

The Wallington Week

13th April 2026

Welcome back to the Summer Term. I hope you and your families had a restful and enjoyable break. This term is always a busy and important one, with a wide range of events, activities and opportunities taking place alongside our students' learning.

On the final day of last term, students took part in an Easter House Leader challenge which brought together pupils from across different year groups and houses. Working in mixed teams, students were tasked with building the tallest possible structure using recycled paper, ensuring it could successfully support a plastic egg at the top. The activity created a real buzz around the school and was a wonderful opportunity for students to demonstrate teamwork, creativity and problem-solving while connecting positively with one another.



For our Year 11 and Year 13 students, the coming weeks mark the start of their GCSE and A Level examinations. We are very proud of the effort and commitment they have shown and wish them every success. Staff will continue to support students throughout the exam period, and we are grateful for the encouragement you provide at home.

As the term progresses, we will also be celebrating our Year 11 and Year 13 leavers as they prepare for the next stage of their journey. Thank you, as always, for your continued support of the school. We look forward to a positive and successful Summer Term for all.

**- Ms T O'Brien
Headteacher**



Calendar

Attendance

Y7 Y8 Y9 Y10 Y11

97.5%

96.6%

96.2%

96.1%

95.5%

Week B

Monday 13th April

- Late Start for Pupils (10.50am)

Tuesday 14th April

- Workshop 10: KS3 Study Skills (Years 7, 8 and 9 Parents) (Main Hall) 6pm

Wednesday 15th April

- Early finish for Y8 P/E (1.05pm Y8, 1.15pm rest of the school)
- Year 8 Parents Evening - 2-5.30pm (Online)

Thursday 16th April

- Year 12 Art Mock Exam

Friday 17th April

- Year 12 Art Mock Exam
- SEND Coffee Morning (E06, 10am)
- Central Detention- 3.10-4.10pm

Useful Links

Co-Curricular Activities

SOCs, the school's online system for Co-Curricular activities, will allow your child to see all available activities but also allow you to view after school registers to see if your child is attending and in school.

Careers Noticeboard

For live updates on careers related opportunities please [click here](#).

Please see the latest careers newsletter [here](#).

Current Vacancies

Click here for a link to our [vacancies page](#)

Upcoming Events

15th April- Y8 Parents' Evening

23rd April- Welcome to WHSG Evening

24th April- Y13 Prizegiving



Parent Workshop: KS3 Study Skills (Years 7, 8 and 9 Parents)

Date and time: Tues 14th April 2026, 18.00-19.00

Facilitator: Mr Donnelly - Assistant Headteacher for Teaching and Learning at WHSG

Location: This event will be held at Wallington High School for Girls

This workshop is for the parents of Years 7, Year 8 and 9 students. Mr Donnelly will provide parents and carers with tips and techniques to support their child with revision and how to retain more information and knowledge. The session will also look at how we can increase students' chances of becoming expert learners.

ADHD: Understanding and Supporting Your Child at Home Online Workshop

This webinar will explore what ADHD can look like in children, beyond common misconceptions. It will help parents understand how attention, impulsivity and emotional regulation difficulties may present in everyday life, and why these behaviours occur. Practical, realistic strategies will be shared to support routines, reduce conflict, and build your child's confidence and independence at home.

Date and time: Weds 22nd April 2026, 18.00-19.00

Led by: Dr Rachel Rebello, Educational & Child Psychologist

Location: Online through Teams (please register using link below)

Register: Workshop RSVP - ADHD: Understanding and Supporting Your Child at Home - [Fill out form](#)

Teams Link: <https://teams.microsoft.com/meet/38193945778738?p=Zp9wJGcuZqgOU8x1BD>

Meeting ID: 381 939 457 787 38

Passcode: wF9qJ2pv

Top Tips for Effective Revision and Study Skills

As exams approach, many young people fall back on familiar revision habits like re-reading and highlighting. While these can feel like progress, they often do little to support long-term memory. The attached guide explains why passive techniques can lead to misplaced confidence, gaps in understanding, and increased stress.

Staff Messages

When “Getting It Right” Feels Too Important: Supporting Children with High Expectations

This session looks at children who put a lot of pressure on themselves, find it hard to make mistakes, or avoid tasks unless they feel they can do them perfectly. Parents will gain an understanding of the underlying drivers of these behaviours, including anxiety and self-esteem, alongside practical ways to support flexibility, resilience, and a healthier approach to challenge and effort.

Date and time: Weds 13th May 2026, 18.00-19.00

Led by: Dr Rachel Rebello, Educational & Child Psychologist

Location: Online through Teams ((please sign up using link below)

Register: [RSVP: When “Getting It Right” Feels Too Important: Supporting High Expectations – Fill out form](#)

Teams Link: Join: <https://teams.microsoft.com/meet/38598947361096?p=fSnPjqfFGs1pzp2n9j>

Meeting ID: 385 989 473 610 96

Passcode: CC2Mq9jW

-Mrs Sundborg
Assistant Headteacher & DSL

Student Achievement

Congratulations to Sia in Year 7, who achieved an exceptional set of results at the Bromley Speech and Drama Festival last month. Competing independently, she placed in the top three across every category she entered – an impressive accomplishment at such a well-established regional event. Her results included 1st place in Reading Prose (author mandated), 2nd place in Storytelling, and top-three finishes in Public Speaking, Reciting Verse, and Solo Singing (Non-Musical). Sia’s hard work, confidence, and love for the performing arts shone through in every performance. We are incredibly proud of her achievements, well done, Sia!



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 reteach 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®

See full reference list on our website

SEND



Please join us for our free, relaxed coffee morning!

Venue: Wallington High School for Girls, E-block: E6

Date: Friday 17-April between 10-11.30am

This is an opportunity to meet parents and carers from our community over coffee and biscuits.

Hosted by the WHSG SEND Team with presentations from:

Rachel Rebello, Educational Psychologist, Cognus

Tracy Matthews, Autism Specialist, Adapt to Learn

Attendance

Requests for absence, including illness or appointments should be sent to:

attendance@wallingtongirls.org.uk

Please provide at least 2 full school days notice of a planned absence for the school to complete the required processes before the event.

Absences for longer than one day need to be confirmed at least 2 weeks prior to the event. Families should note that requests for holidays during term time will not be approved and penalty fines can be issued.

To notify WHSG of a leave of absence, please complete this [form](#) and return to the email above.

Contact Information and emails

If you need to update your home address or contact telephone number, emergency contacts or any other information, please send the updates to:

attendance@wallingtongirls.org.uk

When replying to any SchoolComms emails, please use the individual contact email provided and for general enquiries use info@wallingtongirls.org.uk



Parking

Please note that parents are unable to park or drive into the school grounds between the hours of 7.30am-4.30pm for safeguarding reasons. Families can contact our reception to ask for permission, where the needs arise for a student with mobility issues.

reception@wallingtongirls.org.uk

Please also ensure that when dropping/collecting your child at school each day, you are respectful of our local residents by not blocking drives and roads or impacting others safety by pulling in/ parking irresponsibly.

Punctuality

Good punctuality to both lessons and to school is expected of all students. We know that employers place great importance on punctuality and attendance, therefore it is important for our students to understand the value of being on time.

If a student is late 3 times within a half-term (roughly 6 weeks) they will receive a 60 mins detention on a Wednesday or a Friday. If the student is late again within the half-term they will receive an automatic 60 mins detention, a late report and there will be a meeting with parents. This will re-set at the start of each half-term.

We ask that parents support these actions as important processes for the school and understand that detentions cannot be moved for any after school clubs or enrichment events. Should a detention clash with a medical appointment, evidence will be requested for the school to show flexibility.