

Tandridge Learning Trust



Trust Talk
Parent Edition
March 2025



As we approach the final weeks of this Spring Term, we are delighted to share the latest updates and inspiring stories from across our seven schools. This edition of our 'Trust Talk' newsletter is packed with highlights that celebrate the creativity, diversity and collaboration within our Trust.

One of the many highlights this term has been Children's Mental Health Week, which took place in early February. Across our schools, staff and pupils engaged in a wide range of activities that supported

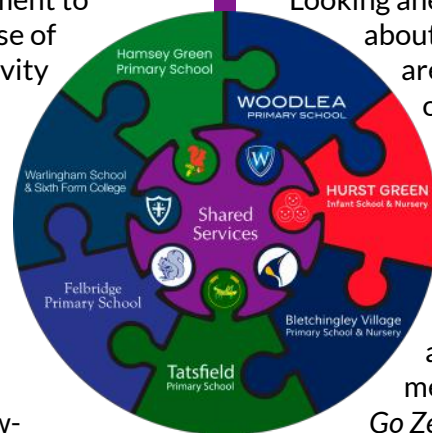
wellbeing, resilience, and emotional literacy. From mindfulness sessions to peer support initiatives, we have been fostering a culture where every child feels seen, heard, and valued. Be sure to check out pages 4-8, where we spotlight some of the brilliant work our children and young people have been engaged in to promote positive mental health.

A key focus for this year has been our ongoing commitment to building a strong sense of belonging and inclusivity within our schools. This journey began with our Trust-wide Conference Day at the start of the academic year, bringing together all staff to explore best practices in inclusive education. Our follow-up joint Inset Day in January provided an opportunity to deepen this work, ensuring that every child in each of our schools experiences an environment where they feel safe, included, and able to thrive. Read more about this important work on pages 10-13.

We are also currently working on a Trust-wide SEND strategy and a unified language document which we hope to share with groups of parents from across our schools to gain your valuable insights and opinions early next term. If you would be interested in taking part in these discussions, then please do let us know by emailing us: Info@TandridgeLearningTrust.co.uk.

Looking ahead, we are excited about the steps we are taking to make our schools more environmentally sustainable. As part of our commitment to reducing our carbon footprint, all of our schools are now proud members of the Let's

Go Zero campaign. This national movement is bringing together teachers, pupils, and parents to take meaningful action on climate change. From energy-saving initiatives to eco-friendly projects led by our students, we are striving to create a greener, more sustainable future.



Rebecca Plaskitt

Learn more about our sustainability efforts at Woodlea Primary this term on pages 28-31.

Online safety for all children remains a high priority for our Trust and we continue to support parents in this area. You can find our latest article on Roblox, an online game platform, on pages 44-45. Our aim is always to provide you with facts and information about online sites and resources to help you understand and monitor what your child may see or have access to online. The more we know, the more we can protect our children and advise them how to stay safe. This is

so important, particularly as we go into a holiday period when children may have more screen time than usual. We hope you find it useful.

I had a very enjoyable evening at Warlingham's production of 'Return to the Forbidden Planet'. The school's talented students and staff worked incredibly hard to deliver a funny and very entertaining performance filled with great music, adventure, and lots of laughter!

With the Spring Holiday almost upon us, we want to take this opportunity to thank you all for your continued support and engagement.



Your involvement in school life is invaluable, and together, we are making a real difference in the lives of our young people. We wish you all a restful and enjoyable break and look forward to another exciting term ahead.

Rebecca





Children's Mental Health Week is a mental health awareness week launched by children's mental health charity, Place2Be. The week exists to empower, equip and give a voice to all children and young people in the UK. This year, Children's Mental Health Week took place from 3-9 February 2025.

The week launched a decade ago in 2015, so this year was the 11th Children's Mental Health Week. The theme this year was "Know Yourself, Grow Yourself" and the



objective was to encourage children, young people and adults to embrace self-awareness and explore what it means to them. This will help them grow and develop resilience to cope with what life throws at them.

Our schools marked Children's Mental Health Week in a variety of ways.



Bletchingley Village Primary School & Nursery

The children in the Nursery at Bletchingley enjoyed a lot of different activities during Children's Mental Health Week. These included:

- Colour Monster sorting activity.
- Mindfulness stretching.
- Making signs to show how we feel.
- Baking whilst listening to calm music.

h Week at our Primaries



Felbridge Primary School

For children's mental health week, pupils discussed the national theme of 'know yourself, grow yourself' in their assemblies and throughout the week. The children were encouraged to reflect on how they feel within certain situations and think about questions such as: Which things do I love doing? What are my fears? What makes me happy? What am I good at? If children can begin to recognise feelings and behaviours, this can help them understand when they may need support.

The school carried out a survey with each child to check that he/she feels happy and safe in school. An important part of the survey is to find out if every child has a 'trusted adult' he/she can talk to if needed. The school will be looking carefully through the responses and following up any concerns or worries.

The children also completed an art project on this theme in mixed-up groups across the key stages and parents came into school to view the artwork at the end of the week.



Hamsey Green Primary School & Acorns Nursery

Each class focused on digital learning using class sets of tablets with *Three Discovery* software. *Three* is a connectivity company and its *Discovery* programme delivers digital training for local communities of all ages and abilities. During these sessions, pupils collaborated to design posters and/or animation.



The NSPCC came in to run their 'Speak out Stay safe' workshops for Years 2, 5 and 6. 'Speak out Stay safe' is a safeguarding programme for children aged 5 to 11 years old and is available to all primary schools in the UK and the Channel Islands. It aims to equip a generation of children with the knowledge they need to stay safe from abuse and neglect. Children also marked the NSPCC's Number Day, which coincided with this week.

Pupils gathered for a 'Picture News' live assembly promoting positive mental health and participated in *Place2Be* activities. *Place2Be* is a children and young people's mental health charity providing counselling, mental health support, and training in UK schools.

Some classes had an opportunity to express themselves through art whilst listening to music and painting whatever they liked or engaging in 'mindful' colouring. There were discussions on what makes children anxious, sad or worried and a reminder of *Zones of Regulation*, which is a simple approach to developing self-regulation in children.

The Student Mental Health Ambassadors from Warlingham delivered an assembly. And if all the above wasn't enough, there was a special focus on movement, which contributes positively to mental health and wellbeing.

Hurst Green Infant School & Nursery

During children's mental health week, Hurst Green Infant School & Nursery children took part in assemblies that explored the importance of expressing their emotions. Using the characters from the Disney movie 'Inside Out 2', our Emotional Literacy Support Assistant (ELSA) worked with

h Week at our Primaries



individuals using characters to explore what emotions really mean and how by knowing yourself you can grow yourself.

Our very youngest children were encouraged to talk and to reflect. The school ensures that all children's emotions and feelings are explored on a daily basis with all staff. This is a golden thread that runs throughout everything the school does.

Tatsfield Primary School

Tatsfield pupils celebrated Children's Mental Health Week by taking part in lots of events



across the school to support this year's theme of *Know Yourself, Grow Yourself!*

Pupils started the week with an online assembly from the School of Kindness (www.schoolofkindness.org) with about 30,000 other children across the country! They learnt about what mental health is, why it's important and the many different ways we can improve our mental health. They also considered

the importance of kindness - to themselves and to others.

Tatsfield also welcomed two visitors into school to support understanding of mental health. Ella Abbott from Abbott Movement (@Abbott_movement) led dance workshops and spoke about the benefits of dance for mental health and wellbeing. Alice Coombe from Kind Minds (@kindmindslifecoach) delivered workshops to help pupils



During lunch times, the school's Year 6 Learning Leaders ran a range of activities for children, including 'my kindness ideas', 'what my happy looks like, a kindness wordsearch and making a 'hug' to give to someone.

Woodlea Primary School

Using the *Place2Be* resources linked to characters from the movie 'Inside Out 2' and the theme 'Know Yourself, Grow Yourself', children focused on Woodlea's value of resilience. This was covered in a whole school assembly with children participating in various *Place2Be* activities throughout the week.

Children also participated in Yoga Bugs workshops. These workshops support mental health and wellbeing by supporting emotional regulation, listening skills and concentration. Ensuring children can self-regulate helps them become better equipped to learn, supporting them to thrive academically and socially. These sessions have helped them refocus on building resilience and continue to have those open conversations to help ensure that all members of the school community feel they belong.

understand how the different parts of the brain works and different regulating strategies they can use themselves.

Ages 4-14

Sports multi-skills

camp 4 champs

Book NOW!

camp4champs.co.uk

School Holiday

Sports & Activity Camp



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.

The sports and activity camps are open to children from 4-14 years old and run from 9am-4pm, (with extended hours available, 8am-6pm). There are camps

running during the Easter break at Warlingham School & Sixth Form College from Monday 7th April to Friday 11th April and from Monday 14th April to Wednesday 16th April 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 Easter 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.



All seven schools in Tandridge Learning Trust (TLT) came together with the Shared Services Team in January 2025 for our joint staff INSET day. The theme of this day was 'Belonging', following on from our MAT Conference Day in September last year, when Rachel Macfarlane delivered some very well-received sessions on the theme of Belonging, especially in

the context of underserved children and young people. Rachel is the Lead Adviser for Underserved Learners at HFL Education. She served as Headteacher of three contrasting schools over a sixteen year period. She has written and contributed to several books on the themes of educational disadvantage, the features of great schools, and learning power approaches to education. Rachel is passionate about supporting schools to affect social mobility and achieve equity for all learners.

We were fortunate to welcome her back for a second time as we

continued to build on the theme of 'Belonging'. Rachel brought her extensive expertise to help us explore innovative ways to create inclusive environments for all members of our community—students, staff, parents, and local stakeholders alike. After a refresher from Rachel on 'Belonging', our staff split into 39 smaller groups to share their thoughts on how we could develop our own bespoke, tailor-made approach to belonging. Our staff enjoyed being in smaller-sized groups, as one member of staff put it, *"Having a small group meant everyone was heard and no one*

Focus on Belonging



Section 2

How do you create a sense of belonging for:

- o All staff
- o All pupils/students
- o All parents/carers/families

Responses in bullet points or sentences. Record what you currently do and what more you believe TLT should/could do.



© RMC

Group

felt too uncomfortable to join in the discussions.” Another appreciated the group work, saying, “A chance to listen to views from different schools and key stages. People in my group were very keen to share their ideas.”

This collaborative effort laid the groundwork for a shared vision that reflects the unique needs and values

of our Trust: equity, collaboration, and integrity.

Rachel has been speaking at various conferences across the country and has highlighted our Trust as an example of best practice. This recognition is a testament to the dedication and collaborative spirit of our staff and community.

A key outcome of the day was the formation of a working party of volunteers, who will be working closely with Rachel to develop TLT’s Common Language Document. This document will serve as a foundation for fostering a shared understanding of belonging, ensuring alignment and representation across our schools. Staff members from each school are part of the working party, ensuring that every voice is heard and feedback can be easily shared in the schools.

On Tuesday 18th March, Rachel Macfarlane returned to deliver a session to Headteachers and staff involved in working with Pupil Premium. Pupil Premium is additional funding given to publicly-funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Each of our schools receives a ‘Pupil Premium Grant’ from the Government



based on the number of pupils in that school who are eligible for free school meals (FSM), or have been eligible at any time over the previous six years. This also extends

to any student who is / previously has been in the care of the Local Authority, and children of armed services personnel.

Nicola Mathie, who is the Student Support Officer at Warlingham and works with Pupil Premium, shared her thoughts on the session:

All seven schools from Tandridge Learning Trust attended a meeting facilitated by Rachel Macfarlane

which focussed on helping us to meet the needs of our underserved pupils and also helped us to review our Pupil Premium Strategy Statements. We spent time discussing and comparing other schools' statement of intent, challenges and intended activities with a view to improving our statements to help ensure that economically disadvantaged students progress and attain as well as other students. We also discussed the benefits of

Focus on Belonging



being part of TLT and ways we can support each other with the process of writing and reviewing the PP strategy statements.

I took away several aims and ideas that we could implement at Warlingham to improve and strengthen our current strategy statement. I found the morning extremely informative and enjoyed the opportunity to work with other schools in the Trust.

In the afternoon, Rachel Macfarlane worked with the newly-appointed members of TLT's Common Language Working Party. This marked the beginning of an exciting journey. The working party will continue its efforts throughout the year, and we aim to share the progress made in due course, as well



as giving our staff an opportunity to give further input and ensure the final document reflects the collective voice of our Trust community.

In the afternoon, the members of the TLT Common Language Working Party gathered to begin shaping the Trust's Common Language Document. The group reflected on key principles of belonging, shared insights from their schools, and worked collaboratively to outline language guidelines that promote clarity, inclusivity, and respect. This marked the beginning of an exciting process,

with volunteers from each school ensuring all voices are represented. The group is committed to creating a practical, meaningful resource that reflects the diverse perspectives across TLT.

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*



At Warlingham School, we believe that every student deserves the opportunity to discover the joy and power of reading. On World Book Day, our vision was to create an inspiring and inclusive experience that nurtures a lifelong love of books. A key highlight of our celebration was the opportunity

for students to engage directly with published authors, who were able to bring stories to life through interactive workshops, readings, and discussions.

We were excited to share this wonderful experience with Andrew Hammon, a gifted graphic novelist as well as with author Julie Chapman who talked about 'Little Lost Luna', a book authored by her daughter, Karen Chapman. The event was a magical day of storytelling, creativity, and inspiration for our students.

Julie Chapman took us on an enchanting journey through 'Little Lost Luna', a heartwarming tale that captivates young readers with its beautifully illustrated pages and meaningful messages. Her passion for storytelling shone through as she shared insights into the process of writing and illustrating the book, leaving our young audience inspired to explore their own creativity.

In addition, we had the pleasure of welcoming Andrew Hammon, a skilled graphic novelist, who shared his journey of combining art



Inspiring a Love for Reading



and storytelling. Andrew's unique approach to graphic novels opened up a whole new world for our students, showing them how visual art can complement and elevate narrative storytelling.

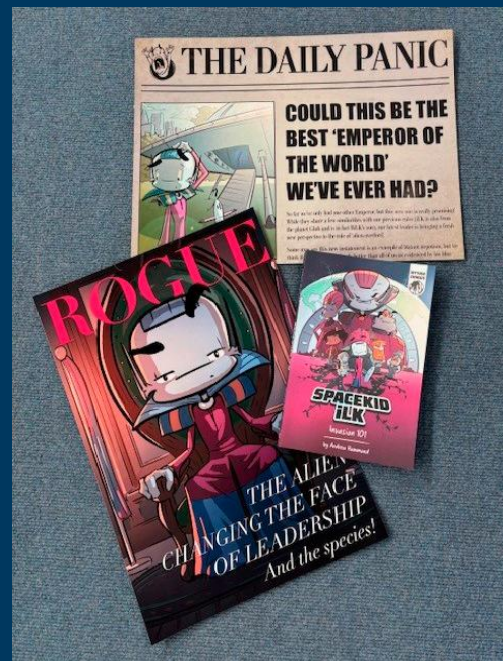
These sessions not only helped students see the magic of storytelling but also allowed them to connect with real writers - people who create the books they read and who can inspire them to develop their own voices. By providing this unique, personal interaction with authors, we hope we have sparked

curiosity, built confidence, and showed students that books are not just words on a page but powerful tools for imagination, learning, and self-expression.

It was an inspiring day that highlighted the power of books, art, and imagination.

We're so grateful to Julie and Andrew for joining us and sparking creativity in our school community!

Charlotte Christie
Assistant Headteacher





Our school choir takes place as one of our after-school clubs. It is a popular after school activity, and every Wednesday afternoon, the school is filled with music and singing! Our school choir is a wonderful opportunity for children to engage in music outside the classroom. They develop appraisal

skills, ensemble skills and grow in confidence through their rehearsals and performances. Singing in a choir has significant benefits for children (and adults) as learning melodies, rhythms and lyrics helps improve memory and concentration.

Led by Miss Ward each week, our school choir begin their sessions with a variety of warm-ups involving movement and exercises to develop vocal skills. They then learn a wide variety of repertoire including songs from musicals, sacred pieces by composers like John Rutter and even songs in Welsh!



We were delighted to join forces with our local adult choir recently – The Tatsfield Singers. Each choir learnt three contrasting pieces, joined together for a rehearsal and



joint choir performed with great enthusiasm and were delighted to be awarded honours at the festival.

The Tatsfield choir isn't just about singing – it's about creating a community. Children from different year groups are able to express themselves creatively and freely through music. With singing being known to reduce stress and release endorphins, being part of the choir has a positive impact on children's mental health and wellbeing.

*Rachel Jewitt
Headteacher*

then took part in the Coulsdon and Purley Festival on 1st March.

It was a privilege for our choir to take part in a festival that has been running for 81 years! The

adjudicator commented on how rare it is to see adults and children singing together and how wonderful it was to hear the music created with such a variety of voices. The



A Day in the Life of the Romans

Year 4 Toucans had a fantastic experience dressing up and acting in role as Romans for the day. They made Roman honey biscuits, painted and decorated Roman shields and went on a scavenger hunt to learn about the different Roman Gods and Goddesses. They really did immerse themselves in Roman life all day!



Fun in the Forest!

Year 1 Monkeys had a very active day at Ashdown Forest, exploring the natural environment and appreciating the mud and puddles! The children acted like woodpeckers using sticks against the trees to mimic their sound and made imprints of leaves, pine cones and similar objects using clay. In groups, they created animals using natural objects in the forest, sketched the natural environment and built bridges using sticks. It was fun testing the bridges, by crossing over the stream.

The Great Fire

Year 2 Leopards were really immersed in the Great Fire of London topic, during a recent visiting workshop. The children enjoyed re-enacting putting out the fire with leather buckets, using a "fire truck", as well as tearing down and "blowing up" the houses in order to stop the fire. The class had their knowledge put to the test, as well as learning many new facts and names; they also took part in a fact retrieval quiz, a board game based on the fire spreading and making their own (pretend) gunpowder.



Freya said of the experience, *"I really enjoyed the workshop. I liked it when I had to help and build houses."* Finley: *"I liked doing the fire engine bit, where I poured the water out."*

Reaching for the Stars

Year 5 Macaws enjoyed a fabulous star gazing evening with astronomer Tom. Luckily, it was a clear night and the children were able to see planets, satellites, nebulae, constellations and much, much more. Tom was informative, fun and incredibly knowledgeable; everybody, including the adults,

learnt so much! The children finished the evening with delicious hot chocolate and biscuits - a brilliant evening was enjoyed by all.

Macaws class also visited the Herstmonceux Science Observatory to learn more about the Earth and space. They enjoyed an exciting science show and learnt about how rockets launch into space, infrared technology and life on board the International Space Station. They were really lucky that the sun was shining all day so they could explore the interactive discovery



park; they also had a tour of two of their telescope domes. The children could not believe how enormous the telescopes were and now have so much new knowledge about the work that astronomers carry out.



thoroughly enjoyed looking inside it and hearing all about the role of a firefighter. The most exciting part was the chance to spray water from the hose! Back in the classroom, the firefighters talked about the importance of fire safety at home and in school.

Jump Start Jonny

We had an A-M-A-Z-I-N-G time, when Jump Start Jonny joined us for the morning. With catchy songs and fun moves, Jonny got the whole school up and moving, promoting health and wellbeing in the most enjoyable way possible. From energetic dance moves to engaging games, every moment was filled

Fire Engine Visit

Year R Geckos were lucky to have a visit from the Surrey Fire & Rescue Service. The fire fighters brought along the fire truck and the children

ment at Felbridge



with laughter, fun and joy. Here are a few quotes from Year 4:

"It was super fun!" – Rohan

"It was funny when the teachers dressed up for a game!" – Poppy

"Jump Start Jonny was super energetic and Whoopatastic!" – Noah

World Book Day

World Book Day is one of our favourite days of the year at Felbridge and this year was no exception, with the school coming alive with a sea of book characters! We thoroughly immersed ourselves in reading and drama activities,

starting with a parade around the playground to share our costumes. In the classrooms, there was an opportunity for all of the children to get into role through taking part in drama activities and by creating character profiles. Everyone heard a story of their choice read by one of the school staff members and during the afternoon, we all took part in 'Stop, Drop and Read'. Finally, we invited the parents into school to share stories with the children. Phew...it was a busy but great day!

Emma Thorp
Headteacher



We love role play at Hurst Green
Infant School & Nursery!

Come on an adventure with us...

Our Nursery Adventurers Class regularly welcomes its children on a new journey through the magic of role play. Role play provides our children with many opportunities to help make sense of the world around them. It gives a place to explore the unknown, pretend to be somebody else and to rehearse life experiences.

We have a new role play area for each topic, a home corner and activity based resources that all contribute to our provision. We have a good stock of weird and wonderful resources, (often charity shop finds and donations), so that we can enhance that best type of role play, child initiated, at a moment's notice.



Our home corner is an essential part of our setting. It is the first stop of the day for many of our children providing an inviting and welcoming place to start their Nursery session. It is a fabulous icebreaker on our initial meetings with new students. Children's first interactions with staff is often the offer of a well-timed cup of pretend tea and a wooden biscuit. The familiarity of the home corner is reassuring and safe to our young learners. Our home corner is so important to us that whatever role play opportunities we have in class we keep our home corner as a steady and reliable place to play.

Why do we value our role play areas?

Role play offers many benefits. A well-designed role play area can develop so many different skills and curriculum areas. It offers endless opportunities to achieve the learning objectives outlined in the EYFS curriculum.

Communication and Language

Children are able to hear and then use new vocabulary, naming props and discovering their uses as they play. Role play gives them the opportunity to repeat and to practise what they want to say. They may rehearse picking up the



telephone many times trying out new ways to talk to the listener. It naturally inspires questions as children investigate and discover all the different things around them.

Children grow in confidence when sharing their own experiences of places such as the doctors' surgery or the train station. They learn to listen and to take turns in conversation.

Personal, Social and Emotional Development

The role play area is an excellent place to develop many basic social skills such as sharing or waiting for a turn.



They learn how to negotiate with each other and to follow simple rules. It is in role play when we see the children living that popular saying, 'Team work making the

dream work.' It is here that they make up plans and equip themselves to ensure their game happens.

By representing different parts of our community it helps children feel a sense of belonging and responsibility. They can explore their emotions for example feeling sad, scared or worried in the doctor's waiting room or happy and excited at a party.



Physical Development

The best role play areas are flexible, offering opportunities for children to redesign and add bits by moving tables, large blocks and cushions. Children naturally begin to organise each other and they will direct each other to locate and move objects, trying out the best tool or piece of equipment for the job.

We have found that outdoor role play activities will inevitably include



the bikes and scooters. This is sometimes as emergency vehicles, transporters or even as a place to sit in a newly-built home.

Literacy

Role play gives purpose and meaning to text, where better to see the many different places that words appear, to attempt to decode and make sense of them and then try to recreate them through their own game. Child initiated reading and writing is found throughout their play.



Mathematics

Children explore many different maths concepts in a role play area for example weighing a baby in a baby clinic, measuring the size of the animals in a vets and exchanging money in a shop. It is a perfect opportunity for problem solving, counting out the number of resources needed, working out if they have enough and how many more they might need.

Understanding The World

Children will naturally discuss their own life story when playing with the baby dolls; they will dress up in different occupation outfits



and try out being a person who helps us. They will pick up and use related books more readily to help them find out more information. They explore different countries and places through transport and festival themed role play.

Expressive Arts and Design

Making props, especially ones that have come from the children's own ideas gives lots of opportunities to design, explore materials and



find ways of joining them. Role play requires simple stories and developing these to act out often leads to detailed, unique and imaginative stories, often explained in intricate detail to the next child that joins in.

How do we make the best of our role play opportunities?

Making best use of adults

We might start a new role play area off by planning an event, such as a walk to the post office, using an information video or modelling how it is used. Once the children have got going with their own ideas it is time to let them take over. This can often be instantly with a child letting their friends know of their



own experiences. We will help them develop ideas of where to take their story or how to make a missing prop. We will direct them to resources and books to look through. This frees up adults to observe children and decide next steps in their learning. This does not mean that we can't join in. The staff want to share the fun. This helps demonstrate that we value this area for playing and learning.



Keeping things flexible

The children make creative and inventive use of what they can find, often leaving us wishing that we had thought of that. Having easy access to junk modelling, loose parts and building blocks, large and small helps the role play area keep evolving. Adding different enhancements at different points keeps the excitement going, for example changing a pet shop into a vets or a groomers.

Using role play to mark events

We use role play in many of our family events for example running



a harvest café so that we can share food with our families, with children taking orders and serving food or by putting on a Mother's Day spa where important women in their lives are treated to a manicure and face pack from the children busy working as beauticians. We have also used it to help us prepare for transition by playing teachers and recreating school lunch times.

Linking up with others

We share some planned role play

activities with other classes, for example our recent airport day was a joint enterprise with the reception team. This helped share the set up work load but more importantly it helped share the excitement and buzz from the activity.

As our Nursery session ends, we work together to tidy up and pack away ready for a new adventure on another day.

Clara Smith
Nursery Teacher

As part of our sustainability curriculum we have been working on different projects as a school. The Eco Council has been the driving force behind which areas we are focusing on this year. After completing the Eco Schools review, the children chose three areas to focus on: Energy, Waste and Biodiversity.

Waste

We want to reduce the amount of waste going to landfill as a school and as a community. Litter picking, recycling batteries and taking part in the *Great Big School Clean* (a campaign run by *Keep Britain Tidy*) are things we are working on in school. As a community, we are encouraging parents, families, friends and relatives to join Surrey's *Rethink Waste* scheme. So far we have six families who are donating points to the school, but we really would like more families to join in.



To be in with a chance of winning some funding, we need at least 50 families. Please sign up and take part by going to their website - click [here](#). If you select Woodlea Primary School, we will receive your points and there are also rewards for individual households!

Biodiversity

Improving the biodiversity of our school grounds is a long term project. In the last newsletter we shared the hedge planting we had



been doing in the Autumn term. We would like to update you on further work.

Introducing Birdfeeders: This has been one of Eco Council's favourite projects as they love filling up the feeders. The pond area is a perfect space to hang them as it is sectioned off and birds have lots of perches. Often birds take a while to find feeders, but already, we have seen Robins and Blue Tits feeding from them regularly. Ground feeders such as, Dunnocks, Wrens and Black

Eco Club Projects



Birds have also been spotted taking advantage of the spilled feed. Now we just have to keep up the feeding!

Clearing areas of Laurel: Laurel occupies large swathes of the school grounds. While this provides great screening all year round, and some lovely places for the children to sit, it does not support much wildlife and is invasive so prevents more native plants from growing in the grounds. We are so grateful to Mr and Mrs Green who spent over two days clearing an area of the grounds which we want to develop



to be a science exploratory area. It is next to our pond area so the areas will link nicely. Clearing the Laurel has opened up a lovely space and allowed more light to our native trees.

Bring a Plant to School Day and Pond Area: On Friday 28th February we had a bring a Plant to School Mufti Day. Children could choose to bring a plant or compost, or donate money to purchase a plant. We are so grateful to all the families who donated.

Pond Area Planning and Path:

Having the plants in school inspired us to crack on with the pond area development.

The weather was perfect for spending time creating the space. The children wanted a path within the planting area which surrounds the pond and leads to the bug hotel. Throughout the lunch hour, different children came to work on the ideas. Members of the Eco Club and some Year 4 and Year 5 children helped plan the path route



and dig out some of the planting space. Some reception children then helped move some logs which were part of the tree which had to

be felled. These formed a perfect border for the new path. Year 4 & Year 5 returned after they had eaten their lunch and planted the plants which they had brought into school that morning. From a blank canvas, through collaborative thinking and using resources already available, the children have started to create a lovely space of which they are very proud.

Pond Bug Hotel: As the weather was perfect after half term to be outside, the Eco Council were working hard during their break times to build the bug hotel in the pond area. Pallets had previously been donated by parents so it was great to get this project underway. The children have loved it so far. They are learning about the habitats minibeasts like and are enjoying



Eco Club Projects



collecting different materials to create the bug hotel. Huge progress has been made, but we know we still have further to go.

Working with the Community: We are so lucky at Woodlea to have a very supportive community who are very knowledgeable about nature. Cat Neave, who is the biodiversity adviser for the local Parish Council came to visit the school and meet the Eco Council members. She was

very impressed by the children's enthusiasm and enjoyed hearing about the children's plans.

The Parish Councillors are very keen to work with the children to develop biodiversity within Woldingham. Cat put us in touch with Heather Stark who is the Secretary of the *Woldingham & District Horticultural Society*. The society has been thriving for over 80 years and currently has about 190 members.

It has a seed sharing scheme where local horticulturists share seeds with each other and they have kindly donated seeds for the children to plant. We are so lucky to have received these and we hope to bring the seeds to life and in return, we can share seeds from the plants grown by the children.

Next steps: We have lots of other ideas for how to create a nature learning environment and spaces to support nature in the grounds.

At the beginning of March, I attended the Eco Summit 2025 for schools in Surrey. The programme is designed to support schools on their sustainability journey. The summit helps schools:

- save money,
- reduce their carbon footprint,
- enhance biodiversity, and
- create a greener learning environment.

I was also able to bring back lots of goodies from the *Surrey Wildlife Trust* which give information on ideas which the children can use to create different habitats.

Nina Gambier
Headteacher



At Hamsey, we strive for our children to be confident and passionate readers – developing a love of reading from an early age. For us this continues from the time they walk through the doors with us at Acorns Nursery and continues as they grow.

For book week, children enjoyed book swaps (linked to our Sustainability Action Plan), watched the most amazing,



animated performance of Alice in Wonderland, and we opened our doors to parents and carers for the afternoon with a 'Read With My Child' session.

Reading and Writing



Little Wandle Phonics and Reading

We officially began our journey with Little Wandle in September 2024, in



conjunction with the *Whiteknights English Hub*. With this partnership, we were fortunate to be able to access training for staff and £10,000 worth of resources, in February 2024, before we launched to pupils and parents. This ensured that staff were confident they could deliver the programme. We had originally purchased online books which children were accessing but listening to our parents and carers, we decided to purchase physical books so that the children could continue their love of reading with

an actual book- there is nothing quite like turning the pages yourself and the smell of a new book! Our parent feedback confirmed this stating *"Having the actual book makes a huge difference. I can see he is more willing to read and discuss his book"*. The children read three times a week in school. On Mondays, we focus on decoding words, using our Phonics skills learned in lessons. On Tuesdays, we focus on prosody, reading the words with more fluency and expression, and on Wednesdays, we ask comprehension questions as the children by this point are familiar with the book and confidently reading. The children then take their book home for their celebratory read.

We have seen a good impact on progress since the start of the scheme and have received positive feedback from parents and carers including *"I can definitely see the improvement in his confidence with his sounds and willingness to sound out and blend words"*.

The children particularly like the phrase 'shuffle time' which



picture/catchphrase to help them remember the sounds.

We are also pleased that all children who have accessed the *Little Wandle* Phonics interventions have made pleasing progress. We are now looking into the *Little Wandle* SEND programme to support pupils who need sessions adapted to further help them on their reading journey.

Talk for Writing

From the time our two-year-old children start until they leave us at 11 years old in Year 6, they follow the *Talk for Writing* approach to writing. We are now in our fourth year of embedding *Talk for Writing* and we have seen great impact in the children's writing.

is regularly used in our Phonics lessons. This involves not only the word cards 'shuffling' but they shuffle too! They learn the letter sounds at a quick pace with a

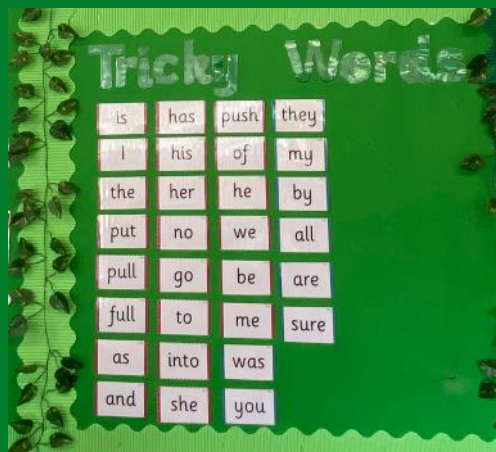


Reading and Writing



Talk for Writing provides children with texts pitched comfortably above their current writing ability which they learn off by heart. By internalising an aspirational passage, children learn mature language patterns and sophisticated writing techniques around the five foci of setting description, characterisation, suspense, dialogue and action.

They build on the skills they learn



in one unit when they embark upon the next and they learn through shared writes and independent writing opportunities.

One of our Year 6 children described why they really enjoy participating in shared writes:

"I like doing shared writes because if you are writing a story that can have a lot of description. I like adding to the description in the story to make it better. If you are stuck, other children can help you overcome your writer's block by providing lots of ideas that can spark your own."

Others enjoy learning the model text and being able to recite it with their classmates, focusing on



delivery and expression as well as a shared set of hand actions to help them learn the story.

We really look forward to continuing to hone our Talk For Writing journey as a school and continue to see future writers come through Hamsey.

Nikki Mace
Headteacher



TalkforWriting™



At Bletchingley, we believe science is the foundation upon which young minds build their understanding of the world around them. From the moment a child starts exploring their understanding of the world in our Early Years Foundation Stage (EYFS) provision, they engage in basic scientific concepts that ignite curiosity and foster a sense of wonder. This early exposure to science is vital for developing critical thinking skills, problem-solving abilities, and a lifelong love for learning.

As children move through our school, science is more than just a subject—it's an experience. Children learn through hands-on activities, experiments, and observations that make abstract concepts come to life. Whether it's watching a plant grow, learning about the water cycle, or discovering how magnets work, these simple experiments help

children grasp important scientific principles in a fun, engaging way.

The benefits of science extend beyond just academic knowledge. Science fosters creativity and resilience, as children learn to question, hypothesise, test, and reflect on their ideas. These skills are crucial, not only in science, but across all areas of life. Harnessing these skills from an early age promotes environmental awareness and the importance of sustainability, teaching children how their actions impact the planet.

By sparking curiosity and providing a hands-on learning environment, our EYFS and primary curriculum sets the stage for the next generation of scientists, innovators, and thinkers. It's not just about learning facts—it's about developing a mindset that encourages exploration, discovery, and a deeper understanding of the world.

Otter Class (Reception)



Pupils in our Otter Class enjoyed working out how to save the dinosaurs from a bucket without



touching them. They quickly thought of adding pebbles to the water, which led to an interesting investigation about which objects float and which sink. They worked well together to increase the water level so they could rescue the dinosaurs. We then discussed what happens to the level of their bath water when they get in and if they had noticed what happens to the water line in a washing up bowl when you add the dirty dishes.



As part of their topic about Castles, Otters enjoyed building a castle in the 'clouds'. As a challenge they were asked to build their castle taller or shorter than another object. They also discussed if the 'clouds' made it tricky to build as it made the blocks wet and slippery. Some children decided to use the 'clouds' as a glue to stick their blocks together!

Squirrel Class (Year 1)



Our Squirrels have been diligently learning to identify and classify animals.

They carefully studied each animal's features to determine its group and explained their reasoning.



They also put their scientific skills to the test using comparison and questioning to deepen their understanding.

"I liked learning about different animal groups." - Neve (Year 1)

"I liked drawing the bird!" - Indy (Year 1)

Hedgehog Class (Key Stage 1 SLCN)



This term, children in our Hedgehog Class have been exploring the fascinating topic of 'our sensitive bodies'.

The children have been learning to identify different body parts and understand the functions



of their senses. Each week, they focused on a new sense, enhancing their awareness and curiosity. The children have particularly enjoyed using their sense of taste! Taking full advantage of our spacious grounds and the lovely weather, the children went on a 'sense' walk, where they were able to use their knowledge to describe what they could see, hear, feel and smell around them. It was a wonderful opportunity for them to engage with their surroundings in a hands-on and meaningful way.



Fox Class (Year 2)



In Science, last half term, Fox Class looked at materials and objects, experimenting what materials work best for the objects. They used

different techniques to gather and record our data.

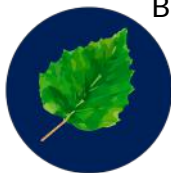
This half term they are exploring different life cycles. The children are excited about watching the caterpillars grow and change over time.

"My favourite experiment was making a chair out of paper. I made the strongest!" - Frankie (Year 2)



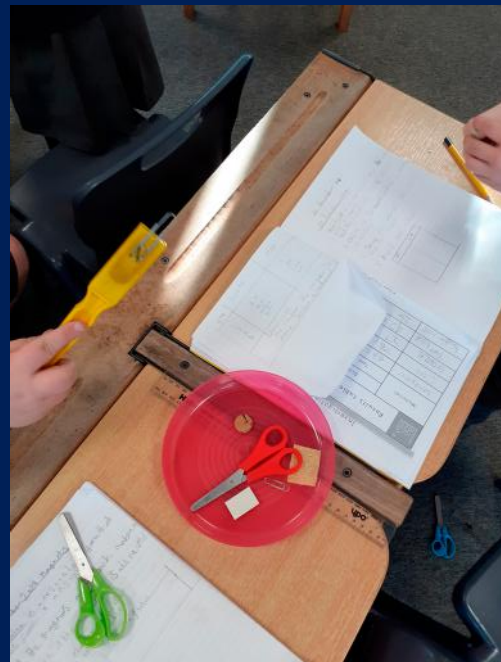
"I can't wait to see the caterpillars change into butterflies. Can we keep them or shall we set them free?" - Eva (Year 2)

Birch Class (Year 3)



Birch Class have been very engaged in their science topic where they have had lots of fun investigating topics including

force, friction and magnets. They have developed skills including planning methods to conduct their observations, observing to collect



data and recording their findings in different ways.

"We did an experiment to test how strong the magnet was. We had to put the little paperclips on the magnet and see how much it holds." - Reggie (Year 3)

"I liked when we had to flick the discs we made and had to measure how far it went. One side was smooth, and one side was rough. We were testing for friction." - Max (Year 3)



Poplar Class (Year 4)



In Poplar Class, pupils have been exploring the topic of sound and vibration in science.



They have learned that sound is created when something vibrates, causing the surrounding air particles to move and create waves. The class has experimented with different materials to observe how vibrations can change, such as using string and



tuning forks to produce sounds. The pupils have been experimenting with pitch and volume, learning that the size and speed of vibrations affect how high or low a sound is and how loud or soft it sounds. Through hands-on activities, they have deepened their understanding of how sound is produced and how it travels.

"I like learning about sound, it's really cool seeing the vibrations." - Freddie (Year 4)

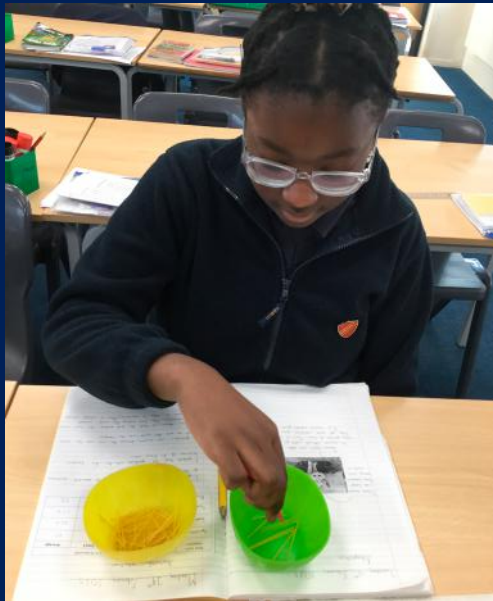
"I liked the guessing sound game, I also enjoyed creating a sound with putting a wet finger around the glass." - Martha (Year 4)

"It was fun doing the skipping rope fast and slow to see the vibrations." - Joseph (Year 4)

Sycamore Class (Year 5)



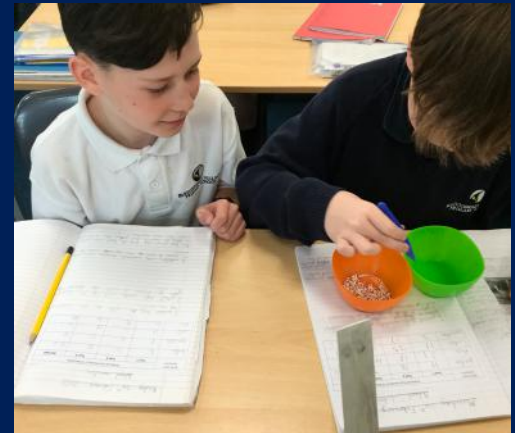
Sycamore Class children have enjoyed learning all about Earth and Space, investigating what planets we have in our solar system, and how they orbit around the sun. They started by looking at how models of the solar system have changed through time, and the evidence allowing scientists to agree on the heliocentric model. They modelled how the earth orbits around the sun, which demonstrated how we get night and day. They also learnt about the different phases of the moon, and how long it takes for the moon to orbit the earth. The class then completed their own research on the other planets in our solar system, putting this information into a table of data. Finally, they looked at what other objects are in space, like satellites, and how the earth benefits from them. Finally, they came up with their own inventions to clear up the space junk that is caused by human interference in space, such as disused satellites and pieces that have broken off from collisions.



Oak Class (Year 6)



Last half term, Oak Class was learning about Evolution and Inheritance. They looked at Darwin and Wallace's theory of evolution and how living things adapt to survive in their environment – also known as natural selection. They started by looking at variation within species and how all living things vary due to environmental and inherited



features. They then looked at the specific ways in which living things have adapted to their environment and how that has helped them to survive and reproduce. And then, they modelled Darwin's Theory of Natural Selection (through his observations of the Galapagos Finches), by seeing how much rice, pasta and sprinkles could be picked up with tweezers – this helped them to understand the idea of 'survival of the fittest'. Finally, they looked at Darwin's evidence for his Theory of Evolution, looking at similarities and differences between animals such as mammoths and elephants.

Sarah Fletcher
Deputy Headteacher



Warlingham School & Sixth Form College once again celebrated a highly successful Warlingham Careers Week, aligning with National Careers Week to provide students with valuable insights into the world of work. Throughout the week, every student across all year groups engaged in 'Careers in the

Curriculum' activities, exploring how their subjects connect to real-world professions. From interactive lessons to independent home learning tasks, students discovered the vast career opportunities linked to their studies.

A major highlight of the week was the *Inspire* sessions on Tuesday morning, where each tutor group had the opportunity to hear from a guest speaker, either in person or virtually. (*Inspire* is Warlingham's tutor programme that delivers personal development sessions to

the students throughout the year.) These professionals, including an entrepreneur, a physiotherapist, a financier, and a charity worker, shared their career journeys, discussed key industry roles, and highlighted the essential skills needed for success. Students were highly engaged, asking insightful questions and gaining a deeper understanding of the pathways available to them.

The week culminated in the *Futures First Careers Fair*, now in its fourth year. This event brought together

5: Inspiring Futures



16 employers and higher education representatives, including the Royal Navy, NHS, British Red Cross, University Campus of Football Business, and Gatwick Airport, among many others. Nearly 700 students from Years 10 to 13 participated, speaking with exhibitors, collecting information, and engaging in interactive activities designed to showcase different industries and career options.

Feedback from both students and exhibitors was overwhelmingly positive. Representatives were

impressed by the enthusiasm and curiosity of Warlingham students, with some even offering future work experience and trip opportunities. One employer praised the students for their well-prepared and thoughtful questions, while another noted the meaningful discussions that took place, from career planning to global issues.

Students also found the experience eye-opening. Rowan (Year 11) was struck by how “in areas that seem very specialised, there are often lots of behind-the-scenes jobs requiring

diverse skills and qualifications.” George (Year 10) appreciated learning about work flexibility from the British Red Cross, while Holly (Year 12) discovered how reading lecturers’ published work can strengthen a university application.

A huge thank you to all the employers, staff, and students who made Warlingham Careers Week 2025 such a resounding success. We are already looking forward to what next year’s event will bring!

Laura Langley
Careers Leader



With millions of young players logging in daily, it's no surprise that the Roblox platform has become a household name. But with its explosive growth has come rising concerns about child safety on the platform. Recent reports, including an investigation by the BBC, have highlighted serious flaws in Roblox's safety measures, raising questions

about whether children are truly protected while gaming. [Click here to read the BBC report.](#)

What is Roblox?

Roblox is an online gaming platform that offers a vast digital universe where users can create, play, and socialise. Unlike traditional video games, Roblox is not a single game but a collection of millions of user-generated experiences across various genres. It is available on PC, mobile devices, and gaming consoles, making it widely accessible.

Is Roblox Safe for Children?

Roblox is designed for players of all ages, but because it is user-generated, content varies significantly. Some games are child-friendly, while others may contain themes or elements that are not suitable for young children.

Parental Controls

Age-appropriate settings: Roblox offers different privacy settings based on the user's age. Accounts for users under 13 have stricter chat and content restrictions.

Chat filters: Roblox has automatic chat filtering to block inappropriate language and personal information sharing.

Parental controls: Parents can limit who their child can interact with, enable account restrictions, and monitor game activity.

Report and block functions: Players can report inappropriate content or behaviour and block other users.

Benefits of Roblox

While there are clearly concerns, Roblox also offers several educational and social benefits.

Creativity and Coding Skills:

Roblox Studio allows users to create their own games using the Lua programming language, helping children develop coding and problem-solving skills.

Social Interaction: Players can collaborate and communicate with friends, encouraging teamwork and cooperation.

Entrepreneurial Opportunities:

Some users have earned money by creating popular games and virtual items, which can teach financial literacy and business skills.

Potential Risks and How to Mitigate Them

Inappropriate Content: Encourage your child to play age-appropriate games and enable parental controls.

Online Predators: Teach your child about online safety, including not sharing personal information.

In-Game Purchases: Roblox has an in-game currency called Robux, which can be used to buy items and game passes. Set spending limits or disable purchases if necessary.

Tips for Parents

1. Create an account with your child to explore Roblox together and understand how it works.
2. Enable parental controls to set age-appropriate restrictions.
3. Discuss online safety and the importance of reporting inappropriate behaviour.
4. Monitor gameplay using the "History" section in the account settings.
5. Encourage a balance between online gaming and other activities.

Conclusion

Roblox can be a fun and educational platform for children, but it is essential for parents to be informed and involved. By using parental controls, discussing online safety, and monitoring gameplay, you can help ensure that your child has a safe and positive experience on Roblox.

National Online Safety has recently updated their guide for parents on Roblox. You can access it by clicking the image on the top right of this page.



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.co.uk.

Tandridge Learning Trust



Tandridge Learning Trust, Tithepit Shaw Lane, Warlingham, Surrey, CR6 9YB



01883 776677



Info@TandridgeLearningTrust.co.uk



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