

Victoria Junior School - 01900 606053

Newsletter

Spring Term 2026

Week 11



As we end our Spring Term and prepare for the Summer Term, I would like to take this opportunity to thank parents, staff governors and pupils who have made this term a successful one.

Once again pupils have represented the school in so many ways. Our children are taking an increase role in the day to day running of the school and this is very much recognised and appreciated. The end of term test are showing the results of so many pupils conscientious hard work and willingness to improve in all areas of their work.

Thank you to all parents as your support in encouraging your child to

read at home and increase their timetables knowledge is invaluable. Have a good rest and enjoy your Easter break and hope we return to a Summer Term that brings with it much improved weather an opportunities to enjoy the outdoors.

We break up for the Easter Holidays TODAY at 1pm, and return to school for the Summer Term on Monday 13th April. We hope you all have a fantastic break and we look forward to seeing you soon!

Road Safety

It has been brought to our attention that some children are being dropped off or arriving at school in the mornings and not coming straight into the playground. Please speak to your child to ensure they are coming straight into the yard so they are safe.

When collecting your child from school, please be mindful of where you park. We have been made aware of cars parking on double yellow lines and on corners, making this unsafe for pedestrians and our pupils exiting the

school. We understand it can be busy, but please park mindfully. Thank you for your understanding.



Wellbeing Guide

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.

Guide at the end of the newsletter.

Pupil Achievements

We would like to say a huge well done to Elena who competed in Crufts 2026! Her and her lovely dogs won First in Best of Breed and Best Puppy! What an experience!



Team Bassenthwaite

Final week of the spring term, and the last week of the second term in year 3! Where has the time gone?

Team Bassenthwaite have had a lovely final week. We have completed and submitted our spring term assessments

and took part in lots of easter themed activities.

We have had lots of beautiful entries for the egg and bonnet competitions and enjoyed our class egg dump. Tyler was our winner!

This week we have also used our DT skills to create a 3D easter card. We used our 'scoring' skill to create accurate folds for our 3D eggs, grass and bunnies so that they could stand up.

As mathematicians we have taken part in the Mathletics maths day and enjoyed competing against other pupils. We have also been working through our mastering number unit that focuses on odd and even numbers. We have recognised some patterns and made links with our times tables.

A very busy final week for Team Bassenthwaite.

Enjoy your easter break and we will see you back in school on Monday the 13th April.



Team Buttermere

This week marks our final week before the Easter half term, and it has been a busy and enjoyable one for everyone.

The class has taken part in a range of fun Easter activities, including the egg dump, egg and spoon race, and our bonnet and egg competition, which showcased lots of creativity and enthusiasm. As part of the celebrations, we also enjoyed guessing how many chocolate eggs were in the jar, which created lots of excitement and discussion. The children have completed their Star Reading and Matha tests and have worked hard to improve their ZPD scores, which is fantastic to see. We have also come to the end of our science topic, Animals Including Humans, and finished our RE learning focused on Holy Week. Well done to everyone for their effort and achievements this term, and we wish you all a restful and happy Easter break.



Team Crummock

We've had a busy last week of the Spring term in Team Crummock,

completing the last of our assessments. Also, as mathletes, we have been adding two and three digit numbers, using renaming of the ones column to help us to work out the answers. On Thursday, we took part in the Mathletics live challenge, competing against children from all over the country. As historians, we have looked at the different ways that the Romans would cook and eat their food and compared it to how we do today. We also discovered that there was a lot of foods that they introduced to us that we still eat now. On Wednesday, we took part in some fun and exciting Easter activities, doing an egg dump, an egg and spoon race and creating a card.

From everyone in Team Crummock, we hope you have a fantastic Easter holiday and we'll see you in April.



Team Derwentwater

It has been another busy and exciting week in Derwentwater, with pupils showing great effort and enthusiasm across all areas of learning.

In Literacy, pupils completed an assessment based on writing a non-

chronological report. They worked hard to organise their ideas clearly, use appropriate features and present information in a structured way.

In Maths, pupils have been working on multiplicative arithmagons. They used their multiplication knowledge to solve number puzzles and explain their reasoning.

In Computing, pupils have continued learning about programming. They have been developing their understanding of how to create and follow algorithms and how instructions can be used to make programs work successfully.

In History, we have been learning about crime and punishment through the ages, focusing on the Tudor and Victorian eras. Pupils explored the different methods of punishment used in the past and labelled these on a historical timeline.

In French, pupils have been learning vocabulary linked to the body. They enjoyed practising new words and using them in simple spoken activities.

This week, pupils took part in our Easter Service. They reflected thoughtfully on the meaning of Easter and joined in respectfully during this special time together.

Pupils have continued enjoying their swimming lessons, developing their confidence, technique and water safety skills.

In Art, pupils have been exploring tones and shades. They experimented with adding light and dark to colours to create different effects and add depth to their artwork.

Team Coniston

A fantastic final week, Team Coniston! This week, we have been focusing on writing a non-chronological report about habitats. Everyone has worked incredibly hard to include interesting facts, as well as clear headings and subheadings in their writing.

In Maths, we explored the relationship between the 3 and 6 times tables. The children worked hard to sort numbers into groups of multiples.

The rest of Team Coniston took part in swimming this week, demonstrating excellent perseverance and listening skills throughout their sessions.

In Science, we finished our topic, Living Things and Their Habitats. We explored ways to improve biodiversity within a habitat, and everyone enjoyed creating bug hotels to provide safe spaces for insects.

In French, we continued learning the names of different body parts. The children worked hard to write creative sentences about themselves and others. We also explored Easter-themed vocabulary and used the names of French colours to colour easter bunnies.

In Art, we explored still life paintings. The children enjoyed experimenting with different object arrangements to create interesting compositions.

During PSHE, we continued discussing how to stay safe in our local area, developing our understanding of risks and how to make sensible decisions.

Well done Coniston for taking part in the Easter Church service this week. Everyone worked incredibly hard to learn their lines and songs. Team Coniston did an excellent job.

Team Coniston have thoroughly enjoyed our Easter celebrations! We had a fantastic time participating in the egg dump, egg and spoon race, and guessing the number of eggs in the jar.

An excellent way to end the term. Well done, Coniston!



Team Loweswater

Team Loweswater have had a great end to the term. In literacy we have completed our writing assessments. In science we have finished our work on living things and their habitats. We

made bug hotels to try and help improve the biodiversity of the school field. In history we have been learning about crime and punishment in medieval Britain and about vagrancy in the Tudor era. In French we have been learning about different parts of the body. In RE this week we have continued our work on pilgrimage. We learned about the pilgrimages of Shia muslims and Jews. We also attended church on Monday afternoon where, alongside the other year 4 classes, we led the Easter service. On Wednesday we took part in various Easter competitions. There were some great entries! We hope you all have a lovely Easter break.



Team Ullswater

What a week! We have been finishing off our Spring Assessments cheering at our new ZPD scores and all the new books we can read. We have also been celebrating Easter with different crafts and activities, all of which started off with our fantastic church service on Monday!

We have had some fantastic bonnet entries and egg-stadiums, including some winners! As well as showing off our estimation skills by having the winner of 'Guess the eggs in the jar' in Team Ullswater!

As Mathematicians, we have finalised our unit for this half term, being able to compare differences between various numbers and making direct comparisons of change. Its been very tricky and many worded equations but everyone has started to enjoy this unit and can see the real-world value of it too. After the Easter break, we will be revisiting decimals, so maybe some practise may help before we return!

As (very keen) Historians, we have finally learned how the Slave Trade ended, a question that has been asked from the very beginning of this lesson. This unit really engaged the children and I am sure we will be referring to it a lot in our next term, particularly on our residential to York and during our Fairtrade Unit.

As Writers, we have perfected our final draft of our poetry from this half term. The imagination, structure and writing methods used has really impressed me and I am sure it is linked to the fantastic readers we have in our class. Team Ullswater are become more confident with using different types of punctuation and sentence types and this

should always be practised, in every piece of writing.

I hope you all have a wonderful Easter break and come back, ready to learn for our final term!



Team Grasmere

A fantastic final week for Team Grasmere!

This week in Maths, we have continued developing our understanding of the bus stop method for division, and have begun applying this skill to calculations involving remainders. We have also been learning how to divide 3-digit numbers with no remainders.

In English, we have been preparing for our end-of-term writing assessment, which is a letter of complaint based on Goldilocks and the Three Bears. Pupils wrote in role as Mummy and Daddy Bear, composing a complaint to Goldilocks' parents. They then edited their work and took part in peer assessment with a partner.

In Art, we created self-portraits using a tracing technique and crayons, focusing on careful observation and detail.

On Monday, we enjoyed watching the Year 4 Easter performance at church.

On Wednesday, we took part in a range of fun Easter activities, including the egg dump, guess how many eggs are in the jar, the egg and spoon race and making Easter cards.

Well done Team Grasmere, enjoy the Easter break!



Team Ennerdale

Where has the term gone? I can't believe this is the final few days before Easter! This has been assessment time in school and we are very proud of the way the pupils have handled it. On Monday Ennerdale were in fine voice for our annual Easter performance at St Michael's Church. On Wednesday we had an exciting Egg Dump competition in class - well done to Katie H, who was the overall winner. The children also enjoyed a great PE session with Kane, focusing on mini games of 1v1 and 2v2, with some awesome racket skills on show - a brilliant end to a term of tennis! On Thursday we had a great

time taking part in our Egg & Spoon race in the hall. Well done to Hayden, our Reading Heroes competition winner, and to Hayden, our Class Dojo Draw winner - fantastic achievements all round. Enjoy the Easter holidays everyone!



Team Thirlmere

It's been a busy final week for Team Thirlmere.

In English, we have been writing our own playscripts based on 'A Midsummer Nights Dream'. Team Thirlmere have very enjoyed doing this piece of work, using all the different features of a script in their writing.

As mathematicians, we have continued our work on area and perimeter, learning about how to find the area of triangles and parallelograms.

In Science, we learned about how we see objects, gaining an understanding about light reflecting off objects which allows us to see them.

We enjoyed the Easter Service on Monday afternoon, visiting Church is always a lovely experience.

On Wednesday, we enjoyed football with Stuart, the Egg Dump and guessing the number of eggs in the jar.

On Thursday, we enjoyed Dance with Miss Morton and doing some art.

I hope everyone enjoys a well-deserved break and return ready for your final term at Victoria Juniors!



Team Windermere

We have had a very successful last week of term. Everyone is ready for a well-deserved break.

On Monday we went to church for the Easter service, the singing was excellent and Year 4 did an amazing job reading out the story of Easter. Other Easter activities included the annual egg dump, bonnet competition and egg decoration competition. We were delighted that Jessica won from Windermere.

In English we have continued with our work on script writing. Pupils had to use iPads to write their own scene, it was important that pupils used a word

processor so that writing could be changed to bold or italics - which isn't always easy when writing on paper. We also completed a SPAG paper to see where we are up to with improvements. In Maths we have been continuing our work on area, working closely on the area of squares and triangles. We have also been making lots of progress with our arithmetic questions. Well done to all those who have asked questions about maths this week, wanting to know how to master certain skills or methods. In Science we have been learning about how light travels and reflects off every surface. Pupils had to draw diagrams of light sources and describe how light energy travels.

I hope that everyone enjoys the Easter holidays - fingers crossed for some good weather.

Another busy week in Windermere.



**Please note:
Diary dates are subject to
change - please check
back weekly for updates**

Easter Holidays

Monday 30th March - Friday 10th April

April

13th - Return to school

14th - Swimming gala

15th - PCSO assembly

27th - 29th - Y4 Winmarleigh Hall trip

27th - 29th - Phunky Foods Y4

May

4th - Bank holiday SCHOOL CLOSED

5th - 6th - Y3 Winmarleigh residential

11th - 14th - Y6 SATs Week

11th - Y4 trip to Vindolanda

13th - 15th - Y5 York Residential

18th - 21st - Year 6 London Residential

18th - Y4 Phunky Foods

19th - Y5 Phunky Foods Parent workshop

19th - PCSO to meet Year 5 pupils

21st - Break up for half term 3:20pm

Half Term

Friday 22nd - Friday 29th May

1st June - Return to school

2nd - Phunky Foods Y6

16th - Phunky Foods Y5

17th - Tempest Photography - class photos

23rd - Phunky Foods Y6

**Do you have concerns
about a child in Cumberland?**



If you are worried that a child is at risk of immediate harm please contact:

**Cumberland Safeguarding Hub on
0333 240 1727**

Email: safeguarding.hub@cumberland.gov.uk

(PLEASE PASSWORD PROTECT THE EMAIL AND SEND THE PASSWORD
IN A FURTHER EMAIL)

**Out of working hours – contact the
Emergency Duty Team on 0300 373 2724**

To speak to a Local Authority Designated Officer
(LADO) for advice call

0300 303 3892

or email lado@cumbria.gov.uk

To speak to the Cumberland Early Help Team call

0300 303 3896

Or email early.help@cumberland.gov.uk

Kym Allen Safeguarding, Health and Safety Consultants Ltd.
April 2023

Victoria School

Nursery, Infant and Junior Term Dates 2025/2026

Autumn Term 2025

Starts: Wednesday 3rd September 2025

Half Term: Monday 27th - Friday 31st October 2025

Ends: Friday 19th December 2025

Spring Term 2026

Starts: Tuesday 6th January 2026

Half Term: Monday 16th - Friday 20th February 2026

Ends: Friday 27th March 2026

Summer Term 2026

Starts: Monday 13th April 2026

Half Term: Friday 22nd May - Friday 29th May 2026

Ends: Friday 17th July 2026

Good Friday: 3rd April

Easter Sunday: 5th April

Easter Monday: 6th April

May bank holiday: Monday 4th May 2026

INSET DAYS FOR ACADEMIC YEAR 2025-2026

INSET are determined locally

Please note these may differ from Cumbria County Council term dates

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 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 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

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