

Tandridge Learning Trust



Trust Talk
Parent Edition
December 2025

We are delighted to share the latest updates and articles from across our seven schools. This Christmas edition of our Trust Talk newsletter is full of highlights that celebrate the creativity, fun and enjoyment that make our schools such special places to learn and grow.

Over the past term, one of our key focuses has been strengthening our links with the local community. Many of our schools have taken part in local events, welcomed community visitors, or spent time exploring the beautiful surroundings right on our doorstep. From sponsored walks that brought families together, to outdoor learning adventures that sparked curiosity and confidence, it has been wonderful to see our children enjoying experiences that connect them with the world around them.

We continue to place great importance on building a strong

sense of belonging in each of our schools. Creating welcoming, inclusive environments where every child feels known, understood, valued and supported remains at the heart of what we do. This shines through not only in our classrooms, but in our wider activities and opportunities too.

Each year, our Trust hosts a Christmas card design competition. This year's entries came from Felbridge Primary School. The competition requires all designs to be in our Trust colours and children are encouraged to be as innovative and creative as possible. Emma Thorp, Headteacher of the school, selected five finalists for us to choose one winning card which we will use as our official e-card. The winning card was submitted by Hattie in Year 5. This card has been animated for use as an e-card and can be seen on our website, together with the four runners up. Well done to all of them for their imaginative designs: Aubrey in Year 1, Annabelle and Rosie in Year 2, and Imogen in Year 3. You can view all the finalists' cards as well as Hattie's animated card on our website by clicking [here](#).

Online safety is always a priority for us. As technology develops quickly, we want to ensure all our families feel confident in supporting their children to stay safe online. In this edition, you'll find our latest article on AI



Rebecca Plaskitt

and online safety. These articles in our newsletters are in addition to our mailings to parents at the start of each half term with online safety news and links to upcoming workshops.

As always, the partnership between home and school makes a huge difference to children's wellbeing and learning. Your involvement, whether through attending events, communicating with staff, or simply taking an interest in your child's day, helps us create the strongest possible foundation for their success. This is especially true

when it comes to school attendance. Within this newsletter, we've included a feature on why regular attendance matters and how our schools are here to support parents to overcome any challenges. Working together, we can help every child make the most of their time in school and feel that strong sense of belonging and care.

Thank you for your continued support and for being such an important part of our school communities.

We wish all our families a very



Merry Christmas and a happy and healthy year ahead. We look forward to welcoming everyone back refreshed and ready for a bright and busy spring term in 2026!

Rebecca



We wish you a Merry Christmas!



Once a year, in September, all our staff get together for our annual TLT Conference Day. In response to staff requests for shorter travelling times, we trialled holding the events and sessions on two sites: Bletchingley Village Primary School and Warlingham School & Sixth Form College. Staff from Bletchingley, Felbridge and Hurst Green were based at Bletchingley all day. Hamsey Green, Tatsfield, Warlingham and Woodlea staff were based at Warlingham all day; staff from TLT Central Services were split between the two sites.

The theme of the Conference Day was 'Focus on the Future'. During the day we focused on using AI in education, a common language for Belonging and Collaboration, which is one of our values.

We were delighted to welcome Dr Robert Harrison who delivered a keynote speech on 'Using AI in Education'. Dr Harrison has been a special educator, teacher leader and programme coordinator in a large and highly diverse school system near Washington, D.C. and spent seven years as adjunct faculty at George Mason University's Center for International Education, where he taught advanced courses in curriculum design, assessment, and action research. He was the International Baccalaureate's first manager for global education and later was the Head of Middle Years



Programme Development in The Hague. He took up the post of Education Strategy Director at ACS International Schools in 2018 and is currently the Director of Education & Integrated Technology. Robert was joined by his colleague, Lyndsey Stuttard, Digital Teaching and Learning Specialist at ACS Cobham International School. In 2023,

Focus on the Future



Lyndsey was the Pearson National Teaching Awards Silver Winner for Digital Innovator of the Year.

They delivered a very interesting keynote session, pointing to the many benefits of AI whilst balancing these with highlighting the potential pitfalls, for us as adults as well as for the pupils and students in our schools.



Notes by
Paul Foster



Following the keynote session, staff split into groups according to their job roles, and worked together on AI tasks, designed to help them be more aware of all the ways that AI can help streamline their work and save time.

Robert and Lyndsey spent the morning at Warlingham and the afternoon at Bletchingley, so that everyone had the same experience.

Also swapping between the sites, Laleh Laverick, Director of Education for TLT led sessions on Belonging & Common Language, with the help of members of the Belonging & Common Language Working Party. Laleh introduced the newly developed TLT Common Language Guide: Agreed Language of Belonging, a trust-wide framework created through collaboration and consultation across our schools. The guide sets out inclusive, respectful, and unifying language principles to support belonging for everyone in our community, from Early Years to grandparents.

The sessions prompted lively discussion. Staff contributed with comments and challenges, which were welcomed as a sign of genuine engagement. The conversations highlighted how deeply colleagues care about language and culture, and how important it is that the Trust's Common Language Guide reflects authentic voices from across our schools. Far from being a finished product, the guide is designed to evolve through collaboration, and the feedback gathered will shape its next iteration.

In small groups, colleagues explored

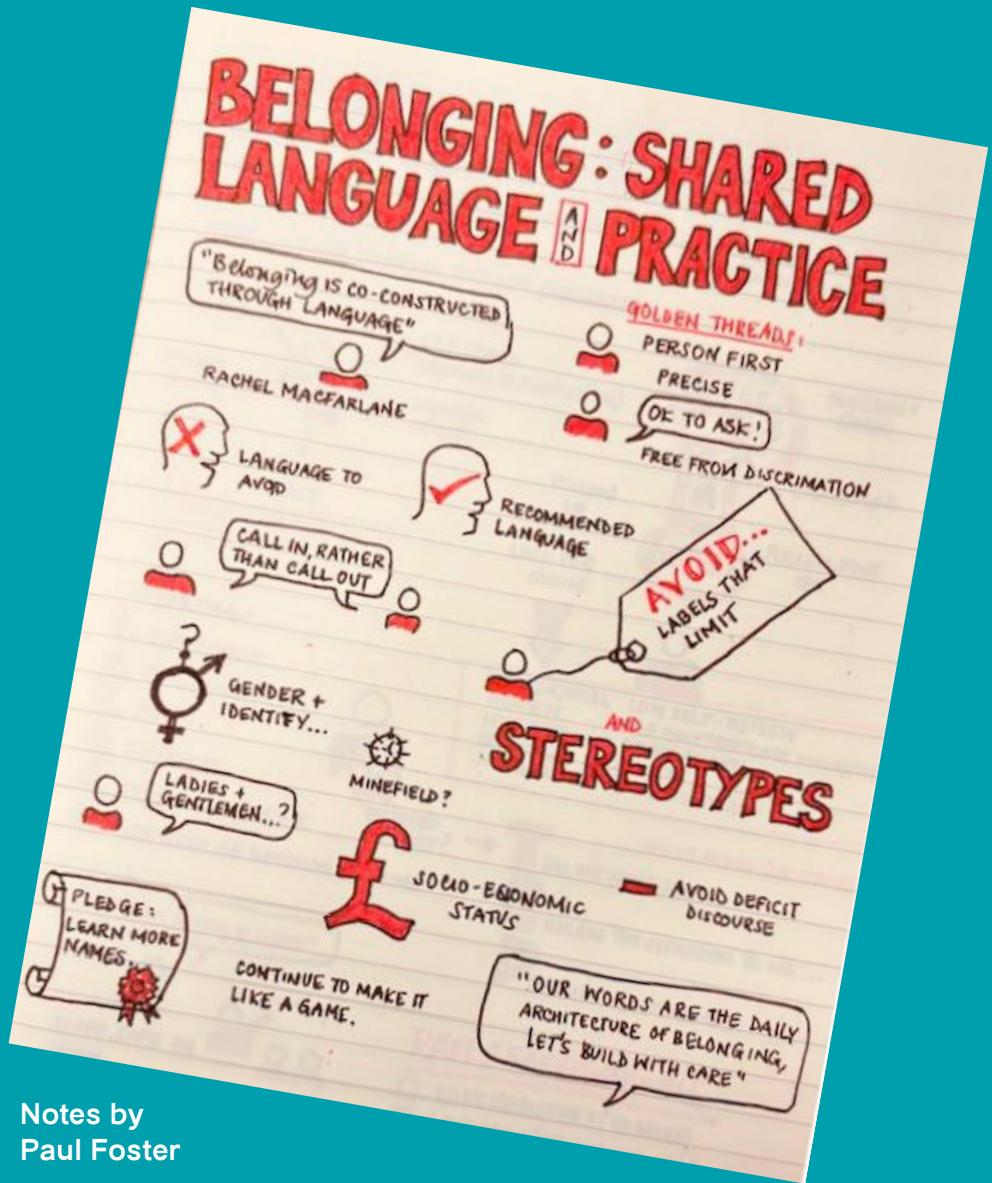
Focus on the Future



how the guide could be woven into daily practice; in classrooms, in meetings, and in conversations with families. The plenary brought these threads together, with staff committing to concrete actions and celebrating the sense of alignment across schools.

At the end of the day, colleagues left with a shared commitment to nurture belonging for every member of our community.

Melanie Filmer, Communications & Marketing Manager & Laleh Laverick, Director of Education



Notes by
Paul Foster

At TLT, we believe that education is about more than just exams and grades, it's about giving every child the best possible chance to learn, grow, and flourish. A key part of that is being in school regularly. Research shows that good attendance isn't just a "nice to have", it plays a crucial role in helping children succeed academically, socially, and personally.

Wellbeing - School as a Place to Belong

For the last two years, we have had a Trust-wise focus on developing a sense of belonging and inclusion across all our schools. Being consistently present in school helps children benefit from experiences that support their social, emotional and personal development. Regular attendance helps them:

- form and maintain friendships, develop social skills, and feel part of a community.

- build habits like responsibility, time management, and perseverance that will serve them throughout life.
- feel connected, confident and secure — a sense of routine and belonging can be particularly important for emotional wellbeing, especially in uncertain times.

Research shows that a positive school culture where children feel welcomed, supported and part of something meaningful encourages regular attendance and in turn supports stronger academic performance.

Academic statistics we can't ignore

- Students with an attendance rate of 95% and above are significantly more likely to meet national expectations at the end of primary school, compared with peers whose attendance is 90-95%.
- At secondary level, regular attendance makes a real difference — pupils with near-perfect attendance are almost twice as likely to achieve strong GCSE results in core subjects

of English and Mathematics, compared with similar students whose attendance falls below 90-95%.

- Missing even a small number of days across the year, whether spread out or taken together can add up to substantial lost learning. Gaps in learning can make it harder for children to keep up and build on prior knowledge.

Good attendance helps ensure that children and young people don't miss out on the building blocks of learning, in lessons, group discussions, practical work, feedback, and peer interaction that help concepts 'click' and make sense.

Why even a few days matter

It's easy to think that missing a single day here or there isn't a big deal, but the research tells a different story. For example:

- Arriving a few minutes late each day can add up to a full week's learning lost over a school year and can make children feel anxious about arriving at school.
- Sporadic absences even if they have been authorised, can lead

ers – Supporting Your Child’s Strong Attendance

to children missing important introductions to lessons, group work, or overviews of new topics, making it harder to catch up when they return.

It is important to understand that a child’s attendance journey over a year, or even over several years, can significantly shape their learning, confidence, and opportunities in later education.

What Parents Can Do: Supportive Tips for Strong Attendance

Here are some practical tips to help support regular attendance, even when life gets busy or unpredictable, which we know it does sometimes:

1. Keep routines steady and start from Nursery/Reception: A regular bedtime and a calm morning routine can help children arrive on time and ready to learn. Forming good habits early in life make a big difference.

2. Plan appointments: Where possible, book non-urgent medical or dental appointments outside school hours or during holiday periods.

3. Talk positively about school: Show interest in what your child

enjoys and what they are learning, it boosts their motivation and their confidence. Help them to feel they belong to the school community.

4. Keep communication open: If your child feels worried, anxious or unwell, please tell us. Early communication helps us to know, understand, and support you.

5. Encourage independence: Preparing bags the night before and using simple checklists helps your child feel organised and confident and reduces their anxiety or worries.

6. Notice patterns early: If small issues arise like tiredness, friendship worries, reluctance to attend please let school know so we can help quickly and work with you to support them.

7. Celebrate effort: Praise your child for getting ready on time, walking into school confidently, or completing a full week; little wins add up and praise is always so good to receive.

8. Aim for 96–100% attendance: As much as possible, try to avoid non-urgent absences and book holidays during school breaks.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

9. Monitor attendance together: Ask your child how they’re feeling about school, what lessons they enjoyed, and if they feel supported. This will help you to spot issues early and keep them motivated.

Working In Partnership for Success

Excellent attendance is not solely the responsibility of the school, it is something we all need to achieve by working together, with families, staff and pupils all playing a role. We believe every child deserves the opportunity to thrive, both in their learning and as part of a community that values them. There are some useful links or articles about attendance on our website. Please [click here](#) to view them.

If you have any concerns, questions or need support around attendance then please don’t hesitate to get in touch with your school. We are here to help, because every day really does matter.

Thank you for all you already do to support your child and their school.



At Hurst Green we have been on a journey in recent years to develop and foster a love of Maths through a 'Mastery Approach'. This approach sets high expectations for every child and ensures that all children develop a positive, confident attitude to this subject with a belief that all children can succeed. The goal is to build a deep, secure foundation that allows children to apply their knowledge flexibly and with confidence.

Our Maths learning journey follows the Early Years Foundation Stage and then the National Curriculum as the children transition from Reception to Year 1 and is segmented into small steps we follow through White Rose Maths. These steps are followed at a pace that allows the whole class to master each aspect fully before moving onto the next.



The Mastery Approach is characterised by a belief that this is an opportunity for children to be taught together without 'prior attainment grouping'. Because the small steps are carefully planned this provides the scaffolding needed for all to achieve and to support deeper thinking.

All teachers are passionate and reinforce this belief in all learners. An adaptive approach is used to



ensure success for all, including pre-teach interventions to build confidence and understanding before new topics are introduced, same-day interventions to quickly address misconceptions and keep pupils on track, our 'diving deeper' challenges through greater depth questioning and small group work for support with grasping concepts and methods.

As well as the characteristics of children succeeding, Teaching

ing a Love of Maths

for Mastery is also underpinned by the beliefs and practices of understanding structures, learning facts and mathematical language. Understanding structures focuses on developing a deeper understanding of Maths and asking the 'why' and 'how' instead of simply memorising steps. We use the highly effective 'Concrete, Pictorial, Abstract (CPA) approach. Concrete is the 'doing' stage; using concrete objects to bring concepts to life; for example using cubes. Pictorial is the 'seeing' stage, visual representations of concrete objects are used to make a mental connection. The Abstract is the 'symbolic' stage where children use abstract symbols to model problems. Children will have a secure understanding of the concrete and pictorial before moving to this stage.

To further support our pupils in the development of a deep sense of number, last academic year we took part in the National Centre for Excellence in the Teaching of Mathematics (NCETM) project and are continuing to participate this year. Each class have a 'Mastering Number' session four times a



week. A year later, we have seen an increased confidence using mathematical language and explanation.

Evidence of the success of this journey is starting to shine through in a variety of ways including increased confidence from pupils, increased interactive small group and partner work, more interactive activities and arguably most importantly, the development of a true love of Maths. There is a sense

of achievement: children are talking about and demonstrating a genuine sense of accomplishment which is the much needed foundations of this positive relationship with Maths that we want for every single child.

Jemma Faulkner
Maths Lead



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



In the past, Woodlea children and staff would take part in an annual sponsored walk, but this had not happened for a number of years. This year, staff decided to revive the event to raise money for School Council, bring us together as a school community, explore some of the beautiful countryside near the school and help with our fitness. On Monday 13th October, the whole school took part in the walk. At 9:30 am, Key Stage 1 set off on a route just over a mile long, following paths through a special area of chalk downland now managed by the Woldingham Parish Council. It was a beautiful morning, and the children

enjoyed the stunning views across the Woldingham Valley. They also had great fun spotting the many cobwebs covering the vegetation along the path edges.

As soon as the Key Stage 1 children returned to school, Key Stage 2 prepared to begin their walk. Their route covered just over three miles and took them on a circuit through Marden Park and Woldingham Valley. The first half was downhill, while the second half was uphill and certainly tested the children's fitness! They arrived back at school perfectly in time to eat a well-earned lunch.

In the afternoon, our youngest

Sponsored Walk



children completed their own shorter walk. The weather remained ideal—not too hot—and all the children and adults thoroughly enjoyed their respective routes.

Thanks to their efforts, the children raised an amazing total of over £2,000. The School Council already has exciting plans for the funds: among other things, they are keen to purchase a 3D printer.

*Nina Gambier
Headteacher*





During half term, our Year 11 students embarked on an incredible educational trip to Berlin, deepening their understanding of the Cold War, Germany's history, and the GCSE course content.

From the moment we landed at Brandenburg Airport, the students were curious, engaged, and eager to learn.

Day 1 - Monday 20th October

We began our trip with a guided walking tour of Berlin led by our excellent guide, Nick. Students explored iconic landmarks including the Brandenburg Gate, Reichstag Building, Bebel Platz, Hitler's Führer Bunker, Checkpoint Charlie, and

the Holocaust Memorial. It was fantastic to see students confidently asking insightful questions and making connections to their classroom learning. After a busy day of exploring, we returned to our accommodation for dinner and evening free time.

Day 2 – Tuesday 21st October

Our focus shifted to the Cold War, visiting the largest remaining segment of the Berlin Wall at the



Trip to Berlin



East Side Gallery and Checkpoint Charlie. Students demonstrated impressive knowledge and curiosity, discussing the significance of these sites and the tensions of the period. Between excursions, we had some free time in Alexanderplatz, where students enjoyed lunch, explored the area, and continued to engage with Berlin's rich history.

Day 3 – Wednesday 22nd October
Wednesday was a particularly

moving day, beginning with a visit to Sachsenhausen Concentration Camp. Guided by Miss Nicholson, students reflected thoughtfully on this harrowing part of history, showing sensitivity and maturity. In the afternoon, we visited the Olympic Stadium, learning about Jesse Owens' historic triumph in 1936.

Day 4 – Thursday 23rd October
On our final day, we visited the

Wannsee Conference House, where the "Final Solution" was planned, and we reflected on the significance of this historical site.

We then explored the beautiful city of Potsdam. Students had the opportunity to explore independently, and enjoy some last-minute time in the city before heading to Brandenburg Airport for our journey home.



The students were exceptional throughout the trip. Their enthusiasm, thoughtful questions, and respectful engagement made this a truly memorable experience. The trip not only strengthened their historical understanding but also allowed staff and students to bond in a fun, meaningful way. Berlin provided an unforgettable backdrop for learning, reflection, and shared experiences – a trip we will all remember for years to come.

Julia Jeal
Administration Support

The following are by two students who participated in this trip.

Olivia Reid (11M)

I enjoyed this trip so much, especially as it was my last trip at Warlingham. The whole week was fun and entertaining, being with my friends as we went around Berlin.



I don't really have a 'favourite' part as so many moments were equally enjoyable. I would say the things that stood out to me were visiting the Berlin Wall and running to Lidl with Mr Kan when everyone wanted some grapes!

Going on the walking tour on the first day was really interesting for me as I love learning about World War II and the events that led up

to it. We discussed these events as we walked around Berlin, seeing things like the Holocaust Memorial and the Brandenburg Gate which were particularly stunning. Visiting Sachsenhausen was a moving experience, as I've never been to a concentration camp before. I think it's something that everyone should do at least once. It was so moving, especially the prisoner's drawings on the camp

Trip to Berlin



kitchen walls that, surprisingly were the most upsetting to see.

I loved being with my friends, and the wonderful staff on this trip made it so enjoyable. I didn't even mind being tired on the Monday morning from no sleep. I would absolutely do this again!

Ronny Mason (11N)

The Berlin trip was absolutely brilliant! If I had to sum it up into a few words I

would say it was funny, interesting and had an amazing vibe.

The teachers were enjoyable to be around and focused on keeping us safe. They also gave us enough free time for us to feel like we weren't tied down.

The tour guides were amazing and gave information that will stick in my memory for a long time and the places we went to were breathtaking.

The German cuisine and hotels were at a good standard (I highly recommend trying one of the famous dishes called Currywurst and of course a German kebab). The public transport was very efficient and comfortable. Alexanderplatz was brilliant and by far the best place we went to, as it's like the Trafalger Square of Berlin.

I highly recommend going on the Berlin trip. You might think it's not an exciting destination but the history was interesting and the memories we made will be with us forever.



We have six core values at Tatsfield: Challenge, Community, Enjoyment, Kindness, Resilience and Respect.

Each week we focus on one of them and that value forms the basis of our assemblies, our Music of The Week and even our weekly Act of Kindness.

One value that has been evident recently is 'community'. We want everyone to feel that our school is a happy, welcoming, and inclusive

community where everyone has a genuine sense of belonging.

We recognise that our community reaches far beyond our school gates, so we also work with external groups. Over the last couple of years, we have joined in partnership with Tatsfield Singers for workshops, summer concerts and



competitions. Learning new pieces that combine a range of voices and singing lots of different repertoires has been a great way to strengthen our school choir and musical links within our community.

Art is another way we are developing our community links. The Tatsfield Art Group were recently involved in a whole school project where each class created their class bird using different media and a range of art skills.

Every pupil's artwork was displayed across the school and some pupils' work was chosen to be on display in the Tatsfield Art Exhibition in the Village Hall. We are already looking forward to our next exhibition in the Spring Term!



Tatsfield is a Fairtrade village and we develop our awareness of this important international community with our Fairtrade partners in the village each year.

Reverend Debra from St Mary's Church visits the school each half term as part of our community links and assembly programme; she has spoken to the children about all sorts of inspiring and interesting topics. Most recently, she shared the poem 'Peace is a Verb' by Maryam Bukar Hassan – the United Nations' first Global Advocate for peace. The children used this



message to think about how they could spread the message of peace within our communities.

Our links to communities also support our charitable work. Every year, we join in partnership with St Mary's for our Harvest celebrations. We collect donations from families to give to local foodbanks. We also



have an annual school charity that we fundraise for throughout the school year. Our School Council discuss and deliberate over a list of charities that we could support, and then the chosen charity is voted for by the children, families and staff. Last year, we raised over £2,000 for Air Ambulance, and this year,



the school community has chosen to support Sal's Shoes, a charity in Bromley that finds new feet for children's shoes – both nationally and internationally.

We know how important it is to foster a strong sense of community

at Tatsfield, emphasising how shared values, supportive relationships and collaborative experiences help children feel a deep sense of belonging, respect and kindness.

Rachel Jewitt
Headteacher



At Bletchingley, geography inspires curiosity, exploration, and a deeper understanding of the world and our place within it. Our curriculum provides pupils with the knowledge and skills to make sense of our rapidly changing planet and the challenges we face locally and globally. Each unit begins with an open-ended enquiry question, encouraging children to think critically, investigate, and communicate their findings with confidence.

Our wonderful outdoor spaces, including our Forest School area, offer pupils regular opportunities for hands-on fieldwork and real-world learning, which helps them develop an appreciation for nature and sustainability. Through initiatives such as the School Parliament and Eco Council, pupils use their voices to lead positive change within our community.



By the time they leave Bletchingley, pupils are confident, thoughtful geographers - curious about the world, equipped with key skills, and ready to play their part in shaping a sustainable future.



This term, the whole school launched its geography learning with an engaging assembly led by our Geography Lead. Children explored what geography means, identified famous landmarks from around the world, and took on an exciting challenge to find hidden flags around the school grounds.

World at Bletchingley



As pupils begin their geography journey, they first develop an understanding of themselves and their immediate environment. They explore familiar outdoor spaces such as the Forest School and Nature Garden, learning to observe seasonal change, care for the world around them, and create simple

maps. As they grow in confidence, pupils begin to broaden their view of the world, exploring continents, weather patterns, and the ways different places compare to their own experiences.

As learners progress, they start to investigate the physical processes



that shape our planet. They explore the structure of the Earth, discovering how tectonic plates move, how mountains are formed, and what causes volcanoes to erupt. Hands-on experiences, such as creating model volcanoes, help bring these dramatic natural events to life. Pupils also begin to question why people might choose to live in areas affected by such hazards and what advantages these landscapes can offer.



Further along their journey, children expand their understanding of mountain regions and human geography. They study real locations—such as the Alps—identifying both physical and human features and comparing them with their own local environment. Through research into places like Innsbruck, they consider why people

travel to, work in, and settle in mountainous regions.

By the time pupils reach the upper stages of the school, they are ready to explore global patterns of population, movement, and settlement. They examine densely and sparsely populated areas, investigate the factors that influence where people live, and learn about birth rates, death rates, and migration. They consider both the opportunities that draw people to new places and the challenging circumstances that force others to leave their homes.

Sarah Fletcher
Deputy Headteacher



Geographical Skills and Fieldwork



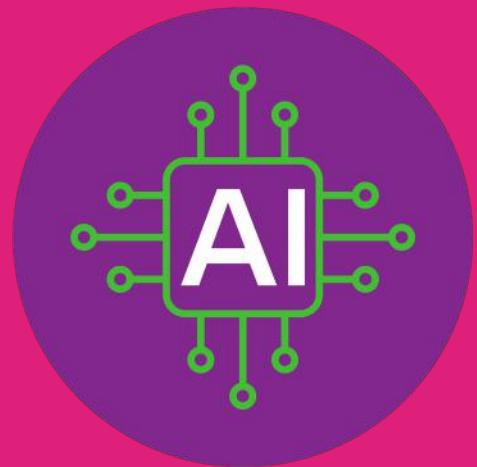
Human and Physical Geography



Locational Knowledge



Place Knowledge



Artificial Intelligence (AI) is becoming part of everyday life – from voice assistants like Alexa and Siri, to personalised recommendations on YouTube and games your child may play online. Even Google search uses AI.

While AI can be exciting and helpful, it's important for parents to understand what it is, how children might come across it, and how to keep them safe online.



What is AI?

AI is when computers are designed to “think” or make decisions in ways that seem intelligent. For example:

- When Netflix suggests programmes your child might like.
- When a game adapts to become easier or harder.
- When a chatbot or voice assistant answers questions.
- For children, AI often appears in apps, games, and online learning tools.

Why it Matters for Children

AI can be fun and educational, but it also raises some safety concerns. Children may not always understand that AI systems don't “know everything” and can sometimes get things wrong. AI tools might also collect information about how they're used.

Online Safety Tips for Parents

1. Talk about AI in simple terms: Help your child understand that AI is a computer program, not a real person. Remind them it can

make mistakes.

2. Encourage critical thinking: Teach your child not to believe everything they see or hear online, whether it comes from a video, chatbot, or website.
3. Set clear rules for technology use: Agree on screen time limits, what apps they can use, and when devices should be switched off.
4. Check privacy settings: Look at the apps, games, and platforms your child uses. Make sure privacy and parental controls are switched on.
5. Stay involved: Sit with your child when they explore new technology. Ask questions about what they're doing and show interest in their online world.
6. Model safe behaviour: Children learn from adults. Show them how you use technology responsibly – like checking information before sharing it.

The National College publishes a useful guide to AI. Click the image on the right of the page to view their guide.

: A Guide for Parents

Where to Find Support

ThinkUKnow – advice for parents and children on staying safe online. <https://www.ceopeducation.co.uk/>

Childnet – resources for families about online safety. <https://www.childnet.com/>

NSPCC Online Safety Hub – guidance and tips for parents. <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

AI is here to stay, and it will be part of your child's future. By learning together and talking openly, you can help your child enjoy the benefits of technology while staying safe online.

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.





Building Projects

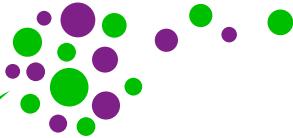
We are very excited that our numbers have been increasing year on year. As a result, we required a new classroom for an additional

Year 6 class next year! The work began on the first day of the summer holidays, breaking ground on the main playground.

Luckily for us, the weather was amazing and enabled the swift groundwork to be installed. Before we knew it, the supporting bricks were laid and the outer bricks started rising! The build continued throughout the summer, and just as the heavens opened on our

September return, the roof was put on! This meant we only had to wait a short time for the walls to dry ready for plastering and the carpets to be laid.

During this time, we were excited that our nurture provision / wraparound care could be enhanced. We were grateful for a grant to renovate this to form a calming space for external agencies to support children in as well as a



Building Projects and History



lovely area for our Acorns Nursery children to use in their After School Club.

We were also fortunate that our children's toilets were refurbished across the school. This was so important as we made the decision to swap the year groups around to ensure a better flow according to the age of the children - so age-appropriate toilets were needed.





Photo courtesy of
Sarah Williams

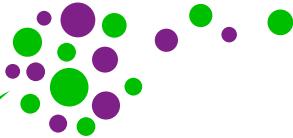
Our final building project of the year was being asked to set up Father Christmas' Grotto! It really is a magical experience wandering through the grotto searching for the winter animals and listening for the patter of reindeer feet.

Engaging in our Curriculum

This term, time has flown past! We organised a historian workshop to bring the History Curriculum alive for Year 6's 1940s day, Year 3's Ancient Greek Day and Year 4's Roman Day. These days help the children to remember their 'sticky' knowledge (substantiative knowledge) and apply their disciplinary knowledge (understanding of how historical knowledge is constructed, analysed,

and interpreted, emphasising the methods that historians use to study the past!). We have been fine tuning our History Curriculum to further develop these skills.

Year 6 launched their enrichment day on 11th November, learning about the importance of Remembrance Day. They learnt about the causes of the war, experienced, air raids and the importance of gas masks, how it felt



Learning Projects and History



to be a refugee and the toys children in the 1940s played with, the impact of rationing as well as evaluating primary and secondary sources. We were also proud of our Head Pupil and prefects who participated in the Warlingham Remembrance Day Parade.

Year 3 also went back in time to the historical era 800 BC to 146 BC. Dressed in their Greek togas, they learnt about the games they played, the reason behind wars, such as the Peloponnesian War (Athens v

Sparta), and about the influence of Alexander the Great! They also used their art skills to make an ancient Greek pot out of clay, role-played as gladiators, investigated weaponry and democracy as well as learnt about the influence of the gods on society. This knowledge and understanding would give them a good understanding when they reach Year 4 of their topics on The Celts (Iron Age) and Roman Invasion as Year 4s learn about how the Romans influenced Britain and the

legacy they left.

Building on their trip to Butser Ancient Farm and Roman Villa, dressed in their Chitons, they learnt hands-on what it was like to live in 50 BC onwards. They designed their own mosaics, tasted Roman food, role-played the drills and experiences of a soldier, and discussed the effects of the legacy the Romans left behind in Britain, such as housing and toilets!

Nikki Mace
Headteacher



At Felbridge, we love learning and playing outside!

Thanks to our Friends of Felbridge Primary School (FoFPS) team organising so many fundraising

events, we now have a new trim trail in the school grounds. The trail is a great addition to our outdoor play area, and it is wonderful to see children from all year groups



exploring and enjoying the new apparatus.

Our new Reception children have settled in well and they have had great fun exploring the outdoor classroom. It is such an exciting place to be: mud kitchen, role-play, construction, big chalks on the ground, number games, small-world play, painting, balancing, climbing and so much more!

Earlier in the term, Year 1 Monkeys and Year R Geckos took their learning outside to our woodland area so that they could look for signs of Autumn. Year 1 searched high and low to find and match different types of leaves, showing

great use of observation skills. Reception showed excellent collaboration, when working in groups to create pictures and collages using natural materials.

Year 2 Leopards have been learning about Ernest Shackleton and Felicity Aston's explorations to the South Pole. The children were so inspired by the great adventures of the explorers that they planned and created their own transport to go on an expedition from England to Antarctica. They worked together, in their outdoor area, to think about what they needed: fuel, a place to store food, icebreakers, binoculars and a steering wheel to name just a few!

All of the Key Stage 2 classes experienced a different sport, when taking part in the lacrosse taster day on our playground! The children eagerly embraced the opportunity to acquire some new skills, all whilst thoroughly enjoying themselves. It was a wonderful day filled with laughter and fun, as the children (and staff) learnt something new.

We are continuing to look at ways to improve our outdoor areas and break times for the children and the School Council are leading the pupil voice on this. Watch this space, in the Spring and Summer Terms!

Emma Thorp
Headteacher



Sarah Fletcher, Deputy Head, Betchingley



As a Deputy Headteacher, I lead many aspects of school life including curriculum, teaching and learning, assessment, and staff deployment.

When I first moved into senior leadership, I was worried that I might lose the chance to teach, so I ensure I stay closely connected to the classroom. I still love teaching and enjoy working directly with classes and groups, helping shape children's early experiences and seeing the positive impact of my decisions on the children. A key part of my role is coaching staff, modelling effective practice,

and supporting colleagues to feel confident and successful. I work closely with pupils too, helping solve problems, celebrating successes, and being a trusted adult in the school. I value being able to shape policy, curriculum, behaviour systems, and school culture while remaining grounded in day-to-day life. Building positive relationships with staff, pupils, and families is central to what I enjoy, as is the satisfaction of solving challenges—whether timetabling, pastoral, or academic—to make things work better for everyone.

I completed the NPQH two years ago, which opened my eyes to headship and broadened my understanding of leadership. I have been fortunate with the opportunities provided by Betchingley and TLT, including the Senior Leadership course and working alongside colleagues with diverse expertise.

Before joining Betchingley as an ECT, I finished a four-year degree at the University of Brighton and briefly taught BTECs and Key Skills in ICT at East Surrey College. I've recently become a mum, with another baby on the way, and enjoy a busy home life filled with books, singing, friends, and of course - cats.

Ages 4-14

Sports multi-skills camp 4 champs

Book NOW!
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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 Christmas break at Warlingham School & Sixth Form College on Monday 22nd and Tuesday 23rd December 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

Early Camp +£4

Late Camp +£6

Sibling discounts are available. To book, [click here](#).

Funding

Camp 4 Champs has secured funding for this camp for those parents/carers eligible for benefits-based Free School Meals (FSMs) including the provision of lunch. If you are eligible, you will no longer receive a code from your child's school, instead you should [click here](#) to book a space.

Tandridge Learning Trust



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



01883 776677



Info@TandridgeLearningTrust.co.uk



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