



Twyford  
C\_of\_E  
Academies Trust

Twyford CofE Academies Trust

# Yr 9 Information Evening

Led by: Mr Chugg (Head of Year 9)  
Student musician: Aleksandra G 9W

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

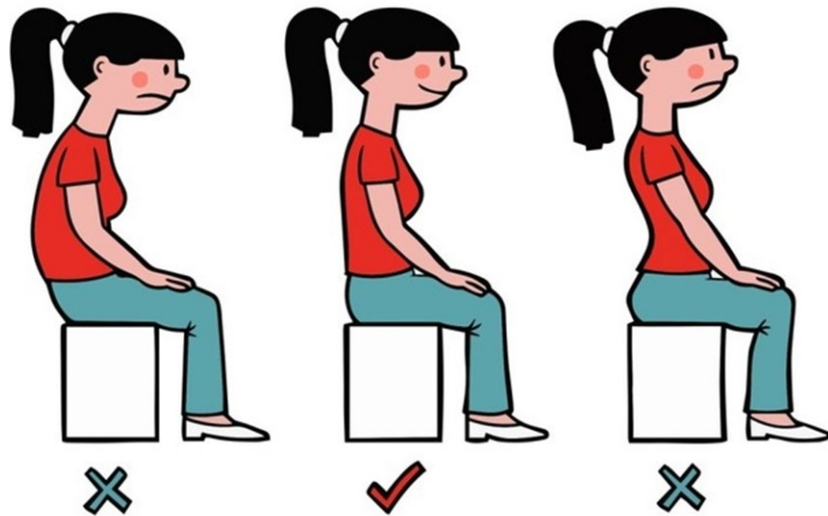
# Aims and Outcomes

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

## **Outcomes :**

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

## Twyford Trust Sitting Posture



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

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

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

**Why?** It lets you breathe deeply

**DO** relax your shoulders

**Why?** It lets your breathe freely

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

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

## Responses

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

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

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

after Teresa of Avila (1515–1582)

## Reading- A psalm of David

The LORD is my shepherd, I lack nothing.

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

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

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

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

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



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

# Theme for the Year

## A psalm of David

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

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## Our 10:10 ethic

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## Our 10:10 ethic



# Theme for the Year

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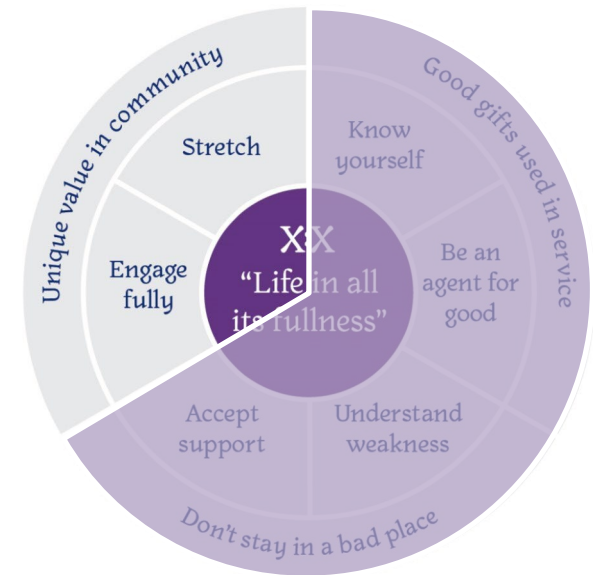
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## Our 10:10 ethic

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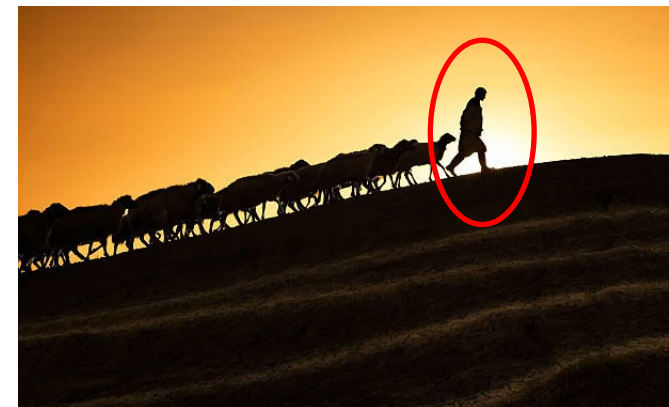
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## Our 10:10 ethic



William Perkin  
C of E  
High School

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# Ethos of self-regulation at the Trust



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

Learn to do simple, small things well



Strong and confident whatever the next challenge



# Ethos of self-regulation at the Trust

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

## Our Moral Purpose



## Our 10:10 ethic



## Our Systems

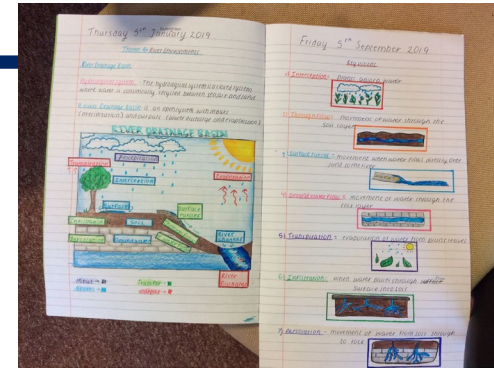


### Learning Habits Grade descriptors

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



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



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



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

**CONSISTENCY  
IS** 



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



# Outcomes

## Ms A Newman

### Headteacher

# School Progress Outcomes

Outstanding A-level results	
A*-A	30%
A*-B	62%
Average grade	B



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

# School Progression Outcomes: Post-18



## Our most successful year yet for STEM Early Entry

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

- 86% to university
- 11% to employment / gap year
- 2% to specialist art or sports course
- 1% to degree apprenticeship or apprenticeship

## WP Top Destinations and Courses 2024

### Top University destinations

University College London

City University of London

Queen Mary University London

Brunel

Royal Holloway

UCL

King's College

Loughborough

University of Westminster

SOAS

### Most popular courses

Engineering (aerospace, mechanical, chemical, software)

Computing / computer science

Medicine

Biomedical science

Pharmacy

Finance/accounting/economics

Psychology

Architecture

Politics / PPE

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

# Curriculum and Assessment

**Mr R Rake**

Assistant Headteacher

# 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*



# Year 9 curriculum structure

Year 9 curriculum structure		
<p>An academic core of 6 (or 7) GCSEs</p> <ul style="list-style-type: none"> <li>• English Literature</li> <li>• English Language</li> <li>• Maths</li> <li>• Combined Science (2 GCSEs) or Triple science (3 GCSEs)</li> <li>• RE</li> </ul>		<p>All students do Games (not a GCSE subject)</p>
Core pathway	Higher/Advanced pathway	
<ul style="list-style-type: none"> <li>• GCSE History</li> <li>• GCSE Geography</li> <li>• ICT</li> <li>• Art</li> <li>• Study support / Life skills</li> <li>• One other option such as Drama, Art, Textiles, PE</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE French</li> <li>• GCSE History</li> <li>• GCSE Geography</li> <li>• 2 other options in a range of GCSE courses including Art, Textiles, ICT, Computing, Spanish, German, Drama, PE, Sports science and Music</li> </ul>	












# What are they preparing for?

Year 10 and 11 curriculum structure		
<p>An academic core of 6 (or 7) GCSEs</p> <ul style="list-style-type: none"> <li>• English Literature</li> <li>• English Language</li> <li>• Maths</li> <li>• Combined Science (2 GCSEs) or Triple science (3 GCSEs)</li> <li>• RE</li> </ul>		<p>All students do Games (not a GCSE subject)</p>
Core pathway	Higher/Advanced pathway	
<ul style="list-style-type: none"> <li>• Life skills or GCSE option such as Drama, Art, Textiles, BTEC PE or ICT</li> <li>• Study support / EMS</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History or Geography</li> <li>• GCSE French/German/Spanish</li> <li>• One GCSE option from a range of courses such as Art, Textiles, Drama, Computing, 2<sup>nd</sup> language, dual humanities, Drama, PE BTEC PE and Music</li> <li>• + GCSE Additional Science (Advanced)</li> <li>• + GCSE Latin (Advanced)</li> </ul>	

# What are they *actually* preparing for?

**GCSE options!** Year 9 is the first point in their journey where students choose to take different routes, depending on their own interests and future plans... They need to be well prepared for this big decision!

The choices students make in Year 9 could affect what they are able to do post-16, or even post-18.

 Art	 Drama	 Computer Science	 ICT	 Textiles	 Dual Humanities
 PE GCSE	 BTEC Sport	 Music	 Dual Languages	 Life skills	

**College** **6th form**

**Apprenticeships**

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

- Our provision remains focussed on facilitating subjects
- **Core students** do up to 9 courses, some GCSEs and some alternative qualifications
- **Higher students** do 9 GCSE courses
- **Advanced students** do between 9 and 11 GCSE courses
- All students make a Humanities choice
- All students make an Options choices
- Some students make a choice in Languages

**It's really important to ensure you choose your options carefully**



Art



Drama



Computer Science



ICT



Textiles



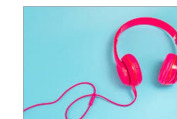
Dual Humanities



PE GCSE



BTEC Sport



Music



Dual Languages



Life skills

# GCSE Course Requirements

In order to continue some GCSE options into Year 10, you will be required to achieve a particular grade by the end of Year 9:

e.g. Triple science = 6+ in Science and 5+ in English

If you want to ensure you have the widest possible choices you should work hard to achieve or exceed all of your Year 9 targets. Oversubscribed options will be allocated based on Quarterly Assessment results.

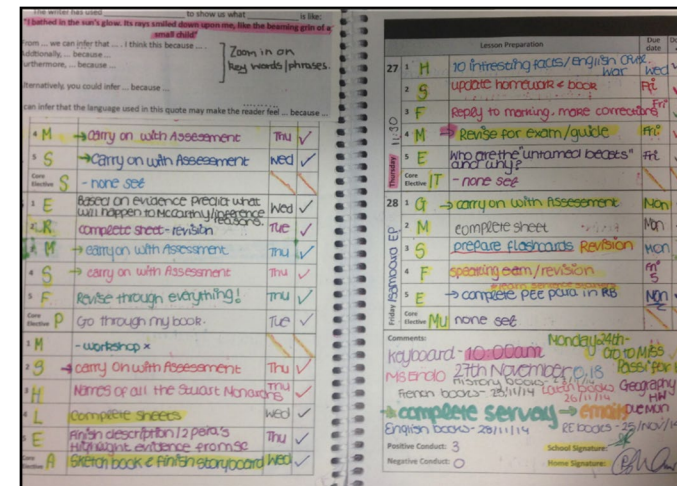
In addition, **your attendance needs to be above 96%** to ensure the best chance of receiving the options you want to study.

**You must start thinking now about what the right GCSE options for you are.**

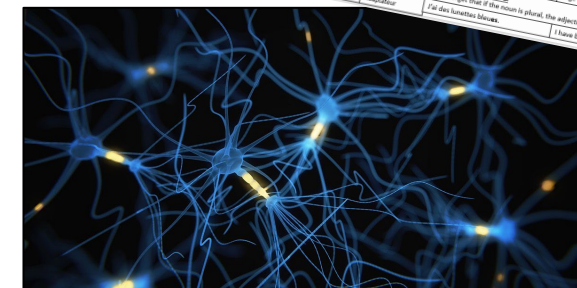
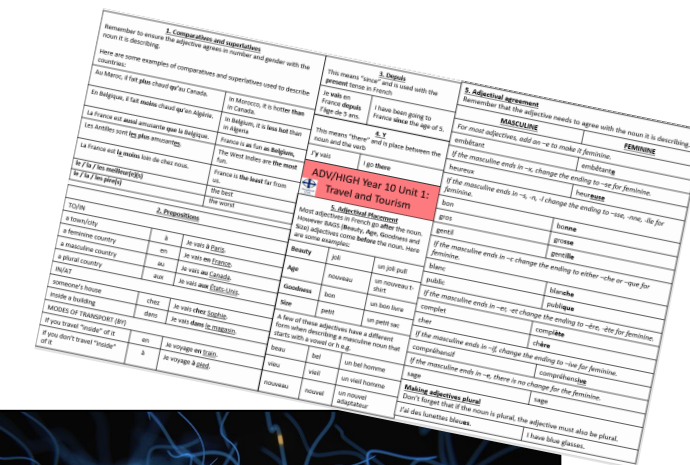
# How can you help your child navigate Y9? Consolidating learning

**Prep** becomes all the more important from Y9 onwards – GCSE course content is huge, so unless students are using opportunities between lessons to consolidate their learning, they will really start to struggle to keep up.

You must check their **planners are well organised and neat**, and check they are **completing prep every night**. You need to sign the planner weekly to confirm this.



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



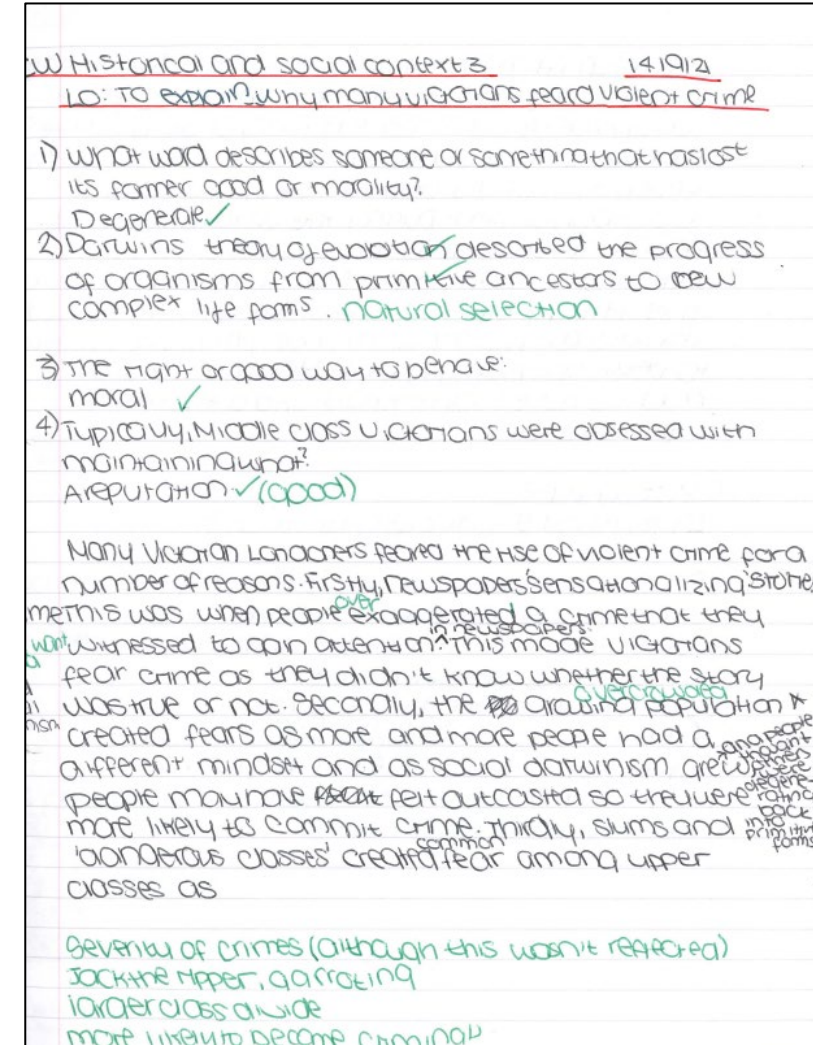
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# How can you help your child navigate Y9? Consolidating learning

What standard of book etiquette should I expect to see in my child's book by Year 9?

- ✓ Title, date and LO written neatly in black/blue pen and underlined in red
- ✓ Neat presentation throughout, including clearly legible handwriting
- ✓ Sheets stuck in neatly (no loose sheets at all)
- ✓ A highlighter used to pick out key information / key terms that will need to be memorised
- ✓ Clear annotations in a different colour pen
- ✓ Green pen used to self or peer assess
- ✓ Red pen used by the teacher

**Please get in touch straight away if you think your child's book is not up to the standard above – this is a problem and will impact their learning!**



# How can you help your child navigate Y9? Literacy support

**Writing** at GCSE almost all subjects require extended written answers, so it is increasingly important that you support your child to practise this skill. Print off the AoS grid, display it somewhere prominent at home and use it to support conversations with your child or to help them with any written prep.

	Bronze: I can...	Silver: I can...	Gold: I can...
Appendix 1: Progression in English	<b>Understand what makes a complete sentence</b> Subject / verb / object	<b>All Bronze *</b>	<b>All Bronze and Silver *</b>
	<b>Understand and correct fragment sentences</b> A group of words that looks like a sentence, but which isn't a complete sentence. Sentence fragments are usually missing a subject or verb e.g. Because of the rain.	<b>The sentence combining - compound and complex</b> Link together a series of simple statements or sentences to show a more cohesive understanding.	<b>Use participle phrases</b> A phrase including a participle (present or past) + other words that give extra information about the main action or noun e.g. Exhausting his usual, Jack hurried to the river. <b>Understand</b> in <b>connecting</b> people, the air hopped on <b>survival</b> space conference.
	<b>Use the conjunctions for sentence expansion</b> ... because / as ... ... but / yet / however ... ... so / therefore ...	<b>Use noun appositives</b> 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, <b>French</b> , the <b>Victorian</b> inventor of the machine, lived in 1800.	<b>Express quality using correlative conjunctions</b> Both... and... Neither... nor... Not only... but also...
	<b>Use participles</b> A verb ending in -ing (present) or -ed, -en, -t, -n, or -en (past) that functions as an adjective e.g. the <b>EDG</b> <b>with</b> the <b>back</b> <b>top</b> .	<b>Paraphrase</b> In other words... In brief... In short... In summary...	<b>Indicate modality / use tentative language</b> Verbs could / may / might Adverbs perhaps / maybe / arguably / clearly / undoubtedly
	<b>Use subordinate clauses to start or end a complex sentence</b> 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. The girl <b>was</b> <b>happy</b> , the girl <b>went</b> home.	<b>Develop ideas / add emphasis</b> More precisely... In fact... In particular... Indeed...	<b>Use superlatives</b> The most X / the least X / the X-est
	<b>Use comparative conjunctions</b> Comparative... Similarly... However... Nevertheless... On the other hand... ...	<b>Use comparisons</b> Although... Whereas X is... Y is... While X is... Y is... In contrast... Despite X being... Y is... ...	<b>Highlight a point</b> For example... Notably... Specifically...
	<b>Use the comparative conjunctions</b> Comparative... Similarly... However... Nevertheless... On the other hand... ...	<b>Use embedded subordinate clauses to create complex sentences</b> 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 cool, <b>at</b> <b>the</b> <b>pool</b> , <b>the</b> <b>girl</b> <b>had</b> <b>her</b> <b>hair</b> <b>in</b> <b>the</b> <b>pool</b> .	<b>Draw conclusions to an argument</b> And therefore... Ultimately... In conclusion... As a result... Consequently...
	<b>Use the comparative conjunctions</b> Comparative... Similarly... However... Nevertheless... On the other hand... ...		<b>Normalise a sentence</b> Changing a verb into a noun is called nominalization. This is often used in academic writing e.g. 'Student numbers are increasing rapidly and the university is becoming concerned' becomes 'The rapid increase in student numbers is causing concern at the university.'
	<b>Use the comparative conjunctions</b> Comparative... Similarly... However... Nevertheless... On the other hand... ...		

**Oracy** is purposeful talk which develops children's speaking and listening skills, and enhances their learning through the effective use of spoken language – make time for family talk (mealtimes without devices are essential), use full sentences yourself and eliminate lazy-talk (such as 'like' or 'basically')



**Reading** happens in every subject both to teach students new words (tier 2 & 3 vocabulary) and to give them the skills to decode new language themselves. Reading out loud to and with your child is crucial – please read with them frequently (i.e. at least once a week!)



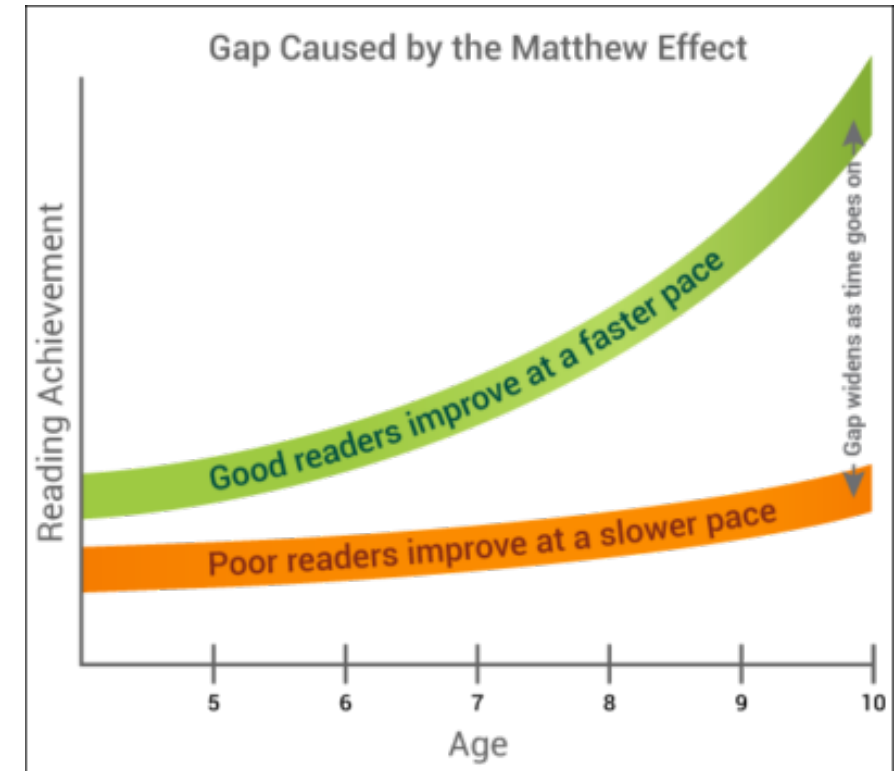


# How can you help your child navigate Y9? Reading for pleasure

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

Stanovich, 1986

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



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



# How can you help your child navigate Y9? Engaging with Copia

## Copia: Your window on their experience

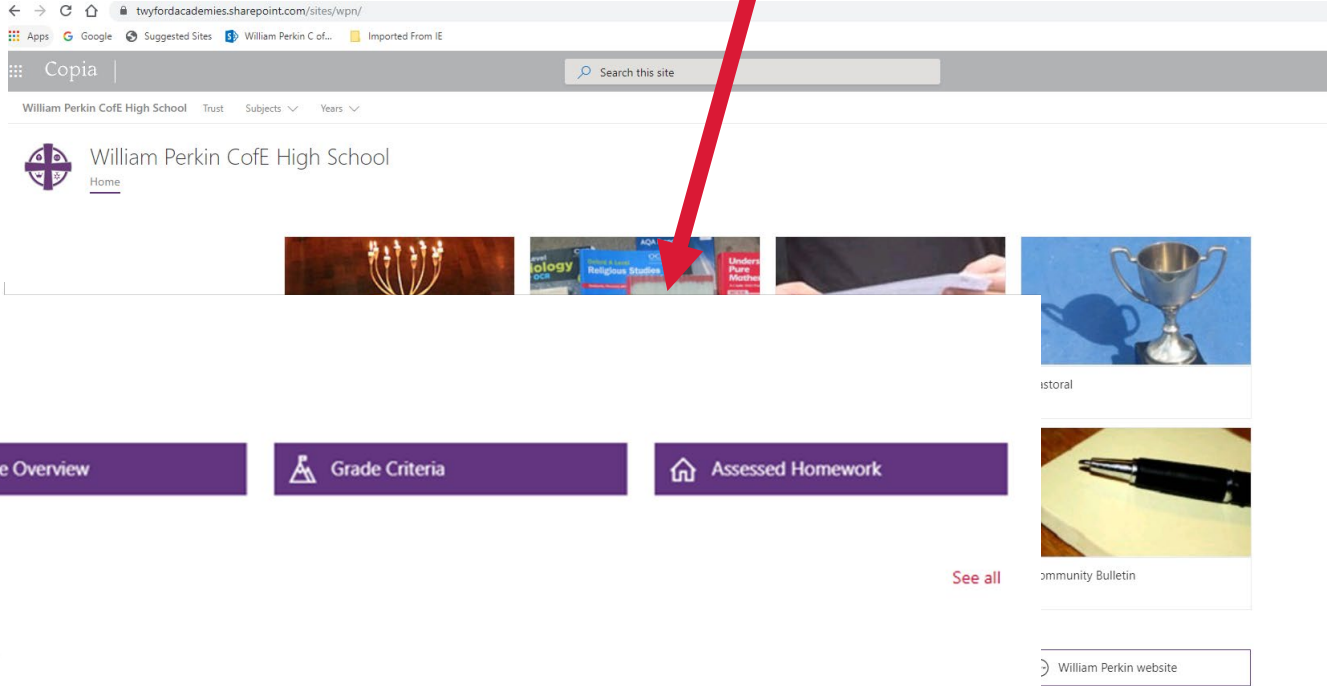
- ✓ Curriculum Information
- ✓ Assessment Information
- ✓ Lesson Resources
- ✓ Prep resources
- ✓ Revision Materials
- ✓ Pastoral Resources
- ✓ School Calendar

### Year 9 Geography

Revision    Course Overview    Grade Criteria    Assessed Homework

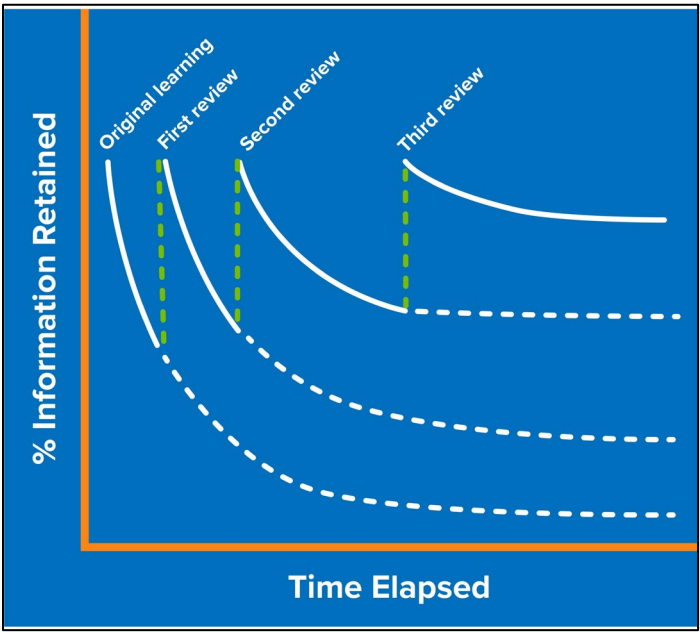
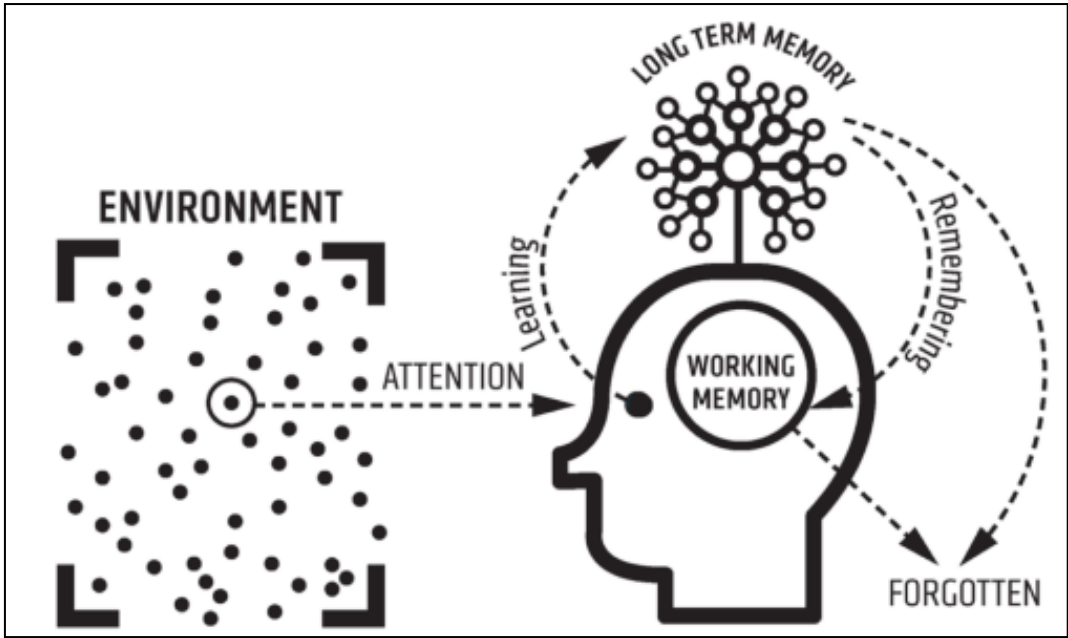
### Year 9 Geography

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...

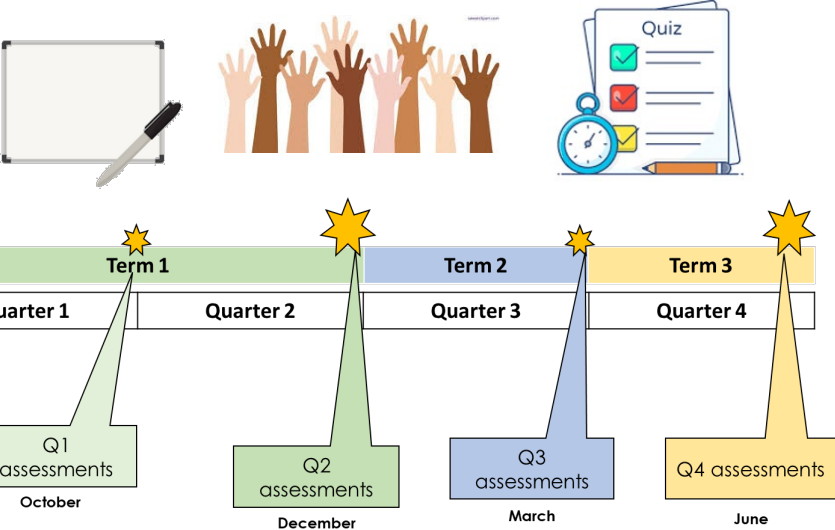


*"I have come that you may have life and have it to the full" – John 10 v 10*

# What will assessment look like in Year 9?



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



# The Assessment principles: quarterly assessments in Year 9

## Q2 and Q4 Assessments

Assessment weeks with students off timetable sitting formal assessments on content covered so far to give a grade in each subject

## Q1 Assessments

'Light touch' assessments with an emphasis on the core subjects in Yr 9

- **English/Maths/Science** – in class assessment with a **grade** given
- **Languages/Geography/History/RE** – a formal assessment, but may be a homework or electronic task with **marks only** recorded
- **Art/Computing/Drama/Music** – no requirement for a formal assessment

## Q3 Assessments

- **English/Maths/Science** – in class assessment with a **grade** given
- **Languages/Geography/History/RE/Art/Computing/Drama/Music** – a formal assessment, but may be a homework or electronic task with **marks only** recorded

# The Assessment principles: quarterly assessments

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

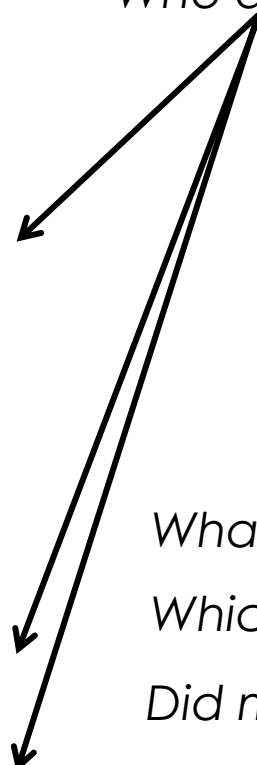
*What aspects of the assessment went well...  
and which may need reinforcement/re-teaching?*

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

*How can I give any further support?*



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



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

*Which subjects need the most focus?*

*Did my revision pay off?*

*Do I know what's next?*



**Please do so too!**

*How did my child do?*

*What do they need to improve?*

*What can I congratulate them for?*

# GCSE content starts now!

- Even though you have not made your final GCSE option choices yet, in many subjects (particularly the core subjects such as English, maths, science, MFL and humanities) you will start the GCSE content **now**.
- You cannot afford to waste any time this year or to miss any content.
- You cannot afford to waste, or do poorly, any opportunities for consolidating your learning through assessment!

IT STARTS  
*Today!*

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

# Helping 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 and take an interest in their test results (e.g. MFL weekly vocab)*
- **100% engagement, every day matters:** *keep an eye on positives, negatives and learning habit grades*



100%

# Helping your child use quarterly assessment 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 Target setting meeting with your child's tutor on Monday 30<sup>th</sup> September.

This meeting will explain what your individual child's targets for the end of year assessments are and discuss how they are progressing towards achieving them.



# Pastoral and Wider Learning

**Mr J Chugg**  
**Head of Year**

Restoration



We do this **in community**:

- Singing
- Student leadership
- House system and Enterprise
- Team sports
- Community service



Redemption

We **turn around** what is bad:

- Transparent, shared description of what good looks like
- Warnings when it's not going well (e.g. negative conduct points) to prompt self-correction
- Intervention when self-correction doesn't work / isn't possible (support cards/IBP/PSP, intervention services (e.g. mentors, counsellors))
- Self-reflection booklets



Creation

We **celebrate** what is good:

- Daily positives celebration in tutor time
- Weekly celebration slides in assembly
- EOT HOY/SLT celebration assembly

Fall



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*

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

# Co-Regulation

A student's ability to regulate emotions and behaviours with the support and direction of a teacher



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

**Self-Regulation**  
**Intrinsic Motivation**

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

I 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



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

**Classwork**



**Homework/Lesson prep**

**Memorisation**

**Consistently engaged (1)**

I lead myself and am an example to others

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



Purposeful attitude to learning

Correct equipment

Excellent listening habits

Responsible team/practical work

Effective use of mini whiteboard

Excellent speaking habits

**New positive conduct points:**

- Purposeful attitude to learning
- MFL Greeting
- Showing community etiquette
- Responsible team/practical work
- Accurate memorisation
- Correct equipment
- Effective use of MWB
- Excellent listening habits
- Excellent speaking habits
- Excellent reading habits
- Excellent writing habits
- Excellent book 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.	10/9 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.	— —
	6 Computing	Prep task 3	27/9 2023 ✓	
	7 Computing	Prep task 3	27/9 2023 ✓	



**Excellent planner use (2)**

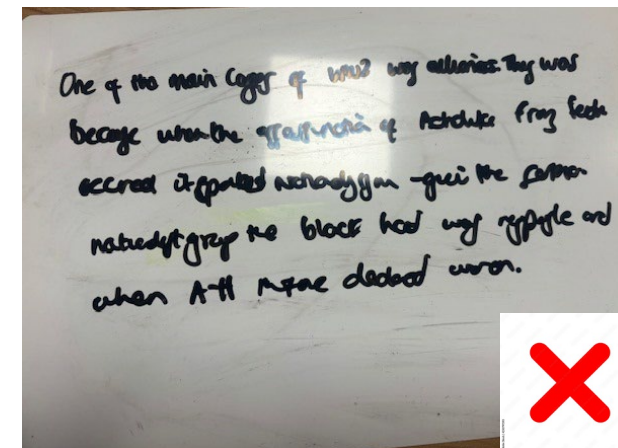
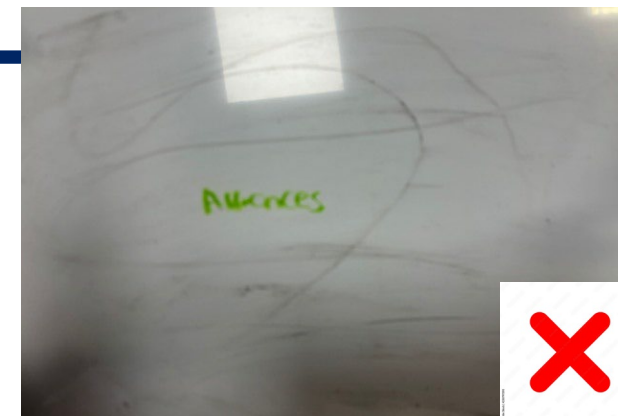
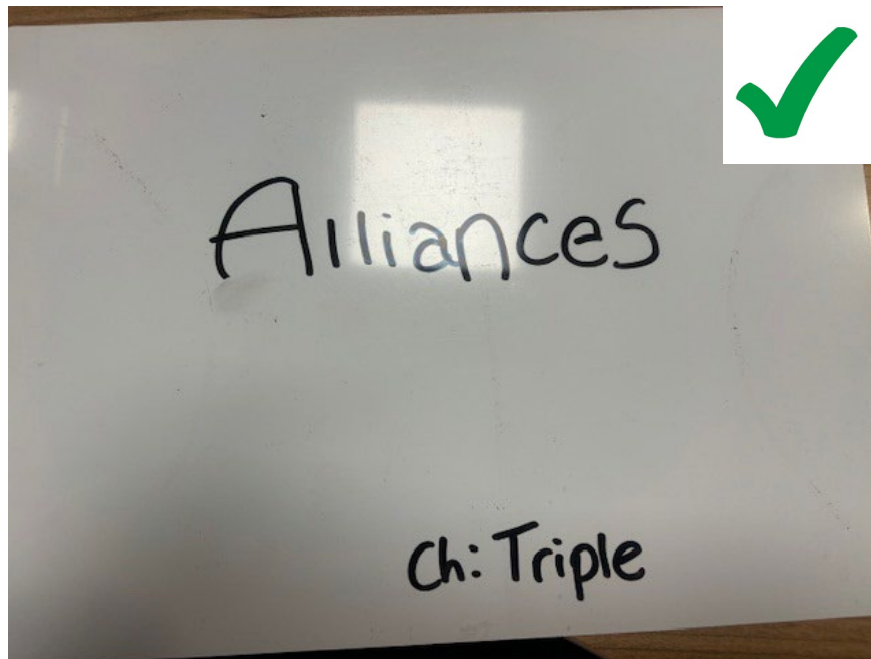
'I take pride in my planner/complete all sections/tick off completion.'

**New positive conduct points:**

- Purposeful attitude to learning
- MFL Greeting
- Showing community etiquette
- Responsible team/practical work
- Accurate memorisation
- Correct equipment

**Effective use of MWB**

- Excellent listening habits
- Excellent speaking habits
- Excellent reading habits
- Excellent writing habits
- Excellent book 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)



'I write key words in clear legible handwriting and try the challenge tasks.'



**Effective use of MWB**



### New negative conduct points:

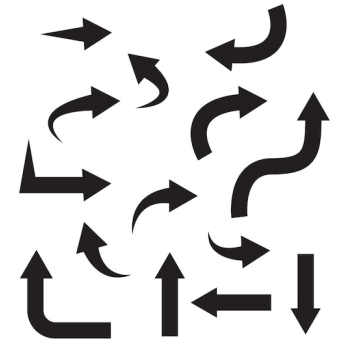
Poor use of planner  
Poor classroom entry/exit  
Poor listening habits (1)  
Not following an instruction from staff (1)  
Not silent when instructed (classroom) (1)  
Poor engagement in classwork (1)  
Incorrect equipment  
Poor book etiquette  
Incorrect uniform  
Late to lesson  
Unsatisfactory lesson prep/homework (2)  
No prep/homework (2)  
Not being silent in the building (2)  
Missed intervention (2)  
Missing essential PE kit (2)  
Late to school (2)  
Misuse of ICT facilities (2)



### Poor use of planner (1)

Poor classroom entry/exit (1)  
Unsatisfactory lesson prep/homework (2)  
No prep/homework (2)

- ✓ Organised
- ✓ Reduces stress
- ✓ Purposeful
  
- ✓ Pride





### New negative conduct points:

- Poor use of planner
- Poor classroom entry/exit
- Poor listening habits (1)
- Not following an instruction from staff (1)
- Not silent when instructed (classroom) (1)
- Poor engagement in classwork (1)
- Incorrect equipment
- Poor book etiquette
- Incorrect uniform
- Late to lesson
- Unsatisfactory lesson prep/homework (2)
- No prep/homework (2)
- Not being silent in the building (2)
- Missed intervention (2)
- Missing essential PE kit (2)
- Late to school (2)
- Misuse of ICT facilities (2)



- Poor use of planner (1)
- Poor classroom entry/exit (1)**
- Unsatisfactory lesson prep/homework (2)
- No prep/homework (2)



**HOD/HOY detention (60 minutes)= now called an 'MLT detention' but still held by SLT for 60 mins**

**60 minute detention still used for:**

- **Dangerous behaviour** (e.g. removal from lesson to an SLT office)
- **Reckless behaviour** (e.g. throwing water / physical behaviour)
- **Unkind behaviour** (e.g. unkind actions or language towards another student)

**60 minute detention now used for:**

- Disrespect for school environment (e.g. littering)

**SLT detention (still remains for 90 minutes)**

**De-escalation room**

**NEW**

No sent to shadow.  
Students will be sent to the de-escalation room if they are unable to self-correct their behaviour after a negative/negatives.

**MLT detention- straight removal from a lesson or refusal to go to the de-escalation room.**

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

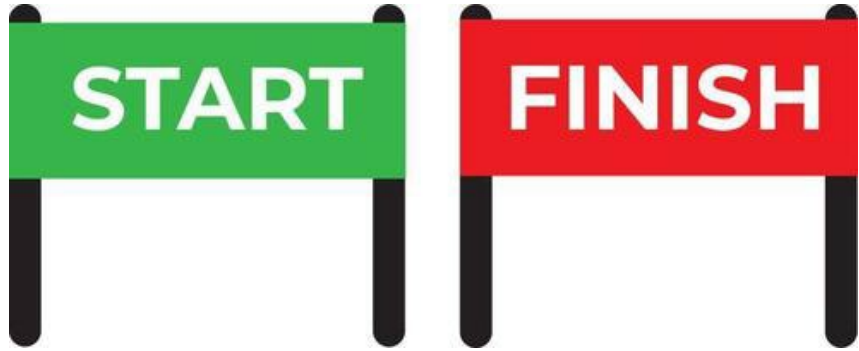
\* this is likely to trigger an internal suspension for persistent disruption

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

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



# Core Classroom Routines



## Entrance Routines

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

## Exit Routines

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

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



# Subjective Cognitive Load Scale



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



5 - I feel soooo  
overloaded,  
tired, cannot  
focus



# Learning Culture: self reflection



How will I ensure I am ready to approach  
the new school year with focus and  
positivity?



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

# Learning Culture: self regulation

Twyford CofE Academies Trust  
Year 9  
Self Evaluation Programme  
Q2 Self Evaluation

**FORMATIVE** WHEN THE CHEF TASTES THE SOUP

**SUMMATIVE** WHEN THE GUESTS TASTE THE SOUP

What is the difference between formative and summative assessment?  
Which type of assessment do you think your Q2 exams are?



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

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



## Plan ABC

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

### Plan A

#### Aspirational!

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

Aim high  
(for the right reasons)

### Plan B

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

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

Be Ready  
With a potentially better option

### Plan C

#### Consolidation Position

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

Climb back up  
Maybe a different way)

# Learning Culture: self regulation

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

- Online safety and media awareness
- Conflict and Loss
- Healthy Relationships
- Addiction
- Careers

The Child Exploitation  
and Online Protection Centre




The UK's National Centre for Protecting Children

Predict: Why do you think she is  
upset?

From the way she is talking, what other words would  
you use to describe her emotions?




What is **STRESS**?

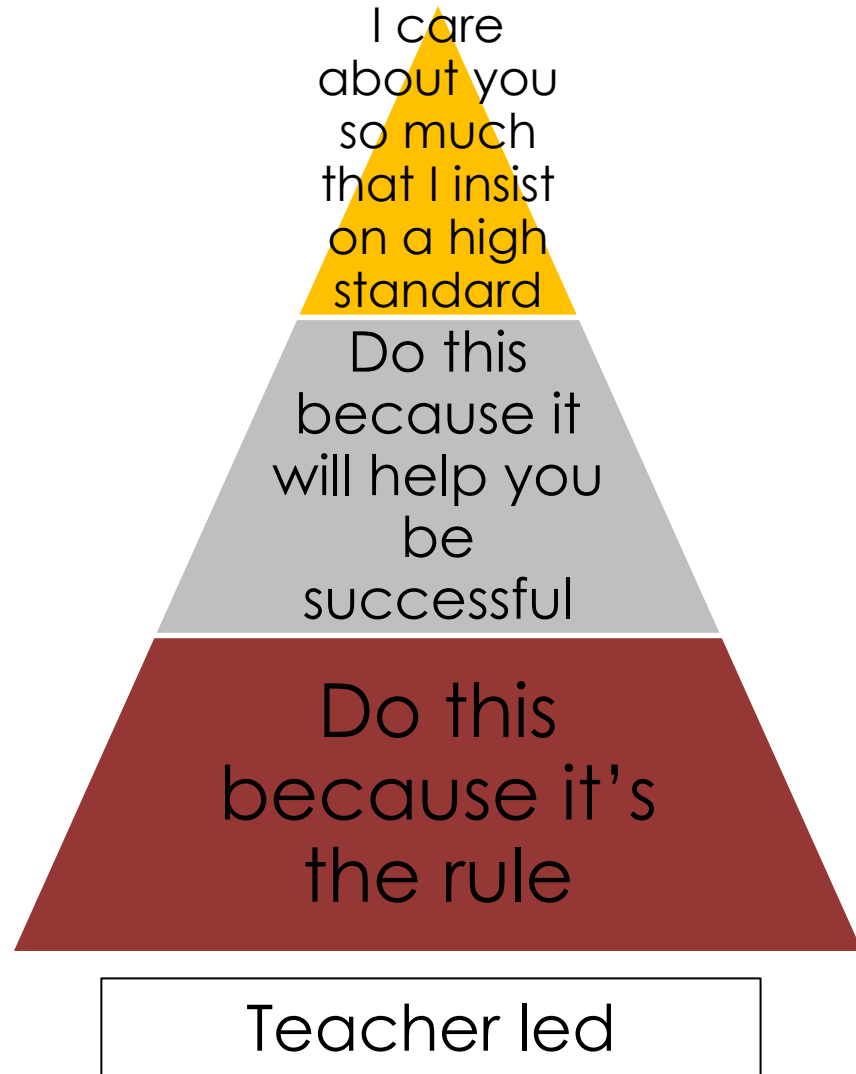


1. Write down any **adjectives** that link to the word stress.
2. Share your ideas with your partner to create a definition of stress.

**DO NOT rub out the words on your whiteboard... we will need them later on!**


Can you predict why our body has evolved to react to situations with stress? 

# When co regulation really works



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

## WILLIAM PERKIN SCHOOL UNIFORM: GIRLS


Parents/Carers should ensure that each item of school uniform, kit and equipment is clearly labelled with the student's name and tutor group.		
Item	Clarification	Example
<b>Blazer</b> • Purple with Embroidered William Perkin Crest.	Compulsory – it is to be worn at all times unless given permission by a teacher.	
<b>Tie</b> • Silver and Purple Stripe.	Should cover the fastened top button on blouses. Must be tied so that the bottom tip of the tie reaches the top of the skirt	
<b>Shirt</b> • Plain White, Long or Short Sleeve. • Collars must be designed to accommodate a tie and must have a top button which fastens.	Shirts must be sufficiently generous to tuck fully into the skirt. Pupils will be asked to replace missing buttons. No tailored shirts which are designed to be worn over the skirt.	
<b>Skirt</b> • Pleated Purple Tartan Skirt. • Girls Trousers (with school logo embroidered on pocket)- model available from our school uniform supplier only.	22", 24" or 26" skirt length available. Length purchased must be nearest to the knee. Skirts must <b>not</b> be worn on the hip or rolled over at the waist. Trousers must be official William Perkin girls trousers available only from our official school uniform provider. Other trousers are <b>not permitted</b> .	
<b>Pullover</b> • Grey V-neck with Purple Trim.	The pullover is optional. Cardigans and vests are <b>not</b> to be worn.	
<b>Socks / Tights</b> • White Ankle Socks. • Plain Black Tights.	No 'leg warmers' or knee socks or above the knee socks. No coloured socks of any kind. Socks or tights should be worn, <b>not</b> both.	
<b>Shoes</b> • Black (upper and sole). • Smart, plain and polishable. • They must be worn to and from school. • Students require plain white trainers for PE and they must be suitable for running. Students will not be permitted to wear converse, Nike Air Force or any Vans style shoe. • Students require moulded football boots for PE	Velcro Fastening is not Permitted. Boots are <b>not</b> allowed - 'Kickers' and 'Timberland' style boots are <b>not</b> correct. Trainer-style shoes or canvas style footwear are <b>not</b> appropriate as formal school footwear and are therefore <b>not</b> allowed. Students are <b>not</b> permitted to bring trainers into school other than for PE lessons	
<b>Coat</b> • Black Coat with no visible logos.	Should be removed in the classroom at the start of the lesson and put on the back of the chair. Gilets, body-warmers & fur trims are <b>not</b> permitted.	
<b>School Scarf &amp; Hat</b> • Plain Black or Purple Scarf • Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional)	Baseball caps and other hats are <b>not</b> permitted. Scarves and hats should be put in bag or locker except during break and lunch.	
<b>Official School Bag</b> • Black Backpack with Embroidered William Perkin Crest.	Compulsory - should be purchased from the official school uniform supplier. Please note that bags will need to be replaced if defaced e.g. badge coloured in.	
<b>Hair</b> • Hair bands, ribbons, clips and any other item used in the hair should be plain black or purple.	No coloured bobbles, Sports Headbands, frills or large bows. Dyed hair and hair extensions should be a natural colour. Two-tone hair and undercuts are <b>not</b> permitted.	
<b>Jewellery</b> • One small single gold or silver stud earring may be worn in each ear lobe. • Rings, necklaces, bracelets etc. should <b>not</b> be worn	Jewel studs of any size are <b>not</b> acceptable. Diamante ear-studs are <b>not</b> to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. <b>Excuses that they cannot be taken out because they have only just been done will not be accepted and students will be instructed to remove them.</b>	
<b>Make-up And Nail Varnish</b> • Must <b>not</b> be worn	Students will be asked to remove it. Gel and acrylic nails are <b>not</b> permitted	

An Art apron is required and can be purchased from our school uniform supplier

- Our official school uniform providers
- PMG school wear-Hanwell
  - Juniper Uniform- West Ealing

- 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.
- If in doubt, then the likelihood is that it is wrong. Please do not risk buying your daughter an item which is incorrect because they say "everyone's got them"

## WILLIAM PERKIN SCHOOL UNIFORM: BOYS

Parents/Carers should ensure that each item of school uniform, kit and equipment is clearly labelled with the student's name and tutor group.		
Item	Clarification	Example
<b>Blazer</b> • Purple with Embroidered William Perkin Crest.	Compulsory – it is to be worn at all times unless given permission by a teacher.	
<b>Tie</b> • Silver and Purple Stripe.	Should cover the fastened top button on blouses .Must be tied so that the bottom tip of the tie reaches the top of the skirt	
<b>Shirt</b> • Plain White, Long or Short Sleeve. • Collars must be designed to accommodate a tie and must have a top button which fastens.	Shirts must be sufficiently generous to tuck fully into the trousers. Pupils will be asked to replace missing buttons.	
<b>Trousers</b> • Grey School Trousers. • Sufficiently tailored to keep the shirt tucked in and so that underwear is not visible.	Trousers must fit to the natural waist and must not drag along the floor. A simple, plain, black, belt may be worn. No jean-like material or jean-like style is permitted.	
<b>Pullover</b> • Grey V-neck with Purple Trim.	The pullover is optional. Cardigans and vests are <b>not</b> to be worn.	
<b>Socks</b> • Plain Black or Grey Ankle Socks.	No coloured socks of any kind.	
<b>Shoes</b> • Black (upper and sole). • Smart, plain and polishable. • They must be worn to and from school. • Students require plain white trainers for PE and they must be suitable for running. Students will not be permitted to wear converse, Nike Air Force or any Vans style shoe. • Students require moulded football boots for PE	Velcro Fastening is not Permitted. Boots are <b>not</b> allowed - 'Kickers' and 'Timberland' style boots are <b>not</b> correct. Trainer-style shoes or canvas style footwear are <b>not</b> appropriate as formal school footwear and are therefore <b>not</b> allowed. Students are <b>not</b> permitted to bring trainers into school other than for PE lessons	
<b>Coat</b> • Black Coat with no visible logos.	Should be removed in the classroom at the start of the lesson and put on the back of the chair. Gilets, body-warmers & fur trims are <b>not</b> permitted.	
<b>School Scarf &amp; Hat</b> • Plain Black or Purple Scarf • Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional)	Baseball caps and other hats are <b>not</b> permitted. Scarves and hats should be put in bag or locker except during break and lunch.	
<b>Official School Bag</b> • Black Backpack with Embroidered William Perkin Crest.	Compulsory - should be purchased from the official school uniform supplier. Please note that bags will need to be replaced if defaced e.g. badge coloured in.	
<b>Hair</b> • Must be tidy. Spiky styles may only be worn if the hair is less than 2cm. • Fringes should <b>not</b> cover the eyes. • Hair should be at least grade 1.	Skin-fades and undercuts are <b>not</b> permitted Long hair should be combed downwards or tied back. Sports Headbands are <b>not</b> permitted No designs should be shaven into the hairstyle or eyebrows. Dyed hair should be a natural colour and two-tone hair is <b>not</b> permitted. Different lengths on each side and extreme differences in length on the top and sides are <b>not</b> permitted.	
<b>Jewellery</b> • One small single gold or silver stud earring may be worn in each ear lobe. • Rings, necklaces, bracelets etc. should <b>not</b> be worn	Jewel studs of any size are <b>not</b> acceptable. Diamante ear-studs are <b>not</b> to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. <b>Excuses that they cannot be taken out because they have only just been done will not be accepted and students will be instructed to remove them.</b>	

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- Students should expect negative points, detention or confiscation of items if they wear the school uniform incorrectly.
- If in doubt, then the likelihood is that it is wrong. Please do not risk buying your son an item which is incorrect because they say "everyone's got them"

Being in Community – One Body Many Parts

### Equal Value



An Art apron is required and can be purchased from our school uniform supplier

- Our official school uniform providers
- PMG school wear-Hanwell
  - Juniper Uniform- West Ealing



### Equal Responsibility

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



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

## Uniform expectations – Year 9 focus

- You must always wear your tie neatly done up and your shirt should be tucked in at all times
- Skirts at knee length
- Shoes must be black and **polish-able** (not trainer style). Kicker style boots are not allowed.
- You must have the William Perkin school bag (defaced bags will have to be replaced)
- Earrings = plain silver or gold stud, x1 in each ear
- Shoes - students in trainers will be asked to wear school spare shoes
- No non-uniform items to be worn e.g. hoodies

## Socks

- White ankle socks = skirt
- Grey or black socks = trousers

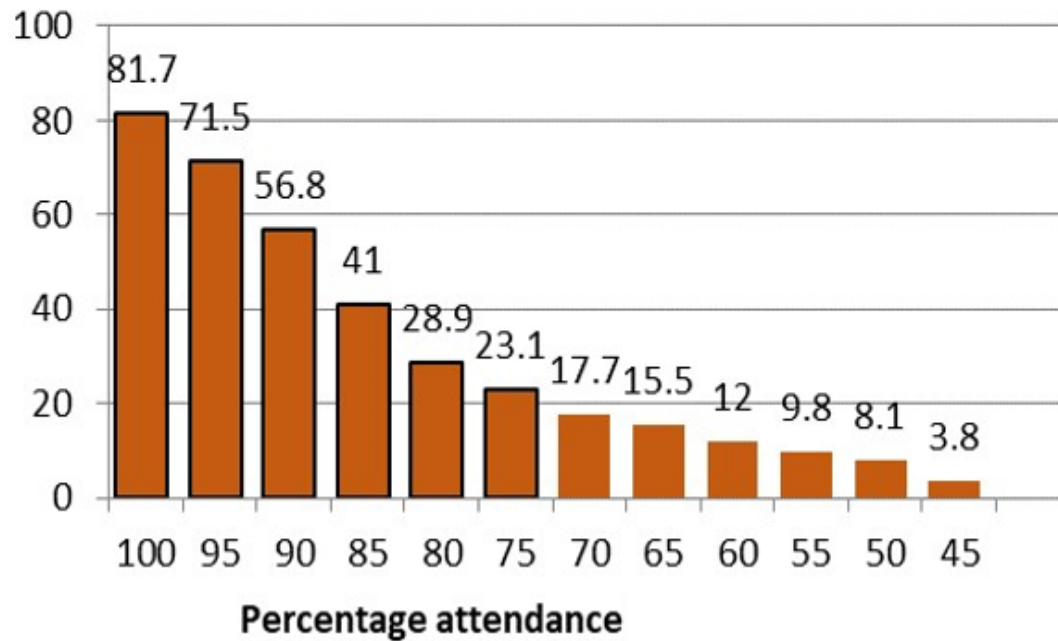
# Learning Culture: Attendance and Punctuality

## Why is it so important?

No Absence	10 days absence
190 days of education	180 days of education
<b>100%</b>	<b>95%</b>
<b>Very Good</b>	
Best chance of success. Gets your child off to a flying start!	

Percentage of students achieving

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



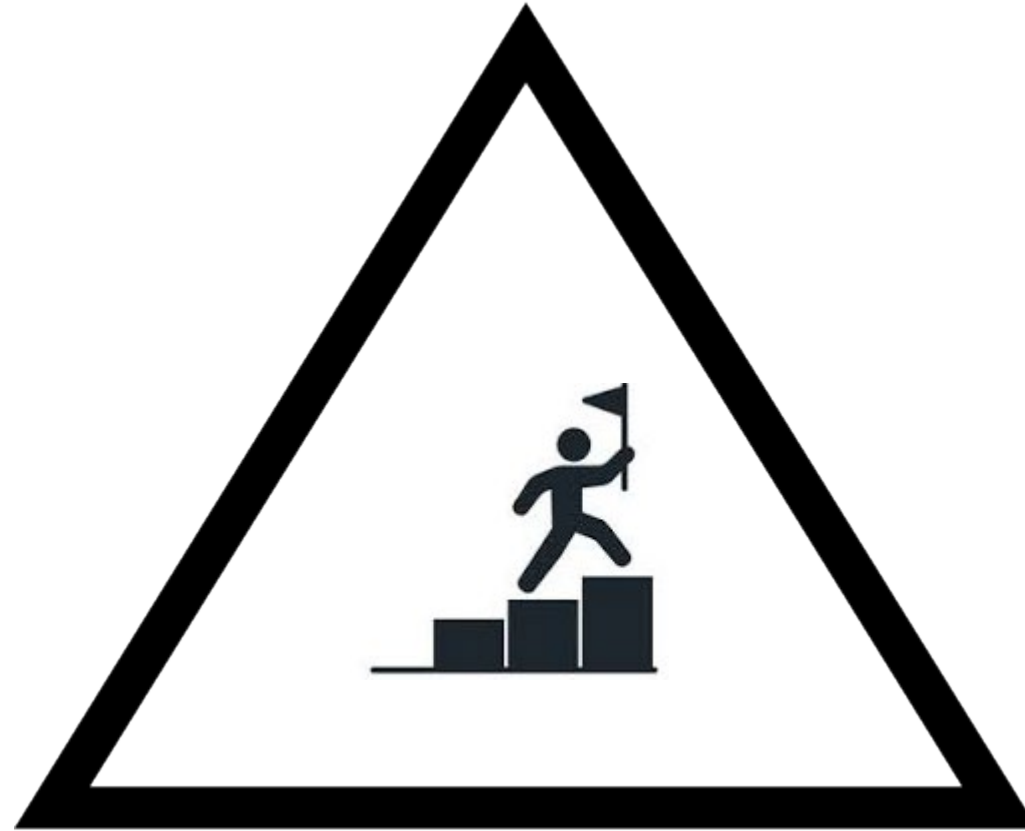
**96% +** = our minimum aim

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

## Help your child work on making good choices

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

# Student



# Parent

# School



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

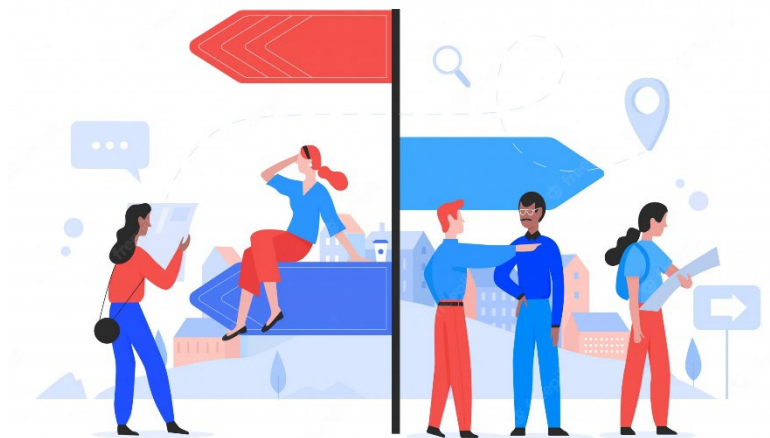
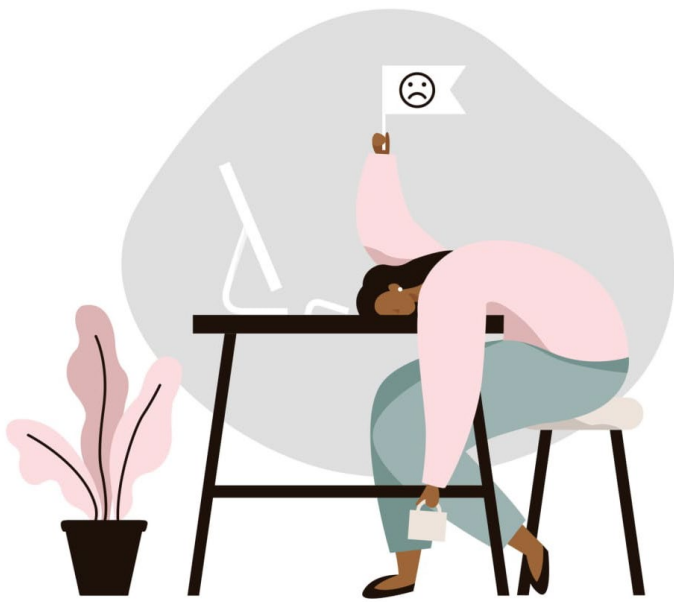
# Wider Learning Opportunities: Student Leadership



**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!



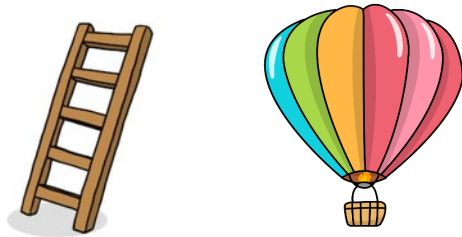
**Think:**  
What are your hobbies?  
What might you try?



*"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.
- There will also be KS4 study club daily from 3:30pm-5pm.



All Extended Electives: Autumn Term 24-25

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



Once logged into

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



Arts, Humanities & Languages

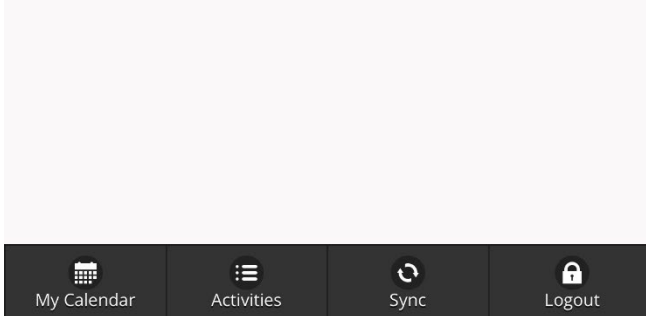


To secure their place, your child will need to ensure they attend the first session of that Extended Elective when the registers will be finalised.

**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.

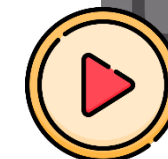
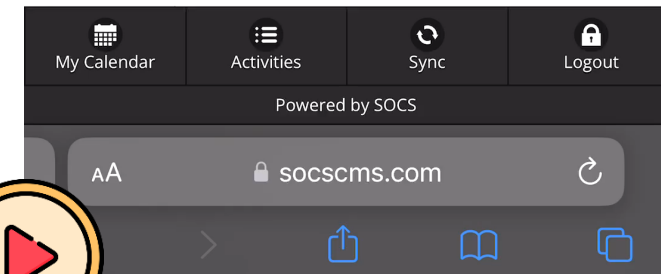
Autumn term, click on 'Activities':



### Study, Learning and Inclusion

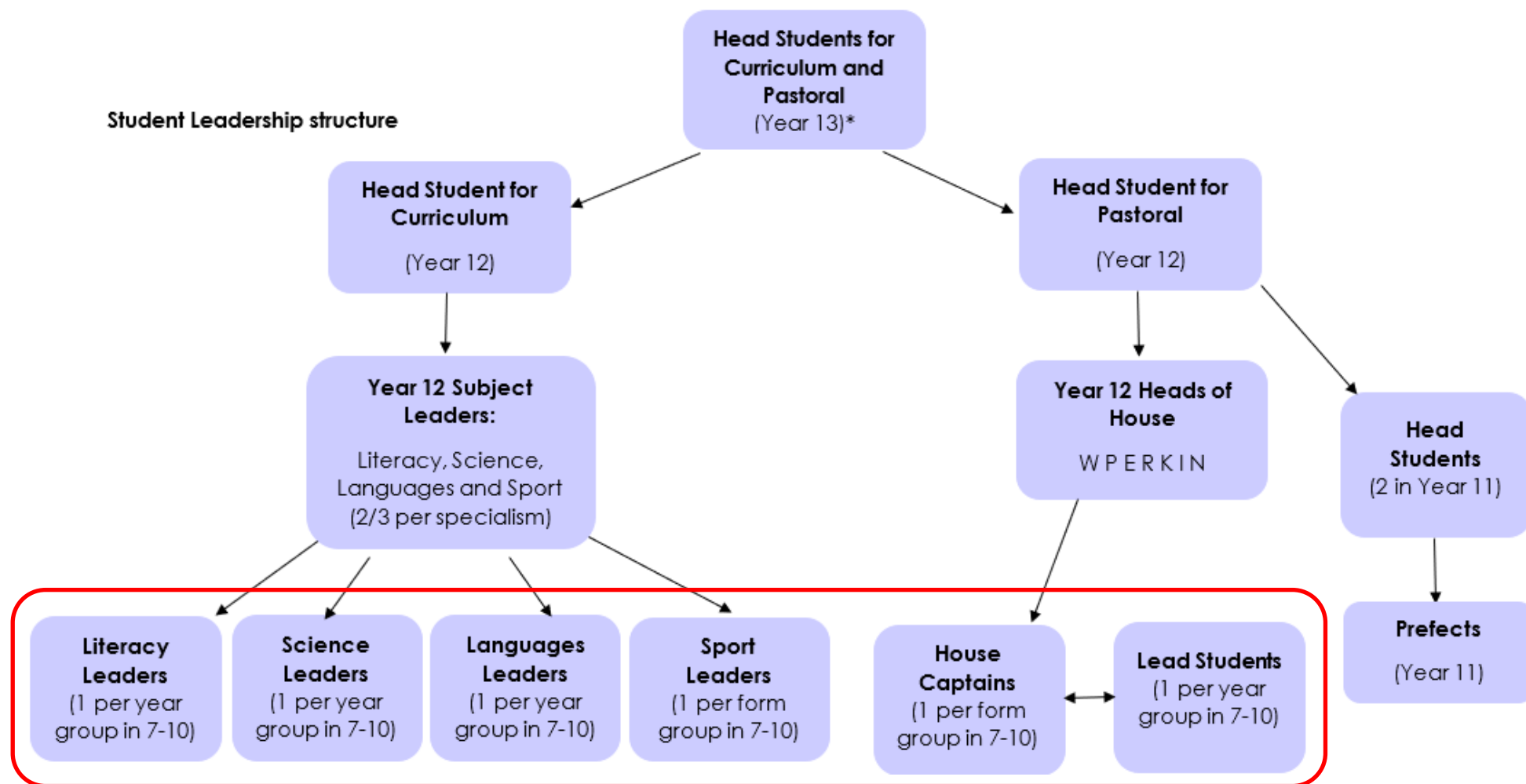
When you click on a category, you will be able to see all of the extended electives available to you in that category.

### Bracelet Making





# Responsibility: Student Leadership



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

There may be some extended electives that you can see but can't sign up to. These are 'invite only' and if you want to be included in that extended elective you will need to talk to the staff member running them about them.

If you are already signed up to an **'invite only'** extended elective, you are expected to attend these and need to talk to the staff member running them about them. Examples include Student Leader Meetings, the Inspire Programme or any of the school's Futures programmes like Future Linguistics.

## Year 12 Student Leaders

Events: [View Events](#)

Year Groups: 12

Gender: All

Invite Only

Staff:

C. SMITH









Notes:

Our weekly Year 12 student leader briefing before student leaders' meetings with KS3 and 4.



# Trip Opportunities

## Enrichment Week 7<sup>th</sup> July – 11<sup>th</sup> July

Monday	Tuesday	Wednesday	Thursday	Friday
 	<p data-bbox="606 475 988 518"><b>Trips and Activities</b></p>  		<p data-bbox="1421 482 1765 532"><b>Macbeth Day</b></p> 	<p data-bbox="1982 482 2249 532"><b>Sports Day</b></p> 
<p data-bbox="606 782 988 818"><b>Scratch Production</b></p> 				



# Trip Opportunities

## Year 9 goes to Edinburgh 2025!



**Climbing Arthur's Seat** – an extinct volcano



**Dynamic Earth** – world class Earth Science centre and planetarium, enabling you to take a journey through time to witness the history of Planet Earth



**Exploring the human geography of the historic city of Edinburgh**



This year, the Geography residential to Edinburgh happening for the first time since 2020. This trip also runs during Enrichment Week. Sign up for this will happen soon so keep your eyes peeled!

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

# The Year 9 Team



Mr Chugg  
Head of  
Year 9



Mr Johnstone-  
Morris  
Assistant Head  
of Year 9



Mr Rake  
Head of KS4

Ms Seri-  
Baroan

Mr Dhillon

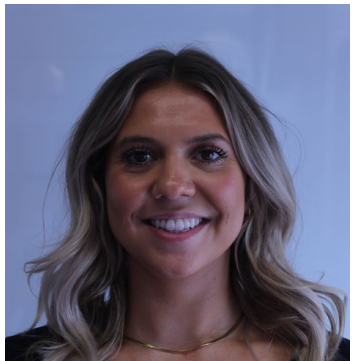
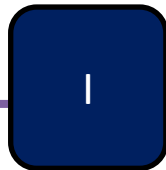
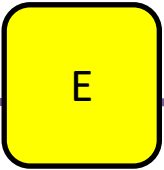
Ms Krasnoff

Ms Alibegovic

Mr Bublitz

Ms Mitchell

Mr London



# 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*

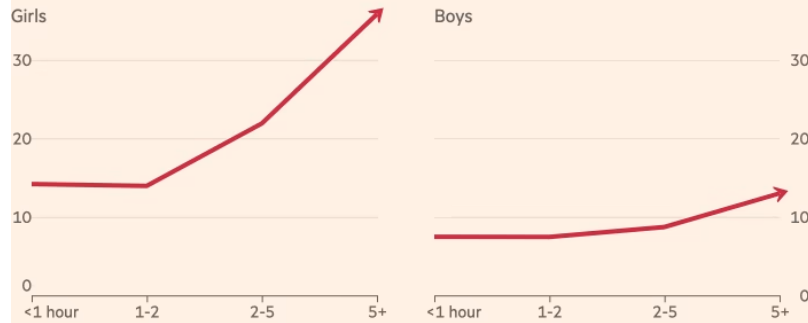
Children spend more time than ever using screens and social media, with the number of hours spent online rising considerably during the COVID-19 pandemic. In March 2020, the coronavirus outbreak led to lockdowns and social distancing. Not surprisingly, younger people spent extended time engaged with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



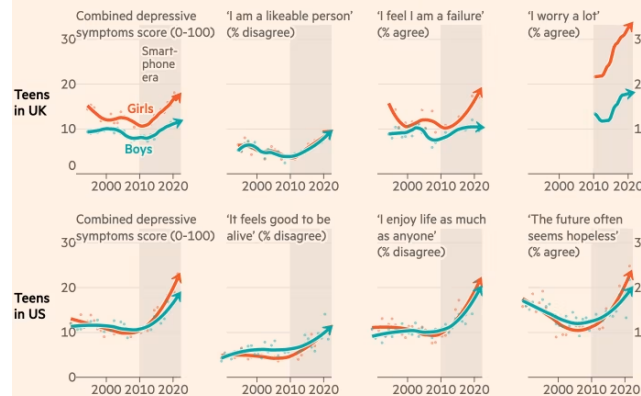
**Girls are especially vulnerable to social media, with large amounts of screen time linked to negative psychological impacts including self-harm**

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:

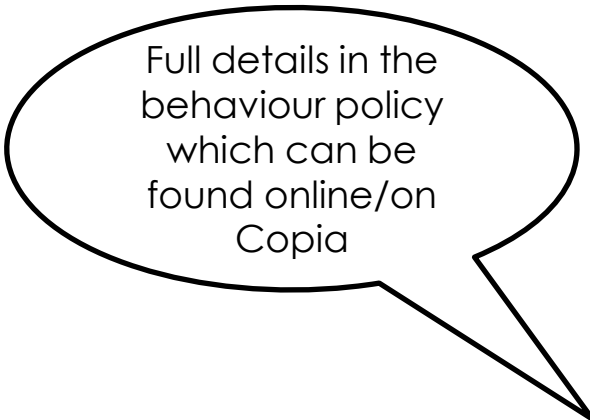
- new health issues such as coughing or wheezing
- e-cigarette supplies, like cartridges or other suspicious looking items
- new smells (some flavored e-cigarettes have been banned, but many remain on the market — so parents might notice fruity or sweet scents)

## 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.

**Money Matters**

**School Fund**



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



# Trust Updates

# School Standards



## Progress

Do students achieve well compared to their starting points ?

Do we add value ?

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

## Progression

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

Have we helped them make good choices ?

Look back at your Q4 results.

Turn to Page 24

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

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

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

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



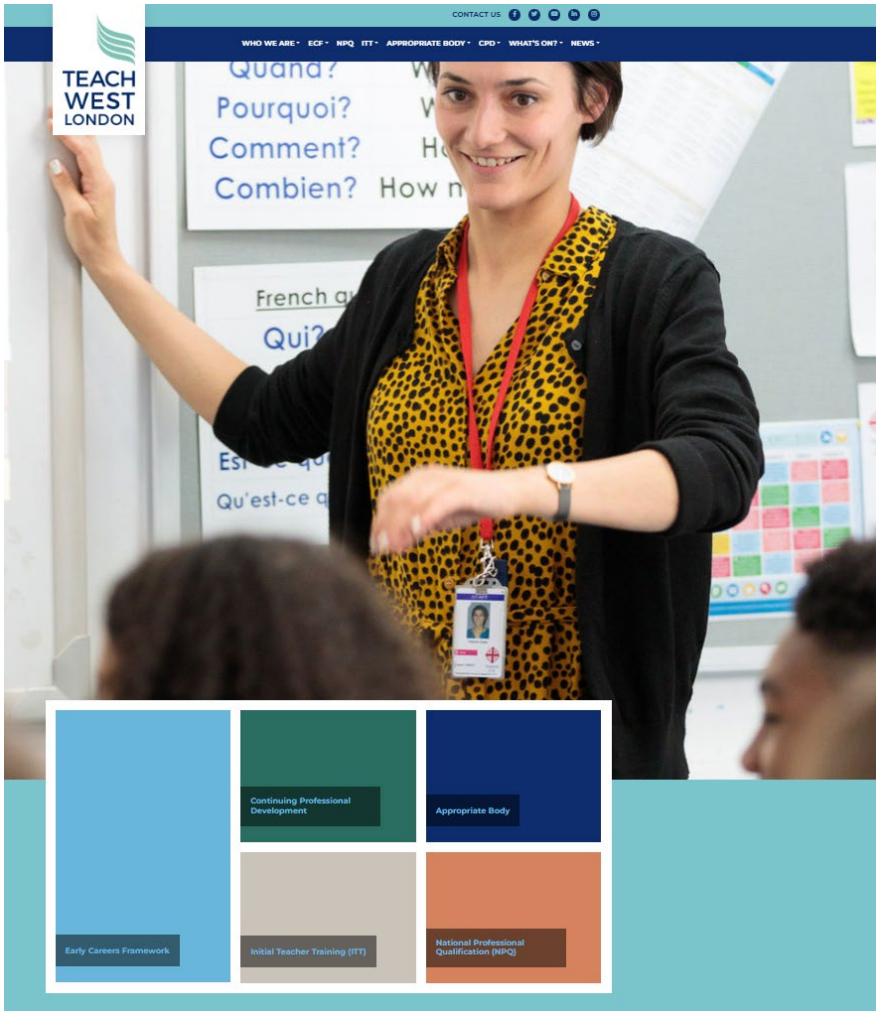
**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION

**BTEC**

**Harrow COLLEGE**

**UC**  
UXBRIDGE COLLEGE

# TWL: Teaching School Hub



## Professional Development for Teachers & Leaders

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

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*"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.**