

AN ETHOS LIVED
INTO BEING



PROSPECTUS



*Everything you do should
be worthy, of great merit,
character and value.*

Woldgate is a positive, warm and welcoming school where pupils aim to do their very best and take pride in their achievements. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect to become a highly successful learner and individual.



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Welcome by the Headteacher





Welcome by the Headteacher

Pupils are pleasant, polite and courteous. Around the school they are well behaved and get on well together. They are well mannered and hold doors open for adults. Pupils are proud of their school and enjoy telling visitors how much they enjoy being in the school.

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As Headteacher of Woldgate School and Sixth Form College, I am committed to providing the very best education for the young people in our care, and every day I feel privileged to be part of this school and to see the many great achievements of our pupils. Located on the edge of the beautiful Yorkshire Wolds, our school has a long tradition of being at the heart of the community, and we are proud to serve the market town of Pocklington, the City of York and the surrounding villages, providing excellent education and opportunities for each and every pupil.

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

***Everything you do should be worthy,
of great merit, character and value.***

Of great merit

The quality of being particularly good or worthy,
especially deserving of praise or reward.

Of great character

The moral qualities that define an individual.

Of great value

The principles or standards of conduct we work to;
our judgment of what is important in life.

Welcome by the Headteacher



The most able pupils make much better progress than similar pupils in other schools. In GCSE examinations in 2014, many reached the highest GCSE grades in mathematics and a good number of other subjects. Throughout the school, pupils' good work ethic and the high expectations of their teachers supports the good progress of these pupils.

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I truly believe that part of what makes this community so special is the holistic education we provide for our pupils. Our extra-curricular clubs, sporting activities, the arts and House competitions, combined with our wonderful visits programme, provide pupils with a unique opportunity to appreciate the world around them. I have long believed that the creative arts provide an exceptional platform upon which pupils can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. The arts offer us something special, whether it be learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company. This holistic approach to school life, for me, is integral to a good education and wonderful preparation for future life.

Academic achievement is equally our top priority and an area in which we have received special recognition from the Department of Education. In 2018 our results will, once again, make the school one of the highest performing academically in the region and the country. 86% of pupils achieved an A*-C (9-4) in Mathematics. 84% of pupils achieved an A*-C (9-4) in English. 77% of pupils achieved an A*-C (9-4) in English and Mathematics. 60% of pupils achieved the new Grade 5 'strong pass' or above in both English and Mathematics. 55% of pupils achieved an A*-A (9-7) grade. We are very proud of the achievements of our pupils and it is especially wonderful to see over 55% achieving the new 'harder' 9-7 grade (A*-A) equivalent. Results in Sixth Form are also impressive. 59% of students secured an A*-A grade at A level or equivalent. 89% of students secured an A*-B grade at A level or equivalent. 97% of students secured an A*-C grade at A level or equivalent.

In 2017 Woldgate School was presented with an 'Outstanding Outcomes Award' from the SSAT for our academic results. We are also recognised by the Department of Education as being one of the 'Top 100' most improved schools in the country, out of three thousand eight hundred. As one of only ten schools nationally, we have been selected to appear in a Parliamentary publication which celebrates excellence in education. We are currently rated by ALPS as being in the top 10% of schools nationally for outcomes at GCSE and A-Level. It has also been wonderful to receive a letter from Stephen Fry, the Brownlee Brothers and Leeds United, recognising our individual pupil's successes and encouraging them to aim high. Achievements such as these are testament to the hard work and



Pupils make good progress across the school in a wide range of subjects including English and mathematics.

This is because well-planned, interesting tasks motivate pupils to work hard and complete a good amount of high-quality work.

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dedication of pupils, parents and teachers, and they draw upon a combination of academic rigour, pastoral care of the highest quality, excellent teaching and learning, complemented by structures that monitor progress and intervene to provide individual support for each and every pupil.

As we look to the future, I am absolutely committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with each pupil known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

I would encourage you to speak to our current parents, download our Ofsted Parent View page, our recent Ofsted Report and, of course, visit our school. We welcome applications for both Year 7 (208 places available) and Sixth Form (125 places available) from a wide geographical area and expect once again to be oversubscribed this year. We believe it is important we remain a small school, so we can continue to ensure each child is known and cared for as an individual. It is, therefore, essential you place Woldgate School as your first option on your Local Authority application, if you are to be considered for a place. So please do come for a tour of our school, meet our fabulous pupils and staff, and experience what makes this school truly unique.

I do hope you will contact Helen Walker by telephone and arrange to visit the school. As Headteacher, it would be a pleasure to take you on a tour of our school if your son or daughter is considering studying here from September.

Serving our community since 1958



In September 1958 Woldgate School opened its doors and provided secondary education for the town of Pocklington. The Secondary School was originally established for about 500 boys and girls. The first headmaster was Mr. H. C. Vaughan. In 1958 the school sought to build a community, to enrich pupils' education, to broaden their experiences and to ensure their actions were worthy, of great merit, character and value.

These key principles still continue to enrich the lives of our young people today, as we continue to provide a holistic education. We are, therefore, as a community, building on our many strengths, successes and our original foundation.

WELCOME TO OUR SCHOOL AND COMMUNITY

At Woldgate School we believe that every child should be known and cared for as an individual. We are an inclusive, welcoming and small community which, with the support of parents, provides a caring, safe and welcoming environment in which to learn and grow. We are a school where your child's individual gifts and talents can flourish.

Our partnership with parents is at the heart of our success as a school. We believe good communication is essential to ensure you are kept informed. As a parent we want you to feel part of our community and able to effectively support your child and our school. We will, therefore, work hard to establish a positive partnership that will support your child and you as a parent. Through our weekly newsletter, Twitter and Facebook site, we will also share the many successes, opportunities and events that are available throughout the school year. You will also be welcome to join our Friends of Woldgate Association, run by parents on behalf of our children and the school.

We are, as a school, true to our motto, offering a rich and varied range of enrichment opportunities, outside the formal curriculum. From our drama productions, musicals, business competitions, sports and Archbishop of York's Leadership Award, our young people have a vast array of choice. In addition, our Skills for Life programme also provides our children with those skills that are highly sought by employers and universities, for instance, leadership, communication, organisation and teamwork.

As a school we intend to remain small. We are oversubscribed. With small class sizes and a year group not exceeding 208 pupils, we are doing the very best for our children and ensuring they are known as an individual by their classroom teacher, receive one to one intervention and support in lessons from their teacher and are in a small Form group.







The gateway to the beautiful Yorkshire Wolds



A range of well-planned activities helps pupils to learn well across their subjects. Interesting work is set, captures pupils' imagination and motivates them exceptionally well. Pupils in a Year 7 science lesson investigating the change in mass when dissolving salt in water were making strong progress and were encouraged to link their scientific understanding to everyday life.

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Woldgate School is located in the Market Town of Pocklington. We are a rural school, primarily serving small village primary schools. Our pupils are, therefore, fortunate to have an excellent educational foundation in Church of England and non-denominational primary schools.

As a school, our warm, friendly community provides a welcoming environment where each child is known and cared for as an individual and where our values are lived into being through the care and teaching we provide as a school.

At the end of every school year our pupils follow the Minster Way and explore the beautiful Wolds. This unique school event provides an opportunity to be together as a community, to explore the beautiful countryside and to celebrate what makes Woldgate School and Sixth Form College unique.

We are fortunate, therefore, to be able to educate in a rural setting, to serve our small local rural primary schools and to ensure your son or daughter can enjoy the many benefits of a school situated within a market town, rather than an urban city environment.

Teaching



Pupils are given clear and concise explanations about what is required of them. Work starts at a brisk pace as they bring the right equipment to lessons and have good routines for their learning. Pupils are given clear information about what they have to do to achieve well and many strive to do better. Good examples of these aspects were seen in Year 10 Spanish and French classes where pupils knew how to use the examination grade criteria well and were challenged to achieve beyond their aspirational targets.

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As a school of 1050 pupils we are large enough to offer a broad curriculum while at the same time ensuring your child is known and cared for as an individual. We are also determined that our Year groups never grow beyond 208 pupils and that our class sizes remain small, ensuring your child is known by their Head of Care and Achievement, Tutor and Teacher.

At Woldgate School our teachers use the Woldgate Learning Cycle to plan each and every lesson. This six part structure, based on the best national and internal research is proven to deliver pace, challenge and improve academic outcomes for our children.

The cycle provides a framework within which our teachers can draw upon their expertise and extensive experience to ensure lessons have academic rigour, a broad range of activities, are exciting, relevant and have challenging content to stretch those pupils who are gifted and talented.

In addition, teachers record in every lesson your child's approach to their studies and ensure they receive the recognition they deserve for their hard work and academic progress. Teachers also use the latest data software to ensure every pupil is on-track and is making the very best academic progress.

Questioning is used consistently well to involve pupils and to assess what they understand. Pupils are given time to explain fully what they have learned and this is supporting the development of their communication skills well. Pupils' responses are used skilfully to develop a deeper understanding of the work for all pupils.

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Care



The school is a calm and purposeful place. Pupils with physical disabilities and those who have special educational needs are exceptionally well integrated into school life.

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We aim to foster the development of the whole person, in a disciplined and ordered working environment which is secure and caring, and within which each pupil can strive for excellence. We create a positive, happy atmosphere, allowing pupils to take pride in their achievements, and ensuring pupils and staff work together with mutual respect, courtesy and consideration for others.

We are also a relatively small school with 1050 pupils and Sixth Form students: large enough to offer a broad, balanced and enriched curriculum, but sufficiently small that every child is known and cared for as an individual. This ensures our class sizes are some of the lowest in York and the East Riding, with a maximum number of 208 pupils in each year.

THE HOME SCHOOL PARTNERSHIP

Communication is central to our relationship with you as a parent. We will always be available to discuss the education and personal development of your child.

Our combined focus on Care and Achievement ensures that in caring for and supporting your son or daughter, we provide the very best environment for them to thrive in academically.

HEADS OF SCHOOL

At Woldgate School we aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. Our Care and Achievement team has oversight of your son or daughter's academic achievement and is committed to ensuring every child fulfils their potential and achieves their target. They will, throughout, ensure you are updated regularly on your child's progress so you can be confident they are achieving success.

Our Heads of School are responsible for the care and achievement of each and every pupil. We have three Heads of School, one overseeing Lower School, another Upper School and then our Head of Sixth Form College. They know each and every child by name in their school and ensure we provide the very best education and experience for your child.

Lower School provides specialist attention to the particular academic and pastoral needs of our younger pupils. Mr Sloman is Head of Lower School and will oversee the transition process from Year 5 through to the start of Year 8 and then on into Year 9 where pupils will start GCSE study.

The Upper School is led by Ms Longstaff. Pupils in Year 10 and 11 are part of the 'Upper School', a school within a school, designed to provide specialist attention to the particular academic and pastoral needs of pupils preparing for and pursuing courses which lead to public examinations.

Learning Support



We have a whole-school approach to meeting Special Educational Needs and Disabilities (SEND); every teacher at Woldgate School is a teacher of pupils with SEND, and is responsible for the progress and development of all pupils in their classes. In addition, the Learning Support Department is available to support pupils, their teachers and parents/carers at Lower and Upper School.

We can offer support in the following ways:

- Accurately identify pupils with special educational needs and disabilities and ensure that their needs are met as early as possible.
- Advise the teaching staff on a graduated response to pupil need.
- Provide in class support and access to other interventions.
- Specialist assessments and mentoring.
- Ensure exam access arrangements are in place for pupils with additional needs.
- Referral to and liaison with external agencies and parents/carers.
- Transition support for pupils going on to College, Sixth Form or other places of Further Education.
- For further details please refer to the SEND policy on the Woldgate website.



Literacy & Numeracy

Registrations, lessons and extra-curricular activities are used across the school to foster and develop an understanding and appreciation of literacy and numeracy skills.

Numeracy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

Literacy is an individual's capacity to use their skills in language in order to communicate effectively with others in a range of situations, understand written information and meet the needs of that individual's life within the wider society. Being literate also provides opportunities for strategic thinking and reflection such as planning, organising and revising; building and negotiating meaning; and working out what new situations expect.

Expeditions



Opportunities exist for our Sixth Form students to go on our expeditions. Expeditions are very different to school trips. On expedition our students are in charge! Students are tasked with working together in order to plan all of the stages of their expedition. The expeditions are split into 4 phases: orientation, a trek, a community project and then some rest and relaxation. As well as putting together an itinerary, the team have to organise fundraising events, plan the training weekend in the Peak District and prepare themselves, as much as possible, for what awaits them in their destination.

In previous years we have travelled to Morocco, Borneo, Malawi and, in July 2018, we took 27 Sixth Form students to Tanzania. During their time in Tanzania, students took part in various activities including a trek up Longido Mountain, a Safari and some cultural experiences. The biggest part of the expeditions, though, is a community project and the students completed projects in schools helping to improve the buildings and working with the local children. The expedition is always a fantastic experience and gives a great opportunity to give something back to communities that are less fortunate than our own.

Our expeditions are all about self-development and growth. Every year it is always fascinating to watch our students become confident in foreign surroundings and to witness leaders emerge from even the quietest of students. Our 2019 expedition takes us to Vietnam and we are currently exploring potential destinations for July 2020 expeditions that our Sixth Form students will be able to participate in.

Head of Care & Achievement & the Form Tutor



Our Head of Care and Achievement for Year 7 will, with their tutor team, know every single child as an individual. They support your son or daughter through their transition to Woldgate School and will then remain with them throughout this period. As your child progresses through the school, the tutor will act as a mentor, providing the guidance your child needs each day, while also ensuring they take advantage of the many opportunities available to them. They will ensure your son or daughter makes the most of their studies, the numerous enrichment opportunities and, of course, is challenged to excel, so they meet or exceed their academic targets.

The behaviour of pupils around the school and in lessons is good. Pupils attend well and say they enjoy their time in the school and are safe.

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CARE AND ACHIEVEMENT CO-ORDINATOR

Our non-teaching, Care and Achievement Co-ordinators work closely with our Form Tutors, Teachers, Heads of Care and Achievement, Heads of Department and the Head of School. They are highly experienced colleagues who will either aim to resolve any queries promptly or will liaise with colleagues in school on your behalf. They will also support your child individually and liaise should you wish to communicate with your son or daughter directly in the school day. We have a Care and Achievement Co-ordinator for Lower School, Upper School and Sixth Form.

We believe effective communication is essential if the home/school partnership is to be successful; therefore, you can be reassured that with a direct telephone number, e-mail address or through the use of texting, from 8:30am until 4:30pm every school day, you can always receive a prompt response from your Co-ordinator should you have a pastoral or academic query you would like answering.



School Houses



Sixth-form pupils are good role models for other pupils. They make a good contribution to the work of the school and mentor younger pupils to support them with their academic studies. Some supervise pupils at lunchtime to support good behaviour:

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Our House Captains lead our School Houses and, through House Assemblies, events, competitions and enrichment days, they aim to celebrate the individual talents of each pupil and to strengthen our community by bringing together pupils from all of our year groups.

Rewarding acts that are worthy, of great merit, character and value.

Our School Houses are named after the beautiful Yorkshire Wolds. Each House is led by House Captain and our Sixth Form Prefects.

- Great Givendale
- Kirby Underdale
- Millington Dale
- Thixendale
- Warrendale

Our House Assemblies and three Enrichment Days are led by our Director of Studies for Holistic Education and provide access to an enriched curriculum, new experiences and a range of whole school events. Please see Holistic Education Programme for further details.

SUPPORTING YOUR FAMILY LIFE

The demands of work and school are not always compatible; consequently, we offer families a choice of flexible arrangements designed to ease some of the day-to-day pressure of modern family life. These options include before and after-school care for your child, to ensure they have a warm, welcoming and safe place to have breakfast before school or to complete further study after school between 3:35pm and 4:35pm. In addition, we have a wide range of enrichment activities available after school as well.

School Inspection



Woldgate School and Sixth Form College was inspected in May 2015. In all areas of practice and education the school was graded 'Good' under the new Ofsted framework.

The Ofsted report highlighted the following accomplishments of our pupils, teachers and parents.

- Standards of attainment are high. In 2014, the proportion of pupils in Year 11 gaining five or more GCSE grades A* to C, including English and mathematics, was well above average.
- Pupils are pleasant, polite and courteous. Around the school they are well behaved and get on well together. They are well mannered and hold doors open for adults. Pupils are proud of their school and enjoy telling visitors how much they enjoy being in the school.
- The school is a calm and purposeful place. Pupils with physical disabilities and those who have special educational needs are exceptionally well integrated into school life.
- The behaviour of pupils around the school and in lessons is good. Pupils attend well and say they enjoy their time in the school and are safe.
- Pupils are punctual to the school and to their lessons. Attendance is above average with very few pupils regularly absent from the school. Very few pupils.
- Pupils make good progress across the school in a wide range of subjects including English and mathematics. This is because well-planned, interesting tasks motivate pupils to work hard and complete a good amount of high-quality work.
- A range of well-planned activities helps pupils to learn well across their subjects. Interesting work is set, captures pupils' imagination and motivates them exceptionally well. Pupils in a Year 7 science lesson investigating the change in mass when dissolving salt in water were making strong progress and were encouraged to link their scientific understanding to everyday life.
- Pupils are given clear and concise explanations about what is required of them. Work starts at

a brisk pace as they bring the right equipment to lessons and have good routines for their learning. Pupils are given clear information about what they have to do to achieve well and many strive to do better. Good examples of these aspects were seen in Year 10 Spanish and French classes where pupils knew how to use the examination grade criteria well and were challenged to achieve beyond their aspirational targets.

- Marking of pupils' work provides them with clear guidance to which they respond well and this helps them make good progress.
- Pupils are keen to learn, follow the instructions of their teachers and enjoy the interesting tasks set for them. They are hardworking and make good progress in their lessons.
- Questioning is used consistently well to involve pupils and to assess what they understand. Pupils are given time to explain fully what they have learned and this is supporting the development of their communication skills well. Pupils' responses are used skilfully to develop a deeper understanding of the work for all pupils.
- Checking of pupils' work and progress in lessons is done well. However, there are occasions when the work of disadvantaged pupils is not checked swiftly enough to help them to accelerate their progress and close attainment gaps, especially in Key Stage 4.
- An analysis of pupils' work by inspectors shows that pupils make clear, useful accurate records of what they have been learning to support their understanding. However, there are occasions when this is not the case and it is not picked up swiftly enough to ensure all pupils are making good progress at all times.
- Reading, writing and communication skills are taught well across many subjects. There are good examples of pupils using their mathematical skills to support their learning.
- Pupils' spiritual, moral, social and cultural development is good. There are many opportunities for them to engage in sport, including girls' football, visits abroad, school productions and to develop an understanding of other faiths and cultures. The citizenship course that runs throughout the school contributes well to pupils' understanding of democracy and justice, diversity and their rights and responsibilities. These aspects make a strong contribution to the work of the school in fostering good relationships and tackling discrimination, preparing pupils well for life in modern Britain.
- Sixth-form pupils are good role models for other pupils. They make a good contribution to the work of the school and mentor younger pupils to support them with their academic studies. Some supervise pupils at lunchtime to support good behaviour.
- Pupils are encouraged to support the work of charities. During the inspection, Year 8 pupils arranged activities for the rest of the school during a citizenship lesson. Pupils enjoyed the activities and donated freely to the charitable collection.
- Work is marked regularly with helpful comments that pupils respond to well. There are many good examples of marking and highly detailed responses by pupils in their 'purple pen'. This is supporting the good and sometimes better progress that pupils are making. Pupils' responses to improve their work in Year 13 were exceptionally detailed, especially so in business studies where pupils were making strong progress.
- Highly-skilled teaching assistants, both inside and outside the classroom, give exceptional support for disabled pupils and those who have special educational needs.
- The most able pupils make much better progress than similar pupils in other schools. In GCSE examinations, many reached the highest GCSE grades in mathematics and a good number of other subjects. Throughout the school, pupils' good work ethic and the high expectations of their teachers supports the good progress of these pupils.
- Information provided by the school shows that pupils' progress is continuing to improve and an even higher proportion of pupils are on track to attain five or more GCSE grades at A* to C, including English and mathematics.

National Recognition: A Top 100 School



EDUCATIONAL OUTCOMES AWARD FOR 2016

Woldgate School and Sixth Form College was nominated for and won an 'Educational Outcomes Award' for 2016. The award was in recognition of the outstanding academic achievements of pupils and staff, based on data provided by the Department of Education, Ofsted and key contextual performance data.



Nick Gibb MP, who is the Minister of State for Schools, contacted Woldgate School on two occasions in 2016 to acknowledge the remarkable achievement and to congratulate all concerned.

The Minister wished to convey his 'warmest congratulations' to staff and pupils for the 'school's excellent improvement.'

Mr Gibb also said, "the school is one of the top 100 non-selective state-funded schools in England showing the greatest sustained improvement" out of more than 3,800 schools nationally.

The school is also now ranked as one of the very best in the region, considerably outperforming its neighbouring schools in York and the East Riding, as one of the highest achieving schools in Yorkshire.

REGIONAL RECOGNITION – TOP OF THE CLASS

The Yorkshire Post in 2015 and 2016 recognised the school as one of the top 30 highest performing schools in the region and placed Woldgate School as 'Top of the Class' in its annual regional school feature.

'Woldgate School and Sixth Form College has been nationally recognised for its exceptional 2016 performance by the Schools, Pupils and Teachers Network. Educational Outcomes data analysis has shown the school is in the top 20% of non-selective schools nationally'

The school also received a letter from Sue Williamson, who is Chief Executive of the Schools Pupils and Teachers Network.

'It's my great pleasure to commend Woldgate School and Sixth Form College on their excellent 2016 performance, and to have the opportunity to highlight and share their great work at our Educational Outcomes Celebration Event. We know how hard teachers work to ensure the success of every child. The Educational Outcomes Awards recognises the professionalism, commitment and hard work of the leaders, teachers and pupils at Woldgate School. A big thank you and well done to all pupils, staff and Governors.'



Academic Performance

Standards of attainment are high. In 2014, the proportion of pupils in Year 11 gaining five or more GCSE grades A to C, including English and mathematics, was well above average.*

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Woldgate School is ranked as second in the East Riding of Yorkshire and third in York for school performance – the number of pupils achieving five or more grades at A* to C including English and Mathematics.

With some of the highest outcomes in the region, the school community, with the support of parents, has consistently over the last two years delivered some of the very best outcomes for its pupils. Be they national, regional or local, the many accolades the school has received throughout the year are a reflection of the commitment we have as a community to ensuring all of your young people grow as individuals and also succeed academically.

RESULTS

GCSE RESULTS	YEAR			
	2015	2016	2017	2018
Pupils achieving A* to A grades	46%	49%	48%	55%
A* - C (9-4) in English	74%	79%	82%	84%
A* - C (9-4) in Maths	87%	85%	76%	86%
% 5+A*C	75%	80%	N/A	N/A
% 5+A*C (inc Eng & Ma)	70%	74%	N/A	N/A
% 5+A*-G	98%	99%	99%	100%

A-LEVEL RESULTS	YEAR			
	2015	2016	2017	2018
A* to A or equivalent	41%	41%	48%	59%
A* to C or equivalent	93%	81%	88%	97%

Rewarding Personal & Academic Success



We aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, our pupils will be successful in later life.

In order to promote this aim and to create a positive school community, the whole school rewards policy is in place to achieve the following purpose and principles:

- To promote a positive ethos through a culture of praise.
- To motivate and encourage pupils.
- To develop self-confidence, self-esteem, leading to further personal development.
- To recognise pupils' effort and achievement.
- To recognise and reward pupils' contribution and commitment to the school.
- To develop and foster positive working relationships between pupils, staff and parents.

DAILY RECOGNITION FOR ACTS OF GREAT MERIT, CHARACTER AND VALUE

As a school we seek to recognise and celebrate the accomplishments of your child and to keep you informed through the use of the Pupil Planner and also our new mobile phone application. We ensure that, as a parent, you have the opportunity to join and support the school every single day, every lesson, in acknowledging the success and achievements of your child.





Holistic Education

Pupils make good progress across the school in a wide range of subjects including English and mathematics.

This is because well-planned, interesting tasks motivate pupils to work hard and complete a good amount of high-quality work.

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We believe that a child's education should be enriched through opportunities beyond the classroom. We aim, therefore, as a school, to provide a broad range of activities, visits and opportunities through our extensive programme. Pupils can access a wide range of local and international trips and visits that play a vital part in enriching the curriculum and giving our pupils valuable life experiences that they are sure to recall fondly in future years.

ENRICHMENT ACTIVITIES AND EVENTS

- Christmas Concert in All Saints' Church
- Whole School Christmas Services in All Saints Church
- Bake Off Competition
- Staff Charity Tea Party
- 'Poetry by Heart' Competition
- Dressing up for World Book Day
- Year 8 Charity Stalls
- Year 9 Enterprise Day
- Whole School House Enrichment Day - The Creative Challenge
- Whole School House Enrichment Day - Sports
- Geography Field Trips
- History Field Trips
- Year 9 Belgium Battlefields visit
- Guest Speakers from the Business World
- Guest Speaker - Arek Hersh, Holocaust Survivor
- Christmas Talent Shows
- Maths 'KP Challenge'
- House Football
- House Rounders
- House Cross Country
- House Dodgeball
- House Netball
- Year 7 - 'The Big Sing' at Bridlington Spa
- Whole School Musical Production
- Theatre Trips
- Sports Events
- Photography Competition



- Beth Shalom Visit
- Film Quiz
- Summer Soiree - outdoor festival-style concert
- Year 8 Language Village
- European Week of Languages
- MFL Spain Visit
- MFL France Visit
- Year 10 Study Skills Day
- Visiting Professional Artist
- Visiting Professional Musicians
- Art Gallery Trips
- Science Challenge Event
- Archbishop of York Young Leaders Award
- Arts Award
- Jodrell Bank Physics Trip
- GCSE and A Level Art Exhibition sponsored by local businesses
- Year 9 Trip to Hull University
- Year 13 IFS Investor Challenge
- Sixth Form Tycoon Enterprise Challenge
- Year 8 Civil War Reenactment
- Year 7 Pocklington Exploration
- Year 11 Careers Fair

REGULAR CLUBS AND ACTIVITIES

- Film Club
- Crochet Club
- Creative Writing Club
- Orchestra
- Chamber Orchestra
- String Orchestra
- Choir
- Woodwind Ensemble
- Brass Ensemble
- Music Theory Club
- Homework Club
- Duke of Edinburgh Award
- Arts Award
- Sports Fixtures
- Cricket
- Rounders
- Athletics
- Tennis
- Fitness Club
- Rugby
- Football
- Netball
- Dodgeball



- Table Tennis
- Badminton
- Drama Club
- Spanish Club
- Production Rehearsals
- BSL Signing Club
- Chemistry/Physics/Biology Drop-ins
- Art Department 'Open Door' Lunchtimes
- Religious Studies Homework Support Club

Our enriched Holistic Education Programme is a resounding strength of the school. We place huge value on the impact this programme can have on the achievement and personal growth of our pupils.

All of our House Enrichment Days are mapped against social, moral, spiritual and cultural objectives; we believe this focus on reflection and challenge is what makes our programme unique and enjoyable.

Pupils' spiritual, moral, social and cultural development is good. There are many opportunities for them to engage in sport, including girls' football, visits abroad, school productions and to develop an understanding of other faiths and cultures. The citizenship course that runs throughout the school contributes well to pupils' understanding of democracy and justice, diversity and their rights and responsibilities. These aspects make a strong contribution to the work of the school in fostering good relationships and tackling discrimination, preparing pupils well for life in modern Britain.

Ofsted

The Performing Arts



The Performing Arts

An analysis of pupils' work by inspectors shows that pupils make clear, useful accurate records of what they have been learning to support their understanding.

Ofsted

We are proud of our reputation for excellence as a regional Performing Arts centre. We provide extensive facilities and opportunities for our children to develop new skills, grow in confidence and, as people, develop qualities in an environment where their talents are nurtured and then celebrated. Be it, learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company, our pupils' education is enriched in a variety of ways.

With a school Choir, every pupil studying drama from Year 7, a professional school drama production, musical, concerts, orchestra, ensembles and our Summer Soiree, events run throughout the year for all of our pupils.

Our events, due to the specialist staff and teaching available at Woldgate, are of the highest standard and equal to many professional theatre and musical productions. We also attract pupils with a specific aptitude for the arts and have some exceptional young people who have left the school to study music, act or perform in national productions.

We have links with many regional and national organisations and we will continue to develop these in order to fulfil our role as a centre for Performing Arts in the East Riding.



Sports

Sports programmes are extensive and the school runs a large range of extra curricular clubs and teams. Pupils are actively encouraged to take part in a sporting activity and to use the facilities, such as the Fitness Suite for instance.

The school has won extensive recognition for our children's sporting talents. Our U12 Football team were 2017 League winners and our U13 Rugby Team were East Riding Champions.

Pupils can take part in Badminton, Basketball, Table Tennis, Tennis, Cricket and Field Games, Gymnastics, Dance and Athletics. Sports competitions and clubs operate during the lunch hour and a variety of clubs run, dependent on season, after school. The department also run trips to outdoor adventure facilities..



Duke of Edinburgh

Our DoFE programme is all about going the extra mile – gaining new skills, pushing yourself physically, helping others and exploring new territories. At the same time, you'll gather friendships, experiences and memories that will last a lifetime.

Acquisition of Skills

Our pupils follow a comprehensive skills and career development programme with their form tutor to help them prepare for university or a career. In partnership with the community, businesses and universities, we offer a 'Gold Standard' award winning Careers programme.

Pupils are encouraged to support the work of charities. During the inspection, Year 8 pupils arranged activities for the rest of the school during a citizenship lesson. Pupils enjoyed the activities and donated freely to the charitable collection.

Ofsted



Pupil Council & Prefects



We believe it is important for our pupils to develop experience as leaders of the school and to take on additional responsibilities within the community to develop their confidence and skills. Our Pupil Council and Prefect system provides such an opportunity to lead whole school change and be an active member of the community.

INDEPENDENT LEARNING CENTRE

Support at School: The Independent Learning Centre (ILC) is open for pupils to complete their homework from 8.00am in the morning, at break & lunchtime and afterschool until 4.30pm.

The Learning Support Area is open at breaks and lunchtimes for support. There will be afterschool and lunchtime homework clubs set up during the year. The Sixth Form have a separate study area in E Block as well as priority seating in the ILC. Any pupil struggling with a piece of homework should find the teacher who has set the work in advance of the due date to ask for extra guidance.

We, in the Pupil Council are very busy. We consult regularly with our Form Representatives to find out what each year group thinks and then we meet regularly with Mr Britton and the Heads of Upper and Lower School. We have been part of, and achieved a lot. Our efforts helped secure seating in the Year 11 common room, a new lunch time pass system for pupils in clubs and we were part of the interview process for the Head of Upper and Lower School appointments. As well as this, our feedback has led to (and will continue next year) improvements to classrooms and facilities across the school.

We have enjoyed having this extra responsibility and we look forward to continuing our work next year should your son or daughter decide to become part of our community.

The School Council



School Life



We follow a traditional 'long' school day and finish the school day at 3:35pm. In addition, we have also maintained an hour long lunch period to ensure not only can you son or daughter enjoy their lunch, but also so they are able to participate in the many different enrichment activities and clubs.

8:45am	Start of the School Day
8.55am	Registration
9.20am	Period 1
10.20am	Period 2
11.20am	Break
11.35am	Period 3
12.35pm	Lunch
13.35pm	Period 4
14.35pm	Period 5
15.35pm	End of School Day

Information provided by the school shows that pupils' progress is continuing to improve and an even higher proportion of pupils are on track to attain five or more GCSE grades at A to C, including English and mathematics.*

Ofsted

BASIC EQUIPMENT

It is very important that you bring the following items with you every day:

- Writing pens: black or blue, red and purple
- A glue stick
- A pencil
- Felt tips/coloured pencils
- A pencil sharpener
- Exercise books for that day's lessons
- A ruler
- Text books for that day's lessons
- A rubber
- Pupil planner
- A calculator
- Hair bobble (to tie back long hair for practical lessons eg: Science/Technology/PE)
- A protractor
- A pair of compasses

Uniform



Our pupils wear our traditional school uniform with pride. We believe it is important, as pupils move up to secondary school, that they look and feel smart. We are, therefore, strict in ensuring our uniform policy is applied consistently to maintain these basic standards.

The school uniform includes a traditional school blazer, jumper, shirt, tie and smart trousers. We also have our own school shop, accessible through our Reception Area, that sells all of these items for you to purchase at your convenience within normal school hours.

Pupils are keen to learn, follow the instructions of their teachers and enjoy the interesting tasks set for them. They are hardworking and make good progress in their lessons.

Ofsted



Travel Information

East Riding County Council, the City of York and Woldgate School all provide transportation from different points within the locality. Please do contact the school for further information.

Each bus also has a Sixth Form Prefect in charge and all parties work together to ensure your child has an enjoyable and safe journey to and from school.



Facilities



Our location, sports fields and views across to the Wolds ensure that our pupils are fortunate and enjoy the wonderful countryside that surrounds the school. Our Performing Arts facilities are impressive and are some of the very best in the region, providing numerous and impressive dance, music, recording studios and drama suites. Each teacher has their own classroom and will create a warm and welcoming space for your child to learn. This also ensures your son or daughter can always go to see their teacher should they require additional support or guidance. The school is also undertaking with partners an extensive refurbishment programme that started in 2015 to ensure our facilities are continually updated.



SCHOOL DINING HALL

The Dining Hall provides great tasting, healthy food that encourages a well-balanced diet that is good for both body and mind.

We aim to feed the imagination of pupils and staff alike, and believe that serving fresh, local, healthy food that tastes great can positively affect the wellbeing of our school community. The right nutrients can positively lift everyone's mood, behaviour, health, growth and even the ability to concentrate. Encouraging a well-balanced diet establishes healthy eating now and for the future.

We operate a totally secure cashless system that makes it quick and easy to pay and top-up. This promotes the purchase of healthy food in school and allows parents to monitor your child's cafe purchases.

FREE SCHOOL MEALS INFORMATION

There is funding available for any parent/carer, if you are receiving certain types of benefit. The application form is available on our website www.woldgate.net in the Parents section under letters to parents. There is also a telephone number to ring for enquiries.

Pupils are punctual to the school and to their lessons.

Attendance is above average with very few pupils regularly absent from the school. Very few pupils.

Ofsted





Art

Lower School

Topics covered in Lower School

YEAR 7

- Still-Life
- Architecture and Perspective
- Multi-Cultural Masks

YEAR 8

- Cubism and Printing
- Under the Sea
- Natural Forms

YEAR 9

- Sculpture
- Pop Art
- Graphics & Illustration

Skills developed in Lower School

YEAR 7: Each year builds on previous skills. In Year 7 observational drawing skills are developed, colour-mixing and blending with paint, perspective drawing skills, digital manipulation, exploring other cultures, planning and sampling techniques, card construction and embellishment skills, working as part of a group, pattern development, reflect, review and presentation skills.

YEAR 8: In Year 8 observation drawing skills, multi-viewpoint and abstraction understanding, use of digital media, mono printing, collage, colour-mixing and blending with paint, oil pastel skills, planning and sampling techniques, clay construction skills, chalk pastel and watercolour skills, reflect, review and presentation skills.

YEAR 9: In Year 9 observation drawing skills, experimenting with texture, 3D clay construction skills, planning and sampling techniques, colour-mixing and blending with paint, composition and typography skills, digital media skills, reflect, review and presentation skills.

Assessment

In Lower School, pupils are assessed formally twice during each project and levels are recorded in sketchbooks. In addition, they complete peer and self-assessment and respond to targets to improve levels of attainment. Homework is regularly set following the school timetable and is clearly accessible in the homework booklet in the front of sketchbooks.

How families can support

Families can support by encouraging their child to complete the homework tasks and by regularly reviewing their sketchbook. Gathering resources for the projects is also invaluable. These would include taking photographs, researching artists, visiting inspirational locations and watching relevant programmes and discussing the outcomes. Our pupils are creative and great problem-solvers and thrive on challenges in a competitive environment. They enjoy talking about their art work so please help to engage them by listening and discussing their progress.

Art

Upper School

Topics covered in Upper School

Art, Craft and Design

YEAR 10

Workshops that explore the 3 main specialisms:

- Fine Art
- Photography
- 3D Design

The workshops develop skills and increase confidence and independence when working with a wide variety of materials, techniques and processes.

YEAR 10/11

The workshops at the beginning of Year 10 lead to our pupils selecting 2 main specialisms and then producing a portfolio of exciting and creative work following themes suggested by the department. The portfolio consists of sketchbook work as well as larger scale work.

Skills developed in Upper School

Pupils must demonstrate the ability to:

- Develop their ideas through informed investigations.
- Refine their ideas as work progresses by experimenting with materials, processes and media.
- Apply an understanding of relevant practices in the creative industries to their work.
- Record their ideas visually and through written annotation.
- Review their use of media, materials, techniques, processes and technologies.
- Use drawing skills for different purposes
- Realise personal intentions through sustained study.

Assessment

GCSE Specification

Component 1: Portfolio

This contains a sustained practical project (completed in Year 10 and Year 11) that shows the journey from initial engagement to the realisation of intentions.

This will give pupils the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding. It must show evidence of drawing activity. The portfolio includes sketchbooks and further work completed by the pupil as well as written work reflecting their inspiration and reviewing skills.

96 marks - 60% of GCSE

Component 2: Externally set assignment

Pupils select a starting point from an externally set assignment paper in January of Year 11. There is a preparatory period which must include a comprehensive creative response as well as evidence of drawing and written annotation. This is followed by 10 hours of supervised time to complete the final piece.

96 marks - 40% of GCSE

Throughout the course there is regular feedback and target-setting by teachers as well as opportunities to work with staff at lunchtimes to extend the portfolios. At the front of sketchbooks there is a comprehensive record of assessment, target-setting and feedback by the teacher as well as on-going peer and self-assessment.

How families can support

Families can support by encouraging their child to complete the homework tasks and by regularly reviewing their GCSE sketchbook. Gathering resources for the portfolio project is also invaluable. These would include taking photographs, researching artists, visiting inspirational locations and watching relevant programmes and discussing the outcomes. Our pupils are creative and great problem-solvers and thrive on challenges in a competitive environment. They enjoy talking about their art work so please help to engage them by listening and discussing their progress.



Careers & Citizenship

Lower School

Topics covered in Lower School

YEAR 7: Rights and Responsibilities, election of Form Representatives, community, healthy living (including physical and mental health). The Careers element explores issues around why people work. Pupils will also use software to begin to explore different categories of careers.

YEAR 8: Local democracy and the work of the council and councillors, the effects of smoking, the youth justice system, mental health (resilience) and equality issues. The Sex and Relationship element will look at the importance of positive relationships. The Careers element involves pupils using the Real Game software to explore aspirations.

YEAR 9: Consumer rights, human rights, the effects of alcohol, mental health and eating disorders and enterprise skills. In addition to this, pupils study national politics and may have a talk from an MP. The Sex and Relationship work this year focuses on contraception, sexually transmitted diseases and staying safe online. The Careers element focuses on the transition process to GCSE and introduces pupils to options beyond 16 as well. There is a visit to the University of Hull as well as Enterprise Day.

Skills developed in Lower School

Pupils work through the various activities utilising a range of 'soft skills', such as communication, teamwork, resilience and creative problem solving. Pupils will especially develop their debating skills and empathy.

Assessment

Assessment takes the form of peer and self-assessment. Pupils will discuss and debate with each other. Pupils will carry out regular red and purple pen work.

Upper School

Topics covered in Upper School

YEAR 10: Global issues, financial awareness, different systems of government and mental health issues. The Sex and Relationship elements build on previous work exploring the benefits of developing positive relationships, keeping safe online and HIV. The Careers aspects involve pupils learning about the work place in preparation for their work experience placement.

YEAR 11: Rights and Responsibilities and financial awareness. The Sex and Relationship element focuses on when relationships go bad and teen pregnancy. There is a heavy Careers element focusing on post 16 options and careers. There is a careers fair and a mock interview day as well as other significant input from employers and external experts.

Skills developed in Upper School

Pupils work through the various activities utilising a range of 'soft skills', such as communication, teamwork, resilience and creative problem solving. Pupils will especially develop their debating skills and empathy.

Assessment

Pupils will discuss and debate many issues, completing self and peer assessment. Pupils will make extensive use of red and purple pen work.

How families can support

Families can support pupils by asking pupils what they have been studying in class and discussing these issues with them. Parents are also requested to attend the careers fair with their son or daughter.





Computer Science

Lower School

Topics covered in Lower School

YEAR 7

- 1st Topic E-Safety and the Internet
- 2nd Topic An Introduction to Data Representation in Computers.
- 3rd Topic An Introduction to Algorithms and Sequence
- 4th Topic An Introduction to Computer Hardware
- 5th Topic An Introduction to Computer Networks

YEAR 8

- 1st Topic E-Safety and Sharing Information Online
- 2nd Topic Data Representation in Computers and for Computer Science
- 3rd Topic An Introduction to Programming
- 4th Topic Computer Hardware and Architecture
- 5th Topic Computer Networks within Organisations

YEAR 9

- 1st Topic E-Safety and Using the Internet for Research
- 2nd Topic Data Representation and Logical Operations
- 3rd Topic Programming Applications
- 4th Topic Computer Hardware and Architecture
- 5th Topic Computer Networks and Communication

Skills developed in Lower School

Through Key Stage 3 the Computer Science course is designed to build throughout the three years giving the pupils a clear understanding of computers and how computers operate within society. In addition to this, it builds pupils' knowledge to allow them to

continue Computer Science into GCSE giving them the grounding they need to achieve successfully. Pupils will develop a range of skills starting with how to use social media and the internet in a safe, respectful, responsible and secure way in the first topic. They then move onto how computers make use of mathematics through binary, hexadecimal and Boolean logical in the second topic. They develop computational thinking and abstraction within the programming topic, whilst developing a grounding within textual programming languages. During the 4th and 5th topics pupils will develop an understanding of the hardware that computers use internally, externally and how networks are used to allow computers to communicate on a global scale.

Assessment

KS3 Computer Science is assessed through projects and tests. The assessments will be project based and will allow pupils time to analyse and implement solutions to a problem. The tests will be focused on theory elements of Computer Science that will assess the pupils' understanding of the theory and mathematical elements of the subject.

How families can support

Parents and carers can support pupils by ensuring that all pupils complete their homework in time for each lesson and checking the homework. Some homework require computers to complete an online quiz or complete a task. Woldgate has several computer suites and the ILC which are open during lunch and after school. If the pupil does not have access to a computer at home they are welcome to use the school's. Another way in which parents and carers can support their child is by asking them what they have done in Computer Science and discussing it with them.

Upper School

Topics covered in Upper School

YEAR 10

In Year 10 Computer Science is mainly focused around the theory of Computer Science and developing the pupils' programming skills. Below are the topics covered throughout the two years:

- Fundamentals of Algorithms
- Programming
- Fundamentals of Data Representation
- Computer Systems
- Fundamentals of Computer Networks
- Fundamentals of Cyber Security
- Ethical, Legal and Environmental Impacts of Digital Technology on Wider Society, including Issues of Privacy
- Software Development

YEAR 11

In Year 11 Computer Science the pupils will complete their 20 hour controlled assessment which will include the pupil creating a functional computer program based around an exam board set scenario.

Skills developed in Upper School

Pupils develop design, problem solving, analytical thinking and computational thinking skills throughout the GCSE. Pupils will have a good grounding in a textual programming language and understand how technology is continually changing and how this has an impact every day life.

Assessment

GCSE Specification

AQA Computer Science (8520)

Throughout the GCSE in Computer Science pupils will complete one piece of coursework based around a scenario set by the exam board. This will count for 20% of the pupils' grade and must be completed in Year 11. In addition to this the pupils will have two exams. The first exam is based around computational thinking and problem solving and the second around Computer Science theory. Both exams have a 40% weighting to the pupils' final grade.

How families can support

As part of the GCSE in Computer Science pupils will be using Visual Studio. All GCSE pupils are eligible for a free copy of the software. The software can be installed on any Windows based computer using Windows XP or later. If the pupil does not have access to a computer at home the Computer Science classrooms are usable over lunch times. As a parent or carer of a pupil doing GCSE Computer Science you could help by asking the pupil to show you the program that they are currently working on and ask them to explain to you how it works. In addition to this, ensuring that the pupil does not take long periods of time without programming is important as learning programming is like learning a language and the more they do it, the better they will become.



Design & Technology

Lower School

Topics covered in Lower School

YEAR 7 & 8: Ergonomics, electronics, plastic, wood & metalwork, smart materials, CAD/CAM, manipulating, printing and embellishing fabrics, sustainability, Food & Nutrition, diet & health and Art movements.

YEAR 9: Pupils will complete a minimum of four extended projects each covering a different material area, which will build on the skills acquired in Years 7 & 8.

Skills developed in Lower School

In Design and Technology we aim to offer a unique learning experience, to stimulate curiosity about everyday products and develop skills and knowledge essential for an increasingly technologically advancing world. Pupils learn and apply a variety of practical skills over a wide range of design and make projects in food, plastics, metal, wood, electronics and fabrics.

Pupils will cover projects in four material areas in both Years 7 & 8. They will then revisit every material area in Year 9. The projects increase in complexity as pupils grow in skill, experience and confidence. Many include the application of computer aided design & manufacture to ensure relevance to modern manufacturing systems. Alongside practical skills, pupils develop the ability to research, analyse, design, develop and evaluate products. They will be challenged to work collaboratively and to reflect critically on their own work as well as that of other designers. In Food projects, pupils will also learn and apply a wide range of practical skills which will allow them to be confident in the production of a variety of savoury and sweet products.

Assessment

As well as formal assessments at given points in the school calendar, pupils' work is regularly marked, with feedback, to give opportunity to reflect on, improve and extend their work. All project booklets include assessment criteria so that pupils are familiar with the level of challenge required to reach their potential in any given task. This is also used in lessons as a tool to aid self & peer assessment as part of our lesson routines. Projects and assessments are regularly updated in line with requirements.

How families can support

It is so valuable to talk about how items around the home are made, what they are made from and issues of sustainability around their manufacture. Pencil crayons are by far the best way to produce successful design drawings and providing your child with a set of these at the beginning of the year will be a great help.

You will need to provide ingredients for most practical food lessons and it is helpful if you can encourage your child to be independent in organising these. Involve your children in the weekly food shop, encourage them to question where their food comes from and the importance of a balanced, healthy diet. Of course, if you can encourage them to help you to prepare food at home this is of enormous benefit to confidence & skill.

Upper School

Topics covered in Upper School

GCSE Design & Technology

YEAR 10: The subject content covers Core technical principles, Specialist technical principles and Designing and making principles. This will be delivered, in the main, through the practical application of knowledge and understanding in a range of inspiring projects which allow pupils to refine & extend their skills, creating a variety of products in plastics, wood and metal.

YEAR 11: The non-examined assessment will be completed in lessons during Y11. Pupils will also be equipped with knowledge and skill to allow them to approach their written exam with confidence.

GCSE Food & Nutrition

YEAR 10: Food, nutrition & health, food safety, food science, food choice & food provenance are delivered through a combination of practical and theory lessons. Pupils will extend their range of skill and confidence in preparing a wide range of dishes.

YEAR 11: Both NEAs are completed in Year 11. Task 1 Food investigation assessment and Task 2 Food preparation assessment. In addition to this, pupils will refine their knowledge and hone exam skills in preparation for the examination.

Skills developed in Upper School

GCSE Design & Technology pupils will acquire the knowledge, understanding and practical skills needed to be successful in the design processes of exploring, creating and evaluating.

Pupils will be equipped to make effective design choices through a breadth of core technical knowledge and understanding that consists of: new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.

In addition to the core technical principles, all pupils will develop an in-depth knowledge and understanding of a range of specialist technical principles to include selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, selection of materials or components, using and working with materials, specialist techniques and processes.

When studying GCSE Food Preparation and Nutrition, pupils will focus on weekly practical cooking skills to ensure a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated into five core topics:

- Food, nutrition and health – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
- Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
- Food safety – Food Spoilage, Contamination and the Principles of Food Safety.
- Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
- Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

Assessment

GCSE Food preparation & nutrition

Pupils will receive regular feedback from classwork and assessments during the course of Year 10. They will also complete 'mock' NEA Tasks which will help them to achieve their full potential in their terminal exams.

There are 3 parts to the assessment for GCSE. All will be completed during Year 11.

NON- EXAM ASSESSMENT (NEA): Task 1: Food Investigation (15%) Written Report. This tests pupils' understanding of the working characteristics, functional and chemical properties of ingredients. Pupils will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment & written Portfolio (35%). Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Pupils will also submit a written portfolio (15 A4 pages) including photographic evidence.

EXAM: PAPER 1: Food preparation and nutrition written exam: 1 hour 45 minutes (50%). The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

GCSE Design & Technology

Pupils will be given regular teacher feedback and the opportunity to reflect on their own and other pupils' work through self and peer assessment. Each 'design and make' project will be assessed according to GCSE assessment criteria. Through this, pupils will become familiar with that assessment criteria for their GCSE and develop a confident approach, to understand how to improve their work.

The non-exam assessment (NEA) for this specification is made up of a single 'design and make' task in response to a contextual challenge issued by the exam board. The work will be completed in school during Y11 and will account for 50% of the final GCSE grade. Pupils will submit a prototype product and accompanying folder of evidence.

The written exam at the end of Year 11 accounts for 50% of the final GCSE grade. This is a combination of multiple choice, short and extended answer questions covering all aspects of Core, Specialist and Design and making principles.

How families can support

Pupils of Food Preparation and Nutrition will need ingredients for their practical lessons every week. Encourage them to be independent in organising these. Your feedback on the resulting products is invaluable in helping the pupils to evaluate their work.

Pupils of Design & Technology will benefit from discussing developments in design, technology and products around the home and out on shopping trips. Visits to design exhibitions or exploring the websites of The Design Museum , The V&A and established designers eg Ettore Sottsass, Philippe Starck will provide a wealth of inspiration. Good quality colouring crayons are by far the best way of communicating design ideas.





Drama

Lower School

Topics covered in Lower School

YEAR 7: Introduction to Drama, Jabberwocky, Introduction to Script, Darkwood Mannor, Character Development & Bollywood.

YEAR 8: Greek Theatre, Medieval Theatre, Elizabethan Theatre, World Theatre, Sweeney Todd, Contemporary Theatre.

YEAR 9: Soap Opera, Comedy, Brecht, Brook, Abstract Theatre, Script Skills.

Skills developed in Lower School

Pupils will develop their vocal and physical skills whilst developing their confidence in performing. They will acquire reflective and evaluative skills whilst working collaboratively and creatively. In Drama, pupils will also be challenged with developing skills specific to each genre and style such as Commedia del'arte, puppetry and physical theatre whilst nurturing the growth of transferable skills such as communication, resilience, problem solving, time management and organisation. The skills pupils build on in Drama throughout Key Stage 3 will be of great benefit to their further studies and future employment.

Assessment

Pupils are assessed each half term on a performance. Their performance mark is based on their ability to create a character and their use of a range of Drama techniques, as well as key Drama skills such as positioning and projection. Their level also takes into account their work during rehearsal and their ability to evaluate their own work and the work of others.

How families can support

Families can support pupils by helping them learn lines for assessments, encouraging pupils to read scripts and theatre reviews, watch plays and encourage pupils to attend extra-curricular activities.

Suggested websites

BBC Bitesize – KS3 Drama
(http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/)

The National Theatre: Learning
(<https://www.nationaltheatre.org.uk/learning>)

Digital Theatre – Recorded plays to stream
(<http://www.digitaltheatre.com/>)

The Stage Newspaper –
(<https://www.thestage.co.uk/>)

Drama

Upper School

Topics covered in Upper School

YEAR 10: Devising skills, Script skills, Blood Brothers, Live Theatre, Roles and Responsibilities in the Theatre.

YEAR 11: Performance of Devised Theatre, Performance of Script extracts, Blood Brothers, Live Theatre, Roles and Responsibilities in the Theatre.

Skills developed in Upper School

Pupils will be encouraged and engaged to become confident performers with the skills they need for a bright future. Pupils will be given the opportunity to devise drama, analyse a range of current and exciting live theatre productions, explore texts practically and participate in two text-based performances. Pupils of Drama GCSE gather many invaluable skills, both theatrical and transferable, to expand their horizons.

Pupils learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, pupils of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Assessment

GCSE Specification

Component 1:

Understanding Drama
40% of GCSE

Component 1 is assessed through a written exam and comprises of three sections:

Section A: Multiple choice – Roles and Responsibilities in the Theatre and types of stages.
(4 Marks)

Section B: Four questions on set text: Blood Brothers.
(44 Marks)

Section C: One question based on a piece of live theatre seen on the course.
(32 Marks)

Component 2:

Devising Drama
40% of GCSE

Component 2 is the process of creating, analysing and evaluating a piece of devised theatre and is assessed through a final performance and a devising log book.

Performance (20 Marks)

Devising Log (60 Marks)

Component 3:

Texts in Practice
20% of GCSE

Component 3 is the performance of two extracts from one play.

Extract 1 (20 Marks)

Extract 2 (20 Marks)

Pupils will be given an exercise book for each component for completion of theory work and revision tools. These will also provide pupils opportunities to reflect upon their work and build on targets set by their teachers as well as exemplar answers and templates to aide their revision and exam preparation.

How families can support

Families can support pupils by helping them learn lines for assessments, researching ideas and concepts for their devising work and encouraging pupils to meet up and rehearse their work at school. To expand their knowledge they could borrow extra scripts to read and research theatre reviews, watch plays and encourage pupils to attend extra-curricular activities.

Suggested websites

BBC Bitesize – GCSE Drama
(<http://www.bbc.co.uk/education/subjects/zbcjxjs>)

The National Theatre: Learning
(<https://www.nationaltheatre.org.uk/learning>)

Digital Theatre – Recorded plays to stream
(<http://www.digitaltheatre.com/>)

The Stage Newspaper
(<https://www.thestage.co.uk/>)



English

Lower School

Topics covered in Lower School

YEAR 7: Holes by Louis Sachar; Extracts from Roald Dahl; Poetry and Non-fiction texts exploring the natural world; Myths and Legends including Beowulf and Perseus.

YEAR 8: The play of A Christmas Carol; Extracts from Great Expectations; Private Peaceful; WW1 poetry; Journalism and the media.

YEAR 9: Of Mice and Men; Poetry from other cultures; Step up to GCSE English Language Paper 1

Skills developed in Lower School

Throughout Key Stage 3 learners at Woldgate develop the skills of Reading, Writing, and Speaking & Listening. We work with pupils to develop their confidence when working in pairs or groups, individually or as a whole class.

Classes study a great deal of modern fiction – poetry, prose and drama – as well as exploring texts from the past. We balance this diet of literature by using a broad selection of non-fiction texts, including autobiographies, leaflets, articles, letters and media and web-based texts. In terms of Writing, we believe pupils should be taught to express themselves fluently and accurately in many different forms to suit a wide range of audiences and purposes.

Assessment

Pupils in Key Stage 3 will be assessed on their reading and writing skills each term. Teachers will mark these pieces giving a feedback target in green pen. Pupils then set about improving the work using a purple pen, this is in line with the Woldgate School marking policy. Preceding this formal assessment pupils will complete a 'Prove It' assessment whereby they will be given a task similar to the formal assessment and are able to practise the required skills. This shorter task will then be peer marked with constructive comments linking to the objective of the task. This assessment for learning strategy allows pupils to maximise their progress when completing the full assessment.

How families can support

One of the most important methods of increasing confidence and ability in English is reading a wide range of materials regularly. When we read we absorb vocabulary and grammatical aspects of language that hugely benefit our ability to write and also understand challenging aspects of the written word. Encouraging the young ones within your care to read is a vital aspect of being successful in English. Another useful method of support is through conversation and discussion. Regular reflective discussions about learning that has taken place, in English lessons, during the day is a critical way of embedding learning at a deeper level. Add to this challenging questions and pupils will begin to broaden their perspectives on the learning that they have engaged with.

Upper School

Topics covered in Upper School

YEAR 10: A modern text (An Inspector Calls, Lord of the Flies, Animal Farm, Blood Brothers); Power and Conflict poetry cluster; Explorations in creative writing; Writer's viewpoints and perspectives.

YEAR 11: Macbeth; A 19th Century text (Frankenstein, The Sign of Four, Jekyll and Hyde); Unseen poetry.

Skills developed in Upper School

AQA – English Language

Throughout KS4, the English Language course offers learners the opportunity to develop a plethora of essential skills that are vital for engaging with the demands of academic study and also many aspects of day to day life. English Language helps pupils to read fluently and write effectively. The course allows learners the opportunity to demonstrate a confident control of standard English. A multitude of skills are nurtured which range from:

- Reading a wide range of texts, fluently and with good understanding.
- Reading critically, and using knowledge gained from wide reading to inform and improve their own writing.
- Writing effectively and coherently using standard English appropriately.
- Using grammar correctly, punctuating and spelling accurately.
- Acquiring and applying a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

AQA English Literature

Studying English Literature allows learners to develop knowledge and skills in reading, writing and critical thinking. Through literature, pupils have a chance to develop culturally and acquire knowledge of some of the best that has been thought and written. Studying GCSE English Literature enables pupils to read widely for pleasure, and as a preparation for studying literature at a higher level. The varying skills developed through English Literature studies range from:

- Reading a wide range of classic literature fluently and with good understanding, and making connections across their reading.
- Reading in depth, critically using evaluative skills, so that they are able to discuss and explain their understanding and ideas.
- Developing the habit of reading widely and often.
- Appreciating the depth and power of the English Literary Heritage.
- Writing accurately, effectively and analytically about their reading, using standard English.
- Acquiring and using a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment

GCSE Specification

AQA English Language

Paper 1 – Explorations in creative reading and writing – 80 Marks 50% of GCSE

Paper 2 – Writers' viewpoints and perspectives – 80 Marks 50% of the GCSE

Spoken Language Endorsement – An individual presentation PASS/MERIT/DISTINCTION

AQA English Literature

Paper 1 – Shakespeare and the 19th Century Novel – 64 marks 40% of the GCSE

Paper 2 – The modern text, Power and Conflict poetry and Unseen Poetry – 96 marks 60% of the GCSE

Pupils will sit a full English Language mock in the Summer of Year 10. They will then sit a full English Literature mock at the start of the Spring Term in Year 11.

As well mock exams and external assessment, pupils will complete a range of exam style questions when studying the differing aspects of both GCSE courses. Teachers will mark these pieces, giving a feedback target in green pen. Pupils then set about improving the work using a purple pen, in line with the Woldgate School marking policy. Pupils will begin looking at English Language questions through the teaching of the Modern English Literature text.

How families can support

A key factor in enabling success in English is reading a wide range of materials regularly. When we read we absorb vocabulary and grammatical aspects of language that hugely benefit our ability to write and also understand challenging aspects of the written word. Encouraging the young ones within your care to read is a vital aspect of being successful in English. Another useful method of support is through conversation and discussion. Regular reflective discussions about the learning that has taken place in English lessons during the day is a critical way of embedding learning at a deeper level. There is now so much content in the new GCSE specifications that regular revision of the topics covered is critical throughout the two year course. An example of this could simply be a question such as “tell me everything you know about...”. Be it a poem, chapter, character or theme, questions of this nature will encourage consistent revision of the large amount of content at Key Stage 4.





Geography

Lower School

Topics covered in Lower School

YEAR 7: What is Geography, Into Africa, Places to Live, Sporting Cities and Wild Weather.

YEAR 8: Climate Zones, Population, Impossible places, Changing Landscapes: Rivers & Coasts.

YEAR 9: The Power Puzzle, Maps & Robbers, Who wants to be a Billionaire & Dangerous Places.

Skills developed in Lower School

At Key Stage 3, pupils will:

- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
- Interpret ordnance survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
- Use geographical information systems (GIS) to view, analyse and interpret places and data.
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Assessment

Pupils in Geography have two books at Key Stage 3. Their classwork books are used for their work in lessons and contain a variety of self and peer assessed tasks. Formal summative assessment takes places in their assessment books. Pupils keep the same book over three years, steadily building up a portfolio of written pieces. Key Stage 3 pupils currently do two long written assessments per topic. In a move to bring this in line with the new style GCSE, this format will be changing to shorter, more targeted questions which test more of the new skills required at Key Stage 4.

How families can support

One of the most important traits for geographers to have is an inquisitive mind; encouraging pupils to question the world around them and seek answers can help foster this trait. This could be something as simple as 'why do trees lose their leaves in winter?' or the more complex, 'If driving cars is so bad for the environment, why do so many people do it?'

Upper School

Topics covered in Upper School

YEAR 10: Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Physical Geography Fieldwork.

YEAR 11: Urban futures, Dynamic development, UK in the 21st Century, Resource Reliance, Human Geography Fieldwork.

Skills developed in Upper School

At Key Stage 4 pupils will:

- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Assessment

GCSE Specification

Geography GCSE (9-1) OCR B – J384 for first assessment 2018

35 % EXAM - Our Natural World (01) 70 Marks, 1 hour 15 minutes

35 % EXAM - People and Society (02) 70 Marks, 1 hour 15 minutes

30 % EXAM – Geographical Exploration (03) 60 Marks, 1 hour 30 minutes

NB: There are no longer tiered exam papers or coursework. Fieldwork is tested in the exams.

To prepare pupils for their final exams, each unit will have an end of unit assessment. This assessment will not just be based on that unit, but also on all preceding units that year. This means that pupils could be tested from any of their learning in all of their exams. This encourages pupils to revise previous work and prepares them closer for the structure of their real exams.

In addition to this summative assessment, pupils will also have 'Assessment for Learning' books; these books give pupils an opportunity to practice exam questions, reflect on their work and set targets to improve, using detailed model answers.

How families can support

Website: BBC Bitesize – GCSE Geography

Parents can help by encouraging pupils to take an active interest in the world around them, by following the news (for which the BBC news app is pretty handy) or having discussions about their learning. This allows pupils to put their learning into a wider context and enables them to add extra details and comparisons into their work. Additionally, supporting pupils with their homework is greatly appreciated and, if they are stuck or need further support, please encourage them to speak to their teacher.



History

Lower School

Topics covered in Lower School

YEAR 7: The Development of Church, State and Society in Medieval Britain 1066-1509

Britain before 1066, The Norman Conquest, The Crusades, The Power of Kings and Magna Carta, Everyday Life, The Wars of the Roses and the establishment of the Tudor Dynasty.

YEAR 8: The development of Church, State and Society in Britain 1509-1745 and Ideas, Political Power, Industry and Empire 1745-1901

The Tudors and the Reformation, Civil Wars of the 17th century, Britain as the first industrial nation, The British Empire and the Atlantic Slave Trade, The British Empire and India.

YEAR 9: Challenges to Britain, Europe and the Wider World 1901-present day.

The Suffragettes, First World War and the Peace Settlement, The rise of dictators, the Second World War, The Holocaust, the USA in the 20th century.

Skills developed in Lower School

Throughout Key Stage 3, pupils are given the opportunity to develop their knowledge, understanding and communication of History. Pupils are required to explain, analyse and evaluate events and concepts such as cause and consequence, similarity and difference, change and continuity and significance. In addition, pupils will work with historical sources and interpretations and will develop their skills of inference, analysis and evaluation.

Assessment

Pupils will be required to complete 4 formal written assessments throughout each year of Key Stage 3. These assessments will be completed at intervals spread over the year and include a written end of year exam. Routine classroom and homework tasks are designed to reinforce and consolidate learning, to provide an opportunity to develop knowledge, understanding and communication and to practise source analysis and evaluation skills. Pupil work is assessed using a variety of methods in line with school policy. These range from specific feedback on selected pieces requiring pupils to respond and improve their answers using their purple pens, to peer marking which aims to help pupils recognise key skills and features of good answers and quick marking which aims to reward pupils for effort, organisation and presentation.

How families can support

Encourage your child to discuss some of the issues they have learned about in History. Many are very pertinent to the world we live in today!

Ensure that homework is completed on time and to a good standard.

Watch History documentaries on TV.

Look out for news about archaeology and history in the local area. Pocklingtonhistory.com is an interesting website to visit.

History

Upper School

Topics covered in Upper School

The following units are covered over a 2 year GCSE course which spans Years 10 and 11:

- Health and the People c1000 to the present day. This thematic study covers a range of topics including discoveries in understanding and treating disease, anatomy, surgery and public health.
- Elizabethan England c1568-1603. Elizabeth and her government, threats from home and abroad and everyday life. In addition, the historic environment unit explores a specific site relevant to the historical period.
- Democracy and Dictatorship: Germany 1890-1945. Germany before the First World War, the impact of the First World War, Weimar Germany and the rise of Hitler and the Nazis and the experiences of Germans under Nazi rule.
- Conflict and tension between East and West 1945-1972. The world in the aftermath of the atomic bomb, Europe divided by the Iron Curtain, the Berlin Wall, Communism in China and the Cuban Missile Crisis.

Skills developed in Upper School

Building on the foundations laid at Key Stage 3 pupils will be taught to develop their knowledge, understanding and skills of analysis and evaluation at a higher and more complex level. At GCSE pupils are required to explain, analyse and evaluate events and concepts such as cause and consequence, similarity and difference, change and continuity and significance in some depth. They are required to communicate clearly, use appropriate terminology and develop written work in a structured and logical manner. They will be encouraged to present and sustain an argument and substantiate their opinions

in detail. In addition, pupils will continue to work with historical sources and interpretations and will develop their skills of inference and critical analysis and evaluation.

Assessment

Throughout the course, pupils will be introduced to exam style questions that will be modelled, practised and marked according to the GCSE mark schemes. Pupils will receive feedback and will be required to make improvements to their work using the whole school purple pen method. Peer and self-assessment will also be used where relevant. Pupils will also sit internal school mock exams in the summer term of Year 10 and in the mock exam season in Year 11.

GCSE Specification

AQA History

There will be 2 examinations at the end of the course:

Paper 1: Understanding the Modern World (50%)

Paper 2: Shaping the Nation (50%)

How families can support

Asking pupils about their studies and encouraging discussion and opinion.

Ensuring homework is completed to a good standard.

Being aware of deadlines and helping pupils to be organised.

Taking an interest in relevant TV programmes which enhance topics covered in school.



Life Skills

Upper School

Topics covered in Upper School

Lifeskills: Personal and Social Development

YEAR 10: Healthy Eating, Food Safety at Home and in the Community, Preparation for Work, Managing Your Own Money, Parenting Awareness.

YEAR 11: Individual Rights and Responsibilities, Environmental Awareness, Making the Most of Leisure Time.

Skills developed in Upper School

- Skills which prepare the individual for independence and working life.
- Becoming confident individuals who are physically, emotionally and socially healthy.
- Being responsible citizens who make a positive contribution to society and embrace change.
- Managing risk, their own well-being, as well as introducing them to new activities and personal challenges.

Assessment

GCSE Specification

This is not a GCSE subject. Assessment is completed through a coursework portfolio. A Certificate of Achievement is awarded by Woldgate School.

How families can support

Helping with providing opportunities to complete and verify challenges outside school.





Maths

Lower School

Topics covered in Lower School

Key stage 3 Mathematics follows a mastery curriculum, studying a topic in detail and ensuring pupils have grasped a concept before moving on. It can then be rlinked with other topics and applied to problems in context. The topics studied in each year are:

YEAR 7: Number Calculations, Geometry, Number Properties, Algebraic Expressions, Handling Data and Fractions.

YEAR 8: Measures, Equations and Formulae, Percentages, Coordinates and Graphs, 3D Geometry, Statistics and Probability.

YEAR 9: Quadratic Expressions and Equations, Proportion, and Geometry.

Skills developed in Lower School

Key Stage 3 Mathematics is used as a stepping stone towards GCSE, and the skills that we develop are the same as those skills needed at GCSE. This includes:

- Recall and use of knowledge.
- Selection and application of mathematical methods.
- Problem solving.

Assessment

Pupils are assessed every half term throughout Key Stage 3 on the topic they have recently studied. Pupils will also have two formal exams each year, which will assess all topics and their problem solving skills. Their levels will be communicated home via the pupil planner.

Pupils will study Key Stage 3 Mathematics until Year 9, sitting an end of Key Stage exam to assess their progress. They will then start the GCSE course part way through Year 9.

How families can support

Ensure your child has the correct equipment, including a scientific calculator.

Encourage the use of Maths websites to consolidate pupils' learning in lessons, and to support homework where necessary. A useful website is www.mymaths.co.uk. All pupils will be informed of how to logon to this website when they join the school.

Checking homework is completed on time by encouraging your child to attempt homework on the night it is set.

Encourage your child to seek help from their class teacher if they do not understand the class work or homework, or use the drop-in clinic at the start of each lunch-time.

Encourage them to use maths in daily life.

Maths

Upper School

Topics covered in Upper School

The subject content of our schemes of learning matches that set out in the Department for Education's Mathematics GCSE subject content and assessment objectives document.

We have organised this into ten teaching blocks, with each block covering aspects of Number, Algebra, Ratio, Geometry & Probability and Statistics.

We commence the teaching of the course after February Half Term with our Year 9 groups.

Skills developed in Upper School

Mathematics is for everyone. It is diverse, engaging and essential in equipping pupils with the right skills to reach their future destination, whatever that may be.

Throughout Key Stage 4 we hope to further develop the conceptual understanding of the Mathematical content. We enable our pupils to make generalisations and abstractions to help them connect ideas, develop logical and abstract thinking, and to question, analyse, and understand the world around them.

Assessment

GCSE Specification

GCSE Mathematics has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Pupils must take three question papers at the same tier. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher Tiers.

Paper 1: non-calculator	Paper 2: calculator	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed	What's assessed Content from any part of the specification may be assessed	What's assessed Content from any part of the specification may be assessed
How it's assessed <ul style="list-style-type: none">written exam: 1 hour 30 minutes80 marksnon-calculator33% of the GCSE Mathematics assessment	How it's assessed <ul style="list-style-type: none">written exam: 1 hour 30 minutes80 markscalculator allowed33% of the GCSE Mathematics assessment	How it's assessed <ul style="list-style-type: none">written exam: 1 hour 30 minutes80 markscalculator allowed33% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

We begin teaching the GCSE subject content in Year 9, after February Half Term. Our Department has split the content into ten Blocks, spending approximately one half term per Block. Each Block is assessed by a formal in-class test and pupils receive feedback and a GCSE grade on each.

Larger assessments are conducted at key points throughout the year as well as the ongoing teacher/peer/self-assessment that will be visible in pupils' exercise books or folders.

All of these assessments will be marked by either pupils or staff and high quality feedback will be provided for pupils to respond to accordingly.

How families can support

Success in Mathematics is a partnership between hardworking pupils, hardworking teachers, and the close support offered by families at home.

From time to time, pupils may require direction to help further improve their understanding or to address a misconception.

Pupils may:

Ask a Parent or sibling for advice.

They may consult their exercise book or any revision materials that they may have purchased (we offer a variety of these at the beginning of the course).

They may search the internet for help. We pay access to www.mymaths.co.uk which contains lessons on every topic or they can access <http://mccauslandmaths.weebly.com> for links to other useful sites as well as revision materials.

They can be directed to ask their teacher for help after class, at break or lunch or come to the Maths Clinic in A6 at lunchtime (Monday to Thursday).



Media Studies

Upper School

Topics covered in Upper School

Media is a lively and thought-provoking subject which encourages pupils to develop their creative, analytical, research, and communication skills, through exploring a range of media products and perspectives.

The key topics of media language, representation, industries and audiences looking closely at nine media areas:

TV, Film, Radio, Advertising and Marketing,
Video Games, Music Video, Social Media,
Newspapers and Magazines.

Skills developed in Upper School

- Practical production skills such as photography, desktop publishing, web page design and production and journalism.
- Pre-production skills such as researching style-models, planning, storyboarding and scripting.
- Analytical and evaluative skills.

Assessment

The GCSE course is made up of exam assessment and coursework.

How families can support

Encouraging pupils to experience a varied diet of film, TV, press and ICT Media.

Discussing and debating issues in the media and in the news.





Modern Foreign Languages

Lower School

Topics covered in Lower School

YEAR 7: FRENCH - Myself, Family, School, Sports & Hobbies.

YEAR 7: SPANISH - Myself, Family, House & Home Town, Sports & Hobbies.

YEAR 8: FRENCH - Family, Home Town, Future Plans, Food & Drink, Holidays.

YEAR 8: SPANISH - House & Home Town, Future Plans, School and Holidays.

YEAR 9: FRENCH & SPANISH - Health, Jobs & Future Plans, Authentic Film unit, Holidays.

Skills developed in Lower School

Throughout Key Stage 3, pupils are given the opportunity to develop their knowledge, understanding and communication of the target language. By doing so, pupils develop many skills including the perhaps more obvious skills, such as communication and listening, as well as enhancing their problem solving skills and improving their knowledge of their native language. Pupils also begin to develop their translation skills.

Assessment

In languages, we assess pupils in four skill areas: listening, reading, speaking and writing. At the end of each topic, pupils complete an assessment in at least one of these skill areas. In a listening assessment, pupils are required to write answers to questions that test their understanding of a spoken piece/pieces, and in a reading assessment, pupils need to answer questions based on a written stimulus. In the spoken assessment, pupils may be asked questions based on a stimulus card or a series of questions based on the topic. In the written assessment, pupils are required to write a response within their topic area using a prescriptive set of bullet points.

Within class, pupils take part in peer assessment and self-assessment, as well as regularly submitting work to their teacher for feedback. Each form of assessment, whether feedback from a peer, their teacher, or self-assessment, requires a response from the pupil in order to improve their work.

How families can support

In order to support pupils with their language learning at home, we suggest the little and often approach. It is important for pupils to keep practising their language between lessons. Pupils are expected to learn new vocabulary from their lessons each week. We suggest that they take 8-10 key words each week and learn them off by heart, using look, cover, write, check, by making cards, or a game within Quizlet, and perhaps getting a family member to test them. We also recommend that they make regular use of some of the following websites: www.quizlet.com, www.languagesonline.org.uk www.duolingo.com, www.memrise.com

Upper School

Topics covered in Upper School

YEAR 10: Holidays, School, Family and friends, Interests and Influences, Local Area.

YEAR 11: Typical Foods and Festivals, Future Study and Employment, Local, National and Global Areas of Interest.

Skills developed in Upper School

The MFL course in French or Spanish aims to prepare pupils to use language skills to express themselves in a variety of situations- personal, social and business. By the end of the GCSE course, pupils will have a working knowledge of the language, which will prepare them to communicate with native speakers in different contexts and furthermore give them cultural insight into the countries where the language is spoken. Pupils follow the AQA syllabus and there are three areas of study:

- Identity and culture.
- Local, national, international and global areas of interest.
- Current and future study and employment.

Vocabulary and structures are taught across these areas through the key skills of listening, speaking, reading and writing.

Assessment

GCSE Specification

Pupils are entered for either Higher or Foundation Tier in all exams. They will complete an exam in all four skills, reading, writing, listening and speaking. Each exam is worth 25% of the overall grade. Peer and self-assessment regularly take place in lessons and pupils complete assessments regularly in class in preparation for their final exams at the end of Year 11.

How families can support

It is important for pupils to keep practising their language between lessons. Pupils are expected to learn new vocabulary from their lessons each week. We suggest that they take 10-15 key words each week and learn them off by heart, using look, cover, write, check, by making cards, or a game within Quizlet, and perhaps getting a family member to test them. We also recommend that they make regular use of some of the following websites: www.quizlet.com, www.languagesonline.org.uk, www.duolingo.com, www.memrise.com



Music

Lower School

Topics covered in Lower School

YEAR 7: Bridging Unit-linking the work from Primary School; Musical Elements and Graphic Scores –representing music with pictures; Musical Notation-the basics of reading and writing music; Music of the World-with a particular focus on the music of West Africa; Rock ‘n’ Roll-a history of popular music; Programme Music-music that serves a purpose or is used for stories; Group Singing.

YEAR 8: Chromaticism-learning about sharps, flats and the dramatic and descriptive powers of Chromatic music; Composing melodies and adding harmony; Indian Raga-a study of Indian Classical Music; Minimalism-learning the techniques of the minimalist style and the widespread occurrence of minimalist music. Britpop-a study of the nineties phenomenon and its roots in sixties Britain. The Blues-the origins of Blues and its significance in popular music.

YEAR 9: Club Dance Music-how to create Dance music using loops. Samba-performing Samba and understanding its culture. Song writing/Rap; Composing and Performing Songs. Reggae-understanding how to create a groove-based performance. Film Music-The study of how music is created for film.

Skills developed in Lower School

The music course relates to the building up over time of the fundamental skills of Listening and Appraising, Composition and Performance. The study of the theory of music will always support these skills and is never a means in itself. The learning of music is supported with the technology skills. All pupils learn how to use the ‘Garageband’ software to create arrangements and original compositions across a number of topics.

Music is a vast and dynamic subject and we encourage pupils to be open-minded and to know that it is a life-long learning experience.

Assessment

All composition and performing work is assessed at the end of each unit and levels are recorded in planners. Assessments take place in listening within units. Pupils have opportunities to peer assess work during the units and are encouraged to self-assess and reflect at interim times too.

How families can support

Music is more accessible than ever and listening to music is enjoyable for most young people. Encouraging your child to listen to a wide variety of music and engaging them in conversations about music of the past and present can be a positive means of communication. Similarly, taking an interest in what music your child listens to can be a positive experience for all. Most young people will listen to a surprisingly wide variety of music as they are continually exposed to it in films, television and other media. Occasionally your child will be asked to listen and comment on music for homework. Sometimes they will be asked to practise keyboard skills, so if there is access to one at home this can be helpful. Where this isn’t possible the pupils can access the music facilities at school. Should your child be interested in learning to play an instrument or take singing lessons we would hope that this is encouraged and supported through providing time and space for your child to practise. We offer a wide range of extra activities at Woldgate and ask that parents encourage their children to make the most of these by regular involvement in rehearsals and commitment to performances.

Upper School

Topics covered in Upper School

YEAR 10: Induction and transition from Key Stage 3; Musical Elements, Structure, Notation, Theory).

Area of Study 1: Instrumental Music; Baroque Classical, Romantic and 20th Century.

Area of Study 2: Vocal Music; Popular Music (Jazz, Blues, Rock, Disco).

Composition projects; Solo and Ensemble Performance assessments.

YEAR 11: Music for Stage and Screen (Film Music, Musicals); Fusions and World Music.

Set Composition brief; Performance assessments.

Skills developed in Upper School

The GCSE Music course follows on from Key Stage 3 in terms of continuing to develop the key skills of Performing, Composing and Listening and Appraising. The qualification encourages pupils to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. There is also emphasis on musical theory and musical dictation.

Assessment

GCSE Specification

Performing: Pupils perform two pieces, one solo and one ensemble lasting for a total of no less than four minutes.

Composing: Pupils compose two compositions, one is a set brief and one is a free choice.

Appraising. This is an exam with listening extracts, both familiar and unfamiliar, as well as an extended written question and dictation question.

Regular practice and testing of the individual tasks from the exam takes place throughout the course to support learning. Pupils will also self-assess some tasks and appraise the work of others, reflecting and adapting their practice, all within the Woldgate learning cycle lesson structure.

How families can support

Music is more accessible than ever and listening to music is enjoyable for most young people. Encouraging your child to listen to a wide variety of music will be directly beneficial. Most young people will listen to a surprisingly wide variety of music as they are continually exposed to it in films, television and other media. An essential part of the course is the ability to appraise unfamiliar music so the more exposure pupils have to a wide range of styles the better. Occasionally your child will be asked to listen and comment on music for homework. Pupils will need to be learning to play an instrument or take singing lessons; we would hope that this is encouraged and supported through providing time and space for your child to practise. Please encourage your child to make full use of the excellent accommodation and resources available at Woldgate. The Music Department is a hive of activity at breaks and lunchtimes and before or after school. We offer a wide range of extra activities at Woldgate and ask that parents encourage their children to make the most of these by regular involvement in rehearsals and commitment to performances. The opportunity to perform in public is an excellent way to build a pupil's confidence and many of our pupils excel in this discipline.



Philosophy & Ethics (Religious Studies)

Lower School

Topics covered in Lower School

YEAR 7: What is Philosophy and Ethics? Christianity, Judaism and Sikhism.

YEAR 8: Islam, Buddhism and pupils take part in the Archbishop of York Young Leaders Award.

YEAR 9: Pupils begin the full GCSE course:

GCSE Religious Studies – Edexcel syllabus B

Pupils will sit two examination papers at the end of Year 11 (there is no coursework).

Paper 1 – Religion and Ethics – through Christianity.

Paper 2 – Religion, Peace and Conflict – through Islam.

Pupils will cover the following topics in Year 9: Christian Beliefs, Living the Christian Life, Marriage and the Family.

There is also an opportunity for pupils to visit Beth Shalom Holocaust Centre in the summer of Year 9.

Skills developed in Lower School

Pupils are asked to think about the big questions in life and explore a variety of beliefs and traditions. Pupils will develop an awareness and appreciation of living in a multi-cultural and multi-faith society. Pupils are able to reflect and think about issues in the world today. Pupils will develop their ability to reflect and also appreciate a variety of different viewpoints. Questioning and debating skills will be developed. Pupils will also develop their written and evaluation skills. Leadership, team work and presentation work will also be developed. Pupils will gain a sense of empathy and understanding of many different viewpoints.

Assessment

All pupils complete a baseline assessment at the start of Year 7 to assess their skills, understanding and knowledge of the subject. Throughout Key Stage 3, pupils complete an assessed piece of work at the end of each key topic. This is marked and pupils are given feedback and targets to respond to, by using their purple pens. Throughout lessons there are also opportunities for peer marking and for pupils to set their own targets to help them progress further in their work. Exercise books are marked in depth every six lessons. Pupils will also sit end of year examinations in their classrooms.

How families can support

Encourage pupils to be aware of key events and issues that happen in the world. Watching the news, documentaries and reading newspapers will support pupils' learning. Discussing some of the topics covered in class and talking about what pupils have learnt at home will also help pupils to make good progress.

Upper School

Topics covered in Upper School

YEAR 10:

- Issues of Life and Death (Christianity)
- Muslim Beliefs
- Living the Muslim Life

YEAR 11:

- Peace and Conflict (Islam)
- Crime and Punishment (Islam)

Skills developed in Upper School

Pupils will develop knowledge and understanding of religion and beliefs, including beliefs, practices, sources of authority, influence on individuals, communities and societies, and similarities and differences within and /or between religions and beliefs. They will also develop skills of analysis and evaluation as they consider aspects of religion and beliefs, including their significance and influence. In addition, pupils will develop critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Assessment

GCSE Specification

Component 1 : Religion and Ethics (Christianity) is assessed in a 1 hour 45 minutes written examination paper (50% of the final GCSE grade)

Component 2 : Religion, Peace and Conflict (Islam) is assessed in a 1 hour 45 minutes written examination paper (50% of the final GCSE grade)

Pupils will be assessed during lessons and pupils will receive in depth marking and teacher comments on how to improve their work every six lessons. Pupils will respond to teacher comments and targets with their purple pens. There will also be chance for pupils to peer mark their work and set targets for each other on how to improve their work. Pupils will become familiar with using examination board mark schemes as part of their learning in class.

There will be occasions when pupils are assessed through homework, where past examination questions have been set.

How families can support

Encouraging pupils to be positive about their learning and lessons and discussing the issues and topics covered in class will be useful. It is also helpful to be aware of key events and issues in the world. Watching documentaries, the news and also reading a newspaper will make pupils understand of what is happening in society. Supporting pupils with homework tasks and looking through their exercise book work will also support and guide pupils.



Physical Education

Lower School

Topics covered in Lower School

At Woldgate School we encourage all children to be interested in, participate in and enjoy a variety of sports and other physical activities. We aim to help them to appreciate the values and benefits of physical activity, health and fitness, while at school and in future life.

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitable, differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirable for developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

Activities include:

WINTER / SPRING: Netball, Football, Rugby, Hockey, Badminton, Dance, Fitness, Basketball, Team Building, Tag Rugby, Gymnastics, Handball Table Tennis and Volleyball.

SUMMER: Athletics, Cricket, Rounders and Softball.

An extensive extra-curricular programme is also available for our pupils to access, alongside the opportunity to represent the school in local and national competitions.

At the end of every half term pupils participate in House competitions. Examples include Cross-Country, Orienteering, Dodgeball and Rounders.

Skills developed in Lower School

Pupils build upon the skills acquired in KS1 and KS2; they learn to refine and use these skills in different scenarios. They are encouraged to secure their understanding of what 'quality' performance looks like and ways in which performance can be evaluated. Pupils develop their understanding of how to succeed in different activities and evaluate and appreciate both their own achievements and the achievements of others. Pupils are encouraged to see PE as a major feature within their own lives, relating to leisure, employment and culture. They learn to recognise the effects and role of exercise in a fit and healthy lifestyle. All pupils are encouraged to enhance their own understanding of safe practice, developing a range of desirable personal qualities such as politeness, perseverance, initiative and concern for others.

Teaching considers the strands of the National Curriculum and ensures that when evaluating performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.



Pupils will have the opportunity

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas. To improve observation skills and the ability to describe and make simple judgements on their own and others work, using observations to help improve performance.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercise.
- To develop the ability to work independently and communicate with, and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others safety and wellbeing.

Assessment

Assessment and setting in Year 7 are done through initial base setting of motor skills and fitness levels. Continual assessment is regularly done by the department and movement within groups is done throughout the academic year.

Progress points are embedded within lessons, and focus around practical performances, physical attributes decision making as well as leadership and coaching opportunities.

How families can support

Encourage positive attitudes towards leading an active healthy lifestyle.

Support pupils in attending extra clubs and practices.

Understand the physical, mental and social benefits of physical activity.

Provide pupils with the correct PE kit.

Inform PE staff of any medical concerns.

Upper School

Topics covered in CORE PE

Refinement of standards of performance, acquiring and developing advanced skills and techniques, and applying them in competitive situations. Revisiting favourite activities and experiencing new ones in a fun, tournament style environment. Activity rotations of 4 weeks ensure motivation and variety is provided. Activities include:

Netball, Football, Rugby, Hockey, Badminton, Dance, Fitness, Basketball, Team Building, Tag Rugby, Gymnastics, Table Tennis and Volleyball, Exercise to Music, Cricket, Rounders and Softball, Handball and Dodgeball.

An extensive extra-curricular programme is also available for our pupils to access, alongside the opportunity to represent the school in local and national competitions.

Skills developed in Upper School

Sports Leader awards (optional)

Level 1 Qualification in Sports Leadership (SL1)

The Level 1 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity, under supervision. It is offered to Key Stage 4 pupils as an accredited course, delivered over a year, whereby you will receive one-hour tuition per week covering modules on:

- Establishing leadership skills
- Planning skills
- Organisational skills
- Communication skills

Pupils will be taught leadership through the medium of sporting activities – This is about leading and not about performing.

Final assessment involves: - A log book of evidence gathered throughout the course - Leading an hour of physical activity with a group of children from local primaries in the KS 1 festival of sport.

Topics covered in GCSE PE

GCSE Specification

The OCR specification provides GCSE PE pupils with the exciting opportunity to begin to gain an understanding of PE. Stimulating content is at the heart of the engaging qualification, which will encourage pupils to immerse themselves in the world of sports and PE. Studying GCSE (9-1) Pupils have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport. Pupils can perform, and then through the academic study learn how to improve their performance through

application of the theory. Physical Education is learned about through a range of different contexts and the impact it has on both ours and others' everyday lives. Pupils learn the reasons why we do things, why some people outperform others – mentally and physically. They will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet. Through an introduction to all areas of PE, pupils will receive a well-rounded and full introduction to the fascinating world of PE, physical activity and sport. This GCSE study provides everything needed to move on to further education, higher education, employment or further training.

Assessment

Assessment Overview:

Theory 60% - 2 written papers

Applied anatomy & physiology and physical training (30%)

Socio-cultural influences, sports psychology and Health fitness and wellbeing (30%)

Practical activity assessment & AEP coursework 40%

How families can support

Encourage positive attitudes towards leading an active healthy lifestyle.

Support pupils in attending extra clubs and practices.

Understand the physical, mental and social benefits of physical activity.

Provide pupils with the correct PE kit.

Support pupils with homework.

GCSE PE BBC Bitesize website & GCSEPod

Being aware of and provoking discussions about relevant modern sporting issues.

Regular reading of newspapers / sports supplements.

Informing PE staff of any medical concerns.



Science

Lower School

Topics covered in Lower School

YEAR 7: Cells and Animal Reproduction, Plant Reproduction and Ecology, Particles in Chemical Reactions, Acids, Earth and Atmosphere, Force and motion, The Particle Model.

YEAR 8: Diet Digestion and Drugs. Muscles Bones and Respiration. The Periodic table, Chemical Reactions, Light and Sound, Energy.

YEAR 9: Photosynthesis and Respiration, Genetic and Biodiversity, Trends in the Periodic Table. Types of Chemical Reactions, Electricity, Earth Space and Forces.

Skills developed in Lower School

In Lower School Science, not only do we aim to produce future scientists, but also citizens that utilise the process of Science to ask probing questions, communicate clearly and to make intelligent decisions about ideas and technology that will affect their lives. We aim to equip the pupils with the relevant skills needed to prepare the pupils for their GCSE Science courses.

Assessment

Assessment consists of regular end of topic tests which are designed to not only challenge the pupils on their factual knowledge but on their ability to apply that knowledge to novel situations and subsequently show full understanding of a variety of scientific phenomena.

Routine assessment occurs through marking of homeworks and classwork. Pupils are encouraged to actively engage by responding to green pen comments in their books using their purple pens. Peer assessment is also utilised with red pen marking of specific content such as objective answers to particular problems.

How families can support

Families are encouraged to support their child's scientific development in a variety of ways.

In particular pupils are encouraged to discuss their work at home and to attempt to explain their newly learned knowledge and skills to their parents.

Families can help develop their child's scientific development through:

Visits to Museum and Exhibitions whenever possible.

Encouraging pupils to explore their own scientific investigations in a safe and controlled environment.

Encouraging their children to explore the Internet to find quality information and presentations from a vast resource.

Possible suggestions include:

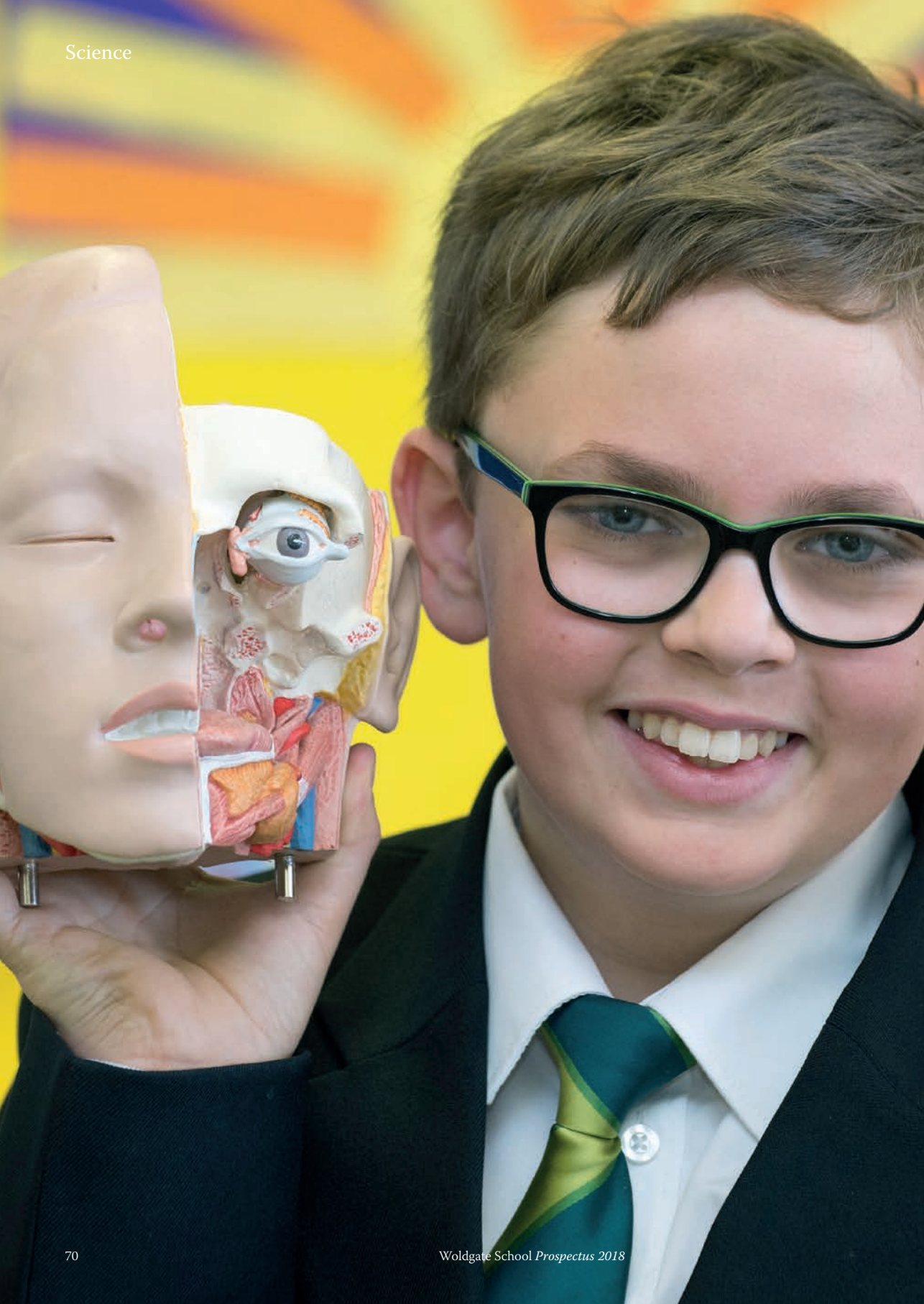
www.bbc.co.uk/education/subjects/zng4d2p

www.cgpbooks.co.uk/interactive_ks3_science

www.topmarks.co.uk/Search.aspx?Subject=26

www.stellarium.org/en_GB/

In summary: Get them to enjoy Science for what it is... Fantastic!



Upper School

Topics covered in Upper School

GCSE Combined Science Trilogy

YEAR 10

Cells and Microscopy, Cell Division and Transport, Human Biology, Infectious Diseases, Plant Biology, Atomic Structure and the Periodic Table, Bonding, Structure and Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, Energy, Electricity, The Particle Model of Matter, Atomic Structure.

YEAR 11

Coordination and Control, Inheritance and Evolution, Environmental Science, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources, Forces, Waves, Magnetism and Electromagnetism.

GCSE Triple Science

YEAR 10

Biology

Cells and Microscopy, Cell Division and Transport, Human Biology, Infectious Diseases, Plant Biology.

Chemistry

Atomic Structure and the Periodic Table, Bonding, Structure and Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes.

Physics

Energy, Electricity, The Particle Model of Matter, Atomic Structure.

YEAR 11

Biology

Coordination and Control, Inheritance and Evolution, Environmental Science.

Chemistry

The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources.

Physics

Forces, Waves, Magnetism and Electromagnetism, Space Physics.

How families can support

This can be done by encouraging pupils to complete their homework on the night that it is set so support can be sought from the subject teacher to resolve any issues prior to the deadline.

Revision in Science is crucial to success. Pupils should be encouraged to revise for end of topic tests, internal examinations and, of course, for their GCSEs. This will help reinforce the ideas as they progress through the course and give opportunities to address any gaps in their knowledge and understanding.

Admissions



The school has a fixed admission limit of 208 pupils

The school was over-subscribed last year. All admissions from Primary School should be made through East Riding of Yorkshire Council (in the first instance) and to Woldgate School and Sixth Form College directly. All other admissions should be made directly to Woldgate School.

To receive a copy of the school admission form, then please either visit our reception or, alternatively, download the document from our website:

www.woldgate.net







AN ETHOS LIVED INTO BEING
PROSPECTUS

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