



Newsletter

Of great merit, character and value



A School for the Future!

This is an exciting time for Woldgate School, and we are proud to have been selected as part of the Department for Education's School Rebuilding Programme. The opportunities being created for our children with cutting-edge facilities and resources are exceptional. With community at the heart of our school, the intention is that residents and clubs can use the new school sports facilities out of hours, meaning the benefits of this rebuild project go beyond the school gates.

The support we received from our local community at the public engagement consultation on 7th February 2023 was really positive. The proposed plans were on display, with representatives from the Department for Education who are funding the rebuild and Wates Construction, the building contractors, on hand to answer questions and gather feedback.

If you have not had the opportunity to see the full planning proposals, we have shown some snapshots here, but please do visit our website for more information: [CLICK HERE](#)

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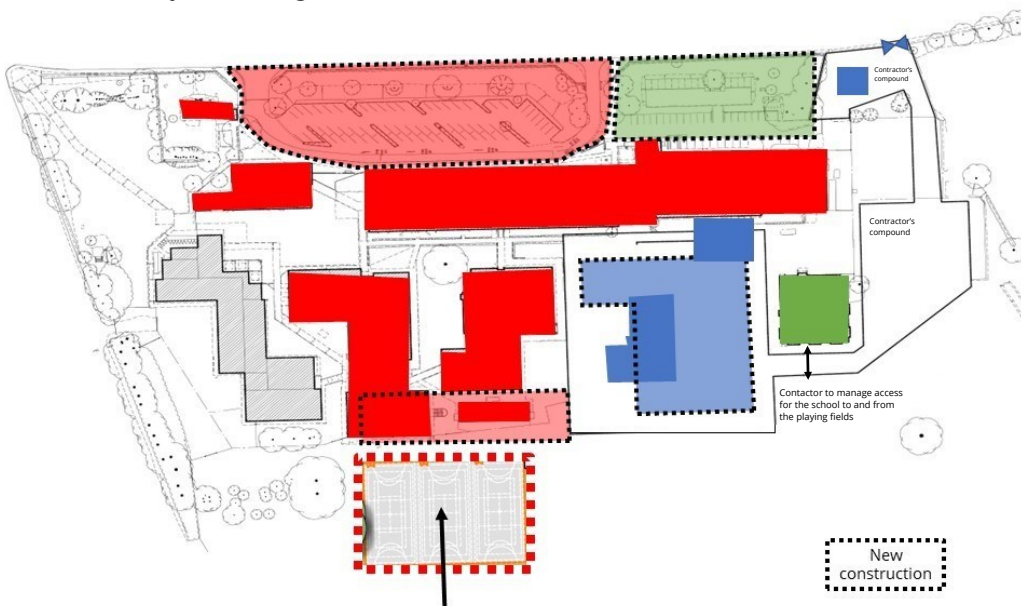
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Targeted Project Timescales

- » Submit Planning Application
– **Late February 2023**
- » Planning Application Decision
– **June 2023**
- » Start of Construction
– **October 2023**
- » Completion of Phase 1 (Main Building)
– **February 2025**
- » Completion of Phase 2 (Sports Block)
– **March 2026**
- » Completion of Phase 3 (Demolition & Landscaping)
– **October 2026**

If you have any comments or queries at this pre-application stage, you can contact the main contractor and their design team via email: woldgate.uk@avisonyoung.com

Please send your comments no later than 14th February 2023. Following the public consultation period, all comments will be reviewed, and the project will then progress to the submission of a planning application in late February 2023. You will be given the opportunity to comment formally on the planning application once it has been validated by East Riding of Yorkshire Council.



Phase 1 – Week 1 to 74
(demo of caretaker's house / form construction entrance / site set up / demo EFAF, EFAH / Construction of main building including landscaping / externals)

Phase 2 – Week 75 to 132
(demo of EFAC, EFAD, EFAE, EFAI, EFAA, EFAJ / Construction of sports building including landscaping / externals & MUGA's / Drop off & pick up areas)

Phase 3 – Week 133 to 165
(demo of EFAG including landscaping / externals & Car park works)

Potential to construct early as enabling works prior to main works commencing

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Proposed Site Layout



- 01 Pedestrian / Cycle Route
- 02 Cycle Parking [80No.]
- 03 Sixth Form Garden
- 04 Upper School Play Area
- 05 Fire Tender Access Area
- 06 Middle School Play Area
- 07 Lower School Play Area
- 08 Existing Sixth Form / Drama Building
- 09 Sports Hall
- 10 Main Teaching Block
- 11 Out of Hours Parking
- 12 Multi Use Games Area
- 13 Playing Field
- 14 PV Canopy
- 15 Bus Drop off [14No Bays]
- 16 Staff Parking [61.No]
- 17 Sixth Form Parking [17No.]
- 18 Visitor / Staff Parking [74No.]
- 19 Accessible Parking [6No.]
- 20 Parent Drop off [7No.]
- 21 Electrical Charging Bays [8No.]
- 22 Bin / Skip Storage Area
- 23 Substation
- 24 Outside Dining / Classroom Area
- 25 Horticultural / Science Garden
- 26 SEND Garden
- 27 Heart Space
- 28 Feature Tree Retained
- 29 Link Canopy



Proposals for the site are still work in progress
and for illustrative purposes only

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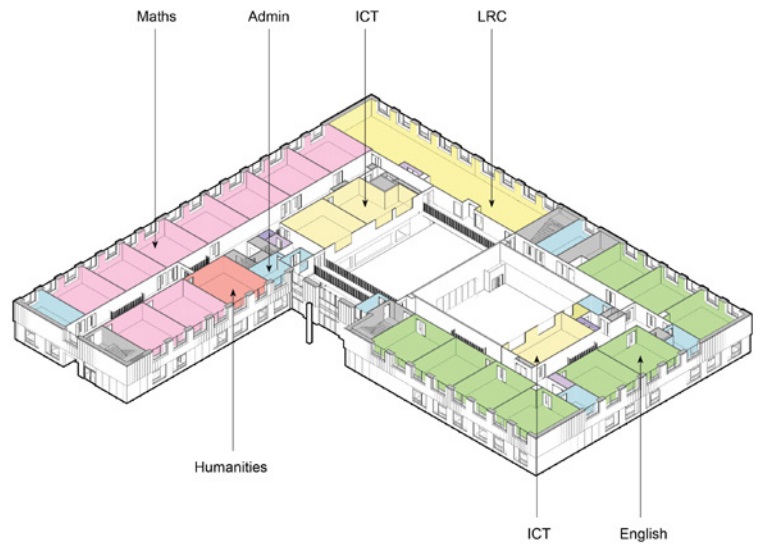
Proposed Floor Plans

Ground Floor

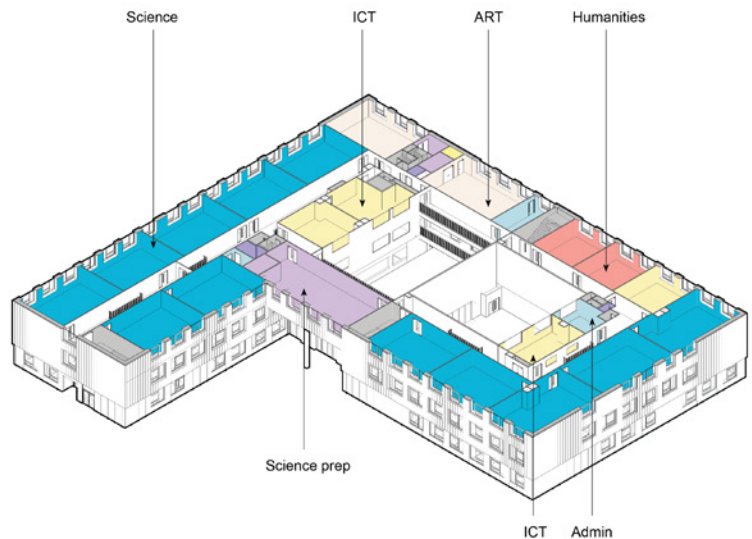


Proposals for the site are still work in progress and for illustrative purposes only

First Floor



Second Floor



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MFL

Mr Thomas-Peter writes:

In Languages, pupils learn a range of different topics that help to build their confidence and enthusiasm, practising and improving their language skills in order to communicate effectively. Through learning about key customs and traditions, alongside the opportunity to study authentic foreign-language media, they are able to broaden their cultural horizons, which enables them to develop into global citizens.

With options choices looming for our current Year 9 and Year 11 pupils, it is important to reflect on the benefits that studying languages can bring: regularly seen as one of the top three most desirable skills for employers, having a language on your CV sets you apart from the crowd and makes you more marketable, as well as enhancing your problem-solving and social skills. Indeed, a language GCSE or A-level complements all other options choices and keeps open future job opportunities: we have had many language pupils go on to study and work in a wide range of fields such as Medicine, Law, Education, Art and Culture, Science and Media to name a few. Couple with that the fantastic outcomes achieved by pupils at Woldgate at both GCSE and A level, with some of the best results in the school and indeed the region, and it is clear to see why it is becoming such a popular option for pupils:

GCSE Languages Outcomes 2022:

French

9-7: 31%

9-5: 87%

9-1: 100%

Spanish:

9-7: 31%

9-5: 92%

9-1: 100%

A-level Languages Outcomes 2022:

A*: 43%

A*/A: 71%

A*-B: 86%

A*-C: 100%



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In Year 7, it has been brilliant to see just how well pupils have settled into their language studies following their first term at Woldgate. In Spanish, pupils are now developing their ability to create in-depth descriptions of people's personality and appearance whilst in French, they have moved on from learning key language related to talking about themselves and their family to exploring vocabulary related to school. Ultimately, in both languages pupils will move forward to describing their personal opinions and thoughts on a range of different free-time activities, justifying these using a wide range of different adjectives and topic-specific vocabulary.

Having both studied the Home topic in the first term, our Year 8 Spanish pupils have begun to focus in more detail on their town and local area, whilst French pupils are developing their language competencies on the topic of holidays. During this year, both groups of pupils will have the opportunity to enhance their communication further by pushing beyond the present tense into different time frames. During the House Enrichment day this week, the

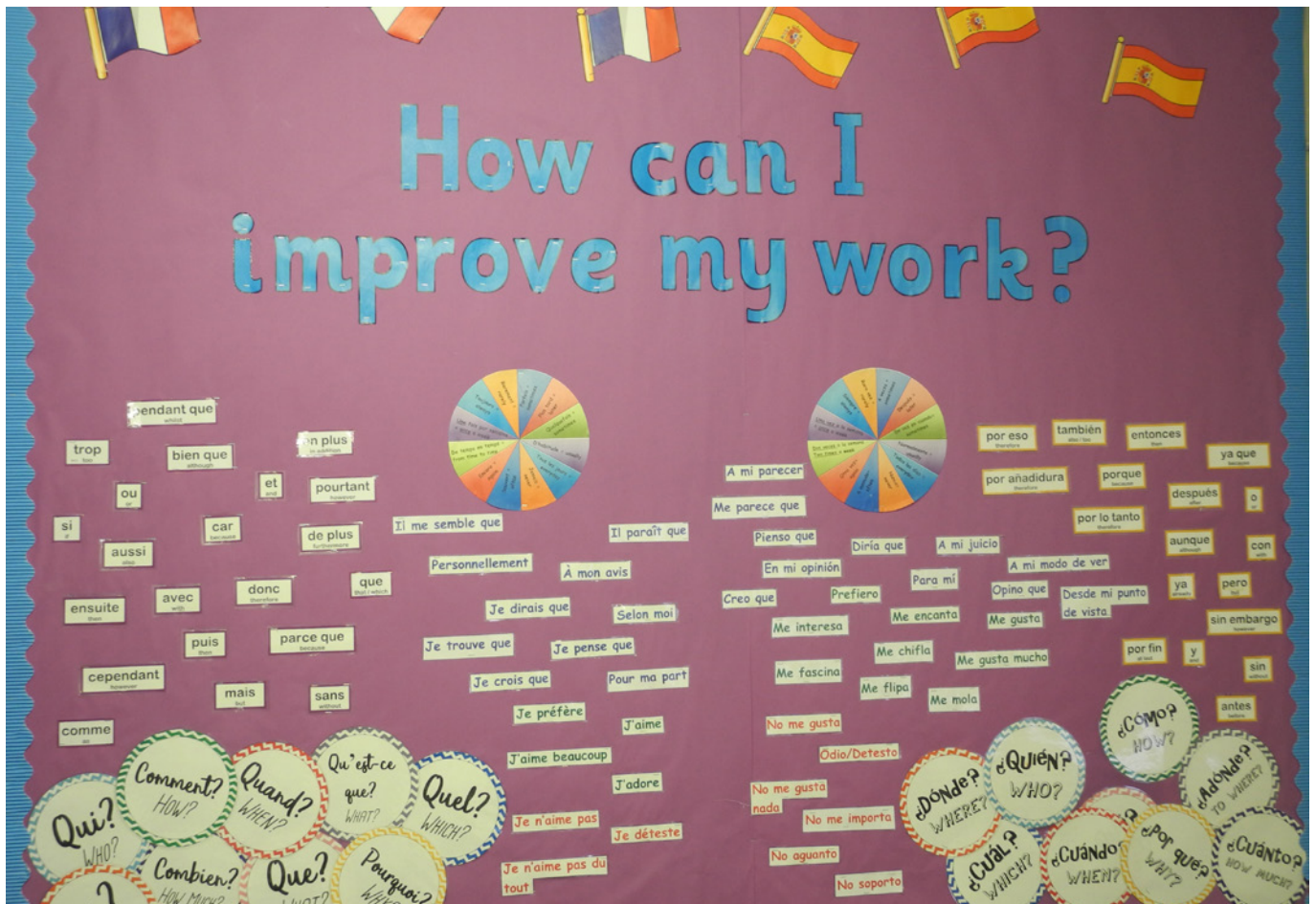


whole of Year 8 have had the opportunity to research and pitch a 'dream holiday destination' in groups to their peers, scouring the globe for the next big location and finding a wealth of fascinating cultural information from every corner of the world. During these days, it is always lovely to see just how positively our pupils embrace such a challenge, as well as their willingness and enthusiasm for broadening their horizons further.

Moving on to Year 9, all of our pupils have begun to study an authentic foreign-language film this half term. In French, 'Les Choristes' has pupils delving into life at 'Fond de l'Étang' ('Bottom of the pond'), a boarding school for difficult children overseen by the strict Monsieur Rachin and to which a new, unsuspecting supervisor Clément Matthieu arrives. Similarly in Spanish, in 'Zipi y Zape y el club de la cónica' pupils are being introduced to the life of Spanish teenage twin boys sent away to a strict holiday camp ironically named 'Esperanza' (Hope), under the supervision of the sinister Falconetti, a headteacher with an obsession with discipline. At this time, Year 9 are actively involved in the process of selecting their options for GCSE and as a department, it has been wonderful to have so many pupils coming to express an interest in studying the subject further and to have conversations with their class teachers about this. Moving ahead, in language lessons we will be outlining the GCSE course fully with all pupils and ensuring that we endeavour to answer any questions they

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may have regarding this. Given how valued language skills are within today's employment market, not to mention the personal and social benefits that come from learning more about other countries and cultures, we strongly feel that ours is a subject that all should be considering seriously and hope to welcome as many pupils as possible into next year's Languages GCSE cohort!

As with our Year 7 cohort, our Year 10 pupils have made a pleasing start to their GCSE course. In both French and Spanish, they have revised key vocabulary related to the topic of family whilst also reinforcing their understanding of key past, present and future tenses. Moving forward, French pupils will experience their first taste of the general conversation element of the GCSE speaking exam this term, completing a short speaking assessment on the topic of Free Time / Technology, whilst Spanish pupils will do so on their next topic of Holidays. As we move through the course, pupils have been familiarised with the key demands of all four skills papers, practising specific exam technique

related to different question types in order to ensure they are fully prepared for their Year 10 examinations and ultimately the GCSE examinations in summer of Year 11.

Following on from mock examinations across all four skills and the subsequent in-depth analysis of their performance in each in lessons, our Year 11 pupils are currently studying the topic of Jobs and Future Plans in both languages. They will then move on to study Global Issues such as the environment, homelessness and poverty as the final topic. After Half Term, all pupils will have an intensive, personalised weekly revision schedule set for them in order to guide their revision and preparation to ensure they achieve their intended target in Summer. Department staff will be setting individual goals with pupils in class and checking in frequently to ensure pupils are fully confident in the build up to their examinations. In addition, there will be plenty of opportunity for past paper practice, with focus given to key question types and key exam skills and techniques to ensure success. As many pupils also consider

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their A-level choices for next year, once again we have been delighted to see so much interest being shown in continuing both French and Spanish beyond GCSE. As such, we would welcome any questions and queries that pupils may have regarding this.

Finally at A level, the first half of the year has also been a busy one. Our Year 12 French and Spanish students have been getting to grips with their study of the first cultural film topic: 'Les 400 coups' in French and 'El laberinto del fauno' in Spanish. For this, students have been devising mind maps on key characters, theme and techniques as well as planning and composing essays in the target language. In Year 13, students have been studying a variety of topics related to strikes and protests, immigration and politics. They have also been engaging in research and planning for their Individual Research Projects, for which they have been able to select a topic of personal interest to discuss in-depth for their A-level oral examinations. With personalised revision schedules already in place for Year 13 and soon to be for Year 12 after Half Term, all students have the opportunity to develop their knowledge of vocabulary further and to interact with a wide range of different exam question types. Looking beyond Woldgate, we are so proud of the fact that many of our Year 13 students have chosen to incorporate their language as part or indeed all of their degree choice at university. Additionally, to have language students achieving success with their applications to study Languages at Oxbridge and indeed in competitive fields such as Medicine is testament to all of their hard work and also to the benefits of studying and developing such a highly-valued skill!



Subject Ambassadors:

Shane – Year 13 Spanish

Spanish has always been my favourite subject by far, all the way from Year 7 through to my last year of Sixth Form. It has been especially interesting to me because Spanish is not just about learning the language, it's also about learning to appreciate the culture through understanding the history of Spanish politics and modern-day views on contemporary issues. It's also a challenge that I feel will be extremely beneficial for the future. After my A-levels, I am hoping to carry on my education in Spanish and the Hispanic world at degree level, which I believe will allow me to travel internationally. I am especially looking forward to studying abroad for a year at University to further boost the confidence I have already gained with the language.



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Isla – Year 8 Spanish

I really enjoy studying Spanish because I find it interesting and like the challenge of learning something brand new. I also like learning about the culture and traditions in Spain. I think that being skilled in Spanish will also help me in the future if I decide to travel or work abroad. The teachers always try to make the lessons fun and I find our games of Spanish bingo particularly entertaining!! I am currently learning about how to give and ask for directions and like that we are using real Spanish cities as examples in lessons. In the future, I am looking forward to continuing to learn Spanish and I hope to take it at GCSE.

Rebecca – Year 10 French

I love languages and I always find the lessons to be extremely fun. Sometimes learning another language can be challenging but if you work hard at it, when you get used to it you begin to realise that they're sometimes a lot easier than English! Currently in my French lessons, I'm learning how to talk about what hobbies I like to do, such as what I like to read or watch on TV. I think that languages will also be useful for the future because if I go abroad for either work or on holiday, I'll be able to communicate accurately and respectfully to whoever I'm talking to. C'est très amusant!



Isabel – Year 9 Spanish

I wanted to become a Modern Foreign Languages ambassador because I have always been interested in diverse ways of communicating and learning new things. Learning languages such as French or Spanish can help me get the job I want abroad or help with my communication with customers or businesses. Currently, in Year 9 Spanish we have just watched a film and are answering questions on it and I am enjoying describing the characters' personality and what they look like physically. I can also read menus in restaurants when I go on holiday or talk to shop assistants, which makes my holiday more enjoyable, and I can understand more people in shops and in conversations. Overall I think that Modern Foreign Languages will definitely help my future career and is a subject that is really interesting and enjoyable for everyone.



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Headteacher's Welcome



Mr Sloman writes:

This week, I had the pleasure of welcoming parents, colleagues, governors and members of the public into our school on Tuesday evening, to share with them the exciting plans for our new school building. Woldgate School has a long and proud history stretching back to 1958 when it was first founded, and our planned new school is one of the most exciting chapters yet. This new build represents a major leap forward in the resources and learning spaces which will be available to our pupils in the years to come.



Important Dates for your Diary

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)

Tuesday 7th March:
Year 11 Geography
visit to Beverley

Thursday 9th March:
Year 11 Geography
visit to Beverley

Monday 20th March:
Year 8 Parents' Evening
(4:30pm to 7:30pm)



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The plan for our new school 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.

The new school buildings will be planned and constructed around an existing sycamore tree in the centre of our school site. This tree has stood for many years, and represents the continuity of our school traditions, values and ethos as we transition to new buildings and facilities.

Over the coming weeks, we will be sharing more information with our pupils about the planned new school building, and the exciting opportunities it will bring. We are very much looking forward to this new chapter, and sharing it with pupils, parents and our whole local community. If you have any questions, please do contact us.

Mr Sloman
Headteacher

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Lower School



Ms Minton writes:

It has been lovely to celebrate with this half term's top rewarded Year 7 pupils this week through our Breakfast of Champions Event on Thursday. You have all shown dedication, resilience and hard work in your studies over the last six weeks and you should all be very proud of yourselves! I hope that you enjoyed your breakfast!

George Bowes

James Swales

Sam Dawson

Eleanor Vaughan

Rachael Abbott

Jonas Whittaker

Jack Doherty

Isabelle Cone

Artjoms Cuhnovs

Oscar Romenuik

Harrison Best

Lucy Scott

Jacob Derwin

Isabelle smith

Alfie Isted

Luke McTernan

Harry Moore

Archie Sissons

Beatrice Quigley

Elsa Hardcastle

Wishing everyone a very happy holiday and a chance to unwind. I look forward to welcoming Year 7 pupils back after the Half Term break.

Ms Minton
Head of Lower School

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Middle School



Mr Macdonald writes:

As we approach the half-term, our Year 9 pupils have now received their Progress Reports for the year. These reports provide a detailed and informative summary of their progress throughout the year across all their subjects, as well as their attitude to learning in class and towards their homework.

The Progress Report also states each pupil's attendance to date, rewards and House points. The Progress Report is therefore an invaluable summary of each pupil's progress and achievement across the academic year so far. However, the Progress Report is also an essential tool in helping pupils to reflect upon their learning and progress, and in setting their targets for the future. When pupils receive their Progress Reports in Form Registration, they carefully read through the report identifying areas of strength and areas where improvement can be made. They stick a copy of the Report into their Planner, and note down their reflections and targets. The Progress Report can then form the basis of focussed targets and discussions between pupils, parents and teachers. The Progress Report therefore plays a central role in helping our pupils to review their progress, and to ensure they continue to make excellent progress into the future.

Have a lovely break,

Mr Macdonald
Head of Middle School



Upper School



Miss Hull writes:

This week is Mental Health Awareness Week and for Upper School families, I felt it would be a good chance to share information from the charity MIND about maintaining good Mental Health during exams as well as tips from some of our Year 12 pupils. Year 10 Mock Examinations will take place in June whereas the GCSE exams for Year 11 will commence in the week of the 15th May.

Preparing for an exam

While you're preparing an exam, you could try lowering stress levels by:

- » Finding a study group.
- » Making a revision timetable. This helps organise your revision and your breaks.
- » Working in the best way for you. Be creative or active if it helps, like drawing diagrams or making up songs. Try being open to different types of studying and revision.
- » Revising in the best place for you. You might prefer the quiet or being around others. If you don't have a space to study at home, you could try at school, the library, a cafe, or a family member or friend's house.

Remember: feeling stressed about exams is normal, but you don't have to struggle on your own. Seek support from your form tutor, Mr Elwers, Mrs Clark or Miss Hull.





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During exam period

You can look after yourself in different ways:

- » Make time for things you enjoy. Find ways to release stress and celebrate progress. You could listen to music, draw, cook, play with a pet or go for a walk. You can try things alone or with friends.
- » Talk to others about how you feel. Connect with other people, especially people who are going through the same thing. For more information, see our page on talking about how you're feeling.
- » Try to find balance. Take regular breaks and be realistic about what you can do in a day. Keep things in perspective and remember that exams won't last forever.
- » Take care of your physical health. Make sure you get enough sleep, food, water and exercise. If you take regular medication, keep up with your routine.
- » Focus on yourself. Try not to compare yourself to others. Think of things you like about yourself and what you're good at – this can help boost your confidence.

Miss Hull
Head of Upper School

Top Tips from Sixth Form Students

1. Hard work pays off.
2. Organisation is key.
3. Plan ahead

Fin, Henry, Bobby

Don't over think them!
Keep calm!

Emily and Alfie





Miss Smith writes:

This week is Mental Health Week and I wanted to take this opportunity to share with you some key strategies and information that we have shared with the Sixth Form regarding mental health, wellbeing and building resilience over recent weeks. As a Sixth Form we are acutely aware of the detrimental impact that the COVID lockdowns have had upon many of the young people that we work with. However, we are also firm supporters of Positive Psychology, a branch of Psychology that explores why happy people are happy systematically and identifies practical measures we can include in our own life to manifest happiness.

Positive Psychology argues that upbeat people are aware of and exploit their unique combination of signature strengths such as empathy, persistence, patience and compassion and that happiness is made up of three dimensions: the pleasant life, the good life and the meaningful life.

The pleasant life is achieved when we learn to savour and enjoy basic pleasures such as companionship or the wonders of the natural world around us. The next stage, the good life is achieved through discovering our unique virtues and strengths and using these to enhance our life. The meaningful life is achieved once we start to use our unique combination of skills and strengths for a greater purpose, for example helping others.

Recognising these aspects of happiness, Positive Psychology argues that there are certain activities that we can engage with to catalyse change thus developing greater happiness, wellbeing and mental health. Below are a number of

strategies, that we have shared with the Sixth Form that can be used to work towards achieving greater happiness:

- » Focus on strengths – as a parent consider recognising and highlighting your child’s strengths, which aspects of their personality make you proud. Share this with them and encourage them to recognise their own strengths.
- » Express gratitude and encourage your child to take time to consider what they are grateful for.
- » Find the silver lining – encourage your child to find the silver lining when difficult situations occur as this helps us to employ a proactive mindset to manage problems.

Miss K Smith
Head of Sixth Form

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.

Careers update



This week has been National Apprenticeship Week.

The aim of the week is to raise awareness of what apprenticeships are and why they could be the right pathway for pupils post-16. In their STARS sessions, pupils have been exploring what apprenticeships are, looking at case studies of

apprentices to show the breadth of opportunities, as well as testing themselves on the different levels of apprenticeships. As part of the Careers Programme at Woldgate, pupils will have a number of opportunities to meet with apprenticeship providers so that they can make an informed decision on their post-16 pathway.

There are lots of great resources on the Amazing Apprenticeships website for both pupils and parents/carers. 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 January 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 public sector.



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.



Public Sector

5% of employment in the Humber is in the Public Sector.

Public sector organisations provide a service for everyone: for example education (schools) and security and safety (police and armed forces). These services are paid for via taxation.

(Please note NHS and other health care services are covered with the Health & Social Care sector factsheet)

Will there be opportunities available?

- East Riding of Yorkshire Council is the largest employer in the East Riding employing Over 6,000 staff within the local authority and over 5,000 in schools. The organisation has an aging workforce with 57% of the workforce aged 45 and over and 27% of the workforce over 55. They need to start recruiting young talent into the organisation in order to fill the gaps to replace those leaving the organisation and to deliver services.
- Local authorities report they are struggling to recruit to a variety of roles including; Social Workers, Care Workers, Engineers, Construction Professionals at all levels, Drivers & Refuse Collectors, Environmental Officers, Licensing Officers, Lifeguards, Swim & Gym Teachers and Instructors.

Did You Know?

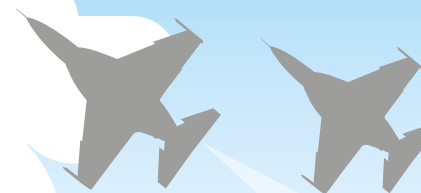
- The Public Sector accounts for 5 % of the region's workforce, employing around 21,000 people
- There are a variety of different career opportunities within Local Authorities ranging from solicitors, accountants, marketing/media, Engineering, IT and conservation.
- Part of the recruitment process for the armed forces, police and fire services involves assessing physical fitness, literacy, numeracy and communication skills.
- In Hull & East Riding the largest employers are East Riding of Yorkshire Council and Hull City Council.
- Nearly all public service organisations offer apprenticeships.



For information... <https://nationalcareers.service.gov.uk/> www.skillseastriding.co.uk
www.logonmoveon.co.uk www.lincs2.co.uk www.lincs4u.co.uk www.apprenticeships.gov.uk
www.allaboutcareers.com www.sfjuk.com

opportunitycentre@aspire-igen.com @aspire-igen @aspire-igen

Disclaimer Aspire-igen staff have researched the web links referenced in this publication. However, website information can change rapidly. Aspire-igen does not endorse organisations or accept any responsibility for the content of external sites.



| Types of Job | National Average Salary |
|---------------------------------------|-------------------------|
| Economic Development Officer | £22,000 to £50,000 |
| Civil Engineer | £24,000 to £80,000 |
| Police Community Support Officer PCSO | £17,500 to £23,250 |
| Facilities Manager | £17,500 to £23,250 |
| Payroll Administrator | £15,000 to £28,000 |
| Highways Maintenance | £16,000 to £40,000 |
| Trading Standards Officer | £19,000 to £90,000 |
| IT Support | £16,000 to £35,000 |

Skills/qualities

- Communication and literacy
- Team working
- Attention to detail
- Customer awareness
- Good with numbers

Useful subjects include

- Maths
- Science
- IT
- English

Some local employers

- East Riding of Yorkshire Council
- Hull City Council
- North Lincolnshire Council
- North East Lincolnshire Council
- Fire Service
- HMP Prison Service
- Humberside Police
- HM Courts

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

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

opportunitycentre@aspire-igen.com

@aspire-igen

@aspire-igen



MEMORY LANE



For many years, a highlight of the Woldgate Calendar was Theme Week in Year 8. Visitors from several cultures and traditions visited the school and pupils experienced Drama, Music, Dance, Art, crafts, food and a range of activities to help them to learn about the wider world for a week in July.

This photograph shows visitors who, amongst other highlights taught the pupils Djembe drumming. It also features: Mrs Pattison (Drama and English) Mr Williams (Head of Drama), Mr Siddle (Head of Music), Mr Matthews (Music), Ms Holgate (Dance) and Mrs Geary, then Head of Year 8.

office@woldgate.net

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**Accelerated
Reader**

Accelerated Reader... The results are in!

Total words read: 14,181,125 words (+ 2,835,079 this week)

Reader of the week: George B (HLR)

Form of the week: 9RJO

Year group leader boards (Average words per pupil)

Year 7

1. HLR – 56, 012
2. CPO – 2,762
3. MPG – 1,780

Year 8

1. DEE – 84, 456
2. BER – 52,000
3. JPA – 51,305

Year 9

1. RJO – 71,981
2. DLN – 44,640
3. KED – 16,759

Book Spotlight:

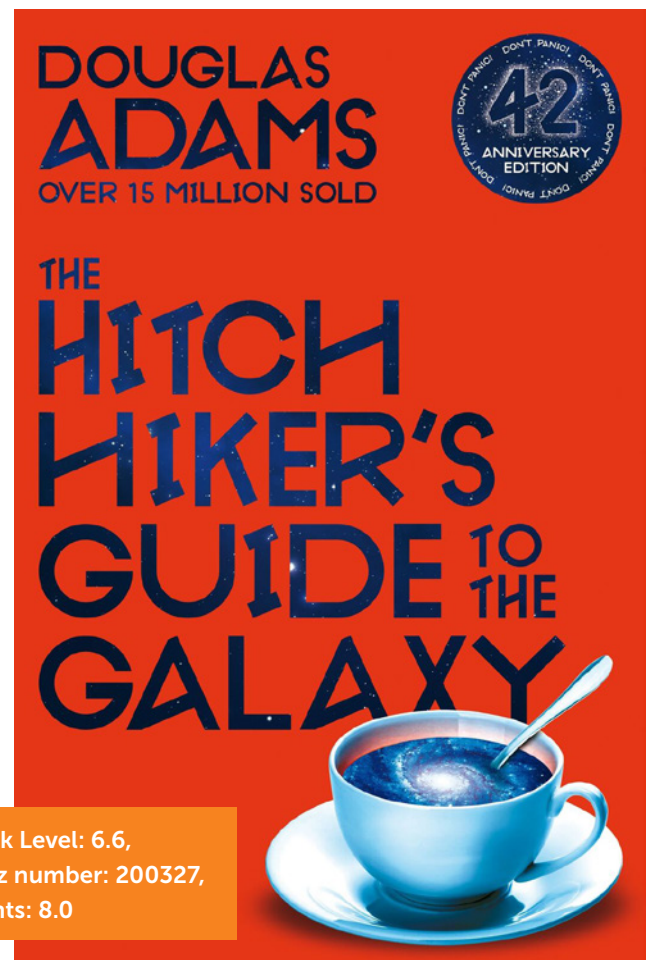
What our pupils have
been reading....

It's an ordinary Thursday lunchtime for Arthur Dent until his house gets demolished. The Earth follows shortly afterwards to make way for a new hyperspace express route, and his best friend has just announced that he's an alien. At this moment, they're hurtling through space with nothing but their towels and an innocuous-looking book inscribed, in large friendly letters, with the words: DON'T PANIC.

The weekend has only just begun . . .

**Coming up....
World Book Day – 2nd March 2023.**

Find your next book and get £1 off with this electronic voucher or a free book from the selection (from 18th February) on the next page.

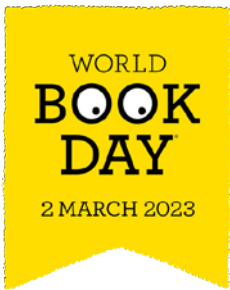


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**THE
HITCH
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THE
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Book Level: 6.6,
Quiz number: 200327,
Points: 8.0



£1 Book Token

Secondary Schools (UK)

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| | | | |
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- Only **ONE TOKEN** can be used per transaction.
- Token is for young person's individual use.
- Offer valid **16 February 2023 – 26 March 2023** inclusive.
- The book token barcode can either be scanned from your phone/tablet screen or printed out and shown in-store. Please check with your local bookseller before visiting if they can accept the barcode on mobile devices.
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To contact the World Book Day team, email wbd@education.co.uk

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LET'S CONNECT



TIPS FOR PARENTS AND CARERS

Dear parents and carers,

6 - 12 February 2023 is **Children's Mental Health Week**. The week is run by children's mental health charity Place2Be to raise awareness of the importance of children and young people's mental health. This year's theme is **Let's Connect**.

WHAT'S IT ALL ABOUT?

Let's Connect is about making meaningful connections, and for Children's Mental Health Week 2023, Place2Be is encouraging people to connect with others in healthy, rewarding and meaningful ways.

As parents and carers, you are an important role model to your child. How you connect with friends and family will influence your child, and how they develop their own friendships and relationships. For example, how you greet people and maintain friendships, but also how you forgive people or say sorry when you need to.

WHAT CAN YOU DO?

Here are a few simple ways you can connect with your child and help them to make meaningful connections.

1. Connect with your child in everyday ways

Moments of connection (and re-connection) are really important in child-caregiver relationships. For example, when you pick them up from school, or come in from work, try to give them your full attention and see if this helps you feel better connected as you hug, talk, smile and hear about their day. Watching your child play and joining in is really important to them – so put your phone away and have a bit of fun – being playful is good for adults, too!

With your older child, you may find times such as car journeys a good time to talk, or to re-connect by playing music you both like. It is important to be accessible to a teenager when they need to talk. You may have to be there 'on their terms' and be ready to listen.

2. Talk to your child about important connections

This could include talking about family members, friends, neighbours, childminders, people in the local community and others in your faith group (if you have one). Remember it's ok to talk about people they miss, for example, family members who live in a different country or people who have died.

Children learn a lot from their parents about how to express their feelings, including the joy that comes with feeling connected to others and the sadness that comes with missing others.

3. Talk to your child about their friends

As children become teenagers, their friendship groups become increasingly important to them. Be open to hearing about their friendships and try to listen without judgement.

Ask them about their life in real life and online. You may not think online friends are 'real friends', but your child may feel differently. Losing friends, feeling left out or being bullied is very painful and your child needs to know you will support them through these difficult times.

4. Connect by taking an interest in your child's world

As adults we can sometimes be dismissive of the things that our children and teenagers are interested in, e.g. their music, fashion, what they watch etc. If you do take an interest in these things, however, you may feel better connected to your child and the important things in their world. This can lead to other conversations about other things in their lives that matter to them.

5. Find time to connect as a family

Family life can become busy and stressful, so it's important to find some time where you connect together. This could include simple things like cooking, watching a film, playing a game, going to the park or even doing the family shop together.

6. Try to resolve conflict and re-connect after arguments

Arguments and moments of disconnection are bound to happen in families - between your children, between yourself and your children and between yourself and your partner, if you have one. It is important that children learn how to disagree in appropriate ways, how to say sorry and how to make amends when they have done something wrong. They will learn a lot about how to do these things from you - so try to model the behaviour you want to see in your children. Talk to them about how to re-connect with friends after arguments including what they can do to help repair relationships.

Video activities from Place2Be

Puzzle Pieces – aimed at 4-7 year olds, this activity is presented by CBBC's Art Ninja, Ricky Martin, and will show children how we are all connected. Why not take part as a family? childrensmentalhealthweek.org.uk/puzzlepieces

Connecting Paperchains – developed by Place2Be's Art Room team for 7-11 year olds, this activity helps children think about the people, things and activities they feel connected to. childrensmentalhealthweek.org.uk/paperchains

Exchanging Postcards – developed by Place2Be's Art Room team for 11-14 year olds, this activity encourages young people to explore what connection means to them. childrensmentalhealthweek.org.uk/postcards

Looking for free practical advice to help you support your child?

Parenting Smart, Place2Be's site for parents and carers, is full of expert advice and tips on supporting primary-age children, and managing their behaviour. parentingsmart.org.uk

Let your child know that if they are worried about something, they should always talk to an adult they trust. It could be you, someone in your family, a teacher or someone else in their school.

If you're worried about your child's mental health you can talk to your GP or someone at your child's school.

You can also find a list of organisations that provide support and advice on our website: place2be.org.uk/help



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

211,725

CHARACTER

33,382

VALUE

27,065

**TOTAL
REWARD
POINTS:**

535,161

Highest Rewarded Pupils

| | |
|----------|----------------|
| Year 7: | James Swales |
| Year 8: | Riley Bell |
| Year 9: | Logan Stanhope |
| Year 10: | Chloe Delaney |
| Year 11: | Molly Randle |
| Year 12: | Ethan Brown |
| Year 13: | Mirren Davies |

Highest Rewarded Forms

| |
|-------|
| 7DRO |
| 8RSC |
| 9RJO |
| 10SHW |
| 11SPC |
| 12SJW |
| 13SJB |

Newsletter

*Of great merit,
character and value*

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:



93,485



119,882



111,957



95,036



128,142



**TOTAL
HOUSE
POINTS:
245,290**





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: | Artjoms Cuhnovs |
| Year 8: | Michael Abbott |
| Year 9: | Imogen Pearson |
| Year 10: | Michelle Chi |
| Year 11: | Jess Thackery |
| Year 12: | Corry Thornton |
| Year 13: | Candice Moyo |

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: | Elsa Hardcastle |
| Year 8: | Evelyn Coulson |
| Year 9: | Faye Massey |
| Year 10: | Robyn Bannister |
| Year 11: | Phillipa Addy |
| Year 12: | Imogen Bannister |
| Year 13: | Harry Cook |

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: | Ewan Rowland |
| Year 9: | Charlie Carter |
| Year 10: | Robyn Bannister |
| Year 11: | Alexander Rose |
| Year 12: | Imogen Bannister |
| Year 13: | Adam Benson |



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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