



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS

## LETTER

### Longcroft Community Joins Together in Children's Mental Health Week



**This week pupils, Sixth Form students and staff, joined by guests from our wider community have come together to consider the importance of mental health.**

Children's Mental Health Week is a significant event in the school calendar; and never more so than now, as we seek to rebuild our lives after the on-going challenges of the pandemic. 2021 saw a huge rise in children being referred to the NHS for mental health problems, and school leaders and charities across the country have expressed their concerns. At Longcroft we take our children's mental health very seriously.

The theme for Children's Mental Health Week 2022 is **Growing Together**: growing emotionally and finding ways to help each other grow. This week pupils and students demonstrated their commitment to raising awareness about mental health by enjoying a series of events that

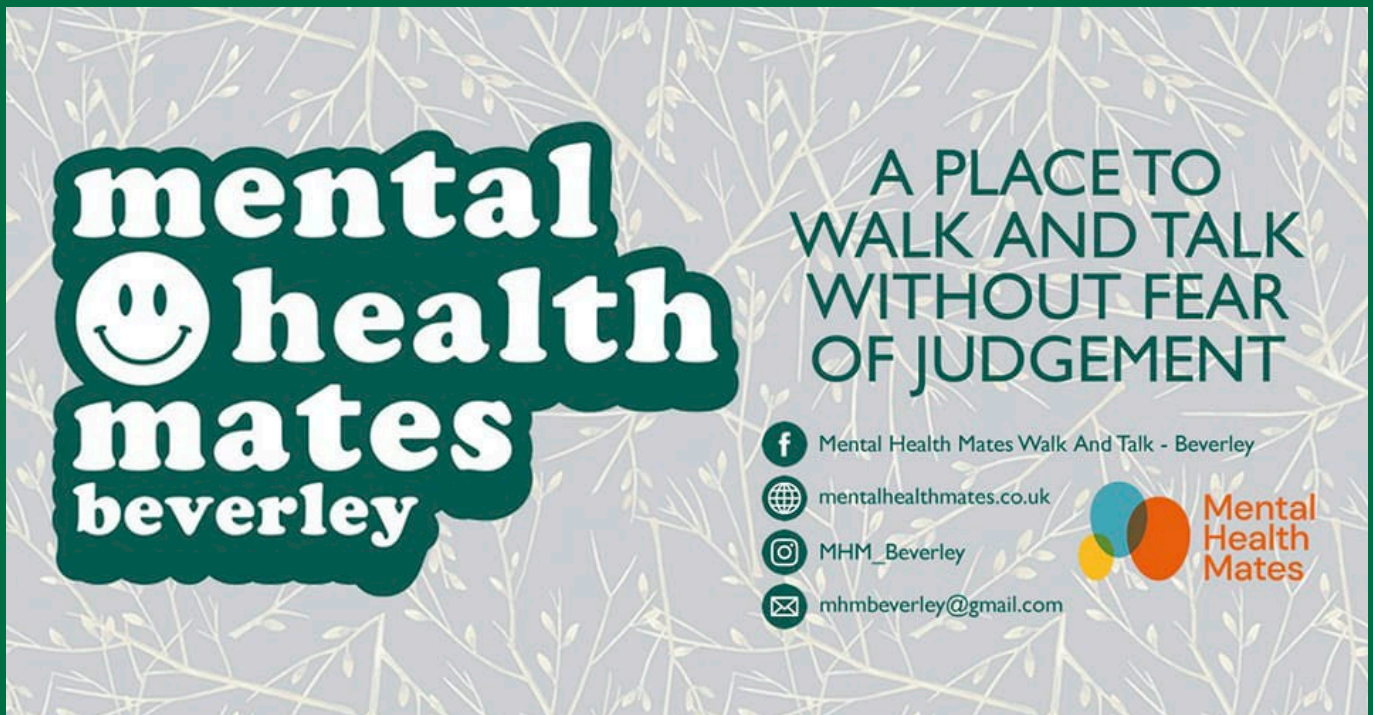
boosted their own well-being and prompted lots of discussion.

Learning about mental health is key in understanding ourselves and others. A huge thank you to East Riding Libraries who donated a fabulous range of new non-fiction and fiction books to our Library. We are overwhelmed by your generosity.

Reading, writing, talking and listening are fundamental in promoting positive mental health, as are creativity, physical activity, and an appreciation of nature. This week we explored these areas across the school with creative writing workshops and talks in the Library and calming yoga and expressive dance sessions in the Sports Hall, as well as walks outside to appreciate our beautiful surroundings.

On Monday we were delighted to welcome Hull performance poet Catherine Scott. Catherine led two

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workshops with pupils and students across year groups, exploring how the pandemic had impacted on them and looking at ways to move forward. Pupils related their negative and positive emotions about the lockdown, what it felt like to return to school, and how they envisage the future. It was humbling to listen to them talk so openly and recall some of the images that have remained with them, like seeing a parent being taken away in an ambulance and not knowing if you would see them again, or gathering on the doorstep with family and clapping for the NHS in the knowledge that their parents were on the frontline, feeling a mixture of immense pride and also fear for their safety.

A huge thank you to Catherine for encouraging our pupils to explore, discuss and write down their unique experiences. She was incredibly impressed by their abilities and the mature way they conducted themselves. Not only did pupils write openly; they also confidently performed their poems in front of the group. Extracts from their work are featured in this week's Newsletter. Well done to everyone who took part! Pupils were equally impressed by Catherine too.

"She really helped me clear my mind and express what I'd been feeling."

Orlaith Brown Year 8

"It was great that she gave us the confidence to read our work to the group."

Rosalie Lorch Year 8

"She helped me to identify that it wasn't just me that felt lonely. So many people felt the same way."

Mary Anderson Year 9

On Tuesday Clare Greaves, from Mental Health Mates Beverley, gave a talk to Mrs Foster's Year 10 pupils, and then led two walks around the school field at lunchtime. Clare described how she'd struggled with anxiety since childhood, and had a chaotic family life which had resulted in her becoming homeless. Our pupils and students listened with rapt attention:

*"When I was 17 I lived in a homeless hostel in Hull. I received so much support, and it was in the hostel I began talking to others, sharing my story for the first time. It really helped, and that's when I started to want to help others, to give something back, because something had been given to me."*



Clare began Mental Health Mates Beverley three years ago to encourage people to enjoy our wonderful outdoor spaces in Beverley, get fresh air and exercise, and most importantly to talk to each other. The walk and talk group is promoted on social media, and now has 950 members.

During our walk and talk sessions on the field it was great to see staff, pupils and Sixth Form students chatting and enjoying the fresh air. Physical exercise is another sure way of promoting our mental health and well-being and when combined with the joys of nature and communication with others can really lift one's mood.



Later in the week our celebrations continued with lunchtime yoga and dance sessions led by our inspiring PE teachers Miss Calam and Mrs Holt. Mrs Holt explained why physical exercise is so important in boosting our mental health:

*"In a time when lots of young people are struggling with their mental health, it is very important that we all encourage each other to take part in physical activity. When we exercise, not only is it good for us physically but it can also help us build confidence and make new friends as well as being a vital tool in managing anxiety and depression."*

In the yoga sessions on Wednesday pupils and students learnt about the benefits of therapeutic exercises as staff demonstrated how yoga focuses on strength, flexibility and breathing to boost physical and mental wellbeing. As Mrs Holt commented: *"It is also a great way to relax and forget about any worries you may have."*

Miss Calam said, *"A number of pupils came along to take part in the yoga sessions. They were able to feel not only the physical benefits of improving their strength and flexibility but also the mental benefits that yoga offers. A lot of pupils commented on how calming and de-stressing it was. We were also able to incorporate it into some Year 11 lessons to allow pupils to relax in the build up to their exams."*





SAVE THE  
DATE!

Venue	The Library	School Field Meet at Reception	The Sports Hall	The Sports Hall	
Time	Monday 7 <sup>th</sup> P1 & P2 (two sessions)	Tuesday 8 <sup>th</sup> Lunchtime 12:30-1:10 1:30-2:10 Meet at 12:45 (Years 7, 8, 9, & 6 <sup>th</sup> ) Meet at 1:45 (Years 10 & 11)	Wednesday Lunchtime 12:30-1:10 & 1:30-2:10	Thursday 10 <sup>th</sup>	Friday 11 <sup>th</sup> Lunchtime 12:30-1:10 & 1:30-2:10
Event	Creative Writing Workshop with Hull Poet Catherine Scott	Walk and Talk around the field with Clare Greaves from Mental Health Mates, Beverley	Calming Yoga with Miss Calam		Just Dance - Express Yourself through Dance with Miss Calam & Mrs Holt

Place2Be's

CHILDREN'S  
MENTAL HEALTH  
WEEK

13 FEBRUARY 2022

*Growing Together is about growing emotionally and finding ways to help each other grow. Challenges and setbacks can help us to grow and adapt and trying new things can help us to move beyond our comfort zone into a new realm of possibility and potential. However, emotional growth is often a gradual process that happens over time, and sometimes we might feel a bit 'stuck'.*

Place2Be's

CHILDREN'S  
MENTAL HEALTH  
WEEK

7 - 13 FEBRUARY 2022

Dance is also a superb activity to help you forget about the day-to-day stresses you may feel, allowing freedom of expression through movement. It was thrilling to see pupils and students having such fun.

A huge thank you to our visitors for making Longcroft's Children's Mental Health Week so special, and our wonderful pupils, students, and staff for joining in and lending their support.

We are fortunate to have a wonderful pastoral team at Longcroft, including our nurturing and reassuring Care and Achievement Co-ordinators who are always contactable to talk and advise. Sharing our worries is one of the best ways of managing them.

Mental Health Mates Beverley founder Clare Greaves said,

*"Don't suffer in silence.  
It's a strength to speak up."*



## 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	49,008
THOUGHT	209,024
VISION	192,307

GRAND  
TOTAL:  
450,339



# Welcome from the Headteacher



**A distinctive feature of our philosophy at Longcroft is a commitment to a holistic education; one that enriches, empowers and maintains a focus on developing the whole child.**

This week the 'Options' process has been introduced to Year 9 and I very much enjoyed talking to pupils about what a hugely exciting time this is for them. Refining which subjects pupils will study for the remainder of their compulsory education is part of a significant academic transition. They will begin to explore in greater depth and detail the range of disciplines made accessible through our carefully planned curriculum. Through this, we not only develop subject expertise, but aim to equip our young people to make safe and informed decisions, to be independent and critical thinkers and have the character to consistently represent the best of themselves and make a positive contribution to our community and society.

We recognise the huge role our health and well-being have to play in enabling us to succeed in other aspects of our lives. Throughout recent days we've been highlighting the importance of looking after our well-being with tools and strategies being discussed, modelled and experienced as part of Children's Mental Health Week.

We have also enjoyed exploring the democratic process, providing all year groups with the experience of voting in the national Youth Parliament elections. This has been complete with an official polling station and ballot boxes delivered to school, with the whole process being officially administered to give a truly authentic experience.

These referenced events are just a small illustration of the myriad opportunities provided at Longcroft this and every week and I am really proud of what the school is able to offer our young people. We are committed however to going even further both inside and outside of school and sixth form, with lots of exciting plans for the future. These include access to a range of international trips and visits as we move to a more stable position with the pandemic – more on this to come!

**Mr Perry**  
Headteacher



## LOWER SCHOOL



### Mr Worthington writes:

**Our pupils in Year 9 will shortly commence the process of selecting their option subjects for study in Upper School. This is an exciting time and an important year for all our Year 9 pupils as they complete their Lower School learning in a range of subjects that create the foundations and skills which will stand them in good stead for later stages of education and careers.**

Our Options Booklet has now been published - this provides pupils and their parents with information about the courses on offer and about how to select the most appropriate courses for study at Key Stage 4. There will be plenty of opportunities to discuss the choices and ask questions. Our Options Information Evening will take place on Thursday 3rd March. This will include a short presentation regarding the options process and important considerations, as well as chance to meet subject leaders and ask questions about the courses on offer. Parents and carers will also be able to speak to their children's current subject teachers at the Year 9 Parents' Consultation Evening on Wednesday 16th March before submitting preferred choices at the end of the month.

There are plenty of colleagues in the school who are happy to speak to pupils regarding their choices, including Mr Cassidy (our Year 9 Leader), Mr Coupe (careers information), Mr Henderson (Head of The East Yorkshire Sixth Form) and, of course, subject teachers. We encourage our Year 9 parents and carers to discuss their children's preferences with them, and we look forward to seeing you at the events over the coming months.

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At Longcroft we take great pride in making our mission to promote lifelong learning through physical activity, exercise and sport. We nurture pupil engagement, ensuring that all the children are equipped with the knowledge and skill to approach a variety of activities with confidence. The P.E. department foster an inclusive environment, encouraging all pupils to adopt a positive mental attitude. Effort is encouraged and rewarded.

We are proud of the pupils' attitudes to learning and we are very keen for all children to take part in as much physical activity as possible. If a pupil is unable to take part in PE lessons, they will still need to bring their PE kit; children will be able to complete the lesson as a coach or official. In PE, children not only develop into being good participants physically, but also as good role models and good mentors for others.

This week, our sports team have had great success, victorious in both netball and football. Watching the games, what pleases me in particular are the levels of positivity and the enjoyment by the pupils participating. It is clear that the children are proud to be representing Longcroft.

Our large, 50-acre school field is a hive of sporting activity all year round. We boast a comprehensive extra-curricular programme, where pupils of all abilities can thrive and get involved. Our facilities are second to none with our well-maintained sports hall and 3G pitch. All pupils attending our extra-curricular activities are rewarded with a loyalty card stamp for their attendance, and our clubs are well attended. Extra-curricular activities can have a positive impact on children's development, whether that is physically, socially or mentally and we encourage all pupils to attend activities.

Through a comprehensive and inclusive curriculum, our children will develop into individuals who value physical activity, maintain physically active lifestyles, and improve their skill development. The PE department are firm believers in 'Sport for All' and know and care for every child as an individual.

Take care

**Mr Worthington**  
Head of Lower School





## UPPER SCHOOL



**Mr Colepio writes:**

### Year 11 Tutor Time Subject Support

As part of our commitment to do all we can to maximise Year 11 GCSE outcomes this summer, all Year 11 pupils will receive an extra hour of subject intervention and support from this week. Using the data from the last Mock Examinations, all pupils will be allocated a subject session to attend every Wednesday and Friday between 8.45 and 9.15 with specialist teachers that are well known to them.

We will be running sessions in:

- English Language
- English Literature
- Maths – both Foundation and Higher
- Triple Science
- Combined Science
- History
- Geography

For a small number of pupils we will be conducting some French and Spanish speaking practice with Year 13 A Level pupils and also extra Lexia literacy sessions.

Every minute in school matters and we are delighted with how so many pupils have committed to period 6 sessions and engaged with GCSEpod. Well done everyone and we will be looking at further measures to benefit our pupils in the coming weeks.

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## Action Planning Year 11

All of our Year 11 pupils have now created an Action Plan to identify areas to develop and how to revise in their next phase of revision and learning. Senior leaders will analyse these and have discussions with pupils where we can support, advice and guide them further in the coming weeks. Many plans are outstanding and others will need support. From discussions with pupils I am especially encouraged by the honesty and requests for help – this is essential and engagement with this process is better than I have ever known. We are committed to doing all we can on a personalised basis – if you have concerns as parents please let us know and we will discuss these plans with you child.

## My Action Plan

Subject	Target Grade	Mock Grade (Dec 2021)	My predicted final grade (on PU2)	Potential Barriers to Success (How did you revise for your last mocks? Which strategies worked? Which didn't?)	How are you going to revise for the real exam?					
					GCSEPod	Period 6	Past Papers	Mind maps and Cards	Tests and Quizzes	Other (describe)

Mr Colepio  
Head of Upper School



## SIXTH FORM



### *Mr Henderson writes:*

**As we approach the mid-point in the college year, we have been reviewing the progress our students have made. Our Year 13 students have recently received their second Progress Update – PU2, which shows their current attainment, based around the December mock exams as well as progress in lessons.**

Teachers have now given each student individual feedback on their exams and identified areas of strength and areas for development. The next mock exam series for Year 13 begins on Tuesday 8th March and then students will be able to use this feedback to get a fuller picture of their progress and hopefully fill any remaining gaps in knowledge and understanding in the weeks leading up to the final exams, which as usual will begin in May. Our Year 12 students will soon receive their next PU and the EYSF tutor team will then develop their mentoring plans to make any adjustments to study techniques and routines to help keep their students on track. Maintaining such regular dialogue between students and sixth form tutors is integral to our college ethos 'where every student is known'.

This week we also welcomed our new Link Governor Kate Williams who visited us to see for herself how our college is developing. Mrs Williams was interested to see what students and teachers were doing to drive forward progress and also what we have been doing to help make The East Yorkshire Sixth Form the first choice for our Year 11 pupils wishing to take A level and level 3 BTEC courses. As ever, a member of our Senior Student Team was on hand to offer the students' perspective and this time Aoife took some time out from her studies to explain her journey from Longcroft School pupil to EYSF student. Aoife said, "Mrs Williams wanted to know what I liked about Longcroft School and what was different when I joined the sixth form. She was also interested in my plans for university and offered her support, which was good to know." Aoife is currently holding three offers to read Politics and Philosophy, at The University of Bristol, The University of York and The University of Sheffield.

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**LONGCROFT**  
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# NEWS LETTER

## MED6

Also this week, we have been working with Science Curriculum Leader Mrs Scott and her team, putting together plans for our new enrichment programme MED6. This course is aimed at helping students interested in a career in medicine or dentistry develop additional skills and knowledge and to support them with their application. We already have record numbers of Year 11 pupils who will be joining us this summer to begin the programme and we will be keeping up with them in future newsletters as they progress.

**Mr Henderson**  
Head of Sixth Form



@EYSixthForm



eysixthform

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# SAFEGUARDING



**Mr Rogers writes:**



**It has been a pleasure to see our school community engaging with the range of activities offered throughout Children's Mental Health Week. I am particularly grateful to the members of staff who have led activities, and also to those colleagues who work every day to specifically support our children's well-being.**

On a temporary basis our team of Care and Achievement Co-ordinators will be supporting children in their year groups as follows:

Years 7 and 8: Mrs Newsam

Year 9: Mr Tong

Year 10: Mrs Brady

Year 11: Mrs Ellis

Care and Achievement Co-ordinators have kept their work mobile phone numbers – these are shown on the final page of this Newsletter. Our Care and Achievement Co-ordinators will be working in tandem with children's Form Tutors and also Mr Coupe, Mr Cassidy, Mr Thomson, Mrs Barry, Mr Worthington and Mr Colepio to support each child.

**Mr Rogers**

**Deputy Headteacher**

**Head of Care and Achievement**



## PSHE & CAREERS EDUCATION



### Mr Coupe writes:

**This week, our careers attention has been largely focused on transitions, both for Year 9 and for Year 11. With Year 9 I was very pleased to be able contribute to the Year 9 Options Booklet, setting out the implications of the options process with regard to their future careers. The main emphasis here is that our Year 9 options process provides a great opportunity for pupils to specialise, without limiting their future choices. If you have a son or daughter in Year 9, look out for the careers section in the Options Booklet for more information and guidance about this.**

Meanwhile Year 11 pupils are very much looking towards the next steps in their educational journey. It's been a real pleasure this week to visit each of the Year 11 forms to find out how the pupils who are considering applying to FE Colleges or Apprenticeships are getting on with their applications. I'm pleased to say that the vast majority have put in their applications and many have already been accepted. These young people are keen and enthused about their next steps, which is great to see!

In supporting pupils through these transition points, please remember that we are partnering with Pathway CTM to provide a range of online careers opportunities for parents and pupils in Years 9 – 13.

This fortnight's events on Pathway CTM are:

- Ask Me Anything Session with Max at 4pm on Wednesday 16th February
- Application Clinic with McDonald's at 6pm on Tuesday 22nd February
- Ask Me Anything Session with Max at 4pm on Wednesday 23rd February

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- Parent & Teacher Evening with KPMG, HSBC, and British Airways at 6pm on Wednesday 23rd February
- Your Alternatives to A-Levels at 10am on Saturday 26th February

These are all live, online events and include a wealth of opportunities for our pupils to connect with leading UK employers to gain experience and consider their next steps.

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

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

Beyond careers, we are very pleased to be demonstrating our commitment to democracy this week by hosting elections to the UK Youth Parliament alongside a referendum on what issues matter most to young people. This event involves the creation of a polling station within the school and every pupil casting their vote for one of a range of anonymous candidates, each of whom has created a short video to outline what they want to achieve if elected. In addition, our pupils are voting on a range of issues to say which they think is the one that they want to see prioritised by the UK Youth Parliament. They say that voting is a habit, and one should vote early and vote often. That is certainly what Longcroft pupils and Sixth Form students have been doing this week!

We finish as always with a look at an employment sector in the local labour market. This week it is the Public Sector that we turn to. Employing over 17,000 people in this area, this sector makes up over 4% of regional employment. Employment in the public sector, which encompasses public administration, defence and health, is higher in the Humber than in England as a whole. In addition to military and healthcare employment, there are a variety of different career opportunities within the local authorities of Hull and East Yorkshire ranging from solicitors, accountants, marketing/media roles and IT to conservation work. Although by some metrics this is a declining sector for employment, local authorities report they are struggling to recruit to a variety of roles including social workers, care workers, engineers, construction professionals, drivers & refuse collectors, environmental officers, licencing officers and lifeguards. With such a range of opportunities, encompassing a wide variety of levels of training and education, the opportunities for our young people within the public sector are vast.

**Mr A Coupe**  
**Head of PSHE and Careers Education**



## TEACHING &amp; LEARNING

*Mr Taylor writes:*

**Hello again. As we continue to look at the revision process I thought it would be useful to share with you guidance for creating a revision timetable. Although aimed at pupils, this advice may give you the confidence you need as a parent to go through the process with your child and help them create something that is useful and sustainable.**

**How to Create a Revision Timetable**

1. Buy a diary, calendar or get a large piece of paper to create a poster;
2. Fill in your regular school timetable
3. Enter your other regular commitments such as social events, sports, and work;
4. Allocate time for breaks, dinner, and unexpected events;
5. Decide what subject you need to spend the most time on and which ones the least;
6. Calculate how much time you have available and divide the time among your subjects;
7. Fill in the rest of your timetable with your subjects and try to plan the subjects reasonably - e.g. mix hard and easy subjects, and keep sciences or languages together.
8. Start revising and try to stick to your plan as much as possible

CONT. OVER &gt;



## 1. Try and fit your revision around your daily life

First things first, decide what you'd think is best to use for your timetable. Is it a big A3 poster, an Excel sheet, an agenda or calendar? From there on we recommend you break up your day into half an hour sessions. It's better to go for half an hour instead of hourly sessions because it will make you feel like you've done more. When you revise for an hour you then complete two sessions instead of one and that's how you can trick your brain. Moreover, it gives you more flexibility to plan around your normal life - dinner, breaks, sports, etc.

## 2. Fill in your daily life and school timetable

Once you have broken up your week into half an hour sessions, then start filling in when you've got commitments like clubs, sports, volunteering or work. While doing that give yourself half an hour either side of these commitments to plan for travelling there, and any other delays. Also, do not forget to plan a couple of breaks and dinner. And keep some room for your homework, as that will be ongoing.

## 3. Enter your exam subjects

You would then have a blank canvas that you can use to plan your revision. There are no set rules on how much revision you have to do and how much per day. This is all very individual. However, it's usually best to allocate more time to the subjects that you're struggling with and spend less time on the subjects that you already grasp very well. It's also for you to decide whether you prefer to do a lot of the same subject on a single day or do multiple sessions of different subjects.

Also, think about the repetition of your revision schedule. Most pupils create a weekly or bi-weekly schedule. This will quickly create a routine and can make you mentally prepare better for the revision sessions. We don't recommend one over the other. This is really for yourself to decide. But take into account that one week you probably have more classes than the other. So an exact repetitive schedule might not always be the best.

**Tip:** Revise a subject on the same day as you had classes for that subject. In that way, you can instantly make sure whether you understand it or not and get a feeling for how much revision time you would need to allocate.

## 4. Colour code your subjects for a clear overview

Another useful tip is to colour code your template. If you give each subject a different colour, then you can see at a glance what you're doing and keep the overview nice and clear. Also, do not worry whether you do not always revise as much as you planned. It happens. As long as you've done some of the subjects that you've put down on that day, then don't worry. There will be opportunities to revise more for those subjects.

## 5. Start revising and try to stick to your plan

You also don't have to follow the schedule exactly at the minute. If you planned to revise Biology at 8 pm but instead did it at 11 am, then that's fine. The schedule is not meant to dictate your life. It's a helpful tool that keeps your revision more organised and helps you stay on track. With that being said, it's totally fine to make slight adjustments as you're progressing. After a couple of weeks, you'll have a good feel for what subject you now grasp very well and you might realise that can revise much less, whereas for other subjects you might need to allocate more time. Keep the schedule as a living document and keep a realistic view on how well it suits your current state. But the more you stick to your initial plan, the higher the chance you will be fully prepared for your exams.

**Tip:** Leave some room open during the weekends to catch up any revision sessions that you skipped during the week. If you'll do that every weekend then you will make sure to never fall behind and be completely ready for the exams.

Have a good week.

**Mr Taylor**  
Head of Teaching and Practitioner Development



# IN FOCUS

## SCIENCE

**Scientists James Watson and Francis Crick worked out the structure of DNA in 1953. By using data from other scientists (Rosalind Franklin and Maurice Wilkins) they were able to build a model of DNA. It is possible to extract DNA from cells in a variety of ways— Year 11 pupils have been extracting DNA from kiwi fruit.**

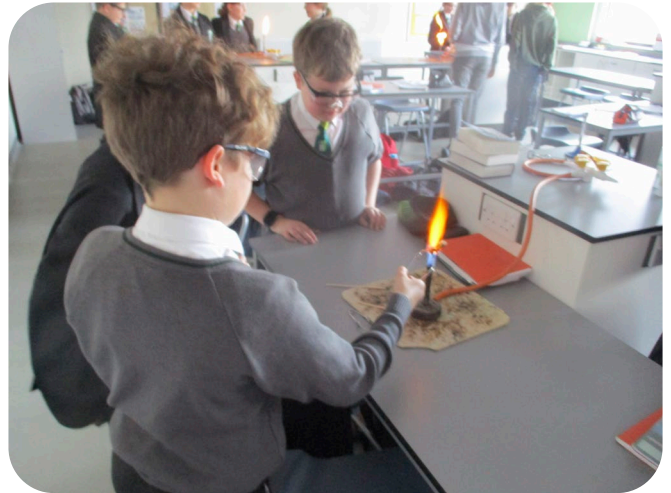
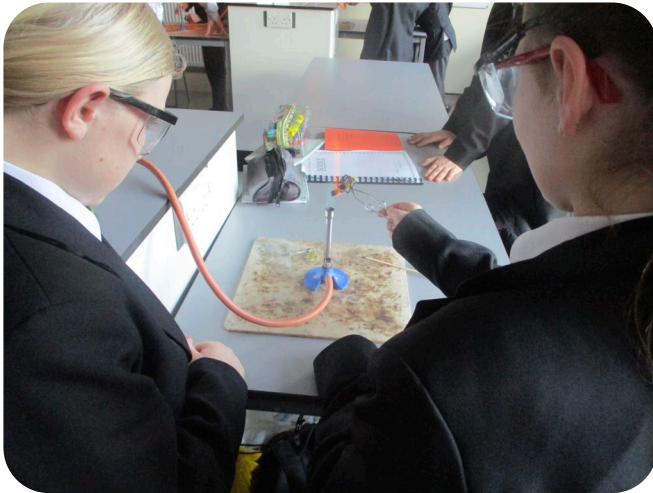
The experiment involved mashing up the kiwi fruit before mixing a teaspoon of salt and small volume of washing up liquid into the fruit. This mixture was gently heated for five minutes and then filtered so only the filtrate was retained. Pupils gently poured chilled ethanol onto the top of the filtrate and were able to see strands of DNA with bubbles in them at the boundary between the filtrate and the ethanol.

Mr Baker said, "I enjoyed watching Mrs Woodhead's Year 11 class conducting an experiment to extract DNA from kiwi fruit – they worked sensibly and effectively together in small groups and demonstrated great care and precision."

Mrs Scott's Year 11 class have been learning about magnetism. Through their starter activity, pupils recalled knowledge of magnets and magnetism. They then successfully created a magnetic field using an electric current and a conductor before recording the results of their experiment which saw them pick up paper clips. Pupils learned that they could make an electromagnet stronger by wrapping the coil around an iron core, adding more turns to the coil and increasing the current flowing through the coil. Again they worked extremely well in small groups and enjoyed success.

Meanwhile, Year 7 pupils have been using Bunsen burners to prove that properties of compounds are different to the elements they are made from. Miran said enjoyed using the Bunsen burners, as did Murphy who added: "It's the first time we've used them and I found it quite easy. We mixed chemicals together. Science is much more interesting than in primary school." Millie also enjoyed using the Bunsen burners for the first time. She described how she adjusted the vent to create different flames, such as the safety flame, and also how she heated the chemicals which turned purple.





P7

Thursday 3<sup>rd</sup> February 2022

## Magnetism

Starter

- Like ~~poles~~ poles repel (S/S)
- Different ~~poles~~ poles attract (N/S)
- Earth has a magnetic ~~field~~ field
- 3 magnetic materials: Iron
  - 2-Nickel
  - 3-Cobalt
- 2 types of magnet: Permanent
  - Induced

Strongest field at poles

Field line ALWAYS go from North to South

Weakest field further away from poles

Electromagnets

Current movement

Motor effect

EM induction / generator

3<sup>rd</sup> February

## Magnetism

Starter:

Magnetic field, north, south poles  
opposites attract, same repel - poles

Electromagnets

3 magnetic materials - iron, nickel, cobalt

Magnetic field around the earth

2 types of magnet - permanent, induced

Field line always goes from N → S

Strongest field at poles

Weakest field further away from poles

Number of coils of wire	Paper Clips picked up			Average
			Miss' results	
5	0	0	1	0.6
10	1	6	4	3
15	5	12	4.5	6
20	11	22	13	12
25	17	15	16	15.3
30	20	17	17	17.6
35	31	21	21	20.6

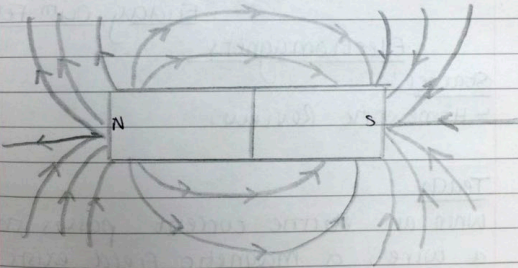


## Magnetism

3<sup>rd</sup> February 2022

### starter:

- opposites attract, same poles repel.
- 3 magnetic metals
  - ↳ iron, nickel, cobalt
- magnetic field around earth
- 2 types of magnet
  - permanent
  - induced.



- ↳ Strongest field at poles
- ↳ weakest field away from poles.

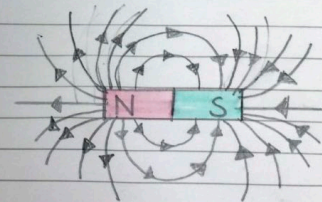
## Magnetism

03-02-22

### Starter -

- Magnets are attracted to 3 metals
- opposites attract
- static charge
- 3 magnetic materials
  - iron
  - nickel
  - cobalt
- Two types of magnets permanent and induced
- magnetic field around
- opposite poles attract (S and N)
- like poles repel (N and N)

Strongest field at poles



Field line always goes from N to S

Weakest field further away from poles

Number of Coils of wire	Paper clips picked up				Average
5	3	1	8	2	2
10	5	3	4	4	4
15	10	4	6	6.6	6.6
20	9	8	15	10.6	10.6
25	12	17	16	15	15
30	12	21	21	18	18
35	14	28	23	20	20

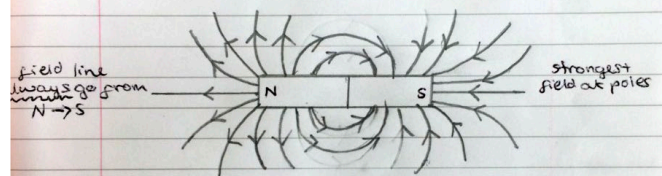
### Method:

- ① Grab a metal nail and wrap 5 coils of wire around it. ✓
- ② With the excess wire attach crocodile clips onto each side. ✓
- ③ Connect a wire onto each crocodile clip and plug it into your power pack.
- ④ Turn the power pack on making sure it's at 4V. and on DC.
- ⑤ Grab the insulated part of the wire and lift the nail onto your pile of paperclips.
- ⑥ Count the amount of paperclips picked up and record in a table. ✓

## Magnetism

Thursday 3<sup>rd</sup> February

- 3 magnetic materials: iron, nickel, cobalt
- there's a magnetic field around the Earth
- opposite poles attract (N,S) while like poles repel (N,N)
- 2 types of magnet: permanent, induced



weakest field further away from poles

electromagnets

current

movement

motor effect

magnetic field

EM inductor / generator effect



number of coils of wire	Paper clips picked up			average
	up			
5	83	6	5	5
10	16	10	13	13
15	24	24	27	25
20	28	26	36	30
25	37	30	37	35
30	39	36	39	38
35	43	36	43	41

power packs - 4v

method:

1. use a wire and wrap it around the nail the required amount of times (attached to croc clips, wires and power pack on voltage 4).
2. dip the nail into a pile of paper clips, turn off the power pack and count the paper clips that fall off.
3. add 5 coils of wire at a time and repeat the process.
4. once you've done this method until you've finished the coil number you repeat the process another 2 times to make the results reliable.
5. calculate an average of each coil amount.

Thursday 3rd February

## Magnetism

magnets can conduct electricity

2 types of magnets: permanent induced

3 magnetic materials

Iron

Nickel

Cobalt

magnetism

north and south attract

same poles repel

earth has a magnetic field

strongest field at poles

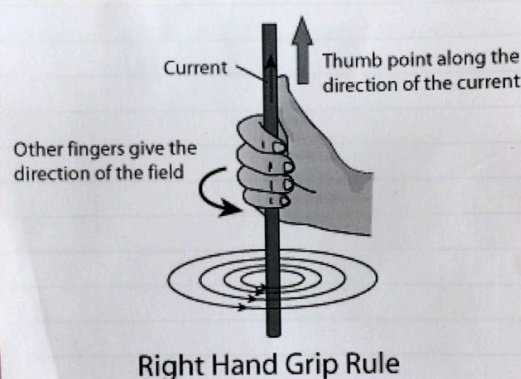
field line always goes from north to south

weakest field further away from poles

Friday 4th February 2022

## Electromagnets

when an electric current passes through a wire, a magnetic field exists around the wire.



Number of coils of wire	Paper clips picked up			Average
5	14	1	12	5.6
10	22	2	7	10.3
15	15	13	15	14.3
20	41	31	35	35.6
25	35	33	36	34.6
30	38	39	38	38.3
35	41	40	40	40.3



## Memory Lane

This week we feature two Lower School tutor groups from 1969.

PE teacher Mrs Goodwin is pictured with her 1st Year (Year 7) tutor group – 1BW.



### **Back Row:**

*J Morris; K DeMoulpiéd; S Jost; P Barnett;  
J Collinson; D Gillyon; P Barnett;  
I Robinson; R Renwick;  
R Cook and T Devitt.*

### **Middle Row:**

*S Crowe; L Benn; R Stephenson;  
D Hodges; D Holtby; G Jenny;  
A Fidling and B Dennis.*

### **Front Row:**

*C Healey; J Gray; L Greensides; H Teal; Mrs Goodwin; J Conman;  
L Hebblethwaite; K Butler and L Hageman.*





Miss Bisby is pictured with 2AS.



**Back Row:**

Stephen Oldfield; David Gamble; Neil Horsman; Martin Wilson; Lesley Caddy; Christopher Standing; Graham Forrester; Michael Foster and Keith Watson.

**Middle Row:**

Gillian Hooper; Janette Williams; Pauline Hewson; Joy Bell; Tina Binks; Graham Teal; Jill Thornton; Lesley Stephenson; Rita Sealey and Julia Spetch.

**Front Row:**

Lynn Verity; Roslyn Frow; Karen Meredith; Lynda Hunter; Miss Bibby; Lynn Marritt; Christine Noble; Gillian Biggs and Mandy Ruddock.



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



# Pupils visit the polls for UK Youth Parliament Elections



**This week we were delighted to demonstrate belief in and commitment to the importance of democracy by participating in UK-wide elections for the UK Youth Parliament, alongside a UK-wide referendum on the issues that matter most to young people.**

All pupils had the opportunity to vote for a candidate running for election to represent the East Riding (East) in the UK Youth Parliament. Members of Youth Parliament (MYPs) are elected every two years across the UK. There are currently hundreds of Members of Youth Parliament.

Once elected Members of Youth Parliament meet with MPs and local councillors, organise events, run campaigns, make speeches, hold debates, and ensure the views of young people are listened to by decision makers. The most important aspect of any Members of Youth Parliament's job is to make sure they represent the views of the young people in their constituency. Any Member of Youth Parliament can set up a campaign, and any young person can support it and make a difference.

You can find out more about the Youth Parliament here:

<https://www.youtube.com/watch?v=gfofXHkHuOE&t=24s>



Make Your Mark takes place annually supported by Local Authorities, schools, UK Parliament, and the Department for Digital, Culture, Media and Sport. It provides a unique opportunity to reach out to young people who go on to be opinion formers and leaders of the future.

You can find out more about 'Make Your Mark' here: <https://www.youtube.com/watch?v=INEben4aHOY>

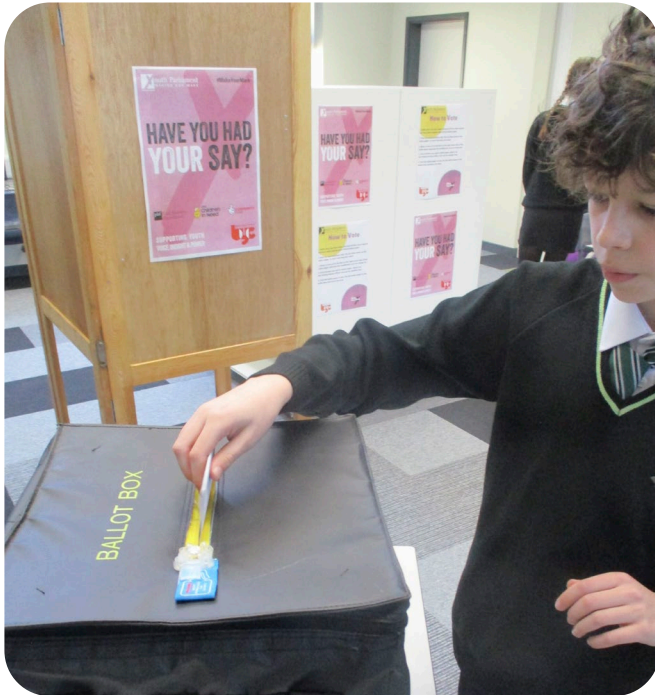
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# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

# NEWS LETTER




As this is an UK event, we followed the procedures for voting set out for us by the UK Youth Parliament. This meant pupils using a polling booth to cast their vote.

Mr Coupe said, *"This was an excellent opportunity for our pupils and Sixth Form students to have their voice heard and to see democracy in action!"*

**Make  
Your Mark**

**MAKE SURE YOU HAVE  
YOUR SAY.**


**Youth Parliament**  
 MAKING OUR MARK  
 United Kingdom

**Make Your Mark 2022**

We want to know what topic you care about most. You have **one** vote, please mark an **X** in the box next to the topic you would like to vote for.

Each topic has some examples of what it could include.

<b>Covid-19 Recovery</b> Including Young people in the Recovery plan	<input type="checkbox"/>
<b>Education and Learning</b> Improved Climate Education, Free University, Better Mental Health Education	<input type="checkbox"/>
<b>Environment</b> Climate Change, Plastic Pollution	<input type="checkbox"/>
<b>Health and Wellbeing</b> Improved Access to Mental Health Support, End Food Poverty, Banning Gay Conversion Therapy	<input type="checkbox"/>
<b>Jobs, Money, Homes and Opportunities</b> More Training and Apprenticeships, Ending Homelessness	<input type="checkbox"/>
<b>Our Rights and Democracy</b> Votes at 16, Freedom of Speech, Building a Better Relationship Between Young People and Government	<input type="checkbox"/>
<b>Poverty</b> End Child Poverty	<input type="checkbox"/>



# Extra-curricular Sport

**Congratulations to Eleanor Foster who is the first pupil to complete her silver extracurricular loyalty card. Eleanor has attended a lot of extracurricular PE clubs and represented the school in a number of netball fixtures. Eleanor will now move onto her gold card.**

The Year 7 and 9 netball teams each had their second fixture of the week on Thursday. This time, the opponents travelled from Goole Academy. Both games were very equally contested, however it was the Year 7's that pulled ahead in their game, finishing with a 10–3 win. With no substitutes on the bench it was hard work for the seven players, but they all showed excellent determination to come out with the win. The Year 9 girls faced a tough opposition and it was very close throughout the game. Mrs Holt said,

*"Unfortunately, one of their players received an injury so the game had to be cut short in the last quarter. Although our team were down by one goal, they are confident they can get back to their winning ways at the re-match!"*





## We are the Champions!

On Wednesday evening, Longcroft School hosted a Year 7 and Year 8 girls' football tournament. The Longcroft side had a slow start to the tournament, drawing their first two games 0–0 against Market Weighton and Hornsea. However, in the third match against Bridlington School, the home side found their form and began passing the ball well, allowing them to dominate possession. The Longcroft side were able to win all their remaining games and therefore were the overall winners of the tournament! A huge success for the girls, well done to all those involved!





# Boys in Football Success



The Year 8 boys' football team travelled to Wolfreton School having qualified to compete in the finals of the East Riding 7 a side football competition. Having secured qualification to the finals prior to the Christmas break the boys were excited to challenge themselves against the best teams in the area.

#### Match results were:

Longcroft 0–0 Hessle

Longcroft 0–1 Beverley Grammar

Longcroft 3–0 Woldgate

Longcroft 1–1 Wolfreton

Mr Martin said, *"The boys were brilliant throughout and finished in 3rd place overall which is a fantastic achievement."*

The Year 10 boys were the last of Longcroft's teams to travel to Wolfreton School to compete in the finals of the East Riding 7 a side competition.

Mr Martib said, *"After falling short in their opening two games, it looked like being a long evening for the team. However, a dramatic turnaround clinching 9 points out of a possible 9 secured an impressive 2nd place overall. Every single player demonstrated the importance of never giving up!"*



South Hunsley 1–0 Longcroft

Withernsea 2–0 Longcroft

Longcroft 4–0 Wolfreton

Longcroft 2–1 Cottingham

Longcroft 1–0 Woldgate

***Congratulations to all our footballers on their success and the manner in which they have represented Longcroft.***



# Extracts of writing from Children's Mental Health Week 2022

## **In the doorway**

In the doorway  
 About to do the NHS clap  
 8 o'clock is the right time  
 To do that!  
 Hands and tambourines,  
 Spoons and pans!  
 Everyone working together  
 To make as much sound as you can!

***Finn Bridgeman***

## **The New Green Gates**

When I walked through the new green gates,  
 I was hesitant,  
 For perhaps I wasn't as confident as I'd  
 Forced myself to believe.  
 Everything felt slightly out of place,  
 The new uniform,  
 The empty space,  
 My new form.  
 It's a whole new place.

***Rosalie Lorch***

## **The Feeling**

We all had the feeling  
 The feeling of loneliness  
 The feeling of boredom  
 The feeling of abandonment  
 The feeling of isolation  
 The feeling of dread  
 The feelings swarm us.  
 The feeling takes over  
 The feeling takes advantage  
 The feeling takes our lives.

***Pippa Fergusson***

## **Everybody Screams**

Everybody screams  
 'What will happen to me?'  
 Though Covid is declining  
 So is the world food tree  
 Everybody screams  
 'What will happen to you?'  
 While job opportunities sky rocket  
 Global warming does too.  
 Everybody screams  
 'What will happen to us?'  
 It will go down in history  
 But hasn't it already?  
 Whatever happens next  
 I don't think I am ready.

***Mary Anderson***



## Two Weeks

Two weeks became months,  
And as Covid threats became more violent –  
I felt my house fall silent.  
I was left consumed in my thoughts,  
At first I felt lost and caught.  
It made me appreciate the smaller things.  
I became aware of the joys each season brings.

*Ellie Stevens*

## Boris

What has Boris done?  
He was having fun  
While we were dying  
He was still lying.

*Sam Drew*

## The Future

The future may be bright,  
The future may be dark.  
Whichever way it goes,  
I know I'll play my part.

*Evie Drinkall*

## A new country

New Country, new school, no friends at all. My  
nerves getting shattered as my anxiety got worse. I've  
never felt as lost as this, never before. If only I were  
back in South Africa.

*Oliver Sysum*

## Doom?

A sense of impending doom.  
Maybe a bit drastic, shall we say?  
We have joy surely in our lives  
To keep the despair at bay.  
Like music.  
Feel the beat  
The toe tapping fun  
The passion  
The heat.

*Orlaith Brown*

## Art and Music

Say 'all this hoping is worth a cost'  
And lie down exhausted  
Trying not to focus on the future days  
It's daunting.  
Art and music will come to a stop.  
Nobody will bother to pick up a pen or brush  
And we will live in silence as long as can be  
Miserable and unhappy.

*Ellie Ponton*

## The poem Letter

I long for this to be over,  
For life to be better,  
So I pray for calm,  
As I write this poem letter.

*Katy Hart*



## 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.



**Years 7 and 8**

**Mrs Newsam**

**07827 587483**

[zoe.newsam@longcroft.eriding.net](mailto:zoe.newsam@longcroft.eriding.net)



**Year 9**

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[graham.tong@longcroft.eriding.net](mailto:graham.tong@longcroft.eriding.net)



**Year 10**

**Mrs Brady**

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**Year 11**

**Mrs Ellis**

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[annette.ellis@longcroft.eriding.net](mailto:annette.ellis@longcroft.eriding.net)