



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS

LETTER



Inspirational Teacher Up for a Challenge!

Miss Calam is a valuable member of our PE team, creating opportunities for our pupils and inspiring them to enjoy taking part in sport and physical activity, to improve and to excel.

“Although the challenge was hard, it is extremely rewarding knowing that the money we have raised will go towards supporting and helping others.”

Contents

Headteacher's Welcome

Page 4

Lower School

Page 5

Sixth Form

Page 7

PSHE & Careers Education

Page 10

Teaching & Learning

Page 12

In Focus: Science

Page 14

Memory Lane

Page 18

The Friends' Corner

Page 20

Extra-Curricular Sport

Page 21

Library News

Page 22

CONT. OVER >



Having studied PE at GCSE and A Level at Longcroft and being appointed School Sports Captain in Year 11, Miss Calam moved across the Pennines to the University of Chester where she earned a BSc in Sport and Exercise Science.

As a Longcroft pupil Miss Calam displayed the same enthusiasm and determination to succeed that she demonstrates as a teacher and these characteristics were also displayed earlier this month when she took on the Snowdon Triple Challenge with her father.

Miss Calam explained, "In order to raise money for charity, my Dad and I completed the Snowdon Triple Challenge. The challenge consisted of firstly cycling around the Snowdonia National Park, followed by climbing to the summit of Snowdon and finally kayaking around the Llyn Padarn lake. The challenge took a total time of 8 hours to complete."

She added, "We were able to raise a total of £1,695 which will go towards the WISHH (Working Independently to Support Hull Hospitals) charity. The money will then be directed to support cancer research and patients."



With an elevation of 1,085 metres above sea level Snowdon is the highest point in the British Isles and the terrain is considered to be a very challenging and certainly unsuitable for Miss Calam's usual footwear of trainers. While the scenery and views are described as making the difficulty of the ascent worthwhile, as most walkers take several hours she might not have been able to fully appreciate this aspect. The Snowdon Triple Challenge is described as the ultimate challenge to conquer some of the UK's most rugged landscape, offering participants the opportunity to push themselves mentally and physically over the 36km route.

Miss Calam said, "Although the challenge was hard, it is extremely rewarding knowing that the money we have raised will go towards supporting and helping others. So many people and families are affected by cancer and I wanted to give back in some way."

Miss Calam has once again proved herself to be an inspiration! We are proud that she took on this challenge and of her success in both achieving it in an incredible time and raising a fantastic amount for such a worthy cause.



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

91,604

THOUGHT

383,223

VISION

372,614

GRAND

TOTAL:

847,441



Headteacher's Welcome



In a week of transitions, it has been great to see our community come together, to celebrate all that has been achieved by so many, and look forward to an exciting future ahead.

As we move beyond final examinations for Years 11 and 13, it was time to celebrate at school proms. Both year groups enjoyed great nights with fabulous attendance from both pupils, students and staff. These are celebratory moments, a chance to look back together on shared journeys; and for these groups of young people it has been quite an extraordinary time. As the community has reflected on recent years, it has reminded us of the tremendous resilience, courage and commitment our young people have demonstrated, and we know that they will take all they have learned and become with them in to the next stage of their lives.

Even more pupils in Year 11 are now planning to return to Longcroft as part of The East Yorkshire Sixth Form, so it is exciting to consider how our journey in that regard is set to continue. Next week sees our next Year 12 Induction Day and an opportunity to get prepared for advanced level study, including through important bridging work that will enable a platform for accelerated academic progress in the Autumn term. We also have further increased in Year 7, with more families each week coming forward to adjust their plans for September and to come and be a part of our journey.

Around 140 families joined us on Thursday 30th June for our Year 6 Induction Evening. This was an opportunity for our new cohort to meet their tutors, hear from some of the key leaders and pastoral staff that will be working with them in September, and to get prepared for all of the exciting opportunities that will be available to them when they arrive at Longcroft. It was great to spend time listening to children talk about what they were most excited about, seeing broad smiles everywhere and understanding from families why they had chosen the school and how supportive they are of what we stand for, our culture of high expectations and an absolute focus on every child being known and valued.

This week's Newsletter brings in to focus a number of examples of current work and activity in school, but also of life beyond our gates and how those, past and present in our community, demonstrate the values that we are proud to advocate each and every day. Have a great week.

Mr Perry
Headteacher

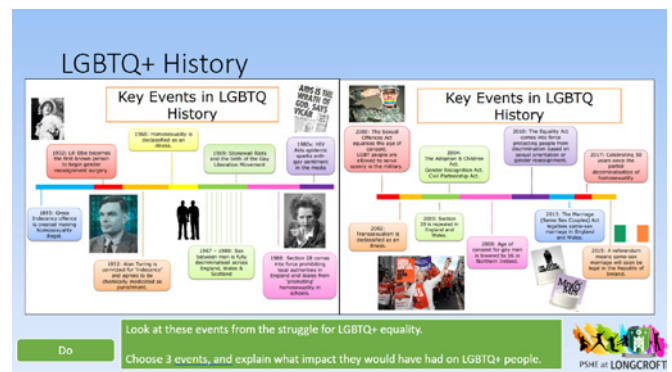


LOWER SCHOOL



Mr Worthington writes:

Following on from Diversity Week we have enjoyed a continuation of activities, celebrating what is different about all of us as individuals. I am really keen to point out that it is so vital that celebrating uniqueness is not just a one-week thing, which is why it is embedded into our school culture. Our school Rainbow Council is now in full swing, where the children regularly meet to discuss a variety of topics.



At Longcroft we delve into the realms of careers, apprenticeships and job opportunities on a weekly basis as part of our tutor time programme. A form tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging success, aspiration, participation and the highest possible standards of work and behaviour. Our Lower School children have enjoyed exploring different options available to them in the future, and have learned new aspects of career paths that they may not have considered before.

Gender Identity

Gender identity is the personal sense of one's own gender. A person's gender identity might match the sex they were assigned at birth or it may not. People who do not identify with the sex they were assigned at birth are described as transgender. Transgender is an umbrella term for anyone who does not identify with the sex they were assigned at birth. There are a range of gender identities within the trans community including male, female, non-binary, and gender-fluid. There are many different terms to describe gender.

Trans male: A man or boy who was assigned female at birth.
Trans female: A woman or girl who was assigned male at birth.
Non-binary: Someone who does not identify entirely as male or female.
Gender-fluid: Someone whose gender identity can change over time.

People whose gender matches the sex they were assigned at birth are described as cisgender. So, gender identity is how someone feels on the inside.

Source 1 Transgender symbol

PSHE at LONGCROFT

I am pleased to see that Mr Coupe, as part of this week's Newsletter, has referred to the Pupil Survey that has taken place around PSHE. PSHE is a really important part of our curriculum and I am pleased to share some pictures of the children's work, highlighting the topics and variation of themes that our pupils work on.

The Progress Updates are an important part of school, informing children and parents about attainment, effort and predicted grades. Following on from Year 9's Progress Updates being released, before the summer break our Year 7 and Year



8 pupils will receive their final Progress Update for this year. These reports provide a colourful summary of their progress throughout the year across all their subjects, as well as their attitude to learning in class and towards their homework. They also state each pupil's attendance, highlighting how much time they have spent in school. This report is therefore an invaluable summary of each pupil's progress and achievement across an entire academic year. However, the Progress Update is also an essential tool in helping pupils to reflect upon their learning and progress, and in setting their targets for the future.

When pupils receive their Progress Update, they carefully read through it to identify areas of strength and areas where improvement can be made. This information can then form the basis of focussed targets and discussions between pupils, parents and teachers. The Progress Update therefore plays an important role in helping our pupils to review their progress and prepare for the next academic year.

I would like to thank all parents and carers for the continued support that you have provided to pupils in ensuring they have had everything that they need to focus and learn. Working closely with our Care and Achievement Co-ordinators, as a school we are working very hard to make sure that the correct level of support is there for each pupil as an individual person. If you do need to contact a Care and Achievement Co-ordinator, or have any questions, please do not hesitate to do so using the contact details at the end of this Newsletter.

Mr Worthington Head of Lower School

Rating your own resilience

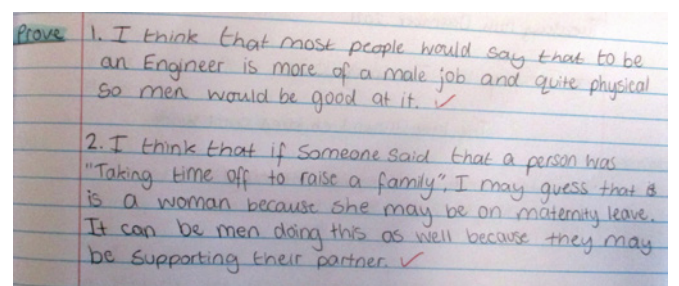
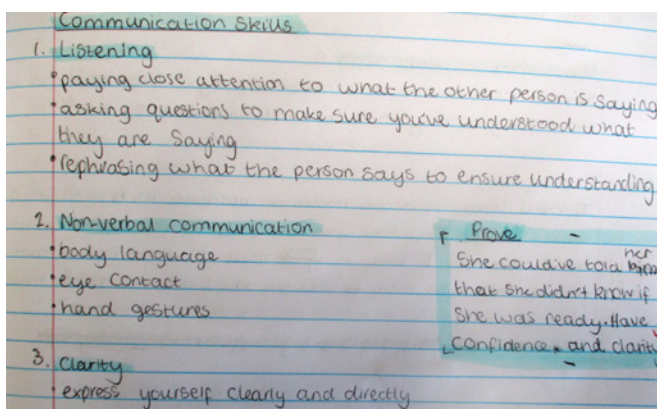
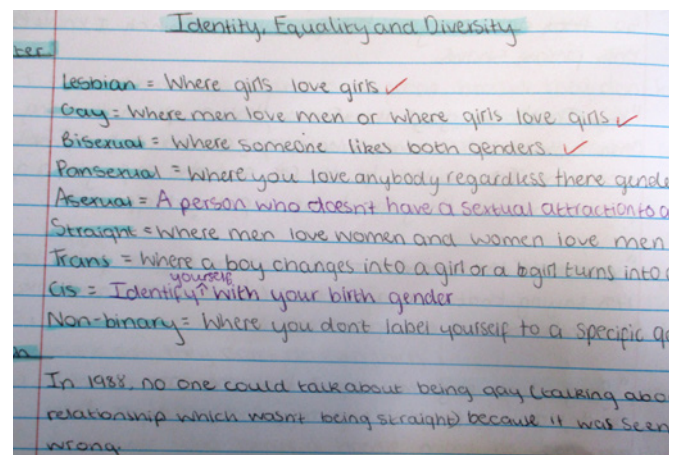
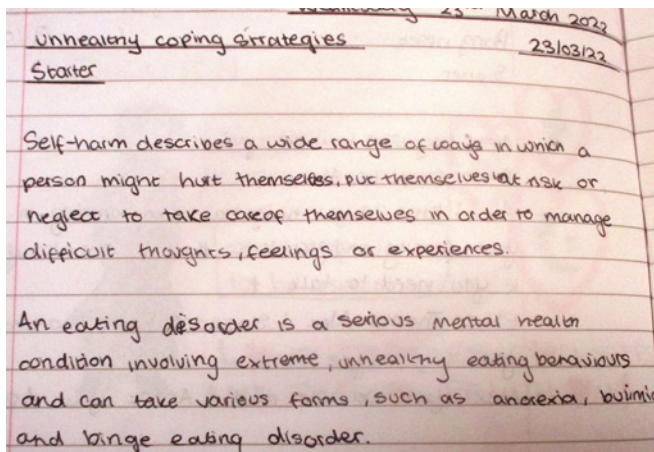
Activity 3

Look at the example in Source 3. It shows how one person rates their own resilience. For example, they think they are not good at staying positive and optimistic but they do feel able to talk and seek help. Construct your own chart or table which helps you recognise how resilient you are.

When things go wrong I...	Not great	OK	Good	Excellent
take responsibility for my actions		✓		
am skilled at solving my own problems			✓	
stay positive and optimistic	✓			
am able to talk about it and seek help			✓	

Source 3 How resilient am I?

PSHE at LONGCROFT





SIXTH FORM



Mr Henderson writes:

Year 13 students celebrate at their Prom

Last Friday we said goodbye to our Year 13 students for the final time as we held our Prom in the Monsoon Suite at Lazaat Hotel and Restaurant.

The event, hosted by Mr Wilson and Mr Henderson along with Senior Student Team members Tegan and Emily, began with reception drinks as guests arrived. Following dinner, Emily and Tegan gave a speech recalling some of their experiences of the last seven years as Longcroft pupils and then as East Yorkshire Sixth Form students, before thanking their teachers for their support and wishing the students good luck for their futures.

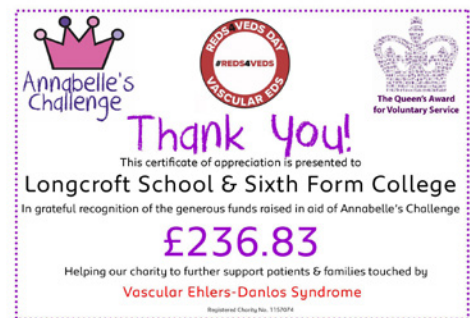
Next, SST Social Secretary Adam assisted by Harriet held the now traditional 'Prom Awards Ceremony' which this year featured special awards for teachers and Mrs Clegg and Mr Coupe were singled out for praise.

Following the awards, Mr Wilson gave a speech with some advice for the students about moving away from home for the first time, based on his time as a student at the University of Liverpool in the 80's. Following the speeches, our guests spent time reminiscing about their school and college years and danced until well past midnight.

We were also delighted to receive a certificate of thanks from the charity Annabelle's Challenge for our fundraising efforts on REDS4VEDS Day – our community raised a tremendous £236.83.

We would like to thank our Year 13 students for everything they have brought to our college and all they have done to enrich the experience of all our community - both learners and staff.

We wish them well and we know that they have bright futures ahead.



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Looking ahead to September

We now look forward to September when we welcome our Year 11 pupils into The East Yorkshire Sixth Form. We have been impressed throughout the year by these pupils and have a broad and exciting range of Level 3 courses on offer for the next stage of their education.

Our Transition Day is on Tuesday 5th July and those able to attend will enjoy a day of taster and preparatory lessons in many of the subjects we are offering as well as the use of our Sixth Form facilities. Mr Wilson will also be explaining aspects of life in our Sixth Form such as enrichment opportunities and the Extended Project Qualification.

We are looking forward to welcoming as many prospective Sixth Form students as are able to join us on Tuesday. If anyone is not able to do so, please do keep in touch over the summer and contact us if you have questions about any aspect of Sixth Form life.

Period 1	Period 2	Period 3	Period 4	Period 5
Criminology Mr Baker	Business Studies Mrs Donkin	Biology Mrs Scott	Chemistry Miss Sinclair	Art Mrs Gibson
Geography Miss Brown	Gov & Politics Mr Coupe	English Lit. Miss Meek	History Mr Pearson	
RE Mr Fox	Maths Mrs Low	Sociology Mrs Ellis	Media Ms Thomas	Physics Mr Worthington
Theatre Studies Mr Thomson	PE Mr Martin	English Lang. Mr Deer	Music Mrs Harris	Psychology Mr Baker

Mr Henderson
Head of Sixth Form



PSHE & CAREERS EDUCATION



Mr Coupe writes:

Following on from our last PSHE and Careers Update, this week I was very pleased to be able to collate the results of our school-wide PSHE survey. The results are in!

For context, our PSHE system follows a single, spiral curriculum from Year 7 to Year 11, with pupils revisiting topics in increasing depth and with increasing maturity as they move through the school. We have designed a timetable in which pupils in Years 7 and 8 receive

a one-hour lesson of PSHE every week, allowing them to look in depth at foundational topics, whilst Years 9 to 11 have a half-hour PSHE lesson split over two form periods in a week. This means that the older pupils, who are looking at the topics from a more mature perspective, are doing so supported by their own form tutor. We felt this was important in allowing the students the opportunity to address some of the more sensitive PSHE topics with staff that they know well, and who are well-placed to provide the additional support that the older pupils may need. In Years 12 and 13 students study a different PSHE programme, but are similarly supported in this by their form tutor.

Having surveyed all pupils in Years 7 to 10, we are able to use the information gained to not only understand the overall

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PSHE at LONGCROFT
—SCHOOL AND SIXTH FORM COLLEGE—



experience of our pupils, but also to look at the views from different year groups, classes and forms. This is invaluable in giving us the kind of detail that we need to further reflect on our provision across all the different PSHE units. Using this, over the next year, we will be further adapting our curriculum to meet the specific needs of our young people and the particular circumstances of our region and community. This is a vital next-step in developing our provision.

In completing the survey, pupils considered ten statements about their PSHE lessons, indicating whether they strongly agree, agree, disagree or strongly disagree with each one in turn. Having looked at the results both on a class-by-class basis and across the whole school, generally, the survey outcomes are pleasing.

The majority of pupils reported that they agreed or strongly agreed with the statement that they enjoy PSHE lessons, with 72% agreeing that they learn a lot in PSHE. These results suggest a purposeful curriculum that engages our pupils. This is really encouraging, as we see PSHE as central to the further development of our values of Great Heart, Thought and Vision across the school.

Central to the successful delivery of helpful PSHE for young people is the issue of relevance – ensuring that our curriculum is appropriate and relevant for the pupils as they move through the school. Therefore, it was also great to see that 76% of pupils agreed or strongly agreed that the scenarios and case studies we look at are relevant to people of their own age.

63% of pupils agreed that they felt comfortable expressing their views in PSHE lessons. We know that pupils get the most out of their PSHE lessons when they feel they can explore the topics being covered in a supportive environment. Whilst it is pleasing that nearly two-thirds of pupils feel this way, we will take active steps to encourage this further. In addition, as PSHE provision moves into its second year at Longcroft and pupils become more experienced at listening to each other sensitively, this proportion will grow.

Finally, when we designed the PSHE curriculum, despite the fact that PSHE is often about values and discussion and does not lead to national qualifications we were very keen to ensure that PSHE lessons have a similar level of purpose and academic rigour as other subjects. To this end, throughout the year, we have followed an assessment system as we would in any subject, based on knowledge retention, understanding and effort grades. Therefore, it was very pleasing to see that the survey shows that the majority of pupils know how well they are doing in PSHE and what they need to do to improve.

All in all, whilst we are pleased with the survey results, we recognise that they only give us a snapshot of the current situation, and a basis for reflection and further improvement as we seek to develop and live out our Longcroft values of Great Heart, Thought and Vision.

Mr A Coupe

Head of PSHE and Careers Education



TEACHING & LEARNING

**Mr Taylor writes:**

As we continue to look at Learner Engagement a focus for staff over the next few weeks will be around the "Do" phase of a lesson. This week we have looked at the importance of groupwork:

The use of group work in the classroom is one of the most widely researched and implemented teaching approaches in the world. Numerous research studies have shown the benefits of collaborative learning on academic performance, communication skills, and confidence.

5 Advantages Of Group Work

New perspective

The phrase "two heads are better than one" certainly has some merit. Researchers found that if students are able to work together, for example on a problem-solving task, they are more likely to experiment with different techniques in order to try and solve it. They can also learn faster from positive and negative feedback.

Students also learn better by discussing and questioning each other's opinions and reasoning as this allows them to develop different perspectives of how they can go about completing a task.

Personal satisfaction

Working in a group can be challenging. So, when students are able to overcome all the conflict and stress that may come with group assignments, the end result of getting a good grade can be extremely satisfying and motivating.

Research shows that students who contribute to group discussion and engage with the assigned problem-solving task are highly dedicated to figuring out a solution. When they find that solution, students report feeling extremely satisfied with their

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role in making that decision compared to students who weren't as involved.

Teamwork skills

Teamwork is a staple part of academic life and allows students to explore complex tasks that they otherwise wouldn't have done if they had been alone, enhancing both their individual and collective learning. This is because working in a group exposes students to new perspectives, styles of thinking, and disagreement.

This provides students with an opportunity to improve their communication and collaborative skills and provides a larger capacity for brainstorming different ideas. This not only contributes to a more holistic approach to learning but can help group productivity as well.

Enhances learning

A survey showed that 97% of students reported that working in a group environment has helped facilitate their learning and collaborative skills in some way. Some students suggested that group work served as a learning process in itself; that is, they learnt about groups by working in a group.

Research also shows that learning in a group leads to better memory recall and understanding. This is because students remember more from group discussions than if they listened to the same content in a more instructional format.

Mr Taylor

Head of Teaching and Practitioner Development





IN FOCUS

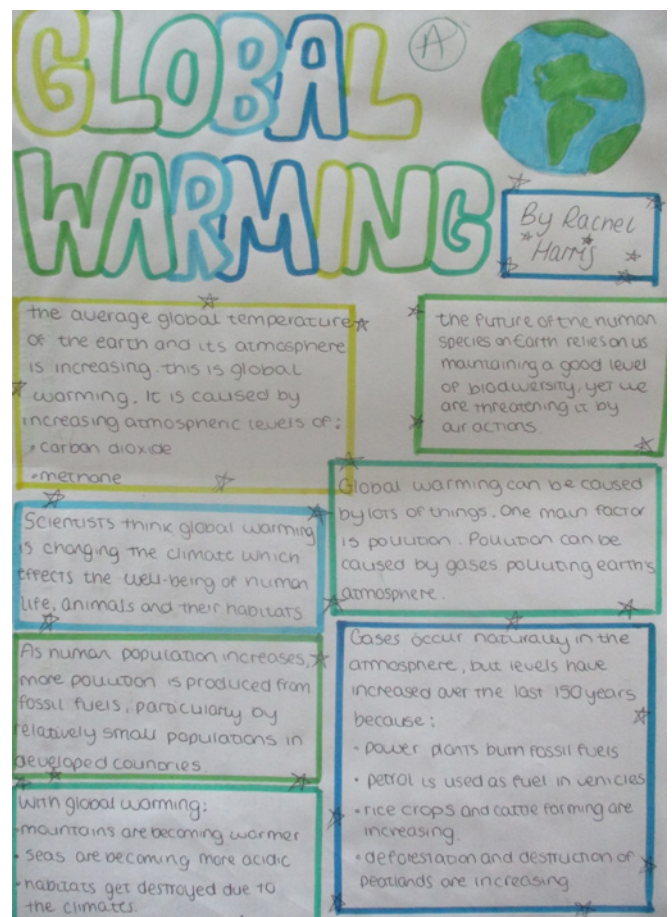
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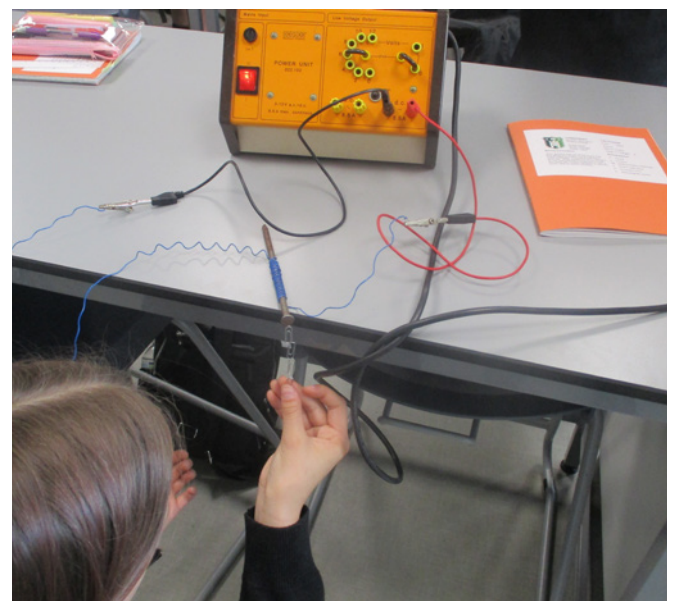
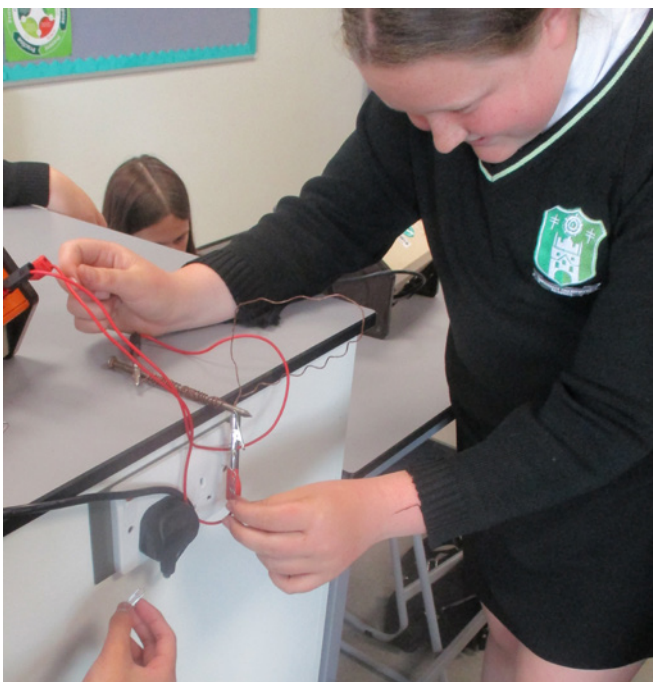
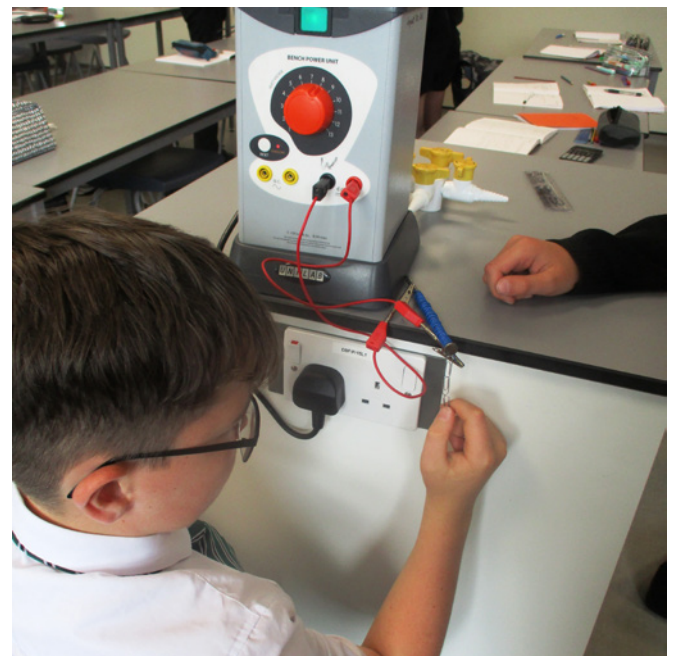
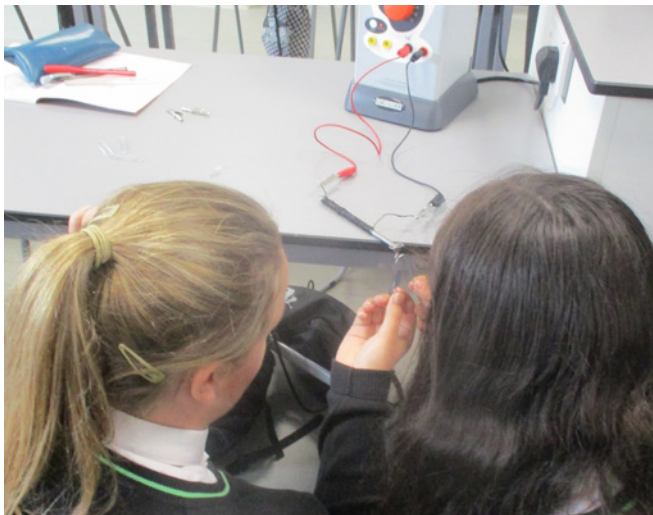
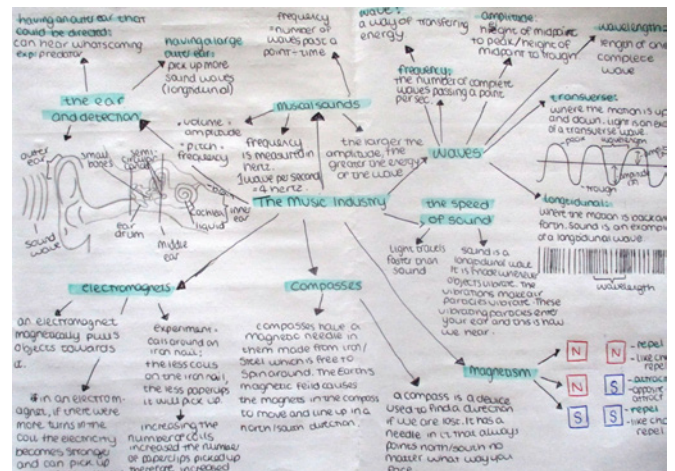
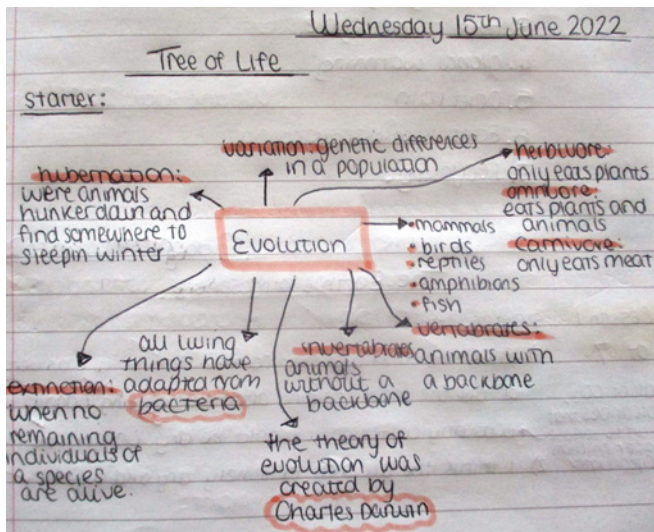
This week members of our inspirational Science team continued their visits to local primary schools, spending time in Tickton Primary School. Year 5 pupils looked at acids and alkalis, investigating fizzy drinks, and Year 3 studied everyday objects using magnifying glasses and microscopes.

Pupils in Year 7 have been studying a Chemistry module with Miss Rushby, adding copper oxide to heated nitric acid to make copper nitrate crystals. Pupils revisit this topic again in Year 10 as part of their GCSE course, using different chemicals. Aidan said, "I'm enjoying Science. It's fun and very productive. We did the experiment well and now I'm waiting for next week to see if it crystallises."

Miss Rushby's Year 9 class are studying a Physics module – 'The Music Industry – Sound and Magnets'. Pupils' experiment saw them test how the number of coils affected the strength of the electromagnet using paper clips. Their next lesson will involve making speakers. Miss Sinclair's Year 9 class are studying Chemistry and focusing on the Carbon Cycle – work featured here is from Rachel Harris and Lydia Spratt.

Mr Baker said, "Pupils' progression in knowledge and understanding but also in practical skills is clear to see in Science and it has been wonderful to see pupils in primary school enjoying their work with our inspirational staff."







Wednesday 22nd June

Decomposing Starter

recyclable	non-recyclable
plastic bottles ✓	tubs ✓
paper ✓	liquids ✓
card board ✓	food ✓
hard plastics ✓	oil ✓
tin can ✓	clothing ✓
glass ✓	concrete ✓

Teach


Decomposition

The process by which dead organic substances are broken down into similar organic or inorganic matter such as carbon dioxide, water, simple sugars and mineral salts.

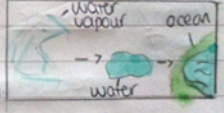
• the average surface temperature WAS 400°C

early earth

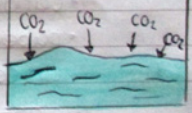
Step 1: Intense volcanic activity. These gases are produced; ammonia, carbon dioxide, water vapour and methane.



Step 2: ~~was~~ the earth cools down so water vapour turns into liquid water to form oceans.



Step 3: there was lots of carbon dioxide so when it dissolved into the ocean it decreased the earth's carbon dioxide levels.



Tuesday 28th June 2022

The Carbon Cycle

Starter

Carbon dioxide

Carbon dioxide is a gas made of carbon and oxygen. ✓

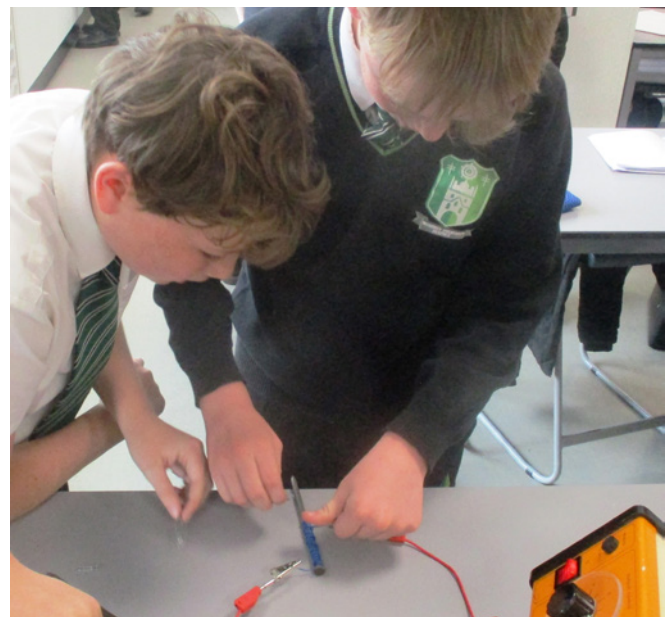
Carbon dioxide can be dangerous because it can get trapped in the atmosphere. This affected global warming hugely. ✓

Carbon dioxide written as a formula is CO₂ gas at room temperature.

greenhouse gas. a compound.

Sea levels rising and becoming acidic.

Teach





Josh plays his part in historic occasion

We were proud to learn that former pupil Josh Drew had again participated in a significant national event – the Platinum Jubilee celebrations. Josh serves as a member of the Coldstream Guards – the oldest serving regular regiment in the British Army having been founded in 1650. One of the regiment's principle roles is the protection of the monarchy and it plays a key role in state ceremonial occasions.

Josh said, "It was a tremendous feeling, not just the fact that I was on the parade itself but that there will never be a Trooping the Colour on this scale again."

Considering the challenges and enjoyable aspects of his career, Josh said: "Fitting into the lifestyle was an easy process because your basic training and the instructors prepare you for the lifestyle of the guards, so it isn't much of a shock. I would say the most challenging aspect of the job is the rehearsing – especially for this year's Jubilee Celebrations because you feel the pressure of the occasion and you want to make sure it is perfect and correct. Once the practice is done it then leads you onto the most enjoyable aspect – the actual occasion as you know you have been part of a historical event."



Josh explained, "When I joined the guards, I knew about the guard mounts as a main duty but I never imagined that in my first couple of years in the role I would play a leading part in the state funeral of the Duke of Edinburgh and a year later in the Queen's Platinum Jubilee Celebrations. In between them I spent three months in the Falkland Islands."

Josh was asked what advice he would offer any current pupils with either similar aspirations or the desire to achieve something extraordinary. He said, "My main advice would be DO IT. Don't let anyone stand in your way. If you want to do something, with the right attitude and determination you will achieve everything you set out to do."

Josh, like other members of his family and many current and former Longcroft pupils, benefitted from his membership of the Church Lads' and Church Girls' Brigade. He explained, "It played a huge part in my development. Without it I almost certainly wouldn't be the man I am today. It teaches you morals and discipline. It also helped me personally with my self-confidence. I owe a lot of my success to the organisation."

Josh's achievements are certainly exceptional. We are proud that our former pupil is involved in such prestigious and nationally significant occasions. Josh is pictured alongside brothers Will and Sam. We look forward to celebrating his involvement in many more events as his inspirational career continues to develop in the future.



Memory Lane

This week we focus once again on the Sixth Form and feature two Year 13 tutor groups from 2012.

Mrs Wilson and Mr Hoe are pictured with 13.1.



Back row:

Tom Bull; Rob Adams; George Burnett;
Hassan Bassam; Flora Anderson; Mrs
Wilson; Mr Hoe; Abbie Bielby; Ashleigh
Carter and Andrew Camplejohn.

Front row:

Daniel Beecroft; Tom Agerskow; Jack Bell;
Briar Bates; Kara Rogers; Clare Bassington;
Chloe Bayliss and James Bakewell.





Mr Millward is pictured with 13.2.



Back row:

Sam Dewsbury; Matthew Cowley; Alex Chrystal; Mr Millward; Connor Ferguson; Michael Cheeseman and Kallam Doherty.

Front row:

Lottie Dodd; Emma Drew; Amy Davison; Sophie Cox; Mollie Fornander; Beckie Drew and Laura Fletcher.



Follow us on Twitter to
see more pictures from
Memory Lane
[@SchoolLongcroft](https://twitter.com/SchoolLongcroft)

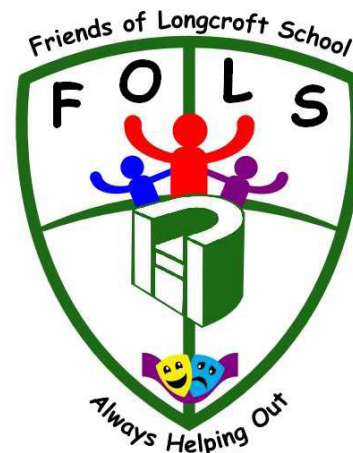


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Sixth Form College



The Friends' Corner

New Friends Needed!



fols@longcroft.eriding.net

Charity Reg No. 515674

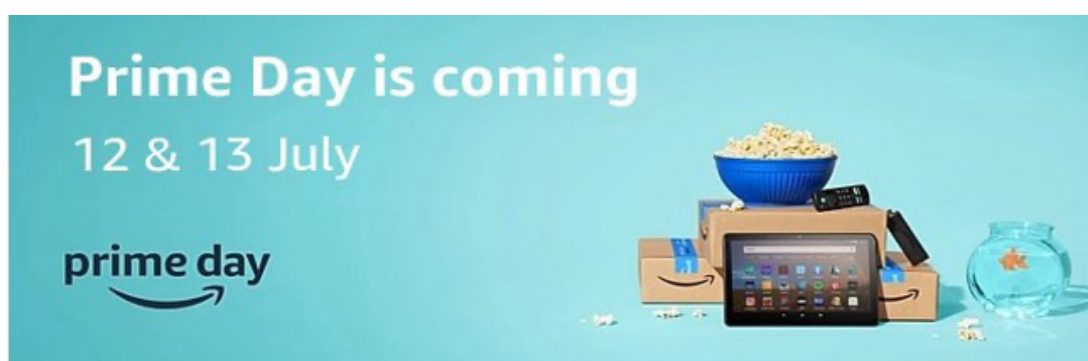
Do you have a few spare hours to help out at the next school event? We are a very small group of parents and staff who care passionately about our school, and would like to ensure the continuation of the FOLS charity group, however many of our children have now left Longcroft for pastures new. Can you help? It isn't a time-consuming commitment, and it is very rewarding, providing funds to enrich our students' learning experience. If you would like to know more, or would like to join us, we would love you to get in touch.

Please email us on fols@longcroft.eriding.net

FOLS Cash Draw

Remember, Cash Draw numbers can be purchased through the School Parentpay app, or can be purchased direct from FOLS so you don't even need to be a parent! Members of staff, grandparents and our extended community can also join – just contact us at fols@longcroft.eriding.net for further information on how to pay.

If you plan on making any purchases, why not take advantage of the upcoming Amazon Prime Days, and help us raise funds while you shop?





Extra-Curricular Sport

The Year 8 Rounders team finished their season with a great performance in their end of season tournament.

Nine schools attended the tournament, allowing us to split the teams into two pools. The Longcroft team finished top of their pool ahead of Beverley High, Hornsea and Cottingham. Unfortunately, Longcroft narrowly missed out on the final due to a very competitive semi-final against Holderness.

On Tuesday evening, the Year 9 Rounders team competed in a tournament against a range of other local schools, hosted at Longcroft.



The Longcroft side got off to a flying start beating Hornsea School by getting an amazing ten and a half rounders. Longcroft were able to carry on their winning streak by beating Wolfreton and Holderness. The home team were able to show great fielding skills which allowed them to get the ball quickly to second base and prevent half rounders.

Unfortunately, Longcroft narrowly missed out on the victory against a strong South Hunsley team but we did take a well-deserved second place. Well done to all the pupils involved!

We owe a big thank you to the grounds team for maintaining the pitches so well, allowing us to host such big events.

After school 15:10-16:10

Monday	Tennis – Years 7 & 8 (Mrs Henderson)
Tuesday	Rounders Years 7 & 8 (Miss Rushby & Miss Calam) Cricket – All years (Mr Martin & Mr Cassidy)
Wednesday	Athletics – All years (Miss Calam & Mr Martin)
Thursday	Rounders- Years 9, 10 & 11 (Mrs Holt) Tennis – All years (Mr Cassidy)
Friday	Table Tennis – All years (Mr Henderson)



LIBRARY NEWS

The Importance of Good Handwriting

"Handwriting is the garden of the sciences."

—Abu Dulaf

In a few weeks' time pupils in Year 11 and Year 13 students across the country will receive their exam results. Several factors will impact on their grades, not least of them their ability to write legibly. Despite the on-going technological revolution, handwriting is still an integral part of our education system, and most examinations are still handwritten. Handwriting is a very functional skill and students who can write clearly and articulately are far more likely to achieve success.

If you have any concerns about your child's handwriting, please contact Mrs McAlpine or Ms Carvill. Mrs McAlpine offers support to pupils after school in the Library on Tuesdays. Sessions last 20-30 minutes and can make a huge impact with improvements occurring in a matter of weeks. Below are some other reasons why handwriting truly matters:

- Handwriting reinforces our reading and language processing skills.
- It allows time to think about what is being written and encourages us to be more adept with language.
- Research has shown that handwriting can improve our memory and aid retrieval.
- Handwriting encourages creativity and flow.
- Good handwriting makes proofreading much easier.
- Good Handwriting is essential when taking notes which will aid attention, comprehension, and impact on results.
- Handwriting is less restrictive than a computer and is great for brainstorming.
- Handwriting is part of our culture and handwriting styles are unique to the individual.
- Handwriting can decrease dyslexic tendencies as cursive writing is far more distinctive in style than print.
- Good handwriting improves self-esteem

Here Come the Sun – Recommended Summer Reads

“Reading is like travel, allowing you to exit your own life for a bit, and to come back with a renewed, even inspired perspective.”

Laura Helgoe | Psychologist & Author

As the summer holidays approach, it's the perfect time to begin planning some summer holiday reads. Below are some fabulous books all with the 'sun' in their title. More recommendations will follow over the coming weeks.



Klara and the Sun
by Kazuo Ishiguro 2021

Klara, who narrates Ishiguro's eight novel, is an Artificial Friend. – a humanoid machine with exceptional powers of observation. Selected from a shop window, she becomes the companion to 14-year-old Josie, home-schooled and like all 'lifted' students, working on an 'oblong' with virtual tutors. Sound familiar?

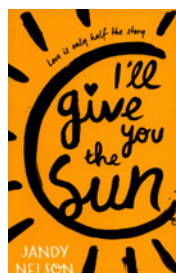
This dystopian novel takes place in the uncomfortably near future, a world of high-rank, privilege, and fascistic leanings. There are clear parallels with our own society and its themes of love, loneliness, sacrifice, and obsolescence have an unnerving relevance. Terrifying, illuminating, and beautiful. One of the best books I've read this year.



Dark Sun
by Robert Muchamore 2008

This short novel was written for World Book Day in 2008 to introduce readers to the fabulous Cherub series. It's the first day of term and three boys are clearing their lockers, planning a sleepover and hatching a plan to splatter a girl with rancid coleslaw. But things are not quite what they seem....

One boy's father is a member of Dark Sun, a criminal organisation dealing with nuclear weapons technology, while another is a CHERUB agent sent to stop him. A gripping spy story packed with adventure and action.



I'll Give You the Sun
by Jandy Nelson 2014

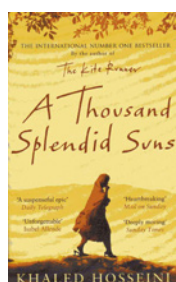
Narrated by twins Noah and Jude, this novel gives a glimpse into how two siblings deal with family tragedy. At first, Jude and her brother are inseparable. Jude is a red lipstick wearing, cliff diving daredevil talker, and Noah draws constantly and is falling in love with the boy next door.

Years later the twins are not speaking. How will their worlds collide again? This touching book will make you laugh and cry at the same time.



The Sun is also a Star
by Nicola Yoon 2016

This YA novel explores the love between two teenagers, one of whom is about to be deported. They meet in a record store in New York City, and spend the next few hours together, discussing love and destiny. This award-winning novel explores the ways in which people from all over the world are connected and have far more in common with each other than they think. Superb.



A Thousand Splendid Suns
by Khaled Hosseini 2007

This breath-taking novel is set against the backdrop of Afghanistan's last thirty years. It's the tale of two generations of characters whose lives are inextricably intertwined with the tragic war events surrounding them. The struggles they face, personal survival, and an indestructible love come to the fore in this remarkable book, told by an exceptional storyteller. Moving and unforgettable. A must read.



Care and Achievement Co-ordinators

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

They support children to achieve academically by establishing a positive learning environment, 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.



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Years 8 and 9

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Year 10 and 11

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