



Newsletter

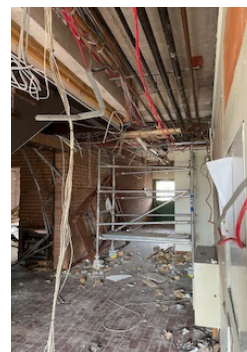
Of great merit, character and value



Demolition Begins!

Following our update in March we are excited to announce that demolition on our existing buildings has begun. Phase one sees I Block come down. This phase will also see the start of the multi-use games area construction too.

We would like to thank our community for their understanding as the haul road was created to provide a safe access for works vehicles away from our main entrance.



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Newsletter

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Mr Sloman writes:

Our school is a large community, including over 1,200 pupils and students, staff and their families. For any community to live and work effectively together, it is essential that that all members have a voice, are heard and have a say in the decisions that affect the running of the school and its future direction.

At Woldgate School, we ensure that all members of our community have a voice. Each year, pupils elect Form Representatives and School Councillors who in turn can suggest ideas and raise issues with the Care & Achievement team and senior leaders. Pupils and students can also volunteer as Subject Ambassadors to support in their chosen subject areas, representing the department during events and information evenings, as well as working with the Curriculum Leader on planning and curriculum development.

This year, we are working with parents and carers to ensure that their voices are heard in the running and development of the school. I am particularly grateful to those parents and carers who initially raised some concerns with the school last year, and have taken the time to engage with the school in discussing these. These discussions have directly led to the establishment of three working groups of parents, carers and senior school leaders, with the focus on driving forward strategic improvements over the coming months and years. The three working groups and foci are:

Pupil and student development, including pupil and student wellbeing, enrichment opportunities, Rewards, curriculum, and timetable matters. The group will be led by Ms Smith and Mrs Wright. During this academic year we will be focussing on support for pupil mental health, pupil attendance and our rewards and behaviour systems.



Important Dates for your Diary

Wednesday 17th April:

Year 11 Woldgate Tutorial:
Option A Subjects

Monday 22nd April:

Year 10 Parents' Evening
(4pm to 7pm)

Wednesday 24th April:

Year 10 GCSE Visit to Yorkshire
Sculpture Park

Year 11 Woldgate Tutorial:

Option B Subjects

Monday 29th April:

Live Music & Art Exhibition
Evening at Pocklington Arts
Centre

Wednesday 1st May:

Year 11 Woldgate Tutorial:
Maths

Monday 6th May:

May Day Bank Holiday
(School closed)

Wednesday 8th May:

Year 12 Parents' Evening
(4pm to 7pm)

Monday 13th May:

Year 8 Parents' Evening
(4pm to 7pm)



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Operations and communications, including management of the school site, facilities, resources, and planning for our new school building. The group will be led by Mr Sloman and Mr Hipkiss. During this academic year we will be focussing on the ongoing maintenance and improvements of pupil toilets, the format of the school day and our school communications and website.

Special educational needs, including support for pupils with social, emotional, and mental health needs. The group will be led by Mr Monaghan and Mrs McKie. During this academic year we will be focussing on developing the effectiveness of SEND provision in classrooms, creating a support group for parents of pupils with SEND and gathering parent voice on SEND matters.

I am pleased to report that all three working groups have now met for their initial planning meeting and priorities and actions in each area have been identified. My colleagues are now working on each of these actions, and I look forward to updating you on their progress in the coming weeks.

Our school is a community, and I am determined that every member of our community has a voice and say in the day to day running of the school and its strategic development over the coming months and years. Thank you to everyone is involved with this, and please do get in touch if you have any questions.

Mr Sloman
Headteacher

Immunisation HPV Year 8

The School Nurse Team will be visiting Woldgate School on Thursday 18th April to administer HPV immunisations to Year 8 children with consents. Thank you to all parents and carers who have registered their consent or non consent via the online link on ClassCharts.

Please be aware that late consents (after Tuesday 16th) may not be picked up in time, so if you would like to register, please do so before then.

<https://humber.schoolvaccination.uk/hpv/2023/eastriding> - Link is still on ClassCharts.



Important Dates for your Diary (continued)

Wednesday 15th May:

Year 10 Revision and Study Skills
Evening (6pm to 8pm)

Thursday 16th May:

Paris Visit Parent and Carer
Information Evening
(5:30pm to 6pm)

Andalucia Visit Parent and Carer
Information Evening
(6:15pm to 6:45pm)

W/b 20th May:

GCSE and Sixth Form
examinations begin

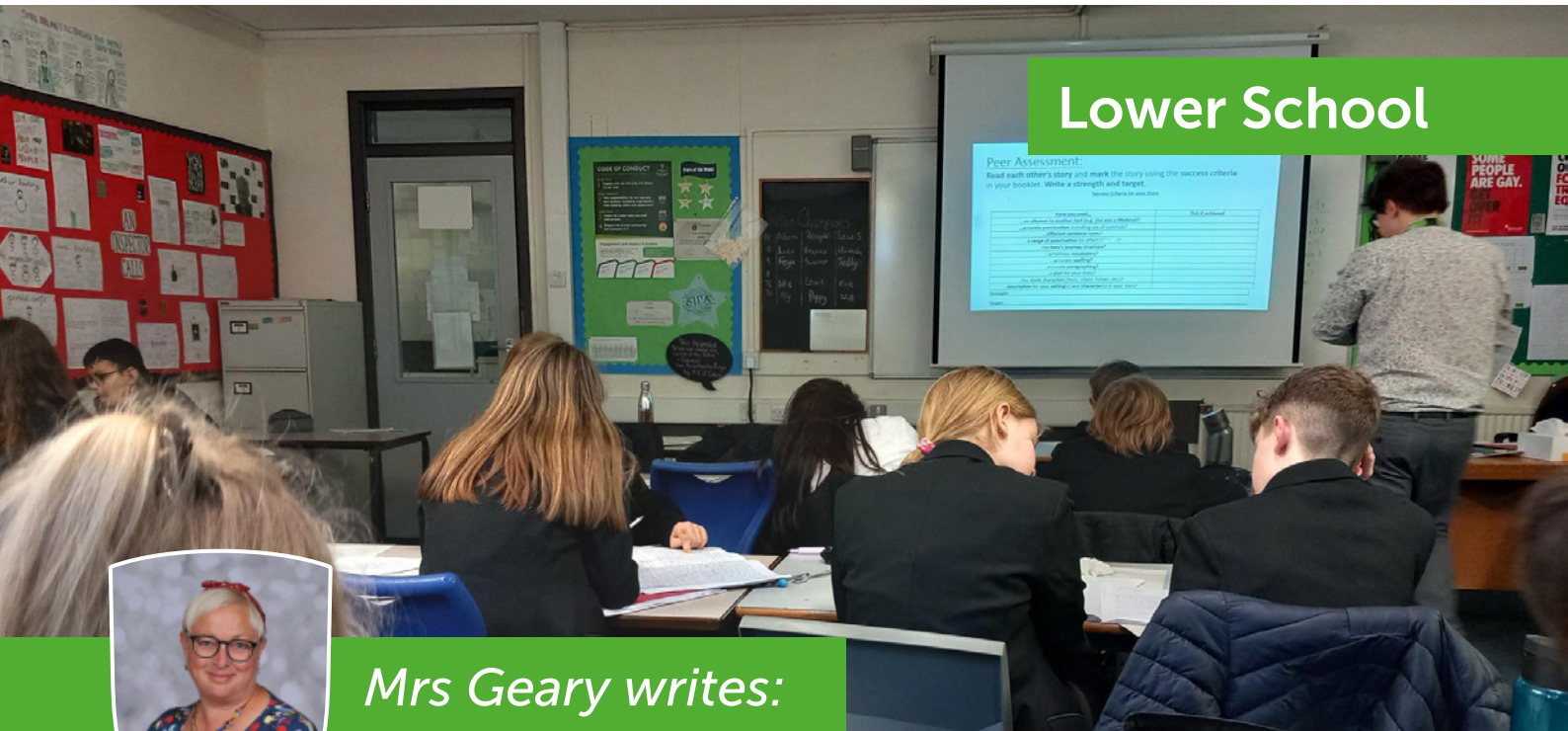
Friday 24th May:

Last Day of Half Term

Monday 3rd June:

First Day of Half Term





Lower School

Mrs Geary writes:

Friday 15th March was a great day of creativity for Year 7. They were involved in a Writing Workshop with a full day with their English teachers helping them to plan and craft stories. The pupils had been learning about different types of narratives such as Quests; Rags to Riches and Overcoming the Monster.

All Year 7 began by reading an excerpt based on the idea of a Hero's story and exploring the idea of using a door as a portal to another world.

They then had chance to develop and discuss their own ideas in groups. Some pupils even had the chance to use Virtual Reality headsets to take them into other settings and adventures.

Finally, the pupils read their stories and decided on a winner for each group. Each pupil received a fun pen to help their inspiration. Ideas included: Labyrinths; Jungles; a boy who meets a crab; girls' football and unexpected monsters. The key elements included were friendship; teamwork and having exciting adventures.

When asked about the thing they enjoyed about the day, pupils said: "Writing! It always makes me so inspired to make more stories"; "I loved describing the characters"; "I liked the way that you could build suspense"; It was good listening to other peoples' stories" "I liked weaving a story using threads of Literature."

We wanted to know if the pupils would recommend it to next year's Year 7, they said "Definitely!"

Mrs Geary
Head of Lower School

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Middle School



Mr Macdonald writes:

I do hope that all pupils and their families have had a terrific Easter break this year and hope that all have found time to relax, enjoy themselves, and spend both quality and well needed time with family.

The Summer term is highly favoured by pupils and staff alike: not least because the sun begins to shine, but also because it remains to be a term in school where there is a lot to look forward too. Whether that be our Sports day; one of the many school visits; summer enrichment clubs: there is something for everyone, and I would encourage pupils to get involved.

Secondly, I would just like to say a big thank you to Year 8 and Year 9 pupils and parents for providing us with options choices in a timely manner. Please note, that confirmation of choices are issued after the generation of the school timetable. This is typically at the end of June, early July. In cases where courses are unable to run, I will be in touch with parents well before July. In cases where there are no issues, I won't be.

In this respect: **no news is generally good news.**

Finally, I would just like to say a massive well done to our Year 8 girls who have recently represented our school in the Yorkshire Cricket County Indoor finals. I would also like to thank Mrs McDonough who supported them with this incredible experience, and for the time she put into this.

Mr Macdonald
Head of Middle School

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Mrs McDonough writes:

Our Year 8 pupils in the U13 girls' cricket team had a fantastic experience at the Headingley Indoor School for the Yorkshire County Indoor finals! Although they did not reach the knockout stages, they represented the school impeccably and worked really hard in all the matches. Well done Chloe, El, Amy, Ruby, Evie, Charley, Ffion and Ella!

Well done!

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Upper School



Mrs Atkinson writes:

It has been a pleasure to accept the post of Head of Upper School. It has been lovely this week to be out in the yard talking to pupils and seeing them doing well in their lessons.

It was great to hear that so many of our Year 11s accepted the support offered at Easter School. They will see that their commitment to their learning will continue to build their confidence, not only in understanding subject content but also in applying their knowledge. Exam preparations continued this week with staff in maths giving of their time to support our pupils at the Woldgate tutorial. Please continue to encourage your child to attend these sessions.

Of utmost importance is also their continued attendance at all their lessons. With staff preparing exam-style questions and supporting your child on how to answer these to the best of their ability, the

best place for them is in the classroom. The support from staff and their peers is invaluable now. After all, we are all in this together. Every time that they experience small successes in the classroom, their confidence grows. Success breeds confidence and this is where we want them to be in the lead up to their exams.

“We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline and effort”.

—Jesse Owens

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It has been great to see the excellent quality of revision tasks that our pupils have been completing. I have included a small sample here. Thank you so much for your continued support with this. We know that some of our pupils may already be feeling a little stressed. This is normal for most pupils but please get in touch if your child needs further support with the planning of their revision or with extra revision support. Please check that your child has the equipment needed for their exams and that they have this with them in school.

I would like to continue to encourage the Year 10s to apply for their Work Experience Placements. A very well done to those who have already secured their placements and for those actively completing their applications and contacting potential employers. Please let us know if you need support with this.

We look forward to seeing Year 10 families for Parents' Evening on April 22nd. Please look out for announcements on Class Charts for when the appointments can be booked. As we continue to prepare your child for the Mock Exams in July, please encourage them to always have their basic equipment with them. I am looking forward to getting to know your child well and so being better able, along with all the staff, to support, encourage and in so doing, aim for them to have a successful and happy time in our school. Thank you in advance for your support with this.

Mrs Atkinson
Head of Upper School

Atomic Structure + Periodic Table:
chemistry, higher double

Atomic Structure
3 sub-atomic particles:
shell
electron (negative)
neutron
proton (positive) — nucleus

	relative mass	relative charge
p	1	+1
n	1	0
e	1/2000	-1

electronic structure
way electrons arrange in atom.
number of shells - period number (outer shell)
number of electrons - group number
number added together - atomic number

Separation Techniques
Filtration:
used to separate insoluble solid from pure liquid or solution.
filter paper is folded into cone and placed on filter funnel.
filtrate is liquid and residue is the solid left.

Chromatography:
used to separate mixtures of soluble substances, e.g. ink.
used to identify pure and impure substances.
stationary phase (uniform absorbent) + mobile phase (solvent moves with substances).
chromatography paper.
penicillin + ink
solvent

Plum Pudding Model
1904
J.J. Thompson discovered electrons in 1897.
1904 - created model
recognised electrons in atom but no nucleus and no explanation for his observations.

History of Atomic Structure
1803 John Dalton - theory atoms of certain element different from other, not invisible.
1904 J.J. Thompson - discovered electrons + plum pudding model.
1911 Ernest Rutherford - found nucleus + nuclear model.
1913 Niels Bohr - recognised nuclear model, explained emission spectra of some elements didn't work for heavier elements.
1926 Erwin Schrödinger - quantum model, electrons in 'clouds' with uncertain position, widely accepted.

Nuclear Model
1911
Ernest Rutherford did gold foil experiment and realised atom was more spaced out.
found more positive concentrated centre, the nucleus.
didn't explain electrons in the shells.

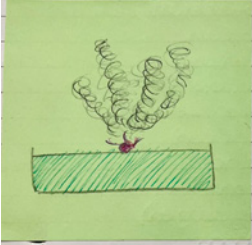
Separation Techniques
Evaporation, crystallisation:
happens when liquid slowly turns to gas below boiling point.
happens at all temperatures.
evaporating basin
solution
wire gauze
tripod stand
Bunsen burner
Crystallisation, used to obtain crystals of solid solute.
solution treated, solvent evaporated, crystals of solute left behind.

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Chemical Changes

Chemistry, higher double



Reaction of metal and water:
 ↳ when reacted metal hydroxides and hydrogen gas forms.
 ↳ should expect smoking, white or lilac coloured flame and spitting whilst moving in water.

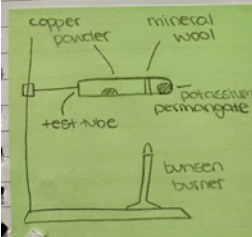
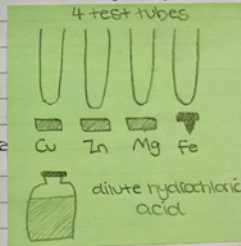
e.g. with potassium, metal melts and floats, moves quickly, self-ignites metal/hydrogen, sometimes explosion:
 potassium + water → potassium hydroxide + hydrogen

Reaction of metals and acid:

↳ when reacted salt of the metal and hydrogen gas forms.
 ↳ metal + acid → salt + hydrogen

e.g. magnesium + hydrochloric acid → magnesium chloride + hydrogen

acid name	salt ending
hydrochloric acid	chloride
sulphuric acid	sulfate
nitric acid	nitrate

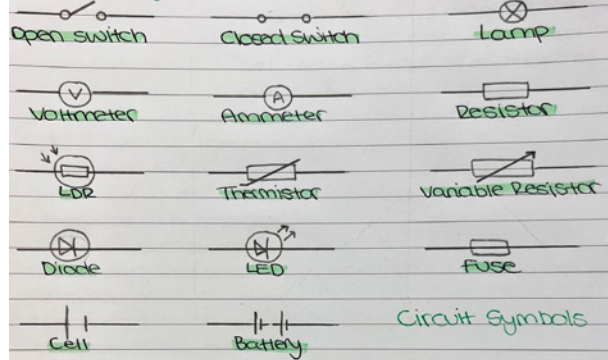


Reaction of metal and oxygen:
 ↳ when reacted forms metal oxide
 ↳ speed of reaction depends on the reactivity of the metal.

↳ metal + oxygen → metal oxide
 e.g. zinc + oxygen → zinc oxide

Electrical Circuits:

Physics, higher double



Resistance in Circuit

↳ when a charge moves through a potential difference, electrical work is done and energy transfer.
 potential difference

$$V = I \times R$$

volts V current, amps A resistance, ohms Ω

conductors have a low resistance.
 insulators have a high resistance.

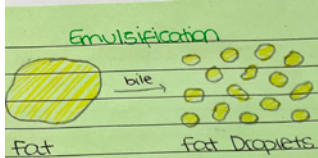
Thermistors + LDRs

↳ thermistors used as temperature sensors e.g. fire alarms
 ↳ as the temperature increases the resistance will then decrease

↳ LDR - light dependent resistors
 ↳ used to detect light levels e.g. automatic security lights
 ↳ as the light intensity increases the resistance will decrease

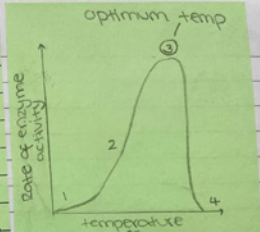
Enzymes:

Biology, higher double

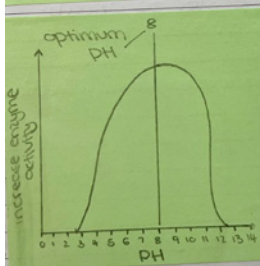


The breakdown of fat molecules into tiny droplets which are water-soluble.

This happens in pancreas, pancreatic lipase acts on lipid molecules and breaks them down into fatty acids and glycerols.

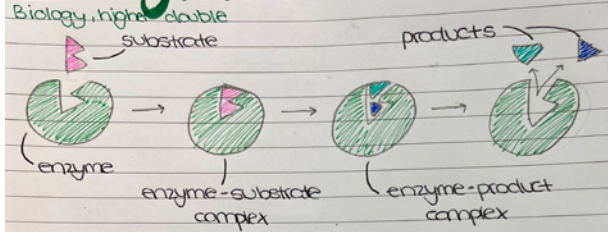


↳ the rate of an enzyme-catalysed reaction increases as the temperature increases. But at high temperatures the rate decreases due to enzyme becoming denatured and can no longer function as a biological catalyst.

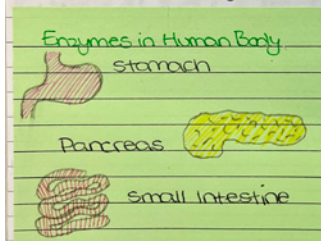


↳ changes in pH alter the shape of an enzyme's active site. Different enzymes work best at different pH values.

↳ optimum pH of enzyme depends on where it normally works.



lock and key model - shape of active site matches shape of substrate molecule. This makes enzymes highly specific, each enzyme can catalyse only one reaction.



Enzymes break down proteins + lipids in the body by breaking the bonds between individual building blocks of these macromolecules so it's more easily absorbed.

They are used in the digestive system to break down large molecules of food small. This makes it easier for the body to absorb and use for energy.

Biological Catalyst contain 20 different amino acids linked together to form a chain. Only match specific substrates.

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WOLDGATE
THE EAST YORKSHIRE
SIXTH FORM

Miss Smith writes:

Over the last week I have had many conversations with Year 12 and 13 students who have used the Easter holidays effectively to ensure that they feel well prepared for the upcoming Year 12 mock exams and Year 13 A-level examinations. As always, I am continually impressed by our students' focus and commitment and this was evident in the number of Year 13 students who signed up and attended Easter School revision sessions.

To support our students over the previous term, we have focused on developing an awareness of revision and revision strategies in registration and at our Year 13 Revision Information Evening. During this session we focused on ensuring that families are aware of the most effective revision strategies that students can utilise as we feel that this knowledge will empower young people to implement the most efficient revision strategies and thus have potential benefits on their wellbeing and stress levels.

Repeated studies and research highlight three techniques as having high levels of efficiency these are:

- **Completing practice tests** – this could be using flashcards to test knowledge or using mock exam style questions. The important aspect here is that students are testing their knowledge and utilising their knowledge in a test environment.

- **Teaching others key content** – having to teach others involves re-shaping the knowledge that we have and finding other ways to explain our knowledge thus meaning that our understanding of concepts are effectively challenged.
- **Spacing practice out** – this requires students to ensure that they are regularly re-visiting information that they have previously covered. It is this recall of knowledge and re-visiting that ensures that information becomes entrenched

We are very aware of the significant demands on our students' time in terms of schoolwork, part-time employment, sports clubs and other activities and at home commitments and feel that ensuring revision utilises effective techniques is a way to support our students to manage the demands of A-level study.

Miss Smith
Head of Sixth Form



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Safeguarding at Woldgate School

Safeguarding refers to the process of protecting children to provide safe and effective care. This includes all procedures designed to prevent harm to a child, including:

- » Protecting children from maltreatment
- » Preventing impairment of children's mental and physical health or development
- » Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- » Taking action to enable all children to have the best outcomes

At Woldgate School, we recognise that listening to young people is an important and essential part of safeguarding. Our BeeKind posters are all around the school, and remind our pupils to:

- » Watch their thoughts, for they become words
- » Watch their words, for they become actions
- » Watch your actions, for they become habits
- » Watch your habits, for they become character
- » Watch your character, for it becomes your destiny.

If a pupil is feeling upset or has concerns, they should tell someone they trust, such as friends, teachers, their Care & Achievement Coordinator, parents, carers or other family members.

Let people help to make things better. Never do nothing! We want our pupils to remember they are never alone, and there are always people around who can help and support them.

All our staff receive regular training in effective safeguarding and understand how to identify and support pupils where concerns are raised. We place great emphasis on the mental

health and wellbeing of our pupils and we also have a team of Peer Mentors who can help pupils by being a friend and someone to talk to, supporter, advisor, role model or source of new ideas and opportunities. We can arrange for pupils to meet with Peer Mentors on a regular basis to support them whenever needed.

Our weekly newsletters also regularly remind pupils and parents about how to stay safe, including online, how to manage their mental health and wellbeing. Regular assemblies also remind pupils on how to be an effective and active member of our caring school community. Our Care & Achievement Coordinators are trained to identify and support pupils, to ensure pupils feel supported and looked after during the school day, and to contact parents and carers and work with other agencies where necessary.

If we have any concerns about a pupil, our Designated Safeguarding Lead, Mrs Handley, and our Deputy Safeguarding Lead, Mrs Wright will work with the Care & Achievement Coordinator, pupils, parents and carers to ensure pupils receive the support they need, and to work with supporting agencies.

If your child has any concerns, they should speak to their Care & Achievement Coordinator or any member of staff as soon as possible so we can support them. If you have any questions or would like to know more, please do contact our Designated Safeguarding Lead, Mrs Handley or our Deputy Designated Safeguarding Lead, Mrs Wright for more information.





SCIENCE

Science Department - British science week

British Science Week is an annual ten-day celebration of science, technology, engineering and maths (STEM). It is promoted by the British Science Association and aims to celebrate all sciences and their importance in our everyday lives. The event provides an opportunity for people of all ages across the UK to take part in science, engineering and technology events and activities.

We celebrated Science week last month with over 100 practical activities and demonstrations to our year 7, 8 and 9 pupils. The week was put together by the STEM club, over 3 months of meticulous planning went into organising equipment, writing lesson notes for students and staff and testing the investigations. Year 7 investigated kinetic energy with bouncing balls to making their own cabbage indicators. Year 8 tested different composts for growing cress, making soda snakes, and neutralising acids. Year 9 conducted experiments to extract DNA from fruit, made pendulum swings to precisely measure a 1minute of time and electroplated coins with copper.

Growing Cress – Archie, Year 8

In this science week we have been trying to find out which compost is the best for growing cress. We carried out an experiment where we used multi-purpose compost, ericaceous compost and tomato compost. We put 5 cress seeds in each compost and every science lesson we watered them and observed their growth. We eventually found that the multi-purpose compost had the healthiest cress, and the ericaceous compost had the most cress.



How high does a ball bounce? – Kinetic energy – Laura, Year 8

The combination of the material properties of the surface and texture the ball is bouncing on deflects on its height.

The energy transferred between each of the surfaces also results in a difference between the height in which the bouncy ball will achieve. For example, a hard smooth surface will result in an increase of height when compared to a softer surface as this will absorb more energy causing a decrease in height. So what causes the energy to be transferred and transformed? Kinetic energy is energy an object has because it is moving. Gravitational potential energy is what an object has because it is off the ground. Elastic potential energy is energy an elastic object has when it is stretched or compressed. As the ball is dropped it has both kinetic energy as it is moving constantly and also gravitational energy as it is moving towards the centre of the earth where there is a gravitational field. The ball's bounce or rebound is caused by elastic potential energy being released after contacting the surface. This is where we see the change in heights in relation to surfaces. As long as the ball is the same size, weight and dropped by the same force and height. The kinetic energy and gravitational energy will remain the same. However, as the surfaces change so does the amount of elastic potential energy the ball has. Harder and smooth=increase in height. Softer and rougher = decrease in height. More energy is absorbed in the softer and rougher surfaces as the energy deforms itself when the ball hits it. Energy can be transferred sound friction and deformation of the ball causing it to decrease. After the ball rebounds the elastic potential energy is transformed into kinetic energy but it will never possess as much kinetic energy as during its original fall as energy has been transformed.

Equations:

$KE = \frac{1}{2} \text{ mass} \times \text{speed}$

$GPE = \text{mass} \times \text{gravitational field strength} \times \text{height}$ ----Earth 9.8

$EPE = \frac{1}{2} \text{ spring constant} \times \text{extension}$

What has Science Week taught me? - Freya, Year 8

Science week has taught me a multitude of different skills. I have learnt teamwork, perseverance, time management and responsibility, as well as other skills that I will no doubt use later in life. Science week has also deepened my knowledge of science as a subject. I've learnt about chemical reactions, the laws of physics and the biology behind growing food and the soil needed for the best results. A group of Year 8's put together an amazing PowerPoint concerning the UK's huge use of plastic and the amount of plastic we consume and then waste. Year 7's have been filling out survey sheets to find out how much plastic we are using on a weekly basis. We (STEM Club) will then count up the results and add it all onto a spreadsheet to find out exactly how much plastic we use in a week. Overall, I have enjoyed Science week and being able to be behind the scenes in organising everything.



Big Plastic Count – Year 8 Michaela, Bella, Isabelle & Freya

During Science week we took part in the nationwide Big Plastic Count. The results of The Big Plastic Count provide a truly unique snapshot of the scale of the country's plastic waste. Over the one week in March, nearly a quarter of a million people counted their plastic waste to contribute to the citizen science investigation. We asked the year 7 and staff to count the plastic they threw away into bins or recycling, we are still inputting the results but here is a breakdown so far;

8073 Pieces of plastic thrown away

Equivalent to 412,796 pieces a year

79% from food and drinks

58% will end up in a landfill as only 17% can be recycled



Visit from Pocklington Cubs

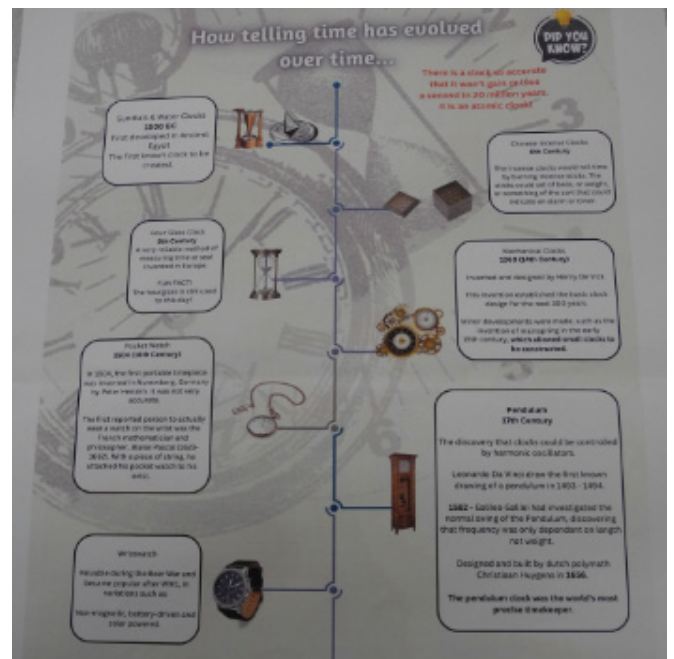
British Science Week at Woldgate was a wonderful celebration of inquiry and discovery, with pupils in Years 7, 8, and 9 engaging in a range of science investigations. From extracting DNA from kiwi to electroplating copper coins with zinc and crafting pH indicators from red cabbage, each experiment sparked curiosity and scientific inquiry.

Woldgate science team welcomed 24 enthusiastic members of the local Pocklington Cubs group, who eagerly participated in flame tests with different metals and the creation of soda snakes. Their excitement was wonderful, and their knowledge of key science principles was impressive! Together, these experiences showcased the spirit of exploration and discovery that defines British Science Week-cubs tested flames and made soda snake creatures.

Ms A Curtis (Science Teacher on Placement)

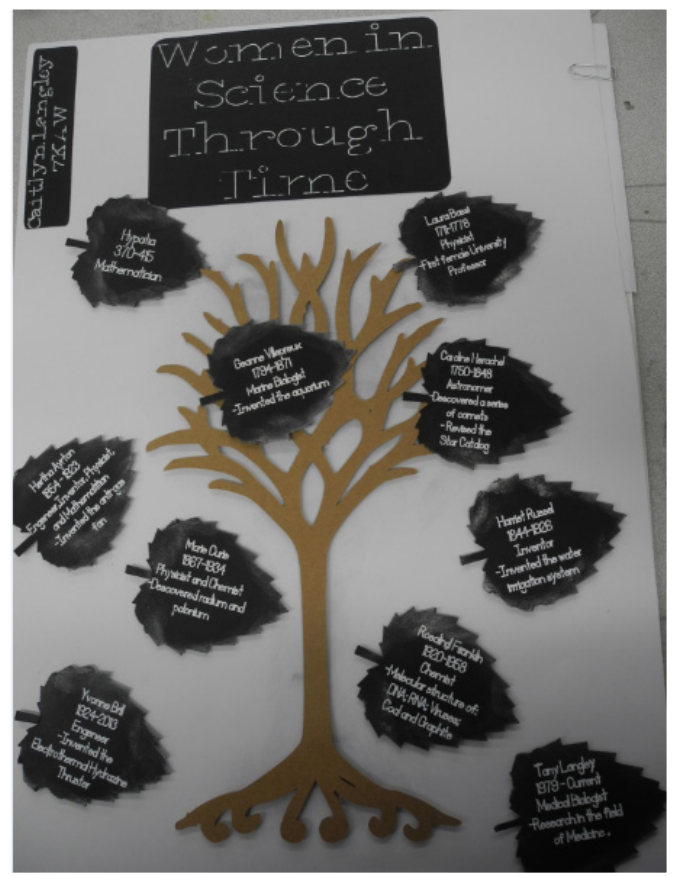
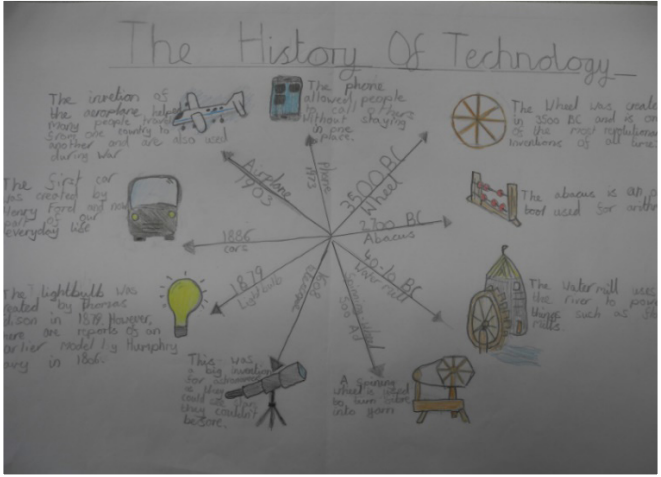
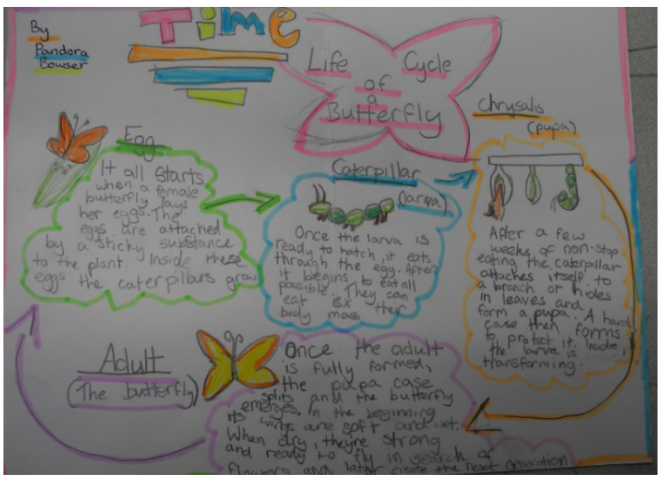
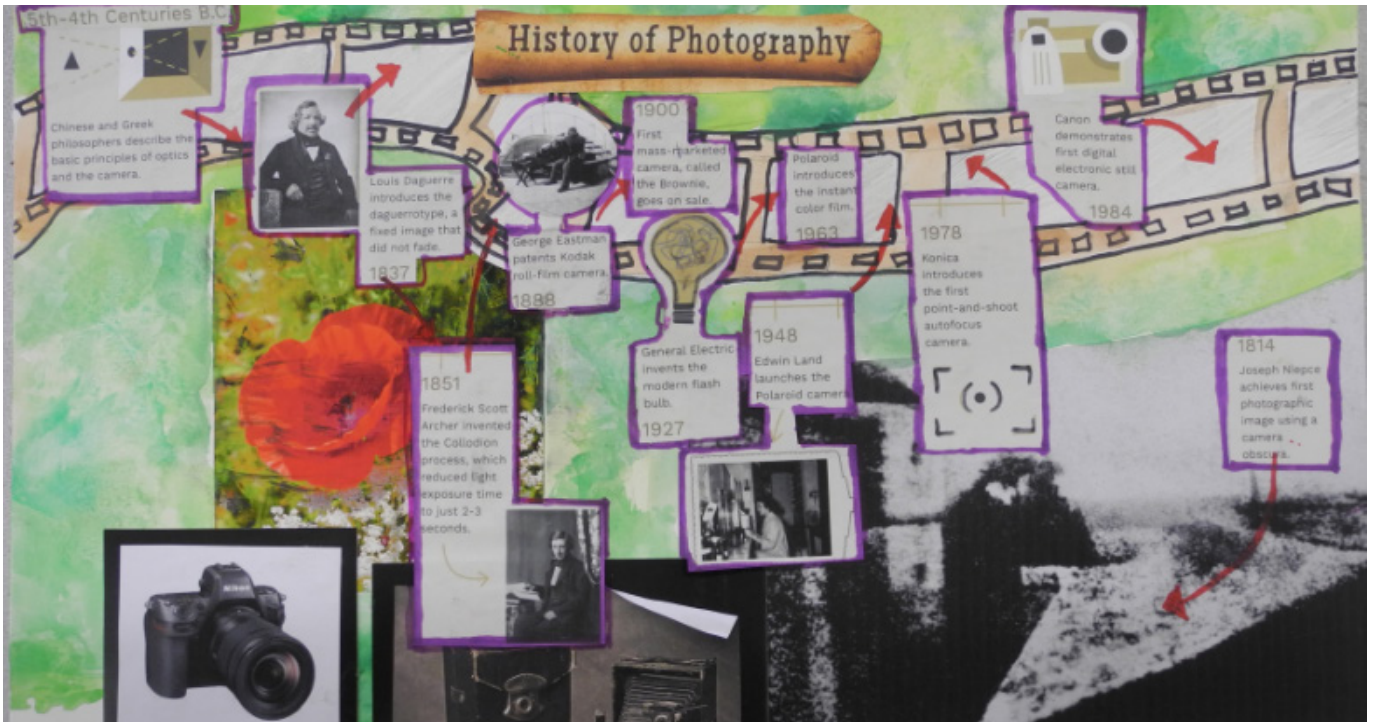
Science week National Poster competition

In addition, we entered the National Science Week poster competition with our Year 7. The theme this year was 'Time'. Pupils created posters showing how a certain type of technology has changed over time, and even the advancement of time-telling technology itself. Some designed futurist advancements in a world yet to come. A selection of entries:



Newsletter

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character and value



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,
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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

296,283

CHARACTER

39,421

VALUE

32,180

**TOTAL
REWARD
POINTS:**

739,073

Headteacher Award

The following pupils earned the highest total number of Rewards in their respective year groups, and have won the Headteacher Award for this week:

Year 7:	Ellie Atkinson-Hodgson
Year 8:	Eva Benson-Harold
Year 9:	Olivia Murphy
Year 10:	Alex Smith
Year 11:	Rebecca Horsley
Year 12:	Joseph North
Year 13:	Henry Foggin





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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:



143,120



162,299



184,782



140,425



137,499



TOTAL
HOUSE
POINTS:
337,109





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:	Fergus Baigrie
Year 8:	Matilda Curtis
Year 9:	Oliver Owens
Year 10:	Emilia Motiejunaite
Year 11:	Matthew Chapman
Year 12:	Emily Guest
Year 13:	James Tyndall

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:	Charlie Wilkinson
Year 8:	Courtney Toon
Year 9:	Archie Eate
Year 10:	Louis Reynolds
Year 11:	Eve Donarski
Year 12:	Lily Gibbens
Year 13:	Skye Harrison

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:	Lewis Allan
Year 8:	Milan Vasyliiev
Year 9:	Poppy Peacock
Year 10:	Mariia Adamenko
Year 11:	Artem Teteruk
Year 12:	Eleanor Taylor
Year 13:	Georgie Dawson



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



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Inclusion
Manager

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