



# NEWSLETTER

## FRIDAY 27TH MARCH

### ISSUE NO.25

## EXCELLENCE IN EVERYTHING



### EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

## Message from Mr Taylor

As we come to the end of another term of *Excellence in Everything* I would like to thank our whole school community for their continued support. This week, we were pleased to welcome our Trustees into school for our termly board meeting, where we were able to share the strong progress we are making towards our strategic plan. These meetings always provide a valuable opportunity to reflect on how far we have come, and the collective effort, leadership and shared ownership that continue to drive our school forward.

Across the term, it has been great to see the children demonstrating our Character Waypoints in such meaningful ways. From their positive attitudes to learning, to the way they communicate and work together as a team, they continue to show empathy, motivation and a growing sense of ownership for their own progress. These qualities are what enable our pupils not only to succeed academically, but to develop as confident, well-rounded individuals.

The final weeks of term have been filled with Easter fun and celebration. Our Nursery, Reception and Key Stage 1 children enjoyed their Easter bonnet parade, while our Key Stage 2 children impressed us with their entries in the decorate an egg competition. These moments are a excellent reminder of the motivation, problem solving and positive attitude that children bring to all aspects of school life.

I would also like to take this opportunity to thank parents and carers for your continued support in improving attendance this term. The positive rise we have seen reflects a shared commitment to strong routines and work ethic, and it makes a real difference to children's learning, progress and sense of belonging in school. Let's make sure we hit the ground running on our return to school for ALL children on Monday 13th April

Looking ahead to the summer term, we will be returning with a renewed whole-school focus on our core values of Courage, Honesty, Integrity, Respect and Self-discipline. Alongside this, we will continue to develop our 12 Character Waypoint across the curriculum, ensuring that every child is equipped to flourish.

I wish you all a restful and enjoyable break and look forward to welcoming everyone back for the start of the summer term. Make it GREAT Easter.

Mr Taylor

## DATES FOR YOUR CALENDAR

Wed 15th April	Year 5 Nlighten App Meeting 3:00pm
Thurs 16th April	Year 6 SATS meeting 9:00am
Thurs 30th April	Year 4 trip to The Black Country Museum
Mon 4th M ay	Bank Holiday School closed
Wed 6th May	Year 3 trip to The Black Country Museum
Thur 7th May	Voting Day School closed
WK Beg: 11th May	SATS Week for Year 6

"Great things are done by a series of small things brought together."

Vincent Van Gogh



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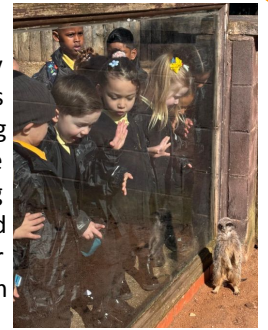
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### EARLY YEARS

What a fantastic week in Early Years! We kicked the week off with a very successful Easter Bonnet parade. We were so impressed with everyone's creations! Nursery have shown great empathy and patience while watching their chicks grow, and have handled them very carefully. In Reception, we went to Twycross Zoo on Thursday. The children had a great time exploring the animals. We were lots of about the differences between apes and monkeys, and also had a tour of the butterfly house. P.E kits and water bottles will be sent home to be washed, please remember to return them next term. Have a fabulous Easter everyone!



### KEY STAGE 1

KS1 have had a brilliant week of learning to end the term. We really enjoyed a special visit from Sarah and her baby, Mila, which linked to our Science learning on animals' needs for survival. The children asked some fantastic questions and showed great curiosity. In DT, everyone made and evaluated their vegetable kebabs, practising their chopping and slicing skills, showing both independence and ownership. Thank you to all the parents and carers who joined us for our Easter bonnet parade. It was wonderful to see the children proudly sharing their creations. A reminder that PE kits have been sent home to be washed ready for next term. Wishing you all a happy and restful Easter break!

### ATTENDANCE

#### The New Norm at Warren Farm

There has been a real shift in attendance this term and it is important that we recognise it. Compared to the Autumn Term, we are now much more in the groove with what good attendance looks like at Warren Farm. We are seeing a significant reduction in unauthorised absences and, just as importantly, a much more consistent approach to attendance from families across the school. If we look at the Spring Term in isolation, our attendance is currently sitting above the national average. This is something we can all be proud of. However, the message now is simple. We must keep this going. Not for the sake of figures or charts, but because being in school every day gives children access to a full and varied curriculum, helps them maintain important friendships and allows them to build the knowledge, skills and character they will need for the future. Strong attendance is not about perfection. It is about habits. It is about routine. It is about making sure that being in school, on time, every day becomes the normal expectation.

Thank you for the role you are playing in helping us build this new norm at Warren Farm.



### NLIGHTEN APP

We are excited to be introducing the **Nlighten Quest App** to support children's leadership, behaviour and personal development. A small Year 5 group will trial the app in the Summer Term, with a full rollout planned for September.

Year 5 parents are invited to attend an information session on **Wednesday 15th April at 3:00pm**.



### REMINDER

**ALL CHILDREN  
RETURN TO SCHOOL:  
MONDAY 13TH APRIL  
GATES OPEN 8:40**





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### SAFEGUARDING

At Warren Farm we believe that **safeguarding is everybody's responsibility**. Safeguarding means keeping children safe from harm or neglect. There are lots of ways in which we safeguard children, these include: making sure the school site is physically safe, supporting families with varying needs, ensuring children are able to take to an adult if they feel unsafe and ensuring that safeguarding underpins the culture and ethos in school.

If you are concerned about the safety of a child you can contact the Children's Advice Support Service (CASS) on 0121 303 1888 or email them at [cass@birmingham.gov.uk](mailto:cass@birmingham.gov.uk). Outside of normal office hours call 0121 675 4806 and if you feel a child's safety is at immediate risk of significant harm, contact West Midlands police on 999.

### INCLUSION

#### Finding Calm During the Easter Break

The Easter holidays often mean a break from the usual school routine, which can leave children feeling overwhelmed or "out of sync". To help them stay regulated, try to keep **simple daily routines** in place and offer **clear choices** to give them a sense of control. Most importantly, **lend them your calm**: by staying patient and steady, to help your child navigate the holiday excitement and find their balance again. Access the MyHappy Mind Parent app to help support children with some regulation strategies.

### CHILD OF THE WEEK

NAH	Aurora Timmins
RMH	Tommy Bryant
RAY	Abrish Amjad
1CP	Hope Edwards
1/2DN	Khalaf Sharif
2AB	Hunter Mckeowen
3AS	Tinuade Sangolade
3/4LM	Zara Shahzad
4SM	Macie Haines
5LM	Hassan Ali
5/6NW	Maleeha Lawal
6BP	Desire Soyannwo

### LOWER KEY STAGE 2

We are delighted to share that Monday's ukulele concert was a wonderful success, with pupils showcasing their hard work and enthusiasm beautifully. A big thank you to all the parents and carers who attended and supported the event—it made the occasion even more special for the children. We were also incredibly impressed by the fantastic effort and creativity shown in the Design an Egg competition, with so many brilliant entries on display. Well done to everyone who took part! A reminder that both Year 3 and Year 4 will be going on a school trip to the Black Country Museum next half term, linking to our history topic of Local History. Please make sure you have given consent and made payment on ScoPay. Wishing you all a very happy and restful Easter holiday.



### UPPER KEY STAGE 2

As the half term draws to a close, we end our current Science, DT and Geography units. The children have been learning about the four components of blood and even had a go at 'making' their own, bringing their Science learning to life in a fun and memorable way. In DT, pupils also finished their felt phone cases — we are very proud of their hard work and creativity. On Wednesday, Year 6 were also visited by Compass Mental Health, who led a supportive session focused on managing exam pressures and looking after wellbeing. We wish all our families a wonderful and restful Easter break!





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**NAH**  
**4**  
**DAYS OFF**

**RMH**  
**10**  
**DAYS OFF**

**RAY**  
**2**  
**DAYS OFF**



**1CP**  
**4**  
**DAYS OFF**

**1/2DM**  
**2**  
**DAYS OFF**



**2AB**  
**2**  
**DAYS OFF**

**6NOV**  
**DAYS OFF**

**3AS**  
**16**  
**DAYS OFF**

**3/4LM**  
**3**  
**DAYS OFF**



**4SM**  
**4**  
**DAYS OFF**

**5LM**  
**8**  
**DAYS OFF**

**5/6NW**  
**9**  
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**6BP**  
**11**  
**DAYS OFF**





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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](http://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. 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 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 retouch 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 Millern 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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Ofsted  
Good Provider