

Wrekin View Newsletter



Issue 21: 13.02.2026

Headteacher's message



Dear families,

As we have now reached the end of this half term, please remember to book your appointment for Parents' Evening if you have not already done so. These meetings are a valuable opportunity to share your child's progress and next steps, and we really value the partnership we have with you in supporting learning.

This week, we have been marking Children's Mental Health Week in school, alongside Safer Internet Day, with a particular focus on the safe and responsible use of AI. Through assemblies and class activities, children have been encouraged to reflect on wellbeing, friendships and making sensible choices online. These are important life skills, and we are proud of the thoughtful way the children have engaged with these themes.

I would also like to acknowledge that Ramadan will be beginning for many of our families during the holiday period. We would like to extend our warmest wishes to all those observing this special time, and we hope it is a peaceful and meaningful period for you and your loved ones. We are proud of the diversity within our school community and value the opportunity to recognise and respect the traditions and celebrations that are important to our families.

And finally, thank you for all the kind donations and money sent in with the children this morning for the cake sale. We raised a super £284.50 to buy new books.

Have a happy and restful break.

Mrs Atherton

Important dates for your diary:

Mon 23 rd Feb	Children return to school
Tues 3 rd March 3:15-6:15pm	Parents' evening 1 - please book one appointment only
Thur 5 th March 3:15-6:15pm	Parents' evening 2 - please book one appointment only
5 th Mar	World Book Day: dress up as your favourite word!
11 th March 2:45 and 5:15pm	Y4 parent meetings about the multiplication check (please attend one meeting)
16 th March time TBC	EYFS Mother's Day event
Fri 20 th March	Whole school mufti day to raise money for Miss Hughes marathon run for the Severn Hospice Comic relief charity collection
Fri 27 th Mar	EYFS and KS1 Easter bonnet parade KS2 Easter egg hunt Break up for Easter holidays
Mon 13 th Apr	Staff development day
Tue 14 th Apr	Children return to school

Swimming on site provision after Easter:

Embrace Group Pools to Schools

We are very excited to announce that this year our swimming provision will be on site. We will be taking delivery of a pop up pool in the week beginning 6th April and there will be swimming lessons taking place throughout the school day from the 13th until the 24th April. To support us in planning the provision, teachers will be asking you for information on your child's ability to swim when you attend your Parents' evening appointment. After that information has been collected, we will let you know how swimming will work this year.



Our mission is to provide a warm, welcoming, and safe learning environment that fosters the development of every pupil.
Our vision is to cultivate an environment where every pupil becomes a happy, successful, and curious communicator.

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Attendance and Assemblies



School	WG	N	Rec J	Rec CL	1HS	1N	Lang Cl	2P
	93.0%	93.1%	86.3%	90.8%	93.5%	96.8%	91.4%	86.2%
	2S	3A	3G	4K	4P	5J	5H	6C
	91.2%	93.7%	92.3%	96.7%	96.4%	87.6%	97.1%	96.7%
								6W
								96.2%

ATTENDANCE

If your child is unwell and cannot attend school please call or leave a message on our WhatsApp : 07773130519 explaining what the illness is before 8:30am. If you are unsure whether to send your child we can advise or you can use [NHS Is my child too ill for school](#)

If your child is absent for several days, we may want a video call with the child or we may come out to see your child. The law has changed since August 2024 and Penalty Notice Fines may be issued for 10 unauthorised absences across 10 school weeks.

Assemblies

This week's assemblies centred on the themes of families and Children's Mental Health Week.

On Monday, our Protected Characteristics assembly explored the wide variety of family structures. Our diverse school community reflects many different family arrangements, and it was wonderful to see the children confidently recognise and celebrate the family group to which they belong.

On Tuesday, we launched Children's Mental Health Week 2026, focusing on this year's theme, "This is My Place," led by the children's mental health charity Place2Be. The theme emphasises the importance of belonging – feeling safe, welcomed, valued, and connected within our friendships, classrooms, families, and the wider school community – and how this sense of belonging underpins positive mental health and wellbeing.

Our Mental Health and Wellbeing Ambassadors led a special assembly to introduce the theme, highlighting how we can work together to create a caring, inclusive environment where every child feels they truly belong and can confidently say, "This is my place."

Throughout the week, pupils took part in a range of activities and discussions designed to strengthen inclusion, support, and connection across the school. Each child also completed a personalised jigsaw piece, celebrating who they are and how they contribute to our school community.

Miss Stephenson

FOCUS next week:

Monday	Protected Characteristics - Maternity & how things change with a new baby
Tuesday	School Value - Communicators
Wednesday	Life Skills - Using body language to help your words
Thursday	Singing Assembly – I love the flowers & Celebrate the good times
Friday	Star of the week



Star of the Week



The teachers choose a pupil who they feel has done something special in the week for this award. This could be academic or for behaviour and conduct linked to our values of happy, successful, curious communicators.

Class	Name	Reason
WG	Phoebe	For being engaged in this week's learning.
NUR	Amaan	For settling into Nursery so well and enjoying his time with us.
RJ	Maddison	For always being ready to help her friends and adults.
RCL	Ronnie	For remembering and using some amazing vocabulary.
1N	Theodore	For working hard on his Wrekin Write.
1HS	Starr	For working very hard on her Wrekin Write.
2P	Yusuf	For being a great friend on the playground and in class.
2S	Harrison	For trying his best on his handwriting.
LC	John	For graduating from Language Class.
3A	Ibraheem & Seb	For both putting 100% into their learning and engaging so well on our amazing trip to Chester.
3G	Riley	For being a curious learner on our wonderful trip to Chester!
4K	Leah	For being so helpful in the classroom.
4P	Darcey-Mae	For becoming more independent in her learning and making fantastic progress in her writing.
5H	Obi	For always being ready to learn and a role model for others.
5J	Abdul	For being kind and polite to others and being a super role model.
6C	Jessica	For showing great resilience which has helped her make tremendous success.
6W	Giovanni	For an excellent attitude to the assessments and trying his very best.

Reader of the week:

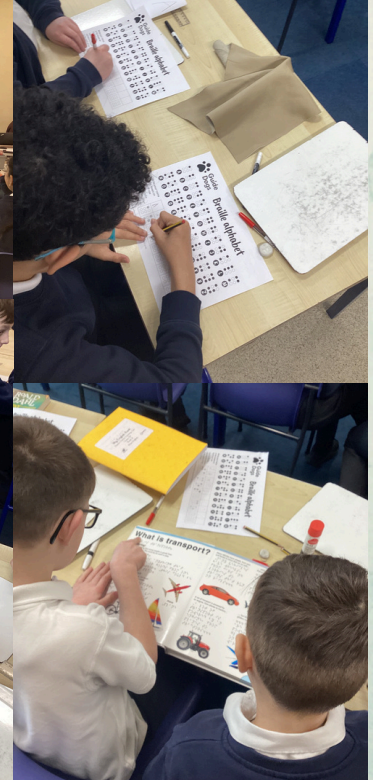
1N - Howie 1HS - Ronnie-James 2P - Usman 2S - Kai LC - Cody
 3A - Kamahli 3G - Kaushiki Ka 4K - Urtum-Blu 4P - Dotty
 5J - Tia 5H - Ayesha 6C - Lexi 6W - Isaiah

This week at Wrekin View



Learning Community Trust

Year 5 had a fantastic and eye-opening session learning about Braille with Sarah, a qualified Visual Impairment Teacher. The children explored the history of Braille and learned about its founder, Louis Braille.



Reception's superhero learning finished off this week with a dress up Superhero Day. Over the last few weeks, they have been exploring some real life superheroes and had a very special visit from a paramedic too.



Thursday 12th February 2026
 LO: To know how to sequence sentences to form a short story.

First I went on the train to London. I was happy. Then I went to Trafalgar Square. I was excited. Next I visited Buckingham Palace to see the King and watch the guards. At lunch time I went to Covent Garden to eat fish and chips. After lunch I visited Big Ben to hear the bell. Finally I went to Zoo to pet a crocodile and feed the monkeys. How was your get to London?

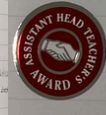
Thursday 12th February 2026
 LO: To know how to sequence sentences to form a short story.

First I went to London on the train. I was happy. Then I went to the Zoo. I feed the monkeys. Next I went to the phone box and I phone a friend. At lunch time I was hungry then we went to Covent Garden to eat fish and chips and watched the jugglers. After lunch I went to sea life centre to feed the whale and walk through the tunnels. Finally I visit st James's park and feed the pelicans. I was happy.

Y1 have really enjoyed writing about a walk in London this week. Great effort all round!

Thursday 12th February 2026
 LO: To know how to sequence sentences to form a short story.

First I went on a train to London. I felt happy. Then I went to Buckingham Palace and I visited the King. I felt proud. Next I went to the sea life centre and I walked through the tunnel. At lunch time I was hungry and I went to Covent Garden. After lunch I went up the tower. I was brave. Finally I went to London Zoo. I pet a crocodile and I fed a monkey. I was happy. What would you do in London?



Parent information



Little Lifesavers Afterschool Club

What is it?
Little Lifesavers is a hands-on after-school club, run by a professional First Aid Company, that teaches children essential life-saving skills in a fun and engaging way.

When is it?
Thursday 3.15pm - 4.15pm for 5 weeks, beginning on Thursday 26th February.

What will you do?
Highly interactive sessions, using games, and in groups; work with mannequins, choking vests and toy Defibs to learn about CPR, defibrillators (Defibs), asthma, EpiPens, wounds and bandaging, the recovery position, and choking.

Who is it for?
Children in Y3, Y4, Y5 & Y6

How much is it?
£20 for 5 weeks, to be booked on Parentpay

FEB26

FEBRUARY SOCCER SCHOOL

Monday 16th to Friday 20th February 2026

Times: 9am to 3pm

Telford College
Haybridge Road, Wellington, Telford, TF1 2NP

Ages: Years 1 to 5

WOLVES FOOTBALL DEVELOPMENT

To book, visit coaching.wolves.co.uk or email footballdevelopment@wolves.co.uk for more information



Special Approach to Making it REAL

PODS and Family Hubs are offering a Special Approach to 'Making it REAL' workshop for families with children aged 0-5 years with Special Educational Needs.

This engaging workshop supports parents to build their knowledge and confidence in helping their children develop early reading and writing skills, while creating a positive and supportive home-learning environment.

You only need to book one session.
Please scan the QR code to book your free place. If you would need a creche place to enable you to attend please let us know.

Training details:
5th Feb 2026 12.30 - 2.30 pm
or
24th Feb 12.30 - 2.30 pm

Venue - PODS Hub,
1 Hawksworth Rd, Central Park, Telford TF2 9TU

Scan me to book

Making it REAL

Join us for... Lovestruck Dance Camp

Monday 16th Feb
Hadley Learning Community
9am - 3pm

• Dancing
• Games
• Art & Crafts
• and lots of FUN

BOOK NOW! From reception to 12 years

leadinglightspa@gmail.com
[leadinglightperformingarts](https://www.facebook.com/leadinglightperformingarts)

PARENT WORKSHOP

KNIFE CRIME: Helping young people make safe choices

The session will provide an overview of the Steer Clear Programme and offer advice to parents on:

- how to spot early warning signs;
- how to talk to young people about knives and staying safe; and
- where to access local help and support.

It will also look at facts and misconceptions around knife crime and the law and why young people carry knives.

This is a **free online session**, delivered by Family Hubs and the Children's society via Microsoft Teams on:

Monday 8 December 2025
Thursday 12 February 2026
6-8pm on Microsoft Teams

To register now, scan the QR code

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS



Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING



Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS



Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS



Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE



Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES



Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS



Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES



Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS



Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'



Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

Meet Our Expert

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See full reference list on our website

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