CORNERSTONES

CARE
PERSEVERANCE
RESPECT
RESPONSIBILITY



DRIFFIELD
SCHOOL
& SIXTH FORM

BELIEVE · ACHIEVE
ONE DRIFFIELD

SUMMER 2026 - EDITION 5

CARE
PERSEVERANCE
RESPECT
RESPONSIBILITY



Personal Development at Driffield School & Sixth Form

- To ensure students understand the benefits of looking after their mental and physical health
- To promote equality and diversity and respect difference
- To provide opportunities for students to access and remember for a lifetime
- To raise aspirations to achieve personal excellence.

In APEX this term...

Healthy Lifestyles in APEX

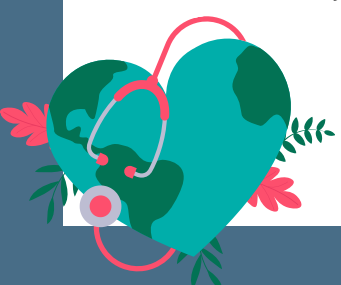
Within the APEX curriculum this half term, Healthy Lifestyles encourages students to reflect on a central idea: how can we take care of our minds and bodies in a complex and changing world?

At Key Stage 3, students build the foundations of understanding themselves—physically, emotionally and socially. They explore how to manage change, communicate feelings, and navigate relationships with confidence and respect. Along the way, they develop an awareness of risk, learning to recognise challenges in both the online and offline world and to respond with resilience and good judgement.

As they progress, students are encouraged to think more critically about the influences around them. They consider how society, media and peer groups can shape behaviour and self-image and they begin to develop the independence needed to make informed, healthy choices – something that is ever more prevalent in our ever-changing world.

At Key Stage 4, this learning becomes more personal and reflective. Students are supported to take greater responsibility for their wellbeing, considering the long-term impact of their decisions and the importance of maintaining both physical and mental health. They explore the realities of adult life, equipping them with the knowledge and confidence to manage pressure, seek support and make positive choices for their future. This foundation is crucial as they transition into post-16 education and adulthood, where these skills enable them to navigate increasing independence, responsibility and the challenges of everyday life.

Ultimately, the Healthy Lifestyles strand is about more than avoiding harm. It is about nurturing self-awareness, resilience and responsibility, enabling students to lead healthy, balanced lives and to navigate the challenges of modern society with confidence – a skill set each and every student can carry with them into their future.





Family Help Drop In

26 June 2026 at 9 – 11am.



Come and chat to one of our local School and Community practitioners.

Visit our drop-in session for a range of advice, tips and resources to support you and your family.

We can support with:

- Understanding your child's feelings and behaviours.
- Supporting your child's emotional health.
- Findingout aboutother servicesthatareavailable to support you and your family.

EAST RIDING OF YORKSHIRE COUNCIL

Stronger Together

For Children and Young People

ONE DRIFFIELD

ONE TEAM - TEAM COLOURS

School uniform plays a very important role in promoting pride, self-confidence and a real sense of belonging. We are proud to be part of One Driffield and when worn properly our uniform helps students look smart and feel fully part of the team. Wearing a uniform helps prepare students for the world of work by instilling professionalism and a work ethic very early on. It also links very closely to our Cornerstones of care and respect.

As with all aspects of school life, we listen carefully to student voice to ensure we meet the needs of students. In the last couple of years a minority of students have asked for the opportunity to wear shorts during the hotter summer months. We are pleased to say that our Governors agreed a new uniform policy for this school year that allows students to wear smart tailored black shorts in the second half term in summer, from 1 June 2026 to the end of the school year. Please note, the shorts must be smart, tailored shorts, not sports wear and it is expected that they are worn with the rest of the school uniform, including shoes and socks.

As always uniform is monitored in school and if students are in incorrect uniform they will be offered spares to borrow. It will also result in a Be Ready Reset code in their planner. Please be aware, before buying any new items of uniform, it is advisable to check our uniform policy first. Unfortunately, just because a high street store may advertise clothing as 'back to school' it does not mean it will meet our code of dress expectations. Further information on our dress code can be found **here**.

We urge parents and carers to please take note of the expectations around piercings and nails, alongside the actual uniform requirements. For health and safety reasons, students are not permitted facial piercings and are required to remove all ear piercings for activities such as PE.



ONE DRIFFIELD

BEHAVIOUR FOR LEARNING - HAVE YOUR SAY

This time last year we amended the school Behaviour for Learning policy with a view to being more inclusive. We amended the language within the policy to better describe what we wanted to happen at each stage. Therefore, written warnings became reset codes alerting students and staff to the need to reflect and reset behaviours moving forward. We amended two of our relational routines to 'Recognise and Reward' and 'Reset and Reflect'.

We would very much like to gather your feedback with respect to the impact the amendments have made. Therefore we would be very grateful if you could complete the short quiz below. It shouldn't take any longer that five minutes.



Behaviour for Learning – Fill in form



ONE DRIFFIELD

ONLINE SAFETY - HOW CONFIDENT ARE YOU?

Ensuring children are safe online can be a constant worry for parents, particularly with the rapid pace in which technology improves and changes. With this in mind, through TEAL we have purchased a supportive resource for parents called Qustodio. This resource will provide you the information and support you need to ensure your children are safe online by providing easy to use advice, tips and tools. This resource can be accessed via the school web page (click on 'Online Safety Hub' at the top right hand side of the web home page) or this **link**.

Once you have accessed this page, it is easy to navigate for parental advice and online safety tech. There is an option for you to create your own account under the heading, Parent App.

For reporting any concerns, please check our website page from CEOP **here**.

BE HERE - ARRIVAL AT SCHOOL

In order to more effectively meet and greet our students as they arrive at school each morning we are going to trial reducing the entrances onto school site in a morning. From the 1 June 2026 students will need to enter the school site through either the main entrance on Manorfield Road or through the sports centre path on Bridlington Road. The two paths onto Bridlington road will be open as usual at the end of school.

MOBILE DEVICES

As you may be aware from articles in the news the guidance produced for schools by the Department for Education regarding mobile devices (phones, smart watches, iPads etc) is being strengthened. The term "not seen and not heard", as used in our guidance, refers to children being permitted to bringing their devices to school provided they are turned off and in their bags. However, the new guidance makes it clear that this strategy is not sufficient and schools need to find other ways to ensure that no child can use a mobile device whilst on school premises. With this in mind, we are currently researching different options to meet the new requirements and will update parents and students in time for the new school year.



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

MANAGING EXAM STRESS

At some point in their education, most young people will encounter exam stress, which can affect their mental, emotional, and physical wellbeing. Mental health charity YoungMinds estimates that 87% of pupils experience exam-related stress. This highlights the importance of supporting young people to manage exam pressure effectively, maintain perspective, and protect their overall wellbeing during these periods.

1 PRACTISE WORKLOAD WISDOM

The build-up to exams can feel overwhelming, with competing demands on time and energy. Encourage young people to reflect on whether their workload is realistic and allows them time to rest and recharge. Support them in creating a manageable revision timetable that includes regular breaks and occasional days off. Remind them that plans can be adjusted if they feel overwhelmed, helping to reduce the pressure and prevent burnout.

2 CLEAR UP THE CLUTTER

A cluttered workspace can reduce focus and increase stress levels. Encourage young people to keep their study area tidy and organised, with clearly arranged notes and materials. A calm, dedicated space can support concentration and create a more relaxed mindset. Adding colour, mind maps, or creative elements can also make revision feel less daunting and more manageable.

3 MASTER THE MATERIALS

Revision can feel particularly stressful if young people are unsure where to begin. Help them confirm key study topics and materials, ensuring they're using accurate and relevant resources. Reducing uncertainty can help them feel more in control of their learning. Reassure them that they don't need to know everything perfectly, as building their understanding over time is what matters most.

4 GET CREATIVE WITH NOTES

Writing out detailed notes, rather than relying only on bullet points, can strengthen their understanding and retention. Encourage young people to turn these notes into flashcards for regular review and repetition. Feeling familiar with their material can boost their confidence and reduce anxiety during exams. This approach can help them feel more prepared and less likely to panic under pressure.

5 USE VISUAL MEMORY AIDS

Visual resources can make learning more effective and reduce their frustration when information feels difficult to grasp. Encourage the use of diagrams, videos, sticky notes, and colour coding to reinforce key ideas. Creating simple mnemonics can also make information easier to remember. Using a variety of methods can help prevent mental fatigue and keep revision feeling fresh and manageable.

6 BUILD A TECH TOOLKIT

Technology can be a valuable supporting tool during exam preparation when used in a balanced way. Educational websites, revision platforms, and subject-specific videos can help explain complicated topics clearly, reducing the risk of confusion or stress. Encourage young people to use these tools to support – rather than overwhelm – their learning, and to take regular breaks from their screens to protect their wellbeing.

7 KEEP REVISION ENJOYABLE

Revision is often more effective when it feels engaging and varied. Encourage young people to incorporate humour, real-life examples, or creative approaches into their learning. Mixing study methods, including light physical activity such as short walks, can also improve their mood and focus. Enjoyable revision experiences can help reduce stress and make the process feel more positive and sustainable.

8 USE ACTIVE STUDY METHODS

Active revision techniques can help young people feel more confident and in control of their learning. Strategies such as spaced repetition and active recall, including self-testing or explaining concepts aloud, can highlight both their strengths and areas for improvement. This clarity can reduce last-minute panic and support a calmer, more prepared approach to exams.

9 USE AI THOUGHTFULLY

AI tools can support revision by making learning more personalised and manageable. Young people can use them to generate practice questions, summarise information, or break down topics into simpler steps. Used carefully, these tools can reduce overwhelm and save time. Remind young people to check AI information with trusted sources to ensure its accuracy and build confidence in their understanding.

10 PRACTISE WITH ONLINE TOOLS

Online revision platforms can help young people test their knowledge and track their progress. Many offer quizzes, flashcards, and practice papers aligned with exam boards. Encourage regular self-testing – including timed activities – to build up familiarity with exam conditions. Becoming more comfortable with the format of exams can reduce anxiety and help young people approach them with greater confidence.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of Social Enterprise UK's 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.

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10 Top Tips for Parents and Educators

EFFECTIVE REVISION AND STUDY SKILLS

As exam season ramps up, revision often becomes louder, busier, and less effective. Many pupils still rely on comfort strategies like re-reading and highlighting. These can feel productive but rarely build long-term memory. This guide will help you create a low-effort, high-impact revision system that teaches pupils how to revise, rather than merely emphasising its importance.

1 DIAGNOSE BEFORE DOING

Before adding more sessions, identify why a pupil is underperforming: knowledge gaps, weak routines, poor choices, or low effort driven by a lack of confidence. Treating every issue as 'needs more revision' creates noise. Use a quick check: what do they know, what do they misunderstand, what can't they retrieve under pressure, and what do they avoid? Then match revision to the actual problem.

2 TEACH REVISION EXPLICITLY

Most pupils haven't been taught how to revise well, so they pick what feels easiest. Build short revision mini-lessons into curriculum time; demonstrate retrieval, spacing, and how to self-check. Model it live, do it together, then gradually hand over responsibility. The goal is independence, not dependency. When pupils understand why strategies work, they're more likely to use them when it matters.

3 PRIORITISE RETRIEVAL PRACTICE

Make recall the default. Use methods such as low-stakes quizzes, flashcards, free recall, blurting, and 'answer then check'. Effective testing helps to measure and strengthen learning. Keep it specific and frequent – small chunks, lots of repetition, and immediate feedback. For parents, the best question isn't 'Have you revised?' but 'What can you remember today, without notes?'

4 SPACE IT OUT

Cramming can boost short-term performance, but it's weaker for long-term retention. Help pupils spread practice across days and weeks, revisiting content after memory has faded. That 'slight struggle' is the point. Use a simple rhythm: new learning, next-day retrieval, a three-day revisit, a weekly revisit, and mixed practice before the exam. This turns revision into a routine, not a panic.

5 MIX, DON'T BLOCK

Practising one topic for a long stretch – known as 'blocked practice' – can feel easy, but it can hide fragile learning. Mixing topics, question types, or methods strengthens long-term learning and helps pupils apply knowledge later. For educators, design homework and revision packs so topics reappear in a planned cycle. For parents, encourage sessions that mix two topics rather than focusing on just one.

6 USE DESIRABLE DIFFICULTY

Revision should feel effortful, not effortless. Durable learning comes from challenging revision techniques: attempting answers before looking, explaining ideas aloud, writing from memory, or tackling unfamiliar question formats. The key is 'hard, but doable'. If a pupil always gets everything right, it's too easy. If they always fail, it's too hard. Aim for productive struggle with quick feedback loops.

7 CENTRALISE MATERIALS SIMPLY

Revision fails when pupils waste energy finding resources, navigating platforms, or guessing what matters. Reduce cognitive overload by centralising what they need: a single hub per subject, a clear list of priority knowledge, and a small set of standard task types such as quizzes, flash cards, exam questions, or corrections. Less admin clutter means more working memory for learning.

8 PLAN, MONITOR, EVALUATE

Strong revision is self-regulated. Pupils plan what they'll do, monitor if it's working, and evaluate what to change next time. Use a weekly revision review routine that asks: 'What did I try?' 'What improved?' 'What didn't?' 'What's my next micro-goal?' Post-mock action plans are powerful here because they force honesty about time spent, strategy used, and impact achieved.

9 WRAP MOCKS PROPERLY

Mocks only help if pupils learn from them. Use an exam wrapper approach: before the mock, set strategy goals; afterwards, analyse errors such as knowledge gaps, misread questions, weak methods, and timing issues, then create a targeted reteach and retest plan. Parents can support by asking, 'What type of mistake was it, and what's your fix?' rather than 'What grade did you get?'

10 MAKE TIME VISIBLE

Revision becomes real when time is protected and predictable. Help pupils build a timetable that's short, repeatable, and realistic: 30–40 minute blocks, clear start and stop times, and specific tasks, not 'revise science'. Avoid perfectionist plans that look pretty and collapse by Tuesday. Consistency beats intensity. Build momentum with small wins, then build from there.

Meet Our Expert

Amjad Ali is the creator of Try This Teaching and the CPD and Inclusion Lead for the Chiltern Learning Trust. With over 19 years' experience in education, including leadership roles in diverse and high-need schools, he specialises in inclusive, evidence-informed practice. His work focuses on practical, low-effort, high-impact strategies that help students learn more and retain knowledge over time.



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ONE DRIFFIELD

YEAR 11 PROM

The Year 11 Prom will take place at Lazaat Hotel, Cottingham on Thursday 2 July 2026. Students may arrive from 18:00, with the buffet being served at 19:30. We are looking forward to seeing Year 11 together on this special evening!







ONE DRIFFIELD

PEER AMBASSADORS UPDATE

Peer Ambassadors play an active role in our anti-bullying work at Driffield School. Students from all year groups volunteer to be a Peer Ambassadors and meet regularly with Mrs Jude, our anti-bullying coordinator, who issues them with their Peer Ambassador badge which they wear with pride. Peer Ambassadors are often based in our Chat and Chill area but also patrol the site, providing a visible presence as students who are looking out for anything they feel is not right. They contribute to the school in a wide range of roles and help design activities for the wider student body throughout the year. They also support in the organisation of anti-bullying week each year.





All of our new Peer Ambassadors receive training delivered by Mrs Jude to give them the skills and confidence to carry out their role, but we are delighted to announce that this term we have secured 15 places on an external training event run by the Diana Award Scheme. This session will take place at Snaith School and will provide an opportunity for 15 of our Peer Ambassadors to meet like minded students from other students across the East Riding and surrounding area to develop their skills further. More information will be shared in our next newsletter.

THE DIANA AWARD

ANTI-BULLYING

As always, our Pastoral Team are always on hand to offer any support that students require. There are robust systems in place to tackle any instances of bullying and, to further support this, every member of the Pastoral Team has completed an anti-bullying training course. While we are proud of our Anti Bullying Alliance Silver Award (please see previous issue of the newsletter), we are never complacent about bullying and are committed to ensuring the best support mechanisms are in place for our students.

ONE DRIFFIELD

BUILDING BELONGING AT DRIFFIELD SCHOOL

Since the pandemic, there has been a growing recognition, both within schools and across wider society, of just how vital connection is for the health and wellbeing of us all. As many parents and carers will be aware, when young people seek that sense of connection in the digital world, it can sometimes lead them into unregulated and potentially harmful spaces.
At Driffield School, we have placed a significant emphasis over the past two years on creating meaningful, real-world opportunities for connection. This has been driven through a wide range of enrichment opportunities, including our extra-curricular programme, trips and visits, character development days and partnerships with organisations such as the Tigers Trust.

At the heart of all this work is a simple but powerful aim: to build a strong sense of belonging for every student.

We strive to achieve this in a number of ways. Our consistent form time model ensures that students connect daily with their form tutor, creating a trusted and supportive relationship. Students also develop a sense of identity through their house, their year group and their place within the wider Driffield community, working together towards shared goals and our cornerstone values.

Importantly, this sense of belonging extends beyond our students. It includes parents, carers and the wider community. Over the coming months, we will be strengthening these relationships further, working closely with our community to ensure we provide the very best support and opportunities for our young people.

One recent initiative has seen form tutors gather valuable insights about students, their hobbies and interests, career aspirations, role models and even their biggest worries. This allows us to better understand each individual and strengthen the connection between tutor and student. Our ongoing work within form time continues to prioritise these conversations, giving space for students to share their thoughts, explore current affairs and feel heard.

While belonging remains a central priority, it sits alongside our high expectations. We continue to emphasise the importance of students looking smart in their uniform, being punctual, attending regularly, and showing commitment and effort in lessons and across school life.

This balance is captured in our school ethos: Be Here. Be Yourself. Be Your Best.

At Driffield School, we are proud to be building a community where every individual feels they belong and where every student is supported to thrive.

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10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT



The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert



Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".

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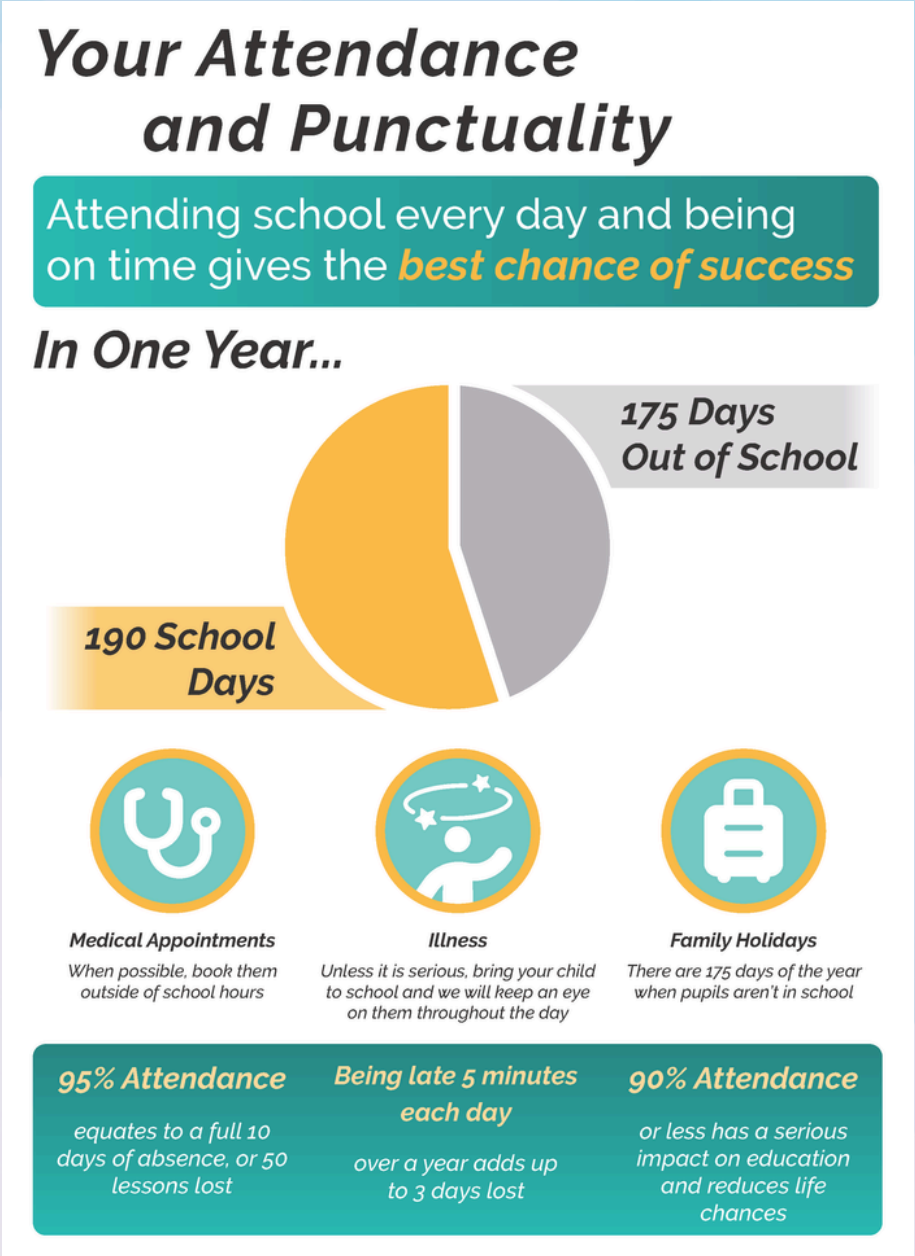
ATTENDANCE MATTERS – SUMMER TERM UPDATE

We recognise how important family time is and how valuable it is to create special memories together. However, Government guidance is clear that holidays should not be taken during term time unless there are exceptional circumstances.

If you do need to request leave during term time, this must be submitted in advance and will be considered carefully. An Absence from School for Exceptional Circumstances form is available on the school website **here**.

Students attend school for 190 days each year, leaving 175 days outside of term time for holidays and trips. Even a short absence during term time can result in missed learning that is difficult to catch up on. For this reason, we strongly encourage families to plan holidays during school holiday periods wherever possible.



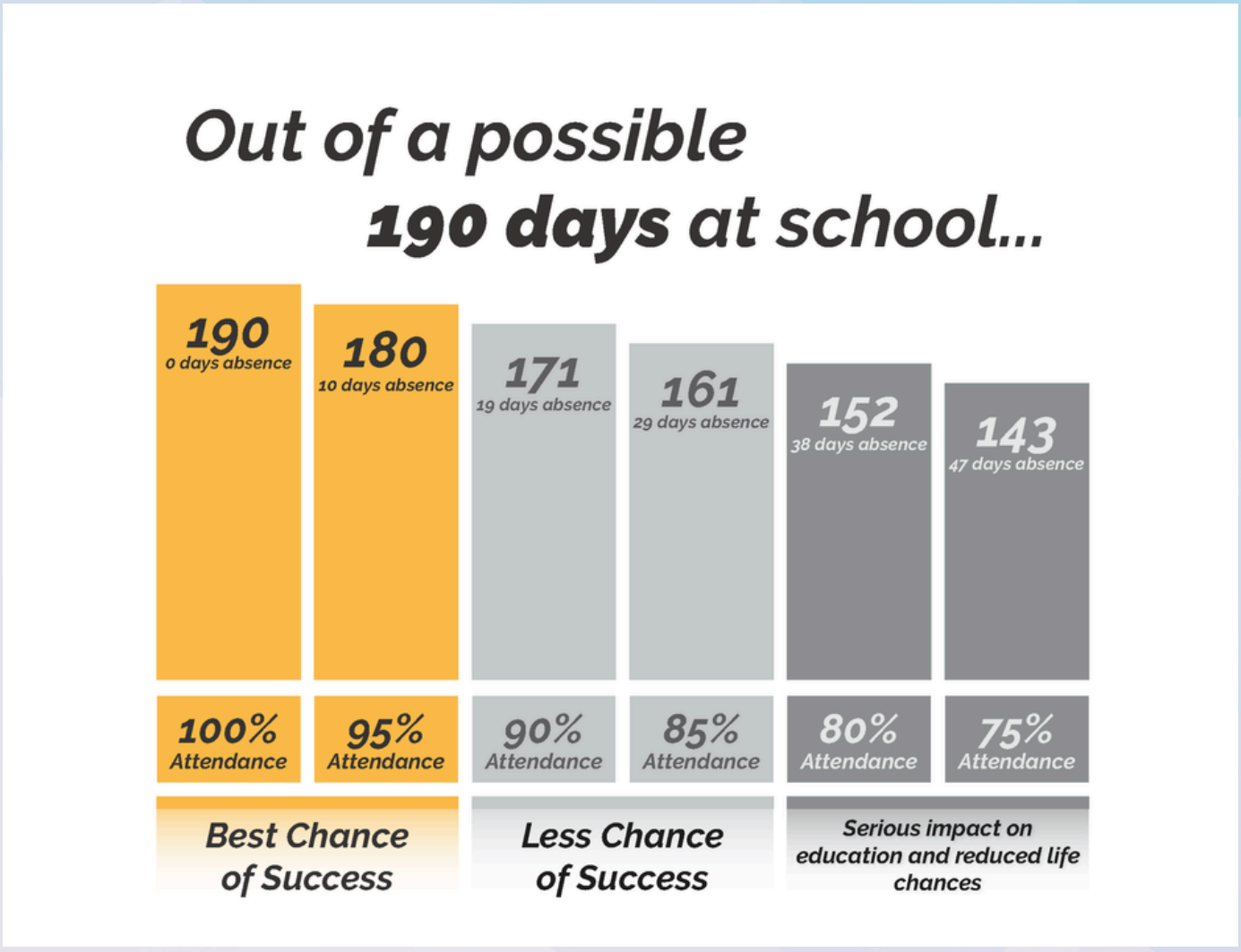
BE HERE

KEEPING YOU INFORMED

From time to time, you may receive communication from us regarding your child's attendance. This may include phone calls, reports, letters or general updates. These are intended to keep you informed and to help us identify and address any emerging patterns early.

They also provide an opportunity to start supportive conversations where needed. Schools have a statutory duty to monitor and share attendance information, and these communications form part of that responsibility.

Please be reassured that these communications are not intended to cause concern. They are simply there to inform and support. If you would ever like to discuss anything you receive, or if there are circumstances affecting your child's attendance, please don't hesitate to contact us. Working together is the most effective way to ensure every child attends regularly and thrives.



BE HERE

BUILDING RESILIENCE AND SUPPORTING FULL SCHOOL DAYS

As we move through the third and final term of the school year, we are seeing a small increase in students finding it more difficult to maintain their energy and focus, particularly towards the end of the week. In some cases, students are arriving at school but leaving before the end of the day.

We understand that this can be a tiring time of year. However, attending for the full school day is essential. Afternoon lessons are carefully planned and often include key learning, collaborative activities and opportunities to consolidate important skills. Missing these sessions can have a significant impact on progress.

Why Every Day Counts

School is about much more than lessons and homework. It is about building confidence, developing friendships and gaining the knowledge and skills needed for future success. Every day in school matters.

Developing perseverance and resilience is a vital part of each child's growth. earning to manage tiredness, remain engaged and complete a full school day helps to build these important life skills.

You can support your child by:

- Keeping consistent bedtime and morning routines, particularly towards the end of the week
- Encouraging a positive mindset about school and the importance of completing the full day
- Reassuring them that feeling tired is normal and helping them build strategies to manage this
- Contacting us if there are any concerns or barriers affecting attendance

If your child is finding the school day difficult, please let us know. We are always happy to work together to offer support and find solutions. By working together, we can help all students build the resilience they need to succeed – not just in school, but beyond.

YOUR ATTENDANCE MATTERS

Attending every day at school and being on time to Tutor Time and lessons has a direct link to your progress. Last year, students with the following attendance percentages made this amount of progress in their GCSEs.

BELOW	BETWEEN	ABOVE
90%	90-96%	96%
AVERAGE GRADE	AVERAGE GRADE	AVERAGE GRADE
-2	-1	=
BELOW TARGET	BELOW TARGET	ON TARGET

EVERY DAY COUNTS

When you have periods of absence, this affects the amount of independent learning you will have to do in order to catch up with your peers. Having even one day off means missing five lessons, with potentially five different teachers across five different subjects:

99%	Excellent Attendance	2 Days Absence	*10 Lessons Missed*
97%	Good Attendance	5 Days Absence	*25 Lessons Missed*
95%	Low Attendance	10 Days Absence	*50 Lessons Missed*
93%	Low Attendance	15 Days Absence	*75 Lessons Missed*
90%	Significant Concern	20 Days Absence	*100 Lessons Missed*

SUCCESS DEMANDS PUNCTUALITY

Lateness also contributes to missed contact time with your Tutor and teacher. Being on time sets you up for a purposeful start to the day and your lessons. Wherever possible, you should avoid being late so that you do not miss important activities and learning. These numbers are calculated across a whole school year:

0	Minutes Late Each Day	0 Hours Lost *Achieve Your Best*
5	Minutes Late Each Day	15 Hours Lost *(3 Days)*
10	Minutes Late Each Day	32.5 Hours Lost *(6½ Days)*
20	Minutes Late Each Day	65 Hours Lost *(13 Days)*
30	Minutes Late Each Day	95 Hours Lost *(19 Days)*

BE HERE

LET'S FINISH THE YEAR STRONG

Did you know...

Unauthorised absences can lead to the following:

- A meeting with an Education Welfare Officer
- A fixed penalty notice can be issued - £60 per parent per child



As we approach the final term, we would value your support in helping every child make the most of their learning time. You can help by:

- Checking term dates carefully when planning ahead
- Contacting us early if any unavoidable issues arise
- Encouraging attendance every day

We are also looking forward to celebrating students' commitment to attendance with rewards later this term—more details will follow.

Together, let's ensure a positive and successful end to the school year for every student.

SPOTLIGHT ON...

TUTOR WARCUP - SIXTH FORM STUDY CO-ORDINATOR

I have the honour of being the person who brings you both this publication and the Extra-Curricular newsletter twice every term. I work predominantly in Sixth Form, so it's a delight to be able to connect with the events of the whole school and celebrate the achievements of our students.

In Sixth Form my role is that of a study mentor, overseeing the study area and assessment centre, where students come to complete an assessed piece of work for each subject every fortnight under exam conditions. Since it's inception, this has allowed students to feel more at ease with the examination setting, allaying anxieties and helping students respond to timed conditions. It also creates the opportunity for ongoing revision throughout the year, ensuring that cramming doesn't just happen two weeks before the final exams.

Students can come to me with any questions about study skills, from timetabling their revision, to organising their flashcards in a system that works for them. There's no problem that I won't try to help them solve.

I like to get involved in as many activities as possible to provide a bridge between Years 7-11 and sixth form, so you may find me helping with the school production, running homework club or on a ski trip... I like to say yes to all of life's opportunities.



Gingerbread*

Are you a single parent?*

A Gingerbread group for single-parent families meets regularly in Beverley town centre



* Run by single parents for single parents
* A chance for a cuppa and chat with others who know what it's like being a single parent
* Meet local single parents in a fun and informal environment
* Groups are child-friendly and free

"It's a safe place where you can say how you really feel. It is also very social, friendly and informative. I am so grateful for this group."

– Gingerbread group member

For any questions or to find out more, email: eastriding@groups.ginge

Scan the QR code to join your local group

Gingerbread, the charity for single parent families, is registered in England and Wales as a company limited by guarantee, no. 402748, and a registered charity, no. 230750.

REWARDS

LATEST REWARDS TOTALS

At Driffield School, we place great importance on recognising the effort our students show each and every day. In every lesson, students are rewarded for the effort they put into their learning through the allocation of reward stamps. These stamps not only acknowledge their commitment in the classroom but also contribute towards their individual and house achievements.

Alongside lesson-based rewards, students can also receive additional recognition for consistently demonstrating our four Cornerstones: care, respect, responsibility and perseverance. By living out these values, students gain further opportunities to be celebrated for their positive contributions to school life.

All house points earned feed into the wider house competition, where totals are revealed at the end of the year. The winning house is celebrated with special recognition, ensuring that every student's daily effort plays a part in the collective success of their house.

	ACHIEVEMENT POINTS	CORNERSTONES POINTS
BRONTË	360344	43877
HOLTBY	313962	31754
JOHNSON	338615	37854
MORTIMER	290712	27706



CAREERS

NEW CAREERS HUB IN THE LRC

Holly Robinson, our Careers Guidance Lead, is now welcoming students into our new Careers Hub. We have moved into the newly refurbished library and are based in a purpose built careers hub with an excellent careers library. We can now faciliatate group meetings aswell as one-to-one meetings. Outside the room are 12 new computers for logging onto Unifrog our highly informative careers portal. Holly is offering drop ins at break time and lunchtime Monday - Thursday. There is a buzzer on the outside of the library to access this area when needed.



YEAR 11 APPLICATIONS

Every student in Year 11 needs to have applied to either sixth form, college, or onto an apprenticeship. Please note each student needs to apply for the correct level of course for their needs. This needs to be completed as soon as possible as some courses will be full. Please book onto college and apprenticeship provider visits by visiting www.logonmoveon.co.uk and click on the events page. Students can apply direct to their chosen sixth form, college or apprenticeship provider. Students can apply for more than one destination and then make their final decision after results day.

YEAR 10 REDS 10 VISITS - T LEVEL LAUNCH

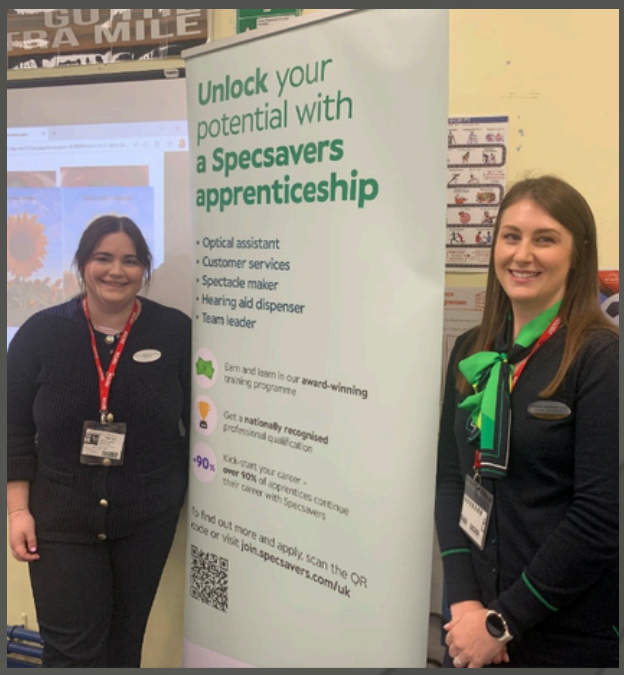
Year 10 students interested in studying the new T Level in Design Engineering were fortunate to visit the Reds 10 site to have a tour of the high tech factory, to meet the staff and to meet the work place trainers. The new T Level will be launched in September 2027. It will be the equivalent of 3 A levels and include a 9 week industry placement. It will prepare them for a successful job in a range of design and development occupations for engineering and manufacturing.



CAREERS

SPECSAVERS VISITS FOR YEAR 12 AND YEAR 10 AND SPECSAVERS POP UP STAND IN NORTH HALL

Our thanks goes to the excellent Specsavers Team from Driffield; Haydn, Neve, Jess and Annabel who all visited the school and inspired our students about the many varied careers in optical and auditory health.



Specsavers is an international optical and audiology retailer with over 2,800 stores across 11 countries, primarily operating in the UK, Ireland, Australia, New Zealand, Canada, and Europe (Sweden, Norway, Denmark, Finland, Spain, and the Netherlands). They employ over 46,000 people and provide optical and hearing services. They offer excellent apprenticeships at all levels and a supportive working environment.

The students really enjoyed listening about the different training pathways to become an optician and diverse types of apprenticeships on offer at the Driffield branch. We look forward to welcoming the team at Specsavers Driffield back to the school and thank them for taking their time to visit and inspire our students and staff.

NEW CAREERS HUB IN THE LRC

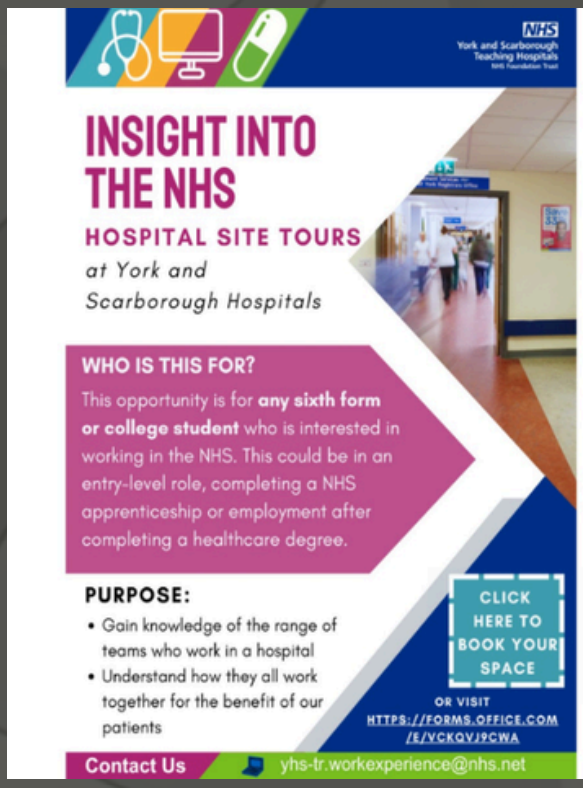
We would like parents and carers to work with their children to discuss future possible careers. Unifrog has some excellent resources and locally we have Skills Hull and East Yorkshire website Sectors | Skills Hull and East Yorkshire.

We aim to support, empower and guide your child to know essential careers information. The labour market locally and nationally is changing rapidly. To help in developing their career knowledge and in the decision-making process all Year 10 students will be given the 'Your Choice' careers magazine for free in form time. This is their copy to keep and take home. Please read it together and discuss their possible future study choices and career pathways.

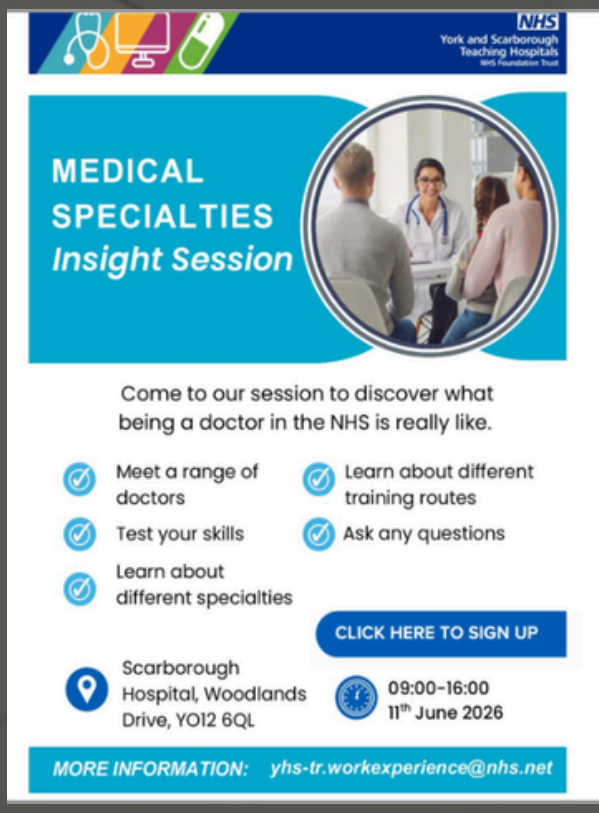
CAREERS

HEALTH CARE OPPORTUNITIES IN OUR REGION

14% of careers in our region are in the Health and Social Care sector. This is a growing area of employment which is changing and developing rapdily due to an ageing population and advances with artifical intelligence. Students in Year 12 and 13 are encouraged to apply for the opportunities below if they are interested in a future career in healthcare.



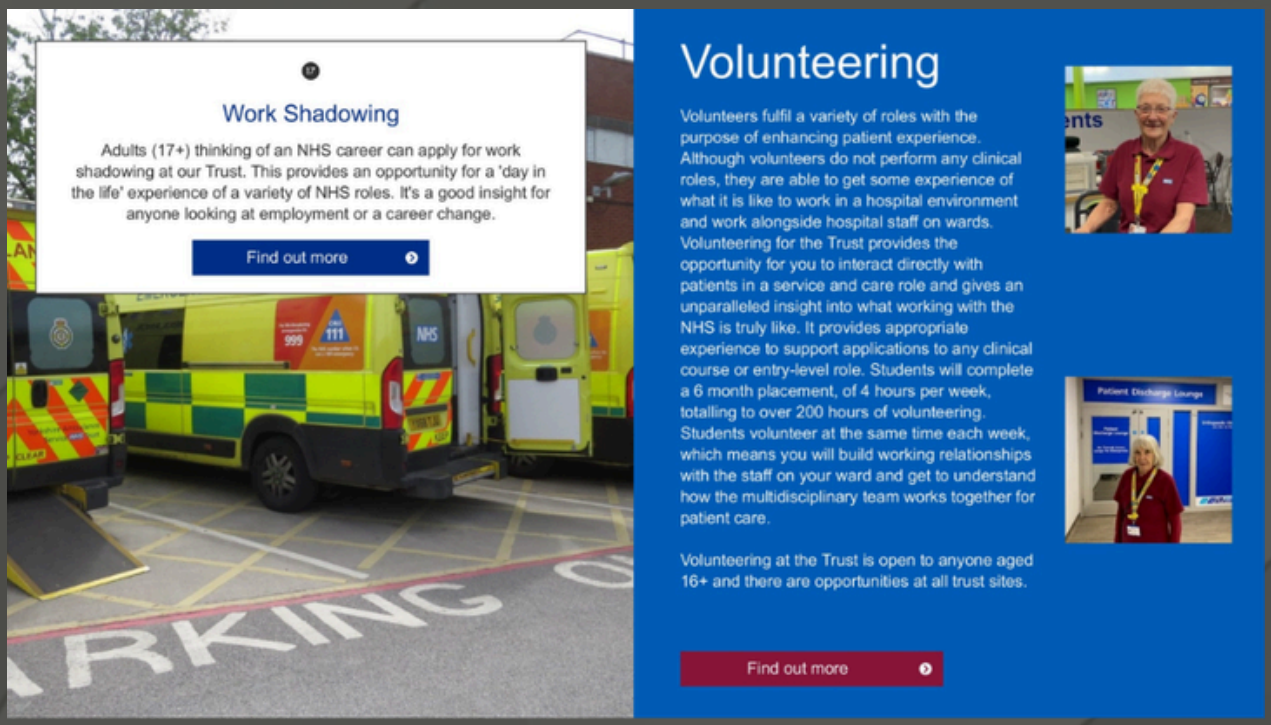


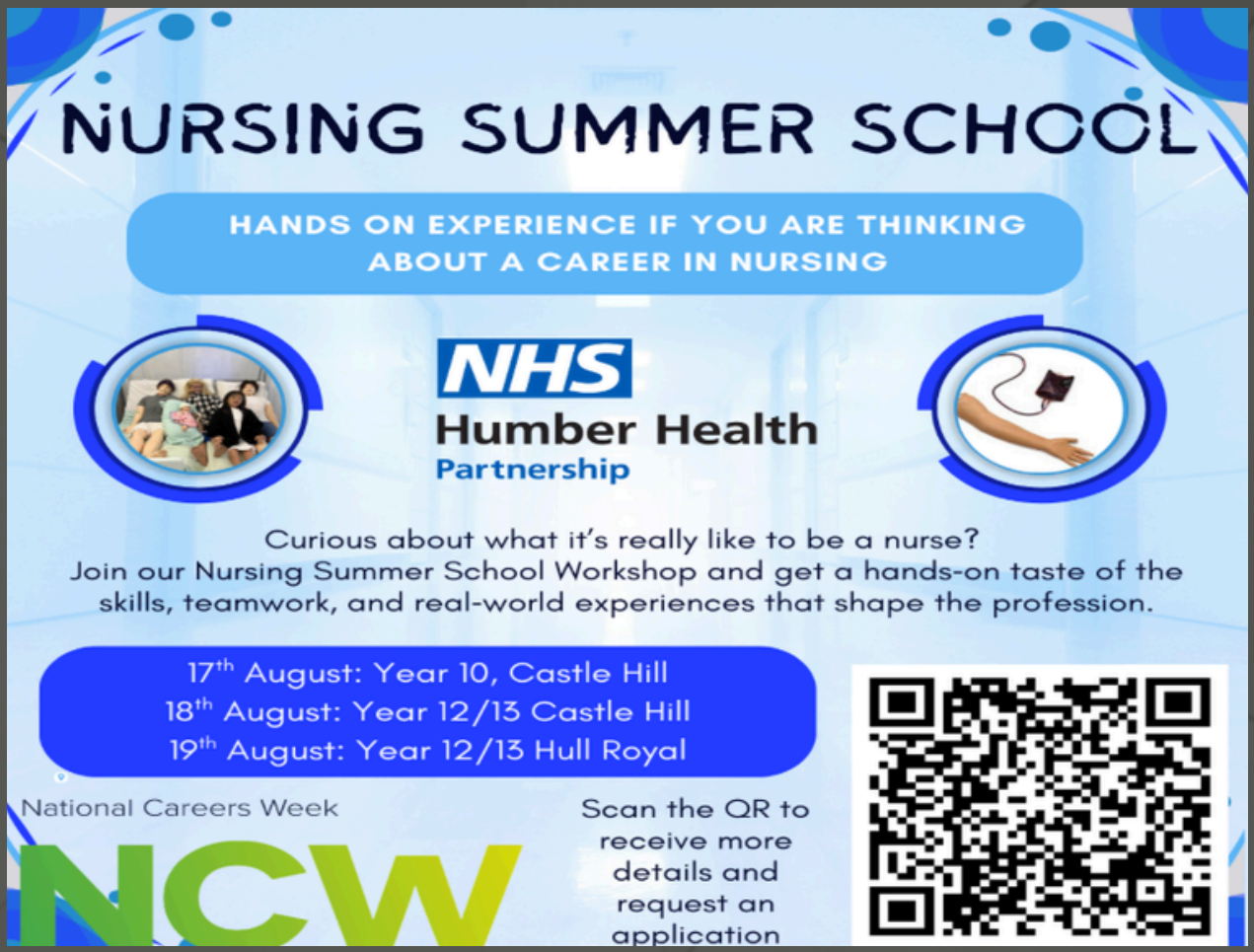




CAREERS

HEALTH CARE OPPORTUNITIES IN OUR REGION





CAREERS

HEALTH CARE OPPORTUNITIES IN OUR REGION

