

# Year 9 Parent Information Evening

## Introductions

Mr Lingard – Headteacher

Mr Dudley – Head of Year 9

## **The purpose of the evening....**

To provide key dates and information relating to Year 9 and beyond



# HELSTON COMMUNITY COLLEGE

## PARENT GUIDE 2026 – 2027

The purpose of this quick reference guide is to help you when your child is at Helston Community College. Please keep this handy, and use it on a daily basis to help you get familiar with the College. If you cannot find the information that you are looking for in this quick and easy guide, please look on the College website

[www.helston.comwall.sch.uk](http://www.helston.comwall.sch.uk)

or contact our main Reception on

[enquiries@helston.tpacademytrust.org](mailto:enquiries@helston.tpacademytrust.org).

- On the website
- Will be emailed to you
- Available as a hard copy on request – please let us know if you need one

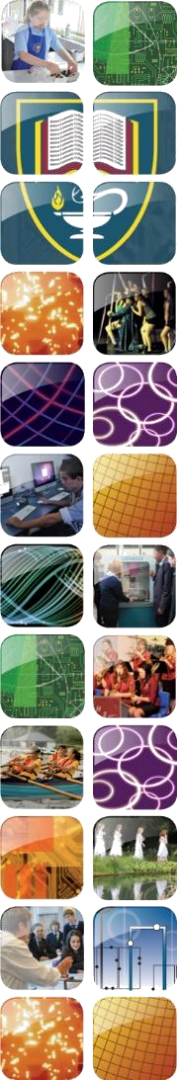
# RAISING THE BAR



Year 9 – time to step up. Preparing for GCSEs.

ASPIRATION · AMBITION · ACHIEVEMENT





Assessment 1 – **Starts 6<sup>th</sup> January**



Progress Report 1 – **29<sup>th</sup> January**



Parent Teacher Consultation Evening – **3<sup>rd</sup> February**

Options Evening – **10<sup>th</sup> February**

Assessment 2 – **Starts 7<sup>th</sup> June**



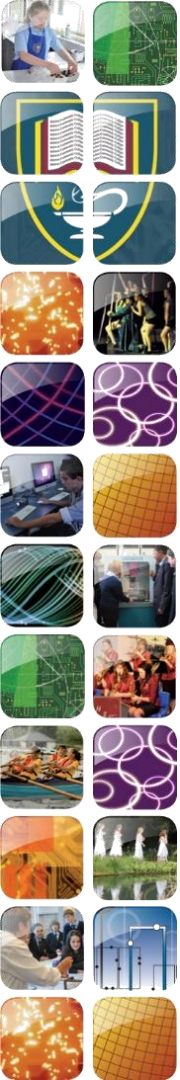
Progress Report 2 – **9<sup>th</sup> July**



# The Options Process

## Key dates:

- Options Evening – **10<sup>th</sup> February**
- Parent appointments optional to discuss choices
- Deadline for option choices **24<sup>th</sup> February**
- From mid-March any issues/clashes discussed.



# Teaching groups

## STEM

Maths, Science, Computer Science – set by prior attainment

## Languages

Slight setting (between 2 or 3 groups)

## PE

Grouped by gender and aptitude

## Technology

Smaller class sizes – mixed ability

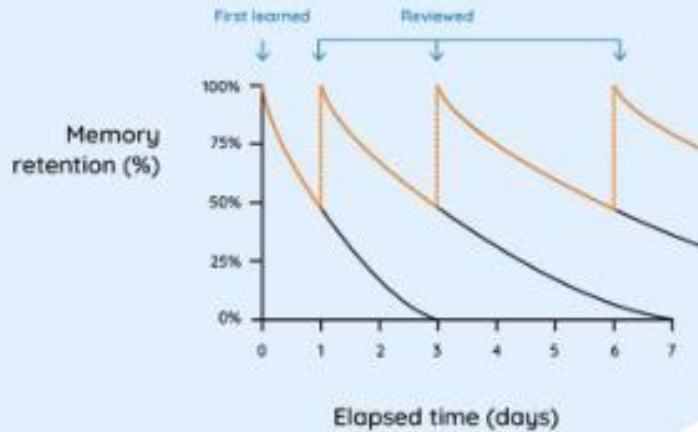
## Everything else

Mixed ability

## Benefits

- Prepares for tiered entries (foundation or higher exam papers) at GCSE in Maths and Science
- Fewer split classes

## The Forgetting Curve



Leaving revision to the end is not effective.

Revision

Y11  
Exams



Revising for each set of assessments and mock exams, then for the final exams is much more effective.

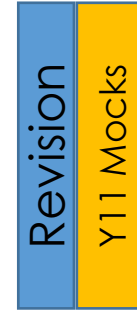
## Year 9



## Year 10



## Year 11





Why revise?

A selection of revision strategies

**Subject information**

This will be emailed home before the assessments to help students to revise at home.

Assessment dates

|                     |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                               |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Physics – P1 Energy | <p>Assessment covers the topics of:</p> <p>Energy stores and transfers</p> <p>Sankey diagrams</p> <p>Energy and work</p> <p>Gravitational energy</p> <p>Kinetic energy</p> <p>Conservation of energy</p> <p>Conduction and Convection</p> <p>Radiation</p> <p>Non-renewable resources</p> <p>Renewable resources</p> <p>Energy and Power</p> | <p>9Sc.k, l, m and n groups – Tue 26<sup>th</sup> November</p> <p>9Sc.p, q, r and s groups – Wed 27<sup>th</sup> November</p> |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

Topics to revise

Here's an example for science

- Knowledge organiser, checklists and a revision map have been allocated to you via class charts.
- A set of exam questions has also been allocated for you to complete as part of your revision.
- A Showbie Science revision room for you to join with additional revision resources

Code: JD4G3 You must set up Showbie using you new @helston.tpacademytrust.org email.

#### Good resources for revision

- Revision guide, workbooks, revision card packs can be ordered from the school shop.
- Cognito videos with linked worksheets for each small topic/key concept [Cognito](#) - [YouTube](#)
- Seneca learning [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

Links to revision on each topic

| Content     | Details of resources available from Seneca learning.            |                                                                                   |
|-------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------|
| P1 - Energy | Seneca Learning Combined Science: Physics Course: Energy Folder |  |

| Content                         | Resources available from Cognito                                                                                              |  |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--|
| Lesson by lesson topic material | <a href="#">Physics Lessons</a>   <a href="#">GCSE Physics AQA Higher Combined</a>   <a href="#">Cognito (cognitoedu.org)</a> |  |
| Energy exam questions           |                                                                                                                               |  |

Students can also find 'knowledge organisers' to help with revision on the website...



Home | College Information | News | Parents | Students | Post 16 | Community | Contact

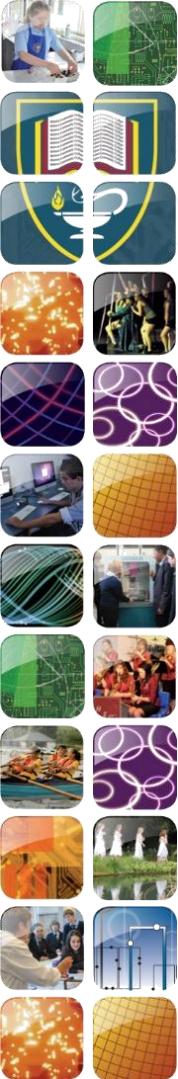
Study Support Year 10 - 11



Activities Week 2024  
Advice and Help  
Careers  
Duke of Edinburgh Award  
eLibrary  
Examination Information - Key Stage 4  
Extra-curricular activities  
Key Stage 4 Options 2024  
**Knowledge Organisers Y7-9**  
Knowledge Organisers Y10 -11  
Personal Development  
Remote Learning Portal  
Student Voice  
Study Support Year 10 - 11  
Useful Weblinks  
Year 11 Revision Resources

A range of resources are available below to help with your studies, please take time to look through them all.

- Revision-Guide Helston
- Art & Design Y11 Independent Study Guide.pdf
- Fine Art Independent Study Guide 2019.pdf
- How to revise for English Language.pdf
- How to revise for English Literature.pdf
- English Lit paper 1 from 'meet the examiner'.pdf
- English Lit paper 2 from 'meet the examiner'.pdf



Helston  
Science  
Department

## Digestion and Nutrition

Here's an example for science



**LO:** To be able to describe the components of a healthy diet and describe and explain the process of digestion and the uses of enzymes

**Food groups:** A balanced diet will contain the correct proportions of all these for the person's needs, e.g. An athlete will need a lot of carbohydrate and protein.

| Food group   | Examples                                  | Function                                                                                  |
|--------------|-------------------------------------------|-------------------------------------------------------------------------------------------|
| Protein      | Fish, meat, dairy                         | For growth and repair.                                                                    |
| Fat          | Butter, oils, nuts                        | To provide energy. Fat provides a long term store of energy. It also provides insulation. |
| Carbohydrate | Bread, pasta, sugar                       | To provide energy.                                                                        |
| Fibre        | Vegetables, Bran                          | To help food move through the gut.                                                        |
| Minerals     | Dairy (calcium)                           | Required in trace amounts to remain healthy, ie calcium for strong teeth.                 |
| Vitamins     | Oranges (vitamin C), Carrots (Vitamin A). | Required in trace amounts to remain healthy, eg. Vitamin D for strong bones.              |
| Water        | Water, fruit juice, milk                  | Needed to form the cytoplasm of the cells and other fluids.                               |

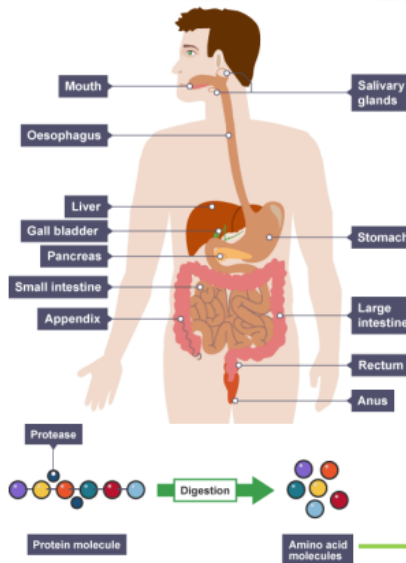
### Food tests:

**Starch test:** Add iodine, if starch is present the colour will change to blue/ black.

**Sugar/glucose:** Add benedict's solution and warm in a water bath. The colour will change to green/ orange/ red depending on the amount present.

**Protein:** Add biuret reagent ( $\text{NaOH} + \text{CUSO}_4$ ), the colour will change to purple if protein is present.

**Fat:** Wipe substance on filter paper, if paper becomes translucent fat is present. Or add ethanol and water, a white emulsion present will indicate there is fat.



### Digestive system:

#### Mouth:

Mechanical (teeth) and chemical (amylase) digestion.

#### Stomach:

Mechanical (churning to mix food) and chemical (protease) digestion.

#### Intestine:

Stomach acid is neutralised with bile and lipase acts here. Small molecules are then absorbed into the blood.

### Enzymes:

Enzymes are not living things. They are special proteins that can break large molecules into small ones. Each enzyme is specific to a type of nutrient.

- ♦ **Amylase** and other **carbohydrase** enzymes break down **starch** into **sugar**
- ♦ **Protease** enzymes break down **proteins** into **amino acids**
- ♦ **Lipase** enzymes break down **lipids** (fats and oils) into **fatty acids** and **glycerol**

# Revision Apps - on iPads

## **BBC Bitesize**

(quizzes, flashcards, podcasts, practice questions)

## **Quizlet**

(flashcards, practice questions)

## **Brainscape**

(flashcards)



# NotebookLM



Here's a great app to help with revision. It will create resources for you using only the content you give it...

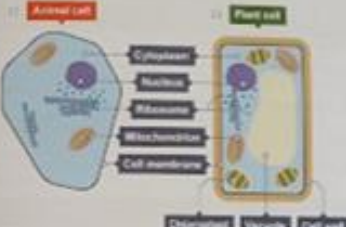
## Subject 3: Cell Biology

### Section 1: Cell Structure

| Cell Structure        | Function                                                            | Prokaryotic Cell | Eukaryotic Cell | Plant Cell |
|-----------------------|---------------------------------------------------------------------|------------------|-----------------|------------|
| Cell Membrane         | Controls genetic information that controls the function of the cell | ✓                | ✓               | ✓          |
| Cell Wall             | Controls cell shape and provides structural support                 | ✓                | ✓               | ✓          |
| Nucleus               | Controls cell growth and division                                   | ✓                | ✓               | ✓          |
| Chloroplast           | Converts light energy into chemical energy                          | ✓                | ✓               | ✓          |
| Mitochondrion         | Converts chemical energy into ATP                                   | ✓                | ✓               | ✓          |
| Endoplasmic Reticulum | Stores and transports proteins                                      | ✓                | ✓               | ✓          |
| Golgi Apparatus       | Processes and packages proteins                                     | ✓                | ✓               | ✓          |
| Lysosome              | Breaks down waste materials                                         | ✓                | ✓               | ✓          |
| Vacuole               | Stores water and other substances                                   | ✓                | ✓               | ✓          |
| Centrioles            | Organize microtubules                                               | ✓                | ✓               | ✓          |
| Cytoskeleton          | Provides structural support and movement                            | ✓                | ✓               | ✓          |

### Section 2: Specialized Cells

| Specialized Cell | How structure relates to function                                                                                         |
|------------------|---------------------------------------------------------------------------------------------------------------------------|
| Epithelial Cell  | Forms the outer layer of the body, covering organs and tissues. Its structure allows it to protect and absorb substances. |
| Muscle Cell      | Long and thin, with many mitochondria and myofibrils, allowing it to contract and generate force.                         |
| Nerve Cell       | Long and thin, with a cell body and long axons, allowing it to transmit electrical signals.                               |
| Red Blood Cell   | Small and round, with a biconcave shape, allowing it to carry oxygen efficiently.                                         |
| White Blood Cell | Round and flexible, allowing it to move through the bloodstream and fight infection.                                      |
| Plant Cell       | Rectangular with a thick cell wall and large central vacuole, providing structural support and water storage.             |



### Section 3: Microscopy

|                  |                                                                                                                                                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Magnification | The ability to enlarge an object. Magnification = $\frac{\text{size of image}}{\text{size of object}}$                                           |
| 2. Resolution    | The ability to distinguish between two points. Resolution is the minimum distance between two points that can be distinguished.                  |
| 3. Contrast      | The difference in intensity between the object and the background. Contrast is the ability to distinguish between the object and the background. |

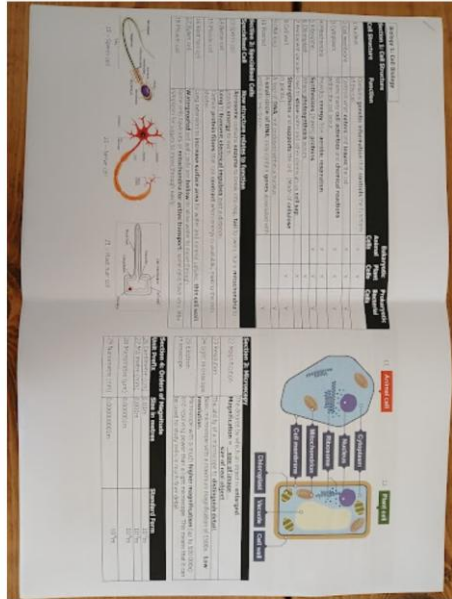
### Section 4: Orders of Magnitude

| Unit Prefix  | Symbol | Standard Form |
|--------------|--------|---------------|
| 1. Tera      | T      | $10^{12}$     |
| 2. Giga      | G      | $10^9$        |
| 3. Mega      | M      | $10^6$        |
| 4. Kilo      | k      | $10^3$        |
| 5. Hecto     | h      | $10^2$        |
| 6. Deca      | da     | $10^1$        |
| 7. Base Unit |        | $10^0$        |
| 8. Deci      | d      | $10^{-1}$     |
| 9. Centi     | c      | $10^{-2}$     |
| 10. Milli    | m      | $10^{-3}$     |
| 11. Micro    | $\mu$  | $10^{-6}$     |
| 12. Nano     | n      | $10^{-9}$     |
| 13. Pico     | p      | $10^{-12}$    |

Take a picture of the content you want to revise and upload it to the app...

← 1000028477.jpg

Source Guide



← Fundamental Prin...

Audio Overview

Video Overview

Slide Deck

Flashcards

Quiz

Infographic

Reports

Sources

Chat

Studio

You can then choose what revision resource you want it to make for you.

20:23

   94

← Cells Flash...

1 / 61



Which cell structure contains the genetic information that controls the functions of the cell?

See answer

  0  0 

Flashcards

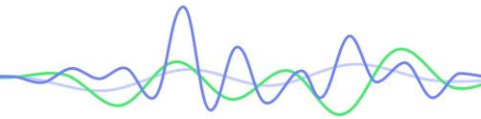
← ○ |||

20:32

   93

← Cell Factories ...



Podcast

1X

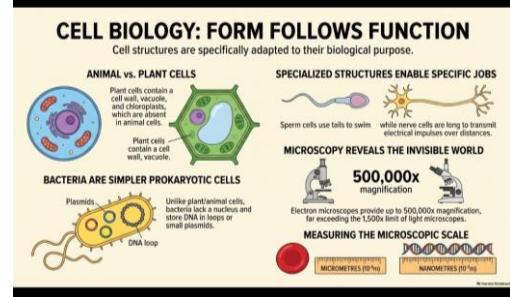
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18:02

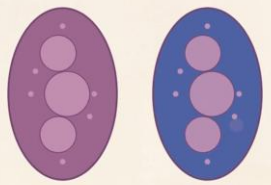
  

← ○ |||



Infographic

Videos



Resolving Power

resolving power.

 Gemini Notebook



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Science  
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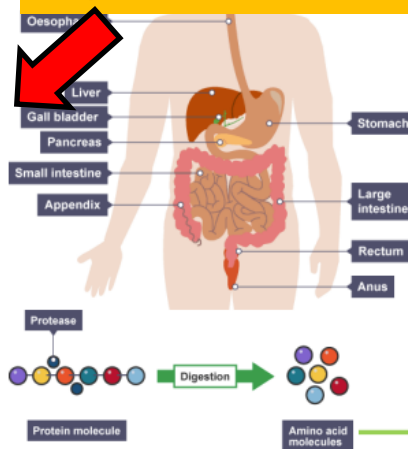
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**Fat:** Wipe substance on filter paper, if paper becomes translucent fat is present. Or add ethanol and water, a white emulsion present will indicate there is fat.

If you just wanted to create some revision resources for the section on food groups, rather than the whole topic, you could just upload a picture of that bit



**Chemical (amylase) digestion.**

### Stomach:

Mechanical (churning to mix food) and chemical (protease) digestion.

### Intestine:

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## Orla Penna - Year 9 Summer Short Report (2026)

Helston Community College

Year 9 (2025/2026)

Form

9F (2025/2026)



**Attendance\***

94.7%

**Lates**

1

**Unauthorised Absences**

0

**Report date**

03 Jul 2026

| Course                                                       | Current mark | Attitude to learning |
|--------------------------------------------------------------|--------------|----------------------|
| Art: (average score = 53%, best score = 95%)                 | 87%          | Excellent            |
| Computer Science: (average score = 72%, best score = 84%)    | 82%          | Excellent            |
| Physical Education: (average score = 56%, best score = 100%) | 78%          | Good                 |
| English: (average score = 56%, best score = 84%)             | 74%          | Excellent            |
| Geography: (average score = 54%, best score = 92%)           | 72%          | Excellent            |
| History: (average score = 53%, best score = 98%)             | 54%          | Good                 |
| Mathematics: (average score = 53%, best score = 96%)         | 87%          | Excellent            |
| Music: (average score = 59%, best score = 100%)              | 85%          | Good                 |
| Religious Education: (average score = 49%, best score = 97%) | 74%          | Excellent            |
| Science: (average score = 60%, best score = 95%)             | 94%          | Excellent            |
| Spanish: (average score = 61%, best score = 99%)             | 81%          | Excellent            |

\* Attendance is for 01 Sep 2025 - 03 Jul 2026

Powered by Arbor

Here's an example of a Progress Report. Please praise good ATL scores (see next slide) and high attendance (95%+)

# Attitude to Learning (ATL)

## 1. Excellent

- o Always prepared and ready to learn.
- o Actively listens, asks insightful questions and embraces challenges.
- o Works independently with a determination to succeed.
- o Responds positively and proactively to feedback.
- o Produces high-quality classwork and homework, often exceeding expectations.

## 2. Good

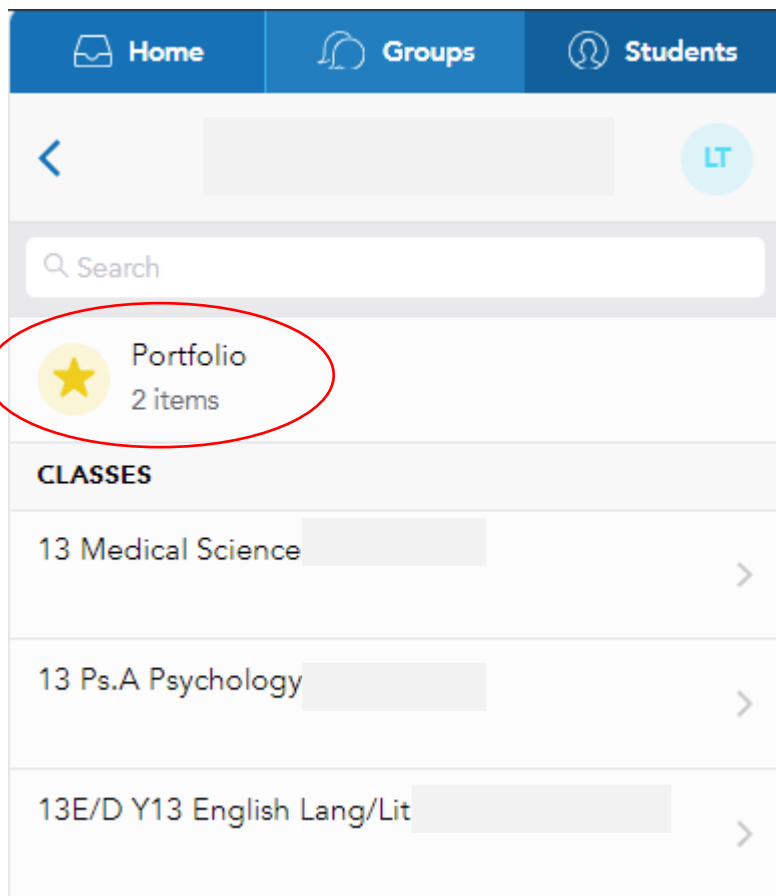
- o Well-prepared, focused, and engaged in learning, most of the time.
- o Can make thoughtful contributions to discussions and asks questions when encouraged.
- o Mostly works independently with occasional support.
- o Acts on feedback appropriately and demonstrates resilience.
- o Consistently completes classwork and homework to a good standard.

## 3. Inconsistent

- o Inconsistent effort and focus on learning.
- o Sometimes asks questions and engages in discussions with support.
- o Works independently at times but often relies on teacher guidance.
- o Sometimes acts on feedback provided.
- o Classwork and homework are of variable quality and effort.

## 4. Poor

- o Rarely prepared and participation in lessons tends to be limited.
- o Does not ask questions or show curiosity about the subject.
- o Can give up on tasks easily and may disrupt their own and others' learning.
- o Makes limited effort to improve their work or to act on feedback.
- o Work is often missing, incomplete, or not to the standard expected.



After their assessments, students will upload their marks and feedback to their portfolio on Showbie, so you can see it.

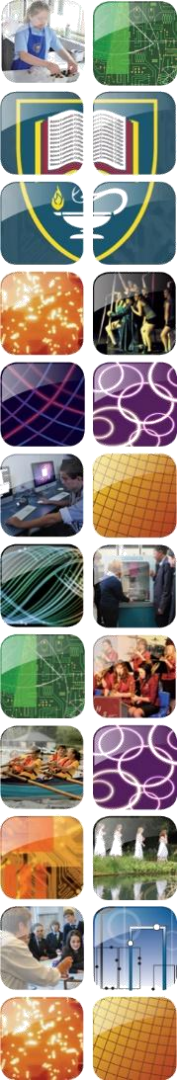


We cannot stress enough the importance of being in every day

# Every day counts

| > 95%                                                                        | 90% and 95%                                                                  | < 90%                                                                        |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Percentage of students achieving five grades at 9-5 (inc. English and Maths) | Percentage of students achieving five grades at 9-5 (inc. English and Maths) | Percentage of students achieving five grades at 9-5 (inc. English and Maths) |
| <b>78%</b>                                                                   | <b>30%</b>                                                                   | <b>3%</b>                                                                    |
| Average GCSE grade                                                           | Average GCSE grade                                                           | Average GCSE grade                                                           |
| <b>6</b>                                                                     | <b>4</b>                                                                     | <b>3</b>                                                                     |

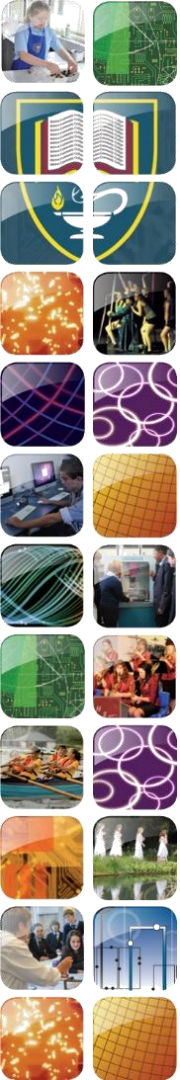
ASPIRATION · AMBITION · ACHIEVEMENT



# Attend Today. Achieve Tomorrow.

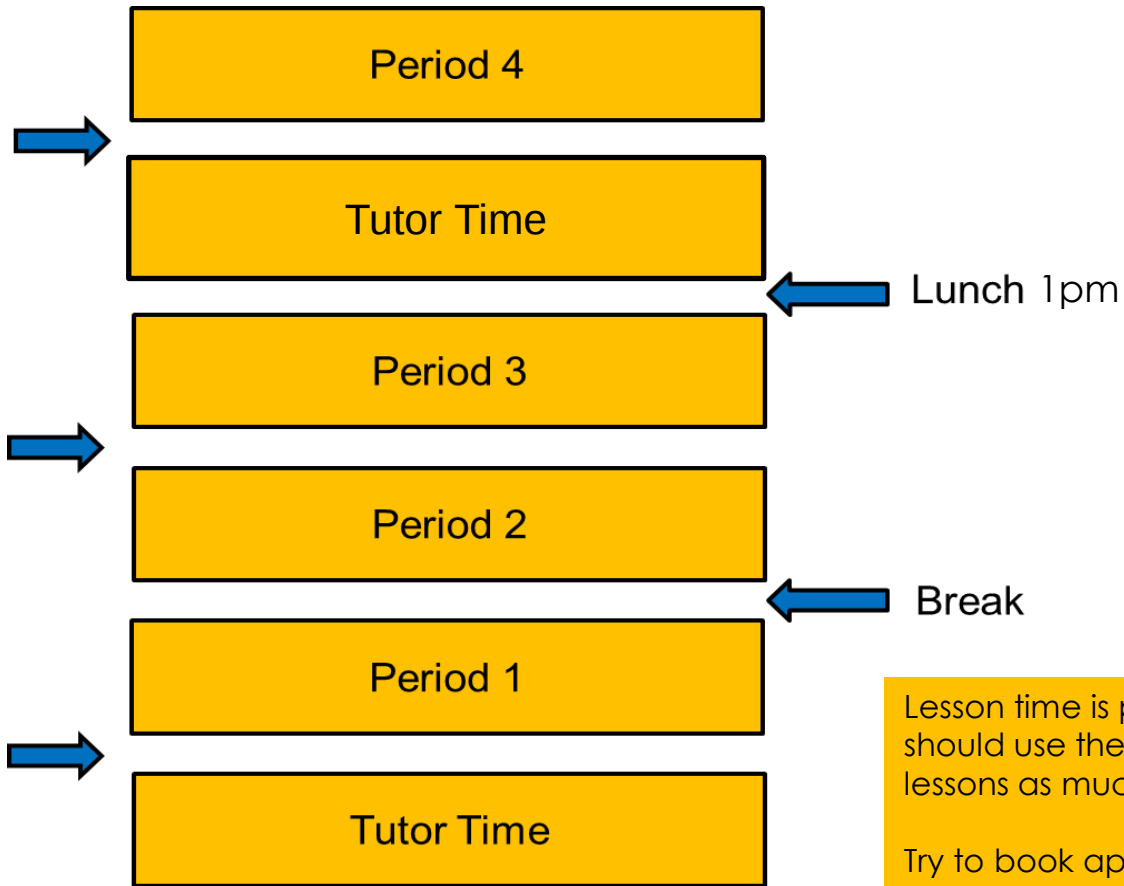
- **Persistent Absence (PA)** – less than 90%  
(19 days or 38 sessions missed in a year)
- **Tier 1** – letter home
- **Tier 2** – meeting arranged (Pupil Support Plan)
- **Tier 3** – Education Welfare Officer)

We follow a tiered approach when there are concerns about absence. This is all based on support – what can we do together to help improve attendance.



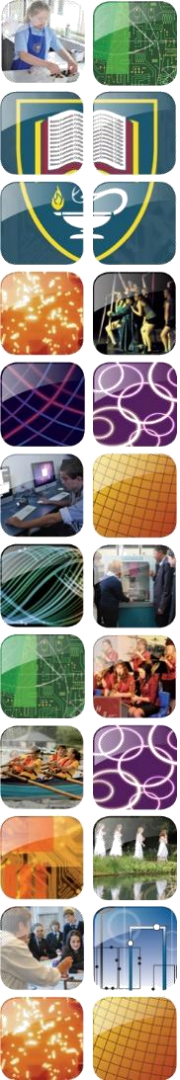
# Absence

- Reporting (by 8.30am)
  - Inform us every day
  - Detail will be requested if not provided
  - 01326 575016
- Low level illnesses – please still try to come in in the morning.
- Term time holidays and leave requests – almost always refused
- Authorised Absence is still an absence!



Lesson time is precious. Students should use the toilet between lessons as much as possible.

Try to book appointments outside of the school day or if not, in the afternoon. The majority of lessons take place before 1pm!



# Behaviour

- Warn, Move, Remove still being used
- Remove means spending time working in the Reset Room
- 2023-24 → **>13** removals a day across the whole school
- 2024-25 → **< 10** removals a day across the whole school
- 2025-26 → **< 10** removals a day across the whole school

Very few removals from across the whole school each day.

Proud  
Engaged  
Ready  
Kind  
Safe



# STARS



Our Learning Behaviours



**Stretch your brain**

Challenge yourself.  
Don't be afraid to make a mistake.



**Tune In**

Be ready to learn and listen actively.



**Ask and answer**

Ask and answer like a scholar.



**Respect**

Show respect to your teacher and peers.



**Stick with It**

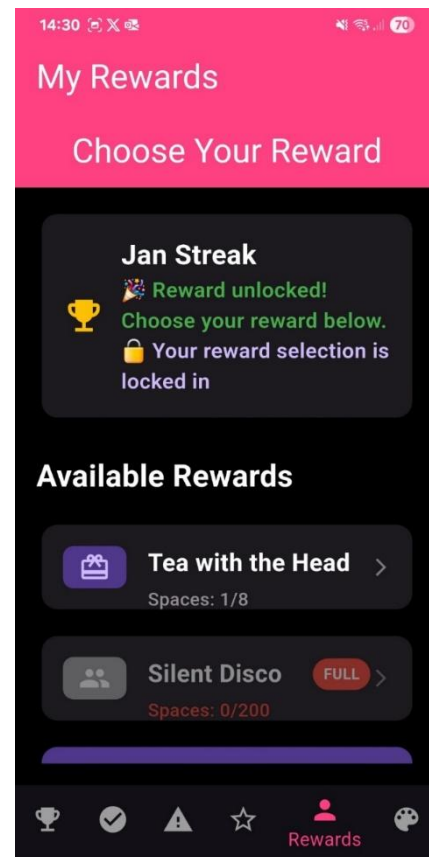
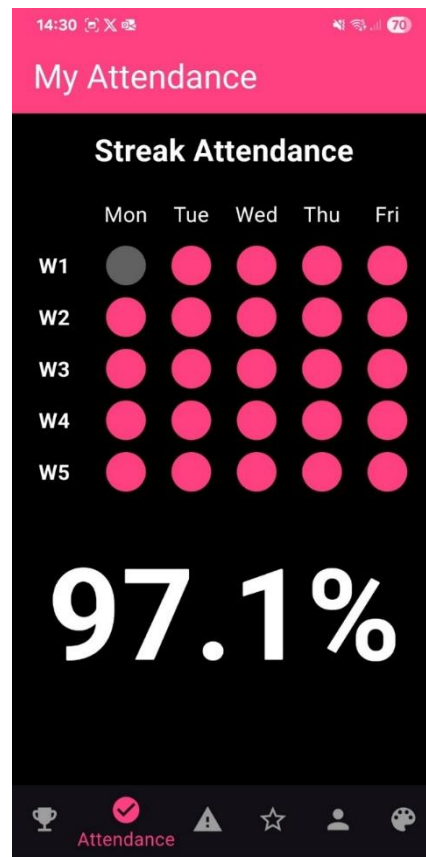
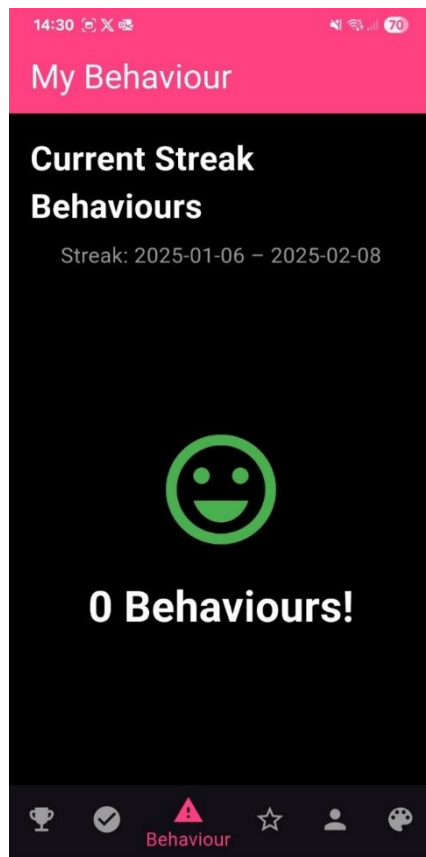
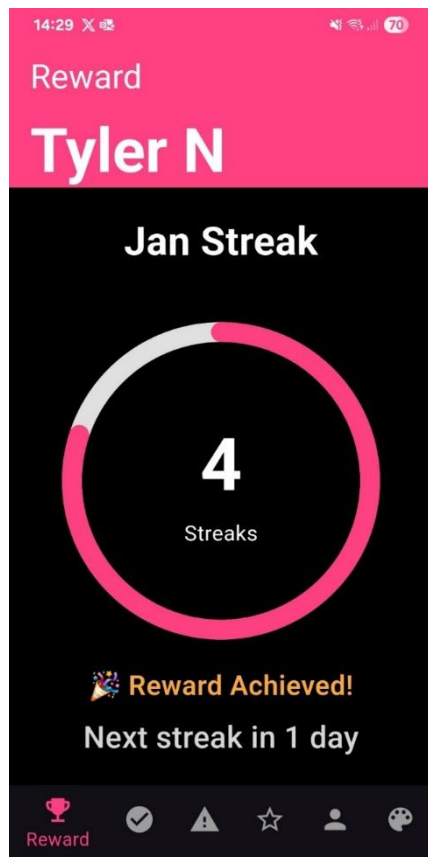
Hold concentration.  
Keep going when learning gets tough.



School Streaks

Knowplace LTD

Students can build up their streaks with good attendance and behaviour. If they achieve a certain number of streaks each half-term they can choose a reward!





## Writing Bundle - £0.70

Includes: Ballpoint pen black £0.05, Ballpoint pen green £0.05, Erasers small £0.05, HB Pencil £0.05, Pencil Sharpener £0.05, Ruler £0.10, Basic stylus £0.40

### Accessory Bundle - £0.60

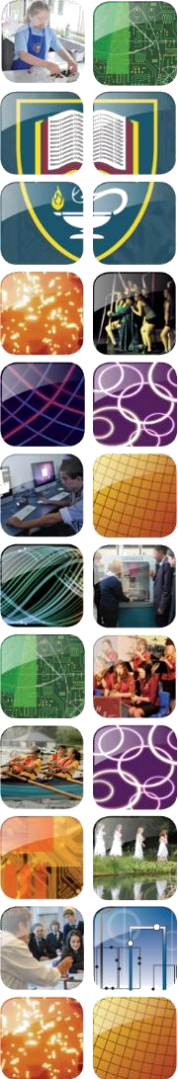
Includes: Glue Sticks £0.35, Highlighter green £0.15, Highlighter yellow £0.15.

**Pencil case - £0.45**

**Complete pencil case - £1.75**

## Calculator - £6.75

Available from our  
online shop or for cash  
via the library.



## TOP TIPS FOR HOME

Our top five tips for supporting your child at school are:

1. Ensure your child gets enough sleep. Teenagers need a minimum of 9 hours of sleep so, if they need to get up at 7.00am, they must be asleep (not just in their rooms) by 10.00pm. To help with sleep, it is advised that students remove themselves from screens for 1 hour before bedtime.
2. Start the day with a good breakfast. Please don't let your child go to the shop on the way to College to buy sweets, biscuits or energy drinks.
3. Getting your child to read regularly makes a huge difference to their success. They will have better comprehension, better vocabulary and greater knowledge if they read, even if just little and often. A good routine helps, e.g. stop watching TV/playing on Xbox/being on their phone at 8.30pm, get ready for bed, read for 30 minutes, go to sleep. It doesn't necessarily matter what they read as long as it is something that interests them.
4. Be as supportive as you can be with homework, but do not do it for them. Praise their effort and help them to organise themselves by planning when to do homework and ensuring they have a quiet place to work. Like with bedtime and reading, a good routine really helps. Some students prefer to get homework done as soon as they get home; others like a break first and prefer to do it after tea.
5. Taking an interest in your child's schooling shows them that you care and promotes the message that education is important. However, talking to your son/daughter about school can sometimes be like getting blood out of a stone! Try asking them if they received any feedback from their teachers or to tell you three things that happened during the day. Have their timetables to hand so you know what lessons took place or what teachers they had. By being specific with your questions, conversations can sometimes open up.

**Sleep**

**Eat**

**Read**

**Support**

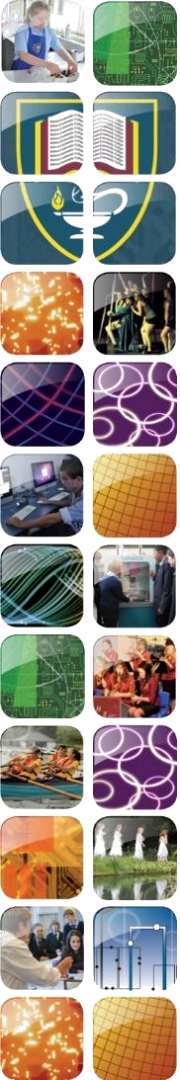
**Talk**



## How much homework do students get?

### Years 7, 8 & 9

| Subject         | Home Learning (per week)                              |
|-----------------|-------------------------------------------------------|
| Reading         | Sparx Reader: 60 minutes (spread throughout the week) |
| Maths & Science |                                                       |
| Year 7          | Sparx: 30 minutes each                                |
| Year 8          | Sparx: 40 minutes each                                |
| Year 9          | Sparx: 50 minutes each                                |
| MFL             | Language Gym: 20 minutes                              |



# Sparx Maths

Sparx  
Science

Used for lots of homework, but also great for revision

Q1 ✓

Q2 ✓

Q3 ✓

Q4 ✓

Q5 ✓

Q6 ✓

Q7

Q8

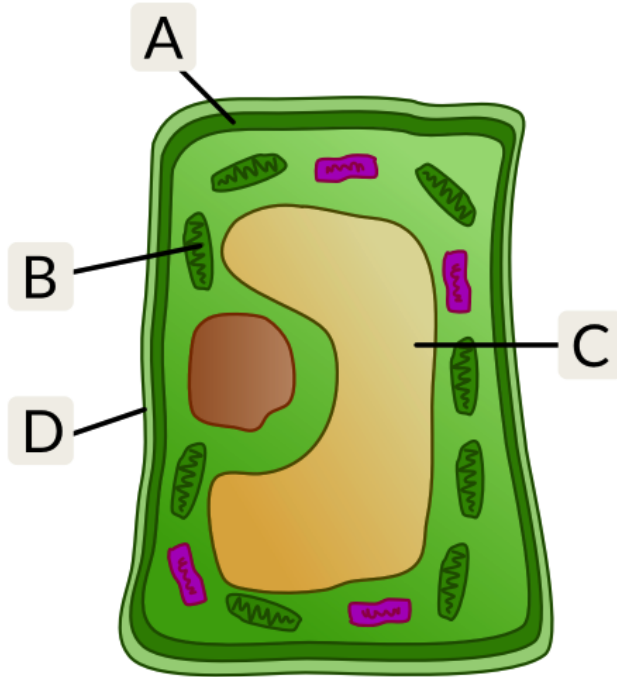
Q9

Q10

Q11

Q12

Q13



The diagram represents a **plant cell**.  
Name each labelled part of the cell.

A: cell membrane ✓

B: cloroplast ✓

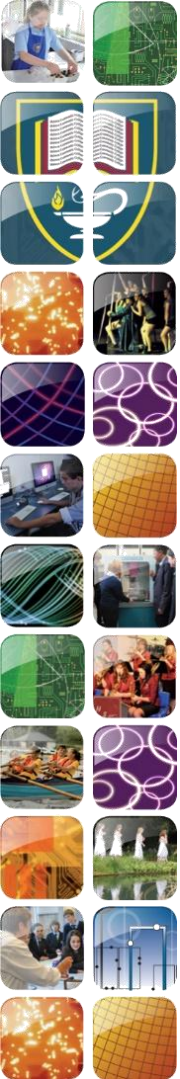
✓ chloroplast

C: permanent vacuole ✓

D: cell wall ✓

I don't know

Submit >



# Additional Reading at Home

**Short newspaper articles.** You can download apps like the Guardian online for free, and find topics that are of interest to your son/daughter. Encourage them to read even one article per week – starting now would mean that they get into the habit and become more confident readers. Even better if you read the article too and are able to have a chat about it over dinner

**Short stories.** Much more manageable than a whole novel, it's a great way to read some fiction.

**Read the opening page of a novel.** The extracts on the exam papers are often openings of stories and even reading just one page of some fiction can really help build confidence if you ask some questions about it.

# RAISING THE BAR



## HCC Book Expectations

1. Books should not be written in until your teacher tells you to.
2. Write the title and the date and then underline them using a ruler.
3. For your writing use blue or black ink.
4. For DIT use a green pen.
5. Use a pencil for drawings and diagrams and label them in pen.
6. All work should be the best you can do. 100% first time, every time.
7. If you make a mistake, put one neat line through it.
8. If your work is not as good as you can do, your teacher will ask you to re-do it.  
You should rule it off and put one neat line through it.
9. You will have to re-do any work that has been doodled on.  
You may have to do this as additional homework.
10. Key pieces of work should be uploaded to Showbie.
11. Your teacher will give you your feedback either on Showbie or in your book.
12. After you have done your DIT you need to upload this to Showbie.

But remember, it's okay to make a mistake!

I have read and understood the above.

I will follow these expectations every time I work in my book.

Name:

Signature:

10th September 2016

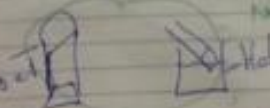
Solids, Liquids and gases

Experiment: Volume of ice and water



Prediction:  
The volume will stay the same.

Observation:  
My observation was wrong.  
~~It was exactly what I predicted.~~  
cold 258secs  
Hot 25.30secs



Conclusion:  
I think the quicker one will be the hot gel.  
My prediction was right.  
cold 2 minutes 58 secs Hot 3 seconds



10th September 2016

Solids, Liquids and gases

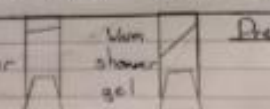
Experiment: Volume of ice and water



Prediction:  
I predict that the volume of water will stay the same.

Observation:  
My prediction was wrong. Because of the hot water the ice melted and the volume got ~~big~~ smaller.

Conclusion:  
When the ice froze the molecules spread a little so the ice was bigger than the volume of water. When the ice was exposed to heat the molecules got closer together and this made the volume get lower.



Prediction:

Same student. First attempt was unacceptable. Made to re-do it.

What is photosynthesis?

2/9/26

Photosynthesis is the process that produces 'food' in plants. The food it produces is GLUCOSE. Photosynthesis uses energy to change carbon dioxide and water into oxygen and glucose.



~~What is photosynthesis?~~

~~2/9/26~~

~~Photosynthesis is the process that produces 'food' in plants. The food it produces is GLUCOSE. Photosynthesis uses energy to change carbon dioxide and water into oxygen and glucose.~~

A.L.



What is Photosynthesis?

2/9/26

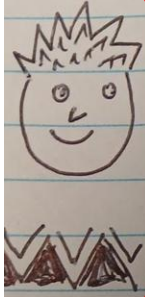
Photosynthesis is the process that produces 'food' in plants. The 'food' it produces is GLUCOSE. Photosynthesis uses energy to change carbon dioxide and water into oxygen and glucose.

Sloppy, lazy writing – hard to read.  
If we know a student can do better they will have to re-do it.

We want students to take pride in their work.

No doodling in books.

X



## Health and Disease

23/09/26

Diseases are often responsible for causing ill-health.

Health is the state of physical and mental wellbeing.

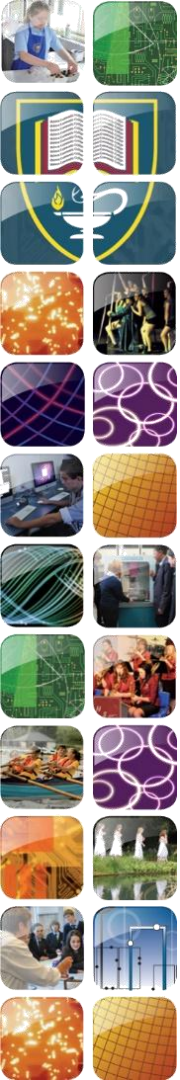
If students need to doodle they can in a note book or on scrap paper.



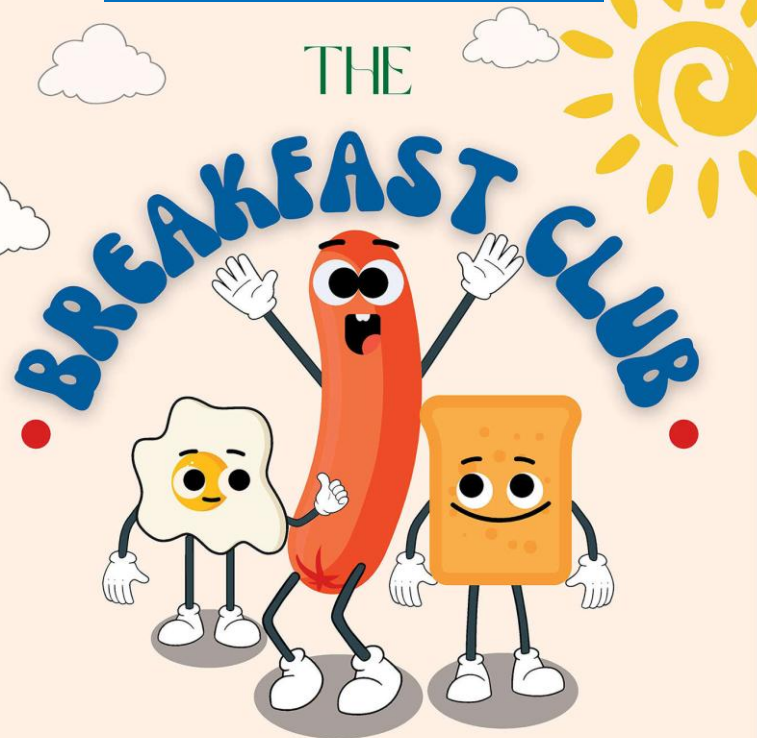
# Writing on iPads

- Stylus or typing only (or writing directly in books)
- No-one using their finger

Ideally, every student needs a stylus. A basic one costs 40p (from the library or our online shop). Students on free school meals get them for free.



**North Site Canteen  
Every Morning from 8am**



**AN EPIC ADVENTURE EVERY MORNING**



**Free toast!**



**Free porridge!**



**Plus other  
goodies to buy.**



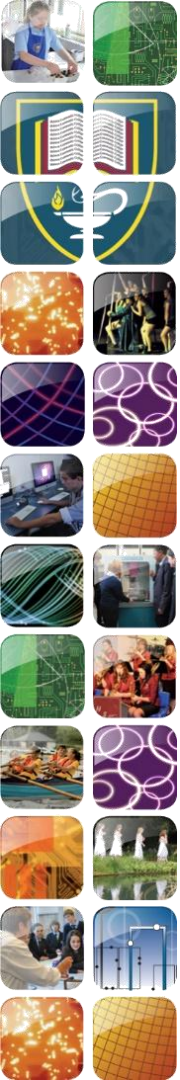
If you need support, please contact a member of the Year 9 pastoral team:

Mr Dudley

[jdudley@helston.tpacademytrust.org](mailto:jdudley@helston.tpacademytrust.org)

Ms Breasley

[kbreasley@helston.tpacademytrust.org](mailto:kbreasley@helston.tpacademytrust.org)



# Other bits and pieces...

Please tell us if...

- You think you may qualify for Free School Meals
- You haven't told us you're in one of the military services
- Your child is a carer
- There have been any significant issues/events over the summer

# Parents of Service Children

## How to get in contact

Email [serviceschildren@helston.tpacademytrust.org](mailto:serviceschildren@helston.tpacademytrust.org)



## When to get in contact

Culdrose are very good at informing us of long deployments, but we understand that there are many other reasons personnel might be serving away for shorter periods which can be just as disruptive for our families due to inconsistency. We want to help! Please inform us of any change in circumstances at home that might have an impact on your child's usual routine or well-being. For example, serving personnel have been deployed on a training exercise, short operation, temporary draft to another base etc.

## What we can do

We can organise a pastoral appointment for your child with one of our pastoral team or if necessary, work with outside agencies and charities to ensure your child feels supported at school.

## Next steps

Please look out for (and complete!) our annual information-gathering survey so that we can keep informed of students' current home situations and be proactive in providing help where needed.

