



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Longcroft Pupils Enjoy Wicked Experience!

When Dorothy famously triumphed over the Wicked Witch of the West, we only ever heard one side of the story. This week a group of Longcroft pupils and Sixth Form students were able to experience the magic of West End musical theatre when they visited London's stunning Apollo Victoria Theatre to see a performance of Wicked.

Wicked tells the incredible story of an unlikely but profound friendship between two young women – the popular Glinda and the misunderstood Elphaba. The production is based on Gregory Maguire's acclaimed 1995 novel, 'Wicked: The Life and Times of the Wicked Witch of the West', which re-imagines the Land of Oz, creating a parallel universe to the familiar story written by L. Frank Baum and first published as 'The Wonderful Wizard of Oz' in 1900.

Our party witnessed a magnificent show, a highlight being the performance of Lucie Jones as Elphaba. Jones has previously appeared on stage in musicals such as Les Miserables in which she has played both Cosette and Fantine, Waitress and We Will Rock You. She represented the United Kingdom in 2017's Eurovision Song Contest in Ukraine and appeared in series 6 of X Factor where she was mentored by Dannii Minogue.

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Year 13 student Ella Markillie, who studies A Level Music, said: "It was excellent – the performance was impactful. The pure talent from the chorus and the protagonists was incredible." She added, "The music was great because not only did the performers handle complex music and rhythms but they aced the harmonies, strengthening the storyline and the relationships."

Ella complemented Lucie Jones' performance, as did

Year 11 pupil and GCSE musician Emma Coombe. Emma said, "It was amazing. I've never seen Wicked before and the lights and stage were really good. Lucie had an amazing voice."

Chloe Dyason also studies GCSE Music. She said, "It was amazing to see the show in person having listened to 'Defying Gravity' which is a set work in GCSE Music." Having visited the West End previously, she added, "The actors were very good and I really liked the set design. The two main characters, Elphaba and Glinda, were amazing. It was a really high quality production."

Thank you to Mrs Harris, who organised the fantastic opportunity which will undoubtedly live long in the memories of the pupils and Sixth Form students.



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

52,830

THOUGHT

223,110

VISION

205,729

GRAND

TOTAL:

481,669



Welcome from the Headteacher



As we reach the end of my first half term at Longcroft, I would like to thank our staff, pupils, parents and carers for the welcome and support I have been afforded since arriving at the turn of the year,

This week in many ways has encapsulated my experience to date. We have seen the continued celebration of pupils through our rewards system, with nearly 500,000 acts of Great Heart, Thought and Vision now awarded since September – a quite extraordinary achievement. This positive recognition has been reinforced by a number of messages I have directly received praising our pupils and students from a range of visitors, external agencies and the general public.

With trips and visits back on the agenda, this week's London excursion for students to enjoy the West End production of *Wicked* has been a highlight. There have been numerous other events and experiences, from top performers at the Cottingham Music Festival to individual and team successes across a range of sports including dodgeball. Many of our students continue to achieve amazing things beyond school, demonstrating the dedication and discipline that their success demands and for which they should be commended.

Our focus on academic success has been evident not only through the high-quality learning experiences I have witnessed as I walk around the school, but also through our additional support and intervention programmes, now running daily before school, at lunchtimes and at the end of the day. There has been an excellent response to our Year 11 Pledge and to opportunities presented for mentoring and support across school.

Whilst we have much to be proud of, we remain committed to a journey of continuous improvement as we strive for excellence in all we do. As we seek to develop the offer available at Longcroft both pre and post 16, there has been much excitement around plans for the future, and I look forward to sharing more of these with you in due course.

After such a busy half term, I wish you all a restful break and look forward to welcoming students back for the summer term, reset, re-energised and recharged.

Mr Perry
Headteacher



LOWER SCHOOL



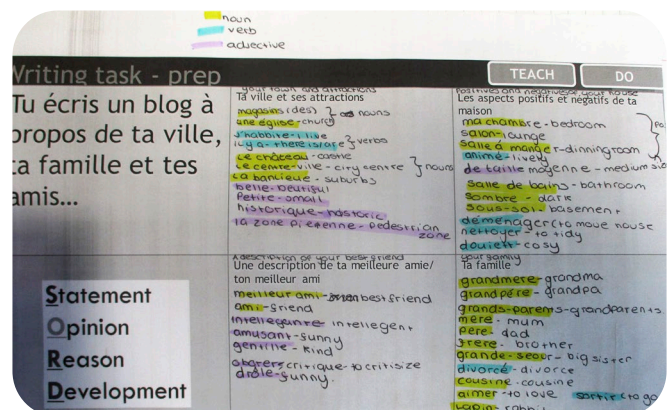
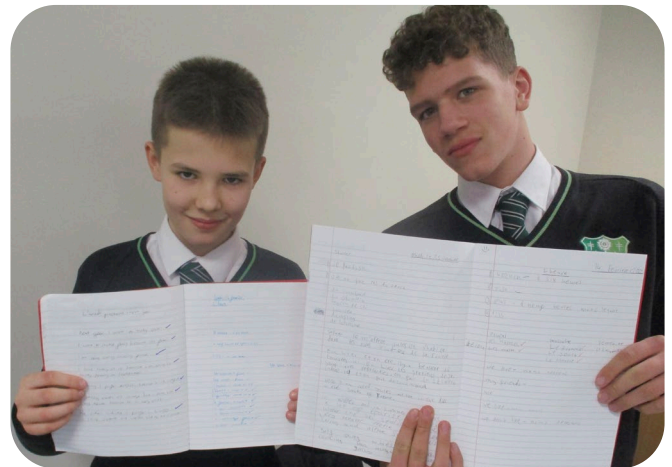
Mr Worthington writes:

Last week, we launched the Options Booklet to our Year 9 pupils. The children are excited, and there has been a real buzz around the process with pupils discussing their potential choices and looking ahead to the future.

Nationally, all children will be supplementing their core subjects with a range of different options. Looking at the core subjects further, all pupils must study English Language, English Literature, Mathematics and Science. The Combined Science course, known as Trilogy, is a dual award and accounts for two GCSEs. Some of our pupils will study the three separate Science courses as Biology, Chemistry and Physics GCSE.

For the options process, pupils have a wide range of subjects to select from and pupils can draw upon support from a variety of different places. We actively encourage the children to talk to their families for guidance. Parents know their children best, and are a good source of knowledge, guidance and empathy in terms of helping their children to navigate these next steps. Pupils will rightly have turned their thoughts to careers, next steps in education and making sure they keep their choices wide and broad to keep pathways open for the future.

The children have had guidance related to careers every week in school as part of our tutor programme. Pupils' teachers are an invaluable source of information, and can freely talk about how their subject might lend itself to future vocations. We actively encourage pupils to seek support and discuss their thoughts and dreams as we move towards the deadline of submission for the options form.



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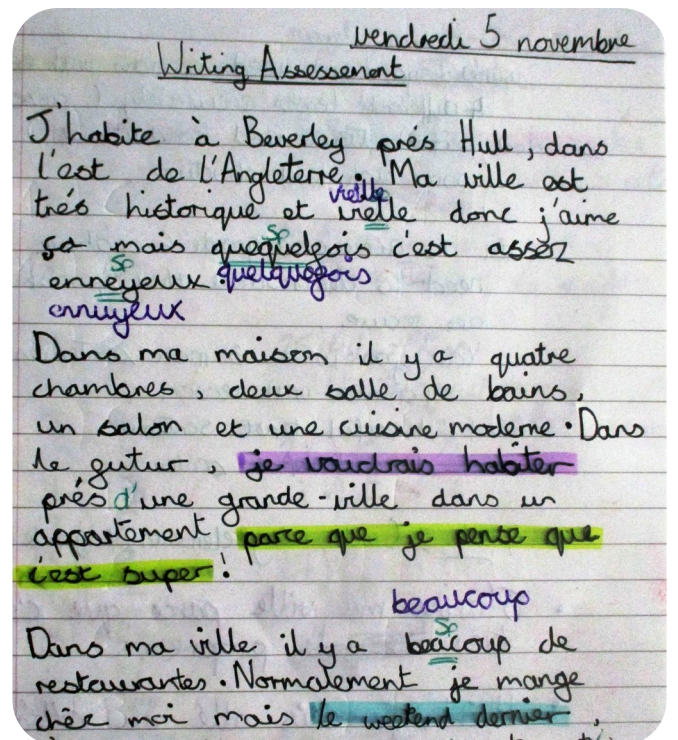
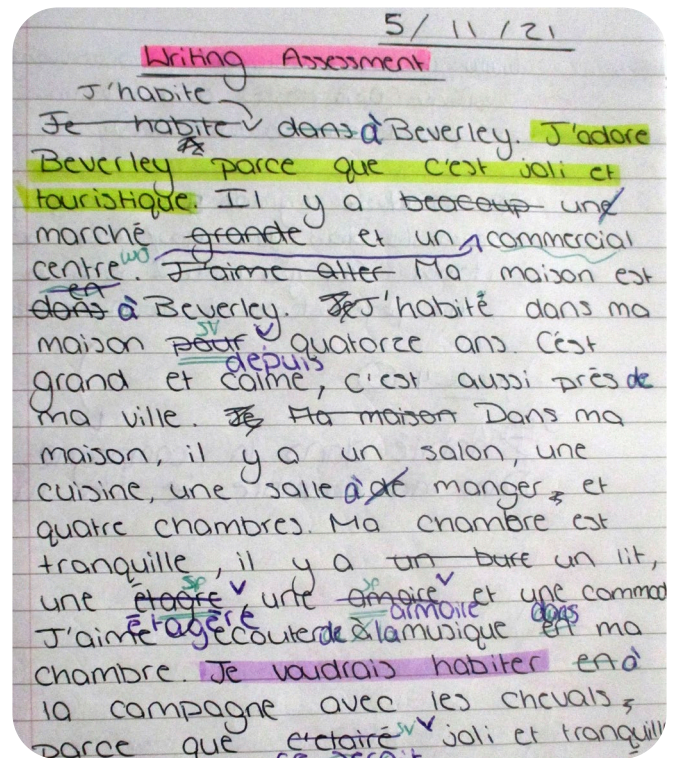
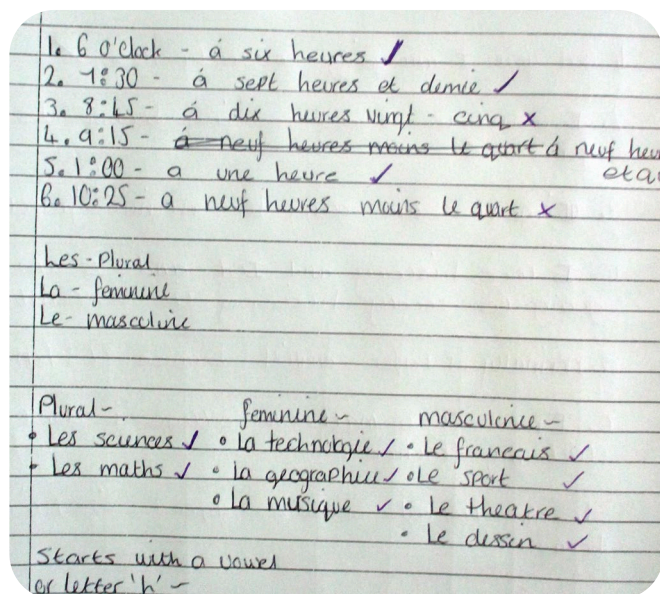
It is expected that most of the children will select a language. Our pupils represent the UK's next generation; playing a meaningful role in the global economy and in an increasingly networked world. The ability to communicate in more than one language is central to this. Speaking another language is not just about facilitating a basic transaction; it deepens cultural understanding and opens doors to international experience and opportunity.

In lessons this week, it has been a great pleasure to watch all of our Year 9 children engage positively in the Modern Foreign Languages subjects of Spanish and French. By this point in Year 9, pupils have explored a wide range of vocabulary and possess key skills in order to navigate conversation in other countries. It is exciting to think that the majority of our Year 9 pupils will take the opportunity to develop their skills further and, looking at the work as well as progress that the children are making, the future looks very bright indeed.

Should any pupil require further guidance in the coming weeks, they should not hesitate in talking to their teachers and the school's subject leaders. Staff will be able to provide the children with much needed support in this process in what is an important month for a child in Year 9, reflecting on their education as a whole.

Take care

Mr Worthington
Head of Lower School





UPPER SCHOOL



Mr Colepio writes:

Year 11 Pledge

Last Monday all Year 11 pupils, tutors, senior leaders and support staff met for an assembly to launch our "Year 11 Pledge". A commitment to do all we can, collectively, to ensure Year 11 outcomes this summer are as successful as possible. We have listened to pupils through Year Councils and from ensuring the site is well maintained to extra learning opportunities we are all committed to do all we can.

We have selected 4 main focus areas:

- Provide you with **academic support and intervention** to ensure you achieve
- **Care for you** and **promote your well-being**
- **Celebrate** you and your **achievements**
- **Guide you** in preparing for your **next steps**

With this in mind, this week we launched our **Year 11 subject tutor time intervention programme for all Year 11 pupils**.

Using prior attainment to identify where support is required and looking at mock results, pupils have been allocated a subject giving them extra support with experienced subject specialists. This will add an hour of extra learning per week in, what may well be, a weaker area. Unlike Period 6, pupils are directed to specific sessions based on data. It may not be their favourite subject but may well prove invaluable in raising confidence and specific exam skills. Early feedback from the first two sessions from staff and pupils has been very encouraging.

Health and Well – Being

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 destressing 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.

Half Term

To all our pupils and their families, I take this opportunity to wish everyone a restful week. I have provided some extra guidance for Year 11 pupils in the weekly pupil bulletin regarding expectations for the week. It is essential that pupils enjoy time to relax with family and friends as well as do some work also. With planning both can be achieved.

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

Mr Wilson and I have been welcoming ambitious future students from Year 11 into the Sixth Form, to meet us for lunch. So far, we have met with pupils planning for a career in medicine and also groups of pupils looking to study A levels in Mathematics, English Literature and Theatre Studies.

After the half-term break, we will complete our lunchtime meetings so that we will have seen all 83 of the Year 11 pupils who have applied to join us at The East Yorkshire Sixth Form. We are really pleased with the way our sixth form is growing and developing whilst still maintaining our own distinctive ethos, where every student is known, where our teachers are able to spend quality time with each of their students and where all our students can feel proud to be part of our group. Although we are now building our timetable and program of study for 2022/2023, we still have places available, and we would love to meet with any of our Longcroft Year 11 pupils who have not yet decided on their next destination. We would like to invite anyone considering a course of A levels and Level 3 BTECs to contact us, and we will arrange a



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time to discuss your plans.

Year 13 students and teachers have been very busy this week finalising revision plans for the March mock exams which provide a second opportunity for students to hone their skills under exam conditions, ready for the final exams in May and June. Students have access to revision planners and Year 13 teachers have been completing a summary document indicating areas of development which students can use to help keep on track with their revision.

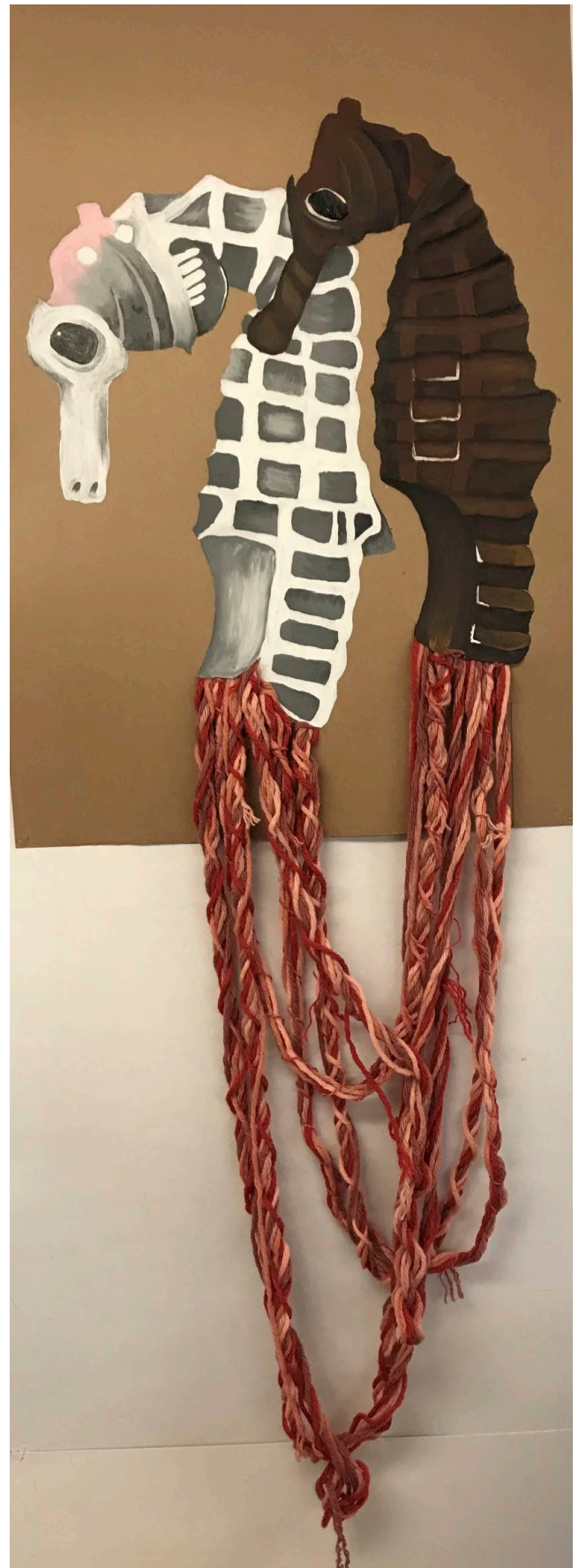
The lovely piece of A level Art work featured was created by Chloe Keenan who has been exploring the work of the artist, Tiffany Bozic.

Year 12 students have been continuing with EPQ meetings with Mr Brown. There are some really varied and fascinating titles this year and these have fuelled much discussion among the students and EYSF team. Titles include:

- 'How does elitism in Formula One affect the future of the sport?'
- 'How did the accident at the Chernobyl nuclear power plant change Russian Nuclear Power Plant design?'
- 'Should criminal sentencing be based on chronological or mental age?'
- 'What would be the effects of the police having access to ancestral DNA?'
- 'How does Guillermo del Toro depict fascism in his films?'

Other students are creating artefacts based around art pieces, music production and even a business website and we are looking forward to seeing the finished products.

Mr Henderson
Head of Sixth Form





INCLUSION

**Mrs Reilly writes:**

As we reach the mid-point of our term, it seems fitting to reflect upon what we have achieved. Reflection is key to understanding ourselves better, evaluating our next steps and continuing our improvement journey. A new year always offers new beginnings and a renewal of our commitment and efforts to meet the needs of our SEND pupils.

At the heart of SEND lies inclusion, the inclusive practices and methods that ensure all pupils are able to fully partake in our curriculum and the learning opportunities on offer here at Longcroft. During lesson visits this term I have observed pupils: examining the complicated and tumultuous plot of Shakespeare's *A Midsummer Night's Dream*; working collaboratively with our teaching assistants to undertake challenging lesson content in maths and exploring their creative side in art by drawing a variety of insects. No matter how challenging certain aspects of learning are for our SEND pupils, they continue to astound us on a daily basis with their unrelenting desire to better themselves and fulfil their academic potential.

Last week saw our year ten pupils tested for access arrangements and we will be in touch shortly to advise of the outcome of these tests. I must commend the year tens for their exemplary behaviour and the maturity with which they went about the testing process. Huge thanks to them and to our examiner.

It has also been a pleasure to begin meeting some of our

incoming Year Six pupils that will join us in September. If your child is in Year Six and intends on joining us in September, it is never too early to get in touch to discuss their needs and introduce them to our team.

This term, we've continued to run homework club after school on a Tuesday, Wednesday and Thursday. A variety of subjects have been studied during homework club this half term! Do remember these are pop-in sessions so please do encourage pupils to join us whether it is five minutes or the full fifty! Everyone is welcome.

Do have a wonderful, restful and enjoyable half-term break. We'll be ready for the next half term ahead when we welcome pupils back!

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



SAFEGUARDING



Mr Rogers writes:

You may be aware that we work closely with our Specialist Public Health Nursing Team. They provide an integral service to support our young people. They provide face to face support for our pupils.

The core ambition of the Integrated Specialist Public Health Nursing Service (ISPHNS) School Nursing Team is to promote healthier, happier children and young people, who are ready to take advantage of positive opportunities and able to reach their full potential.

Mental Health Awareness

We all have mental health just as we all have physical health. Mental health includes your emotional, psychological and social well-being. It can affect how you think, feel and act. When your mental health is good it allows you to feel motivated, to develop, learn and cope with the stresses of life. But when your mental health is not so good, we can find it much harder to cope. 1 in 4 people will experience poor mental health in their lifetime. It is not as uncommon as you think. Whether you are worried about your mental health or someone else's, there is help and support available to aid recovery. No-one should ever feel like they have to live with a poor mental health alone

How do I know if I have a mental health problem?

We all have good days and bad days, but when negative thoughts and feelings start to affect your daily life and stop you doing the things you enjoy, or your ability to feel okay, this means you probably need some support with your mental health.

Why should I tell someone about how I feel?

Most of us will struggle with our mental health at some point in our lives, just like we all get sick once in a while. If you notice a negative change in how you're feeling, or you find yourself doing things that worry you, speak to someone you trust. It can be normal to worry about telling someone how you feel but trying to deal with things on your own can make things feel worse. You can speak to your family, friends, teachers, school nurse, GP or text our anonymous Chat Health service

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Some common mental health problems include:

- **Depression** – prolonged low mood, hopelessness, loss of energy.
- **Anxiety** – sense of worry, panic, dread, that is affecting someone's ability to live their life as usual.
- **Eating disorders** – may have an unrealistic view of their body shape and weight. Not just about dieting.
- **Self-harm** – often a way of coping with emotional difficulties.
- **Psychosis** – change of reality. May experience delusions and paranoia Bipolar disorder-likely to experience extreme mood swings from low mood (depression) to periods of overactive behaviour (mania).
- **OCD** – obsessions and compulsions.

School Nurse Drop in

If you are aged between 12 and 19, you can access confidential NHS advice about your health, safety and emotional wellbeing. The School Nurse plays an important role in educating young people about making healthy choices and offer help and advice. To find out when your drop-in is, speak to your Care and Achievement Co-ordinator.

ChatHealth – Text 07507332891

This is a confidential texting service to support young people in the East Riding with their health needs, and to discuss issues that may be impacting on them emotionally. This provides young people with quick, accessible and confidential support from our School Nursing Team. Young people can remain anonymous if they choose to, but can also access face-to face support and/or be signposted to local services if they choose to share their details

Tips to help you take time out

- **Pause** – take time in your day to take breaks - set a timer on your phone to ensure you take a break, get a drink or a snack and move about.
- **Listen to Music or a Podcast** – ensure you make time for the things you enjoy and that help you relax
- **Do some deep breathing exercises** – concentrating on your breathing can have a calming effect and help you relax.
- **Take time away from screens**
- **Find a hobby**
- **Go for a walk**
- **Meet or chat with a friend.**

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING & LEARNING



Mr Taylor writes:

Hello again. Flashcards are a brilliant tool for taking notes and summarising information that you need to know. However, so many people don't use them effectively. There is an art to making flashcards that are actually helpful revision aids, and I thought I would share some tips for making them magic revision resources.

How To Use Revision Flashcards

There are a few simple techniques you can use with your revision flashcards to trick your brain into retaining information.

Images

Draw a picture on the blank side of each card. The human brain is excellent at recalling pictures, but can struggle with recalling words; pairing the two helps.

Colour

Make clever use of colour:

Studies have found that you're more likely to remember notes that are written in blue, rather than black ink.

Underline important topics in bright colours.

Highlight key phrases.

Split different subjects or topics between the different colours of revision card.

Draw in coloured ink or pencil on the unlined side!

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Double up

Create multiple, different flashcards for difficult-to-remember topics. You will be far more likely to remember things if you create two types of card for each topic:

Cards with a single word and no context, e.g. "Dog". This will test your recall.

Cards that describe the subject or object, e.g. "What wags its tail and chases cats?". This will test your comprehension.

Separate them out

Don't revise groups of words as a shopping list of items. Separate them out and learn them individually, or you will find you have to repeat each word in the group when you want to recall them.

Pocket-friendly

Always keep your revision flashcards with you – you never know when you can squeeze in some revision! If they're coil bound, they'll stay together in your pocket or bag, and the polyethylene covers and plastic binding are super tough.

Simplicity

Keep your cards short and simple. There's no need to over-complicate your sentences – these are revision flashcards, not notes. If you find you can't remember the topic and need more information, write separate study notes and refer to them as and when needed.

Mnemonics

They don't work for everyone, but for some people, mnemonics are a great way to memorise facts. The first letter of each word you need to remember can be used to create a phrase; for example, "Richard Of York Gave Battle In Vain" helps you to remember the colours of the rainbow in order (Red, Orange, Yellow, Green, Blue, Indigo, Violet).

Mr Taylor

Head of Teaching and Practitioner Development





IN FOCUS

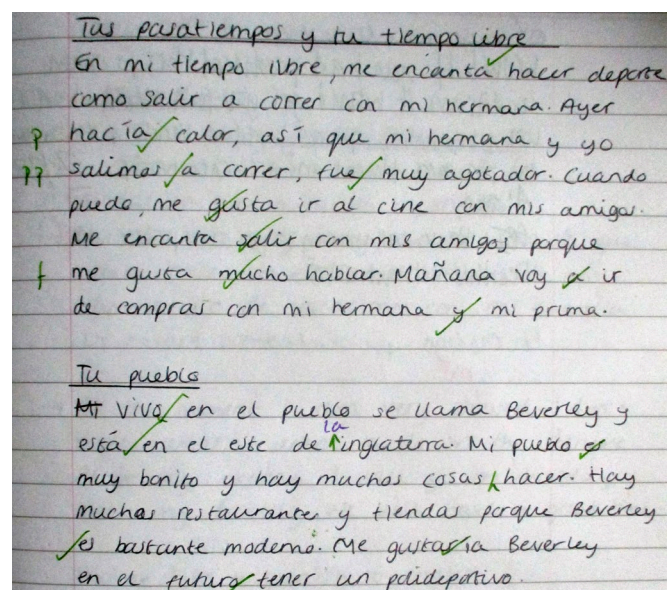
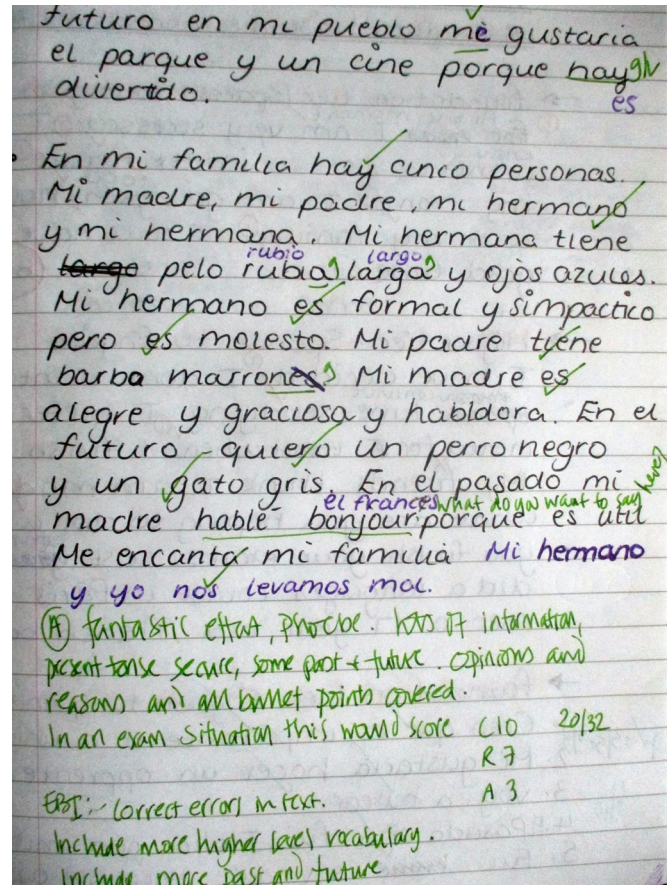
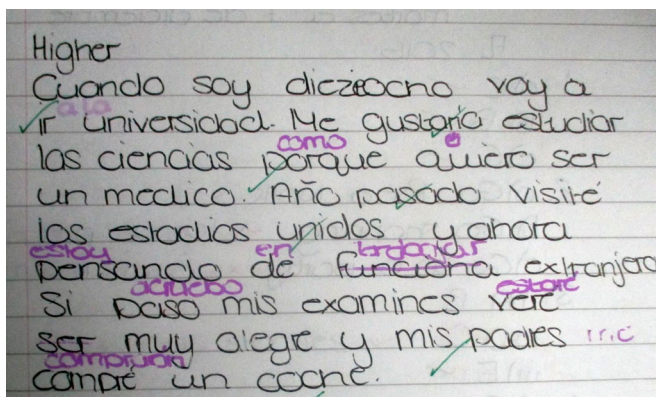
MODERN FOREIGN LANGUAGES

This week in his article Mr Worthington considers the value of studying a modern foreign language as Year 9 pupils have entered the process of choosing their options for Upper School.

It is always a pleasure to feature the work of our pupils in French or Spanish. Pupils in Year 10 have made tremendous progress in both languages. Mr Baker said, "I enjoy visiting French and Spanish lessons as the progress pupils make both within a lesson and over time is really clear and something they and their teachers can be very proud of."

Year 10 pupil Danielle Harris studies Spanish. She said, "It's interesting to learn a new language and I find it fun." Amelia Irvine also studies Spanish. She said, "I thought it would benefit me later in life to learn another language, but you also get to understand a different culture."

Pupils in Year 10 have moved on from studying the topic of 'Healthy and Unhealthy Living' to 'Life at School or College'. Some of their impressive work is featured here – examples include work from Year 10 pupils Lucy Bishop, Phoebe Flanagan, Danielle Harris, Amelia Irvine, Lucy Gunn, Layla Robinson and Lily Simpson. Next they will be studying 'Customs and Festivals'.





Martes el 15 de febrero 2022

Escribir

para tu salud

En mi opinión drogarse es malo. ↑ Creo que el tabaco y las drogas son muy peligrosas porque puede morir. También, son poco sana.

En el futuro voy a ^{mas} ejercer estar en forma porque sera saludable. Voy a comer una dieta sana, para tener una dieta sana hay que comer fruta y verduras, pescada y ^{no} comida rapida porque es ~~para sano~~.

En mi tiempo libre me gusta escuchar musica porque es relajante. También me encanta salir de compras con mis amigas porque es divertida y emocionante. En mi tiempo libre me gustaria juego futbol con mi hermano porque es gracioso. Yo solia ver la tele con mis familia pero ~~era~~ aburrido. También ir a un cafe con mi abuela.

martes el 15 de febrero

Tuesday 15th February

2022

2022

Escribir

1.) Tu opinión sobre el tabaco y las drogas
Personalmente, pienso ~~que~~ que el tabaco es asqueroso y el dor es muy antipático. No me gustan nada las drogas porque son muy adictivas, también, traerán problemas en el futuro como síndrome de abstinencia. Creo que tabaquismo y las drogas causan muchas problemas de salud, ^{demasiado} por ejemplo, problemas de hígado y ~~de~~ cerebro.

2.) Que vas a hacer en el futuro para estar más sano?

Hoy en día, me da igual con tener una dieta sana pero, por otro lado, es importante de las ejercicio. En el futuro me gustaria

Lunes el 13 de diciembre

Homework:

- ¿Qué vas a hacer esta tarde en casa?
- ¿Qué planes tienes para este fin de semana?
- ¿Qué vas a hacer durante las próximas vacaciones?

EBL: Be able to do this from memory.

- Esta tarde, ~~eso~~ pienso ver una película de ciencia ficción, ya que creo que son entendidos y voy a escuchar musica mientras es relajante. Ayer por la tarde vi un documental en televisión que fue fascinante y interesante.
- Este fin de semana espero ir de cine con mis amigos y luego ir a la playa con mis padres ya que sera muy divertido. Además, me gustaría dar un paseo con mi perro al parque para estar al aire libre.
- En las próximas vacaciones, quiero viajar a America, ya que seria una oportunidad fantástica. También me gustaría pasar algún tiempo relajándome y ocasionalmente reuniéndome con algunos amigos.

Now! Phrasal verb, giving with reasons, reference to past, past + future, 10/10 6/6 16/16 (X)

Comer fuera: una cena especial.

Start: Ensalada de atún - Tuna Salad ✓

vendredi cinq novembre

Writing Assessment

Bonjour!

J'habite dans une ^{qui} village s'appelle Cherry Burton. Il y a un parc, un ^{magasin} magasin et un marché. Je n'aime pas ^{mon} ma village parce que c'est ennuyeux. ^{mon} Ma maison est assez petite. Il y a ~~des~~ ^{trois} trois chambres, une cuisine, un salon, un salle de manger et deux salle de bains. Il y a aussi un grand jardin. J'aime ma maison parce que c'est calme et confortable. J'habite dans ma maison avec mes parents et mon ^{chien} chien. Dans le futur, je voudrais ~~aller~~ ^{habiter} habiter dans une très grande maison dans la campagne. Je voudrais un grand chambre avec un télé et un lit ~~qui~~ ^{très} confortable. Ma soeur habite dans la ville. ~~mon~~ ^{mon} père et moi aimons aller la ville et visiter ma ~~soeur~~ ^{soeur} soeur. Nous avons ~~un~~ ^{un} ma ~~soeur~~ ^{soeur} soeur hier. Je n'aime pas la ville parce que ~~un~~ ^{un} ~~parc~~ ^{parc} et le temps est ~~très~~ ^{très} nul. Je suis aller avec mes parents au cinéma.

tu es que t'as une famille pequeña porque has ~~tres~~ ^{tres} tres personas: mi madre, mi padre, mi hermana y yo. ~~Me gusta~~ ^{Me gusta} Me gusta con mi hermana pero ~~que~~ ^{que} ~~es~~ ^{es} es molesta. ~~En esta semana~~ ^{En esta semana} En esta semana que viene mi familia y yo vamos a la playa y sera ~~un~~ ^{un} ~~dia~~ ^{dia} dia bueno!

Effort laugh - well done! You have applied all the criteria well, so we have 3 timeframes, justified opinions, and the task is fully relevant, with all of information.

C 12/15 R 10/12 A 4/15 (27/32)



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NEWS LETTER

Escribir - a practicar en las fiestas
 El instituto y los estudios ✓
 Tus pasatiempos y tu tiempo libre ✓
 Tu pueblo ✓
 Tu familia ✓

En mi instituto hay muchas aulas. Estudio historia, inglés, matemáticas y español. Mi favorito es historia porque es muy interesante. No me gusta mi colegio porque mis profesores son muy molestos. En el futuro, en universidad estudiaré inglés porque es bueno.

En mi tiempo libre me gusta bailar con mis amigos. Me gusta bailar competitivamente porque es muy divertido y bastante relajante. ~~Me gusta~~ Me gustaría jugar más fútbol porque me gusta mucho. También, me gusta ver películas especialmente películas de terror.

Mi familia es bastante grande. Tenemos ^{seiv per nos} 4 mascotas! (3 gatos y 6 perros). Tengo una hermana y un hermano también, padres. Mi hermana ^{brother or sister?} es en mi opinión, es muy molesta y no graciosa. ~~pero me encanta~~ Mi padre es gracioso sin embargo. En el futuro quiero que tenga dos hermanos porque no me gusta ^{mi} hermano.

① great effort, Lucy. You have covered all bullet points, opinions explained, and some references to future and past, so have tried to meet all the criteria for the higher bands.
 Well done.
 EBI:
 un/familia?
 perro/pero - the difference?
 es/esta
 adjective agreement.

If you had done this in exam conditions
 C 9
 R 6 17/32
 A 2

y tiene muchos pasajes hermosos.

En mi familia hay 5 personas. Mi madre, mi padre, mis dos hermanos y yo. Mi hermano se llama Owen y tiene pelo marrón. Tiene ojos verdes y es muy vago. Me encanta mi familia porque son 9 graciosos y simpáticos. Mi hermano y yo nos llevamos mal.

www AM bullet points covered, opinions & reasons, a reference to past and future. Great effort, keep with lot of present tense information, opinions and reasons.
 ① effort. Well done!
 If you had done this in exam conditions you would have scored C 13/15
 R 7/12 - (more tense needed)
 A 3/5 23/32

EBI
 sp familia x3 familia familia familia
 Remember familia is singular
 Include more past/future.

Homework - Speaking test questions. jueves el 27 de enero

16) ¿Qué piensas del tabaco y las drogas?
 Creo que el tabaco es perjudicial para el cuerpo y también pienso que las drogas son adictivas. En el futuro nunca voy a tomar drogas.

17) ¿Qué comes y bebes para mantenerte sano?
 Para mantenerme saludable, como cinco raciones de fruta y verdura al día, mientras que el año pasado comí ensalada para mantenerme saludable. También bebo agua mineral, pero ahora bebo leche y debo beber más agua.

18) ¿Es una buena idea beber alcohol?
 En mi opinión, no es una buena idea beber alcohol porque puede conducir a adicciones y problemas de salud, sin embargo, el alcohol se puede usar para celebrar.

19) ¿Qué hacías antes para estar sano?
 Cuando era más joven solía tomar clases de natación para mantenerme saludable. También solía comer una dieta equilibrada, pero no solía beber mucha agua.

20) ¿Qué vas a hacer en el futuro para mantenerte en forma?
 En el futuro voy a correr por el pueblo para mantenerme saludable. También voy a comer cinco raciones de fruta y verdura al día y voy a beber mucha agua y hacer muchas actividades físicas durante la semana.

21) ¿Cuáles son los aspectos más importantes de una vida sana?
 Para una vida saludable es importante dormir las horas requeridas y es necesario disminuir gradualmente para tener



Los asignaturas Lunes el 22 de noviembre 2021

En mi colegio, estudio el alemán, las ciencias y la informática. Opto el alemán porque me gusta vivir en Alemania en el futuro. Detesto las ciencias porque mi profesor es muy riguroso pero no optativo. Además, prefiero el inglés porque es más útil que las ciencias. También, si pudiera estudiar el teatro sería sencillo. En el pasado, estudiaba el francés. No me gustó el francés porque muy, muy difíciles. El español fue más fácil. Cuando estudiaba el francés mi profesora fue muy mal. Tuvé muchas deberes. En el futuro, me gustaría estudiar la cocina (Sería fantástico! Seré una cocinera porque mi madre tiene un restaurante en Alemania. Voy a vivir en Alemania con mi madre, si la notas son muy bien y voy a aprender hablar el alemán en el futuro.

Well done, Kate. As always! (1) for effort! You have met all the criteria, referring to 3 time frames, mixed opinions with reasons and used a good range of tenses and vocabulary. Check your agreement and a missing verb. If you had produced this in exam conditions it would have got you a full 10/10 + 4/6 16/16.

Well done on your consistent high standards and application, Kate!

assessment

Describe your house:
Ma maison est assez grande. Il y a une sept pièces dans ma maison, j'ai une cuisine, une salle de bains et un salon, sur le premier étage. Sur le deuxième étage, il y a une chambre, une salle de bains et le bureau. Mon préféré pièces est le bureau parce que c'est tranquille. J'habite près d'une grande ville.

Describe your bedroom:
Dans ma chambre il y a l'armoire, le lit, un téléviseur, un ordinateur et un bureau. J'adore ma chambre parce que c'est grande et spacieux. Ma chambre est mon préféré pièce dans la maison. Spacieux

Describe your town:
Dans ma ville il y a un cinéma, un bowling et un restaurant. Hier je suis allé au cinéma avec ma famille et le weekend prochain je vais aller au bowling. J'adore ma ville parce que c'est amusant et animée.

Describe your future house:
Dans le futur, je voudrais habiter près de la campagne. J'adore cuisiner donc je voudrais une grande cuisine dans ma maison. Je voudrais trois étages et

En mi pueblo tenemos 3 colegios (todos chicos, todas chicas y mixto). Asisto un colegio mixto. Un colegio es bastante grande y a veces limpio. Es un colegio es bueno, sería mejor si hubiera una piscina.

Estudiaba matemáticas y la música sin embargo, estudiaba muy la biología asignaturas. Estudiaré las ciencias.

En mi tiempo libre tengo hobbies. Me gusta mucho porque tengo mucho divertida. Me gusta la natación, la gimnasia. No me gusta la gimnasia y es por esa razón que dejes.

Mi pueblo es en el noreste de Inglaterra. Vivo en un pequeño pueblo con mi familia. En el futuro me

Foundation

At the moment I am very stressed. I don't know what I want to do in the future. After my exams I will go on holiday with my family. I will have a fun! It will be fun! I will have a fun time!

Higher

I've decided that I don't want to follow education. I prefer to earn money when I finish school. My friends think that I am crazy. What are you waiting to do when you pass your exams? Last summer I did a language course in Paris and met a 17 year old French boy.



Memory Lane

This week we feature two First Year, or Year 7, tutor groups from September 1978.

Mrs Bulman is pictured with 1BW.



Back Row:

Nigel Messingham; Andrew Woodward;
Rhory More; Carl Buckley;
Stephen Skinner; Neil Burnley
and Neil Snowdin.

Middle Row:

Vanessa Bourne; Paul Woollock;
Christopher Smith; Philip Green;
Jeremy Cooper; Ian Hartley; Colin Russell
and Helen Wood.

Front Row:

Sandra Walters; Sarah Parker; Maria Barker; Elizabeth Barrett; Mrs Bulman;
Tracy Woods; Loraine Waudby; Dawn Catling and Susan Widdall.





Mr Heathershaw is pictured with 1AX.



Back Row:

Paul Brattan; Kevin Harris; Graham Bulmer; Andrew Hirst; Michael Law and Andrew Blayney.

Third Row:

Craig Thackray; Stuart Brierley; Robert Bennett; Richard Foster; Keith Atkinson; Anthony Musson; Timothy Brandreth and Alastair Cullis.

Second Row:

Sharon Smith; Jennifer Grantham; Janice Bainton; Sallie Stonehouse; Hayley Ramshaw; Jenny Walter and Carolyn Simpson.

Front Row:

Helen Dunham; Rachel Harrison; Pamela Butler; Gillian Kilvington; Mr Heathershaw; Sally Ashley; Debra Wardill; Nicola Baldwin and Gillian Mitchell.



Follow us on Twitter to
see more pictures from
Memory Lane
@SchoolLongcroft



Find us on Facebook
Longcroft School &
Sixth Form College



Luci on the Path to Boxing Success

"I wasn't that nervous...I just did it and I felt fine."

Year 7 pupil Luci Stewart, who is in 7DPE, appeared in her second skills bout last weekend and the experience certainly left her hungry for more opportunities to enter the ring.

Luci explained, "My step-dad runs the boxing club. I used to do dance but I don't any more because now I do boxing every Monday, Wednesday and Thursday." She added, "I like going to different boxing clubs and meeting other people."

When asked how she felt going into the bout, Luci said: "I wasn't that nervous. When I did my first bout I was really nervous but I wasn't scared at all. I just did it and I felt fine."

Track Fitness and Boxing Club is earning a reputation for producing successful boxers and Luci added, "The coaches are good. They make you work hard and they help you by correcting you and showing you how to do things. I enjoy the fitness and the skills. The fitness is my favourite thing to do and I just love boxing."



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Luci is looking forward to her next opportunity to perform. "On 12th March at Beverley Leisure Centre I have a skills bout. Our club is doing the show so lots of other people will be on the bill like Rocco and Tallulah." Luci's fellow Longcroft pupils Rocco and Tallulah Pulling, Beverley's National Champions, are also members of Track Fitness and Boxing Club. Luci said, "I look up to Tallulah because she's really good. It's fun to train with her and she's really good at running. She's so fast and I try my best but I can't keep up with her!"

Luci added, "I watch boxing on TV and I like Tyson Fury because he's really good. In the future I'd like to box in the Olympics and to be a professional boxer."

We wish Luci well for her bout on 12th March and look forward to watching her progress as she bids to become the latest success story from the fantastic Track Fitness and Boxing Club.



Musicians Enjoy Festival Success!

Mrs Bolton took a group of Longcroft woodwind musicians to Cottingham Festival last Friday evening. It was a very successful evening with three of our musicians winning awards.

Emma Coombe 1st

Ella Markillie 2nd

Molly Kemp 3rd.

Well done also to Chloe Dyason and Jasmine Brown who played brilliantly too.

PE Staff Reward Commitment

Well done to the following pupils on completing their extracurricular bronze loyalty cards:

Sadie Colclough

Molly Rawson

They will now go onto their silver card, well done!

At the end of each half term, the Longcroft PE team choose one pupil from each class they teach who has shown Great Heart, Thought or Vision.

For example, an act of Great Heart may be helping another pupil in class. An act of Great Thought may be contributing well in lessons and an act of Great Vision may be having a fantastic attitude to learning and showing good effort when learning a new skill.

Well done to the pupils who have been selected by their teacher. Their names will be displayed on the PE board in the sports hall next half term.

Dodgeball Success

On Thursday evening, pupils participated in the East Riding Schools' Sports Partnership Dodgeball Tournament. We competed against a variety of schools in the local area including Beverley Grammar School, Hornsea, Bridlington and Holderness Academy. The Year 8 boys' team came third, the Year 8 girls' team came fourth, the Year 10 boys' team came fourth and a massive well done to the Year 10 girls who were the overall champions and remained undefeated all night! Well done to all the pupils involved!

	Mr Martin	Mr Cassidy	Miss Calam	Mrs Henderson	Mrs Holt
Year 7	Aidan Clayton (Thought)	Stanley Kerridge (Vision)	Ellie Fordham (Heart)	Conney Drew (Vision)	Benjamin Smedley (Thought)
Year 8	Jack Watts (Heart)	Harry Lee (Vision)	Jasmine Lambert (Vision)	Abi Mayindize (Vision)	Maisie White (Heart)
Year 9	Harry Dawson (Thought)	Alex Goldberg (Vision) George Steele (Vision)	Amy Barber (Vision)	Millie Frank (Vision)	Eleanor Foster (Heart)
Year 10	Mason Jowitt (Heart)	Travis Chambers (Thought)	Peter Barrow (Thought)	Will Seddon (Vision)	Oliver Lawton (Thought)
Year 11	Hayden Watters (Thought)	Gabbie Caruso (Vision) Rubie Vickerman (Vision)	Will Hutchinson (Heart)	Kasey Scott-Leak (Heart)	





LIBRARY NEWS

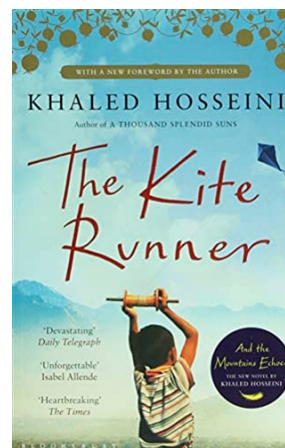
"Books are the plane, and the train, and the road.
They are the destination, and the journey."

Anna Quindlen, *How Reading Changed My Life*

One of the greatest pleasures of reading is feeling yourself transported to a new country and experiencing a different culture. Reading books set abroad allows us to visit entirely unfamiliar lands: imbue fresh scents, hear unfamiliar rhythms, and walk in a variety of shoes.

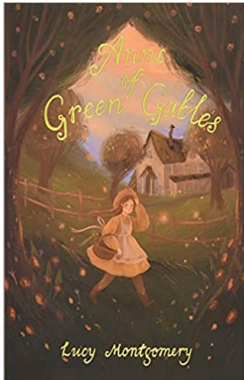
Such books develop our sense of wanderlust and adventure, and better prepare us to communicate across cultures, to learn about different lifestyles and avoid assumptions about others.

Often books are set in locations that are so evocative they feel like another character in the novel. Below are some classic and contemporary favourite reads set outside the UK. Please encourage your children to sample them and visit the library display for an extensive selection of further books.



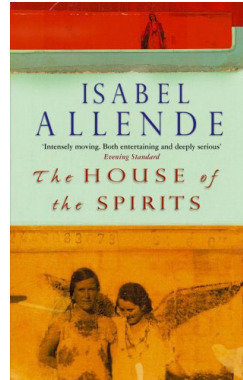
The Kite Runner - Afghanistan

Khaled Hosseini's 2003 novel tells the story of two young boys in Kabul against the backdrop of Afghanistan's tumultuous political changes in the 1970s. Hosseini drew from his own childhood in Afghanistan when writing the book. After the book sold more than seven million copies in the U.S. alone, a film adaptation of *The Kite Runner* premiered in 2007. An incredible book about the power of reading.



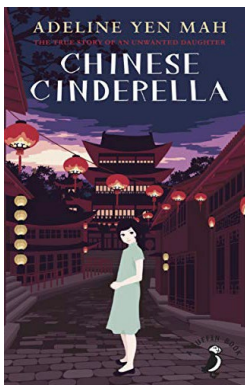
Anne of Green Gables: Canada

This heart-warming story has beckoned generations of readers into the special world of Green Gables, an old-fashioned farm outside a town called Avonlea. Anne Shirley, an eleven-year-old orphan, has arrived in this verdant corner of Prince Edward Island only to discover that the Cuthberts—elderly Matthew and his stern sister, Marilla—want to adopt a boy, not a feisty redheaded girl.



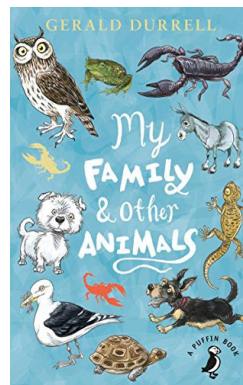
The House of Spirits – Chile

Isabel Allende's debut novel, *The House of the Spirits*, is a multigenerational saga following one family through post-colonial Chile. Like most of Allende's works, *The House of the Spirits* incorporates elements of magical realism throughout the story. A rich tapestry of love, politics, magic and fate. Enthralling.



Chinese Cinderella: China

This amazing autobiography for children is based on the bestselling *Falling Leaves* by Adeline Yen Mah. A unique story of triumph over adversity, told against the background of the Nationalist/ Communist struggle for control of China. It fascinates from beginning to end.



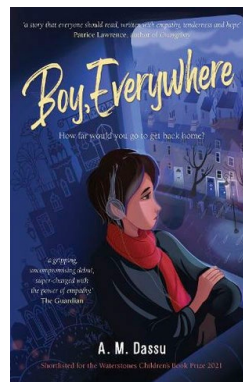
My Family and other Animals: Greece

When the eccentric Durrell family can no longer endure the damp, grey English climate, they do what any sensible family would do: sell their house and relocate to the sunny Greek isle of Corfu. A fabulously funny and moving account of life with the eccentric Durrell family. A joy for animal lovers and a wonderful introduction to Greece.



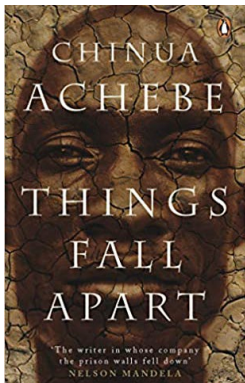
Hero on a Bicycle: Italy

Set against the backdrop of magnificent Florence in 1944 the Italian resistance movement has not given up hope, though — and neither have thirteen-year-old Paolo and his sister, Costanza. As their mother is pressured into harbouring escaping POWs, Paolo and Costanza each find a part to play in opposing the German forces. Action and adventure.



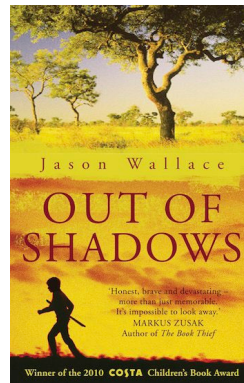
Boy Everywhere: Syria

Told with unflinching honesty and courage, *Boy, Everywhere* documents the refugee experience as a well-to-do Syrian family endure hardship and incarceration on the journey to beginning a new life. A story of survival and immense bravery. Superb.



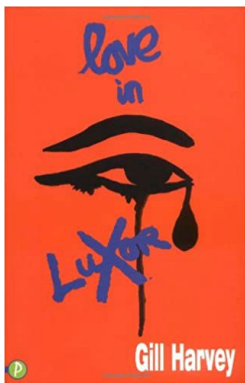
Things Fall Apart: Nigeria

Set in late 19th-century Nigeria, *Things Fall Apart* by Chinua Achebe is a fictionalized account of the colonization of Africa by European nations seen through the experiences of an Igbo warrior struggling to maintain his traditions and culture in the midst of British colonization. *Things Fall Apart* is a classic of African literature that is beloved worldwide.



Out of the Shadows: Zimbabwe

In 1980s Zimbabwe, the war is over, independence has been won and Robert Mugabe has come to power. He offers hope, land and freedom to black Africans. It is the end of the Old Way and the start of a promising new era. For Robert Jacklin, it's all new: new continent, new country, new school. But he very quickly learns that for some of his classmates, the sound of guns is still loud, and their battles rage on. White boys who want their old country back, not this new black government.



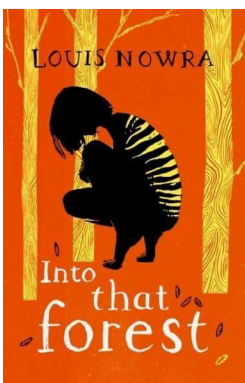
Love in Luxor: Egypt

A fabulous and touching romance that transports you to exotic and exciting Luxor, Egypt's great jewel. Every moment of Jen's adventure, her fated romance with Ali the Faluka Captain, engage you. Hard to put down.



Heidi: Switzerland

Heidi by Johanna Spyri is a beloved classic about a young orphan girl who goes to live with her aging grandfather in the Swiss Alps. Although her grandfather is not immediately pleased to be given care of Heidi, they quickly develop a strong bond. Heidi develops friendships both in the mountains and in Frankfurt, and her friends play a vital part in the book's plot.



Into that Forest: Tasmania

Two girls survive a terrible flood in the Tasmanian bush and are rescued by a pair of Tasmanian tigers who raise them in the wild. Their story of survival is remarkable, as they adapt to the life of the tiger, learning to hunt and to communicate without the use of human language.

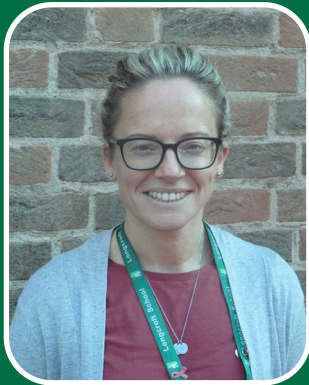


Care and Achievement Co-ordinators

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

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