



LONGCROFT

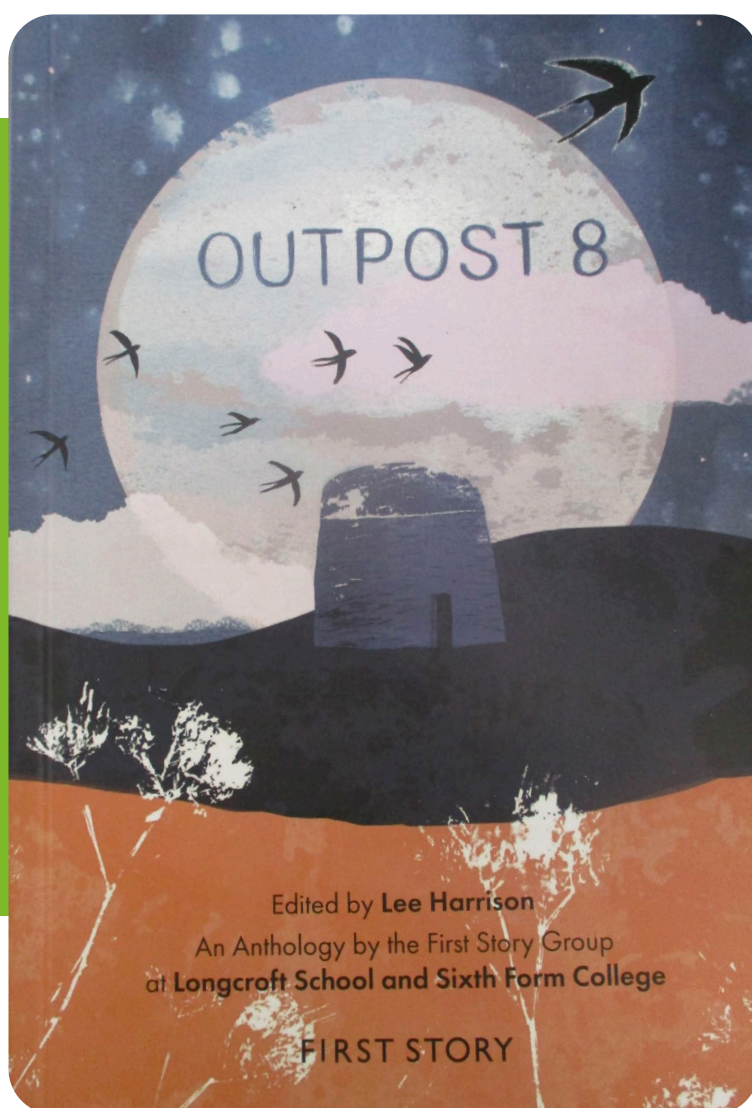
—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER

LONGCROFT'S SECOND ANTHOLOGY CELEBRATES PUPILS' CREATIVITY AND TALENT

“Longcroft School is proving itself something of a hotbed of literary and artistic talent, as this year’s writing competitions demonstrate.”

*Lee Harrison – First Story
Writer in Residence*



We are proud to announce the publication of Outpost 8 - Longcroft's second anthology of new writing.

A follow up to the wonderful 'I Wrote This When the World Was Ending', 'Outpost 8' is a fantastic celebration of our pupils' and Sixth Form students' creativity and talent and forms an invaluable aspect of our enrichment programme.

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First Story's flagship Young Writers Programme pairs professional writers with secondary schools, where they work intensively with a cohort of young people, nurturing creativity, confidence and ability. Over the Summer Term, 40 of our Year 8 pupils enjoyed creative writing workshops with author Lee Harrison, whilst others attended this year's virtual Young Writers Festival, developed new skills from the excellent teaching resources First Story provide, and thrived in First Story national writing competitions. Two winning entries by Sixth Formers appear in Outpost 8.

Our cohort of published writers celebrated the launch of their anthology on Wednesday with a fabulous buffet lunch that talented Year 10 pupils studying Food Technology created, under the ever expert eye of their amazing teacher Ms George.

Working with First Story is a special experience for the whole school and most particularly for the cohort who spend weeks employed in the production of a professionally designed, printed anthology that is included in the collection at the British Library.

Over the weeks they develop new skills and learn how to plan, edit, hone and critically appraise their own writing, acquiring valuable transferable skills to take into further education or employment. Each group is unique as Lee Harrison related: "This group brought an experience of loss and gain and triumph that perhaps went beyond its years. They met their tasks with the kind of honesty that defines a good First Story experience – bringing not so much the fancy words, but the true words, words that could only come from these particular humans."

When the pupils started working with Lee, very few of them would have described themselves as writers, as Ms Carvill explained: "There was a lot of coaxing, cajoling, and confidence-building as we convinced our Year 8's that they were capable and worthy of sharing their voices with the wider world. At the launch party it was marvellous to see a pupil who last year was frightened of reading aloud confidently stand in front of her peers and proudly read her work from the anthology."

Ms Carvill added, "Creative writing is a great means of fostering experimentation, risk and resilience and writing regularly promotes mental health and wellbeing, as much as it furthers literacy and attainment. As pupils gain the confidence to write, and as they understand there is value in their voice they also forge new friendships within their cohort, and grow in self-esteem. One of the joys of doing the project is physically placing their two free copies of the anthology in a pupil's hands. Their face lights up. This year we had a marvellous cover design by professional book designer Julie Monks which some of the cohort collaborated on. Pupils got to learn so much about the book cover design business. They get so excited when they see the anthology and their name in print and realise that they are truly a published writer."



Since working with First Story a number of our pupils and Sixth Form students have benefited from additional enrichment courses, including residential writing courses and year-long mentorships with professional writers. As Lee Harrison explained: *"Longcroft School is proving itself something of a hotbed of literary and artistic talent, as this year's writing competitions demonstrate. I was impressed with the wider school entries for First Story's very first Eco Poetry Competition, one of which won a runner-up prize. And not only that – for the second year running, a Longcroft writer won the national 100-Word Story Competition!"*

Mr Baker said, *"Last week Radio Humberside presenter Kofi Smiles described our Library as 'amazing' and this event is just one of the fantastic opportunities created by our dedicated and inspirational librarians Ms Carvill and Mrs Clarke. The physical environment, but also the welcoming, supportive atmosphere they have created, makes our Library a special place. It has been a pleasure to read the wonderful anthology and to speak to children involved about their achievement. I am sure it will prove popular, and would encourage everyone to buy a copy. An excerpt of one of the pieces of poetry which demonstrates the quality evident throughout is featured here."*

*"Being in this family involves moving around,
Making friends around the world.
We feel part of England
Together with friends and family
But I am the #outsider –
A fox-headed Pharaoh
Gathering his belongings in jars,
Feeling safer in bed."*

A huge thank you to Lee Harrison, a wonderful writer-in-residence, and to all our Outpost 8 cohort who are now published writers. We celebrate your achievement with great pride and look forward to seeing more of your work in the future. Well done. Longcroft is immensely proud of you!

Huge congratulations also to those pupils who entered our Outpost 8 art competition. The winners are Phoebe Haw (7ARU), Abigail Mavindidze (8JDY), and Lana Sheikh Debes (7JHL); the runner-up is Charlotte Burnett (7JHL).

Copies of Outpost 8 will be available for loan from the School Library and East Riding Libraries from November 1st. If you would like to purchase a copy please visit ParentPay. A limited number are for sale at £5.00.



Executive Headteacher's Welcome



Open Evening

This week, it was wonderful to meet our prospective Year 6 pupils. I thoroughly enjoyed meeting parents, families and having the opportunity to talk about our school and community. I would like to say a very special thank you to our wonderful parents whose children supported on the night. With over five hundred views of the Open Evening website and excellent attendance on the night, we are hopeful our prospective Year 6 children and parents will have gained a better insight into what makes Longcroft School special and I hope after all of the challenges Covid-19 has brought to children, schools and families, that children are looking forward to starting secondary school next September.

Reading

Reading continues to be critical and it is wonderful in Form time to see our children thoroughly enjoying reading our new class books with their Form Tutor. This is important, as children will often default to reading books of a particular author or genre, which is fabulous as it promotes interest and reading but, at times, it can also limit access to more complex text. It is, therefore, always good to encourage our children when thinking about a book and as Christmas approaches, to discover the classics, non-fiction and maybe more challenging books, to help them learn and also still have fun.

Currently there are some excellent books available to our children, in the traditional paperback form but also available electronically, and as audiobooks. I prefer the traditional, but would acknowledge the many benefits other forms can bring, if ultimately, they lead to our children becoming more engaged and reading more frequently.

Often as our children do become older they will find themselves engrossed in books and while we would sit with our child when at primary, we sometimes stop such activities grateful that they are interested and enjoying a good book. The 'book club' approach to this though can be a good way forward, especially with older children. Why not as a parent with your child start to expand their access to different genre and authors by jointly deciding to read the same book. To share and discuss the story as it progresses. Not only does this help develop interest and promote discussion around the story, topical issues and so on, but it helps effectively diagnose reading difficulties and is important in identifying possible solutions, particularly for older struggling readers. Pupils can sometimes struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Such approaches help to overcome those barriers and prompt discussion, allowing more complex texts to be read.

Do half a lovely half-term

Mr J Britton
Executive Headteacher



Head of School's Welcome



Over the last two weeks it has been wonderful to read the Newsletter reports about the great activities going on around our very own Longcroft Library. We heard Radio Humberside presenter Kofi Smiles describe our Library as 'amazing' when he visited last week, and this week, writer-in-residence Lee

Harrison used the accolade 'hotbed of literary and artistic talent' when talking about the work going on there. These come as high praise indeed – and emphasise to me just how fortunate we are as a state secondary school to have such a precious resource at the heart of our school.

Having studied English Language and Literature at university for my own degree, I just love books, words and literature, and I have come to appreciate the power of reading to expand vocabulary, open doors to new worlds and stimulate the imagination. Friends of Longcroft have again generously supported the Bookbuzz enterprise with our Year 7s, which you can read more about in these pages of the Newsletter. The fact that we also have author visits for book readings, published poetry collections and national competition winners in creative writing speaks volumes about the artistic hub that our Library has become. We owe a huge 'well done' to our pupils for their great work – especially in the publication of 'Outpost 8' this week – and to our teachers and library staff for inspiring our children to excel in their creative work.

At university I was lucky enough to study in one of England's three copyright libraries, Oxford's Bodleian Library, in which there is a copy of every book published under copyright. I especially loved the quiet and stillness when working in a section called Duke Humfrey's Library and I had a favourite desk, tucked away on one of its balconies. At the time I thought hardly anyone else knew about the space, so imagine my surprise when, years later, that very spot was seen by millions when used by Harry Potter for the filming of the Hogwarts Library!



A great library is indeed very valuable and the creative buzz around ours bodes so well for the future of the arts in our school. Whilst meeting Year 6 pupils this week, many have told me of their love of reading and their interest in creative writing, stories and drama, so I am very excited about what these likely competition winners and authors might go on to achieve as Longcroft's next generation!

Have a lovely half-term break.

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

15,468

THOUGHT

61,731

VISION

59,888

GRAND

TOTAL:

137,087





LOWER SCHOOL



Mr Worthington writes:

This Wednesday, we were delighted to open our doors to the community for our Year 6 Open Evening. As a school, it is fantastic to have the opportunity to showcase what we do for our children here. It was great to have the buzz of activity around each department, highlighting the different opportunities available to the pupils at Longcroft School.

A particularly pleasing part of the evening was seeing how many of our current pupils arrived to be a part of the event, helping out, volunteering and acting as tour guides. Our pupils are passionate about their community and our school. Every child is valued, known and cared for as an individual. We celebrate our pupils' talents, achievements and successes, and we understand and support pupils where they need our guidance. I am proud of our school community.



Under the floodlights, we had live football and in the Sports Hall, there was a full sports and coaching session involving the children playing badminton. The P.E. department nurture pupil engagement, ensuring that all pupils are equipped with the knowledge and skill to approach a variety of activities with confidence.

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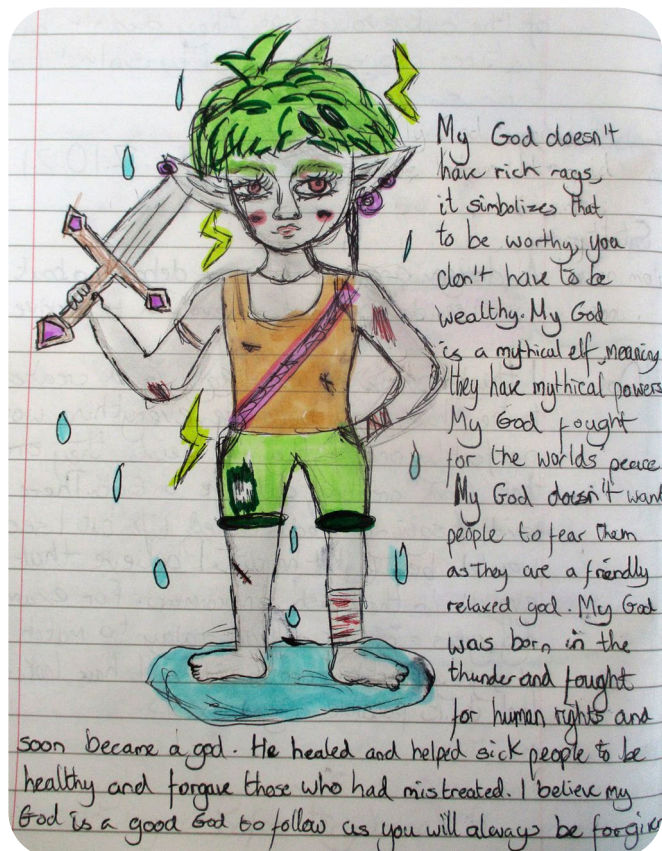
Around the school, all of the subjects were represented. From painting activities in Art, to the live dissections taking place in Biological Sciences, there really was a wide range of activities to be seen.

I would like to take the opportunity to say thank you to all of the pupils who volunteered to help out on the evening. It is really heartening to see our children confident and thriving when discussing their school with such passion. We strive to create a safe, happy and caring environment that enables all our pupils to enjoy learning and make great progress. I am looking forward to welcoming our new Year 7 pupils in September.

I have enjoyed reading pupils' English work during the last week and some examples are featured here. Also in RE, Year 7 have been exploring images of God and creating their own. I was particularly impressed by the beautifully illustrated piece below.

Take care,

Mr Worthington
Head of Lower School



Suddenly, everything went black, as the last thing I saw was his menacing grin. After a while, I woke up in a horrible place, the sky was EMPTY! Where were all the hover cars? People where in horrible clothes of a giant, ancient hoodie, with broken jeans. But never did I realise, I was sent back to 2021...

A Few hours later I was exhausted looking for help. My hope was draining out of existence, before I met the TSA (time saving authority) who where willing to help me.

Do:

Rags to Riches - Five Stages

1. Opening (Main character introduced)
2. Build up (Main Character sad/torture)
3. Problem (Mc face difficulties)
4. Resolution (Mc overcomes difficulties)
5. Ending (Mc achieves happiness/wealth)

It had been only a couple hours, even though it felt like forever for young Bea. She was hallucinating, maybe not even conscious. To be honest, the cell she was thrown in was nothing but darkness, apart from the wooden stool there was no bed, no toilet, no food. To make everything worse, Bea's normal oxygen intake was 20% less in this room. This made it difficult to even breathe... Bea was hopeless, she was going to die here. Until, the door unlatched and something or someone emerged.

Beowulf — overcoming the monster

1. When I first read the text, what is the writer focusing my attention on?
He focuses my attention to all things good, with there being a big banquet and a big mead hall. It foreshadows something bad coming along to contrast the good festival.
2. → big banquet
→ grendel came and ate everyone
→ left satisfied
→ news spread to Beowulf
→ came and took Grendel's arm
→ mother grendel was ruled
→ took Grendel's head. ✓

UPPER
SCHOOL**Mr Colepio writes:****Year 11 Information Evening**

Many thanks for all the feedback on these evenings from parents and pupils. It is always appreciated and any constructive comments always useful as we strive to improve in all we do. I received some nice comments from pupils and we are glad that they found the evening useful.

Pupil feedback

"English was very instructive, I now feel that I know a lot about the exam and what to revise. The content of the papers was changed due to Covid and I understand what to expect better."

Gracie

"The science presentation was very clear."

Brandon

"The maths presentation explained the content of the paper very well."

Isabel

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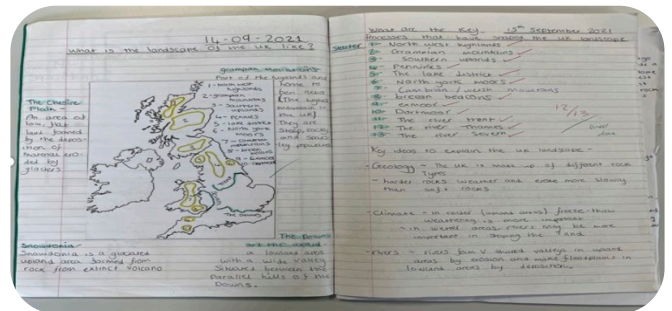
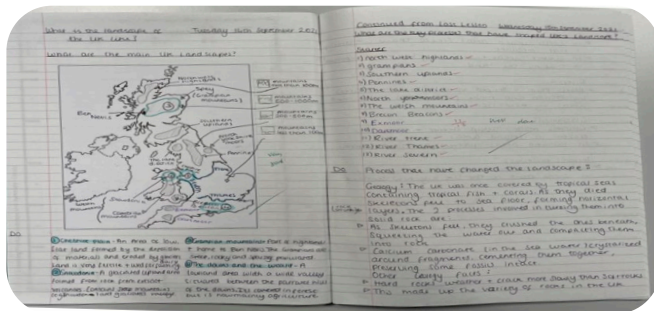


Sixth Form Planning

Our plans for Sixth Form are in full swing and we are really looking forward to our taster days and fun events where pupils in Year 11 will get an opportunity to experience A Level lessons and their unique atmosphere. We fully appreciate the importance of next steps and how relationships build on previous experiences. Just last weekend I learned that a former pupil has graduated with a First Class Honours Degree in Spanish. She is just one of many pupils who leave Longcroft Sixth Form for their destination of choice and flourish. When we contribute to success like this it means so much to us as individual teachers and as a community. Please talk to us and see what we can offer in a familiar, supportive and successful environment.

Year 11 Exemplar work

Our Upper School pupils continue to produce work of the highest standard. Please see work produced by Mr Bull's Year 11 Geographers.



Year 11 Mock Revision Booklet

Work continues from subject leaders to prepare our pupils for their December Mock Examinations. We hope to get our booklet out the first week after half-term and provide pupils with the structured guidance and time frames to help them revise. It will offer weekly steps to revision and provide parents with an opportunity to see how their child is progressing with their revision. Please see below an extract from History. It is just a 2 week snippet but gives a clear direction of travel for pupils and their revision with appropriate resources to support them in their learning. We have not included half-term as part of the revision schedule in order to give pupils some time to relax.

Date w/c	Homework / Revision Topic	Activity and suggested strategy	Revision guide pages/My Learning / other specified resource	Additional revision (optional)	Parent signature
You will need to show evidence of revision to your teacher in the first 5 minutes of the lesson					
Nov 1st	One of: Britain: Health and the People America, 1920 - 1973	20 Key terms and definitions revision exercises of individual teacher-directed study area sections Knowledge retrieval exercise that is self-assessed. Any knowledge gaps to be filled through research and/or feedback to exercises.	-Research and Reference Books -Exercise Books -Review and Assessment Books -Knowledge Organisers	- GCSEPod Clips - YouTube Clips - My Learning Videos	
Nov 8th	One of: Britain: Health and the People America, 1920 - 1973	10 key questions revision exercises of individual teacher-directed study area sections Knowledge retrieval exercise that is self-assessed. Any knowledge gaps to be filled through research and/or feedback to exercises.	-Research and Reference Books -Exercise Books -Review and Assessment Books -Knowledge Organisers	- GCSEPod Clips - YouTube Clips - My Learning Videos	

As always, I hope you and your families stay safe and enjoy a well-deserved half-term.

Have a great weekend everyone.

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

After last year's amazing success with 93% of our Year 13 students awarded places at their first choice universities, including Cambridge and Sheffield University Medical School, it is great to see the same ambition this year. Once again, we have guided our students to complete the earlier applications to Oxford University and also to study Medicine. Other students are working hard developing their Personal Statements and we are once again hopeful that their hard work will lead to interviews and offers from universities across the UK and in Europe.

At the East Yorkshire Sixth Form we are looking forward to meeting our future students in the two events after half term. The first is our Sixth Form taster day on the 9th of November, where pupils will be experiencing four Sixth Form lessons that they have chosen. Being able to see at first-hand the way in which learning develops will help the pupils look forward, be ambitious and start the process of mapping out their futures. After the Sixth Form taster lessons, pupils will then spend the afternoon being led by our current Sixth Form students through a range of activities designed to develop them develop the skills needed to become part of a community like the East Yorkshire Sixth.

On the 10th of November we will be holding the East Yorkshire Sixth Form Open Evening, where parents will be invited to join their children at the Longcroft Centre. Teachers of the subjects we offer will be on hand to discuss the qualifications and the demands of the courses. It is a great opportunity for our future students to learn more about courses they have not studied before such as Law, Criminology and Psychology, alongside how they can develop knowledge and skills in subjects they are more familiar with. We are all excited to meet our future students and we know that they too will "Be Ambitious".

In Government and Politics, students have been studying the American Constitution. Abi said, "I love Politics lessons because they help me engage with the world. My favourite aspect so far has been learning about Congress in America."

In Criminology, Year 12 students have been learning about different types of crime. Having independently researched the Kray twins, students looked to explain why they saw themselves as 'untouchable'. This week students looked at State Crime, and learned about Cohen's spiral of denial that states use when accused of human rights abuses. Examples

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covered included 1970's Uganda under General Idi Amin, the Rwandan genocide of 1994 and the Forgotten Australians.

Students considered the difference between criminal and deviant behaviour and the reasons behind laws such as the Law for the Prevention of Offspring with Hereditary Diseases which was introduced in 1930's Germany shortly after the Nazi Party rose to power.

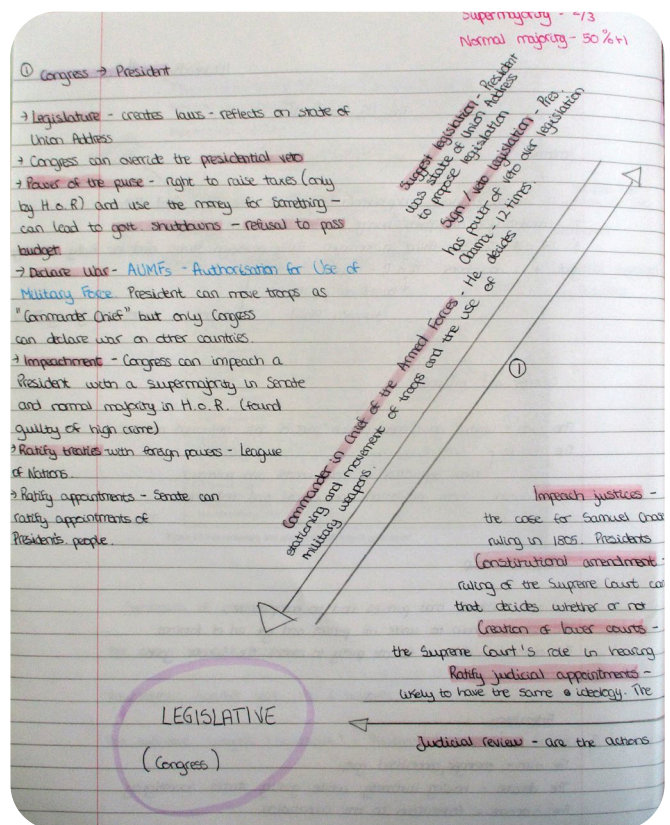
Oscar said, "I enjoy reading about the different campaigns and the techniques they used to put their message across."

Year 13 student Nell is in her second year of the Criminology course. She said, "I like the in-class debates, the way the exams are set out and I particularly like Mrs Thomas. I have especially enjoyed work on investigative and processing techniques."

Mr Henderson
Head of Sixth Form

The impact of the Constitution	
POSITIVE	NEGATIVE
<ul style="list-style-type: none"> → Constitution offers clarity over what each branch does. → Donald Trump couldn't 'build a wall' because funding has to be approved by Congress. → Branches can scrutinise each other. → Trump gained lowest presidential poll ratings; members of Congress have to act in line with their constituents rather than their party. → Creates compromise - branches need to work together - shared power - the Supreme Court relates relates this back to Constitution. 	<ul style="list-style-type: none"> → Checks and balances create <u>gridlock</u> and partisanship. It needs all parts of govt to work together. Separate mandate for President and legislature. → Government shutdown - control of funding. → <u>Article II</u> gives Presidential govt. - doesn't have to pay heed to public opinion. → Supreme Court can block changes govt. is trying to make → Constitution prevents large ^{bigger} parties, funding

4 th October 2021	
<ul style="list-style-type: none"> - natural - cultural - structural 	<p>UK vs US Constitution</p> <p>- comparison -</p>
<p><u>Similarities</u></p> <p>- Both have separation of powers, however it is very different.</p>	<p><u>Differences</u></p> <ul style="list-style-type: none"> - UK uncodified, US codified, written. - US constitution - codified and embedded set of rights that all US citizens have. - Bill of Rights (first 10 amendments) and contains guaranteed rights. For example Fourteenth Amendment - equal protection under the law which safeguards minorities (LGBT, ethnic minorities). Another example - when Trump banned travel from seven muslim countries - violated the First Amendment - discrimination against religious minorities. - UK lacks codified rights and eliminates or weakening rights only requires a Parliament Act - 1994 Criminal Justice Act no right to remain silent while questioned by police / court. - UK Constitution is a lot easier to amend while US is almost impossible. - UK Parliament is more limited than US Congress. - UK Parliament is sovereign and the judiciary (S. Court) lacks power. - US states have far more power while in the UK most power stays at Westminster.





INCLUSION



Mrs Reilly writes:

This week is Invisible Disabilities Week! Did you know that 1 in 6 children aged 3 through 17 have one or more developmental disabilities? Or that according to the World Health Organization (WHO) that over a billion people live with some form of disability? This means that nearly 1 in 7 people on Earth have some form of a disability. For this reason, disability awareness and acceptance is more important now than ever before.

This is a time to raise awareness and empathy for those with physical, mental or neurological conditions but change the way people live, learn and work.

These invisible disabilities affect not only our pupils but a number of our staff too. Conditions such as Dyslexia, Autistic Spectrum Disorder and medical conditions such as Diabetes all fall under this category. Invisible disabilities also include: cognitive dysfunction; chronic fatigue; sensory processing disorders and visual impairments, to name but a few.

With our ethos of great heart at the forefront of our minds, teaching colleagues are provided with many different strategies to support and guide our learners, adeptly removing the barriers they face to learning within our classrooms. We work tirelessly to support our pupils' needs and enable them to engage across the subject areas. Their tailored Additional Needs Plan is key to communicating their needs to staff and is updated once a term, at least.

Our SEND team also work across the curriculum teams to ensure that successful strategies are implemented throughout the curriculum and we have also delivered professional development centred around meeting the needs of our SEND pupils.

There are many ways in which the Invisible Disabilities Association would love us to take part in their celebration of invisible disabilities and they are encouraging people to share their experiences from across the world. This is a topic that is close to many of our hearts here at Longcroft and we've been wearing blue today to celebrate our empathy and support for those with invisible disabilities!

- Find the Invisible Disabilities Week Online.
- Share your story, challenges, frustrations and triumphs!
- Share what helps get you through the day and make your courage visible!
- Share your favourite people, doctors, pets, Service Dogs, and happy places that help you get through!

The disabilities some of our pupils face may not be visible but their COURAGE most certainly is!

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

Mrs Reilly
Head of Inclusion



TEACHING & LEARNING

*Mr Taylor writes:*

Hello again. I was always brought up with books around me. My parents understood the value of books and I was encouraged to read for my own pleasure from an early age.

I still remember the joy I found as a youngster in the “Busy Town” books of Richard Scarry, Herge’s Adventures Of Tintin and the Ladybird books of the time (the 70’s I hate to admit!). This progressed onto authors such as Sir Arthur Conan Doyle and Charles Dickens. I would spend many an hour on our weekly visit sat in the Library in Beverley engrossed in a book while my parents chose which Mills and Boon, or Sven Hassel novel they would be taking home that week. It never bored me. The books gave me a whole world of incredible stories and information to discover.

Reading regularly and exploring books both at home and school can be so important when a child is developing their reading, but how can parents and carers support their child in reading? Reading shouldn’t be a chore. Daily family life can be extremely busy or complex and time to sit and read can be forgotten or difficult to manage.

Take a look below at some different ideas and tips for promoting reading, there may be an idea for you...

More than just books:

Reading doesn’t just have to be about books. Words are everywhere! Encourage your child to read whilst out and about; this can be less daunting than sitting down with a book and also address the issue of finding time. Possibly look at a magazine together, read information leaflets about places or information boards on daytrips. You could set your child a ‘reading whilst out and about’ or ‘reading around the home’ homework task such as ‘record 5 places you spotted the letter “e”’.

On-line:

E-books can provide a different way for parents and carers to engage with reading; some people may feel more comfortable with a digital device than a physical book. Many e-books are available for free, some school reading schemes also have e-books available online.

Authors:

Author websites can also be available on-line, and parents and children may enjoy exploring their favourite authors.

Libraries:

The school and local library can be an invaluable resource that is often under used. Promote the library and encourage your child to discover this free resource. Going to the library can be a fun way to spend a few hours on the weekend and dedicate some time to reading. Most libraries have a wide variety of books to explore and a cosy environment. Libraries usually have free internet access to explore e-books or author websites too. They may have audio books that can be borrowed or listened to also.

I hope maybe you too can create that same fascination in reading that my parents instilled in me.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development



IN FOCUS

MATHEMATICS

Year 7 pupils have made a fantastic start to their studies in Maths, impressing their teachers Mrs Donkin and Mrs Powell and also our Head of Maths Mrs Woolner.

Our curriculum has been planned carefully in collaboration with colleagues working in primary schools to ensure pupils are both supported and challenged in their transition to secondary school. Mrs Woolner explained,

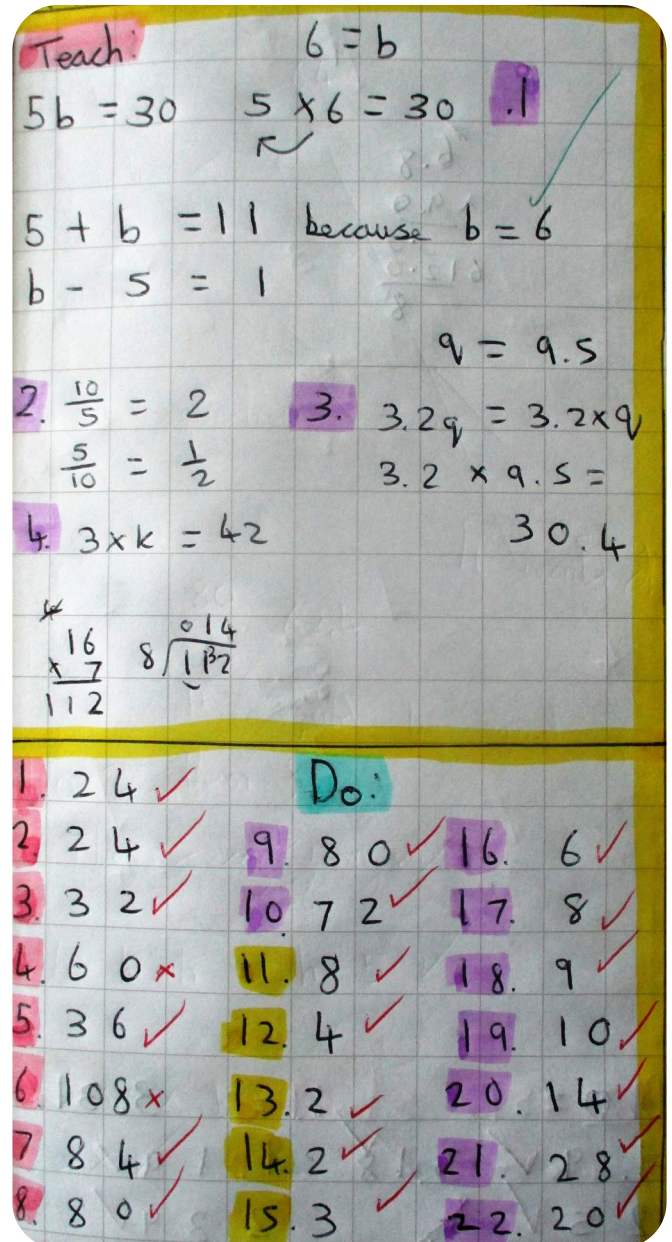
"We have adopted a mastery approach in Maths to ensure pupils acquire a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material. We assess frequently, and have certainly seen a tremendous improvement in pupils' understanding and progress."

To date, pupils in Year 7 have covered sequences, including generating and describing linear sequences, algebraic notation, equality and equivalence and place value - ordering numbers and integers.

After half-term, pupils will study fraction, decimal and percentage equivalence before an assessment of their problem solving skills.

Layla, who is in 7ARU, enjoys her Maths lessons. She said, *"We've been doing algebraic notation, sequences and equality and equivalence. It's different to primary school – you do different topics, the teachers go through it and you get to do it until you understand it. It's definitely harder than in primary school!"*

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Esme, who is also in 7ARU, added: *"I particularly like Maths. In primary school I wasn't the best at it, but the teacher really explains it and helps you. I haven't always found it easy but I enjoy it now."*

Our most recent OfSTED monitoring visit noted, *"The mathematics curriculum is effective. Teachers have thought carefully about the order in which concepts are taught. They check what pupils know from previous lessons before teaching new material. Teachers model how to complete mathematics calculations to solve problems. Pupils then practise. The teacher checks for misconceptions and then corrects them. This means that pupils develop their understanding before moving on to more challenging mathematical procedures."*

We are delighted with this well-deserved recognition of the strides taken to improve pupils' experience of Maths in school and look forward to continued success.

Prove: The WWW: The algebraic notation questions that I understood include $\square \times 2$ and the explain you answer ones because I put a lot of description and evidence.

EBI: I need to practise going through all the numbers it gives me and not calculate one of them.

Bingo!

Starter

1. $6 \div 2$ ✓
 2. 0.1×8 ✓
 3. $1 \frac{5}{18}$ ✓

Do: Try now

Gold 1
 $-3 \times 5 = -15$
 $-15 - 12 = -27$

Do:

3. $2b \times 3 =$
 1. a) $6b$ ✓
 They have added $2+3$ and not 2×3 .
 b) $5y - 5 = 5y - 5$ ✓
 It just stays the same.
 c) $3a + 4 = 3a + 4$ ✓
 They have added 3 and 4 to get 7 which is wrong.

Starter

One hundred and sixty four
 Four thousand, four hundred and fifty seven pounds

Prove:

5. $5 \times 4 = 20$ ✓
 $5b \times 4 = 20b$ ✓
 $6 \div 2 \times 4 = 4b + 8$ ✓
 $5b + 2 \times 4 = 5b + 8$ ✓

Silver:

1. $h = 4h$ ✓
 2. $\frac{r}{4} = r$ ✓
 3. $9a = 36a$ ✓
 4. $5b = 20b$ ✓
 5. $3n + 1 = 12n + 4$ ✓

Prove: There all the same because they equal the same thing.

Starter

1. meters ✓
 2. Angle ✓
 3. triangle ✓
 7. coverage ✓
 9. isosiles ✓
 11. Square ✓

Do:

1. (a) $g \times 4 = 4g + 4g$ ✓
 (b) $g + 4 = 4 + g$ ✓
 (c) $c \times 4 = 4c$ ✓
 (d) $c + 4 = 4 + c$ ✓
 (e) $3n \times 4 = 12n$ ✓
 (f) $3n + 4 = 4 + 3n$ ✓

2. (a) $2 \text{ cube} \div 2 = 1 \text{ cube}$ ✓
 (b) $4 \text{ cube} \div 2 = 2 \text{ cube}$ ✓
 (c) $2a \div 2 = 1a$ ✓
 (d) $4a \div 2 = 2a$ ✓
 (e) $100c \div 2 = 50c$ ✓
 (f) $d \div 2 = \frac{d}{2}$ ✓



Homework:

- $3 \times a = 3a$ ✓
- $b + b + b + b = 4b$ ✓
- $a - b = \frac{a}{b}$ ✓
- $a \times a = a^2$ ✓
- It would be $5H$. That is the perimeter. ✓

Literacy Question

Well if a was 2 and $4 \times 2 = 8$ and in a football match if the score was 4 to a and $a = 2$ the score is 2 difference. ✓

Skill 1	Skill 2	Skill 3
1. 18 ✓	1. 9 ✓	1. 8 ✓
2. -3 ✓	2. 1 ✓	2. -3 ✓
3. -4 ✓	3. 11 ✓	3. 13 ✓
4. 25 ✓	4. 17 ✓	4. 22 ✓
5. -1 ✓	5. 1 ✓	5. 23 ✓
6. 0 ✓	6. 28 ✓	6. -4 ✓
7. -3 ✓	7. -5 ✓	7. 65 ✓
8. 10 ✓		

Stretch

$x - 1 = 4$ ✓ $-3x = -15$ ✓ $x^2 = 25$ ✓ $3x + 10 = 25$ ✓ $10 - 2x = 0$ ✓ $x_0 = 50$ ✓

1a. 50, 25, 25, 4, 0, -15, -15, 0, 4, 25, 25, 50
 descending \nwarrow 1b. ascending \nearrow

1c. I think you could with a few but not all of them.

2. $7p = 70$ ✓ $p^2 = 100 \times 2 = 200 \times 7 = 1400$ ✓
 $p^3 = 1000 \times 3 = 3000 \div 2 = 1500$ ✓
 $a = 1500$ ✓ $b = 20$ ✓

Tuesday 12 October

Find the numerical input and output for a 2 step function machine.

6/12.

Starter

1) (4, 3) 6 spaces.

Try Now - Homework - Gold

$28x + 12 - 10x - 6$

$18x - 6$ ✓

Teach

$8 \rightarrow + 3 \rightarrow 11 \times 6 \rightarrow 66$

$8 \rightarrow \times 6 \rightarrow 48 + 3 \rightarrow 51$

Wednesday 13 October

Use diagrams and letters for a series of two function machines.

7/12

Starter

1) 28 ✓

Do

1) 6t ✓

2) $4t + 2$ ✓

3) Both have 6 parts. In Q1 all the parts are equal. ✓

Thursday 7th October

Find the numerical input and output for a two step function machine.

6 of 12 Do.

1. 31 ✓

2. 81 ✓

1. 2 =

1. 7 ✓

2. 1 ✓

3. 27 ✓



Memory Lane

This week our trip down Memory Lane takes us back to 1980.

Mrs Taylor is pictured with her 2nd Year,
or Year 8 as they would be now, tutor group.



Back Row:

Paul Clackstone; John Woodhouse;
Stuart Wilson; Mark Cummings; Paul Cooper;
Neil Mennell and Kevin Middleton.

Middle Row:

David Hardy; Sandra Martin;
Christian Potts; Gillian Parker; Christopher
Hayward; Andrew Spivey and Ian Harrison.

Front Row:

Amanda Wright; Katherine Butler; Beverley Kitchen; Mrs Taylor; Linda Broadley;
Heather Noble and Sharon Thorn.



Mr Gardham is pictured with his tutor group, 2BS.



Back Row:

Darren Long; Steven Willey; Andrew Wilson;
Andrew Meek; Jason Bugg and Paul Dix.

Third Row:

Andrew Lenney; David Southwick;
Louise Sygrove; Steven Drax; Letitia Stooks
and Brendan Davidson.

Front Row:

Tracie Crawford; Tracy Major; Kerry Gray; Mr
Gardham; Anne Wood; Tina Tasker
and Claire Tomlinson.

*At the time, Mr Gardham noted that the
following pupils did not appear in the
photograph due to absence:
Peter Leeming, Julie Sissons
and Deborah Easingwold.*



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



Longcroft Offers the Chance to Dance

"It enables me to express myself in a different way."

Thanks to the knowledge, skills and enthusiasm of our specialist Dance teacher Mrs Maher, pupils and Sixth Form students have a range of opportunities to enjoy dance in school, broadening their experience of the performing arts.

Each Monday, Lower School pupils meet after school to work in our Theatre with Mrs Maher. Abby, who is in Year 8, enjoys attending Dance Club. She said, *"I enjoy it because I like the rhythm and the movements I do. It enables me to express myself in a different way. I dance at home as well. Street Dance is my favourite."*

Year 11 pupils, many of whom completed their BTEC qualification in Dance in Year 10, enjoy their opportunity to dance during PE lessons.

Year 13 students Harriet, Lucy and Eva are in the second year of their Level 3 BTEC National Extended Certificate in Dance. Lucy, who has been dancing since she was four years old, said: *"I particularly enjoy being able to express myself. My favourite genre is ballroom dancing because it's a beautiful style of dance, although in school the contemporary style is good because you can express yourself most."* Lucy added, *"Mrs Maher explains what I have to do very well and helps me understand."*



Eva said, *"Dance gives you a break from academic study and the opportunity to be creative as well as to exercise. Also it gives you a fantastic sense of achievement."* Harriet added, *"It's fun and it lets you express yourself. I like contemporary and ballet best because I enjoy the technical side of dance."* Harriet spoke for all the girls when she said, *"Mrs Maher is the best!"*

Many former pupils and Sixth Form students have gone on to further study and successful careers in dance beyond Longcroft, including Joe Harrison who has worked for various cruise lines as a professional dancer.



Longcroft Pupils assist at the official opening of the Beverley Leisure Centre 3G

The official opening of Beverley Leisure Centre's 3G pitch took place on Tuesday 12th October and we were delighted our pupils were able to participate in this significant event for local sport. The School Sport Partnership organised a football competition for local primary schools and three Longcroft pupils, Chloe, Lily and Lou, assisted on the day acting as coaching referees during the games. As always the girls, who are all keen footballers, did exceptionally well encouraging Y3/4 pupils in their play and taking control of the games.

Lou, who has been playing football since she was six years old, said: *"I really enjoyed it. The pitch is really good and I will get to use it when I train and play with my club, AFC Tickton."*

Mr Baker said, *"All three girls are talented players who love their football, but they also have a lovely manner with younger pupils and I was not surprised to hear they had played a key role in the event's success. Hopefully one day they can follow in former pupil and Aston Villa player Sophie Haywood's footsteps but whatever level they reach I am sure they will continue to enjoy their football. All three, along with Kasey who was unable to attend this particular event, are fantastic role models who constantly encourage and inspire others."*





Carys Returns to International Duty



Following a Super League season which saw her Wigan Warriors team make the play-offs where they went down to eventual champions St Helens, Carys Marsh returned to international duty last Sunday representing Wales against Ireland at Colwyn Bay.



Carys, who qualifies for Wales through her Welsh born mum, has played rugby league since her schooldays and has also represented England Students and Lancashire. She started playing with community side Thatto Heath before signing for St Helens. Ahead of the 2019 season, she transferred to local rivals Wigan Warriors and made her Welsh debut against England earlier this year. Having earned three A Levels while in the Sixth Form at Longcroft, outside of rugby league she works as a quantity surveyor.

Unfortunately, although Wales outscored Ireland in try-scoring in their first ever home test ranked women's international, their failure to convert any of their six tries gave the Irish a 26-24 win in an entertaining game.

An established member of the Welsh team who can play in several positions, Carys can look forward to more international appearances next season.



A Fantastic Week of Extra-curricular Sport!

East Riding Cross Country Championships

On Tuesday morning 38 pupils took part in the East Riding Championships at Cottingham High School. All pupils showed fantastic determination and resilience in difficult weather conditions. Ella Harris-Smith finished third in the Intermediate Girls' race while Tallulah Pulling was also third in the Senior Girls' event. They, along with several other Longcroft pupils, qualified to represent the East Riding in the Humberside Cross Country Championships that will be held later this year. Well done to all the pupils involved!



Longcroft 36 — Beverley Grammar 34

The Year 11 rugby league team, missing several key players due to illness and injury, produced a fantastic performance to defeat local rivals Beverley Grammar in their derby fixture.

Mr Cassidy referred to the boys who played as "outstanding". He added, "Our boys really had to dig in. There was tremendous effort and pride in the school badge on display tonight. I'm very proud of the efforts of the boys."

There were exceptional performances from Alex Argent Moss, Alfie Robinson, Matthew Bleasby who stepped in last minute, Tom Rae, Nick Taylor, Will Hutchinson, Charlie Brown, Hayden Todd and Year 10 players Luke Foreman and Harrison Adams.

The team has made an excellent start to the season and we are all proud of their efforts.



Netball Success

On Tuesday evening, the Year 8 and 9 netball team travelled to South Hunsley School to take part in the English Schools' Netball Tournament. The first round of the tournament saw the girls beat Hessle High School and the hosts South Hunsley's B team. The Longcroft team showed excellent team work and fantastic passing skills, allowing them to reach the semi-finals. Unfortunately, Longcroft were beaten in a close semi-final game against a strong South Hunsley team. Well done to all the girls involved, who represented the school so well!

Extra-curricular Sporting Commitment Rewarded!

Congratulations to Eleanor and Ella who are the first two pupils to complete their extracurricular bronze loyalty cards. Both Year 9 pupils have shown a fantastic commitment to extracurricular clubs and have represented the school in fixtures a number of times. The girls will now move onto their silver card. Well done Eleanor and Ella!

Eleanor said, *"My favourite sport is netball. I also play outside school for Allus Under 14's and my favourite position is Goal Defence. Extra-curricular sport is something I really enjoy and the teachers are really skilled."*

Ella, who came third in this week's East Riding Cross-country Championships, said: *"My favourite sport is cross-country. I'm not in a club – I just enjoy running. I also enjoy netball. My favourite positions are Goal Keeper or Goal Defence."* She added, *"I'm excited to have got my Bronze Award."*





LIBRARY NEWS

The Bookbuzz books are here! THANK YOU FOLS

It is always a joy when the Bookbuzz books arrive in October. Seeing the smiling faces of our Year 7s as they enthuse over their free books is truly rewarding.

A massive thank you to FOLS, who once again supported the Library with this fabulous initiative. Every book bears a bookplate acknowledging their gift and the school crest.

I am sure our Year 7s will treasure their books. We can't wait to hear pupils discussing them, and enjoying their Accelerated Reader quizzes. All 17 books are available in the school library so all pupils and students across the school can enjoy the outstanding Bookbuzz collection 2021.





Books Abroad Donation October 2021

A huge thank you to Abi Ankrett, Antonia Stansfield, Diana Irimia, Ellenor Whittaker, Iulia Huluba, Megan Abba, and Natasha Shields in the Sixth Form for their incredible support with our school library Books Abroad Donation collection, a true demonstration of girl power!

Many thanks also to Mrs Clarke who worked closely with Antonia to collect as many books as possible from different departments in the school. Not only do our old textbooks provide a means of sustainable escape from poverty in developing countries, they avoid landfill, a major consideration in these times of heightened climate awareness.



Longcroft is fortunate to be able to donate good quality second hand books that we cannot use any more to Books Abroad, and contribute to building sustainable relationships, liaison and learning for all concerned.

Once again, many thanks to our Sixth Formers!

14 before 14

Are you an avid reader? Do you love a challenge? Come and check out the new 14 before 14 carousel in the school library, a fabulous selection of books picked by Mrs McMurdo, Director of Teaching for the Wonder Learning Partnership.

The challenge is to read 14 books before you reach your fourteenth birthday. It's a great selection, and includes classic and contemporary titles like: The Hitchhikers Guide to the Galaxy, Jane Eyre, The Fault in our Stars, and The Hunger Games.

There will be prizes for those that succeed!



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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