



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



What Diversity Means To Us

This week pupils and Sixth Form students have taken time to consider the meaning of 'diversity'.

A display of their thoughts has proved popular, with thoughts including 'Everyone is unique', 'Being different but not alone' and 'Supporting people's differences'.

Mr Coupe said, *"To me, diversity means the acceptance and celebration of other people's right to live and identify however they wish. It is through diversity and acceptance that we build a strength and resilience in our own*

community. Difference isn't something to be feared, but rather is something to be celebrated. That celebration of the variety of humanity is the glue that can hold a community together."

Reflecting on the success of the Diversity Wall he added, *"Having been a member of the school community for many years, I was amazed by the thoughtful and inclusive nature of the comments written by our pupils. It made me feel very proud to have played some part, however small, in developing such kind, caring and considerate young people."*



Head of School's Welcome



Hello everyone, it has been another busy week in school, which as you can see from the front cover, started with pupils reflecting on diversity in our society. Activities such as this are a key part of our work in promoting the British values that our society holds dear, particularly in terms of individual

liberty, mutual respect and tolerance. For several years now schools have been required to actively promote these British values to ensure young people leave school prepared for life in modern Britain. As pupils have been reflecting and discussing what diversity means to them, many have emphasised ideas of individual liberty suggesting it is 'the choice to be yourself', 'everyone deserves to love and be loved' and 'Diversity means freedom to me'. For others, the concepts of respect and tolerance ring through: 'we are all human, no matter the differences', 'diversity is treating people equally' and it is 'accepting people for who they are'. As we strive to be a school community in which everyone has an equal part to play and where everyone is welcome, I also particularly like the reflection that 'Diversity is people from different communities working together'.

This week we have also welcomed Ofsted back into school to show them the progress that is being made across school and to talk about the ways that we are working to protect and educate all our children during the challenges of this ongoing pandemic. Classes were visited during the inspection in order to see their learning in action, pupils were interviewed to gain their views and a range

of meetings were held with many staff looking at the strategies and developments that we are working through. We will look forward to being able to share the comments from Ofsted when the findings are published in July. Many thanks go to parents who completed questionnaires and wrote to support us during the visit, and of course to our staff and pupils who play such key parts in the improvement journey that we are on.

We have also this week submitted centre assessment grades for examination pupils and have subsequently sent the requested samples of pupil and student work to the examination bodies. This whole process has been a massive undertaking for all involved over the last few months and we are full of admiration for the stamina of pupils and teachers who have worked to prepare and complete the many assessment tasks that have replaced examinations this year.

Finally, I would like to thank parents for continuing to support measures to keep school Covid-safe. Please do read Mr Britton's article carefully and can I ask that all involved keep the routines for home-testing, mask-wearing and hand hygiene rigorously in place for the remaining weeks of term.

Have a good weekend,

Ms I Grant
Head of School



Executive Headteacher's Welcome



As I'm sure parents will be aware, as a school, we continue to be briefed on a regular basis by Public Health England to allow us, as a community, to continue to monitor our own procedures and to understand the wider context within the East Riding of Yorkshire and neighbouring Local Authorities. We have also, as part of this partnership with Public Health, undergone a review of our procedures in school over the last year and know those measures we have taken together, with our families, have helped to mitigate the transmission into school from our wider community and within school itself.

Over the next few weeks we would ask our families for even greater vigilance, if we are to avoid further disruption to education – something we all believe is critical. This includes ensuring that parents who are currently undertaking lateral flow testing with their children continue to do so twice a week as a matter of routine, as we know a significant percentage of children who are infected with Covid-19 will show no symptoms. If your child does develop any of the three symptoms they should be taken for a PCR test, even if the lateral flow test shows a negative result. As parents will be aware from previous newsletters symptoms do also vary in children.

The main symptoms of COVID-19 are:

- A high temperature
- A new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- A loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal

Other potential symptoms from children who have tested positive include: fatigue; headache; fever; sore throat; loss of appetite. Some children also present with an unusual skin rash.

The new delta variant of Covid-19 is far more transmissible inside and outside, therefore, a child who is infected and attends school will have a significant impact upon the number of children and teaching colleagues who will, as a matter of course,

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be asked to self-isolate. The impact of this variant upon schools where transmission has occurred from the local community has been substantial. It should also be noted that vaccination rates are high in our locality compared to national average, however, in our parent population age bracket, 75% still haven't had their second vaccine.

I know my colleagues and myself have felt these last few weeks have differed from our historic experiences during the pandemic, as the number of cases has significantly reduced. Our work in school, during the weekend and in school holidays, gathering information, on behalf of the governments track and trace service has, therefore, not dominated our weeks allowing for a degree of normality to return for all. I remain exceptional grateful to our parents and my colleagues, who have taken those necessary precautions and not sought to impose blame or criticise on social media, when Public Health have through the school directed pupils to self-isolate, to close in school teaching for classes, or for year groups.

I dearly hope our current situation of low cases continues due to the vigilance of our parents, but at this moment I would ask for your support, conscious of the challenges we may well face in the months ahead, as only together will we be able to mitigate the spread of Covid-19 within our wider community and in school.

Do have a great weekend.

Mr J Britton
Executive Headteacher



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

45,500

THOUGHT

280,142

VISION

171,184

GRAND

TOTAL:

496,826



LOWER SCHOOL

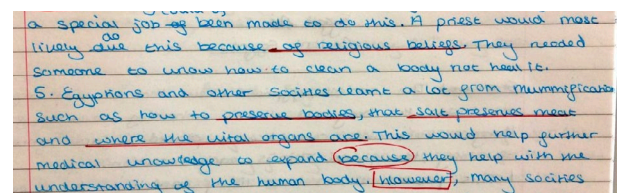
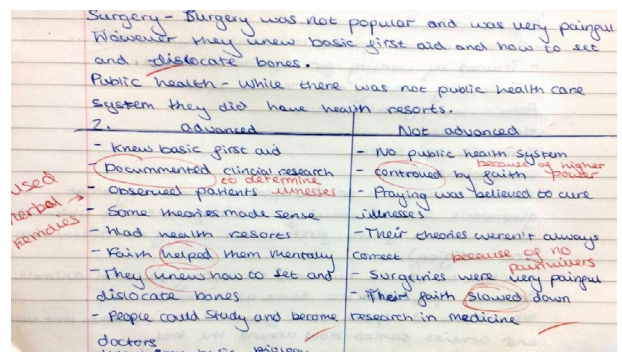


Mr Worthington writes:

Before the summer break, our Lower School pupils will receive their Progress Update for the year. These reports provide a colourful summary of their progress throughout the year across all their subjects, as well as their attitude to learning in class and towards their homework.

They also state each pupil's attendance, highlighting how much time they have spent in school. This report is therefore an invaluable summary of each pupil's progress and achievement across an entire academic year. However, the Progress Update is also an essential tool in helping pupils to reflect upon their learning and progress, and in setting their targets for the future.

When pupils receive their report, they carefully read through the report identifying areas of strength and areas where improvement can be made. This information can then form the basis of focussed targets and discussions between pupils, parents and teachers. The Progress Update therefore plays an important role in helping our pupils to review their progress, to ensure they continue to make excellent progress into the future and prepare for the next academic year.



I continue to enjoy spending time in lessons and looking at pupils' work. After mentioning pupils' work in History last week, I have seen their knowledge develop further. Year 9 pupil Sophie was able to explain how far advanced Romans' understanding of public health and hygiene was from Greek thinking, while pupils had learned key differences between Greek and Roman doctors. I was particularly pleased to see pupils demonstrating their understanding by highlighting connectives such as 'however' and 'because' in their writing. Next week I will be writing about pupils' work in Geography.

Take care,

Mr Worthington
Head of Lower School

UPPER
SCHOOL**Mr Colepio writes:****Year 10 Mock follow up work**

Year 10 have now completed their Mock Examinations and continue to work hard as we enter the final few weeks of the academic year. Staff are busy marking the exams and will be returning papers to pupils shortly. A key part of this process is identifying and recognising gaps in knowledge and skills as well as celebrating achievement. To help guide the pupils over the next term, and indeed this summer, staff will be conducting one to one interviews with pupils. This will take place before the end of term and we will issue further guidance on next steps. It is important that all pupils receive this personalised support before they start Year 11.

Subject revision guidance

Last week the Geography team offered some helpful tips around revision. The focus for this week will be Science. We hope the following helps parents gain a better understanding of what pupils are required to do for their Science GCSE exams whether taking the triple option or combined.

GCSE Science at Longcroft

- Rigorous content
- Compulsory Practical Element
- No Controlled Assessments
- 100% Terminal Examination
- Practical content to be examined
- Formulae need to be memorised

Exam skills

- Read the question properly - e.g 'tick two boxes'
- Structure answers to maximise marks
- Plan answers before writing using the marks available.
- Use of command words
- Describe, explain
- Answer easy questions first; leave difficult questions to the end
- Use all the time available
- Check for mistakes if time.

GCSE POD – huge resource of videos

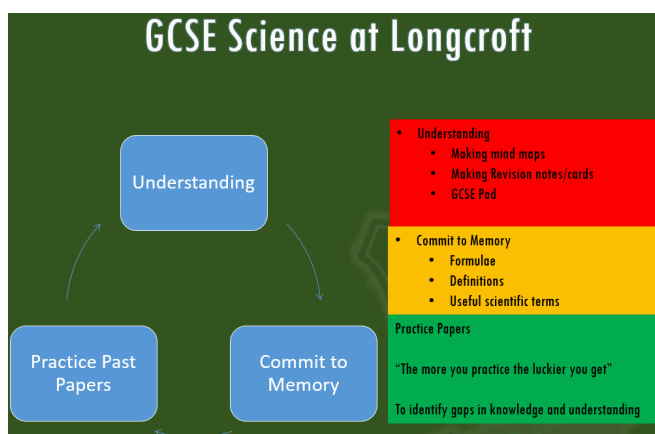
BBC Bitesize (www.bbc.co.uk/education)

My Learning platform – lots of powerpoint videos on our platform with audio commentary

Key stage 4 Revision Guides – excellent coverage of all content for Higher and Foundation

Mr Colepio
Head of Upper School

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WHY SHOULD I USE BLIND MIND MAPPING?



Is it useful to recreate mind-maps from memory?

Yes. Making a mind-map will help you to organise the information you have learned. This will give it a better chance of 'sticking' in your long term memory. By joining up different parts of a topic in a structure, you will be better able to make links between them. Your brain also benefits from information being organised in a clear structure, freeing it up to learn other things without feeling overloaded.

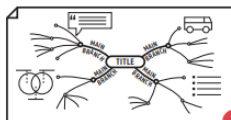


Why recreate a whole mind-map from memory? Isn't my time better spent re-reading/highlighting material or making summaries of information?

No. Scientists studying the brain have shown that re-reading material isn't very helpful when it comes to remembering it. And nor is highlighting. Furthermore, creating new resources might make you feel busy, but feeling busy doesn't mean you're learning. Instead, by challenging yourself to recreate all or part of a mind-map from memory, you will strengthen the links you have made between different parts of the topic. You may also find that you're able to recall or 'picture' the information from the page having practiced retrieving it with less and less chances to 'peek' each time you attempt it.



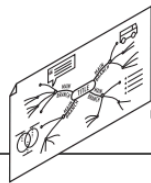
HOW SHOULD I USE BLIND MIND MAPPING?



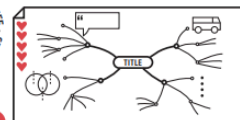
1 Create a mind-map for a topic you have learned. Use multiple branches, bullet points, numbered lists, images, symbols etc.



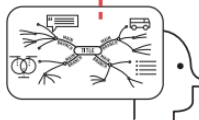
2 Use a thin piece of plain paper to trace the structure of your mind-map. Only include the structure (branches, bullet points etc) and none of the words. Photocopy the structure of your mind-map to create multiple templates. Set them to one side.



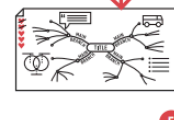
3 Study your original mind-map before turning it over, keeping it within reach.



4 Pick up a 'structure template' and draw five hearts down one side. These are your 'lives'.



5 Recreate your mind-map from memory, crossing out a life each time you need to peak at the original.



RULES
You can't write whilst peaking and you should reduce the 'lives' you give yourself as your ability to recall information improves.



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Student Tweet

"I ♥ GCSEPod"

Student Tweet

"GCSEPod saves the day again!"

Student Tweet



SIXTH FORM



Mr Henderson writes:

“Be Ambitious” is the motto of the East Yorkshire Sixth Form, and with Year 12 mocks completed and the results now in, students are investigating and discussing the University courses and careers pathways that they would like to pursue in the future. Many of our students have clear, well thought out career paths whereas others are still discovering the passion for a particular vocation or area of study, but we are committed to delivering personalised support to all our students to help them realise their ambitions.

Next week is UCAS Discovery Week where students can find out about each of the stages involved in making a successful application to a university course or higher-level apprenticeship. Building on this, at the EYSF in the next few weeks, Year 12 students will attend tutorials to help them get ready to begin their applications.

Starting with **“How to choose the best university and the right course”**, our students will be guided through the key publications and websites that will help them make informed choices about where to study and how to select from a huge range of courses to find those that best meet their needs.

Before we break for the summer, the second tutorial **“How to write a successful Personal Statement”**, will show our students how to showcase their experiences, skills and abilities. This is tricky enough anyway but try doing it with just 4,000 characters, it’s not surprising that even the best wordsmiths need help!

The Personal Statement is a very valuable means to make a first impression and many university admissions tutors use it to select potential candidates to interview, but writing it is a very difficult and time-consuming activity. To help, we ask that in the early stages where students start gathering

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Sixth Form

Mrs Winter

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evidence of their skills and experiences, parents and relatives get involved to help create a portfolio of achievements. This could be from sports teams to music grading, volunteer group work or adventure holidays, helping to create a complete and rounded picture that can then be tailored to the courses the student applies for.

Students and parents sometimes question the value of a university education, and career pathways involving apprenticeships and work-based learning can be just as valuable, but regardless of the route they take, we aim to nurture ambition in our students, and for most this leads to a degree course at a UK university.

Here are some great reasons for choosing a university education:

- **Increase your knowledge** – study what you love, you're interested in and with the top experts in their fields
- **Get your first true taste of independence and freedom**, build self-confidence, experience all aspects of student life, broaden your horizons and meet new people
- **Gain a qualification that's internationally recognised** – uk higher education qualifications are recognised and respected by employers and academics worldwide
- **Develop the essential skills you'll need in your career and working life** – communication, organisation, time management, team work, leadership, problem-solving
- **Increase your earning potential** – having a degree makes you more attractive to employers, you'll have a greater choice of jobs and you'll earn more. The average salary for graduates is 30% higher than for non-graduates aged 25-30. In 2013-14, 90% of all graduates were in work or further study within six months of leaving university
- **Experience student life** – yes, you're expected to work hard but uni is also fun. Whatever your interests, there are a huge range of clubs, societies and a diverse social life on offer

(source: UCAS 2021)

Mr Henderson
Head of Sixth Form



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM





INCLUSION



Mrs Reilly writes:

This week I simply must start by thanking all of the pupils that have worked with our TAs this week to undertake their literacy and numeracy testing. Their behaviour and attitude to learning has been excellent! They will all be receiving ClassCharts rewards for their efforts.

Once the results have been scored, we will update your child's ANP with their current reading ages and the provisions that we will be co-ordinating for them. This will be personalised for each pupil, and you'll receive a letter advising what our plans are to support your child's emerging and ongoing needs, as well as boost their progress in target areas.

This week I have the pleasure of introducing Mrs Newsam.

Mrs Newsam states she feels like a part of the furniture here at Longcroft as she was a pupil here from 1996-2003 and has worked here for 13 years. She also had a daughter in Year 8 at Longcroft.

Mrs Newsam is a qualified Teaching Assistant having undertaken her Level 2 qualification. Mrs Newsam works across all subject areas although mostly with our older pupils. Mrs Newsam has substantial experience with pupils with physical disabilities and meeting their needs. Also, she has worked extensively with our pupils with Autistic Spectrum Disorder.

Mrs Newsam doesn't stop there! She is trained to provide physiotherapy to pupils, is a trained exam invigilator, recently supervising our mock exams, and when the programme was running she was trained to deliver COVID testing.

Our lunch club, that we hope to reintroduce post COVID restrictions, is supported by Mrs Newsam. She takes great delight in facilitating this for our pupils with social, emotional and mental health needs. Furthermore, pupils who take part also are offered a variety of fun-filled and literacy-based games and activities to promote progress.

Mrs Newsam is a keen sportsperson as she is a regular runner and does an array of classes at the gym to keep fit and healthy.

She states: *"I love my job here at Longcroft, every day is different. It is a pleasure to support pupils along their journey, from when they arrive with us in Year 7, and watch them grow into young adults as they leave us to take their next steps."*

Mrs Reilly
Head of Inclusion



Mr Coupe writes:

PSHE AND CAREERS EDUCATION

This week we have been building on our values of Great Heart, Great Thought and Great Vision by celebrating School Diversity Week.

As part of Pride Month, this week highlights diversity, inclusion and positivity around LGBT+ issues. 85% of LGBT+ young people nationally reporting that they regularly hear homophobic remarks, and LGBT+ young people more than twice as likely to be worrying about their mental health as non-LGBT+ young people, so it is vital that we take positive action to celebrate the diversity of our community. By doing so, we will help all our young people to feel wanted and accepted for who they are. On Monday morning all pupils watched a presentation about School Diversity Week and took a moment to consider and share what diversity meant to them. With our various pride flags flying around school, positive posters in every classroom and our very own rainbow-coloured Diversity Wall created one brick at a time by every pupil in the school, it has certainly been a colourful time at Longcroft School! We value and include all our staff and young people regardless of their sexuality or gender expression, and it has been great to see that so clearly in evidence around school during Pride Month.

This week also saw the launch of our very own PSHE Mission Statement. As pupils' Personal, Social, Health & Economic Education becomes more and more important in helping them navigate an increasingly complex world, we felt it was vital to set out what PSHE Education stands for at Longcroft School. Our mission statement reads:

PSHE stands for Personal, Social, Health and Economic Education. At Longcroft School, PSHE Education gives us the skills, understanding and values we need to develop and grow as individuals. Through the work we do in this lesson, we learn more about what it means to have the values of Great Heart, Great Thought & Great Vision. We learn how to stay safe and healthy and to have respectful, enjoyable relationships. Together, we build a school culture that is truly inclusive and that celebrates diversity & equality. PSHE Education helps us build a stronger school community based on our core values and gives us the foundation we need to thrive in the world outside school.

I'm sure you will agree, PSHE at Longcroft will be central to the successful personal development of our young people.

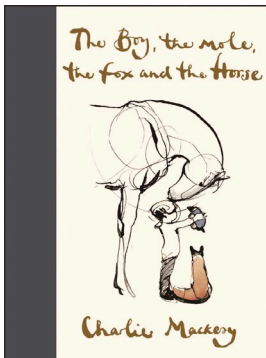
Finally, as promised in our last PSHE & Careers update, here is our fortnightly snippet of information about a sector of the local labour market to help families and young people to consider what employment opportunities are available in Hull and the East Riding. This week we look at the Chemicals Industry in the Humber Region. Boasting the UK's second largest chemical cluster and including major employers such as BP, Phillips66 and Tronox, this sector employs about 5,500 people in the local area. Humberside's two major oil refineries and five power stations provide 27% of the UK's oil refinery production. In the near future, rolling out Carbon Capture & Storage and Hydrogen Technologies in the Humber and Teesside industrial clusters will support over 19,000 jobs per year between 2024-2030, peaking at 30,200 in 2027. Popular routes into this growing area of employment include apprenticeships, T levels, A levels in STEM (Science, Technology, Engineering & Maths) subjects as well as degree apprenticeships and the university route.

Mr A Coupe



Mr Rogers writes:

This week, as you will have seen we have celebrated Diversity Week. This had a focus on LGBTQ+ acceptance, but really for me, this week has been about accepting and celebrating our differences. To talk about what makes us difference and support each other's uniqueness.



I am no book critic, but a favourite book of mine, which I love to read to my own children is a book by Charlie Mackesy, *The Boy, the Mole, the Fox and the Horse*. Timeless messages that are wholesome and wonderful.

The book itself is beautifully illustrated, and on almost every page, a thought provoking statement, sentiment or question is raised. The differences in

each character are not a hindering factor. In fact their relationship, and journey through time together is successful because of their difference.

So, as it seems that we live in a world where equal opportunities are still sought for, and where your sexuality is no longer used as a slur, to insult another, we can look to a beautiful piece of writing to remember our differences are what makes us, us.

I keep a copy of the book in school for young people to look at. Regardless of your age the book is a relevant and beautiful read. So in a world where we can be anything, be kind.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement

"What do you want to be when you grow up?"



"Kind" said the boy

"What is the bravest thing you've ever said?" asked the boy.



"Help," said the horse.



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. Continuing the theme of Literacy, this week we look at the use of captions at home. Captions can provide struggling readers with additional print exposure, improving reading skills.

One motivating, engaging, and inexpensive way to help build the reading skills of pupils is through the use of closed-captioned and subtitled television shows and movies.

This support can help boost foundational reading skills, such as phonics, word recognition, and fluency for a number of pupils. Given the wide (and inexpensive) availability of captioned and subtitled media on broadcast television, on DVDs and online, it can be a valuable addition to helping your child's reading at home.

Presenting information in multiple ways can help address the diverse needs of learners in the classroom and home and engage pupils on multiple levels.

The use of captioned or subtitled media can be a great tool. Consider using captioned or subtitled media whenever and wherever you use video at home; turning on captions during programmes has considerable benefits for boosting the literacy skills of all pupils.

Many struggling readers avoid text, and so have minimal exposure to print. Imagine the many additional hours of print exposure your child would get if captions were turned on every time they watched a video at home.

Provide multiple means of representation

- For pupils who are struggling readers, seeing and hearing unfamiliar words can help improve their understanding of the material and important vocabulary words.



- If your child is a low-level reader, consider using videos aimed at a younger audience or those that relate to their areas of interest—for example, an animated action series or film or pop culture content, such as interviews with musicians and actors. Entertaining, brief videos tend to have less challenging vocabulary and your child will still receive the literacy benefits of reading while listening.

Provide multiple means of engagement

- Providing information both textually and through the use of video (where appropriate) can be motivating for your child. Because we naturally read text that appears on a screen, using captions and subtitles can help boost literacy skills in a fun and engaging way.
- Consider recommending that your child turns on captions or subtitles at home to maximize exposure to print.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week we return to the 1990's and feature two Year 7 tutor groups.

7T are pictured in 1993.



Back Row:

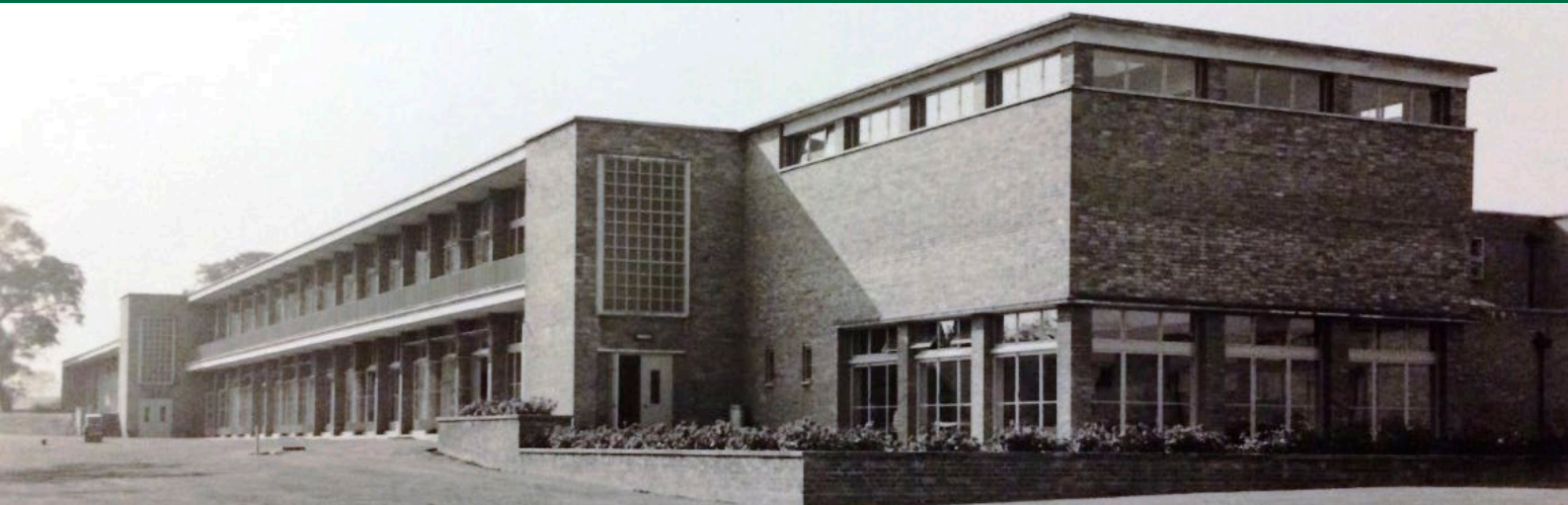
R Hugill; S Lintern;
V Stevenson; A Cook;
H Coggin; P Jellyman; J Ash;
S Jefferson and J Collins.

Middle Row:

G Whitelaw; A Bartle;
L Barlow; A Abbey;
H Billany; C Davies;
M Sankey and K Towse.

Front Row:

K McGowan; N Ebashi;
J Tomkys; S Hubbard;
L Rutter; A Carter;
N Shannon; C Peacock
and D Spruce.





7R are pictured with their form tutor Miss Hodgson in 1998.



Back Row:

David White; Thomas Bean;
Adam Spry; Daniel Smith
and Stephen Raine.

Middle Row:

Kieran Norman; Thomas
Golden; Thomas Steventon;
Dean O'Sullivan; Simon
Hewitt; Richard Herdsman;
Lee Blackledge;
Mark Richardson and
Michael Murphy.

Front Row:

Jessica Dowse; Katie
Wilson; Kerry Whiting;
Naomi Bastowe; Miss
Hodgson; Faye Perry;
Caroline Hawley; Sarah
Elvidge and Samantha
Shipley.



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Memory Lane

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Longcroft School &
Sixth Form College



Longcroft Travels the World

Upemba National Park, Democratic Republic of Congo

Thank you for continuing to support our travels by submitting your kilometres and step count. We have approached the southeastern boarder of the Democratic Republic of Congo, our next country being Chingola in Zambia. We have stopped in Upemba National Park to see the stunning wildlife that central Africa has to offer.

Upemba is one of the oldest and largest of Africa's national parks. Founded in 1939, during Belgian colonial rule, it covers an area of approximately 10,000 square kilometres. It is bordered to the west by Lake Upemba and a number of smaller lakes. These constitute some of the most important wetlands on the continent. The park also offers some stunning landscapes, with its high-plateau savannah, deep gorges and rich gallery forest.

At one time, Upemba was home to large herds of elephant, zebra, buffalo and antelope. In fact, this region was known in the days of early European explorers as a centre for ivory. However, the park has suffered during Congo's decades of civil strife. The parks were largely neglected and poaching flourished. While many of the species that once populated the park are still present, their numbers are now extremely low. Sadly, most of the large predators are gone due to hunting and lack of prey.

In early 2011 Frankfurt Zoological Society was invited into Upemba by the Congolese wildlife authority (ICCN) to manage a European Union fund for the rehabilitation of the park. They are the first international charity to be based in the park. The ultimate goal is to restore the park to its former glory by providing training and logistical support for the rangers, rehabilitating the park infrastructure, developing a conservation strategy and eventually providing a new opportunity for tourists to experience Upemba.

You can submit your steps to our travels! Most phones automatically track steps, so please submit them! Keep up the hard work and do not forget to submit your distances to world@longcroft.eriding.net.



Don't forget to submit your
distances to:

world@longcroft.eriding.net



The Leco-Kidz are Alright!

Based in Leconfield, Leco Kidz Youthie has been running for over 12 years, providing a range of activities and opportunities that engage young people and enable them to develop new skills while making a difference to the environment.

The club has partnered with the East Riding Voluntary Action Services (ERVAS) to create an eco-garden for all members to enjoy and use and help make more environmentally friendly places for young people to enjoy. Those involved have called themselves the Green Influencers. Things in the garden we are working on at the minute is a wormery, different planters, garden archways, green houses, compost areas, setting areas, planting trees, creating bird houses and much more.

Year 7 pupil Jack Daniel has been a member for almost three years. He explained, *"My sister went and I thought I would try it. I enjoy it – we do things for the environment. We have a wormery, plants and vegetables. I'm most proud of the outcomes at the end of the project. We built a massive garden and it took ages."*

Jack added, *"I enjoy going on trips after we've done a big project. We've been to the Lake District – I really enjoyed that!"*



Jack was full of praise for the work of leaders Richie and Lisa, and as a Sixth Form student his sister Emily mainly works as a leader having enjoyed the benefits of the club for many years. Emily said, *"It definitely boosts your confidence as a person and allows you to be who you want to be."* Tenacious with impressive communication skills,



Emily plays a significant role in pupil leadership at Longcroft and sets an excellent example to younger members at the club as she does to her peers and pupils at Longcroft.

Another member is Jake Williamson. He said, *"I've been going since the beginning – my mum used to work there. I really enjoy going and having fun, particularly working on the projects. When I'm older, I'd like to work there as a Youth Leader."*

Recognising the value of clubs such as this one, since 2013 East Riding of Yorkshire Council has provided funding through grants to help grow and develop a strong voluntary youth sector across the area. This investment has helped to create 53 new youth groups and support a further 152 youth groups. In 2019 Positive Activities Grants totalling £30,000 were awarded to successful youth organisations





from across the county by then chairman of East Riding of Yorkshire Council Councillor Margaret Chadwick to expand the amount of positive activity available to young people in the East Riding. Councillor Chadwick highlighted the value of these groups when she said: *"The awards will enable these groups to deliver positive activities to children and young people to help improve their personal, social and educational development, as well as providing some great fun activities."* One of the grants was awarded to Leco Kidz Youthie to purchase and provide safe online equipment to learn, connect with others and complete homework.

The contribution made to their community by volunteers running clubs like Leco Kidz Youthie is significant. Not only do they create opportunities and activities for young people; they develop skills and qualities that are of value in all aspects of life and inspire the volunteers and leaders of the future.

It has been wonderful to hear Jack, Jake and Emily speak so proudly about their club and to recognise the enjoyment they gain from participating in the fabulous range of activities and opportunities with other members of their community. We hope Leco Kidz Youthie is able to go from strength to strength!





Carys becomes part of Welsh history!

"The game will be an important milestone for women's Rugby League in Wales, as it will inspire the next generation."

Wales Women's head coach Thomas Brindle.



We were delighted to hear that former student Carys Marsh will make her first full international appearance on Friday when she represents Wales against England at Warrington. The game, which precedes a match between England's men's team and a Combined Nations All Stars team and sees Wales Women take part in their first ever test match, will be screened live on Sky Sports at 6.00pm.

During her time as a Sixth Form student at Longcroft Carys earned international honours when representing England Students. This is, however, an opportunity to test herself against players who will represent England against the likes of Australia and New Zealand in this Autumn's Rugby League World Cup.

Carys, who plays for Wigan Warriors having made the switch from rivals St Helens in 2019, will come up against former and current teammates and established internationals such as St Helens' Emily Rudge, Tara Jones and Jodie Cunningham and Wigan's Georgia Wilson in what is sure to be a tough challenge for the relatively inexperienced Welsh who include only one other Super League player. The match will be a fantastic experience and Carys said, *"We're just going to go out and try to enjoy it."*



The proud holder of a First Class Honours Bachelor of Science Degree in Quantity Surveying, unlike their male counterparts the women's Super League players are amateur and Carys works for leading global Design and Consultancy organization Arcadis as a Graduate Cost Consultant. Nevertheless, the standard of rugby is high and the players are tremendously dedicated.

Wales Women's head coach Thomas Brindle said: *"This team is just at the start of our journey. We've come along so well in the last three months. The effort from all the players has been outstanding, as we are looking forward to being part of this historic test match and seeing the progress we've made so far. The game will be an important milestone for women's Rugby League in Wales, as it will inspire the next generation."*

Hopefully the national audience provided by Sky Sports for Friday's historic international will continue to raise the profile of the women's game after the recent Challenge Cup Final was shown live on BBC2 and reward the players' skill and commitment to their sport.

WALES WOMEN RUGBY LEAGUE
19-player test match squad

Lauren Aitken	Jess McAuley*
Leanne Burnell	Keira McCosh*
Shaunni Davies	Eleri Michael*
Danyelle Dinapoli*	Charlie Mundy
Seren Gough-Walters	Lowri Norkett*
Emily Hughes	Sara Prosser
Sara Jones*	Amberley Ruck*
Ffion Jones*	Kathryn Salter
Ffion Lewis*	Rafiuke Taylor
Carys Marsh*	

England v Wales
 Friday 25 June 6pm
 Warrington Wolves
 RLFC - live on Sky
 Sports, 6pm

#InLeagueTogether
 * New Caps



IN FOCUS

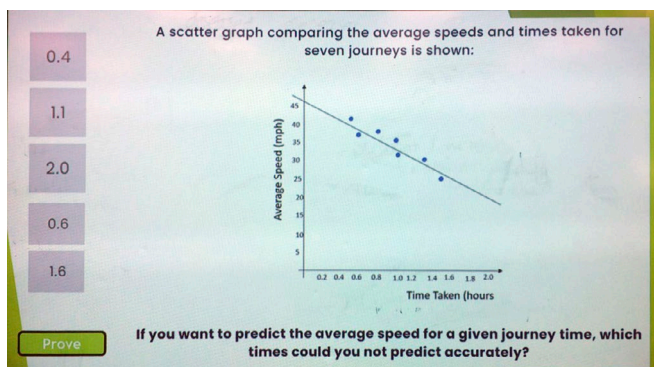
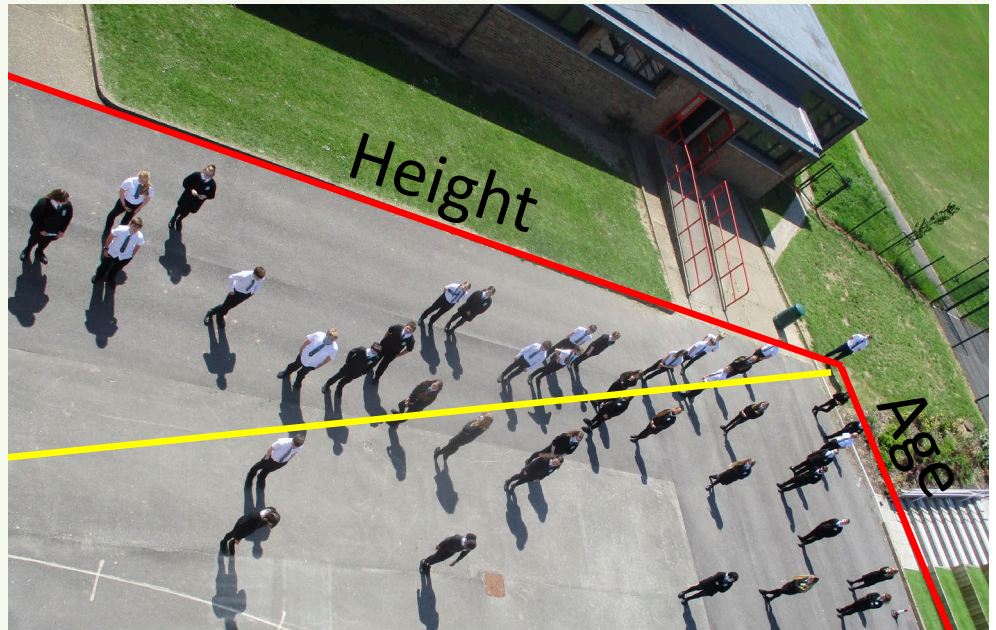
MATHS

Year 9 pupils have been learning about scatter graphs. To support their learning, Mrs Woolner and Mr O'Brien took pupils in 9.4 and 9.6 onto the playground where they created a human scatter graph.

A scatter graph looks at two different variables to see if there is a correlation between the two sets of data. A positive correlation is found when as one variable increases, so does the other variable. They have a positive connection. Negative correlation means as one variable increases, the other variable decreases, while no correlation means there is no connection between the two variables.

The pupils looked at age and height and created a scatter graph with positive correlation showing that generally older pupils are taller. Mrs Woolner and Mr O'Brien asked the pupils to stand in height order on the x axis and then plotted using the y axis against their ages.

Pupils have developed their understanding by looking at the difference between interpolation, where the line of best fit is within the plotted points, and extrapolation where the line is outside the plotted points.





LIBRARY NEWS

Celebrating National Writing Day – Wednesday 23rd June 2021

National Writing Day is a time to celebrate the pleasure and power of writing. This year we marked it by inviting some of our Year 7s to read their work aloud in the Library at lunchtime. A number of these young talents, encouraged by their English teacher Mrs Smith, have started writing not only poems, and stories, but novels too. Judging by the opening chapters it is clear that our budding writers are going to journey far.

Well done Year 7s



"The Six Golden Rules of Writing: Read, read, read, and write, write, write."

Ernest .J Gaines

First Story Update

- Year 8 Anthology

Over the last 10 weeks we have been privileged to welcome First Story writer-in-residence Lee Harrison into our school Library. Lee has been leading creative writing workshops with 40 Year 8 pupils, divided into two cohorts. It's been an intense and rewarding experience.

The pandemic has had a huge impact on many working

FIRST STORY YOUNG WRITERS PROGRAMME

in creative areas and we are very grateful that we have been able to go ahead with our First Story partnership. It's something that Lee appreciates too:

It's a pleasure and a privilege to be involved, as so much creative industry has been shut down, threatened or delayed by the pandemic. This has been a really odd



crisis, because whilst some folk have obviously had a horrifying experience of COVID, many others have found the experience oppressively mundane! Either way, I think creative writing is ever more important for keeping life unlimited.

Fortunately, working with just one year group, because of bubble rules, has had some benefits. Many of our children have known each other since they were very young, and have collective memories and experiences that can be drawn on in their writing. There have been lots of funny stories as well as some very moving ones. We are grateful to all our Year 8s for being so open and brave, and trusting.



Lee Harrison –
First Story Writer-
in-residence

Working with mixed ability pupils, including those with SEN, has brought challenges. A huge thank you to Lee for being so brilliant at differentiating work, being so flexible, and making all our pupils feel valued. They have all received personal tuition and feedback on a weekly basis.

Over the weeks Lee has explored many different styles of writing, delivering workshops that are fun and accessible, delving into memories, examining structure, and introducing the work of some exciting contemporary writers to the group. As the workshops draw to an end, the next stage of our project begins: editing, proof-reading, writing forewords, and deciding on our title and cover.

In a few weeks some of our cohort, and a small group of exceptional Year 8 artists, recommended by Mrs Holmes, will be treated to a virtual design session with Walker Books, a rare opportunity to have a glimpse into the bookmaking process and learn exactly what makes a striking book cover. Pupils will chat to the designer about the content of their anthology and what ideas they have for their own Year 8 cover. The designer will explain to them what being a designer entails, and also answer their questions.

We can't wait to have our very own Year 8 anthology, and look forward to launching it in September.

When our Year 8s started the project many of them lacked confidence. That has changed. Slowly, over the weeks, they have come to realise that there is value in their personal stories, and their sense of self-esteem has grown. Well done Year 8 and a huge thank you to Lee Harrison.



WALKER
BOOKS

Walker Books UK is part of the vibrant international Walker Books Group that includes Candlewick Press in America, Walker Books Australia, the Walker Group Licensing division, and Walker Productions, developing Walker content for other media platforms, including Hank Zipzer for BBC.

The Walker Books Group enjoys a unique ownership structure which includes all of its employees worldwide and more than 150 authors and illustrators. Walker is the world's leading wholly independent publisher of English-language children's books.



Care and Achievement Co-ordinators

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

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

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

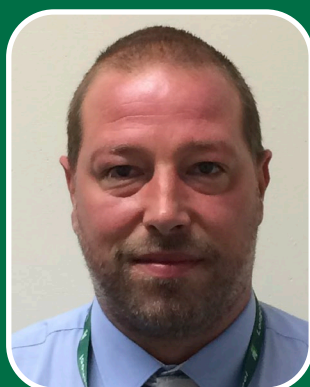


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