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WOLDGATE SCHOOL AND SIXTH FORM COLLEGE NEWSLETTER

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

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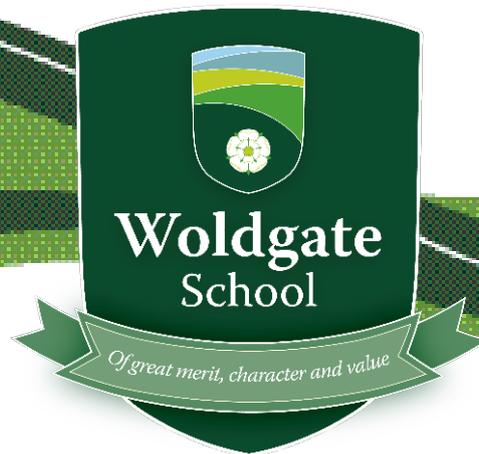
On Tuesday night students and pupils, who are taking either GCSE or A Level Music, held a Musical Showcase in the main school hall

There was a great selection of musical styles from the Sixth Form Chamber group, to Elizabeth in Year 11 playing Vivaldi and Choson Kale Mazel Tov (which is a traditional Jewish song) to Marie, Ciaran, Lewis, Scott, Dan and Josh who are all in Year 10 rocking out to the likes of Green Day and AC/DC.

One audience member was quoted as saying "I can't wait for the Christmas Concert so I can hear more of the same".

Our Christmas Concert will take place at All Saints Church in Pocklington on the evening of Tuesday 17th December. Tickets will be priced at £5 for adults; £3 for concessions and accompanied children are free. Picture from last years Christmas Concert





HEADTEACHER'S WELCOME



Mr J BRITTON
HEADTEACHER

This week we had our Sixth Form Taster Day for pupils at Woldgate School and for external applicants who are looking to join the Sixth Form College in September. We have, over the last few years with record results, seen the number of external applications rise from schools within Pocklington, Market Weighton and York. Our partnership with Longcroft School in Beverley has also allowed us to broaden our offer further this year, with more Applied courses to complete our already extensive number of A-Level qualifications. With over thirty options, pupils now have a wide choice of subjects and combinations for university.

In the sessions our pupils were enthused and thoroughly enjoying experiencing a Sixth Form lesson. I truly believe that the transition from main school to university is one of the most critical. It is on a par with moving from primary to secondary school and within those two years you see teenagers grow in character and confidence as they become adults themselves. As a previous Head of Sixth Form, it is truly a privilege to teach and support our children through this time.

The benefits of a small community are that we can provide a safety net, the additional care and support needed, while they find their feet and take that significant step to developing the skills that will allow them to become independent and prepared for university, an apprenticeship or a career. It is also, as a parent, a difficult transition as your child moves from school age, to deciding within their first year of Sixth Form study, where in the country they would like to study or work. The professional relationships are, therefore, a critical part of this process, as teachers who know your child well, can ensure both pastorally and academically they have the support during this time. This is also further strengthened by our intent to keep classes small, so support can be offered in lesson. It is a big decision, but I do hope your son or daughter decides to continue their study with us and is excited by the courses, the additional freedoms becoming a Sixth Form student brings and the opportunities that await them.

We also this week had our musical showcase. This event provides an opportunity to celebrate all of the brilliant work that has been undertaken in school and for our pupils to perform on stage to an audience. The enthusiasm of our pupils was superb and having seen some of the performances, I am so very proud of all they have achieved. I am also grateful to those colleagues that gave of their time voluntarily to make this event happen and all of the parents who supported the evening. We are so very fortunate as a school to have so many very talented children.

Finally, I would like to thank my colleagues and the Year 11 pupils who attended our Woldgate Tutorials. We have seen historically that children who attend these sessions perform noticeably better in their examinations, as they provide additional time to recap prior knowledge and to refresh a pupil's memory with regard to course content.

The new courses at GCSE and A-Levels, as you will be aware, now contain significantly greater content and demand, with most courses now only having terminal examinations. This means that over two or three years, it is important in class to know each child, their strengths and weaknesses. Our teachers and Heads of Department are especially adept at this, as evidenced in our last inspection, with them being able to identify where pupils are struggling to recall or were in an examination if they have struggled when tested on specific aspects of the course content. Although we will work hard in lessons to provide this coverage, these tutorials do provide an opportunity with additional time to focus on those key areas. I am, therefore, very grateful to colleagues who have given of their time to make these sessions happen and for the support of parents in ensuring your child continues to attend. Thank you



'Everything you do should be worthy,

love LEARNING

WHY A LITTLE BIT OF STRESS IS GOOD

Developing Growth Mindsets – Always a Work in Progress

For those not familiar with the concept (or experts in need a quick refresher), let's start with the definition and benefits of a growth mindset. Growth mindset refers to a learning theory developed by Dr Carol Dweck. In a nutshell, a growth mindset is the belief that our intelligence, ability and performance can be improved. It is the opposite of a fixed mindset, the belief that our ability is set in stone.

It's important to tell you why we should want to help our children develop a growth mindset.

Developing a growth mindset can help people:

- Cope with transitions better
- Become better at seeking out feedback
- Persist for longer
- Improve self-regulation and self-esteem
- Enhance well-being and reduce stress and aggression
- Develop grit and pro-social behaviours
- Potentially improve grades

Now that we know about its benefits, let's find out what you can grow with a growth mindset.

A growth mindset can help improve resilience: believing that you can meet the demands of the situation makes you more likely to be in a Challenge State (as opposed to a Threat State – see last weeks article) and perform better under pressure. Most importantly, a growth mindset helps overcome the fear of failure (or rather of the negative consequences of it), which can lead to low self-esteem, avoidance of challenges and pessimism.

This is because a growth mindset encourages reframing setbacks as learning opportunities. It isn't an innate skill, but it can be developed – here's how to learn from failure and mistakes.

It all starts with how you explain failure – do you put the blame on yourself or others? Do you justify it with permanent causes ("I'm not a maths person", "I'm bad at football" etc.) or do you search for improvements you can make? A good way to get better at this is to understand the power of "yet" – for example, "I'm not good at this" becomes "I'm not good at this YET".

Mistakes only become a learning opportunity when they are seen as such – this is a hallmark of growth mindset and resilience. To develop this, ask yourself: 'what would I do differently next time?' and 'what have I learnt from this?' However, this does not mean "fail more", but "fail better": acknowledge your mistakes, ask for feedback, then action it. The key is to focus on what you can control. For example, we can encourage our children to focus on their exam strategy or how much revision they do rather than the grade they might get after an exam. As long as it is visible through actions, our own mindset can influence our children's. For example, you can:

- Focus on their processes and effort when you praise them to give them a template to replicate.
- Give them quality feedback at the right time: not so early that emotions are still running high and not so late that the learning opportunity has passed.
- Increase their autonomy to encourage persistence.

Final Thoughts: All in all, mistakes are inevitable, and learning is messy. Being aware of this, we can use the opportunity to challenge ourselves. This can also help develop a motivation for learning – making it more likely we will: have greater emotional control before exams; higher confidence and a better performance academically.

Mrs S Smith

of great merit, character and value.'



Spotlight on Science



Mr G DAVIES
HEAD OF CURRICULUM
AND ACHIEVEMENT

This week I am pleased to introduce Mr Jones our Head of Science. A thriving and exciting department that offers triple and combined Science courses at GCSE and four A Level courses, science offers some of our most popular courses at Sixth Form.



MR R JONES
HEAD OF SCIENCE

Motivating pupils to prepare for their Mock Examinations is currently the key focus in Year 11. It cannot be emphasised enough how thorough preparation for these Mock Examinations is crucial for developing good study habits and managing stress levels. Both are vital to be able to succeed in the final GCSE Examinations in the summer. Making revision cards or producing mind maps as well as practising past paper questions is the well proven recipe to success. Research also shows that regularly revisiting topics throughout year, especially those taught in Year 10 is also essential in the run up to final examinations.

Year 10 brings a slightly different challenge which is all about making the transition from Key Stage 3 to Key Stage 4 Science. Compulsory GCSE practical investigations are introduced and the pace of lessons will increase to meet the demands of the Key Stage 4 Curriculum. As with Year 11, regularly revisiting completed topics and making revision materials along the way, will significantly help students to retain knowledge for future tests and examinations.

In Year 9 our focus is working towards the End of Key Stage 3 Examination which is used to help select pupils for 'Triple Science' at GCSE and can be used to set those pupils who go on to do Double Science Award. This exam will take place at the beginning of May and more information will be sent out closer to the time.

In Years 7 and 8 the pupils are taught two topics of Biology, Chemistry and Physics in each year. In Lower School there is a strong emphasis on practical work and enjoyment, which hopefully engages and inspires pupils to have a love of the subject and to even study Science post-16.

Our Year 13 'A' Level Biologists have been working on the Biochemistry of Photosynthesis and Respiration including the delights of the Calvin Cycle and Krebs Cycle on one side of the course, and Mutations and Cancer on the other. The Year 12s (first year of 'A' Level) have started with Biological Molecules and Enzymes & Cell Structure including the phospholipid bilayer!



Year 11 Triple and Double Biologists have been working on the Coordination and Control Topic that covers the Nervous System and the Endocrine System and its Hormones.

Year 10 Triple and Double Biologists have been studying the Cells and Transport Topic that covers Cell Structure and Diffusion, Osmosis and Active Transport.

In Chemistry the study of the fundamental concepts, namely Atomic Structure and Bonding in molecules and compounds, is the main focus of learning this term. This area of learning starts in Year 7 and 8 with Particles and Materials and continues throughout Year 9 with reactions of elements to make new bonds. As part of their GCSE studies our pupils are building on this with the role that atoms play in reactions and how bonds in everyday things such as salts are formed. 'A' Level students are expanding this further with the shapes of molecules and predicting reactions. These studies are underpinned by a variety of practical work which is carried out to support the understanding of these key concepts.

In addition, the regular completion of exam style questions and the correction of them, helps to ensure a comprehensive understanding. 'A' Level students are also gaining in confidence during the practical activities such as the testing of organic functional groups and the synthesis and testing of Aspirin and their lab books are a key source of evidence for their practical accreditation in the summer. Chemistry club offers support to Chemistry studies and is a popular Wednesday afterschool activity.

The 'A' Level Physics visited the Jodrell Bank Observatory this week. During the day our students completed two workshops and had a tour around the world class facilities and radio telescopes, learning about their history and the work currently being carried out at the observatory. They had the opportunity to learn about how radio telescopes work and also to hear about some of the fascinating discoveries made by the Lovell telescope.

In addition, they were taken on a guided tour of some of the highlights of the night sky in an inflatable 'Stellarium', in past visits this has enabled our students to learn and ask questions about some of the most interesting objects we can see through telescopes such as gravitational lenses, pulsars and nebulae!

Recently in 'BTec Science' the Year 13 Diploma students have had the opportunity to work with Dr Sean Sweeney from the University of York's genetics department to study inheritance patterns in fruit flies. The students have been analysing the pattern of inheritance for white eyes which is a recessive gender-linked disorder compared to the wild type (normal) eye colour of fruit flies which is red. Dr Sweeney kindly brought in vials containing the fruit fly crosses and demonstrated how to etherize the flies in order to study them and how to differentiate the flies on their sex and characteristics. This fulfils assessment criteria that the students need for their qualification and was an excellent opportunity to work with a leading scientist who showed how the theory the students are studying is applied to the cutting edge of scientific research today.





Our bodies and minds are very closely linked, so things that we do to improve our physical wellbeing can help our mental wellbeing as well.

As parents and carers, we can play a very important role in our child's health.

Helping your Child to Prepare for Exams: Part 1

Tests and exams can be a challenging part of school life for children and young people and their parents or carers. With our Year 11 pupils sitting their mock exams soon, we have provided some advice about how you can support your child before and during their exams:

Watch for signs of stress

Children and young people who experience stress may:

- worry a lot
- feel tense
- get lots of headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food or eat more than normal
- not enjoy activities they previously enjoyed
- seem negative and low in their mood
- seem hopeless about the future

Having someone to talk to about their work can help. Support from a parent, tutor or study buddy can help young people share their worries and keep things in perspective.

Encourage your child to talk to a member of school staff who they feel is supportive, particularly their Head of Care and Achievement or Care and Achievement Coordinator. If you feel your child isn't coping, it may also be helpful for you to talk to your child's Care and Achievement Coordinator. Please contact them to arrange a meeting.

Try to involve your child as much as possible.

Make sure your child eats well

- A balanced diet is vital for your child's health, and can help them to feel well during exam periods.
- Some parents find that too many high-fat, high-sugar and high-caffeine foods and drinks (such as cola, sweets, chocolate, burgers and chips) make their children hyperactive, irritable and moody.
- Where possible involve your child in shopping for food and encourage them to choose some healthy snacks.

Help your child get enough sleep

- Good sleep will improve thinking and concentration. Most teenagers need between 8 and 10 hours' sleep a night.
- Allow half an hour or so for your child to wind down between studying, watching TV or using a computer and going to bed to help them get a good night's sleep.
- Cramming all night before an exam is usually a bad idea. Sleep will benefit your child far more than a few hours of panicky last-minute study.

Be flexible during exams

- Be flexible around exam time. When your child is revising all day, don't worry about household jobs that are left undone or untidy bedrooms.
- Staying calm yourself can help. Remember, exams don't last forever.



Help them to study

- Make sure your child has somewhere comfortable to study. Ask them how you can best support them with their revision.
- Help them to come up with practical ideas that will help them revise, such as drawing up a revision schedule or getting hold of past papers for practise.
- To help with motivation, encourage your child to think about their goals in life and see how their revision and exams are related to them.

Talk about exam nerves

- Remind your child that feeling anxious is normal. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use.
- If anxiety seems to be getting in the way rather than helping, encourage your child to practise the sort of activities they will be doing on the day of the exam. This will help it feel less scary on the day.
- This may involve doing practice papers under exam conditions or seeing the exam hall beforehand. School staff should be able to help with this.
- Help your child to face their fears and see these activities through rather than escape or avoid them.
- Encourage them to think through what they do know and the time they have already put into studying to help them feel more confident.

Encourage exercise during exams

- Exercise can help boost energy levels, clear the mind and relieve stress. It doesn't matter what it is - walking, cycling, swimming, football and dancing are all effective.
- Activities that involve other people can be particularly helpful.
- Read more about the benefits of physical activity.

Don't add to the pressure

- Support group Childline says lots of the children who contact them feel that most pressure at exam time comes from their family.
- Try to listen to your child, give support and avoid criticism.
- Before they go in for a test or exam, be reassuring and positive. Let them know that failing isn't the end of the world. If things don't go well they may be able to take the exam again.
- After each exam, encourage your child to talk it through with you. Talk about the parts that went well rather than focusing on the questions they had difficulties with. Then move on and focus on the next test, rather than dwelling on things that can't be changed.

See Childline's advice on exam stress and pressure.

- Make time for treats
- Think through with your child some rewards for doing revision and getting through each exam.
- Rewards don't need to be big or expensive. They can include simple things like making their favourite meal or watching TV.
- When the exams are over, help your child celebrate by organising an end-of-exams treat.

When should we get help?

- Some young people feel much better once exams are over, but that's not the case for all young people.
- If your child's anxiety or low mood is severe, persists and interferes with their everyday life, it's a good idea to get some help. A visit to your GP is a good place to start

Mr Slomen
Deputy Head
Head of Care and Achievement





LOWER SCHOOL

Mrs Minton Writes:



MRS A MINTON
HEAD OF LOWER SCHOOL

This photo was taken a century ago. It shows a teenager, Dora Thewlis, being dragged away by police for demanding female suffrage. Britain is now one of the few nations on earth in which the vast majority of adults have the right to a secret ballot, free from intimidation. The right to vote is one of the most valuable rights that can be fought for, indeed, free elections give people a voice, and with that voice comes power. With this in mind, I have been so excited to see Year 7 take to the ballot box and vote for who they think would best represent them on the School Council. There was a fantastic array of candidates, who spoke well and were a real credit to themselves. With a general election on the near horizon, educating our young people on the value of democracy seems even more vital and pupils showed maturity and careful deliberation when making their choices. I am delighted to announce that the Year 7 representatives voted for by their peers are pictured below. A massive well done to to you both and I look forward to hearing more of your ideas in the future!



Be the change you wish to see in the world- Gandhi



UPPER SCHOOL

Mrs Atkinson Writes:



Mrs I ATKINSON
HEAD OF UPPER SCHOOL

In a school where we nurture aspiration and a lifelong love of learning in our young people, it is with great pride that we celebrate the achievements of this lovely young person. George, is not only an exemplary pupil with great achievement in school, he is also showing this in his community. George has showed great commitment and dedication to his training and has now achieved his Brown belt in Jujitsu! This is rare for someone so young and he has now started to work towards his Black belt. As a school, we are very proud of the successes shown by our young people and today we celebrate George. The results of the elections will be announced next week. It will be great to see how these young pupils continue to thrive as they develop in personality and character, and, make a positive contribution to our community.



FILM CLUB

Mr Chapman warmly welcomes Upper School pupils to Film Club:

"Every Wednesday a small but mighty band of KS4 pupils enthusiastically bundle in to J16 with packed lunches, crisps and the occasional tub of sweets (provided by Mr Chapman) to screen films. We have just finished watching Avengers: End Game and have decided James Bond will be our next watch. Each film is decided on by the pupils in a hotly-contested debate. We are open to new members and there are rumblings that we create an off-shoot Drama and Comedy Club, possibly starting in the new year with Season 1 of Brooklyn 99. If you like watching films, talking about films and even creating the odd film related meme, then pop down, 12.40 every Wednesday in J16."



Literacy Week 11th November 2019: Vocabulary

Last week pupils completed a Literacy Quiz to test their vocabulary knowledge.

All the words in this list were what is known as Tier 2 vocabulary. Tier 1 vocabulary is words which are in everyday use and Tier 3 vocabulary is subject-specific terminology. Tier 2 vocabulary is frequently occurring words which are central to comprehension but are seen as mature vocabulary such as: masterpiece, fortunate, industrious, and benevolent. Tier 2 vocabulary is also likely to feature in examination questions.

One question from last week's quiz was:
 Keyword: Influence
 Root word – influ (which means fluid or to flow into)
 Other words with the root "influ": influential, influx
 11. Define the words:
 a. Influential
 b. Influx
 12. Your other words containing the root "influ"

One way to learn new vocabulary is to read. 20 minutes of reading a day exposes you to 1.8 billion words in the year. Discovering words in the context of reading helps the reader to work out their meaning and assume them into their own vocabulary. Also, in the example from this week's quiz, knowing the meaning of root word can help you expand your vocabulary through linked words.

Finally, learning new vocabulary can be achieved through focusing on words with similar and opposite meanings. With this in mind, <https://beta.freerice.com/> features a multiple-choice quiz on vocabulary which also supports the World Food Programme.

Well done to all pupils for their participation during Literacy week. Well done Kirby Underdale, you won with 200 points. Thixendale, second with 100 points. Millington Dale, 3rd with 50 points. Also, well done to DLN who won the Sixth Form competition!

Year Group	Form	Position	House
Year 7	HTA	Winner	Kirby Underdale
	ROW	Runner Up	Great Givendale
	HSM	3rd	Kirby Underdale
Year 8	ECR	Winner	Thixendale
	RMG & MHO	Runner Up	Warrendale
	RWA	3rd	Kirby Underdale
Year 9	NTE	Winner	Kirby Underdale
	DRO	Runner Up	Kirby Underdale
	KMC	3rd	Great Givendale
Year 10	LMD	Winner	Thixendale
	LER	Runner Up	Thixendale
	BJE	3rd	Great Givendale
Year 11	RJO	Winner	Millington Dale
	TDW	Runner Up	Millington Dale
	SJE	3rd	Great Givendale
Sixth Form	DLN	Winner	
	MTP	Runner Up	
	DCL & KRU	3rd	





SIXTH FORM COLLEGE

Mr Hardie Writes:



Mr J HARDIE
HEAD OF SIXTH FORM

This week has seen our IAG taster day for Year 11 pupils. It is part of our transition programme following on from our Open Evening and the IAG interviews. Our Year 11 pupils have had the chance to experience what life is like as a Sixth Form student. They have had use of the Sixth Form area, had time with our Sixth Form tutor team and then got to experience six taster sessions. The taster sessions have been incredible and have really given pupils an idea of what Sixth Form lessons are all about. The pupils choose these sessions themselves so they could experience subjects they are considering, and also find out much more details about how each course works. It is always great to see A-level lessons, as the passion teachers have for their subjects really shine through and the pupils found them incredibly valuable.

The afternoon gave them the chance to experience the other side to Sixth Form study, which is all about personal development and taking opportunities. Again pupils choose their session from a range of extra curricular opportunities we offer. We had pupils exploring the expeditions we offer, playing football with the Sixth Form Football team along with Art, Media and Business projects that make up a just a small part of the opportunities we offer in the Sixth Form.

Sixth Form study is very different and there is a particular emphasis on independence. Being able to work independently and manage your own time is a challenge and takes adjustment from the more structured timetable you have at GCSE. I've been very impressed with the vast majority of Year 12 students who have transitioned this year. Year 13 are also working hard as they begin to turn their focus towards exams. Next week is Parents Evening for our year 13 students and is a great opportunity to sit down and talk through the specific areas to work on to maximise their progress over the next six months. I look forward to seeing parents there next week.

School Curriculum update

'In a recent development to the school curriculum, pupils in KS3 now have 4 timetabled lessons of English per week. The focus of this extra lesson has been to develop a love of reading. In a recent task pupils were asked to produce a story inspired by what they have been reading. The standard of work has been fantastic as displayed in 'Trapped' by Emily in 7BTH.'

"I am standing in the doorway of the building. The onrush of damp musty air hits me. As I walk forward, the door slams behind me locking me in, with a loud clattering bang as it hits the door frame.

I turn around to see the rattling door quieten down, resting in its homely frame. It remains locked tightly for no one to pass through; it has trapped me in and forbids me to walk out, to be free. A volcano of fear and terror is building deep within me. Bubbling and about to erupt, this terrible ominous feeling swallows me whole and I am unable to think. An overwhelming thought fills my whole body, "what if I can never get out and I die here on my own?" Adrenaline rushes through me and I begin to think again but my mind can only return to the horror of being trapped, here, alone in this building."





MRS S GEARY
HEAD OF INCLUSION

The noticeboard in B8 which seeks to raise awareness about conditions which affect pupils and the wider school community has been updated for November. This month focusses Diabetes, World Diabetes' Day is 14th November.

Diabetes is a serious condition where blood glucose levels are too high. There are two main types, Type 1 and Type 2. They're different conditions, but they're both serious. What all types of diabetes have in common is that they cause people to have too much glucose in their blood. We need some glucose; it's what gives us our energy. Glucose is released into the blood. We also need a hormone called insulin. It's made by the pancreas, and it's insulin that allows the glucose in the blood to enter cells and fuel bodies. If you don't have diabetes, the pancreas senses when glucose has entered your bloodstream and releases the right amount of insulin, so the glucose can get into your cells. But if you have diabetes, this system doesn't work. When you've got Type 1 diabetes, you can't make any insulin at all. If you've got Type 2 diabetes, it's a bit different. The insulin you make either can't work effectively, or you can't produce enough of it.

In both types of diabetes, because glucose can't get into your cells, it begins to build up in your blood. And too much glucose in your blood causes a lot of different problems.

We have had a number of pupils in school with Diabetes and currently have a small group of pupils who manage their diabetes each day with the support of school staff, families and health professionals.

We help pupils to feel safe at school so that they are not excluded from any part of the school curriculum and extra-curricular activities. Paediatric diabetes teams have come into school to provide training and support to all staff, so our staff have the skills and confidence they need to look after a child with diabetes. This includes supporting a pupil if they have a hypo or need to test their blood levels and administer their injections.

Elizabeth in Year 11 was diagnosed with Type 1 Diabetes in 2016. At first it was a struggle, but she now manages it more confidently. She was recently fitted with an insulin pump which delivers tiny amounts of insulin into the blood throughout the day and night. This reduces hypoglycaemia (hypos) and can improve blood glucose levels. She is grateful to Woldgate School for the support she gets.

CARE & ACHIEVEMENT CO-ORDINATORS



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YEAR 9

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MRS R O'BRIEN

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