



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS

LETTER



A Fantastic Production of Oliver! Leaves Audience Hungry for More

"The best part of being in the Production was making new friends."

Liam – Year 9

This week a restricted but enthusiastic and appreciative audience were treated to an outstanding version of Lionel Bart's Oliver! Our talented cast, expertly guided and supported by Directors Mrs Harris and Mr Thomson, have worked hard over several months to prepare performances that will live long in the memories of those fortunate to witness them.

Musical numbers including "Consider Yourself" and "You've Got to Pick a Pocket or Two" were performed with great enthusiasm while Year 13 student Harriet Miller's rendition of Nancy's "As Long as He Needs Me" was beautiful.

Our performing artists have missed out on many of the opportunities that traditionally feature across the school year and we were delighted they were able to perform to a live audience. Performing arts has been a huge part of Year 13 student Ella Markille's years at Longcroft and she combined the role of Charlotte with Stage Manager.

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NEWS LETTER



Ella said, "It was a really good experience to do after the tumultuous years we've had and it was great to be part of a cast again. It's something I've really missed."

Emma Coombe, who is in Year 11, played Widow Corney. She said, "It was really good to be performing again because we haven't done it in years. I enjoyed it." Abigail Garth is also in Year 11 and played a street vendor, singing the beautiful 'Who will buy?' She said, "It was nice to be on stage and to perform with pupils from across the school."

Year 10 pupil Sam Drew played Mr Brownlow. He said, "I enjoy the Production because of all the people you meet – new people from different year groups."

While one of the youngest members of the cast, Year 8 pupil Joe Dawson who played Dodger is one of the most experienced. He explained, "I enjoy acting a lot and I thought it would be fun to take part in the Production. I did Stagecoach, although I've stopped, and I've performed in plays outside school. I was in 'Peter Pan' at Hull New Theatre and 'Goodnight Mr Tom' at East Riding Theatre'. Peter Pan had celebrities Charlie Hardwick and Darren

Day in it, and Jess Duffield was in Goodnight Mr Tom. My favourite part of being in Oliver! was making friends – it was a fun experience."

Year 9 pupil Liam Roberts played the starring role of Oliver Twist. He said, "I chose to audition because I enjoy performing and thought it would be fun to do. I was pleased with my performance." Liam added, "The best part of being in the Production was making new friends."

Mr Baker said, "It was a pleasure to see so many pupils from different year groups and Sixth Form students working together so effectively and so clearly enjoying themselves. The staff involved put a great deal of time into what is a significant commitment. It has been fantastic to see the development of those who are now senior students – performers such as Brad Willoughby-Parker have been involved in various opportunities in the performing arts since Year 7 and are now in leading roles and an inspiration to others, as they were once inspired as younger pupils."

Hopefully we can now move on from the challenges of COVID-19 and look forward to many more performing arts events in the future.



Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART

42,359

THOUGHT

180,957

VISION

164,064

GRAND

TOTAL:

387,380



Welcome from the Headteacher



This week the Longcroft Newsletter reaches the fantastic milestone of one hundred issues and remains a tremendous platform for us to celebrate our young people and their achievements. As we enjoy looking back at the extensive record it provides, it is striking to note how even through the most challenging and unprecedented of times, pupils and students have never failed to impress and inspire.

As a school we are clear in our commitment to developing and celebrating the whole child. We work hard to ensure our young people achieve well academically and that they are well prepared to live fulfilled lives, making a positive contribution to society. This is summed up in our Longcroft values of, 'Great Heart, Great Thought and Great Vision'.

Supporting our pupils and students to access, interrogate and apply knowledge across a broad range of disciplines and domains is essential in this endeavour. It begins early in their journey with us, through what is now a robust foundation curriculum including an appropriate focus on gateways to learning such as reading fluency and vocabulary development. As they grow in confidence, we challenge our young people to think critically, to reflect on how their learning happens and to stay curious.

As I walk around the school today I continue to witness many examples of exceptional work, outstanding performances and impressive thinking and questioning in classrooms. These moments of inspiration are the product of a sustained commitment to learning; of students demonstrating over time the effective behaviours and attitudes that enable their acquisition and retention of knowledge, as well as the associated development of skills. It is important as a community that we recognise such acts of 'Great Thought' are founded on hard work, on doing the basics consistently well and on arriving to every learning opportunity ready to embrace it. This is an important part of educating our young people about how success is earned and that it is accessible to anybody.

I love to read and learn about the highest performing organisations, teams and individuals in the world and these messages resonate time and time again; hard work, basics done brilliantly and the confidence to risk reimagining what is possible individually and collectively.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

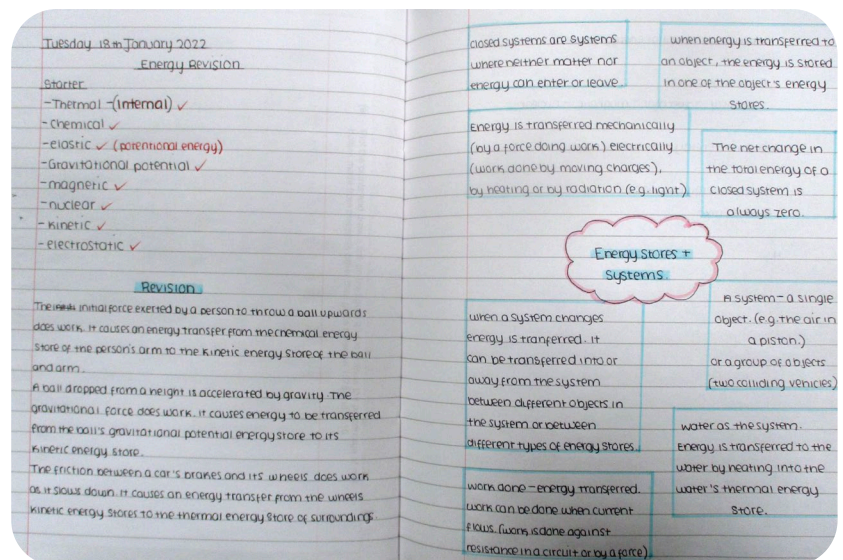
Our school motto "Great Heart, Great Thought, Great Vision" is an adaptation from an historical quote by King Athelstan. King Athelstan had prayed at the tomb of St John of Beverley before success in a battle in the 10th Century, and then showed his gratitude by giving privileges to the town of Beverley, saying: "As free make I thee, as heart may think, or eye may see." It is from this quote that Longcroft School has based our school ethos into the great acts, treating our children as individuals and encouraging them to make choices to help them developed into well-rounded citizens.

Discourse into what it means to show Great Heart can be seen in our curriculum, in our one to one communication with pupils and as part of our wider tutor programme and assemblies. Through discussion, role-modelling and praise, children at Longcroft School know what it means to be kind, charitable and supportive of one another.

Through our curriculum, pupils look at the impact of humanity across the world, as well as locally, closer to home. In Year 9 Science, children are looking into the long-term issues with generating electricity as well as the environmental impact based on our life-choices. Miss Woodhead's class, their work pictured here, have enjoyed exploring ethical manufacturing, looking at Life Cycle Assessments of products and how to reduce Carbon Footprint. Rhys in particular commented on how interesting he had found the subject and how it has raised his awareness of the effects that fossil fuels have on climate change.

The Year 9s have a greater idea now of where our water comes from in the UK, and how other countries struggle to maintain a clean water supply. Pupils are now looking into renewable energy resources in significant detail, debating whether they are sustainable for the future and can provide a real solution into the reduction of greenhouse gases, and sulphurous gases contributing towards acid rain.

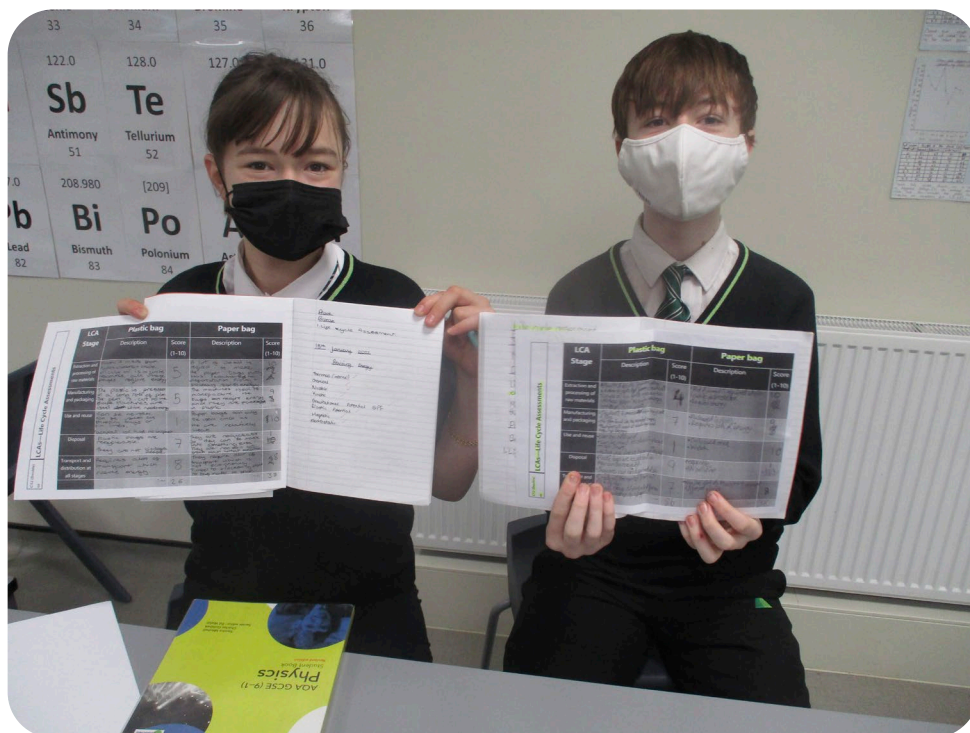
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At the end of this academic year, our Year 9s will know which Option subjects they will be pursuing into Year 10. In addition to this, the children will know whether they are completing the three separate GCSEs, in Biology, Chemistry and Physics, or completing the two GCSE dual award known as Trilogy Science. The dual award still contains content from the three Sciences, but at a reduced volume, counting towards two qualifications rather than three.

The children will need to be working at a high grade in order to gain access to Triple Science, the three separate GCSEs, and will need to have discussed their preferences with the teacher. More information about this process will be released



(b) The table below gives information about milk bottles.

	Glass milk bottle	Plastic milk bottle
Raw materials	Sand, limestone, salt	Crude oil
Bottle material	Soda-lime glass	HD poly(ethene)
Initial stage in production of bottle material	Limestone and salt used to produce sodium carbonate.	Production of naphtha fraction.
Maximum temperature in production process	1600 °C	850 °C
Number of times bottle can be used for milk	25	1
Size(s) of bottle	0.5 dm ³	0.5 dm ³ , 1 dm ³ , 2 dm ³ , 3 dm ³
Percentage (%) of recycled material used in new bottles	50 %	10 %

Evaluate the production and use of bottles made from soda-lime glass and those made from HD poly(ethene).

Use the information given and your knowledge and understanding to justify your choice of material for milk bottles.

I believe that glass is a better material for milk bottles as they last longer and have a higher percentage of recycled material. Although some people may argue that plastic milk bottles are better because they can come in more sizes and have a lower maximum temperature in production process so use less energy. Overall, I believe that as the glass milk bottles are more eco friendly they are the better option.

(6)
(Total 9 marks)
A Good arguments with lots of points

from the Science Department in the Summer term and content related to this is included in the Option Booklet released soon. Triple Science does not count as an option choice; the additional content is completed alongside core timetabled lessons.

There is a real buzz around the Year 9 group as a whole at present, whilst they discuss amongst their peers and friends, tutors and teachers, what choices they are going to make. This is a hugely exciting period of transition and I look forward to talking to pupils and parents in more detail over the coming weeks.

Take care

Mr Worthington
Head of Lower School



UPPER SCHOOL



Mr Colepio writes:

GCSEpod – Year 11 step up

Year 11 have taken to GCSEpod in the run up to the summer exams and have now viewed more than 5000 pods since the start of the academic year. This is a fantastic achievement and we will be celebrating this in tutor time. This excellent resource has proven successful for so many schools across the country and compliments more traditional revision methods. It is not just about short videos – the “check n challenge” tool is a great way to test your knowledge and acts like a lesson “prove”. Well done Year 11 – we have moved up 20 places in the region out of 150 schools in the last 2 weeks.

Mock Results and Progress Update 2

By the time this newsletter goes out, pupils and parents will have received mock results, predicted grades and effort grades. Tutors and pupils will also have gone through these and discussed guidance for planning next steps, for example a weekly revision schedule. Every minute of learning counts, as does every piece of revision that pupils carry out. A routine is essential and even regular 20 minute bursts of targeted revision without phones and distractions are gold dust! Mrs Barry and I have seen many pupils to help support this weekly revision schedule and if you feel your child would benefit from such personalised support then please, just let us know. We will make this happen!

podup
implement, inspire, impact

gcsepod
education on demand

YOU'VE REACHED A MILESTONE!

5,000

Congratulations!
Longcroft School has reached

Streams and downloads so far this academic year.

This is a remarkable achievement and your school has earned our Silver certificate!



Period 6 and GCSE Revision sessions

As promised, I will be updating this weekly and sharing the offer with you. Our intention is that all pupils attend a session, as a minimum, by the end of this week then build up to at least 2 starting in February. It is a great chance to address areas that need developing and our staff, generously giving up their time, have used recent mock exams to target their support. These are not ad hoc sessions – they are data based on assessments and address key gaps in learning. We appreciate that there may be issues attending but urge that we work together to resolve such matters.

By the start of February pupils should attend at least 2 sessions per week

Subject	When?	Who?	Where?	Target Group
English	Mon 3.15 – 4.00pm	Mrs Clegg	Room 9	Sets 1
English	Mon 3.15 – 4.00pm	Mr Deer	Room 4	Open to all
English	Wed 3.15 – 4.00pm	Mrs Foster	Room 10	Open to all
English	Thursday 3.15 – 4.00pm	Mrs Thomas	Room 6	Open to all
Maths	Tuesday 3.15 – 4.00pm	Mr Ita	Room 17	Foundation Maths
Maths	Thursday 3.15 – 4.00pm	Mrs Low	Room 18	Further Maths
Maths	Tuesday 3.15 – 4.00pm	Mrs Wilson	Room 16	Higher Maths
Maths	Tuesday 3.15 – 4.00pm	Mrs Woolner	Room 15	Foundation Maths
Science	Wednesday lunchtime	Miss Sinclair	B1	Chemistry / Biology
Science	Friday 8.00 – 8.40 AM	Mr Worthington / Mrs Scott	B7	Physics
Geography	Wed 3.15 – 4.15pm	Mr Bull	C6	Open to all
Geography	Thurs 3.15 – 4.15pm	Miss Brown	C8	Open to all
French	Thursday lunchtime 1.35 – 2.05	Mrs Barry	A4	Open to all
Spanish	Wednesday 1.35 – 2.05	Mrs Lear	A1	Open to all
History	Tues 3.15 – 4.15pm From 8th February	Mr Pearson	C1	Open to all
Art	Mon 3.15 – 4.15pm	Mrs Gibson / Mrs Holmes	Room 51 / 53	Open to all
Art	Mon–Thurs lunchtimes	Mrs Gibson / Mrs Holmes	Room 51 / 53	Open to all
Tech – Product Design	Tues / Wed / Thurs 3.15 – 4.15pm	Mr Dyson	Room 32	Open to all
PE GCSE	Tues 3.15 – 4.15pm	Mr Martin	Sports Hall Classroom	Open to all
Food	Wed 3.15 – 4.15	Ms George	Room 22	Open to all – NEA catch-up

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

The focus for the newsletter this week is 'Great Thought' and I have been talking to our students about the work they complete in the Sixth Form study area when they are not in lessons. It is pleasing to see the drive and focus shown by our students as they use their private study time to develop and extend their understanding. It is also encouraging to see how students are using their time in the study area to manage their workload which has such a positive effect on their own mental health and wellbeing.

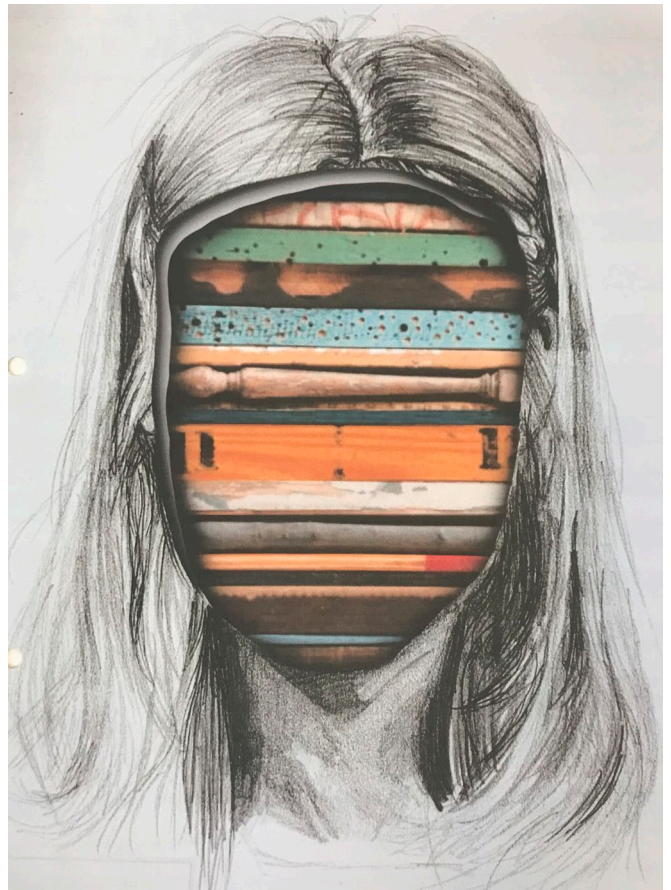
I have enjoyed visiting Year 12 students in their lessons, observing their enthusiasm for learning and listening to them discussing their progress. It is very noticeable that they share their successes and work together to deepen their understanding of the more complex ideas and principles that are a feature of level three courses. Below are some comments from their teachers.

In his Government and Politics lesson, Mr Coupe told me how impressed he was with the class this year, "Both classroom discussion and recent extremely pleasing assessment results have highlighted the levels of interest, enthusiasm and understanding among the students. From Tom's considered responses to key questions and Evie's critical consideration of current political events through Jack's ability to cut to the core issues being debated, the class have shown exceptional levels of engagement with the curriculum and with the ins and outs of the current political turmoil."

In Art, Mrs Holmes is "absolutely delighted with the outstanding progress of the Year 12 coursework. They are working independently on the theme of 'the Environment' and we are really impressed with their work". Some recent work from Ariel, Jack and Rua is highlighted in this section.

This week Year 13 students have been receiving their latest mock exam results and responding to the detailed feedback they have been given. Great thought will be required to adjust their revision to help prepare for the second round of mocks in March but by being reflective and then proactive we know that they are developing independence that will help them become lifelong learners.

Mr Henderson
Head of Sixth Form





PSHE & CAREERS EDUCATION



Mr Coupe writes:

This week, we were very pleased to welcome Massimiliano Trapani, Head of Student Support & Events at Pathway CTM to speak with our Year 10 pupils about their future options. Massimiliano (Max) gave a presentation to our pupils via Teams from his office in Westminster, covering post-16 apprenticeships, degree apprenticeships, sponsored degrees and gap years. The presentation allowed pupils to see the range of opportunities that await them, and highlighted the need for our Year 10 pupils to begin thinking now about the choices they will need to make in the coming years.

Max was happy for us to record the two presentations, and they can be accessed via these links:

Part 1: https://youtu.be/_7vbS3GEMxY

Part 2: <https://youtu.be/Ah6FC28-c7w>

At the end of the second presentation, Max highlighted the range of live events that Pathway CTM are offering to our pupils. These were mentioned in the Longcroft News back in November, along with the upcoming events at that time. Just as a reminder, through our partnership with Pathway CTM, we are able to offer all our pupils and parents/carers in Years 9–13 the opportunity to take part in their Pre-Employment Programme 2021–2022. This programme includes a wide range of virtual, live events throughout the year for pupils and parents/carers to be involved in centred around careers education. These events are easily accessible and scheduled outside the school day. Once parents/carers and pupils sign up, they will be able to access a full range of careers events, such as talks from industry leaders, interactive presentations regarding post-16 & post-18 options, virtual work experience opportunities, CV and application writing workshops and many more.

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The upcoming events this week alone are:

- Routes into Law with Allen & Overy at 6pm on Tuesday 1st February
- Female Focused: Careers for School Leavers at KPMG at 6pm on Tuesday 1st February
- Ask Me Anything Session with Max at 4.30pm on Wednesday 2nd February
- Options for School Leavers with IBM at 6pm on Wednesday 2nd February
- Coding the Future with Accenture North at 6pm on Thursday 3rd February

These are all live, online events and include a wealth of opportunities for our pupils to connect with leading UK employers to gain experience and consider their next steps.

If your child is in Years 9–13 and you wish to register for the Pre-Employment programme, please follow this link:

<https://pathwayctm.com/student-register/>

Registering here will allow you to access the full range of opportunities and to sign up for the events that are of interest to you and your child.

To supplement this work that we are doing with Year 10, we have also issued their login details for Log On Move On, which is the platform we use for the post-16 applications process that the pupils will work through in Year 11. Giving pupils their login details in Year 10 allows them to have a look at the kind of opportunities they will have next year. The platform can be accessed here:

<https://www.logonmoveon.co.uk/>

If your child has lost their login details, please email me at andrew.coupe@longcroft.eriding.net

Finally, we'll have a quick look at another local employment sector. This week we look at the Ports & Logistics Sector. With the Humber Estuary on our doorstep, as one would expect this is a vital part of the local economy, employing 21,000 people in the region. In fact, the Humber is the UK's busiest trading estuary, with £75bn of trade passing through its ports each year. Beyond riverine transport, the area has other important links, with Humberside International Airport being England's 4th largest heliport. The helicopters from here make 70,000 passenger journeys to the North Sea each year serving the offshore energy sector. The ports and logistics sector is set to double in size by 2030, meaning thousands of new jobs are needed. However, this expansion will have to adapt to environmental concerns and to meet this the Humber area has a target of net-zero carbon by 2040, ten years ahead of the wider ambition set out by the UK Government. The skills profile of the ports and logistics sector will change significantly over the next 30 years and the importance of science, technology, engineering and maths (STEM) subjects will increase as jobs become more skilled and data driven in response to new technology. This growth sector will be at the forefront of technological innovation, providing excellent opportunities for our young people.

Mr A Coupe
Head of PSHE and Careers Education



SAFEGUARDING



Mr Rogers writes:

How important is school uniform?

School uniform has been a staple of school life in the UK since the early parts of the last century. Some reports indicate that the first school uniform originated in 1922. We are now looking at a 100 year old tradition of school recognising the importance of a uniform.

It is widely accepted that a uniform plays a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. These factors contribute to students' wellbeing, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers. Uniforms show that you are part of an organisation. Wearing it says we're all in this together.

New government guidance outlines how uniform policies should be developed with school governors, outlining the importance they have in our schools. In the guidance they explain how uniform can play a 'key role' in:

- Promoting a school's ethos
- Providing a sense of belonging and identity
- Creating a learning environment

The way our pupils represent themselves and our community, both inside and outside of school, is important to us. We, like all schools expect our pupils to be in the correct uniform 100% of the time. We understand there are rare occasions where this might present a legitimate challenge, and we ask that you contact your child's Care and Achievement co-ordinator before the start of the day so we can help resolve any issues. Thank you for all of your continued support in this matter.

For detailed information regarding our uniform please [click here](#)



Helmets

In September we asked for your support to help us, to help you to keep your children safe while travelling to and from School. I am pleased to say the vast majority wear their cycling helmet. We do now request that from Monday if your child does not have a helmet they will not be able to bring their bike onto the school grounds. We are desperate to ensure we can do everything possible to ensure that if the worst happened, we are giving your child every chance to walk away from any accident.

The school, while working with the East Riding transport team handed out over 80 helmets at the start of the term to pupils who didn't have one. There is no guarantee they will be able to support us again. If you feel you need some financial support to ensure that your child has a helmet please contact your Care and Achievement Co-ordinator. Please bear in mind that until your child has a helmet they will not be able to bring their bike onto the school grounds.

Mr Rogers

Deputy Headteacher

Head of Care and Achievement





TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. In the run up now to the exam season, today I will share some further tips on how you might support your child through the revision process.

Establish effective study habits

Help your child create a study plan early on (this will make you aware of their exam dates too), making sure it is realistic and achievable to avoid de-motivation. Planning in advance will also help avoid ineffective cramming sessions further down the line. Encourage them to use a weekly planner so they are accountable for their work. Don't micro-manage. Provide extra support if they need or ask for it.

Take a break

Don't try and force them to work for hours at a time. Their concentration span is limited and it will hinder the success of their revision if they are trying to do mammoth sessions. Suggest the use of a timer as well as regularly changing revision subject, to avoid getting stuck in a rut.

Watch for signs of frustration

It's important that your child is in the right frame of mind for revising. If they are struggling over something in particular, it may be best to park it for the night, reassess the next day and break it down into manageable chunks. Look out for stress and worry over exams that have been and gone. Be sure to ask them how their exam went, then shift their focus to what's coming up next and encourage them to say in a positive mind-set.

Read the syllabus

Every exam board maintains a syllabus for their exams. For example, the exam board called OCR maintains a GCSE PE exam syllabus. Check your child knows which exam board will be writing their exam, as there can be differences between boards. Once this has been figured out, it's easy to find the right syllabus for the exam. The syllabus is an invaluable material, setting out exactly what can be tested on the exam. This makes the decision of what topics to revise very easy: if it's not on the syllabus, don't revise it!

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Focus on weaknesses

This point may seem controversial. For parents, it's often hard to focus on their child's weaknesses. For pupils, it can be even harder. Therefore, there's often a tendency to overlook weaknesses and focus on strengths. However, when it comes to exams, addressing areas of weakness can pay the best dividends in terms of increased marks scored on the final exam. For example, if your child's already scoring 70% on the trigonometry section in Maths GCSE, they will need to work hard to increase that to 90%. On the other hand, if they are scoring only 10% on the algebra section, it will be much easier to grab a couple of extra marks to get to 50%+; remember, even working out can get marks in the final exam! Don't let the law of diminishing returns get in your child's way.

Test your child

Revision can be demotivating for many teenagers, especially for those taking public exams for the first time (e.g. GCSEs). It's really the first time they will need to spend their spare time studying. Rather than just forcing your child to spend hours in their room, try to make revision interactive. For example, you could test your child on a particular topic, or help them to make flashcards. This can be far more effective than going solo with revision.

Take your child out for a treat

The quotation "Spare the rod, spoil the child", while a figure of speech, raises the age-old question of whether it's best to exercise unbending discipline or more liberal leniency. Ultimately, this is a personal question for you to answer, and different approaches might work better for different children. However, those parents who have tendencies towards the side of more rigid discipline shouldn't forget to take their child out for a treat once in a while. Even though like most teenagers your child might not express it, they'll be grateful to you for recognising that revision is tough and for giving parental sanction to some break time. Taking breaks to do fun things will also allow your child to go back to revision with a fresh mind, ready to absorb information like a sponge.

I hope you find some of these ideas useful.

Have a good week

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week we return to the Autumn Term of 1977 and feature two 2nd Year or Year 8 tutor groups.

Mrs Watkin-Jones is pictured with 2BS.



Back Row:

Graeme Thompson; Stephen Hewson;
Steven Duffield; Ian Lodge; Kevin Knowles;
Neil Boynton; Shane Oxley
and Garry Vincent.

Middle Row:

Colin Thompson; Stuart Pinder;
Jeremy Bradley; Tomas Symons;
Nicholas Fisher; Paul Argent;
Andrew Pearson and Peter Butler.

Front Row:

Susan Forward; Tracie Dean; Natalie Wood; Joanne Jenkinson; Mrs Watkin-Jones;
Carol Ruston; Nicola Elsom; Andrea Myers and Frances Jowett.



2BW are pictured with Form Tutor Mrs Huzzard.



Back Row:

Karl Smith; Graham Brett;
Christopher Hodgson; Adrian Hudson;
Nigel Arnold; Ian Haywood; Mark Oglesby
and Stephen Gillet.

Middle Row:

Stephen Walker; Michelle Atkinson;
Dean Thorpe; Carol Syrett; David Sygrove;
Brenda Smith; John Ireland
and Tracey Edmond.

Front Row:

Nichola Wilson; Linda Smith; Patricia Jones; Amanda Thorley; Mrs Huzzard;
Jillian Buck; Susan Kirkby; Dana Atkinson and Tracey Butt.



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



100th Edition!

We are proud to celebrate the achievements of our pupils and Sixth Form students past and present each week, and to share information about our school.

This week marks the 100th edition of our Newsletter—this milestone provides an opportunity to reflect on how far Longcroft has come as a school since that first edition in March 2019.

The first edition featured an article on the progress of the new building and the facilities we all now enjoy. Site and Premises Manager Mrs Nichols, who managed the day to day running of the project, noted at the time: "The relationship with Henry Boot is fantastic...We are delighted with the progress made." Reflecting on this period, we can certainly say the completed building has transformed our school and the experience of our pupils.

Our cover story featured the excellent Greenpower project which saw pupils build a car which they subsequently raced around the streets of Hull City Centre. Other extra-curricular activities featured included sporting successes in badminton and rugby. It is interesting to reflect on pupils' journeys, their subsequent achievements and the paths they are now on.



We are always proud to feature former pupils and their successes both during their years at Longcroft and beyond provide inspiration. Our first Newsletter featured Arran Topham, a stuntman who has worked across a broad spectrum of the stunt industry. Appearing in Hollywood Blockbusters including Wonder Woman, The Bourne Ultimatum and Gravity and long running TV series such as Holby City, Arran has performed as a stunt double for actors George Clooney, Jeremy Irvine and Matt Damon.

Over almost three years we have featured so much that we are proud to share and celebrate, and we look forward with anticipation and excitement to the next 100 editions!

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LONGCROFT NEWS LETTER

—SCHOOL AND SIXTH FORM COLLEGE—



BUILDING WORK

Since the Turf Cutting Ceremony during which students were presented with a time capsule, significant progress has been made on our new build.

Site Manager Mrs Nichols, who manages the day to day running of the project, said: "The relationship with Henry Boot is fantastic. The progress is a week ahead of schedule, the pre-cast concrete hollow core of the first floor is complete and the timber frames have started this week. Last week we donated the sports equipment from the old playground to St Mary's Primary School. We are delighted with the progress made."

YEAR 7 RUGBY LEAGUE

The Year 7 rugby team beat Wolfraton on a rainy night at Longcroft last week.

In a tight game, Longcroft had the upper hand in the first half with tries from Kyle Collingwood, Josh Jenkins, Harley Claxton and Ben Shrimpton. Harley Claxton converted 2 of these to give Longcroft a 12-6 lead at half time. Wolfraton scored the only try in a tightly contested 2nd half resulting in a 20 points to 16 victory for the home team. All the players represented the school with flying colours, demonstrating excellent discipline, effort and resilience. Josh Jenkins, Harrison Adams, Luke Foreman and Jack Robinson led from the front, and Mr Cassidy was impressed with all players that took part.

They now progress to the semi-final v Sirius North Academy.



Pupils to benefit from Beaver Cricket's generous donation

We were delighted to receive a generous donation of cricket bats from James Emery through his company Beaver Cricket's Bat Recycling Scheme. James, well known locally as a talented cricketer who after 15 years is closing in on 200 senior games and 2000 runs for Beverley Town, is an engineer who uses his skills to make and refurbish cricket bats while his company also sells a range of equipment.

James said, "I got into bat making, and wanted to make cricket affordable – to increase numbers playing and to give a kid a chance to enjoy the game like I have." Originally from Exeter, James has played since the age of five and joined Beverley Town when he was ten. He explained, "The business is a year old and developing fast. This is the second batch of bats I've donated via our recycling scheme."

Longcroft has a long tradition of excellence in cricket. Last week in our tribute to Paul Acklam we highlighted the contribution of Paul's sons Alan and Brian to the sport both at school and locally with Beverley Town. A factor in our school teams' considerable success has undoubtedly been the profile of the game in the town and surrounding villages with both male and female players over the years benefitting from the coaching, facilities and experience offered by clubs such as Beverley Town.

Mr Baker said, "Outstanding players have included Richard and Robert Todd who both scored centuries for Longcroft, Jamie Mitchell, Olly Grantham, Tim Smith, Nicky and Matthew Freear and of course Paul Fleming – there are too many to mention. In recent years many more players including Stewart Scott, Brad Graham, Greg Whyley and Brad Dobson have progressed



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from schoolboy cricket to Beverley's First XI and we've had some exceptional female players including Hannah McCoid and Courtney Nichol. The club quite rightly has a high profile locally and while we no longer have the facilities at Longcroft we are grateful that home matches can be played at Norwood."

While senior cricket continues to be strong, Beverley Town is especially noted for its impressive junior section where players start at around six years of age and move through softball and junior cricket to senior league cricket. Mr Baker noted the contribution of former pupils such as Kieran O'Brian and Richard Witty to coaching and sponsorship of junior teams.

He added, "We are grateful to James for his generous donation. Equipment is expensive and the bats James has provided are a really good quality. Players will enjoy success using them and that will undoubtedly increase their enjoyment of the game."

James said, "As a company, our aim is to benefit those around us. We want to nurture the passion and love for the game in others and support our cricket communities to grow and flourish. We support good causes and foster cricket development in our local community. We donate bats to schools and local sports charities through our bat recycling scheme and we take measures to minimise our environmental impact."

He added, "Our bat recycling scheme allows players to donate their bat for repair and refurbish to then be given to a range of good causes. Bats are donated to local schools, sports charities and community sports organisations so that the same passion for the game that we have can be nurtured in others." James explained, "Customers who wish to donate a bat for the scheme will receive a 5% discount off their bat purchase."

Mr Baker said, "We are delighted to promote James' company. He recognises the value of local clubs to young people and also the benefit to them of using high quality equipment. He is clearly highly skilled and the bats donated through his innovative recycling scheme are excellent."

Anyone interested should visit the company's website: <https://beavercricket.co.uk/> You will find a range of equipment and details of either an interim or full refurb service for bats that have "lost their sparkle" or need "a lot more TLC". The full refurb includes a new handle, full sand down, a new grip, new stickers and a face cover for £60.

Mr Taylor said: "I have played cricket with James for a number of years and, being a cricketer for Beverley since 1995, it has always been important to me to see Longcroft players coming through and playing senior cricket for the club. This fantastic scheme will only help the next generation of cricketers from Longcroft make their way in the game."

Thank you to James and Beaver Cricket. We look forward to the summer months when Longcroft pupils will once again enjoy the sound of leather on willow - high quality willow thanks to his generous donation.



IN FOCUS

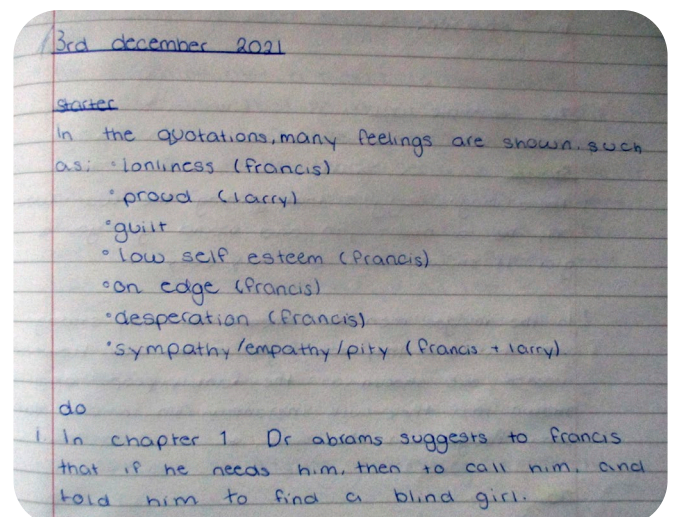
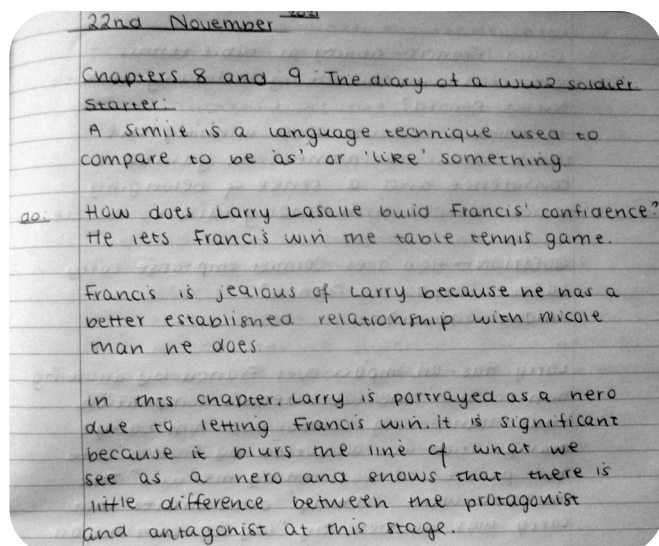
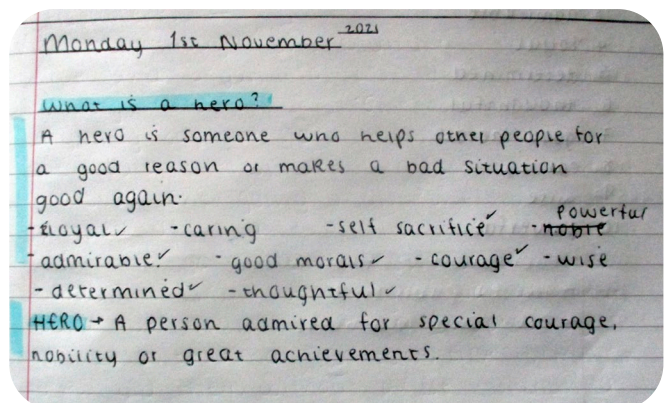
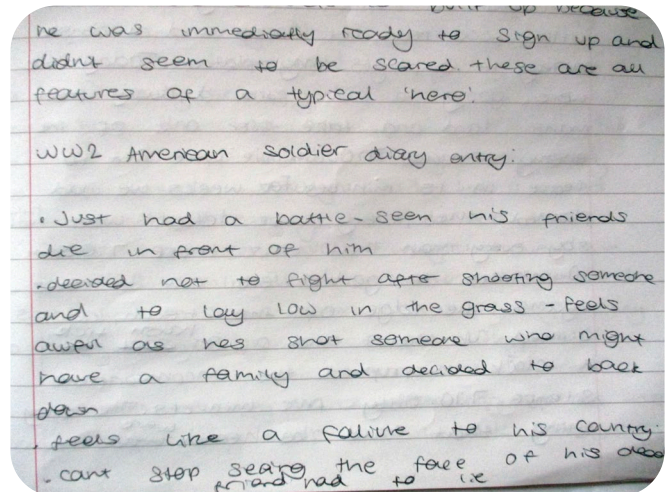
ENGLISH

This week we are delighted to showcase some of the impressive work pupils in Years 9 and 10 have been doing in English.

Pupils in Year 9 have been studying heroism. Pupils considered the characteristics of a hero and have been writing non-fiction diaries as well as studying Robert Cormier's novel 'Heroes'. Work featured is from Mr Deer's class — 9EP1.

Year 10 are studying Dickens' classic 'A Christmas Carol'. We feature work from a number of pupils in 10EP1.

Mr Baker said, "I enjoyed reading a range of pupils' work and was certainly impressed. Work featured this week celebrates their progress and the standards pupils are achieving while highlighting some of the characteristics Mr Taylor has referred to in his weekly articles on Teaching and Learning."



17th January 2021The theme of heroism

How does this description make the reader feel about Larry?

I think that it makes the reader assume that Larry isn't genuine. His 'smile that revealed movie star teeth' shows that his happiness isn't authentic as the toothy 'movie-star' like smile is often perceived as fake, as it is put on for a show.

Larry LaSalle is thought to be an approachable idolised man in chapter 5 of the text. Everyone in the centre seemed to love his affection and attention. ~~The~~ Although mysterious rumours arose, no ~~rest~~ one at the wreck centre dwelt on them, as they were too 'dazzled by his talent and energy' to be bothered. The verb 'dazzled' portrays Larry as a star like character, as well as us getting an insight of how Larry can control and manipulate. This confuses the reader as we wonder how Larry ~~had~~ asserted his authority over the wreck centre so subtly.

'star' - burns brightly, is beautiful, something to reach for.

Friday 17th January 2022Chapter 14: The Final meetingstarter

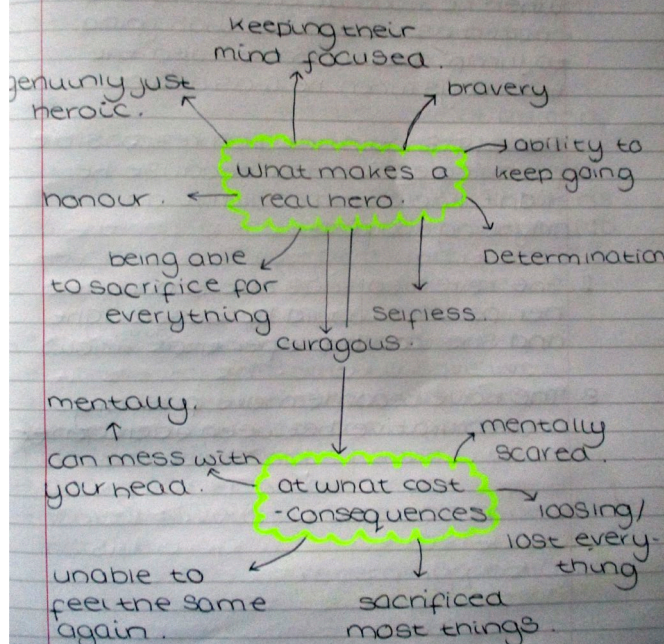
- 1) Francis carries a gun in his duffel bag, so that if he sees Larry, he would shoot him after what he did to Nicole. ✓
- 2) His two sins, were, that he was guilty of going toward to commit suicide and he watched Larry rape Nicole and didn't do anything about it. ✓

- 1) I think Francis should feel Guilty because rape is a serious thing and he didn't do anything to stop it.
- 2) ~~she~~ she had the right to, because she was the one that got raped, and it's nobody else's business as it's her trauma.

10th January 2022Chapters 15/16: Francis' Redemptionstarter

- 1) Francis feels like a fake, because he tried to kill himself, then ended up getting the silver star for putting himself before others. ✓
- 2) I don't think it is true, because he ended up killing 2 Nazis and saving his fellow soldiers, even if it wasn't intended. ✓

Rhetorical questions
E - Emotive language
S - Structure
T - triplets.

January 18thAssessment preparation

Francis says: "I had always wanted to be a hero, like Larry LaSalle and all the others, but had been fake all along"

How are Francis and Larry shown to be fakes?

write about:

- what they do that suggests they are fakes rather than heroes.
 - whether you think they are fakes rather than heroes.
 - how the writer makes you see them as fakes or heroes.
- The quotation, "A moment later, Larry LaSalle stood on the platform, resplendent in the green uniform... He smiled the old movie star smile" It gives us an image that Larry is out of place and looks odd. His 'movie-star smile' is the smile that looks fake as he won't be that happy anymore due to the effects of war.



model answer improvement:
paragraph 2:

Francis describes Larry for the first time in chapter 5. In chapter 5, there is tension between the positive description of Larry's appearance and the fact the Francis wants to kill Larry. The fact that Francis wants to kill Larry was foreshadowed early on in the novel. As the readers we are not sure what to think of Larry at this stage in the novel. A look of blonde hair tumbling over his forehead, a smile that revealed 'dazzling movie-Starteeth'. The quote shows us how he doesn't seem like a threat at all as he

Write about:

- what they do which suggests they are 'fakes' rather than heroes
- whether you think they are 'fakes' rather than heroes.
- how the writer makes you see them as fakes or heroes.

Model Answer:

Cormier deliberately portrays Francis as a 'fake' from the outset of the novel, particularly when he disguises himself from the rest of Frenchtown on his return from war. Francis wears "a scarf that covers the lower part of" his "face". This metaphor examines the inner feelings of the protagonist, who feels 'internally' a fake, having been seriously disfigured in the war, however, Francis doesn't feel like a war hero and shuns any adulation as a consequence: hiding behind his 'mask'. Cormier demonstrates to the reader the ambiguity of what is considered to be a hero

helping others

sacrificing your life for other people

self-sacrifice

bravery

courage

kindness

emotionally scared

change of persona

loss of loved ones

self-sacrifice

going out of your way to help others

rising your life

earning a reward for your efforts

what makes a REAL hero?

At what cost?

injury

Friday 21st January 2022

Assessment Plan

Question:

Francis says: "I had always wanted to be a hero, like Larry Lasalle and all the others, but had been a fake all along". How are Francis & Larry shown to be 'fakes'?

Model Answer:

Cormier deliberately portrays Francis as a 'fake' from the outset of the novel, particularly when he disguises himself from the rest of Frenchtown on his return from war. Francis wears "a scarf that covers the lower part of" his "face". This metaphor examines the inner feelings of the protagonist, who feels 'internally' a fake, having been seriously disfigured in the war, however, Francis doesn't feel like a war hero and shuns any adulation as a consequence: hiding behind his 'mask'. Cormier demonstrates to the reader the ambiguity of what is considered to be a hero and set this up at the start of his novel. Though Francis believes himself to be a 'fake' hero, readers are encouraged to feel sympathy towards him and his disfigurement. Therefore, we do feel he is a hero, & are intrigued as to why Francis thinks otherwise.

21st January

Question- Francis says: "I had always wanted to be a hero, like Larry Lasalle and all the others, but had been a fake all along." How are Francis and Larry shown to be fakes?

Dear diary,

4:30am on a Tuesday. My first full week in the war. I want to go home! My sore neck picked up my head from the "pillow" after another restless night. I had been using my army backpack as a makeshift pillow since I arrived here a week ago as I thought it was a good idea: I was very wrong. Hard items that filled the bag to the brim poked my back and neck all night long causing it to be impossible to get into a comfortable position. In agony, I dragged myself up from the ground, greeting my fellow soldiers as we looked eyes. The trenches were never silent, there was always someone shooting, or gunshots breaking any possible silence.



Year 11 pupils proud to join the Hull KR family

We were proud to see Year 11 pupils Tom Rae and Hayden Todd featured by Hull Kingston Rovers in the club's fantastic 'One Club, One Team' photograph. Mr Baker said, "I thought the photograph was an excellent idea. It shows the culture of the club – that every member of the club is valued. I'm sure Tom and Hayden as well as their families will be proud to look back on it in years to come. Hopefully as they develop as players both will make their way through the club's teams and feature in many more versions of the photo."

Hayden said,

"It's an honour, especially as you're with the first team. It just shows it's like a big family and it's a privilege to be involved."

Tom added,

"It's a really good feeling to know we've been recognised for the talent we have and to pursue the opportunity to play professional rugby league is great."



Extra-curricular Sporting Success!

Loyalty Rewarded!

Congratulations to the following pupils who have completed their extracurricular bronze loyalty card:

Mathilda Smith

Millie Wisher

Gracie Fearne

Ava Bryce

They will now move onto their silver card. Well done!



Year 8 Footballers' Success

The Year 8 football team travelled to Wolfreton School to compete in the finals of the East Riding 7 a side football competition. Having secured qualification to the finals prior to the Christmas break the boys were excited to challenge themselves against the best teams in the area.

Match results were:

Longcroft 0 – 0 Hessle

Longcroft 0 – 1 Beverley Grammar

Longcroft 3 – 0 Woldgate

Longcroft 1 – 1 Wolfreton

The boys were brilliant throughout and finished in 3rd place overall which is a fantastic achievement. Well done to everyone involved!



Zoneball

On Tuesday 18th January Longcroft hosted our first 'Zoneball' competition.

The event was open to pupils in Years 4 and 5 and we had four teams attend who played a round robin competition.

The children's fundamental throwing and catching skills progressed throughout the tournament and pupils became more aware of tactical play when defending.

Mrs Henderson said, "It was a fun, enjoyable activity which the pupils really enjoyed. Well done to all teams and congratulations to St Marys, the winning team. Thank you to the Longcroft pupils who officiated on the evening and always do an amazing job."





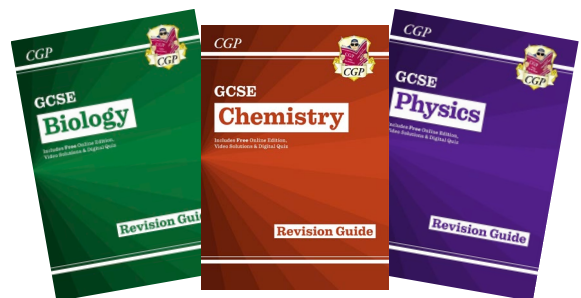
LIBRARY NEWS

Revision Guides

"Success is the sum of small efforts, repeated day in and day out."

Robert Collier, American writer.

Revision guides are an excellent resource to boost concentration and focus in the months before exams. Together with quality lessons and additional revision sessions they can really impact on results. At the Library we have a range of revision guides, exam practice workbooks and revision cards across all subjects. If you feel your child would benefit from these resources you can find a list on ParentPay. All items are sold at cost price and can be paid for on ParentPay or at the Library.



If your child receives free school meals resources will be provided free. Please contact Ms Carvill in the Library if you have any questions.

Calling all aspiring writers aged 17-30 in the north of England

Are you interested in a career as a writer? Would you like to develop your skills? Hive is running a six-week online fiction programme on Thursday evenings from 10th February on zoom, offering a supportive and immersive set of six workshops and individual feedback to help, inspire and guide you to getting where you want to go with your writing. Join award-winning fiction writer Rachel Bower, for all things furthering your fiction.

Open to all levels/interests. Application deadline 2nd February 2022. For more information click the link below:

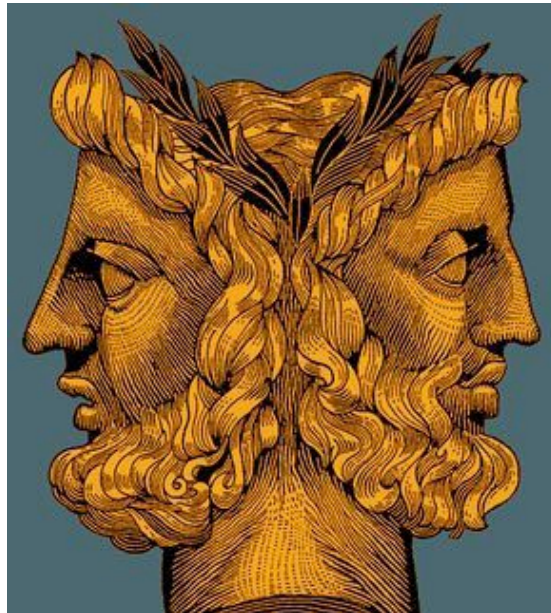
<http://www.hivesouthyorkshire.com/fiction-with-rachelbower.html>



New Beginnings

The Longcroft English Department & Library Short Story Writing Competition 2022

Calling all aspiring writers aged 17-30 in the north of England



The Theme

Every New Year represents a new beginning. In Roman mythology, Janus, who gives his name to January, was the god of beginnings, transitions, passages, gateways and doorways. In Greek mythology we are all familiar with the image of the phoenix rising from the ashes, a symbol of regeneration and rebirth.

What types of beginnings have you made in your life? Have you travelled, physically or metaphorically, to a new world, made a new start, or experienced a dramatic ending that gave birth to something new? Can your life experience form part of your story or can you imagine a fantastical beginning based purely on your imagination?

The deadline for entries is Wednesday 16th February 2022

Prizes

Book vouchers, Stationery, Chocolates and ClassCharts will be awarded to all winners.

For further information please speak to your English teacher or Ms Carvill



Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



Year 7

Mrs Brady

07388 722751

kay.brady@longcroft.eriding.net



Year 8

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 9

Mr Tong

07810 416081

graham.tong@longcroft.eriding.net



Years 10 and 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net