



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



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Pupils Impress at Careers Fair

We were proud to invite Upper School pupils and Sixth Form students, along with their families, to our biggest ever Careers Fair. The turn out was exceptional.

Now established as an annual event, we were delighted to be joined by over thirty exhibitors from a wide range of sectors including local colleges, apprenticeship providers and employers. The event, primarily arranged to support Years 10 and 11 in their post-16 choices, was also attended by a number of Sixth Form students.



Mr Coupe, who organised the evening, said:

"It was a great success. Representatives from local education providers including colleges, universities and apprenticeship organisations as well as a number of employers thoroughly enjoyed speaking with pupils and their parents and many commented on the maturity shown by our young people."

Colleagues promoted LogOnMoveOn—a free, independent and impartial website which supports and inspires young people in Hull and the East Riding to make informed decisions through the provision of expert information and online tools.



We are grateful to representatives from East Riding College, Bishop Burton College, Hull College, all three armed services, HETA, Humber Maritime College, Humber Energy Skills Training Academy, Humber Teaching NHS Foundation Trust, Ask Apprenticeships, Avant Skills Academy and HYA Training for their time and input.

Employers offering an invaluable insight included Siemens Gamesa, Humberside Police, Bostonair, CB Solutions, JSR farms, City Health Care Partnership, PBS Construction and Skills East Riding.



Higher Education institutions Hull University, York St John University, Hull University Teaching Hospital and Scotland's Rural University College added breadth to the insight our pupils and Sixth Form students were able to gain from the evening.

Our own East Yorkshire Sixth Form, a popular choice both for Longcroft pupils and those from other schools, was well represented by Head of Sixth Form Mr Chapman and a number of our students.

Thank you also to our wonderful Friends of Longcroft School who provided refreshments.





Mr Baker said,

"It was fantastic to see four former students presenting and representing their employers. I was proud to hear about their journeys beyond Longcroft."

Mr Coupe concluded,

"I am sure everyone who attended found the evening informative and valuable in supporting their understanding of the breadth of options and their decision making. I look forward to following the evening up with more focused work, particularly with Year 11 but also with pupils and Sixth Form students across the school. Thank you once again to the many providers who gave up valuable time to attend and contribute to a tremendously successful evening."



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

20,446

THOUGHT

99,635

VISION

80,893

GRAND

TOTAL:

200,974



Headteacher's Welcome

With such a busy start to the academic year, time is passing quickly. It is hard to believe we've reached the half term break already!

It has been wonderful to welcome so many families in to school this term across the range of events that have taken place. Many have visited for the first time, particularly for our Year 6 and Sixth Form Open Evenings which have drawn in record numbers from many different schools and local areas. There continues to be a real sense of excitement for the future and the wonderful feedback we have received has been overwhelming and hugely appreciated.

You may be aware that yesterday the Department for Education released early information about school performance on the 'Compare Schools' platform. This enables families to consider a school's outcomes in the context of the local area and national picture. I have included the DfE Headline Measures as they currently stand and it is fabulous to see Longcroft performing above local and national averages across the board! What makes these outcomes even more exceptional is the fact that qualifications taken early by our pupils haven't been included due to adjustments to this year's calculation following the pandemic. Despite this inequity, there are only a handful of schools across the East Riding and Hull that have performed better than Longcroft across these metrics and I am incredibly proud of all in our community, but most importantly our young people, in having achieved so well at such a challenging time.

Staying in education or entering employment ?

This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 (after year 11, usually aged 16).



Grade 5 or above in English & maths GCSEs ?

This tells you the percentage of pupils who achieved grade 5 or above in English and maths GCSEs.



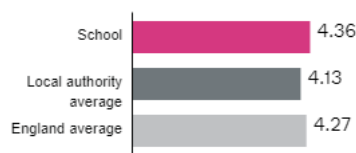
Attainment 8 score ?

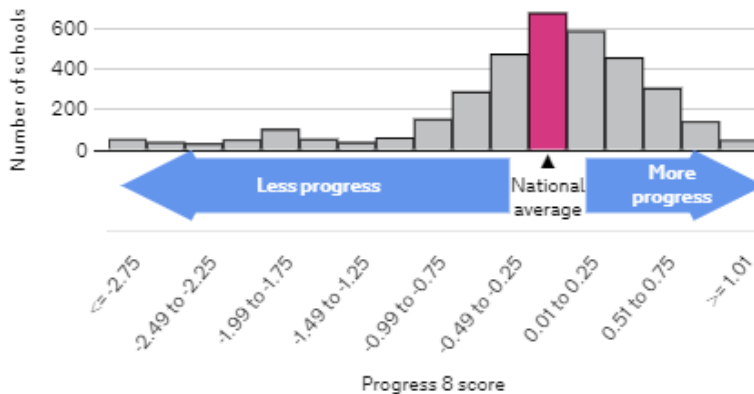
Schools get a score based on how well pupils have performed in up to 8 qualifications.



EBacc average point score ?

The EBacc average points score calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate.





| | School | Local authority | England |
|--------------------------------|--------|-----------------|---------|
| Number of pupils | 184 | 3237 | 587681 |
| English at grade 5 or above | 76% | 63% | 65% |
| Maths at grade 5 or above | 59% | 53% | 55% |
| English at grade 4 or above | 88% | 80% | 79% |
| Maths at grade 4 or above | 74% | 73% | 73% |
| Science at grade 4 or above | 78% | 69% | 69% |
| Humanities at grade 4 or above | 71% | 68% | 70% |
| Languages at grade 4 or above | 79% | 75% | 76% |

Our commitment to educating the whole young person is hugely important to us and is reflected in the proportion of our pupils and students who successfully progress into further and higher education, employment or training – above local and national levels. Our PSHE and careers curriculum provides a robust platform for exploring the knowledge, skills, challenges and opportunities that will prepare our pupils for life beyond school. Having a commitment to careers education from Year 7 and developing this throughout the school is now a real strength for Longcroft and one of many features that sets us apart from other organisations. Our exceptional Careers Fair, trips to events such as the National Apprenticeships Show and our Independent Advice and Guidance interviews that began this week, build on the platform that has been established. They reflect our commitment to ensuring our young people are informed, and able to make confident decisions about their futures. This year will also see the return of work experience for Year 10 and there will be further news to come in that regard in due course.

Our commitment to 'Great Vision' is all about this wider preparation for life beyond school, broadening horizons and ensuring that every

young person in our community can recognise and realise their amazing potential. Recent weeks have provided many opportunities for wider enrichment with participation levels continuing to climb. Our sports teams have been exceptional in their performances and attitude, and there have been more and more pupils and students engaging with clubs and academic interventions including our Period 6 and homework clubs. Next half term we will be launching a raft of new student leadership opportunities, so do look out for more details, and continue to encourage your child to get involved.

Enjoy this week's Newsletter, which is again packed with celebration of our fabulous young people and their amazing achievements. I wish all in our community a restful half term, and do hope you can enjoy some time together as families. We can't wait to welcome everybody back to school, recharged, reenergised and ready to make the most of every moment on the 31st October.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

As a school, we take great care in making sure that our pupils get a holistic education, with plenty of enrichment opportunities and a wide and diverse view of what the world can share with them.

Part of this has been discussing careers and vocations with the children. Every week in Lower School tutor sessions, there is a specific focus on careers in at least one session. We want our pupils to be knowledgeable in this area, so when they are thinking about the future they are making an informed decision. As well as careers, our tutors focus on literacy and PSHE. As part of our Longcroft School mission, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.



Pathways & Providers

A - Levels

Who are they for?

If you're thinking about going to university, most higher education courses require specific A levels or combinations of A levels (or alternative level 3 qualifications).

If you're not sure what career or job you want to do, studying a selection of A levels can be a good way of keeping your options open.

How are A-levels different from GCSEs?

There's quite a big leap in difficulty level between GCSE and A-level. A subject that you thought you'd got your head around will suddenly become a lot more complex!

You'll be studying things in more detail and you'll probably find that your teacher or tutor expects a lot more independent study and engagement from you than they did at GCSE level.

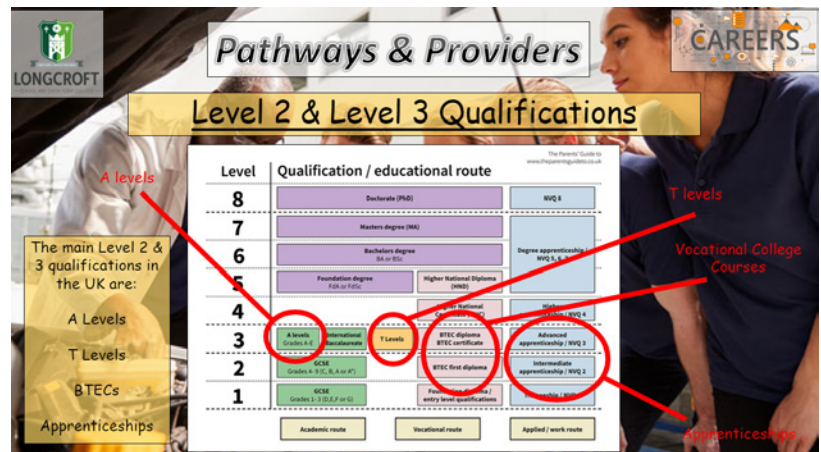
This week, our Lower School children have been looking at choices beyond school, specifically A Levels. In future weeks, pupils will look at apprenticeships, T-Levels and a raft of different options that they can explore.

During Key Stage 3, we ask our Lower School children to reflect on themselves and their lived experience so far, making sure that they consider and look at their achievements. Pupils reflect on their strengths, as well as considering where they may have missed opportunities in the past and



think about how to improve in the future. Our careers programme helps pupils to plan and think about the future ahead. For example, Zak in Year 7 wants to be a palaeontologist, and our Careers Corner has enabled me to discuss his goals and how he may achieve them.

When walking around the tutor groups in a morning, what impresses me is the richness of the interactions with the tutor and our pupils, where the children respond to thought provoking questions.



Also, this past week, we have hosted our first Parents' Evening of the academic year; our Year 7 Meet the Form Tutor evening. It was nice to hear some feedback about the range of extra-curricular activities we put on; please see the sport programme below as a follow up from my article last week.

As a school, we enjoy celebrating our children's achievements and progress with parents. The evenings do present a great opportunity to discuss where a pupil is already progressing well and also strategies to aid improvement. Tutors have enjoyed discussing our pupils' interests with parents, the learning and activities in the children's subjects and how day-to-day life is going at school. The evening represented the first of our Parents' Evenings for Year 7; where there will be a follow up evening later in the school year where parents and children can meet with subject teachers.

Mrs Barry, our Head of Year 7, said: "Pupils have settled into life at Longcroft School remarkably well, and are upbeat and happy in their lessons and around school." Mrs Brady, Year 7 Care and Achievement Co-ordinator, said: "I enjoy spending time getting to know the pupils as individuals, throughout the school week in many different settings. We see the children thriving, from lesson to lesson, navigating around our school site in a confident way."

The Year 8 netball team really enjoyed their fixtures against Woldgate and The Market Weighton School. Mrs Holt said,

"Although the results didn't go their way this time it was great to be able to play such a large squad, with a lot of the girls playing their first ever game of netball. We really look forward to seeing this team develop over the coming years and we are thrilled to see more of them playing for local teams outside of school as well."

Mr Worthington
Head of Lower School





Extra Curricular Sport

| After school 15:10-16:10 | |
|--------------------------|---|
| Monday | |
| Tuesday | Table Tennis — All Years (MHE) Boys' Football — All Years (CMT) Netball — Years 7 & 8 (AHO) |
| Wednesday | Rugby — All Years (JCS) Girls' Football — All Years (JHE) Cross Country — All Years (CMT) |
| Thursday | Netball — Years 9, 10 & 11 (AHO) |
| Friday | Badminton — All Years (JCS) |



UPPER SCHOOL



Mr Henderson writes:

GCSEPod

Congratulations to the top three Pod users so far. All Year 11 pupils are expected to complete the study smart section online and then another 40 pods in the coming 6 weeks.

Top 3

- Karla Burke
- Edward Smedley
- Brooklyn Clegg

Year 11 Mock Examination Preparation

We are now at the end of the first half-term of Year 11; time seems to move so quickly for pupils and teachers with the focus being on making the most of every minute of every lesson. Mock exams at the start of December are close. Subject teachers are creating revision plans that will be shared with parents, outlining clearly what pupils need to learn and practise to achieve outstanding outcomes. Please discuss these with your child to help create a personalised revision plan starting at half term.

Period 6 Intervention

I am currently liaising with teams about Period 6 provision for the next half term and several subjects have already started their sessions. We are so grateful to all staff who give up their time to help ensure pupils meet their full potential and to pupils and parents for this commitment. Please encourage your child to attend every session they can—it will make a significant difference.



Fantastic effort in English

This week I have been observing Upper School pupils in Maths and English. Austin and Sam were working hard on Macbeth questions – showing their understanding of the motives of Lady Macbeth. In discussions, they shared with me how they had been responding to grammar feedback from Miss Green as they were completing the literature work. Amazing progress! In Maths, Miss Minns was working with her pupils on significant figures and estimation. She was very proud of how well George and Sam had been developing in this area. During my visit I was impressed by the verbal explanations by Shae who was confident and able to explain his answer; well done.

Rugby team in courageous display

Congratulations to the Year 11 rugby team on an outstanding display of commitment and courage in the local derby against Beverley Grammar School.

The game was played in a good spirit. Longcroft showed pace and flair in attack, scoring several excellent tries. The boys defended tenaciously and there was some fantastic tackling.

While disappointed to draw a game they deserved to win, all the players should be proud of the manner in which they represented their school.

Mr Henderson
Head of Upper School





SIXTH FORM



Mr Chapman writes:

This week saw the Sixth Form open its doors to the next generation of future students on our Open Evening. We welcomed pupils from Longcroft's Year 11 and from several other schools as well.

The event was very well attended, and the Sixth Form teachers were there to talk about their subjects. There were subject stalls from:

- | | |
|-----------------------------------|---------------------------|
| » Art and Design | » Media Studies |
| » Biology | » Music |
| » Chemistry | » Physical Education |
| » Computer Science | » Physics |
| » Criminology | » Psychology |
| » English | » RE |
| » French | » Sociology |
| » Geography | » Spanish |
| » History | » Theatre Studies (Drama) |
| » Law | |
| » Maths (including Further Maths) | |

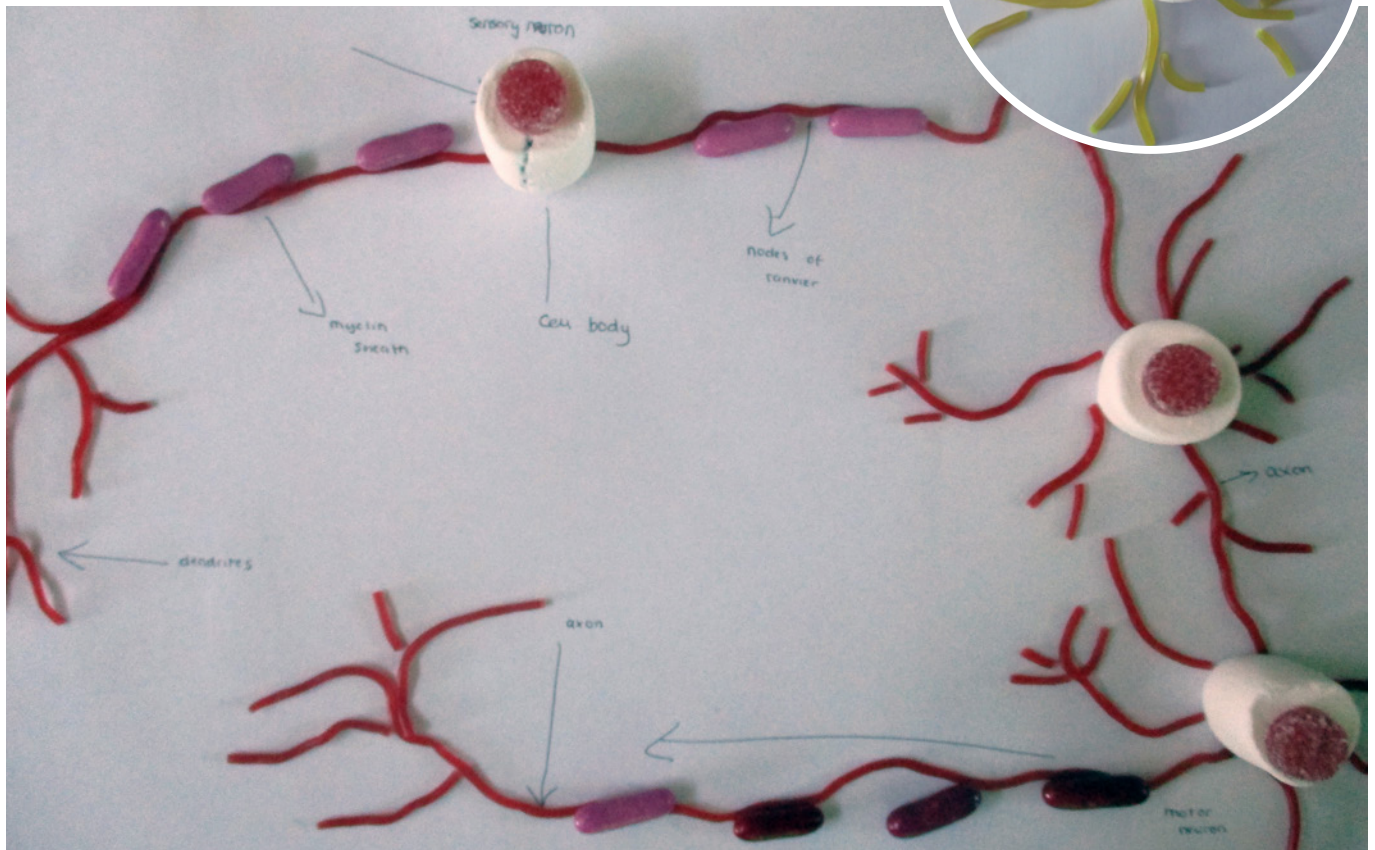
All of these subjects are on offer in our fabulous Sixth Form.



Following my presentation, prospective students and their families collected their tote bag of goodies and moved to the Sixth Form Area. The buzz of enthusiastic teachers and interested pupils discussing the many subjects on offer filled the area as these impressive young people took the first steps towards planning their future.

I was overwhelmed by the interest in the Sixth Form at Longcroft, but as the fastest growing Sixth Form in the area, it's only a matter of time before word begins to spread that the East Yorkshire Sixth Form is the first and obvious choice for many. What makes our Sixth Form brilliant is great outcomes, which are of course really important, but also the other things that help students enjoy and achieve like our small class sizes and that every student is known to us as an individual. With just over 60 students in the Sixth Form there is space for everyone to grow and develop under our care and guidance. No one is ever lost or alone. We're here for the whole of the journey.

In Psychology Year 13 students are studying Biopsychology. This week, to help them understand the structure of motor, relay and sensory neurons students made models using various sweets. After students labelled their models, pictures were taken and then they ate the 'neurons'. Some of their work is featured here.



Coming up next for our Sixth Form are the appointment of a new Care and Achievement Co-ordinator dedicated to the Sixth Form, taster lessons for Year 11, mock exams for Year 13 and the first Progress Update of the school year. It never stops in the Sixth Form.

After half term, we'll introduce more of our fabulous Sixth Form Ambassadors to you...

Mr Chapman
Head of Sixth Form



PERSONAL DEVELOPMENT



Mr Coupe writes:

As we approach the end of a really busy half term in the area of Personal Development I wanted to talk to you about a number of opportunities that we are going to be offering some pupils in the next few weeks.

Through our Personal Development Curriculum, which includes PSHE and Careers alongside our wider enrichment programme, we aim to help pupils to further develop the attributes of Great Heart, Thought and Vision. Through Great Heart, we aim to nurture pupils to be welcoming, inclusive and kind. Through Great Thought, we are encouraging pupils to be engaged, rigorous and resilient. Through Great Vision, we are nurturing openness, ambition and confidence in our young people.

In achieving this, we look at ways to enhance and develop our provision, such that both classroom experiences and those beyond the classroom work to further these attributes among our pupils.



CONT. OVER >



This week saw the beginning of the Scholars Programme at Longcroft. This programme, centred around nurturing the ambition and confidence of our young people, introduces a group of Year 9 pupils to the university experience. Through a visit to Leeds University, followed by a series of tutorials from a PHD student, our pupils will get a taste of what studying in a university is like. We are particularly excited to be able to read the university-assessed essay that the pupils will create in advance of a graduation ceremony back at Leeds University in February.

Another exciting initiative is our Duke of Edinburgh Bronze Award. With our first group of pupils now well underway with the three elements of their award it is great to see them growing as young people. To gain the award, pupils have to complete three to six months of volunteering, physical training and learning a skill. In addition, pupils have to complete an expedition over two days and one night. This

expedition will be held in the spring or summer term, when the weather is a little more appropriate for camping! I'm very pleased to say that we will be soon launching a second opportunity for pupils to complete the Duke of Edinburgh Bronze Award for pupils from Year 9 upwards – watch this space for further details.

A third opportunity we are just about to begin is the Women into Manufacturing & Engineering Raising Aspirations Project. This project involves a selected group of Year 10 female students and is aimed at breaking down stereotypes around women and girls entering employment in the scientific, technical, engineering & mathematical fields. Through our partnership with a range of female role models from these fields, the pupils will get an opportunity to reflect on the unique qualities that they have to offer an employer in this area, as well as a really good in-depth understanding of what it might be like to go into these sectors when they leave education.

Beyond these projects, we are always looking for ways to enhance our offer to young people. We will, in the near future, be offering further interesting and exciting enrichment activities that deliver on our aspirations to nurture Great Heart, Thought and Vision amongst our pupils and to better prepare them for the world outside Longcroft School.

Once again, I'd like to finish with some local labour market information, to help you support your child in thinking about their future. In our last update we looked at the East Riding. This time, we'd like to consider the city of Hull instead. Hull has a total population of 259,000 people, of whom 168,200 are of working age. 134,000 of those people are currently in employment, comprised of 69,700 men and 64,300 women. This means 73.5% of working age people in Hull are in employment. The average salary in Hull in 2020 was £27,924 – up from £21,308 in 2008. The sector that employs the most people in the city is Business and Retail (31,300 employees), followed by Manufacturing (19,065 employees). Unlike East Yorkshire, where the Visitor Economy is the third largest employer, in Hull this is Health and Social Care (17,860 employees). As Hull moves away from its traditional role as a fishing port, now employing only 0.17% of the population, it still provides many jobs in its ports, which now handle 23% of the total forestry products imported to the UK as well as serving as an important hub for the manufacturing, maintenance and servicing of the offshore wind energy sector.

Mr A Coupe

Head of PSHE and Careers Education





TEACHING & LEARNING



Mr Taylor writes:

As your child continues to progress through the academic year I wanted to provide you with an insight into our Longcroft Learning Cycle, something that pupils experience in every classroom and in every lesson.

A research driven lesson framework that ensures every minute of every lesson counts, I hope the cycle will provide you with a starting point for conversations with your child about their learning. Last week we looked at the "Teach" part of the lesson.

Once your child has been presented with new information in the "Teach" phase, it is vital that they get the opportunity to "practise" what they have learnt. They do this in the "Do" phase of our cycle.

They will work through differentiated tasks that are aligned to the programme of study and specifically tailored to meet the requirements of the specific lesson's "Challenge". The teacher will move around the room checking the learning that is taking place and giving pupils feedback, enabling them to understand their strengths and weaknesses in achieving the "Challenge". Pupils will be challenged and support provided if required. You could ask your child: "What targets have been set today in a specific subject?" or "What advice did you received from your teachers?"

Examples of "Do" tasks can be seen below:

Do

In this extract from *Gulliver's Travels*, Gulliver is living in Lilliput - a land where the inhabitants are six inches tall. Here a Lilliputian politician explains to Gulliver the cause of a long-running war.

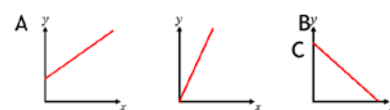
Two mighty powers have ... been engaged in a most obstinate war for six-and-thirty moons past. It began upon the following occasion. It is allowed on all hands, that the primitive way of breaking eggs, before we eat them, was upon the larger end; but his present majesty's grandfather, while he was a boy, going to eat an egg, and breaking it according to the ancient practice, happened to cut one of his fingers. Whereupon the emperor his father published an edict, commanding all his subjects, upon great penalties, to break the smaller end of their eggs. The people so highly resented this law, that our histories tell us, there have been six rebellions raised on that account.



How and why did the war start? Practise summarising the story with your partner.

DO

- 1) Given that £1 = \$1.27, convert £20 to dollars.
- 2) 5 : 7 and 70 : a are equivalent ratios. Work out the value of a .
- 3) Which graph goes through the origin?



Mr Taylor
Head of Teaching and Practitioner Development



IN FOCUS

ENGLISH

Mr Deer's Year 9 class are studying Robert Cormier's 'Heroes'. Published in 1998, the novel is centred on the character Francis Cassavant who has just returned to his childhood home from serving in the Second World War in France and has severe deformities as a result of an incident during the war.

Born in 1925, Cormier was an American author, columnist and reporter known for his deeply pessimistic, downbeat literature.

Cormier wrote *Heroes* based on his memories of the terrible fallout from World War Two. He saw many young men of his own age return from the war, having fought in either Europe or the Pacific. Many of them had dreadful physical injuries, but all of them were mentally affected as a result of their experiences.

Pupils initially considered the question, 'What is a hero?' Isabel Buckle wrote, "I think the definition of a hero is someone who does something heroic that gets them noticed for a good reason. They can be known as an icon that inspires other people." Charlotte Britt wrote, "A hero is a person who does a good action to help other people or make the world a better place."

Pupils considered whether female education activist and the 2014 Nobel Peace Prize laureate Malala Yousafzai should be seen as a hero. Hollie Calder wrote, "I agree that Malala is a real life superhero. This emotive story of her surviving a shooting and still supporting women shows courage in the face of adversity."

Pupils have done various pieces of work including a diary entry. The selection featured here includes work from Charlotte Britt, Lucy Coombe, Evie Drinkall, Hollie Calder, Isabel Buckle, Gracie-Mae Jan and Amelia Purchon.

Chapter Ten: Trust and Respect

Starter

In what ways was Larry LaSalle an excellent teacher?

He was an excellent teacher because he was able to involve all of the children and found something for everyone to participate in. He helped the young people gain confidence. He safeguards the children. He spots what people are good at and teaches them new skills.

reader, he also doesn't say it lightly because some of his emotions while fighting in the war.

Doesn't want any sympathy

It is important that the reader feels sympathy for Francis because he is going to kill someone. Someone that feels sympathy will dismiss his actions because of sympathy. However, Francis doesn't want sympathy he wants anonymity.

P - Point / Statement
E - Evidence / Quotation *have to match*
T - Terminology *effect*
E - Explain
R - Reader

Chapter Seven: Exploring Francis and Larry's Relationship

Starter

Sentence Starters:

To add an idea (instead of 'and'):

- also ✓
- in addition ✓
- furthermore ✓

To show contrast or contradict (instead of 'but'):

- however ✓
- on the other hand ✓
- on the contrary ✓

To show sequence (instead of 'because'):

- due to ✓
- for this reason ✓
- therefore ✓

To order time and events:

- finally ✓
- at first ✓
- while ✓

discourse markers

discourse markers - words or phrases that link paragraphs or ideas

7th December 1914 - Pearl Harbour



P - point I agree that Malala is a real life superhero. It takes
E - evidence a strong personality to stand up for the rights for
T - terminology women - specifically regarding education for women.
E - explain This emotive story, of her surviving a shooting and
R - reader still supporting women shows courage in the face of
 adversity. Her heroism isn't only for the fact that
 she is an advocate for women's rights, but does so in a culture that
 actively suppresses women's right to an education to the point of
 shooting you for doing so. I understand that there are some who
 believe there are many other activists sacrificing their freedoms in
 support of women who don't receive the platform Malala has, how-
 ever she stood up long after the Taliban had shot her to continue
 her heroism - this is why I believe her to be a true hero.

"Malala is a real life Superhero?"
P I agree that Malala is a real life Superhero.
E It takes a strong personality to stand up for
 the rights for women - Specifically regarding
 education for women.
T This emotive story, of her surviving a shooting
 and still supporting women shows courage in
 the face of adversity.
E Her heroism isn't only for the fact that she is
 an advocate for women's rights, but does so
 in a culture that actively suppresses women's
 rights to an education, to the point of shooting
 you for doing so. I understand that there are
 some who believe there are many other activists
 sacrificing their freedoms in support of women
 who don't receive the platform Malala has, how-
 ever, she stood up long after the Taliban had shot
 her to continue

Chapters Twelve and Thirteen: The Theme of Guilt
Starter
Blue: The rumours about why Larry LaSalle left
 Frenchtown shows that he is perceived as a
 hero because they all believe that Larry has
 gone back to war.
Green: Francis is feeling extremely guilty about
 what happened. We know this because he says,
 "Because I had no defence." This shows us he
 feels guilty because he is saying he can't make
 it up because he has no excuses.
Yellow: The author uses religious imagery to express
 the theme of guilt because Francis mentions that
 he shouldn't commit suicide from a church,
 but he goes there when he wants to kill
 himself before he realises this. The story's main
 theme shows Catholic Guilt.
 Francis' hatred has moved from himself to
 Larry LaSalle.

Point I agree that Malala is a real life superhero. It
Evidence takes a strong personality to stand up for the
Terminology rights for women - specifically regarding education
Explain for women. This emotive story, of her surviving a
Reader shooting and still supporting women shows courage
 in the face of adversity. Her heroism isn't only
 for the fact that she is an advocate for women's
 rights, but does so in a culture that actively sup-
 presses women's right to an education, to the point of
 shooting you for doing so, I understand that there
 are some who believe there are many other activists
 sacrificing their freedoms in support of women
 who don't receive the platform Malala has, however,
 she stood up long after the Taliban had shot her
 to continue her heroism - this is why I believe her
 to be a true hero.

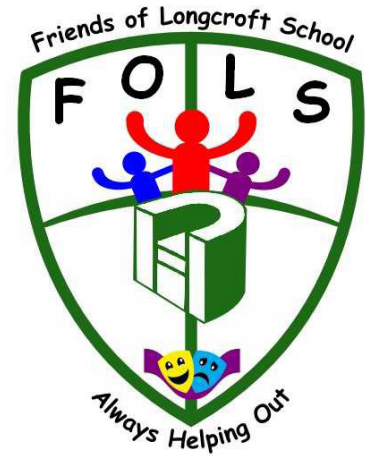
Orange: The fact that Francis is physically and
 mentally affected by this news shows us
 connotations of shell shock and PTSD after the
 war. This may be important because it shows us
 that Francis' emotions are as bad as people felt
 in the war. "My heart begins to race." ^{foreshadowing the} Catholic guilt.
Red: Focusing on the information overheard about
 Larry, we learn that something bad has happened
 to him at the war. He may have got injured
 because it says, "he walks slowly as if his legs
 hurt" or using the context of the previous chapter,
 he may be starting to feel a lot of guilt about
 what happened before the war with Nicole. Larry no
 longer has his Fred-Aislaire walk.
Challenge: Cormier creates tension in this chapter by
 making it short. This withholds information from
 the reader, making us wait for the information
 that we really want. Short, snappy, to the point.

Francis has become single-trapped-minded because
 he thinks the only way to relieve his guilt is
 to kill Larry. He thinks about nothing else.
Prove
 In the remaining chapters of the novel, I do not
 think that Francis will kill Larry, because he still
 feels guilty about what happened and I think he
 will not have the courage to kill someone as he
 will feel even more guilt. I don't think he would be



The Friends' Corner

Join the FOLS Cash Draw



fols@longcroft.eriding.net

Charity Reg No. 515674

Cash Draw numbers can be purchased through the School Parentpay app, or can be purchased direct 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.

Don't forget to join up in time to be entered into our *BIG Christmas Cash Draw!*

Anyone who is in the Cash Draw at the start of December will be entered into the draw, with the 1st prize of **£175**, 2nd prize of **£50** and 3rd prize of **£25**! So at a cost of £12 per year, why not join and get the chance of winning one of these cash prizes?

FOLS AGM

We will be holding this year's AGM on **Wednesday 9th November at 6.30pm**. Please join us at Longcroft School, for light refreshments and a run down of what we have been doing during the last 12 months.

We would like to invite all parents, grandparents, and carers, to join us and see what we do, even if you don't have the time to commit to help us, we would value your contribution at the AGM. If you would like to come along, please contact us on fols@longcroft.eriding.net and pop down. We hope to see you there!



easyfundraising

So far through Easyfundraising,
Friends of Longcroft School have
raised:

£4.45

Raised this month

£779.79

Raised in total

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£ £42 million Raised

2.4 million Users

180,000 Causes



Memory Lane

This week we feature Miss Class's Year 9 tutor group from 1999/2000.



Back row:

S Thackray; B Wood;
J Lloyd; G Caddy; G Lane;
S King

Middle row:

Miss Class; M Galbraith;
C Day; S Wright; L Waller; L
Walton; E Crowhurst;
K Jowett.

Front row:

J Sargerson; S Hammond;
C Smith; A Thorley;
L Pickering; S Menzies;
S Gregson.



Follow us on Twitter to
see more pictures from
Memory Lane
[@SchoolLongcroft](https://twitter.com/SchoolLongcroft)



Find us on Facebook
Longcroft School &
Sixth Form College



Primary School Girls' Football

Longcroft hosted a Girls' School Football competition involving a number of local primary schools.

Mrs Henderson said, "We had an amazing turn out with nine teams attending: Cherry Burton, Molescroft, St Johns, St Marys, Swinemoor, Minster, St Nicholas, Tickton, and Walkington. It was great to see so many enthusiastic girls' teams playing on the evening with an impressive range of skills on display. The competition ran as two groups and the finalists were Minster and Tickton. Congratulations to Minster who won the competition and didn't lose a game all the way through. Minster now goes on to represent Beverley in the next round of the competition. Good Luck girls."

A number of players who were key members of Longcroft's girls' football teams are currently playing for Hull City, and Sophie Haywood plays in the Women's Championship for Sheffield United. There is certainly a pathway to the very top of the game for girls at Longcroft.

Reflecting on a fantastic evening of football, Mrs Henderson added: "Thank you must also go the referees and we had our very reliable and efficient boys who have been amazing in all the primary school football tournaments. On this particular evening we had some girls training up as referees to take on the mantle next year, and they did incredibly well for their first time. We could not run these competitions without pupils and Sixth Form students volunteering their time and we very much appreciate their commitment. Amy, Katie, Anna and Emily are pictured here."





Cross Country

On Tuesday our cross-country runners travelled to Cottingham High School to compete in the East Riding Schools' Championships.

Head of PE Mr Martin said, "Our pupils were fantastic and they all represented the school brilliantly. Some notable performances came from Millie Berry who was 4th in the Junior girls' race, Ella Harris-Smith who was 11th in the Intermediate girls' race, James Charge who came 23rd in the Year 7 boys' race, Josh Collier who came 13th in the Intermediate boys' and Harry Hood who was 14th in the same race. All of these athletes will now go on to represent the East Riding in the Humberside Championships in January."

Congratulations to everyone who took part!



LIBRARY NEWS

Welcome to First Story Writer-in-Residence

Vicky Foster

Vicky Foster, our new First Story Writer-in-Residence, will be working with us at Longcroft after half-term. Vicky is an award-winning writer, performer and poet who has broadcast extensively across the BBC.

She won the Society of Authors' Imison Award at the 2020 BBC Audio Drama Awards for her Radio 4 play *Bathwater*, has published two collections of writing, and is currently working on her first novel. We couldn't be more thrilled to have her at Longcroft.

First Story's Flagship Young Writers Programme provides weekly creative writing workshops for a core cohort, with opportunities for the whole school to expand their creative writing. Vicky will work with two cohorts over a 16-week period, encouraging pupils and students to develop their unique voice and inspiring them to tell their own stories with confidence and skill. The structured sessions will cover writing in different forms, experimentation with language and style, and culminate with the publication of a professional anthology. Events, competitions, fabulous resources, and exceptional progression routes for participants wishing to embark on a creative writer career are also available through this extracurricular enrichment programme.

We can't wait to start working with Vicky. A huge thank you to FOLS for their support with raising funds to support this initiative.






HALLOWEEN IS
NEARLY HERE! TIME
TO BE SCARED!

When I write, I try to think back to what I was afraid of
or what was scary to me and try to put those feelings into books.

—R.L. Stine

Horror novels and ghost stories are incredibly popular with young people.
In the library we are regularly asked, 'Ms, can you recommend a good ghost
story?' or 'Ms, where are the best horror books?'

Halloween, of course, is the perfect time to celebrate this favourite genre and delight in
a little shiver and squirm. Comedy horror, dark fantasy, supernatural, post-apocalyptic,
zombie, dark fairy tales, and gothic novels – there really is a lot to make you quiver.

Reading scary books gives lots of people an adrenaline rush, not unlike a fairground ride that
quickness the pulse. Horror stories are also emotionally educating, allowing the reader to explore
darker feelings and danger without any consequences.

Why do children love horror so much? Perhaps, it's because scary stories allow them to confront their
fears and then discard them, to understand what is frightening and highlight it, rather than let
it control them. Pupils and students will find a large selection of contemporary and classic
horror fiction, ghost stories and non-fiction books relating to horror on display in the library.

Please encourage them to visit.

"Last night I saw upon the stair, a little man who wasn't there.
He wasn't there again today. Oh, how I wish he'd go away..."

—William Hughes Mearns, "Antigonish"



Care and Achievement Co-ordinators

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

They support children to achieve academically by establishing a positive learning environment, 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



Years 10 and 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net