



CARDREW COURT SCHOOL NEWSLETTER

Thank you, Reminders & Updates

Thank you

Thank you to Jayne Kirkham (MP for Truro and Falmouth) and Perran Moon, (MP for Camborne, Redruth and Hayle) who came to visit the school to learn more about the provision and tour the facilities.



We look forward to sharing our evolving journey with them in the future.



Updates

Teacher vacancies

You will have seen from our social media we have teacher vacancies. These are for the 2 classes we will open beginning of May (Summer Term).

The ages of either class is not yet known, but both will follow our existing model and cohort designation.

Wednesday 26th November we have Healthy Cornwall back in for two sessions with our learners– Sugar and dental health & sleep/screen time health and support.

Arbor Parent app

We have successfully trialled the Arbor parent app, thank you to those who participated in this.

We would now like to roll out the app being used by all parents. You will receive an email link to the platform, once activated it will give you an up to date overview of your child's GREEN points and the current Attendance percentage.

Once you have set up your log in, we would advise downloading the Arbor Parent app for ease of use. We hope the app will support positive conversations through awareness of your child's GREENS and how and why they were achieved.





OUTDOOR ED



This week we were back at the Tide Climbing Centre learners started to develop their belaying skills and putting their trust in each other to keep safe whilst climbing and descending. Some of the staff members also showed their trust in the learners by allowing themselves to be belayed.





Food Technology



★ Weekly cooking highlights:

🌿 Gorse

Gorse class got hands-on with a classic favourite: cheese straws. They worked carefully to grate the cheese, prepare the pastry and create cheese straw shapes.. The room filled with the irresistible smell of warm, freshly baked cheese—always a crowd-pleaser!

🌸 Verbena

Verbena class created beautifully decorated iced fingers. From kneading the dough to proving, shaping and icing. they showed brilliant concentration and creativity. The colourful results were a big hit.

🍀 Clover & Moss

Clover class made traditional sausage rolls, paying close attention to rolling the pastry evenly and sealing the edges neatly. Their trays came out crisp, golden, and wonderfully flaky.

🌿 Heather

Heather took on the more intricate sausage lattice. They patiently wove pastry strips across the top, producing a bake that looked incredibly professional. A fantastic effort with great teamwork on display.

🌿 Fern

Our Fern Class learners got, whisking, folding, and baking their way to rich, gooey chocolate brownies. Their culinary creativity was as impressive as the final, mouth-watering results!



Slow cooker recipe

Ingredients

- 2 pounds pork tenderloin silver skin removed
- 2 teaspoons smoked paprika
- 2 teaspoons granulated garlic powder
- 1 teaspoon kosher salt
- ½ cup BBQ sauce plus more to taste

Instructions

1. Spray a 6-quart slow cooker with cooking spray. Nestle tenderloins into the slow cooker, side by side, alternating thicker end to thinner end.
2. Sprinkle all sides evenly with the smoked paprika, garlic powder, and salt. Pour over ½ cup BBQ sauce, spreading to evenly coat the pork.
3. Cover and cook on high for 4-5 hours, or low for 6-7, or until the pork shreds easily with a fork.
4. When the pork is done, carefully transfer to a cutting board. Shred or small dice the pork, then add back to the slow cooker with any accumulated juices.
5. Stir to combine and taste. Add additional BBQ if desired, then serve.

Next week learners will be making:

Week Commencing 24th November

Gorse	Design your own!
Verbena	Mini Quiche
Clover	Quiche
Heather & Moss	French Apple Tart
Fern	Carrot Cakes

Fern

What an incredible week it's been at Fern! Our learners have shown remarkable determination, resilience, and focus during a full timetable of mock exams. We couldn't be prouder of how hard everyone has tried—your effort, calmness, and commitment have truly shone through. Well done, Team Fern!

Even with such a busy exam schedule, we made sure to carve out some fun and creative downtime. Learners have been getting into the festive spirit early by designing their own Christmas cards and crafting their very own snow (or rather, hail) men! The laughter, glitter, and imagination have been the perfect balance to a hardworking week.



This week, we also share a fond and heartfelt farewell to Lesley, who is moving on to begin her teaching career. We are so excited for this new chapter ahead of you, even though we will miss you dearly. Thank you for everything you've done—your support, dedication, and kindness have been a massive part of our journey so far.

Good luck, Lesley, and all our best wishes from everyone in Team Fern

GOOD LUCK
AND THANK YOU!



Thank you to all our families and learners for your continued support, encouragement, and positivity throughout this busy week. We are so grateful for everything you do and so proud of the incredible young people we get to work with every day. Wishing you all a restful weekend.

CLOVER CLASS

Weekly Highlights:



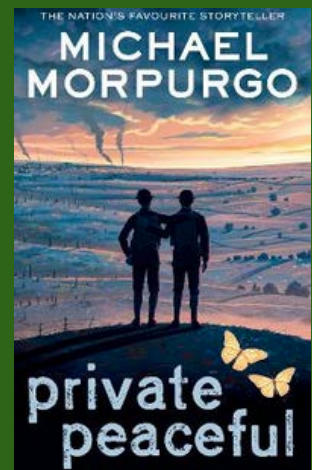
We've had a fantastic start to the week! Our session at Tide Climbing was a real highlight, with learners growing in confidence and even learning how to belay for each other. It was wonderful to see everyone supporting their partners and developing new skills together.

During RE, Clover introduced the class to key aspects of Muslim beliefs, sparking curiosity and some great questions from the group.



In PSHE, we focused on healthy and unhealthy relationships. There was lots of participation and discussion, with learners engaging maturely and sharing their ideas openly.

In our class reader, we continued further into *Private Peaceful*, exploring the story in more depth and sharing thoughtful reflections along the way.



Have an amazing weekend everyone!!
Em, Paula & Olly - Team Clover

MOSS CLASS HIGHLIGHTS

We have been very proud of the resilience of our learners in Moss yet again this week. Whether it be staff/timetable changes, feeling under the weather or finding learning a bit tricky, all of our learners have shown great resilience skills - Well done to all of you 😊



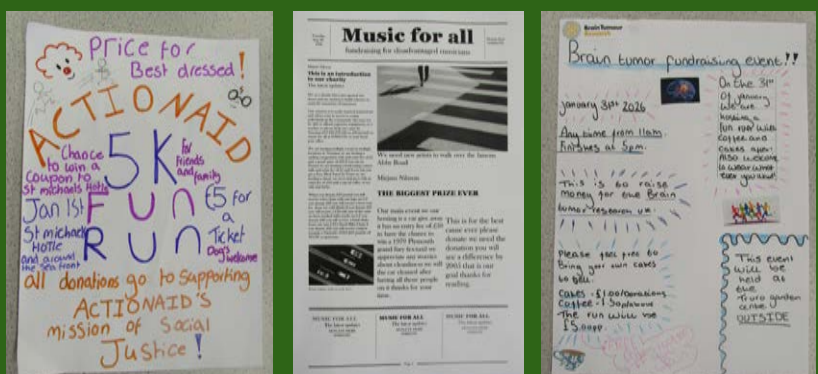
In Food Tech on Monday, our learners had the chance to make their own pastry before turning it into yummy sausage lattice. They experimented with different herbs and spices to mix up the flavour!

In Science we have been learning about waves. We used a giant Slinky to demonstrate the difference between transverse and longitudinal waves. Learners looked at the direction of the energy transfer compared to the oscillations and could identify the peak, trough and amplitude of the wave.



In PD Asdan this week, learners researched and produced posters advertising a fundraising event for a chosen charity. It was interesting to see which charities they chose and the different fun activities they picked to raise the most money.

In art, learners continued creating their fact pages on our new artist focus, Yayoi Kusama. They chose from a range of materials to create their page in a similar style - they are all looking amazing so far. Learners have shown a real understanding of the artist's use of shape and colour in her work and have used this to inspire them.





VERBENA CLASS HIGHLIGHTS



A highlight this week was a Verbena class trip to Newquay Zoo. Our mission was to find out more about endangered species. We explored the zoo reading the information boards to discover which animals are vulnerable.



We also had time to have some fun- talking to the animals and exploring the maze. Some of us used the cafe and shop to purchase items. Our maths skills were put to the test when we totalled up how much we spent and worked out our change.

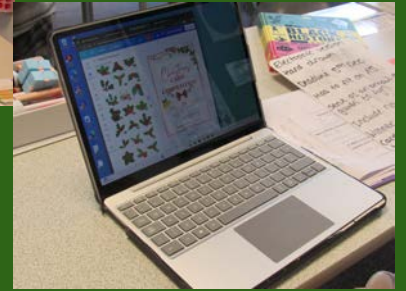
The visit helped us to create powerpoint presentations on endangered animals and the pros and cons of Zoos.



More baking this week! This time we made jam tarts using prepared pastry. Next week we are trying to make our own!

Heather

Heather class had a great time developing their climbing skills at Tide on Monday. Learners worked closely as a team to belay their partner safely up on the climbing wall.



Heather also had a great opportunity to practice tying knots and ensure these are carried out safely. Well done Heather class!



In English, learners have been studying the impact of Tsunamis. This leads nicely onto our story planning this week, where learners have been producing a 5-part plan for a disaster and rescue story. We have seen some fantastic plans and drawings of main characters and exciting plot twists.



In science, we have begun our new topic, waves. Our learners have been looking at the differences between transverse light waves and longitudinal sound waves.

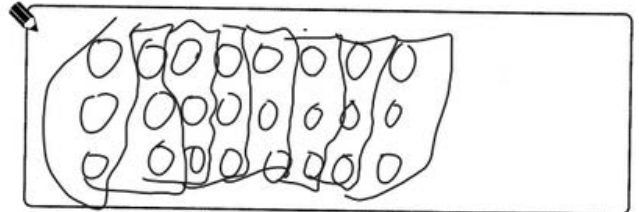
Thank you for being so welcoming and for your continued hard work. Have a great weekend!

Gorse Class

This week has been full of exciting learning!

We've started our new Maths unit on multiplication and division. The learners have been exploring times tables and division through practical activities, using multilink cubes and drawing arrays to understand grouping and repeated addition.

b) $24 \div 3 = 8$ ✓



Harry Potter and the Philosopher's Stone Chapter 2.5

21.11.25

LO: I can check my writing so it flows and makes sense... ready to publish

Harry can see chrome drills in a row like someone put them in a row. Everywhere, he looked at adults, and the adults were chatting about chrome drills. After awhile, a drill exploded and smoke filled the room because the drills kept spinning. Harry went outside Uncle Vernon looking at Harry...

"I'm warning you boy, keep your slimy hands off the drills!" shouted Mr Dursley. Mr Dursley in a vindictive Mr Dursley's office was packed with Mr Dursley's chair size food. "Yes Uncle Vernon" he said. He was worried and wanted to go back home.

The shiny, metallic drills started to explode because they were overheating. Bang! The drills continued to spin out of control, as red smoke surrounded them. The explosions were as loud as thunder. While ~~Mr Dursley~~ was in chaos, Uncle Vernon stared at Harry...

Everything went silent. The drills stopped smoking. Later on, they got home. Harry's jaw was dropped. "Do I have powers?" Harry said to himself. He was questioning himself. He was awestruck. Was his otherworldly ~~twisting~~ awakening?

Harry Potter and the Philosopher's Stone Chapter 2.5

21.11.25

LO: I can check my writing, so it flows and makes sense... ready to publish

Harry can see metallic, sharp and pointy drill plans being sketched on pieces of blue paper. From his wooden seat next to the freshly polished windows, he could hear clicking of laptops and adults chatting. Harry caught a whiff of the smoke from a cigarette. The vibration of the drills shooting through him.

"I'm warning you boy, any funny business and there will be no meals for a week!" shouted Uncle Vernon in a vindictive.

As he peered from his laptop, in Mr Dursley's office there was a computer, keyboard, drill blueprints and a photo of Dudley. It was very messy.

"Okay Uncle Vernon," Harry said nervously.

Harry felt worried, he didn't want to get into trouble. Just then some thing arcane happened. The blinds shut before the power when out. Everything went dark and people ran around like headless chickens. When the chaos ended a pink boob appears from under his table.

As the blinds slowly rise and the light flickered back on. Everyone stopped in fear and sits back down eventually, when Harry got home he had his head in his hands. He just couldn't believe that it happened again. When him remembered the scene, he thought he had abnormal powers. Maybe Harry was different than all the others? Maybe Harry's power was awakening? maybe he wasn't a muggle after all...

Our Harry Potter adventure continues! We've finished Chapter 2.5, following on from The Vanishing Glass, and the class has enjoyed diving deeper into the magical world through reading and discussion - using inference skills to understand why Aunt Petunia hated Harry's mum so much.

In our Mini Enterprise Project, we've taken the results of our market research (a big thank you to everyone who contributed!) and used them to choose a product to make and sell. The learners have been working hard to create a business plan, assessing the viability of their ideas and thinking like real entrepreneurs!



Well done, Gorse Class, for all your hard work and enthusiasm this week – keep it up!

Click the link below to see what's happening next week.

<https://padlet.com/MrTilley/gorse-class-wb-24-11-25-k3124yb8r60gtmpm>



Article of the Week

World Children's Day



What is it?

World Children's Day is UNICEF's global day of action for children, by children, marking the adoption of the Convention on the Rights of the Child on November 20. Around the world, children are standing up and talking about their lives, their hopes, and their rights.

<https://www.unicef.org/take-action/campaigns/world-childrens-day>

Matt led the school assembly on Friday to invite learners to join a Rights Respecting Steering Group for the school.

What will the group do?

- Raising awareness – sharing rights in class or displays
- Leading a “Rights Around the World” display
- Helping with our Silver accreditation
- Sign us up to this year's Outright campaign which is International aid

Anyone interested just has to either:

> Tell an adult you trust and they will let Matt know

> Write your name on an 'i'm interested' sheet in your classroom.

> Or just ask Matt for more information - no pressure

What it's like to join?

- We meet sometimes to share ideas (just a few times a term)
- You can choose what you'd like to do
- There's no pressure – you can just listen or share a small idea
- Adults will support you all the way



JOIN US FOR A
Christmas
CARD DESIGN
COMPETITION



WINTER **25** **DEADLINE**
5TH DEC

TERMS AND CONDITIONS:
INCLUDE NAME + CLASS
CAN BE ELECTRONIC / HAND DRAWN
CARD WILL BE SENT TO LOCAL BUISNESSES

Winner gets..
Amazon voucher, the pride of winning and
the card sent to local businesses / schools

ENTRIES HANDED IN OR EMAILED TO THE OFFICE

CARDREW COURT SCHOOL
WOW & IDIOM
WEEK 10 W/C 24TH NOVEMBER 2025

WORD OF THE WEEK

Molder

verb

slowly decay or disintegrate, especially because of neglect.

Examples:

"The old wooden toys were left to molder away in the damp basement for years".

"The room smelled of disuse and moldering books".

Synonyms

decay, decompose, rot, perish.

IDIOM OF THE WEEK

Give it a whirl



to try something, particularly for the first time, or to give something an experimental attempt.

Origin

Possible links to the mechanical flywheel that early 20th century machines such as farm tractors use to start an engine. To start the engine one would give the flywheel a 'whirl', a physical act of turning it.

"I've never done cross-country skiing before, but I thought I'd give it a whirl this winter".

"Since you've never tried rock climbing, why not give it a whirl".

COLLEAGUE OF THE WEEK: JADE

Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School



10 Top Tips for Parents and Educators

SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provisions.



#WakeUpWednesday

The National College