



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Ben's Life in the Fast Lane!

“Being able to travel the world, especially in the current climate, is a real privilege.”



This weekend as Formula One fans turn their attention to the streets of Monte Carlo for perhaps the most famous race of the year, the Monaco Grand Prix, former Longcroft student Ben Towse will be enjoying the excitement of a working environment he could only have dreamed of when he set up an unofficial social media page on Hull Kingston Rovers.

Encapsulating the sport's glamour, heritage and precision, Circuit de Monaco runs through the centre of the

Principality, with landmarks such as The Monte Carlo Casino and Monaco Opera House just metres away from the track. We are proud that Ben's commitment and talent mean he can refer to such an iconic setting as his workplace.

Often the first steps on a career ladder involve work experience or volunteering. Time spent learning skills, developing qualities and characteristics and making contacts can prove invaluable. As a Longcroft student, Ben was always proactive and took every opportunity to develop his skills and experience. He embodied our desire to reward and celebrate acts of great vision - pupils and



Sixth Form students who demonstrate readiness for the future by developing the skills and qualities that will lead to success in life beyond school.

We were delighted to hear of Ben's appointment at the age of just 22 to the role of Social Media Executive at Williams Racing. His appointment to such a prestigious and high profile role is testimony to Ben's ability and work ethic but also the approach he has adopted to his career and life in general and it was a pleasure to read complements bestowed on him as news of his success broke.

Based in Grove, Oxfordshire, Ben is working alongside Williams' current drivers Briton George Russell and Canadian Nicholas Latifi as a key member of a team and iconic British sporting brand that has been on an incredible journey since the organisation was founded by Sir Frank Williams and Sir Patrick Head in 1977. As one of the world's leading Formula One teams, the company has secured 16 FIA Formula One World Championship titles since its foundation in 1977. Drivers including legendary names such as Britain's Nigel Mansell, Damon Hill, David Coulthard and Jenson Button, France's Alain Prost, Brazil's Nelson Piquet and Ayrton Senna and Canada's Jacques Villeneuve have earned 7 Drivers' Championships, 114 race victories and 312 podium finishes while the team has earned an impressive 9 Constructors' Championships.

This weekend in Monaco Ben will be part of a significant occasion in Williams Racing history, celebrating a landmark moment as the iconic team becomes only the third in the Formula One history to participate in 750 Grand Prix with only Ferrari and McLaren having featured in more.

Ben explained how his career started: "My first steps into the world of social media actually started whilst I was a student at Longcroft! I ran an unofficial social media page covering all things Hull KR. This included the production of match reports, video and graphic creation, player interviews and more. Doing this in my free time gave me a real chance to learn about varying aspects of social media and professional sport before eventually being asked to come on-board with Hull KR for my first taste of a professional sporting environment after three years of development. Despite this being a voluntary role initially, I learnt quickly and was offered a full-time role covering the club's academy setup once I'd finished my studies at Longcroft and also earned my Journalism qualification at college."

He added, "I chose this career due to my passion for sport and writing. I was massively into rugby league and football when I was younger, but always enjoyed watching Formula 1 amongst other sports when I had chance. The chance to work within professional sporting environments was always a dream of mine as I enjoy the fast-paced and





unpredictable nature of the career. To have the opportunity to work within such a well-known company such as Williams at the age of 22 is something I take immense pride in."

Ben continued, "Following my time with Hull KR and Hull FC, I joined Hull City Football Club. This was a huge step for me at the time, as the club had only just come down from the Premier League. I spent two and-a-half years working at the club, dealing with the effects of COVID and also the backlash following the team's relegation to League One. This was a tough but rewarding learning experience, but I really thrived on the challenges it threw at me and feel I learnt a lot about myself and ended up leaving the club on a real high when I was successful in my application to join Williams Racing earlier this year."

The opportunity to work in professional sport in some capacity is a dream many have but few are able to realise. Ben offered an insight into his role. "I ensure that the social media content plans for the upcoming weeks are in place before making any adjustments needed, create and publish daily social media posts, interact with our fan-base (community management), keep an eye on the performance of our social media engagement to see where we can improve and liaise with the rest of the communications and marketing team to ensure we're across any breaking news or announcements that need to be dealt with."

Ever modest, when asked about the particular skills or qualities he has developed that have enabled him to progress and succeed he reflected, "The ability to take the rough with the smooth is something I've had to learn in an environment that comes with so many ups and downs. Never get too high when it's going well and never get too low when you make mistakes, but always enjoy what you do as that definitely helps."

COVID-19 has presented a range of challenges and Ben considered the impact on his work in a field that has been significantly affected. "I felt fortunate not to be furloughed at all throughout the pandemic and was able to continue my role at Hull City. The postponement of football matches for three months meant that I had to get innovative with my approach to social media. For example, we challenged German Bundesliga side Bayer Leverkusen to a match of Connect 4 on Twitter and won! This started out as a light-hearted joke to lift the spirits of the supporters of the team but ended up being covered by national and international news outlets such as the BBC and Sky Sports."

A highlight of Ben's career to date came in March. "Taking on my first Grand Prix at Williams was certainly exciting, and also very challenging. I was fortunate enough to travel to Bahrain for the first race of the season, where I quickly had to understand the busy schedule and how my role fits around the schedules of the wider team, the races and our two drivers, George Russell and Nicholas Latifi." He added, "Having worked in both football and Formula 1, I've been lucky enough to come across some interesting people. The likes of Frank Lampard, Wayne Rooney, Jenson Button and Lewis Hamilton are amongst a few of the people I have been lucky enough to meet so far through my work."





Ben described what he considers to be his biggest learning experience to date. "As I mentioned earlier, working through the pandemic on its own was a big enough learning experience for me, but to deal with the heartache of working for my local club as it suffered relegation to League One was tough. Despite this, I felt I learnt a lot about how to deal with negativity and as a team, we learned how to deal with adversity. I firmly believe those challenges have set me up to deal with anything that gets thrown my way within the industry."

At just 22 Ben has already held roles with Hull's three most prominent professional sporting teams but his proudest moment stands out. "I'd have to say it was the moment I was told that I had been successful in my application to join Williams Racing. I initially applied thinking that I'd be lucky to get through to interview, so to have proved that I was worthy of getting the job itself was both a shock and a dream come true. Another moment for me has to be my first Grand Prix out in Bahrain. Being able to travel the world, especially in the current climate, is a real privilege." Having already achieved so much and developed a reputation for excellence in his home city and beyond, the future is clearly bright. "At the moment, I'm just focused on building my skills at Williams and ensuring I'm delivering the best work I can do for the team. It's early days yet but I already feel like I've taken good steps and I'm excited to see what the future holds."

Ben offered sound advice for any current students interested in getting into his field: "Everyone has to start somewhere, so getting experience early on is useful, even if this is voluntary for a little while. Getting involved with a local club is always a good starting point, as it gives you a chance to build and showcase your talents. Also, don't be afraid to make mistakes, as these will happen in any career path you take."

He finished by reflecting on his years at Longcroft: "I'll always look back on my time at Longcroft fondly and still feel grateful to the teachers and staff who helped and guided me along the way, even if it was difficult at times. I used to hate the 5-minute rush to get between the Lower



School (RIP) and Upper School between lessons, especially when it was cold and icy!" Ben enjoyed an early opportunity to interview a sporting legend when former Hull FC, Leeds and Great Britain international Garry Schofield visited Longcroft. "Interviewing Garry Schofield in Year 12 alongside two friends who I'm still in touch with now was a massive experience, and I still remember all the teachers and lessons I had like it was yesterday. I've still got one of my green polo shirts somewhere too!"

We are very proud of Ben's thoroughly deserved success and see him as an inspiring example to current pupils who can reflect on a career that began with an enthusiastic volunteer proactively creating an opportunity to demonstrate his skills and work ethic. A few short years later he is travelling the world having secured a role in a sport with a social media following of 35 million and a cumulative TV audience in 2020, despite a truncated season, of 1.5 billion.

We are grateful to Ben for taking the time to offer an insight into his journey, and look forward to following his exciting career as it goes from strength to strength.



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

JOIN US

Transition to Sixth Form

The transition from GCSE into A Level or BTEC study can be challenging. At Longcroft Sixth Form, we work with our students to help them develop as independent learners, ensuring they are able to use their study periods effectively and adjust smoothly to the demands of A Level study. Students have a network of support around them at the Sixth Form, through daily contact with their Form Tutor and through Mrs Winter, the Care and Achievement Co-ordinator, who is based in the Sixth Form study area, ensuring that students and parents have a member of staff on hand at all times of the school day. The Head of Sixth Form is also available to provide advice, guidance and support to students and parents. This care and investment in our young people ensures that they thrive in their learning environment and are able to transition confidently to Sixth Form study.

We are looking forward to hosting our transition event later in the summer term, and to welcoming you all into our Sixth Form community.

To apply for a place, complete our initial application form which can be found here:

APPLY HERE

Sixth Form Prospectus - Click Here



LONGCROFT
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SIXTH FORM

The Extended Project Qualification (also known as the EPQ) is an independent research project completed in Year 12 as a compulsory part of the student's enrichment programme. The completed project is equivalent to half an A Level in terms of UCAS points. It is highly regarded by universities as it eases the transition from Sixth Form to degree level study. In fact, many prestigious universities will take it into account when deciding between applicants of equal academic standing.

For the award of an EPQ a student has to complete a research project of their own choosing, give a presentation and keep a production log. To enable our Sixth Formers to do this effectively, students are taught a range of research, referencing, presentation, report writing and resource and time management skills. Many students will choose a project that links to a university course or career that they wish to follow in the future. Each student is provided with a supervisor who will monitor their progress by regular individual tutorials.

EPQ

"We encourage students to complete an EPQ, where possible, as we value the development of skills in independent study and research which an EPQ can offer. An EPQ in a subject that is related to the course or discipline you wish to progress into may be taken into account by admissions tutors when making decisions between applicants of equal academic standing."

The University of Sheffield.

Previous EPQ titles:

What are the theories surrounding particle entanglement, what are the potential uses and how feasible are they?

Does the fashion industry affect the way people perceive themselves?

Macular degeneration; what is it and to what extent will public awareness be an influential factor in symptoms being identified sooner by the patient?

The Mechanism of ECT and why is it such a controversial therapy?

Did the construction of Versailles impact Europe with its engineering, architecture and social change?

Is dairy farming inherently detrimental to the environment?

How can the lack of attachment in the first 18 months of life affect the relationship between mother and baby?



Contact info

To visit our new Sixth Form site, read the prospectus, and watch our Sixth Form and subject videos:

Enter the Sixth Form Portal via the school website

www.longcroftschoool.co.uk

Or phone to speak to the Sixth Form Team

07423 568558



@EYSixthForm



eyesixthform

Achieve your
**FULL
POTENTIAL**



Head of School's Welcome



Well done to our Year 11 pupils who have studied, persevered and given their all to the many assessments they have faced over these last few weeks. It has been a very intense time for them and

I know that Longcroft staff are full of admiration for the stamina and focus they have shown in their approach to the tasks set. We want to congratulate them on having made it to the end of the assessment period.

Next week, Year 11 activities turn to focus on well-being, careers and personal development, as we move beyond these assessments. Over the coming week the programme of work aims to support their thinking about the future and the skills and qualities needed to the next steps of their education.

Meanwhile, their teachers will continue to work hard at

completing the marking and standardisation of the work they have produced for assessment. It is vital that all Year 11s are available to come into school at any point next week for any catch up assessments that may be needed.

It has been a pleasure to know in work with this group of young people. I will particularly remember them for their kindness, commitment to good causes and the environment, good humour, togetherness, and for their great performances on stage.

Their journey through Longcroft School is one that will never be forgotten and we are looking forward to continuing that journey with many of them as they enter our Sixth Form in September.

Our best wishes go to you all, Year 11.

Remember how precious time is and, as you face the future, make sure your acts always reflect the very best that you are.

Ms I Grant
Head of School

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

41,692

THOUGHT

253,188

VISION

156,803

GRAND

TOTAL:

451,683



Executive Headteacher's Welcome



Over the last couple of weeks, we have focused on learning outside of the classroom, be it by becoming involved in fun activities that help us develop our interest in particular subjects, establishing routines for completing homework, or most importantly, taking ownership of our learning by revisiting lesson notes, accessing MyLearning and completing additional studies.

Those skills that allow us to successfully manage our own work as adults do take time to develop in children. Some would argue that they are vitally important in ensuring we are using our time and energies to best effect.

Three approaches that make a difference to your child's learning.

I'm sure we will remember from our own childhood the preparations for September and the inevitable shopping trip that resulted in a blazer which was slightly too large and trousers too long. I also remember the joy of WH Smith's and the choice of a new pencil case, plus the equipment I absolutely needed to fulfil my responsibilities as a dedicated pupil... I never managed, though, to get that electronic pencil sharpener I so desired.

Equipment.

So, as we continue our articles on supporting learning, what are the best resources to help our children learn? Well in this modern age the basics such as equipment remain key – I can't think of how many times I had started teaching, delivering a complex new topic, to find several children unable to participate due to missing ruler or pencil. The incorrect or lack of equipment can easily disrupt learning for your child, but also for other children.

Once the basics are in place and I would include uniform as part of the expectation, then we can start to think about simple areas of focus that can make a big impact on your child's learning.

Reading.

The most obvious is a reading book. Not just one, but many and for every evening to include some form of reading. For children, reading is fundamental in helping to develop their vocabulary and language, but also in being able to read more complex subject specific material and write long essays as part of their final examinations. It is also a life skill. The key to

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successful reading, though, is to consider the difficulty of the text. School is currently helping our children to understand their reading age and will start, as we progress into the next academic term, to identify particular books that will provide suitably challenging content. Often remaining with a specific author, will not expose children sufficiently to our language and although great for promoting engagement, it will not always help children learn. It is also important to consider fiction and non-fiction – as they offer something very different to the reader and again, form a vital part of helping your child develop their language.

Looking at your child's books.

Engagement in learning is also vital. In primary this can be straightforward – a letter home every week explaining the lessons to be taught, their content and an overview of the topic – maybe even a weekend homework. In secondary, we can sometimes feel, with so many subjects, it easily becomes overwhelming. It is though simply a matter of picking a subject and deciding where to invest your time. Looking at your children's books is an easy way to ascertain where extra time might need to be spent. Look for the presentation, the handwriting and accuracy of how the page is laid out – often a simple indicator of the investment your child is making. Compare books and see if the work seems to deteriorate as the term progresses, compared to their favourite subject. Clearly a call to the Care and Achievement Co-ordinator may help, but we can by just showing an interest help our children's learning. Link to a particular topic, use those museum and specialist websites we've shared in previous articles.

I'm sure we could, as parents, find many more ways to offer support to our children, but be it reading or as we will look at next week, helping to monitor their progress, it is all about finding out how we can support our children, become involved and help them learn successfully.

Do have a good weekend.

Mr J Britton

Executive Headteacher





LOWER SCHOOL

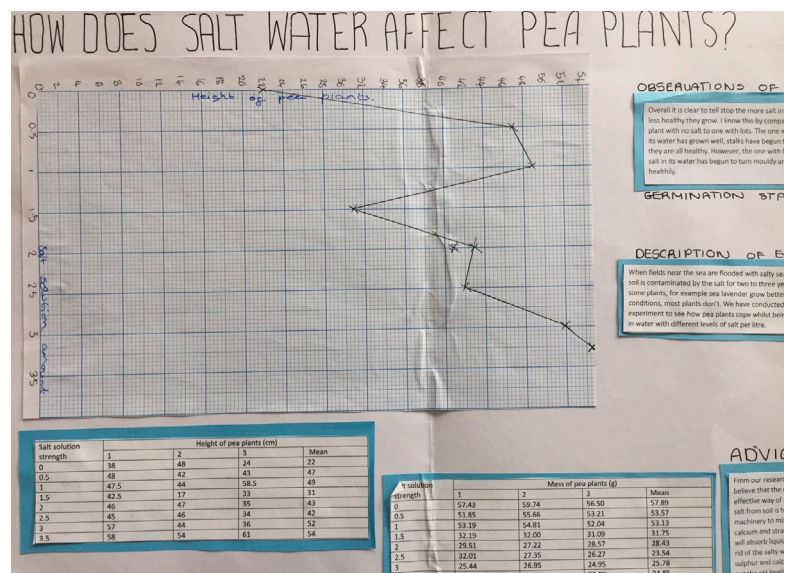


Mr Worthington writes:

At Longcroft School, we encourage our pupils to always try their hardest in everything they do in every lesson and staff, in turn, recognise and reward their work and character. Since September 2019, we have been using the ClassCharts online reward system.

This system enables teachers to issue rewards to pupils both in class and around school. The rewards are based on the school motto, and are awarded for work of great heart, acts of great thought, or acts of great vision. We also recognise and reward pupils when they display life skills, such as effective communication.

We strongly believe that parents and carers have a crucial role in recognising and rewarding our pupils' achievements. We therefore encourage parents and carers 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 and we will be happy to help.



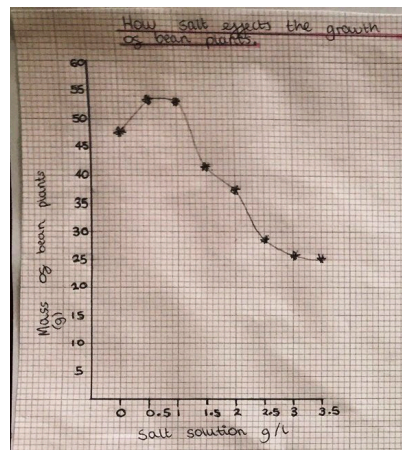
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When visiting lessons I have been especially impressed this week with the way Year 8 pupils have approached an investigation task with Miss Woodhead in Science. Miss Woodhead was full of praise for the pupils and their hard work in evaluating results and making conclusions from their Rural Science experiments looking at plant growth. The pupils have shown great thought in considering what they have learnt from their work, and shown great vision in terms of planning and preparation, staying focused on the task at hand. Some of their fantastic work is featured here.

Take care

Mr Worthington
Head of Lower School

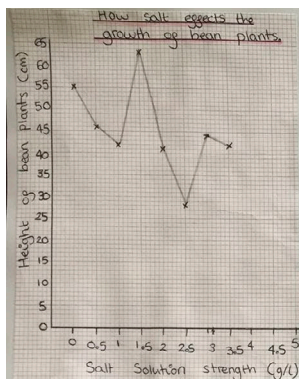


Farmers should farm on high ground or more inland because it will prevent flooding. Don't farm near the coast as the salt water will get into the soil which will affect the quality of the crops.

We would like to see how banana plants are affected with salt. Also any plant that grows in a hotter climate as they are less likely to have floods or any salt water in the soil and we would want to see if it makes the fruit growing on it taste different.

Salt Solution strength (g/L)	Mass of bean plants (g)			Mean
	Experiment 1	Experiment 2	Experiment 3	
0	57.43	59.74	56.50	47.89
0.5	51.85	55.66	53.21	53.57
1	53.19	54.81	52.04	53.34
1.5	42.14	42.00	41.09	41.76
2	35.51	37.22	36.57	36.43
2.5	32.01	27.35	26.27	28.543
3	25.44	26.95	24.95	25.78
3.5	26.62	24.63	25.02	25.066

Overall this graph tells us that the more salt added the smaller the mass of the bean plant.



Water that contains 0% salt is also known as 'Distilled Water'. In our experiments we added different amounts of salt to water and then started to grow the plants in cups. Over a space of a couple of months, we saw the plants grow a lot. We discovered with further investigation that the higher salt content the less healthy/size the plant is. The graphs show this.

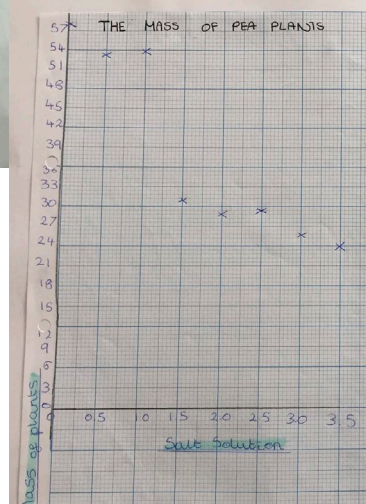
Once the pea plants had fully grown, the pea plants with a weaker salt solution had grown a lot taller and stronger. Whereas, pea plants with a stronger salt solution are a lot smaller and weaker and less have grown.



HOW SALT AFFECTS THE GROWTH OF BEAN PLANTS

Salt solution strength (g/L)	Height of pea plants (cm)			Mean
	Experiment 1	Experiment 2	Experiment 3	
0	81	43	41	55
0.5	54	43	30	46
1	55	56	15	42
1.5	76	62	31	63
2	48	33	42	41
2.5	42	31	11	28
3	44	55	34	44.3
3.5	41	38	47	42

Overall this graph shows us a range of different things. On an average the more salt the smaller the plant is, (making an exception for 1.5 g/L).



OBSERVATIONS OF FULLY GROWN PLANTS:

The plants which have been watered in salty water have small black burns on the leaves and some on the stems, plants watered with less salt still have some burns but considerably less than those on more salty plants. The control plant which has been watered with no salt, has been proven to be bigger than the others when measured but due to this it is also fragile and the stems snap very easily. The most salt water added to the plants, the more the burns increase. The plant which has been watered with the most salt at 3.5 grammes per litre has short and thin stems, it has a lot of burns and around the stem there was a lot of mould.

ANALYSIS OF GRAPH-HEIGHT

The more salt water there's a plant has been watered with, the higher the bean plant will grow. With no salt water estimate longer now 2.2 centimetres after three months however a plant with salt levels of 3.5 grammes per litre grows estimate less 52 centimetres in the same amount of time. When the salt levels reach 1.5 grammes per litre, the plant height drops to 31 centimetres but grows large leaves when more salt is added.

ANALYSIS OF GRAPH-MASS

The less salt water added to a plant the heavier the mass of the plant is. At the salt level of 3.5 grammes per litre the mass is only 24.85 grammes but with no salt the mass is 57.89 grammes. The graph moves down slowly from 3 to 3.5 grammes, 1.5 to 3.13 grammes and then takes a straight drop down to 1.5 to 37.76 grammes.

CONCLUSION

In conclusion to our experiment we have found out that the more salt in the soil and water this is used for the plants, the more it will affect the plants growth. Making a front showing, bean all different amounts of salt affect it in different ways. We have analysed the changes in the bean counts over three months and we have discovered that the more of the solution that consists of salt from 3.5 grammes per litre to 0 will in fact still in the growth and development like caffeine does to the human body, the last salt in the plant. This is why farmers near the coast struggle so much with keeping their crops healthy. They need to supply the best plants they can to the quality can help their job. There are many ways like dilution and genetic engineering that could help them.



UPPER SCHOOL



Mr Colepio writes:

Final Assessment Activities

Firstly, a huge well done again to everybody concerned with regards to completing Final Assessment Activities in Years 10 and 11. It has been a huge undertaking from everyone concerned with tight deadlines. We appreciate the effort it has taken. Pupils have been fantastic and all staff so organised in carrying assessments out and marking so promptly before standardisation next week. I have spoken to many colleagues across different schools and the challenges have been significant – well done again, it's been a wonderful effort by all concerned.

Catch up sessions – Monday 24th May

For various reasons, some pupils have not been able to complete assessment activities. It is important that they do so in order to give the best possible outcome with supporting evidence.

We will conduct final sessions on Monday 24th May. This is leaving it as late as possible (staff will need to mark these as soon as possible) and we urge all pupils and parents to complete testing if offered this opportunity. We will review gaps this week and contact you as required. Thank you again.

Year 10 Mock Exam Guidance

Test, test, test! Engage in consistent practice testing.

“Many students are committed to ineffective strategies but could use more effective techniques without much effort”

“The frequency of practice testing was significantly correlated with exam performance”

Goodchild

Students might not like tests but vast research suggests that revision **MUST** incorporate an element of testing.

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Having a test to revise for prevents “aimless” revision, it allows you to see where you are weakest and you don’t know that you don’t know until you test it.

Testing Improves Learning

In many ways this a great summary of why we carry out mock exams. It is not always about doing well in all tests but allowing pupils, parents and staff to know where weaker areas lie and then addressing these. The mock exams will allow us all to do this and hit the ground running in September to address gaps in knowledge.

There is no escaping the fact that to get top grades you need to put in long hours of work. Using past papers is very important – you are practicing exactly what will come up in the exam and this is really important.

Practice testing and test delay

- **Question lists**
Create a list of questions (with or without answers). Means others can test you – worked for my daughter.
- **Test each other**
If a friend and you revise 2 different topics and test each other you are effectively revising 2 topics as you hear the answers.
- **Past Papers**
Read notes, no more than 20 – 30 minutes, then complete past paper questions.
- **Test Delay**
It is tempting to test immediately after learning. However, a more accurate picture will be gained if you delay your test. Learn it and test 1 day later.
(Spitzer – research)

My final “tips for revision” will appear next week. In the meantime have a wonderful weekend and remember to work your revision around things you enjoy doing – you cannot and should not work all day. Shorter, targeted revision is much more effective so don’t miss that important football match or programme you want to watch. Sorry, but not even my school marking is going to get in the way of me watching my beloved team in the Champions League Final!

Mr Colepio
Head of Upper School





SIXTH FORM



Mr Henderson writes:

Confirmation letters have been posted this week to those pupils currently in Year 11 planning to continue the education with us in September.

It is fantastic to see so many choosing to join the Sixth Form, continuing their education with teachers they know and who know them. We have been able to cater for a wide range of option choices and the subject combinations for next year have been displayed for Year 11 pupils to see. If any Year 11 pupils are still unsure about their options for next year, please see a member of the Sixth Form Team to discuss whether we can offer you a confirmed place.

We have also sent copies of our final taster sessions for this coming Thursday. Year 11 can come in and find out more about the amazing courses they will be following. This is open to all, no matter which college pupils are heading to. Please contact Mrs Winter to book – her email and telephone number are below. Pupils will be following a normal school day, experiencing four different taster sessions and then spending time with the Sixth Form Team. No school uniform is expected.

Finally, we also welcome all students to our Sixth Form Transition programme taking place for three weeks after half term. The details have been posted to Year 11 and take place on Wednesdays and Thursdays. Our prospective Sixth Form students will be able to get a head start on the courses they have chosen and get the chance to start learning some of the underlying principles of their subjects. Students will be able to develop their love of the subject and access materials and extra reading in preparation for September. Again, please book through Mrs Winter, number below.

The Sixth Form team have mixed emotions this week. We will be sad to see our Year 13 senior students leave us to go on to pastures new but at the same time, we are all getting excited about the arrival of our new group of Year 12 students in the summer and we are really pleased that so many of them have already started their journey by joining in with the taster sessions.

Mr Henderson
Head of Sixth Form

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Sixth Form

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net



Taster Session Schedule: Thursday 27th May

Period 1	History Mr Pearson	Psychology Mr Baker	Biology Mr Brown
Period 2	Criminology Ms McHugh	Government & Politics Mr Coupe	English Literature Mrs Clegg
Period 3	Art Mrs Holmes	Maths Mr Fox	Health & Social Care Mr Wilson
Period 4	Physics Mr Worthington	Geography Mr Bull	Theatre Studies Mr Thomson
Period 5	Sixth Form Life Mr Henderson and Mr Wilson		





INCLUSION



Mrs Reilly writes:

It has been another week of progress in terms of our SEN provision here at Longcroft as we have begun the process of completing our termly reviews for those pupils who have an Additional Needs Plan (ANP).

If your child is on our SEN register, we will be in touch in order to collect your parental views. This will be in the form of an electronic survey and we would be most grateful if you could complete your responses within 72 hours, where possible. The survey will ask for your views on your child's current progress, what we are getting right for your child and any other information you believe would benefit us in co-ordinating provision that will enable their successful development into adulthood.

Over the coming weeks, I will be introducing you to members of our Inclusion team.

This week I have the pleasure of introducing Mrs McAlpine.

Mrs McAlpine has worked in education for an incredible 44 years (but that's a secret as she says it gives away her age)! This year, she has worked tirelessly in the Year Seven and Eight bubble in order to meet the needs of our pupils. She has a degree centered on child development in health education from birth to eighteen years and has previously lectured at Hull College. Her career experience



has also seen her work with students with a range of special educational needs including those with Dyslexia, processing difficulties, those with Autism and social and emotional needs.

Mrs McAlpine has a passion for reading and art and designs fantastic revision maps for our GCSE pupils – across the subjects! She is also running handwriting sessions and we will be looking to repeat this in the summer term with a new cohort of students.

Please remember, we are contactable at sen@longcroft.eriding.net should you require any support or assistance for your child.

Mrs Reilly
Head of Inclusion





PSHE AND CAREERS EDUCATION



Mr Coupe writes:



Welcome to a new section of the Newsletter – a fortnightly update on Personal, Social and Health Education and Careers Education at Longcroft. This will be used to keep you up to date with PSHE and Careers Education, as well as providing invaluable support and advice in these areas, such as how to support the school in talking to your child about PSHE issues and how to find out more about careers opportunities and labour market information to help them plan for the future.

Firstly, I am delighted to reveal that we are currently developing an exciting new programme of PSHE and Careers Education to begin delivery in September 2021. This will include a range of topics to promote personal development amongst our young people. They will cover topics as diverse as healthy lifestyles, positive influences, respectful relationships, sexual health, employability skills and career choices among many others. This programme will be based on the latest guidance from the national PSHE Association and will follow and surpass government guidance on what young people need to learn as they grow into young adults. Where appropriate the topics will be taught by professional visitors to the school who can use their expertise to ensure that our young people receive the most accurate and useful information and guidance.

Prior to starting in September we will publish a full programme of study for PSHE, outlining the full range of topics to be studied. In addition, we will publish a Careers Programme that includes how careers will be taught in PSHE lessons, a range of enrichment days that will supplement this, as well as visits, taster days and employer interactions that will give our pupils the knowledge and understanding they need to make informed decisions about their own future.

In the meantime, as Year 10 finish their two-year GCSE option in the next few weeks, we will provide some PSHE and Careers opportunities for them. To this end, we have put together a course of lessons that will start on Thursday

27th May and cover content that Year 10 would have otherwise covered had the COVID-19 pandemic not occurred.



This programme will cover:

- Mental Health
- Drugs and Alcohol
- Peers, Role Models and Influences
- Respectful Relationships
- Healthy Relationships
- Intimate Relationships
- Careers and using LogOnMoveOn

We are very excited to be able to discuss these important issues with Year 10 pupils before they move into Year 11. Other year groups will study these topics in greater depth, along with many others, as part of the full programme to be delivered from September.

Finally for this week, if you have any questions about PSHE and Careers Education at Longcroft, please do not hesitate to contact me at andrew.coupe@longcroft.eriding.net. I look forward to writing future updates!

Mr A Coupe



Mr Rogers writes:

How to develop integrity in the online world

I often talk to young people about integrity; doing the right thing even when no one is watching. In the online world, doing the right thing is called digital citizenship. Digital citizenship is the ability to think critically, behave safely, and participate responsibly in the online world. It's easier to supervise younger children online, but as they get older you'll need to trust them to do the right thing on their own. I have included some tips to help your child learn to independently navigate the online world with integrity in these seven key areas:

Internet safety: The internet is an amazing place to connect with people all over the world - but there are risks. Teach your child to keep themselves safe by staying on age-appropriate sites, learning the difference between inappropriate contact and positive connections, and reporting others who misbehave.

Privacy and security: Children need to have the integrity to protect their online information and keep it secure. Teach them how to create strong passwords, how to avoid scams, and how to read privacy policies.

Information literacy: It takes integrity to practice media literacy. In the online world it's essential for child to be able to identify, find, evaluate and use information effectively and appropriately.

Digital footprint and reputation: Taking responsibility for your online reputation, respecting others' privacy and limiting your digital footprint take integrity. Encourage your child to think before they post and think about how their

online actions affect others.

Self-image and identity: With every post, children are creating their online identities. Help them create ones with integrity. Talk about the benefits and risks of presenting themselves through different personas and the effect on their sense of self, their reputation, and their relationships.

Relationships and communication: Building positive relationships takes integrity. Encourage your child to be honest and fair with friends.

Cyberbullying and digital drama: Even if your child hasn't been targeted, they've probably seen cyberbullying. Talk about how supporting victims takes integrity. Teach them to be upstanders - either by directly confronting a bully or by reaching out to a victim.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. Continuing our Literacy theme this week we will look at reading for pleasure. Reading for pleasure has been defined by the National Literacy Trust as: "Reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading."

Reading for pleasure is the entitlement of every child, yet how can we foster readers' desire and engagement?

Benefits of reading for pleasure:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status.
- There is a strong link between positive attitudes towards reading and scoring well on reading assessments.
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement.
- Evidence suggests that reading for pleasure is an activity that has emotional and social benefits.



- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge

What works in promoting reading for pleasure?

Strategies to improve independent reading:

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment.
- Children who have books of their own enjoy reading more and read more frequently.
- An important factor in developing reading for pleasure is choice; choice and interest are highly related.
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity.
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued.
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families.

Have a good weekend.

Mr Taylor
Head of Teaching and Practitioner Development



Memory Lane

This week we feature two teams from 1969/70.

The Fourth Year football team, now known as Year 10, is pictured with Mr Rawlinson.

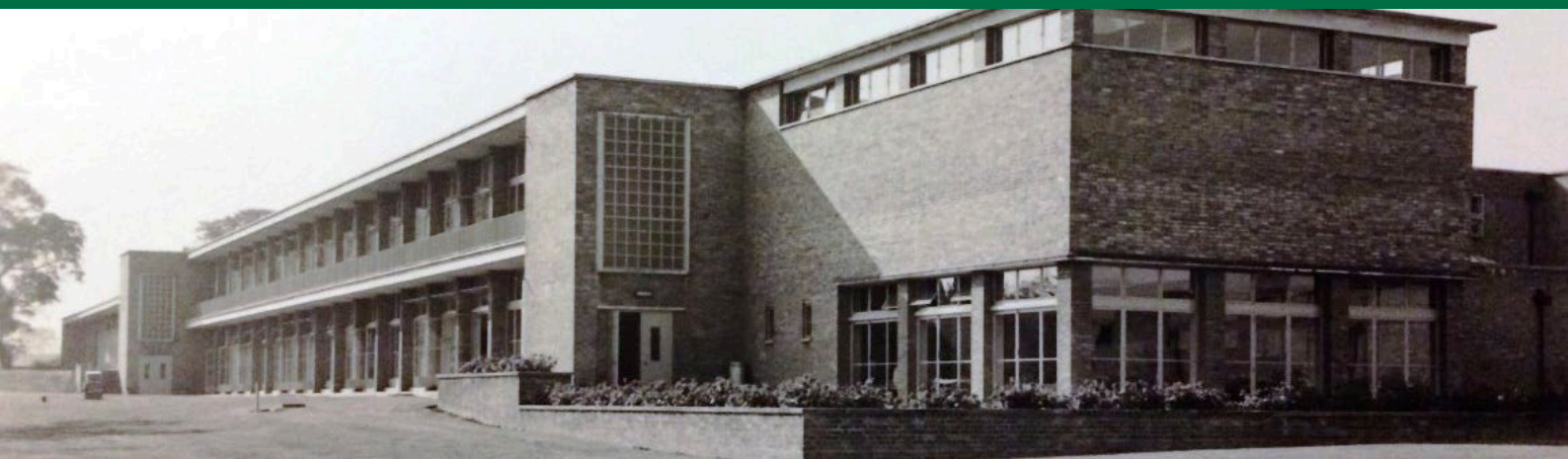


Back row:

P Worledge; M Stewart; B Coward;
M Dempster; K Painter and D Bennett.

Front row:

Mr Rawlinson; S Skelton; C Grainger;
D Brandwood; M Briggs; A Emmerton
and P Tierney.





The Colts Rugby team is pictured with Mr Potter.



Back row:

Wilson; Bradley; S Grimshaw; Pollard;
Gillyon; Peacock and Simpson.

Front row:

R Grimshaw; Markham; Poppleton; Ducker;
M Ashton (Captain); Bamforth; Espie;
Barnes and Mr Potter.



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



FOLS Cashdraw



The fantastic FOLS continue to offer amazing support to our school. Pupils certainly value the Bookbuzz reading programme which supports our focus on literacy, and this is one of many ways FOLS' work has an impact.

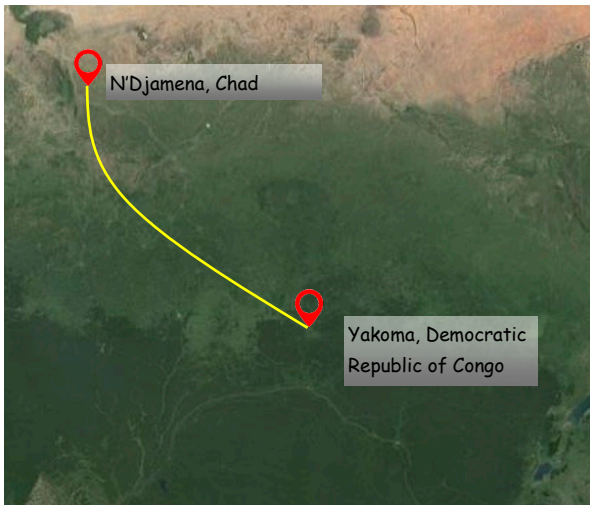
The FOLS Cashdraw is available to join on ParentPay - your subscription will put you into the draw for a year from the

time you enter. There will be winners drawn again in the next month and publicised through the Newsletter.

Anyone interested in joining FOLS and making a difference to the opportunities we are able to offer our pupils and Sixth Form students should email fols@longcroft.eriding.net for further details.

Photograph taken prior to March 2020





Longcroft Travels the World

Yakoma, Democratic Republic of Congo

You have all put in an amazing effort this week! Leading us to travel over 1400 km to reach the next country on the way to Zambia; the Democratic Republic of Congo!

Our stop at Yakoma, in the north of the country lands us into one of the most unique ecosystems on earth, the tropical rainforest.

A mosaic of rivers, forests, savannas, swamps and flooded forests, the Congo Basin is teeming with life. Gorillas, elephants and buffalo all call the region home. The Congo Basin spans across six countries—Cameroon, Central African Republic, Democratic Republic of the Congo, Republic of the Congo, Equatorial Guinea and Gabon.

There are approximately 10,000 species of tropical plants in the Congo Basin and 30% are unique to the region. Endangered wildlife, including forest elephants, chimpanzees, bonobos and lowland and mountain gorillas inhabit the lush forests. 400 other species of mammals, 1,000 species of birds and 700 species of fish can also be found here.

As Congo develops as a country, the rainforest is at constant threat to human activity. Farming and cutting down trees causes the rainforest to shrink, leaving animals without habitats. An important plan for Congo right now is to ensure this diverse environment is protected!

Let's keep enjoying the amazing diversity that Africa has to offer as we travel to Zambia. Don't forget to keep sending in your miles!

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



LIBRARY NEWS

Empathy and Literacy

“Reading is an exercise in empathy;
an exercise in walking in someone else’s shoes for a while.”

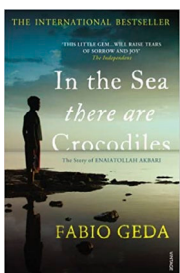
Malorie Blackman

Empathy has become a bit of a buzz word of late. Scientists, business leaders, education experts and political activists are all discussing it, with new research suggesting it’s a habit you can cultivate.

Most people are well aware that writers have been talking about empathy for a very long time and that reading fiction is one of the best ways of developing and nurturing it, but empathy is important in all aspects of literacy; including speaking and listening. These are skills that can be developed by being curious about others, asking questions, listening hard, opening up and genuinely sharing experiences and feelings.

Here are some of my favourite books to help you understand and share the feelings of others.

In the Sea there are Crocodiles – by Fabio Geda



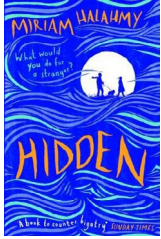
This moving and inspiring tale tells the true story of Enaiatollah Akbari, a young boy born in Afghanistan and forced to flee his beloved country and family because of the Taliban. At the age of only 10 our hero begins a five-year journey through the countries of Iran, Turkey, Greece, and Italy, where he eventually seeks political asylum. Crossing dangerous borders squeezed into the false bottoms of lorries and trekking across mountains in freezing conditions are just part of his hazardous journey towards freedom.

I loved this book. It’s written in a simple style and all the better for it. What is so inspiring is that despite experiencing the most terrifying situations Enaia never gives up hope. His story is one of remarkable courage.

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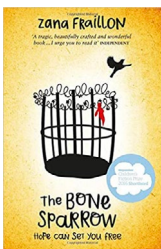
Hidden by Miriam Halahmy



This debut novel tells the story of a fourteen year old Alix, who lives on Hayling Island. It is a quiet backwater, far removed from world events such as war, terror and refugees. Alix has never even given a thought to asylum seekers, she has enough problems of her own: Dad has a new life that doesn't include her, Grandpa is dead and Mum is helpless and needy. Then one day on the beach Alix and Samir pull a drowning man out of the incoming tide: Mohammed is an illegal immigrant and a student. Alex is faced with a huge moral dilemma.

This outstanding book deals with the difficulty of sorting right from wrong in a complex world. Superbly written.

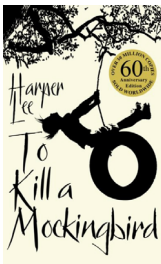
The Bone Sparrow – by Zana Fraillon



A touching story about the friendship between two children, one born in a refugee camp and the other in the free world. There are echoes of The Boy in the Striped Pyjamas. Fraillon's tale speaks of innocent suffering, the importance of freedom and the triumph of hope.

A very heartfelt book.

To Kill a Mockingbird – by Harper Lee



Set in Alabama during the Great Depression, this world-renowned classic tells the story of Tom Robinson, a black man convicted of a crime he didn't commit. The novel explores the issues of equality, racism, justice, education and dignity through the eyes of six-year old Scout Finch, daughter of the town's lawyer, a man who must defend Tom in a town steeped in prejudice.

One of my favourite books of all time. I read it every few years to remind myself of what really matters in life.

Taking Up Space – The Black Girl's Manifesto for Change by Chelsea Kwakye and Ore Ogunbiyi



This non-fiction book was written by two Cambridge graduates and discusses the lack of diversity in higher education, and what it's like to be educated in an institution that was never shaped with you in mind.

Taking Up Space is not just a guide for black girls to feel empowered, comforted and validated, but a call to everyone to play their part and assist with positive change.

A hugely important book, suitable for our older students.

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Other Fabulous Books about Empathy

The Sun is also a Star by Nicola Yoon

The Curious Incident of the Dog in the Night-time by Mark Haddon

Wonder by R.J. Palacio

The Hate U Give by Angie Thomas

Of Mice and Men by John Steinbeck

Clean by Juno Dawson

The Bell Jar by Sylvia Plath

The Grapes of Wrath by John Steinbeck

A Thousand Splendid Suns by Khaled Hosseini



"It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive or who had ever been alive."

James Baldwin





Year 11

Thank you for the memories!

Having faced unprecedented challenges during their years as Upper School pupils, we wish our Class of 2021 well as they prepare for the next stage of their education. For many this means a summer during which they can enjoy each other's company before returning to the familiar environment, support and care of Longcroft's Sixth Form while for others their future lies elsewhere and we wish them well.



“

"When I think about Year 11, my mind always goes back to those assemblies at Lower School, in which I first introduced the year group to their name, 'Class of 2021'.

At that time 2021 seemed a distant horizon to me, never mind to the keen young faces before me shining in their new Longcroft uniform, so full of promise and hope for their future. Well, now 2021 is here. And what an amazing journey we have been on. From singing in assemblies to sports days to London trips to lockdown and now to final assessments, this year group has grown and matured and exemplified our shared values.

Whilst the pandemic robbed us of many highlights over the last two years, for me it has been the continuous flow of little moments of empathy, compassion and positivity that has been most memorable. That still, knowledge that the pupils will get there, will display the values that we cherish, will care for each other along the way and will ultimately be successful. The last few

weeks have shown, more than ever, the qualities of our young people as they have pulled together to support each other and the staff through the most difficult of times. I will always be grateful to them for that.

And so, our thoughts turn to their next steps. Our pupils have so much potential, and so much to give the world. They are funny, caring, thoughtful, resilient, independent, compassionate and strong. They will enter the adult world as a force for good. They will enter the adult world and will achieve great things. I'm looking forward now to seeing just what great things they achieve as they take those steps into adulthood! Go for it Year 11! You are amazing!"

Mr Coupe



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



“

"Year 11 - I am so proud.

Although you have learnt so much you have also taught me a lot too.

You have all reminded me why I do what I do - and especially why I love working with young people.

Never have we had so many tests - and I don't just mean assessments and lateral flow tests! From those challenges we faced grew strength, kindness and a sense of togetherness - a rare and amazing time that I certainly won't forget.

I hope you all take a little piece of Longcroft into your next steps - a moment, a feeling or thought that taught you how to be who you want to be.

Class of 2021 - You are amazing."

Mrs Brady





LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



“

“Thank you, Year 11 Historians in groups 11A06, 11B02 and 11C05. I'll really miss you and have thoroughly enjoyed the years that we have spent together at Longcroft. I'd like to wish you all every success in the future - grasp it wholeheartedly and remember, nothing has limits - dreams are there to be turned into reality.”

Mr Pearson





“

“It has been a pleasure to work with Year 11 this year – you are a wonderful group of young people. I hope you can look back over the last five years fondly. You have faced unprecedented adversity from which you will be stronger, kinder and more resilient – you should be proud.

You have entertained me, sometimes intentionally, and I have many memories for which I am grateful – thank you. I am looking forward to the opportunity to work with many of you from September as you continue your studies and as importantly your development as young adults in our Sixth Form.

You have your lives ahead of you and I know you have the skills and personal qualities to enjoy success and follow your dreams. I also know that when you need it, and at times we all do, you have the support of friends and adults who will be there for you – as you will be there for them.”

Mr Baker





Care and Achievement Co-ordinators

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

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

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



Year 7

Miss Keith

07425 897509

olivia.keith@longcroft.eriding.net



Year 8

Mr Tong

07810 416081

graham.tong@longcroft.eriding.net

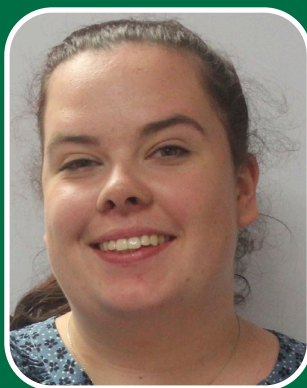


Year 9

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07900 394085

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Year 10

Miss Bridgwater

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Year 10

Mr Devall

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Year 11

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kay.brady@longcroft.eriding.net