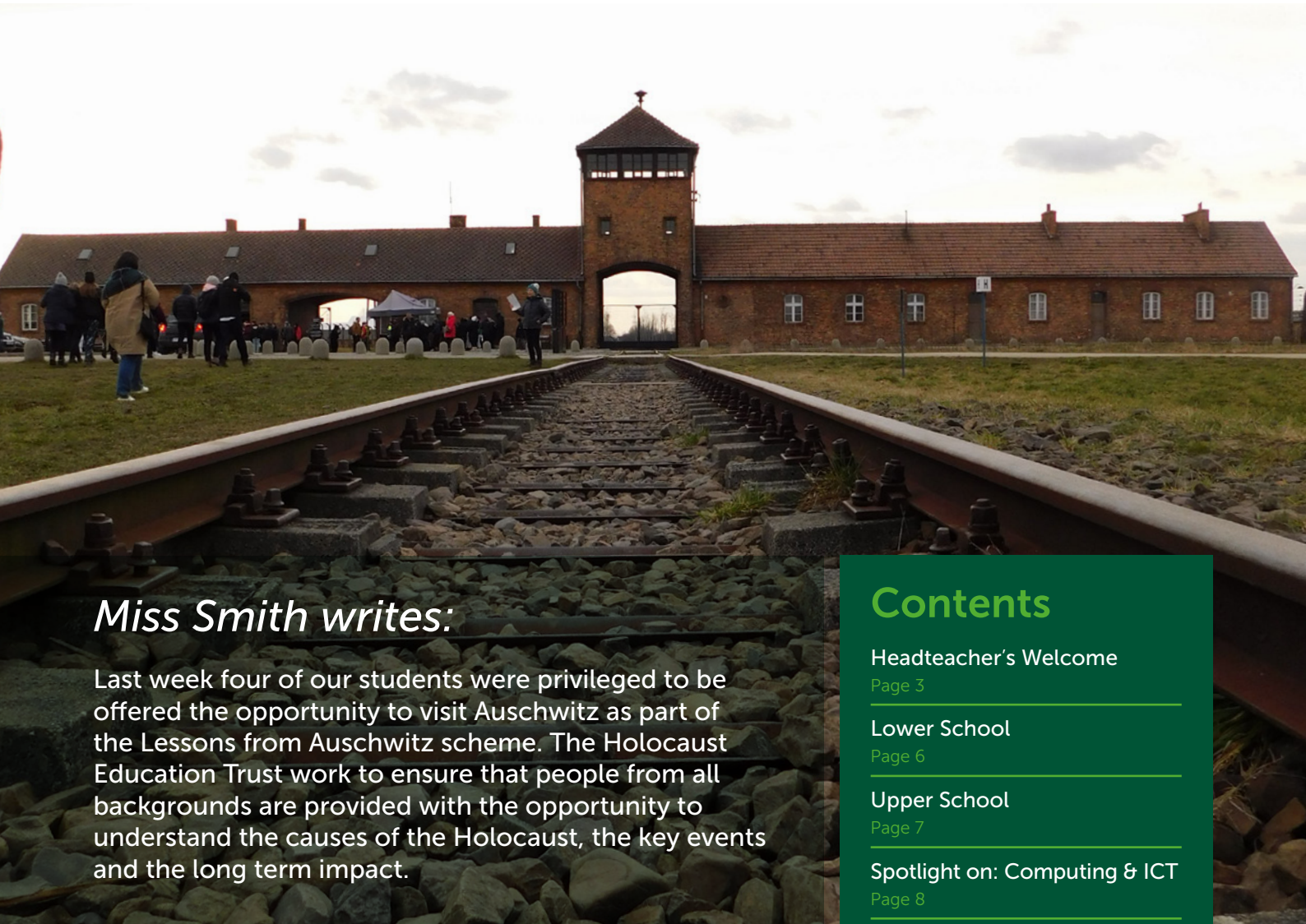




Newsletter

Of great merit, character and value



Miss Smith writes:

Last week four of our students were privileged to be offered the opportunity to visit Auschwitz as part of the Lessons from Auschwitz scheme. The Holocaust Education Trust work to ensure that people from all backgrounds are provided with the opportunity to understand the causes of the Holocaust, the key events and the long term impact.

Early School Finish on Friday 31st March

School will finish at 12:15pm on the last day of term — Friday 31st March.

Pupils who walk home may leave site at 12.15pm. All buses/taxis providing home to school transport will collect pupils from 1pm with those children being supervised on site between 12.15 – 1pm.

If your child uses school transport and you would like to make alternative transport arrangements for your child from 12.15 on this day, please let your child's Care and Achievement Coordinator know.

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Newsletter

*Of great merit,
character and value*

This project aims to educate students so that they can bear witness to the events of the Holocaust and share their learning and understanding with others. The Holocaust involved the murder of approximately six million Jewish men, women and children by Nazi Germany during the Second World War. The actions of Nazi Germany focused on attempting to remove from human history the Jewish culture, communities, language and traditions. Consequently, any visit to Auschwitz is incredibly emotional and shocking and despite only having returned from the experience four days ago I am grateful to Evie who has shared some early reflections on the experience.

Evie writes....



Auschwitz was a visit where you had no idea how you are going to feel until you arrive and even four days later I have no words how to describe the amount of emotion that visiting the two camps created. The experience is still so overwhelming and I don't think that it will fade, at least not soon. Everyone should get the chance to visit, it's an emotionally draining but absolutely incredible place so fascinating and morbidly beautiful.



It shocks me how impressed I am with the efficiency of the camps, the inhuman brutality of it all but the whole time we were there it felt unreal and it wasn't until the next day that I was able to properly sit down and process where I'd been. Everyone knows what happened during the Holocaust, who was killed where and by who, but it was the personal stories that have stuck with me.

I found myself smiling during our guided tour of Auschwitz-Birkenau, something I never imagined myself doing, as I learnt how the Jews managed to smuggle in enough dynamite to blow up a crematorium and it was never rebuilt. The story that hit me the hardest was how they kept their faith and their tradition of lighting a candle on the evening before the Sabbath alive by smuggling in string to light.

The ceremony at the end of the visit, lead by a local Rabi included a beautiful prayer in Hebrew and followed by candle lighting was a really poignant moment in the trip which was the first time I had chance to reflect on what I'd seen. As we left, the sunset over the train tracks and main gate was stunning in a way I will never forget. I will never forget any of this visit and everyone should spend at least a day experiencing these historic sites. We are the last generation who will be able to hear the live testimonies of survivors and we need to learn as much as we can from them in order to prevent massacres like this happening again.

Newsletter

*Of great merit,
character and value*

Headteacher's Welcome



Mr Sloman writes:

When adults remember their positive experiences at school, they generally remember the 'highlights' rather than the day to day detail. These highlights stand out in our memories for many possible reasons; our achievements and successes, particularly interesting or exciting lessons, funny or unusual incidents. Highlights of our school lives emphasise the standout experiences – the unusual. In particular, we remember visits; visitors who came into school to meet and speak to us, and our visits to places beyond the school.

After the last few years, I am delighted to see the large increase in the number of visits we offer our pupils and students this year. Visits, both by visitors into school and visits by our pupils and students beyond the school, offer our young people essential glimpses of the wider world, and the wealth of opportunities and experiences available to them.

Cont. Over



Important Dates for your Diary

Monday 27th March:
Sixth Form Visit to New York

Wednesday 29th March:
Year 11 Study Skills Day
at York University
Brilliant Club visit

Thursday 30th March:
Geography Ambassadors
visit to the Deep

Friday 31st March:
Last day of term
(pupils finish at 12:15pm)
History visit to Berlin

Monday 17th April:
First day of Summer Term



Newsletter

*Of great merit,
character and value*

Already this year, our pupils and students have had opportunities to visit universities, including the universities of York, Hull and Newcastle. They have had opportunities to take part in regular sport fixtures with other schools, visit theatres, take part in Geography field trips and visit our local power station. A group of four Sixth Form students had the privilege of visiting Auschwitz as part of the Holocaust Education Trust schools initiative, and write about their experiences.

Our pupils and students have been visited in school by academics, theatre production companies and lecturers and this week we had the privilege of being visited by the author Saviour Pirotta, who worked with our Year 7 pupils in creative writing workshops.

Over the next couple of weeks, we have more visits planned. Our Sixth Form students will embark on a visit to New York City, which is sure to be an experience of a lifetime. During their visit, our students will have the opportunity to see the sights of this most famous of cities, and develop a greater sense of the scale of our world, their place within it and the opportunities available. We have also arranged for pupils and students to visit Berlin as part of their history studies, to visit historic sites and learn about this amazing city's past in connection with their own GCSE and A Level studies. Our Geography Ambassadors are visiting the Deep in Hull, and our Brilliant Club members are visiting Newcastle University.

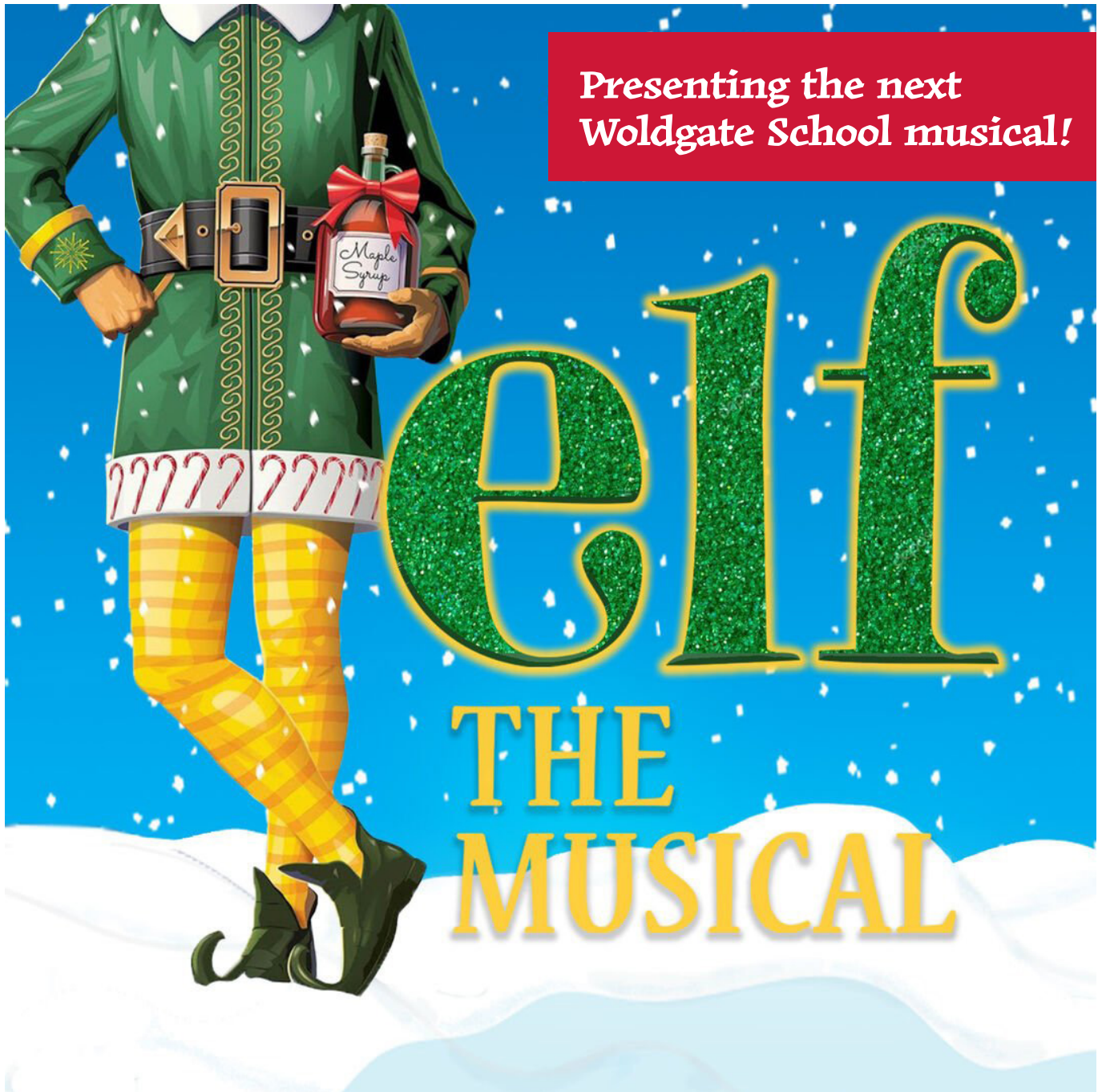
Later this year, my colleagues are organising a further visit to New York City, as well as visits to the battlefields of Belgium and France, and a visit to London to see the sights and visit the West End theatre. These visits take a great deal of organising and time, and my colleagues do this to give our pupils and students the experiences and memories that will last a lifetime. Thank you for all your support with visits, and I forward to future opportunities we can provide our young people.

Mr Sloman
Headteacher



Newsletter

*Of great merit,
character and value*



*The best way to spread Christmas
cheer is singing loud for all to hear!*

Newsletter

*Of great merit,
character and value*

Lower School



Ms Minton writes:

We are already getting really excited here at Woldgate School to welcome our newest Year 7 cohort in September 2024. We are busy preparing Welcome Packs to be posted out to our Year 6 pupils after the Easter Holidays. These packs will detail how to order uniform, as well as other practical information to help pupils and parents feel prepared for a smooth transition from primary to secondary.

In the meantime, please do have a look at our Easter themed transition competition – we look forward to seeing some creative entries and awarding a prize to the winner!

Ms Minton
Head of Lower School



Woldgate Year 6 Easter Egg Hunt!



Our next year 6 challenge has an Easter theme! We are on the hunt for some incredible Easter eggs. Can you help us find them?



Here are a few ideas!

Take a photo of an egg!



Decorate a real egg.



Design a chocolate egg!



Design a pattern for an egg.



There will be prizes awarded to the winning entries. Good luck everyone!

Please ask your Parents/Carers to tweet your Easter Egg Hunt entry.

 Please tag the [@WoldTransition](https://twitter.com/WoldTransition) Twitter account.

Alternatively, email transition@woldgate.net

Newsletter

*Of great merit,
character and value*

Upper School



Miss Hull writes:

Last week, for the majority of the week it was largely Year 11 pupils in school. On Wednesday and Thursday, our Year 11 pupils sat their final Mock Examination in Maths and English. We were incredibly proud of the way that pupils conducted themselves and it is clear to see they are going to be well prepared for the examinations this summer.

On the Wednesday evening, we welcomed Year 11 pupils and their parents to our Walking Talking Mock event. Pupils and parents, along with Mr Johnson and Mr McCausland, worked through an English Literature paper and a Maths paper. It was fantastic to see pupils explaining concepts to their parents and parents joining in with answering the questions. Thank you to all of those who attended and to Mr McCausland and Mr Johnson for hosting the evening.

A final huge congratulations to all of those pupils in Year 11 who engaged with our GCSEPod challenge. Each week, the top two GCSEPodders receive a £5 Amazon voucher and it has become extremely competitive. Over 6600 GCSE pods were watched by Year 11 last week as a year group which is phenomenal.

A special mention to Malwina R, Ellie L and Elio B for being our top GCSEPodders last week and to 11AWI for watching the most GCSEPods as a form group.

Miss Hull
Head of Upper School



Newsletter

*Of great merit,
character and value*

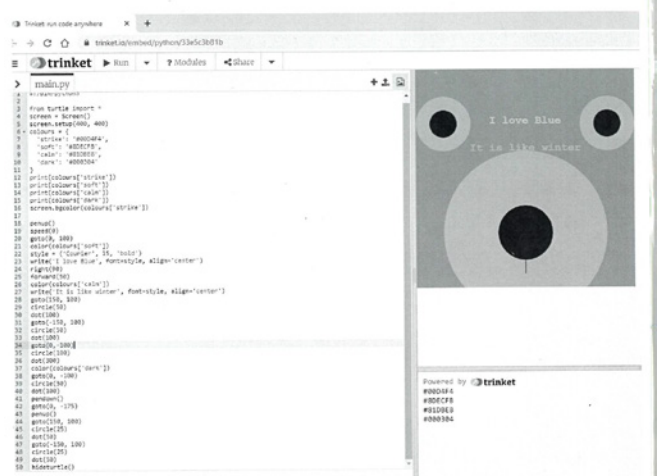


COMPUTING & ICT

Miss Cavanagh writes:

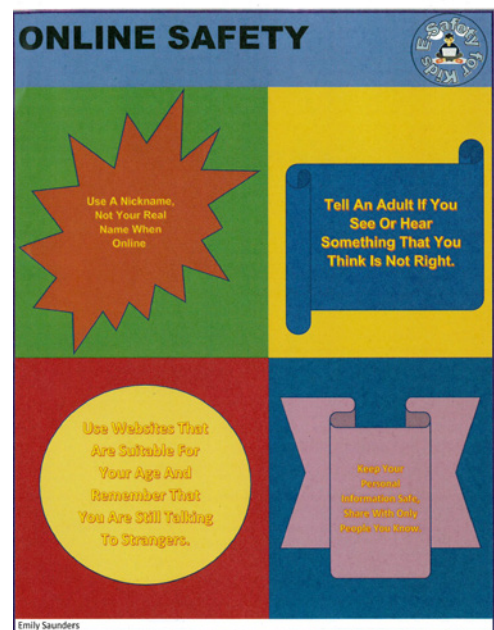
In Year 7 we have been working with Code Club which is a nationally recognised beginners programming organisation, pupils have been completing their work and claiming their certificate.

Pupils also are using Python, Python is a programming language that lets you work quickly. Beginners find the structure easy to learn.



I made an image of a dog with some words on it. I used Turtle.

We also use the Raspberry Pi Foundation projects site to support pupils' development



Newsletter

Of great merit,
character and value

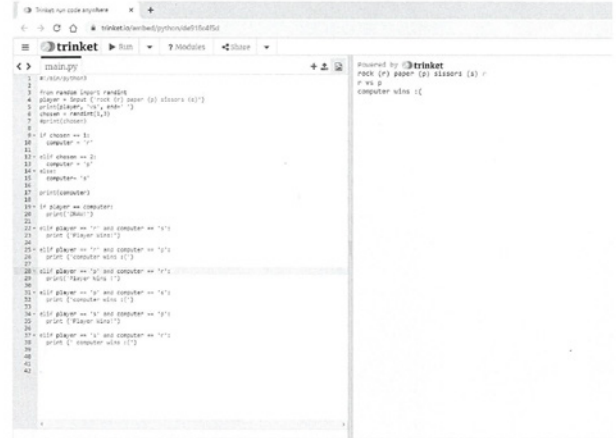


```

1 #main.py
2 #main.py
3 #main.py
4 #main.py
5 #main.py
6 #main.py
7 #main.py
    
```

I made a code that chose teams out of a list of people. I used files and variables to make it work.

Rock paper scissors game on trinket using python coding



```

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42 #main.py
    
```

I used the word 'elif' to show 'if else' - a variable

Mr Smith writes

In September 2021, our Year 9 started studying the New OCR Cambridge National in IT. Unlike its predecessor, the course focused on two specific software applications for its practical work.

The first being able to create fully functioning spreadsheets which could be used to fill a specific function and used by a user who had limited experience of spreadsheets.

The second was to create an Augmented reality product to meet a given Target audience. During Year 9, pupils developed their skills in both spreadsheets and Augmented Reality using Microsoft Excel and XR PLUS respectively.

Augmented reality was very new to both the teachers and the pupils but as a rough guide to its uses, there are 3 main areas. The OCR exam board list these below and give links to examples of each type.

Type	Description	Example
Object recognition	Allows you to detect and track virtual 3D objects and other smaller consumer products in your physical environment. Also known as 'image recognition' augmented reality.	Ikea furniture AR and Wikitude AR
Location (GPS) based	Also known as position-based and geo-based augmented reality. Relies on GPS, accelerometer and digital compass to identify a device's location and position with high accuracy. Can be developed for indoor or outdoor location. The most popular and versatile type of AR.	Pokémon GO launch
Superimposed	Uses object recognition. The augmented image replaces the original image partially or fully. Commonly used in the medical field to superimpose an X-ray onto a patient's body. Can also be used to showcase what a statue or structure looked like years ago with explanation.	Ikea augmented reality furniture catalogue and history field trip

Newsletter

Of great merit,
character and value

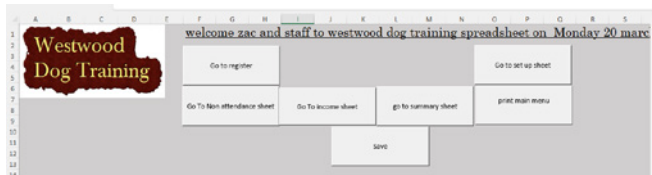
Having spent Year 9 developing their skills and carrying out mock assignments.

Year 10 have carried out their actual spreadsheet assignment and are in the process of completing their Augmented Reality assignment. Obviously as this is live coursework, I am unable to show this until it has been fully moderated. However, I can show examples of their sample assignments.

Below is the work of Oliver and Noah in Year Ten

The spreadsheet mock assignment was to create a booking system for a dog training school so the owner could easily calculate income and create accurate invoices for each customer at the end of a four-week period.

Below is the front menu.



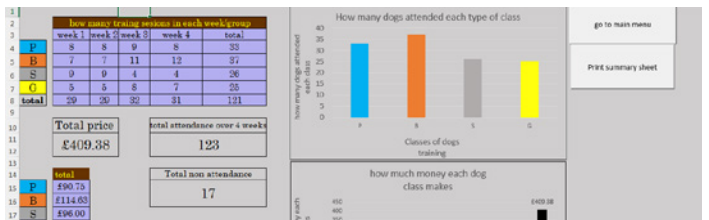
Below is the register where each dog is marked as attending a specific type of training.

Dog details					Owner details						
OwnerID	charge	Dog name	Week 1	Week 2	Week 3	Week 4	OwnerID	Title	First Name	Last Name	TelephoneNumber
100	F	Milo	P	P	P	P	100	Mr	Matthew	O'Sullivan	079 8386 0037
103	R	Buddy	B	B	B	B	103	Mr	Liam	Barry	078 3113 2606
104	F	Bentley	P	P	P	B	104	Mrs	Lily	Simmons	079 1342 2873
110	F	Daisy	P	P	B	B	110	Mrs	Mollie	Pratt	079 1223 9313
112	R	Rufus	B	B	B	B	112	Mrs	Cerys	Dyer	070 1667 4131
115	R	Remi	B	B	B	B	115	Mr	Tyler	Henry	078 2686 3779
118	F	Bandit	S	S	S	S	118	Mrs	Gracie	Hayward	070 2262 8339
121	F	Nova	S	S	G	G	121	Ms	Poppo	Foster	078 3268 7295
123	F	Shadow	S	S	G	G	123	Mrs	Abbie	Roberts	077 6000 3289
129	R	Toby	P	P	P	P	129	Mrs	Eric	Farmer	070 3665 6091
131	F	Boomer	B	B	B	B	131	Ms	Tilly	Bradshaw	079 7644 4744
134	F	Mava	S	S	B	B	134	Mr	Archie	Walsh	070 6113 7582

Below is the calculation sheet, which states total income for each type of dog training and how much each customer should pay.

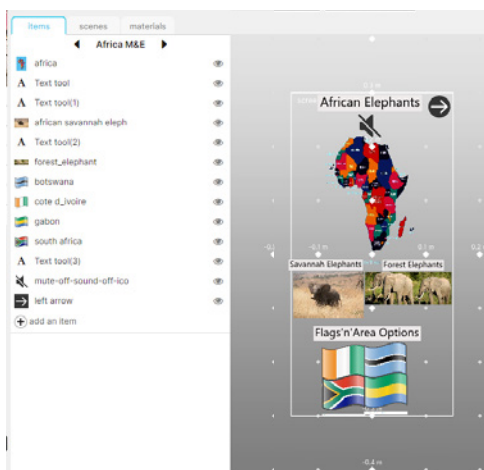
OwnerID	First Name	Last Name	TelephoneNumber	OwnerID	charge	Dog name	Week 1	Week 2	Week 3	Week 4	charge	total of training	total price	Discounted price
100	Mr	Matthew	079 8386 0037	100	F	Milo	P	P	P	P	£11.00	£33.00	£33.00	
103	Mr	Liam	078 3113 2606	103	R	Buddy	B	B	B	B	£9.00	£36.00	£36.00	
104	Mrs	Lily	079 1342 2873	104	F	Bentley	P	P	P	B	£9.00	£36.00	£36.00	
110	Mrs	Mollie	079 1223 9313	110	F	Daisy	P	P	B	B	£9.00	£36.00	£36.00	
112	Mrs	Cerys	070 1667 4131	112	R	Rufus	B	B	B	B	£9.00	£36.00	£36.00	
115	Mr	Tyler	078 2686 3779	115	R	Remi	B	B	B	B	£9.00	£36.00	£36.00	
118	Mrs	Gracie	070 2262 8339	118	F	Bandit	S	S	S	S	£9.00	£36.00	£36.00	
121	Ms	Poppo	078 3268 7295	121	F	Nova	S	S	G	G	£9.00	£36.00	£36.00	
123	Mrs	Abbie	077 6000 3289	123	F	Shadow	S	S	G	G	£9.00	£36.00	£36.00	
129	Mrs	Eric	070 3665 6091	129	R	Toby	P	P	P	P	£9.00	£36.00	£36.00	
131	Ms	Tilly	079 7644 4744	131	F	Boomer	B	B	B	B	£9.00	£36.00	£36.00	
134	Mr	Archie	070 6113 7582	134	F	Mava	S	S	B	B	£9.00	£36.00	£36.00	

Below is the summary sheet which shows the attendance and income from each class.



In the Augment Reality mock assignment, students had to create an interactive teaching aid which would help people understand the different types of African elephant.

Below is an example of the introductory page.



Below is the page explaining the elephants in Gabon and an image of how it would appear on your phone.



Below is the appearance on a mobile phone of the page for the South African Elephant.

If you are interested in trying out the Augmented Reality for yourself, why not Google XR PLUS. There is a free version which simply requires you to use your email to register. Once registered, there are some tutorials which can be followed.





Pocklington Junior School Governor Vacancies

Pocklington Junior School is part of the Wolds Learning Partnership, and we pride ourselves on being a community of ambitious, respectful, committed individuals. Governors play a key role in our school, working as a team to provide support and challenge and influencing strategies. If you would like to get involved in using your skills to continue to drive our school forward, contribute to ideas and enhance our school community then we would love to hear from you.

The Local Governing Committee is made up of parents, teachers and other members of the community. Twice per term the Governing Body meets to support the work of the school, and together with the Headteacher is responsible for making sure that the school provides a good standard of education for pupils. Being a Governor is a rewarding experience and with training provided an opportunity to share your knowledge and skills as well as gaining some new ones.

If you would like to become a Governor or would like to know more, please contact me using the following email address: kelly.foxton@pocklingtonjuniors.co.uk

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 is TEAMWORK. 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 11 STARS update

This half term, Year 11 have been completing the final part of the Careers Curriculum in STARS. This final part of the curriculum is centred around employability and the world of work, culminating in a mock interview with an industry expert. The mock interviews happened today (Friday 24th March) and so there will be further details next week.

Careers and the Curriculum

Most recently, we have looked at LMI (Local market Information) in different sectors. I would like to move on to explore in the next editions of the newsletter which careers the various subjects can lead to after GCSE/ A Levels. This week, we will look at Chemistry.

A qualification in Chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied chemistry at any level; great career opportunities exist both inside and outside the laboratory. Nobody knows what the jobs of the future will look like but many of them will be created in chemistry to solve global challenges such as human health, energy and the environment.

Not all chemists wear white coats! As well as practical knowledge of the subject, chemistry students develop many other skills prized by employers, such as problem solving, numeracy, communication, creativity and data analysis. Gaining these skills means that you can have a future in all sorts of careers from finance to public relations.



REACH FOR THE STARS

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

To do this we will:

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

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

To do this we will:

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

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

To do this we will:

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

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

To do this we will:

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

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

To do this we will:

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

SOCIETY
Of great Character.

TARGETS
Of great Merit.

APPEARANCE
Of great Value.

RESPONSIBILITY
Of great Character.

SAFETY
Of great Value.

Newsletter

*Of great merit,
character and value*

Your future in chemistry.

Global change is creating enormous challenges relating to human health, energy and scarce natural resources.

These challenges offer excellent future opportunities to people who study chemistry.

Energy and the environment.

Chemistry is helping us to cope with increasing pressures on energy, food, water and other scarce natural resources and to live more sustainably.

Human health.

Chemistry is helping to improve and maintain human health for all in a rapidly changing world.

Lifestyle and recreation.

From skincare to sport – chemistry is all around us.

Something different.

Love chemistry but have no idea what to do with a chemistry qualification? Here's a range of people who use their chemistry skills and knowledge in unexpected ways.

Policy Advisor:

I help communicate about science for the government at home and abroad.

Tax Accountant:

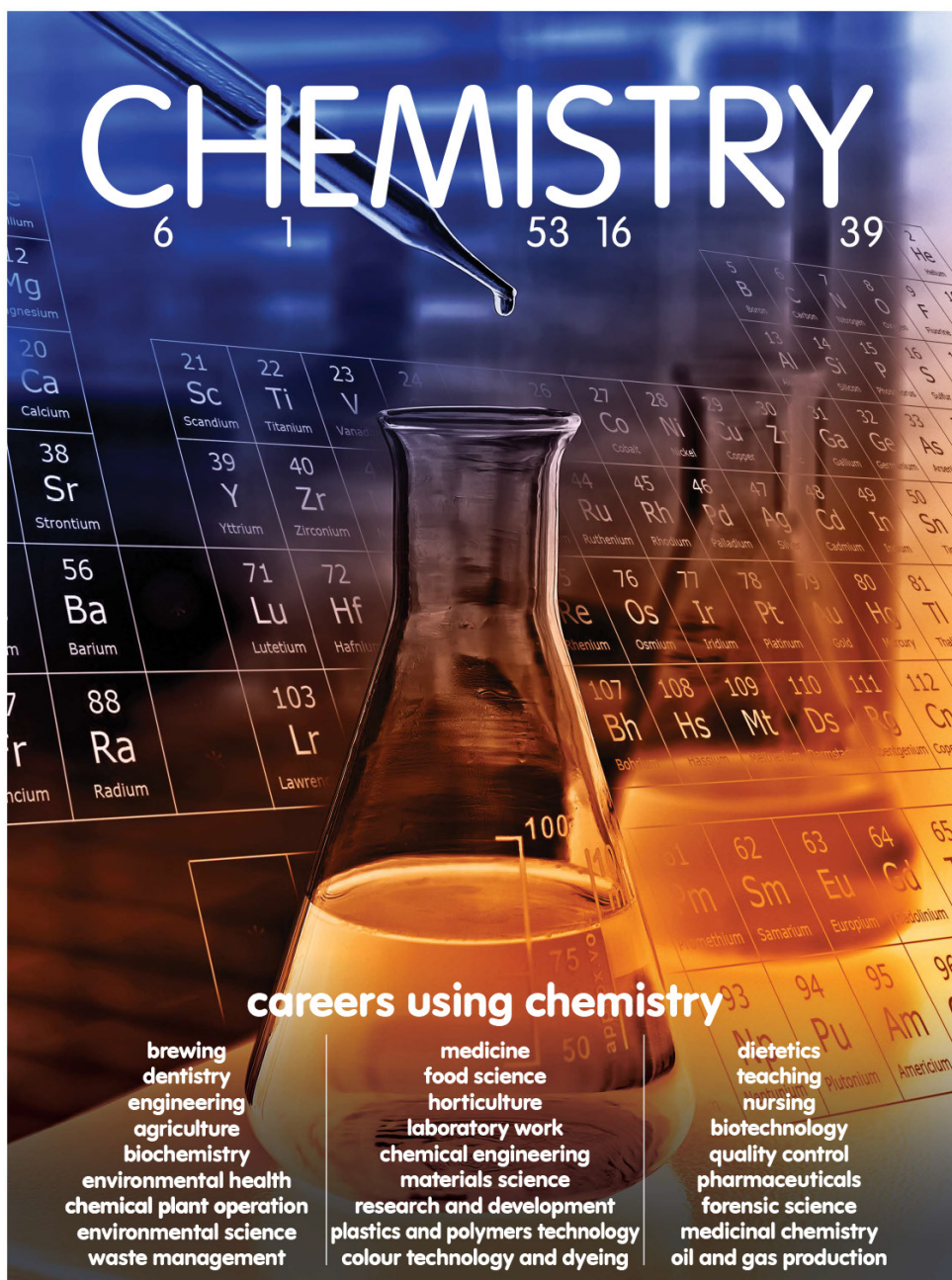
My job is about minimising a company's tax liabilities within the boundaries of tax regulations.

Investor Relations Manager:

I communicate company results, strategy and plans to shareholders, employees and management.

Freelance Science Publicist:

I look into what is going on at an organisation or an event to find a good story for the media.



CHEMISTRY

careers using chemistry

- brewing
- dentistry
- engineering
- agriculture
- biochemistry
- environmental health
- chemical plant operation
- environmental science
- waste management

- medicine
- food science
- horticulture
- laboratory work
- chemical engineering
- materials science
- research and development
- plastics and polymers technology
- colour technology and dyeing

- dietetics
- teaching
- nursing
- biotechnology
- quality control
- pharmaceuticals
- forensic science
- medicinal chemistry
- oil and gas production



find out more at [planitplus.net](https://www.planitplus.net)



MEMORY LANE



The Memory Lane image this week comes from the prize giving in 1986.

Ten pupils, of varying ages, won academic and sporting awards. By our reckoning the pupils here are in their 50s now and possible have children (and possibly grandchildren) of their own.

If you recognise anyone please be sure to contact them and ask them to contact us to let us know what they are currently doing.

Please contact us at office@woldgate.net



**Accelerated
Reader**

Accelerated Reader... The results are in!

Total words read: 38,821,992 words (+2,914,849 this week)

Reader of the week: Amelia (KED)

Form of the week: KED

Year group leader boards (Average words per pupil)

Year 7

1. HLR — 144,240
2. TDW — 104,897
3. CPO — 74,178

Year 8

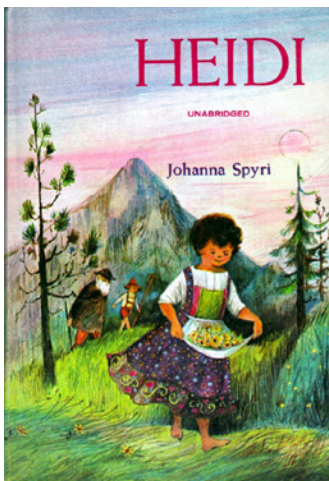
1. BER — 156,226
2. DEE — 122,845
3. JPA — 73,630

Year 9

1. RJO — 83,128
2. DLN — 63,508
3. BSC — 36,760

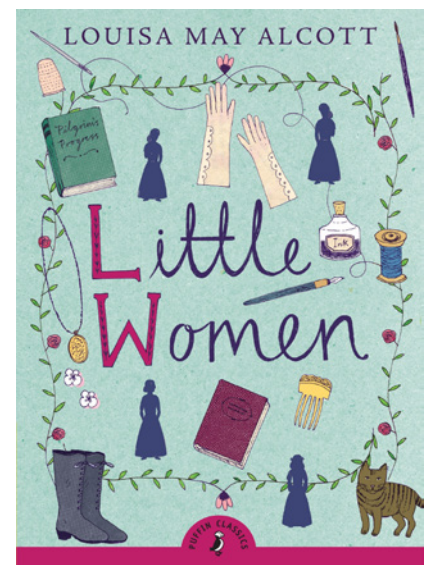
Book Spotlight:

Two classics read, and quizzed on, by pupils this week.



Heidi by Johanna Spyri (AR Book Level 8.2)

Heidi, first published in 1881, tells the story of a little Swiss girl's devotion to her simple mountain home in the Alps, and the sorrow she suffers when transported to unfamiliar surroundings in the city of Frankfurt, Germany.



Little Women by Louisa May Alcott (AR Book Level 7.5)

This classic story chronicles the joys and troubles of the four March sisters — Meg, Jo, Amy, Beth — as they grow into young ladies.



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

259,553

CHARACTER

40,893

VALUE

32,942

**TOTAL
REWARD
POINTS:**

687,069

Highest Rewarded Pupils

Year 7:	Charlotte Dover
Year 8:	Sophie Davies
Year 9:	Amelia Firth
Year 10:	Molly Cutting
Year 11:	Ellen Farmery
Year 12:	Jorja Thornett
Year 13:	Joshua Meek-Grane

Highest Rewarded Forms

7CPO
8JPA
9KED
10BJE
11MHO
12DCL
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:



120,112



153,479



148,963



119,116



163,440



**TOTAL
HOUSE
POINTS:
332,670**





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:	Carys Owen
Year 8:	Sophie Davies
Year 9:	Eve Beverley
Year 10:	Riley Mannerings
Year 11:	Ellen Farmery
Year 12:	Toby Brama
Year 13:	Holly Johnson

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:	Barnaby Hughes
Year 8:	Nikita Bogdanovs
Year 9:	Lili Denham
Year 10:	Dylan Banks
Year 11:	Hannah Bramley
Year 12:	Georgie Dawson
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:	Barnaby Hughes
Year 8:	Poppy Peacock
Year 9:	Logan Robinson
Year 10:	Ryan Clarkson
Year 11:	Emily Chantry
Year 12:	Imogen Bannister
Year 13:	Holly Johnson



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



Year 7

Mrs F McDonough
07980 702715
fmcdonough@woldgate.net



Year 8

Mrs L Cavanagh
07790 987139
lcavanagh@woldgate.net



Year 9

Mrs H Cross
07790 987142
hcross@woldgate.net



Year 10

Mrs S Clark
07790 987009
sclark@woldgate.net



Year 11

Mr M Elwers
07790 987131
melwers@woldgate.net



Sixth Form

Mrs E Fairhurst
07790 987137
efairhurst@woldgate.net



Deputy Designated Safeguarding Lead

Mrs C Wright
07790 987007
cwright@woldgate.net



Attendance Officer

Mrs R. O'Brien
01759 302395 Option 1
robrien@woldgate.net



Wellbeing and Attendance Officer

Miss E. Sanchez
01759 302395 Option 1
esanchez-garci@woldgate.net

