



Year 10 Expectation Evening

Ms. Ollerenshaw

Head of Year 10

Year10@tretherras.net



CORNWALL EDUCATION LEARNING TRUST
LEARNING TOGETHER

Exam Success 2023

***Sixth Form results, top 10% Nationally
GCSE results, top 35% Nationally***



Meet the Year 10 Team

SOL – Ms Ollerenshaw. Head of Year 10

SMB – Mr Brown. Deputy Head of Year 10

KES – Miss Summers. Wellbeing Mentor for Year 10


SLH – Mrs Henry. Work experience and careers

KPP – Mrs Pender. Access coordinator

GEH – Mrs Harries. Deputy Head of Tretherras linked to Year 10



Meet the Year 10 Team – Form Tutors

- **CHH – Mrs Hughes**
 - **TRB – Miss Bunyan**
 - **TKW – Miss Wilson**
 - **RWH – Mr Hargreaves**
 - **BLW – Mrs Wade**
 - **JAB – Mrs Brown**
 - **MKL – Mr Langdon**
 - **JMR – Mr Robins**
 - **ADT – Mr Tatlow**
 - **SKY – Miss Yolland**
 - **LJE – Mrs Earp**
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Key Dates 2023-2024

- **Autumn Mid term assessments. Monday 6th - Friday 10th Nov**
- **Work experience deadline for paperwork. Friday 8th Dec**
- **Parents evening. Tuesday 23rd January. Virtual**
- **PPE series. Monday 18th – Friday 28th March 2024**
- **Summer Mid term assessments.**

Monday 17th June – Friday 21st June



Trips and Visits

- **Alton Towers Scarefest 7th October**
- **Ice skating at Eden TBC**
- **WSL Bristol vs BHA 3rd March 2024**





Culture, Ethos, Standards

We want the very best for your children

For them to be happy and successful

For them to **achieve highly; engage fully; decide wisely; and communicate convincingly**

Alongside excellent teaching, the way to do this is to have a *culture* of excellence and high standards

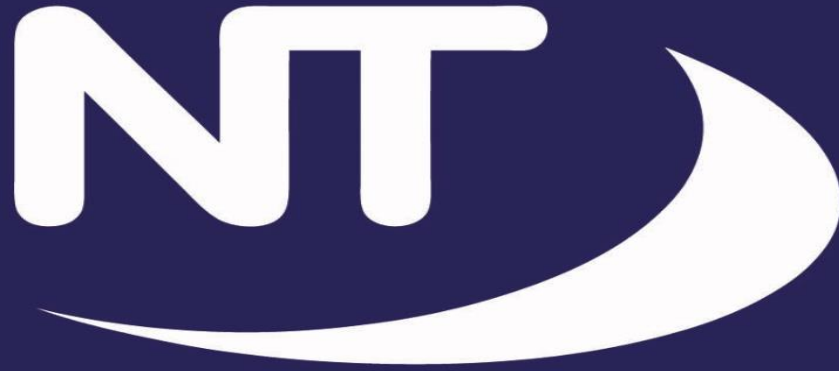
WHAT DOES AN EXCELLENT CULTURE LOOK LIKE?

Safe and thriving environment

Inspiring and aspirational classrooms

Calm and ordered corridors and outside spaces

Polite, prepared and punctual students



NEWQUAY TRETHERRAS

ACHIEVE HIGHLY

COMMUNICATE CONVINCINGLY

ENGAGE FULLY

DECIDE WISELY

At Newquay
Treherras we are...

P

Punctual

We are on time to lessons and hand homework in on time.

Prepared

We have a positive attitude to learning and bring the correct equipment to lessons.

Polite

We are helpful, respectful and kind.

TO LET THEM OFF IS TO LET THEM DOWN

Equipment check

Attendance
conversation

Behaviour report

Uniform check

Punctual

We are on time to lessons and hand homework in on time.

Prepared

We have a positive attitude to learning and bring the correct equipment to lessons.

Polite

We are helpful, respectful and kind.

WE HAVE A UNIFORM HERE AT NT

Creates community cohesion

Reduces unkindness and distractions

Removes peer pressure

It's safe and identifies those in our school

Prepares students for life beyond school


Improves learning habits




Culture and Ethos

NT Ready – Uniform

- Blazers must be worn inside the building
- We insist on shirts being tucked in
- Only the school skirt can be worn
- Ties full length and clip on
- Trousers are tailored and to the ankle (not above or rolled – Dickies trousers are not allowed)
- Plain black socks and shoes (Year 7 must wear polishable shoes with a heel, not any form of trainer or skate shoe)
- One stud earring per ear, one ring per hand- no other jewellery; no nose or facial piercings
- No coloured nail varnish or acrylic nails
- Hair colour to be natural and no extreme hair cuts



But why the need for a
'uniformed' uniform?





From September 2024

1. Having high standards starts with the small things, which then improve culture and outcomes
2. It's about inclusion and community and driving standards as one NT Family, **fairly** and **consistently**
3. It's about not wasting valuable learning time
4. Clarity reduces barriers and avoids conflict

1. Having high standards starts with the small things

- DfE case studies of **high performing schools** attribute success to factors such as:

“**attention to detail** – strict rules, no mobiles, weekly equipment checks, detentions for such things as rubber or pen missing, **uniform infractions**, colour of hair

“Uniform is a symbolic lever...communicating a sense of self pride, pride in their institution and how they convey themselves.” Tom Bennett

“If the school does not reliably or routinely insist on good, specific, uniform...It can associate the school culture with low standards, inconstancy or exemplify the chaotic way that other aspects of the school are run.

If uniform rules do not need to be followed, why follow any other rule?”

2. It's about inclusion and community and driving standards as one NT Family, fairly and consistently

For students to be treated fairly, the expectations and rules need to be crystal clear

For standards to truly rise in a school, it must be done as one, with everyone committing to the same, high standards

3. It's about not wasting valuable time

Form tutor - 'Can you go to the Head of Year please? I'm not sure about those shoes / trousers / skirt. I'm not sure if that counts as a school skirt'

Head of Year - Hmmmm... let me see XXX about that. I know we've asked some students to change that, but hang on, look, there's a Year 11 wearing it, so maybe it's fine? Wait there, I'll find out.

This process can take all morning. Pastoral leaders want to be:

- Talking to children
- Checking welfare
- Celebrating them

Clarity
saves
time!

4. Clarity reduced as priorities and demands conflict

This year, so much clearer!

Wrong uniform?

RESET to get it right!

Duties

Lesson

According to a 2010 study by the University of Houston, the average **absence rate for secondary girls dropped** by 7 percent when uniforms were introduced.

Studies also discovered that “**behavioral difficulties switched to less serious transgressions**” with a focus on uniform.

Typically, analysis demonstrates that uniforms reduce disciplinary and attendance issues, which **improves study ethic**.

Students can focus on other parts of the classroom environment when they are not trying to gain popularity through fashion or accessories. That also implies that they can stay focused on their academic performance, **which eventually results in higher grades**.

TO LET THEM OFF IS TO LET THEM DOWN

We will not move from these high standards

Your children deserve the best educational experience

Culture and Ethos

Mobile Phones are banned – Gate to gate



What does the research say?

Perhaps the single most powerful way to bring efficiency, focus and rigor to a classroom is by installing strong procedures and routines. (Lemov 2019)

Habits and routines are the foundation of an efficient, productive classroom.

(Barton 2022)

The teacher's duty is to clarify that there are different expectations to the ones that the students assume, and that these expectations are set by the teacher. (Bennet 2020)

You will not find a school that can combine academic success and mayhem in classrooms and corridors.

(Hendrick & Macpherson 2017)

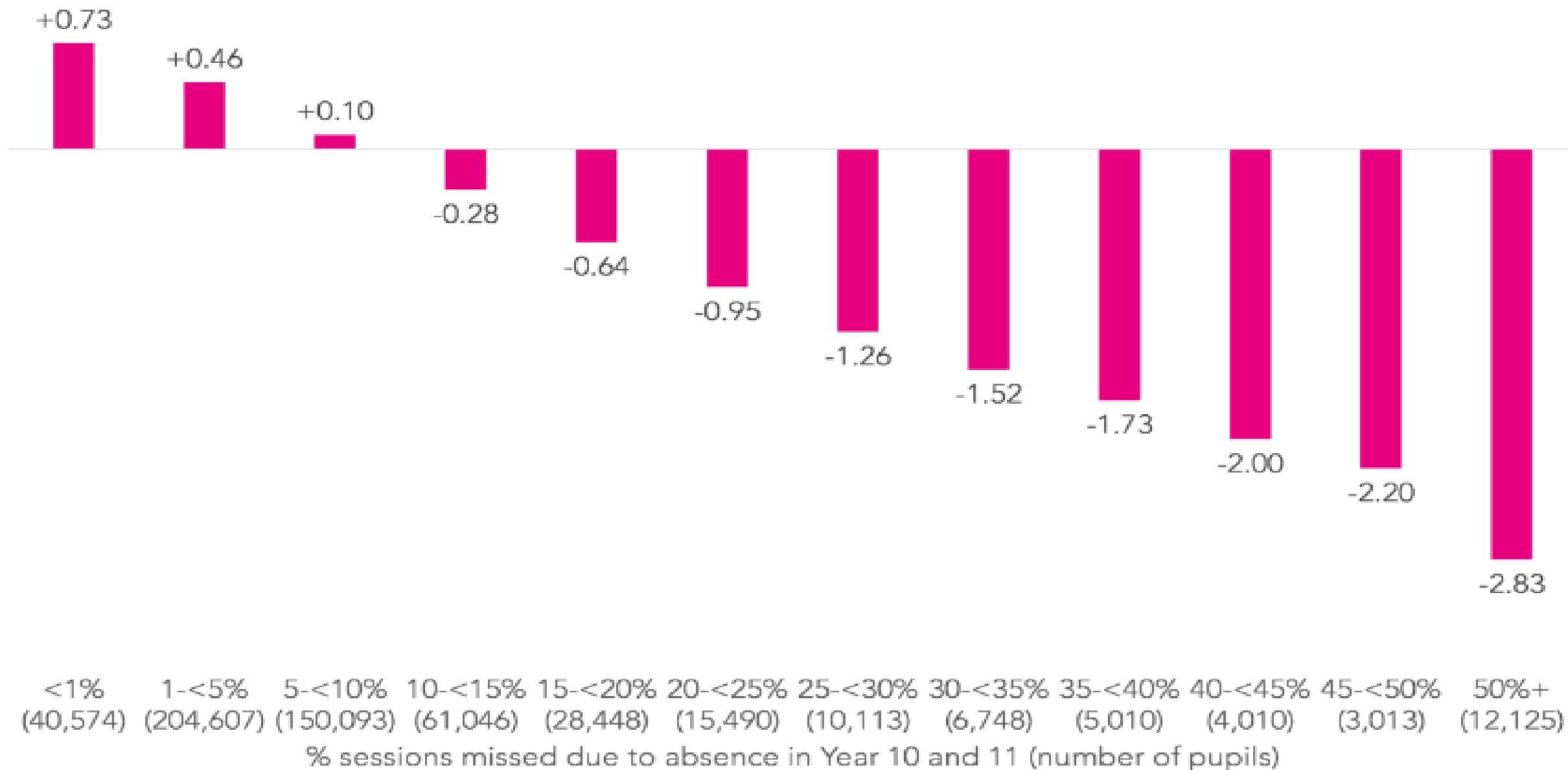
TO LET THEM OFF IS TO LET THEM DOWN

We want to aim high for your children

Your children deserve the best educational experience

But we have to do it together

Average Progress 8 score by % absence in Year 10 and 11 Pupils in 2022 Key Stage 4 performance tables



ATTENDANCE MATTERS

- If a child **misses 10%** of lessons, they end up with **a grade lower** in all their subjects
- If a child **misses 25%** of lessons, they end up with **2 grades lower** in all their subjects
- If a child **misses 50%** of lessons, they end up with **3 grades lower** in all their subjects


BECAUSE IN...

- 65 teaching weeks
- You'll open an envelope

Attendance Matters- Lost Learning Time

- **Students need to be in school for 8.25am** and registration starts at 8.30am
- Being late after 8.30am 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.

We cannot authorise holiday absences

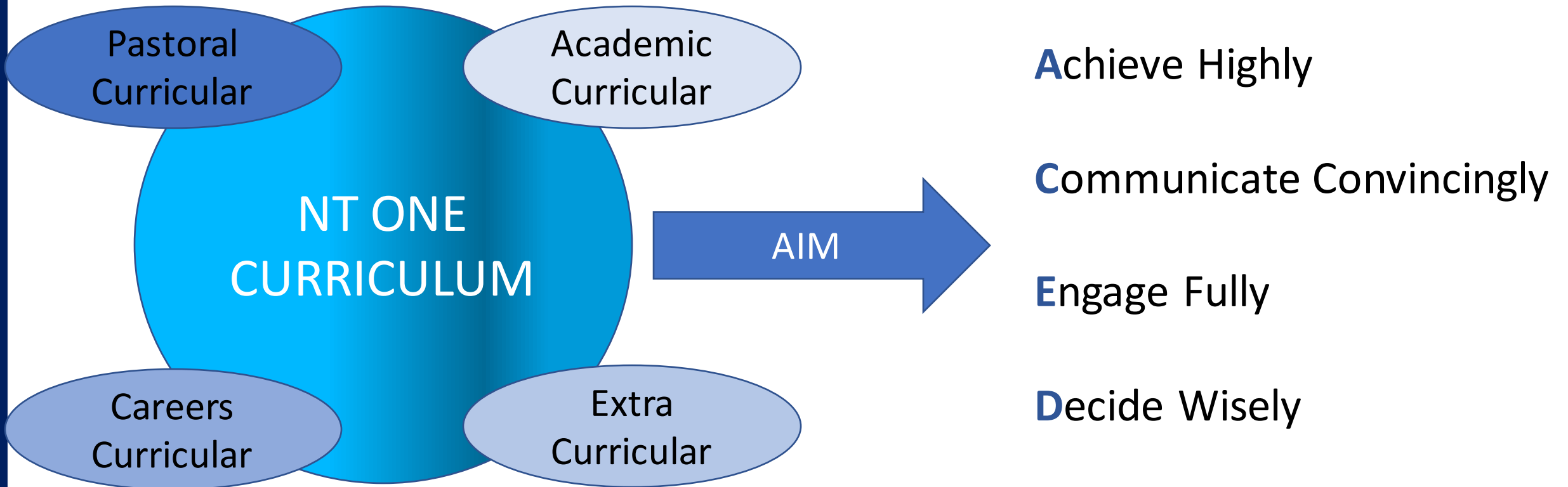
- There are no holiday forms as Government legislation does not allow schools to authorise holidays during term time
 - We are required to apply for fixed penalty notices for absences that exceed 5 school days
 - There are exceptional leave of absence forms but exceptional refers to weddings of close family members, sporting events where students are representing recognised the school teams or events such as funerals and memorials
 - The form is accessed via the website
- 

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.**

At NT, those who attend perform exceptionally well – those with attendance of less than 85%, were nearly two grades below their peers in each one of their subjects, on average.

85% attendance = 142.5 hours of missed lessons (**Lost Learning**) per year and is equal to $\frac{3}{4}$ of a year over 5 years





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%



NT CURRICULUM

IT'S YOUR STORY TO TELL

Curriculum Chronicle Year Group Overview

YEAR 10



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	Refining and Independence	2D and 3D projects – The Environment – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas	2D and 3D projects – Portraits – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas	2D and 3D projects – Portraits – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas	2D and 3D projects – Portraits – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas	Personal project – develop and sustain an individual project working in a range of materials of your choice	
CATERING	Exploring and widening	Hygiene and safety in the Hospitality and Catering industry; knife skills Job roles in the industry; pastry skills	Nutrients: why they are needed; special diets for different groups of people. Environmental issues: food waste; seasonal foods. Practical skills centred around high-level skills	Nutrients: why they are needed; special diets for different groups of people. Environmental issues: food waste; seasonal foods. Practical skills centred around high-level skills	Nutrients: why they are needed; special diets for different groups of people. Environmental issues: food waste; seasonal foods. Practical skills centred around high-level skills	Meal Planning: production of time plans – high-level skills, some technical challenges. Hospitality & Catering: Practical skills will be centred around high-level skills and garnish / decorative techniques	
COMPUTING	Refining and Independence	Systems architecture; memory and storage Algorithms	Wired and wireless networks Programming and practical programming	Wired and wireless networks Programming and practical programming	Wired and wireless networks Programming and practical programming	Systems software and security Logic and Languages	
CREATIVE MEDIA	Acquiring and Showcasing	Visual identity and digital graphics. Design and explain a visual identity then plan an artefact and create the visual identity which has been planned	Visual identity and digital graphics. Export digital graphic products and choose suitable electronic formats and properties for their finished digital graphic products to meet the client requirements. Reflection and improvement. Individual student level.	Visual identity and digital graphics. Export digital graphic products and choose suitable electronic formats and properties for their finished digital graphic products to meet the client requirements. Reflection and improvement. Individual student level.	Visual identity and digital graphics. Export digital graphic products and choose suitable electronic formats and properties for their finished digital graphic products to meet the client requirements. Reflection and improvement. Individual student level.	Interactive digital media. Generate an original idea for an interactive digital media product (IDMP) and plan the creation of this product. Source, create and repurpose the media components for the interactive digital media product (IDMP).	
DT	Refining and Independence	2D Computer aided design; key principles of CAD; Fusion 360; tutorial from Warwick University	Practical work focus on the NEA; planning, researching, creating, theory of design, energy regeneration, levers and mechanisms	Practical work focus on the NEA; planning, researching, creating, theory of design, energy regeneration, levers and mechanisms	Practical work focus on the NEA; planning, researching, creating, theory of design, energy regeneration, levers and mechanisms	Practical work focus on the NEA; planning, researching, creating, theory of manufacturing and product analysis	
DT: Textiles	Refining and Independence	Foundation Skills 2D and 3D Projects. Themes: Environments. Techniques and skills: Drawing, collaging, printing, embellishing, beading, tie dying, machining both with set stitches as well as free hand. Lino cutting and layering.	Foundation Skills 2D and 3D projects. Themes: PORTRAITS. Techniques and skills: Techniques and skills: Drawing, collaging, printing, embellishing, beading, tie dying, machining both with set stitches as well as free hand. Lino cutting and layering.	Foundation Skills 2D and 3D projects. Themes: PORTRAITS. Techniques and skills: Techniques and skills: Drawing, collaging, printing, embellishing, beading, tie dying, machining both with set stitches as well as free hand. Lino cutting and layering.	Foundation Skills 2D and 3D projects. Themes: PORTRAITS. Techniques and skills: Techniques and skills: Drawing, collaging, printing, embellishing, beading, tie dying, machining both with set stitches as well as free hand. Lino cutting and layering.	PERSONAL PROJECT You will have the opportunity to develop a sustained creative course work project.	
DRAMA	Refining and widening	Introduction to Acting. Character creation and styles of theatre; scripted performance Set Text: Introduction of the set text; exploration and written analysis	Devise and Practise: Range of stimulus to practise performance; research and perfect chosen stimulus. Final Project: Develop and refine work for performance	Devise and Practise: Range of stimulus to practise performance; research and perfect chosen stimulus. Final Project: Develop and refine work for performance	Devise and Practise: Range of stimulus to practise performance; research and perfect chosen stimulus. Final Project: Develop and refine work for performance	Written portfolio; revise set text; rehearse and perform devised piece Script extracts and exploration of scripted performance at GCSE	
ENGINEERING	Investigating and Exploring	Introduction to engineering in the world; drawing techniques; use of a range of materials. Isometric drawing and third angle orthographic drawings using 2D Design software.	Smart materials, metals, plastics and composites. Start using 3D CAD to model parts. Unit 1 practical task. This will involve individuals planning a sequence of operations. Taking account of time constraints, resources and limitations	Smart materials, metals, plastics and composites. Start using 3D CAD to model parts. Unit 1 practical task. This will involve individuals planning a sequence of operations. Taking account of time constraints, resources and limitations	Smart materials, metals, plastics and composites. Start using 3D CAD to model parts. Unit 1 practical task. This will involve individuals planning a sequence of operations. Taking account of time constraints, resources and limitations	Unit 1 practical task. Carrying out practical operations. Complete Unit 1 documents. Evaluate accuracy and quality of work.	
ENGLISH	Application and Exploration	19 th Century Novel – A Christmas Carol – Exploration and examination of societal morals and values Language Paper 1 Section B	Language Paper 2 – Exploration of writers' relationships with their subject through the study of writers' viewpoints and perspective	Language Paper 2 – Exploration of writers' relationships with their subject through the study of writers' viewpoints and perspective	Language Paper 2 – Exploration of writers' relationships with their subject through the study of writers' viewpoints and perspective	Modern Fiction – Animal Farm – exploration and evaluation of the state of the human condition through and society's relationship with power and corruption Paper 1 Section A	
ENTERPRISE AND MARKETING	Acquiring and Showcasing	Topic Area 1: Market Research A comprehensive explanation of the overall aims of the market research Topic Area 3: Develop a product proposal. A comprehensive summary of the strengths and weaknesses of the design proposal is produced.	Topic Area 4: Review whether a business proposal is financially viable – Part One. identify all relevant costs relating to the chosen product design. Topic Area 4: Review whether a business proposal is financially viable – Part Two. Apply the break-even formula to calculate break-even for the business proposal	Topic Area 4: Review whether a business proposal is financially viable – Part One. identify all relevant costs relating to the chosen product design. Topic Area 4: Review whether a business proposal is financially viable – Part Two. Apply the break-even formula to calculate break-even for the business proposal	Topic Area 4: Review whether a business proposal is financially viable – Part One. identify all relevant costs relating to the chosen product design. Topic Area 4: Review whether a business proposal is financially viable – Part Two. Apply the break-even formula to calculate break-even for the business proposal	RD69 Topic Area 1: Develop a brand identity to target a specific customer profile. Conduct research into competitor's strengths, weaknesses. RD69 Topic Area 2: Create a promotional campaign for a brand and product. clearly explain the promotional objectives and KPIs	
FRENCH	Application and Exploration	Introduction to the course / KS3 Revision. Theme 1: Identity & Culture – Me, my family, friends and relationships. Module 1 Qui suis-je? Topic 3 Free Time Activities Module 2 Le temps des loisirs	Theme 1: Identity & Culture. Topic 2 Technology Module 2 La Technologie Topic 3 Food and Eating Out. Topic 4 Customs and Festivals Module 3 Jours ordinaires, jours de fête (Paris 1 and 2)	Theme 1: Identity & Culture. Topic 2 Technology Module 2 La Technologie Topic 3 Food and Eating Out. Topic 4 Customs and Festivals Module 3 Jours ordinaires, jours de fête (Paris 1 and 2)	Theme 1: Identity & Culture. Topic 2 Technology Module 2 La Technologie Topic 3 Food and Eating Out. Topic 4 Customs and Festivals Module 3 Jours ordinaires, jours de fête (Paris 1 and 2)	Theme 2: Local, National, International, Global. Topic 1 Home Town Neighbourhood and Region Module 4 De la ville à la campagne. Topic 4 Travel & Tourism Module 5 Le Grand Large	
GEOGRAPHY	Thinking Critically	Urban Rural Continuum UK Population Distribution (inc. Human Fieldwork)	Global cities; River Processes and Landforms and Drainage Basins; Coasts	Global cities; River Processes and Landforms and Drainage Basins; Coasts	Global cities; River Processes and Landforms and Drainage Basins; Coasts	Weather and climate; Rivers, physical fieldwork Water Management	
HISTORY	Application of Knowledge	Paper 1: Warfare through time & The Blitz: Students will develop their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. Students will gain knowledge on the development of Warfare from 1250-1848 Conflict and London during the Blitz: understanding the social, military, political changes over time.	Paper 3 Weimar and Nazi Germany: Modern depth study covering a shorter period of time from 1918-39 Students will gain knowledge of the success and ultimate failure of the Weimar government in Germany and reasons for Hitler's rise to power and the consequences on society at the time.	Paper 3 Weimar and Nazi Germany: Modern depth study covering a shorter period of time from 1918-39 Students will gain knowledge of the success and ultimate failure of the Weimar government in Germany and reasons for Hitler's rise to power and the consequences on society at the time.	Paper 3 Weimar and Nazi Germany: Modern depth study covering a shorter period of time from 1918-39 Students will gain knowledge of the success and ultimate failure of the Weimar government in Germany and reasons for Hitler's rise to power and the consequences on society at the time.	Modern depth study covering a shorter period of time from 1918-39 Students will gain knowledge of the success and ultimate failure of the Weimar government in Germany and reasons for Hitler's rise to power and the consequences on society at the time.	
HEALTH AND SOCIAL CARE	Understanding core values	RO34 Students will plan a creative activity suitable for children. Scholars will select one creative activity, explain the benefits for in terms of PIES. RO34 Scholars will deliver the creative activity that they have planned.	RO34 Scholars will now evaluate how they planned and delivered their creative activity. They need to consider, strengths and weaknesses of their planning, communication skills and how they encouraged participation of the individual/group RO34 Scholars will undertake research and recommend two therapies suitable for the same individual or group.	RO34 Scholars will now evaluate how they planned and delivered their creative activity. They need to consider, strengths and weaknesses of their planning, communication skills and how they encouraged participation of the individual/group RO34 Scholars will undertake research and recommend two therapies suitable for the same individual or group.	RO34 Scholars will now evaluate how they planned and delivered their creative activity. They need to consider, strengths and weaknesses of their planning, communication skills and how they encouraged participation of the individual/group RO34 Scholars will undertake research and recommend two therapies suitable for the same individual or group.	RO33 Scholars will describe the milestones of growth and development that the individual has experienced during young adulthood (19-45 years), using PIES. RO33 the Scholar will need to speak to an individual who has experienced two life events and is willing to talk to you about their experience. RO33 Scholars will research and recommend personalised support to meet the needs of the individual which they interview.	
MATHS	Application of Knowledge	Developing algebra Similarity – congruence, similarity, enlargement Trigonometry	Geometry – angles and bearing, working with circles, vector Proportion and Proportional change	Geometry – angles and bearing, working with circles, vector Proportion and Proportional change	Geometry – angles and bearing, working with circles, vector Proportion and Proportional change	Delving into data – collecting, representing and interpreting data Using number – non-calculator methods, sequences, indices and roots	
MEDIA STUDIES	Acquiring and Developing	Introduction to Theoretical framework: Advertising and Marketing Magazines Film industry	TV: Crime Drama Newspapers	TV: Crime Drama Newspapers	TV: Crime Drama Newspapers	Music industry NEA	

[Year-10-overview-2022.pdf](#)
(tretherras.net)





YEAR 10 – Term 2 A Christmas Carol

By the end of this unit, I will be able to understand...

	1 SUMMARISE ✓	2 ORGANISE ✓	3 RECALL ✓	4 TEST YOURSELF ✓	Key Vocabulary
What are some social and historical facts about British society in Victorian London?					
What you learn about the characters and their priorities in stave one?					
How is the text a construct and the characters as representative of themes?					
How does Dicken's implore the readership to have sympathy for the poor?					
What does Marley warn against, and why would this be relevant to a Victorian audience? How does this link to the concept of free will?					
How did A Christmas Carol help to shape the way Victorians celebrated Christmas?					
How does the appearance of the Ghost of Christmas Past reflect its purpose and intention? Why is it constructed in a way which makes it look less threatening than Marley?					
How does Fezziwig represent morality and social responsibility?					
How does our opinion of Scrooge change in chapter 2?					

[Year-10-Learning-Journal-Term-1-2022-2023.pdf](#)
(tretherras.net)





Mrs Henry

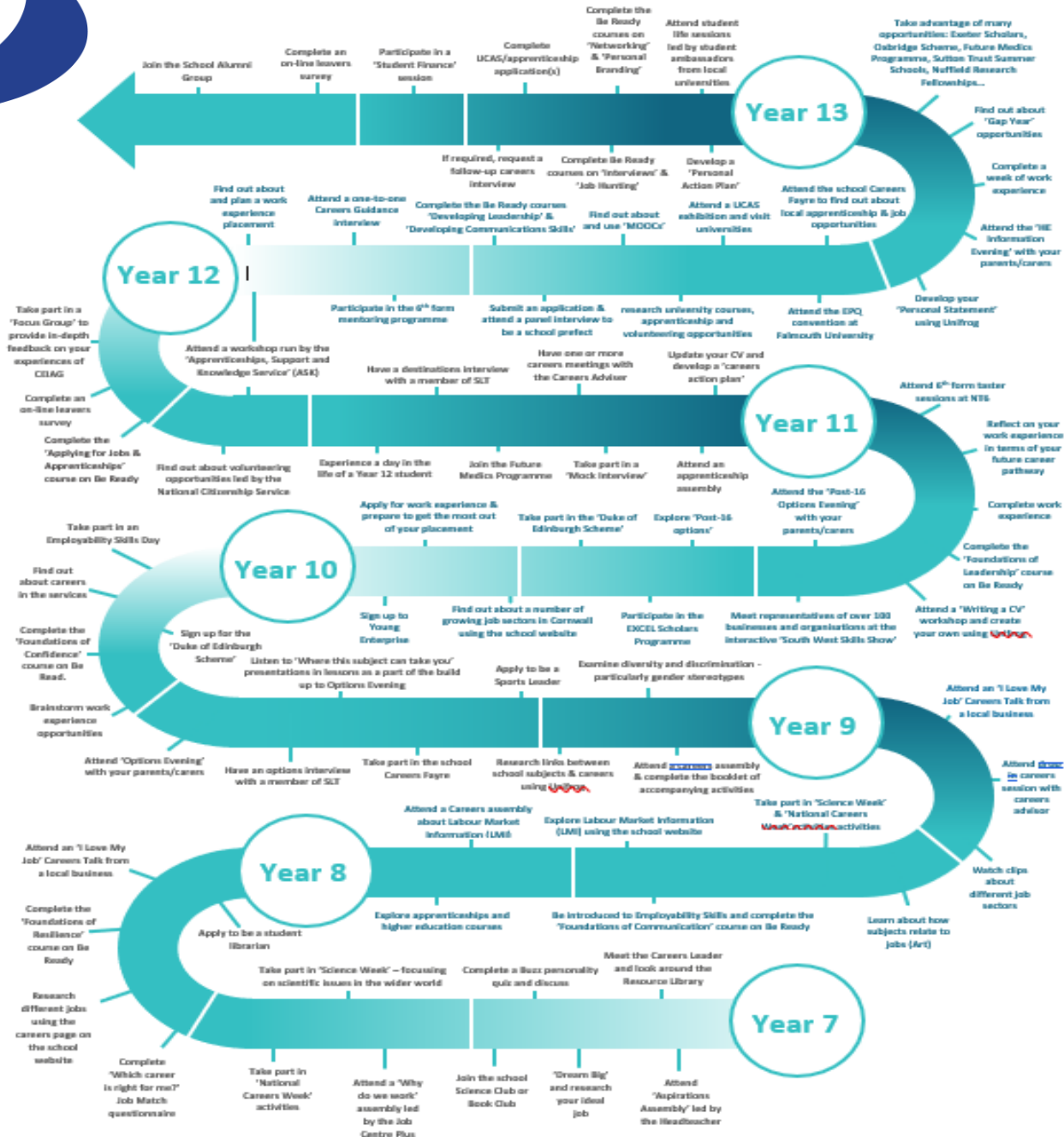
Careers & Work

Experience Lead Teacher



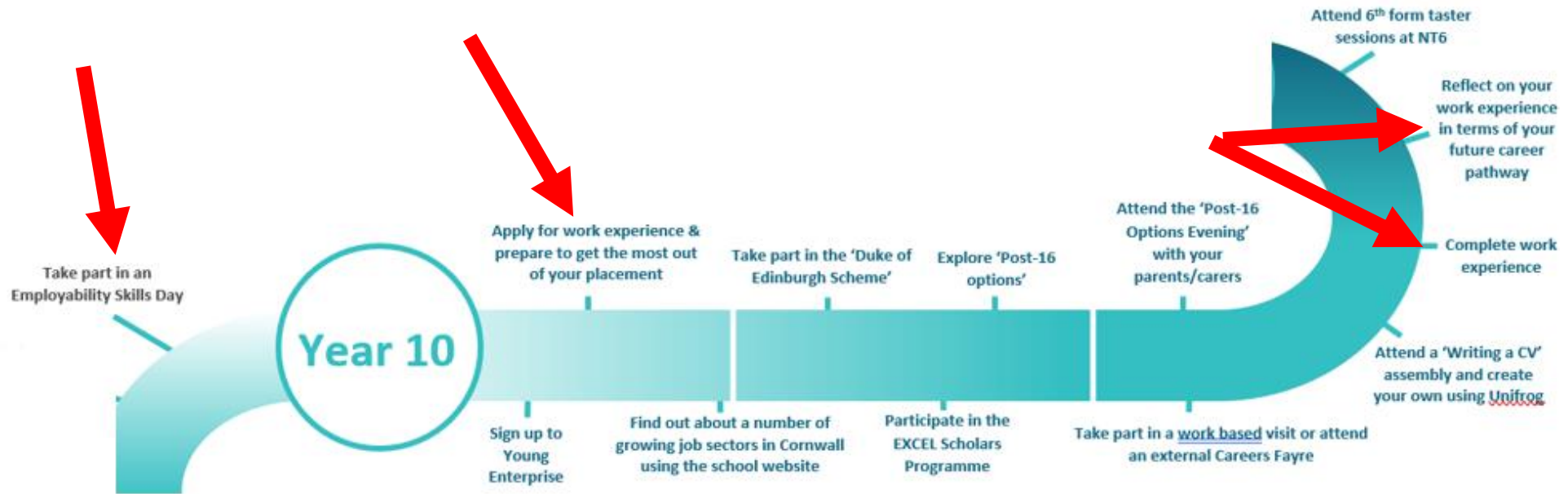


My Careers Learning Journey





Year 10 Careers Journey



What is the point of Work Experience?

A potential job offer

A fun experience

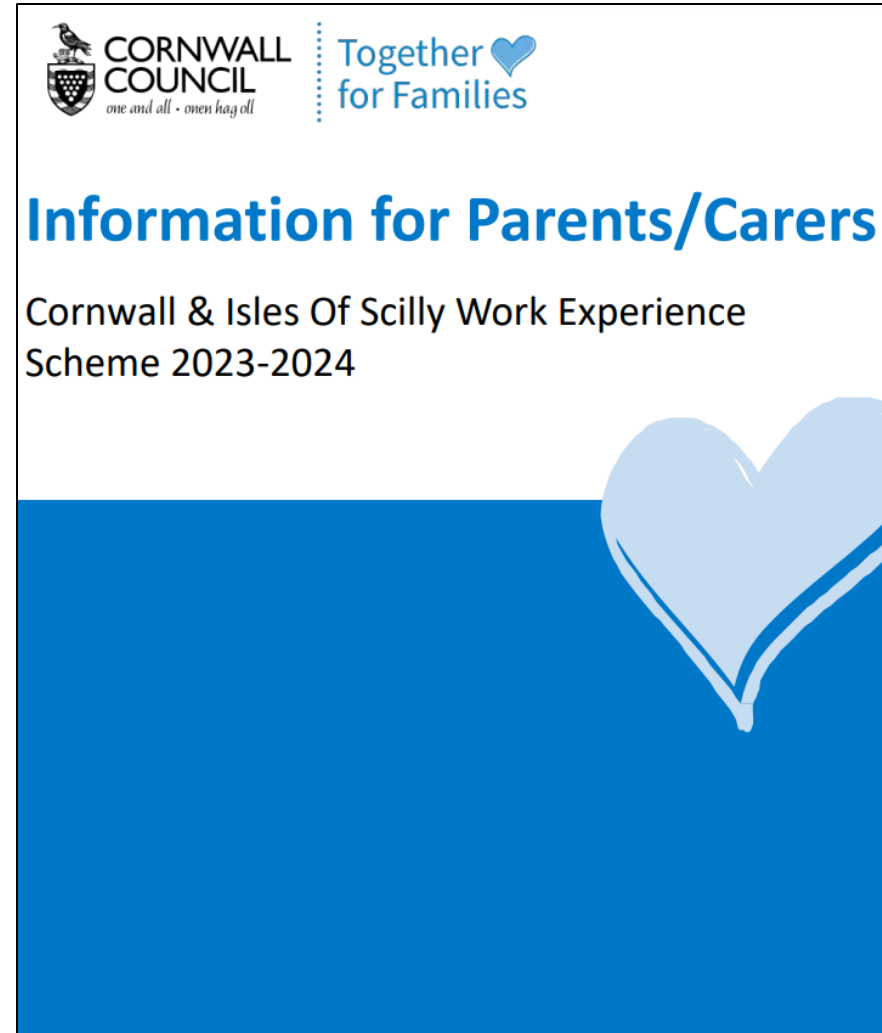
A chance to
develop key skills

A vital step in your
career journey

An opportunity

How can I support my child to find a placement?

- Read the Information for Parents/Careers guide



How can I support my child to find a placement?

- Help students to research any local businesses they might be interested in.
- Use any contacts you may have.
- The company offering the placement needs to have employers liability insurance.

VERYAN WEBSITE:

<https://cornwall.learnaboutwork.net/>

Click: **Student** and select **Newquay Tretherras** :

VERYAN You are logged in as Tretherras Student Log Out

Home Work Experience Literature Search My Placement Details

Search

Please search using the criteria below

Organisation keyword

Town/Area

Post Code

Administration, Business and Office Work

Building and Construction

Catering and Hospitality

Computers and IT

Design, Arts and Crafts

Education and Training

Engineering

Environment, Plants and Animals

Financial Services

Healthcare

Languages, Information and Culture

Legal and Political Services

Leisure, Sport and Tourism

Manufacturing and Production

Marketing and Advertising

Media, Print and Publishing

Performing Arts

Personal and Other Services including health and beauty

Retail Sales and Customer Services

Science, Mathematics and Statistics

Security and Armed Forces

Social Work and Counselling Services

Transport and Logistics

Search

Name: Tretherras Student

Pin: 2294

How can I support my child to find a placement?

- Encourage students to email or phone the business & enquire about a placement, then offer them support with their application.
- Ensure the consent forms are completed and returned to school by **Fri 8th December.**

How can I support my child to find a placement?

- Please remember to sign the front and back

PARENT/CARER AGREEMENT and CONSENT

I have read the 'Information About the Employer and Placement' and the 'Young Persons Risk Assessment' sections and agree to my son/daughter taking up this Work Experience Placement and undertaking the main duties and tasks detailed. I have read the lunch time arrangements for this placement and have discussed suitable arrangements for lunch and break periods with my son/daughter and I am aware that if my son/daughter leaves the employer's premises during lunch or break periods, no liability can be accepted by the employer or the school for any incident that may occur.

I am aware that the information contained on this form will be stored manually by the college and some of the information will be stored electronically on the Victorian Workplace work experience management database in accordance with the General Data Protection Regulations (GDPR) and the Data Protection Act 2018.

I declare that I have read and consent to the privacy notice shown below.

Signature of Parent/Carer: _____ Date: _____

STUDENT AGREEMENT and CONSENT

I have read the 'Information about the Employer and the Placement' and the 'Young Persons Risk Assessment' sections and understand the information they contain. I agree to:

- take part in this Work Experience Placement;
- follow all safety, security and other regulations laid down by the employer, either through instructions, training or as displayed;
- take reasonable care of my own health, safety and welfare and that of anyone else who may be affected by my actions or omissions;
- hold in confidence any information about the employer's business which I may obtain during this work experience placement and not to disclose such information to another person without the employer's permission.
- follow the Code of Conduct for Use of Social Media and Electronic Devices while on work experience.

Signature of Student: _____ Date: _____

CORNWALL WORK EXPERIENCE SCHEME

Work Experience Placement Approval & Consent Form 2023 – 2024

Deadline for Return to School
Fri 8 Dec 2023

This form is designed to enable the student, employer, parents or carers and the college to share essential information to make sure the health, safety and welfare of the student has been considered and that all the partners approve of the placement taking place.

Instructions for Completion

- Step 1** - Parents/carers fill in section 1.
- Step 2** - Employer fills in section 2 (pages 2 and 3) and signs page 3 and returns the form to the student or parent/carers or the school
- Step 3** - Parent/carers and the student read details provided by employer and sign consent on page 4 then return the form to the school
- Step 4** - The School completes the Approval and Consent section on page 4.

Section 1 - INFORMATION ABOUT THE STUDENT

Placement Start Date: 22 July End Date: 26 July

Name of School: _____

Telephone Number of School: _____

Tutor Group:

Name of Student: _____ DOB: _____ Age in years: _____

Address: _____

Post Code _____ Tel. No: _____ Emergency Contact Tel. No: _____

Name of Emergency Contact: _____

Essential Information relevant to Health, Safety and Welfare

In order for the employer to provide a safe placement it is essential that any medical or other significant information that may affect your son/daughter's health and safety is provided. Please complete the information below:

Does your son/daughter:	NO	YES
Have any restrictions of normal physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
Have skin allergies or eczema?	<input type="checkbox"/>	<input type="checkbox"/>
Have bronchitis, asthma or chest complaints?	<input type="checkbox"/>	<input type="checkbox"/>
Have fainting attacks or fits?	<input type="checkbox"/>	<input type="checkbox"/>
Have any hearing disability?	<input type="checkbox"/>	<input type="checkbox"/>
Have any significant colour vision defect or other vision disability?	<input type="checkbox"/>	<input type="checkbox"/>
Have any learning/behavioural difficulty that may affect their ability to understand or act on instructions?	<input type="checkbox"/>	<input type="checkbox"/>

*Please give any relevant details:

Have any other health problems that may affect their safety and welfare, including the need for regular medication? If so, please outline the details and list any medication carried for emergency purposes:

Have a specific disability and/or a Care Plan? If so, please give brief details:

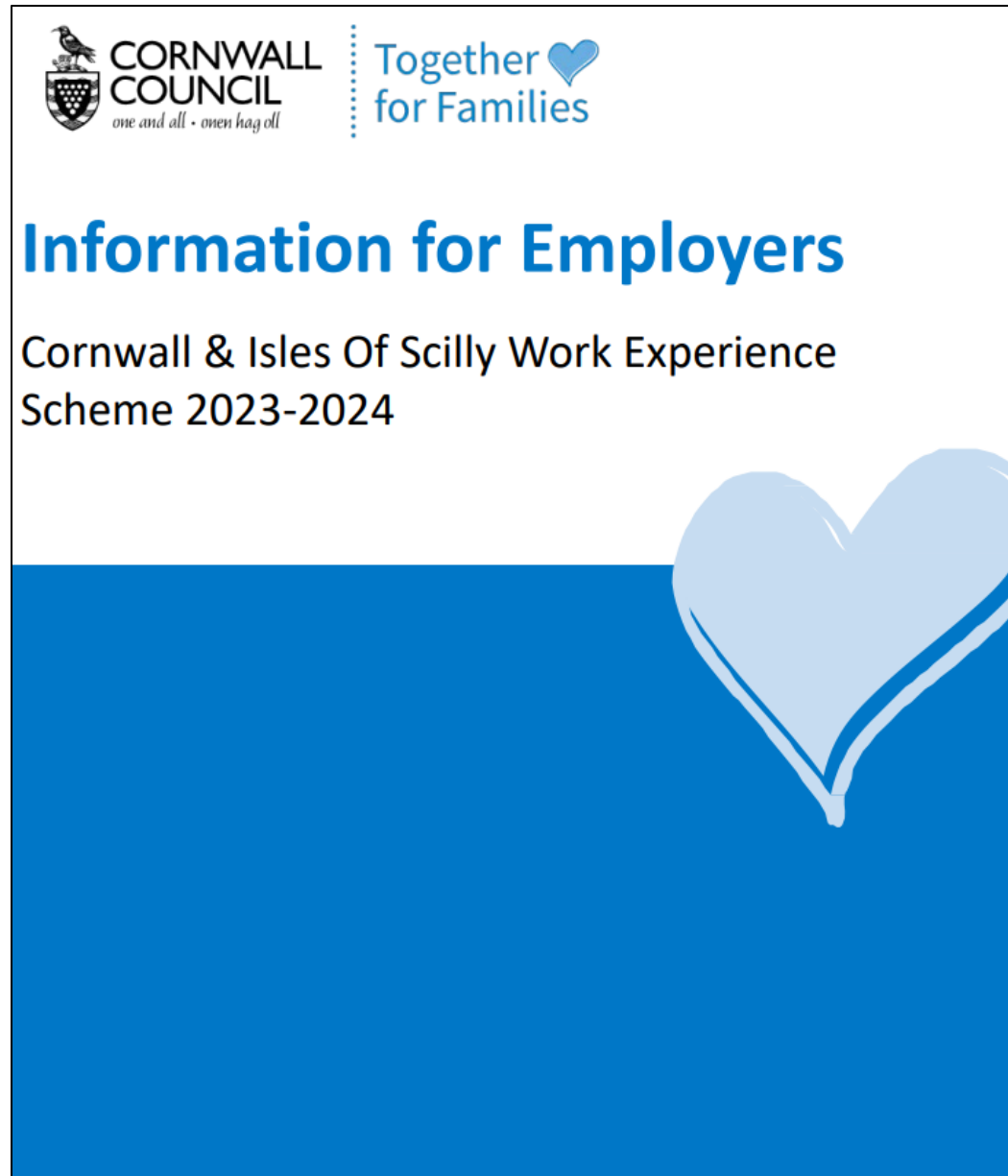
Any other information you would like to make the employer aware of that could affect the health, safety and welfare of your son/daughter:

I agree that the above information can be seen by the employer and that the school can disclose any information that they feel is relevant to the health, safety and welfare of my son/daughter whilst on the above work experience placement solely for the purposes of the Work Experience Scheme.

Signature of Parent/Carer: _____ Date: _____


Signature of Student: _____ Date: _____

- Please also give this to the employer once you have found a placement.



The image shows the cover of an information booklet. At the top left is the Cornwall Council logo, featuring a coat of arms with a bird and a shield, with the text 'CORNWALL COUNCIL' and the motto 'one and all - onen hag oll' below it. To the right of the council logo is the slogan 'Together for Families' with a blue heart icon. The main title 'Information for Employers' is written in a large, bold, blue font. Below the title, the text 'Cornwall & Isles Of Scilly Work Experience Scheme 2023-2024' is displayed in a smaller, black font. The bottom half of the cover is a solid blue color, with a large, light blue heart graphic on the right side that overlaps the blue background.

CORNWALL COUNCIL
one and all - onen hag oll

Together 
for Families

Information for Employers

Cornwall & Isles Of Scilly Work Experience
Scheme 2023-2024

NOTE: We will be competing with other schools. We want our students to get the best placements!

Popular placements:

Better Leisure (Waterworld, Trampoline Park)

Newquay Airport

Newquay Activity Centre

Dairyland

Software Cornwall

All schools, nurseries and childcare

Plymouth Argyle Football Club

RAF/Army/Police

BEING SAFE AT WORK

All placements are thoroughly checked by Education and Business Partnership.

Placements are checked for:

- Health and Safety
- Insurance
- Risk Assessments

Some placements are considered to be too risky and won't be approved.

How will we support your child to find a placement?

- Tutor sessions on a Tues morning.
 - ideas
 - computers for research
 - example email/letter
- Help & advice from the Careers Team



WORK EXPERIENCE

22nd – 26th July 2024

Please return consent forms
by **Friday 8th December**



Rewards and Sanctions

Miss Barber

Assistant Headteacher

enquiries@tretherras.net



Culture and Ethos

You will receive a login and password

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

Praise and Reward Systems

This is where ALL homework will be set


This is also where achievement/behaviour points are recorded



Culture and Ethos

- **ENGAGE FULLY;** NT culture standards – including uniform, equipment and behaviour.
- Calm, orderly compliance will enable full engagement in lessons.

Behaviour

- **DECIDE WISELY;** Consistent application of sanctions, clear communication of expectations.
 - Students showing the correct behaviour and attitude will in turn enable them to learn fully.
- 

Culture and Ethos

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.	30 Behaviour points	<ul style="list-style-type: none"> • Call home (tutor) • ASD • Report 2 weeks duration minimum
HOY report - Orange.	60 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	90 Behaviour points	<ul style="list-style-type: none"> • Meeting with parents (LT + HOY) • Two days in RESET room • Report 2 weeks duration minimum



Culture and Ethos

Praise and Reward Systems



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
25						Digital Postcard Home	Digital Postcard Home
50				Digital Postcard Home	Digital Postcard Home	Form tutor praise letter home	Form tutor praise letter home
75	Digital Postcard Home	Digital Postcard Home	Digital Postcard Home	Queue Jump Pass	Queue Jump Pass	Canteen coffee voucher	Canteen coffee voucher
100	100 Club	100 Club	100 Club	100 Club	100 Club	100 Club	100 Club
125	Queue Jump Pass	Queue Jump Pass	Queue Jump Pass	Form tutor praise letter home	Form tutor praise letter home	End of term Raffle Draw – Gift voucher	End of term Raffle Draw – Prom ticket
150	Form tutor praise call/letter home	Form tutor praise call/letter home	Form tutor praise call/letter home	Blue Badge	Blue Badge	Gold Badge	Gold Badge
200	Blue Badge	Blue Badge	Blue Badge	End of term Raffle draw	End of term Raffle draw – Prom/Yearbook	Headteacher letter home	Headteacher letter home

Culture and Ethos

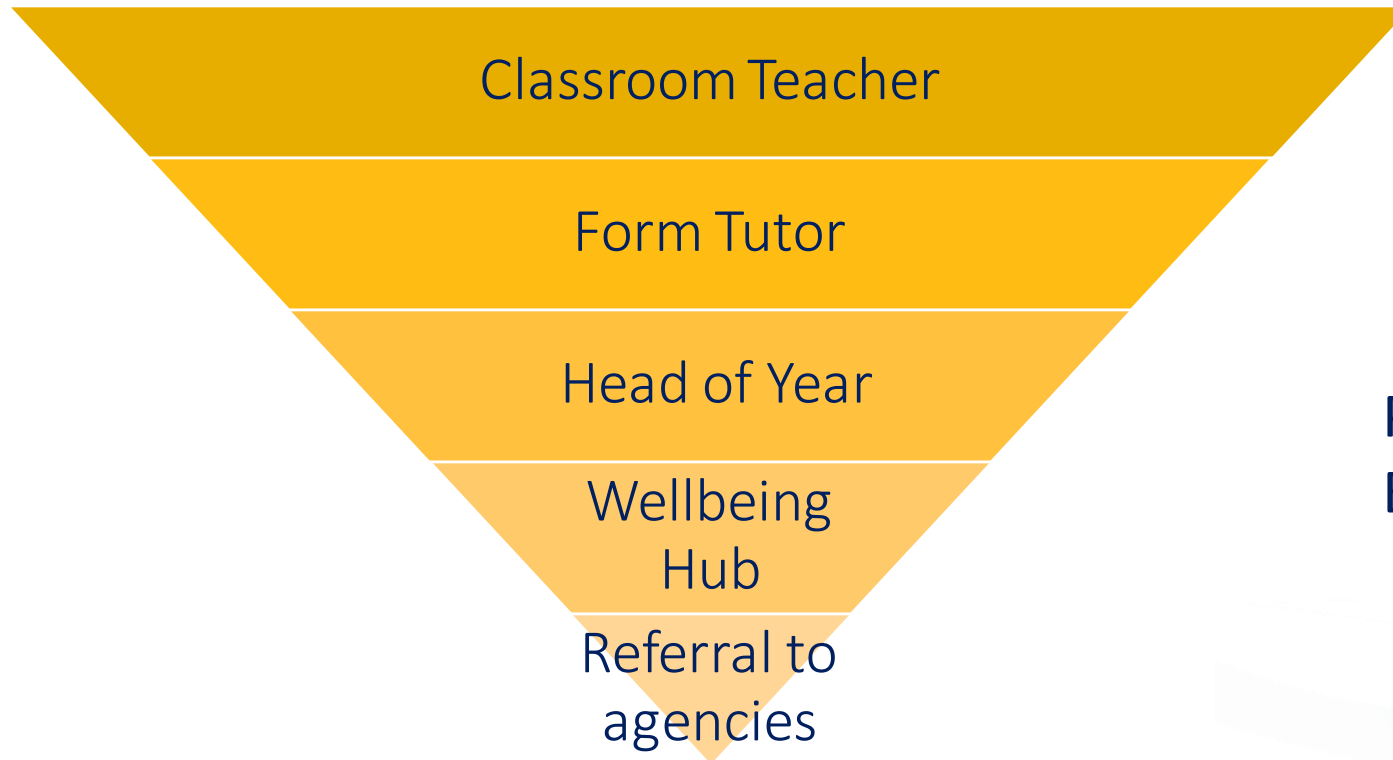
Praise and Reward Systems

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
250	End of term Raffle draw	End of term Raffle draw	End of term Raffle draw	HOY letter home	HOY letter home		
300	HOY letter home	HOY letter home	HOY letter home	Gold Badge	Gold Badge		
350	Gold Badge	Gold Badge	Gold Badge	Headteacher letter home	Headteacher letter home		
400	Headteacher letter home	Headteacher letter home	Headteacher letter home				

						
Good progress	Good work	Great Homework	Outstanding Behaviour	Helpful/Kind...	General 1pt	OUT OF CLASS
						
NT CHARACTERS	HOY/HOH AWARDS					



Mental Health and Wellbeing at Tretherras... We're here to help!



Phone – 01637 872080

Email - year10@tretherras.net



Safeguarding

Miss McGlynn
Deputy Headteacher
enquiries@tretherras.net

Safeguarding- is Everybody's responsibility

Designated Safeguarding Lead

- Jacqui McGlynn- Deputy Headteacher


Operational Safeguarding Lead

- Laura Thomas- Well-being team

Deputy Designated Safeguarding Leads

- Andy Booth- Director of Sixth Form
- Hayley Coombes - SENDCO
- 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

Online Safety

- 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 – Year7@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)





Registration and Period 1 Personal Development

Mr Jones

Head of Personal Development

enquiries@tretherras.net



The Pastoral Curriculum – Personal Development

DAY	8:30-8:35	8:35-8:55	8:55-9:10
Mon	Registration NT Ready	Behaviour curriculum	Read
Tues	Registration NT Ready	Work experience	Read
Wed	Registration NT Ready	Assembly	Reflection/Tutor Activity
Thurs	Registration NT Ready	WORD	Read
Fri	Registration NT Ready	Welfare & Rewards	Learning Habits/SORT

Period 1 – Personal Development Sessions

TIMINGS – STAFF

8:30-8:35

REGISTRATION

8:35-9:10

PERIOD 1 – 35 minutes

9:15-10:10 – arrival after 9.15am LATE

PERIOD 2 – 55 minutes

10:15-11:10 – arrival after 10.15am LATE

PERIOD 3 – 55 minutes

11:10-11:30 – move towards P4 at 11.25am

BREAK

11:30-12:25 – arrival after 11.30am LATE

PERIOD 4 – 55 minutes

12:30-13:30 – arrival after 12.30pm LATE

PERIOD 5 – 60 minutes

13:30 –14:00 – move towards P6 at 13.55pm

LUNCH

14:00-15:00 – arrival after 14.00pm LATE

PERIOD 6 – 60 minutes

Students in Form Rooms by 8.25am

Registration starts 8.30am

Period 1 Personal Development session starts 8.35am

Period 1 – Part A (20 minutes)

Period 1 – Parts B (15 minutes)