House System

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

<table>
<thead>
<tr>
<th>House</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austen</td>
<td>4688</td>
</tr>
<tr>
<td>Nightingale</td>
<td>4273</td>
</tr>
<tr>
<td>Tull</td>
<td>3621</td>
</tr>
<tr>
<td>Turing</td>
<td>4025</td>
</tr>
<tr>
<td>Grand Total</td>
<td>16607</td>
</tr>
</tbody>
</table>

Attendance & Achievement

How much does attendance impact on achievement and success?

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

<table>
<thead>
<tr>
<th>Attendance %</th>
<th>Achieve expected target grades.</th>
<th>You will only achieve your target grade in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;80%</td>
<td></td>
<td>2 of your subjects</td>
</tr>
<tr>
<td>80-84.9%</td>
<td></td>
<td>3 of your subjects</td>
</tr>
<tr>
<td>85-89.9%</td>
<td></td>
<td>4 of your subjects</td>
</tr>
<tr>
<td>90-91.9%</td>
<td></td>
<td>You will achieve your target grade in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 of your subjects</td>
</tr>
<tr>
<td>92-95.9%</td>
<td></td>
<td>7 of your subjects</td>
</tr>
<tr>
<td>96%</td>
<td></td>
<td>8 out of 9 subjects</td>
</tr>
<tr>
<td>97%</td>
<td></td>
<td>9 out of 9 subjects</td>
</tr>
</tbody>
</table>
Black History Month

This month our students will have activities in Form Time and assemblies to celebrate Black History Month.

The theme of this year’s Black History Month is ‘Women of colour’, it seems poignant to highlight the often unheard name in the Civil Rights campaign of Ruby Bridges.

Ruby Bridges, an inspiring figure in American history, is a symbol of courage, resilience, and the fight for equality. In 1960, at the tender age of six, Ruby became the first African American child to attend an all-white school in the segregated South, as a result of the landmark Brown v. Board of Education ruling. Despite facing hostility, jeers, and threats, Ruby's determination to receive an education paved the way for desegregation in American schools. Her story serves as a powerful reminder of the importance of education, equality, and the incredible strength that can be found in young minds. Ruby Bridges is a beacon of hope and a living testament to the progress that can be achieved through unwavering commitment to justice and the belief that every child deserves a quality education, regardless of their background or race.

Ruby Bridges' life and experiences offer valuable lessons for us all. Her unwavering courage in the face of adversity reminds us that the pursuit of justice and equality is worth the struggle. Ruby's determination to receive an education demonstrates the importance of education as a cornerstone of personal and societal progress. We can learn from her that even in the most challenging circumstances, perseverance and the belief in one's rights can lead to significant change. Ruby Bridges teaches us that it’s essential to stand up for what is right, even when it's difficult, and that we must work collectively to break down barriers and promote inclusivity in our communities. Her story is a testament to the resilience of the human spirit and a reminder that change is possible when we confront injustice with determination, compassion, and a commitment to a brighter, more equitable future.
**Shout Outs!**

**NETBALL TEAM SUCCESS**

Last Thursday, the U16 netball team reached the county stage for the national schools competition, this is the first time in 7 years we have managed this feat! Our team beat Westcliff High School for Girls, Belfairs and King John along the way. The next round is held in November in Colchester, we wish our team the best of luck!

**BUSINESS & ECONOMICS**

Year 13 BTEC Business Extended Diploma - completed their first of many Unit 6 practise papers; a report and presentation, in preparation for their January 2024 exams.

Year 13 A Level Economics - a brilliant week mastering game theory in oligopolistic markets.

**COMPUTING**

10B/VM1 have been brilliant this week. They have been very serious towards their studies and completed massive amounts of work.

Marley Marchant was very honest as he found and handed-in £10 he found on the floor in C3.

Dexter Whelan - Year 13 Computer Science - Amazing Effort in lessons.

Chase McAlden & Danielle Juselis - 703 - Showing wonderful kindness to other students.

**SCIENCE**

Mr Hannan would like to give a shout out to his Y11 classes who are working incredibly hard at the moment and seem determined to get those top grades!
Year 7 Map Skills in geography

This week in their geography class with Mr Hunt, students from 7Y2 and 7X1 were using an 1891 and a 2021 ordnance survey map to complete detailed sketch maps and to investigate changes over time.
Shout Outs!

GEOGRAPHY

Year 11 GCSE Geography – How can debt relief reduce the development gap?
This week in their geography class with Mr Hunt, year 11 students were developing their knowledge of how debt relief has helped LIC to improve their levels of development. The students then used Cornell notes to improve their understanding.

Year 10 GCSE Geography - Atmospheric circulation
This week in their geography class with Mr Hunt, year 10 students were developing their knowledge of the global atmospheric circulation model. They the used the Cornell notes system to improve their understanding.
Shout Outs!

Poem Review

"A simile like love, a metaphor is love."

~ Poem by Allen Steble.

I enjoyed this poem because it uses a variety of metaphors to create imagery and to describe one thing, love. There is a repetition of the word because the concept of love is so globally known, yet it can take many different forms. For example, lines such as:

- "Love is like a painting, filled with all colours and shades."
  - Colour can symbolise emotion, for example blue can represent sadness, pink can represent compassion, and purple can represent fear. All of these emotions can be put together to create a piece of artwork.

- "Love is like a bleeding heart, cut with many sharp blades."
  - The use of this juxtaposition, comparing with the first line creates a contrast on the idea of love, how it can comfort you, and also hurt you. This is furthermore explored with the line "A metaphor of glorious art, love is a deep dark hole of mystery," displaying the vulnerability that comes with love, since it’s an enigma, where you are aware of what happens next. Love can be described as idyllic ("love is an open clear pool, where no hate can dare swim") and a warm feeling of safety. This creates a comparative effect for the audience, giving them the decisions of how they perceive love. Poetry has a wide set of choices and ideas that are never wrong, and love can be described this way too.

Overall, this poem describes how love is a thing humans desire, wanting to feel the abnormality of a "never ending story" or a "circle of eternity." It suggests the many different feelings of passion, and emphasize how bitter sweet it can be. It can be perceived from an endless amount of emotions, which is why I love this poem.
The navy blue motor stood out on the black night. The only way I could see it against the noir canvas was the moon and silhouette.

My heart pounded, skipping a beat, as the nostalgia wrapped me tight in a hug I couldn’t escape. Slowly but surely, the car door swung open, giving a cold draft around my hair and gave it a tug. I couldn’t move. I couldn’t believe who was there.

Just then, my eyes adjusted to a beam of light temporarily blinding me, wiping my mind of the basic movements. The familiar scarlet tinted heels stripped off with a diamond red heart. The body’s moon’s beam of light, illuminating the pavement outside of my home. It was my stopped heart (frozen in death) unfreeze which gave me control of my soul. I gasped, then Squatted. Butterflies danced in my stomach, freezing me back. No. It can’t be? I saw... Standing ahead of me, smiling, tears up was my whole world. Who I share my soul with, my sister. She wore the exact blue jeans, jacket and jean set accompanied with a New York t-shirt that I last saw her in.

The same messy auburn braid that fell to her side. Her blue tinted sage green irises that helped me through my life were the exact copy I witnessed every day for 16 years. “Molly, is that you?” I cried. She just ran to me.

My heart snapped into one. Our soul danced with tears which became a waterfall. I just had to discover where she’s been the past 14 years.

Lily Adams
9x2
This Romanian poem is about a princess who falls in love with brightest star* (written by Mihai Eminescu, 1883) and the star * falls in love with her too, but unfortunately her love for him (the star) get betrayed by her falling in love with a human. After, the Luceafarul (translated into star) saw this, he went to this creator and asked to be to give up his immortal life to become mortal for his love. At the beginning of the poem, the poet shows the strong bonding the princess and the star have as she looked at him with a smile. He trembled in the mirror; because he was following her deep to catch his soul:* in his dream, to catch his soul. This means that Luceafarul wants to dream about her to catch human feelings. Another phrase that would emphasize his love for her would be ‘Your gaze burns me!‘ This metaphor suggests how their connection gets stronger everytime, that at a point their love ‘burns’ like fire. The verb ‘gaze’, indicates that he would stare at her for hours and their love would get so powerful and would burn (it would lit up his heart). The reader could feel that there is still hope for love to find true love in this imperfect world. I think that the poet hoped to achieve achieve and to make people believe that impossible can become possible if you put your effort and your mind to it.
We are excited to invite you to our Sixth Form Open Evening this upcoming Thursday. Following feedback from students, we have dropped the option blocks this year; this means that students will have free choice of which A-Levels or vocational courses they wish to study; this will mean that more students will be able to study the courses of their choice. 

https://theappletonschool.org/sixth-form/appleton-sixth-form
SIXTH FORM OPEN EVENING

Thursday 19th October

The Appleton School, Croft Road, Benfleet, Essex, SS7 5RN

For more information please contact:
K Sweeney ksweeney@theappletonschool.org
J Brice jbrice@theappletonschool.org
01268 794215

Courses Offered

<table>
<thead>
<tr>
<th>English Literature</th>
<th>Psychology</th>
<th>Sociology</th>
<th>Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Mathematics</td>
<td>Business</td>
<td>Physics</td>
</tr>
<tr>
<td>Politics</td>
<td>German</td>
<td>Criminology</td>
<td>Law</td>
</tr>
<tr>
<td>EPQ</td>
<td>Computing</td>
<td>Geography</td>
<td>Chemistry</td>
</tr>
<tr>
<td>French</td>
<td>History</td>
<td>Further Maths</td>
<td>Economics</td>
</tr>
<tr>
<td>English Language</td>
<td>Core Maths</td>
<td>BTEC Perf Arts Extended Certificate</td>
<td>BTEC Sport Extended Certificate</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTEC Sport Extended Diploma</td>
<td>BTEC Business Extended Diploma</td>
<td></td>
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</tbody>
</table>
Why our Sixth Form?

1. **FAMILIAR ENVIRONMENT**
   
   *You know the systems and the school already*

   One significant advantage of choosing a sixth form is that you remain in the same school environment where you have likely spent the past few years. This familiarity can provide a sense of comfort and continuity, making the transition to advanced studies smoother.

2. **STRONGER SUPPORT SYSTEMS**
   
   *Help when you need it, by people that know you*

   Our Sixth Form has established support systems in place, including teachers who are already familiar with your strengths and weaknesses. This can lead to more personalised guidance and support throughout your studies.

3. **HIGH-QUALITY TEACHING**
   
   *Highly qualified staff to support you in reaching your potential*

   We always strive for high academic standards and the expertise of our teaching staff. The continuity of studying with the same school can lead to a more coherent educational experience.

4. **FOCUSED CURRICULUM**
   
   *Focussed curriculum but still a wide choice of subjects*

   Our Sixth Form offers a narrower range of subjects, which can be beneficial if you already have a clear idea of what you want to study. This focused curriculum can provide a strong foundation for further education or specific career paths.

5. **CLASS SIZE**
   
   *More support in the classroom*

   Typically our class sizes are smaller than at college, which will give you more one-to-one time with the teacher and the support you require; this will enhance your educational experience.
We are excited to launch the new MindCare@Appleton website, spearheaded by Ms. Sangha, our Head of Wellbeing and support. This webpage is for our students to help their wellbeing and mental health, and it is informed by the results from the Student Surveys conducted last term.

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

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

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

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

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

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

10 Conversation Starters for Parents

1. LISTEN
   - This sounds obvious, but it’s something we often forget. Active listening is when we listen without interrupting, making comments, and share an interest in what is being said. If your child feels listened to in the “middle of problems” they will become confident that you will listen when the biggest of problems arise.

2. ASK TWICE
   - The campaign from the change.org is fantastic: https://www.change.org/safeguarding-6-weeks-campaign.
   - Reinforce your children’s feelings. Children often want to know when your questions and supports come from a place of wanting to help and care.

3. THERE IS NO SUCH THING AS A STUPID QUESTION
   - This advice relates to the first point. If your child can ask you any questions about the world and you listen and answer without interrupting, they will have more confidence in asking the biggest questions.

4. BE OPEN AND HONEST
   - Children appreciate honesty, particularly if you are honest about their worries and the answers you are not sure about. For example, honesty in talking about death or dying is: “It’s very sad that they have passed.” Make sure you talk about it so that there is no confusion and an understanding of what’s going on.

5. KNOW WHEN TO SEEK HELP
   - Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout the day? How frequently is your child affected? How long does it last and how severe is it? If they have problems controlling the difficulty? Talk to your child about your career and that it is likely they will need further support beyond family and friends.

6. TALK ABOUT MENTAL HEALTH NATURALLY
   - Speak about mental health as part of everyday life, so that talking about our feelings and problems is normalised. This will allow you and your child to not feel embarrassed or uncomfortable and more likely to talk about what is going on and what is happening.

7. EMPATHISE
   - It makes sense that we would feel this way. It is understandable. Children often want to know why something is happening. If you feel your child is just feeling sad and you are concerned, then your questions and care can accept their vulnerability.

8. HELP YOUR CHILD FEEL SAFE
   - Someone particularly feels that by talking about their worries or concerns that this will make it worse. Remind your child that you will discuss a plan of action together and what may or may not happen next week. If they are younger children, it is likely you will need to lead the conversation and explain things.

9. MIND YOUR LANGUAGE
   - Be mindful of the language you use at home to describe and talk about mental health. Help your children from misunderstandings and avoid language which is harmful. It may sound “harmless” to some but using such words in everyday conversations can encourage your child to talk about their mental health or fear of being labelled.

10. IT IS OKAY TO SAY “I DON’T KNOW WHAT TO DO NEXT”
    - Adults do not have all the answers but this is normal. Help your child accept this and involve them in coming across ideas or thinking of things that they want to do to help.

Meet our expert

This guide has been written by Loreto Batters, who is passionate about promoting a positive attitude to well-being at the heart of every school. Integrating mental wellbeing into the curriculum, alongside social and emotional learning, is what is essential and the advice and support are for those of school age, while those in higher education are supported by the Department of Education, advising them on their mental health green papers.

Sources of Information and Support

Year 8 CP
Young Minds https://www.youngminds.org.uk
https://www.safeguardingaska.com/safeguarding-6-weeks-campaign/

A single guide for schools (Safeguarding for parents)
https://www.gov.uk/keeping-children-safe-on-internet
News Spotlight

How can UniTasterDays help parents and guardians?

If you are supporting a young person considering university. Our job is to tool you up, so you have everything you need to provide exceptional support when doing so. Why is this important?

There are two reasons why this is crucial. One is that you, as a parent or guardian, have a huge influence on the young person you are supporting.

And the second, is that students have huge decisions ahead of them when thinking about university - and they are likely to need your help with exploring them. These may include:

- Do they want to go to university?
- Which university do they want to attend?
- Which subject do they want to study?

Then, those answers may lead to more questions:

- What is involved in their university application?
- How do they write a personal statement?
- How does student finance work?
- Where will they live?
- What support is available at university?

UniTasterDays can help with the answers. Visit our website for more information: [University events for schools and outreach opportunities | UniTasterDays](#)

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Educational services for success in medical applications & interviews!

Courses for all levels from school students to final year medical students to postgraduate junior trainees. Academic clinician careers advice and educational services.

Our podcasts are available:

- **Spotify**: https://open.spotify.com/show/4OjpXxaNvDzatOdUOGMKrCe
- **Apple**: https://podcasts.apple.com/us/podcast/the-application-doctor/id1648256029

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Find careers guidance...
Are you looking to build your employability skills?
Get ahead with FREE one-to-one online mentoring!

Future Flight Challenge: Sector Insight
9 October to 17 December 2023

Here's what you'll get:

- Choose your own mentor from our list of industry pros
- Personalised career advice that fits your unique interests and goals
- Develop essential career skills that will set you apart

Mentoring is...

- Fully online
- Text-based
- Flexible

Brightside mentoring was the help I needed and the motivation I needed to pursue my dream career. All the support and resources I've received such as feedback on my personal statement and motivation through my concerns about my career

Sign up in seconds here
Subject Spotlight

WHY STUDY...

BIOLOGY

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

JOBS
Biotechnologist
Dentist
Higher Education Lecturer
Microbiologist
Conservation Officer
Research Scientist
Soil Scientist
Zoologist
Midwife
Nurse

SKILLS
Numeracy
Problem Solving
Analytical Thinking
Report Writing
Communication
Teamwork

PATHWAYS

APPRENTICESHIPS
- Agriculture Professional Adviser
- Ambulance Support Worker
- Associate Healthcare Practitioner
- Clinical Trials Specialist
- Dental Technician
- Dietician
- District Nurse
- Environmental Health Practitioner
- Health and Care Intelligence Specialist
- Health Pop Specialist

FURTHER EDUCATION
- A-level: Biology
- A-level: Health and Social Care
- A-level: Sport (PE)
- T Level: Health
- T Level: Healthcare Science
- T Level: Science
- BTEC Extended Certificate
- BTEC - Health and Social Care
- BTEC - Medical Science

GREATER ESSEX CAREERS HUB

Resources Centre

Greater Essex CAREERS HUB
Christmas Card House Competition

Following the success of last year's design, the Christmas card House competition where two of our students' cards was our official Christmas card and sent out to over 100 associates of the school. We are delighted to announce that we will be running this competition again this year with an entry deadline of Wednesday 18th October 2023. This is open to all students in Key Stage Three. If your child is a keen artist and would like to enter this competition please encourage them to design a card of either A4 or A5 and hand this to the Art Department teachers either Mr Barry or Miss Riley we will then judge the winner and announce them at the end of Term. The winner and runners-up will receive House Points and a reward.
Essex Local Offer Roadshows

Are you the parent/carer or family member of a child with Special Educational Needs and Disabilities (SEND)? Do you have questions about accessing support in your area or questions about SEND support available in Essex through Health, Education and Social Care? Would you like to link up with other parents in your area?

If you do, please come along and see us at the Roadshow. There will be representatives from Essex Family Forum, SENDIASS, health, social care as well as representatives from the education teams, SEND Navigation Leads and local support groups. The roadshow is a drop-in event with no need to book.

This term for South Essex we will be at:

Ingatestone Community Centre, 7 High Street, Ingatestone, Essex, CM4 9ED

Thursday 2 November
9am to 12.30pm

Please go to the Essex Local Offer to find out addresses and more (QR and link below).
13th October 2023

WOMEN’S WELLNESS EVENT

14TH OCTOBER 2023, 10AM - 5PM
LEIGH COMMUNITY CENTRE

<table>
<thead>
<tr>
<th>ROOM 4</th>
<th>ROOM 5</th>
<th>ROOM 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.15am-11am</td>
<td>10am-11am</td>
<td>1.15pm - 2pm</td>
</tr>
<tr>
<td>Wellness gentle yoga</td>
<td>1-2-1 Nurse appointments</td>
<td>Breath work - How we manage our fight or flight response</td>
</tr>
<tr>
<td>11am-12pm</td>
<td>11am-11.20am</td>
<td>2pm-2.45pm</td>
</tr>
<tr>
<td>Menopause matters</td>
<td>How to self-examine and breast pain talk</td>
<td>Stress and anxiety - How to manage and overcome it</td>
</tr>
<tr>
<td>naturally</td>
<td>(With Lady McAdden)</td>
<td>3pm-3.30pm</td>
</tr>
<tr>
<td>(inc. peri menopause)</td>
<td>11.20am-12pm</td>
<td>Nutrition - How to energise your life</td>
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<tr>
<td></td>
<td>1-2-1 Nurse appointments</td>
<td>3.30pm-4.15pm</td>
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<td></td>
<td></td>
<td>Building resilience - How to get through dark days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.15pm - 5pm</td>
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<td></td>
<td></td>
<td>Coffee and chat</td>
</tr>
</tbody>
</table>

ALL CLASSES ARE FREE - NO BOOKING REQUIRED
WWW.LADYMCADDENO.ORG
Anyone for Tennis?

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

Looking for an activity for your kids over the school holidays? Why not join us and sign them up for a tennis camp?

10 AM – 2PM MINI RED & ORANGE (4–9 YEARS)
10AM – 2PM JUNIOR GREEN & YELLOW (10+ YEARS)

Prices:
Member – £20 per day
Non Member – £22 per day

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

Friday 20th October non pupil day
Monday 23rd October– 27th October Half Term
Wednesday 20th December last day of term

Spring Term Dates

Thursday 4th January 24  students return
Monday 19th February –23rd February Half Term
Friday 8th March non pupil day
Thursday 28th March last day of term

Summer Term Dates

Monday 15th April  students return
Monday 6th May Bank Holiday
Monday 27th May-31st May Half Term
Friday 19th July last day of term

GCSE Revision Resources

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

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

A-Level Revision Resources

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

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