

Welcome

Year 7

Expectations Evening 2021

Please ensure your speakers are on

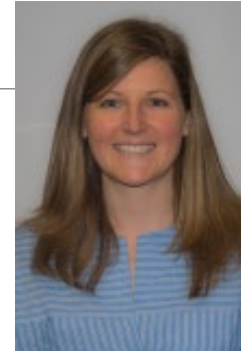


NEWQUAY
TRETHERRAS



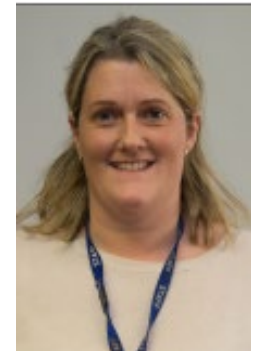
The Year 7 Team

Miss Barber – Head of Year 7



Ms Nolan – Deputy Head of Year 7

Form Tutors



Miss McGlynn – Deputy Headteacher
(linked to Year 7)



A new beginning

Tutor Groups

Teaching Groups

Clubs



Need help, resources or space to complete your

INDEPENDENT
Learning

Come along to the

Study Zone

Year 7 & 8	R1 & R2	Monday to Thursday 3pm to 4pm
Year 9 & 11	Y16	Monday to Friday Periods 1 to 5
NT6	Study Room Y34	Monday to Friday Periods 1 to 5

NT NEWCASTLE TROPICALS



Our Culture and Ethos

- Joining the NT Family
- High standards of Behaviour - Polite,
Prepared and Respectful
- Correct Uniform at all times
- Opting in, not out
- Being your best self



NT Ready

- Writing Pen – blue or black
- Pencils
- Red Pen – improving work
- Green Pen - marking
- Maths Set and Calculator
- Uniform
- PE Kit
- Homework



COVID rules in place

1. Masks in communal areas
2. Testing
3. Hand sanitiser
4. One-way systems
5. Students maximising use of outside spaces



Pastoral Support Here to help

Phone – 01637 872080

Email - year7@tretherras.net

Please contact us if you are
concerned about anything,
We can't help unless we know!



How we assess at Tretherras

5 year progress measure (Years 7-11)

Progress, Progress, Progress.

ALL grades matter.

We challenge every student to be the best they can be



Attendance

- **As parents your first point of contact for all attendance matters is the Form tutor**
- Students need to be in school for 8.35am and registration starts at 8.40am
- Students are registered at the start of all lessons and are expected to arrive punctually and prepared to learn
- We expect a minimum of **96%** attendance , with the exemption of students with chronic health conditions
- If a student is absent due to either having Covid, or needing to self-isolate then they will be marked on registers with an X code- this means that they will be invited to join lessons via Teams and expected to continue their studies, unless unwell
- We cannot authorise term time holidays, unless for, in these rare cases you must

There is more detail about attendance in your Expectation evening pack and we will continue to inform you about attendance matters through our Facebook page, Website and Newsletter.





You will receive a login and password

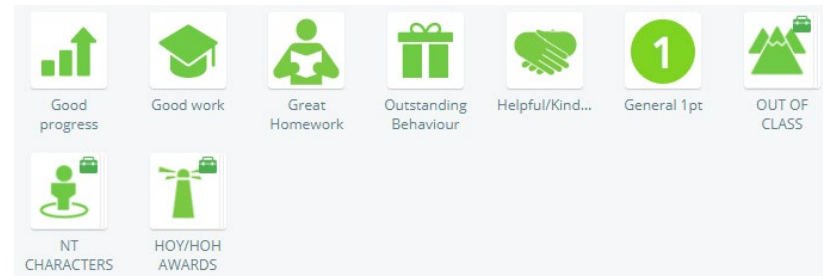
You can login online and download an app straight to your phone

This is where ALL homework will be set

This is also where achievement/behaviour points are recorded



Praise Protocols



Departments –Postcards, Certificates, prizes etc

Pastoral

10 – Postcard home from form tutor/HOY

25 – Raffle ticket (Year Group Prize)

50 – Queue Jump pass

75 – Raffle ticket (Year Group Prize)

100 - Cakes/sweets from HOY

125 - Raffle ticket (Year Group Prize)

150 - Meeting with Headteacher/Deputy Headteacher





Uniform

Just for Clarity:

Blazers are needed at all times (including the Summer Term)

In School we insist on shirts being tucked in

Trousers are tailored and to the ankle (not above it or rolled up- obviously no leggings)

Plain black socks and shoes

No tube skirts

One earring per ear

No facial piercings

No nail varnish or acrylic nails

Hair colour to be natural and no extreme hair cuts

PE kit – no longer wear to school, they will use the changing rooms.



Working Together – Good Communication

Please be aware that:

Secondary school is very different from primary

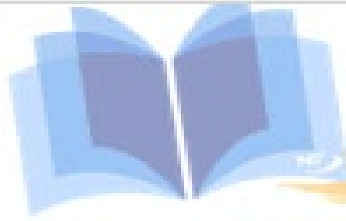
Our communication policy is on our website– we attempt to reply to all communication within 3 working days.

We will use our Website, Facebook and twitter accounts to post information, in addition to contacting you via Classcharts, email and text alerts

You can contact us using the Year7@tretherras.net address

Please do not come in and demand to see us, we will be in meetings, taking assemblies and teaching- we will arrange a meeting at your earliest convenience

We do appreciate our staff being spoken too politely at all times, especially our support and office staff.



NT CURRICULUM

IT'S YOUR STORY TO TELL

A curriculum that's judicious, rich, ambitious and well-sequenced

We have one curriculum at Newquay Tretherras made up of our: academic curricular; pastoral curricular; extra curricular and careers curricular.

These four elements make up the Newquay Tretherras Curriculum





NT CURRICULUM

IT'S YOUR STORY TO TELL

Key Stage 3 is an important part in this process.

Learning from Year 7 will be engaging and challenging as our youngest family members begin subjects and acquire knowledge they may not have experienced before.

The KS3 Curriculum is designed with progression at its centre, aiming to ensure that learning from KS2 is sequenced effectively and appropriately for our students.

English and Maths schemes of learning have been written collaboratively with KS2 subject specialists in these areas so that students feel secure, motivated and challenged to achieve their very best from day one.

There is support in place for learners at all stages and we take the time to ensure all students can access their curriculum, whatever their starting point.

Your Curriculum



- Knowledge and skills that excite you and make you curious young people who can:
- Achieve Highly
- Engage Fully
- Communicate Convincingly
- Decide Wisely





NT CURRICULUM

IT'S YOUR STORY TO TELL

Curriculum Chronicle Year Group Overview

YEAR 7

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(2560x1810)
(tretherras.net)

Subject	Curriculum Narrative (Core Purpose)	Curriculum Chapters					
		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
ART	Engagement and Confidence	Natural forms: develop drawing and design skills in a range of media		Colour: Abstraction; colour theory; composition; collage and painting		Landscape: Different ways to creatively observe our landscape	
COMPUTING	Accessibility and Engagement	Using computers safely, effectively, and responsibly		Pictorial Learning: Part 1 Flowat; Part 2 – Visual Scratch Programming		Pictorial Learning: Part 1,2, 3,4 Python; Part 5 Computer hardware Part 6 Photoshop fun	
DT	Establishment and Confidence	Food: making products from the 'eat well guide'; Textiles: Dumpy Doonstep		Resistant materials: Making a fan and using a range of materials		Technology: Set of challenges to explore types of motion, structures and force	
DRAMA	Collaboration and Confidence	The Forest Drama: writing and performing monologues; Heroes and Villains: Comic-strip scene performance using slow motion		Titanic: Still images performed with a monologue; Pyramus and Thisbe: Performance on stage		Commedia: Comedy history and performance of characters from the Commedia genre; Matilda: Performance of a scene	
ENGLISH	Engagement and Confidence	Freedom Writers' Project: Building an appreciation for and a confidence in writing as a reflection of identity through the Freedom Writers' Project		War and Youth: Study of War and Youth in Great Expectations OR Private Peaceful; and a selection of War Poetry		Narrative: Moving Stories and film from other our own and other cultures;	
ETHICS AND PHILOSOPHY	Diversity and Exploration	7 Dimensions of religion: plan, make and evaluate own project		Judaism: foundations and key figures; Judaism: beliefs and traditions		Christianity: Understanding of believe; Christianity: Jesus and Applied Faith	
FRENCH	Confidence and Engagement	French-Speaking World: Introducing myself, likes/dislikes Hobbies: what I enjoy doing; writing fuller descriptions.		Talking about school: ideal school, telling the time (12-hour clock) Food and drink: exploring healthy living		Countries: nationalities, regions, sightseeing. Parts of the body; illness and injury whilst on holiday	
GEOGRAPHY	Exploration and Interaction	Geological timescales: How on earth did we get here? Coasts: What happens when the land meets the sea?		Urbanisation and Population: Where on earth do people live? Weather and climate: is our weather and climate getting more extreme?		Population and Resources: We need a Plan(!) 8! How far do you agree? Russia: A Super Problem or Super Powers?	
HISTORY	Foundations and Exploration	What is History? 55 BCE (Roman) – 1066 (Normans) From the Nebra disc to Boudica		1250 – 1485: The complete normalisation of England and the establishment of order		1485 – 1605: The building of Empire through the Reformation	
MATHS	Exploration And Confidence	Algebraic thinking: Place value and proportion		Applications of Number: Directed Number and Fractional Thinking		Lines and Angles; Reasoning with Number	
MUSIC	Engaging and collaborating	Folk music: Individual keyboard skills looking at chords, melody and group; Let's March: Individual keyboard technique and note reading		Around the World - African Music: Percussion performance and composition skills; Music Tech – Space and Rondo: Music ICT skills and composition		Song composition; Rain, rain; Notation reading and melodic composition; Hooks and Riffs: Solo and ensemble performance	
SPORT AND DANCE	Engagement and Enjoyment	Dance; Badminton; Gymnastics; Orienteering and problem solving; Rugby or Tag Rugby; Netball or Basketball; Football; Hockey				Athletics; Tennis; Cricket; Rounders and Softball	
SCIENCE	Foundations and Enquiry	Lab safety; Forces; Particles and their behaviour Cells; Function on body; Elements; Atoms and Compounds		Sound; Acid and Alkali Light; Reproduction		Reproduction; Space; Reaction; Summer Investigations	
SMSC	Engagement and Confidence	Living in the modern world: Being equal; Friendships; Families; Bullying; Self and Society		Relationships and Sex Education Basics: Puberty; Consent; Difference in Relationships		Health Education Basics: Emotional Intelligence; Healthy Lifestyles; Healthy Eating; Personal Hygiene; Smoking	
SPANISH	Confidence and Engagement	My Life: Greetings; Personality; Numbers, Months, Birthdays and Ages; Hobbies: what I enjoy doing; writing fuller descriptions.		Talking about school: ideal school, telling the time (12-hour clock) My family: family time; friends; pets and home		My town; nationalities, regions, sightseeing, Festivals: Spanish speaking countries fiestas and traditions	
PASTORAL AND CHARACTER	Engagement and Confidence	7 NT Character Basics; NT Word Project; NT Ready; Character Challenges		Developing Character Individually (the 22 Things individual Challenge); NT Word Project; NT Ready		Developing Character Collaboratively (The Sports Day Team Challenge); Tutor Group Challenge; NT Word Project; NT Ready	
OUTDOOR LEARNING	Call to Adventure	Introduction to climbing club; outdoor photography course; John Muir Award: working towards NICAS Level 1		Introduction to climbing club; MENCAP/SEN; Junior Camp; Complete NICAS Level 1		Introduction to climbing club; MENCAP/SEN; Junior Camp	
EXTRA-CURRICULAR SPORT	Activity and Connection	Dance; Racquets; Indoor Rowing; Rugby; Cross Country; Hockey; Football; Cycling; Jujitsu; Netball; Trampoline		Football; Climbing; Dance; Hockey; Jujitsu; Cross Country; Rackets; Basketball; Girls Rugby; Netball		Cricket; Street Dance; Tennis; Gymnastics; Athletics; Climbing; Jujitsu; Rounders; Games Dance	
EXTRA-CURRICULAR	Community and Connection	Study Zone; Duims; Drama Club; NT Bake Off; Art; Newquay Strings; Choir; Spanish Club; Coding Club; Maths Revision; Green Power Club; Board Game Club; Paper Craft Club; English Study Support		Study Zone; Art; Newquay Strings; Choir; Spanish Club; Science Club; Board Game Club; Paper Craft Club; English Study Support		Study Zone; Art; Newquay Strings; Choir; Spanish Club; Science Club; Board Game Club; Paper Craft Club; English Study Support	

* What is identity? How can we establish links and connections across humanity and individually? How does migration affect cultural and social identities? * Social and historical perspective: How political, social, historical, and cultural influences shape decisions and the world around us. * Establishing an appreciation of patterns and connections across narrative forms and theory. How does character and genre aid this and to what effect?



Dumpy Doorstep
Natural forms
Cook from the eat well guide
Seven Dimensions of Religion
Normans
Power of stories
Folk music
Cells
Algebra
Climbing clubs
Outdoor photography
Music; Sport; Art; Drama clubs



Learning Journal

Each term you'll be given a Learning Journal – Mrs. Strudwick will be telling you about them each term

Every subject has given you a list of knowledge you need to know

You can use these lists to help you LEARN and REVISE

We expect you to SORT your revision and the Learning Journals will help you

You'll be hearing more about this over the next term



LEARNING JOURNAL

YEAR 7 - Term 1: Getting a flavour of the world: who we are and where we have come from.

By the end of this unit I will know:

	✓	✓	✓	✓
What is History? how historians use evidence to tell us our history?				
I will know about the different period and eras in time.				
I know different at least seven different periods or eras in history.				
I can remember different types of evidence.				
How do Historians use time, chronology & sources?				
I understand about time and centuries.				
I know what an anachronism is and how to spot it.				
I will be able to use evidence to learn about a murder mystery				
I will understand how a skeleton tells us about our past.				
The Greeks and civilisation.				
I know when the Greeks were around.				
I understand about democracy and civilisation.				
Who visited us first? The Nebra Sky disc				
I can ask questions about when and where the disc was made.				
I can learn about who visited Cornwall and why.				
Who were the Romans and what did they do for us?				
I will know ten things the Romans left us with in 410CE				
I can explain why the Romans were important and what life was like.				
Was Boudicca a goodie or baddie: Using Tacitus to tell us the story.				
I can read and highlight Tacitus, a Roman source.				
I can understand who Boudicca was and why she is important.				
The Angles, Saxon & Jutes arrive: what changes?				
I will understand where people migrated from and moved to.				
I will be able to say the names of places after each invading group.				
How should Cedric be punished?				
I will know what crimes and punishments there were in Anglo-Saxon society.				
I will understand how Anglo Saxon people were tried and how the wergild worked.				
I will understand what Cedric is guilty of and how he should be tried and punished.				

Key Vocabulary

Chronology
 BCE/CE
 Anno Domini
 Nebra disc
 Cornon Downs
 Agriculture
 Trade
 Anachronisms
 Democracy
 Romans
 Greeks
 Civilisation
 Tacitus
 Boudicca
 Angles
 Saxons
 Crime & punishment
 Wergild
 Iceni tribe
 Cedric



[Year-7-Learning-Journal_V2.pdf](#)
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Learning in COVID times

- For best functionality use the Microsoft Teams app for your home computer/laptop/tablet or smartphone. Alternatively, type office.tretherras.net in your web browser, log in using the details below and select the Teams app in Office 365.
- Username = your school email address, which begins with your school username: username@students.tretherras.net
Password = your school account password.
- Once you have logged in to Teams you will see coloured icons next to each class name. If these do not appear on your screen press 'Teams'. The class name begins with 2021, followed by the Teaching Group/Option/Population and then the Subject code e.g., 2021-7K-G (7K Geography), 2021-11Y4-E (11Y4 English).
- Click on the class you have next, then wait for the lesson to commence.
- When the teacher starts the lesson, you will see a 'join now' button/alert which you must press to be connected to the remote lesson.
- Try to be punctual, however, you can still join a lesson even if you are late.
- If you are experiencing technical difficulties try leaving and rejoining the class.
- Unfortunately, your teacher cannot solve your technological hitches. Please contact IT support if necessary; itservices@tretherras.net



Ultimately...

- Achieve Highly
- Engage Fully
- Communicate Convincingly
- Decide Wisely



How we assess at Tretherras

5 year progress measure (Years 7-11)

Progress, Progress, Progress.

ALL grades matter.

We challenge every student to be the best they can be



Reporting to Parents

Richard Horswell [ANR]

Key Stage 2 Scaled Scores
Reading: 104, Maths: 112

Newquay Tretherras
Year 7 Autumn Report

Subject	Teacher	ATL	On-Track	Next Step
Art	Mrs Groves	Good	Above	
Computer Science	Ms Leroux	Good	On	
Drama	Mrs Halford	Good	Working Towards	
DT	Ms Nolan	Disengaged	Emerging	
English	Miss Newnham	Excellent	On	
Ethics & Philosophy	Miss Barber	Excellent	On	
Geography	Mrs Hammersley	Inconsistent	On	
History	Mrs Bunoomally	Inconsistent	Working Towards	
Maths	Miss Mack	Excellent	Above	
Music	Mrs Knight	Inconsistent	On	
PE	Mrs Earp	Good	On	
Science	Miss Pass	Good	On	
Spanish	Miss Whitlock	Excellent	On	
SMSC	Mrs Pender	Disengaged	-	

Form Tutor Comment: **ONCE A YEAR**



Attitude to Learning

Attitude to Learning (ATL) is part of the school's continued focus on positive approaches that students have towards their learning.

Every report sent out from the school will incorporate judgments regarding student's attitude to learning (ATL) in each subject. As you know a positive attitude to learning is a key characteristic of successful people.

	Grade	Description
A	Excellent	<ul style="list-style-type: none">• Highly motivated independent learner• Work is always completed to a high standard and shows initiative• A reflective individual who learns quickly from advice and experience• Always shows an active involvement in learning• Strives to exceed targets• Well prepared with all equipment
B	Good	<ul style="list-style-type: none">• Works well with some instruction• Work is completed to a good standard reflecting some effort.• Nearly always shows an active involvement in learning• Seeks advice and tries to act upon it• Knows personal targets and attempts to achieve them• Has most equipment, most of the time
C	Inconsistent	<ul style="list-style-type: none">• Works well when provided with clear instruction• Work is generally completed but lacks initiative• Advice is heeded and some progress is evident• Normally shows an active involvement in learning• Knows personal targets• Occasionally forgets items of equipment
D	Disengaged	<ul style="list-style-type: none">• Has a limited interest in learning• Completes work with encouragement• Rarely acts on advice• Sometimes shows an active involvement in learning• Is aware of some personal targets• Frequently forgets or fails to have items of equipment
E	Unacceptable	<ul style="list-style-type: none">• Little or no interest in learning• Often fails to complete work• Ignores advice and repeats mistakes despite intervention• Rarely, if ever, shows an active involvement in learning• Apparently unaware of targets• Rarely, if ever, is prepared for the lesson



INDEPENDENT Learning

Independent Learning is any work that is set to be completed outside of lessons, that it is not directly supervised by a teacher.

This is to support your child to build knowledge and skills and therefore make improved progress.

-  SUMMARISE
-  ORGANISE
-  RECALL
-  TEST YOURSELF



Monday to Thursday
3pm to 4pm
R1 and R2

H1
Homework
Warning

H2
Study Zone
Support

H3
Homework
HoD Dept
Detention



Safeguarding

NT has 2 Designated Safeguarding Leads (DSL's) and two Deputy Safeguarding Leads (DDSL)

Designated Safeguarding Leads

Jane Hurley- Assistant Headteacher (strategic lead)

Jacqui McGlynn- Deputy Headteacher

Deputy Designated Safeguarding Leads

Andy Booth- Director of Sixth Form

Laura Thomas- Well-being Manager

If you have any safeguarding concerns please contact us at safeguarding@treherras.net

You can also make a direct referral to the MARU if you think a child is at significant risk of harm or abuse

MARU (multi agency referral unit) The number is 0300 1231 116

Please read the NT Safeguarding and Child protection policy on the school website for further information

ONLINE SAFETY

NEWQUAY TRETHERRAS



What is our approach?

We have an Online Safety policy which can be found on the policy section at Tretherras.net

This is updated annually and is in line with KCSIE

The Network manager ensures that the School meets the online safety technical requirements outlined in the SWGfL Security Policy and Acceptable Usage Policy and any relevant Local Authority Online Safety Policy and guidance

All staff have an up-to-date awareness of online safety matters and of the current School online safety policy and practices they have read and understood the School Staff Acceptable Use Policy

All students are responsible for using the school ICT systems in accordance with the Student Acceptable Use Policy

What worries you?



Students have access to social media sites such as snapchat, Instagram and KIK. Students also play online games.



Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way.

Please read the online safety policy. We also have information on our safeguarding page that can direct you to support.



If you have any worries or concerns and need advice, contact safeguarding@tretherras.net where we can direct you to the right support

Key Staff and Advice



Safeguarding Team at
Tretherras safeguarding@tretherras.net

Head of Year – Year7@treherras.net

IT Technical Staff

Childline www.childline.org.uk/

CEOP- Child Exploitation and Online protection
command www.ceop.police.uk

NSPCC- www.nspcc.org.uk

Thinkuknow www.thinkuknow.co.uk/

Teaching Staff (delivery of Online safety via SMSC,
ICT, across other subjects and in our pastoral programme)



Thank You

Any Questions?

Please email them to
year7@tretherras.net

