



Newsletter

Of great merit, character and value



Following the successes of last year, Woldgate School was once again enrolled in the University led Brilliant Club.

The Brilliant Club is an opportunity for pupils to gain the knowledge, skills and ambition to help them secure places at top universities. This year, pupils in Year 9 worked with their PhD tutor, Charlotte K Bartle as she delivered seven university style tutorials and studied a 'super-curricular' topic related to her area of expertise. The programme is designed to give pupils a university experience: our pupils travelled to Newcastle University at first and will attend their graduation event at Leeds University later in May.

The pupils involved were: Amelia, Hope, Aidan, Evie, Eden, Cesca, Katie, Jack, Tyler, Joseph, Lillie and Adam.

It was necessary for pupils to conduct their own research and produce an essay of approximately 2,000 words, similar to the ones expected at degree level and including a completed bibliography and references.

The title of the final assignment was: **Engaging with examples from art, poetry, or literature, how did people incorporate mourning and memorialisation into their every day lives in the 19th Century and how has this subsequently been reflected in neo-Victorian literature?**

Cont. Over

Contents

Spotlight on: Music

Page 8

Headteacher's welcome

Page 13

Lower School;

Page 15

Upper School

Page 17

Sixth Form

Page 18

Revision Sessions

Page 19

STARS Update

Page 20

Memory Lane

Page 22

Accelerated Reader

Page 24

Rewards

Page 25



Newsletter

*Of great merit,
character and value*



Pupils worked with Charlotte looking at the presentation of mourning in the life of Queen Victoria, poetry and painting of the era and the works of Dickens. An interesting part for some of the pupils was looking at memorial broaches and rings of the Victorian period, many of which contained actual human hair as a way of remembering loved ones.

As part of their research, the pupils spent an afternoon at the Borthwick Institute at York University which houses one of the biggest collections of archives outside London. The pupils were given a guided tour, including the cold room where photographs are kept and shown how the archives are requested and used by researchers. They were then privileged to see and study a range of sources relating to their project, including:

The Will of Charlotte Nicholls (Bronte), plus Administrations of Anne and Emily Bronte. Parish burial registers and cholera (1832) including Parish of St Denys, covering 1832. Parish of St Mary, Castlegate, covering 1832, Parish of Holy Trinity, Micklegate, covering 1832. Burial Register for Pocklington, 1813-1851. Notes on inscriptions, Pocklington Church, undated, but likely mid-20th century. Typescript copy of an order closing burial ground, 1856. Churchyards: Parish of York, St Lawrence burial register, covering the Rigg family burials, 1830. Stained glass windows: Photographs of work undertaken on stained glass windows by J W Knowles and Sons. Faculty for a new stained glass window, York, Holy Trinity Church, Micklegate, 1878.

A running theme throughout the sources was the huge effect of the cholera epidemic in 1832 and how different areas of the country were affected. The pupils used photographs of the cholera graves in York to explain how mourning and memorialisation was so important to those who survived.

Once the essays were submitted, they were marked by Charlotte and pupils given feedback. We are so proud of all the pupils' achievements and their commitment to an incredibly challenging project. They all received fantastic comments and we will celebrate their successes at our Graduation event at Leeds University.

Cesca and Evie both achieved a First. We hope that you agree that their achievements are outstanding.

Evie Lusby

Scholar's Programme – Final Essay

Engaging with examples from art, poetry or literature how did people incorporate mourning and memorialisation into their everyday lives during the nineteenth century, and how has this subsequently been reflected in neo-Victorian literature? This essay will analyse the effects that mourning and memorialisation during the nineteenth century had on people and society at the time. The nineteenth century is the period between the years of 1800-1901, while the long nineteenth century spans from 1789-1914. Mourning is defined as 'grieving for a death or other kind of loss and being sorrowful because of loss.

'Memorialisation, by definition, is to 'commit to memory, preserve as a memory or to be mindful of and remember something'.

Mourning and memorialisation, while practised for as long as humans have existed, began to rapidly grow in popularity during the reign of Queen Victoria (1837-1901) because of several factors, including, but not limited to: a surge in the number of deaths – because of wars such as the American Civil War and the Crimean War; low life expectancy; limited access to healthcare and an incredibly high infant mortality rate. The life expectancy in 1850 was 40 for men and 42 for women, while infant mortality was 273.78 (meaning that for every 1000 births, 273.78 children would die before their fifth birthday). In addition, mourning also grew in popularity due to the death of Queen Victoria's husband Prince Albert, which led to many people following the mourning rituals that Queen Victoria would have practised. Many Victorians found themselves grieving over family members, friends or even influential figures to the public eye, such as Prince Albert and the 7 other ceremonial royal funerals between the years 1865 and 1901. A popular way of memorialisation in the nineteenth century was using jewellery to remember those who had died. Another reason for mourning was the concept of 'other kinds of losses', including separation by distance. The lack of technology meant that communication was difficult or that the person had moved so far away that contact was near impossible. People also memorialised purely to remember someone who was close to them, such as two people in a relationship may have presented each other with gifts of jewellery as a memento.



However, the popularity of mourning in the nineteenth century became less substantial towards the beginning of the twentieth century. After Queen Victoria died in 1901, the new monarch (Edward VII) was considered a much more 'fun' monarch in the sense that he was significantly more relaxed than Queen Victoria had been. This meant that the old mourning and memorialisation rituals became less popular as they had become seen as old-fashioned at the start of the new era and century. Also, technology meant it was easier to remember people (photography, etc.) and people weren't so 'lost' just being separated by distance. This essay will examine the affect that strict rules of mourning had on society, whilst also considering the comfort these rules brought through the structure they provided. This essay will evaluate the use of mourning jewellery, and explore examples of mourning and memorialisation from poetry, art, and literature. Finally, it will trace the same 19th century and memorialisation practises through neo-Victorian works, which demonstrate how mourning and memorialisation in the nineteenth century has been perceived from the viewpoint of writers in the 21st century.

Newsletter

*Of great merit,
character and value*

One way people incorporated mourning and memorialisation into their daily lives in the nineteenth century was by following set rules that society imposed, showing the 'proper' way to mourn. Cassell's Household Guide gives us slight insight into these rules in the quotation:

"The blinds of the windows of the house should be drawn down directly the death occurs [...] females of the family do not pay any visits until after the funeral."

This highlights how not only should mourners be strict within family by setting rules around who can and cannot visit during the brief time before the funeral; but also, how the family should present very punctual to around the time of mourning by "after the funeral has left [...] at once to be pulled up" (which references blinds of the household) to impress society. Furthermore, the drawing down of blinds immediately after the death tells us there is no private time for families to mourn but instead, they should immediately begin the facade of mourning to present proper. This reflects how much work and effort had to be put into mourning respectfully by completing all rituals properly and punctually around the time of death. The latter part of the first quotation demonstrates that while Cassell's Household Guide was directed mostly at women, the book still is affected by a patriarchal society by saying that 'females do not pay any visits' while insinuating that men should visit even though women should not.

Furthermore, another quotation from Cassell's Household Guide demonstrates subtle misogynist behaviours of the time stating, "If this is so often the case with a man, how much more often must it be so with the afflicted widow," which suggests while this book was mostly aimed at women of the time, it still made sexist comments. We know that this source is reliable as it is a primary source that was written in the nineteenth century. It also shows that it is not made for advertisement but instead is designed to help the reader. Moreover, this text from Cassell's Household Guide demonstrates to the reader how willing people were to take advantage of those in a time of great misery and sorrow and that these mourners "too often falls into the hands of persons who take advantage of his affliction". This highlights the business that came out of mourning and memorialisation within the Victorian Era. Cassell's Household Guide implicitly tells the reader the book is not



made to take advantage of those struggling but instead is designed to help people with everyday things.

Another way people incorporated mourning and memorialisation into their daily lives was by using jewellery and this was an extremely popular method of remembering others in the nineteenth century. One reason mourning jewellery was so incredibly important at the time was because it was something that everybody – no matter which social class – could afford to some extent. Mourning jewellery isn't about the money invested in the weight of gold or the perfection of a diamond, a twist of hair placed in the back of a pinchbeck brooch can carry far more sentimental value. Having something so intimate from someone is the perfect connection to them. This sentimental value to the person of which the jewellery belonged is also shown in the newspaper clipping from the Portsmouth Evening News:

LOST, Small Antique Lozenge-shaped Gold Brooch: design in hair finely worked on white ground [...] Valuable only to loser on account of association".

This illustrates that while we as modern-day viewers may not find simple pieces of jewellery particularly mesmerising; the true beauty of these items comes with the significance to the people whom they belonged. Commenting on validity, we can trust this source as the person who placed the advertisement is pleading for an item and is unlikely to lie about the value of the brooch. This newspaper is a

Newsletter

*Of great merit,
character and value*

primary source, written at the time and the clipping truly reflects the immensely personal nature of these items and how much they were valued. Additionally, many people relied on these items of jewellery as the only form of memory due to a lack of technology, such as photography, meaning lots of people would never be able to physically see their loved ones again after they had died (particularly within the lower classes). Hair was not just used in mourning jewellery but as mementos of special occasions such as weddings or funerals – where locks of hair were taken from guests and woven into artwork. This was important at the time as it meant that instead of having to pay extortionate amounts for a photograph, people could commemorate special occasions by using hair and end creating a special, unique memory that mattered to themselves.

was perceived. People wanted death to be perceived as the 'Good Death' which displayed a calm, peaceful death – a far distance from what many of the deaths at the time were. Holman Hunt's *At Night* shows a girl on her death bed being held by close friends or family as she takes her last breaths. This was significant at the time because instead of showing how people died, it showed how people wanted death to be perceived and shown in future years. Another way mourning was shown was via Charles Dickens' *Great Expectations* in which a young boy describes what he thinks his parents might look like, having never met them because they died:

"The shape of the letters on my father's, gave me an odd idea that he was a square, stout, dark man, with curly black hair."



Another way that people incorporated mourning and memorialisation into their daily lives was using art, poems and literature to show how mourning and memorialisation

This illustrates the desperation many children faced when it came to the topic of parents as many could not imagine what having parents would be like. This accurately depicts mourning in the nineteenth century as Charles Dickens used social realism – the realistic depiction of contemporary life, as a social or political comment – to reflect life at the time it was written. Charles Dickens can be considered as a mostly valid source as though he was a wealthy man later in life, as a child he experienced poverty so can have a deeper perception of what life was like. Another way memorialisation was shown was in poems by authors such as Emily Dickinson. Dickinson's 'Tis Customary as we Part' entails the beliefs about a friend leaving and that this friend should leave a "single curl of her electric hair" which is particularly interesting as it does not disclose death, but instead describes a friend (most likely with whom she had a romantic relationship) who is moving away.

All these individual methods of mourning and memorialisation contribute greatly to neo-Victorian literature. Neo-Victorian literature is the writings set or about the Victorian Era that were written after the period ended in 1901. These works are incredibly important since they give us a deeper insight into other people's (who may not have been previously shown) perspectives and viewpoints. This is because in the nineteenth century, something such as being a member of the LGBTQ+ community was considered a crime, so many authors would never be able to write about that community as it was not something seen as socially acceptable. However,

Newsletter

*Of great merit,
character and value*



as we have progressed to be a more accepting world, these people can be shown within neo-Victorian texts so that they are represented. The use of profiting from mourning and people's grievance is shown in *Fallen Grace* where a young girl – Grace – begins working at a funeral emporium and sees insights of the business constructed out of mourning. A funeral emporium was a shop that sold everything necessary for people to mourn properly. In one extract, a woman's mother has recently died so she comes to the emporium to find the essentials she needs to mourn. Upon her visit, the store owner emotionally blackmails her into purchasing a 'mute' (children who would stand at someone's grave side for a long period):

"Grace would be especially appropriate for an elderly lady's grave. [...] But who would benefit from that? [...] Her memory would. You must remember that old people don't like the dark."

While this may seem extremely desperate to some, this text shows the reader that while people were supposed to be respectful to mourners, greed and money were more important to many who took disrespectful paths to ensure they profited from it. This book is vital to understanding mourning in the Victorian Era as many topics surrounding emotional blackmail at the time would have been sensitive, but as a modern-day reader we can explore this topic more and help deepen our knowledge of the time. Neo-Victorian texts may not be the most valid sources to use when commenting on mourning and memorialisation, but in Mary Hooper's *Fallen Grace* we can tell that this novel has been thoroughly researched and therefore can be viewed as a trusted source.

To conclude, mourning and memorialisation in the nineteenth century came to mean a vast number of things but overall, are truly seen as a systematic and controlled way to cope with grief – whether that be death or other type of loss. Mourning methods like following strict rules and using art were ways of making sure that people they had lost could be respected rather than forgotten like others may have been in the past. Additionally, it was a special way to commemorate people in the ways they wanted others to be remembered. Other memorialisation methods such as hair jewellery or poetry were also key parts of mourning and memorialisation in the nineteenth century. The material culture of hair jewellery can give us a look at several classes and their lives, whereas poetry illustrates the art of memorialisation to the Victorian people and how these special items were so poetically beautiful. However, neo-Victorian sources, like *Fallen Grace*, gives insight into mourning and memorialisation that isn't just poetic and beautiful, but instead could be dark and manipulative when people took advantage of those mourning for money.

Word Count: 2202

Bibliography

Cassell's Household Guide: Being a Complete Encyclopaedia of Domestic and Social Economy and Forming a Guide to Every Department of Practical Life, Vol III (1869) Unknown Author. London: Cassell, Petter and Goplin



Newsletter

*Of great merit,
character and value*

Dickens, Charles. (1861) Great Expectations. London: Chapman and Hall

Portsmouth Evening News (1899) Unknown Author. Portsmouth: Johnston Press

Hunt, Holman. At Night (1860). London: Bradbury & Evans

Dickinson, Emily. Tis Customary as we Part (1890). Boston: Roberts Brothers

Hooper, Mary. Fallen Grace (2010). Bloomsbury Publishing PLC

Dickens, Charles. David Copperfield (1861) London: Bradbury & Evans

Rossetti, Christina. Maude: Prose and Verse (1850)

Dickinson, Emily. 'In Ebon Box, when years have flown' (1890). Boston: Roberts Brothers

Faber, Michael. The Crimson Petal and The White (2002)

Hewenn, Jessica. So what is neo-Victorianism? (2002)

Gabriel-Rosetti, Dante. Beata Beatrix (1864-70)

Links

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/lifeexpectancies/articles/howhaslifeexpectancychangedovertime/2015-09-09>

<https://www.statista.com/statistics/1041714/united-kingdom-all-time-child-mortality-rate>

<https://artofmourning.com/a-collection-the-late-19th-century/>

<https://pastbooks.wordpress.com/2013/11/05/so-what-is-neo-victorianism/>





MUSIC

Mr Trevaskiss writes:

In the last Music Department spotlight we were looking forward to our production of 'Bugsy Malone' after a long period without a whole school musical production. It's fair to say that the show was an absolute triumph! A relatively young cast rose to the challenge superbly giving confident and assured performances and more importantly really enjoying themselves in the process! We now look forward to our next musical production which is going to be in December with the festive show 'Elf the Musical'.

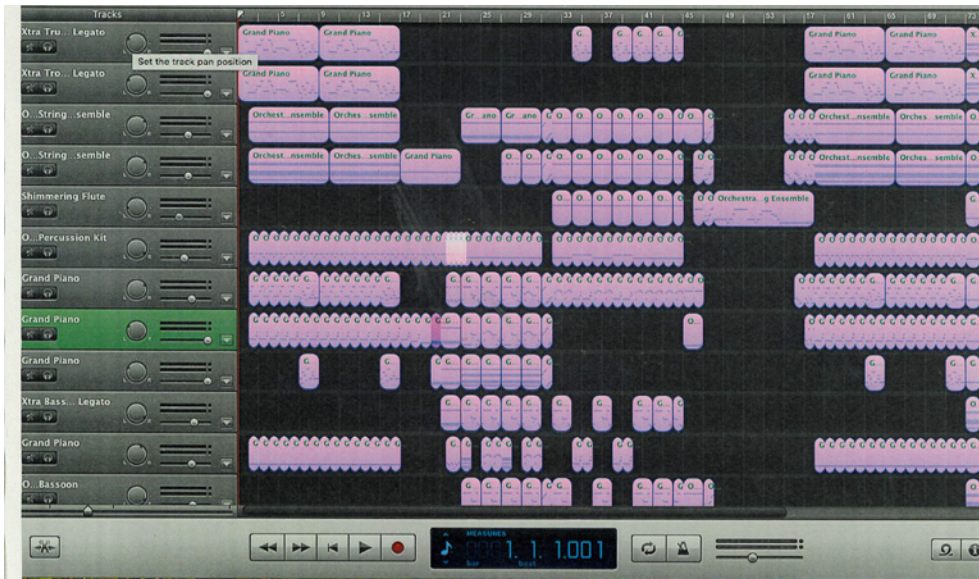
As soon as 'Bugsy Malone' was over we went into rehearsals for the Christmas Concert. It was a sheer joy to be able to bring back this traditional event in our calendar and renew our links with All Saints' Church in Pocklington. The many parents and friends who attended were treated to an eclectic mix of repertoire from soloists and ensembles and once again there were assured and delightful performances all round. The next day our musicians were busy again for the school's three Christmas Services and again the performances were hugely impressive given that the toughest audience is always going to be one made up of one's peers!

Curriculum-wise we have seen Year 7 get a thorough grip of the Elements of Music and musical notation. Year 8 have been learning about Chromaticism and composing multi layered pieces in the minimalist style. To do this they use the 'Garageband' program and so computer skills are very much to the fore. Some of the pieces were incredibly sophisticated, lasting 5 minutes or more and using an array of compositional techniques and creating expressive soundscapes with the electronic instrumental resources.



Newsletter

*Of great merit,
character and value*



Year 9 pupils are now well into their GCSE studies having started the study of classical music of Bach and Beethoven. They have also made their first attempts at solo and ensemble performing. Year 10 have been concentrating on Film Music including the title music for Star Wars and they have also been composing their own Film Music to a chosen brief.

Year 11 pupils' coursework is now complete. The standard of performing has been very high this year with some pupils

gaining full marks for some of their performances. It's difficult to fully appreciate the quality of work in music as it is not possible to hear anything in a newsletter! Nevertheless, please do read through one of our pupil commentaries on their composed piece to get a feel for the level of technical challenge and high degree of creativity required.

Free Composition commentary

The piece I have chosen to compose is for a film score set around a battle between two opposing characters, inspired by movie soundtracks such as Star Wars by John Williams, with a through composed structure and orchestral instrumentation due to the narrative.

In the opening section, the hero's leitmotif, I have created a fanfare through the use of predominantly brass and percussion instruments such as trumpets and trombones, as well as starting with a perfect 4th interval to create an atmosphere of bravery and heroism around this character. I have also put the trumpet and trombone to play the main melody in unison to emphasise the importance of this character within the narrative, further shown by the forte dynamics and ^{the} major key. This leitmotif is set at 120BPM which is allegro as this created the sense of this character being uplifting as well as being a suitable tempo for a march, conveying the hero's army-like protection of the city. I have also used multiple ostinatos: a percussion based ostinato made completely of quavers to set the pace and a grand piano imitating a small section of the main melody to signify the hero's ongoing acts of protection. I have included a drone in a string group which has been doubled revealing the constancy so far.

Then, there is a small link section to connect the two leitmotifs (hero/villain) as the villain makes their entrance. I have set this at 100BPM to increase to 120BPM at the end of this section to immitate how time almost slows as the villain enters and the tempo increases as the certainty increases of a battle. I have kept only the ostinatos from the hero's leitmotif to show their presence while keeping the focus on the villain. In addition, I have introduced an inverted pedal to relate the tension between the characters to the audience. This introduces lower-pitched instruments such as the bassoon while losing the brass to show the ^{evil} intentions of this character. The use of the crescendo connects to the increasing proximity between the two characters.

We then hear the villain leitmotif, with the main melody played in unison (piano and bassoon), then the melody is developed with the ~~pe~~ piano and repeated with the bassoon kept in the lower octaves, highlighting the evil nature and power, further exemplified through the modulation to the minor key (in this section as well as the link section). The BPM is back at 120, as well as the forte dynamics to show the march-like atmosphere again, but this time with the opposing side. There is also dissonance as the piano plays a dissonant chord, contributing to the unnerving atmosphere since the villain's entrance.

Newsletter

*Of great merit,
character and value*



This term is getting very busy too as we look forward to receiving our upcoming Year 6 pupils for two days of Creative Arts Activities. Before that we have the music department's involvement at the Art exhibition to be held at Pocklington Arts Centre on 19th June where we will again hear many quality performances from pupils in all years.

The Awards Ceremony is another busy event for the musicians and once again we have an array of talent on show for the event to be held once again at Central Hall at the University of York.

Excitement is also building for our end of term two-day visit to London. Whilst there we will see the musical productions of Back to the Future and Oklahoma! The pupils therefore will experience a modern style musical as well as the more traditional. Rounding the trip off will be a tour of the spectacular Theatre Royal, Drury Lane before heading home in style on the train!



On behalf of the music department and all of us
at Woldgate School, we'd like to express a hearty

CONGRATULATIONS to

Jade Hoop Grade 5 Music Theatre Pass with merit

James Tomlinson — Piano Grade 1 Pass with Distinction

Lewis Smith — Piano Grade 2

Lydia Thrower — Piano Grade 3

Isaac McKernon — Piano Grade 3

Newsletter

*Of great merit,
character and value*

Ambassador Angle

Two of our Music Ambassadors have written about weekly activities.

What is Choir?

'Choir is a very fun environment where you can express yourself through singing and performing. Choir takes place on a Monday lunchtime and on Wednesdays after school. We are currently practising the songs for our performance at the Awards Ceremony in July. These songs are 'When I grow up' from Matilda the Musical, 'This is me' from the Greatest Showman and we are also reprising 'Bugsy Malone' and 'Fat Sam's Grand Slam' from Woldgate's winter musical 2022. As Choir is all about expressing your feelings and emotions through singing these songs really capture this! Choir welcomes all pupils from Year 7 to Sixth Form so why not come along and see how much fun we have?'

Olivia – Year 8

Lunchtime Performing

'Hi I'm Lillie and I'm a Music Ambassador. I help organise the lunchtime music that takes place on Fridays in the school hall.

So what is it and why do we do it? Well this is a regular performance opportunity to allow pupils who have a particular interest to step up and perform for people in the hall while they are enjoying their lunch. We do this to help boost pupils' confidence when performing for an audience and to entertain everyone. I am usually there for the performances each Friday so why not come over and have a chat to see if you are interested in these performing opportunities?'

Lillie – Year 9



York Guildhall Orchestra

Saturday 20 May 2023, 7.30pm
YORK BARBICAN CENTRE

Bernstein, Korngold & Rachmaninoff

Bernstein
Overture to Candide

Korngold
Violin Concerto in D

Rachmaninoff
Symphony No.2

Nicholas Wright
Violin

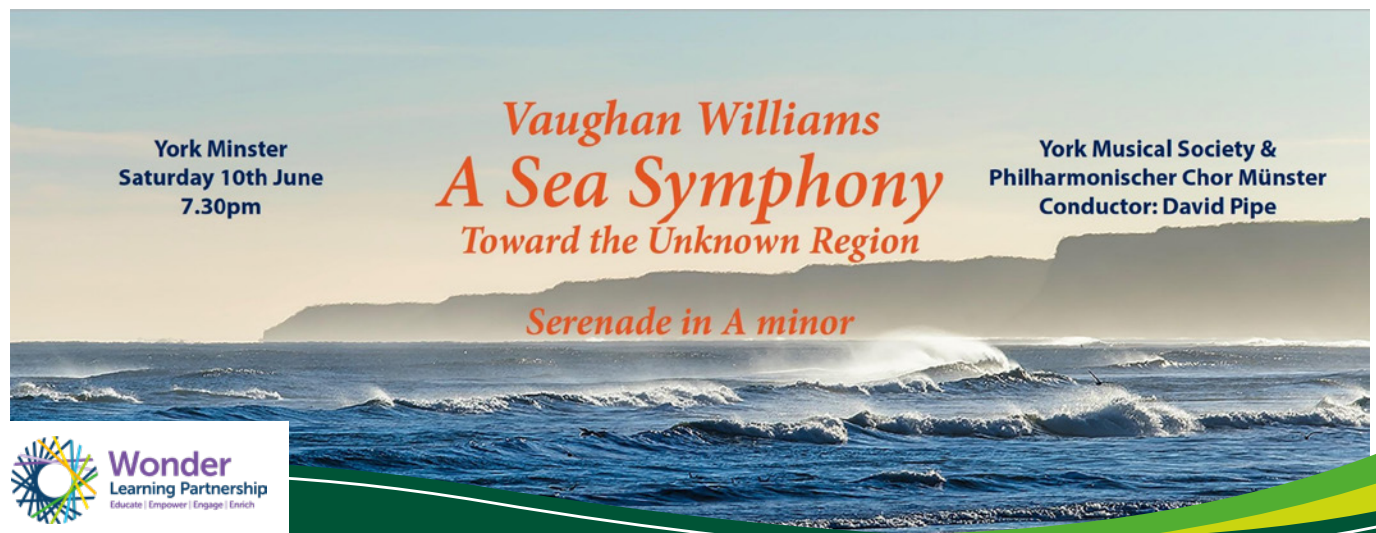
Simon Wright
Conductor

Fiona Love
Leader

Tickets: £24 & £18.50
Children/Students in full-time education: £7.50
Available from:
yorkbarbican.co.uk/whats-on

These prices include the service and facility fees charged by York Barbican. An additional 'transaction fee' is also levied by the Barbican.

In association with: YORK ST JOHN UNIVERSITY
Supported by: YORK UNIVERSITY
Sponsors: Crombie Wilkinson SOLICITORS
Registered Charity No. 700863: O'Neill ASSOCIATES, Shepherd Group



York Minster
Saturday 10th June
7.30pm

Vaughan Williams A Sea Symphony Toward the Unknown Region

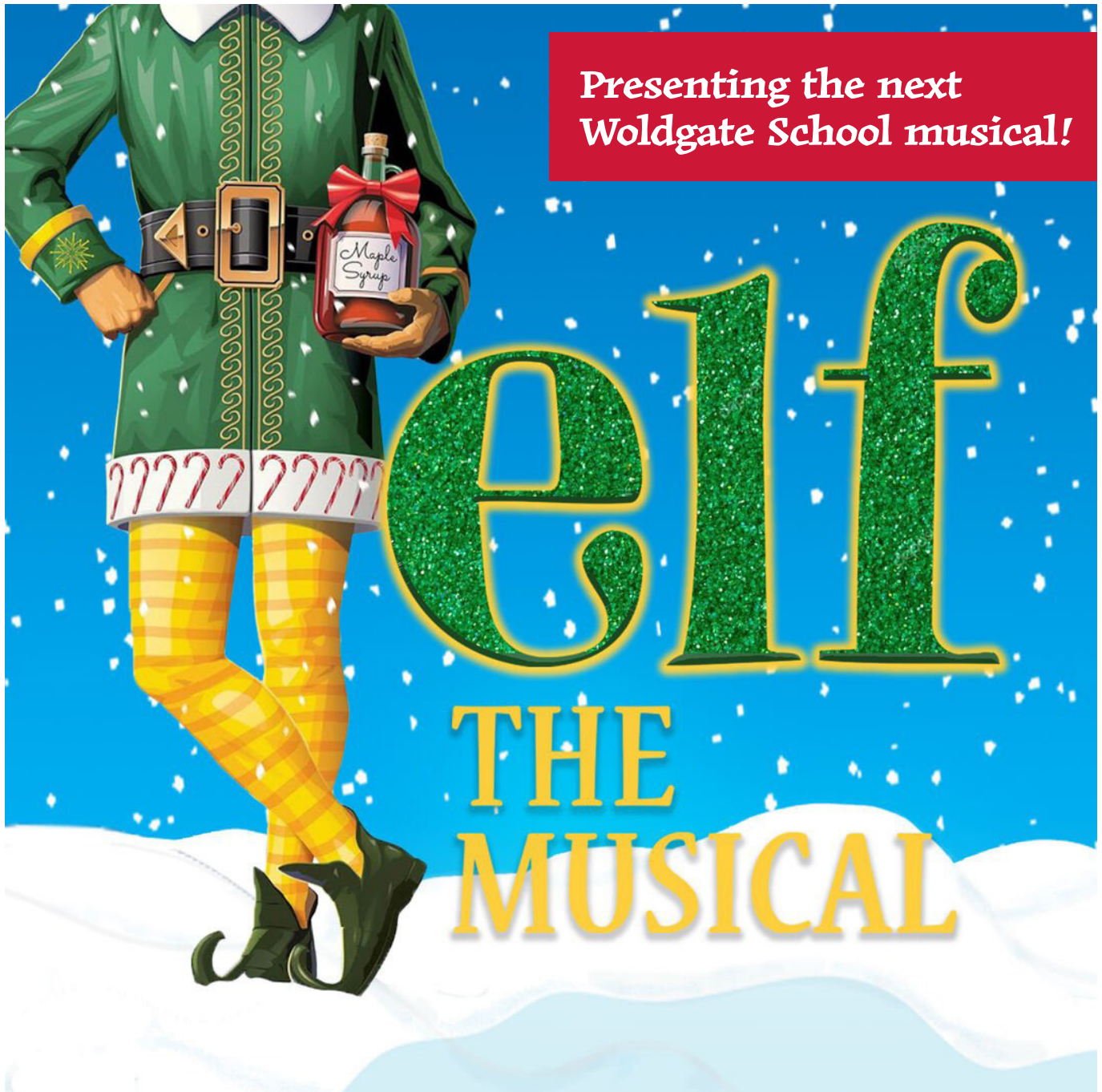
Serenade in A minor

York Musical Society &
Philharmonischer Chor Münster
Conductor: David Pipe

Wonder Learning Partnership
Educate | Empower | Engage | Enrich

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*

Headteacher's Welcome



Mr Sloman writes:

Woldgate School is a special place to learn and work, with a unique vision for education. We serve a distinct local, rural community of Pocklington and its surrounding villages. Our school is not only a place of learning and academic excellence; our school is a social centre where pupils, students and parents are able to come together at events such as our school musical and Awards Evening, to celebrate our pupils' achievements and unite our local community. Woldgate School is therefore part of the fabric of the local community.

A school with such an important responsibility and key place should have the highest possible standards and an ambitious vision for its pupils. Our vision for Woldgate School is 'A school community where everything we do is worthy, of great merit, character and value and this vision runs through all aspects of school life, and ensures that we all maintain a focus on attaining the highest possible standards in everything we do:

Teaching and Learning

A world-class curriculum containing the best of what has been thought and said, taught by the best teachers in inspirational classrooms. Our lessons are interesting, engaging and exciting.

Cont. Over



Important Dates for your Diary

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)

Tuesday 13th June:

Year 8 History visit to
Beamish Living Museum



Newsletter

*Of great merit,
character and value*

Ethos

A school where everyone lives and works by our motto; that everything we do should be worthy of great merit, character and value' – trying our best, being our best and embracing our British values.

Achievement

All pupils, regardless of ability, needs or background, are able to make rapid, sustained progress, achieve exceptional outcomes and grow into lifelong learners and successful individuals.

Care

A school where every pupil is known and cared for as an individual; where their individual needs are supported by the whole school community

Holistic Education

A school where all children can access a range of enrichment opportunities to broaden their horizons and develop their life experiences.

Our school vision is at the very core of our school community, and inspires everything we do to ensure our pupils and students receive the very best education and experience possible. It is our pupils, parents and colleagues that make our vision for Woldgate School a reality, and thank you to everyone for making our vision real.

Mr Sloman
Headteacher



Newsletter

*Of great merit,
character and value*



Lower School



Ms Minton writes:

Transition Update

Year 6 Welcome Events

We will be holding a series of after school welcome events for parents and Year 6 pupils to attend. Each Primary School has been allocated an evening below – **please note that spaces are limited so we would appreciate no more than two adults accompanying each child.**

These events are intended to provide information and guidance in preparation for pupils joining us in September. There will also be an **opportunity during these events to look at our uniform prior to ordering** if you wish to do so. We are really looking forward to meeting Parents, Carers and our newest cohort!

Date and time	Venue	Primary School
Wednesday 17th May, 4.30pm	Woldgate School Hall	Stamford Bridge Primary, Melbourne Primary and Bugthorpe Primary
Tuesday 23rd May, 4.45pm	Woldgate School Hall	Barmby Moor Primary, Bishop Wilton Primary, Holme on Spalding Moor Primary, Mount Pleasant Junior School, Newbald Primary School, Sledmere Primary School, St Mary and St Joseph Catholic School and St Martin's Primary School
Wednesday 24th May, 4.30pm	Woldgate School Hall	Sutton upon Derwent Primary, Warter Primary, Wetwang Primary, Wilberfoss Primary, Garton-on-the-Wolds Primary and pupils from any other settings



Newsletter

*Of great merit,
character and value*

Year 6 Transition Website

Our dedicated Transition Website hosts a range of informative videos, key information as well as a wealth of subject based activities to help our Year 6 pupils begin to transition to secondary school life. Details on how to access the transition website can be found on the covering letter of the postal Welcome Packs.



Our School Motto:
Everything you do should be worthy
of great merit, character and value.

[CLICK for our latest Woldgate Newsletter](#)



Welcome to our Year 6 Transition Website

Please visit this website regularly for important information, activities, resources, news and support.



Primary School Visits

We are also looking forward to our visits to our Primary schools that start in June. Ms Minton, Mrs McDonough and Mrs McKie will be speaking to pupils about the transition from Primary up to Woldgate School and how they can prepare for this. It will also be a great opportunity to gain key information from Primary Teachers as we prepare to welcome pupils in September.

Ms Minton
Head of Lower School

Newsletter

*Of great merit,
character and value*

Upper School



Miss Hull writes:

This week our Year 11 pupils have sat their GCSE Art and Drama Practical examinations and next week, our pupils will commence their GCSE Written examinations across a wide range of subjects.

As a Year Group they have shown a strong commitment to study this year and I am confident that they are well prepared for the examinations ahead. Since the start of this academic year, our pupils have attended the University of York Study Day, Easter School, Study Skills Events, Walking Talking Mock evenings and engaged well with our weekly Woldgate tutorial programme with record attendance this Academic Year.

Outside of school our pupils have been completing their online revision using Seneca and GCSE pod and to date, our Year 11 pupils alone have watched over 26,000 GCSE pods to consolidate their learning outside of the classroom.

From Monday, we will be adjusting the school timetable for Year 11 to ensure that where possible, pupils can have focused revision with subject teachers in the afternoon or morning prior to their final exams in each subject and I am confident that our pupils will continue to make the most of each and every opportunity they are given for academic support.

Whilst I am confident that our pupils are well prepared for the weeks ahead, I am also aware that examinations can cause stress and anxiety as our pupils are keen to perform at their best. It is important that our pupils maintain a good balance during the exam season, ensuring that they intersperse periods of revision with activities that they enjoy. It is important that they look after both their mental and physical health so that they can achieve their very best. Please do contact Mr Elwers or I if you feel your child needs further support during the exam season.

I would like to take this opportunity to thank our Year 11 pupils and their families for their continuing support and wish all our Year 11 pupils the best of luck as they begin their GCSE examinations.

Miss Hull
Head of Upper School

Newsletter

*Of great merit,
character and value*



Sixth Form



Miss Smith writes:

We are now at the point of the year when our Year 13 students are very much focused on their exams and many of our students will face their first exam over the coming week. I am delighted to report that despite the pressure that examinations can cause, the Sixth Form area has a calm and confident atmosphere, it has been fantastic to hear of the focused revision that students have undertaken throughout their studies, throughout the Easter holidays and to hear of the incredible numbers of Year 13 students who attended teacher-led revision sessions during the Easter holidays.

As a result of the onset of examinations, I just wanted to clarify the impact that examinations will have on student timetables over the coming weeks and outline our expectations:

From the week commencing Monday 5th June, Year 13 students will be allowed to work from home during any study periods to ensure that they are supported to revise in an environment that suits each individual and recognises that as students complete examinations in each subject they will have increasing study periods. However, students will be expected to attend school to attend their lessons, revision sessions and examinations. Lessons in each subject area will cease once students have completed their final examination in that subject area.

Finally, I just want to recognise at this point the pressure and stress that examinations can place on the entire household and to thank you in advance for the extra support you are providing to enable our students to achieve their potential. If at any point during this period, you have any concerns or queries please don't hesitate to get in touch. Young people succeed when school and home are able to work together and this is critically important during exam periods.

Miss K Smith
Head of Sixth Form

Woldgate revision sessions

Years 11 and 13

Date	Time	Subject	Level
Monday 22-05-2023	P3	Geography Paper 1	GCSE
	P3	Promotion & finance	BTEC
	P5	French	GCSE
	P5	Application of science Biology Year 12	Level 3
Tuesday 23-05-2023	P2/3	Religious Studies Peace & Conflict	GCSE
	P2/3	Application of science Biology Year 12	Level 3
	P5	English Literature Paper 2	GCSE
	P5/6	History	A Level
	P5/6	Film Studies	A Level
	P5/6	PE	A Level

Date	Time	Subject	Level
Wednesday 24-05-2023	P2/3	PE	A Level
	P3	Media	GCSE
	P2 / 3	Film Studies	A Level
	P2/3	Physics	A Level
	P2/3	Application of Science	A Level
	P2/3	English Literature	A Level
	P5	Combined Science Physics F Paper 1	GCSE
	P5	English language papers 1	A-Level
	P5	Film Studies paper 1	A-Level
Thursday 25-05-2023	P2/3	Business paper 1	A-Level
	P2/3	Core Pure Maths paper 1	A-Level
	P2/3	Psychology paper 2	A-Level
	P2/3	Application of science Chemistry Year 13	BTEC
	P5/6	Application of science Physics Year 13	BTEC L3
Friday 26-05-2023	P2/3	Application of science Biology Year 13	BTEC L3

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 10 have been looking at one of sequences of sessions within the RSE (Relationship and Sex Education) curriculum. These sessions have focused on the issues of appropriate behaviours, misogyny and consent. After this, pupils will go on to complete a 'world of work' unit in preparation for their work experience placements in July.

Careers update

Parents of Year 9 pupils should have received (or will be about to receive) a letter outlining the visit to the University of Hull in July. This visit is one part of the Careers Programme at Woldgate. The aim of the visit is to give pupils an insight into studying at university and university life. We recognise that not all pupils will (or indeed should) go to university. Pupils already have and will continue to receive guidance on the other options available to them such as apprenticeships and T Levels as well. We believe that pupils should have information about of the options so that they can make an informed choice when the time comes.






REACH FOR THE

- SOCIETY**
Of great Character.

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.
- TARGETS**
Of great Merit.

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.
- APPEARANCE**
Of great Value.

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.
- RESPONSIBILITY**
Of great Character.

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.
- SAFETY**
Of great Value.

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, Geography.

Geography is a fairly unique subject because it looks at both the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future.

Because geographers deal with the natural world and how we behave in it, their jobs can take them everywhere, from taking soil samples on the edge of a volcano to mapping a new town, charting the changes to a glacier in the arctic, or even teaching you in a comfortable classroom.

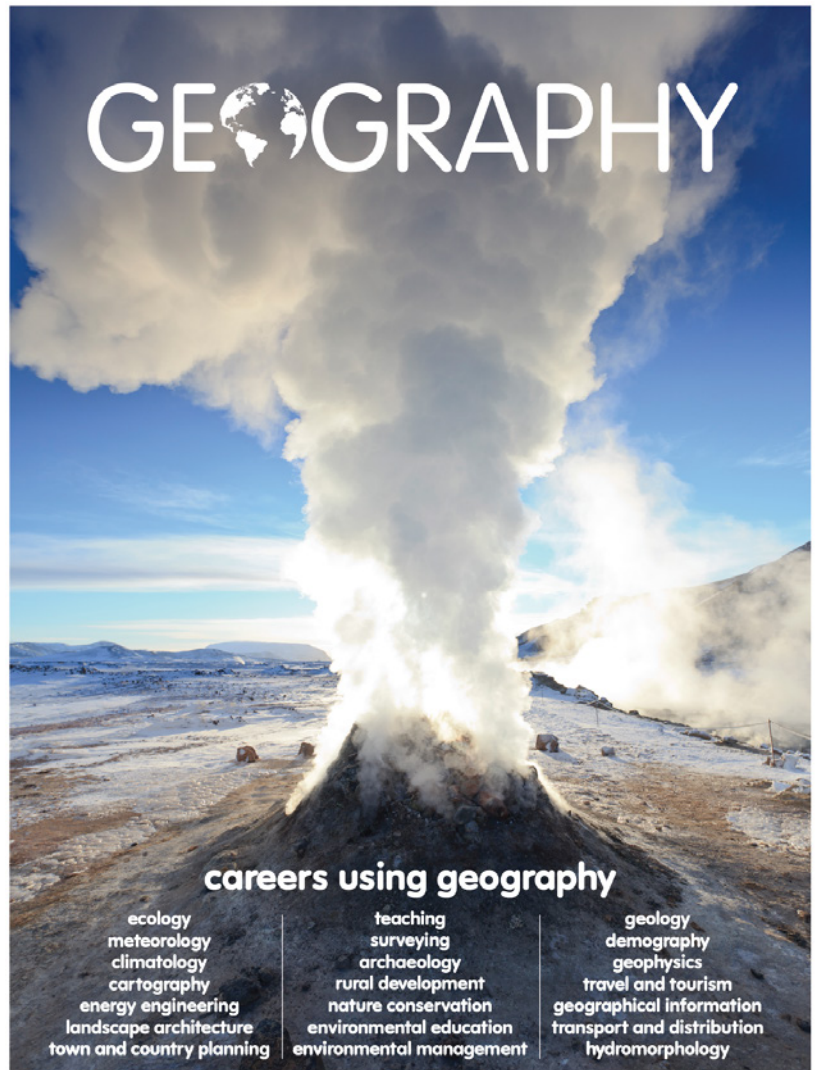
Geographers have done some pretty important things for the human race, including charting new territory, developing maps (cartography) and measuring distances to help us get from A to B long before we could simply take a picture of an area from space. We wouldn't have Google maps without them.

Geography will help you develop your communication and teamwork skills, as you'll often work on group projects. You'll also develop your research and analysis skills including in IT, lab and fieldwork, which means you will be able to collect and look for patterns in data.

Employers love the mix of technical and social skills people get from studying geography, which they see as very transferable, i.e. useful for a whole range of jobs.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.



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

MEMORY LANE



Thank you to Mrs Geary for writing the memory lane article this week and thank you to Mr Roger Pattison for allowing us to use this image.

The photo shows the whole school in the yard singing together. The school had Performing Arts' Status and our mission statement was "Creativity across the Curriculum" which was embodied in a whole school sing as well as other creative activities on Enrichment Days.

It was led by Sam Dunkley and consisted of different year groups learning a number of songs which fit together including: O when the saints, I will sing, sing, sing, and Swing low, sweet chariot.

It was a fun event and pupils could be heard singing in the corridors for days afterwards...

If you recognise yourself or anyone else in the photograph please do get in touch .

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

Reader of the week: Eve (9DLN)

Form of the week: 9DLN

Year group leader boards (Average words per pupil)

Year 7

1. HLR — 174,760
2. CPO — 112,719
3. TDW — 106,501

Year 8

1. BER — 169,673
2. DEE — 134,555
3. RSC — 100,934

Year 9

1. DLN — 101,044
2. KED — 101,044
3. RJO — 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

303,069

CHARACTER

46,996

VALUE

38,640

**TOTAL
REWARD
POINTS:**

808,641

Top Reward Earners

Year 7:	Luke McTernan
Year 8:	Archie Eate
Year 9:	Seb Hamilton
Year 10:	Jacob Winchester
Year 11:	Molly Randle
Year 12:	Bobby Blenkin
Year 13:	Caleb Oliver

Highest Rewarded Forms

7TDW
8RPA
9DBE
10KMY
11RMG
12DCL
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:



142,166



177,867



177,651



141,064



192,532



TOTAL
HOUSE
POINTS:
396,950





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:	Beatrice Quigley
Year 8:	Rosie Anderton
Year 9:	Katie Leigh Peach
Year 10:	Isaac Oliver
Year 11:	Rose Whelan
Year 12:	Henry Foggin
Year 13:	Adam Benson

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 Swales
Year 8:	Riley Bell
Year 9:	Joshua Dolphin
Year 10:	Dylan Banks
Year 11:	Hannah Bramley
Year 12:	Matthew Breare
Year 13:	Adam Benson

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:	Jake Morrison
Year 8:	Ewan Rowland
Year 9:	Finley Bradshaw
Year 10:	Ryan Clarkson
Year 11:	William Dalgliesh
Year 12:	Mathew Breare
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