

A session for parents and carers....

When?

Monday 21st
October
5:30PM –
6:30PM

Where?

Remote

The session will give parents and carers an overview of the key areas of online risk and offer practical tips and advice that can be implemented at home.

Discussing bullying, gaming, social media & parental controls.

Childnet is one of the UK's leading online safety charities, who work to make the internet a great and safe place for all young people.



Childnet





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:

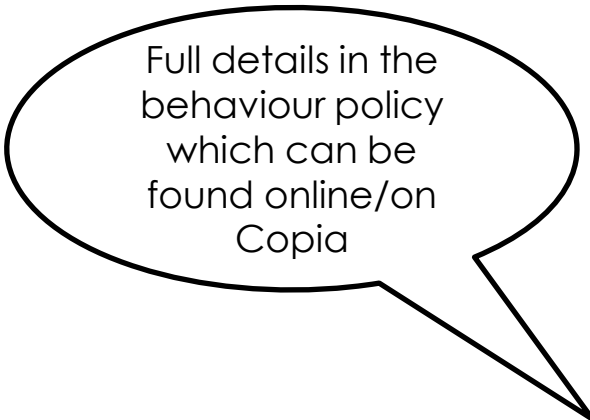
- new health issues such as coughing or wheezing
- e-cigarette supplies, like cartridges or other suspicious looking items
- new smells (some flavored e-cigarettes have been banned, but many remain on the market — so parents might notice fruity or sweet scents)

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[®]

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

Trust Updates

Ms A Newman
Headteacher

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.



T-LEVELS
THE NEXT LEVEL QUALIFICATION

BTEC

Harrow COLLEGE

UC
UXBRIDGE COLLEGE

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.