



## **Headteachers report of the week**

**Our school has been busy with excitement and the delightful aroma of Christmas bakes. Our learners have embraced the festive spirit by creating traditional Christmas cakes and chocolate Yule logs. These baking activities have been a wonderful opportunity for learners to develop their culinary skills, express their creativity and enjoy themselves. The beautiful cakes made with care and enthusiasm are a testament to their hard work and dedication.**

**Our commitment to hands-on learning and scientific exploration has continued to flourish this term. In our science lessons, learners have been conducting exciting experiments that bring their lessons to life. By engaging in these hands-on activities, learners are developing critical thinking skills and a love for scientific inquiry that will serve them well in their future learning.**

**Our learners have been interacting with our school tortoise, the gentle creature has become a cherished member of our school offering unique learning experiences for learners of all ages. Interactions provide learners with hands-on lessons in biology, responsibility and empathy. They learn about animal care and develop a sense of stewardship for living creatures. The tortoise's calming presence also offers a soothing effect, helping to create a tranquil environment within our school. We are grateful for the many ways our school tortoise contributes to our learners learning and well-being.**

**Best Wishes**

**Jules**



# Christmas is coming...



Ryan has made a good start to decorating his Christmas Cake, he will complete his designs next week. –

Debbie J



Our learners have been embracing the festive spirit by making delicious Christmas cakes and chocolate Yule logs.

These baking activities have filled our school with the most incredible aromas and brought joy and excitement to their food lessons.



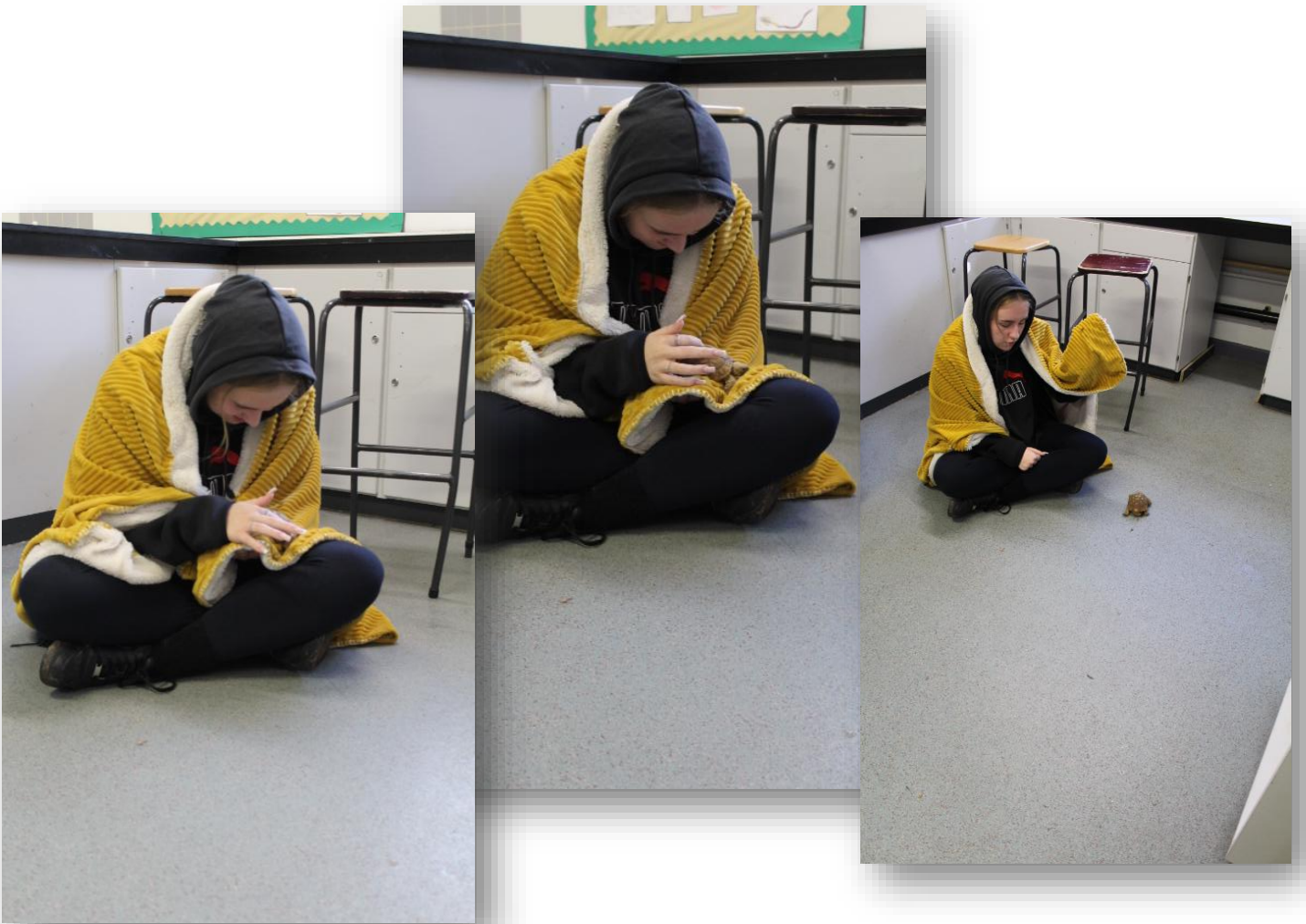
Making their chocolate Yule logs involved a series of careful steps. Learners began by baking a light sponge cake, then skillfully rolled it with a rich chocolate filling. This process required patience and precision, and our learners rose to the challenge wonderfully.



After baking their cakes, learners have been creative decorating them

They used royal icing and a variety of festive toppings to make their cakes look as beautiful as they are delicious. From holly leaves and berries to stars and faces.





Two special members of our school community, Shannon and our resident tortoise! Our gentle and fascinating friend has become a beloved presence, offering learners a unique opportunity to learn.

Learners observe the tortoise's behaviour, diet and habitat, gaining insights into biology and animal care. These observations foster a scientific curiosity, where learners start to ask questions about the tortoise's biology, lifespan and behaviour.

# Spot Light on Science



Learners in science have been looking at the fascinating world of the unseen. By magnifying tiny objects using microscopes they have been able to reveal intricate details that are invisible to their eyes.



New realms of discovery and understanding have been opened up for our learners.



## Exciting Science Experiments for Starch and Glucose

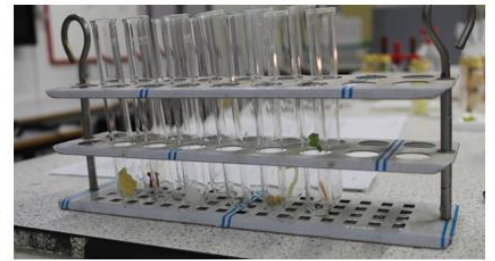
The **digestive system's** intricate process of breaking down starch into glucose and absorbing into the bloodstream showcases the body's remarkable efficiency and adaptability. Starch and glucose are fundamental carbohydrates that play vital roles in our diet and energy metabolism. To help learners understand these important nutrients, our science teacher has incorporated hands-on science experiments that makes learning interactive and fun.



Learners will learn that foods like potatoes, bread and rice contain starch, while foods like apples do not. This experiment visually demonstrates the presence of starch and helps learners understand its role.



By learners understanding the digestive journey, they can better appreciate the vital roles that our organs and enzymes play in maintaining our health and energy levels.



This experiment demonstrates the enzymatic breakdown of starch into glucose. The colour change in the “amylase” test tube indicates the presence of glucose, showing how the digestive enzymes convert complex carbohydrates into simple sugars that the body can use for energy.

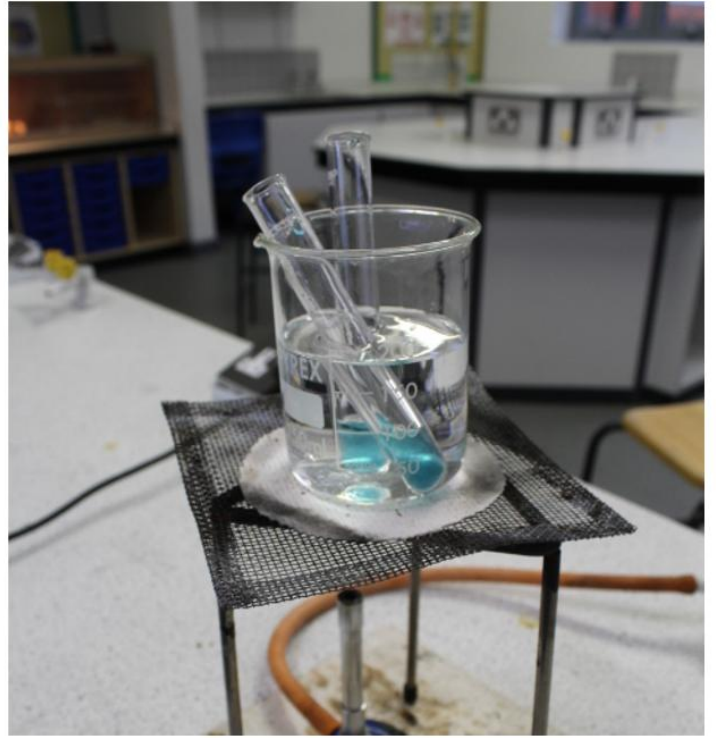






Learners have been finding out how to measure and compare glucose levels in different food samples.





These experiments provide learners with hands-on experiences that make the concepts of starch and glucose tangible and understandable. By engaging in these activities, students gain a deeper appreciation for the biochemical processes that occur in our bodies and the importance of carbohydrates in our diet.

**COMING  
SOON**

**THE CHALLENGE IS  
ON**

**AS A SCHOOL WE WOULD LOVE TO BE  
ABLE TO RAISE ENOUGH MONEY TO GAIN  
6 MOUNTAIN BIKES AND HELMETS FOR  
OUR STUDENTS.**

**We are having a market stall in  
Wem on Thursday December 12th  
STUDENTS WILL BE MAKING AND  
SELLING THEIR GOODS TO MAKE AS  
MUCH MONEY AS POSSIBLE**



PLEASE JOIN US FOR  
**XMAS**  
CRAFTS GAMES  
**BAZAAR**

FREE ENTRY!

DECEMBER

**19<sup>TH</sup>**

1.30PM - 3PM

AT WOODLANDS SCHOOL

GIFTS



FOOD



# Career of the week

## **Baker**

Bakers make bread, cakes and pastries by hand and with catering equipment

**Average salary (a year):** £19,000 (starter) to £26,000 (experienced)

**Typical hours (a week):** 40 to 45 a week (early mornings/on shifts)

You can get into this job through:

### **College**

You could take a college course, for example:

- hospitality and catering
- bakery
- professional bakery
- 

### **Entry requirements**

You may need:

- 2 or fewer GCSEs at grades 3 to 1 (D to G), or equivalent, for a level 1 course
- 2 or more GCSEs at grades 9 to 3 (A\* to D), or equivalent, for a level 2 course

### **Apprenticeship**

You could begin your career by applying for a Baker Level 2 Intermediate Apprenticeship, or Lead Baker Level 3 Advanced Apprenticeship.

These can take around 2 years to complete.

### **Entry requirements**

You'll usually need:

- some GCSEs, usually including English and maths, or equivalent, for an intermediate apprenticeship
- 5 GCSEs at grades 9 to 4 (A\* to C), or equivalent, including English and maths, for an advanced apprenticeship

### **Work**

You may be able to start as a trainee or assistant in a bakery shop, supermarket or food production plant, and work your way up through training on the job.

## Skills and knowledge

You'll need:

- Knowledge of food production methods
- the ability to work well with your hands
- to be thorough and pay attention to detail
- the ability to work well with others
- maths knowledge
- excellent verbal communication skills
- the ability to use your initiative
- the ability to accept criticism and work well under pressure
- to be able to carry out basic tasks on a computer or hand-held device

You'll need to:

- get a food hygiene certificate

## Day-to-day tasks

You could:

- weigh and mix ingredients by hand or using machinery
- bake bread, cakes and patisserie products in batches
- decorate and finish baked items ready for dispatch or shop display
- make quality and food safety checks
- stocktake and order supplies
- develop new recipes and products

## Working environment

- You could work at a store or in a factory.
- Your working environment may be dusty, physically demanding and noisy.
- You may need to wear protective clothing.

## Career progression

With experience, you could become a bakery supervisor or production manager in a factory or move into commercial sales.

You could also become a technical adviser or development baker for a baked goods or catering equipment company.

Another option is to specialise, for example in patisserie, or become an artisan craft baker and set up your own business.

# This Week at Woodlands



## Be your best!

**B**e brave.

**E**ngage positively.

**S**ensible and safe behaviours at all times.

**T**ake responsibility

- **Acorns have engaged positively in their writing; they have been writing persuasive e-mails. Great work Acorns – Well done!**
- **Willow, Leo and Shannon have been showing their talent with their amazing artwork – Fantastic work!**
- **Riley, Tommy, Mason and Taylor had a brilliant swimming lesson, their instructor said it was the best one yet. – Outstanding positive engagement boys and great safe and sensible behaviour – Well done!**
- **Callum engaged positively in his English lesson – Great work Callum well done!**
- **All our Year 11 have taken responsibility and engaged well in practicing and doing their Mock exams – So proud of you all!! Massive well done for giving them your best!!**
- **Oscar has engaged positively in his Maths lesson – Fantastic Oscar – Well done!**
- **Leo and Tyler have positively engaged in their lessons – Superstars! Well done!**
- **Bobby has had a great day in school – Well done Bobby, lovely to have you with us!**



## **Headteacher Awards**

- **Oaks 2 – Jodie for showing empathy and care by helping an upset younger learner.**
- **Acorns 1 – Destiny for being a really good friend**
- **Acorns 1 – Lexi for trying really hard to make good choices this week**
- **Acorns 1 – Olly N for engaging in writing this week.**
- **Oaks 2 – Shannon for positive engagement and improvement in science**
- **Saplings 2 – Leo for increased engagement in science**
- **Saplings 2 – Tyler ST for increased engagement in science**



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[www.woodlands.school](http://www.woodlands.school)

**Or**

**Join the conversation - We love hearing from you!**

**Share your thoughts, questions, and suggestions  
with us.**

[rachel.bates@wdl.mmat.co.uk](mailto:rachel.bates@wdl.mmat.co.uk)

# What Parents & Educators Need to Know about MENTAL HEALTH & WELLBEING APPS

## WHAT ARE THE RISKS?

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

### QUALITY & RELIABILITY

Mental health apps can be a useful starting point when looking for wellbeing advice and strategies and can be a useful extension to the in-person services available. However, they aren't a substitute. Information on the quality of some of these apps is scarce. They may look cute and child-friendly, but have they been designed by a mental health professional? Furthermore, do they have research to back up their content?

### PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title or use cartoon icons to make them more appealing to young people. When signing up for some of these apps, some will speak to the parent directly, saying something along the lines of "Your child is good to go. Let them take it from here". It's important to remain involved in the child's mental health journey, so regular check-ins are recommended.

### DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help. While this is a good strategy initially, it's not addressing the root of the problem. A child could simply try managing these symptoms themselves (as opposed to speaking out and seeking professional help), which could potentially worsen their anxiety in the long run.

### LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, teaching users several helpful habits to manage their condition – such as keeping an illness diary, improving nutrition and practising mindfulness exercises. As every person is unique – and children especially will grow and develop in different ways – these apps struggle to tailor themselves to users' individual needs. For example, many apps don't distinguish between the ages of users and can offer extremely generic advice.

### DATA SECURITY

As with any other app – not just those for mental health and wellbeing – it's wise to check out the privacy policy before downloading it. Some of these applications may share data with third parties for numerous reasons (such as targeted advertisements), and if a user is sharing personal and sensitive information within the app, they probably don't want it ending up elsewhere without their consent.

### IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other aspects – such as a more tailored experience or access to additional resources. This could be a one-off fee or a regular subscription. Consider whether this is actually required. Is it benefiting the child, or could they receive the same support from a medical professional?

## Advice for Parents & Educators

### CHECK THE CREDIBILITY OF THE APP

Before you download a mental health and wellbeing app, investigate the developers. Have they consulted with qualified mental health professionals to create their resource? Also check whether the app is affiliated with any government or mental health organisations, as these are solid indicators of legitimacy. Reviews can also be a useful signpost to the app's quality. There are many good apps out there, but there are just as many that miss the mark.

### SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the personalised advice and support of fully trained professionals. These apps should never be considered a substitute for counselling or other tailored medical help. If you have real concerns about a child's mental wellbeing, you should seek appropriate advice from a suitable source, such as their GP – or Childline, who can be contacted by calling 0800 1111.

### READ THE PRIVACY POLICY

Look into the app's terms of service – especially its privacy policy. Do so by yourself first, then go over it with the child who is considering using the app, to ensure they know what data will be collected and how exactly it will be used. Use all of this information to make an educated decision on whether or not to download that particular app.

### ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for writing down feelings, tracking your own health and other such activities. These can help if the problem is short-term and temporary – such as a child getting stressed about approaching exams – or if you're currently waiting for professional support. Nonetheless, it is important that children aren't solely reliant on the app and have a safe space to talk about their feelings and experiences in the real world.

### Meet Our Expert

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



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/mental-health-apps>