

# Allerthorpe News



## Dear Parents and Carers,

As we come to the end of the Spring 2 half term, we are pleased to share another newsletter celebrating the learning, experiences and achievements taking place at Allerthorpe School. This half term has been a busy and purposeful one, with learners engaging in a wide range of curriculum activities that have supported both academic progress and personal development.

Across the school, pupils have continued to show curiosity, resilience and enthusiasm as they worked collaboratively, developed independence and took pride in their successes. There have been many opportunities to strengthen skills such as communication, teamwork and self-confidence, alongside a strong focus on wellbeing and positive relationships.

We are incredibly proud of how our learners have embraced challenges and grown in confidence over the past half term. As always, we would like to thank parents and carers for their continued support and partnership — it plays a vital role in helping our young people thrive at Allerthorpe.

## The Allerthorpe Team

### Our School Values: BRIGHT Futures!

- Belonging: Foster a sense of belonging where every learner feels valued and accepted.
  - Respect: Promote kindness and dignity throughout our school community.
  - Inclusivity: Celebrate diversity and ensure everyone's needs are met.
  - Growth: Show dedication to continuous growth and development.
- Holistic Support (Help): Address academic, emotional, and social needs with care.
- Trust: Build trust through transparent communication and safeguarding.

## EDI Update: Spring 2 Term

This spring 2 term has been a wonderful celebration of the diversity, creativity, and community spirit here at Allerthorpe School.

We began by marking Lunar New Year, exploring traditions from across East and Southeast Asia and celebrating the values of luck, family, and new beginnings. Learners enjoyed learning about the story of the zodiac animals and taking part in vibrant craft activities that brought the festivities to life.

As part of our commitment to recognising different ways of thinking and learning, we honoured Neurodiversity Celebration Week with an assembly, classroom discussions, and Learner-led activities that highlighted the unique strengths neurodivergent Learners bring to our community. It was a meaningful opportunity to reinforce that inclusion means celebrating every individual's perspective.

Our school was buzzing with excitement for World Book Day, as Learners and staff embraced the chance to dress as beloved characters and explore stories from a wide range of cultures and voices, helping to reinforce our commitment to representation in reading.



We also recognised a range of global cultural and awareness events across Spring Term 2, including: International Women's Day, World Poetry Day, World Down Syndrome Day, and British Science Week, each providing meaningful opportunities for Learners to connect their learning with the wider world.

To round off the term with fun and community spirit, our Red Nose Day space hopper races brought plenty of laughter to the playground. Watching Learners (and a few enthusiastic staff members!) bounce across the finish line was a joyful reminder of the power of coming together for a good cause. More to come in the PE updates.



## A Fantastic Spring 2 Term in PE

This spring term has been an exciting and energetic one for PE. Students have thrown themselves into learning new skills, with hockey as our main focus. Their teamwork, determination, and growing confidence on the pitch have been brilliant to see.



We also introduced a short dance unit, and despite many students usually feeling a little unsure about dance, their engagement and positivity were outstanding—one of the real highlights of the term.



Alongside lessons, we've taken part in several

whole-school sporting events that brought the community together. Red Nose Day was a standout moment, with staff and students going head-to-head in a lively tug of war and an entertaining space hopper race. Our Year 8 class claimed victory in both events, but the true success was the participation: around 90% of students got involved, showing our school values—teamwork, courage, and enthusiasm—shining through.



To end the term on a high, we held our Easter egg orienteering challenge. Nearly every student took part and successfully completed the course, demonstrating fantastic problem-solving, resilience, and a great sense of adventure.

Overall, it has been a wonderful term for PE—full of fun, teamwork, and achievement. We are incredibly proud of every student and look forward to more exciting opportunities next term.

### Online Safety Update:

Hello, I'm Rick, the new Data Lead and Online Safety Lead at Allerthorpe School.

This Spring 2 term, in addition to maintaining our School's Data handling, I have been focusing on the safe and responsible use of Technologies and AI, how they can affect schools, and how we can educate our learners on this subject.

Our Safer Internet Day also focused heavily on this topic, with activities distributed to classes to encourage discussion among our students.

This is an area I aim to continue maintaining within the school, given its infancy and rapid evolution. I aim to evolve with it and aid our learners with the best tools to safely navigate the use of AI in the upcoming terms.



# Parent tips:

## 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.

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## Careers at Allerthorpe: Highlights from This Half Term

This term has been an exciting one for careers learning across the school, with opportunities for our learners in every year group to explore skills, roles and future pathways.

Our KS3 learners have been getting a real taste of responsibility through a range of internal work-experience roles. From helping with assembly rewards collection to supporting outdoor planting projects and assisting with lunchtime order duties, pupils have taken pride in contributing to the daily running of our school.

Meanwhile, one of our KS4 learners has stepped up as teaching assistant in younger classes. This experience has helped them develop communication skills, empathy and confidence—qualities that will benefit them in any future role.

## Whole-School Apprenticeship Assembly

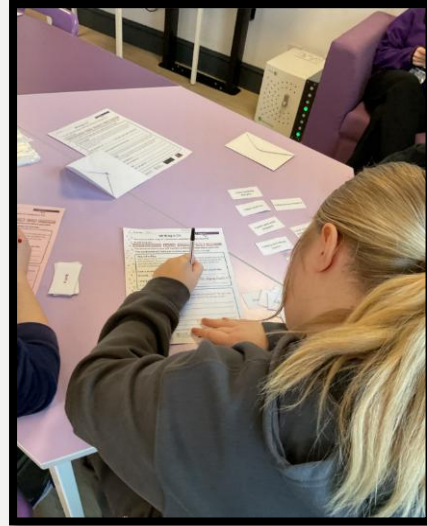
In February, we were part of a whole-school Apprenticeship Assembly. Learners heard first-hand what apprenticeships involve, the variety of sectors they cover, and the skills employers look for. The session gave our learners a clearer picture of alternative post-16 routes and inspired many to think about how hands-on training could suit their learning style.



## Careers Morning with Ellie Walkington

March brought our second careers morning for Years 9 and 10, led by Ellie Walkington, East Riding's Post-16 Development Officer. Ellie introduced our learners to the Logon Move On careers platform, supporting them to explore individual pathways and begin thinking about their next steps.

She also delivered an engaging introduction to CV writing and applications, encouraging pupils to reflect on their skills and strengths. This early preparation is helping build their confidence in expressing everything they have to offer—not just to post-16 providers but in the workplace and wider world.



### A Fantastic Employer Encounter with Willmott Dixon

A highlight of the term was a unique employer encounter for a group of our learners at the Goole Leisure Centre development, hosted by Willmott Dixon. As a live construction site, the visit offered a rare and valuable insight into the scale and complexity of modern construction projects.



Learners were able to meet the employer team, explore the site safely, and discover the wide variety of roles involved—from planning and engineering to design, logistics and management.

What began with some natural trepidation soon turned into

excitement, curiosity and genuine inspiration. Learners came away with new knowledge and potential career ideas they had never previously considered. It was an unforgettable morning and a brilliant opportunity to broaden horizons.



## Sustainability Updates

During the first half of the Spring term, we started recycling at Allertorpe School. As part of this drive, we hosted a 'Recycle Poster' competition across the school. Many learners created wonderful designs, considering what we would start to recycle first and incorporating that into their designs.

The school council voted for the winning entries and they were announced in assembly. Afterwards, each class was presented with their new recycling bin to get started!



WE RECEIVED LOTS OF ENTRIES TO THE SUSTAINABILITY RECYCLING POSTER COMPETITION! WELL DONE TO EVERYONE!

## Definitely one for the memory bank!

The Journey of our LEGO Challenge group has been one of the proudest moments for the school to date. Below is the path that our champions have travelled all the way to the finals and received a trophy:

Meet the Team:



## The Development

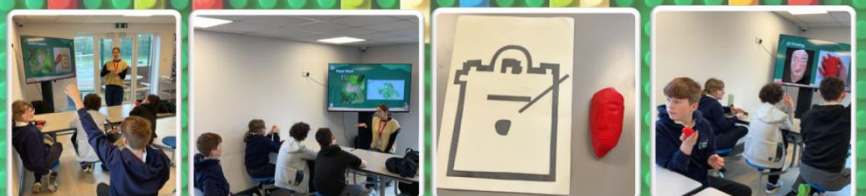


Tyler, Hattie, Michael and Corey have been busy designing, building, programming and practicing with their robot, 'Eggy Mc Muffin 3000' over the past few months.

They differed in the way they learnt the

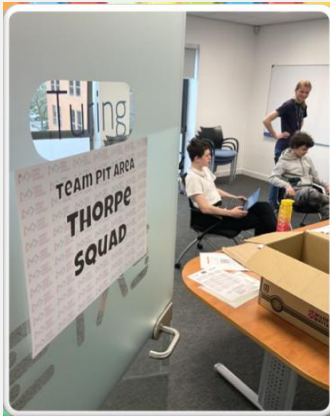
their goal was to design and program a LEGO robot to solve various puzzles within a timed setting against other schools in York.

Along the way, the team also learned about the archaeology (the theme of this year's competition) and they had a talk from a budding archaeological student, from York University.



Part of the competition also required the team to deliver 2 presentations to judges, one on designing their robot, the other on Archaeology.

# Competition Day! 20.03.26



The Team spent the first part of the day in their Pit Area, ensuring the codes they had programmed were working, and doing timed run throughs of the course.

Their next step was to complete 3 official timed attempts at their course and try to solve their puzzles in the best time, with the least mistakes. They did so well!



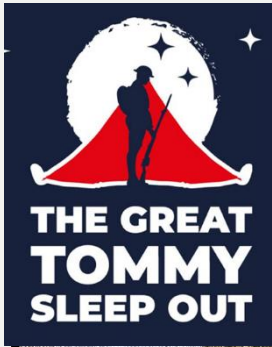


Their final challenge was to present their Design and Archaeology presentations to a room of judges (Eeek!) and answer their questions at the end.

Although we are awaiting the final scores, the Thorpe Squad won some medals and goodies! They did an amazing job and really did the school proud!



A Fantastic Day!! Thank you so much to Jenny and Rick for finding and putting this project together and for all of your work over the weeks with the Lego challenge. But an extra-special thank you and well done to Tyler, Corey, Hattie and Michael for your amazing hard work, digital skills, problem-solving and teamwork. We are all immensely proud of you.



## Big Tommy Sleep Out – Supporting our British Forces



Teamwork was amazing in all the groups



Well-deserved hot chocolate break again, using their forest school skills



Year 8 Class went to town on their tent adding tables and games

Using their forest school skills to build a fire and toast marshmallows



## Main Dates for your diaries:

Return to school for learners is on **Monday, 13<sup>th</sup> April 2026**

Full Report sent home: **WC 29<sup>th</sup> June 2026**

Parents' Evenings: **1<sup>st</sup> July 2026 - 3pm-7pm**

Sports day and Farmers Market: **16<sup>th</sup> July 2026 - 1.30-3pm**

Year 8 and 9 HPV vaccinations: **8<sup>th</sup> June 2026** by NHS nurses

Year 6 Transitions Days: **Friday 26<sup>th</sup> June, Friday 3<sup>rd</sup> July, Friday 10<sup>th</sup> July**

Summer Celebration event: **21<sup>st</sup> July 2026**

**Half day on Wednesday 22<sup>nd</sup> July**

Please watch out for school letters; we use email and paper letters.

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