



Newsletter

Of great merit, character and value



Woldgate pupils find the words to care

Contents

Spotlight on: Mathematics

Page 5

Headteacher's welcome

Page 8

Lower School;

Page 9

Middle School

Page 10

Sixth Form

Page 11

Revision Sessions

Page 12

STARS Update

Page 14

Memory Lane

Page 17

Accelerated Reader

Page 19

Rewards

Page 20



Miss Hull writes:

Last week, Mrs Wellock arranged for a local poet to come and work with our Year 10 pupils. It provided a fantastic opportunity for our pupils to engage with poetry and as Head of Upper School, I am hugely grateful to Henry for coming in and Mrs Wellock for organising the day!

Mrs Wellock writes:

On Monday 24th April, Year 10 had a visit from Henry Raby, a local poet. Raby is a performance poet, theatre-maker, playwright and workshop facilitator. His work has been described as playful, highly charged and passionate!

Cont. Over



Newsletter

*Of great merit,
character and value*



In an engaging assembly, Raby performed some of his own poetry and the poetry that had inspired him. Raby recalled his school study of poetry and how seeing poets perform their poetry had a huge impact on his career path. He also engaged his audience as Slam Poet judges, selecting five pupils to rate his poetry slam performance based on the poem's level of complexity, creativity, the poet's physical presence and dramatic performance, and the pace and timing of the reading. Also, a fantastic response was achieved by his reading of his poem entitled 'I'm sorry I missed your gig' which Raby specially updated for Year 10 much to the audience's delight.

Later in the day, Raby led two poetry workshops, providing pupils with tools and games as an entry point to writing their own poem. As a warmup task, pupils created new words and gave them unique definitions. A fruitful task was creating new and intriguing metaphors from mismatching definitions of words; numerous poem titles and concepts were created: a mirror – displaying a spectral being. This led to considering emotions and everything about them: from the sounds associated with them to envisaging that emotion as an object and considering its characteristics. Finally, pupils were also encouraged to consider themselves the subject of a poem and use what made them unique to determine their first line (also inspired by the opening line to Iggy Pop and The Stooges – Search and Destroy: "I'm a street-walking cheetah / With a heart full of napalm.")

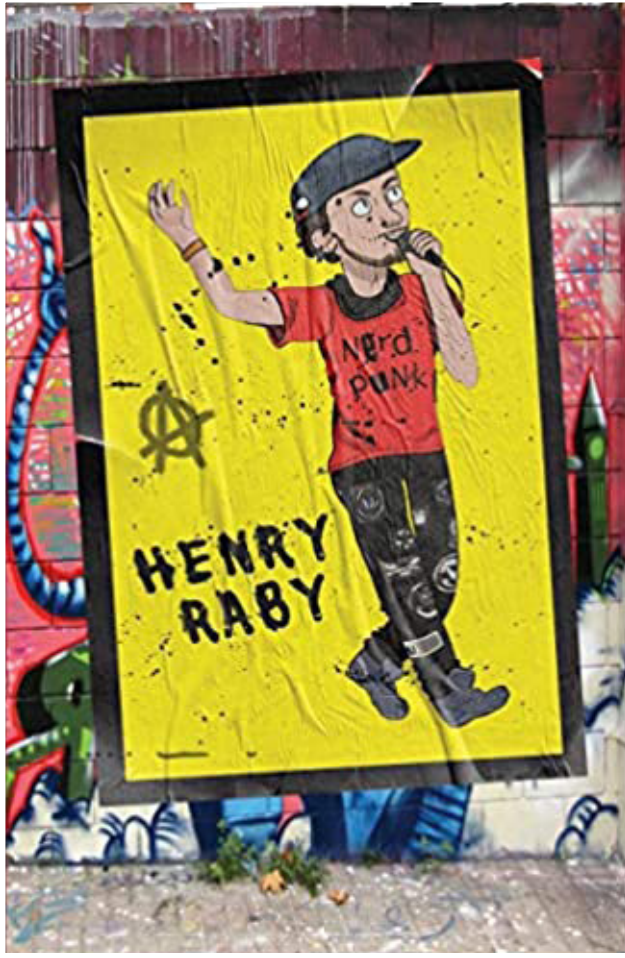
Pupils really enjoyed the day, here are some of their comments and observations:

"The assembly made poetry more interesting and accessible."

"I loved the opportunity to write about things important to me in the workshop."

Newsletter

*Of great merit,
character and value*



"It was helpful that he explained the context of his poetry."

Pupils have recently completed a unit of Poetry for GCSE English Literature, including Unseen Poetry and we hope that the skills and enthusiasm gained by this day will help develop their responses in the course. It was also a great opportunity to learn something different and perhaps feel inspired to write their own poetry.

Raby has also donated a copy of his book of Poetry 'Nerd Punk' to the school library.

On the next page is a poem written by one of our Year 10 pupils: 'A Human Experience'





Newsletter

*Of great merit,
character and value*

A Human Experience

I walk these echoed halls,
The sounds rise and fall like waves,
But unlike them I find little comfort.
Roars and whispers,
Bits and pieces of conversations that combine into a gale.
Colours are loud too.
The sun shouting at me, burning and obnoxious.
I find comfort in the deadly silence of the night.
In the moon, her soft and calming smile, lighting the dark safety.
I find myself wanting to escape the day,
Hiding in my own created night.

It doesn't help.

I run.
From the people, from the rules,
From what society tells me I should do.
Eyes watch me.
Sounds deafen me.
Material hurt me.
People drain me.
Once I've run, I can't always stop until forced.
By school.
Family.
Friends.

I'm glad. Otherwise, I'd never be brave enough to face them again.

I am an alien.
I stand in a crowd alone,
I talk and no one listens to my words,
Its just background noise like static,
Meaningless and annoying.
I look like everyone else, but my infrastructure is different.
A computer with different wiring.
A statue of a different stone.

And I know others know it too.

The comments I don't know how to respond to,
The questions I don't know if I should answer,
The looks I don't how to read.
Am I doing it wrong?
My mask is slipping, and I'm scared.
My mask protects me from the world but its tiring.
The fake smile.
The laughs at jokes I'm too scared to admit I don't understand.

I can't take it off now. I'll never be able to unlearn it.

I collapse when alone, falling like Icarus. Like Lucifer.
I am wrong. I flew too high and paid for it.
Went too long acting, masking, pretending I was normal.
What is normal?
The tears fall too. Not always but enough.
Enough times to know I need help.

I'm sometimes too scared to ask.

But I ask you all this,
Do you look down upon me for this?
Have I helped explain?
You may relate to my feelings, you may not.
But this is what I feel.
Do not feel pity for me. I don't want that.
Do not feel sorry for past actions. It doesn't help.
Be aware and live knowing we are all different in our own ways.
Yet we are all human.

And what a horrifying experience to share.



MATHEMATICS

Miss Rogerson writes:

In Mathematics we provide an environment where pupils can learn and become confident users of the subject and its applications. It is one that enables our pupils to develop a deep and lasting understanding of procedures and concepts so that their chances of success are maximised.

There has been much talk in the media recently around the general attitude towards Mathematics nationally, and the importance of showing positivity towards a crucial subject needed in life after school. Here is what our maths ambassadors have to say:

Eve – Year 10

Maths can be enjoyable for the structure and form of the many different topics covered in the subject. However, it is also challenging which means you have to put time into the subject. This will benefit you in the future as maths is found in every career path. For example, to be an athlete you have to find the length in meters or to be an author you have to track the number sold, the cost and the profits. Maths can also help you in other subjects, such as Science with the calculations needed, or in English with the sentence and paragraph patterns. On top of this the structure in maths creates a routine form that gives people comfort in following a method. The variety in maths makes sure there is always something that you are happy and comfortable with in the subject.



Katie – Year 9

Maths can lead to many different types of jobs. There are the more commonly recognised maths careers such as accountants, bankers, and data analysts, however there are also other jobs that you wouldn't immediately think use maths. Almost every career out there will use maths within the job making it a very important subject to study and a good option for A-levels too. Some other career paths that use maths regularly are architects, astronomers, and game designers. Maths can be very enjoyable to do, and very useful in the future.

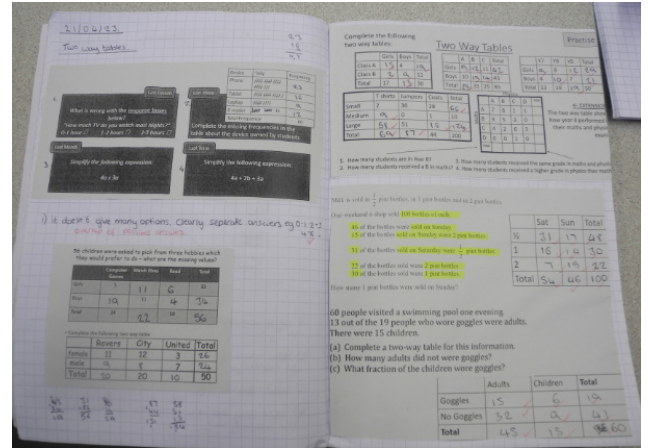
Newsletter

*Of great merit,
character and value*

Lower School

This half term, Year 7 pupils are developing key skills in representing data, applying different graphs and charts to real-life contexts, then moving on to using data to calculate different averages, recognising when to use them and deciding which average is most appropriate in any given context.

In Year 8, the theme this half term is 3D geometry. Pupils started the half term looking at the properties of 3D shapes, and the terminology used to accurately describe them, they then have developed the work they did on 2D shapes earlier in the year to help find volumes and surface areas of prisms, pyramids and circular 3D shapes. Pupils will also look at using 3D coordinates and using isometric paper to give accurate representations of 3D objects.



Year 9 have recently started studying towards their GCSE in Mathematics, and are currently in the second block (of ten). This begins with reviewing angle rules seen in KS3, and applying them to calculate missing angles and problems with parallel lines and angles in polygons. In this block, pupils will then move onto solving linear equations, forming equations from problems, and linking this with the angles work where they can solve equations to calculate angles.

Upper School



Year 10 are currently working on the seventh block. This unit begins by looking at a variety of graphs and charts used to represent data as well as to interpreting them. Pupils will then draw conclusions or make comparisons between different data sets. Towards the end of this academic year pupils will be engaged in mock examinations which will be used to assess what they have learnt and remembered from the GCSE specification so far.

Year 11 are currently preparing for their GCSE examinations. All class are using practise papers and exam questions, and using feedback from this to determine the direction of the lessons. We wish all of our Year 11s the best of luck in their exams!



Newsletter

*Of great merit,
character and value*

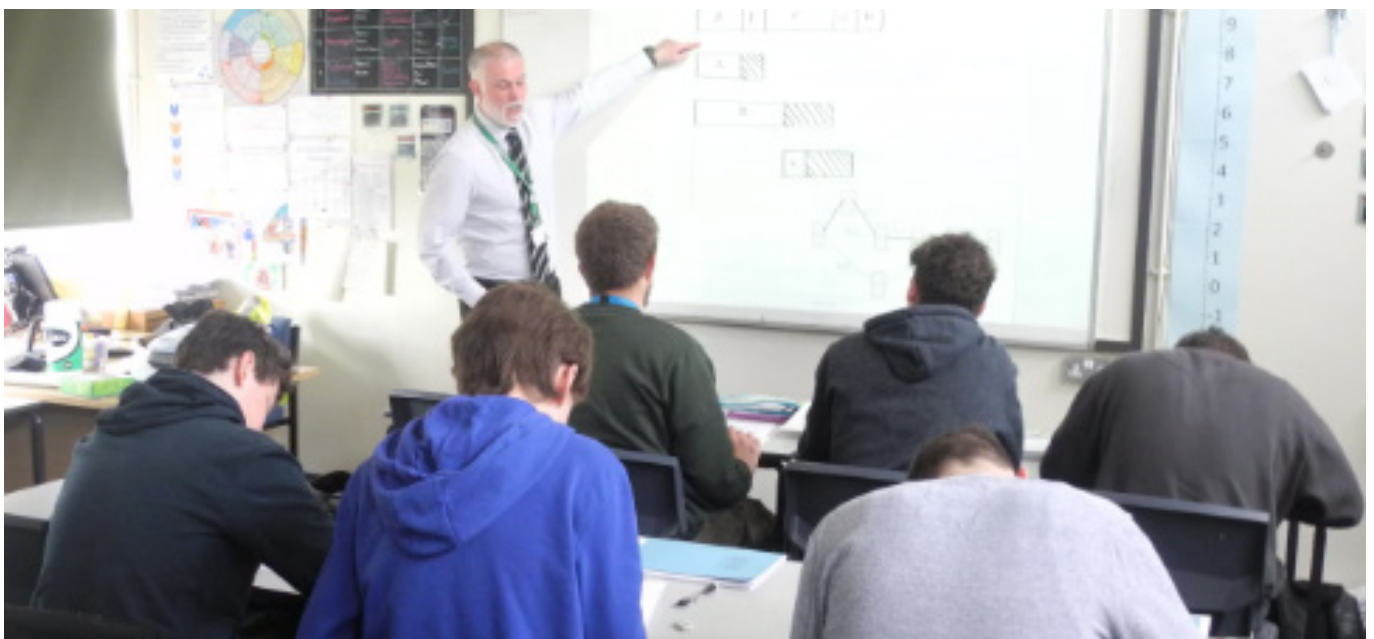
Sixth Form

Following on from the Year 12 mock examinations, pupils will continue with the 'pure' aspect of the course. This focuses on algebraic methods including factors in polynomials and algebraic proof, circle geometry, and the study of exponentials and logarithms. This will hopefully allow for classes to start studying 'Pure 2' after May half term.



Year 12 Further Maths will begin studying Further Mechanics and Core Pure 2 from May half term, once they have completed critical path analysis in Decision and Volumes of revolution in Further Pure.

Year 13 have been preparing for their A-Level examinations. They have been using practise papers to guide their revision in Pure, Statistics and Mechanics. We wish all our Year 13 students the best of luck in their exams and future career paths, and would encourage them to find us as quickly as possible to overcome any problems they encounter in their revision the make their study and revision time as efficient as possible.



Headteacher's Welcome



Mr Sloman writes:

On Saturday 6th May, the nation and people around the world will watch and celebrate the coronation of King Charles III in Westminster Abbey.

The coronation ceremony is a tradition dating back centuries, and provides a sense of continuity between our past and our present. In assemblies this week, I have been talking to our pupils about what will happen during the coronation, and the meaning and symbolism of each event. This is part of our national heritage, and helps to form part of what makes us a national community.

In much the same way, Woldgate School has helped to form part of our local community. Founded in 1958, thousands of pupils and young people have passed through Woldgate School. They have learnt in the same classrooms, played sport on the same fields and joined in assemblies in the same Main Hall. More importantly, the same ethos has permeated through the generations of pupils, students, teachers and support staff, and many of the same traditions and routines. At its heart, our school motto; originally 'Nil Indigne', translated into our motto today that 'Everything we do should be worthy; of great merit, character and value' is the common thread that unites all pupils and staff at Woldgate School, past and present.

The common and shared ethos has helped to shape our local community, with a large proportion of local residents being ex-Woldgate School pupils and students. Our regular Newsletter feature, 'Memory Lane' attests to our school's rich history and the numerous individuals that have helped to shape its journey through the decades. Thank you to everyone who provides these memories for our Newsletter, and for helping us to remember these episodes from our school's past.

The coronation on Saturday is an opportunity to both reflect upon the future, and to reflect upon the past, with its richness, tradition and symbolism. Likewise, we should take the time to consider our own local community's rich past, and Woldgate School's in particular, to ensure that we continue to work together as a community to ensure that we ensure our pupils and students receive the best possible education.

Mr Sloman | Headteacher



Important Dates for your Diary

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

**Monday 29th May to
Friday 2nd June:**
Half Term

Tuesday 6th June:
Year 12 Parents' Evening
(4:30pm to 7:30pm)

Lower School



Ms Minton writes:

"If I cannot do great things, I can do small things in a great way."

Martin Luther King's quote reminds me that small things can make a huge difference and Year 7 have certainly proved that this week. When I heard the total amount raised by their sponsored walk before Easter I was so amazed!

The grand total raised for the Turkey-Syria Earthquake Appeal was a whopping £1425!!!

We love to live out our school values and this certainly is an act of great value, with the money raised making a huge difference to the lives of those living in Turkey and Syria following the devastating earthquake there in February.

The Disasters Emergency Committee are using UK donations to fund a number of charities and the money raised here at Woldgate will be able to provide practical support:

- » £10 could provide blankets to keep two people warm
- » £25 could provide emergency food for a family for ten days
- » £50 could provide emergency shelter for two families

I would like to take this opportunity to say a massive thank you and well done to our amazing Year 7s for making this event happen and for their families and friends for supporting us. I am so proud of what we have achieved!

Ms Minton
Head of Lower School

Oxfam truck delivers clean water to earthquake survivors

18 February 2023



Food aid being distributed by Action Against Hunger near the epicenter. Photo: Bradley Secker

Newsletter

*Of great merit,
character and value*

Middle School



Mr Macdonald writes:

Mrs Cavanagh, Mr Joseph and I would just like to say a huge well done to the pupils below for being invited to our Breakfast of Champions celebration event, earlier this half term. Pupils were invited for their efforts and hard work across school life, and we will very much look forward to the next one. A big well done, from myself and Mr Joseph also goes to Alice Markham, for winning pupil of the term – well done.

Keep up the hard work,
everyone!

Mr Macdonald
Head of Middle School

Year 8

Susan Clarkson
Archie Eate
Sophie Davies
Chloe Horner
Mazie Room
Toby Mann
Lucy Brighton
Ruby Rushmoore-Broome
Harry Edwards
Rosie Anderton

Year 9

Alice Markham
Freya Poppy Senior
Maria Iveson
Harriet Oldroyd
Eve Beverley
Seren Marsden
Tyler-May Kissane
Lola Dyson
Noah Walker
Alice Langrick



Sixth Form



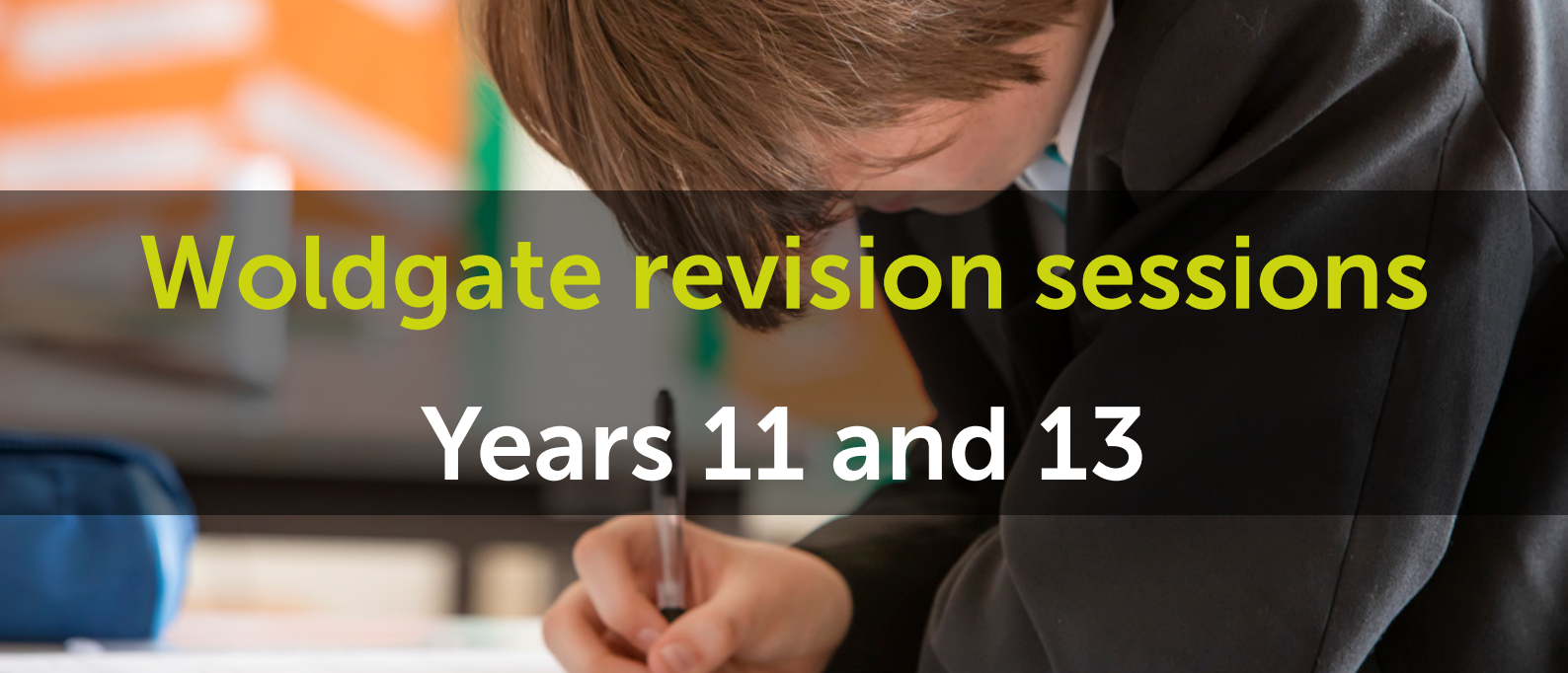
Miss Smith writes:

As we get ever closer to the Year 13 exams, it is important to recognise that these exams can cause stress and anxiety, not only for our Year 13 students but, for the whole family. Therefore, as our families navigate revision and the commencement of exams we wanted to share some hints and tips that previous parents have found useful:

- » It is really easy for conversations regarding revision to focus on how much time students have spent revising. Try to ensure that conversations also encourage breaks and help students to find the balance between work and relaxation.
- » Student anxiety can often be worse at night and this means that it is useful to encourage good bedtime routines.
- » Offer reassurance – reinforce that you are and will be proud of them regardless of how their exam outcomes.
- » Help with exam preparation practicalities – check your child's exam days and try to avoid planning any significant family activities around these dates.
- » Promote a sense of perspective – it is normal to want your child to do well, however, it is important to try and avoid adding to their exam pressure. If necessary remind them that we aren't defined by our exam results.
- » Most importantly, try to remain calm and stay positive

If you have any concerns regarding your child please don't hesitate to get in touch with either myself or Mrs Fairhurst the Sixth Form Care and Achievement Co-ordinator.

Miss K Smith
Head of Sixth Form



Woldgate revision sessions Years 11 and 13

Mr Bell writes

Pupils, parents and teachers alike will know the examination season is nearly upon us. Parents and Carers will also be aware that traditional study leave no longer exists in schools.

We offer a wide range of support for pupils at Woldgate school from the recent day at York University to Woldgate tutorials for Year 11; creation of a weekly revision schedule for each A-level subject; delivery of Easter School sessions for Year 11 pupils and Year 13 students and one to one mentoring sessions for our Year 13 students to discuss revision strategies with our Sixth Form Care and Achievement Co-ordinator. This year we are continuing to provide pupils with a pre-exam revision session.

These sessions will take place the day before, if the examination is in the morning, or in the morning if the examination is in an afternoon. The sessions will be up to two hours in length and are an ideal revision top up before pupils sit their examinations. In the past we have found these boost the confidence of pupils ahead of their examinations.

The first revision sessions take place on Friday 12th May – we will provide details to families via ClassCharts each week.

Newsletter

*Of great merit,
character and value*



Bishop Wilton
Firebirds
LADIES
NETBALL
TEAM

We're recruiting for new players
Would you like to join us?

Whether you are an experienced player, novice or haven't played since school, we would love you to join us at training. We train Monday evenings 6.45 - 8pm. Our sessions are led by a qualified coach.

Why not come along to training and give it a go?

Any queries or if you would like to know more, you can find us on Facebook at [Bishop Wilton 'Firebirds' Ladies Netball Team](#) or call 07981123111

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.

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 9 are exploring the world of politics. This builds on the previous work pupils have done on the issue of democracy. In Year 7 they explored the concept of democracy and voting and in Year 8, pupils explored the work of local government. This half term, pupils will be looking at the national picture. Pupils will explore what the main political parties are, what they believe in, the political spectrum as well as how our government works, with a close look at what goes on in the House of Commons.

Careers update

The April edition of the parents and carers apprenticeship information pack is available. The pack contains information on apprenticeships, as well as T Levels and Higher Technical Qualifications. <https://www.apprenticeships.gov.uk/influencers/support-for-parents-and-guardians>



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.

Newsletter

*Of great merit,
character and value*

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 one of our most popular options, History.

History gives you an understanding of past events, ranging from ancient times to modern day.

Whilst studying history you learn the skills to be able to take in large amounts of written or visual information and analyse how and why things happened, whilst developing excellent written communication skills. History teaches us to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, which combine the following skills:

- » Analysis
- » Research
- » Essay writing
- » Communication
- » Problem solving
- » Argumentation



HISTORY

careers using history

<p>politics genealogy library work anthropology archive work administration</p>	<p>tourism sociology publishing teaching civil service cultural heritage</p>	<p>law journalism archaeology restoration work diplomatic service museum work</p>
---	--	---

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

Regarded as a 'facilitating subject' by many universities, history is often studied alongside sociology, psychology, business, English and economics.

LITTLE REMINDERS OF HOW TO

BE KIND ONLINE

ONLINE ABUSE CAN HAVE A SEVERE IMPACT ON PEOPLE'S LIVES AND IS OFTEN TARGETED AT THE MOST VULNERABLE. CYBERBULLYING HAS BEEN SHOWN TO HAVE PSYCHOLOGICAL AND EMOTIONAL IMPACT. IN ORDER FOR US TO DEVELOP EMPATHY FOR OTHERS WE SOMETIMES NEED TO MOVE AWAY FROM FULFILLING OUR OWN NEEDS AND THINK ABOUT THE NEEDS OF OTHERS. THIS IS SOMETIMES MORE CHALLENGING ONLINE BECAUSE WE CANNOT SEE THE PERSON, CONNECT WITH HOW THEY FEEL NOR INTERACT FACE TO FACE.

THIS GUIDE WILL HELP YOU TO BE MORE CAREFUL ONLINE AND IS SUITABLE FOR ANY ENVIRONMENT I.E. GAMING, MESSAGING AND SOCIAL MEDIA. IT WILL HELP YOU TO UNDERSTAND THE IMPORTANCE OF SHOWING KINDNESS AND HOW TO DEVELOP EMPATHY ONLINE.

TOP TIPS FOR EVERYBODY

#WAKEUPWEDNESDAY

UNDERSTAND WHAT 'EMPATHY' IS

EMPATHY IS THE SKILL OF RECOGNISING, UNDERSTANDING AND CARING ABOUT ANOTHER PERSON'S FEELINGS AND TAKING ACTION TO HELP. THIS IS TRICKIER ONLINE BECAUSE RECOGNISING AND IMAGINING HOW ANOTHER PERSON FEELS IS HARD WHEN WE ARE NOT WITH THEM FACE TO FACE. WHEN WE TRY AND UNDERSTAND HOW SOMEONE FEELS THROUGH WORDS ALONE, IT CAN LEAD TO CONFUSION OR A MISUNDERSTANDING.



FEEL SEE AND UNDERSTAND

IF WE IMAGINE OURSELVES IN THE SITUATION OF ANOTHER PERSON, WE TAKE ANOTHER STEP DOWN THE PATH OF EMPATHY. IT DOESN'T MEAN AGREEING WITH THE OTHER PERSON, BUT IT MEANS **UNDERSTANDING** HOW THEY FEEL. IF YOU FEEL YOURSELF BECOMING DETACHED AND UNCARING PERHAPS DEVELOP A MENTAL PICTURE OF THEM, SO YOU CAN IMAGINE THEM AS REAL PERSON AND NOT JUST A BUNCH OF WORDS. IF YOU KNOW THE PERSON, CONSIDER A VIDEO CHAT OR VIDEO CALL.

DEVELOP SELF EMPATHY

ALTHOUGH WE TEND TO SHOW THE BEST OF OUR LIVES THROUGH SOCIAL MEDIA, THE REALITY IS WE ARE NOT ALL PERFECT. HAVING **EMPATHY** FOR OTHERS MEANS WE NEED TO ALSO HAVE SELF EMPATHY. IF WE UNDERSTAND THAT WE ARE NOT ALL PERFECT, INCLUDING OURSELVES, WE CAN FIND KINDNESS.



★ OFFER HELP ★

ACCORDING TO DR DAN SEIGEL, A CLINICAL PROFESSOR OF PSYCHIATRY, BEING KIND IS REALLY ABOUT RESPECTING EACH OTHER'S VULNERABILITY AND WANTING TO HELP. SO, WHEN SOMEONE IS SHARING THAT THEY ARE STRUGGLING OR FINDING LIFE HARD, OFFER HELP, EVEN IF THE HELP IS A **LISTENING** EAR OR SAYING, 'I CAN UNDERSTAND YOU WOULD FEEL THAT WAY, I'M HERE FOR YOU'.



TRY TO ADD VALUE

CONSIDER, BEFORE YOU COMMENT ON A POST OR IMAGE, HOW CAN I HELP THIS PERSON TO LOWER THEIR SADNESS? HOW CAN I ADD SOMETHING TO **IMPROVE** THEIR DISTRESS AND HAPPINESS? SHOWING OTHER PEOPLE'S PAIN AS ENTERTAINMENT AS A WAY TO GET NOTICED OR MORE LIKES DOES NOT ADD VALUE.



BE RESPONSIBLE

THINK TWICE BEFORE YOU ACT. CONSIDER, ARE YOU ACTING ON ANGER, FRUSTRATION OR IN A MOMENT OF JUDGING A SITUATION WITHOUT KNOWING THE **TRUTH?** ONLINE, IT IS EASY NOT TO HAVE ALL THE FACTS AND REACT TO A SITUATION WHICH IS BEING PORTRAYED.



UNDERSTAND THE IMPACT OF YOUR WORDS

COMMENTING ONLINE SOMETIMES MEANS THAT WE DON'T ACTUALLY 'SEE' THE IMPACT OF OUR COMMENTS AND WORDS. THIS MEANS IT CAN BE **EASIER** TO DETACH FROM THE CONSEQUENCES OF OUR ACTIONS. UNKIND COMMENTS DO HAVE CONSEQUENCES AND CAN ADD TO SOMEONE'S DISTRESS AND FEELING ABOUT THEMSELVES.



DISASSOCIATE FROM PACK MENTALITY

ONLINE, IT IS EASY TO GET CAUGHT UP WITH POSTING **NEGATIVE** COMMENTS BECAUSE EVERYONE ELSE SEEMS TO BE. GET COMFORTABLE WITH STANDING OUT, AND NOT GETTING CAUGHT UP POSTING NEGATIVELY BECAUSE EVERYONE ELSE IS. EVEN IF THIS MEANS STANDING ALONE AND REMINDING OTHER PEOPLE THAT THEIR BEHAVIOUR IS UNKIND, YOUR COURAGE COULD SAVE A LIFE.

#BEKIND



MEET OUR EXPERT

THIS GUIDE HAS BEEN WRITTEN BY ANNA BATEMAN. ANNA IS PASSIONATE ABOUT PLACING PREVENTION AT THE HEART OF EVERY SCHOOL, INTEGRATING MENTAL WELLBEING WITHIN THE CURRICULUM, SCHOOL CULTURE AND SYSTEMS. SHE IS ALSO A MEMBER OF THE ADVISORY GROUP FOR THE DEPARTMENT FOR EDUCATION, ADVISING THEM ON THEIR MENTAL HEALTH GREEN PAPER.



For further info, check out these online resources too

<https://www.themix.org.uk/>

<https://youngminds.org.uk/>

<https://www.mind.org.uk/>

#WAKEUPWEDNESDAY

MEMORY LANE



Our Memory Lane photograph this week comes from 1988 at a car boot sale fundraiser.

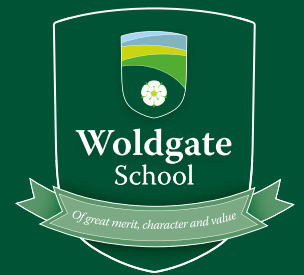
Mr John Brown, the Headteacher of the time, is overseeing the event as members of the public prepare their pitches.

Thank you to Mr Roger Pattison for the use of this image.

If you attended this event or were part of it in any way, please do get in touch.

office@woldgate.net

How does your attendance impact your future?



Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSEs.

100%

82%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

OVER 95%

77%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

92%-93%

53%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

BELOW 90%

43%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

Research shows that for every 17 days you miss across your school career, your GCSE results go down by one whole grade!

£

Achieving 5 or more GCSEs at Grade 5+ has shown to increase your lifetime earnings by **41%**

There are
365 DAYS
in a year

175
are not spent
in school!

**That gives you plenty of time for holidays, TV, shopping and video games.*

Newsletter

*Of great merit,
character and value*



**Accelerated
Reader**

Accelerated Reader... The results are in!

Total words read: 47,590,663 words (+629,422 this week)

Reader of the week: George (7HLR)

Form of the week: 7HLR

Year group leader boards (Average words per pupil)

Year 7

1. HLR — 173,110
2. CPO — 112,719
3. TDW — 106,501

Year 8

1. BER — 167,498
2. DEE — 134,555
3. RSC — 93,585

Year 9

1. KED — 101,044
2. DLN — 95,604
3. DLN — 90,712





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

297,231

CHARACTER

45,971

VALUE

37,773

**TOTAL
REWARD
POINTS:**

789,990

Top Reward Earners

Year 7:	George Bowes
Year 8:	Riley Bell
Year 9:	Eve Beverley
Year 10:	Eve Donarski
Year 11:	William Kennedy
Year 12:	Sam Leatherbarrow
Year 13:	Jessica Hardcastle

Highest Rewarded Forms

7LMD
8JPA
9JWI
10IAA
11ROW
12SMS
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:



138,545



173,926



173,081



137,671



188,705



**TOTAL
HOUSE
POINTS:
386,320**



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:	Bethany Lloyd
Year 8:	Ellie Raybould
Year 9:	Millie Moody
Year 10:	Beatrice Snook
Year 11:	Tiffeny Archibals
Year 12:	Sam Leatherbarrow
Year 13:	Juliana Santos

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:	Hetty Pert
Year 8:	Archie Eate
Year 9:	Max Lambert
Year 10:	Dylan Banks
Year 11:	Hannah Bramley
Year 12:	Ethan Brown
Year 13:	Abigail Beadman

Acts of Great Character

The moral qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.

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

Year 7:	Max Burton
Year 8:	Alexandre Wright
Year 9:	Jake Robson
Year 10:	Joseph Donohue
Year 11:	Bethany Bartle
Year 12:	Sam Leatherbarrow
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*

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

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