



The Appleton School Parent Bulletin

Key Dates

Inset day 22/09/23

Communication

Thank you all for your kind words and support while we work through the current situation, we've had contact from a number of parents who would like more regular updates and some concise updates too. We acknowledge that feedback and plan to do the following:

- Parent Bulletin re-established so any updates can be communicated.
- Social Media to be updated daily, please follow on the below channels.
- Weekly letters to continue, with further letters with big updates.



[The Appleton School](#)



[The Appleton School](#)

Our Social Media and Parent Bulletin will allow us to make quicker communications.

RAAC Update

The Headteacher has been in daily, multiple, meetings with the DfE, Local Authority and the Trust to arrange for alternative provision should we need it.

We've had surveyors on site to look at how demountables could be set up, due to the incline of our site it is unfortunately not as easy as dropping them in place and some groundworks will be required. We are hoping this will occur quickly and our colleagues at ECC and local councillors are helping with planning permission.

We still do not have any update on the long-term disruption. We are hoping for some tangible updates next week. We are unable to give timelines at this point as we are awaiting for some information to be confirmed, as soon as we are able to do so we will.

FAQs

Will this situation impact the students exams?

We very much hope not, we are trying to prioritise the exam years as much as possible. However, we have already raised this as a concern with the DfE.

What about the other year groups?

We are very much hoping that as the provision on site increases then more year groups will be in school, our aim is very much to get all students back in school as soon as possible for face-to-face teaching.

Can other schools help?

Local schools have been helpful with equipment and offers of help, these conversations are ongoing to look at all possibilities.



FAQ continued

What arrangements are being made for sports fixtures?

All sporting fixtures will continue, the PE department are currently looking at this and adaptations to online learning will be made to support students getting in school on time for the matches.

What about extended days?

Again, we have looked into this idea too. We have multiple possible pathways that we are investigating to get more students in school for face-to-face teaching. We also have been investigating the possibility of transporting students to other sites.

Can core subjects be prioritised for face-to-face learning?

Currently, we are analysing the days students are in school to maximise the number of core lessons they can physically attend. It is impossible to do a hybrid approach for all year groups on all days as some of our students come into school via public transport and we are limited to 21 classrooms. We are also trying to limit the number of staff on site to limit the noisiness of the online lessons.

What will the report we are waiting for tell us?

The report will confirm the presence, and the extent, of RAAC, as the survey in the summer was a visual inspection. It would also suggest action that would need to be taken and that would allow us to determine timescales.

What has been happening in the DfE meetings?

The DfE have been in regular contact with the school to support us, we have been discussing funding for laptops which we have secured and been providing for the students that need them, arranging for surveyors to attend the school site to investigate the groundworks for the demountables (from the DfE and through the Trust/School). MP Rebecca Harris has been very helpful in championing the school and helping to chase up reports and decision making. The Trust and the DfE have secured demountables and the site has been assessed for any preparations that need to be made and discussions are being had on when this can start. Funding has also been secured to help provide better interactive services for those students currently learning at home.

Will school trips still be going ahead?

Yes, we are very much trying to offer as much of a full curriculum as possible. School trips will still proceed and are being planned as we speak!

Are you maximising the number of students on site?

Yes, even if we have a period where classrooms are available e.g. a year group (that is in school already) has PE, then we will invite other year groups into school, to support their mental wellbeing and give them as many opportunities for face-to-face teaching as possible.



Achievement

In a backdrop of a national drop in top grades across the country, Appleton saw a record number of grade 9s awarded to our students and as we support remarks we are getting even more! Currently our students from last year achieved 78 grade 9s and we're still hoping for more!

Talented Appleton School Sixth Form student Ewan Guarnieri has achieved national recognition for his short fiction entry 'A Grand Reveal' into Orwell Youth Prize as the Senior Runner Up.

Inspired by its own 'Big Brother', Britain's most prestigious national Prize for political writing, the Orwell Youth Prize aims to support and inspire a new generation of politically engaged young writers. This year's entrants were asked to think and write creatively about the theme 'Who's in Control?'.



The judges of The Orwell Youth Prize 2023 were Orwell Prize-winning author, Delia Jarrett-Macauley; Financial Times Global Education Editor, Andrew Jack; the BBC's Disinformation and Social Media Correspondent, Marianna Spring; and Forward Prize-winning poet, Will Harris. Over 500 young writers responded in the form of essays, poetry, short fiction, journalism, and video game designs. The standard was once again incredibly high, so much so that the competition selectors shortlisted forty-three outstanding pieces to go forward to the judges.

Ewan, who is currently in Year 13 at The Appleton School Sixth Form studying A-Levels in Maths, Physics and English Language, also submitted the short fiction piece as his Extended Project Qualification artefact, gaining full marks and an outstanding A* grade this summer. Judges were extremely impressed with Ewan's writing with Will Harris Forward Prize-winning poet and Orwell Youth Prize judge 2023 commenting that Ewan's writing was, "Remarkable technically, in its control of pace and paragraph, and in the author's manipulation of readerly expectation."

Also a big shout out to our wonderful students who have engaged exceptionally well with their on line and in school learning, with now over 12000 achievements points awarded in recognition for the work that they have completed. This demonstrated the resilience that they have built up and the dedicated staff continuing with the planned curriculum in these challenging times.



Staff Achievement

We are very pleased to hear that Ms Sangha, one of our Maths and Psychology teachers and Appleton Alumni, has had a research paper published from her final year at University of Cambridge titled 'A qualitative study investigating the experiences of young adults caring for a sibling with disability within immigrant families in the UK: "Challenges are just the constant"'. The research paper has been published in the Journal of Intellectual & Developmental Disability.

We are incredibly proud to count Ms Sangha amongst our Alumni and our staff body! Congratulations Ms Sangha.





Shoutouts!

Year 13 - Eric Tse and Dexter Whelan - actively contributing to online lessons, asking questions and providing answers, fully engaging with the lesson.—Mrs Bowen

posted a comment:

The poet presented these peoples living conditions by showing that the city/town she lives in isn't seen to be perfect but rather a place that can be seen as possibly dangerous. The poet shows this by saying that the "beams balance crookedly on supports". This piece of imagery suggests that the buildings are not sturdy and are dangerous to live in. Despite the walls being crooked and rickety the poet explains at the end of the poem that people still have hope, this can be proven when she suggest "the bright, thin walls of faith" which emphasises that even though this town can be seen as claustrophobic and tacky, people still do believe that they can survive. The reader may feel a sense of gratitude for what they have. Dharker, the poet, explains that these peoples living conditions can be seen as uncomfortable but they are still grateful for what they have and have hope that they can get by.

Incredible work from a student above in his English lesson, Mr Archer was very impressed! Also Incredible work (pictured to the right) from Lilly Adams, again in Mr Archer's class

Billy O'Rourke for showing incredible resilience in his English lessons—Mr Gill

Grace Evason in Year 9. Always engaged in online learning and offering really great contributions. Really impressed. - Mr McGorry

Mrs Birch wants to congratulate the following students to their excellent effort with online learning:

Molly Baumber and Isabella Bortone - 8Y PE
Mia Birch and Leila Faley - 10Y PE
Maisy Moyet and Vlada Dedin - 10B GCSE PE
Elise Bryant and William Old - 11C GCSE PE

Mrs Beard was particularly impressed with the following students:

9Y2 – Otto Fullick & Brayden Randell, 10X1 – Chantel Sorae, Maisy Moyet, Caydon Lee Kemitz & Demi Ayres, 8X1 – Myka Holland & Reece Howard, 11Y5 – Shauna Fiamani

Mr Polley is full of praise for the following "I feel these students have demonstrated that they have been working hard and been regularly contributing well during online learning so far. I teach multiple subjects so I have added the subject or in some cases subjects I teach them in".

Xenia Florea (year 9 History, Geography and RS), Buhlebethu Hlongwa (year 8 Geography), Jaiden Robinson (year 8 geography and RS), Dennis Radescu (year 9 RS), Ivy Parsons (year 8 History), Jamie Sinfield (year 8 RS), Evie Blanks (year 8 Geography), Joshua Silk (year 8 History).

MFL want to celebrate these super stars:

Scarlett Hockton - 9Y5 - Scarlett has started the year extremely positively and has been very engaged in her online lessons. Harry Curtis - 9X1 Harry has been engaged in his learning once again this year and has not let online learning get in the way of that. When Mrs Sandu introduced Class Notebook on Teams, she was helping the others of how to access their notebook from their own devices. Benjamin Cochrane - 8Y5 - Benjamin has been engaged online using the chat to share his answers with me and the class. Buhlebethu Hlongwa - 8x3 - Buhlebethu has started the year brilliantly in both French and German and has been actively participating in all her online and face to face lessons. She also finished 1st in the online competition on "Blooket". Francesca Vickers - 9Y2 - excellent participation, always gives answers and moves onto extension tasks.

Mr Hannan wants to celebrate the attendance and the incredible effort of his Year 11 Physics students—keep it up!

Ronnie White Year 12: positive attitude to learning in psychology and regularly shares excellent example answers to exam questions. Chantel Sorae, Year 10: positive attitude to learning in maths and contributes answers regularly in online lessons—Miss Sangha

LA The border guard has said this. This is referring to the citizens that have moved from the 'safe' country where they have lived until it's safe (their hometown). Finally, after a few months/weeks/days/years they are allowed back home. This can cause some strong feelings such as confusion and excitement as well as anger or sadness. The guard must feel annoyed and empathetic



Shoutouts Continued...

From Miss N Cox and Mrs E Fox in Curriculum Support:

Jamie Sinfield for online learning

The following students for excellent work in school

Reuben Fox

Harley Spall

Jay Carswell

Robson Brand

Connolly Gill

Finnegan Gill

Buhlebethu Hlongwa

Hayden Kitchen

But also a big shout out to all our students for attending and for coming into school when the majority of their year group are at home, just cracking on with their lessons with zero fuss and for generally just being amazing!

Performing Arts Extra Curricular during remote teaching

Drama Club, Wednesday Afterschool. Offered to any students on site. 3pm-4pm in the gym.

Harmonics, Thursday Afterschool. Students who have been invited to Harmonics can attend even if working from home on this day. Harmonics will start at a later time of 3.30pm-4.30pm to allow for travel and take place in i2.

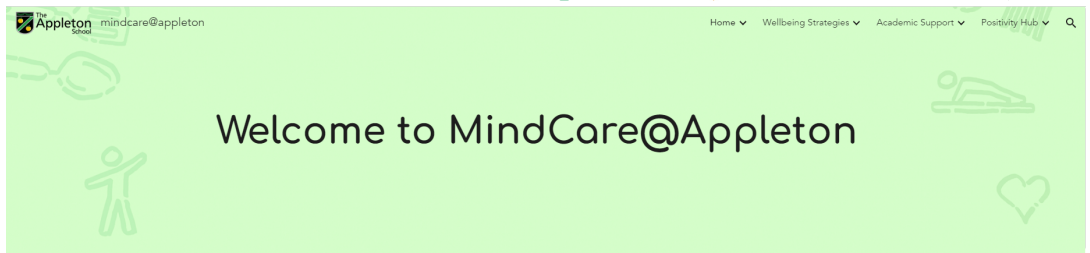
Dynamix, Thursday Afterschool. Students who have been invited to Dynamix can attend even if working from home on this day. Dynamix will start at a later time of 3.30pm-4.30pm to allow for travel and take place in the gym.

Session Band, Friday Afterschool. Students who have been invited to Session Band can attend even if working from home on this day. Session Band will start at a later time of 3.30pm-4.30pm to allow for travel and take place in i3. *This will not take place on Friday 22nd due to INSET.*

Any questions please contact Mrs Edwards-Ricketts



Wellbeing and Mental Health



We are delighted to invite you to a special space dedicated entirely to your well-being and happiness – the Appleton MindCare Hub. This page has been thoughtfully crafted with your needs in mind, offering practical strategies and valuable resources to support your physical, emotional, and psychological well-being.

Here, you'll discover strategies, tips, and insights to cultivate a healthy and balanced lifestyle. Whether it's dealing with stress, managing emotions, or finding ways to stay active and positive, we've got you covered.

It's also a place to access essential resources and information shared for significant wellbeing events that matter to our Appleton community. Whether it's exam preparation, or wellness campaigns, you'll find timely updates and helpful resources right here.

Remember, your well-being is of utmost importance, and we are committed to providing you with the tools and knowledge you need to flourish. Together, let's make Appleton a place where every student shines brightly!

©

We are excited to launch the new MindCare@Appleton website, spearhead by Ms Sangha our Head of Wellbeing and support. This webpage is for our students to help their wellbeing and mental health, and it is informed by the results from the Student Surveys conducted last term.

Please click [here](#) to access it. students will need to log in using their school google accounts to access it.

At the Appleton School, your child's emotional wellbeing is important to us.

With the current situation in school, we understand that your child may be experiencing some anxiety, or have some worries adapting to some of the temporary changes we have had to make in school.

If, you feel your child may need some support with their wellbeing, or would benefit from further intervention, then please feel free to contact me at the following email address: info@theappletonschool.org where it can then be forwarded onto Mrs Benson.

Where appropriate, Mrs Benson will work with your child, either remotely or in person in order to support them. If necessary, Mrs Benson is able to signpost parents/carers to other members of staff or external organisations.

May we remind you that if you have any Safeguarding concerns, then these should be directed to the school Safeguarding Team, in accordance with the school's Safeguarding Policy. This information can be found on the school website.



Teaching during RAAC

To offer as much face-to-face teaching as possible we've been teaching in creative ways and teaching in unusual locations!



Mr Dobinson teaching his history class in the Sports Hall, students have been incredible through this process and have adapted incredibly well!



Water rockets with Mr Hannan's Year 11 class—looking at the application of Newton's laws and pressure—their application of understanding was superb....and yes Mr Hannan did get soaked!



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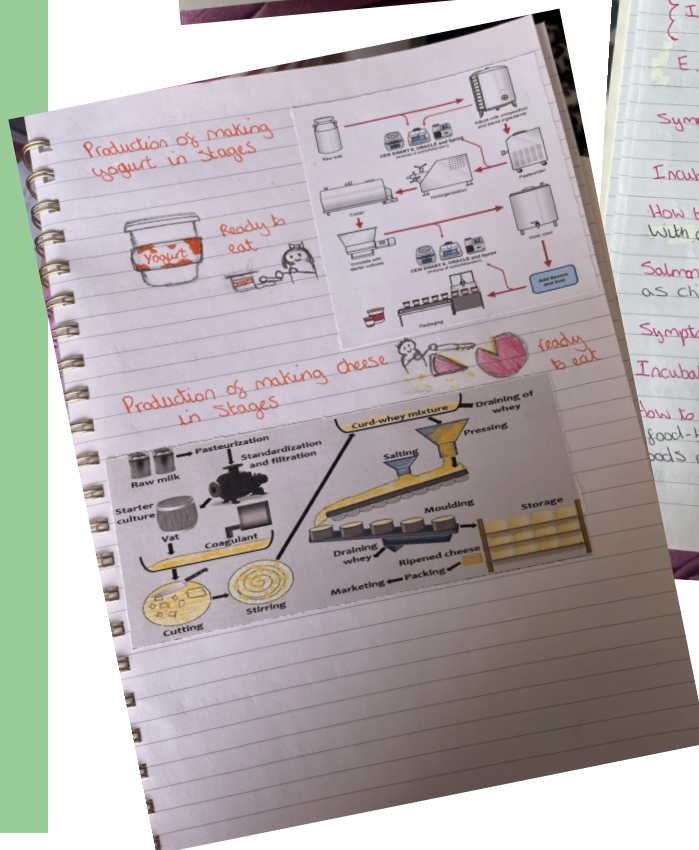
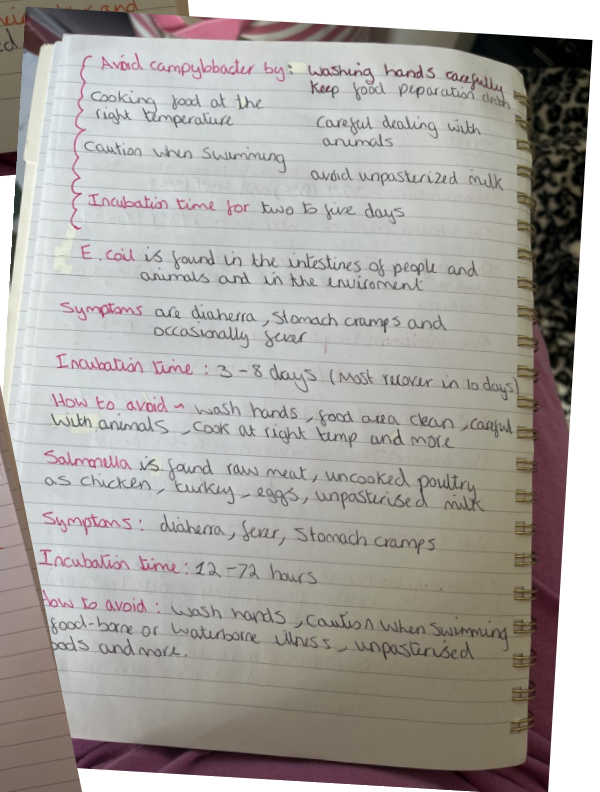
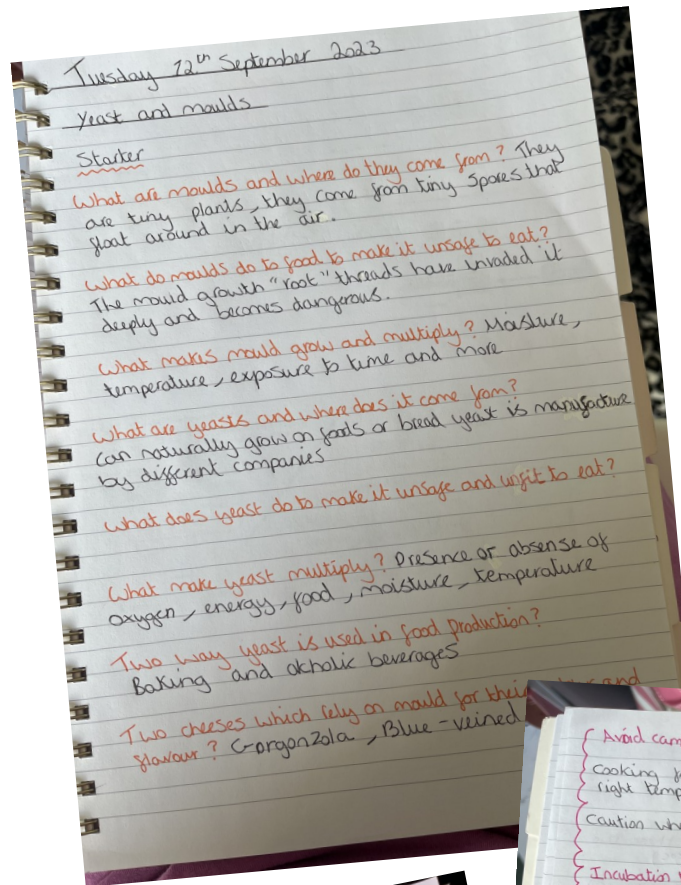
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Excellent work

A collection of some excellent work from our students

Year 10





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Year 10

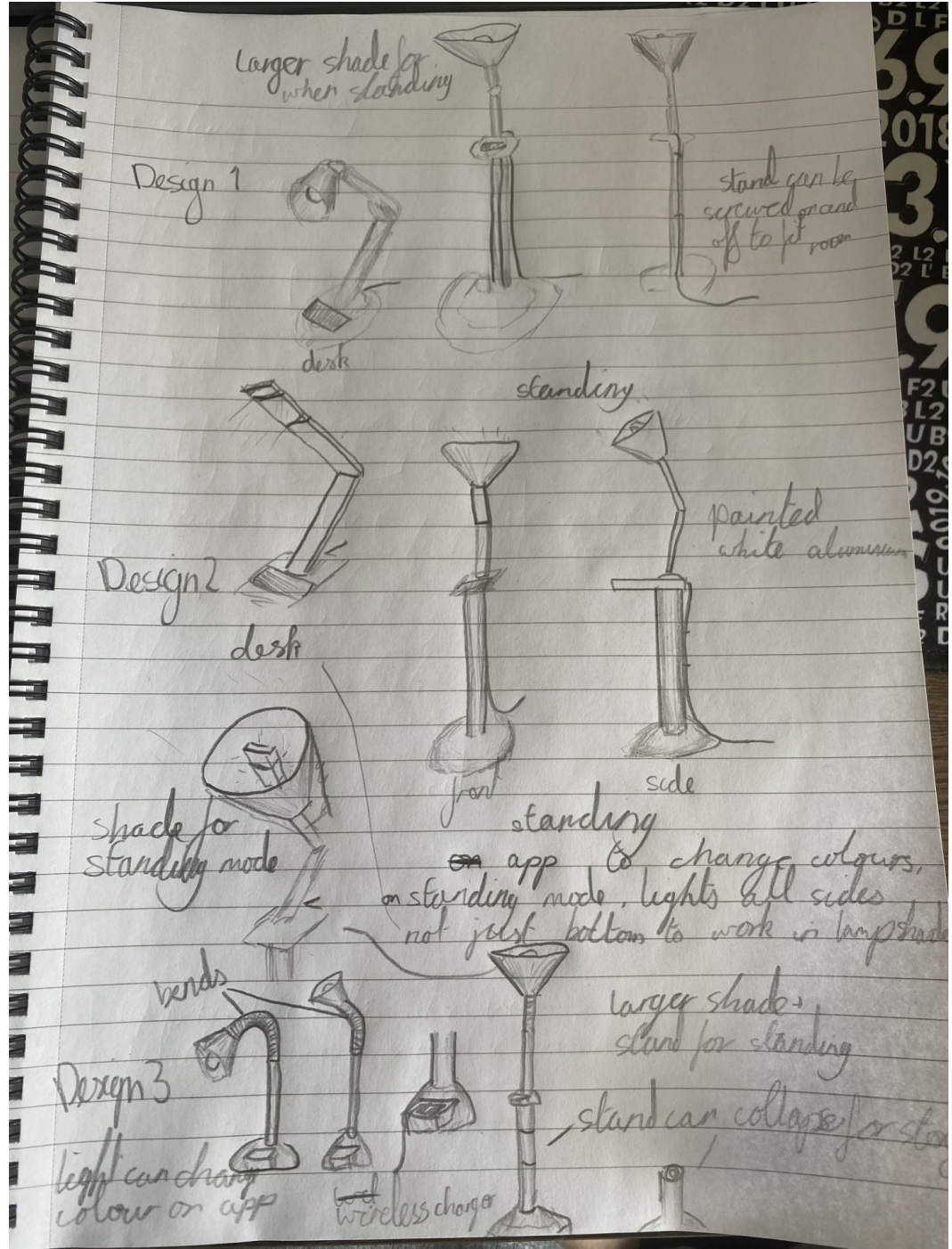




Excellent work

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Year 10

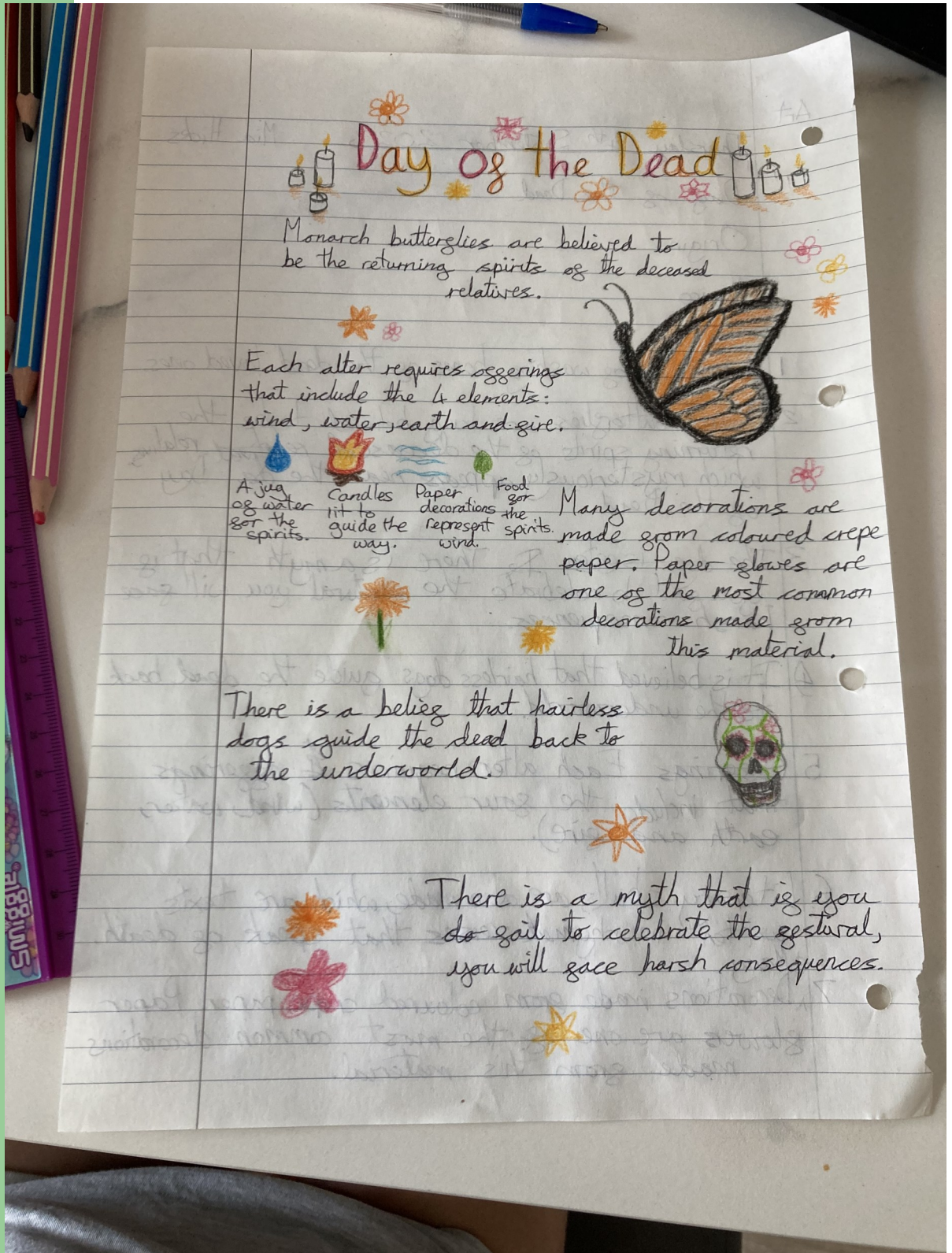




Excellent work

A collection of some excellent work from our students

Year 8

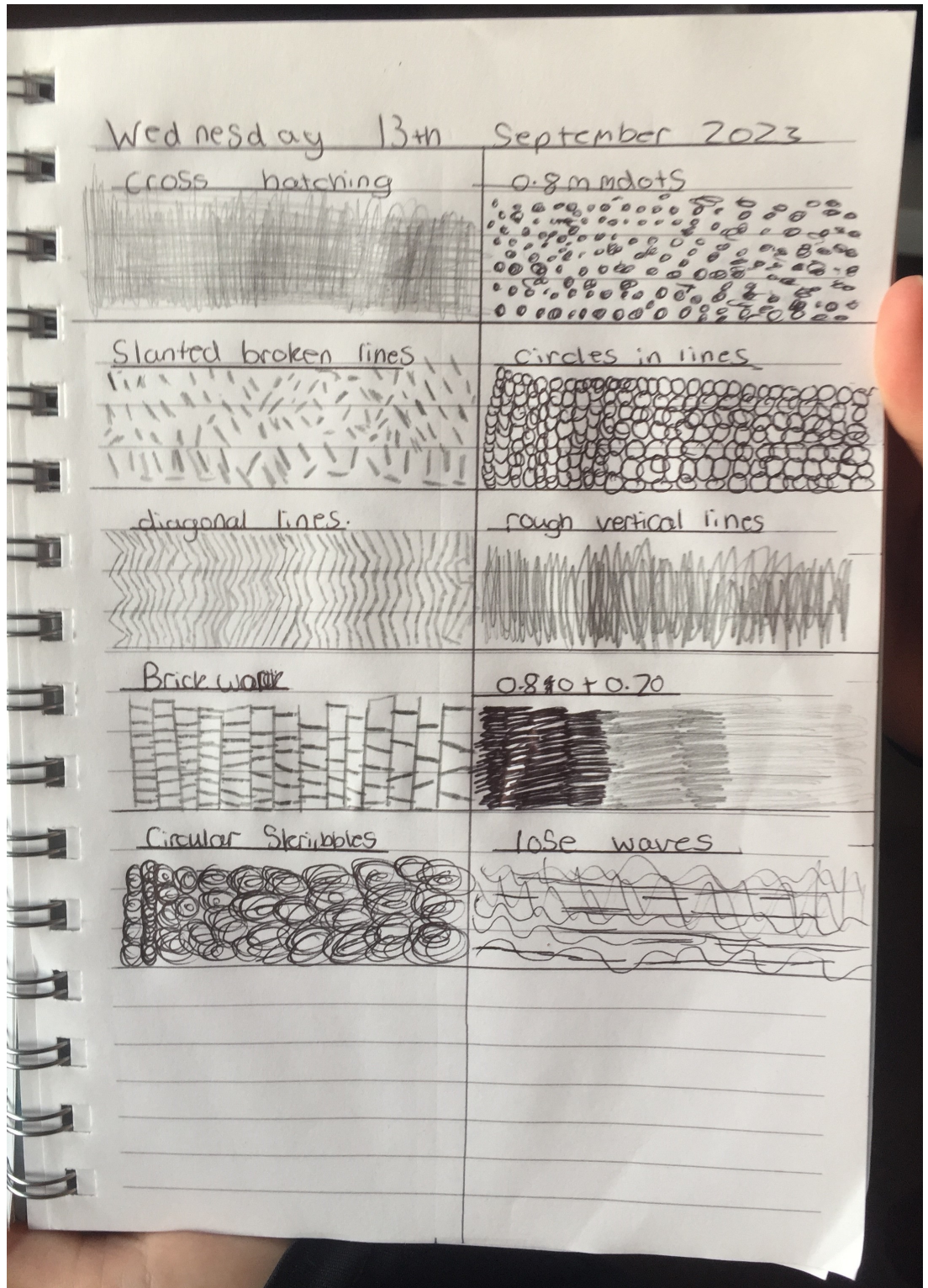




Excellent work

A collection of some excellent work from our students

Year 7





Safeguarding—Setting Boundaries Around Gaming

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, Ukie, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide more insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Remind your child of the hazards around strangers online when you discuss this boundary with them.

ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as role-playing games) require time investment from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist, if you're happy with your child playing a particular game even though it's rated above their age, then establish that as a boundary, emphasise that you've made an exception, and talk about what age ratings mean and why they're important. You could add context to this boundary by browsing games' boxes together while shopping, discussing why some games might have earned certain age ratings.



FACTOR IN FRIENDS

If your child is a keen video gamer, the chances are that they'll have other gamers among their social circle, too. When friends visit, do they instantly dash to their console or computer? You could put boundaries in place before their guests arrive by agreeing on a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try coming up with activities or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Undeniably, some young gamers may be less enthusiastic about a parent or carer joining in, but it can be a productive way of encouraging them to share their hobby with you. Setting goals or tasks might be useful: if they love Minecraft, choose something to build together; if Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

TALK ABOUT EMOTIONS

Help your child to monitor their emotions as they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming. Are they allowed to trash talk other players, for example, or can they notice when they get angry if they lose? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the thrill of overcoming a challenge. Try to steer your child towards games that tend to produce these more positive feelings.

BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block someone who makes their experience a negative one. Between you, decide if or how they should deal with these online trolls. Talk about where your child's boundaries are in terms of what they think is acceptable: what behaviour by other users is merely frustrating, and what crosses the line to become upsetting or abusive.

Meet Our Expert

Daniel Isaacombe is a writer specialising in technology, video gaming, virtual reality and esports. He has also written 18 guidebooks for children, covering games such as Fortnite, Apex Legends, Pokémon, Roblox and Minecraft. His work published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247. He has reviewed more than 50 games and products over the past year.



Source: <https://thepost.app/about/privacy.html>

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[@national_online_safety](https://www.youtube.com/channel/UC...)

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National Online Safety®
#WakeUpWednesday



Safeguarding—Live Streaming

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about

LIVE STREAMING

Live streaming involves broadcasting and watching videos online in real time, often on social media or via platforms like YouTube and Twitch. Viewers can interact through comments, chats and reactions during the broadcast: such instant engagement makes this an exciting way to share experiences, learn from others and build digital communities. Despite the many positives, live streaming also creates a potential platform for unsuitable content and poses some risks to children: it's essential to keep privacy and safety in mind and comply with each site or app's age restrictions.

AGE RESTRICTION

13+ 16+ 18+

Age varies by platform

WHAT ARE THE RISKS?

LACK OF AGE VERIFICATION

Despite their age restrictions, some platforms don't require proof of age at sign up – meaning that anyone can register for an account (and potentially pretend to be older or younger than they actually are). In many cases, this means that young live streamers can never be totally certain exactly who they are broadcasting to and who is engaging with their live stream.

DISCLOSING PERSONAL INFO

A characteristic of live streaming is the ability for videos to be instantly shared worldwide. Without the correct privacy settings enabled, a child could inadvertently reveal personal information or their location, making them vulnerable to online predators or identity theft. It's wise to regularly check the privacy settings (and what data is being shared) on any apps your child has signed up for.

ANYTHING COULD HAPPEN

As the video streams are live, children might encounter (or inadvertently share) inappropriate content. Most live-streaming apps have rules to prevent this and monitor their services, also providing report buttons where content can be flagged for review. It may not be dealt with instantly, however, meaning that your child could be further exposed to harmful content during a live stream.



UNAUTHORISED RECORDINGS

Each live streaming platform stores completed videos for different periods (Twitch saves broadcasts for 90 days, for example, while Facebook and YouTube remove them only at the creator's request). Deleting a video, though, doesn't always stop it from being shared: in some cases, streams have been illegally recorded (or screenshots taken) by certain viewers and redistributed on other sites.

ROGUE CONTENT CREATORS

Children can also watch other people's live streams, which could potentially contain anything at any time (such as nudity, drug use or profanity). Most apps claim to monitor live streams and will stop any that don't adhere to their guidelines – but with millions of streams per day, it's complicated to regulate them all, so children could be exposed to inappropriate content without parents knowing.

DANGER OF GROOMING

There are increasing reports of children being coerced into performing "suggestive acts" by strangers on some live-streaming apps. Due to the lack of verification required for certain apps, almost anyone can sign up to these services (including anonymously or under a fake identity). It's vital, therefore, to ensure the correct safety measures are in place before your child begins live streaming.

Advice for Parents & Carers

PUT PRIVACY FIRST

Through the streaming app's settings, switch your child's account to 'private', so only their friends and followers can see their broadcasts. You could also turn off the live chat, shielding your child from any upsetting comments – although viewers' feedback is often seen as an integral part of the fun. Identify any nearby items (such as school uniforms or visible landmarks) that could give away your child's location.

MANAGE MULTISTREAMING

Some apps and sites let users stream their content through multiple social media platforms at once. A broadcast on SteamYard, for example, can be shared on YouTube, Twitch, X and Facebook if the accounts are linked. The privacy settings can differ on each of these, so we'd suggest only streaming via one platform at a time to maintain greater control over who's watching your child's videos.

GET INVOLVED YOURSELF

Research suggests a significant number of streams show a child on their own, often in a supposed safe space like their bedroom. If your child wants to live stream, ask if you could be present because you're interested in how it works. You could even set up your own account to gain a more detailed knowledge of what your child talks about in their live streams – and who they're broadcasting to.

TALK ABOUT LIVE STREAMING

Try to start with positives before discussing potential risks. You could ask which live streaming apps your child likes and how they use them. Do they just watch streams or create their own? Explain why it's unwise to reveal personal information while streaming (even to friends). If you feel your child's too young for live streams, explain your reasoning to them and perhaps agree to review this decision in the future.

CONSIDER THEIR ONLINE REPUTATION

As the broadcasts are live, it often causes the misconception among young people that whatever happens in their video simply 'vanishes' once the stream ends. However, videos can stay online indefinitely or be recorded by other users. It's important that your child understands what they do and say in a live stream could potentially damage their online reputation and, quite possibly, be seen by prospective future employers, colleges or universities.

Meet Our Expert

Rhodes Smith is Head of Digital Learning at Thomason's Kensington, London. Recognised in the EdTech 50 UK Awards Yearbook 2021/22 for his efforts in the digital transformation of Cubitt Town Primary School and Tower Hamlets, he's also a Google for Education Certified Trainer and guest lecturer at University College London on the integration of technology across the curriculum.



Source: <https://www.nos.org.uk/media/2297962/distribution-of-captures-of-live-streamed-child-sexual-abuse-final.pdf>



24TH & 25TH OCTOBER
KIDS OCTOBER CAMPS
HADLEIGH PARK LAWN
TENNIS CLUB

Looking for an activity for your kids over the school holidays?

Why not join us and sign them up for a tennis camp?



10 AM - 2PM MINI RED & ORANGE (4-9 YEARS)

10AM - 2PM JUNIOR GREEN & YELLOW (10+ YEARS)

Prices:

Member - £20 per day

Non Member - £22 per day

For more information or to book a place, please contact Graham on
07745 943403



Careers Newsletter

Events Spotlight

The Parent Perspective



"The Parent Perspective" is an exciting podcast series for parents and carers, helping them to support their children with careers advice and guidance. Series 3 is bigger and better than ever, led by our brilliant new host, Rachel Burden!

Each episode Rachel speaks to a diverse mix of parents, bringing their burning questions to expert speakers from the careers world. Together they uncover practical solutions and informative answers, to help you and your child make informed decisions on those all important next steps.

<https://amazingapprenticeships.com/the-parent-perspective-podcast/>

Finding Employment for Autistic Job Seekers

Vanda Latchford from the Autism at Work team will present an engaging webinar series to help you learn more about your own autism and neurodiversity and how you can begin to think about your strengths, challenges, reasonable adjustments and strategies - and what benefits you can bring to your new team and workplace. These webinars are open to autistic people, their family, carers and professionals supporting them.



<https://www.autism.org.uk/what-we-do/employment/employment-webinar>

Get Into Medicine UCAS Conference

This comprehensive conference covers all of the essential requirements for applying to medical school and provides invaluable tips on how to stand out from the crowd. With informative sessions led by experienced professionals, you'll gain an understanding of what medical schools are looking for, learn how to perform phenomenally in interviews, and discover the importance of extracurricular activities in your application. This conference is the perfect opportunity to take that first essential step towards a career in medicine, and it's all conveniently accessible from the comfort of your own home. Don't miss out on this amazing opportunity to get ahead and become a competitive applicant for medical school – register for Medic Mentor's virtual get into medicine conference today! <https://medicmentor.org/get-into-medicine-ucas-conference/>





Careers Newsletter

News Spotlight

Unifrog Launch 2023



Searching for career inspiration and ideas can be difficult. That's why we use Unifrog! Here you'll find useful information and tools to help you plan for your future and make steps towards meeting your aspirations.

Unifrog is an integral part on the careers curriculum and is used in school throughout the academic year. All students have access to their Unifrog account and we would strongly encourage logging in for independent research regularly at home too.

Unifrog is a complete destinations platform that allows students to search for opportunities and make applications for their next steps. The data base is packed with information about career routes and the current labour market. There are lots videos and articles to discover and live webinars you can join that focus on specific industries. You'll find really useful information about colleges and sixth forms spanning the country, with great advice regarding, courses, the difference in qualifications, distance, travel and bursaries. You can even search for live apprenticeships and make a short list to help you stay in control of your own destination. <https://www.unifrog.org/>

Unifrog Events 23/24: Students

September

- **University applications masterclasses 25 - 27 September** - expert application tips from some of the top universities on applying to competitive and specialist universities and applying for competitive courses.

October

- **UK Black History Month webinar 9 October** - opportunities for you to celebrate UK Black History, learn about micro and macro aggressions, and hear from creatives about what BHM means to them.

November

- **Day in the life of series 13 - 15 November** - opportunity to hear from some of the UK's biggest employers on what it's like to work in a range of industries.
- **Apprenticeship application masterclasses 27 - 29 November** - expert tips from some the biggest employers on applying to apprenticeships and how to ace the interview process.

December

- **GCSE choices 11 December** - top tips when it comes to choosing your GCSEs and how to decide which subject is best for you.
- **Post-16 choices 12 December** - hear from the experts about the different pathways you can choose post-16, from A-levels, to T-levels, and BTECs.



Scan to sign up on Unifrog



Careers Newsletter

Subject Spotlight

WORKING IN...

ENGINEERING

CHEMICAL ENGINEERING

- **ENERGY ENGINEER**
Work on the research, design, and construction of power generation plants, and may be involved in drilling for gas and oil.
- **MATERIALS ENGINEER**
Research the behaviour of materials used in industry to help make them stronger, lighter or more durable.
- **CHEMICAL ENGINEER**
Develop ways to turn raw materials into everyday products.



CIVIL ENGINEERING

- **HYDROLOGIST**
Research the distribution, circulation, and physical properties of underground and surface waters.
- **CIVIL ENGINEER**
Design and manage construction projects, from bridges and buildings to transport links and sports stadiums.
- **ENVIRONMENTAL ENGINEER**
Minimise pollution in order to protect the environment.
- **CONSTRUCTION MANAGER**
Responsible for the success of building projects, making sure that the work is completed safely, within budget and on time.



MECHANICAL ENGINEERING

- **MOTORSPORT ENGINEER**
Design, develop, test and build cars and motorbikes.
- **MECHANICAL ENGINEER**
Develop and design the components and machinery used in manufacturing, construction, water, power, health, and transport.
- **RAILWAY ENGINEER**
Install railways and service mechanical and electrical systems on trains.



ELECTRICAL ENGINEERING

- **ELECTRICITY DISTRIBUTION WORKER**
Maintain and repair the power lines that connect homes and businesses to the national grid.
- **AEROSPACE ENGINEER**
Design, build and maintain planes, spacecraft and satellites.
- **ELECTRONICS ENGINEER**
Design and develop systems for industry, from mobile communications to manufacturing aerospace.



SKILLS REQUIRED

- team working
- analytical skills
- problem-solving
- maths skills
- management skills

SALARY

Civil, chemical, mechanical, and electrical
UK annual median: £41,505 - £50,866

Engineering professionals:
London annual median: £47,194
Top 3 regions: Scotland (£46,913), London (£47,194), East Midlands (£45,690)

PROSPECTS

Science, research, engineering, and technology professionals:

UK growth: +9.1% from 2017 to 2027, creating 159,466 jobs
London growth: +11.2% from 2017 to 2027, creating 36,165

Visit Unifrog's Careers library for more information!

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Quick Links

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Autumn Term Dates

Friday 22nd September non pupil day

Friday 20th October non pupil day

Monday 23rd October– 27th October Half Term

Wednesday 20th December last day of term

Spring Term Dates

Thursday 4th January 24 students return

Monday 19th February –23rd February Half Term

Friday 8th March non pupil day

Thursday 28th March last day of term

Summer Term Dates

Thursday 4th January 24 students return

Monday 19th February –23rd February Half Term

Friday 8th March non pupil day

Monday 27th May-31st May Half Term

Friday 19th July last day of term

GCSE Revision Resources

We have provided a wide range of resources to aid your son/daughter when it comes to their revision for each of their examination subjects.

<http://www.theappletonschool.org/students/revision-resources>

A-Level Revision Resources

We have provided a wide range of resources to aid your son/daughter when it comes to their revision for each of their examination subjects.

<http://www.theappletonschool.org/sixth-form/student-life/ks5-resources>