

Newsletter

Of great merit, character and value



Extraordinary Exhibit

The Art and Music departments are proud to announce the second annual Key Stage 3 Art Exhibition at Pocklington Arts Centre.

The exhibition will be open to members of the public until 1st June.

On Monday 29th April Pocklington Arts Centre hosted a Preview Evening where parents and staff could view the fantastic work on display and also listen to pupils talk about their work. Live music was provided by Woldgate School's singers and musicians.

This year the Art department showcased Year 7 and Year 8 work which included analytical studies in pencil and biro as well as abstract colourful work using mixed-media and paints. Pupils have explored lots of different artists and made connections to Susannah Blaxill, Pop Artists, Loui Jover and Barbara Kruger as well as many others. Both classwork and homework was displayed by more than 50 pupils.

Contents

Headteacher's
Welcome

[Page 4](#)

Lower School

[Page 6](#)

Middle School

[Page 7](#)

Upper School

[Page 9](#)

Sixth Form

[Page 11](#)

Spotlight on: PE

[Page 12](#)

Safeguarding

[Page 17](#)

Rewards

[Page 21](#)

Newsletter

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character and value*





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Mr Sloman writes:

After weeks of revision and preparation, our Year 11 pupils and Year 13 students have commenced their real examinations. These examinations, for both Year 11 pupils and Year 13 students, are not an end in themselves; they represent years of dedication, hard work, self-motivation and resilience. These examinations are an opportunity for our pupils and students to showcase their learning, as well as representing the end of a stage in their educational journeys. For both pupils and students, these examinations will open doors of opportunity for them in the months and years to come, regardless of what they choose to do.

It is effective and regular revision ensures that key knowledge is remembered and makes success in examinations far more likely. Regular, effective revision ensures that revision is seen as manageable and realistic; we recommend approximately one hour per evening for Year 11 pupils and Year 13 students with no more than twenty minutes per subject (three subjects per evening). During each twenty minute revision session, pupils and students should seek to produce diagrams, mindmaps or notes of what they have revised, or participate in a knowledge test or quiz – it is important that they are actively engaged in the revision process. Passive revision techniques, such as simply reading their exercise books or revision guides, are ineffective.



Important Dates for your Diary

Monday 13th May:

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

Wednesday 15th May:

Year 10 Revision and Study Skills
Evening (6pm to 7pm)

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



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It is also essential that pupils and students look after themselves during these examinations. In particular, they should get plenty of good quality sleep, with no distractions, for at least eight hours per night. Each morning, pupils and students should eat a healthy breakfast, as this has been proven to aid learning and memory, and improves recall in examinations. Plenty of sleep and a healthy diet can also help mental health, particularly around examinations. This, combined with excellent revision techniques, will ensure success.

At Woldgate School, we know that pupil and student wellbeing is paramount to success. For this reason, we have once again put in place breakfast and lunchtime support sessions for both Year 11 pupils and Year 13 students, immediately prior to exams, to support our young people. We have also planned a comprehensive sequence of revision sessions prior to each examination, so that subject teachers can support pupils and students with subject revision prior to exams.

Good luck to all our Year 11 pupils and Year 13 students.

Mr Sloman
Headteacher



Learning Support News

As part of our ongoing review of support for pupils with SEND, we are currently reviewing our SEND register. We will contact parents/carers in the next few weeks to discuss any proposed changes regarding your child's provision in school.

Please also remember that information and support for parents and carers of pupils with SEND, can be found on the East Riding Local Offer website. This is available here: <https://www.eastridinglocaloffer.org.uk/>

If you have any queries regarding SEND provision in Woldgate, please do not hesitate to email sen@woldgate.net. Due to the number of emails we receive, we try our best to respond within seven working days.

Kirstin McKie
Senior SENCO



Lower School



Mrs Geary writes:

Check Mates!

Henry and Thomas were keen to tell us all about the Chess Club at Woldgate School which meets on Wednesday lunchtimes with Mr Bateson in G11

Henry, who has been playing chess since he was five years old, had thought of setting up his own club, before realising that there was already a club in existence. "I joined and found out it was fun!" he admits. Henry, was taught to play by his dad, but now claims that he is the "Grandmaster" in his household after beating his dad at his own game.

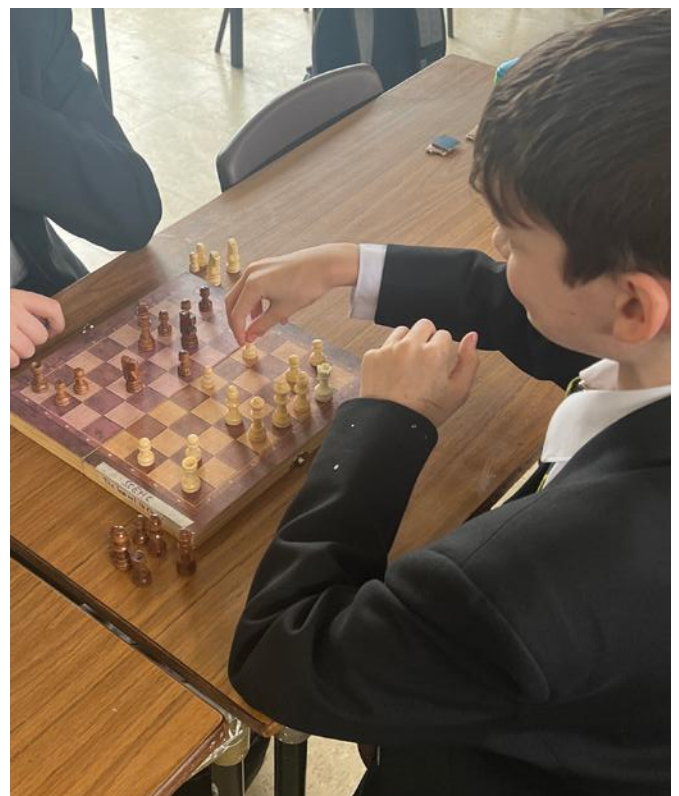
Thomas, is a relative newcomer to the game and has only been playing since February. Encouraged to learn by Henry, he knows says that Chess Club is the favourite part of his week. He says that it has not only improved his chess skills, but also his social skills as he is more confident talking to people with shared interests.

The club started with a tournament and the people with the most points got through to the semis and they are currently playing out the finals.

Both boys have a favourite move: Henry is renowned for sacrificing his Rook and Thomas likes the "Caro Kann Opening."

"Chess is a game of strategy rather than luck like Monopoly" they both agree, and you get better by trial and error or by practice. Thomas adds: "I like how it's a battle of wits; it helps to boost your concentration and even helps you in life." They are reading a book called "How to Win at Chess" which is developing their skills, too.

Mrs Geary
Head of Lower School



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Middle School



Mr Macdonald writes:

It has been fantastic to get into lessons this week, and to see the hard work, effort, and learning that has been taking place. An essential part of learning is not just the learning itself that takes place in the lesson, but also ensuring that the knowledge and skills stay with pupils – and that they are not forgotten. Year 9 will begin revising for their upcoming GL assessments in July, from next week, and will be assigned 3 short 10-minute GCSE POD activities for English, Maths and Science to support their revision and preparation. More information about this will be shared with pupils and families, next week, but I thought that an article this week covering the basics of revision, what it is, and why we do it, would hopefully be helpful this week:

What is revision?

It means reviewing or revisiting information you have learnt previously. Revision should reinforce and embed school learning and help you identify any gaps in your knowledge. Practicing retrieving and applying knowledge is the most effective way to revise. Nearly all lessons in school start with some revision, we call this 'Retrieval Practice'. You may wish to model your revision on the 'last lesson, last month, last year' approach.

What is the aim of revising?

The aim is to reduce the amount of information relating to a subject to a series of key points, any of which you can expand upon in an assessment answer. The key point, phrase or word prompts your brain to retrieve the information stored in it. At the end of your revision for each topic or sub topic, aim to have a card or A4 sheet of KEY points for that section.



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How do I structure my revision?

Good revision techniques always include:

- » An aim for the session e.g. 'By the end of this one hour revision session I will understand and be able to answer questions on photosynthesis'.
- » Thinking about what you know already and identifying the bits you need to spend more time on (usually by doing some sort of self-testing / retrieval practice – many revision aids include opportunities for self-testing).
- » Breaking down each topic into 'doable' chunks. Revise each section – not just reading the information but doing something active with it.
- » Producing notes (shorter each time you revise a particular area) noting key points, phrases or words.
- » Testing yourself to see what you have learnt.
- » Ticking off the subject on your 'overall list' so that you can see regular progress.
- » Revisiting your notes briefly after one day, one week and one month, as well as just before the exam

Quick revision tips:

- » Make yourself start, however much you don't want to – the hardest bit is over with then!
- » Build in short breaks.
- » Do frequent short exercises – stretches, neck and shoulder rolls, walking around etc.
- » Drink water, get fresh air and keep the temperature cool.
- » Eat 'brain food', avoid sugar and have healthy snacks around to eat little and often.
- » Do not leave the difficult bits to the end.
- » Do something relaxing between revising and bedtime.
- » Stop and take a break if you start feeling frustrated, angry, and overwhelmed. Make a note of the problem to take to your next lesson, and move onto something else.
- » Focus on what you have done, not all the things that you haven't – every little helps.
- » Promise yourself rewards after each session – watching TV, reading a novel or going out with friends.
- » At the end of each session, file away your notes so your work area is clear for next time

Mr Macdonald
Head of Middle School



Upper School



Mrs Atkinson writes:

Beauty and the Beast

Congratulations to our pupils, Finn W, Taylor W and Ben H who had starring roles in Beauty and the Beast! Their dedication, along with their peers from this school and other schools, for ones so young, is much admired. I would like to thank the families and pupils for allowing us to share in their children's successes and to hear of their pride, joy and commitment in supporting them to reach their dreams.

"Maybe she needed someone to show her how to live and he needed someone to show him how to love."

—N.R. Hart

All this does not come easily. These pupils attend weekly sessions with the theatre company, Be Amazing Arts. When there is a play that they would like to audition for, a lot of preparation has to go into this. They must audition for their roles and then attend a workshop, which is normally 4 hours long. If they get through and land their part, they start rehearsals with an intensive week; this would then run every day and then every Thursday evening, for 10 weeks!

Be Amazing Arts is based in Malton, but they mostly rehearse at Huntington School. They have high expectations from their performers, and they have open auditions, so anyone can have a go! The shows are usually performed at the Joseph Rowntree Theatre and the public are welcome. They have previously hosted shows such as Cats, Les Mis and West Side Story. The next production will be in September and this will be Charlie and the Chocolate Factory. It would be great if you could make it, to come out to support our pupils.



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Fin as Lumiere



Taylor – That is me as a ‘Wardrobe’.

Taylor writes:

Beauty and the Beast is a famous Disney production about Love and never judging a book by its cover. In Be Amazing Arts, the production was a wonderful success. I played Madame de la Grande Bouche (The opera singing wardrobe).

The best parts of the rehearsal process are how amazing and supportive the people we work with are, from the cast to the directors and the backstage chaperones and set/tech crew. I struggled with moving in the set piece – it is difficult to move around as a wardrobe! But Beauty and the Beast and Be Amazing Arts in general, is one of the best companies I’ve ever worked with, and I am excited for future productions such as Charlie and the Chocolate Factory.

On behalf of our Woldgate Community, I would like to say how proud we are of you all and wish you the very best of luck in your upcoming auditions. We will be there watching you being Great!



Ben

Notices:

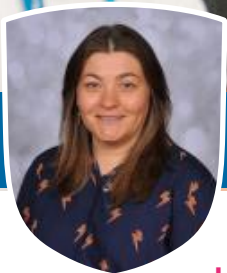
We look forward to seeing the Year 10 pupils and their families on Wednesday May 15th from 6pm to 7pm, for our Study and Revision Skills Evening.

Wishing the very best to our Year 11s as they continue to sit their exams.

Know that we are proud of you!

Always remember that:

“You’re braver than you believe, stronger than you seem, and smarter than you think.”
—Christopher Robin



Miss Smith writes:

This week we received some lovely news from Daphne who was part of last year's Year 13 cohort. Daphne had ambitions to attend Cambridge University and worked incredibly hard to prepare for her Cambridge interview. Securing an interview at Oxford or Cambridge in itself is an achievement but unfortunately Daphne's application last year wasn't successful. However, Daphne wasn't to be deterred and has demonstrated incredible resilience over the last year to secure her ambitions. Daphne writes...

My journey to Oxford has been, undoubtedly, unconventional. My results day wasn't the best, and I ended up missing my uni offer. After a period of disappointment, I decided to take a gap year, resit an A-Level, and reapply to university.

I hadn't even considered Oxford until I stumbled across an article about the Astrophoria Programme. The programme was made to offer students from disadvantaged backgrounds an opportunity to study at the University of Oxford with lowered entry requirements.

Due to the programme being quite new (I'm part of the University's second cohort), positions are limited to only 50 students. Luckily, I was shortlisted for interviews in March. I frantically read all the texts I had mentioned in my personal statement, spending my nineteenth birthday analysing Brontë's 'Shirley'.

Despite my previous experience with interviews due to being a past Cambridge applicant, I still felt apprehensive. But

once you think of these interviews as informal conversations about your personal interests, it is far easier to relax. Last Wednesday, I received an invitation to read English Literature and Language with Foundation at Keble College.

Reapplying to university has highlighted to me the importance of having a true passion for your chosen subject. I have had the time to participate in a writing internship scheme, as well as winning some poetry prizes too. A lot of this productivity came from the self assurance I had from deciding to reapply in the first place.

Although this is not the route to higher education I envisaged when I attended Woldgate, I don't regret taking a year out and reapplying. I hope more students will consider alternative paths to higher education, and also see that Oxford can be the right place for anybody, regardless of their background

Miss Smith
Head of Sixth Form



MATHS

With the first Maths papers being sat imminently, I thought I would share with you some of the Pre/during/after exam tips collated by the Mathematician Craig Barton.

- 1. Whatever you do, don't stay up all night revising the night before your exam.** Your brain needs processing time to sort out all the information you have bundled into it during your revision, and sleep and relaxation are the best way to achieve that.
- 2. Before you leave the house, make sure you have got all your equipment.** The most important is your calculator as that is like an extra part of your brain which only you know how to use. Other important pieces of equipment are: pen, pencil, ruler, compass, and a protractor.
- 3. Be careful who you talk to before the exam!** Some pupils will be stressed and panicking, and after talking to them, you may get stressed and panic too! Try and keep to yourself before an exam and just be confident that you have done everything you needed to do.
- 4. When you get into the exam and you find your seat, it is probably going to be a good ten minutes before the exam starts.** Spend the time wisely. Read the instructions on the front of the exam paper. Not only will this get your mind focused, it might just also tell you something important.
- 5. A lot of people struggle with the timing of exams.** They either go too quickly and end up with about forty painful minutes left at the end with nothing to do, or they go so slowly that they don't get chance to finish. Read each question carefully and use the marks available as an approximation for the time needed to answer it in minutes.
- 6. If you get stuck on a question, move on!** This especially tends to happen at the start of exams when you are still a little nervous and your brain hasn't had a chance to warm up. Some people like to flick through the exam paper and find a question on their favourite topic, do that one first, and then go back to Question 1.

Exam Dates

Thursday 16th May – Paper 1.
(Non Calc)

Monday 3rd June – Paper 2.
(Calc)

Monday 10th June – Paper 3.
(Calc)



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AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____
Forename(s) _____
Candidate signature _____
I declare this is my own work.

GCSE
MATHEMATICS

Higher Tier Paper 1 Non-Calculator

H

Friday 19 May 2023 Morning Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- mathematical instruments
- the Formulae Sheet (enclosed).



You must not use a calculator.

Instructions

- Use black ink or black ball-point pen. Draw diagrams in pencil.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You may ask for more answer paper, graph paper and tracing paper. These must be tagged securely to this answer book.

Advice

In all calculations, show clearly how you work out your answer.



0304000000

8300/1H

For Examiners Use	
Pages	Mark
2-3	
4-5	
6-7	
8-9	
10-11	
12-13	
14-15	
16-17	
18-19	
20-21	
22-23	
TOTAL	

7. Read the questions carefully! Maths questions, more than in any other subject, contain words which, if you don't spot them, can send you down the completely wrong path. Imagine if you didn't see the "not" in this question: Which of the following shapes are not regular polygons?

8. Show your working. In GCSE, working out can be worth over three-quarters of the total marks. The beauty of working out is that even if you make a couple of daft mistakes, you are still picking up lots and lots of marks.

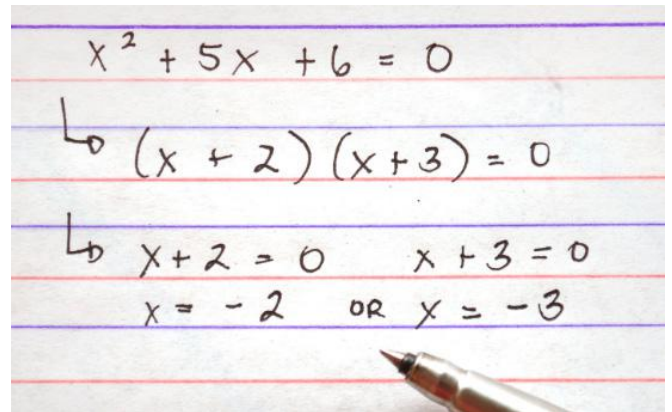
9. Check your answers at the end. If you find one of two daft mistakes (and everyone makes them), that could make the difference between a grade, and those painful fifteen minutes will pass a lot quicker if you are checking answers than if you are just staring blankly in front of you.

10. After you walk out of the exam, don't listen too much to what others are saying. You always have the people who come up to you and say "what did you get for question 7c?... I got 2.35776, but I think I should be 2.35775... what do you think?... what do you think?". That is not what you need. Take a bit of time on your own, and then when you talk to your friends, get them talking about something else apart from maths!

My final tip is to ensure that your calculator is in the correct mode. You should see a little D at the top of the screen or DEG. This means that it is operating in Degrees and can be used correctly to answer trigonometric calculations at GCSE. If it is not and you are unsure how to reset it, then speak to any of the Maths teachers in advance of the exam.

Best of Luck

Mr McCausland
Director of Studies for Maths





Restore your parenting confidence

Has your child thrown you a curveball, leaving you feeling lost and overwhelmed? Perhaps your child is struggling with anxieties related to a major life transition, like starting school or adapting to a new setting, resulting in challenging behaviours you've never encountered before.

Don't worry, you're not the only one facing this challenge and I can assure you, there is a way to solve it.

Sometimes, all you need is a guiding hand, a listening ear and expert advice from someone who appreciates what you're going through to restore your family's peace and your confidence as a parent. You need Positive Parenting. The good news is, you're in the right place to discover the solution.

About me...



Drawing upon more than two decades of education experience as a headteacher, senior leader and educational specialist in schools across Yorkshire, Iris Consultancy brings a solution-focused perspective to behaviour change.

Led by SEMH specialist Helen Hatton, our unwavering passion stems from the belief that any challenge can be overcome by addressing a child's emotional needs.



How I can help you

Book a 1 hour **Solution Session** or a series of **Positive Parenting Coaching Sessions** to boost your confidence, help you break the behaviour cycle and give you the tools to positively impact your child's life.

Active Listening: You'll get my full attention and compassion to understand your concerns deeply.

Practical Solutions: Using the Relational Approach, I'll provide you with straightforward, effective strategies you can implement immediately.

Resources: You'll receive valuable resources and advice, either during our session or afterward via email.

Quick, effective solutions:

Practical advice to get you back on track immediately.

Non-judgmental support: A safe space to share your concerns without fear of judgement.

Aha! moments: Discover those lightbulb moments that will help you restore your parenting strategies.

Text support: You can have text support between your sessions.

Life is a learning process for everyone.

Get in contact today and let's start the journey together.



Scan the QR code for Iris Consultancy.

Helen Hatton

helen@irisconsultancy.co.uk

07480 149 734



Parenting support to suit every situation

Has your son or daughter thrown you a curveball, leaving you feeling lost and overwhelmed?

Perhaps your son or daughter is struggling with anxieties related to a major life transitions, like starting school or adapting to a life change, resulting in challenging behaviours you've never encountered before.

Don't worry, you're not the only one facing this challenge and I can assure you, there is a way to solve it.

Sometimes, all you need is a guiding hand, a listening ear and expert advice from someone who appreciates what you're going through to restore your family's peace and your confidence as a parent. You need Positive Parenting.



Helen Hatton

The good news is, you're in the right place to discover the solution.



The Quick Fix

A 25 minute online or telephone consultation to answer quick questions to steer you back in the right direction. Applicable resources can be emailed.

Solution Session

A 1 hour online consultation to unpick the behaviour, gain a deeper understanding and to find a way forward. Applicable resources can be emailed.

Positive Parenting Coaching based on the Relational Approach

A course of coaching sessions to help you to elevate your parenting style or to support you through a challenging time.
4 - 6 Sessions

1-1 Mentoring

Online or (local) F2F of 1-1 support to mentor & guide your child to work through big emotions or social worries to improve wellbeing. Based on nurturing through the Relational Approach
4 - 6 Sessions

To enquire or book - email or call 07480149734



Newsletter

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Safeguarding and Attendance

Emergency Lockdown Practice

The whole school practiced what to do in a lockdown situation on Tuesday 7th May. The children behaved excellently and followed staff instructions well which ensured the practice only needed to take a few minutes. We are very proud of how well they respond to our emergency practices and thank you for your continued support in such matters.

Cyber Security Resources for Young People - Parent Zone

The issues around cyber security, have featured heavily in safeguarding discourse over the past few years. This is largely in response to the massive shift in people's social and familial life from the real world, to the digital space. It is vital that we begin teaching children and young people, the do's and don'ts of online safety before they have to learn the hard way. Parent Zone, an organisation that deals with the digital aspect of young people's lives have produced child-oriented resources to this end. To find out more about these resources, please follow the link below:

<https://parentzone.org.uk/article/cyber-security>

Attendance

Many thanks to parents/carers for your efforts in ensuring children and students attend school when they are well enough to attend. This is particularly important for those who are doing final preparations for examinations- keep up the good work!

Mrs Handley
SENDO





ORCHESTRA WORKSHOP SUMMER 2024



ALLOW YOUR CHILD TO GAIN EXPERIENCE AS PART OF A LARGE ENSEMBLE IN AN ORCHESTRA SETTING.

A.L SCHOFIELD MUSIC WILL BE RUNNING AN ORCHESTRA WORKSHOP THIS SUMMER (2024).
LEARNING A VARIOUS REPERTOIRE OF DIFFERENT MUSICAL GENRES - INCLUDING CLASSICAL / JAZZ
/ FILM MUSIC / MUSICAL THEATRE / POP&ROCK. DEVELOPING ENSEMBLE SKILLS AND PERFORMANCE TECHNIQUE.

FOR CHILDREN AGED BETWEEN 11-18. THE COURSE WILL BE HOSTED AT WOLDGATE SCHOOL.

REGISTER YOUR INTEREST FOR THE ORCHESTRA WORKSHOP (SUMMER 2024) NOW!
SCAN THE QR CODE OR CLICK ON THE LINK BELOW AND FILL OUT OUR EXPRESSION OF INTEREST FORM.

[Register your interest via this form.](#)



A.L SCHOFIELD MUSIC



Pocklington Town Council

Go Wild in Pocklington

Nature Recovery Event



The number of Chaffinches has declined by 69% since 1979.

Saturday 11th May
Community Hall, Burnby Hall, The Balk
9.45am to 4.00pm - Free Entry

Climate change, loss of habitat, pesticides & pollution are destroying our biodiversity. Numbers of some native birds have declined by 80%.

But, by making small changes, together we can help our wildlife to survive and thrive.

Pocklington Town Council in partnership with Greener Pocklington plans to build on existing initiatives in the community to get as many people as possible to help develop a more sustainable environment.

The event on 11th May the first of a series of nature recovery activities. Come for the day or for the bits that interest you. There will be:

- **Information stalls, demonstrations and fun activities for adults and children throughout the day.**
- **Interesting presentations from experts on things you can do to help nature conservation, tackling climate change and making your homes more sustainable.**
- **Live Music in the afternoon.**

A full programme for the event will soon be available on www.pocklington.gov.uk and other media.

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

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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

337,690

CHARACTER

44,937

VALUE

35,547

**TOTAL
REWARD
POINTS:**

844,451

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:	Harrison Coombe
Year 8:	Eleanor Harvey-Walker
Year 9:	Ben Hudson
Year 10:	Fin Walker
Year 11:	Evie Wood
Year 12:	Freya Huby
Year 13:	Maisie Howard



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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:



162,306



185,887



212,172



161,324



157,063



**TOTAL
HOUSE
POINTS:
385,569**





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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 Baigre
Year 8:	Bethany Lloyd
Year 9:	Tristan Andrews
Year 10:	Osprey Adams
Year 11:	Polina Onyshchenko
Year 12:	Jessica Town
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:	Sam Frankish
Year 8:	Freddie Hammond
Year 9:	Leo Burton
Year 10:	Marth Hardcastle
Year 11:	Teagan Cattaneo
Year 12:	Billy Harrison
Year 13:	Jade Hoop

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:	Veldie Van Greuning
Year 8:	Jaden Proctor
Year 9:	Michael Abbott
Year 10:	Evie Lusby
Year 11:	Artem Teteruk
Year 12:	Emily Guest
Year 13:	Abigail Hardcastle



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.



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Care and Achievement Coordinators



Year 7

Mrs F McDonough
07980 702715
fmcdonough@woldgate.net



Year 8

Mrs H Cross
07790 987131
hcross@woldgate.net



Year 9

Mrs L Cavanagh
07790 987139
lcavanagh@woldgate.net



Year 10

Mr M Joseph
07790 987142
mjoseph@woldgate.net



Year 11

Mrs S Clark
07790 987009
sclark@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



Inclusion
Manager

Miss Parkin
gparkin@woldgate.net