

Dear Parents, Carers and Students,

As we reach the end of what has surely been one of the wettest Spring Terms in recent memory, I would like to extend my thanks to our students, staff and families. Your hard work, resilience and continued support over these past months have been much appreciated. Despite the weather, it has been a vibrant and rewarding term filled with achievements, both in the classroom and through the enrichment activities and opportunities our students have embraced.

After the Easter break, we look forward to beginning what promises to be a busy, purposeful and productive Summer Term. For our Year 11 students, this marks the final stretch before their external examinations. They have demonstrated impressive determination throughout their mocks and revision programmes, and we know they will continue to apply themselves as they prepare for exams in May and June. We will be alongside them every step of the way, offering guidance, encouragement and support as they work towards the next exciting chapter in their lives.

The Summer Term also brings a wide range of events, curriculum activities and opportunities for all year groups. We are excited to build on the fantastic progress students have already made this year.

This term we also say a fond farewell to **Craig**, our long-standing Key Stage 3 teacher, who is leaving the profession to embark on a new business venture. Craig has been a valued member of our team, and he will be greatly missed by both students and colleagues. We wish him every success for the future.

Looking ahead to the Autumn Term, we are pleased to share that **Steve** will be joining us. A talented and experienced teacher currently based in a Dorchester school, Steve has strong roots in Weymouth and Portland, and we are delighted to welcome him to The Compass team.

We would also like to highlight a few opportunities that may be of interest to families. On the next page you'll find details of the ***Easter in Dorset*** programme (previously known as the HAF project). In addition, ***Parenting Together in a Digital World*** - a free event taking place on **14 April** - may be useful for some parents and carers. You can sign up via the link below:

<https://mcusercontent.com/c39535cf4f9d1ca66af8d2b44/images/d6b142cd-8ea5-b3c5-b37a-35b481fb5a6e.jpg>

/continued

Finally, Dorset Council has asked us to share information regarding meningitis and the importance of routine vaccinations, including the MenACWY vaccine where relevant. The full UK vaccination schedule can be found here:

<https://dorsetcouncil.us1.listmanage.com/track/click?u=c39535cf4f9d1ca66af8d2b44&id=311572774d&e=8bac786216>

As we head into the holiday, I wish all our families a restful, enjoyable and well-deserved Easter break. We look forward to welcoming students back on **Monday 13 April 2026**, ready for a successful and engaging Summer Term.

With best wishes,

Alison Glazier
Headteacher



Happy Easter

coloringpage.eu



Easter in Dorset is designed to bring high quality, accessible and affordable activities over the holidays to children and young people who go to school in Dorset.

Easter in Dorset is an opportunity for children and young people to:

- take part in an exciting programme of activities and events
- make new friends
- take part in physical exercise and learn new skills
- enjoy tasty and nutritious food
- join in the fun if your child has special educational needs and disabilities (SEND)
- take part in short breaks
- have lots of fun!

If your child is eligible for benefit-related free school meals they can take part for free using a holiday activity passcode. Passcodes are issued when Free School Meal applications are approved. If you don't know your child's passcode, email - holidayactivities@dorsetcouncil.gov.uk with your child's name, date of birth, and school and they will send it to you.

SCIENCE

This term, students across Key Stages 3 and 4 have shown great engagement and progress in their science studies.

At Key Stage 3, students have been learning about cells and organs within the human body. They have explored a range of organs in detail, with a particular focus on understanding the structure and function of the heart and its components.

Students in Year 9 have been working exceptionally hard on their topic of pathogens. They have developed a strong understanding of how infections are spread, as well as the measures that can be taken to prevent illness.

Year 10 students have continued building on their GCSE content in preparation for next year's exams. This term, they have focused on homeostasis, learning about the important processes the body uses to maintain stable conditions and keep us healthy.

Students in Year 11 have been following a structured revision timetable, with targeted lessons informed by their January mock exam results. It is essential that all students continue to attend lessons regularly and fully engage with these revision sessions to give themselves the best possible chance of achieving their desired GCSE grades.

Bex

EXAM TIMETABLE MAY / JUNE 2026

Please see below the exam timetable for this summer's Year 11 external exams. Students will be given full details together with their individual exams timetable and attendance arrangements.

Date	Subject	Paper	Session
Tues 12th May	Biology	Paper 1	Afternoon
Weds 13th May	Geography	Paper 1	Morning
Thur 14th May	Maths	Paper 1 (Non-Calc)	Morning
Tue 19th May	Btec Sport	on line	1.30pm
Thur 21st May	English Language	Paper 1	Morning
HALF TERM HOLIDAY			
Tues 2nd June	Statistics	Paper 1	Afternoon
Wed 3rd June	Maths	Paper 2 (Calc)	Morning
Wed 3rd June	Geography	Paper 2	Afternoon
Fri 5th June	English Language	Paper 2	Morning
Mon 8th June	Biology	Paper 2	Morning
Wed 10th June	Maths	Paper 3 (Calc)	Morning
Thurs 11th June	Geography	Paper 3	Morning
Fri 12th June	Statistics	Paper 2	Afternoon
TBC (April/May)	Art	Practical Exam	School Scheduled (See Art news page 5)

YEAR 11 LEAVERS EVENT

Plans are underway for a Year 11 Leavers event following the exams .



More details to follow!!



MAX EVENTS

The Year 11 students have been working hard through the cold winter months to get the bird hide complete. The idea is this will be a quiet space next to the lake to spot birds, deer and pond life. This has been a massive project that the students have had to plan, resource, prepare and install together. Along the way we have had to make many 'tweaks' to the project including a new flooring platform that decided to float away in the floods. The workmanship is outstanding and I hope this is here for years to come.

Mark



MATHS

This term has just flown by as Year 11 students prepare for their exams. They have been working hard on revising topics that will be important to their exams. After Easter their focus will be on getting as much practise as possible of exam style questions using past papers – resilience will be key to their success!

Students in Year 10 have covered some statistics work on averages and have also completed an angles topic. Year 10 have also spent two lessons attempting a GCSE paper to give them a feel of what the exams are like and learning how to gain maximum marks. Year 9 students have primarily had their focus on geometry this half term. We have been busy calculating area and perimeter of a variety of 2D shapes, before moving onto representing 3D shapes on isometric paper, and drawing plans and elevations.

It has been a busy but productive term. I'd like to take this opportunity to wish Year 11 students well with their exams.

Alison Gr

ART

As we are heading into the exam season, I would like to highlight the Year 11 Practical GCSE Art Exam. Students will sit a 10 hour practical exam to create their final piece for their Externally Set Assignment which is worth 40% of their Art GCSE.

The dates are as follows -

- **Friday 24 April - Sessions 1 and 2**
- **Monday 27 April - Sessions 5 and 6**
- **Tuesday 28 April - Sessions 3, 4 and 5**
- **Friday 1 May - Sessions 1 and 2**
- **Tuesday 5 May - Sessions 3, 4 and 5**



If anyone has any questions about these please do contact me.

Sian

EASTER HOLIDAY & SUMMER TERM 2026

We are sure you don't need a reminder, but we finish for the Easter holiday on Thursday 26 March,

and return to school for the start of the Summer Term



on Monday 13 April 2026.



CATERING

It's been another busy term in the kitchen at Compass. The standard of food being produced by all our students is absolutely amazing! Some of the recipes are quite challenging but they always rise to the challenge.

Our Level 1 and Level 2 BTEC Home Cooking Skills students have been working hard this term practicing a range of different recipes. They have all chosen their preferred dishes and will be completing their practical assessments over the next two weeks. Also, as part of their course they are working towards either a Level 1 or Level 2 certificate in Food Hygiene, one student has already completed their L2 Food Hygiene certificate – well done!

Cooking enrichment on a Friday afternoon has proved a popular choice again this term – with students cooking a variety of dishes from Chocolate Swiss roll, pancakes and brownies to chicken chow mein and sausage rolls – I hope some of these made it home? **Catherine**

Here are some photos of the students fantastic work:



What is SORA?

SORA is an app with 24/7 access to ebooks and audiobooks. It's convenient for students to check out titles at home, on the weekends or during school holidays. Students can change the settings to suit how they like to read or listen.

Download the free Sora app from the Apple App store, Google Play Store or visit soraapp.com

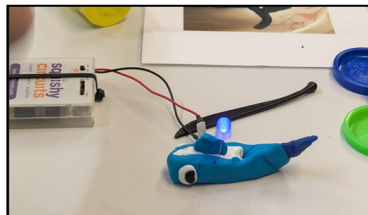
Students can borrow titles (*every Compass student has login*), and can enjoy anytime, anywhere on a computer, tablet, or smartphone. Whether a student's interest lies in classics, the latest popular young adult fiction, magazines..... they can find it all in Sora!

If you would like any further details please contact the school.



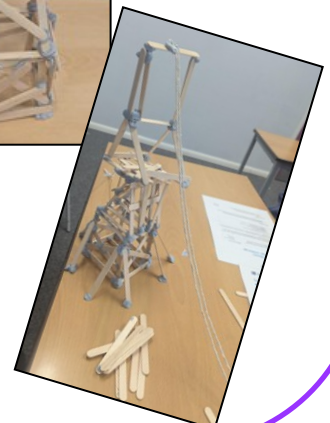
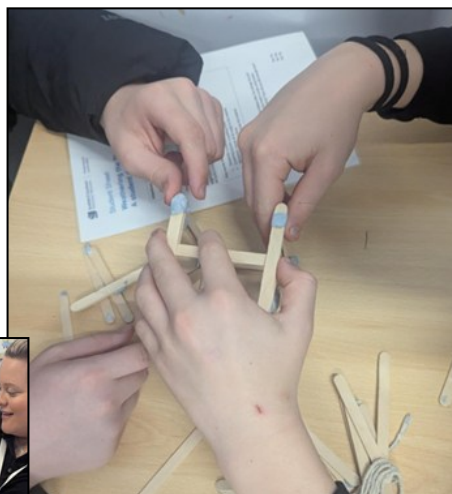
LIFE SKILLS & CAREERS

Dorchester Learning Centre Careers Fair Year 9: The DLC Careers Fair was a fantastic event that really opened our students' eyes to the huge range of opportunities out there. With so many employers and training providers in one place, there was plenty to explore and lots of new ideas sparked. The workshops were a big hit too - hands on sessions like bricklaying and cooking came out on top in student feedback, and the electronics workshop kept everyone busy and curious. Students left with some really valuable takeaways: GCSE Maths and English are important for almost every path, skills and attitude make a big difference, college and apprenticeships are genuinely accessible options, and sometimes showing enthusiasm and grabbing opportunities matters more than the number of GCSEs you have. *Thank you* Dorchester Learning Centre.



Aureos <https://aureos.com>

Aureos recently returned to Compass to work with Year 9, giving students a hands on taste of what work is like in the construction and energy sector. Their challenge was to build an electricity pylon using only lollipop sticks and Blu Tack, before testing its strength in “windy conditions” created by an extreme hairdryer. Every team managed to keep their tower standing, which made the activity even more fun. A big *thank you* to Aureos for giving up their time and for organising such a great experience for our learners.



Abbot and Rees: We also recently visited Abbot and Rees to learn more about careers in the funeral director profession, and the experience was incredibly insightful. Amanda from Abbots and Rees was friendly, welcoming, and generous with her time, answering lots of questions and sharing clear information about the different roles, training routes, and skills needed in the industry. We even left with a full folder of information to read through afterwards. We're really grateful to Amanda for giving us such an informative and supportive visit.

ABBOTT & REES
FUNERAL DIRECTORS

National Careers Week: For National Careers Week, students across all years took part in a fun quiz exploring the surprising jobs celebrities had before they became famous, helping everyone see that career journeys aren't always a straight line. We also spent time learning about Labour Market Information and discovered the top ten most in demand jobs in Dorset right now. It was a great way for students to understand how varied career paths can be and how the world of work is constantly changing.



Post-16 Placements: Nearly all our Year 11 students have applied for their **Post-16 placements** at college and for apprenticeships. For more information about local Colleges, please follow the links below for future open events:

[Open Days and Interview Evenings - Weymouth College](#)

[College Open Events - Grow Your Career - Kingston Maurward College \(kmc.ac.uk\)](#)

Budmouth College 6th Form <https://www.budmouth-aspirations.org/sixth-form/opening-evenings/>

Thomas Hardye School <https://sixthform.thomas-hardye.net/apply>

Yeovil College [Events Archive - Yeovil College](#) [Yeovil College](#)

Wiltshire (Salisbury) College <https://www.wiltshire.ac.uk/events/>

Careers Information: If you would like to discuss future skills and career options with your child, there are lots of useful websites that help with this. We have been using these in school with all year groups in National Careers Week this term:

<https://www.lmiforall.org.uk/cm2/> = comparing jobs

<https://careerswales.gov.wales/buzzquiz> = personality quiz and career match up

There are other useful websites on our website:

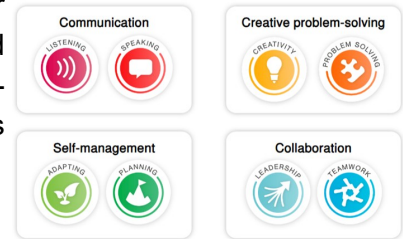
<https://www.compass.dorset.sch.uk/gatsby-career-benchmarks>

<https://www.gov.uk/apply-apprenticeship> = Apprenticeships

Skills Builder: We introduced **Skills Builder** last school year to help our students prepare for the world of work. Skills Builder focuses on 8 core skills that all employers are looking for in young people. In Life Skills we learn about 1 of these skills each half term and teachers look for examples when our students are using these skills in their lessons and -site activities so that when students leave Compass they will have a portfolio of evidence of skills they have.



off **Skills Builder**
Silver Award
2025 - 28



This half term we have been focusing on **planning** (setting goals and working out steps to get to them)

Summer Term in Life Skills

Year	Topic area	Includes
KS3	Relationships Education	Physical changes during puberty, the impact of puberty on the teenage brain, consent, different types of relationships, healthy and unhealthy relationships, where to get support
Y9	Relationships Education	Healthy relationships, unhealthy relationships, social media and its impact on relationships, how to keep yourself safe in a relationship (physically and mentally) consent, where to get support
Y10	Relationships Education	Benefits of social relationships, expectations of social relationships, long term relationships, parental responsibilities, consent, impact of drugs and alcohol on relationships, keeping safe in online and real relationships

If you have any questions or comments about the content of our Life-Skills curriculum don't hesitate to contact us.

Kate J

IMPORTANT DATES FOR THE SUMMER TERM 2026

Monday 13 April 2026	Summer Term begins
Monday 4 May 2026	Early May Bank Holiday
Tuesday 12 May 2026	Year 11 External Exams begin *
Friday 22 May 2026	Students finish for half term holiday
Monday 1 June 2026	Students return from half term holiday
Friday 12 June 2026	Year 11 External Exam end *
Tuesday 21 July 2026	Students finish for Summer Holiday
Thursday 3 September 2026	Students return for new academic year

* For more details of external exams please see page 3.

Term Dates 2026-27



Compass Learning Centre School Terms and Holidays 2026 – 2027 Academic Year

September 2026					October 2026					November 2026							
M		7	14	21	28	M		5	12	19	26	M	2	9	16	23	30
Tu	1	8	15	22	29	Tu		6	13	20	27	Tu		3	10	17	24
W	2	9	16	23	30	W		7	14	21	28	W		4	11	18	25
Th	3	10	17	24		Th	1	8	15	22	29	Th		5	12	19	26
F	4	11	18	25		F	2	9	16	23	30	F		6	13	20	27
Sa	5	12	19	26		Sa	3	10	17	24	31	Sa		7	14	21	28
Su	6	13	20	27		Su	4	11	18	25		Su	1	8	15	22	29
December 2026					January 2027					February 2027							
M		7	14	21	28	M		4	11	18	25	M		1	8	15	22
Tu	1	8	15	22	29	Tu		5	12	19	26	Tu		2	9	16	23
W	2	9	16	23	30	W		6	13	20	27	W		3	10	17	24
Th	3	10	17	24	31	Th		7	14	21	28	Th		4	11	18	25
F	4	11	18	25		F	1	8	15	22	29	F		5	12	19	26
Sa	5	12	19	26		Sa	2	9	16	23	30	Sa		6	13	20	27
Su	6	13	20	27		Su	3	10	17	24	31	Su		7	14	21	28
March 2027					April 2027					May 2027							
M	1	8	15	22	29	M		5	12	19	26	M	3	10	17	24	31
Tu	2	9	16	23	30	Tu		6	13	20	27	Tu		4	11	18	25
W	3	10	17	24	31	W		7	14	21	28	W		5	12	19	26
Th	4	11	18	25		Th	1	8	15	22	29	Th		6	13	20	27
F	5	12	19	26		F	2	9	16	23	30	F		7	14	21	28
Sa	6	13	20	27		Sa	3	10	17	24		Sa	1	8	15	22	29
Su	7	14	21	28		Su	4	11	18	25		Su	2	9	16	23	30
June 2027					July 2027					August 2027							
M		7	14	21	28	M		5	12	19	26	M	2	9	16	23	30
Tu	1	8	15	22	29	Tu		6	13	20	27	Tu	3	10	17	24	31
W	2	9	16	23	30	W		7	14	21	28	W	4	11	18	25	
Th	3	10	17	24		Th	1	8	15	22	29	Th	5	12	19	26	
F	4	11	18	25		F	2	9	16	23	30	F	6	13	20	27	
Sa	5	12	19	26		Sa	3	10	17	24	31	Sa	7	14	21	28	
Su	6	13	20	27		Su	4	11	18	25		Su	1	8	15	22	29

Key:

	School Holiday
	Bank Holiday
	Term Time
	Inset Days

Compass Learning Centre INSET Days 2026-27

INSET Day No: 1 – 1 September 2026
 INSET Day No: 2 – 2 September 2026
 INSET Day No: 3 – 23 October 2026
 INSET Day No: 4 – 2 November 2026
 INSET Day No: 5 – 30 April 2027

Bank and Public Holidays 2026-27

Christmas Day Bank Holiday	25 December 2026	May Day Bank Holiday	3 May 2027
Boxing Day Bank Holiday	26 December 2026	Spring Bank Holiday	31 May 2027
New Year's Day Holiday	01 January 2027	Summer Bank Holiday	30 August 2027
Good Friday	26 March 2027		
Easter Monday	29 March 2027		

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 relearn 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.



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