



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Pride as Ronan Graduates

We were delighted to hear that former pupil Ronan has successfully graduated his Phase 1 for the RAF.

Ronan joins a long list of former pupils to join the armed forces—an illustrious group which includes Sergeant Michael Lockett MC and Lieutenant Colonel David Groce MBE. The initial training introduces recruits to the military way of life so that they can perform in a variety of unfamiliar, stressful and dangerous situations.

Phase 1 training is designed to present an understanding of the Armed Forces and the demands they place on the individual focusing on developing recruits on an on-going basis, mentally and physically and searching for robust individuals who have the flexibility to cope with the range of

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challenges they may face. Trainees are inducted into the military ethos and they develop their self-discipline, teamwork and fitness.

Phase 1 training lasts ten weeks. Importance is placed upon discipline, teamwork and self-reliance. The course includes drill, general service knowledge, physical education and military field skills such as first aid, weapon handling, and protection against chemical weapons.

This fantastic achievement is a first step on the road to an exciting career and we look forward to following Ronan's progress.

Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



HEART

46,900

THOUGHT

208,238

VISION

198,836

GRAND

TOTAL:

453,974

Acts of Great





Headteacher's Welcome

This week as a Longcroft community we have reflected with many around the world on Holocaust Memorial Day, which marks the anniversary of the liberation of Auschwitz-Birkenau, the largest of the Nazi death camps in 1945. The theme for 2023 is 'Ordinary People' and has drawn attention to the perpetrators, the persecuted, the bystanders and indeed the rescuers, as just that – ordinary people - who became part of something none of them could have imagined or believed they were capable.

Lessons from events such as those brought back to our conscious through Holocaust Memorial Day are critical for us to explore with our young people. On a simple and significant level, how easily ordinary people can be influenced in their thinking and how this can lead to actions, behaviours and attitudes that are in direct contravention of our values, of humanity and of all that we are proud to celebrate as a community - our tolerance, respect and kindness.

A striking feature of the accounts that I have read this week has been the humility and reluctance to accept recognition for those who would fall in to the 'rescuers' group. Many describe themselves in very simple terms, highlighting the circumstances that enabled them to save others. The Holocaust Memorial Day website describes how 'sometimes they were able to provide food to others who needed it, sometimes they hid people. Ordinary people who did extraordinary things, risking their lives, their livelihoods, their families to help others'. One example was Sir Nicholas Winton, a young stockbroker, who rescued 669 children from Czechoslovakia, bringing them to the UK thereby sparing them from the horrors of the Holocaust. In being recognised for his work, he reportedly said **Why are you making such a big deal out of it? I just helped a little; I was in the right place at the right time.**

There are many examples of ordinary people, achieving extraordinary, seemingly super human feats. The key is that they really were in so many instances **ordinary people**. What we can achieve as individuals and as a community is for us to determine, and as we seek to remind every one of our young people, is truly impossible to imagine.

Whilst Holocaust Memorial Day is a sombre occasion, a time for reflection, it is also a reason for great hope for the future. We encourage you to talk to your children about their assemblies and discussions this week and the many events that will be recorded through the news and wider media over the weekend. We will continue to celebrate the great capacity our young people have to make a positive contribution to the world and do all we can to support and prepare them to do just that.

Mr Perry
Headteacher



On-line Opportunities

On line learning platforms and resources provide a valuable opportunity to supplement and enrich our children's education and we want to highlight the access all Longcroft pupils and students have available to them at home. Over the coming weeks we will feature some different examples of on-line and on-demand access to learning and revision that we encourage you to explore, and provide an overview of some key examples by way of an introduction.

1. Microsoft 365 Accounts

All pupils and sixth form students have Microsoft 365 accounts through our school and can access these on any device at any time. As part of this package they can download and use Microsoft programmes such as Word, Excel, PowerPoint, Teams and Publisher on multiple devices at home, as well as unlimited online access anywhere in the world.

To log on they simply need to insert their school e-mail address (username@longcroftmail.net) into Office365 (link available through the website – see the link at the end of this article), followed by their Longcroft School password. Their password is the same as the one they use to log on to our school network.

2. My Learning

This platform has been created in partnership with schools across the Wolds Learning Partnership Trust and has a wide range of on-demand lesson content available for each subject and Key Stage. Pupils/students can search for lessons on topics that they perhaps feel they could do with revisiting at home or have missed for some unforeseen reason. Pupils can access this through their Microsoft 365 account on the SharePoint Homepage, or click the link on our website and go direct using their school log in details (as above).

3. Oak National Academy

The Oak National Academy is a comprehensive national education platform which features lessons and interactive activities on a huge range of topics across every subject and key stage. Simply follow the link provided on our school website and there is no requirement to log in or provide any additional details. The content is delivered by expert practitioners from across the country and can offer pupils a different voice or alternative approach to learning that can supplement their experience in school. Most content is chunked in to short tasks and inputs so it is really manageable and accessible. Perhaps there is a topic in Maths or aspect of Geography that they could do to revisit, encourage this as a useful first step.

4. GCSEPod

Pupils at Key Stage 4 have had the opportunity to practice accessing and using GCSEPod in school and it is a hugely popular resource. Nearly 9000 pods have already been utilised by our pupils in Year 11 this year so far and we encourage regular use of this excellent revision tool. Please encourage your child to use the check and complete function, rather than just listening/watching the pods as it is critical they check their knowledge and understanding before moving on to another topic. Again, pupils can access this through their Microsoft 365 account on the SharePoint Homepage, or click the link on our website and go direct.



5. BBC Bitesize

Resources available through the BBC have been developed over many years and provide an excellent bank of revision and learning materials for all subjects and key stages. This is another very accessible resource that can be used to supplement learning in school and includes short tests and quizzes with immediate feedback to check knowledge and understanding at every step.

Links to all of these platforms and resources can be found on our website @ 'ABOUT | Portals', or alternatively simply by clicking the link below:

Longcroft School and Sixth Form College - Portals

Please spend some time at home with your child exploring these resources and highlighting the benefits of accessing them to support their learning.

We will feature more of the fabulous opportunities available to Longcroft pupils in future Newsletters but if you would like any advice, guidance or technical support please get in touch with your child's Care and Achievement Coordinator who will ensure the relevant colleagues contact you and are available to help.





LOWER SCHOOL



Mr Worthington writes:

Congratulations to our Lower School netball teams who were in action against Beverley High School. The Year 7 team looked in control throughout the game and finished with a 5-3 win. With some impressive turnovers from the defence, the Year 8 team came back from two goals down to secure a well-deserved 6-6 draw.

Goal scorer Gracie said, "I love playing netball and really enjoyed the game. My favourite skill is shooting." Goal Shooter Primrose Kilgannon scored a fantastic five goals. Primrose said, "I enjoy shooting because I like the pressure of trying to get the ball in. When I do I know I've done well for the team."

Mrs Holt said, "The Year 9 fixture saw very high-level netball being played and was testament to the dedication these girls put into their training in and outside of school."

**Congratulations
to all the players
involved.**





I am also delighted to congratulate the following Lower School pupils who have qualified to represent the East Riding of Yorkshire in the Humberside Cross Country Championships next week in Scunthorpe – a fantastic achievement!

- » Poppy Woolfitt (7PDV)
- » James Charge (7EMN)
- » Millie Berry (9EDN)

While we boast a comprehensive extra-curricular programme where pupils of all abilities can enjoy the benefits of competitive sport as well as the honour of representing Longcroft, their county or even their country, all pupils enjoy active participation in PE lessons. Year 7 pupils have been enjoying their Gymnastics lessons with Mrs Holt.

I had the pleasure of spending some time discussing the week ahead on Monday with some pupils in Year 7 and it is clear from their feedback how much they enjoy their PE lessons. Taking part in sport can help children to maintain an active and healthy lifestyle and the movements and skills learned and demonstrated in gymnastics help develop several physical characteristics including strength, balance and flexibility. The pupils shown here are clearly working effectively together and demonstrating trust in each other.





It is always a pleasure to celebrate the work and commitment of our Lower School pupils. Congratulations to the following pupils who earned the highest number of ClassChart rewards in their year group last week!

Year 7

James Shiels

Brenton McKie

Scarlett Wood

Harvey Bleasby

Sasha Huzzard

Olivia Lax

Charlotte Sutcliffe

Alysicia Leach

Lily Curtis

Neve Meagher

Year 8

Molly Rawson

Lily-Mae Tierney

Lexie Burke

Olivia Helyard

Emily Gillett

Isabelle Roberts

Kelsey Leskiewicz

Ellie Mulvana

Lexie Orr

Ava Moore

Gracie Pawson

Year 9

Sam Smedley

Millie Berry

Angeles Westphal

Amelia Hammond

Megan Drage

Charlotte Tennyson

Jemima Jameson

Mathilda Smith

Florence Norrison

Charlotte Skilbeck

Mr Worthington
Head of Lower School

UPPER
SCHOOL*Mr Henderson writes:*

It has been a particularly busy week for Year 11 pupils who have been reflecting on their latest Progress Update including the results of December's Mock Examinations. At this key time in their education we encourage all parents to spend time discussing the details provided.

Parents' Consultation Evenings

Our Parents' Consultation Evenings over the forthcoming weeks will provide the opportunity to speak to teachers about your child's progress. Teachers will discuss specific targets in response to pupils' work and recent assessments and be able to support with understanding how we can optimise progress in subjects. For Year 11 pupils, teachers will also be able to discuss any associated preparation for the summer exams.

Our Parents' Consultation Evenings are planned for the following dates:

- » Year 11 – Wednesday 8th and Wednesday 22nd February
- » Year 10 - Wednesday 22nd and Wednesday 29th March

Each Wednesday lunchtime in our Theatre we are treated to performances by a range of our wonderful musicians. Last week we enjoyed piano pieces performed by Batool Ranjous, Soleman Ranjous and Amelia Cuthbert. Thank you to these pupils for entertaining us!

Congratulations to our Year 10 netball players on their performance against Beverley High School. Mrs Holt said, "It was by far the most skilful, fast and competitive netball that has been played in recent years and is testament to the dedication these girls put into their training in and outside of school."





Congratulations also to the following Upper School pupils who have qualified to represent the East Riding in the Humberside Cross Country Championships in Scunthorpe next week – a fantastic achievement!

- » Ella Harris-Smith (10SWL)
- » Harry Hood (10SWL)
- » Josh Collier (11RLO)



YEAR 11 STAR OF THE WEEK

Each week a Year 11 pupil will be named as the Year 11 Star of the Week. This is an opportunity to recognise the hard work and efforts of a member of the year group – an Upper School pupil who makes a significant contribution to school life and through their endeavours provides an exceptional role model for both their peers and younger pupils.

This week the award went to Max from 11RLO.

Max plays both codes of rugby for Beverley Braves and Beverley Beavers and also has two part-time jobs, working as a gardener and also at Leconfield Kennels and Cattery.

While Max's favourite subject is PE, he is currently particularly pleased with his progress and mock examination results in Biology and Chemistry. Careers in the fire service or sports physiotherapy interest Max, who hopes to study either Sports Science or Sports Rehabilitation at university in the future.

While hardworking, Max enjoys the social aspects of school, saying: "I love being with my friends."

Mr Thomson said, "Max is an impressive young man and it has been a pleasure to see him develop as his Year Leader over his five years at Longcroft."

Mr Baker said, "Max is a tremendous role model for his peers and younger pupils. He has excellent manners, a good sense of humour and a mature appreciation of the need to balance working hard with other aspects of school life. He impressed me last year while in Year 10 when he played in our rugby team alongside and against Year 11 pupils and this year he led by example, scoring two tries in the derby against Beverley Grammar School." When discussing this memorable game Max said, "I felt like I was a good leader."

Mr Baker added, "Max is definitely worthy of being our Star of the Week. He is a credit to his family."

Congratulations to the following Upper School pupils on their efforts over the last week which saw them earn the highest number of ClassChart rewards in their year group.





Year 10

Seth Hamson

Alissia d'Andilly

Lydia Curley

Libby Wood

Heidi Jackson

Lewis Kitchin

George Steele

Tristan Carlo Pineda

Maisie Turner

Rhys Simson

Year 11

Sally Foster

Zoe Murphy

Will Seddon

Harry Carlyle-Smith

Sam Drew

Alex Lawton

Danielle Harris

Harvey Walters

Freya Vidal

Lily-Mae Barrett

Mr Henderson
Head of Upper School





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**





SAFEGUARDING



Mr Rogers writes:

County lines: what parents need to know

Children of all ages and backgrounds are at risk of being exploited by criminal gangs who'll use them to transport drugs and money around the country. I hope this insight will support parents in understanding what county lines is and the signs to look out for.

What is 'county lines'?

- » A child is 'groomed' by a criminal gang then exploited to transport drugs and money from one area (county) to another – usually from an urban location to a rural or coastal one. Grooming can happen in person, or online on social media apps like Snapchat .
- » The child may be trafficked to the gang's 'trap houses' or 'bandos' miles away from home, to find 'customers', deal with rival gangs and sell drugs.
- » The child is likely to face violence and sexual exploitation.
- » The 'lines' refer to the dedicated mobile phone lines that gangs use for selling drugs.

Is my child at risk?

Criminal gangs are known to target:

- » **Children with vulnerabilities**, such as poverty, family breakdown or exclusion from school – because they're more likely to respond to manipulation and coercion .
- » **Children from stable or affluent families** – because they're less likely to be known to the police and may blend in better in the town the gang sends them to.
- » **Girls and young children** – children as young as 7 are being groomed by gangs, and girls are often groomed into relationships with gang members or used to transport drugs as they're less likely to be stopped by the police.

However, **any child is vulnerable to exploitation.**



What signs should I look out for?

Potential signs that a child is involved in county lines include:

- » Leaving home without explanation.
- » Returning home late, staying out all night or going missing.
- » Being found in areas away from home.
- » Being secretive about who they're talking to and where they are going.
- » Persistently going missing from school or college.
- » Receiving unexplained money, phone(s), clothes or jewellery.
- » Receiving excessive texts/phone calls and/or owning multiple handsets.
- » Forming relationships with controlling/older individuals or groups.
- » Using sexual, drug-related or violent language you wouldn't expect them to know.
- » Showing increasingly disruptive or aggressive behaviour.
- » Coming home with injuries or looking particularly messy.
- » Owning hotel cards or keys to unknown places.
- » Taking drugs, or being found with large amounts of drugs on them.

Noticing any of these signs doesn't mean your child is being exploited through county lines. However, you should still talk to them about any concerns you have.

What should I do if I suspect my child is being exploited?

Talk to your child, stay calm and ask questions about what is going on, reassuring them you want to keep them safe. Try to be open, honest and non-judgemental – remember, they may be scared.

If you are still concerned, seek help straight away - there are organisations that can help you. You could do any of the following, **but you must tell someone:**

- » Contact our school. Ask to speak to me as the Designated Safeguarding Lead (DSL) or Care and Achievement Co-ordinator Miss Fox (Deputy DSL) and explain your concerns. We will be able to advise you where to go next.
- » Report your concerns to children's social care. A social worker will be able to listen to your concerns and help you to protect your child.
- » Contact your local police station or call 101. If your child is missing, remember you don't have to wait 24 hours before making a report.
- » Contact organisations such as:
 - Crimestoppers: 0800 555 111
 - NSPCC: 0808 800 5000
 - Family Lives: 0808 800 2222

If you believe your child is in immediate danger, or a threat is made against you or another family member, call 999 immediately.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement

TEACHING AND
LEARNING**Mr Taylor writes:**

Flashcards are a brilliant tool for taking notes and summarising information that you need to know. However, so many people don't use them effectively. There is an art to making flashcards that are actually helpful revision aids; I thought I would share some tips to ensure they become magic revision resources.

How to use Revision Flashcards

There are a few simple techniques you can use with your revision flashcards to trick your brain into retaining information.

Images

Draw a picture on the blank side of each card. The human brain is excellent at recalling pictures, but can struggle with recalling words; pairing the two helps.

Colour

Make clever use of colour:

Studies have found that you're more likely to remember notes that are written in blue, rather than black ink.

Underline important topics in bright colours.

Highlight key phrases.

Split different subjects or topics between the different colours of revision card.

Draw in coloured ink or pencil on the unlined side!

Double up

Create multiple, different flashcards for difficult-to-remember topics. You will be far more likely to remember things if you create two types of card for each topic:

Cards with a single word and no context, e.g. "Dog". This will test your recall.

Cards that describe the subject or object, e.g. "What wags its tail and chases cats?" This will test your comprehension.

Separate them out

Don't revise groups of words as a shopping list of items. Separate them out and learn them individually, or you will find you have to repeat each word in the group when you want to recall them.

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Pocket-friendly

Always keep your revision flashcards with you – you never know when you can squeeze in some revision! Because they're coil bound, they'll stay together in your pocket or bag, and the polyethylene covers and plastic binding are super tough.

Simplicity

Keep your cards short and simple. There's no need to over-complicate your sentences – these are revision flashcards, not notes. If you find you can't remember the topic and need more information, write separate study notes and refer to them as and when needed.

Mnemonics

They don't work for everyone, but for some people, mnemonics are a great way to memorise facts. The first letter of each word you need to remember can be used to create a phrase; for example, "Richard of York Gave Battle in Vain" helps you to remember the colours of the rainbow in order (Red, Orange, Yellow, Green, Blue, Indigo and Violet).

Mr Taylor

Head of Teaching and Practitioner Development





IN FOCUS

Pupils' learning journey in Food and Nutrition sees them develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Between Years 7 and 9 pupils develop their knowledge, understanding and skills as they learn and apply the principles of nutrition and learn how to cook.

Pupils also critique, evaluate and test their ideas and products and the work of others, and develop the ability to effectively articulate their knowledge and skills.

Year 7 pupils have learned about The Eatwell Guide and how to relate this to their own diet, the 8 tips for healthy eating, the 5 A Day message and portion size.

Pupils demonstrate and develop their practical skills by making Fruit Fusion, Couscous Salad, Salsa and Wedges, Five-a-day Pizza, Fruit Crumble and Oat Cookies.

FOOD AND NUTRITION





Memory Lane

This week we take a trip back to 1977/78 and feature English teacher
Mr Gardham's tutor group 1AW.



Back row:

Stuart Braggs; Michael Monaghan;
Liam Webb; Nicholas Irving.

Second row:

Neil Camplejohn; Andrew Beavis;
Mandy Gamble; Susan Howarth;
Josephine Peck; Anne Foulston;
Lisa Hague; Neil Wilson; Sean Lang.

Third row:

David Buck; James Ellis; Nicholas Riby;
Sean Raper; Mark Atkinson; Sean Kelly;
Richard Carr; Andrew Poole.

Front row:

Caroline Banks; Stephanie Bearpark;
Jane Tyrell; Michaela Jackson;
Mr Gardham; Alison Davies; Tracey Cook;
Emma Wigley; Lisa Walker.



LIBRARY NEWS



Ms Carvill writes:

HOLOCAUST MEMORIAL DAY

27 JANUARY

Remembering Ordinary People

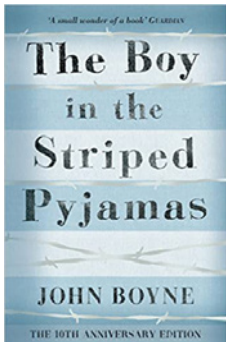
Every year at Longcroft we mark Holocaust Memorial Day. Pupils and Sixth Form students learn about the Holocaust in assemblies, discuss it in lessons and are encouraged to read literature about it.

Holocaust Memorial Day is a time to remember the millions of people killed and persecuted by Nazis during the Holocaust, and the subsequent genocides that occurred in Cambodia, Rwanda, Bosnia, and Darfur.

It's a day when many feel what the Scots poet Robbie Burns described as "Man's inhumanity to Man" and question the horrendous cruelties that one race can inflict on another. It's a day when we mourn the loss of ancestors who died in terrible circumstances, but are thankful for those who survived, and honour the courage and bravery of those who assisted them.

The Holocaust Memorial Day theme 2023 is "Ordinary People" and seeks to make us aware that "ordinary people" were both the perpetrators and victims in the Holocaust. It is hoped the theme will prompt people to consider how we can all be more active in challenging prejudice today.

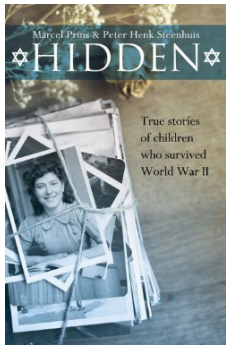
A large variety of books relating to Holocaust Memorial Day are on display in the library and available for immediate loan. Thank you to the English, History and RE Departments for encouraging pupils to read them. On the following pages are some personal recommendations per Year Group and a general reading list.



Year 7 — The Boy in the Striped Pyjamas by John Boyne

John Boyne's 2006 novel about the friendship between two boys during the Holocaust, has become a classic. On one level it is a fable with a moral. The language is refreshingly simple but the plot is powerful and unsettling, the journey dark.. This is a tale of forbidden friendships and fences, of the innocence and goodness of childhood, and the culpability and

evil of adulthood. A remarkable book.



Year 8 — Hidden by Marcel Prins & Peter Henk Steenhuis

Most people are familiar with The Diary of a Young Girl, the book of writings kept by Anne Frank. In fact, about 28,000 Jewish children hid in the Netherlands during WWII. Hidden recounts the true stories of 14 of them, 14 children who survived to adulthood. Each account is different but all pay homage to the resistance, the brave individuals who kept them

safe. Some of the stories are heartbreaking, but many individuals were able to come to terms with their experiences, even the loss of those they loved. This remarkable collection of writings is a testimony to courage and survival.



Year 9 — When Hitler Stole Pink Rabbit by Judith Kerr

This semi-autobiographical classic, written by the remarkable children's writer and illustrator Judith Kerr, is a brilliant introduction to the impact WWII had on family life. Suddenly, Anna's country is changing, and there are dangerous people around, ones who want to hurt her father. Anna and her brother are whisked away from their beloved home and

begin an adventure. Sometimes it's frightening. But there is lots of fun and excitement too. A truly life-affirming book.

Longcroft Reading List – Holocaust Memorial Day 2023

When Hitler Stole Pink Rabbit by Judith Kerr

Once by Morris Gleitzman

Then by Morris Gleitzman

The Silver Sword by Ian Serraillier

The Diary of a Young Girl by Anne Frank

The Boy in the Striped Pyjamas by John Boyne

Refugee Boy by Benjamin Zephaniah

The Mozart Question by Michael Morpurgo

Salt to Sea by Ruta Sepetys

Mapping the Bones by Jane Yolen

The Book Thief by Markus Zusak

In My Hands: Memories of a Holocaust Rescuer by Irene Gut Opdyke as told to Jennifer Armstrong

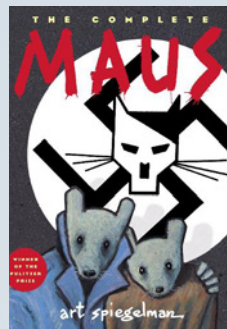
Hitler's Canary by Sandy Toksvig

On the Move: Poems About Migration by Michael Rosen

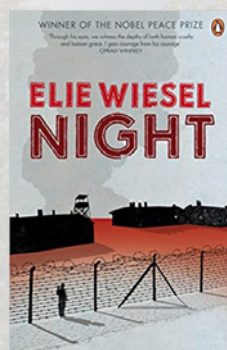
The Red Ribbon by Lucy Adlington

The Tattooist of Auschwitz by Heather Morris

Children of the River by Linda Crew

**Year 10 — Maus by Art Spiegelman**

This Pulitzer Prize-winning graphic novel recounts the story of Vladek Spiegelman, a survivor of the Holocaust, and his son, an artist and illustrator. In Maus we see the Nazis portrayed as cats and the Jews as mice. Shocking and powerful, the cartoonish nature of the book draws you to the very heart of the Holocaust and the impact on those who survived. Haunting and remarkable.

**Year 11 — Night by Elie Wiesel**

Night is the terrifying record of Elie Wiesel's journey from Transylvania to Auschwitz, and then Buchenwald. Only a teenager in 1944, he is plucked from his home, along with his family, and forced to confront the absolute evil of man. The death of his family, the death of his youth and all that is good, and innocent are all recorded. Powerful, unforgettable, and intensely moving.

**Year 12 — The Reader by Bernhard Schlink**

This unusual story of love and secrets, horror, and empathy, is set against the backdrop of post-war Germany and examines the role of guilt? Who is responsible for the atrocities committed during the Holocaust? Why is Hanna on trial for a terrible crime and why won't she defend herself?

**Year 13 — Man's Search for Meaning by Viktor E. Frankl**

This memoir has become one of the most influential books in the USA and inspired generations globally. It recounts the story of Frankl's experiences in Nazi death camps and how he survived spiritually, despite the horrors surrounding him, and loss of all those nearest.

Frankl, a doctor, went on to found logotherapy and argues that we cannot avoid suffering but we can choose how we react to it and move forward.



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

Miss Fox

07342 342858

vicky.fox@longcroft.eriding.net



Years 8 and 9

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 10

Miss Harsley

07810 416081

katie.harsley@longcroft.eriding.net



Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Sixth Form

Miss Taylor

01482 862171 ext. 1338

emily.taylor@longcroft.eriding.net