

# The Wolfreton Way Newsletter

Issue 35

Welcome to our final newsletter of the half term - and what a bumper edition it is. I would like to begin by recognising our Year 11 and Year 13 students, who have been sitting their public examinations in recent weeks. These exams mark the culmination of years of hard work, supported by focused revision and the dedication of their teachers. We are incredibly proud of the maturity, commitment and focus they have shown in both revision sessions and the exams themselves. We know how much these matter to them, so congratulations on reaching this important stage. I will leave you to read about the many experiences our students across all year groups have enjoyed since our last edition, including two inspiring visits from alumni Hattie and Euan. We thank them both - the positive impact they had on our students has been clear. If you know of other alumni who would be keen to work with us, we would be delighted to hear from them. Finally, I wish all our families a happy, restful and hopefully sunny half term. To those supporting Hull tomorrow - whether at home, at Wembley, or looking ahead to the rugby next week, enjoy the occasion. Thank you, as always, for your continued support.



A group of Year 9 students enjoyed an exciting and highly informative three-day visit to Calvert Lane Fire Station, where they took part in a wide range of hands-on activities designed to build confidence, teamwork, and essential life skills.

Throughout the visit, students rotated through engaging workshops led by experienced firefighters and emergency service staff. These sessions covered key safety topics including road safety, where students explored the risks of distraction, speeding, and unsafe decision-making as passengers, cyclists, and future drivers. A first aid workshop equipped them with practical skills and the

confidence to respond effectively in emergency situations, while the water safety session highlighted the dangers of open water and how to stay safe around rivers, lakes, and coastal areas.

Fire safety was a major focus of the programme. Students learned how fires can start and spread rapidly, as well as the steps needed to protect themselves and others. They also took part in a session on arson, encouraging them to think about the serious consequences deliberate fires can have on individuals, communities, and emergency services.

Students were particularly excited to explore the station itself, taking part in

a full engine and station tour where they learned about the equipment and daily operations of the fire service. The communications team provided a fascinating insight into how emergency calls are handled and how crews are coordinated during incidents.

To round off the experience, students participated in practical fire ground drills, working together to complete challenges that tested their communication, problem-solving, and teamwork skills.

We would like to thank all the staff at Calvert Lane Fire Station and Tigers Trust for providing such a memorable and rewarding experience.

## Visit to Calvert Lane Fire Station



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## GCSE Drama Students Take the Stage

Last Thursday, 27 of our Year 10 GCSE Drama students visited Kirk Ella St Andrew's Primary School to perform their devised pieces for Year 6 students.

Over the past nine months, students have worked hard to create performances aimed at a primary school audience. They selected topics they felt were particularly important and relevant to students in Years 5 and 6, with themes ranging from peer pressure to digital footprints and the importance of thinking carefully about what is posted online.

The performances were a huge success, and the primary school students thoroughly enjoyed watching them. Most of our students achieved the top band for their work and will also be visiting Willerby Carr Lane Primary School and Wold Academy in the coming weeks.

Well done to everyone involved — the performances were outstanding.



## Inspiring Insights from the British Fashion Council

**This week, 26 Year 9 and 10 students were given an exciting opportunity to work alongside industry leaders from the British Fashion Council.**

The day began with an inspiring assembly led by former student Hattie Crowther, who shared her journey through school and Sixth Form, and offered valuable insight into how she achieved success in the fashion industry. Her story was both motivating and relatable, leaving students eager to learn more.

Following the assembly, students took part in an engaging two-hour workshop. With guidance and support from experienced professionals from the British

Fashion Council, they explored the creative process by designing garments for a range of occasions. The session encouraged innovation, teamwork and confidence, allowing every student to express their ideas in a supportive environment.

The impact of the experience was clear, with all students leaving the workshop feeling highly motivated and inspired about future possibilities within the fashion industry.

A huge thank you goes to Hattie and the British Fashion Council for providing such an incredible and memorable opportunity for our students.



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## Inspiring Futures

The Women into Manufacturing and Engineering (WiME) initiative continues to inspire young women to explore the exciting opportunities available in manufacturing and engineering—industries offering excellent pay, strong career prospects, and a wide variety of roles. Despite the high demand for STEM (Science, Technology, Engineering and Maths) skills, women remain under-represented in these fields, and WiME plays a vital role in helping to change that.

During this term, 18 of our Year 9 students took part in the WiME Raising Aspirations Programme,

delivered over two engaging mornings in school. With the support of inspiring role models—Natalie Thornton (Siemens Mobility), Chris Butts (CR Reynolds Ltd), and Christel Croft (Swanedge)—students explored different career pathways while discovering their own strengths and how these could be applied within STEM industries.

To celebrate, students visited the Siemens Mobility site in Goole, where they toured the factory and saw how Piccadilly Line trains are built. They also took part in a team challenge to design their own train carriage. The winning team—Tess,

Erin, Darcy, Sophie and Olivia — impressed with innovative ideas including electronic passenger counters, soundproofing, renewable energy power, improved wheel design, and enhanced passenger comfort features.

This inspiring programme has helped our students grow in confidence and broaden their ambitions. We are incredibly grateful to Kirsty and Helga at WiME, along with our role models, for providing such a valuable and motivating experience.



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## Year 11 English Revision Sessions



Well done to all Year 11 students who recently took advantage of the English Saturday revision sessions. Your commitment and dedication have been fantastic to see.

Don't miss the final session taking place on Saturday 30 May.

A huge thank you also goes to our staff for generously giving up their time to deliver these valuable and supportive sessions.

## Student Spotlight

This week we are shining the spotlight on Freya. We are incredibly proud to share that, recently Freya travelled to Florida to compete in the prestigious Allstar World Championships in Orlando.

Leading up to the event, the team took part in an intensive week of training at some of the top gyms in America, preparing for this global competition. The team then competed in the World Championships. While they didn't secure the top spot, they achieved an outstanding result—placing 20th in the world in a highly competitive category of 94 teams. This is a remarkable accomplishment and a testament to the team's hard work, dedication, and talent.



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## Curriculum Corner

### Study Skills Support for Key Stage 3 and Year 10 Students

As we approach the end-of-year assessments for our Key Stage 3 students in Years 7, 8 and 9, and the first mock exam window for our Year 10 students, we are keen to ensure that all students feel well-prepared and confident.

Key Stage 3 end-of-year assessments are cumulative, meaning they test the knowledge and skills students have developed across the entire academic year. As a result, students should aim to revise all topics studied since September 2025.

To support this, Curriculum Briefings outlining the topics covered by each year group are available on the Wolfreton website here; [Curriculum Briefings](#)

Each subject area on the Wolfreton website also provides a clear overview of the Key Stage 3 and Key Stage 4 curriculum, allowing you to see the sequence of learning and better understand what your child has studied. The examples below are for Key Stage 3 and 4 History;

KS3 Curriculum

Year	Autumn	Spring	Summer
7	Empires East and West Anglo-Saxon England and the Norman Conquest Medieval Church and Life	Challenges to Medieval Monarchs England's relations with its neighbours - Wales, Scotland and France	The Mali Empire The Renaissance
8	The Gunpowder Plot Witchcraft English Civil War	The French Revolution The Industrial Revolution Slavery	The British Empire Women's Suffrage Early 20th Century Britain - The Titanic
9	The First World War USA Boom or Bust – 1920s	The Rise of Nazism The Second World War	The Holocaust The Cold War Civil Rights

KS4 Curriculum

Year	Autumn	Spring	Summer
10	Paper 2: Superpower Relations and the Cold War 1941 - 91	Paper 3: USA Conflict at Home and Abroad: Civil Rights and the Vietnam War 1954 - 1975	Paper 3 Continued: USA Conflict at Home and Abroad: Reactions to the Vietnam War Paper 2: Anglo Saxon and Norman England 1060 - 1088
11	Paper 2 Continued: Anglo Saxon and Norman England 1060 - 1088 Paper 1: Medicine in Britain c1250 - present and The British Sector of the Western Front 1914 - 18 Medieval and Renaissance medicine	Paper 1 Continued: Medicine in Britain c1250 - present and The British Sector of the Western Front 1914 - 18 Industrial and Modern Medicine The Western front; Injuries, treatment and trenches	Revision and exam preparation

### Where Can My Child Access Revision?

Students are being guided by their teachers on what to revise and how to access high-quality revision resources. They are encouraged to use both online platforms and paper-based materials.

Students are set specific assignments by their teachers on Seneca. These include targeted reading and quiz-based activities designed to strengthen knowledge and recall.

Students should aim to achieve **at least 80%** in knowledge checks. If this threshold is not met, they should revisit and repeat the section to consolidate their understanding.

### Online Revision Support e.g Seneca Learning

Students can also take ownership of their revision by independently selecting subjects and topics they have studied throughout the year. On their home page, there is a menu to the left side of the page which lists these subjects – students simply click on a subject and choose a topic they have studied this year to revise.

[BBC Bitesize](#) is also an excellent revision resource for students. Each revision page contains key information, videos, quizzes and games to support students in their understanding.

For Maths revision, students should access to their Sparx Maths account <https://sparxmaths.com/>

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## Paper Based Revision e.g Knowledge Organisers and Exercise Books

In many subjects, students are provided with knowledge organisers, either as separate resources or within their exercise books. These summarise key facts, vocabulary and concepts in a concise and accessible format. When used alongside classwork, they provide a strong foundation for effective revision. Subject teams will issue knowledge organisers where they feel these will best support students' revision.

## How is My Child Supported With Revision Skills?

Subject teachers are setting regular revision-focused homework tasks, which require students to engage actively with key knowledge by applying, practicing and testing what they have learned. In addition, students will take part in dedicated 'How to Revise' sessions during tutor time next week. These sessions are designed to consolidate students' understanding of effective revision strategies and help them develop independent study habits.

At Wolfreton, we support students to approach revision in three key steps:

### Step 1: Identify priorities

Students 'RAG rate' (Red, Amber, Green) areas of knowledge. Topics identified as *Red* should be prioritised first for revision. To do this students could go through their exercise book and make a list of the key topics they have been learning about. Or they could use a knowledge organiser.

### Step 2: Use effective revision techniques

Students are encouraged to use a variety of strategies, including:

- Mind maps and flow/sequence diagrams
- Cause-and-consequence diagrams
- Flashcards and self-quizzing
- Dual coding (combining images and text)
- Writing quizzes or summaries
- Creative approaches such as acrostic poems
- RAMBAM (Read for a Minute, Bullet-point for a Minute)

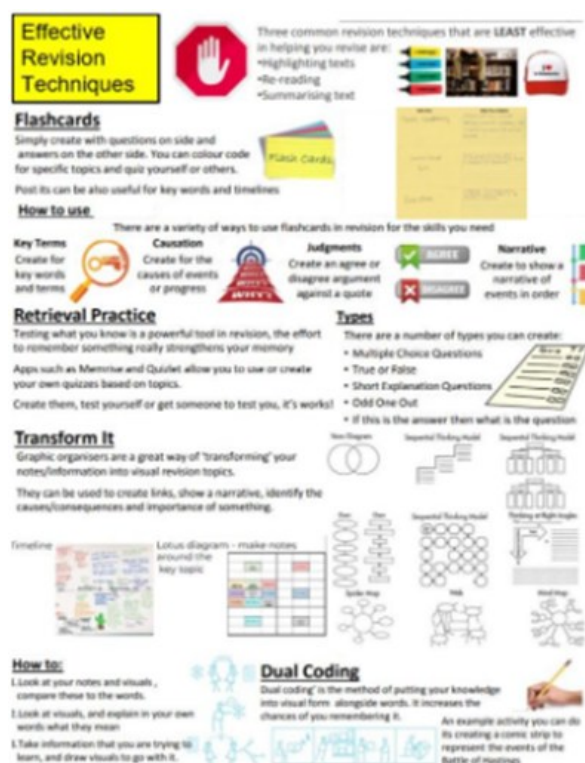
### Step 3: Check understanding

Students should regularly test their knowledge by:

- Self-quizzing or being quizzed by others
- KS4 students - attempting practice exam questions
- Explaining key concepts aloud

Students will also receive an 'Effective Revision Techniques' guide, along with templates to support these methods.

We greatly appreciate your support in encouraging your child to engage with these resources and develop effective, independent revision habits as they prepare for their assessments.



The image shows a page from a guide titled 'Effective Revision Techniques'. It lists several revision methods and their effectiveness:

- Flashcards:** Simply create with questions on one side and answers on the other. You can colour code for specific topics and quiz yourself or others. Post-its can be also useful for key words and timelines.
- Key Terms:** Create for key words and terms.
- Caution:** Create for the causes of events or progress.
- Judgments:** Create an agree or disagree argument against a quote.
- Retrieval Practice:** Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you, it's works!
- Transform It:** Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics. They can be used to create links, show a narrative, identify the causes/consequences and importance of something.
- Dual Coding:** Dual coding is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it. An example activity you can do is creating a comic strip to represent the events of the battle of Hastings.

There are also diagrams for 'Narrative' (a sequence of events) and 'Types' (Multiple Choice Questions, True or False, Short Explanation Questions, Odd One Out).

## Year 11 Rounders



**A fantastic all-round team performance saw the Year 11 girls secure an impressive third-place finish at the East Riding Rounders Tournament. Competing in what proved to be a high-quality and competitive event, the team demonstrated excellent skill, determination and team-work throughout the evening.**

This tournament marked their final appearance representing the school, making their achievement all

the more special. The girls rose to the occasion, showcasing not only their rounders ability but also outstanding sportsmanship, supporting one another and playing with pride from start to finish.

The team have been a real credit to the school, consistently acting as exceptional role models across a range of sports during their time here. Their commitment, attitude and enthusiasm have set a high standard for younger students to follow.

Congratulations to all involved on a memorable final tournament.

## Year 9 Rugby

**The Year 9 rugby team produced a superb performance to defeat Cottingham in the ER Cup semi-final and secure their place in the final.**

Mr Marshall reported that from the first whistle, Year 9 played with an intensity and physicality that their opposition struggled to cope with. Defensively, the team was well organised and resilient, preventing Cottingham from building any momentum. Overall it was an impressive victory, with the whole squad contributing to a disciplined and determined display.



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## Champions of Humberside

### Wolfreton Year 7s clinch dramatic Cup Victory on penalties

**Match Result:** Wolfreton (W) vs. Malet Lambert (L) — *Wolfreton win on penalties*

What a night! In an absolute thriller of a final, the Year 7 football team cemented their name in the history books, overcoming a fiercely competitive and powerful Malet Lambert side to be crowned the Humberside Schools FA Large Schools Cup Champions. It was a masterclass in tactics, grit, and pure drama from start to finish.

**First Half:** A Tactical Masterclass Facing a dangerous Malet Lambert squad, the coaching staff deployed a brilliant, unconventional 2-2-2-2 formation designed specifically to choke the space and nullify the opposition's lethal threat straight down the centre of the pitch.

**Second Half:** Looking to take the initiative, Wolfreton shifted gears in the second half, opening up into a more expansive 2-4-2 formation. While the tactical shift allowed for more attacking intent, it opened up a rare gap that Malet Lambert managed to exploit to take the lead.

Going a goal down in a major final would break many teams, but this Year 7 squad is built different. Showing immense grit, determination, and unshakeable belief, the boys dug deep. As the clock ticked down, the pressure finally told—Urry popped up with a sensational, dramatic late equalizer to send the Wolfreton faithful wild and push the game into extra time!

**Penalty Drama:** With extra time unable to separate the two titans, the destiny of the Doug Waterson Cup was to be decided by the ultimate test of nerve: a penalty shootout. While tension gripped the sidelines, the Wolfreton camp was a

picture of total confidence. Before the shootout began, Mr. Rowe boldly predicted that Edwards would make two saves. True to his word, Edwards duly obliged!

**Respect to the Opposition:** A massive final like this requires two incredible teams, and a huge amount of credit must go to Malet Lambert. They were, by far, our toughest opponent of the entire season. They pushed us to our absolute limits, played fantastic football, and conducted themselves with great sportsmanship throughout a tense evening. It was a final worthy of the occasion, and they played a massive part in an unforgettable game.

A massive congratulations to the entire team on bringing the trophy home. You are officially the best in Humberside!

## Sixth Form News



We are incredibly proud to share that Jess has secured a highly competitive Degree Apprenticeship with GSK (formerly GlaxoSmithKline) in Cell Line Development.

Degree apprenticeships are renowned for their rigorous selection processes, and Jess' journey was no exception.

This outstanding achievement is a testament not only to Jess' talent and determination, but also to the value of embracing new challenges and believing in one's abilities.

Congratulations Jess — you are a fantastic role model for our Sixth Form community, and we are extremely proud of you!

## Alumni—Inspiring Futures

Last week, we were delighted to welcome back another former student Euan to the Sixth Form.

It was a wonderful opportunity for our students to hear first-hand about life beyond school and the many pathways available after Year 13.

During his visit, Euan spoke to a group of Year 12 students about how to approach the jobs and apprenticeship market. He shared valuable insights into the importance of hard work, resilience and determination, encouraging students to remain focused and proactive as they begin considering their next steps.

Euan also kindly spent time working with a number of Year 13 students, offering personalised advice and guidance as they prepare to move on from Sixth Form. These one-to-one conversations provided reassurance and practical tips at a particularly important stage in their journey.

Reflecting on his own experiences since leaving Sixth Form, Euan spoke about how a work experience placement opened doors for him and set him on his chosen career path. His story served as an inspiring reminder of how early opportunities and a strong work ethic can lead to success. Euan has recently secured a permanent role as part of the planning team at Cranswick and we wish him all the very best for the future.



## House Points

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



**323,983**



**366,802**



**314,894**



**349,832**



**376,515**

**Total House  
Points  
1,732,026**

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At The National College, our [WakeUpWednesday](#) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

### WHAT ARE THE RISKS?

#### ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

#### PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

#### LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

#### HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

#### BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

#### SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

## Advice for Parents & Educators

#### START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

#### REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

#### CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

#### PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

### Meet Our Expert

Parveen Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



The National College

See full reference list on our website



Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 15.04.2025

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## Notices

### Tigers Selfies

We are inviting our families to send us their Tigers selfies—get the face paint ready! To celebrate Hull City getting to Wembley, we are asking you to send us your selfies enjoying the match on Saturday—from home or Wembley. Families can send selfies to [tigers@wolfreton.co.uk](mailto:tigers@wolfreton.co.uk). The photos must come from a parents email address and must include the students full name.

### Steady Schoolwear Uniform Event—Beat the Crowds

Steady Schoolwear will be holding a late night opening event at their city centre store on Thursday 11 June 2026.



The poster features three vertical panels. The left panel shows a man in a suit with a yellow circle containing contact information: 'Steady Schoolwear, 17 Savile Street, Hull, HU1 3EF, 01482 322982'. The middle panel shows two children in school uniforms holding lollipops, with the text 'Open Night Thursday 11<sup>th</sup> June 2026' and 'Open until 7pm'. The right panel shows a woman in a school uniform with a pink circle saying 'Beat the summer rush' and an orange circle saying 'Experienced staff available to help you with your school uniform purchase'. At the bottom is the 'STEADY - EST. 2012 - SCHOOL & SPORTSWEAR' logo.

## Key dates

**Friday 22 May 2026.....School Closes for Half Term**

**Monday 1 June 2026..... School Reopens**

### Have your contact details changed?

If you have changed any contact details such as home address, mobile number, email etc. this must be updated on the Arbor Parent Portal so we can ensure our system is up to date and can remain in contact with you.