



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS LETTER



### Professor's Visit Inspires Students

**Professor Brad Gibson, Head of the Department of Physics and Mathematics at the University of Hull, visited Longcroft on Friday morning as part of our programme of enrichment opportunities for Sixth Form students.**

It was a pleasure to welcome Professor Gibson, who spoke about the transferable uses of a degree in Astrophysics, the employment rates for graduates in this field and, helpfully for all, application tips for students applying to Higher Education - whichever university and course they might be aspiring towards..

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Born in Canada, Professor Gibson, who is also Director of the E.A. Milne Centre for Astrophysics, completed his MSc and PhD at the University of British Columbia, building the world's first Liquid Mirror Telescope Observatory and designing software to map the distribution of the chemical elements throughout the Universe.

He was responsible for using exploding stars to determine the expansion rate of the Universe, as part of the Hubble Space Telescope Key Project on the Extragalactic Distance Scale, for which his team was awarded the prestigious Gruber Prize in Cosmology. The first to identify the locations within the Milky Way most likely to harbour complex biological life, for which his work was named by National Geographic magazine as one of the Top 10 News Stories of the Year, Professor Gibson's work has been acknowledged by his peers 30,000 times. This makes him the University of Hull's most cited academic, and ranks him within the top few percent in the world.

We are proud of our successful female scientists and Professor Gibson has been responsible for doubling the number of women entering physics at the University of Hull, as part of his commitment to widening participation and gender diversity in science, and improving the career prospects of physics students; this has all been accomplished under his "Changing Face of Physics" campaign, which led to the Department's Athena Swan award, and the campaign being named Best Practice in the Country by the UK's Equality Challenge Unit.

Professor Gibson has spoken at the Cheltenham Science Festival, the British Science Festival, the Royal Institution of Great Britain, and opened for Brian Cox and Lucy Hawking at European AstroFest as well as delivering a highly popular TED talk on the subject of the search for alien life.

We are delighted that such an eminent scientist took the time to engage and inspire our students as part of a programme of enriching presentations they will enjoy as members of our Sixth Form.







## 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**

**43,666**

**THOUGHT**

**192,757**

**VISION**

**187,324**

**GRAND**

**TOTAL:**

**423,747**







## LOWER SCHOOL



### Mr Worthington writes:

**Using our school ClassCharts application, pupils are rewarded on a daily basis for their hard work and the positive contributions they make to our school community. You can check the ClassCharts application to see how your child is doing at school. We reward pupils for acts of Great Heart, Great Thought and Great Vision.**

Acts of Great Heart are those qualities of a good person who is kind, considerate and respectful of their community and environment. As a school, we always retain and nurture our commitment to academic success and excellence. Examples of rewarding pupils for acts of Great Thought include the production of an outstanding piece of classwork, homework, an outstanding assessment outcome or an impressive piece of thinking in class. For acts of Great Vision, we actively encourage our children to demonstrate readiness for the future by developing the skills and qualities that will lead to success in life beyond school, for example good organisation, good timekeeping, great team work or acting on initiative.

Over 400,000 Positive Rewards have been given out so







far this academic year! The percentage of positive comments out of all comments issued is 96%. This week I have enjoyed meeting with pupils who have achieved over 500 positive ClassCharts points, giving them well deserved certificates to take home and celebrate with their families.

What is especially pleasing is the number of certificates issued to Year 7 this week, and over 100 Year 7 pupils have now achieved 500 positive ClassChart points. Well done to all of our pupils achieving this; they have had to work hard and put in lots of effort to achieve such a total at this stage of the year.

Parents and carers have a crucial role in recognising and rewarding our pupils' achievements. We therefore encourage you to download the free ClassCharts Parent App from either iStore or Google Play. We have previously provided each parent or carer with a unique access code for their child, which needs to be entered along with an email address and password. Parents and carers can then check their child's rewards regularly on their mobile phone. If you cannot find the letter with the unique code, please contact [school@longcroft.eriding.net](mailto:school@longcroft.eriding.net) and we will be happy to help.

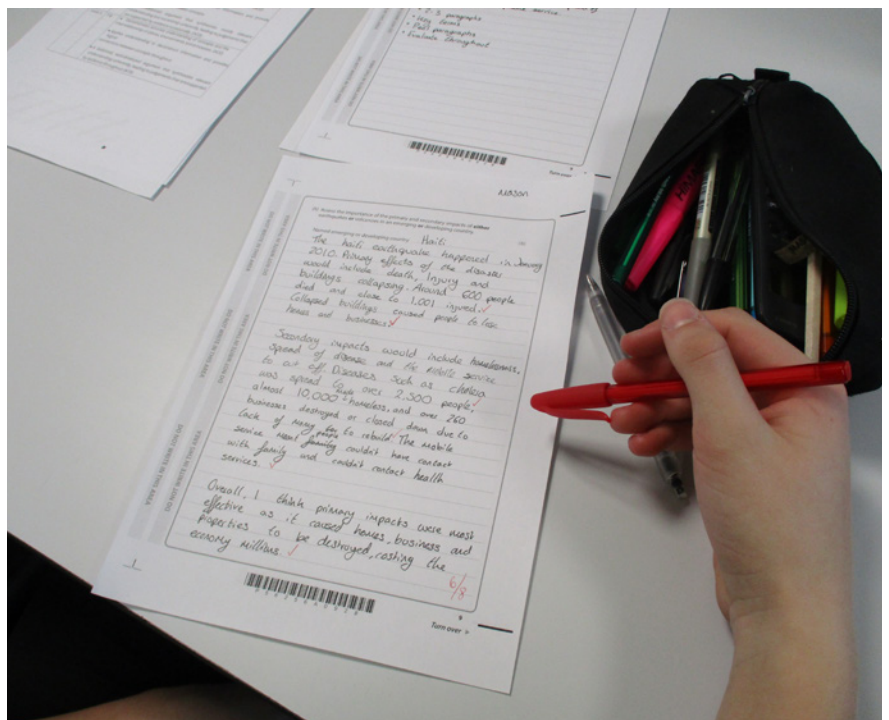
**Mr Worthington**  
**Head of Lower School**

UPPER  
SCHOOL**Mr Henderson writes:**

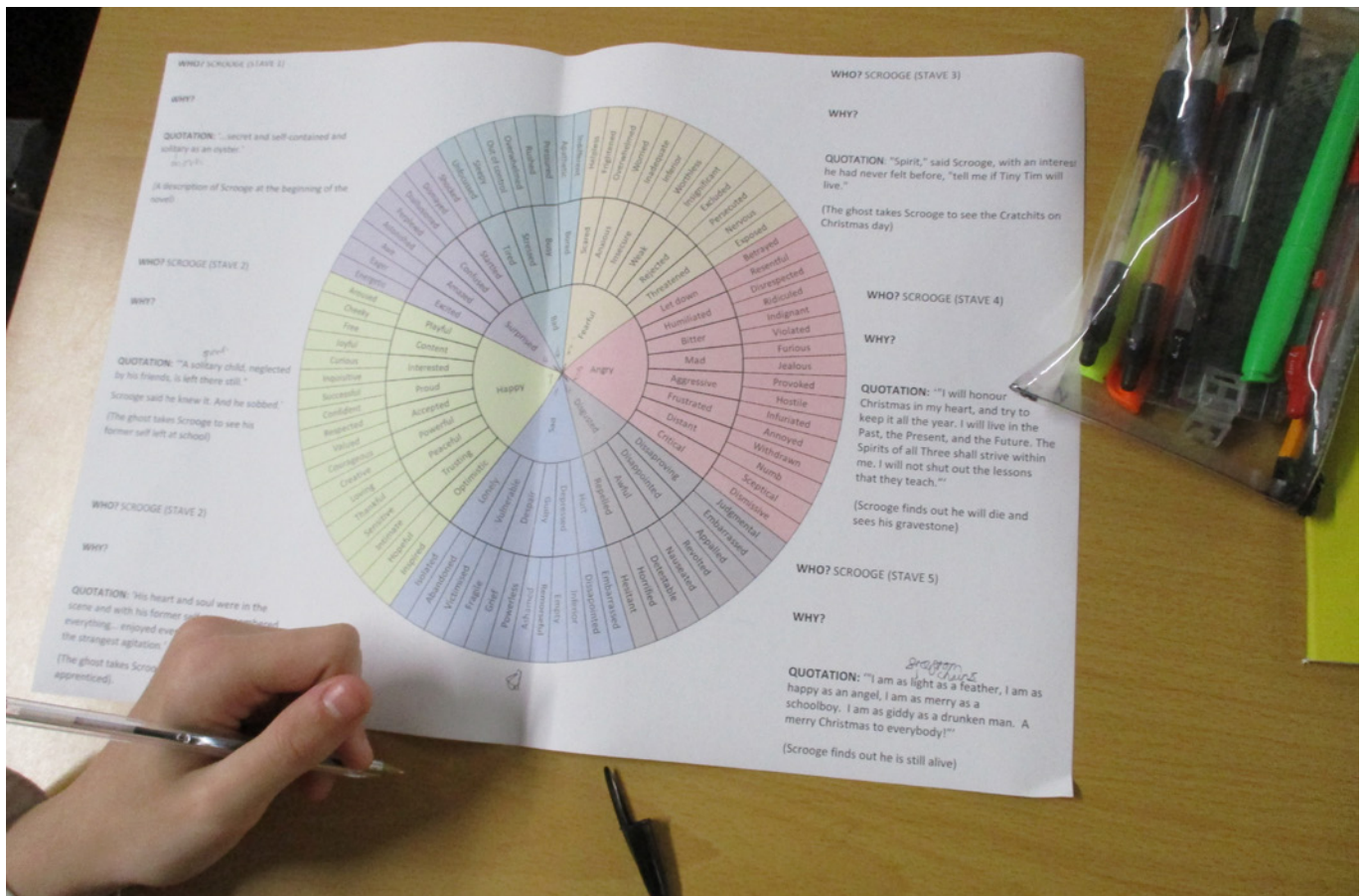
**Pupils' ability to adapt to change never ceases to impress me. Our Year 11 pupils are now throwing themselves into their intervention programme on Tuesday and Thursday mornings. As some of the images show, pupils are focusing on areas that need development and are working on detailed examination techniques. I spoke to many pupils, and they are very positive about these subject intervention sessions, the main reason being that they support subject-specific revision.**

This week also hails the start of the GCSEPod usage fortnightly competitions for Years 10 and 11. Each fortnight a new subject is chosen, currently Maths, and pupils who have watched the most PODs and competed the most 'Check and Challenges' will be rewarded with Amazon vouchers. Winners will appear here.

I have been out and about in lessons this week observing pupils' learning in the option subjects taken in Years 10 and 11. The pupils have been hard at work and were able to discuss with me about what and why they are learning different topics.







In RE pupils were learning about Zakah and Khums. Zara explained to me that this was the giving of 10% of wages and taxes by Muslim people. In Music, pupils were working on their final compositions. Strangely it was deadly silent due to pupils working on the computers and keyboards with headphones on. The only noise was Mrs. Harris giving input to one of her class, whilst other pupils like Lloyd were focused intently on improving their composition piece..

In Drama, I watched Edward, Sam and others working on their extract from Bouncers in front of other pupils who were then giving detailed feedback along with Mr Thomson. In Geography, Year 10 pupils were learning about the Inter-Tropical Convergence Zone and how it causes temperature changes in the Southern Hemisphere. Year 11 were learning about Disparities of Wealth in the UK including the North South divide and how University fees are free in Scotland.

In Food the activity was incredible with pupils practising skills for their final assessments making a wide range of different foods including:

**Neveah – Spicy Cajun wedges**

**Poppy – Nando wedges**

**Evie – Southern Fried Chicken Kiev strips**

**Maisy – Asian sticky chicken.**

**Milly – Lasagna**

**Imogen and Lexie – Homemade pasta**

And finally, Nathaniel who had portioned a whole chicken ready to make two separate dishes over the next fortnight. Amazing cooking skills.

**Mr Henderson**  
**Head of Upper School**



## SIXTH FORM



### *Mr Chapman writes:*

It's been a significant week in the Sixth Form. We have had Professor Brad Gibson from the Astrophysics Department at the University of Hull come to talk to students about careers in Physics, Maths and, of course, Astrophysics. It was not at all what we were expecting. He spoke about the transferable uses of a degree in Astrophysics, the employment rates for graduates in this field and, helpfully for all, application tips for students applying to Higher Education—whichever university and course they might choose to do. Most enlightening all round.

Year 13 students are in the final throws of their own university applications via the national application system, UCAS. Several have completed their applications. They have visited campuses across the country, complete their Personal Statements and finally I have added my reference to corroborate their grades and comments. The deadline closes next week and we're nicely poised to meet that.

New York also beckons for some of our Year 12 students. They are heading to the city that doesn't sleep with students from Woldgate in just 10 weeks. What a wonderful opportunity for our students. More to follow I'm certain on that front!

In my article last week I praised our Theatre Studies students who performed a challenging piece for their peers. The students are pictured here.

Finally, applications to our Sixth Form are looking good for the next year. There is a positive 'vibe' about the Sixth Form in the Year 11 canteen at lunch and break - I have spent time there this week, which has been most enjoyable.

**Mr Chapman**  
Head of Sixth Form







## Applications for The East Yorkshire Sixth Form are open!

Follow this link to the application form:

<https://forms.office.com/e/dFA0w9WAjL>



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

A place to  
**ENJOY  
LEARNING**





## PERSONAL DEVELOPMENT

**Mr Coupe writes:**

As you know, at Longcroft, we are busy looking at ways to further develop our enrichment curriculum. In doing this, we seek to further instil in our pupils our values of Great Heart, Thought and Vision. This week, I have had the pleasure of working with a number of Year 7 and 8 pupils on a new enrichment initiative that aims to make a positive change to our school environment. You may remember from one of my updates in December that we had an overwhelming initial response to our call for pupils who wanted to be involved in the Longcroft Green Team. Building on this, on Monday we launched the Green Team's involvement in the Modeshift Active Travel Ambassadors Programme.



We now have 15 pupils from the Green Team who are our Active Travel Ambassadors. In this first session, Jason from Modeshift talked the pupils through the Active Travel Scheme, setting out the prospect of the team creating a campaign to pitch to a group of experts at County Hall later this year. The aim of the campaign is to promote active travel – walking, cycling, 'park & stride' – amongst our pupils, with all the personal benefits that brings in terms of mental, physical and social well-being, alongside the benefits for the environment, both locally and globally. Before assembling the campaign, the ambassadors' current task is to find out the travel profile of our school community and to work out what the barriers to active travel are. They are busy gathering this data through a full-school survey and a series of interviews. Once they know the barriers, it is over to them to come up with a campaign to solve these issues.

As well as making a practical difference in improving our school community, and the wider environment, this scheme is a really exciting way to develop the traits we want to see in our young people. With its research and presentation elements,

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this particular project will develop leadership and employability skills relating to project management, marketing, promotion, communication, research and analysis. More generally, from the rigour of research to the confidence-building nature of presenting their pitch, from the nurturing of the democratic principles of pupils having a voice in how the school functions, to the focus on environmental stewardship, this project will help to further our development of the Longcroft Values in our school community.

What activities like this demonstrate is that alongside and complementing the academic development that is at the heart of any successful school, we seek to deliver that holistic education that really can transform lives. To this end, following my last update in which I outlined the wide range of enrichment activities that the school offers, I will soon be doing some work around uptake levels of our enrichment offer. We want to ensure that the range of trips, visits, clubs and other enrichment activities that the school offers are making a difference to as wide a range of pupils as possible, looking at what the barriers to this might be, and finding ways to overcome these. Given the importance of these opportunities, it is vital that we do whatever we can to ensure that as many pupils can access good-quality enrichment activities as possible.

**Mr A Coupe**  
**Head of PSHE and Careers Education**

TEACHING AND  
LEARNING**Mr Taylor writes:**

**As we continue to look at the revision process I thought it would be useful to share with you guidance for creating a revision timetable. Although aimed at pupils, this advice may give you the confidence you need as a parent to go through the process with your child and help them create something that is useful and sustainable.**

**1. Try and fit your revision around your daily life**

First things first, decide what you'd think is best to use for your timetable. Is it a big A3 poster, an Excel sheet, an agenda or calendar. From there, we recommend you break up your day into half an hour sessions. It's better to go for half an hour instead of hourly sessions because it will make you feel like you've done more. When you revise for an hour you then completed two sessions instead of one and that's how you can trick your brain. Moreover, it gives you more flexibility to plan around your normal life - dinner, breaks, sports, etc.

**2. Fill in your daily life and school timetable**

Once you have broken up your week into half an hour sessions, then fill in your commitments like clubs, sports, volunteering or work. While doing that give yourself half an hour either side of these commitments to plan for traveling there, and any other delays. Also, do not forget to plan a couple of breaks and dinner. And keep some room for your homework, as that will be on-going.

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**How To Create A Revision Timetable**

1. Buy a diary, calendar or get a large piece of paper to create a poster;
2. Fill in your regular school timetable
3. Enter your other regular commitments such as social events, sports, and work;
4. Allocate time for breaks, dinner, and unexpected events;
5. Decide what subject you need to spend the most time on and which ones the least;
6. Calculate how much time you have available and divide the time among your subjects;
7. Fill in the rest of your timetable with your subjects and try to plan the subjects reasonably - e.g. mix subjects or topics you find relatively easy with those that are more challenging, and keep sciences or languages together.
8. Start revising and try to stick to your plan as much as possible





### 3. Enter your exam subjects

You then have a blank canvas that you can use to plan your revision. There are no set rules on how much revision you have to do and how much per day. This is all very individual. However, it's usually best to allocate more time to the subjects that you find particularly challenging and spend less time on the subjects that you already grasp very well. It's also for you to decide whether you prefer to do a lot of the same subject on a single day or do multiple sessions of different subjects.

Also, think about the repetition of your revision schedule. Most students create a weekly or bi-weekly schedule. This will quickly create a routine and can make you mentally prepare better for the revision sessions. We don't recommend one over the other. This is really for yourself to decide. But take into account that one week you probably have more classes than the other. So an exact repetitive schedule might not always be the best.

**Tip:** Revise a subject on the same day as you had classes for that subject. In that way, you can instantly make sure whether you understand it or not and get a feeling for how much revision time you would need to allocate.



### 4. Colour code your subjects for a clear overview

Another useful tip is to colour code your template. If you give each subject a different colour, then you can see at a glance what you're doing and keep the overview nice and clear. Also, do not worry whether you cannot always revise as much as you planned. It happens. As long as you've done some of the subjects that you've put down on that day, then don't worry. There will be opportunities to revise more for those subjects.

### 5. Start revising and try to stick to your plan

You also don't have to follow the schedule exactly at the minute. If you planned to revise Biology at 8 pm but instead did it at 11am, then that's fine. The schedule is not meant to dictate your life. It's a helpful tool that keeps your revision more organised and helps you stay on track. With that being said, it's totally fine to make slight adjustments as you're progressing. After a couple of weeks, you'll have a good feel for the subjects you now grasp very well and you might realise you can revise less, whereas for other subjects you might need to allocate more time. Keep the schedule as a living document and maintain a realistic view on how well it suits your current state. But the more you stick to your initial plan, the higher the chance you will be fully prepared for your exams.

**Tip:** Leave some room open during the weekends to catch up any revision sessions that you missed during the week. If you'll do that every weekend then you will make sure to never fall behind and be completely ready for the exams.

**Mr Taylor**  
Head of Teaching and Practitioner Development





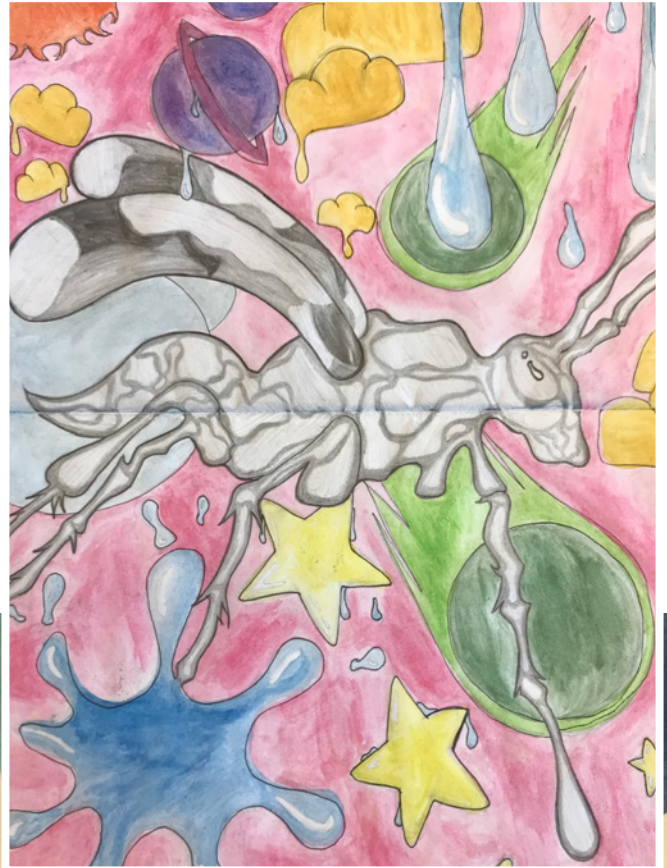
# IN FOCUS

# ART

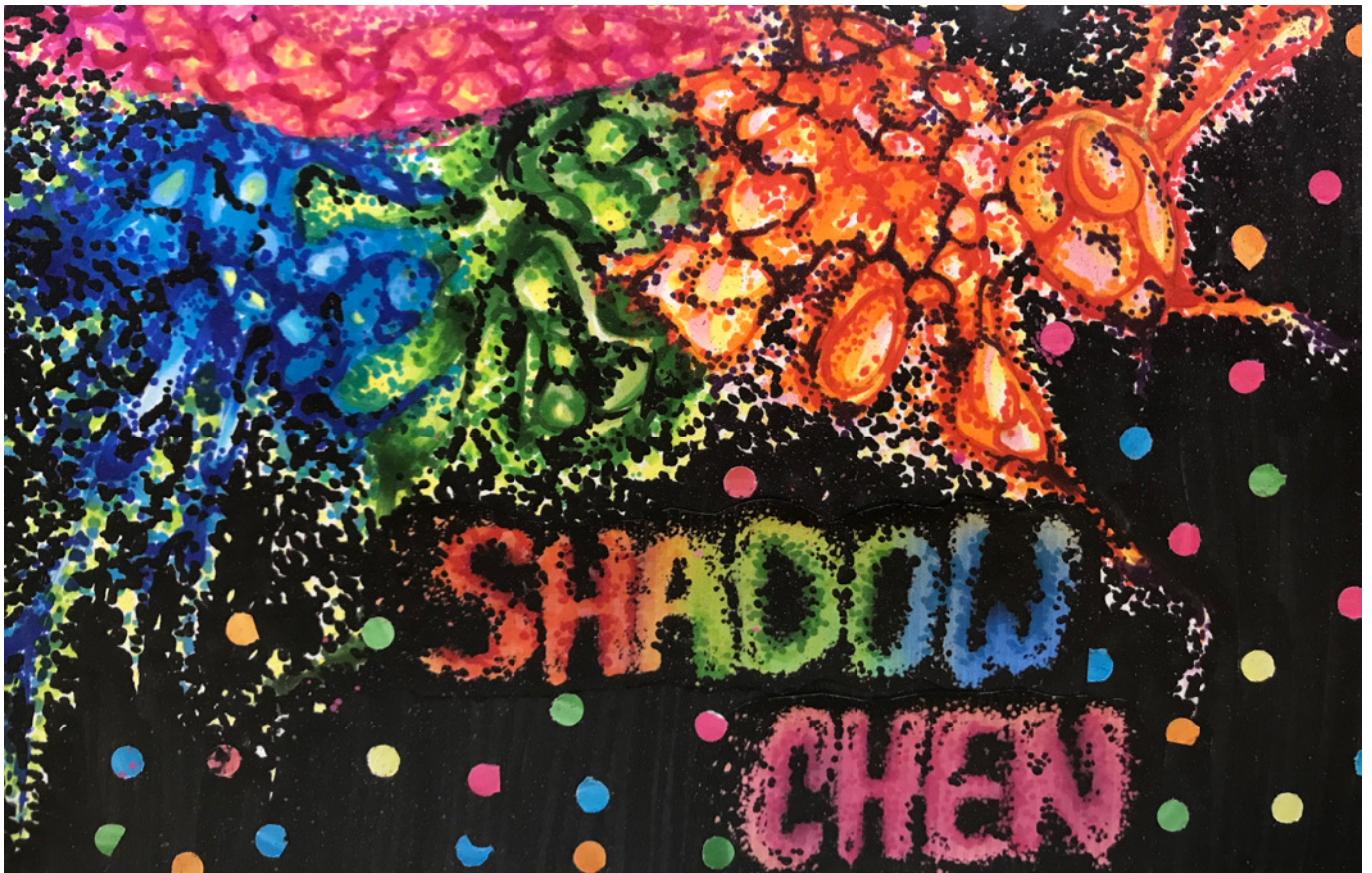
Shadow Chen is a mixed media digital artist and illustrator based in Shanghai with a passion for creating colourful, emotional images out of the love of this world and nature. Her works are usually detail oriented and filled with psychedelic colours and shapes.

She's worked with many major creative agencies in Shanghai and leading brands including Nike, Converse, Adidas, Adobe and Starbucks.

Our Year 9 pupils have created some outstanding interpretations of Shadow Chen's style and we are sure readers will be impressed by their work.























## Memory Lane

This week we take a trip back to 1980/81 and feature Mrs Peck's tutor group 2AW.



### Back row:

Stephen Waddy; Del Stanley; Darren Elgey;  
Lance Groom; Neil Fewlass; Paul Fox.

### Third row:

Adrian Gray; Paul Preston;  
Christopher Hirst; Adrian Moxon;  
Timothy Walker; Gary Hall; Paul Johnson.

### Second row:

Nigel Hardy; Mark Newton;  
Kate Neighbour; Carolyn Hall;  
Jane Farnaby; Ruth Gordon;  
Joanne Jennison; David Bolder.

### Front row:

Lynda Brough; Janet Sissons;  
Alison Holey; Tanya Rowe; Mrs Peck;  
Annette Legard; Deborah Railton;  
Anita Harold; Emma Bellamy.



# Owen's Progress Rewarded



**Former pupil and ice hockey player Owen Bruton now features regularly as a forward for Hull Seahawks in the NIHL National Division, and we were delighted to hear of his selection for the Great Britain Under 18 team.**



The team will compete in the IIHF Under-18 Men's World Championship Division II Group A.

Owen will represent his country in Belgrade in April's tournament against Croatia, Lithuania, Romania, hosts Serbia and Spain, with the group winners being promoted to Division I.

Mr Baker said, "Our Newsletters have highlighted Owen's progress and achievements since he was in Year 8 and I am delighted that his ambitions are being realised. Owen thoroughly deserves this honour which rewards his commitment."

This fantastic achievement is another step on the road to a career playing ice hockey for Owen and we look forward to following his progress.





## LIBRARY NEWS



**Ms Carvill writes:**

“You can’t build up a vocabulary if you never meet new words. And to meet them you must read. The more you read the better.”

—Rudolf Flesch

**At Longcroft pupils and Sixth Form students are constantly learning new words, increasing their vocabulary in all subject areas, as they move from lesson to lesson. They acquire new words through oral and written language, often indirectly, frequently through carefully designed instruction.**

A good vocabulary is hugely beneficial. It impacts academically and communicatively. Children with a rich vocabulary are frequently deeper thinkers and more creative.

Vocabulary plays a key role in the reading process and improves a developing reader’s comprehension. To access any text, we need to know what the words mean. A good vocabulary also improves our powers of expression and releases the imagination. It imbues confidence and improves self-esteem. Below are a few tips to help your child improve their vocabulary:

- **Encourage a reading habit** – Seeing words in context is one of the easiest ways of building your vocabulary. Novels, newspaper articles, recipes books, journals, magazines, and non-fiction books are fabulous resources.
- **Use a dictionary and thesaurus** – Ask them to look up a word they do not understand and then use it in a sentence. Use a thesaurus to find synonyms and enrich creative writing.
- **Play word games** – Crossword puzzles, Scrabble, wordsearches and Wordle are great for expanding vocabulary.



- **Listen** – Encourage your children to listen to help them learn how to pronounce new words. Listening to music, plays, short stories, news, and sports events on the radio or attending virtual events are excellent sources.
- **Prioritise conversation** – Talking to your child and exposing them to new words is a huge influence. Discussing world events, moral issues, and having a lively debate can really impact.
- **Introduce a word of the day** – Imagine all those new words every year. You can use a word calendar, web platform or app to help you expand your vocabulary.

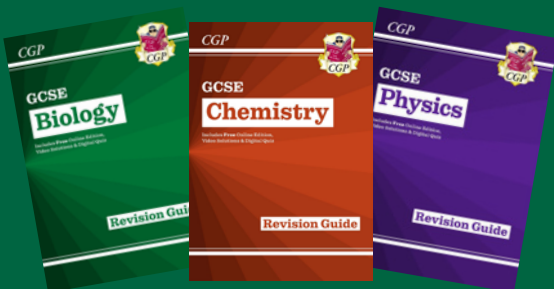
“People with rich vocabularies have a multihued palette of colours with which to paint their experience, not only for others, but for themselves as well.”

—Tony Robbins

## Revision Resources

As the exam season approaches it's important to be prepared. There are lots of ways to revise and it's important to find the right one for your child.

Revision guides and workbooks, and revision cards are popular with many pupils and students. A large selection are available in the library and sold at cost price. They can also be loaned if your child is on free school meals. Please contact Ms Carvill if you have any questions.







## 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 Fox**

[vicky.fox@longcroft.eriding.net](mailto:vicky.fox@longcroft.eriding.net)



**Years 8 and 9**

**Mrs Newsam**

**07827 587483**

[zoe.newsam@longcroft.eriding.net](mailto:zoe.newsam@longcroft.eriding.net)



**Year 10**

**Miss Harsley**

[katie.harsley@longcroft.eriding.net](mailto:katie.harsley@longcroft.eriding.net)



**Year 11**

**Mrs Ellis**

**07900 394085**

[annette.ellis@longcroft.eriding.net](mailto:annette.ellis@longcroft.eriding.net)



**Sixth Form**

**Miss Taylor**

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