

Marish Academy Trust Newsletter

Issue 52 - July 2023

Year 1 Windsor Castle Trip



Year 1 students had a delightful visit to 🏰 Windsor Castle, where they witnessed the Changing of the Guard Ceremony 🧑. The children thoroughly enjoyed strolling through the beautiful Royal Gardens and discovering the wonders of the castle 🏰.



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Year 2 Bournemouth Beach Trip

Year 2 trip - Bournemouth



Year 2 had a fantastic day on Bournemouth Beach.
☀️🏖️ It was an unforgettable experience filled with laughter, sandcastles and joyful moments.



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Year 3 Legoland Trip



Year 3 students had a fun-filled day at Legoland! From building their own creations to exploring amazing LEGO-themed attractions, it was a day filled with joy and laughter.



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Year 6 Chessington Trip



Year 6 students had a great day at Chessington World of Adventures!

🎢🍿 The thrill of the rides and the excitement in the air made it an unforgettable day.



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Year 6 Production



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Year 6 CU Graduation



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NHS Competition



Moneebah and Nancy in 4N entered the Step into the NHS competition. They received a "highly commended" certificate in recognition of their fantastic work and for taking part in the competition. Well done Monnebah and Nancy, you were among the top ten entries in this region.

We would also like to say a big thank you to Ms Boatswain and Mrs Newton for encouraging them to enter the competition.



EVERFI Filming

EVERFI (<https://uk.everfi.com/>) joined us on Friday 7th July to undertake some filming with the pupils in Marish Primary School. The filming was part of the creation of three new films on the mental well-being themes of emotions, self-care and kindness. These films will accompany resources which teachers can use for free to help young people take positive action for their mental health. EVERFI filmed conversations with young people from our school which will feature in these films. Shreyansh, Krithi, Georgia, Stanley, Amelia, Curtis, Finley and Diya gave really insightful answers to the questions posed and it was altogether a great day!

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Everyone Can Play



Year 3 students had the opportunity to showcase the 🎵 instrumental skills they have been practising throughout the year by participating in the EVERYONE CAN PLAY event organized by Slough Music Service. It was a wonderful live performance 🎵 experience for them.



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Footgolf



Year 4 students achieved an impressive second place in a highly competitive footgolf tournament. Congratulations to these young athletes for their remarkable accomplishment!

Reading Challenge

We have great news for those who enjoy reading books, but struggle to get down to their local library. Over the summer holiday you can access lots of online books thanks to REN. You just need to go to:

<https://www.myon.co.uk>

For Marish:

School Name: Summer Reads
Username: MPRI
Password: MAPS123!

For Willow:

School Name: Summer Reads
Username: WIPS
Password: WILP123!

And there might even be a prize for the school that uses it the most! So have a great holiday and happy reading!

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School Choir



Our school choir sang beautifully and captivated the audience of parents with their performance.



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After School Club

The e-Golf after school club at Willow is in full swing. 🏌️🌟 From virtual fairways to exciting putts, our young golfers had great fun.



Year 1 Activities



The children in Year 1 prepare for their visit to Windsor Castle by building their own castles.



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Parent Workshop Menu

All workshops will take place in the school hall. Pupils are welcome to attend with their parents and there is no requirement to reserve a place, all parents are welcome.

Date	Session	Staff Lead	Venue
6/9/23	Meet the teacher Year 2	Year 2 team Year 2 team	Year lead classroom
7/9/23	Meet the teacher Year 3	Year 3 team Year 3 team	Year lead classroom
7/9/23	Meet the teacher Year 4	Year 4 team Year 4 team	Year lead classroom
7/9/23	Meet the teacher Year 5	Year 5 team Year 5 team	Year lead classroom
7/9/23	Meet the teacher Year 6	Year 6 team Year 6 team	Year lead classroom
11/9/23	E-Safety Coffee Morning	Mr Sinclair	Main Hall at 8:45pm
12/9/23	E-Safety Coffee Morning	Mr Sinclair	Main Hall at 8:45pm
18/10/23	Writing workshop	Mrs Dowlut and Ms Page	School Hall at 8:45am
19/10/23	Writing workshop	Mrs Dowlut and Ms Page	School Hall at 8:45am
31/10/23	Maths: Calculations	Miss Stroud and Mr Fuller	School Hall at 2pm
1/11/23	Maths: Calculations	Miss Stroud and Mrs Ommer	School Hall at 2pm
4/12/23	Phonics	Mrs Imtiaz	School Hall at 8:45am
6/12/23	Phonics	Mrs Imtiaz and Miss Stroud	School Hall at 2pm

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Parent Notices

Marish

July 2023

Reception: **94.20%**

Year 1: **97.02%**

Year 2: **94.95%**

Year 3: **92.10%**

Year 4: **94.75%**

Year 5: **95.61%**

Year 6: **94.11%**

Target: **96%**

Willow

July 2023

Reception: **89.48%**

Year 1: **96.67%**

Year 2: **94.50%**

Year 3: **90.33%**

Year 4: **94.26%**

Year 5: **91.53%**

Year 6: **93.93%**

Target: **96%**



**EVERY DAY
COUNTS**

**Student success
starts with
attendance**



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

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Parent Notices

Timings of the school day from September 2023

Soft start is from 8:20am for all year groups.

SEN Unit:	Doors open from 8:15am to 8:45am and then at 3:00pm
Nursery:	8:00 – 11:00am and 12:00pm – 3:00pm
Nursery full time	9:00am – 3:00pm
Reception:	8:30am – 3:00pm
Year 1 and Year 2:	8:30am – 3:00pm
Year 3 and Year 4:	8:30am – 3:10pm
Year 5 and Year 6:	8:30am – 3:10pm



Hot Weather

As we enter the warmer months, we would like to remind you about a few essential items to ensure your child's comfort and well-being during their time at school. Sun hat, sunscreen, hay fever medication, water bottle and lastly no warm coat, please.

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 in a water bottle every day, with their name clearly labelled on the bottle.

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.

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Healthy Lifestyle

HEALTH IDEAS

IRON AND KIDS

Iron is a mineral that is essential for the formation of red blood cells, which transport oxygen around the body. Iron found in animal food is easily absorbed. Iron in plant foods is not as well absorbed.

Significant sources of iron include red meats, fish, chicken, shellfish, eggs, legumes and dried fruits. Other sources of iron are green leafy vegetables, wholemeal bread and breakfast cereals. Foods rich in vitamin C, eg. fruit, increase the absorption of iron from cereals, vegetables and legumes, so it's good to drink 100% orange juice with these foods.



It is important that meat is included in kids' diets a couple of times a week. Vegetarian diets (diets that don't contain meat), need to be carefully planned to make sure that children receive enough iron. Further information can be obtained from a dietitian at your local community health service.

Reference: Queensland Health, What is better food?, 2002 adapted from Pademelon Press, There's more to food than eating, Food foundations for children birth to eight years, 1999

FOOD SAFETY

Research has found that the most common causes of food poisoning are:

- Foods prepared too far in advance
- Food stored at room temperatures
- Cooling food too slowly before refrigeration
- Not re-heating food to a high enough temperature
- Using contaminated cooked food
- Under-cooking meat and meat products
- Not thawing frozen meat and poultry in the fridge or microwave

SNACK IDEAS

SNACK IDEAS

Breads and cereals:

- Corn thins (or rice cakes) with peanut butter, honey or Marmite
- Crumpets
- Scones
- Weetabix with cream cheese
- Raisin bread/toast
- Sandwiches on different types of bread
- Jaffles, toasted sandwiches
- Plain cracker biscuits with cheese and Marmite

Fruit:

- Small pieces/slices of fruit
- Frozen fruit pieces (orange segments, sliced seedless grapes, & watermelon)
- Banana slices coated in coconut
- Dried fruit
- Tinned/stewed fruit



Vegetable:

- Vegetable pieces (carrot, celery, broccoli, cauliflower) with dip eg cream cheese and corn relish
- Celery sticks filled with peanut butter or cottage cheese

Low fat dairy foods:

- Cheese/ cheese sticks/ cheese shapes
- Milk/flavoured milk
- Milk shakes
- Yoghurt
- Dairy desserts

Reference: Queensland Health, What is better food?, 2002 adapted from Pademelon Press, There's more to food than eating, Food foundations for children birth to eight years, 1999

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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 www.nationalonlinesafety.com for further guides, hints and tips for adults.

Tips for Encouraging Open Discussions about **DIGITAL LIVES**

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers), so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions, which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

REMINDE YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house, spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSHE curriculum.



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What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrails young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

- 1. UNDERSTAND THE ALGORITHM**
Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.
- 2. AVOID THE MAIN FEEDS**
Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.
- 3. DISCUSS WHAT THEY'VE SEEN**
Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.
- 4. LEARN HOW TO HIDE CONTENT**
If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.
- 5. SET DAILY LIMITS**
Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.
- 6. MONITOR THEIR ACTIVITY**
Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.
- 7. TURN OFF PUSH NOTIFICATIONS**
Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.
- 8. USE DEVICES TOGETHER**
Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.
- 9. ENCOURAGE OTHER ACTIVITIES**
Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.
- 10. TALK ABOUT PEER PRESSURE**
Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert
Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.

National Online Safety
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Some Useful Information



JA SPORTS
COACHING

BOOK NOW

SPORTS CAMP

Mon 7th - Fri 11th Aug
9AM-3.30PM



**ETON COLLEGE, WILLOWBROOK
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WINDSOR, SL4 6DW

BOOK ONLINE

www.jasports.co.uk

operations@jasports.co.uk

CONTACT

[@jasportscoaching](https://www.instagram.com/jasportscoaching)

020 3811 8370