



# Newsletter

*Of great merit, character and value*

## Woldgate pupils make history with their epic essays on WW2



### Mr Macdonald writes:

A huge well done from me this week, to three pupils in particular, who have gone above and beyond in their History lessons. Tasked with writing an extended essay, three pupils produced a total sum of over 100 pages of work together, of very impressive quality, well beyond what was required.

### Mr Williams writes:

“As part of their history studies in Year 9, pupils study the causes of the Second World War. This builds on previous causation work, such as the causes of the First World War, which pupils studied earlier this year. This culminates in an extended essay piece on the question ‘Why did the world go to war in 1939?’. Pupils use knowledge gained in lesson and wider research to produce an analytical essay which assesses the importance of different factors,

Cont. Over

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# Newsletter

Of great merit,  
character and value

and the ways in which they worked together to bring about an event.

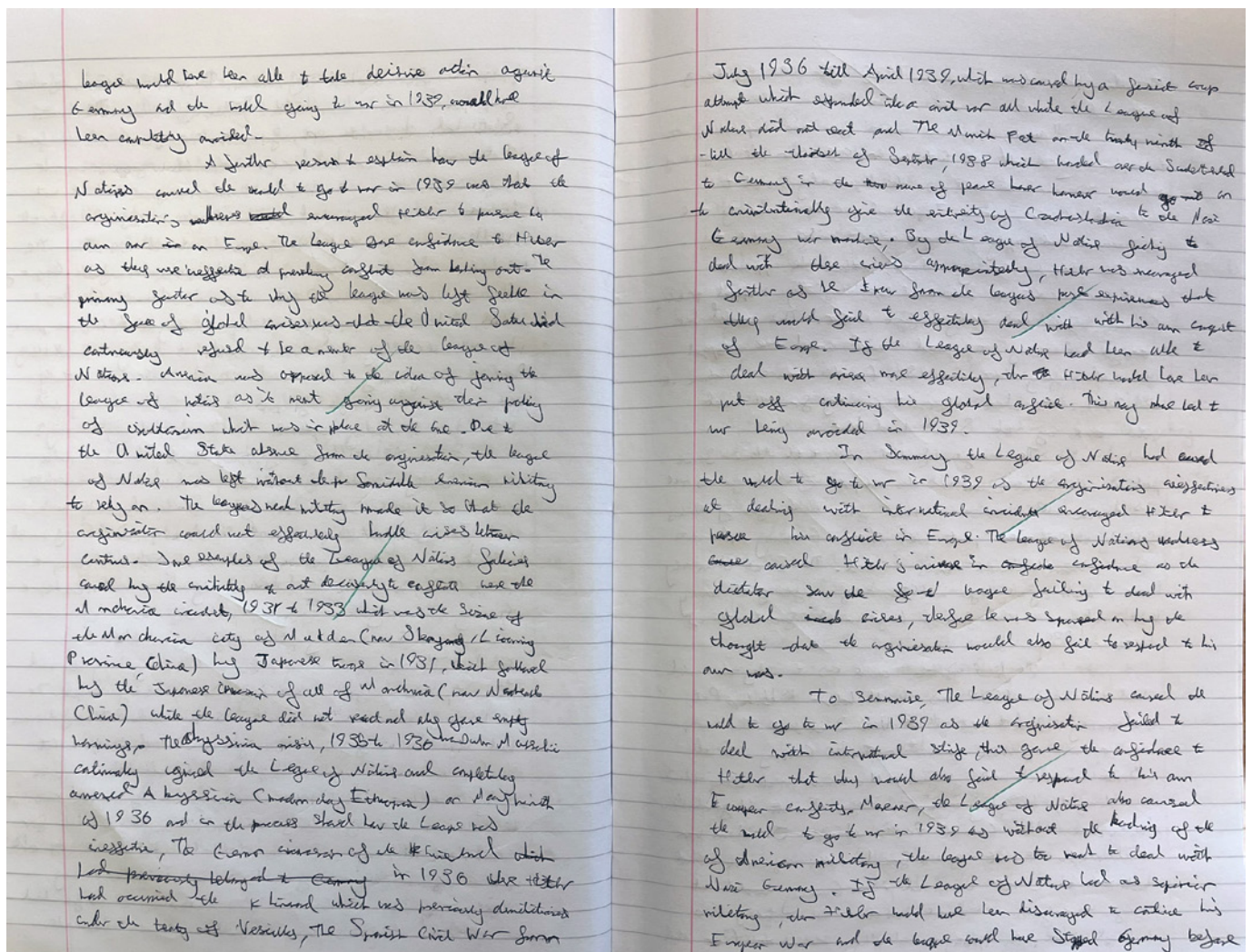
As part of this work, Barnaby, Oliver, and Evie wrote incredible essays. Writing up to 43 pages, they each produced an essay which evaluated, in depth, the role of each factor in causing the Second World War. Their level of evidence, combined with strong links between factors, allowed them to convincingly arrive at a supported and sustained conclusion.

Barnaby had this to say about his history work:

**"I put in extra effort because I really enjoy history. I have loved learning about the Second World War and how it came about, so I felt encouraged to go the extra mile."**

Barnaby, Oliver, and Evie exemplify the values of both the History Department, and those of Woldgate School. They should be incredibly proud of their achievements, and well done to all those who work hard and continue to make very good progress in history."

**Mr Macdonald**  
Head of Middle School



# Newsletter

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positively encouraged Hitler to pursue his invasion of Poland as he knew that by having signed the agreement with the Soviet Union, ~~he~~ he would not have to worry about fighting a war on two fronts. The Nazi-Soviet pact links to the actions of Hitler as the Nazi-Soviet pact influenced Hitler to invade Poland as it gave him clarity of ~~the~~ any potential ~~+~~ conflicts ~~and~~ by assuring him that Germany would not have to fight the Soviet Union. *How important was the N-S Pact in comparison to the other factors?*

To conclude, ~~I believe~~ all of the factors this essay has analysed are all key to why the world went to war ~~in~~ in 1939 as they are all interconnected in one way or another. For example, the League of Nations would not have been weakened if the US had not followed its policy of isolationism. In turn, this would have meant that the League of Nations would ~~not~~ have been able to stop Hitler's actions before they became out of control. However, ~~I believe~~ that three factors are most significant: the Treaty of Versailles, appeasement and the actions of Hitler. This is because without Hitler's extreme actions there would have been no need to ~~a~~ declare war and if Britain and France had not appeased Germany when ~~the~~ Hitler's actions would not have become so out of control that the only way to stop Germany was to declare war. The most influential factor in causing WW2 though, was the Treaty of Versailles. This is because the harsh treatment of Germany sparked Hitler's rage and possibly made Britain want to appease Germany to start with, as many believed it was possibly too harsh on the German people - especially when seeing the consequences of hyperinflation and high unemployment. So, if the Treaty of Versailles had not been so harsh, there would have been a ripple effect in which would have altered the people's views and could have changed ~~the~~ WW2 as we know it today.

*Billant*

- <sup>1</sup> The Treaty of Versailles was a long-term cause that ~~had~~ in consequences over the years and worsened over time for the German people.
- <sup>2</sup> The Treaty of Versailles motivated Hitler's actions as like many German people living in Germany, there were severe repercussions after WW1 including unemployment, as well as this, many of Hitler's actions were determined <sup>actions</sup> in aim of winning back land lost in the Treaty of Versailles or simply defying the rules of the Treaty of Versailles.
- <sup>3</sup> Britain and France followed a policy of appeasement in order to stop a war at all costs, especially as the new British Prime Minister Neville Chamberlain had lived through the errors of WW1 and didn't want his country to live through another world war.
- <sup>4</sup> The actions of Hitler, while one of the most significant short-term causes, is less important than the Treaty of Versailles as majority of Hitler's actions when he was in power were fueled and motivated by the Treaty of Versailles as Hitler desperately wanted to reclaim land lost in ~~the~~ the Treaty of Versailles.
- <sup>5</sup> However, appeasement is more important because if Britain and France had not appeased Germany's actions to begin with then Hitler would not have had time to ~~to~~ get away with more because the League of Nations would not get

which the organisation was something was intended to prevent. This is crucial as this showed to Germany that the League of Nations would be unable to prevent any future conflict ~~which~~ caused by Germany or its ~~other~~ allies thus causing the world to go to war in 1939 as this encouraged actions of war as a lack of international resistance would create an easy war path for Germany making them more likely to go to war. This links to the other factor of the actions of Hitler as this lack of resistance from the League of Nations concerning its reaction to the invasion of Abyssinia encourages the actions of Hitler as it shows how the League of Nations would be unfit to prevent any further invasions therefore increasing the possibility of war because of greater chance of victory for the axis without the hostility of the League of Nations. Another example of why the League of Nations caused the world to go to war in 1939 is because of the League of Nations' lack of an army to hold and further its mission in enforcing the ~~missions~~ goals of the organisation. This can best be illustrated in how because of the strategy of Appeasement the Allies refused to act on reparation of the Rhineland in 1936 and as well as this the American policy of isolationism this left the League of Nations without an international army to support it in contrast to the modern day United Nations international task force made up of militaries from within the organisation something the League of Nations lacked which could have stopped the actions in the build up to the outbreak of war. This is important as this lack of an army of ~~its~~ joint militia limits the power of the League of Nations to empty threats which were unable to intimidate the growing German forces without the aid of the Allies who were reluctant due to public pressure and their following the diplomatic strategies of Appeasement which greatly weakened the League of Nations due to most influential powers within the organisation following Appeasement (Britain and France). This causes the world to go to war in 1939 as the lack of army which represented and followed out the will of the League of Nations which in turn allowed the Axis to enforce their will over Europe before the outbreak of war due to their not being a political neutral power (which the League of Nations could have been) to restore and preserve the power balance in Europe. This is crucial as this lack of a neutral power to restore the German aggression in Europe only continued to increase the arrogance of Germany which in turn caused the outbreak of war because a lack of opposite power to quell the rising tension as the Allies refused to do so.

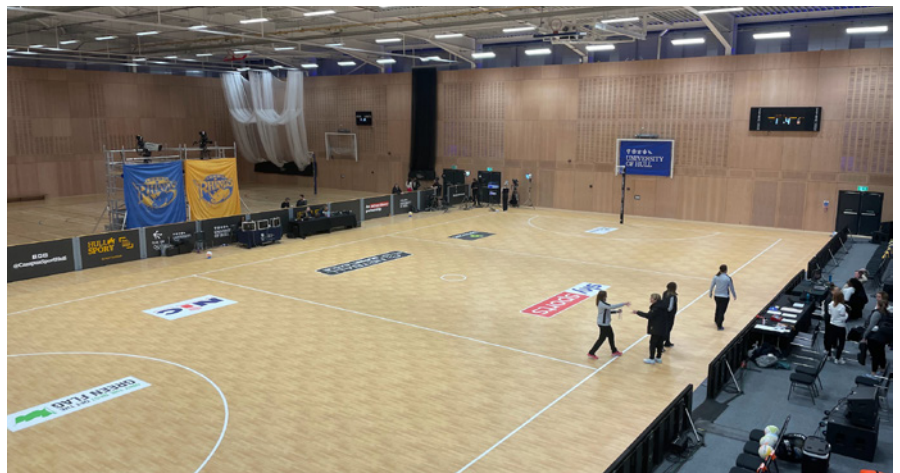


## PE

### *Miss Wilkinson writes:*

In this spotlight article I really wanted to focus on netball. This is because in the past few years Netball has sky-rocketed its way to become one of the biggest team sports in the country, played by over 1.2 million individuals across the UK on a regular basis.

On Friday 24th March, myself and Mrs Painter took 20 Year 10 and 11 girls to watch Leeds Rhinos vs Severn Stars at the Allam Arena at the University of Hull. This was a superleague game and was televised on Sky. Both teams had players who represent their countries internationally and as such created a lot of excitement about the game amongst the spectators. On the first centre pass, the home side started most brightly as Brie Grierson and Paige Reed combined well in the shooting circle, while the defence forced several turnovers. The ball was passed between the teams before Stars converted a Rhinos centre



along with their own to give themselves the lead 19-20. Rejuvenated after a half-time team talk from Jo Trip, Stars stormed into a narrow lead after the break, but unforced errors meant that they were once again reined in by Rhinos. Liana Leota's side did just enough in the third quarter to keep Stars one goal behind them with 15 minutes to play with a 39-38 advantage. The lead exchanged hands in the final quarter as it had done all game, before Burger held her nerve to sink her side's centre pass to move into the lead with seconds remaining. A call against Rhinos handed Stars a chance to sew up the win, which the South African did not pass up to seal a thrilling win.

Both pupils and staff alike thoroughly enjoyed the game and it was a pleasure to watch netball being played at the highest level, which was definitely inspirational to all those that went to watch.

**But why play netball? What makes it such an attractive sport to play? Over the page are my top 5 answers:**

# Newsletter

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character and value*



## 1. THERE'S A LEAGUE FOR ALL ABILITIES

You can play netball at any level, whether that be for fun and recreational level or at a higher level for players and teams who want a faster and more challenging game.

## 2. GREAT WAY TO KEEP FIT

Playing netball is a fantastic way to keep fit, irrespective of the level you choose play at. Netball is a fast-moving game that requires players to run around the court, sprinting and changing direction quickly, over time this greatly improves cardiovascular fitness and strength

## 3. MEET NEW PEOPLE

Playing in a netball league is a great way to meet new people. There's a healthy amount of competition between the netball teams but at the end of the day everyone's there to have fun.

## 4. BEGINNERS WELCOME

Beginners welcome – netball clubs do not expect you to have played before or even know the rules of netball to join our leagues.

## 5. TEAMWORK

Because netball is a team sport, it gives players a great opportunity to develop their teamwork and communication skills. This is because due to the positions that each player has in netball, teamwork is a vital skill to move the ball successfully between the thirds of the court.

## Want to know more?

Why don't you join one of our local netball clubs!

### Pocklington Netball Club

Sunday Netball | Francis Scaife | 5pm until 6pm

£5 pay as you go session or £40 for 10 weeks (pro rata if starting mid way)

Age 14/15 upwards (depending on level of players)

We are not an affiliated club so prefer to have a minimum age for safety.

This session is a great chance for those getting back into Netball or wish to play more Netball. We play for the full hour with breaks every 10 minutes and a switch of positions.

We have many of our team members attending as well as other players. It is a great relaxed way to get fit and improve your game.

07968 441616 contact Rachel or contact us on Facebook — Pocklington Netball Club.

### A friendly Netball Club based in the heart of Stamford Bridge village.



Always recruiting new players; to join our existing junior and senior teams who participate in weekly league matches.

All ages and abilities welcome to come along and meet likeminded people, get fit, have fun, and get involved.

Whether you have played Netball recently, not touched a ball since school or just fancy trying something new; then come down to training and give it a go.

Find us on Facebook "**Stamford Bridge Netball Club**" for regular updates or contact:

**Juniors** – Kay 07727135974 / Paula 07834221458

**Seniors** – Michelle 07753565461

All training takes place at Stamford Bridge Sports & Social Club, Low Catton Road, YO41 1DZ.

**Juniors** – Tuesday 6-7pm (years 7-9) or 7-8.30pm (years 10-11) **Seniors** – Wednesday 7.45pm-9pm.



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## Headteacher's Welcome



### Mr Sloman writes:

Over the next few weeks, our Year 11 pupils and Year 13 students will commence their final exams. These exams are the culmination of years of consistent hard work, dedication and determination, and we wish them all the best of luck. Preparing for exams effectively takes place over weeks and months, and we have provided our pupils, students and parents with lots of good advice around maintaining their wellbeing, effective study habits and revision techniques. Now is the time for our pupils and students to ensure they are putting these into effect, to guarantee the best possible outcomes.

Effective revision also helps to maintain good mental health at this time. A 'little and often' approach to revision is best, with highly effective revision sessions lasting no more than 20 minutes at a time, interspaced with short breaks. This is the optimum period for good concentration. Avoid distractions, especially music and mobile phones during these revision periods.

Cont. Over



### Important Dates for your Diary

**Monday 1st May:**  
Bank Holiday  
(School closed)

**Monday 8th May:**  
Bank Holiday  
(Coronation – School closed)

**Wednesday 10th May:**  
Year 10 Parents' Evening  
(4:30pm to 7:30pm)

**Monday 15th May:**  
Year 7 Parents' Evening  
(4:30pm to 7:30pm)

**Thursday 18th May:**  
Drama visit to the Sheffield  
Lyceum Theatre

**Thursday 25th May:**  
Drama GCSE Skills event at  
Pocklington Arts Centre



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Effective revision is 'active', with pupils and students creating diagrams or notes, revision cards etc. Practising past exam papers is effective revision, as well as explaining concepts to a family member, or asking them to quiz you. Avoid ineffective 'passive' revision approaches, including just reading notes.

To ensure their wellbeing, pupils and students should ensure they make time for rest and relaxation too. Revision is essential, but it is also essential that pupils and students intersperse their revision with time to do things they enjoy. Regular short breaks during revision are important, as well as making time to see friends, family and do their hobbies and interests. Revision plans are helpful with this, as they ensure pupils and students are making time for everything. They can also help pupils and students assign revision time to all their subjects, instead of taking a more 'ad hoc' approach.

Finally, diet, rest and exercise have been proven to have a profound impact on revision and exam performance. Pupils and students must ensure they are getting at least 8 hours of good, uninterrupted sleep every night, away from mobile phones. A good, healthy breakfast each morning ensures they are alert and able to think and recall from their memory quickly, and regular exercise maintains positivity and good mental health.

We wish all of our Year 11 pupils and Year 13 students all the best over the coming weeks with their exams, and we are all here to support them in school throughout the exams. Please do contact your child's Care & Achievement Coordinator if you would like any more information about the support for your child in school, and advice about how you can support your child at home.

**Mr Sloman**  
Headteacher





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## Lower School



### Ms Minton writes:

It was lovely to be able to celebrate with our highest rewarded pupils from last Half Term as we held our Breakfast of Champions last Friday. You are all superstars and have demonstrated just what our core values of merit, character and value really mean through your hard work and dedication. We hope you enjoyed your breakfast and wish you all the best for this Half Term.

Annabelle

Freya

Noah

Carys

Hannah

Edith

George

Sophie

Hermione

Sophie

Alfie

Rachael

Luke

Sam

Charlotte

Oscar

Eleanor

Martha

Jack

Sam

Ms Minton

Head of Lower School

# Newsletter

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## Upper School



*Miss Hull writes:*

Last Thursday, we celebrated Upper School Pupil Achievements with our Breakfast of Champions Event. Our top rewarded pupils in Year 10 and Year 11 across the previous half term were invited to the event as recognition of the Great Merit, Character and Value they had displayed.

### Our top rewarded pupils were:

Emily Guest	Felix Jones	Joshua Berger
Freya Huby	Toby Smith	Molly Cutting
Molly Randle	Stanley Beasley	Ryan Davison
Chloe Massey	Oliver Newton	Evie Wood
Savannah Roberts	Joshua Richards	Dylan Banks
Eleanor Taylor	Lilia Smith	Samantha Stones
Tiffeny Archibald	Iris Craggs	Amelia Bottom
Hattie Ella	Maisie Newton	Antoinette Van Greuning
Lily Featherstone	Eleanor Munro	Teagan Cattaneo
Frank Fitzpatrick	Charlie Arthur	Adam Lilley
Connor Godliman	Jessica Lawrence	Maisie Page
Rose Whelan	Raven Marshall	Molly Munday
Jack Rowland	Ryan Clarkson	Chloe Delaney
Luke Shanmuganathan	Michelle Chi	

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**gcsepod**  
education on demand

Each week in Upper School, we are also recognising those pupils who engage with GCSEPod. GCSEPod is an online revision tool where pupils can recap core content and test their understanding with check and challenge questions. All pupils in Upper School have received their log in and should be using this regularly to support with learning. The top two pupils in each of Year 10 and Year 11 are given a £5 Amazon voucher.

## Last week's top GCSEPodders were:

Year 10 — Leah Coleman and Dylan Cook

Year 11 — Eliodoro Bramley and Malwina Rozanska

Miss Hull  
Head of Upper School



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## Sixth Form



### Miss Smith writes:

**Over the previous two weeks I have felt incredibly proud of our Year 12 and 13 students as they have focused on preparing for Year 12 mock exams which commenced this week and for the final Year 13 examinations which commence next month. Conversations with students demonstrate their commitment and ambition to succeed and their aspirations for their future is truly impressive.**

In terms of preparing to take the next steps one key task that Year 13 students intending to proceed to university in September need to complete over the coming weeks is to apply for their Student Finance to cover tuition fees and living costs. Students are entitled to student finance to cover their tuition fees. Tuition fees in the UK are set at a maximum of £9250 per year and cover the cost of lectures, seminars, tutorials and access to course-related facilities and equipment and access to campus libraries and computer resources. All students are entitled to a Tuition Fee Loan that will cover the entirety of the cost of the course and will be paid directly to the course provider.

In addition, students are entitled to a Maintenance Loan and the amount that students are entitled to will depend on household income, university location and if the student is living at or away from home. It can take up to six weeks to process student finance application so students should try and ensure that they complete their application as soon as possible. To start a Student Finance application students should go to [www.gov.uk/studentfinance](http://www.gov.uk/studentfinance)

Early completion of the Student Finance application will also enable students and families to start budgeting. The truth is that for many students the Maintenance Loan is unlikely to cover the full cost of university and most students will need to seek part-time employment. Considering employment over the summer can also be incredibly beneficial for students progressing to university in the autumn term.

Furthermore, it is worth looking at additional forms of funding including scholarships, bursaries and grants. These forms of funding don't have to be repaid and are awarded for an incredibly diverse range of reasons. UCAS offer a full guide to scholarships and bursaries that is certainly worth exploring: [Scholarships, grants, and bursaries | Undergraduate, Conservatoires | UCAS](#)

**Miss K Smith**  
**Head of Sixth Form**

# Newsletter

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**Pocklington Dolphins is a competitive swimming club looking for new members**





We have approx. 80 members and are currently having a recruitment drive to find even more confident swimmers of ALL ages

We currently offer up to 4 swim sessions coached by our fully qualified team, held each week in Pocklington,  
Francis Scaife:- (inc. school holidays)  
*Monday, Thursday, & Friday evenings and also Saturday & Sunday afternoons*

Pocklington Grammar School:- (exc. school holidays)  
*Tuesday from 7.15pm*

All for the great value of either £22.50, £37.50 , £40.00 per month  
(paid via monthly subscription )

So, if you can  and you want to win 

Please get in contact with either:-

Kev Pickering (Head Coach) [krazi.kev@btinternet.com](mailto:krazi.kev@btinternet.com)  
Rachel Pickering (Membership Secretary) [repickering@btinternet.com](mailto:repickering@btinternet.com)

to attend a trial night and be part of this great local club that has been running for over 57 years

**We look forward to hearing from you**



## The Stress Awareness Month

Stress and poor mental health are one of the biggest public health challenges that we're facing. Sadly, even though that is the case, we are still not taking its impact seriously enough. We continue to separate mental health from physical health and vice versa. The reality is they cannot be separate – they are two sides of the same coin. There is no health without mental health and stress can lead to numerous health problems. From physical problems, like heart disease, insomnia, digestive issues, immune system challenges, etc to more serious mental health disorders such as anxiety and depression.

Stress Awareness Month has been held every April since 1992 to raise awareness of the causes and cures for our modern-day stress epidemic. It is the time when we have an opportunity for an open conversation on the impact of stress. Dedicated time to removing the guilt, shame, and stigma around mental health. To talk about stress, and its effects and open up about our mental and emotional state with friends, families, colleagues, and professionals.

This week's resource is a destressing planner. This could be used by people of all ages. It may be a useful resource as we approach exam season to help pupils lower anxiety and stress levels.

# DAILY DESTRESSING PLANNER

## THE MOST URGENT TASK

## TASKS WITHOUT TIME PRESSURE OR RISK FACTORS

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

NOTES:

## SELF-AWARENESS QUESTIONS

- WHEN ARE YOU MOST PRODUCTIVE?
- ARE YOU A MORNING OR AN AFTERNOON PERSON?
- WHAT IS THE FIRST THING YOU DO IN THE MORNING?
- HOW DO YOU FEEL IN THE AFTERNOON?
- ARE YOU SAVING UP OR DELAYING TASKS TO WHEN YOU HAVE THE LEAST AMOUNT OF CONCENTRATION AND HEADSPACE?
- IS THIS THE BEST USE OF YOUR TIME, FOCUS AND ENERGY?

## DUMP ZONE FOR IDEAS (TO DEAL WITH LATER)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DELEGATE

ASK YOURSELF:

**WHY** AM I DOING THIS NOW?  
**WHY** AM I DOING THIS **NOW**?  
**WHY** AM **I** DOING THIS NOW?

NOTES:



FOCUS ON TODAY'S TASKS AND DUMP THE REST FOR LATER!

# MANAGE YOUR ENERGY

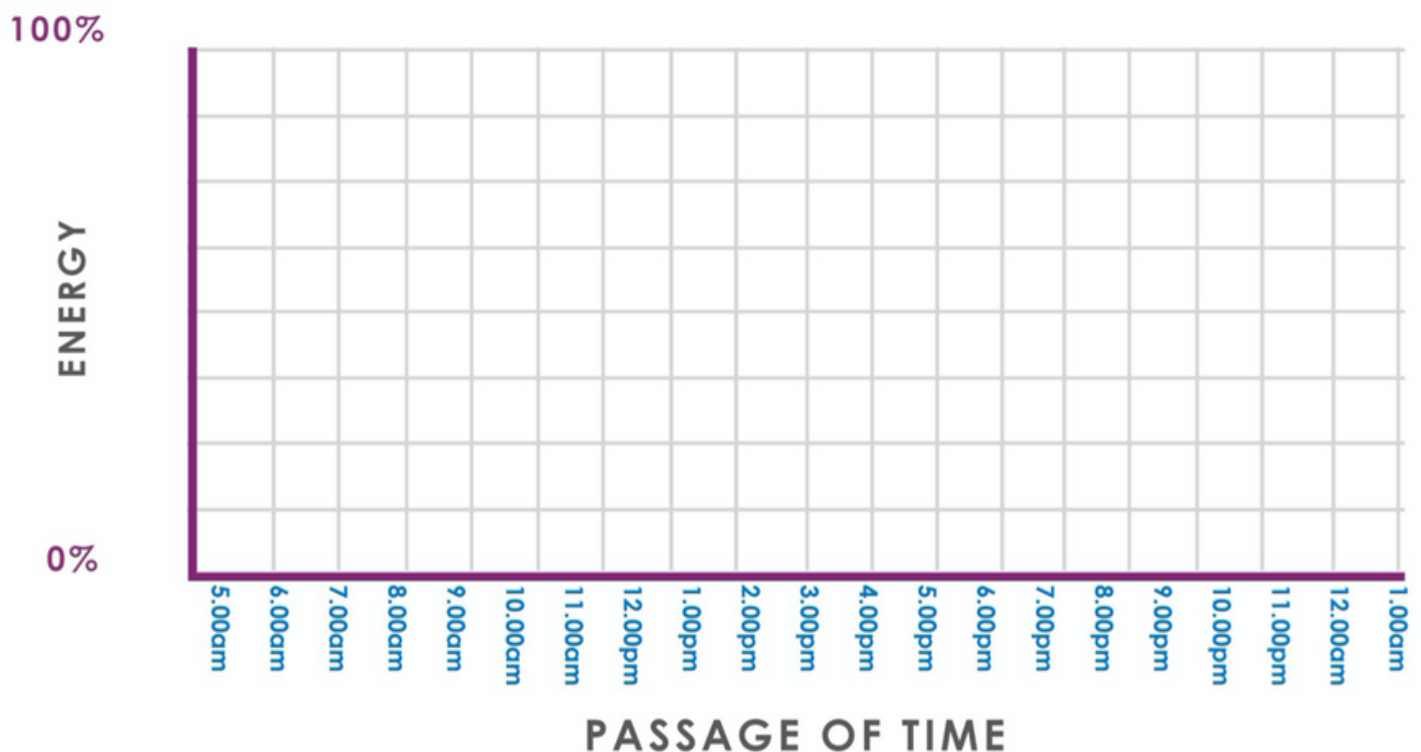
IT IS MORE EFFICIENT TO ARRANGE YOUR WORKLOAD TO MATCH YOUR ENERGY LEVELS. E.G. IF YOU KNOW THAT YOU HAVE AN ENERGY BOOST IN THE MORNINGS, USE THAT TIME FOR HIGH ENERGY OR CREATIVE TASKS, THEN USE YOUR LOWER ENERGY TIMES FOR GENERAL ADMIN TASKS SUCH AS CHECKING EMAILS.

**USE THE CHART PLOT YOUR OWN ENERGY CYCLE:**

- DOES THIS MATCH WHEN YOU SCHEDULE YOUR WORK?

**COULD YOU USE THE CHART TO PLOT FOR A DIFFERENT TIME PERIOD:**

**A WEEK, A MONTH, A QUARTER OR EVEN A YEAR?**



[www.wellbeing.work](http://www.wellbeing.work)  
[www.stress.org.uk](http://www.stress.org.uk)



International  
**Wellbeing Insights**  
People, Culture & Wellbeing



**APRIL 2023 STRESS AWARENESS MONTH**



# Newsletter

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## 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 PROBLEM SOLVING. If you have an opportunity, please discuss this with them and ask them to share how they have demonstrated these skills this half term.

### STARS update

In their STARS sessions this half term, Year 7 are completing a 'healthy body' unit as part of the PSHE aspect of the STARS curriculum. As part of this, pupils will be exploring the importance of eating healthy food, the benefits of exercise and the importance of getting good quality sleep. As part of the unit, pupils will also be exploring the strategies that fast food companies and the like use in order to influence what we eat.

### Careers and the Curriculum

In this part of the STARS update, we have begun exploring how different curriculum areas can lead to a range of careers. Most recently, we explored how the sciences and maths can lead to a huge arrange of careers. Today, we look at English.

English courses can be split into English language (looking in detail at the structure of language) and English literature, looking in detail at texts form books, plays and poetry.

It is useful for all jobs as it helps you develop important analysis and written communication skills. Most employers always



**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.

**SOCIETY**  
Of great Character.

**TARGETS**  
Of great Merit.

**APPEARANCE**  
Of great Value.

**RESPONSIBILITY**  
Of great Character.

**SAFETY**  
Of great Value.

# Newsletter

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say they want people with good English skills.

If you enjoy English you could use your creative and analytical skills to work in a huge range of different career areas. The skills you gain through studying English are marketable in most sectors

If you are interested in the Arts and like reading, media, the theatre or events, there are lots of opportunities in broadcasting, publishing and arts management.

If you like debating and putting together persuasive arguments you may enjoy law, politics and government or business roles. English combines well with all subjects.

Some English graduates choose to continue their academic studies by doing an MA or a PhD in areas such as English language and literary studies, creative writing, Victorian, fantasy or medieval literature, or linguistics.

Others choose to study more vocational postgraduate courses in areas such as teaching, journalism, librarianship or law. Such courses allow you to study in an area you wish to enter as a career.



# ENGLISH



## careers using english

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>law</li> <li>politics</li> <li>acting</li> <li>writing</li> <li>civil service</li> <li>film/tv editing</li> <li>copy editing</li> <li>speech therapy</li> <li>administration</li> <li>management</li> <li>digital content editing</li> </ul> | <ul style="list-style-type: none"> <li>editing</li> <li>teaching</li> <li>marketing</li> <li>journalism</li> <li>broadcasting</li> <li>clerical work</li> <li>copywriting</li> <li>film/tv production</li> <li>classroom support</li> <li>events management</li> <li>information services</li> </ul> | <ul style="list-style-type: none"> <li>teaching</li> <li>publishing</li> <li>advertising</li> <li>archive work</li> <li>public relations</li> <li>proofreading</li> <li>librarianship</li> <li>film/tv direction</li> <li>travel and tourism</li> <li>arts administration</li> <li>digital marketing</li> </ul> |
|---|--|---|



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



English graduates may decide to undertake professional vocational study in areas such as marketing and management, finance, human resource management and business to enhance their knowledge of a specific career area.

## MEMORY LANE



This week in our trip down memory lane we go back 38 years to 1985 when the school had its minibus delivered.

A minibus meant pupils could easily get to and from sports fixtures between other schools and other cultural events. Staff had to pass an additional assessment to be able to drive the minibus.

If you were taken to a sports fixture or event in this minibus please do get in touch

[office@woldgate.net](mailto:office@woldgate.net)

# Good Attendance



Means being in school at least  
97% of the time\*



90%

19 Days  
Absence

**BELOW MINIMUM** GOVERNMENT  
THRESHOLD

93%

13 Days  
Absence

**VERY LOW**

95%

9 Days  
Absence

**LOW**

97%

6 Days  
Absence

**GOOD**

100%

0 Days  
Absence

**PERFECT**

*\*Across one academic year*

# Newsletter

*Of great merit,  
character and value*



**Accelerated  
Reader**

Accelerated Reader... The results are in!

Total words read: 46,961,241 words (+311,453 this week)

Reader of the week: Martha (9DLN)

Form of the week: 9DLN

Year group leader boards (Average words per pupil)

## Year 7

1. HLR — 162,642
2. CPO — 112,719
3. TDW — 106,501

## Year 8

1. BER — 167,498
2. DEE — 134,555
3. RSC — 90,874

## Year 9

1. KED — 101,044
2. RJO — 90,712
3. DLN — 88,791





# 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**

**289,414**

**CHARACTER**

**45,214**

**VALUE**

**36,859**

**TOTAL  
REWARD  
POINTS:**

**767,939**

### Top Reward Earners

Year 7:	George Bowes
Year 8:	Shay Brookes
Year 9:	Eden Mills
Year 10:	Michelle Chi
Year 11:	Katie Thompson
Year 12:	Jorja Thornton
Year 13:	Claire Farmery

### Highest Rewarded Forms

7TDW
8RPA
9DBE
10SHW
11ROW
12SJW
13HMB



# 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:*



134,520



169,181



168,055



133,419



183,749



TOTAL  
HOUSE  
POINTS:  
374,074





# 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:	Lucy Dalglish
Year 8:	Olivia Murphy
Year 9:	Lillie Cole
Year 10:	Finn Harland
Year 11:	Frazer Pollard
Year 12:	Abigail Hardcastle
Year 13:	Katie Fitt

## 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:	James Larcombe
Year 8:	Evelyn Coulson
Year 9:	Joshua Dolphin
Year 10:	Dylan Banks
Year 11:	Evie Walton
Year 12:	Imogen Bannister
Year 13:	Harvey Morrison

## 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:	James Larcombe
Year 8:	Oliver Brack
Year 9:	Eliza Hunt
Year 10:	Leah Coleman
Year 11:	Olly Mitchell
Year 12:	Abigail Hardcastle
Year 13:	Claire Farmery



*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

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### Year 10

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### Year 11

Mr M Elwers  
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### Sixth Form

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### Deputy Designated Safeguarding Lead

Mrs C Wright  
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### Attendance Officer

Mrs R O'Brien  
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### Wellbeing and Attendance Officer

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