

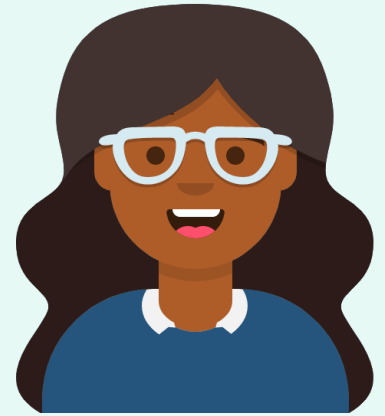
# Marish Academy Trust Newsletter

Issue 79 - May 2025

## Message from the Senior Leadership Team

**Dear Parents & Carers,**

My name is Roslyn Boatswain and I am an Assistant Head in the Trust.



I hope you are feeling ready for an exciting Summer Term. This is a very special time of year at school—there is so much to look

forward to! The sun is shining a bit more, the days are getting longer, and we've got lots of fun learning ahead.

This term, we will be working hard in the classroom, but there will also be lots of exciting events—like sports day, class trips and chances to show how much you have learned and grown this year.

Let us make this term a great one by trying our best, being kind to each other, and enjoying all the wonderful things school has to offer.

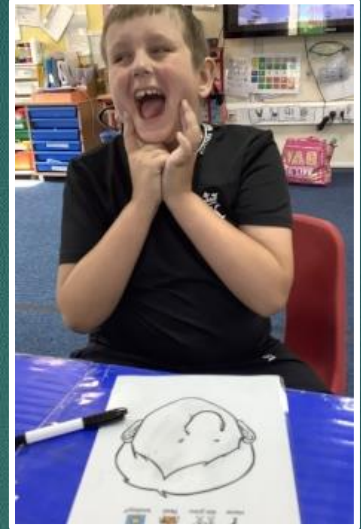
I can't wait to see everything you will achieve this term. Let us make it the best one yet!

Smiles and sunshine,  
**Ms Boatswain**

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## SEN Unit Activities



The students in the SEN Unit are actively engaged in a variety of learning activities. They are working at different stations, including:

- Literacy workstations to build reading and writing skills
- A math group table for collaborative problem-solving and practice
- Art activities to foster creativity and develop fine motor skills

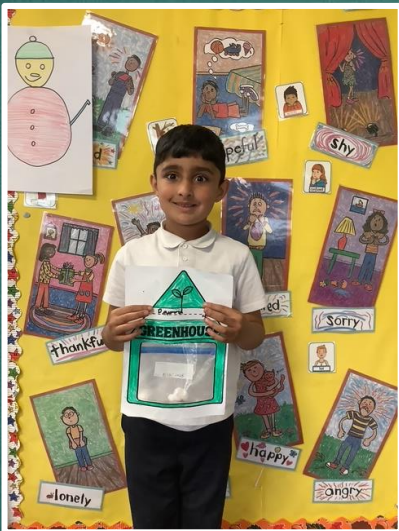
Each student is participating and rotating through the stations, building both academic and social skills in a structured, hands-on environment.



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## Nurture Activities



The children in the Willow Nurture group had an amazing time planting their very own bean seeds! With curious hands and eager smiles, they explored the wonders of nature and cannot wait to watch their little plants grow.



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## Nursery Farm Visit - Willow



The children in our nursery had a wonderful time meeting the farm animals. They enjoyed petting, feeding, and learning about the different animals up close!





# Marish Academy Trust Newsletter

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## Nursery Farm Visit - Marish



The children in our nursery had a wonderful time meeting the farm animals. They enjoyed petting, feeding, and learning about the different animals up close!



# Marish Academy Trust Newsletter

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## MFL - CATALAN



Now let's learn a few phrases...

**Bon dia** Good morning.

**Bona tarda** Good afternoon.

**Bon vespre** Good evening.

**Disculpi** Excuse me.

**Si us plau** Please.

**Merci** Thank you.

**De res** You're welcome.

**Adéu** Goodbye.

**Parles anglès?** Do you speak English?

**Com es diu?** What is your name?

**Em dic** \_\_\_\_\_ My name is

**Molt de gust!** Nice to meet you.

**1** – un

**2** – dos

**3** – tres

**4** – quatre

**5** – cinc

**6** – sis

**7** – set

**8** – vuit

**9** – nou

**10** – deu

**11** – onze

**12** – dotze

International Language of the Month – Catalan.

### Facts about Catalonia:

- Catalonia is a region on the northeast corner of Spain, next to the Mediterranean Sea and the Pyrenees mountains. The mountains form a natural border between Catalonia and France and offer opportunities for hiking and outdoor activities.
- Catalonia has a vibrant culture and beautiful landscapes. The Costa Brava region has beautiful beaches and coastal scenery. Catalan culture includes unique traditions, like the exchange of books and roses on Saint George's Day (April 23).
- It also has its own language, Catalan which most of the people speak along with Castilian Spanish.
- Catalonia is home to the famous city of Barcelona, and has a rich history and traditions.
- Famous artists like Gaudí and Dalí have lived in Catalonia, and their work is still appreciated.
- Catalonia has a delicious and diverse cuisine, with unique dishes like pa amb tomàquet (bread with tomato).

Catalan is one of the four official languages in Spain. The others are: Castilian Spanish, Basque and Galician.



The Sagrada Família is a church under construction in Barcelona. It is the largest unfinished Catholic church in the world.



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PE



The Year 5 football team has shown great progress, drawing 3-3 in an exciting match against Langley Heritage and securing an impressive 4-1 win over Cippenham Primary. The players demonstrated strong teamwork, skill, and sportsmanship—well done to all!



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## Healthy Lifestyle

### *Activities to keep fit at home*

**Exercise:** Moana vs Te Kā Tag

**Players:** 3 or more

**Where to play?** Indoor or Outdoors

**How to play**



1. Choose 1 person to pretend to be Te Kā – tuck 3 tea towels, cloths or t-shirts into their pockets or belt.



2. Use a cushion to be the island of Te Fiti – make sure it's not on a slippery surface! Te Kā must now stand on it but not move their feet.



3. Everyone else acts as either Moana or Maui, and tries to take the tea towels from Te Kā without getting tagged.



4. If you're caught by Te Kā, you have to do 10 jumping jacks.



5. Keep playing until all the tea towels are caught, then swap over.





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## Healthy Lifestyle

### HOT HAM AND TOMATO CRUMPETS RECIPE

**Preparation time – 5 mins**

**Cooking time - 5 mins**

**Serves - 4**

#### Ingredients

- 4 crumpets
- 4 tablespoons tomato purée
- 8 slices wafer thin ham
- 4 tomatoes, thinly sliced



#### Method:

1. Preheat the grill and lightly toast the crumpets on both sides.

#### Information:

Use English muffins instead of crumpets - you'll need only 2, sliced in half.

2. Spread each crumpet with 1 teaspoon of tomato purée, then top with two slices of wafer-thin ham. Arrange the sliced tomatoes on top.

#### Information:

Sprinkle a few mixed dried herbs over the tomato purée before adding the ham, if you like.

3. Grill for 2 to 3 minutes. Serve at once.

<https://www.nhs.uk/healthier-families/recipes/hot-ham-and-tomato-crumpets/>



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## Attendance

### Marish

May 2025

Reception: 95.88%

Year 1: 96.09%

Year 2: 97.13%

Year 3: 94.00%

Year 4: 95.96%

Year 5: 94.70%

Year 6: 94.94%

Target: 96%

### Willow

May 2025

Reception: 94.92%

Year 1: 94.58%

Year 2: 96.83%

Year 3: 94.58%

Year 4: 96.57%

Year 5: 97.49%

Year 6: 97.29%

Target: 96%



Last month's 100% attendance reward was a pack of biscuits!



**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 December

Soft start is from 8:15am to 8:30am for all year groups except Nursery.

SEN Unit:	Doors open 8:15am to 8:45am and then at 3:00pm
Nursery:	8:00 – 11:00am and 12:00pm – 3:00pm
Nursery full time (Marish)	8:00am – 3:00pm
Reception:	8:30am – 3:15pm
Year 1 and Year 2:	8:30am – 3:15pm
Year 3 and Year 4:	8:30am – 3:25pm
Year 5 and Year 6:	8:30am – 3:25pm



Ensure that you drop your child off at the designated entrance. Do not leave them unsupervised on the school grounds.

### Fees for Breakfast club and Meerkats

Meerkats	Before 4pm	After 4pm
	£2	£5
Breakfast Club	£1 per day	-
Late collection	£5 per 15 minutes	-

Full time only sessions, £2, parents still need to order and pay for school dinner in addition to this.

If you would like your child to attend Breakfast club or Meerkats you will need to apply for a space. For more information or an application form, enquire at the school office.

Please note, there is a different payment schedule for Pupil Premium/ Free School Meal pupils. Please contact the office before applying.

All pupils must be booked in advance otherwise they will not be allowed to attend. If your child attends Meerkats without a booking you will be charged the late fee.

Children must not attend Breakfast Club without a booking as numbers are limited. Please book a week in advance.

You are required to sign your child in to Breakfast Club and out of Meerkats each day.



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## Parent Notices

### School Uniform

Our Trust school uniform consists of:

- Red/Green sweatshirt or cardigan (Red for Marish and Green for Willow)
- Navy blue trousers, shorts or skirt
- White shirt or polo shirt
- Black smart shoes (no boots, high heels or platforms)
- Nursery – the above with grey or black jogging bottoms
- PE Kit – red plain round neck T-shirt, black shorts or jogging bottoms
- A plain black tracksuit to wear over the PE kit for outdoor lessons in cold weather.

Trainers/plimsolls will work for outside lessons

- Swimming is a part of the Year 4 curriculum and pupils are expected to have appropriate swim wear with a swimming hat



*All items of clothing must be clearly labelled with the child's name.*

*The only jewellery allowed is one small stud in each ear, a watch and that which is a specific religious requirement. These must all be removed for PE. The child must take full responsibility for looking after these items. the school will accept no responsibility for their loss or damage.*



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](https://nationalcollege.com).

### 10 Top Tips for Parents and Educators

## FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

#### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

#### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

#### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

#### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

#### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

#### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

#### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

#### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

#### 9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

#### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

#### Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



Source: See full reference list on guide page at: [nationalcollege.com/guides/fostering-a-sense-of-belonging](https://nationalcollege.com/guides/fostering-a-sense-of-belonging)



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# Marish Academy Trust Newsletter

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## E-Safety

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](https://nationalcollege.com).

### What Parents & Educators Need to Know about MINECRAFT

AGE RESTRICTION  
PEGI  
7

Still the best-selling game of all time, Minecraft is a bastion of creativity and community, with hundreds of millions of players building and crafting in its almost endless world. The popularity of Minecraft among gamers of all ages means it's important to remain informed about the game, including how to play it safely and whether it's suitable for the children in your care. That's why we've created this guide explaining the risks associated with Minecraft and how to ensure a purely enjoyable gaming experience.

#### WHAT ARE THE RISKS?

##### SCARY ELEMENTS

While Minecraft can be seen as a kind of 'digital LEGO', certain game modes include creatures accompanied by eerie sound effects. These can be a bit too frightening for some younger players, potentially leading to distressing in-game combat and other encounters – although the combat is quite basic and free from any real depiction of violence.

##### GRIEFING

Some players in Minecraft take pleasure in deliberately damaging or destroying another person's creations. This behaviour, known as 'griefing', is a form of bullying – it intentionally ruins someone else's experience by erasing hours of their work and forcing them to start over. Many public servers regard griefing as a serious offence and often ban those who engage in it.

##### ADDICTIVENESS

Minecraft's focus on creativity means that, as with any creative endeavour, it can be easy to get carried away. If your child is finding it difficult to manage their time because they're drawn in by Minecraft's gameplay loop of resource gathering and building elaborate projects, it could have a knock-on effect on their social interactions and schoolwork.

##### PUBLIC SERVERS AND COMMUNICATIONS

With public servers being so easily accessible in Minecraft, it's highly likely that children will end up chatting with strangers through the in-game text chat. Some servers even place an emphasis on social interaction, actively encouraging communication between players. While there's nothing inherently wrong with this, it does carry certain risks. In addition to the concerns around speaking with strangers online, players who host their own servers may have their IP addresses exposed, posing a further security concern.

##### ADDITIONAL PURCHASES

Minecraft is available as a free trial on a variety of devices; however, the full game requires a one-off purchase. After that, players have the option to buy additional cosmetic upgrades or subscribe to Minecraft Realms. Realms is an entirely optional subscription service that allows users to run their own private server to play with friends. Without proper supervision, younger players may end up making unintended or excessive purchases.

### Advice for Parents & Educators

#### CHOOSE THE RIGHT MODE

Selecting Creative or Peaceful mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is far lower. This allows you to work together on a long-term project, creating something special without the threat of enemies and creatures attacking you or damaging your building.

#### HOST A PRIVATE SERVER

The easiest way to find a safe server for children to play on is to make one yourself. Hosting a server prevents strangers from finding it, unless they've been given its address and password. A private server also lets you control who's allowed to enter and – if necessary – ban anyone who shouldn't be there. This is the closest equivalent to parental controls in Minecraft. Hosting a private server, however, will cost a monthly fee.

#### TALK ABOUT STRANGERS

At some point in their lives, almost everyone will make contact with a stranger online. Talking to children about online safety, therefore, is essential – as is having a plan for dealing with any hostile or difficult people. It's important that a child knows never to tell a stranger about themselves online and that they should come to you straight away if they do encounter a problem.

#### RESEARCH CONTENT CREATORS

Much of Minecraft's early stages can be an exercise in frustration for players who don't know where to start. Thankfully, there's a wealth of material online and in video format to help you learn the basics. Just be mindful that some of this content may not be appropriate for children, so you should consider watching it yourself first.

#### PLAY MINECRAFT WITH YOUR CHILD

As a creative building tool, Minecraft makes it great fun for children to team up and construct vast buildings accompanied by imaginative landscapes, much like working with LEGO or model kits. Playing in a game mode that includes enemies can encourage critical thinking and teamwork; however, you should consider which game mode is appropriate for the child in your care.

#### Meet Our Expert

Lloyd Coombes is Gaming Editor at the Daily Star, and has worked in games media for more than 6 years. A long-time gaming enthusiast, he is also a parent and therefore a keen advocate of online safety for children of all ages.



#WakeUpWednesday

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## Some Useful Information



# GEMS

Autism & ADHD Support Service  
East Berkshire



01753 373 244 / 0800 999 1342  
weekdays 9am to 5pm



<https://www.gems4health.com>



[gems.4health@nhs.net](mailto:gems.4health@nhs.net)

GEMS is for children and young people who are diagnosed with, or who may have, autism and/or attention deficit hyperactivity disorder (ADHD). The service also supports parents and carers and is open to anyone living in Slough, Royal Borough of Windsor and Maidenhead or Bracknell Forest.

## UPCOMING WORKSHOPS AND COURSES

**Sensory Processing - Wednesday 4<sup>th</sup> June 7 to 8:30pm**

**Autism Course - Wednesday 11th, 18th & 25th June - 7 to 9pm**

**ADHD Course - Thursday 17, 24 June, and 1 July - 7 to 9pm**

**Sleep - Autism and ADHD - Tuesday 17th June - 7 to 9pm**

**Girls and Autism - Tuesday 10th June - 10am to 12noon**

**Adolescence - Wednesday 2nd July - 10am to 12noon**

**Managing Anxiety - Tuesday 8th July- 10 to 12noon**

**Empowering Calm - Tuesday 15<sup>th</sup> July - 10am to 12noon**

**Visit our website to book your space - [www.Gems4Health.com](http://www.Gems4Health.com)**

