



Newsletter

Of great merit, character and value

Place2Be's
CHILDREN'S MENTAL HEALTH WEEK

6-12
FEBRUARY
2023

Well-being at Woldgate School

Mrs Perry writes

Next week is 'Children's Mental Health Week' and we have been reminding pupils of the importance of looking after their own mental health and looking out for others' well-being.

We welcomed representatives this week from 'Young People Count' who kindly spoke to our pupils in assemblies, sharing invaluable information linked to good mental health.

This week we have focused on 'connecting' and the importance of talking to a trusted person to help with well-being. Form sessions have had a daily input and focus offering guidance and support.

Some of our staff have offered lunchtime activities. Miss Sanchez offered a creative writing workshop, Mrs Kay held a mindful colouring session and Miss Wilkinson offered sports activities to help remind pupils of some of the ways that can help with their own well-being and remind them of how extra-curricular activities can help to achieve good mental health.

Cont. Over

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We wanted to take this opportunity to share with you some of the things that Woldgate School do to support our young people with their mental health.

- » We have made links with 'Young People Count' and 'One Bright' who are supporting the school with ideas and information linked to mental health.
- » Over 50 pupils each week access our ELSA programme (see more information below).
- » We have funded training for 5 members of staff to be fully ELSA trained.
- » Since September we have recruited a new Attendance and Well-being Officer, Miss Sanchez.
- » Mrs Wright (Deputy Safeguarding Lead) offers support to many of our pupils and families.
- » Our Heads of School and Care and Achievement Co-ordinators offer pastoral support daily to many pupils in their year groups.
- » Enrichment clubs after school on Wednesday offer pupils extra-curricular activities.
- » Our Care and Achievement Co-ordinators are mental health trained.
- » Our STARS curriculum has sections on how to improve mental health.
- » Form tutors speak about well-being and how to report concerns during form sessions.
- » Weekly appointments are available with our School Nurse.
- » Two of our Senior Leaders are fully trained to be Mental Health Strategy Lead Teachers.
- » Our SENCOs work with CAMHS to help put plans in place for pupils who are struggling.

**LET'S
CONNECT**

**WE'RE TAKING PART IN
CHILDREN'S MENTAL
HEALTH WEEK**

childrensmentalhealthweek.org.uk
#ChildrensMentalHealthWeek



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ELSA at Woldgate

Mrs Kay writes:

What is ELSA?

ELSA stands for Emotional Literacy Support Assistant. ELSAs have had specialist training from Educational Psychologists and they update their skills through regular supervision. The programme and sessions are also referred to as ELSA.



Mrs Gearey, Ms Bell, Mrs Kay, Mrs Gorrill and Mrs Kendra

How does ELSA benefit our pupils?

ELSA recognises that pupils learn best when their emotional needs are being met. Learning how to manage emotions and improving our friendships/relationships not only reduces stress and helps improve behaviour and learning, but also improves young people's overall emotional well-being.

Who would benefit from ELSA?

Young people experiencing difficulties in the following areas:

- | | |
|--------------------------|----------------------|
| Loss and Bereavement | Emotional Literacy |
| Managing Strong Feelings | Self Esteem |
| Social Skills | Bullying |
| Friendships Issues | Conflict Resolution |
| Relationships | Emotional Regulation |
| Anxiety | Growth Mindset |

How can a pupils enrol in ELSA?

Speak with the Care and Achievement Coordinator who can fill out a referral form which will then be sent on to the ELSA team. If the referral is appropriate, ELSA will begin as soon as a time is available.

What happens once ELSA sessions begin?

In order to build trust, rapport and provide a safe space for pupils to openly communicate, ELSA sessions are completely confidential. An ELSA will however report to the safeguarding team if a person discloses any information that indicates any harm to self or others. The ELSA will provide updates on progress and helpful activities as needed to parents and the C&A coordinator.

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Headteacher's Welcome



Mr Sloman writes:

Woldgate School is a school community where everything we do is worthy, of great merit, character and value, and nowhere is this vision more true than in our Sixth Form. Our Sixth Form students truly embody our school ethos and vision, and it is a privilege to have watched them learn and grow throughout their time in Years 7 to 11 into the responsible young people they are today.

Our Sixth Form represents academic excellence; in the summer of 2022, our Sixth Form students achieved amongst the highest attainment in the region, including York. These successes are based upon the dedication of our students and the expertise of our teachers. It also represents the support and dedication of our Sixth Form Care & Achievement team, which includes Miss Smith (Head of Sixth Form) and Mrs Fairhurst (Care & Achievement Coordinator).

Our Sixth Form students play a vital part of whole school life. Throughout each school day, our Sixth Form students play a key role in looking after our younger pupils, as Peer Mentors and Lunchtime Supervisors. In these roles and generally, our Sixth Form students represent role models for our younger pupils, and embody the academic success that pupils aspire to.

To reflect their growing independence, Sixth Form students have their own dedicated Sixth Form Study Room, where they can work independently on their coursework and research, as well as working in academic support groups, with access to computers and large printers. In addition,

[Cont. Over](#)



Important Dates for your Diary

Thursday 9th February:

Year 11 NEA Day 2
(Option B Subjects)

Friday 10th February:

House Enrichment Day and
Year 11 NEA Day 2
(Option A Subjects)

W/C 13th February:

Half Term

Thursday 23rd February:

Year 8 Performance and
Technical Options Evening
(from 6pm)

Monday 6th March:

Year 9 Parents' Evening
(4:30pm to 7:30pm)



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students have their own dedicated common room, where they can spend their lunchtimes and breaks.

Our Year 11 pupils are in the process of considering their next steps for September 2023, and many of our pupils choose to continue in our Sixth Form. If pupils are considering applying for a place at our Sixth Form, they should complete their application form as soon as possible to ensure they have a place on each of the subject courses they choose. Pupils will be meeting with senior teachers during this term to discuss their plans, and they should use these interviews to ask questions.

As part of our new school, we will be providing our young adults with a specialist college building on the school site, that I believe will not only ensure our facilities are cutting edge but will also allow us to broaden our curriculum offer ensuring not only that we can continue to offer the academic qualifications, as one of the highest performing centres in the country, but also a wider vocational offer, not previously available. Places though are limited and early application is recommended, even if you remain unsure of your subject choices or combinations – secure the place first and allow yourself time to think and plan.

Mr Sloman
Headteacher



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Holocaust Memorial Day

27 January 2023



Image: illustration from *Irmina* by Barbara Yelin, Credit: SelfMadeHero © Barbara Yelin

27th January marked the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp. Each year we remember the six million Jews murdered during the Holocaust, the millions of people killed under Nazi persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur.

This year's Holocaust Memorial Day theme is "Ordinary People". Genocide is facilitated by ordinary people. Ordinary people turn a blind eye, believe propaganda, join murderous regimes. And those who are persecuted, oppressed and murdered in genocide aren't persecuted because of crimes they've committed – they are persecuted simply because they are ordinary people who belong to a particular group (eg, Roma, Jewish community, Tutsi).

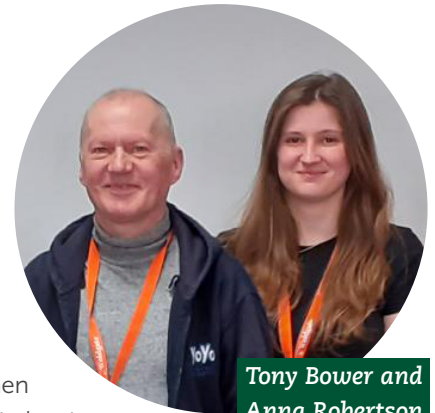
Ordinary people were involved in all aspects of the Holocaust, Nazi persecution of other groups, and in the genocides that took place in Cambodia, Rwanda, Bosnia and Darfur. Ordinary people were perpetrators, bystanders, rescuers, witnesses – and ordinary people were victims.

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In every genocide, those targeted faced limited choices – ‘choiceless choices’ (Lawrence Langer) but in every genocide the perpetrators have choices, ordinary people have choices.

On Friday 17th January we welcomed, YoYo (York Schools and Youth Trust) into some Key Stage 3 lessons. We also welcomed Anna Robertson, a student from Durham University, who is currently working with YoYo. The lessons helped pupils consider in more depth the feelings of those affected by the Holocaust. Year 9 pupils learnt about the Weisse Rosen Resistance Group who refused to give in to the Nazis. **The pupils used the story of Sophie Scholl** to write poems and thoughts about a young person faced with a very difficult decision.



**Tony Bower and
Anna Robertson**

Year 7 pupils looked at the story of Corrie Ten Boom, who despite losing friends and family in the Concentrations Camps felt that she had to shake the hand of a guard when she met him in later life, because he had asked her for forgiveness. Year 8 pupils learnt about Dietrich Bonhoeffer and again created a response in poetry to his stand against Fascism.

The Holocaust threatened the fabric of civilisation, and genocide must still be resisted every day. Holocaust Memorial Day is an opportunity to learn more about the past and take action to create a safe future, whilst honouring those whose lives were changed beyond recognition.

Jacob — Year 7

Dread and forgiveness

The guard, shaking in anticipation,
Dreaded the fateful conversation,
For he wanted closure and forgiveness,
But he feared no one could forgive this.
As he approached, he tightened his throat,
As he spoke, the weight of 1000 boulders lifted high,
Off his shoulders.
As he shook her hand, he felt the elastic band snap,
From his heart Forgiveness.

Seb — Year 9

I pray for everything to go away,
I pray for peace,
I pray for freedom.

I believe this can go,
I believe I can change this,
I believe there is hope.

I see the black pen,
I see the Nazi persuading me,
I see a better future.

I feel scared,
I feel Hitler haunting me,
I feel bad for all Jews.

I know we could finally reach victory,
I know Hitler is a bad man,
I know that Nazis are a horror,
I know I will pass in the end.

Samuel — Year 7

The waves in my head that took years to calm,
Arose like my heartbeat
A thumping in my head; a headache in my chest,
Stepping through my past, into the light, out of darkness
The weight of every single adult, child, old person that I saw killed on my shoulder
As I stumble in the wake of my saviour
My own torch to guide me
The conclusion to my sin
A hand,
Two hands
A handshake,
Forgiveness
The whole world resolved now in my heart
Peace at last.

Anno — Year 9

I hear the boots,
I feel the steps coming closer,
I start to shake.

Why are they doing this ?
Why is their only answer murder?
Why do they kill our loved ones?

My nerves are at the highest,
Trying to calm myself as I'm shaking the walls down, as staying quiet.

What makes them want to do this?

As he shook her hand, he felt the elastic band snap,
From his heart Forgiveness.



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NOTICE

HPV Vaccine for Year 8

The HPV vaccine has been offered to all school Year 8 girls for over ten years. With effect from September 2019 the vaccine is now also being offered to Year 8 boys.

The evidence shows that the HPV vaccine helps to protect both boys and girls from HPV related cancers. To get the best protection, it is important that your child receives both doses, scheduled 6 to 12 months apart.

Please discuss this with your child, then complete the electronic consent form using the link below. If you wish to read more information regarding the HPV vaccination, please click on the link below and click on the FAQ button.

<https://www.nhsimms.uk/HPV/information?Id=143588&Type=HPV>

The vaccinations will take place at your child's school on:

Wednesday 26th April 2023.

The link will close on **Wednesday 8th February 2023.**

If your child has already had the vaccine, please disregard this message.

If you have any problems accessing the link, please check your firewall protection on your computer and if that doesn't help, contact the Immunisation Team to provide consent verbally on 0333 358 3397 option 2 (1, 2)



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Lower School



Ms Minton writes:

This week we have seen some gentle competition between our Year 7 forms with the introduction of the Accelerated Reader Leaderboard!

This reflects how much each form group are reading on a weekly basis and HLR are currently at the top—not only in Year 7 but in the Accelerated Reader programme across Years 7-9! A brilliant effort HLR and a particular well done to Rachel Abbott who was our school Reader of the Week with the most words read.

I caught up with Year 7 to find out what they are reading at the moment and to hopefully inspire those struggling to find a good book! Thank you for the recommendations Year 7!

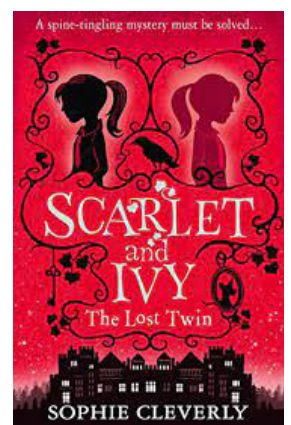
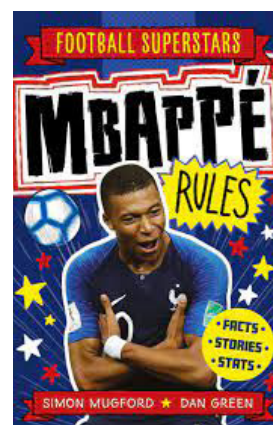
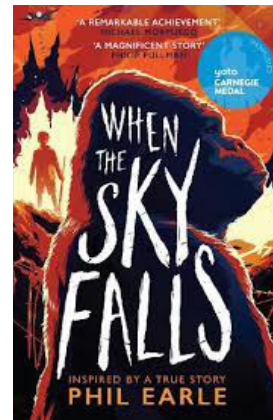
Amelia Shelton – When the Sky Falls

Matilda Matthews – A Storm of Sisters

Jack Johnson – Football Superstars Mbappe

Chloe Pipe – Scarlet and Ivy

Ms Minton
Head of Lower School



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Middle School



Mr Macdonald writes:

I would like to devote the Newsletter this week to the pupils who have received the highest number of rewards, in three of our core subjects: English, Maths and Science, to celebrate the hard work and dedication that the pupils below have shown in these subjects across Year 8 and Year 9.

Fantastic work, keep it up!

Year 8

English

Ruby Rushmer-Broome
Ewan Rowland
Joris Grizas
Alexandre Wright
Gabe Fielding
Thomas Brown
Nikita Bogdanovs
Lola Higson
Rose Donarski
Lily Nicholls

Mathematics

Freya Scott
Mazie Room
Lily Pariser
Anya Lowery
Lola Thomas
Louie Potts-Wilson
Mille Thompson
Austen Butterley
Joshua Smith
Patrick Moyo

Science

Tristan Andrews
Sophie Davies
Darius Breckon
Patrick Moyo
Rose Donarski
Harvey Webster
Alicia Berger
Lucas Creasy
Sophie Frank
Emma Adams

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Year 9

English

Oliver Peacock
Isaac Lane
Jay Rugg
Jessica Quail
Alex Berkley
Fin Walker
Isobelle Smith
Freya Thornton
Tia Richardson
Callum Rose

Mathematics

Astrid Church
Faye Massey
Grace Lee
Alice Langrick
Logan Stanhope
Aiden Jackson
Libby Sloman
Imogen Pearson
Martha Hardcastle
Alice Markham

Science

Tilly Preston
Ethan Lynch
Faye Massey
Aiden Jackson
Grace Lee
Logan Stanhope
Mason De-Martine
Gabriella Crewe
Finlay Searstone
Merri Robinson-Horsley

Mr Macdonald
Head of Middle School



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Upper School



Miss Hull writes:

This week, I wanted to recognise those pupils in Upper School with the highest levels of Academic Progress. For our Year 10 pupils, this has been based on Autumn Assessments whilst for our Year 11 pupils, this is based on our recent Mock Examinations. Well done!

Year 11 – Highest levels of Academic Progress

Joshua Richards
Malwina Rozanska
Lucy Johnson
Eleanor Lewis
Caitlin Martin
Zoe Narey
Alexander Rose
Stephen Greateorex
Jessica Town
William Kennedy
Thomas Purdy
Isabella Shelton
Edward Neary
Oscar Rose
Abbie Parris
Lily Gibbens
Alexander Jenkins
Jennifer Aguirre
Matthew Bakes
Chloe Massey

Year 10 – Highest Levels of Academic Progress

Joshua Berger
Joseph Donohue
Jake McDonough
Devon Taylor
Adam Brown
Antoinette Van
Lewis Fennell
Teagan Cattaneo
Matthew Richardson
William Burnett
Mali Fairy
Henry Garside
Matthew Quigley
Isabelle Watts
Charlotte Lamb
Oliver Underwood
Leon Lindley
Molly Cutting
Emily Coulson
Ruby Cousins

Miss Hull
Head of Upper School

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Sixth Form



Miss Smith writes:

During registration we have focused on developing student awareness of effective study skills to ensure that revision is productive and efficient. We recognise that A-level study can be challenging and that many students need to balance study alongside paid employment, driving lessons, volunteering, family commitments and a myriad of other demands on their time. Therefore, we have focused on ensuring that students are empowered to make informed choices regarding their independent study time.

Unsurprisingly, one of the key drivers that impacts on eventual outcome is the level of effort students attach to their study. Research demonstrates that students who make the most progress during their A-level studies tend to do 20 hours of independent study in addition to their A-level lessons each week. Students who are most successful tend to reach this target during the Spring of Year 12. Although this seems significant, arguably it is achievable; students studying 3 A-levels have 14 hours of taught content per week which leaves 13 hours of study periods each week. Students who fully utilise their independent learning periods within school would need to complete 7 hours of independent study outside of school to hit the magic 20 hours per week, equating to just over 90 minutes study if completed over 4 days.

Of course, we recognise that completing 20 hours on independent study every week isn't always easy. However, we firmly believe that sharing this information with students and parents enables families to make informed decisions regarding the school-work-life balance. In addition to sharing this information with students we are also focused on supporting students to use their revision time effectively and efficiently and to plan their time appropriately in the hope that this will ensure that students are well prepared for the pressures they will face over the remainder of the school year.

Miss K Smith
Head of Sixth Form



DRAMA

Mr Chapman writes:

After the frantic winter term leading up to the school show and a focus on the written elements of the drama course, the beginning of the Spring Term prepares the pupils for the final time to approach the demands of the GCSE devised and scripted performances. These practical elements are independent and only allow me as teacher to support from the side lines. The Drama pupils are fiercely independent and watching them create performances of their own is a delight.

Year 11 Drama Ambassadors write:

As part of our Drama GCSE we have been working on two live performances. The first is a scripted performance taken from a selection of scripts given to us by our teacher. The second is a devised piece of performance which we have created independently. We thought this process was fascinating and so we would like to explain how these processes lead to a finished performance.

Firstly, we look at stimulus material; this can be anything; a piece of news footage; an article from a magazine; an image or selection of images; even just a word. We decided to look at the concept of protest and riot this term and began by looking at historical protests such as the suffrage movement and civil rights protests. We then researched more recent protests around the world and in the UK.

We took text from accounts of riots and from the new government protest bill that has just gone through parliament.

After this we began to think about the way in which different people might react to protest and riots and the young people who have become involved in riots in recent months, why do people protest and which might we convey these themes on stage.



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We are creating a piece of physical abstract performance and so we also explored the work of a performance company called 'Forced Entertainment' and another called 'Frantic Assembly', both of which use Physical Theatre and found text to create performances.

Both of these companies explore the use of movement to express and explore themes and emotions.



Mr Chapman continues ...

Here the group is working on a piece to represent a riot through Physical Theatre.

Working as a cohesive group is essential in Drama and in life outside the Drama studio. It is a skill which takes time, trust and support to develop. We might all come into the Drama space feeling different things and with heads full of other emotions, but we need to be able to quickly find and maintain focus on a physical and at times emotionally, demanding task. We will be performing both our scripted and devised work in a few weeks' time. The next stage is to consider lights, costume and sound to layer our performances.



Woldgate School & Sixth Form College Proposed Redevelopment

Planning Application Coming Soon

We are excited to let you know that a planning application will soon be submitted for the redevelopment of Woldgate School & Sixth Form College. The majority of the existing buildings are being replaced with new modern buildings, with the exception of the Sixth Form block which will be retained and incorporated into the proposed scheme.

Background and Funding

This redevelopment of Woldgate School & Sixth Form College is funded by the Department for Education as part of the School Rebuilding Programme. Wates Construction has been selected by the Department for Education to design and build the new school.

The proposed development includes a new Main Teaching Building, a new Sports Building and outdoor sports provision including landscaping.

The new school will include an atrium, auditorium, library, cutting-edge laboratories, computer suites, classrooms, and sports facilities, providing cutting-edge learning facilities and resources for the children of Pocklington and surrounding villages. A resource that will also be accessible to primary schools for children of all ages. The school also intends that outside of school hours, local residents and clubs will be able to use the new school and sports facilities.

The access arrangements will remain as existing but the number of parking spaces is increasing to 159, including 7 accessible spaces. There will also be new cycle shelters with parking for 80 cycles.

The parking area will be reconfigured to create parking for 14 coaches and a drop off zone with 7 spaces for parents/carers.



The proposals will ensure continuity of facilities for the school during the build process, including the retention of the existing buildings whilst the new buildings are built without the need for temporary accommodation.

Approach to Zero Carbon

The new school buildings will be designed to tackle climate change through being Net Zero Carbon in Operation (NZCiO). Further details of how this will be achieved will be available at the public consultation event.

View our proposals online at: <https://www.woldgate.net/home.html>

Email the design team at: woldgate.uk@avisonyoung.com

Please send questions or comments no later than 14th February 2023.



Woldgate School & Sixth Form College Proposed Redevelopment



**The proposals for the site are still work in progress and do not represent the final scheme*

Have Your Say/ Drop in Event

At this pre-application stage, the development proposals can be viewed on the school's website and you can also contact Wates Construction and their design team if you have any queries or comments. Details are at the bottom of this page.

We are holding a drop-in event at the school for anyone who wants to find out more or would like to ask any questions about the proposals. The session will run from **4pm to 7pm on 7th February 2023**.

Timescales/ Next Steps

We will be submitting the planning application in late February 2023. Once the application has been submitted, it will be available to view and comment on online via East Riding of Yorkshire Council's planning portal: <https://newplanningaccess.eastriding.gov.uk/newplanningaccess/>

View our proposals online at: <https://www.woldgate.net/home.html>

Email the design team at: woldgate.uk@avisonyoung.com

Please send questions or comments no later than 14th February 2023.

12 Top Tips for BUILDING CYBER RESILIENCE AT HOME

As a society, we're increasingly using technology and tech services in the home. Digital assistants which can adjust the heating or turn lights on and off; streaming services for shows and movies on demand; games consoles; smart speakers; phones; laptops ... the list goes on. As we introduce each new gizmo to our homes, however, we increase the level of threat from cyber criminals. It's essential, therefore, that we learn to become more cyber resilient in relation to the devices and digital services that the people in our household use.

WHAT IS 'CYBER RESILIENCE'?

Cyber resilience focuses on three key areas: reducing the **likelihood** of a cyber attack gaining access to our accounts, devices or data; reducing the **potential impact** of a cyber incident; and making the **recovery** from a cyber attack easier, should we ever fall victim to one.

1. PASSWORDS: LONGER AND LESS PREDICTABLE

The longer, less common and predictable a password is, the more difficult it becomes for cyber criminals to crack. The National Cyber Security Centre's 'three random words' guidelines are ideal for creating a long password which is easy to remember but hard to guess.

2. AVOID RE-USING PASSWORDS

When you use the same password across different logins, your cyber resilience is only as strong as the security of the weakest site or service you've signed up for. If cyber criminals gain access your username and password for one site or service, they'll definitely try them on others.

3. USE A PASSWORD MANAGER

A good way to juggle different passwords for every site or service you use is to have a password manager. This software stores all your passwords for you, so you simply need to remember the master password. LastPass, Dashlane, 1Password and Keeper are all excellent password managers.

4. BACK UP YOUR DATA

Keep a copy of your data using OneDrive, Google Drive or another reputable cloud-based storage solution. If it's extremely important or sensitive information, you could even decide to keep more than one back-up version – by saving it to a removable USB drive or similar device, for example.

5. ENABLE MULTI-FACTOR AUTHENTICATION (MFA)

Multi-factor authentication is where you need access to your phone (to receive a code, for example) or another source to confirm your identity. This makes it far more difficult for cyber criminals to gain entry to your accounts and your data, even if they do manage to get your username and password.

6. CHOOSE RECOVERY QUESTIONS WISELY

Some services let you set 'recovery questions' – such as your birthplace or a pet's name – in case you forget your password. Take care not to use information you might have mentioned (or are likely to in future) on social media. More unpredictable answers make cyber criminals' task far harder.

7. SET UP SECONDARY ACCOUNTS

Some services provide the facility to add secondary accounts, phone numbers and so on to help with potentially recovering your account. Make sure you set these up: they will be vital if you're having trouble logging in or if you're trying to take back control of your account after a cyber attack.

12. STAY SCEPTICAL

Cyber criminals commonly use various methods, including emails, text messages and social media posts. Be cautious of any messages or posts that are out of the ordinary, offer something too good to be true or emphasise urgency – even if they appear to come from someone you know.

11. KEEP HOME DEVICES UPDATED

Download official software updates for your household's mobile phones, laptops, consoles and other internet-enabled devices regularly. Security improvements and fixes are a key feature of these updates – so by ensuring each device is running the latest version, you're making them more secure.

10. CHANGE DEFAULT IOT PASSWORDS

Devices from the 'Internet of Things' (IoT), such as 'smart' home appliances, are often supplied with default passwords. This makes them quicker to set up, but also less secure – criminals can identify these standard passwords more easily, so change them on your IoT devices as soon as possible.

9. CHECK FOR BREACHES

You can check if your personal information has been involved in any known data breaches by entering your email address at www.haveibeenpwned.com (yes, that spelling is correct!). It's useful if you're worried about a possible attack – or simply as motivation to review your account security.

8. KEEP HAVING FUN WITH TECH

Consider our tips in relation to the gadgets and online services your household uses. Protect yourself and your family, and don't let the bad guys win: devices are not only integral to modern life but also a lot of fun – so as long as you keep safety and security in mind, don't stop enjoying your tech.

Meet Our Expert

Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



STARS Update

Mr Barrett writes:

Skills for Life

As part of the Skills for Life programme at the school, pupils focus on one of six key skills per half term. The focus for this half term has been **communication and interpersonal skills**. Pupils have this week completed their reflections on these skills in their STARS lessons. If you have an opportunity, please discuss this with them and ask them to share how they have demonstrated these skills this half term.

Year 7 STARS update

Pupils in Year 7 have been exploring a Citizenship module of 'community' in their STARS sessions this half term. Pupils have explored the idea of what 'community' means and they have carried out various activities designed to show pupils the benefit of community cohesion.

Careers update

National Apprenticeship Week 2023 is fast approach. The week-long focus on apprenticeships is February 6th to the 12th. In school there will be various activities taking place in STARS, assemblies and in lessons. The purpose of the week is to educate people to as to what apprenticeships are and where they can lead. If parents/carers want to get a head start, you can access the apprenticeships calendar and keep an eye out for any webinars or events that might interest your pupil <https://amazingapprenticeships.com/events-calendar/> and the December edition of the parent and carer guide can be found here: <https://www.apprenticeships.gov.uk/influencers/resources-for-parents>

Local Market Information

Local Market Information provides pupils and students with information about different employment sectors in the Hull and East Riding area. The information will inform pupils and students what jobs there are in that sector in the local area, as well as provide information career pathways, salaries and trends in employment. This week, we look at the ports and logistics sector. Did you know? The Humber is the UK's busiest trading estuary with £75 billion of trade passing through its ports each year.



REACH FOR THE STARS

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

To do this we will:

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

SOCIETY
Of great Character.

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

To do this we will:

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

TARGETS
Of great Merit.

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

To do this we will:

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

APEARANCE
Of great Value.

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

To do this we will:

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

RESPONSIBILITY
Of great Character.

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

To do this we will:

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

SAFETY
Of great Value.



Ports and Logistics

7% of employment in the Humber is in Ports & Logistics.

Ports have, throughout history, been a place where goods and people arrive or leave the country by sea. Logistics is the management, movement & storage of products. It is about getting the right product to the right place, at the right time. It is also about the movement of people by road, rail, sea and air. It includes postal and courier services. Large companies such as supermarkets run their own logistics while other companies outsource all their logistics to specialist companies.

Will there be opportunities available?

- The sector is set to continue to grow in the Humber as a result of the investment in the Energy Sector and the announcement of a Humber Freeport.
- The supply of both deck and engine officers is projected to fall by more than 30 per cent nationally meaning we need to recruit more people into these roles.
- The skills profile of the maritime sector will change significantly over the next 30 years. The importance of STEM subjects will increase as jobs become more skilled and data driven in response to new technology.
- The importance of STEM subjects will increase as jobs become more skilled and data driven in response to new technology. Industry roles will be multidisciplinary,

potentially requiring the ability to create, operate and maintain autonomous and technological systems.

Did You Know?

- The Humber is the UK's busiest trading estuary - £75bn of trade passes through our ports each year.
- Humberside Airport provides connections to more than 800 destinations worldwide via daily flights to Amsterdam Schiphol.
- The Humber area has a target of net-zero carbon by 2040, ten years ahead of the wider ambition set out by the UK Government.
- The average maritime pay is £38,000, compared to the national average of £29,000.
- The industry is set to double in size by 2030, meaning thousands of new jobs are needed. In the UK maritime is bigger than rail and aviation combined.



Types of Job	National Average Salary
Airport Baggage Handler	£15,000 to £20,000
Storage and Warehouse Manager	£16,000 to £35,000
Mechanical Engineer	£22,000 to £55,000
Large Goods Vehicle Driver	£18,500 to £35,000
Crane Operator	£20,000 to £30,000
Import-export Clerk	£18,000 to £30,000
Merchant Navy Deck Officer	£20,500 to £80,000

- Over half of vacancies are for entry-level positions.
- The occupation with the highest demand by volume is HGV Drivers.

Skills/qualities

- Team working
- Problem solving
- Good organisation
- Attention to detail
- Confidence
- Communication
- Ability to work under pressure

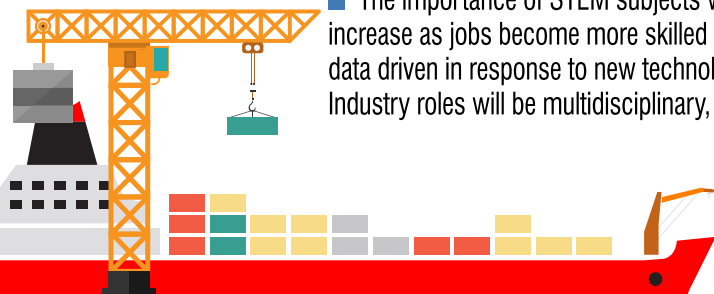
Useful subjects include

- Maths
- Science
- IT
- English

Some local employers

- Associated British Ports
- P&O Ferry Masters
- DFDS
- PD Ports
- Rix Shipping Company Ltd
- Royal Mail
- Nigel Rice
- First Hull Trains

Sources: Business Register Employment Survey, Annual Survey of Hours and Earnings, Office for National Statistics, Maritime UK.



For information... nationalcareers.service.gov.uk/ www.skillseastriding.co.uk
www.logonmoveon.co.uk www.lincs2.co.uk www.lincs4u.co.uk www.skillsforlogistics.org
www.apprenticeships.gov.uk/ www.allaboutcareers.com www.maritimeuk.org/careers/

Search for jobs by... popping in to your local Job Centre
• checking your local newspapers • attending events and seminars
• checking out YouTube and Social Media • talking to family and friends

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Newsletter

*Of great merit,
character and value*

MEMORY LANE



Our thanks go to Mr Roger Pattison for his portfolio of images over the decades at Woldgate School and in Pocklington and the regions

The image this week taken by Roger is from 2004. Being of great merit, character and value is at the heart of all we do at Woldgate School and our ongoing charity work shows these values. This image shows a donation being made to the local branch of the RSPCA.

If you recognise yourself or anyone else from this image please get in touch.

office@woldgate.net

Newsletter

*Of great merit,
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**Accelerated
Reader**

Accelerated Reader... The results are in!

Total words read: 11,346,046 words (+709,075 this week)

Reader of the week: Rachel A (HLR)

Form of the week: 7HLR

Year group leader boards (Average words per pupil)

Year 7

1. HLR – 39,623
2. CPO – 2,762
3. ABA – 1,080

Year 8

1. DEE – 83,273
2. BER – 49,692
3. JPA – 49,162

Year 9

1. DLN – 44,640
2. KED – 16,759
3. BTH – 15,809

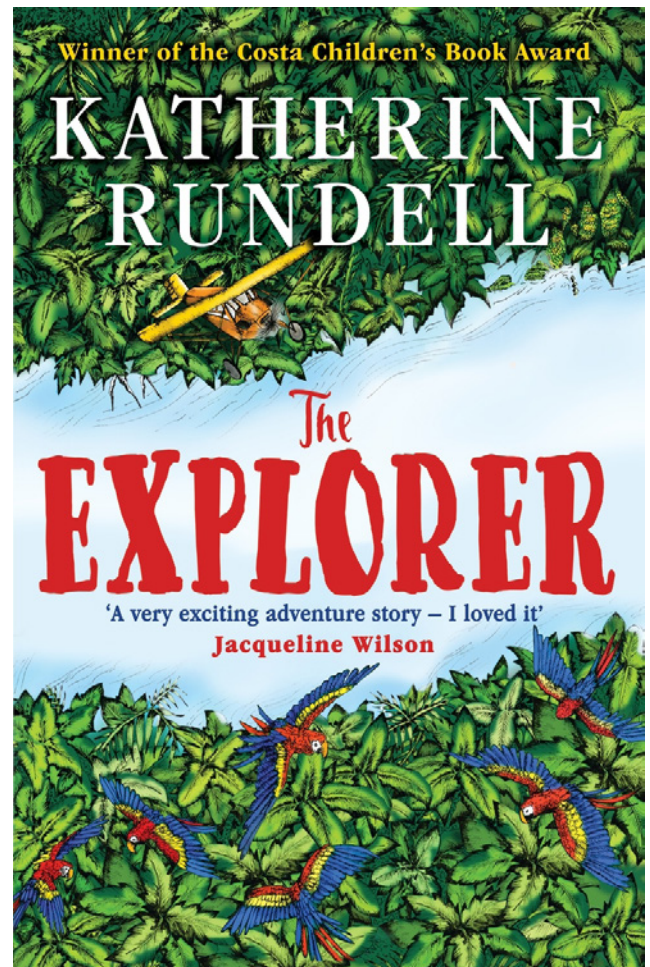
Book Spotlight:

What our pupils have
been reading....

From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.

As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small.

Except, it seems, someone has been there before them...





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

201,915

CHARACTER

32,103

VALUE

25,922

**TOTAL
REWARD
POINTS:**

515,514

Highest Rewarded Pupils

Year 7:	Rachel Abbott
Year 8:	Archie Eate
Year 9:	Evie Lusby
Year 10:	Ryan Clarkson
Year 11:	Lilia Smith
Year 12:	Jessica Dover
Year 13:	Jessica Feehan

Highest Rewarded Forms

7LMD
8RPA
9BSC
10IAA
11AWI
12DCL
13JBW

Newsletter

*Of great merit,
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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:

All rewards earned by each House since the start of the year:



90,095



115,603



107,513



91,219



123,485



**TOTAL
HOUSE
POINTS:
238,425**





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:	Freya Sanders
Year 8:	Sophie Davies
Year 9:	Alice Markham
Year 10:	Michelle Chi
Year 11:	Alexander Rose
Year 12:	Henry Foggin
Year 13:	Sula Hestletine

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:	Rachel Abbott
Year 8:	Archie Eate
Year 9:	William Claywood
Year 10:	Robyn Bannister
Year 11:	Lily Featherstone
Year 12:	Imogen Bannister
Year 13:	Abbie Beadman

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:	Elsa Hardcastle
Year 8:	Lola Higson
Year 9:	Spencer Clark
Year 10:	Ryan Clarkson
Year 11:	Matthew Brighton
Year 12:	Imogen Bannister
Year 13:	Abbie Beadman



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*

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