



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



“It’s the best feeling
in the world!”

ROCCO WINS NATIONAL TITLE!

Last weekend the country’s best boxers competed in the England Boxing National Schools Championships at the Vertu Motors Arena in Newcastle.

After an impressive victory in his semi-final bout on Saturday afternoon Longcroft’s Year 9 pupil Rocco Pulling, who trains at Beverley’s Track Fitness and Boxing Club, and Jamie Smith of the Sporting Ring Club in Surrey met in the Male Class A Under 65kg final for the right to call themselves a national champion.

After an exciting bout in which both fighters impressed and

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gave everything they had Rocco, who has been boxing for four years, was declared the winner by a unanimous decision.

Rocco said, *"It's the best feeling in the world!"* He added, *"My opponent in the final was the exact same weight as me and had the exact same record—it couldn't have been more even on paper."* When asked what he hopes to achieve next Rocco said, *"I have a training course with the England Talent Squad then go from there."*

Class B and Class A champions were rewarded with a pair of golden gloves, and are now being invited to train with the England Talent coaches at a Schools Champions Day on 23rd, 24th and 25th October.



Rocco was full of praise for his coaches from Track Fitness and Boxing Club—Jolly, Adam and Jordan. He said, *"They stayed dedicated with me and put in all the effort, and I couldn't have done it without them."*

Mr Baker said, *"Everyone at Longcroft is proud of Rocco's fantastic achievement. He's a popular pupil and I really enjoyed watching him box on Sunday afternoon. While I thought he boxed exceptionally well and thoroughly deserved his victory, I was equally impressed but not surprised by the manner in which he conducted himself. After the final bell and on hearing the judges' decision Rocco was quick to go over to his opponent's corner and that said a great deal about his character and maturity. Such behaviour earns respect and he was a credit to his family, school and club."*

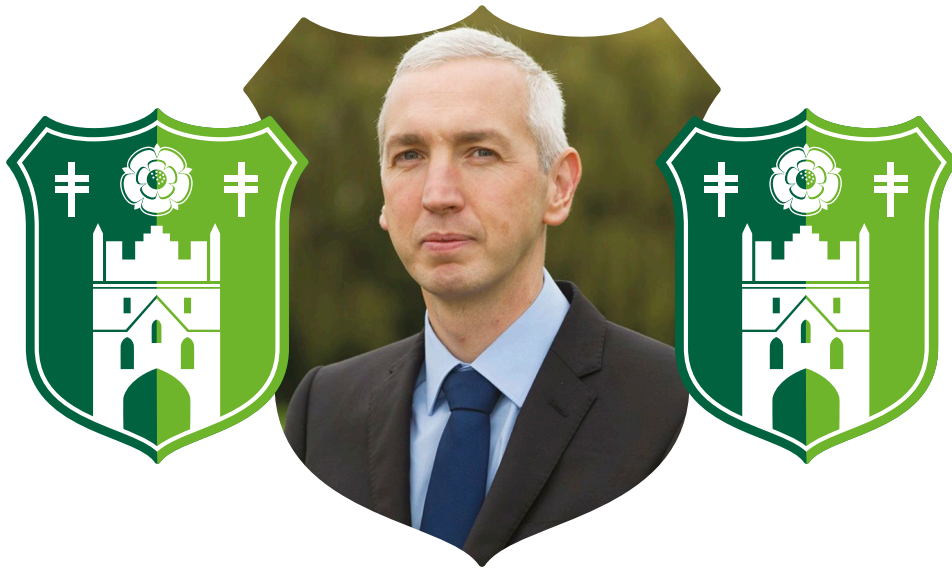
Mr Baker added, *"These are exciting times for Longcroft sport—we now have two National Champions after athlete Freya Vidal's success in the summer, our teams are playing fixtures again and clubs are well-attended. In addition, Mrs Henderson's work with primary schools is creating opportunities for pupils to demonstrate and develop their leadership qualities and for the next generation of Longcroft pupils to enjoy our impressive facilities while still at primary school. I can't remember a time when Longcroft has had so many pupils performing at such a high level across a range of sports from athletics, boxing and swimming to rugby, ice hockey and football, and former pupils are also excelling at the top level. I am also delighted for everyone involved at Rocco's club—Track Fitness and Boxing Club. Jolly and Jordan both played sport throughout their years as Longcroft pupils and they are doing a great job for so many young people in Beverley. They set a tremendous example and their dedication in securing the club's future is being rewarded."*



Rocco will now benefit from opportunities such as the Schools Champions Day and, while enjoying his success and status as National Champion, can undoubtedly look forward to an exciting future in his sport. We look forward to following and reporting on his progress.



Executive Headteacher's Welcome



As the term is now underway it is a good opportunity to take a moment to start looking at your child's books to familiarise yourself with their teachers, the content being taught and the progress they are making. Early in the term focusing on the basics is important and fundamentally, that means presentation, organisation and the use of techniques that will help your child as they approach assessments later in the term.

I can remember, as a child, the basics of writing in pen for the first time at primary. The transition from pencil to pen seems in reflection to be on a par with learning to ride your bike. At that time, I was focused on my handwriting, writing in pen and drawing (underlining in pencil), setting out the date and seeking to organise my page with such precision that not only did it look neat but also to ensure information was easily accessible at a later date. The basics even today remain – the title, date and the quality of handwriting ensure several fundamentals are in place, pride in our work of course, but also ensuring that when we want to relearn a concept taught previously, we can find the lesson title, the date, the information taught and at the same time identify key passages within the text. A book where titles are missing, dates illegible or inconsistent in their recording and where handwriting becomes illegible, does not support later learning and the recording of such knowledge in class most certainly helps with short term memory, but is very unlikely to help the child longer term.

For some of our children, including myself, barriers to learning made this process more complex and challenging. It is though important with support that all learners can develop the techniques and sometimes strategies that make this process a success. For us, as parents, in our modern world where the pen has been overtaken by the keyboard, speaking to our child about why such presentation is key is important. As a child, I used to know the page needed to be immaculate, I never thought, until I got to my end of year examinations, with fifteen books in front of me faced with weeks of revision, did I realise just how important. Listing topics, I had to revise, flicking back through books, finding the right page – all added to my stress with that first set of examinations and it taught me a lesson about presentation and organisation.

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I also learned that books, beautifully presented are also working documents. Today, we would expect children without a prompt from the teacher, to be highlighting/underlining key terms, ensuring subheadings are clear, so information can be found quickly. These basics are so important and for your child, be they in Year 7 or Year 13, are worth a conversation – your support and challenge, in raising these standards at this time, will help your child.

Finally, parents will be aware that the vaccination programme will be commencing in secondary schools shortly. Currently we are awaiting confirmation from the NHS within this region. I would just like to remind parents that the school is not administering this programme and all contact between the NHS and parents will be direct. I'm conscious we have operated two testing centres over these last two years, but in this instance, my colleagues will be focusing on our school and teaching. I would, therefore, ask that if you do have views with regard to the programme itself, its administration or would like to speak to an NHS colleague, that you do so directly once they are on site. We will, of course, notify you when the programme is about to commence.

Do have a great weekend.

Mr J Britton
Executive Headteacher



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

8,172

THOUGHT

39,365

VISION

30,727

GRAND

TOTAL:

78,264



Head of School's Welcome



Hello everyone. In many ways this week in school seems to have centred around our Longcroft value of Great Vision—being ready for the future. As you know, alongside Great Heart and Great Thought, our school values help us to define the characteristics and qualities we aim to nurture in our pupils and Sixth Form students.

We are passionate about developing their personalities to show consideration and kindness towards others and the world around them (Great Heart) and we encourage them to take every opportunity to develop their thinking and academic abilities to the highest level (Great Thought). However, we also appreciate that if our young people are to succeed in the years beyond school, they must be equipped with knowledge and skills needed to be active citizens in the future (Great Vision).

It was, therefore, wonderful to open our doors this week as we hosted our first Longcroft Careers Fair. Attended by over 200 families at staged points throughout the evening, this event aimed to introduce pupils in Years 10 and 11 to key local and national employers and a range of educational institutions and apprenticeships, as our young people think about the careers and paths through college or university that they may be suited to in the years ahead. Parents and pupils were very appreciative of this opportunity to access information and guidance first hand and it was especially great for us to be able to welcome families into our buildings for the first time in nearly two years through the pandemic. Many thanks go to Mr Coupe, who organised the evening, and to all staff, exhibitors, pupils and parents who attended the Fair. We look forward to this event becoming a regular feature on the Longcroft Calendar.

After the success of the event, we are also hopeful that we will be able to welcome many more parents into the buildings over the coming weeks – for some, due to Covid restrictions in place since early 2020, it will be the first chance to see our new building with its fantastic modern facilities and classrooms.

In the Sixth Form, meanwhile, attention has been focused recently on the process of applying to university through UCAS and alternative options after A Levels. Year 13 have been busily refining their course choices, as well as their personal statements which are so crucial in offering universities that all-important insight into the personality, interests and unique special qualities of the individual applicant as each young person explains their motivation, experience and academic strengths from their own perspective. This work is particularly urgent for our applicants to Oxbridge and medical school, as they have an earlier UCAS deadline in just two weeks' time. Our best wishes go to all of them as they aim to gain places on these highly sought-after courses.

We are also taking time this week to say good luck to students from last year's A Level group who are departing for university. It is so good to see their academic success being rewarded with university places at a wide range of institutions this year. Reading the interview in this week's Newsletter with Molly, who is leaving us to read History and Politics at King's College, Cambridge, brought back memories of the mixture of excitement and apprehension I felt myself when, at the same age as Molly, I left my family in the North East and stepped aboard the National Express bus to head for my first term at Oxford University. I know Molly will find the quality of education she receives at King's is inspirational and that her History teachers at Longcroft are delighted that she is pursuing the interests they nurtured throughout her years here. Congratulations and best wishes to all those former students who are beginning this exciting next phase of their lives right now – we are proud of you all.

Have a good weekend,

Ms I Grant
Head of School



LOWER SCHOOL



Mr Worthington writes:

A key focus across the school is that we know and care for every child as an individual. Every year group at Longcroft School has their own Care and Achievement Coordinator. The role of a Care and Achievement Coordinator is to provide expert care and pastoral support and to enable every child at our school to flourish alongside our teaching team.

This week I have been in various different lessons to see how pupils are progressing, but I wanted to write about how I have been looking at the other side of education, our pastoral and tutor support. Every morning, we focus on community in our tutor groups for half an hour, building bonds between pupils and making sure they have all checked in with a familiar face daily. It has been great to see how well our children have settled into school.

We know that communication between home and school is vital. Parents and carers can use the planners to communicate with tutors, who routinely check for messages and respond. We ask that parents sign the planners on a weekly basis to look through messages that may have been sent, as well as checking for homework and updates. This process sits alongside SatchelOne and ClassCharts, as sometimes a note in a planner may be the quickest way for a teacher to get a message to a parent.

As a school community, we pride ourselves in providing a warm, safe learning environment for our pupils. At the end of the Newsletter, we share the Care and Achievement Coordinators' work mobile telephone numbers. Please do not hesitate to contact them should you feel that your child needs support in any way, or if you need to share information with us.

Take care,

Mr Worthington
Head of Lower School



UPPER SCHOOL



Mr Colepio writes:

Year 11 Summer Work 2021

Congratulations to all those pupils that worked so hard over summer to meet their personalised action plans. School Leaders are reviewing all pupil work and feedback forms completed by pupils as well as revision books. This will take place in the next few weeks.

This was intended to be a light touch revision plan that focused, in a more relaxed way, on weaker areas identified from the mock exams. Schools across the country have suffered much disruption and we felt that a couple of hours a week targeted work over the holiday period was a good way to start addressing any gaps in learning.

I will be sharing examples of work completed and we will consider appropriate rewards for the pupils. It is imperative that their efforts are recognised. We always said that there would be no sanctions for pupils who did not complete any work and this remains true. It was an opportunity and we must be honest and recognise that a lot of hard work will be required to achieve the outcomes next summer that we all desire.

Please see an example of independent work completed over the summer in Maths. Work attempted and, crucially, marked and corrected. This is a great way to address gaps in knowledge.

$$\begin{aligned}
 200^2 &= 40,000 \\
 193^2 &= 37249 - 49 = 3700 \\
 22) \text{ factorise: } 100a^2 - 81b^2 \\
 (10a + 9b) &+ (10a - 9b) \\
 23) \text{ equivalent to } 0.1 &= 1/10 \\
 24) 8^4 + 32 &= 2^4 + 2^5 \\
 2m &= \text{integer} \\
 2^{12} &= 8^4 \\
 152 \times 5 &= 2^2 + 2^{10} \\
 25) f(x) &= \sin(x - 90^\circ) \\
 f(0^\circ) &= -1 \\
 26) x &= \text{acute angle} \\
 \cos x &= \sin 60^\circ \times \tan 30^\circ \\
 \sin 60^\circ &= \frac{\sqrt{3}}{2} \\
 \tan 30^\circ &= \left(\frac{\sin 30^\circ}{\cos 30^\circ} \right) \times \frac{1}{\sqrt{3}} \\
 \frac{\sqrt{3}}{2} \times \frac{1}{\sqrt{3}} &= \frac{1}{2} \\
 \cos x &= \frac{1}{2} \\
 x &= 60^\circ
 \end{aligned}$$

(e) 36 sides 172° (f) 40 sides 171° (g) 50 sides 174.4° (h) 60 sides 174°
 (i) 72 sides 175° (j) 80 sides 176° (k) 90 sides 176.4° (l) 100 sides 176.4°

Question 6: Each of the polygons below are regular. Calculate the size of each exterior angle, y .

(a) regular pentagon 72° (b) regular hexagon 60° (c) regular octagon 45°
 (d) regular nonagon 40° (e) regular decagon 36° (f) regular dodecagon 30°

Question 7: Calculate the size of each exterior angle in regular polygons with

(a) 15 sides 24° (b) 18 sides 20° (c) 20 sides 18° (d) 24 sides 15°
 (e) 30 sides 12° (f) 36 sides 10° (g) 40 sides 9° (h) 45 sides 8°
 (i) 60 sides 6° (j) 72 sides 5° (k) 90 sides 4° (l) 200 sides 1.8°

Question 8: Shown below is one interior angle from regular polygons. Calculate how many sides the polygons have.



Year 11 Information Evenings

We know that it has been a good while since parents have had an opportunity to come into school. Under normal circumstances we would have had a number of opportunities to meet and offer guidance face – to – face. Year 10 would normally have had a Mock Revision Information Evening. These events could not take place for safety reasons but we are delighted to invite year 11 parents and carers in over the next 2 weeks - either the 7th or 12th October depending on your child's population.

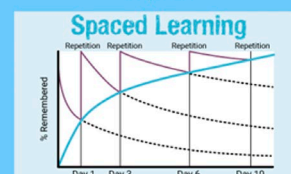
We will be running 3 short sessions in English, Maths and Science where subject specialists will give practical guidance and support including what pupils will need to do to meet certain exam criteria. This clarity is extremely important – if pupils are clear on expectations and criteria then they can focus on necessary skills and knowledge and parents are better able to support.

We really look forward to seeing you.

Revision Tips

SPACED REPETITION

Spaced repetition is an evidence-based learning technique that incorporates increasing intervals of time between subsequent review of previously learned material in order to exploit the psychological **spacing** effect. ... The use of **spaced repetition** has been shown to increase the rate of long-term memory. By reviewing learning at regular intervals you are ensuring it is not forgotten.



Have a great weekend everyone.

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

The Careers fair on Wednesday was a fantastic evening as we got to meet so many Year 11 pupils looking forward to further education with us at Longcroft. Small class sizes, knowing your teachers and being known as an individual are stand out points of our offer.

At the East Yorkshire Sixth Form we want to support every Year 11 with advice and guidance on choosing A level/ BTEC courses. This is a very important time to gain the right information so that your child's career pathway is kept on track, the right course choice has a direct impact on the next steps into Higher education. If you or your child have not already requested a meeting with Mr Wilson or myself please get in contact to discuss their hopes and aspirations in detail.

Here at the East Yorkshire Sixth Form, we believe it is essential to know all of our students as individuals in order to best support and guide them with their studies and future aspirations. All students have regular mentoring sessions, as well as daily informal conversations about progress and well-being. I have loved meeting, in the last two weeks, all the Year 12 students to check on how they are settling in, how they are finding the courses and discussions on career aspirations. These mentoring sessions continue with Mr Wilson and myself. During these mentoring sessions, students have the opportunity to reflect on their own learning and progress, and to set clear and actionable learning goals for the future. In Year 12, students are also encouraged to set targets

surrounding researching future careers, university courses and volunteering opportunities. During these sessions, the students need to be self-reflective and set meaningful targets. Students will also have to demonstrate that they are focused and motivated learners, and we look for them to develop very clear ideas of their future goals.

Our tutor time programme is in full swing with Year 13 students in the mid-stages of completing UCAS applications and writing personal statements, whilst Year 12 are researching careers. Students have also been learning about salaries and deductions as part of our PSHE course, this section being on responsible budgeting. Also, this week's assembly has been an update to Safeguarding for young people.

My highlight of the week has been to see our new Year 12 students focusing on new topics in their study periods, especially Rua who has been developing his artistic skills drawing antlers for many hours.

Mr Henderson
Head of Sixth Form



Molly Prepares for an Exciting Future

"I really don't think I would be where I am now without my teachers, Mr Coupe and Mr Pearson, they were so inspiring to me."

Our Year 13 students from the Class of 2021 are taking up their places at universities across the UK. We will be sharing their thoughts on life in our Sixth Form and their chosen courses and destinations.

This week we caught up with Molly Hewett who, having studied A Levels in English Literature, History and Mathematics, will read History and Politics at the prestigious and world-renowned University of Cambridge.

Molly was asked how she felt on results day when she realised she had achieved the grades she needed to gain a place at her chosen university. She said, *"It was quite overwhelming but I was very proud of myself because I felt like I had a lot to prove both to myself and to other people."*



Molly explained, *"I'm going to Cambridge University to read History and Politics at King's College. I chose this because I think women should have more of a voice in politics and I want to be involved in that discussion. Also, I had such a positive experience of History at Longcroft, all through GCSE and then in the Sixth Form in my A level lessons. I really don't think I would be where I am now without my teachers, Mr Coupe and Mr Pearson, they were so inspiring to me."*

When asked how her time in the Sixth Form helped Molly to prepare for life as an undergraduate she explained: *"I think it taught me to be much more independent, especially with managing my workload. I think that in the Sixth Form, you can get work done on your own because you want to do it and this will help me at university."*

Molly added, *"I'm looking forward to Freshers' Week of course but I'm also looking forward to a part of the course which is on British politics from 1880 to the present day. This was part of my A Level History course too and I really enjoyed it."*

Molly used the benefit of her experience to offer advice to our Year 11 pupils who will be starting the Sixth Form next September, and also our current Year 12 and 13 students who may be considering going to university. *"For Year 11 pupils, I would say don't be daunted, it's hard work but you are studying subjects that you chose so you are doing it for yourself. For Year 12 and 13s, I would say get your UCAS application done early! Also, when you start to look at university courses, look at the university as a whole and not just the course content. Even choosing your accommodation is important because it's your decision and it's a big one."*

We are grateful to Molly for this insight into her time in our Sixth Form and her decision making. We wish her well for her years at Cambridge and beyond and look forward to staying in touch.



PSHE & CAREERS EDUCATION



Mr Coupe writes:

Hello everyone. The weeks keep rolling round and time marches on. That's very much the theme of Careers education this week as we welcomed parents, pupils and visitors in Years 10 and 11 into school for the first ever Longcroft School Careers Fair. Visiting Year 11 forms this week I've been impressed by the thoughtful consideration many of our pupils have given to their futures.

Even so, as I told them that we want all college, sixth form and apprenticeship applications submitted by Christmas, many pupils suddenly realised that time is marching on and decisions long deferred are now upon them. Given the need to make such decisions with a really good understanding of the options available, I'm very pleased that we are able to provide the support this year group needs in ways that simply weren't possible last year. This includes the Careers Fair and our weekly Careers Drop-in Sessions for Year 10 and 11 pupils at 3.15pm every Thursday, where they can have an informal discussion about their options, research possible futures and, if they are in Year 11, make their applications. With colleges opening for applications from Monday 4th October and pupils now expected to submit all their applications through Log On Move On, we will be able to keep a close eye on their progress as the weeks go on and help them to make the best decisions they can to secure their futures!

More widely, pupils have been receiving more information from their form tutors about different local employment sectors, looking so far at the Retail, Chemical and Construction sectors. I'm pleased to say that these sessions have been well-received with staff feedback remarking on how useful they are for opening discussions with their tutees about employment opportunities and the nature of the local economy. Through these sessions pupils in Years 7 through to 11 can see the diverse range of careers available to them and start to consider what directions they would like their own careers to take. With future sessions focusing on employability skills, job roles and pathways through further and higher education, I really hope these sessions continue to be useful and informative for our pupils.

Finally, we turn our attention to our regular look at a local employment sector. This week we focus on the Engineering sector. The discipline of engineering is extremely broad, and encompasses a range of more specialised fields, each with a specific emphasis on particular areas of applied science and technology. There are 7,500 people employed in engineering in the Humber region. Despite the excellent work of organisations such as Women into Manufacturing and Engineering, who we are working with this year to encourage more females into the engineering sector, only 11% of employees

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are female. The Humber region is home to a number of specialist engineering institutions including Grimsby Institute, Engineering UTC Northern Lincolnshire, Ron Dearing UTC, HETA and HOTA who provide practical training to support the needs of the advanced engineering sector, as well as the University of Hull with its Knowledge Exchange which supports innovation in engineering. Perhaps due to this knowledge base, employment trends show that this is an increasing sector for employment in our region. New industries and technologies are emerging, adding to already significant demand for engineering skills. It is predicted that 203,000 people with Level 3+ (A-Level equivalent) engineering skills will be needed every year to meet demand across the UK. Clearly a growth area that offers great opportunities for our pupils!

Mr A Coupe

Head of PSHE and Careers Education



Friends of Longcroft School



Our fantastic Friends of Longcroft School (FOLS) will be holding their AGM on 16th of November at 6pm. At this stage it is planned to hold the AGM at Longcroft.

FOLS make a significant contribution to pupils' and Sixth Form students' opportunities through their tireless fundraising and we are grateful for their commitment.



TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. We have introduced, as part of our overall reading strategy, reading time in Years 7, 8 and 9 pupils' morning form time. Reading to learn, and reading for enjoyment, are fundamental skills: the ability to read is the gateway for all other learning. Pupils enjoy two sessions per week in Years 7 and 8 and one session per week in Year 9.

The structure of the sessions

20 minutes – tutor reading, plus comprehension questions – Years 7 and 8

20 minutes – independent reading of an age-appropriate fiction book – Years 7, 8 and 9

There will also be a support structure for those pupils whose results from the STAR assessments indicate they have a reading age below their chronological age:

Pupils reading at expected level will take part in the tutor reading hour

Some lower achieving pupils: will be taken out to read 1:1 with a Sixth Form paired reading mentor

Bottom 20% of readers: will complete a reading catch-up programme with a trained member of staff

Every week, the tutor is provided with a short story or extract from a novel to read aloud to the pupils. They also work through a PowerPoint with:

- A recap of the previous week's reading
- Generic comprehension questions that can be asked of any text
- A slide that outlines expectations for independent reading

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Reading aloud to pupils enables fluency to be modelled and meaning to be generated; it also helps students to familiarise themselves with complex vocabulary, different rhythms and patterns of syntax. In short, reading aloud can bring a text to life.

We see this programme as a key driver in helping to improve the reading ability of all our pupils, and any support you can give your child at home with reading will have a beneficial effect.

Have a good weekend

Mr Taylor
Head of Teaching and Practitioner Development

Subject in Focus: History

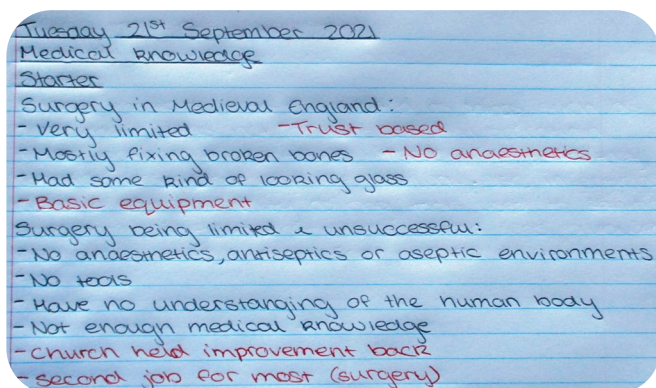
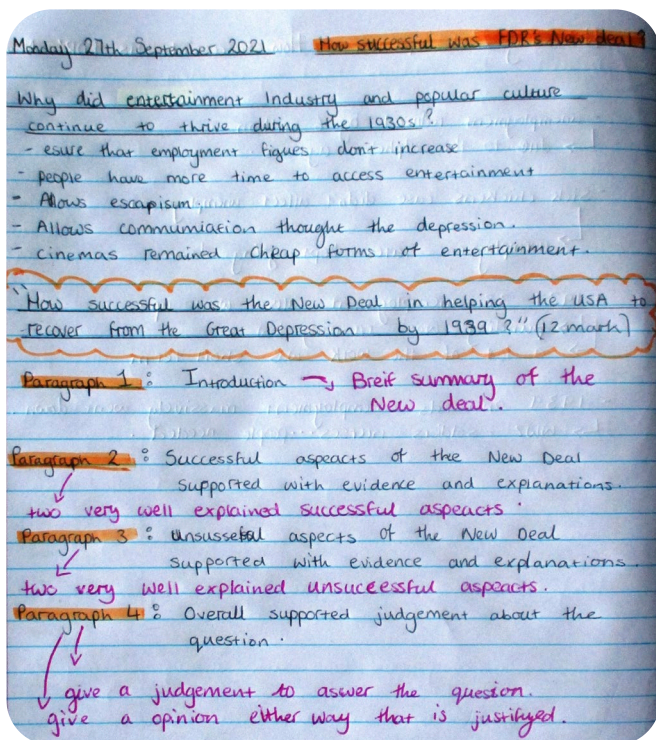
Pupils in Lower School enjoy two hours a week of History while the subject is an extremely popular option at GCSE and in our Sixth Form.

Our Head of History Mr Pearson and his team have worked hard to earn the praise featured in our most recent OfSTED report: 'The history curriculum is effective because some key ideas run through the curriculum like a thread. Teachers think carefully about what knowledge is needed, so that pupils understand key themes such as war or protest. The history curriculum develops a strong sense of the place of Britain within world history. Pupils then examine key ideas such as change, cause and consequence. Pupils gave clear examples of how teachers are helping to make their learning stick.'

In Year 7, pupils study the Norman Conquest and the Medieval Era including the Black Death and the Peasants' Revolt followed by the Reformation and Renaissance Era, 1509–1745. Here pupils focus on Elizabethan England, the Gunpowder Plot and the English Civil War.

In Year 8, pupils are studying the British Empire. Pupils have been improving their knowledge, but also their ability to demonstrate understanding by giving reasons for their points.

Luke wrote, "One reason Britain was able to exert power and control over countries of the world by 1900 was because the British Army would have advanced armour and even better weapons." He went on to point out that in some cases countries invaded by the British were using bows and arrows against weapons such as rifles. He went on to discuss the importance of trade and the fact that sometimes force was used.





Pippa also explained the importance of trade, emphasising the luxuries of sugar and tobacco. Emily referred to India as 'the jewel in the crown' of the British Empire and also pointed out the strength of Britain's reputation as a powerful country. She wrote, "Some countries would have wanted to join the British rule because it would have been better than they currently had."

Harriet wrote: *"One reason why Britain was able to exert power and control over around 2/5 of the world by 1900 was because sometimes they would trade land for alcohol and guns. They did this because the people who owned the land didn't understand that their country was worth a lot more than that."*

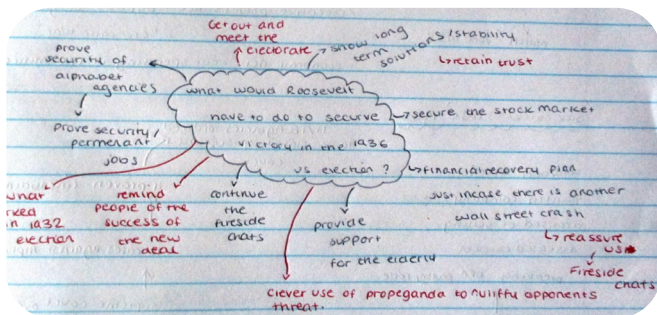
Pupils in Year 11 are studying America with a focus on the era between 1920 and 1973. The theme is 'Opportunity and Inequality' and topics include the 'Roaring '20s', the Wall Street Crash and Civil Rights campaigning.

Year 11 pupil Lana said, *"It's really interesting to learn about how American politics works, such as how they used propaganda."*

Olivia is also in Year 11. She said, *"I like learning about how today's society came about. I really enjoyed the Cold War."* Poppy also enjoyed the Cold War topic. She added, *"I find it interesting. I liked learning about international relations."*

Mr Baker said, *"It is always a pleasure to visit History lessons and see pupils and Sixth Form students both learning and developing their skills."*

In her interview in this week's Newsletter Molly Hewett makes it clear how much she values the contribution her History teachers have made to her progress and future. We are sure pupils and Sixth Form students will continue to enjoy the subject and produce impressive work.



Tuesday 21st September 2021
Medical knowledge
Starter
Surgery in Medieval England:
- Very limited - Trust based
- Mostly fixing broken bones - NO anaesthetics
- Had some kind of looking glass
- Basic equipment
Surgery being limited & unsuccessful:
- No anaesthetics, antiseptics or aseptic environments
- No tools
- Have no understanding of the human body
- Not enough medical knowledge
- church held improvement back
- second job for most (surgery)

Thursday 16th September 2021
I think the people in the photo were Kaiser with his ministers who decided to end the war.
The Treaty of Versailles. The big 3
Big 3
- Woodrow Wilson (USA President)
- Georges (French PM)
- Orlando (Italian leader)
- David Lloyd (English PM)
France was badly destroyed and wanted lots of revenge and money.
USA didn't want to totally destroy Germany because their country wasn't that badly destroyed so didn't want to punish Germany as much.
Harsh punishment by USA
Most harsh punishment by France
England wanted punishment but not too much because they relied a lot on Germany.
England wasn't that badly destroyed - ed same as USA but not a lot of war loss and

Monday 13th September 2021
Was the 1936 election a difficult time for FDR and the democrats?
Starter
Positives of Roosevelt's 'Alphabet Agencies'
- No skills needed for some agencies
- Gives jobs, money, food and opportunities.
- Provided jobs to certain people.
- 14 million unemployed to get help.
- Short term relief for people to stabilise themselves
- unskilled males (CCC) could learn to trade.
Negatives of Roosevelt's 'Alphabet Agencies'
- made it harder for farmers to sell crops. (AAA) didn't benefit
- tax makes life hard.
- 5 jobs were disposable / had a life span
- Wasn't much help for the elderly / forgotten.
Dustbowl didn't help the farming industry.

Mistakes made by Galen:
- dissected animals and bone structure
- thought muscles were same in dogs and humans
- thought the liver created blood
- thought blood was burned as fuel for muscles
- holes through septum
- jaw was 2 bones like a dogs
- blood vessels in brain



Memory Lane

This week we feature two of our sports teams from the 1969/70 season.

The Under 13 football team are:



Back Row:

K Turnbull; A Goforth; I Middlesworth;
G Shipley; K Heath; M Crawford
and P Emmerton.

Front Row:

A Richardson; G Thornham; D Briggs;
J Lascelles; J Coates; G Rudd
and K Bielby.



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



Find us on Facebook
Longcroft School &
Sixth Form College



The Under 13 netball team are:



Back Row:

Lynn Martin; Rita Sealy; Lesley Bramley
and Sylvia Knight.

Front Row:

Rosemary Elvidge; Sharon Collinson;
Denise Walsh; Gillian Hooper
and Mrs Goodwin.





Year 11 Rugby Victory

The Year 11 Rugby League team beat arch rivals Malet Lambert in a Yorkshire Cup qualification match last week. The last time these teams met in Year 9, Longcroft were beaten in the semi-final of the Hull and East Riding Schools' cup in a close encounter.

Both teams boasted players on Hull FC and Hull KR's scholarship programme and there was plenty of talent on display. Longcroft dominated the match with strong performances from captain Jack Charles and Hull KR Scholar Hayden Todd in the forwards. It was Charles, who is on Hull FC's scholarship programme, who opened the scoring after an impressive run by prop Tom Rae. The stand-off scored his second try shortly after, stepping his way through the defence and converting both tries. Rae, who like Todd is a Hull KR Scholar, then forced his way over from close range to give Longcroft a 16–0 half time lead.

Malet scored their only try of the match just after half time but Longcroft soon bounced back. After a great break by Year 10 pupil Luke Foreman, Jack Charles set up an outstanding try for Hayden Todd, with Charles adding the extra 2 points. Charles completed his hat-trick and this time Will Hutchinson converted with the goal kick. Longcroft finished with a fantastic move, spreading the ball from left to right for speedster Alex Argent Moss to score in the corner, to finish the match with an impressive 32–4 win.

Special mention must go to Year 10's, Luke Foreman, Harrison Adams and Max Sawyers who did not look out of place playing in the year above. Next week we play Archbishop Sentamu and hopefully will progress to the knock out stages of the Yorkshire Cup.



LIBRARY NEWS

Tegan wins prestigious place on the Rathbones Folio Mentoring Scheme

Huge congratulations to Tegan Blake-Barnard in Year 13 who has won a place on the prestigious Rathbones Folio Mentoring Scheme. Tegan is one of only six candidates selected nationally to be on the programme, which runs through the academic year, and is designed to foster creative writing skills in students who show exceptional promise. This is the second time one of our Longcroft students has won this award. Well done!

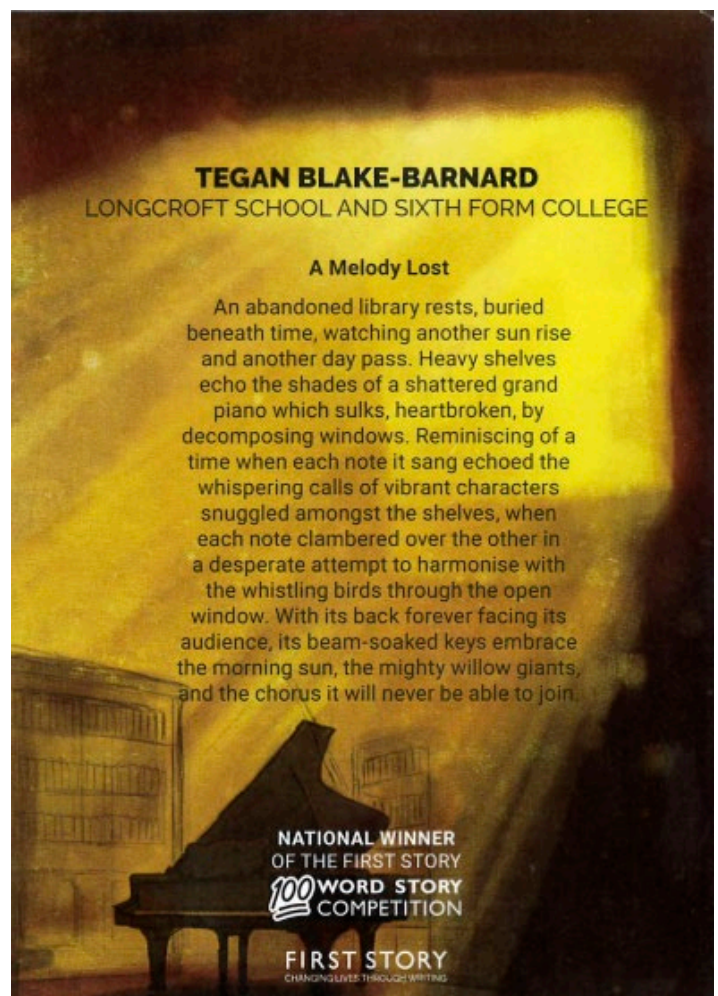
From early October until July 2022 Tegan will be mentored by the British-Ghanian writer Caleb Azumah Nelson. Like Tegan, Caleb has a multidisciplinary approach to creativity, and is very interested in fine art. He was recently shortlisted for both the BBC Short Story Award and the Palm Photo Prize, and won the People's Choice Prize.

"I am really excited about being paired with Caleb, especially because he's a writer and photographer," she said.

Caleb's debut 2021 novel *Open Water* took the critics by storm, and was described by the Observer as one of the 10 best debut novels of 2021. Tegan can't wait to read it. Copies will be in the school library from next week.

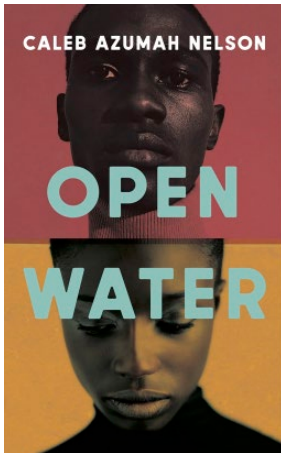
"It sounds an amazing book and covers contemporary

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politics, philosophy and also people's emotional experiences. These are themes I want to explore in my own writing. I'm really looking forward to learning and exploring ideas and new styles of writing."



During the course of the year Tegan will have regular online and face to face meetings with Caleb and work on a creative writing portfolio project, which will be shared at a public showcase event held in the British Library in 2022.

Tegan will also receive detailed one-to-one feedback on all her work-in-progress, plus industry advice. This fabulous opportunity, a result of our partnership with First Story, will allow Tegan to really take her writing skills, confidence, and ambition to the next level.

Tegan was part of our first First Story cohort 2020, and went on to win the First Story 100-word story Competition 2021. She applied for the Rathbones Mentorship in July and wrote a marvellous statement as part of the application process.



Caleb Azumah Nelson
(Mentor of Tegan Blake-Barnard)

All at Longcroft are immensely proud. Well done Tegan!

East Riding Festival of Words Poetry Competition

As part of East Riding Festival of Words, which runs from 15-23 October 2021, and features a series of events including author talks, comedy performance, and writing workshops in local libraries, the festival organisers are running a poetry competition.

The competition is open to children and adults, with a top prize of £500. The theme is 'My Reasons to be Cheerful'. The closing date is 21st November 2021. For further details visit the link below or pick up an entry form from the school library.

<https://www.festivalofwords.co.uk/poetry-comp/>

New Library Creative Writing Group for Lower School

Monday 4th October 2021

Pupils from Years 7, 8 and 9 who have an interest in creative writing are invited to come to the Library after school on Mondays to join Mrs Smith and Ms Carvill at the Library KS3 Writing Club.

Pupils will explore a range of writing styles and formats and develop their skills. The weekly workshops will mark events in the calendar, explore classical and contemporary fiction, and provide access to lots of competitions. For further information speak to Mrs Smith in the English Department or Ms Carvill in the Library.

Sessions will last from 3:15–4:15pm.

We look forward to seeing you there.



Care and Achievement Co-ordinators

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

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



Year 7

Mrs Brady

07388 722751

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Year 8

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Year 9

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Year 11

Mrs Winter

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