



# Welcome

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Year 11

Expectations Evening 2022





# The Year 11 Team

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Mr Sloan – Head of Year

Miss Brett – Deputy Head of Year

Mr Higginson Deputy Headteacher

# The Year 11 Team

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CES – Dr Stewart

CGH – Miss Harvey  
(and Miss Bunning)

CJT – Mrs Taukei

CR – Mrs Rosevear  
(and Dr Magro)

DWT – Mr Templeton

EMH – Mrs Hammersley

JSM – Ms Madden

KF – Miss Fletcher  
(and Dr Magro)

KIC – Mrs Carter

MRL – Miss Leroux

SGR – Mr Rowe



# Working Together – Good Communication

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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

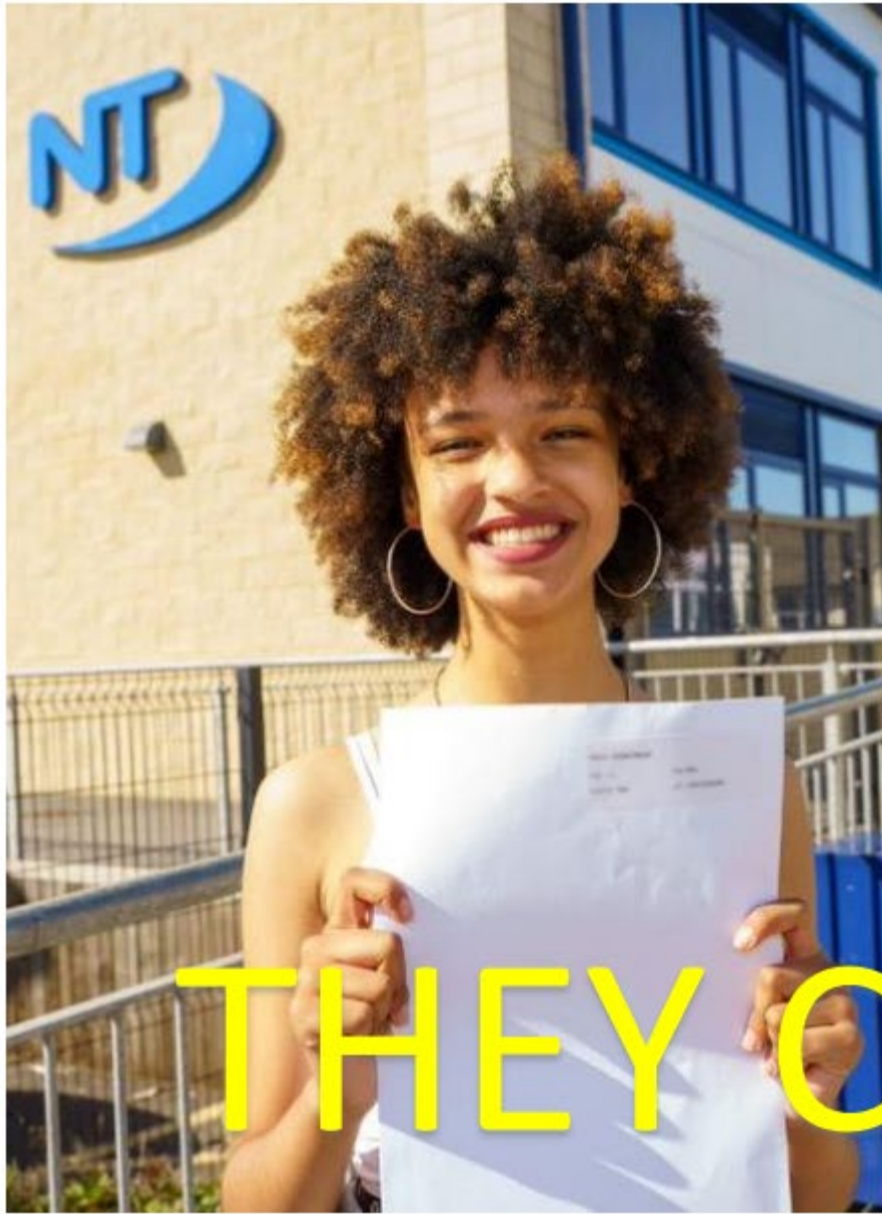
You can contact us using the [Year11@tretherras.net](mailto:Year11@tretherras.net) address

# THEY ARRIVED....



# THEY OPENED...





THEY CONQUERED...



**Year 11 Class of 2022: P8 0.24**



Activat  
Go to Set



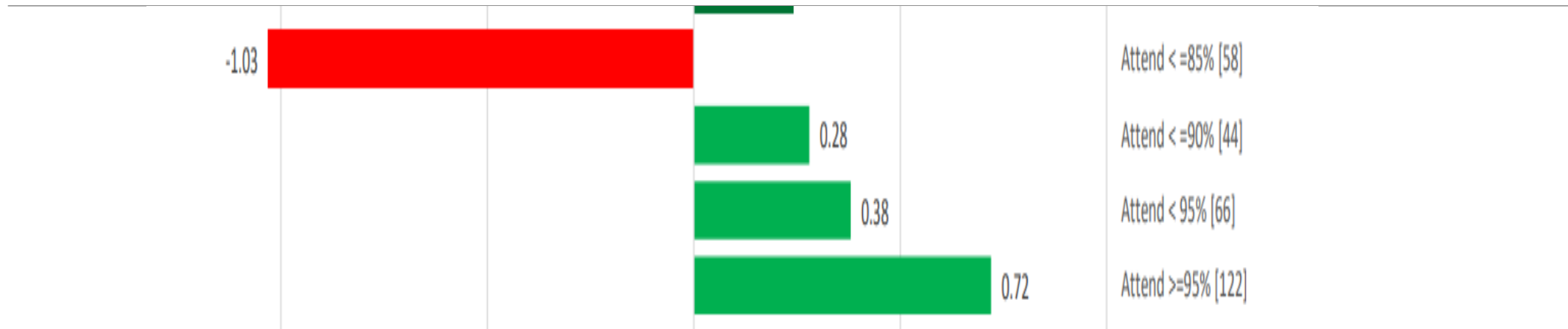


**Year 13 Class of 2022: 68% A\*-B**

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# Why attendance matters so much



- This year our students who attending over 95% of the time did much better than other Year 11s at Tretherras- **but also better than all Yr 11 students in the UK**
- Students who attended only 85% of the time, or less, did much worse- they lost a whole grade
- Overall, the difference is almost 2 whole grades- it could be the difference between a grade 3 in English and Maths (and having to take it again until you pass or turn 18) or a grade 5

**IT'S A BIG DEAL**

# 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](mailto: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.

# Exceptional leave of absence request form

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Means exceptional

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Memorials, Funerals, county and national sporting participation, for example.

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

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The exceptional leave of absence form is accessed through our website

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# The Year Ahead

Some key dates – but please keep an eye on Facebook and our website for updates.

Tempest photographs – Tuesday 22<sup>nd</sup> November

6th Form Open evening 10th November

Year 11 – MFL speaking exams week beginning 14<sup>th</sup> November

Next Steps Interviews – 21st Nov TBC

**Year 11 PPEs 24<sup>th</sup> November – 9<sup>th</sup> December**

Year 11 Data deadline – 4<sup>th</sup> January 2023 – Reports to follow in mid January

**Year 11 Parents Evening Thursday 19<sup>th</sup> January 2023**

Year 11 - External Vocational Exams 9<sup>th</sup> – 17<sup>th</sup> January 2023

Year 11 Hospitality and Catering Exams week beginning 6<sup>th</sup> February 2023

Year 11 second round of MFL PPEs w/c 27th Feb 2023

March onwards, dates TBA – Practical exams in Drama, PE, Music, Art, Photography

**Year 11 Guided Mid terms 6<sup>th</sup> - 10<sup>th</sup> March 2023**

Year 11 Data Deadline 21<sup>st</sup> March 2023 – Reports to follow near the end of March

MFL speaking exams Week beginning 2<sup>nd</sup> May 2023

**GCSE exams - Provisional dates Monday 15<sup>th</sup> May to Wednesday 21<sup>st</sup> June 2023 inclusive**

Year 11 Leavers Day – TBC

Year 11 Prom June 2023 – Date TBC

**Year 11 Examination Contingency Date – Last possible examination date – Wed 28<sup>th</sup> June**

GCSE results day – Thursday 24<sup>th</sup> August 2023

# Key Dates

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Pre-public exams begin Monday 24<sup>th</sup> Nov

Autumn Term

Reports shortly following 4<sup>th</sup> Jan Data deadline

Parents' Evening Thursday 19<sup>th</sup> Jan

Guided Mid terms exams 6<sup>th</sup> - 10<sup>th</sup> March 2023

Reports shortly following 21<sup>st</sup> March 2023

Spring Term

Formal examinations begin 15<sup>th</sup> May - 21<sup>st</sup> June

Results day 24<sup>th</sup> August 2023

Summer Term

# How we assess at Tretherras

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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 11 Autumn Report

Subject	Teacher	ATL	PPE Grade	Most Likely Grade	Next Step
English Language	Miss Newnham	Good	6	7	
English Literature		Good	6-	7-	
Maths	Miss Mack	Excellent	6+	7	
Combined Science	Mr Rowe	Inconsistent	5+	6-	
Computer Science	Mr Attwell	Good	5	5+	
Drama	Mrs Halford	Good	4	5+	
History	Mr Snashall	Disengaged	3	4-	
Spanish	Miss Whitlock	Good	5	8	
Core PE	Mr Bowden	Excellent	-	-	
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"><li>• Highly motivated independent learner</li><li>• Work is always completed to a high standard and shows initiative</li><li>• A reflective individual who learns quickly from advice and experience</li><li>• Always shows an active involvement in learning</li><li>• Strives to exceed targets</li><li>• Well prepared with all equipment</li></ul>
B	Good	<ul style="list-style-type: none"><li>• Works well with some instruction</li><li>• Work is completed to a good standard reflecting some effort.</li><li>• Nearly always shows an active involvement in learning</li><li>• Seeks advice and tries to act upon it</li><li>• Knows personal targets and attempts to achieve them</li><li>• Has most equipment, most of the time</li></ul>
C	Inconsistent	<ul style="list-style-type: none"><li>• Works well when provided with clear instruction</li><li>• Work is generally completed but lacks initiative</li><li>• Advice is heeded and some progress is evident</li><li>• Normally shows an active involvement in learning</li><li>• Knows personal targets</li><li>• Occasionally forgets items of equipment</li></ul>
D	Disengaged	<ul style="list-style-type: none"><li>• Has a limited interest in learning</li><li>• Completes work with encouragement</li><li>• Rarely acts on advice</li><li>• Sometimes shows an active involvement in learning</li><li>• Is aware of some personal targets</li><li>• Frequently forgets or fails to have items of equipment</li></ul>
E	Unacceptable	<ul style="list-style-type: none"><li>• Little or no interest in learning</li><li>• Often fails to complete work</li><li>• Ignores advice and repeats mistakes despite intervention</li><li>• Rarely, if ever, shows an active involvement in learning</li><li>• Apparently unaware of targets</li><li>• Rarely, if ever, is prepared for the lesson</li></ul>

# Pastoral Support Here to help

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Phone – 01637 872080

Email [year11@tretherras.net](mailto:year11@tretherras.net)

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



# Well-Being Practitioners

## Miss Thomas/Mrs Cartwright/Miss Summers/

The well being practitioner's role is to support students when they have worries or concerns which may have an impact upon their education

To offer our young people a non judgemental service, they are here to listen

Their aim is to encourage students to develop self help strategies that will empower them and build confidence and self esteem.

They can offer 1:1 sessions, and give information and advice to students, parents and carers around useful websites and apps that may help.

They can signpost to outside agencies for additional support where necessary.

Please don't hesitate to contact Mr Sloan or Miss Brett if you feel that the well being mentors can help in any way.



# Pastoral Support Here to help

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If you do have any worries or concerns about your child or another child, here are some useful telephone numbers -

Early Help Hub in Cornwall: 01872 322277

Multi Agency Referral Unit: 0300 123 1116

# Tux and Tiara

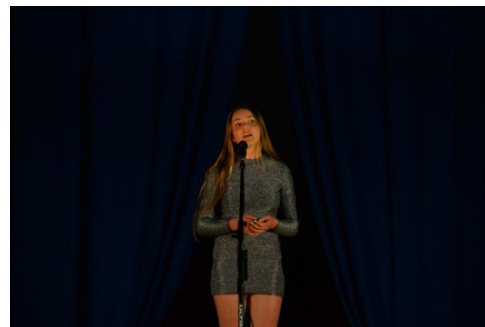
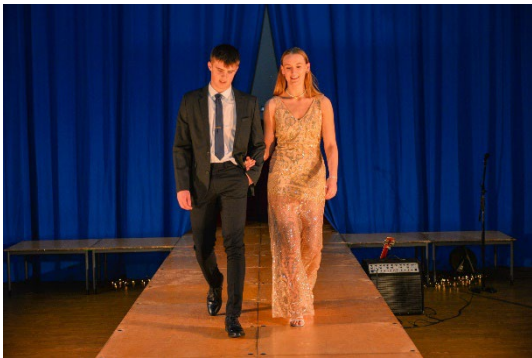
Opportunity to raise money for Prom

Date - Wednesday the 22<sup>nd</sup> of February 2023

Music, a raffle, free entry for under 10s

We will be asking for donations for the raffle

Doors will open at 6:30 and show will begin at 7pm



# Prom



We are currently speaking with different venues in Newquay to host the prom

Date TBD - will be around the 22<sup>nd</sup> of June (after exams)

We have got a prom committee and we are trying to come up with ways to fundraise (cake sale, year 7 silent disco) - the more money we raise the cheaper the tickets for prom are

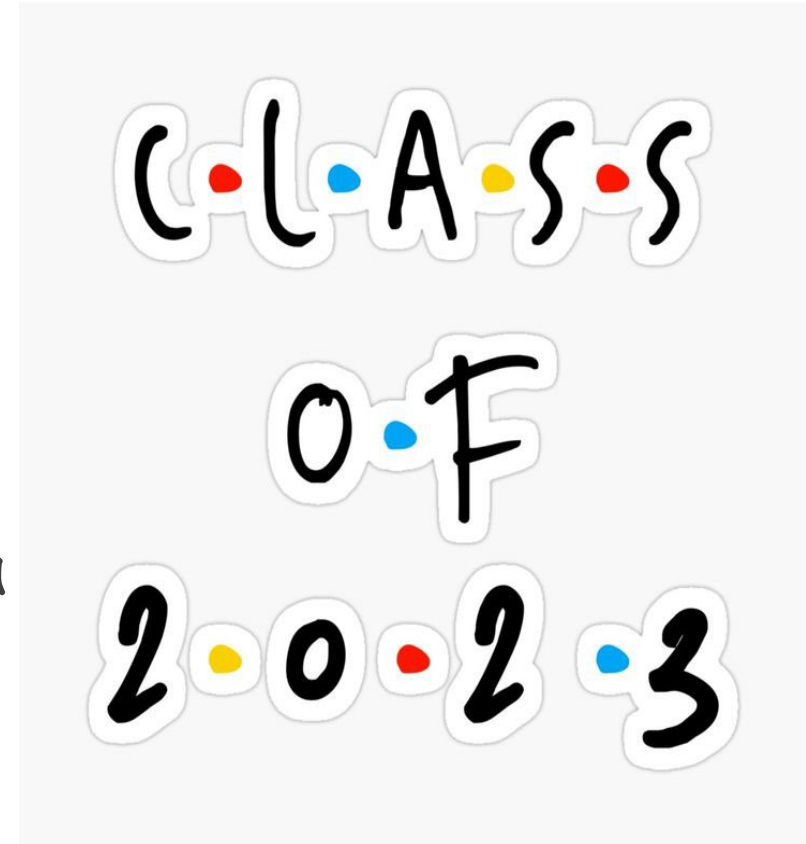


# Yearbook

We have a yearbook committee and are speaking to companies to get the best deal

The yearbook will have what has happened in the last 5 years and hopefully remind them of the fun times in school

Currently we plan to have an aspirations page, a most likely to section and have a comparison between their year 7 and 11 photos.



# What should my child be doing?

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Revising for PPEs

Up to 4 hours each weekend

Homework / study during the week (directed revision)

Attending revision classes after school, where directed or where they have free time.

We will be supporting with exam revision timetables, there is one in your pack so you can get started.



**Focused, active learners**  
**Attend-Intervention**  
**Remember-Deadlines**





# Examination boards

SUBJECT	COURSE CODE	EXAM BOARD
ART – FINE ART	8202	AQA
ART – 3D DESIGN	8205	AQA
COMBINED SCIENCE	8464	AQA
COMPUTER SCIENCE	J277	OCR
CREATIVE iMEDIA	J817	OCR CAMBRIDGE NATIONALS
DESIGN TECHNOLOGY	8552	AQA
DRAMA	8261	AQA
ENGINEERING	9790	WJEC /EDUQAS
ENGLISH LANGUAGE	8700	AQA
ENGLISH LITERATURE	8702	AQA
ENTERPRISE & MARKETING	J819	OCR CAMBRIDGE NATIONALS
FRENCH	8658	AQA
GEOGRAPHY	C111	WJEC/EDUQAS
HEALTH & SOCIAL CARE	J811	OCR CAMBRIDGE NATIONALS
HISTORY	1H10	EDEXCEL
HOSPITALITY & CATERING	5569	WJEC/EDUQAS
MATHS FOUNDATION	8300 F	AQA
MATHS HIGHER	8300 H	AQA

SUBJECT	COURSE CODE	EXAM BOARD
MEDIA	C680	WJEC/EDUQAS
MUSIC	8271	AQA
MUSIC PRACTICE	DXLX5	PEARSON BTEC
PHOTOGRAPHY	8206	AQA
PHYSICAL EDUCATION	8582	AQA
RELIGIOUS STUDIES	8062	AQA
SOCIOLOGY	8192	AQA
SPANISH	8698	AQA
SPORT SCIENCE	J812	OCR CAMBRIDGE NATIONALS
TRIPLE SCIENCE BIOLOGY	8461	AQA
TRIPLE SCIENCE CHEMISTRY	8462	AQA
TRIPLE SCIENCE PHYSICS	8463	AQA

# PPEs

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Are in the majority of subjects

You have already received a letter about the PPEs via email with a link to the timetable.

There is a copy of the letter and the PPE timetable in the pack

To find out what your child should be revising, what topics are coming up, follow this link:

<https://newquaytretherras.sharepoint.com/sites/PPEResources>

Check the letter for a copy of the link



**YEAR 11 – Term 1 : Macbeth**

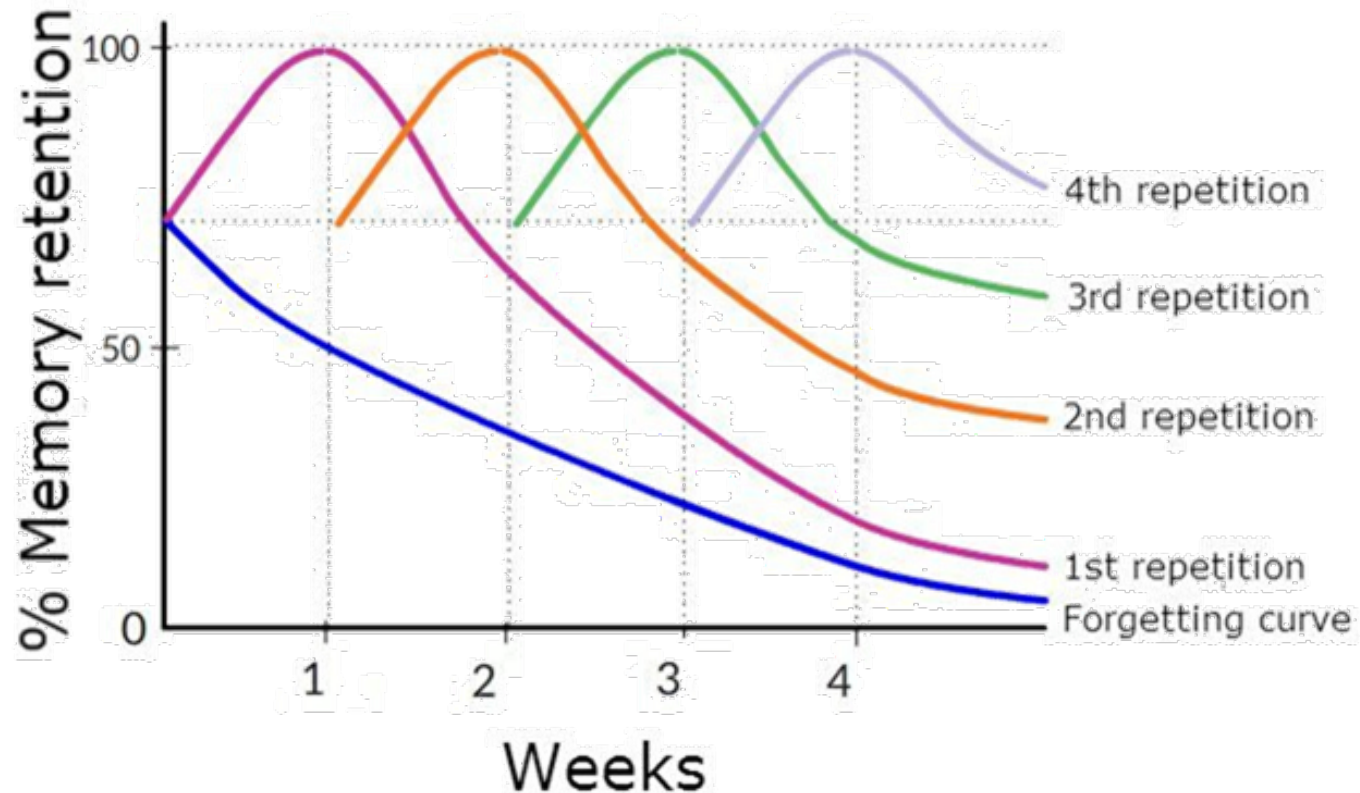
By the end of this unit, I will be able to answer:

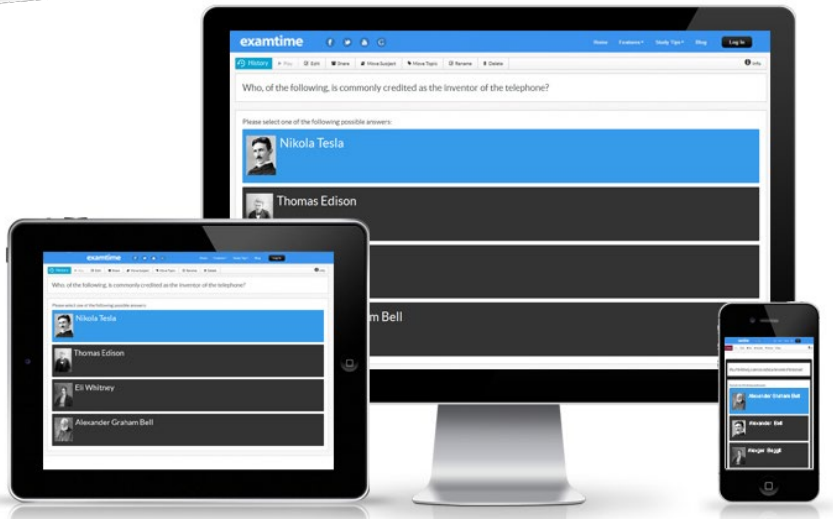
	Red	Amber	Green	Key Vocabulary
How do the witches challenge the patriarchal society they live in?				
Why does Shakespeare include the supernatural?				
Why is it crucial that the witches open the play?				
How does Shakespeare construct the witches' language to present them as powerful?				
How is Macbeth viewed by others at the start of the play and what does this foreshadow?				
How is Macbeth presented as a violent character?				
How do we know Macbeth has a conscience at the start of the play?				
What are Macbeth's hallucinations and what are their significance?				
How does Macbeth demonstrate some remorse after committing treason/regicide?				
Why does Shakespeare depict Macbeth as having no right to the throne?				
What is the purpose of Macbeth's psychological deterioration?				
How does the balance of power shift between the Macbeths?				
Why does Macbeth choose to make a second visit to the witches?				
How does Lady Macbeth break Jacobean social norms at the start of the play?				
How does Lady Macbeth's power diminish through the play and why?				
How does Lady Macbeth manipulate her husband and why?				
Why is Lady Macbeth ignorant to the gravity of regicide?				
How is her femininity restored? How does masculinity dominate the play?				
Who is Macduff loyal to and who does this contrast?				
Why does Macduff leave his family alone and vulnerable?				
How is Macduff portrayed as a hero?				

[YEAR-11-Term-1-Learning-Journals-V4.pdf](#)  
[\(tretherras.net\)](#)

To commit something to long-term memory we need to revisit/repeat it several times (in different ways) ...

### The Forgetting Curve for newly learned information (Ebbinghaus)







**SORT**



A whole-school revision strategy  
for Newquay Tretherras

# SORT your revision ...



## Summarise

**Summarise** your class notes using flash cards, mind maps, visual organisers, intelligent graffiti, revision clocks, Cornell sheets, mnemonics etc. to condense and transform them.

**40%**

Ongoing, before unit tests and at least 8-12 weeks before PPEs/Exams

## Organise

**Organise** your revision materials **by topic/sub topic**. Traffic Light your PLC sheets to **identify areas of weakness or gaps** (Red/Amber).

**10%**

Half termly/before unit tests and at least 8-12 weeks before PPEs/Exams

## Recall

Use active **recall** and spaced **repetition** to memorise your revision materials until you can recall information e.g. look, cover, write, check or self-testing. **Focussing on areas of weakness**.

**30%**

## Test Yourself

Use low stakes **online tests/quizzes** and answer high stakes **past paper/sample questions** to check and apply knowledge & understanding.

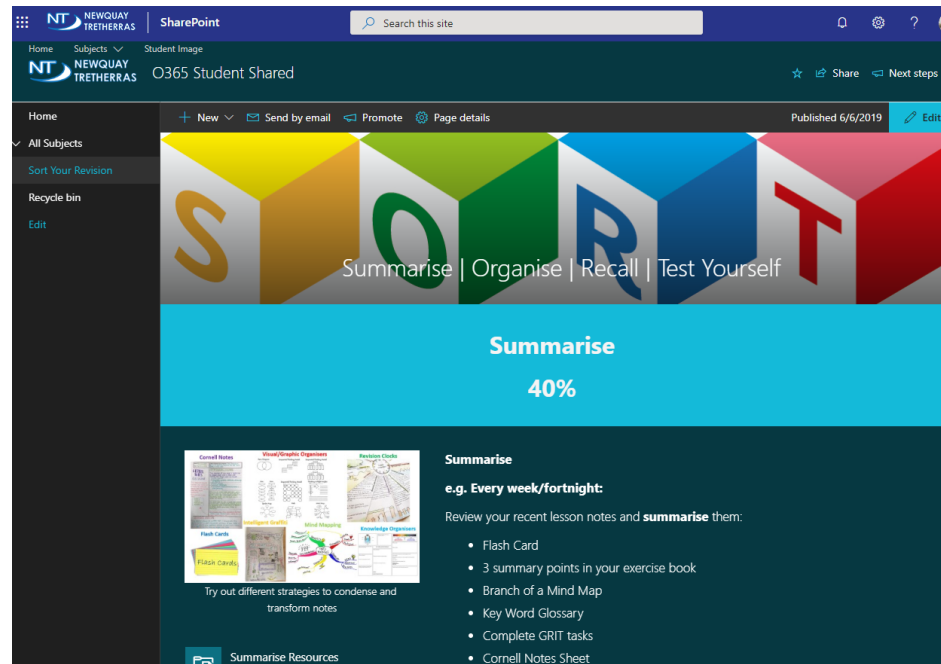
**20%**





# SORT SharePoint ...

A website to share strategies/resources  
(Student email and password required to login)



[www.tretherras.net](http://www.tretherras.net) – NT Revision Resources – SORT



# What can I do to support my son/daughter at each stage?

Summarise	Organise	Recall	Test Yourself
<p>Provide materials to help summarise information and store revision notes.</p> <p>Pens/Pencils/ Highlighters Blank flash cards A4/A3 paper</p> <p>Make sure they are not spending all their time on this part!</p>	<p>Help your son/daughter create a revision timetable and put this somewhere prominent.</p> <p>Ensure they build in regular breaks and offer rewards as incentives along the way.</p>	<p>Help them with 'self testing' or ask them to explain something they have revised to you.</p> <p>Allow them to put revision notes around the house.</p> <p>Mini-whiteboards and whiteboard pens can be useful tools for students to test themselves without wasting paper.</p> <p>Subscribe to Quizlet Plus</p>	<p>Encourage them to answer past questions and mark them themselves</p> <p>Ask them to explain to you what is required for top marks.</p> <p>Ensure they are not simply trying multiple choice questions e.g. low tariff online tests!</p>

## What else can I do to support my son/daughter's revision?



Dedicated study space



Make sure revision is spaced with breaks



Plenty of sleep

## SORT Your Revision Strategy: Guide for Parents

Revision involves 4 stages:

Summarise	Organise	Recall	Test Yourself
Summarise your class notes using flash cards, mind maps, visual organisers, intelligent graffiti, revision clocks, Cornell sheets, mnemonics etc. to condense and transform	Organise your revision materials by topic/sub topic. Traffic Light your PLC sheets to identify areas of weakness or gaps (Red/Amber).	Use active recall and spaced repetition to memorise your revision materials until you can recall information e.g. look, cover, write, check or self-testing.	Use online tests/quizzes and answer past paper/sample questions to check knowledge & understanding. Also write plans/notes for longer answers.
40%	10%	30%	20%

Revision should be done in manageable 'Chunks' and should be spaced out and repeated.

What can I do to support my son/daughter at each stage?

Summarise	Organise	Recall	Test Yourself
Provide materials to help summarise information and store revision notes. Pens/Pencils/ Highlighters Blank flash cards A4/A3 paper  Make sure they are not spending all their time on this part!	Help your son/daughter create a revision timetable and put this somewhere prominent.  Ensure they build in regular breaks and offer rewards as incentives along the way.	Help them with 'self testing' or ask them to explain something they have revised to you. Allow them to put revision notes around the house. Mini-whiteboards and whiteboard pens can be useful tools for students to test themselves without wasting paper. Subscribe to Quizlet Plus	Encourage them to answer past questions and mark them themselves.  Ask them to explain to you what is required for top marks.  Ensure they are not simply trying multiple choice questions e.g. low tariff online tests!

What else can I do to support my son/daughter's revision?



To further support revision:

Guide for Parents

Parent Workshop following on tonight

SORT Activities in Tutor Time, Lessons and Homework

Text and Facebook Reminders for PPEs

# HOW CAN I HELP? 3 WAYS..

1. Ensure they **attend** all that is asked of them
2. **Talk and engage** them in their learning and deadlines
3. Help them **revise**



# How is school helping...

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Clear and excellent teaching by specialists

SORT and revision tips and support

Intervention sessions in tutor time and after school

Mentoring programmes

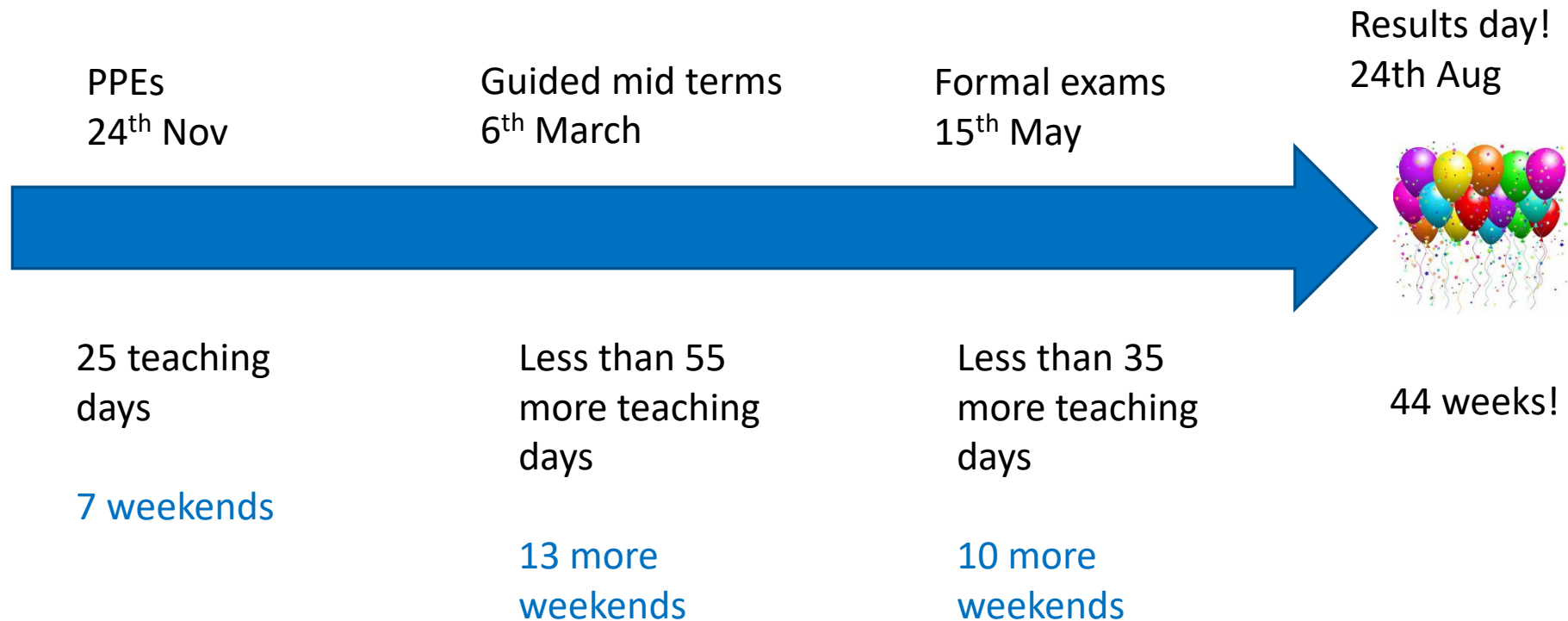
Careers guidance

Superb pastoral support and well-being focus

Extra-curricular programme to engage and enrich

# Doesn't Time Fly...

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# ULTIMATELY

Year 11 are already a success. As parents, carers, pupils and as a school, we just need to all work together on this last stretch to get the key to those futures you all so richly deserve.

Good luck Year 11!





You should have already received a login and password

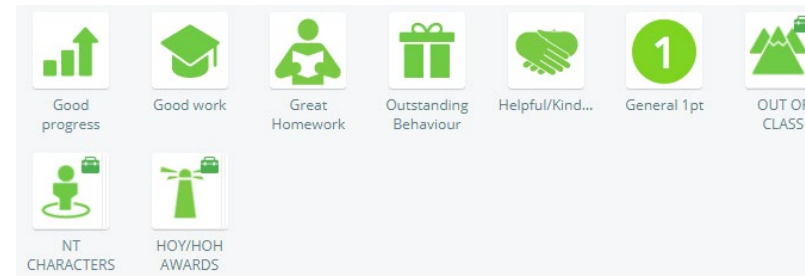
You can login online and download an app straight to your phone

This is where ALL homework will be set

This is also where achievement/behaviour points are recorded



# Praise Protocols



House Points	Reward
25	E - Raffle ticket & Postcard home
50	E - Raffle Ticket and Queue Jump Pass
75	E Raffle ticket
100	E Raffle ticket and Club 100 – HOY prize
125	E Raffle ticket
150	E Rafflet ticket & HOY Prize
200	E Raffle Ticket
250	Headteacher award



# Uniform – Nothing has changed

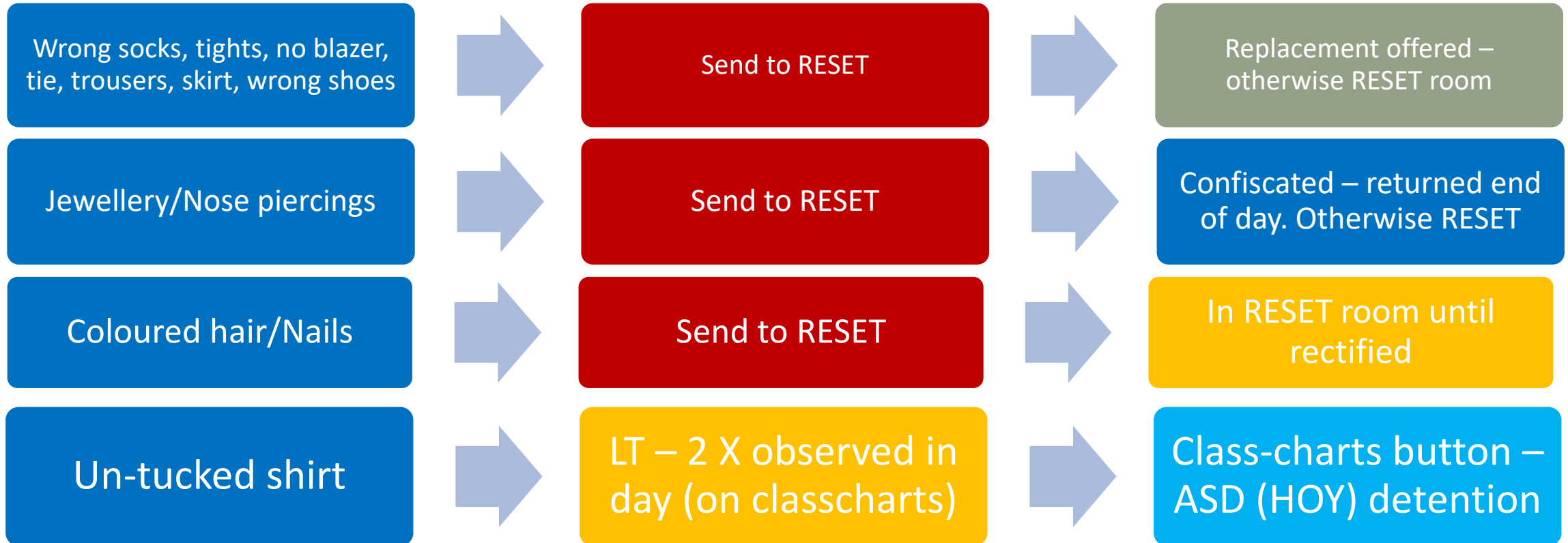
## Just for Clarity:

- 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-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



**Please see the website for more information**

# School's response to incorrect 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"> <li>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.</li> <li>LT to deal with initially – Keep teacher informed and support teacher with reparation</li> </ul>	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"><li>• Call home (tutor)</li><li>• ASD</li><li>• Report 2 weeks duration minimum</li></ul>
HOY report - Orange.	30 Behaviour points.	<ul style="list-style-type: none"><li>• Meeting with parents (HOY)</li><li>• One day in RESET room</li><li>• Report 2 weeks duration minimum</li></ul>
SLT report - Red	60 Behaviour points.	<ul style="list-style-type: none"><li>• Meeting with parents (LT + HOY)</li><li>• Two days in RESET room</li><li>• Report 2 weeks duration minimum</li></ul>



# 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](mailto: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**



# ONLINE SAFETY

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NEWQUAY TRETHERRAS





# What is our approach?

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We have an Online Safety policy which can be found on the policy section at [Tretherras.net](http://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

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Safeguarding Team at  
Tretherras [safeguarding@tretherras.net](mailto:safeguarding@tretherras.net)

Head of Year – [Year8@tretherras.net](mailto:Year8@tretherras.net)

IT Technical Staff

Childline [www.childline.org.uk/](http://www.childline.org.uk/)

CEOP- Child Exploitation and Online protection  
command [www.ceop.police.uk](http://www.ceop.police.uk)

NSPCC- [www.nspcc.org.uk](http://www.nspcc.org.uk)

Thinkuknow [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

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





## NT Parent Voice PTA

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NT VOICE is the voice for parents of NT students.

It aims to provide opportunities for parents to offer their ideas to develop Tretherras from your perspective and making use of your experience.

*The first meeting will be a virtual meeting via Teams on Tuesday 4th October at 6.30pm.*





# NT Parent Voice PTA

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## NT VOICE

Organises only one fundraising event during each academic year.

The Winter Craft Fayre occurs in November for two days.

If you are interested in helping to organise this event (or perhaps to help

Running this event on the two days) then please email [ntvoicemembers@tretherras.net](mailto:ntvoicemembers@tretherras.net)



# Thankyou

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## Any Questions?

**Please email any enquiries to:**

**[year11@tretherras.net](mailto:year11@tretherras.net)**

