

HEADMASTER'S WELCOME

It was a pleasure to see so many current and former parents, pupils, and colleagues, at the Stokesley Show last weekend. A number of pupils were involved with entries into the various competitions and different elements of the show - congratulations to Harry for his winning entries, detailed below. It was lovely to meet many parents and families interested in finding out more about our wonderful school; we look forward to welcoming some of them to Open Morning this weekend. I am grateful to so many pupils for volunteering their time to be here to represent the School.

Last night we hosted the Tees Valley Business Club in the PAA and I was struck - as were all those who attended - by the confidence with which our students James, Harvey and Sophie presented on the topic of Finance, Accountancy, Management and Economics. They fitted right in alongside representatives from the Treasury, the Bank of England and Miss Rhodes in a fascinating panel discussion.

The opportunities students get to enrich and broaden their understanding and to grow their enthusiasm for this area of study and future careers are varied and hugely

impressive. Many are regular features in the Newsletter, including this week, and their value was clear in supporting students to gain confidence and valuable skills, also shown by Oscar and Amelie who provided outstanding musical accompaniment at the beginning of the evening.

House Drama looms large, with the performance next Thursday filling up - please get your tickets to enjoy a lively, fun and enormously entertaining evening of drama conceived, performed, directed, and produced by pupils and students working creatively together to bring the very best out of each other. I can't wait!

There is news of sporting triumph for our U14 girls who have been crowned

County Champions - well done all. We also celebrated a notable win for the 1st XI against RGS Newcastle this week, and there are reports of more success in netball, hockey and rugby within. Well done to all pupils for their enthusiasm and commitment.

Read on to find out more about a range of exciting events and activities, including exciting news of recognition and an award for our Geography Department, a Medical Debate, a new student Politics Podcast, the outdoor climbing trip, a visit to the Yorkshire Sculpture Park, politics society, pupil creative writing, and a call to parents involved in careers relating to Computer Science to be involved in a forthcoming event.

Dr Huw Williams



Fourth Year art pupils visit the Yorkshire Sculpture Park

YARM AWARDED THE GEOGRAPHY QUALITY MARK

Yarm School has been awarded the Secondary Geography Quality Mark (SGQM) with Centre of Excellence status in Fieldwork from the Geographical Association!

The Geography Quality Mark is a prestigious award which recognises and promotes quality and progress in geography leadership, curriculum development and learning and teaching in schools. Yarm is one of only 11 schools globally that achieved the award in 2024 and the only school in the North East to achieve the highest level of this award.

There are three routes for applying as a Centre of Excellence and our Geography Department focused on the quality of fieldwork experiences in school.

We are delighted to be awarded Centre of Excellence recognising the hard work of the Department and Geography pupils. The application process is rigorous and everyone in the Department worked together to reflect on the teaching and learning opportunities through fieldwork, and on striving to continuously improve our offering to enhance pupils' learning experiences.

The Moderation Team from the Geographical Association commented: "The excellent results achieved at GCSE and A Level are a testament to the department's

dedication and effectiveness. Moreover, your curriculum is packed full of innovative, challenging, and topical geography, taking your students on an exploration of the earth that is filled with wonder and fascination. Your philosophy and vision are clear and your drive to improve the quality of geography teaching is constantly being realised."

"We were most impressed by your ambitious approach to high-quality fieldwork and the ways in which you have integrated fieldwork into your curriculum. You offer a wide range of diverse fieldwork opportunities, both on and off site. Your outstanding fieldwork considers all stages of the enquiry process, provides a 'real-world' opportunity for your students to develop and extend their geographical thinking and adds value to their classroom experiences. It obviously makes a significant contribution to your students' intellectual development, and it also contributes to effective learning, including aspects such as responding, valuing, and organising."



A selection of photos from some amazing Geography trips and fieldwork

REFLECTING ON THE HOLOCAUST, MUSEUMS AND PUBLIC MEMORY



Friday's Politics Society gathering saw an extended group of students come together, including Politics and History students. But also, in a new innovation, linking with Politics students from Eggescliffe School. Gathering for a similar timed lunchtime slot, all students beamed in to listen to the hugely popular and prolific online and in-person authority on the Holocaust that is Dr Waitman Wade Beorn.

Dr Beorn delivered a fascinating talk exploring the way in which history has been dealing with the Holocaust. He began by exploring the nature of memory, how it works, how it is shaped and negotiated, before moving on to discuss the nature of museums. Our guest was previously the Director of the Virginia Holocaust Museum in Richmond, VA, so could speak first hand about the challenges and arguments made by museums in their competing duties to educate, remember, and conserve. He compared the differing perspectives of museums in various countries to remembering the Holocaust when those nations are

liberating nations (UK, USA), perpetrator nations (Germany), or victim nations (Israel). This was intriguingly contrasted with the approaches of the Soviet Union to the Holocaust, choosing to ignore 'ethnicity' and instead see the victims through the prism of class struggle.

A final section focused on Dr Beorn's latest research project centred around the former concentration camp of Janowska in Lviv, Ukraine. The area is now a prison and largely rebuilt. Using his own self-taught skills and software derived from computer game programming Dr Beorn has created a digital visualisation of the camp, built from historical records and photographs, allowing a viewer to virtually visit all areas of the original camp.

A period of time was spent exploring a range of intriguing questions before the bell summoned all back to the routine, albeit filled with a new set of thoughts for exploring history and public memory.

Mr S Edwards

ECONBUS SOC: FOOD FOR THOUGHT



Economics past, present and future were explored in a truly riveting presentation by James Muir. He took us back to ancient Greece, and then onwards to 18th Century Scotland as he considered how Economics has changed over time. Before taking his lead from Kate Raworth's Doughnut Economics to explore how the world arguably needs to evolve, along with Economic thinking, for us to have any hope of solving the basic economic problem, with any measure of success, in the 21st Century and beyond.

A fascinating, well researched and thought provoking talk was attended by a large audience of enthusiastic and open minded Econ, Bus and beyond students.

Thank you to James for challenging us all on a Thursday lunchtime and to all who are supporting the Society.

Next week we'll hear about the secrets of marketing...

Miss CE Rhodes

POLITICS STUDENT ENJOY MASTERCLASS WITH DIRECTOR OF THE THE CONSTITUTION SOCIETY & BARONESS DRAKE

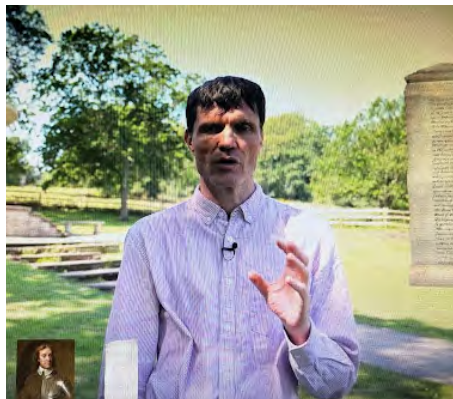
Most typically sessions of the Politics Society seek to take the students beyond the syllabus, enriching them in all manner of peripheral subject matter. This week a group of the students took on a topic that is at the heart of their study, namely the UK constitution.

In a remote session from the classroom students heard from Professor Andrew Blick, Director of the [Constitution Society](#), based at King's College, London. The presentation addressed the historical sweep of developments from the thirteenth century, with the speaker based in Runnymede, the site of Magna Carta, where arguably our UK constitutional story begins. In line with the remit of the Constitution Society Prof. Blick then moved into the realm of constitutional reform, including the impact of devolution, the European Convention on Human Rights and its associated Human Rights Act (1998).

The session then moved to a discussion with [Baroness Drake](#) who chaired the House of Lords Constitution Committee. She took a range of questions on the role of the committee in its role in exploring constitutional implications of government proposed legislation. A

Q&A session then followed investigating a range of themes including the current protection for rights and liberties in the UK, as well as the constitutional challenges involved in moving away from a constitutional monarchy. A further question explored the fascinating topic of the implications of the introduction of citizen assemblies. It was an intriguing session of very immediate relevance and interest to the students.

Mr S Edwards



Professor Andrew Blick



Baroness Drake

YARM HOSTS TEES VALLEY BUSINESS CLUB



We were delighted to host Tees Valley Business Club this week. Talented vocalist, Oscar, and saxophonist, Amelie, welcomed visitors to the atrium, where they enjoyed refreshments from the Sodexo team.

The FAME (Finance, Accounting, Management and Economics) focused event included presentations from Sixth Form students Harvey Qin, Sophie Jewitt and James Muir. Their presentation was followed by a panel discussion with Gareth Harrison - Bank of England, Matthew Taylor - HM Treasury, Miss CE Rhodes - Head of Economics and Business and Assistant Head of Careers here at Yarm, and Graham Robb - Recognition PR.

Congratulations and thank you to Harvey, Sophie and James (and Miss Rhodes!) on their contributions to a fascinating and well-received evening.

HEAD BOY HEADS BACK!



In our second FAME Working Lunch of the "season" we were delighted to welcome back former Head Boy William-Henry Guthrie, all the way from the USA. Now a Finance and Tech Consultant, Will left Yarm in 2013 and studied Physics at Leeds University. A year abroad as part of his studies gave him a taste for travel, but he began his career in London on PwC's graduate programme. Having completed projects across the globe Will has now seized the opportunity to move abroad and he and his wife (another former pupil) now live and

work in Houston, Texas and are just back in the UK for a family celebration.

Will gave a fabulous presentation describing his career path thus far, explaining what consultancy really involves, offering advice to his younger self and reassuring the Sixth Form that not everyone knows exactly what they want to be at 16 / 17 years of age. An inspiring talk led to a profusion of questions from Miss Rhodes and the large assembled audience.

We are really grateful to Will for having offered to come and share his words of wisdom, and we wish him continued success with his career and happiness in his other new role as a father!

Miss C E Rhodes

MED DEN SOC



Today in MedDen, we picked up from last week's debate on "Should the NHS be privatised?". The discussion quickly became heated, with strong arguments from both sides. Each debater spoke with confidence and passion, but in the end, the opposition emerged victorious. This debate challenged us to think critically about the future of healthcare and our role in shaping it. Join us for our next session on Thursday at 1:00pm. See you there!

Naeha Rajaram, Upper Sixth

PITCH PERFECT

The Yarm Apprentices have had a busy week, for as well as developing their Yarm mocktails, they have also undergone training in pitching!

We were delighted to once again welcome Mr Andrew Richardson from Darlington Building Society who delivered a superb training session for the teams, which was designed to help them perform effectively in the Board Room when delivering their product proposals next week

Mr Richardson's slides took them through his 5 point plan and particularly

emphasised the importance of preparation, effective resources and audience engagement. Mr Richardson also reiterated that the techniques he covered were not just relevant for YA, but also for both academic and employment based presentations in the future.

We are very grateful to Mr Richardson and DBS for being so generous with their time and so supportive of our FAME students.

Miss C E Rhodes





HOUSE DRAMA



**JOIN
US!**

**THURSDAY 3RD OCTOBER,
6:30PM**

**GET YOUR
TICKETS**

**THE PRINCESS
ALEXANDRA
AUDITORIUM**

The Box Office
www.thepaaonline.org
Adult £5, Children £1,
Yarm pupils & Staff FREE

**AIDAN:
SHREK**

**BEDE:
THE LORAX**

**CUTHBERT:
HOCUS POCUS**

**OSWALD:
GNOMEO AND
JULIET**



STOKESLEY SHOW SUCCESS

Many congratulations to First Year Harry Hollingsworth who won a number of prizes last weekend at the Stokesley Show. Below is his winning poem entitled 'Mila's World', which focuses on the damage humans have done to the environment.

Ms H Blakemore

Mila's World

In a world where the sky is a sickening grey,
where all the trees just rot away,

in a place no one wants to call home

lived a girl called Mila- all alone...

She longed for the smell to be fresh in the air,

for a clean breeze running through her hair,

For birds to fly up, up high!

For no more plants to wilt and die.

But the world is sick.

What can she do?

Mila decided to look for a clue.

She asked the birds, she asked the trees,

she asked the buzzing bumblebees.

They could not answer why, oh why?

Mila bent down and began to cry.

Harry Hollingsworth, First Year

COMPUTER SCIENCE CAREERS EVENT

A Call for Contributors!



In the second half of this term we are planning a Careers event around the dynamic and ever-expanding field of Computer Science. To this end I would be delighted to hear from members of the wider school community who work in this field and may be interested in contributing to this event. Equally if you know of others beyond the immediate Yarm School community who you feel might be interested in being involved, please feel free to pass on these details. If you have thoughts you would like to share on this, please do email me at se@yarmschool.org.

Mr S Edwards

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FIRST YEAR BRIMHAM ROCKS TRIP

The first Outdoor Education trip for First Years happened last Sunday as a group of ten eager rock climbers headed to Brimham Rocks for a day of scrambling, weaselling, rock climbing and abseiling.

The morning started with some warm ups and squeezes to get a feel for the rock and how we can move better on our feet, as well as the obligatory attempt at the Smartie tube. The group then progressed to the Cyclops area for some roped climbing. Pupils grew in confidence in tying themselves on to the end of the rope using a rethreaded figure of eight, as well as belaying each other as pupils attempted three climbs of varying difficulty.

After lunch the abseil was set up and pupils all had a go at overcoming personal challenges by descending 12 metres successfully.

A great day for the whole group, managing to dodge the forecasted rain, and learning lots of key climbing skills. My thanks to Miss Street and Mr Daker for supporting the trip.

Mr A Mathers



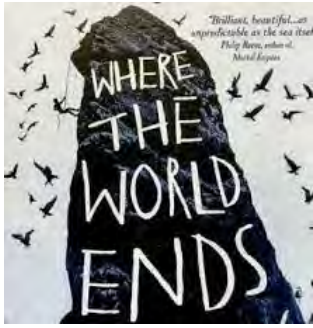
FOURTH YEAR ARTIST VISIT YORKSHIRE SCULPTURE PARK

This year both the 4th Year GCSE Art pupils and A level Art students took part in a new Printmaking Workshop run by a team of artists who work for the Yorkshire Sculpture Park. The artists who led both workshops over the course of two days introduced our Art students to a wide range of sculptures by the British artists Barbara Hepworth, Henry Moore, Elizabeth Frink. We also explored the sculptures of Daniel Arsham, Erwin Wurm and Bharti Kher, before taking part in a silkscreen printing workshop. All of the work produced, both the drawings and silkscreens, will be included in the 4th Year and 6th form coursework portfolios.

Ms E Stebbings



THE POWER OF STORYTELLING



In English this week, 2.5 have explored the power of storytelling in their class novel, 'Where the World Ends' by Gerladine McCaughrean. Inspired by a true story, the novel transports readers to St Kilda in 1727, where a group of fowlers are put ashore on a remote stac to hunt birds. However, several weeks later, the boat never arrives to collect the group and return them to the mainland. Whilst stories play a vital role in helping the group to survive; they also spur conflict between a fanatically religious character and Quill who reels stories of wonder and magic.

To accompany our study and reflections, we decided to set ourselves the challenge of similarly conjuring magical stories about the sea stac that the boys are stranded on. This was all the more challenging as we gave ourselves ten minutes to do so: in the form of a mini saga that is less than 100 words. Here are a few of our efforts that showcase: the marvel of 2.5's storytelling abilities, the power of a ten minute timer, and the scope of one's imagination.

Mrs S Dugdale

The Warrior Stac originated as a section of an ancient civilisation who were highly advanced in technology and philosophy. Over time, the oceans slowly reclaimed the civilisation and only left the coliseum, where great battles were fought and the champion reigned above all. The oceans whittled the coliseum until only a fragment was left - the stac. Rumours state the ghost of the unbeaten champion haunts the stac waiting for a worthy opponent and it stays there beckoning fowlers to fight him. The screams of the dead constantly remind people that they must beat the champion - the King Gannet to escape.

Oliver Xie (Second Year)

The valiant Queen rode strong on her chariot piercing the water and its high seas. But she was called to slay a great evil on the mainland, yet who would protect the vulnerable isles?

Her 10,000 soldiers were commanded to stand guard while she was away so they stood as one mighty soldier lest the Queen never returned. As the centuries rolled by like a barrel of bird feathers, the clothes were ripped off what had become one singular warrior. His flesh froze to stone. To this very day, many think that the caves and nooks are body parts of the warrior.

Charlie Millman (Second Year)

Warrior Stac is one great warrior who protected everyone from harm's way, but one day an evil witch came along and turned him to stone. As the years went by he slowly withered and aged. Now the warrior is keeping us safe, holding us in his pockets, keeping us warm. We all must be thankful for the great warrior who protected our ancestors. Though he cannot move, he is still keeping us safe to this day. He also gives us birds

to eat: to live, without him, we would not be alive. This is the story of a great warrior stac.

Noah Abbas (Second Year)

The story behind warrior stac dates back to the 1300s when never ending wars and fights corrupted the islands of Scotland. The stac now known as Warrior Stac stood bravely on the ferocious sea filled with thousands of soldiers gearing up to take on their enemies. After hours of death and suffering, the vast ocean had had enough. Within minutes, the blue giant, flowing across the world, home to many animals stretched out its arms and swiped up all the remaining soldiers into her depths. The screams and cries of help are heard in the stac to this day. Nikita Suryadevara

The sun had allied a fiery hybrid of a lion and a dragon. It had a shield like crest on its head with spikes erupting from it, and a tail, resembling clouds.

THE POWER OF STORYTELLING (CONT.)

It had a bullet hard bite force. A samurai was challenged to slay the hybrid 'Gouging Fire' on a sea stac. Bribed with gold, the samurai accepted the life threatening challenge, and began his sail. His wooden sailboat was fighting against the waves, yet he still arrived unscathed. He fought valiantly, eventually slaying the beast with a blessed slash, from his father (a warrior) and so naming it 'Warrior Stac'.

Ahmad Raja (Second Year)

Long ago, in a time before people, a time before any complex life; it was the reign of Cronos, the God of time when Rhea was still bearing Zeus.

Cronos, who was getting increasingly paranoid, decided to create a guardian out of stone, chiselled by his sword of gold. This guardian was to protect him if his palace fell to his enemies (his children). Many years passed, and when he was invaded by his children; the guardian flickered to light and made its way to Cronos, but by the time it got there, Cronos had already dealt the same fate as his father, Uranus. In a mixture of rage and sorrow, the guardian waded across the mediterranean sea to the Northern Atlantic. During his travel, it chinked parts of land mass off France, Spain and England, making the islands. It then took refuge in an archipelago, where it is to this day waiting for its master, camouflaged

by the sea and sea birds.

William McGee (Second Year)

Warrior Stac stands isolated and precipitous but it wasn't always like this...

In ancient times, there was a warrior, who defended Scotland from the perilous, great Danes. They would sail West to invade Scotland. Yet, there stood the warrior, colossal and powerful, fending off the men in powerful longboats, protecting his nation and crown. After winning over the invaders in great beards, he rested calmly. His body still remains tall and proud in the form of a stac.

Thomas Ferguson (Second Year)

POLITICS PODCASTING: LAUNCH OF THE 'HOUSE OF COMMENTS'

Following on from a post election podcasting analysis created by Sophie Jewitt and Ava Carter, and in part inspired by an earlier Politics Society session with former pupil David Benyon and his [Political Risk podcast](#), students from the department have decided to embark on an exciting new initiative in the form of a political podcast series. They expect the first episode of 'House of Comments' will be available in the next few weeks, with further episodes released monthly. We

are excited to be able to utilise the recording facilities in the Music School alongside the technical expertise of Mr Andrew McIntyre. Look out for further details in the weeks ahead.

David Benyon was back in touch to recommend a recent episode of his podcast with Savannah Thompson, The Fidelis Partnership's head of political risk and underwriting development - a stimulating feed for that early morning car ride or late evening

run! You can listen to that episode here.

Mr S Edwards



FIFTH YEAR CAREERS GUIDANCE PROGRAMME

This week all members of the Fifth Year were invited to participate in the Morrisby Careers guidance programme. Typically the majority of pupils in the year group avail themselves of this opportunity. The programme consists of around 90 minutes of online psychometric testing. The programme then generates a bespoke report with results focusing on aptitudes in the areas of verbal, numerical, spatial, mechanical and abstract and then continues to assess working style and interests. The reports will then be released to pupils who will hopefully

find time to share these with parents and explore the findings as well as the suggested links for further exploration.

In November the second phase of the process will begin whereby all tested students will prepare some additional notes before an external, professional and independent interviewer, who has already surveyed their report, will engage in a half hour discussion with each pupil. Interview notes with advice for further follow up research will then be shared and can again be accessed by parents. Any parents of pupils in the Fifth Year who have not

yet responded to the letter signing up for the programme may do so by [following this link](#).

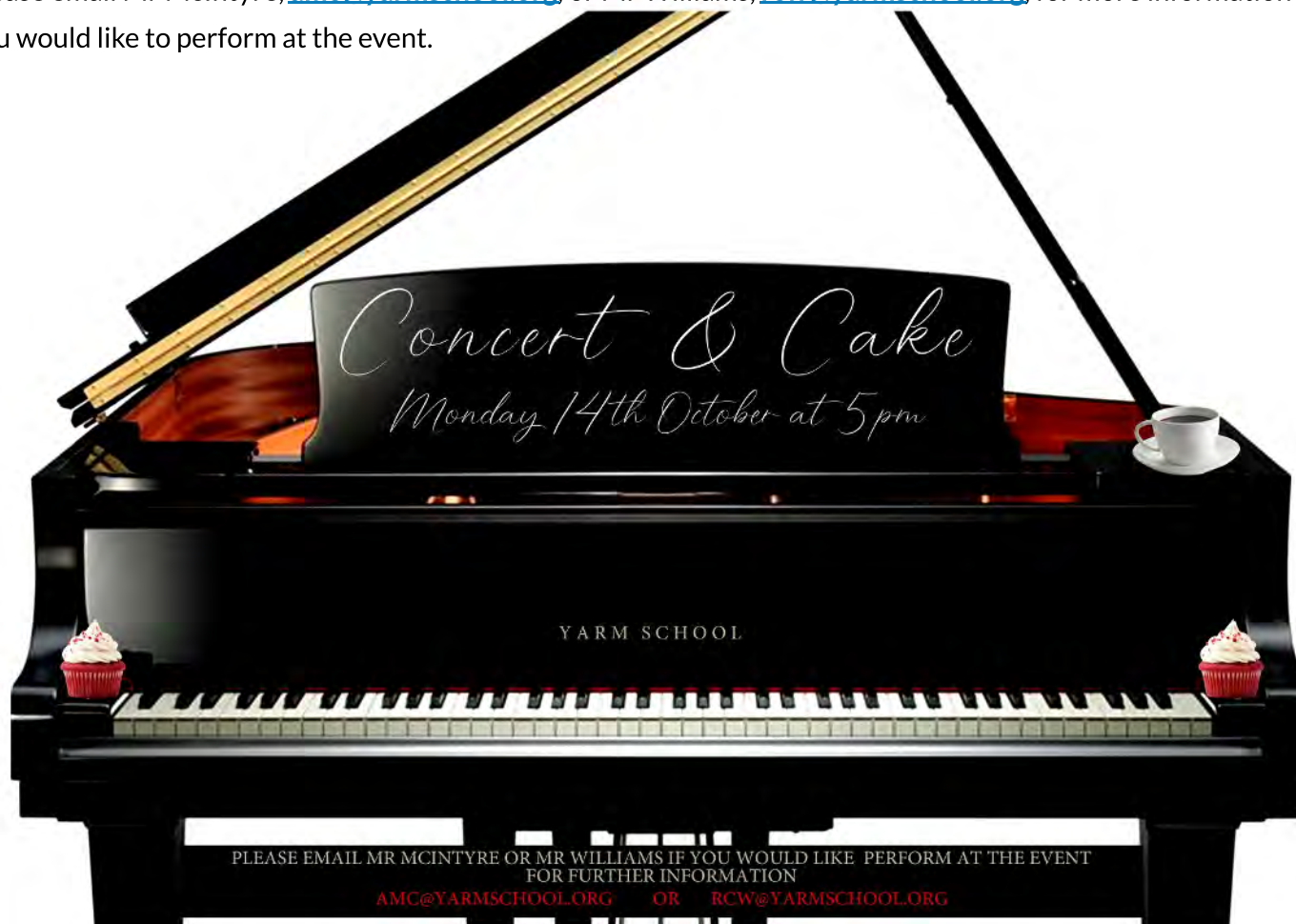
All Fifth Years will continue to receive additional information and guidance through their SPaCE lessons, the pastoral system, access to the Career Ambassadors, as well as various careers events. There will also be the opportunity to discuss A Level options with all departments at the forthcoming Sixth Form Open Evening on Thursday 14th November.



Mr S Edwards

CONCERT & CAKE - MONDAY 14TH OCTOBER, 5PM

Please email Mr McIntyre, amc@yarmschool.org, or Mr Williams, rcw@yarmschool.org, for more information or if you would like to perform at the event.



PLEASE EMAIL MR MCINTYRE OR MR WILLIAMS IF YOU WOULD LIKE PERFORM AT THE EVENT FOR FURTHER INFORMATION

AMC@YARMSCHOOL.ORG OR RCW@YARMSCHOOL.ORG

U14 HOCKEY GIRLS COUNTY CHAMPIONS

The U14 Hockey team are county champions!

On Monday the U14s set out to win back the U14 county trophy after Barnard Castle won the title from last year's U14s team. The girls started well with strong wins against

Kings Academy and Red House which earned them a place in the semi finals against Egglecliffe. Another convincing win here meant they faced Barnard Castle in the Final. The team had been on it all afternoon but stepped it up another level in the

final giving the opposition no time on the ball and being clinical in front of goal to win the final 2-0, be crowned County Champions and move on to the Area Finals next month.

Mrs N Hodgson



RUGBY

It has been a positive start to the season on the rugby field, with all our teams across the age groups in action; U12 up to 1st XV.

Training sessions have been enjoyable and well attended and the boys have made really good progress, taking what they have been working on into their matches; with good wins against the likes of Durham and Scarborough. We are also in national Cup, Vase and Bowl action across four of our age groups; U14, U15, U16 and 1st XV. It's still early season with a lot more rugby still to come; exciting times ahead.

Mr C Webb



YARM SCHOOL RUGBY TEAM OF THE WEEK

18th - 25th September

1 Theo Parker U16	2 Joel Buckley U15	3 Kit Foster U14	16 Joseph Austin U12	17 Nick Clements 1st XV
4 Max Graham 1st XV	5 Ronav Gowda U12	18 Zach Casson U15		
6 James Callaghan U13	8 Jack Smith U14	7 George Routledge U13		
9 Luke Elliott U15		10 Rex White U12	12 Christian Boyes U14	13 Alex Carter 1st XV
11 Eddie Shakesheff U13	15 Harvey Dawson U16	14 Ayrton Cant U14		



NETBALL U12

On Tuesday 24th our under 12 girls' netball team, captained by Amelia Cheesman and vice captained by Heidi Kingsbury, went to Queens Campus and played against RGS for a netball cup match. Both sides played excellently and it was a well fought match from both teams. In the end we worked our hardest and played as a team. It was a close match with it ending as 16-10 to RGS. Our player of the match was Amelia. A huge Thanks to the coaching staff who organise this and the Fourth Years

who helped out. We really appreciate your help because you are the people who make us the netball players we are.

Thea Speight, First Year

We played a netball match Tuesday the 24th of October. We played against RGS in the Sisters N Sport tournament and sadly lost 10-16 . It's sad that we lost but I think we played really well. The thing we could've worked on was getting the ball into the D to shoot. We got lots in but missed some opportunities. The

defence in the first quarter wasn't our best but the second one onwards was amazing.

The player of the match was Amelia Cheeseman.

Hollie Arvanitis, First Year

SPORT WEEK AHEAD

The weeks ahead are now available online.

You can [view them here](#).

NETBALL U13A

On the 19 September, we played Newcastle high school U13 and successfully won the game with the end result being 33-11. We played very strong throughout each quarter and communicated well with each other.

Quarter 1:

From the first whistle everyone was playing with 100% effort. Defence worked well and we focused on brining the ball of the sideline and through court.

Quarter 2:

The games started to get settled and we pushed for the win. The shooters made a link from the very start and the centre courts were good throughout. The game started to get rushed but quickly after we transformed back into our well played way.

Quarter 3:

This quarter was very strong with a few patches to work on. Like our positioning in the circle edge. Defence we're making

many tips and interceptions leading to a goal.

Quarter 4:

This was our strongest quarter in the game. Everyone attacked when needed and defended at the same time. Our feeding into the circle started to get better. Overall we fiercely attacked the game and came home with a win.

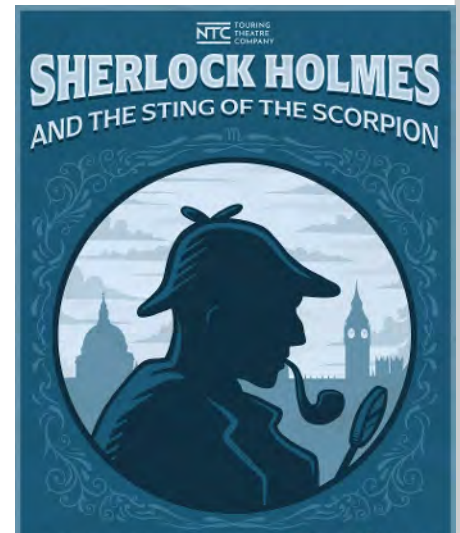
POM: Nikki S

Violet Mitchell and Imy Barker,
Second Year



SHERLOCK HOLMES AND THE STING OF THE SCORPION

Based on the works of Sir Arthur Conan Doyle, written by Stewart Howson. Step into the intriguing world of Sherlock Holmes as NTC Touring Theatre Company brings to life "Sherlock Holmes and the Sting of the Scorpion", an original mystery by award-winning writer Stewart Howson based on the works of Sir Arthur Conan Doyle. With music by Lucy Desbrow and directed by Alice Byrne and Louis Roberts, this production promises a clever blend of suspense and deduction through the art of physical theatre. Join us on a thrilling journey through the enigmatic mind of the legendary detective this Autumn.



Saturday 12th October, 3.30pm

[Book Online Here](#)

ROH LIVE - ALICE'S ADVENTURES IN WONDERLAND (LIVE STREAM)

At a garden party on a sunny afternoon, Alice is surprised to see her parents' friend Lewis Carroll transform into a white rabbit. When she follows him down a rabbit hole, events become curiously and curiously... As Alice journeys through Wonderland, she encounters countless strange creatures. She's swept off her feet by the charming Knave of Hearts, who's on the run for stealing the tarts. Confusion piles upon confusion.

Then Alice wakes with a start. Was it all a daydream?



Wednesday 16th October, 7.15pm and Sunday 20th October, 2pm

[Book Online Here](#)

PAUL HOPKINS' – ROY ORBISON AND THE TRAVELING WILBURYS

Returning to Yarm why not come and enjoy a fantastic evening of entertainment jam-packed with non-stop hits, big-screen action, expert narrative and lots of fun. You will be taken on a journey through several decades of pop as we celebrate the music of Jeff Lynne's ELO, Roy Orbison, Bob Dylan, Tom Petty & The Heartbreakers and The Beatles' George Harrison. Also the collective genius that was The Traveling Wilburys.



Friday 25th October, 7.30pm

[Book Online Here](#)

What Parents & Educators Need to Know about INSTAGRAM

AGE RESTRICTION
13+

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

follow

WHAT ARE THE RISKS?

ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

USE MODERATORS

Instagram Live has implemented a mechanic called 'Moderators', meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>

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Newsletter, 25.09.2024

This week at Tooled Up we're thinking about **thinking**: engaging children's curiosity, thinking about how the brain works, and using 'metacognitive approaches' to ensure they study, learn and revise in the best way possible.

Metacognition is the process of thinking *about* your learning. Encouraging metacognition in children can build more resilient, efficient learners who can organise themselves and reflect on their progress. A great place to start is this [webinar](#) with Science teacher and advisor Liz Keable, full of strategies to use at home. Follow that by [listening](#) to Patrice Bain, author of *A Parent's Guide To Powerful Teaching*, and her strategies that parents can use to optimise learning.

As parents, we can play a powerful role in modelling a love of learning. If you are wondering how to do that, check out some of the resources on this [useful list](#). Whether you have a [baby](#) or a [teen](#), there are actions we can take to encourage a sense of wonder about the world around us.

Most children will likely have tests or assessments at some point over the school term. Following any assessment, it is good to encourage children to [think](#) about what went well and where they could make further progress. Praise them for taking any feedback on board. If they do well in a test or assessment, try to praise their effort rather than their performance. Our [interview](#) with cognitive neuroscientist, Professor Paul Howard-Jones nudges us to take our children 'aback' when delivering praise; if it feels surprising, it is more likely to motivate.

For parents who are helping teens prepare for school mocks or higher stake exams, don't forget to download our helpful revision [resource](#) that gets young people thinking about 'what works' when it comes to organisation, memorisation and learning. As a family, listen back to this podcast with brain scientist, [Duncan Astle](#) who reiterates the importance of sleep for all learners.

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).





Helping Your Child Develop Metacognition



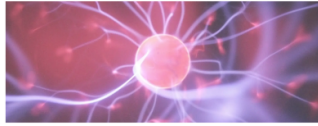
Unleashing Children's Learning Potential



Cultivating Children's Curiosity



Curiosity, Wonder and Creativity



Scientific Questions for Curious Teens



Evaluating Learning After An Assessment



Brain Science with Duncan Astle



Motivating Learning



Smart Reviser

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).

