

# Marish Academy Trust Newsletter

Issue 85 - Dec 2025

## Message from the Senior Leadership Team

**Dear Parents & Carers,**

As we come to the end of another busy and rewarding year, we would like to extend our heartfelt thanks to you for your continued partnership, encouragement, and support. Working together with our families makes such a positive difference to the children's learning and wellbeing, and we are truly grateful for all that you do.



The festive season has brought a wonderful sense of joy and togetherness across our schools. Our Christmas celebrations have been a real highlight, from the fantastic Christmas productions that showcased the children's confidence, creativity, and hard work, to the joyful singing and classroom festivities that filled our school with seasonal cheer.

A special thank you goes to everyone who supported our winter fetes. Thanks to your generosity, we raised an incredible £6,000 profit, which will go towards new playground equipment for our children to enjoy at both schools. This is a fantastic achievement and a true reflection of what we can accomplish together as a school community.

Thank you once again for your ongoing support throughout the year. We wish you and your family a happy and restful break, and we look forward to continuing our partnership together in 2026.

Merry Christmas,  
**Miss Court**

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Christmas festivities



A visit from Santa brought big smiles and festive magic to everyone.

We also say a heartfelt goodbye and thank you to Miss Graham, who kindly returned to support us for half a term and Miss Dowe, one of our deputy heads, who is leaving us to travel and spend more time with her daughter. She has worked with us for 10 years and we are truly grateful for her time and positive impact on our community.



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## Christmas Unwrapped



Year 6 had a fantastic time at the Christmas Unwrapped workshops! Marish children visited Langley Free Church, while Willow children attended St. Paul's Church in Slough. It was an enjoyable experience for all.



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## Marish Nursery Festive Sing-Along





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## Willow Nursery Stay & Play





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## Marish Reception Christmas Performance





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## Willow Reception and Willow Tree Christmas Performance





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Marish Year 1 & 2 Christmas Performance





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Willow Year 1 & 2 Christmas Performance





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Marish Year 3 & 4 Christmas Performance





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Willow Year 3 & 4 Christmas Performance





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Marish Year 5 & 6 Christmas Performance





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Willow Year 5 & 6 Christmas Performance





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## Marish Christmas Dinner





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Willow Christmas Dinner





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Marish Winter Fete





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Willow Winter Fete





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## Our value winners



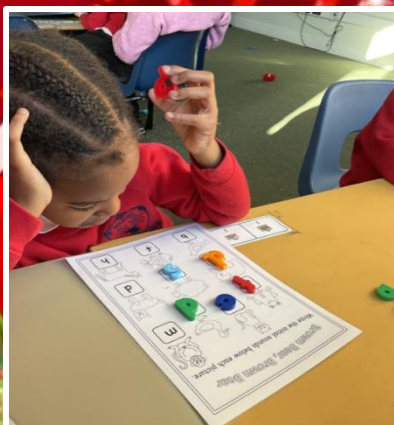
As the term draws to a close, we have enjoyed a wonderful season of festivities filled with excitement and cheer. A special highlight was our school values celebration, where six lucky children showed how they have been motivational, aspirational, resilient, inclusive, successful and hope-filled. Well done to our worthy winners!



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## SEN Unit Activities



In SU3, children enjoyed a term full of adventures and fun activities. From sensory stories to sensory play, and from art activities to individual work, the children were fully engaged and learning at their own pace and in their own style.



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## Year 1 Local Geography Walk



Year 1 pupils enjoyed an exciting local walk as part of their Geography learning. They identified physical features such as open fields and trees, and explored human features including Tesco, a greengrocer, a fabric store, a pharmacy, dental and medical centres, and a BP fuel station.

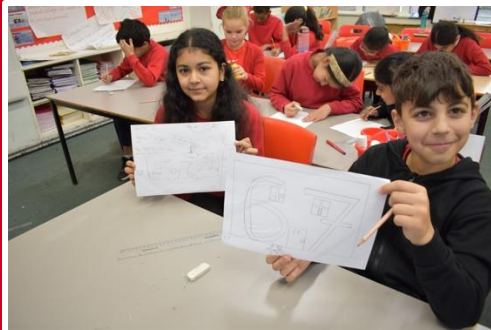
During the walk, the children applied their directional knowledge, using what they had learned in class to navigate the local area. Back in the classroom, they took part in lively discussions about how these places support the community, from providing food and fuel to meeting everyday needs. Seeing these features in real life helped pupils to develop observational skills, broaden their vocabulary, and make clear links between classroom learning and the world around them, making Geography engaging, meaningful, and memorable.



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## Author Visit



### Year 5 Meet Author Tori Kosara

On Monday 24th, our Year 5s had a fantastic visit from author **Tori Kosara**. She kicked things off by telling the children how she became an author and how her grandparents' stories inspired her to write her own. Even though she couldn't draw, she teamed up with an illustrator and followed her dream.

Tori reminded everyone that anyone can write — you can make your own characters, your own worlds, and there are no strict rules. The children then created their own heroes, choosing special powers and deciding how their hero would make a difference.

Later in R-Time, they drew trophies and wrote messages to Tori. Reading their notes showed just how much her visit meant to them!



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## Thank You Cards for Author



The children made thoughtful thank you cards for Author Tori, expressing their appreciation and reflecting on what they had enjoyed and learned from the visit.



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## Boccia Competition



SU9 and Willow Tree children had a fantastic time at the SEND Boccia Competition! With 19 teams from 13 schools, they behaved exceptionally well, enjoyed the experience, and performed brilliantly. Marish's SU9 team won 3 of their 5 matches, with 1 draw and just 1 loss. The Willow Tree team went unbeaten in their 4 matches leading to the quarter-finals, losing only once. Well done to all the children for their effort and sportsmanship!



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## PE Competitions



### MARISH GIRLS FOOTBALL

The girls' football team played their first league match of the year on 3rd December and came away with a well-fought 2-1 win. A special mention goes to Faryal in Year 6, who was awarded Player of the Match.

### WILLOW HOCKEY MATCH

On 4th December, Willow's hockey teams enjoyed an exciting evening at Slough Hockey Club, taking part in a joint training session with Castlevew followed by two competitive fixtures. Both teams won their matches, and the children demonstrated great teamwork, sportsmanship, and confidence. It was a fantastic opportunity to gain experience and have fun ahead of the Berkshire tournament.





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## Lidl Foodies Visit Willow

### Lidl Foodies Visit Willow – A Tasty Tuesday for Year 2!

Year 2 pupils at Willow enjoyed an exciting visit from the **Lidl Foodies Team**. Lidl Foodies is a free initiative for primary schools designed to encourage children aged 4–7 to discover and enjoy fruit and vegetables while learning about healthy eating in a fun and engaging way. The children had a fantastic time exploring a wide variety of fruits and vegetables — describing them, tasting them, and even trying some new favourites! Adding to the fun, two members of the visiting team came dressed as a **giant strawberry** and a **giant pea**, much to the delight of the pupils.

Every child and member of staff received a cotton Lidl bag to take home, and Lidl kindly made a **generous £500 donation** to the school.

A big thank you to the Lidl Foodies Team for such an enjoyable and informative experience!

## Lidl Foodies: We're vegucating the nation



Research shows that 22% of 4- and 5-year-olds are overweight and obese, while data from the Food Foundation states that around one-third of children between 5 and 10 eat less than one portion of veg a day.\*

That's why Lidl created a programme for schools, Lidl Foodies – fun, interactive workshops designed to give children a hands-on experience of fresh foods and develop a love for the healthier stuff, too.

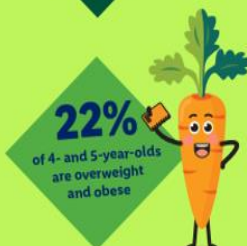
Backed by a £500,000 investment, we worked with teachers to create three workshops – Lidl Tasters, Lidl Growers and Lidl Makers – which offer a whole menu of plans, activity sheets, posters and take-home materials. The programme has been designed in line with the national curriculum, and the first 1,000 schools to register received a £100 gift card to launch their workshops.

300 primary schools signed up for the first Lidl Tasters workshop in the first 24 hours, and by the end of FY24 the programme had reached over 1,100 schools and over 150,000 pupils through Lidl Tasters alone.

\* <https://www.gov.uk/government/publications/health-matters-obesity-and-the-food-environment/health-matters-obesity-and-the-food-environment-2>

### School report: what a teacher found

Roslyn Boatswain, Assistant Head at Marish Academy Trust, described her experiences of holding a Lidl Foodies workshop.



**Q** How much did most kids know about fresh food and veg before experiencing Lidl Foodies?

**A** Most of the children were familiar with everyday fruits like grapes, bananas and apples, but they didn't know as much about others such as fresh pineapples, blood oranges, kiwis and different kinds of melons.

**Q** What did you think of the characters, materials and how healthy eating is explained?

**A** The lessons were practical and centred around hands-on learning experiences.

**Q** What has been the best thing to come out of Lidl Foodies in your experience?

**A** The sessions complemented our Nurture group lessons well, reinforcing key themes such as how sharing food helps to create a safe and healthy environment. We focused on healthy eating, good manners and developing practical life skills. Sharing meals together created a calm and supportive atmosphere, where pupils could learn in a relaxed setting. The act of sitting and eating as a group also fostered a strong sense of belonging.

**Q** What do you think the children are learning from it?

**A** The sessions supported a wide range of learning across the curriculum. Literacy skills were developed through reading instructions, labels and learning new vocabulary. Maths was incorporated by sorting and measuring ingredients and counting items such as spoonfuls. Science was explored through observing changes in materials, understanding cause and effect, and learning about temperature and reactions between ingredients.

Social and communication skills were strengthened as pupils explained their processes, listened to instructions, asked questions, and practised turn-taking and sharing equipment. The activities also promoted independence and confidence, giving pupils a sense of accomplishment and pride in their work.

Geography was also touched on through discussions about where food comes from, and Art was integrated through creative tasks such as sewing, drawing, painting and puzzles.

**Q** Would you recommend Lidl Foodies and encourage other schools/teachers to get involved?

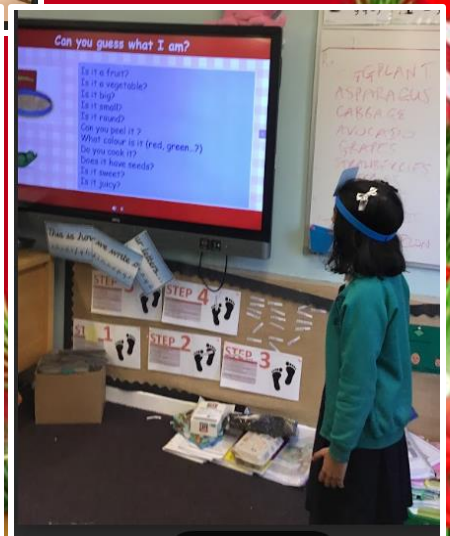
**A** Yes! I would wholeheartedly recommend it because it offers a powerful, hands-on way for young children to learn across all areas of the curriculum.



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## Lidl Foodies Visit Willow





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## ILM - GAELIC

	<table><tr><th data-bbox="642 412 1240 497">International Language of the Month – Irish Gaelic</th></tr><tr><td data-bbox="642 497 1240 890"><b>Facts about Ireland:</b> <b>OFFICIAL NAME:</b> Éire, Republic of Ireland <b>CAPITAL:</b> Dublin <b>POPULATION:</b> 4, 859, 511 <b>MONETARY UNIT:</b> Euro <b>OFFICIAL LANGUAGES:</b> Irish/English <b>AREA:</b> 68,890 square kilometres <b>MAJOR MOUNTAIN RANGES:</b> Macgillycuddy's Reeks, Wicklow Mountains <b>MAJOR RIVERS:</b> Shannon, Liffey, Boyne, Moy, Barrow</td></tr><tr><td data-bbox="642 890 1240 1595"><p><b>Irish</b>, also known as <i>Irish Gaelic</i> or <i>Gaeilge</i>, is a language spoken in parts of Ireland. It is a Celtic language. This means Irish is related to languages like Scottish Gaelic, Breton, Cornish, Manx, and Welsh.</p><p>An interesting fact about Irish is that it does not have simple "yes" or "no" words.</p><p>For a long time, Irish was the main language of poets and storytellers.</p><p>For many centuries, most people in Ireland spoke Irish. However, things began to change in the 1800s. After 1801, Ireland became part of the United Kingdom. Schools in Ireland then started teaching mostly in English.</p><p>Today, Irish is the first official language of the Republic of Ireland. However, English is still used more often in daily life and in the government. Many people in Ireland learn Irish in school, and some speak it with friends and family.</p><p>There are special areas in Ireland called Gaeltacht areas, or <i>Gaeltachtaí</i> in Irish. In these places, a large number of people speak Irish every day. About 70% of the people in these areas use Irish regularly.</p></td></tr><tr><td data-bbox="642 1595 1240 1980"></td></tr></table>	International Language of the Month – Irish Gaelic	<b>Facts about Ireland:</b> <b>OFFICIAL NAME:</b> Éire, Republic of Ireland <b>CAPITAL:</b> Dublin <b>POPULATION:</b> 4, 859, 511 <b>MONETARY UNIT:</b> Euro <b>OFFICIAL LANGUAGES:</b> Irish/English <b>AREA:</b> 68,890 square kilometres <b>MAJOR MOUNTAIN RANGES:</b> Macgillycuddy's Reeks, Wicklow Mountains <b>MAJOR RIVERS:</b> Shannon, Liffey, Boyne, Moy, Barrow	<p><b>Irish</b>, also known as <i>Irish Gaelic</i> or <i>Gaeilge</i>, is a language spoken in parts of Ireland. It is a Celtic language. This means Irish is related to languages like Scottish Gaelic, Breton, Cornish, Manx, and Welsh.</p> <p>An interesting fact about Irish is that it does not have simple "yes" or "no" words.</p> <p>For a long time, Irish was the main language of poets and storytellers.</p> <p>For many centuries, most people in Ireland spoke Irish. However, things began to change in the 1800s. After 1801, Ireland became part of the United Kingdom. Schools in Ireland then started teaching mostly in English.</p> <p>Today, Irish is the first official language of the Republic of Ireland. However, English is still used more often in daily life and in the government. Many people in Ireland learn Irish in school, and some speak it with friends and family.</p> <p>There are special areas in Ireland called Gaeltacht areas, or <i>Gaeltachtaí</i> in Irish. In these places, a large number of people speak Irish every day. About 70% of the people in these areas use Irish regularly.</p>	
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Now let's learn a few phrases...

1. a haon
2. a dó
3. a trí
4. a ceathair
5. a cúig
6. a sé
7. a seacht
8. a hocht
9. a naoi
10. a deich

- **Dia dhuit:** Hello (literally "God be with you")
- **Dia is Muire duit:** Hello (in response)
- **Slán:** Goodbye
- **Slán leat:** Goodbye (said by the person leaving)
- **Slán go fóill:** Goodbye for now
- **Conas atá tú?:** How are you?
- **Tá mé go maith:** I am well



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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 & 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.



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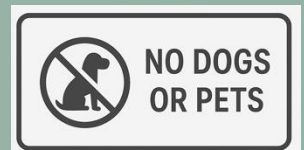
## Parent Notices

### 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.



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## 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.



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## 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.

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## Healthy Lifestyle

### *Activities to keep fit at home*

**Exercise:** LeFou's Line-up

**Players:** 3 or more

**Where to play?** Indoor or Outdoors

**How to play**



1. Choose 1 person to pretend to be LeFou. All other players play the villagers, who put their hands on each other's shoulders to form a long line.



2. LeFou makes up a dance move, and everyone else copies him.



3. The villager behind LeFou repeats the first move, then adds a new move to the dance routine. Everyone else copies.



4. Keep going until everyone has added a move.



5. If anyone messes up, you must all start again. If you complete it, choose a new person to pretend to be LeFou.





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## Healthy Lifestyle

### CHOC CHERRY POPCORN CAKES

**Preparation time** – 10 mins

**Cooking time** - 8 mins

**Makes** – 14 slices

#### Ingredients

- 2 teaspoons vegetable oil
- 100g popping corn
- 2 egg whites
- 2 teaspoons unsweetened cocoa powder
- 65g dried cherries, chopped



#### Method

1. Preheat the oven to 180C (fan oven 160C, gas mark 4). Put 14 paper bun cases into bun trays.
2. Heat the vegetable oil in a large heavy-based saucepan with a tight-fitting lid. Add the popping corn, put the lid on and shake the pan to coat the kernels in the oil. Put the pan over a medium-high heat. The kernels will begin to pop, and when they do, carefully shake the pan occasionally.

A few popcorn kernels probably won't pop – just remove them.

3. When the popping stops, remove the pan from the heat. Cool for 5 minutes.
4. Whisk the egg whites and cocoa powder together in a large bowl. Stir in the cooled popcorn and dried cherries, and then share the mixture between the bun cases.

You could use sultanas or dried apricots instead of cherries.

5. Bake for 8 to 10 minutes until set, and leave to cool.

<https://www.nhs.uk/healthier-families/recipes/chocolate-cherry-popcorn-cakes/>



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## Attendance

### Marish

Dec 2025

Reception: **86.4%**

Year 1: **88.8%**

Year 2: **90.5%**

Year 3: **94.7%**

Year 4: **90.3%**

Year 5: **92.9%**

Year 6: **88.9%**

**Target: 96%**

### Willow

Dec 2025

Reception: **91.03%**

Year 1: **96.0%**

Year 2: **95.5%**

Year 3: **95.2%**

Year 4: **94.1%**

Year 5: **95.4%**

Year 6: **95.0%**

**Target: 96%**



**November'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



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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).

### 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 scheme 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](https://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 Nation 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 AIs' 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 overjoy 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 reword 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](https://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 the programme's memory – 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 Coxon 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 EduAlite 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](https://chat.openai.com) | [platform.openai.com](https://platform.openai.com) | [zapier.com](https://zapier.com) | [perplexity.ai](https://perplexity.ai) | [gamma.app](https://gamma.app) | [nation.so](https://nation.so) | [pi.ai](https://pi.ai)



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# Marish Academy Trust Newsletter

Issue 85 - Dec 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](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

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# Marish Academy Trust Newsletter

Issue 85 - Dec 2025

## Some Useful Information

**FREE SESSIONS**

### The season to shine with Slough Libraries

Follow the trail of the magical comet to a sparkling line-up of free family activities in libraries this December.

**The Curve**  
The Comet story time  
**Saturday 6 December, 11-11.30am.** A special edition story time, featuring the magical story of The Comet.  
Carolyn's comets  
**Saturday 13 December, 2-4pm.** Join Museums Partnership Reading to explore Slough's comet-connected history. Celebrate the achievements of Caroline Herschel, discoverer of 8 comets, who looked to the skies over Slough through a giant telescope. Create your own comet to zoom around your room, along with other space related activities. Drop in. Age 5+  
LEGO® Build to Give  
**Tuesday 16 December, 4-5pm.** Children can give the gift of kindness by building a LEGO® heart and for each one made, LEGO® will donate a gift to a child in need. Drop in. Age 5+  
Puppets  
**Saturday 20 December, 3-4pm.** Transform your paper into dragon class or a Christmas wreath. Drop in. Age 4+  
Do you want to make a snowman?  
**Monday 22 December, 2-3pm.** Turn paper plates into a friendly snowman who never melts! Drop in. Age 3+  
Regular drop in events  
LEGO® (for age 5+)  
Tuesdays, 4-5pm  
Chess (all ages)  
Saturdays, 11.30am-12.30pm

**Cippenham Library**  
Pop-up play featuring The Comet story time  
**Saturday 6 December, 11am-12noon.** Enjoy a magical tale, then stay to play. Board games and puzzles available after your story.  
Carolyn's comets  
**Saturday 6 December, 1.30-3.30pm.** Create your own comet and celebrate Slough's connection to space, with themed activities from Museums Partnership Reading. Drop in. Age 5+  
Pop-up play  
**Saturday 13 December, 11am-12noon.** A room full of puzzles and board games for an hour of family fun.  
Do you want to make a snowman?  
**Tuesday 23 December, 2-3pm.** Turn plain paper plates into a friendly snowman who never melts! Drop in. Age 3+  
**Britwell Library**  
Lynch Hill School choir  
**Friday 19 December, 4pm.** Enjoy a selection of seasonal songs from the young singers of Lynch Hill School.  
**Langley Library**  
Carolyn's comets  
**Monday 15 December, 5.15-4.30pm.** Create your own comet and celebrate Slough's connection to space, with themed activities from Museums Partnership Reading. Drop in. Age 5+  
Jingle bell pots  
**Tuesday 16 December, 3.30-4.30pm.** Turn old pots into festive bells that really jingle all the way! Add your own colourful touches to create a delightful decoration for your home. Drop in. Age 5+  
More comet adventures await at The Curve Venue seasonal show The Comet. See [www.slough.gov.uk](http://www.slough.gov.uk) for details. Please note: ticket charges apply for this production.

Borrow up to 30 books with your library membership and take the magic of stories home. Access thousands of books, magazines and newspapers digitally, through our e-reading services, so you can always have something to read without venturing out in the cold. Ask staff for details or visit [www.slough.gov.uk/libraries](http://www.slough.gov.uk/libraries)

Parents/carers should stay on site. Please note the age guidelines for each activity.

**Slough Borough Council**

**KING'S CHURCH**  
IN WEXHAM

### Celebrate Christmas in Wexham

You're invited to join us for a special Christmas family event, bringing together the community.

**December 13<sup>th</sup>**  
10am-12pm  
Wexham Parish Hall  
Norway Dr, Slough SL2 5QP

**December 7<sup>th</sup>** Christmas Celebration at Brunick Leisure Centre 8.15pm  
**December 21<sup>st</sup>** Christmas Service at Thea's Royal Windsor 11.15am  
**December 24<sup>th</sup>** Christmas Carols at King's House, Windsor 5pm

Information about our 12 locations: [kclonline.org/christmas](http://kclonline.org/christmas)

**EVENING DEVELOPMENT COURSE AT ST BERNARDS GRAMMAR SCHOOL SLOUGH**

**VENUE:** 1 Langley Road, SL3 7AF

**WHEN:** EVERY TUESDAY (EXL SCHOOL HOLIDAYS)

**REC-YEAR 1 : 5.30pm-6.30pm** **YEAR 2-YEAR 3 : 5.30pm-6.30pm**  
**YEAR 4-YEAR 5: 6.30pm-7.30pm** **YEAR 6-YEAR 7: 6.30pm-7.30pm**

**MEMBERSHIP PRICES**  
**EVERY 4 WEEKS: £36**  
**(£9.00 PER SESSION\*)**

**BOYS AND GIRLS OF ALL ABILITIES**  
**AGES: 4-14 YEARS**

**BOOK NOW**  
**07947 638205**  
**WWW.PROSOCCERCOACHING.ORG**

**MEDALS AND TROPHIES UP FOR GRABS.**

**PRO SOCCER COACHING**

### CHRISTMAS FUN DAYS

**PRO SOCCER COACHING**

**VENUE**  
SWAKLEYS SCHOOL, CLIFTON GARDENS, UXBIDGE, UB10 0EJ

**DATES**  
MONDAY 22nd – TUESDAY 23rd DECEMBER

**TIME**  
9AM-3PM

**AGE**  
4-12 YEARS

**PRICES**  
£40 FOR 2 FUN FILLED DAY + £25 SIBLING FOR 2 DAYS

**DAILY RATE: £25 + £20 SIBLING**

**BOOK NOW**  
**07947 638205 / 07880 798762**

**EACH CHILD RECIEVES A MEDAL.**

**EXTRA MEDALS AND TROPHIES TO BE WON THROUGHOUT**

**HAF**  
HAF Places Available

**GIVE THE GIFT OF FOOTBALL THIS CHRISTMAS!**



# Marish Academy Trust Newsletter

Issue 85 - Dec 2025

## Some Useful Information



**January 2026 Timetable**  
All sessions delivered live online via zoom. 90 minutes long  
**£24 each or FREE with School Membership**  
Book online at [facefamilyadvice.co.uk](https://facefamilyadvice.co.uk)  
Recordings available for 48 hours (excluding Free Talk)

Autism - Improving Communication	5 Jan 10am
Improving Family Communication	5 Jan 7pm
Supporting A Child with ADHD	6 Jan 10am
Understanding Addictive Behaviour	6 Jan 7pm
Anxiety Based School Avoidance	12 Jan 10am
Understanding Anger	12 Jan 7pm
Supporting Healthy Screen Use	13 Jan 10am
Facing Defiance	13 Jan 7pm
Cannabis and Ketamine Awareness	19 Jan 10am
Anxiety Explained	19 Jan 7pm
Introduction to OCD	20 Jan 10am
What Is ACT	20 Jan 7pm
<b>FREE Responding to Angry Behaviour</b>	22 Jan 7-8pm
Raising Self-Esteem	26 Jan 10am
Decreasing Depression	26 Jan 7pm
Supporting Healthy Sleep	27 Jan 10am
Understanding the Teenage Brain	27 Jan 7pm

Colnbrook With Poyle Parish Council invites you to join us ....

**Rocking Around the Christmas Tree Sing Along**

at Ye Olde George Inn  
around the tree

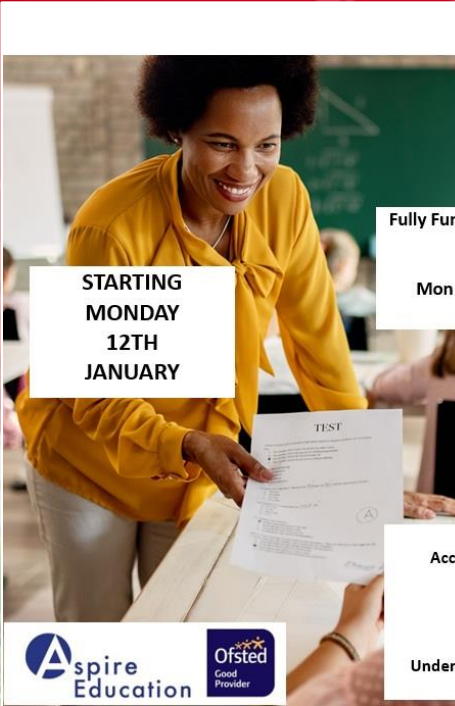
Friday  
**12th Dec**  
2025

**6:00 PM**  
PROMPT

... **Father Christmas will be there... mulled wine and mince pies**

do join us for a heart warming sing along to kick off the Christmas festivities!!

Colnbrook with Poyle Parish Council



**STUDY SMART**  
Free Online Courses

Fully Funded Education Support Course  
Online LIVE Webinars  
6 Week Course  
Mon - Fri 9.30 - 11.30 & 12.30 - 2.00  
Support Session 4.00 - 4.30

**STARTING MONDAY 12TH JANUARY**

Levels 1, 2 & 3 Available  
Accredited Awards & Certificates in:  
Prepare to Work in Schools  
Wellbeing  
Safeguarding & Prevent  
Occupational Studies  
Understanding Challenging Behaviours  
Principles of SEN

