



Twyford
CofE
Academies Trust



William Perkin
CofE
High School

Twyford CofE Academies Trust

Year 7 Information Evening

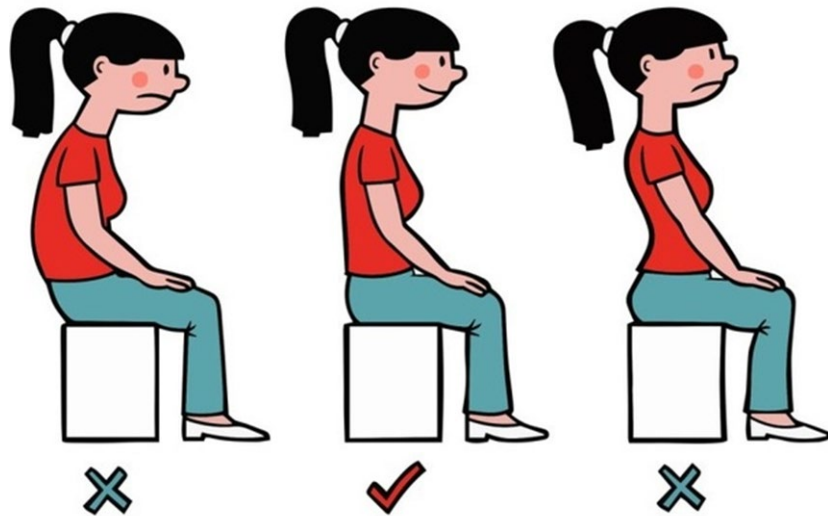
Aims and Outcomes

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 7, 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

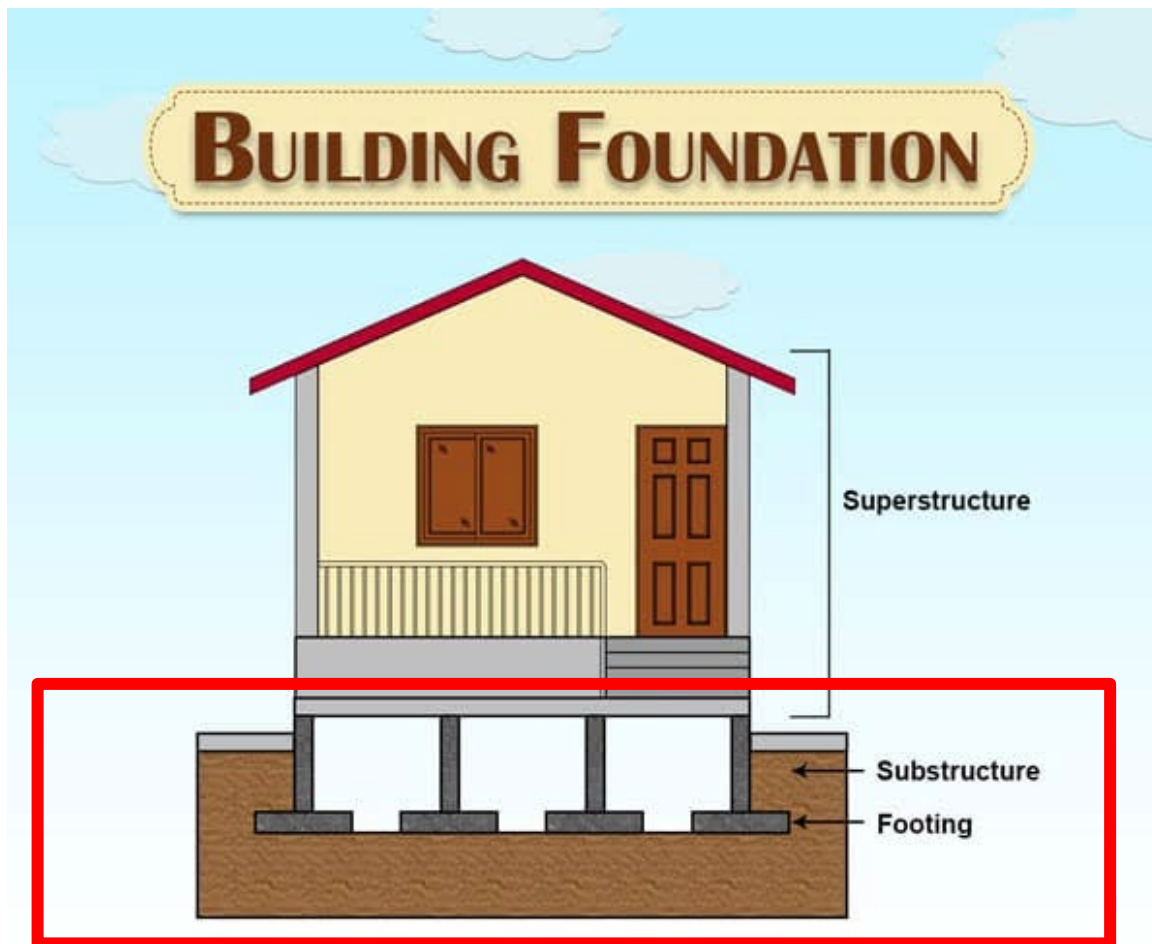
All our hope on God is founded

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

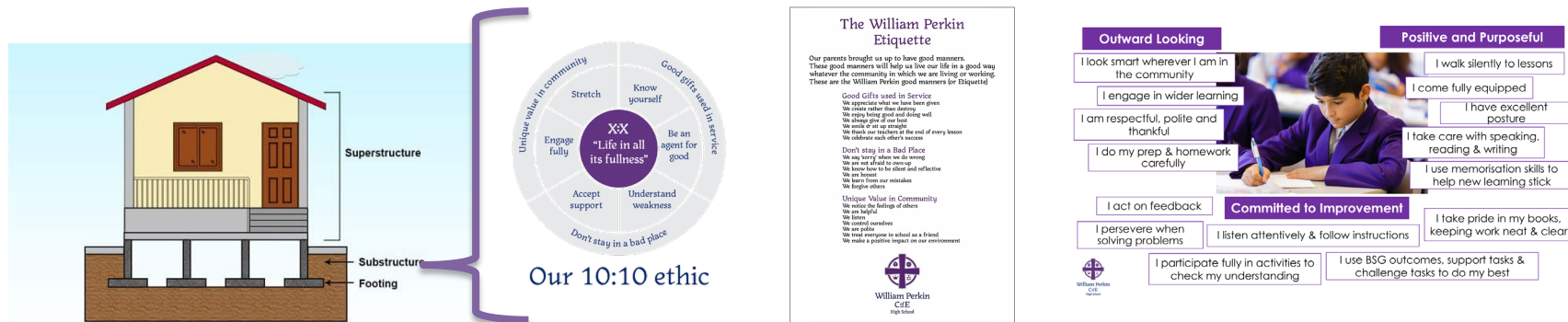
FIRM SUBSOIL / BEDROCK
Safe, Stable & Durable for Generations

**STRONG FOUNDATION TODAY,
SAFE TOMORROW!**

- ✔ STABILITY
- ✔ SAFETY
- ✔ LONG-TERM SAVINGS



Standing Firm for Ourselves and Others



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

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!’



Believe in...



Buy in...



Live out.

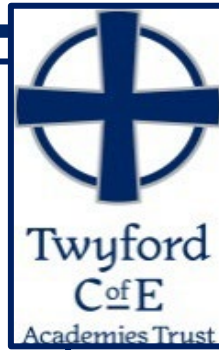
Whole School News

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



Ada Lovelace
C of E
High School



William Perkin
C of E
High School



Twyford
C of E
High School



Ealing Fields
C of E
High School



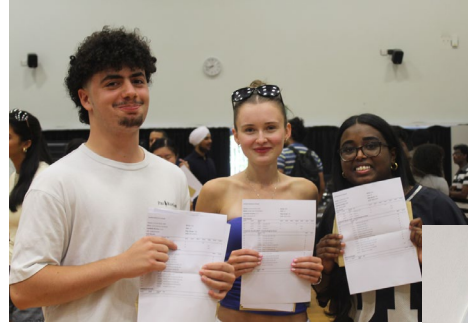
Staff training

- 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!

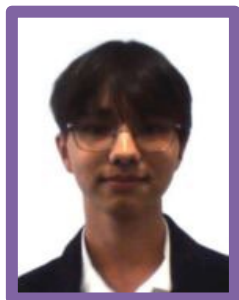


Outstanding GCSE results

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



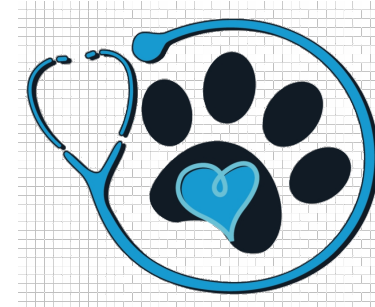
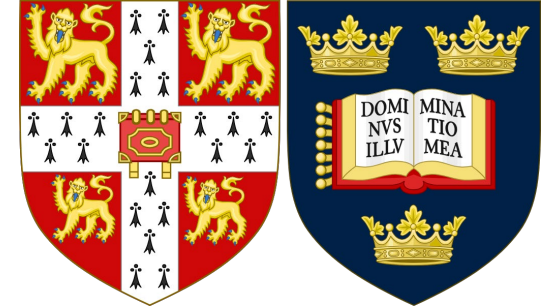
Nishant
A* A* A*

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



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

Outward Looking

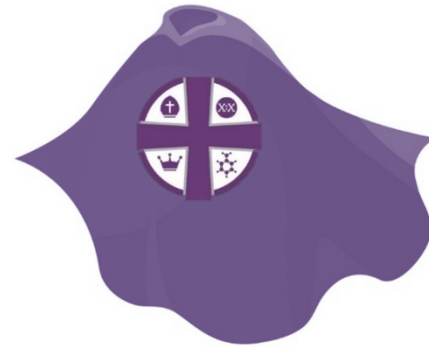
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Positive and Purposeful

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- I come to lessons fully equipped and on time
- I have excellent posture
- I take care with speaking, reading & writing
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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

Here
Everyday
Ready &
On time

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

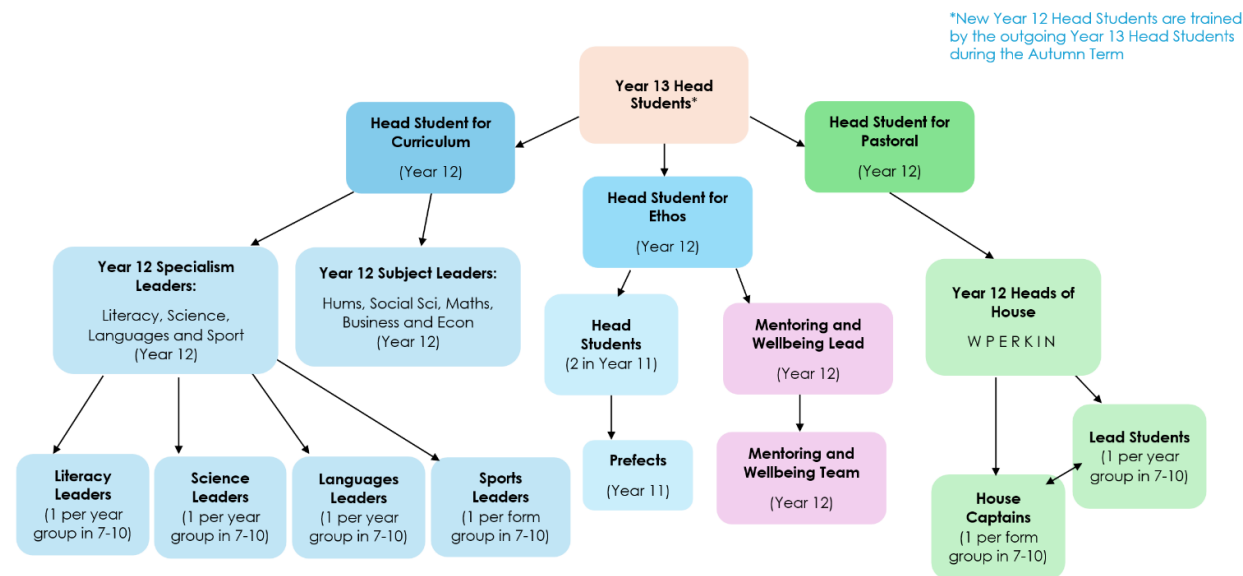
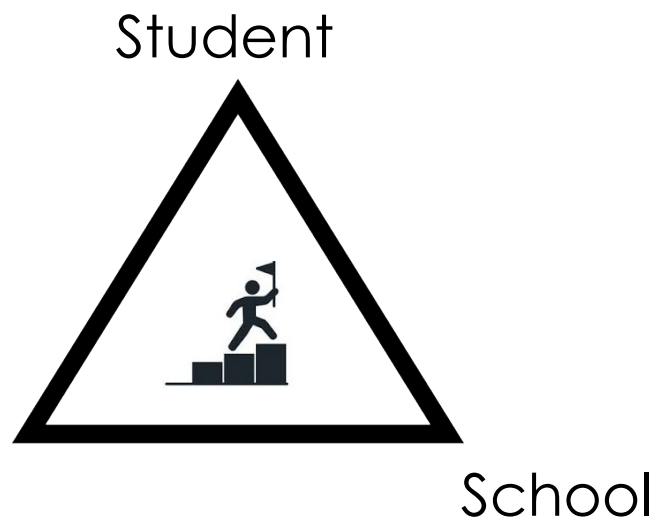
Preparing for year 7

Miss Gilmore
Head of Year

Opportunities to maximise success in year 7:

Progress & Progression:

- ✓ Planned 'home reading' scheduled
- ✓ Wider learning involvement (SOCS sign up)
- ✓ Study club attendance



Hazards in year 7:

Progress & Progression

- Prep/Hwk routines
- Organisation



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 to lessons fully equipped and on time
I am respectful, polite and thankful	I have excellent posture
I do my prep & homework carefully	I take care with speaking, reading & writing
I listen attentively & follow instructions	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

 William Perkin C of E High School



Unsatisfactory lesson prep/homework (2)
No prep/homework (2)
Poor use of planner (1)



Excellent lesson prep/HW (2)
Excellent planner use (2)



How to help your child in Year 7: Prep



Impact (months) ?

+5 months

Implementation cost ?



Homework (prep/ES) can lead to an average of five months' additional progress for pupils

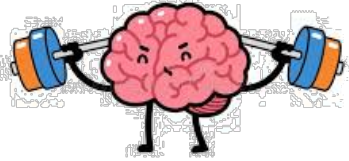
EEF Guidance, 2021

“High impact for very **low cost**”- (Part of routine for student)



How to help your child in Year 7: Prep

R&R/Memorisation – spaced repetition, overlearning, making it stick



To overlearn is to learn or practise something beyond the point of 'initial mastery', such that recalling your existing knowledge of a particular area is 'automatic' and your skills are fluent. By 'automatic', Rosenshine refers to the stage in the learning process where learning and practice has been undertaken such that recall is *effortless*. (Principles of Instruction)

Rosenshine 9 -
Independent
practice



Rosenshine 10
Weekly and
monthly review



Good habits > good learning habits, as we are preparing them for **their whole WP journey and beyond**

Student indicators

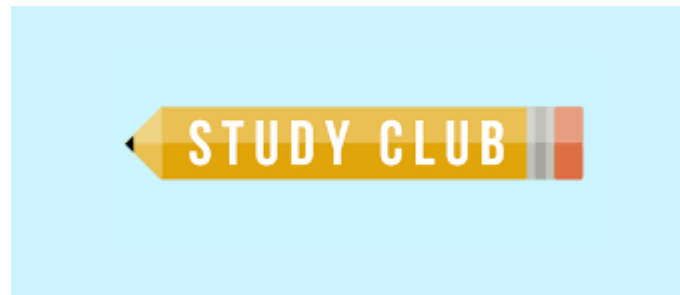
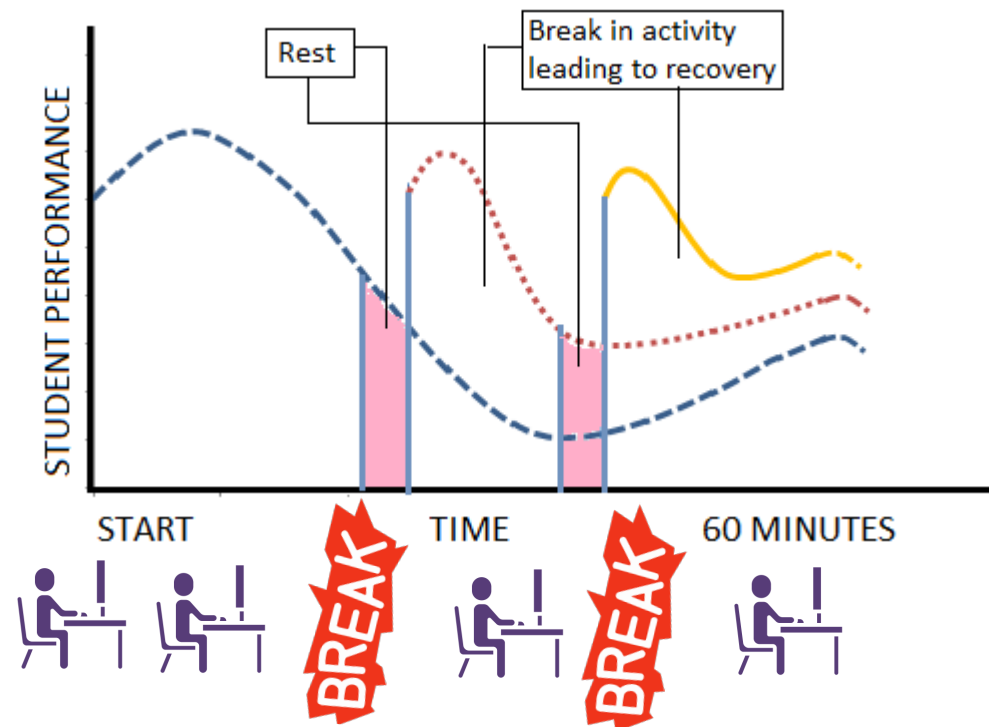
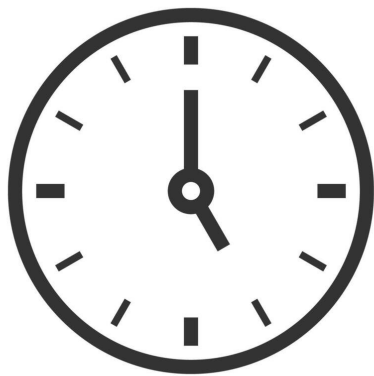
- I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it; I try to catch up on any prep/HW I miss.
- I often complete additional / optional / challenge tasks associated with the prep/HW.
- I read feedback on my prep/HW carefully and always respond to / act on my teacher's advice.



How to help your child in Year 7: Prep

Solutions/action to take:

- ✓ 'Chunking'- breaks (no more than 2 back-to-back preps)
- ✓ Scheduled in times at home
- ✓ Study club attendance



How to help your child in Year 7: Prep

Solutions/action to take:

- Planner etiquette reinforcement- Neat/precise writing/date due/ticked off

Lesson Preparation			Due Date	Done ✓
23	1			
	2			
	3			
	4			
	5			
Monday	6	glory 19/9/23		
	7			
24	1	egh the day after tomorrow		
	2			
	3			
	4			
	5			
Tuesday	6			
	7			
25	1			
	2			
	3			
	4			
	5			
	6			
	7			
Wednesday	6	Engl 19/9/23		
	7			

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



Excellent planner use (2)

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

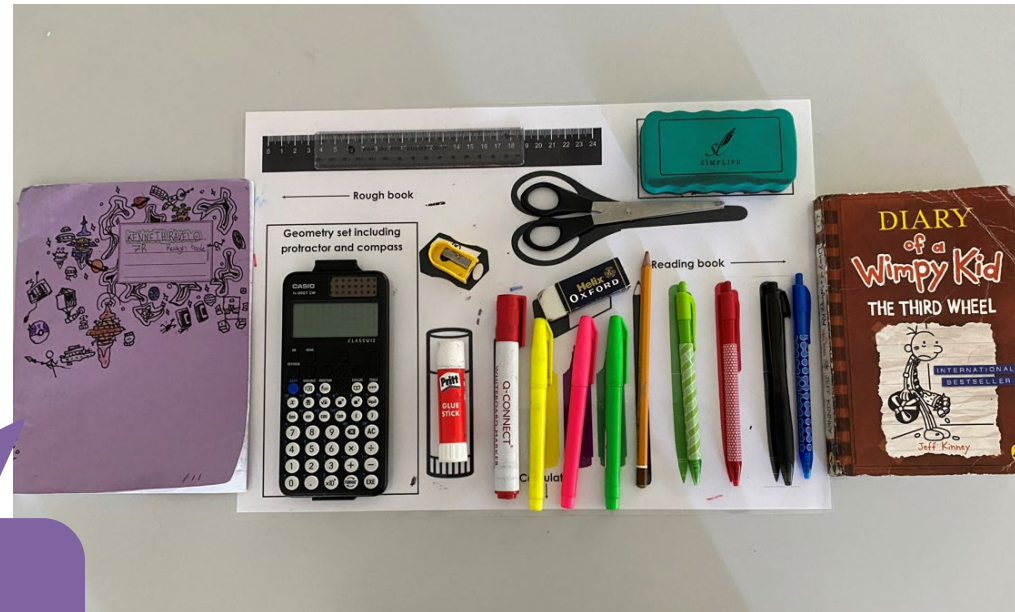
Hazards in year 7:

Progress & Progression

- Prep/Hwk routines
- **Organisation**



Correct equipment (1)



'I always have my equipment.'



School Uniform* : Smart and Purposeful



Our uniform represents our aspiration to be smart

Girls



Blazer	Purple with Embroidered William Perkin Crest.	Compulsory – it is to be worn at all times unless given permission by a teacher.
Tie	Silver and Purple Stripe.	Should cover the fastened top button on blouses. Must be tied so that the bottom tip of the tie reaches the top of the skirt.
Blouse	- Plain White, Long or Short Sleeve. - Collars must be designed to accommodate a tie and must have a top button which fastens.	Blouses must be sufficiently generous to tuck fully into the skirt. Pupils will be asked to replace missing buttons. No tailored blouses which are designed to be worn over the skirt.
Skirt or Trousers	- Pleated Purple Tartan Skirt. - Girls Trouser (with school logo embroidered on pocket) – model available from PMG Schoolwear only	22", 24" or 26" skirt length available. Length purchased must be nearest to the knee. Skirts must not be worn on the hip or rolled over at the waist. Trousers must be official William Perkin girls trousers available only from PMG schoolwear. Other trousers are not permitted.
Pullover	Grey V-neck with Purple Trim.	The pullover is optional. Cardigans and vests are not to be worn.
Socks / Tights	- White Ankle Socks. - Plain Black Tights.	No 'leg warmers' or knee socks or above the knee socks. No coloured socks of any kind. White ankle socks must be plain. Socks or tights should be worn, not both.
Shoes	- Black (upper and sole). - Smart, plain and polishable. - They must be worn to and from school. - Students require white Mirak Contender trainers for PE - Students require moulded football boots for PE.	Velcro Fastening is not Permitted. Boots are not allowed - 'Kickers' and 'Timberland' style boots are not allowed. Trainer-style shoes or canvas style footwear are not appropriate as formal school footwear and are therefore not allowed. Students are not permitted to bring trainers into school other than for PE lessons.
Coat	Plain Black Coat with no visible logos	Should be removed in the classroom at the start of the lesson and put on the back of the chair. Gillets, body-warmers & fur trims are not permitted.
School Scarf and Hat	- Plain Black or Purple Scarf - Plain Black or Purple Beanie Hat (Embroidered William Perkin Crest optional)	Baseball caps and other hats are not permitted. Scarves and hats should be put in bag or locker except during break and lunch.
Official School Bag	Black Backpack with Embroidered William Perkin Crest	Compulsory - should be purchased from the official school uniform supplier. Please note that bags will need to be replaced if defaced e.g. badge coloured in.
Hair	Hair bands, ribbons, clips and any other item used in the hair should be plain black or purple.	No coloured bobbles, sports headbands fancy flowers, frills or large bows. Dyed hair and hair extensions should be a natural colour. Two-tone hair and undercuts are not permitted.
Jewellery	- One small single gold or silver stud earring may be worn in each ear lobe. - Rings, necklaces, bracelets etc. should not be worn	Jewel studs of any size are not acceptable. Diamante ear-studs are not to be worn. No other piercing is acceptable e.g. cartilage of ear, nose, eyebrow, lip. Excuses that they cannot be taken out because they have only just been done will not be accepted and students will be instructed to remove them.
Make-up And Nail Varnish	Must not be worn	Students will be required to remove it. Gel and acrylic nails are not permitted.
<i>"I have come that you may have life and have it to the full" – John 10 v 10</i>		

Boys



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

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



Key Reminders:

Jewellery

One small single gold or silver stud earring may be worn in each ear lobe.

Rings, necklaces, bracelets etc. should **not** be worn. (No earrings for PE).

Socks / Tights

Girls = White Ankle Socks, or plain Black Tights.

Boys = Plain Black or Grey Ankle Socks.

Everyone = white socks for PE

Shoes

Black (upper and sole). Smart, plain and polish-able. Trainer-style shoes are **not** permitted.

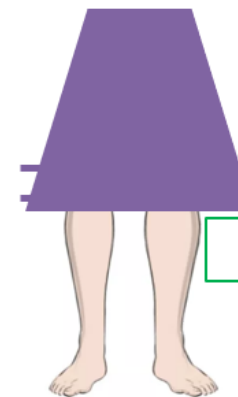
Velcro Fastening is not Permitted.

Tob buttons on shirts must be fastened.

Trousers are
standard
grey



Not Black



On the knee
...or longer



Do allow for
growth



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)

Stage 0 Classroom teacher	Stage 1 Form Tutor	Stage 2 Head of Year / Assistant HoY	Stage 3 Head of Key Stage	Stage 4 Deputy Head	Stage 5 Deputy Head / Head teacher
Threshold <10 negatives	Threshold 0 negatives per Half Term	Threshold 20 negatives per Half Term	Threshold 35 negatives per Half Term	Threshold 50 negatives per Half Term*	Threshold 75 negatives per Half Term**
Other Risk Indicators 96% + attendance - On track - Positive engagement (learning habit grades) - Minimal conduct points - Good punctuality	Other Risk Indicators 90-96% attendance - Off-track - Variable <u>engagement</u> (learning habit grades) - Poor punctuality	Other Risk Indicators - Below 90% attendance - Very off-track - Poor engagement (learning habit grades) - Poor punctuality - Internal suspension(s)	Other Risk Indicators - Below 90% attendance - Significant & sustained underachievement - Negative engagement (learning habit grades) - Internal / External suspension(s) - Poor punctuality	Other Risk Indicators - Severe absenteeism 50% - Regular pattern of truancy / unexplained absence - Significant & sustained underachievement - Negative engagement (learning habit grades) - Multiple external suspensions - Persistent poor punctuality	Other Risk Indicators - Emotional <u>school based</u> refusal - Dangerous behaviour - Poses risk to others - Extreme disengagement - Multiple external suspensions / long external suspension
Diagnostics - Quarterly assessment results - Quality of book work - Quality of planner - Literacy screening - Assessment for Learning	Diagnostics Pastoral stage 0, and: Attendance % No. lates to school Conduct <u>points</u>	Diagnostics Pastoral stage 1, and: Stage 1 reports outcomes Reintegration meeting paperwork	Diagnostics Pastoral stage 2, and: Stage 2 reports outcomes	Diagnostics Pastoral stage 3, and: Stage 3 reports outcomes	Diagnostics Pastoral stage 4, and: Stage 4 reports outcomes
Possible Interventions - Differentiation - Adaptive teaching - Learning Culture - Etiquette - Literacy Programme - Pastoral Programme - Modified Seating Plans - Top of the Pile Marking - Study Club - Positive support card - Referral to Head of Dept./Head of Key Stage - Subject support card - Teacher-home contact	Possible Interventions Pastoral stage 0, and: Daily detentions Tutor support card Tutor-home contact Compulsory study club Weekly planner / book check Attendance procedure (at risk of Persistent Absenteeism)	Possible Interventions Pastoral stage 1, and: <u>Academic:</u> - Intervention classes - Set <u>change</u> <u>Pastoral:</u> - Time out - HOY support card - HOY/AHOY-home contact - Internal mentoring referral - School counsellor referral <u>Attendance:</u> - Attendance procedure (Persistent Absenteeism)	Possible Interventions Pastoral stage 2, and: <u>Pastoral:</u> - SLT support card - Individual Behaviour Plan (IBP) - School counsellor - AHT-home contact - Inclusion team-home contact - Intervention referral (e.g. referral to SAFE, CAMHS) <u>Attendance:</u> - Attendance procedure (Persistent Absenteeism)	Possible Interventions Pastoral stage 3, and: <u>Academic:</u> - Reduced curriculum <u>Pastoral:</u> - Personal Support Plan (PSP) - Intervention referral (e.g. Clinical psych, Behaviour consultant) - Liaison with SENCo (where appropriate) <u>Attendance:</u> - Attendance procedure (Local Authority attendance team)	Possible Interventions Pastoral stage 4, and: - Daily home contact - Trust managed move - Alternative provision Students at this stage will be at risk of Permanent Exclusion, including for persistent <u>disruption</u>

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

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

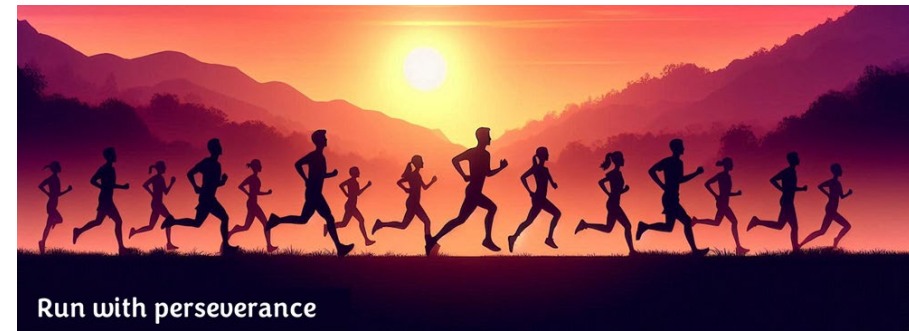
Note: the stages, including the possible interventions, have been designed to be indicative not prescriptive

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

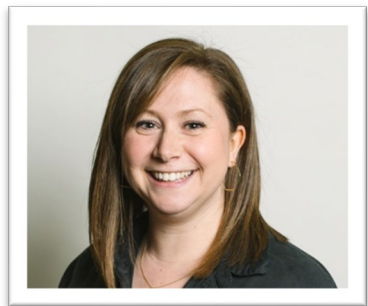
How to use the pastoral system to help your son/daughter

Supporting your child in making a successful start

- ✓ **Discuss conduct points** celebrating and reflecting on behaviour
- ✓ Regularly **check planners** and support prep routines
- ✓ Ensure they are **fully equipped** and ready to learn
- ✓ Support **organisation**, routines and attendance
- ✓ Encourage **reading** for pleasure



The Year 7 Team



Ms Smith
**SLT Link for
Year 7**



Ms Gilmore
Head of Y7



Mr Johnstone-
Morris
AHOY 7 & 8

Watt	Mr Jones	spjones@williamperkin.org.uk
Pascal	Mr Cashmore	rcashmore@williamperkin.org.uk
Einstein	Mr Mosa	amosa@williamperkin.org.uk
Rutherford	Ms Zhubi	jzhubi@williamperkin.org.uk
Kelvin	Mr Aldridge & Mr Giles	raldridge@williamperkin.org.uk lgiles@williamperkin.org.uk
Isambard	Ms Owusu	zowusu@williamperkin.org.uk
Newton	Ms Cole	emcole@williamperkin.org.uk

Curriculum and Assessment

Ms C Smith

Assistant Headteacher



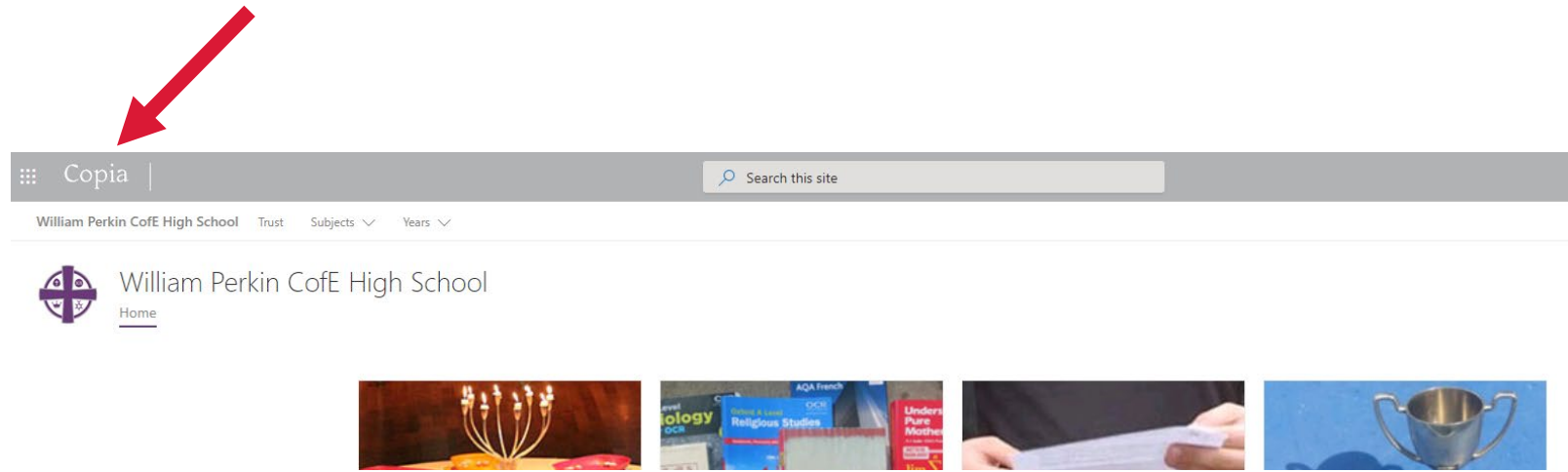
How to help your child in Year 7: Finding resources on Copia

Accessing the curriculum – Copia

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

Access for students...

Log in using your WP network username and password



Access for parents and carers...

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

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

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

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

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

[illegible]

Year 7 English Step in the Unknown How can we use setting to create a precise atmosphere?			
'The Secret Garden' by Frances Burnett After finding a key, Mary discovers an enchanting and mysterious secret garden.	'The Lion, The Witch and the Wardrobe' by C.S. Lewis Stepping through a wardrobe, the four children discover a bewitching but isolated and disconcerting snowy world.	'Oliver Twist' by Charles Dickens Threatened by heavy rain clouds, the bumble travels to an unknown location in a run down and dangerous area.	'The Hobbit' by J.R.R. Tolkien As they travel across a mountain, Bilbo and his companions witness an intimidating thunderstorm that is like a battle of the elements.



Integrated assessment

Likely multiple times per lesson

Mini White Boards (MWB)

Teacher questioning

Self-assessment

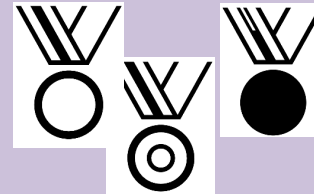
Peer assessment

Every lesson

Task(s) to check lesson outcomes

Prep checked (usually self/peer marked)

Green pen work



Every Quarter

Formal assessments – “Homework”

Quarterly assessment

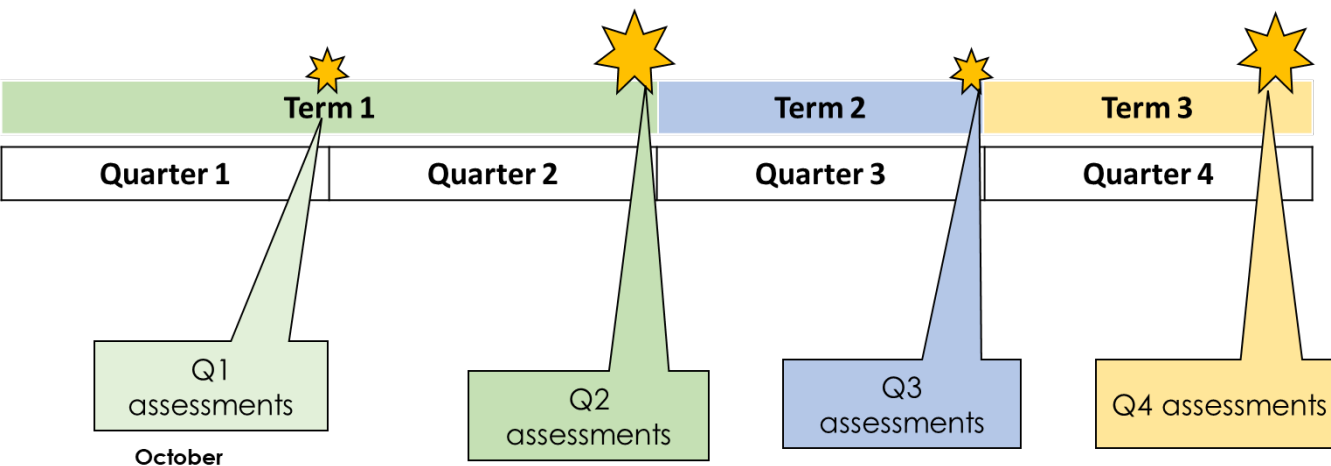
Written feedback to students

Post assessment review/feedback sheets – students reviewing and improving



The Assessment principles: quarterly assessments

Quarterly assessments



Progression through the school

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

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

Learning Habit Grades

Classwork

Homework/Lesson prep

Memorisation



Consistently engaged (1)

- ✓ Mastered revision techniques- shows in class AFL
 - ✓ Use these for summative assessments
- ✓ Can retrieve information from previous lessons
 - ✓ Apply knowledge to new contexts

Encourage small and often use of revision techniques- not just leading up to assessments

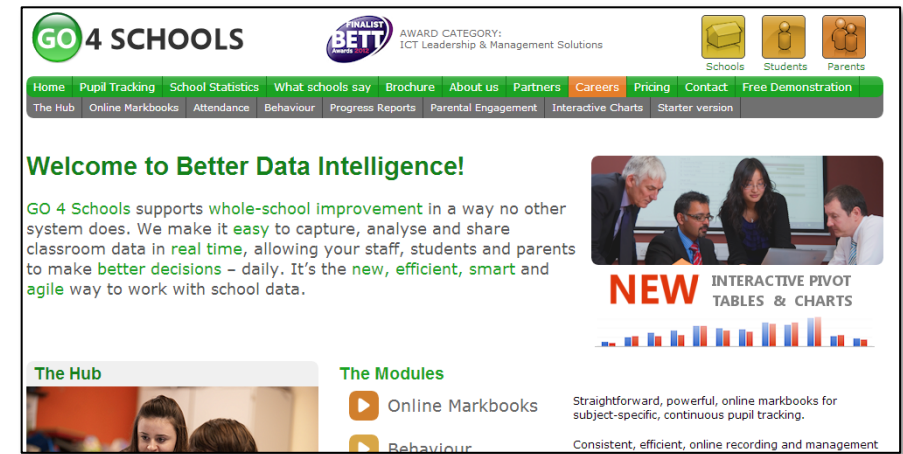
- Spaced practise
- Low-stakes quizzes
- Interleaving
- Chunking

Test them- using knowledge organisers



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

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



You are invited to a 1:1 remote meeting with your child's tutor on
Monday 28th 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**



Twyford
CofE
Academies Trust

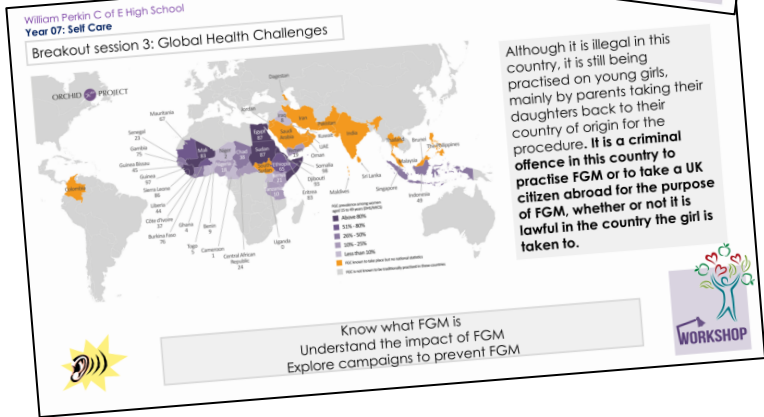
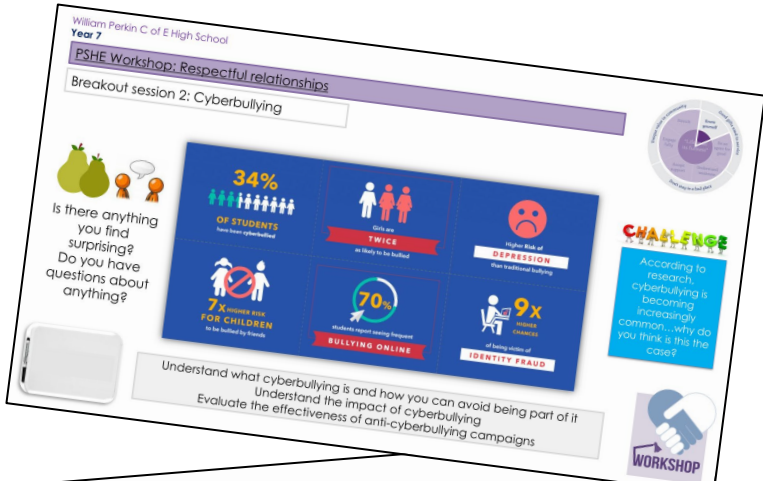
Safeguarding: tutor time programme



Autumn Term 1	Who am I? Me in a new community What does the school community stand for?
Autumn Term 2	Thinking for myself about what is right Deciding what is good
Spring Term 1	Being tempted and getting things wrong Getting things wrong Anger and jealousy
Spring Term 2	Help is at hand Recognising the need for support, who to turn to & how to help others
Summer Term 1	Being tested Being confident to go outside our comfort zone
Summer Term 2	Rising to a challenge Self-confidence & risks of over-confidence

Safeguarding: PSHE workshops

Year 7	Respectful relationships (bullying)	A. Why does someone bully? Reactions to bullying B. Cyberbullying C. Friendships
	Effective learning	A. Managing exam stress B. R&R strategies 1 C. R&R strategies 2
	Online safety	A. Think before you post B. Staying safe online C. Personal data
	Responsible Citizens	A. Protected characteristics B. Fighting discrimination: racism & religion C. Fighting discrimination: sexuality & gender identity
	Self-Care	A. First Aid B. Hygiene C. Global Health Challenges (incl. FGM)
	Considering My Future as an Adult	A. Careers B. Politics C. The justice system



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, 2024.²



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

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

King's College London, 2024



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.



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

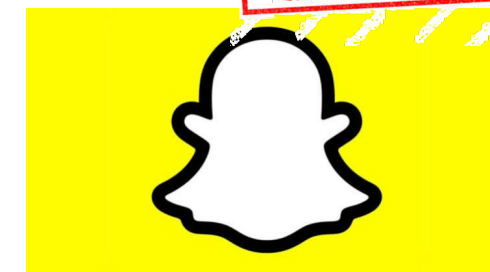
- Staff will reward upstanders
- Staff will sanction unkindness and bullying
- Staff will speak to parents and explain it is happening
- SLT will involve our Schools Police Officer if necessary

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



William Perkin PTFA

Helping students to thrive!

**The Parents, Teachers & Friends
Association (PTFA) provides social events and fundraises for projects
around the school that benefit all our children.**

Activities include:

Organising School Discos

Refreshments at concerts and shows

Support during Parents' Evenings School Raffle

Would you like to get involved?

**The PTFA is a friendly bunch of parents/carers who have fun
helping the school. There are many ways that you could support
the PTFA so please talk to them to find out more!**

Contact

ptfa@williamperkin.org.uk Or call:

Aisha - 07912601936

Victoria- 07514 450913

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.

Literacy Sessions

We will now split into three groups for the literacy sessions. Your child has been given a coloured slip of paper which indicates your group.

Blue slip	Group 1	LRC
Yellow slip	Group 2	PC
Pink Slip	Group 3	D&D

Members of staff will be on hand for questions after your literacy session.