



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Inspirational 18 year old makes Hull City debut

We were delighted to celebrate the first team debut of our former pupil, Hull City's Jevon Mills last week.

Hull City's 1-0 victory in Cardiff saw Jevon introduced from the bench for his debut when he replaced the experienced George Honeyman and took his place in the defence as the home team attempted in vain to find an equaliser.

A graduate of Hull City's successful Academy which recruits

players of outstanding potential that can be nurtured into future first-team players, after joining the Academy at Under-13s level Jevon started his scholarship in June 2020. The centre-back scored for the Under-18s in a 2-0 victory over QPR in September 2021 and signed his first professional contract a month later. Jevon has featured regularly for the club's Under-23 team and was chosen for the first team the previous Saturday when he was an unused substitute in the home win against Birmingham City.

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Earlier this year Jevon earned his first international cap for the Republic of Ireland Under-19s in a 2-2 draw against Sweden Under-19s before being named captain for his second international appearance against the same opponents.

Year 9 pupil James Ladley is currently playing with Hull City. He explained that he was scouted by Hull City after playing in a tournament for Wawne Juniors who were coached by his dad. A goalkeeper, James trains four times each week at the club's Bishop Burton College base. He explained, "We do football but the coaches teach us different things. We do work in the gym and also workshops on things like nutrition. They also teach us manners and respect. I feel like I've learned a lot in the five years I've been there" James added that there are separate sessions with specialist goalkeeping coaches.

James certainly looks up to Jevon as an inspiration. He said, "Seeing Jevon play for the first team made me realise that living in a small town like Beverley doesn't affect your pathway. If you work hard you can get there." He added, "Seeing someone like Jevon is inspirational because he lives in the same place and went to the same school and I can see where he is now."

James aspires to follow in Jevon's footsteps. He said, "I hope to become a professional footballer because I love football. I've always supported Hull City and have a season ticket so I'd like to play for them one day."

James's most recent game was a 2-2 draw with Liverpool and he is looking forward to other games against high quality opposition. We look forward to hearing more about his development as he works towards his dream career.

We are delighted to celebrate Jevon's achievements and to recognise the value he has even at this early stage of his career as an outstanding role model to young players such as James.





Executive Headteacher's Welcome



I would like to take this opportunity to thank our children, parents and my colleagues for what has been an extremely challenging year. As the Christmas season approaches, we will in the final week of term be celebrating all of our children's wonderful achievements this term in our final Newsletter of the year.

It is in these times, when individuals or communities face challenges, that we see the very best and, at times, the worst of human nature. Where principles and a desire to overcome challenges, to support our fellow person, to be empathetic, to show compassion and kindness, define us as individuals and ultimately the communities in which we live. It is a lesson, I feel, especially at this time of year, when we reflect and seek to celebrate family, community and showing love, compassion, tolerance and kindness; those values that we seek to model and nurture within our children.

For our children, how they will remember this year is, I feel, dependent upon those experiences, our teachings as parents and their experiences through friends, school, teachers and their wider community. We have through our own teachings heard how past generations have historically faced challenge, the difficult times in our history and how they have responded. Times of such adversity that have shaped our parents and their parents, but in the story of human history, some have already argued this time is but a footnote. It is real for our children, though, and the challenges both in keeping our children safe, well and academically able, following this continued period of disruption are many.

This year has, and I expect next year will, continue to bring many challenges. This Christmas, I will be thinking of our children, their experiences, the families who continue to struggle and the progress we must make within our schools

to ensure no child is educationally disadvantaged by this national crisis. We continue to work extremely hard, to support and to ensure our children will receive the support they need. I will be worried for those children who have struggled due to those challenges and remain happy for those who have achieved so much. My overwhelming feeling will be of how much has been achieved by our children, my colleagues and parents throughout this time.

I hope the months ahead do, even with the recent news, allow a degree of normality, but COVID's legacy is one that parents, schools and communities will need to collectively work together to ensure our children's wellbeing, health and successful education in the months and years to come. It will, I feel, also leave another legacy, for our children will have experienced something quite unique. I hope this is not just in what they have read or seen on social media, but in what they have experienced – I hope they've had an opportunity to see the very best in people, our community and have shown love, compassion, tolerance and kindness to each other.

I would, therefore, like to thank everyone who has made a contribution, at such a critical time for our school and community – thank you.

Do have a good weekend.

Mr J Britton
Executive Headteacher



Head of School's Welcome



One of the most gratifying experiences of working in a school with young people is seeing the pure diversity of activities and learning tasks that go on at any one session. I have very much enjoyed seeing

just that variety during my lesson visits recently.

One Sixth Form class was fully focussed as they thoughtfully annotated linguistic techniques and effects on the reader whilst studying poetry, another group was enthusiastically practising their Spanish pronunciation and a further class evaluating the advantages and disadvantages of our justice system and the role of the Crown Prosecution Service; yet another was learning about the 1950s cultural revolution in Britain in History lessons. Meanwhile, others were busy coding in their Computer Studies lesson, with a particular focus on discovering how coding is used in computer animation; and a further class were developing their analytical skills by exploring characterisation and symbolism in Steinbeck's novel 'Of Mice and Men'. In these classes it was great to see pupils listening so carefully, asking questions to further their understanding and supporting each other to develop their skills.

I have also enjoyed hearing how proud some of our new Form Representatives are at being selected by their Tutor Group to be part of the Year and School Councils. Well done to these young people who will have a key role to play in helping us to grow as a community. I hope they will fulfil their role in the spirit of our school values and look forward to meeting them as a group soon.

Another well done goes to our pupils and students who have swiftly and effectively adapted to the newly-introduced Covid-19 restrictions which are affecting schools again. They have been very compliant with mask-wearing and understand the role that this plays in keeping the school and wider community safe. Thank you to parents for supporting us in this. Please continue to follow the asymptomatic lateral flow testing routines twice each week and being very mindful of potential Covid-19 symptoms in your child. We are responding to the announcement that schools will have onsite testing on return in January and will communicate further details regarding this in the near future.

Ms I Grant
Head of School

Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:

Acts of Great

HEART 28,818

THOUGHT 125,010

VISION 111,477

GRAND

TOTAL:

265,305





LOWER SCHOOL



Mr Worthington writes:

At Longcroft, having our pupils learn about the wider world and the community around them is of great importance. The children become equipped with skills for life during their time here at school, and we look to train our pupils with transferable skills on order to progress and open doors in later life. We are keen for the pupils to explore their local area and the other areas of interest that the UK offers, especially as we are more able to do so now in comparison to last year.



Longcroft sits proudly in the Beverley community, and we enjoy a positive relationship with local businesses. We are proud of our school site and the excellent facilities we have here.

This week, in Geography, pupils have been focusing on the Beverley area, looking

at our community and then applying their knowledge to the wider world and map reading. In terms of critical thinking skills, as a society we are starting to rely more and more on technology and it is important that the basic skills of map reading are not forgotten. In the subject, there has been a focus on what key features are in our local area and community and what makes Beverley different as a community to others.

On a macroscale, pupils have then been studying the wider world and how life and society has developed in different areas over time. With a focus on the Continents, the children have been comparing different areas and looking at how our area differs from elsewhere.

When talking to the children, the pupils have mentioned how much they have enjoyed learning new skills and have got the grips with the subject well. Levi said "I enjoyed the topic and have liked to learn about different areas in the UK and the world, as well as here in Beverley".

It is important to us in terms of our school ethos that our children greater appreciation of our surroundings, I am looking forward to seeing how pupils develop their skills further.

Mr Worthington
Head of Lower School



UPPER SCHOOL



Mr Colepio writes:

Year 10 and 11 Rugby League

Congratulations to our super rugby league team for their performance on Thursday narrowly losing to a strong team from West Yorkshire. Leading until well into the second half the boys just ran out of steam but played wonderful, open and flowing rugby against a physically powerful outfit. For all but the final 10 minutes they were the better team and brilliant to watch, so entertaining. There were some super individual performances but it's the team that matters and they were very impressive. I know many have had a lot of success with the Beverley Braves team out of school and this clearly showed in their link play. Thank you to Mr Cassidy for leading them – they were exciting and so well disciplined. I'm looking forward to the next match already and if it could be timed so I am not teaching that would be great!

Year 10 success all round

This rugby success is just a part of our Year 10 talent. Here are other notable achievements that our pupils have been part of and deserve recognition:

Layla Robinson dance at Anlaby Studio's – entered La Valta Dance festival. Layla achieved 3rd place in Modern Solo and performed a ballet solo.

Emma McDowall – promoted to Lance Corporal in Beverley Army Cadets.

Amy Webster – plays Netball for Allus, who defeated Hull University 25-18

Lucy Gunn – Dance at LWHS School of Dance in Hedon, Lucy came 3rd in a dance competition this weekend.

Freya Vidal – Sheffield Indoors, running with all ages including men and women who are going to the Commonwealth Games this year. Personal best in the 60m and 150m. Freya came 2nd in the 60m and 1st in the 150m.

Nathaniel Cooper – took part in the Remembrance Parade with 1st St Nicholas Cubs last Sunday.

Phoebe Wilson – took part in dance competition at Hull New Theatre at the weekend.

Well done to all of you and please let us know of any more achievements so we can celebrate them with you.



Year 11 Mock Examinations

Our pupils started their examinations today, Friday 3rd, and these will go on for another week.

I recently shared some parental tips in a recent newsletter and please see below some tips for pupils. I would like to thank one of our many supportive parents for sharing these suggestions and their specialist knowledge. It is very much appreciated.

1. Pressure to do well in exams can be overwhelming and affect your mental health. Here's some advice if it's all getting a bit too much.

If you're reading this:

RELEASE YOUR SHOULDERS

Away from your ears

UNCLENCH YOUR JAW

DROP YOUR TONGUE FROM

the roof of your mouth

2. Dealing with exam stress

It is normal to feel a bit worried about exams, especially if you're feeling under pressure from school or family. Exam stress can cause you to feel anxious or depressed, and this might affect your sleeping or eating habits.

If you recognise any of these feelings, or are worried that exam pressure is taking over your life, you are not alone, and there are things you can do:

- **Let your trusted friends and family know if you are struggling**, so they can be there to support you, encourage you and offer a listening ear. You don't have to go through this alone. Keeping it all in will only make things worse in the long run, so don't be afraid to open up.

- **Ask for help. Think about all the practical support you need**, and be honest with yourself about it. You are allowed to ask for help. Talk through your concerns with your teacher who can let you know what support school can offer you. They will have spoken to lots of pupils before who are going through similar things, and they are likely to know about helpful resources or services available to you. **DON'T BE AFRAID TO ASK FOR HELP**
- **Try finding a study group, or start your own.** Working through problems with other people can be a nice way to keep your social life going and boost your morale.
- **Be kind to yourself.** Think about all the things you have achieved so far. It can be helpful to write a list of all the things you like about yourself, and the things other people value about you too.

If people around you - like your parents or family - are putting pressure on you, it can help to tell them what you feel able to achieve and let them know that your expectations are different to theirs. You could also talk to a teacher you trust about the pressure you are under at home.

3. Keep it in perspective

Exams can help you take the next step in your academic or professional career - but results are not the only measure of success. Here are some things you can do to remind yourself that there is more to life than grades:

- **Keep in mind that exam results do not define who you are.** You might be the comedian in the family, the person your friends come to for life advice, or something else.
- **Remember your strengths.** You have so many skills and qualities.
- **Make a list of all the things you want from life which don't involve exams.** This can help you realise that exams are only a small part of the picture.
- **Have fun!** Remember your life outside of exams is important too. Make a list of all the things you enjoy and find time to do them. This can reduce your stress levels, improve your mood, and help you feel refreshed and relaxed. There is no need to feel guilty for taking some you-time to unwind. You're allowed to have a



social life and interests outside of studying.

- **Never forget that your health and happiness is worth looking after.**

4. Revision tips

Here are some of our top tips.

- If you're anxious about the amount of studying you have to do, **try breaking it up into chunks and creating a daily timetable**, so you know what you want to study when. This can make revision feel less overwhelming and much more manageable.
- **Be realistic about what you can achieve in a day** – an unrealistic revision plan won't help you and will put you under unnecessary stress.
- **Make sure you take regular breaks from studying.** Your brain cannot concentrate for hours at a time.
- **Not everyone studies the same way.** Some people prefer to read, others find it helpful to make notes or draw diagrams, while others prefer to talk things through. **Do what works for you.**
- **Focus on you and don't compare yourself to others.** It can be really stressful when you think everyone is doing better than you, spending more time on revision than you, or just not stressing out as much as you. But we're all different and that's ok. Remember, your friends don't have their results guaranteed – life is unpredictable – and they might well be feeling just as worried as you are.

5. When worry becomes anxiety

If you start to feel overwhelmed by the thought of your revision and exams, then you may be experiencing anxiety.

What is anxiety?

Anxiety is a normal, human feeling of fear or panic. When we face stressful situations, it can set off our brain's in-built alarm bell system, which tells us something isn't right and that we need to deal with it. Our brain wants the difficult situation to go away, so it makes us feel more alert, stops us thinking about other things, and even pumps more blood to our legs to help us run away.

Most of us worry sometimes – about things like friendships or money – and feel anxious when we're under stress, like at exam time. But afterwards we usually calm down and feel better.

But when you're not in a stressful situation, and you still feel worried or panicky, that's when anxiety can become a problem.

The symptoms of anxiety

You might start out just feeling generally anxious, but if your symptoms get worse or last longer than they should, it could be time to get some support. Symptoms include:

- Feeling nervous, on edge, or panicky all the time
- Feeling overwhelmed or full of dread
- Feeling out of control and finding it difficult to concentrate
- Having trouble sleeping and a low appetite
- Feeling tired and grumpy
- Heart beating really fast and having a dry mouth
- Trembling or feeling faint
- Stomach cramps and/or diarrhoea/needling to pee more than usual
- Sweating more than usual and getting hot

If you experience any of these symptoms above, it doesn't mean you have an anxiety problem. But if any of them are affecting your everyday life, it's a good idea to tell someone you trust about how you're feeling. There is lots of help available in school and from your GP to support you with how you are feeling.

Or if you prefer on-line advice and support go to giveusashout.org

Shout 85258 is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.



Draft Q5 (Completed in Controlled Conditions)

It was the coldest night of December the evening she stepped onto the bus. Pinching her forehead crimson, the cold was cruel and unforgiving; it forced her to pull the strings of her hoodie even tighter under her chin. Rain refused her, but the cracked tarmac still shone with a fragile, deadly sheet of ice. It made her feel out of control, unbalanced - she hated that. *Super control!*

Brittle and aching, her fingers closed around the fractured, wooden railing and she hauled herself on board. Walking carefully down the centre aisle, she was ~~seated~~ presented with only 2 other passengers and an army of empty seats. They were polluted with the same over-crowded, conflicting patterns all buses insisted on forcing on their passengers, but her eyes were already heavy; ~~she~~ she didn't notice. Choosing a seat next to the widest window, her legs surrendered and she slumped down, curling into herself to preserve what little warmth she still felt.

It wasn't as cold on the bus as it was outside but her breath still crystallised in front of her, shattering into a million pieces like glass. Lips tinged blue, she let her temple rest against the frosted window and was asleep in seconds. She dreamed of violence; *Nightmares* submerged her like waves, coming too quickly; as the tide refused to retreat ~~back out~~ again the tide refusing to retreat. Hollow and grey, her cheeks were drawn tight with fear, her ~~eyes~~ *eyelids* were as restless as her set sleep and fluttered wildly as she fought to stay afloat. ~~As a~~ A snow-cold sweat slicked her brow till it shone in the violet light of dawn.

She ~~had~~ had fallen asleep to visions of the life she was pursuing; she awoke ~~to~~ *to*

of the one she was escaping. The sweat on her forehead had beaded into raindrops and streamed down her cheeks like tears. Nipping them away with her sleeve, she breathed ~~at~~ deeply, forcing air into her lungs. *nearly anaphora* Forcing her focus to something else. Tangled and matted, she clawed her ~~skin~~ *snapping* fingers through her badly-aged, slightly yellow hair and ~~set up~~ *straightened* her back - wrying some sensation into her legs.

As she stretched out her neck, she saw her. A woman. A woman who was not on the bus before but for some strange reason, she was magnetised by her. *sp* The lady was talking to her phone. Animated, ~~and~~ *engrossed*, she spoke softly into the receiver and appeared to be speaking to her child. ~~Her long, blonde hair~~ *Sweeping* and bouncy, the blonde hair framed her face in a way which made her eyes ~~to~~ shine. Shine with intent and purpose as she continued to gesture ecstatically to the child who could not even see her. Her cheeks were rosy and bright, tipped into a smile which reached her ears, as a single hair escaped her eye, betraying her. The smile ~~dropped~~ *dissolved* as she hung up her phone. Wistful and full of longing, the lady ~~to~~ *stared* out the window and up to the clouds as if trying to decipher them.

The girl was so consumed, she barely noticed the bus had stopped her stop. Propelling herself out of the seat she shuffled as quickly as the narrow aisle would allow to the front of the bus (which she noticed *paid* was considerably warmer now). She ~~paid~~ *paid* to the bored, *sp* whiskey driver, muddled off the bus and stood, ~~swaying~~ *swaying* slightly on the pavement. But before she could turn away, she ~~chanced~~ *chanced* another look at the perfect lady. To her utter shock, the lady was staring right at her

Smiling that same, *generous* smile she saved for her daughter on the phone. Only this time the girl saw no sadness in it. Only hope. As she walked away, she held that hope as close as she possibly could and she took it with her.

WWW: Super-control over SPAG. STRONG AOB.

Carefully crafted imagery; lovely conceit. Sustained dramatic tension and beautiful ending.

EBL - Try anadiplosis and develop anaphora.

AO5	21		
	24	=	34
AO6	13		40
	16		

- Piece - Whiskey
- Piece - Whiskey
- Piece - Whiskey.

Final exam tip from Mr Colepio

If you are reading this and have done little or no revision then don't panic. You are unlikely to be realistically revise everything you need to for next week so start thinking about next summer and maybe revise a couple of weaker areas before the exam. You might not be able to cover everything but at least you are making a start and sometimes this can be the biggest barrier.

Good luck and do talk to us. I will be sending out revision advice again next term to assist in your planning.

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

Year 11 pupils and our own Year 13 students are busy revising this week, in preparation for their mock exams which begin on December 6th. With work from the last two years to organise and recap and exam skills to practise, there may be little time for anything else, however some Year 13 students are still completing their UCAS Personal Statement draft and lots of Year 11 pupils are still to finalise their plans for next year, so time management has become particularly important.

Mr Wilson and I have organised meetings on the 13th, 14th, and 15th of December to spend time helping Year 11 pupils make plans for next year. Those future EYSF students who have completed their stage 1 applications will be moving onto stage 2, which involves selecting their courses and then receiving their personal offer of a place in our Sixth Form College. All other pupils will be invited to apply using the stage 1 application and to discuss their Sixth Form plans with us. In the new year, we will bring our future students into the Sixth Form to spend time meeting our group and familiarising themselves with our routines.

Year 13 students are currently benefitting from additional tutoring in mathematics and students are finding this extremely helpful as the sessions cover areas of the course that were previously delivered during the lockdown. This additional help is proving very welcome in the run-up to the mocks.

Sixth form students from both Years 12 and 13 are also working with younger pupils as part of the Lower School Reading Mentoring Scheme. The sessions take place in the library during form periods and our photo shows Eva guiding a younger pupil through a reading task and completing the reading journal log to map her progress. 20 students from our group, led by Senior Student Team member, Ella are involved in the mentoring scheme.

Finally, this week we would like to thank our students for setting the example of wearing face masks again. It is not easy spending most of the day with a mask on, but we are proud of our group for leading the way, even before the new national guidance was introduced.

Mr Henderson
Head of Sixth Form



PSHE & CAREERS EDUCATION



Mr Coupe writes:

In this week's PSHE and Careers Update I am very pleased to be able to discuss an exciting partnership that we have recently entered into that provides a unique opportunity for pupils and Sixth Form students in Years 9 -13 and their parents/ carers to gain extremely valuable, first hand insights into the world of employment. This partnership is with a social enterprise company called Pathway CTM. Pathway CTM supports schools and colleges in helping young people realise and fulfil their career potential. Last year, they delivered over 250 live events, featuring more than 120 employers across 50 employment sectors.

As part of our partnership, we are able to offer all our pupils and parents/carers in years 9 – 13 the opportunity to take part in their Pre-Employment Programme 2021 – 2022. This programme will include a wide range of virtual, live events throughout the year for pupils and parents/carers to be involved in centred around careers education. These events are easily accessible and scheduled outside the school day. Once parents/carers and pupils sign up, they will be able to access a full range of careers events, such as talks from industry leaders, interactive presentations regarding post-16 and post-18 options, virtual work experience opportunities, CV and application writing workshops and many more.

There are many such events available throughout the year, including, next week alone:

- Work Experience – How to Find It and Where to Start at 10am on Saturday 4th December
- Ask the NHS – Pharmacy Edition at 6pm on Tuesday 7th December
- Maximising Your Strengths Workshop with Cappfinity at 6pm on Wednesday 8th December
- Scope Out Your Opportunities with Scope at 6pm on Wednesday 8th December
- Females in Tech with Accenture at 6pm on Thursday 9th December

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These are all live, online events and, as you can see, the programme includes a wealth of opportunities for our pupils to connect with leading UK employers to gain experience and consider their next steps.

If your child is in Years 9 – 13 and you wish to register for the Pre-Employment Programme, please follow this link:

<https://pathwayctm.com/student-register/>

Registering here will allow you to access the full range of opportunities and to sign up for the events that are of interest to you and your child.

In addition, an introductory video that explains the programme further can be found here:

https://youtu.be/WlnK_J60wYw

We will, of course, promote key events that are taking place throughout the year in the Newsletter to ensure that pupils and their parents/carers do not miss any of these opportunities. An exciting opportunity that I hope you will find useful.

We finish this update with our usual look at a local employment sector. This week we turn our attention to the Health and Social Care sector. Unsurprisingly, this is a huge employer in the region, with 55,000 people working in health and social care, making up 13% of the region's workforce. Due to an aging population Health and Social Care is one of the fastest growing sectors in the UK, with apprenticeships forming an important means of entry and now being offered by almost all employers in this sector. 84% of employees in the sector in this region are female, and 20% of the workforce are over 55. Employment in this sector is dominated by the National Health Service, which is in fact the biggest employer in the UK and the 5th largest in the world employing over 1.7 million people. There will be an increasing demand for employees to meet the needs of an aging population, providing great opportunities for our pupils in the future.

Mr A Coupe

Head of PSHE and Careers Education





SAFEGUARDING



Mr Rogers writes:

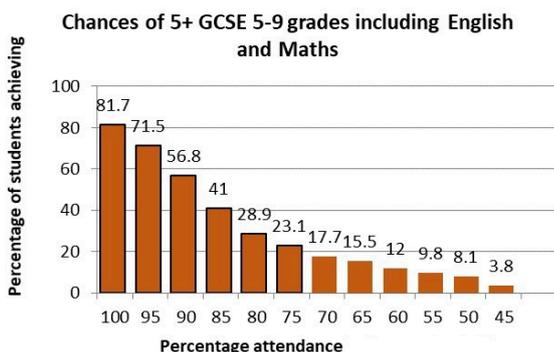
I want to thank all families that continue to support and promote great attendance. We all know that great attendance and arriving on time puts pupils in the best possible position to perform their best in school.

At time when we have never focused on our health so much, deciding the right course of action over illness is sometimes worrying.

Our schools monitor pupils with attendance of 95% or under (equivalent to 10 missed school days over an academic year). 73% of pupils who have attendance over 95% or over achieve 5 or more GCSE's at grades 9-5, so it's vital that children are in school to learn. In addition to individual attendance targets, each of our year groups has an overall attendance target. There is still a way to go in some year groups to hit our targets so we need your help.

It can be tricky deciding whether or not to keep your child off school when they're unwell. At the end of this article we have some useful tips on how to assess whether your child is too unwell to be in school; please have a read and ensure that your child is in school whenever they are well enough to be. If your child becomes unwell at school the school will send your child home. If you do keep your child at home, it's important to phone the school each morning. Let us know that they won't be in and please provide the reason. There are two registration sessions in a school day so if you can, send them in later in the day if your child appears to improve. Every session counts!

WHY IS GOOD ATTENDANCE IMPORTANT?



0 days off school in a year 0 lessons missed	100%	Perfect attendance
2 days off school in a year 10 lessons missed	99%	Excellent attendance
5 days off school in a year 25 lessons missed	97%	Good attendance
10 days off school in a year 50 lessons missed	95%	Slightly below average attendance
14 days off school in a year 70 lessons missed	93%	Poor attendance
20 days off school in a year 100 lessons missed	90%	Very poor attendance

In order to promote good attendance we are offering pupils the chance to win a rewards voucher of their choice (Amazon, Love to Shop, Xbox iStore). Any pupil who achieves a 100% attendance in the next two weeks will be eligible. Names will be drawn randomly on the last day of term.

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Is my child 'too ill' for school?

There are clear government guidelines for schools that say when children should be kept off school and when they shouldn't. The guidance below is taken from the NHS website and includes information on common childhood illnesses where school is missed when it needn't be. It is vital to follow this, as school will unauthorise your child's absence if they feel they are well enough to be in school. This could lead to consequences for parents/ carers, which we would like to avoid!

Coughs and colds

It's fine to send your child to school with a minor cough or cold. But if they have a fever, keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

Sore throat

You can still send your child to school if they have a sore throat. But if they also have a fever, they should stay at home until it goes away.

Menstrual Cramps

School should not be missed due to 'the time of the month'. It's important for your child to have pads or tampons with them at all times and ensure that they are comfortable making regular trips to the bathroom. Consider a suitable 'hiding place' for products, whether it be a spare 'pencil case' or a side pocket of their bag as some children can feel nervous about sanitary products being discovered. It's also a good idea to have a spare pair of underwear for in case of emergency. Consider whether medication is needed if nausea and pain is recurring and talk to school about whether this can be stored for use at school, or whether your child will need to take this before school. We have emergency products available should a child not have access to them. Please make your child aware that teachers and staff at school will be more than prepared to help with this problem.

Conjunctivitis

You don't need to keep your child away from school if they have conjunctivitis. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly

Head lice and nits

There's no need to keep your child off school if they have head lice. You should treat your child and send them into school.

Thank you for your support in helping to raise attendance, if you need support or advice relating to your child's attendance, please contact your child's Care and Achievement Co-ordinator.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING & LEARNING



Mr Taylor writes:

Longcroft School Departmental Curriculum Overview
HISTORY

Hello again. Continuing our look at VOICES, the structure we use to look at the effectiveness of the practice in our classrooms, this week we move to "C" which stands for Curriculum.

Curriculum: We should see the Programme of Study and Scheme of Learning set out the knowledge and skills to be taught each week. This provides a clear sequence (narrative) for the department and teacher to follow and teach week by week. To ensure, through teaching, that the acquisition of such knowledge and skills by pupils/students is evident, in class and by formative/summative assessment.

- The Programme of Study and Scheme of Learning are being followed rigorously to ensure a high level of consistency in the teaching of the knowledge and skills across the department. Each child is receiving the same 'diet' and as a result the work completed by different groups is similar.
- It is evident from the sequence (narrative) that children are acquiring new skills and knowledge, with both formative and summative assessment being used to check understanding.

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate Chronological understanding of the 1066 - Early C20th time period and describe selected key occurrences that took place (AO1) - Explain selected key historical events that occurred during the 1066 - Early C20th time period and begin to analyse their significance (AO2) - Analyse the content of Primary and Secondary historical sources to determine their message and purpose (AO3) - Describe differences between interpretations of the same historical event/issue (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - A thematic study of Society and Culture in Britain from 1066 to the Early C20th where pupils show understanding of aspects of continuity and change, can pinpointing significant occurrences and events, make connections between events and issues. - A thematic study of Power and Conflict in Britain from 1066 to the Early C20th where pupils show understanding of aspects of continuity and change, can pinpointing significant occurrences and events, make connections between events and issues and draw contrasts between events and issues. - A thematic study of Power and Conflict in Britain from 1066 to the Early C20th where pupils show understanding of aspects of continuity and change, can pinpointing significant occurrences and events, make connections between events and issues and draw contrasts between events and issues. 	<p>Students can:</p> <ul style="list-style-type: none"> - Confidently demonstrate broad understanding of the 1745 - 1933 time period by describing several key occurrences that took place (AO1) - Confidently explain and analyse the significance of several key historical events that occurred during the 1745 - 1933 time period (AO2) - Analyse the content of Primary and Secondary historical sources to determine their message and purpose and begin to link in provenance in order to begin making tentative judgements about them (AO3) - Explain reasons for differences between interpretations of the same historical event/issue (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - Understanding why the British Empire developed and give reasons for it developing in the locations where it did. - Linking the development of the British Empire to the development and growth of the Triangular Trade and understand its impact on Britain, West Africa and the USA and Caribbean. - Understanding the impact that the Industrial Revolution had on the Britain, her people and the government and link its occurrence to the development and growth of both the British Empire and the Triangular Trade. - Understanding how the Industrial Revolution was vital in influencing the outbreak of WWI and how it influenced the type of warfare that emerged between 1914 and 1918. - Understanding how WWI affected Britain and its citizens as well as the impact of the 1919 Peace Agreements. 	<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate deep understanding of both ancient and modern world depth studies by being able to confidently explain key occurrences within them/characteristics of them (AO1) - Confidently explain and analyse the significance of the depth study areas and make links between them and other similar topic areas covered throughout KS 3 (AO2) - Make supported judgements about varied historical sources by exploring their content, provenance and purpose and linking to own contextual knowledge. Students can also compare different historical sources about the same event in order to assess their relative utility (AO3) - Begin to critique interpretations about historical events by linking in appropriate contextual knowledge to prove/disprove them (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - Understanding why the Nazi Party came to power in Germany and how it affected both German and non-German citizens during the 1933 - 1945 time period. - Understanding how Nazi rule in Germany led to the outbreak of WWI in 1939 and the Holocaust occurring during the 1942 - 1945 time period. - Understanding key turning points of WWI, how WWI affected the local area and how it impacted the citizens living in Hull and the East Riding. - Understanding ideas about illness, medicine and treatment that various ancient World Civilisations had and how these ideas influenced future civilisations. - Making links between the pre-1066 world and the post-1066 world by being able to link together their final KS 3 study area with their first KS 3 study area. 	<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate complex understanding of the British Thematic Study, British Depth Study and Wider World Breadth Study by being able to confidently critique key occurrences within them/characteristics of them (AO1) - Make reasoned judgements consistently about the significance of the British Thematic Study, British Depth Study and Wider World Breadth Study and make confident links between them and other similar topic areas covered throughout KS 3 (AO2) - Make reasoned judgements with some conviction about varied historical sources by exploring their content, provenance and purpose and linking to own contextual knowledge (AO3) - Confidently critique interpretations about historical events by linking in appropriate contextual knowledge to prove/disprove them (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - Understanding aspects of continuity, change and significance in the health of the British people over time by exploring developments in medicine, treatment, surgery and Public Health and critiquing interpretations about selected aspects of health of the British people over time - Understanding aspects of change and significance in Elizabethan England by exploring the Elizabethan Government, Elizabethan Society and Culture, Religion turmoil in Elizabethan England and International Relations and critiquing interpretations about selected aspects of Elizabethan England - Understanding aspects of continuity and change in the USA between 1920 and 1973 by exploring Political, Economic and Social decisions and developments and critiquing interpretations about selected aspects of the USA between 1920 and 1973 	<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate sustained complex understanding of both the World Period Breadth Study and Wider World Depth Study by being able to confidently critique key occurrences within them/characteristics of them (AO1) - Make convincing reasoned judgements consistently about the significance of both the World Period Breadth Study and Wider World Depth Study and make links between them and other similar topic areas covered throughout KS 3 and KS 4 (AO2) - Make sustained convincing judgements about varied historical sources by critically interrogating their content, provenance and purpose and linking to own contextual knowledge. Students can also critically compare different historical sources about the same event in order to assess their relative utility (AO3) - Make sustained confident critical interpretations about historical events by linking in appropriate contextual knowledge to prove/disprove them (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - Understanding aspects of continuity and change in the USA between 1920 and 1973 by exploring Political, Economic and Social decisions and developments and critiquing interpretations about selected aspects of the USA between 1920 and 1973 - Understanding aspects of continuity, change and significance during the Cold War World between 1945 and 1972 by exploring the key Political and Economic decisions and developments of the USA, USSR and their respective allies, and assessing their shorter and longer term impacts - Critiquing and comparing varied interpretations about the key Political and Economic decisions and developments of the USA, USSR during the Cold War World between 1945 and 1972.

Assessment is being used by the teacher to monitor the impact of their teaching and to differentiate or re-visit key concepts that have not been understood.

An example of our Curriculum can be seen in the overview above, for History. These are available to view for all subjects on our website.

Mr Taylor
Head of Teaching and Practitioner Development



Memory Lane

This week we return to 1965 and feature two tutor groups.

Outstanding local sportsman Mr Rogerson, who many former pupils will remember fondly as a teacher of PE and Maths as well as Head of Year and Senior Teacher, is pictured with his tutor group 2BN.



Back Row:

R Edmondson; G Cooper; I Lockett;
M Adams; D Atkinson; J Russell; K Gaden;
A Parkinson and J Stone.

Middle Row:

M Marston; D Hoggard; S Cartmell;
M Anderson; D Baker; S Farnaby;
P Edwards and B Walton.

Front Row:

M Martin; L Ainslie; L Duggleby; P Coneyworth; Mr Rogerson; P Burke;
S Bentley; B Barrett and P Fidling.



Form 1R1 is pictured:



Back Row:

*Susan Willoughby; P Rastall; J Conway;
P Tanton; C Baker; C Wasling; T Railton;
D Padley; I O'Connell; C Davidson; A Teale
and Bridget Humphrey.*

Front Row:

*Roslyn Walker; Jean Lamb; Ann Martin;
Jayne Creaser; Eileen Holmes; Rita Turner;
Jill Roantree and Margaret Thompson*



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



Friends of Longcroft School

Many parents may not know but the Friends of Longcroft School have for many years supported the children of Longcroft. Teachers are able to submit bids and ask for funding for various projects / activities. We have supplied ping pong tables, various pieces of classroom equipment and of course continue to support the ever popular Book Buzz.

Do you have a few spare hours on an occasional evening? Are you willing to help us continue to help your children in small but we feel important ways?

If so, we are always in need of volunteers to help out, even if it's just an hour to serve a few teas and coffees. Please come and find us on social media.

Please remember, if time is short a great way to support us is to join our Cash Draw, £12 for an annual subscription – look us up on ParentPay.

FRIENDS OF LONGCROFT SCHOOL

PLEASE SUPPORT US BY:

- FINDING US ON FACEBOOK
- FOLLOWING US ON INSTAGRAM
- SHOP THROUGH "AMAZON SMILE"
- SIGN UP FOR OUR CASH DRAW



Thank you for following us here on Facebook
We are branching out please follow us where you can!



CASH DRAW CAN BE FOUND ON PARENT PAY, IT TAKES MINUTES!



IN FOCUS

MATHS

Pupils in Year 10 have been working on quadratics and congruence. A selection of their work is featured here.

(3) For each of these diagrams write down the letters that are similar to each other.

a) B and D ✓
 b) A and C ✓ B and F ✓
 c) A and B ✓
 d) A, B, C and D ✓

(4) True or false?
 a) Any two squares are similar to each other = True ✓
 b) Any two rectangles are similar to each other = False ✓

Pairs:
 - H and F ✓ - C and E ✓
 - B and G ✓ - A and D ✓

② a) Draw one shape that is congruent to this shape

b) Draw one shape that is similar to this shape

different

Two shapes are congruent if they have equal sides and angles

Which shapes are congruent to shape A? E and F because they have the same angles and side lengths so they are congruent. Which shapes are similar to shape A? All because they are all enlargements of each other.

Do

① List all the letters of the shapes that form congruent pairs

$x = 64^\circ$ ✓
 $4) 180^\circ - 73^\circ = 107^\circ$ ✓
 $x = 107^\circ$ ✓

Lesson 607 Tuesday 30th Nov

Congruence

Cover-Textbook work (congruent triangles)

Exercise 36A

1) a) RHS
 b) SSS
 c) ASA
 d) SAS

2) Angle ABC = 35°
 $FGE = 90^\circ$
 Angle CAB = ?
 $180^\circ - 90^\circ - 35^\circ = 55^\circ$

Prove

The triangles are congruent = ~~must~~ ^{must} be true ✓

Teach

Condition for congruency is side, side, side - right angle, angle, side, angle, hypotenuse, side, side, angle, side.

3) a) No, only shows two sides
 b) Congruent = SAS
 c) No, angles are wrong
 d) Congruent = RHS

Prove

① The congruent triangles are B and C ✓
 ↳ side, angle, side

④ Triangle ABC is congruent to Triangle DCE because they both have ~~an~~ ^{an} angles and ~~the~~ ^{the} sides that is the same for both.

⑤ These triangles are congruent due to RHS + SAS

Algebraic Manipulation

Teach:

5) $ac^2 + 4bc + 4$
 $(ac + 2)(c + 2)$ ✓

6) $ac^2 + 8ac + 15$
 $(ac + 3)(c + 5)$ ✓

7) $ac^2 + 6ac + 9$
 $(ac + 3)(c + 3)$ ✓

8) $ac^2 + 11ac + 28$
 $(ac + 4)(c + 7)$ ✓

9) $ac^2 + 10ac + 25$
 $(ac + 5)(c + 5)$ ✓

10) $ac^2 + 12ac + 20$

Do

② Identify product and sum

③ find factors of P and S

④ check signs



Rocco Continues to Impress

On Saturday one of our National Champions, boxer Rocco Pulling, travelled to compete in Norwich.

Rocco said, "I'd never heard of my opponent before but it was his home show. There were loads of people there and they were all behind him."

Despite the challenge of boxing in front of a large crowd who were cheering for his opponent, Rocco managed to win by a split decision. He reflected, "It was my toughest bout yet. He upped the pressure in the second round and caught me with some good shots so I had to finish strongly in the final round. I learned the importance of fitness which is something I work on a lot."



As National Champion, Rocco was invited to a recent training camp. He said, "The day's training I got for becoming champion was really good. It was at King's Gym in Leicester. We had to do all sorts of training and we learned about nutrition as well."

While there is probably no tougher sport than boxing, there is undoubtedly a mutual respect among those who compete. Rocco explained, "I've made friends as well as rivals. We all try to win but we also have a lot in common with each other."

Looking to the future, Rocco said: "Next I've got a bout on 15th December against my opponent from the semi-final of the National Championships. I know he'll be training hard so I'm treating it as if I lost against him so I can beat him for a second time. In 2022 I'm hoping to retain my title as National Champion."

Rocco is extremely grateful to his coaches at Track Fitness and Boxing Club. "My coaches put in such a lot of commitment. They drove me 150 miles each way on Saturday and I couldn't do it without them."



Pupils Enjoy Another Fantastic Week of Extra-Curricular Sport

The last week has seen pupils enjoy a fantastic range of extra-curricular sporting opportunities, including rugby and netball matches and football and badminton tournaments! In addition, Year 7 enjoyed their first inter-form tag rugby tournament.

On Thursday evening the Year 9 and Year 10 netball teams travelled to Wolfreton School to take part in a friendly game. The Wolfreton teams were strong and their ability to pass and move into space particularly well allowed them to take the victory over both Longcroft teams. As always, well done to the Longcroft girls who continued to battle hard despite the very cold conditions!



Longcroft hosted several schools from the local area in the East Riding Secondary Badminton Competition. Longcroft had pupils representing the school in four teams – Lower School girls and boys, and Upper School girls and boys.

It was a wonderful evening with some excellent badminton skills on display. Unfortunately, while we came second in all four categories which is a fantastic achievement, the teams have missed out on qualification for the next stage. Mr Martin said, "All 16 pupils were an absolute credit to the school and thoroughly enjoyed a great evening."

Longcroft also hosted the Year 9 7-a-side football competition which saw eight local schools battle it out for a place in the East Riding Finals after Christmas. Longcroft played some excellent football all evening and finished with an impressive six wins and one draw without conceding a goal. Again, all our pupils were a credit to the school and advance to the finals which will be held at Wolfreton School.





Jack Enjoys Success in Coventry

Taekwondo, like other martial arts, benefits participants intellectually, emotionally and socially as well as physically. Year 8 pupil Jack Daniel has been competing in Taekwondo since the age of nine. He started after an instructor came to Leconfield Primary School and Jack chose to start classes after school. Wednesday evening sessions at St Mary's School, one of the bases in the area used by Gavin Cook's Train Taekwondo Schools, soon followed.

Jack said, "I started doing my patterns to earn my belts. First I earned my white belt. Now I'm a blue belt and I'm working towards the next one, which is red stripe. I train twice a week and I practise at home as well. At the moment I'm going through my theory work which is in Korean. Korean is an interesting language to learn because it's so different from English."

In Coventry Jack did solo sparring. He explained, "I won three of my fights but my best performance was in the tag-team – in that I earned a silver medal. The competition in Coventry is one of the biggest and before it I was nervous but excited. When I won the silver medal, I was happy and proud."

Jack added, "The sport gives me a rush of adrenaline. In the future, I'm hoping to achieve black belt – at this stage I'm about halfway to achieving that goal. I would also like to consider being an instructor one day."

Jack is looking forward to more competitions after Christmas and we wish him well in the pursuit of his goals.





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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