



Newsletter

Of great merit, character and value



Welcome to the new Woldgate School

Cont. Over





Newsletter

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Woldgate School and Sixth Form College pupils and Sixth Formers are set to benefit from new, modern, cutting edge, energy efficient school facilities, after being awarded and recognised as one of fifty schools, out of over four thousand nationally, by the Prime Minister and the Department of Education.

The school, which is part of a highly successful 'Wonder' Multi Academy Trust, has won numerous national awards for the education it provides, and the outcomes achieved by its children. This has led to the school becoming heavily oversubscribed since 2018, following national recognition in 2016 as a 'Top 100 school', winning the SSAT Educational Outcomes Award for three years in a row, and then becoming a National Teaching School, before also joining the Peter Jones Foundation.

Prime Minister Boris Johnson said: *"As we bounce back from the pandemic, it's important we lay the foundations for a country where everyone has the opportunity to succeed, with our younger generations front and centre of this mission. This major new investment will make sure our schools and colleges are fit for the future, with better facilities and brand-new buildings so that every child gets a world-class education"*.

The new school will remain relatively small, but will allow a slight increase in numbers to ensure it can continue to serve its community and to help meet the demands from prospective pupils and families. The school also hopes to allow its new facilities to be available to its wider community, as they are expected to be the very best available within Pocklington, the region and on a par with some of the very best nationally.

The first 50 new school projects are supported by £1billion in funding and mark the start of the School Rebuilding Programme. The initial rebuilds and refurbishments by the Wonder Trust and the Department of Education will create modern education environments, providing cutting edge classrooms, art studios and science laboratories, technology rooms, plus indoor and outdoor sports pitches, courts and athletics facilities.

The school will also be greener, helping meet the Government's net zero target using the latest technologies and building techniques to make the school environmentally friendly. The new sustainable design will bring together professionals, clients, contractors and most importantly the building's guardians, its teachers and children will be key to success.

The new school buildings will be positioned on the existing school site but designed to allow the original school to continue to operate as normal while the building work is undertaken. The initial stages of the project are already underway, prior to the Department of Education applying for planning permission to rebuild on behalf of the school and Wonder Trust.

The Headteacher (Mr Britton) said *"I am overjoyed for our children, families and my colleagues, that our school and community has been recognised for its extra ordinary accomplishments nationally and will now benefit from new cutting-edge facilities to support our children's learning – it is truly exciting and I am very grateful to our colleagues at the Department of Education who are leading on this exciting new phase of our school's history"*.

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Woldgate's New Football Kit is a Big Hit

The start of September not only signified that pupils and students were back in school again, it also meant that we, as a PE team, could start organising and playing sports fixtures against other schools. It meant that pupils and students once again could be part of Woldgate's school teams and wear the badge with pride.

However, none of that would have been possible without the kind and generous sponsorship of our new football kits. The PE department would like to take this opportunity to thank Arco, Bonds Tyres and NFU Mutual for their generous sponsorship of three football kits that have already had outings against South Hunsley, Selby High, Fulford School and Queen Ethelburga's College. It has been amazing to see the pupils and students wearing your kits with pride and representing Woldgate both at home and away fixtures. Thank you once again; what you do makes a huge difference!



Miss Wilkinson.



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South Hunsley 1–7 Woldgate

Match Report by Liam Northcott in Year 10

Matthew Quail - 2, Caleb Wilson - 1, Taylor Frankland - 1, Harry Scrowston - 1, George De Vires - 1, Liam Northcott - 1

Year 10 boys travelled to South Hunsley for our first game of the season and we were really excited as we haven't played school football since Year 8—we couldn't wait!

We set up with a 3–5–2 formation. Alex Rutherford started in goal with Harry Scrowston at left centre back, Luke Woodhead was at centre back and I was at right centre back. George De Vires started at left wing back and Jake Martin right wing back, Jamie Skelton and Roan Shirley started in centre midfield with Caleb Wilson slightly in front as an attacking midfielder. This left Matthew Quail and Tomos Hastie as our strikers, and Taylor Frankland starting as our only substitute.

The game started and both teams found it hard to get going, the conditions were rough and the game was fast. We eventually settled down, found our rhythm and we started to pass the ball much better. We were now the better team and our passing and movement allowed us to create some chances. About half way through the first half, Harry took the ball out of defence and unleashed a rocket from about 35 yards out! It nestled in the top corner of the net for us to take the lead. Not long afterwards, some neat interplay saw Roan play Caleb in on goal and he smashed it past the South Hunsley keeper to double our lead! We didn't sit back; we continued moving the ball quickly playing around the South Hunsley players. Fortunately, I managed to get on the score sheet when Luke fed me the ball deep in our half and I started a 'Mazy run' all the way up the field before slotting it past the keeper and into the far corner of the net. This seemed to knock the stuffing out of the opposition; they seemed deflated and resorted to long balls which didn't cause us any problems. As the first half drew to a close, Matt received the ball on the edge of the area before beating a few players and shooting with the outside of his boot to cleverly find the corner of the net! Half Time 0–4!

In the second half Taylor got substituted on for Tomos. We were playing some really nice football in the second half; we really settled down. The first goal was from Matt, he took it round the keeper and slotted it in. George scored next. South Hunsley managed to score when we conceded a penalty, but we made up for it as Taylor scored the last goal of the match bringing us a 1–7 victory! We can't wait until our next match now!

Liam Northcott



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Executive Headteacher's Welcome



I would like to thank our parents and especially my colleagues, who in offering over fifty different enrichments opportunities for the term ahead, have with the support of parents, seen over 500 of our pupils opt to remain in school until 4:00pm, on a Monday and Wednesday to participate. The response, therefore, has been absolutely wonderful and it was a joy this week to see our children thoroughly enjoying themselves accessing new activities and skills beyond our formal curriculum. As the academic year progresses and Covid-19 allowing, I am hopeful we will also be able to further enrich this offer with our school visits programme and world expeditions.

Parents maybe aware that schools continue nationally to be impacted by COVID-19. We have, as you might expect, seen children test positive but with the support of parents undertaking regular lateral flow tests, we have kept our community safe. We are though seeing a number of colleagues who are needing to take PCR tests, upon contracting similar symptoms and although many have proved negative, we have unfortunately had a number of colleagues who have needed to isolate. I share this news to both reassure you that cases are being detected, but also to make you aware that we are experiencing disruption to teaching at this time still due to COVID-19 and are working hard to mitigate its impact upon our school community.

As the winter progresses and viruses as normal continue to transmit, alongside COVID-19, we would ask for your support and understanding. In testing as per the schedule to protect your own child but to keep other children, families and colleagues safe, to mitigate any further impact upon education. Symptoms within children and vaccinated adults do vary, so being cautious is wise. I know from my own children, we've had two consecutive weekends

of taking a PCR test on a Friday and awaiting results on Saturday. All negative, but with coughs, temperatures and other symptoms, a ten-minute test is an inconvenience, but also being at home and not able to attend school for many days is worse I feel.

Last week we focused on presentation and this week I just wanted to ask our parents to consider organisation. The school diary is an essential tool for our children. Although I'm sure in a few years such methods of organisation will become electronic, for children the techniques used to help prioritise, sequence and action homework tasks does not come easily. I sometimes open planners to see a child really struggling – do I record the homework when it is set or due, how do I plan if it will take longer, when do I read through my books and highlight my notes? All questions that most, especially our children within Year 7 will be grappling with at this time. Tutors can really help in this process, but as parents helping children to prioritise is key in helping to manage workload now and later in life.

Cont. Over



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Here are a few thoughts that might help:

Make a List: If your child can manage the diary then wonderful, but for some flicking between pages and identifying which tasks are completed or not becomes confusing. A simple paper list or whiteboard is helpful. Every night add to the list – subject, task and due date, crossing out the job in the diary as you go. All of your tasks in one place and an easy discussion point for child and parent.

Don't Rush but Don't Dilly-Dally: Setting time limits is key. Knowing how long something should take focuses the mind. Often we'll find ourselves bias towards specific subjects and some activities can take far longer than intended, although they have equal worth.

Handle Big Tasks First: Leaving the big tasks to last is often a mistake. We can easily delude ourselves by racing through smaller homework's and reassure ourselves everything is progressing well, when in fact, we're ignoring the 'elephant in the room'. Bigger tasks will take more time for a reason and will often have greater worth, both educationally and later in our working lives. Helping your child to do these jobs first, allows them to better determine how long they need to invest in their homework.

One Thing at a Time: In our technological world multitasking is the norm. Often though it can become a habit that stops our minds focusing on one particular challenge. If we start to distract ourselves because something is hard, less enjoyable or even tedious, then we're probably not investing the time that is needed – sometimes learning is fun, but it can also be hard-work.

20–20–20 Rule: This relates to concentration and timing tasks. Often twenty minutes on and then a short break, helps us to refocus. Concentration spans do vary with a child's age, but being unrealistic with how long you can actually stay focused on a particular task, will lead to time being wasted or distractions taking over.

All of these techniques though are only successful when our children can with our support, reflect on their learning, organisation and adopt techniques that work for them. It is all part of the learning process and developing those skills for life (soft skills).

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

Notice

We have received confirmation that the Covid-19 optional vaccination programme for children will take place on the following dates;

- 18th, 21st October and 30th November

Please note, that the school is not overseeing or administering this programme. The NHS will use school facilities only and will communicate with parents prior to the programme commencing.



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Mr Davies writes:

This week I have been mesmerised by some of the wonderful descriptive writing produced by my Year 10 and 11 pupils in our morning sessions.

As you will be aware, we have this year introduced an extended form period twice a week and in one of these periods we use the time to provide additional tuition for children across school as well as providing the opportunity for children to read challenging texts. My sessions for this half term involve a close look at the criteria for grade 9 creative writing, specifically the question that asks children to look at an image and create a short piece of non-fiction writing using it as stimulus. For the highest marks we would expect precisely chosen similes and metaphors to create vivid descriptions, words' effects consciously worked for, and a range of sentence structures. We would also expect, for this level, some abstraction about the topic chosen – so an image of a climber bringing out ideas of struggle against adversity, a picture of a storm linking to ideas about the power of nature and our vulnerability in the face of the natural world. It has been a pleasure to spend some time each week with our fantastic young people in exploring this in creative ways and to go into depth on this one aspect to

supplement the work done in lessons and to see children writing so creatively.

I was struck by this piece by Isabella in particular that saw a storm approaching a field of ripening corn and inspired her to look back through time at the conflict of war and the battles the field might have seen in years past. ([Please see on next page](#))

Our second extended form session allows for a more in-depth study of our STARS curriculum, covering key topics such as health, careers education, well-being, citizenship, equality and diversity, and politics. Indeed, if you are interested in joining consultation and providing feedback on any aspect of our STARS curriculum, we would be pleased to hear from you. If so, please email office@woldgate.net, marking your email for the attention of Mr Barrett.

Cont. Over

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We were pleased to hear the announcement from the Department for Education that some adjustments will be made to the examinations in 2022 for Year 11 and 13. For most subjects this will involve sharing some of the topics that will be assessed in the examinations to help children with their revision. These topics will be communicated to schools in February. For a small selection of other subjects - Geography, English Literature, History, and Art and Design, for example - there will be a reduction of content in the examinations to enable teachers to focus revision accordingly. We are pleased that steps have been taken to ensure that children are not disadvantaged by the events of the last eighteen months. For children in Year 11, we look forward to speaking to them in more detail about how they can best prepare for their coming examinations at our Year 11 Study Skills evening on the 21st of October with sessions led by colleagues in English, Maths, and Science aimed at showing you and your child how to revise effectively in each subject.

It was wonderful to again stand in front of parents, carers, and children at our careers evening last week as we held our Progression Event and we look forward to seeing you all in school again soon.

Best wishes,

Mr G Davies
Head of Curriculum and Assessment

5-10-21

blue clouds ⑤

long road ④

Sky image

child flying a kite ③

② swallows overhead

① bullet shells on ground

used to be

could represent dead soldiers.

Structure:

Change in time:

* flashback to this same field during the war.

* link it into present day, with a child flying a kite.

Concept: child flying a kite is symbolic of change since the war and battles fought long ago.

The sounds of gunfire resembled the godly roar of a lion, the battlefield an explosion of bullets and a ~~splat~~ ^{splat} of blood on a canvas of war. Black stormclouds rumbled overhead, unleashing sheets of rain on the soldiers scurrying like ants across the battlefield far below. Crimson red blood stained the wet ground below, like a great ink stain and gas unfurled itself in heavy, menacing clouds, choking men ~~in~~ ⁱⁿ one grasp.

Birdsong brightened the forget-me-not blue sky, sunlight pooling in the shell holes underneath the child's feet. Streaks of gold ran across the clouds like ribbons and the air felt loose and relaxed. A blood red kite danced into the sky, near an army of black swallows that had gathered overhead and were looping through the sunlight, like thread through a needle. Little did the young child know, the damage lay beneath the surface and the ground bore scars yet to be discovered. If only they knew.

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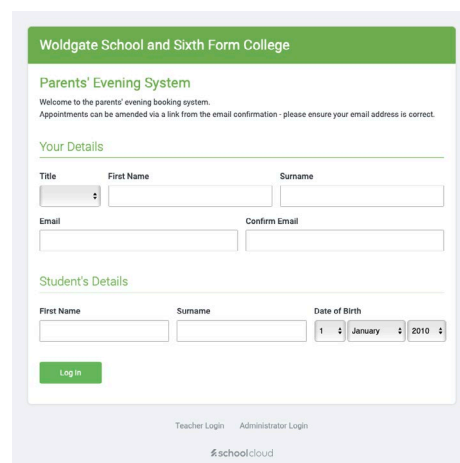
Ms Minton writes:

As part of the transition process, I would like to invite all Year 7 parents to our virtual Year 7 Parents' Evening on Thursday 14th October between 5.15pm and 8.30pm. This will be an opportunity for parents to meet with their child's Form Tutor and to spend time discussing their child's wellbeing and transition to Woldgate School. Form Tutors will also discuss the importance of regular use of ClassCharts, as well as highlight other important ways you can support your child at home. There will also be time to ask questions and address any queries.

As mentioned in my letter earlier in the week, if you would like to book an appointment with your child's Form Tutor, please follow the link below. A confirmation email will then be sent, instructing you how to access this virtual meeting:

Parents Evening Booking System

During our Open Evening also on Thursday 14th October, we will be welcoming Year 6 pupils and their parents to Woldgate School. One of the purposes of the event is to show our visitors around the school and talk about life at Woldgate. We know that our Year 7 and 8 pupils are more than qualified to do this and it would be lovely to see them reassuring and supporting our Year 6 pupils. We would therefore like Year 7 and 8 pupils, together with our Sixth Form students, to guide our visitors on a tour of the school during the evening, take part in classroom-based activities and talk about our Woldgate community. Please can I ask that if you have not already returned your child's reply slip, that you do this by Monday 11th October. This is a fantastic opportunity for our Lower School pupils to develop their confidence and communication skills.



Woldgate School and Sixth Form College

Parents' Evening System

Welcome to the parents' evening booking system.
Appointments can be amended via a link from the email confirmation - please ensure your email address is correct.

Your Details

Title: [Dropdown] First Name: [Text] Surname: [Text]

Email: [Text] Confirm Email: [Text]

Student's Details

First Name: [Text] Surname: [Text] Date of Birth: [Month] [Day] [Year]

Login

Teacher Login Administrator Login

schoolcloud

Whilst there is no requirement for your Year 7 child to be present at their Year 7 Parents' Evening appointment, if you would like them to be, then we understand that they will not be able to act as a tour guide during the Open Evening. Thank you for all your support with both events.

Ms A Minton
Head of Lower School



Visit our
Open
Evening
Website



www.begreat.vip





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Woldgate School Open Evening: Thursday 14th October

Dear Parent or Carer

It is with great pleasure that I invite you and your child to attend our Open Evening on **Thursday 14th October**. Choosing your child's secondary school is an exciting time for both parent and pupils and as a school we want to fully support you as you begin this process. During the Open Evening you will have the chance to learn about our school community and ethos, explore our site and find out about the wide range of enrichment opportunities we offer our pupils.

To begin the evening, there will be a **online welcome event from Mr Britton, Mr Sloman and myself at 5pm, hosted on our Open Evening website**. You and your child will then be able to visit our school to take a guided tour between 6.00pm and 9.00pm. During the tour you will have the opportunity to meet our pupils and subject teachers, ask questions and receive a goody bag of Woldgate School resources.

We recognise what a significant decision you are making when choosing your child's school. With this in mind, following the evening, there is also a chance to book a virtual meeting with a member of our Senior Leadership Team. This will be an opportunity to get a personal welcome, as well ask any additional questions you may have.

On the evening itself we will need you and your child to wear a face covering for the duration of the visit and to use hand sanitizer upon arrival. Please can we ask that you **do not attend** if you have Covid/cold symptoms. It is also essential please, that you arrive on time for your specific time slot. Limiting the number within your party would also be appreciated. Colleagues and children will throughout the visit remain in classrooms and activities will need to be viewed from the corridor. We would ask that you refrain from entering classrooms during your visit. We are conscious these arrangements differ from previous years and will not be as immersive as normal, but parents will hopefully find the opportunity valuable and helpful in gaining a sense of what makes our community so special.

We very much hope you will be able to attend and, if you would like to be entered for a prize-draw to win an Amazon Fire HD 8 tablet, receive our weekly newsletter and an electronic copy of our prospectus in advance of the Open Evening, please follow the steps below:

Both staff and pupils are immensely proud of our school and our pupils' achievements, and we are looking forward to sharing these with you and your child during our Open Evening.

I hope to see you there and, in the meantime, please do not hesitate to contact us if you need assistance with booking your tour.

Yours faithfully,

Ms A Minton
Head of Lower School

1. Head to the Open Evening Website and book your guided tour for Thursday 14th October: www.begreat.vip
2. When you book your tour, you will have the opportunity to request a **follow up virtual meeting** during the week beginning 18th October between 4.00pm and 6.00pm.
3. In days leading up to the evening, explore the Open Evening website and watch the range of films that give a taste of life here at Woldgate School.
4. On Thursday 14th October, watch the **live, online welcome presentation** starting at 5.00pm, hosted on our Open Evening website (www.begreat.vip) before coming into school for your tour at the time you have booked.



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Upper School



Mrs Atkinson writes:

It was an absolute treat to have our families back in school for our Progression Event after what seemed like forever! They were offered independent career advice and our visitors commented on how well-mannered and articulate our pupils were. They asked relevant questions and listened attentively to the advice that was being given.

I am proud to work in a school where our pupils are known and cared for, where each day, they are challenged to excel, where their aspirations are nurtured and where we value and celebrate their achievements. The Progression Event was an opportunity for them to find the inspiration and clarity that they may be seeking, and to begin to make firm plans for their future. Many left reassured that there are so many opportunities out there, whether that be a career in the Armed Services, an Apprenticeship, BTEC Courses, A Level, or a combination of all three.

We have great talent in this year group, and we would very much love that our Sixth Form is where they find themselves after their GCSEs. As Mr Davies said, whatever or wherever they choose to go, we are here to support them for those final post-16 destinations; we want them to be happy and successful. In the meantime, their focus must be the successful completion of their GCSEs.

On October 21st, Year 11s and their families will be invited to a Study Skills Evening. Please look out for key information about this event and how to book your place. After the Mock Exams in June, your child reflected on their progress with a member of SLT. They came up with a plan on how they would bridge any gaps in their knowledge and set themselves SMART targets. In the coming week, your child will get another opportunity to share the work completed in the summer term with the senior team and they will be given advice on how to prepare for the Mock Exams in December. We look forward to seeing work completed on GCSEPod and My learning, as well as, in the notepad we provided.

Cont. Over



Newsletter

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I would like to wish Year 9s all the very best with their GL Assessments in English, Maths, and Science. We are confident that they will show us their best efforts and will work to the best of their ability. As we continue to challenge your child to excel and to develop great character, resilience, and grit, please know that we are also here to offer support and kindness.

"Do the best you can until you know better. Then, when you know better, do better."
Maya Angelou.

Some key dates:

- October 21st, 2021 - Year 11 Study Skills Evening
- November 10th, 2021 - Woldgate Tutorials begin
- November 11th, 2021 - Sixth Form Taster Day & Sixth Form Open Evening
- 6th December – Start of Year 11 Mock Examinations
- 16th February - Year 11 Parents' Evening
- 17th March - Year 11 Mock Interview Day
- 30th March - Woldgate Tutorials

Mrs I Atkinson:
Head of Upper School



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Sixth Form



Mr Charlton writes:

This is a hugely important time for Year 13 students. Not only are they covering huge amounts of content in their chosen subjects, but they are also progressing with their personal progression plans.

For many students this requires a UCAS application and the writing of a 4,000 character long personal statement. Students have been working on these over the past few weeks, gathering feedback from teachers and their form tutor and many are now, nearly complete. The personal statement offers an insight into the reasons why you want to study your chosen subject at university, and I have had the pleasure of reading numerous this term. None more so than Rose Ella's Dentistry personal statement which was a fantastic read and mightily impressive piece of work!

As we head towards Christmas, there are some key internal and external deadlines that we would like you to be aware of with regards to UCAS deadlines:

15th October 2021 –

Year 13 Competitive Entry deadline - Oxbridge, Medicine, Veterinary & Dentistry

6th December 2021 –

Year 13 Internal UCAS deadline

26th January 2022 –

Year 13 External UCAS Deadline

Whether your child is not sure of their next steps or still looking into their options – including apprenticeships, gap years, or conservatoire courses – UCAS can help. Simply fill in the form through the link below, and UCAS will send you everything you need to help them make an informed decision

<https://wwwucas.com/parents-signup>

Best wishes,

Mr M Charlton
Head of Sixth Form

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Mrs Perry writes:

Thank you for your support with attendance

I would like to congratulate our wonderful pupils on how well they have settled back to school. We recognise that this year in particular may have carried some worries and concerns returning after such a difficult few years, be rest assured that the vast majority of our pupils are settled and thriving each day. I know I speak on behalf of all our staff when I say 'It's good to be back!'

I would also like to say a huge well done to all pupils and students who have so far achieved 100% attendance, we know that this isn't an easy achievement.

It is often this time of year when pupils suffer from colds and bugs, so it's important to highlight advice about absence from school. We know that frequent absence has a huge impact on a pupil's learning and it is important to think carefully before keeping your child at home and not in lessons.

Frequent absence is a serious problem for pupils as this will result in many missed lessons where often work is never caught up, leaving these pupils at a significant disadvantage for the remainder of their school year.

I would like to remind you that unlike with younger children there is no requirement for pupils to stay away from school for 48 hours after sickness.

Attendance Percentage	Days Missed	Sessions Missed	Lessons Missed
100%	0	0	0
95%	9.5 days	19 sessions	47.5 lessons
90%	19 days	38 sessions	95 lessons
85%	28.5 days	57 sessions	142.5 lessons
80%	38 days	76 sessions	190 lessons

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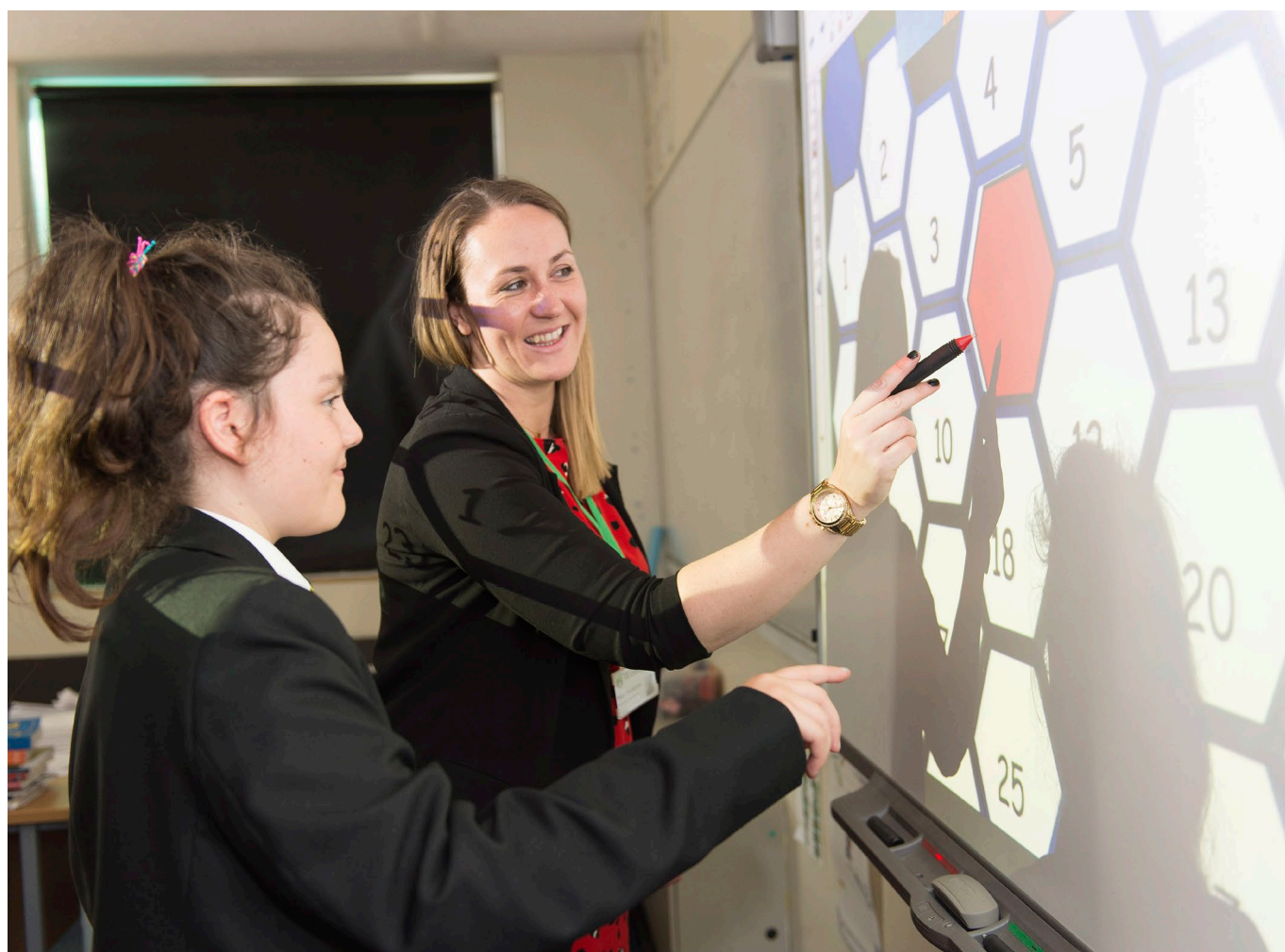
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Any absence from school must be reported, a phone call is needed each day even if a pupil continues with the same illness the next day. If illnesses are frequent or last longer than 5 days you may be asked to provide medical evidence, for example, an appointment card/letter, medication or prescription etc. This does not equate to a doctor's letter. This will enable us to enter an 'Illness' code. If medical evidence is not provided we may need to record an 'unauthorised' absence code.

We are asking for your support and ask you to think carefully before keeping your child from school for medical reasons. If they wake up saying they are unwell, consider whether the symptoms mean they must stay at home. If your child requires a routine medical appointment they should be made outside of school hours whenever possible. However, if your child has an appointment in school time you should take an appointment card or the appointment letter to the Pupil Reception so your child's absence can be marked correctly in the register. We hope that, together we will help your child to achieve their full potential.

In order to promote good attendance we are offering our pupils a chance to win a voucher of their choice. (Nandos, X box, I store and Love to shop). Any pupil who achieves 100% attendance over the next two weeks (11th – 22nd October) will be eligible. Winning names will be 'pulled out of a hat' on the last day of this half term. One voucher available per year group. I look forward to handing over the vouchers to our winners!

Mrs J Perry
Head of Inclusion



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Mrs Nicholls writes:

Last week I discussed and shared some tips about parental engagement and homework and I referred to the Education Endowment Parental Engagement report. The same report outlines that parental engagement with pupil learning at home could potentially add on 2 months additional progress to a secondary school child.

Being the parent of a primary school child, I regularly engage with my child's learning at home through reading. We regularly sit down together and read the books she has brought home and throughout the week I see the progression in her ability to read the words and articulate the meaning behind the book. It makes it all worthwhile and also provides that opportunity just to sit and be together. Reading with children of secondary school age, may not at first seem easy, but I think we can all agree that reading matters. It matters to our children's language development, academic success and importantly an opportunity to switch off from the challenges we face in everyday life.

The EEF have produced a guidance report "Preparing for Literacy" and have suggested the following tips for reading with our children at home in the hope of giving us as parents and guardian the confidence to engage with supporting our children to learn at home:

Tip 1: Ask questions about the book.

Parents can support their child by asking a range of questions about the book they are reading together. The 'five Ws'—who, what, where, when, and why—can provide useful question stems for parents. Parents should use a mixture of closed questions (which can be answered with a single word, or a small number of words) and open questions (which require a fuller response). Children might also be asked to summarise what has happened in the book or story so far, and to predict what will happen next.

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Tip 2:

Link reading to the real world. By talking about links between the book and real life, parents can make the story more interesting and help children develop their understanding of ideas in the book.

I know that some of you may be reading this and thinking "I cannot get my child to read!" I would urge you not to get too stressed about what your child is reading. Reading instructions, recipes, magazines is all still valuable, use these as starting point. Even pick up a book that you enjoyed reading together when they were younger.

Books should be accessible to all, please do encourage your children to seek out books at school or in local libraries and if there are any barriers please do not hesitate to get in touch with us at school.

Reading together is powerful. When I read with my little girl it provides a time for relaxation, happiness, and fun yet builds her confidence, vocabulary, feeds her imagination and helps her make progress in her learning. Go on, give it go!

Mrs C Nicholls
Head of Teaching and Practitioner Development

References :

Education Endowment Foundation (2018)
Working with parents to support children's learning.

Blog: Supporting parents to undertake brilliant book talk | EEF
(educationendowmentfoundation.org.uk)

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STARS Update

Mr Barrett writes:

Last Wednesday, we held our annual Year 11 Progression Event. The Progression Event is a part of our broad Careers curriculum and along with the work that pupils are doing in their STARS sessions, is organised to enable pupils to gain the information required to make an informed decision about the wide range of options available to them post 16.

As it was one of the first in-person events in school since before the pandemic, it was great to see so many pupils and their parents/ carers attend the event. In fact, the attendance was one of the highest we have had at the event.

There was a real buzz to the evening as pupils circulated around the nearly 40 exhibitors asking questions and starting those important conversations about their next steps. A number of exhibitors commented that they had been impressed with the quality of the questions and the maturity demonstrated by our pupils. Hopefully, it was an informative evening for all.

Year 11 pupils will continue the theme of careers and progression in their STARS sessions throughout this half term. A number of the employers will be back in school in the spring term to assist with Year 11 mock interviews.

If you or your child require further information around careers and progression, please visit the Upper School STARS section of our My Learning platform, as well as the websites below:

Apprenticeships – <https://www.apprenticeships.gov.uk/>

General careers information – <https://nationalcareers.service.gov.uk/>

Local information – <https://skillseastriding.co.uk/>



REACH FOR THE STARS

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.

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Literacy Matters

Proud to be

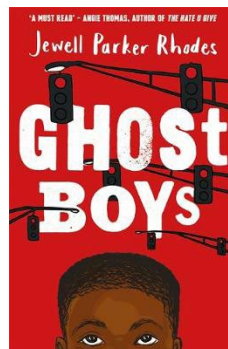
This month, we celebrate Black History Month. While the school aims to celebrate and promote diversity in everything we do, October offers us a time to mark an event that is intended recognise and celebrate the contributions of Black Britons.

This year, we are very grateful that Phoenix Software has purchased resource packs for us from Black History Month magazine that will allow us to ensure that Black History Month is celebrated in every subject.

Research from Lit in Colour, a project created to support inclusive reading in schools, found that fewer than 1% of students at GCSE study a book by a writer of colour. We think that this needs to change; it's vitally important that the books we read reflect the society we live in.

Here are some of our top reads that do just that.

Ghost Boys by Jewell Parker Rhodes

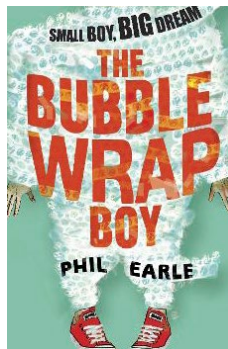


A 12-year-old boy's ghost watches his family in the aftermath of his death after being shot dead by a policeman.

This book was recommended to me by a colleague. Since reading it, I have lent it to several pupils who have found it as gripping as I did.

While suitable for Lower School, there are some descriptions that may upset younger readers.

The bubble wrap boy by Phil Earle



A teen boy with a dysfunctional family life and bullied at school discovers a passion for skateboarding.

This book is suitable for all Lower School pupils, and has an Accelerated Reader level of 5.5.

Cont. Over

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The hate u give by Angie Thomas



This has been a favourite of pupils since it was published three years ago.

It deals with a 16-year-old girl who struggles with the uneasy balance between the community she grew up in and the school she goes to, especially when she witnesses something terrible that threatens to destroy her community.

Due to the themes in this book, it would be suitable for Upper School readers.



Athena Challenge

The Athena Challenge, a selection of challenging books that we are encouraging our most able pupils to read, has been developed to celebrate diversity. Books with BAME writer and characters include:

To Kill a Mockingbird by Harper Lee

To Kill a Mockingbird follows the trial of a black man accused of attacking a young white girl. This is a novel that exposes all of the prejudices of the southern US in the 1930s. **Contains adult themes. Parental guidance.**

Coram Boy by Jamila Gavin

Coram Boy is the story of Toby, saved from an African ship as a child, and Aaron, the illegitimate son of the heir to a great estate. The two boys' lives are linked by the Coram Man, a shady figure who collects abandoned and unwanted children from across the country, supposedly to deliver them to a safe new life at the Coram Hospital in London. In reality, however, the unscrupulous man sells the unfortunate children into slavery, or 'disposes' of them if they are of no use to him. Contains some distressing themes. **Parental guidance.**

Children of Blood and Bone by Tomi Adeyemi

Magic has gone from the world, vanished when Zelig's mother was violently murdered by the King's men. Now the Maji clans, marked out by their silver hair, live in constant fear. Zelig longs to rebel, but her chance doesn't come until she finds herself having to protect a runaway princess, Amari, who is carrying a scroll that can bring magic back to the world.

Watch Us Rise by Renée Watson and Ellen Hagan

Jasmine and her friends are fed up with casual discrimination and being pigeonholed as stereotypes. So they start a school blog addressing contemporary social and personal issues of sexism, racism and other forms of prejudice. **Aimed at 13+**

[Cont. Over](#)

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Here I Stand by Chris Riddell

These short stories by writers such as Sita Brahmachari, Matt Haig and Frances Harding, with illustration by Chris Riddell, put current and continuing political situations in context for young people. Not an easy read, but a necessary one. Contains adult themes. **Parental guidance.**

Noughts and Crosses by Malorie Blackman

In Malorie Blackman's ground-breaking novel, the population is divided into two: the white Noughts are second-class citizens, and the black Crosses are highly-revered and perceived as the superior race. 15-year-old Callum is a Nought, and his best friend, Sephy, as well as being a Cross, is also the daughter of one of the most influential politicians in the country.

Terror Kid by Benjamin Zephaniah

Rico is honest, hardworking and very angry. Acutely socially and politically aware, Rico wants to make a difference, to put right some of the injustices he sees - to make someone listen. So, when an enigmatic stranger offers him the chance to use his hacking skills in a peaceful but very public protest he finds it hard to refuse - never imagining the consequences. **Aimed at 13+**

The Bone Sparrow by Zana Fraillon

Born in a refugee camp, Subhi has never seen the outside world. At night, he dreams that the sea finds its way to his tent, bringing with it unusual treasures. And one day it brings him Jimmie: an illiterate young girl who lives near the refugee camp.

Black and British: A Short, Essential History by David Olusoga

David Olusoga has revised Black and British, rewriting it especially for secondary school children. He explains and illustrates the much-overlooked history of Black peoples in Britain and beyond.





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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.





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REMINDER

14th October

School Closed

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



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GUIDE FOR PARENTS SETTING UP ALERTS ON SCOPAY

This Guide provides help with the following

To set up email alerts and notifications to prompt you about

- Low account balances for meals and clubs
- New trips and products
- Trip payment reminders

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HOW DO I SET UP ALERTS AND NOTIFICATIONS?

Step 1

Go to the
www.scopay.com website
or the SCOPAY Mobile App
and login with your email
address and password



LOGIN

Email Address

Password

LOGIN

Step 2

Select ALERTS at the top right of
the screen

On the SCOPAY app you will find this
under the Menu icon (top left),
SETTINGS, Configure alerts



[VIEW PRODUCTS](#)

[PARENTS' EVENING](#)

[HELP](#)



[BASKET](#)

[ALERTS 0](#)

[YOUR INFO](#)

[LOGOUT](#)

MARC ACKROYD ▾

SCOPAY School

Step 3

Select **CLICK HERE TO
CONFIGURE THE
ALERTS YOU RECEIVE**

ALERTS

**CLICK HERE TO CONFIGURE THE ALERTS YOU
RECEIVE.**

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Step 5

Enter an amount to trigger alerts when your balance reaches this level

Account balances

Receive alerts when one of your accounts' balances drops below a configured amount. Note: account balances relate to dinners / cashless catering / clubs - if provided by the school.

Send alerts when balance is below £

New trip or event available

Receive alerts when a new trip or event becomes available online.

New product available

Receive alerts when a new product becomes available online.

Parents' evening invitation

Receive alerts when you're invited to a parents' evening meeting.

Parents' evening reminder

Receive alerts to remind you of an upcoming parents' evening meeting.

Send alert day(s) before the meeting

Trip payment reminder

Receive alerts when payments for trips are due.

Send daily alerts starting day(s) before the payment is due

Step 4

Tap Receive Alerts (notifications) and Email for any items you wish to receive alerts for

Receive Alerts



Email



UPDATE

Step 6
Tap UPDATE

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HOW DO I VIEW ALERTS THAT I HAVE RECEIVED?

Alerts will be sent by notification or email to the address used to log in to your SCOPAY account. Alerts can also be viewed in SCOPAY.

Step 1

Select **ALERTS** at the top right of your SCOPAY screen

On the SCOPAY app you will find this under the Menu icon, **ALERTS**



Step 2

Any alerts will be displayed



The balance of Mary Ackroyd-Hetheringstone for Dinner money is £-312.00

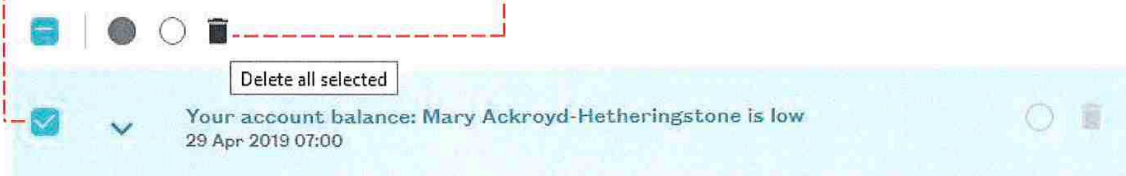
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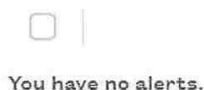
HOW DO I DELETE ALERTS?

Step 1
Select all alerts
to delete

Step 2
Tap on the
Trash icon



Step 3
All alerts will be
deleted



Filter message: Page 1 / 0

① If you need help with SCOPAY or for further enquiries, please contact the School Office at your child's school.

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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

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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	45,031	TOTAL HOUSE POINTS: 5,340
	CHARACTER	3,634	
	VALUE	3,935	

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:



12,112



12,992



12,896



11,556



11,533

Newsletter

*Of great merit,
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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:	Beatrice Evans
Year 8:	Esther Bartle
Year 9:	Isaac Oliver
Year 10:	Bethany Bartle
Year 11:	Tyler Boynton
Year 12:	Morgan Hines
Year 13:	Ffion Jones

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:	Rose Donarski
Year 8:	Rupert Sawyer
Year 9:	Evie Cooper
Year 10:	Oliver Newton
Year 11:	Fenton Hyde
Year 12:	Adam Benson
Year 13:	Nancy Child

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:	Billy Warrior
Year 8:	Bruce Stephenson
Year 9:	Olivia Foster
Year 10:	Freya Huby
Year 11:	Callum Liddle
Year 12:	Daniel Coulson
Year 13:	Rhys Rackham



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

