



Twyford  
CofE  
Academies Trust



William Perkin  
CofE  
High School

Twyford CofE Academies Trust

# Year 10 Information Evening

Led by: Ms Newman

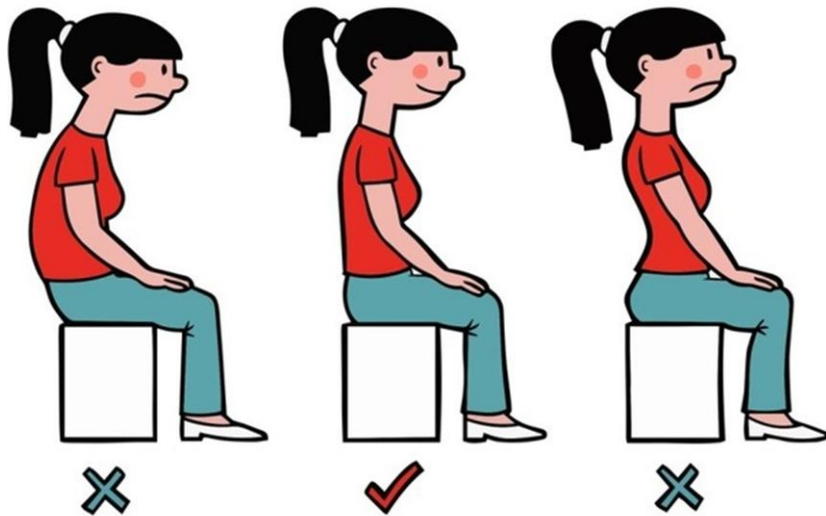
# Aims and Outcomes

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

## **Outcomes :**

1. Headline successes celebrated & theme for the year introduced
2. Understanding of key systems refreshed
3. Parents & carers prepared for what to expect in Year 10, and opportunities to maximise success
4. Parents & carers prepared for particular hazards to avoid

## 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

Unless the Lord builds the House

**Those who labour, Labour in vain**

Unless the Lord protects the city

**Those who watch over it watch in vain**

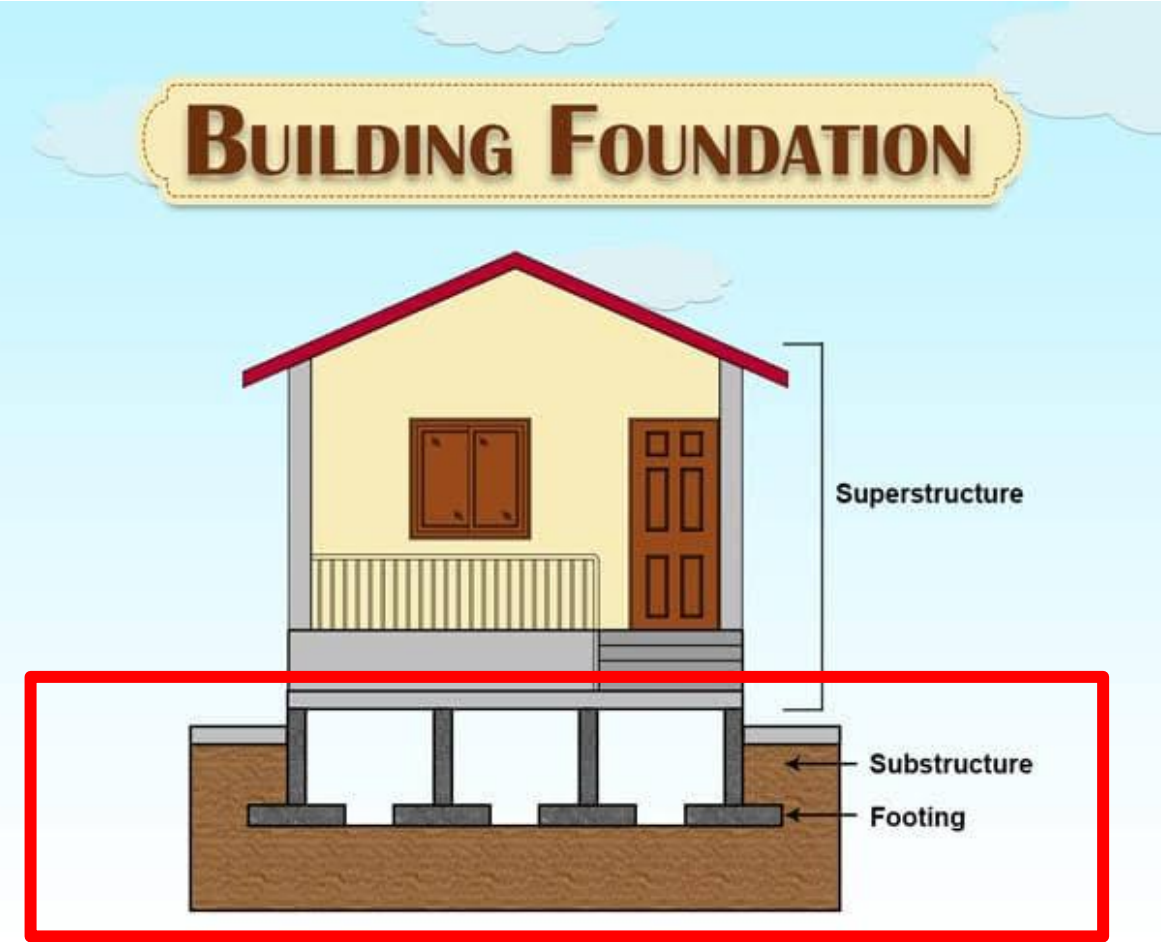
All our hope on God is founded

**God our hope and foundation stone**

**24** ‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. **25** The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. **26** And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. **27** The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!’

**Matthew 7: 24-27**





# WEAK FOUNDATION?

**HIGH RISK**

## CRACKED FOUNDATION

WEAK & HAZARDOUS

UNSTABLE SOIL / CLAY  
Risk of Cracks, Tilting & Costly Repairs

## STRONG DEEP FOUNDATION

WELL-ENGINEERED & STABLE

FIRM SUBSOIL / BEDROCK  
Safe, Stable & Durable for Generations

**STRONG FOUNDATION TODAY,  
SAFE TOMORROW!**

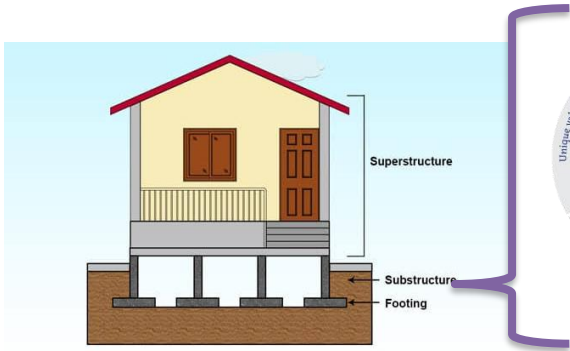
STABILITY

SAFETY

LONG-TERM SAVINGS



# Standing Firm for Ourselves and Others



**The William Perkin Etiquette**

Our parents brought us up to have good manners. These good manners will help us live our life in a good way wherever the community in which we are living or working. These are the William Perkin good manners (or Etiquette)

**Good Gifts used in Service**

- We appreciate what we have been given
- We share rather than hoarding
- We enjoy being good and doing well
- We always give of our best
- We serve at all our strength
- We thank our teachers at the end of every lesson
- We volunteer each other's services

**Don't stay in a Bad Place**

- We say sorry if others do us wrong
- We do not fail to apologise
- We do not fail to be other's best reflection
- We are honest
- We learn from our mistakes
- We forgive others

**Unique Value in Community**

- We notice the feelings of others
- We are helpful
- We listen
- We control ourselves
- We are polite
- We treat everyone in school as a friend
- We make a positive impact on our environment

William Perkin  
CofE  
High School

| Outward Looking                                             | Positive and Purposeful                                           |
|-------------------------------------------------------------|-------------------------------------------------------------------|
| I look smart wherever I am in the community                 | I walk silently to lessons                                        |
| I engage in wider learning                                  | I come fully equipped                                             |
| I am respectful, polite and thankful                        | I have excellent posture                                          |
| I do my prep & homework carefully                           | I take care with speaking, reading & writing                      |
| I act on feedback                                           | I use memorisation skills to help new learning stick              |
| I persevere when solving problems                           | I take pride in my books, keeping work neat & clear               |
| I listen attentively & follow instructions                  | I use BSG outcomes, support tasks & challenge tasks to do my best |
| I participate fully in activities to check my understanding |                                                                   |

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

<sup>24</sup> **‘Everyone then who hears these words of mine and acts on them will be like a wise man** who built his house on rock. <sup>25</sup> The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. <sup>26</sup> **And everyone who hears these words of mine and does not act on them will be like a foolish man** who built his house on sand. <sup>27</sup> The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!’



**Believe in...**



**Buy in...**



**Live out.**

# Whole School News

**Ms A Newman**  
Headteacher

# Trust Successes (2025-6)

## Student Successes across 4 schools

- Avg. progress for the Trust: + 1.1
- All schools in top 3% or above nationally
- Identical A-Level progress for both WP & Twyford (87/90% A\*-C pass rate)
- Yr 13 Extension programme successful at both schools e.g. **lots** of students going on to medicine, dentistry, engineering and Oxbridge
- T-Levels 100% pass rate



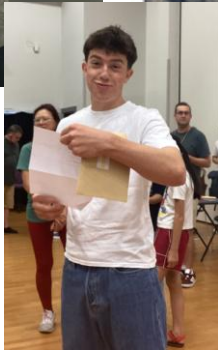
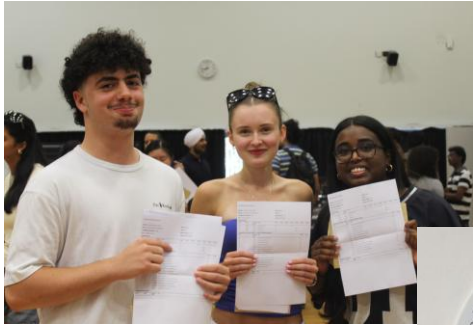
## Staff training

- Teacher training programme graduated 111 trainees across 55 schools
- 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted TWL gains **exceptional feedback**
- Over 900 new teachers supported
- 219 experienced teachers supported on senior leadership training across W. London



# WP Progress Outcomes

| Outstanding A-level results |     |
|-----------------------------|-----|
| A*-A                        | 36% |
| A*-B                        | 63% |
| Average grade               | B+  |



Top 1% of schools in the country!



| Outstanding GCSE results |       |
|--------------------------|-------|
| CAT8                     | +1.03 |
| Average grade            | 6.0   |
| English                  | 6.3   |
| Maths                    | 5.9   |
| EBacc                    | 6.2   |
| Other GCSEs              | 5.9   |

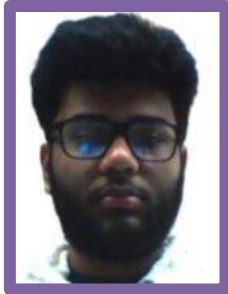
# School Progression Outcomes

3 or more A\*



Aden  
A\* A\* A\* A\* A

Architecture  
Cambridge



Tharun  
A\* A\* A\* A\*

Maths  
UCL



Fenna  
A\* A\* A\* A\*

Maths  
LSE



Jad  
A\* A\* A\* A

Biomed Eng.  
UCL



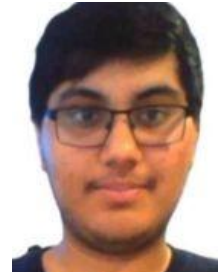
Thomas  
A\* A\* A\* B

Army or Mech  
Eng Leeds



Alex  
A\* A\* A\*

Maths  
Warwick



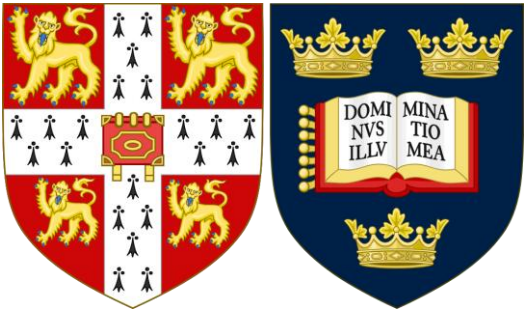
Nishant  
A\* A\* A\*

Physics  
Imperial



# A-level success highlights

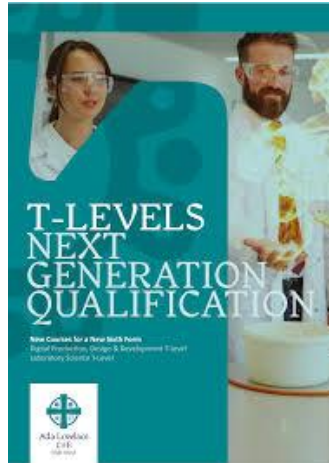
|           |                                        |                     |
|-----------|----------------------------------------|---------------------|
| Zainab    | City St George's, University of London | Medicine            |
| Ali       | University of Bristol                  | Medicine            |
| Farjin    | Queen Mary University of London        | Medicine            |
| Ahmed     | University of Leicester                | Medicine            |
| Tania     | University of Southampton              | Medicine            |
| James     | UCL (University College London)        | Medicine            |
| Dana      | Queen Mary University of London        | Medicine            |
| Leen      | Anglia Ruskin University               | Medicine            |
| Arya      | University of Sheffield                | Medicine            |
| Amelie    | Queen's University Belfast             | Medicine            |
| Ana Maria | University of Nottingham               | Veterinary Medicine |
| Ethan     | University of Cambridge                | Geography           |
| Aden      | University of Cambridge                | Architecture        |



# School Progression Outcomes

60% progression to William Perkin sixth form  
10% to Ada Lovelace T-levels  
30% to college/another post-16 provider

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



| William Perkin C of E High School |                                  | Plan ABC                                                                                                                                                    | Ofsted<br>raising standards<br>improving lives |
|-----------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
|                                   |                                  | 'At each stage of education, the provider prepares learners for future success in their next steps'<br>(Inspection Framework: Personal Development para 28) |                                                |
| Plan A                            | Aspirational!                    | Progress : High Targets exceeded – accessing the most competitive courses<br>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<br>Progression : Able to play to strengths & keen to address weaknesses       |                                                |
| Plan C                            | Consolidation Position           | Progress : Resilient in chasing targets – preparedness to make good compromises<br>Progression : Resilient enough to adjust & adapt                         |                                                |
|                                   |                                  | <i>'Intelligent engagement with the wider world'</i>                                                                                                        |                                                |

# What's next?



## Top Future Skills for 2025

To inform and guide the University-wide

### 2025 League Table

Problem solving/  
process skills

Communication  
skills

Digital skills

Critical thinking

Analytical skills

Adaptability  
Financial literacy

Initiative  
Resilience  
Creativity

Ability to build  
relationships

### Outward Looking

I look smart wherever I am in  
the community

I engage in wider learning

I am respectful, polite and  
thankful

I do my prep & homework  
carefully

I listen attentively & follow instructions

### Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped  
and on time

I have excellent posture

I take care with speaking,  
reading & writing

I use memorisation skills to  
help new learning stick

### Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I participate fully in activities to check my understanding

I use lesson outcomes, support tasks & challenge  
tasks to do my best

I act on feedback



approach as an optimal way to  
modify their hiring practices.

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

# Whole school focus: habits for life, skills for employability

- Learning Culture
- Prep routines and completion
- Attendance and punctuality
- Wider Learning
- CIAG!

Outward Looking

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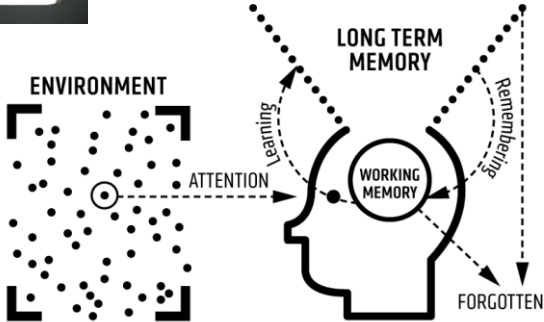
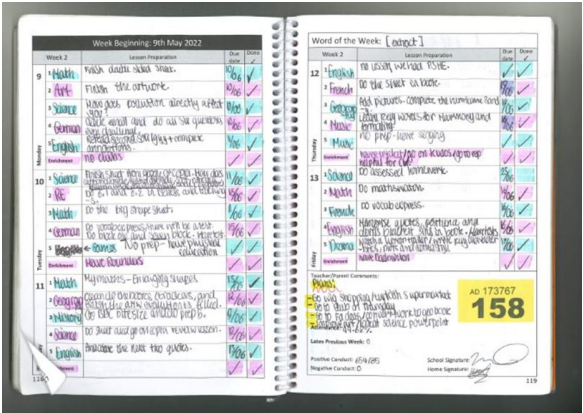
I use memorisation skills to help new learning stick

William Perkin C of E High School

I take pride in my work

I persevere when solving problems

I use lesson outcomes, tasks to...



# Getting Year 10 right

## CIAG

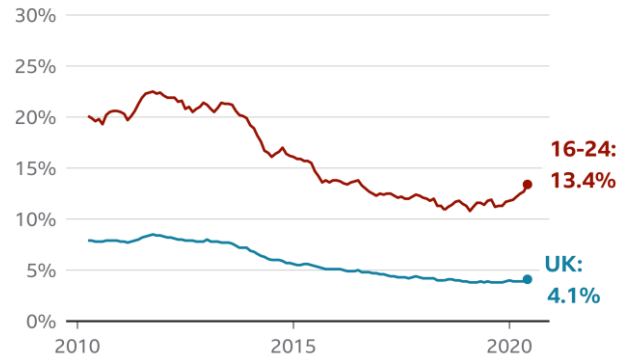
Mr Rake

Assistant Headteacher

# Careers, Information, **A**dvice, and **G**uidance

## Young people hit by rise in unemployment

Percentage of economically active people aged 16-24 who are unemployed



Source: Office for National Statistics. Margin of error:  $\pm 0.4\%$

BBC

## Graduate hiring has fallen 8% since last year, study finds

POLITICS | GRADUATES | UNIVERSITY | Tuesday 14 October 2025 at 10:39pm



Credit: i-Stock

## Large employers hire more apprentices as graduate jobs cut back

Number of applications for every role reaches highest level in two decades, according to annual survey

Published on October 15, 2025

Last updated October 15, 2025

[Tash Mosheim](#)

Twitter: [@tashmosheim](#)



## One in eight young people still out of work or education ahead of major review



*"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

## 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



# Plan ABC

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

*(Inspection Framework : Personal Development para 28)*

## Plan A

### **Aspirational!**

**I want to attend the William Perkin sixth form to study the sciences because my dream is to be a doctor. For this, I will need to get a grade 7 in all 3 sciences or 77 in combined and ensure I have excellent GCSE grades overall.**

## Plan B

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

**I will still come to the sixth form but will do three subjects different subjects if I don't meet the criteria for science – along with researching a different future pathway such as a physiotherapist. I will also apply for a T Level at Ada Lovelace.**

## Plan C

### **Consolidation Position**

**I will apply study applied science at Harrow College with lower entry requirements to ensure I have a next step for my post 16 and can continue to study science at university.**

# Student example

| Subject             | Grade |
|---------------------|-------|
| English Literature  | 9     |
| English Language    | 9     |
| French              | 9     |
| Religious Education | 9     |
| History             | 8     |
| Physical Education  | 8     |
| Biology             | 8     |
| Maths               | 7     |
| Chemistry           | 7     |
| Physics             | 7     |



Chooses A levels in:

- Maths
- Biology
- Chemistry

Targeted A, A, A (due to high average GCSE attainment)

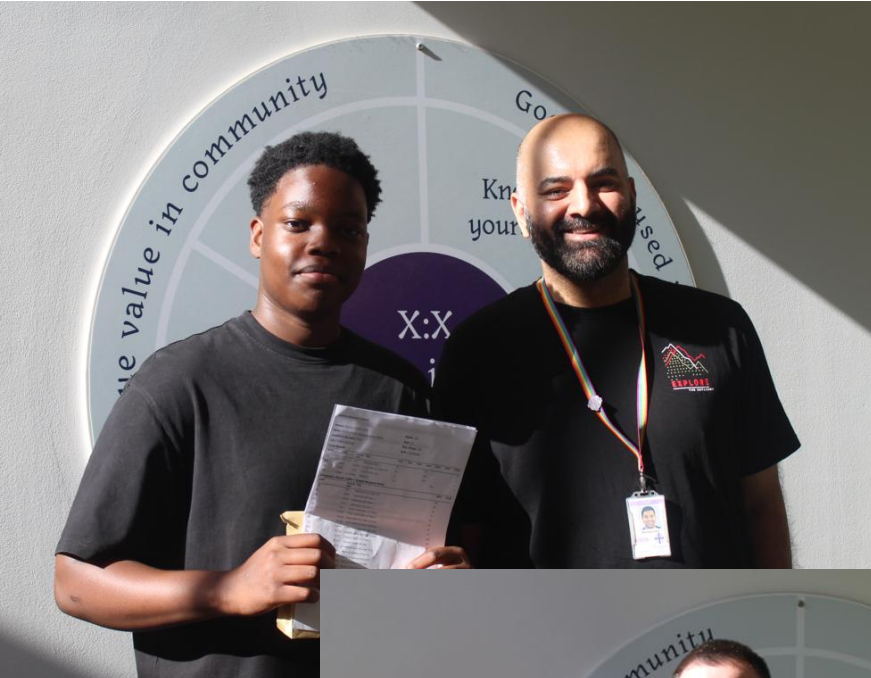
A level results

Maths = B

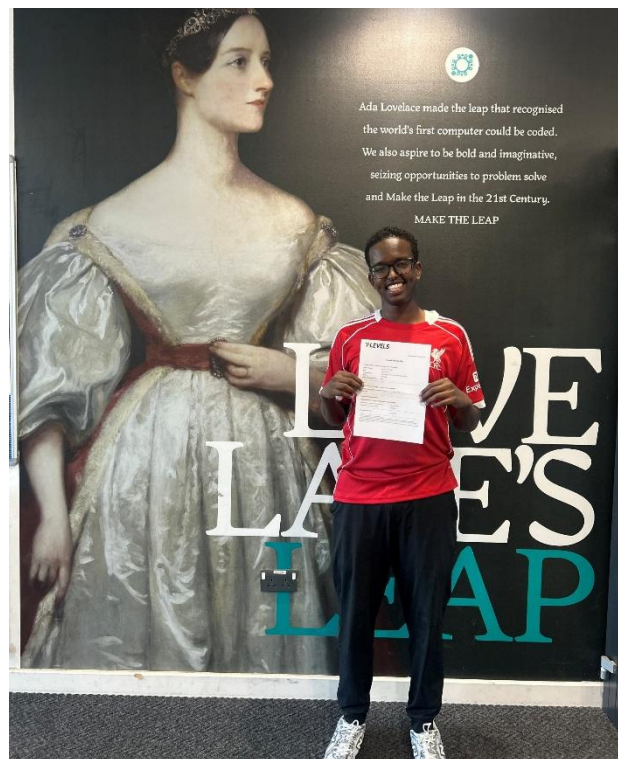
Biology = A

Chemistry = C

# A-LEVEL RESULTS



# T-LEVEL RESULTS



**Mohammed Yasin - Digital**

**Target** – Pass (CCC)

**Y13 Result** – Merit (BBB)

**Destination** – Brunel University – Cyber Security



**Alan Wisniowski - Digital**

**Target** – Merit (BBB)

**Y13 Result** - Distinction (AAA)

**Destination** – Goldsmiths University – Computer Science

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



## Bea Galang

- Digital Software Design
- GCSE's - 9,9,8,8,8,7,7,7,7

### Entrance Criteria:

*X6 GCSEs Grade 5 and above and including Maths and English*

**Laboratory science** - *Grade 6 or above in science*

**Digital** – *Preferably GCSE Computer Science (Grade 6), but if not then demonstrating passion for programming*

**Accounting / Finance** – *Grade 6 in maths*



# “All I need is good grades.”

## Key areas for skill development

Institute of  
Student  
Employers **ise.**

### Graduates

- Self-awareness (54%)
- Resilience (46%)
- Self-motivation (28%)
- Dealing with conflict (29%)
- Career management (28%)
- Managing up (23%)
- Work-appropriate written communication (23%)
- Work-appropriate verbal communication (22%)

### School and college leavers

- Resilience (48%)
- Work-appropriate written communication (46%)
- Self-awareness (43%)
- Work-appropriate verbal communication (42%)
- Commercial awareness (38%)
- Self-motivation (36%)
- Career management (31%)
- Time management (30%)

## School and college leavers

- Resilience (48%)
- Work-appropriate written communication (46%)
- Self-awareness (43%)
- Work-appropriate verbal communication (42%)
- Commercial awareness (38%)
- Self-motivation (36%)
- Career management (31%)
- Time management (30%)



Here  
Everyday  
Ready &  
On time

| Lesson Preparation |             | Due Date | Done ✓ |
|--------------------|-------------|----------|--------|
| 2nd                | 1. Learning | 1st Nov  | ✓      |
|                    | 2. Learning | 1st Nov  | ✓      |
|                    | 3. Learning | 1st Nov  | ✓      |
|                    | 4. Learning | 1st Nov  | ✓      |
| Thursday           | 1. Learning | 1st Nov  | ✓      |
|                    | 2. Learning | 1st Nov  | ✓      |
|                    | 3. Learning | 1st Nov  | ✓      |
|                    | 4. Learning | 1st Nov  | ✓      |
| Friday             | 1. Learning | 1st Nov  | ✓      |
|                    | 2. Learning | 1st Nov  | ✓      |
|                    | 3. Learning | 1st Nov  | ✓      |
|                    | 4. Learning | 1st Nov  | ✓      |

### Outward Looking

I look smart wherever I am in the community

I engage in wider learning

I am respectful, polite and thankful

I do my prep & homework carefully

I act on feedback

I persevere when solving problems

### Positive and Purposeful

I walk silently to lessons

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### Committed to Improvement

I listen attentively & follow instructions

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I use BSG outcomes, support tasks & challenge tasks to do my best



### My Self Evaluation Booklet

Year 10

Name .....

Form .....

"The life which is unexamined is not worth living"

Your tutor will give out your new Self Evaluation booklets.

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

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



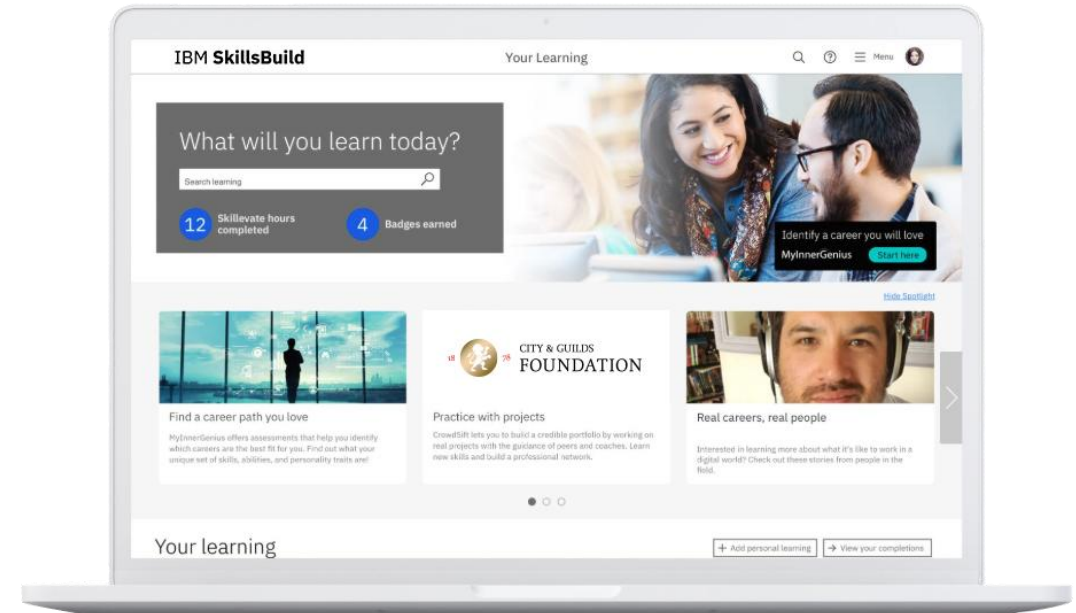
## William Perkin KS4 Careers Fayre Thursday 22<sup>nd</sup> October 2026

Receive information, advice, and guidance for all possible post-16 pathways:

- West London Apprenticeships
- Uxbridge College
- Global Academy
- West London College
- Ada Lovelace T-Levels
- Winchester University
- Southampton Solent University



# IBM SkillsBuild



## Thursday 20<sup>th</sup> May – SLT CIAG interviews

**EXAM  
RESULTS**



*"I found the CIAG interview useful because it gave me the opportunity to talk about my future options and pathways."*

*The teachers can give specific advice and interview feedback.*

*My advice to Year 10 would be to be the best version of yourself and highlight your strengths."*

Monday 12<sup>th</sup> – 16<sup>th</sup> July 2025



[WorkExperience@williamperkin.org.uk](mailto:WorkExperience@williamperkin.org.uk)

Launch assembly – Friday 19<sup>th</sup> September

# Getting Year 10 right

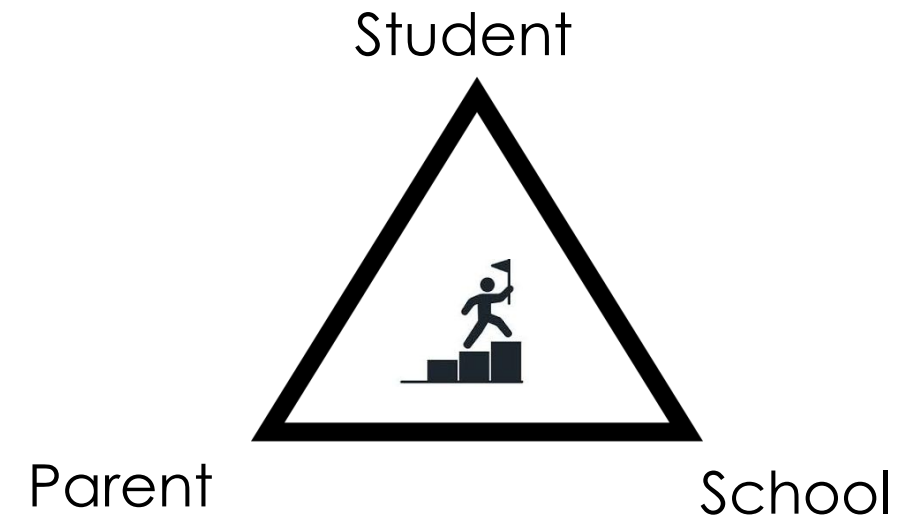
## Pastoral

Ms Krasnoff  
Head of Year 10

# Curriculum, Assessment & Literacy: Opportunities

## Opportunities to maximise success in year 10:

- ✓ SOL/EOL routines
- ✓ Prep and homework completion
- ✓ Lesson engagement



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

# Curriculum, Assessment & Literacy: Hazards

## Hazards for THIS year group and Year 10 in general:

### Progress & Progression:

- Attendance and punctuality
- Wider learning engagement
- Learning habit indicators



93% Attendance  
94.8% Punctuality  
Wider Learning Participation  
Average LH grade – Rising



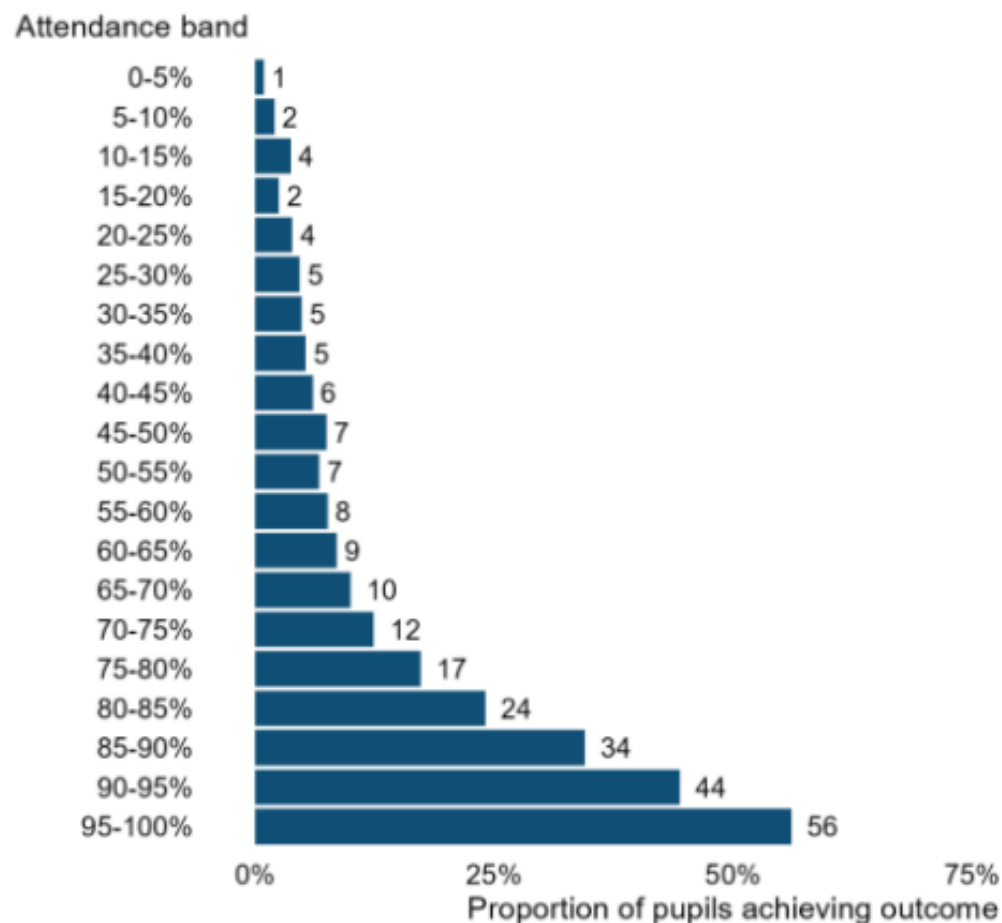
# Learning Culture: Attendance and Punctuality

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

**96% +** = our minimum aim

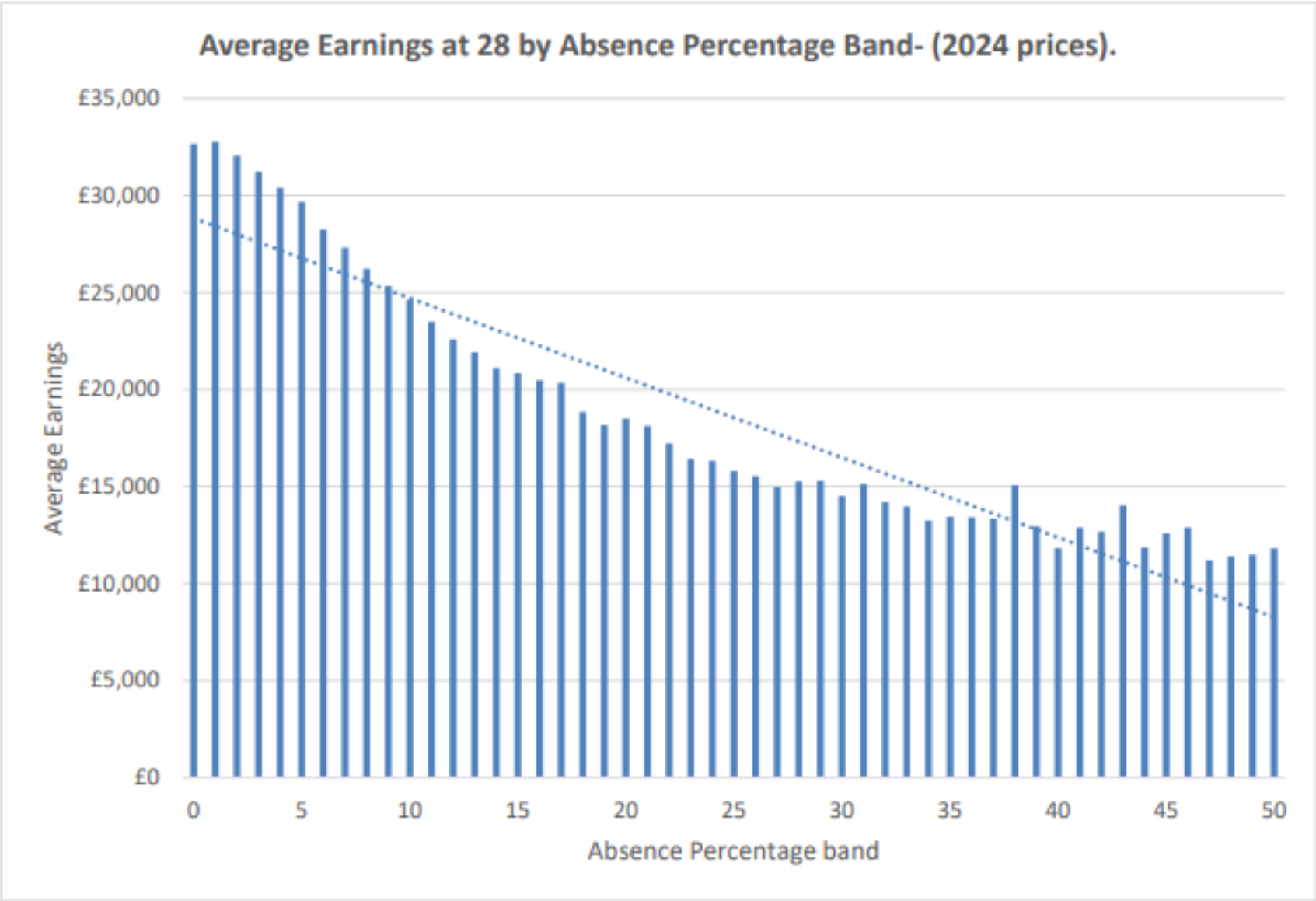
less than 90% = persistent absentee (possible court action)

## Proportion of pupils in each 5% attendance band for year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4



Pupils who attend 95%-100% of the time are 1.9x more likely to achieve E&M GCSE grade 5 than those pupils who attend 90-95% of the time.

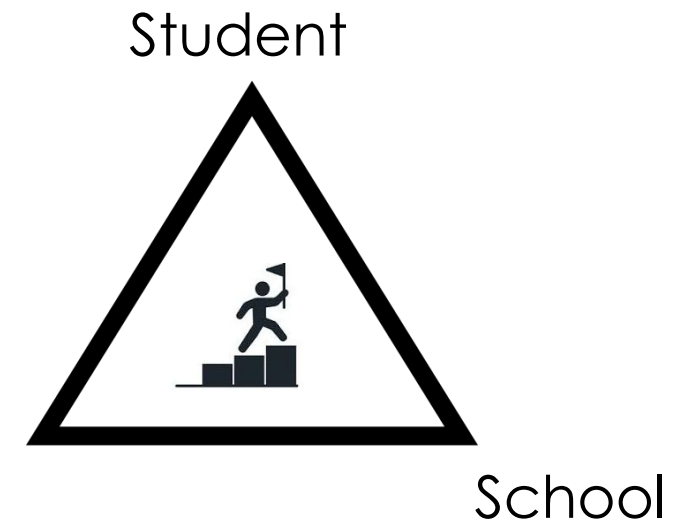
Pupils who attend 90-95% are 1.6x more likely to achieve the outcome than pupils who attend 80-90% of the time.



# How to use help your son/daughter's attendance

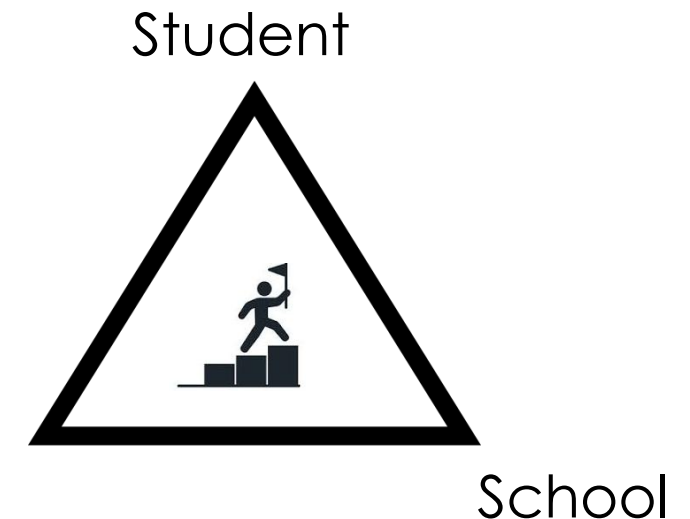
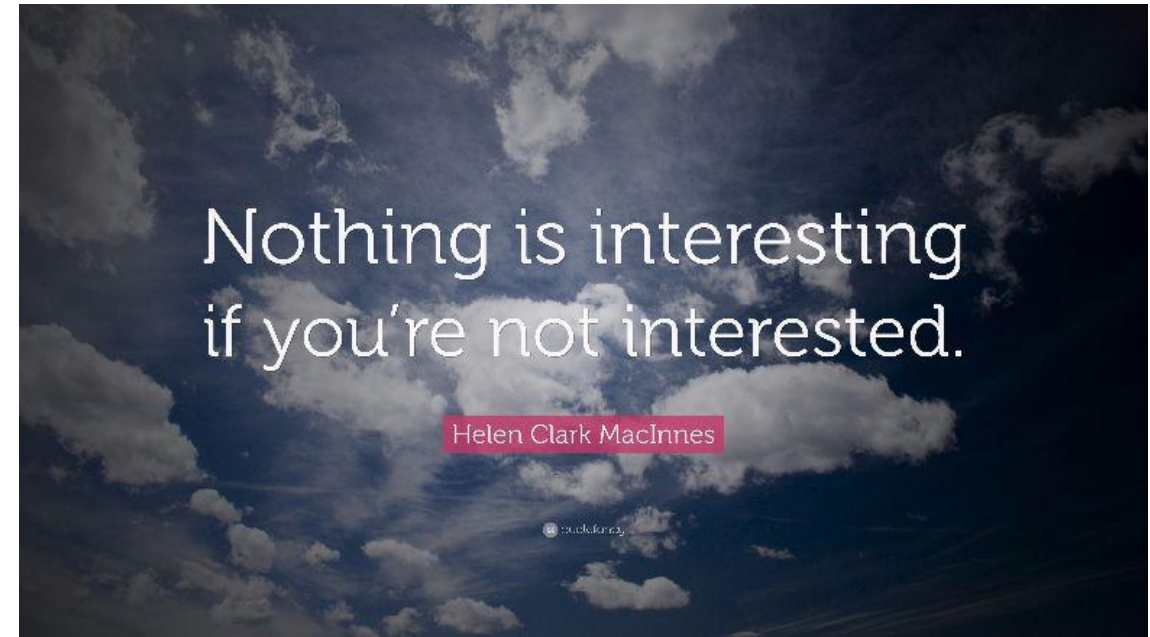
- Send them to school, encourage resilience
- Set manageable targets for your child
- Use the language you've heard here tonight
- Remind them of the 'bigger picture'
- Reward them!

**H**ere  
**E**veryday  
**R**eady &  
**O**n time



# Wider Learning- developing soft skills

- Encourage wider learning participation
- Build habits and hobbies outside of the home
- Insist upon good etiquette
- Use your contacts for the most relevant Work Experience placements
- Remind them of their potential!



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

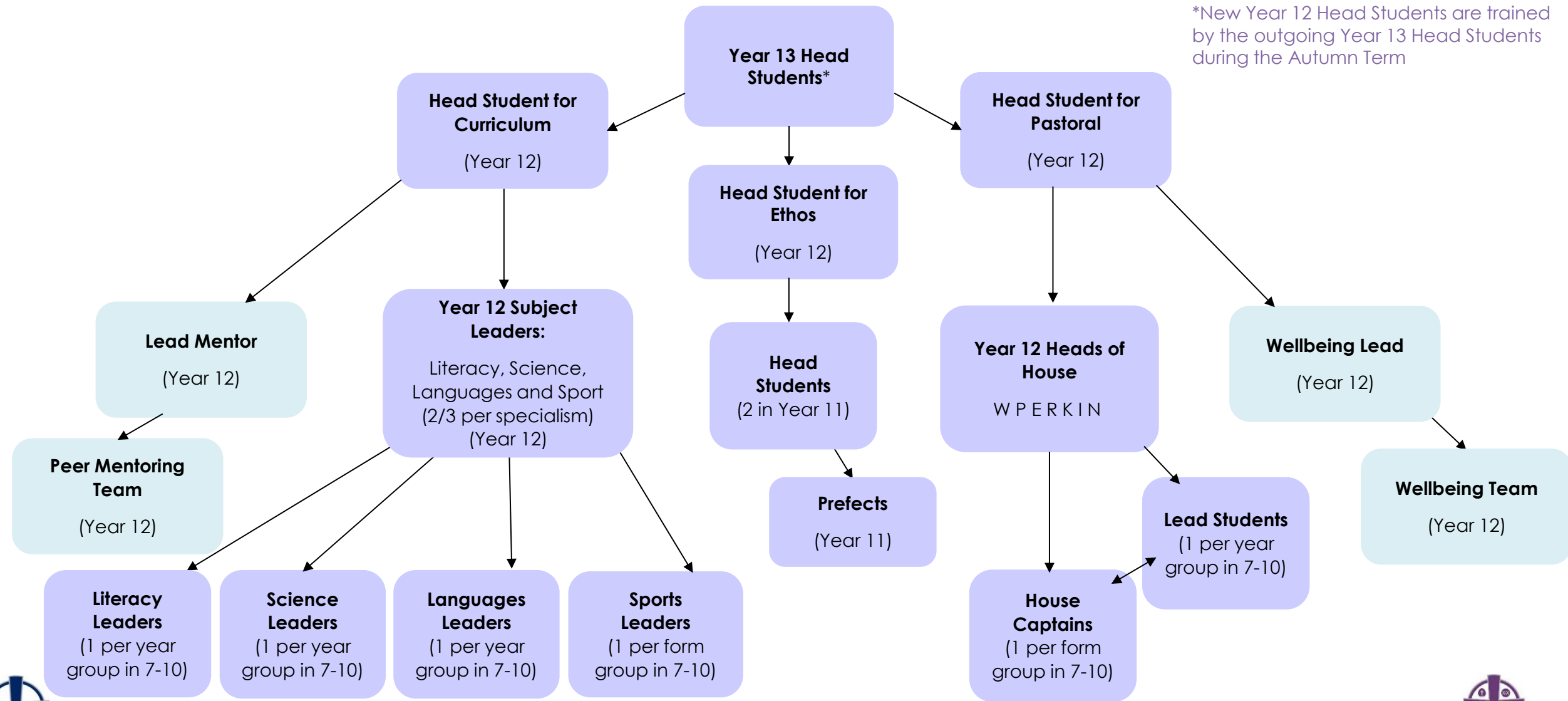
|               | MONDAY                                                                                                                                                       | TUESDAY                                                                                                                                                                                                       | WEDNESDAY                                                                                                                                                                                                                 | THURSDAY                                                                                                                                    | FRIDAY                          |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Before school | <b>Junior Academy (cricket)</b><br>MFL 11<br>Revision/prep<br>Guitar Club<br>Woodwind Ensemble                                                               | <b>Boys Football (Y7)</b><br>MFL 11<br>Revision/prep                                                                                                                                                          | KS4 Gym Club<br>MFL 11<br>Revision/prep<br>Alternative Activities                                                                                                                                                         | Badminton (GCSE)<br>MFL 11<br>Revision/prep                                                                                                 | Basketball<br>Orchestra         |
| Lunch         |                                                                                                                                                              | Brass Ensemble<br>Chess Club<br>Y11 French<br>Speaking Practice                                                                                                                                               | Choir                                                                                                                                                                                                                     | MFL Film Club (Y7-9)<br>Music Tech Club                                                                                                     | Keyboard Club<br>Sixth Form Jam |
| After school  | ARC Study Club<br>Further Maths (Y11)<br>Boys' Football (KS4)<br>Future Linguistics Scholars<br><b>KS5 Maths Tap</b><br>Ignition Theatre Company<br>WP Bands | ARC Study Club<br>Boys' Football (Y8)<br>Boys' Football Years 7 & 8 (QPR)<br>MLC Translation (Y8)<br>Matcha Cafe Club (Y9)<br>Netball (Y9,10&11)<br>The WP Times<br>Volleyball<br>Cricket<br>Board Games Club | Rugby (Y7&8)<br>ARC Study Club<br>Girls' Football (Y7&8)<br>Handball (Y7-9)<br>Debate Club (Junior)<br>MFL Games Club (Y7-9)<br>Further Maths (Y10)<br>Debate Club (KS4 and 5)<br>History Hunters Club<br>Bracelet Making | Junior Academy (cricket)<br>Netball (Y7&8)<br>Science Club (Y7-9)<br>ARC Study Club<br>Girls' Football KS4<br>Badminton<br>Strings Ensemble | <b>Level Two Coaching (KS5)</b> |

**KS3**  
**KS4**  
**KS5**  
**ALL**

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

# Student Leadership structure

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





## Bronze DofE Award

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

# How to use learning habits to help your son/daughter

## Learning Habit Grades



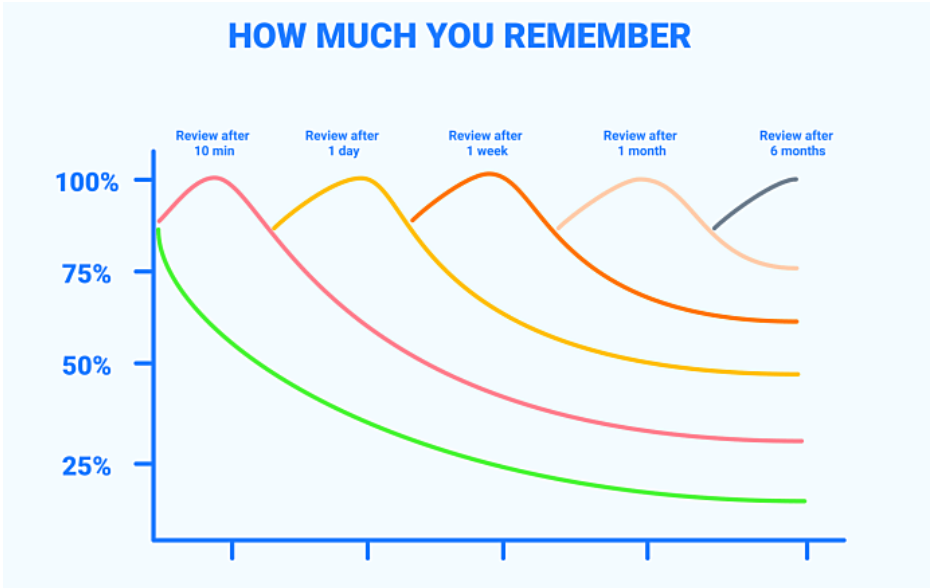
### Classwork

- Consistently engaged (Excellent) - 1
- Usually engaged (Requiring Improvement) - 2
- Not engaged (Unsatisfactory) – 3

| Week Beginning: 15th September 2025 |                    |                                           |           |        |
|-------------------------------------|--------------------|-------------------------------------------|-----------|--------|
|                                     | Lesson Preparation |                                           | Due Date  | Done ✓ |
| 15th                                | 1 english          | Summary Activities on pg 11 booklet       | 17.09 wed | ✓      |
|                                     | 2 maths            | Spork (100%)                              | 16.09 tue | ✓      |
|                                     | 3 biology          | Finish HGP comprehension                  | 16.09 tue | ✓      |
|                                     | 4 biology          | Post paper Questions                      | 16.09 tue | ✓      |
|                                     | 5 english          | Summary activities on pg 12 and 13        | 17.09 wed | ✓      |
|                                     | 6 games            | no prep set                               | 17.09     | ✓      |
|                                     | 7/ELPs games       | 17.09                                     | 17.09     | ✓      |
| 16th                                | 1 english          | Finish today's Activity Sheet             | 19.09 mon | ✓      |
|                                     | 2 french           | Complete the sheet                        | 18.09 thu | ✓      |
|                                     | 3 re               | Continue muslim belief timeline           | 17.09 wed | ✓      |
|                                     | 4 maths            | Spork (50%)                               | 23.09 tue | ✓      |
|                                     | 5 physics          | RA1 HOMEWORK!!                            | 17.09 wed | ✓      |
|                                     | 6 history          | Consequences (pt 2 on sheet)              | 17.09 wed | ✓      |
|                                     | 7/ELPs bio         | Post paper questions and HGP discussion   | 23.09 sep | ✓      |
| 17th                                | 1 english          | COMMUNION!!                               | 17.09     | ✓      |
|                                     | 2 history          | Write an account of the reasons for D-Day | 19.09 fri | ✓      |
|                                     | 3 geography        | Pages 1 to 4 of Prep booklet              | 17.09 thu | ✓      |
|                                     | 4 geography        | Booklet pages 5-7 (Only first 2 on pg 7)  | 17.09 thu | ✓      |
|                                     | 5 science          | Q1 to 4 from yesterday's sheet in book    | 23.09 tue | ✓      |
|                                     | 6 re               | Green pen muslim belief timeline          | 18.09 thu | ✓      |
|                                     | 7/ELPs 17.09       |                                           | 17.09     | ✓      |

Intelligent engagement with the wider world 30

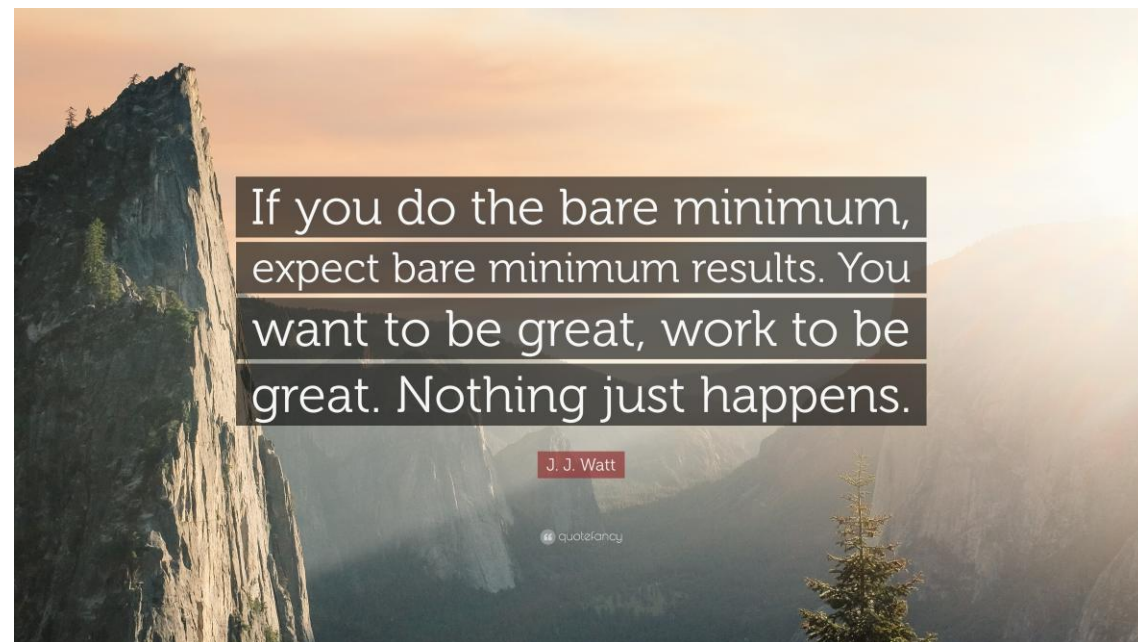
### Homework



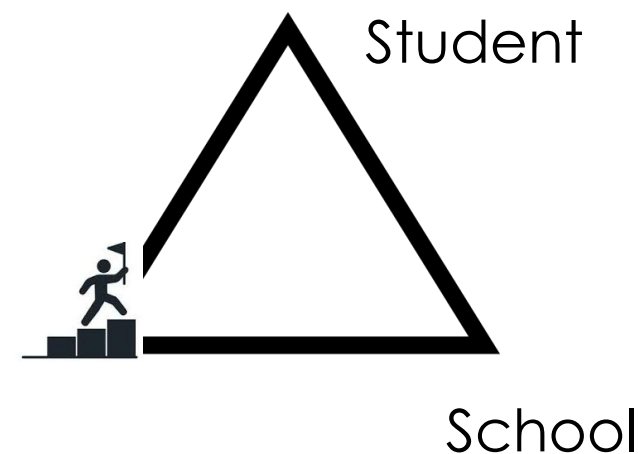
### Memorisation

# How to use learning habits to help your son/daughter

- Keep the copy of the LH grades you received today.
- Check your child's planner, and books of subjects they are off-track in
- Reach out to teachers for advice
- Set manageable targets for your children



| Learning Habits Grade descriptors                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Classwork                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                       | Descriptors for the teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Student indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Consistently engaged (1)<br>I lead myself and am 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> <li>Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid.</li> <li>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.</li> </ul> | <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> |



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

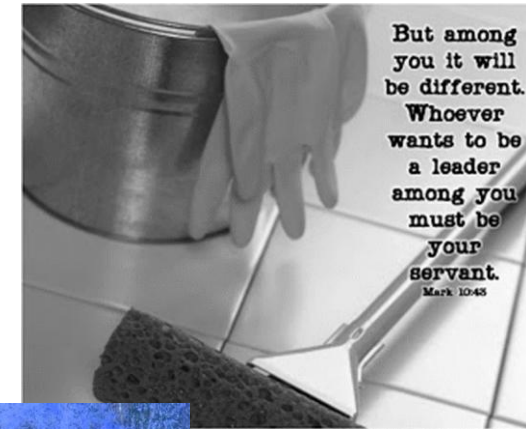
## Being in community, reflectiveness and wellbeing

Pastoral programme:

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

Year Communions

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



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

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

## WILLIAM PERKIN SCHOOL UNIFORM: BOYS

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

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

Our official school uniform providers

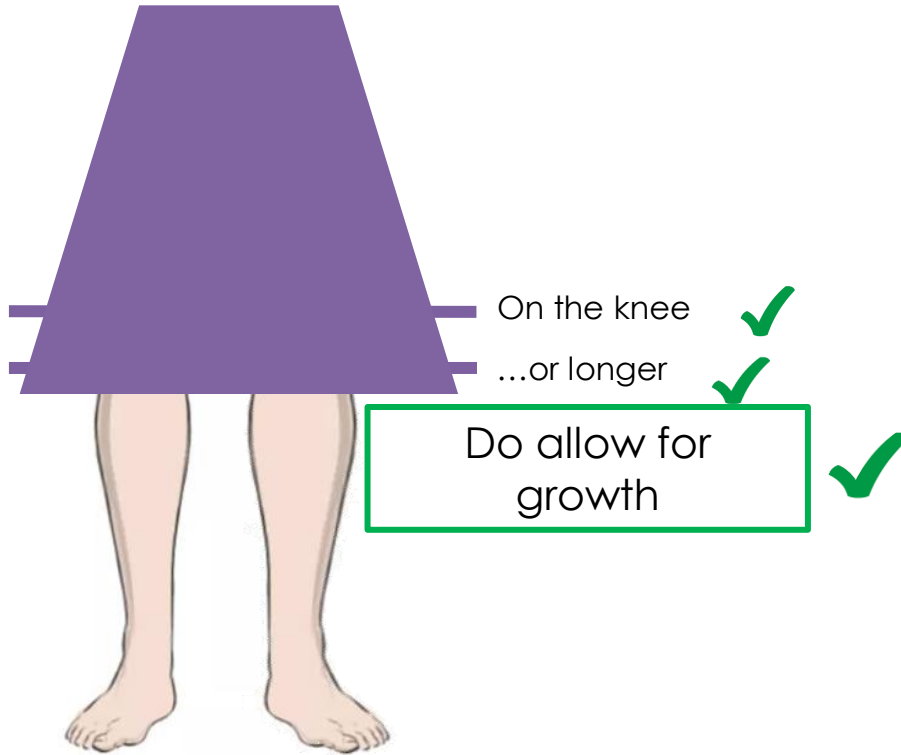
- PMG school wear-Hanwell
- Juniper Uniform- West Ealing

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

# Learning Culture: Uniform: common errors!

Business-like & respectable

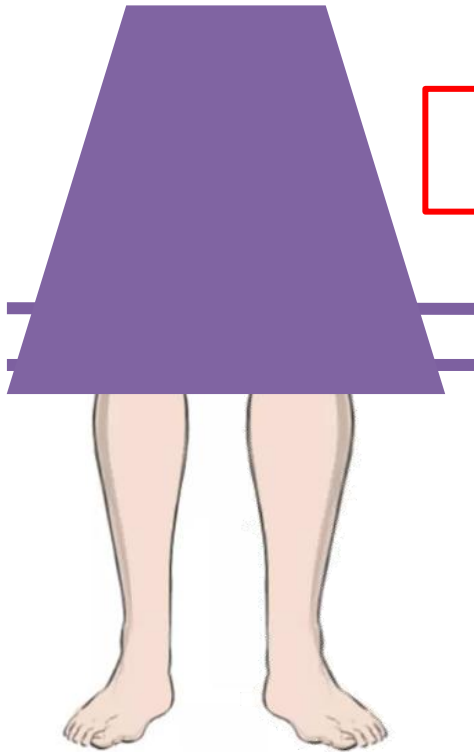
Use the School supplier  
*(or buy 2<sup>nd</sup> Hand from the PTFA)*



# Learning Culture: Uniform: common errors!

Business-like & respectable

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



Don't go above the  
knee



On the knee



...or longer



Top buttons,  
done up at  
all time.



Trousers are  
standard  
grey



Not Black



# Learning Culture: Uniform: common errors!



## Our Year 10 Team



|                   |                                 |
|-------------------|---------------------------------|
| <b>Watt</b>       | Miss Weir                       |
| <b>Pascal</b>     | Dr Doyle and<br>Ms Gata-Aura    |
| <b>Einstein</b>   | Miss Jay                        |
| <b>Rutherford</b> | Ms<br>Docarragal<br>and Mr Gami |
| <b>Kelvin</b>     | Ms Alexis                       |
| <b>Isambard</b>   | Mr Quirk                        |
| <b>Newton</b>     | Mr Watts                        |

Ms Krasnoff  
**Head of Year 10**

Miss Adams  
**Assistant Head of  
Year**

Reece Rake  
**Assistant  
Headteacher KS4**

## Help your child work on making good choices

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

| Stage 0<br>Classroom teacher                                                                                                                                                                                                                                                                                                                                                                                                                                         | Stage 1<br>Form Tutor                                                                                                                                                                                                                                                                                                    | Stage 2<br>Head of Year /<br>Assistant HoY                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stage 3<br>Head of Key Stage                                                                                                                                                                                                                                                                                                                                                                                                                                       | Stage 4<br>Deputy Head                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Stage 5<br>Deputy Head /<br>Head teacher                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Threshold</b><br><10 negatives                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Threshold</b><br>10 negatives per Half Term                                                                                                                                                                                                                                                                           | <b>Threshold</b><br>20 negatives per Half Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Threshold</b><br>35 negatives per Half Term                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Threshold</b><br>50 negatives per Half Term*                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Threshold</b><br>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><br>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><br>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><br>Pastoral stage 2, and: <ul style="list-style-type: none"> <li>Stage 2 reports outcomes</li> </ul>                                                                                                                                                                                                                                                                                                                                            | <b>Diagnostics</b><br>Pastoral stage 3, and: <ul style="list-style-type: none"> <li>Stage 3 reports outcomes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | <b>Diagnostics</b><br>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><br>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><br>Pastoral stage 1, and:<br><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><br>Pastoral stage 2, and:<br><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><br>Pastoral stage 3, and:<br><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><br>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

# Curriculum and Assessment

**Mrs Lewis**

Deputy Headteacher

# The Learning Journey principle

Food  
Preparation &  
Nutrition



Fine  
Art



Drama



Computer  
Science



ICT

Life skills &  
study

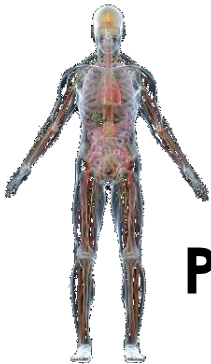


Dual  
Humanities

Music



BTEC  
Enterprise



PE

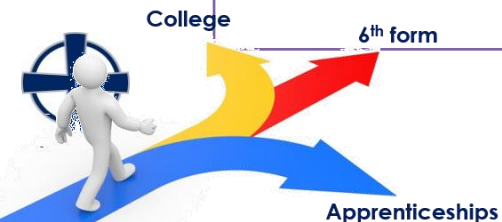
*"I have come that you may have life and have it to the full" – John 10 v 10*

## Year 10 curriculum structure

| Year 10 and 11 curriculum structure                                                                                                                                                                                              |  |                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students study...                                                                                                                                                                                                            |  |                                                                                                                                                                                                                         |
| An academic core of 6 (or 7) GCSEs <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> |  | All students do Games (not a GCSE subject)                                                                                                                                                                              |
| Core pathway                                                                                                                                                                                                                     |  | Higher/Advanced pathway                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>• ICT</li><li>• Life skills or an option</li><li>• Study support</li></ul>                                                                                                                 |  | <ul style="list-style-type: none"><li>• GCSE History or Geography</li><li>• GCSE French/German/Spanish</li><li>• One GCSE option from a range of courses</li><li>• + GCSE Further maths/statistics (Advanced)</li></ul> |

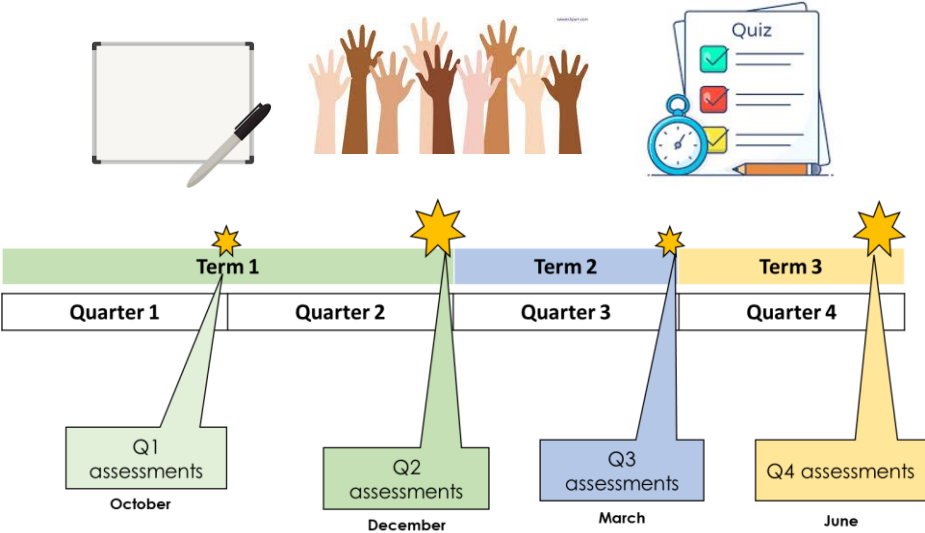
## What are they preparing for?

| Post 16 options                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A-Levels                                                                                                                                                                                                                                                                                                                                                                                                                                                      | BTECs                                                                                                                                                                                                     | T-levels (at Ada Lovelace)                                                                                                                                                                                                                                                                                                                            |
| <p>Entry requirements:</p> <p><b><u>General A Level Programme</u></b><br/>8 or more GCSE passes at grade 5, equivalent or better <b>including English and Maths</b>. Most courses will require a grade 6 or 7 to study.</p> <p>A BTEC Level 2 merit or distinction counts as a grade 5 or 6 respectively.</p> <p><b><u>William Perkin Scholar Programme</u></b><br/>8 or more GCSE passes at grade 7/8, equivalent or better including English and Maths.</p> | <p>Entry requirements:</p> <p><b><u>BTEC level 3 courses</u></b><br/>GCSE passes at grade 4 or above in maths and English</p> <p>If a student does not pass maths or English they will have to resit.</p> | <p>Entry Requirements:</p> <p><b><u>General T level programme</u></b><br/>6 or more GCSE passes at grade 5, including Maths and English. Grade 6 in Computer Science / Sciences GCSE or above.</p> <p>T levels available at Ada are:</p> <ul style="list-style-type: none"><li>• digital</li><li>• laboratory science</li><li>• accountancy</li></ul> |



# What will assessment look like in Year 10?

- 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
- Many of the option subjects now have coursework



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



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

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

# How to help your child in Yr 10

The next 2 years are crucial: GCSE results will determine which doors are open or closed to your child in the future. They will need your help and support.



# How can you help your child in Y10? Consolidating learning

**Prep** is a vital part of any GCSE course – the time in class is never sufficient to cover the course content AND revise it thoroughly, so the work students do outside of lessons in Years 10 & 11 is crucial.

Please check your child's planner regularly to ensure they are recording prep / homework accurately and neatly, and then check that they have completed their prep.

**Online prep or revision tools** are used in many subjects at GCSE, for the same reason as above – there simply isn't time to cover all the content and revise it as well, so we rely on students using their independent learning habits to revisit and consolidate their learning using online tools. You can support with this by checking your child has completed tasks and encouraging them to do more!

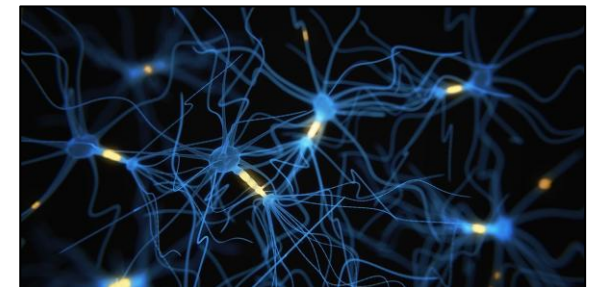
**Testing** your child on what they are learning is still extremely useful – you can see their KOs in their books or download them from Copia, for all subjects.



SENECA

Quizlet

hegartymaths

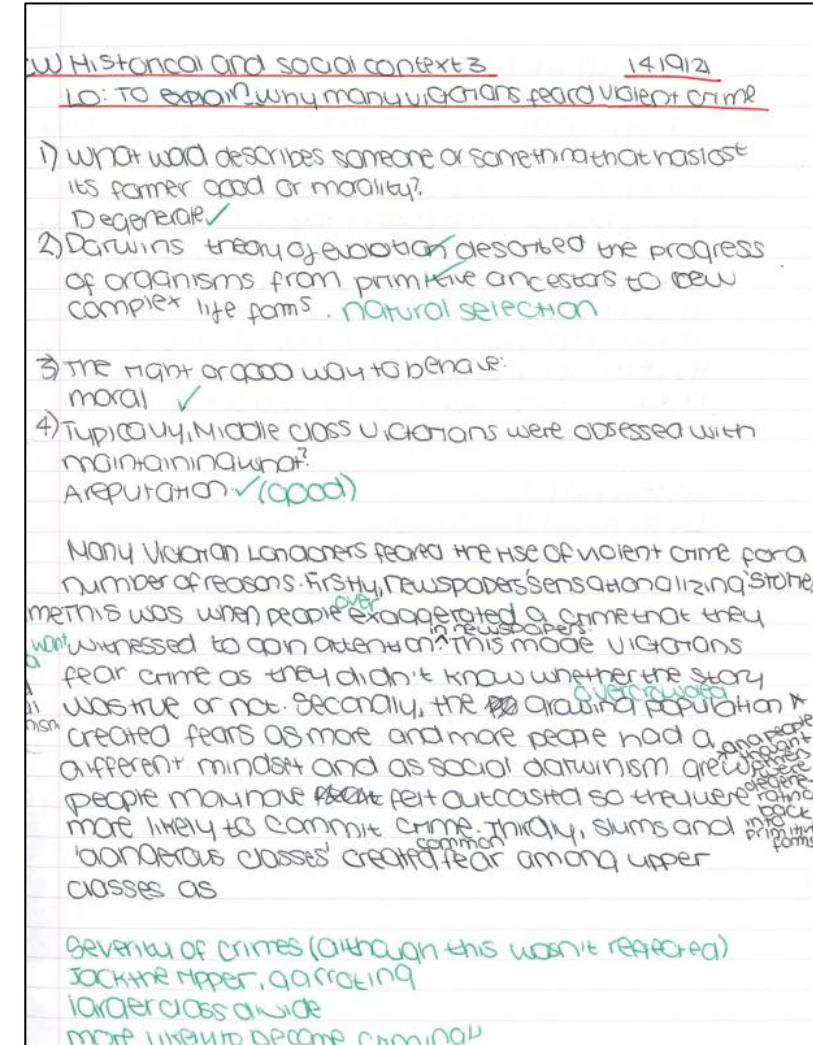


# How can you help your child in Y10? Consolidating learning

What standard of book etiquette should I expect to see in my child's book by Year 10?

- ✓ 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 in Y10? Consolidating learning

**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.

**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 for pleasure will help them continue to practise these skills outside of lessons and is proven to exponentially increase students' ability to learn – **ensuring your child reads regularly is the most important thing you can do to help them progress!**

| Bronze: I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Silver: I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Gold: I can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understand what makes a complete sentence</b><br>Subject / verb / object<br>Understand and correct fragment sentences<br>A group of words that could be a sentence, but which isn't a complete sentence. Sentence fragments are usually missing a subject or verb e.g. Because of the rain.<br><b>Use participles</b><br>A verb ending in -ing (present) or -ed, -en, -t, -n, or -en past that functions as an adjective e.g. the <u>tired</u> and <u>hungry</u> the cat went home.<br><b>Use subordinate clauses to start or end a complex sentence</b><br>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. <u>After the match</u> , the cat went home.<br><b>Use comparative conjunctions</b><br>Comparative...<br>Similarly...<br>Similarly...<br>Similarly...<br>On the other hand...<br><b>Use time conjunctions</b><br>Before / Initially / Finally<br>Initially / Following that / Then / Finally<br><b>Use opinion conjunctions</b><br>Fortunately / Unfortunately...<br>Luckily / Unluckily...<br>Surprisingly... Sadly... | <b>Use sentence combining - compound and complex</b><br>Link together a series of simple statements or sentences to show a more cohesive understanding.<br><b>Use noun appositives</b><br>An additional phrase to enter the reader's understanding of a particular noun but without which the sentence would still be valid e.g. <u>William, the famous Shakespearean playwright</u> , lived in the 1600s.<br><b>Paraphrase</b><br>In other words...<br>In short...<br>In summary...<br><b>Develop ideas / add emphasis</b><br>More specifically...<br>More precisely...<br>In particular...<br>Indeed...<br><b>Use comparisons</b><br>Although...<br>Whereas...<br>While...<br>Despite...<br><b>Use embedded subordinate clauses to create complex sentences</b><br>An embedded clause appears after the noun or person in the main clause and adds detail about the subject of the sentence e.g. <u>The cat, which was very old</u> , had a hole in the pocket. | <b>Use participle phrases</b><br>A phrase, including a participle (present or past) + other words, that gives extra information about the main action or noun e.g. <u>Running to the door</u> , she turned to the river.<br><b>Express detail using consecutive conjunctions</b><br>Both... and...<br>Neither... nor...<br>Not only... but also...<br><b>Indicate modality / use tentative language</b><br>Verbs could / may / might<br>Adverbs perhaps / maybe / regularly / clearly / obviously<br><b>Use appositives</b><br>The most X / the least X / the X-est<br><b>Restate a point</b><br>For example...<br>Namely...<br>Specifically...<br><b>Draw conclusions to an argument</b><br>And therefore...<br>Consequently...<br>As a result...<br>Consequently...<br><b>Nominalise a sentence</b><br>Changing a verb into a noun is called nominalisation. This is often used in scientific 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.' |



# Target setting meeting

You are invited to a 1:1 meeting with your child's tutor on Monday 28<sup>th</sup> September.

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



# Safeguarding Notices

**Ms A Newman**

# Safeguarding: child protection team



Miss B Campbell  
Designated Child Protection Officer  
and Head of Inclusion



Mr R Owen  
Deputy DSL & Inclusion  
Officer



Mrs S Long  
Deputy Headteacher

## Other members of the Child Protection team include:

**Miss H Gilmore**- Head of Year 7

**Mrs B Gandy**- Assistant Headteacher KS5

**Mrs C Smith**- Assistant Headteacher

**Mrs J Hall**- Pastoral Manager



Mr R Rake  
Assistant Headteacher  
KS4



Miss C Lovell  
Assistant Headteacher  
KS3



Ms C Muiyah  
SENCo



# 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**



# Safeguarding: tutor time programme



|                      |                                                                                               |
|----------------------|-----------------------------------------------------------------------------------------------|
| <b>Autumn Term 1</b> | <b>Where am I going?</b><br>Identity & leadership<br>Pathways<br>Work experience & CV writing |
| <b>Autumn Term 2</b> | <b>Growing my gifts</b><br>Managing stress incl. Q2 preparation<br>Labels and stereotypes     |
| <b>Spring Term 1</b> | <b>Strong foundations</b><br>Interview skills<br>Pathways and Career sectors                  |
| <b>Spring Term 2</b> | <b>Getting help to understand future options</b><br>Career sectors                            |
| <b>Summer Term 1</b> | <b>Adding value to others</b><br>Career sectors                                               |
| <b>Summer Term 2</b> | <b>Seeing what is possible</b><br>Work experience                                             |

# Safeguarding: PSHE workshops

|         |                                             |                                                                                                                          |
|---------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Year 10 | <b>Health, including sexual health</b>      | A. Intimate relationships<br>B. STDs<br>C. Self-care                                                                     |
|         | <b>Mental Health: Self Image</b>            | A. Eating disorders<br>B. Cosmetic and aesthetic procedures<br>C. Gender-identity                                        |
|         | <b>Safer Sex</b>                            | A. Safe sex and consent<br>B. Pornography<br>C. Pregnancy                                                                |
|         | <b>Health for life</b>                      | A. General health<br>B. Taking care of your own health<br>C. Coping with illness and understanding the healthcare system |
|         | <b>Finance: budgeting and bank accounts</b> | A. Bank accounts<br>B. Budgeting and saving<br>C. Money at work                                                          |
|         | <b>Reproductive health</b>                  | A. Fertility and pregnancy<br>B. Menstruation<br>C. Misogyny                                                             |

# Safeguarding: mobile phones



**99%**

of children spend time online



**3/4** social media users aged 8-17 are registered with their own profile on one of the major social media platforms.



**3 in 5**

teenagers have felt uncomfortable with contact made to them online.

**75%**

teenagers report having seen potentially harmful content



Source: Ofcom, 2024.<sup>2</sup>

**2× higher anxiety and 3× higher depression risk among children with problematic smartphone use**

King's College London, 2024



Of the teachers surveyed, **67%** noticed their students being negatively distracted by mobile devices.

**Takes up to 20 minutes for pupils to refocus after a phone-related distraction**

Study cited in UNESCO, 2023



Compared to teens who only spend an hour on electronic devices daily, teens who spend 5 or more hours a day on electronic devices are **71%** more likely to exhibit suicide risk factors.



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

# Safeguarding: mobile phones



In line with our Trust policy, the smartphone ban **applies equally to all school trips, both in the UK and abroad.**

Please note that any smartphones found during a trip this will be confiscated in line with our policy and not returned until the end of the school term. The student will also receive an SLT detention.

Please also note – our smart phone ban applies to students on their way to/from school. **Before or after school, if students are seen in the vicinity of the school using a smartphone, it will be confiscated.**

Press release

## Social media to be banned for under-16s in landmark government move to give kids their childhood back

Social media platforms to be blocked from offering services to under-16s, marking a line in the sand and setting a new normal for future generations.

- UK will go further to protect kids with world-leading additional restrictions on harmful features online such as live streaming and strangers communicating with children
- Government action shows clear choice to side with families over tech companies to put power back in parents' hands and give kids the childhood they deserve
- Decisive action – backed by 9 in 10 parents – expected to be brought to Parliament before Christmas, with protections expected to come into force in Spring 2027

## Meta agrees to major changes to Facebook and Instagram as it settles US trial over teen addiction for up to \$18bn

US tech giant agrees to establish further protections for teens such as daily usage limits and blocks on night-time use



If you think there may be a problem or you have a concern, **please let us know** as soon as possible and we can work together to resolve it.



Talking to teens about screen time can feel impossible – but Dino Ambrosi, founder of Project Reboot, has found what really works: talk about time. When young people realise their attention is being sold for profit, they start to push back. This empowering, honest approach helps teens rethink their habits – and reclaim their most precious resource: their time.

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

# Safeguarding: bullying



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 if it is **bullying** (a number of events) or **one off unkindness**.

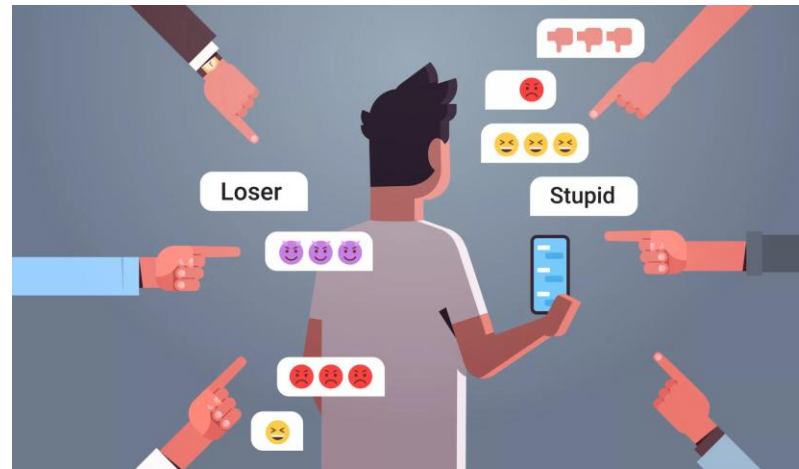


## Sanction and reward

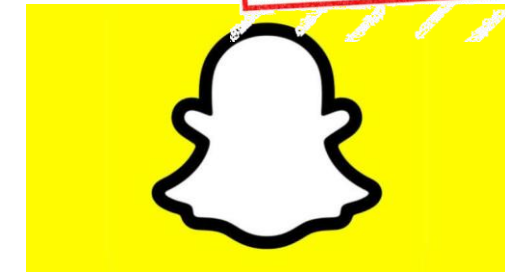
- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

## 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



**WATCH OUT!**



## SAFEGUARDING

Among children **8-17** who are bullied,  
**8 in 10** experience it through a device

Ofcom, 2022

# Safeguarding: keeping your child safe



## Behaviour Expectations

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 any form (\*\*) in or out of school
- d) Assaulting a member of staff

(\*) The School will always use the most up to date list of illegal drugs as provided on the Government services information website

(\*\*) for example, illegal drugs contained in food products or devices such as vapes do fall under the purview of this section of the policy

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 and/or possessing and/or showing/posting/sending to another pupil a sexually explicit image, including a sexually explicit image of themselves
- child-on-child abuse (including harassment and violence)

# Safeguarding: keeping your child safe

All students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential. If students do not have in date medication with them, they **will not** be allowed to participate in the trip (parents are not permitted to bring the medication in in the moment).

**We judge by the information on our system – if your child no longer requires medication such as an asthma pump or auto-injector, you must update us. Doing so on the day of the trip will be too late.**



Please double check that the medication has not expired!

# Safeguarding: keeping your child safe

William Perkin is an **allergy aware** school. As such, do not allow your child to bring any products containing nuts onto the school site.





ParentPay®

Vital tool for dinner money  
Please log in regularly  
money is

trips and music lessons.  
e your child's dinner  
in credit.

We are no longer able to  
purchasing food as  
account is on zero: you

go into 'minus' when  
serve them if their  
ount is kept topped up.



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

## School Fund

Thank you to parents who are already making a donation to the school fund. In the past, the school fund has enabled us to buy:

- School minibuses
- New wallpapers
- Library equipment and books
- Computers
- Outdoor seating and equipment

Every little helps!

Please email the finance team if you would like to contribute.

[studentservices@williamperkin.org.uk](mailto:studentservices@williamperkin.org.uk)

## PTFA

PTFA is the William Perkin Parent, Teacher & Friends Association.

All parents, carers, teachers, friends and students of William Perkin C of E High School are automatically members of the PTFA.

We aim to foster a spirit of community at William Perkin and raise money for the student's journey through the school.

Previous projects made possible with the help of PTFA funding include:

- New library shelving
- Wider reading books
- PE equipment
- Science equipment
- Duke of Edinburgh Award camping equipment
- Annual contributions to support the School Production



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.**