



Laurence Jackson School's

# PARENT BULLETIN



2ND APRIL 2026

As we come to the end of a busy term, we would like to take this opportunity to thank you for your continued support. Students have worked really hard, and we are proud of all they have achieved. Thank you for supporting our Spring Concert last night. Congratulations to all performers, especially our Young Musician of the Year finalist Bryn Shaw (Y7), who won with an outstanding performance of Die on This Hill – Spiro. Many thanks to Mr Codling, Mr Allan and Mrs Harris for their work coordinating the concert. We hope the Year 11 Iceland trip have an amazing time in week 2 of the holidays, and look forward to hearing all about it.

We wish you and your families a very happy and restful Easter break. We welcome all students back to school on Monday 20th April at the normal start time.

**Y11 revision over Easter** – please see on page 2 a reminder of Easter revision for Year 11. Please note there won't be staff supervision in between these times therefore if your child is planning to attend a morning session and an afternoon session in the same day, they would go off site for lunch. Students should report to reception on entrance to school.

## **KS3 Core Home Learning Updates**

KS3 students have been informed of the following:

Please note that there will be **no new KS3 Core Home Learning tasks set over the Easter Break.**

This provides a great opportunity for you to have a look at our **'Explore, Enrich, Excel'** range of activities and have a go at some of these. (All details on Class Charts).

Also, if you have fallen behind with Core Home Learning, this gives you a chance to catch up.

The following tasks are due in the first week back:

- Sparx Reader – Monday 20 April
- Sparx Maths – Wednesday 22 April
- History – Thursday 23 April

Please check your child has completed these and support them if needed. All details are on Class Charts. Students are also encouraged to explore the Explore, Enrich, Excel activities over the break.

## **Year 9 Macbeth Performance – Wednesday 22 April**

Year 9 students will enjoy a live performance of Macbeth by the Box Clever Theatre Company. This supports their upcoming study of the play in English. With excellent behaviour and focus throughout, students will thoroughly benefit from this very special live theatre experience.

## **FAO Parents/Carers of students with SEN – Redcar**

College invite you to a Foundation Learning Taster Event on Tuesday 21<sup>st</sup> April 5pm – 6:30pm. For more information or to book a place, please contact Holly Owen ([holly.owen2@cleveland.ac.uk](mailto:holly.owen2@cleveland.ac.uk) / 07436795891).

Click this link to find out more:

<https://www.cleveland.ac.uk/foundation-learning/foundation-learning>

**Safeguarding Spotlight** – As we approach the Easter holidays, I hope you all have some time to relax and come together with those close to you. For our young people it is a big change to routine and contact with their friends. Often throughout holidays some young people keep social issues to themselves which they may have discussed with friends when in school. As throughout all of safeguarding, communication is key. Please see below a circular for parents about supporting open conversations at home. Much of which will be already happening but it is always good to share some positive help and regularly check in with our young people.

If you have safety concern over the holidays, please use the avenues of support below:

If you are a child or you are aware of a child in danger or who is missing then contact 999, immediately.

If you are a child or you are aware of a child that is experiencing a mental health crisis and need immediate support contact the police on 999 and contact CAMHS crisis team by calling 111 and selecting the mental health option (option 2) or 03000 132000 option 6. If you are a parent/carer and have concerns, Redcar & Cleveland children's social services can be contacted Monday to Thursday 8.30am 5pm, Friday 8.30am 4.30pm via: 01642 130700, or Redcar & Cleveland children's social services can be contacted out of hours via their emergency team: 01642 524 552.

Mr Bayston - DSL



# Year 11 **Easter** Revision Timetable

Date	Time	Subject	Specific Topics being covered	Venue	Staff deliverers
Tuesday 7th April	10.00 – 11.30 12.30 – 14.00	Higher French Foundation French	Tier specific exam skills for: Speaking – picture descriptions (including follow-up questions) and general conversation. Writing – focus on tenses and translations.	L13	RGA for all classes
	10.00 – 12.00	GCSE PE	Planes and Axes Lever Systems Cardio-respiratory system Antagonistic muscle pairs	L18	MFO/MTY RBK
	10.00 – 12.00	Biology – triple/combined	Paper 1 Revision - Final 30 minutes will be triple only focussed on Culturing microorganisms and monoclonal antibodies	Hall	DSH
Wednesday 8th April	10.00 – 12.00	English Language	Using the first 15 minutes of the exam effectively; analysing language; analysing structure; writing skills	Hall	MBU
Thursday 9th April	10.00 - 12.00	Chemistry Paper 1 – triple/combined	Structures and Bonding Salts and required practical  Energy changes and required practical  Electrolysis and required practical  Titration Required Practical – Triple only (final 30 mins)	Hall	IFA
	13.00 – 15.00	RE	Focused on question structure and key teachings from across both papers	G3	KDI
Friday 10th April	10.00 – 12.00	English Literature – Paper 2	Planning an answer; 'An Inspector Calls'; 'Power and Conflict' poetry and Unseen Poetry	Hall	MBU
	13.00 – 15.00	History	Paper 1 Medicine	G11	GTH
Monday 13th April	No sessions				
Tuesday 14th April	10.00 – 12.00	Geography	Coasts and Rivers	G9	MPI
	13.00 – 15.00	Geography	Paper 1 Case Studies and exam questions	G9	MPI
Wednesday 15th April	No sessions				
Thursday 16th April	No sessions				
Friday 17th April	10.00 – 12.00	Physics Paper 1 – triple/combined	Paper 1 Required Practicals and working Scientifically Content	Hall	NCR

# 10 Top Tips for Parents and Educators

## ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

### 1 CREATE A SAFE SPACE

Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

### 2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

### 3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

### 4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

### 5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

### 6 RESPECT THEIR BOUNDARIES

If a child isn't ready to talk to about something yet, respect their boundaries; this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

### 7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

### 8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a café, or just a weekly walk.

### 9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

### 10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

