



# Woodlane High School

achieving success in a nurturing environment

## Murder Mystery at Woodlane

The Summer Term brought the reintroduction of whole school literacy lessons, where pupils from all year groups were mixed within one group; it was encouraging to see pupils benefiting from interacting in this way. The outcome was to build a foundation that will essentially develop their skills and understanding of ways to respond to a text for enjoyment.

In this unit, pupils explored reading for pleasure, evaluating different forms of reading and how these forms connect with readers. We introduced a whole school reader 'A Bridge to Terabithia' All pupils completed an extended writing piece, focusing on sensory descriptions to a magical place. We also completed a Murder Mystery. Pupils had to identify the murderer, time of the murder, the weapon and the motive, using skills of inference and logic that had been built upon during the unit. The top prize went to Mr Evans' Literacy group, (Amelia, Maisie, Agnes, Daniel, Myia, Scott, Ahmed, Arturas and Amire) who will be attending a Sherlock Holmes Escape Room in the 2nd week back in September.



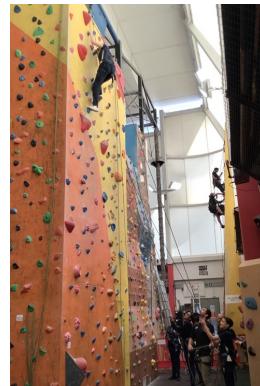
## Rock Climbing at the Westway

"I was so happy when Mrs. Jelen told me I was invited on the climbing trip with some other students from school. I've only been rock climbing a few times before and was extremely excited to go again with my friends.

We walked to the venue and it took us around 20 minutes. Once we arrived we were split into groups and we put on our climbing gear. I began climbing and successfully reached the top which was my favourite part. We had lots of safety ropes attached to us which made me feel safe. After that, I was really hungry and thirsty!

Once we finished climbing we got back together and walked back to school. I was worn out but I enjoyed it!

Written by: Chenai  
(10SP)



# Simple Science: Red Cabbage Potion

## You will need:

1 red cabbage  
Boiling water  
Spoon and syringe  
2 plastic pots  
Bicarbonate of Soda

Knife  
Glass bowl  
Clear jar or bowl  
Lemon juice



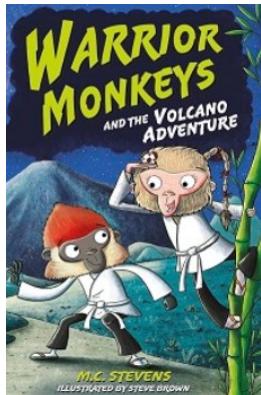
## Method:

1. Chop the red cabbage into small pieces.
2. Place it in a bowl and cover it with boiling water.
3. Leave the cabbage to soften in the water until the water becomes a dark purple colour.
4. Take the cabbage out of the bowl and put half the water into a jar or small bowl.
5. Pour the lemon juice into a plastic pot.
6. Spoon the bicarbonate of soda into a different plastic pot.
7. Allow your child to experiment with the colour changing properties of the red cabbage by adding the lemon juice and bicarbonate of soda into the cabbage juice to see the colour change.

### Guide for adults:

The cabbage water is a pH indicator – it has one colour when added to an acidic liquid and another when added to an alkaline liquid. The lemon juice is acidic (a low pH number), the water is pH neutral (around pH7) and the bicarbonate of soda mixture is alkaline (a high pH number).

## Summer reading suggestions

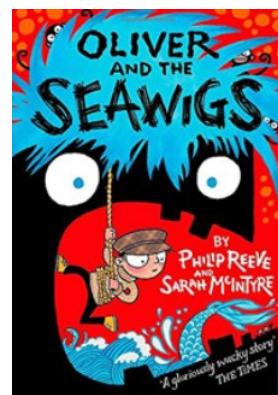


Warrior Monkeys and the volcano adventure By: MC Stevens, Steve Brown

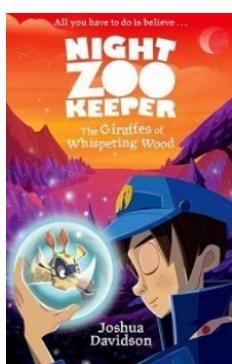
The Shanti Islands are under threat and the Warrior Monkeys are coming to the rescue! Could it be an old enemy seeking revenge on Senshi Castle? What is behind the strange clouds? The earthquakes? And the mysterious meerkats? Suki and Bekko must test their warrior skills to save their home and their friends from the deadly volcano. It's a race against time...

Oliver and the Sea wigs

By: Philip Reeve, Sarah McIntyre



Oliver is the son of explorers. After years of travelling to faraway places they decide that it is time to go home. But living by mysterious islands proves far too tempting for his parents. When they go missing it is Oliver who goes to the rescue, meeting new friends and battling with sea monkeys and villains along the way.



The Night Zookeeper

By: Joshua Davidson, Giles Clare, Buzz Burman

When Will creates a mysterious portal during a trip to the zoo, he's transported into the world of the Night Zoo and thrust into an incredible adventure. This immersive fantasy is a must for children who love magic or animals.

# Spanish Tapas Trips

Pupils in Years 7, 8 and 9 have had the opportunity to visit a Spanish Tapas Café: Tapas Revolución in Westfield. Here, they tried a traditional Spanish dessert of 'Churros con chocolate'. Most pupils loved the dessert and were able to give their opinion about it in Spanish. Ahmed in Year 9 said 'He loved the churros and would like to do another trip like this again!'. ¡Vamos a volver y comer!



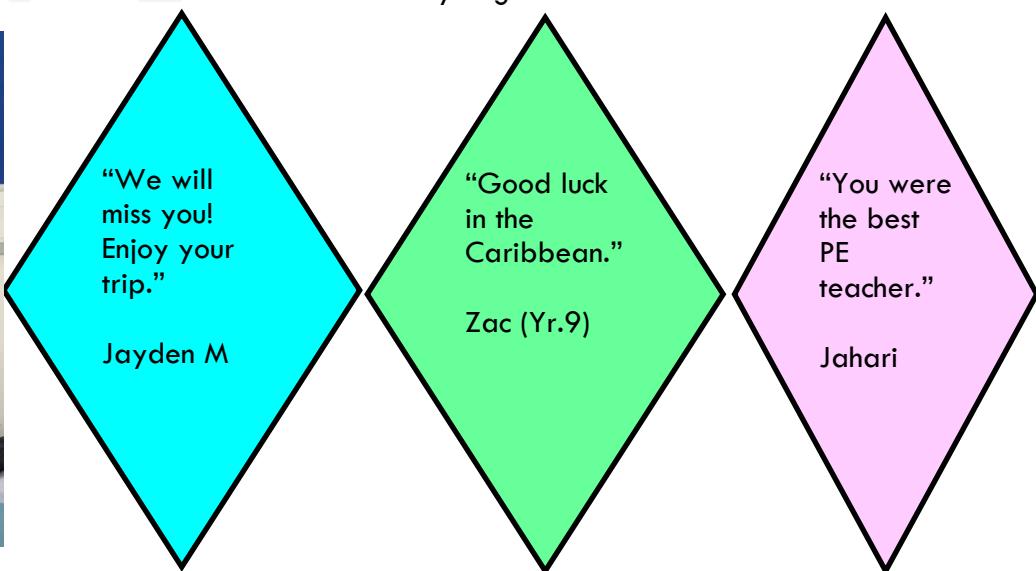
## Year 10 Food Technology trip to Kew Gardens

The Year 10 Food Technology class went on a trip on July 8th to Kew Gardens with Miss. Jermain. When we entered we went to explore the Trolls (Matt and Helen) that were made by Thomas Dambo. Later on, we went to the Palm House which is a rain forest climate which includes the world's oldest pot plant. After that, we walked around and sat on a big table and had lunch then we climbed up a tall building looking over the whole of Kew. We then went to the gift shop and left. Mandy kindly got us an ice cream as we went back to school.

Written by: Marwan (10SP)

## Goodbye Mr. Evans

And just like that Mr. Evans is leaving. He will be moving across the world to teach in a more sunnier location! Mr. Evans was a great member of staff to work with, he was respected by the pupils and put together an awesome Sports Day! We thank you for all your hard work this and are sad to see you go!



# Language and communication - holiday game ideas

Holidays are supposed to be fun, and what better way to support communication and language skills than playing games together!

Some of the skills games can help build include:

- Shared attention
- Turn taking
- Anticipating a turn and waiting for a turn
- Keeping an interaction going
- Negotiation with others
- Asking for help or checking/clarifying
- Following and giving instructions
- Question asking and answering
- Vocabulary and concepts (e.g. colours, same/different, describing words etc.)
- Memory, remembering things
- Emotional regulation, such as feeling excited or managing winning or losing etc.

## Word games when out and about

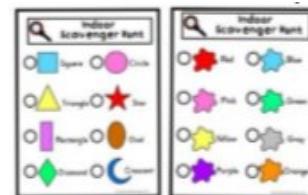
- 'I spy' and if letters are tricky, play it by describing things 'something that is round, bouncy and you can kick or throw it – a ball'
- Stop the Bus – choose 2-3 groups/categories to talk about such as food, countries, animals, names etc. One person says the alphabet and stops on a letter when their partner says, 'stop the bus!'. Both players have to try and name an item from each group beginning with the target letter e.g. 'c' – 'cereal, Croatia and Cameron'
- I went to the market... / I'm going on a picnic....

## Outdoor or park games examples

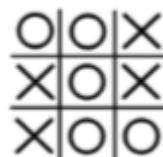
- Simon Says
- Musical statues
- Scavenger Hunts e.g. find 5 x green things, find 3 x things that spin, 2 x things that are transparent etc.

## Pen and paper game ideas:

Draw or make a list for a **scavenger hunt**, this can be things to find outside, indoors, in a book, in the supermarket etc.



Play **traditional** turn taking games like noughts and crosses



## Want a challenge?

Consider visiting this website for word games, some of which can help more advanced word learner [Word-Chain-Game.pdf](#) ([thinkingtalking.co.uk](#)); Free resources for schools and families - Thinking Talking

## Commercial games

Perhaps you already have some games at home. Here are some examples of communication and language skills that some games help to build on.



Playing cards, use them to play games like snap to build on:

- Shared attention and turn taking
- Concepts, such as same/ different and number recognition



Dobble and similar games build on:

- Shared attention
- Identifying things using concept words e.g. 'same' or 'different', 'big' or 'small' etc.

Guess Who builds on:

- Question asking
- Describing words
- Opportunities for checking/clarifying



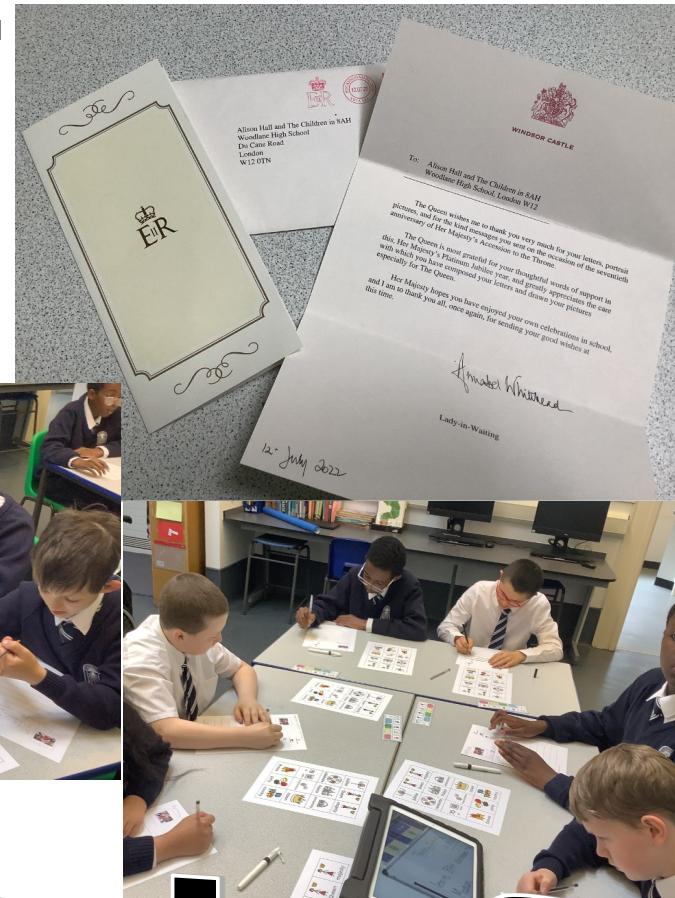
Games like UNO help build on:

- Shared attention and turn taking
- Coping with disappointment and emotional regulation e.g. getting a reverse or having to pick up extra cards



# Queen's Platinum Jubilee

In the build-up to the Queen's Platinum Jubilee, the children in 8AH used their form time to write letters to the Queen to congratulate her and also included portraits of the Queen to commemorate her 70th year on the throne. The children worked really hard on these portraits and thought carefully about what to include in their letters and were thrilled to receive a response from the Queen's Lady in Waiting thanking them. They were especially thrilled by the card from the Queen herself!



# Masterchef

This half term, Woodlane pupils have been taking part in a competition to see who our cooking stars are! In Round 1, Key Stage 3 were busy making bruschetta. Nurture class made crisp bread-toppers and Key Stage 4 made spaghetti bolognaise.

The competition was fierce and pupils were bringing their skills into the kitchen! Our semi-finalists after the first round were:

Nurture: Farah, Daniel and Siham

Key stage 3: Tiffany, Theo, Jack, Arturas and Summer

Key Stage 4: Marwan and Chenai

Pupils then got the chance to go back into the kitchen to cook again for a semi-finalist place in the competition. Working tremendously hard and showing off their skills, the final prizes go to:

Nurture:

**Daniel**

Key Stage 3:

**Tiffany**

Key Stage 4:

**Marwan**



## Well Done everyone!

## Attendance Update

At Woodlane we feel that pupils should be attending school regularly in order to get the most out of their education. All pupils should be aiming for 98% attendance with the expectation that they will also arrive on time for school everyday.

'All for One' gift cards have been awarded to all pupils who have managed to achieve an **outstanding 100% attendance** this term. This is particularly impressive during Covid! These pupils are:

### KS3

Sihaam	NC
Daniel	7PB
Maael	7PB
Morgan	9NM
Amire	9NM
Zak	9MU

### KS4

Jeremiah	10SW
Kieron	10SW
Marwan	10SP



### Ingredients

- 1  $\frac{1}{3}$  cup sugar
- $\frac{2}{3}$  cup cocoa
- $\frac{1}{3}$  cup cornflour
- pinch of salt
- 4  $\frac{1}{2}$  cups milk
- 3-4 tablespoons butter
- 1 teaspoon vanilla

### Method:

- 1) In a saucepan, combine sugar, cocoa powder, salt, and cornflour. Mix well.
- 2) Add in cold milk, whisk until combined.
- 3) Increase heat to medium, stirring constantly until mixture reaches a boil.
- 4) Allow mixture to boil for 1 minute while stirring constantly. Remove from heat and stir in butter and vanilla.
- 5) Allow mixture to cool completely, stirring occasionally to avoid a skin forming on the pudding.

Serve chilled or warm.



# Sports Day

Woodlane held its annual sports day on Friday 1st July. Under the calm skies, students were given the opportunity to compete in a variety of events including a 100m sprint, long jump and a basketball shoot-out to name but a few.

Split into three teams, students donned their team colours and set about competing against one another to try and accumulate points for their teams. After a morning of competition, played out in high spirits, the Blue team held a 35-point lead.



After break, students were motivated to compete in the Long Jump, Egg and Spoon race and the Bean Bag toss. Richard and Greg, as hard as they tried, could not beat Tafari's longest jump!

Tug of War was a popular hit amongst the students who all tried their hardest, but maybe not quite as hard as Ms. Jelen who gave her all as the rain came down!

As the rain cleared, students headed back to school for lunch with the Red team having stolen the lead!



During their PE lessons, students this term have been given the opportunity to contribute to the sports day planning and created Blitz Ball! With lots of practice in PE, Blitz Ball was played by all with impressive skill and a determined attitude.

After a long day of activities, the Red team were the overall winners.

Before Sports Day, students were asked to try their best and to have fun. ALL students can be extremely proud of how well they conducted themselves throughout the day! A truly fantastic effort from everybody. A big thank-you to Mr. Evans and Kevin for organising such a brilliant day for the pupils to enjoy!

Well done Woodlane!



# Assertiveness: learning to stand up for ourselves

Assertiveness skills are very important in every part of life— they are the skills that help us to stand up for ourselves without being aggressive or letting others walk all over us (being passive). These skills are particularly important as your child moves onto college and into the world of work.

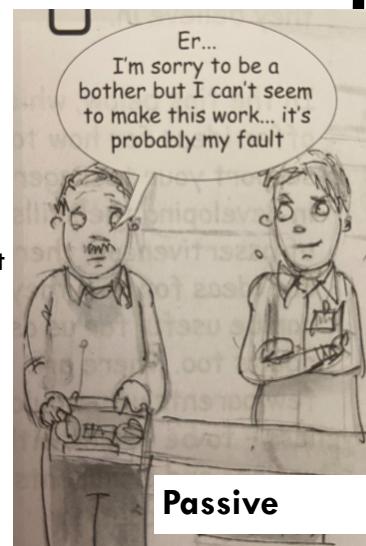
Assertiveness skills help our children and young people to keep themselves safe, to resist peer pressure, to deal well with conflict and to stand up for themselves and what they believe in.



Our responses to types of situations will vary, but generally fall into three categories— passive, aggressive and assertive.

**Passive behaviours** include ignoring a problem, giving in (saying yes when we really want to say no), putting yourself down, hesitating, apologising, stalling. The problem with passivity is that it often leaves us seething with resentment and feeling disappointed with ourselves. When we are passive we let the other person ‘win’ while we lose out.

Aggressive behaviour is when we shout, make demands, threaten or frighten the other person. Sometimes aggressive behaviour ‘works’, in that we get what we want, so we might consider ourselves the ‘winner’, but this will be at the expense of the other person, the ‘loser’. The problem with aggressive behaviour is that the ‘loser’ is likely to become defensive and more entrenched in the opposite position, causing more harm to both people involved.



**Passive**

This radio is rubbish! I better get all my money back or their will be trouble.



**Aggressive**

**Assertive behaviour** is behaviour which allows us to be honest and confident, to stand up for ourselves, say what we mean and mean what we say, without hurting other people’s feelings. It offers a different way of dealing with difficult situations and problems. Unlike aggressive or passive behaviours it aims to find the best outcome for both people, a ‘win-win’ situation. It involves respecting the other person’s needs and feelings, but not at the expense of your own.

## Ways to help your child be more assertive:



**Assertive**

- Model assertive behaviour in everyday life
- Role-play different situations at home that they find difficult
- Teach your child that their rights are as important as anybody else’s— in the family, at school and with their friends
- Make it ok and normal to think differently from others— we can disagree with other people with being disagreeable!
- When watching TV or movies, talk about how people respond to different situations— passive, aggressive or assertive. Talk about what they might have done instead and what the consequences might have been.

# Houses of Parliament

This half term, Year 9 pupils had an online session with the education team at the Houses of Parliament. They were also joined by Lord Touhig, a member of the House of commons! The pupils learnt through story-telling and rhyme about the different rooms within the Houses of Parliament and the Houses of Commons. They also learnt about their local MP, Andy Slaughter, and how to contact him / how he can help them.

The pupils then had the opportunity to ask questions – and asked they did! They did not hold back and asked some really interesting questions, such as:

'How is the government going to support young people and adults with additional needs, like themselves?'

'What is being done to help with the current rise in prices for items?'

The Education team and Lord Touhig were really impressed with the pupils, so much so, they will be coming to visit Woodlane in the Autumn term to learn more about the work we do at Woodlane and meet the pupils face to face. Well done year 9!



## Superbloom at the Tower of London

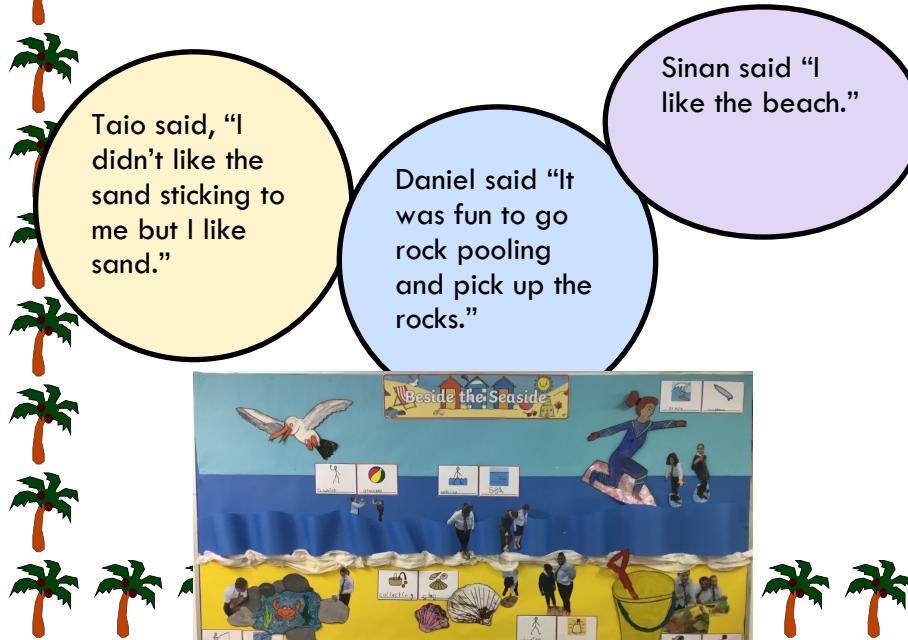
As mentioned in the previous newsletter, Woodlane participated in the Superbloom, which was celebrating the Queen's Platinum Jubilee. The pupils who attended this trip took time away from their break times to come and help Mrs. Jelen plant seeds around the school, although, I have to admit that our seeds have not even come close to the spectacular plants filling the moat at the Tower of London, pupils were able to walk around the moat looking at all the different types of British wild flowers. We then had the opportunity to slide down an enormous slide into the moat. From there, we went inside to explore the Tower, climbing the walls and peering out the great city of London. The line up to get inside to see the crown jewels was not what we wanted, but all the pupils waited patiently and were thrilled when we went inside and saw the jewels with diamonds the size of kiwi fruit, as one pupil remarked!

What a great day out exploring the rich culture and heritage of London and the monarchy. Well done everyone!



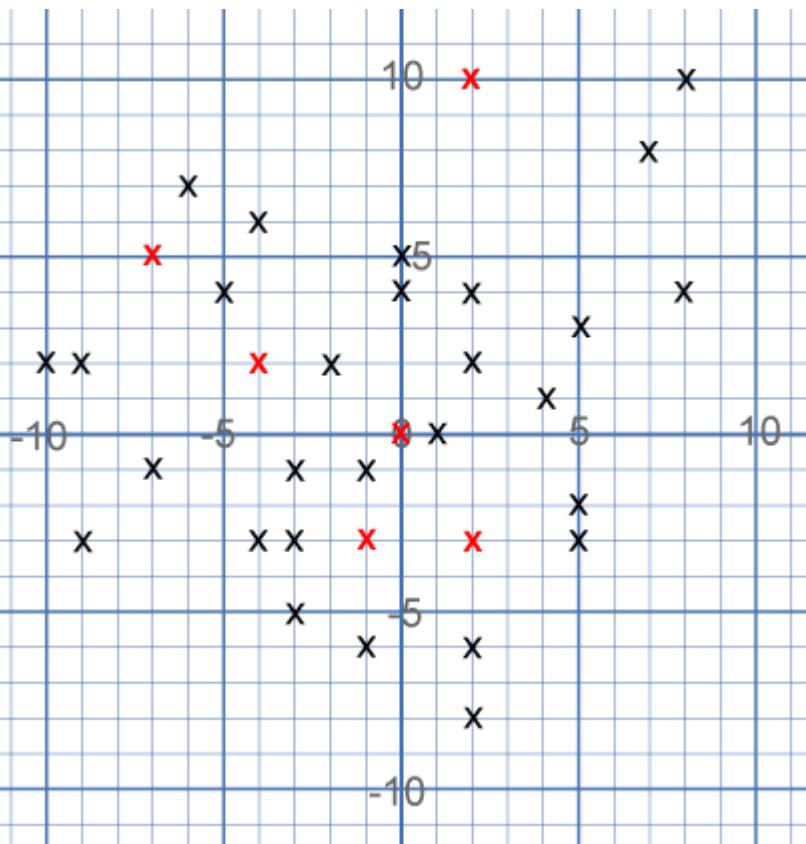
# Beside the seaside with Nurture

As an entry point into our **Beside the Seaside** topic, Nurture Class explored their own seaside in the sensory garden. There was sand, sea, beach games, rock pooling and even surfing! We had lots of fun and learned lots of seaside vocabulary to help us in the rest of our topic. We made a fantastic display too!



## Maths at home: Ten hidden squares

On the graph below there are 34 marked points.



These points all mark the vertices (corners) of ten hidden squares.

Each of the 6 red points is a vertex shared by two squares. The other 28 points are each a vertex of just one square.

All of the squares share at least one vertex with another square.

All the squares are different sizes. There are no marked points on the sides of any square, only at the vertices. (There are two near misses!)

**Can you find the ten hidden squares?**

# How do I deal with anxiety?

SEN Magazine Written by: Jason Power and Jo Stevens

Experiences which reduce an individual with ASD's ability to maintain wellbeing and manage anxiety can happen for a range of reasons. Some research has found that 65% of adults with ASD may also have an associated mental health issue, such as anxiety or depression. However, there are ways of promoting greater levels of wellbeing and reducing the everyday impact anxiety may cause. This may in turn prevent more acute difficulties from developing in the future.

## 1) Develop greater personal understanding by keeping a mood diary

It can be helpful to understand the triggers for negative thoughts and feelings. For children with ASD, sources of difficulty may include social situations, dealing with an unexpected event or sensory overload. If pupils can, they should write about certain situations and how these made them feel to help them gain a better understanding of how the situation made them feel.

Adults living and working with children with Autism need to be 'detectives' to identify causes of anxiety. Preventative strategies include using explicit language supported by pictures and symbols to help children understand any changes in routine and upcoming events.

## 4) Find ways to relax

Someone with ASD may find relaxing very difficult, but using a special interest, enjoyable activity or relaxation technique in their daily routine can help. If you know a particular situation is coming up which may cause distress, factor in more time beforehand and afterwards to help your child recover.



## 2) Create a wellbeing or anxiety plan

Having identified possible sources of difficulty, create a wellbeing or anxiety plan. This is a list of things and situations that cause anxiety and distress as well as solutions and strategies you can use to help your child manage their feelings. Use this plan to monitor whether a strategy is working or not. Over time, you can add new solutions and strategies.

## 3) Taking care of yourself using the 'emotional toolbox'

An emotional toolbox represents a collection of tools or strategies designed to help people deal with negative emotions. Some tools might include going to a quiet place, doing exercise, reading. Come up with a list of things that you can do for a quick mood boost, including any that have helped in the past. For children, helping them feel good about themselves and their abilities will enable them to develop resilience and cope with the ups and downs of daily life. Focusing on and praising effort and attitude will help to build a child's self-esteem. Adopting a small-steps approach to activities or goals will also encourage success.

Anxiety in Autistic children can present in a variety of ways. Difficult social situations and sensory environments can increase stress and increase anxiety for autistic people. Another significant cause of anxiety is a sense of being misunderstood and/or not accepted by non-autistic people. To 'fit in' and not be seen as different, autistic people might mask or camouflage. This can increase anxiety and have a negative effect on their mental health. Keeping positive and showcasing to your child what they can do, what they are good at, will help build their resilience and self-esteem.

# Wellbeing Award

The Wellbeing Award was successfully achieved in May. We are very proud of the school's achievement and dedication our staff have to our pupils mental health and well-being. Here are some of the comments from the award verifier.

"The school feels welcoming and friendly. Colleagues and students acknowledge each other (and Award verifiers!) and interactions are kind and thoughtful. I was impressed by the confidence and openness shown by the students during my conversations with them. Kindness and wellbeing are enshrined in the school's values and these messages are clearly replicated around the school."

"Staff are very knowledgeable about all their students, their needs and the factors that might affect their wellbeing. Behaviour, anti-bullying and other policies are very much concerned with what lies behind behaviour and in helping children to manage and regulate their own feelings and actions. Students are clear about rewards and sanctions and understand and value the various tools available to help them manage and support their own wellbeing."

A BIG thank-you to all staff for such an achievement showcasing what Woodlane does so well.



## Art Theme Day



On Tuesday 28th June we had our annual Art theme day at Woodlane. The focus in the morning sessions was a whole school effort to update and improve the displays, in both corridors and classrooms. Students enjoyed being given this responsibility and really rose to the challenge.

After break there were lots of fun activities including, African Art, Celebrity portraits, the Doodle challenge, Art games and Arabic calligraphy.

Congratulations to 8SI for their whole class effort making them the winners of the pizza and movie prize!



# TFL workshop with Year 8s



Transport  
for London

All Year 8 pupils took part in a Transport for London workshop. They worked with William from TFL Education department. They looked at a range of different transports and how to access them, including using a ZIP/freedom pass.

The pupils then took turns to roleplay how to travel safely on different modes of transport and the dangers that can happen when travelling.

The pupils then had an opportunity to ask questions and play some games linked to travelling in London. As a lot of our pupils at Woodlane have transport as an interest, the Year 8s really enjoyed this session and learnt while having fun!



## Citizenship Event – Year 7s

Written by the students in Year 7

We went to a Citizen's event for children held at St Paul's Girl's school in Brook green.

First, we divided into three groups and had to make up a name for our groups, Four Kings and a Queen, Sea Horses and Cheeky Tigers.

There were seven stations to go to, the favourite trying on Riot Helmets, Police hats and Protection Vests and asking lots of questions. Maisie and Myia enjoyed this activity stating '**dressing up was so much fun.**'

Morgan and Theo said '**We liked playing the part of Train and Bus drivers checking everyone had oyster cards to continue their journey!**' Did you know all buses have sixteen CCTV camera's?

We learnt a lot of lessons on keeping safe,  
Theo said '**I know how not to get robbed now,**' Agnes learnt '**what to do if there's a fire**' and Daniel said '**please don't jump out of the window!**'  
Tamia knows the important numbers to call in an emergency, '**only 999 if very serious, 121 for other things like your bike been stolen.**'  
Ryan said '**I found it interesting learning about jobs of the Police and what they do.**'

All Year 7s had a great time and carried on the day having a picnic and activities in the nearby park.



# The trip to the Olympic park

Written by 8SI

My class, 8SI, went on a trip to the Queen Elizabeth Olympic park in Stratford, East London. The London 2012 Olympics were held there and in celebration of ten years since the games, lots of events / activities are taking place there. We planned to follow the legacy trail that would take us around the park to different venues where the events took place. We planned our journey there and outlined where the different venues were and how long it would take us to complete the trail.

First a bit of history from Rowan and Tiffany: "The first Olympics was hosted more than a hundred years ago, before Mo Farha's birth, in 1897. It takes place every four years and is hosted by a different country each time. The park is now most famous for its swimming stadium, London Aquatics Centre, and the main stadium which is now home to West Ham United".

On the day we walked to the station and took the central line to Stratford and then walked to the park. It was very noisy and warm on the tube... some of us had a nap!

When we arrived to the Elizabeth Olympic park, first stop was the ArcelorMittal Orbit. Allen was really impressed "What I enjoyed in the Queen Elizabeth Olympic park is the ArcelorMittal orbit, it has many shades of colours and contrast. The slide looks really cool too! It is one of the UK's tallest sculptures and made of 35,000 bolts and enough steel to make 265 double-decker buses!!"

Next stop was the London Aquatic centre which hosted the swimming and diving events during the 2012 Olympics. Scott loved the Aquatic centre. Here is what he said "it was such a fun to watch lots of people swimming and diving. The main pool is 3 metres deep and 50 metres in length. The diving pool has platform boards at heights of 3 m, 5 m, 7.5 m, and 10 m and three 3m springboards... it was really inspiring and I wish I had taken my swim gear with me, I wanted a go!"

Tengis was also thrilled with Aquatic centre "When we went to the Aquatics Centre and saw people swimming in the pool, and kids swimming in children's pool, I could imagine I was swimming. It would've been so much fun!"

After the Aquatic Centre we went to the stadium where the Opening ceremony and Athletic events took place during the 2012 Olympics. We were not allowed inside so admired it from outside, it looked so big!

Lev was more impressed with the stadium as he is a big football supporter, and as part of the legacy of the games, West Ham United move from their former home, the Boleyn Ground to the Stadium in 2016. During match days the park gets really busy.

After all that walking in the sun, everyone was hot and we needed a place to cool down and have lunch. We found the perfect place... The Water Labyrinth in the south of the park was perfect!

Nicole and Jaylen loved everything and absolutely enjoyed the splash time at the end of a trip "Was so much fun getting wet and splashing everyone". By the end of the trip we were all very wet but happy as we loved the day out.



# Message from the Head

We have continued to work our socks off to raise pupil progress and outcomes to our outstanding pre-pandemic levels. By using a combination of quality teaching and learning, targeted interventions and recovery lessons we have continued to make significant improvements. At the start of the next academic year we will update our School Self-Evaluation to reflect our big strides. I am delighted to inform you we are nearly there! Thank you to the entire school community for your commitment, hard work and support.

As a school committed to building on our success, rather than settling, we have also been making wider changes and developments to our everyday practice. One area of focus has been the timetable, which following consultation, has been slightly changed to introduce a dedicated registration session at the start of each day and ensure the first period of the day is the same length as the other 5 periods. The school will continue to open to pupils from 08.00 for breakfast club, where any child can gain a breakfast free of charge. Your child will now formally start school at 08.45 and finish at 15.15. Clubs will run each day until 16.00 (pupils will need to sign up), these will also remain free of charge.



Pupil transportation have been informed of the changes, however, we strongly recommended you ensure the information has reached your child's particular driver/escort in advance of the new term.

## Our new timetable for September 2022:

V1	8.45-8.55	8.55-9.10	9.10-10.00	10.00-10.50	10.50-11.05	11.05-11.55	11.55-12.45	12.45-13.35	13.35-14.25	14.25-15.15
MONDAY	Registration	Assembly								
TUESDAY	Registration	Tutor								
WEDNESDAY	Registration	Assembly								
THURSDAY	Registration	Assembly								
FRIDAY	Registration	Tutor								

We have also reviewed our pupil reporting practices and as a result we will be changing how we report to parents/carers. The aim of the changes is to improve the information you receive on your child's progress. Termly Pupil Progress Reports will be issued to parents at the end of each term. Progress Reports will replace Annual Subject Reports. Progress meetings, with teachers, will take place in school at the start of the Spring and Summer Terms.

## Our new Pupil Progress Report template:

Woodlane High School			
Pupil Progress Report 2022-2023			
Details			
Term			
Pupil			
Tutor Group			
Behaviour and Attendance (year to date)			
Mega Awards			
Office Referrals			
Attendance			
Key – Assessment Data			
English	Exceeding expected progress		
Maths	Meeting expected progress		
Science	Below expected progress		
Art			
Computing			
Design Technology			
Geography			
History			
Languages			
Music			
PE			
PSHE			
RE			
Key – School Values			
Outstanding			
Good			
Requires Improvement			
School Value		Tutor Assessment	
Achievement			
Attendance			
Effort			
Honesty			
Independence			
Kindness			
Resilience			
Respect			
Tolerance			

Following a turbulent couple of years, we feel it is time to increase face to face meetings with parents, therefore it should be noted that from September 2022 our default will once again be in person Annual Reviews, meetings, workshops etc. wherever possible and when safe to do so.

It is the time of year when we celebrate **Woodlane Pupil Awards** to recognise significant improvement and contribution to school life. This year's wonderful winners are:

- Role Model Award – **Rhianna P.**
- Most Improved Literacy Skills Award – **Sara**
- Most Improved Numeracy Skills Award – **Jahari**
- Hard Work and Effort Award – **Ahmed**
- Most Improved Behaviour and Social Skills Award – **Marwan**
- Independence Award – **Lev**

Winners have received a gift voucher in the range of £20-£50, they will also have their names engraved on a trophy, so their efforts go down in Woodlane history!

Thank you Mrs Jelen for our informative Summer Term newsletter. I do hope parents/carers find its content useful. Wishing everyone a superb family summer, I look forward to seeing you all in September, when school starts for Year 8 – Year 11 on Tuesday 6th September 2022.

## **Woodlane High School Term Dates 2022/23**

### **Autumn Term 2022**

<b>INSET:</b>	<b>Thursday 1st and Friday 2nd September – Staff only</b>
<b>Term begins:</b>	Monday 5th September – <b>Year 7 only</b>
	Tuesday 6th September – <b>Whole School</b>
<b>Half Term:</b>	Monday 24th October – Friday 28th October (inclusive)
<b>Term ends:</b>	Friday 16th December <b>at 1pm</b>

### **Spring Term 2023**

<b>INSET:</b>	<b>Tuesday 3rd January – Staff only</b>
<b>Term begins:</b>	Wednesday 4th January
<b>Half Term:</b>	Monday 13th February – Friday 17th February (inclusive)
<b>Term ends:</b>	Friday 31st March <b>at 1pm</b>

### **Summer Term 2023**

<b>INSET:</b>	<b>Monday 17th April – Staff only</b>
<b>Term begins:</b>	Tuesday 18th April
<b>May Day:</b>	<b>Monday 1st May Bank Holiday</b>
<b>Half Term:</b>	Monday 29th May – Friday 2nd June (inclusive)
<b>INSET:</b>	<b>Friday 9th June – Staff only</b>
<b>Term ends:</b>	Friday 21st July <b>at 1pm</b>