



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



Congratulations to the Year 10 and 11 boys in our rugby team on their excellent victory in the Yorkshire Plate over Huddersfield's Shelley College on Friday.

Mr Cassidy said, "Try scorers were Luke Foreman and Tom Rae, who both scored twice, Jack Charles and Alfie Robinson. Jack Charles also kicked four goals. It was an outstanding performance, with the team scoring some excellent tries to earn a 32-6 victory."

Two tries from Luke Foreman and a Jack Charles conversion saw Longcroft take a 10-0 half-time lead before a converted try narrowed the score to 10-6. Will Hutchinson then created a try, sending Tom Rae over. Jack Charles again converted before scoring the try of the match when he supported an excellent

"It was a hard fought win...and we played the better rugby."

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break by full back Alex Argent-Moss before showing exceptional footwork to beat the full back and race 50 metres to the try line. Hutchinson then provided a neat pass to Tom Rae who fed Alfie Robinson, who still had a bit of work to do before finishing in the corner for his first try of the season. Tom Rae finished the game off in style with a barnstorming run down the left touchline. Jack Charles, who had a great game, was successful again with the conversion making the final score 32–6.

Mr Cassidy added,

"The four Year 10 boys Ben Shrimpton, Max Sawyers, Harrison Adams and Luke Foreman, were all fantastic. Hayden Todd and Will Hutchinson were outstanding with Will setting up three of the tries. Well done to all the players involved in a fantastic performance."





Mr Baker said,

"I was impressed with the boys' enthusiasm and discipline and they played some good rugby. We have some exceptional players, three of whom have been signed by Hull FC or Hull KR, and their contribution was significant but all the boys played their part. They showed the value of team spirit and I enjoyed seeing them celebrate their tries. Prop forward Will Turner was outstanding and his strong running caused the opposition defence no end of problems."

Will said,

"It was a really good performance. We played well as a team and it was good to have a break from revising and lessons, and to come together as a team."

Max Sawyers was one of four Year 10 players to feature. He reflected, *"It was a hard-fought win. We did well to overcome a strong West Yorkshire team who played with aggression throughout the game and we played the better rugby."* Other players involved were Max Bayes, Matthew Bleasby, Charlie Brown, Kaahi Koroma and Nick Taylor.

Next the team face a quarter final tie against another strong West Yorkshire school—a match they can look forward to with confidence.

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

45,299

THOUGHT

195,411

VISION

177,746

GRAND

TOTAL:

418,456



Welcome from the Headteacher



It has been a busy, contrasting and significant last few weeks. We have enjoyed the fabulous culmination of months of preparation in the school production of *Oliver!*, moved beyond 'Plan B' restrictions and the requirement for face coverings in schools and observed as a community the poignant reflection of Holocaust Memorial Day.

Amongst all of this and so much more, Year 11 and 13 have received Mock Exam Results and I have borne witness to the inevitable mix of emotions across the year groups in response. For some students it will be a disconcerting time; a realisation that exams are imminent and the safety and security of their school experience may be coming to an end. What is most evident however, is a tangible appetite across the year groups to build on the platform the process has provided, to focus on the progress to be made and look ahead with eager anticipation to exciting next steps.

It is essential that we are all alive to the opportunity presented over the next 12 weeks to capture and build momentum. There remains so much still to play for. We must demonstrate how deeply we feel about the extraordinary challenges our young people have faced over recent years and that we are collectively committed to doing all we can for them in the time we have left. As educators, we are privileged to play such a significant role in influencing the life chances of those we serve. We must now focus on bringing all of our knowledge, experience, care and commitment to bear on the remaining weeks that we have to make a difference.

Mr Perry
Headteacher

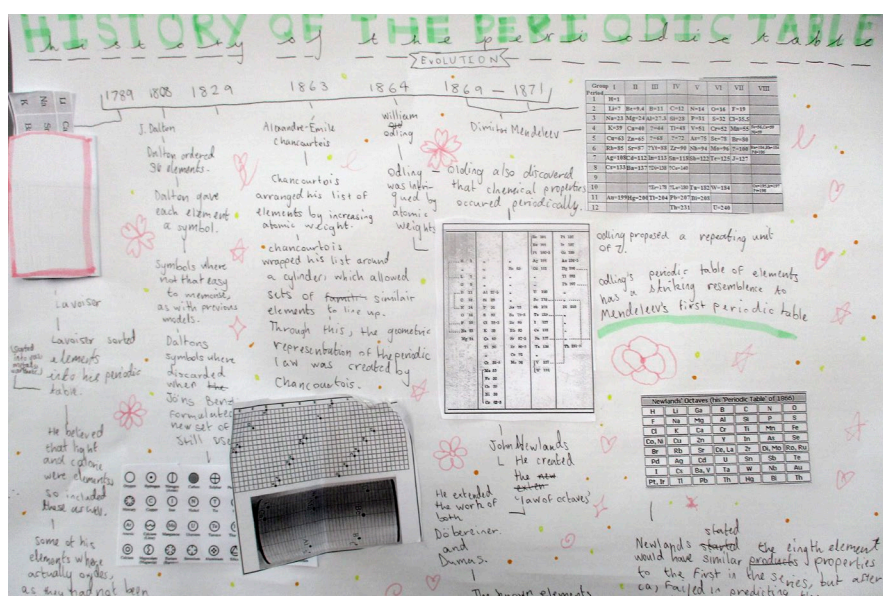


LOWER SCHOOL



Mr Worthington writes:

From their first day at Longcroft School, we encourage pupils to get into good study habits. Whether this is the quality of the notes taken in the lessons, the homework completed outside of lessons, or the revision tasks that go into preparing for assessments and study, we impress upon the children how Good Vision is key to success in education. We actively encourage our pupils to demonstrate readiness for the future by developing the skills and qualities that will lead to success in life beyond school, for example good organisation, good timekeeping, great team work or acting on initiative.



Opportunities for the children to review their learning are plentiful; review tasks are often set so pupils can see what they have learned in lessons, and apply their new knowledge to a range of different contexts. Retrieval practice is strongly supported by over 100 years of research. From the study of psychology we know that rehearsal commits short term memories into the long term memory for later retrieval, which is why it is vital to go back over work completed in the past.

For revision, to learn effectively, pupils should not only be looking over notes but then quizzing themselves. The internet is replete with past-paper questions and exam-style assessments so the pupils can check their understanding. Good revision habits are not only key for exam success, but also gets pupils into routines for life long study and academic rigour. Research in Cognitive Science suggests that the best two methods for memory retention in education are distributed practices and practice testing, also known as the testing effect. Distributed practices refers to reviews that take place sometime after the original learning event, as opposed to reviews

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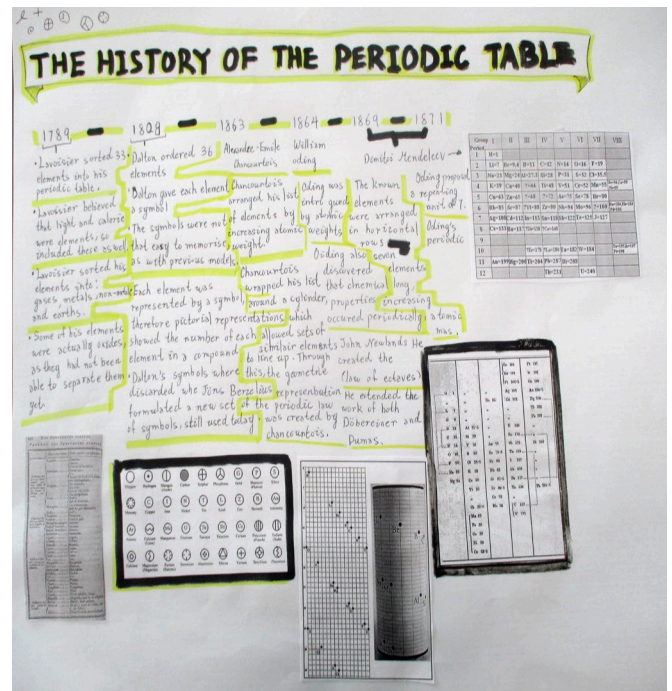
that occur immediately following the original learning event. The testing effect suggests long-term memory is increased when some of the learning period is devoted to retrieving information from memory

A have seen two good examples this week, where pupils have prepared for assessments and general learning by reviewing what they have studied. Our curriculum offer is designed in a logical, structured way, building on previous knowledge. In Year 8 Chemistry, pupils have been learning about the history of the Periodic Table. In Science, the Periodic Table is referred to from Year 7 to Year 13, across all three disciplines of Biology, Chemistry and Physics. The lessons studied in Year 8 represent part of the foundation blocks to build concrete subject knowledge upon, making sure our pupils are skilled when it comes to this subject.

2) **Nerve cells:** these cells are specialized for communication. they ~~over=only~~ send signals from the brain to muscles and glands that control their functions. they ~~send~~ also receive sensory information from the skin, the eyes, and the ears, and send this information to the brain.

3) **Muscle cells:** these cells are ~~specialize~~ specialized for contraction. without muscle cells you wouldn't be able to move! there are three kinds of muscle cells: they pull and tug on bones and tendons to produce motion. they also form the thicker outer walls of hollow organs, like blood vessels and digestive organs, and can contract to regulate the diameter of the hollow organs.

4) **connective tissue cells:** these cells provide ~~structural~~ structural strength to the body and also defend against foreign invaders like bacteria. two types of cells - ~~fibro~~ Fibroblasts and gob cells - are native to connective tissue. other cells migrate into connective tissue from the bloodstream to fight diseases. special types of connective tissue - cartilage and bone - are designed to be stronger.

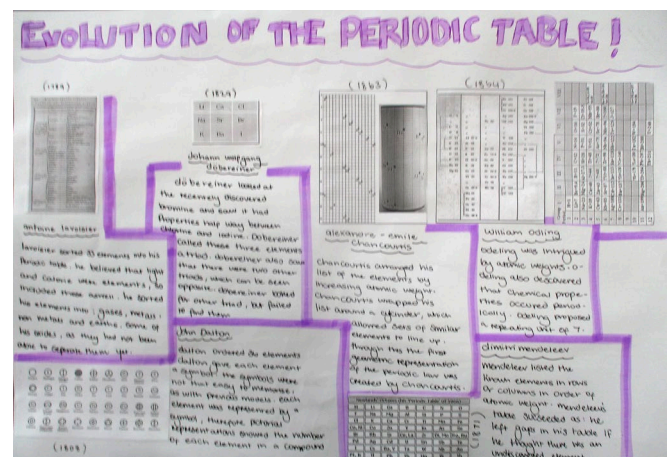


I have also seen the children in Year 7 preparing for assessments which have been a summation of all of the topics visited in a subject since the start of the academic year, thus encouraging rehearsal of knowledge acquired and committing more information to long-term memory. It has been really pleasing to see the pupils take our advice on board, completing past-paper questions and utilising the testing effect to their advantage.

Certainly, these are exciting times here at Longcroft School, as we work together to ensure our pupils get the education they deserve.

Take care

Mr Worthington
Head of Lower School





UPPER SCHOOL



Mr Colepio writes:

Period 6 and GCSE Revision sessions

Please see below our P6 offer to help pupils prepare for their GCSE exams this summer. As always, many thanks to staff for putting these sessions on in their own time, pupils with the vision to attend and parents and carers for supporting and helping with transport. If your son or daughter has not yet attended then please encourage them to do so as we target areas to develop post mock results and Progress Update publication. Thank you all again.

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



Action Planning Year 11

Now that pupils have received their mock results and Progress Update, they have each been using tutor time to plan next steps i.e create an Action Plan for the coming weeks. They have looked at grades and target grades to see where and how they can improve. Senior Leaders will look at all of these in the coming weeks and have more personalised discussions with pupils to ensure they are channelling their energies in an effective direction for maximum impact. I will be sharing effective plans with you in the coming weeks.

GCSEpod – 4200 in 5 weeks!

Since the last week before Christmas nearly 50% of Year 11 pupils have streamed GCSEpod videos with 40 pupils having seen in excess of 30 pods. We are currently in the top 30% of users in our region but want to be even higher. A number of pupils have already reached the stipulation of 75 pods for the Prom – this is excellent. Well done and please keep encouraging – it is interactive and actually quite good fun to watch together as a family and try the “Check n Challenge”. If you have your doubts, just try it first!

Geography Year 11

I always enjoy publishing the outstanding work of some of our pupils. Please see below some wonderful recent examples in Geography.

Mr Colepio

Head of Upper School

river processes 19-01-2022

eroded rocks picked up by the river smash into each other and break into smaller fragments. The force of river water causes particle size to decrease. **Solution** – erosion – hydraulic action – river channel

eroded rocks picked up by the river scrape and rub against the channel. **abrasion** – rock particles away from the river channel

Deposition – **Processes of river** – **weathering**

river drops eroded material it has been transporting. **landform formation** – breaks down rocks on valley sides

Solifluction – happens when a river slows down. **Suspension** – small particles like silt and clay are carried along by the water. **freeze-thaw weathering** – large particles pushed along river bed by force of water.

Traction – large particles pushed along river bed by force of water.

reasons for deposition:

- 1- volume of water in river falls
- 2- amount of eroded material increases
- 3- water is shallower
- 4- the river reaches its mouth

Salutation – pebble-sized particles bounce along river bed by water force

Exam skill practice: Ordnance Survey Map Skills

River Valley Cross Sections



1. Give two reasons why the area in the map above is likely to be found in the Upper Course of a river's course.

close together contour lines indicate that the land is high and steep. Lots of tributary's

Characteristic	Upper Course	Middle Course	Lower Course
Channel Shape (width/depth)	Narrow, rocky, carries a lot of sediment	Wider, mostly silt and sand surrounding	Widest part of the river
Valley Profile	The river cuts a V-shaped valley	Flatter land, less steep slopes	Flat land closer to the mouth
Gradient (steep/shallow)	The river has a steep gradient	more gentle gradient and sloping environment	very gentle gradient
Discharge	low amount of discharge is happening	Discharge is increasing due to more tributaries	Discharge is at the highest due to no sediment size
Velocity	low velocity due to high friction	increased velocity due to decreased friction	highest velocity due to no friction
Sediment size and shape	Large rounded stones, angular rock	Sediment are smaller and rounded	Sediment is now silt due to erosion



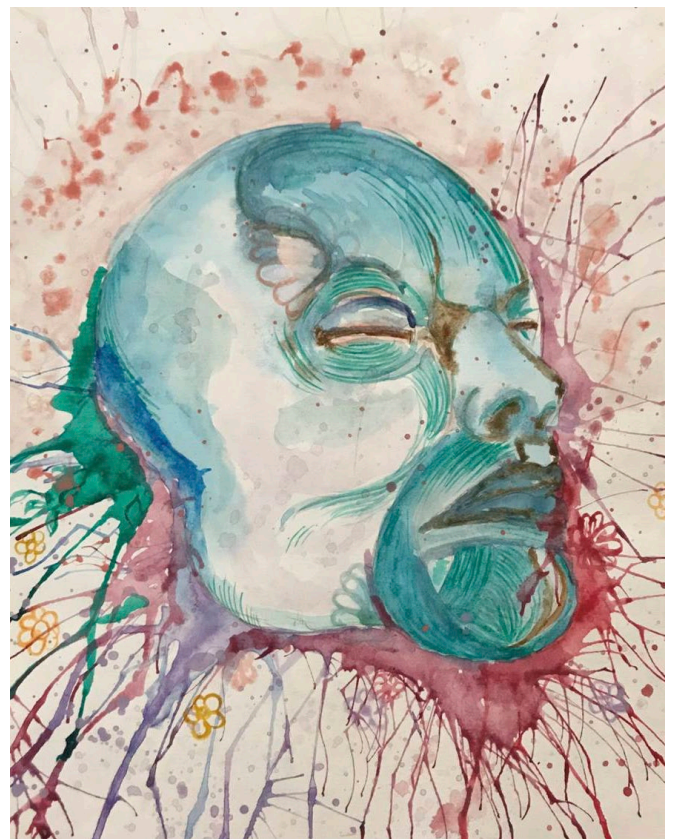
SIXTH FORM



Mr Henderson writes:

Even though we have been in a very restrictive period with regards to travel, I am delighted to highlight the ways in which our Sixth Form students have been able to enrich their lives and plan for the future by engaging in school events and visits. We are already planning trips for the summer term and for a foreign trip next year to involve current Year 12 and future students. We will be advertising these here. I hope you enjoy reading the following accounts from our East Yorkshire Sixth Form students.

Liam went to the Hull York Medical School's Open Day and was able to explore the campus. He said, "During my visit I managed to navigate around easily, the layout was convenient, and the accommodation developed well into the site. The tour of the facilities was eye opening to the quality of teaching seen, and they have just built brand new buildings with state-of-the-art technology and resources"





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Iulia, who is in Year 12, has also been to visit potential future universities.

"I was in my form lesson on careers looking through the UCAS website when I came across the Lincoln University Open Day schedule. I immediately booked a place as Lincoln has been my number 1 university destination. As I got there, many people were outside offering leaflets, answering questions, giving advice and guidance and maps. I also had free hot drinks and pasties." She added, "I attended the Psychology talk as that is my primary interest and found that the EPQ is extremely helpful in getting an offer, as well as the fact that only 250 students are offered a place for all three Psychology degrees each year. Later I found out there are more than 200 societies for students to join. In the Psychology school, all the labs, research pods and academic offices were so captivating, and the day only made me want to apply more."

Eva has written,

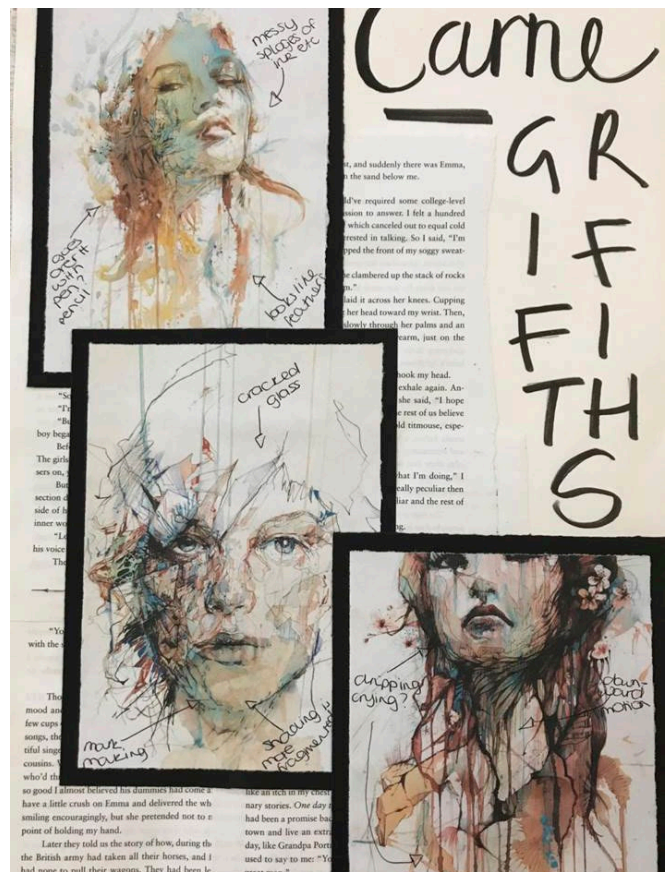
"I'm really happy because I have been invited to audition at every Drama School I applied to. I am excited to have been given this opportunity. The experiences I have had at this school including the recent Oliver production has added greatly to my portfolio."

Harriet said,

"I have really enjoyed performing in this year's production of Oliver! It has been amazing to get back on stage after not performing in the last couple of years. I have loved working with different students from across the school and all our amazing teachers."

A group of students wrote,

"Recently Year 11 and Sixth Form students got the opportunity to go on a joint trip to Raywell Scout camp. This was the first opportunity for many of us to go on a college trip since before the start of the pandemic. We all enjoyed the opportunity to get out of the school grounds and try some new activities, as well as the chance to meet some of the other members of our school community. We got to lead and engage in a variety of different activities which tested our problem-solving skills and our ability to work as a team. We would all welcome an opportunity to go on a trip like this again."



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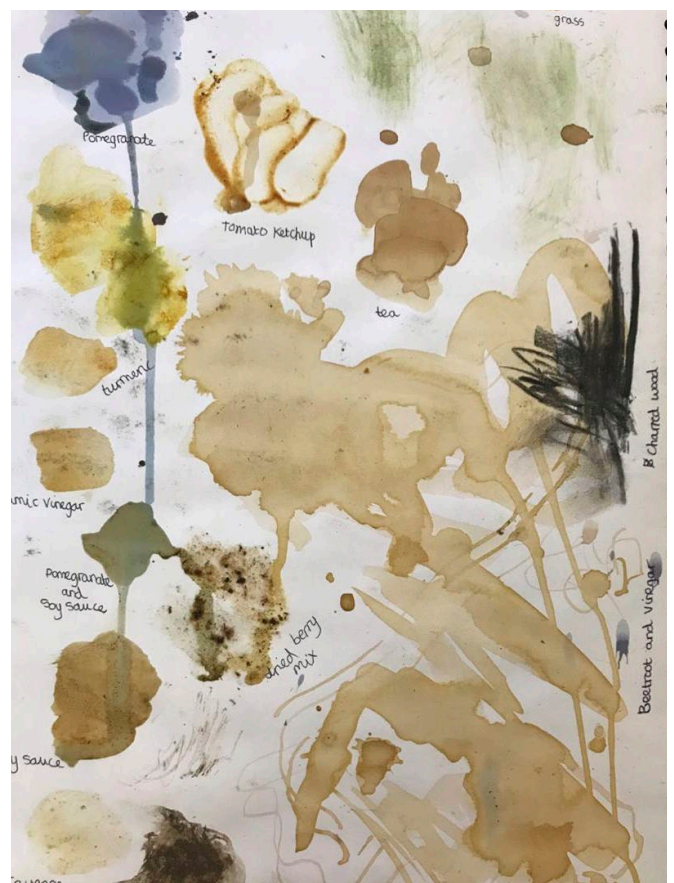
—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER

Carne Griffiths is an artist who creates amazing portraits using calligraphy inks, graphite and alternative liquids such as tea and brandy. He enjoys experimenting with unconventional materials, and their use has often begun as an accident or a 'what will happen if?' He discovered interesting things happen when working with tea; different surface textures and effects were created.

Taking inspiration from Carne Griffiths, our A Level artists have been exploring the use of "alternative pigments" to create a piece of art work. They have been very inventive in their explorations and have created pieces using materials such as tomato puree, pomegranate juice, soy sauce, mouthwash and food colouring (to mention a few!). Work featured is by Jack Knight, Rua Martin, Tegan Blake-Barnard, Airiell Holwell and Ellenor Whittaker.

Mr Henderson
Head of Sixth Form



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SAFEGUARDING



Mr Rogers writes:



Children's Mental Health Week 7th – 13th February

Place2Be launched the first ever Children's Mental Health Week in 2015 to shine a spotlight on the importance of children and young people's mental health. Now in its eighth year, Place2Be hopes to encourage more people than ever to get involved and spread the word, and Longcroft will certainly be doing so.

This year's theme is Growing Together. Growing Together is about growing emotionally and finding ways to help each other grow. Challenges and setbacks can help us to grow and adapt and trying new things can help us to move beyond our comfort zone into a new realm of possibility and potential. However, emotional growth is often a gradual process that happens over time, and sometimes we might feel a bit 'stuck'.

To mark Children's Mental Health Week we are grateful to staff who are leading a range of events.

Our Librarian and Literacy Manager Ms Carvill has organised a fantastic opportunity which will see Hull poet and writer Catherine Scott lead two creative writing workshops in our Library. These workshops involve a range of pupils from

both Lower and Upper School and take place on Monday morning – a wonderful way to start the week!

Pupils, Sixth Form students and staff will join together in a short walk on Tuesday February 8th during lunchtime with Mental Health Mates Walk and Talk organiser Clare Greaves.

PE teachers Miss Calam and Mrs Holt will be leading yoga and dance sessions in the Sports Hall during the lunch periods on Wednesday 9th and Friday 11th February. Staff, pupils and Sixth Form students will again come together to enjoy some calming, relaxing exercise and an opportunity to free the spirit through dance.

These and many other events will afford us the opportunity to consider this important issue together.

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Diversity

This week pupils have watched an assembly prepared by Mr Worthington about diversity.

Our school core values of Great Heart, Thought and Vision underpin our ethos and approach to ensuring all pupils feel safe to be who they are in school. The assembly this week aimed to highlight how we can promote equality and diversity in our school community.

We consider our core values around diversity to be:

1. All pupils are equally valued regardless of their religious beliefs, sexual orientation, race, gender, and gender identity.
2. Differences are respected, recognised, and valued because diversity is a strength.
3. Positive relationships and attitudes are fostered throughout the school.
4. A shared sense of belonging and inclusion is encouraged in the classroom.
5. We actively observe and promote equalities practised for our staff.
6. We have the highest expectations for all our pupils.
7. We work hard to raise standards for all our pupils, especially those most vulnerable.
8. We challenge stereotyping and prejudice.

We make sure we gauge the views from pupils who represent a range of visible and non-visible diversity in our school and listen to their thoughts and feelings, and work towards every pupil feeling represented.

Top tips:

- Be kind
- Speak up and challenge
- Keep the conversation going about diversity
- Listen and care

Mr Rogers
Deputy Headteacher
Head of Care and Achievement





TEACHING & LEARNING



Mr Taylor writes:

Supporting a Stressed and Anxious Teenager During Revision

Around intense revision periods and exam times, it is inevitable that pupils will feel a certain degree of stress.

The unfortunate fact of the matter is that children are unlikely to want to talk about the way they are feeling, how it is truly affecting them, or why they feel that way. For the most part they may not even realise that they are feeling a certain way.

Here are some symptoms to look out for if you think your child might be suffering:

- Sleep issues
- Difficulty concentrating (or revising)
- Negative behaviour changes, e.g increased anger
- Increased irritability

Rachel Dodge, an expert in well-being and the Psychology Subject Officer for GCSE exam board WJEC warns about other potential signs of stress:

"You might find that your child is behaving differently from usual. Signs could include lack of concentration, avoiding people, being more sensitive, changes in eating habits, changes in sleep patterns. Get to know your child's stress signs and try to take action when they appear."

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Parental support is one of the most important factors in a child's success. You don't have to become a 'super parent' —you just need to be supportive.

During this stressful time try to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

When a pupil shows any of these symptoms, it's important you work with them to help them. You may not get total transparency straight away.

A great place to start is a hug and the assurance that it is okay to not be okay...Once you've done this, you can help get to the bottom of what it is making them feel anxious. A way to help a child stuck in a stressful rut is by making key alterations that will allow them to deal with their feelings more effectively.

Alter the routine

If you've noticed your teenager comes home and does one particularly unhelpful habit (e.g. turns on the TV without getting changed) prompt that they make one positive change (e.g. getting some comfortable clothes on so they can relax).

If your child is on their phone between certain hours in the day, offer an alternative activity that they can do with you instead.

Natural lighting does wonders for your mood. Make sure you allow as much light into your living spaces as possible.

Keep fresh fruit bowls regularly topped up with your teenager's favourite fruit, to limit the temptation to reach for sugary or processed foods.

Hopefully there may be something here you find useful in supporting your child.

Have a good week.

Mr Taylor

Head of Teaching and Practitioner Development





IN FOCUS GEOGRAPHY

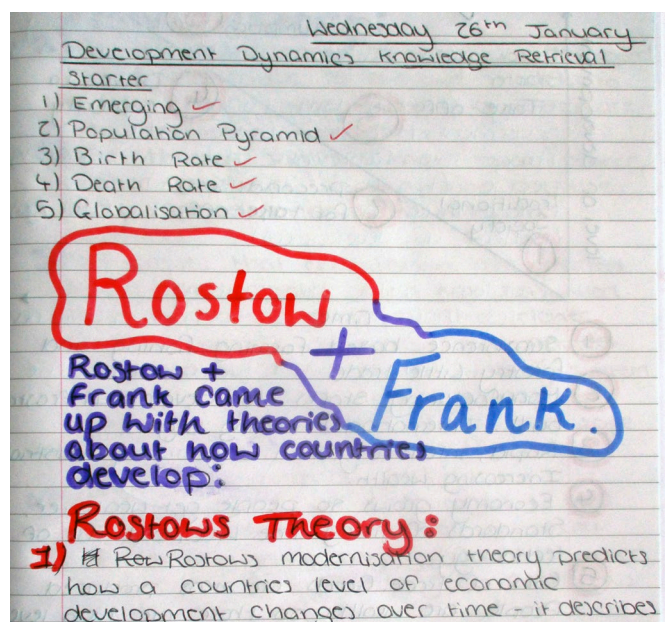
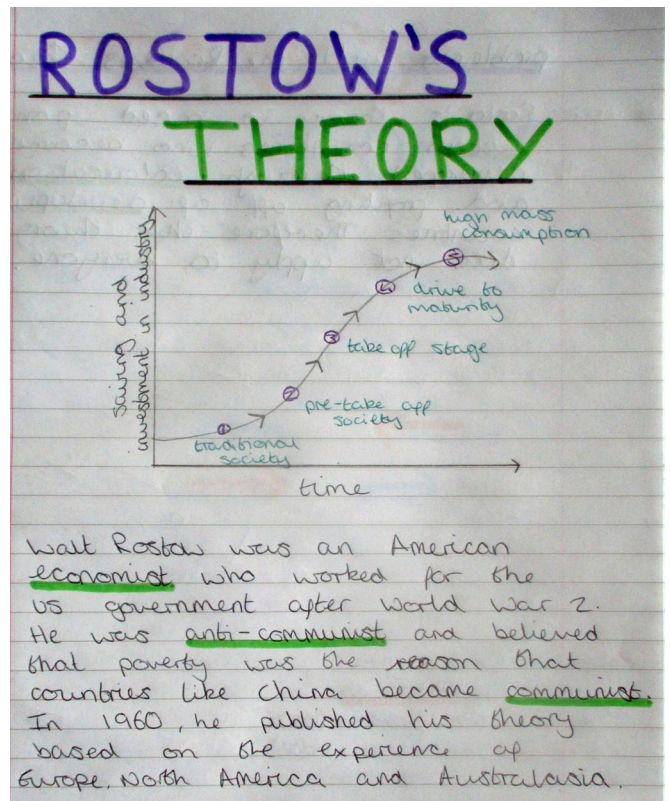
Year 10 pupils studying GCSE Geography have been learning about Rostow's model as part of their work on India's development. The overarching topic is Development Dynamics, and Rostow's model summarises economic growth of countries into five different stages:

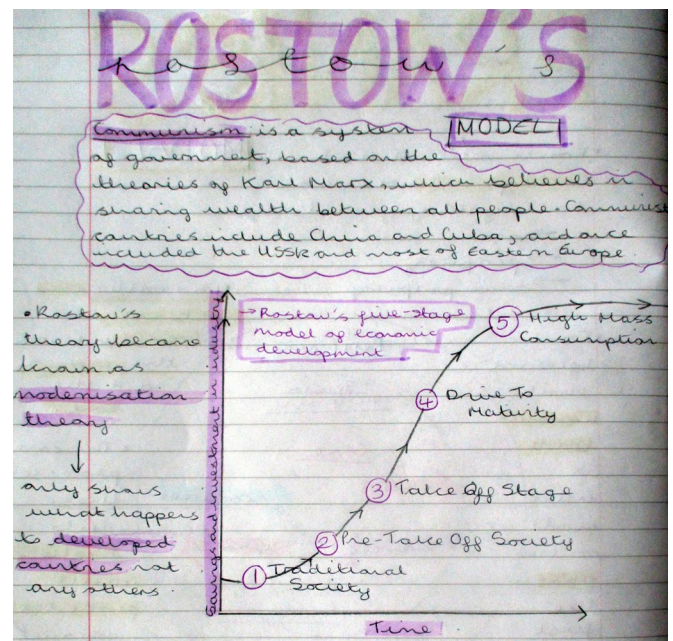
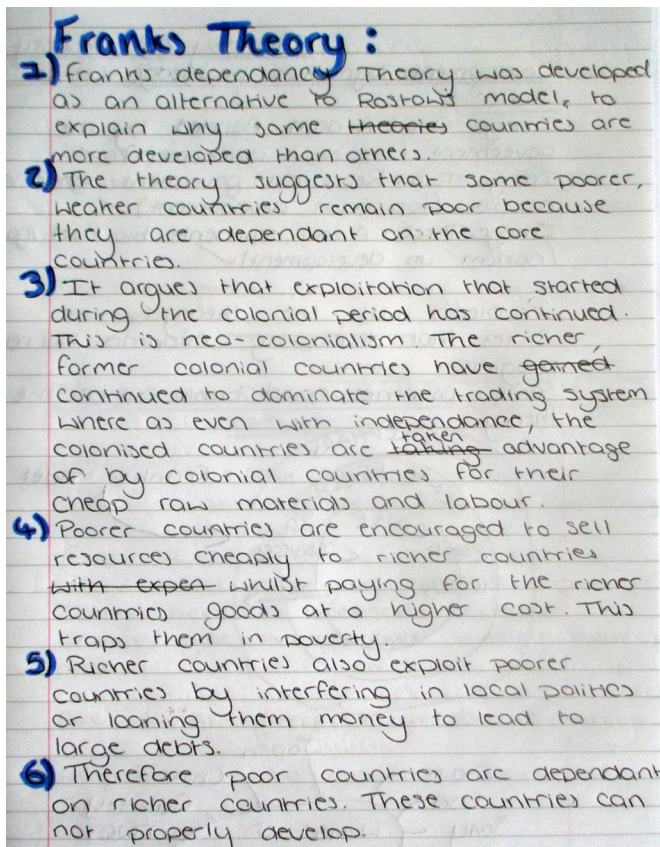
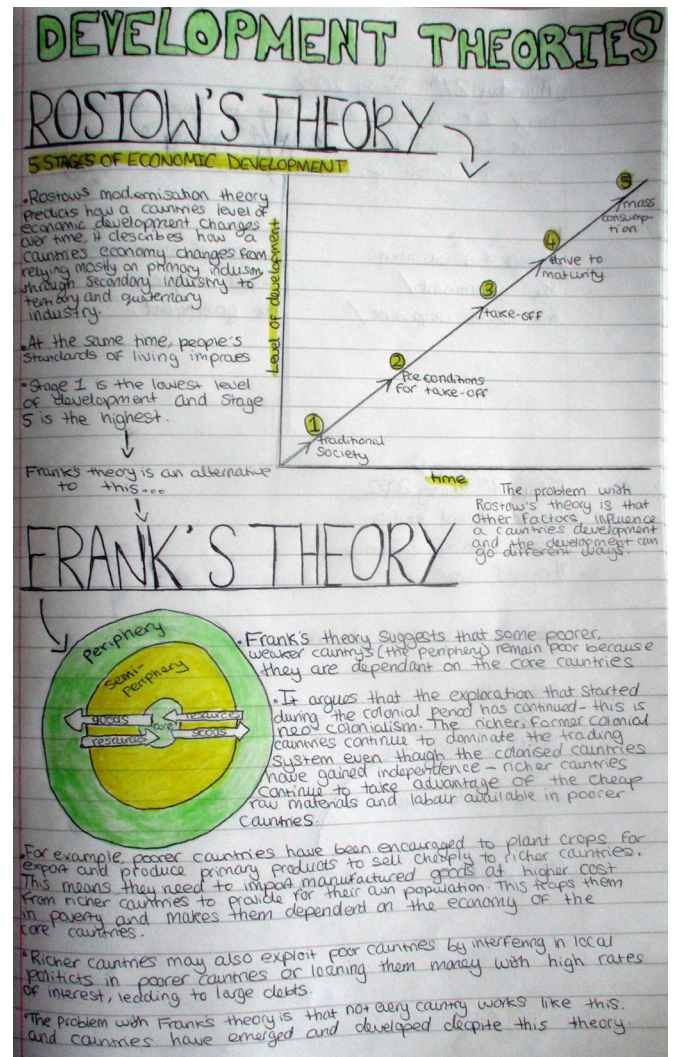
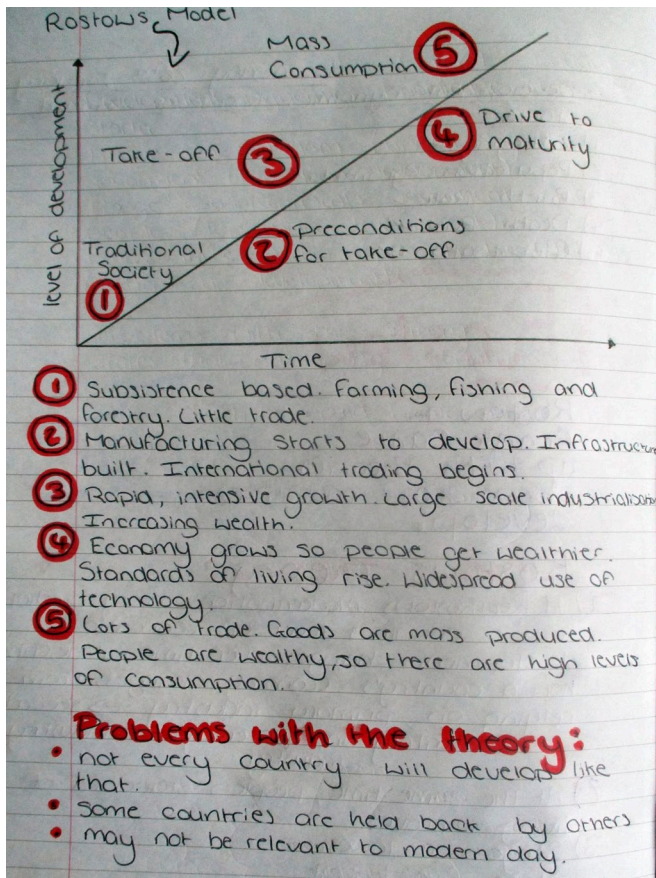
- Traditional society - characterised by subsistence farming or hunter-gathering.
- Preconditions for take-off - manufacturing industry begins to develop, and a country develops an international outlook.
- Take off - short period of intense activity where urbanisation increases and industrialisation proceeds with technological breakthroughs.
- Drive to maturity - where industry diversifies and investment is made in infrastructure and improving quality of life over an extended period of time.
- Age of high mass consumption - where mass production feeds consumer demands.

Pupils are also studying Frank's model. Developed in opposition to Rostow's, this theory suggests countries are poor because of their past relationships with other countries. Frank believed development was about the core and the periphery. The core is the developed nations and the periphery the 'other areas' which produce raw materials. The periphery depends on the core for its market. The periphery sells low-value raw materials to the core. The core processes them into high-value goods and becomes wealthy.

Their work gives pupils the opportunity to apply their knowledge but also to analyse and evaluate the strengths and limitations of each model.

We are delighted to share examples of the work from Miss Brown's Year 10 class.





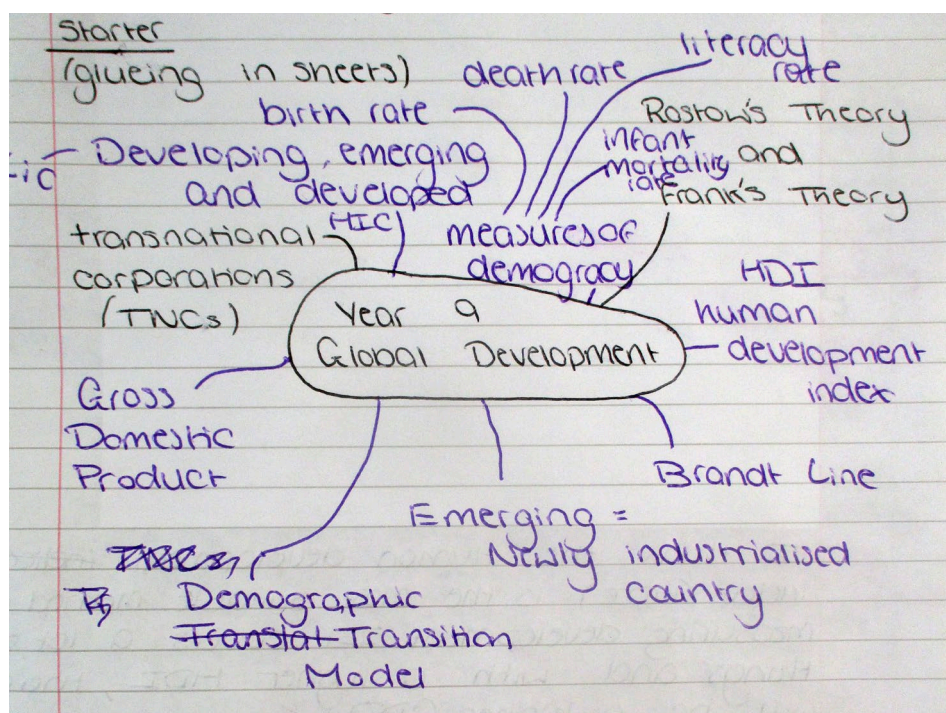
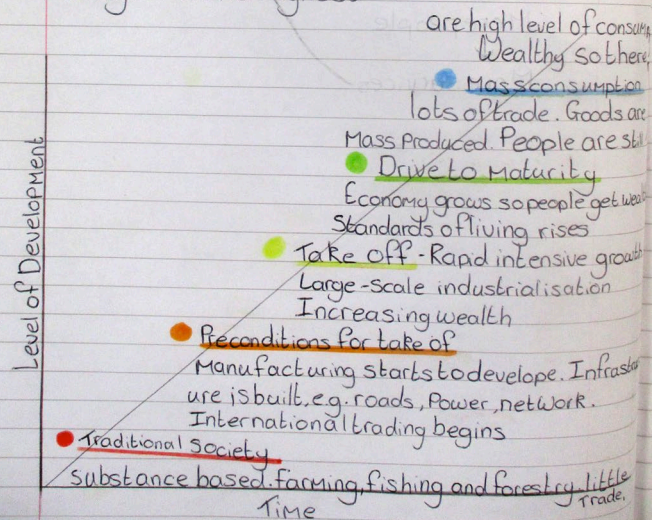


Frank's Theory

- 1 Frank's dependency theory was developed as an alternative to Rostow's Model to explain why some countries are more developed than others.
- 2 The theory suggests that some poor, weaker countries (the periphery) remain poor because they are dependant on the core countries (those that are richer and more powerful.)
- 3 It argues that the exploitation that started during the colonial period has continued - this is neo-colonial. The richer, former colonial countries continue to dominate the trading system even though the colonised countries have gained independence - richer countries continue to take advantage of the cheap raw materials and labour available in poorer countries.
- 4 For example, poorer countries have been encouraged to plant crops for export and produce primary products to sell cheaply to richer countries. This means they need to import manufactured goods at higher cost from richer countries to provide for their own population. This traps them in poverty and makes them dependant on the economy of the core countries.
- 5 Richer countries may also exploit poor countries by interfering in poorer countries or loaning them money with high rates of interest, leading to large debts.

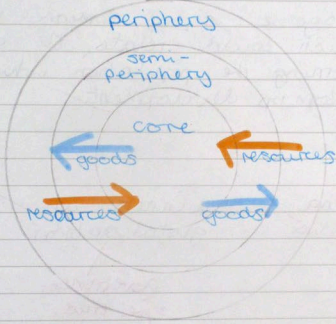
Rostow's Theory

- 1 Rostow's modernisation theory predicts how a country's level of economic development changes over time - it describes how a country's economy changes from relying mostly on primary industry (e.g. agriculture), through secondary industry (e.g. manufacturing goods) to tertiary and quaternary industry (e.g. service and research).
- 2 At the same time, people's standard of living improves
- 3 Stage 1 is the lowest level of development and stage 5 is the highest





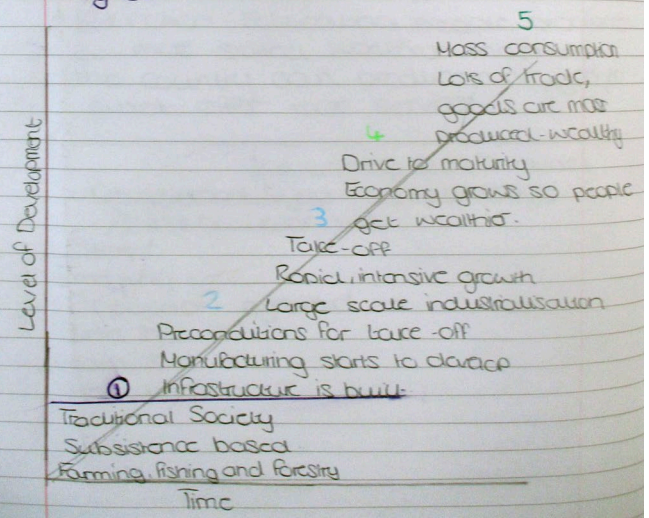
FRANK'S THEORY



In 1967, dependency theory was developed by André Frank - an economist. Frank believed that development was about two types of global region, core and periphery. The core represents the developed and powerful nations of the world and the periphery consists of 'other' areas which produce raw materials to sell to the core. The core then processes raw materials to become wealthy. Frank disagreed with Rostow because he believed historical trade effected the development.

ROSTOW'S THEORY

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Memory Lane

The week we feature two Year 7 tutor groups.

History teacher Mr Stephenson is pictured with his tutor group from 1993.



Back Row:

*S Astbury; J Russell-Manning;
D Mills; A Smart; N Fitter;
S Bates and D Robinson.*

Middle Row:

*M Turner; J Thorne; L Bramley; G Hasel;
M East; S Thackray; K Sparkes;
M Bannister and L Cullen.*

Front Row:

*M Gibbs; D Frost; J Ransom; Mr Stephenson;
M Huntley; R Herdsman and R Huggins.*



PE teacher Mr Harris is pictured with his Year 7 tutor group in 1995.



Back Row:

A Hardwick; C Gilbert; S Wastling;
S Papworth; C Los; V Feasey; K Baldwin;
A Thomas and N Collinson.

Middle Row:

S Wright; J Carter; W Dale; R Armstrong;
N Stark; R Cross; D Horne; A Brown
and W Le-Pine.

Front Row:

D Cherrington; L Williams; V Magee; S Tomlinson; Mr Harris;
C Eden; E Grubham; C Bolton and L Gill.



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Longcroft School &
Sixth Form College



Jevon Heads North

Local interest in Scottish football undoubtedly increased last weekend when Jevon Mills made his debut for Falkirk following his move on loan from Hull City.



This is an excellent opportunity for Jevon to continue his rapid development by playing regular first-team football in a team striving for promotion and hopefully he will return to Hull City having benefitted from the experience.

Founded in 1876, Falkirk compete in the Scottish League One, the third tier of Scottish football. As recently as 2006 Falkirk were playing in the Scottish Premier League and they were runners up in the Scottish Cup in 2009 and 2015, qualifying for the UEFA Europa League in 2009–10. Known as the Bairns, Falkirk regularly draw crowds of 3,500 to their home games at the impressive Falkirk Stadium.

Falkirk Head Coach Martin Rennie said, *"Jevon is a young player with lots of potential. He comes to the club highly*

rated by Hull City, and he will be an excellent option for us this season. He is an extremely bright prospect who we are delighted to bring in and the opportunity for him to come to us at this stage of his career and play first team football will benefit him massively." He added, *"I look forward to welcoming Jevon to Falkirk until the end of the season."*

Jevon's Bairn's debut at Montrose, who currently occupy one of the coveted play-off places, saw him line up in a new-look defence with Paul Watson and Aaron Taylor-Sinclair in a three centre-back formation. Unfortunately the game, played in difficult conditions, ended in a 2-1 defeat.

We are looking forward to following the latest developments in Jevon's career, and this weekend the team return to The Falkirk Stadium and welcome visitors Queen's Park for a 3pm kick off.



Extra-curricular Sport



Pupils enjoy success in Cross Country and Netball

On Tuesday, 16 Longcroft pupils travelled to Scunthorpe to take part in the Humberside Cross Country Championships.

Pupils, who ranged from Year 7 to Year 11, earned the opportunity to compete following their performances in the East Riding Championships before Christmas.

Longcroft's representatives were:

Year 7

Charlie Wyeth

Year 8

Joel Hardy, Millie Berry and Sophie Wallis

Year 9

Tilly Midgely, Ella Harris-Smith, Chantal Levey, Maisie Turner and Natasha Sharpe

Year 10

Josh Collier, Mason Tickner Harris and Harrison Adams

Year 11

Owen Waterson, Hayden Todd, Jack Charles, Gabriella Caruso and Tallulah Pulling.

In very windy conditions, all pupils performed brilliantly and showed great resilience. Longcroft's highest finishers were Ella Harris-Smith who came fourth, Tallulah Pulling who was fifth in her race, and Millie Berry who finished in sixth place. Well done to all pupils who represented the school so well, a true credit to Longcroft!



On Tuesday evening, the Year 7 and Year 9 Longcroft netball teams travelled to South Hunsley School. The Year 7 team started well and took an early lead against the home team. However, South Hunsley came back fighting and started to dominate possession of the ball. Unfortunately, the Longcroft team narrowly missed out on a win against strong opposition.

The Year 9 team played extremely well, showing great passing and movement skills. The two teams were very evenly matched going into the final quarter at 6-6. The girls showed fantastic resilience and character to keep composure. It was a nail-biting finish, but the Longcroft team were victorious with the final score 8-6! Well done to all the pupils involved.





Boxing Club Gets Pupils on the Right Track!

On Wednesday it was a treat to welcome members of Beverley's fantastic Track Fitness and Boxing Club including coaches and former Longcroft pupils Jordan and Jolly Thorne who gave a group of pupils a boxing taster session.

After an intense warm up, the group took part in some partner sparring work followed by a circuit which included some of their new moves. The whole group worked incredibly hard and were certainly put through their paces!



Many pupils expressed their interest in continuing with the boxing, with two keen pupils going down to the club that night! A big thank you to Track Fitness and Boxing Club for visiting and to Tallulah, Luci and Rocco who showcased their boxing skills whilst helping to run the session.





LIBRARY NEWS

The Heart of the Romance Genre

February marks St Valentine's Day and this month we celebrate romance fiction with a fabulous display of classic and contemporary novels, plays and poetry.

The modern romance novel has its origins in the romantic fiction of the 18th and 19th centuries. Works by Jane Austen and the Brontë sisters introduced a new form of fiction, primarily focusing on the lives and struggles of female protagonists. Written by women, for women, and about women, they formed a means of escape and inspiration in a world where women were frequently considered less than.

Reading these classics is important as it allows pupils and students to improve their comprehension and critical thinking abilities, expand their vocabulary, and learn how the world has changed in terms of thoughts and behaviour. Understanding the past helps our children to shape their future.

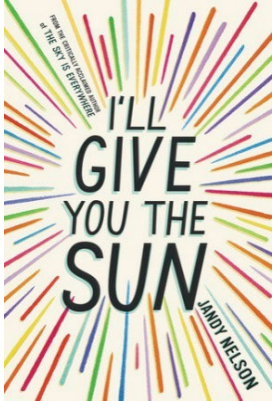
Today's romance novels have expanded to include books with authors and protagonists of different genders, races, and sexualities. Thankfully, they reflect a far more diverse and inclusive world. In the last decade teenage romance fiction has become increasingly popular. Educatively it provides perspective on what can be a confusing time emotionally. First love, particularly, is a popular theme in YA fiction. Encouraging our children to read it allows them to explore the genre of romance by learning from characters' mistakes and helps them figure out life's emotional challenges.

The books on the next page are all on the Accelerated Reader scheme.





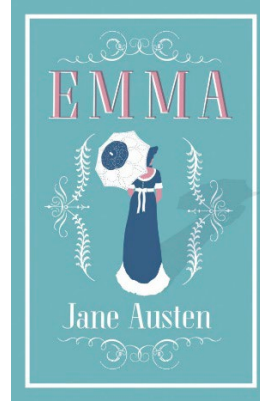
I'll Give You the Sun by Jandy Nelson (Young Adult)



At first, Jude and her twin brother Noah, are inseparable. Noah draws constantly and is falling in love with the charismatic boy next door, while daredevil Jude wears red-red lipstick, cliff-dives, and does all the talking for both of them.

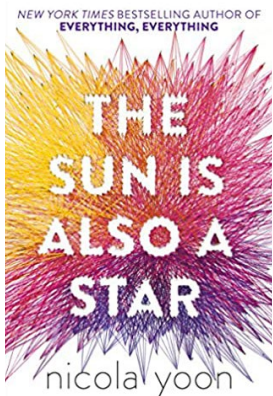
Years later, they are barely speaking. Something has happened to change the twins in different yet equally devastating ways. Intriguing.

Emma by Jane Austen (Classic)



Emma Woodhouse is one of Austen's most captivating and vivid characters. Beautiful, spoilt, vain and irrepressibly witty, Emma organizes the lives of the inhabitants of her sleepy little village and plays matchmaker with devastating effect. A perfectly crafted novel.

The Sun is Also a Star by Nicola Yoon (Young Adult)



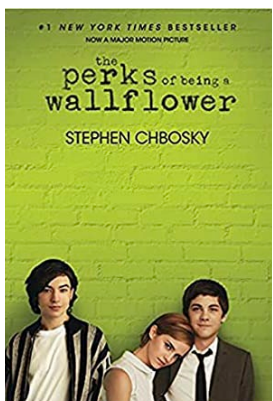
Natasha, an undocumented immigrant, is about to be deported from the USA. As she struggles to find a way for her and her family to remain, she meets Daniel who is unhappy with his life and parents. The two spend the day together and fall in love. Beautifully written.

Jane Eyre by Charlotte Brontë (Classic)



Jane is orphaned as a child, treated cruelly by her aunt and cousins, and made to feel like an outcast. When she arrives at Thornfield Hall, where she has been hired to be a governess, she finds herself drawn to the troubled yet kind spirit of the brooding, proud Edward Rochester. A complex story about the validity and meaning of love. Wonderful.

The Perks of Being a Wallflower by Stephen Chbosky (Young Adult)



This critically acclaimed debut novel from Stephen Chbosky follows observant "wallflower" Charlie as he charts a course through the strange world between adolescence and adulthood. First dates, family drama, and new friends, devastating loss, young love, and life on the fringes. A fabulous read.





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

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Year 9

Mr Tong

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Years 10 and 11

Mrs Ellis

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annette.ellis@longcroft.eriding.net