

PosiTIV



THE SOUND OF MUSIC

Welcome return of first
school production

See page 18-19



2023 | SPRING ISSUE

LETTER FROM THE HEADTEACHER

As I look through the wide range of articles in this term's edition of PosiTIV I can't help but be amazed at how productive everyone has been. From celebrating our success in securing the Rainbow Flag award and our older Sports Leaders supporting our younger students from our partner primary schools to the impressive individual achievements from the Maths Challenge – there truly is something for everyone to get involved with.

Without doubt the most significant extra-curricular event was our own production of The Sound of Music, something that we haven't been able to do for 4 years due to our biannual plan combined with the impact of Covid. So many students and staff were involved in this production; cast and crew as well as the full orchestra. An incredibly emotional and moving piece of musical theatre which not only put smiles on the faces of the families in the audience but resulted in tears being wiped away.

We ended the term with confirmation of the largest year 7 cohort joining

us in September 2023. At the time of this going to print we are expecting 272 students to join us in a few months' time.

This week we welcomed those year 6 students and their parents into school to begin the transition programme which runs for the next few months.

The hall was packed, with over 500 people taking part in this event. It was an opportunity for parents

and year 6 to begin to meet key members of staff in preparation for future events.

Now that we have confirmation of numbers joining us in September, behind the scenes we are able to move forward with our whole school timetable and are looking at recruitment of colleagues to reflect this increase in students coming through our doors in September.

Mrs Crook



CURRICULUM

DESIGN TECHNOLOGY

YEAR 7 AND 8 GET CREATIVE

The DT department has completely changed its projects for year 7 and 8 this year which has allowed students to explore different types of materials, allowing them to understand their working properties and use designers as an influence for their own work.

These tealights and polymer vases are examples of the fantastic work in year 7 and 8.

Mr Preece



FOOD TECHNOLOGY

FISH

Our year 10 students are currently looking at commodity food groups: meat, fish, dairy, fruits and vegetables.

One of the first food groups we have focused on is 'fish'. In their lessons students have been learning about the nutrition of fish and its value in the diet, where to buy fish, the different ways we can buy fish (frozen, canned, fresh), the different types of fish available, what to look for when buying fresh fish and to how to identify that the fish they are buying is sustainable.

We have always tried to ensure that all our year 10 students get the opportunity to learn how to safely fillet a whole fish, an experience that every student remembers!

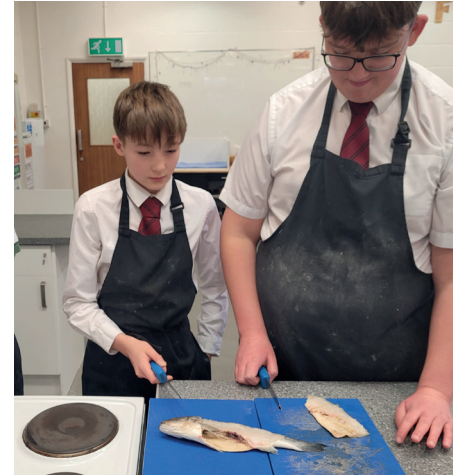
With the rising cost of ingredients, the large number of students currently studying food and an ever-stretched budget we reached out to 'Morrisons Tiverton Community Champion' and

Mandy Fosbrooke – a Facebook page where Morrisons works to support the local Tiverton Community.

We were absolutely delighted to hear that Morrisons would fully support the school in supplying 22 fresh fish for our students to practise their filleting skills on! Amazing! We cannot thank Morrisons and the community group enough – the fish were fantastic! We are extremely lucky in Tiverton where the local Morrisons store still has a fresh fish counter displaying a wide range of beautiful whole fresh fish; hopefully our students having refined their skills will now visit this counter more regularly!

Students were resilient in their approach to filleting the fish before using the fillets to create breaded goujons which were enjoyed with tartare sauce and a couple of homemade chips!

Mrs Lethbridge



FOOD PREPARATION AND NUTRITION

Our year 9 students have recently been working on a design project with a task title: 'Design and make a pasta dish suitable to serve in a local restaurant'.

Students spent a number of lessons researching pasta including its history, the different shapes available, popular pasta dishes, how pasta is made, how pasta is coloured, the different types of sauce and how different sauces suit different shapes of pasta. They even considered the use of pasta in making a dessert!

As an initial 'skills trial' all students got the opportunity to make fresh pasta. We experimented with colours including spinach, beetroot powder and squid ink! We developed our designs including stripes, spots,

and hearts. We then used the pasta machines to roll out our dough to the required thickness before trialling making a range of different shapes – bows, stars, linguine, tagliatelle and ravioli. The final stage included cooking and taste testing!

The final practical task here allowed students to use all the knowledge gained to make, present and serve a final pasta dish of their choice to meet the task title. Students worked with skill and confidence to produce a lovely range of pasta dishes. Here are just some of the pasta dishes made.

Well done year 9!

Mrs Lethbridge



MATHEMATICS

INTERMEDIATE MATHEMATICAL CHALLENGE

In February a cohort of students from years 9 to 11 took part in the Intermediate Mathematical Challenge from the United Kingdom Mathematics Trust.

This is a 60-minute, multiple choice challenge. It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

The students have performed brilliantly and have represented themselves and Tiverton High School admirably.

We have had a total of 32 students achieve a bronze certificate, 16 students achieve a silver certificate, and 6 students achieve a gold certificate. Additionally, three students have qualified for the subsequent Pink Kangaroo

Challenge. The Maths department commemorated these achievements with a celebration breakfast for all the certificate winners.

Congratulations to everyone!

Maths Department

STANDOUT ACHIEVEMENTS:

Melissa R

Gold Certificate – Best in Year 11

Thomas C

Gold Certificate – Best in Year 10/
Best in school – Qualified for the additional challenge

William W

Gold Certificate – Best in Year 10/
Best in school – Qualified for the additional challenge

Kamil W

Gold Certificate – Qualified for the additional challenge

Tristan F

Gold Certificate

Cameron G

Gold Certificate

James B

Silver certificate – Best in Year 9

RESULTS:

GOLD

- Year 10 – Thomas C – 82
- Year 10 – William W – 82
- Year 10 – Kamil W – 80
- Year 10 – Tristan F – 73
- Year 10 – Cameron G – 71
- Year 11 – Melissa R – 71

SILVER

- Year 10 – Sophie P – 67
- Year 10 – Toby P – 67
- Year 10 – Jake L – 66
- Year 9 – James B – 65
- Year 11 – Laura C – 65
- Year 10 – Edward S – 63
- Year 11 – Marley C – 62
- Year 9 – Ollie B – 60
- Year 11 – Henry C – 60
- Year 11 – Finley W – 57
- Year 11 – Lottie R – 56
- Year 11 – Wesley W – 56
- Year 11 – Amber G – 55
- Year 11 – Elysia P – 55
- Year 11 – Harry W – 55
- Year 11 – Samuel W – 55

BRONZE

- Year 10 – Edward G – 54
- Year 10 – Dylan V – 54
- Year 10 – Addison C – 53
- Year 11 – Robyn D – 53
- Year 11 – Ben G – 51
- Year 9 – Ryan J – 50
- Year 11 – Eddie B – 50
- Year 11 – Evie E-K – 50
- Year 9 – Luka R – 49
- Year 9 – Oliver S – 49
- Year 10 – Freddie A – 49
- Year 10 – Holly R – 49
- Year 11 – Isaac S – 49
- Year 11 – Joshua V – 49
- Year 10 – Finn C-D – 48
- Year 10 – Nathan C – 47
- Year 10 – Maisy-Jayne F – 47
- Year 11 – Millie K – 47
- Year 9 – Oscar G – 46
- Year 11 – Oliver J – 46
- Year 9 – Willow D – 45
- Year 9 – Freddie M – 45
- Year 9 – Millie N – 45
- Year 10 – Ava P – 45
- Year 10 – Tilly S – 45
- Year 11 – Harvey S – 45
- Year 11 – Billie T – 45
- Year 9 – Finley C – 44
- Year 10 – William G – 44
- Year 11 – Ana C – 44
- Year 11 – Ruby L – 44
- Year 11 – Joshua C – 43



MATHS CHALLENGE

I took a group of nine year 7 mathematicians to Blundell's to take part in a team challenge which involved three other teams, from Blundell's, Uffculme and Cullompton.

The day consisted of an individual challenge followed by three team challenges. The team challenges were a grouped test followed by an

estimations challenge and finished off with a relay challenge. All the students involved represented the school excellently, showcasing their mathematical ability as well as their problem solving and teamwork skills.

Overall in the individual challenge Lucy G collected third place narrowly beaten by Gil P who came second.

In the team challenge all three teams were in contention for collecting a medal however after the relay challenge it was only the B team that secured second place. It was a superb effort by all involved and enjoyed by all.

Mr Humphreys

THE STUDENTS INVOLVED:

TEAM A

Hetty J
Edvinas M
Gil P

TEAM B

Lucy G
Jonah K
Ellie B

TEAM C

Carlotta K
Scarlet G
Mason A-E



PERFORMING ARTS

DRAMA WORKSHOP

Year 10 Drama students welcomed 'Jenny Wren Productions' to the department and took part in a drama workshop.

Hannah (Actor) and Jenny (Director/ Producer) were appearing at Tiverton Community Arts Theatre (TCAT) in the play 'Little Women'.

TCAT kindly organised the workshop, which involved looking at character creation and how to perform different roles in the same scene. That evening, students then attended the production at TCAT to watch the play.

Attending live performances is an important part of GCSE Drama study and we send our thanks to TCAT and Jenny Wren Productions for the opportunity.



HISTORY

HISTORICAL FICTION BOOK CLUB



REVIEWS OF '1947' BY SWAPNA HADDOW.

"I really liked the book because it showed that people from different religions, races, countries should always be friends, and try to cooperate together instead of fighting. This also showed the stereotypes of people.

Some people are Muslim or Hindu, but that doesn't mean you can stereotype them. This book helped me realise more about the world and how to prevent things like stereotyping. It also helped me learn about the horrible war of India and Pakistan.

We need to stop starting wars and help prevent others from getting too serious."

Lidia G

"The book, 1947, is a story about two boys living in the Partition Of India. One is Amar, a poor Hindu boy who lost a childhood friend of his, and the other is Ibrahim, a rich Muslim who got caught up in an attack of his family vehicle, landing himself into Delhi.

1947 has an interesting plot and a very inspiring message, making the reader not want to put the book down. For me, the book shows that in the face of conflict, you cannot take sides, and that you should look after everyone, even if they are the enemy. The ending is very hard-hitting, causing a lot of emotions.

Overall, I really enjoyed this book. It definitely made me tear up a little and inflicted me with many emotions. Amar and Ibrahim ignored their differences and become friends, which was definitely inspiring."

Cortana W

GEOGRAPHY

GEOGRAPHY IN THE CURRICULUM – AND GEOGRAPHY IN THE NEWS

Given the nature of the subject, obviously geography is a regular news item. Sometimes it is an on-going story slowly unfolding, other times an urgent, devastating event that forces itself into the public conscience via the media.

For those readers of a more senior status, you will no doubt recall the Great Asian Tsunami of Boxing Day, 2004; the deadliest, large-scale natural disaster of a generation. I clearly remember effectively wiping my planned lessons aside in the early days of January. Quite simply, every student returning to school after the tragic events of that festive period wanted to know about tsunamis. I felt a responsibility to teach them about such natural events to help them process the

information the media thrust upon them via every outlet at the time.

At the time of writing, current affairs have coincided with content we are covering in our teaching and learning for nearly all year groups

with remarkable timing. While year 7 have been studying rivers, it just so happened that the flood-prone site of THS was tested to the limit by the bloated River Exe during the mid-January flooding.



MODERN FOREIGN LANGUAGES



FASCHING

A part of the Languages Challenge, we asked our KS3 students to make and design some *Karneval* masks. *Karneval*, also known as *Fasching*, is a traditional event that takes place every year in Germany, Austria and Switzerland.

The carnival season begins on the 11th of November at 11:11 a.m., and it continues until Ash Wednesday of the following year. Although many regions hold parties over Christmas and the New Year, the real carnival week doesn't start until *Weiberfastnacht*, which is the Thursday before Ash Wednesday.

From this day until Shrove Tuesday, lively carnival parades are held; people dress up, wear masks, sing, dance, eat, drink and sometimes perform plays in the street! Take a look at some of the wonderful *Karneval* masks that some of our students have made.

Mrs Broadley and Miss Pidgeon

Year 8 have been studying natural hazards. The horrific earthquakes during February in Turkey and Syria have created the worst natural disaster since 2010. Inevitably, as a department, we have referred to the news for the latest information in our teaching.

As the Ukraine conflict sees its first anniversary, year 10 are studying a GCSE unit called Changing Economic World. One area of study focuses on political instability affecting migration. According to the WHO, 'since the start of the crisis in Ukraine, over 14.5 million refugees have crossed the borders to other countries, with over 7.9 million still residing in refugee-hosting countries' (UNHCR, January 2023). Needless to say, the impact of this situation will be far outreaching and long lasting.

Finally, Year 11 have completed their GCSE studies with the unit

GEOGRAPHY 8.3. HAZARDS

2. Earth Structure

3. Tectonic Plate Boundary map

4. & 5. Tectonic Plate Boundaries

Constructive margin: Oceanic crust is slowly dragging the crust apart. To fill the gap, magma bursts up onto the seafloor (or out of volcanoes some times above sea level at these margins) and cools as lava forming new crust. This effectively means the seafloor is spreading and the continents on either side are moving apart. Volcanoes and earthquakes are gentle in these locations.

Destructive margin: The denser oceanic crust sinks and grinds past the thicker, less dense continental crust. The friction destroys and melts the oceanic crust turning it into magma. The buckled and cracked continental crust allows the magma to violently break through out of volcanoes. High pressures released along these boundaries when the plates move cause massive earthquakes.

5. Earthquake Concepts

Earthquakes are a sudden release of strain energy within the crust of Earth. The constantly churning convection currents in the mantle are responsible for slowly moving the crust around. However, the tectonic plates making up the crust are often being forced together or past each other and get stuck—building up huge amounts of energy, eventually it has to be released.

1. Natural Hazards

These natural events just happen in nature:

- Volcanic eruption
- tsunami
- Blizzard
- drought
- tornado
- earthquake
- Tropical storm
- wildfire
- Avianche
- multitude
- flood

The actions and locations of people put them at risk. For example, living on floodplains, living near tectonic boundaries, living in poverty and changing the climate all contribute to increased risk to people.

6. Haiti 2010 earthquake example

15km deep focus	Maximum estimates say around 250,000 were killed	Stresses in refugee camps	Half of the country's schools affected
Magnitude 7.0 on Richter scale	Always seen the poorest country in western hemisphere.	A local tsunami added to the hazards of the quake	Thousands of orphaned children
300,000 people injured	Epicentre very close to the capital city Port-au-Prince	1 million made homeless	20% of people lost their jobs as a result
3 million affected	7 years later in 2017, there are still 2.3M in need of aid.	\$1.1bn raised in international aid afterwards	300,000 buildings destroyed

7. Tropical storm names and locations

8. Tropical storm formation

How tropical storms are formed

- Water evaporates from the water surface and rises as a column of air.
- A column of air pressure drops at the surface. Winds blow towards the column.
- As pressure in the central column drops even more, the speed of the wind around it increases.

Saffir-Simpson hurricane wind scale

Category 1	Category 2	Category 3	Category 4	Category 5
Minor damage	Modest damage	Extensive damage	Catastrophic damage	Catastrophic damage
Winds: 119-154 mph	Winds: 155-190 mph	Winds: 191-254 mph	Winds: 255-306 mph	Winds: 307 and more

Natural Hazards key terms

Natural event	natural hazard	mantle	oceanic crust	continental crust
tectonic plates	convection currents	converge	diverge	magma
volcano	Earthquake	focus	epicentre	Fault line
Richter scale	constructive margin	destructive margin	tropical storms	
hurricanes	cyclones	typhoons	Saffir-Simpson scale	category
storm surge	low pressure	eye	eyewall	thunderstorms

Natural Hazards key terms (continued)

Continental crust	Less dense that has the continents one
Oceanic crust	Dense crust under the oceans
Tectonic plates	Slabs of crust making the surface of Earth
Plate margin	A joint in the crust between two plates
Epicentre	The location on the surface above an earthquake
Focus	Origin of earthquake within the crust of Earth
magma	Molten rock in the mantle under the crust of Earth
Fault line	A weakness or crack in the crust
Seismic waves	The shockwaves given off during an earthquake

of learning on The Challenge of Resource Management. Our students have learned that the theoretical issues around energy insecurity are every bit as real for millions of households across the

country and Europe.

This is why geography matters; it is about real life in a very real world.

Jonathan Wood

SCIENCE

HEATHCOAT FABRICS AWARD CEREMONY



Earlier this term we as a school were invited to attend the ceremony for Heathcoat Fabrics being awarded the Queen's Award for Enterprise in Innovation.

This was due to their contribution to the Mars Perseverance mission in which the fabric used to make the parachute that helped land perseverance was designed and manufactured by Heathcoat.

Our head boy and girl, Alfie C and Lottie R, along with a science enthusiast Gil P in year 7 travelled to the factory where we got to see a small portion of what happens inside.

The students then asked representatives from Heathcoat, Airborne Systems, and NASA's jet propulsion labs a series of questions about the creation and use of the parachute.

All three students were also interviewed by BBC Spotlight and ITV and were excellent representatives for THS and the community. It was a great experience to see how local businesses have such a global impact.

PHYSICS CHALLENGE

This term seven of our year 10 and 11 students were invited to take part in a Physics Challenge at Exeter Mathematics School, alongside many other schools from Devon.

The students were split into two teams and had to gear their brains up to answer some truly gruelling estimation questions including 'How long would it take for the oceans to freeze solid if the sun disappeared?'

This estimation round was followed by a practical round and another round of questions, all of which put the team's knowledge of physics and maths, and their ability to problem solve, to the test.

Both teams performed amazingly and at no point wavered in trying to find the answers, even when their methods didn't pan out. They represented THS fantastically and

even though they didn't come away with the top prizes, they should be very proud of their achievements.

Big well done to Isabel J, Edward S, William W, Isaac S, Sam W, Steven L, and Thomas C.

Mr Dunning

PHYSICAL EDUCATION

WORK EXPERIENCE FOR ELLA

We have been fortunate enough to have had ex-student and sports captain Ella Woodman in school on work experience for a week this term.

She has been brilliant throughout the week and even updated our 'Tiverton Girls Can' display outside the girls' changing rooms.

Mr Heeney



SPORTS LEADERS

Last term a number of year 10 Sports Leaders in the main photo planned and led an enjoyable multi-skills coaching session which was enjoyed by year 1 and 2 students from Bolham, Castle, Halberton, Heathcoat and St John's primary schools.

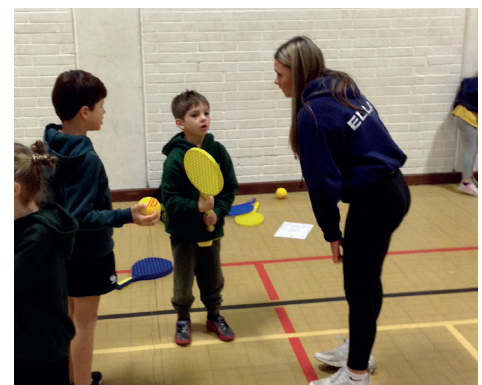
The Sports Leaders led a range of exciting activities to develop agility, co-ordination, and basic tactical thinking. Various roles were carried out by the leaders such as co-ordinating, coaching, time-keeping. The Sports Leaders are looking forward to more events coming up next year.

The sports leaders included Callum P, Ella B, Elivia A, Libby B, Megan G, Oscar M, Evie P, Victoria M, Ruby W and Sophie W.

This term the year 10 Sports Leaders welcomed Bolham, Bampton, St John's, Heathcoat and Wilcombe Primary Schools to the THS Astro for a Tag Rugby Tournament. In the first part of the session the sports leaders coached a range of skills via mini games. These included running with the ball and passing followed by a tournament. Well done to all involved. Finalists Cup Tournament were Bolham (first place) and St John's (second place). Finalists in the Plate Tournament were Wilcombe B (first place) and Wilcombe C (second place).

Well done to the year 10 Sports Leaders: Will G. Charlie B. Cody S. Brayden M. Freddie A. Charlie C

Mr Thorne



SAFEGUARDING

WORKING IN PARTNERSHIP

We are continuing to work in partnership with local teams such as the neighbourhood police team, youth service and health colleagues and safeguarding is a key priority for all staff at THS.

We work closely with colleagues to support contextual safeguarding issues and community partnership

work. As such we would also like to increase our parent forums and invite some of our colleagues to come in and lead sessions for parents/carers.

We would therefore welcome any feedback from parents/carers on what topics/issues you would like more information on so we can ensure that the workshops we run are

informative and relevant. Do you want more e-safety information, mental health, parenting courses or healthy relationships? Please can you contact me on cmorrell@tiverton.devon.sch. uk with any feedback or suggestions.

Mrs Morrell

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such, illegal but harmful content, it's not being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrails young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK – and knowing what to do about content that upsets them.

- 1. UNDERSTAND THE ALGORITHM**
Algorithms rank content by user interests: someone who regularly interacts with sports news, say, will see the latest news at the top of their feed. Likewise, if a user browses content that contains a topic that they're interested in, they'll be recommended to them in future. Someone who's used to a topic and looks for posts which reflect their mood will find similar content suggested to them more and more.
- 2. AVOID THE MAIN FEEDS**
Avoiding the default feeds on social media platforms limits the amount of recommended content that is shown. Users can opt to only see content through the accounts they follow. This gives them more control over what they see. Explore the platform settings to see how you can take control of what your child's phone shows them when they open the app.
- 3. DISCUSS WHAT THEY'VE SEEN**
Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child will recognise content as such. What does it mean when they come up in their feeds? If it seems bad, they could be a victim of a scam or a phishing attack or to seek support.
- 4. LEARN HOW TO HIDE CONTENT**
If your child stumbles across unwanted content or sees posts well as indicating you'd be interested in. Some platforms are suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is one of the best ways to start taking control of what your child sees online.
- 5. SET DAILY LIMITS**
Phones and most apps can tell you how much they've been used. Spending too long on a phone can mean a child misses out on other activities that are important to their wellbeing. You could set a family rule – no phone use in bedrooms and in school. You could also set a family rule – no phone use in bedrooms and in school. You could also set a family rule – no phone use in bedrooms and in school.
- 6. MONITOR THEIR ACTIVITY**
Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, it's important to support their exercising their independence. But you can set boundaries on how they use their phone and spend time on their device, up to and including using parental controls to practice mindful use of tech. Most of us have other things that we'd like to focus on as a priority – and those notifications will still be there later, when we have more time.
- 7. TURN OFF PUSH NOTIFICATIONS**
Even for adults, it's tempting to check a notification on a phone or tablet. Push notifications encourage people to open their apps and spend time on their device, up to and including using parental controls to practice mindful use of tech. Most of us have other things that we'd like to focus on as a priority – and those notifications will still be there later, when we have more time.
- 8. USE DEVICES TOGETHER**
Giving children internet-connected devices and content access is essential in exposing to hugely damaging content. This includes social media, but also particular areas of home designed devices. Your child's phone and tablet are – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful posts.
- 9. ENCOURAGE OTHER ACTIVITIES**
Mental health professionals often highlight the importance of exercise, social time with friends, and a balanced diet and restful sleep for our mental wellbeing. Spending time on other activities that our brains need to rest can go along with your child's putting down their phone and doing something that doesn't involve a screen can be immensely helpful.
- 10. TALK ABOUT PEER PRESSURE**
Most children's digital identities are accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of cyberbullying or other negative experiences. It's important to discuss with your child the need to not look a certain way or fit in. Talk to your child about peer pressure, and listen to any concerns you can provide the support they need.

Meet Our Expert
Sharon is a specialist headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the school's mental health and wellbeing. A passionate advocate for vulnerable learners, Sharon is a Fellow of the Chartered College of Teaching and the author of *Five Minutes With a Book*, which supports children with SEN needs.

NOS National Online Safety #WakeUpWednesday

www.nationalonlinesafety.com @nationalonlinesafety /NationalOnlineSafety @nationalonlinesafety

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Parenthood..

The most rewarding job in the world
And also the toughest

Need some advice about your child's behaviour?

Contact YoungMinds
Parents Helpline
0808 802 5544
www.youngminds.org.uk/parents

YOUNGMINDS

Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to check out the material, so it's important not to demonise the internet, games and apps, and find the benefits of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers), so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

- 1. MAKE YOUR INTEREST CLEAR**
Showing enthusiasm when you broach the topic to your child is important. You're not just trying to get them to stop using their phone or tablet, you're trying to help them understand the risks and benefits of digital lives. It's important to talk to them about the risks and benefits of digital lives. It's important to talk to them about the risks and benefits of digital lives.
- 2. BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE**
At various stages, children and young people become curious about puberty and how their body changes. Your child knows that they can discuss these sensitive subjects with you, they're more likely to be looking online for answers, which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't deny a job that you immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.
- 3. REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU**
In your role works with many children and young people who've had a reduction in their use of their devices. You're always there to listen and help. You're always there to listen and help. You're always there to listen and help.
- 4. TRY TO REMAIN CALM**
As much as possible, try to stay calm when your child talks to you about an online experience that makes you feel angry or worried. Our frustration and emotions frequently influence the way we talk, so it's possible that your child's reaction as a parent or carer could make a child feel speaking openly about what they've seen. Give yourself time to consider their approach and perhaps speak with other family members or school staff while you're considering your next steps.
- 5. CREATE A FAMILY AGREEMENT**
Encouraging your child's household in coming up with a family agreement (and for that matter, if it's for everyone, tablets, consoles and so on at home, that's a great idea). It's important that they're important and why it's good to have a family agreement. It's important that they're important and why it's good to have a family agreement.
- 6. KEEP TALKING!**
The most valuable advice we can give is to keep talking with your child about their digital lives. It's important to talk to them about the risks and benefits of digital lives. It's important to talk to them about the risks and benefits of digital lives.

Meet Our Expert
Suzanne is a parent of three children and a member of the National Online Safety team. She is a passionate advocate for vulnerable learners, Sharon is a Fellow of the Chartered College of Teaching and the author of *Five Minutes With a Book*, which supports children with SEN needs.

NOS National Online Safety #WakeUpWednesday

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REWARDS

CELEBRATING SUCCESS

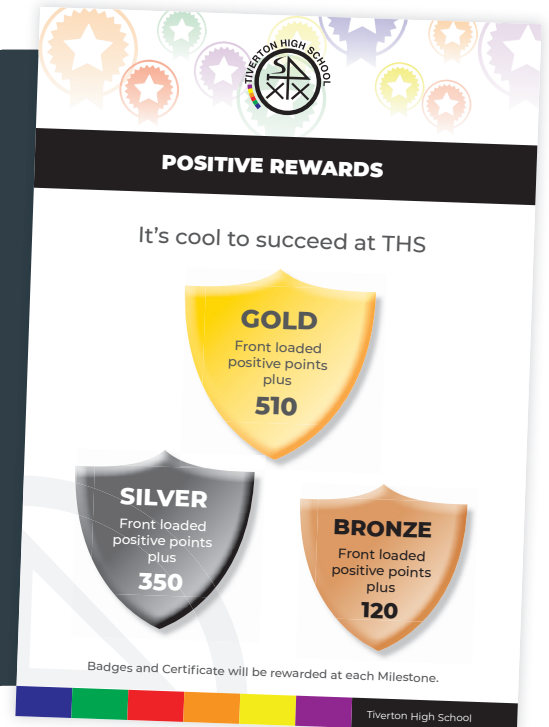
Rewarding and celebrating the success of our students is immensely important. Recognising their hard work and achievements is done on many levels – from their tutor mentioning their success during tutor time to Award Assemblies, breakfasts,

mentions on social media and in our school publications.

Celebrating success inspires others to achieve too, creating a positive environment school wide. These students have achieved their Bronze

Award and will be able to wear their award badge with pride on their school jacket. We look forward to seeing many more students reach their Bronze Award and aim towards Silver and Gold this year.

Winnie H – 490	Holly J – 444	Livia H – 435
Scarlet G – 468	Edvinas M – 444	Immy R – 435
Max P – 466	Ben P – 444	Herbie C – 482
Jack S – 466	Maya R – 444	Nellie A – 464
Lucy G – 464	Kuba M – 444	Aveline C – 450
Ella-Mai R – 461	Anna R – 442	Daisy W – 436
Ollie S – 458	Paige S – 440	Francesca K – 446
Isabelle A – 456	Finn B – 440	Talia W – 494
Kayra P – 454	Masie H – 438	Hayden H – 463
Archie C – 453	Myles P – 436	Aiden M – 438
Zeynab B – 452	Ellie B – 435	Jessica M – 438
Megan P-R – 450	Aemilia F – 435	



RAINBOW FLAG AWARD



We are delighted to announce that we have been awarded the Rainbow Flag award at Tiverton High School.

To achieve this award we have had to submit several pieces of evidence over the past 12 months in the following 6 areas; Skilled Teacher, Supportive Governors and Parents, Effective Policies, Inclusive Curriculum, Pastoral Support and Student Voice. This has then been externally assessed and reviewed to evidence we have met the criteria and that throughout the school we can evidence excellent practise of LGBTQ

inclusivity. Tiverton High School being awarded the Rainbow Flag is fantastic news and reflects the commitment of staff to make our school an inclusive environment for all. Over the next 12 months we will continue to gather evidence to show that we have a continual commitment to inclusivity, to hopefully allow us to continue to hold this award moving forward. The first stage of this is the creation of LGBTQ badges that pupils and staff can wear.

Mrs Morrell

READING

NEW RECEPTION DISPLAY

Mrs Main gave the display boards in reception a revamp and we now have a beautiful reading board.

This board outlines our reading programme including Drop Everything And Read and our Tutor Group Reading Programme. We also added some lovely quotes

from students. We asked them what they were enjoying about reading this year and these are just some of the responses. We have copied these and have added them to our reading display.

It makes for a bright, cheerful and informative display right

at the heart of the school for the whole community to see including our visitors.

If you're visiting why not take a closer look.

“

“I think we should have two DEAR a week because reading is fun.”

“I really enjoy library lessons because I love reading and doing stuff in my Reading Journey.”

“I have really loved fantasy/thriller since THS.”

“I am enjoying reading at school even though I didn't in primary. Thank you Mrs Hill and Miss Pike.”

“The Reading Journeys have inspired me to read more recently and DEAR always sucks me into my book.”

“I hated reading but now being able to show what I love in a book makes me read more.”

“I used to hate reading in primary because there weren't many book choices. Now I love reading.”



STUDENT VOICE

The corridors were too overcrowded

Signs have been put up as a reminder to keep to the left as staff have been asked to stand in their doorways during lesson changeover



Litter was an issue

New bins have been introduced around the site

It was a struggle to buy lunch and eat it in time for the next lesson as the queues were too long

Two new food cabins have been launched in the quad and under the covered way which offer the full range of food

There was not enough seating outside

Tables from Refectory 1 have been moved outside in various locations around the school site



CAREERS



*Choose a job you love
and you will never have
to work a day in your life”*

CONFUCIUS

The Spring term is proving to be another busy one for the careers programme. We have been supporting our year 11 students in their post 16 options, helping year 10 students to find placements for

their work experience in the summer and ensuring year 9 students have information to make good choices with their options.

Here’s a look at what else we have going on.

LABOUR MARKET INFORMATION

Labour Market Information (LMI) can help us all understand different sectors, industries and regional difference in the labour market and how different sectors are growing or contracting.

For example, technology advances quickly which impacts how we live our lives and the choices we make, which in turn affects the labour market and our infrastructure.

By understanding changes we can help our young people make important, informed decisions about their future careers. Please take some time to explore these websites to find out more:

Careerpilot: www.careerpilot.org.uk/job-sectors/sectors
National Careers Service: <https://nationalcareers.service.gov.uk/explore-careers>

Our year 7 students got to grips with Careerpilot during Development Day 2.

This is one of the tools we use to support our Careers programme and is really useful in helping students to explore their skills, identify how their interests can lead to a career and what route they need to take to fulfil their goals and aspirations.

HOW DOES THE CURRICULUM HELP WITH CAREERS?

We know our students may wonder about why they need to learn some things in their lessons. “When am I ever going to need to know that”? Working with local employers and embedding careers information into our everyday work allows us to give students the vital insight needed for their futures.

Recently, MDDC worked with our students to demonstrate how maths links into so many different careers and the related importance of studying it at school. Helen Duke worked with our year 7 students to hold interactive sessions exploring transferrable skills such as communication, co-operation and leadership.

We are lucky to be supported by other local organisations who can help us illustrate to our students the opportunities available through vocational routes for when students move on at the end of year 11. As well as MDDC we work with HepcoMotion

and Heathcoat Fabrics. These are some of the local businesses who have offered work placements for our year 10 students in the summer. HepcoMotion have spoken with our students to highlight an engineering route studying for a T-level directly with them, supported by Exeter College. Heathcoat Fabrics also have an engineering apprenticeship opportunity and there are ongoing opportunities with MDDC.

Our teaching staff talk with students about how different aspects of what they are teaching can help with careers and also talk about their own experiences. For example, our science department demonstrate how science tests can help with vital skills in oceanography. Here are some great examples of our year groups gaining experience.



YEAR GROUP EXPERIENCES



We continued with exploring different routes into careers for all year groups and year 8 had an insight into apprenticeships and learnt more about BAE systems. This will hopefully help them make some informed decisions toward the end of this term when we ask them to make the first decisions in their options for what they will be studying for GCSEs.

Following on from being on national news recently Heathcoat Fabrics demonstrated the opportunities available on our doorstep and promoted diversity and inclusion in the workplace to year 9s.

Year 9 students also have to make important decisions about the GCSE and KS4 options. These choices will help shape their futures and career paths and it's important to understand the implications of these decisions.



We've been working with them to help make sure they are confident they have made informed decisions to support their future plans.

Year 10 students enjoyed a very 'hands on' practical session with the Army who came in to run a careers session focusing on problem solving and team work.

The weather was fortunately kind and allowed the students to take part in the outdoors session finding out more not only about about career opportunities and routes within the Army but also how these transferrable skills can help them in other careers too.

Year 10s have been busy finding work experience placements for their time in the final week of the summer term. We've been impressed with how varied and interesting the



placements have been and hope the experience gives students a vital taste of the world of work.

We have been lucky enough to welcome Ella from BarNone who came in to speak with our year 11 students. She spoke about the legal profession, what it involves and routes into it. Ella linked this session to associated activities in our Development Day looking at legal systems around the world to give students an insight into the importance of the profession and how wide-reaching it can be.

Year 11s are fast approaching their exams and we have been working hard to support them in making appropriate post-16 applications. Our local colleges have been supporting our own careers team and many students have already had interviews and offers from colleges.

GET IN TOUCH

Students can call in to the careers office on the humanities corridor and anyone can email us at careers@tiverton.devon.sch.uk or for work experience questions on we@tiverton.devon.sch.uk

ISAAC DANIELS | LECTURER AT EXETER COLLEGE

Being at Tiverton High School was a fantastic time in my life. Not only did I learn a plethora of skills that have been exceptionally useful to me in my everyday life, but I also made great friends who have been with me ever since leaving the school. My friends and I often positively reminisce about High School; how fun and engaging the teacher was and how well equipped we were in terms of access to learning resources.

The school really had a sense of community, and everyone got on well and this really helped to create a successful learning environment for us as students. Not only did THS provide me with a deep subject knowledge of a wide range of topics, that has remained useful even up until my degree at Bournemouth University, but it also provided me with countless soft skills.

Having the opportunity to be Deputy Head Boy really helped develop my confidence in public speaking and organisation which is paramount in my job now as a lecturer. One of my fondest memories at Tiverton High School was the ambassador



canoeing trip that we went on. Being given the responsibility and trust to manage ourselves made the whole experience really rewarding and elevated the whole weekend.

Working with my peers to problem solve issues that arose made it vastly more enriching and brought us closer together as a friendship group. These skills of tactful problem solving have had to be employed frequently as an esports coach and whilst working with colleagues and students as an esports lecturer at Exeter College.

The greatest piece of advice I personally have received was from a lecturer at Exeter College during my

time here as a video game design student. After a particularly bad maths test result, the lecturer told me: "Failure is acceptable. Giving up is not." This advice has been incredibly helpful in my journey as an Esports Lecturer. It has reminded me that failure is a part of life and that it's important to keep trying and never give up. It has also helped me to stay motivated and to keep pushing myself to reach my goals.

I believe that the excellent support I received at THS (leaving in 2015) and throughout my education is in a big part responsible for the resilience and tenacity for adversity that I have today.

EXTRA CURRICULAR

ART CLUB



A number of KS3 Art Club students have been really busy drawing and painting some large-scale murals in the school canteen.



The idea was to brighten up the walls and make it a more exciting place to eat during break and lunchtimes. The murals are on-going and hopefully will be completed by the summer

term. The designs were based on healthy foods and inspired by a range of different artists studied.

Mrs Odgers

CHESS

SCHOOLS TEAM CHESS CHAMPIONSHIPS

Two THS teams ventured to Torquay Boys Grammar School to compete, for what I'm told is the first time in 30 years, in the Schools Team Chess Championships. Each team played 4 rounds with a 25min time limit.

The U13s had an opening tie against a very good Colyton Grammar side, but managed to bounce back with three wins against Stover, TBGS and Fusion to finish 3rd

overall. A great achievement!

U13 team: Miles C winning 3/4, Will C 3/4, Xander T 2 and Ludo T 1.5.

The U19 team found the going a bit tougher. Eszter on Board 1 took 3 of her opponents to the time limit with an adjudicator needed to decide the result. Zeynab battled hard to push her opponents to the limit. Evan refused to give up,

showing excellent determination and resilience to defeat his Axe Valley opponent. Caitlin showed great patience and strategy on Board 4 to make herself difficult to beat.

U19 team: Eszter T, Zeynab B, Evan H and Caitlin C

Mr Puzey

DJCA OPEN SPRING TOURNAMENT



In February, two THS students (Evan H and Miles C) competed in the 6 round Devon Junior Chess Association open spring tournament in Kingsteignton.

Both finished in high positions, with Miles scoring 3 ½, placing him fourth and Evan scoring 4, placing him in second place.

The two students have now started a chess club after

school on Mondays, from 3pm – 3.45pm in the library.

We are always looking for additional boards so we can accommodate all who want to play. If you have a board that is no longer used please do consider donating it to the school. Please contact Mr Puzey or Miss Pike for more information.

Miles and Evan

GIVE WHERE YOU LIVE

A huge thank you to all of the staff and students at THS. We donated the equivalent of two trollies of food to CHAT following a non-uniform day.

We also raised a grand total of £689.94 in monetary donations. A huge thank you to everyone who took the time to donate and to the ambassador team for date checking everything.

This donation was gratefully received by CHAT who reported they are struggling to meet demand in the current climate.

Mrs Morell



THE SOUND OF MUSIC

The 6th to the 9th of February saw the return of our school production – The Sound of Music.

Planning started in October and included 2 to 4 rehearsals each week, plus weekends and days off school timetable, for the cast, crew, designers and musicians. What a huge commitment everyone involved put in and it certainly paid off as audiences were enthralled by the level of talent.

There is a magic about live theatre and though it takes a huge amount of bravery to perform live to 200 people, it is also a fantastic atmosphere of fun, friendship, humour and achievement. During rehearsals and backstage there have been moments and memories that students will always remember added with their success on stage.

During the show nights there were 30 ensembles cast in Studio 2.

Twenty principals packed into the two dressing rooms backstage and 10 backstage crew dotted around the wings and front of house! You can imagine the madness! I just wanted to thank again everyone involved. It is without doubt a memory I will cherish.

Mrs Parkinson, Director



When creating a stage production, the acting that takes place on the stage is not the only important aspect that needs to be carefully planned out. Alongside what is happening on the stage comes the responsibility of running the back-stage elements.

This includes putting props and furniture on stage at the right time, removing props and furniture at the end of scenes,

controlling projections, working as a runner to tell actors when they need to get ready for their scenes and organising all of this so it can be done seamlessly and quickly during fast transitions.

When working back-stage on the Sound of Music, as a teacher I could not have done all of the above successfully if not for the back stage crew that were working alongside me: Lily P, Sam

F, Callum P, Scarlett H, George C, Patrick S, Scarlet G, Lily B, Jess S, Faye B, Isabel S and Robyn D.

It truly was a team effort that couldn't have been done without the hard work and dedication of all those involved.

**Miss Large,
Assistant Director**

THE THS ORCHESTRA

It is a real pleasure to once again be able to support our hugely talented group of students and dedicated staff and guest musicians at Tiverton High School in staging another large-scale musical.

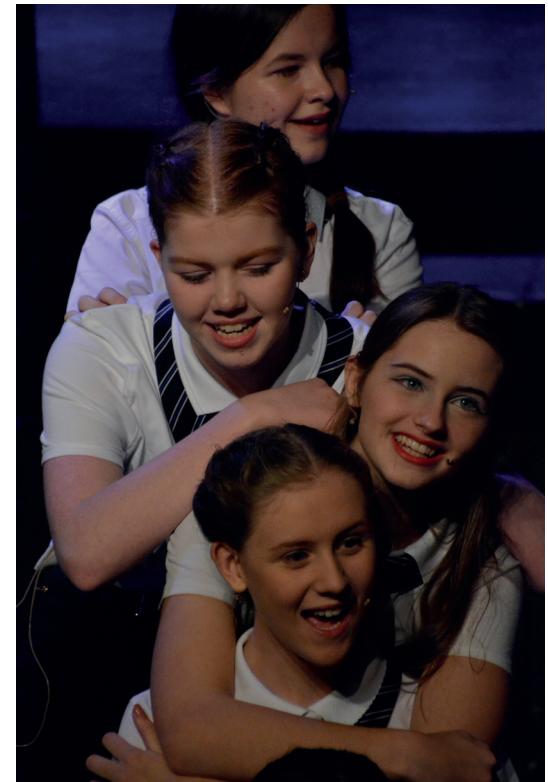
Many of the songs from the musical have become so well-known we can refer to them as 'standards', including 'Do-Re-Me', 'My Favourite Things', 'Edelweiss',

'Climb Every Mountain' and the title song 'The Sound of Music'.

Taking on the original Broadway orchestration by Richard Rodgers has definitely been a challenge for our school orchestra, but one we all embraced and I'm sure you will agree, managed to succeed in producing a wonderful sonorous supportive platform for our singers on stage to perform with confidence.

I am so proud and grateful for the huge amount of work, students, colleagues and guests have put into learning the music by Richard Rodgers, helping to bring the magic of musical theatre once again to Tiverton High School.

**Mr Wright, Subject Leader,
Performing Arts**





tiverton.devon.sch.uk

