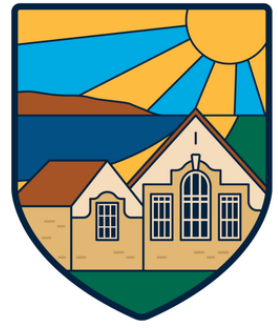




NEWSLETTER 23 2ND APRIL 2026



SCHOOL NEWS

As we finish school for the Easter holidays, I think this is a good time to reflect on all the learning that has taken place this term, the visitors that have joined us in school and the opportunities our pupils have been given. It is also a chance to think ahead to next term and plans that are already being put in place.

We have had many visitors in school this term, from our village orderly, to musicians. Only last week, the North Somerset Bird of Prey Centre brought in a selection of creepy crawlies and other animals for the children to find out about. It was a lovely opportunity for the whole school to learn about some amazing animals, as well as being able to touch and hold snakes, tortoises and stick insects!



Next term, along with class photographs, we are already planning more opportunities to use the outdoor environment with enrichment days, new curriculum topics and water smart accreditation in conjunction with the Royal Life Saving Society.

PTFA CLOTHING RAIL

The PTFA clothing rail which has second hand uniform available to buy, now has lots of summer uniform items as well as jumpers and other pieces to purchase. Please see Miss Taylor or Mrs Smee if you would like more information.



ATTENDANCE

A child's attendance can have a huge impact on their progress, both in terms of personal development and academic progress. If a child misses just two weeks of school across the year, they are missing 65 hours of learning and it can be very difficult to catch up. Arriving late to school can also result in valuable hours of learning lost.

We believe children should be in school and enjoying their precious time and childhood, learning and playing together. This is why we try to make our curriculum as rich and diverse as possible, as well as ambitious, so that your children love coming to school.

Each term we reward children with:

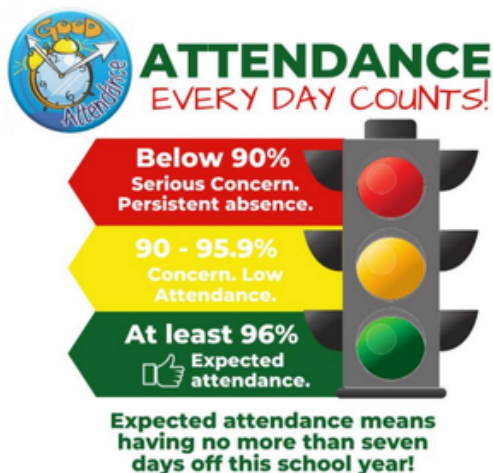
- Most Improved attendance
- Good Attendance (97% to 99%)
- 100% attendance for the term.

Congratulations to all the children below!

Most Improved attendance – Joy

Good Attendance – Ray, Layla, Erika, Willow, Daniel, Jannell, Isabella

100% attendance – Papayaw, Kenji, Rosie, Ivy, Olly, Josie, Akydea, Emily, Primrose, William, Tyler-James, Arthur, Elodie, Georgie, Orla, Teddy, Massimo!
(one third of the school)



EXTREME READING CHALLENGE

Where is the
craziest place
you can get
snapped reading
a book?



Email your photographs to the school via
office@kewstokeprimary.co.uk by Friday 24th
April to be in with a chance of winning

KEY DATES

3rd April (Good Friday)
Easter Holidays begin

20th April
School open for pupils

24th April
Class photographs

Monday 4th May
Bank Holiday (school closed)

Friday 8th May
VE Day celebrations

w/c 11th May
KS2 SATS week

Friday 22nd May
PTFA disco

PARENT PARTNER VACANCY

We currently have a vacancy for a parent partner on our Local Partnership Board (formerly known as governors) and would like to hear from you if you are interested in joining the school's board.

CONGRATULATIONS!

Our 'Stars of the Week' are...

Hedgehogs - Rosie
Badgers - Primrose
Foxes - Tyler-James

Our 'Values Ambassadors' this week are...

Hedgehogs - Kenji
Badgers - Josie
Foxes - Daniel

Our Values Ambassadors of the term are...

Hedgehogs - Orla
Badgers - Georgie
Foxes - Erika

Our Exceptional English Award winners are...

Hedgehogs - Isabella
Badgers - Willow
Foxes - Aria

Our mathemagican award winners are...

Hedgehogs - Otis
Badgers - Zachary
Foxes - Reuben

EASTER IN A BOX

To support the delivery of our wide and varied curriculum, it is important that we offer the children the opportunity to learn about different faiths and cultures.

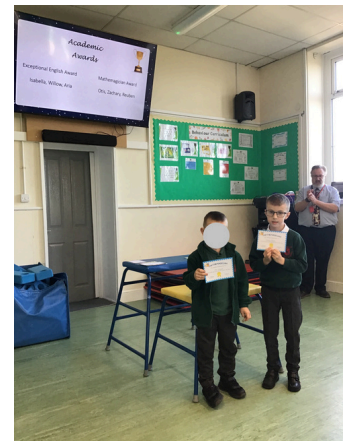
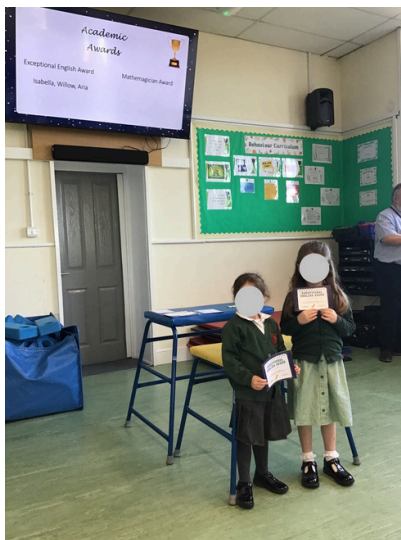
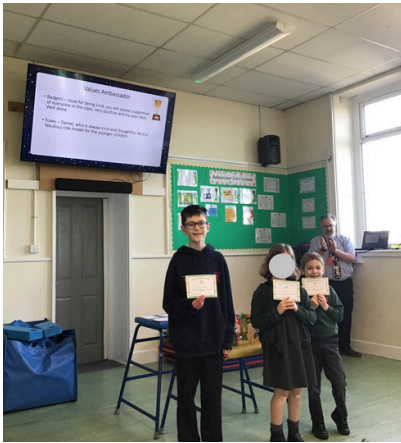
We are very fortunate here at Kewstoke Primary to have families from a range of different cultures, including those from Sikh, Hindu, Muslim and Christian faiths. In assemblies we have discussed these cultures and their beliefs. In the run up to Easter, children have been introduced to the pagan beliefs of Eostre and its links to the Christian Easter celebrations.

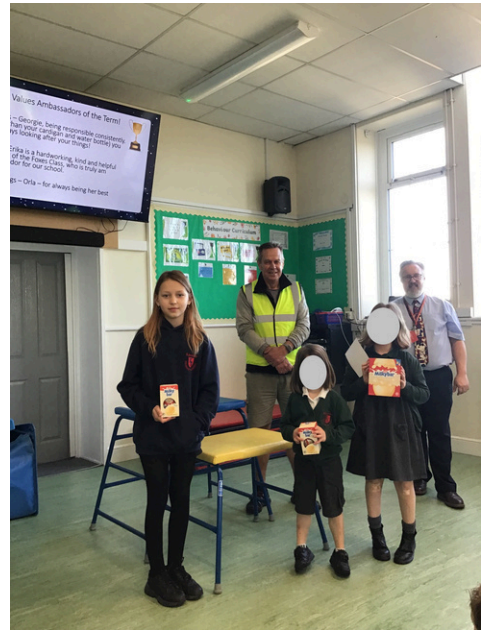
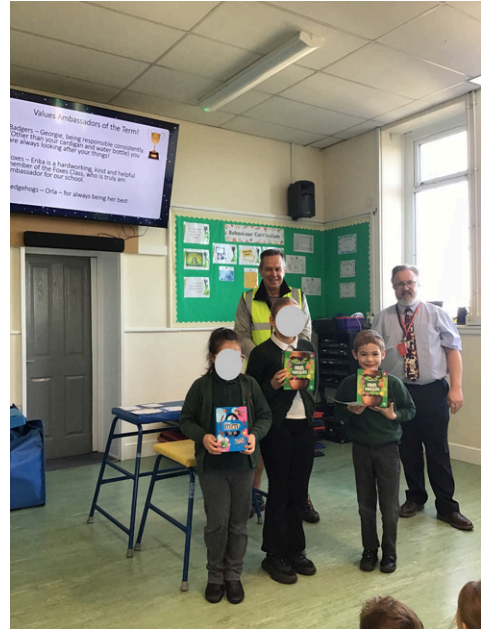
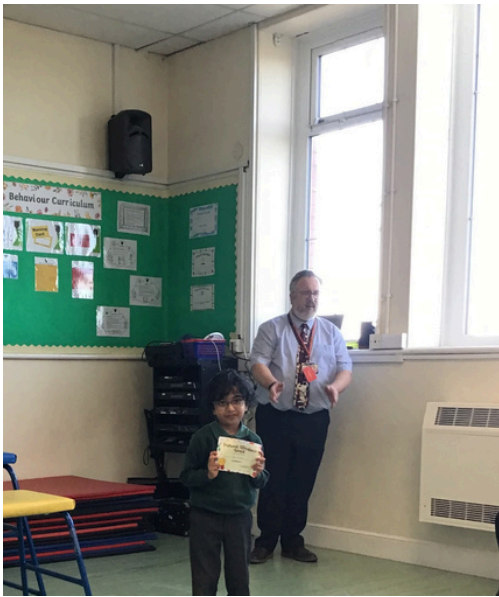
This week, Badgers class visited our local church, where Reverend Gail led a workshop called 'Easter in a Box' sharing the story of Easter.



LAST DAY OF TERM = CELEBRATIONS!

Although it can be a busy and slightly manic day in classrooms on the last day of term, it is also a time to celebrate lots of achievements. Our assembly this morning celebrated the excellent work and learning our children have done this term, our values that have been shown by so many every day, and the high attendance rates that lead to the successful outcomes we are seeing. Nick Ford, our village orderly joined us to announce the answer to our ring pulls in the jar competition, and not only that we had our Easter bonnet parade in the sunshine!





PUPILS ARRIVING LATE TO SCHOOL

As a school, we have a duty of care to you and your children to ensure they attend school every day if possible.

We are noticing some children are regularly arriving late to school. This can not only affect your child's attendance but also their attainment and ability to learn. Being late also disrupts the rest of the class' learning.

If you need support from school to get your child in on time, please do speak to Mr Champs or a member of staff.

Every minute counts



Lateness = lost learning	
<small>(Figures below are calculated over a school year)</small>	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

Don't let your child miss out!

What you can do:

- Have a regular routine for the start of each day.
- Help your child get their clothes and equipment ready before they go to bed.
- Set a reasonable bed time to make sure they get enough sleep.

Get your child to school on time. If they are late they have a bad start to the day.

If your child arrives late for class:

- They miss out on important learning, which could affect their achievement.
- They don't have the social time to settle into class.
- It can be embarrassing for them.
- They may disrupt the learning of the rest of the class.

TERM TIME HOLIDAYS

As of September 2013, no school is allowed to grant holiday requests under new legislation.

Therefore, any request for term time absence will need to be put in writing, in advance, to the Headteacher. Each case will be considered individually and the absence will only be authorised in specific circumstances.

Schools are required to notify the Local Authority of all unauthorised absences and a penalty notice may be given by the LA.

DID YOU KNOW that if a child is taken away for a two week holiday every year during term time and has an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school?

PARKING

I am very grateful to those parents who choose to park away from the school entrance and off the zig zag yellow lines. We have, however, had a recent issue with one of our neighbours where a parent had parked their car over a neighbour's driveway who needed to get out.

Please consider our neighbours when parking. I have asked North Somerset Council to send an enforcement officer to the school at pick-up times to talk to parents who cannot park respectfully or correctly.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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. Tackling 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 can hinder fragile learning. Mixing topics, question types, or materials 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 correction. 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 review 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 relearn 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: 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 Children Learning Trust. With over 18 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 references <https://www.nationalcollege.com>

www.nationalcollege.com | [@wake_up_weds](https://www.wake_up_weds.com) | [/www.facebook.com/wakeupweds](https://www.facebook.com/wakeupweds) | [@wake.up.wednesday](https://www.instagram.com/wakeupweds) | [@wake.up.weds](https://www.tiktok.com/@wakeupweds)

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EFFECTIVE REVISION AND STUDY SKILLS

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. With expert insight, it encourages a balanced approach where challenge supports learning without overwhelming pupils.

SAFEGUARDING

If you have a concern about any child in our school, then it is your responsibility to say something to us. Remember, 'Safeguarding' is everybody's responsibility! You can speak to any member of staff in school. We also have a team of designated safeguarding leads – Mr Champs (DSL), Mrs Mann (DDSL), Miss Speller (DDSL) and our School Safeguarding governor, Mrs Phippen.



They can be contacted on 01934 623430 or at our dedicated safeguarding email address, safeguarding@kewstokeprimaryschool.co.uk

As parents, you can contact support agencies directly on:-

NSPCC: 0808 800 5000

Care Connect: 01275 888 808



**Come down to ParkPlay for an
Easter Weekend special!**

#MeetMovePlay

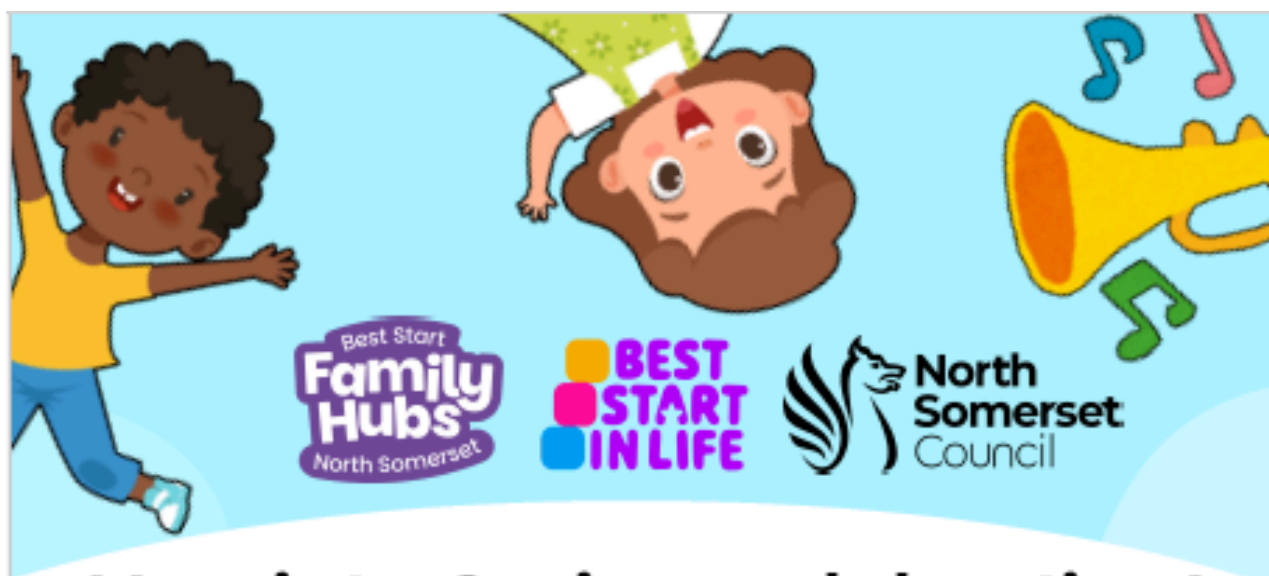


**Meet your neighbours and have fun together in
the park. Free, every week, for all ages.**

When? Saturday 4th April from 9.30

Where? Castle batch park

More info and register at www.park-play.com



Hop into Spring celebration!

Tuesday 14 April 2026, 10am – 12pm
Best Start Family Hub Locking Castle and Locking
The Campus, Highlands Lane, Weston-super-Mare, BS24 7DX

For children aged 0-8
Only £2 voluntary contribution per family (cash only)
No booking necessary

*Please note that our events have limited availability, so families will be served on a first come, first served basis.

Explore indoor and outdoor activities:

- Sensory tent
- Ninja line
- Potion making
- Scented playdough
- Biscuit decorating
- Crafts and glitter tattoos
- Seperate room with baby area



Hot cross buns and fruit will also be available for children at the event!

We provide government funded activities as part of Best Start in Life



KEWSTOKE STAY & PLAY!

Friday 1st May from 9.30am - 11am
Kewstoke Primary School, Kewstoke Road, Kewstoke, BS22 9YF

Discover more!

