Weekly Bulletin 12th October 2026

Message from Mrs Stoddart, our Headteacher

As I visit lessons and look through students' books, it is particularly pleasing to see the growing sense of pride students are taking in their work.

This term, one of our teaching and learning foci has been on **deliberate practice**, providing students with opportunities to complete extended work that brings together their learning and allows them to demonstrate what they know and understand. Alongside this, we have introduced clear expectations for the presentation and organisation of exercise books.

Together, these approaches are helping students to produce work with increasing care and attention. We want every student to take pride in their books and, through deliberate practice, have regular opportunities to **demonstrate their learning and shine**.

Supporting Learning & Revision at Home

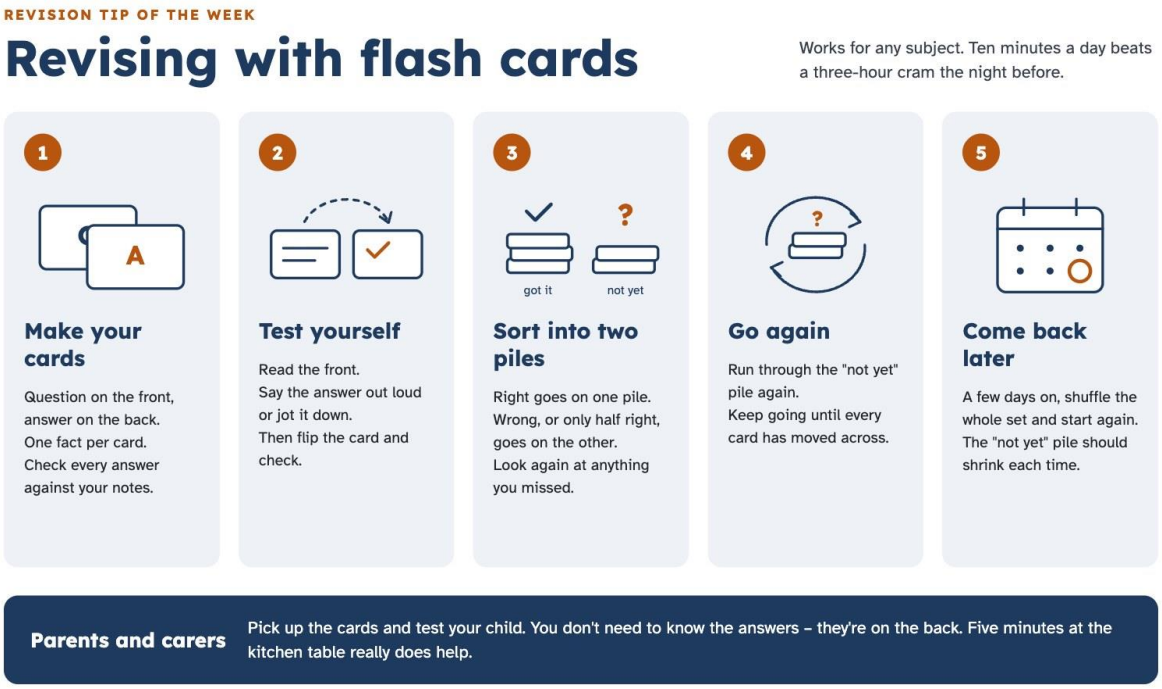
The Year 11 November Mock exams are not far away now. The more prepared your child feels going in, the better. Revision doesn't have to be long or complicated, and you can make a real difference at home, even if you haven't looked at the subject since you were at school yourself.

This week we've included a simple guide to revising with flash cards. Your child writes a question on one side and the answer on the other. Then they test themselves, sort out what they know from what they don't, and keep coming back to the cards over the following days. It works for every subject.

You can help by picking up the cards and asking the questions. You don't need to know the answers, because they're on the back. Even ten minutes a few times a week helps. It also gives you a good sense of how your child is getting on.

If you'd like any more advice on supporting your child's revision, please get in touch with your child's form tutor or subject teachers.

Revising Flash Cards



Relational and Restorative Practice at TREA

Relationships Matter: Repairing Harm and Moving Forward

At The Rural Enterprise Academy, positive relationships are at the heart of our school community. We want every student to feel valued, listened to and connected, while understanding their responsibility to help make school a safe and happy place to learn.

As outlined in our **Behaviour Policy,** our approach is rooted in relational and restorative practice, guided by our values of being **Ready, Respectful and Responsible**.

Relational practice starts with everyday interactions: greeting students by name, checking in, listening carefully and recognising their efforts. These moments build trust, helping students feel comfortable asking for support and responding to guidance. Clear expectations and consistent boundaries are an essential part of these relationships.

When things go wrong, **restorative conversations help students take responsibility and repair harm**. Whether an incident involves disrupted learning, hurtful words or a disagreement, we support students to reflect on what happened and understand how others were affected.

A restorative conversation might explore:

- What happened, and what were you thinking or feeling at the time?
- Who has been affected, and how?
- What needs to happen to put things right?
- What could you do differently next time?

Our policy sets out that, when a student receives a detention for not meeting expectations, their teacher or Form Tutor will attend to have a restorative conversation. This creates an opportunity to listen, model respectful communication and teach the skills needed to make better choices.

Restorative practice works alongside consequences. Taking responsibility involves more than saying sorry: it means recognising the impact of our actions and following through with change. Depending on the situation, repairing harm might involve a thoughtful apology, putting something right or agreeing how to prevent the difficulty happening again.

This brings our three Rs to life: being **Ready** to reflect and return to learning, **Respectful** of others' feelings and perspectives, and **Responsible** for our choices.

Parents and carers can reinforce this approach at home by listening calmly, exploring who was affected and asking, “What could you do to put things right?” Working together, we can help students learn from mistakes, rebuild trust and move forward positively.

Half term Art workshop in Cannock

Cygnet Art School Cannock is offering a fun and creative half-term experience for children on **Tuesday 27th October 2026**, at Hayes Green Community Centre in Cannock.

Workshop sessions;

- **Morning session:** 10:30 am – 12:00 pm
- **Afternoon session:** 12:30 pm – 2:00 pm
- **Full-day option:** 10:30 am – 2:00 pm

The workshops give children the opportunity to explore their creativity, develop their artistic skills and enjoy a fun-filled day of art during the school holidays.

Special offer: Families can receive **10% off** their booking by using the promotional code **WORKSHOP10**.

Bookings and further information:https://cygnetsartschool.com/branch/cannock/

Key Dates



Thursday 15th October - Year 11 Parents Evening and Next Steps

Friday 23rd October Staff INSET day (school closed to students)

Monday 2nd November school reopens after half term