



Newsletter

Of great merit, character and value



Woldgate's Worthy Winner

On 24th September 2021, our very own James C pitched his fledgling business "So Yummy Treats" to a prestigious panel of business leaders, in the final of the National Entrepreneur of the Year Awards. He faced 15 minutes of tough questioning from a network of celebrated business leaders, including Dragon's Den Star Peter Jones CEO himself!

Cont. Over

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With an enviable mix of British entrepreneur-ism and social conscience, James presented to the panel his strong model for a profitable business that 'gives back' to local communities. James' determination to develop a selling platform with true social purpose at its heart is testament to his great character and personal integrity. With the accolade of 'highly commended' James won second place and a prize of a £2000 business investment. We couldn't be more proud of you James!

Below, Miss Russell gives a detailed account of James' victorious day at the final.



It was an extraordinary warm day as I disembarked from the train to make the 5-minute short walk to Hampton Court Palace. I looked across the Thames and, even from my spot on the far side of the river, the arrival of Peter Jones and his entourage at Hampton Court Palace, was hard to miss.

The Palace was closed to the public; it was as if I had the whole place to myself. The deserted walled gardens and manicured lawns lined with old Oak trees marked my path to the Garden Room: our exclusive venue for the Peter Jones National Entrepreneur of the Year 2021 final #NEOY2021.

As I rounded the corner and walked under the topiary arch, I saw a familiar face. James was sat outside in the sun with another of the Peter Jones Entrepreneur of the Year finalists, apparently relaxing before he pitched his business idea.

James had travelled down to London the previous day and spent the night at the Hilton

before enjoying lunch at Browns on the river at Kingston with the other finalists: all courtesy of the Peter Jones Foundation (PJF).

The venue was spectacular! The grand traditional building's glass walls and doors had been opened to welcome us in, and inviting seating was scattered around the terrace for our comfort. More guests started to arrive: past winners, the Peter Jones Foundation student panel, parents, teachers, headteachers, business leaders, veterans, and social enterprises all began to filter onto the terrace.

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The event itself started at 15:30pm and was compered by Bill Muirhead, CEO of the Peter Jones Foundation. Anticipation started to grow as the eagerly awaited arrival of judges grew nearer. Then, suddenly, the excitement in the air became palpable as Peter Jones and his panel of judges were introduced. Peter Jones was accompanied by: Dean Richmond from Pets Corner, Louise Hill, co-founder of GoHenry and Deborah Okenla, CEO of Your Startup, Your

James had drawn the last position to pitch, and I watched in admiration as the four young finalists battled their nerves to pitch their business concepts to the panel. James had already performed well in previous rounds and showcased on the Peter Jones Foundation website as having a "strong following" and a "5* scores on the doors rating".

When it was time for James to pitch, he approached the lectern with calm confidence and admirable presence. He delivered his pitch with fluent eloquence, portraying his knowledge and in depth understanding of his business. After he had finished, I listened to comments from the audience around me, as the judges retired to make their decision. It was such a wonderful moment to hear all

the positive comments about James' presentation. And although, as his teacher, I am clearly biased, I simply couldn't have been more proud of him.

The judges finally returned, and the wait was over. Peter Jones opened the envelope to reveal that in second place, with the accolade of Highly Commended was ...

James of Woldgate School and Sixth Form, with a £2000 business investment prize.

After much celebration of our young finalists, the audience started to break up for canapes and drinks and it wasn't long before James was being approached by the judges, offering him help and support with his business plans. James was definitely in demand. And, having had the foresight to print out business cards, he was busy working the room and building precious network contacts. This truly was a once in a lifetime opportunity for a very deserving young man.

CONGRATULATIONS James, from all of us at Woldgate.

Miss Russell
Head of Business and Enterprise

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Head Boy and Head Girl

At the end of a rigorous process, we are delighted to introduce Luke W as Woldgate School and Sixth form College's Head Boy, and Jenny C as Woldgate School and Sixth Form College's Head Girl. They will be ably supported by deputies Tom N and Aimee C, and will lead the Senior Prefect team over the next 12 months.

Congratulations to these very worthy winners.



We would like to thank each of the many students who submitted applications for the post of Head Boy and Head Girl for the courage, creativity and confidence of their applications. It truly was a fantastic field and difficult decision this year.

Head Boy Luke W writes:

It is with immense pride, enthusiasm and excitement that I adopt the position of Head Boy. Throughout my Woldgate journey, the incredible endeavours of teachers and older students alike have paved the way for a Head Boy tenure; as sources of inspiration, they provided the framework for a successful campaign. It is with the same hope to inspire others that I would like to lead as Head Boy. As we arise from the constraints of the pandemic, we must work together and grasp all opportunities presented to us with both hands.

As Head Boy, it will be my duty to not only receive, but to implement, as many of the proposals put forward by the pupils and students of this school. I hope to be able to provide a 'voice' for everyone by discussing our views and ideas with the teaching community. Together we are stronger and I will work tirelessly to ensure as many pupils, students and staff can work collaboratively to make our school an even better place to be.

Head Girl Jenny C writes:

I feel very honoured to have been selected as Head Girl. I fully understand the responsibility attached to this role and will approach it with the gravitas it deserves. Being Head Girl gives me the opportunity to help others in our school so we may continue to enjoy it as the welcoming place it is to be. I'm delighted to be working alongside the staff at Woldgate School, as a representative for the larger pupil and student body, on initiatives and at events.

Please do look out for me and pop over to say 'hello' if you see me. The opportunity to add value to the school community is important to me, and so I'm keen to hear about any ideas you may have. I feel genuinely privileged to have been offered the role. Thank you.

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WOLDGATE

THE EAST YORKSHIRE
SIXTH FORM

Welcome to our special edition Sixth Form Art Gallery!

It has been more difficult than ever before over the last eighteen months for us all, as artists, to showcase our artwork in galleries or any public viewing spaces. But as the Covid restrictions lift, so too do our spirits as we are once again able to admire and celebrate in person the exceptional talents of our students here at Woldgate School and Sixth Form College.

We have recently altered our wall exhibitions in school and are very much enjoying viewing the new pieces as they are installed. We thought perhaps you might also like a little 'snap shot' of some of the inspiring pieces we revere daily as we walk about our school. As you will see, we were blessed with an incredibly talented Year 13 group last year and we are extremely proud to present a selection of their pieces here for you to share in our enjoyment virtually.



Karolina Stonciute

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Dom Motiejunaite

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Rhianna Taylor



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Executive Headteacher's Welcome



Last week, we published our enrichment prospectus and it is wonderful to see over 500 of our children and families signing up to this term's Holistic Education offer. As our parents will be aware, with our enrichment, all of children have the opportunity to remain at school until 4pm on Monday or Wednesday and participate in a wide range of activities, events and sports. At the same time, they can also start to receive rewards for their attendance and participation, including House Points and other accolades that ultimately create and add to their personal record of achievement, to complement their academic study.

We are hoping over this academic year that parents will also have the opportunity to access not only your child's academic progress but also to see their record of participation in school life beyond the formal curriculum, to ensure they are developing a broad set of skills, knowledge and experience, to prepare them for later life. I would, therefore, encourage parents to look through the prospectus (sent alongside the newsletter last week) and to sign-up while places remain available.

As the term is now underway it is a good opportunity to take a moment to start looking at your child's books to familiarise yourself with their teachers, the content being taught and the progress they are making. Early in the term focusing on the basics is important and fundamentally, that means presentation, organisation and the use of techniques that will help your child as they approach assessments later in the term.

I can remember, as a child, the basics of writing in pen for the first time at primary. The transition from pencil to pen seems, on reflection, to be on a par with learning to ride your bike. At that time, I was focused on my handwriting, writing in pen and drawing (underlining in pencil), setting out the date and seeking to organise my page with such precision that

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not only did it look neat but also to ensure information was easily accessible at a later date. The basics even today remain – the title, date and the quality of handwriting ensure several fundamentals are in place, pride in our work of course, but also ensuring that when we want to relearn a concept taught previously, we can find the lesson title, the date, the information taught and at the same time identify key passages within the text. A book where titles are missing, dates illegible or inconsistent in their recording and where handwriting becomes illegible, does not support later learning and the recording of such knowledge in class most certainly helps with short term memory, but is very unlikely to help the child longer term.

For some of our children, including myself, barriers to learning made this process more complex and challenging. It is though important with support that all learners can develop the techniques and sometimes strategies that make this process a success. For us, as parents, in our modern world where the pen has been overtaken by the keyboard, speaking to our child about why such presentation is key is important. As a child, I use to know the page needed to be immaculate, I never thought, until I got to my end of year examinations, with fifteen books in front of me faced with weeks of revision, did I realise just how important. Listing topics, I had to revise, flicking back through books, finding the right page – all added to my stress with that first set of examinations and it taught me a lesson about presentation and organisation.

I also learned that books, beautifully presented are also working documents. Today, we would expect children without a prompt from the teacher, to be highlighting/underlining key terms, ensuring subheadings are clear, so information can be found quickly. These basics are so important and for your child, be they in Year 7 or Year 13, are worth a conversation – your support and challenge, in raising these standards at this time, will help your child.

Finally, parents will be aware that the vaccination programme will be commencing in secondary schools shortly. Currently we are awaiting confirmation from the NHS within this region. I would just like to remind parents that the school is not administering this programme and all contact between the NHS and parents will be direct. I'm conscious we have operated two testing centres over these last two years, but in this instance, my colleagues will be focusing on our school and teaching. I would, therefore, ask that if you do have views with regard to the programme itself, its administration or would like to speak to an NHS colleague, that you do so directly once they are on site. We will, of course, notify you when the programme is about to commence.

Do have a great weekend.

Mr J Britton
Executive Headteacher

Key Dates

Autumn Term 2021

Wednesday 8 September –
Friday 22 October

Monday 1 November –
Friday 17 December

Spring Term 2022

Tuesday 4 January –
Thursday 17 February

Monday 28 February –
Friday 8 April

Summer Term 2022

Monday 25 April –
Friday 27 May

Bank Holiday –
Monday 2 May

Monday 6 June –
Friday 22 July

Staff Training Days

Thursday 14 October 2021

Friday 18 February 2022

Monday 25 July 2022



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Mr Davies writes:

It is always a pleasure to read the applications of our Year 13 students as they write personal statements to support their applications to university, employment, and the next stage of their journey.

Writing a statement to encapsulate their commitments and interest—their character and merit—so that they can communicate their values and character to someone who has not met them is undoubtedly a difficult task. Nonetheless, reading Sam's statement last year in which he outlined his pride and admiration for his family who have served in the NHS, especially during the pandemic, which in turn inspired him to follow in their footsteps was inspiring and reached out the reader with his own noble calling to help others. Reading Reuben's statement in which he discussed learning to fly while also taking on an internship in an accounting firm showed his independence, discipline, and ambition.

We know that the opportunities to take part in charity work, work experience, and other experiences were limited during the pandemic and so we are keen to support children in finding these experiences – not simply to help with applications such as these but for their own sake. These are, even so, the things that bring such statements to life. It isn't just the love of the subject and the academic habits that make successful learners but the additional activities and voluntary work that show commitment to something bigger than ourselves.

Consequently we have invited all Year 12 and 13 to take part in enrichment activities this year – either outside of school through work experience placements or in

school with a range of roles and responsibilities that they can take on. Students can become peer mentors to help younger children within the school, they can be House Ambassadors to help be the catalyst for competitions and camaraderie in their houses. They can work to support in lessons or take part in paired reading. They can work with children studying for their GCSEs and help them to organise their revision and studies. Alternatively they can become Subject Ambassadors – helping departments with exciting projects such as subject-themed escape rooms in the library, display, resources, and other activities. They can help in the running of our rewards store, become student coaches within the PE department, or assist in the running of our library. With over fifty roles on the survey available across subjects and areas, we hope there is something for everyone. They can look at the available roles and apply here:

[CLICK HERE](#)

We look forward to working with them throughout the year and seeing them develop in character through the experience of enrichment in or out of school.

Best wishes,

Mr G Davies
Head of Curriculum and Assessment

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Lower School

Ms Minton writes:

As our Lower School pupils settle into their weekly Form time reading sessions on either a Tuesday or Thursday morning, I have been intrigued to find out what they have been reading. Year 8 pupils: Imogen, Grace, James, Katie and Hannah have very kindly reviewed their books for me so that I can get a sneaky peak beyond the back of their book covers! These reads have certainly inspired me to get reading this weekend!

We really appreciate the support of parents in ensuring that our children have a book with them every day and I would also ask that you talk through the '14 before 14' challenge that pupils have been set, in order to encourage a life-long love of reading amongst our Lower School community.

Ms A Minton
Head of Lower School

Cont. Over

BOOK REVIEW

A Book Review by: Grace Lee

Title: The Art of Being Normal

Author: Lisa Williamson

Did you like the book?

★★★★★

The book covers serious topics like transgender, bullying and depression.

Would you recommend the book? Why?

Personally, I recommend this book because it teaches us about self-acceptance and how to cope in everyday life.


What was your favourite part?

The moment the two main characters (David and Leo) meet. You learn about their friendship from both perspectives.

What was the book about?

How the main characters wish to be 'normal' and experience a rocky friendship. They both find self-acceptance.

Draw a scene from the book.



BOOK REVIEW

A Book Review by: Imogen K

Title: They both die at the end.

Author: Adam Silvera

Did you like the book?

★★★★★

Yes I really enjoyed the book and would recommend.

Would you recommend the book? Why?

I would recommend this book as it is sad, interesting and funny all at the same time.

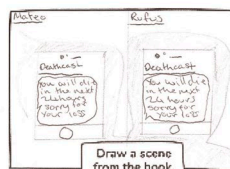
What was your favourite part?

I enjoyed when they were talking to people on the 'last friend' app and found each other as it was funny to read the conversations.

What was the book about?

The book is about two teenagers called Mateo & Rufus who are both going to die today and the adventures they go on.

Draw a scene from the book.



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BOOK REVIEW

A Book Review by: Hannah O'Connell

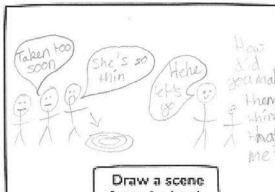
Title: Nevermoor, The Trials of Morrigan Crow
Author: Jessica Townsend

Did you like the book?
★★★★★
Yes it is one of my favourite books.

Would you recommend the book? Why?
100%. Because it's an exciting, tense and comedic read. Overall an amazing book with great characters.

What was your favourite part?
When Morrigan is being shown around the Deveration, I love the list scene and when she meets Frank.

What was the book about?
A girl who believes she is cursed is kidnapped by a crazy ginger man to a magic city to complete 4 impossible trials.

Draw a scene from the book.


BOOK REVIEW

A Book Review by: Katie Greensted


Title: The Bone Sparrow
Author: Zana Fraillon

Did you like the book?
★★★★★
Yes, it was very uplifting and fun to read.

Would you recommend the book? Why?
I would recommend it. Once I had started it I couldn't put it down. It was inspirational and all-round amazing.

What was your favourite part?
My favourite part was when the boy first meets Jamie and starts to become friends with her.

What was the book about?
The book was about a boy that lived in a concentration camp. He meets a girl called Jamie and he starts to learn about what's outside the fence.

Draw a scene from the book.


BOOK REVIEW

A Book Review by: James Nevill

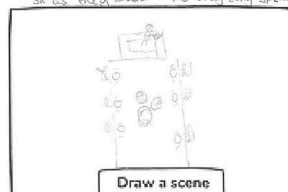
Title: Loki: Where Mischief Lies
Author: Mackenzi Lee

Did you like the book?
★★★★★
I love this book because it's so comfy that it makes you feel like you're part of the Snerry.

Would you recommend the book? Why?
If you're into action/puzzle books, then this may be the book for you. Although it starts off slow, the detail makes you feel like you're really there.

What was your favourite part?
I loved the part at the start where the Asgardians are having a royal feast of Gullug. The scene was also and I felt relaxed as I read it and the description made me feel like I was there watching Loki and Thor sit at their table in the early long speech.

What was the book about?
Young Loki is desperate to prove himself he is sent to investigate and ends up in London in the 19th century. He starts his journey which leads him to find his power and who he is meant to be.

Draw a scene from the book.


BOOK REVIEW

A Book Review by: Olivia Murphy


Title: Amani And The Night Brothers.
Author: B.B. Alston

Did you like the book?
★★★★★
I rated the book 4.5 because it is really good.

Would you recommend the book? Why?
I would definitely recommend it to everyone, it is really fun and makes me want to carry on reading on every page.

What was your favourite part?
My favourite part is when the magic delivery guy comes and when he said "Your package is in the wardrobe in your brother's room."

What was the book about?
The book is about a girl whose brothers were missing on his secret job and the girl goes to a magical world to find him.

Draw a scene from the book.


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Upper
School



Mrs Atkinson writes:

Racing Ahead

Thomas has spent the summer working as an electrician and he believes this to be a career that he would like to explore. As well as this though, Thomas has also been racing regularly to achieve as many points as possible in, what will be, his final season in the Junior Stoxkarts!

His most recent meet was on September 26th, at Buxton Raceway where he had a fantastic day. Thomas and the family arrived at 11am for the first races that were due to begin a few hours later. The first race was for the Gold Top Championship. Thomas says that the first bend was a bit 'rubbish' and then going into the next corner, he got 't-boned' and almost rolled over in his car! Because of this, he then dropped back to about 12th place. However, he kept his focus and finished well - he came 3rd in the race!

Thomas was very proud to receive his trophy and is looking forward to the next meet on Sunday. This will be at Northampton. We wish Thomas all the very best!

Mrs I Atkinson:
Head of Upper School



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Mr Charlton writes:

Last Wednesday evening we were delighted to welcome Year 12 students and their parents into school for the annual 'Welcome to Sixth Form Evening'. It was wonderful having parents back in school and we very much enjoyed the beautiful music provided by our Year 13 Chamber Choir with a few refreshments before the event.

The evening gives me the opportunity to speak to parents and students and discuss the range of exciting opportunities ahead; especially with the introduction of our new enrichment programme. Good study habits, a positive work-life balance and excellent attendance were identified as key drivers behind a successful Sixth Form experience, as was the importance of grasping enrichment and leadership opportunities when they are offered. Broadening their experiences during sixth form is important in enabling our students to become well-rounded in their life experiences. As they journey on to life beyond Sixth Form, these experiences will become invaluable and I'd like to reiterate we will be here to support them every step of the way on the new stages of their journey. On the evening, I outlined the support we offer all of our students as they begin to decide what life after Sixth Form holds for them too, whether they apply to university, apprenticeship or enter the world of work. If anyone would like further information regarding this, please do not hesitate to get in touch.

Meet our Prefect Team

Congratulations and a huge 'thank you' to our amazing Lunchtime Prefect team who have been supporting staff across school supervising lunchtime activities. Although new to the post, they have impressed staff with their mature and responsible approach and have grasped this leadership opportunity with both hands. The care and reassurance they provide our younger pupils with has been admirable. Very well done team: a great start!

Best wishes,

Mr M Charlton
Head of Sixth Form

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Mrs Nicholls writes:

Now that we are four weeks into the new academic year, routines are established, classwork and homework is starting to become the norm again. Homework is the dreaded word in my house at the weekend. For my six-year-old it is because she thinks it stops her playing, and for me, my first thought is "where do we fit this in?"

It can also be a daunting prospect too, sometimes it feels like we may be expected to be directly involved in homework when we may not actually have the knowledge and skills to provide the right support. Teaching phonics in lockdown was this for me!

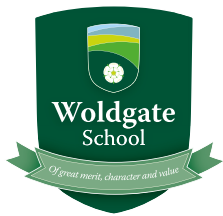
I do know and appreciate though that it needs to be built into our weekly routine as it gives her a head start in the learning coming up in the upcoming week and I know that it will enhance her learning even more. It is also one area where parents can play a very active and encouraging part in their child's education. On a very basic level, it can help kick-start conversations between parents and children, especially in families where busy work and extracurricular commitments may prevent regular mealtimes together

The Education Endowment Foundation research also backs up the importance of homework:

"Children who regularly complete homework have better school outcomes than children who do not. This association is stronger at secondary school than primary school, where the evidence base is also more secure. Homework has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills."

So, with this in mind, how as parents, carers and guardians can we support our children with their homework. The teacher toolkit provides this support list for parents:

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Create space

Set up a space for your child to do their homework.

While making this space in their bedroom is sometimes the easiest option, this automatically makes homework a solitary activity.

If there is an option for a space in a communal area of the house this helps promote discussions and it is easier to get involved without it feeling like an intrusion.

Wherever the space, give the learner some ownership over it and make it an inviting space to spend time in. New stationery, a comfy chair and good lighting will also help.

Make it positive

Make parental input a positive thing. If your child has a question about their work, help them, but try not to tell them the answer. Use questioning to help them get as close to the answer as they can. Starting these practices in younger years will mean that when homework becomes a bigger part of their learning outside of school, your child is comfortable discussing it with you and values your input.

Let them make mistakes

It's OK for answers to be wrong. Telling your child, the right answer and getting them to just write it down means that the teacher is none the wiser about which bits they are struggling with and which they excel at. Help but not too much and leave the mistakes as they are for a teacher to see. Any errors are very revealing and this helps teachers adjust their teaching to address these issues. The chances are, if your child doesn't understand it, others in the class probably don't either, and homework is a great way of highlighting this to the teacher.

Be realistic

Give them time to complete work set. While it is tempting to book weekends full of fun, non-school-related activities, children need some downtime. Allowing them some space in the family schedule means they will be able to start allocating their own time and gives them plenty of time to complete the work set. This will allow more time for discussion, greater conversation between family members and the learner, and an altogether calmer approach.

Mrs C Nicholls

Head of Teaching and Practitioner Development



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Safeguarding at Woldgate School



Mr Sloman writes:

Social Media – Advice for parents

We have included some advice on potential risks and challenges that young people may face on social media to support them and help them make smarter choices about how they interact and share with others on social media platforms:

Has your child been affected by content shared online?

- Encourage your child to think about why friends may share certain posts. Show them how to gently challenge their friends if they find their content offensive. Remind them they can always talk to you about things happening online.
- Judge what effect the content is having on your child. Ensure they know that they should report abusive or inappropriate content on the social platform and consider blocking anyone that may be saying hurtful things.
- If they are deeply affected by the posts, consider advising them to take a break from the social network and concentrate on other activities that might make them happier.
- If you feel that the comments may be affecting your child's mental health and wellbeing, it's best to go and see your GP. Depending on the seriousness of the comments, it might be advisable to file a police report. If you do take this step, make sure you keep some evidence that records what's happened and how it's affected them.

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Are they chatting to strangers online?

- Make sure your child understands that people may hide behind fake profiles for dishonest reasons and the person they've been chatting to could easily be someone with bad intentions.
- Remind your child that they should never give out personal information to someone they don't know online. Make sure they understand what personal information is. According to research on average 6 out of 10 of children's online friends are not 'real' friends offline.
- Be clear with your child that they should never meet someone face to face without your consent. Show them how to block and report anything offensive. Your child should know they can come and talk to you if someone or something is making them feel uncomfortable online.

Posting images of themselves online

Remind your child that these images are their personal digital footprint for years to come and advise them to use settings that only let them share with friends they know. Posting and/or sharing indecent images online is against the law.

You can also help them maintain a positive presence online by:

- Encouraging them to think before they share. They should understand that their actions online can affect both themselves and others.
- Teach your child that it's difficult to keep things private online. Even messages sent between friends get passed on and accounts can be hacked. You should also tell your child not to post anything they wouldn't want thousands of people to see. If they're not happy to wear it on their T-shirt they shouldn't post it online.
- Be a role model so your child understands that you'd never post anything that you wouldn't want them to see.

Remember that most social media platforms have a minimum age restriction of 13 years, including Tik Tok, Facebook, Instagram and Snapchat. **The minimum age restriction for WhatsApp is 16 years. Children under these minimum age restrictions should not be using these social media platforms.**

For more information and advice, visit: www.thinkuknow.co.uk. If you would like more information, or would like support, please do contact Mr Sloman (Designated Safeguarding Lead) or Mrs Wright (Deputy Designated Safeguarding Lead).

Mr L Sloman
Deputy Headteacher
Head of Care and Achievement



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STARS Update

Mr Barrett writes:

This week I would like to update you on what Year 7 pupils will be looking at in their STARS session this half term.

The themes for Year 7 this half term are Rights and Responsibilities and Democracy. They will look at what is meant by the terms and think specifically about the rights and responsibilities children have. Following on from this, pupils will be introduced to the concept of democracy and how the Student Council works within the school. Pupils will learn of the crucial role that Form Representatives play in the structure of our Student Council and by the end of the half term, each Form group will have elected two Form Representatives.

Skills for Life update

The Skills for Life programme has been developed as a whole school approach to further help our pupils and students be better prepared for study, work and the wider world.

Employers are regularly lamenting the fact that young people in Britain often do not have the skills required for the work place. Our research identified six keys that employers regularly say are not well developed enough in a lot of young people in this country. These skills are:

- Time Management and Organisation
- Resilience
- Communication
- Creativity
- Team work
- Problem Solving

Our approach is that over each half term, pupils will focus on one of these 'skills for life' in their STARS sessions, but also in their curriculum lessons. It is hoped this will help raise the awareness of these skills amongst the pupils and help to further develop them. Parents and carers will be able to see how their child is in these skills in their progress checks. Please do discuss these skills with your child. The skill for this half term is : Time Management and Organisation.



REACH FOR THE

Value our community, individual liberty and show mutual respect and tolerance.

To do this we will:

- ★ Always be honest and fair.
- ★ Show respect to others by the way we speak to each other and present ourselves.
- ★ Value our School, the Dining Room, classrooms, displays, equipment and our facilities.
- ★ Develop the knowledge, skills and conviction to play an effective role in our local, national and global communities.

SOCIETY
Of great Character.

Know our personal and academic targets, support others with their learning and stay on task to maximise our progress.

To do this we will:

- ★ Bring the correct equipment to lessons, including our planner.
- ★ Arrive on time for lessons.
- ★ Know our targets for each subject and understand what we need to do to improve.
- ★ Access impartial advice and careers guidance to help us make informed decisions, develop our ambitions and aspirations, plan our future, and prepare ourselves for the world of work.

TARGETS
Of great Merit.

Always wear the correct uniform and take pride in our appearance.

To do this we will:

- ★ Take pride in our uniform and ensure we always look smart and professional.
- ★ Wear the correct uniform at all times.
- ★ Be ambassadors, by wearing our uniform with pride, in and outside of school.
- ★ Take pride in our personal identity, culture and history, value ourselves and celebrate our achievements, developing our own self-confidence and self-esteem.

APEARANCE
Of great Value.

Respect the rule of law and take responsibility for our own behaviour and learning.

To do this we will:

- ★ Concentrate, listen to the teacher and one another, follow instructions and work hard.
- ★ Do our homework quickly and return it on time.
- ★ Ask for help if we don't know what to do.
- ★ Develop our spiritual, moral, cultural, mental, physical and financial awareness, in order to understand our society and help us prepare for the opportunities, responsibilities and experiences that await us in later life.

RESPONSIBILITY
Of great Character.

Be safe, sensible and mature. Never seek to cause another harm through our words or actions.

To do this we will:

- ★ Always treat others as we would like to be treated ourselves.
- ★ Never swear, hit or bully anyone or use offensive language.
- ★ Be considerate to members of our wider community, as well as safe and sensible, whilst travelling to and from school.
- ★ Develop the knowledge, skills and attributes to keep ourselves healthy and safe, and prepare ourselves for life and work in modern Britain.

SAFETY
Of great Value.

Newsletter

*Of great merit,
character and value*



Literacy Matters

All pupils in Year 7 have been introduced to the '14 before 14' challenge, and have received a bookmark to take home that contains all of the books on the list.

Every week, we will include a review of one of the books on the list. This week, we start with *A Kind of Spark* by Ellie McNicoll.

Review

A Kind of Spark by Elle McNicoll

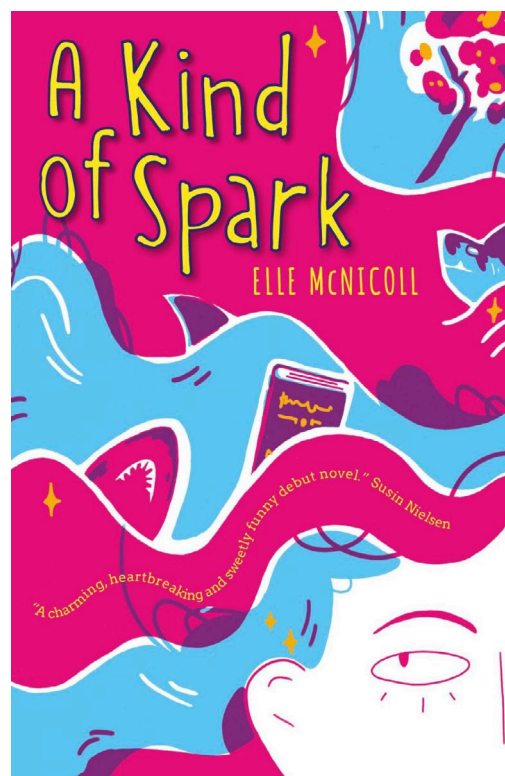
Interest age: 9-11

Reading age: 9+

Addie's class are told they have a 'fun' new project to study in the run-up to Halloween. As the teacher recounts how 16th century women were accused of witchcraft for reasons as innocuous as being left-handed, 11 year old Addie is left stunned. She's horrified that innocent people, including women from her own area, were persecuted, executed, then forgotten by society. The revelation leaves her determined to lobby for a local memorial in her small Scottish village.

Oppression of those with perceived 'differences' is of course not confined to the history books. And Addie, who is autistic, experiences this at first hand and in various forms, both at school and in the local community. But we soon see that she is not one to sit back and accept injustice – and with support from a new girl at school – she fights valiantly for what she knows is right.

Cont. Over



Newsletter

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This debut novel from a neurodivergent writer offers an utterly convincing and hugely likeable narrative voice. Challenging many a myth and a stereotype, but never forcing its messages, this is a powerful book with a gentle touch.

A short, sweet and accessible read, but with so very much to say.

From booktrust.org.uk

Note

All books on the '11 before 11' list are available to borrow from the mini library outside of Mrs McMurdo's office in the Kirby Underdale block.



Form Tutor reading programme

We are now three weeks into our Form Tutor reading programme. Pupils are enjoying both *The Girl of Ink and Stars* and *Touching the Void*, and having the opportunity to read independently every week.

Here's what some of our Year 7s had to say:

I'm really enjoying that it's an adventure story. I don't know what's going to happen next, though!

Scarlett E

I love that we have new books!

Cole D

I like having the opportunity to read independently.

Finn H

Newsletter

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character and value*

Chartwells Catering

We all recognise that healthy food choices are extremely important for our children's development; getting the right nutritional balance can make all the difference to a child's focus in the classroom or their mental wellbeing generally. For this reason, we thought you might like to hear a little bit about the catering we offer here at Woldgate School and Sixth Form College and our catering company's dedication to promoting nutritional eating.

Our school catering is provided by Chartwells; an established company who actively encourage healthy food choices for children through their menus and pricing. Catering Manager, Mr Helbrow, explained that Chartwells have intentionally reduced the prices of some of their healthy options to encourage the children to make good choices; for example, students and pupils are enjoying a decrease in the cost of fruit pots and mineral water. Mr Helbrow is also continually introducing popular healthy alternatives to the menus; including the latest additions of 'take out' hummus and crudité pots and shaker salads.

Providing a range of healthy options is important to Chartwells Catering, and we know that our pupils and students appreciate the range of choice on offer. Indeed, we thoroughly enjoyed sharing time with some of our Year 7 pupils during their lunch break to ask for their views. Riley said **"I really love that there's so much choice! The meal deals are the best!"** Violet was enjoying her chosen lunch of a jacket potato with cheese and salad and explained that she loved that she could have the choice of a hot meal at school too. All the children were enthusiastic about the products on offer.

Chartwells Catering operate a 'cashless' catering system where pupils and students can spend only up to their allocated allowance each day. In line with feedback, this automatic 'spend' limit will be increased from £5 to £6 per day from 11th October 2021. Children certainly don't have to spend this amount but it is there should they need it. The cashless system does allow you to 'reduce' this cap below £6 to meet the needs of your child.

Please view our
Menus by visiting:

<https://www.woldgate.net/school-meals.html>

Please do have a look at the menu and feel free to contact your child's Care and Achievement Coordinator for further information regarding the cashless system or the catering at our school.



Newsletter

*Of great merit,
character and value*

Notices

Flu Vaccinations

Messages were sent home this week regarding nasal flu vaccines for Year 7–11 children.

If you would like your child to receive the nasal flu vaccine in school, please follow the link below to complete an online consent form. Annual flu vaccinations are available this year to all pupils in Year 7 up to Year 11.

<https://www.nhs.uk/flu/information?Id=143588&Type=FLU>

The vaccinations will take place at school on 08/11/2021. The link will close on 24/10/2021. If your child has already had the nasal flu vaccine since September 2021 please disregard this message.

If you have any problems accessing the link, or would prefer to provide consent via the telephone, please contact the immunisation team on 0333 358 3397 option 2 then option 1.

This link is also available to view on ClassCharts.

Reporting Pupil Absence

All pupil and student absence should be reported by 8.50am each morning.

Please call the Attendance Office on 01759 302395 and select option 1 to ensure your child's absence is recorded promptly.

Cashless Catering

Please note that the daily spend limit for cashless catering services is rising from £5 to £6. Parents and carers can choose to reduce this limit to suit their preferences but the automatic limit will be £6

This change will take effect from 11th October.

Please read the article on [Page 26](#) for more information.





Newsletter

*Of great merit,
character and value*

REMINDER

14th October

School Closed

School is closed for pupils and students on 14th October as this is a training day for staff.



Newsletter

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character and value*



Governor Vacancy

Melbourne Primary School is part of the Wolds Learning Partnership. The Local Governing Body at Melbourne Primary School has a vacancy for a Governor – at this time we are not looking to recruit parent governors as all parent governor vacancies are full.

Governors play a key role in the school. Working as a team to provide support and challenge and influencing strategies. We are hoping that members of the community will nominate themselves or others and help us by contributing ideas and influencing decision making.

Outlines of procedures for nominations are set out below but please feel free to contact me directly to talk informally about being a School Governor.

The Local Governing Body is made up of parents, teachers and other members of the community. Twice per term the Governing Body meets to support the work of the school, and together with the Head of School is responsible for making sure that the school provides a good standard of education for pupils.

If you would like to become a Governor please contact me using the following email address: kfoxton@mcps.org.uk

Newsletter

*Of great merit,
character and value*

Rewards

Our school motto is 'Everything you do should be worthy of great merit, character and value', and every day our pupils' efforts, contributions and achievements are recognised with rewards that reflect these values. Our pupils understand these core values as being the foundation of successful learning, and a successful life, and each of the rewards holds a special significance:



Acts of Great	MERIT	26,878	TOTAL HOUSE POINTS: 2,300
	CHARACTER	2,014	
	VALUE	2,629	

House Points

Every pupil belongs to one of our five Houses, representing our local countryside. Pupils can be awarded House points for exceptional contributions to school life, and for participating in House competitions and events, and all rewards contribute to each House reward total:

House rewards since the start of the year:



8,436



9,181



9,106



8,041



8,105

Newsletter

*Of great merit,
character and value*

Acts of Great Merit

The quality of being particularly good or worthy, especially deserving of praise or reward. For example, the production of an outstanding piece of classwork, home learning or an outstanding assessment outcome.

The pupils with the highest Great Merit awards this week are:

Year 7:	Billy Warrior
Year 8:	Rupert Sawyer
Year 9:	Olivia Foster
Year 10:	Lily Featherstone
Year 11:	Lily Foster
Year 12:	Isla McDaid
Year 13:	Flo Fitzpatrick

Acts of Great Value

The principles or standards of conduct we work to; those acts and skills that are valued by our wider society. For instance, the ability to demonstrate emotional intelligence, to communicate effectively or be a leader of a team.

The pupils with the highest Great Value awards this week are:

Year 7:	Henry Scott
Year 8:	Charles Roxby
Year 9:	Theo Dykes
Year 10:	Jacob Hudson
Year 11:	Mary-Jane Kelly
Year 12:	Joshua Meek-Grane
Year 13:	Alicia Reed

Acts of Great Character

The moral qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.

The pupils with the highest Great Character awards this week are:

Year 7:	Beatrice Evans
Year 8:	Fin Walker
Year 9:	Samuel Kelly
Year 10:	Molly Randle
Year 11:	Francesca Legge
Year 12:	Sula Hesletine
Year 13:	Isabella Aaltio



Please discuss these values with your child, and do regularly look at your child's rewards on the ClassCharts Parents' App.

Every week, our Newsletter and weekly pupil briefing highlights examples of our pupils demonstrating each of these values, and we encourage all of our pupils to embody each of these values in everything they do.

Newsletter

*Of great merit,
character and value*

Care and Achievement Coordinators



Year 7

Mrs S Clark

07790 987139

sclark@woldgate.net



Year 8

Mrs A Carlill

07980 702715

acarill@woldgate.net



Year 9

Miss G Parkin

07790 987137

gparkin@woldgate.net



Year 10

Mr M Elwers

07790 987131

melwers@woldgate.net



Year 11

Mrs H Cross

07790 987142

hcross@woldgate.net



Sixth Form

Mrs R Bourne

07790 987009

rbourne@woldgate.net