

Welcome



Year 9

Expectations Evening 2022

The Year 9 Team

Ms Ollerenshaw – Head of Year 9

Mr Brown– Deputy Head of Year 9

Miss Summers – Wellbeing practitioner

Miss Coombes –Assistant Headteacher
(linked to Year 9)

The Year 9 Team

ACM Ms Millington

ADT Mr Tatlow

BLW Mrs Wade

JAB Mrs Brown/Mrs
Hales

JMR Mr Robins

LEB Miss Barden

LJE Mrs Earp/Mrs
Bunoomally

MEC Mrs Chandrakar

SKY Miss Yolland

TKW Miss Wilson

TRB Miss Bunyan



NT Ready

Writing Pen – blue or black

Pencils

Red Pen – improving work

Green Pen - marking

Maths Set and Calculator

Uniform

PE Kit

Homework



Pastoral Support Here to help

Phone – 01637 872080

Email - year9@tretherras.net

Please contact us if you are
concerned about anything,

We can't help unless we know!



Working Together – Good Communication

Please be aware that:

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 Year9@tretherras.net address



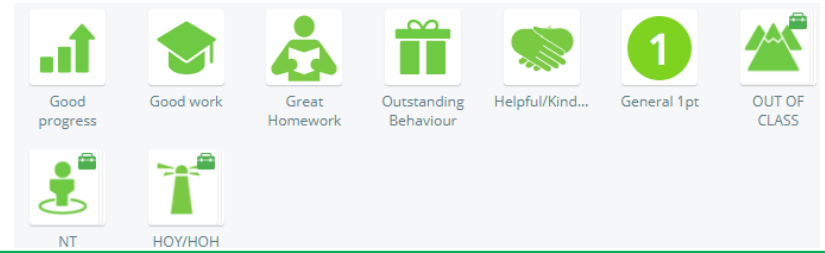
You all have a login and password. Please let us know if you need a new one.

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

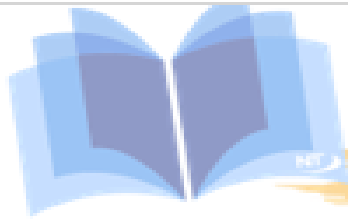


House Points	Reward
25	Postcard home
50	Raffle Ticket
75	Queue Jump Pass / Raffle ticket
100	Club 100 – HOY prize Pizza lunch
125	Raffle Ticket
150	HOY award Cream tea with Ms O
200	Raffle Ticket
250	Headteacher award

NT 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

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

Curriculum Chronicle Year Group Overview

YEAR 9

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	Independence and critique	Portrait print project – develop portrait photograph into a lino print		Pop Art 3D text project – manipulate materials to create 3D dimensions		Student directed project – produce work in a choice of media that express your own thoughts, emotions, and opinions on an area that interests you	
COMPUTING	Deepening and Widening	Python – from visual to abstract supported by Flowol, producing flowal systems that use simple loops and basic outputs		Digital Graphics and Creative iMedia ROH2		Website Design Creative iMedia	
DT	Engage and Embed	Food – meal planning and exploring what affects our food choices; celebration of multi-cultural foods		Textiles – explore different types of fabric and develop accuracy in making. Make a patchwork quilt, exploring colour and texture		Engineering fabrication project – exploration of sustainability and the use of a range of materials to produce quality outcomes. Make a light box.	
DRAMA	Independence and Complexity	Weird sketch – exploring the art of creating a comedic sketch – scripted performance; Uzzie Borden, appreciation of historical context in performance		Blood Brothers – reflecting on the impact of class on society – scripted performance. DNA / 39 Steps – technical option / scripted performance		Don Nolan – verbatim theatre; responsibility and social issues. Devising from a true story – research own story and devise a structured piece	
ENGLISH	Making and Exploring links	Modern Fiction – Of Mice and Men; range of poetry – exploration of human relationships, social values and historical significance in literature		Victorian Literature – Jekyll and Hyde; range of poetry – exploration of the sublime, the unknown, and the human psyche through the study of Victorian literature		Modern Drama – An Inspector Calls; range of poetry – exploration of collective and social responsibility, construction of moral code and societal values in writing	
ETHICS AND PHILOSOPHY	Explore and Evaluate	Contemporary Christian Ethics: Investigation into contemporary ethical issues from both a personal and Christian perspective. Issues include poverty, wealth, capital punishment, racism and abortion.		The Ancient World: Exploration of the origin of western society and thought through the ideas of key Greek philosophers, paradoxes and Democracy vs Tyranny. The second half term considers several ancient religious beliefs.		7 Deadly Sins: Researching the Seven Deadly sins, their significance and impact on society. Dante's Inferno – punishments of hell and sin	
FRENCH	Enhancing and Developing	My Life: Asking/giving personal information, revise numbers/alphabet/classroom language. Wider range of adjectives Education: Talk about rules, school in the holidays in France.		The Future: Plans, languages and travel. Talk about jobs. Revise character adjectives. My Summer Job: Pocket money, applications – write CV. Formal language.		Young People: Children's lives and rights/points of view/fair trade. Discuss charity. A Visit to Spain: Meal times, order food, meet and greet people.	
GEOGRAPHY	Making and Exploring links	Independent Fieldwork – Does Newquay's retail meet the needs of the local people? Landscapes – How can we manage distinctive landscapes?		Tectonics – Can the people on our planet cope with tectonic hazards? Middle East – Tension and Transformation – why is the Middle East region important?		Middle East – Tension and Transformation – why is the Middle East region important? Climate Change – Will our planet cope with climate change?	
HISTORY	Widening and deepening	Rise of the USA in the Twentieth Century: To understand the foundation of a new world power. Example Q = How good was the 1950s for Americans – youth rebellion, role of women.		The Soviet Colossus – the Rise of the Soviet Union. How did communism perceived successes and support influence thinking. How were Soviet people affected by communism?		The Little Red Book – Rise of Modern China. Subjugation of a nation and spread of distrust in the West. What was society like in China pre-1949 – roles of women in society, peasantry, feudal warriors.	
MATHS	Reasoning and making links	Reasoning with algebra Constructing in 2 and 3 Dimensions		Reasoning with Number Reasoning with Geometry		Reasoning with Proportion Representations	
MUSIC	Building and Strengthening	Reggae: Developing individual, ensemble performance skills, explore creativity through performance and arranging. Song writing & Band skill: Developing composition skills. Explore lyric writing, structure and form, chords		Fachelbel's Canon: Exploring harmony, tonality and melodic composition. Film Music: Developing individual and ensemble group composition skills and exploring composition techniques Explore musical devices and technique.		Battle of the Bands: Developing individual and ensemble performance skills linking to GCSE performance exams.	
SPORT AND DANCE	Activity and Leadership	Games: Volleyball; Trampoline; Handball; Table tennis; Circuits / fitness; Badminton				Athletics; Tennis; Rounders or Softball; Mountain biking	
SCIENCE	Consolidate and growth	Biology: Cells, Microscopy Chemistry: Periodic Table, Atomic Structures, Electrons and shells Physics: Conservation of Energy		Biology: Health, disease and the development of medicines, Cells and Control Chemistry: Chemical changes; separating techniques Physics: Conservation of energy		Biology: Digestion and enzymes Chemistry: Chemical Changes Physics: Particle Model of Matter	
SMSC	Growing up and maturing	Relationships and Sex Education – challenging stereotypes; consent; sexual health; pregnancy; test sex decisions		Health education – alcohol and drugs; mental health; sleep		Living in a modern world – digital world; emergency first aid	
SPANISH	Enhancing and Developing	My Life: revision personal information/numbers/birthday etc. Wider range of adjectives. Discuss family relationships. Write 90 word piece about self. Education: School routine/ contrast primary and secondary. Plan exchange. Foundations of Confidence Course on BeReady. Bronze D of E / Student Librarian / Sports Leader Opportunities		Careers: Future plans, jobs, typical day at work. Describe strengths. Summer Job: Pocket money, applications – write CV. Formal language. Role play/interview. KS4 Options Focus – Future plans booklet		Young People: Children's lives and rights/points of view/fair trade. Discuss charity. A Visit to Spain: Meal times, order food, meet and greet people, phrases British Forces team building activities. Employability skills drop down day Adventure Service Challenge Award	
CAREERS							
PASTORAL AND CHARACTER	Independence and Resilience	NT Character Promoting Resilience and Mental Wellbeing – students engage with potential ways to improve mental wellbeing. Action for Happiness Campaign, NT Word Project: NT Ready; Character Challenges		NT Character Promoting Resilience and Mental Wellbeing – students engage with potential ways to improve mental wellbeing. Action for Happiness Campaign, NT Word Project: NT Ready; Character Challenges		NT Character Promoting Resilience and Mental Wellbeing – students engage with potential ways to improve mental wellbeing. Action for Happiness Campaign, NT Word Project: NT Ready; Character Challenges	
OUTDOOR LEARNING	Challenge and Support	Climbing club DoE Bronze		Climbing club DoE Bronze		Climbing club DoE Bronze	
EXTRA-CURRICULAR SPORT	Activity and Connection	Dance; Racquets; Indoor Rowing; Rugby; Cross Country; Hockey; Football; Cycling; Jujitsu; Netball; Trampoline; Weights and conditioning		Dance; Racquets; Indoor Rowing; Rugby; Cross Country; Hockey; Football; Cycling; Jujitsu; Netball; Trampoline; Weights and conditioning		Dance; Racquets; Indoor Rowing; Rugby; Cross Country; Hockey; Football; Cycling; Jujitsu; Netball; Trampoline; Weights and conditioning	
EXTRA-CURRICULAR	Community and Connection	Study Zone; Drums; 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; Drums; 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; Drums; 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	

* Exploration of the historical, social and cultural significance of power as influencing society through representations of character, setting, race, sex, and relationships. Ultimately, what is power, who defines it and how can it control? * Exploration of the 1950s – 1960s – the influences that made this tempestuous era and its influence to today cultural and political society * What is meant by society? Who decides and how do we make it well? What happens if it goes wrong? * What is the difference between society and individualism? * Exploration of causes and prevention of climate change and our collective responsibility in this

Use these
to help
you learn!

LEARNING JOURNAL



NT CURRICULUM
IT'S YOUR STORY TO TELL

Learning Journal

ART

YEAR 9 Terms 1 – 3 Inclusive

By the end of this unit, I will know:

	Evidenced	Refined	Key Vocabulary
Term: Portrait Print			Analyse
I am refining my skills in.....			Chalk
Analysing artists' styles to influence my own work			Charcoal
How to use secondary sources to develop ideas			Complementary
Understand proportion through measured observational drawing			Composition
How to use compositional skills to create a well balance line Portrait design.			Colour Theory
I am developing my skills in.....			Collage
Sketchbook presentation and artist studies			Drawing
Exploring line cutting and printing techniques			Designs
Producing a series of creative outcomes using experimental backgrounds			Form
How to present work through critical selection.			Harmonious
Term 2: Pop Art Text			Ink
I am refining my skills in.....			Influence
Analysing artists' styles to influence my own work			Line
Using secondary sources to develop ideas			Low Relief
Drawing for design purposes			Mixed media
Compositional skills			Mark making
Understanding Proportion			Natural Forms
Card construction techniques			Oil pastel
I am developing my skills in.....			Painting
Digital development			Palette
Problem solving			Portrait
Creating a personal outcome			Pattern
Use of colour in a Pop Art style			Pen
Term 3: Self Directed Project			Pop Art
I am refining my skills in.....			Photograph
Selecting appropriate artists' to influence my own work			Primary
Using secondary sources to develop ideas			Printmaking
Drawing for design purposes to help develop creative ideas			Refine
Being independent in the selection of appropriate materials to express my ideas.			Record
I am developing my skills in.....			Sculpture
Problem solving			Secondary
Working more independently.			Shading
Communicating my thoughts and opinions visually.			Shape
Creating a personal outcome			Stencils
			Techniques
			Texture
			Tone

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

Uniform

Just for Clarity:

Blazers are needed at all times

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

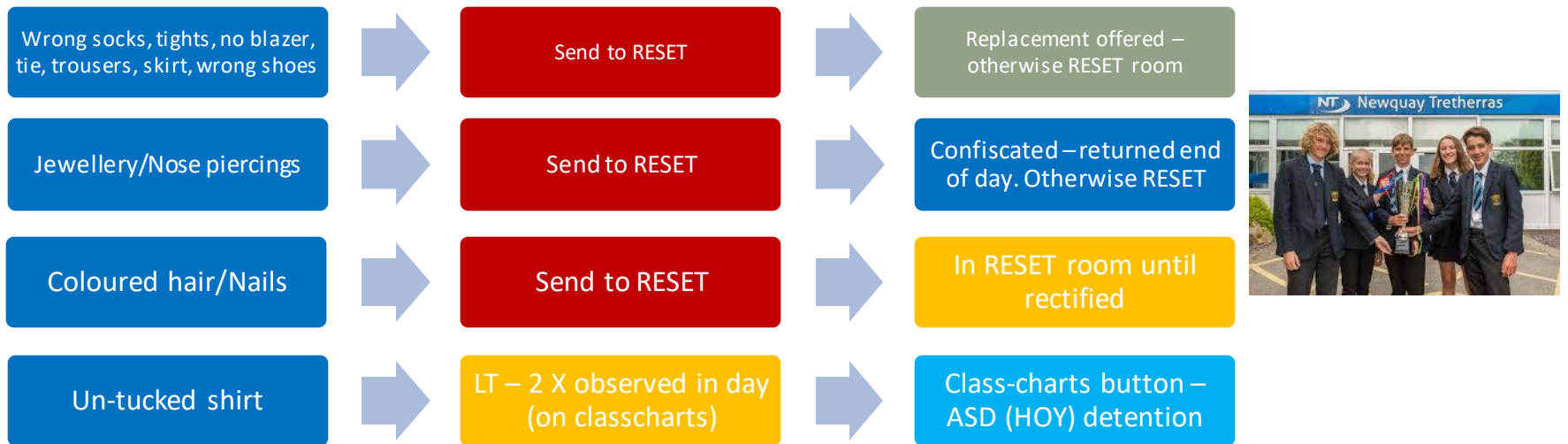
No nail varnish or acrylic nails

Hair colour to be natural and no extreme hair cuts

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



Uniform



- We will always support families who need help with uniform
- We will provide loan equipment where appropriate or keep students in the RESET room until it is rectified.

Behaviour

Stage	Process and Consequence	Typical behaviours
1) Warn (Button on classcharts) - 1 point	--Teacher to ask student to leave the room for 5 mins and stand outside door. Discuss with student – re-establish boundaries + work together to overcome issues. (Phone call home - especially if behaviours are becoming habitual)	Low level disruptions; continuous talking over others; lack of focus; disrupting others; bad language; punctuality issues; impolite; unprepared for learning (use professional judgement)
2) PARK (to another room) (button on classcharts) - 2 points Should behaviours continue, despite warning, park students elsewhere – HOD involvement	-Student to attend after lesson discussion with staff member. -HOD informed. Teacher/HOD to phone home. Student PARKED safely to another teaching room – via HOD rota. - HOD detention.	a) Disrupting the learning of others repeatedly or in a significant manner B) insufficient work completed
3) T.O.S (button on classcharts) - 3 points Teacher to remove student out of the classroom 1. Dangerous, Significant defiance, Significant disruption 2. Student fails to comply in parked room	Teacher to SEND Student OUTSIDE CLASSROOM: <ul style="list-style-type: none"> Remove student from room and press the TOS button. Fill in brief details so it can be triaged effectively. LT member will arrive and collect student from yourselves. Full details to GRC via email at earliest convenience. LT to deal with initially – Keep teacher informed and support teacher with reparation 	1. 2. Swearing at others; abusive or aggressive attitude; complete defiance 3. Defiance/causing serious disruption

Behaviour

Report Cards – Tracking and Intervention

- Your HOY will keep an eye on the negative and positive behaviour points. If you reach any of these numbers of points you will receive these sanctions

Tutor report - Yellow.	15 Behaviour points	<ul style="list-style-type: none">• Call home (tutor)• ASD• Report 2 weeks duration minimum
HOY report - Orange.	30 Behaviour points.	<ul style="list-style-type: none">• Meeting with parents (HOY)• One day in RESET room• Report 2 weeks duration minimum
SLT report - Red	60 Behaviour points.	<ul style="list-style-type: none">• Meeting with parents (LT + HOY)• Two days in RESET room• Report 2 weeks duration minimum

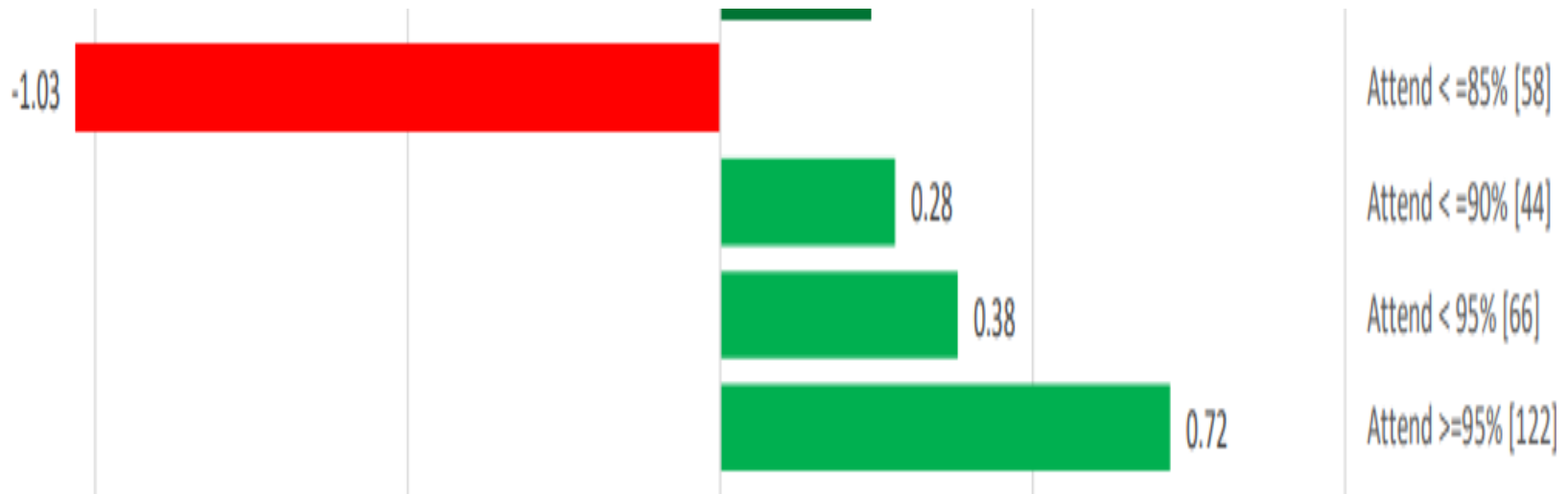


Attendance Matters

Timings and Systems

- **Students need to be in school for 8.35am** and registration starts at 8.40am
- Being late after 8.35am results in a late gate detention in B3 at breaktime for 10 minutes
- Students are registered at the start of every lessons and are expected to arrive punctually and prepared to learn
- **There is a minimum expectation of 96% attendance**
- The easiest way to contact us about attendance is attendance@tretherras.net , or you can call reception
- Your first point of contact is their Form tutor, but you can also ask to speak to our attendance officer Mrs Bacon.
- 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.

Because....



- It isn't a surprise that students who started in Year 7 and had over 95% attendance achieved the highest grades at Tretherras, and outperformed other students across the country.
- 85% = 142.5 hours of missed lessons/year (**Lost Learning**) and is equal to
- $\frac{3}{4}$ of a year, over 5 years – which lost them a whole grade

In 2022 Attendance was worth almost 2 grades

Exceptional leave of absence request form

Is exceptional- Weddings, Memorials, Funerals, county and national sporting participation, for example.

There is no holiday form as we **cannot** authorise ANY holiday's in term time (including activity/work experience week)

The form is accessed through our website

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

Operational Safeguarding Lead

Laura Thomas- Well-being team

Deputy Designated Safeguarding Lead

Andy Booth- Director of Sixth Form

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

An exciting junction

Option choices and ownership of your own learning

On Thursday 9th February 2023 the options evening will take place.

Duke of Edinburgh award

Clubs and activities


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	Y16	Monday to Thursday 3pm to 4pm
Year 10 & 11	G30 & G33	Monday to Thursday 3pm to 4pm
NT6	Study Room Y34	Mon to Fri Periods 1 to 5



Options process

All subject areas will be represented and show the format of their courses.

Each student will have a form containing all the options. This will be submitted in the week following the evening. This allows for the students to speak to their teachers to find out more information if necessary.

It's a busy and information packed event. You may all need a quiet space to consider the options.

Form tutors and the year team can help with advice.



Ethos and Culture

Trips and Visits

Alton Towers 15th Oct
Eden Ice skating 2nd Dec

Embrace expectations
Enjoy the opportunities
Experience everything we
offer



Team culture begins from inside

High standards must come from within



**The aggregation of marginal gains
1% better every day means you will be
significantly stronger after just 2 school
weeks.
This is substantial progress**



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

Key Staff and Advice



Safeguarding Team at
Tretherras safeguarding@tretherras.net

Head of Year – Year9@tretherras.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)



NT Character



SELF-AWARENESS / AMBITION / COLLABORATION /
CURIOSITY / RESILIENCE / RESPONSIBILITY / EMPATHY



NT Houses



NT Houses



NT SMSC Key focus weeks



ANTI-BULLYING / ONLINE SAFETY / DIVERSITY

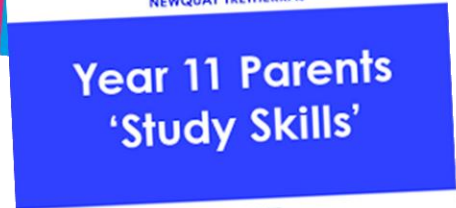
NT Parent Voice PTA



NT PARENT VOICE



MATHS PARENT SESSIONS
Algebra Session for Year 8



Thankyou

Any Questions?

Please email an enquiries to:

year9@tretherras.net

