



ISSUE 21

One Family

with Wonder

How to Support Executive Function

Explore Wonder...

Schools Funding Arrangements
Safeguarding for Governing Boards
Happiness Heroes - myHappyMind



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 21

with Wonder

Welcome to the Wonder Learning Partnership

We believe passionately, as a rural charitable Trust, that our children, in our villages, market and coastal towns, should be entitled to an education that celebrates the traditions of our communities, which recognises the history and values of our rural schools, their individuality and distinctiveness.

We are child focused, driven by an absolute desire to know and care for each child as an individual. A love of learning and a real passion for teaching. Our mission is to ensure every child receives the very best teaching, follows a challenging and exciting curriculum that broadens their understanding and provides a wealth of knowledge, not only within specific subjects, but across disciplines and time. Exposing them to the true majesty and wonder of creation, within nature, across the world, in different cultures and societies.

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“Wonder is the beginning of wisdom” Socrates

Our Values

Educate

We are committed to educating the whole child and believe every child should reach their potential.

Empower

We will empower our whole school community through support, development, and value in the pursuit of excellence.

Engage

We will engage in best practice to develop the personal qualities and aspirations of pupils and staff.

Enrich

We will ensure our children are exposed to a wealth of experiences and opportunities.

We welcome any school partner into the Wonder Learning Partnership and look forward to hearing from you. Our team is here to help across a breadth of areas whether this is peer to peer support, compliance, curriculum development or if you are seeking to join our Trust. Please get in touch at office@wlp.education.



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Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602

Wonder School Family News

Happiness Heroes

Pocklington Junior School has launched its myHappyMind programme which is designed for schools to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and school.

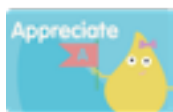
The newly appointed Happiness Heroes will help promote the use of the programme in school which is structured across 5 modules:



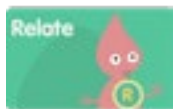
1. **Meet your brain** – Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.



2. **Celebrate** – Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self esteem.



3. **Appreciate** – Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!



4. **Relate** – Understanding why positive relationships matter and how to build them. We're focused on the building blocks of good relationships and friendships.



5. **Engage** – Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self esteem and resilience too.



As a whole school program grounded in science and dedicated to building positive mental wellbeing, myHappyMind helps children understand how their brains work and creates a culture that helps to build children's resilience, confidence, and self-esteem. myHappyMind also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves!

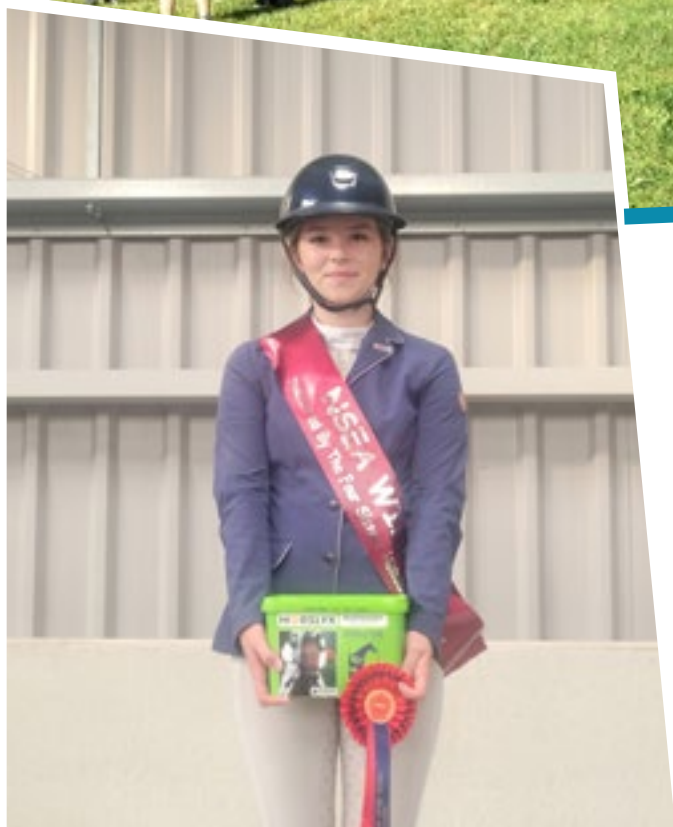
If you would like to learn more: [Home - myHappyMind](#)



Wonder School Family News

Exploring Nature

We are passionate about our family of schools embracing their natural surroundings in their learning. With schools in such beautiful rural locations, seeing the activity of pupils at Stamford Bridge Primary School and Melbourne Primary School using their sense of sight, hearing, touch and smell to soak up their natural environment to inspire their English writing is marvellous. We look forward to reading your work and losing ourselves in the wonderful world of the natural Yorkshire countryside.



Riding to Success!

Congratulations to Whitby School pupil Saffron and her horse Lahorna Lassie. Saffron and her horse Lahorna Lassie represented Whitby School in the National School Championships Northern festival at Alnwick Ford Equestrian centre recently.

Saffron had some brilliant results 95cm 3rd place, 105cm 1st place and 110cm 1st place and has now qualified for the Nationals and will represent Northern England in the Nations cup. We wish Saffron and Lahorna Lassie the best of luck!

Wonder School Family News



ALICE MERRETT

Creative Arts Day

Each year, Woldgate School, hold a Creative Arts Day as part of their transition programme for pupils joining the school in the new academic year. During the Creative Arts Days in July, pupils created a postcard exploring the theme 'Seaside'. Pupils worked from both images and Seaside Still Life producing artwork with their interpretation of the theme. Pupils explored the work of two artists: Alicia Merrett, a contemporary textiles artist, who explores the world of maps and aerial views through her textile pieces and Richard Long, a sculptor and land artist, who uses stone and words to explore the relationships between time, distance, geography, measurement and movement. Pupils created a reflective piece of art about their transition to Woldgate School and how they may be feeling exploring the work of Merrett and Long.



Royals Dance Team Shines at UDO World Championships

During the summer holidays the Royals dance team, who are the current British Champions, represented Beverley's Base Dance Company at the prestigious UDO World Championships in Blackpool. The competition, the highlight of the annual Street Dance and Hip-Hop Competition Calendar, saw dancers perform at the town's stunning Grade 2 listed Winter Gardens. Competing against teams from across the world the Royals, who included Ella, Hailey, Ava and Poppy from Longcroft School, achieved remarkable success securing an impressive 2nd place in the Under 16 Novice category.



Executive functioning (EF): secondary transition

Towards the end of last academic year, I attended NASEN's SEND conference. It was a thought-provoking, educational and entertaining day (if you haven't heard [Daniel Sobel](#) speak before, it's a treat!).

Nestled among the speakers, was a small breakout session about executive functioning that was delivered by Dr Sarah Broadhurst, Director of the Autism Education Trust. While the term "executive functioning" is no doubt familiar to early years practitioners, it may be less familiar to teachers of older pupils. The session was fascinating and cast a light on an area of transition that we arguably don't focus on enough.

As pupils move from primary to secondary school, they face new academic, social, and emotional challenges. One of the key areas that often determines their ability to navigate these changes is executive functioning (EF). This set of mental processes allows pupils to plan, focus attention, remember instructions, manage time, and juggle multiple tasks successfully.

While the session was framed around provision with pupils with autism, the ideas and issues discussed apply to all learners. Our executive functioning skills are not developed into adulthood, but we ask children of 11 to juggle complex school timetables, prioritise homework tasks from different subjects and to manage multiple pieces of information each day. It's vital that we support pupils with this.



Kirsty McMurdo
Trust Head of Teaching and
Practitioner Development



What are the signs that someone has executive functioning challenges?

It's important to identify pupils who may be struggling with EF early on. Some common signs to look out for in pupils transitioning to secondary school include:

- » Frequently losing belongings such as books, stationery, or homework
- » Difficulty following multi-step instructions and completing complex tasks
- » Struggles with time management, often resulting in missed homework or rushing to complete tasks
- » Being easily overwhelmed by the increase in workload and more demanding expectations.
- » Challenges with social interactions, like taking turns in conversation or understanding classroom social cues.

We need to remember, though, that challenges with executive functioning can be temporary. Our ability to executive function can be impaired by external factors such as stress. This applies to adults, too. We can surely all recall times when high stress levels have led us to lose the ability to plan, organise, prioritise and function.

Just earlier this week, my husband went away for work for a few days. This was compounded by the fact that I'd been feeling ill all week. The stress caused by trying to get two children ready, dressed, to breakfast club, teach lessons in three rooms, attend meetings, pick-up said children and take them to their dance class led to a complete breakdown in my executive function. I lost my work bag. Convinced that I'd left it at work, I drove my children to two schools to find that I had left it... at home. If I'd stopped to think, I might have focussed more or mentally retraced my steps. However, juggling multiple tasks overwhelmed me.

How can we support pupils who struggle with executive functioning?

It is possible to manage challenges with executive functioning, particularly at this transitional time of year:

1. Secondary school can feel less predictable than primary school, and pupils with EF difficulties may become anxious with the frequent changes between classes, subjects, and teachers. To help, establish clear and consistent routines in your classroom. Break larger tasks into smaller, manageable steps, and provide visual or written checklists to guide pupils through the process.
2. Time management is a critical EF skill that often proves challenging during the secondary school transition. Help pupils build this skill by teaching them how to use planners or digital planning apps. Encourage them to estimate how long tasks will take, break tasks into smaller parts, and set specific goals with deadlines. You can also allocate time at the beginning or end of each lesson for pupils to organise their work or make notes on upcoming tasks.
3. Pupils with EF difficulties often struggle with multi-step instructions. Whenever possible, provide instructions one step at a time and offer them in both verbal and written form. Encourage pupils to repeat directions back to ensure understanding. Visual cues, such as diagrams or written checklists, are invaluable for helping pupils follow tasks independently.
4. Self-monitoring is a critical EF skill that helps pupils reflect on their work. Support pupils by encouraging regular check-ins. Teach pupils to pause, assess their progress, and adjust their plan if needed. A self-monitoring checklist can be really helpful.
5. Organisation is a key aspect of EF. Help pupils develop a system for organising their schoolwork, whether it's colour-coded folders for each subject or a dedicated homework binder
6. Regular, constructive feedback helps pupils with EF challenges understand where they are doing well and where they need to improve. Praise effort and strategies rather than just results, and celebrate improvements, no matter how small.
7. Moving from one subject or teacher to another is a big shift for pupils with EF difficulties. Helping them prepare for these transitions can make a significant difference. Strategies include giving a five-minute warning before the end of an activity and providing visual cues that signal transitions

The transition to secondary school is a big change for all pupils, many of whom will be experiencing at least temporary challenges with their executive functioning. For children who struggle with executive functioning difficulties, this time of year can cause anxiety. However, we can help children to develop the skills needed to make the transition through empathy and well-chosen strategies.





Finance

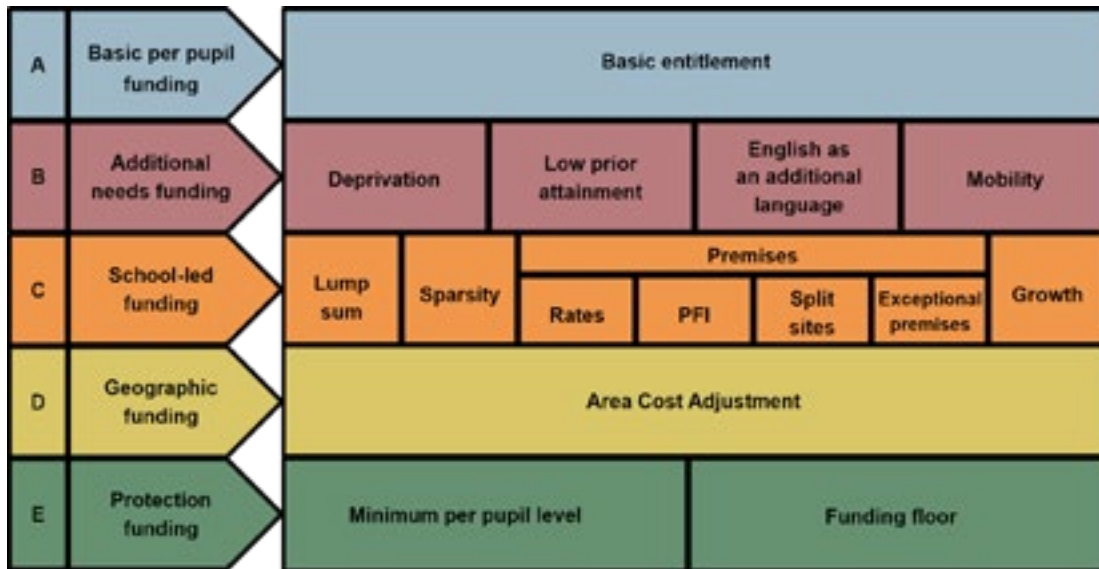
Schools funding arrangements 2025 to 2026

You will be aware that the publication of the notional schools and high needs national funding formula (NFF) allocations for 2025 to 2026 has been delayed due to the timing of the general election.

In advance of the Department for Education (DfE) confirming the NFF factor values and NFF allocations for 2025 to 2026, the Education and Skills Funding Agency (ESFA) has published [a summary policy note](#) to help local authorities, academy trusts and schools with their planning.

This sets out the structure of the schools NFF for 2025 to 2026 (that is the factors that will be used in the NFF, and how they will operate). There will be **no substantial changes to the NFF** for 2025 to 2026.

The NFF funding factors taken into account when calculating schools block DSG funding allocations through the NFF are set out in the diagram below. It is not to scale.



The ESFA aims to publish notional NFF allocations for schools and all supporting documents for 2025 to 2026 as soon as possible following the budget announcement on Wednesday 30 October 2024. The dedicated schools grant (DSG) allocations will then be published in December 2024.

It is important to note that the teachers' pay additional grant (TPAG) and the teachers' pension employer contribution grant (TPECG) 2024 will be rolled into the NFF for 2025 to 2026. The recently announced core schools budget grant (CSBG) will also be rolled into the schools NFF for 2025 to 2026.



Governance

Safeguarding for Governing Boards

One of the most important duties that governing boards fulfil is to ensure that their school or trust is creating safe environments for pupils.

Governing boards must comply with the duties outlined in statutory guidance [Keeping Children Safe in Education \(KCSiE\)](#). Use safeguarding guides to ensure that your board has sufficient knowledge and capacity to meet your safeguarding responsibilities.

Guides covers:

- » how to meet your safeguarding responsibilities
- » strategic oversight and monitoring
- » understanding how safeguarding policy works in practice
- » governor and trustee safeguarding checks

The latest version of KCSiE is in force from September 2024.

It contains updates that boards should be aware of, including:

- » an updated safeguarding definition with an emphasis on early help and support
- » additional indicators of the potential need for early help
- » clarification around alternative provision safeguarding responsibilities
- » amendments in line with draft non statutory guidance Gender Questioning Children

All governors and trustees must receive appropriate safeguarding and child protection training (that includes online safety). This should form part of your board's [induction programme](#) and take place regularly thereafter. We recommend that boards engage in safeguarding training on an annual basis.

The training should cover:

- » the duties that schools and trusts have to safeguard and promote the welfare of children
- » the governing board's relationship with the DSL
- » effective safeguarding monitoring (including how to review data related to safeguarding)

Governor Safeguarding Role Description

The role description covers the purpose of the safeguarding link governor/trustee role and duties that include:

- » working with the designated safeguarding lead (DSL)
- » acting as a main point of contact for the DSL
- » understanding how safeguarding works in practice
- » reporting to the board and keeping them up to date
- » acting as the board's safeguarding specialist

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

[Safeguarding: a guide for governing boards | National Governance Association \(nga.org.uk\)](#)



Teach with Wonder

Paid Teaching Internship Programme 2025

£1,275
Teaching
Internships
available
now!

After an extremely successful internship programme in 2024, we are delighted to once again be able to offer more young people an opportunity to find out why teaching is such an inspirational career choice.

Our internship programme combines professional development, talks from external speakers, a visit to one of our primary schools, planning a trip and of course an opportunity to teach our pupils. You receive dedicated mentorship, support, and training over the three-week period and in your final week, you can choose to teach your very first lesson. It is simply a privilege to see our interns flourish and utterly amazing to see them stand in front of their first class after just three weeks.

In addition to all the great opportunities you will receive during this three-week programme, you will also receive a payment of **£1,275.00** funded by the Department for Education.

Our paid internships are available for people who:

- have a genuine interest in teaching
- have not already accepted a place on an Initial Teacher Training programme
- have not completed a paid internship before
- have (or are working towards completing) a degree or a related degree in mathematics, physics, chemistry, or modern foreign languages (French and Spanish)

We are recruiting for placements in maths, physics, chemistry and modern foreign languages starting on:

- 9th June 2025 to 27th June 2025
- 23rd June 2025 to 11th July 2025

Our internships are available at both:

Woldgate School and Sixth Form www.woldgate.net

and

Longcroft School and Sixth Form www.longcroftschoo.co.uk



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Recruitment now open!

To register and receive an application pack please contact:

Victoria Tomlinson

Wonder Institute of Education

IOE@WLP.education



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Family schools:



Melbourne
Primary School



Pocklington
Junior School



Stamford Bridge
Primary School



Woldgate
School
Of great merit, character & value

Friend schools:



LONGCROFT
School



Whitby
School

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Website: www.wlp.education