

The Wolfreton Way Newsletter

Issue 12

Welcome to Issue 12 of the newsletter. It is a pleasure to be updating you on another strong fortnight across the school. This week we are pleased to share with you our Year 10 Drama Trip, Tom's Talks, Treasure Hunt Winners and Sixth Form congratulations. I hope you enjoy reading what we have been up to. Have an enjoyable and no doubt well-earned weekend.



Year 10 Drama Trip

On Wednesday, 12 March our Year 10 Drama students had the exciting opportunity to attend a live performance of *Blood Brothers* at the Liverpool Empire Theatre. This trip was an integral part of their course studies, offering them a unique, firsthand experience of the play in preparation for their upcoming lessons.

The performance was a resounding success, leaving students eager to dive deeper into the themes of the play after Easter. *Blood Brothers*, set against the backdrop of England's social divides and class differences from the 1960s to the 1980s, provided invaluable context to their studies.

A special highlight of the trip was the chance to meet *Sean Jones*, who plays Mickey Johnstone, one of the main characters.

Students had the opportunity to ask him questions about his experience in the role and his journey as an actor. It was an inspiring moment for all involved!

We would like to extend our thanks to the students for their impeccable behaviour throughout the trip.

We look forward to more exciting opportunities for our Drama students in the near future!

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'Tom's Talks'

On Thursday of this week, we welcomed motivational speaker Tom Dickinson from 'Tom's Talks' into school to speak with all of our Year 9, 10 and 11 students.

After tragically losing his brother to suicide after a long battle with substance abuse and depression, Tom shared his personal experiences of the impact of drugs and alcohol upon his brother and family life, and the impact of grief and depression upon him as he struggled to cope with such a significant life event following his loss. Tom's personal story and talks of self motivation and resilience captivated students whilst promoting and encouraging our school value of 'Endeavour'.

Tom spoke passionately about breaking the stigma around mental health and encouraged our young people to talk openly about the subject and how to recognise those who are struggling and offer support.

He discussed a range of practical self-help strategies and advice to promote positive mental health amongst young people and shared the impact of social media in creating unrealistic expectations and developing a 'comparison' culture. Tom echoed many of the messages we share with young people through our work in school reinforcing the same messages but in a very raw and relatable way.

During the afternoon, Tom delivered workshops to a group of Year 10 and 11 students which encouraged students to think about their future goals and habits and routines they can implement now, which will help them to work towards achieving them. In the workshop Tom spoke about resilience, not being afraid to fail, about delayed gratification and controlling the controllables and so much more!



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Treasure Hunt Winners

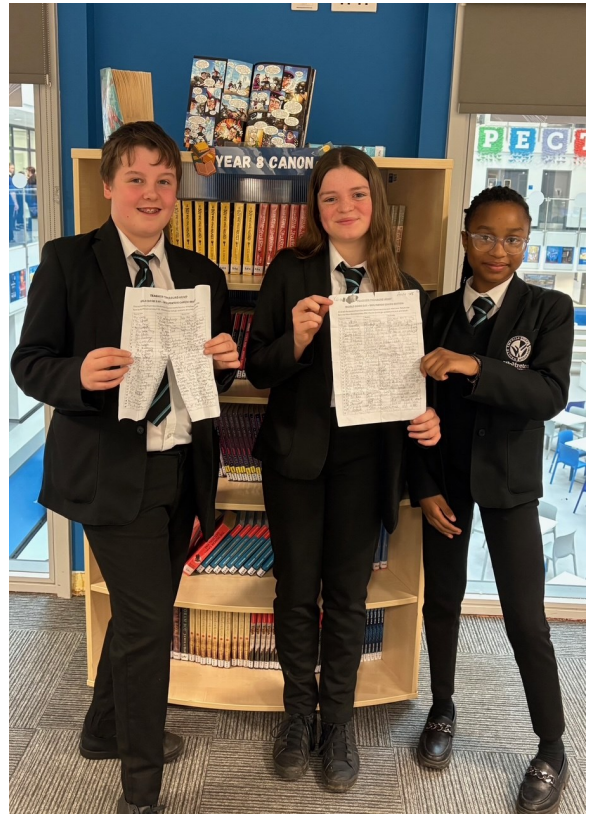
A huge congratulations to Oliver, Kalia, and Nicole for their winning entries in the Teacher Treasure Hunt!

These students showed exceptional enthusiasm as they embarked on a thrilling search throughout the school to find the thirty staff members adorned with a Wolfreton Canon book sticker.

As part of our World Book Day celebrations, this challenge has sparked some serious inspiration! Our students are now feeling motivated to pick their next book from the Wolfreton Canon. It's the perfect time to dive into a new adventure, explore exciting genres, and share our love for reading.

Well done again to our winners.

Happy reading!



Canon Reading Recommendation



The Goldfish Boy

Matthew Corbin suffers from severe obsessive compulsive disorder. He hasn't been to school in weeks. His hands are cracked and bleeding from cleaning. He refuses to leave his bedroom.

To pass the time, he observes his neighbours from his bedroom window, making mundane notes about their habits as they bustle about the cul-de-sac. When a toddler staying next door goes missing, it becomes apparent that Matthew was the last person to see him alive.

Suddenly, Matthew finds himself at the centre of a high-stakes mystery, and every one of his neighbours is a suspect. Matthew is the key to figuring out what happened and potentially saving a child's life... but is he able to do so if it means stepping out from the safety of his home?

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A Sweet Treat for 7AAY



Last week, 7AAY tutor group had a well-deserved treat to celebrate their amazing achievements.

As a reward for maintaining a positive attitude, including no negative comments, they were given some special free time during their tutor period.

The students enjoyed a hot chocolate and biscuits all shared with their friends. It was the perfect way to recognise their hard work and positive behaviour.

Congratulations and keep up the great work!

Attendance Matters at Wolfreton

We would like to take this opportunity to highlight an important new research report from the Department of Education titled '*The Link Between Attendance and Attainment in an Assessment Year.*' The findings of this report reinforce what we have always believed – regular school attendance is a key factor in student success.

Higher Attendance = Higher Achievement: Students with consistently high attendance are significantly more likely to achieve better results in their assessments. To quote the report 'At KS4, students who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in GCSE English and Maths, compared to students who only attended 90-95% of the time (relating to up to 2 weeks more time in school over the course of a year) This means missing just 10 days of Year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%'

We are in the middle of our 'Eggcellent Attendance' initiative, if students achieve 100% attendance for the last four weeks of this half term, they will receive a Cadbury's Creme Egg and 25 house points.

Thank you for your continued support in making attendance a top priority. If you have any concerns or need assistance in improving your child's attendance, please don't hesitate to reach out to us.

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Last week, our students took part in an innovative and fun virtual reality Bikeability session!

Over the course of an hour, they learned essential biking skills, including proper bike positioning, road safety, and how to make quick, smart decisions while cycling.

The session was packed with interactive challenges that tested their ability to stay safe and make the right choices in different biking scenarios. This engaging virtual experience not only made learning enjoyable but also helped boost confidence and build important road safety skills for the future.

We look forward to more exciting, hands-on experiences that empower our students with knowledge and skills for safe and confident cycling!

Further information regarding cycling safety can be found at the end of this Newsletter.



Year 7 Virtual Bikeability



Year 7 Rugby Team

We are thrilled to announce that our Year 7 rugby team triumphed in the first round of the Yorkshire Plate on Wednesday, 12 March.

Mr Marshall reported that the team gave an outstanding performance, securing a 26-8 victory over Archbishop Sentamu Academy.

The players showcased their dedication, teamwork, and

skill, making it an exciting match from start to finish. With each try and tackle, they proved their determination to continue on the road to victory in this prestigious competition.

Congratulations to the team for their hard work and commitment, and best of luck as they move forward in the tournament!

Keep an eye out for more updates as we follow their journey through the Yorkshire Plate.

Curriculum Corner

Teaching and Learning Focus: Retrieval Practice

During the summer term of the last academic year, all schools in The Consortium Academy Trust Community committed to adopting the guiding principles of our Trust Teaching and Learning Framework.

This framework reflects the best of the research-informed practices in education, and is used by our teachers to continually improve our ambitious curriculum, maximising learning and outcomes for Wolfreton students.

In this week's newsletter, we are focusing the framework area of **retrieval practice** at Wolfreton, supporting students with their learning and progress.

Retrieval practice actively involves recalling information from memory. The principle behind retrieval practice is simple – the more times a learner recalls facts, concepts or events from memory, the more likely it will be that the information becomes stored in their long-term memory.

Once the information is in the long-term memory, it can be recalled easily and applied in lots of different ways.

Most often, our students experience retrieval practice at the start of a lesson so the teacher can deal with any misconceptions before learning moves on. However, retrieval practice can occur at any point in a lesson where teachers need to check understanding before building on knowledge further.

Quick 6

- 1.Name two organelles that plant cells have but animal cells don't.
- 2.Do prokaryotic cells (bacteria) have a nucleus?
- 3.What's the role of mitochondria in the cell?
- 4.What's the role of chloroplasts in the cell?
- 5.Name an example of a metal
- 6.What do you understand by the term 'reactivity of a metal'?

Starter: 5 mins Timer, silence, independent

Last lesson	Last week
Identify the following inequality: 	Solve $x + 3 > 8$
Last topic	Last year
Simplify the following expression: $4d + 4c - 2d + 2c$	Expand $-2(3x - 9)$

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Curriculum Corner

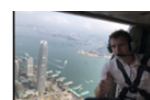
At Wolfreton, our subject areas have an approach to retrieval practice that best supports learning in their specialist area.

For example, Science lessons begin with a 'Quick 6' activity. Students are given six short answer questions where they have to recall facts they have learnt in previous lessons. In Maths, students are given four problems to solve which they learned about 'Last lesson; last week; last topic and last term'.

Retrieval practice could focus more on the application or use of knowledge. This example from a GCSE History lesson is challenging students to use increasingly wide-ranging knowledge to score more points. This wide-ranging knowledge helps to achieve the highest GCSE grades.



Talk like a Historian



Why did the relationship between the USA and the Soviet Union change during the Cold War?

Tell your partner your answer to the question. They will give you points for each of the keywords you **use correctly and explain** from the list below. Try to get as many points as you can. The maximum points available is 84!

1 point	2 points	3 points	5 points	10 points
Communism	Potsdam Conference	NATO	Brezhnev Doctrine	Glasnost & Perestroika
Berlin Wall	Hungarian Uprising	Prague Spring	Warsaw Pact	The Mujahideen
Missiles on Cuba	Marshall Plan	Olympics	MAD	Berlin Ultimatum
Capitalism	Berlin Airlift	Truman Doctrine	SALT I and SALT II	Carter Doctrine
Iron Curtain	Atomic Bomb	Yalta Conference	Cuban Revolution	Tehran Conference

For retrieval practice to have the most impact on progress, students MUST recall from their own memory. This sometimes puts them in what's called 'the struggle zone', meaning students will have to think hard and deeply to recall and use prior knowledge. It sometimes means that students will get something wrong, however that's part of the process! If a student does get something wrong, they will get feedback about *why* it's wrong. The correct information is then more likely to be stored in the long-term memory.

In a recent survey of our students, 91% told us that their teachers at Wolfreton planned activities to help them retrieve what they've learned. We are delighted that the majority of our students recognise that retrieval practice is happening in their classrooms, and we will continue to develop this essential element of learning further.

Please speak to your child about retrieval practice and how it helps them in the classroom.

Sixth Form

We are incredibly proud to share that on Saturday 8 March, Georgia, one of our Year 12 students took a selfless step to make a real difference.

Georgia donated an impressive 17.5 inches of her hair to The Little Princess Trust Charity.

Not only did Georgia give a generous gift, but she also raised an outstanding £600 through her JustGiving page, which will go towards supporting the charity's work.

Georgia would like to extend a heartfelt thank you to all the sixth form students and teachers who supported her, sponsored her, and helped make this donation possible. Your encouragement and generosity are deeply appreciated!

We couldn't be more proud of Georgia's courage and compassion in making such a positive impact in the lives of children in need.



THE CONSORTIUM
SIXTH FORM COLLEGE

WOLFRETON CAMPUS

House Points

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



213,037



226,959



215,141



226,106



220,925

**Total House
Points
1102,168**

The Wolfreton Way Newsletter

Notices

Searching, Screening and Confiscation Policy

The Searching, Screening and Confiscation Policy has been updated, please click the following link to access [836E32D407A7F6C865AB82B7D884914B.pdf](#)

Arbor—Lunch Account

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

Arbor— After School Clubs

If your child would like to attend an after school club, please register their details via Arbor/Activities /Clubs.

Key dates

Thursday 3 April ...Year 11 Progress Evening

Friday 4 April ...School Closes for the Easter Holidays

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.

The Wolfreton Way Newsletter

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about

FACEBOOK

AGE RATING
13+

With 2.9 billion users, Facebook, owned by the recently rebranded Meta, is the world's most popular social media platform. It encourages interaction with other people by (among other things) adding them as friends, reacting to or commenting on their content, sharing images and videos, posting status updates, joining groups and playing games. Facebook is free, and anyone over 13 can join – but with no age verification, younger children can easily create an account: it's likely your child is already familiar with the platform, even if they don't yet use it themselves.

WHAT ARE THE RISKS?

ADDICTIVE NATURE

Facebook's quick reward cycle of likes and comments on shared posts can be hugely addictive. It encourages users to keep returning to post things and increases FOMO (the Fear Of Missing Out), which leads to people checking the app even more frequently and finding themselves endlessly scrolling through content.

CYBERBULLYING

A 2021 Ofcom report found that around one in four UK 12–15-year-olds had been cyberbullied or trolled (intentionally antagonised online). On Facebook, this can happen through private messages (on Facebook Messenger), hurtful comments on their profiles and posts, pages or groups set up purposely to torment a victim, or exclusion from pages or groups.

FUTURE IMPACT

Like most social media platforms, anything posted on Facebook leaves a permanent 'digital footprint'. This can have future consequences for young people: many universities and employers, for example, now review someone's Facebook timeline during the application process.

CONTACT FROM STRANGERS

Just like in the offline world, there are people on Facebook with malicious intentions. Ofcom reports, for instance, that 30% of 12–15-year-olds have received a friend request from a stranger. This, sadly, can include individuals seeking to take advantage of impressionable youngsters.

OVERSHARING

Facebook encourages you to post "what's on your mind", but children should be wary of revealing too much about themselves online. Users can give away their location by checking in or using Facebook Live, for example, while some photos can also be traced using file data.

INAPPROPRIATE CONTENT

Facebook monitors and removes material like hate speech or extreme political views, while adverts on the platform are now forbidden from targeting under-18s based on their interests. Offensive content isn't always taken down instantly, however, so there's still a risk of children encountering it.

VIDEOS AND STREAMING

Facebook Live lets users stream video live to their friends or watch others' broadcasts. Viewers can comment in real time, which is problematic to moderate. Short, user-created clips called Reels can now also be displayed on profiles and feeds. These video features could contain unsuitable material or allow children to be coaxed into doing something on camera that they wouldn't normally do.

Advice for Parents & Carers

KEEP ACCOUNTS PRIVATE

In the settings area, you can choose whether a Facebook profile is public or private. By far the safest option is to switch your child's to private, so they can only interact with people who they are friends with on the platform. Facebook's settings can also prevent your child's personal information (such as contact details, school name or date of birth) from appearing publicly.

ENCOURAGE SAFE FRIENDING

Facebook can help your child to stay connected with the people and the things that they care about. However, it's important for them to understand that they should only accept friend requests from people who they know. The key questions to consider are "has your child met them in person?" and "do they know and trust them enough to feel comfortable accepting them as a Facebook friend?"

LEAD BY EXAMPLE

Let your child watch you using Facebook – this will demonstrate how it can be used safely and appropriately, reducing the risk of them encountering harmful content themselves. Teach them the habit of thinking before sharing anything online and try to follow the same rules that you set for them – so if you agree time limits on your child's Facebook use, then you should stick to them, too.

SAVVY SHARING

Make sure your child realises that what they share online with friends can end up being shared again by others. It's important that they think about what they share online and who they share it with. Facebook's 'Audience Selector' gives users the option to filter who sees what they are sharing, whenever a status is updated, photos are uploaded or anything is posted.

RESPECT BOUNDARIES

Once you've talked about Facebook safety with your child, give them some space and trust them to make smart choices. Make it clear, however, that you're always open to discussing social media if they need to. In the early stages, you could occasionally review your child's social media activity with them to put your mind at rest – but take care not to become reliant on checking it every night.

BLOCK AND REPORT

On Facebook, you're able to report harmful content and block particular people or groups so they can't contact your child or view their profile. Before they start spending serious time on the platform, show your child how these features work and explain why they might need to be used. Facebook's Bullying Prevention Hub offers advice on dealing with harassment on the platform.

Meet Our Expert

Alex Wright is a former Facebook employee and social media expert with more than 15 years' experience in digital media. He has worked with some of the biggest organisations on the planet and has a vast understanding of how social media platforms work and how they engage their audience.



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EAST RIDING
ROAD
SAFETY

TIPS FOR CYCLISTS



Be aware of what is happening around you.



Remember that large vehicles have blind spots.



Look well ahead for any hazards or obstructions.



Avoid riding or waiting in blind spots and overtake on the right hand side if traffic allows.



Always check behind before changing position.



Move ahead of vehicles to make yourself visible to the driver.

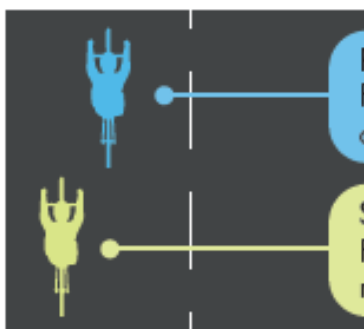


Signal before you turn and let other users know of your intentions ahead of time.



Use the correct road position to keep yourself safe and make yourself more visible.

ROAD POSITIONS EXPLAINED



Primary Position

Riding in the centre of the lane improves visibility. It's the best option to deter unsafe passes, particularly on slower urban roads.

Secondary Position

Riding further out avoids grids and debris. It gives you room for manoeuvre. A good option for faster roads.



EAST RIDING
OF YORKSHIRE COUNCIL

CYCLING SAFETY

Before starting out, make sure you are confident of your ability to ride safely on the road, obey the rules of the road and know the highway code.



✓ KNOW YOUR KIT ✓ STAY SAFE ✓ STAY LEGAL ✓ BE SEEN



EAST RIDING
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DISTANCE
MAKES THE
DIFFERENCE

