

Part of the **Marches** Academy Trust

Talking Heads 



WOODLANDS
SCHOOL

Friday 12th January 2024

Headteachers report of the week.

Happy New Year, it has been lovely to welcome back all our students and also to see some new faces in school. We have started back on a very positive note, with amazing totals for the House Tokens. Students will be going on a reward trip for their dedicated hard work, you will have seen the letters come out. We look forward to seeing how many more they can earn over this the half-term.

We have been blown away by the generosity of our Parents/Carers at the Christmas Bazaar with an amazing £238 being raised! We are so grateful to our parents/carers for coming and supporting and proud of students and staff for all their efforts to make the day such a success.

This week students have visited Cosford to explore the aircrafts as part of their Art project and gained some great inspiration.

Best Wishes Jules





A warm welcome to
the Woodlands Family
to our new staff

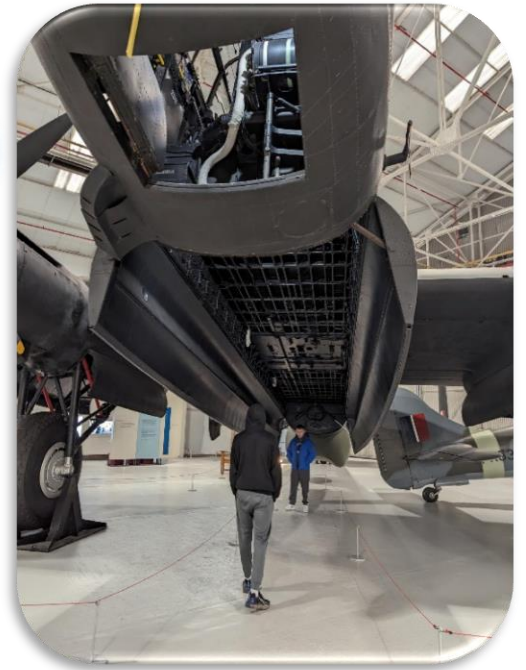
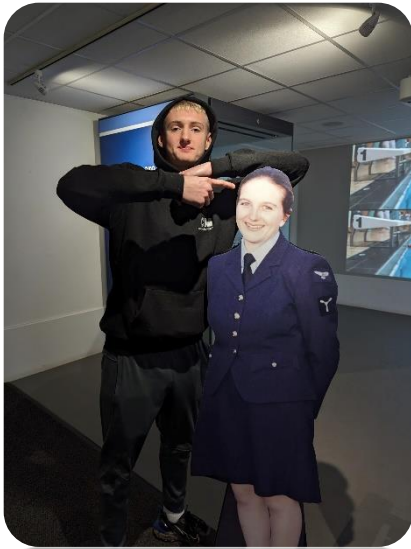
Maddi Finch
Maddy Newman
Paula Lewis
Nicky Vaughan
And Kay Rogers

The Grand total raised at the Christmas Bazaar
was an incredible

£238



ROYAL AIR FORCE museum



Saplings 1 visited RAF Cosford Air Force Museum as part of their creative project for Art this week.





History – Victorian Handwriting

Trees are our best friends because they
~~tree are our best friends~~
~~because they~~

clean the air we breathe. Likewise, they
~~clean the air we breathe~~
~~likewise, they~~

also clean the water and soil and
~~also clean the water and~~
~~soil and~~

ultimately make the earth a better place.
~~ultimately make the earth a~~
~~better place~~

The tree is often used to represent nature.

The tree is often to
~~represent nature.~~



In History this week, students have been looking at the Victorian Era and practicing their handwriting just like Victorian children!!

Superintendent Registrar's District of <i>M</i>		Registrar's Sub-District of <i>Batt</i>	
No.	Wives and other names.	Married as.	Sex.
<i>183</i>	<i>Therese June</i>	<i>Mary Elizabeth</i>	
	<i>1870</i>	<i>Elizabeth</i>	
	<i>Lucas Place</i>		

Given under my hand this

Tyler Warner
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~~clean the air we breathe~~
~~likewise, they~~

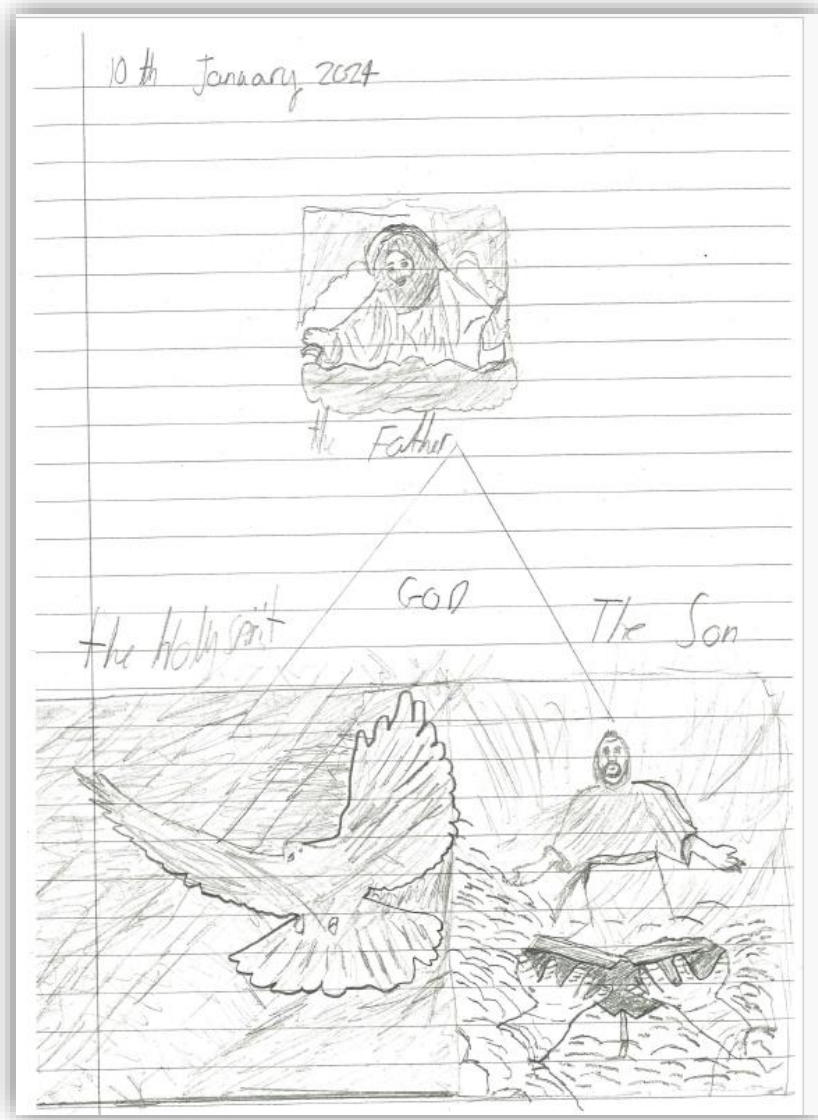
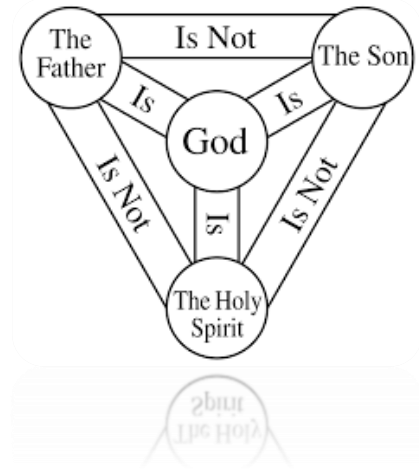
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In RE this week students have been looking at Holy Trinity, Scott has produced some beautiful work.





Career of the week

Audio visual technician

Audio visual technicians install and run screens, sound and lighting equipment at events and performances.

Average salary (a year): £18,000 (starter) to £35,000 (experienced)

Typical hours (a week): 39 to 41

You could work: evenings/weekends/bank holidays, attending events or appointments

You can get into this job through:

College

There is no set entry route to become an audio-visual technician.

It might help to do a level 3 Diploma in Creative Media Production and Technology or a T Level in Media, Broadcast and Production. These courses will teach you some of the skills you'll need in an audio-visual technician role.

Once you've finished the course, you could apply for a trainee job at a theatre, college or events company. Some employers might want you to have experience helping at a live event.

Entry requirements

You'll usually need:

- 4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, for a level 3 course
- 4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths for a T level

You can also do a Level 2 course in Creative Media (you'll need a minimum of three GCSEs at grade 3 or above, including English)

Apprenticeship

You could become an audio visual technician by doing a:

- Creative Venue Technician Level 3 Advanced Apprenticeship
- Live Event Technician Level 3 Advanced Apprenticeship
- Audiovisual Technician Level 5 Higher Apprenticeship

If you'd like to install cinema, lighting or security systems in homes, you could do the Smart Home Technician Level 3 Advanced Apprenticeship.

Entry requirements

You'll usually need:

- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, for an advanced apprenticeship.
- 4 or 5 GCSEs at grades 9 to 4 (A* to C) and A levels, or equivalent, for a higher or degree apprenticeship

Work

You could start as an assistant technician and work your way up.

You might find it useful to have experience and qualifications in broadcasting, sound technology or electronics.

Volunteering

You could volunteer with a charity, college or theatre group. This could help you get experience of setting up and running audio visual technology and software.

Career tips

When applying for jobs, you'll find it useful if you have experience of setting up and using audio, visual and computer technology.

Find out more information about creative careers here:

<https://www.screenskills.com/developing-your-career/>

<https://discovercreative.careers/#/>

Skills and knowledge

You'll need:

- to be thorough and pay attention to detail
- the ability to accept criticism and work well under pressure
- knowledge of audio-visual operating systems, hardware and software
- the ability to work on your own
- the ability to work well with your hands
- physical skills like movement, coordination and dexterity
- to be flexible and open to change
- patience and the ability to remain calm in stressful situations
- to be able to use a computer and the main software packages confidently

Day-to-day tasks

As an audio visual technician you could:

- set up and test equipment
- carry out safety checks and deal with faults
- operate equipment during events
- check and repair equipment
- train other people to use equipment

Working environment

You could work at a conference centre, in a theatre, at a recording studio, at a college or at a client's home.

Your working environment may be physically demanding.

With experience, you could:

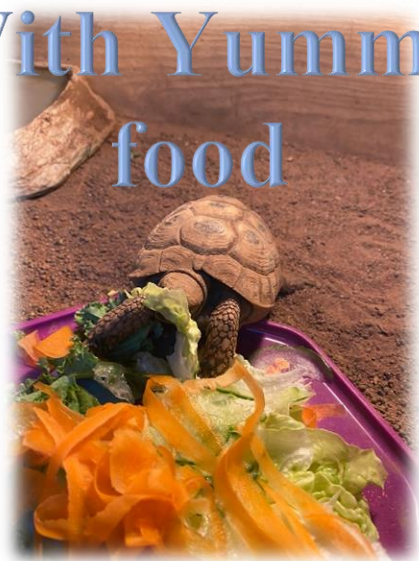
- manage an audio visual department
- specialise in lighting or sound design
- become an [events manager](#)
- move into equipment and services sales
- become self-employed and install equipment in homes



**I've been
on a
Christmas
adventure**

**With Yummy
food**

An interesting friend came to visit every day. I think he liked me because he came a lot. He just stared at me. We became very good friends, he came to see me every day. He was scared of the light, so never came too close.

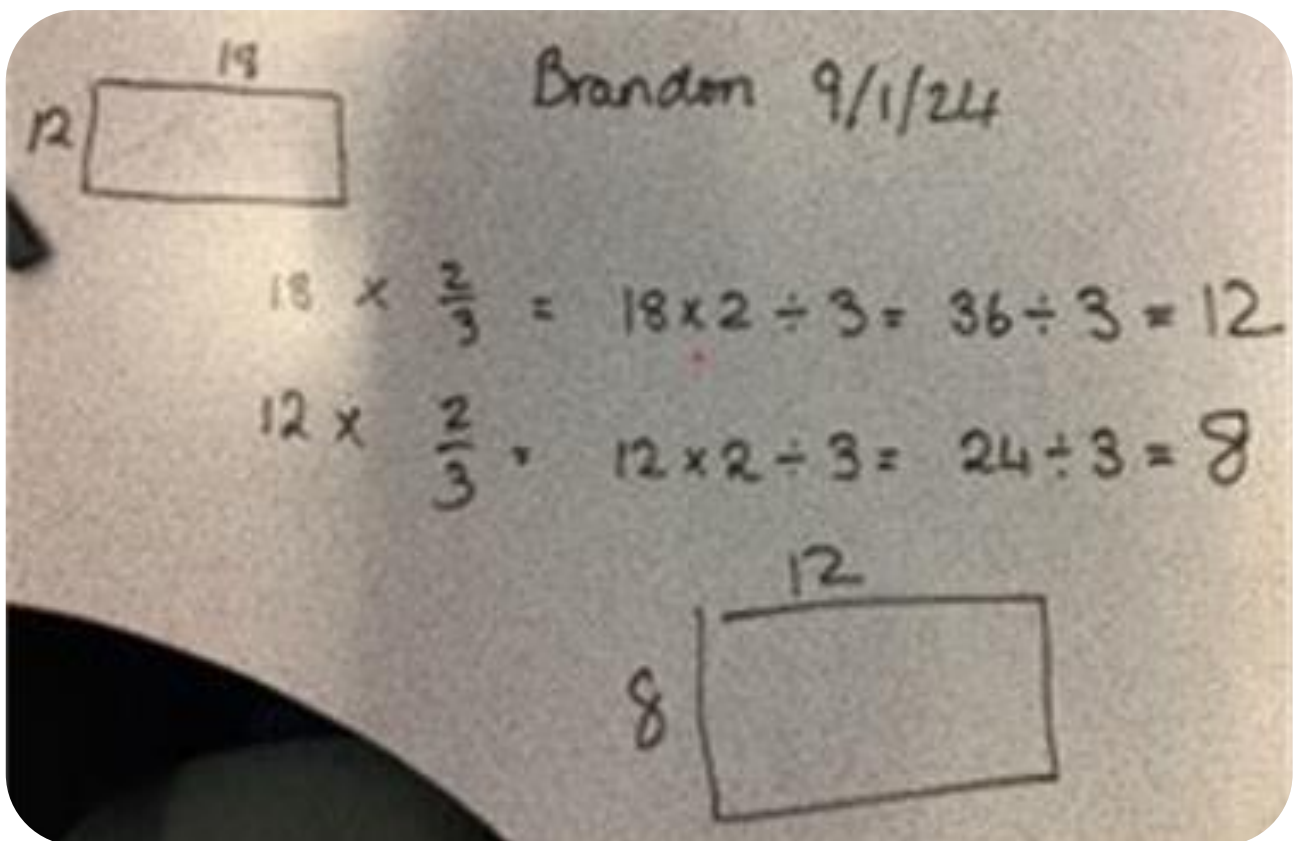


Our new students to the Woodlands family with their new Teacher Maddi have been making some delicious pizza's!!



All students measured out their ingredients then got their hands into the mix and made their own pizza dough before selecting their toppings.

As you can see, they have made some very impressive creations!

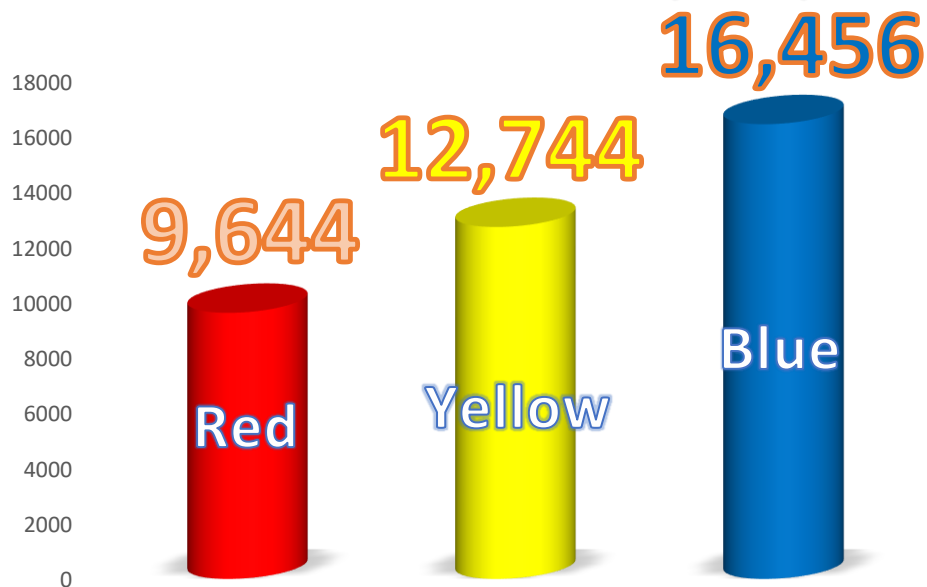


Scale Factors

Brandon has been concentrating hard this week in maths, paying attention to Syrene and applying his learning.

When it came to scale factors Brandon proved that he had been listening well and showed Syrene the evidence!! Earning himself a Headteachers Award!!

House Token Totals January – July 2024



Well done to all our students for all their hard work earning all these token points. You will have received letters for their reward trips, please sign and return these if you are happy for your child to go on them.

We will be holding events throughout the year for students to earn lots more tokens, each House at the end of the year on the final event at Sports Day will receive a medal – BUT will it be GOLD, SILVER or BRONZE and which house will be holding up the first House Trophy!!??

**HOUSE CUP
WINNERS
2024
ANNOUNCED JULY**



This Week at WOODLANDS



- **Brandon has done some fantastic work in Maths this week – Great work Brandon!**
- **We've missed all our students over the break, it has been lovely to see everyone back this week and some new faces both students and staff to warmly welcome to our Woodlands family.**
- **Romeo was feeling a little tired, but we are so proud of him for battling through and completing all his work. – Superstar!**
- **Staff have been very impressed with Willow, she has shown great personal qualities being a fantastic role model, team player and peer this week. – Amazing Willow – Keep going!**
- **Shout out to Taylor for being kind and considerate to another student not in his year group. – Well Done, Taylor!**
- **Staff have noticed how well Tyler H has worked this week and we are super impressed. – Keep going Tyler!!**



- **Rhiley showed real resilience in Maths this week and teachers were delighted to see Rhiley's commitment. – Brilliant Rhiley, fantastic work!!**
- **Oscar C, Harry and Alex have worked hard and really succeeded in school this week**

with some good behaviour and learning – Outstanding start boys – well done !





Students with 100% Attendance last week of Term

Legal First Name	Form
Mason	Acorns 1
Noah	Acorns 1
Taylor	Acorns 1
Destiny	Acorns 1
Luke	Oaks 2
Brandon	Oaks 2
Corey	Oaks 2
Aaron	Oaks 3
McKenzie	Saplings 1
Riley	Saplings 1
Leo	Saplings 1
Tyler	Saplings 1
Tyler	Saplings 2
Willow	Saplings 3
Robert	Wave 4
Oscar	

Challenge of the Week

For Parents/Carers, Students and Staff the challenge this week for anyone willing to give it a try is to

Go mobile free for a day!



Headteacher Awards

- Oaks 2 – Brandon for listening and applying his learning to scale factors enabling him to succeed in problem solving.
- Oaks 1 – Scott for the amazing work he has produced in RE and then asking for more work to do!
- Saplings 2 – Tyler H for excellent work in science and for being polite and independently working safely to make fantastic millionaires shortbread.
- Saplings 1 – Leo G for fantastic behaviour at Cosford and his enthusiasm and sharing of knowledge whilst there.



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

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

Are you sure?

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>