



GREAT HEART, THOUGHT AND VISION

LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



Liam Embarks on an Exciting Adventure

From working in domestic waters protecting the shipping lanes that are vital to our economy, to deploying globally to provide humanitarian aid where it's needed, life in the Royal Navy is both challenging and unique. We were proud to hear that former pupil Liam Hall has completed his training and will start his career as a submariner. After enjoying a work experience placement while in Year 10, Liam initially chose a career as a mechanic when he left school in 2013.

Submariners are considered to be some of the Royal Navy's most exceptional personnel. They form part of a unique community. Living below the surface for up to three months at a time makes it essential that everyone helps one another.

The Royal Navy has submarines deployed all over the world. Their highly trained crews track aircraft, monitor ships and support the naval fleet from deep below the surface. Attack Submarines provide covert surveillance that keeps the seas safe for all, while Vanguard-class vessels carry the ballistic missiles that are our country's nuclear deterrent.

Two of Liam's teachers who recognised both his potential and the attributes necessary for success in his chosen career during the early stages of his years as a Longcroft pupils were his Geography teacher Mrs Beckett and Mr Eldridge, his PE teacher. At the end of Year 7 Mrs Beckett reported, "Liam has been a pleasure to teach this year. His positive attitude has been a key feature of his progress and success this year; well done." Mr Eldridge commented on

Liam as being a good team player who would help other members of the team when he was in Year 8. These are certainly characteristics he will utilise as a submariner and which will be key to his success in this exciting role.

We are delighted Liam is pursuing such an exciting career and hope to hear about his adventures in the future.



Head of School's Welcome



I hope you all enjoyed some of the fine weather over the half-term break.

It has been good to see so many of our pupils back in school this week, refreshed, ready to learn and with a positive attitude. It is also lovely to

see that the Classcharts rewards total, which as you know reflects the number of good deeds, great pieces of work and positive actions, is heading closer to the 500,000 marker. We have also received a number of emails from parents updating us on the fine achievements of their children outside of school. We love to hear about these extra-curricular successes, so please do let us know if your child has done something special recently.

For Years 10 and 12, this week has centred upon their mock exams. These 'mocks' are vital preparation for the real GCSE and A Level papers they will take next year. They are particularly significant for these current year groups who have so little experience of taking formal exams due to the pandemic. We have been impressed by the preparations that so many have undertaken over recent months; their engagement with revision guides and support materials has been really positive and we hope that they are now fully appreciating the benefits of a well-organised and carefully structured revision programme. I would like to thank parents and families for their support and encouragement of these young people as they have been preparing and revising. Thank you also to the teachers who have created

materials and guided pupils so that they can take such an intensive exam period in their stride. Over the coming weeks, once the papers have been assessed, Year 10 pupils and Year 12 students will be looking at their areas of strength, as well as those that need further development, as they reflect on the effectiveness of their approach to revision and exams, in order to hone their knowledge, strategies and skills for the future.

Can I also thank parents for ensuring that pupils attend school in full uniform as outlined in the school planner. Staff are checking uniform at the gate each morning to support pupils in getting their uniform right. If you have an issue in providing an item of uniform, please contact the Care and Achievement Coordinator in the first instance. You'll find the contact details on the last page of this Newsletter.

As we have been this week marking Diversity Week, it has been great to see the school community reflecting on the importance of treating all individuals with kindness and respect and also to taking the opportunity to celebrate the richness that comes from a community full of variety. Thank you to all the young people who show mutual respect to those around them, regardless of their individual differences or characteristics.

Have a good weekend,

Ms I Grant
Head of School



Executive Headteacher's Welcome



I do hope you and your family found time over the Bank Holiday to enjoy the sun.

This week, I have had the pleasure of seeing some fabulous lessons. Due to Covid-19 restrictions the joy of being able to join a lesson for an extended period is but a memory, but even within the shorter visits I am permitted to undertake, I have seen some stunning practice. I remain hopeful, that we do see a reduction in cases and ultimately, like the rest of society those restrictions that inhibit our practice may slowly disappear.

For teaching colleagues, needing to remain behind a line at the front of the classroom has proved a real barrier to being able to engage with our children as we would choose. Today, therefore, it was a joy to see those colleagues who inspire; as they find ways to keep our children and themselves safe but are teaching outstanding lessons by dynamic teaching, standing at the front of the classroom, as if upon a stage speaking to a theatre, inspiring our children and enthusing with real passion for their chosen subject.

I have seen clever approaches in activities that respect our Covid-19 guidance and provide our children with inspirational tasks to help them practise new skills and apply knowledge, as well as proving their understanding.

I am in no doubt these colleagues will have invested significant time in preparing these lessons. Good teaching involves comprehensive planning as every minute is accounted for and each child's potential needs are considered carefully. It is a true craft and a delight, when you see such practice; a privilege, not only, to witness the joy of learning in our children's eyes but the enthusiasm with which the teacher delivers the lesson.

These are the teachers I remember from my own education. It was these individuals who shaped my Sixth Form and university choices and even today, continue to inspire me.

Covid-19 has impacted on all our lives, the education of our children and its legacy will be the one that will need to be tackled with gusto.

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I am grateful to those parents who have contacted the school to offer help to our community. We know the impact this experience has had upon children nationally – it is one that has undoubtedly impacted on our children's health and wellbeing in some cases. I know the effect it has had upon my own children and feel deeply aggrieved and upset for them; for the experiences and friendships that have been curtailed. It is, therefore, important that alongside ensuring children learn and make the progress we would expect, that our community comes together and through common purpose and care, seeks to support our children, colleagues and families.

I look forward to the weeks ahead, in the knowledge that we have an opportunity to make a difference, through our planning, teaching, marking and most importantly our care - to help address that legacy and to ensure our children are not disadvantaged through the disruption they have experienced, due to the national closure of schools or successive lockdowns.

Do have a great weekend.

Mr J Britton
Executive Headteacher



GREAT HEART, THOUGHT AND VISION

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	44,476
	THOUGHT	269,941
	VISION	166,060

**GRAND
TOTAL:
480,477**



LOWER SCHOOL



Mr Worthington writes:

At the end of this summer term, Lower School pupils will be receiving their Progress Update.

Progress Updates are a summary of the progress the pupil is making in each of their subjects. They are produced to help both our pupils and parents understand exactly how each of our pupils is getting on.

In addition to understanding how much progress they are making, Progress Updates also present our pupils with a summary of their 'Attitude to Learning' in each subject. A pupil's 'Attitude to Learning' score summarises a wide range of attributes, including effort and focus, with the highest possible score rated 'Outstanding (A)'. Attitude to Learning encompasses all those skills and approaches that make accelerated progress possible, such as neat presentation of work, self-motivation, independent learning, participation in lessons, response to teachers' feedback and organisation. These attributes and skills, when employed by pupils regularly and consistently, ultimately lead to better than expected levels of progress.

Throughout all subjects and lessons, teachers also expect and encourage high standards from all pupils and this is reflected in the excellent Attitude to Learning scores our Lower School pupils have received in their Progress Update earlier in the year. Their approach is further evident in their focus and motivation in class, together with their inquisitiveness and eagerness to improve. Overall, pupils make exceptional progress when they are enjoying learning, which in turn feeds their enthusiasm and motivation in each subject. It is this enjoyment of learning which is reflected in our pupils' Progress Updates.

Well done to every pupil in Years 7, 8 and 9 and keep up the great work over the next two months.

Take care,

Mr Worthington
Head of Lower School

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UPPER SCHOOL



Mr Colepio writes:

Year 11

A farewell but not final goodbye to our Year 11 pupils who were wonderful on their last full day. It was lovely to see them enjoying themselves after so much hard work these past few weeks. A big thank you to all staff involved also and in particular to Mr Coupe and Mrs Brady. The inflatable assault course was well-used and the football match made up in enthusiasm what it lacked in technical quality! I am of course referring to the staff. The "guard of honour" reserved for champions was well merited and we look forward to seeing many of you over the final 7 weeks and, if not, in September in the Sixth Form. Have a wonderful summer and stay safe. **GCSEPod still remains available for our Year 11 pupils and provides excellent transition units and work designed specifically for those moving from GCSE to A Levels.**

GCSEPod

By the time this newsletter goes out all Year 10 Mock Exams will have been completed. As previous, some pupils will be delighted with their outcomes and others less so. This is the nature of formal assessments but the main purpose will be to identify gaps in knowledge well in advance so pupils, parents and staff can plan to address these.

With this in mind every lesson and every week matters. Revision guides have sold so well, these can be ordered in school using parentpay, and **GCSEPod** remains a fantastic resource.

GCSEPod, for those still unfamiliar, provides short videos on different topics. It is a great revision resource with tangible outcomes – it improves GCSE grades (see below). I recommend it unconditionally and feedback from pupils is very positive. Videos can be downloaded to save on data use and the short 5 minute video format is especially useful for pupils who find

My Courses [View All](#)

<p>AQA: English Literature: Paper 1: Shakespeare and the... 07 June 2021 - 338 pods</p>	<p>AQA: Physical Education: Paper 1: The human body and... 07 June 2021 - 39 pods</p>	<p>AQA: History: Paper 1: Understanding the Modern World 08 June 2021 - 233 pods</p>	<p>Cambridge Nationals: Information Technologies: Understanding... 08 June 2021 - 21 pods</p>	<p>AQA: French: Paper 1: Listening 08 June 2021 - 69 pods</p>	<p>AQA: French: Paper 3: Reading 08 June 2021 - 69 pods</p>	<p>AQA: Biology: Paper 1 (Foundation) 09 June 2021 - 55 pods</p>
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sitting down at a desk to revise hard work. It can be used anywhere and one pupil told me they would get through 5 videos just travelling to school on the bus.

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Longcroft School usage remains good but still needs to improve. Later this term we will be monitoring and challenging our Year 10 pupils over their usage of GCSEPod. It will be a vital for pupils to use it over the summer term to address weaker areas in subjects so we hit the ground running in September. The more we do now the easier it will be later.

Year 11 Impact Analysis

On average, regular users of GCSEPod achieved

0.7 more Progress 8 points than non-users

On average, the highest users achieved

20 Attainment 8 points more than non-users

Regular users of GCSEPod achieve, on average,

1 grade higher per subject than non-users

Data collected from 3,528 Yr. 11 students, across 24 schools

Thank you to all parents and carers for your support in this. If pupils cannot access GCSEPod then please contact Mrs Barry or Miss Bridgwater in the first instance. Over the course of this half term I shall be looking at individual subjects with revision tips and resources that are more subject specific.

Many thanks and do take care. If there are any areas that you would like to see a focus on then please do let me know.

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

What a fantastic finish to our Year 13 students' time at Longcroft! Staff and students celebrating the hard work and commitment as well as the lasting friendships created. We wish all the best to our Year 13 students in the future.

While Year 13 are leaving, we had the next generation coming in for a taster day. Students were very positive and many were discussing with staff how they were coming in for the transition lessons after half term. This will give them an incredible opportunity to start getting prepared for the courses in September. Please remember this is open to all students whether they are coming to the East Yorkshire Sixth or not; exam boards may be different, but the transition material will be very similar.

The new half term has started off with Year 12 Mocks, the first big exams for these students to show how they have managed their learning this year. Students have been incredibly positive in the last six weeks, commenting on the help given through the six-week subject revision plans. It has been great to see the focus and resilience of the students in exam conditions that are now longer than they have been used to. Once the mocks have been marked, all Year 12 students will have an academic mentoring meeting with Mr Wilson or myself. This will allow a detailed look at their strengths and areas for development in each subject. Targets will then be agreed which will include areas to revisit in the Sixth Form study area over the following weeks.

Mr Henderson
 Head of Sixth Form



Sixth Form

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net



INCLUSION



Mrs Reilly writes:

It has been wonderful to see our pupils return this week after a sunny half term. We have had a busy start as it is Year 10 mock week and our many of our TAs are supporting access arrangements, by providing scribes and readers.

Our ANP reviews are continuing at pace this week. Firstly, one of our TAs will speak to your child and discuss what is working for them and where their current needs lie. We'll also be discussing their ambitions for adulthood and what their current strengths are. Teachers will contribute detailed feedback as to your child's progress in their subject area and your parental views will be sought through completion of our parental survey.

This collaborative approach between pupil, parent and Longcroft will inform our next steps and ensure provision for our SEN pupils is tailored to meet the emerging, and ongoing, needs of each and every child.

We waved a fond farewell to our Year 11s and 13s before half term, so it seems fitting to introduce Mrs Baxter and Mrs Walker this week.

They have worked relentlessly to support pupils and students in our Year 11 and Sixth Form bubble this year and have many 'strings to their bow'! Their support and strategic classroom interventions supported pupil progress, despite the interruption caused by the pandemic, and they created a timetable designed for maximum impact as a result reaching many more pupils than we initially thought possible.

They worked incredibly hard to ensure access arrangements, such as extra time and readers as well as additional rooms, were co-ordinated when assessments took place to inform the process of Centre Assessed Grades.

Furthermore, their extensive involvement in the careers interviews supported the transition of our young people into the next stage of their education and will continue to do so as they progress into adulthood.



Find out what activities are available for children and young people with SEND.

East Riding Summer Activity Fayre

With:
East Riding Voluntary
Action Services (ERVAS)
& East Yorkshire PCF

Thursday, 15
July
10am
Via Zoom

Register Now! ervas.org.uk/events

I know many of our pupils left very grateful for their support and with much to thank them both for. On behalf of the SEN team I'd like to thank Mrs Baxter and Mrs Walker for all they have done, so far this year, to support our Year 11s and Sixth Form students.

Moving forward into the summer term, Mrs Baxter and Mrs Walker will be co-ordinating our programme of testing in order to identify any underlying barriers our SEN pupils face. This will be done within school hours and organised directly with pupils. Pupils have need not be anxious about these 'assessments', they are done informally and using a word processor and are simply to identify areas where we can support them further and address any areas in which they might benefit from additional support. Once the assessments are completed, we will be in touch to update you with regards to implementing ongoing intervention for your child.

Please remember, we are contactable at sen@longcroft.eriding.net should you require any support or assistance for your child.

Mrs Reilly
Head of Inclusion


Mr Coupe writes:

PSHE AND CAREERS EDUCATION

Well, things are moving fast in the area of PSHE & Careers at Longcroft School.

Having completed their Option D subjects, Year 10 have now started their PSHE lessons (with a slight pause this week for mock exams). As discussed in our last update, these Year 10 lessons will feature topics from across the themes of PSHE & Careers, with a full roll out of PSHE for all year groups from September. Later in this term we will have a presentation for Year 10 from an Associate Practitioner from the Sexual Health Hull & East Riding Outreach Team who will talk to the pupils about sexual health, giving them important information about this vital topic.

In the area of Careers, the COVID pandemic has meant that much provision has moved online. This has led to a lot of the opportunities to find out information about both employment and education through events such as Careers Fairs, and University Open Days becoming virtual rather than in-person. This has both advantages and disadvantages. Although these virtual events lack the interactivity and immersion of an in-person experience, they are easier for pupils to access and open to a wider range of pupils.

One such event takes place on the afternoon of 16th July. The Virtual UK University & Apprenticeship Search Fair for Years 10, 11, 12 & 13, will feature a wide range of exhibiting universities including Russell Group, red brick, modern and specialist institutions, as well as information about post-18 apprenticeships. Although Year 10 pupils will be in school studying hard during much of the live event, students in other older year groups may be able to participate directly, and all the presentations will be available online afterwards.

Information about this event has been shared via Show My Homework, and students and parents can register for the UK University & Apprenticeship Search Fair here: <https://ukunisearchnorth.vfairs.com>

Finally, over the next few weeks each of these updates will feature a little information about the local labour market taken from the LMI Humber website to help guide future careers choices for pupils and their parents. This time we look at the Business & Retail Sector. There are over 87,000 people employed in Business & Retail in the Humber region and the sector accounts for over 20% of the employment here. This sector, dominated by small businesses with fewer than 10 employees, is projected to employ over 15% more staff in the coming years. A third of retail staff are aged under 25 years old, and automation is increasing in this sector due to technological advances, therefore there will be fewer lower and unskilled jobs in the future with employers now looking for people with good communication and IT skills to manage that process of automation. With careers as diverse as Visual Merchandiser, Retail Buyer, Bank Manager, Stock Broker, Recruitment Consultant and HR Officer, the Business and Retail Sector in the Humber region provides a range of opportunities for our young people as they step out into the world of work!

Mr A Coupe

- FREE EVENT -

<https://ukunisearchnorth.vfairs.com>



Mr Rogers writes:

This week our pupils have been asked to consider what Great Heart looks like to them. We have focused the pupil bulletin to address what 'kind' looks like to them. We have asked pupils to demonstrate kindness and to have discussions about what that really means.

As parents we send our children to school each day, and we all hope they have a good day, where others are kind to them and they are also kind to others. This is a quality we hold so very valuable. As a parent myself the idea that my children experience others being unkind to them is awful.

We have such a great responsibility to educate our children to show mutual respect for others, and to celebrate our differences.

We all have an innate response to difference and change, and this response is unique. This can lead to negative behaviours, towards others based on nothing but difference.

As a school we want to celebrate diversity and our differences, as well as showing consideration, respect to fellow pupils and staff.

There is still much work to do globally (and probably locally) to tackle hate towards the LGBTQ+ community. That is why each year in June, we celebrate Pride Month. June was chosen because it is when the Stonewall Riots took place, way back in 1969.

Pride Month is so important because it marks the start of huge change within the LGBTQ+ community, as well as the

wider societal implications. Although attitudes and injustice still remain, huge progress has occurred since the riots of 1969 and by continuing in this long standing tradition we continue to raise awareness, improve the attitudes of society and encourage inclusiveness. #Pride2021

Although we celebrate Pride Month, we must continue to tackle every day discrimination, and it starts with each and every one of us. What we say and what we do has a huge impact on the children we are raising.

I have included some websites for more support and information should you wish to know more about Pride Month or wish to seek some support and advice.

www.stonewall.org.uk

www.lgbt.foundation

www.thebeyouproject.co.uk

<https://switchboard.lgbt/>

<https://www.fflag.org.uk/>

<https://mindout.org.uk/>

<https://www.theproudtrust.org/resources/parents/>

Mr Rogers

Deputy Headteacher

Head of Care and Achievement



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. Continuing our Literacy theme, this week we look at how we can support our child with their writing.

The best ways to support writing at home

Follow these tips to support your child's writing at home.

Provide a place for your child to write.

The area should be an area that is quiet and well lit. Stock the "writing centre" with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the centre that can be used as story starters.

Read, read, read!

The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors' techniques that they can use in their own writing.

Encourage your child to keep a reflective journal/diary.

This is excellent writing practice, as well as a good outlet for venting feelings. Encourage your child to write about things that happen at home and school. This reflective journal can be used to develop the "senses" of writing. Have your child write about what he saw, heard or felt on a trip or adventure. Provide experiences in your community that will interest your child and spark her writing. Especially encourage your child to write about personal feelings — pleasures as well as disappointments. When reading your child's journal (only if your child invites you to, of course), share your own feelings and ideas paired with positive feedback about your child's writing.



Provide authentic writing opportunities for your child.

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing "real." Helping children make the connection between writing and the "real" world will increase an interest in writing.

Be a writing role model.

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

Ask questions.

Always ask your child questions when they write. Ask specific questions about your child's writing such as: "How did that happen?" "How did that make you feel?" "Can you tell me more about that...?" "What are some other words you could use to describe...?"

Many thanks,

Mr Taylor

Head of Teaching and Practitioner Development



Longcroft Travels the World

Kisangani, Democratic Republic of Congo

With the Democratic Republic of Congo being one of the larger countries in Africa, we are still trekking through the dense forests, stopping at a settlement located within the depths of the rainforest to Kisangani.

Settlements like Kisangani are one of the many reasons why rainforests like the Congo are at threat. Human activity such as cities growing and farming means that the Congo Rainforest is being cut down putting the huge variety of plants and animals that live there at risk of endangerment.

However, the Congolese government are doing more to protect the rainforest within the Democratic Republic of Congo by working with the indigenous people that live within the forest. Villages and farmers are given their own plot of rainforest to manage, in this plot, farmers can grow their own fruit and vegetables which allows them to have a reliable food resource. As a result of this, the forest remains largely intact and the variety of crops that are grown within the rainforest promotes biodiversity. Also, the crops contribute vital nutrients to the soil in the rainforest, keeping it rich and nutritious.



We are so close to Zambia now; it is the next country away on our tour of Africa! Help by submitting your miles or steps.

You can submit your steps to our travels! Most phones automatically track steps, so please submit them! Keep up the hard work and do not forget to submit your distances to world@longcroft.eriding.net.



Don't forget to submit your
distances to:

world@longcroft.eriding.net



Memory Lane

This week we feature two Year 7 tutor groups from the 1990's.

Miss West's Year 7 tutor group from 1993/94 are pictured.



Back row:

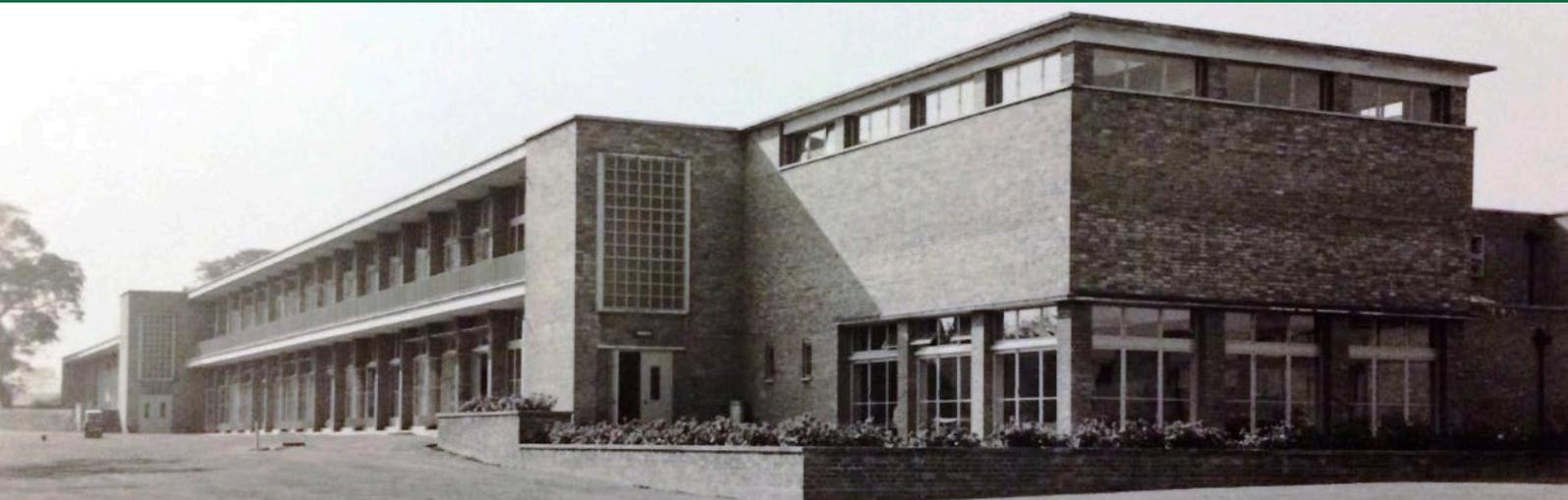
*S Sedgwick; A Kemp; I Leslie; R Atkin;
N Houldey; L Holt; K Shields; R Murray
and M Lobb.*

Middle row:

*L Smith; S Elvidge; T Campbell;
K Pollard; R Kidd; J McColgan; J
Ricardo; A Walton; K Kirkwood
and V Jobling.*

Front row:

*G Hodgson; J McLaren; E Perry; C
Marmion; Miss West; E Bolton; L Blake;
C Ryan and D Lodge.*





Members of Year 7 from 1995/96 are pictured.



Back row:

R Lowrey; P Lown; C Smith; M Steel;
C Thorley; D Wilson; D Peacham;
A Harrison and K Cooper.

Middle row:

P Chan; D Oxley; R Devall; N Howard;
L Sadler; S Marshall; A Meagher;
A Moore and G Platt.

Front row:

C Wright; K Younger; D Harper; A Lee;
A West; N Sterriker; A White
and C Coulson.



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Memory Lane
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Longcroft School &
Sixth Form College



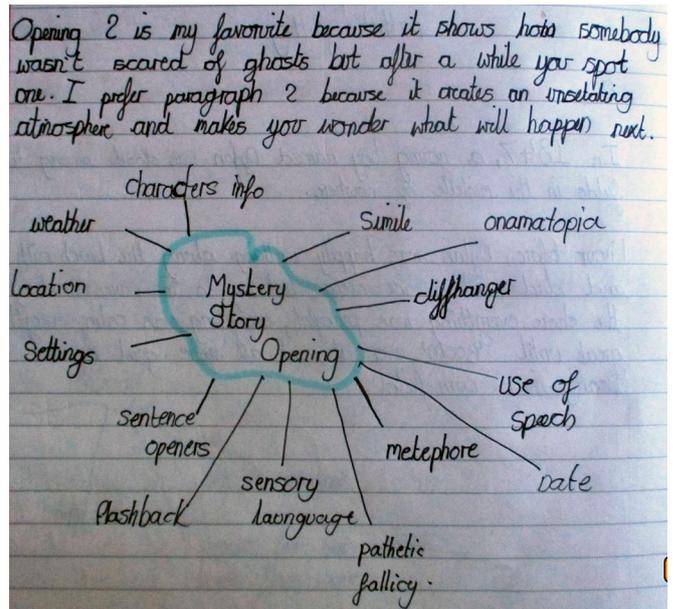
IN FOCUS ENGLISH

This week we feature a selection of our Year 7 pupils' work in English. Mrs Smith is delighted with the pupils in 7.2 and 7.5 who have been drafting a piece of creative writing.

Pupils are working on a mystery story. Amy Roberts considered the question, 'If you could create the perfect mystery story opening, what would it include?' Her ideas included dialogue, sensory language, mysterious characters, imagery and a twist from happy to evil.

Isabel Buckle spent time planning the opening of her mystery story which will be set in Portugal, including a flashback, the use of pathetic fallacy and interesting characters such as zombies.

As well as receiving guidance and feedback from their teacher, pupils reflect on their own work and also that of each other. Katy Hart reflected, "I am most proud of my use of imagery. I would like to improve my use of dialogue." She established that she would do this by using more descriptive words. Mrs Smith was delighted with Katy's work and praised her use of ambitious vocabulary in an earlier piece of work within which Katy described a "cacophonous fair". Clearly pleased with her work, Katelyn Clegg reflected, "I really like how the story is coming together. I want to continue to strengthen it." Elysia Codd liked the tension in her draft which she felt created suspense.



That evening I couldn't sleep, knowing someone could possibly be outside my bedroom door. ^{It} sent a shiver down my spine. I needed to get out of ~~there~~ as fast as I can. I tip-toed slowly and quietly down the spiral stairs, all I needed to do now was to open the ancient spruce door, as I yanked on the door handle, it was then I realised: I was locked in... I let out a blood-curdling scream and fell to the floor. "No, no please!" I cried.

The slightly lit candle in my shaky hand blew out, and someone grabbed me from behind. I tried to let out a scream but, whoever had grabbed me, had covered my mouth. I heard them pull out a sharp object and stabbed me from behind. I suddenly dropped to the floor with a loud BANG! the pain I was feeling was immense, my eyes slowly shut as I saw the killer walk to his next victim.

Wow! AOS! Jeff! Wow!

Wow! I'm happy with how the suspense built up for the big moment. Well done Amy! You have worked hard!

My draft first paragraph

Page one Rain bounces off the crooked window as the woman waits nervously for the inspector. A new, black car pulls up in front of her old brick house. A middle-aged looking man steps sternly out of his posh car; he has slick, black hair tucked behind his eye ears.

Page 2 She hangs up the phone, and sighs deeply, looking out of her crooked window, rain bounces off and she looks at all the rotten crops in the abandoned fields.

starter

The night sky was exceptionally clear tonight. Slowly and surely, the dimmed sky ^{became} unusually crystal clear tonight.

Alliteration, adjectives, fronted adverbial

Walking home in the dead of night was not new to Carol, but tonight felt different.

Walking slowly home in the dead of night, no cars, no people was not 'starey and unusal' but tonight felt different, was she being watched?

Fronted adverbial, Listing, adverbs, verbs, rhetorical question

WWW: I used lots of different techniques to make my writing more interesting



Ashie Elliott used reflection time to improve one of her sentences. Having initially written, "The night sky was exceptionally clear tonight", her sentence now reads, "The dark, blue night sky was like crystal clear water tonight." She reflected on having used language techniques and looked ahead to her next lesson when she plans to add more sensory language. Poppy Riby-French reflected, "In my draft I like that I've used a range of punctuation. I left it on a cliffhanger." Poppy now plans to add more language techniques to her work.

Mrs Smith is full of praise for the pupils' effort and the commitment they are showing to improving their work. Some excerpts of are pictured here and we certainly look forward to reading their finished pieces!

As I approached the cacophonous fair, all I could notice was the blaring brightness of it, and how magical it truly was. Even from afar, the fair was so entrancing, reaching out to me. It was euphoric. The gentle snow pooling onto my woolle knit coat, heavenly smell coated the area, and wafted from the fair booths in the distance. A scent of candy apples, pretzels and roasting hot dogs, a scent so delightful it sent a shiver down my spine. I could hear the bustle of people a million miles away... and I loved it.

Handwritten notes: AS/POB - range of sentence opens... - use of lively, ambitious vocabulary. AS - use of alliteration. AS/POB - use of simile.

There was sunshine and a warm feeling in the opening. There was a small cottage that somehow felt nostalgic to him a lake sat next to the overgrown cottage, there were flowers and birds singing. It was like a safe place away from the raging storm. He was curious and knocked on the small oak door. A pretty lady stepped out.

'oh hello James' she smiled at him

The family sat down at their dining table alongside their Border collie, Barry. The fire was as orange as a tiger's fur, keeping the downstairs a warm, cozy space. The window besides them was dripping with raindrops, it was cold and icy. A sound of fireworks lighting strike hit a berry bush not far from their front garden. As Mrs Jacobs stood up to retrieve the cutlery a loud banging noise hit the glass on the front door but no figure appeared on the other side of the glass besides her reflection...

"Hm, I wonder where Thomas is" giggled Katy as she poked her head round the tree to see no trace of anyone standing there. "oh" she replied. As she walked round the woods finding everyone else and still searching for Thomas. But he wasn't there, he vanished.

"Thomas this isn't funny! Come out!" shouted Jacob "Tom you won!" but no response

"oh Collin who could that be no one ever visits?" he groaned he was right. For the past 20 years the only person one that island was Jeremy the island has been deserted like a desert since school. Practically marching over to the door, Jeremy grandly opened the door and gestured in his unknown quest. "Thank you, thank you, how kind you've been." gushed the guest.

"It's ok, my name is Jeremy Peterson, so lovely to meet you, may I ask how you got here?" Jeremy replied in a gentlemanly manner, shaking his hand feverishly.

"I am afraid my wife um... Debbie passed on, I started wandering and have never returned." guest sobbed.

Jeremy felt sorry but something was suspicious, this man dressed completely in black kept looking out the window almost as though he was waiting for something to happen. "I'm sorry, let me make you a cup of tea." Jeremy said. With that Jeremy

Handwritten notes: 3 - ~~island was~~ Jeremy the island has been deserted like a desert since school. 4 - Improve -

Improved version:
 Pouring rain was constant for the past six days. I improved this sentence by describing the rain that was pouring with rain constantly for the past six days.

Mood/Atmosphere:
 Introducing character: It was 3 a.m. and there was no sign of Tim. He always called to tell if he was getting late. Why hasn't he called? Alison adored the power of keeping a secret. I emphasized how much she liked the power of keeping a secret.

*The window besides them was dripping with raindrops, it was a cold and icy evening. A fireworks lighting strike struck a berry bush not far from their front garden. As Mrs Jacobs stood up to retrieve the cutlery (from the) a loud banging noise hit the glass on the front door but no figure appeared on the other side of the glass besides her reflection.

(The family finished their dinner and Mrs Jacobs had gone to clean the dirty dishes when a flicker of a lamp had turned off all power. The fire blew out leaving the house a cold, bitter place.) x

Starter
Ingredients:
 • Interesting setting/place
 • Make the place seem scary/mysterious
 • Metaphors
 • Onomatopoeia - to make it seem realistic
 • Speech/Dialogue - to make the story more interesting and help the characters to make come to life.
 • Similes - To help describe motion and body language of the characters.
 • Adjectives - helps to describe setting, looks and personality.
 • Flashback
 • Pathetic Fallacy



Rachael's Saints Go Marching In



Having represented England in Rugby Union, former student Rachael Woosey played a key role as St Helens' Women's Rugby League team won the Challenge Cup for the first time.

Following an impressive 20-12 semi-final victory over reigning champions Leeds Rhinos Saints faced York City Knights, who included a second former Longcroft student Alex Stimpson in their team, at Leigh Sports Village.

While highlights of the semi-final were shown on Sky Sports, the final was live on BBC2 and viewers couldn't fail to be impressed by the standard of rugby and the commitment of both teams. Both former Longcroft students could be proud of their performances - while Alex ran and tackled with power and ferocity, Rachael's two excellent tries in the 20th and 54th minutes capped a strong all-round display as her team celebrated a 34-6 victory.

Rachael studied A Levels at Longcroft which she combined with the Advanced Apprenticeship in Sporting Excellence programme while living at Bishop Burton College. After

leaving Longcroft with A Levels in Business Studies, PE and Psychology Rachael continued both her Higher Education studies and her development as a rugby player at Bishop Burton College. Now 24, she is studying for her PGCE.

Having played rugby since the age of six, Rachel has played for Darlington Mowden Park Sharks and Loughborough Lightning in the Women's Rugby Union Premiership. She has represented England at Under 18s and Under 20s and earned a place in the England Sevens team, marking her World Sevens Series debut with a try in the Challenge Trophy Final against Brazil in Sydney in February 2017.

CONT. OVER >





Rachael only started playing Rugby League this season and appears to have adapted well to the game after returning to her native St Helens. So far she has played at fullback and on the wing and her pace is an asset to an experienced team that includes several international players. Having scored on her debut against Bradford Bulls, she scored twice against Warrington and completed a hat-trick against Huddersfield Giants. Later this season Rachael will enjoy her first taste of a local derby against rivals Wigan where she will come up against another former Longcroft student and her teammate at Bishop Burton, Carys Marsh.

St Helens are certainly delighted Rachael has joined them and see her signing as significant in their push for honours this season. Having picked up silverware at the first attempt last weekend, and with a World Cup in October, hopefully Rachael can catch the eye of the England selectors and become a dual-code international.

We are proud that two of our former students featured in such a prestigious occasion and look forward to following their progress throughout the season.





Friends of Longcroft School

The fantastic FOLS continue to offer amazing support to our school. Pupils certainly value the Bookbuzz reading programme which supports our focus on literacy, and this is one of many ways FOLS' work has an impact.

The FOLS Cashdraw is available to join on ParentPay - your subscription will put you into the draw for a year from the time you enter. There will be winners drawn again in the next month and publicised through the Newsletter.

Anyone interested in joining FOLS and making a difference to the opportunities we are able to offer our pupils and Sixth Form students should email fols@longcroft.eriding.net for further details.

Dates for your Diary

Parents' Consultation Evenings

Year 8

Wednesday 23rd and Wednesday 30th June

Year 10

Wednesday 7th and Wednesday 14th July

GCE A Level Results Day

Tuesday 10th August

GCSE Results Day

Thursday 12th August





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



Year 8

Mr Tong

07810 416081

graham.tong@longcroft.eriding.net



Year 9

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Year 10

Miss Bridgwater

07342 342858

bethany.bridgwater@longcroft.eriding.net



Year 10

Mr Devall

07827 587483

john.devall@longcroft.eriding.net



Year 11

Mrs Brady

07388 722751

kay.brady@longcroft.eriding.net