



Twyford
Cof E
Academies Trust

Twyford CofE Academies Trust

Year 8 Information Evening

Led by: Ms Newman

Student musician : Jagoda Zaton

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

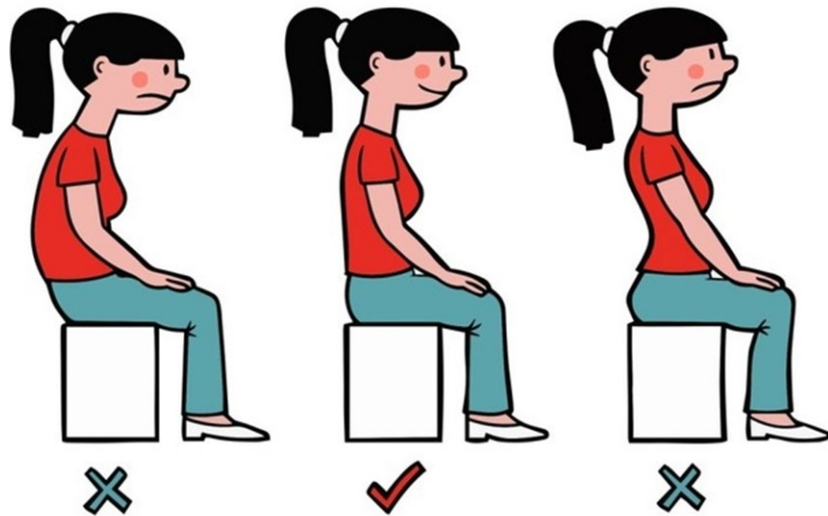
Aims and Outcomes

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

Outcomes :

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

Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged

Responses

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

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

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

after Teresa of Avila (1515–1582)

Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

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

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

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

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

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



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

Theme for the Year

A psalm of David

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

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Our 10:10 ethic

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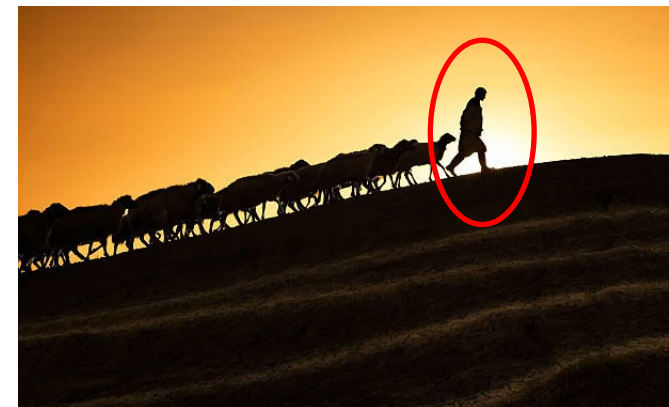
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Our 10:10 ethic



William Perkin
C of E
High School

Reading- A psalm of David

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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?

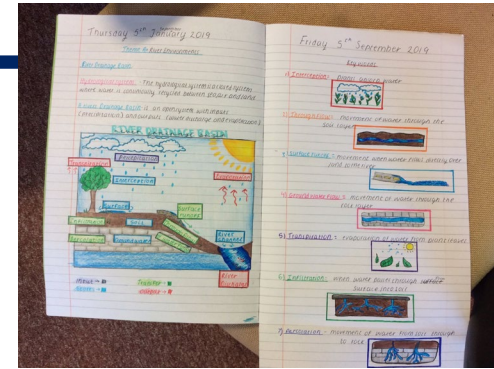


Learning Habits Grade descriptors

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-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!	

- 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-16

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

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



T-LEVELS
THE NEXT LEVEL QUALIFICATION

BTEC



William Perkin CofE High School

Plan ABC

Ofsted
raising standards
improving lives

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

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"

William Perkin CofE High School

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
Drama

REMINDER

Year 8 Matters!



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

Curriculum Progression at WP

Year 7 and 8 = KS3



Year 9 = GCSE Preparation

Year 10 and 11 = KS4 - GCSE and Vocational Courses

Year 12 and 13 = KS5 - A levels

Year 9 – GCSE Preparation Year



Core subjects:

- English, Maths, Science, RE, Games, French, Geography and History

GCSE Preparation – 1 or 2 option choices

- Art, Computer Science, Drama, Music and PE
- Some students will have just one option choice if you are on the dual languages pathways

Some students taken out of MFL (less than 3+ at end of Yr 8)

- Applied Art and Design and Applied ICT
- You will then continue with the Applied ICT qualification in Y10/11

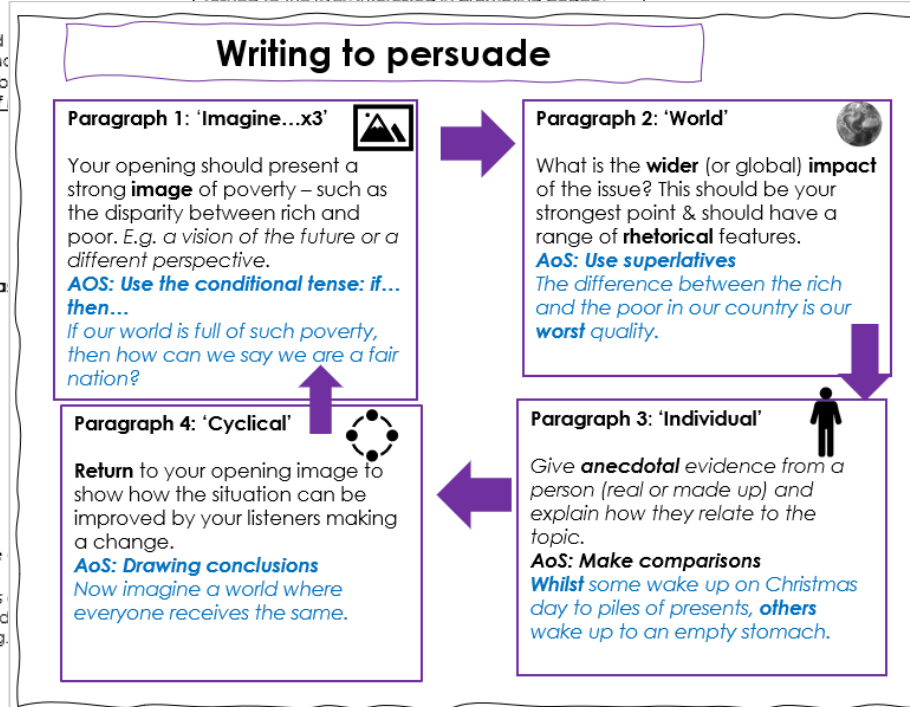
To get on to Year 9 courses:

Subject requirements	You will need at least...
Science advanced GCSE*	Grade 6+
French GCSE course	Grade 4

*** In order to be able to study the Science advanced GCSE, you will need a minimum of a grade 5+ in English**

The Learning Journey in Year 8: Literacy

	Bronze: I can...	Silver: I can...	Gold: I can...
Increasing in complexity...	Understand what makes a complete sentence Subject / verb / object	All Bronze +	All Bronze and Silver +
	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.	Use sentence combining – compound and complex Link together a series of simple statements or sentences to show a more cohesive understanding.	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. <i>Removing his coat</i> , Jack rushed to the river. <i>Interested in promoting peace</i> .
	Use conjunctions for sentence expansion ...because / asbut / yet / however... ...so / therefore...	Use noun appositives An additional phrase to extend understanding of a particular noun which the sentence would still be true without. Perkin, <i>the Victorian inventor of</i> the light bulb, was born in 1800s.	
	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 <i>rising</i> sun; the <i>burnt</i> toast	Paraphrase In other words... In brief... In short... In summary...	
	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. Tired and hungry, the girl went home.	Develop ideas / add emphasis More specifically... More precisely... It is as if... In particular... Indeed...	
	Use comparative conjunctions Contrastingly, ... Similarly, ... However, ... Nonetheless, ... On the other hand, ...	Use comparisons Although X..., Y... Whereas X is..., Y is ... Whilst X is..., Y is ... Despite X being..., Y is...	
Use time conjunctions Firstly / Secondly / Lastly Initially / Following that / Then / Finally	Use embedded subordinate complex sentences An embedded clause appears pronoun in the main clause and the subject of the sentence e.g. <i>old</i> , had a hole in the pocket.		
Use opinion conjunctions Fortunately... / Unfortunately... Luckily... / Happily... Regrettably ... Sadly...			



Using symbols:
Use an image to represent a deeper message and return to this image throughout your writing.

For example: an empty bowl or a Christmas tree with no presents could symbolise poverty. Later on, you could show a contrast by showing a full bowl.



The Big Writing Focus: Use a range of language devices to persuade your audience.

Using a cyclical structure:
Create a link between the beginning and the end of your writing, using 'imagine' at the beginning, and 'now imagine' at the end.

For example:
Imagine waking up every day, hungry. **Imagine** waking up to the same four stained walls every day, shivering from the cold. **Imagine** waking up knowing that this was your life, a life of poverty.

Then, at the end of your writing, come back with **now imagine**.

Now imagine that everyone in our country wakes up with a full stomach. **Now imagine** everyone wakes up warm, content and in a safe space. **Now imagine** that everyone has the chance for a happy life away from poverty.

Key vocabulary:
Avarice, Benevolent, Humble, Immoral, Munificence, Redemption, Transformation

Using direct address:
Direct address must be:
1. Second person (you, we, yours, you're)
2. Relevant to the audience
3. Realistic
4. Clear action given

Using statistics and facts, followed by a rhetorical question, reaction, or call to action
Statistics and facts must be:
1. Realistic
2. Relevant to the audience
3. Persuasive
4. Followed by a rhetorical question, reaction or call to action

E.G. 27% of families in Britain struggle to pay rent every month. Is this the world you want to live in?

E.G. Many families across the country are living in poverty and struggling to pay their bills. This is unacceptable and we need to make a change.

E.G. 27% of families in Britain struggle to pay rent – but you can help us change this.

The Learning Journey in Year 8: Digital Literacy

What is the Self-guided learning programme

KS3 students have the fantastic opportunity to be involved in the Self-guided learning programme which include a range of programming and computational thinking modules for students to undertake independently in their own time at home or study club

We will be using the website called **Code Avengers** to carry out these tasks and the computing department will help you to get logged in in the next few weeks



CODE AVENGERS



- It teach critical 21st century skills, including **computer programming, critical thinking, and problem solving.**
- Students learn how to **logically sequence events** and **model real situations.**
- They also learn **computational thinking** by **developing algorithmic and design thinking abilities.**
- Once students have a strong grasp of the fundamentals, they can transition to learning **programming languages**, such as **JavaScript** and **Python** and **web languages**

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

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How to help your child in Yr 8: Finding resources on Copia

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

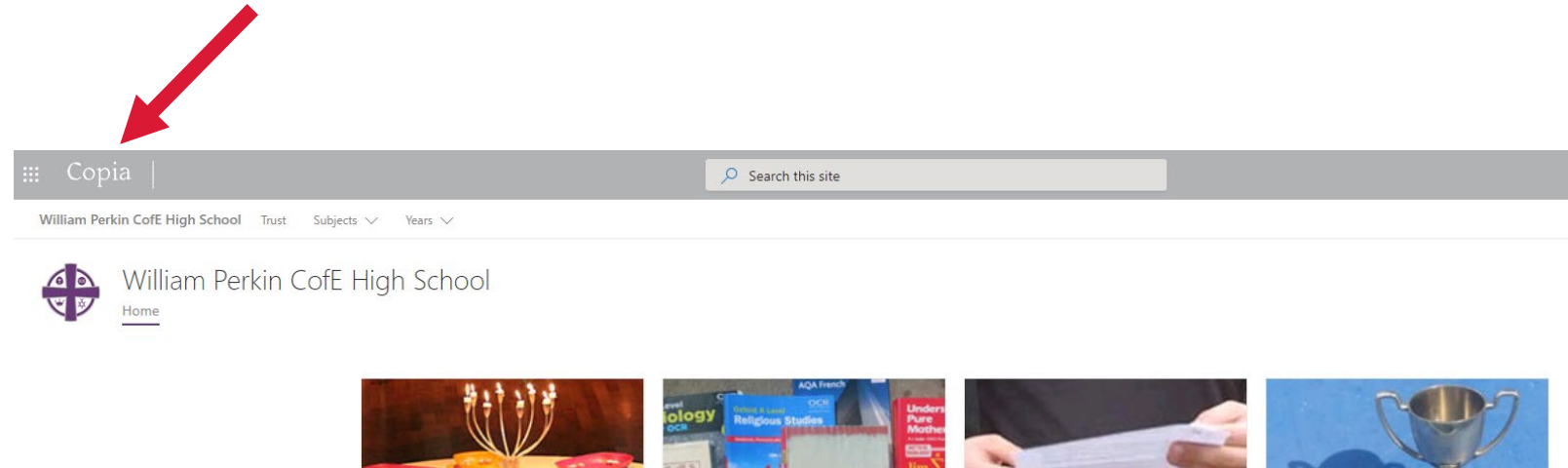
The screenshot shows a web browser displaying the Copia website for William Perkin CofE High School. The browser address bar shows the URL: twyfordacademies.sharepoint.com/sites/wpn/. The website header includes the school name, navigation menus for 'Trust', 'Subjects', and 'Years', and a search bar. The main content area features a grid of eight resource tiles: Ethos (candle), Curriculum (textbooks), Assessment (hand holding 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.

REMINDER

How to help your child in Year 8: 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

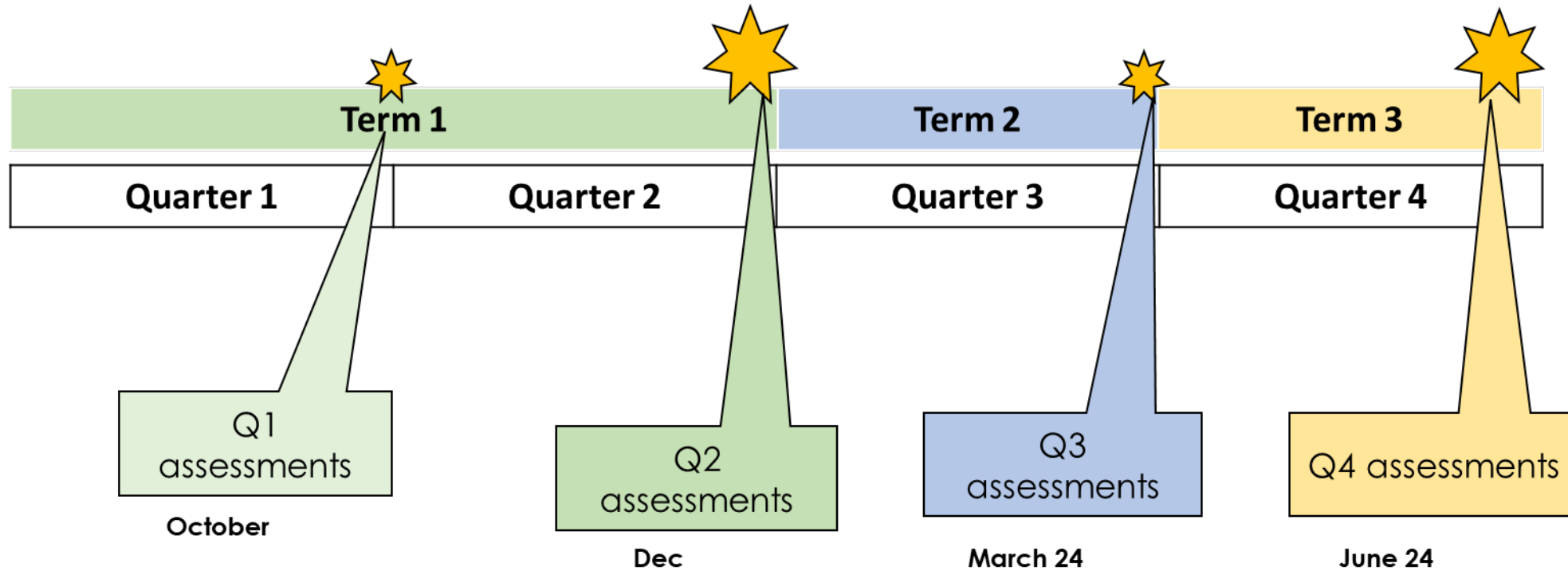
Access for parents and carers...

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

REMINDER

The Assessment principles: quarterly assessments

Quarterly assessments



REMINDER

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?

GO 4 SCHOOLS AWARD CATEGORY: ICT Leadership & Management Solutions

Home | Pupil Tracking | School Statistics | What schools say | Brochure | About us | Partners | Careers | Pricing | Contact | Free Demonstration

The Hub | Online Markbooks | Attendance | Behaviour | Progress Reports | Parental Engagement | Interactive Charts | Starter version

Welcome to Better Data Intelligence!

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.

NEW INTERACTIVE PIVOT TABLES & CHARTS

The Hub | The Modules

- Online Markbooks
- Behaviour

Straightforward, powerful, online markbooks for subject-specific, continuous pupil tracking.

Consistent, efficient, online recording and management

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 principle: low stakes, regular assessment works!

How to help your child use daily assessment to improve

- **White-board use is crucial:** *make sure they have lots of MWB pens and a MWB rubber*
- **Self review is done with green pens:** *make sure they have plenty!*
- **Tests for recall happen daily:** *ask them how they did*
- Take an interest in their test results (e.g. MFL weekly vocab)
- **100% engagement, every day matters:** *keep an eye on learning habit grades*



100%

Assessment: How to help your child in Yr8

How to help your child use quarterly assessments to improve

- **Assessments will only test material covered:** *use Copia and Knowledge Organisers to know what they should be revising*
- **Revision should be ongoing and structured:** *try memorising with them / test them regularly*
- **Organisation and preparation is key:** *put the dates of the assessments in your family planner / on the fridge*
- **Learn from the outcome:** *ask them how they did, celebrate success, help them put EBIs into action*



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

Mr Burt
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

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	29/9 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.	— —
		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 contains the following content:

- Skylark Protection Area:** A red-bordered box containing the text: "No dogs except on leads".
- Sustainablely managing Richmond Park:** A large heading in brown ink. Below it, a drawing of a tree is labeled "Pollarded tree".
- Richmond Park:** A heading in brown ink. Below it, a drawing of a tree is labeled "Pollarded tree".
- Signages:** A heading in brown ink. Below it, a drawing of a sign that says "IMPORTANT CAUTION BABY DEER".
- Skylark:** A heading in brown ink. Below it, a drawing of a skylark bird.
- Other notes:** Various smaller notes and drawings, including a drawing of a mobile phone with "No dogs except on leads" written on it.



Excellent lesson prep/HW (2)

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

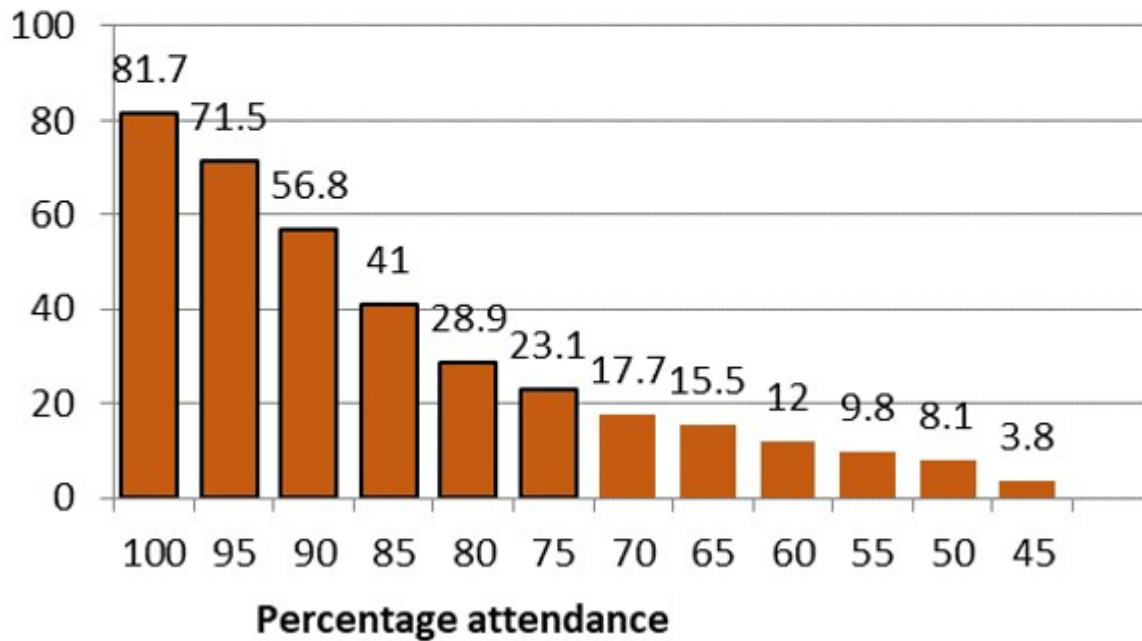
Learning Culture: Attendance and Punctuality

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)

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-regulation



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

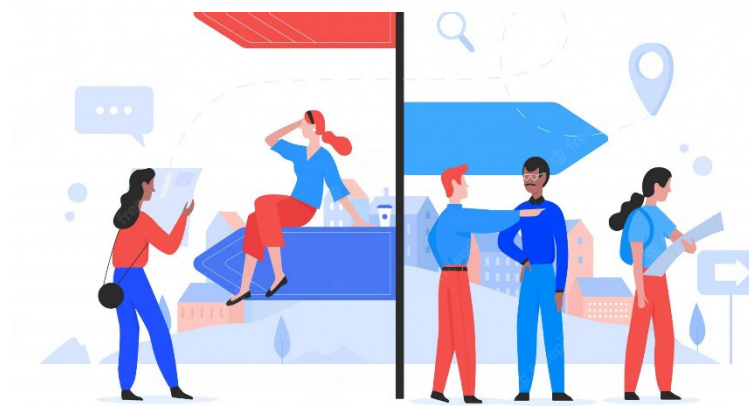
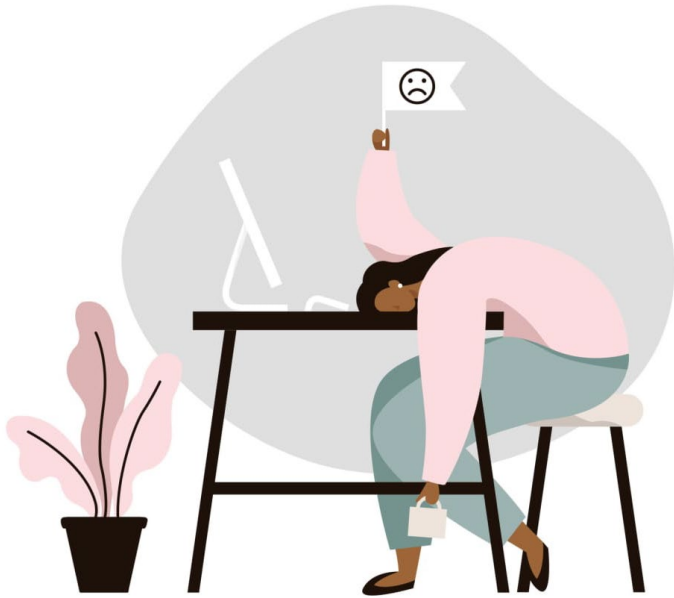
It's important for you to compare yourself against **your own** target, not anybody else's. Everyone is different – your target is designed specifically for **you**, and is based on how you have done in the past.

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



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: 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!

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
Natural History Museum (free); Art Workshop (£2); Science Museum (free); Cookery Day (£4); London Literary Tour (free); Games in the Park (free)		DT Day (£2)	London Zoo (£10.00)	Sports Day (no cost)
Scratch Production (£5)				

There are also a couple of trips abroad for year 8...

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

Wider Learning Opportunities: Enrichment Week

Year 8 Normandy Trip Enrichment Week 2025



Château de Chantereine



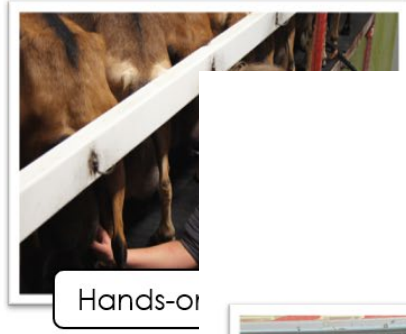
Market Challenge



Bakery Workshop



Visits to historical towns



Hands-on

Year 8 Spain Trip Enrichment Week 2025

Whether you go to **Madrid** or **Malaga**, you will get to experience a slice of Spanish culture!



Destination TBC – either Madrid or Malaga





Once logged into

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



Arts, Humanities & Languages

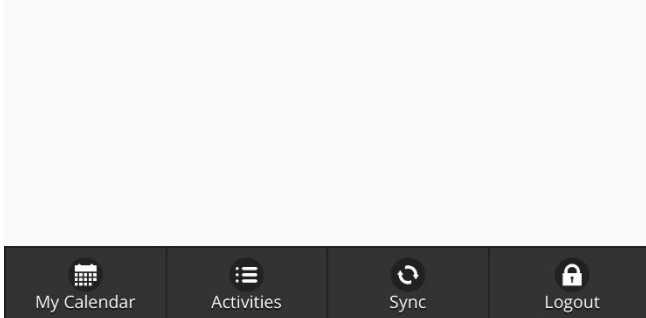


To secure their place, your child will need to ensure they attend the first session of that Extended Elective when the registers will be finalised.

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

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

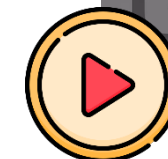
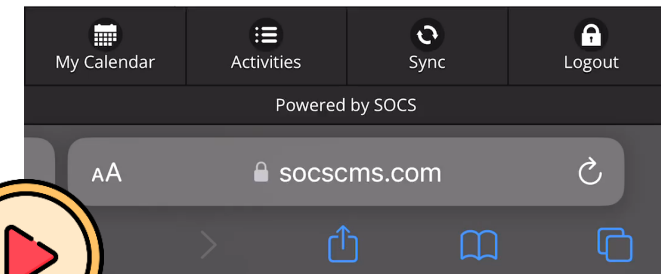
Autumn term, click on 'Activities':



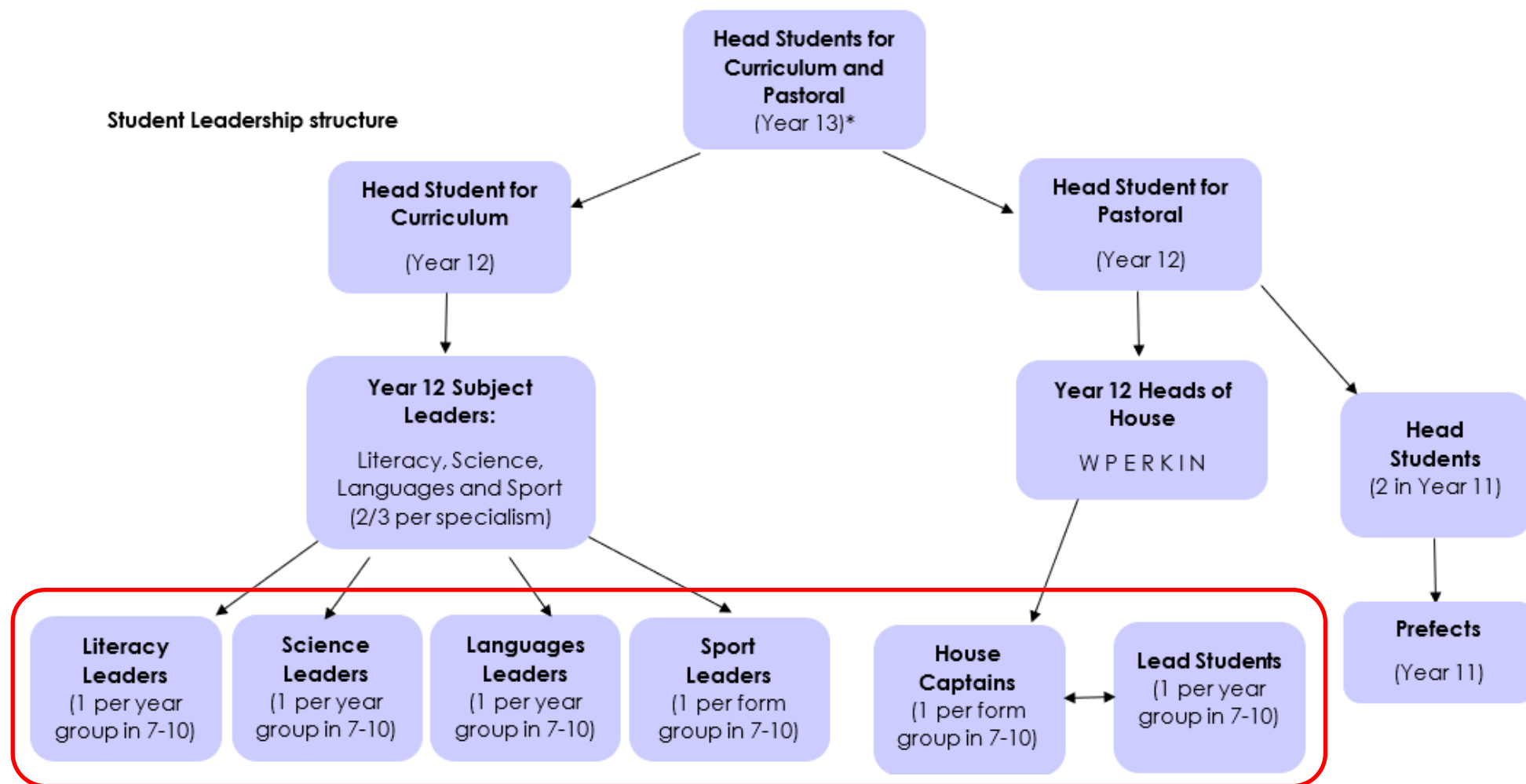
Study, Learning and Inclusion

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

Bracelet Making



Responsibility: Student Leadership



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

Learning Culture: Pastoral Programme

Yr	Title	Having a sense of direction	Being Strong	Lacking confidence	Leading from alongside	Listening well	Thinking hard/wisdom
8	Stories	Moses	Moses	Jonah	Naomi & Ruth	Samuel	Solomon
	Themes (PSHE, RSE & CIAG)	Influences Discerning a path Being a Leader Advice Overcoming difficulties Freedom	Being strong Preparing for challenge Having a sense of direction	Making mistakes	Accepting support Showing generosity Working as a team	Dedication Disengagement Social pressures	Decisions Equality

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

- Social Media
- Mental Health
- Drugs, Alcohol and Gambling
- Global Citizenship
- Self-esteem

Year & Form Communions

School Uniform* : Smart and Purposeful



Our uniform represents our aspiration to be smart

REMINDER



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

*Uniform = Standard

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

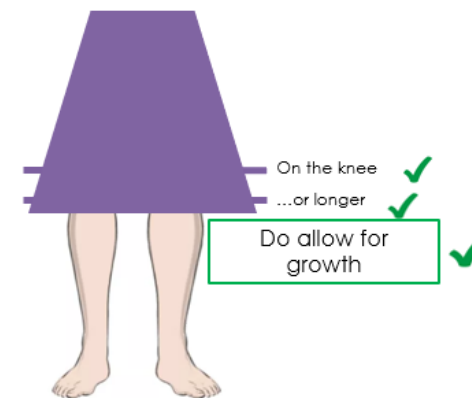
Plain Black or Grey Ankle Socks.

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.



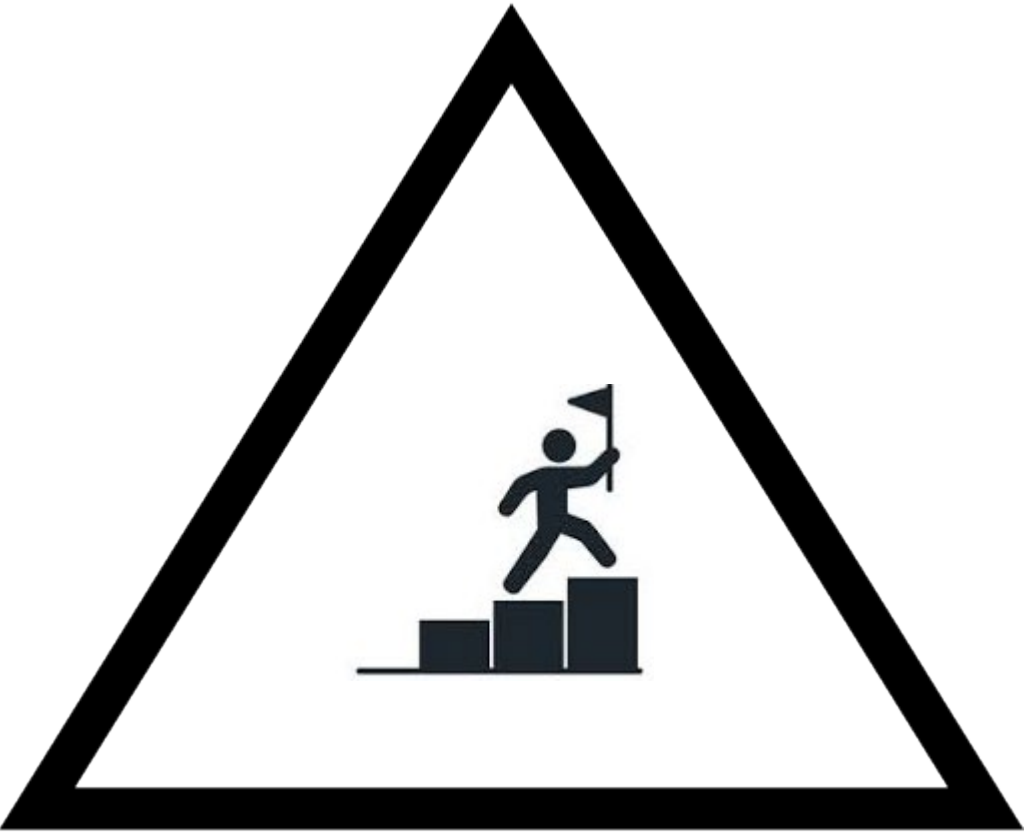


- **School uniform should be worn correctly on the way to and from school, and certainly before students enter the school gates.**



- **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.**

Student



Parent

School



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

Help your child work on making good choices

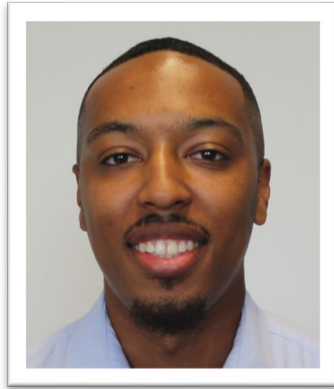
- ✓ Discuss conduct points weekly and identify learning points
- ✓ Celebrate when they have done well!
- ✓ Notice if the numbers rise above 2 per week and look out for patterns in negative points (e.g. prep, talking in the building)
- ✓ Check their planner and books at least weekly
- ✓ Ensure his/her 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 with their Well-being log



The Year 8 Team



Miss Lovell
**Assistant Head
Teacher KS3**



Mr Burt
Head of Y8

Watt	Ms Weir
Pascal	Dr Doyle
Einstein	Ms S Jayakrishnan
Rutherford	Ms Watson
Kelvin	Ms Lambert-Alexis
Isambard	Mr T Quirk
Newton	Mr T Watts

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

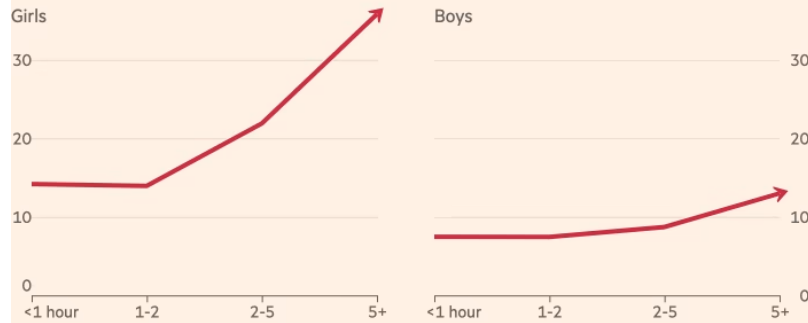
Children spend more time than ever using screens and social media, with the number of hours spent online rising considerably during the COVID-19 pandemic. In March 2020, the coronavirus outbreak led to lockdowns and social distancing. Not surprisingly, younger people spent extended time engaged with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



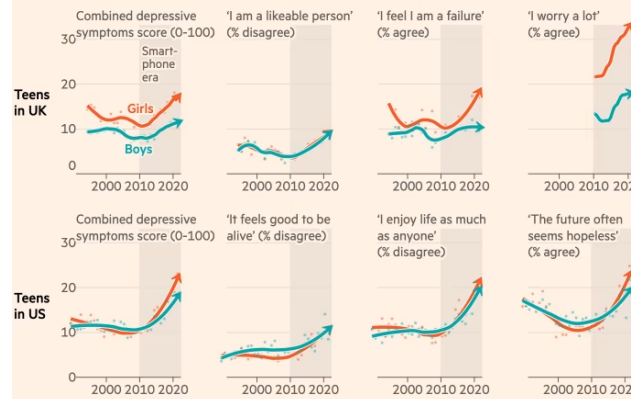
Girls are especially vulnerable to social media, with large amounts of screen time linked to negative psychological impacts including self-harm

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



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

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



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



Smartphone ban for kids 'worth considering' - MPs




BBC / ANN GANNON

What are the age restrictions on social media?


13

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



13+


Whatsapp
YouTube
WeChat
Whisper
Yubo



(13+ means with parental consent)


16



LinkedIn



18

Tinder
Bumble



WHAT YOU CAN DO

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

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

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

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

How to report abuse on Snapchat

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

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

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

Reporting a Snapchat account

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

Reporting a Snap or Story on Snapchat

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

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

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

Report a Public Profile



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



Unkindness occurs

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



Report it

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

Investigate it

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



Sanction and reward

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

Educate

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





How Do I Know if My Child Is Vaping?

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

Signs of vaping include:

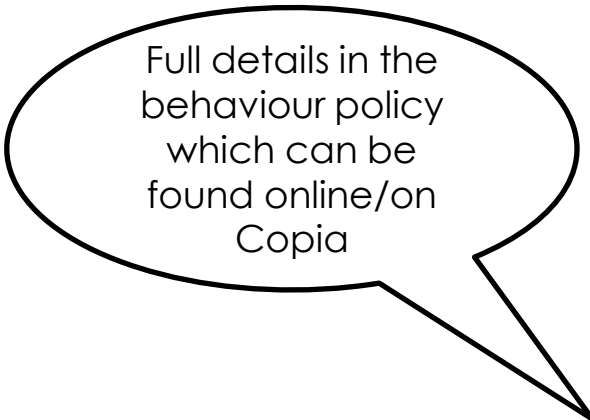
- new health issues such as coughing or wheezing
- e-cigarette supplies, like cartridges or other suspicious looking items
- new smells (some flavored e-cigarettes have been banned, but many remain on the market — so parents might notice fruity or sweet scents)

What Should I Do if My Child Vapes?

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

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

Behaviour Expectations



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

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

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

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

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

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

Money Matters

Parent Pay



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

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

FREE TOAST FOR ALL STUDENTS
AT
BREAKFAST
EVERYDAY



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

Speak to your Chef for more details

Impact Food Group 2024

Money Matters

School Fund



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

Trust Updates

Ms A Newman

Headteacher

Trust 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

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.