



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS LETTER

### Longcroft's Mathematicians are up for a Challenge!



United Kingdom  
Mathematics Trust

**Earlier this year we celebrated the achievements of Year 10 pupils who entered the prestigious UK Mathematics Trust's Intermediate Challenge.**

This week, thirty pupils from Years 7 and 8 tested their mathematical skills by taking the Junior Challenge.

The UK Mathematics Trust was founded in 1996 with the charitable aim to advance the education of young people in mathematics. This is achieved by working with hundreds of volunteers across the UK to organize competitions promoting problem solving and team work and other mathematical enrichment activities. The Junior Mathematical Challenge is a 60-minute, multiple-choice competition aimed at pupils across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems. The problems on the Junior Mathematical Challenge are designed to make pupils think. Most are accessible, yet still challenge those with more experience. Examples of questions similar to those our pupils faced are pictured.

Mr Ita organised the challenge. He said,

*"The UKMT competitions provide challenge for even the most gifted mathematician. The pupils involved can be proud of their achievement and I look forward to their results."*

Year 8 pupil Ben Hughes-O'Brien, who took the challenge, said:

"I found it quite tough, but I think I did alright. I found the questions will angles really hard and prefer more logical problems like integers."

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Summer Mulvana also took the challenge and reflected,

"I found the questions towards the end more difficult. I prefer percentages rather than angles, which I found more challenging."

Eloise McNamara reflected,

"Questions 1 – 15 were reasonable and the last ten were more difficult. I prefer equations involving algebra."

Mr Baker said,

*"Students applying to read Mathematics or related degrees at some of England's top universities have over many years referred to their achievements in the UKMT challenges in their personal statements and we are delighted current pupils have been afforded this opportunity. All the pupils can be proud to have tested themselves and to earn a Bronze, Silver or Gold Certificate is a fantastic achievement."*

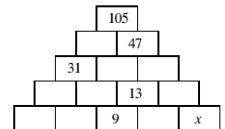
3. What is the value of  $\frac{12\ 345}{1 + 2 + 3 + 4 + 5}$  ?

A 1      B 8      C 678      D 823      E 12 359

4. In this partly completed pyramid, each rectangle is to be filled with the sum of the two numbers in the rectangles immediately below it.

What number should replace  $x$ ?

A 3      B 4      C 5      D 7      E 12



Substitute  $n = 1, 2, 3, 4$  and  $n = 5$  into all of these expressions.

$$n=1 : \frac{1}{2} = 0.5$$

$$n=2 : \frac{2}{2} = 1$$

$$n=3 : \frac{3}{2} = 1.5$$

$$n=4 : \frac{4}{2} = 2$$

$$n=5 : \frac{5}{2} = 2.5$$

$n + 7$	$3n$	$n^2$
$20 - n$	$\frac{n}{2}$	$\frac{2}{n}$





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THE EAST YORKSHIRE  
SIXTH FORM

# JOIN US

As Head of Sixth Form it is incredibly important to me that during the two years you are studying your A level or BTEC qualifications you have the opportunity to not only gain some excellent qualifications, but also that you have a fantastic experience, and that through this when you leave here at the end of Year 13, you leave ready to accomplish your ambitions.

When it comes to applications to universities or apprenticeships, our students are supported by staff through every step of the process, from beginning to research courses and universities, to writing their personal statements, to preparing for interviews and securing accommodation and student finance. We work with top level universities such as Russell Group universities and Oxbridge to stay on top of the latest developments in university admissions. We have a programme of guest speakers which begins in June of Year 12 and runs throughout the autumn term, including Oxbridge admissions tutors, guidance on writing personal statements and support with interviews and student finance.

We have built up relationships with prestigious and competitive universities and have an excellent understanding of what these universities are looking for in a Personal Statement along with a superb set of experienced Sixth Form tutors who will guide students in achieving the standard of personal statements that these universities are looking for.

For our students who choose not to go to university, we also provide personalised guidance, advice and support. We provide in-depth information about the different types of apprenticeships available post-18, and will support students in researching and applying for apprenticeships. We will also guide students to reputable employers who offer on-the-job training prospects. We have excellent relationships with a number of local companies and organisations, and regularly invite representatives from business and industry in to school to speak to our students.

***Whatever your goals, we will help you to be ambitious.***



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# Our enrichment activities **ARE SECOND TO NONE**

To apply for a place, complete our initial application form which can be found here:

**APPLY HERE**

**Sixth Form Prospectus - Click Here**



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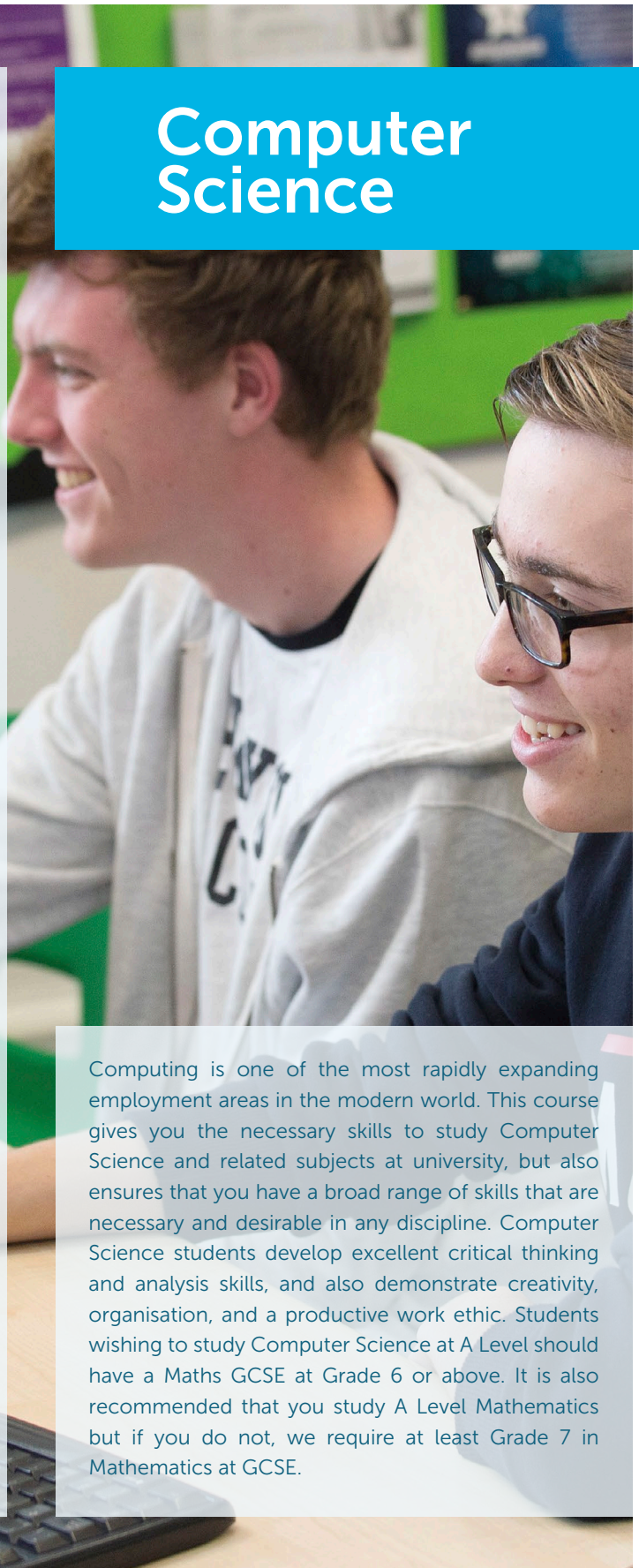
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**Over the last century, computers have revolutionised the way we live and work. Computing has relevance to every area of life, and there has never been a better time to develop an understanding of this rapidly growing and evolving discipline.**

Computer Science is a challenging yet rewarding course that teaches you a range of vital skills while deepening your familiarity with a fascinating and complex area of study. Throughout this course, you will develop a strong foundation of programming languages, principles and methodologies. This focus will enable you to sharpen your problem solving and critical thinking skills, which in turn will help you to understand and navigate all levels of programming languages.

This course aims to teach you many practical skills that can be transferred into the real world; you will be expected to develop fully-functional software solutions to real-life problems following the software development life cycle. The course is divided into two components. Component 1 focuses on the complexities of software design, giving a deep understanding both of practical programming and the design of complex systems. Component 2 is focused on how computers work and communicate with each other.

## Computer Science



Computing is one of the most rapidly expanding employment areas in the modern world. This course gives you the necessary skills to study Computer Science and related subjects at university, but also ensures that you have a broad range of skills that are necessary and desirable in any discipline. Computer Science students develop excellent critical thinking and analysis skills, and also demonstrate creativity, organisation, and a productive work ethic. Students wishing to study Computer Science at A Level should have a Maths GCSE at Grade 6 or above. It is also recommended that you study A Level Mathematics but if you do not, we require at least Grade 7 in Mathematics at GCSE.







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**An incredibly flexible and wide-ranging subject, Geography is ideally suited to students who are interested in the many factors which affect our planet and how we live.**

It allows us to appreciate how and why both smaller and larger changes occur, and how we need to adapt as a result. Straddling the science and humanities disciplines, the subject allows you to develop an understanding of key scientific, environmental and economic principles and issues. The course builds on knowledge gained at GCSE, but do not be put off if you haven't done GCSE Geography. Fieldwork is a vital part of the course, and we spend a day studying rivers in the North York Moors during the Autumn term. There are a number of additional one-day visits covering fieldwork based in Leeds and the Yorkshire Coast. Geography gives you an edge; as well as combining well with virtually all A Level subjects, the knowledge and skills you will gain mean that you have much to offer an employer or university course tutor: communication skills, written and spoken; numerical and graphical skills; problem solving and decision making skills; teamwork skills; and a balanced and analytical view of important issues. Research shows that Geography opens doors into many careers, particularly in administration and management, leisure and tourism, marketing, finance, environment and social services

## Geography







## Contact info

To visit our new Sixth Form site, read the prospectus, and watch our Sixth Form and subject videos:

Enter the Sixth Form Portal via the school website

[www.longcroftschoo.co.uk](http://www.longcroftschoo.co.uk)

Or phone to speak to the Sixth Form Team

**07423 568558**



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Achieve your  
**FULL  
POTENTIAL**





# Head of School's Welcome



**Hello everyone. It has been fascinating to visit lessons this week and see the wide variety of knowledge and skill areas from across the curriculum that pupils have been studying.**

In practical areas the skills have ranged from refining the technique for creating mouth-watering homemade flaky pastry, to developing precise needle skills in Textiles and keyboard dexterity in Music. In Maths, I have enjoyed observing number work involving estimates and rounding and in English, it was great to see Year 10 pupils engaging with the poetry of Robert Browning as they analysed power-relations in 'My Last Duchess'.

I have also had the opportunity to see the Bedrock vocabulary programme in action in Lower School English lessons. Significant recent research into academic progress has highlighted the importance of vocabulary development for young people. Studies have in recent years examined the increased demands of the academic curriculum and indicated that closing the vocabulary gap between 'word poor' and 'word rich' pupils could prove a vital step towards high levels of academic achievement and success. The Bedrock programme is an online personalised course which teaches higher level vocabulary and encourages

reading of both non-fiction and fiction texts. We look forward to seeing the impact of this strategy on our pupils' progress as the year goes on.

More broadly, pupils have been impressive in achieving many rewards for their acts of great heart, thought and vision both in and out of school – so much so that we expect to cross the mark of 400,000 Classcharts rewards given this year in the next week. The Champions' Breakfast this morning was also very enjoyable and a perfect time to see some of the highest achievers to congratulate them on their efforts and actions in person.

It is pleasing to note that the vast majority of parents are now accessing the Classcharts app or website to receive notifications of their child's rewards each day. We encourage any parents who haven't yet done so to get in touch with school for a personalised access code so they can support their child by discussing the notifications and celebrating their successes.

Thanks also go to parents who continue to use the Lateral Flow Test kits on Sunday and Wednesday evenings to help us in minimising the impact of any cases of Covid-19 that may arise locally.

Have a good long weekend,

**Ms I Grant**  
**Head of School**

## 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** 36,784

**THOUGHT** 220,209

**VISION** 138,475

**GRAND**

**TOTAL:**

**395,468**





# Executive Headteacher's Welcome



**Over the last couple of weeks, we have focused on learning outside of the classroom, be it by becoming involved in fun activities that help us develop our interest in particular subjects, establishing routines for completing homework, or most importantly, taking ownership of our learning by revisiting lesson notes, accessing MyLearning and completing additional studies.**

Those skills that allow us to successfully manage our own work, as adults, do take time to develop in children. Some would argue that they are vitally important in ensuring we are effective in using our time and energies to best effect.

## ***How do we encourage our children to take responsibility for their own learning?***

It's an interesting question. The answers I've received from children over many years vary from one extreme, where children expect to undertake no private study, to those who will religiously, every evening, read back through their notes, highlighting and underlining, while keeping a technical vocabulary book. As they systematically work through a schedule of tasks prioritising them as they go. Managing workload, though, is essential and prioritising becomes one way of being able to cope as we are given more tasks to complete – we seek to sequence, prioritise and allocate time.

In business there are numerous tools, paper based, online and varied in how they seek to help us manage our work. The same strategies that we have developed over the years, though, are rarely vocalised and sometimes in sharing our experience, we can bring confidence that managing family, ourselves and work is not easy - it is a real skill, underpinned by well tested approaches.

## ***How to manage the way you learn?***

At primary it may seem more straightforward – the sole teacher normally would seek to set homework and have the oversight of the content and its completion. At secondary, several colleagues will be setting homework, so for most children, the management of workload moves partially from the classroom teacher to the child. As children grow older they

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are expected to manage more work, of different complexities, prioritising tasks and projects – it all becomes more difficult. Establishing routines early on can really help – especially before other less useful and unproductive habits become the norm.

### *How to set targets for yourself and plan how to achieve those targets.*

The school planner often helps children record what tasks need to be completed. It works well as a diary of the work set in those early years. As time progresses, though, it will become less useful in prioritising, as simply competing work based on when it was set, trying to prioritise by its chronological order, is not always effective – especially as some pieces may need to be completed quickly, while other subjects may not be so straightforward and require us to seek support or require additional study.

The first step would be identifying those tasks that occur each week. The suggested national time for a child to read is 45 minutes per day – even if this seems undoable for your family or child in a hectic week, the setting aside of time to read each day is important, but also to establish the habit. Reviewing learning per book, per subject, also forms part of that routine – re-reading notes (checking you understand them yourself!) before underlining key words and highlighting important concepts. Maybe even, in older years, answering an exam question for each subject every evening? Establishing these fundamentals, really helps build routine and by default, makes the workload easier to manage.

A similar approach can be taken with subjects. Use the latest school report, pre or post lockdown, to rank subjects – not by perceived merit but by how difficult your child is finding them. Simply by writing each subject on post-it notes, stuck to and ranked on the bedroom wall, can help start a discussion linked to how much time you need to spend each week – clearly the greater the challenge, the more time is needed. It also helps to review, each month, the rank order – if all goes well, then some of those more challenging subjects with a greater investment of time should start to rise up the list.

Put together, the daily tasks combined with subjects being allocated time through their level of perceived difficulty, will help to build a daily schedule, timetable if you like, that children can follow at home.

Next week, we'll start to look in more detail at helping your child to prioritise and some resources that might help.

Do have a good weekend.

**Mr J Britton**  
Executive Headteacher





# LOWER SCHOOL



## Mr Worthington writes:

**Every week, I drop into a range of different lessons to see how our Lower School pupils are getting on with their learning. It is clear that, in every lesson, our pupils are developing essential knowledge and skills that will help them to succeed in future careers.**

Throughout Years 7, 8 and 9, our Lower School pupils study a range of different subjects, practise new skills and develop their understanding of the world they live in. They thrive on the challenges presented by learning such a rich and varied curriculum, and it is always rewarding to see our pupils face these challenges with confidence and enthusiasm.

Furthermore, it is fascinating to watch our pupils grow and mature in self-confidence, understanding and skill over the three years of Lower School. It is also clearly evident that the habits they develop and refine in Lower School have an enormous impact on their progress and achievement in later years. Each day our Lower School pupils spend at school is, therefore, a crucial building block in their future, arming them with essential knowledge and skills to ensure they succeed within any career they choose. Attendance coupled with effort ensures our pupils are well prepared for the next stages of their education.

Year 9 are now turning their focus to our options process, considering their GCSE options, and how their own strengths, interests and future plans influence these. In addition, pupils will be looking towards future education and career goals, and how their GCSE options fit in with these.

Our Upper School Options Booklet will be issued to pupils, covering the full breadth of subjects available. Pupils are able to pick three courses to study alongside their core subjects. Of course, it is vital during the following term that they continue to invest their time and energy in all their current Year 9 subjects, as in each area they will be utilising key skills and building a broad foundation for further study.

I look forward to having further conversations with our young people about their futures and discussing the support we will be putting in place to help them to become successful young adults.

Take care

**Mr Worthington**  
**Head of Lower School**



# UPPER SCHOOL



## Mr Colepio writes:

Over the next week we will be collating a revision booklet for our Year 10 pupils to inform them what to revise for their mock exams. It will guide them as to content and guide their revision prior to exams starting on the 7th June. This will be similar to the Year 11 booklet from the autumn term.

### Revision – the why and how?

Continuing on from my last newsletter I will look this week at what we mean by revision, the importance of planning and your working environment. The following advice is researched base.

**Don't fool yourself into thinking that you are revising when you are not. Start now, you won't regret it.**

### Test, don't recognise

The most common form of study is the one that gives "revision" its name – literally just looking at the thing you want to learn again. The problem with this is that we mistake our ability to recognise something for an ability to recall it.

Recognition and recall are different psychological processes. Recognition is a much easier task – all you have to do is look at something in your environment and generate the correct feeling of familiarity (like when you look at your revision notes and think "I'm sick of looking at these").

But in your exam you don't get marks for things being familiar, you get marks for recalling relevant information and using it to answer the question. Even powerful feelings of familiarity don't guarantee you can recall the information.

Prove this to yourself by picking your favourite song, one with lyrics you've heard a thousand times. Try singing the lyrics from start to finish and you quickly realise that even a loving familiarity doesn't mean you can recall the lyrics. If someone had asked, you might have said that of course you knew the lyrics. But you'd be using "knew" in the sense of recognised, not in the crucial sense of being able to recall them in full.

So, don't practise recognition in your revision – **you need to practise retrieving from memory**, not just generating an improved feeling of familiarity.

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## Have a plan, don't cram.

### Cramming and "distributed practice"

**Cramming** is less effective in the long term (Dunlosky). Cramming means even two weeks before an exam – plan ahead.

Another rock solid piece of revision advice is to space your practice out, rather than cramming it all together. If you organise five hours of study into one hour a day, you'll remember more than if you study for five hours on one day. Yet time and time again we don't do this – and the cause isn't just being disorganised.

Cramming all your study together feels good. You finish the study session, thinking "I know this". The problem is that although you're currently holding it all in mind, the memories are more fragile. Spacing your practice out doesn't feel as satisfying, but it results in memories that are more likely to be useful when exam day comes around.

As one pupil said to me, "I'm chipping away sir, little and often, about 40 minutes extra per night". This is **distributed practice** and research shows he will perform better in the long term. Post it notes? Revise in pairs and make revision engaging.

## Environment

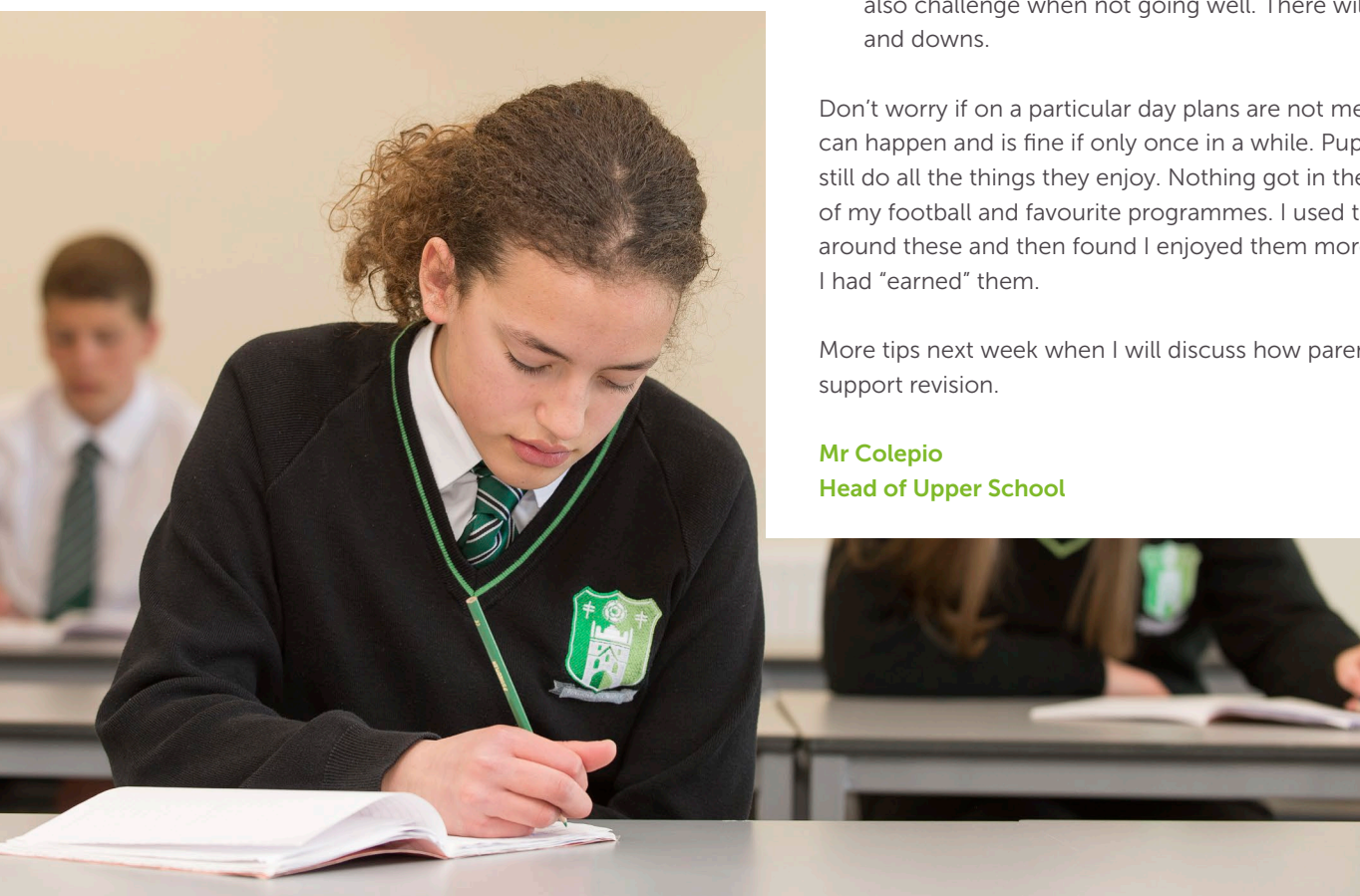
How to create a revision-friendly environment at home

- Let them have their own study space. Your child will need a dedicated place to do all their hard work in the coming months.
- Encourage healthy eating. Under stress we all crave stuff we know isn't great for us.
- Let them teach you. This is a great technique. Verbalising learning is extremely effective.
- Make sure they're getting enough sleep.
- Encourage breaks. Even when I was revising many moons ago, after 20-30 intense minutes my mind would wander to other things, normally what line-up Chelsea would play and other football related matters! Time for a break.
- Keep the noise down.
- Adjust their tech. Set dedicated times for this.
- Keep talking. So important. Do praise their efforts but also challenge when not going well. There will be ups and downs.

Don't worry if on a particular day plans are not met. This can happen and is fine if only once in a while. Pupils can still do all the things they enjoy. Nothing got in the way of my football and favourite programmes. I used to plan around these and then found I enjoyed them more because I had "earned" them.

More tips next week when I will discuss how parents can support revision.

**Mr Colepio**  
Head of Upper School





# SIXTH FORM



## Mr Henderson writes:

**Year 13s are studying hard at the moment and their dedication to revision has been fantastic to witness. Students are preparing for and taking their CAGs (Centre Assessed grades), these will play an important part in the final A-level and BTEC grades they receive.**

Every Year 13 student now has a firm plan in place and all of our university applicants are holding multiple offers from Universities and most have chosen their 'firm' and 'insurance' choices. Following two of the strangest years of study, our students are now working so hard to demonstrate their abilities and achieve the grades they need and that they deserve. Two students to mention and praise are Oliver and Jena who stay back at college every night to hone their knowledge and skills.

The effort and commitment by the Year 13 students is setting a very high standard to which Year 12 will aspire. Year 12 are currently preparing for their own assessments, taking place in their Mock week which begins on the 7th June. Revision plans have been written up by subject teachers to help the students map out the next six weeks and to develop their examination technique. This has much more importance for this year group as they did not sit formal GCSE exams and do not have that experience to draw on. With this in mind many subjects are giving students practice papers to do in the assessment blocks in the Sixth Form study area and Y12 students are taking these opportunities to help them prepare. Following the mocks, detailed feedback will be given to each student and then every student will meet with a member of the Sixth Form Team. These discussions will be centred around their current academic attainment and their plans to develop and then their future pathways after college.

Year 13 students will be leaving us on the 28th May and our thanks go out to our senior students, especially Daisy, for helping us to plan and organise events for the last week. In future newsletters we will outline the plans in more detail, including a Legacy event which we hope to carry on each year.

**Mr Henderson**  
Head of Sixth Form



**Sixth Form**

**Mrs Winter**

**07423 568558**

joanne.winter@longcroft.eriding.net






**Mr Rogers writes:**

# Resilience

**More recently than ever before our community is having to adapt to life's setbacks and challenges.**

When something goes wrong, we have to consider how we react – because upon reflection, this really is all we can control.

When you have resilience, you harness inner strength that helps you rebound from a setback or challenge, such as a relationship break down, a poor result in a test or an illness. If you lack resilience, you might dwell on problems, feel victimised, become overwhelmed or turn to unhealthy coping mechanisms, such as substance abuse.

Resilience won't make your problems go away – but resilience can give you the ability to see past them, find enjoyment in life and better handle stress. If you aren't as resilient as you'd like to be, you can develop skills to become more resilient.

## *Adapting to adversity*

Resilience is the ability to adapt to difficult situations. When stress, adversity or trauma strikes you still experience anger, grief and pain but you're able to keep functioning – both physically and psychologically. However, resilience isn't about putting up with something difficult, being stoic or figuring it out on your own. In fact, being able to reach out to others for support is a key part of being resilient.

## *Resilience and mental health*

Resilience can help protect you from various mental health conditions, such as depression and anxiety. Resilience can also help offset factors that increase the risk of mental health conditions, such as being bullied or previous trauma. If you have an existing mental health condition, being resilient can improve your coping ability.

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## Tips to improve your resilience

### If you'd like to become more resilient, consider these tips:

- **Get connected.** Building strong, positive relationships with loved ones and friends can provide you with needed support and acceptance in good and bad times. Establish other important connections doing something to help others.
- **Make every day meaningful.** Do something that gives you a sense of accomplishment and purpose every day. Set goals to help you look toward the future with meaning.
- **Learn from experience.** Think of how you've coped with hardships in the past. Consider the skills and strategies that helped you through difficult times. You might even write about past experiences in a journal to help you identify positive and negative behaviour patterns — and guide your future behaviour.
- **Remain hopeful.** You can't change the past, but you can always look toward the future. Accepting and even anticipating change makes it easier to adapt and view new challenges with less anxiety.
- **Take care of yourself.** Tend to your own needs and feelings. Participate in activities and hobbies you enjoy. Include physical activity in your daily routine. Get plenty of sleep. Eat a healthy diet. Practice stress management and relaxation techniques, such as yoga, meditation, guided imagery, deep breathing or prayer.
- **Be proactive.** Don't ignore your problems. Instead, figure out what needs to be done, make a plan, and take action. Although it can take time to recover from a major setback, traumatic event or loss, know that your situation can improve if you work at it.

*If you feel your child or your family need more support, please contact your Care and Achievement Co-ordinator who will help find the most appropriate support.*

**Mr Rogers**  
Deputy Headteacher  
Head of Care and Achievement







## TEACHING AND LEARNING



*Mr Taylor writes:*

**Hello Again. Continuing our focus on Literacy improvement, we have again engaged the services of First Story.**

First Story were created when William Fiennes and Katie Waldegrave met in 2007, when Katie was a teacher at a state secondary and William was the Writer-in-Residence at a fee-paying school. Together they developed a plan to bring William's writing expertise into Katie's under-resourced school. Based on the success of this pilot project, a year later the pair founded First Story. They set out to provide high-quality creative writing opportunities for young people in schools in low-income communities, to employ the best UK writing talent, and to equip teachers. More than a decade later, our mission remains the same, and we're changing more lives through writing than ever

### First Story Charitable Objectives

1. To advance the education of pupils in secondary schools in low-income communities by providing facilities for education in creative writing that aren't required to be provided by the local education authority.
2. To help young people advance in life by providing support, opportunities and activities which foster their creativity, literacy and talent, in order to build self-confidence, skills and aspiration so they may grow to full maturity as individuals and members of society.
3. To promote the arts and, in particular, literature, poetry and creative writing, by inviting, commissioning and maintaining the services of British writers (whether such services require payment or otherwise), and by encouraging and assisting in the promotion, advancement and publication of the works of British writers.

We have engaged First Story in two ways to support us, initially in Year 8, with two projects:



### Writers-in-Residence

First Story's writers are all published authors, poets and playwrights with performance and teaching experience. The training and support model ensures a consistent high-quality experience for both students and staff. As well as facilitating writing workshops and editing an anthology, Writers-in-Residence act as an inspiring presence in the school, from participating in events to working closely with teaching staff.

### Young Writers' Festival

Open to all First Story participating schools, the annual festival brings together hundreds of young people from across England, for an inspiring day of writing workshops, plenary sessions and readings. Held at the University of Cambridge (although online during Covid times) the Festival is a unique opportunity for young people to engage with literary world conventions. Keynote speakers have included Malorie Blackman, Philip Pullman, Michael Morpurgo, Grace Nichols, Mark Haddon, Patrick Ness, Jackie Kay and Juno Dawson. There's also an affordable bookshop, plus a dedicated CPD session for teachers.

We hope this has a really positive effect on our pupil's writing skills. A big thank you must go to Ms Carvill, our Librarian, who has worked tirelessly to provide this opportunity.

Have a good weekend

**Mr Taylor**

**Head of Teaching and Practitioner Development**



# Memory Lane

This week we feature two of our rugby teams.

The Senior Rugby Team of 1976/77 is pictured:



**Back row:**

*T Blake; M Pollard; R Walker; I Rodmell;  
N Usher and C Nicholson.*

**Front row:**

*C Simson; A Long; S Gibson; C Mitchell;  
R Murdock; I Whiteside and K Etherington.*







## We also feature the Year 10 team of 1991/92 – one of Longcroft's first rugby league teams.

Mr Baker recalled, "They were a great team to coach – really tough forwards and some pace in the backs. Several of the boys played for Beverley Panthers, the local youth team at that time, and captain Mark Brown played for Humberside. They took on some of the strong Hull schools such as Winifred Holtby and David Lister who were tough opponents and always got stuck in. They enjoyed each other's company and were very committed, as demonstrated when seven of the team were awarded their Sports Ties (Full School Colours) in Year 11. Many of the boys continued to play sport locally to a high level and I'm sure they have fond memories of playing in that team. The kit the boys are wearing was donated by Beverley ARLFC who were very strong in the 1990s – the modern day version of that club are still known as the 'Blue and Golds' and many of their players are former Longcroft pupils."



### Back row:

Adrian Holland; James Houston;  
Matthew Ward; Neil Chambers;  
Richard Todd; Dafydd Harrison;  
James Jago; Ben Grady  
and Quentin Wilson

### Front row:

Stephen Wilkes; Gavin Winter;  
Tony Riby; Mark Brown (Captain);  
Rob Hall; Gary Steel  
and Angus Athey

*Pupils awarded a Sports Tie were Mark Brown, Rob Hall, Dafydd Harrison, Adrian Holland, Gary Steel, Richard Todd and Gavin Winter*



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see more pictures from  
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &  
Sixth Form College



## LIBRARY NEWS

### First Story Creative Writing Challenge - Eco-Poetry Competition

**Do you care about the environment? Climate change is here, and as its impact intensifies over time, we will all face the effects. Many pupils across the world are demanding greater action from governments to fight climate change. Can you put your concerns into words and write a poem on this theme?**

First Story's eco poetry competition aims to promote environmental awareness – a central concern for young people across the world. This is a deliberately broad category so that you can write about what 'environmental awareness' means most to you: deforestation, habitat destruction, endangered species, global warming, plastic pollution, air pollution etc.

**The THEME:** The Environment

**DEADLINE TO ENTER:** Please submit your entries to Ms Carvill (Librarian) or your teacher by Wednesday 19th May 2021

**WHAT WE'RE LOOKING FOR:** A poem in any form, but no more than 40 lines in length. Poems do not have to rhyme.

**COMPETITION PROCESS:** School level: pupils submit their poem and our Writer-in-Residence, Lee Harrison, will select winners from each year. The best pieces will be put forward for national judging.

**National level:** First Story will shortlist from these entries and pick an overall winner.

**THE PRIZES:** In-house school winners will receive books and eco-friendly treats. The national winners will receive a sustainability goodie bag.

"My task, which I am trying to achieve is, by the power of the written word, to make you hear, to make you feel--it is, before all, to make you see."

Joseph Conrad, Lord Jim

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## Why Good Handwriting matters.

It's easy to underestimate the importance of good handwriting, but throughout life it is key to progress and success. Over the last months, due to the pandemic, it's a skill that many of us have neglected as we've found ourselves increasingly chained to the laptop. Moreover, not being in the classroom has given students less time to practice the complex motor and cognitive skills that handwriting requires. Here are just a few reasons why good handwriting matters:

- Handwriting activates the brain more than keyboarding
- Cursive writing helps students with dyslexia
- Most school examinations are based on written work
- Handwriting contributes to better writers
- People are judged by their handwriting
- Good handwriting raises self-esteem



From this week we are offering Year 7s and Year 8s the chance to improve their handwriting. On Tuesdays Year 7s can come to the Library from 8:30 onwards, and on Thursdays Year 8s are welcome at the same time. Sessions will be led by Mrs McAlpine who has helped numerous students to improve their handwriting skills. If you have any concerns about your child's handwriting, or would like more information please contact Ms Carvill.



"Handwriting is the garden of the sciences."

Abu Dulaf





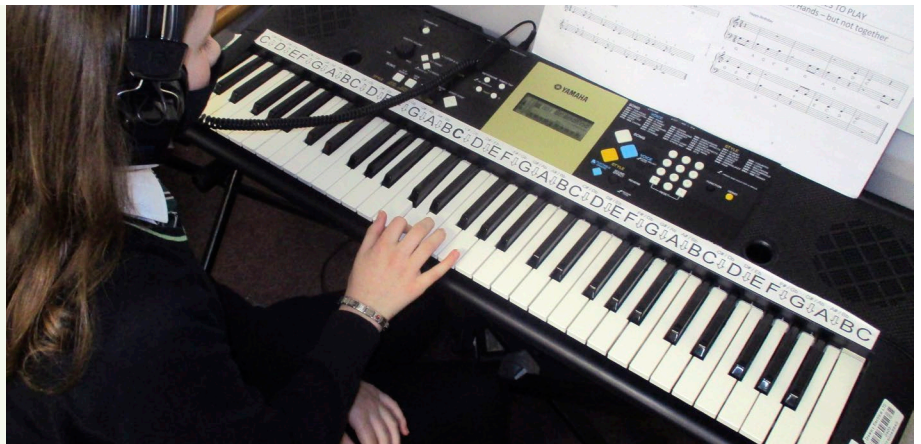
# IN FOCUS

## MUSIC

### Pupils in Years 7 and 8 have been enjoying learning and practising keyboard skills with Mr Chapman.

Year 7 pupil Sonny said, "I enjoy playing the songs. My favourite is 'Mary Had a Little Lamb' because of the rhythm."

Pupils progress through a range of pieces, learning to play the melody with correct finger technique, with accurate pitches and rhythms and with fluency. 'Hot Cross Buns' and 'The Lion Sleeps Tonight' are played with one hand as are Lady Gaga's hit 'Bad Romance' and the Bee Gees' 1977 disco hit 'Stayin' Alive'. Pupils progress to using both hands when playing 'Yankee Doodle', 'Old MacDonald' and 'Oh When the Saints' before using both hands together.



Additional tasks include creating a piece of keyboard music that makes the listener think of a calm bedtime story, a car journey or running in a sprint race.

Amelia, who is in Year 7, enjoys her keyboard lessons: "They're really fun. Some pieces are harder than others. I've never played keyboard before. My personal favourite piece is 'Yankee Doodle' because my sister likes to sing it around the house."

Grace, who is also in Year 7, added: "I like 'Stayin' Alive' because it's upbeat. I play piano outside school and I like the keyboard lessons. Mr Chapman is really enthusiastic."

Our Year 7 and 8 pupils are certainly enjoying the opportunity to learn a new instrument, while developing their dexterity and experiencing various genres of music. In future Newsletters we will feature the work of some of our more experienced musicians.







# Extra-curricular Sport

The schedule of opportunities currently available is below.



	After school: 15:00 - 16:00	After school: 16:00 - 17:00
<b>MONDAY</b>	Year 7 & 8 Boy's Football Year 7 & 8 Rounders Year 7 & 8 Tennis	Year 9 & 10 Rounders/Softball Year 9 & 10 Tennis
<b>TUESDAY</b>		
<b>WEDNESDAY</b>	Year 7 & 8 Rugby Year 9 and 10 Netball – Until May half term Year 9 & 10 Athletics – After May half term Year 9 & 10 Cricket – After May half term	Year 11 Exam Group Badminton – Until May half term
<b>THURSDAY</b>	Year 10 Boys' Football	
<b>FRIDAY</b>	Year 7 & 8 Girl's Football – Until May half term Year 7 & 8 Athletics	



# Centre Assessed Grades Summer 2021

## Appeals Process

**Pupils, Sixth Form students and staff of our examination classes are working very hard to demonstrate work at the best of their ability to support this summer's centre assessed grades.**

These grades will be submitted to the exam boards following the final assessment activities that are taking place over the coming weeks. Once the centre assessed grades have been checked by the exam boards, and any additional quality assurance activities have taken place, results will be published in the summer.

- AS and A Level students will receive their results on Tuesday 10 August 2021.
- GCSE pupils will receive their results on Thursday 12 August 2021.

### Appeals

Although everyone will be working hard to make sure you are issued with the correct grades on results day, there will also be an appeals system as a safety net to fix any genuine errors that were not identified earlier on.

If you believe an error has been made in determining your grade, you will have a right to appeal. There are two stages to the appeals process:

#### Stage 1: Centre Review

If you don't think you have been issued with the correct grade, you can appeal to the school, who will review whether they:

- made an administrative error, e.g. they submitted an incorrect grade; they used an incorrect assessment mark when determining your grade.
- did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.

To help you decide whether to appeal, you can request that the school shares with you the following information on results day if not before:

- their Centre Policy
- the sources of evidence used to determine your grade along with any grades/marks associated with them
- details of any special circumstances that have been taken into account in determining your grade, e.g. access arrangements, mitigating circumstances such as illness

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## Stage 2: Appeal to the Exam Board

If you still don't think you have the correct grade after the centre review is complete, you can ask the school to appeal to the exam board, who will review whether

- the school made an unreasonable exercise of academic judgement in the choice of evidence from which they determined your grade and/or in the determination of your grade from that evidence.
- the school or college did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.
- the exam board made an administrative error, e.g. they changed your grade during the processing of grades.

At both stages of the process you will need to submit your appeal to your school or college and give them your written consent to conduct the appeal or submit it to the exam board on your behalf. It's important to remember that **your grade can go down, up or stay the same** through either stage of the process.

If you have a place at university that is dependent on your appeal, you should tell the university you are hoping to go to so they can decide how to handle your offer. You should also tell the school so they can ask the exam board to prioritise your appeal. The timelines for priority and non-priority appeals will be as follows:

- **10 August to 7 September: priority appeals window**
  - » **10 August to 16 August:** student requests centre review
  - » **10 August to 20 August:** centre conducts centre review
  - » **11 August to 23 August:** centre submits appeal to exam board
- **10 August to end October: majority of non-priority appeals take place**
  - » **10 August to 3 September:** student requests centre review
  - » **10 August to 10 September:** centre conducts centre review
  - » **11 August to 17 September:** centre submits appeal to exam board

Finally, if you believe the exam board has made a procedural error in handling your appeal, you can apply to Ofqual's Exam Procedures Review Service to review the process undertaken by the exam board.

Please see the following link to the JCQ Guidance document for students and parents:

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-for-Students-and-Parents-on-Summer-2021.pdf>

**We have been informed of cases of head lice in the community.**

**Head lice do not have anything to do with dirty hair and are picked up by head-to-head contact. You should check everyone in your household and start treating anyone who has head lice on the same day. There is no need to keep your child off school if they have head lice.**

**Further information on checking for and treating cases of head lice can be found on the NHS website by following this link:**

**<https://www.nhs.uk/conditions/head-lice-and-nits/>**



## 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**

**Miss Keith**

**07425 897509**

[olivia.keith@longcroft.eriding.net](mailto:olivia.keith@longcroft.eriding.net)



**Year 8**

**Mr Tong**

**07810 416081**

[graham.tong@longcroft.eriding.net](mailto:graham.tong@longcroft.eriding.net)

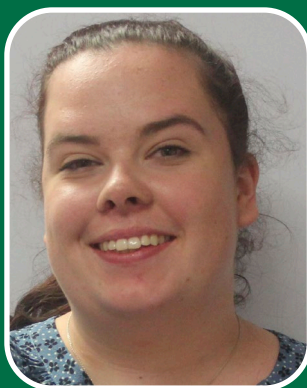


**Year 9**

**Mrs Ellis**

**07900 394085**

[annette.ellis@longcroft.eriding.net](mailto:annette.ellis@longcroft.eriding.net)



**Year 10**

**Miss Bridgwater**

**07342 342858**

[bethany.bridgwater@longcroft.eriding.net](mailto:bethany.bridgwater@longcroft.eriding.net)



**Year 10**

**Mr Devall**

**07827 587483**

[john.devall@longcroft.eriding.net](mailto:john.devall@longcroft.eriding.net)



**Year 11**

**Mrs Brady**

**07388 722751**

[kay.brady@longcroft.eriding.net](mailto:kay.brady@longcroft.eriding.net)