

# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Message from the Senior Leadership Team

**Dear Parents & Carers,**

Welcome back to Marish Academy Trust. I hope you have all had a restful half term break and are ready to partake in a productive and purposeful Spring half term! There are lots of great things to look forward to this Spring; Netball and football tournaments, trips to London to visit museums; and of course the fun-filled annual World Book Day celebrations!



All of this is made even more joyous with the wonderful signs of the coming spring evident all around us. I'm sure you'll agree that it's been a delight to see an end to the long, dark days, giving way to brighter ones.

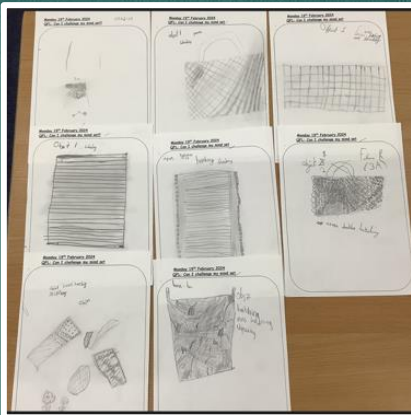
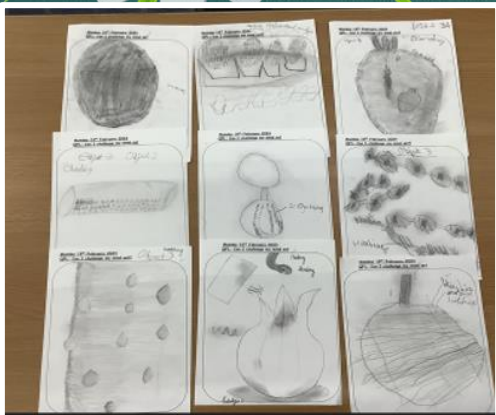
With only 6 weeks in this half term, let's make the most of all the opportunities that come our way!

***Miss Dowe-Charlemagne***

# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Art



One of year 3's activities for Resilience Building Day focused on the artist **Lisa Fittipaldi**, who was diagnosed as having 'vasculitis' (a genetic disorder) and lost her sight in 1993. The images in her mind's eye became clearer as her sight diminished. ***"Now, by hearing or experiencing something, I can picture it in my head and paint it"***.

The children discussed how Lisa Fittipaldi is different from them. Talking about resilience, determination and a positive mind set, the children then set about their task.

Without being able to see any of the objects and only using their sense of touch, they sketched three different objects, adding detail through shading and texture. Didn't they do well!





# Marish Academy Trust Newsletter

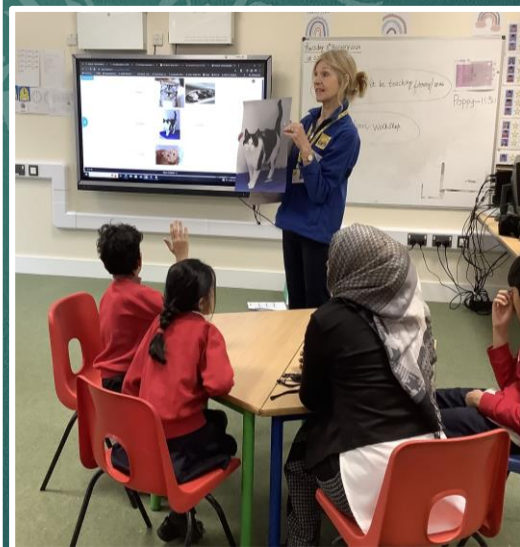
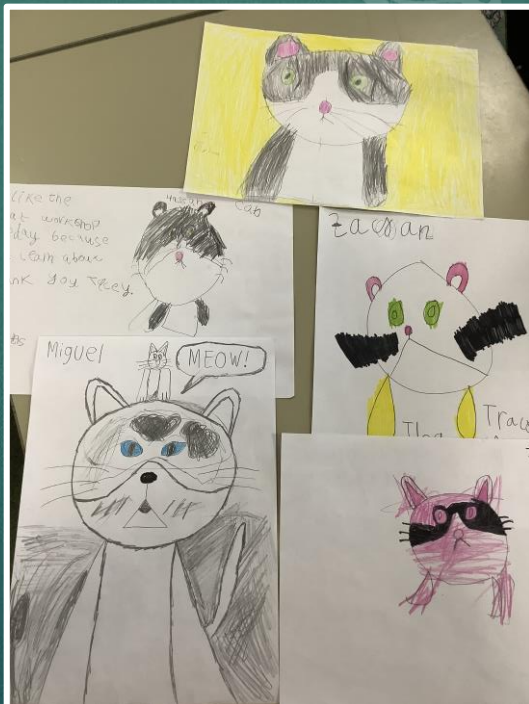
Issue 61 - Mar 2024

## SEN Unit



The children in the SEN unit enjoyed their cooking activity. They sampled the ingredients, chopping and mixing them together.

The children enjoyed a visit from the charity, Cats Protection. They learned about cat welfare and cat behaviour and then produced some amazing drawings.





# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Sports Activities



### WRESTLING EVENT

Willow and Marish children enjoyed a fun Wrestling Event.  
They showed some great moves.





# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Sports Activities



### Primary Panathlon Multi-Sport event

Children from Willow and Marish took part in a Primary Panathlon multi-sport event with other schools. They took part in 10 activities and Willow brought home a framed certificate and trophy for finishing third. Well done!





# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Sports Activities



The long awaited final of the Willow Interclass Football tournament resulted in a win for 6O. Congratulations!



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Eco Warriors

The Eco Team met to discuss how the schools can save money and energy. They designed posters to remind everyone of how they can help. Some of their ideas are :

- Turning lights off when we don't need them
- Turning monitors off when the computers are not being used.
- Closing doors
- Turning taps off properly
- Recycling paper
- Keeping our school environment clean





# Marish Academy Trust Newsletter

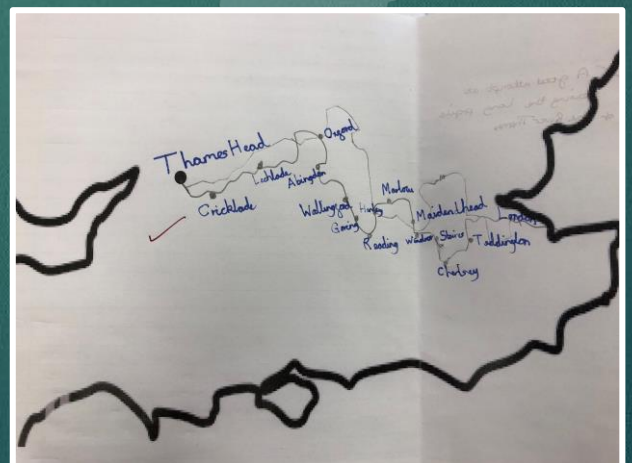
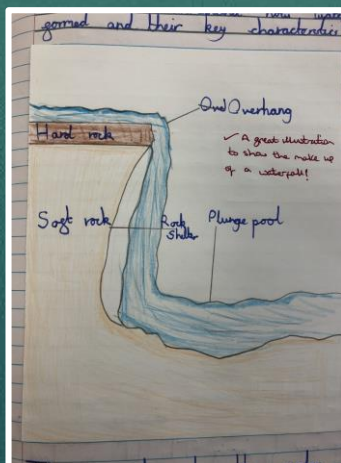
Issue 61 - Mar 2024

## Geography

Our reception children have had the opportunity to explore the natural world around them and describe what they see, hear, and feel. To bring this to life inside, the classrooms have become garden centres. How exciting!



Year 4 have been learning all about landforms and they have identified the key characteristic of a waterfall. Here are some examples of their great work!





# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

World Book Week

## World Book Week is just around the corner!

March 4 - March 8th 2024

The week is fully booked!!

Author visit -  
Sufiya  
Ahmed



Buy your book from a book store or online and bring it to school for the author to sign.



EXTREME READING CHALLENGE

Send a photo of you reading in a weird and wonderful place!

Read on to find out more!!



PJ Story time  
Willow-Tuesday 5th March.  
Marish-Wednesday 6th March  
4:30-5:30pm





# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## World Book Week



### Dress up day-Thursday!

If you want to get into your teacher's good books, then make sure you dress up! Read on to find out the theme of your year group

What building has the most stories?

a Library

Nursery	Fairy Tales
Reception	Fairy Tales
Year 1	Julia Donaldson
Year 2	Mr Men and Little Miss
Year 3	Harry Potter
Year 4	Roald Dahl
Year 5	Alice in Wonderland
Year 6	Odysseus - Greeks
SEN Unit	Hungry Caterpillar

Please bring in a £2 donation for the different booktastic events we have planned for you.





# Marish Academy Trust Newsletter

**Issue 61 - Mar 2024**

**Term Dates 2024-25**

This year, 2024, Marish and Willow schools are going to be trialling a two week half term in October. We have decided to do this because last autumn term 2023, our schools experienced the worst staff and pupil attendance levels for ten years in November..

Many other schools have moved to a two week October half term and this seems to have a positive effect on attendance both for pupils and staff. To make up the extra time, from September, we will be adding 15 minutes to the end of our school day for all pupils. More information on specific timings will follow in the summer term.

We really must do anything we can to improve attendance and this strategy has worked in other communities. After the trial next autumn we will feedback the attendance results and make a decision about whether we do this permanently. To assist working parents, holiday club will be run in both weeks.

Any change comes with challenges, but also brings opportunities if we are only prepared to look for the positives and embrace them.

***Mrs Denham and Miss Court***

## **Term dates 2024-25**

### **Autumn 1 2024 (34 days)**

**Inset day Monday 2<sup>nd</sup> September (STAFF ONLY)**

**Term starts: Tuesday 3<sup>rd</sup> September 2024**

**Term ends: Friday 18<sup>th</sup> October 2024**

**Half term: Monday 21<sup>st</sup> October 2024 to Friday 1<sup>st</sup> November 2024 inclusive**

**(Please note that we will be trialling a two week half term.)**

### **Autumn 2 2024 (35 days)**

**Term starts: Monday 4<sup>th</sup> November 2024**

**Term ends: Friday 20<sup>th</sup> December 2024**

**Christmas Holidays: Monday 23<sup>rd</sup> December 2024 to Friday 3<sup>rd</sup> January 2025 inclusive**



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

Term Dates 2024-25

## Spring 1 2025 (30 days)

**Inset day: Monday 6<sup>th</sup> January (STAFF ONLY)**

Term starts: Tuesday 7<sup>th</sup> January 2025

Term ends: Friday 14<sup>th</sup> February 2025

Half term: Monday 17<sup>th</sup> February 2025 to Friday 21<sup>st</sup> February 2025 inclusive

## Spring 2 2025 (30 days)

Term starts: Monday 24<sup>th</sup> February 2025

Term ends: Friday 4<sup>th</sup> April 2025

Easter Holidays: Monday 7<sup>th</sup> April 2025 to Monday 21<sup>st</sup> April 2025, inclusive.

(Good Friday 18<sup>th</sup> April 2025, Easter Monday 21<sup>st</sup> April 2025)

## Summer 1 2025 (22 days)

Term starts: Tuesday 22<sup>nd</sup> April 2025

Term ends: Thursday 22<sup>nd</sup> May 2025

**Inset day Friday 23<sup>rd</sup> May (STAFF ONLY)**

Half term: Friday 23<sup>rd</sup> 2025 to Friday 30<sup>th</sup> May 2025 inclusive

## Summer 2 2025 (35 days)

Term starts: Monday 2<sup>nd</sup> June 2025

Term ends: Friday 18<sup>th</sup> July 2025

**Inset day Monday 21<sup>st</sup> July 2025 and Tuesday 22<sup>nd</sup> July 2025**

Summer holidays: Monday 21<sup>st</sup> July 2025 to Friday 29<sup>th</sup> August 2025

Year 6 children will finish term at Marish/Willow school on **Friday 11<sup>th</sup> July 2024** to facilitate our annual transition project, for all other year groups. They will be able to complete extra sessions at Saturday school to make up their annual hours, prior to SATS in May 2024



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Parent Workshop Menu

All parents are welcome and pupils may also attend. There is no need to reserve a place.

Date	Session	Staff Lead	Venue
05/03/24	Reading Workshop	Reading team	4:30pm Year 6 classroom
06/03/24	Reading Workshop	Reading team	4:30pm Year 5 classroom
25/03/24	Phonics Workshop	Mrs Imtiaz	Main Hall at 8:45am
27/03/24	Phonics Workshop	Miss Stroud and Mrs Imtiaz	Main Hall at 2:00pm



## ***Activities to keep fit at home***

### **Exercise: Captain America's hero training**

**Where to play?** outdoors

### **How to play**

1. Mark out a course with a start and finish line, and grab a stopwatch.
2. Take turns to race around the track. But you cannot just run – you have to spin like Captain America's shield!
3. See who can do it fastest! Try doing 5 laps first, then 10, then 15.
4. Once you have a winner, start again, but this time try hopping, skipping, leaping sideways... the choice is yours, Avenger!



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Healthy Lifestyle

### Red peppers with tomatoes, mozzarella & pesto

**Time to prepare: 30 minutes**

**Time to cook: 60 minutes**

#### Ingredients

- 6 medium red peppers cut in half, (including through the stalk), cored and deseeded
- 6 large tomatoes which are soaked in a bowl of boiling water until the skin loosens and can be peeled off. Quartered and cored
- 12 teaspoons good quality pesto sauce
- Olive oil for greasing tin
- 1 packet grated mozzarella
- Fresh basil leaves or similar salad leaves
- Crusty bread to serve with



#### Method:

1. First, put the tomatoes into a bowl of boiling water. Leave for 15 – 20 minutes.
2. Preheat the oven to 150 degrees centigrade and line a shallow roasting tin with foil. Oil the surface of the foil with olive oil.
3. Place the halved peppers on top of the greased, foiled tin and then peel and quarter the tomatoes, removing any hard core.
4. Put two quarters of tomato into each pepper half and add a teaspoon of pesto to each one.
5. Sprinkle the tomatoes with a liberal handful of mozzarella so the peppers are filled.
6. Season with salt and pepper, place on the top shelf of your preheated oven and cook for 60 minutes.
7. Serve immediately on a slice of fresh crusty bread, with salad leaves and a fresh basil leaf piece on top.

#### Variations:

If you don't like cheese, add pine nuts or anchovies or sliced courgette instead with a drop of olive oil on top.



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Attendance

### Marish

Mar 2024

Reception: **89.46%**

Year 1: **94.38%**

Year 2: **90.04%**

Year 3: **93.63%**

Year 4: **92.64%**

Year 5: **93.37%**

Year 6: **93.87%**

Target: **96%**

### Willow

Mar 2024

Reception: **97.50%**

Year 1: **92.98%**

Year 2: **97.33%**

Year 3: **90.51%**

Year 4: **98.64%**

Year 5: **94.83%**

Year 6: **92.67%**

Target: **96%**



Last month's  
100% attendance  
reward was a  
muffin!



**Below 90% Serious Concern**  
Drastic effect on academic success

**95- 90% Cause for Concern**  
Negatively affecting academic success

**100%- 96% WELL DONE**  
Achieving full potential



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Parent Notices

### Timings of the School Day

**Soft start is from 8:15am for all year groups.**

<b>SEN Unit:</b>	Doors open from 8:15am to 8:45am and then at 3:00pm
<b>Nursery:</b>	8:00 – 11:00am and 12:00pm – 3:00pm
<b>Nursery full time (Marish)</b>	8:30am – 2:30pm
<b>Reception:</b>	8:30am – 3:00pm
<b>Year 1 and Year 2:</b>	8:30am – 3:00pm
<b>Year 3 and Year 4:</b>	8:30am – 3:10pm
<b>Year 5 and Year 6:</b>	8:30am – 3:10pm



### School Grounds

Please do not bring bikes or scooters of any kind onto the school grounds at any time. Dogs are not allowed on site.

### Water Bottles



Children should bring a water bottle, which has their name clearly marked on it, every day.

### No Peanuts

Please do not bring nuts of any kind. We are a nut free school.



### Lost Property

The lost property box in the playground is emptied weekly. Please check for any items that your child has lost. Unclaimed items will be taken to charity.

### PE Kit

Please ensure your child comes to school wearing their PE kit on the days they have PE. PE Kit consists of T shirt, shorts, joggers/tracksuit bottoms, jumper and trainers.



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## E-Safety

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalonlinesafety.com](https://nationalonlinesafety.com) for further guides, hints and tips for adults.

### What Parents & Carers Need to Know about ONLINE DATING & RELATIONSHIPS

#### WHAT ARE THE RISKS?

##### ONLINE GROOMING

Online grooming is when someone forms a connection with a child in the digital world and carefully cultivates this relationship with the intention of manipulating the child into doing something sexual or illegal. The process involves gaining the young person's confidence – which can make them far less likely to tell a trusted adult about their new online 'friend', or to recognise what is even happening.

##### WEBCAM BLACKMAIL

Some young people have been coerced into getting nude or semi-nude on a video chat with someone they met on a dating platform. They're then told that, unless they hand over a certain amount of money, a recording of the video will be posted online (or possibly sent to their contacts). This can be hugely traumatic for a young person and, in extreme cases, has resulted in self-harm and even suicide.

##### DAMAGE TO SELF ESTEEM

Many dating platforms encourage users to rate the images that people upload; this has clear potential to negatively impact a young person's self esteem. On some apps, pictures of a user's face and body can be rated anonymously, with notifications informing them if someone has then declined to match with them. This form of rejection can feel extremely hurtful and degrading.

##### CATFISHING AND SCAMS

Creating a false identity to deliberately lure people into a relationship (whether romantic or platonic) online is known as catfishing. Commonly, someone pretends to share interests or beliefs with their victim and gradually gains their trust. A young person's feelings for this fake 'friend' may cloud their judgement and can lead to them surrendering money, personal images, passwords and so on.

##### STALKING AND HARASSMENT

Stalking is obsessive behaviour by a fixated individual which disrupts their victim's life; it can bring severe distress and even the fear of violence. There have been frequent reports of stalking cases that originated on dating apps, with perpetrators creating new accounts in response to being reported or blocked. It's a particular cause for concern if a young person has ever given out personal details (such as their street or school name) online.

### Advice for Parents & Carers

#### KEEP THE CONVERSATION GOING

Reassure your child that they can always talk to you about anything online that's worried them. Emphasise that if they're being sent unwanted images – or if they've shared images or video content themselves – they should tell you straight away. Discuss the potential risks of online dating and check in with them frequently to ensure that they're feeling comfortable about their online relationships.

#### TAKE A 'SAFETY FIRST' STANDPOINT

Encourage young people to be careful about who they send invitations to – and accept them from – on dating sites and apps. Familiarise yourself with how to adjust the privacy settings on your child's devices and apps to help them control who can access their profiles and information. Talk to your child about why it's unwise to share any sensitive, private or confidential information in their profile.

#### PROTECT CONTACT DETAILS

If a young person is interested in using online dating sites or apps, strongly encourage them to choose one that offers the facility to conceal both parties' email addresses when messaging prospective dates. If that's not possible, ensure that the young person sets up a separate email address which doesn't include their real name. This is easy to do via providers like Hotmail, Yahoo! Mail or gmail.

#### HIGHLIGHT COMMON DANGER SIGNS

Talk to your child about some of the obvious red flags in online dating: requests for money, for instance, should always ring alarm bells. Likewise, if a young person is in contact with someone who they feel is pressuring them into providing personal or financial information – or who they suspect is trying to trick them into it – they should end communication immediately and contact the dating service provider.

#### Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE), as well as delivering workshops and training for young people, parents and schools. She is also a subject matter expert on RSHE for the Department of Education.



The National College



National Online Safety  
#WakeUpWednesday

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://facebook.com/NationalOnlineSafety)

[@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

[@national\\_online\\_safety](https://tiktok.com/@national_online_safety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 14.02.2024



At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

### 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

### 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

### 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

### 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

### 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

### 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

### 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

### 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

### 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

### 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

#### Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#### #WakeUpWednesday

#### The National College

 @natonlinesafety

 /NationalOnlineSafety

 @nationalonlinesafety

 @national\_online\_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024

Issue 61 - Mar 2024

Page 19



# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Some Useful Information

**Checkout®**  
a smarter way to shop



### School Nurse drop-in at Checkout Superstore

**Where:** Checkout Superstore,  
Farnham Road, Slough (SL2 1JD)

**When:** Every Thursday 10.00–14.00

Come along to get advice about your child or teenagers health and wellbeing:

- Healthy Eating
- Being Active
- Good Sleep
- Self-Care
- Day/Night time Wetting
- Healthy Relationships
- Emotional Wellbeing
- Dental and Oral Health

These sessions are for all parents with children aged 5–19 years of age.

**Get in touch** (Open 9am – 5pm Monday to Friday)



0800 772 3578



Solltd.PublicHealthNursing4Slough@nhs.net



www.PublicHealthNursing4Slough.co.uk



Visit our parents' website page



Solutions4Health



Providing NHS services





# Marish Academy Trust Newsletter

Issue 61 - Mar 2024

## Some Useful Information



**The Health Bus is coming!**

**NHS**  
Berkshire Healthcare  
Children, Young People and  
Families services

## Early Language Workshops

The Early Years Speech & Language Therapy Team will be visiting sites across Berkshire on the Health Bus. Our Speech & Language Therapists will be delivering workshops live between 10.30am – 11.30am and be available for any questions before and after.



Please scan the QR code below for more information:



### Britwell Community Centre

Long Furlong Drive, Slough SL1 3SS

**27 March 2023**

9.00am – 12.00pm



[cypf.berkshirehealthcare.nhs.uk](http://cypf.berkshirehealthcare.nhs.uk)