

# Tandridge Learning Trust



Trust Talk  
Parent Edition  
July 2025

As we approach the end of this busy and productive Summer Term, we are delighted to share the latest edition of *Trust Talk*, packed with news, reflections, and celebrations from across our seven schools. This edition continues to showcase the creativity, collaboration and community spirit that make Tandridge Learning Trust (TLT) such a special place to learn and grow.

This term, we shine a spotlight on the richness of the wider humanities curriculum, with Bletchingley and Felbridge sharing inspiring examples of how history and geography are helping pupils explore the world and their place within it.

Hurst Green spent a week focusing on creativity through the 'Arts' and you can see from the pictures on



pages 30-33 how much fun they had! You'll also find powerful stories of collaboration in action, with staff and pupils working across schools to develop innovative projects and shared learning experiences that truly reflect our 'stronger together' ethos.

Governance at TLT continues to strengthen and our Governance Event in May where we looked at our new 3-year Strategic Plan, was extremely well attended. We also have new Trustees joining us from the end of this term. You can read a little background on Rhid Tinkler, on page 10.

School budgets are extremely challenging this year, as you may be aware, therefore we are asking if there are any ways that parents / carers can support their local schools with donations. This could be a one-off donation or a more regular affordable amount. Any support would be very gratefully accepted as we strive to ensure that high quality education and

meaningful learning experiences are maintained.

Our current and ongoing focus on **belonging** continues to run through much of this term's work. Across the Trust, we have been celebrating what it means for every child to feel accepted, represented and safe in our school communities. Tatsfield's entire Enrichment Week highlighted belonging, with children having opportunities to explore this in a number of really innovative ways, see pages 16-19. Warlingham celebrated their second Diversity Week this term, as part of their 'Proud to Belong' work. From curriculum developments to school-wide inclusion events, we are proud of the progress made this year—and even more excited about the year that lies ahead.

Empowering every learner to excel and flourish within a culture of inclusion and high aspiration remains at the heart of our TLT vision, and we are pleased to include an article updating parents on our recent Special Educational Needs and Disabilities (SEND) consultation work. The feedback from this parent / carer meeting is already helping

# Rebecca Plaskitt

to shape our three-year Trust-wide SEND Strategy, ensuring that our provision is inclusive, ambitious, and informed by the families we serve. This work is being jointly driven by all our school SEND leads who are committed to navigating a positive way forward for our families in an area of national concern.

Opportunities for training and development for all staff across our schools has been a priority throughout this year. We have heard from some inspirational speakers and experts on inclusion and adaptive teaching strategies, staff have taken part in research projects and engaged more in TLT learning networks. Hamsey Green

share some of their recent learning on pages 34-37, as well as celebrating how far their Acorns Nursery has come since September 2020, when they first opened in response to local need!

Our regular online safety feature focuses on *Fall Guys: Ultimate Knockout*, offering practical guidance and key information to help parents understand the risks and ensure children stay safe while gaming online—particularly important as we move into the holiday period when screen time may increase.

Thank you for your continued support and engagement



throughout the year. It has been a joy to see our pupils grow, achieve, and flourish; we hope you enjoy reading about some of the highlights in this newsletter. A warm and sunny summer lies ahead of us, please stay safe throughout.

I wish you and your family a happy and restful holiday.

Rebecca

## Have a wonderful summer!





On the 15th May we held our second governance event which was attended by members of our Local Governing Committees (LGCs), the Trust Board which oversees the LGCs, and the Members, who operate in the same way as company shareholders.

Governors play an important role in our schools, ensuring that they are managed effectively and work alongside senior leaders to raise



standards and improve outcomes for pupils. Each school has its own governing body that meets approximately six times per year to review the performance of the school against its objectives.

As the Trust is coming to the end of

its current three year strategic plan (2022-2025), the event focused on looking ahead to the next three years. With one of our core values being collaboration, we took the opportunity for the participants to work together in groups. Rosemary

# Tandridge Learning Trust (TLT)



Lovatt, who is Head of Consultancy for the National Governance Association facilitated the two-hour session which was held at the Tandridge Learning Centre.

During the first hour, the attendees were grouped by school to complete a SWOT analysis (strengths, weaknesses, opportunities and threats) for each of their schools. For the second hour, the attendees were split into five groups according to their skills and expertise, each focusing on a different area of the TLT Strategic Plan plan for 2025-2028:

- High Quality Inclusive Education
- Strategic Growth & Sustainability

- Operational Expertise
- Our People
- In the Community

The participants shared their views and ideas on the key priorities for the Trust within these areas over the next three years.

Each LGC comprises the headteacher, parents, staff and members of the community. In addition to making a valuable contribution to the school and Trust community, being a governor is a rewarding role which allows the development of additional skills and knowledge. Governors don't need to be from an education background or have connections to the school, but the following skills

or backgrounds are desirable:

- Accountancy / Financial Services
- Facilities and Premises
- Health and Safety
- Human Resources
- Information Technology
- Law
- Risk Management and Audit
- Wellbeing

If you or someone you know might be interested in becoming a governor please contact me: [L.Swingler@TandridgeLearningTrust.co.uk](mailto:L.Swingler@TandridgeLearningTrust.co.uk).

**Lisa Swingler**  
**Trust Governance Lead**

At the heart of our Trust's vision is to empower every learner to excel and flourish within a culture of inclusion and high aspiration. We firmly believe that every child deserves to feel seen, supported, and celebrated. As part of our ongoing work to develop a new Trust-wide SEND (Special Educational Needs and Disabilities) Strategy, we recently held a parent / carer consultation to gather insights and feedback from those who know our learners best.

We are incredibly grateful to all the parents and carers who took part in these honest, thoughtful conversations. Your experiences and suggestions are shaping a strategy that aims to be both ambitious and inclusive - one that truly meets the needs of children and young people across all our schools and nurseries.

Here are some of the key messages we heard from our parents and



carers and how they're informing our future plans:

**Building an Inclusive Culture -**  
Families told us that inclusion must be more than a word- it should be felt in every classroom, corridor, and playground. We are committed to

creating schools where every pupil feels a strong sense of belonging, and where individual needs are met with respect, understanding, and flexibility. Parents were fully in agreement that "every teacher is a teacher of SEND," and that

# that works for every learner

## a more inclusive future together



behaviour expectations should adapt sensitively to support different learners.

**Clearer Communication** - some parents asked for better clarity around how SEND support works—how referrals are made, which

interventions are in place, and how progress is measured in our schools. We are committed to improving transparency and will be reviewing how we share updates with families, including more regular opportunities to review and update

pupil profiles together.

**Strengthening Student and Parent Voice** - We want to ensure both pupils and parents have more say in SEND planning. Whether through regular review meetings, accessible parent workshops, or new support

networks, we want to make it easier for families to feel informed and involved at every stage.

**Fairness, Language and Understanding** - Your feedback also reminded us that not all needs are visible, and that how we talk about SEND really matters. This year we set up a working party to help develop a shared inclusive language document and this will be a focus for our TLT Conference Day in September.

### Looking Ahead: Our SEND Strategy

A new 3-Year Strategic Plan, informed by the feedback from parents and carers will be shared next term. This plan will include:

- A shared understanding of SEND across all staff.
- A culture of Belonging and High Aspirations for every child.

- Continued focus on inclusive leadership and language.
- A clear pathway for raising and resolving concerns.
- Embedded inclusive practice.

We are excited to take the next steps together, and we'll continue to seek your input as this work develops.

Thank you for your partnership, your honesty, and your unwavering support in helping us create a SEND Strategy that is truly fit for purpose.

Becky Ruffels, Beth Hunt, Caroline Walker, Ellie Pascal, Jennifer Rice, Romi Costantini, and Suzie Whittick

TLT SENDCos



# Continuing our work on Belonging

Following the inspiring sessions led by Rachel Macfarlane earlier this year, work has continued across our Trust on developing common language guidance around belonging. Since our last update in the Spring Term, we've shared a draft of the proposed TLT Common Language Guidance with a wider group of colleagues and invited feedback. We were really encouraged by the level of engagement and feedback was overwhelmingly positive, with just a few helpful edits that have now been included.

I would like to extend a huge thank you to the working party who have continued to drive this forward. Their commitment has ensured momentum has been sustained, and what has been particularly powerful is that the group includes representatives from across our staffing teams: admin, shared services, support staff, teachers, subject leads and SENDCos. As a result, we've begun to see this shared language reflected in a number of ways, for example closer alignment with the work of the SEND teams on parent partnership,

where stronger ties with belonging is being embedded across the Trust.

All seven schools in Tandridge Learning Trust (TLT) will come together on September 1st for our annual MAT Conference Day. This year, staff will be spread across two venues. Warlingham is no longer large enough to host all our staff in one space. Bletchingley will be hosting Bletchingley, Felbridge and Hurst Green staff - this will mean less travelling for the staff based at our southern schools; the rest of the schools will be based at Warlingham. On this day, which will focus on the future, we will be exploring the potential and possible pitfalls of AI with all our staff as well as reintroducing the Common Language Guidance and exploring how we can embed it more deeply into the everyday culture of our schools. As Rachel reminded us, strong, trusting relationships are the foundation of great education, particularly for those pupils and families who need it most. We hope this work continues to play a meaningful part toward that aim.

We are very grateful to Rachel

herself, who remains in touch with us and has shared how impressed she's been with the commitment and collaboration behind this work. Huge thanks to all who've contributed so far. We're excited to build on this work in the year ahead!

We will ensure that parents and carers are kept informed as we make progress in drafting, shaping, and finalising the document. Their engagement and input will be invaluable in creating a guide that is reflective of our entire Trust community.

**Laleh Laverick**  
Director of Education



## Introducing: Rhid Tinkler, Trustee



Rhid has more than 25 years' experience working in Digital and Technology transformation. During this time, he has worked for companies across Energy, Retail,

and Consumer Goods areas prior to joining bp in 2009. Rhid currently works as the Chief Information Officer (CIO) for Trading Functions and Midstream within bp.

Rhid brings his experience of technology and business transformation to our Trust Board and is looking forward to helping the Trust achieve its strategic objectives and progress its digital journey. Rhid became a Trustee in June 2025 and is a member of the Finance & Operations Committee.

Rhid grew up in Wales before moving to London after graduating from Southampton University and EPF Ecole d'ingénieurs with a Master's Degree in Engineering. Rhid is excited to be able to bring his extensive digital experience to support Tandridge Learning Trust to keep up with the rapidly accelerating pace of technological change.

Rhid is married with two children. Outside work, Rhid enjoys spending time with family and friends, sailing, walking his dog, flying and supporting his local scouts - which he has done for more than a decade.

Ages 4-14

# Sports multi-skills camp 4 champs

Book NOW!  
[camp4champs.co.uk](http://camp4champs.co.uk)



Camp 4 Champs provides an active environment where children can experience fun, make friends and develop new skills. Their excellent staff can help children understand the power of sport, without the pressure of competition. The activities are inclusive to all abilities so everyone can achieve and have fun.

# School Holiday

## Sports & Activity Camp

The sports and activity camps are open to children from 4-14 years old and run from 9am-4pm, (with extended hours available, 7.30am-6pm). There are camps running during the summer break at Warlingham School & Sixth Form College from Wednesday 23rd July to Friday 22nd August 2025. Children can take part in a variety of activities, which are different every day, including: swimming, nerf wars, arts and crafts, cookery, and various sports, so will have lots of fun! [Click here](#) for details of the activities.



### Camp Prices

Single Day £41.00  
Full Week £187.50  
Early Camp +£4  
Late Camp +£6

To book, [click here](#).

### Funding

Camp 4 Champs has secured funding for this summer camp for those parents/carers eligible for benefits-based Free School Meals (FSMs) including the provision of lunch. If you are eligible to book a FREE place, you will receive an email from your child's/children's school with a unique code.



## RISING COSTS IN EDUCATION

You may have seen in the news that schools all over the country are facing a very challenging financial situation for the next academic year. This is due to a combination of factors which are out of our control, including rising costs, increased levels of SEND (Special Educational Needs and Disabilities)

provision, and underfunding relative to rising costs. These pressures are exacerbated by inflation, particularly impacting energy costs and other essential resources.

**Energy Prices** - Schools are facing significant increases in energy costs, impacting their operational budgets.

**Inflation** - General inflation, including rising costs for food, resources, and other essential supplies, is squeezing school budgets.

**NI Contributions** - Increased

employer NI (National Insurance) contributions which came into force from 1st April 2025 are adding to the financial burden.

**Pay Awards** - While schools are receiving some compensation for the nationally-negotiated pay awards, the cost of these increases will require all our schools to make efficiency savings.

There are many ways that parents / carers can support our schools and we do urge you all to help wherever you can.

# Support your child's school

## School Fund

Please consider donating as much as you can to your School Fund, either as a one-off donation or make a regular commitment. If you are not sure how to do this, please contact your school office / reception.

## Buying items directly

There are other ways to support your school too, such as purchasing items from their Amazon Wish List or directly with another retailer.

## Corporate donations of goods and services

You could also put your school in contact with a company that would be willing to donate goods and services that they need.



Warlingham benefitted recently from the donation of a pull-up banner that could be used as a back-drop for students photos at prizegiving and other ceremonies. Based in Leatherhead, *Insite Graphics* is a premier signage and



graphics supplier for the sustainable business events industry. Since 2001, Insite have been creating and installing graphics, signage and more recently supplying exhibitor booths for CONFEX events. Having achieved their 2022 zero to landfill target, they are now a carbon neutral business and continue to audit and offset emissions with their Net Zero target clearly in sight.

The school is very grateful for the generous donation, especially when it comes from a company with such a strong focus on sustainability. You can read more about *Insite Graphics* on their website: [www.insitegraphics.co.uk](http://www.insitegraphics.co.uk).

We appreciate these are very difficult financial times for everyone, but we do hope that you will support us as much as you can.



What an incredible week it was! After the huge success of our first ever *Diversity Week* last year, we were so excited to bring it back—and this year's celebrations were bigger, brighter, and even more meaningful.

*Diversity Week* is all about recognising and celebrating what makes our school community so special—our different cultures, identities, languages, and backgrounds. It's a time for everyone to come together, learn from one another, and show what it really means to be *Proud to Belong*.

This year, we asked departments across the school to bring the theme of diversity into their lessons—



and it was amazing to see how teachers responded. In English, students explored how literature can highlight social differences and challenge inequality. Music celebrated styles and sounds from across the globe, Maths looked at the international contributions that have shaped the subject, and Modern Foreign Languages gave students the chance to appreciate different languages and cultures through communication.



# Celebration of Belonging



Of course, the celebrations didn't stop in the classroom. The whole school came alive with energy and colour throughout the week. The canteen took us on a global food journey, serving up Greek gyros, Portuguese peri peri chicken, Argentinian chimichurri burgers, Japanese katsu curry, and Nigerian jollof rice with chicken—all of which were a big hit with students and staff alike!

There were also loads of fun

lunchtime events to get stuck into. We kicked things off with a Lollipop Sale on Monday, followed by two days of World Board Games in the Learning Resources Centre, which brought people together through strategy, competition, and shared laughter. On Thursday, brave teachers faced the ultimate challenge at our Sponge the Teacher fundraiser—safe to say they were great sports! And on Friday, the week wrapped up with a brilliant Runway Event, where students

proudly showcased traditional dress, cultural styles, and personal flair in front of a cheering crowd.

Throughout the week, we also ran a Guess the Sweets in the Jar competition, adding a bit of extra fun and friendly rivalry to the mix.

Most importantly, all of these events helped raise money for two brilliant charities: *The Proud Trust*, which supports LGBTQ+ young people, and *Show Racism the Red Card*, a charity using education to tackle racism. We're so proud to have supported causes that reflect the values we care about as a school.

Diversity Week reminded us that when everyone feels they belong, our whole community is stronger, kinder, and more connected. We're so proud of how our students got involved—with curiosity, respect, and a real sense of celebration.

A huge thank you to everyone who helped make the week so special. Here's to keeping that spirit of inclusion going all year round!

*Charlotte Christie  
Assistant Headteacher*



This year's theme for Enrichment Week at Tatsfield was 'belonging'. During the week, children took part in a range of art, history, music, dance, mental health and sport

activities to explore the theme of belonging. There were activities in classrooms as well as activities with House Teams, which gave children a chance to work with others in different year groups across the school and create connections and a sense of togetherness.

Reception Class (Wrens) created a 'belonging' patchwork quilt. Firstly, they discussed what it meant to

belong to Tatsfield Primary School and Wren Class and how they could represent this as a picture or symbol. They suggested a variety of ideas - a capital T for Tatsfield coloured in with a red gingham pattern, a grasshopper, a Wren bird, a crest coloured in the colour of our houses and finally the pencil sculpture at the front of the school. They created a design on paper and then transferred it onto a cotton patch using fabric pens. Finally, all of the pieces were put together to create their very own Wren Class patchwork 'belonging' quilt.

Year 1 (Robins) thought about belonging to our school and decorated pebbles with these themes and ideas. They challenged themselves to paint designs carefully onto their pebbles.

Year 2 (Kingfishers) focused on the idea of belonging being a feeling of safety and security - a place in your emotions where you can be the real you without fear or worry. They also talked about feeling truly comfortable to be yourself. They spoke about showing their "True Colours" and have learnt the



# Week at Tatsfield



Cyndi Lauper classic. And yes, in Kingfishers, we are beautiful, like a rainbow!

Year 3 (Woodpeckers) really enjoyed exploring the themes of belonging and links to our school value of community and Tatsfield. They learnt about the school's history and the transition between the old school site and our current school site and were shocked that it took three years more than planned to open! They then had a go at making grasshoppers out of clay, using their knowledge of 3D form.

Year 4 (Kestrels) explored the

theme of belonging through world languages. They looked at greetings in different languages and practised phrases from a range of countries. Every word was compiled to create a colourful, welcoming class word cloud celebrating the greeting 'hello' in different languages.

Year 5 (Owls) used the skills they have learnt in their computing curriculum. They created vector drawings of something they felt represented belonging. Children created images representing their family, friends, hobbies and interests.

Year 6 (Eagles) created commemorative plaques for the 15-year anniversary of the new school building. They read about the history of the school, which was originally built in the 1840s. They used images of the old school building and compared them with the new school building to create the plaque designs.

Throughout the week, every class took part in an activity with *Coram Life Education* 'Life Space' to learn more about mental wellbeing.

*Coram Life Education* use teaching and learning approaches and these workshops give children a voice, help them feel empowered and enable them to identify and articulate their needs and feelings. In turn, these key skills help them develop behaviours that support positive mental wellbeing. Through the workshops, children learnt how the human brain works and how this affects mental wellbeing. Years 5 and 6 pupils took part in 'Wellbeing Warriors in the Online World' which helped them to recognise the impact of online behaviours on their mental wellbeing. They also looked at the different ways our decisions are

influenced online and they were helped to develop critical thinking skills in relation to online influences. They identified positive ways to interact online, both publicly and privately and learnt how to manage their online behaviours.

Class teachers then led activities for each House Team:

Mrs Collins put belonging, teamwork and unity to the test for the House Teams in Early Years (EY) and Key Stage 1 (KS1). Each child was challenged to solve problems and everyone had to complete the tasks as a team. Every member of the team was needed for success. Games such as 'Untangle', 'Cross the swap', 'Shrinking Vessel' and 'Cup Stack' were played. Fun was had by all, and smiles were evident on everyone's faces. What a great way to show we all belong, and we are all important and special!



Mrs Ford explored the theme of 'Belonging' through the story of the Rainbow Fish. The Rainbow Fish shares his glittery scales with the other fish in the ocean. To show how EY and KS1 belong to their Tatsfield community they decorated fish scales to show how connections promote belonging. The scales were then brought together to create one large fish.

'Belonging in friendships' was the focus of Mrs Colegate's House Team session with EY and KS1. They learned that belonging is a feeling you get when you have a great friend, when you are part of a group, or when you are a part of a community that supports you. It

is also a feeling of confidence and loving who you are. They read the story of "A little Spot of Belonging" by Diane Alber and learned the super accompaniment song about finding our "bonding link" and having a "spot where you belong". They played Bonding Bingo to practice ways of finding and making those bonding links with others.

House Teams in Key Stage 2 (KS2) enjoyed taking part in campfire activities with Miss Ward. Traditionally when camping, the campfire is the only time where everybody stops and comes together to tell stories and sing songs, creating a sense of belonging around the campfire. The children

# Week at Tatsfield



sang a range of call and response chants and 'repeat after me' songs.

Mrs Knock taught the children how to finger knit and create lengths of fluffy rope, representing connections and a sense of belonging. The children enjoyed learning this new skill and supported each other, demonstrating real community and embodying the theme of 'Belonging'. This new skill spread like wildfire across the school, and we found children finger knitting in every corner of the school, at break times, after finishing work and during Grasshoppers After-School Club! The lengths of knitting were woven into the fence in front of the school.



Mrs Russell led a 'connection web' activity. A ball of string was passed around the circle when children shared their likes and interests. When people had the same likes and interests, this created a visual representation of connection and belonging.

Mrs Charlton encouraged House Teams to take part in a giant doodle as one of their rotation activities. They created designs and patterns within the words, 'We are Tatsfield Primary School'. Each house worked as a team and used the idea of belonging and nature to create this sign.

Then, on the final day of Enrichment Week, every class took part in a dance workshop with Don Rae. Music was chosen to represent the theme of belonging – including a song about a Grasshopper! Each class performed their dance on the field in front of the whole school and about 100 parents and grandparents. What a great way to finish our Enrichment Week and to help us all remember the importance of belonging!

**Rachel Jewitt**  
Headteacher

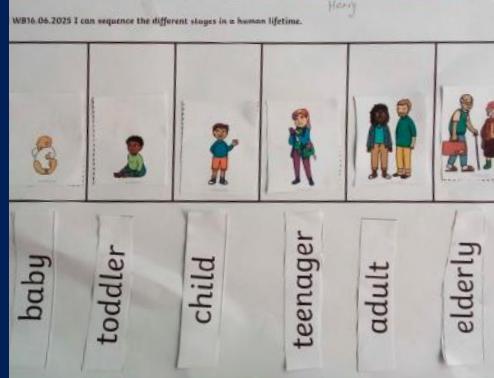


Primary history offers a fascinating window into the past, providing pupils with a foundational understanding of how people lived, worked, and shaped the world we know today.

At Bletchingley, history is more than just dates and facts – it's about storytelling, discovery, and connecting with real lives and events that came before us.

Children begin by exploring familiar topics, such as family history, local communities, and significant events. They investigate the lives of historical figures like Lord Shaftesbury, Amelia Earhart, Winston Churchill and learn about major events such as the Moon Landing, World Wars and the first flight. These stories introduce important themes like bravery, fairness, innovation, and change.

Hands-on activities, including examining old photos, artifacts,



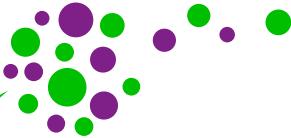
and visiting local museums, help pupils engage actively with history. Teachers encourage curiosity by asking questions like: "What was life like back then?" or "How has our world changed?" Through these discussions, pupils learn to think critically, understand different perspectives, and appreciate the impact of historical decisions on modern life.

Primary history not only builds knowledge but also nurtures empathy, research skills, and a lifelong interest in learning. By helping children understand where we come from, it empowers them to think about where we're going. History, after all, isn't just about the past – it's the story of us all.



## Early Years Foundation Stage (EYFS)

In EYFS, History is explored through the area of Understanding the World. As the year ends, children



# Cast at Betchingley



have reflected on key events and created simple timelines to understand sequencing. They explored their own personal history by sharing baby photos



and discussing changes in their lives—from crawling to running, and from needing help to doing things independently. Activities included sorting tasks and skills by life stages (baby, toddler, child).

Emilia said, “We can’t cook food on the BBQ because it’s dangerous, but grown-ups can.”

Vinny added, “I could crawl when I was little and now I can run really fast and kick a ball!”

Through the topic Adventures Through Time, children also learned about historical figures like Henry VIII during a visit to Hever Castle. They compared past and present,



explored castle features, and discussed historical artefacts.

Arthur noted, “The toys were very different. They were all wooden and no plastic ones.”

Thomas observed, “There were big pictures on the walls... we couldn’t touch them because they were from a long time ago.”

## Year 1

Year 1 focused on explorers, comparing past adventurers with those today. They examined transport, journeys, and clothing using photographs and paintings, while creating timelines and route maps.



Fliss said, "I liked sorting the toys into wood and not wood."

Yacub said, "I like History because we used the board to map out journeys."

Ben said, "I like the idea of being an explorer because I want to be an explorer!"

## Year 2

Children explored the concept of monarchy, learning how kings and queens come to power and how this has changed over time. The Bayeux Tapestry was a key focus, especially

the Norman invasion and William the Conqueror's rise after 1066. Pupils acted out coronations and created their own "new scenes" for the tapestry, imagining how history might have continued.

## Year 3

Year 3 embarked on a historical journey through three major topics:

- Stone Age to Iron Age: Pupils explored prehistoric life, comparing tools, homes, and food across the ages. A trip to Butser Ancient Farm brought history to life with hands-on activities.

- Romans in Britain: Children investigated Roman life through artefacts and wrote letters from Roman soldiers based in Britain.
- Ancient Egypt: Pupils learned about the River Nile, mummification (including mummifying tomatoes), and the Rosetta Stone.

Amber: "Bronze Age is when bronze was discovered. They also did farming."

Ottily: "The Romans took land from Boudica. We built Hadrian's Wall and the Romans left."

Cara: "When the Egyptians died, they used a feather to see if they had been good or bad."

## Year 4

Year 4 examined how children's lives have changed over time, comparing Victorian childhood to modern experiences.

In their topic How Difficult Was It to Invade and Settle in Britain?, children investigated Anglo-Saxon life and settlements, and even imagined settling the school grounds. Sutton Hoo discoveries

# last at Bletchingley

sparked interest in artefacts and their uses.

In the summer term, they explored the Ancient Maya, learning about their writing, astronomy, architecture, and gods. A VR workshop gave pupils a virtual trip to a Maya city, deepening their understanding of this advanced civilization.

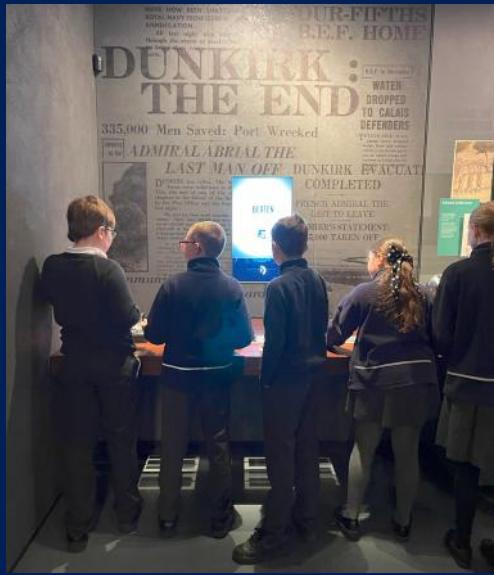
## Year 5

Year 5 began with the Tudor period, questioning whether Henry VIII was a fair ruler. A visit to Hampton Court Palace gave insight into court life and royal power.

They then studied Ancient Greece, exploring Greek Gods, democracy, and the civilisation's lasting influence. Students created fact files and researched Greek inventions.

In the final term, they returned to the Ancient Maya, learning about chocolate's sacred role and using VR to explore structures like Chichén Itzá.

Ava: "I really enjoyed learning about the Greek Gods... I loved reading Percy Jackson because of it."



Trixie: "I liked learning about Henry VIII and got better at understanding democracy."

## Year 6

Year 6 focused on World War II, studying its impact on everyday life in Britain.

Key areas included:

- The Home Front: Pupils learned about rationing, Dig for Victory, and evacuation. They created evacuee characters and diary entries to imagine life away from home.



- The Blitz: Children examined air raids and how communities responded, learning about target cities and life in shelters.
- Propaganda: Pupils analysed wartime posters and their persuasive techniques.

A visit to the Imperial War Museum and a VR experience allowed students to step into environments like the beaches of Normandy, air raid shelters, and war rooms, providing a powerful close to their primary history learning.

**Sarah Fletcher**  
Deputy Headteacher



Woodlea pupils were transported back in time during an unforgettable Tudor Week packed with drama, discovery, and hands-on learning.

The week began with a spectacular whole-school assembly, where pupils were surprised by a royal visit from none other than King Henry VIII himself — along with his six wives! These historical figures, brought to life in full costume, shared their dramatic stories through an energetic

and memorable Tudor rap. The performance set the tone for an exciting week of exploration across the school. We're very grateful to the Miller Theatre, Caterham for lending us the Tudor costumes at a vastly reduced price: Miller Theatre Costume Hire.

Each year group delved into a different aspect of Tudor life, tailoring their learning to match their stage and prior knowledge.

Reception children explored the concept of timelines and family trees, drawing comparisons between the Tudor royal family and their own. This helped them understand the idea of historical sequence and personal history in an

engaging and age-appropriate way.

Year 1 turned their attention to castles, with a particular focus on the iconic Hever Castle. A highlight of their week was a visit to the castle itself, where they learned about the Boleyn family's history and their connection to Henry VIII. Back at school, the children used what they had learned to design and build their own model castles, applying their knowledge of Tudor features in a creative and practical way.

Year 2 focused on life in Tudor times, building on their previous learning about homes. They explored the distinct features of Tudor houses and also investigated Tudor clothing, examining what the style and



materials could tell us about life and status during the period.

Lower Key Stage 2 pupils explored the daily lives of both the Tudor royals and ordinary people. They compared the experiences of the wealthy and the poor, examining everything from leisure activities and school life to food, clothing, and hygiene. Year 4 particularly enjoyed investigating Tudor food. After researching traditional Tudor recipes, they created their own versions and displayed them proudly in their classroom, offering a real taste of the past to their peers and teachers.



Catherine of Aragon  
was a 31 year old Spanish  
Princess. However, Henry and  
Catherine had a daughter  
name Mary I.



Anne Boleyn was a  
lady in waiting. They married  
in 1533 and they had a  
baby girl called Elizabeth  
I. He also accused Anne  
of being unfaithful to 5 other  
men.

3

Year 5 studied the dramatic events of the Spanish Armada, developing their understanding of the significance of this naval battle and its impact on England's identity as a maritime nation.

Finally, Year 6 explored one of the most complex and impactful areas of Tudor history – the Reformation. Their discussions centred on religion, politics, and power, culminating in thoughtful debate about how decisions made during this period still shape our society today.

Tudor Week was a brilliant success, full of curiosity, creativity, and cross-curricular learning. Whether dressing up, debating or building, the entire school community embraced the chance to step into the past. Pupils left the week inspired and with a deeper understanding of this fascinating and transformational period in British history.

**Daniel Cole**  
Assistant Head



## Felbridge pupils: out-and-about



The children of Felbridge all went 'out and about' during Geography Fieldwork week.

Each class had a question which they were challenged to investigate. The children collected data, evidence and opinions to try and

find an answer. At the end of the investigation, the children came to a conclusion, as a class. In many year groups, there were differences of opinions, which led to some interesting discussions and debates!

Year R Geckos thought about what they could see and hear in Felbridge. Using their senses, they explored the school grounds and the surrounding area and then drew a map of what they could see from outside of the school, on both sides of the road.

Year 1 Monkeys investigated whether buildings have an impact on the number of animals living in an area. They walked to Felbridge Green and used hoops to observe the wildlife and compare this area to the animals they had seen in the playground and in the woods.

# out for Geography Fieldwork



Year 2 Leopards enjoyed learning all about recreational facilities in the local area. They went for a walk to spot the facilities and drew sketch maps along the way. Their favourite part was visiting the park to evaluate the equipment available! The children also created land use maps of the area to highlight the variety of facilities on offer.

Year 3 Pandas investigated the question: Does Felbridge need a bypass? Within our locality, the children carried out traffic surveys, collected data in a tally chart and then presented their findings in a bar chart. Whilst on a local walk, the children drew a map of the local area; they then prepared a debate on the pros and cons of having a bypass.



## **Felbridge pupils: out-and-about**

Year 4 Toucans answered the question: Does Felbridge need a greater range of shops and services? The children went on a local walk to conduct a survey of available facilities and used the information collected to create an urban land use survey; they then created sketch maps of the village, including a compass with 8 directions. In conclusion, Toucans decided that as Felbridge is a village, there is a wide enough range of shops and services and that the towns of East Grinstead and Crawley were close enough for other needs.

Year 5 Macaws considered the question: Is Felbridge a nice place to live? To answer the question, they conducted an environmental quality survey and then presented the results in a radar graph. They were then able to draw conclusions and on the whole, they decided that yes, Felbridge is a nice place to live!



# out for Geography Fieldwork



The class also worked to develop fieldwork and mapping skills by: looking at photographs of places and plotting these on a map, walking around Felbridge and creating sketch maps (including an eight-point compass) and drawing and labelling field sketches.

Year 6 Jaguars investigated the question: Does East Grinstead need a greater range of shops and services? The children carried out an urban land use survey and drew a sketch map for the main streets in the town; following this, they used the data collected to create a bar chart of the facilities available. Using all of their findings, the conclusion was reached that East Grinstead does not need a greater range of shops and services.

It was a really fun and interesting week; the children developed their geographical skills and really got to know (and appreciate) the area that they live in.

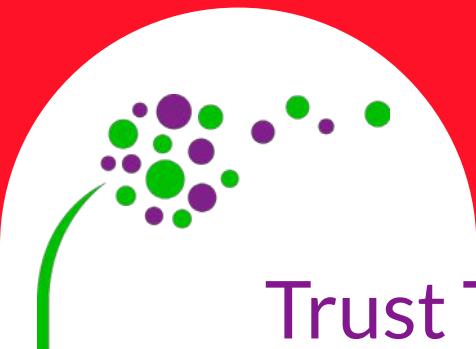
Emma Thorp  
Headteacher



Throughout the week, children from Nursery to Year 2 had the opportunity to explore different forms of art through hands-on activities, performances, and exciting workshops designed to inspire young minds.

From 16-20 June, our school was bursting with colour, music, and creativity as we celebrated our very first Arts Week.

We worked in collaboration with various community groups and organisations in the Hurst Green and Oxted area, which meant that Arts Week was free to our



## Trust Talk

# Zoom at Hurst Green



school, and more importantly, to our parents. Hazelwood School kindly sent three of their teachers for a morning session of puppetry, rhythm workshops and an introduction to the ukulele.

We also worked with Diane and Ginny from Art For Life Oxted who explored abstract artist Kandinsky.



Children worked together to create their own Kandinsky circles which were used to create a Kandinsky tree: a collaborative piece of artwork that is proudly on display in our hall and a lovely reminder of the fun we had during Arts Week.

Harpist Mark Levin led a fantastic

workshop exploring how music can inspire creativity; children created drawings whilst they listened along to the soothing sounds of the harp. They were then treated to renditions of 'Hokey Cokey' and 'Macarena', which was very entertaining!

# oom at Hurst Green



Children had the opportunity to try their hand at dance and movement thanks to visits from Kerry Payne of *KPA of Dance* and Jolene from *Bastet School of Dance*, and Claire Gimblett led some drama sessions that focused on developing children's skills in poetry, Shakespeare and improvisation.

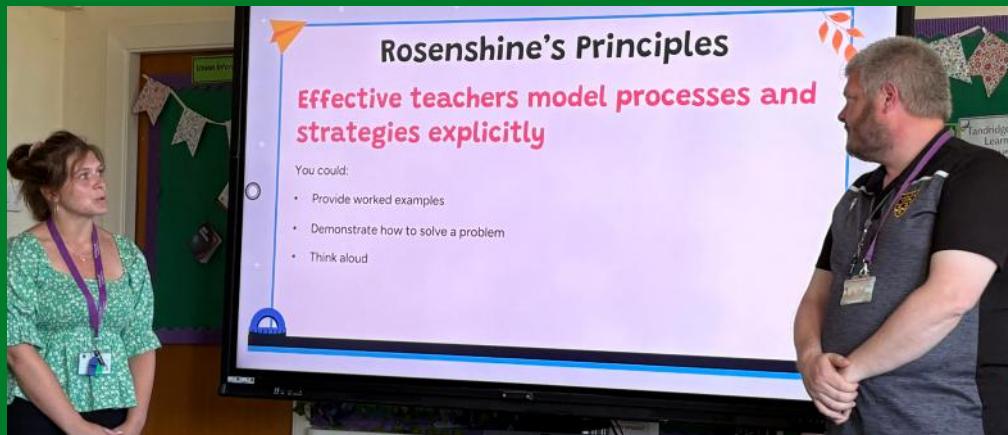
The creativity continued when children discovered the rhythms of the world in a fantastic World Percussion workshop from *The Music Workshop Company*. Huge thanks to our wonderful PTA for funding this.

Arts Week 2025 concluded with a magnificent performance from *Oxted Band* who put on a joyous concert in our beautiful school field to an audience of staff, parents, and children.

Headteacher, Sarah George commented, "Our first Arts Week was a fantastic event and such a special time for everyone here. With the support of so many talented local people, we were able to expose our children to many different art forms to help enhance their learning, inspire a love of the Arts and give them some unique and memorable experiences."

As Arts Week came to an end, one thing was certain: the children at Hurst Green Infant School & Nursery had a week filled with joy, learning, and self-expression. The memories and artwork created during the week will be treasured by both pupils and staff — and we're already looking forward to next year's celebration!

**Lisa Hall**  
*Admin Officer*



At Hamsey Green, our motto is 'Together We Learn For Life' something we model not only to the children but for our staff too.

This academic year, staff at Hamsey Green embarked on a powerful journey for us to continue to improve the learning experience for all students by reflecting on and refining our pedagogical approach. This work is developing across all our Trust schools too, in different ways.

At Hamsey Green, over the past two terms, teachers have conducted action research projects based on Rosenshine's Principles of Instruction—a highly respected framework grounded in cognitive science and effective teaching practices. These projects have helped us focus on how students learn best and how we can support them more effectively in every subject, at every stage.

Barak Rosenshine (1930–2017), an educational psychologist, developed ten key principles that define effective teaching based on cognitive science and classroom research. These principles emphasise clarity,

practice, scaffolding, and review to help students embed and retain knowledge.

## The Ten Principles at a Glance

-  **Daily Review**  
Strengthen memory through regular retrieval
-  **Present Material in Small Steps**  
Avoid cognitive overload
-  **Ask Questions**  
Encourage engagement and check understanding
-  **Provide Models**  
Show what success looks like
-  **Guide Student Practice**  
Scaffold early attempts at learning
-  **Check for Understanding**  
Address misconceptions early
-  **Obtain a High Success Rate**  
Build student confidence
-  **Provide Scaffolds**  
Support learners through gradual release
-  **Independent Practice**  
Reinforce skills through practice



## Weekly & Monthly Review

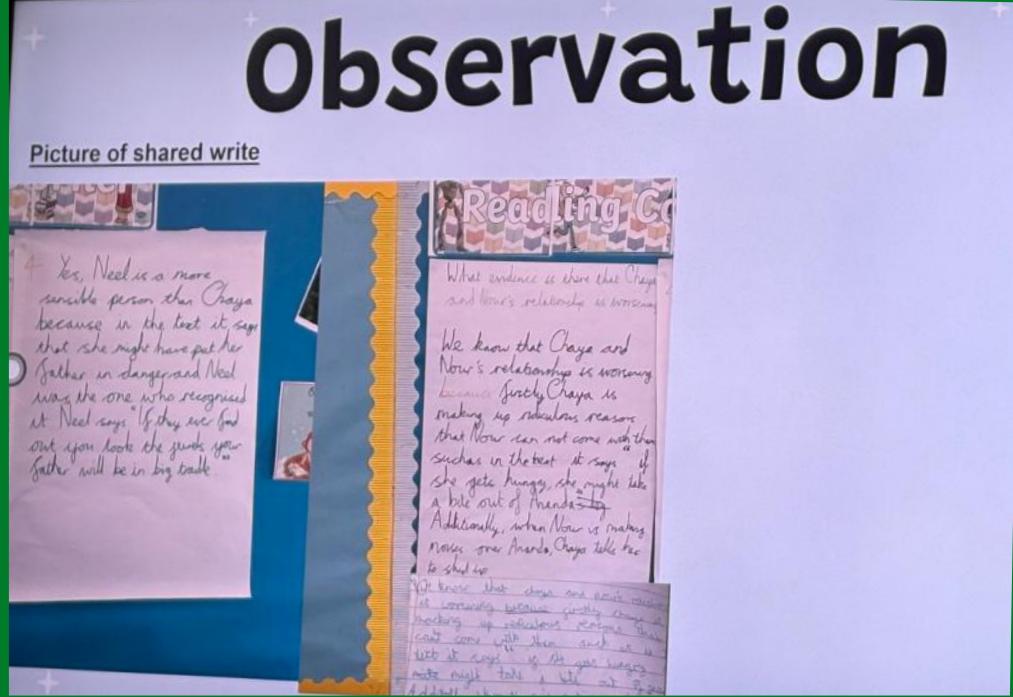
Revisit content to ensure long-term retention

As part of this work, teachers collaborated across year groups—planning lessons together, observing each other's classrooms, and engaging in rich professional dialogue. This cross-collaboration has not only strengthened our practice, but also built a shared language of teaching excellence across the school.

As we reach the end of the Summer Term, each research group has presented their findings to colleagues, showcasing innovative strategies and successful techniques. These presentations are more than just information-sharing—they're a celebration of reflective teaching, professional growth, and our shared commitment to doing the best for our pupils.

“Collaborating with other members of the team gave a different perspective.” — Year 6 Teacher

“Applying the Rosenshine’s Principles to other subjects beyond maths has been good for my own practice.” — Year 2 Teacher



I would like to acknowledge our staff who have embraced this approach. Their dedication to research-led practice, collaboration, and professional growth is what makes Hamsey Green a school where both staff and pupils thrive. We look forward to deepening this work in the term ahead!

Our Governors and other stakeholders always dreamed of having a nursery at Hamsey Green

to meet the needs of our community and to help in the developing of young minds, before they reach the primary school. During the height of the pandemic and inside a shell of a building, the vision of Acorns Nursery was born!

After reconstruction over the summer holidays, Acorns opened its doors on 1st September 2020 - with some nurseries still in lockdown.



We had three staff members and 16 children, aged between two and four. How time flies, as these children are now completing Year 3 at Hamsey Green!

Acorns has grown from strength-

to-strength, and now has eight members of staff and 60 children! We have maximised the space available, with three large rooms, access to a shaded outdoor sensory garden, the large playground space and field as well as a forest school area and hut for lunch! The children really are lucky!

Trudy and her amazing team have established key areas within the setting. There is a creative area



where children's curiosity and inner acting roles are challenged, construction and science areas, a learning room- where they learn *Talk for Writing*, songs and rhymes and where they participate in maths activities! The whole area is

# ent and Acorns Nursery



designed to increase the children's engagement.

Our highly dedicated staff use questioning and response to develop early language. 90% of a child's brain has formed by the age of five years old and so they pack the learning in from the time they enter the setting to the time they leave. They apply Rosenshine's



Principles throughout the day, through modelling, breaking tasks into manageable steps, open ended questioning, building on previous learning and they provide reminders, as well as promoting independence.

The staff quickly identify pupils individual needs and plan next steps accordingly with outside agencies to ensure that children achieve their highest potential.



Also joining Nursery this year were Timmy and Tulip! These are two, tiny tortoises who have found their way to be nurtured by the Acorns children and staff. Timmy is still learning to be kinder to Tulip- he has now been given an additional space so that she can have some respite from him!

**John Boffa**  
**Deputy Head**

# A Parent's Guide to 'Fall Guys'



According to Nezoo, a global leader in PC and console games data, *Fall Guys: Ultimate Knockout* was the 49th most-played game last month, based on the number of monthly active users or players.

## What is Fall Guys?

*Fall Guys: Ultimate Knockout* is a popular online multiplayer game

developed by Mediatonic and published by Epic Games. Often described as a mix between a game show and an obstacle course, it features up to 40 players competing in a series of chaotic mini-games until one player remains. Think *Total Wipeout* meets *Takeshi's Castle*, but with colourful jellybean-like characters and bouncy environments.

Since its release in 2020, *Fall Guys* has become a hit among children and teenagers thanks to its cartoonish graphics, simple controls, and humour-filled gameplay.

## Is Fall Guys Safe for Children?

In general, *Fall Guys* is considered a safe game for children. Here's a breakdown of what parents should know:

**Age Rating:** PEGI 3, meaning it is suitable for all age groups.

**Violence:** There is no real violence. Players "fall" or get knocked off courses, but it's cartoonish and never graphic.

**Online Play:** If your child is over 13, they have immediate access to party (group) voice chat in *Fall Guys*. Your child must join a party to participate. This allows them to talk with other players via headset. However, to keep them safe, it's recommended that you set up restrictions in-game.

**In-Game Purchases:** The game is free to play, but it includes optional purchases like character costumes or season passes. These use real money, so it's important to set up parental controls and talk to children about spending.

## Parental Controls

It's important that games like this are set up correctly in accordance

# Guys: Ultimate Knockout'

with the age of the child playing. For example over 13's have default access to party chat groups.

The *Internet Matters* website has a really good step-by-step guide detailing all the parental features: *Internet Matters Guide to Fall Guys Parental Controls*.

## Things to watch out for

**Screen time:** Because matches are short and fast-paced, it's easy for children to say, "Just one more!" and keep playing longer than intended.

**Peer pressure:** Children might feel pressure to buy skins or costumes to "fit in" with friends.

**Frustration tolerance:** Although fun, the chaotic gameplay and sudden eliminations can be frustrating for some younger players.

## Benefits of Fall Guys

While it may seem like just a bit of harmless fun (and it mostly is!), *Fall Guys* also has a few developmental benefits for children:

**Hand-eye coordination:** The game helps children improve their timing, coordination, and reflexes as they

jump, dodge, and navigate moving platforms.

**Resilience:** Matches can be chaotic and unpredictable. Learning to deal with losing (often!) in a light-hearted environment encourages perseverance and emotional regulation.

**Social interaction:** Playing with friends or family builds communication and teamwork, especially in team-based rounds.

**Decision-making:** Players must make quick choices and adapt strategies to overcome obstacles, which can support flexible thinking.

**Stress relief and laughter:** The silly animations and harmless chaos can offer a welcome break from schoolwork and other pressures.

## Tips for Parents

- Set boundaries:** Agree on how long your child can play and when. Using timers can help.
- Use parental controls:** Set up spending limits or 'require approval' before purchases.
- Play together:** Try a few rounds with your child. It's a great way

to understand the game, share a laugh, and keep an eye on how they're handling it.

- Talk about it:** Discuss how your child feels when they win or lose and encourage good sportsmanship.
- Balance:** Encourage a balance between online gaming and other activities.

## Conclusion

*Fall Guys* offers a fun, silly, and generally safe online experience for children. With a little guidance and oversight, it can be an entertaining way for kids to unwind, laugh, and even learn a bit about teamwork and resilience.

We would like to remind you that you can access all previous editions of *Trust Talk*, our newsletter for parents, on our website - [click here](#). Each edition contains an *Online Safety* article. We hope that you find these articles helpful. If there is a particular subject that you would welcome more information on, please do let us know by emailing us: [Info@TandridgeLearningTrust](mailto:Info@TandridgeLearningTrust).

# Tandridge Learning Trust



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