

**Have a Great
Half Term!**



Follow @Woldgate

<https://twitter.com/woldgate/>

Find us on

<https://www.facebook.com/WoldgateSchool/>

WOLDGATE SCHOOL AND SIXTH FORM COLLEGE **NEWSLETTER**

'EVERYTHING YOU DO SHOULD BE WORTHY, OF GREAT MERIT, CHARACTER AND VALUE.'

172

VISIT TO A 17TH CENTURY ART WORKSHOP

I'm sure you'll have heard about the 17th century painting by Artemisia Gentileschi that has been on display, flanked by security guards, at our very own Beckside Centre in Pocklington.

This £3.6 million treasure from the National Gallery depicts the Italian artist representing herself as Saint Catherine and on Saturday 11th May, we were invited to a private viewing and workshop with educators from the charity 'Paintings in Hospitals' and a curator from the National Gallery.

This was an amazing opportunity and our pupils did us proud with their interesting questions and observations on this piece. Alongside Yr 5 and 6 pupils from Bugthorpe Primary School, we discussed the importance of art for well-being and made a selection of ten new pieces (including work by Maggie Hambling and Paula Rego) that should be coming to the Pocklington Group Practice in September.

'It felt like I was really contributing something towards the local community,'
said one of our proud pupils.

It is great to be a part of this exciting venture and we look forward to participating in many more community events with the National Gallery, 'Paintings in Hospital' and the Beckside Centre in the future.

Ms Barker





HEADTEACHER'S WELCOME



As the half-term approaches, following a consultation with School Council, parents and my colleagues, we will as a school be broadening our curriculum offer for Year 8 pupils to provide our children with greater choice and the opportunity to study new disciplines and fields of study at our school.

These changes will provide our pupils with the opportunity to take a fourth option at GCSE and therefore to maintain a varied and exciting curriculum through the final years of schooling, before then opting once again for post-16 and Sixth Form study. These curriculum changes will allow future generations to help tailor their curriculum while maintaining a breath of study.

It is, I believe, an important next step for our children and community, as we ensure our curriculum develops to further our distinct vision for education, ensuring Woldgate School and Sixth Form College provides its children with a unique and principled education.

The work undertaken by colleagues within school, for which I am extremely grateful, and the consultation with parents, which also proved very insightful, have enabled the school to reflect on its ethos, mission statement and - as a high performing school already - to seek to develop a curriculum that serves the needs our children. This new curriculum will also broaden choice within the key disciplines that have been identified as central to our values, standards, and to the needs of the future.

Those disciplines from September 2019 will be:-

Core – The timeless beauty of the spoken and written word; an insight into our culture, history and language. An endless world of scientific discovery to develop our understanding of the matter, forces, and life around us; to innovate and explore the beauty of nature and understand our own technological advancements as a society. The elegance, logic and purity of mathematics. These subjects are the very foundation of an exceptional curriculum and are part of our statutory offer prescribed by government.

World – Those subjects that broaden our understanding of the world; its culture, faiths, land, people, language and history. They play a pivotal and varied role in our lives; broadening our understanding, communication skills and allowing us to understand different societies, cultures and nations. They provide us with a greater insight into the world, helping us to better understand both the past and the future and fostering a sense of empathy necessary to relate and work together as one cohesive society.

Technical – Those subjects in an increasingly technological society that allow our pupils to become more than simply passive users but to be creative, to innovative and build - to help shape our future society. From Computer Science to sustainable energies, robotics to aeronautics, and medical technology to intelligent building design – technical disciplines offer a huge range of specialisations. Creating your own business and becoming an entrepreneur through our Peter Jones Academy.

Performance – The expression of our culture, emotion, ideas, and love of the arts. Through subjects that inspire, help us to create and express meaning and personal emotion through technical knowledge and skill. The arts not only enrich our lives, communities and culture but they are vital to a child's education. For example, exposure to art education promotes self-directed learning and sharpens critical and creative skills. Equally, the skilful execution of a sporting performance is the outward sign of dedication, practice, and resilience.



Everything you do should be worthy,

Each discipline will incorporate numerous fields of study and within these subjects, our pupils will tailor a curriculum that will serve them well for the future opportunities and the challenges they will face as they grow into adulthood and pursue their aspirations through further study and their chosen careers.

love LEARNING

Our children are not going to learn how to be good learners unless we engage them in activities and discussions about how they perceive themselves as learners – and to see what approaches are working and not working for their learning.

Metacognitive Awareness Inventory

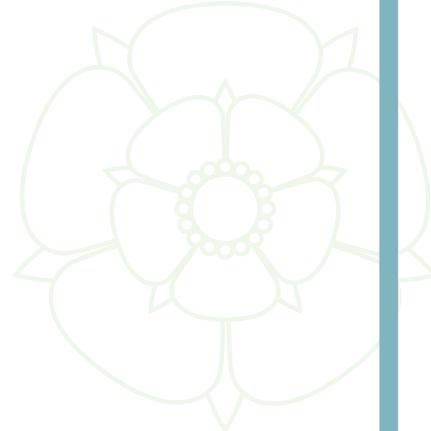
There are two processes going on around learning how to learn. Most often children are unaware of what they are and what is required to improve them.

1. Knowledge of Cognition (Declarative, Procedural, and Conditional)

- Awareness of factors that influence your own learning
- Knowing a collection of strategies to use for learning
- Choosing the appropriate strategy for the specific learning situation

2. Regulation of Cognition

- Setting goals and planning
- Monitoring and controlling learning
- Evaluating own regulation (assessing if the strategy you are using is working or not, making adjustments and trying something new)



In 1994, Schraw and Dennison created the Metacognitive Awareness Inventory (MAI) specifically for adult learners to bring awareness of metacognitive knowledge and metacognitive regulation (which they referred to "Knowledge of Cognition Factor" and "Regulation of Cognition Factor" respectively).

The MAI consists of 52 questions that cover these two components of cognition. They found through their research there was strong support for both of these factors and that they were also related as had been suggested by previous researchers.

Recent research has uncovered a significant correlation between the MAI and some measures of academic achievement. However, when looking at undergraduate students and graduate students (younger adults and older adults) it was found that they do not differ in their mean scores on the 'Knowledge of Cognition' areas (similar for both groups), but they do differ in terms of their regulation strategies and skills.

'Knowledge of Cognition' is more easily acquired and improved.

'Regulation of Cognition' strategies are not that easy to acquire and most often students won't improve over time in their Regulation scores – because they need to learn the strategies and have chances to practice in and out of classroom experiences. They need their instructors to use some of the teaching strategies in this booklet to help them build their strategies around regulation of learning.

Over the next few newsletters we'll be exploring some of the practical techniques to help the 'regulation of cognition'.

of great merit, character and values'





LOWER SCHOOL



Mr L SLOMAN
HEAD OF LOWER SCHOOL

As we approach the half term holiday, I have been talking to our Lower School pupils about the holidays, trips and activities they are planning to do during their well-earned holiday. I have also tried to share with them the secret of how to make the holidays last longer; the key is to fill each day with a wide range of new experiences.

Studies have shown that the human mind 'skips' time when experiencing familiar surroundings or whilst taking part in familiar activities. Time seems to actually 'slow down' when doing something new and different. The key to making the most of the half term holiday is therefore to fill it with as many different sights, sounds and experiences as possible.

The same could be said of a day at secondary school. Although our pupils take part five hour-long lessons during any school day, they are surrounded by different teachers, sights, sounds and experiences in that time. They are constantly learning, refining and mastering new skills, making progress and achieving successes whilst meeting and working with new friends. As a result, our Lower School pupils are able to fit an enormous amount of learning into just one day. Our pupils work incredibly hard and they have achieved so much this half term; I wish them all a well-deserved holiday.

KEY DATES SUMMER TERM 2019

23RD APRIL - 24TH MAY
3RD JUNE - 19TH JULY

STAFF TRAINING DAYS

22ND JULY 2019
23RD JULY 2019

LOWER SCHOOL WEEKLY AWARDS

GREAT MERIT AWARDS

YEAR 7: EMILY CHANTRY

YEAR 8: BRADLEY TOWSE

YEAR 9: ADAM GIGGINS

GREAT CHARACTER AWARDS

YEAR 7: TOBY WRIGHT

YEAR 8: MATTHEW EMMERSON

YEAR 9: TANISHA BENSON

GREAT VALUE AWARDS

YEAR 7: EVIE NIGHTINGALE

YEAR 8: MAVA BAXTER-MCPHIE

YEAR 9: MATT SMITH

FORM OF THE TERM AWARD

YEAR 7: 7ECR

YEAR 8: 8BSC

YEAR 9: 9VJE





UPPER SCHOOL

As we approach a well-deserved half term it is a pleasure to reflect on how well our Year 11 pupils have settled into the exam season. It has been wonderful to see pupils organised, calm, and positive as they enter exams and it is a delight to hear pupils speaking positively after the papers have finished.

By the time pupils begin their half term break, they are halfway through the intensive four-week period that comprises the peak of the exam season. It is important that they take this time to reflect on what they have achieved and prepare for the final stage but it is equally important for them to take some time to relax and recharge. I do hope you and your child are able to have a relaxing and well-deserved break together.

Participation in the revision sessions offered in school continues to be exemplary and we are pleased to offer a further schedule of lessons designed to offer reassurance and final advice to pupils for the first week back after the break:

Monday 3rd June	PM - English Language revision in preparation for Tuesday AM
Tuesday 4th June	AM - Music revision in preparation for the afternoon exam
Tuesday 4th June	PM - Mathematics revision with the department in preparation for Thursday morning
Tuesday 4th June	PM - Spanish revision in preparation for Wednesday AM
Tuesday 4th June	PM - Geography revision in preparation for Wednesday
Wednesday 5th June	AM - Geography revision in preparation for the afternoon exam
Thursday 6th June	P2&3 - History revision in preparation for exam in the afternoon
Thursday 6th June	PM - English Language revision in preparation for Friday morning
Friday 7th June	AM - Biology revision in preparation for the afternoon exam

Mr Davies

Deputy Headteacher





Safeguarding our children

Bee Kind is about showing kindness. The act of being friendly, generous and considerate of others. It is a key part of our Safeguarding and mental health strategy and is about keeping our children safe and well.

Discord

Minimum age according to Discord 14+

Discord is a voice and text app and site, designed for gamers. It allows you to voice and text chat across different platforms. Users can only message each other if they have accepted their follow request.

What do I need to know about Discord?

We've spoken to parents to find out what they think about Discord. We've also asked children and young people what they think. Here's what they said:

Children's views

What do children and young people dislike about it?

7% of the children and young people who reviewed Discord thought it was unsafe. The main things they told us they don't like about Discord were:

- Different servers have different rules – some of these will allow inappropriate content or behaviour
- You can have contact and communication from people you don't know, especially on public or large servers
- Some people can be rude, mean or sexual
- There are lots of ways to communicate – groups, servers, direct messages, voice channels and calls

What do children and young people like about it?

The main things that children and young people told us they like about Discord were:

- If you use private servers or groups you can choose to only add your friends, and other people won't be able to join
- There are filters such as NSFW (Not Safe for Work), which filter explicit material
- To add someone as a friend you need to know their username and a unique code, which stops random people being able to add you
- It's a good way to get tips for playing certain games



HEADTEACHER'S AWARD

YEAR 7

EMILY CHANTRY
FRANK FITZPATRICK
ELLEN FARMERY

YEAR 8

AMELIA RIGBY
OLIVIA AALTO
TALLULAH MELEMENDJIAN

YEAR 9

SHANE MOFFETT
BONNIE MCLEAN

YEAR 10

ELSPETH STEELE
MEGAN JESSOP

YEAR 11

VERITY METCALFE
REBECCA WRAGG





SIXTH FORM COLLEGE

Mrs Lawson Writes:



MRS K LAWSON
HEAD OF SIXTH FORM

Last week was Mental Health Awareness week, hosted by the Mental Health Foundation, and this year the focus is on body image and how it might affect our mental health. 'Body image' is a term that can be used to describe how we think and feel about our bodies. Our thoughts and feelings about our bodies can impact us throughout our lives, affecting, more generally, the way we feel about ourselves and our mental health and wellbeing.

How does body image affect mental health?

Having body image concerns is a relatively common experience and is not a mental health problem in and of itself; however, it can be a risk factor for mental health problems. Research has found that higher body dissatisfaction is associated with a poorer quality of life, psychological distress and the risk of unhealthy eating behaviours and eating disorders.

Conversely, body satisfaction and appreciation has been linked to better overall wellbeing and fewer unhealthy dieting behaviours. Though feeling unsatisfied with our bodies and appearance is often more common among young women, body image concerns are relevant from childhood through to later life and affect both women and men.

What causes body image concerns?

The way in which our experiences and environment affect our body image will be different for everyone. However, overall, the research suggests that body image can be influenced by:

- our relationships with our family and friends.
- how our family and peers feel and speak about bodies and appearance.
- exposure to images of idealised or unrealistic bodies through media or social media.
- pressure to look a certain way or to match an 'ideal' body type.



What can we do? Individually being more aware of steps we can take for ourselves and others:

- If your body image is a significant cause of stress, or if you're being bullied about how your body looks, consider talking to a friend, a trusted adult or a health professional.
- Notice the people and accounts you're following on social media and be mindful of how you feel about your own body and appearance when you look at them.
- At home, parents and carers can lead by example, by modelling positive behaviour around body image, eating healthily and staying active.
- In our daily lives, we can all be more aware of the ways in which we speak about our own and other people's bodies in casual conversations with friends and family.
- Find the best way that works for you to stay active.

A Level Revision Timetables will be posted on the school Facebook page





The UK has a new Poet Laureate or national poet. Simon Armitage is replacing Carol Ann Duffy and will be expected to write poems for special occasions and act as a spokesman for British poetry; part of his wages will be paid in sherry!

It is an important position to have, and others who have occupied the post include John Betjeman, Alfred, Lord Tennyson and William Wordsworth.

Armitage was born in Huddersfield, West Yorkshire and has lectured at the Universities of Leeds, Manchester, and Sheffield. His writing makes clear references to Yorkshire and is characterised by a dry Yorkshire wit combined with "an accessible, realist style and critical seriousness" (Rachel Ogden, The North Guide)

Having been in the GCSE Poetry Anthology since around 2002 the English Department are very familiar with his work and many of us have heard him read his poems live and talk about what inspires him.

Mr Crisp likes the relationship between the father and son in Harmonium:

*"But its hummed harmonics still struck a chord:
for a hundred years that organ had stood
by the choristers' stalls, where father and son,
each in their time, had opened their throats
and gilded finches – like high notes – had streamed out"*



Ms Barker likes many of his poems, but the one which stands out is Homecoming. Armitage uses time shifts to show how trust can be easily lost, but also regained:

*"These ribs are pleats or seams. These arms are sleeves.
These fingertips are buttons, or these hands can fold into a clasp, or else these fingers make a zip or buckle, you say which.
Step backwards into it and try the same canary-yellow cotton jacket, there, like this, for size again. It still fits."*

Mr. Johnson said that the poem The Hitcher is intriguing:

*"I picked him up in Leeds. He was following the sun from west to east with just a toothbrush and the good earth for a bed.
The truth, he said, was blowin' in the wind, or round the next bend."*

Mr Chapman's favourite is Poem:

*"Here's how they rated him when they looked back:
sometimes he did this, sometimes he did that."*

The poem which I enjoyed teaching does not have a title but begins: "Mother, any distance greater than a single span requires a second pair of hands." It describes the process of growing up and, in order to do that adults, parents and teachers have to let go of the young people. The tape measure is stretched as far as possible: "Anchor. Kite" and then the young person has to make the leap into the future alone: "I reach towards a hatch that opens on an endless sky to fall or fly."

We hope that as our Year 11 and Year 13 embrace their futures, they will have the confidence to fly.

Woldgate School and Sixth Form College
92 Kilnwick Road
Pocklington
York
YO42 2LL



Follow@Woldgate



Tel: 01759 302395

Fax: 01759 306535

Email: office@woldgate.net

Website: www.woldgate.net

Find us on

