

# The Spring Hill Spotlight!

Spring 2025

*Dear Parents/Carers,*

As we say goodbye to the Spring Term, I would like to take this opportunity to thank you for your continued support and dedication to our school community. The past few months have been filled with growth, excitement and achievements, and we are looking forward to building on this momentum as we enter the new term.

Our students have demonstrated remarkable resilience and enthusiasm in their learning, and we are committed to fostering an environment where every child can thrive and the Summer Term promises to be filled with new opportunities, enriching experiences and continued success.

This has been an incredibly busy term for everybody and, having read through all of the student reports, I am thrilled to have read some amazing achievements. There is some palpable dedication and determination to succeed from many of our learners and I am so incredibly proud of each and every one. As we reflect on the achievements and progress of this term, it's impossible not to acknowledge the incredible efforts and unwavering dedication of our teaching and support staff. The role of each of them goes far beyond delivering lessons; it is about inspiring, nurturing, and providing the emotional and academic support that every learner needs to succeed. This term, our teachers have gone above and beyond, demonstrating an exceptional commitment to ensuring that each student not only survives but thrives in their learning journey. In addition to academic support, our staff have been instrumental in supporting the emotional and mental well-being of our students. Recognising the challenges that students face, whether in the classroom or outside, the team have been a constant source of guidance and encouragement. Many have offered extra sessions of pastoral care, checked in with students on a personal level and been a listening ear during moments of difficulty. Their dedication is not just to the academic but also the emotional growth of each student and many of our colleagues have gone above and beyond their usual duties, dedicating extra hours to provide additional support for students. Whether through after-school tutoring sessions, extra-curricular clubs, or simply offering advice and encouragement, our teachers have given their all to ensure that each student has the opportunity to reach their potential. I hope you will join me in thanking them for their continued passion.

I would also like to extend our sincere thanks to all of our parents and carers for your continued support throughout this term. Your involvement and partnership play an essential role in creating a positive and nurturing environment for our students. Whether you have volunteered your time, supported us at school events, or simply encouraged your child's learning at home, your contribution is invaluable. The strong connection between home and school is what truly helps our students to thrive, and we are grateful for the trust and collaboration we share with you.

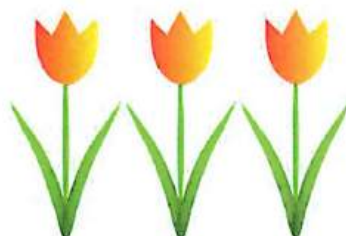
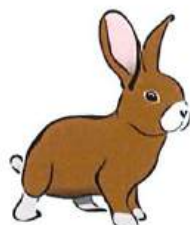
In this newsletter, you will find highlights of the term's activities, upcoming events, and important updates. We are excited about the journey ahead and look forward to partnering with you in ensuring our students have the best possible experience.

Best wishes,

*Sam Price*  
Principal



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## Dates for Your Diary 2024/25:

### ◆ Friday 3<sup>rd</sup> April

*Student Showcase Day  
break up for Easter*

*School closes at 1pm*

### ◆ Tuesday 2<sup>nd</sup> April

*School reopens to  
students*

### ◆ Monday 5<sup>th</sup> May

*BANK HOLIDAY-  
School closed*

### ◆ Tuesday 7<sup>th</sup> May

*school open*

### ◆ Monday 26<sup>th</sup> May- Friday 30<sup>th</sup> May

*Half Term*

### ◆ Monday 2<sup>nd</sup> June School Reopens

### ◆ Friday 18<sup>th</sup> July

*Student Showcase Day-  
School closes @1pm*

**BREAK UP FOR  
SUMMER!**





# iSTART newsletter Spring Term 2025



iSTART Programme		What is it?
<b>i</b>	<i>Induction</i>	<p>The iSTART Programme is a targeted induction programme for all our students at Cambian Spring Hill School (CSHS). Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning. Placing the child's needs at the centre, we take this time to understand what is important to the them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!</p> <p>We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person.</p> <p>The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!</p>
<b>S</b>	<i>Student</i>	
<b>T</b>	<i>Therapy</i>	
<b>A</b>	<i>Assessment</i>	
<b>R</b>	<i>Review</i>	
<b>T</b>	<i>Transition</i>	

Over the years we have welcomed 40 new students into our community. It has been both rewarding and a privilege to meet these remarkable young people, and we are incredibly proud of what iSTART has achieved. Many of our students have been out of school for a long time before joining Spring Hill, and some have significant fears and anxieties around education. Little by little, we have seen them grow in confidence, build friendships, make academic strides, and improve their attendance. We are able to work closely with each student to support them in all of these areas, ensuring they feel valued and heard. During their time in iSTART each student completes lots of online assessments, assessments with our clinical team and we support them to contribute to their own support plans and individual risk assessments.

This term, we have been very busy, we welcomed Liv, George, Leo H, Sim, Ashdon and Leo W all of whom have made excellent progress. All the students have worked incredibly hard and are beginning to show their amazing potential.

We continue to offer assessments to prospective students, initially on an individual basis and then we invite them to a group assessment. It is so important to have students in a group assessment so that we can see how they react to and work with each other.



# 2JD SPRING

## Newsletter

### World Book Day

This term we celebrated World Book day by dressing up as our favourite characters from books. We took part in a book quiz, had a "Catch a teacher reading" competition and competed in a World Book Day Treasure Hunt. Luke won best costume and as a class we got a prize for the Treasure Hunt. All in all it was a lovely day. We don't only celebrate books on one day though, we visit the library 6 times per term and have reading sessions throughout the week to develop our love of reading books that are interesting to us.



### Battle Speeches

This term, our students have been channelling their inner warriors as they craft powerful Anglo-Saxon battle speeches, filled with vivid metaphors and stirring language. Their writing has been truly impressive, capturing the drama and intensity of ancient battle cries. We can't wait to see their final performed speeches, which promise to be both bold and inspiring!

I see in your eyes a terror  
which one day could venture  
into your brain and could  
finally extinguish your  
confidence.

Luke

No longer shall we cower to  
these Viking pirates who kill  
our people like aggressive  
tigers.

Jack

I see before me a  
frost silver sea of  
invincible warriors

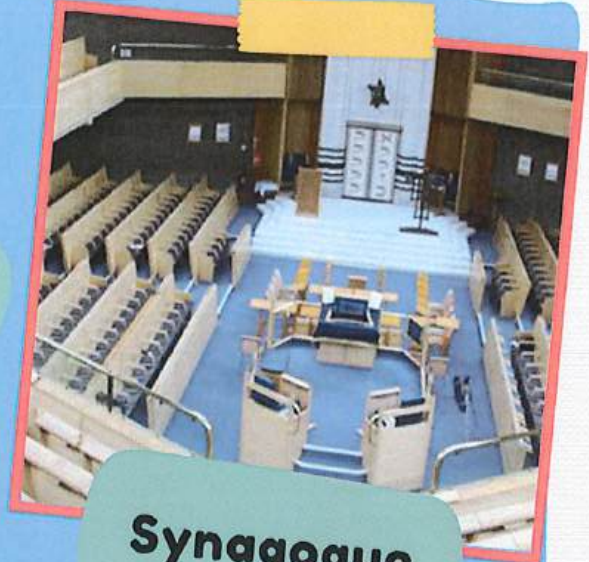
Bobby



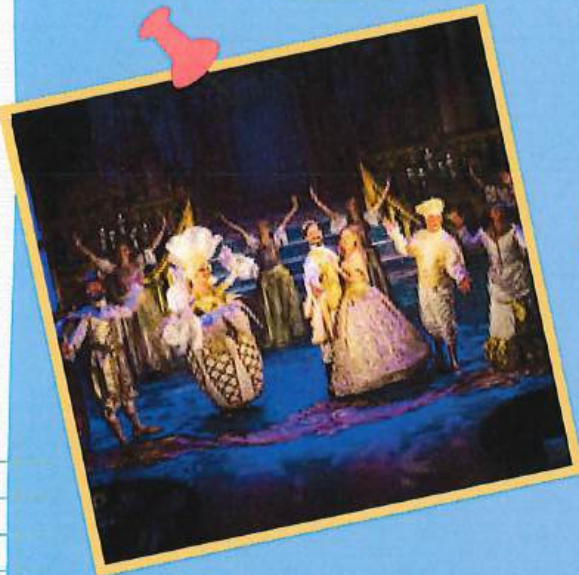


## Beth Hamidrash Hagadol Synagogue

We visited Beth Hamidrash Hagadol Synagogue for a fascinating talk on Jewish faith and practices. The visit gave us a deeper insight into traditions, beliefs, and the importance of the synagogue in Jewish life, further enriching our RE learning.



Synagogue



## Panto

We visited Harrogate Theatre to watch Beauty and the Beast as a school. We thought the Beast's design and the motorbike scene were the best; particularly the song when the motorbike came on.

## Nature Journalling

In the Croft, we have been nature journaling, which has proved to be very popular with students!



## Science

This term in science we have looked at forces and electrical circuits. We pulled one of the minibuses using momentum, built an electrical circuit and made magnets as well as a range of other activities and investigations.





# Spring Term 2025



## 3LV



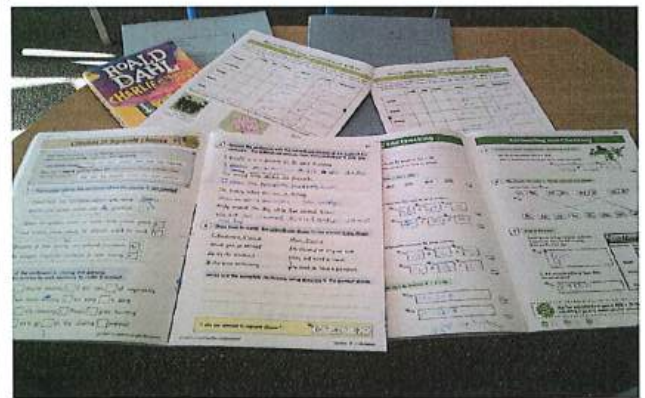
*Brax went to see the panto at Harrogate Theatre in January. He'd already seen it with his family but he seemed to enjoy it with his peers as well.*



*Brax has enjoyed wearing a Ghillie suit and hiding from his peers in the woods.*



*Brax continues to work hard in maths and English, and is now completing regular spelling tests, and discussing what he has read in his spelling and reading lessons.*



*Brax really enjoys his cooking sessions. This term he has made some very tasty dishes, they smelt rather good too!*







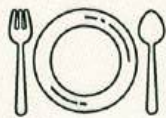
# 3EH

## SPRING TERM 2025



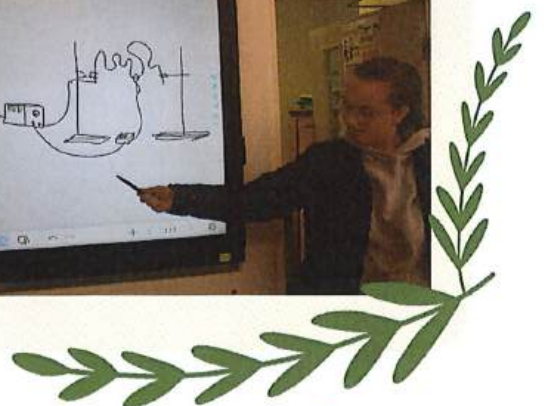
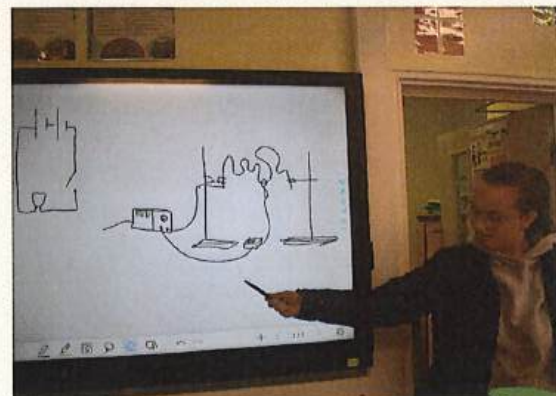
### BTEC LEVEL 1 HOME COOKING SKILLS

\*The students successfully completed their BTEC Level 1 assessment this term by preparing a well-planned meal and hosting a staff member for lunch. They all performed exceptionally well and are on track to achieve their qualification - well done!



### SCIENCE

Lacey has been studying electricity and circuits in Science. She created a 'Buzz Wire'. Lacey carefully moved the wire wand loop along the copper wire "maze" without touching it.







## SPRING TERM 2025



### WALK AND TALK DAY



In order to support mental health awareness, all of our students participated in Walk and Talk Day. Walking and chatting with friends is a great way to boost mental well-being. It gets students moving, helps them relax, and gives them a chance to connect with each other in a fun, stress-free way. Laughing and talking while walking can make a big difference in lifting moods and building friendships!

LET'S  
TALK IT  
OUT



### REBOUND THERAPY / HEALTHY LIVING

The class have taken part in a term of healthy living group sessions, co-led by OT and Thrive, combining physical activities like trampolining with discussions on different aspects of a healthy lifestyle. The sessions also incorporate play-based activities designed to develop pro-social skills, including turn-taking, making drinks for others, and engaging in positive interactions through humour.







## SPRING TERM 2025



### CLIMBING COMPETITION

As part of North Yorkshire School Sports Inclusive Partnership, some of our students represented Spring Hill by taking part in a Climbing Competition at Harrogate Climbing Centre.

Oliver was awarded a medal for not only his fantastic climbing ability, but for the sheer determination that he showed - well done, Oliver!





# 4CL

SPRING 2025

# NEWSLETTER

## TRIPS

### CLIMBING

Two of the students from the class took part in a climbing competition against other schools. They both tried hard and did well. One did a great job in his role as a Sports Leader helping the less able climbers



### WALK AND TALK

Four of the class took part in a 'walk and talk' session for Mental Health week. The students said they all had a great time and enjoyed the chance to get some fresh air!



### PANTO

Three of the class enjoyed the opportunity to visit the Pantomime this year in Harrogate. The play this year was Beauty and the Beast, which the students seemed to enjoy!





# AROUND THE SCHOOL

## COOKING

Four of the class have completed their assessments in their BTECs in Cooking this term, three of them doing Level 1 and one managing Level 2! There was a large variety of meals chosen, but they all looked great, well done to all involved!



## RESIDENTIAL

Three of the class took part in an overnight stay at the school at the end of the term. They enjoyed the different activities (including blind line and bracelet making) and even managed to get a little sleep!



# HAPPY EASTER FROM 4CL



# Class CJ

## Spring Newsletter - 2025

This term we welcomed Ashley and Charlie to the form. We've become even more lively! Sometimes we get the energy out with Just Dance, other days we are putting our heads together to solve the daily wordle.



This term members of the form have been out in the community a lot more. We started January off by going to the Panto to see Beauty and the Beast and have ended the term with a climbing competition!

For 'time to talk' day the form participated in a 'walk and talk' off site, it been great to see their confidence grow when accessing the community and how they support each other during activities.



Some members of the form completed an over night residential on site, while they didn't get much sleep they joined in with all the activities and seemed to have a great time! Hopefully the rest of the form will get to have the same amount of fun during the summer residential.



It's been great to see the form participate in so many school activities, they have really created a close-knit community and should be really proud of the term they have all had.

Have a wonderful Easter and we will see you in the Summer Term,

Charlie, Holly and Eleanor



## Personal projects

Our Post-16 students have been busy working on a variety of personal projects this term from baking, psychology courses, music to model making. They have been very busy!



## World Book Day

World Book Day was a great success this year. All of our Post-16 students joined in our book day treasure hunt. Some of them also joined in the quiz and dressing up! Big shout out to Tom, who not only won the quiz but also won the fancy dress competition too.



## Recording studio

Two of our Post-16 students have had an amazing opportunity to visit a recording studio again. It sounds like they had a great time and the music they produced is phenomenal. Well done!



## Wellbeing walk



As part of wellbeing day, students in Post-16 had the opportunity to take part in a wellbeing walk. They all seemed to really enjoy it!

## Panto trip

Some of our Post-16 students enjoyed a trip to Harrogate pantomime in January. It was lovely to see them get into the spirit of things and have a good laugh along the way.



ALL OF POST-16 STAFF WISH YOU A HAPPY EASTER



Students had the opportunity to go out of their comfort zone and stay overnight at school. Everyone did a fantastic job and gave every activity a go.



### Crafts

Students decorated mugs and made bracelets.



### Blind line

Everyone was challenged to be blindfolded and follow a rope through an obstacle course. While difficult, everyone communicated well with each other and were able to traverse their way to the end.



### Forest school

We were lucky enough to have good weather over the weekend. Students got to explore the woods, sit by the fire and enjoy banana bread.



### Games

There were a variety of board games on offer which brought out everyone's competitive side!



Students ended the evening with pizza, snacks and movie of their choice. While it wasn't the most comfortable sleep everyone had a great time!

# SHS Night In The Woods



# PARENTING GAMERS



Moving from policing to parenting your gaming kids: how to engage and guide

With concerns about escalating screen-time, the impact of violence, unexpected costs and interloping strangers it can be tempting to lock down video games to limit their negative impact. While some sensible boundaries are helpful, they are only a short term solution for how we guide children towards gaming health. Like other areas of childhood, parents and carers can have a powerful steering presence by engaging and participating in the video games their children play. This not only reduces risks because they are aware of the kinds of activities, interactions and costs involved but makes video games a part of family life. Along with building dens, climbing trees, cooking and family walks, playing games with children enables parents to guide the quality of content being played. This may start with sharing the games children are currently playing, understanding why they love it and celebrating successes. But with a little research, this can grow into suggesting other games to play and higher ambitions for what kids get out of playing long-standing favourites.



National  
Online  
Safety®

## A New Media For Everyone

Video games are a new kind of media. Because they are new we don't entirely understand their potential yet. They've become hugely popular and commercially successful as blockbuster entertainment for children and teenagers. However, like books, films and music, the real range of video games on offer is much broader than this.

There are games about every topic you could imagine, and aimed at a wide range of ages and perspectives. Whether it's sharing a family's heartbreaking story in *That Dragon, Cancer*, stepping into the shoes of a Syrian migrant in *Bury Me, My Love*, or taking the hand of your child and soaring over the clouds in *Sky: Children of Light*, games take us places in unique ways. It's no surprise, then, that Newzoo figures show that in 2018 40% of men and 32% of women play games. And Entertainment Software Association (ESA) data showed that the average age for US gamers is 34 for women and 32 for men.

If you want to turbocharge your care of a child who loves playing video games, the best thing to do is to find games you want to play yourself. This can sound like strange advice until we consider how hard it would be caring for a child who loves books without reading ourselves or guiding a child who loves music without sharing our favourite songs.

## Video Game Diet

Gaining an understanding of what video games are, what they are like to play and the different experiences on offer, enables you to encourage a varied gaming diet. Similar to how we don't worry about plate-time but what's on the plate, we can differentiate between different types of screen experience.

Playing *Fortnite* offers exuberant excitement and connection to friends. Playing *Mario Kart* connects us to the players sitting next to us. *Roblox* can be a place for children to play at having a job or surviving a storm. *Minecraft* can be a tranquil escape from a busy day at school. *Alto's Adventure* can be a way to calm anxiety or jangling nerves.

Parents and carers can expand these experiences. *Kingdoms Two Crowns*, *Reigns* and *Life is Strange* teach players to trust their instincts in game-worlds built to encourage risk and hunch taking. *Florence*, *Abzu*, *Journey* and *Brothers Tale of Two Sons* are a gentle way for children to learn about their own emotional responses to challenging situations as well as appreciating how people experiencing them first hand may feel. *Eco* and *One Hour, One Life* encourage the altruism of building something that other players benefit from.

## Creators Not Consumers

Ambition for their future means parents and carers support activities where children are excelling. While this is familiar territory when a child is brilliant at an instrument or learning a foreign language, it's easy to miss the need for our enthusiasm when it comes to video games. Along with the general connection and good feelings that come from a parent or carer celebrating success in an activity that a child enjoys comes the imperative that they could go further than they realise themselves. The rise in competitive video games can sound peculiar but requires great skill, draws large audiences and comes with high prize money for professional players. Beyond this, parents can guide children towards other careers in video games which need diverse creative, technical and social skills. A simple and effective way to do this is to encourage children to create as well as consume games. This can start as simple customisation of the games that allow you to design maps and characters. Then there are games like *Mario Maker* on Wii U, 3DS and Switch where you can design and share levels for other players. *Dreams* on the PlayStation 4 takes this further with an accessible game creator that's also really powerful.

## Finding Games You Want Children To Play

Parenting rather than policing video games equips children to build good habits and a healthy relationship with digital media for when they leave home and parents aren't around to enforce the rules. One challenge can be finding the kinds of games you want your children to play. There are good resources to help you with this. Many of the examples here come from my upcoming *Taming Gaming* book: <https://unbound.com/books/taming-gaming/>

There are also websites that provide video game suggestions like *AskAboutGames* <https://www.askaboutgames.com>. Also, there are good Twitter accounts that help, like *Wholesome Games* (@\_wholesomegames) and *Non-Violent Game Of The Day* (@NVGOTD).

You can also use the VSC Rating Board (<https://videostandards.org.uk/RatingBoard/>) website and PEGI app to search for games of different ratings.



## Meet our expert

Andy Robertson is a parent of three children and journalist who writes for national newspapers and broadcast television. His *Taming Gaming* book helps parents guide children to healthy play.



# 10 Top Tips for Parents and Educators

## ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

### 1 CREATE A SAFE SPACE



Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

### 2 CONSIDER OTHER OUTLETS



Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

### 3 NORMALISE CHATS ABOUT FEELINGS



Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

### 4 LISTEN ACTIVELY



When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

### 5 ASK OPEN QUESTIONS



Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

### 6 RESPECT THEIR BOUNDARIES



If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

### 7 LEAD BY EXAMPLE



Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

### 8 HAVE REGULAR CHECK-INS



Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a cafe, or just a weekly walk.

### 9 PROVIDE RESOURCES



It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

### 10 CELEBRATE EMOTIONAL EXPRESSION



It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

### Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



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# 10 Top Tips for Parents and Educators USING AND REVIEWING PARENTAL CONTROLS

Phones and computers are essential parts of children's lives, but with unfettered internet access comes a multitude of risks. While not foolproof, parental controls can help with this; filtering out inappropriate content, limiting the ability to spend real money, capping screen time and generally making devices safer for young people.

## 1 KNOW THE TYPES

While parental control software can apply to an entire device, it also pays to know about options on individual apps and websites. TikTok, for example, has Restricted Mode for limiting unsuitable videos, while Snapchat lets you keep an eye on who a child has been talking to. Check the settings of any new app young users want and review your options.

## 2 COVER ALL DEVICES

Knowing what parental controls cover is crucial, as remaining unaware can run the risk of 'blind spots' in the device's safety measures. Controls on a phone will apply whenever a child's on that device, for instance – but you'll want to ensure that parental controls are set up across any laptops, tablets and potentially other phones, too. Remember, buying a new device may require you to set everything up again.

## 3 DON'T NEGLECT SHARED TECH

While children often have their own devices, if you have a shared family computer or tablet, for example, you'll need to make sure that's not a weak point in your safety measures. Parental controls for your router, that cover everything connected to your Wi-Fi, are one option – or you can just be thorough with each device and online account. Just ensure that unprotected laptops, phones and tablets are password locked.

## 4 CONSIDER TIME CONTROLS

Even safe internet content can be harmful if it's viewed in excess. Not only are certain apps addictive enough to distract from other duties, but late-night usage can badly disrupt sleep, which is vital for adolescent brain development. Most parental controls offer some kind of time limit – either blocking access at certain hours or capping the number of minutes it can be used per day – so be sure to consider these.

## 5 BLOCK APP SPENDING

Seemingly free apps can sometimes include microtransactions; purchases that can be made using real money. While plenty of developers implement these fairly, some companies attempt to manipulate children into paying for additional features or content, which can soon add up to hundreds of pounds if a child gets carried away. Thankfully, iOS and Android's settings allow you to block in-app purchases, preventing any huge bills.

## 6 NO CONTROLS ARE PERFECT

Parental controls can be very useful, but they're far from infallible. Some unpleasant content can and unfortunately will slip through the net, so remember that setting up these measures isn't a substitute for taking an active interest in young people's digital lives. Talk to them, and make sure they're aware of the risks of the internet as well as its benefits.

## 7 MIND THE GAPS

There'll undoubtedly be some gaps in parental controls, no matter how thorough you intend to be. For example, if you use router-level parental controls, bear in mind that these won't cover Wi-Fi outside the home. For that reason, it's important to keep an open dialogue with children about the many unpalatable aspects of social media and the web.

## 8 KEEP THINGS SECURE

Some children can react poorly to parental controls and feel tempted to circumvent them. It's important to ensure that the passwords to these settings remain unknown to children, otherwise they can easily modify the restrictions without you knowing. Similarly, make sure your phone isn't left unlocked and unattended.

## 9 REVIEW CONTROLS REGULARLY

Parental controls shouldn't be a 'set and forget' deal. Not only can parental summaries provide you with a frequent overview of a child's digital life – to let you spot any warning signs – but companies often add new features, and some of these may be useful to enable (or disable). Regularly checking in ensures that if a child has found a way to wiggle out of the controls, you'll be the first to know.

## 10 KNOW WHEN TO LET UP

The parental controls you install on a computer for a seven-year-old probably wouldn't be appropriate for a child of 16 – and as young people approach adulthood, bubble wrapping the internet can do more harm than good. Consider relaxing parental controls as children get older, so they can learn to manage the risks of the internet themselves, without so many training wheels.

## Meet Our Expert

Alan Martin is an experienced technology journalist and the former deputy editor of technology and internet culture website Alphr. Now freelance, he has contributed articles to publications including the New Statesman, CNET, the Evening Standard, Wired, Rock Paper Shotgun, Gizmodo, Pocket Gamer, Stuff, T3, PC Pro, Macworld, TechRadar and Trusted Reviews.



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