



# Newsletter

*Of great merit, character and value*



## Mrs Geary writes:

We are extremely proud of all our pupils who play musical instruments: we know that it is not easy to learn to read music and to commit to the practice which is required to be successful. Many pupils in Year 7 began a new instrument recently after hearing the Wind Band play in Assembly last term.

We are particularly proud of our trumpeter: Isobel. She began playing during the first lockdown, so certainly not an easy time to begin learning an instrument! She has taken her Grade 3 and working towards Grade 4 which is very impressive in such a short amount of time. She is also a keen member of our Wind Band in school where she has fitted in wonderfully amongst the Sixth Form pupils and other pupils. She has lessons with Janus Wadsworth, our Brass Peripatetic teacher and, having begun lessons with him before joining Woldgate it is great to have been able to continue this.

Isobel really enjoys playing the trumpet in a much larger ensemble, too: The East Riding Intermediate Wind Band. She recently played in a concert at Bridlington Spa and loved the pieces they performed and the fun they all had. Isobel definitely recommends playing an instrument as a way of learning new things, pushing yourself to achieve new goals and most of all making new friends whilst having fun.

We are proud of Isobel and wish her continued success in the future.

Mrs Geary | Head of Lower School

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## Mr Sloman writes:

At Woldgate School, the British Values of democracy, respect and tolerance, rule of law and individual liberty permeate all aspects of school, including our Code of Conduct. Pupils and staff constantly show respect towards each other, particularly in terms of beliefs and ideas, and are able to enjoy their individual liberty and freedom to express themselves within school. Pupils and staff respect our school expectations around uniform, attendance and code of conduct. As a result, visitors regularly comment upon how friendly and welcoming our pupils and staff are.

However, it is in the British Value of democracy that our pupils take a particularly active role, and I have been talking to pupils about this in assemblies over the last two weeks. Our School Council is an example of democracy as each pupil and student represents their year group of over two hundred individuals. Our School Council meet with me every three weeks, and we discuss a range of ideas and suggestions put forward by them and other pupils. These dedicated pupils and students have put themselves forward to represent others and share their ideas and suggestions – they truly represent the British Value of democracy.



## Important Dates for your Diary

**Monday 22nd January:**  
Year 11 Macbeth Revision  
Theatre Visit

**Thursday 25th January:**  
Year 13 UCAS Application  
Deadline

**Thursday 1st February:**  
Year 13 Study Skills Evening

**Tuesday 6th February:**  
Year 9 Options Evening  
(6pm to 8pm)

**Wednesday 7th February:**  
Year 11 History visit to  
Berlin 9 departs

**Tuesday 6th February:**  
Year 11 NEA Day

**Friday 9th February:**  
House Enrichment Day  
and Year 11 NEA Day.  
Last day of half term.



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Form Representatives also represent this British Value. Form Representatives meet their Care & Achievement Coordinator every few weeks to discuss ideas and suggestions for their year group, and to share ideas with their School Councillors. Form Representatives also play a vital role in passing ideas and suggestions to myself and enacting real changes in school life.

Our Subject Ambassadors also represent democracy, by meeting with Curriculum Leaders each half term to discuss subject and departmental matters, including curriculum development and Enrichment activities. These pupils are playing an active role in the development of the school curriculum, as well as representing their subject during open evenings and events.

Finally, all pupils are able to submit ideas and suggestions directly to the school senior leadership team via an online suggestion system. This system was itself suggested by the School Council and has already resulted in new ideas and suggestions being implemented in school.

Democracy is a fundamental British Value and it is particularly important that we listen to the voice of young people, whilst giving them the responsibility to listen and support each other. I am very proud of our pupils who have chosen to represent others, and I look forward to sharing more of their ideas with you in the future.

**Mr Sloman**  
Headteacher



## Parents' Evenings

**Year 7:**

Monday 24th June 2024

**Year 8:**

Monday 13th May 2024

**Year 9:**

Monday 11th March 2024

**Year 10:**

Monday 22nd April 2024

**Year 11:**

Monday 19th February 2024

**Year 12:**

Wednesday 8th May 2024



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## Middle School



### Mr Macdonald writes:

#### Core and World focus: What is the English Baccalaureate?

For our Year 8 and 9 pupils we will see them beginning their options process to choose the subjects they will take next— over the coming months. In the Newsletter this week, I will focus on the following question: **“What is the English Baccalaureate?”**, as the English Baccalaureate qualification is growing in popularity nationally and is becoming a desirable accolade for pupils to demonstrate a breadth of skills and knowledge when making the transition to further study; for many pupils this is something they should consider very carefully.

At Woldgate School our Curriculum is built around four disciplines: **Core, World, Performance, and Technical.**

**The Core subjects consist of English, Maths and Science.** 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 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.

**The World subjects are History, Geography, Modern Foreign Languages, and Religious Education:** these subjects 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.



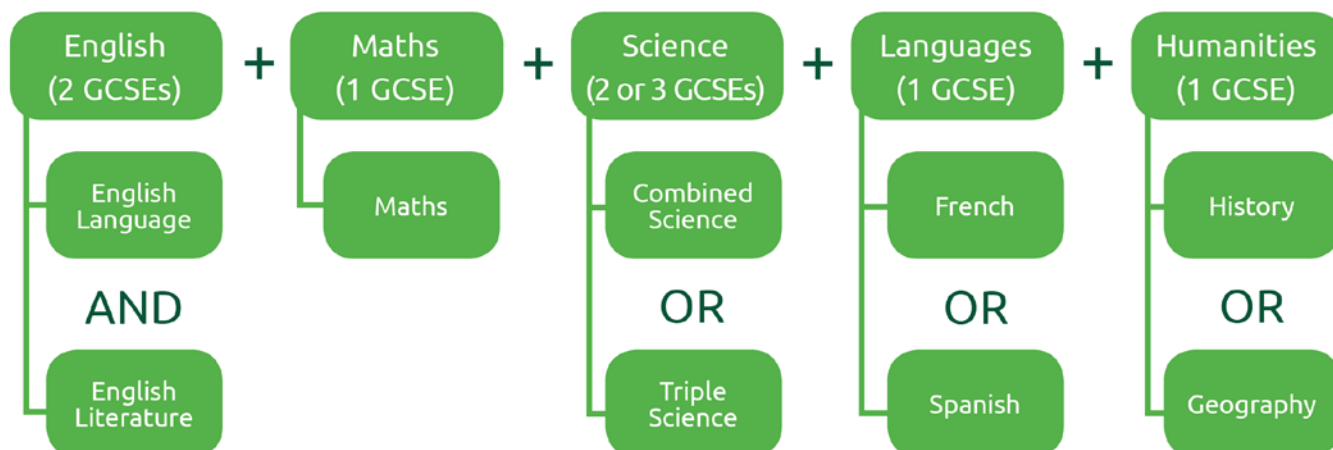
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This week, I shared with parents and carers of Year 8 and 9 the **Department for Education's** leaflet on '**The English Baccalaureate (EBACC)**', as a suite of courses providing pupils with a competitive edge as they leave School. The English Baccalaureate is a combination of five subjects: English Language, Mathematics, Science, Geography or History, and a Modern Foreign Language.

**The EBACC can be opted for in Year 9**, and can be taken in a variety of combinations:

The subjects that are included are designed to ensure that all pupils have a broad curriculum and that doors are not closed off



to them in terms of future progression. For example, for pupils hoping to go to university, the Russell Group that represents the country's top 24 leading universities, recommends Sixth Form students study 'facilitating subjects' at A Level: Biology, Chemistry, Physics, English Literature, Geography, History, Physics, Modern and Classical Languages, Maths and Further Maths. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects that they identify are those included in the English Baccalaureate.

Additionally, the ability for pupils to be able to converse in a different language brings huge benefits. Learning a foreign language can build their communication, interpersonal, intercultural and public speaking skills - otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions.

We will look forward to welcoming families into School for the evenings,

Best wishes

**Mr Macdonald**  
**Head of Middle School**



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## Upper School



### Mr Bell writes:

By the time you read this, Year 11 pupils will have completed their two NEA days. I want to thank the pupils for their hard work and concentration over these two days. The NEA days are one of the many reasons why the school has a strong progress 8 score. The next set of NEA days are Thursday 8th February and Friday 9th February.

In a couple of weeks' time, we will be having Year 11 post mock interviews. These are structured interviews with each pupil where we review the work they did in preparation for the December mock examinations and reflect on the grades secured.

Pupils create an action plan of preparation activities for their next set of examinations.

The reflection – direction approach is individual to each pupil and asks them to engage with what went well and what could be better.

We will copy and send home the action plans again for parents and carers to open conversations about preparation and revision at home.

This week tutors have been working with Year 11 pupils on reflecting on mistakes and using those mistakes to store understanding in your brain.

Finally, I remember many years ago when I was in Year 10 (we called it 4th form in those days) seeing a long line of pupils about to go in and sit their GCSEs. A friend of mine said 'That will be us next year'. At the time I thought that was a long

time away, but time flew. My message to Year 10 pupils is the best preparation for your GCSEs next year is hard work in each lesson now. It is not a particularly glamorous message, but hard work now will pay dividends later.

I wish you a good week and will end with this quotation.

“

At the end of the day, you put all the work in, and eventually it'll pay off. It could be in a year, it could be in 30 years. Eventually, your hard work will pay off.

KEVIN HART

GRACIOUSQUOTES.COM

Mr Bell  
Head of Upper School

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WOLDGATE  
THE EAST YORKSHIRE  
SIXTH FORM



## Miss Smith writes:

**Every year on the 27th of January Holocaust Memorial Day is marked. This day is an opportunity for communities to come together and recognise the horrors inflicted throughout the Second World War by the Nazi party. Furthermore, the day also provides younger generations with the opportunity to learn from the past with the ambition that these horrors will never be repeated.**

In order to support young people to learn about the Holocaust and the history of genocide we have explored the Holocaust, the events surrounding the Holocaust and how individuals can take action against prejudice in registration. In addition, we also have the opportunity for two Year 12 students to visit Auschwitz in Poland with the Holocaust Education Trust. This visit will take place later this year and will provide students with return flights to Poland, transfers between sites in Poland and a guided tour of Auschwitz. Due to the importance of students learning about the Holocaust and having the opportunity to bear witness to these horrendous events, the Holocaust Education Trust heavily subsidise this visit thus meaning that the two students involved will only pay £35 to participate.

Any student interested in this visit needs to submit an A4 application letter to Miss Smith outlining why they would be interested in participating with this visit, how they feel they will benefit and why they feel it is important to visit sites such as Auschwitz. The deadline for submitting this application is Friday 26th of January.

Last year four students participated in the Holocaust Education Trust's Lessons from Auschwitz Project and to help students determine if they would wish to participate in this opportunity I have included Ethan's reflections from last year. If any parents or students have any further questions or queries regarding this opportunity at this stage please don't hesitate to get in touch.





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The most important thing I took away from the visit was the realization that what happened was the fault of humans. Being in a place of such despair makes you think that the people who designed it couldn't have been human, but they were. Once we stop alienating the builders and operators of camps like Auschwitz, and recognize them as human beings as well, we stand the best chance possible of taking responsibility and ensuring the Holocaust is remembered forever.

The experience has deeply enriched my knowledge of the Holocaust and I have been given a new perspective on how I view the world. This result is extremely valuable to me, as one of my reasons for attending the trip was to gain a better perspective of what happened. Another one of the things that has stuck with me is the survivor testimony from Janine Webber BEM, I found it an incredible honour to hear from a survivor when I know that my generation will probably be the last to hear from someone who lived through the atrocities of the Holocaust. The lessons I have learned about the persecution of the Jewish society during the Holocaust has forever shaped and expanded my knowledge on the subject.

**Miss K Smith**  
**Head of Sixth Form**





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## ENGLISH

Reading is an exercise for the mind. It helps us calm down and relax and opens the doors of new knowledge. It is proven that children who read grow up to have better cognitive skills. Our school library holds over 6,000 resources for pupils to read and borrow. It is open before school as a reading and working space, as well as at breaktimes and lunchtimes. After school on a Monday, Wednesday and Friday it is open until 4pm for pupils to work. It has recently been refurbished and is a great space to enjoy some relaxing reading.

We also encourage our KS3 pupils to read in Registration as a purposeful start to the day. Pupils also benefit from class readers and reading time in their English Literacy lessons which, on a schedule, include visits to the school library to benefit from Mr Smith's librarian experience and guidance on what to read next. KS3 pupils have already received an induction to the library. The library website can be accessed and searched here:

<https://woldgate.librarika.com>



# AR

## Accelerated Reader

Every term we ask pupils to complete a book, or read an article, which has a quiz on Accelerated Reader to indicate their developing reading skills. We reward pupils for taking these quizzes with House Points and run a Form competition in each Year Group with a free trip to the cinema.

[Click Here](#)



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I like going to the library because it is a quite calm place to meet friends and read books. I like that it is usually calm and relaxing because I often get annoyed outside because of the noise – Holly

I like coming to the library because it is calm, and the chairs are comfy – Alice

I enjoy coming to the library because I like being able to read in a quiet place in school. It helps me relax and focus on something other than school – Freya

I like going to the library because it is a safe and quiet place to meet friends and read books. It is always warm and welcoming.

I like coming to the library because it is calm and collected – Calam

The library is quiet, tranquil and I like books – Leo

## Here are some of the benefits of reading and why we encourage pupils to read widely and well.

**1. Reading improves vocabulary:** Even as adults, when we read, we come across many new words which we had never really heard before. And we learn from this.

**2. Better comprehension:** Children who are encouraged to read have better comprehension of things around them. They develop thinking abilities and are more receptive to creativity and ideas. As a result, they grow up to be more intelligent and aware of their surroundings than children who don't read.

Also, the more you read, the more imaginative you become. Whenever you read a fiction book, it takes you another world. In the new world, your imagination works as you try to see things in your own mind.

**3. Develops critical thinking skills:** One of the primary benefits of reading books is its ability to develop critical thinking skills. For example, reading a mystery novel sharpens your mind: what elements are there in a story to make this or that conclusion. Or if a book is non-fiction, you will sometimes ask yourself if the author is right.

**4. Improves memory:** Every time you read a book, you have to remember the setting of the book, the characters, their backgrounds, their history, their personalities, the sub-plots and so much more. As your brain learns to remember all this, your memory becomes better.

**5. Improves results at school:** Children who indulge in reading book and learning new things do better at school. They are more creative, open to new ideas, and develop empathy for others. For instance, children who read about heroes idolize them, children who love reading anatomy books dream of becoming a doctor, etc.

**6. Improves focus and concentration:** In a busy world, attention is drawn in a million different directions at once as we multi-task through every day. In a single 5-minute span, the average person will divide their time between working on a task, checking email, chatting with a couple of people (via WhatsApp, Messenger, etc.), monitoring their smartphone, and interacting with co-workers. This type of behaviour can cause stress levels to rise and lowers our productivity. When you read a book, all your attention is focused on the story—the rest of the world just falls away, and you can immerse yourself in what you're absorbing.

**7. Improves analytical skills:** Figuring out how the story was going to end before finishing the book means you utilized your analytical skills. Reading allows your thinking skills to become more developed in the sense that you consider all aspects.

**8. Learn at your own pace:** Another benefit of reading a book is that you learn at your own pace. Since you have the book all the time, you can always go back to a section you feel you don't understand. You can re-read a chapter as



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many times as you wish, without worry that you will miss out a section. If it's a self-help book, you can tackle one issue at a time. Once you handle one problem, then you can move to the next issue whenever you feel you're ready. Everything is done at your own pace and most importantly, your mind is free to interpret things the way you feel.

**9. Builds confidence:** We need to build a child's personality to have considerable confidence in themselves to succeed in life. Reading books sharpens many skills and all together they'll build confidence.

**10. Helps you socialise:** We can always share whatever we have read with our family, friends and colleagues. Reading had led to the formation of sociable book clubs and other forums where we get a chance to share and interact with others.

**11. Broadens horizons:** By reading books, you get a glimpse of other cultures and places. Books expand your horizons, letting you see other countries, other people and so many other things you have never seen or imagined.

**12. Improves writing skills:** Reading a well-written book affects your ability to become a better writer. Just like artists influence others, so do writers. Many successful authors gained their expertise by reading the works of others.

**13. Makes you more empathetic:** According to studies, losing yourself in books, especially fiction, might increase your empathy. In a study conducted in the Netherlands,

researchers showed that people who were "emotionally transported" by a work of fiction experienced a boost in empathy. By reading a book, you become part of the story and feel the pain and other emotions of the characters. This in turn allows your mind to become more aware of how different things affect other people.

**14. It develops emotions:** When you read a book, you are on the receiving end of knowledge. The sender, the writer is delivering a message, imparting something of value, a fact, an opinion, a view or at the very least an emotion. They are inviting you into their own psyche and hoping that you will care enough to listen and respond to it.

Reading builds a connection between the reader and the author. Even if you disagree with what they are delivering, you get to know them, and you connect to them on an emotional level.

**15. Readers are leaders:** Although not definitively proved, almost all great leaders were readers. One reason they are respected and known for their wisdom is because they develop a healthy reading habit. For centuries, reading has been the source of inspiration, growth and new ideas. It is a valuable investment in one's own personality. Reading will keep your mind healthy and productive. Only then would someone be able to impact the world in a better way.

**Reading books also reduces stress, helps you sleep better, improves health, develops your imagination and above all: it is just fun to do.**





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## Safeguarding at Woldgate

Protecting your child from  
radicalisation

It can be very difficult for parents and carers to know what to do if you are concerned about the possible radicalisation of your child. In particular, children and young people are increasingly at risk of being exposed to extremist views online. We have included some advice and useful weblinks below to help you to support your child.

Firstly, it is important to understand some important definitions. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

### What families can do to protect children from radicalisation?

#### Talk early

Many young people hang onto ideas which they feel empower them and give them purpose. This is often a great thing, but families should engage with them on the issues they find dear. Attempting to out think or counter them directly may not be the best approach, but taking a 'I understand why you are interested in this' method is a way of shaping the progression of their thought process, so show an interest in your child's habits.

#### Speak with school

Schools are in an ideal place to notice the development of extremism in vulnerable children before the idea becomes firmly rooted in their minds. Teachers, Teaching Assistants and Care & Achievement Coordinators have to work to prevent children from being drawn into radicalisation, and we are here there to work with you on safeguarding your child. If you have concerns that your children are headed down the path of radicalisation, you should contact us immediately so we can connect you with a specialist for help.

#### Don't panic, but be vigilant

It is important that parents and carers understand how the internet works and how extremists use the internet to communicate. You can do this by talking with children about who they communicate with online and the types of websites they visit. Parents and carers can explain to their children how information on the internet can be manipulated so that children can separate truth from propaganda, and teach them about critical thinking.

More help and support can be found at [www.nspcc.org.uk](http://www.nspcc.org.uk)

**If you have any queries or concerns  
regarding your child, please do contact  
your child's Care & Achievement  
Coordinator or our Deputy Designated  
Safeguarding Lead, Claire Wright.**





# Good Attendance



*Means being in school at least  
97% of the time\**

**90%**

19 Days  
Absence

**BELOW MINIMUM** GOVERNMENT  
THRESHOLD

**YOUR  
ATTENDANCE  
MATTERS**

**93%**

13 Days  
Absence

**VERY LOW**

**95%**

9 Days  
Absence

**LOW**

**97%**

6 Days  
Absence

**GOOD**

**100%**

0 Days  
Absence

**PERFECT**

*\*Across one academic year*



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## Rewards

Our school motto is 'Everything you do should be worthy, of great merit, character and value', and every day our pupils' efforts, contributions and achievements are recognised with rewards that reflect these values. Our pupils understand these core values as being the foundation of successful learning, and a successful life, and each of the rewards holds a special significance:



Acts of Great	MERIT	197,334	TOTAL REWARD POINTS:  476,608
	CHARACTER	27,902	
	VALUE	21,929	

### Headteacher Award

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

Year 7:	Finlay Atkinson
Year 8:	Luke McTernan
Year 9:	Riley Bell
Year 10:	Oliver Peacock
Year 11:	Antoinette Van Greuning
Year 12:	Eleanor Lewis
Year 13:	Lucy Jones



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## House Points

Every pupil belongs to one of our five Houses, representing our local countryside. Pupils can be awarded House points for exceptional contributions to school life, and for participating in House competitions and events, and all rewards contribute to each House reward total:

*All rewards earned by each House since the start of the year:*



96,488



119,482



107,518



92,114



93,629



TOTAL  
HOUSE  
POINTS:  
222,374





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## Acts of Great Merit

The quality of being particularly good or worthy, especially deserving of praise or reward. For example, the production of an outstanding piece of classwork, home learning or an outstanding assessment outcome.

The pupils with the highest Great Merit awards this week are:

Year 7:	Ollie Dower
Year 8:	Alexander Green
Year 9:	Alfie Whitwell
Year 10:	Anya Howard
Year 11:	Harriet Shaw
Year 12:	Bethany Bartle
Year 13:	Adam Doherty

## Acts of Great Value

The principles or standards of conduct we work to; those acts and skills that are valued by our wider society. For instance, the ability to demonstrate emotional intelligence, to communicate effectively or be a leader of a team.

The pupils with the highest Great Value awards this week are:

Year 7:	Ruslan Korchaha
Year 8:	Milan Vasyliev
Year 9:	Henry Scott
Year 10:	Harry Bishop
Year 11:	Ryan Davison
Year 12:	Edward Neary
Year 13:	Georgie Dawson

## Acts of Great Character

The moral qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.

The pupils with the highest Great Character awards this week are:

Year 7:	Ben Lee
Year 8:	Elanor Vaughan
Year 9:	Harry Kinsey
Year 10:	George Seear
Year 11:	Jake Goodman
Year 12:	Callum Glover
Year 13:	Imogen Bannister



*Please discuss these values with your child, and do regularly look at your child's rewards on the ClassCharts Parents' App.*

*Every week, our Newsletter and weekly pupil briefing highlights examples of our pupils demonstrating each of these values, and we encourage all of our pupils to embody each of these values in everything they do.*

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## Care and Achievement Coordinators



### Year 7

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### Year 8

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### Year 9

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### Year 10

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### Year 11

Mrs S Clark  
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### Sixth Form

Mrs E Fairhurst  
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### Deputy Designated Safeguarding Lead

Mrs C Wright  
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### Attendance Officer

Mrs R O'Brien  
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### Inclusion Manager

Miss Parkin

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