



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Food lessons are the Plaice to be!



"It's a great opportunity for our pupils
and we are one of the first schools to
be receiving free fish."

Ms George

**We are always proud to publicise
and celebrate the exceptional work
produced in Food lessons – pupils**

**certainly
enjoy working
with their
inspirational
teacher Ms
George and we
are sure families
appreciate their
efforts!**



This week Year 10 pupils have enjoyed the opportunity to develop their culinary skills thanks to Grimsby company Ish Fish and the Food Teachers Centre's Fish Heroes programme. The Food Teachers Centre is a UK based self-help group for secondary teachers with over 5,000 active members. It provides a platform to exchange best practice, answering practical concerns and keeping teachers abreast of the latest curriculum changes. The programme aims to ensure that every child gets a chance to prepare, cook and eat fish before they leave school. Teachers are supported by local Heroes: fishmongers, fish-loving chefs and fish suppliers, as well as other Heroes who bringing seafood from the sea to the plate.

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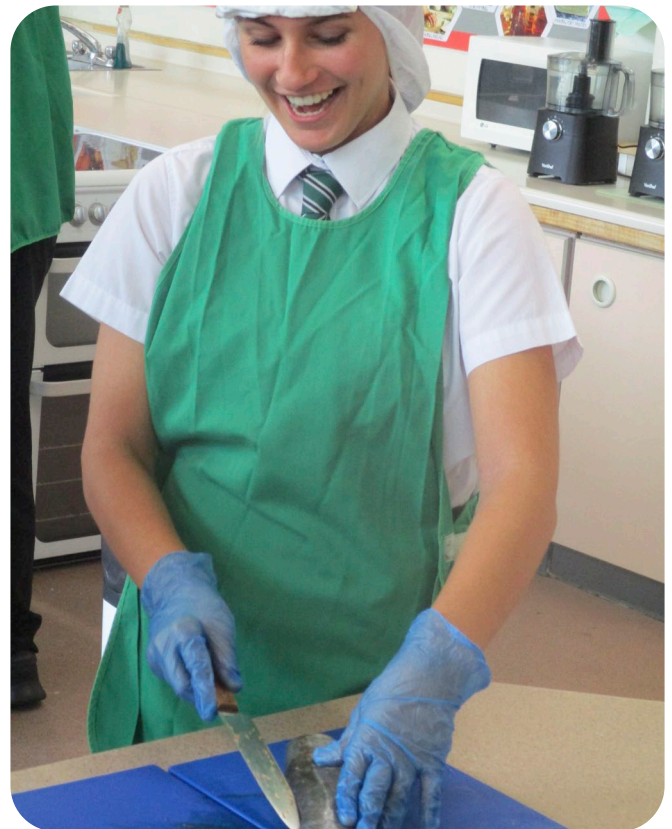
Ms George said, *"It's a great opportunity for our pupils and we are one of the first schools to be receiving free fish. We have Coley, a fish from the cod family, and Plaice, so pupils are able to work with a flat and a round fish."* She added, *"A lot of pupils shy away from fish but they are all willing to have a go!"*

Shayne explained, *"We're learning to fillet fish. I'm enjoying it. My favourite part of Food is learning about making dishes for future reference – my favourite is apple crumble."*



While most pupils chose to take the opportunity to fillet and skin either the coley or plaice Alana said, *"It's a bit gross!"* Olivia added, *"It feels slimy! I wanted to have a go. My favourite part of doing Food is the practical, but I prefer cakes and sweet things!"* Abigail added, *"It's kind of fun, and quite interesting."*

Grimsby company Ish Fish was created in 2018 with a mission to change the way people eat fish. Garry and Joel passionately believe in the nutritional value of sustainable, fresh seafood and want to make ordering and delivering fish as easy as possible. They work with trusted fish merchants to select, box up and deliver fish straight to the customer so we can enjoy great tasting, nutritious meals at home. Joel is the fourth generation of his family to venture into Grimsby's fishing industry, running his own seafood business for five years. His father, grandfather and great-grandfather were all fish merchants, so you can be sure Joel knows a good quality



fish when he sees it. Garry has been sailing all around the world for almost 20 years, racing yachts and exploring all his destinations have to offer. In 2016, Garry started his own fish merchants, buying and distributing seafood to

customers across the globe. Ish Fish work to be as environmentally friendly as possible so that fish stocks can remain healthy and plentiful. Their seasonal fish is sustainably sourced from local fish merchants, who they always support. When it comes to packaging, they are proud to use boxes that are 100% recyclable with award-winning WoolCool insulating fleece liners, which are natural, reusable and sustainable. Even their office is powered by solar.

Thank you to Ish Fish for giving our pupils this fantastic opportunity!



Head of School's Welcome



After a sustained period of time earlier this term without the need for closure of bubbles due to positive Covid cases, we have unfortunately seen some separate cases in our community of late - our thoughts are with these children and their families.

For those self-isolating, we appreciate how difficult it is to be away from the classroom and their peers in school. Our safety measures in school - such as one-way systems, staggered starts and end times, additional hand sanitiser and hand-washing, and additional cleaning routines - all remain in place and will do so for the remainder of term.

Parents and carers can support the school by helping children to take lateral flow tests on Wednesdays and Sundays. The timing of these tests at these key points in the week is intended to reduce the number of children that need to self-isolate as a result of a positive test by identifying cases early. I would like to thank you for supporting the school with this process as it has a demonstrable impact on managing cases in school.

Additionally, ensuring children self-isolate if members of the family develop symptoms is also a key step to keeping our community safe. The rise in cases locally is such that East Riding and Public Health England recently met with all

secondary schools in the authority to continue to advise against large gatherings and activities that involve mixing of large groups. Consequently, transition events for Year 6 - as well as celebration events such as proms and other end of year trips - will once again need to be postponed or reimagined to ensure that we keep infection rates low. We are encouraged by news that planning is taking place at national level for the reintroduction of in-school testing following the summer break and will be in touch with parents soon with further details, when we are able to share them.

Have a good weekend,

Ms I Grant
Head of School

PLEASE NOTE

Parents are asked to ensure their children are taking a lateral flow test on Sundays and Wednesdays irrespective of whether they have symptoms of Covid 19 or not. Please also continue to report the results of tests taken. If you do not have a supply of lateral flow test kits then please contact your child's Care and Achievement Coordinator as soon as possible.

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

47,481

THOUGHT

299,099

VISION

180,618

GRAND

TOTAL:

502,967



Executive Headteacher's Welcome



This week I've had the joy of listening to several of our children read. In September those children within Lower School, will also every week have the opportunity on their timetable to read, to receive small group and individual tuition to support them with their learning.

With our brilliant library and our reading challenge, I am truly looking forward to seeing our children excited and ready to explore new authors and genres of books – many titles that will be suggested by the school will be reviewed weekly in our newsletter and others following your child's reading assessment, will be identified as offering that next level of challenge in developing your child's language skills.

As we fully reopen our library following the relaxation of Covid-19 restrictions, we will be taking our technology to a new level. Starting over the next academic year, colleagues will begin a programme to refresh all of the computers across the school in classrooms and our IT rooms – another exciting step, as we update all of our hardware, providing our children with the latest technology to support their learning in school. This, in addition to our brilliant new build, will provide the school with the very best facilities and equipment within the region.

We will also be supporting our children's learning with the launch of our new pupil homepage next year, this will provide each pupil with an overview of their studies, including their many accomplishments, both personal and academic. A personalised insight, that will help our children

reflect upon those enrichment activities and areas of their study, that need to become a focus.

I am pleased that in September, our tutorial programme will be matched by an enrichment offer that will include a wealth of opportunity now we have seen the confirmed end of bubbles within school. It is something that I have truly missed and I am looking forward to seeing our school return to normal with children accessing new opportunities, playing and having fun together with children from across our school community.

Finally, we will following the announcement by government this week be making those necessary changes for September and are currently awaiting further guidance, both nationally and from Public Health locally, before making any changes in school. I would like to offer my grateful thanks to parents who have supported the school, this community and our children, through what has been an extremely challenging period. I remain deeply concerned about the impact of Covid-19 upon our children and their families. We are committed to supporting our children, families and colleagues to do our very best, to support children's wellbeing and also to ensure they are not disadvantaged by the disruption to their learning. I know we are very fortunate to have such supportive families.

Do have a great weekend.

Mr J Britton
Executive Headteacher



LOWER SCHOOL



Mr Worthington writes:

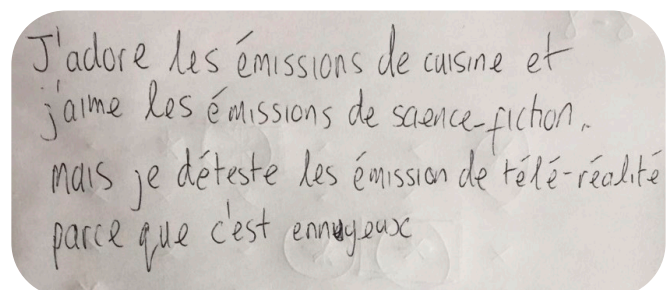
There are many reasons why it is good to study a language. It gives a person the flexibility to be able to travel, study and work abroad in what is becoming a swiftly growing globalised society. Studying languages gives us a greater cultural awareness of the people around us. In addition to this, studying a language gives our children enhanced communication and adaptability skills in what is an ever expanding competitive jobs market.

This week, I marvelled at the abilities and fluency of our Year 7 children in French. In one of the lessons, I watched pupils engage in conversation with each other about their likes and dislikes related to their television viewing habits. I even managed to get involved in one of the activities with the pupils, playing a game of conversation Battleships. I can confirm that it was a score draw against my Year 7 opponent. I really enjoyed the pleasant working environment, and some children have invited me in again this week to spend more time with them.

What impressed me the most was the resilience of the children in the lesson. They were raising their hands, keen to volunteer, and ready to answer when chosen at random to respond as well. At the end of the lesson, pupils constructed their own sentences in French based on their learning. Their grasp of the language, how to elaborate on sentences with reasoning and the correct application of spellings and accents was wonderful to see. Based on my game with another pupil, we worked on constructing our sentences together, with confidence. Excellent progress is being made by the children at our school.

Take care,

Mr Worthington
Head of Lower School



Inter 1 page 54 **DO**

each person (1 - 5) note down the opinions and letter(s) of the programme(s) for each opinion...

Exemple: 1 ✓ a.

les comédies	les dessins animés	les feuilletons
les jeux (télévisés)	les émissions de cuisine	les émissions de musique
les émissions de science-fiction	les émissions de sport	les émissions de télé-réalité
les infos		

Qu'est-ce que tu aimes à la télé?

1 - Qu'est-ce que tu aimes à la télé? ☐ les ☐ et les émissions de ☐ J'adore ...

2 - Qu'est-ce que tu aimes à la télé? ☐ les ☐ et les émissions de ☐ J'aime ...

3 - Et toi? Qu'est-ce que tu aimes à la télé? ☐ les ☐ Je n'aime pas ...

4 - Qu'est-ce que tu aimes à la télé? ☐ les émissions de ☐ - mais ☐ les émissions de ☐ Je déteste ...

5 - Et toi? Qu'est-ce que tu aimes à la télé? ☐ les émissions de ☐ - mais ☐ les émissions de ☐

Challenge: to learn how to give opinions about TV

Recall opinions

Identify opinions given about TV programmes

Write opinions about TV

Option A: - Complete the transcript with the correct opinion of TV programme mentioned using the vocab on this slide.

Option B: - Complete the transcript with the correct opinion of TV programme mentioned without using the vocab on this slide help.

Use your vocab to help.

Option C: - Note down the opinions and letter(s) of the programme(s) for each opinion for each person without help.



UPPER SCHOOL



Mr Colepio writes:

Year 10 planning and support

Firstly, I hope that all of you and your families are well given the recent rise in Covid cases in the community.

Please allow me to outline our plans looking forward to support Year 10 at this time and over the summer into the next term and the start of Year 11.

Week 12th-16th July

Following receipt of their mock results all pupils will be invited to a **personalised one-to-one meeting** with a senior leader to assess results and discuss the learning that took place to prepare for the exams. During the meeting pupils will be asked, following the conversation, to devise a revision plan for the summer break. This will primarily focus on using GCSEpod, MyLearning videos and their Revision Guides but may of course include other revision methods successfully employed by pupils. We will be issuing **hardback A4 revision books** for pupils to keep a dairy of work completed over summer.

We will expect pupils to do a **minimum 5 hours of revision per week** over the summer. We do appreciate pupils need time to relax and enjoy activities with their families, this is essential, however we feel an average of 1 hour each week day on their school work to prepare for next year is reasonable. Pupils can record work in their diary. They can, of course, do more, but we do not want them doing the equivalent of full days. Short, regular bursts of revision work best around free time activities.

As part of this, we will expect pupils to see the **150 GCSEpod videos**. Each lasts about 4-5 minutes and should, therefore, form a key part of their revision. **GCSEpod is proven to improve results** and pupils should focus on areas where they need to improve. They can of course make notes in their diary on the videos seen and should, from the mocks, be aware of areas to improve.

If your son or daughter is not aware of their log- in details, then they should see Mrs Barry or Miss Bridgewater as soon as possible.

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To support this we do have **Parents' Consultation Evenings** over the next 2 weeks that will help this process considerably and identify topics and skills that require developing.

September 2021: Year 11

It is so important that pupils hit the ground running in September. To this effect, we will be **reviewing work carried out by pupils over summer in the second week back**. This again, will be on a one-to-one personalised basis and will allow pupils to demonstrate their work over the summer. This will then allow us and parents to assess where their revision currently is. We can also monitor GCSEpod use.

The following week, towards the end of September we will then be **inviting parents to join us** in school to look at ways of improving their child's revision and, importantly, advising about well-being. There will be a range of sessions that will be allocated based on where we believe your child is at with their revision.

Mock exams

These will take place, as normal, in December. It is here where we expect to see the impact of all the work above and this will allow us to check progress against the June mock examination series.

We hope that parents and pupils will find the above support useful as we all work together to achieve the best outcomes possible for all pupils.

Best Regards,

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

We are about to hold elections for positions on our Senior Student Team, or SST. Students write a short election manifesto which is displayed in the Sixth Form Common Room and shared with all members of Longcroft staff. Following this there will be a period of campaigning before postal and online voting takes place over a 3 day period from Monday 12th to Wednesday 14th July.

It is always interesting to see which students put themselves forward for the roles. For some it is with Great Heart that they conquer their nerves, bravely stepping forward to represent their peers. All candidates show Great Thought as they carefully craft manifestos to express their ideas and help be part of something bigger. Then there are those with Great Vision, who see their futures in debate or politics and for which these elections could be a stepping stone to even greater roles.

The 2021/2022 SST will be made up of 6 members with the following titles that reflect their roles. The first four roles will be filled by students starting Year 13 in September.

2 x SST Leaders

These students will lead the student body represent the EYSF and Longcroft School at events such as open evenings and parents' evenings. They should be ready to speak to an audience or to mentor younger pupils and will play a significant and leading role in collecting and sharing ideas from other students and pupils (Student Voice).

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Sixth Form

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net



1 x SST Social Secretary

This role will include organising and promoting social events for EYSF students and staff. These will include Staff v Student challenges, sports fixtures with other sixth forms and colleges and social events for EYSF students. They will also play a role in organising the Year 13 Prom and leavers' events.

1 x Equality, Diversity, Inclusivity and Social Responsibility (EDISR) Secretary

This student's role will be to help ensure that EDISR issues are promoted across the college, on noticeboards and in bulletins. The role will also include helping to organise fundraising activities.

2 x SST Deputy Leaders (These roles will be filled by Year 12 students in September, voted for by all EYSF students)

Students elected will support and work alongside the SST leaders, deputising for them where needed.

In other news, on Wednesday 7th July, we held the first UCAS tutorial – 'How to choose a course and a university'. This tutorial helped students make the first steps towards applying to a UK university, setting them up for researching a short list of courses that they will need, ready for the second tutorial in September, 'How to write a successful Personal Statement'. The tutorials also take into account the needs of those students not applying to start degree courses in 2022 as some students take gap years, apply for apprenticeships or go straight into work.

It is always interesting to see how the students' plans for higher education develop over the summer and we have already seen interest in 4 year languages courses that include study abroad, medicine, engineering, social work and courses at Oxford and Cambridge universities.

All the best,

Mr Henderson
Head of Sixth Form





INCLUSION



Mrs Reilly writes:

With our testing programme almost complete, our team are incredibly busy designing our evidence-based intervention programme for the autumn term. Every pupil's test results are in the process of being analysed and they will receive personalised support tailored to meet their on-going needs and ensure their academic progress is enabled and they can fulfil their potential.

Our testing team have rewarded pupils with ClassCharts points for their tenacity, willingness to engage and for their excellent behaviour during the testing process. Every pupil supported our team and ensured the validity of their test results, for which we offer our sincere thanks.

This week I have the pleasure of introducing Mrs Londesbrough.



Mrs Londesbrough has worked at Longcroft for fifteen years. Before education she worked in payroll and accounts undertaking a BTEC in Business Studies, however she found her calling when she began working with pupils with behavioural issues, in a previous school, and she has worked in educational settings ever since!

Mrs Londesbrough specialises in working with pupils with ADHD and Autism and particularly enjoys Maths and Science. She holds a foundation degree in Pre-16 Teaching and Learning Support and regularly supports the provision of access arrangements for pupils during the exam period by either scribing or reading for them.

Mrs Londesbrough states she loves the outdoors and walking her dog. She states she "enjoys any challenge" and "loves working with the wonderful pupils at Longcroft". This year, she has worked with groups of Year 9 pupils in order to boost their progress in Maths and has facilitated homework club in the Year 9 and 10 bubbles. She says she's always looking for more members and asked me to remind everyone that homework club runs on a Tuesday and Wednesday from 2.45 until 4pm... just in case additional pupils would like to join her for the remaining weeks of term!

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



PSHE & CAREERS EDUCATION



Mr Coupe writes:

Continuing on from our recent work in setting out our mission statement for Personal, Social, Health and Economic (PSHE) Education, planning for our new curriculum to start in September has been continuing apace.

We are building a PSHE curriculum that reflects our Longcroft Values of Great Heart, Thought and Vision. Great Heart will be evidenced in the elements of the curriculum centred around Relationships Education, Great Thought will be closely linked to our Health and Well-being Education, and Great Vision will form the bedrock of our Living In The Wider World (careers, finance and citizenship) part of the course. Running from Year 7 through to Year 11, with a separate programme for pupils in the East Yorkshire Sixth Form, this PSHE Curriculum will make a huge contribution to the personal development of our pupils. Once completed, the programme will be published on the Longcroft Website so parents can see the interesting and engaging range of topics covered. And once the teaching is underway, we'll be creating some innovative ways to gather the views of pupils, Sixth Form students and parents about what is being taught – look out for more information in the near future!

Meanwhile, we've also been developing our Careers Education Programme and are very pleased to announce that we have secured Bostonair as our new Enterprise Partner. Bostonair is a very exciting local company based at Norwood House in Beverley, providing recruitment, line management and technical training services to the aviation industry. They are part of the Boston Group of companies which also includes Boston Energy and Boston Renewables and thus will provide the school with invaluable access to the world of training, engineering and green energy



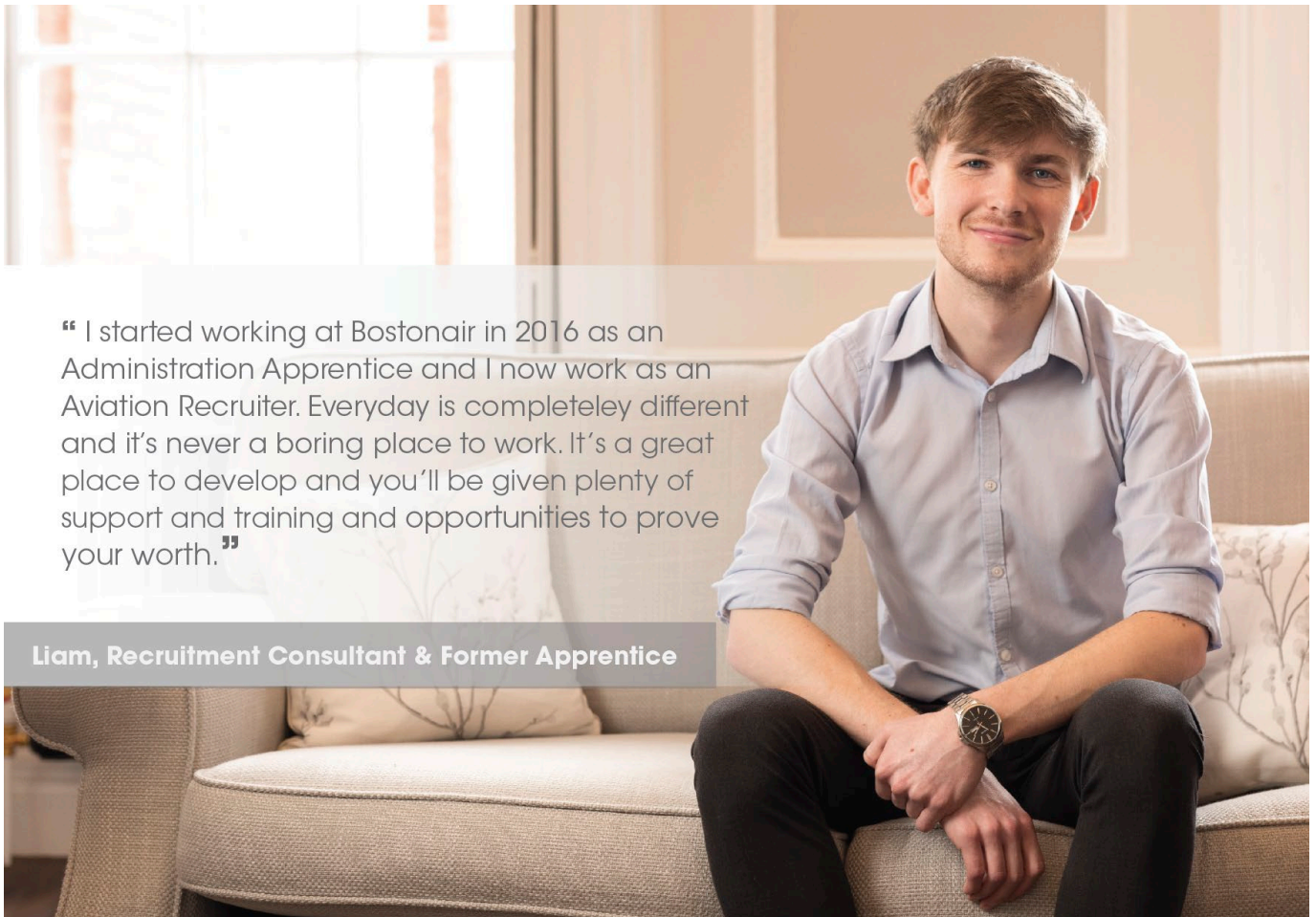


solutions. Bostonair regularly take on Advanced and Higher/Degree Level Apprentices, and will help us to plan and implement a range of opportunities for our pupils and students. Former student Liam Wilson left Longcroft in 2016 with A Levels in English, History and Sociology and having joined Bostonair as is now Aviation Recruiter and Boston Rail Administrator. We are already planning our first exciting collaboration with Bostonair, starting in the Autumn Term to help females who wish to go into manufacturing and engineering. This is just the start of what we hope will be a long and fruitful partnership.

This week, we finish with a look at another local employment sector, the construction industry. There are over 22,000 people employed in this sector in the Humber region, and it makes up approximately 5% of all employment here. It is an industry that has a relatively high proportion of companies registering as

self-employed, these constituting 35% of construction businesses in the Humber region. Even when not self-employed, many companies in this sector are small, with 80% of construction companies in the area consisting of fewer than 10 employees. Despite some improvement in recent years, women still only make up about 12% of the workforce in the industry locally - most of the positions they hold are professional or managerial, rather than technical. In the coming years the infrastructure and housing sectors are expected to be the main drivers of growth in the region, with the latter being likely to account for 23% of all new employment in the region. With so much increased demand, a recent survey showed that 1 in 3 employers are struggling to fill vacancies, so this sector will provide a lot of exciting employment opportunities for our young people!

Mr A Coupe



“ I started working at Bostonair in 2016 as an Administration Apprentice and I now work as an Aviation Recruiter. Everyday is completeley different and it's never a boring place to work. It's a great place to develop and you'll be given plenty of support and training and opportunities to prove your worth.”

Liam, Recruitment Consultant & Former Apprentice



SAFEGUARDING



Mr Rogers writes:

Supporting your child's mental health

This year more than ever we have spoken about and addressed our mental health. We have worked tirelessly to support the mental health and wellbeing of our pupils this academic year. As we move towards the end of term I thought it timely we talk about how we can continue to support young people.

Mental health spectrum

Mental health and mental illness are part of a 'spectrum', just as physical health and illness are. Throughout our lives, many different things can lead us to move up and down the spectrum such as the start or end of relationships, getting a new job or being made redundant, changes in physical health and good news or worries about those we are close to.

It is important to remember that recovery is possible, even from severe mental ill health, and that people with a mental ill-health diagnosis may be managing their condition well and still experiencing high levels of wellbeing.

The five ways to wellbeing

Often, life events that are outside our control can damage our mental health, and this is made worse if we feel powerless to do anything about them.

One of the ways we can re-gain a sense of control and nourish our mental health is to remember '**the five ways to wellbeing**' which have been found in research to improve mental wellbeing in children and adults.

Top tips for how you can support your child's mental health

Below are some ideas for how you can support your child, as well as some suggestions for where you can get further information.

Day to day

Our everyday habits are important to our mental health, just as they are to our physical health. Here are a few suggestions to help your child develop good habits.



Think about the five ways to wellbeing

Are there things you can encourage them to do, or do together, each day?

Talk openly about mental health

Just as you might encourage them to eat fruit and veg to keep their bodies healthy (and model this behaviour yourself), talk openly about, for example, staying connected with others or being physically active in order to take care of our minds.

Model good habits

Children often learn from copying what they see around them. If you are taking care of your own mental health, it's easier for them to see what good habits look like.

Think about phone usage – both theirs and yours

We don't fully understand the impact of social media on our mental health but using phones and laptops can impact on our sleep, which is important to our mental health.

We're also more likely to listen to one another if we're not distracted by technology.

Notice any changes in your child's behaviour

Young people tell us how they're feeling in many ways, not always verbally.

Learning what is normal for your child makes it easier to notice when things change, and if this might be a sign that they're struggling.

When times get tough

Sometimes you might worry about your child's mental health. While you might need to speak to a member of school staff or your GP for advice, here are a few things you can do if you're worried.

Let your child know that you're concerned

Explain why you feel that way, for example if you've noticed they haven't been interested in activities they usually enjoy.

Use activities that you do together to have conversations about how they are doing

Talking whilst doing something together, side-by-side, such as cooking, can help them share their feelings more easily than a face-to-face conversation.

Let them know that struggling sometimes is normal and nothing to be ashamed of

Tell them about the mental health spectrum and that we all, including you, go up and down the scale throughout our lives. Reassure them that talking about difficult feelings with the people we trust is a brave thing to do.

Listen and empathise

Often the first step to feeling better is feeling connected and knowing that someone is alongside you.

Empathy helps young people (and adults) connect. Empathy involves acknowledging what your child is feeling, trying to understand things from their point of view and avoiding judgement. Empathy is usually more helpful than giving advice or trying to 'fix' their problem.

If you're still worried

Talk to your child's Care and Achievement Coordinator or your GP who can point you towards sources of help.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. As we start thinking ahead to the next academic year, one that hopefully feels like a more normal working school for both pupils and teachers, I thought it would be worth looking at the area of marking and feedback.

Our Marking and Feedback Objectives:

To ensure that all learners receive regular, timely, high quality feedback and marking that identifies their successes and highlights the improvements they should make. To ensure that 'response time' and self- and peer-assessment are embedded within our day-to-day classroom practice, so that pupils improve their future learning.

Consistent practice in marking should be evident in all areas, as shown below:

1. Pupils receive high quality feedback from teachers and through the use of peer/self-assessment.
2. Pupils are given time to reflect upon this feedback and act upon it, by making necessary improvements.
3. Marking provides the teacher with up-to-date assessment data, which teachers use to help plan lessons and measure the progress made by each pupil.
4. Every pupil is expected to take pride in their work. They should know how they are doing and understand what is necessary to improve and how to get there.
5. Every teacher uses appropriate support to make well-founded judgements about pupils' attainment, based on relevant, accurate and moderated data.
6. Marking uses the coloured pen system, so that it is clear and visible to all, as explained here:



Green Pen

These are used by teachers to give feedback on written work. In particular WWW – 'What Went Well', and EBI – 'Even Better If', or what pupils can do in future to improve the standard of their work.

Red Pen

These are used by pupils to self-assess their own work and peer-assess another pupil's work, using the assessment criteria to guide. They may also be asked to use WWW and EBI.

Purple Pen

These are used by pupils to show improvements to a piece of work that has been completed, e.g. an assessment. This can be done by highlighting one section – e.g. a sentence or paragraph and rewriting it to improve what was originally written.

As you look through your child's work you should see these methods of feedback in varying degrees. Next week we will look at what high quality feedback looks like.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week as we prepare to welcome Longcroft's 'Class of 2028', the pupils who will join us as Year 7 in September, we travel back to 1997 and feature two of that year's Year 7 tutor groups.

7L are pictured with their Form Tutor, Mr Smith.



Back Row:

Kieran Jarvis; Guy Holwell;
Gareth Stokes; Andrew Birt;
John Pardy; Tom Christie
and Lee Medlin.

Middle Row:

Robert Northen; Martin
Whitehead; Kristy Duroe;
Rosie Calvert; Sade
Vaughan; Vicky Martin;
Tom Edwards and
Philip Savage.

Front Row:

Emily Herbert; Charlotte
Hoyle; Charlotte
Willoughby; Kathryn
Rutter; Mr Smith; Amy
Haworth; Clair Brandwood;
Michelle Mudd and
Amy Todd.



7B are pictured with their Form Tutor, Mrs Rogerson.



Back Row:

Steven French; Thomas Atkinson; Jon-William Le-Pine; Adam Donkin; Paul Jackson; Richard Todd and Chris Horner.

Middle Row:

Jonathan Ogilvie; Christopher Cook; Sophie Ellis; Rachel Mansfield; Sarah Lowsley; Amy Hutchinson; Jamie Wright and Karl Whiteley.

Front Row:

Anna Gibson; Katie Ruane; Laura Hargreaves; Nicola McKelvie; Mrs Rogerson; Clare Parry; Amy Gow; Alison Backhouse and Jenny Godfrey.



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Memory Lane
[@SchoolLongcroft](https://twitter.com/SchoolLongcroft)



Find us on Facebook
Longcroft School &
Sixth Form College



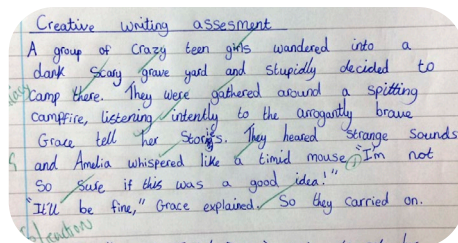
Our Year 7 Pupils Roar!

This week we feature the work of a range of Year 7 pupils. Mr Chapman was delighted with the quality of pupils' renditions of Katy Perry's 'Roar' and Mr Baker was treated to a performance in our Theatre from Class 1 led by the fabulous Alfie, Grace and Lydia.

Mr Colepio was full of praise for the exceptional work of Amelia Purchon and Anika Matta in Spanish. He said, *"It is outstanding. The work is written from memory, includes three tenses, opinions and different subject pronouns. Just superb!"*



Mrs Smith was equally pleased with the work of pupils from Class 2 and Class 5 in English. Pupils have been developing their creative writing skills in preparation for an assessment which was marked based on content and organisation as well as technical accuracy. Pupils also evaluated their impressive work. Evie Claxton said, *"I feel very confident with writing a short story. I think I gained understanding of how to use punctuation."* Emily Curd reflected, *"I have found that drafting and planning helps. I still need to strengthen my similes."* Emily also found using her purple pen helpful.

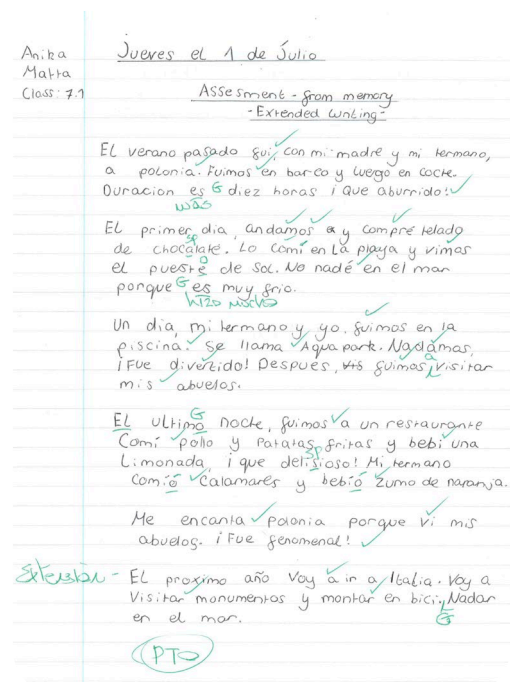


Jemima Jameson said, *"My characters are realistic because I have added relatable circumstances. I think I need to work on my characters' facial expressions and movements."* Other pupils who mentioned their characters included Oskar and Casie-Mae. Oskar said, *"I have included a little of their appearance but their personality is well detailed."* Casie-Mae Clegg reflected, *"My characters are realistic and effective."*

Asked to write a reflective comment on how she felt about being able to construct a short story, Phoebe Stoney said: *"I feel really happy that I can construct a short story and I have learned how to add mystery in this assessment."* Isabel Buckle reflected, *"I feel like I can write a decent story. I've used lots of adjectives, nouns and similes. I can do complex sentences. I wasn't able to do them before."*

Mr Baker really enjoyed reading the pupils' stories. He said, *"The progress pupils have made since joining Longcroft in September is clear and it was a pleasure to read their work having seen drafts and watched them working with Mrs Smith during lessons. They have worked very hard and used Mrs Smith's excellent, constructive feedback to improve. The pupils and their teacher should be extremely proud of this fantastic work."*

A selection of our Year 7 pupils' fabulous work is pictured here.





Amelia Purchon

jueves el 1 de julio

Extended Writing-Assessment-From Memory

El verano pasado, fui a Italia con mi familia, mis padres y mi hermano. Fuimos en avión y luego en autocar. Me gusta mucho los aviones porque son divertidos.

El primer día, fuimos a visitar un castillo y luego leí mi libro. Después mandé SMS a mis amigos. ¡Que fantástico!

Otro día, fuimos a un restaurante y comí la paella y las patatas fritas pero no tomé una bebida. Desgraciadamente, mi hermano vomitó porque comió algo malo. ¡Fue horrible!

El último día, ~~fuimos~~ ^{descansé en} la playa y luego fuimos a la casa en avión. ¡Fue muy flipante!

Me encanta mis vacaciones con mi familia.

Extension

El próximo año, voy a ir a España. Voy a ir en barco con mis amigos. Voy a comprar un vestido y luego voy a visitar monumentos. Finalmente voy a tomar el sol.

PTD

A year ago, a young woman who went by the name Maria was in a modelling agency. The agency was the best in the country, and Maria didn't even have to break a sweat to get there.

Maria was known for her immaculate beauty - her skin was as clear as glass, her black hair was long and shiny and her lips, naturally, were a stunning shade of red. She was always seen on magazine covers and in adverts, yet a small amount of people admired her for who she actually was.

immeasurable

The wood was surrounded by a lake; a lake that lived up to the town's name. It wasn't always this way though. The lake used to be a beautiful, clear blue. Formerly, it was Green Lakes best attraction. Kids swimming, playing on the blazing hot days. It was like a dream, unfortunately this dream became a nightmare.

Aos twist

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Aos twist

something happened that no one talks about. What actually happened? What will happen next?

Aos flashback

19 years ago, on 23rd February, 1947, there was an incident. A gruesome, gory incident involving Mucha Love the island. The rain was falling and the wind was blowing and swirling like a whirlwind, but inside, sitting next to a blazing, hot fire was Jeremy Peterson. Jeremy was a retired police officer (possibly at the age of 100). Even though no one knew his real age, you couldn't tell he was old. His clothes were always neat and his musty brown hair was always slick. Falling into his worn, burgandy, leather armchair, strong, muscular hand on Collin (a small french bulldog) he noticed a strange, black figure moving outside in the cold, rainy night of February. He thought nothing of it, but at the same time there was a loud knock on the old, outdated door...

Aos ellipsis

"ooh Collin, who could that be?" he croaked. No one ever...

He looked around the room; observing everything carefully. His eyes stopped on a small, almost insignificant object. He got ready to leave, knowing it wasn't safe here but then she walked in holding two cups of tea. She placed one in front of him and one where she was going to sit.

He felt as if everything was off. The nervous feeling, like when you drop on a roller coaster. He was too suspicious and switched the cups around when she wasn't looking.

She picked up her cup, and took a sip. He was relieved to see nothing happened, then suddenly she collapsed.

However, rumors are just rumors. Lies spread around by Smug Warts who claimed they knew the truth. The manor itself was still in good condition, despite its being burnt from the inside out and boarded up. The long, scarred corridors stretched and twisted around the manor, merging with rooms and stairs creating a maze. The smell of smoke lingered around, seeping into every nook and cranny it could find. There were many rooms, you had a pressing room in the basement, a weaving room on the third floor and a room with a map of the land carefully placed upon a table. The map was scarred and unreadable now however.

"I apologise let me explain. It started with an innocent baby who would have expected a baby. Her name is Isabelle, Isabelle that. We thought she was just a shy newborn but we were wrong, very wrong. They say she has eyes as dark as her soul. They say you can feel her glare burn through your skin. They say her cry is deadly!

No one knows how she got her so called...



Longcroft Travels the World

Kundelungu National Park

As we have conquered our recent destination of Zambia, we now work towards our next major stop across the world, which is Saudi Arabia. We are going to travel up the east coast and 'Horn of Africa' to the desert plains of Saudi Arabia. Thank you for your continued contributions this week, we have travelled 270 kilometres. Our stop on the way back through Africa has found ourselves in the Democratic Republic of Congo and Kundelungu National Park.

Kundelungu National Park is located 180 kilometres northeast of Lubumbashi on the plateau from which it takes its name, Kundelungu Park is one of the eight national parks in the country, and one of the two located in Katanga with the Park of L'Upemba to which it is connected by an ecological corridor allowing the migration of the fauna.

Originally a private hunting area, it was declared a national protected area in 1970, and is actually made up of two zones whose western part was added more recently. The figures vary according to the source, and it will be said that the area of the park covers an average of 250,000 hectares in the reserve area on the plateau, plus an additional 550,000 hectares of ancillary area.

The park is the site of the Lofoi Falls (also known as the Chutes Kaloba and the Chutes Lofoi) is a waterfall in Kundelungu National Park, Katanga Province, Democratic Republic of the Congo. Plunging down for an unbroken 340 m, it is one of the largest waterfalls in Central Africa. The waters of the Lofoi are a tributary of the Lufira River. The falls shrink quite a bit during the drier season of June to October, but are quite dramatic during the rest of the year.

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



Former students enjoy a different perspective on life at Longcroft.

We are delighted to have four former students and one student from the University of Hull in school for a month on an Internship Scheme.

The programme, designed by the Department for Education, permits schools to host 2nd and 3rd year undergraduates of Science, Technology, Engineering and Maths related subjects in school for four weeks to give them a flavour of what being a teacher is like. The hope is that, nationally, it will inspire the next generation of STEM teachers into the profession as there is a shortage of teachers in these subjects in the UK; thankfully not so in Longcroft!

Harriette, who left Longcroft in 2018 with A Levels in Biology, History and Maths to read Forensic Science at Staffordshire University, said:

"It was great being able to do part of my university placement back here as this school, its Science and Maths teachers and supportive staff, helped me find my career path and get into university by helping me find my love of science. Supporting students in finding subjects they love can't be over-estimated in its importance – I love my university course, and really that started here. I would also like to thank the school now for allowing me this opportunity, and in the past for supporting me through difficulties during my A Levels. Having been here now as a student and intern, perhaps one day I might come back as a teacher? Who knows – I'm excited to see where my career leads."

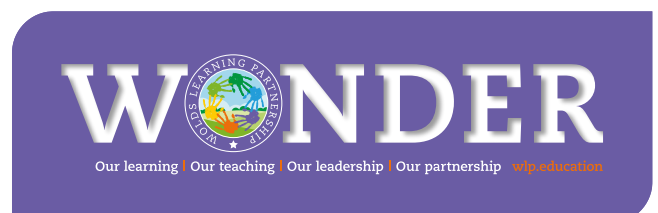
Her UCAS reference commented that Harriette was highly regarded and respected by her peers, teachers and younger students as a caring, empathetic student with an approachable manner. She has certainly continued to demonstrate this during these weeks with us.

Other former students enjoying the opportunity are Sam McCloud, Jacob Chastney and Matt Darwin. Sam earned A Levels in Chemistry, Maths and Physics and was a key cast member in two school productions during his years in the Sixth Form. He was elected Deputy Head Boy by students

and staff and having been chosen to represent Longcroft in a regional public-speaking competition received glowing feedback as a thoughtful, empathetic and captivating presenter. Sam studied Chemical and Energy Engineering at the University of Hull. Jacob graduated from the University of Lincoln this year. A Levels in Biology, Chemistry and PE led to a degree in Biology. An outstanding athlete, Jacob competed in the prestigious English Schools' Cross Country Championships while at Longcroft. His UCAS reference described Jacob as being valued as an excellent role model; a most talented yet self-effacing student. Again, we have seen these characteristics during this placement. He now hopes to travel to New Zealand. Matt's A Levels included an A* in Maths. This, alongside Physics and Further Maths, saw him earn a place at the University of Warwick to read Engineering. At GCSE and A Level Matt was our highest attaining male student, and while at Longcroft he impressed greatly during various work placements, including one with Aston Martin which he earned against a national field via an application process which necessitated his living away from home for a week.

The Wonder Training School successfully bid to host the programme across the Trust in 2020 and again in 2021. There are currently 8 Interns in Trust schools on this programme.

It is always a pleasure to see our former students, and particularly four who were such an asset to Longcroft and who continue to demonstrate the qualities we admired during their years with us. To have them in school for such a period of time is fantastic – they certainly provide inspiration for younger pupils who will have seen them in lessons and around school. We are delighted to support them in their decision making and while all four have the skills and personal qualities, as well as the qualifications, to follow a wide range of career paths they would certainly be an asset to the teaching profession. We wish them all well.





Jacob's Poetic Legacy

Year 13 student Jacob Hill's work has a national platform, as one of his poems was used as the basis for the First Story National Poetry Day 'Choosing Better Outcomes' resource.



nationalpoetryday.co.uk

#NationalPoetryDay
#ChooseAPoem

Key Stage 3-5

Choosing Better Outcomes

A guide to using hindsight to evaluate how choices affect different situations and creating metaphors from these findings.

Drifted Away, Together

Both across from each other in the same room, each fragmented. He's alone on the thunderous table, damp, restless. She's edge-wandering like a trapped spider with all hope down the spun-out drain.

Floated away in a whirlwind of unease and disquiet, wishing for another to glance at them once more. All of their problems could be extinguished with enough effort emitting from their wax cores.

Their detachment, or the last thread that binds them, a strong crimson strand knitted from the cloth of time. Even if their dying connection might feel more like tainted feathers, nobody could deny them the time they had together.

Both, still across the same room, slowly enveloping inwards. Who would choose to glance first? The man that broke her heart or the woman that made him break it? Too soon or too late, maybe they could have shared an empty new fate.

Our inspirational Librarian and Literacy Co-ordinator Ms Carvill explained, "The resources are typically downloaded by thousands of people between now and October 8th, which is this year's National Poetry Day, so Jacob's poem will have a very wide reach indeed! Typically, organisations base their resource on the work of established, professional poets, but First Story like to select student work because they think it's every bit as good a stimulus, and equally worthy of celebration!" Ms Carvill added, "Our English Department will be able to use Jacob's resource on NPD with Longcroft pupils so that they can be in awe of, and aspire to, their peer's achievement."



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.



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.



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Miss Keith

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Year 8

Mr Tong

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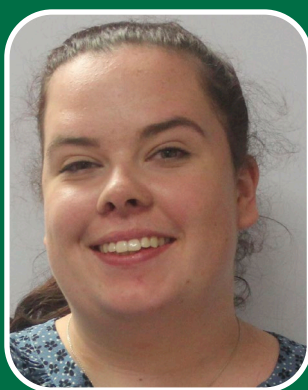


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