



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS

LETTER



Laura Dances to National Success!

Congratulations to Year 10 pupil Laura Campbell, who travelled to Blackpool to represent the North East in the International Dance Teachers' Association Nationwide Finals.

Sadly due to an injury to a hip sustained just over two years ago, this was Laura's final competition and she certainly made the most of the opportunity,

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earning 4th place in her Freestyle and 5th in her Lyrical Slow Dance in the Under 16 additional needs category.

The IDTA is a leading dance qualifications awarding body and membership association for professional dance teachers. A global association with over 6,000 members, the IDTA has been at the very heart of dance since 1903.

Laura, who has been dancing since she could walk, dances at Hull's Viva Le Dance Academy which offers a range of dance classes at four locations across the city catering for the beginner to experienced dancers.

Laura explained, "This was my final competition before retiring. I injured my hip and couldn't walk – it has taken a lot of hard work and physiotherapy but I can now do what I love again, although not like I did it before."

Laura added, "It felt amazing to dance again at a competition and to support all my friends."

Mrs Ellis said, "I am so proud of what Laura has managed to achieve. She has shown such determination and courage to return to this standard and to do as well as she did at the weekend is amazing!"

Congratulations on your wonderful achievement Laura!



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

26,432

THOUGHT

133,696

VISION

113,885

GRAND

TOTAL:

274,013



Headteacher's Welcome

Whilst the view from the window this week has been rather dreary at times, our fabulous young people have been anything but – brightening up our classrooms, technical and performance spaces with their enthusiasm and infectious appetite for learning.

I've seen lots of different opportunities this week for children to express their understanding and 'prove' their learning. From performances in Drama and Music, where every pupil has been actively involved and the standards have been very high, to explaining complex concepts in Science by constructing models such as fractional distillation columns - the range of activity has been thoroughly impressive. There has been some great written work too. Poems in English produced by our Year 8 students were a highlight for me, as was the confidence and pride displayed by those keen to show me their excellent work.

This week we have launched work experience with Year 10 and are excited to be bringing this offer back to Longcroft. It is a significant opportunity for many young people and a milestone in their personal development journey. Parents of Year 10 will have received details and I encourage you to start thinking about placements early. If you require any further information or support, please do contact Mr Cassidy or Mr Coupe who will be happy to offer their support at every stage of the process.

We have also launched our 'Year 11 Pledge' this week; a public reminder of our commitment to each of our young people and to ensuring they have every opportunity to succeed. Our Pledge aims to provide a framework, identifying 4 key areas through which we can share the wide offer of support and intervention that is available. These include academic intervention, care and wellbeing, celebrating achievements, and guidance/preparation for next steps.

Currently we have a raft of targeted support as well as open sessions available at lunchtime and after school through Period 6. In addition, we have invested in providing access to national systems that can be used flexibly at home such as GCSE Pod. Every pupil will receive one-one sessions to plan a revision routine and schedule, agree specific targets and 'check in' with respect to well-being. There is an online platform which will house relevant information about all areas of The Pledge and you will hear much more about the programme of support over the coming weeks and months. Mock exams are in just a few weeks, so please do encourage your child to get involved and to get revising.

There are some fabulous articles throughout this week's Newsletter so please enjoy reading all about our wonderful pupils and students.

Have a great week.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

Primary Schools' Table Tennis Event

We are always delighted to offer pupils in local primary schools the opportunity to visit Longcroft or to work with our staff in their own school. Events such as those organised by our School Sports Co-ordinator Mrs Henderson see pupils experience our fantastic facilities while representing their school. They also benefit through becoming increasingly comfortable in the environment they will enjoy every day throughout their secondary and in many cases Post-16 education.

Longcroft hosted a table tennis event for primary schools – an opportunity for each school to bring along a group of pupils to try the sport. The aim of the event was to engage and develop; to create an interest in an activity for pupils who may not already have tried table tennis.

Mrs Henderson said, "The event went really well, and we had ten teams, so fifty primary school pupils played table tennis on the evening which created a great atmosphere. Everyone enjoyed the evening and skills developed as games progressed."

Mrs Henderson added, "Longcroft Leaders assisted on the evening by scoring at each table and managing timing for the evening. As always the Longcroft pupils are invaluable to these events and are an absolute pleasure to work with."

We were delighted to receive a message from a member of staff from a participating school: 'Thank you again for organising the table tennis. Please pass on to the young leaders that they were a credit to the school, knowledgeable, polite and really encouraging to the children.'

These events also enable us to get to know children before they even join us in Year 7. We know and care for every child as an individual, and meeting them during their years at primary school is an important factor in this. We have spent the last ten weeks in school helping Year 7 pupils to settle into routines to help with education, while a series of baseline assessments taken by each child inform our practice and support pupils further.



Bugsy Malone

Over the last week our Year 7 pupils have enjoyed performing excerpts from Bugsy Malone in their Drama lessons. Based loosely on events in New York and Chicago during the Prohibition era and specifically the exploits of real-life gangsters such as Al Capone and Bugs Moran, Alan Parker's world-famous movie which launched the career of Jodie Foster is joyously uplifting and our pupils have played their roles with great enthusiasm!



Literacy plays a vital role in transforming pupils into socially engaged citizens - one of life's real tools to opening doors through the ability to access a wide variety of information. We continue to further raise the profile of good literacy for all of our children through our Accelerated Reader programme, and other literacy-focused strategies.

A child's ability to understand a text largely depends on their ability to understand the language used. Research suggests that as a pupil progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with challenging texts across the curriculum. As a school, we know literacy is vital. Our children's literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and speaking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

Bedrock Learning, used by our English team across the Lower School, supports children in improving literacy and vocabulary. The programme is designed to enable the children to encounter new vocabulary in aspirational fictional and non-fictional texts; this is to prepare all pupils for the challenges they may face not only in examinations but for literacy as a life-long skill. Daniel in Year 8 said, "It really helps me with new words and vocabulary, and has guided me in terms of getting better at punctuation too."

Bedrock allows for parental access to each child's dashboard so progress can be monitored and a child's learning can be observed. Year 8 pupil Ava said, "I like the way that you do a pre-test with each new lesson and get a score, it is very motivating to try to beat it."

I am so pleased to see that we have had some fantastic uptake from our children who have been working hard, making excellent progress and continuing to improve their literacy skills. When giving feedback to the school about the app, one pupil wrote: "I like Bedrock because it helps me with lots and lots of words that I didn't know the meaning of. It helps me understand lots of words in a short amount of time; I really appreciate it. Thank you for whoever made this amazing app."

The Bedrock programme we deliver works alongside our existing English intervention work. Our STAR assessments go further to highlight the skills each pupil needs to focus on to meet or exceed expected standards, and this informs our Accelerated Reader strategy. Accelerated Reader, which is our library programme to introduce pupils to aspirational new texts pitched at their reading age, is also in full flow and I look forward to providing an update about our thriving library and how we are supporting young people to enjoy reading as an activity.

Mr Worthington
Head of Lower School



UPPER SCHOOL



Mr Henderson writes:

Year 11 Pledge

This week saw the launch of our Year 11 Pledge. A statement of intent for our pupils and how we as a school are completely committed to ensuring their success. Every member of staff, teaching and non-teaching, from classrooms to canteens are fully behind our young people. We are incredibly proud of each of them and recognise their potential. Our promise remains that we will do all we can to help them to realise it.

Our Pledge is a way of communicating the wide array of support and care we will make available to pupils this year and where it can be accessed.

We have organised our offer into four main areas:

We promise to:

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

Academic support and intervention takes many forms and currently there are lots of opportunities both targeted and open to all. These include our lunchtime and period 6 revision and intervention sessions, tutoring programme, online systems that can be accessed at home or on the move such as GCSEPod, and soon to be launched—form time tutorials.



We recognise that this can be a challenging and stressful time so we also have a programme of education around staying healthy and managing well being. Beyond our pastoral teams which are available every day, there are a host of resources and sign posts also made accessible to pupils online. This will enable them to gain information, guidance and support on demand at any time.

Our routines around rewards and celebration will continue, but in addition we have lots of exciting developments for Year 11 to enjoy. We have our end of term cinema rewards trip for those meeting our challenge of engagement with school and support, pizza prizes for attendance, and of course we have our Prom to look forward to later in the year if pupils are able to complete their 'Passport' to access it.

Please continue to encourage and support your child in taking advantage of these opportunities. The Pledge works both ways and we are seeking the commitment from every one of our Year 11 to bring the best of themselves this year, in school and at home. If you require any support at any time don't hesitate to contact us and we will do all we can to help.

GCSEPod News

We have already completed 4316 PODS, that is on average 26 each. If it was 26 each, everyone would only have 4 each left to do to meet cinema expectation.

Mr Henderson
Head of Upper School





SIXTH FORM



Mr Chapman writes:

This week I want to introduce more of our fantastic Sixth Form Ambassadors.

Hi, I'm **Andrew Woodhouse**. I do Maths, Physics, Chemistry and Further Maths. Maths is my favourite and Physics is close behind. The reason I like both of these is because they are methodical and you get to a definitive answer. I decided to stay at the Sixth Form because the teachers are really good and I am familiar with the day-to-day activities of the school. After the Sixth Form I would like to go into engineering because I'm interested in the practical side of engineering, or accounting. I would describe our Sixth Form as welcoming and very enjoyable.

My main hobby is tennis which, I play every Tuesday and Saturday. I help to coach children from ages 6-11 to play as well. My other hobby is to watch films whenever I have free time (after homework of course). The best thing about the Sixth Form is the camaraderie between everyone. As an ambassador I want to create a better working environment at the Sixth Form and at Longcroft to make everyone enjoy their experience at the school. In ten years' time I want to be in a good job in engineering or accounting and enjoying life, hopefully making tonnes of money!!!!

My name is **Isabelle Bennett**. I am in Year 12 and currently do the subjects Sociology, Criminology, and Psychology. I would 100% say that Criminology is my favourite, I absolutely love learning about all types of crimes and criminals whilst in Psychology learning about what drives these types of people to do such things. Sociology I didn't expect to like as much as I have but I really have enjoyed it so far so I'm pleasantly surprised. I decided to stay at Longcroft as it offers transportation for me to get to school but also the class sizes. I don't feel judged or pressured here, I am managing the work load well and I love the teachers so again I'd say I was pleasantly surprised. After the Sixth Form I would love to go to university to go into a Law degree to hopefully become a criminal lawyer. If I had to describe our Sixth Form to anyone who didn't go I'd just say the word "calm". It's lovely to not feel judged, nervous or anxious coming to school, that's due to the teachers making me feel like I can always ask questions and just how nice everyone has been - even in Year 13. My hobbies/interests would be going to the gym, going out with my friends, having time at home with my family and spending time with my boyfriend and his family. I also love going



camping and doing things like cliff jumping and mountain climbing. I think overall being a Sixth Form Ambassador I just want to be able to be involved and also get across things people would want to do to improve the Sixth Form even more.

Hi, my name is **Gabriella Caruso**. I study Biology, Chemistry and PE and am hoping to go into the field of medicine. My favourite subject is probably content wise PE but my Chemistry class feels like a family and we all get on well so probably Chemistry as well. I'd hopefully like to be a neurosurgeon but I'm open to any other ideas as I get older. Our Sixth Form family is very close. It's a very friendly environment and I feel comfortable being myself. My hobbies include playing lots of sport like netball and going to the gym, I enjoy playing the guitar and singing and going out with my friends. I also have a part time job at the Westwood Restaurant as a waitress. The best things about our Sixth Form are the independence we're given and our close knit environment. As an ambassador I hope to help everyone get their points and opinions across. In 10 years I'll hopefully be at medical school - nearly finishing it going onto my training years to specialise in neurosurgery!

I am also delighted to introduce an important member of our Sixth Form team – Care and Achievement Co-ordinator Miss Taylor. Miss Taylor will work alongside our team of form tutors, subject teachers and myself to support our students through all aspects of their Sixth Form experience – something she understands well. Miss Taylor introduces herself here.

I'm a former Longcroft student who left in 2017 after studying here for 7 years. For the last 5 years I have been in Birmingham attending university at BIMM (British and Irish Modern Music Institute) where I recently finished studying for my Master's degree in Popular Music Practice after finishing my BA in Professional Musicianship. During this time, I was heavily involved in multiple musical theatre societies and the university gospel choir (I think my love for music might be becoming a bit obvious at this point).

I hope that during my time in this role I can help the Sixth Form students to realise their potential and help them to find the right path for them as they move forward. I hope that I can use my knowledge and experiences to guide them.

My desk is in the Sixth Form Area and I'm always happy to have a chat and offer advice about life after school.

Mr Chapman
Head of Sixth Form



SAFEGUARDING



Mr Rogers writes:

This week we have been acknowledging Anti Bullying Week. The week looks to highlight how we can tackle bullying behaviours and make sure all pupils know how to raise concerns with staff.

We have reviewed the avenues through which pupils can report any bullying behaviour. We have chosen this week to introduce Longcroft's 'Big Golden Heart'. This is a facility that enables pupils to report bullying, anomalously, via our website. This can be found under the 'Pupil' section of the Home Page. Replies are monitored and passed to the relevant Care and Achievement Co-ordinator.

We also recognise that pupils may want to report via a written note. We have placed 'Golden Heart' Boxes at various places around the school. Pupils can post messages, and these are monitored. Again, any information shared is acted on by relevant staff.

An assembly on anti-bullying saw the launch of our Peer Mentor programme; we are offering external training to volunteers to become Peer Mentors. Peer Mentors will support younger pupils on a range of issues, one being bullying.

We are proud that parental feedback tells us we tackle any incidents of bullying effectively. I also conduct a weekly pupil voice and pupils report that incidents of bullying are rare but when reported the school handles them effectively and swiftly. But we always want to do better which is why we have introduced these new initiatives.

If you are worried that your child might be being bullied please contact their Care and Achievement Co-ordinator who will be on hand to talk to you and support you with any concerns you may have.

For online support visit [anti-bullying alliance](#), or [NSPCC](#)

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. Within school we are really starting to accelerate our plans to improve reading. The Accelerated Reader programme is once again established, with children in Years 7, 8 and 9 beginning to choose books to read based on their reading ages. They are then tested on these to check for comprehension and other important aspects of literacy.

As our children get older, with lots of other activities competing for their time, how can you encourage them to make time for reading?

Here are some ideas:

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it will give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops – children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz

always have signing queues that are miles long!

- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or A Series of Unfortunate Events.
- Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!

Any reading your child can do at home is going to be of benefit. Encourage them to be ambitious in their reading, to read texts that will challenge them.

Have a good week.

Mr Taylor
Head of Teaching and Practitioner Development



IN FOCUS

SPANISH

Mrs Shepherd's Year 10 GCSE Spanish class have been working on including opinions in their writing. They recently completed an assessment from memory and Mrs Shepherd was delighted and full of praise for their efforts.

Mr Baker said, "I always enjoy seeing pupils working on their language skills in French and Spanish. It is clear to see the progress pupils make in all aspects of their work and I was particularly impressed by Year 10 pupils studying GCSE French and Spanish this week."

Written Assessment

En mi familia hay 4 personas, mi madre, mi hermana, mi padre y yo y mi perro se llama Blue. Mi hermana se llama Izzy. Tiene los ojos verdes y tiene pelo castaño y rizado. Es habladora y graciosa. Me gusta mi hermana porque ~~es~~ ^{no es} molesta.

mi instituto se llama Longcroft y ~~es~~ ^{está} en Beverly. Estudio inglés, matemáticas, ciencias, español, geografía y dibujo. Mi favorita asignatura es el dibujo porque es relajante y divertido. También me gusta la profesora. No me gusta el inglés porque creo que

En mi familia hay 4 personas. Mi padre, mi hermano y mi perro. Mi madre es simpática y bonita. Sin embargo mi hermano y padre son fuerte y valiente. Mi ~~perro~~ ^{pelo} tiene pelo marrón y se llama Louie. Me encanta mi familia.

mi instituto se llama Longcroft. Estudio matemáticas, inglés, educación física, ciencias, historia y español. Me gusta mi instituto a veces pero es aburrido. Me gusta educación física porque es divertida y interesante, sin embargo no me gusta inglés.

Beverley porque es aburrido y pequeño. En mi pueblo no hay centro comercial o biblioteca. Sin embargo hay más monumentos pero en mi opinión son estúpidos. En mi insti, hay más profesores → Profesores. Mi profesora favorita es mi profesora de español. Ella es muy simpática y graciosa. Mi asignatura favorita es inglés. Inglés es muy útil. Odio historia porque es horrible. En mi tiempo libre me gusta leer porque es relajante. También me encanta escuchar música. No me gusta nada bailar. Es horrible. En mi tiempo libre me encanta jugar al baloncesto. Juego con mis amigos u a veces a mi padre.

Izzy Horner

Written assessment

Me instituto se llama Longcroft, en Beverly. Mi profe favorito se llama Miss Sinclair porque es muy fantástico. Mi favorita clases es Español y ciencias. Me gusta Español porque es interesante pero difícil y ciencias es importante.

En mi tiempo libre me gusta salir con mis amigos pero no me gusta jugar videojuegos porque es muy aburrido. Me gusta escuchar música en mi tiempo libre porque me gusta la música de pop.

Vivo en Beverly en una casa bonita. Me gusta Beverly porque hay muchas compras y parques pero no centro comercial. También mis amigas viven en Beverly. Hay una

mi casa / mi barrio está

Describe tu casa

mi casa es moderna y grande. En mi casa hay cuatro dormitorios y dos cuarto de baños. Mi habitación favorita es el salón porque tiene la sofá y la televisión grande. Mi casa antigua tenía dos dormitorios y el salón pequeño.



Memory Lane

This week we feature Mrs Rogerson's Year 7 tutor group from 1995.



Back row:

D Waterson; R Leach;
T Vieten; C Hebb; L Sagar;
S Munro; H O'Brien; D Lloyd
and J Griffiths.

Middle row:

A Jude; M Fowler; A Spry;
K Wood; L Spruce; A Green;
D Cottingham and R
O'Connell.

Front row:

S Robson; V Goldsborough;
L Lane; L Milson;
Mrs Rogerson; E White;
H Williams; S Edwards
and S Tillotson.



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



Find us on Facebook
Longcroft School &
Sixth Form College



Netball Update

Thank you to Year 10 pupil Eleanor Foster for her report on our most recent netball matches.

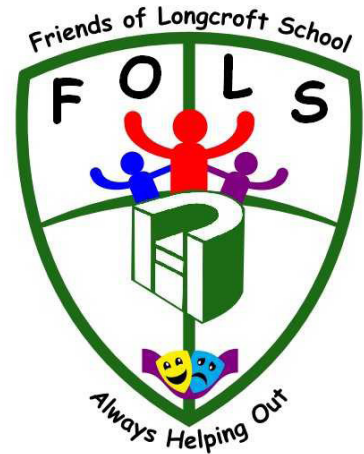
On 10th November the Year 8 and Year 10 netball teams played against Goole. Both teams played exceptionally well against Goole's strong attacking players. The Year 8 team's defensive play displayed great communication between GK and GD and also great tactical shooting, with the team winning 14-2.

The Year 10 team showed great resilience against some skilled opposition with the final score being 10-7. Longcroft had to push through against the strong defence in the circle. Hannah described the win as, "It was a great win and we really had to keep our composure and stick to our game plan at the end." A big thank you to Sixth Form student Gabby who helped coach both teams.





The Friends' Corner



Volunteering with FOLS

Last week we held our AGM, and were delighted to welcome a few new faces to the meeting. We are a very small team and would like to highlight that we are all volunteers – parents with children who are at, or have attended Longcroft School.

fols@longcroft.eriding.net

Charity Reg No. 515674

We understand that not everyone wants to make a long-term commitment to be a member of the committee, but we would love to invite parents to put their name down to assist on the occasional evening such as making hot drinks and serving refreshments.

If you feel you could help, please contact us on fols@longcroft.eriding.net

Don't miss the FOLS BIG Christmas Cash Draw

Anyone who is in the Cash Draw at the start of December will be entered into the Christmas 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?

Raise funds for FOLS when buying online

Making a special purchase in the Black Friday sales? Or buying presents for Christmas? Don't forget to sign up and use **Amazon Smile** or **Easyfundraising.com**. It doesn't change the price you pay, but make FOLS your chosen charity and we will get a few percent donated by the seller!





LIBRARY NEWS

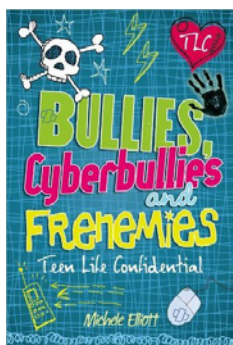
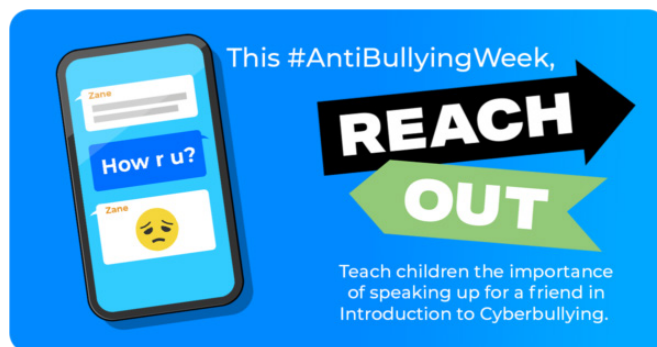
Anti-Bullying Week 2022

"It is against the principles of human rights to bully another human being."

—Shenita Etwaroo

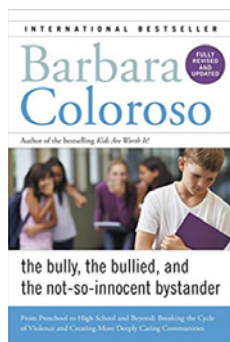
Nobody deserves to be bullied, but sadly many people are. Bullying affects millions of lives and can lead to feelings of despair and hopelessness. How do we combat it?

The 2022 anti-bullying theme is 'REACH OUT'. It's a call to challenge, change, show support and talk. This week our pupils and students have learnt about the importance of bullying prevention in their assemblies. Below are some fiction and non-fiction recommendations to prompt further understanding and discussion. Please encourage your child to visit the library, sample these and other books, and learn more.



Bullies, Cyberbullies, and Frenemies by Michele Elliott (non-fiction)

This practical guide explains what bullying is, where it happens, and what can be done about it. Accessible and well-illustrated, it features tips on how to assert yourself and raise your self-esteem. A really user-friendly guide.



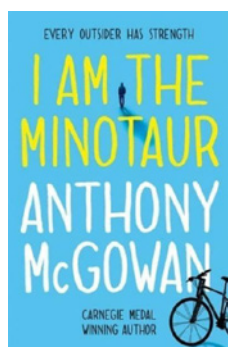
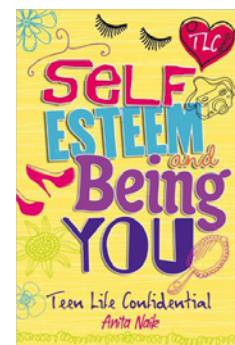
The bully, the bullied, and the not-so-innocent bystander by Barbara Coloroso (non-fiction)

An international bestseller, Barbara Coloroso's book, published two decades ago, is still considered ground-breaking and arms parents and teachers with real solutions to tackle bullying – including cyberbullying.

The definitive guide to bullying prevention. Excellent.

Self Esteem and Being You by Anita Naik (non-fiction)

This essential little guide provides lots of tips on how to be positive about YOU and improve your self-esteem. It covers different types of bullying, and behaviour motivations, and the importance of getting help when you need it.



I am the Minotaur by Anthony McGowan (dyslexia-friendly fiction)

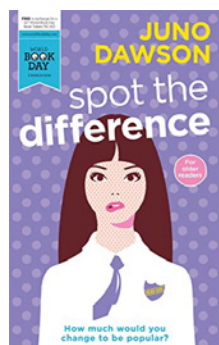
This gritty and touching story was one of my favourite children's books of 2020. Matthew is desperate to fit in, avoid the bullies, his isolation, and impress his dream girl. Sadly, life is hard when you must care for your Mum, there's not enough food and you smell because there's no hot water and the washing machine broke months ago.

A sensitive insight into the pressures that face some of our young. Abounding in empathy and hope.

Fuzzy Mud by Louis Sachar (fiction)

Tamaya and Marshall's happy school life is disrupted when bully Chad challenges Marshall to a fight. Seeking to avoid confrontation Marshall decides to walk home through the wood, only to be waylaid by the bully.

An exciting tale, with a thrilling plot, and relatable characters. The environment and how to protect it are key themes, as well as friendships and the importance of compassion.



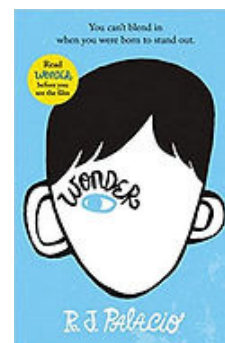
Spot the difference by Juno Dawson (fiction)

Avery has always suffered at the hands of bullies, so when she's given a seemingly miraculous opportunity to join the 'A-list' she grabs at it with both hands. But appearances can be deceiving, and soon Avery's not so sure she likes this new version of herself. It's only by overcoming her fears that she can learn the true meaning of being comfortable in your own skin.

Wonder by R.J. Palacio (fiction)

This novel has several narrators, the central character, Auggie, and some of his family and friends. Auggie has a severe facial deformity and at the age of 10 begins attending school for the first time. How will he cope with the reaction of his peers to his appearance?

This emotional book takes you on a journey of acceptance and empathy. It teaches the importance of true friendship and kindness.





The Six Word Story Competition 2022

Our First Story writing programme starts with an invitation to pupils and students across the school to write their very own six-word story. Writing a compelling story in just a few words is an exciting challenge. You need to think out of the box.

Examples

For Sale: baby shoes, never worn. – Ernest Hemingway

Found true love. Married someone else. – David Eggers

To be, or not to be? – William Shakespeare

Lovely spring weather. Bubonic plague raging. – Evelyn Waugh

Alexa, where have my parents gone? – Lucy-Jo Dalby

Tips

- » Have a structure
- » Be original
- » Draw the reader in
- » Choose your words carefully
- » Take inspiration from your own life
- » Edit

Please submit your entry to your English teacher or Ms Carvill or Mrs Clarke in the Library, no later than Friday 2nd December.

Library prizes will be awarded, and the winning stories will enter the national competition.



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

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