

WEEK 11: 1ST-5TH DECEMBER 2025



CARDREW COURT SCHOOL NEWSLETTER

This week we had a free delivery of fresh mussels!

Learners from Gorse, Clover and Moss class prepared, cooked and served Thai Mussels. They learnt how to check them prior to cooking, how to debeard and ensure they were all open and safe to eat! It was fantastic to see learners engaging in such a high skilled lesson.

Thanks to Food Teachers Centre group #Mighty Mussels for arranging the delivery and gifting them to the school.



Headteachers

Award

This week's award goes to **Mollie** of **Verbena** class for consistently upholding the school value of **Kindness**



Cardrew Court Reverse Advent Calendar

With Christmas round the corner, we are getting in the spirit of giving here at Cardrew. We want to remember those who are less fortunate than ourselves this holiday season and want to introduce our 'Reverse Advent' idea...

Instead of receiving something each day in December, each class will aim to fill up a box with items that will bring comfort to those in need this Christmas. Listed below are suggestions for donations across the classes but items will be gratefully received across the school wherever you would like to contribute.

Clothing donations can of course be second hand, we would not want anyone putting themselves out of pocket to support.

Gorse, Verbena & Moss

Donations for St Petroc's Homelessness charity & Women's Refuge such as:

- Warm clothing - gloves, hats, scarves, woolly socks
- Warm blankets/sleeping bags
- Toiletries - deodorant, bars of soap, flannel, sanitary products, toilet roll, toothbrush & toothpaste
- Baby clothes/blankets

Clover, Heather & Fern

Donations for the local Food Bank such as:

- Tinned food - beans, peas, sweetcorn, soup, tuna, spaghetti hoops, sliced fruit etc
- Pasta, rice, lentils
- Cereal & porridge oats
- Sweets and Christmas treats
- Pet biscuits & treats
- Toilet roll

It would be amazing to see as many donations as possible brought into classes by

MONDAY 15th DECEMBER

so we can share the Christmas love from Cardrew to our local community before the holidays.

Thank you 😊





CARDREW COURT SCHOOL NEWSLETTER

Thank you

Thank you for the Reverse Advent donations, our school community is so kind and generous, we look forward to taking the items to our 2 chosen charities.

Thank you to our learners who have entered the Christmas Card competition. Winner and highly commended will be announced to learners on Monday.

Updates;

School immunisation team update on the back page.

Don't forget to download the Arbor Parent app to view your child's Attendance / and Green points.

Reminders

Parent and child Yule log making with Emma C, Thursday 11th December
3.15pm - 5.30pm, please book via office@cardrewcourt.org

Eden project, end of term ice skating

Clover and Heather class Monday 15th December
Verbena and Gorse class Wednesday 17th December
Fern and Moss class Thursday 18th December

Christmas Jumper Day Wednesday 11th December
Cardrew's Got Talent, 2pm Tuesday 16th December
End of term festivities, 1pm finish Friday 19th December

OUTDOOR ED

"YOUTH WITHOUT LIMITS"



In addition to the whole school curriculum offered here at Cardrew Court School, we are excited to announce that we have also now been granted a license to offer the Duke Of Edinburgh's Award!

The Duke of Edinburgh's Award journey is often described as a life-changing experience that helps young people discover their potential, build resilience, and open up new opportunities.

The Award aims to build resilience and confidence by challenging young people to keep going when things get hard. It develops a sense of community through encouraging young people to do something for the benefit of others, and helps to develop teamwork and social skills.

The Duke of Edinburgh Award Motto is:

YOUTH WITHOUT LIMITS



Food Technology



Weekly cooking highlights:

Gorse

Our Gorse learners proudly created delicious apple pies. They practised peeling, chopping, and assembling their pies with great care. The finished results were beautifully golden and full of flavour!

Verbena

Verbena class explored new tastes and spices while making vegetable samosas. They worked carefully with pastry, folded their samosas neatly, and enjoyed learning about this popular savoury snack.

Clover

Clover learners had great fun shaping different bread rolls. They experimented with a variety of designs—including knots and twists—while learning how dough behaves. Their freshly baked rolls smelled amazing! Especially paired with some delicately cooked mussels.

Heather & Moss

Heather and Moss created warming bowls of squash soup with crunchy croutons. They practised safe cutting skills, cooking techniques, and seasoning to taste. The croutons added the perfect finishing touch!

Fern

Fern class ended the week on a sweet note by making chocolate brownies. The learners measured, mixed, and baked with confidence—and were very proud of their rich, fudgy creations.



Slow cooker recipe - Spaghetti Bolognese

Ingredients

- 600g/1lb 2oz beef mince
- 1 medium onion, finely chopped
- 2 garlic cloves, crushed
- 200g/7oz mushrooms, any kind, sliced
- 400g tin chopped tomatoes
- 275ml/10fl oz hot beef stock, made with 1 beef stock cube
- 1 tbs tomato purée
- 1 tsp dried oregano
- 2 dried bay leaves, or 1 fresh bay leaf
- salt and freshly ground black pepper
- freshly cooked spaghetti, grated cheese and basil leaves, to serve

Method

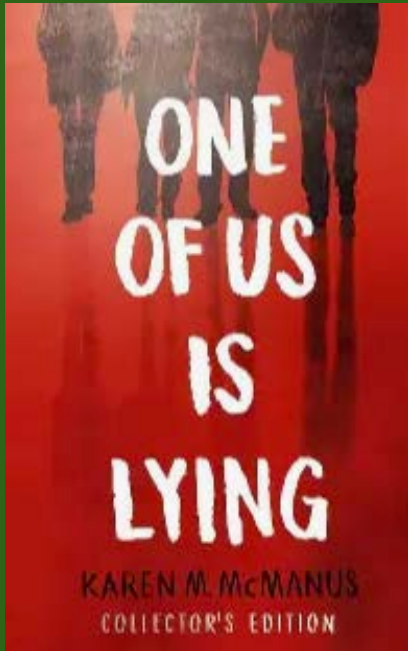
- Put the mince and onion in a large non-stick frying pan and fry together over a medium-high heat for about 8 minutes, stirring and squishing against the side of the pan with a couple of wooden spoons to break up the mince as much as possible.
- Add the garlic and cook for 1 minute more.
- Tip the mince and onions into the slow cooker and add the mushrooms, tomatoes, stock, tomato purée and herbs. Season with salt and lots of freshly ground black pepper.
- Cover the slow cooker with its lid and cook on high for 4-5 hours or low for 6-8 hours.
- When ready, serve the Bolognese sauce with freshly cooked spaghetti, some grated cheese and basil, if you like.

Next week learners will be making:

Week Commencing 8th December	
Gorse	Mini Christmas cakes
Verbena	Mini Christmas cakes
Clover	Pizza Scrolls
Heather & Moss	Soda Bread with Soup
Fern	Cheesecake

Fern

It has been a wonderfully busy and productive week in Fern Class, and we're delighted to share some of our latest news.



Introducing our new class reader!

We've started our new class reader, *One of Us is Lying*, by Karen McManus and the learners are already deeply intrigued by its mystery, twists, and have been introduced to some of the book's complex characters. It has sparked some fantastic discussions and predictions already, and we're excited to explore it further together over the coming weeks.

Spoken Language Success!

A huge well done to all learners for their incredible efforts in drafting, practising, and delivering their Spoken Language Endorsement speeches. Their commitment, courage, and clarity were genuinely impressive. We've thoroughly enjoyed hearing about their passions, and we're very proud of the hard work they have put into this important part of their qualification.



Next Tuesday morning, Barnaby will be joining our class to guide learners through setting up their college application accounts. He will also be available after the session to support any students who feel ready to complete their applications on the day. For anyone who needs more time, Barnaby will be returning throughout January and February to offer further guidance and support.



Don't forget...
Christmas jumper
day



Thanks for your continued support, the Fern Class team.

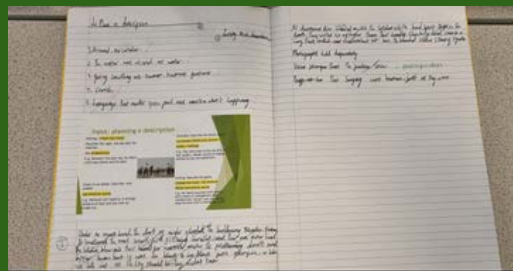
CLOVER CLASS

Weekly Highlights:



🎄 Em has truly embraced the joy of December, bringing festive cheer to Clover class each day with her Christmas-themed outfits. This week Christmas jumpers, it's been wonderful to see her enthusiasm for the season, and her daily outfits have added a special touch of Christmas spirit for both learners and teachers alike.

✨ In English we have begun an exciting new project: planning a description starter inspired by the Christmas Truce of 1914. Using this remarkable moment of peace during the First World War as their backdrop, students are exploring how to capture atmosphere, emotion, and vivid detail in their writing. The project not only develops descriptive skills but also encourages reflection on themes of humanity, hope, and connection across divides.



🎁 Our learners have kicked off December with their very own classroom advent! Each morning brings a sweet treat to start the day with smiles, and the excitement is building as they add to their festive window display. The decorations are beginning to sparkle with creativity, making the classroom feel extra magical. It's a wonderful way to celebrate together.

MOSS CLASS HIGHLIGHTS

We are really grateful for all of the donations towards our Reverse Advent Calendar this week from Moss. It is amazing to see the generosity from our learners and their families - Thank you so much!



In Science this week, learners have been looking at a range of separating techniques. We used a technique called chromatography to see the different components that make up different coloured dyes in felt tip pens.

Year 10 had a visit on Tuesday from our careers advisor to discuss Post-16 options and how to begin thinking about their future.



Learners had the opportunity this week to cook with mussels in an extra food tech session. We were very impressed with the dishes prepared and the culinary skills used in the process - Well done!



In PSHE, we have been discussing emotions and how to identify them in ourselves and others. Our learners used the air-dry clay to create emotion creatures to add to our collection.

Reminder that it is christmas jumper day on Thursday 11th December
We are looking forward to seeing you all looking festive if you would like to 😊





VERBENA CLASS HIGHLIGHTS



One of our challenges in English was to use alliteration. There are some examples hidden in the newsletter. Have a look at the definition and see if you can spot them.

al·lit·er·ation [əˌlɪtəˈreɪʃn]

Noun

1. the occurrence of the same letter or sound at the beginning of adjacent or closely connected words:

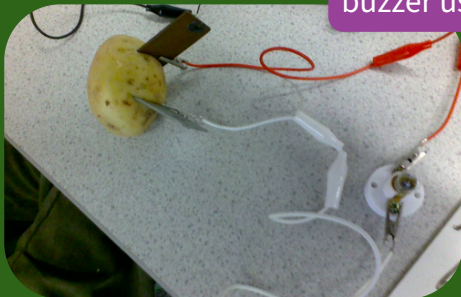
"the alliteration of 'sweet birds sang'" - "alliterations are clustered in the last few lines"

After using perfectly prepared pastry last week to make Jam tarts- this week we tried to make our own. We were very successful and carefully created some totally tasty tarts. Lots of staff visited Verbena hoping to try them.



Later in the week we had the opportunity to create a quiche with our choice of filling. Guess what!- our pastry skills were put to the test again!

Science this week had a strange challenge for us! Could we find out if different foods could conduct electricity? Its turns out- no! But we did discover that potatoes can generate a voltage if Zinc and Copper anodes are used. We managed to power a buzzer using a potato!

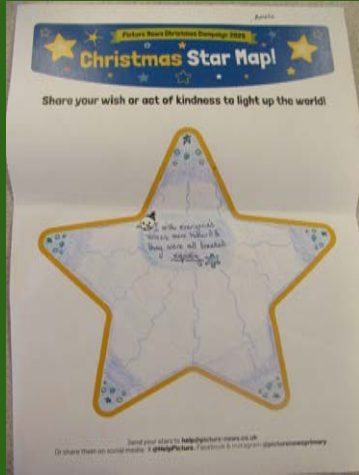


Also, we are continuing to develop our communications and language skills. In our nurture breaks we play games, explaining the rules and helping each other.



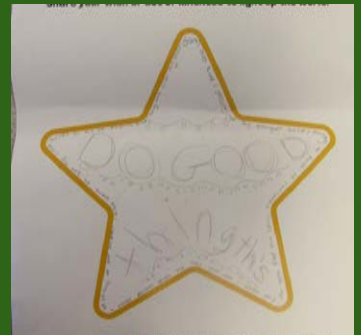
Our computer and maths skills were put to the test when we had our first go at a new maths App.

Heather



Picture News Christmas Campaign 2025:

Our picture news session allows us to find out about current events around the world: and its Christmas week! It's important for everyone to use their voice and have a positive impact on the wider world. Our task, was to fill a star containing a wish or act of kindness.

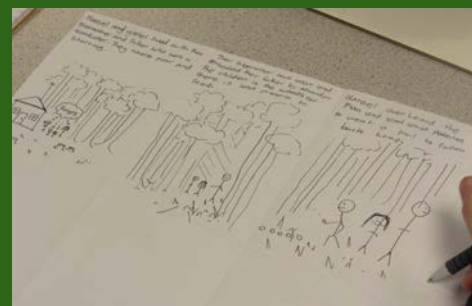


Careers:

On Tuesday, we were visited by Your Future Kernow, who came to speak to our Year 10s about life after Cardew. We spoke about local colleges, sixth forms and options from; apprenticeships, a levels, t levels and courses. It was great to meet Barnaby who will become a familiar face as he works closely with our learners to help make the next steps.

English:

This week Heather class started a new topic: Hansel and Gretel. Learners have spent the first part of the week retelling the story by creating a story map.



REMINDERS:
Don't forget the deadline to donate to our reverse advent calendar is **Monday 15th December!**



Gorse Class

This week has been full of exciting learning!

This week, we retold the events of Chapter 10 of Harry Potter and the Philosopher's Stone from Ron's perspective. Learners used alliteration to describe the troll and similes to show Ron's nerves – fantastic creativity on display!

SS1 - Harry and Ron remember Hermione is in the bathroom (**Simile 1**)

➤ My heart thudded like a gigantic beast stomping through the Forbidden Forest. We had to save Hermione.

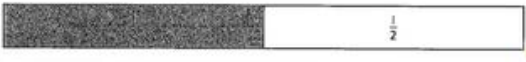
SS2 - They spot the troll, lock it in... but Hermione is trapped too (**Alliteration**)

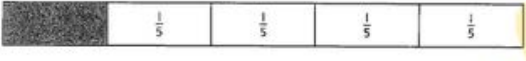
➤ Harry and I sprinted down the steady stone corridor and skidded to a stop as we saw the ugly bugly troll trudge through into the girls' bathroom.

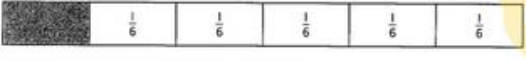
SS3 - Ron throws the tap, casts the spell, and knocks the troll out (**Simile 2**)

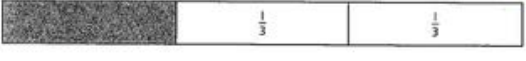
➤ When we entered the bathroom, my hands trembled like when I see a fresh spider's nest. I threw the tap at the troll and then I yelled "wingardium leviosa".

Circle the fraction that is smaller.

a)  $\frac{1}{2}$

 $\frac{1}{5}$ ✓

b)  $\frac{1}{6}$ ✓

 $\frac{1}{3}$

We've started our new unit on fractions, working practically with fraction cards to compare unit fractions and identify equivalent fractions.

Our Geography took a delicious turn as we explored the chocolate trade! We learned how many jobs are linked to chocolate within the primary, secondary, and tertiary sectors, and discussed the global journey from bean to bar.

The Journey of a Chocolate Bar



Farm (Primary)

Cocoa beans grow on trees in hot, rainy countries near the equator. Farmers harvest them.

Factory (Secondary)

Beans shipped to factories in Europe/America, made into cocoa powder & chocolate bars.

Shop (Tertiary)

Chocolate bars go to shops, supermarkets, and online stores for you to buy!

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-08-12-25-k3124yb8r60gtmpm>



Article of the Week

International Day of People with Disabilities



What is it?

On 3 December the International Day of People with Disabilities is celebrated. This global event promotes equality for people with disability and celebrates their achievements. It has been celebrated every year since 1981. It is also a day to promote awareness of the challenges faced by over 1 billion people living with disabilities, and the role communities and societies play in breaking down barriers to inclusion.

This links with Article 2 and 23 of the UNCRC.



Mine

I have a dream; please don't influence it,
It belongs to me.
I have a delicate heart; please don't break it,
It belongs to me.
I have peace of mind; please don't disturb it,
It belongs to me.
I have to follow a path; please don't obstruct it,
It belongs to me.
I have an amazing life; please let me live it,
It belongs to me.
I have a choice; please don't choose for me,
It belongs to me.
I have freedom; please don't capture me,
It belongs to me.
I have incredible feelings; please don't hurt me,
They belong to me.
I have a lot of love; please don't hate me,
Love is mine to share.
I'm on my material journey; don't follow me
It won't be fair.
So... I have a dream; it's my dream to be free.

Reflection

Read the poem by Kuli Kohli.

**What does it say to you
about people... about life...
about (dis)ability?**

**You can read more about
Kuli's story [here](#).**

Attendance matters, creating a 'Belonging' culture

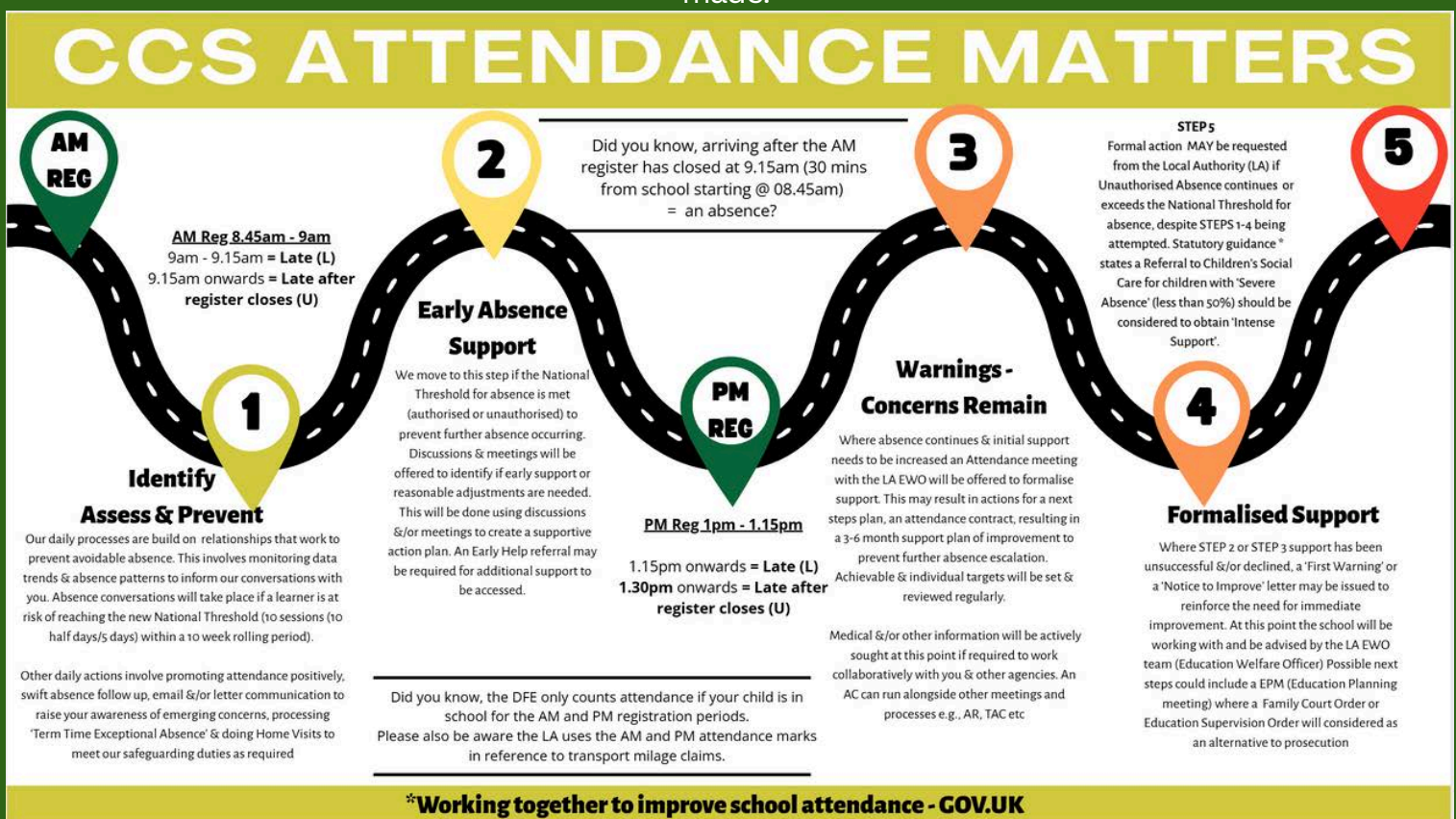
Consistent school attendance is crucial for your child's achievement, development, and wellbeing. At Cardrew Court school we work to support your child not only academically via our curriculum offer, but holistically via our therapeutically inspired practices and approach to schooling, but we cannot do this without their engagement and regular attendance.

CCS is here to support you and your child as much as possible, and we encourage you to speak with us about any concerns or struggles that you or your child have with regards to their attendance. Regular, supportive communication to address these concerns and discuss a plan for reintegrating your child back into school / supporting increased attendance is one of our main school priorities. Whatever the reason for your child's persistent absence, we want to support you to break down these barriers and enable your child to receive the education they deserve.

Please notify us if your child is going to be absent by calling the school before 8.30am daily, on 01209 91 21 26 and each day of absence thereafter.

When you do not notify the school of a reason for your child's absence, we must follow our attendance procedures, which includes contacting the child's parent / carers by call and followed up by email. Should we have no response, we record an unauthorised absence, and in situations where we have concerns about a child's welfare, or we have not seen them in over 4 days, we may carry out welfare home visits.

We have an obligation to report your child's attendance to the Local Authority and Department for Education (DfE). Where your child has built up more than ten sessions of unauthorised absence during a six-month period, a referral to the Local Authority EWS (Education Welfare Service) may be made.



CARDREW COURT SCHOOL
WOW & IDIOM
WEEK 12 W/C 8TH DECEMBER 2025

WORD OF THE WEEK

Filigree

noun

Delicate ornamental work made from fine twisted strands of gold, silver or other metal, creating an intricate, lacy pattern.

Examples:

"There were more serious nods to craft too, in fine filigree lace dresses and richly embroidered pieces"

"The top of the picture is a dark pall, through which the canvas shows as almost invisible gold filligree"

Synonyms

fretwork, latticework.

IDIOM OF THE WEEK

Burn your bridges

Do something which makes it impossible to return to an earlier state.

Origin

Originates from ancient military tactics, where commanders would burn their boats or the bridges they used to cross a river or body of water.

"He was warned not to burn his bridges with his previous employer as he might need a reference in the future".

"She burned her bridges with friends and family by leaving them abruptly and without explanation".

COLLEAGUE OF THE WEEK: LAURA

Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School



Conflict Resolution

Conflict can arise through personal differences between individual pupils, problems which occur outside school life and are brought into school, or from difficulties arising from the breakdown of relationships between individuals or groups of pupils. This guide will provide you with the basic steps you can take to help pupils resolve conflict and develop the necessary skills to deal with difficulties which arise.

1. FORMULATE POLICY

When a school has a clear process for conflict resolution which is used by everyone, it helps pupils to learn the skills of dealing with conflict and to know what is expected when it does occur.



2. MANAGE EMOTIONS

Before any conflict is to be resolved, pupils need to access their executive functions such as thinking, listening and problem solving. This is not possible when their emotions are in charge. Help them to find the best way of calming down, and support them in this process if necessary.



8. PRACTISE IN THE CLASSROOM

If pupils can learn skills such as calming down techniques, active listening, debating and problem solving during lessons away from actual conflict, the better they will be able to employ these skills when conflicts do arise and strong emotions run high.



7. BE CONSISTANT & PATIENT

Helping pupils learn the skill of conflict resolution takes time, particularly where strong emotions are involved, or pupils have not had good conflict resolution modelled before.



6. DISCUSS SOLUTIONS

Share ideas and problem solve. Seek to reach agreement on the most suitable solution or solutions. This may need to be modelled by an adult to begin with.



5. IDENTIFY RESPONSIBILITY

Where appropriate, it is important that pupils take responsibility for their actions and the consequences it has had for those involved. A good prompt for this might be 'Could you have done something differently to change what happened?'



3. ESTABLISH THE FACTS

Seek to gain the whole picture of what has happened from all parties so that the different perspectives are understood by all. This involves pupils actively listening to each other.



4. BUILD EMPATHY

If pupils understand their own feelings and those of others, it will begin to build empathy and an establishment of connection and reconnection between all those involved.



The National College®

This guide is part of The National College staffroom poster series. A collection of information posters for your school staffroom.



Meet the Expert: Anna Bateman
Anna Bateman, subject matter expert on mental health & wellbeing and school improvement adviser

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School aged vaccinations

Did you know children will be offered these routine vaccinations at school?

- ✓ **FLU** - Reception - Year 11
- ✓ **MMR** - Catch-up
- ✓ **HPV** - Year 8 - Year 11
- ✓ **Meningitis ACWY** - Year 9 - Year 11
- ✓ **Diphtheria, Tetanus, Polio (DTP)** - Year 9 - Year 11




FLU




MMR



HPV



**MENINGITIS
ACWY**



**DIPHTHERIA
TETANUS
POLIO (DTP)**

Did you miss us?

We also have community clinics across Cornwall for:

- ✓ Home educated children
- ✓ Anxious children
- ✓ Children who missed the session at school

Call us on

01872 221105