

WEEK 26: 27TH APRIL - 1ST MAY 2026



CARDREW COURT SCHOOL NEWSLETTER

Thank you, Updates and Reminders

Thank you to our learners and staff for the work on the school garden this week.



Updates

The 2026 Ten Tors team have set off. Leaving school at 11am they headed for Oakhampton where they will make camp, prepare their evening meal and settle in for the night before the 5.30am wake up for the 7am start on Saturday!

We wish them our best, and aim to keep you updated on our socials, signal and power permitting!



We hope you all have a lovely weekend



CARDREW COURT SCHOOL NEWSLETTER

Reminders; School clothing rules

Learners should come to school in clothes that they are comfortable in but that are mindful of health & safety within school.

Therefore no-

- Open backed, open toed, steel toed or high heeled shoes.
- Low cut tops, high cut belly tops, T-Shirts, strappy vests or jumpers that could expose skin to injury.
- Short legged (above mid-thigh) skirts, shorts, or trousers that could expose skin to injury.
- No fancy dress outfits including headwear and additional items, such as furry masks, tails etc.
- No specialist sports kits or equipment.
- No masks, snoods, facial shielding unless for religious or medical purposes.

Jewellery and accessories rules

- Please be aware that we cannot allow learners to wear dangly earrings, skater type key chains, or long necklaces to school for health and safety reasons.
- Learners are permitted to wear stud earrings and stud nose piercings as well as a necklace that can be tucked into their tops.
- Rings can be worn, 1 per hand of a band type style therefore no large stones, or designs that can get caught and cause injury.
- All Jewellery should be removed for PE, Outdoor Ed and Food lessons and any other physical activity whereby such items could cause an injury whilst being worn.

We thank you for your continued support

Careers



This week we had a virtual careers talk with Prickles and Paws, where we learnt about the work involved in rescuing and caring for hedgehogs and how they are released back into the wild. We learnt about the different roles within animal care and what skills are needed to work in this area.



As part of our Year 10 Careers lessons, we have been learning about how to write a CV, recognising personal skills and strengths, and understanding how to present ourselves positively to employers. We have also explored how to include key information such as education, experience, and interests to create a clear and effective CV.



Our Year 10 learners have been attending work experience placements, where they have been developing practical skills and gaining an insight into different workplaces. This has helped them build confidence, understand employer expectations, and explore potential future career paths.



Food Technology



Weekly Highlights:

It has been a busy and productive week, with learners developing a range of practical skills and trying new recipes.

Clover learners made our must try recipe this week - Pasta Florentina

Verbena class made Jambalaya, exploring new flavours and practicing teamwork in the kitchen.

Clover class created Samosas, developing their pastry skills and learning about different cooking techniques.

Heather & Moss learners continued working on their Level 1 Home Cooking Skills, building essential knowledge and independence in the kitchen.

Fern class baked Pinwheel Biscuits, enjoying the creative aspect of baking while practicing measuring and mixing skills.



next week

MUST TRY

Week Commencing 11th May

Gorse	Plan a main meal
Verbena	Plan a main meal
Clover	Thai Green Curry
Heather & Moss	Level 1 Home Cooking Skills
Fern	Personalised Savoury Pinwheels

Recipe:
 1/2 red pepper
 1/2 onion
 1 clove garlic
 150g penne pasta
 1 x 15ml spoon oil
 1 x 400g cans chopped tomatoes
 Fresh basil leaves or 1 x 5ml spoon dried basil
 100g baby spinach
 Black pepper
 50g mozzarella
 10g parmesan cheese

Equipment List:
 Chopping board,
 Vegetable knife,
 Garlic press,
 Large saucepan,
 Frying pan,
 Mixing spoon,
 Colander,
 Ovenproof dish.



Pasta Florentina

Method

1. Prepare the ingredients:
 -deseed and chop the red pepper;
 -peel and chop the onion;
 -peel and crush the garlic;
 -slice the mozzarella cheese;
 -grate the parmesan cheese.
2. Bring a large pan of water to the boil, add the pasta and cook for 10-15 minutes.
3. Heat the oil in a frying pan, add the peppers, onion and garlic and cook gently for about 5 minutes until the peppers and onion are soft.
4. Stir in the chopped tomatoes and basil. Simmer for 5 – 10 minutes.
5. When the pasta is cooked remove from the heat and stir in the spinach and allow to wilt.
6. Drain the pasta and spinach thoroughly and then return to the saucepan.
7. Stir in the tomato sauce and mix. Season with black pepper.
8. Place the pasta and sauce in a shallow ovenproof dish. Lay the sliced mozzarella cheese on top of the pasta. Add the grated parmesan cheese.
9. Heat the grill. Place the dish under the grill and cook until lightly browned.

Adapt this recipe by:

- Use whole wheat pasta for added fibre.
- Why not use the sauce to top fish such as cod, haddock or hake.

Fern

We've been working hard in Fern class this week! As you may be aware, Fern will be the first class at Cardrew Court School to undertake and complete their end of year 11 accreditations / GCSE examinations. We wish all our Fern learners the very best of luck in their upcoming exams.

You are all incredible!

STAY POSITIVE!

good luck

you are
AMAZING

Stay
STRONG
Never
GIVE UP

Fern has been quite busy in class this week, preparing for their upcoming GCSE and Functional Skills Exams, which are set to begin on the 12th of May. They have been diligently studying during their PD sessions in preparation. We wish everyone the very best for next week!



In Outdoor Education this week, we had the wonderful opportunity to enjoy a sunlit bike ride on our new school mountain bikes for the first time. The Fern class took their inaugural spin around the bike trails at the National Trust Lanhydrock.



FOOD TECHNOLOGY

This week in Food Tech, a few of Fern's students baked an exquisite Battenberg cake along with some delightful cupcakes.



Happy 100th Birthday Sir David!





Clover Class



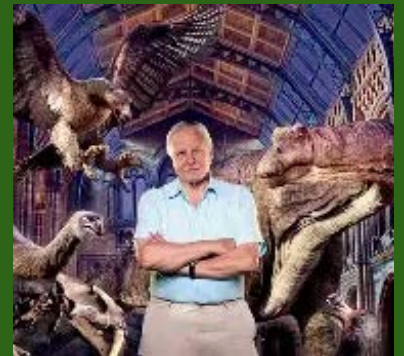
Weekly Highlights:



This weeks Outdoor Education was cycling at Lanhydrock.

Two of the Learners had not yet learned to cycle so it was quite a milestone in their journey. It can be very daunting trying something new and they did so incredibly well. A very proud moment seeing them achieve new goals.

This week, Sir David Attenborough celebrates his 100th birthday. To mark this occasion, we have had talks about his influence and impact in how society can help to manage global warming, as well as protection of endangered species and habitats.



On Wednesday we had a very special 'Prickles & Paws' career talk over Teams for the whole school. The talk was centred around caring for Hedgehogs that have been injured or poorly.

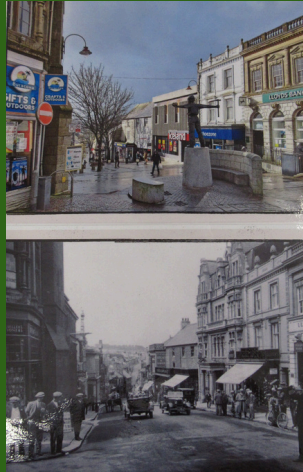
We had Chris from Young People Cornwall come in to discuss safe spaces and what they look like and mean to us.



MOSS CLASS HIGHLIGHTS



In Humanities this week, we took a walk to Kresen Kernow to explore their Cornish archives. We had a 'behind the scenes' tour of their archives storage space and were blown away by some of the items in there! We had a look at one of the logs from Bodmin Jail listing many of their prisoners and their crimes. We saw the largest book in their collection which weighs a whopping 21kg! We spent some time looking at old photos of Redruth and matched them with current photos of the area. It was amazing to see how much things have changed!



In Art this week, learners took part in their first workshop with Neil from Leach Pottery. We are looking forward to seeing what else they create in the coming weeks!

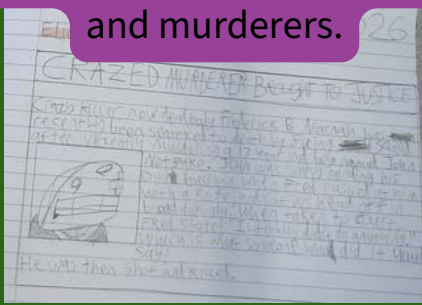




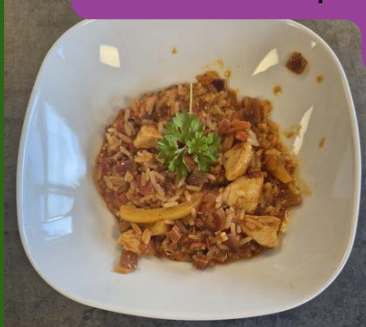
VERBENA CLASS HIGHLIGHTS



This week we have started to combine our History and English topics, by writing a newspaper article about crime and punishment. We had various stories featuring kidnapers, pigs, and murderers.



This week we continued our tour of the the world and cooked a Jambalaya - using African and Spanish flavours. We developed our knife skills cutting peppers and onions, and experimented with spices, we discovered how long it takes to cook rice in liquid alongside vegetables and chicken.



We have been expanding our multiplication skills by working on methods to multiply a 2-digit number by a 2 and 3-digit number.

T	O	
3	1	•
3	1	•
3	1	•

$31 \times 3 =$

3 tens multiplied by 3 is equal to 90
 1 one multiplied by 3 is equal to 3
 21 multiplied by 3 is equal to 63

1) Complete the calculations

$3 \times 3 = 9$ $3 \times 30 = 90$

2) Complete the calculations

$1 \times 8 = 8$ $1 \times 80 = 80$
 $2 \times 8 = 16$ $2 \times 80 = 160$
 $3 \times 8 = 24$ $3 \times 80 = 240$

3) Complete the number track

20 40 60 80 100 120 140 160 180 200

We started to learn about survival skills this week in Outdoor Ed, we made Marshmallow people which we built dens for, Adam tested how rain-proof they were with a watering can. In the afternoon we made our own water filters, with different layers of sand, stones, grass, and daisys and a piece of t-shirt in bottles, it was interesting to see how the different layers helped to filter the water.

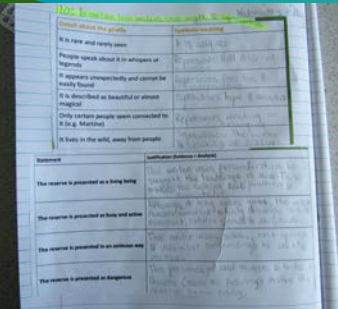


Heather Class

MENTAL
HEALTH
AWARENESS MONTH
MAY



This week in Heather Class we have been discussing the importance of Mental Health Awareness Month and what it means for our wellbeing. We have been exploring ways to support ourselves and others, and reminding ourselves that help and support are always available when needed.



In English, we have been continuing with our focus text, *The White Giraffe*, with a focus on analysing setting and how it is used to create mood and atmosphere. We have been exploring how the writer's descriptions help us imagine the environment and understand how it reflects the events and characters in the story.

In PSHE, we have been learning about saving accounts and debt, and how people manage money in everyday life. We have explored the importance of saving for the future, how bank accounts work, and the benefits of setting financial goals. We have also discussed what debt is, how it can build up, and why it is important to make informed choices when borrowing money.



Product/Service	Price
Technical Support Technician/Engineer	£400 - £500 per month
Hardware/Software Licences	£30,000 per year
Printed Matter Advantage Valley Ltd	£20,750 per year
IT/Software Training	£10,000 - £20,000 per year



In science, we have been learning about three-point-plugs. We explored how circuits can be set up and modified, including re-wiring components to change how electricity flows. Through hands-on experiments, we practiced connecting wires correctly, testing different arrangements, and understanding how changes affect the overall system. This helped us develop problem-solving skills and a better understanding of electrical setups.

In art, we have been designing pottery inspired by a floral and fauna theme. Learners have been refining their skills and techniques while exploring patterns, textures, and creative details.



In Beliefs and Values, we have been studying Islam, focusing on key beliefs and practices, including the importance of faith in daily life. We have also been learning about pilgrimages, with a particular focus on the Hajj, exploring why it is such a significant journey for Muslims and what it involves. This has helped us understand how religious practices can shape identity, commitment, and a sense of belonging.

Gorse Class

This week, learners in Gorse Class have enjoyed a thoughtful and engaging week of learning.

This week in English, learners continued exploring our 'Following Frankenstein' unit. Learners began writing their own stories from the monster's perspective, focusing on first-person writing to communicate thoughts and emotions effectively. They also developed their descriptive writing skills by creating detailed settings and building atmosphere within their narratives.

Sentence Stack 3

Hint at Backstory

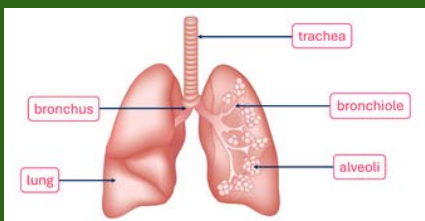
- But no matter how hard I tried, I could never make a friend ship. Everyone that saw me darted off and called me names.



Sentence Stack 3

Reaction of Others

- ✓ The people screamed and sprinted through the village and birds flew screeching into the sky. The village shook under foot as the villagers ran into the fog.



During inhalation, the ribs move upwards and outwards.
Volume in the thorax increases and the pressure drops.
The diaphragm flattens and air moves in.

In Science, learners began their new topic on Gas Exchange. They explored the structures and functions of the respiratory system and revisited prior learning about diffusion to explain how oxygen and carbon dioxide move between the alveoli and the bloodstream. Learners also investigated what happens to the body during inhalation and exhalation.

In Online Safety, learners discussed how to respond to online pressure and maintain positive wellbeing online. They explored strategies for staying safe, setting healthy boundaries and seeking support from trusted adults when faced with uncomfortable situations online. Learners also reflected on the importance of balancing screen time with offline activities and prioritising self-care.



We are looking forward to another exciting and successful week of learning ahead.

Please find the link to next week's Padlet timetable below.

<https://padlet.com/MrTilley/gorse-class-wb-04-05-26-y2uza7fhkt5t8o0o>



Article of the Week Deaf Awareness Week

2025 – 2027



Rights
Respecting
Schools

UNITED KINGDOM



Bronze
Rights Committed

This week, our Rights Respecting Schools Article of the Week has been Article 23: Children with Disabilities. This article explains that all children with disabilities have the right to live full and independent lives, receive support when needed and take an active part in their community. Learners explored what it means to be deaf or hard of hearing and discussed some challenges deaf individuals may face in everyday life.



As part of this learning, we also recognised Deaf Awareness Week. Learners explored what it means to be deaf or hard of hearing and discussed some of the challenges that deaf individuals may face in everyday life. We also considered ways we can make communication more inclusive, such as speaking clearly, being patient and respectful, learning basic sign language, and ensuring everyone feels included in conversations and activities.



Our discussions helped learners understand how Deaf Awareness Week links closely to Article 23 by highlighting the importance of supporting individuals with disabilities and creating an environment where everyone feels valued, included and able to participate fully in school and society.


WOW & IDIOM

WEEK 28; 11TH - 15TH MAY 2026

WORD OF THE WEEK

Dither

verb


" He was in a dither of nervous excitement".

" She's still dithering over whether to accept the new job offer".

Synonyms

hesitate, waver, falter.

IDIOM OF THE WEEK

Every cloud has a silver lining



" every negative or difficult situation has a positive, hopeful aspect".

Origin

" The phrase dates back to the 17th century, likely originating from John Milton's 1634 poem "COMUS", which described a "sable cloud" turning "forth her silver lining on the night".

" I failed my test, but I learned how to study better so every cloud has a silver lining".

" It rained on our holiday, but every cloud has a silver lining, we played board games".

COLLEAGUE OF THE WEEK:



Emma C


Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School



Morley of
Clover class

Headteachers
Awards

Lorelei of
Clover class 

NSPCC

Voice of

Online Youth

Voice of Online Youth

Helping to build a safer, happier online world for children and young people.

ONLINE
GENERATION

We need
action!

Apply to be part of the NSPCC's Voice of Online Youth and help build a safer, happier online world for children and young people.

We're looking for up to 20 young people aged 12 to 15 to help shape the online world. As a member of the group, you'll share your views with decision makers, influence policies and help tackle online safety issues.

Along the way, you'll learn valuable skills like campaigning, public speaking and teamwork. Plus, you'll get the chance to travel across the country and take part in residential, away days and workshops.

You don't need any previous experience, just a passion for making the online world safer for children and young people.

To find out what being part of the VoOY entails check out the links below:



VOICE-OF-ONLINE-YOUTH-FACTSHEETS_YOUNG-PEOPLE.PDF

OUTDOOR EDUCATION



The bikes arrived!!
We took them to Lanhydrock
to test them out!



We have some
accomplished riders,
some learners who are
comfortable on a bike,
some who are
refreshing their skills,
and some who are
learning a new skill.



Whatever
their ability,
the learners
took so well
to the task.



We practised
in the car
park, we
explored the
green trail,
and we hit
the skills
track!



10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, most young people will encounter exam stress, which can affect their mental, emotional, and physical wellbeing. Mental health charity YoungMinds estimates that 87% of pupils experience exam-related stress. This highlights the importance of supporting young people to manage exam pressure effectively, maintain perspective, and protect their overall wellbeing during these periods.

1 PRACTISE WORKLOAD WISDOM

The build-up to exams can feel overwhelming, with competing demands on time and energy. Encourage young people to reflect on whether their workload is realistic and allows them time to rest and recharge. Support them in creating a manageable revision timetable that includes regular breaks and occasional days off. Remind them that plans can be adjusted if they feel overwhelmed, helping to reduce the pressure and prevent burnout.

2 CLEAR UP THE CLUTTER

A cluttered workspace can reduce focus and increase stress levels. Encourage young people to keep their study area tidy and organised, with clearly arranged notes and materials. A calm, dedicated space can support concentration and create a more relaxed mindset. Adding colour, mind maps, or creative elements can also make revision feel less daunting and more manageable.

3 MASTER THE MATERIALS

Revision can feel particularly stressful if young people are unsure where to begin. Help them confirm key study topics and materials, ensuring they're using accurate and relevant resources. Reducing uncertainty can help them feel more in control of their learning. Reassure them that they don't need to know everything perfectly, as building their understanding over time is what matters most.

4 GET CREATIVE WITH NOTES

Writing out detailed notes, rather than relying only on bullet points, can strengthen their understanding and retention. Encourage young people to turn these notes into flashcards for regular review and repetition. Feeling familiar with their material can boost their confidence and reduce anxiety during exams. This approach can help them feel more prepared and less likely to panic under pressure.

5 USE VISUAL MEMORY AIDS

Visual resources can make learning more effective and reduce their frustration when information feels difficult to grasp. Encourage the use of diagrams, videos, sticky notes, and colour coding to reinforce key ideas. Creating simple mnemonics can also make information easier to remember. Using a variety of methods can help prevent mental fatigue and keep revision feeling fresh and manageable.

6 BUILD A TECH TOOLKIT

Technology can be a valuable supporting tool during exam preparation when used in a balanced way. Educational websites, revision platforms, and subject-specific videos can help explain complicated topics clearly, reducing the risk of confusion or stress. Encourage young people to use these tools to support – rather than overwhelm – their learning, and to take regular breaks from their screens to protect their wellbeing.

7 KEEP REVISION ENJOYABLE

Revision is often more effective when it feels engaging and varied. Encourage young people to incorporate humour, real-life examples, or creative approaches into their learning. Mixing study methods, including light physical activity such as short walks, can also improve their mood and focus. Enjoyable revision experiences can help reduce stress and make the process feel more positive and sustainable.

8 USE ACTIVE STUDY METHODS

Active revision techniques can help young people feel more confident and in control of their learning. Strategies such as spaced repetition and active recall, including self-testing or explaining concepts aloud, can highlight both their strengths and areas for improvement. This clarity can reduce last-minute panic and support a calmer, more prepared approach to exams.

9 USE AI THOUGHTFULLY

AI tools can support revision by making learning more personalised and manageable. Young people can use them to generate practice questions, summarise information, or break down topics into simpler steps. Used carefully, these tools can reduce overwhelm and save time. Remind young people to check AI information with trusted sources to ensure its accuracy and build confidence in their understanding.

10 PRACTISE WITH ONLINE TOOLS

Online revision platforms can help young people test their knowledge and track their progress. Many offer quizzes, flashcards, and practice papers aligned with exam boards. Encourage regular self-testing – including timed activities – to build up familiarity with exam conditions. Becoming more comfortable with the format of exams can reduce anxiety and help young people approach them with greater confidence.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of Social Enterprise UK's 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



#WakeUpWednesday

The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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Download this image onto your phone for **when you might need help**



MENTAL HEALTH
AWARENESS MONTH
MAY



Samaritans: 24h

Emotional support to anyone in distress, struggling to cope, or at risk of suicide.

☎ **116 123**

Shout: 24h

Text service, free on all major networks, for anyone in crisis anytime, anywhere.

- If you're over 18, text the word **SHOUT**
- Under 18s, text **YM**

☎ **Text: 85258**

Cornwall's 24/7 NHS mental health support 24h

Call for free, any time day or night if you are worried about your own or someone else's mental health. The team behind the 24/7 open access telephone service will listen to you and determine how best to help

☎ **0800 038 5300**

If you, or someone else, **is in immediate danger call 999**



www.cornwall.gov.uk/mentalhealth

This month, we are supporting Mental Health Awareness Month. It's an opportunity for us to learn more about mental health, understand how it can affect all of us in different ways, and talk more openly about looking after our wellbeing and supporting others. We will begin the month with a whole-school assembly, followed by a range of activities and discussions designed to reduce stigma, promote kindness, and remind everyone that help and support are always available when needed.

Some of the organisations shown are local to Cornwall, while others are national services available across the UK, including in Cornwall. Local support such as Cornwall Counselling & Support Services and People in Mind can offer more personalised, in-person support within the community. National services like Samaritans, Childline, and Shout are also available at any time and provide immediate support when someone needs someone to talk to. Together, these services ensure that young people and families have access to both local and wider support whenever it is needed.

