

# Welcome to Year 6

A consultation for parents



**Wodensfield**  
Primary School

# Safeguarding Team at Wodensfield



Safeguarding Children Team at Wodensfield includes:



Mrs. S Walker  
**Headteacher**

**Designated Safeguarding Lead (DSL)**  
**Responsible After Children Designated**  
**Attendance Lead**  
**Headteacher@wodensfield.org**  
Telephone Number: 01902 556350



Mr. L Gould  
**Deputy Headteacher**



Mr. A Sharpe  
**Assistant Headteacher**

**Deputy Safeguarding Leads (DDSL)**  
Telephone Number: 01902 556350



Miss. K Jamieson  
**Family and Pupil Support**  
Telephone Number: 01902 556350



Mrs. K Batchelor  
**e-safety Lead**



Mrs. H Taylor-Ward  
**SENDCo**  
Telephone Number: 01902 556350

Our Safeguarding Team also links with:

**Chair of Governors:** Mrs. R Lambert  
**Safeguarding/Child Protection Governor:** Mrs. R Lambert  
**Contact:** r.lambert@wodensfield.org



# Keeping Children Safe

## Safeguarding | Wodensfield Primary

- Safeguarding is "Providing help and support to meet the needs of children as soon as problems emerge"
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Taking action to enable all children to have the best outcomes." Keeping Children Safe in Education 2024.
- We are here to support families and children so that they can thrive in a safe and caring environment.



At Wodensfield, we...

"Treat others as you would like to be treated yourself"

(Child Friendly Version of Safeguarding Policy)



All the adults around us think that our **health**, **safety** and **welfare** are very important. In our school, we respect all children and adults, and help to protect their rights.

We do our best to help all children make good educational progress.

Children are taught how to recognise risks in different situations, and how to protect themselves and stay safe.

We follow our three school rules of Ready, Respectful and Safe in everything we do.

**How are children protected at Wodensfield?**

We provide a safe environment for children to learn in:

We help to ensure that children remain safe, at home as well as at school:

We think it is important for our children to know where to get help if they are worried or unhappy about something.

Digital Ambassadors in KS2 help to ensure we stay safe on the online world of computing.

**Need to talk?**

You can talk to any adult in school if you need to, we will always be there for you.

Peer supporters are always ready to listen and help.

Don't forget the Honesty, Grateful and Worries Boxes in the Infant and Junior buildings.

Anti-Bullying Ambassadors run a drop-in session every Friday for anyone who needs a listening ear for a chat.

We also have a Friendship Club running at lunchtime to help support us without relationships.

Child friendly policy agreed by Wodensfield School Council | October 2023

# Meet the Team



**Mr Richards**

Hello, I'm Mr Richards. I enjoy teaching the oldest children in school, especially about Science and English. In my spare time, I enjoy cycling, listening to music, going on holiday and walking my dog, Wilma.



**Mrs Batchelor**

Hello, I'm Mrs Batchelor. I enjoy teaching the oldest children in school, my favourite subjects are Maths and Computing. In my spare time, I enjoy reading, travelling and going to the cinema.



**Mrs White**

Hi, I'm Mrs White. I will be helping and teaching in Year 6. Out of school, I love going out for walks, meeting friends out for coffee and going to church on Sundays. I look forward to working with you in Year 6.



**Mrs Edwards**

Hi, I'm Mrs Edwards, I'm a big Wolves fan and I love swimming. My favourite newly learned fact is that there is a galaxy in space that is in the shape of a penguin with an egg!



# Our Vision and Values



## Wodensfield Vision and Values

Our school mission statement “AIM TO BE THE BEST YOU CAN” is at the heart of everything we do at Wodensfield.

### School Vision Statement

- 📖 We believe in inspiring and empowering all children to become independent, lifelong learners.
- 📖 Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

### School Values

Our school vision is underpinned by our values and behaviours.

- 📖 We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- 📖 We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- 📖 We work together as a team.
- 📖 We reflect on our actions in order to learn and improve.

### Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

**READY RESPECTFUL & SAFE**

These values and behaviours reflect the

**“WODENSFIELD WAY”**

# A well-educated Wodensfield pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.





# Transition to Y6 from Y5

- Transition details from year 5
  - Key information shared about the children
  - Targets shared
  - Last year's assessment shared
- Formative assessment process
  - On-going day-to-day assessment carried out to inform teaching
- Summative assessment process (NFER assessments and practice SATs papers)
  - Termly snapshot of where the children are

# Yearly overview

Autumn	Spring	Summer
The Ancient Maya	Ancient Maya/Ancient Greeks	Ancient Greeks
South America	South America/Population	Population/Globalisation
Animals (including humans)	Electricity/light	Classification/Evolution and natural selection



	8:40	8:50-9:20	9.20-	10:30-10:45			12.00-1.00	14:00		
<b>M</b> <b>o</b> <b>n</b> <b>d</b> <b>a</b> <b>y</b>		Whole School assembly	Maths	PLAY TIME	Reading	English	DI NN ER TI ME	Music (Alternate weeks)	History/Geog	3.00  Class Reader
<b>T</b> <b>u</b> <b>e</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>		Reading	English		Maths	Handwriting/ Spellings		Aspire (PPA)		
								RE/PSE(TW)		
<b>W</b> <b>e</b> <b>d</b> <b>n</b> <b>e</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>		PE			Reading	English		Science		3.00  Class Reader
		Maths								
<b>T</b> <b>h</b> <b>u</b> <b>r</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>		Reading	English		Maths		Class Reader	Handwriting/Spellings (TW in 6B)	French KB Forest school IR	
<b>F</b> <b>r</b> <b>i</b> <b>d</b> <b>a</b> <b>y</b>		Praise assembly	Spelling test English		Maths		Class Reader	ART (TW & HE)		
								Computing (KB)		

# The School Week

# Interventions in Year 6

- We aim to run a range of interventions in Year 6 to provide opportunities for catch-up and to support children's progress. These will primarily be focussed on Maths and English.
- These sometimes include children having to miss other aspects of the curriculum (but we aim to keep this balanced). Examples include:
  - Reading fluency (to support fluent reading and comprehension)
  - Arithmetic
  - Greater depth writing
  - Small group session for children who may need more support
  - Breakfast Maths



# Home-learning

Every week:

Reading check - Monday

Activities set on Education City for Maths and English - Monday.

A homework reward will be given each Monday afternoon for those children who have read at home and completed their homework on Education City.

Activities set on Mathletics.

Spellings - tested every Friday.

# How can you support your child?

- Support with homework
  - Provide an appropriate space for home-learning (if possible)
- Reading at home
  - Talk about what they are/have read
- Provide time for Athletics and mental Maths
- Support with spellings
- Encouraging independence
  - Build their resilience and strategies for working through challenges
- Links to games on websites (Children> Useful links)



# Secondary school applications

- <https://www.wolverhampton.gov.uk/education-and-schools/school-admissions>
- The online facility is open from 10 September 2024. You must apply by **31 October 2024**.
- Secondary schools will be allocated from 3<sup>rd</sup> March 2025.
- All secondary schools in Wolverhampton provide numerous opportunities for you and your child to visit before expressing a preference.
- Applications should be made online, a Parent's Guide (in the download section) is available to help you make your application.
- Apply online here via the **City of Wolverhampton Parents Portal**.

# Continued...

- You are allowed to express a preference for five schools. Due to the popularity of Wolverhampton schools, you are encouraged to use all five preferences.
- We recommend that you apply to more than one school. You are not given priority if you have only chosen one school and may be given any Secondary school.
- In addition to the online application, if you are applying to the following school's you are required to complete an additional Supplementary Information Form. The form should be completed and returned direct to the school.
  - Our Lady and St Chad Catholic Academy (in the download section)
  - St. Peter's Collegiate School (in the download section)
  - St Edmund's Catholic Academy (in the download section)
  - St Regis Church of England Academy (in the download section)
  - The Royal School, Wolverhampton (in the download section)



# Residential

Whitemoor Lakes

March 2025

# Why Whitemoor?

## Wednesday 19<sup>th</sup> March to Friday 21<sup>st</sup> March


A three day **Action Plus** stay will include full board accommodation, arrival from 11:30am, in time to make their own beds and then have their own **packed lunch**. The first meal with us being dinner at 6pm on the night of arrival, through to lunch at 1pm before departure on the last day of your stay.






# Why Whitemoor?


## WHAT SKILLS CAN MY GROUP DEVELOP?


 Communication

 Independent Thinking

 Knowledge


 Leadership

 Numeracy

 Physical

 Resilience

 Social

 Teamwork

 Time Management

We believe that **learning outside the classroom** is essential to a well-rounded education. Our courses focus on engaging students , providing enjoyable learning, and helping to develop life skills, such as:

- Learning to work together as a team
- Achieving personal and team goals
- Increasing self esteem and confidence
- Conquering fears
- Trying new and exciting activities
- **Experiencing living away from home**
- Respecting and valuing each others abilities
- Revealing undiscovered strengths



**Wodensfield**  
Primary School



# What Your Trip Will Include

- Full board accommodation
- Full activity programme
- Full holiday insurance
- Evening entertainment programme
- One dedicated multi-trained instructor per activity group (10-15 pupils per group) for the duration of your trip, helping students to reach their full potential through trust and support (4/5 groups)
- Achievement certificates at the end of the week





# Swimming in KS2

- From Monday 9th September, children in year 3 to 6 will have their swimming sessions here.
- Year 6 will swim every Friday.
- Children will swim in groups of 10 with two trained swimming instructors with lessons being around 45 minutes in duration.





## Assessment Schedule 2024-25

### Summative assessments:

	Who?	What?	When?
<b>A</b> <b>u</b> <b>t</b> <b>u</b> <b>m</b> <b>n</b>	Reception	Baseline Baseline visit	First 6 weeks of term
	Yr 2-6	<b>LA Optional Reading Fluency Assessment (Recorded Training and Materials to be made available for Reading Fluency Assessment)</b>	4/9/24-28/9/24
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 30/9/24
	FS & KS1	CEW Phonics/RWI	Ongoing
Teacher Assessments to be uploaded by 27/11/24			

	Who?	What?	When?
<b>S</b> <b>p</b> <b>r</b> <b>i</b> <b>n</b> <b>g</b>	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 3/2/25
	Y2 to Y6	<b>LA Optional Reading Fluency Assessment (New Materials made available for Fluency Assessment)</b>	6/1/25-31/1/25
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 3/3/25
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 3/3/25
Teacher Assessments to be uploaded by			

	Who?	What?	When?
<b>S</b> <b>u</b> <b>m</b> <b>w</b> <b>e</b> <b>r</b>	Y6	SATs	w/c Monday 12 <sup>th</sup> May
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 19 <sup>th</sup> May
	Y1	Phonics	w/c Monday 10 <sup>th</sup> June
	Y2 to Y5	<b>LA Optional Reading Fluency Assessment (New Materials made available for Fluency Assessment)</b>	1/6/25-20/6
	Y2	Own assessments	June 2024
Teacher Assessments to be uploaded by 21 <sup>st</sup> June 2024			

# Assessment Weeks

- Throughout the school year learning will be assessed in order for teachers to ensure the curriculum enables children to know more and remember more.
- A range of ongoing (formative) assessments and end of learning units (summative) assessments will be used to inform your child's next steps in learning.
- Pupils in Reception, Y1, Y2, Y4 and Y6 will also take part in National Assessments.



# SATs week

w/c 12<sup>th</sup> May 2025

# What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 12<sup>th</sup> May** ending on **Thursday 15<sup>th</sup> May**.
- The SATs papers consist of:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling)
  - Spelling, punctuation and grammar (paper 2: Spelling test)
  - Reading
  - Maths (paper 1: Arithmetic)
  - Maths (paper 2: Reasoning)
  - Maths (paper 3: Reasoning)

## **SATs are not about Year 6 in isolation.**

- The week of SATs is not an assessment of Y6. It is a reflection of the curriculum across all of Key Stage 2 (Years 3, 4, 5 and 6).
- We will sell SATs revision guides early in the Spring term.



# Spelling, Punctuation and Grammar: Paper 1

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

There will also be a spelling test of 20 words (from across Years 3-6)

# Spelling, Punctuation and Grammar: Paper 1

## Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music \_\_\_\_\_ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

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1 mark



# Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.

## Reading:

There is one reading test that lasts for **60 minutes**.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.



# Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

\_\_\_\_\_

1 mark

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____
_____	_____
_____	_____
_____	_____

3 marks

# Writing

- Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.
- Teachers will assess each child's piece and produce an overall judgement in June.
- An external moderator may visit our school to quality assure our judgements.
- Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.
- Reading is one of the best ways to support your child's writing.



**Although** he was wealthy, he was still unhappy.

He was still unhappy **although** he was wealthy.

A sentence where the subject receives an action by someone/something.

**Passive** -The house was cleaned by Miss Abraham.

**Active** – Miss Abraham cleaned the house.

**Semi-Colon** links closely related clauses instead of using a conjunction.

I enjoyed my run in the park this morning; I felt exhausted afterwards.

The cat sleeps in the basket; the dog sleeps on the bed.

**Colon** links clauses where the second clause explains more about the first.

Mr Ali was late for work: his alarm didn't go off.

Unaccompanied refugees are left to suffer: they are orphans due to the conflict.

**Dash (normally used informally)** indicates parenthesis within a sentence.

Mrs Ambris enjoyed her netball match – she played in defence.

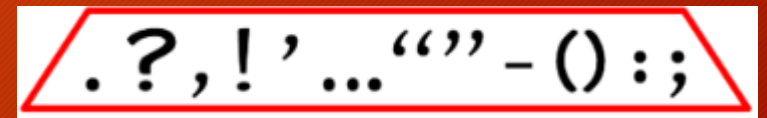
My older brother can be funny at times – he can also be annoying.

## Year 6

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

You will need to bring the following: pyjamas for an overnight stay; slippers for the morning; and a swimming kit for the water activities.

A **re-formed** music group  
His **long-standing** friend  
Please **re-cover** the book.



Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. They couldn't wait).

**Conjunctions to link ideas** and **adverbs and adverbials to convey time, place or reason**. Eventually, they agreed to share the apple because they wanted to stay friends.

# Handwriting

- At the end of the last school year, we introduced a new handwriting scheme called Letter-joins.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

There will be individual pupil logins so that handwriting will be part of our home learning offer. This will enable parents to support handwriting at home.





WALT write a narrative independently.

## Francis

Quabico was a peaceful park that was near the borders of Minnesota, Minnesota and Canada with a grassy environment with most of it occupied with trees as tall as a mountain. It was the place implied it was small; you can go days and days without seeing another soul. The golden sun would stare at the grassy fields and the calm and clear lake. However, the park was isolated after what happened to a girl named Francis.

Francis was a reckless girl <sup>(with black, long hair)</sup> who was desperate to break new ground and be alone. One stormy night, Francis left her tent to the sound of crickets chirping and the sizzle of the scorching camp-fire. She slid into her boots and ~~walk~~ strolled through the muddy ground and <sup>headed</sup> towards the broken pier and onto a rowing boat <sup>with</sup> sitting on the calm waters. The <sup>tree</sup> <sup>branches</sup> were arms, <sup>trying</sup> <sup>Francis</sup> sneaking in the shadows, to reach out for her. After she walked across the rickety, unstable dock, ~~at~~ Francis ~~was~~

Tuesday, 4<sup>th</sup> June, 2024

## Spot review of Whitemoor Lakes

Whitemoor Lakes Outdoor Education Centre  
Putrid! A horror! Never going again! post by Lilac butterfly. 3/7/21

A break from school? Well how could I resist? Whitemoor Lakes is advertised as the "ultimate" and "ideal" backdrop for enjoyment, adventure and fun. Looking ~~at~~ through the brochure, anyone would get a rush of excitement at the chance of staying here. The centre claims to provide: a multitude of new, life skills activities to acquire new, life saving skills; top quality rooms accompanied with en-suites giving a tranquility to all ages; a stress free dining experience with nutritious and appetising hot meals ~~including~~ consisting of all dietary requirements; and a fully furnished lounge with the best of amenities. I never <sup>new</sup> heaven was a place on earth!

I thought wrong!! Firstly Firstly, the warm, welcoming arrival we had been promised ~~to~~ was an utter shambles. Firstly, arriving at the centre was a completely ~~a~~ nightmare. As soon as we got off the coach, the "supposedly" nice staff could be seen tossing and hurling our luggage with such violence! Unsurprisingly, the suitcases were damaged beyond repair! Approaching the entrance of the building, a rude receptionist "welcomed" us: she snapped and threw <sup>the</sup> keys violently aggressively towards us!!! MY EYES!! To make matters worse, we had to wait an entire HOUR ~~to~~ for the promoted tour. After FINALLY an employee suggested ~~nothing~~ good about the thrust



## Maths:

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)





## Maths Papers 2 & 3 (Reasoning)

Paper 2 and paper 3 will have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from across all of key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

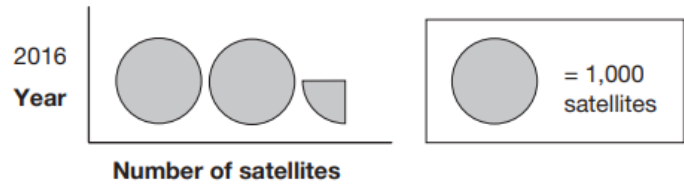


# Maths Papers 2 & 3 (Reasoning)

## Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

1 mark

19

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.



How many beads does Layla use **altogether**?

Show  
your  
method

beads

3 marks

# Mental Health and Wellbeing

- We know that for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with our child's class teacher and teaching assistants, Miss Jamieson is also available to offer pastoral support.
- Mrs Walker is the school's Mental Health and Wellbeing lead.
- [Parenting Smart: mental health advice for parents : Mentally Healthy Schools](#)





# Online Safety

- It's important to stay up to date with how we can help children navigate their lives online.
- Most of the popular social media services require users to be at least 13 years of age, including WhatsApp and TikTok. If you choose to allow your child on an age restricted app then it must be monitored frequently.
- We've had lots of positive feedback about our parent sessions with Patrick Flynn from Online Behaviours. Patrick gives tips on what to look out for and how to positively support children. Ideally, we'd like parents to attend these sessions once every two years
- **Our next two sessions are Wednesday 16th October at 9.00am and Wednesday 12th February at 2.00pm.**



Our digital ambassadors release a half termly newsletter which can be found on our website.

# Phones at school

- We understand that in Year 6 some of the children walk home.
- Therefore, children often bring phones to school for safety reasons.
- If a child needs their phone in school, we need written permission from parents/carers.
- Phones are collected as children arrive and handed out as they leave by the Y6 staff.



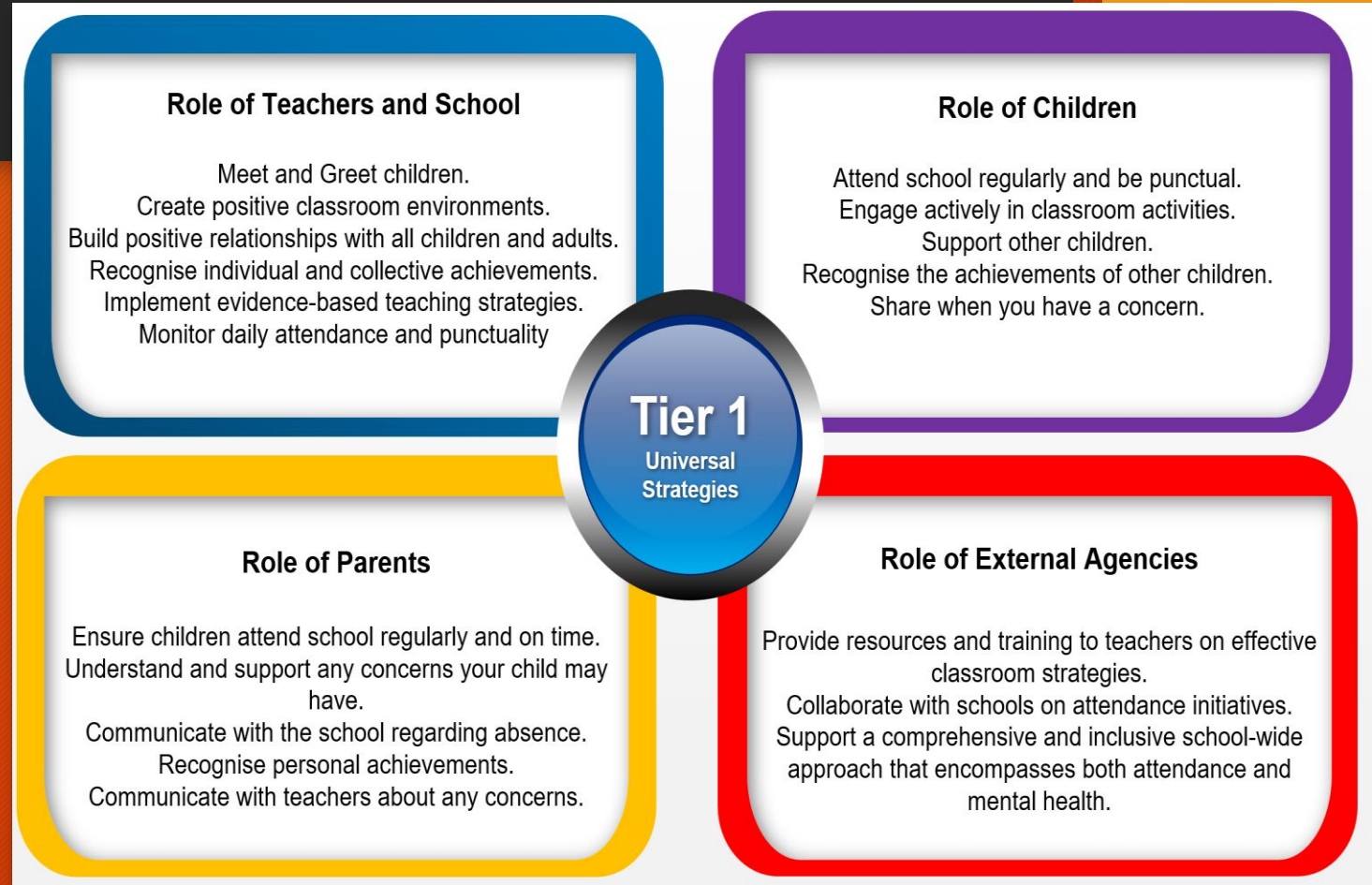


# Every Day at Wodensfield Matters Attend to Achieve



# The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping your child's academic success, personal growth, and future prospects.





# How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

# Communication is key

- Ways to get in touch:
- Email: Class teacher [Y6teacher@wodensfield.org](mailto:Y6teacher@wodensfield.org)
- Telephone: 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team
- Attendance: 01902 556350- select attendance option
- Email: [office@wodensfield.org](mailto:office@wodensfield.org)



Any questions?