



Newsletter

Of great merit, character and value



Our Volleyball Stars

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Our Wonderful Year 8 Artists!

Our Year 8 artists have been creating artwork inspired by Roy Lichtenstein's 'Whaam!'

Pupils were set the challenge of creating their own version of 'Whaam!' and am sure you'll agree they completely rose to that challenge. Take a peek at a few of our artists' work! We are so proud of you all!



Roy Lichtenstein: Whaam! 1963



Benjamin G

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Our Year 9 pupils have also been busy! Amazing what one finds when walking into the Common Room. Today I found Freya S and Antoinette V.G. happy to share these lovely pieces of Art work with me.

Andy Small

Andy Small is a natural forms photographer who works in colour. Small is inspired by plants and so photographs many types of plant.




It looks like he has used techniques such as bright lighting to make the photo's subject stand out. He has also used colourful backgrounds and blurred them to emphasise the subject.




I like how small does close-ups and cropped work to interest the viewers perspective. I am going to take inspiration from Small by using cropped angles.

Emily Blincoe


Emily Blincoe uses colour natural forms and often in warm colours like red, orange, yellow and green. Blincoe is inspired by different colours and natural forms.






She uses techniques like plain black or white backgrounds and how she orders the subjects to fit into a certain shape. I like how Blincoe uses one or more types of form in one image.



I also like how, by having many of one type of form all angles of the subjects can be shown. I am going to take inspiration from Blincoe's work by using some warm colours.





*What a wonderful way
to start the half term!*







Emily Blincoe

Emily Blincoe focuses on the different variations of fruit and veg and their shape and texture. The photographer uses the objects to create displays to show how they can be used in colour variation. With this art I like how the background gives contrast to the fruit and vegetables as most of them are bright. The different sizes give the impression of the growth.

Andy Small

In the pictures they are all clear and close up. In each picture there is a variety of warmer colours. The photographer-Andy Small-seems to be inspired by flowers and the closer details of the flowers. Looking closer it seems that Andy focussed on the objects and zoomed/blurred out the background. With this range of photos they seem to have sharp edges but smooth interior. I like how all the colours compliment each other even if they are opposite.

Freya S

Antoinette V.G.

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Attendance Challenge

Thank you for your support with attendance. We make no apologies in continuing to remind you how important attendance to school is, even more so after the disruption the pandemic caused.

We were very happy with the response from our fantastic pupils to the 'Autumn Attendance Challenge'. All pupils who attended every day for the two weeks before half term was entered into a prize draw.

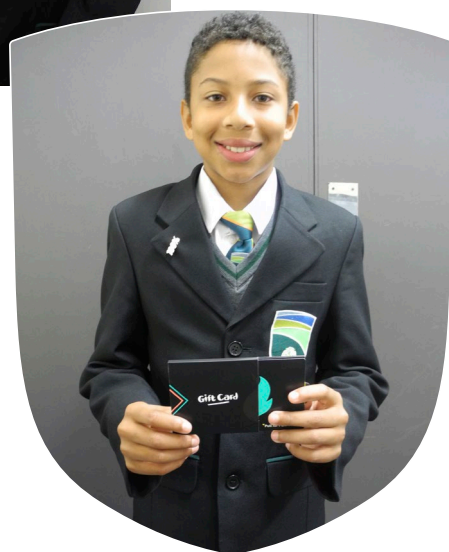
We also had a prize draw for any pupil who had achieved 100% attendance since September. We appreciate your efforts. Well done to our winners below: Look out for more prize draws soon!



Year 9:
Jacob H, Ryan C
and Beatrice S.



Year 8:
Eloise K and Scarlett S



Year 7:
Alex W

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Executive Headteacher's Welcome



School has felt very calm and purposeful this week – it has been lovely to visit lessons and to see our children thoroughly enjoying learning. The careful planning and dynamic teaching that continues to ensure our children make strong academic progress. Visiting lessons is an absolute privilege and I only wish I could share with our parents the experience of walking from a History lesson on a specific period, to a Drama lesson. The contrast, range of knowledge and skills being taught across a school in a single hour encapsulates a wealth of learning – all providing alongside our enrichment a fabulous education.

It was wonderful, before half-term, to see so many of our prospective children and parents joining us at our school Open Evening. I do hope the evening provided an opportunity to meet our fabulous children and colleagues, to gain a sense of what makes our school unique. Events such as these, are only possible due to our children, colleagues and fabulous parents supporting our community. They provide our children a wonderful opportunity to talk about our community, their lessons and especially for Year 7, how they are settling into their new secondary school after only seven weeks. It was these discussions that I was privileged to be part of, as our children spoke of their individual accomplishments, pride and enjoyment of coming to school.

This half-term will provide the same opportunity for our Year 11 pupils who are looking to progress onto our Sixth Form. Initially a Taster Day where they can experience the different Sixth Form courses available and also then an opportunity for parents to join your son or daughter on the evening to explore each subject in more detail. The combination of options children take, in my opinion, speaking as a former Head of Sixth Form, are essential in ensuring progression routes onto a university course, a career or apprenticeship are achievable. This often means that in taking the right courses, young adults will need to take subjects they may have initially preferred not to have continued to study. I remember well, the discussions I had at the time about a desire to study Engineering, only to find out my choices consisted of

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Mathematics, Physics and Technology – if I wanted to study at a top university. These decisions, therefore, are far more challenging than they might appear, especially compared to options in Lower School. Discussions with your child at home are an essential part of keeping all opportunities available and progression routes accessible. So please, if your child is approaching Sixth Form, do take the time to consider the options with them. Colleagues will support your child in school with their taster day choices too. Please do also make sure you receive the invitation we are sending out to you shortly to join us for the evening event. We look forward to seeing you there.

Have a good weekend.

Mr J Britton
Executive Headteacher



Key Dates

Autumn Term 2021

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:

In their weekly hour-long STARS lessons, your child learns about health, society, well-being, and they also plan for their future by learning about the job market and the workplace. A key part of these sessions is also the delivery of our sex and relationships curriculum. This aspect of STARS helps to prepare pupils for the responsibilities and experiences of adult life.

The content we cover follows the national curriculum and is divided into five key themes: **families, respectful relationships and friendships, relationships online and in the media, being safe, and sexual relationships and health**. The content is introduced sensitively and builds on the material they have encountered at primary school to develop their understanding at a pace that matches their age and development. From Year 7 to 13, topics are presented in a broad and balanced way, free from sensationalism and personal bias. We encourage the use of 'ground rules' in creating a supportive climate for the discussion of sensitive and controversial issues.

In our **families** strand, pupils and students will cover a range of content that aims to explore the different types of stable, committed relationships and how these relationships might contribute to happiness and, in addition, their importance for bringing up children – including the characteristics of successful parenting. In that coverage of a range of relationships, they will learn what marriage is and the legal rights and protections it provides. They will also explore the characteristics and legal status of other types of long-term relationships. As part of this unit, they will also explore how they learn about seeking help and advice: how to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe; and how to

seek help or advice – including reporting concerns about others. This theme – of tolerance and understanding of diversity – runs through from our work in Year 7 on family types through to exploring themes of gender identity, sexuality, prejudice, and tolerance as children move into Upper School.

Respectful relationships explores topics such as the characteristics of positive and healthy friendships and how trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, and reconciliation form a central aspect to a range of relationships. As part of this, they will learn that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. They will also learn what constitutes sexual harassment and violence – and why this is always unacceptable.

In Year 7, for example, this focuses on different types of bullying (including cyberbullying), the impact of bullying, and the responsibility of our community to report bullying – and how and where to get help. This develops in Upper School to explore characteristics of healthy and unhealthy relationships. As a wider theme, this strand prompts pupils to explore how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage to individuals, communities and society.

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Relationships online and in the media builds on our work on e-safety and their rights, responsibilities and opportunities online - including that the same expectations of behaviour apply in all contexts. They learn about online risks, including the risks and dangers of sharing content online - and the difficulty of removing material once it has been shared. We discuss with children the risks of harmful material that can be accessible on the internet, the impact of viewing such materials - such as the distorted picture they provide of relationships and their own self-image. This moves from safe and responsible use of the internet in Lower School to consequences of sharing images and wider exploration of risks, exploitation and other dangers online.

The topic **being safe** runs through our safeguarding measures and policies in school and is explicitly covered in STARS by covering the legal concepts of consent, exploitation, as well as recognising types of abuse, grooming, coercion, and harassment. Pupils and students regularly receive messages on staying safe in assemblies, in displays around school, in tutor time, and even through this newsletter.

Finally, in our **sexual relationships and health** lessons, pupils will develop their understanding of concepts such as mutual respect, consent, loyalty, trust, and shared interests and outlook. They will learn that all aspects of health can be affected by choices they make in sex and relationships - both positively and negatively through physical, emotional, mental, sexual and reproductive health and wellbeing. As they move forward into Upper School they learn facts about reproductive health, including fertility, managing pressures, including peer pressure, contraception, and pregnancy. As with all aspects of our STARS curriculum, health topics are revisited cyclically throughout your child's time at Woldgate School. For example, the importance of sleep, wellbeing, and developing mental and physical health in Year 7, is revisited to look at anxiety and depression (as well as coping strategies and triggers) as they move into Upper School.

Parents and carers have the right to request for their child be withdrawn from all or part of sex education from our **sexual relationships and health topic**, however please note that this does not extend to the wider relationships and health education curriculum or to any sex education delivered as part of the Science curriculum. If you wish to withdraw your child from sex education as part of STARS, you should direct your intention to your child's Head of School in the first instance. A senior colleague will then arrange to discuss the request to fully understand any concerns or objections to the content of the curriculum and will decide how to proceed in line with the school's relevant legal obligations.

Ultimately, however, our relationships curriculum is a key part of our STARS provision and forms a key part of their development as individuals of great merit, character, and value - taking responsibility, showing kindness, and respecting each other.

Best wishes,

Mr G Davies

Head of Curriculum and Assessment



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**Lower
School**

Ms Minton writes:

As we begin a new Half Term, I would like to re-introduce our Friends of Woldgate School 50/50 Club and encourage parents to support this.

The 50/50 club was started by Friends of Woldgate School to raise money for items such as books, software and sports equipment. It is a wonderful way to practically support our school community. Anyone over the age of 18 years, connected with the school is eligible to join.

If you are not already a member of the 50/50 Club joining is extremely easy, relatively low cost, but makes a big difference to the School. You agree to pay £2 per month (or £24/year) by standing order to the club for one entry in the draw (each additional entry required is £2/month, you can buy as many as you wish). Every month 50% of the money collected goes to the Friends of Woldgate School and the remaining 50% will be given away as prize money. The more people who join the club, the more money we raise for the School and the greater the prize money each month.



50/50 Club Rules

1. The club shall be known as 'The Friends of Woldgate School 50/50 Club'.
2. 50% of the monthly income shall be distributed as prize money, 50% will be used to benefit the school.
3. The prize draw shall be made when all of the income has been received for the previous month.
4. Each entry will cost £2/month.
5. The winner will be notified by post and will receive a cheque for the amount they have won.
6. The winning name will be drawn and verified by at least two members of staff or drawn by a student council member and verified by a member of staff.

If you would like to become a member of the 50/50 Club, please email: finance@woldgate.net for further information. If you are already a member of the 50/50 Club, please also email finance@woldgate.net to gain our new school bank account details.

Ms A Minton
Head of Lower School

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Upper
School



Mrs Atkinson writes:



Welcome back! Today I would like to share some exciting news about a few boys in Year 9. Mrs Makowska, founder of the Skyball Beach Volleyball club shares the following with us about some of our excellent students. We are so proud of all of you... Well done indeed!

"Alex D, Charlie N, Nathan T, Rodrigo H and Maks M enjoy playing volleyball in all its forms: indoor, on the grass and on the beach.

The summer of 2021 was very successful for the boys as they have brought home some great memories and achievements from their training and competitions. Maks M, with his partner, has won multiple local tournaments including Skyball Junior Open in Bridlington. Maks is also a silver medalist in U14 UK Junior Championships that took place in July in Sandbanks, and he also took 3rd place in the same competition in the U16 category; both events are the highest ranking competitions delivered by UK Beach Tour.

Alex and Maks represented the club and the whole of Yorkshire in the Junior U17 Beach Volleyball Inter-Regional Competition in Cardiff in July. It was the first time they attended such a prestigious event and even though they were the youngest group there, they came 5th along with two other York players.

Charlie, Nathan and Rodrigo attended all local competitions. They have been building up their skills from



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game to game to eventually achieve 2nd place for Nathan and 3rd for Charlie in the final King of the Court tournaments. Rodrigo and Charlie competed in the Skyball Open Junior beach volleyball competition that attracted players from around the country gaining essential experience for the future.

We are thrilled to hear that Maks was accepted for the U17 England Talent Pathway programme after he attended trials for England Cadets earlier this month. He will check in at the National Volleyball Centre in Kettering once a month for the players' camp and maybe one day we will see him play for England... fingers crossed!

The boys train with Skyball Beach Volleyball Club on the grass in Wilberfoss from April to early September, all summer long on the beach in Bridlington and indoor with York, Leeds and Hull Volleyball Clubs during winter. We love to see their progress but most of all we like to see how much they enjoy playing the sport, it is so much fun!"

Mrs I Atkinson:
Head of Upper School



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Sixth Form

Mr Charlton writes:

Sixth Form Taster Day and Open Evening – 11th November 2021

I look forward to welcoming Year 11 pupils and parents to our Sixth Form Open Evening next Thursday, as pupils begin the process of selecting the courses that will help them to achieve their life goals. All pupils have received a letter regarding the event, with an online reply slip which needs to be completed as soon as possible so we can manage the event safely and securely.

This is a crucial time for pupils, with mock exams approaching and GCSE exams on the horizon, and a range of subject choices that will help them to shape their future. Over the coming weeks, all Year 11 pupils will also have a one-to-one Independent Advice and Guidance interview to ensure that they are selecting the right subjects to move on to their chosen pathway, along with an invitation to our Sixth Form Taster Day on Thursday 11th November, when Year 11 pupils will spend the day as a Sixth Form student, trying out different subjects and activities, giving them chance to experience life as a post-16 student.

I always enjoy advising and supporting young people through this challenging time and I am looking forward to working with Year 11s over the coming weeks and months to help them make the right decisions for them and to support their GCSE achievements with clear goals and aspirations.

Best wishes,

Mr M Charlton
Head of Sixth Form

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Spotlight on Woldgate's Teaching Assistants

We would like to introduce you this week to Miss Burnell who started working as a Teaching Assistant in March 2020. Miss Burnell is a much-valued member of the SENco team, she thoroughly enjoys her role and both teachers and pupils appreciate her hard work and efforts. One member of staff commented 'It's like Miss Burnell has been here for years, she is part of the furniture'



Before starting her role here at Woldgate, Miss Burnell worked in Finance and a Primary school nearby.

Name:

Miss Burnell

A fact you may not know about me:

It took me four attempts to pass my driving test! I took my test thrice when I was 17, but unfortunately failed because I was so nervous. I waited until I was 20 years old to try again, to my absolute joy and relief I passed. This was and still is one of the proudest days of my life – I didn't give up.

What makes me happy:

I love walking, especially up mountains. I have completed the national three peaks challenge in 24 hours. I have walked up Ben Nevis twice. Snowdon thrice and Scafell Pike four times! As well as many others around the British Isles. I simply love being out in the great outdoors!

What is your specialism:

Mental Health and Neurodiversity. I have a level two qualification in Counselling.

Favourite meal:

I am Vegan. I love Asian cuisine. Bao buns – filled with marinated tofu, finely chopped carrot and cucumber and sriracha mayo!

Current book I am reading:

The Minute I saw You - by Paige Toon. I didn't really like reading until I was in my thirties but now I absolutely love it! It's all about finding the right book in the right genre for you.

What I think is great about Woldgate:

The pupils and the staff. I love being in a great lesson and listening to outstanding teaching. I always think to myself, if I enjoy listening, then the pupils probably will too. The pupils because they're all unique, it's a privilege to see them every day at work and get to know them as individuals.

Favourite holiday destination:

Camping de la plage, Port Grimaud in the South of France. I am a huge fan of camping.

What is the best part of your job:

Helping pupils when they need it, this could be in or out of the classroom. Helping is what makes my role as a teaching assistant so rewarding.

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

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Mrs Nicholls writes:

To begin this second half term, I will describe to you the second phase of our Woldgate Learning cycle. At the start of this academic year I provided an insight into our Woldgate Learning Cycle, something that pupils experience in every classroom and in every lesson. A lesson framework that ensures that every minute of every lesson counts and that will provide you with a starting point for conversations with your child about their learning.

Our second stage of the cycle is the **purpose**. This outlines to the pupils the expectations of what it is that they need to learn and what skills they need to grasp, by the end of the lesson. For example, recall, explaining and evaluating concepts. We call these learning objectives and they cover the curriculum. They challenge your child by being ambitious, encouraging pupils to push themselves to achieve the end point for example success at GCSE and beyond.

Sound confusing? It doesn't have to; put simply it is the destination (the end point) of the lesson. It is what needs to be achieved for pupils to succeed. For teachers this is the starting point, it is where they begin, before they start planning the tasks of the lesson.

Let me show you an example from one of my own lessons:

A topic I have just recently delivered to my Year 9 group is the functions of the skeletal system. In GCSE PE we have 3 assessment objectives that my pupils will be assessed on in their exams. As a teacher I have to ensure that I equip my pupils with the knowledge and skills needed to succeed. By setting out clear objectives my pupils are aware of what it is they need to do to be successful. I do this visually on my PP presentation and we talk through them verbally. My class are really well trained and know precisely what is they need achieve in the learning outcomes, as they are fully aware of the assessment objectives. In doing so they are engaged in the process and clear about what it is they need to achieve, how they will achieve them and make progress and they will be also shown what success looks like.

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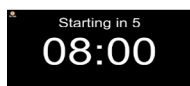
A visual example to demonstrate this further:

As you can see this lesson slides shows exactly what is the pupils need to know and be able to do by the end of the lesson. You may notice that these objectives increase in difficulty and challenge and use blooms taxonomy to promote higher level thinking skills. They are designed to be ambitious and demonstrate effective coverage of the curriculum and are differentiated for different learners within the group. The ponder column is for reflection to provide an opportunity for my pupils to reflect on a sense of journey, direction and progress towards the completion of the programme of study, topic or concepts being taught

Purpose : The Functions of the Skeletal System		
Assessment Objective	Learning Objectives What do I need to achieve this lesson?	Ponder
AO1	List the functions of the skeletal system and the 19 major bones	
AO2	Describe the functions of the skeletal system and apply practical examples to the functions.	
AO3	Evaluate how the functions of the skeletal system can impact sporting performance.	

The purpose permeates all aspects of the lesson and is referred to through reflection and assessment. You can see from the slide below an example of this, on every slide are the learning objectives that should be achieved through personalised learning, giving it relevance to my pupils and also how it fits in with the bigger picture.

Exam Question:



Describe three functions of the skeletal system and evaluate how they benefit an athlete in physical activity . Use current sporting examples. (6 marks).

EXTENSION TASK:

Link it to future learning – can you include any components of fitness into your sporting examples?

PROVE – L02 & L03

Ask your child what the purpose was in their lessons throughout the day and ask them to reflect on their achievements and the progress they made against them. Take a look through their books and see if you can identify the purpose from their work.

Have a good weekend

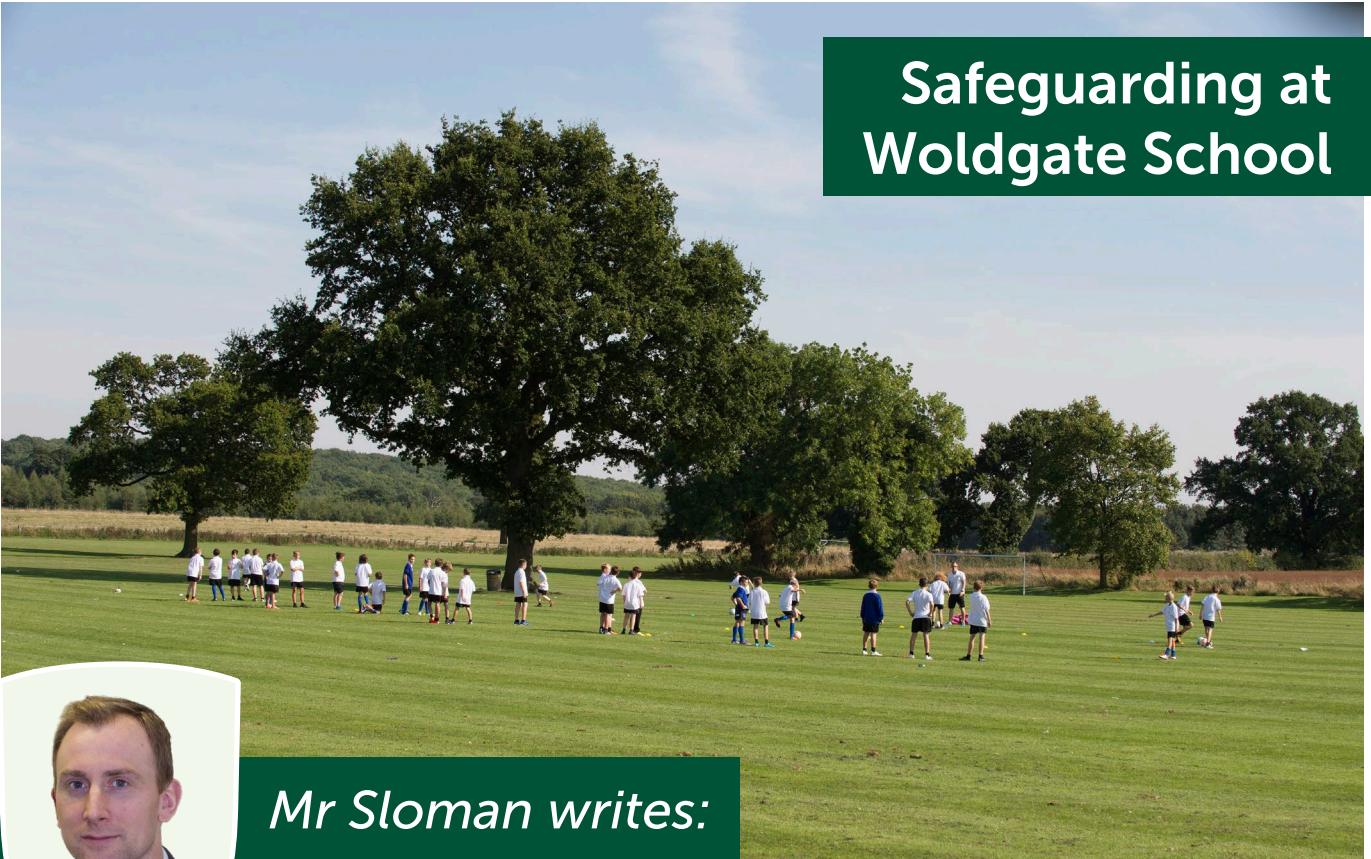
Mrs C Nicholls
Head of Teaching and Practitioner Development



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Safeguarding at Woldgate School



Mr Sloman writes:

Social Media – Advice for parents

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

Has your child been affected by content shared online?

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

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Are they chatting to strangers online?

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

Posting images of themselves online

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

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

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

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

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

What to read after... Jacqueline Wilson

Jacqueline Wilson is a beloved author. She has written over 100 books, many of which have been turned into TV shows.

We know it's so easy to get attached to a favourite author, especially when their books are as good as Jacqueline Wilson's.

But eventually there comes a time, usually about the time children are leaving primary school, when they have either read all the books or have started to outgrow the Wilson's books. What can they try next?

- ***Darcy Burdock*** by Laura Dockrill. Another set of stories with a female protagonist in challenging circumstances, this series is a great way to progress from Jacqueline Wilson.
- ***Going Home*** by Cliff McNish is told from the point of view of a dog called Ralph who has been living unwanted in a dogs' home.
- Michael Morpurgo's ***Running Wild*** is a gripping first person narrative, while Gill Lewis is an author you need to check out. These books by Gill are written in the first person, which makes it easy to immediately fall into the story: *White Dolphin*, *Moon Bear*, *Scarlet Ibis* and *Sky Hawk*.
- If you're looking for something else, try Holly Smale's ***Geek Girl*** series or Malorie Blackman's fabulous ***Pig Heart Boy***.
- Or for teenagers who enjoyed Tracy Beaker and the real life issues in Jacqueline Wilson's books, head to Alex Wheatle's Crongton series: ***Liccle Bit***, ***Crongton Knights*** and ***Straight Outta Crongton***.

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Book review: 14 before 14

This week, we review *The Graveyard Book* by Neil Gaiman. This is a firm favourite among KS3 readers: it's funny, Gothic and gruesome!

The Graveyard Book by Neil Gaiman

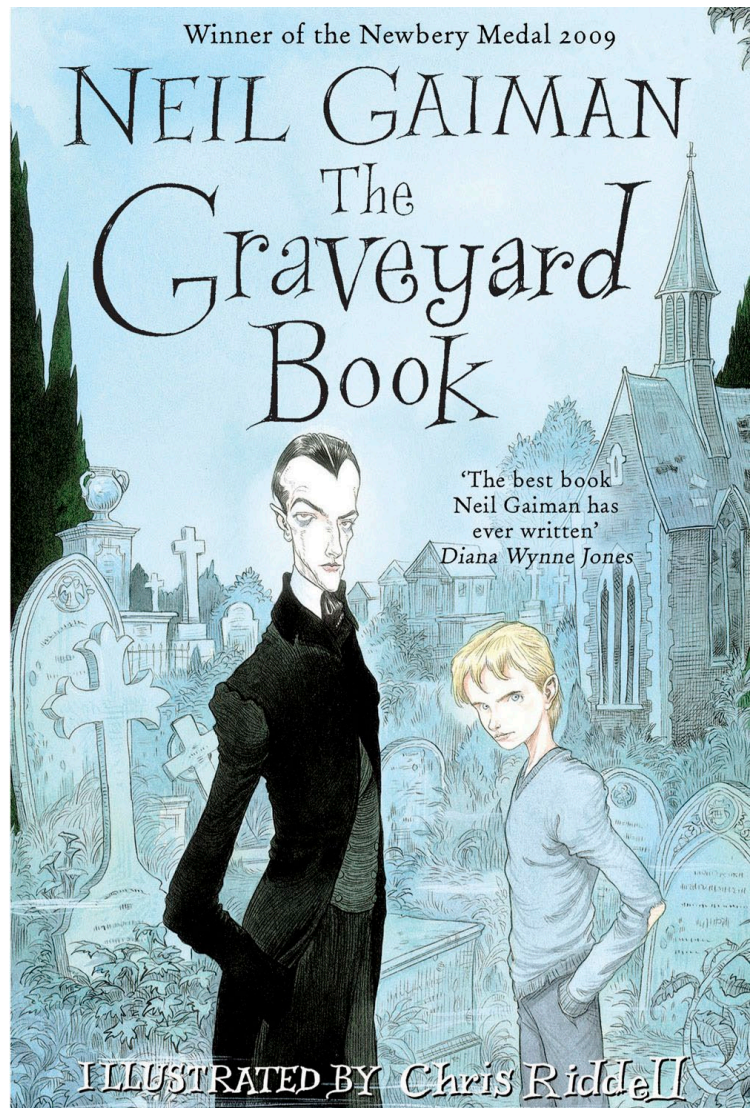
Reading age: 11+

Interest age: 11+

ZPD: 5.1

After his family are killed, Bod is brought up in a graveyard by ghosts – an array of century-spanning characters who care for him, impart wisdom and even teach body-fading skills. But Bod sometimes goes beyond the graveyard into the world of the living – and here his life is under threat from the sinister man Jack, who has pursued him since he was a baby.

Bestselling author Neil Gaiman offers up a wonderful story of life, death and coming-of-age in this book, which won the Booktrust Teenage Prize. The fabulously original story is full of humour and surprise and has a brilliantly engaging hero in Bod. Gaiman blends together the poetic, the resonant and the gruesome and Chris Riddell's illustrations confirm the delicious sense of unsettling people and presences that run throughout.



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STARS Update

Mr Barrett writes:

This week I would like to update you on some information, advice and guidance (IAG) sessions that are going to be available for you and your child to access.

There are three sessions for parents and pupils to access. These information sessions have been put together with the help of industry partners. The aim of all three sessions is to provide parents/carers and your children with information about the different routes post 16 and 18. All three sessions are on Zoom and begin at 6pm and will end at 7pm. During the sessions, there will be a chat function managed by the providers so that each question will be private. During the call, everyone's screen will be private so the only thing people will be able to see or hear is the provider.



REACH FOR THE

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

To do this we will:

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

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.

Session 1: Thursday 18th November 6pm to 7pm

Topic: Post 16 & 18 Options and Apprenticeships

Learn all about the different routes available to you in Hull and East Yorkshire Post 16 & 18. Learn how you can apply and what you can be doing now to help you with your next step. This event will look into Apprenticeships and other alternative routes and give you information from employers to help you make a well-informed choice about your next steps.

Link: <https://pathwayctm.com/event/post-16-18-options-and-apprenticeships-for-you/>

Cont. Over



Newsletter

*Of great merit,
character and value*

Session 2: Wednesday 24th Nov | 6pm to 7pm

Topic: Routes into University

So, you want to go to University? Or perhaps you're still undecided. This event will look at the pros and cons of University. What it's like to be at University looking at the Student Union, how to manage your student Finance and the support you will have access to. This event will also look at life after University and you'll hear from employers why they value graduates!

Link: <https://pathwayctm.com/event/routes-into-university/>

Session 3: Tuesday 2nd Dec | 6pm to 7pm

Topic: Careers in the Digital World

Technology plays a big part of our everyday life and more and more people are finding employment in this sector whilst the opportunities continue to grow. At this event we'll look at the type of digital roles that are available within Hull and East Yorkshire. Speak directly to employers and have your questions answered!

Link: <https://pathwayctm.com/event/careers-in-the-digital-world/>



WONDER
Our learning Our teaching Our leadership Our partnership

Notices

Our Halloween writing competition Winner announced!

Congratulations to Rosie A in Year 7 for her winning entry in this year's spooky Halloween writing competition. Rosie was awarded first place in our competition for her ambitious use of sentences and vocabulary to create an eerie atmosphere. Well done Rosie! A huge thank you to all Year 7 pupils who entered. There were some fantastic (and very spooky!) entries. Congratulations to you all.

Immunisations

Please be aware if you have consented for your child to have the nasal flu vaccine in school, it will be administered on Monday 8th November.

CHOIR in T1

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

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

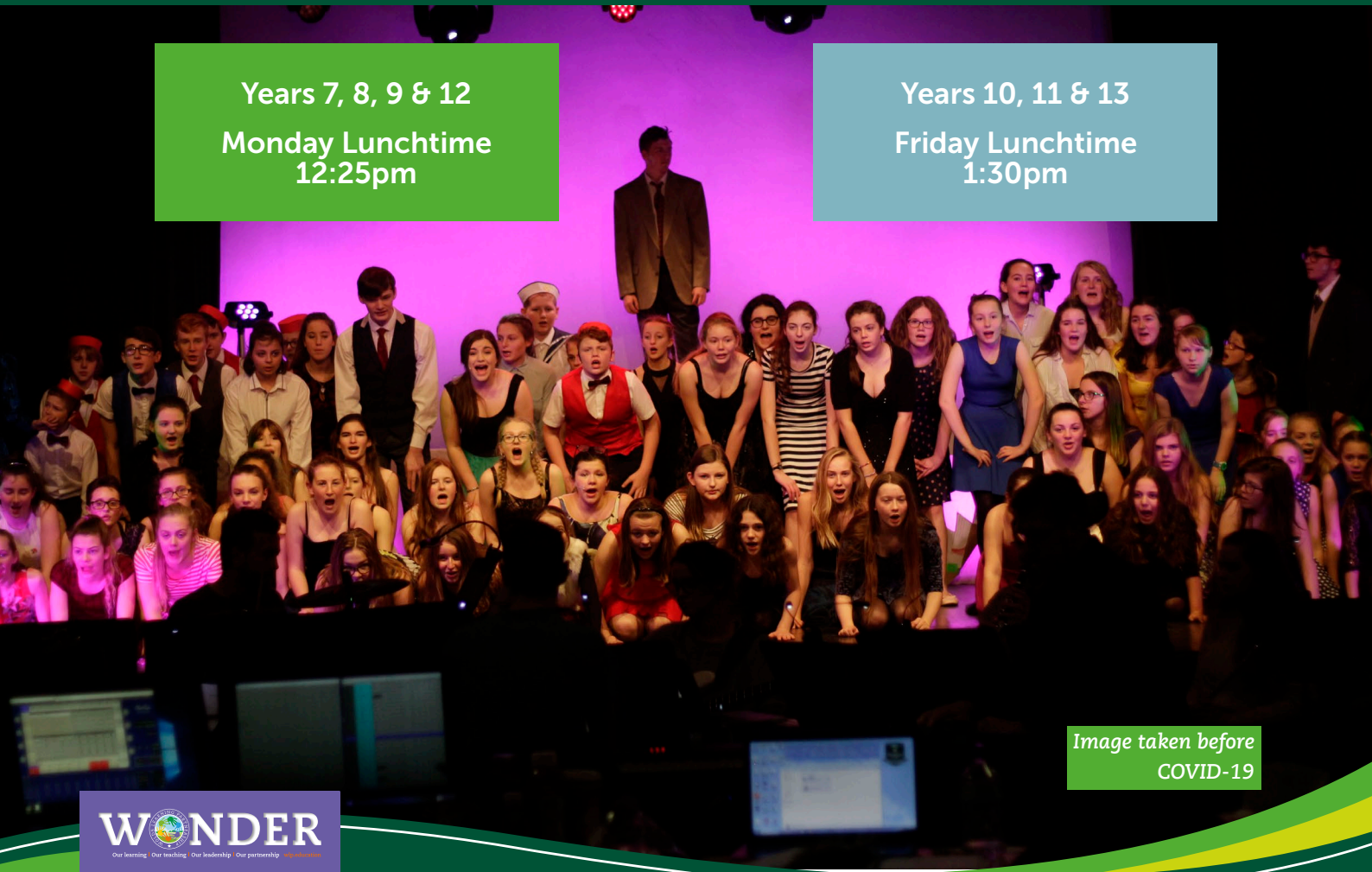


Image taken before
COVID-19

Newsletter

*Of great merit,
character and value*

Rewards

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



Acts of Great	MERIT	75,217	TOTAL HOUSE POINTS: 18,115
	CHARACTER	5,661	
	VALUE	7,188	

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:



22,512



23,477



23,542



21,342



21,209

Newsletter

*Of great merit,
character and value*

Acts of Great Merit

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

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

Year 7:	Oliver Owens
Year 8:	Seren Marsden
Year 9:	Rebecca Horsley
Year 10:	Emily Neville
Year 11:	Mary-Jane Kelly
Year 12:	Shane Moffett
Year 13:	Istvan Fekete

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:	Mia Beardall
Year 8:	Charles Roxby
Year 9:	Rebecca Horsley
Year 10:	Lucy Ingledew
Year 11:	Paige Morris
Year 12:	Georgie Brown
Year 13:	Laura Cirstea

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:	Michael Abbott
Year 8:	Evie Lusby
Year 9:	Adelaide Atkin
Year 10:	Lewis Beilby
Year 11:	Ezra Foster
Year 12:	Isla McDaid
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



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