



# Newsletter

*Of great merit, character and value*



## Jayzee Goes the Extra Mile

In an astonishing feat of perseverance, Jayzee in Year 10 cycled an incredible 200 miles to raise money for Cancer Research UK.

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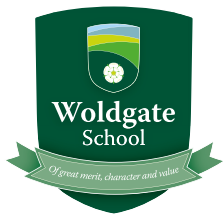
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For most of us, September is challenging enough with the return to school and the dark nights drawing in. But for our dedicated mountain bike rider, Jayzee in Year 10, it marked the start of one of the largest challenges he's undertaken to date. In a courageous endeavour to raise money for Cancer Research UK, Jayzee cycled a whopping 200 miles to successfully complete the 'Cycle 200' challenge and raise **£450** for this vitally important charity.

Jayzee first spotted this worthy cause on Instagram and contacted the Cancer UK to sign up for the challenge. Sadly however, he was informed that because he was under 18 they couldn't allow him to take part in 'Cycle 200.' Not to be dissuaded, Jayzee asked the charity if he could participate in the challenge if he had an adult chaperone with him. They enthusiastically agreed to his proposal and Jayzee wasted no time in enlisting the help of his devoted mum, Emma. It was agreed: over the course of September they would together ride the 200 Mile challenge in a bid to raise their target of £150 for Cancer Research UK.

As week one arrived, the mother-son duo faced a serious drawback when Jayzee became poorly and all thoughts of cycling had to be put on hold. For a devastating moment, it looked as though they may have to withdraw from the challenge before they had even begun. However, this inspirational young man was determined to meet his target and continued undeterred. Over the next few weeks, Jayzee would complete his full day of studies at school, before meeting his mum from work to begin the gruelling ride towards their 200 mile goal.

Together they cycled through the oppressive heat we experienced in early September, and braced themselves against the driving rain of the later weeks. Emma remembers one evening in particular where they cycled back to Pocklington in the moonlight. "It was a lovely experience and so nice to spend time together". I asked Emma whether she was surprised by her son's determination to complete this challenge for charity. She explained that it wasn't completely unexpected as "when Jayzee was about 7 years old he approached me and asked if he could cut his hair off to raise money for Cancer Research UK. He had really long, curly blonde hair and grew it even longer so he could gain even more money when he had it shaved off for the charity."

Jayzee and Emma were close to reaching their goal when, in the last week of September, Jayzee suffered a nasty biking injury rendering him unable to ride once again. He was devastated to realise that he would miss out on his target by just a few miles and wouldn't be able to fulfil his altruistic ambition of raising the £150 he had pledged for Cancer Research UK. However, unwilling to admit defeat, Jayzee got back on his bike and rode the final few miles to complete the full cycle 200 challenge. Not only this, but through his act of great character, he managed to exceed all expectations and raise a total **£450** for Cancer Research UK.

We are incredibly proud of Jayzee for his perseverance in the face of adversity and for his determination to fundraise for such a worthy cause. He really is an inspiration to us all.

Congratulations to both Jayzee and Emma for their tremendous achievement.

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## Our Media Marvels in the Making

Mr Chapman shares with us some of the wonderful work our media pupils are producing and an insight into the course:

In Media Studies this term pupils are excited to be beginning their NEA or non-exam assessment project. This independent project, worth 30% of their final GCSE grade, is both creative and challenging, and we are so proud of the enthusiasm with which the pupils have started this year. Pupils receive a 'brief' from the exam board and then begin independent planning, preparation, research, design, and creation of their own product, in addition to writing a commentary explaining how their work meets the needs of their target audience. This year the briefs ranged from the filming of a Sci-fi Film trailer to the creation of a 'gossip magazine front page' and 'double-page spread.' As you can see from the pictures of the work shared with you, their initial responses to the brief have been incredible.

After teaching Media for the last decade, I often find this is the point in the course when pupils show real resilience, maturity, and organisation. Planning the photo-shoot for the magazine and newspaper briefs is often a high point, especially seeing the pupils directing each other in work-like scenarios. The quality of the photography produced is, as you can see, excellent. As the 'critical support' the feedback and discussion process never fails to fascinate me as a teacher. Enabling 1-2-1 differentiation and support in the moment allows these inspiring pupils to make swift progress towards a high-quality end product.

The development of mature, self-motivated, independent young women and men is key to allowing these pupils to achieve to their potential and beyond at GCSE and it is an honour to watch them develop these skills in Media Studies.

Sam Moore

Cont. Over



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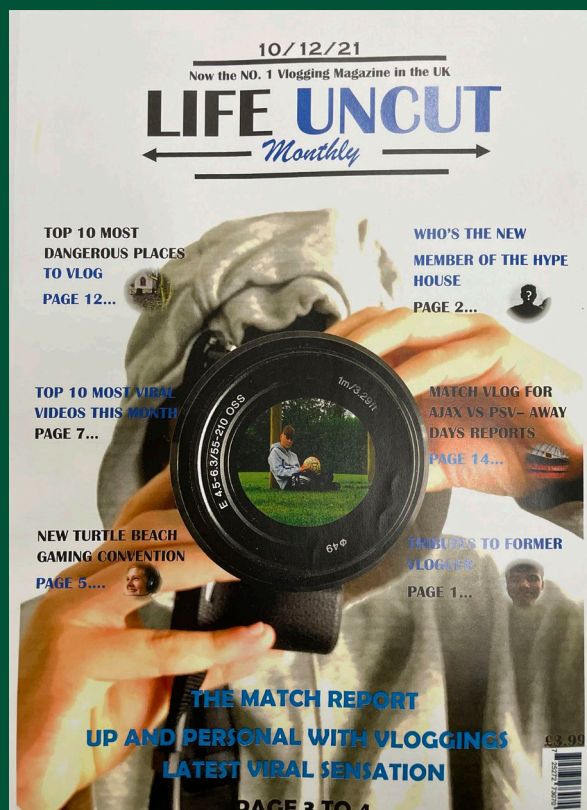
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Jessie Nesom



Lydia Thrower



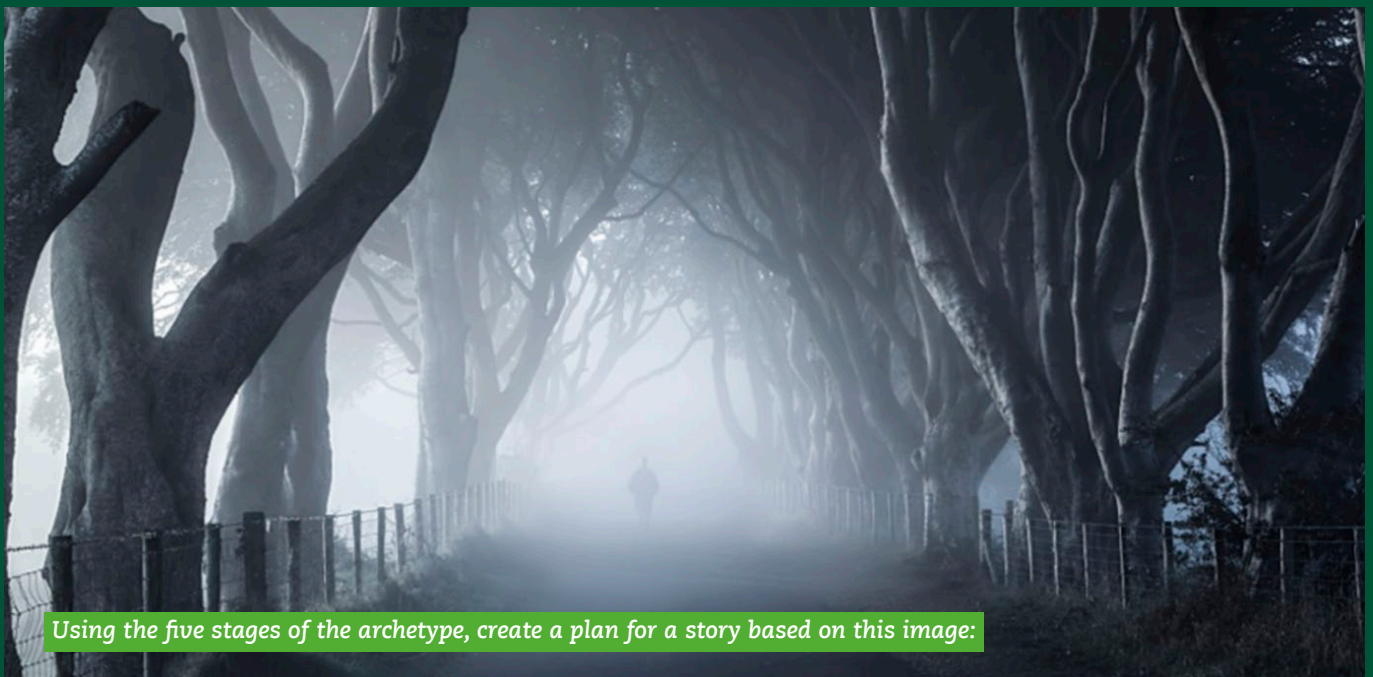
Sam Lane

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## A scary encounter!

At Woldgate, we are proud to celebrate the work of our pupils who go 'the extra mile' to produce work of great merit. We'd like to congratulate Ethan in Year 11 for his phenomenal homework response. In Year 11, we have been looking at how we can use narrative archetypes to improve our creative writing. We spent a lesson looking at how we can use an encounter with a physical monster to represent something abstract such as overcoming fear. This is Ethan's incredible response that he chose to write in his own time. It's an absolute pleasure to read and so we wanted to share it with a wider audience; it's certainly deserving of it. Thank you Ethan!



**Using the five stages of the archetype, create a plan for a story based on this image:**

She stumbled down the path, the fog gripping her lonely street with wispy tendrils of opaque grey, blinding her from viewing more than three feet in front of her, like a shady blanket of uncertainty. The tree's twisting limbs reached for her with crooked longing, swaying, and creaking in the wind, as if they were alive. She had to duck and dodge as the wind propelled the tree branches in long swaying motions like desperate arms reaching for prey. She tried to keep in a straight line, but she needed to weave and move to avoid the trees.

Cautiously she fumbled through the fog, her hands outstretched in mad sways of desperation, trying to clear a path through the clingy smog. Her brain felt disconnected from her body, as if it was captured or being stolen. A sharp pain cracked her head in two, a shrieking ringing echoed off her skull like the inside of a bell. She fell on her back and looked up, a tree branch stood above her, it looked stained somehow, then a singular drop of deep red fell onto her face. She sat up, putting her hand to her head, she traced a crack with her hand, going from just above her right eyebrow to the back of her head, she panicked, clutching her head with both hands. She didn't feel anything, not a wince of pain at all. It was as if all feeling had left her body. Then it happened; a lurching, retching feeling gripped her from her stomach, making its way up her body. She felt like she was about to throw up with this feeling that was climbing up her body. It nestled in the crack on her head, she felt like a red-hot knife was being plunged into her head. It fell out. Whatever was in her was now outside her body. She stared at it, a little blob of black goo. Then it started to move.

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It started to grow, reaching bigger than the shadowy blob that had jumped from the now sealed crack in her head. It rose, mutating and contorting into some weird creature, its matter looked oily and thick, like tar. Drapes of black fabric descended into existence from the fog around it as if it was sucking in the shadow to form itself. The contortions formed a humanoid body, clothed in black flowing robes with a greasy skin coloured beak and black eyes with long terrible fingers ending in grizzly claws. The air sharpened, the temperature dropped like a stone, vapour threw itself from her mouth with her hurried breaths of panic, but nothing from the creature, it just stood there, not breathing or moving. Then, it started to raise its hands, stretching taller and taller, until with its hands fully stretched upwards it was taller than a crooked nearby tree. It's now massive form loomed over her, its beak pointing like the edge of a scythe, its black eyes swallowing her reflection. She ran. She sprinted away, dodging the trees, not pausing to look back at the terrifying creature. Out of the fog she fell, landing hard on the pavement and groaning painfully. She gathered herself together and looked back, the fog was thick, but no creature was there. She sat up, sighing and groaning. Slowly she got to her feet, staring at the fog that lay between her and her destination. A plan formed in her mind, a terrible plan but she had no time for anything else. She needed to get past that creature, needed to get to the other side of the fog. She started walking, her feet made their mind up before her head did, carrying her back to the creature.

She stepped back into the fog, ready to face this malformed terror that had sprung from her deepest fears, she strode purposefully to the tree she remembered it forming by and waited. Sure enough the fog darkened and thickened just like before, exploding the creature into form with a flash of black, wisps of black emanated from it like an aura of shadow, its grim claws rising with its hands and arms until it loomed over her once again, the chill spilling from its robes like waves of ice. She was ready. She started jogging, then sped up, then sped up, then sprinted, hurtling straight at the creature. The creature didn't flinch, but continued arcing over her until it nearly enveloped her, she was twenty feet, fifteen feet, ten feet, five feet, one foot...

She walked forwards, the fog growing ever more distant as her pace carried her off, the little black mouse scuttling beside her, she looked down at her companion and smiled. Not 30 minutes ago she was running at this little thing, although it bore a much more frightening appearance, she kneeled and extended her hand, at first the mouse was reluctant to touch her but after a short pause the mouse hopped onto her hand. She placed it onto her shoulder and continued to walk again, her friend next to her.

She landed on the creature, gripping it tightly in a hug. She collapsed at its base, its cold robes sweeping around her knees. Then it began to shrink. The creature grew smaller and smaller until it nestled on a height of around 5 feet. It looked down at her, and she felt its hands close around her, keeping her close. After ten minutes or so of her laying in the arms of this creature she remembered where she needed to go, she got to her feet and was about to leave when she felt something close around her hand. It was the creatures', however it didn't look like it did before. Hair was spouting and the fingers were shortening, this weird formation continued up the creature until it covered its whole body, the creature started to shrink once again and after a short time there was nothing left. Startled by this she took a step back, only to see rustling among the empty robes. A mouse peeped its head out of the robes, it was jet black, it scuttled quietly and paused next to her, confused but somehow relieved, she started walking, with a new friend beside her.

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## Executive Headteacher's Welcome



Last week we had the joy of sharing with parents that we are about to embark on an exciting new build programme for our school. A transformational project that will allow education to continue as normal, while new buildings are created for the benefit of children, with cutting edge facilities. We will, of course, keep our parents informed as the designs are finalised and the programme begins. I feel for us, this next phase, alongside the schools' journey to date, its high performing status, our new Holistic Education programme and the numerous accolades, does ensure that the education we provide will be unrivalled.

Our school led by Heads of Department and Director's of Study, under the oversight on Mr Davies (Head of Curriculum and Achievement) have over the last academic year been quietly leading transformational change to our curriculum. Individual subject areas, last year and in the year ahead, have and will be making fundamental decisions that will impact upon your child's education. The scale is impressive, as collectively colleagues will be reviewing and re-planning, as required, over one hundred thousand lessons, across all subject disciplines and every topic. Our training day provides an opportunity to review progress and evaluate.

For our children, these changes will ensure that the content your child is taught is broad, challenging and provides within each subject discipline an excellent education. Our work is driven by a desire to ensure that our vision for education as a school is further strengthened and ultimately is the very best, providing a depth of study and breath that we believe is now possible because we are a high performing school. With new A-Level and GCSE examinations, new grading systems and greater academic challenge we aim to ensure our children are well prepared but also leave our school at eighteen and are able to progress onto further academic study, an apprenticeship or career.

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Over the academic year you will see our website also undergoing development with the intent that by September 2022 you will be able to access all of our curriculum online, to be able to see the lesson content being taught every week, each term and across the academic year for every subject. This will then also link to our My Learning platform, providing an opportunity for children and parents, with the support of lesson videos recorded by colleagues, to access particular key topics. Providing every child in each of their books with a learning journey, so they can see visually the curriculum delivery, the sequencing across the years and how certain topics will be revisited and developed further as children progress from simply remembering, to understanding, then applying knowledge and so on. All linked to systematic assessment, reviews of learning and intervention through our individual and small group tuition programme.

For parents though, this journey can already be seen in your child's books, even a few weeks into term. I often speak in our Newsletters about the joy of visiting lessons, but part of that joy is seeing the delivery of the curriculum, as all colleagues teaching a particular year group will be delivering the same content, with shared planning and resources, but specifically tailored for their children and personalised for their style of teaching. It is the craft of the classroom and to see colleagues delivering knowledge and developing skills, is truly inspiring. So many approaches, from the dynamic with real flair to the passionate and fastidious – all though bringing a variety to the day of our children and making learning fun and fascinating.

Last week, we looked at helping to organise our learning, well this week I'd suggest simply taking an hour to look through your child's books and talk to them about what they are learning. I know as a parent myself that starting these conversations is not always the easiest, but in ensuring books do not just reside in a bag, the bedroom or on a work table, that we highlight their importance to us and by default to our child, whatever their age. They are an essential record and most importantly a live resource – a library that contains a wealth of knowledge.

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:*

Each week in school we focus on a different aspect of our curriculum as part of our departmental review process – as a leadership team we take a week to celebrate a subject area by speaking to children about their experiences in lessons, discussing the curriculum with teachers and subject leaders, looking at exercise books, and observing lessons. Last week our focus was on our Religious Studies department.

As you may be aware, Religious Studies is a national curriculum subject but the content of what is delivered is agreed by local councils through the Standing Advisor Council on Religious Education (SACRE). While as an academy we are free to decide which of these we choose to follow, we adhere to the East Riding SACRE, which offers a curriculum that reflects our local context and demographic.

At Woldgate School, the importance of Religious Studies is reflected in the fact that it forms a part of all pupils' timetables to Year 9 and is a subject that children have two opportunities to follow at GCSE through the Philosophy and Ethics course: once as part of their performance and technical options as they enter Year 9 and again as a

World option in Year 10. This is to allow children to select the course without limiting their access to creative arts, technical subjects, vocational provision, or the English Baccalaureate. In addition, pupils continue to develop their understanding of the subject through STARS provision in Years 10 and 11.

Religious Studies focuses on 'big ideas' such as creation and afterlife, good and evil, and at its heart the exploration of a full range of faiths and their traditions, core beliefs, and customs. Through education we create understanding and through understanding, empathy. As a subject, Religious Studies is going through some exciting changes across the country that will increasingly begin to affect schools and local authorities. The key

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differences will be around the sequencing of the curriculum. While the accepted approach to the curriculum nationally in previous years has been to teach each faith separately with a unit on Judaism, Christianity, Islam, Buddhism and other faiths separately, looking in turn at each faith's holy texts, traditions, and views on key issues, the curriculum will increasingly focus on a thematic approach. If we take the unit Sacred Earth, which our Year 7 will study in the summer then we can see it follows a series of key lines of inquiry, or 'big questions':

**Is the Earth sacred? To whom? Why?**

**How are human beings connected to the natural world around them?**

**What do belief systems and religions say about the environment and the natural world?**

**Do our religious and food choices, such as whether to be vegetarian or vegan, affect the environment?**

**How should we treat the environment?  
Should we base our views on science alone?**

**Should faith and/or science influence our actions?**

**Are religious organisations doing enough to save the planet?  
How can they help make the Earth sustainable?**

The aim of this curriculum is to see the world 'through' faith and to apply faiths in different contexts to understand how and why perspectives may differ. It is also to recognise the variation within the same faith. Christians, for example, may vary not just between Methodist and Baptist, Catholic or Anglican but also the degree of their observance – from regular church-goers to those who describe themselves as Christian but do not follow doctrine closely. Understanding these shades of faith, and how they change our perspective on the world and life, is the intent of the Religious Studies Curriculum.

We are always keen to discuss our curriculum with parents and carers. We are currently consulting on our STARS curriculum and specifically our sex and relationships education provision. Further to my notice last week, please do get in touch via [office@woldgate.net](mailto:office@woldgate.net) with correspondence marked for the attention of Mr Barrett to be part of the conversation.

Best wishes,

**Mr G Davies**  
Head of Curriculum and Assessment



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*Ms Minton writes:*

It was a real pleasure to welcome prospective pupils and parents to Woldgate School on Thursday for our Open Evening. We are proud of the wide and challenging curriculum we offer here, alongside the supportive pastoral system where each child is valued as an individual. Parents and pupils were able to get a real taste of this as they moved around our building, guided by our Lower School pupils and Sixth Form students. We recognise here at Woldgate, the huge responsibility a parent has in choosing a school for their child and with this in mind I would draw you once again to our Open Evening website [begreat.vip](https://begreat.vip) and the range of informative videos that encompass both our ethos and our provision.

There is an opportunity to understand our Headteacher, Mr Britton's distinct vision for our school:



**Mr Britton**  
Executive Headteacher

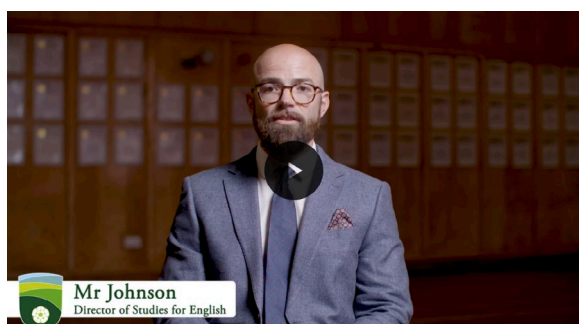
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A chance to hear  
about our special  
Transition program:

And an opportunity to explore the wide curriculum we offer,  
from the perspective of our Directors of Studies:



Please do explore this website for further videos and information but if parents have any further questions, there is an opportunity to **book a follow up appointment** with a member of our Senior Leadership Team on **Monday 18th October**. Please contact our school Reception if you have not already made an appointment and would like one.

**Ms A Minton**  
Head of Lower School



Visit our  
Open  
Evening  
Website



[www.begreat.vip](http://www.begreat.vip)



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Upper  
School

*Mrs Atkinson writes:*

## Volunteerism

"The best way to find yourself is to lose yourself in the service of others".  
Mahatma Ghandi

There are still many individuals, who despite their busy lives choose to give back to society by sharing their knowledge and skills. They give of their precious time unselfishly, enjoy what they do and get a 'high' from results observed and perhaps gratitude displayed. This week we have seen many of our pupils give up their evening to support with our Open Evening. The pride with which they speak of the work done within their chosen subject areas and of their experiences at the school, is brilliant.

During Form Time, pupils have also been volunteering to become Form Representatives and expressed an interest in the School Council. Today, I caught the Year 11 Mentors supporting the younger members of our community. They were excited to continue with their training and look forward to passing on their skills to pupils in Lower School. By choosing to work with a specific group of individuals, they will not only enhance their knowledge and skills, but will get to know and appreciate a diverse group of pupils.

In our Enrichment sessions, we witness the value and merit gained by the pupils who volunteer to run the different sessions. It filled me with great pride to see Year 11s supporting with the Netball sessions. I can attest that getting out of our comfort zone to share our knowledge and skills is rewarding and I encourage you to give a bit of your quality time to others in need. You won't regret it.

"Start by doing what's necessary;  
then do what's possible; and suddenly  
you are doing the impossible"  
St. Francis of Assisi

Reminder to Year 11s – Study Skills Evening on October 21st

Items to be covered: Key revision tips, Well-being and Key Skills in Core subjects, Maths, English and Science.

**Mrs I Atkinson:**  
Head of Upper School

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## Sixth Form



### Mr Charlton writes:

**Last week I asked staff to let me know of any Sixth Form students who have made outstanding contributions within lessons this term and have been 'Sixth Form Superstars'.**

Almost immediately, Miss Wilkinson and Mrs Painter from the PE Department nominated Holly C and Holly J for going above and beyond in lessons. Both girls create amazing revision resources weekly on PE content to assist their learning and in addition, both girls are volunteering to run several Lower School netball and football teams, conducting warmups, leading drills and officiating games.

Also nominated as Sixth Form Superstars this week are A-Level Sociology students Izzy W and Mirren D. Mrs McDaid was impressed by a fantastic essay on white-collar crime written by Izzy, that was then used as a model answer for the rest of the class. Mirren has also demonstrated tremendous efforts by in Sociology lessons with outstanding contributions with class discussion.

A massive 'well done' to all four students, and I look forward to seeing who is nominated next...

Following the launch of the Enrichment Programme, I am delighted to announce that over 80% of Sixth Form students have signed up to at least one activity. The fact that so many of our Sixth Form are keen to take on additional responsibilities or volunteer their time supporting staff and other pupils is testament to their character. Over 50 students have received training on peer mentoring and offering in-class support this week, readying them to start supporting within Lower School and Upper School lessons.

For further updates from the Sixth Form, please follow our Twitter handle:

**@EYSixthForm.**

Best wishes,

**Mr M Charlton**  
Head of Sixth Form

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## Mrs Nicholls writes:

I promised you at the start of this term to provide you with an insight into what your children will be participating in the classroom, and last week I gave you some tips on how to promote and support a love of reading at home. This week I hope to combine the two and provide you with an insight into how we are encouraging the development of reading within school and to provide you with an opportunity to start conversations about reading with your own children.

Mrs McMurdo, who is Director of Teaching for the Wolds Learning Partnership, has developed a programme to increase standards of reading across the whole school.

We have introduced, as part of our overall reading strategy, reading time in Year 7, 8 and 9 morning form time. Reading to learn, and reading for enjoyment, are fundamental skills: the ability to read is the gateway for all other learning. Pupils undertake one session per week.

### The structure of the sessions

20 mins – tutor reading, plus comprehension questions – Years 7 and 8

20 mins – independent reading of an age-appropriate **fiction** book – Years 7, 8 and 9

There will also be a support structure for those pupils whose results from the STAR assessments indicate they have a reading age below their chronological age:

Pupils reading at expected level will take part in the tutor reading hour

Some lower achieving pupils: will be taken out to read 1:1 with a Sixth Form paired reading mentor

Bottom 20% of readers: will complete a reading catch-up programme with a trained member of staff

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Every week, the tutor reads a chapter from a novel aloud to the pupils. They also work through a PowerPoint with:

- A recap of the previous week's reading
- Generic comprehension questions that can be asked of any text
- A slide that outlines expectations for independent reading

Reading aloud to pupils enables fluency to be modelled and meaning to be generated; it also helps pupils to familiarise themselves with complex vocabulary, different rhythms and patterns of syntax. In short, reading aloud can bring a text to life.

We see this programme as a key driver in helping to improve the reading ability of all our pupils, and any support you can give your child at home with reading will have a beneficial effect.

Ask your children about the books that they are reading at school with their form to encourage dialogue about what they are learning and how they are developing their reading skills.

**Mrs C Nicholls**  
Head of Teaching and Practitioner Development

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## STARS Update

*Mr Barrett writes:*

This week I would like to update you on what Year 8 and 9 are doing in their STARS sessions this half term. Both year groups are focusing on the 'Citizenship' aspect of the STARS curriculum this half term.

Year 8 are considering the themes of law and order, justice, and democracy this half term. Year 8 pupils started this term by exploring issues around young people and the law. They looked at the attitudes of some young people to the law and what happens to young people when they break the law, including the role of the Youth Court. In the last few weeks of this half term, Year 8 will look at the issue of local democracy. They look at the function of local councils and consider how they form part of the democratic system in this country.

Year 9 are looking at the issue of Human Rights this half term. Pupils started the term by looking at what the UN was and what its function is. Following on from that, pupils then explored what is meant by 'human rights' and examples from across the world where there are human rights abuses. Pupils will finish the half term by debating whether everyone, including terrorists for example, deserve to have their human rights



**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.

**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.

**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.

**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.

**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.

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## Literacy Matters

### Accelerated Reader: Guide for parents/carers

Accelerated Reader now commonly used in many secondary schools to promote active and accurate reading.

#### Starting Out - the STAR Reading Test

The basis of the program is the STAR Reading Test which your child will do at school. This test sets a series of reading comprehension and vocabulary style questions for your child. As your child correctly answers the questions, the following questions become progressively more difficult. If your child answers a question incorrectly, the following question will be less challenging. In other words, the test program caters itself to the needs and abilities of your child as he /she progresses through the questions.

At the end of the test your child will receive a NRSS (Normed Referenced Standardised Score) for Reading along with an estimate of their reading age in years and months. An average NRSS is 100.



#### Choosing Books - The ZPD

Your child will also receive a ZPD (Zone of Proximal Development) rating. This will be a range of reading material in which your child will best develop their reading. The Accelerated Reader website explains the need for the ZPD as follows: "Pupils develop reading skills most effectively when they read appropriately challenging books - difficult enough to keep them engaged but not so difficult that they become frustrated. This is their 'Zone of Proximal Development' (ZPD)"

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The ZPD range will be based on the reading levels ascribed to fiction and non-fiction books by the Accelerated Reader group. Text complexity is determined by the ATOS formula, which uses the text of an entire book to inform the calculation. ATOS takes into account the most important predictors of text complexity-average sentence length, average word length, and word difficulty level.

**Your child's ZPD range will look something like this: 4.6 -7.2**

It gives a range of material in which your child will read most comfortably with a level of challenge. The levels move from 0.1 through to above 10. Most books within school associated with AR (Accelerated Reader) have levels (either on a coded label on the front page or on the spine of the book). We often use colour coded stickers on the spines of books so that pupils can easily see the level of the book they are considering.

Your child will be asked to choose books for Accelerated Reading that fall within the range of their ZPD. At the beginning of the term, they may be asked to specifically work from the lower ranges of their ZPD until their scores on quizzes have become successful (90% or above each time).

We do have a selection of books in our school library to borrow, however, we are still developing our collection. **Personal books, gifts and public library books can be checked against the ATOS levelling by entering their title or ISBN into the AR BookFinder at [www.arbookfind.co.uk](http://www.arbookfind.co.uk).** This can be a useful tool for determining if a book is suitable for your child to read independently.

You, and your child, will soon be able to search our Library Catalogue online for books by their ZPD.



## The Quizzes

**Once your child has chosen an appropriately levelled book they will be expected to read it independently and then take an AR Quiz on that text.** It is through the quizzing of books that measureable data is collected on whether your child is accessing and understanding the material they are reading. The quizzes contain between 5 and 10 questions about the book they have read. The expectation is that quizzes will be taken within shortly after finishing a text to ensure that retention of information is high; most of these will be taken in your child's English lesson or Tutor session. **A score of 90% or higher indicates a solid understanding of the text and your child will then be expected to choose a more difficult text (but still within their ZPD) for next time. Generally, a move of .1 or .2 each time 90 - 100% is achieved is typical.**

**While most quizzes will be taken in school,** quizzes can be taken on phones or tablets in their own time. The direct link to this is <https://ukhosted103.renlearn.co.uk/2034753/Public/RPM/Login/Login.aspx?srcID=s>

While it is the comprehension quiz that is most often taken by pupils, there is a vocabulary quiz available for most books. This can be very useful for pupils to take as it specifically targets understanding of more difficult vocabulary and provides an extra stretching task for able pupils.



## The Reports

**Once pupils begin on the Accelerated Reader program, their progress through the system will be monitored in terms of the number of quizzes they are taking and the percentage score they receive for each one.** We will also monitor progress in NRSS for reading and estimated Reading age from the subsequent STAR Reading tests.



Cont. Over





# Newsletter

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## A Few Tips for Helping Your Child Achieve with Accelerated Reader

- Help your child set realistic reading targets for each day. The average amount suggested by Accelerated Reader is 25 minutes per day.
- Ask your child questions as they read: what is the genre of the book they have picked, who are the key characters, what happens in the story?
- Ask your child about the book title: what might be the significance of this? You might ask before they read and then as they near the end of the story as ideas are likely to change.
- Read the same book as your child so that you can actively discuss characters and plot structure.
- Use the AR BookFinder to check for appropriately levelled material at the library or local bookshop.
- Ask your child whether they can empathise with the characters. Can they remember a time when they felt the same way? (This helps to anchor ideas and feelings from the text in the mind of the child).
- Ask your child to predict what might happen at different points in the text and ask them to consider how the plot might develop.
- Offer a secure, cosy, quiet environment in which to read. Have reading hours in which the TV is switched off and everybody reads. This quiet and concentrated time is essential for training children for good reading and studying habits for later life.
- Choose more difficult texts with your child, ones they would like you to read with them. Choose a time each day or week when you will read to them.
- Share some of your all-time favourite reads with your child. What did you love as a child and why did it stay with you?

Please join us in congratulating the following for their achievement in reading thus far:

.....

### Quizzers of the week:

Year 7 – Krystal Cawthorn

Year 8 – Fin Walker

Year 9 – Max Holloway

### Forms of the week:

7NTE

8BSC

9KMY

As a school we have read (and quizzed on) a total of **1,668,217** words.





# Newsletter

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## Notices

Thinking of an early Souvenir Christmas gift or know somebody that would love a memento of visiting our lovely City of York? Then why not pop along to the Technology department, in Great Givendale Extension on Monday and Wednesday breaktimes to grab yourself a bargain!

Our lovely souvenir ceramic York plates and Roman soldier figurines could be yours for the recommended donation of just £1; we are asking you to please just give what you can.

We are hoping to raise enough funds to be able to purchase a 3D printer for you to use in the department and some much-needed soap moulds so that our Busy Bees Candle Making club can branch out into making new and exciting products. We can't wait to get started and experiment with different fragrances and colours! We'll hopefully have lots of new products for you to sample soon!

So please do come along and support us.

### Year 11 Study Skills evening

Reminder: Year 11s should attend their Study Skills Evening on October 21st

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## 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](mailto: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	56,632	TOTAL HOUSE POINTS:  8,980
	CHARACTER	4,586	
	VALUE	5,115	

## 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:*



15,746



17,017



16,671



14,932



15,003

# Newsletter

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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:	Lola Higson
Year 8:	Esther Bartle
Year 9:	Elijah Maynard
Year 10:	Molly Randle
Year 11:	Chris Young
Year 12:	Shane Moffett
Year 13:	Laura Cirstea

## 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:	Connor Garrity
Year 8:	Rupert Sawyer
Year 9:	Jessica Ainley
Year 10:	Nathan Harper
Year 11:	Charlie-Rose Linder
Year 12:	Claire Farmery
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:	Jaime-Leigh Welford
Year 9:	Molly Cutting
Year 10:	Joshua Eborall
Year 11:	Charlie Benson
Year 12:	Joshua Meek-Grane
Year 13:	Luke Watson



*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

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## Care and Achievement Coordinators



### Year 7

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### Year 8

Mrs A Carlill

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### Year 9

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### Year 10

Mr M Elwers

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### Year 11

Mrs H Cross

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### Sixth Form

Mrs R Bourne

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