FAMILIES BULLETIN
13th February

Year 11 GCSE Mock Examinations

The final set of Year 11 Mock Examinations for your child begin on **Monday 2nd March at 9:00am**.

All students were issued with an individual exam timetable on **Tuesday 10th February**, outlining the dates and times of each of their examinations.

Parents can view the timetable on our Year 11 page of the school website: Year 11 Parent/Carer Page

Why are these exams important?

These examinations form an essential part of your child's preparation for their GCSEs. They allow teachers to assess:

- your child's current knowledge and understanding in each subject
- the progress they have made since the November Mock Examinations
- how they perform under formal examination conditions



What are the arrangements for the Mock Examinations?

All examinations will take place in the **Sports Hall**, unless your child is entitled to access arrangements such as a reader, scribe or extra time.

Morning exams will begin promptly at **9:00am**. Students must arrive in school by **8:30am** so they can be in the **Lecture Theatre** to receive key messages from subject staff, prepare for their paper, and move calmly into the exam space.

Please note:

- Students may not be permitted to sit an exam if they arrive late.
- Entry for late students is at the **discretion of the Exams Officer.**

Equipment

Students must attend in **full school uniform** and bring the following equipment in a clear pencil case or clear plastic bag:

- 2 × black pens
- Pencil
- Sharpener
- Ruler
- Eraser
- Calculator
- Maths set (compass, protractor)
- Highlighters (students may highlight questions, **but not their answers**)



Water must be in a **clear bottle with no labels, writing or logos**, and with a small lid. Water bottles should be reuseable for ease.

All electronic devices, watches and other prohibited items must be left in lockers and must **not** be brought into the exam room. All pockets must be completely empty before entering.

Students with extra time

If your child receives additional time for exam, please check the afternoon timetable carefully, as some examinations may finish after the end of the normal school day.

February Half-Term Revision

This is a reminder that our Holiday Intervention Programme begins on Monday 16th February. If your child has signed up for a session, you will receive an overview today which will include their timetable for the week.

Structure of the day:

- Morning Session: 10:00am – 11:30am
- Lunch: 11:30am – 12:00pm
- Afternoon Session: 12:00pm – 1:30pm

All students will be directed to leave school no later than 1:45pm.

Unfortunately, due to staff-to-pupil ratios, students who have not booked a place will not be permitted to attend.

Mr Drumm
Assistant Headteacher - KS4

Important Announcement: Changes to INSET Day

We would like to inform families of an important update to our school calendar. One of our planned INSET days has been rescheduled. **The INSET day previously set for Friday 27th March 2026 will now take place on Monday 13th April 2026.**



Please find our updated INSET and Twilight dates below for the remainder of the academic year:

INSET Days (School Closed)

- Wednesday 18th March 2026
- Monday 13th April 2026

Twilight Sessions (Early Closure)

- Wednesday 13th May 2026
- Thursday 11th June 2026

Further details on the timings for our Twilight days will be circulated closer to the dates.

Support Over February Half-Term

We wish all our families a well rested break over February Half-Term.

The school will be open for Year 11 students attending inteventions from **Monday 16th February 2026 - Friday 20th February 2026**. Please note that there will be limited staff on-site and staff may not respond to emails or contact during this period.

Below are some helpful contacts for additional support over the break.

ROYAL borough of GREENWICH

Report your concerns to Greenwich here.

live well greenwich

Call 0800 470 4831

online referral form

Royal Greenwich Trust School
Learning Today, Leading Tomorrow
PART OF UNIVERSITY SCHOOLS TRUST

Royal Greenwich Trust School
rgtssafeguardingteam@rgtrustschool.net

07886103582

NSPCC

Call 0808 800 5000

Email help@NSPCC.org.uk

Samaritans

SAMARITANS

You can access confidential emotional support at any time from Samaritans either by calling 116 123 or emailing jo@samaritans.org

https://www.samaritans.org/about-samaritans/

kooth

https://www.kooth.com/

Childline

childline
ONLINE, ON THE PHONE, ANYTIME

Childline is a free, private and confidential service that you can access online and on the phone. They can provide help and support for people up to their 19th birthday.

https://www.childline.org.uk/

Shout

shout
for support in a crisis

24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help. Text 85258.

Only available in mainland UK

https://giveusashout.org/

Climate for Learning Focus – Term 4



Correct Uniform - Dress to Impress

As part of our ongoing commitment to high standards and a positive learning environment, we are placing renewed emphasis on two key aspects of our school uniform policy: wearing the correct school shoes,

We believe that a neat and tidy appearance helps foster a sense of pride, discipline, and readiness to learn. With that in mind, we are asking all students to ensure:

- **Plain black formal shoes (please note that plain black trainers are not allowed)**

Staff will be reminding students of these expectations, and we appreciate your support in reinforcing them at home. If your child does not have the correct shoes they will be expected to borrow a pair from the uniform cupboard.

Thank you for helping us maintain a smart and respectful school culture.

Climate for Learning – Be prepared and ready to learn through self-regulation

Students are expected to use the toilet, fill water bottles and use their lockers before school, during break and lunch and after school.

Please support us by encouraging your child to have their bags packed every eventing. Together, we can help every student make the most of their learning.

Calm Corridors – Be Prepared and Ready to Learn by walking to your lessons with pace and purpose

Arriving on time is a simple but powerful way to support learning, build good habits, and show respect for teachers and classmates.

When students arrive promptly:

- They start lessons **calmly and confidently**, ready to engage.
- They don't miss **key instructions or introductions**, which can affect understanding and progress.
- They help create a **focused and respectful learning environment** for everyone.

I would like to take this opportunity to thank you for your continued support of your child's education.

Mr Brougham
Deputy Headteacher - Inclusion

Upcoming Key Dates

Date	Event	Year Group	Timings
Monday 16th February - Friday 20th February	February Half-Term	All Year Groups	All Day
Monday 23rd February - Friday 6th March	Year 10 Work Experience	Year 10	2 Weeks
Monday 2nd March - Friday 13th March	Year 11 March Mock Exams	Year 11	Various
Thursday 5th March	Year 7 Parents' Evening	Year 7	4:00pm - 7:00pm
Wednesday 11th March	Year 12 Interviews	Year 11	3:30pm - 6:00pm
Thursday 12th March	Year 10 Parents' Evening	Year 10	4:00pm - 7:00pm
Wednesday 18th March	INSET Day (School Closed)	All	All Day

Year 7 Parents' Evening - Thursday 5th March



We would like to invite you to our Year 7 Parents' Evening on Thursday 5th March. This event is an excellent opportunity for you to meet with your child's teachers and discuss their progress so far this year.

Appointments can be booked via the Arbor Parent App. A step-by-step guide on how to do this can be found here: https://support.arbor-education.com/hc/en-us/articles/203792102-Booking-Guardian-Consultations-Parent-s-Evenings-on-the-Parent-Portal-or-Parent-App

If you experience any difficulties making your appointments, please contact the school office team at **info@rgtrustschool.net**. When emailing, include your availability between **4:00pm and 7:00pm** (you will need approximately **35 minutes**). Our team will do their best to accommodate your request; however, please note that appointments are allocated on a **first come, first served basis**.

We look forward to welcoming you and working together to support your child's continued progress.

Mr Nott
Assistant Headteacher - KS3

Inclusion Coffee Morning - Tuesday 24th March 2026



We would like to invite you to our upcoming Inclusion Coffee Morning taking place on Tuesday 24th March 2026, from 9:15am to 10:30am. This session will provide an opportunity to learn more about themes around safety, choices, and community awareness.

During the morning, we will be discussing the following topics:

Gangs: Myths and Realities

- Develop understanding of the consequences of gang involvement—both for individuals and their families, as well as the wider community.
- Clarify what constitutes a gang and how this differs from a peer group.
- Explore the reasons why young people may be drawn to gangs and challenge common myths versus the realities of gang life.

Weapons: Choices & Consequences

- Understand why individuals involved in gangs are at greater risk of becoming victims of knife crime, and why they may be more likely to carry or use knives.
- Recognise that carrying a knife does not provide protection, status, or respect.

We hope you will join us for this informative morning, which aims to support families in navigating important conversations with young people.

To reserve your place, please book via the following link: https://www.rgtrustschool.net/ticketing/event?id=151

Ms Vasileva
Deputy Designated Safeguarding Lead and Inclusion Manager

Community Spotlight: Royal Greenwich Trust School Students Pitch at Parliament

Students from Royal Greenwich Trust School proudly represented the Business Department at the House of Commons as part of the Young Enterprise programme, showcasing the entrepreneurial ideas they have been developing in the Young Enterprise afternoon club with Mr. Ullah.

The event, organised in partnership with Young Enterprise and the Department for Business and Trade, brought together sixth form students from across London to pitch their businesses in a prestigious parliamentary setting. The students had the incredible privilege of meeting the **Minister for Small Business, Blair McDougall**, who praised the energy and creativity of young entrepreneurs.

Presenting Two Student Businesses

Our students presented two innovative businesses:

Made with a Smile: A creative venture producing customised phone charms and keychains designed to bring positivity and personality to everyday accessories. Impressively, the team demonstrated strong profit margins, selling keychains for £3 that were manufactured for just 20p. Students were applauded for using market research to develop a more desirable items among their target customers.

Muggle: A personalised mug company that demonstrated resilience and adaptability. The judges particularly commended the team for their honesty and maturity in adapting their initial business plan in response to feedback and market realities. Students also talked about their journey and explained their set backs.

Both teams confidently articulated their business models, production costs, pricing strategies and profitability, demonstrating the application of core business concepts studied in lessons.

Feedback from Industry Leaders

Students received direct feedback from an exceptional panel of judges, including:

- **Tim Campbell MBE**, one of the judges at The Apprentice
- **Steph McGovern**, BBC presenter
- **Priya Lakhani OBE**, entrepreneur and business leader

The judges challenged students on their financials, scalability and competitive advantage, giving them invaluable real-world insight into what investors and business leaders look for.

Experiences like this demonstrate the strength and ambition of enterprise education at RGTS. Through the Young Enterprise club, students are not simply learning business theory. They are creating, leading, problem-solving and adapting in real time.

We are incredibly proud of how well our students represented the school. Their professionalism, confidence, teamwork and leadership reflect the high expectations and culture of aspiration within the Business Department.

This was a powerful reminder that when students are given the right platform, they rise to the occasion. The future of enterprise at RGTS is incredibly bright.

Mr Ullah
Head of Department - Business

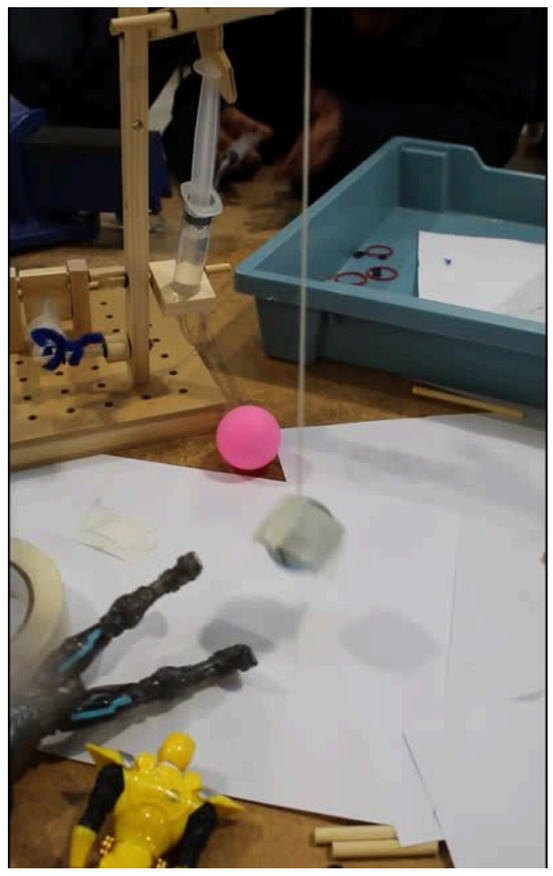




Community Spotlight: Be Great in Greenwich: Gifted & Talented STEM Saturdays at RGTS

This term, **Royal Greenwich Trust School** was proud to host an exceptional series of **Be Great in Greenwich Gifted & Talented STEM workshops** for selected Year 5 and Year 6 pupils from across the borough.

Delivered on Saturdays during Term 1, these workshops offered pupils a **rare and specialist opportunity** to work in high-quality secondary specialist spaces, using professional equipment and materials more commonly associated with GCSE and A-level study.



From the moment students arrived, the atmosphere was one of **challenge, curiosity and ambition**.

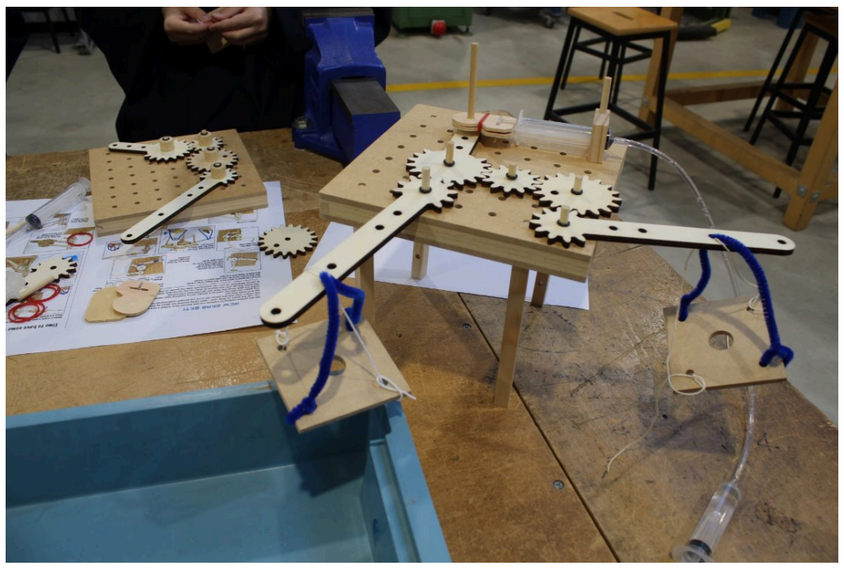
Designing, Making and Thinking Like Engineers

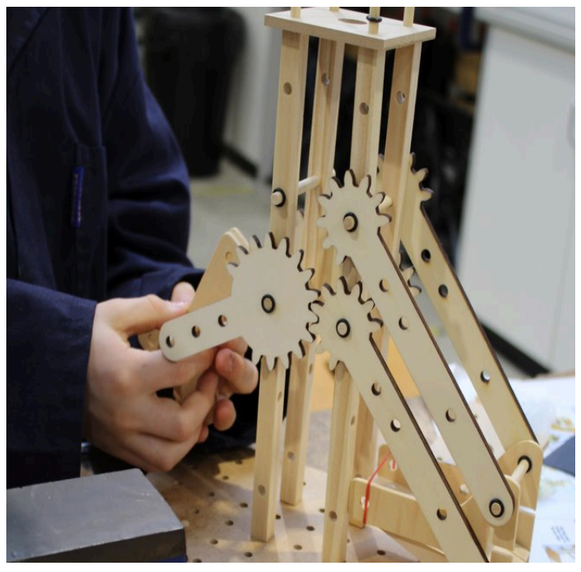
In the engineering workshops, pupils explored **forces, motion and hydraulic systems**, investigating how pressure, leverage and mechanical advantage can be used to solve real problems.

Students were set open-ended design challenges, such as:

- How can you use **hydraulic pistons** to create controlled movement?
- How do **lever length and pivot position** affect force and precision?
- How can a mechanical system be adapted and improved through testing and iteration?

Working collaboratively, pupils **designed, built, tested and refined** their own mechanical solutions — from lifting and rotating mechanisms to systems that required timing, accuracy and stability. When designs didn't work first time, students were encouraged to adapt, rethink and improve — exactly as real engineers do.







One student commented:

"It felt like being a real engineer. We kept changing our design until it worked better."



Textiles with Precision, Creativity and Purpose

In the textile's workshops, pupils developed their understanding of **materials, structure and technique**, creating felted and woven fabrics using **mini looms and a wide range of fibres and wool**.

Students explored:

- How fibres interlock during felting
- How warp and weft interact in woven structures
- How material choice affects strength, texture and flexibility

They worked with increasing independence, experimenting, problem-solving and making decisions about their designs, while also learning about health and safety, specialist tools, and professional workshop expectations.



A member of staff reflected:

"The level of focus and pride in their work was incredible. These pupils were completely absorbed in the process."

A Truly Selective and Aspirational Experience

The Be Great in Greenwich STEM Saturdays at RGTS were designed to stretch, inspire and challenge pupils who show exceptional potential. They offered a glimpse into what is possible when **talent meets opportunity**, and when young people are trusted to work at a higher level.

We are incredibly proud to have hosted such a motivated and talented group of young learners and look forward to continuing to work with Be Great in Greenwich to create transformational opportunities for pupils across the borough.

These workshops didn't just build knowledge — they built **confidence, ambition and belief**.

As one member of staff put it:

"This is exactly the kind of experience that sparks future engineers, designers and problem-solvers."

We are incredibly proud to have hosted such a motivated and talented group of young learners and look forward to continuing to work with Be Great in Greenwich to create transformational opportunities for pupils across the borough.

Mrs Houston
Assistant Headteacher

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUpWednesday®

The National College®

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.02.2026

Join the Fun

Design Your Own App!

Saturday 14 February

10 am - 4 pm

Woolwich Centre Library

Free!



For young people aged 10-14 years

Scan the QR Code to sign up for the workshop!

OR BOOK AT THE LIBRARY DESK

BETTER the feel good place

ROYAL borough of GREENWICH

Half-Term @ The Woolwich Centre Library

A range of fun & free events/activities for all to enjoy

Saturday 14 February | 10am-4pm | Age 10+
App Design Workshop w/UX Designer Anjali
Book at the Library Desk or Eventbrite *

Saturday 14 February | 2-3pm
Family Session: LGBTQ+ Story Time w/Mama G

Monday 16 & Tuesday 17 February | 1-3pm
Hair Braiding & Creative Workshop
With Pretty Hearts CIC | Age 11-16 | Drop-in

Monday 16 February | 2-5pm
GCDA: Family Crafting Session | Drop-in

Tuesday 17 February | 1-1.45pm & 2-2.45pm
Chinese New Year Calligraphy | Age 7+*

Wednesday 18 February | 10.30-11.30am
Family Session: Crafting Fun!

Wednesday 18 February | 2-3pm | All Ages
Enchanting Story-Telling Session w/Leanne

Thursday 19 & Friday 20 February | 1-3pm
Hair Braiding & Creative Workshop
With Pretty Hearts CIC | Age 11-16 | Drop-in

Thursday 19 February | 2-3pm
Teen Author Event: Join Greenwich resident Kezia Simon as she discusses her suspenseful debut novel: 'The Fate of Borrowed Hope'

Friday 20 February | 10.30-11.30am
Family Session: Lunar New Year w/SinMan
Chinese Dragon Dance Celebration

Saturday 21 February | 1.30-3pm
Family Session: Face Painting Fun

Saturday 21 February | 2-4pm
Family Session: Bead & Charm Workshop

FREE Holiday Meals | 12noon | Mon-Fri

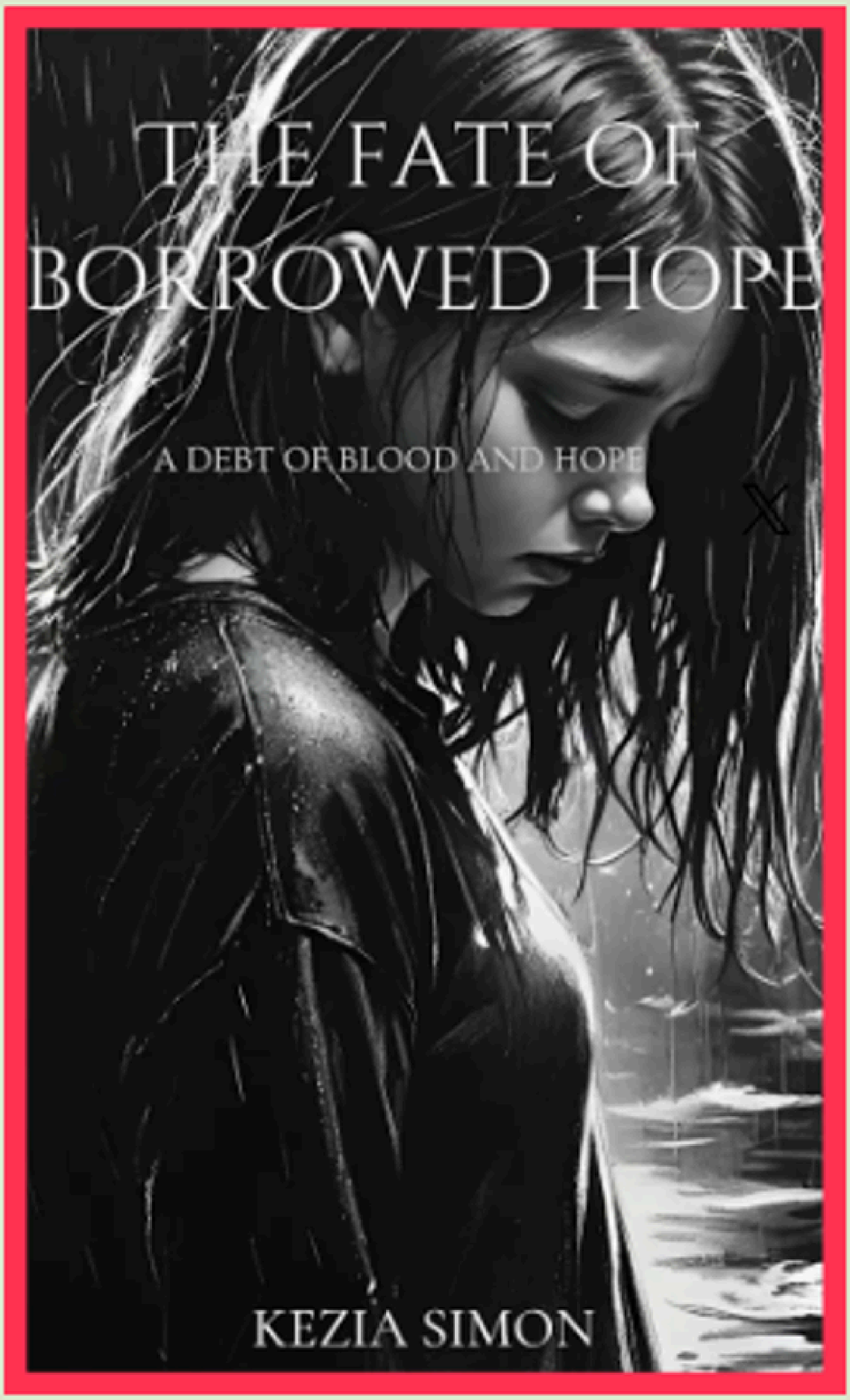
Booking Required - register at the Children's Library Desk

Core Activities:

Monday/Thursday/Saturday | Rhyme Time | 10am & 11am
Tuesday | Story Time & Rhyme Time | 10.30am & 11am
Thursday | RASCALS After School Craft Club | 4.30-5.30pm
Friday | Messy Morning & Rhyme Time | 10.30 & 11.30am
Saturday | Lego Club | 3.30pm
Sunday | Rhyme Time | 12.30-1pm
Sunday | Messy Afternoon | 2.30-3pm

Part of the National Year of Reading 2026 GO ALL IN.

BETTER the feel good place
ROYAL borough of GREENWICH



TEEN AUTHOR EVENT: KEZIA SIMON

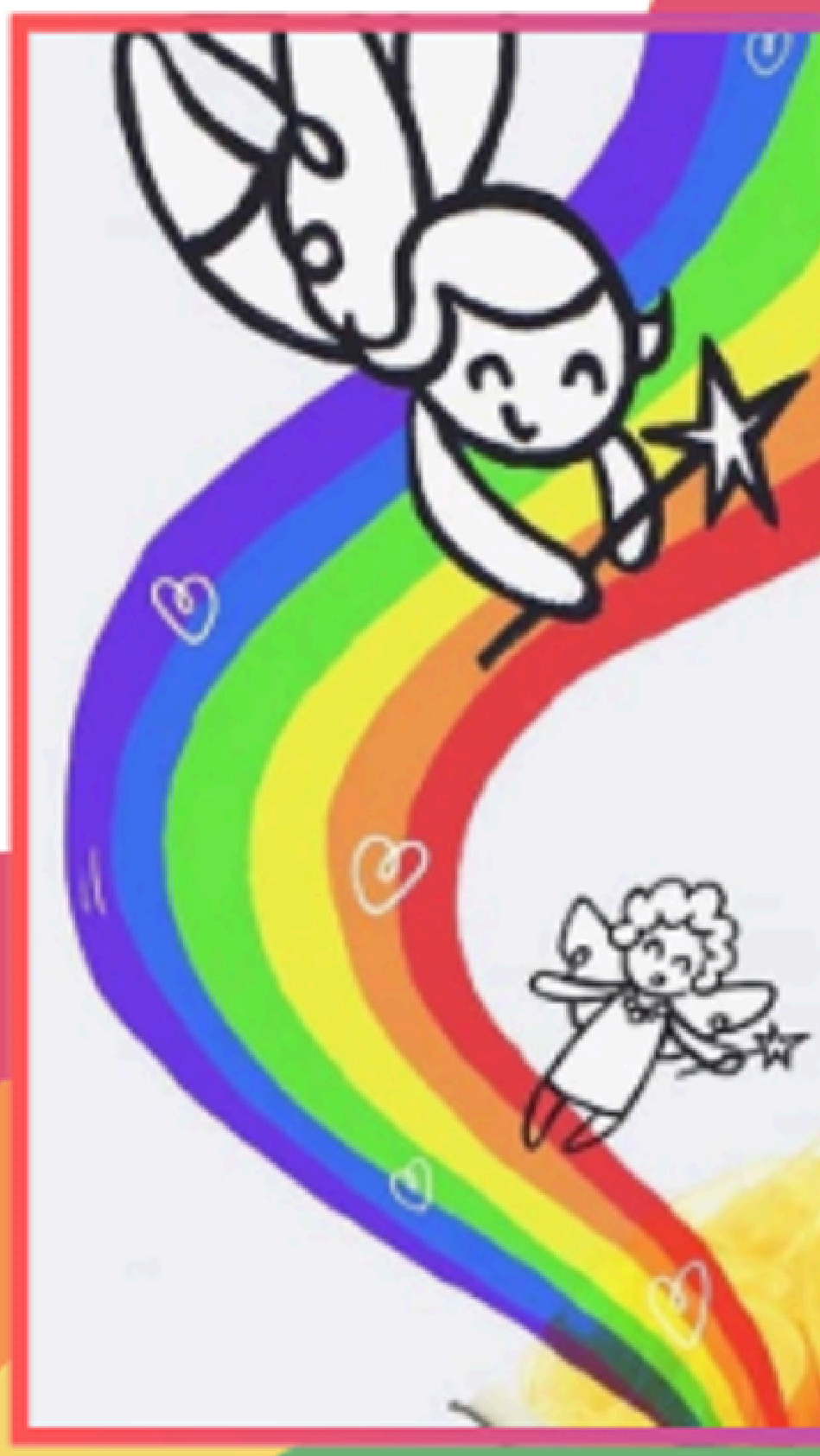


Woolwich Centre Library
Thursday 19 February | 2-3pm

Teen Author Event:
Join Greenwich resident
Kezia Simon as she discusses
her suspenseful debut novel:
'The Fate of Borrowed Hope'
Q&A, Book Signing & Refreshments

BETTER the feel good place
ROYAL borough of GREENWICH

LET'S CELEBRATE LGBT+ HISTORY MONTH



Story Time with Mama G



STORY TIME WITH MAMA G FOR CHILDREN & THEIR FAMILIES.
ABOUT BEING WHO YOU WANT AND LOVING WHO YOU ARE!

SATURDAY 14 FEBRUARY | 11AM | BLACKHEATH LIBRARY

SATURDAY 14 FEBRUARY | 2PM | WOOLWICH CENTRE LIBRARY

MONDAY 16 FEBRUARY | 11AM | WEST GREENWICH LIBRARY

MONDAY 16 FEBRUARY | 2PM | GREENWICH CENTRE LIBRARY