



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Dungeons & Dragons Club Inspires Creativity



Dungeons & Dragons Club remains a highly popular feature of our Enrichment programme and it certainly adds breadth to the range of opportunities available to pupils and Sixth Form students.

Miss Sinclair and Miss Brown are joined every Tuesday after school by as many as thirty pupils and Sixth Form students eager to use their imaginations in enjoying a fantasy world where the possibilities are limitless.

CONT OVER >



Year 9 pupil Adam has been playing D&D since Year 7. He said, "I like D&D because it's fun and creative. You can really get invested in the game." Rhys is also in Year 9 and like Adam has been enjoying playing since Year 7. He added, "People can do what they want with the game." Jake, a third Year 9 pupil, has been playing for three years. He said, "I enjoy the mysterious side of it and the adventures."

Mr Baker said, "D&D provides a fantastic opportunity for pupils of all ages to mix and work together, alongside Sixth Form students and staff. I always enjoy both seeing club members playing D&D and talking to them about it – they are filled with enthusiasm and their creativity is really impressive. The club also allows members to develop their speaking and listening skills as they discuss and justify their decisions."



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

37,453

THOUGHT

156,607

VISION

142,621

GRAND

TOTAL:

336,681



Welcome from the Headteacher



At the core of Longcroft School and Sixth Form is a commitment to ensuring that every pupil is known and cared for as an individual. This is reflected in our school values and in particular 'Great Heart'.

This week I have spoken to students about the importance of our values. In a world of so many moving parts, it is our values that sustain us, providing a constancy and clarity to support the decisions we make and the actions we take. With respect to 'Great Heart', our kindness, care and compassion transcend cultures and borders and manifest in many important ways through our interactions as a community and society.

In preparing children for life beyond our school we aim to equip and empower them with the knowledge and skills to lead fulfilled lives and make a positive contribution. We aim to foster a confident sense of self and place in the world with an understanding, respect and tolerance for other people, cultures and our common home.

In modelling 'Great Heart', we must ensure that those in our community are challenged in every moment to be the very best of themselves, and are given the opportunity to recognise and realise their true potential. By insisting on the highest of expectations and standards, for every child and member of our community, we demonstrate our care, our ambition and our belief in each of them.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

It has been a great pleasure to welcome the children back into the school, seeing them return with a positive attitude, ready and focused for learning. What has impressed me in particular has been the way the pupils have interacted with each other during lesson times and when moving around the school site in a calm way. Longcroft is a friendly, welcoming school where the pupils are keen to help each other and support one another to achieve.

We celebrate acts of Great Heart, those qualities of a good person who is kind, considerate and respectful of their community and environment. Collectively as a school, we have recognised over 37,000 separate acts of Great Heart using our rewards system which is a good reflection on our pupils as a school community and is what we see as staff day-in and day-out.

Any points accumulated on ClassCharts can be traded in for items in our school's ClassCharts store online.

We also know and care for every child as an individual. In Lower School, we encourage our pupils to try new ideas and explore different themes. I have enjoyed spending time in the Art Department this week, looking at how our Year 7 pupils have developed their mark-making skills whilst painting. Pupils have been studying the work of 19th Century Dutch artist Vincent Van Gogh, specifically focusing on his 1888 Portrait of the



CONT. OVER >



Postman Joseph Roulin. I have been impressed with the children's level of detail in their work, walking around the classroom it is clear that this has been an opportunity that the children have thoroughly enjoyed and I am pleased to share some photographs of their work with you. Again, it has been wonderful to see the children encourage one another to succeed.

Take care

Mr Worthington

Head of Lower School



UPPER
SCHOOL**Mr Colepio writes:****Period 6 support for Year 11**

As pupils in Year 11 enter their final term it is important that they take every opportunity afforded to them to enhance their learning before the summer exams. This includes attending extra lessons over lunch (a working lunch) and after school sessions.

I will publish a full list of options shortly but pupils should liaise with staff in the first instance this week. Sessions have already been running last term in English (some excellent attendance) with Mrs Clegg, Mr Deer and Mrs Foster. Mr Ita has been offering after school sessions in Maths as has Miss Brown in Geography. Mr Bull has also started an additional Geography session this week.

Art and Technology have sessions after school over several days (pupils should speak with their teacher) and lunchtime sessions will also be running in Performing Arts. French and Spanish will conduct working lunchtime sessions where pupils can have their packed lunches and develop and practise listening skills identified from the mock exams..

Thank you to all pupils and staff who are attending and supporting each other. We do appreciate that after school sessions may be difficult for some pupils to attend but with parental support every effort should be made to attend and find solutions. Not every pupil can attend every session of course, but we will use past and future progress data to identify subjects where pupils require additional support and ought to attend. I will share this with tutors by the end of this week, we cannot delay, but this may change with the publication shortly of Progress Update 2 and Mock results.

Thank you again to everybody working hard to make this happen.

CONT. OVER >



GCSEpod and Passport to the Prom

Many of our **Year 11 pupils** have seen me this week to ensure that they can log onto GCSEpod – this is very encouraging and very likely a positive consequence of the Prom requirement to view at least 75 pods this term. Staff do set homework using GCSEpod so, Prom apart, pupils do need to access this resource.

I have promoted this resource many times for the simple reason it is very good. It is easily accessible and has a proven track record of success. Whilst I appreciate pupils revise in different ways, and this is good, it is intended to supplement effective revision practice and not replace it.

This resource is also available to our **Year 10 pupils** and the more they use it now the better prepared they will be for end of year mock examinations.

Mr Colepio
Head of Upper School

SUPPORT YOUR CHILD ON THE PATH TO SUCCESS



Your child's school has invested in the award winning resource, GCSEPod, to help your child reach their goals!

Join the thousands of parents/carers encouraging their children to use GCSEPod to support learning, homework and revision.

- ▶ Proven to increase results
- ▶ 28+ exam mapped subjects
- ▶ Available online and offline
- ▶ Audio visual content
- ▶ Builds confidence
- ▶ Independently accessible assessments

Want to find out how you can support your child more with GCSEPod? Then join one of our free webinars by registering here: <https://www.gcsepod.com/podup-presents-webinars/>

"The correlation between success and failure was made almost 100% clear by the use of GCSEPod."

Head of MFL
at Yateley School

"I found GCSEPod especially useful to compliment my knowledge and I'm certain it helped me secure the grades that I have been so happy to receive."

Student

"My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved your Pods and this style of revising."

Parent

Student Activation

Please follow these instructions if your child has not yet activated their GCSEPod account

1. Go to GCSEPod.com and click 'LOG IN'
2. Click 'New to GCSEPod? Get Started'
3. Enter your child's details and confirm the name of the school they attend
2. Create a username and password

For more information please visit
www.gcsepod.com/parents





SIXTH FORM



Mr Henderson writes:

We were pleased to welcome our Sixth Form students back to college, ready to start the new term, refreshed after the Christmas break. For our Year 13 students, it is an exciting time as they wait to be called for university interviews and receive offers of places. We have now almost completed our 2022 applications, with the last of our students putting the finishing touches to their UCAS applications this week. This means that once again we will have all our applications submitted well in advance of the UCAS deadline of 6pm on January 26th, leaving our students free to concentrate on their studies.

Whilst most students have chosen to apply for higher education courses at universities in the UK and Europe, others are preparing to follow alternative pathways such as apprenticeships, the Royal Navy, the Police service and into employment opportunities in healthcare, business, and the hospitality sector. Regardless of their intended destinations, it gives us great pleasure to work with students, writing references, helping them apply for positions, and offering advice and guidance as they plan their careers and build their CVs. All students who are not planning to go to university this year will receive dedicated careers guidance in the coming months to help them with their plans.

As university admissions tutors return following the Christmas break, we have seen our students start to receive

offers of places on their chosen courses. As a result of their excellent applications, Senior Student Team leaders Emily and Tegan both have offers and Megan and Adam have each been given unconditional offers to study for their degrees at the University of Lincoln. This is what their admissions tutors said,

"We are delighted to inform you that you have been selected for the University of Lincoln Guaranteed Places Programme based on the high quality of your application and the additional information you provided, particularly your excellent references and personal statement. Our programme seeks to identify applicants who we feel would excel at Lincoln and make a significant contribution to our academic community. Our offer to you of a guaranteed

CONT. OVER >





place is unconditional and means you can select Lincoln as either your firm or insurance choice and there will be a guaranteed place for you at Lincoln."

Once again, our strategy of offering dedicated one-to-one support for each of our university applicants is bringing great success and our students already have offers of places from Lancaster University, York St John University, Teeside University, the University of Lincoln as well as multiple offers from Russell Group universities including the University of York and Queens University Belfast.

Year 13 students are now approaching the end of their two years at The East Yorkshire Sixth Form, with 15 school weeks remaining until they begin their final exams. In March, they will sit the second set of mock exams and shortly afterwards they will complete preparations for the summer exams. During the mock exam week, some students will revise at home and others will be welcome to work in the Sixth Form study area where a member of the EYSF team will support them and help to maintain a quiet working atmosphere.

Since our return to school and college, we have received lots of stage 2 applications from our future students in Year 11, and over the coming weeks we will be sending out offers of places. We know that having a confirmed place brings confidence and stability to our students and we are delighted that so many will be joining us at The East Yorkshire Sixth Form.

Mr Henderson
Head of Sixth Form





INCLUSION

**Mrs Reilly writes:**

It has been wonderful to see our pupils return this week after the Christmas break. We have had a busy start as our Year 7 additional needs plans are coming up for their first review and our team are straight back into lessons in order to meet the needs of our SEND pupils. Once these are completed, our additional needs plans will again be sent home, to all year groups, for your perusal.

For our Year 7 parents, this is the first review cycle you'll have experienced. Firstly, one of our TAs will speak to your child and discuss what is working for them and where their current needs lie. We'll also be discussing their ambitions for adulthood and what their current strengths are. Teachers will contribute detailed feedback as to your child's progress in their subject area and your parental views will be sought through a call home and then we'll triangulate this information and set new targets for the coming term.

This collaborative approach between pupil, parent and Longcroft will inform our next steps and ensure provision for our SEN pupils is tailored to meet the emerging, and ongoing, needs of each and every child.

Homework Club

This term, we're continuing to run homework club after school on a Tuesday, Wednesday and Thursday. Our friendly and knowledgeable TAs will be there to assist you with any subject and help pupils to complete everything

from small online tasks such as Bedrock and Seneca to longer projects set over perhaps a half term. These are pop-in sessions so please do join us whether it is five minutes or the full fifty! Everyone is welcome.

Lunchtime Club

Rooms 35 and 36 are open each day for lunchtime club. Here we play games, socialise, listen to music and our TAs are on hand to enjoy the time with pupils. Pupils are welcome to bring their lunch with them and enjoy a friendly atmosphere as well as get to know pupils across the year groups.

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

Mrs Reilly
Head of Inclusion



PSHE & CAREERS EDUCATION



Mr Coupe writes:

Welcome to the first PSHE and Careers Update of 2022. As the new term starts, the focus of our PSHE provision changes from the careers and citizenship that we looked at last term, to looking at relationships education. With our spiral curriculum, where subjects and topics are revisited in age-appropriate ways as pupils move through the school, pupils in each year group are, for this half-term, reflecting on different aspects of relationship education. Year 7 are considering the importance of diversity, touching also on prejudice, discrimination and bullying, whilst Year 8 are looking at identity, equality and diversity. In their form-tutor led sessions, Year 9 are looking at how to have successful family relationships, whilst Years 10 and 11 are looking at romantic and sexual relationships, including how to set appropriate boundaries.

Last term I wrote to all parents to inform them of the publication of our Relationships and Sex Education (RSE) Policy. This policy sets out the school's approach to relationships and sex education and outlines the programme of study, including the elements discussed above. Further, the policy outlines the right of parents and carers to request to withdraw their child from sex education. In addition, it explains which parts of the Relationships and Sex Education curriculum relate to relationships education and which relate to sex education. This distinction is important because the right to request withdrawal relates to the sex education elements of the PSHE curriculum but does not relate to the relationships education elements. Parents can request that their child is withdrawn from sex education if they wish (up to and until 3 terms prior to their child's 16th birthday).

The policy can be accessed here:

<https://www.longcroftschooll.co.uk/attachments/download.asp?file=127&type=pdf>

I would encourage parents to read the policy in order to understand the schools' approach to relationships and sex education. The PSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills

CONT. OVER >



they need to lead healthy lives. Whilst we acknowledge parents' and carers' rights to withdraw their child, we do feel that withdrawing pupils from sex education can be detrimental and lead to them receiving less accurate, second-hand information from peers.

Finally, it wouldn't be a PSHE and Careers Update without our usual appraisal of a local industry and employment sector. This week we are looking at the manufacturing sector. This area employs over 63,000 people in the Humber region, constituting a whopping 14% of all employment here. This means that 10% of the UK's manufacturing employees are based in Yorkshire and the Humber region. The region is particularly strong in manufacturing linked to healthcare technologies, with large, market leading companies located here including Smith and Nephew, Reckitt (formerly RB) and Croda. The local manufacturing sector has adopted new technologies and provided a range of high-tech jobs for its employees. The industry is now experiencing exciting and exponential change, as technologies such as artificial intelligence (AI), robotics, and Internet of Things (IoT) are rapidly changing the workplace. While some predicted that these new technologies would eliminate jobs, the reverse has happened—more jobs are being created. This can only bode well for future employment for our pupils.

Mr A Coupe

Head of PSHE and Careers Education





TEACHING & LEARNING

**Mr Taylor writes:**

Over past issues I introduced our five-part learning cycle and I hope that it provided you with a conversation starter to find out a little bit more about the learning that your child has been experiencing.

The Starter section of our learning cycle is vital in providing the ultimate learning environment. Pupils are welcomed into their classrooms by their teachers and encouraged to get organised ready to learn, this includes getting out their planners, resources and equipment ensuring that no minute of learning is lost. A Starter learning task is ready and waiting for them as they arrive to ensure they have calm, focussed and purposeful start.

Our Starter activities have a focus on retrieval practice. Retrieval practice is supported by vast amounts of research and welcomed by educators as part of their daily teaching practice. It refers to the act of recalling learned information from memory, and every time that information is retrieved, or an answer is generated, it changed that original memory to make it stronger.

To give you an example I am sharing here a simple concept called "brain dumping" We give pupils a set amount of time to recall information about a specific topic. They must simply write down what is in their heads, basically brain dump it! Draw a diagram, key words, sentences, paragraphs, absolutely anything – just retrieve the information and let's see what the outcome is. What this Starter task provides is an overview of prior learning for both teacher and pupils. By asking them to recall what they remembered about a topic area highlights area of strength (things they had remembered) and areas in which further teaching could support learning.

STARTER**Brain Dump**

Write down anything you can remember about the Skeletal System

Prompt 1
What names of bones can you remember?

Prompt 2
What type of joints do we need to know?

Prompt 3
What are the functions of the skeleton?

Some pupils struggle to retrieve the information and it may sound surprising to hear that we like to see the struggle, because the struggle and the challenge helps further recall in retrieval practice. Through cleverly designed support these prepare activities help to cement information in the long-term memory by reviewing and revisiting prior knowledge and concepts.

Ask your child what previous topics they focussed on in their Starter activities this week, followed by a simple question: tell me what you learnt in that topic? Another method is to get them to jot down what they remember. Simple retrieval strategies that make a big impact for powerful learning to take place.

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week we return to 1969 and feature two Lower School tutor groups.

Mr Rogerson is pictured with 2BW.



Back Row:

S Wilson; W Simpson; P Moore;
J Southwick; G Clark; G Anderson;
Hancock; P Dixon; D Stone; P Plaxton
and A Thompson.

Middle Row:

J Hill; I Davidson; M Crawford; P Abbott;
P Gilby; C Birt; P Robinson; N Rice
and A Tindale.

Front Row:

J Tomlinson; A Legard; J Moore; D Lawes; Mr Rogerson; A Dawson;
M Lennon; C Rawdon and A Shackelton.



Mr Ferguson is pictured with 1AE.



Back Row:

M Foster; J Doyle; D Gibson; M Sims;
C Billam; G Thomson; I Stone; K Hewitt;
M Bowell; C Cummings and I Ringrose.

Middle Row:

S Hobson; A Jessop; K Hill; B Hall;
S Merry; L Nesfield; A Priestman
and R Roe.

Front Row:

C Clubley; C Duncan; J Chiles; R Overton; Mr Ferguson; P Avent;
C Punshon; J Lowther and L Johnson.



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



Workshop Inspires Dancers

Former student Jorden Brooks, who studies both Dance and Theatre Studies at A Level and now studies at the Northern School of Contemporary Dance led a contemporary technique class with our current Year 13 students earlier this week. Jorden then taught the students some repertoire which they will hopefully be able to use and develop for their final choreography unit.



Dance teacher Mrs Maher said, "The Year 13 students really enjoyed the afternoon and I think it was good for them to see how much Jorden has achieved as an ex Longcroft dancer. She was definitely an inspiration to them!"

Year 13 student Lucy said, "I really enjoyed the workshop and Jorden gave me a lot of ideas that I will incorporate into my own work."

Sam's Great Britain Selection

We are delighted to celebrate Year 11 pupil Sam Hancock's call-up to the Great Britain Trampoline Squad.

Sam, who competes for Leeds Rebound Gymnastics Club and is coached by Dan May and Aaron Sheehan, earned his first international call-up in 2020 when he was selected to represent British Gymnastics at the Cascais Beach Cup in Portugal. Unfortunately due to Covid this event was cancelled and Sam has had to wait until now for the opportunity to represent his country.

Sam started trampolining in Hull – he progressed from trampolining in his garden to joining the Hull-based Launchpad club before moving to Leeds in 2018.

Sam said, "The build up to competitions is exciting. Within the club we all work together and support each other. I'm working on my routines at the moment and trying to perfect all the skills involved."

This year Sam is hoping to go to the European Championships which will be held in Rimini, Italy. Sam said, "At my age group all the countries are strong- Belarus and Russia are probably the best. If selected, I would look forward to testing myself in competition against them. To be selected I will have to go to Lilleshall and perform my routines in front of selectors."

Sam added, "I get nervous before competitions but once I'm out there I'm fine. My biggest achievement so far is this Great Britain call-up. In the future I'd like to go to a world age-group competition."

We are very proud of Sam's fantastic achievement and wish him well for the year's competitions.



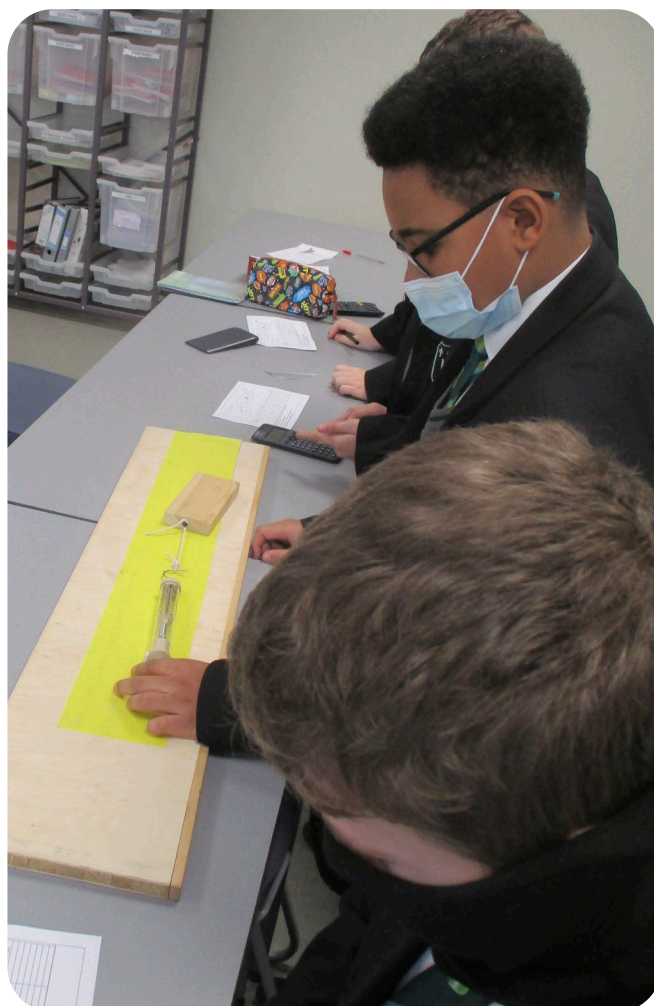
IN FOCUS

SCIENCE

This week we feature pupils' work in Science.

Year 7 pupils have been learning about friction. Mr Worthington set up an experiment which allowed pupils to test and record the amount of friction created by different surfaces.

Year 11 pupils have been learning about species. They learned that a species is defined as a group of organisms that can reproduce naturally with one another and create fertile offspring. Mr Baker said, "I've enjoyed watching several Science lessons this week and reading through pupils' books. It has been a pleasure to see enthusiastic pupils working hard and also to compare the levels of understanding between pupils in Years 7 and 11, and again with Chemistry students from Year 13. I was surprised to learn that African and Asian elephants are different species, and also that the closest relative of the elephant is the hyrax."



Thursday 6th January

Colour of light

Bronze	Identify how a rainbow is caused
Silver	Describe how a rainbow is formed using the idea of light
Gold	Explain the above using the idea of a prism diagram
Platinum	Explain why the sky is blue and describe why the sea appears to be blue

Platinum The sky is blue from the sun orbiting the Earth and has colour filters of light. Blue light is scattered and purple can't get through.

Bronze A rainbow is caused by the sun shining but also after it has rained and reflects into a rainbow.

Silver The light is refracted from the rain.

Filters let certain colours of light pass through but absorb all other colours.

Starter

Bronze	Identify how a rainbow is caused
Silver	Describe how a rainbow is formed using the idea of light
Gold	Explain the above using the idea of a prism diagram
Platinum	Explain why the sky is blue and describe why the sea appears to be blue

Bronze - A rainbow is created when it has rained but in more detail sunlight shines through rain and it creates a rainbow. ✓

Silver - light is refracted by rain = rainbow. ✓



Wednesday 5th January 2022

Theories of Evolution:

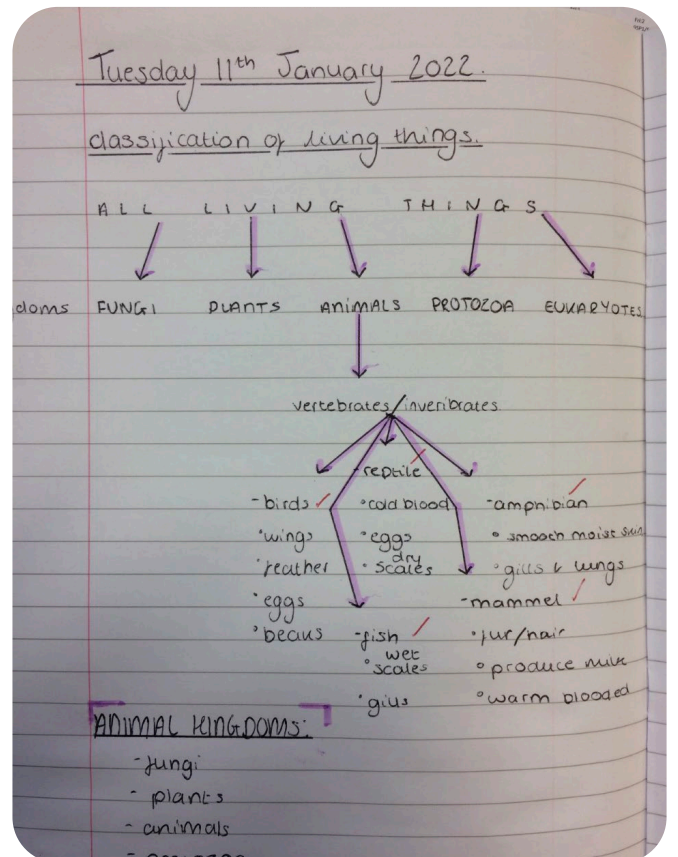
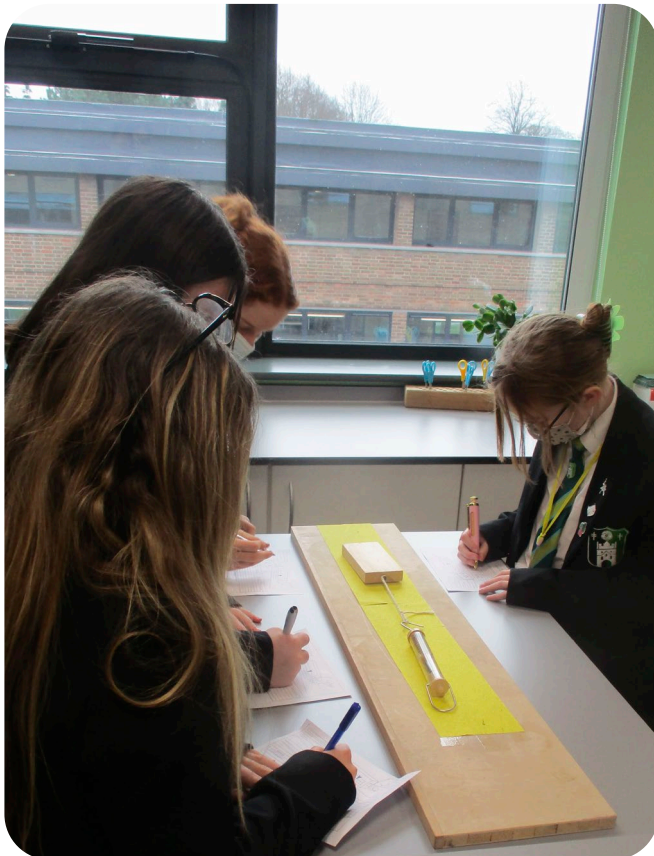
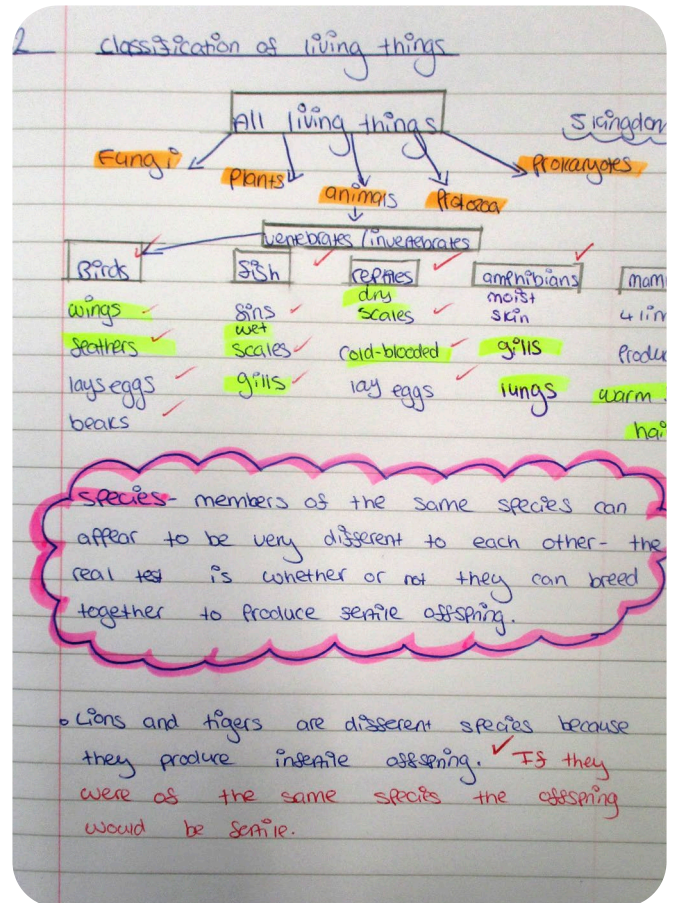
it was illegal to teach evolution theory in some American states as late as 1968.

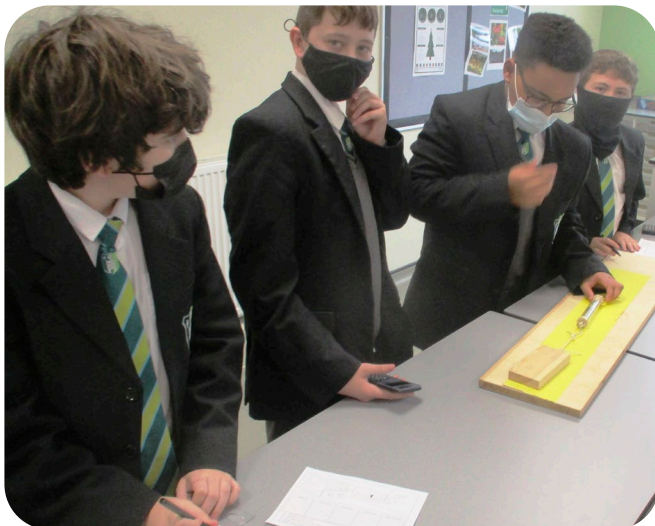
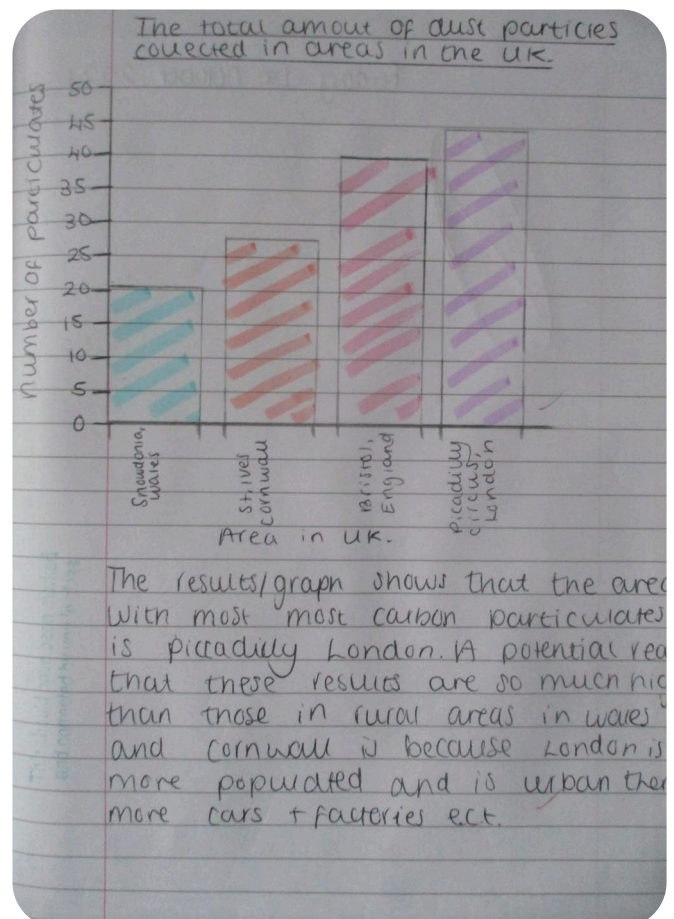
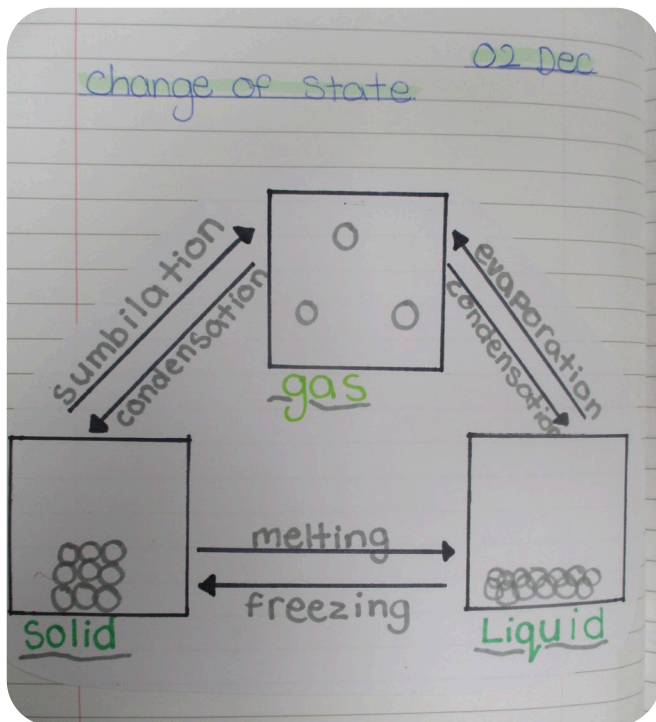
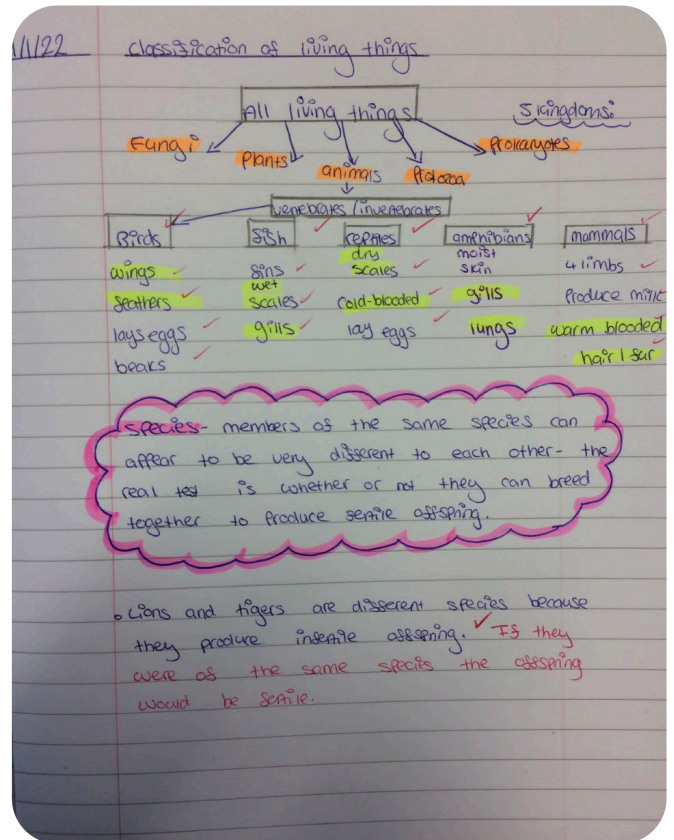
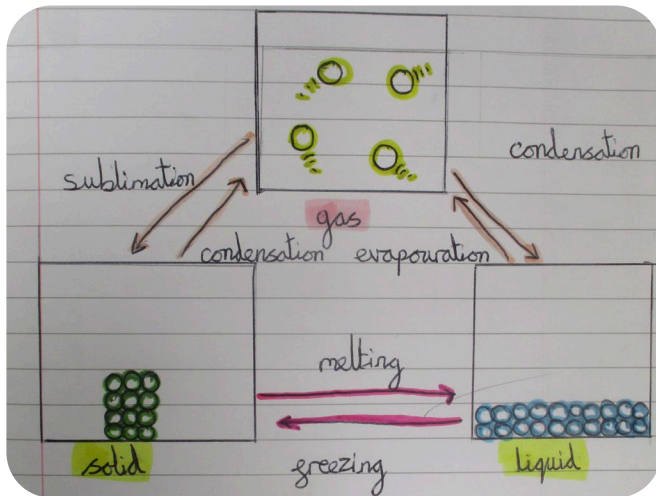
DARWIN

mutation to produce variety
↓
natural selection - survival of the fittest
↓
evolution - the accumulation of lots of beneficial changes
↓
this is a continuous process over millions of years.

LAMARCK

suggested that changes in organisms were driven by their environment and changes gained in one animals lifetime were then passed on to its offspring.
we do not believe this due to the fact - hair coloured (layed) or tattoos do not get carried on.







LIBRARY NEWS

Marking Holocaust Memorial Day January 27th 2022

This month we remember the six million Jews murdered during the Holocaust, the millions of other people killed under Nazi persecution, and those who died and suffered in subsequent genocides in Cambodia, Rwanda, Bosnia, and Darfur.

Holocaust Memorial Day is an important opportunity to learn more about the past and work towards creating a better future for all. Our world frequently feels fragile, especially when we are confronted with racism and hatred. HMD is a reminder that we must not be complacent but challenge prejudice whenever we see it. We must all open our hearts to create a better world.

This year the theme for HMD is 'One Day'. It is hoped that one day in the future there will be no more genocides.

The main Library has an extensive display of books and information about HMD for pupils and students to borrow. You can also visit the HMD website at the link below.

<https://www.hmd.org.uk/what-is-holocaust-memorial-day/>

CONT. OVER >



New Beginnings

The Longcroft English Department & Library Short Story Writing Competition 2022

The Theme

Every New Year represents a new beginning. In Roman mythology, Janus, who gives his name to January, was the god of beginnings, transitions, passages, gateways and doorways. In Greek mythology we are all familiar with the image of the phoenix rising from the ashes, a symbol of regeneration and rebirth.

What types of beginnings have you made in your life? Have you travelled, physically or metaphorically, to a new world, made a new start, or experienced a dramatic ending that gave birth to something new? Can your life experience form part of your story or can you imagine a fantastical beginning based purely on your imagination?

Think about what the theme means. There are so many new beginnings in life: new schools, new homes, new families, new work, new places to visit, new ideas to explore. You can interpret the theme however you would like and your story can be in any genre.

Rules

The competition will be split between KS3, KS4, and KS5 with three winners in each stage.

Stories should not exceed 1,500 words but not be less than the minimum count per Key Stage.

- KS3 stories – minimum 250 words
- KS4 stories – minimum 500 words
- KS5 stories – minimum 600 words

The deadline for entries is Wednesday 16th February 2022

Prizes

Book Vouchers, Stationery, Chocolates, Class Charts will be awarded to all winners.



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

kay.brady@longcroft.eriding.net



Year 8

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 9

Mr Tong

07810 416081

graham.tong@longcroft.eriding.net



Years 10 and 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net