

# Appleton Academy

Spring Term 1 2026

## Featuring:

- Library update
- Careers update
- Talent showcase
- Trips and visits
- Sports fixtures and results
- Art and DT showcase

*Together with our community, we can achieve extraordinary things.*



# Welcome

Welcome to our third newsletter of the year! This is a bumper edition as we have done so much in just 6 weeks!

We have had so many exciting things happening for our students this term from visitors to school, visits out, fabulous creative arts opportunities, careers events and even more and I know that the content in here is only scratching the surface of what we have accomplished.

This is testament to the hard work and dedication of our staff who put in an incredible amount of hard work to organise these events.

We wish all our families a restful and safe February break and look forward to the new term with even more exciting events planned.

If you have things you would like to see featured in the newsletter, please let us know.

Mrs Garlick  
Head of Secondary

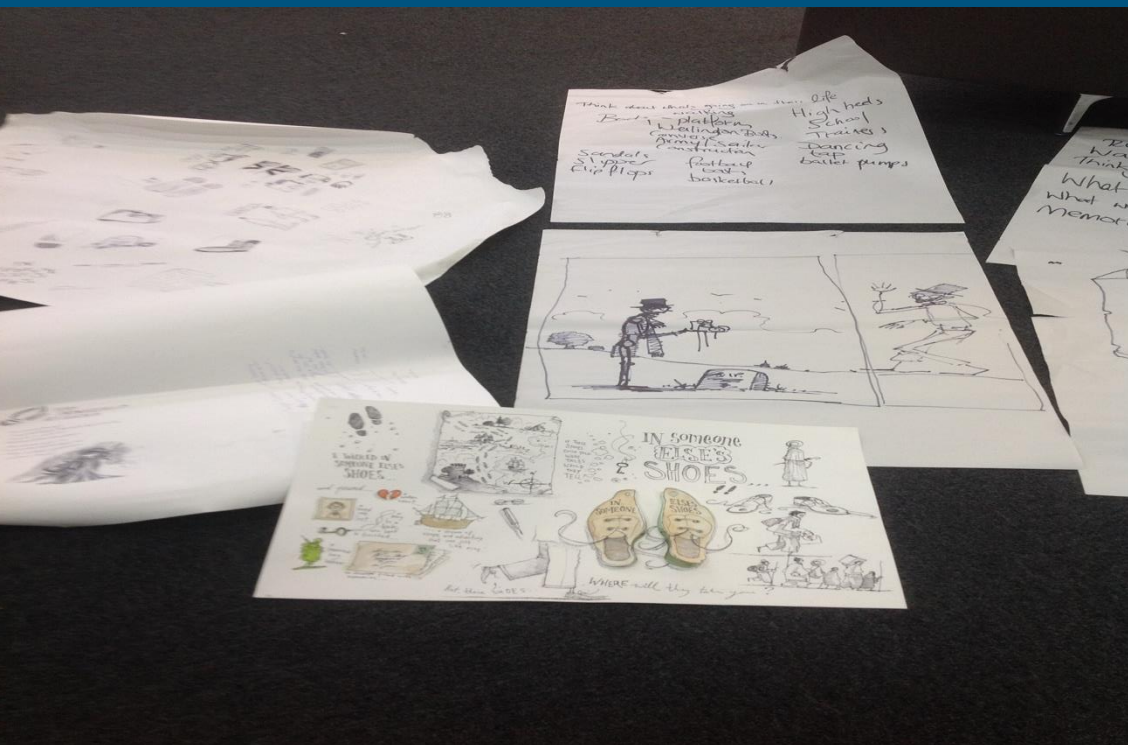


# Library Update

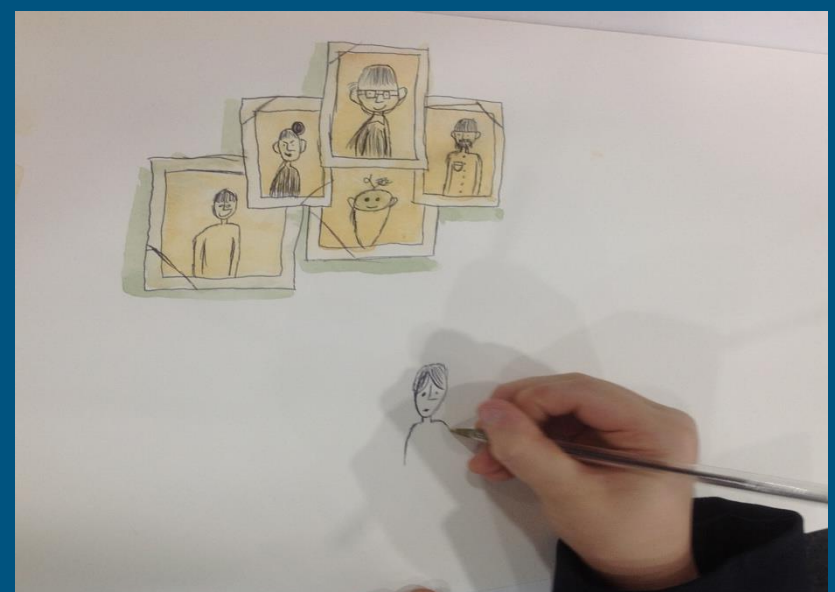


Our students took part in Never Such Innocence Creative workshops with Chris Mould and Nik Perring. The theme was 'In Someone Else's Shoes'

Top Library users were treated to a visit to The Book Stop bookshop in Halifax. Look out for their book reviews!



The theme for Holocaust Memorial Day was 'Bridging the Generations. We created artistic responses with Chris Mould.



## Year 11

### Higher Level Maths Achievement Programme

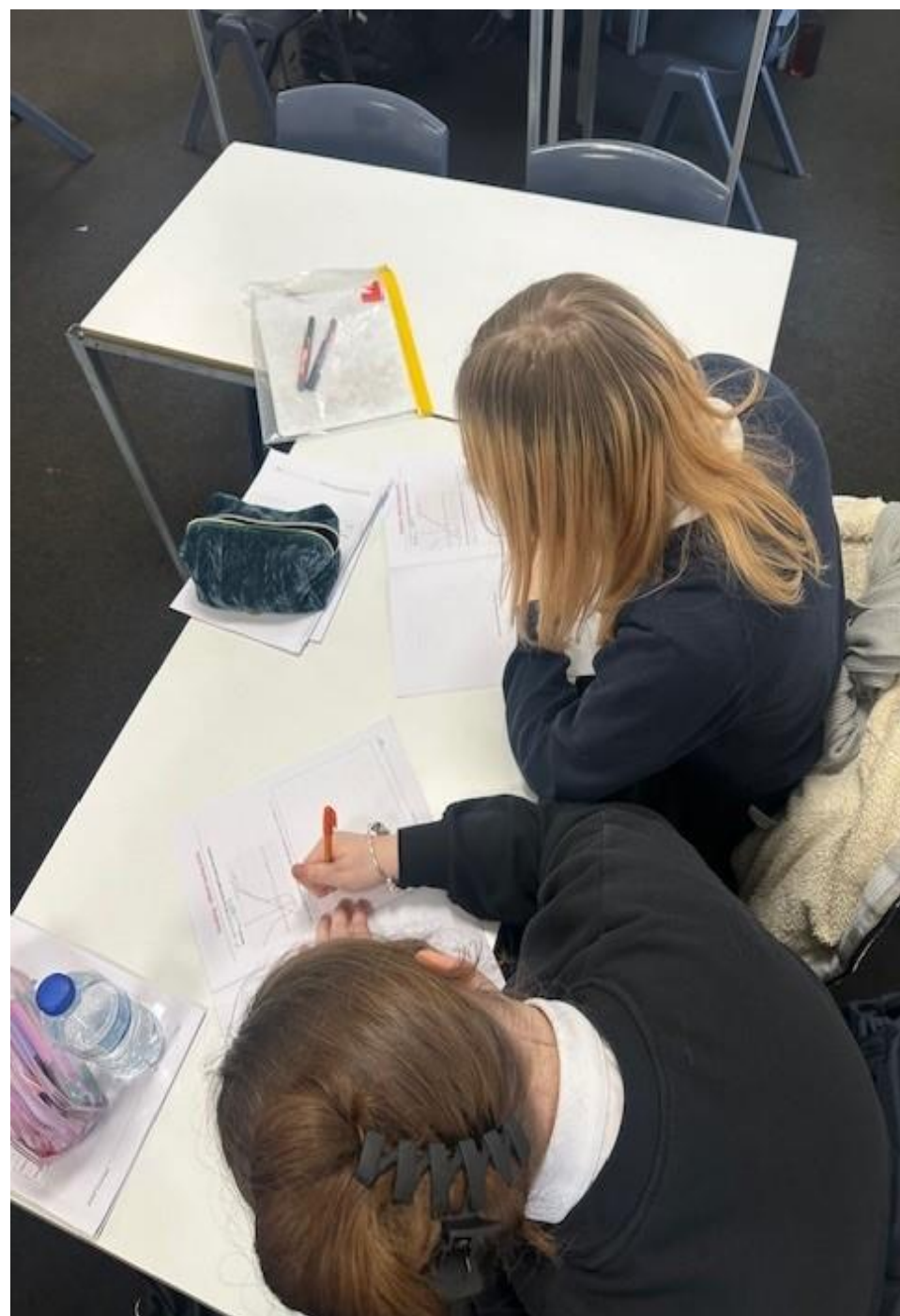


Well, done to  
all involved!

Some of our Higher-tier Year 11 students have been taking part in the Higher-Level Maths Achievement Programme and responded extremely positively to their first study session with MEI.

The focus was on arcs and sectors, higher-level percentages and iteration, beginning with fluency before moving into deeper problem-solving.

It was fantastic to see such high levels of aspiration and effort in the room, with clear progress made by all students.



# Sport at Appleton



## Year 8 Mental Fitness Workshops with the Yorkshire Cricket Foundation

This half term, our Year 8 students had the fantastic opportunity to take part in a one-hour **mental fitness workshop** delivered by the **Yorkshire Cricket Foundation** in partnership with **Ahead of the Game**.

These workshops are part of a fully funded programme offered to Year 8 pupils across Bradford and the surrounding areas, with the aim of supporting and strengthening young people's mental wellbeing.

The session encouraged students to explore what "mental fitness" really means—recognising the importance of looking after the mind just as much as the body. Through interactive activities and open discussion, students learned practical strategies for managing stress, building resilience, supporting peers, and understanding the importance of talking about emotions. Workshops like this provide a safe, engaging, and positive space for students to reflect, learn and develop confidence in seeking support when they need it.

We are proud of how maturely our Year 8s engaged with the session, and we look forward to continuing our work in promoting positive wellbeing across our school community.

# Duke of Edinburgh's Award



## Duke of Edinburgh's Award – Bronze Volunteering at Harewood Estate

Our Bronze Year 9 students have been working hard on their volunteer section this half term. Students have been visiting Harewood Estate in North Leeds to complete their volunteering. The Estate has a nationally recognised conservation programme which students have been helping with. Students have worked on projects that have involved habitat management through the creation of dead hedges. This involved collecting dead wood from the woodland floor, creating posts in the ground and then filling the hedge with dead wood. Students worked in their expedition group to complete sections of the wall and overall created approximately 30 meters of hedge. Students also worked on a forestry project which involved planting over 400 native trees. This will lead to the creation of new habitats and improve biodiversity. It also creates shelter belts and helps with absorbing carbon dioxide.

Farming is key part of the estate; students had some wonderful opportunities to see the Red and Fallow deer up close at they visited the Deer Park. Students also got to see and learn about native breeds such as the Highland Cows, Hebridean sheep and the Oxford and Sandy pigs.

Once students have completed their volunteer, physical and skills sections they will be moving on to their expedition section. This is planned for the first week of the Easter holidays and the route will take students through Harewood Estate on day 1.



# Outdoor Adventurous Activities

## Year 7 and 9 Climbing Club

**Year 7 Climbing Club** - We have had fantastic interest in this half-term's climbing club for Year 7. Having had a go at climbing on the Appleton Climbing Wall during PE, students have signed up and had a go at challenging themselves further. The skill level and confidence of the Year 7's has markedly increased with some students able to climb the very steepest and toughest climbs on offer. Alongside vertical climbing, the group have worked on their climbing movement skills through games and competitions and have become more confident at using specialist climbing equipment. Regular attendees will be invited to join an indoor climbing trip to a bouldering venue later in the term.



**Year 8&9 Climbing Club** – The students in this club have built upon their solid climbing foundations from last term and have focused their attentions on more technical skills around climbing. Students have been working on their belaying skills and tying into the rope alongside fitting their own safety equipment and using appropriate climbing vocabulary. These skills are essential when independently visiting other climbing walls and the group are well on their way to becoming competent climbers. The club will also have a linked climbing trip later in the year.



## BRADFORD DIGITAL CREATIVES

### Year 8 Get Creative with Impact Gamers!

Throughout January and February, a group of our Year 8 students have been taking part in an exciting games design workshop run by *Impact Gamers*.

Impact Gamers is a community interest company dedicated to inspiring young people to move beyond simply playing games and instead become **games makers**. As they say:

**“Making a game is a mixture of art, maths and dreams. We want young people to express ideas, draw out emotions and create fun social games that can be shared.”**

These workshops have been delivered through the **Bradford Digital Creatives** programme, which the academy has proudly been involved with for the past two years. Bradford Digital Creatives empowers young people to share their stories through digital art forms such as 360-video, gaming, and audio. The programme aims to build digital skills, boost mental wellbeing, increase cultural participation, and prepare teenagers for future creative careers, supporting both the **Bradford 2025 UK City of Culture** vision and the **Born in Bradford: Age of Wonder** study.

During the sessions, our Year 8s have embraced the creative and technical challenges of game development, designing characters, building levels, problem-solving, and bringing their ideas to life through coding.

It's been inspiring to see their creativity and confidence grow, and we look forward to sharing some of their finished games soon!

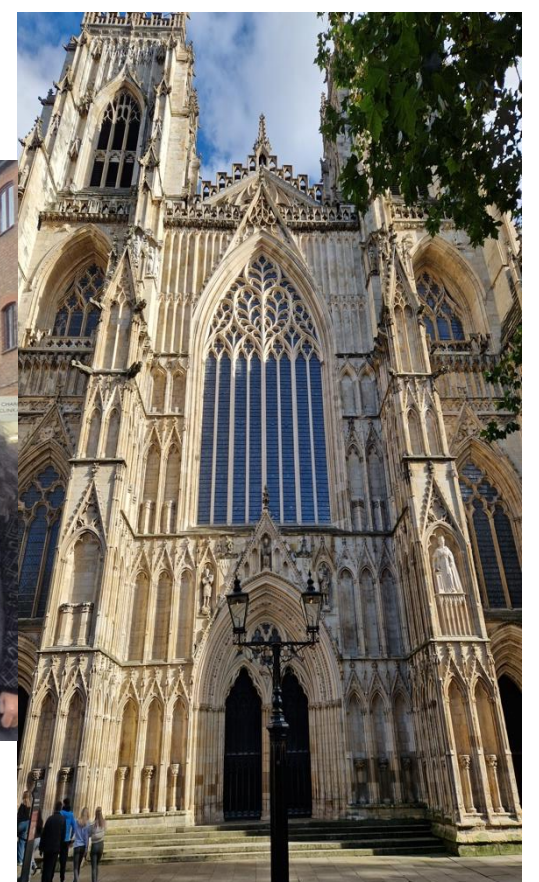
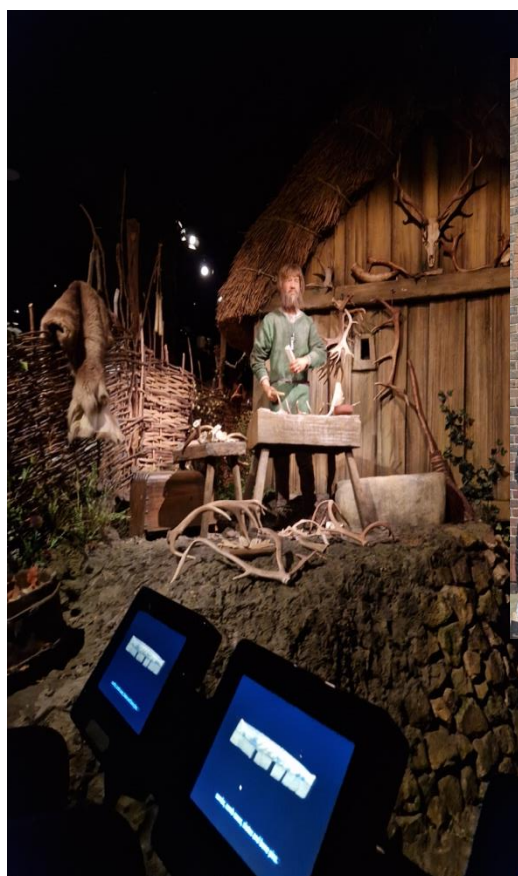


*Together with our community, we can achieve extraordinary things.*



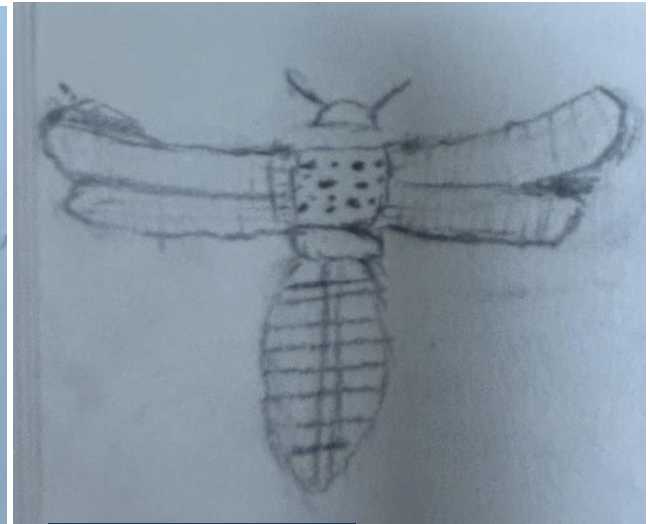
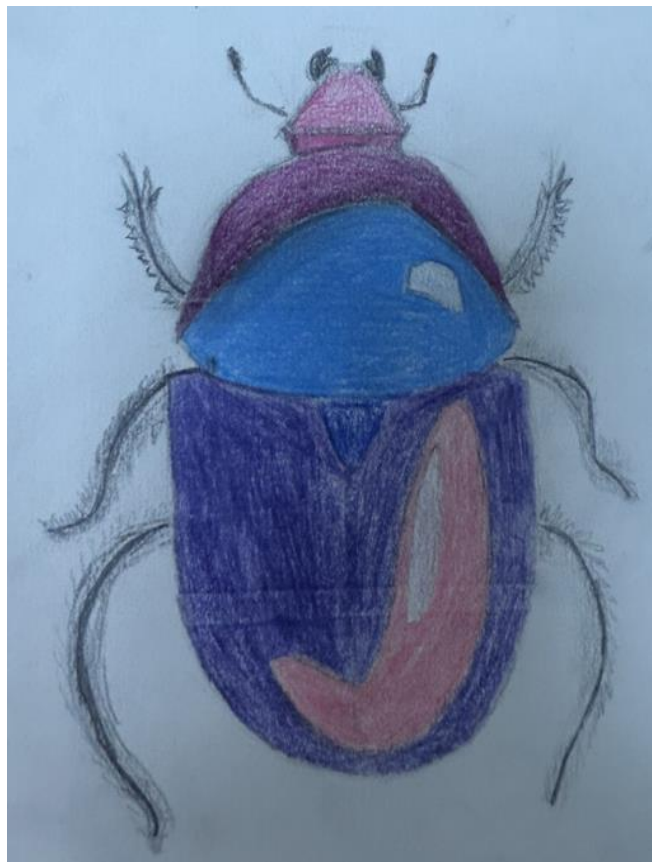
February 2026

**The Scholars programme at Appleton Academy provides opportunities for stretching and challenging the most able with a variety of experiences to prepare them with the skills and confidence required to succeed in the very best universities or higher-level apprenticeships.**



This term The Scholar's Programme took Year 10 on a trip to York. We then went to the Jorvik Centre where they were transported into the world of York in the Viking era. Through talks with experts who work there and taking part in the immersive ride, they were able to see how far we have come and what life was like for the Viking's. We had some autonomy time to explore York and see all the architecture and interesting things the city has to offer. The students had booklets to complete with challenges and filled with fun facts and games. The students were able to explore a city they may never have been before and explore the opportunities it has to offer.

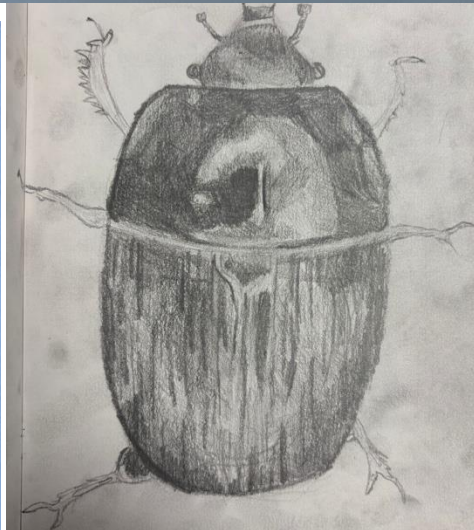
## Year 7 Art



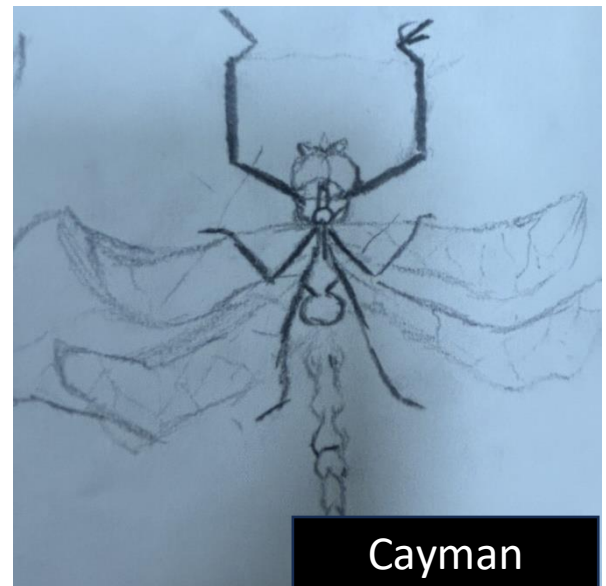
Ndipnu



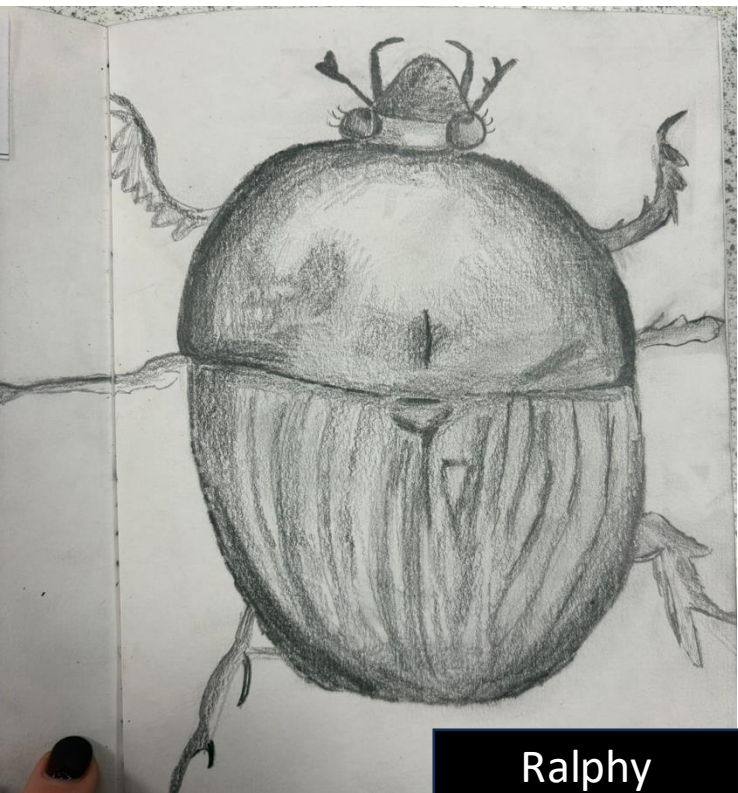
Panyawee



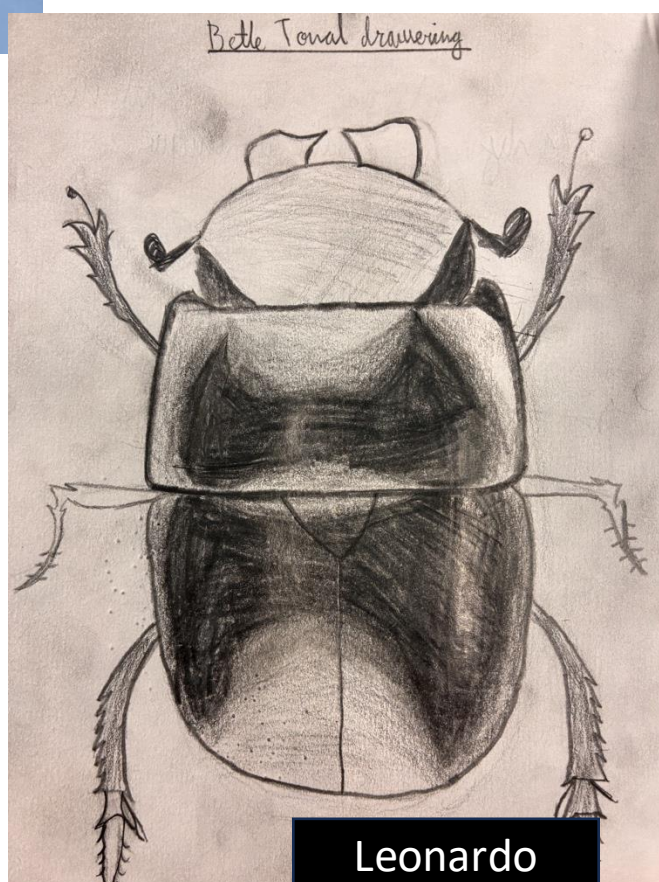
Ralphy N



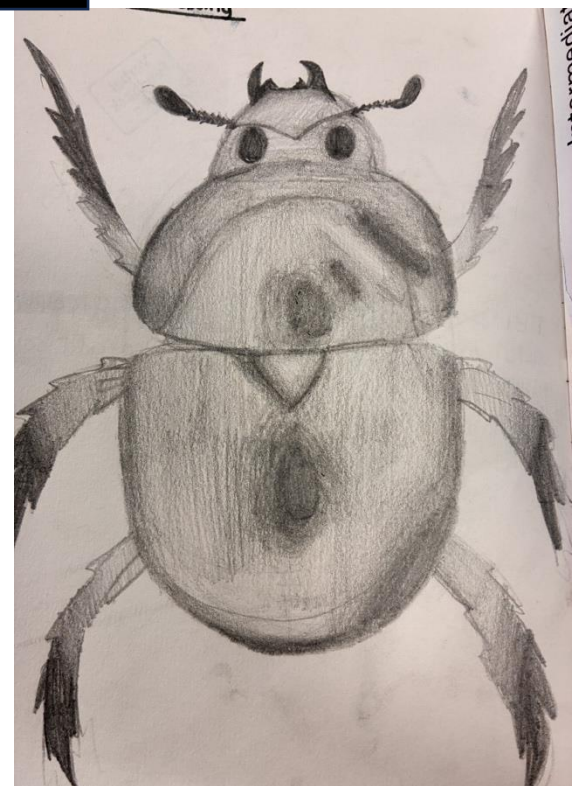
Cayman



Ralphy



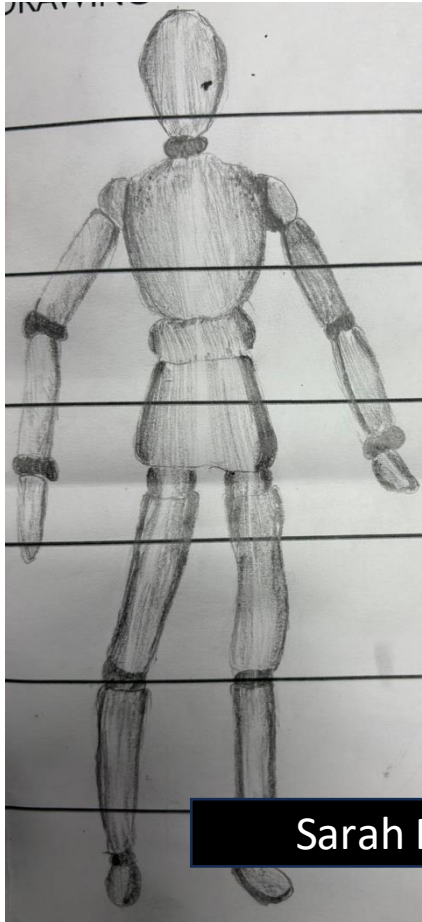
Leonardo



Layna

Year 7 have started this term with looking at the theme of insects. The focus of this topic is to look at proportion and explore drawing using a variety of technique and using the formal elements.

## Year 8 Art



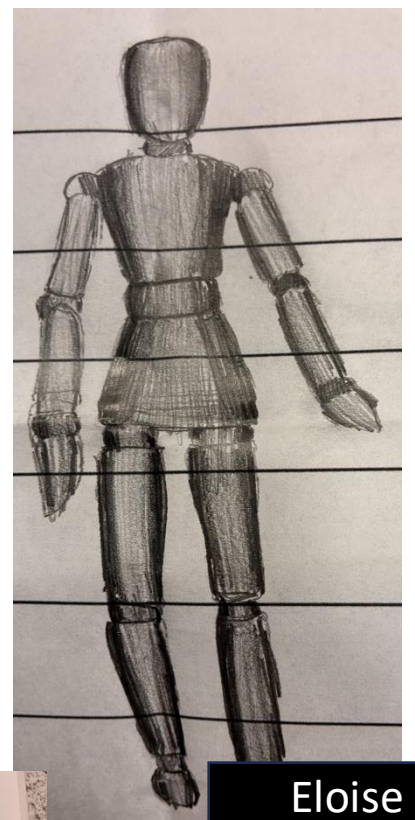
Sarah F



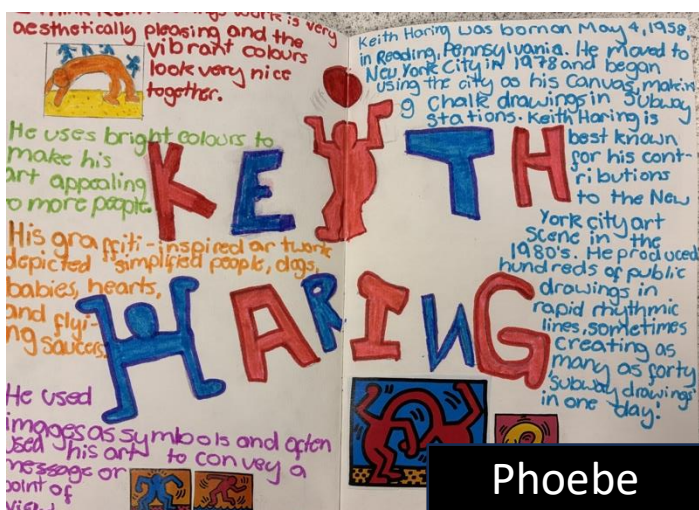
Dalton



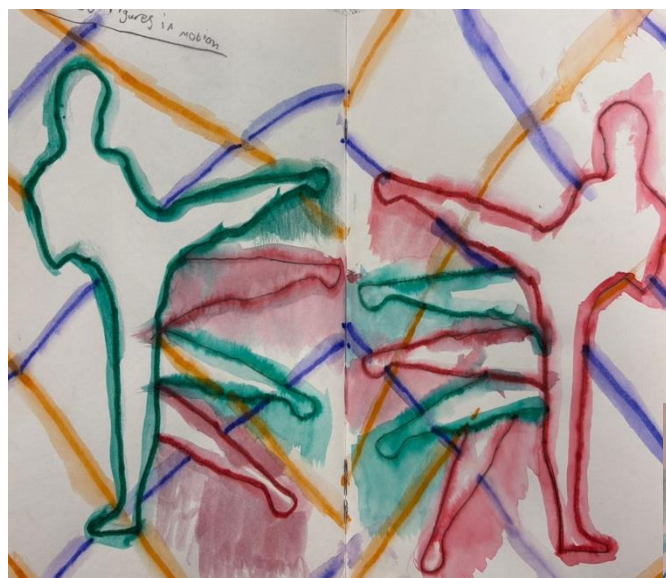
Demie



Eloise



Phoebe



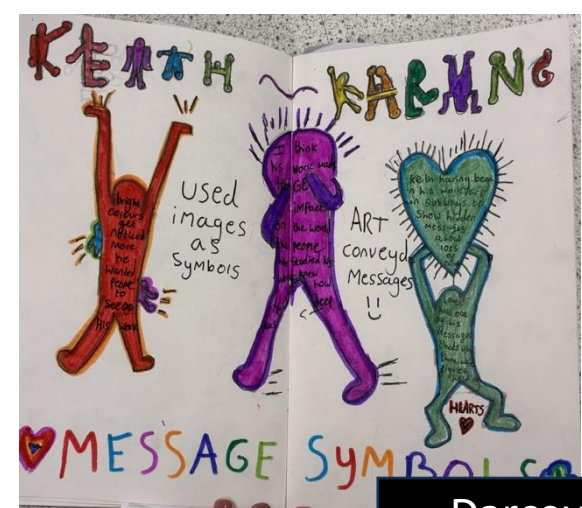
Emeli K



Ilia



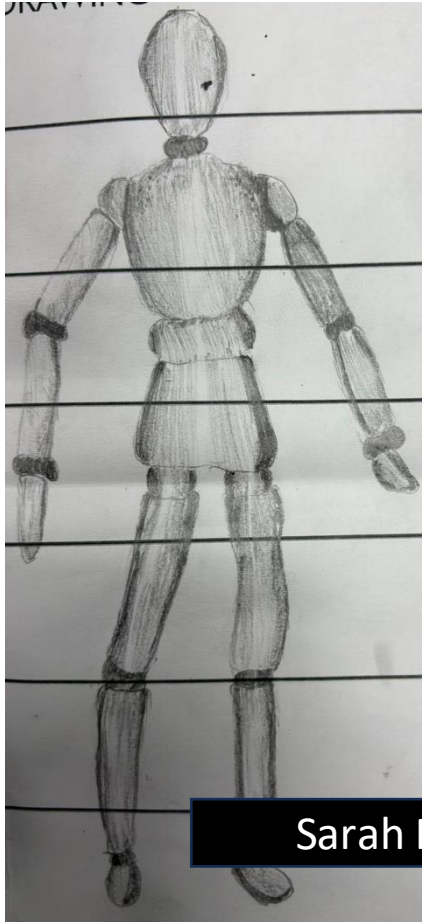
Aleks K



Darcey

Year 8 have started this term with looking at the theme of figures. The focus of this topic is to explore how different media can create movement within an image and also to enhance their proportion work from year 7.

## Year 8 Art



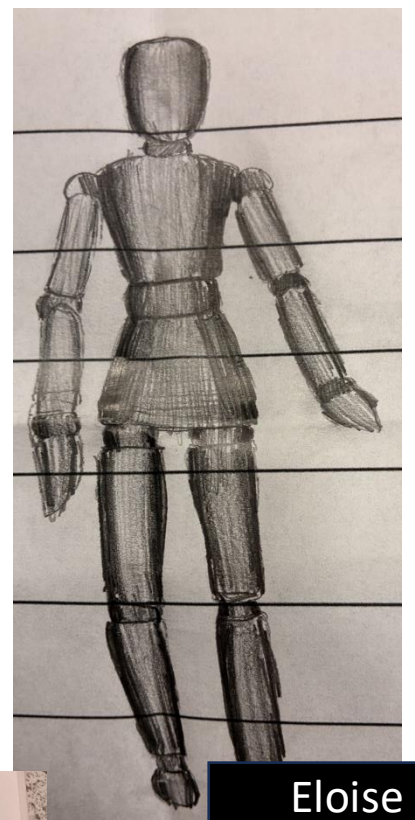
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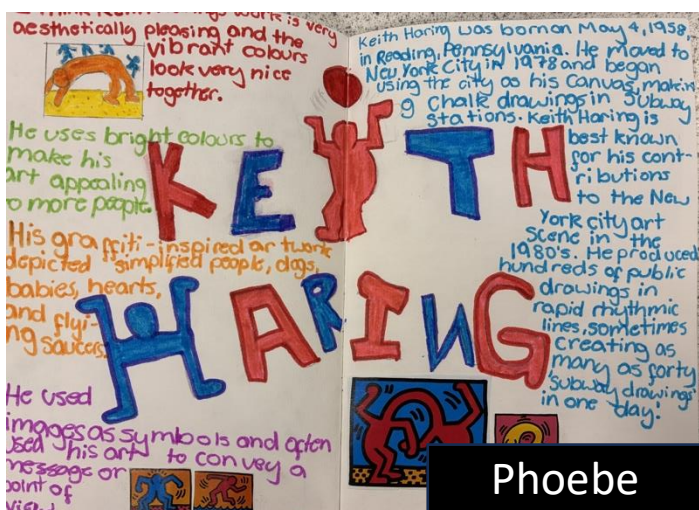
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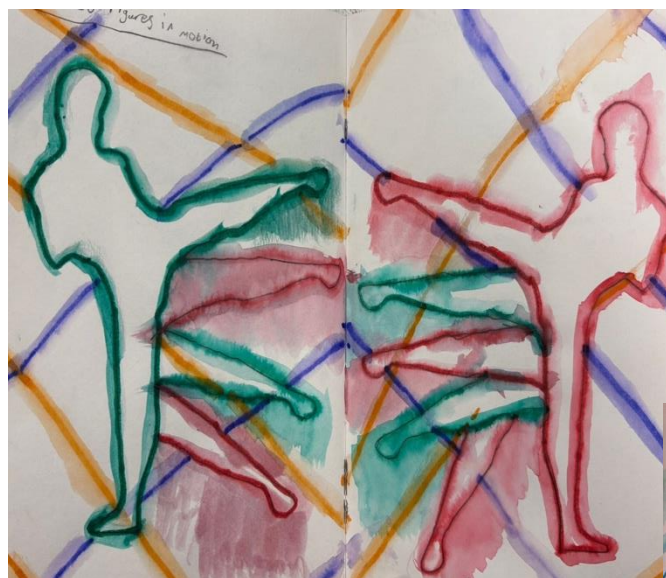
Demie



Eloise



Phoebe



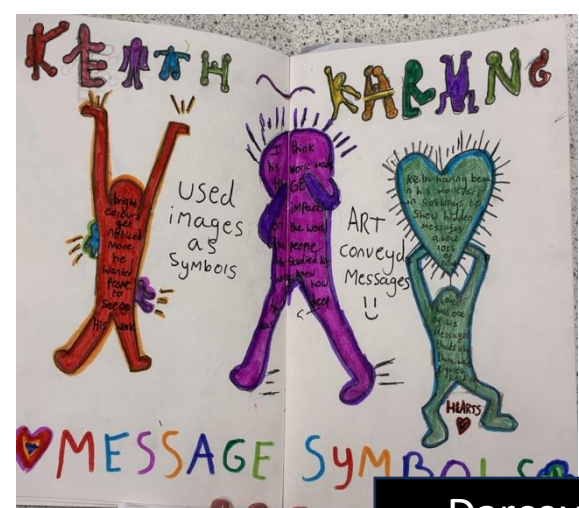
Emeli K



Ilia



Aleks K

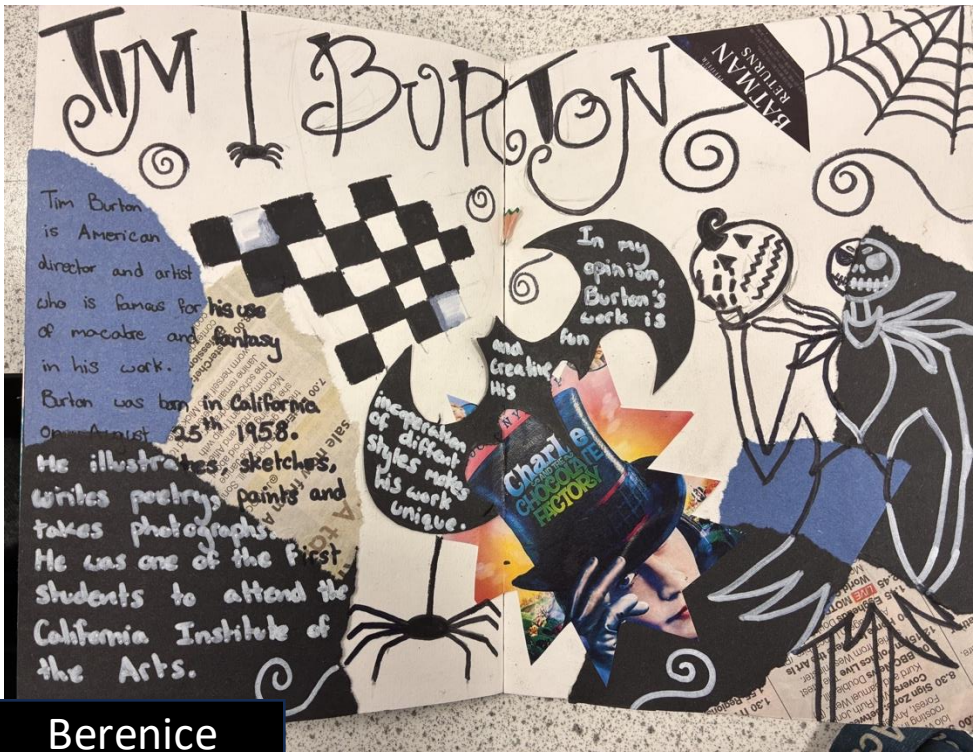


Darcey

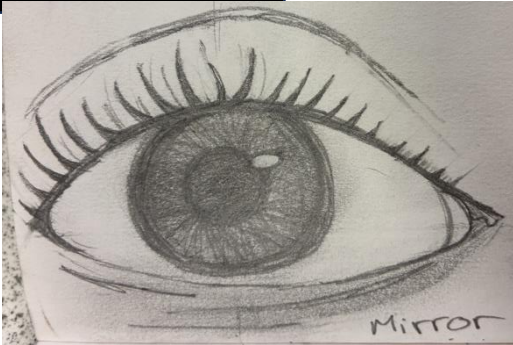
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Year 9 Art

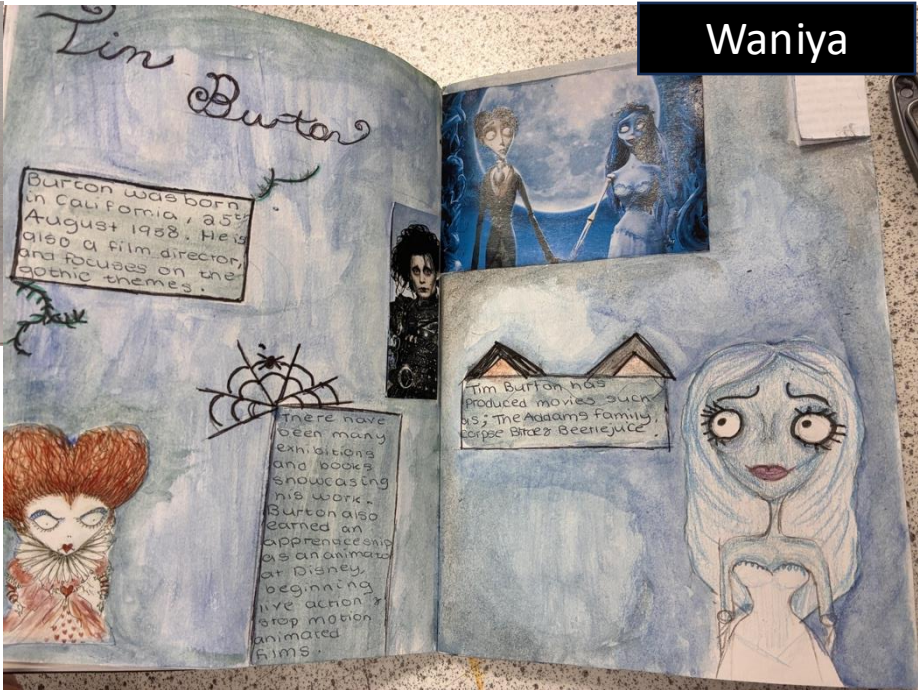
Grace



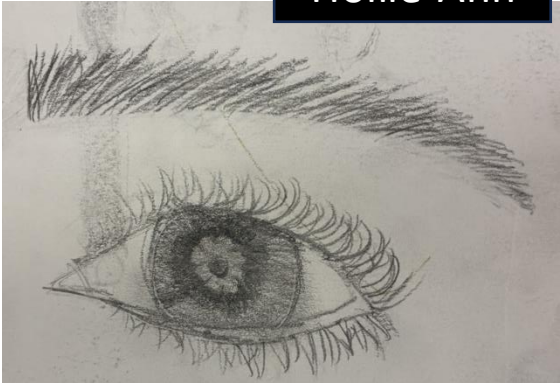
Berenice



Waniya



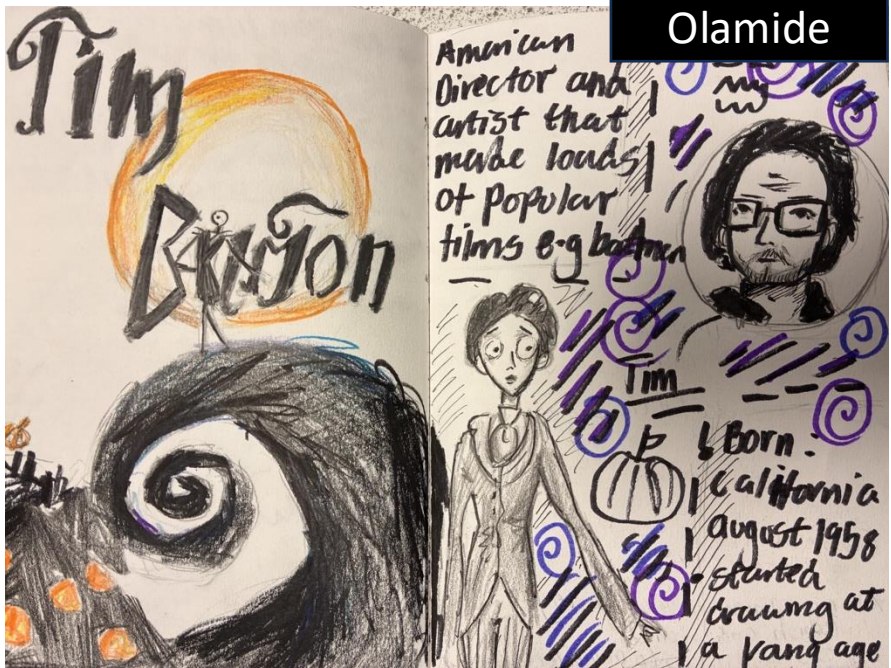
Hollie-Ann



Kacii-Leigh



Olamide

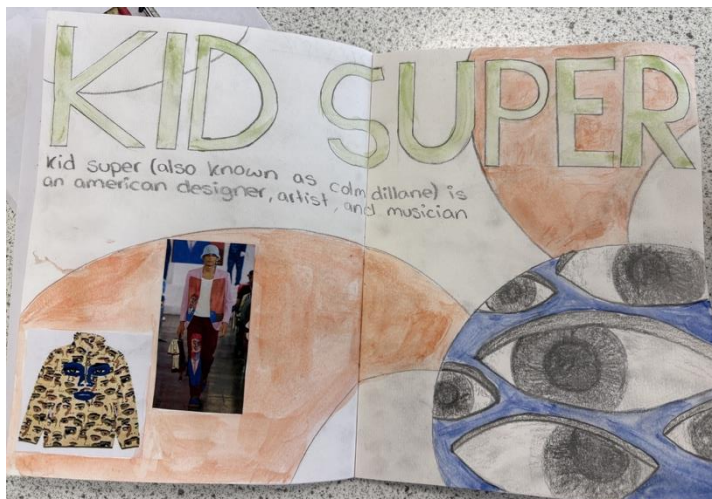
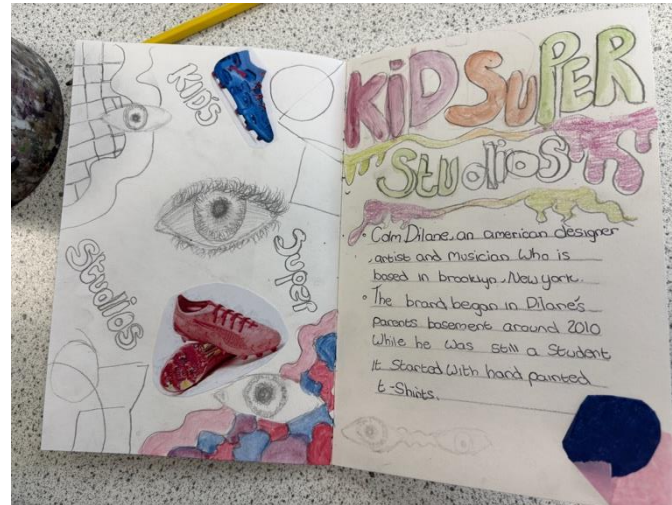


Corey



Year 9 have started this term with looking at portraiture. They have looked at drawing of features on the face such as eyes and then looked at Tim Burton and created their own artist research pages.

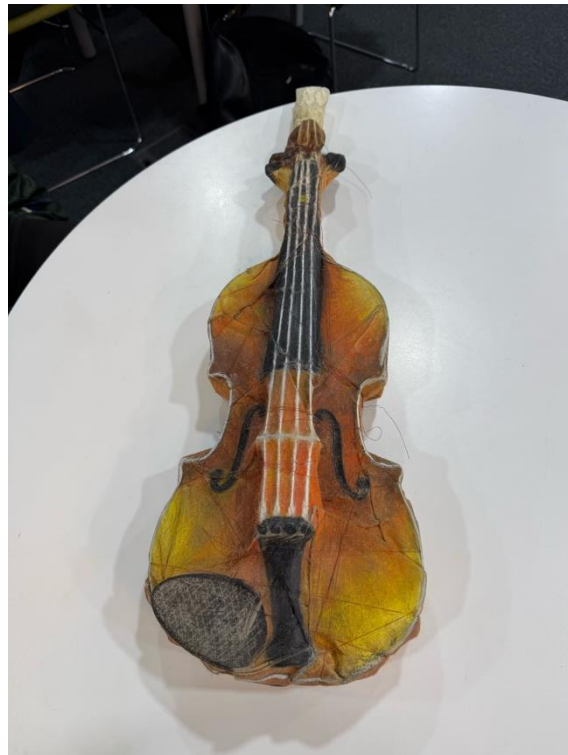
## Year 9 Textiles



Y9 Textiles. Mark Making experimentation. Students were exploring rhythmic mark making to experiment with scale, pattern and texture. Mark making will form the surface design for the shorts they will be making during the project

# Art at Appleton

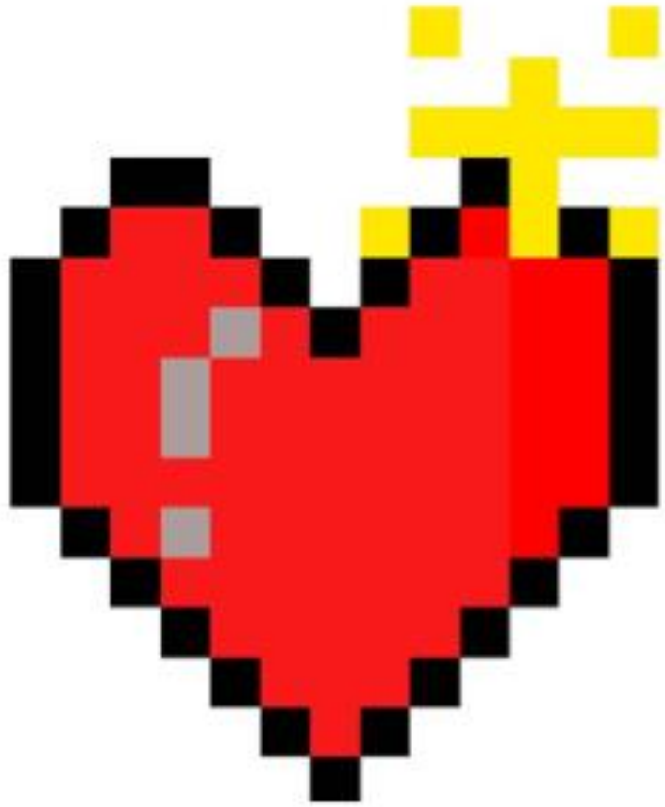
## Year 10 Artist visit to Appleton



Jeffrey Andrews is a local artist who works out of Dean Clough Mill in Halifax. He studied at the Slade School of Fine Art, London and is a practising artist, producing exhibitions of sculpture, photography, site-specific installations and public art works, in various galleries and community spaces. He visited Appleton to work with Y10 art and design students to explore a range of techniques to push their experimentation in art.



## Computer graphics Valentines competition



Oscar Stuart Craven



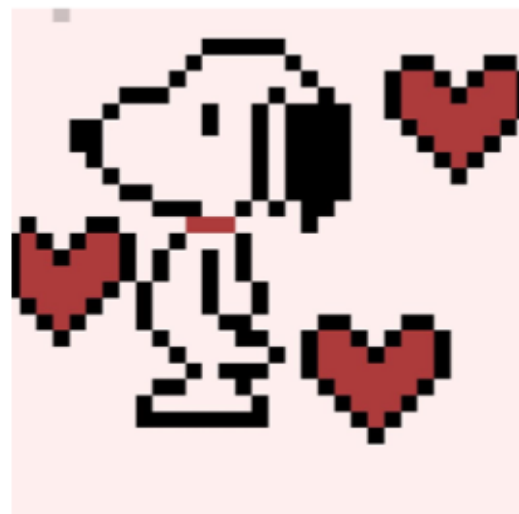
Ella Webb



Ellie Sharman



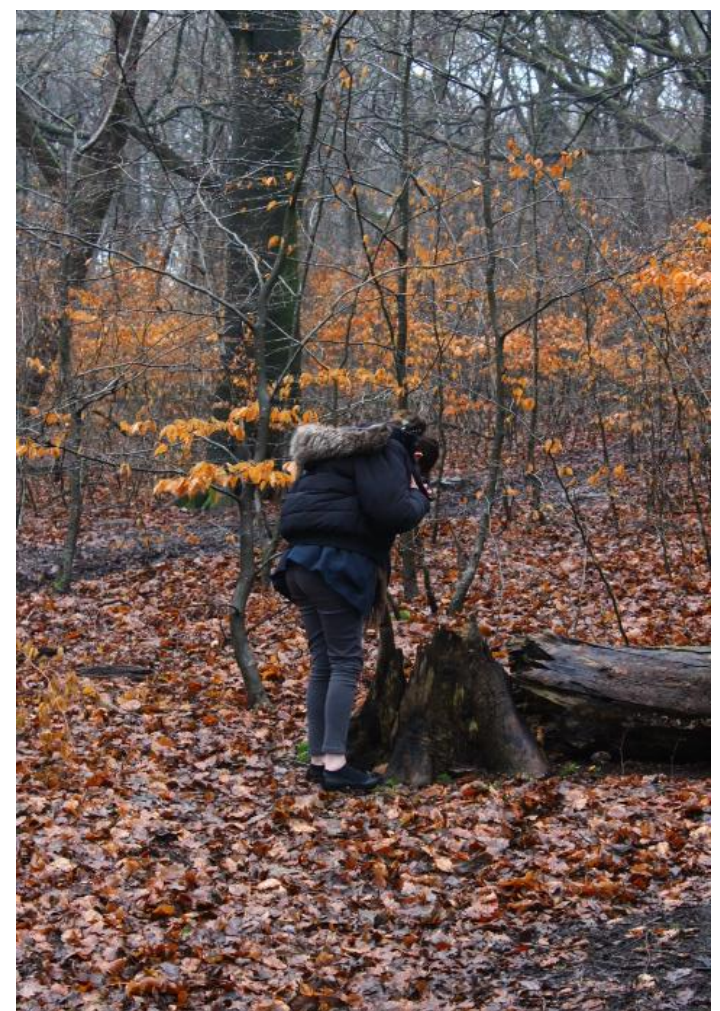
Nicola Troper



Iris Gledhill

Students used computer graphics programmes to create pixelated art pieces.

## Y11 Photography



Y11 photography students went out into the wild to take photographs in nature as part of preparation for their practical examination.

## 10 Top Tips for Parents and Educators

# SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

### 1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

### 2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

### 3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

### 4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

### 5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

### 6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

### 7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

### 8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

### 9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

### 10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College



# Peerscroller

BY yipiyap

**Meet your child's new role model.  
In class. In app. And all in two minutes' time.**

Nobody does curiosity quite like teenagers - but we know they don't always get their info from the right source.

That's where Peerscroller comes in.

## How does Peerscroller work?

Peerscroller puts **essential life skills** into **bitesized TikTok-style videos** - all delivered by relatable role models close in age to the user.

It looks and feels like social media - but all our videos are **made and fact-checked by Yipiyap** to address key topics, from relationships and digital wellbeing to career planning and financial literacy.

And because our peer tutors speak your child's language, you can be confident they've got a **trustworthy source of knowledge**, in an **accessible and engaging** format.



## How can you use Peerscroller?

**Students, parents and carers** all get access to Peerscroller - so you can find videos to support your child and start important conversations.

**Download the app now** from the App Store or Play Store to get started. Just enter your school or college's **unique 6-digit code** or **scan your QR code** in app to **create your account**.

And **teachers** can access Peerscroller in their **lessons and form time** - so learning continues in and out of the classroom.

**Happy scrolling!**



Find out more at  
**peerscroller.com**



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**App Store**

# You could train to teach at this school



Contact Exceed SCITT for more info on:

**07717 312530**



| [www.exceedscitt.co.uk](http://www.exceedscitt.co.uk)



## Are you passionate about shaping young minds and making a difference in education?

Our school, in partnership with Exceed SCITT, offers an exceptional opportunity for aspiring teachers to train and gain Qualified Teacher Status (QTS). You would also achieve a Postgraduate Certificate in Education (PGCE) at the end of the programme.

There are lots of ways you could train with us and Exceed SCITT, including part-time options and the Teacher Apprenticeship. We will support you to become a great teacher, so what are you waiting for?

### Entry Requirements

#### Primary

A first degree (normally 2:2 or above).

GCSE Grade C (4) or above in **English, Maths, and Science** or equivalent

#### Secondary

A first degree in the subject applied for (normally 2:2 or above).

If not subject-specific: at least 50% relevant modules + ideally an A-Level at Grade C or above.

Degrees older than 5 years may require a **Subject Knowledge Enhancement (SKE)**.

GCSE Grade C (4) or above in **English and Maths** or equivalent

**Interested in finding out more? Then visit our website:** [www.exceedscitt.co.uk](http://www.exceedscitt.co.uk)

**Email:** [exceed.scitt@exceedacademiestrust.co.uk](mailto:exceed.scitt@exceedacademiestrust.co.uk)

**Telephone:** 01274 622002 / 07717 312 530

**Start your teaching journey with us and inspire the next generation!**



We would love to hear from former students and hope to be able to work with them, in the capacity of volunteer, mentor and/or inspirational speakers. If you are a former student and would like to be contacted about the possibility of working with us, please complete the form on the link below or alternatively contact [info@appletonacademy.co.uk](mailto:info@appletonacademy.co.uk) and state alumnae in the subject.

<https://forms.office.com/e/uxFvJNr54E>

