



# Newsletter

*Of great merit, character and value*



## Piecing it all Together

Read the full story  
on Page 2

*"I have met lots of different people and become more confident at talking to people. You also learn to be organised and punctual because people rely on you to help sort donations. I like seeing the donations that I helped to sort being sold, as I know that I have helped."*

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# Newsletter

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Upper  
School

*Mrs Atkinson writes:*

We have some of the most lovely and caring pupils in our school. Each day, we witness the great acts of kindness shown to each other and to staff. The number of Awards given for acts of great merit, character and value, is testament of this. We see this kindness shown by staff too. Miss Reid showers her tutees with chocolates, prizes, teas and coffees, when they have shown how brilliant they have been in the previous week! How lucky are they!

Today, we celebrate a well mannered, kind and conscientious young man, Chris, who gives of his time to help others.

We are very proud of you, Chris. Here is his story.

Hi. My name is Chris and I am in Year 11. I have been volunteering at Banardos which is a charity shop in Pocklington for over a year now. Each week, I sort through the donations (such as toys, board games, books, play sets and cloths etc.). One of my jobs is to count out jigsaws to make sure they are complete. I do this by putting the pieces into groups of 10. Sometimes this take a while, especially if there are 1000 or more pieces! When I sort through the donations, I am looking for things that can be sold. For example, things that aren't broken, have missing pieces or have been scribbled on. I help to process the donations by using the computer to print labels and stick them on the donations if they are good enough, and sometimes even get to write the prices on. I then either put these into storage boxes or take them onto the shop floor.

When you join volunteering here, you get a lanyard with your name and starting date on it. I usually work in the back room, (where I am in the photo) which is huge and full of all the donations. There are lots of things that are cool about working here. I really enjoy talking to the members of staff the most because they are friendly and welcoming.

Since working in this environment, I have met lots of different people and become more confident at talking to people. You also learn to be organised and punctual because people rely on you to help sort donations. I like seeing the donations that I helped to sort being sold, as I know that I have helped.

Mrs I Atkinson:  
Head of Upper School



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## Cross Country Champions

Tuesday of this week saw Miss Wilkinson and Mr Rees take over 40 of our Woldgate pupils to Cottingham High School who, in rather wet and muddy conditions, took part in the first round of the East Riding Cross Country Competition. The races ranged between 2,000m to 5,750m and were differentiated for each age group and gender. The top 20 pupils within each race qualified for the Humberside round of the Championships to be held later on this year. A phenomenal 17 Woldgate pupils qualified for the next round! Please join us in congratulating:

### From Year 7:

- Cianna Anderson
- Holly Miller
- Talia Northcott
- Luke Wise
- Noah Shanmuganathan

### From Year 8:

- Emilia Motejunaite
- Fred Hastie

### From Year 9:

- Molly Cutting
- Sophie Dover
- Ed Ella

### From Year 10:

- Nathan Harper
- Roan Shirley

### From Year 11

- Jess Dover
- Ella Adrian

### From Year 12

Abbie Eastwood

### From Year 13

- Rose Ella
- Harry Forman

A special mention must go to the following pupils for finishing so highly across the whole of the East Riding:

- Sophie Dover - 2nd
- Luke Wise - 4th
- Rose Ella - 2nd
- Jess Dover - 3rd
- Harry Forman - 2nd
- Holly Miller - 4th

A massive congratulations to all of our pupils and students that competed; the attitude and effort they put in to represent our school was simply wonderful.

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## Executive Headteacher's Welcome



### Open Evening

Last week, it was wonderful to meet our prospective Year 6 pupils. I thoroughly enjoyed meeting parents, families and having the opportunity to talk about our school and community. I would like to say a very special thank you to our wonderful parents whose children supported on the night. With over two and a half thousand views of the Open Evening website and excellent attendance on the night, we are hopeful our prospective Year 6 children and parents will have gained a better insight into what makes Woldgate School special and I hope after all of the challenges Covid-19 has brought to children, schools and families, that they are looking forward to starting secondary school next September.

### Year 7 Tutor Evening

Year 7 parents, who I am also aware through the pandemic have not had such opportunities, hopefully had the time on the same evening to meet online with their child's Form Tutor. I know with my own daughter's that not having this opportunity to look around a school prior to your child starting does place additional pressures upon families and parents. I therefore, just wanted to say thank you for your support and I do hope the meetings last week helped. Please do speak to your Care and Achievement Coordinator or Mrs Minton if we can support in anyway. I am hopeful as the year progresses you will have the opportunity to visit school if you wish.

### New School

We welcomed the Department of Education onsite last week and the next few weeks are going to be very busy, with surveyors on site and an assessment of ground conditions being undertaken. The programme will be carefully managed around school hours, with evenings, weekends and holidays being key times for our colleagues to be undertaking a detailed analysis of our site. It is an exciting time and great to be in such safe and experienced hands, as the team has undertaken numerous projects nationally.

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## Reading

Reading continues to be critical and it is wonderful in Form time to see our children thoroughly enjoying reading our new class books with their Form Tutor. You will have seen in our recent newsletters information on how we will help ascertain your child's reading age and the area of proximal development as the year progresses and you receive your child's school report. This is important, as children will often default to reading books of a particular author or genre, which is fabulous as it promotes interest and reading but, at times, it can also limit access to more complex text. It is, therefore, always good to encourage our children when thinking about a book and as Christmas approaches, to discover the classics, non-fiction and maybe more challenging books, to help them learn and also still have fun.

## Friends of Woldgate School

Following the pandemic, we are looking to appoint a Chair of our Friends of Woldgate School (FOD) and establish a new committee to lead on helping to support the school, its vast range of Holistic Education opportunities and the new library especially. If you are interested please email [office@woldgate.net](mailto:office@woldgate.net) and indicate in your email if you would like to be part of our new FOS committee.

Do have a good half-term.

**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

Friday 18 February 2022

Monday 25 July 2022



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## Mr Davies writes:

This week we have been celebrating the work of our Maths department. At its most basic, mathematics in Lower School focuses on the development of knowledge in geometry, statistics, probability, ratio and proportion, algebra, and number before these concepts are extended at GCSE level.

Clearly one fundamental part of the curriculum in maths is therefore to become **fluent** in the fundamentals of mathematics – developing through frequent practice with increasingly complex problems so that children develop conceptual understanding and the ability to recall and apply knowledge accurately.

However while these are the individual tools that children learn during their time at school, the key aspect of a strong maths curriculum is the way that these are developed into a toolkit—in which children can independently choose the right function or the right method to solve a particular problem.

A key part of this is to prompt them to think like mathematicians and **reason mathematically**. This involves teaching children to reason mathematically by following a line of enquiry and developing an argument, justification or proof using mathematical language. This is more than just asking them to explain and understand how to solve a problem—though that is a key aspect—but rather it is about getting them to deduce, test conjectures, explore

and infer, and make connections. In order to develop this, our department uses the mastery method of delivering mathematics. Mastery involves the process of revisiting, re-embedding, re-casting and revising the bedrock principles behind the key topics in maths—rediscovering how prior learning illuminates the task at hand and helps to structure the concepts yet to come.

Even if they don't become mathematicians, our children will encounter mathematics in every day life—but very rarely as equations on a page. Instead we find ourselves confronted with problems, questions, and calculations that are woven into choices, challenges, and more complex tasks. As individuals—alive to number—we need to learn to move freely between different numerical, algebraic, graphical and diagrammatic representations. The key to an effective mathematics curriculum is the way that children learn to apply these concepts independently, seeing their connections and developing confidence. This in turn will allow them to **solve problems** by applying their mathematics with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

I am pleased to see that through the mastery approach, Mr McCausland and his team have this at the heart of their vision for the department. It is a pleasure to see the content being woven together and assembled into a wider understanding.

Best wishes,

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

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## Lower School



*Ms Minton writes:*

I am really proud this week to share the work of two budding entrepreneurs in our Lower School community. These two individuals truly reflect the values we hold here at Woldgate showing great character in their ingenuity, creativity and hard work. A fantastic effort Charlie and Molly!

### Charlie:

For the last two years I have been running 'A Slice of Everything' with my business partner Jamie. In the lovely village of Thixendale on the North Yorkshire Wolds, Jamie and I have been chopping kindling and sending it to friends and family. We chop old pallets to make kindling and then sell long and short sticks of kindling in boxes or bundles. Our kindling is priced at £2.50 a box.

We also have lost of apples on the farm so, last year, we investigated making apple juice to sell. We have tried many different methods of filtering this liquid before we found the right one, so fingers crossed, we will be selling it this Autumn. We are also in the process of creating a website to promote our Business, so keep your eyes peeled for 'A Slice of Everything'!

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## Molly:

It all started when I took Minnie my Cavalier King Charles Spaniel puppy to Driffield show in the Summer. I entered her in the Dog Show and won one of my classes. The prize was a doggy bandana. My Gran does lots of sewing; she has been teaching me to sew for a few years, so I decided to have a go at making my own bandanas for Minnie. This grew and my little business, that I have named 'Minnies', began.

With a little help from my Gran over the Summer, I got to work making lots more. I now make bandanas that can be customised with the dog's name on, treat bags and collar covers. In September I had a stall at East Cottingworth Fete; I also made some doggy cupcakes. I have also made quite a few sales to friends, family and teachers!

I have decided to give 10% of all profits to the Dogs Trust and I'm looking at selling online, in local shops and Craft Shows. I want to have a go at making doggy soap bars and paw balm next and I've been designing my own packaging and a logo.

**Ms A Minton**  
**Head of Lower School**





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## Sixth Form



### Mr Charlton writes:

#### Spotlight on Study Periods

A level and BTEC qualifications, or Level 3 qualifications, are the first real test of a student's ability to learn independently. The recommended amount of time students should be spending studying independently is one hour outside the classroom for every hour spent in the classroom. So, each week a student studying 3 A levels or equivalent should be studying independently for 15 hours. Most students have around 9 hours of study periods on their timetable and should then use their own time on an evening and a weekend to complete the remaining hours.

#### So, what should students be doing with this time?

For many of our Year 12 students, it takes time to change their mindset from 'doing homework' to 'independent study'. In Sixth Form, the basic expectation is that students can complete their homework on time and to a good standard. They should then be using their study periods to further their knowledge and understanding of the course. Research suggests that students who can do this will reach or exceed their target grades, but that those who don't will underachieve by one or more grades.

#### What does independent study look like?

There are many ways that students can study independently. For example:

- Reading back through class notes and relevant sections of the textbook to review and consolidate work undertaken in the classroom.
- Making additional notes or resources such as flashcards to consolidate understanding and check knowledge (these are also useful revision resources for later)

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- Completing extra practice questions to secure skills
- Reading online study guides, for example for set texts studied
- Researching relevant information
- Further reading into your subject area, for example using Oxford University's Oxplore site
- Reading news articles, watching documentaries, or listening to podcasts

Happy studying!



## Sixth Form Superstars

A huge thank you to all the wonderful Sixth Form students who volunteered their time to support last week's Open Evening. Whether offering Department Support, performing in the Chamber Choir or acting as a Parental Guide, you impressed staff and parents alike. Thank you!

Best wishes,

**Mr M Charlton**  
Head of Sixth Form



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## Spotlight on Woldgate's Teaching Assistants

We would like to bring your attention to our wonderful Teaching Assistants and throughout the year share a little information with you about each of them. We are very proud of the support that we offer all our children. Our Teaching Assistants work above and beyond to ensure that our pupils are safe, happy and progress.

Today we would like to introduce Miss Burton who joined us at Woldgate this year starting in September 2021. Previously, Miss Burton worked as a Teacher and was a Teaching Assistant at Bugthorpe School. She says regarding her role "The opportunities to help children in a holistic way are fantastic and massively rewarding as a Teaching Assistant, and it is here I feel I belong".



- Name:** Miss Burton
- A fact you may not know about me:** I was head girl at Woldgate school many years ago
- What makes me happy:** My children, my friends, my sports, my university course, music
- What is your specialism:** Empathy
- Favourite meal:** Strawberries and cream
- Current book I am reading:** Nurturing Natures – amongst many other psychotherapy and parenting books
- What I think is great about Woldgate:** The pupils, and my colleagues in our Special Educational Needs department
- Favourite holiday destination:** France, where my brother and his family live
- What is the best part of your job:** Helping pupils to smile and feel listened to and progress

■ *Thank you for all your hard work Miss Burton, from all of us at Woldgate School.*

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*Mrs Nicholls writes:*

Hello again. In recent weeks pupils in Year 7 and 8 have taken STAR Assessments for the first time this academic year. These tests give us valuable insights into the progress of our pupils. The results are also in forming our Accelerated Reader programme.

## **Q: What are STAR Assessments?**

A: STAR Assessments are short tests that provide teachers with learning data. STAR tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).

Your child may take a STAR test for early literacy, math, reading, or other subjects of their teacher's choice.

## **Q: What do teachers do with STAR Assessments?**

A: Teachers analyse the data they get from STAR Assessments to learn what pupils already know and what they are ready to learn next, to monitor pupil growth, and to determine which pupils may need additional help. STAR Assessments are heavily researched and scientifically proven to help teachers guide each pupil on his or her unique path to mastery.

We are using the results of the STAR Reader Tests to enrol our pupils onto the Accelerated Reader Programme. I have explained this programme to you in a previous issue. Hope fully you now have an understanding of what this entails but I thought it would be useful to outline some benefits. So why use it you may well ask? Some of the benefits to our pupils are listed below:

### **Goal setting**

We can create personalized goals around comprehension, engaged reading time, and pupils' reading levels to keep them on the path to future success.

### **Choice and motivation**

It helps to motivate pupils with tailored reading recommendations and endless choice. Accelerated Reader matches pupils with books and articles aligned to their unique interests and reading levels.

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## How does Accelerated Reader work?

### 1. Choose

Encourage pupils to find something to read! Accelerated Reader has quizzes on more than 200,000 books, ensuring pupils never run out of choices.

### 2. Read

This is the best part! Pupils get to read a book of their choosing. Pupils can read in class, at home, or out and about in the community.

### 3. Quiz

Once they finish a book, pupils take a short quiz on what they've read. Each quiz is written to ensure pupils have read the entire book.

Hopefully the programme will have the desired effect with the improvements we hope it will make in the reading skills of our pupils.

Have a good weekend

**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 10 have been looking at and discussing this half term in their STARS sessions.

This half term in their STARS sessions, Year 10 have been exploring issues related to the citizenship topics of government and democracy. To begin the half term, pupils explored the issue of the voting age and whether 16- and 17-year olds should be allowed to vote in national elections. There were pupils on both sides of the debate, putting forward well thought through points to back up their point of view. From here, pupils then looked at how the Royal Family fits into the government, as well as the role of the Commonwealth. The final area pupils looked at related to governments that were different to our democracy.

### Skills for Life:

This week, pupils have been completing their skills review for this half term. There are six key skills that employers are looking for in the workplace, and we dedicate a half to each of them. The skill for this half term was Time Management and Organisation. Pupils have been reflecting on their time management and organisation this half term, both inside and outside of school, as well as identifying ways that they can improve at this skill. In addition to this, pupils have been asked to consider how this skill could relate to university, an apprenticeship, or the world of work more generally.

### School Council

A number of form groups are actively recruiting their next Form Representatives. Being a Form Representative is a great opportunity on so many levels. Not only can it help to share pupil voice on issues around the school, but it is great for developing pupils' confidence and social skills as well as helping them to actively engage in the democratic process. I look forward to working with our full complement of Form Representatives after half term. For those pupils considering standing for the role, please do discuss it over half term with your parents



**REACH FOR THE STARS**

**SOCIETY**  
Of great Character.

**TARGETS**  
Of great Merit.

**APPEARANCE**  
Of great Value.

**RESPONSIBILITY**  
Of great Character.

**SAFETY**  
Of great Value.

**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.



# Newsletter

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## Safeguarding at Woldgate School



*Mr Sloman writes:*

### The importance of healthy relationships

Children form bonds with others at all stages of their development. Forming healthy, positive relationships helps children and young people feel safe and supported as they grow up. But being in an unhealthy relationship negatively affects a young person's wellbeing. They may feel anxious and nervous or not free to make their own decisions. They may suffer from low self-esteem and depression, experience headaches or have other ongoing physical health symptoms.

It's important that parents, carers and anyone who works or volunteers with children is able to recognise if something is wrong in a young person's relationship and is able to take appropriate action to keep them safe. Healthy relationships can help a child feel secure and supported, but unhealthy relationships can have a long-lasting negative impact.

#### Recognising the signs of healthy and unhealthy relationships

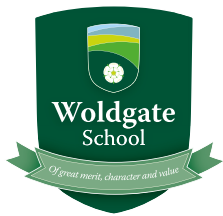
Children and young people may not always understand that a relationship they are in is unhealthy. If they have been groomed for example, they may believe they are in a healthy relationship. If they are in an unhealthy or abusive family relationship, they may never have known any different.

This means children and young people may not always speak out about unhealthy relationships. So it's really important that the adults around them are able to spot the warning signs.

#### Signs of healthy relationships

A healthy relationship is one where a young person is respected and feels valued for who they are. It's where they can openly share their thoughts and feelings and feel supported and encouraged.

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Healthy relationships include:

- good communication
- mutual respect
- trust
- honesty
- equality
- being yourself

In a healthy relationship a person is free to make choices about their own behaviour and is not controlled or coerced into doing anything.

## Signs of unhealthy relationships

An unhealthy relationship is one where a child is not being treated with respect. They may be forced or coerced into doing things they aren't comfortable with, be made to behave in a certain way, or be made to feel they aren't good enough. Because young people may not always realise when they are in an unhealthy relationship, it is important that adults are able to recognise the signs.

A young person may:

- lack close relationships other than with one particular person
- be isolated from friends and family
- be prevented from working or going to school/college/university
- have their money taken away or controlled
- have access to food, drinks and day-to-day items restricted
- have their time controlled or heavily monitored
- have their social media accounts controlled or heavily monitored
- be told what to wear
- feel pressured to do things they are not comfortable with
- be put down or criticised
- experience threats of violence if they don't behave a certain way
- experience threats to loved ones or pets
- be threatened with damage to their personal property

## Displaying unhealthy behaviours

Sometimes children and young people may display unhealthy behaviours towards someone else. If a child is becoming possessive, controlling or violent towards another person, or displaying bullying or harmful sexual behaviour, this may be an indicator that something else in their life is causing them distress. It's vital that you respond quickly to ensure the child gets the support they need and their behaviour does not cause harm.

For more information and advice, visit: [www.nspcc.org.uk](http://www.nspcc.org.uk). If you would like more information, or would like support, please do contact Mr Sloman (Designated Safeguarding Lead) or Mrs Wright (Deputy Designated Safeguarding Lead).

**Mr L Sloman**  
**Deputy Headteacher**  
**Head of Care and Achievement**





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## Literacy Matters

### Selecting a book

Choosing a book that grips you is so important for developing a love of reading. If you ask most adults, they'll still remember a book from their childhood that has stayed with them and that they still talk about fondly.

However, choosing a book can be challenging. Here are our top tips when borrowing or buying a book:

**Genre:** is this a style that I like? (For example, comedy or mystery)

**Dip in:** choose a page and read it. Does the language interest me? Is there something about the plot or characters that appeals?

**Caution words:** are there any words that I find offputting or suggest that I won't like the book?

**Types of characters:** do I like the characters? Are there any that I might not like?

While we use Accelerated Reader to provide all pupils with guidance about the readability of a book, it's also worth checking whether the language in the book is too easy or too complex.

To do this, ask your child to put their hand up and read a page from the book. Every time they encounter an unfamiliar word, they should put down their finger. If all of their fingers are down before they have finished reading the page, it's likely that the words may be too challenging for them.

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## '14 before 14' book review

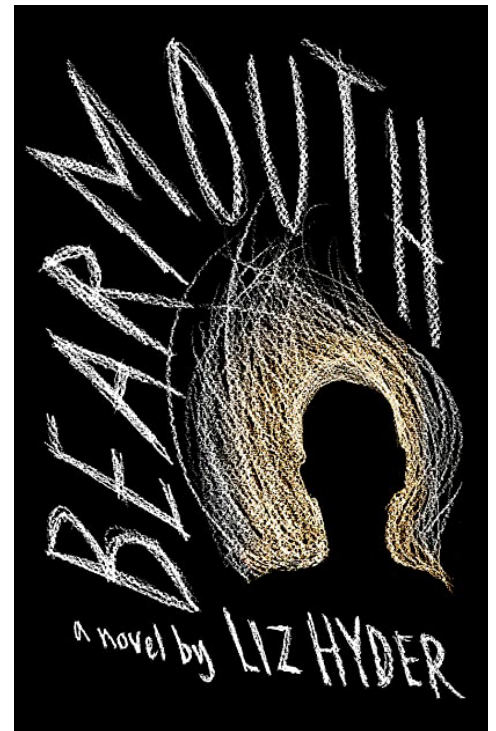
**Bearmouth** by Liz Hyder

**Interest age:** 10-14

**Reading age:** 10+

Newt has been living and working in the horrendous conditions of Bearmouth mine from an early age, never emerging on ground level because the pay is so low and it costs money to go up. Life is horribly hard and awful rules must be accepted or the consequences are even worse. Any kind of way out isn't even contemplated until Newt meets Devlin, who starts to ask questions.

This unique and breathtaking debut will blow your socks off. Although written in a Victorian style dialect, and after careful research into child labour and Victorian mines, this is no ordinary piece of historical fiction. The voice of Newt is original and haunting and the dystopian world-building within the Victorian mine is masterful. The story is exciting, ambitious and unpredictable: the kind of book to read in one sitting, quite breathless. Liz Hyder is a really exciting new voice in children's literature.



**Be warned that there is a mention of themes that may upset younger readers.**





## Notices

### Photograph orders -1st November.

Your child will have brought their 'proof' copy home for you to look at ahead of ordering. All orders need to be in school on Monday 1st November. Any orders received after that time will have to be ordered directly from Tempest. Thank you.

### Attendance notice

Please look out for an attendance sticker in your child's planner. Once seen, please sign your name next to the sticker. This is to inform you of your child's current percentage figure as of Friday 15th October. We appreciate your support with attendance.

### Choir returns

We are delighted to announce the much-awaited return of our choir. Please do come and join us at the following times:

## CHOIR in T1

Years 7, 8, 9 & 12  
Monday Lunchtime  
12:25pm

Years 10, 11 & 13  
Friday Lunchtime  
1:30pm



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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)



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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	65,193	TOTAL HOUSE POINTS:  12,630
	CHARACTER	5,039	
	VALUE	6,088	

## 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:*



18,671



19,772



19,703



17,969



17,663

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character and value*

## Acts of Great Merit

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

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

Year 7:	Rosie Anderton
Year 8:	Lylia Harrison
Year 9:	Joshua Hinch
Year 10:	Eleanor Taylor
Year 11:	Chris Young
Year 12:	Rosie Kennedy
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:	Henry Hindwell
Year 9:	Angus Watson
Year 10:	Felix Jones
Year 11:	Mary-Jane Kelly
Year 12:	Adam Benson
Year 13:	Aimee Harper

## 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:	Kyle Barker
Year 8:	Chloe Mahon
Year 9:	Faith Atkinson
Year 10:	William Dalgliesh
Year 11:	Zachary Bean
Year 12:	Sula Hesletine
Year 13:	Lily Foggin



*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



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