



GREAT HEART, THOUGHT AND VISION

# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



**TALLULAH'S  
COMMITMENT  
REWARDED WITH  
NATIONAL TITLE!**



**Year 11 pupil Tallulah Pulling enjoyed a busy and successful half-term holiday. Tallulah has been boxing with Beverley's Track Fitness and Boxing Club since for just over three years, and after initially intending to enjoy working on her fitness her progress has been rapid.**

The first weekend of half-term saw Tallulah represent Yorkshire in the prestigious MTK Global Lonsdale Box Cup at Penrith Leisure Centre in Cumbria. Athletes from across the UK and beyond competed, with some of the very best amateur stars boxing in front of a sold out crowd. Tallulah won her county's fourth gold medal of the day and was crowned MTK champion 2021.

Last weekend Tallulah boxed in the National Final in Hereford. Her coach said, "The desire and commitment this girl shows every day is outstanding and she thoroughly deserves the opportunity to box for the title." Competing in the Female Development Class A Under 63kg division, Tallulah's commitment to her sport certainly paid off as she beat her Kidderminster-based opponent Sandra Piekarska by a unanimous decision.

Tallulah said, "It was nerve-racking because it's the whole of England. I didn't realise how big it was but it felt really good to win."

This weekend will see Tallulah participating alongside the county's best boxers at a Yorkshire training camp, and as National Champion other opportunities are on the horizon. She explained, "I'm hopefully going to the Isle of Man to box, and things are slowly becoming more international."

It seems incredible that Tallulah's first bout was less than two years ago at Track Fitness and Boxing Club's evening of amateur boxing at Beverley Leisure Centre in February 2020.

Boxing on that evening was Tallulah's younger brother Rocco who also became National Champion in September – a fantastic achievement for both the family and their club. Tallulah recognised that the brother and sister combination has drawn some interest and said, "We're becoming well-known because we're brother and sister and we're getting some publicity. We're both really proud of each other!"

Rather than having one particular role model, Tallulah explained that she loves to watch lots of different boxers.

Tallulah certainly deserves the accolades that accompany the title of National Champion and we are proud of her success as well as being delighted for her family and club. We look forward to following her progress as she makes her way in the world of boxing.



## 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**

**17,986**

**THOUGHT**

**81,843**

**VISION**

**67,445**

**GRAND**

**TOTAL:**

**167,274**





# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

# NEWS

# LETTER



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

We offer a huge range of courses to suit every student. Our unique collaboration means we are able to provide more A level and vocational courses than ever before.

# OPEN EVENING

10th November | 6:00pm – 8:00pm

A place to  
**ENJOY  
LEARNING**



@EYSixthForm



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## Executive Headteacher's Welcome



**School has felt very calm and purposeful this week – it has been lovely to visit lessons and to see our children thoroughly enjoying learning. The careful planning and dynamic teaching that continues to ensure our children make strong academic progress. Visiting lessons is an absolute privilege and I only wish I could share with our parents the experience of walking from a History lesson on a specific period, to a Drama lesson. The contrast, range of knowledge and skills being taught across a school in a single hour encapsulates a wealth of learning – all providing alongside our enrichment a fabulous education.**

It was wonderful, before half-term, to see so many of our prospective children and parents joining us at our school Open Evening. I do hope the evening provided an opportunity to meet our fabulous children and colleagues, to gain a sense of what makes our school unique. Events such as these, are only possible due to our children, colleagues and fabulous parents supporting our community. They provide our children a wonderful opportunity to talk about our community, their lessons and especially for Year 7, how they are settling into their new secondary school after only seven weeks. It was these discussions that I was privileged to be part of, as our children spoke of their individual accomplishments, pride and enjoyment of coming to school.

This half-term will provide the same opportunity for our Year 11 pupils who are looking to progress onto our Sixth Form. Initially a Taster Day where they can experience the different Sixth Form courses available and also then an opportunity for parents to join your son or daughter on the evening to explore each subject in more detail. The combination of options children take, in my opinion, speaking as a former Head of Sixth Form, are essential in ensuring progression routes onto a university course, a

career or apprenticeship are achievable. This often means that in taking the right courses, young adults will need to take subjects they may have initially preferred not to have continued to study. I remember well, the discussions I had at the time about a desire to study Engineering, only to find out my choices consisted of Mathematics, Physics and Technology – if I wanted to study at a top university. These decisions, therefore, are far more challenging than they might appear, especially compared to options in Lower School. Discussions with your child at home are an essential part of keeping all opportunities available and progression routes accessible. So please, if your child is approaching Sixth Form, do take the time to consider the options with them. Colleagues will support your child in school with their taster day choices too. Please do also make sure you receive the invitation we are sending out to you shortly to join us for the evening event. We look forward to seeing you there.

Have a good weekend.

**Mr J Britton**  
**Executive Headteacher**





# Head of School's Welcome



**I hope you all had a refreshing and relaxing half-term break. Just before the holiday, we held our Year 6 Open Evening events and since then we have received some lovely feedback about the experience that Year 6 families had at those evenings. For us it is such a pleasure to be able to welcome members of our community back through the doors to see the friendliness of our staff and pupils, our new buildings and our great facilities, after such a long period when this was not possible due to COVID-19 restrictions.**

On the main Open Evening, our Year 7s and some Year 8s acted as guides to take families around the site and answer their questions about life at Longcroft. It is the feedback about these guides that I am most pleased to hear, as it reflects just how much they have grown in confidence since they started here. Our pupil guides were great ambassadors for our school as they took visitors around the buildings and highlighting each subject area. It was wonderful to see their enthusiasm and numerous parents wrote to show their appreciation of the fine job our young people did:

'Thanks to the very friendly and positive students who were clearly settled and happy.'

Parent

'Thanks to the students who engaged enthusiastically and confidently with both parents and most importantly the Year 6 students.'

Parent

'Our biggest message of thanks goes to our guide who showed us round. She was extremely confident, friendly and informative. She wasn't afraid to answer any questions, appeared very relaxed and managed to create a very happy positive atmosphere amongst our group. She was a credit to the school.'

Parent

I am very proud to read these extracts, as they show pupils demonstrating our core values of great heart, thought and vision when they gave their time to support others, spoke knowledgeably about their school and demonstrated some fine communication skills throughout the night. Well done to them all!

Next week, we host our Sixth Form Open Evening and look forward to welcoming Year 11s and their families into school to explore the courses on offer and to talk to staff and students about the experience of studying in the Sixth Form.

On a sporting note, I am delighted to see the successes of teams and individuals in this edition of the Newsletter, as well as the commitment and hard work that has gone into training and developing skills to achieve so highly. Tallulah, Louise and Rachael set fine examples of what can be accomplished with dedication and perseverance in sport and can be a source of inspiration for Longcroft's future sporting heroes.

A final well done goes to pupils and students throughout school for achieving more positive rewards on ClassCharts than we have seen in any previous year – over 167,000 since September! Keep up the impressive work with those acts of great heart, thought and vision!

Ms I Grant

Head of School



## LOWER SCHOOL



### Mr Worthington writes:

It has been a pleasure to welcome our Lower School pupils back after the half-term holiday and to hear about some of the exiting ways they spent their week. Many pupils have fascinating hobbies and I do enjoy finding out more about their lives beyond school. In many cases the qualities and skills they develop through these activities are demonstrated in school, and the opposite is also the case.

A number of our Year 7 pupils enjoyed making a positive contribution to our surroundings when they planted daffodils with our Site and Premises Manager Mrs Nichols.

Year 7's Care and Achievement Co-ordinator Mrs Brady said, *"The children did a fantastic job and were keen to take part. I am really looking forward to seeing the beautiful display of colour around our pond in the Spring, and the activity gave pupils the opportunity to consider the importance of working now to see the benefits later."*

I have particularly enjoyed visiting Art lessons, which are carefully crafted in order to give Lower School pupils the variety of skills required to succeed in the subject. Two of the main underlying themes of Art at Key Stage 3 are Colour Theory and Mark Making.

Colour theory is both the science and art of using colour.

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It explains how humans perceive colour, and the visual effects of how colours mix, match or contrast.

Mark making describes the different lines, dots, marks, patterns and textures we create in artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface.

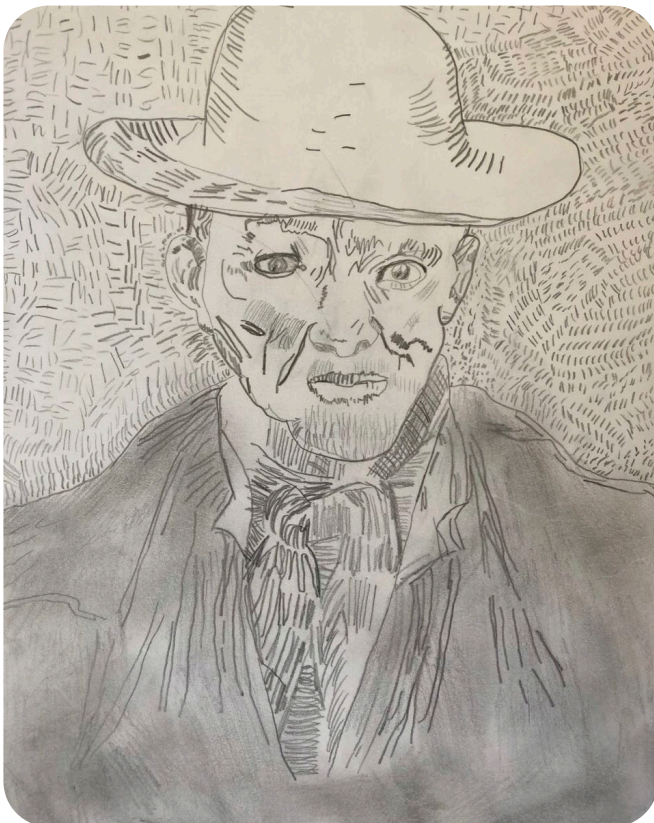
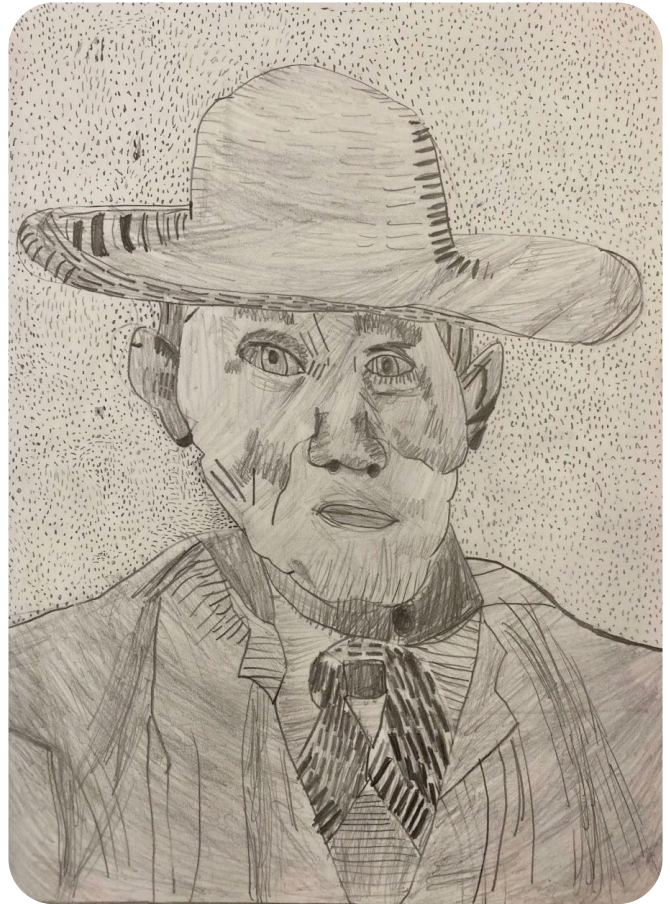
Pupils look at a plethora of artistic styles and artists' work and apply their newly-acquired knowledge to skills on paper. Studying Art helps to create a broad and balanced curriculum, and transferable skills include creativity, analysis and problem solving. These complement the range of other subjects studied in Lower School.

Our Art Department is a wonderful sea of colour, displaying children's work from across the Key Stages. I enjoy seeing what the pupils are doing in these lessons, and it's really pleasing to see so much of their work displayed.

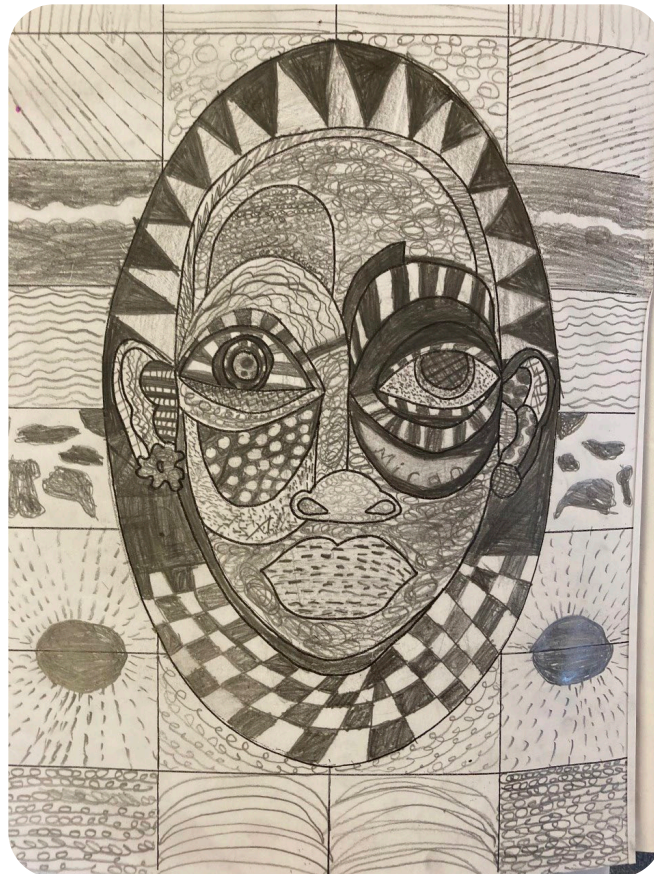
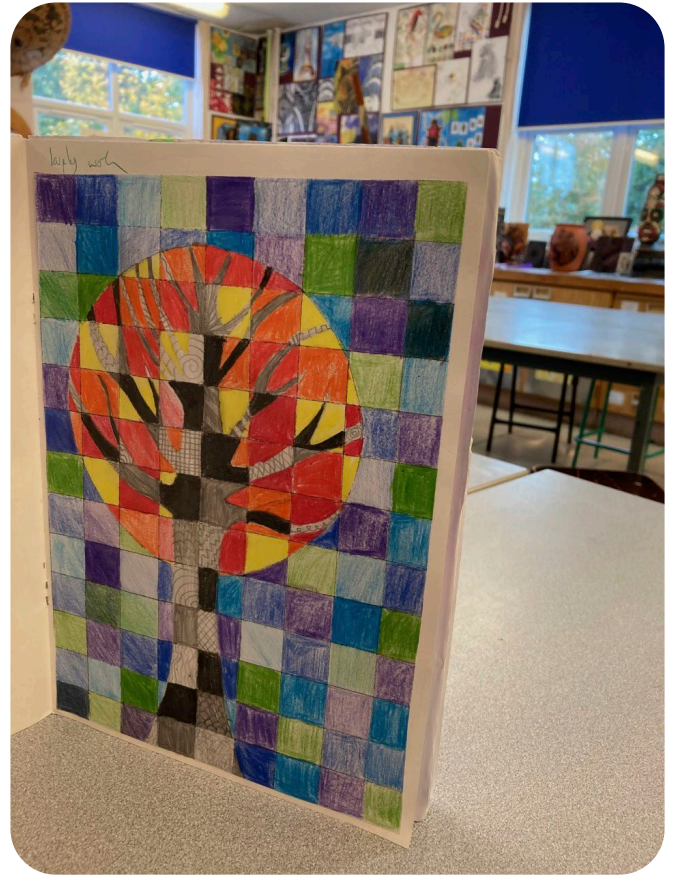
From the pictures, you can see the application of pupils' skills to their impressive work in creating portraits.

Take care,

**Mr Worthington**  
**Head of Lower School**











## UPPER SCHOOL



### Mr Colepio writes:

#### Year 11 Mock guidance booklet

This booklet has now been sent for publication and should be available next week with guidance, week by week, on what pupils need to revise and resources necessary. The guidance begins from 1st November and the first week's guidance for all subjects will be placed on Show My Homework so all pupils can keep up to date and on track.

I have previously shown an exemplar page from History and now include an extract from English Literature. The exams will begin the week commencing the 6th December and all guidance leads up to this date. The parental signature is optional but does allow parents to be part of the process and encourage / motivate their child to revise. Many years of experience has taught me that young pupils are much keener to impress their parents than us!

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### English Literature

#### Mock - What will the mock consist of?

2 texts : A Christmas Carol and An Inspector Calls

2 hours

#### What do I need to revise?

##### A Christmas Carol

**Author:** Charles Dickens

**Set:** During the Victorian era. Published in 1843.

**Themes:** class, poverty, social responsibility, wealth.

**Marks:** 30

##### How to answer the exam question:

You will be given one extract from the novella. You will be asked about a character or a theme in relation to this extract. You will need to analyse the character/theme in the extract and need to comment on the character/theme in the **novella as a whole**. You must also consider the audience's reaction - how would a Victorian audience react to the events of the novella? Finally, you need to make relevant comments about the Victorian era in their responses.

##### An Inspector Calls (Paper 1)

**Author:** J.B. Priestley

**Set:** 1912 BUT written in 1945.

**Themes:** class, gender, wealth, social responsibility.

**Marks:** 30

##### How to answer the exam question:

This is a more difficult question as there will be **no extract given**. You will be asked about a character or a theme from the play and you will need to use their knowledge and understanding of the play to answer the question. **Learning of quotes is important for this aspect of the exam**. You must also comment on the author's intentions; you need to think about why Priestley was interested in social responsibility and spreading the message of equality. Lastly, students again need to make links to the context but you **must take care with the dates** - set in 1912 (pre wars) but written in 1945 (post wars).





































## Curriculum Developments

As in previous newsletters, our website has undergone some much-needed changes and now offer viewers an opportunity to see developments in our curriculum planning that Curriculum and Subject Leaders have been working on. Subjects have mapped out a 7-year plan from Key Stage 3 to 5 to show continuity and the topics and skills needed for each year. This allows parents and carers to see what is being taught and discuss aspects with their child should they wish. This platform continues to develop as leaders address more medium and short-term planning requirements for a fully resourced curriculum provision. Please see an example from Science.

Longcroft School Departmental Curriculum Overview

### SCIENCE

SCIENCE																									
Strand	Year 7		Strand	Year 8		Strand	Year 9		Strand	Year 10		Strand	Year 11												
Biology - Cells		Microscopes	Biology - Respiration		Breathing and exercise	Biology - Cells		Eukaryotes and prokaryotes	Biology - Bioenergetics		Photosynthetic reaction	Biology - Inheritance, Variation and Evolution		Sexual and asexual reproduction											
		Cells			Aerobic and Anaerobic respiration			Cell specialisation			Rate of photosynthesis			Meiosis											
		Make a microscope slide			Breathing (ventilation)			Microscopy			Use of glucose			DNA and the genome											
		Organisation in plants			Smoking (lung diseases)			Culturing Microorganisms			Aerobic and Anaerobic Respiration			DNA Structure											
		Organisation in animals			Circulatory system			Chromosomes			Response to exercise			Genetic inheritance											
		Organ systems			Blood			Mitosis and the cell cycle			Metabolism			Inherited disorders											
		Specialised cells			Yeast Respiration			Stem Cells						Sex determination											

## Longcroft 36—Beverley Grammar 34 | Rugby League

Finally, but by no means least, a huge well done to our Year 10 and 11 pupils for a magnificent “Derby” victory over our neighbours. Led by Mr Cassidy, the team produced a memorable result despite missing several key players. Well done to all involved.

Have a great weekend everyone.

**Mr Colepio**

**Head of Upper School**





## SIXTH FORM



*Mr Henderson writes:*

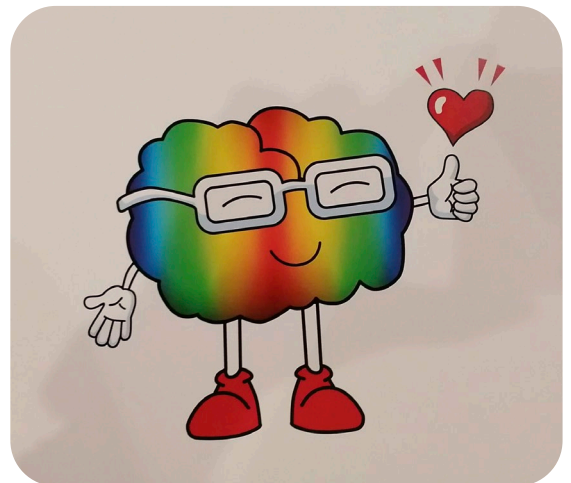
### East Yorkshire Sixth Form student wins design award.

We are very proud of our students, especially when they use their skills and talents outside of the classroom, as Year 13 student Chloe Keenan has done. Chloe's design was selected as the new logo for the Hull and East Riding Neurodiversity Service – chosen over a range of exceptional entries from across the county.

The Neurodiversity Service is a new service that will support children and young people with neurodiverse needs such as autism, learning disabilities, epilepsy, cerebral palsy, ADHD, sensory processing, speech and language, occupational therapy and physiotherapy. The service will support children and young people with neurodiverse needs to be healthy, have fun, learn, and enjoy their lives.

Chloe used her artistic talents but also her skills of empathy and perception to create a simple yet eye-catching design which will be used in email communications across the service and incorporated into name badges worn by the service staff. This is important as young people who may struggle to communicate will be able to recognise and distinguish the staff from other healthcare professionals who often wear similar uniforms.

Chloe is studying A Level Art along with level 3 BTECs in Health and Social Care and Business Studies and after university she hopes to follow a career in Children's' Healthcare. We are delighted her ability and personal characteristics have been recognized and rewarded, and proud to publicise her well-deserved success.



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Chloe said, "Mrs Winter gave me a piece of paper and said, "I'm sure this is something you would like to do". I didn't think I was going to win because I knew there would be loads of candidates."

She added, "I felt proud as it will be on a lot of things such as letters, pin badges and the entrance to the ward. I wanted something to stand out and thought a character would be something a child would remember and make it less scary for them going onto the ward."

## Year 13

It has been straight back to business as usual in the Sixth Form area, with the study room being used productively and lessons have been fantastic all-around school.

I have been speaking to Year 13 students this week about their mock examinations, pointing out that they will form the strongest evidence for predictions that are made to universities. A really clear focus about universities and destinations after the Sixth Form helps provide motivation by knowing what we are working towards and Year 13 students are getting close to finalising their UCAS applications.

## Sixth Form Taster Day and Open Evening

Wednesday the 10th November is our East Yorkshire Sixth Form Open Evening! It is a wonderful opportunity to learn about the differences between Sixth Form and GCSE study. During the evening we will have Sixth Form students on hand to answer questions and show future students to the subject teachers. This will allow pupils and parents to ask questions and to find out about our Sixth Form and courses firsthand, from those who are currently studying them. It is a challenging time for Year 11 pupils who are considering which options to take at this stage of their lives and education, and we aim to provide the best possible support. It is for this reason that we want to give all Year 11 pupils the opportunity to find out more information about individual courses that we offer.

On the 9th November we have our East Yorkshire Sixth Form Taster Day and future students will have a new timetable for the day. Pupils will have the opportunity to try different subject taster sessions to experience firsthand what life as a Sixth Form student is like with us.

I am also pleased to direct you to our Sixth Form SharePoint site. Longcroft Year 11 pupils can access this directly by going through the school website, clicking on Curriculum then Sixth Form. Here you will be able to find all about the East Yorkshire Sixth Form and the courses that we are offering next September. You will also find a Stage 1 application form which future students can fill in to give an indication of the subjects they are interested in continuing post-16.

Please do not hesitate to contact Mr Wilson or me should you have any questions or if you would like to discuss any aspect of life as a student in the East Yorkshire Sixth Form.

Best wishes

**Mr Henderson**  
Head of Sixth Form



## PSHE & CAREERS EDUCATION



### Mr Coupe writes:

**Welcome to this week's PSHE and Careers update. As we move into the second half of the Autumn Term, much of our focus in PSHE switches to the careers element of our programme. As part of the PSHE theme of Great Vision, pupils are engaged in the study of the wider world. In PSHE lessons, this means looking at the world of work for the first part of this half term, followed by a focus on issues of citizenship in the run up to the Christmas break.**

With Year 7 considering their future aspirations, Year 8 looking at the importance of equality in the workplace and Year 9 looking at how to match their own strengths with the range of jobs available, we have in place a full programme of careers education that helps our pupils to develop an early understanding of issues relating to their futures beyond Longcroft. In Year 10 this term, pupils are considering the related issues of taxation, budgeting, credit and debt. Year 11 will do some work around target setting, revision and future pathways. I'm really pleased to see how we are able to raise pupils' aspirations and further their understanding of careers through these PSHE lessons.

Away from the taught elements of our careers education programme, we are busy supporting Year 11 pupils in making those vital choices about their next steps. Next Tuesday is the East Yorkshire Sixth Form Taster Day, and the Sixth Form team have put together a really interesting day for our pupils to give them a taste of Sixth Form life. For those pupils who are considering options beyond A-levels, Level 3 BTEC courses and the Sixth Form, we have arranged for local colleges to come in for the morning to meet with them and provide an insight into what their institutions have to offer. In the afternoon, these pupils will head out to visit the workshops of the engineering apprenticeship provider HETA, to learn more about apprenticeships as an option. With such a varied range of choices available for our pupils it's great that we can work with other colleges and providers to give them the support that they need.

Another exciting piece of careers learning also begins this week, with a selected group of our Year 10 female pupils starting a newly-designed programme called Raising Aspirations, developed by an organisation created by a partnership between local councils and industry called Women into Manufacturing and Engineering (WiME). This programme involves the pupils,

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chosen for their possible interest in a career in Science, Technology, Engineering or Maths, working with female role-models from the sector who work in local businesses. We are very grateful to our partner organisations of Boston Air, CB Solutions and Ansell for their support with this project.

Finally, please let me finish with some more local market information to help you to support your child with making decisions about their future careers. Appropriately enough, this week we look at the engineering sector. There are currently 7,500 people employed in engineering in the Humber region, and this 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. In addition, the University of Hull with its Knowledge Exchange Programme supports innovation in engineering. Nationally, only 11% of the engineering workforce is female, and many projects, such as our own Raising Aspirations Project, are underway to address this shortfall. New industries and technologies are emerging, adding to already significant demand for engineering skills. 203,000 people with Level 3+ engineering skills are needed every year to meet demand and there is predicted to be an annual demand for 124,000 engineers and technicians with core engineering skills across the economy. Employment trends for the Humber show that this is an increasing sector for employment, meaning many more future opportunities for our young people.

All the best,

**Mr A Coupe**

**Head of PSHE and Careers Education**





# SAFEGUARDING



## Mr Rogers writes:

**At Longcroft we work to ensure every child is known well and supported both pastorally and academically. Our Care and Achievement Co-ordinators and Year Leaders work together with form tutors to ensure this, led by senior staff including our Heads of Lower and Upper School. All parents can contact their child's Care and Achievement Co-ordinator via their work mobile phone, and numbers are published weekly in the Newsletter.**

### *The value of 'One Kind Word'*

The value of 'One Kind Word' is something we recognise across our community. This year the Anti-Bullying Alliance has adopted the message as their theme for Anti-Bullying Week, which takes place from 15th to 19th November. Pupils will, as always, be rewarded for their acts of Great Heart, while participating in activities highlighting the effect that one kind word could have on others.

Kindness is more important today than it has ever been. The isolation of the last year has underlined how even a small act of consideration and charity can break down barriers and brighten the lives of the people around us.

This is one of the reasons that '**One Kind Word**' has been chosen as the theme of Anti-Bullying Week.

Following the success of the campaign in 2020 when a jaw-dropping 80% of schools marked the week, reaching over 7.5 million children and young people, the Anti-Bullying Alliance (which coordinates the campaign each year in England and Wales) asked over 400 young people, teachers and parents, what they wanted from this year's Anti-Bullying Week.

The young and not-so-young repeatedly said they wanted the week to be about hope and the positive and kind things we can do to halt hurtful behaviour in its tracks.

**One Kind Word** can be a turning point. It can change someone's perspective. It can change their day. It can change the course of a conversation and break the cycle of bullying.

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Best of all, one kind word leads to another. Kindness fuels kindness. We can all play a part in a chain reaction that powers positivity. We believe that this upbeat message will resonate with children who know all too well how unkind words can hurt and undermine them.

In addition to highlighting this theme I would like to share a range of resources on their website which they have made available for parents.

## **Anti-Bullying Alliance – support for parents.**

### **Restorative Thinking and Positive Relationships: preventing and managing conflict.**

With COVID-19 keeping us all at home, there may be times when we feel worried and stressed and this can lead to family tension, arguments and conflict. When children see parents/carers communicating well and staying calm, it can help them cope with their own big emotions. These four short learning sequences are an introduction to restorative and relational thinking - a few techniques that can help us to better manage emotions and stay calm, and to keep communicating with each other in positive ways. These lessons will support you to:

- Reconsider positive relationships;
- Think about all behaviour as 'communication';
- Start to use a line of questioning that will help you (and others) through problems and will help to maintain positive mental health;
- Deal better with stress.

It really got me thinking.... especially about how I manage the inevitable conflict my own children have almost daily when it all gets too much!

Easy to understand, easy to implement.

Please click on the image or [click here](#) to access the tool.

**Mr Rogers**  
**Deputy Headteacher**  
**Head of Care and Achievement**







## TEACHING &amp; LEARNING



## Mr Taylor writes:

**Now that we are well into the new academic year, routines are established, classwork and homework is starting to become the norm again. Homework is the dreaded word in our house at the weekend. For my young children it is because they think it stops them playing, and for my wife and I, our first thought is “where do we fit this in?”**

It can be a daunting prospect; sometimes it feels like we may be expected to be directly involved in homework when we may not actually have the knowledge and skills to provide the right support.

I do know and appreciate though that it needs to be built into our weekly routine as it gives them a head start in the learning coming up in the upcoming week and I know that it will enhance their learning even more. It is also one area where parents can play a very active and encouraging part in their child's education. On a very basic level, it can help kick-start conversations between parents and children, especially in families where busy work and extracurricular commitments may prevent regular mealtimes together

The Education Endowment Foundation research also backs up the importance of homework:

*“Children who regularly complete homework have better school outcomes than children who do not. This association is stronger at secondary school than primary school, where the evidence base is also more secure. Homework has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.”*

So, with this in mind, how as parents, carers and guardians can we support our children with their homework? The teacher toolkit provides this support list for parents:

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## Create space

Set up a space for your child to do their homework.

While making this space in their bedroom is sometimes the easiest option, this automatically makes homework a solitary activity.

If there is an option for a space in a communal area of the house this helps promote discussions and it is easier to get involved without it feeling like an intrusion.

Wherever the space, give the learner some ownership over it and make it an inviting space to spend time in. New stationery, a comfy chair and good lighting will also help.

## Make it positive

Make parental input a positive thing. If your child has a question about their work, help them, but try not to tell them the answer. Use questioning to help them get as close to the answer as they can. Starting these practices in younger years will mean that when homework becomes a bigger part of their learning outside of school, your child is comfortable discussing it with you and values your input.

## Let them make mistakes

It's OK for answers to be wrong. Telling your child, the right answer and getting them to just write it down means that the teacher is none the wiser about which bits they are struggling with and which they excel at. Help but not too much and leave the mistakes as they are for a teacher to see. Any errors are very revealing and this helps teachers adjust their teaching to address these issues. The chances are, if your child doesn't understand it, others in the class probably don't either, and homework is a great way of highlighting this to the teacher.

## Be realistic

Give them time to complete work set. While it is tempting to book weekends full of fun, non-school-related activities, children need some downtime. Allowing them some space in the family schedule means they will be able to start allocating their own time and gives them plenty of time to complete the work set. This will allow more time for discussion, greater conversation between family members and the learner, and an altogether calmer approach.

Have a good week

**Mr Taylor**

**Head of Teaching and Practitioner Development**





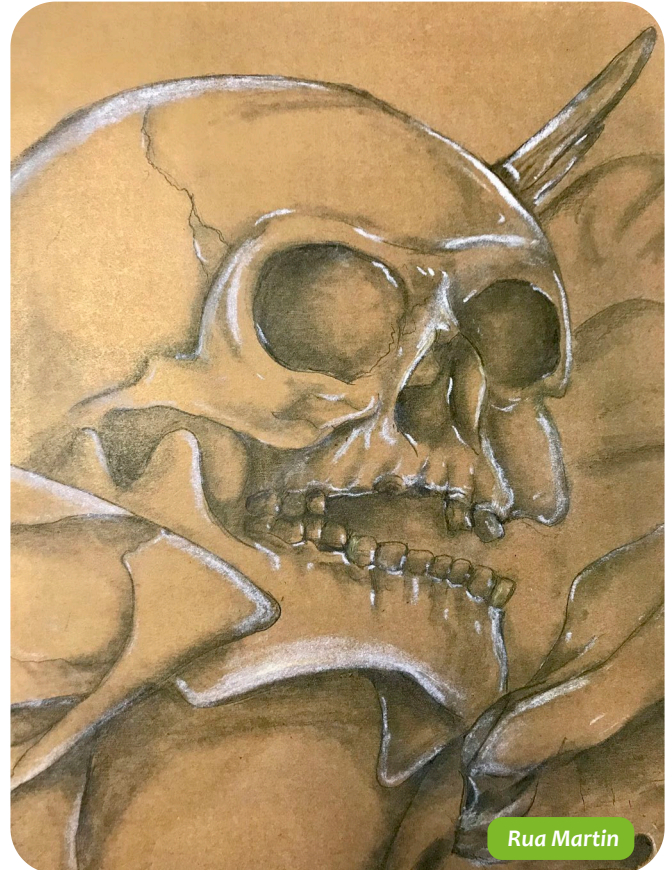
# IN FOCUS

## ART

This week we celebrate the work of our Year 12 Art students. They are developing ideas around the theme of "Environment" and are currently exploring natural forms. Students have been encouraged to experiment with a range of media, artists styles and approaches. Some of the work is still in progress but demonstrates their hard work, skill and imagination. Their development as artists from the impressive work produced as Year 11 pupils is also clear.

As keen and enthusiastic artists these students are inspiring and sharing their expertise with younger pupils and are currently working on a jellyfish project with a group of Year 8 pupils as an extra-curricular activity. Watch this space.....

Mrs Gibson and Mrs Holmes would like to give their Year 12 students a huge well done for an excellent start to A Level Art.



Rua Martin

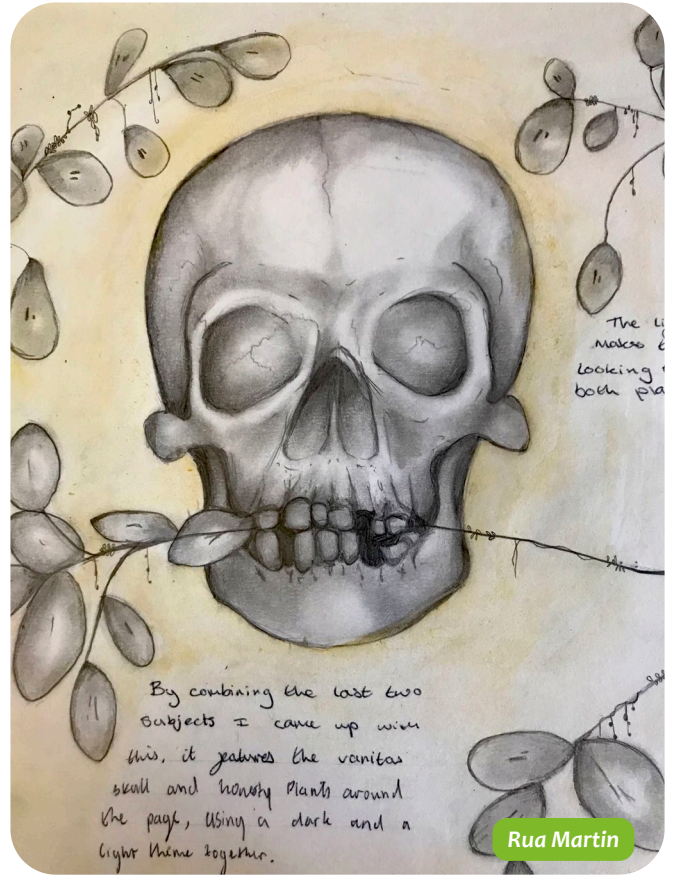


Rua Martin





Ariel Holwell



Rua Martin



Ariel Holwell



Ariel Holwell





Ariel Holwell



Ariel Holwell



Ariel Holwell



## Memory Lane

This week we feature two Year 9 tutor groups from 1999/2000.

Maths teacher Mrs Botton is pictured with her tutor group, 9C.



### **Back Row:**

C Mason; M Taylor; J Bruin; J Merrylees;  
D Blake; G Edwards and C Baines.

### **Middle Row:**

Mrs Botton; R Marshall; A Stone; C  
Warnett; E Thompson; J Locke; C Parker  
and S Noble.

### **Front Row:**

K Plumpton; K Hunter; A Daniels; K Peck; A Williamson; R Fisher and K Wood.





Science teacher Mr Pearson is pictured with his tutor group, 9R.



**Back Row:**

C Hunt; M Rycroft; D Hallyburton; C Ryan;  
D Rippingale and P Hull.

**Middle Row:**

Mr Pearson; C Tomlinson; M Speakman;  
M Westaby; R Jackson; N Cross; A  
Creatorex and P Jenkinson.

**Front Row:**

V Richings; J Humphrey; J Pearson; K Hardy; H Warnes; K Gellatly; R Smith;  
K Falkand E Sewell.



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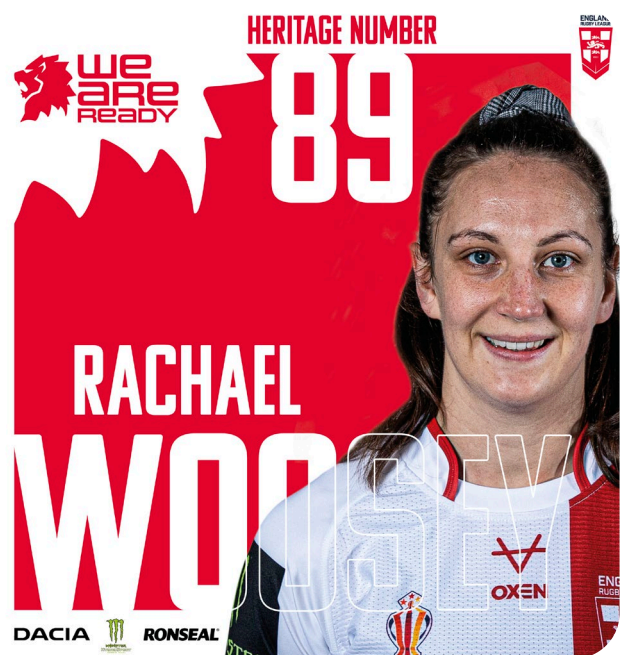


## Rachael becomes a dual-code international

Former student Rachael Woosey ended a fine first season playing rugby league by winning her first international cap when she played for England against France at Stade Gilbert Brutus, Perpignan. The game, in which England ran out convincing 40 – 4 winners, was part of a double-header alongside the men's fixture and televised live on BBC2.

Mr Baker said, "Rachael came on in the second half and certainly didn't look out of place in her first match at this level. Hopefully she has put herself in contention for a place in the squad for next year's World Cup."

Rachael proudly claimed the heritage number 89, as the 89th player to represent England's women's team. Having already represented her country in rugby union, Rachael is now a dual-code international – one of a very elite group of players.







# Louise in Hull City Debut

**Congratulations to Year 11 pupil Louise Dealtry-Todd who made her first team debut for Hull City at the weekend in their FA Women's National League fixture against Middlesbrough. In doing so, Louise became the second Girls Elite Academy Graduate to make her first team debut.**



Louise said, "It was really good and I enjoyed it. They are a good bunch of girls to train with and to be around."

She added, "I found out last Wednesday that I would be playing. I felt good that I'd made it to the First Team after just a few weeks and I was excited. I played attacking midfield. The standard was very good and better than grassroots football."

Although Hull City were unfortunate to be beaten 2-1 after hitting the woodwork twice, to take this step at 16 years old is a fantastic achievement which Louise thoroughly deserves as she has been dedicated to her football for many years. We are sure this will be the first of many appearances.





# LIBRARY NEWS

## Outpost 8 Art Competition Winners

The four pupils who won the Outpost 8 Art Competition which was announced last week are pictured with their fantastic work.

Abby, Lana, Phoebe and Charlotte are pictured with their winning entries and prizes.

## Marking Remembrance Day 2021

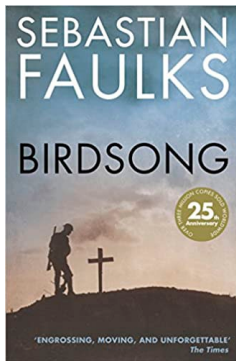
Remembrance Day is a time to remember all those who have died in wars – not just World War One, but World War Two, the Falklands War, the Gulf War, and conflicts in Afghanistan and Iraq. It's when we reflect, and feel gratitude to those that have given so much to maintain our freedom.

Non-fiction, fiction, and poetry books about war are extremely popular with our pupils and students at Longcroft. They expand readers' knowledge of world history, and allow them to research the part their ancestors played in it. They extend our understanding of humanity; the extremes that people are prepared to go to protect those they love.

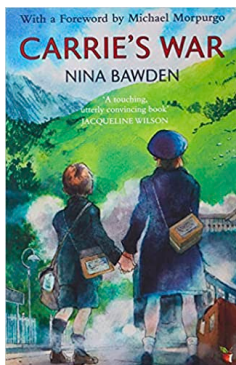
This month we mark Remembrance Day with an extensive display of books in the Library. Please encourage your child to visit and make a selection. Below are some favourites.



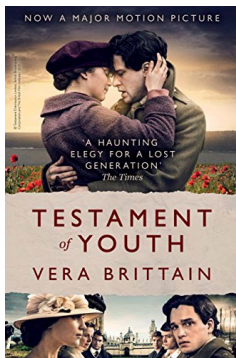


***Birdsong* by Sebastian Faulks**

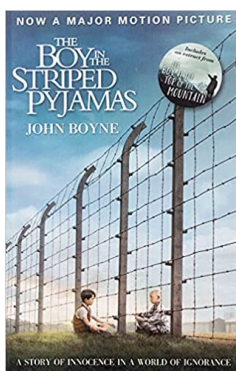
Considered by some to be the finest novel ever written about WWI, an intensely romantic and realistic book about a young Englishman who enters the dark and surreal world beneath the trenches of No Man's Land. Perfectly crafted.

***Carrie's War* by Nina Bawden**

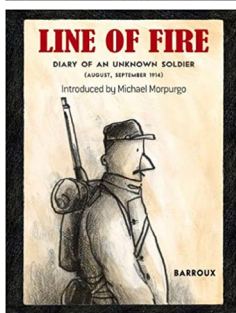
Inspired by the author's own experiences of being an evacuee in Wales as a child, *Carrie's War* is considered a modern classic. It provides young readers with a marvellous insight into the complexities of the adult world. Funny, sad, thought-provoking.

***Testament of Youth* by Vera Brittain**

This unsparing memoir about one woman's experience of WWI and the loss of many of her generation is regarded as one of the finest memoirs ever written. Unflinching, courageous, and elegiac.

***The Boy in the Striped Pyjamas* by John Boyne**

Number One on the New York Times bestseller list, this heart wrenching tale explores innocence and revelation through the eyes of two boys. Set against the backdrop of the Holocaust it details the all-consuming cruelties of war and the impact on their friendship.

***Line of Fire: Diary of an Unknown Soldier (August, September 1914)* by Barroux**

An extraordinary and beautiful book with incredible illustrations by the artist Barroux. This graphic novel diary records the experiences of a French soldier in the early days of World War I. Moving and powerful.

"I have great respect for the past. If you don't know where you've come from, you don't know where you're going."

Maya Angelou

***The Six Word Story Competition is back!***

First Story's annual Six Word Story Competition is now open, the challenge is on!

Can you write a story in only six words and win a national prize for our school?

The deadline is Wednesday 8th December. Please submit your entry/entries to Ms Carvill in the Library or your English teacher. Below are some former winning entries to inspire you:

Alexa, where did my parents go?

Father's Day card: sealed, never opened.

An unlocked gun drawer... a child.

**Get writing!**



## 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.

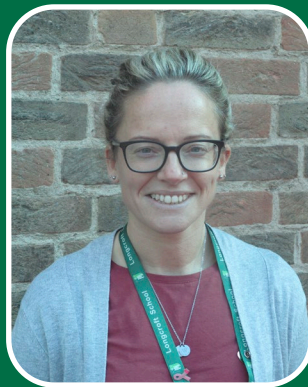


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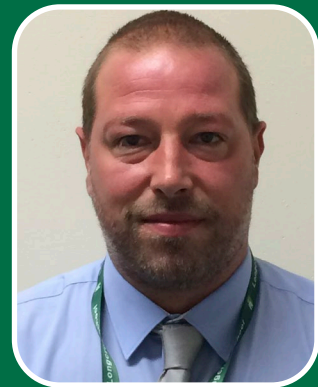


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