



**Friday 7<sup>th</sup> March 2025**

## **Headteachers report of the week**

Our art lessons took a cosmic turn this week as our learners exploring the wonders of space through creative projects, using a variety of mediums. This activity not only sparked their imagination but also deepened their understanding.

In maths, learners delved into the world of geometry by exploring 3D shapes. They learned how to create these shapes from nets, transforming flat patterns into three-dimensional objects. This hands-on activity helped learners grasp complex geometric concepts and develop their spatial awareness. The resulting shapes, from cubes to pyramids, are a testament to their hard work and creativity.

Our Food Tech class was buzzing with excitement as learners rolled up their sleeves to make honey baked biscuits and homemade burgers. Under the guidance of their talented teacher, they learned about measuring ingredients, ensuring the correct temperature and presentation. The delicious aromas filled the air and learners enjoyed tasting their creations. This activity not only taught them valuable cooking skills but also emphasised the importance of teamwork and following recipes.

Our gardening team got their hands dirty this week by splitting seed potatoes and dissecting daffodils. Learners learned how to cut and cure the seed pieces before planting them in the school garden. This activity taught them about the life cycle of plants and the importance of proper planting techniques. We look forward to seeing the fruits (or rather, the tubers) of their labour in coming months!

Physical education lessons were filled with energy as learners participated in agility testing. They took on challenges like the Shuttle Run and T Test, showcasing their speed, coordination and agility. These tests not only helped improve their physical fitness but also encouraged a spirit of healthy competition and teamwork.

This week has been a perfect blend of creativity, learning and fun. Our learners have demonstrated their enthusiasm and dedication across a wide range of activities from arts and crafts to maths and physical fitness. We look forward to more exciting adventures in the weeks to come.

**Best Wishes**

**Jules**

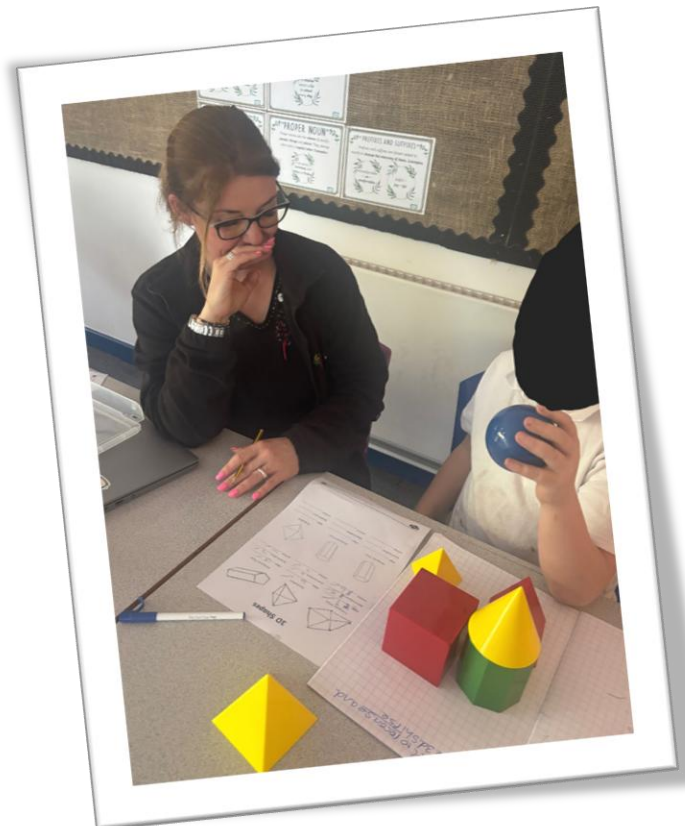
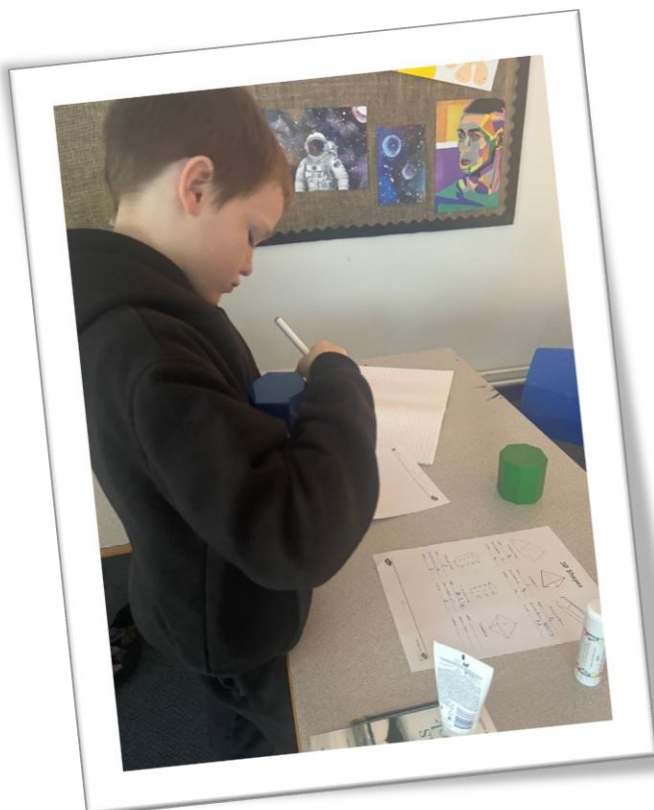
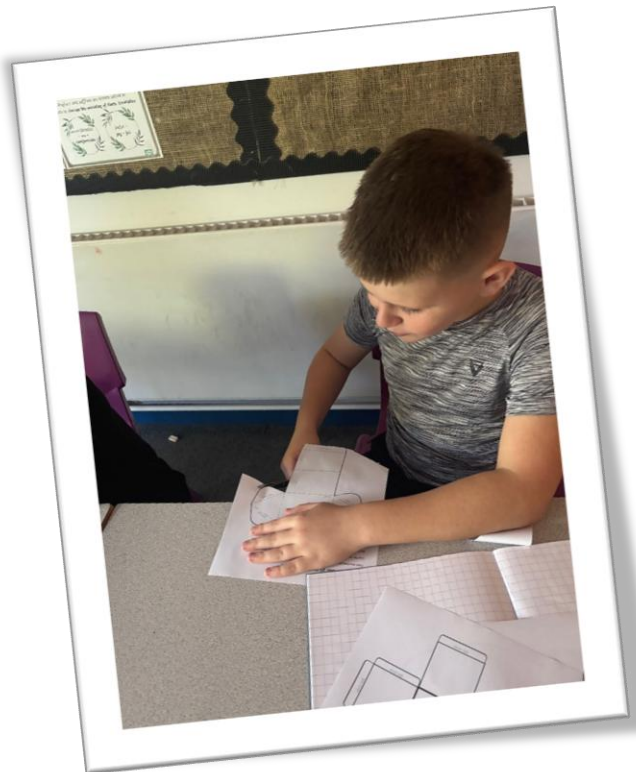
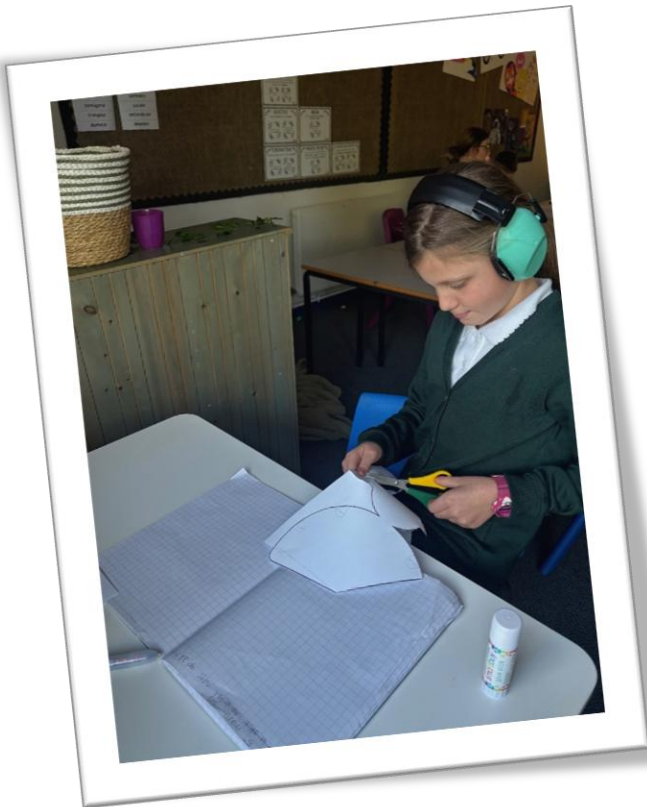




**Bobby enjoying arts and  
crafts inspired by our space  
topic - Sian**

Acorns 1 have been exploring properties of 3D shape and creating them from nets.

- Maddie E





Noah took over the lesson in Acorns 1 this week, teaching the class about how there are three models of our Solar System.

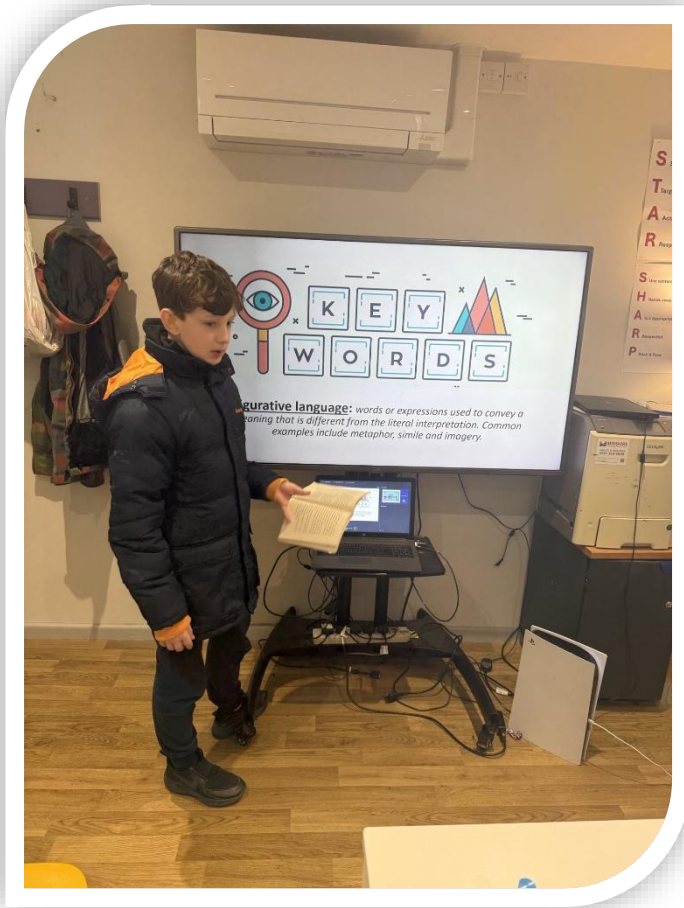
- Maddie E



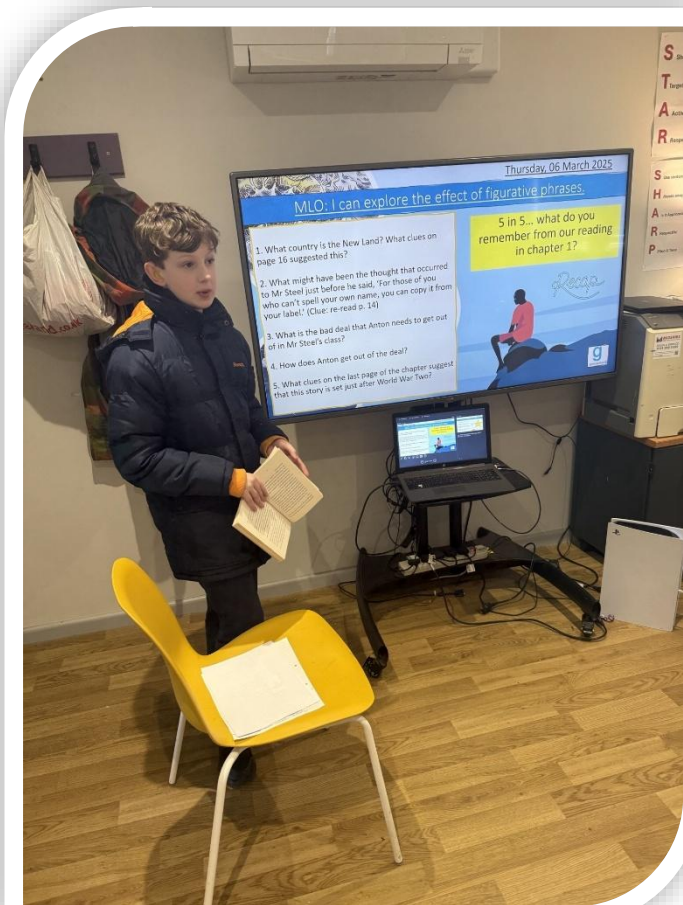
Ollie K made birthday cakes for staff this week – Well done Ollie, they look amazing!



**Scott and Shannon worked independently on some very neat honey baked biscuits and homemade beef burgers  
– Debbie J**



Noah decided he was going to lead the English lesson this morning, we were reading the book 'A different boy' and looking at figurative language. He was brilliant!



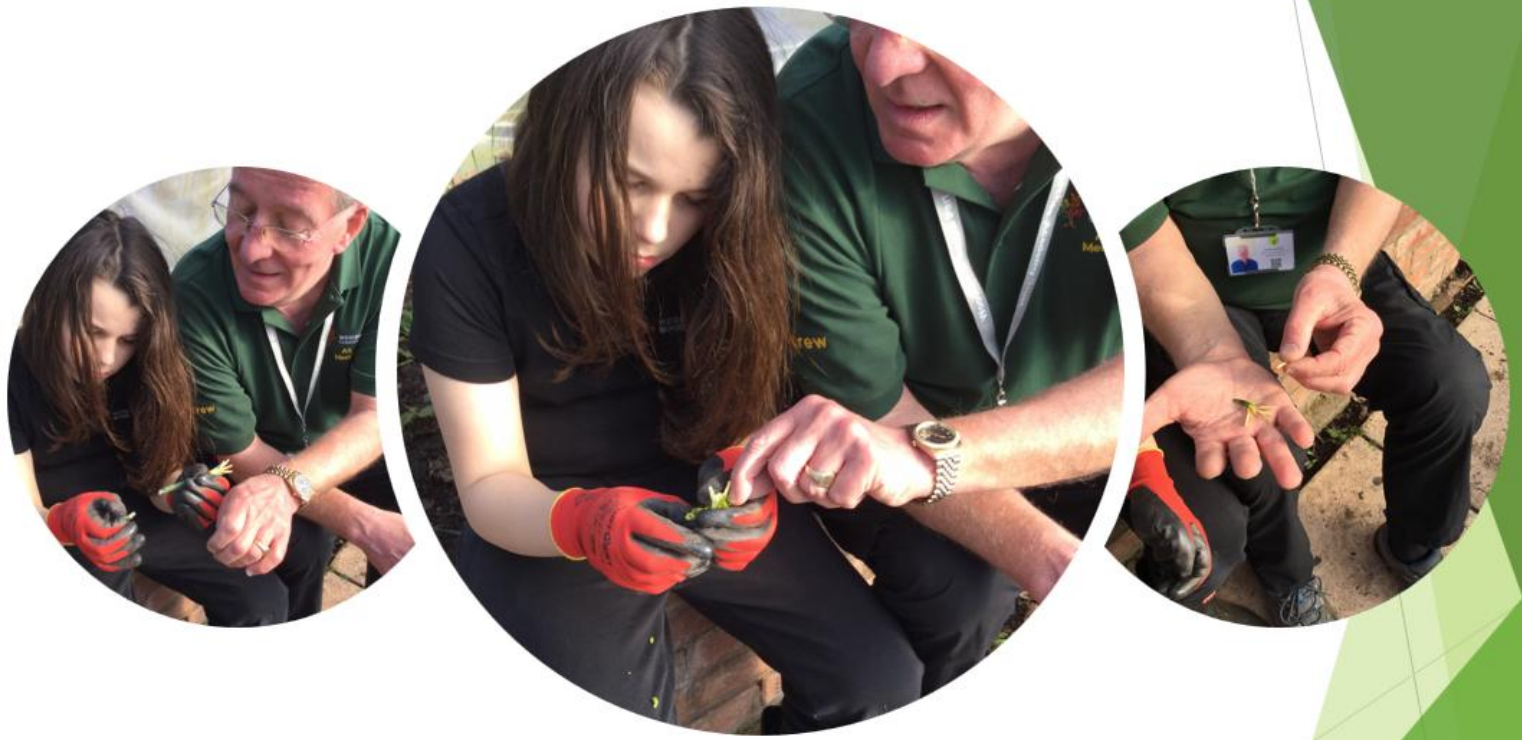


Tommy and Kiean from Shore group made honey baked biscuits and scones today. Tommy experimented with Biscoff filling instead of traditionally jam.

- Debbie J



Jodie has made gooey brownies for  
her favourite teacher Debbie G  
- Debbie G



Owen under the guidance of Andrew, has been dissecting daffodils to explore their various parts. They examined the petals, sepals, stamens and pistils, learning about the functions of each component.



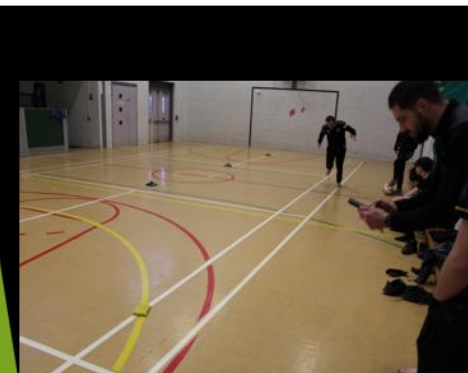
Owen with support from Andrew split seed potatoes to maximize the number of plants they can grow from their batch of seed potatoes.



Next job planting the seed potatoes, a rewarding garden activity that hopefully will yield a bountiful harvest!



Highlights of our recent school agility test, an event designed to assess and improve our learners (and staff) physical fitness and coordination. The test provided a fun and challenging way for learners to showcase their athletic abilities and work on their agility skills.





# Career of the week

## Receptionist

Receptionists are the first point of contact for visitors to an organisation.

**Average salary (a year):** £18,000 (starter) to £22,000 (experienced)

**Typical hours (a week):** 38 to 40 a week (you could work evenings/weekends/bank holidays on shifts))

You can get into this job through:

### College

You can take a college course before applying for work as a receptionist. Some courses relate to particular types of work, others are more general.

For example:

- salon reception (beauty and hairdressing)
- business administration (office work)
- front of house reception (hospitality and catering)
- customer service

### Entry requirements

Entry requirements for these courses vary. 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 get into this job through an apprenticeship, such as:

- Hospitality Team Member Level 2 Intermediate Apprenticeship
- Customer Service Practitioner Level 2 Intermediate Apprenticeship
- Hospitality Supervisor Level 3 Advanced Apprenticeship

These take around 1 year 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 could begin as an admin assistant in an organisation, for instance by doing temporary work, then apply for a permanent job as a receptionist when a vacancy becomes available.

In a hotel, you could start in housekeeping and take further training on the job.

## **Direct Application**

You may be able to apply directly for receptionist jobs. It will help to have good admin and customer service skills.

Some employers will prefer you to have GCSEs and IT skills to work with computerised booking or payment systems.

## **Skills and knowledge**

You'll need:

- customer service skills
- the ability to work well with others
- to be thorough and pay attention to detail
- administration skills
- patience and the ability to remain calm in stressful situations
- the ability to accept criticism and work well under pressure
- sensitivity and understanding
- excellent verbal communication skills
- to be able to use a computer and the main software packages competently

## **Day-to-day tasks**

As a receptionist, your tasks will depend on where you work. You could:

- greet visitors and direct them to the correct person or department
- manage people signing in and give out security passes
- answer enquiries in person, by phone and online
- manage reservations, meeting room bookings and appointments
- deal with incoming and outgoing post and deliveries
- take payments and handle invoices

## **Working environment**

You could work in a reception area, in an office, in an NHS or private hospital or in a hotel. You may need to wear a uniform.

## **Career progression**

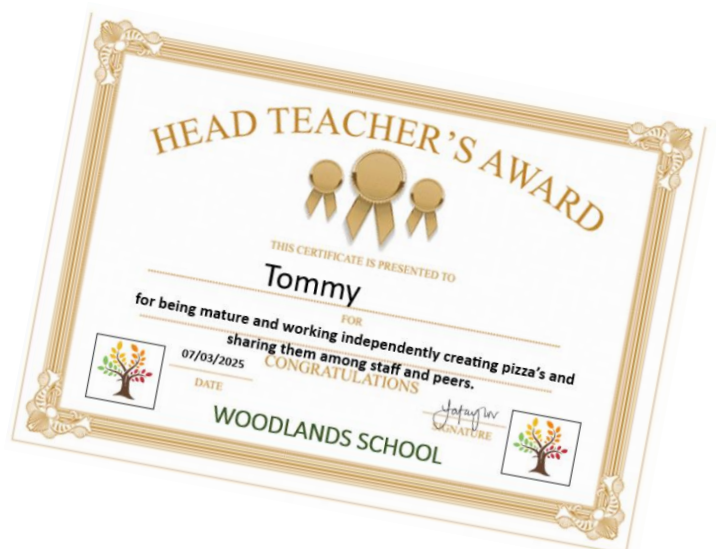
With training and experience, you could become a senior receptionist, front of house supervisor or personal assistant (PA).

In a GP surgery or health centre, you could train to become a medical secretary.



# Headteachers Awards







# Tutor Shout Outs



- Noah Ho for delivering an excellent English lesson.
  - Wendy
  
- Corey for managing himself in a mature way.
  - Elly
  
- Kody has engaged really well with all activities this week and has been a pleasure to work with.
  - Maddy N
  
- Charlotte had a fantastic first session in school and is already making friends.
  - Maddy N



Woodlands school  
Part of the Marches Academy Trust



Woodlands school  
Part of the Marches Academy Trust

## *Easter Bingo*

Set your schedule and join us at

**Woodlands School**

**Thursday 10th April at 1.30pm**

Have fun with your family while playing bingo and  
winning cool prizes



## **Sending an Email to the Safeguarding Team**

**[safeguarding@wdl.mmat.co.uk](mailto:safeguarding@wdl.mmat.co.uk)**

- If you have any worries Parents/Carers or Students, please email the above address.
- Students, you can use your school accounts or personal email addresses.

## **Why not follow us on Facebook**

**<https://www.facebook.com/WoodlandsShropshire/>**

**Or**

**Take a look at our website!**

**[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)**



# Coffee & Chat Prees

1st Wednesday of each month

12pm until 3pm

Prees Primary School, Cross End, Prees,  
Whitchurch SY13 2ER

All families within the local area welcome

Free information, support  
& advice around:

Family Life

Housing & Finance

Special Education Needs and/or Disabilities (SEND)

Parenting Support

Training & Employment

Domestic Abuse Support

And much more...

refreshments will be provided  
\*Please bring your own sealed  
cup/travel mug\*



[shropshire.gov.uk/early-help](https://shropshire.gov.uk/early-help)



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# COFFEE & CHAT

## stay and play



**Every Tuesday**



**9.30 am until 12.30 noon**

**Raven House, Prospect Road,  
Market Drayton, TF9 3AH**

**REFRESHMENTS WILL BE PROVIDED**

**\*PLEASE BRING YOUR OWN SEALED CUP/TRAVEL MUG\***

Open Access Clinic  
(0-5 years)  
every other week



**Free information, advice  
& support around :**

- \*Family Life\*
- \*Housing & Finance\*
- \* Special Educational Needs and/or  
Disabilities (SEND)
- \*Parenting Support\*
- \*Training & Employment\*
- \*Domestic Abuse support\*
- And much more...



[shropshire.gov.uk/early-help](https://shropshire.gov.uk/early-help)



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Council**



# Coffee & Chat Wem

1st Thursday of each month

10am until 1pm

Wem Library, 3 High St, Wem,  
Shrewsbury SY4 5AA

All families within the local area welcome

Free information, support  
& advice around:

Family Life

Housing & Finance

Special Education Needs and/or Disabilities (SEND)

Parenting Support

Training & Employment

Domestic Abuse Support

And much more...

refreshments will be provided  
\*Please bring your own sealed  
cup/travel mug\*



[shropshire.gov.uk/early-help](http://shropshire.gov.uk/early-help)



# Coffee & Chat

## Tern Hill

Last Wednesday of each month  
9am until 12 noon  
(Starting 26th February 2025)

Buntingsdale Primary School, Market  
Drayton TF9 2HB

All families within the local area welcome

Free information, support  
& advice around:

Family Life  
Housing & Finance  
Special Education Needs and/or Disabilities (SEND)  
Parenting Support  
Training & Employment  
Domestic Abuse Support  
And much more...



refreshments will be provided  
\*Please bring your own sealed  
cup/travel mug\*



[shropshire.gov.uk/early-help](https://shropshire.gov.uk/early-help)



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# Coffee & Chat Hodnet

1st Tuesday of each month

9am until 12 noon

Hodnet Primary School, Shrewsbury St,  
Market Drayton TF9 3NS

All families within the local area welcome

Free information, support  
& advice around:

Family Life

Housing & Finance

Special Education Needs and/or Disabilities (SEND)

Parenting Support

Training & Employment

Domestic Abuse Support

And much more...



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Games  
Activities  
Quizzes

[www.healthforkids.co.uk](http://www.healthforkids.co.uk)

07507 330346

**Text a school nurse  
for confidential  
advice and support**



## HEY! GROWN UPS!

Our resource area for parents and carers offers a wealth of information to help you support your children to be healthy and happy as they grow.

Find top tips and advice on all aspects of children's emotional and physical health, from keeping kids active and eating well, to building their confidence and equipping them to cope with specific health issues.

Let's Go!



have I shared with anyone how i'm feeling?



Have I done anything as an act of kindness?



what is taking up most of my headspace?



what will I engage in today that will bring me joy?



have I moved and stretched my body?

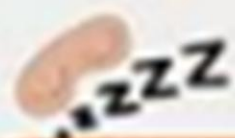


what do i need to do take care of myself?



# Mental Health check in

Am I getting enough sleep?



Am I hungry, angry, lonely, tired or thirsty?



What has been weighing heavily on my mind? Should I write it out?



Have I connected with someone today?



what am I grateful for?



what did I do today that made me feel good?



how am I feeling today mentally and physically?



Am I being kind to me?





**COFFEE MEET-UP**  
**0930 AT WEM TOWN HALL**  
**(FIND US IN THE GALLERY)**

Friday 17th January  
Monday 3rd February  
Friday 28th February  
Monday 17th March  
Friday 11th April



Are you a parent carer or a young person with a diagnosis or special needs or learning differences, with or without a diagnoses.

Join us for a cuppa, company and chat with others experiencing a similar journal.



@Wem SEN Hub

# 10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

## 1 CHOOSING THE RIGHT TYPE OF TEXT

Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by scanning and reciting words or sentences. These tools are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

## 2 READING ON SCREEN

Many devices now allow users to customise text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas other styles – such as dyslexia-friendly fonts – are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

## 3 ACCESSIBILITY TOOLS

Most modern devices include built-in tools designed to support readers. These features can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading more user friendly, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

## 4 INTERACTIVE READING PROGRAMMES

Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and phrases while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

## 5 VIDEO GAMES AND READING SKILLS

Many video games require players to read instructions, character dialogues and mission objectives, making them an unexpected but effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

## 6 SUBTITLES AND CLOSED CAPTIONS

Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or online videos, they can follow along with the text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a familiar, engaging context. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

## 7 USING AUDIOBOOKS

Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook before attempting to read the text independently can boost their confidence and comprehension.

## 9 TEXT-TO-VOICE TECHNOLOGY

Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most smartphones, tablets and computers come with this function built in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

## 8 VOICE-TO-TEXT FOR WRITING AND READING

Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By using text-to-voice to have their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

## 10 SOCIAL MEDIA AND PARENTAL CONTROLS

While social media provides opportunities for reading, most platforms have age restrictions of 13–16 years old, making parental guidance essential. Many social media videos include captions and comments that can encourage reading. However, it's important to use the platform's parental controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

## Meet Our Expert

Catrina Lowri is a qualified special needs teacher and experienced SENCO. She recently launched her own site, [Neuroteachers](http://Neuroteachers.com), which offers a library of short, 'how-to' and explanation videos for educators. Catrina also writes and delivers online training and events for multi-academy trusts, businesses, schools and training organisations.

