



Woodlane High School

achieving success in a nurturing environment

Sports Day



On Thursday 6th July, Woodlane High School held its annual sports day. The day was split into a morning session where students competed individually in groups of 10 and then an afternoon session where students competed as part of their team, representing a colour.

The morning session consisted of a range of different activities, including your more traditional events, such as; running races, javelin & long jump. It also included; a fancy-dress race, penalty shootout and target throwing activity. With the fancy dress race being a hit with the students and staff alike.

The competition between students was brilliant to see, with lots of encouragement being offered as well. There were lots of worthy winners and students can be proud they tried their best.

Just before students had lunch, there was enough time for the staff fancy dress race, loudly cheered on by the pupils. Kevin secured 1st place and Saliha a close second. A notable mention must also go to Sarah W, Molly, Chloe, Demi and Zach for participating.

The afternoon session was just as fiercely contested with students pitted against each other in; Moonball, relay races and Tug of War. The results meant that the winning team would be decided by a best of 3 Tug of War match between the Red and White team. The white team stormed it a 1-0 lead, however it would be the red team crowned the winners after winning 2-1.

A big well done must go to all the students for the amazing effort and sportsmanship they displayed throughout the day! And a BIG thank-you to Mr. Entwistle for organising the day!



Year 7 Transition: how did the first year go?

Moving to a secondary school is a major step for most pupils and can also be a difficult transition process. However, the Year 7 pupils have settled into Woodlane really well. They have been extremely busy with all the learning and activities that they have been taking part in. Here are pupils' views on how the year went.

Let's hear from some of the Year 7's themselves...



Jayla – I am really proud of all the merits I have earned this year.



Dalila – I have enjoyed taking part in all the theme days. We get to do lots of different activities and learn different skills.



Hamza – Year 7 has been a good experience. In the beginning it took some time to understand routine and learning the names of the teachers. I really like that I have lots of friends.



Faiza – I have enjoyed my English lessons with Ms Jermain because I like writing in paragraphs.



Alice – I like the support I get from my friends and the adults in the class such as Reece, Susan and Miss Hirani.



Marwa – Year 7 has been a positive experience. I really enjoyed choosing our own recovery enrichment lessons as I got to be part of Ms Cullen's Kitchen activity where we made lots of treats. I really enjoyed the reading for pleasure theme day as we took part in a Harry Potter game.

Well Done Year 7!

Simple Science: Sand Filter

You will need:

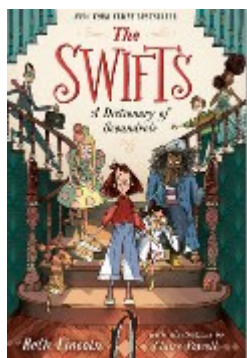
Medium sized-rocks
Small rocks
Coarse sand
Fine sand
Cotton (you can also use a cotton ball)
Coffee filter
Twine
Duct tape
Large mason jar
Plastic water bottle (we used a smart water bottle)
Dirty water
Scissors

Method:

1. Cup off the bottom of the bottle with scissors. You can make the filter as tall or short as you like, but the taller the filter, the more effective it will be at removing particles from the water.
2. Tie a coffee filter onto the top of the bottle with string. Place the bottle upside down in the mason jar and tape in place (you might not have to tape it).
3. Stuff a piece of cotton into the top of the bottle. Layer the other materials as follows:
 - Fine sand
 - Coarse sand
 - Small rocks
 - Larger rocks
4. Fill a cup with the dirtiest water you can find. Pour it into the filter. Watch as the filter works its magic and cleans the water!



Summer reading suggestions



The Swifts: A Dictionary of Scoundrels

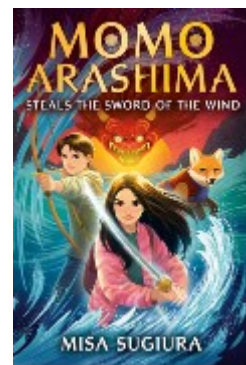
By: Beth Lincoln, illustrated by Claire Powell

The birth of each child in the Swift family means a visit to the Family Dictionary to be named and defined. Shenanigan usually lives up to her namesake, but when someone dies at a family reunion, she is determined to find the killer and no longer be defined by her name.

Momo Arashima Steals the Sword of the Wind

By: Misa Sugiura

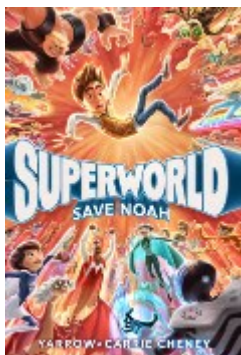
Momo's mother tells her magical stories of goddesses and evil spirits, which she doesn't believe until a monster attacks her publicly, and a talking fox comes to her rescue. After that, everything goes from completely ordinary to surreal as she learns her mother's stories are true and that she is half human, half goddess.



Superworld: Save Noah

By: Yarrow Cheney and Carrie Cheney

There are typically only one or two superheroes in most stories. However, in Superworld, Noah is the ONLY person who didn't get a superpower after a meteor hit the earth five years ago. Talk about being unlucky. Can he stop the city's villains as a regular kid?



Nutrition and hydration for children and young people with complex care needs

The food and drink that we consume plays a vital role in our health and wellbeing, including how we function and feel. This is especially true for children and young people with complex care needs as they are growing and developing.

What does good nutrition and hydration look like?

Good nutrition and hydration goes beyond eating an apple and drinking a glass of water. To ensure children and young people remain healthy, they need a varied diet with a healthy balance of:

Carbohydrates: This provides energy for basic human functions such as breathing, circulation, producing hormones and new tissue.

Protein: Found in dairy products like milk, eggs and cheese, as well as meats and fish, protein is important in assisting the body to replenish or repair cells and tissue.



Vitamins: Vital in supporting the absorption of energy from foods, blood clotting, and developing a strong immune system. The best way to get vitamins is from a wide variety of fruit and vegetables.



Minerals: Minerals like calcium and iron support us to maintain healthy bones, teeth and transport good levels of oxygen through blood cells. Milk products provide calcium and leafy spinach is full of iron.

Fibre: What goes in, must come out. Fibre is the body's key to removing waste products via the bowel. Nuts, seeds, wholemeal foods, fruit and vegetables are typically high in fibre.

Water: Water is the main chemical component of the human body. Without it, our bodies can't complete the functions we need to live. This includes digesting food, absorbing nutrients, maintaining brain function, controlling our temperature, removing waste products, avoiding infection and blood circulation.

Signs of malnutrition	Signs of dehydration
Muscle weakness Extreme tiredness Increased infections Constipation Lack of energy Gaining or losing weight Changes in behaviour Poor wound healing	Tiredness Headaches Lack of concentration Feeling thirsty Dry mouth, lips, eyes Dark and strong smelling urine Lightheaded and dizziness

Children and young people with complex care needs sometimes have poor nutrition or are at risk of dehydration due to health conditions, medications or illness. Children and young people can sometimes develop food aversions, which is an intolerance to certain textures, flavours or food groups. This can limit the variety of foods consumed and cause a deficiency in nutrients, vitamins and minerals.

If you need support with your child's diet and health related needs, please look at the following websites or seek help from a GP.

Masterchef

Pupils have been competing in our annual Woodlane MasterChef competition this term. This year there are two categories:

- Woodlane MasterChef (Nurture Classes)
- Woodlane MasterChef (rest of school)

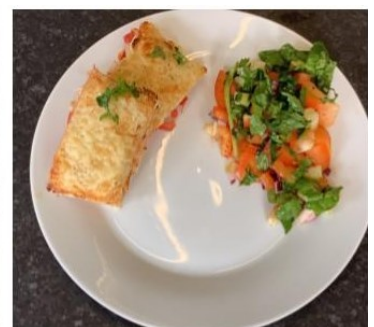
Nurture classes competed throughout as part of their usual DT Food lessons and focused on following steps of a recipe independently and good hygiene in the kitchen.



In the rest of school, everyone competed in the first round as part of their usual DT Food lessons. Those who got through to the quarter final made Croque Monsieur.

For the semi-final, we had four competitors battling to get through to the final by making poached egg on toast with mushrooms and tomatoes.

Our two finalists were Theo and Lev, who both worked very hard and stepped up to the plate to make Mrs Hall's favourite recipe- lemon and coriander chicken curry!



Lev

Theo

The final took place during the last week of school and the winner was revealed during the end of year assembly...congratulations, Lev and Farah- our MasterChef champions this year!



Well Done everyone!



Culture Theme Day

Culture Theme Day took place on Wednesday 23rd July and it was a really fun, lively event! Pupils learnt about other cultures and had the opportunity to learn a new language. Many pupils dressed in outfits of their own heritage and colours of their own country. Creative, interactive sessions were held including Samba drumming, Chinese Lantern craft, World Flag Emoji Art, Pronto Pizza Party, French Pétanque and our very own language labs. Pupils learnt some basics in Brazilian Portuguese, Arabic, Filipino, Polish, German and Italian. Our culture stars of the day were: Sihaam (KS3N), Daniel (Y8), Zak and Rhianna (Y10) for excellent effort, participation and behaviour. A big well done and thank you to everyone involved! ¡Hasta el próximo!



A BIG thank-you to Ms. Till for organising such a terrific day!

Reading for Pleasure Day



Wow! What a wonderful day organised by the amazing Mrs. Martin! The purpose of this theme day was to inspire pupils to love reading in any shape or form. Pupils participated in a variety of sessions throughout the day to help them see that reading takes place in lots of different forms:

- Spoken word/rap
- Power of Words (face painting)
- Positive affirmations
- Pancake alliteration
- Bookmark making
- Quidditch
- Word games



All to help pupils see and hear the world around us! Reading gives us power! Power to understand what is said about us, about world events, power to express ourselves and help others. We hope that this theme day inspired you to read over the summer!



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. These pupils are:

KS3

Sophia	7KR
Ademini	KS3 NC
Tamia	8SI
Daniel A	8SI
Sam	9MU
Joshua	9MU
Allen	9NM

KS4

Ziah	1OSP
Rhianna	1OSP



Banoffee fridge cake

Ingredients

- oil, for the tin
- 750ml double cream
- 1 tsp vanilla extract
- 2 tbsp icing sugar
- ½ x 397g tin Nestlé Carnation Caramel
- 30-32 (about 450g) digestive biscuits
- 6 small bananas, sliced
- 50g milk chocolate

Method:

STEP 1: Lightly oil a deep 23cm springform cake tin, then line it with clingfilm (the oil will help the clingfilm stick to the tin).

STEP 2: Whip the cream, vanilla and icing sugar until soft peaks. Scrape the caramel into a bowl and beat with a spoon to loosen it.

STEP 3: Put a layer of digestives in the bottom of the lined tin – you should get about seven in a 23cm tin. Break up another biscuit to fill in the cracks.

STEP 4: Dollop over a quarter of the cream and spread out. Top with a layer of banana slices then drizzle over 1 tbsp of caramel sauce.

STEP 5: Repeat with another layer of biscuit, another quarter of cream, banana slices and another tbsp of caramel. Repeat again with a third layer.

STEP 6: Add one more layer of biscuits but this time only add the rest of the cream, swirling it into a nice pattern. Put in the fridge to chill overnight. Chill the remaining caramel sauce, too.

STEP 7: Unclip the tin and carefully peel away the clingfilm. Transfer to a flat cake plate. Just before serving, drizzle over more caramel.



10 reasons not to ignore the great outdoors

Why is outdoor learning so important?

By: Claire Thew (SEN magazine)

Those with SEND may have learned a sense of helplessness or passivity because of the levels of control exerted over their lives by family, teachers and the wider society. Going outdoors to learn forces them to break free from this. Outside, they can explore their space freely, introducing new sensory stimulation and fostering a sense of independence.

Neurological development: Learning outside— and, in particular, sensory play— has been proven to help build nerve connections in the brain, improving children's ability complete increasingly complex learning tasks.

Fine and gross motor skills: Whatever a child's or young adult's ability, engaging in outdoor learning and play can help to develop fine and gross motor skills far beyond those developed through indoor learning alone.



Language development: Learning outside the classroom supports language development, as children learn to describe what they can see, feel, smell, hear and taste, as well as perception of their bodies, movement and balance. Outdoor space presents a far wider range of senses and experiences than indoor environments.

Emotional wellbeing: Learning outside is often less confrontational and worrying for children and young people with SEND. A properly thought-out outdoor experience can create a safe, calming environment for children to explore their surroundings. As they explore further and learn more this helps to build self esteem.

Problem solving, reasoning and risk taking: Learning outside encourages children and young adults to develop problem solving and scientific thinking whilst they play and explore. It also helps them to understand the world around them, exploring what is positive and safe.

Focus and attention: Providing a stimulating environment— can encourage mindfulness and focusing on specific tasks.

Overall fitness: If children are outdoors moving more, their general fitness will improve. With the UK's obesity crisis even more stark in children and young people with SEND, the need to play outdoors has never been so great.

Ability to adapt to change: Learning outside requires those involved to learn how to adapt to unpredictable weather and changing seasons. Learning to be flexible with their view of order, time-scales and routine is important for many children and young people with SEND and playing outdoors promotes this more than playing inside.

Motivation: learning outdoors, in the natural environment, can play a positive role in motivating children and young people to learn more generally. Not only does it present a stimulating environment but this is often a welcome change from their 'indoor world', offering new experiences that stimulate their imagination and enthusiasm.

Take advantage of the things you can only do outdoors, like gardening, climbing trees, balancing on logs or jumping off tree stumps, where possible. We all like words like 'achieve', 'progress' etc. but we want children or young adults to learn outdoors, we need to focus on 'challenge'. If children and young adults aren't challenged then they don't experiment and try new things, and they don't improve their skills. Making mistakes is good— it's how we all learn.

This summer try to get the kids out of the house and exploring: Holland Park, Chiswick House and Gardens, Gunnersbury Park, Hyde Park, St. James Park are all free and great to get outside and into the fresh air!

Dyslexia tip: Paired Reading

Dyslexia - is a learning difficulty that mainly affects reading, writing and spelling. In many cases, however, it also affects memory and organisational skills. It can have a huge impact on independent learning, especially with revision and note taking.

Paired reading is something that dyslexia specialist recommend and it is evidence based. It is easy to do and a beneficial way to help a child with building their confidence around reading and reducing anxiety many dyslexics have to deal with when asked to read.

You pair a dyslexic child with a more experienced reader and allow the child to read aloud. The experienced reader follows and provides help with sounding out more difficult words and assists with the text comprehension. Paired reading is, in fact, beneficial for any child and improves reading skills in general.

It is important to sit close together in a quiet space and allow the child to follow with their finger. Also, giving them 5 seconds before sounding out a word for them, allows them to attempt unfamiliar words.

Paired reading should be done, ideally, 5 times a week for 10 weeks but ,frankly, any amount spent reading together makes a huge difference.

10 advantages of paired reading are:

- Provides a model of fluent reading for the child with dyslexia to imitate.
- Allows the child with dyslexia to practice reading with support.
- Helps the child with dyslexia to decode unfamiliar words.
- Provides guidance on comprehension for the child with dyslexia.
- Builds confidence in the child with dyslexia's reading ability.
- Encourages the child with dyslexia to take an active role in their reading instruction.
- Helps to build a sense of community and support for the child with dyslexia.
- Increases the child with dyslexia's exposure to a wide range of texts.
- Provides a way to personalize the reading instruction to the child with dyslexia's needs and interests.

British
Dyslexia
Association

Maths at home: The Pig Dice Game

This game is similar to the skunk game, but there only needs to be one player and one dice. However, even with only one dice things will still get tense!

How to play:

Step 1: Throw the die and the player records the number that they roll. As long as a one isn't thrown, the player can roll again and add the number to their total.

Step 2: After each throw, the player has to decide whether to throw again or keep the points they've scored. If a one is thrown at any point, the player loses all the points scored so far.

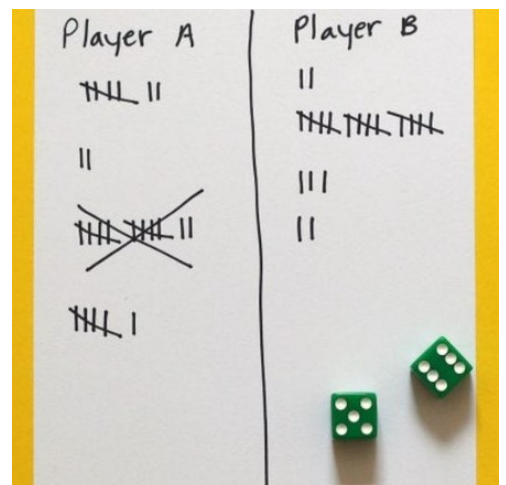
Step 3: The first player to score 100 is the winner.

Check out:

Maths 4 Kids: Pig Dice Game on YouTube for a video

What you need to play:

- One die
- A sheet of paper



Goodbye Year 11

On Friday 30th June, we said Goodbye to our Year 11's – Class of 2023. The pupils had worked so hard in the last few months on their exams and coursework we wanted to give them a day to remember.

Pupils took part in some reflections activities and spoke about their favourite memories of Woodlane, which included the friendships they had made, the year 9 camping trip as well as a lot of appreciation for the staff who had helped them along the way.

The pupils enjoyed several meals during the day, including a brunch of fresh croissants and fruit, prepared by the school chef. Then a lunch of all their favourite goodies, thanks to Sarah and Debbie and then finally some beautiful homemade cakes made by Chenai and Mandy.

Pupils had fun with a photo booth, craft activities, Nintendo switch and having their shirts signed.

We finished the day with gifts and records of achievements for pupils and a song by Rhianna (yr. 10) and Jaylen (yr. 9) which brought some watery tear ducts!

We wish the Year 11's – class of 2023 all the best in their next chapter and look forward to catching up with them in December 2023.



Sports Recovery

The summer term and the improving weather provided lots of opportunity for PE recovery.

In the first half term, students took part in some fitness testing, where they undertook the agility test, coordination test and speed test, among others. They then spent the next 4 weeks undertaking a range of different activities in order to see if they could improve their original test scores. Students took part in circuit training, orienteering, rounders and the outdoor gym.



After week 5 students, were then given the opportunity to test again and see what improvements they had made, the vast majority of students were able to improve their scores in over 2 of the tests they completed, which is a result of the hard work and effort they put in!

In the second half term, students have been participating in school intra-school fixtures in dodgeball, volleyball and basketball. The students were split into 7 teams and tasked with creating a group name, there were some excellent choices including; Woodlane Lions and Elite Stars. Each week the different teams have faced each other in one of the 3 sports and there have been some excellent performances and teamwork on display.

Each week a group has also been completing yoga with Ms. Wieliczko, learning and trying out a range of different stretches and poses, to build up their flexibility and balance.

All students should be proud of the effort they have shown during PE recovery!



On Tuesday, the 27th of June Y9 , Y10 and Y11 classes attended a special TFL workshop about safety on London transport, especially when using buses. 2 employers from the TFL came to our school to deliver them and to answer any questions the students had. Everyone behaved really well and participated with full engagement.

Some comments from the students are the best proof it was a successful and much needed event.

"I liked the pretend bus in the classroom and learning about safety."

Eddie Yr.9

"It was very good and I have learnt a lot about travelling on the buses and the tube."

Nicola Year 9

"It gave us tips about what we didn't know about safety on the bus."

Zac Year 10

"I enjoyed it very much, especially when they talked about safety on the tube and buses."

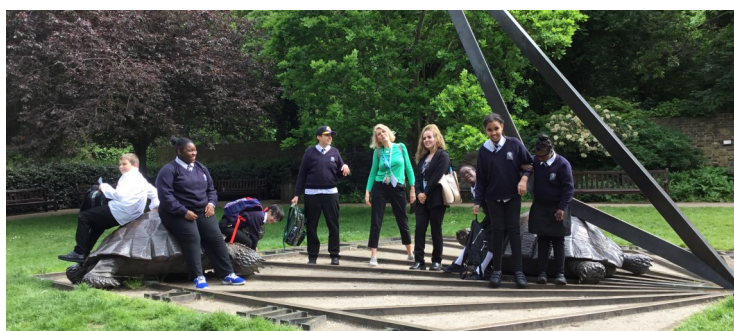
Tengis Year 9



KS3 Nurture trip to Holland Park

On Thursday we went on a trip to Holland Park. First we took two buses to get there. Then we walked to the park. We needed to get to the playground. After a short play some of us needed the toilet. I liked the flying fox. I also enjoyed the roundabout. Then I had a rest and a snack. Next I returned to the playground to have more fun. My favourite was a snake swing. There were eight of us at one time. Linda was also swinging with us. Next we had packed lunch. I had egg sandwich and one tuna sandwich. In the park I saw squirrels, ducks, koi carp in the fish pond. Finally it was time to catch a bus and to return to school. I loved my trip. It was so much fun.

Written by William



Sad to see you go...



After 15 wonderful years at Woodlane, I'm off on a new adventure. I cannot describe in its entirety how wonderful the pupils and staff at Woodlane are! You have all made the last 15 years the most enjoyable and I feel incredibly lucky to have been able to spend so much time in a place where I liked coming to work everyday. Teaching you all History I hope I have taught you to stand up for yourselves and what you think is right, to challenge opinions and question things you have heard. In life, I have always tried to show our you that having a special need or disability should never hold you back and I hope that you hold that message true to your hearts.

YOU CAN DO ANYTHING!

I joined Woodlane in September 2021 and have had the pleasure of teaching PSCH and careers for the past 2 years. I have loved my time working at Woodlane and seeing the amazing pupils excel and achieve. My favourite memories have been Theme Days and the many trips we have gone on as well as the many debates and discussion we have had in the PSCH classroom – sometimes getting very heated! I hope as a teacher I have helped the pupils to think creatively and believe in themselves and most of all, celebrate who they are as individuals 'You are AMAZING!'.

I am leaving Woodlane to move to Jersey (yes by the beach) and work within a small SEND school. I am looking forward to my new challenge, but will definitely be leaving a piece of my heart at Woodlane.

Miss Cullen
AKA Egg Sheeran's biggest fan



Introducing....

Hello Woodlane!



I am Miss Blinco and I will be your new PSCH Teacher in September. I have been working at Woodlane for 6 years now and I am really excited to start teaching you all about PSCH and Careers.

I'm really looking forward to teaching all of you and going out on lots of fun trips! I hope you all have a lovely summer and I look forward to seeing you in September.

Meet Mrs. Gonzalez,

She has been working at the Treehouse school in North London and has good experience working with pupils who have Autism. She loves to travel, speaks Spanish and is very excited to start taking pupils on some historical adventures around London.

Please give her a Woodlane welcome in September!



Message from the Head

The busy Summer Term ends with the excitement of our refurbishment project underway. We have spent the last couple of weeks furiously organising the various rooms which will receive their makeover. Ms Corless and I have put on our interior designer hats and selected the finishes, we have selected a scheme which will provide a tranquil learning environment and reflect our Woodlane colours, expect to see lots of white, greys and blues, with a hint of black. The school will be a hive of activity over the summer break with the project starting promptly. The senior leadership team will be monitoring the progress and taking photos to share with you next term. We hope the pupils will be impressed when they step back into school in September.



The new academic year 2023-2024 also sees the introduction of our extended trial, 'Whole School Teacher Flexible Working Approach' for teaching working hours. The full policy can be found on the school website, however, please see below for a summary detailing the motivation for the trial and the background which has informed our decision making.

Background

The desire/need for flexible working in the UK has increased significantly in recent years. The profile of flexible working has been raised further following the Covid-19 pandemic, resulting in many industries offering a creative approach to flexible working. It is widely considered more challenging to offer flexible working for teaching staff, however, with significant retention and recruitment challenges in education it may be unwise to rule it out without due consideration.

Teacher recruitment challenges are widely reported, the NEU (2023) states:

- Teacher vacancies are at almost twice the pre-Covid level, while Government is set to miss its recruitment targets once again this year.
- It is predicted that the Government will recruit only 79 per cent of the primary teachers it needs this year, and only 58 per cent of secondary teachers, missing targets in nine out of 17 secondary subjects.
- Teacher vacancies are 93 per cent higher now than in the year before the pandemic.

The National Foundation for Educational Research (NFER) reported:

- "Falling retention rates and historically low teacher recruitment figures point to the deteriorating competitiveness of teaching compared to other occupations, in both pay and working conditions, which requires urgent policy action across the sector to address."

The importance of flexible working

The introduction of this policy, is aimed to ensure Woodlane is competitive in a challenging employment market, to support the school recruiting and retaining the best staff. The DfE share the advantages to a flexible working approach:

- Retention of experienced teachers – could help retain teachers who would otherwise leave the role or retire early.
- A more diverse range of staff – offering a wider pool of potential employees.
- Improve well-being, work-life balance and morale.
- Impact on pupils.
- Workforce planning.
- Ensuring teaching is an attractive profession.

During the Spring Term of 2022-2023 the Senior Leaders consulted the Operational Director for Education and SEND, Human Resources and the National Education Union to explore their ideas for a Teacher Flexible Working Approach (Whole School). All were in support of the trial. A trial took place, involving one Assistant Head and three Teachers over the Spring and Summer Term 2023, where the advantages and disadvantages of this practice were explored and navigated. The school is now due extend the trial, therefore the policy has been created to clearly set out expectations and practices.

Please see the full policy which will explain specific details of the approach being offered, the eligibility criteria and conditions of the approach. Please also accept the following reassurances:

- It is stressed that this policy does not impact pupils' school attendance and pupils will still attend 5 days a week.
- It is stressed that pupil to staff classroom ratio will not be impacted.
- It is stressed that a Designated Child Protection Lead (or Deputy DSL) will be available on school site at all times.

If you would like further information on our extended trial please do not hesitate to contact us.

We are delighted to celebrate this year's Woodlane Pupil Achievement Awards. Our awards recognise significant improvement and contribution to school life. This year's wonderful pupil winners are:

- Role Model Award – Ahmed
- Most Improved Literacy Skills Award – Lucca
- Most Improved Numeracy Skills Award – Tengis
- Hard Work and Effort Award – Allen
- Most Improved Behaviour and Social Skills Award – Princess
- Independence Award – Rhianna P

Winners will receive 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!

And finally, I share our best wishes to Mrs Jelen (our Medical/Mental Health Lead Practitioner and History Subject Leader), who will be leaving Woodlane for new challenges this Summer. Mrs Jelen has worked at Woodlane for 15 years and is truly part of the Woodlane family. I would like to thank her for her commitment, hard work and support. We welcome Laura González as our new History Subject Leader. We will also be saying farewell to Ms Cullen (our PSHCE Subject Leader), while she has only been with us for 2 years, she has made a huge impact at the school, we wish you all the best in your adventures. You will both be missed hugely. Congratulations to Sarah Blinco, our Senior Teaching Assistant, who has gained the PSCHE Subject Leader position as a trainee teacher. Congratulation to Lucy Farrell who has been promoted to our Senior Teaching Assistant position. Our website will be updated in the new academic year to reflect our new staffing structure.

Thank you, Mrs Jelen, for our informative Summer Term newsletter. I do hope parents/carers find its content useful. Mrs Jermain will take over the newsletter during the next academic year, expect an exciting new look! Wishing everyone the best possible summer, I look forward to seeing you when pupils return on Thursday 7th September 2023.

Woodlane High School

Term Dates 2023/24

Autumn Term 2023

INSET:	Monday 4th and Tuesday 5th September – Staff only
Term begins:	Wednesday 6th September – Year 7 only Thursday 7th September – Whole School
Half Term:	Monday 23rd October – Friday 27th October (inclusive)
Term ends:	Thursday 21st December at 1pm

Spring Term 2024

INSET:	Monday 8th January – Staff only
Term begins:	Tuesday 9th January
Half Term:	Monday 12th February – Friday 16th February (inclusive)
Term ends:	Thursday 28th at March at 1pm

Summer Term 2024

INSET:	Monday 15th April – Staff only
Term begins:	Tuesday 16th April
May Day:	Monday 6th May Bank Holiday
Half Term:	Monday 27th May – Friday 31st May (inclusive)
INSET:	Friday 7th June – Staff only
Term ends:	Wednesday 24th July at 1pm