



# Woodfield Newsletter

Creating opportunities, discovering success

**Summer 2 – June  
2025**

**Attendance** remains a key driver for us, so thank you as always for working with us; supporting your child to arrive to school on time, and challenging taxi firms when they do not; communicating with us for appointments, keeping routine appointments, as far as possible outside of the school day; sharing with us any changes in behaviours or challenges you are also facing at home, so we can work in partnership together. This continued collaboration between home and school is essential to ensuring that we can be as successful as possible in meeting the needs of our pupils, working to remove any barriers to their learning and providing them with the best possible opportunities so that they can lead as independent a life as possible in their future.

**Our curriculum** is dynamic and continues to be further developed. We know that our pupils learn best when they know the routines and the staff, and they can relate to the subject material. We've begun to describe our curriculum like a tree, where the roots are the taught learning dispositions which support strong foundations for continued learning: our ASK principles and the character traits of creativity, empathy, curiosity, flexibility and resilience. The trunk is the transferable skills which all pupils need so they can problem solve, work as a team and make connections. The branches and leaves, then, are the subject contents: firstly, subject specific skills such as knowing how to use a calculator or scales, read a map, keep a steady pulse etc., and followed by subject knowledge and facts, such as the times tables, parts of a plant, the kings and queens of Britain.

**Assessments** form a part of how we monitor pupil progress, and take place each half term. We are exploring how these look in 2025-26 so that we can prepare pupils for their future and to leave us with appropriate and recognised external qualifications; yet also recognise that our pupils learn in different ways so require alternative ways to show how much they know, can do and remember.

## **Summer Term dates: Monday 28 April – Friday 11 July**

Summer Progress Data report                      w/c 23 June  
Parent events and school trips                      Wed 2 and Thurs 3 July  
School closes for the summer                      Fri 11 July at 3pm  
Should you have a query over the summer holidays, staff only monitor their emails periodically – thank you for your patience in waiting for us to get back to you.

## *Effective communication is important to us*

In our classrooms, there is a visual timetable so that pupils know what their day looks like. In Lower school, pupils take responsibility for moving the arrow or cards to show what lesson or activity is happening. Some pupils also use now and next boards so that they are supported to process what is happening in their world when they are school.



## **Term Dates Academic Year 2025-26**

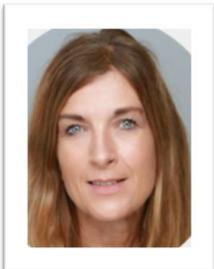
Pupils start back to school on  
Thursday 28 August  
28 August – 17 October  
27 October – 19 December  
6 January – 13 February  
23 February – 27 March  
13 April – 22 May  
1 June – 10 July

# General updates and information

A lot of exciting things have been happening at Woodfield School this academic year; staff have received a whole host of training, including training around **mental health and wellbeing**.

Miss Riley Rheeders has trained as our **Emotional Literacy Support Assistant (ELSA)** and Mrs. Flowers has trained as our **Senior Mental Health lead**.

Wellbeing and mental health strategies contribute to a healthier school environment and can benefit both pupils and staff and support learning. The government has led changes to school curriculums and Ofsted frameworks, even for independent schools, like Woodfield, and therefore there is a more robust focus on wellbeing. Mrs. Flowers and Miss Riley will be overseeing the mental health and wellbeing strategy and support of pupils and staff. If you feel that your child may need some support, please contact Mrs. Flowers or Miss Riley Rheeders via email [jayde@henrydavidlearning.co.uk](mailto:jayde@henrydavidlearning.co.uk) [rachel@henrydavidlearning.co.uk](mailto:rachel@henrydavidlearning.co.uk) or via our school telephone number 01455209333 Or direct your child to speak to them if they feel comfortable doing so.



## Attendance Matters

### Reminders for parents/carers

Our current attendance is 87%. We celebrate and recognise all pupils who have secured 100% attendance each week in our Friday assembly. For the last 3 weeks, there have been on average 13 pupils each week, just over half of our school.

As you are aware, pupils arriving after the register has closed, unless there is a justifiable reason, will be coded as unauthorised absence. We have a duty to work with families to actively promote positive attendance as research tells us that regular attendance is a key driver to improve pupil progress. We know from how our pupils present in school that the regular routine of their timetabled day supports their mental health and wellbeing.

Our data shows that before holidays, pupils become increasingly dysregulated as, we believe they are anxious about what the holidays will be like.

You can support your child by talking about what will happen and when over the 6 weeks and perhaps creating together a visual timetable. See the attached templates which you might find useful.

All pupils at Woodfield can demonstrate the character strengths from ASK by working hard, showing resilience and determination, listening to each other, and showing kindness.

We follow our ASK principles:

- We have **ambition** for everyone at Woodfield, and we try our best in everything we do.
- We **support** each other: we listen, we are respectful and polite.
- We show **kindness** in our everyday actions so that everyone feels valued and part of something special – the Woodfield family.

We have linked these with our learning dispositions so will also be talking about developing pupils' creativity, empathy, curiosity, imagination, and flexibility.