

The Wolfreton Way Newsletter

Issue 11

Our vision of, **'Igniting Fires - Expanding Horizons - Achieving Ambitions'** is one we return to with regularity in school. In an often-challenging world, we want nothing more than for our school to be a place of hope and ambition. In this week's edition, we share several stories planning in line with this vision has come to fruition. A personal highlight for me, was seeing the coaches lined up for our Year 7 day on Tuesday, closely followed by another positive parents' evening. Thank you for your continued support – have a lovely weekend.



This week, our Year 7 students had the opportunity to embark on two enriching educational trips, providing them with a chance to explore different aspects of the world through the lenses of Geography and History. It was a day filled with exploration, learning, and unforgettable experiences!

The geography students embarked on an exciting journey to Tropical World. This trip was a hands-on opportunity to further their understanding of ecosystems and extreme environments, directly linking classroom learning to real-world experiences.

The students had the chance to explore a range of biomes in the living exhibition, from tropical rainforests to arid desert landscapes. The most memorable moments of the trip included encounters with the playful meerkats and the awe-inspiring crocodile—both of which sparked plenty of excitement among the students.

In addition to their exploration of Tropical World, the students visited Roundhay Park to apply their fieldwork skills. Here, they assessed various sites in the park, focusing on the quality of

the environment and the human impact on the natural surroundings. This exercise enabled the students to gather primary data and develop well-rounded conclusions based on their observations.

Throughout the day, the students showcased a high level of maturity and enthusiasm, impressing numerous members of the public with their professionalism and respect for the environment. It was a fantastic display of both academic learning and personal growth.

Year 7 History and Geography Trip



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Lincoln Castle and Cathedral

The history students had an incredible opportunity to step back in time and explore Lincoln Castle and Lincoln Cathedral. This trip, designed to compliment their history curriculum, provided students with an exciting experience that brought their studies of Medieval life, religion, and the Magna Carta to life.

During the visit, students had the chance to take part in interactive tours of both the Castle and Cathedral, allowing them to engage with the rich history of these sites in a hands-on way. From exploring the towering Castle walls to marvelling at the breathtaking architecture of the Cathedral, students were given a glimpse into the past that truly enhanced their understanding of the Medieval period.

In addition to the tours, students participated in creative workshops and even experienced a medieval drama, which allowed them to further immerse themselves in the sights, sounds, and stories of the era. These activities not only deepened their understanding of the time period but also allowed them to engage with history in a fun and memorable way.

It provided students with the opportunity to see history up close, engage with experts, and connect the events they are studying in the classroom to real-world locations and artifacts. It was a fantastic opportunity to enhance their knowledge and ignite a passion for history that will last long beyond the classroom.

Mr King reported that before the coach had even returned to school the Cathedral staff had emailed their admiration; *'Honestly, the kids were delightful, and it makes all the difference when the teachers/helpers are so helpful and enthusiastic too.'*



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Active Travel Ambassadors



The Active Travel Ambassadors made a fantastic impression at Beverley County Hall on Thursday, as they presented their Active Travel campaign and initiatives for 2025.

Their standout idea, *The Big Wolf Walk*, encourages students to walk, cycle, or scoot to school for a day. Thanks to their clear and confident presentation, they secured a generous £450 for the school! These students truly did themselves and the school proud with their dedication and hard work.

Learner Conference 2025

On Thursday 27 February, a group of 20 Year 9 students and 4 Year 12 students attended the Learner Conference at Hull University.

Joined by 180 delegates from our trust primaries and secondary schools, our students had the opportunity to represent Wolfreton at the event. The theme of this year's conference was Aspiration. Students attended two sessions with our keynote speaker from Push Education who spoke with students about employability skills and getting ahead of the competition. Our Wolfreton students were incredibly proactive, with two of our students, Dima and Reuben getting up on the stage to participate in an interactive activity, displaying huge elements of confidence.

Students then had the opportunity to tour the university and find out about all that higher education has to offer. They then participated in a workshop about finance and budgeting – both vital skills for the future.

Our students were outstanding ambassadors for Wolfreton and felt they achieved a lot from the day. Year 9 student Nicole said *'it was a very different experience from secondary school and I enjoyed looking around the University and all of the different things on offer'*. Ava said *'I thought it was an interesting day I liked the tour of the university and meeting new people'*.



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A Memorable Day at Donaldson's

On 6 March, the winning and runner-up groups from the Donaldson's Work Experience Challenge had the exciting opportunity to visit the Donaldson's plant located at Sutton Fields Industrial Estate.

Upon arrival, the students were warmly welcomed by the team and introduced to Donaldson's Filtration, a leader in the industry. The day kicked off with a fascinating tour of the plant, where students got a firsthand look at the production cells in action. The students were able to see the process behind creating high-quality filtration products and witness the precision and efficiency of the production process.

A highlight of the visit was when Dan gave the students an insightful demonstration of how products are reproduced using a 3D printer. Each student received a model of either a slug or gecko, created by the 3D printer, allowing them to take home a tangible reminder of their day.

Throughout the tour, the students had the opportunity to speak with various members of the Donaldson's team, gaining valuable insights into the day-to-day operations and the dynamic working environment at the plant.

The day concluded in the conference room, where students enjoyed lunch and continued to engage with staff members, asking questions and learning more about the diverse roles within the company.



Attendance Matters at Wolfreton

BINGO!

This January, we kicked off the new year with our attendance initiative, Jump into January! Over 500 students had their reward events this week; they enjoyed an exciting game of bingo and delicious cupcakes as a well-earned treat.

A special shoutout to Ruben in Year 9, who played a key role in organising the event alongside Mrs Perry. Ruben took great pride in his role as Bingo Caller, keeping the energy high and the competition fierce!

A huge well done to all of our students who took part, and a heartfelt thank you to our parents and carers for their ongoing support. Here's to more great events ahead!



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Year 5 Visits to the Library

Throughout this term, we have welcomed several Year 5 classes from our local primary schools to our wonderful Library to spend a morning or afternoon celebrating all things book-related!

During the sessions, each of these classes have shared their views about reading and the importance of instilling a love of books and storytelling in children and young people. There were some fabulous contributions to discussions including how reading works to help us increase our vocabulary, the ways in which it supports good mental health, and how it encourages us to learn about different people, cultures, and perspectives.

Students then had the chance to work in teams to complete some fun and engaging library activities, including a book treasure hunt, a Wolfreton Canon research quiz, and a really tricky alphabet challenge. In addition to class visits, and in anticipation of World Book Day on Thursday 6 March, we hosted the inspirational Reading Ambassadors from Acre Heads Primary School who shared their passion for reading.

A number of Wolfreton students have supported these visits and have shared their love of reading and their school library with these classes. We are so proud of how these students represented our school, how they have engaged with all students, and how evident their pride in their school was throughout.

Thank you to all who volunteered their time to help.



World Book Day 2025

Read Your Way: The Wolfreton way!

On Thursday 6 March, Wolfreton students participated in activities to celebrate 'World Book Day.' We started the day by launching our 'Teacher Treasure Hunt.' The house challenge, designed by one of our house leaders, invited students in Years 7, 8 and 9 to find the teachers who had a sticker of a book from our Wolfreton Canon. During lessons, break and lunch it was up to students to find the mystery teacher! House points will be awarded to those taking part.

As well as the search, at break and lunch time, students also completed quizzes and World Book Day themed activities.

Across the day in the lessons of Year 7, 8 and 9, all teachers from across subjects took part in our challenge of 'A Story in a Day'. Research in education suggests that audiobooks may be an increasing trend, which encourages students to read. We therefore, trialled this across periods 1 to 5.

In English lessons, we welcomed students through our decorated doors and in Mastery Reading lessons, students enjoyed taking part in a Canon Challenge and a Library Treasure Hunt.



U14 Netball Team



Miss Kitchen writes:

What an incredible day it was for our U14 Netball team! The regional round at the English Institute of Sport (EIS) in Sheffield was a huge milestone for our girls, and we couldn't be prouder of their performance.

The journey to get this far was no small feat, and to be standing among the top teams was an achievement in itself. In fact, even the organisers referred to us as the “newbies” – but as I proudly told them, it had been at least 10 years since we’ve made it this far! We’ve come a long way, and it shows! We are now the 8th best school in Yorkshire!!

A special shout-out to Lily, who was named our Player of the Tournament. Her dedication, skill, and team spirit truly shone on the court. And of course, we can’t forget Grace, our outstanding team captain. She led by example throughout the competition, inspiring and motivating the whole team with her leadership and commitment.

A huge thank you to Annie as well, who stepped in as our official scorer for the day. Her support was invaluable, and she did a fantastic job ensuring everything ran smoothly behind the scenes.

This experience has set the bar high for our future matches, and we can’t wait to see what’s next.

Once again, congratulations to all the players, coaches, and support staff who made this achievement possible.

The Wofreton Way Newsletter

Curriculum Corner

What is your child learning this term?

At Wofreton, the purpose of our curriculum is rooted in our mission statement and core values. It has been designed to enable each individual to achieve and fulfill their potential, to prepare them to achieve success in the future and in their lives beyond school.

We believe in keeping parents and carers well-informed about what their child is learning as they make their journey through our ambitious, broad and balanced curriculum.

This year, we are publishing termly 'Curriculum Briefings' to ensure parents receive the most up to date summaries of each subject's content for KS3 and KS4.

Please click the links below to read the Curriculum Briefings for the Spring Term. Please see example below.

Year 7

[Year 7 Curriculum Briefing I](#)
[Year 7 Curriculum Briefing II](#)

Year 8

[Year 8 Curriculum Briefing I](#)
[Year 8 Curriculum Briefing II](#)

Year 9

[Year 9 Curriculum Briefing I](#)
[Year 9 Curriculum Briefing II](#)

Year 10

[Year 10 Curriculum Briefing I](#)
[Year 10 Curriculum Briefing II](#)

Year 11

[Year 11 Curriculum Briefing I](#)
[Year 11 Curriculum Briefing II](#)

Year 7	
What are students learning during Spring Term II?	
English	Growing Up Continued- Fiction and non-fiction over time periods. Poetry, autobiographies, presentations
Maths	Fractions and Percentages, Probability, Ratio and Proportion Continued - Convert fluently between fractions, decimals and percentages, language of probability, using fractions and decimals to compare proportions.
Science	1. Cells (Biology) Continued - Labelling, describing and explaining cell and organ function 2. Chemical Reactions (Chemistry) Continued - Types of reaction, pH scale and indicators 3. Energy (Physics) Continued - Conservation, conduction, convection and radiation
History	How was power challenged in the Medieval period? - King John and the Magna Carta, the Peasants' Revolt, the Hundred Years War.
Geography	Extreme Environments - Animal adaptations, Antarctica, Tropical Rainforests, mountain ranges and Mount Everest, hot deserts.
Religious Studies	Where can wisdom be found today? Continued - Christian denominations, controversial issues and how well religious teachings respond to these, Humanist teachings, world-wide shared wisdom.
French	Via Zone (My Area) - Talk about my city or village, give directions, ask someone to go somewhere
Spanish	Mi familia y mis amigos (My Family and my Friends) - Describing family, hair and eye colour and what other people look like.
Art	Art from other cultures Continued - Mexican Art and the Day of the Dead Festival - exploration of media, pen and pencil skills, clay skills, artist research and design skills.
Music	Stave Stories/Ukulele mini projects - Staff notation, stave lines and spaces, treble clef, chord block, playing in time and performing a chord progression.
Drama	Time and Movement Continued - Non-verbal communication, clear communication - facial expression, body language, gesture and movement.
Physical Education - Girls	Games - Football & Netball / PE - Gymnastics & Team Games - Practice of core techniques and skills, rules and decision-making, performance of movement in isolation, developing sequence
Physical Education - Boys	Games - Rugby & Football / PE - Badminton & Basketball - Practice of core techniques and skills, rules and decision-making, performance of movement in isolation, developing sequence
Computing	Python Edublocks - Use of tools to create complex shapes, use programming language to create shapes independently, use of IDE tools to bug fix programs.

Curriculum Corner

Year 11 Study Skills

The Year 11 Study Skills programme, delivered by form tutors, will continue to support students with their revision habits over the coming weeks.

On Monday, students will receive their third blank 'Revision Timetable' template.

Students will be encouraged to RAG (red, amber, green) rate subjects and topics before they start to fill in their timetable. This will help students prioritise their revision and focus on their areas that need the most time.

Students have now had lots of guidance about how to revise effectively, but we are still here to help! Please encourage your child to speak to their form tutor or their subject teacher if they need help with how to revise.



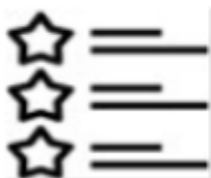
Step 1: Retrieve knowledge – assess strengths and weaknesses and decide what to focus on.



Step 2: Learn the knowledge/facts/key information about the area of focus.



Step 3: Apply the information – use the knowledge/facts to answer exam questions.



Step 4: Assess progress – has your revision worked?
If yes – move on.
If no – what do you need to do differently?

House Points

Rewards earned by each House since the start of the year:



192,995



205,330



195,689



205,103



198,621

**Total House
Points
997,738**

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Notices

Parent Survey Reminder

The deadline for completion of the Edurio survey has been extended to Monday 10 March 2025. The survey should take no more than 15 minutes to complete. Please note that it does need to be completed in one sitting. To complete the survey, please click on the link <https://edurio.com/poll/LoY5Bd> We are keen to hear your views.

Steady School Wear Update

Uniform is now available to purchase from Steady Schoolwear Central, 17 Savile Street, Hull, East Yorkshire, HU1 3EF. Uniform items are no longer available to purchase at their Holderness Road branch.

Arbor Lunch Account

Please can parents be reminded to top up their child's lunch account at the beginning of each week.

Key dates

Thursday 13 March ...Year 10 Progress Evening
Thursday 3 April ...Year 11 Progress Evening

Have your contact details changed?

If you have changed any contact details such as home address, mobile number, email etc. these 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.

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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.

What Parents & Educators Need to Know about

INSTAGRAM

AGE RESTRICTION
13+

WHAT ARE THE RISKS?

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

ADDICTION

Many social media platforms, including Instagram, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which comes the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into settings > Notifications > Posts > Likes > Off.

USE MODERATORS

Instagram Live has implemented a mechanic called Moderators, meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



The National College

Source: See full reference list on guide page 92. <https://nationalcollege.com/guides/instagram-2022>

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Design a National Book Token Competition

Get creative and design a National Book Token!

Share your creativity – and love for books and reading – by designing your own fabulous gift cards.

Your design should be on the theme of Read Your Way.

All entries should be produced on A4 paper using the template available from the library. Please ensure you provide your name, age, and school contact details, on the second page of the form.

Submit your entries to Mrs Gridley-Cranmer in the Library by Monday 31 March to be entered.

FIRST PRIZE wins:

£100 National Book Tokens for the pupil
£350 National Book Tokens for their school

SECOND PRIZE wins:

£50 National Book Tokens for the pupil
£200 National Book Tokens for their school