

Our value this month is:
Independence



IS MY CHILD TOO ILL TO GO TO SCHOOL?

- | | |
|--------------------------|-----------------|
| ✓ Minor coughs & cold | ✓ Ear infection |
| ✓ Sore throat | ✓ Cold sores |
| ✓ Conjunctivitis | ✓ Tonsillitis |
| ✓ Respiratory infections | ✓ Head lice |

GO TO SCHOOL



- | | |
|------------------------|-----------------|
| ✗ Whooping cough | ✗ Covid |
| ✗ High temperature | ✗ Flu |
| ✗ Chickenpox | ✗ Scarlet fever |
| ✗ Diarrhoea & vomiting | ✗ Measles |

STAY AT HOME



Dates for your diary

- 27th March- school closes for Easter
- 13th April- school reopens for Summer 1

Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.



5 Social Media Scams to Avoid for Cyber Safety

£214 Million Lost To Social Media Financial Scams In 5 Years



This Week's Highlights

In Nursery we have continued to focus our learning on the story "The Very Hungry caterpillar". The children looked at how the illustrations were created in the book and then explored how to add texture to their pictures using tools, materials to design their Easter card. Today we have enjoyed lots of Easter activities – bingo, egg hunt and a visit from a bunny!

In Reception we have been learning about the Easter celebration. We read the story "We're Going on an Egg Hunt" in Drawing Club and in Maths we have been exploring odd and even numbers. We had a brilliant egg hunt on the field, played bingo, made our Easter baskets and cards and enjoyed some tasty hot cross buns. Finally, we had a little visit from the bunny Bluebell!

In Year 1 we have been working hard in our assessments for reading, spelling, punctuation and grammar and Maths. We have also learned about Edith Hughes in history and had our last football skills lesson with Coach Adam in PE. We have been making Easter cards and baskets as well as going on an Easter hunt and playing bingo.

In Year 2 we have worked exceptionally hard in our assessments and demonstrated resilience. We have debated who was to blame for the destruction caused by the Great Fire of London and are looking forward to a wonderful last day of Easter crafts, scavenger hunts and bingo!

In Year 3, we have been working hard in all of our assessments and shown aspiration do better than last time! We have explored Kilimanjaro and created a fact file about it. We have enjoyed our scavenger hunt and easter bingo.

In Year 4, we have been demonstrating resilience when completing our reading and grammar assessments this week. We have also been learning about tenths and hundredths and how to compare decimals in maths. At the end of the week, we enjoyed creating Easter cards, going on an Easter hunt and playing Easter bingo!

In Year 5 we have enjoyed finished our fabulous sculptures this week. We have worked hard to create the right shapes and then paint the finished work. In English, we have worked hard to create a non-chronological report on Hurricanes, revisiting some of our Geography learning from Autumn. In History, we have impressed with our knowledge on the Anglo-Saxons, and we have also loved taking part in Easter activities too!

In Year 6 we have worked incredibly hard in Maths, working through shape and angles in classes and afternoon groups. We loved taking part in the different Easter activities and we completed our assessments. This left us feeling filled with pride.

This Week's Value Stars!!

Nursery: Rosie, Alex, Selin, Myles GL	Reception: Isaac, Reuben B, Brooke, Blake
Year 1: Sofia K, Leo, Esmae, Delilah	Year 4: Layla B, Ruby H
Year 2: Alfie, Alaya, Niamh, David	Year 5: Morgann A, Kenzie W
Year 3: Freya, Caleb, Mason and Lianna	Year 6: Ozan, Muhammad, Lucas, Millie

Weekly Winners

 The top Reading Plus readers this week are:

- 1st Y6JM (25/26)
- 2nd Y3MC (25/26)
- 3rd Y5GW (25/26)
- 4th Y3NO (25/26)
- 5th Y6KK (25/26)



Mathswizz

Most used:

- 1st Y6
- 2nd Y1
- 3rd Y3
- 4th Y5
- 5th Y2



Oliver P.

Kimberley S.

Daniel F.

Morgan B.

James P.

Attendance

School Target:
96%

Nursery 87.7%	RLB 94.4%
KS1 – RKL 98.2%	Y1LA 91.1%
Y1PT 88.9%	Y2LW 86.7%
Y2TE 91.3%	Y3NO 88.7%
LKS2 – Y3MC 92%	Y4MM 93.7%
Y4EH 95.9%	Y5GW 88%
UKS2 – Y5EK 92.7%	Y6KK 95.9%
Y6JM 91.4%	

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery –

Reception – odd & even

Year 1 – assessment

Year 2 – biography

Year 3 –

Year 4 –

Year 5 – component

Year 6 –

FOOTBALL FUNDAMENTALS COURSE

Boys and girls - Reception-Year 2

Steve's Football Academy course is a great way to learn new skills while having fun and making new friends

13, 20, 27 April and 11, 18, 25 May

Week 1 - Ball Control

Week 2 - Dribbling & running with the ball

Week 3 - Turns & Skills

Week 4 - Passing

Week 5 - Defending

Week 6 - Shooting

(Shin pads and water essential)

6-WEEK COURSE
MONDAYS
5-5:45PM



Steve Pagendam - over 15 years coaching experience, full dbs and fully-qualified FA coach



07492 091999
[facebook.com/steven.pagendam.9](https://www.facebook.com/steven.pagendam.9)

Walmsley Road Football Field,
Ecclestone, WA10 5JR



BREAKFAST WITH THE BUNNY

1 APRIL
2026

10am-12 Noon
FREE ENTRY

Breakfast on arrival
Easter Crafts to create & take away
Meet the Easter Bunny in his burrow
Listen to the Easter Story
Receive a Chocolate Gift from the Bunny

Derbyshire Hill Road, St Helens, WA9 2LH

For more information call: 01744 753627

FOOD & DRINKS AVAILABLE TO PURCHASE ON SITE

MOVIE MONDAY

30TH MARCH

FREE EVENT

SHOW
TIME
11 AM


Parr Sports
& Community Centre

School Readiness

with St Helens Library Service
funded by Right to Succeed CIC

All events are FREE to attend but
places must be booked.

Scan the QR code to find out more
and book your place.



Easter Egg Hunt & Crafts

Join us for a special Easter egg hunt and
crafts session.

Tuesday 31st March
11am - 12pm
Derbyshire Hill Family Centre

Healthy Eating

Join us for a fun Read & Rhyme session and learn
all about healthy eating. Healthy snacks will be
available and children will be gifted a free book.

Wednesday 8th April
11am - 12pm
Parr Sports & Community Centre

ConNect

Toy & Leisure Library

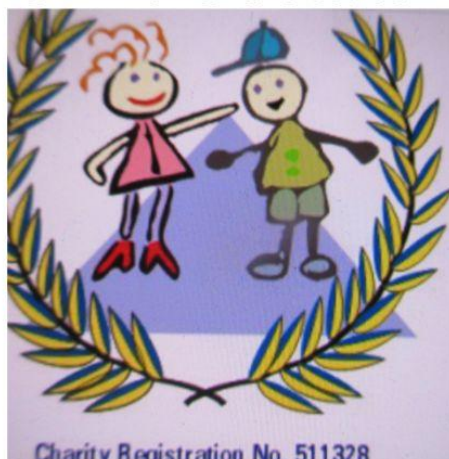
Connect's Toy and Leisure Library is a free service. It is available for all disabled children and young people and those with special or additional needs aged from 0-25 years who live in the borough of St Helens. We offer a range of toys, games, sensory and adaptive resources which families can loan for six weeks at a time.

Check out our on-line catalogue and come along to have fun making your selection.

Available every Thursday 3.30 - 4.30pm

**Parr Sports & Community Centre, Derbyshire Hill
Road, St Helens WA9 2LH**

Please enquire for more details – 01744 753627



**The Queen's Award
for Voluntary Service**

follow us @compXbolton



CREATE, CODE AND XPLORE THIS EASTER!



ST HELENS

Give your child a head start in the digital world with our **Easter Tech Club**

Providing fun, educational activities including Game Design, Coding, Robotics, Digital Animation, Minecraft and more!

*Funded places available to those eligible for and receiving benefits-related free school meals (FSM), and their families. Children who are in receipt of a support plan via Early Help, Child in Need or Children We Look After, EHCP, or if your child receives additional hours at school.



Rainford High School



30th Mar- 2nd April & 7th-10th April



10am-2pm



BOOK! Visit the link or scan the code- computerxplorers.co.uk/bolton-wigan/holidays

GOT QUESTIONS?

Email us bolton@computerxplorers.co.uk

Preparing children for the future

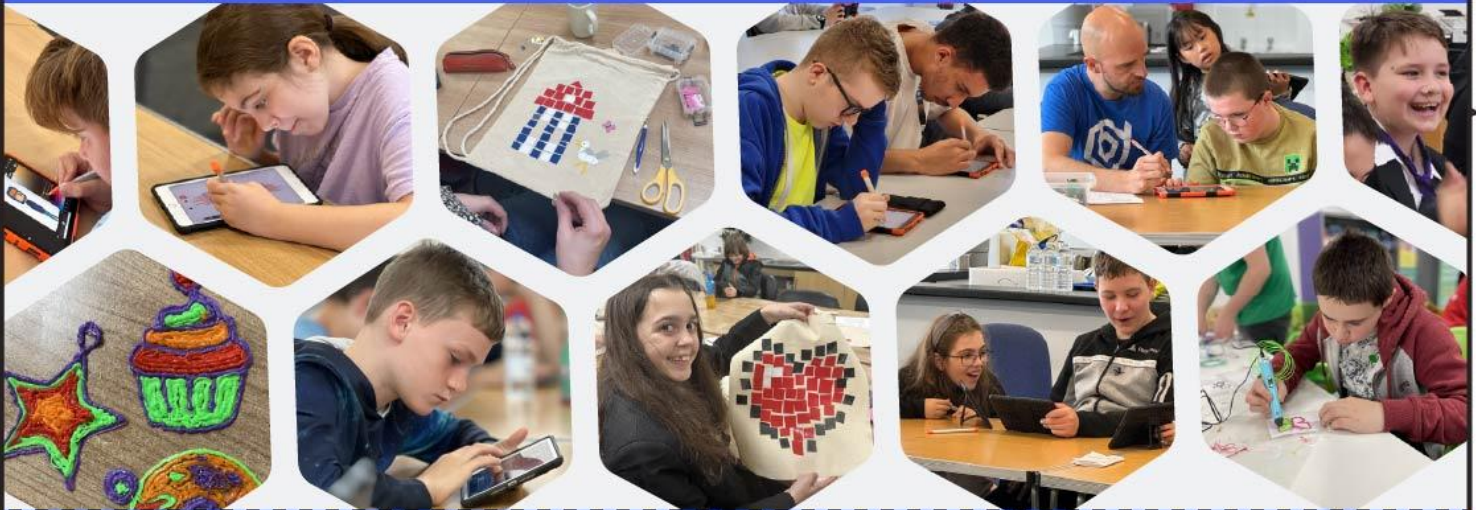


AGES 8-16

HOLIDAY ACTIVITIES AND FOOD (HAF)

easter half term activities for young people in St Helens

Join us for FREE creative tech workshops for young people aged 8-16 in St Helens who are eligible for benefits-related free school meals. Enjoy exciting activities, create amazing projects, and get a free lunch with every session!



animation club

DATE: Monday 30th March - Thursday 2nd April

LOCATION: Park Farm Community Centre, WA11 7PG

TIME: 9:30 am - 12:00 pm (Ages 8-11) AND 1:00 - 3:30 pm (Ages 11-16)

crafting club

DATE: Tuesday 7th - Friday 10th April

LOCATION: Park Farm Community Centre, WA11 7PG

TIME: 9:30 am - 12:00 pm (Ages 8-11) AND 1:00 - 3:30 pm (Ages 11-16)



Digital Arts Box

sign up now:

info@digitalartsbox.org
0151 433 2223



As exams approach, many young people fall back on familiar revision habits like rereading and highlighting. While these can feel reassuring, they often do little to support long-term memory. This guide explains why passive techniques can lead to misplaced confidence, gaps in understanding and increased stress when pupils struggle to recall key information under pressure.

Focusing on simple, evidence-informed strategies, it supports parents and educators to guide more effective revision. From active recall and spaced practice to building manageable routines, the guide offers practical ways to improve retention and confidence. With expert insight, it encourages a balanced approach where challenge supports learning without overwhelming pupils.



10 Top Tips for Parents and Educators

EFFECTIVE REVISION AND STUDY SKILLS

As exam season ramps up, revision often becomes louder, busier, and less effective. Many pupils still rely on comfort strategies like re-reading and highlighting. These can feel productive but rarely build long-term memory. This guide will help you create a low-effort, high-impact revision system that teaches pupils how to revise, rather than merely emphasising its importance.

1 DIAGNOSE BEFORE DOING

Before adding more sessions, identify why a pupil is underperforming: knowledge gaps, weak routines, poor choices, or low effort driven by a lack of confidence. Treating every issue as 'needs more revision' creates noise. Use a quick check: what do they know, what do they misunderstand, what can't they retrieve under pressure, and what do they avoid? Then match revision to the actual problem.

2 TEACH REVISION EXPLICITLY

Most pupils haven't been taught how to revise well, so they pick what feels easiest. Build short revision mini-lessons into curriculum time; demonstrate retrieval, spacing, and how to self-check. Model it live, do it together, then gradually hand over responsibility. The goal is independence, not dependency. When pupils understand why strategies work, they're more likely to use them when it matters.

3 PRIORITISE RETRIEVAL PRACTICE

Make recall the default. Use methods such as low-stakes quizzes, flashcards, free recall, blurring, and 'answer then check'. Effective testing helps to measure and strengthen learning. Keep it specific and frequent – small chunks, lots of repetition, and immediate feedback. For parents, the best question isn't 'Have you revised?' but 'What can you remember today, without notes?'

4 SPACE IT OUT

Cramming can boost short-term performance, but it's weaker for long-term retention. Help pupils spread practice across days and weeks, revisiting content after memory has faded. That 'slight struggle' is the point. Use a simple rhythm: new learning, next-day retrieval, a three-day revisit, a weekly revisit, and mixed practice before the exam. This turns revision into a routine, not a panic.

5 MIX, DON'T BLOCK

Practising one topic for a long stretch – known as 'blocked practice' – can feel easy, but it can hide fragile learning. Mixing topics, question types, or methods strengthens long-term learning and helps pupils apply knowledge later. For educators, design homework and revision packs so topics reappear in a planned cycle. For parents, encourage sessions that mix two topics rather than focusing on just one.

6 USE DESIRABLE DIFFICULTY

Revision should feel effortful, not effortless. Durable learning comes from challenging revision techniques: attempting answers before looking, explaining ideas aloud, writing from memory, or tackling unfamiliar question formats. The key is 'hard, but doable'. If a pupil always gets everything right, it's too easy. If they always fail, it's too hard. Aim for productive struggle with quick feedback loops.

7 CENTRALISE MATERIALS SIMPLY

Revision fails when pupils waste energy finding resources, navigating platforms, or guessing what matters. Reduce cognitive overload by centralising what they need: a single hub per subject, a clear list of priority knowledge, and a small set of standard task types such as quizzes, flash cards, exam questions, or corrections. Less admin clutter means more working memory for learning.

8 PLAN, MONITOR, EVALUATE

Strong revision is self-regulated. Pupils plan what they'll do, monitor if it's working, and evaluate what to change next time. Use a weekly revision routine that asks: 'What did I try?' 'What improved?' 'What didn't?' 'What's my next micro-goal?' Post-mock action plans are powerful here because they force honesty about time spent, strategy used, and impact achieved.

9 WRAP MOCKS PROPERLY

Mocks only help if pupils learn from them. Use an exam wrapper approach: before the mock, set strategy goals; afterwards, analyse errors such as knowledge gaps, misread questions, weak methods, and timing issues, then create a targeted reteach and retest plan. Parents can support by asking, 'What type of mistake was it, and what's your fix?' rather than 'What grade did you get?'

10 MAKE TIME VISIBLE

Revision becomes real when time is protected and predictable. Help pupils build a timetable that's short, repeatable, and realistic: 30–40 minute blocks, clear start and stop times, and specific tasks, not 'revise science'. Avoid perfectionist plans that look pretty and collapse by Tuesday. Consistency beats intensity. Build momentum with small wins, then build from there.

Meet Our Expert

Amjad Ali is the creator of Try This Teaching and the CPD and Inclusion Lead for the Chiltern Learning Trust. With over 19 years' experience in education, including leadership roles in diverse and high-need schools, he specialises in inclusive, evidence-informed practice. His work focuses on practical, low-effort, high-impact strategies that help students learn more and retain knowledge over time.



#WakeUpWednesday

The National College

See full reference list on our website

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