

Newsletter

Of great merit, character and value



Monday night's GCSE theatre trip to see Macbeth was definitely more "fair" than "foul". Over 100 pupils from Year 10 and 11 made their way to the Grand Opera House in York to attend a Revision on Tour version of Macbeth.

Macbeth is one of Shakespeare's most famous plays and, some may say, his most infamous. It is theatrical superstition to refer to the play as 'the Scottish play' due to long-standing belief that uttering the play's name in a theatre will bring about disaster! Thankfully, disaster did not strike – the play was a rip-roaring success.

Narrated by the porter, Dickens Theatre Company's troupe of seven actors presented an abridged adaptation of Macbeth that focused on key scenes. Pupils watched Macbeth's rise to kingship, followed by his tragic fall.

Pupils found the evening very useful, with one pupil saying, "it's good to study plays in class, but seeing them on stage really brings them to life".

We hope that this experience has helped pupils as they begin to plan, prepare and revise for their English Literature GCSE.

Many thanks to Ms Barker for organising the trip and for all the staff who accompanied our pupils.

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Mr Sloman writes:

Over the coming weeks and months our Year 11 pupils and Year 13 students are focussing their time and attention on effective revision strategies, and maintaining their wellbeing. Both are essential to ensure eventual success in the summer exams and will equip our young people with the skills and resilience for their future success.

The key to effective revision and wellbeing is a well-thought through revision plan where subjects and topics for revision are mapped over each day, week and month, to ensure that key topics are prioritised and time is given to hobbies and interests. A 'little and often' approach is best, with 20 minute sessions per subject or topic up to three per evening, interspersed with short breaks to ensure their wellbeing, focus and concentration.

Pupils and students should use a range of effective revision strategies, including creating and recreating mind maps, attempting past exam papers and talking to family members and friends about what they have revised; this last approach is particularly effective, as it ensures pupils and students fully process what they have revised and can articulate their understanding.



Important Dates for your Diary

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

***Thursday 8th February:**
Year 11 NEA Day

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

Monday 12th to Friday 17th:
Half term

Monday 19th February:
First day of half term and Year 11
Parents' Evening (4pm to 7pm)

Tuesday 20th February:
Drama Theatre visit

*Amended date, apologies, an
error was made in the previous
publication.



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Pupils and students can improve their wellbeing by ensuring they have 'downtime' after they have revised each day and they get plenty of good quality sleep, at least eight hours per night, away from screens and mobile phones. A good, healthy and varied diet is essential to wellbeing and improves wellbeing, memory and energy. Eating a healthy breakfast each morning improves pupils and students' ability to concentrate and retain information. Parents and carers can be instrumental in helping pupils and students to maintain good mental health and wellbeing by ensuring that pupils and students follow this advice.

In school, we are putting a range of intervention strategies in place to support our pupils and students to ensure their wellbeing and success. Our Teachers and Teaching Assistants ensure that our pupils and students have the knowledge and skills they need to succeed and revise effectively. Our Care & Achievement Coordinators support our pupils and students in school, and maintain a constant communication with parents, pupils and students. We have put in place revision sessions after school on Monday afternoons from 3pm to 4pm for selected pupils to give our pupils further support. We are holding a series of events over the coming weeks for the parents of Year 11 and Year 13 pupils and students, to help prepare both our young people and parents with the best revision and wellbeing strategies.

We know that pupils and students do their best when they are calm, prepared and have good wellbeing. Thank you to parents and carers for everything you are doing to support your child.

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

Year 9 DTP/Meningitis Immunisations

The school nurse team will be calling at Woldgate School on 26th February to administer the immunisations above to Year 9 children with consent. Details have been sent to parents/carers via ClassCharts and email.

If you have any questions about vaccinations, please contact the team on the number below.

To register consent or non-consent please go to <https://humber.schoolvaccination.uk/dtp/2023/eastriding> and complete a consent form online, please do this as soon as possible.

If you do not wish to consent to your child having the vaccinations, then please complete a formal NO consent via the same link.

Information about the vaccines can be found on the following websites:

www.schoolvaccination.uk

<https://www.gov.uk/government/publications/hpv-vaccine-vaccination-guide-leaflet>

<https://www.gov.uk/government/publications/immunisations-for-young-people>

Hull and East Riding Vaccination UK
Reed House | Annie Reed Road | Beverley | East Riding | HU17 0LF



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Lower School

Mrs Geary writes:

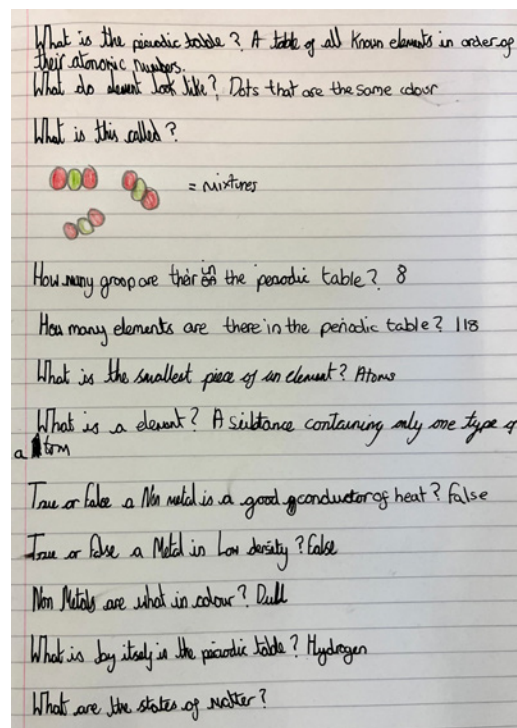
Year 7 are at the point now where they are facing a number of key assessments. In order to help them to do their best, they need to learn how to revise. Pupils learn and therefore revise in different ways: some pupils are visual learners, others auditory and others kinaesthetic learners. Some pupils prefer past paper questions to practise and others use images and videos.

Mrs Atkinson encouraged her Year 7 class to revise for an assessment on the Periodic Table by asking them to produce a revision resource.

She was so impressed with the creativity of what the pupils produced that she wanted to share it. She also found it particularly encouraging where whole families had become involved in the revision process with some parents helping to test pupils to make sure that they remembered what they had learnt. Mrs Atkinson, who grew up in Belize, commented that her own mum had not been able to help her as she had never learnt to read or write; she did not get the opportunity to go to school. However, she ensured that her own children, especially the girls, got the chance to have an education.

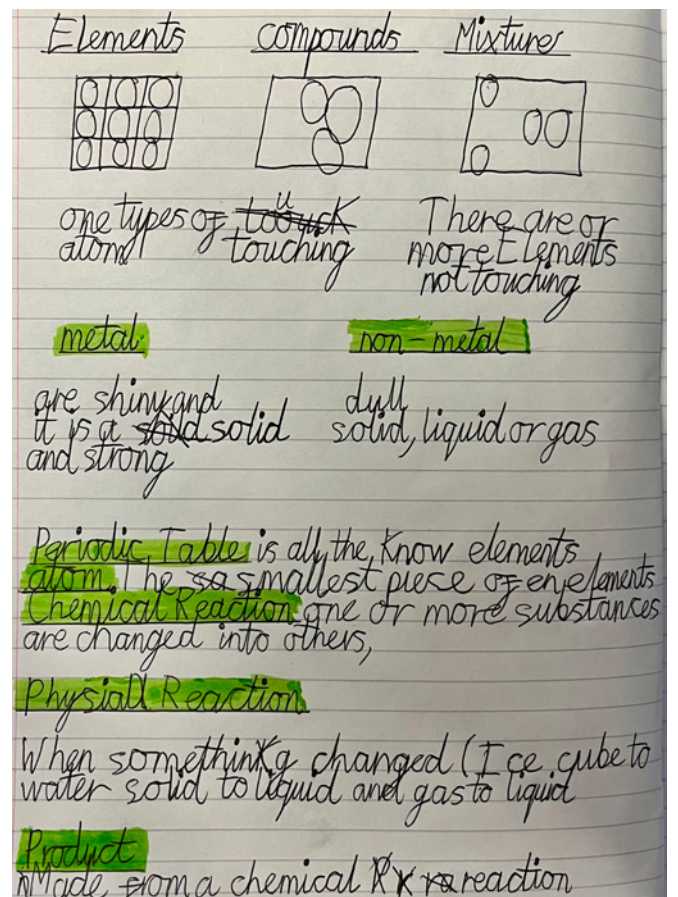
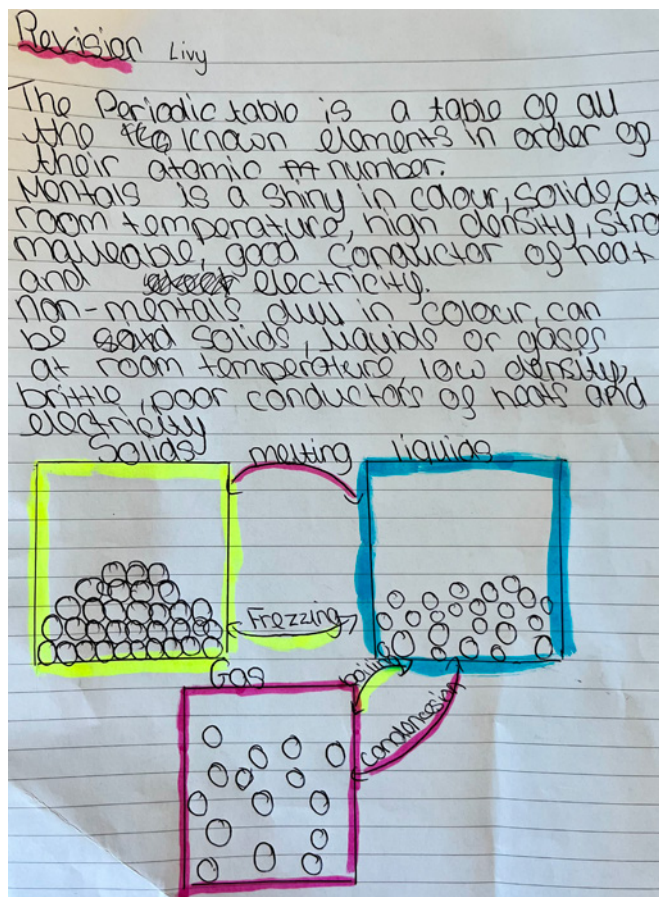
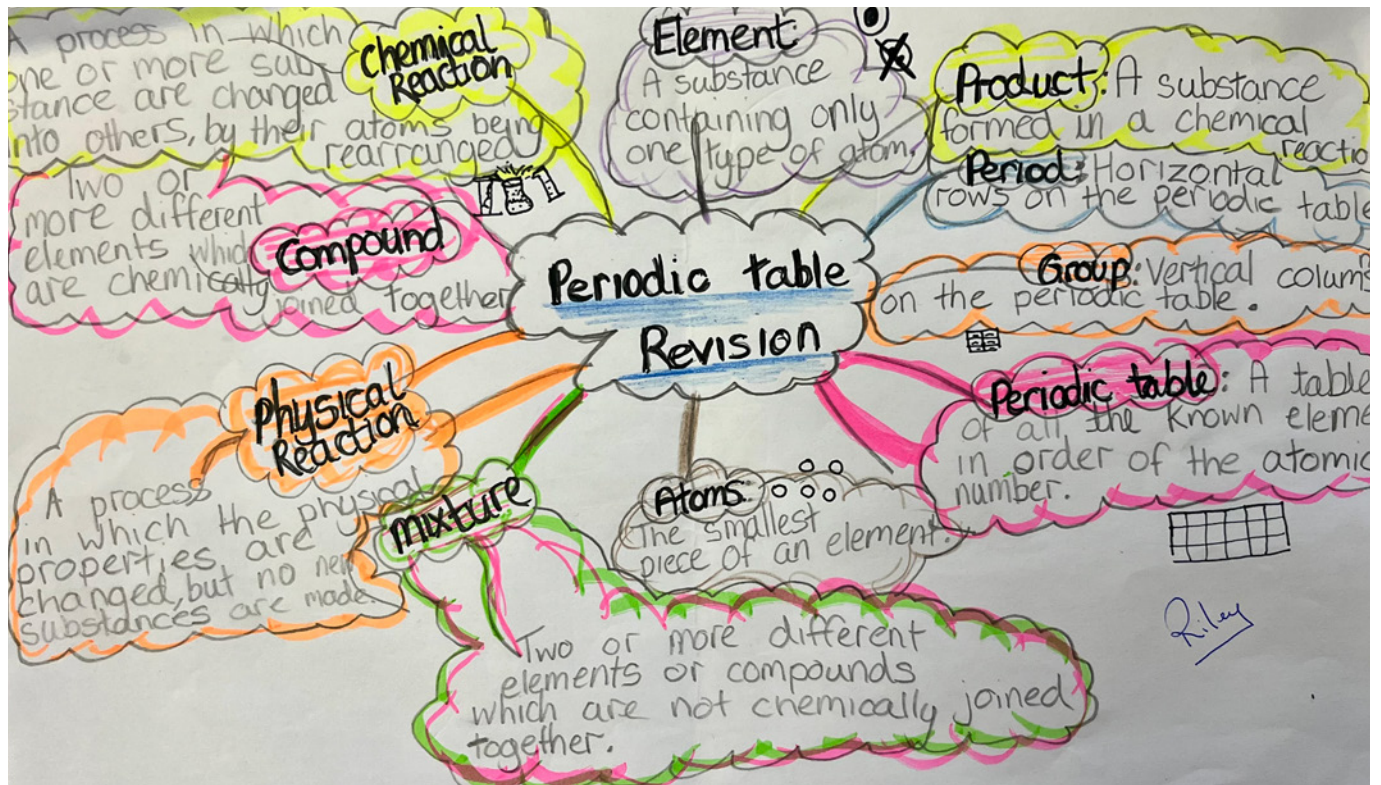
There are lots of different ways to revise: BBC Bitesize has some useful resources; some pupils find Mind Maps and flashcards helpful and others prefer to copy out notes which they then chunk down in key words. We are more than happy to offer suggestions to help pupils, but we certainly know that leaving revision to last minute is never a good idea!

Mrs Geary
Head of Lower School



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Revision SCIENCE

SOLID → Liquid → gas

freeze (Solid to Liquid)
Freeze (Liquid to Solid)
Evaporate (Liquid to Gas)
condenses (Gas to Liquid)

The Particles
are held firmly in place but they vibrate

The Particles
gain more energy. The vibrations become stronger until they break apart.

The Particles
have gained enough energy to break free. They are moving very quickly.

HALOGENS
Hydrogen
Helium
Lithium
Boron
Carbon
Nitrogen
Oxygen
Fluorine
Neon

SPIT
Non-metals Metals

Period = horizontal row on the periodic table

PERIODIC TABLE OF THE ELEMENTS

A table of all known elements in order of their atomic numbers - Periodic Table

Vertical columns on the periodic table - Group

Horizontal rows on the periodic table - Period

The smallest piece of an element: **Atoms**

A substance containing only one type of atom: **Elements**

Two or more different elements which are chemically joined together: **Compound**

Two or more different elements or compounds which are not chemically joined together: **Mixture**

Metals
Shiny in Colour
Solid at room temperature
high ductility
Malleable
Good conductors of heat
Strong

Non Metals
Low density
Brittle
Poor conductors of heat and electricity
Can be solids, liquids or gases at room temperature

The electronic structure of the first 20 elements of the periodic table

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
H (1)	He (2)	no elements here				
Li (3)	Be (4)	B (5)	C (6)	N (7)	O (8)	F (9)
Na (11)	Mg (12)	Al (13)	Si (14)	P (15)	S (16)	Cl (17)
K (19)	Ca (20)	no elements here				

ELEMENTS
High number lots of protons
low number less the protons
Atomic numbers (symbols)
Seven rows (called Periods)
each group has similar properties

Periodic table
Iron, nickel
are two of the magnetic metals
Shiny + solid very strong
Malleable
Conductor of heat
(And Electricity)

Metals
Room TEMPERATURE
Dull + can be solids, liquids or gases
Room TEMPERATURE

Non-metals
Mercury (liquid) most reactive
non-metals are called (halogens + noble)
very unreactive
reactive metals (Na + F)

DEFINITIONS
Connecting elements with similar chemical properties: **Groups**
the (tendency) of a substance to undergo a chemical reaction
(horizontal) row in the periodic table: **Periods**
A substance made of only 1 type of atom: **Element**
Two or more substances that are not joined together: **Mixture**

GROUPS
Group 1: Lithium, sodium, potassium
Group 2: Beryllium, magnesium, calcium
Group 3: Boron
Group 4: Carbon, silicon, germanium
Group 5: Nitrogen, phosphorus, arsenic
Group 6: Oxygen, sulfur, selenium
Group 7: Fluorine, chlorine, bromine, iodine
Group 8: Helium, neon, argon, krypton, xenon, radon

Science Homework Mrs A. 14.1.2021

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Middle School



Mr Macdonald writes:

It has been delightful to see how maturely, enthusiastically, and skilfully our Year 9 pupils have begun their studies in their Performance and Technical disciplines this year. Speaking to colleagues across the full fields of study, their teachers have been consistently impressed with the standard of work being produced and the veracity with which children are coming to terms with new and challenging concepts and ideas.

This week I wanted to share some top tips around the option choices for both Year 8 and Year 9 pupils and families, to support pupils to think carefully about the subject that they would like to study. Below I have listed reasons which form a good basis for option selection, and reasons which do not.

Reasons which form a good basis to choose a subject

- » "I enjoy it."
- » "I am good at it."
- » "It is relevant to a degree or career that interests me."
- » "I would like a new experience."
- » "I'm not sure about what I want to do in the future; this subject will help me to keep my options open for A-Level and university."



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- » "It is a challenging subject, and I would like a challenge."
- » "It is a subject I would like to get better at; I'm ready to work hard to improve."

Reasons which don't form a good basis to pick a subject

- » "I like the teacher." They might not be your teacher for GCSE. You are more likely to be successful if you have a good relationship with all of your teachers.
- » "My friends are doing it." You might not enjoy the subject and could lose motivation to revise and work hard. Studying something you like will help you to get to know even more people who have similar interests to you.
- » "It sounds easy." GCSEs are challenging. Don't pick a subject that doesn't motivate you to work hard to get the best grade possible. If you are worried about getting the grades you want, speak to your teachers.
- » "I'm in a rush and didn't research the other options." Make sure you take the time to find out about all the options to avoid any regrets.

Best wishes

Mr Macdonald
Head of Middle School



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Upper School



Mr Bell writes:

What do the following have in common?

Farming, Electrical Engineering, Retail, Floristry, Veterinary work, Physiotherapy and Education?

These are all types of placements secured by our Year 10 pupils for their coming work experience.

Over the next week, we will post out the QR codes to families who have not yet logged onto the App to register their placement. As ever I am happy to support families and can see pupils at break and lunch if they have queries.

Next Tuesday we are issuing Year 11 pupils with their December Mock examination results. The results will delight some and give concern for others. The work tutors and I have been doing in recent weeks is to help pupils reflect on their results.

What went well and what we can improve are two key questions pupils will return to in their lives. Next Tuesday we will encourage pupils to ask these questions, and more, about their Mock examination results.

I wish you a good week.

Mr Bell
Head of Upper School

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WOLDGATE
THE EAST YORKSHIRE
SIXTH FORM



Miss Smith writes:

Deciding what options to follow post Year 11 can be tricky as these choices can have ramifications on future degree choices and areas of employment.

To ensure that our Sixth Formers are well informed regarding their choices we have developed a curriculum that is focused on developing awareness of careers, university options and alternative career pathways. However, we also feel that it is important that we start to have conversations with younger students regarding their career options. As a result, over recent months we have focused on developing opportunities for Key Stage 4 students to participate in options linked to the Sixth Form aimed at developing their knowledge and understanding of the career and education pathways open to them.

To that end, last week we invited our Key Stage 4 students to participate in several events in the Sixth Form. Firstly, we invited all students in Year 10 and 11 interested in a career within the NHS to attend a workshop delivered by Coventry University's Scarborough campus exploring communication skills. Exploring the importance of effective communication skills within a career which requires the ability to communicate effectively with different people of all ages and at times when people are suffering, in pain or worried.

Additionally, we are currently in the process of supporting a group of Year 10 girls to apply for a residential experience at Oxford University which offers the opportunity to develop an understanding of STEM careers and what studying engineering at university might look like. This residential is designed to provide pupils with the opportunity to experience studying at a top university.

As we move through the Summer Term we are looking forward to sharing further opportunities with pupils in Key Stage 4.

Miss K Smith
Head of Sixth Form

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Personal Development Update

Mr Barrett writes:

Year 9 update

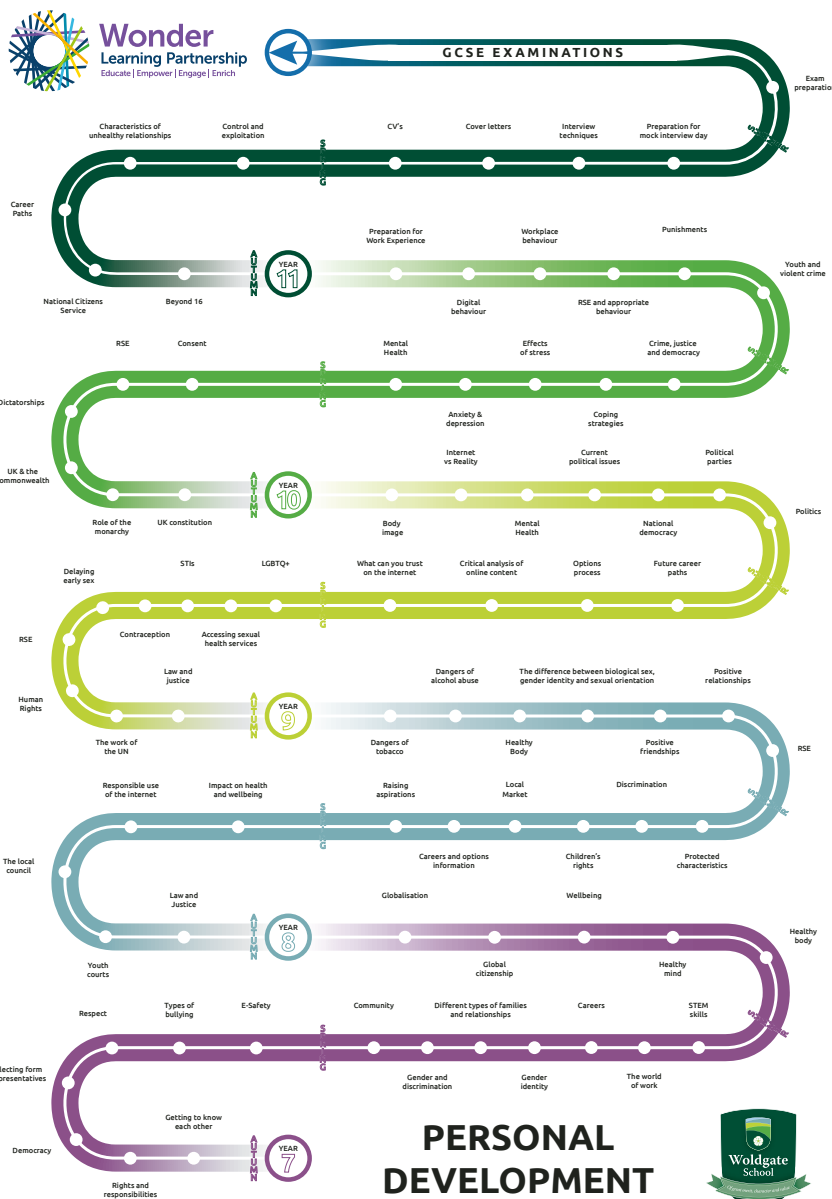
This week, I would like to update you on what Year 9 are exploring in Personal Development this half term. A big problem of our time is how much 'fake news' there is on the internet, the impact of trolling as well as online scams. One of the aims of Personal Development this half term is to help pupils develop their critical analysis skills. It is more important than ever that young people can question the trustworthiness of what they see on the internet as well as being aware of the ever evolving strategies of those involved in carrying out online scams.

Careers Update

Local Market Information

Local Market Information provides pupils and students with information about different employment sectors in the Hull and East Riding area. The information will inform pupils and students what jobs there are in that sector in the local area, as well as provide information about career pathways, salaries and trends in employment. This week, we look at the Public Sector.

Approximately 5% of the Humber workforce jobs are in the public sector, with the largest employer being East Riding of Yorkshire Council (excluding Health and Social Care). There are likely to be huge opportunities in this sector over the coming years as many of the people currently employed in some of the bigger public sector employers in the region are approaching retirement age. There are a number of routes into these careers, with many of the roles being accessible via apprenticeships.





Public Sector

5% of employment in the Humber is in the Public Sector.

Public sector organisations provide a service for everyone: for example education (schools) and security and safety (police and armed forces). These services are paid for via taxation.

(Please note NHS and other health care services are covered with the Health & Social Care sector factsheet)

Will there be opportunities available?

■ East Riding of Yorkshire Council is the largest employer in the East Riding employing Over 6,000 staff within the local authority and over 5,000 in schools. The organisation has an aging workforce with 57% of the workforce aged 45 and over and 27% of the workforce over 55. They need to start recruiting young talent into the organisation in order to fill the gaps to replace those leaving the organisation and to deliver services.

■ Local authorities report they are struggling to recruit to a variety of roles including; Social Workers, Care Workers, Engineers, Construction Professionals at all levels, Drivers & Refuse Collectors, Environmental Officers, Licensing Officers, Lifeguards, Swim & Gym Teachers and Instructors.

Did You Know?

■ The Public Sector accounts for 5 % of the region's workforce, employing around 21,000 people

■ There are a variety of different career opportunities within Local Authorities ranging from solicitors, accountants, marketing/media, Engineering, IT and conservation.

■ Part of the recruitment process for the armed forces, police and fire services involves assessing physical fitness, literacy, numeracy and communication skills.

■ In Hull & East Riding the largest employers are East Riding of Yorkshire Council and Hull City Council.

■ Nearly all public service organisations offer apprenticeships.

Types of Job	National Average Salary
Economic Development Officer	£22,000 to £50,000
Civil Engineer	£24,000 to £80,000
Police Community Support Officer PCSO	£17,500 to £23,250
Facilities Manager	£17,500 to £23,250
Payroll Administrator	£15,000 to £28,000
Highways Maintenance	£16,000 to £40,000
Trading Standards Officer	£19,000 to £90,000
IT Support	£16,000 to £35,000

Skills/qualities

- Communication and literacy
- Team working
- Attention to detail
- Customer awareness
- Good with numbers

Useful subjects include

- Maths
- Science
- IT
- English

Some local employers

East Riding of Yorkshire Council
 Hull City Council
 North Lincolnshire Council
 North East Lincolnshire Council
 Fire Service
 HMP Prison Service
 Humberside Police
 HM Courts

Sources: Business Register Employment Survey, Annual Survey of Hours and Earnings, Office for National Statistics.



For information... <https://nationalcareers.service.gov.uk/> www.skillseastriding.co.uk
www.logonmoveon.co.uk www.lincs2.co.uk www.lincs4u.co.uk www.apprenticeships.gov.uk
www.allaboutcareers.com www.sfjuk.com

Search for jobs by... popping in to your local Job Centre

- checking your local newspapers
- attending events and seminars
- checking out YouTube and Social Media
- talking to family and friends

opportunitycentre@aspire-igen.com

@aspire-igen

@aspire-igen

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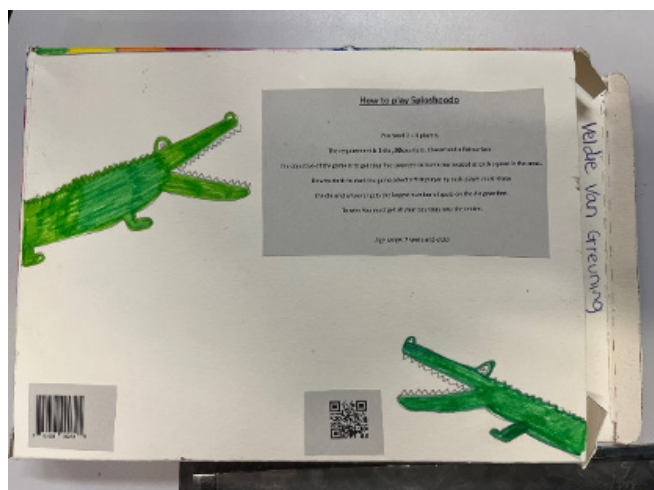
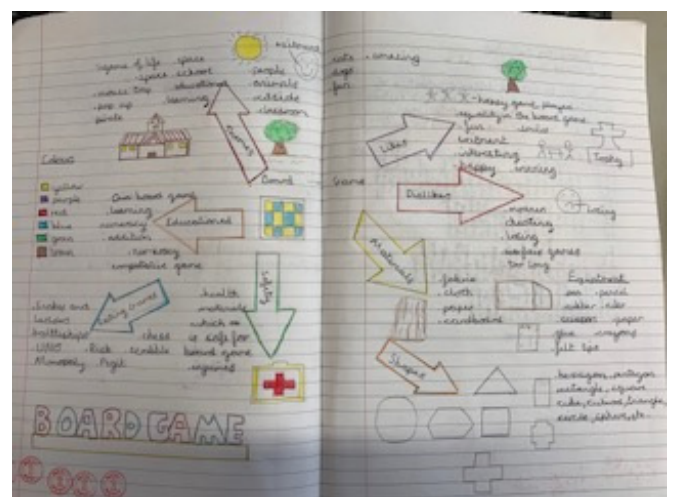
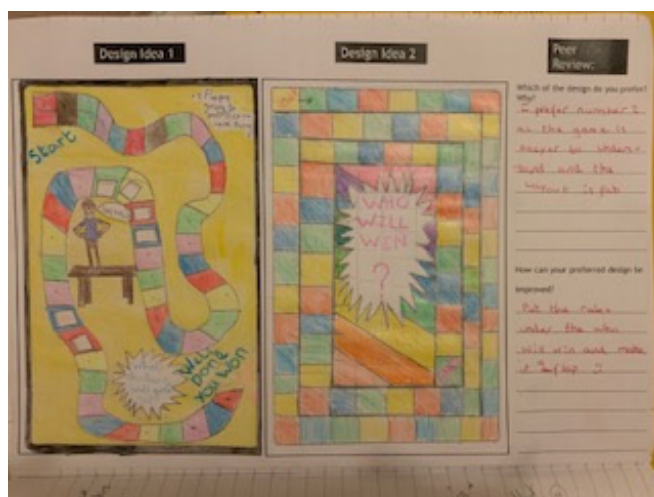


TECHNOLOGY

Technology since September, within Mrs Wilson's classes:

Year 7 have been working hard on coming up with new ideas for inspiring and exciting board games. The board games and their packages are almost complete.

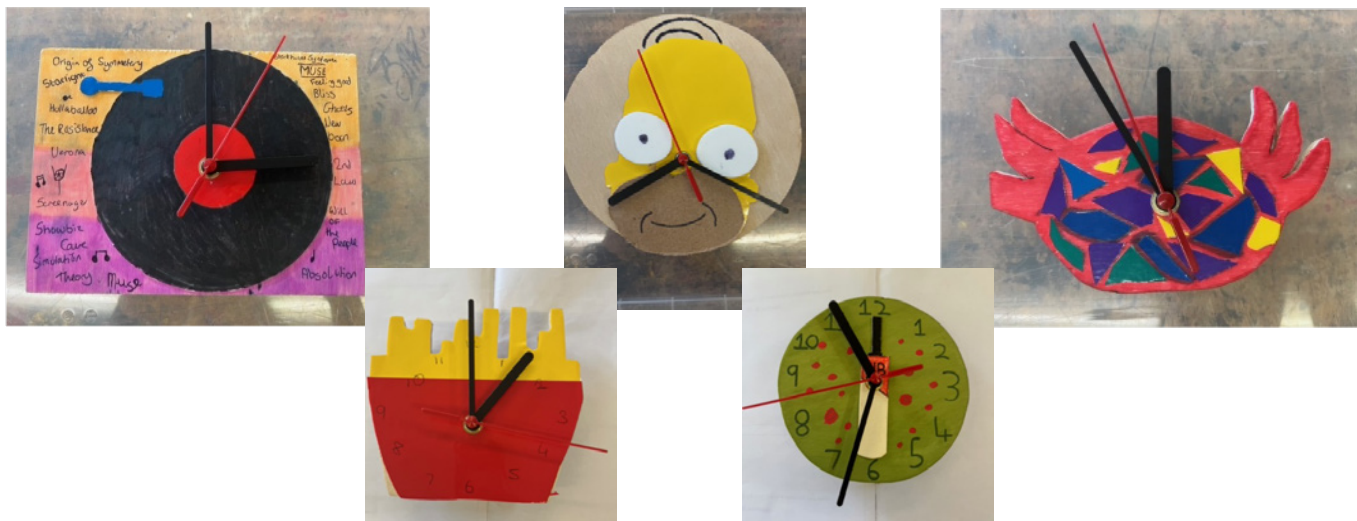
Check out some of the Year 7's Designing and Making –



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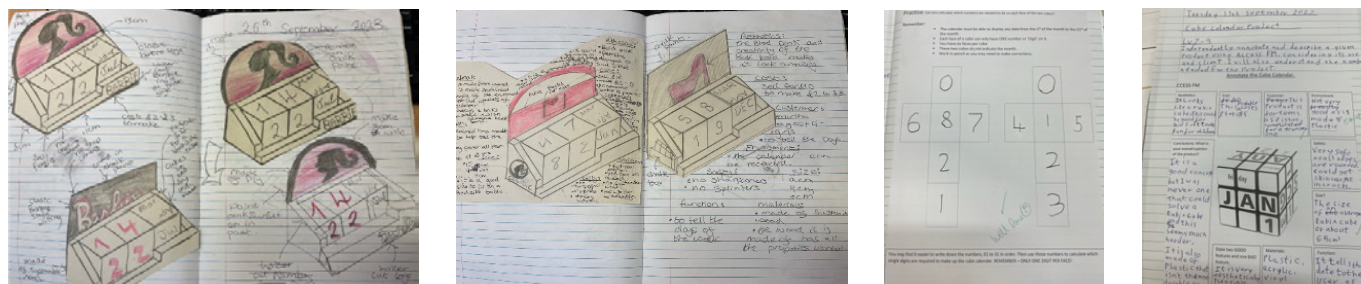
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Year 8's have been working hard on their Designer and self-Inspired Clocks. They have been impressing me with their designs and ideas:

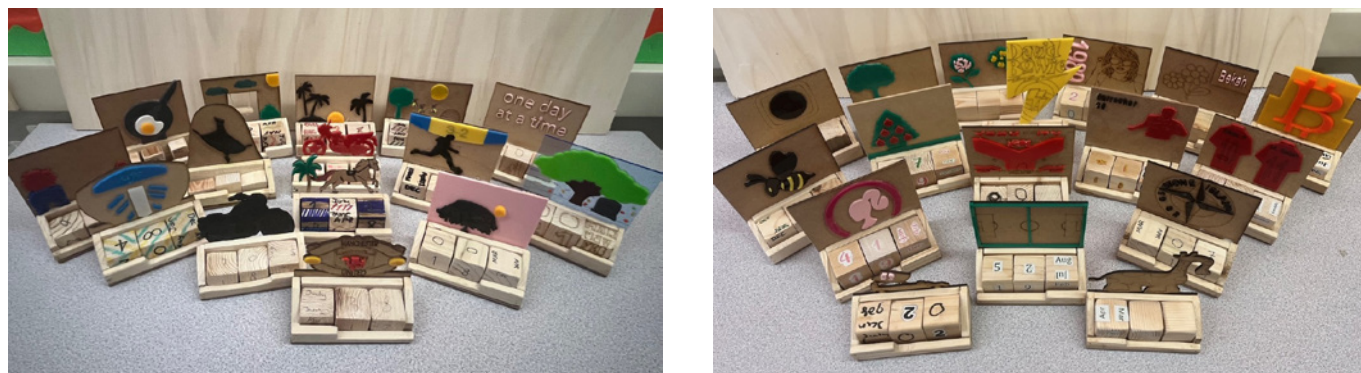


Technology for our Year 9 Pupils - Cube Calendar Project

Pupils have started straight back into a new project – Mp3 Player Project, with the completing of their Cube Calendar practical work just before Christmas. Pupils began in September by working their way through the design process, from analysing existing products, looking at the numerical calculations needed for working out the correct number on the cube faces, gathering inspiring images and making numerous models and sketches until they were happy with their final idea.



Here are some fantastic, finished products

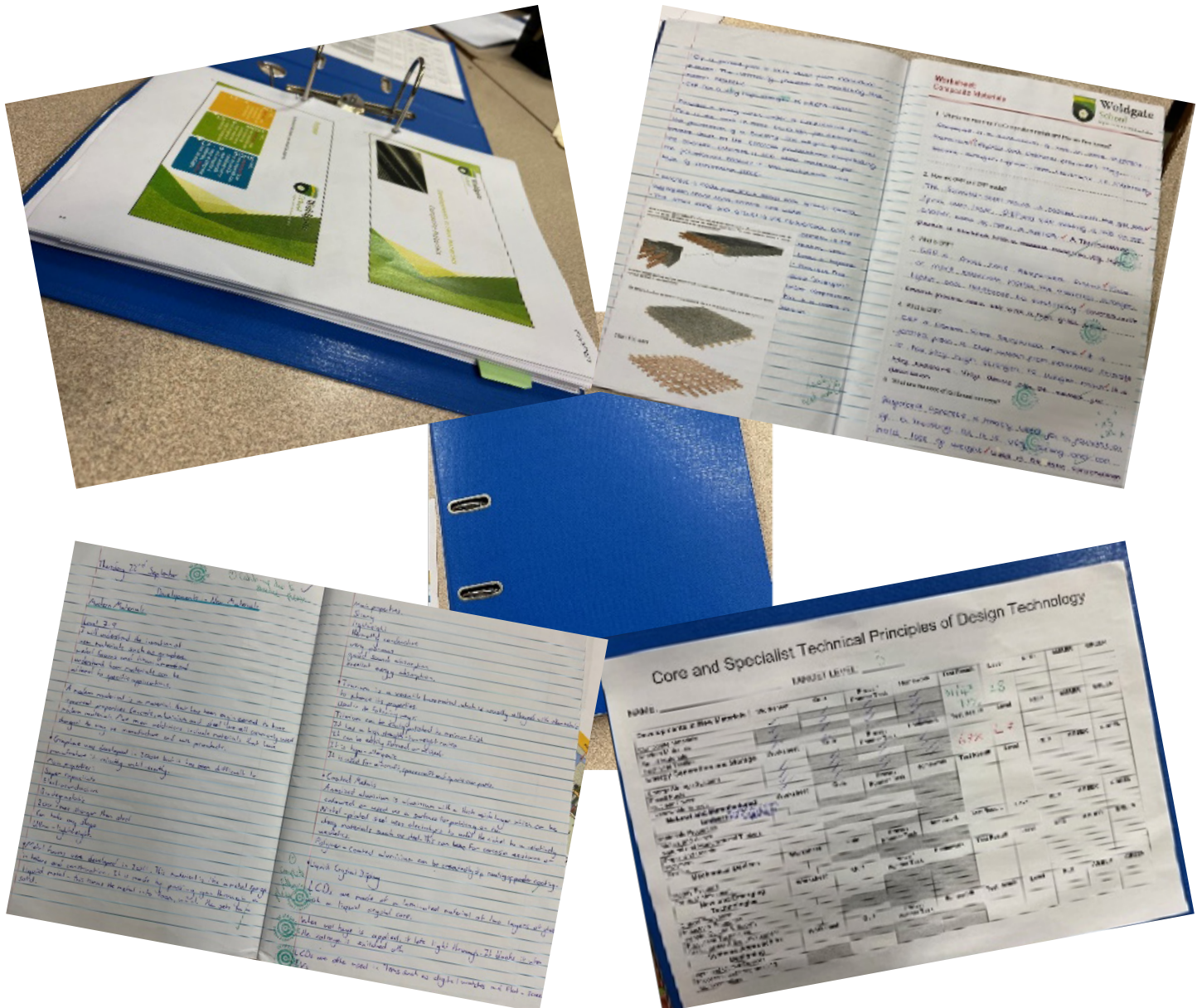


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Year 10 pupils have currently been working hard on the Core Technical Principles Theory work and their extensive notes and revision are paying off when they have completed several end of topic tests too.

Look at how organised they are and their amazing, neat notes:



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Year 10 are also working on a practise piece of coursework called their None Examined Assessment or their NEA. Pupils are in the middle of designing and planning the making of a product to help with studying or working from home.



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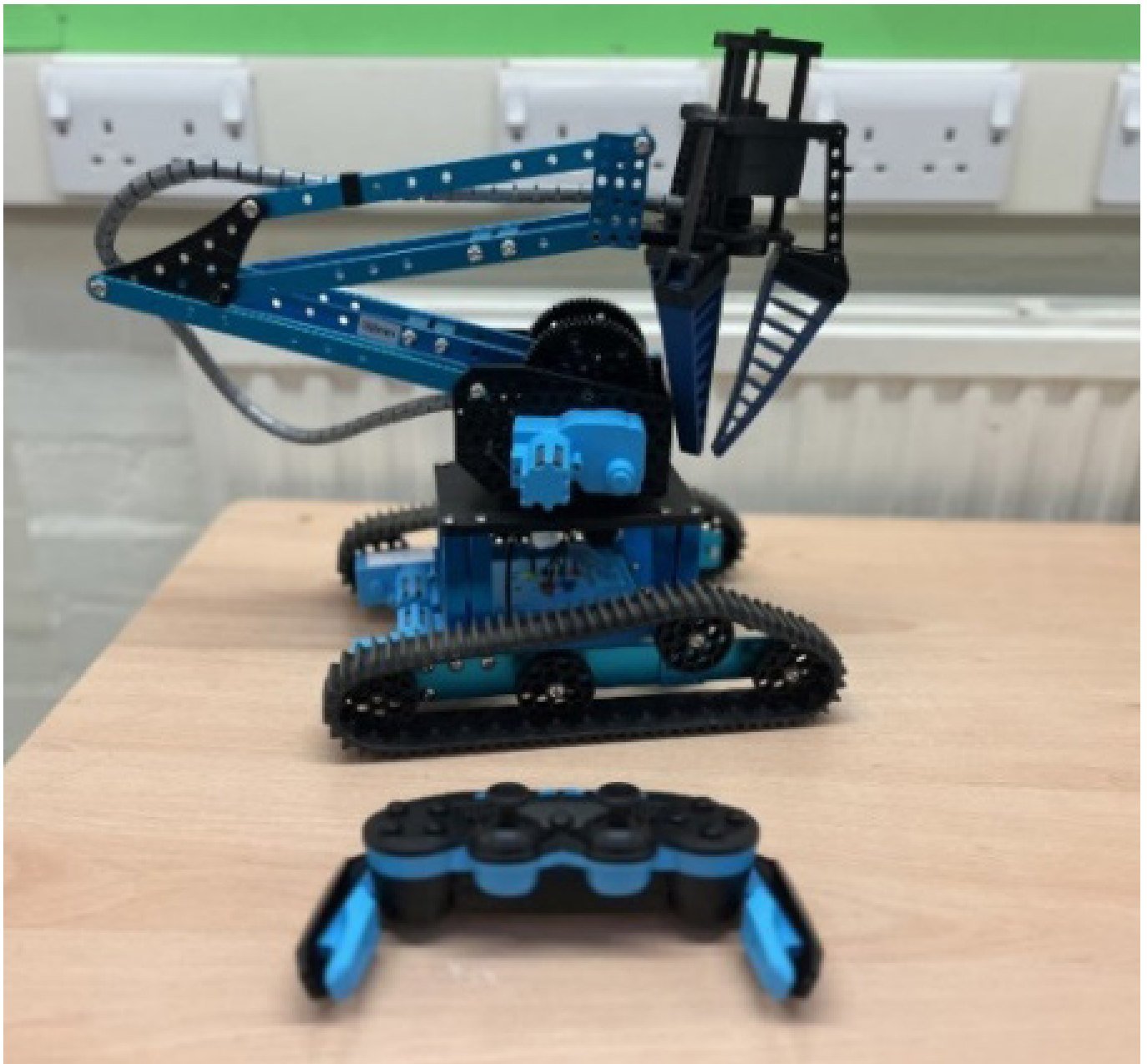
*Of great merit,
character and value*

Year 11 pupils have finished all of their Core Technical Principles Theory work and are focusing on their NEA and are planning the designing and making products for either:

Climate Change, Securing or Storing Personal Possessions or Playing Games.

Their amazing outcomes can be shared with you after their exams and submission of work to the exam board, so watch this space...

For those pupils that didn't choose Technology as an option, we have been offering a Robotics Enrichment, for a second year, where pupils have been coming once a week for an hour to design their own computer games, design robots and build robots to compete against other teams and forms to complete a number of challenges in the fastest times possible!



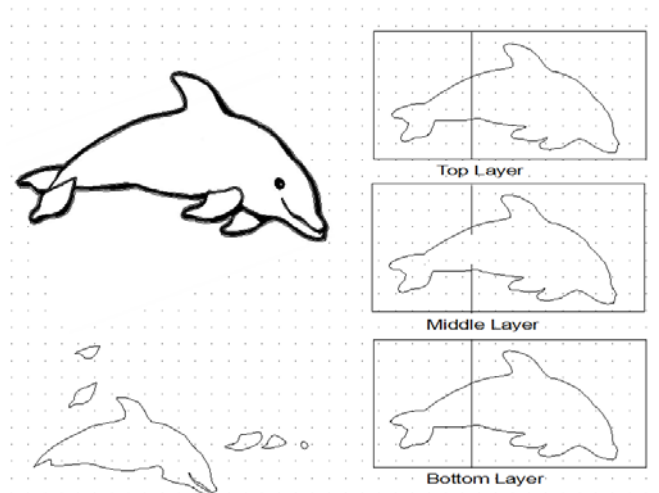
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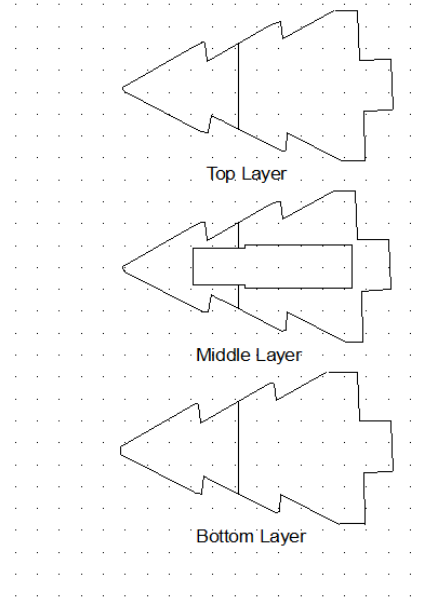
Technology lunchtimes are also home to a group of gifted and talented pupils who have been working hard every Wednesday lunchtimes to design and laser cut their own working memory sticks.

Look at some of their amazing ideas:

A dolphin inspired design for a memory stick...

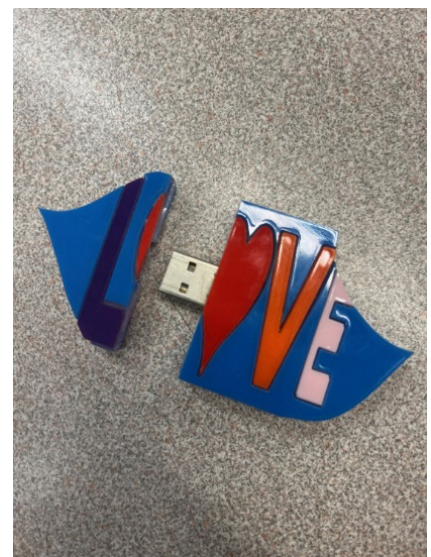


A festive inspired design for a memory stick:



From ideas to a fully functioning and useable memory stick. They look like they could be product on a shop shelf.

Check out some of their amazing laser cut designs:





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Safeguarding at Woldgate

Online Safety Advice for
Children and Parents

The internet is a great way to connect with your friends and learn new things, but it's also important to stay safe, and this is more important than ever as young people spend ever longer periods online.

There are a few ways you can help make sure you and your child are not in danger when using the internet, and we have listed some of these below:

Be careful what they share online

- » When you choose a profile picture for a social networking website like Tik Tok, Facebook or X (formally Twitter), avoid photos that could give people you don't know information about where you live.
- » Check your privacy settings regularly, including on smart devices like wearables, and ensure they are set to the highest possible settings.
- » Think about what should be shared in public and what should be kept private.
- » Check your location settings – some sites, apps and devices let you share your location with other users. Turning off location settings can help protect your privacy.
- » Learn about how you can take care of your digital footprint i.e. the trail of posts and comments you leave on the internet each day.

Think before you post

Don't upload or share anything you wouldn't want your parents, teachers or friends seeing. Once you press send, it is no longer private. Anything you send can be shared with other people and you can't be sure who will end up seeing it. You lost control of your comments, files and photos.

Live streaming and apps like Snapchat can feel safer because they aren't permanent. But anything you post online can be 'screenshotted' and recorded and if that happens it's out of your control.

Never share or reveal your passwords

Use strong passwords that are hard for others to guess, using a mix of letters, numbers and symbols like (£, \$, &, !, etc.). Keep passwords to yourself and change them regularly.

If you can access a device remotely, changing the default password can keep it safer and make it harder for other people to access.





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Be careful who you chat to

If somebody you don't know adds you as a friend, ignore them and delete their request. Don't share personal information like your address or phone number with somebody you don't know and never agree to meet them in the real world.

Remember age restrictions

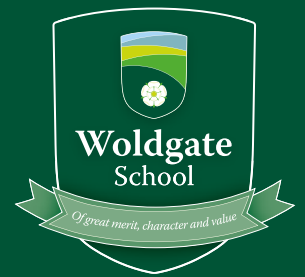
Most social media sites and apps have minimum age restrictions – most are 13 years minimum and **WhatsApp has a minimum age limit of 16 years**. These restrictions are there for a reason, and reflect the level of maturity and understanding needed to use the account responsibly. To create an account, your child must enter their date of birth to ensure they are old enough. Entering an incorrect date of birth to create an account for someone who is too young to hold one is breaking the terms and conditions.

For more information and advice, visit: www.thinkuknow.co.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

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

207,631

CHARACTER

28,909

VALUE

23,073

**TOTAL
REWARD
POINTS:**

523,530

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:	Caitlyn Langley
Year 8:	Eva Harrold-Benson
Year 9:	Amelia Pearson
Year 10:	Jessica Quail
Year 11:	Lewis Fennell
Year 12:	William Kennedy
Year 13:	Ethan Beck

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*Of great merit,
character and value*

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:



102,432



127,376



114,416



97,906



99,352

TOTAL
HOUSE
POINTS:
239,284



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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:	Joni White
Year 8:	James Swales
Year 9:	Susan Clarkson
Year 10:	Isobelle Smith
Year 11:	Charlie Arthur
Year 12:	Callum Glover
Year 13:	Archie Rowland

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:	Isla Garner
Year 8:	Jack Grassam
Year 9:	Yuri Korchaha
Year 10:	Bruce Stephenson
Year 11:	Thomas Durkin
Year 12:	Finley McDaid
Year 13:	Imogen Bannister

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:	Isobella Rutherford
Year 9:	Curtis Burchell
Year 10:	Mariia Adamenko
Year 11:	Joshua Berger
Year 12:	Joseph North
Year 13:	Luci Dempster



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.

Newsletter

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Care and Achievement Coordinators



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