



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Owen Makes Great Britain Debut!

"It felt great to pull on that jersey and perform with the boys."

Already an international player having represented England at Under 13 and 14 age groups, over Easter Year 11 pupil Owen Bruton took the next step in his exciting development as an ice hockey player when he represented Great Britain Under 16's against teams from across Europe in the Riga Hockey Cup.



The tournament in Latvia not only saw Owen represent his country. He earned the player of the match award against Poland and scored a goal to win the last game against an Austrian select team.

Head Coach, Jamie Elson, said: "The process of selecting the team started last

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June in Sheffield and in that time there have been some very tough decisions for us as a coaching team, which is a great place to be.” He added, “In our forward pool, we have some really exciting offensive talents but I also feel we have players who will be hard-working and help us at both ends of the ice. Most importantly, we really liked the character and attitude amongst these players.”

Owen has played ice hockey since he was 5 years old as a member of the Kingston Sharks Junior Hockey Club, where he represents both Under 16 and Under 18 teams.

Owen explained, “Playing for Great Britain was the proudest moment in my career so far. It felt great to pull on that jersey and perform with the boys.” He added, “I knew everyone in the team and we’re all good mates. I’ve never been in the same team as them so it was good to all become a group officially.”



Owen played in all seven of Great Britain’s games in the tournament. He added, “I got man of the match in the third game and I scored my first goal in the final game.” When asked how it felt to score, Owen said: “I felt out of this world. The whole team came together celebrating and it was one of the best feelings I’ve had in my life.”

While he has faced strong opposition previously, Owen said: “The opposition was unreal. I’ve never experienced that in my life – it was on another level. I was happy because I was playing at that level and that’s where I want to be.”

Having returned to Hull, Owen has continued his progress. He explained, “This weekend I represented the North of England in a showcase weekend and we won all three games. I got asked to play Under 19’s afterwards – that was good. We won 6 – 2 and I got an assist. It felt good to play against older players and better opposition.”

Always looking to test himself, Owen added: “When I’m 16 I can play Seniors so this is a stepping stone towards that.” Owen is always quick to recognise and praise the support and coaching he continues to receive in Hull. While he has aspirations to play abroad he explained, “I plan to play in Hull for my first year and repay the time the club and coaches have invested in me since I was young, then see what happens after that.”

We are extremely proud of Owen’s achievements in his sport, and his attitude mirrors the approach he demonstrates in all aspects of his work in school. A credit to his family, we look forward to seeing Owen’s career progress as he moves into the Senior ranks and closer to his dream of a professional career.

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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

75,808

THOUGHT

318,077

VISION

307,243

GRAND

TOTAL:

701,128



Headteacher's Welcome



The start to the summer term has provided a procession of achievements to celebrate for students at Longcroft, both for individuals and as a community.

As you will read in this week's newsletter there are a number of students who have achieved extraordinary sporting feats with both national championship success and Great Britain call ups! Such successes cannot be underestimated, and we are incredibly proud of the hard work and dedication that Owen, Phoebe and Sam have demonstrated in reaching these incredible milestones.

Our Year 11 rugby team has shown a tremendous consistency this season, reaching two cup finals alongside managing all of the expectations that their final year in school presents. Having been 'pipped at the post' last week by an impressive Halifax team, they have a further opportunity to lift a trophy imminent. Regardless of the outcome, the attitude and commitment of those involved has been exemplary and they are a credit to themselves and our school.

We are well in to the first stage of formal examinations and that has presented the opportunity for students to complete various practical elements, including in the performing arts and languages. Praise for the approach and performance of those involved could not have been higher; and teachers have described what they have seen

as a celebration of their time at the school studying those disciplines.

More widely across the school we continue to celebrate positive attitudes to learning and behaviour, not least exemplified by the ever-increasing number of students who are sustaining periods of 100% attendance. This week we have passed the incredible 700,000 mark for recognised acts of Great Heart, Thought and Vision since September! A quite extraordinary reflection of our young people and the positive contribution they make to our community and to our identity.

I have talked often about our vision; about our belief in children, the unique and immeasurable value of each individual, and that through hard work, discipline and doing the basics brilliantly we develop the courage and capacity to reimagine what is possible. It is humbling to share in the experience of those that lead the way in bringing that vision to reality in all they do and achieve. Have a great week.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

In the summer term, one of the aspects of the Head of Lower School role I enjoy the most is preparing for our new, prospective pupils and parents visiting the school. Our children have been wonderful ambassadors for the school, and have been of great assistance in aiding with school tours during the day, communicating and articulating well with regards to what makes Longcroft School so special. We know and care for every child as an individual. We actively encourage our children to demonstrate readiness for the future by developing the skills and qualities that will lead to success in life beyond school.

Our children have settled back into school life well; during lesson time, the atmosphere is calm and peaceful, with pupils focused on their learning and striving to make good progress. Our Science Department is based in our new building, on the second floor. With seven brand-new laboratories with a modern design, our children enjoy Biology, Chemistry and Physics in the best facilities.



This week, our Year 9 pupils have been preparing for their next steps by looking at experimental technique. In talking to the pupils, it was conveyed how much they were enjoying practical assignments and utilising their different skills to solve problems. Mrs Cadwaladr's class were looking at the spread of infection and how aseptic technique can be used to create a specimen in agar jelly for analysis. I was really impressed with the safe and purposeful manner in which the children conducted themselves; they enjoyed using the Bunsen Burners - an important skill going forward.



Some pupils go on to study Science based careers, including medicine. At Longcroft pupils achieve well, leaving many doors of opportunity open for life-long learning and future career opportunities.

Mr Worthington
Head of Lower School



UPPER SCHOOL



Mr Colepio writes:

It gives me great pleasure this week to congratulate a number of our Upper School pupils on some exceptional achievements.

Firstly, Mr Thomson was delighted with the effort and attitude shown by Year 11 pupils during last week's GCSE Drama exams. Pupils showed great commitment in rehearsing their performances and we hope their efforts will be rewarded.

Similarly, pupils have been doing their speaking examinations in French and Spanish – it is always a pleasure to work towards these examinations that mark the culmination of five years' learning, practise and improvement and Mrs Barry and Mrs Lear enjoyed the time with their pupils.

Year 11 Rugby

Congratulations to our Year 11 rugby team who, having reached the final of the Yorkshire Schools' Plate, took on Halifax-based Crossley Heath School at Hull University. Despite an impressive performance characterised by the commitment and teamwork the boys have shown all season Crossley Heath proved too strong and won 26-18. Longcroft's points came from Tom Rea and Hayden Todd who scored tries, and goals from Will Hutchinson. The team can be proud of their efforts, and of course still have the Hull Schools' Cup Final to look forward to.

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Phoebe's National Success

We are delighted that Year 10 pupil and gymnast Phoebe Wilson, who competes for Beverley's Meridian Gymnastics Club, came away from the IGA Level 8 National Championship in Milton Keynes with a gold medal in the Floor discipline.

Phoebe, who also dances at Hull's Skelton and Hooper School of Dance and Theatre, has been doing gymnastics since she was three years old. Phoebe explained, "I've kept up my gymnastics because I enjoy it – I particularly enjoy the floor routines which are less regimented." She added, "I'm working on my cartwheel back handspring – I hope to include that in my routine in my next competition."

Phoebe has been competing for Meridian Gymnastics Club for five years. She said, "The coaches are nice and the competition at Milton Keynes was a very long day for them. We all appreciate the coaches giving up their time for us." Phoebe added, "I enjoy competing. This year I've had two competitions – the first was a Hull and District competition."

Phoebe's score of 11.40 earned her gold in the floor routine. She also earned silver on the bars and bronze on the beam and her total score was the highest in her category. She said, "When I won I felt surprised. I didn't expect to win. There were 13 of us in the category. My performances went well, and although my favourite is the floor routine my vault went particularly well."

Phoebe explained, "If you get over a certain score you get to move up to the next level and I did, so now I can look forward to competing against more experienced gymnasts." She added, "I'm looking forward to that."

Congratulations to Phoebe on this tremendous achievement, and good luck for future competitions!

Mr Colepio
Head of Upper School





SIXTH FORM



Mr Henderson writes:

The examination season is once again upon us, and the dedication and maturity of our students is shining through. Year 13 students have put together some excellent revision plans and schedules which they are following, and they are making effective use of the experience and support available at this crucial time. We could not be prouder of them.

For our Year 12 students observing the Year 13s at work, the requirements and expectations for A Level and BTEC courses are becoming more real every day and on May 17th the UCAS website will open for applications to courses at universities beginning in September 2023.

To help give our students a taste of what they could expect as an undergraduate, our Careers lead Mr Coupe has joined us to organise a visit to The University of Hull. Although not all our students choose to go on to university, for those who do, Hull is becoming an increasingly popular choice, and we want all our group to have the opportunity to see what is on offer, should they decide on this route. On the 24th June, Year 12 students will be heading to the university for the day which is an exciting new opportunity to broaden their horizons.

During the course of the pandemic, many young people missed out on opportunities to visit universities and to gain an understanding of their significance, not just in developing and encouraging academic ability but also in building cultural and social links with communities across the UK and worldwide. This is something that is incredibly important for our students in the decision-making process when they are

considering their career direction, but we also know that one of the biggest barriers faced by young people from disadvantaged backgrounds is the worry that university is unattainable or 'not for me'.

The admissions team at Hull University has developed a new model for Year 12 students based around campus visits:

"This is Hull: Uni Life", – is an opportunity for students to visit us and experience a slice of student life during a Fresher's-style week of activities, designed to make students feel confident, inspired and excited to take the next steps to university."

The format moves away from tight itineraries and heavy subject focus and will give our students the opportunity to explore the campus at their leisure, selecting activities or events to attend from a programme of talks, shows, competitions and societies and giving them the tools to make their own way.

Mr Henderson
Head of Sixth Form



TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. The last 24 hours before an exam can be very stressful. Your child may be thinking that they have not done enough revision, or that what they do now will be all they can remember.

However, it can also be an extremely useful period for consolidation, and should therefore be used wisely.

Of course, it is possible that they have left all their revision to the last minute. While this is not ideal, some of these tips will be useful then, too.

How, then, should they revise on the final day before the exam? Some work will be done with their teachers, but these tips will help them to make the most of the time.

1. Same old, same old...

The tips and techniques that have served you well up until this moment, especially the good study habits that you have built up, should not be discarded.

For example, you still need to take regular breaks, and you still need to vary what you are doing, to keep your mind interested. This is, perhaps, even more important today than other days; falling asleep over your books is not going to improve your peace of mind. You also need to eat healthily, and not rely on caffeine to keep you going.

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2. Get up early and get going

It does not matter if you are not a morning person; getting going gives you more revision time.

On the last day before your exam, every second doesn't really count. But by the end of the day, you are likely to feel as if it does, so you may as well start early and make the best of it.

You should aim to be working productively no later than the time that your exam will start the next day, so that you know you can do it.

3. Ask those around you for help

A problem shared is a problem halved, and those around you may be able to help, even if it is only keeping out of your way, or making you cups of tea from time to time.

Obviously, this will not work if everyone around you is also revising. But if you are at home with your parents, they may:

- Be glad to know that you are working and everything is under control
- Be happy to stay out of your way
- Make you the odd drink or sandwich if you ask nicely.

4. Review summaries, rather than full notes

This final day should be regarded as a consolidation period.

It is, therefore, a good idea to read over summaries such as mind-maps, or one-page bullet point summaries of each topic. If you have not already prepared those, doing so can be a good way to review the topic, and check your understanding. Writing essay plans for past exam questions can also be a good way to both check your understanding and reassure yourself that you would have been able to answer questions in previous years.

If there is any topic which you feel particularly uncertain about, it may be helpful to review that in more detail.

5. Turn off the technology

No phone, no laptop, no technology. Simple.

You do not need any kind of distraction. Focus on written notes and use pen and paper to scribble reminders if necessary. Print off your lesson notes ahead of time if you normally keep them online, and turn off all the technology so you are not tempted.

6. Avoid stress—including in other people

You really do not need to feel more stressed than necessary.

It is therefore a good idea to avoid other people who are stressed, which may well mean your friends who are also sitting exams. By all means go to the library, especially if that has been your usual revision spot, but do avoid sitting round comparing how stressed you are, or how little you know. It will not help.

It is a particularly good idea to avoid anyone who you know is particularly stressed. Yes, of course you need to look after your friends but, **right now**, you are more important.

Mr Taylor

Head of Teaching and Practitioner Development



SAFEGUARDING



Mr Rogers writes:

Grooming

Over the last two weeks pupils have received information and been involved in tutor time activities which look at the signs of grooming. We have spoken with pupils regarding potential signs that someone might be trying to groom them.

Grooming is when someone builds a relationship, trust and emotional connection with a young person so they can manipulate them, exploit and abuse them. There is no 'typical' or stereotype of a groomer. Anyone can be a groomer and it can take place over a number of weeks to years. The signs can be subtle and misconstrued as friendship or romantic relationship.

It can be difficult to tell if a child is being groomed – the signs aren't always obvious and may be hidden. Older children may behave in ways that seem to be 'normal' teenage behaviour, masking underlying problems.

We work under the premise that 'it can happen here' at Longcroft, and parents play a key role in identifying grooming behaviour. The infographic below provides some key information regarding grooming and what we can do together to stop it and provide support.

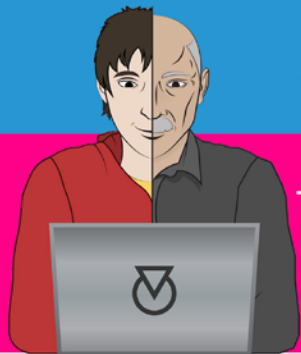
If you have any concerns or want more information visit **NSPCC Grooming** or <https://nneca.org.uk/>

Alternatively, if you are worried that your child might be being groomed, please talk to our Care and Achievement Coordinators who will support you.

Reporting grooming

CEOP make reporting online grooming easy. Anyone, parents, carers or any worried adult or young person can use **CEOP reporting**

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



ONLINE GROOMING

ACTIONS TAKEN TO MANIPULATE EMOTIONAL CONNECTION, USING THE INTERNET TO TRICK, PRESSURE OR FORCE A YOUNG PERSON INTO DOING SOMETHING SEXUAL, AND WITH THE AIM TO SEXUALLY ABUSE



700% INCREASE SINCE 2014

NCA said it had received 82,109 referrals for child sexual abuse images from social media companies in 2017



Research shows that **70% OF GROOMERS** Used SNAPCHAT, INSTAGRAM & FACEBOOK

WHAT'S THE AIM OF THE GROOMER?

The goal of groomer is to sexually abuse a child. This can happen in two ways



Online sexual abuse

Increasingly children and young people are being tricked or coerced into sexual activity on webcam or into sending sexual images.

A physical meeting



Some people will try to persuade children and young people to meet them face-to-face, in order to abuse them. Make sure they talk to an adult if they want to meet someone they've only known online.

6 PLACES WHERE GROOMING CAN HAPPEN



Meeting someone you don't know.



Accepting messages from people you don't know

To keeping a secret.



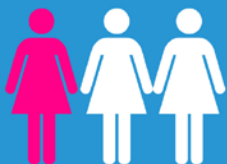
To giving personal information



HOW IS THE GROOMING OF CHILDREN DIFFERENT ONLINE?

grooming online is faster and anonymous and results in children trusting an online "friend" more quickly than someone they had just met 'face to face'.

1 IN 3



Children and young people who go online at least once a week, report having received unwanted sexual comments via email, chat, text, instant messenger (IM) and social media sites



JUST 30 MINUTES

For a sexual predator to convince a young person to meet. Someone online may be lying about who they are, their age, and their intentions of wanting to be friends

CHILDREN ADMIT THEY DON'T KNOW MORE THAN

50% OF THEIR CONNECTIONS ON SOCIAL MEDIA

WARNING SIGNS

There isn't one clear sign of online grooming. A young person who is being groomed may be pressured to keep it a secret from you.

YOU MAY NOTICE SOME OF THESE SIGNS

WITHDRAWN

mood swings, upset or outraged after using the internet or their mobile phone

SECRECY

about who they are talking to and what they're doing online or on their mobile phone, switching screens when you come near them.

MOBILES

or devices you haven't given them in their possession

DISTRACTED

we can all get caught up in ourselves if things are worrying us, they may seem unusually preoccupied

NEW PHONE NUMBERS, texts or email addresses on their mobile phone, tablet or computer



LIVE STREAMING

98%

 of victims are 13 or younger

96%

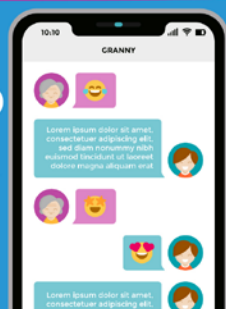
 of victims were girls, and on their own at home

40%

 of the abuse was categorised as Category A or B, which includes rape, sexual torture and serious sexual abuse.

100%

of images had been harvested from their original upload locations.



WHAT SHOULD I DO IF I BELIEVE A CHILD IS IN DANGER

FOR IMMEDIATE RISK CALL

POLICE ON **999**

IF YOU'RE AN ADULT WORRIED ABOUT A CHILD CALL NSPCC

HELPLINE **0800 800 5000**

IF YOU'RE A CHILD & NEED TO TALK CALL CHILDLINE

0800 1111

#KIDSSAFEZONE

NNECA

NATIONAL NETWORK TO END CHILD ABUSE

WWW.NNECA.ORG.UK





The Friends' Corner



Thank you for your support at the Performing Arts Evening

fols@longcroft.eriding.net

Charity Reg No. 515674

It was lovely to see so many parents and the Longcroft extended family at the FOLS refreshments stand last term. We really appreciated your patience, and generosity, with many donating their change to our funds. Thank you.

Don't forget we need more members and would love you to get in touch if you have a few spare hours to help out at the next school event.

Please email us on fols@longcroft.eriding.net

Please support Friends of Longcroft School - Beverley on #easyfundraising, you'll raise FREE donations with your everyday shopping. It's quick and easy to sign up! Plus, once you've raised your first £5, easyfundraising will double it!



Sign up now, copy the following link to set up your account:

[Click Here](#)

Raise BIG donations on travel



Popular retailers including **TUI**, **Booking.com**, **Trainline**, **Expedia** and many more are ready to make a big donation.

Looking to book a holiday?

Near or far, remember to use us when booking and raise **BIG donations** for Friends of Longcroft School - Beverley when you do!



IN FOCUS

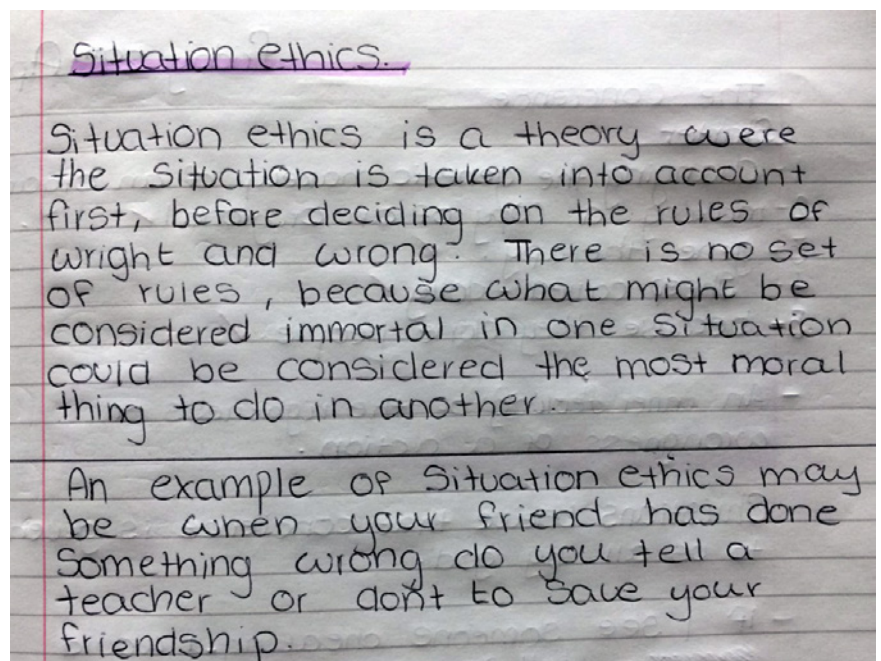
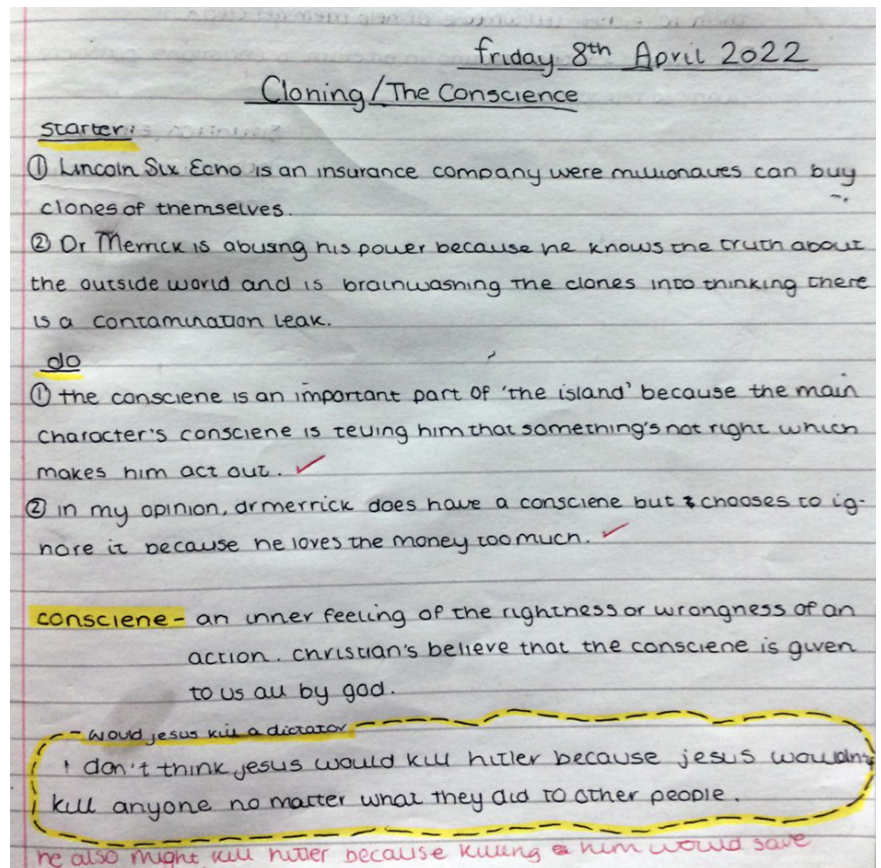
RE

This week we feature the work pupils in Years 8 and 10 have been doing in their RE lessons.

In Lower School, pupils develop their knowledge and understanding of religion. Having studied Buddhism, Year 8 are studying 'Rights and Responsibilities'. Within this topic they cover genetic engineering and cloning, conscience and situational ethics. Grace explained, "Situation ethics is a theory where the situation is taken into account first, before deciding on the rules of right and wrong. There is no set of rules because what might be considered immoral in one situation could be considered the most moral thing to do in another." Reflection and response offers the opportunity to learn from religion. Having defined the conscience as, "An inner feeling of the rightness and wrongness of an action," and pointing out the Christian belief that the conscience is given to us by God, Rachel argued: "I don't think Jesus would kill Hitler because Jesus wouldn't kill anyone no matter what they did to other people." She then considered a counter argument: "He also might kill Hitler because killing him would save everyone else."

Pupils who have chosen to study GCSE RE in Year 10 recently completed an assessment titled: 'Human life created itself: Evaluate this statement.' Pupils were expected to include information on Christian teachings, different Christian views and non-religious views, and they were also asked to add a justified conclusion.

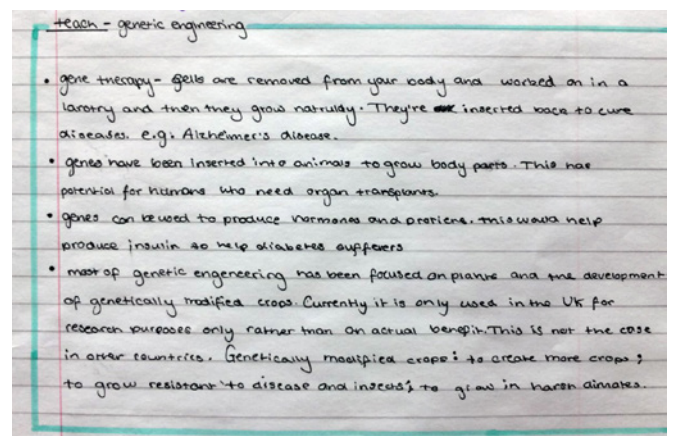
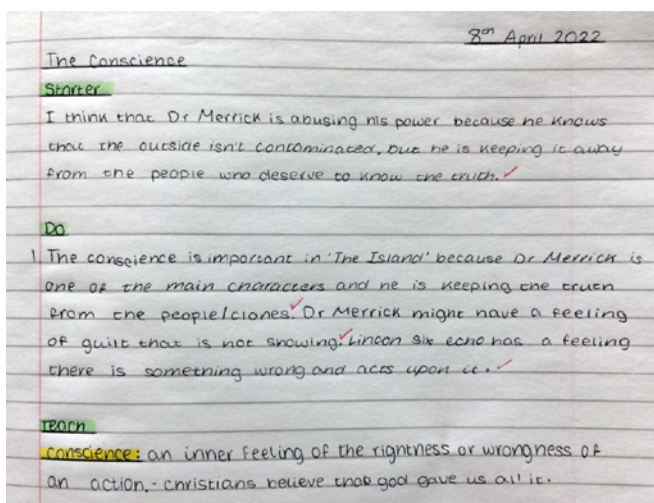
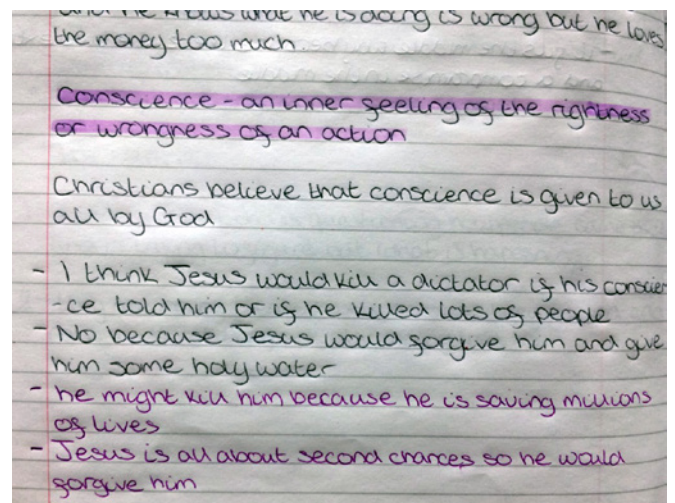
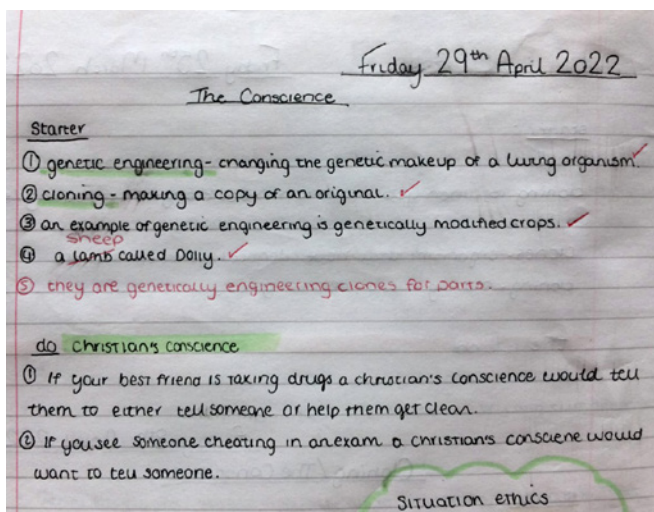
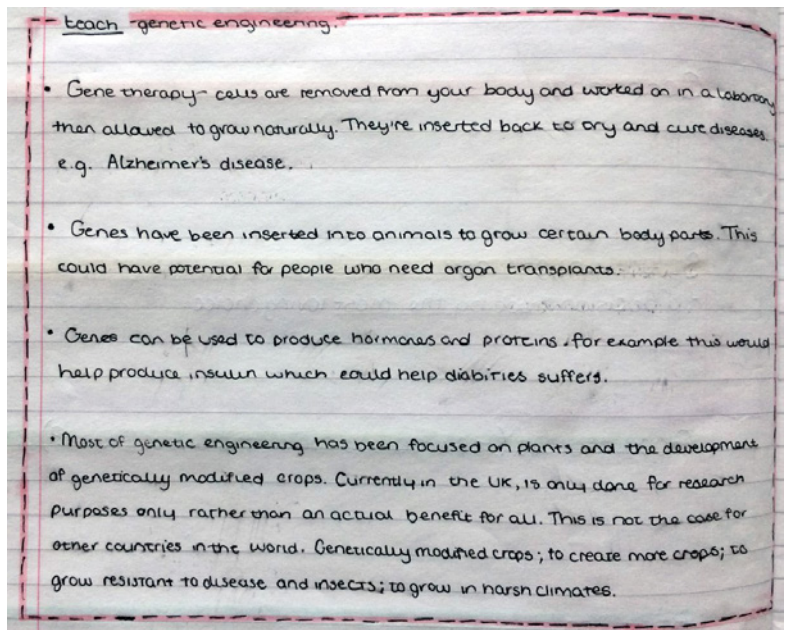
Year 10 pupils have also been learning about the law regarding abortion and





also Christian arguments on the subject. Emily considered Christian teachings and also non-religious arguments before creating a balanced argument in which she explained her point of view, saying: "I don't think a woman should ever be refused an abortion because I think it's completely the woman's choice and I don't think it should concern anyone else but her." Sally considered several scenarios to support her view that, "No woman should ever be refused an abortion no matter the situation or location where that woman lives."

Mr Baker said, "It is always interesting to read pupils' perspectives, which they base on their understanding of both religious and non-religious beliefs having studied the teachings of various faiths. I really enjoyed reading the Year 8 pupils' work on Buddhism and seeing the progress Year 10 have made based on the maturity of their arguments."



Memory Lane

This week we feature two of our sports teams from 1976/77.

Our first picture shows the 4th Year football team with Mr Caswell.



Back row:

G Proud; M McNamara; P Holtby;
M Ashton; J Bennett; A Thomson;
A Brown; N Pritchard and R Smith.

Front row:

E Watson; S Jackson; D Rees;
I Snowden; G Sparkes and C Officer.





Our second picture shows Mr Rogerson with his basketball team.



Back row:

N Usher; M Ball; N Cooper; K Etherington;
R Hemingway; C Mitchell and M Cook.

Front row:

J Bloom; C Simson; P Stebbins;
C Rispin; M Pollard and D Oakley.



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



Sam Earns International Selection



Having reported earlier this year that Year 11 pupil Sam Hancock was hoping to earn selection for the European Trampoline Championships we were delighted to hear that he has been successful and will represent Great Britain in Rimini, Italy, in June.



Sam said, "I was really pleased – I was glad to know I'd done enough to go." He added, "I came first at the qualifying event but you also have to hit a score based on the previous European Championships, which I did. My score was dead on the one I needed."

Sam explained, "I'm excited to go, but I'm trying to focus on my exams at the moment. Training's going well and I'll take it as it comes. There are two camps coming up at Lilleshall and they'll give me a chance to focus on the Championships. I'm working to make sure my routines are consistent and that I become cleaner. At this stage I'm working on my whole routine."

Sam outlined his aspirations: "When I'm there I'd like to make the final, which is the top eight. With Covid it's hard to tell where everyone is. Russia and Belarus won't be sending competitors so it gives everyone else a better chance as they're really good." When asked about the future, Sam explained: "I'd like to go to a World age-group championships and represent Great Britain again. I need to go to another selection event and hit the scores again. They're in the summer, and the World Championships is in November."



Sam added, "Trampoline is a very disciplined sport – you need to work hard and put effort in to achieve."

Sam, who competes for Leeds Rebound Gymnastics Club, finished by saying: "I'm most looking forward to going and seeing what other countries' competitors are like and representing my country for the first time."

We wish Sam well for his first Great Britain appearance – what we hope will be the first of many. We look forward to hearing about the Championships and reporting on his experiences after half-term.



Intra-School Sport

At the end of the Spring Term pupils participated in the latest round of the intra-school sport programme. Pupils enjoyed the competitive element of the event and a good sporting ethos within teams was evident.

Football – Girls

	Adams	Ennis	Grainger	Trott
Year 7	4th	2nd=	1st	2nd=
Year 8	3rd	2nd	1st	4th
Year 9	1st	3rd	4th	2nd
Year 10	2nd	1st	4th	3rd

Rugby – Boys

	Campbell	Farrah	Ainslie	Wiggins
Year 7	3rd	2nd	1st	4th
Year 8	3rd	4th	1st=	1st=
Year 9	3rd=	3rd=	1st	2nd
Year 10	1st=	1st=	4th	3rd



LIBRARY NEWS



“Reading should not be presented to children as a chore or duty.
It should be offered to them as a precious gift.”

—Kate DiCamillo

At the end of last term all our Year 7, 8 and 9 pupils completed STAR reading tests to determine their reading levels and reading ages. The test results allow staff to monitor progress and ascertain which pupils are reading above their biological age, at their biological age, or if any need additional support.

Additional support takes the form of different types of intervention across the school. In the Library, several pupils are working with Sixth Formers and library staff in order to accelerate their reading skills, work on phonics, fluency, and comprehension.

This one to one support, in a relaxed environment, allows pupils to gradually develop their confidence. Moreover, having a Sixth Form mentor provides them with a good role model, someone they can look up to, who is not too much older. It is also a positive experience for our Sixth Formers:

“Being a reading mentor is a rewarding experience because you get to enjoy books together, and you feel you’re making a difference.
You feel you’re encouraging pupils to read.”

—Liv Farrar Year 12

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"When I was a Year 7 I would have really benefited from reading intervention. I understand what it feels like to feel you are struggling a bit. It's great to be part of this."

—Oscar Thomas Year 12

Motivation is key to development, so is providing opportunities for pupils to practise their skills. This is something parents and carers can do too. Some children, just like adults, are initially afraid of reading aloud, but having a regular mentor gradually dispels this, building improved skill and self-esteem. Occasionally, a pupil may be very resistant. Perhaps, they really struggle and

are embarrassed, they may have missed a lot of school, or they may believe that they will never catch up with their peers. Sometimes, fear can really hamper progress, but if we encourage pupils to be open and express their fears then we can change outcomes.

Reading aloud to just one person is very different to reading aloud to a whole class or large audience. If you have any concerns about your child's reading or feel they would benefit from more assistance please contact Ms Carvill in the Library.



"A person who won't read has no advantage over one who can't read."

—Mark Twain





Care and Achievement Co-ordinators

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

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

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



Year 7

Mrs Brady

07342 342858

kay.brady@longcroft.eriding.net



Years 8 and 9

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 10 and 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net