

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Message from the Senior Leadership Team

Dear Parents & Carers,

Can you believe that we have already completed our first half term at school! What a fabulous and exciting start to the year it has been. The children have settled into their new year groups and are in full swing of their learning journey. There have been many extra- curricular opportunities

such as sport tournaments, football festivals and a Toys from the Past workshop for Year 1 and there are many more to come!

Walking around the school, I have seen lots of positives: hard work, resilience and children following our diamond rules. Throughout the next coming weeks, there will be many fun-filled events and activities to look forward to. Our children will take part in performances and plays for the festive season and of course our wonderful Winter fete will take place! We look forward to seeing you all there!

Warm regards,
Miss Dowe



Marish Academy Trust Newsletter

Issue 84 - Nov 2025

SEN Unit Activities

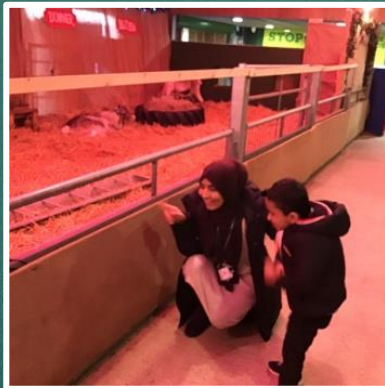


In SU2, the children have been actively working with and exploring colours and patterns. They had so much fun engaging with all the sensory resources and creating beautiful artwork. One of their featured stories was "Elmer the Patchwork Elephant." Using a variety of materials, the children worked together to create their own Elmer. This activity encouraged lots of sharing, turn-taking, and teamwork as they built their collective artwork.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Chobham Adventure Farm Visit

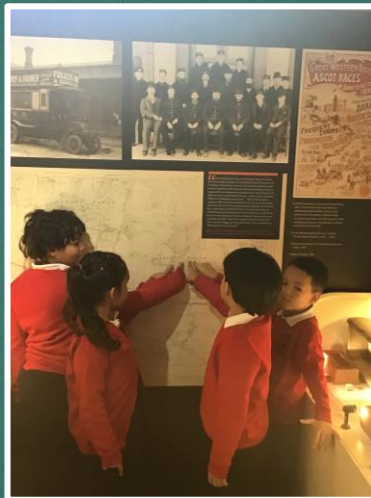


Children had a wonderful time exploring during the Chobham Adventure Farm trip, enjoying a mix of indoor activities and outdoor animal encounters, including meeting the reindeer, guinea pigs, and chickens-an exciting experience that sparked curiosity and plenty of smiles all around.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Year 2 Curve Trip

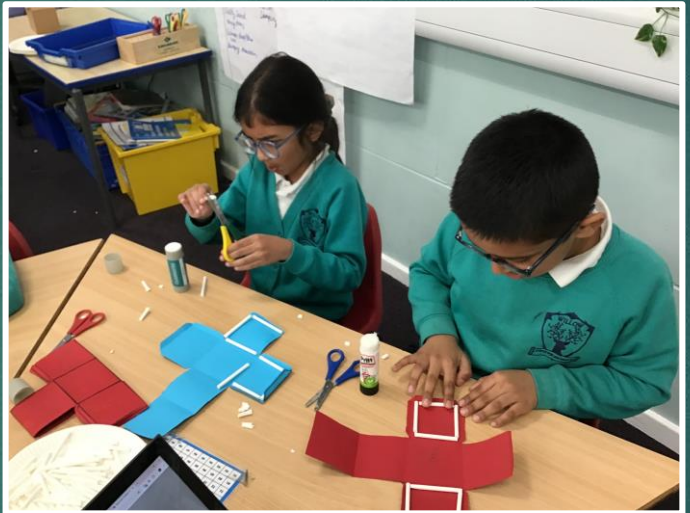
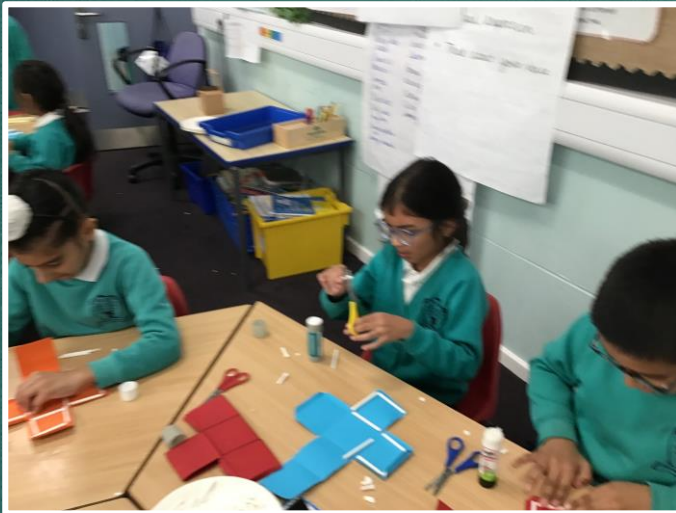


Year 2 attended The Curve in Slough and learned about the history and heritage of the local area. The pupils explored how Slough has changed over time and took part in engaging activities that brought the past to life. It was an enriching experience for all.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Year 3 DT Structures

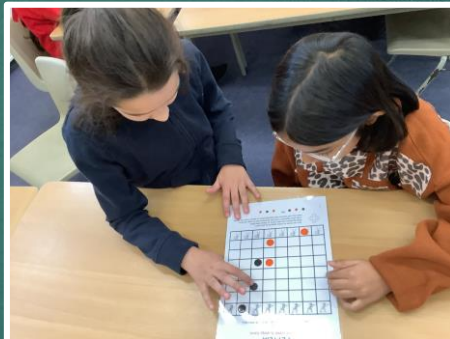
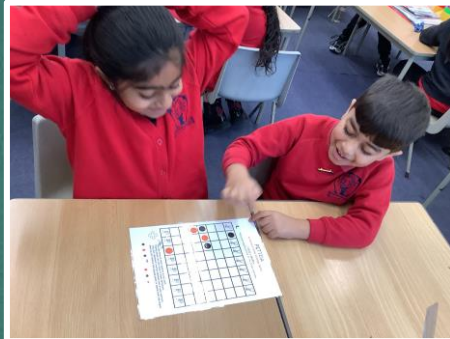
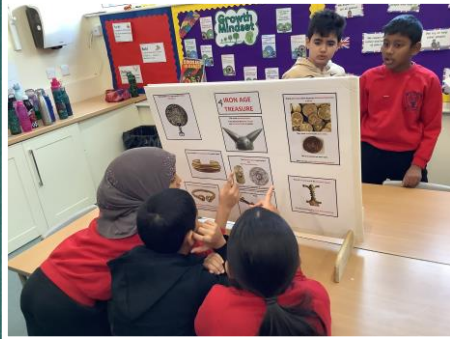


Year 3 pupils have been learning how 2D nets can be transformed into 3D structures in Design and Technology. They carefully cut, folded, and built their own box nets with great precision and patience. These boxes will become the casing for their Jack-in-the-Box toys, showcasing creativity, teamwork, and practical engineering skills.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Year 3 Stone Age Workshop



Year 3 attended a very interactive Stone Age workshop where pupils explored early tools, artefacts, and daily life through hands-on activities. They enjoyed discovering how people survived and adapted during that time. It was an exciting and informative experience for the whole year group.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Year 5 Windsor Castle Trip



Year 5 visited Windsor Castle. They saw the State Apartments and discovered how the castle has been used over the centuries.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Year 6 History Museum Trip



Year 6 explored the History Museum, where pupils engaged with fascinating exhibits and deepened their understanding of key historical events. They examined real artefacts and interactive displays that supported their learning in an exciting and memorable way.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Halloween Disco

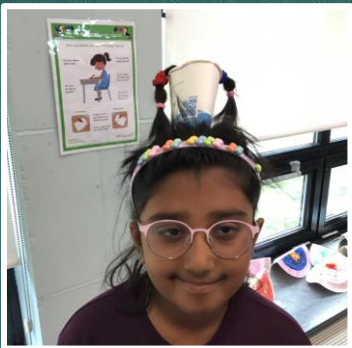
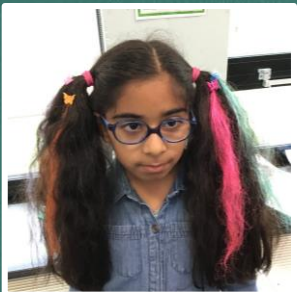
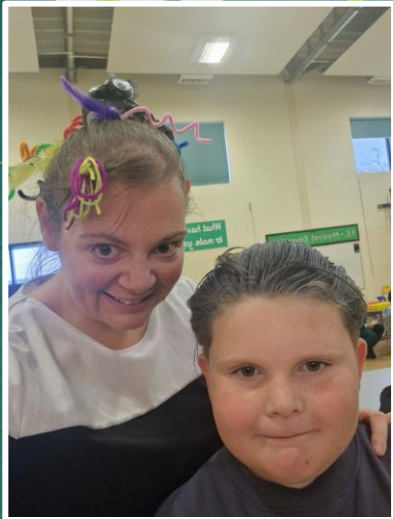


The children showed their talents at the Halloween Disco. Brilliant costumes, eerie lighting and lots of laughter. Willow raised £256.50 and Marish raised £361.20; fantastic!! A huge thank you to everyone who supported these events.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Crazy Hair Day



Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Diamond Pupils



These are our proud Diamond Pupils from the last half term.

The Diamond Pupil Award is for pupils who have consistently followed the Diamond Rules throughout the half term. The chosen children are treated to a special activity and treat with Miss Court and Mrs Denham in the last week of half term.

They will also receive a Headteacher's Award and Certificate.
Will it be you next time?

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

PE Competitions



MARISH YEARS 5 & 6 FOOTBALL – ESFA POKÉMON CUP

On 4th November, the Years 5 & 6 Marish football team participated in the ESFA Pokémon Cup – Slough Schools' FA District Round at the York Club in Windsor. It was a fantastic day of school football, with players showing great skill and enthusiasm. The organiser described it as “one of the best competitions they have ever staged,” praising the children for their excellent conduct and sportsmanship throughout the tournament. Our Marish boys performed brilliantly and went all the way to the semi-finals, a remarkable achievement for the team. Well done to everyone for their commitment and effort!



MARISH CHILDREN PARTICIPATE IN SSSPAN WRESTLING FESTIVAL

On 6th November, children from Marish took part in the SSSPAN Wrestling Festival held at the Centre in Slough.

It was an exciting day of wrestling, with children developing their skills, trying new techniques, taking part in a friendly competition. The children displayed determination, resilience, and great sportsmanship throughout, making it a positive and enjoyable experience for everyone involved.



Marish Academy Trust Newsletter

Issue 84 - Nov 2025

PE Competitions



MARISH GIRLS FOOTBALL

The girls football team played their first match against Langley Heritage.
Well done everyone!

Berkshire Cricket Schools Newsletter



Marish Academy Trust is very proud of Mr Alves for receiving the Teacher of the Month recognition in the Berkshire Cricket Foundation Newsletter.

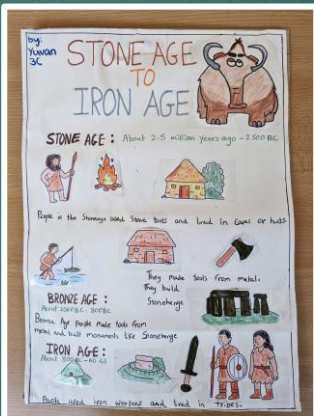
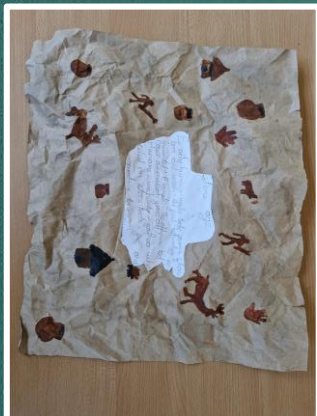
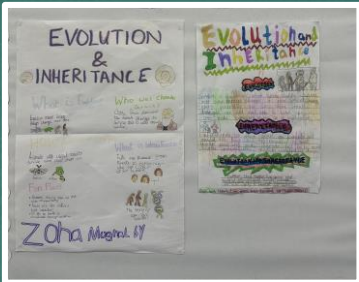
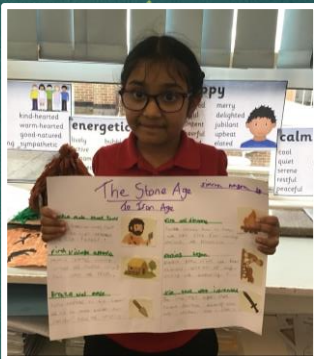
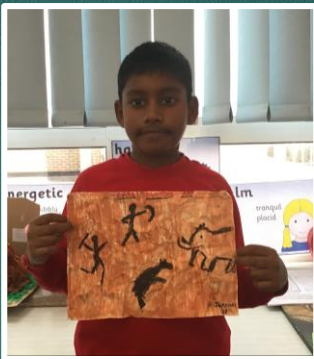
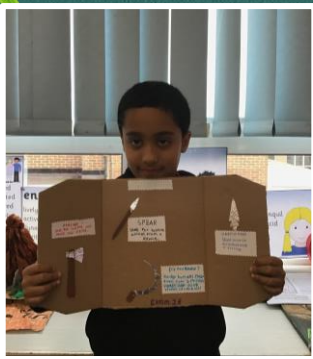
TEACHER OF THE MONTH: Victor Alves (Marish Academy Trust- Willow and Marish Schools)

Mr Alves has been brilliant in bringing cricket to both Willow and Marish so far this year. He is incredibly enthusiastic in getting as many children involved in cricket and always encourages them to try their best. He has also encouraged the SEND department at Marish to offer some inclusive cricket lessons which have been greatly received by the staff and student.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Half Term Projects



Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Children In Need

BBC
CHILDREN
IN NEED

THANK YOU

Marish Academy Trust

for raising

£521.20

**THE MONEY YOU HAVE RAISED WILL HELP TO
MAKE LIFE LIGHTER FOR CHILDREN**



© BBC 2022 Reg. charity England & Wales no. 8002052 and Scotland no. SC039557.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

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 & Wombats	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.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

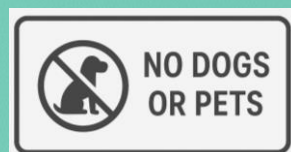
Parent Notices

Playground Fundraising Initiative

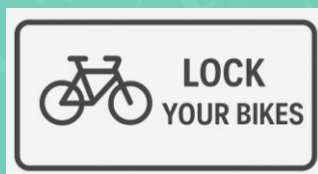
We are excited to share that both schools will be fundraising throughout the year to support the purchase of new playground equipment. A variety of events will be held across the year to help us reach this goal. We look forward to your support and involvement in these upcoming activities.

A Polite Reminder to Parents and Carers

We kindly request that no dogs (or any other pets) are brought onto the school premises, even if they are being carried.



Please also ensure that bikes and scooters are not ridden anywhere within the school grounds. There have been a few concerns raised about near accidents involving pedestrians. When leaving bikes in the designated bike area, please make sure they are securely locked.



Additionally, we ask all parents and carers to be considerate of our neighbours during drop-off and pick-up times. Please park responsibly and drive calmly and safely around the school.



Thank you for your cooperation in helping us maintain a safe and respectful environment for everyone.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Parent Notices

Marish School Uniform

Our Marish school uniform is:

- Red Sweatshirt or cardigan
- Navy blue trousers, shorts or skirt
- White shirt or polo shirt
- Black sensible shoes (no boots, high heels or platforms)
- (Nursery – the above with dark coloured jogging bottoms)
- PE Kit – plain red T-Shirt (round neck or polo), navy/black shorts.
- A dark tracksuit (plain or with a small logo) to wear over the PE Kit for outdoor lessons in cold weather. Trainers/plimsolls are needed for all PE lessons.

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.

PE and Games – PE is not an optional subject, it is a part of the national curriculum.

Swimming in KS2 – Swimming is not an optional subject. A letter with swimming costume requirements will be sent when your child is in year 4.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Parent Notices

Willow School Uniform

Our Willow school uniform is:

- Green Sweatshirt or cardigan
- Navy blue trousers, shorts or skirt
- White shirt or polo shirt
- Black sensible shoes (no boots, high heels or platforms)
- (Nursery – the above with dark coloured jogging bottoms)
- PE Kit – plain white T-Shirt (round neck or polo), navy/black shorts.
- A dark tracksuit (plain or with a small logo) to wear over the PE Kit for outdoor lessons in cold weather. Trainers/plimsolls are needed for all PE lessons.

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.

PE and Games – PE is not an optional subject, it is a part of the national curriculum.

Swimming in KS2 – Swimming is not an optional subject. A letter with swimming costume requirements will be sent when your child is in year 4.

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

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. To get started you will need to make a Squirt-style turtle by filling up socks then tying them up. Use old newspaper, other socks or anything soft and light.



2. Lay out a T-shirt each on the floor, as this will be the current.



3. Everyone takes it in turns to be like Crush. Facing backwards, throw your turtle over your shoulder, aiming to land it on the current.



4. If you miss, you have to "paddle" on the current to get it back by crawling on your hands and knees.



5. Keep going until your turtle lands perfectly. If it's too easy, move your T-shirt further away!



Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Healthy Lifestyle

MACHER JHOL

Preparation time – 20 mins

Cooking time - 20 mins

Serves - 4

Ingredients

- 4 fish steaks (unsalted)
- 0.5 teaspoon turmeric powder
- 0.5 teaspoon salt (optional)
- 4 medium tomatoes, finely chopped
- 3 garlic cloves, finely chopped
- 4 green chillies, finely chopped
- 1 tablespoon powdered mustard seeds
- 1 teaspoon onion seeds (kalonji)
- 470ml water

Method

1. Preheat the oven to 200°C, fan 180°C, gas mark 6. Prick potatoes all over with a fork. Put the fish steaks in a bowl with the turmeric powder and a pinch of salt. Mix well and set aside for later.
2. In a blender or mixing bowl, blend the tomatoes, garlic, 3 green chillies, powdered mustard, pinch of salt and 120ml water to a smooth paste. Keep aside.
3. Heat 2 tablespoons mustard oil in a pan. Add the kalonji seeds and let sizzle for about 10 seconds, then add the blended tomato mixture. Turn the heat down to low, and stir for 8 minutes or so.
4. Once the mixture has got a deeper, darker colour, add 350ml of water, stir well and bring to a boil. Once it's boiling, turn the heat back down to simmer on low for another 10 minutes.
5. Heat 2 tablespoons of mustard oil in a pan, and then fry the marinated fish steaks until golden brown on both sides. Add the fish to the tomato mixture and leave to simmer for 2 or 3 minutes.
6. Top with chopped coriander leaves and serve hot.



<https://www.nhs.uk/healthier-families/recipes/macher-jhol-bengali-fish-curry/>

Marish Academy Trust Newsletter

Issue 84 – Nov 2025

Attendance

Marish

Nov 2025

Reception: 93.7%

Year 1: 91.5%

Year 2: 94.0%

Year 3: 92.8%

Year 4: 90.4%

Year 5: 95.6%

Year 6: 88.6%

Target: 96%

Willow

Nov 2025

Reception: 97.0%

Year 1: 94.7%

Year 2: 93.0%

Year 3: 93.8%

Year 4: 97.9%

Year 5: 92.3%

Year 6: 95.3%

Target: 96%



Novober's 100% attendance reward was a pack of a popcorn!



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 84 - Nov 2025

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.

12 Top Tips for Parents and Educators USING GENERATIVE AI IN THE CLASSROOM

Since the launch of ChatGPT in late 2022, the education sector has already seen the potential of generative AI as a tool for planning, content creation and learning support. However, this technology is accelerating so quickly that some teachers aren't sure how to make the most of it. This guide offers some tips for implementing generative AI in your classroom.

ASK WHAT IT NEEDS

With ChatGPT, you could begin by asking what it needs you to input to provide the best response. You could say something like: "I want you to act as a [subject] teacher. I will provide the syllabus and you will provide me with a schema of work. First, tell me what you need to know from me to create an excellent, differentiated scheme of work."

START BROAD AND ZOOM IN

If you ask ChatGPT to give you a fully differentiated and resourced scheme of work or lesson plan from just one prompt, you'll probably be disappointed. Instead, begin by requesting a weekly outline; then a daily breakdown; then a single lesson; then the resources. That way, you'll get a lot more detail and can tweak the output if it's not quite right.

SPECIFIC ROLES CAN BE HELPFUL

Because language models like ChatGPT are trained on human data, they're good at roleplaying. Asking it to assume a specific role – and telling it the tone you wish it to take – will likely make its output closer to what you're looking for. For example: "You will take the role of an expert AQA GCSE maths teacher. Write a syllabus guide for AQA GCSE maths in a friendly, reassuring tone."

CREATE 'CHARACTER' BOTS

You can create your own chat bots, granting students free access to ChatGPT without the need to log in. On zapier.com, choose 'interfaces' then select 'chatbot'. Filling in the fields allows you to customise the chatbot's persona – 'helpful teacher' or 'literary analyst', for example – and create an action that copies its response to the clipboard. You can then make this available to your students.

AVOID PLAGIARISM DETECTORS

We advise caution in using AI plagiarism checkers as they aren't reliable yet: they're easy to fool and often give false positives. Some students have already been wrongly accused of cheating, which can damage their relationship with their teacher. It's often better to use your own judgement (if you know your own students' style well enough) or consider other options, such as controlled assessments.

WHAT IS GENERATIVE AI?

Generative AI encompasses the family of artificial intelligences capable of creating content. This includes large language models such as ChatGPT and Google Bard, text-to-image diffusion models including Midjourney and Stable Diffusion, the newer crop of apps which can create videos from text, like RunwayML, and music-focused software such as Google's MusicLM.

THINK BEYOND 'THE NORM'

Gamma is an app which uses AI to plan presentations, while Notion software employs AI to change the tone and length of text and explore ideas. Even without the AI elements, however, both can be worthwhile additions for any school as online alternatives to applications such as Word and PowerPoint. Furthermore, they are free to use, with free AI credits included.

SET UP AN 'ASK THE AI' STATION

It can be difficult for school-age children to effectively engage with ChatGPT, as signing in requires a phone number and two-factor authentication. It can also be problematic regarding data protection in many countries. Instead, you could set up one or two laptops in the classroom as 'Ask ChatGPT Workstations', which you can direct your students to use at appropriate moments.

BE CRITICAL USERS

Because they sound so convincing, generative AI's occasional missteps can cause problems. Teach your students to think critically about what AI tells them and fact check its responses, particularly those that cite references. Models like Google Bard, while good for providing prompts, have already garnered a reputation for confidently making up references and even website URLs.

GENERATE LOTS OF IDEAS

When exploring a topic with ChatGPT, ask it to generate ten, twenty, or even fifty ideas around the theme. For example: "Give me ten interesting and unusual lesson starters to hook my Year 6 class into the water cycle." You can then overlay your human intelligence and choose the best option for your class. Chances are, some won't be suitable, but you only need one to fit your needs!

TAILOR YOUR RESOURCES

ChatGPT is excellent for differentiating resources to fit specific audiences, as it can rewrite a resource to better suit a different age or ability range. You could also ask it for alternative ways to present information, such as explaining a complex concept in the style of a movie scene or giving three simpler analogies that a much younger pupil would be more likely to understand. It

TRY THE OPEN AI PLAYGROUND

On platform.openai.com, click the 'playground' option. Choose the chat function from the drop-down menu, then select the GPT-4 model. This will quadruple the token size – meaning that you can paste in an entire chapter of a novel, an act from a play, or a section of a textbook, and ask the AI questions about it. This can make the GPT model much more useful.

DIFFERENT TOOLS FOR DIFFERENT JOBS

ChatGPT is impressive, but it's not the only tool in the box. Perplexity is a user-friendly, web-enabled AI that runs the most up-to-date version of ChatGPT in the background – while Pi is a friendlier-sounding chatbot that students can get into discussions with on almost any subject. They both encourage learners to go deeper by asking probing questions or suggesting ways to explore a topic.

Meet Our Expert

Darren Caxon is Chief Operating Officer for Britus Education, a Bahrain-based company with nine K-12 international schools in the Middle East and North Africa region. A teacher and leader for 25 years, Darren is a blogger and thought leader on AI in education, who hosts The EducAite Podcast. Later this year, he will publish *Re.Generate*, a book on how AI is set to change the education world.



The National College

Sources: chat.openai.com | platform.openai.com | zapier.com | perplexity.ai | gamma.app | notion.so | pi.ai



@wake_up_weds



www.thenationalcollege



@wake.up.wednesday



@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Release date: 12.04.2023 Last reviewed: 02.05.2024

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

E-Safety

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.

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

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Some Useful Information

**Information for
parents and carers**

**Berkshire Healthcare**
NHS Foundation Trust

Drop-in flu clinics

At Foundation House, Windsor SL4 4LE

We are holding drop-in clinics for your child's flu vaccination on the following dates:

- 18.11.25 14:30-16:30
- 27.11.25 14:30-16:00
- 5.12.25 12:00-16:00

If you haven't completed a consent form yet, you can complete one using the information sent by your child's school or complete one at the clinic with one of the team.

Goto the address below to share your views and ideas

 cypf.berkshirehealthcare.nhs.uk/feedback



**GEMS**
Parent & Carer Support Group
East Berkshire

Virtual Coffee Morning - Parental burnout and balance

Friday 12th Dec - 10:00 - 11:15am

25 spaces available!

Join our online informal discussion to cover the following areas:

- Parental/caregiver burnout
- Navigating family disagreements and finding common ground
- Practical ways to "fill your cup" and recharge
- Open discussion to prepare for the holiday season

Please note this is not a workshop but support group for parent/carers and any medical advice should be sought from your medical practitioner.

Sign Up Today!


Available for families who reside in or have a registered GP in East Berkshire with a child who is Autistic/ADHD (suspected/pathway/diagnosed)

To book your place contact GEMS:
 Gems.4Health@nhs.net  0800 999 1342



FREE Parenting Clinics

Anisa Lewis - Positive Parenting




November 2025
Helping kids to navigate friendships

December 2025
When your touched & talked out (Parent Wellbeing)

January 2026
Screens, scrolling and staying sane

February 2026
Raising Resilient Kids

Register Here
Online
<https://anisalewis.as.me/theclinic>





Merry Christmas!

December Timetable
All sessions delivered live online via zoom, 90 minutes long
£24 each or FREE with School Membership
Book online at facefamilyadvice.co.uk
Recordings available for 48 hours (excluding Free Talk)

Decreasing Depression	1 DEC 10am
Raising Self Esteem	1 DEC 7pm
Understanding the Teenage Brain	2 DEC 10am
Supporting Healthy Sleep	2 DEC 7pm
Autism - Improving Communication	8 DEC 10am
Improving Family Communication	8 DEC 7pm
Supporting A Child with ADHD	9 DEC 10am
Understanding Addictive Behaviour	9 DEC 7pm
Anxiety Based School Avoidance	15 DEC 10am
Understanding Anger	15 DEC 7pm
Supporting Healthy Screen Use	16 DEC 10am
Facing Defiance	16 DEC 7pm

Marish Academy Trust Newsletter

Issue 84 - Nov 2025

Some Useful Information



**COLLECTION POINT
FOR DONATIONS TO
THOSE IN CRISIS.**

**DO NOT REMOVE
ITEMS**

Thank You

Slough Foodbank is registered as a CIO Registered charity No. 1153813 Registered in England & Wales



**Has someone died?
We are here to help.**

Search **ataloss.org** for local
and specific bereavement
support services.

Helping the
bereaved **find support**

www.ataloss.org