



# The Appleton School Parent Bulletin

Newsletter dated: 17.11.23

## Key Dates

- **6-11-23—21-11-23**  
Y11 Exam week  
(see the last page of bulletin for revision support)
- **27th November**  
Y13 Exam week

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## House System

Congratulations to all pupils in Year 7, 8 and 9 for your achievement points that you have earned since the start of the academic year.



House	Grand Total
Austen	9812
Nightingale	8342
Tull	6866
Turing	8116
<b>Grand Total</b>	<b>33136</b>

## Attendance & Achievement

### How much does attendance impact on achievement and success?

The school's expectation of attendance is at least 97%. The impact on good attendance on your progress is shown in the table below with 94% of students achieving their target grades at the end of year 11. The higher your attendance the best possible chance of personal success!

Attendance %	Achieve expected target grades.	You will only achieve your target grade in:
<80%	20%	2 of your subjects
80-84.9%	33%	3 of your subjects
85-89.9%	46%	4 of your subjects
		<b>You will achieve your target grade in:</b>
90-91.9%	53%	5 out of 9 subjects
92-95.9%	75%	7 out of 9 subjects
96%	84%	8 out of 9 subjects
97%	94%	9 out of 9 subjects



## GENERAL NOTICES

### Mock Exams

Year 13 mocks start in little over a week. All revision materials can be viewed on our website—please see the link at the end of the bulletin.

Success for exams starts every day—see below for some helpful hints!

# Top 10 Tips For A Killer Study Routine

*Hacks to get more work done, in less time*



Be **strategic about where** you study.



Find a rhythm that works for you and stick with it, **so it becomes automatic.**



Eliminate distractions for **intense focus**: start by switching the phone off and kept out of sight.



Try **batching chores** like laundry and email – do more, less often, and save time.



Or **stack other activities** on top of each other, e.g. turn an essential shopping run into a longer break from work.



Schedule **guilt-free downtime** each week to recharge your batteries.



Think about **the fuel** you're putting in to your body - meals, snacks, how you use caffeine.



Get **plenty of sleep each night.**



Take **breaks throughout the day**: at least 10 minutes per hour for most tasks.



Look after your mind and body by **getting some exercise**, and consider meditating to boost your focus and concentration further.

[ExamStudyExpert.com/study-routine](https://ExamStudyExpert.com/study-routine)



EXAM STUDY  
**EXPERT**

### Going Home

As the evenings get darker we ask all of our students to take care when walking home, to look both ways when crossing the road, be something reflective and to cycle home carefully.



## Shout outs

A massive well done to the Year 10 Set 1 students for consistently meeting high standards in maths and being strong independent learners.

Miss Sangha

Mr O'Neill gives a shout out

This example is from Gemma Clift (Year 12). Her work in A-Level Mechanics (part of Maths) for constant acceleration. Again, all the annotations are her own.

**Exercise 9B - velocity-time graph**

**Q1) a) Find the rate at which the athlete accelerates:**  
 - Find the gradient: Rise = 9 Run = 4  
 $9/4 = 2.25 \text{ ms}^{-2}$

**b) The displacement from the starting point of the athlete after 18s:**  
 - Area under the graph  
 $9 \times 4 = 36$   
 $56/2 = 28$   
 Displacement = 90m

**Q2) a) Sketch a velocity-time graph:**  
 - Area under the graph  
 $12 \times 15 = 90$   
 Displacement = 90m

**b) Find the distance from A to B:**  
 - Area under the graph  
 $30 \times 10 = 300$   
 $140/2 = 70$   
 Distance = 370m

**Q3) a) Find the acceleration in first 20 seconds:**  
 - Find the gradient: Rise = 8 Run = 20  
 $8/20 = 0.4$   
 Acceleration =  $0.4 \text{ ms}^{-2}$

**b) Find the deceleration:**  
 - Rise = -8 Run = 15  
 $-8/15 = -0.53 \text{ ms}^{-2}$   
 Deceleration =  $0.53 \text{ ms}^{-2}$

**c) Find the displacement from the starting point after 75s:**  
 - Area under the graph  
 $8 \times 20 = 160$   
 $160/2 = 80$   
 $8 \times 20 = 160$   
 $160/2 = 80$   
 $8 \times 15 = 120$   
 $120/2 = 60$   
 Displacement = 300m

**Q1) a) Sketch a velocity-time graph:**  
 - Area under the graph  
 $10 \times 10 = 100$   
 $10 \times 10 = 100$   
 $10 \times 10 = 100$   
 Displacement = 300m

**b) Find the total time for which the particle is moving:**  
 - Displacement = 450m (area under graph)  
 $10 \times T = 450$   
 $T = 45$

**Q2) a) Find the value of u:**  
 - Area under the graph  
 $15 \times 10 = 150$   
 $150/2 = 75$   
 $15 + 11(5) + 8 = 88$   
 $88/2 = 44$   
 Displacement = 119m

**b) The acceleration of particle in the first 3s:**  
 - Using the gradient: Rise = 10 Run = 3  
 $10/3 = 3.33 \text{ ms}^{-2}$   
 $6.67/2 = 3.33 \text{ ms}^{-2}$

**Q1) a) Sketch a velocity-time graph:**  
 - Area under the graph  
 $15 \times 30 = 450$   
 $450/2 = 225$   
 Displacement = 225m

**b) Distance between stations = 2.4km:**  
 - Area under graph = 2.4km  
 $30 \times T = 2400$   
 $T = 80$

**Q2) a) Sketch the velocity-time graph:**  
 - constant acceleration for the first part of the journey:  $0.6 \text{ ms}^{-2}$   
 - velocity =  $0.6 \times 20 = 12 \text{ ms}^{-1}$

**b) Find the value of T:**  
 - Distance between stations = 4.2km  
 - Area under the graph: the area under the graph  
 $12 \times 20 = 240$   
 $240/2 = 120$   
 $12 \times T = 12T$   
 $120 + 12T = 4200$   
 $12T = 4080$   
 $T = 340$

**Q1) Sketch the velocity-time graph:**  
 - Distance = area under the graph  
 $10 \times 10 = 100$   
 $10 \times 10 = 100$   
 $10 \times 10 = 100$   
 Displacement = 300m

**b) Find the distance of the pedestrian and the road junction:**  
 - Area under the graph: the area under the graph  
 $10 \times 10 = 100$   
 $10 \times 10 = 100$   
 $10 \times 10 = 100$   
 Displacement = 300m



## Shout outs

A huge congratulations to Chloe, who marched in the remembrance parade at the Cenotaph last weekend.

She was chosen from the gold cadet unit she is part of, representing the Fire Service.

It is an amazing achievement to be part of this major event, and everyone in the school and her family are incredibly proud!

Well done Chloe!

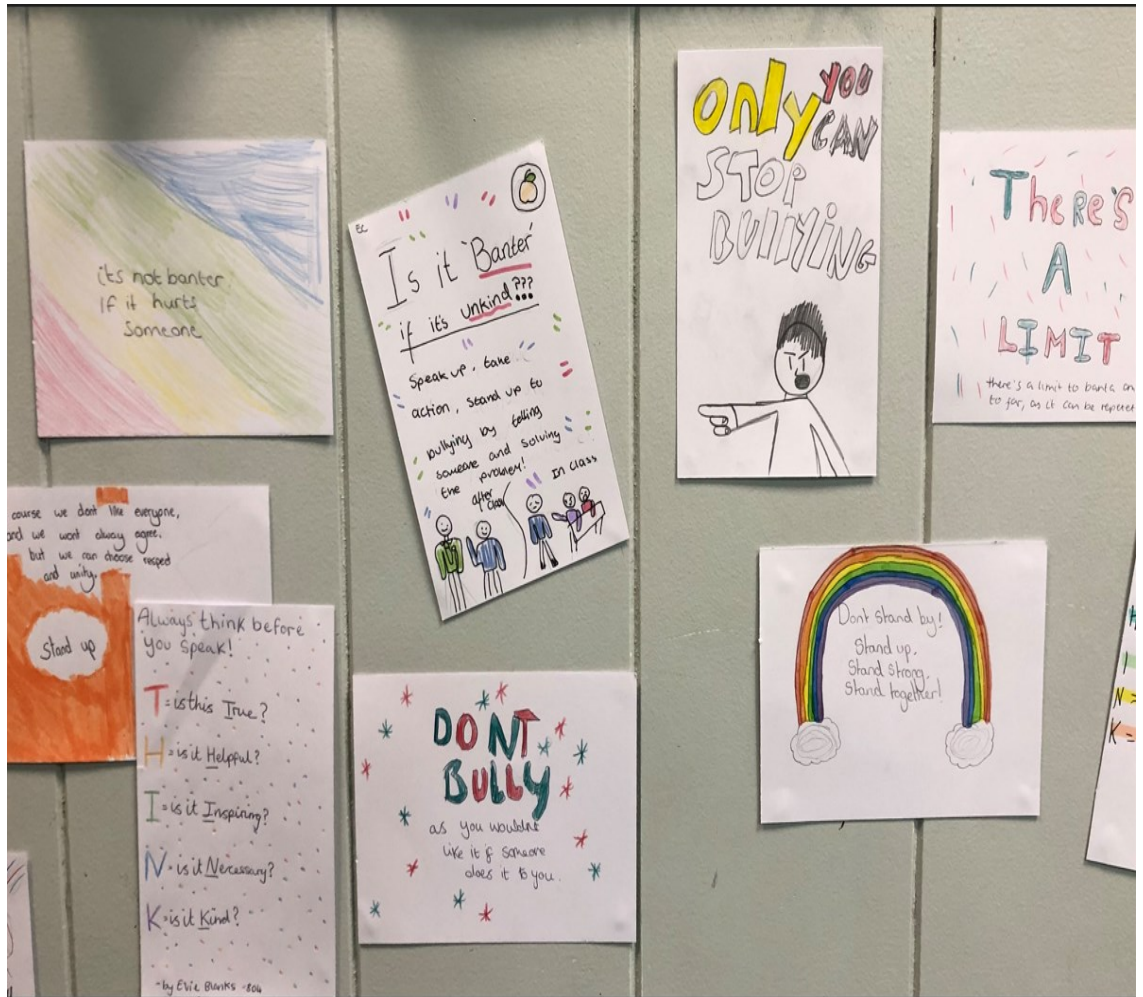




## Shout outs

Mrs Geisser –Holmes shout out

I would like to say well done to the form class 8.04, who had really good conversations during our Anti Bullying lesson in CAPE this week, they also came up with their own Anti Bullying slogans, which are now displayed on the classroom wall.





## Shout outs

A big well done to Connor Coleman year 10 who travelled up to Liverpool last weekend for the KUGB National Youth Karate Championships, as well as winning a bronze medal in kata, he won gold in kumite and is now National Youth Champion.







## Shout outs

Ms Cowen was very proud of her Maths students in Year 7, that she sent them to Mr Hannan to celebrate their success! Well done to: Jacob Purches, Darla Ellis, Lexie Hubbard, Emilie Rowe and others

Handwritten student work on grid paper. The left page shows algebraic problems:

4.  $2a + 2b$   
 $2a \times 2b = 4ab$   
 5.  $8x + 5y + 12x = 20x + 5y$   
 $15x - 3y \times 3y - 3x$   
 6.  $5a + 4b - 8a = -3a + 4b$   
 $13a - 4b \times 4b - 3a$   
 7.  $6z + 8w = 12w$   
 $3w - 12w = -9w$   
 $4w + 6z \checkmark$   
 8.  $9x + 2y + 3x = 12x + 2y$   
 $6x - 5y$

9. a.  $b + b + b + b = 4b$   
 b.  $3b + 2b = 5b$   
 c.  $5b - 2b = 3b$   
 d.  $4b - 3b = 1b$   
 e.  $7b - b = 6b$

10. a. Joe has 3 sweets. He gets 2 more.  $= 3 + 2 \checkmark$   
 b. Penny has 3 texts. She deletes 1.  $= 3 - 1 \checkmark$   
 c. Suha has  $x$  sweets. She gets 3 more.  $= x + 3 \checkmark$   
 d. Kunal has  $x$  texts. He deletes 2.  $= x - 2 \checkmark$

11. a.  $5 + 4 \checkmark$   
 b.  $x + 4 \checkmark$

*An excellent book. Please show Mr. Hannan*

The right page shows 'Writing Formulae' and 'Triangle Numbers':

30/10/23  
 Writing Formulae  
 8.  $a + a + a = 3a \checkmark$   
 9.  $4a \checkmark$   
 10. a.  $1a \times 1b \checkmark$   
 b.  $2a + 2b \checkmark$

11. a.   
 b.  $15 \checkmark$   
 c. 8 People handshakes  

2	1	+2	1(1+2)
3	2	+3	2
4	3	+4	3
5	4	+5	4
6	5	+6	5
7	6	+7	6
8	7	+8	7

Triangle Numbers

Handwritten student work on grid paper. The left page discusses fractions:

Either colour in  $\frac{2}{3}$  of his shape how many extra squares need to be coloured in so that  $\frac{3}{4}$  is coloured

$\frac{7}{16} \textcircled{a}$   $\frac{3}{16} \checkmark$   
 $\frac{11}{20} \textcircled{b}$   $\frac{11}{18} \checkmark$

Fractions can be compared more easily by making the denominators the same. Find the common denominator. Multiply fractions to make the denominators the same. Compare the numerators. If the numerator is bigger then the fraction is bigger.

Compare these fractions  
 Band 2 both go into 24  
 $\frac{3}{5} \times 3 = \frac{9}{15}$   
 $\frac{5}{6} \times 2 = \frac{10}{12}$   
 make the denominator the same  
 $\frac{9}{18} \times 2 = \frac{18}{36}$   
 $\frac{10}{18} \times 2 = \frac{20}{36}$   
 $\frac{18}{36} \textcircled{a}$   $\frac{15}{18} \checkmark$   
 $\frac{16}{18} \textcircled{b}$   $\frac{15}{18} \checkmark$   
 $\frac{3}{4} \textcircled{c}$   $\frac{9}{12} \times 2 = \frac{18}{24}$   
 $\frac{5}{6} \times 2 = \frac{10}{12} \times 2 = \frac{20}{24}$   
 $\frac{18}{24} \textcircled{a}$   $\frac{15}{18} \checkmark$

The right page is titled 'Comparing fractions':

15/11/23  
 10% of 70 = 7  
 Work out 10% of 10 = 1  
 30pt ✓  
 30pt ✓  
 10a + 6b ✓  
 a.  $\square \checkmark$  draw shapes 6, 6, 3, 5, 11, 11, 11, 9  
 b.  $\square \checkmark$  5, 6, 6, 9, 13, 11, 11, 13  
 c.  $\Delta \checkmark$  Made = 11 ✓  
 Median = 10 ✓  
 Mean = 9 ✓  
 Range = 8 13 - 5 = 8 ✓  
 d.  $\Delta \checkmark$

Key words: Numerator, denominator, equivalent

Rob says  $\frac{2}{3}$  of his shape is shaded  
  
 Is Rob correct? No because there are 12 squares in total so  $\frac{2}{3}$  is 8 squares. What fraction of this shape is shaded?  $\frac{8}{12} = \frac{2}{3}$   
 Theo says  $\frac{2}{3}$  of this shape is shaded  
  
 8/16 parts are shaded there needs to be 12/16 so 4 more ✓  
 Which is larger  $\frac{3}{4}$  or  $\frac{4}{5}$   
 So  $\frac{4}{5}$  is bigger  
 Theo is correct  $\frac{3}{4}$  is shaded. Put these fractions in order:  $\frac{1}{15}, \frac{1}{24}, \frac{1}{18}$   
 $\frac{1}{15} < \frac{1}{24} < \frac{1}{18}$   
 $\frac{1}{24}$  is the biggest

*This book is wonderful!*





## External Speaker - Physics

On Wednesday 15<sup>th</sup> November we had world renowned Peter Tait in to speak to our A-Level Physics and Computer Science students.

Peter Tait was Head of High Resolution Radar and Non Co-operative Target Recognition at BAE Systems Integrated System Technologies. He joined the Marconi Research Laboratories in 1974 after graduating in Physics from Imperial College, London University with first class honours. He initially worked in the field of radar and communications receiver research.

From 1986 he led the core target recognition research programme in GEC-Marconi and the group developing the technology for high resolution modes for company radars including Captor for the Typhoon fighter aircraft. He then spent two years on the Captor programme as Technical Adviser to the Euroradar Board of Directors and in 1997 became Chief Engineer of Sensors Division. In 2000 he joined the predecessor company to BAE Systems to develop target recognition technology for naval and land-based surveillance, tracking and phased array radars. He is a member of NATO air and ground target recognition working groups and is a reviewer for IEE journals. He has been granted several UK and worldwide patents, has presented papers at several international conferences and is known internationally for his expertise in target recognition.

In 2001 he won the BAE Systems Chairman's Silver Innovation Award for inventing techniques for detecting plastic land mines. In 2004 he was presented by the United Kingdom Government Minister for Technology and Innovation with a world class company innovation award for his work in target recognition technology.

Peter gave a talk to students about his journey from A-Levels to his professional career in physics and radar technology. The talk gave students an interesting insight into the challenges and innovations in his career, how physics gave him the basis for every problem he solved.

The students engaged with Peter, enjoyed his talk and asked great questions – a superb piece of independent learning from our students delivered by a world expert!





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## PHSE

Parents and Carers,

As a part of your child's education at The Appleton School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. At our school, this is predominantly taught in CAPE (Citizenship, Achieving Personal Excellence) through a specialised team of tutors.

I am writing to let you know that, throughout the academic year, your child's class will have taken part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons will include: Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. This will be approached in and with age-appropriate delivery. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website: <https://www.theappletonschool.org/subjects/citizenship-and-pshee-cpshee> for more detail about our PSHE curriculum. At the bottom of this page you can also click on the Edulink icon which will direct you to the year specific example materials that are used. All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values.

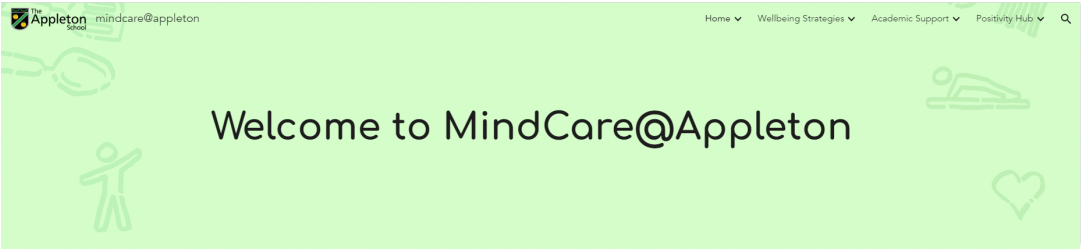
As a school community, we are committed to working in partnership with parents; recent parental and student feedback has indicated that the overwhelming majority of parents and pupils continue to be highly supportive of the relationships and sex education programme. We will also be shortly inviting all parents to further support us by completing a questionnaire about our CAPE provision.

Yours sincerely,

Ms Brown  
[cbrown@theappletonschool.org](mailto:cbrown@theappletonschool.org)



## 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.

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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.



## Attendance

**The Appleton School** **Being In School, On Time Really Matters**



**Did You Know... ?**

If your attendance	You would miss	you are likely to achieve your target grade in
was 97%	5 days of school	9 out of 9 GCSEs
was 95%	9 days of school	7 out of 9 GCSEs
was 92%	15 days of school	5 out of 9 GCSEs
was 90%	19 days of school	4 out of 9 GCSEs
was 85%	29 days of school	3 out of 9 GCSEs

**WE WANT YOU TO ACHIEVE YOUR BEST**

Check your current attendance using the Edulink App

# 100% Attendance

**The Appleton School** **100%**

**GOLDEN TICKET**  
for 100% attendance in the last week

This ticket allows the holder to skip the queue in the canteen or pod at breaktime and lunchtime for 1 week in recognition to their commitment to school

Awarded to: \_\_\_\_\_ Valid until \_\_\_\_\_

1  2  3  4  5  6  7  8  9  10

Did you know that all students with 100% attendance are entered into a weekly prize draw for a Golden Ticket to jump the queue at break and lunch?

And students with 100% attendance all term receive a special attendance award!

**ATTENDANCE**



## Subject Spotlight

WHY STUDY...

# CONSTRUCTION

Check out some of the jobs you can do, the skills you'll develop and pathways available!



## JOBS

Architect  
 Bricklayer  
 Building Surveyor  
 Civil Engineer  
 Construction Manager  
 Drone Pilot  
 Electrical Engineer  
 Gas Service Technician  
 Land Surveyor  
 Mechanical Engineer  
 Quantity Surveyor



RESOURCES, CAREERS  
© RESOURCES, CAREERS

## SKILLS



Practical



Teamwork



Problem Solving



Numeracy



Communication



Physical Fitness

## PATHWAYS

### APPRENTICESHIPS

- Acoustics Technician
- Architect
- Bricklayer
- Carpentry and Joinery
- Civil Engineering
- Construction Plant Operative
- Installation and Maintenance Electrician
- Landscape Technician
- Plumbing and Domestic Heating Technician

### FURTHER EDUCATION

- A Level - Engineering
- A Level - Maths
- A Level - Design Technology
- T Level - Building Services Engineering for Construction
- T Level - Design, Surveying and Planning for Construction
- T Level - Onsite Construction
- BTCC - Construction and the Built Environment
- BTCC - Bricklaying / Plastering / Joinery
- BTCC - Civil / Mechanical / Electrical Engineering

### HIGHER EDUCATION

- HND in Construction and the Built Environment
- BA (Hons) in Architecture
- BSc (Hons) in Construction Management
- BEng (Hons) in Civil Engineering
- BSc (Hons) in Building Control
- BSc (Hons) in Building Surveying
- BSc (Hons) in Building and Construction Engineering
- BSc (Hons) in Quantity Surveying

SCAN ME  
TO FIND OUT MORE



Greater Essex  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY



## Careers Newsletter

### News Spotlight

## The Parents' Guide to

### Feel confident talking with your teen about their choices for the future

If you're a parent of a teen aged between 14 and 19, we're here for you with everything you need to know about options after GCSE or sixth form AND what you can do at home to improve your teen's wellbeing and help them with their studies.

Sign up to our parent newsletter and receive free support, advice and resources on how you can help your teenage children straight to your inbox. [www.theparentsguideto.co.uk](http://www.theparentsguideto.co.uk)



### Open Evenings

#### Palmer's Campus

9 November 2023  
24 January 2024

Chadwell Road, Grays, Essex RM17 5TD

#### Seevic Campus

23 November 2023  
31 January 2024

Runnymede Chase, Benfleet, Essex SS7 1TW



#### XTEND Digital Campus

7 December 2023  
Meppel Avenue, Canvey Island, Essex SS9 9RZ

### Open Evenings



**SOUTHEND CITY COLLEGE  
SOUTHEND CAMPUS**  
Luker Road, Southend, SS1 1ND  
Tuesday 3 October 2023 - 5-7pm  
Thursday 16 November 2023 - 5-7pm  
Tuesday 13 February 2024 - 5-7pm

**BASILDON COLLEGE  
CENTRE FOR ADVANCED  
ENGINEERING**  
Luckyn Lane, Basildon, SS14 3AX  
Thursday 30 November 2023 - 5-7pm  
Wednesday 28 February 2024 - 5-7pm  
Tuesday 14 May 2024 - 5-6.30pm



## Safeguarding SMART TVs

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 devices which we believe trusted adults should be aware of. Please visit [nationalonline.com](http://nationalonline.com) for further guides, hints and tips for adults.

### What Parents & Carers Need to Know about

# SMART TVs

Smart TVs connect to the internet without the need for a set-top box or streaming device, letting users access a range of features through the TV set itself, from on-demand content apps like BBC iPlayer to streaming services such as Netflix, as well as connecting to smartphones and other wireless devices. Most new televisions are internet enabled – so whether you're thinking of upgrading your home viewing system or buying an additional TV for your child's room, it's now even more important to consider the online safety aspects.

#### WHAT ARE THE RISKS?

##### AGE-INAPPROPRIATE CONTENT

From Netflix to Disney+ to Prime Video, there is a plethora of streaming services available. While these services offer content catering for younger viewers, they also provide material for more mature audiences. If you don't have parental controls set up on your accounts, your child could find themselves being exposed to shows and movies with adult themes, strong language and violence.

##### INCREASED SCREEN TIME

The array of content available through smart TVs could lead to your child spending excessive amounts of time in front of the screen. Not only can prolonged screen time distract from important activities such as schoolwork or exercise, but experts have also warned that endless hours in front of the box can lead to health problems including obesity, poor sleeping patterns and depression.

##### REMOTE-CONTROL RETAIL

Like many online devices, smart TVs facilitate digital purchases: buying a new app or the latest season of a favourite show, for example. If your child has access to a bank card and isn't restricted by spending controls on the system, they could run up a sizeable bill through a smart TV fairly quickly – especially if they're not quite old enough to fully appreciate the value of money.

##### UNCONVINCING SECURITY

As Internet of Things (IoT) devices, smart TVs can be uniquely vulnerable to attack. Experts warn that internet-enabled TVs tend not to support high-level security software, so you won't always be able to download strong antivirus programmes like you would on a phone or computer. Being targeted by hackers could be deeply upsetting for your child, as well as putting their personal data at risk.

##### A SILENT SPY?

Some smart TVs already collect data on users' viewing habits and then display targeted advertising based on that personal information – while there have also been reports of internet-enabled TVs (and the apps installed on them) being used to 'eavesdrop' on owners, in models with a built-in microphone (for voice activation), third parties could potentially listen in on someone's home life.

##### CONTACT FROM STRANGERS

Many smart TVs can be used for web browsing, social media and live streaming – all of which could allow unknown users to contact your child (or vice versa). If your child engages with these functions of the TV, a stranger could potentially discover their contact information and potentially then use it to obtain even more sensitive personal details, such as your home address.

## Advice for Parents & Carers

##### MAKE IT A FAMILY THING

Family TV time is a great way to model the responsible enjoyment of technology – showing your child how to use the smart TV safely for when they're old enough to watch it independently. You could also take this opportunity to establish some healthy TV boundaries, such as time limits on their daily viewing or how to make sure they're only watching content that's appropriate for their age.

##### CREATE CHILD PROFILES

Much like with smartphones and tablets, apps can be downloaded onto smart TVs: from free content platforms such as BBC iPlayer to paid-for services like Prime Video. Most of these apps allow you to create a separate account for your child which has different settings to your own – suggesting more child-friendly material and reducing the possibility of them viewing explicit content.

##### SET UP PARENTAL CONTROLS

It's likely that your smart TV has built-in parental controls, which not only let you filter out age-inappropriate shows, movies and games but can also restrict in-app purchasing, so your child can't accidentally spend money through the device. When you've enabled these safeguards, have an open conversation with your child about the reasons, helping them to understand the potential risks.

##### CONSIDER THE LOCATION

If you're concerned about the online safety hazards that a smart TV might pose to your child, you could consider where in your home you put the device. The safest option would be to place the smart TV in a shared family space – so that an adult is usually nearby and able to supervise while your child's watching it – rather than in the relative privacy of a bedroom.

#### Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech website The Insider, Carly is now a freelance technology journalist, editor and consultant.



NOS  
National Online Safety®  
#WakeUpWednesday

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://www.facebook.com/NationalOnlineSafety)

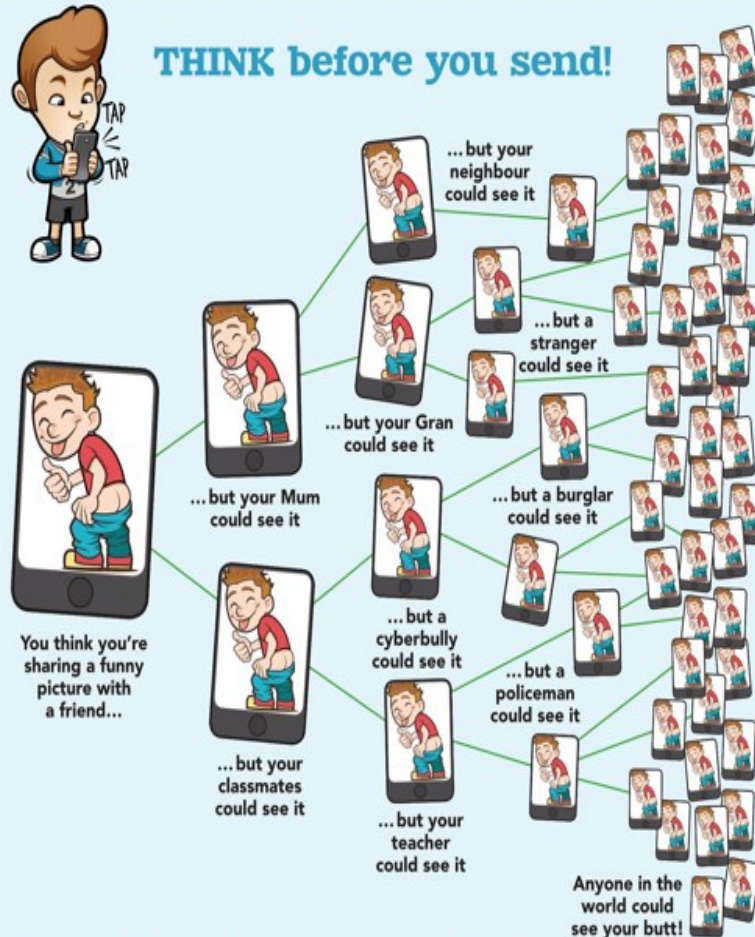
[@natonlinesafety](https://www.instagram.com/natonlinesafety)

[@national\\_online\\_safety](https://www.youtube.com/channel/UCnatonlinesafety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 15.11.2023



## Parent Guides to Online Safety



scan the QR code with your phone's camera for Parent Guides on how to help keep your children safe online



### If you share it, you are involved

If you have, or forward an indecent image of someone under 18, it is a criminal offence. It can affect your future.

**Online safety is when young people know who they can tell if they feel upset by something that has happened online.**

Parents please contact your school to enquire attending their next e-safety workshop or have any concerns.

Working with Home Office 'PREVENT', The Police and Crime Commissioner and Children's Safeguarding Partnerships to help keep children safe online.

Skips Educational Email: info@skipsed.com Tel: +44 121 227 1941

Developed in partnership with





**THE APPLETON  
SCHOOL**

Croft Road  
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**Quick Links**

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## Autumn Term Dates

**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

**Monday 15th April students return**

**Monday 6th May Bank Holiday**

**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>