

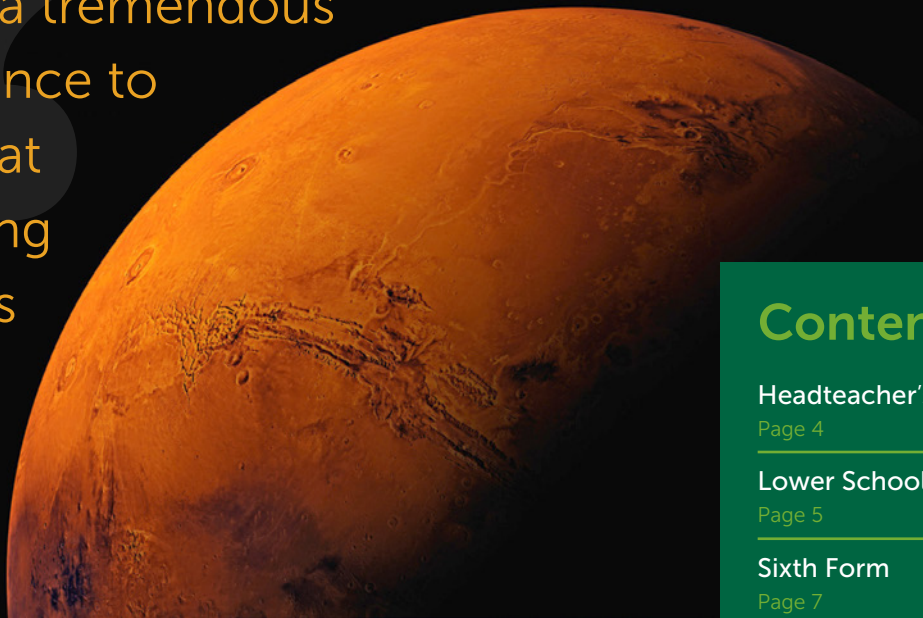


LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER

"It was a tremendous experience to see what exploring space is really like."



Mathematicians Inspired on Mars Day!

We were delighted to be involved in Mars Day 2022, and the event certainly captured the interest of pupils involved.

An exciting virtual adventure was presented by the UK Space Education Office (ESERO-UK), STEM Learning and in collaboration with the European Space Agency and the UK Space Agency.

ESERO-UK aims to use the context of space to open doors for young people by delivering engaging, world-class teaching in science, technology, engineering

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and mathematics (STEM). The European Space Agency's future for human spaceflight and robotic exploration is a sustainable and international endeavour to visit new places and discover new things.

Mrs Powell organised the opportunity. She said, "Theodore von Karman, Hungarian-American mathematician, aerospace engineer, and physicist once said, 'Scientists study the world as it is; engineers create the world that has never been'. When I heard about Mars Day, I knew we as a school had to get involved. I wanted it to be a day that gave access to experts that pupils wouldn't normally hear from. Experts that at one time had been secondary school pupils themselves, sitting in a Maths lesson. I wanted them to be inspired!"

Reflecting on her own career and linking with our Careers Education programme in school, Mrs Powell added:

"When I was an apprentice, I never thought I would one day be teaching Maths in a secondary school. I thought I would return to the training centre at some point to train apprentices, but I absolutely love my job! My engineering career was not an easy path and when I 'made it' I vowed that if I could make it easier in any way for females to follow in my footsteps I would."



She added, linking the event to International Women's Day: "One of my favourite films of all time is "Hidden Figures", the story of Katherine G. Johnson, Dorothy Vaughan and Mary Jackson - brilliant African American women working at NASA, who served as the brains behind one of the greatest operations in history to launch astronaut John Glenn into orbit. One of the main points I wanted pupils to realise, is that you might not know where you'll end up. Few of us do at that age. But that it's ok to not know. Working



hard is what's important. Knowing that commitment and dedication will lead to great things."

Pupils were able to listen to Dr David Parker, Director of Human and Robotic Exploration at the European Space Agency (ESA). He said, "Exploring space is about travelling farther and coming back with new experiences and knowledge to help us on Earth."

Dr Parker highlighted ESA programmes including regular astronaut missions to the International Space Station, Europe's contributions to Artemis including the European Service Modules for Orion and two of the four main elements of the lunar Gateway. He pointed out that Mars was similar to Earth at the time when life appeared on our planet, more than four billion years ago.

The Maths in Space session was particularly popular, as pupils heard from hidden heroes of the UK space industry who revealed their missions and adventures. This session was led by Dr Jane MacArthur and feature hidden heroes in the thriving UK space industry. Dr MacArthur is a Cosmochemist and Postdoctoral Research Associate at the University of Manchester. The curator of the UK Antarctic meteorite collection retrieved by the Lost Meteorites of Antarctica project, her route to academia involves a Maths degree and qualifying as a Chartered Accountant, and then after an MSc in Planetary Science she completed her PhD studying a new martian meteorite and grains from the Comet Wild 2, returned by NASA's Stardust mission.

Another hidden hero, Catherine Regan is a PhD student at the Mullard Space Science Laboratory, UCL, studying planetary induced magnetospheres. She began her academic journey at the University of East Anglia where she



studied Environmental Geophysics, where she discovered her passion for planetary sciences leading to her masters in the subject at UCL. Although she did not do a physics or maths degree, she uses maths every day in her research to help understand the magnetic environments of planets such as Mars.

Pupils also heard from Megan Maunder, who graduated from University of Exeter in 2018 with an MSci Mathematics (Geophysical and Astrophysical Fluid Dynamics). She found her passion for the study of space weather during her undergraduate degree in Mathematics. She is in receipt of an STFC funded Studentship for a 'Multi-Spacecraft Investigation of Solar and Heliospheric Plasmas'. Megan studies Coronal Mass Ejections (CMEs), which are large expulsions of mass propelled outwards from our Sun.

The session enabled pupils to learn how the hidden heroes

participate in space missions here on Earth, their journey stemming from studying maths and how it has launched them into adventures where you don't have to be an astronaut to work in space. As Mrs Powell demonstrated, there was a clear link with the Careers Programme which Mr Coupe leads in school and also International Women's Day as pupils heard from inspiration females in this fascinating field.

Ameerah-Grace Rumford, who is in Year 8, said: "The maths in space webinar was excellent. It showed us that we don't need to find out our life's jobs straight away. Also it showed me that Mars is a very interesting planet."

Year 10 pupil Casey Jane Field Chapman said, "It was very inspiring and I learnt a lot about the length of time it takes to travel to the planets and the great distances involved." A second Year 10 pupil Taylor Helyard added, "It was a tremendous experience to see what exploring space is really like."

Mrs Powell concluded, "The highlight for me, was quite simple. Speaking with my Year 8 class at the end of the Maths In Space webinar, seeing the eyes of one of my female pupils light up and knowing that she had made that connection...she had realised that one day she could be that expert. For me, that was 'Mission Accomplished'".

Thank you to Mrs Powell for creating and organising what proved to be a fantastic opportunity.

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

61,515

THOUGHT

260,794

VISION

245,204

GRAND

TOTAL:

567,513



Welcome from the Headteacher



As someone with a background in Science, this week has been particularly heartening. Young people across year groups have been actively engaged with a range of opportunities through and beyond the taught Mathematics and Science curricula, and you will see a snapshot of their experiences through this edition of our newsletter.

Ensuring a school experience that exposes our young people to a wealth of opportunities to be inspired, to learn, explore and to be curious, is core to our commitment here at Longcroft. Events for British Science Week and Mars Day exemplify our aim to develop a sense of awe and wonder through our curriculum and in our ever-increasing understanding of our world and beyond.

Many of us look back at particular moments, experiences or relationships that were significant in bringing us to a given point in our lives. It is not at the time of course that we ordinarily recognise the impact; that can come much later and after much endeavour. As we continued to reflect this week on the events of last, I was reminded in this regard of a quote associated to the author Fabienne Frederickson, who was interviewed on International Women's Day, 'The day you plant the seed is not the day you eat the fruit'.

For a generation that through technology and societal norms has become ever more accustomed to instant gratification, the concept of patience is perhaps ever more challenging. However, the reality we know is that very little achievement comes without patience, without struggle and without a commitment to doing the right things day in and day out. As a school we will continue to promote high expectations of ourselves and our children. We aim to instil in them the importance of our values, of doing basics brilliantly every day, to embracing challenge and engaging with support. In doing so we will be individually and collectively well placed to flourish and succeed,

Mr Perry
Headteacher



LOWER SCHOOL



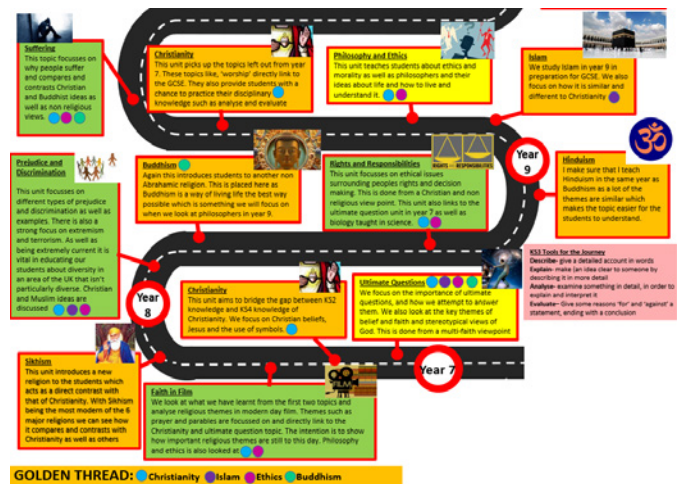
Mr Worthington writes:

At Longcroft we believe that Religious Education is relevant for all children, whatever their religion or beliefs. RE can promote respect for others as well as encouraging a positive self-image. Religious Education has never been more relevant, engaging or challenging as religion and religious issues are in the news every day.

For pupils to be able to understand our constantly changing world they need to be able to interpret religious issues and evaluate their significance.

From the pupils' first lesson in RE at Longcroft, Religious Education provides valuable insights into the diverse beliefs and opinions held by people today. It helps with pupils' own personal development and supports an understanding of the spiritual, moral, social and cultural questions that surface repeatedly in their lives.

In tackling difficult questions, RE provides pupils with insight that can work to challenge stereotypes, promote cohesion, and tackle extremism. RE does important work encouraging young people to value themselves and the communities within which they live. In terms of cultural influence, we also study religion in order to learn more about how different aspects of human life such as politics, science, literature, art, law and economics have been and continue to be shaped by changing religious notions.



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At present, our Year 9 pupils are engaging with the Philosophy and Ethics section of the RE curriculum. Philosophy encourages us to explore and challenge our assumptions about who we are, how we think, and the nature of the world around us. In lessons, the children have reflected on the work of William Paley and discourse around the Divine Watchmaker. Through the study of Philosophy and Ethics, pupils have developed the ability to formulate and structure an argument, identify and draw out weaknesses and to express themselves logically and with precision. The children have also been reflecting on utilitarianism as a theory of morality that advocates actions that foster happiness or pleasure and oppose actions that cause unhappiness or harm.

I was thoroughly impressed to see how our pupils have engaged with these concepts, showing higher-order thinking and developing key skills that will equip them for the wider world.

Please see an image highlighting the RE journey for our Lower School children.

Mr Worthington
Head of Lower School

that creator is God.

A reason that the design argument proves that God doesn't exist is because although the world may be too intricate and perfect to be created by chance, there may be another being out there that created earth. There is no way to prove that it was God that created earth, so people may assume that someone else created earth.

Another reason that the design argument doesn't prove that God exists is that even though the world is perfect and intricate now, billions of years ago when the world was first created (potentially by the big bang theory) it wasn't perfect and over time, it has evolved into the way it is today. This theory would mean that God had no input to the creation of earth therefore not proving his existence.

The design argument proves that God exists because in Paley's theory, he states that the world is 'perfect'. For Christians, the most perfect being is God and he teaches a person ways to become perfect in themselves, the only so the only person that could pull off a project like the creation of earth would be God.

1. match the theory/quote to the Philosophy.

1, b
2, a
3, f
4, e
5, c
6, d

2. Descartes knows we exist because he stated 'I think therefore I exist' and basically means that if we have thoughts and opinions on things that must mean we exist. His opinion is good and quite strong because if we weren't existing why would we think?

3.

a. Using a utilitarian approach I would tell Mr Fox who threw the paper airplane at the back of his head because ~~he should~~ by telling Mr Fox who threw the airplane it saves the rest of the class from getting told off for something they didn't do. It's doing the greatest good for the greatest amount of people, even if Mr Fox shouts at the students who threw something at least the rest of the class are not getting told off.

b. If Immanuel Kant was in the classroom I think he would tell Mr Fox because it would fulfill his duty as a good person no matter the outcome as long as he's not left with the guilt of not owning up and dealing with the wrong people getting punished.

2) Descartes wanted to be able to differentiate his dreams from reality to prove which was real or not. He established that because he could think, he must exist. This meant that because he could have thoughts about which state was reality, he must be real and living. He solidified his beliefs into a statement: 'I think, therefore I am.'

3) a) Using a utilitarian approach, to solve the problem I would own up so everyone could go to lunch, even if I had to sacrifice mine. This is because in utilitarianism, you do the greatest good for the greatest number of people.

b) Kant believed that you should always tell the truth no matter the outcome (categorical imperative). Therefore, if he threw the plane he would own up to it and if he didn't he would stay quiet. If he knew who did it he would own up for them.

4) The design argument proves God exists because Paley compares the Earth to a pocket watch and explains that because it is so perfect and intricate, there is no way it could've been made by chance. Therefore, it must have had a creator and



Mr Henderson writes:

SIXTH FORM

One of the privileges of my role is to observe students in their lessons and watch the learning taking place, and this week I have been observing Year 12 students.

In English Literature students have been studying the Burns poem 'Song (Ae fond kiss)' with Miss Meek. It was so interesting to see how the teacher skilfully guided the learners through the evaluation of the text, looking at alliteration, onomatopoeia and the multiple meanings of specific terms and words. It was lovely to see how student responses, especially those of Tom and Orla led to widened and more in depth discussions.

In Business Studies with Mrs Donkin, it was just that; the business of working as a team to discuss improvements that could be made to an assignment brief. Independently evaluating one's own work is a skill that was developing as the conversation went from the business environment to the marketplace.

Sometimes a lesson captures the imagination, no more so than in Psychology with Mr Baker. The starter in the lesson was for the students to develop their understanding and knowledge of the differences between classical and operant conditioning. Through discussions of well-known biologists and psychologists such as Pavlov, Watson and Skinner, students Oscar and Georgia were able to make connections between examples they had been given and theories they had learned. They were then able to take this further and develop ideas of their own.

In Politics this week students were evaluating how effective the House of Commons is in carrying out its key functions of Legitimation, Legislation, Scrutiny, Representation, Debate, & Providing a Government. Mr Coupe stated, "I was particularly

impressed with their verbal contributions as we studied the day's Parliamentary Order Paper. It was International Women's Day, so much of the parliamentary business was about issues relating to women, and the students articulated some interesting perspectives."

During Mr Coupe's History lesson this week, students were studying Social Changes in Stalin's Russia. They had one of their fortnightly knowledge tests based on the independent reading that they are set. Mr Coupe said, "I was very pleased to hand back a set of essays, in which all students achieved a grade C or above. One student's essay was particularly impressive and she gained an A* for her analysis of sources about industrialisation in the USSR, which is really challenging."

This week, the Year 12 students have been spending the morning form period with Mr Wilson, starting the complicated process of writing a world class personal statement. Mr Wilson writes "With Year 13 students on exam leave, I have been working with Year 12 showing them how they could structure their Personal Statement. Once they understand the layout, the next thing is to draft the opening paragraph which includes their 'trigger statement'. Most students find this part the most difficult so by working together we can share our ideas and inspiration. It's a nice example of Great Heart and Great Vision!"

Mr Henderson
Head of Sixth Form

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@EYSixthForm



eysixthform

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SAFEGUARDING



Mr Rogers writes:

ClassCharts Rewards

With over 95% of comments on ClassCharts being positive it's important to us that pupils value receiving praise from staff. You will have noticed that staff are now, where possible, adding extra information when assigning a positive comment. We hope that you find this useful when discussing the day with your child.

In order for a pupil to find out how many spendable points they have, and to purchase items, they need to download the ClassCharts app. On the app they can scroll through available items and place an order for any item they have enough points for. Pupils can save their points and purchase a higher valued item later on in the year. A great idea is to set a target of the reward they would like. The number of items in the reward shop can grow and pupils can suggest items that they would like. If they have any idea they should speak to their Care and Achievement Co-ordinator.

ClassCharts is an online system which teachers use to track achievement and behaviour throughout the school day.

ClassCharts is used to share information with parents/ carers and pupils about:

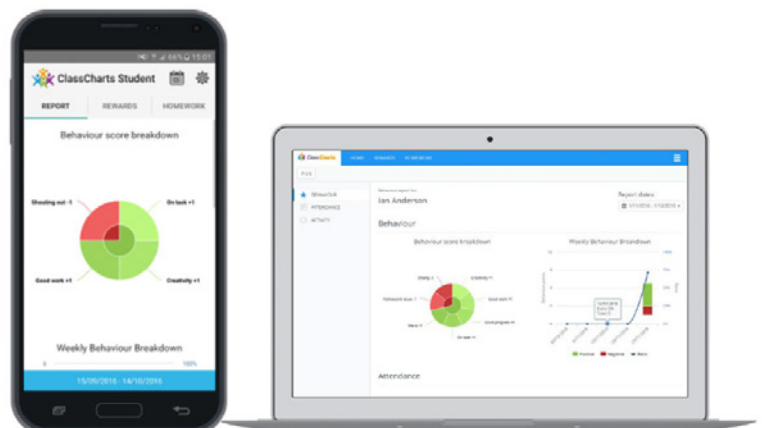
- Achievement Points
- Behaviour Points

All pupils should login to ClassCharts regularly to view their achievement/ behaviour, attendance and homework. This can be done via the app on your mobile device or home computer.

ClassCharts for pupils can be accessed via our website, or by our iOS and Android apps.

You can access the student website and links to the student apps at: <https://www.classcharts.com/student/login>

CONT. OVER >





Student Code

You should have received a Student Code from us, which will look similar to the example code shown here.

B5AK4R3

How to Log in

Log in via the website

You can log into ClassCharts by going to <https://www.classcharts.com/student/login>.

Click the login button and select the student option.

Simply enter your Student Code and click Log In. You will then be able to access your account.

The screenshot shows the 'Log in' page with three tabs: 'Teacher', 'Parent', and 'Student' (which is selected). Below the tabs is a text input field labeled 'Pupil code'. There is a checkbox for 'Remember me' and an orange 'Log In' button. A note states: 'To log in and view your behaviour report you will need to enter the code provided to you by your teacher.' At the bottom, there are links to download the app from the 'App Store' and 'Google play'.

Log in via the apps

As shown above, you can download the ClassCharts Student app from the student login page.

Once you have the app installed, open it and you will be asked for an access code.

Enter your Student Code here and you will be able to access your account.

The screenshot shows the 'ClassCharts Student' app interface. It has a blue header with the app name and a blue button that says 'Access your student account'. Below this is a text input field labeled 'Access code' with a placeholder text: 'Please enter access code supplied by your teacher'. At the bottom, there is a grey button labeled 'LOG IN'.

If you need any further information please don't hesitate to contact your Care and Achievement Co-ordinator who will be able to support you with log in details.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING & LEARNING

**Mr Taylor writes:**

Hello again

One useful addition to the revision routine for pupils is the use of revision guides. These are readily available from book shops, on line or from our own library. It is important we use them correctly.

Please see below some tips to help you and your child maximise their effectiveness:

Don't keep re-reading the same page

- Research suggests that repeated reading of revision guides, despite being a favourite study choice of most pupils, doesn't lead to improved learning.

Summarising

- Successful summaries identify the main points of a text and capture the gist of it while excluding unimportant or repetitive material
- The issues with summarising information, particularly if from a lengthy text, are that it can be time-consuming and many pupils are not skilled in summarising texts well.
- In Dunlosky et al's (2013) review of the research on the effectiveness of this strategy to improve learning, it is suggested that although summarising could be a better strategy than re-reading and highlighting, pupils would

need considerable training in order to do this strategy well and as such would probably benefit more from generating their own explanations or developing their self-questioning skills.

Doing something with the information

- Ask your child to convert the information in the revision guide from one format to another, for example from a paragraph to a comparison table, diagram, mind map, picture, list, etc.

Focus on a small chunk of text

- Ask your child to read a section in the revision guide carefully, jotting down any key points or important information.
- Ask your child to write questions that would cover these key points in their response.

CONT. OVER >



- Write these answers separately from the questions so that they can answer them later when they are revising. This could be on the reverse of a flash card or on the bottom half of their exercise book page that can be covered up during the testing phase.
- Suggest that they label their flash cards or pages in their revision notes with the topic and page that they are revising so that they can easily find the information at a later date if they need to do further studying.
- Repeat this process with the next chunk of text.

Focus on what you don't know

- After self-testing encourage your child to sort the flash cards into piles; information they recalled correctly and ones that they did not.
- Repeat the self-testing and checking process focusing only on the cards that your child recalled incorrectly until there are no cards left in that pile.
- Repeat this process using all the flash cards during a subsequent study session to improve long-term retention and learning.

Cross-reference your learning

- Revision guides don't always cover every aspect of the specification your child is covering. Encourage them to cross-check their learning against a specification (pupil-friendly specification checklists are available online for many subjects).
- Where there are gaps in the required level of detail, after making notes from the revision guide (which are generally more concise), find further examples online, although the accuracy of these will need to be checked.

Test yourself

- The research suggests that having to generate an answer, or having to retrieve information – even if no feedback is given – leads to better long-term recall than simply reading.
- One of the benefits of a revision guide is that they include a test section for each topic with answers.

- This means your child has easy access to testing material. They can revise, check what they can recall then go back and go over their weaker areas again, retest and so on.

Mr Taylor

Head of Teaching and Practitioner Development





The Friends' Corner

Do you have a few spare hours to help? Join us!



fols@longcroft.eriding.net

Charity Reg No. 515674

We would like to introduce ourselves. We are the 'Friends of Longcroft School' or **FOLS** for short, and we are looking for new members to join us and replace parents whose children no longer attend Longcroft School.

You want to help but do not have the time?

We became a registered charity in October 1984. Over the years help and assistance have been provided in many ways; the charity has contributed funds for items, events, and experiences for the pupils that either do not fall under budget allowances for school, or that simply cannot be met by school budgets. This includes donations to contribute to pastoral funds, to support uniform provision for pupils who may not be able to provide their own. Some of the items bought for the school are for example table tennis tables and classroom visualisers. We are also the proud sponsor of the yearly Bookbuzz for Year 7 pupils, where they get to choose a new book for themselves.

Support the cash draw!

We run a monthly cash draw, which costs £1 per month (paid annually). This is usually drawn on a quarterly basis, 50% of which goes into our funds for supporting our school, 50% of which is paid out in prize money to the winning number. The more that join, the bigger the prize money is.

Cash Draw numbers can be purchased through the School Parentpay app, or can be purchased directly from FOLS, so you don't even need to be a parent! Members of staff, grandparents and our extended community can also join – just contact us at fols@longcroft.eriding.net for further information on how to pay.

Our latest Cash Draw winners are:

November – J Savage

December – Parent of J Dawson

January - Emma Minns

February – Joanne Langcaster



IN FOCUS

While we often feature and celebrate our pupils' and Sixth Form students' excellent performance work in Drama and Theatre Studies, this week we focus on the theoretical aspects of the GCSE and A Level courses.

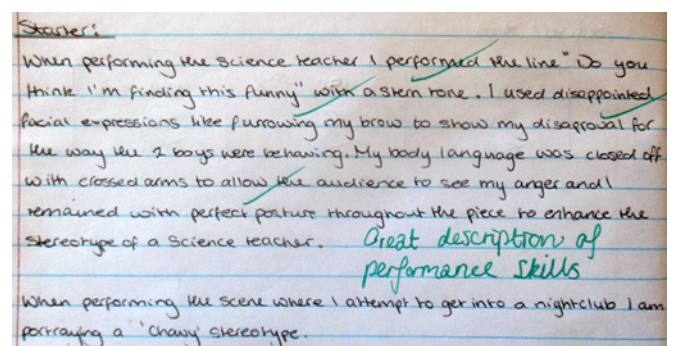
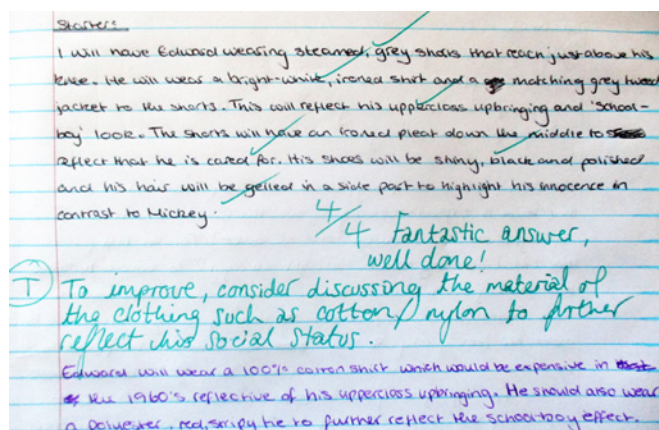
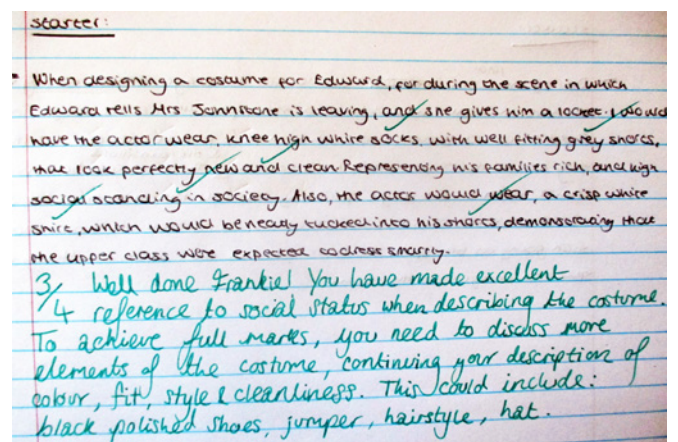
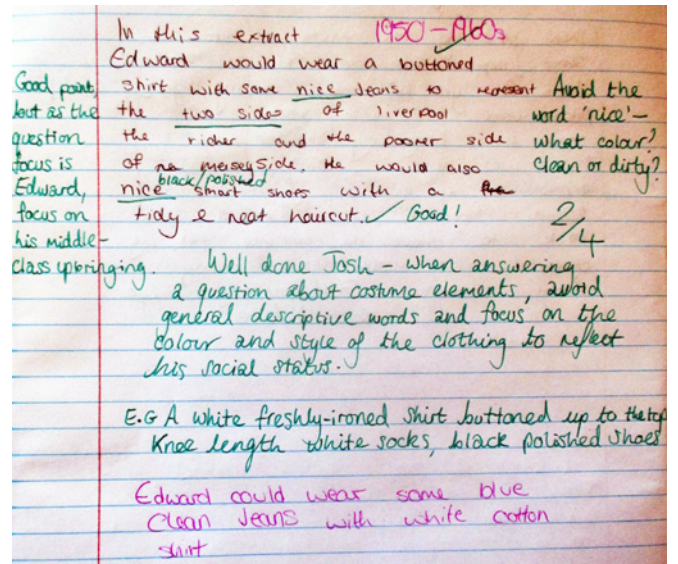
Year 11 pupils, while working hard in preparation for their practical assessment, have focused on aspects of 'Blood Brothers'.

Mr Baker said, *"I really enjoyed reading pupils' work, and the feedback in their books from Mr Thomson was extremely detailed with clear targets for improvement."*

Caleb Wilson in Year 11 enjoys studying Drama. He said, *"I enjoyed Blood Brothers – I thought it was quite fun. We've done a lot of practical based on it. I played Sammy."* He added, *"We're currently studying Billy Elliot – were watching the film for our written piece, Section C."*

Year 13 students are studying the work of Steven Berkoff. Ella Markillie said, *"We're working to adopt his style into the script for our final exam. We are using exaggerated facial expressions and gestures, and it allows us to explore a new type of drama."*

DRAMA AND THEATRE STUDIES





Section B Practice:

For this extract, I would dress Eddie in polished black leather shoes with gold buckles, they would be pristine and unscuffed to show his sheltered, upper class background. He would wear knee high, clean white socks and knee length grey shorts with a pleat down the centre. These would be well made and clean with no holes or patches to highlight his wealth.

Eddie would wear a red knitted tank top over a pressed white shirt with a stiff cotton collar and possibly a tie to show the pride his parents take in his appearance.

4/4 *Fantastic detail Emma, well done!*
Great references to his wealthy upbringing.
Remember to describe the material of the costume.

The tank top would be chunky knit i.e wool to suggest it is well made and likely expensive.

The shirt and shorts would be high quality cotton, well ironed and clean to show the care the Lyons family takes in their appearance.

Eddie's hair would be neatly combed to one side with a side parting.

Starter

Edward costume:

Edward would wear black ^{cotton} trousers that are pressed and freshly ironed. They would be completely clean contrasting Mickey's scruffy attire. He would wear a white shirt without any stains. I would be perfectly tucked in and with short sleeves. He would wear a ^{smart blazer} jacket and freshly polished leather shoes. He would have his hair slicked back with gel. This would show his upper middle class background.

sp. sleeves 4/4 *Well done Katie! Continue to add detail on the colour of the costume and how this reflects the time period of the play in Liverpool.*

Edward would wear a coloured tie which would show his wealth and status above other people. This shows his upper middle class status above others. This part of the play set in the 1950's to 1960's so he would wear worn, white, clean, knee-high socks.

It more question

When performing Edward in this extract, he would be wearing school uniform with his top button done up tightly. He would be wearing short, white long socks, with leather polished shoes, to make his appearance tidy. *What colour shorts and socks?*

2/4 *Well done!*
More detail needed on the material and colour of the costume elements.
Justify your decisions - EG freshly ironed white shirt to reflect his middle class upbringing.

I would have Edward in a white shirt, that has been freshly ironed and the color has been done up. His shoes would be a dark charcoal colour with white socks. He would have neatly parted hair down the middle to represent his upper middle class. Also he would wear a tie with his uniform with black polished shoes.

to convey the awkward dynamic between my character and Vicky: I maintained eye contact with Chris and avoided it with Vicky. This helped to make it more obvious to the audience the situation between the colleagues and support the development of our storyline.

Our final focus when developing our performance was the conclusion of our piece. In this scene, Vicky is arrested for ~~being~~ misusing the surveillance technology in order to spy on Chris. The problem I faced performing this scene, was my acting skills did not fully portray my character's shock and upset at Vicky being arrested.

An important scene in our piece that we felt needed improvements was the confrontation scene between Vicky and Ellie. In this scene, Vicky has invited Ellie round for drinks in the hope of reconciling their broken relationship. However, after displaying obsessive and unstable behaviours, Vicky scares Ellie off and unintentionally makes the situation a lot worse. Our original idea was to have this scene as the moment when Ellie discovers the footage of Chris on Vicky's phone. To portray this, I made my ^{posture} body language confrontational by making my body language very upright and rigid and maintaining direct eye contact with Vicky to convey my anger. The problem with this scene was that the truth was revealed too early to Ellie which made the plot less impactful: we created dramatic tension by keeping the characters unaware of what the audience already knew. I changed my physical and vocal skills to portray fear rather than anger. I lowered my vocal tone and volume and stammered over some dialogue to convey uncertainty and emphasise how uncomfortable Ellie is. I altered my confrontational body language.

Strong discussion of acting skills - remember to link to your dramatic intentions for your audience.

intro Overall, I feel my piece of devised drama was successful and met my dramatic intentions. Playing the role of Grace gave me the opportunity to develop a villainous character linked closely to the theme surrounding the Black Hills stimulus. *Good introduction*

My intention is

For this scene was to show my obsession with Daisy. I believe my performance effective ^{in representing} this due to me ensuring I had an interested facial expression every time she was mentioned, or there was an opportunity for Grace to mention her. To do this I raised my brow, and made sure I kept eye contact with Amy, conveying to the audience my intrigue I also, angled my body so it was closer in proximity to Amy to represent how much I wanted to hear about Daisy. As a result, the audience were shocked that my focus was upon Daisy rather than the prospect of another person coming to join Grace's day. I was pleased with this response, ^{because it was} the reaction I hoped for, when the audience finally notice my obsession.

brackets not necessary

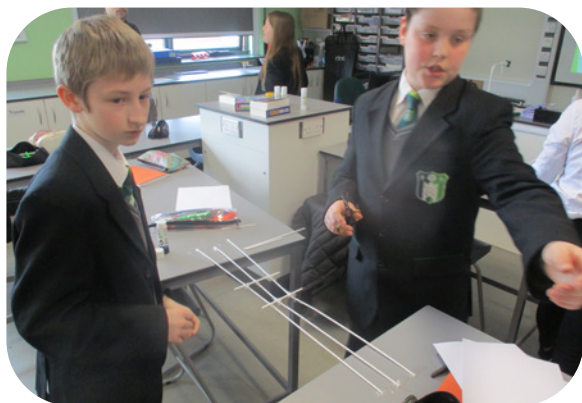
When performing our final scene when Daisy confronts



British Science Week

British Science Week is a 10-day programme of thousands of events running throughout the whole of the UK with the aim of raising awareness, sparking enthusiasm and celebrating science, engineering, technology and maths. The week is coordinated by the British Science Association and funded by the UK Research and Innovation (UKRI). As part of this exciting week, Year 7 pupils have been taking part in activities during their Science lessons.

The Physics lesson saw pupils demonstrate creative and logical thinking as they designed and built their own bridge using only 5 strips of 30cm tape, 8 straws and 6 pieces of card.



Their starter activity saw pupils learn that the Humber Bridge spans 1410 metres and took 8 years to build. They also learned that the Humber Bridge opened to traffic on 24 June 1981, making it 41 years old!

Pupils were then divided into groups - each group being a maximum of 3 people. The challenge was to build the strongest bridge between two tables (50cm gap). Bridges were tested using newton weights and pupils were given just 35 minutes to construct their bridge.

After building their bridge and testing its strength using the weights, pupils evaluated their work. They considered how much weight their bridge held, which of the bridges was the strongest and what made certain bridges stronger than others. The final part of pupils' evaluation was to consider the question: 'How would you improve if you were to make a bridge again?'



Gracie Pawson, who is in 7JHL, said: "Our bridge held 14 weights.

I was quite pleased with it. It

wasn't the best in the class but I was pleased. Ava-Rose had done a similar thing before and she was really helpful. I've learned that for things to be structurally sound they need to balance on each side, not just in the middle."

Jack Allport is also in 7JHL. He said, "My bridge was good in the beginning - we stress-tested it and it held eight weights but then it broke in half! After that it would only hold five."

Gracie Ferne, who is in 7RMH, said: "I learned that we needed to use our tape wisely! In the end it held four weights."

Next week we are looking forward to featuring pupils' work on the Biology and Chemistry challenges!



Extra-curricular Sport

Netball team 'A credit to the school'

The Year 9 netball team finished their season in style with a solid performance in the End of Season Tournament. With Longcroft hosting three out of the five tournaments, it's always a pleasure to welcome and see local schools taking advantage of our fantastic facilities. Although Longcroft didn't come out on top this time, the players produced a very competitive performance against some extremely strong teams. Wins against South Hunsley, Goole and Hessle meant they narrowly missed out on progressing to the Humberside finals. The Year 9 players have shown excellent dedication to their training and fixtures all year, even helping to coach the younger years. They are always such a pleasure to take to fixtures and are a great credit to the school.



Commitment Rewarded

Congratulations to the following pupils who have completed their silver extracurricular loyalty card:

- Olivia Birt
- Natasha Sharp

These pupils will now go onto their gold card.

Boxers on the Right Track

Several current and former Longcroft pupils were involved in Saturday's fantastic Track Fitness and Boxing Club show at Beverley Leisure Centre.

Luci Stewart was one of the current Longcroft pupils involved in the show. She said, "I loved it. It was a bigger crowd than I've ever boxed in front of before. I was nervous at first, but then I was fine and it was nice to know everyone was cheering for me."



The photo includes a number of current and former pupils including Rocco and Tallulah Pulling, Luci Stewart, Theo Rowe and Nick Moody.

Mr Baker said, "It's fantastic that so many young people are able to enjoy the opportunities provided by this club, and their record of success is incredible. We're proud of the manner in which the current pupils represent school, and it's a pleasure to discuss their improvement and achievements with them, while it's always good to see former pupils continuing with their sport and doing well. Shows like the one on Saturday take a lot of organising but the boxers really appreciate this and speak very highly of their coaches who give up so much for them."



Memory Lane

This week we feature pupils and Sixth Form students from the 1990's.

Taken in the Lower School Library, our first picture shows pupils from 8T with visitors who were participating in our French exchange programme.



Longcroft pupils, from left to right, are:

Nick Brooke; Steven Gibson; John Harkness; Paul Wilson; Russell Smedley;
Alex Arksey; Abigail Snowden; Helen Tomlinson; Nina Sexton; Sara Ogilvie;
Amy Bullers and Caroline Rutter.



Our second picture was taken on Presentation Evening in January 1999.

The evening began with a welcome from Head Boy Chris Armstrong and Head Girl Magda Bannister. Educationalist and author Gervaise Phinn addressed the audience while former Longcroft pupil Richard Wilson, who played for Hull FC, Hull KR and York during his professional rugby league career, presented sports awards.

Award winners pictured are:

Standing – left to right:

Laura Wright, who received the Neal Singleton Trophy for achievement in Graphic Design and Technology.

Peter Broadbent, who achieved the best GCSE Double Award Science result.

Vicki Appleton, who received the Peter Atkinson Memorial Award for determination. Vicki was in the first year of an Occupational Therapy Degree at Southampton University.

Matthew Clark, who achieved the best GCSE Separate Sciences result.

Joanna Baines, who received the Angela Johnson Rose Bowl which was awarded for achievement in Business Studies. Joanna subsequently read Business and Marketing at Humberside University.

Seated – left to right:

Brian Emmerson, who won the Thomas Garnier-Johnson Memorial Prize for the most outstanding GCE A Level results. Brian, who was also awarded the Governors' Trophy for service to the school, has just completed the first term of his studies at the University of Cambridge where he read Natural Sciences. Brian is pictured with a laptop, presented by former Longcroft pupil Professor Peter Myers in recognition of Brian's achievement in Science.

David Greatorex, who won the Goodall Trophy which was awarded to the pupil with the best GCSE results.



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Memory Lane
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Sixth Form College**



LIBRARY NEWS

Year 7 Pupils Enjoy Virtual Visit from Bestselling Author



Taran Matharu, the New York Times bestselling author, paid a virtual visit to Longcroft's library on Tuesday to speak to a class of our Year 7 pupils and answer questions, including those submitted from our school. Taran spoke about his influences and inspirations, the reality of being a working writer, and gave lots of writing tips.

*"Writers are a bit like magpies," he explained. "When I began writing *The Novice*, I thought about all the most important influences in my life. My aim was to write a book that I would like to read."*

Taran began writing as a young child, completing a series of works before he was 9 years old. He explained that there have been lots of successful young writers, including Beth Reekles, who wrote *The Kissing Booth* when she was just 15, which premiered on Netflix in 2018.

*"Mary Shelley was only 19 when she wrote *Frankenstein*, and Christopher Paolini started work on *Eragon* when he was 15. Don't think that just because you are young you can't write a book."*

At the age of only 22 Taran shared a sample from his first novel in the **Summoner** series on Wattpad.com whilst taking part in NaNoWriMo, the annual National Writing Novel Month challenge to write 50,000 words of a novel during November.

Taran's story went viral, and in less than six months had received over 3 million reads. The book was subsequently translated into 15 languages and has sold over a million copies in English. His new **Contender** series looks likely to be equally popular.

Taran explained that before NaNoWriMo he'd been very secretive about his writing, not even showing it to friends and family, something he now regrets.

CONT. OVER >



"Being open about your writing, sharing it with others is so important. At school you can join writing clubs, and now we have Wattpad, an app and website, where you can share your book with other readers, get feedback and comments. It's really social and has launched lots of successful careers."

Taran was asked by Longcroft what books he'd read as a child:

"I loved the Redwall fantasy series by Brian Jacques, Eoin Colfer's Artemis Fowl series, and books by Antony Horowitz and Darren Shan."

Along with J.K. Rowling's Harry Potter series and Tolkien's The Lord of the Rings, they have been major influences on his own writing style and interests. His novels are packed with action and adventure and are perfect for fantasy fans, gamers, and those who delight in dragons, demons, and magic. The well-drawn characters face fearsome forces as they battle the power hungry, the fate of an empire in their hands.

Taran went on to talk about the perks of being a writer, including going on book tours abroad and having the opportunity to meet new people and see the world. He also paid homage to his former English teacher who had inspired him so much at school, and was always full of encouragement, instilling him with the belief that he could become a serious writer and make it his future career.

Our Year 7s were clearly impressed by Taran's talk and are eager to read his books. A number of them are already fantasy fans.

"I really liked listening to him" said Stan Kerridge. *"He has a good mentality."*

"I feel very inspired" said Lewis Pemberton.

Sam Al-Budri was also enthused: "I liked what he said about his English teacher. It's really important to have someone who inspires and motivates you."

Huge thanks to BookTrust, who provided our free virtual visit, as part of their Represents initiative which was launched in 2019. Over the past 11 years, fewer than 2% of all authors and/or illustrators of children's books published in the UK were British people of colour. BookTrust supports schools with the knowledge and opportunities to alleviate some of these complex barriers.





New Beginnings Competition Results

Well done to all our budding writers who entered the New Beginnings Short Story Competition 2022. It was fabulous to read your stories and quite a challenge for our judges, Miss Meek and Mrs Clarke, to make a decision. The winners are listed below with some extracts from the stories. Please do not be disappointed if you did not win this time, do keep entering our competitions.

Year 10 – Layla Robinson 10EMN

Year 9 – Amelie Pitt 9CMT

Year 8 – Ellie Stevens 8EDN

Year 7 – Zach Gault-Wear 7DPE

**Runners up– Natasha Sharpe 9EP2 &
Lewis Cunningham 9CMT**

Prizes will be awarded this week

New Me – Layla Robinson

Isolated. Concealed. Trapped. Why am I here? Most importantly, why did I let myself get into this state? What is my purpose? If it exists, why haven't I uncovered it yet? I've been stuck in this lethal loop for too long, I must break the cycle.

A New Girl – Amelie Pitt

It all starts with the birth: screaming, crying, loving, more crying. A beautiful new life held in the arms of her mother. At first, it was all nappies and cots, cradles and milk bottles. Crying and giggling, first steps and first words. She opens her eyes for the first time to a loving new home.

Then it's nursery and book bags, pigtails and the tooth fairy. Play dates and numeracy. Having a seat on the carpet and learning new words. She's starting to make friends, not a care in the world.

A Friendship – Ellie Stevens

"What are you reading?" she asked. I lifted up my book and her eyes sparkled.

"I love that book!" she squealed. The heavy scent of flower petals stroked my lungs as she shuffled towards me, her perfume was amazing.

"What's your favourite part of it?" I asked her, surprised she knew it too.

"Literally all of it!"For the rest of lunch we just talked about the book, like there was an immediate connection between us.

The Quats – Zach Gault-Wear

The Quats were soaring above the town, gleefully throwing balls of flame hurtling down at the town's people. He was trapped. He could not move; his friend's body lay burned and mangled, feet from him. He screamed. Suddenly, he heard footsteps; moments later a Quat came through the door cackling madly. It saw him and conjured a ball of flame and then everything went black.

A Year in the Countryside – Lewis Cunningham

Autumn means cold snaps and the landscape turns to brown, oranges and reds. It means the start of the hunt season. All wildlife, especially those born that year, must learn to survive the threat of imposters in their landscape.

Adam – Natasha Sharpe

Adam turned his gaze to the building; it was a dance studio. He could finally see movement inside. He knew that in a few minutes the last chance he had been waiting for would come. He was going to start a new life. But he wanted to take someone with him.

He crept out of his van, being careful not to make much noise. It was raining harder than ever, and it was extremely cold. He crept past the front of the studio and hid on the edge of the alley next to it.

A few minutes later a small skinny figure with auburn wispy hair tied into a tight bun exited the building. He craned his neck. He had to be sure it was her.



Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



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