

PosiTIV



DRESS AS YOU DARE

We say farewell to
our year 11s

See page 4-5



2023 | SUMMER ISSUE

LETTER FROM THE HEADTEACHER

Traditionally the summer term is always incredibly busy with formal GCSEs taking place for year 11 and the annual exams for all other year groups, so when I looked through all of the articles in this edition I am so impressed with the wide range of different experiences our students have been able to fit in over the last 3 months. I am incredibly proud of all of our students who have demonstrated great tenacity towards their studies this year and those who have strong attendance, especially

as they had to navigate a series of teacher strike days as well. I want to also thank all of our families for their patience and understanding during this year, and recognise the disruption the strikes caused to their own work patterns. With the recent announcement from the government about the pay awards I am as confident as I can be that we will not be subjected to industrial action next academic year.

Thank you to all my staff for

supporting our young people this year and I wish everyone a safe and happy summer break. Hopefully the sun will shine for us too!

I look forward to welcoming all students back to the High School on Wednesday 6th September.

Yours sincerely

Sammy Crook

OUR 2023/24 AMBASSADORS

Each year, a group of year 11 students earn the position of Ambassadors – but the process starts well before that in year 10. Students who want to become Ambassadors go through an application, interview and selection process. Once chosen they will represent the voice of the student body and bring about changes to the school, leaving their legacies at the end of their time.

We're delighted to announce the students that will be our Ambassadors in the next academic year. These dynamic students will act as role models, showing both the school and wider community the true heart of THS.

Congratulations to Sophie P, Jacob F, Sam, F, Darcie A-F, Noah P, Ava P, Tom C, Max H, Tilly, S, Phoebe

B, Lola E, Will W, Ruby H, Jake H, Lara S, Lily P, Maisy-Jayne F, Kit B, Ollie N, and Grace B (not in photo).



HEAD BOY AND HEAD GIRL ANNOUNCED

Tiverton High School has chosen its next Head Boy and Head Girl. Noah Panton and Phoebe Burton will take on the coveted roles moving into the next school year.

Selecting the chosen students is a rigorous process, made up of an initial application process and followed by interviews. The interview panel is made up of the Headteacher, the previous Head Boy and Girl, and the Head of Year 10 among others. Other student leadership roles have

also been announced, including Deputy Head Boy Tom Cousins and Deputy Head Girl Darcie Alexander-Frye. Kit Backhouse, Grace Baldwin and Max Hepworth take the roles of Sports Captains, while Lily Paton becomes Interact President.

“Choosing our next Head Boy and Girl is a process that we take very seriously here at Tiverton High School,” explains Headteacher Sammy Crook. “Applying candidates must show us that they are up to the

challenge, and that they are going to bring the best qualities to the role. There were some very nervous young people but they all did themselves proud, regardless of whether they made the final selection of roles.”

“All of our Ambassadors should be very proud of their selection, and we look forward to seeing the successes of those in these new roles when school resumes in September. Well done!”



We had an amazing activities week! More photos to come in the print edition of PosiTIV in September.

FAREWELL YEAR 11

We made it!!! There are some points in the last three years I thought that some of you may not but I am proud that we have all finished this journey together. It feels like such a long time ago when Mrs Crook called Heads of House into school after COVID and informed us we would become Heads of Year. For me this was daunting as I am not a fan of change but in the long run I believe this change has had a positive impact on every single one of us.

From being all together in the humanities corridor in our year bubble to seeing you all at the Prom I feel every one of you has grown immensely. Mrs Jones and I have always had your best interests at heart and continued to have the same consistent approach to support you in becoming mature, resilient students that everyone in our school and community can be proud of.

I wish I didn't have to say goodbye but it is now time for you to fly the nest and become the great people that I know that you can be. Good Luck, stay safe and be you!

Here are some pictures of the last few weeks together.

Mrs Castley



GOOD LUCK, STAY SAFE AND BE YOU!



ENGLISH

GAMES ROOM 2023

In March, year 8 students at Tiverton High School took part in the annual Games Room event. At the beginning of March students were briefed with designing a new game and an advertising campaign for the game to pitch to a panel of judges in a final competition. THS worked closely with a number of local business experts who supported the school by leading a range of workshops for the students on marketing, advertising, communication skills and effective presentation skills. These experts then worked with students to prepare them for the semi-final presentations, before forming the judging panel for the finals.

The Games Room project provides students with an excellent opportunity to develop skills in teamwork, time management and learner independence, as well as experience of working with business partners in a real-life working context. Each student was also awarded two flight-path to GCSE speaking and listening grades: one based on their ability to work effectively as part of a group and the other on their ability to communicate and adapt language as part of their team presentation. Students always feel nervous before the main event, and on the final day itself there is certainly a heightened focus and tension, but the sense of pride and achievement felt by each student afterwards cannot be underestimated. We know that experiences like this stay in students' memories and help to boost their confidence for speaking and listening presentations at GCSE as well as for future college and job interviews. On Tuesday 28th March, Z population competed in a tough competition, with students Abbie R, Jezimae P, Jessica C and Briony H winning with their game Rocket Fix. Judges commented on their "excellent graphics", "range of challenges which were described well" and the equally shared "clear presentation across the team". On Thursday 30th March, the Y

population final was even more tight, with more deliberation between the judges. The overall winners were Poppy D, Tiana D, Maddie L and Alice R, with their game You're Next. Judges praised their "clear game concept", "strong presentation", "great graphics" and "confident question-handling". A special judges' commendation went to Leo Chamberlain after his game partner was absent on the day and Leo gave an impressive solo presentation for their exciting game Ruins War. All students competing on both days should be very proud of themselves.

The students certainly seem to agree: one student commented, "Personally, I believe The Games Room was the best topic we have done yet. I liked the creativity and teamwork necessary to complete the work." Another said, "I found the Games Room a good opportunity to work with professionals and to work in groups...it helped me with talking in front of crowds."

Local games shop owners Sophia and Ruben Beard from Bridge Troll, supported THS with insightful videos on the design and playability of a range of board and card games, and expert tips for students throughout the project. Sophia joined THS for

both days leading a workshop and being an expert judge. We also welcomed Peter Bailey, from Unity Software, world leading hosts of game servers; Tanya Frost and Mia Pilton, from the marketing and customer relations team at Hepco; Michelle Halsey, from Titan Travel; Georgios Karvasilis from Adopstar and local author and script-editor, Lucy Hay from Bang2Write. Students and staff at THS are very grateful for their expertise and support with their project.

Finalists for Z population:

Leo C, Abbie R, Jezimae P, Jessica C, Briony H, Ruben M, Billy S, Aiden W, James P, Casey E, Olly J, Harry C, Cosworth M-H, Mitchell H, Keira L, Shyleen M, Anna S, Lana S

Y Population:

Nellie A, Summer S, Stacey N, Freya H, Paige C, Lexi T, Alexa G, Poppy D, Tiana D, Maddie L, Alice R, Noah A F, Alexander C, George H, Niamh P

Natalie Westacott, KS3 English Lead



ART

PORTRAIT PROJECT

Year 9 students have been working on a portrait project and produced a variety of studies in various media. We have been stunned by a lot of the responses and here are some of the examples of work:

We as a department are immensely proud of these individuals and cannot wait to see what they continue to produce next year on their GCSE courses.

The Art Department

Top: Constance P's self-portrait.



2nd: 'Isobel', by Francesca K.



3rd: 'Eye study' by Abbie L as a part of her annual exam. Students had just 1 hour to do this.



4th: Abbie L's self portrait in pencil.



5th: Charlie S's final self-portrait, inspired by artists Adrian Brandon and Lucian Freud.



SCIENCE

WOMEN IN STEM

In June nine year 10 girls were invited to attend the annual Women in STEM event at the Maynard School. Science teachers, Miss Turner and Mr Brown, accompanied two teams made up of Darcie A-F, Phoebe B, Addison C, Eleanor D, Riya J, Brooke P, Scarlet P, Holly R, and Tilly S. These students were joined by teams from West Exe, Cranbrook, St Peters, St James, and the Maynard School. The day was led by Rob from The STEM Workshop who was supported by five STEM ambassadors – Maynard alumni who currently work within engineering in roles ranging from fire and explosion safety, to bio engineering, to space science.

The girls were given a brief at the start of the day, time to work on

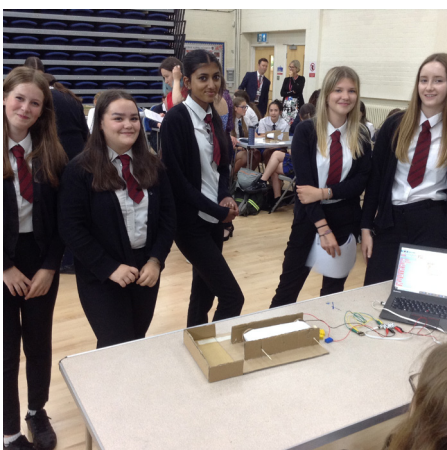
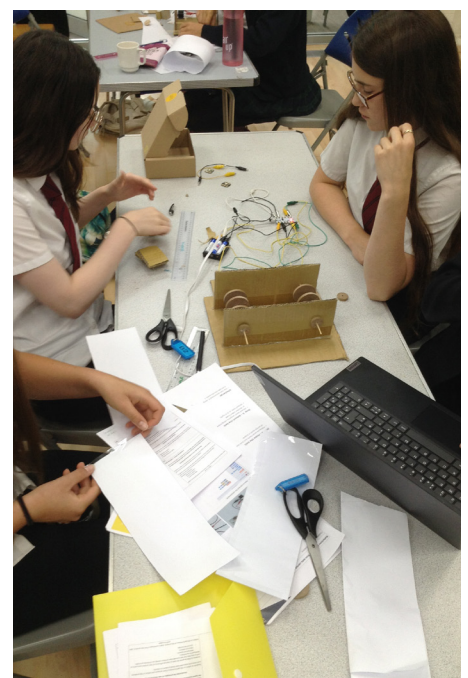
their task, before presenting their work at the end of the day. The brief was to design and manufacture a product to improve the efficiency of moving products within a manufacturing cell. This essentially involved them designing, building, and programming a conveyor belt to move Lego bricks.

Our girls all worked exceptionally hard throughout the day, communicating effectively as a team and showing great resilience in the face of challenges. Despite their perseverance and excellent designs, only one of our teams' conveyor belts successfully transported Lego bricks during their presentation.

Although neither of our teams came away with a prize, the girls

all showed that THS students are highly talented scientists and that they are all capable of tackling a very challenging situation with confidence. We hope that the skills they developed during the day will support their progress towards their next steps in STEM. We would also like to thank the Maynard School for hosting another fantastic event, and we hope to return next year with some more brilliant girls in STEM.

Miss Turner



BIO CHEMISTS AT BLUNDELL'S

In May we took 7 students up to Blundell's to take part in the second year of Biochemistry Challenges against other schools from around the South West.

The students were first tasked with solving an Iodine clock. They had to measure out various chemicals, mix and time them to see a colour change. Using the results, they had to draw a graph and use it to predict the time an unknown mixture would take to change.

Despite being up against Blundell's, Millfield, Wells Cathedral and Plymouth College, and using equipment they have never seen before, the year 9 team made up of James B, Cleo G, Francesca K, and Finley C came away with first place! They got a time of 1 minute 40 seconds and 13 milliseconds coming extremely close to the answer of 1 minute 40 seconds!

Then to continue the streak of excellence, our year 10 team of



Will W, Sophie P, and Tristan F came away with second place in a science quiz challenge losing out to Blundell's by a single point despite having 1 fewer team member than all other teams!

Please congratulate all the students when you see them for showing that THS has some fantastic science minds whose problem solving skills are second to none.

Mr Dunning

EVENT SUCCESS AT HEPACO



Sixty of our year 7s were selected to take part in an in-school STEM event in June.

Students faced two challenges. One was to build a roller coaster marble run. The aim: to make their marble

travel the slowest across the run. Teams put their heads together to come up with various designs, before engineering their marble runs. Our winning team's marble travelled 5 seconds longer than any other team! (pictured)

The second challenge was to design and 'elevator pitch' a new product. The creativity of our students shone, which gave our judges, Benji and Kai from HepcoMotion, a tricky decision. However, they managed to decide on a winner, a team who designed a pair of Smart Glasses.

The morning gave students an idea of what STEM careers are out there and we learnt about apprenticeship opportunities at local company, HepcoMotion, which got the students excited.

A big thanks to Benji and Kai from HepcoMotion for coming along to speak to students and for their help along with our year 9 STEM Leaders.

Miss Hoskin

MATHEMATICS

MATHS CHALLENGE

In April we had 114 students from years 7 and 8 take part in the United Kingdom Mathematics Trust Junior Challenge. The Junior Mathematical Challenge 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 35 students achieve a bronze certificate, 15 students achieve a silver certificate, and 4 students achieve a gold certificate. Additionally, 2 students have qualified for the subsequent Junior Kangaroo

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

Congratulations to everyone!

STANDOUT ACHIEVEMENTS:

Anna R

Gold Certificate – Best in Year 7/
Best in school – Qualified for the subsequent challenge

William C

Gold Certificate – Best in Year 8 – Qualified for the subsequent challenge

Miles C

Gold Certificate

Patrick S

Gold Certificate



RESULTS:

Gold - Best in School

Year 7 – Anna R – 94

Gold - Best in Year

Year 8 – William C – 89

GOLD

Year 8 – Miles C – 86
Year 7 – Patrick S – 84

SILVER

Year 8 – Michal W – 81
Year 7 – Kaden C – 80
Year 7 – Desmond H – 78
Year 8 – Scarlett B – 78
Year 8 – Maya G – 78

Year 7 – Gil P – 77
Year 8 – Joe P – 75
Year 7 – Alex M – 74
Year 7 – Herbie B – 71
Year 7 – Callum H – 69

Year 7 – Kuba M – 68
Year 8 – Jake W – 68
Year 7 – Scarlet G – 67
Year 7 – Hetty J – 67
Year 7 – Lucy G – 66

BRONZE

Year 7 – Mason AE – 65
Year 8 – Elliot B – 64
Year 8 – Jacob L – 64
Year 7 – Finn B – 63
Year 7 – Lucas G – 63
Year 7 – Winnie H – 63
Year 8 – Basti F – 62
Year 7 – Faye B – 60
Year 7 – Jack T – 60
Year 7 – Harley S – 59
Year 8 – Aveline C – 59
Year 8 – Paige C – 59

Year 8 – Ludo T – 59
Year 7 – Macey P – 58
Year 8 – Lidia G – 58
Year 8 – Jezimae P – 58
Year 8 – Jacob P – 58
Year 8 – Igor W – 58
Year 7 – Ellie B – 57
Year 7 – Amelie F – 57
Year 8 – Soraya B – 57
Year 8 – Ashley M – 57
Year 8 – Noah AF – 56
Year 8 – Jackson M – 56

Year 7 – Healey HW – 55
Year 7 – Malakai M – 54
Year 8 – James P – 54
Year 7 – Millie B – 53
Year 7 – Tygriusz L – 53
Year 8 – Poppy D – 53
Year 8 – Daisy G – 53
Year 8 – Lacey S – 53
Year 7 – Victor C – 52
Year 7 – Jonah K – 52
Year 8 – Daniel H – 52



PHYSICAL EDUCATION

THE MAGGIE FASEY CHALLENGE 2023

What a fantastic experience our future year 7s had on the first day of their transition to Tiverton High School.

We welcomed 33 teams of year 6 pupils from several local primary schools to show case their team working ability to navigate around Tiverton, visiting different primary schools and check points to complete an 8-mile course.

The year 6s showed amazing resilience and drive to complete the course. The students were supported by some of Tiverton High School's year 9 students at various checkpoints around the course.

We were lucky in having Mrs Hamidullah and Mrs Jones join us out along the course to meet the year 6s and experience the Maggie Fasey Challenge.

It was a wonderful opportunity for our students to mix and find out more about Mrs Hamidullah and Mrs Jones and the work they do at THS. Once the students had completed the challenge, they had the opportunity to do a wide range of sport activities run by our year 9s. Our students encouraged and

ran the activities to the year 6's with great confidence and enthusiasm.

We had a very special visitor at Manley Bridge and the astro turf. Mick Fasey, husband of Maggie Fasey visited us to see how the year 6's were getting on with their challenge. Maggie played a pivotal role in creating this challenge and put an awful lot of love into making the event legendary for year 6 students to experience. It was lovely to see Mick supporting all of the students.

A massive thank you goes to Mrs Gould for organising this year's event, she put in a lot of work to make it a huge success. Thank you to Mr Thorne, Mr Heeney, Mrs Bennett & Mr Morrell for all of the organising on the astro turf. Thank you to Mr Puzey, Mrs Jones, Mrs Hamidullah for their work on the check points.

Mrs Bamber

Our year 9 students: Jessica R, Willow C, Willow D, Isla B, Chloe H, Ciara W, Charlie B, Edward E, Jacob T, Jake S, Maddie R, Lucy J B, Jude H, Brandan C, Grace R, Fidan B, Dasha N & Luka R.



PHYSICAL EDUCATION

YEAR 8 GIRLS RUGBY MASTERCLASS



Some of our year 8 girls had a fantastic opportunity to take part in a rugby masterclass run by Exeter Chiefs and The Maynard School. In May we travelled to Topsham Rugby Club to be coached by some of the Exeter Chiefs ladies' players. Our girls were a mixture of local team players and students who excelled in their rugby lessons at school. They received high quality coaching on individual skills such as kicking, tackling, passing, invasion and game play

from the likes of Abby Middlebrook, Emily Tuttosi & Silvia Turani.

In the afternoon, the girls participated in a touch festival style tournament. The girls were incredible! They all worked so hard and improved so much as individual and as a team. They competed against Torquay Academy, Stover School, The Maynard & Ivybridge. I was so proud of them; they were a credit to themselves and THS. What is exciting is, if any girl has to dream

to play rugby professionally, they can. Seeing and being coached by international and Premier 15 players, it is possible. We have the pathway to feed into professional rugby team on our doorstep. Dream, believe and work hard to achieve those dreams.

Mrs Bamber.

Abby P, Hannah P, Lily S, Chloe C, Imogen K, Ola, Alisha G.



SPORTS LEADERS

YEARS 1-4 CRICKET FESTIVALS

The year 10 Sports Leaders organised two Cricket Skills Festivals with the Devon Cricket Board, which they delivered to years 1 & 2, and also 3 & 4. The year 10s taught them the basic skills of striking and fielding. Over 150 students had great fun

learning to bowl, bat and field with the Sport Leaders' coaching. Students came from a range of primaries including Bampton, Bolham, Castle, Halberton, Heathcoat, St John's, Tidcombe, and Wilcombe.

Well done to Sports Leaders involved; Max H, Phoebe K, Noah P, H, Ella B, Grace B, Grayson J, Megan G, Libby B, Elivia A, Sophie W, Victoria M, Ruby W, Evie P, Oscar M, Callum P, Macenzie W.



YEARS 5-6 BOYS CRICKET

The year 10 Sports Leaders led a fantastic friendly cricket event which saw 16 teams from 8 schools compete on 8 pitches at the THS Astro and adjoining fields. The Sports Leaders umpired and coached the friendly games at the event in which the

year 5 & 6s had an introduction to competitive cricket. Well done to students from Bolham, Halberton, Castle, Tidcombe, Heathcoat, Wilcombe, St John's, and Bampton!

Well done to all Sports Leaders involved; Freddie A, Charlie C, Troy H, Jake L, Corban S, Brayden M, Ollie N, Charlie B, Cody S, Max H, Grayson J.

Mr Thorne



SPORTS LEADERS

TIVERTON COMMUNITY LEARNING PARTNERSHIP – PRIMARY SWIMMING GALA 2023

The year 9 Leaders assisted Sue Fallon, Swim Gala Co-ordinator, in the leading of the Primary School Swimming Gala. THS students enjoyed leading in various roles

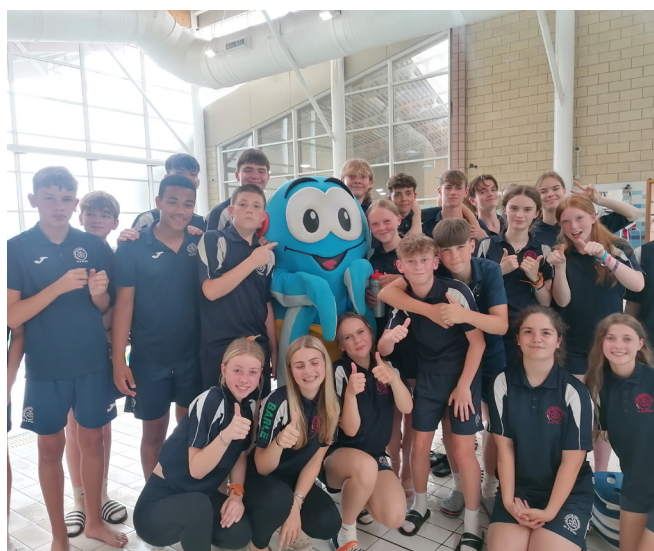
such as timekeeping, running, martialling, score keeping, but more than anything enjoyed encouraging the year 4, 5 & 6s in their swimming events. Well done to Bolham Primary

School who gained the most points overall, winning the trophy for 2023.

Mr Thorne

“ *It was fun. I'm looking forward to being a sports leader next year!"*

OLLIE W



“ *I really enjoyed supporting them and giving them confidence; making them feel good no matter what position they came. I loved seeing the family spirit in the community. Everyone, teachers and all the parents, were cheering on their children!"*

SUMMER H,
Timekeeper

“ *It was fun supporting and cheering on all the swimmers from all the schools!"*

TROY B

“ *I really enjoyed working with the primary school students, and learning some new skills."*

NOAH B

PERFORMING ARTS

BOURNEMOUTH SYMPHONY TRIP

In March the music department took some music students from year 9 & 10 to the Northcott Theatre in Exeter to see the Bournemouth Symphony Orchestra who presented a magnificent celebration of John Williams' timeless music from the entire Star Wars film saga. Performed spectacularly by this

amazing orchestra and conducted by Pete Harrison, it was an amazing evening which our students thoroughly enjoyed. They had for the first time the pleasure of experiencing and listening to a full orchestra playing some of the best movie music ever written.



DONATED INSTRUMENTS

Upright Piano

As a music department we are sometimes extremely fortunate to receive quality musical instruments which are donated from people within our amazing community and this month was no exception.

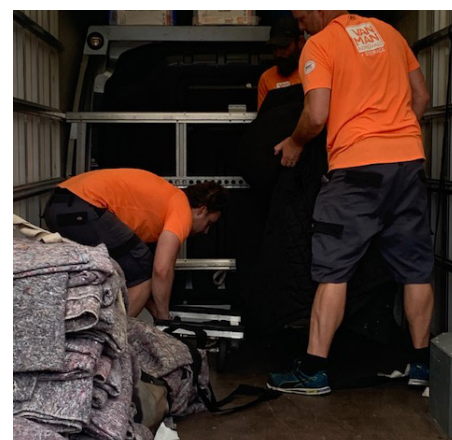
Ruth Hamidullah from our admin department very kindly donated an upright piano which is now located in one of our practice rooms and gets used daily by our students.

The music department would also like to say a huge thank you to the amazing people at Man Van who collected and delivered the piano at no cost.

Digital Piano

We also received this fantastic Roland 88 key digital piano donated from Mr Thomas. This will be used by our GCSE music students.

Thank you to all those that have donated instruments to us in the past, it really does make such a difference in supporting music to our young people



PERFORMING ARTS

GIG ON A LORRY

It has been a while... but Gig On A Lorry returned to Tiverton High School in April. The sun was out and our students were treated to a concert performed by year 13 music students from Richard Huish College in Taunton. The quad area of the school was packed with students enjoying some fantastic cover songs performed by these talented young musicians, who are all going on to study music at University.



MUSIC EXAM RESULTS

The music department are proud to announce the following instrumental exam results for this Summer term

Maya G
Grade 1 Violin with merit
(ABRSM)

Filip S
Grade 5 Violin
(ABRSM)

Nellie A
Year 8 merit grade 1 flute

Francesca K
Grade 3 Guitar with Distinction
(Rock School)

Jonah K
Year 7 merit grade 1 flute

Jake B
Year 8 pass grade 1 violin



PERFORMING ARTS EVENING

*Thank you Tiverton High School,
Your donation of £205.00 will make a real
difference for the millions of people affected
by the earthquakes in turkey and syria.*



MODERN FOREIGN LANGUAGES

LES CHORISTES

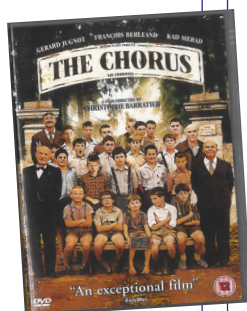
Students in year 9 French have been watching the French film "les Choristes" as part of their film review topic. They watched the film in French. Here is a synopsis of the film and a review written by students.

Résumé

Les Choristes, un film français réalisé par Christophe Barratier. Il est sorti en 2004. En 1949, Clément Mathieu accepte un emploi de surveillant dans un internat qui s'appelle le Fond de l'Étang où sont placés des garçons difficiles.

Translation

The Choristes is a French film directed by Christophe Barratier. It came out in 2004. In 1949, Clément Mathieu accepts a job as a supervisor in a boarding school which is called Fond de l'Étang, where difficult children are placed.



Critique d'un film

La semaine dernière, en classe, j'ai regardé un film historique. C'était l'histoire du personnage principal, Clément Mathieu, le surveillant d'un collège pour garçons difficiles. Personnellement, je l'ai adoré car c'était très captivant et émouvant. Je recommande à tous! L'intrigue était extrêmement intéressante parce que c'était l'histoire de l'enfance et l'amitié. J'adore les Choristes!

Translation

Last week in class, I watched a historic film. It was the story of a main character called Clément Mathieu, the supervisor in a school for difficult boys. Personally, I loved it because it was very captivating and moving. I recommend it to everybody. The plot was extremely interesting because it was the story of childhood and friendship. I love les Choristes.

DT & CONSTRUCTION

WHAT A CRAZY LAST TERM IT HAS BEEN IN DT!

Students have been working tirelessly on completing projects and preparing and completing exams. We want to give our best wishes to our departing year 11s who are leaving us and going on to do amazing things! You can see from the projects that they have completed for their final assessment all of the amazing skills they have developed over the 5 years at THS. We are so proud of all they have

achieved and wish you the very best of luck in the next chapter of your life.

We'd also like to acknowledge the support from our local companies who have been very generous in donating materials to the DT department. Luke Westbrook Carpentry have very kindly donated a large amount of timber to Construction for our students

to practice and create stud walls for their final carpentry exam. Thank you to everyone who has supported us this year. Without your very kind generosity the students would not have been able to gain the experiences they have.

Have a great summer everyone!

DT team



ALTEREGO ASSEMBLY

In April years 7 to 10 received a specialist assembly delivered by colleagues from AlterEgo Creative Solutions Ltd.

AlterEgo is one of the UK's leading Social Change Theatre & Film production companies. They are a not-for-profit social enterprise that develops and delivers impactful and resonant projects aimed at creating what they call 'Narrative Alchemy' – the conscious creation of positive change through story and narrative. Our students received a 1-hour special assembly based on County Lines.

The County Lines story focused on the character Dex and the play is aimed at raising awareness around:

- What County Lines means and how it can affect young people
 - The grooming process & how it can apply to County Lines
- The similarities & potential cross-overs between Child Criminal Exploitation (CCE) & Child Sexual Exploitation (CSE).

This special assembly helped to underpin PSHE curriculum-based work embedded in the curriculum and create a safe environment for discussion and questions.

Mrs Morrell



What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial Intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software capable of responding to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the AI friend (or chatbot) as children digitally participate in these new 'virtual' computer-generated companions. There are now many AI apps and AI-powered virtual friend functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY
AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for content that their algorithms generate.

REDUCED SOCIAL CONTACT
An excessive reliance on chatbots for social interaction could potentially cause a child to begin detaching the genuine, face-to-face communication they have. Relying on digital solutions, young people become dependent on chatbots to provide companionship. It can also likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY
Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children. Most humans would. It might therefore fail to respond appropriately, at a moment when a child needs support or help. It could also be seen as insensitive, potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS
AI companions are only as reliable as the information they've been given. Therefore, they may unintentionally promote biased stereotypes or discriminatory behaviour. For example, chatbots from the USA or the UK, for instance, they could have a distinctly western-centric worldview. This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS
Although many are now understanding the limitations of AI-powered chatbots – and when it's appropriate to use them – they still have limitations in terms of understanding concepts, context and nuance. Depending heavily on statistics to help with learning or solving problems, there is the potential for a child's creativity and ability to engage in nuanced discussions with other people.

PRIVACY CONCERNS
Chatbots typically collect data about users, including personal information and conversational history, to improve their performance as they gradually learn from their interactions. Many experts are warning that this data is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS
If your child is already expressing an interest in AI chatbots, encourage them to do so in a safe environment. Ideally, in a shared space at home, so you can keep an eye and set on their progress. Set up appropriate content filtering measures in advance and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

CREATE A SAFE ENVIRONMENT
If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment. Ideally, in a shared space at home, so you can keep an eye and set on their progress. Set up appropriate content filtering measures in advance and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE
Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL
As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider any parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or influenced by inappropriate content.

RECOGNISE THE RISKS
It's unlikely that most children will have even considered the potential risks attached to having a virtual friend. It's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, it's important to person (however much it might sound like one) and occasionally tell them something that isn't entirely important or accurate.

Meet Our Expert
A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at National Online Safety. He has worked in the industry for over 20 years and is a frequent speaker at conferences and events. He is also a member of the National Cyber Security Centre (NCSC) and the National Cyber Security Centre (NCSC).

National Online Safety
#WakeUpWednesday

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What Parents & Carers Need to Know about INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring boundaries. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

WHAT ARE THE RISKS?

HEIGHTENED CONSUMERISM
A major way that influencers make money is through brand partnerships and sponsored content. As a result, they may be expected to promote a variety of products, including those that are not necessarily of high quality. This can lead to unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressionable following.

THE SOFT SELL
Some influencers aren't always transparent about the relationships behind their posts, blurring the lines between genuine recommendations and paid-for promotions. And young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an issue of concern.

PRIVACY CONCERNS
Inspired by their favourite influencers, children may start sharing more of their own lives on social media, revealing personal information or details about their daily routines. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live streaming, which gives young people no time to consider the potential consequences of saying too much.

UNDERMINING SELF-ESTEEM
Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

Advice for Parents & Carers

KEEP TALKING
Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they may have. Open, honest communication can help your child to make informed decisions about which influencers to follow and what content they engage with.

SUPPORT A HEALTHY SELF-IMAGE
Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media and how some content, particularly that of influencers, is often curated, staged or edited to look more glamorous. Encourage them to follow influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

PROMOTE MEDIA LITERACY
Talk to your child about the concepts of sponsored content, advertising and potential influence bias. Teach them to critically evaluate the information they're presented with online and to consider the reasons behind more glamorous, staged content. Encourage them to develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.

SET SOME BOUNDARIES
Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings. The two major operating systems on mobile devices, Android and iOS, have these controls baked into the operating system. Encourage your child to check these regularly with them – including reminding them of the potential risks that can arise from following influencers.

Meet Our Expert
A former director of digital marketing and currently a digital marketing and social media expert, Gary Henderson is the Director of IT at National Online Safety. He has worked in the industry for over 20 years and is a frequent speaker at conferences and events. He is also a member of the National Cyber Security Centre (NCSC) and the National Cyber Security Centre (NCSC).

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POSITIVE POINTS - YEAR 7

K, Carlotta	854
L, Mieke	846
P, Gil	835
K, Jonah	818
H, Winnie	805
K, Thomas	798
M, Edvinas	798
S, Jack	796
P, Max	791
S, Ollie	787
B, Lily	788
G, Lucy	783
G, Nathan	764
P, Kayra	767
R, Ella-Mai	763
J, Holly	750
B, Zeynab	748
C, Ollie	748
R-P, Megan	743
G, Scarlet	742
A, Isabelle	737
C-F, Macie	734
T, Achilles	729
B, Faye	722
S, Jessica	721
P, Ben	722
R, Immy	722
R, Maya	720
S, Polly	719
C, Archie	719
B, Josephine	716
B, Hayden	715
M, Alex	715
S, Lima	713
S, Ella	711
S, Patrick	711
C, Emmeline	715
L, Ella	708
L, Tygriusz	707
P, Macey	707
C, Agata	706
F, Aemilia	705
R, Alice	702
B, Samuel	704
C, Victor	701
B, Ellie	700
M, Kuba	709
K, Maisie	697
S, Paige	697
A-E, Mason	693
A, Zach	692
B, Ellie	690
W, Riley	690
A, Faye	689
C, Kaden	697
C, Kaleb	688
D, Igor	686
C, Tanayia	691
T, Evie	684
K, Katie	682
P, Myles	698
W-MC, Alivia	682
H, Livia	681
S, Amelia	683
H, Evie	681
J, Hetty	680
G, Liam	679

H, Maisie	684
S, Chloe	677
C, Dylan	682
F, Demi	674
P, Jacob	674
R, Max	676
B, Finn	702
C, George	676
W, Liam	673
E, Harry	677
P, Elicia	670
S, Lukas	668
B, Liam	668
B, Herbie	668
C, Freya	667
K, Georgia	667
N, Jakub	669
L, Ellie-Mai	663
S, Alissa	669
B, Charley	660
B, Hayden	660
F, Jovie	659
P, Noah	659
D-S, Thomas	657
D, Koby	666
H, Hannah	664
P, Maisie	656
S, Harley	656
B-B, Sophie	655
H, Lily	655
A, Ella	662
H, Alfie	651
D, Roksana	661
G, Lucas	647
S, Phoebe	647
A, Mireille	662
G, Noah	651
P, Tayla	654
T, Jack	652
B, Ella	648
B, Jensen	646
N, Rokas	666
P, Mason	676
G, Sophia	644
M, Malakai	642
O'L, Lacey	655
B, Taiyla	640
B, Millie	639
D, Alfie	641
F, Amelie	648
MG, Rowan	650
A, Ruan	637
W, Ashton	637
G, Ruby	649
H, Desmond	635
L, Gabriel	635
N, Annie	638
T, Sophie	636
D, Mya	635
MC, Chloe	635
B, Finlay	633
H, Tilly	635
A-S, Edward	630
H-W, Healey	631
S, Oscar	631
V, Toby	635
B, Emily	629

F-C, Ollie	630
W, Chloe	629
C, Skye	627
W, Benny	628
H, Anastasia	630
O, Jacob	631
H, Ethan	654
P, Bailey	640
W, Lily	625
G, Joshua-John	630
T, Vitalij	626
M, Ellie	626
F, Victoria	621
L, Travis	621
M, Archie	621
D, Samuel	628
W, Olivia	621
W, Hughie	625
H, Callum	624
L, Freddie	622
B, Timur	618
C, Fin	622
P, Madison	617
P, Thomas	619
B, Summer	614
J, Esme	614
L, Joshua	620
S, Georgia	615
MM, Jack	628
S, Alicia	612
F, Oscar	609
T, Saul	610
W, Kya	613
W, Ethan	609
E, Liam	611
W, Olivia	607
G, Riley	605
D, Ryan	605
M, Megan	603
S, Kiya	620
W, James	604
MD, Rosemarie	617
V, Kajus	599
W, Lydia	598
A, Ruby	630
B, Rebecca	597
S, Amanda	648
S, Macie	607
M, Max	599
P, Shanaya	609
S, Jessie	619
M, Dylan	595
Z, Patryk	618
M, Vasi	593
W, Alfie	596
B, Cody-Ray	585
C, Charlotte	593
B, Harrison	585
F, Bryony	580
G, Freya	580
A, Poppy	608
G, Phoebe	628
T, Reuben	584
W, Summer	583
W, Alex	580
W, Beau	574
S, Cameron	602

POSITIVE POINTS

YEAR 8

C, William	809	L, Keira	674	A, Archie	655	B, Mia	614	R, Alice	591
L, Maddie	755	S, James	678	P, Ruby	642	C, Jessica	633	H, Daniel	592
P, Connor	759	P, Xander	674	D, Louis	641	G, Harley	652	L, Jacob	592
P, Joe	753	S, Lana	673	A-F, Noah	638	H, Carter	651	L, Lily	597
S, Gracie	754	M, Daisy	674	C, Halia	639	C, Chloe	627	M, Shyleen	597
S, Isla	743	S, Billy	672	P, Lydia	638	L, Ava	612	W, Aidan	627
C, Herbie	738	P, Poppy-Grace	682	B, Louis	655	M, Courtney	611	B, Louis	589
F, Kian	736	M, Ruben	675	C, Tia	644	P, Jezimae	613	M, Bethany	595
H, Finlee	730	B, Phoebe	666	W, Joshua	655	B, Ellis	610	W, Blanka	586
A, Nellie	725	L, Aidan	666	P-P, Holly	635	H, Briony	610	M, Jake	594
B, Jake	725	C, Chloe	666	B, Elliot	634	P, Jacob	610	O, Ella	608
C, Alexander	725	W, Hudson	681	S, Matthew	634	C, Harry	609	MD, Orter	615
G, Lidia	724	H, George	662	C, Roxy	632	C, Jayden	612	R, Grace	583
G, Maya	718	D, Poppy	661	C, Isla	632	H, Ruby	618	E, Casey	595
C, Aveline	717	S, Hope	661	W, Lottie	638	K, Imogen	613	F-T, Sorrel	583
W, Daisy	716	F, Basti	659	W, Kierra	638	W, Grace	609	R, Cameron	603
T, Ella	711	C, Miles	658	H, Freya	631	C-M, Lacey	611	MG-Hern,	
T, Lexie	711	H, Finley	658	J, Millie	631	M, Matthew	608	Cosworth	602
M, Lewis	712	M, Oscar	658	T, Niara	631	S, Alfie	618	L, Ava	589
S, Edward	715	B, Faith	659	T, Finley	640	G, Daisy	605	W, Patrick	586
S, Summer	705	C, Tyla	657	M, Dawid	632	R, Jasmine	605	H, Laney-Rose	650
O, Ola	700	B, Neave	656	N, Imogen	630	B, Soraya	604	B, Belle	589
S, Wyatt	700	R, Samuel	653	Z, Gabriela	632	H, Meme	606	H, Phoebe	579
J, Preston	698	M, Sydney	656	T, Logan	629	P, Abby	605	H, Casey	632
P, Sophie	698	S, Thomas	658	H, Mitchell	628	H, Theo	609	H, Alex	600
M, Dylan	696	B, Scarlett	650	MA, Bernard	628	P, Hannah	602	P, Joe	578
P, Nikodem	696	G, Alisha	650	S, Anna	627	S, Maisy	608	T, Reuben	584
MM, Miah	695	C, Paige	648	B, Thea	644	A, Oliver	601	B, Oakley	628
T, Susan	690	W, Macy	649	P, Corey	625	W, Hayden	615	L, Poppy	581
I-D, Oscar	692	S, Lily	647	S, Lily	623	C, Ryleigh	614	S, Maisy	594
T, Ludo	688	D, Tiana	646	H, Georgina	622	M, Jackson	611	S, Connor	594
B, Patrick	687	L, Jamie	655	W, William	622	S, Lacey	600	A-C, Maria	584
P, Niamh	684	Ha, Joshua	643	S, Lewis	620	E, Ruby	611	H, Leo-Ben	574
C, Leo	683	K, Mia	650	F, Brooke	627	M, Korbin	604	W, Michal	591
P, James	685	G, Alexa	643	W, Jake	624	B, Louise	605	G, Lily-Rose	573
R, Abbie	682	J, Olly	644	M-P, Shellby	619	F, Millie	597	H, Zach	579
T, Xander	681	P, Finn	642	W, Igor	618	W, McKenzie	601	R, Kian	574
C, George	682	L, Tom	641	F, Darcy	616	B, Jax	619	W, Max	590
W, Cortana	675	L, Harry	641	B, Liam	615	H, Michal	603	H, Logan	576
H, Jacob	676	M, Eloise	642	C, Dorothy	615	M, Ashley	624	R, Oliver	577

YEAR 9

K, Francesca	741	B, Troy	674	W, Evelyn	642	C, Ren	616	W, Bradley	600
S, Abi	733	C, Molly	671	M, Joshua	639	B, Levanna	615	H, Harry	600
B, Isla	729	B, James	662	T, Jacob	636	T, Owen	615	S, Jake	602
K, Stacey	718	M, Alfie	660	D, Taylor	638	F, Calum	623	T, James	598
G, Cleo	717	B-B, Jessica	657	P, Bailey	665	R, Sophie	614	P, Sarang	602
B, Lucy-Jane	709	T, Logan	658	S, Kimmy	634	P, Kacie	619	Q, Henry	605
C, Liam	699	T, Darcey	654	C, Molly	630	Ro, Jessica	612	E, Jessica	594
E, Yasmin	694	B, Alexander	651	C, Sienna	640	M, Jack	627	P, Lexi	606
W, Isabelle	694	E-K, Olive	651	L, Lataya	634	S, Lyla	614	S, Isla	593
T, Eszter	693	H, Freya	663	C, Finley	628	T, Aaron	612	T, Lucius	593
S, Monty	682	P, Constance	650	M, Freddie	630	C, Macie	608	L, Archie	600
W, Ciara	681	S, Liam	650	P, Summer	631	H, Riley	620	R, Ronon	589
L, Abbie	681	C, Grace	651	P, Coby	629	H, Isobel	605	V, Curtis	590
B, Edgars	695	D, Willow	646	K, Ed	628	L, Daniella	607	E, Edward	598
N, Millie	677	P, Karla	659	D, Thomas	624	R, Grace	604	K, Danny	592
M, Elsie	675	S, Leah	644	G, Oscar	624	S, Elizabeth	603	S, Evelyn	587
T, Elliot	672	B, Sean	643	R, Luka	619	S, Ace	604	A, Isla	590
D, Katie	672	D, Fleur	651	R, Maddie	636	K, Amelia	601	T, Holly	586
T, Scarlett	689	C, Caitlin	637	B, Fidan	618	C, Willow	600	B, Daisy	585
H, Chloe	673	L, Ellie	642	V, Jack	618	M, Laura	647	B, Charlie	607

YEAR 9

S, Emil	584	V, Domas	588	R, Jasmine	605	R, Alice	591	H, Laney-Rose	650
T, Lauren	589	C, Jessica	633	B, Soraya	604	H, Daniel	592	B, Belle	589
W, Taylah	586	G, Harley	652	H, Meme	606	L, Jacob	592	H, Phoebe	579
G, Chloe	583	H, Carter	651	P, Abby	605	L, Lily	597	H, Casey	632
K, Corey	587	C, Chloe	627	H, Theo	609	M, Shyleen	597	H, Alex	600
C, Isaac	594	L, Ava	612	P, Hannah	602	W, Aidan	627	P, Joe	578
F, Samuel	591	M, Courtney	611	S, Maisy	608	B, Louis	589	T, Reuben	584
H, Roman	605	P, Jezimae	613	A, Oliver	601	M, Bethany	595	B, Oakley	628
B, James	580	B, Ellis	610	W, Hayden	615	W, Blanka	586	L, Poppy	581
E, Harvey	630	H, Briony	610	C, Ryleigh	614	M, Jake	594	S, Maisy	594
L, Daniel	597	P, Jacob	610	M, Jackson	611	O, Ella	608	S, Connor	594
B, Noah	579	C, Harry	609	S, Lacey	600	MD, Orter	615	A-C, Maria	584
E, Oliver	643	C, Jayden	612	E, Ruby	611	R, Grace	583	H, Leo-Ben	574
F, Oliver	583	H, Ruby	618	M, Korbin	604	E, Casey	595	W, Michal	591
J, Alfie	580	K, Imogen	613	B, Louise	605	F-T, Sorrel	583	G, Lily-Rose	573
D, Chloe	598	W, Grace	609	F, Millie	597	R, Cameron	603	H, Zach	579
N, Millie	579	C-M, Lacey	611	W, McKenzie	601	MG-Hern,	602	R, Kian	574
P, Summer	607	M, Matthew	608	B, Jax	619	Cosworth		W, Max	590
C, Brandon	576	S, Alfie	618	H, Michal	603	L, Ava	589	H, Logan	576
W, Chloe	573	G, Daisy	605	M, Ashley	624	W, Patrick	586	R, Oliver	577

YEAR 10

W, Talia	791	W, Luke	663	K, Ruby	647	H, Eboni	606	W, Sophie	583
S, Matis	757	W, William	658	W, Ruby	624	C, Millie	604	G, Cameron	583
H, Hayden	748	B, Kit	653	W, Layla	630	K, William	606	S, Ellie	582
T, Alex	736	H, Jake	647	M, Mercy	636	R, Holly	601	S, Cody	582
B, Emma	724	A-F, Darcie	644	B, Libby	634	B, Charlie	605	C, Paige	584
S, Aleks	718	Z, Martyna	647	C, Serenie	630	H, Imogen	600	G-W, Kyle	604
G, Lucas	701	J, Riya	646	F, Theo	621	B, Leo	602	V, Dylan	581
S, Lara	702	L, Steven	643	J, Isabel	622	L, Kiera	598	C, Libby	584
W, Archie	694	S, Kaleb	646	P, Toby	631	C, Addison	593	J, Grayson	586
H, Scarlet	692	C, Maddi	643	B, Elyza	622	Fe, Aurora	593	B, Phoebe	579
L, David	688	G, Grace	641	M, Tyrhys	619	A, Kaan	607	K, Benas	583
P, Grace	688	H, Mia	638	S, Edward	618	C, Will	593	K, Finley	593
P, Ava	686	P, Sophie	638	S, Tilly	618	J, Reuben	591	R, Ollie	634
B, Nethanyel	714	B, Sophia	638	F, Maisy-Jayne	630	M, Tilly	591	T, Libby	578
B, Grace	681	P, Caleb	639	H, Ruby	615	P, Lenny	617	H, Miley	576
N, Oliver	693	S, Tilly	637	H, Chloe	615	S, Callum	598	B, Bethany	577
P, Noah	678	C, Morgan	639	L, Harry	625	W, Reuben	591	E, Lexi	596
F, Samuel	673	G, Brooke	635	P, Maisie	632	E, James	596	P, Riley	612
M, Oscar	701	P, George	635	C, Idony	612	K, Phoebe	590	L, Joseph	576
E, Lola	673	C, Thomas	633	G, Job	626	T, Keeley	589	H, Edie	575
C, Ryan	669	B, Evie	632	H, Seb	610	A, Elivia	590	W, Jack	573
H, Oliver	670	H, Max	630	P, Callum	614	M, Charlie	628	H, Scarlett	575
L, Tobi	666	M, Kezia	629	H, Cole	608	C, Nathan	586	M, Nicholas	572
T, Alice	663	G, Megan	627	W, Kamil	627	F, Tristan	586	M, Edward	571
W, Blake	672	P, Edi	649	P, Brooke	607	P, Evie	584		
L, Jake	675	P, Isabelle	633	V, Tobias	606	T, Henry	589		
P, Lily	661	S, Filip	629	D, Eleanor	605	G, Emily	583		

POSITIVE POINTS

YEAR 11

S, Molly	714	O, Mollie	627	S, Poppy	609	E, Merryn	587
R, Melissa	715	R, Megan	626	T, Grace	612	S, George	593
C, Laura	704	C, Alfie	625	W, James	611	B, Sophie	585
R, Lottie	702	K, Louis	628	D, Thomas	610	H, Poppy	584
M, Aidan	699	B, Eddie	624	L, Bethany	607	Sk, Harvey	584
M, Jessica	689	H, George	622	P, Elysia	605	B, Joe	582
P, Oliver	676	P, Jacob	627	W, Trinity	603	C, Freddie	590
A-L, Rafi	670	V, Amazon	621	C, Cicely	600	G, Samuel	583
S, Max	664	D, Jessica	619	G, Amber	600	W, Libby	581
W, Samuel	657	T, Jessie	619	P, Iga	600	H, Daniel	581
G, Ethan	660	W, Wilby	619	S, Lydia	603	R, Lance	580
B, Ezra	658	M, Luke	618	B, Maddie	604	B, Roxy	584
G, Ben	653	H, Larisa	617	D, Robyn	598	H, Poppy	582
H-J, Zane	653	T, Lara	617	M, Darrell	601	S, Olivia	579
M, Georgina	654	L, Ella	626	J, Ashton	604	H, Dean	587
C, Luca	661	L, Josie	622	C, Marley	596	C, Harry	578
T, Billie	644	S, Robyn	615	R, Luke	598	P, Kiya	574
E-K, Evie	643	R, Hollie	619	H, Megan	595	M, Daisy	573
R, Charlie	642	S, Isaac	612	S, Riley	593	K, Erin	574
W, Callum	635	B, Hollie	611	F, Olivia	593	T, Maisie	573
S, Isabel	631	L, Ruby	612	R, John	589	H, MacKenzie	571
O, Harvey	628	L, Zoe	610	C, Joshua	588	A, Kai	570
W, Wesley	630	M, Rosie	610	O, Amy	588	D, Thomas	571
G-A, Celia	627	C-D, Millie	609	V, Joshua	589	M, Daniel	579
C, Ana	626	C, Ellie-May	609	B, Millie	590	M, Ashleigh	580

SUBJECT AWARD WINNERS



YEAR 7

Art	Polly S
Food prep and nutrition	Gil P
Design Technology	Scarlet G
Computing	Jonah K
Drama	Juniper W
Music	Carlotta K
PE	Herbie B
English	Jessica S
Reading	Ollie C
Geography	Travis L
History	Jovie F
Mathematics	Anna R
Religion and Philosophy	Jakub N
Science	Juniper W
MFL	Lucy G

YEAR 8

Art	Lidia G
Food prep and nutrition	Basti F
Design Technology	Ella T
Computing	Alexander C
Drama	Xander T
Music	Maya G
PE	Joe P
English	Poppy D
Reading	Connor P
Geography	Nellie A
History	Alex C
Mathematics	Alexa G
Religion and Philosophy	Niamh P
Science	Hope S
French	Preston J
German	Niara T

YEAR 9

Art	Francesca K
Food prep and nutrition	Oscar G
Design Technology	Fleur D
Computing	Francesca K
Drama	Eszter T
Music	Abbie L
PE	Isla B
English	Monty S
Geography	Joshua M
History	Ciara W
Mathematics	Sienna C
Religion and Philosophy	Connie P
Science	Jacob T
French	Edith A
German	Katie D
3D Design	Charlie S

YEAR 10

Art	Francesca K
Food prep and nutrition	Oscar G
Design Technology	Fleur D
Computing	Francesca K
Drama	Eszter T
Music	Abbie L
PE	Isla B
English	Monty S
Geography	Joshua M
History	Ciara W
Mathematics	Sienna C
Religion and Philosophy	Connie P
Science	Jacob T
French	Edith A
German	Katie D
3D Design	Charlie S

YEAR 11

Art	Steven L
Food prep and nutrition	Keeley T
Design Technology	Addison C
Drama	Samuel F
Music	Noah P
PE	Kaan A
English	Alex T
Geography	Jed W
History	Ryan C
Mathematics	William W
Religion and Philosophy	Alex T
French	Evie B
German	Idony C
Dance	Ruby W
3D Design	Kezia M
Computer Science	William W
Hospitality and Catering	Ender D

Construction	Oliver S
Geology	Nathan C
Statistics	Sophie P
Graphic Communication	Lily P
Photography	Edward S
Sports Studies	Victoria M
GCSE PE	Grace B
Biology	Ethan B
Chemistry	Alex T
Physics	Tilly S
Combined Science	Grace B

STUDENT OF THE YEAR AWARDS

On the 4th and 5th July we welcomed nearly 300 parents/ carers and students to our 2023 Student of the Year Awards.

This awards ceremony celebrated the winners in each subject who had demonstrated excellence, perseverance, passion and

exceptional progress.

The overall winner was selected from the subject award winners from each year group in the autumn, spring and summer term. It was an evening full of pride and smiles, where students received a badge, certificate and will have their name

engraved on our student of the year subject plaques which will have pride of place in all subject areas.

Congratulations to all the winners.

Mrs Lane



STUDENT OF THE YEAR AWARDS

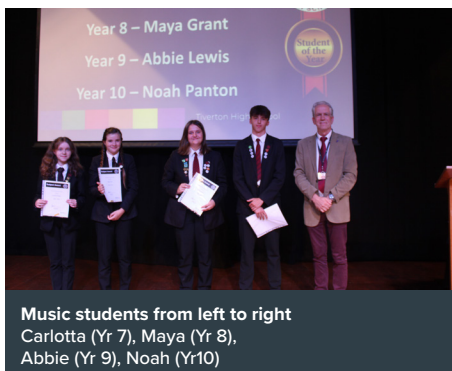
The Performing Arts Student of the Year Awards this year was a wonderful opportunity to celebrate some of our outstanding, talented and hardworking young learners within the disciplines of dance, drama and music and reminded us once again, what a privilege it is as a team of Performing Arts teachers to be able to support these young learners as

they develop their Performing Arts skills at Tiverton High School.

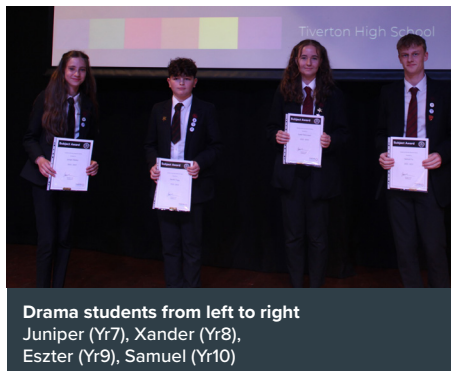
Our music winners all helped to make the evening an extra special occasion as each winner, Carlotta, Maya, Abbie and Noah performed before the main presentations took part. Helping to create a very special evening.

The Performing Arts team are very proud of all our subject award winners this academic year and look forward to where their dedication, resilience and passion for the Performing Arts may take them in the future.

Well done to you all.



Music students from left to right
Carlotta (Yr 7), Maya (Yr 8),
Abbie (Yr 9), Noah (Yr10)



Drama students from left to right
Juniper (Yr7), Xander (Yr8),
Eszter (Yr9), Samuel (Yr10)



Dance: Ruby W (Yr 10)

STUDENT LEADERS

YEAR 9 CELEBRATION BREAKFAST

These students from year 9 are celebrating their success in securing Year Team Leadership roles for the next academic year. Following an assembly on the opportunities available to them, over 50 students applied to represent the school across a range of areas.

These students will lead other young people in STEM, Welfare &

Equality, The Environment, Teaching & Learning, Performing Arts, Interact and Sports. Their duties will range from running primary school activities to helping with open days and working parties, to promote and improve the THS ethos. Many of these students will be experiencing leadership responsibilities for the first time, and for some it will be a taster to help

them decide whether to apply for the Ambassador Team at the end of next year. Mrs Crook, Mrs Lane, Mr Symons and I are incredibly proud of the talent on display in year 9 and we look forward to working with them all in their new roles. Well done everyone!

Mrs Copsey



ANTI-BULLYING AMBASSADORS

Since our initial training we have been leading a process to recruit more students to join us in changing our school for the better. We have students from all different year groups, with all different experiences and now we are much more capable of doing all the things we aspire to do. We are so grateful that so many of our members are invested and committed to our group, and we really hope

this school will see change with us.

Some quotes from our new leaders

- "I have experienced bullying and I wish I had help."
- "Having students to talk to as well as adults should allow more students to seek support."
- "I want to make people feel valued and supported."

From September we have lots of exciting things we would like to do. To start with we are going to launch our student friendly version of the schools anti bullying policy so that it is more accessible to all our students.

THS Anti-Bullying Ambassadors



SEND

Well, what a busy year we have had in the SEND Department!

In the SEND Department we love supporting our students and watching them grow and change from year 7 to year 11. We have just said goodbye to our fabulous year 11s who have done so well and

achieved so much in their five years at school. We have also had six very successful Enhanced Transition Sessions for our incoming year 6s.

This year we have been supporting parents of SEND Students by holding Diagnosis Days and SEND Coffee mornings. We have had

lots of parents in to speak with us around whether their child needs a diagnosis and also just for a chat and some support. These have been really popular and the feedback from parents has been great.

YOTO CARNEGIE BOOK CLUB

YOTO Carnegie Book Awards is considered the highest accolade for young people's fiction in the UK. This year interested students from year 7 and 9 completed a 6 week book club meeting on a Wednesday before school. The group read and discussed the shortlisted books over breakfast each week.

On announcement day, 21st June, Miss Pike took the students to Blundell's School to take part in a day of activities with students from Blundell's School and Wellington School. Students learnt about different character types in a creative writing workshop led by a local author as well as a carousel of activities related to each of the books following a lovely break of drinks and cake.

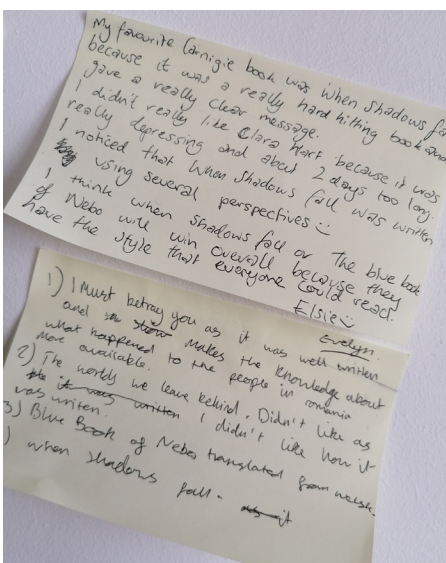
Our students enjoyed their day which was topped off by a very nice lunch.

They were a pleasure to take and showed great eloquence and confidence working with the students from the other schools. We look forward to having the opportunity to join forces with Blundell's School again and develop more events for students.

The overall winner of the YOTO Carnegie Book Award was *The Blue Book Of Nebo*, a story set in a post-apocalyptic world and translated from Welsh. The story focuses on the relationship between mother and son and the hardships they face in a changed world. It is a story of hope, love and growth. A worthy winner.

"We all had a wonderful day at Blundell's school and thoroughly enjoyed all of the activities. The talk from local author Amy Sparkes was very informative and taught us a lot about writing good characters. Many of us then took the time to ask her some questions on how we could become better authors. My favourite part of the day was when we moved around the room and had a go at various activities including pompom making and clay modelling. Everyone that went had a lovely time and we look forward to doing it again someday." Fran K.

Miss Pike



THE SCHOLARS PROGRAMME 2023

This year, 12 of our Most Able and Talented (MAT) year 7 and 8 students took part in The Scholars Programme, run by The Brilliant Club. Over a period of several months, they had weekly tutorial sessions with a world expert PHD tutor on the topic: How can chemists save the world?

Students learnt about this topic at a key stage above their chronological age and had to submit a dissertation style assignment, which was then marked using the university grading system. This year, we had the best

results ever in the programme, with a record number of students achieving a 1st (the top grade).

As part of the programme, students also attended trips to two top universities. For the launch trip, we went to Bath University. Students received a series of lectures and seminars to get them excited and support them in the programme, as well as a tour of the campus. Our Scholars were particularly impressed with the sports facilities, especially the Olympic swimming pool! To

mark the end of the programme, we went to Exeter University, where students learnt more about university life and celebrated with their graduation ceremony.

I have been absolutely blown away by our Scholars' commitment, hard work, and resilience. They have grown so much and are very proud of their achievements – and rightly so!

Mrs Hill

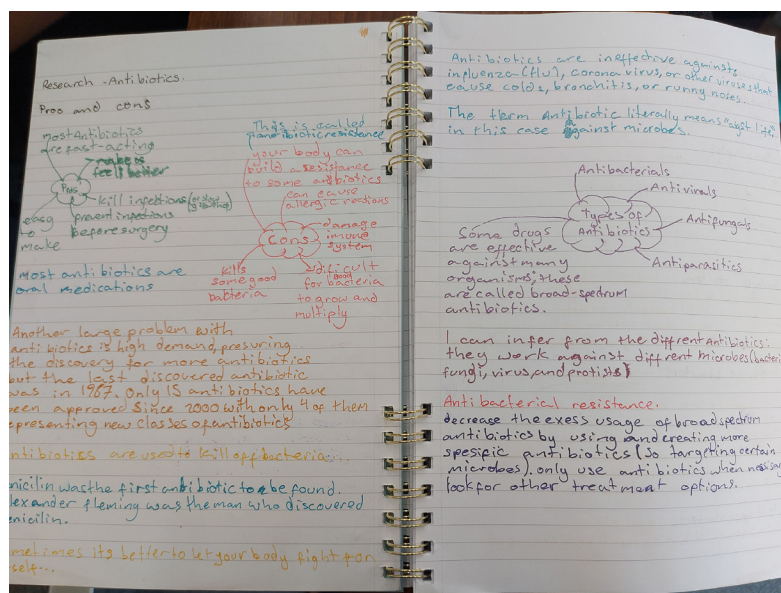
Extract from Bernard McA (Year 8) Final Assignment:

Section 5 - The challenges chemists face in drug development

Time to market for new drugs is how long it takes starting from drug discovery to marketing for human use. A potential antibiotic must successfully pass through these various stages before approval by the authorities for healthcare use. Establishing a safety profile of a drug is a key reason the process of drug development takes time. There are numerous studies that regulators require in determining if a drug is safe enough to be dosed in humans—and these safety studies continue throughout clinical trials and the drug's lifecycle. (Kelder and Parker, 2021)

Drug discovery and development is a complex, and ever-evolving process that can take between 8 - 12 years and cost on average, over £1 billion. On top of this already astronomical amount, regulatory pressures on new drug approvals, and payor influence on drug pricing add extra costs that make establishing a reliable revenue increasingly challenging in the sector. (Bastin, 2021)

The IUPUI chemists have developed and tested a new molecular binding technique that could shorten or abridge the human and animal drug discovery and development process. The new method also is potentially more economical and ecologically friendly than that currently used. The new synthetic method is used in the production of compounds containing nitrogen. Approximately 75% of compounds with medicinal uses have a nitrogen atom. (IUPUI, 2016)



“The Scholars programme was a great experience and I really enjoyed learning about the topic that we were working on and even writing the final assignment. At the beginning of the programme the work was quite difficult, but our tutor was really supportive and helped us understand the topic very well. It was very interesting to learn about how to write a good essay and how to reference properly. We also learnt about universities and even got to visit two and experience even more about university life and what the work is like. The programme has really inspired me to think about going to university in the future and overall it was a lot of fun.”

MAYA G (YEAR 8)

READING INTERVENTIONS AT THS

This year, some of our year 7, 8 and 9s have been able to come together in small groups to read aloud, all of them showing resilience and respect for each other.

The aims of these reading sessions have been two-fold: to foster an organic love of reading that can be taken well beyond their time at THS, and to boost their reading skills and confidence.

Together, engaging in some fascinating topics through the lens of fiction and non-fiction. Groups have looked at hard-hitting subjects such as migration and war, to more personal small-scale narratives.

Tom Palmer's "After the War" is a piece of historical fiction following the lives of Jewish WW2 child refugees taken in by a small community in

the lake district. It looks at how the children come to process the trauma and then move on. Another book we are reading together is Malcolm Duffy's "Read Between the Lines" a novel which examines friendship, families and dealing with dyslexia.

The way in which students have jumped wholeheartedly into these sessions has been really impressive. It has been an absolute pleasure to see the shift in our students' attitudes towards reading.

Keep up the reading over the Summer!

Mrs Roberts

Charlie: "I'm not keen on reading but I like talking about words." Book: Sawbones

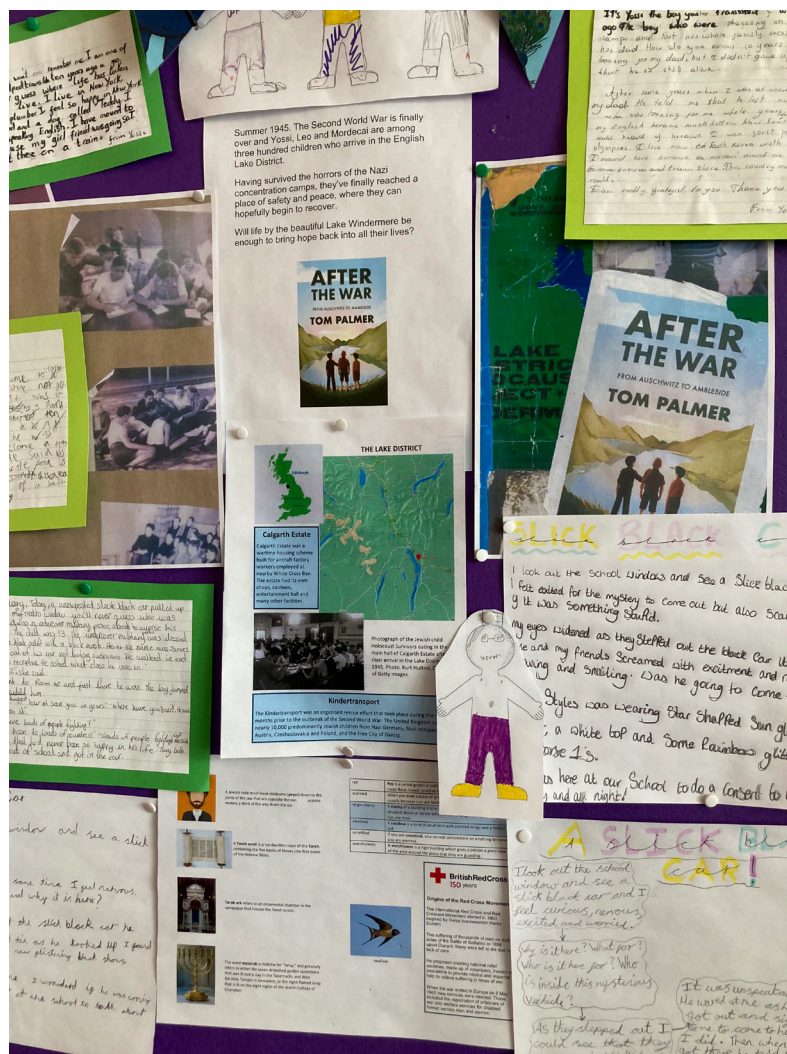
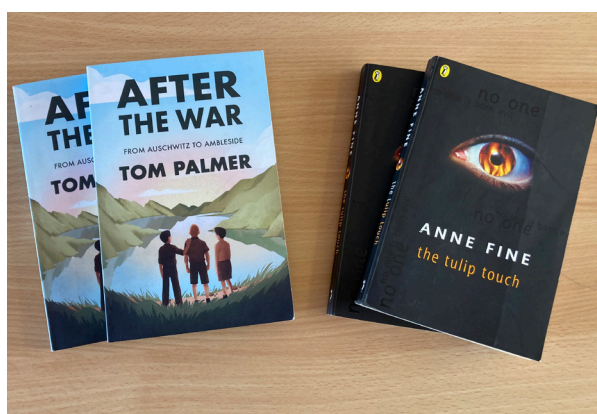
66 Edward: "This book is good because I am learning about the world and different people." Book: Refugee Boy
Mackenzie added: "I can see that reading aloud has helped my understanding." Book: Refugee Boy

Connor: "Tulip is very evil." Book: Tulip Touch

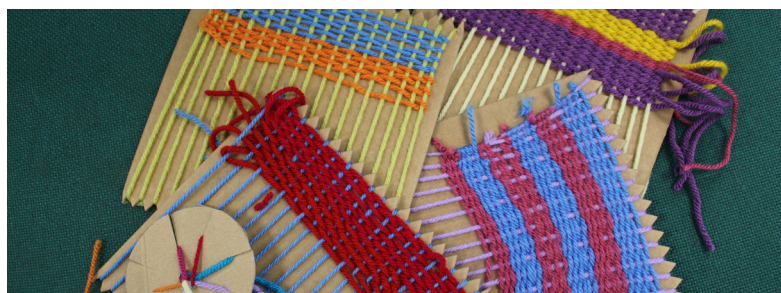
Cameron: "I like the history." Book: Sawbones

Kiaryn: "It's interesting that they are dyslexic." Book: Reading Between the Lines

Anastasia: "The history was interesting and how the book went back and forth in time." Book: After the War



LIBRARY NEWS



As ever it has been a very busy term in the library. Library lessons have encouraged lots of discussions about the students' favourite books with year 7 all completing a scrapbook page homework that will form an exhibition in the library garden. Here are a few sneak peaks of the fabulous work they have been producing.

Our YOTO Carnegie Book Club has been meeting every Wednesday morning for breakfast and book related chat. Muffins have by far and away been the most popular breakfast choice despite me offering fruit each week! See the article about our trip to Blundell's School in this edition of PosiTIV.

Our on going promotion of reading has seen me update some of the authors and books in the library. I have selected lots of new authors and diverse books to help promote diversity and encourage empathy. These books cover a wide variety of genres and are brilliantly written. I have also increased the amount of books that are accessible to all ensuring that the library caters for

all reading abilities and ages. These new additions have been very popular with students. I have also curated new reading boards in school including in the Science corridor and a notice board promoting books that staff are currently reading.

Chess has grown in popularity yet again! A hard fought chess tournament played over several weeks saw year 10's Jed W reign victorious over some very tough competition. This tournament took place during break and lunch sessions and saw some excellent games.

All students are welcome to use the library to play chess and there is always someone looking for a game. Some students bring their own boards but we do have several boards that can be booked and borrowed.

A chess club takes place in the library after school each Monday. It is a turn up and play club and students do not have to commit to every week. Initially set up by Miles and Evan in year 9 it has become quite popular with new players coming

every week. It has been great to see the growth in popularity.

Here are a few quotes from some of the players:

"Chess club is fun and relaxing." – Miles

"Chess club is like you can play against anyone no matter who but you can still lose." – Connor

"It can help others learn to play chess." – Xander

"Chess club can increase your knowledge, strength and integrity." – Ludo

Craft club has been well attended on a Thursday after school. This term we have been making beaded bracelets, complicated friendship bands and now the students are doing their own weaving boards to create coasters.

Miss Pike

CRICKET

Recently a team of 8 keen cricketers travelled to Taunton to participate in a festival of cricket. For 6 of the team, this was their first taste of competitive cricket.

Jack M and Ollie C starred with the bat, demonstrating excellent shots to the leg side. Desmond H and Noah P showed great accuracy and variation with the ball, restricting the opposition to low scores.

They were exceptional in representing the school and showed great resilience throughout each game.



DUKE OF EDINBURGH AWARD

This term the DofE team have been involved in getting the students out onto sunny Exmoor for their expedition sections. This year we have successfully completed two Bronze Award expeditions and at the time of writing we have just completed the Silver Award practice expedition.

Most students have also been completing their volunteering, physical and skill sections to ensure they qualify for the Bronze and Silver Award before the end of the school year. I would also like to thank Jess

M and Ellie-May C for their hard work as the first students to pilot the Young Leaders Program. Jess and Ellie assisted staff in running the DofE program this year and did a fantastic job. We wish them well in their Gold Award endeavours at college in the near future. Our next Young Leaders for 2023/2024 will be Cleo G and Oliver S. We look forward to their assistance next year.

We have now presented the DofE program to our next cohort of year 9 students. To date we have had 50 students register for the

Bronze Award next year and 28 of the Bronze Award students would like to move onto the Silver Award. Another hard working, but successful year for the Team with special mentions to Mr Hart, Mrs Webber, Mr Dunning and Miss Hoskin.

If you are interested in taking part in the DofE Award scheme contact Mr Wright-Stainton, Mr Hart, Mrs Webber, Mr Dunning or Miss Hoskin for further details.



“ *I thoroughly enjoyed my Duke of Edinburgh experience, spending a whole weekend with my amazing teammates. Learning how to work together and getting to know each other better was awesome.*

I learned how to read a map and, find my way when we made a wrong turn, put up tents and how to cook a boil in the bag meal.

If you are thinking about giving it a go, I couldn't recommend it enough!

**LUCY-JANE B,
YEAR 9, BRONZE AWARD**

END OF SEASON NETBALL TRIP

On Friday we took 28 year 7 and 8 netballers to Bath University to watch a Superleague game between Team Bath and Celtic Dragons. It exceeded our expectations! There was such a buzz in the stadium. Play was dynamic and the game was tense, and our students got to see the incredible facilities on offer at uni.

Maya G, year 8, has described the experience below:

“The stadium had a brilliant and electric atmosphere and the teams played incredibly throughout the game. The match was very fast paced and they scored almost every minute. It was really fun to watch and the music and pyrotechnics made it especially exciting. The crowd were all very enthusiastic, a lot of them were wearing face paint in support of their favourite team, making the game even more exhilarating.

It was a very close and gripping match beginning with Team Bath being down in the first quarter. Throughout the rest of the game both teams were neck and neck until the very end when Team Bath scored the winning goals, taking the final score to 56-53. The Team Bath players were all very friendly and at the end of the game they came around and signed our tickets or merchandise and spoke to us. We all had a fantastic time, we were lucky to have watched such a close and exciting game and it was a great experience for all of us.

Thank you to Mrs Bennett and Mrs Hoskin for organizing it all.”

Maya G



YEAR 7 QUEST

I would like to thank all who attended The Summer Quest seminar. We have had such an amazing year and feel as though we are creating a special sense of belonging within the team and would very much like to maintain this collective cohesion throughout Summer, which will enable us to make the best possible start to year 8.

If you were unable to attend the seminar these are the details you need to know.

Our Summer Quest:

We see the summer break as not to dissimilar to an F1 pit stop and while it is good to give the engine a little break, we do also wish to carry out some routine maintenance to ensure we come out of the pit lane and into year 8 firing on all cylinders. This is the rationale behind our summer quest challenges. The Summer Quest aims to promote our school values, provide structure & routine, continue to promote reading and provide an opportunity

for some quality self-reflect and goal setting of the academic year.

- The Summer Quest booklets, annual reviews and sticker charts are available for collection from the year 7 office before the end of term.
- We would welcome photos of the ‘quest’ throughout the summer. If you are happy for these to appear on our website, then please do email: summerquest@tiverton.devon.sch.uk
- We would encourage parents to use the challenges to promote healthy social interactions amongst the year team.
- We have selected activities which promote physical and mental wellbeing.
- Litter pickers will be made available throughout the summer and can be collected and returned to the main reception entrance.
- All students who make a resilient

attempt at the challenges will be rewarded with a special cinema experience this September.

Mr Morell and Mrs Harris



RAINBOW AWARD

We proudly accepted our rainbow flag award from Daz at Intercom. This was a challenging and engaging process which was proudly achieved with hard work from staff, students and our wider school community. A very big well done to everyone involved.

So many congratulations everyone – we have been thrilled to have been on this journey with you.

Mrs Jones, Mrs Morrell
and Mrs Southcott



CHRISTMAS FAIR

Please make a note in your diary to join us for our Christmas Fair – whether as a shopper or as a table holder. It's sure to be a popular event!





Join us for festive fun at

CHRISTMAS MARKET AND CRAFT FAIR

SATURDAY 25TH NOVEMBER | 10AM-3PM
TIVERTON HIGH SCHOOL



FESTIVE EATS AND DRINKS



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MUSIC, FESTIVE RAFFLE AND SO MUCH MORE

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nwestacott@tiverton.devon.sch.uk
EARLY BOOKING DISCOUNT FOR STALLS BOOKED AND PAID BEFORE OCTOBER 31ST 2023

PROCEEDS GOING TO THS KENYA 2024 AND INTERACT CLUB CHOSEN CHARITIES





INTERACT

QUIZ

In March the Interact team put on a quiz night in the school hall - featuring 4 rounds of questions as well as raffle tickets being sold throughout the evening for prizes at the end.

This quiz night lasted from 6pm to 9pm with an interval in the middle where participants were provided a break for sandwiches, coffees and cakes. This was all put together by Interact with some additional outside help by other committed volunteers, who also provided generous donations for the raffle prizes. On top of this, volunteers also provided all the food for the evening (with a special thanks to Mr. Brown and Mrs. Webber's mum for making all the sandwiches!) which helped to progress the event.

This helped to raise money for the two chosen charities of the year: Marie Curie and Great Ormond Street Hospital. Marie Curie provides care for people living with terminal illnesses and helps those around them, such as family members. Great Ormond Street Hospital helps treat seriously ill children. During the quiz night just over £300 was raised



for these worthy causes, leading to the grand total of £1300 for the year. This donation was shared equally between the two charities.

If actively supporting great causes such as these interests you, then why not join Interact? We hold fundraising

events like this throughout the school year to support the two charities (which we select at the beginning of the year) and we are always looking for new members!

Lily and Scarlet

GOOD LUCK TO JENSEN

Good luck to Jensen L-B, year 10, who is representing Great Britain in BMX this Summer in Glasgow. He is shown here proudly wearing his brand new GBR shirt. We wish you all the best!



KENYA

LEVELLING UP IN NAKURU

For a long time, the disabled have been left behind and disadvantaged in developing economies. They pay the heaviest price when the economy is tough and they get left out of opportunities that are presented by a growing and emerging economy.

In Kenya, strides have been made in the provision of education for the disabled and SEND students. However, it remains inadequate and way behind the mainstream provisions made for others.

In recognition of this, a passing comment to the then Senator Susan Kihika, a candidate for Governorship during the 2022 elections, became a point of discussion when Mrs. Mayes and Mr. Nderitu went to Nakuru for 7 days as visitors of the Nakuru County in May/June 2023.

The County granted us access to 4 schools as a point of entrance and engagement. We were given a free hand to establish what there is, what is needed and what can be done to provide more support for the sector. These are: Matumaini School for the Disabled, Pangani School for the Disabled, Gala School for the Deaf and Nakuru Hill Special School.

All different schools, they each offer support to those who would otherwise be locked up at home and left without any educational provision or preparation for the future. After 5 days of engagement, we held a meeting with the team led by the Nakuru County Secretary, Dr Mwaura, an efficient and focused man who approaches problems with surgical efficiency. The outcome was clear but the determination to level up in Nakuru County was even more clear. The County Officer in charge of Resources Mobilisation, Alex Muhoro and his team are hard at work to see it become a reality.

To this end, we had a taster of what difference our engagement could make. The four schools

received stimulating toys and equipment for the learners.

Matumaini School received a washing machine to aid in managing the linen for the borders, a huge challenge that consumes a lot of their resources. When the school acquires skills, knowledge and resources on how to make reusable nappies, the washing machine will save them their monthly budget of nappies that cost upwards of £350 a month.

Pangani School received a gas cooking stove with 4 burners and

an oven to help skill up the learners with among other disabilities, autism. The outcome was immediate: the students made samosas the following day. A delighted Mrs. Mayes and company sampled them immediately.

It is a case of the following: a small talk over breakfast can lead to mega changes in the county that we hope will be duplicated across the country (there is enough attention already).

Thanks for the continued support.





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