HALLFIELD PRIMARY SCHOOL
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NORTH WESTMINSTER FEDERATION
Executive Head: Mr Aaron Sumner

17th April 2026

Dear Families of Hallfield,

Welcome back to a new half term! It has been wonderful to see the school filled once again with energy, enthusiasm and smiling faces. The children have returned ready to learn, and with the warmer, brighter weather beginning to arrive, there is a real sense of positivity across the school community.

A special mention must go to our Year 6 pupils, who have been working incredibly hard in preparation for their SATs, which will take place in the week beginning 11th May. Their dedication and resilience have been fantastic to see.

Last term also saw a brilliant example of creativity and confidence in Year 3, who worked alongside a drama teacher to bring poetry to life and perform to their parents. This was a wonderful celebration of our focus on oracy, confidence-building and creativity, and the children should feel very proud of their achievements.

This week, we have also been recognising Autism Awareness Week across the school. Our School Council and Peer Mediators worked together to vote for a charity (Autism Initiative) to support, and we will be fundraising through a bake sale featuring items that the children have made in school. This reflects our strong commitment to inclusion and our shared school ethos, as well as our one school rule: to be kind. As part of the week, some of our School Councillors and Peer Mediators visited classes to remind children of the importance of creating an autism-friendly school, reinforcing how we can all support and respect one another.



Thank you to all the parents and carers who were able to join us for our Topic Launch events this week. The children always enjoy sharing their learning with you, and your support makes a real difference to their enthusiasm and engagement. Our teachers have also been busy planning a range of exciting trips for this term to help bring learning to life, and we look forward to sharing more details with you soon. In addition, after-school clubs will begin again next week, and we encourage children to take part where possible.

There is always so much exciting learning taking place all the time at Hallfield. Remember you can keep up to date with all that is going on in school by visiting our blog at: https://hallfieldblog.wordpress.com/

Attendance and Punctuality Reminder

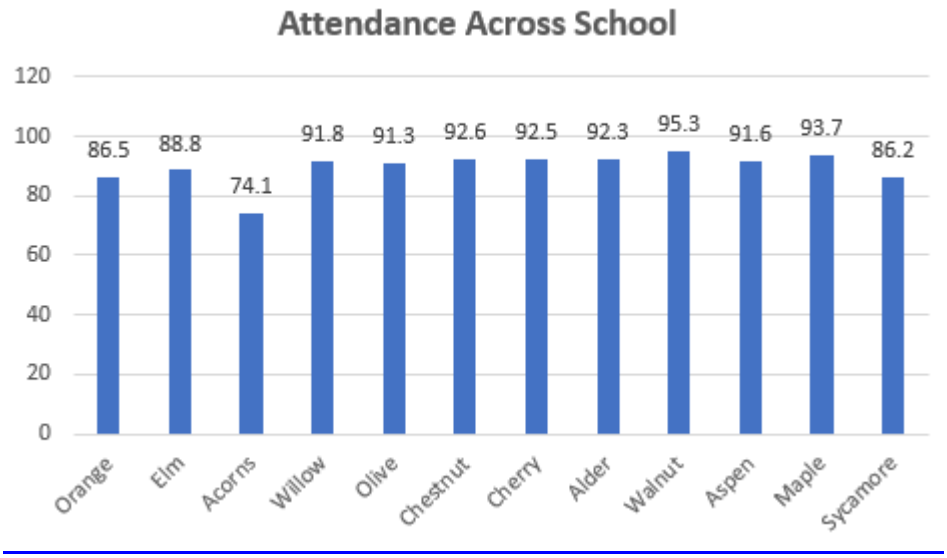
Did you know that being just a few minutes late each day can quickly add up to hours of lost learning over time? A prompt start helps children feel settled, confident and ready to learn. Simple routines

such as preparing bags and uniform the night before and allowing a little extra time in the morning can make a big difference.

Regular attendance plays a vital role in children's learning, helping them to build strong routines, maintain friendships and feel part of the school community. As you are aware, missing school can interrupt this continuity and make it more challenging for children to fully engage with their learning. Thank you for your continued support in ensuring children arrive on time each day.

A copy of the school's attendance policy can be found on our website: attendance-policy-sep-2025-nwf.pdf

Well done to Walnut class.
You are closest to our target of 96%



Polling Day School Closure – 7th May

We would like to let you know that the school will be closed on Thursday 7th May as the school building will be used as a polling station.

On this day, only Year 6 pupils will attend school, and they will be in for the morning only, leaving at 12.30pm. All other year groups will not be in school.

Please ensure that you make any necessary childcare arrangements in advance.

After school clubs

Club	Date	Cost	Dates
Football Year 3 and 4	Tuesday	£58.50	21 April to 30 June – 10 weeks
Board games year 1 and 2	Tuesday	Free	21 April to 30 June – 10 weeks
Tennis Club KS2	Wednesday	Free	22 April to 3 July – 10 weeks
Choir KS2	Wednesday	Free	22 April to 3 July – 10 weeks
Football Year 5 and 6	Thursday	£58.50	23 April to 9 July – 10 weeks
Coding Years 2 to 4	Thursday	Free	23 April to 9 July – 10 weeks
Bike club Years 1 & 2	Thursday	No cost	23 April to 9 July – 10 weeks

Supporting Children with Upcoming Assessments

With a number of assessments approaching, including SATs for Year 6, the Phonics Screening Check for Year 1 and the Multiplication Tables Check for Year 4, some children may begin to feel a little anxious. This is completely natural, and in school we are supporting the children to feel prepared and confident.

There are several simple ways parents and carers can help at home:

- **Keep routines calm and consistent** – regular bedtimes and a good morning routine can make a big difference to how children feel.
- **Focus on effort, not just results** – praising children for trying their best helps to build confidence and resilience.
- **Talk positively about assessments** – presenting them as an opportunity to show what they know, rather than something to worry about, can reduce pressure.
- **Encourage short, relaxed practice** – a little practice at home (reading, phonics or times tables) can help children feel more secure, but it is important to keep this low-pressure.
- **Make time to talk and listen** – giving children space to share any worries and reassuring them can really help.
- **Promote time to relax and unwind** – time to play, relax and be active is just as important as time spent learning.

Above all, children benefit most from feeling supported and reassured. Building their confidence and reminding them that doing their best is what matters most will help them approach these assessments with a positive mindset.

Screen Time and Healthy Balance

The government has recently published new guidance to help parents support young children in developing a healthy relationship with screens. You can read the full guidance here: Screen time guidance for under 5s

The guidance highlights that while screens are a normal part of modern life, it is important to strike a balance. For younger children, this includes limiting screen time where possible (for example, avoiding it for under 2s except for shared activities, and keeping it to around an hour a day for children aged 2–5), choosing age-appropriate content, and ensuring screen use does not replace sleep, play or interaction with others.

There are several practical ways parents and carers can support a healthy balance at home:

- **Set clear boundaries** – for example, keeping mealtimes and bedrooms screen-free and avoiding screens before bedtime.
- **Use screens together** – talking about what children are watching helps support language and understanding.
- **Choose calm, age-appropriate content** – slower-paced programmes are better suited to young children's development.
- **Offer engaging alternatives** – children are more likely to move away from screens when there are appealing options available, such as:
    - painting or drawing
    - puzzles and board games
    - Lego or construction toys
    - play dough or craft activities
    - reading and storytelling together

- **Encourage play and interaction** – activities such as outdoor play, games and conversation support children's development far more than passive screen use.
- **Lead by example** – children often mirror adult habits, so reducing screen use as a family can have a positive impact.

By making small, consistent changes, families can help children develop healthy habits that support their learning, wellbeing and overall development.

Kind Regards

Feben Ghirmay

Co-Head of School

School Dates for the Summer Term 2026

April	
20th	Parent information session – Oral Health by School Nurse (2.30pm)
21st	Year 4 trip EYFS Topic Launch
22nd	Year 5 trip
23rd	Year 6 trip
27th	Parent information session – Asthma by School Nurse
28th	'Nourish' Family Cooking sessions
30th	Year 4 trip
May	
4th	Bank Holiday – school closed
7th	Polling Day – school closed (Year 6 in – morning only)
11th to 14th	SATs week
14th	Parent information session – Mental Health Awareness
15th	Reception trip
18th	Year 5 & 6 Food Festival (2.30pm)
19th	Year 1 & 2 Food Festival (2.30pm)
20th	Year 3 & 4 Food Festival (2.30pm)
21st	EYFS Food Festival (2.30pm) School Photography
22nd	Year 4 trip School closes at 3.25pm
Week beginning 25th	Half-term
June	
Week beginning 1st	Bikeability for Reception children
Week beginning 8th	Phonics Screening Bikeability for Year 1 children
5th	Year 4 trip
9th	Year 6 trip
18th	Parent information session – Self-care
22nd	Year 5 & 6 Sports Festival (9.30am)
24th	Reception, Year 1 & 2 Sports Festival (9.30am)
25th	Year 3 & 4 Sports Festival (9.30am)
30th	Year 4 trip
July	
2nd	Parent information session – Secondary Transition
Week beginning 6th	Year 6 Residential trip (6th to 8th July) Bikeability for Year 6

MIND have rebranded to AllKind

April 2026

Children and Young People's Newsletter

Allkind



Happy April everyone! We hope you had a lovely Easter break. In this issue we will be discussing our exciting rebranding, Stress Awareness Month, and how to manage exam stress.

WE ARE Allkind

Putting kindness at the heart of mental health support

We've rebranded to Allkind to better reflect who we are: a community where everyone belongs and all kinds of support are welcome.

As we have always been, we're dedicated to supporting all kinds of people through their mental health challenges, helping them to live the life they deserve.

Same charity

Same support

New look and feel



Get in touch!

www.allkind.org.uk
020 7259 8100
hello@allkind.org.uk

Follow us

@allkindmentalhealth

Stress Awareness Month

Stress Awareness Month is observed every April since 1992. In our increasingly fast-paced world, stress has become a common part of everyday life, yet it remains a topic often overlooked or misunderstood. Stress Awareness Month provides an important opportunity to break the stigma around mental health, promote stress management strategies, and encourage healthier, more resilient lifestyles.

By increasing understanding and promoting open conversations about stress, this month encourages individuals to prioritise self-care and seek support when needed.

The theme of this year is Be the Change, which is inspired by Mahatma Gandhi's famous quote, "Be the change you want to see in the world".

To help the change, we are offering psychoeducational workshops on Building Resilience, Managing Emotions, Exam Stress, Perfectionism and many more where we discuss managing stress. Don't forget to reach out to your school's Mental Health Lead for more information!

Exam Stress

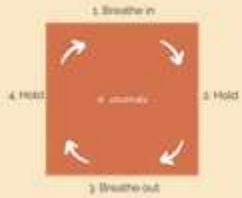
April marks the start of the exam preparation period for many students. You might notice pressure building, whether that's from school, family or even your own expectations. A small amount of stress can actually help you stay focused and motivated. But when it starts to feel overwhelming, it can affect your sleep, mood, and confidence.

If you've been feeling more worried or tense than usual, you're not alone. Exam stress is a completely normal response to pressure. The good news is that with the right support and some helpful strategies, you can learn to manage it in healthy and positive ways.

Stress- reduction techniques for students :

1. Box Breathing

When stress builds up, your breathing can become fast, which makes your body feel even more tense. Box breathing helps calm your nervous system. Try breathing in for 4 seconds, hold for 4 seconds, breathe out for 4 seconds, then hold again for 4 seconds before repeating. Doing this for 1-2 minutes can help your body relax and clear your mind before studying or going into an exam.



2. Breaking tasks into small, manageable steps

Looking at a whole subject or exam syllabus can feel overwhelming. Instead of trying to tackle everything at once, break your revision into small, managable tasks. For example, focus on reviewing one topic or even a few practice questions at a time. Completing small steps helps build momentum and confidence.



3. Write down your worries

Sometimes our minds keep repeating the same worries, which makes it hard to focus. Try writing down everything that is on your mind before you start revising. This helps "empty" those thoughts from your head and makes them feel more manageable. You can also write down one small action you could take to deal with each worry.



4. Challenging unhelpful thoughts

When you feel stressed, your mind might jump to worst-case thoughts, such as "Everyone else understands this except me." Try to pause and ask yourself if that thought is helpful. You can replace it with a balanced thought, such as "This topic is difficult, but I can improve if I practise it step by step."



If stress is significantly affecting sleep, appetite, or wellbeing, please consider speaking with a trusted adult, contacting school pastoral team or GP for further advice.

Mindfulness Corner



Engaging in arts and crafts activities mindfully, like mindful art journaling or observing artwork without judgement, boosts creativity, focus and emotional regulation. An excellent example of this is the picture on the left.

A student made the attached butterfly with her fingers as a planned valued activity during her low mood intervention. She shared this made her feel calm and she enjoyed making it.

Improving School Food Standards in England: Consultation Launch - 13 April 2026

Every child deserves food at school that helps them feel good, learn well, and thrive.

A nutritious breakfast or a good-quality lunch can make a real difference to children's concentration, behaviour, and long-term health. That is why the Government has made school food a priority and **the Department for Education has launched a national consultation on improving School Food Standards in England.**

The current standards, set more than a decade ago, no longer reflect the latest nutritional guidance or the preferences of children today. Too many children are consuming too much sugar and too little fibre, and health inequalities remain stubbornly wide.

While we know many schools are already serving healthy school dinners, these new standards level the playing field so that every child - no matter where they live - gets good-quality food at school.

We are proposing updated, modern School Food Standards that:

- Support healthier breakfasts and lunches across the whole school day.
- Increase fibre, reduce sugar and restrict foods high in fat, sugar and salt.
- Remove the reduced set of standards for maintained nurseries and nursery units within primary schools, where the early years foundation stage nutrition guidance applies.
- Promote healthy, nutritious and appealing food.
- Are inclusive of children with different needs, cultures, allergies and diets.
- Work practically for schools, caterers and governors.

These new standards build on the government's extension of Free School Meals to every child from a household in receipt of Universal Credit from September 2026 - reaching over half a million more children and lifting 100,000 out of poverty. Together, these reforms represent the biggest expansion of school food provision in a generation.

We want to hear from those who know school food best: children and young people, parents and carers, schools and governors, caterers, health professionals and the wider food sector. Your insight will help ensure the new standards are workable, inclusive, and sustainable, and that they make a real difference in classrooms and communities across England.

👉 **Have your say:**

The consultation is now open and runs until **12 June 2026.**

You can read the proposals and submit your views here: **School Food Standards: updating the legislative framework - GOV.UK**

You can read our press notice here: **Government scraps high-sugar food from school menus - GOV.UK**

By working together, we can create a school food system that supports children's wellbeing, reflects local needs, and makes healthy eating an enjoyable and familiar part of every school day.