



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Pupils Enter the Dragons' Den at Flemingate!

"The main focus is on raising levels of both literacy and numeracy using stimulating environments as the classroom."

Our collaboration with local charity 'Run With It' is currently in its second year. With the aim of inspiring and educating through real life experiences, the team deliver innovative and challenging learning programmes that develop employability skills.

The programme, which sees Lower School pupils visit Flemingate each week, has been a great success. Pupils enjoy the opportunity to have a behind-the-scenes look at the working world while applying literacy and numeracy skills to real life contexts.

Mrs Newsam has accompanied the pupils, and as our Care and Achievement Co-ordinator for Years 8 and 9 knows

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them well. She said, "The pupils have spent some time exploring Flemingate and studying the use of logos and shop windows to attract customers' interest. They have been working hard to design a shop to fit one of the empty units."

She added, "This week they have presented their sales pitch to Flemingate management, Dragon's Den Style, explaining who they are, what their company sells or services they provide and why their shop should be picked. Going forward we will be doing some more design work, working with one of the existing shops."

Evan said, "I've enjoyed going. We've been making cards. Mine is a tiger and it says 'Party Animal'."



Adam explained, "Art and Soul in Flemingate are going to sell our cards."

Art and Soul is home to 95 local artists, providing them with a high street location from which to sell their work.

Thank you to colleagues from Run With It for offering our pupils the opportunity to work and develop their skills in a different setting. Over the last two years over 1400 learners have received focused Maths and English intervention and we are delighted our pupils continue to be involved.





Reward Totals

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



HEART 49,404

THOUGHT 220,454

VISION 208,439

GRAND

TOTAL:

478,297

Acts of Great





Headteacher's Welcome

Celebrating the achievements of our young people is important to us at Longcroft and we are incredibly proud of our community. You will have noted the staggering numbers of positive acts of Heart, Thought and Vision that are recorded through our ClassCharts Rewards each week with nearly 500,000 already this academic year! We are well on track to meeting the 'Magic Million' target that I set back in September.

Recently I have received an increasing number of communications from the local community praising our pupils and students. Two recent highlights include a resident who had witnessed several of our pupils who had paused on their way to school to pick up bins after a particularly windy night, gathering the litter that was strewn across the floor. Another was from a member of the public who during the recent icy conditions was struggling to negotiate access to their car having had some issues with their mobility. One of our young people had stepped in to help, and the incident had made such a mark that it was shared on social media with around 1000 acknowledgements. Acts such as these which so powerfully exemplify our values, fill us with huge admiration - but no surprise. We see in many different ways every day our young people demonstrating our Longcroft Standard and it is hugely encouraging to know that increasingly the local community are seeing and sharing that too.

As part of our termly routine, we recently held our school evacuation drill. In order to review our processes robustly, I invited a team of external professionals to observe the process and provide some feedback. Our visitors have a tremendous level of experience in this regard and have observed similar processes in many secondary schools and organisations over many years. They were hugely complementary about our children's behaviour and conduct throughout, explaining that in all of their time carrying out their work, this was the most impressed they had ever been. It was wonderful to hear them speak so highly of our young people.

Pupils and students are routinely recognised through our assemblies and form time but this week Year 11 took a different approach. Pupils led the assembly in our Theatre and celebrated the successes of their peers, highlighting examples that others in their form group were rightly proud of. It was a fabulous example of pupils taking pride in their own and others' achievements and contributing to a community which values each and every individual and their essential contribution.

Our Newsletter is another great vehicle for us to celebrate our young people and we are never short of things to share. Please enjoy reading this week's articles.

Mr Perry
Headteacher



LOWER SCHOOL



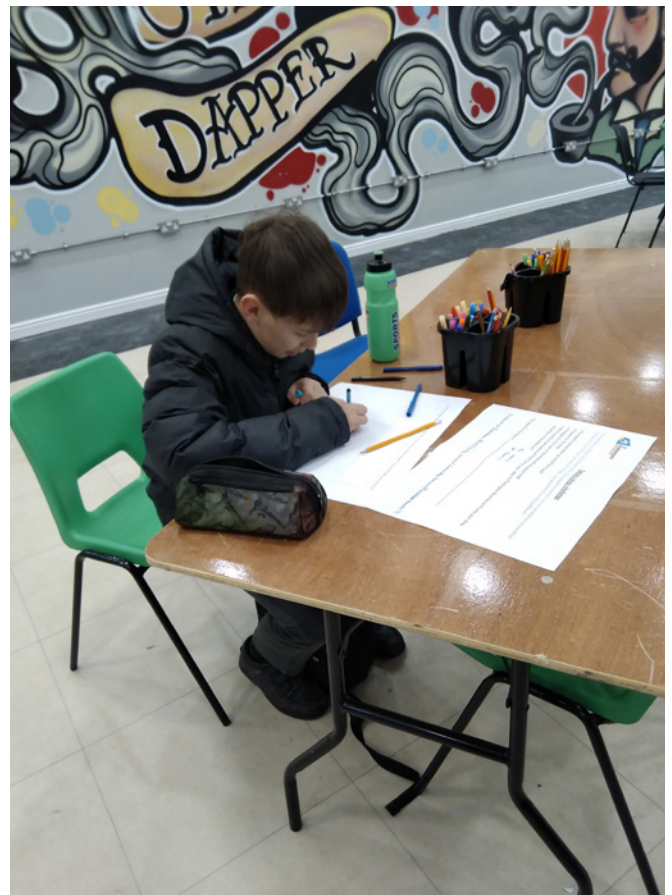
Mr Worthington writes:

Part of our commitment to knowing your child as an individual extends to having a dedicated Care and Achievement Team who work across all year groups in school. Mrs Newsam is a prominent part of this team, working specifically with Years 8 and 9 while Miss Fox is our Care and Achievement Coordinator for Year 7. As part of Mrs Fox's wider role, she works as Deputy Safeguarding Lead for the school.

Our Care and Achievement Coordinators have specific pastoral training, related to working with children and providing the appropriate support a young person might need in a variety of situations. The team are available to support children before school, during break and lunchtime and also after school.

Our 'Run With It' programme is again proving a great success. In addition, I am delighted that our in school SMASH programme is now running, in collaboration with the support of experts in the field of Mental Health. SMASH is an acronym for Social Mediation and Self Help and is designed to equip pupils with additional tools to aid wellbeing.

I am really pleased to see the diverse range of support strategies we have in school to help our children to thrive and flourish as they grow into citizens prepared for life and ready for the next steps beyond school





Congratulations to our Lower School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.



Year 7

James Shiels
Liam Booth
Lily Curtis
Sophie Battye
Lily Hardman
Matilda Reed
Martha Beaumont
Lillie Wheeler
Olivia Lax
Annabel Shepherd

Year 8

Ben Carlyle-Smith
Ava Bryce
Ellie Mulvana
Olivia Helyard
Molly Rawson
Charlotte Burnett
Primrose Kilgannon
Lily-Mae Tierney
Lexie Burke
Lexie Orr

Year 9

Emilia Fisher
Jasmine Lambert
Caitlan Skinner
Grace Murden
Freya Dolan
Anika Matta
Evelyn Drinkall
Erin Meagher
Lydia Spratt
Daniel Parkinson
Emily Stevens

Every Monday, a pupil who attended every single day in the previous week is chosen at random to receive a £5 receive an Amazon voucher.

Mr Worthington
Head of Lower School

Last week's winners were:

Year 7 – Josh Stevens
Year 8 – Cody Keenan

UPPER
SCHOOL**Mr Henderson writes:**

Firstly, congratulations to Blake Noble on earning a special mention for her Six Word Story in First Story's national competition.

Congratulations also to Ella Harris-Smith, Josh Collier and Harry Hood who represented Longcroft and the East Riding in the Humberside Schools' Cross Country Championships.

We have celebrated some amazing successes with Year 11 pupils as they received their Mock results, with so many making fantastic progress. Pupils are now gearing up for their final Mocks in late February – these will focus on English, Maths and Science.

The dedication many pupils are putting into their preparation for the summer's examinations is certainly impressive, with incredible amounts of revision at lunchtime and high levels of attendance at after school Period 6 sessions. Many pupils continue to engage with our online revision platform

GCSEPod, with a total 9,000 Pods watched equating to roughly 800 hours of revision. The pupils who have been accessing this platform, which has a strong evidence base for raising achievement, have been rewarded with a fortnightly prize. They have also as a group made nearly half a grade more progress per subject than those who did not use GCSEPod as extensively.

GCSEPod prize winners

Year 11 – Karla Burke, Layla Robinson, Edward Smedley, Georgia Sutcliffe and Emilia Czerwony

Year 10 – Max Berry and Samantha Meir

Congratulations to those pupils in Mrs Scott's class who have been using SENECA. Having proved popular, this is now being rolled out to all Year 11 pupils and information from Mrs Scott can be found on ClassCharts.

Before the half-term holiday pupils will be completing a booklet in each of their subjects. This will contain their individualised targets created from their mocks. It will also contain what and how they need to be revising over half term. This will be a valuable tool as it will allow the pupils to fill the gaps in their knowledge and understanding.





Top ClassCharts Rewards

Congratulations to Alissia and the following Year 10 pupils who earned the most rewards in their year group last week:

Alissia d'Andilly	75
Lewis Allenby	68
Seth Harley	64
Amelia Newsam	64
Lydia Curley	62
Imogen Capes	61
Max Berry	61
Rossi Moulson	61
Oliver Smithies	61
Heidi Jackson	61

Congratulations to Sam Drew who topped the ClassChart points this week in Year 11.

Sam Drew	53
Adam Hancock	52
Katy Brown	51
Tyler Parsons	50
Angus Beaton	50
Kate Harling	50
Edward Brown	46
Edward Smedley	46
George Hutchinson	45
Mia Wright	45

This week's Year 11 winner was Charlotte Hardy – congratulations Charlotte!

In Year 11's assembly this week 11ACR were asked to celebrate the achievements of members of their tutor group. Pupils did a fantastic job, with members of the tutor group taking turns to speak about something another pupil has done that they are rightly proud of. They spoke exceptionally well, demonstrated a sense of fun and gave some excellent examples, including Poppy winning the Drama category in 'Longcroft's Got Talent', Edward earning a top grade in Drama and Mason completing his application to HETA.

This week pupils were able to take part in the Intermediate UK Mathematics Trust Challenge and also visit GCSE Science Live! in Sheffield – more on these opportunities next week!

Mr Henderson
Head of Upper School

Every Monday, a pupil who attended every single day in the previous week is chosen at random to receive a £5 Amazon voucher.





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 Amy Webster.

Amy said, "I was shocked when Mr Thomson read my name out. I've worked hard this year and got more rewards on ClassCharts."

Mr Thomson said, "Amy has made massive progress in Year 11 and is focussed on her learning as she reaches her final exams. She has taken part in extra curricular sporting activities and is striving to improve in her subjects. Focussed in lessons, Amy's last PU showed a real effort being made in a range of subjects such as Geography and Science. She deserves this recognition and I wish her well for the rest of this year and beyond."

Mrs Ellis said, "Amy is a keen netball player. She has improved in so many ways and has worked really hard. I am so proud of her. She deserves to be Star of the Week - I think she was shocked at being chosen but she so deserves it."

Congratulations Amy!





SIXTH FORM



Mr Chapman writes:

UCAS applications all done!

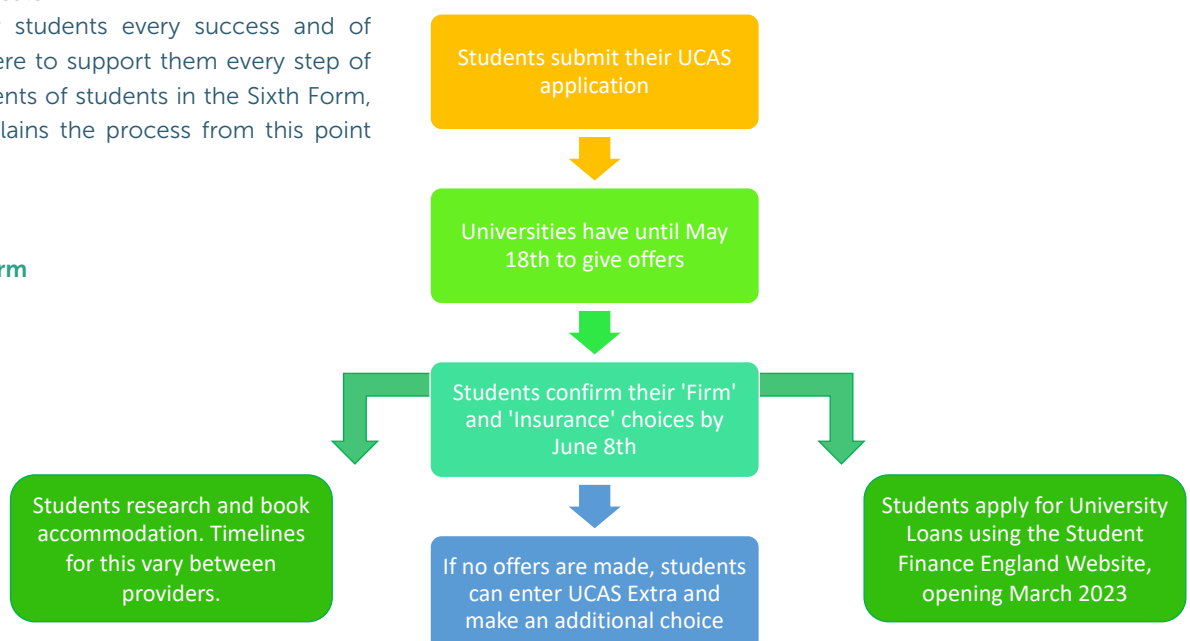
We are very proud of our Year 13 students who this week completed their applications to university for September. Applications are made through the Universities and Colleges Admissions Service (UCAS) and the students have all had to invest a huge amount of time preparing for this. Their teachers have all also written references for each student.

Their applications were extremely impressive and it was a privilege to offer my support and guidance. Our students can certainly look forward to exciting futures, following applications to a range of courses at universities throughout the country.

Examples of courses students have applied for include Forensic Science at Northumbria, Biomedical Engineering at York, Psychology at universities including Birmingham and York St John, Business and Marketing at Newcastle and History and Politics at Manchester.

We wish all our students every success and of course will be here to support them every step of the way. For parents of students in the Sixth Form, this diagram explains the process from this point onwards.

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**





SAFEGUARDING



Mr Rogers writes:

Toxic Masculinity

In light of recent high profile cases including the social media personality Andrew Tate and his arrest, the topic of toxic masculinity has been brought to the fore. This week pupils have received an assembly exploring the concept of toxic masculinity and the potential risks it brings to self and others.

In this article we provide some information for parents to consider.

Starting from birth, **children are inundated with gender stereotypes**—pink bows and baby dolls for girls, trucks and toy guns for boys. These things may seem innocent enough, but after years of constant reinforcement by media, family, **the language we use**, and society in general, these stereotypes can start to manifest in children in harmful ways.

As they grow up surrounded by these expectations around their gender, children will gradually come to understand that there are certain clothes, toys, activities, and behaviours that are only for girls, or only for boys. These rigid stereotypes will eventually become part of their worldview which can lead to internalised feelings of inadequacy or resentment—or even cause them to treat others in hurtful ways when they don't fit into their expected gender roles.

How does toxic masculinity fit into this?

The set of stereotyped expectations around men and boys is often referred to as "toxic masculinity." Toxic masculinity puts pressure on boys to be tough and emotionless. These societal ideas of what it means to "be a man" can be extremely harmful, not only to boys, but to families and society in general.

Toxic masculinity is one of the root causes of many forms of sexism, violence, and untreated mental health issues in men and boys. Boys are discouraged from seeking help or showing any sensitivity for fear that they might be perceived as weak. Instead of looking for someone to talk to when they're feeling upset, boys exposed to toxic masculinity may lash out in anger or violence instead.

Many social issues such as misogyny, sexual discrimination and sexual violence are associated with this misunderstanding and augmented misrepresentation of masculinity.



Putting a stop to toxic masculinity starts at home.

These five steps are a good starting point for families who want to challenge gender roles in their own households. Take note of which of these things you're already doing as a family, and which ones you could start incorporating into your lives.

- » **Gain a solid understanding.** One of the biggest reasons for the persistence of toxic masculinity is the lack of awareness many people have about it. The fact is, there is no biological reason for boys to prefer certain toys or types of clothing. They learn these stereotypes from adults, so it's really important to be cognizant of the messages we're sending them when they want to do something that doesn't fit into stereotypical gender roles.
- » **Self-reflect.** Ideas about gender roles don't occur naturally—they are passed down from generation to generation. When you notice yourself feeling resistance to something your child is interested in, stop and reflect on where that feeling might be coming from. Is it arising because you think it doesn't match with your expectations? If so, it may be coming from a place of toxic masculinity.

Remember, these stereotypes can be reinforced by anyone, not just people who identify as men—for example, one **study** showed mothers have a stronger bias against boys crying than dads do. So, next time your son asks if he can paint his nails or play with a doll, be mindful of your reaction and make sure to be supportive so as not to convey negative feelings about these behaviours. Stop and reflect by asking yourself:

- » What's the emotion behind my discomfort? (Might be shame, embarrassment, fear, etc.)
- » Where does that feeling come from?
- » Why do I have this idea about what gender roles "should" be?
- » What's the worst thing that could happen if I let my child do this thing?
- » What positive outcomes could there be if I support my child instead of discouraging this thing?

- » **Talk about feelings.** One of the most harmful aspects of toxic masculinity is the way it discourages men and boys from expressing their emotions. Rather than learning healthy coping mechanisms, boys are often taught to hide their more sensitive feelings like sadness or anxiety, causing those feelings to manifest in uncontrolled ways like angry outbursts or depression. Boys should be encouraged to embrace and express their feelings in a constructive way. Normalising self-expression is one of the most important ways parents can avoid fostering overly macho or toxically masculine behaviours in their boys.

- » **Teach them about consent.** Macho behaviour is often linked with dominance or being an "alpha male". These attitudes can create a sense of entitlement to other people's possessions, bodies, time, and attention. Learning to accept rejection and respect other people's wishes are key to keeping toxically macho attitudes at bay.

- » **Provide strong-but-soft role models.** Masculinity does not have to be toxic. Think of masculine role models who use their strength for good, and who are connected to their feelings and those of others. These could be people who identify as males in your real life, but there are lots of celebrity role models too. Terry Crews, Dwayne "The Rock" Johnson, and Chris Evans are all super-tough guys, but also practice emotional honesty and strong communication.

As we learn more as a society about the trouble with gender roles, we can start to unlearn the deeply ingrained notions we have about what it means to be a boy or a girl. Gender is a spectrum, and not everyone falls exactly into one category or another, so it's important to let each child be exactly who they are and support them unconditionally.

The more we can show children that strength does not have to go hand in hand with machismo and dominance, the more comfortable they will be in their own skin, and the more respectful they'll be of others.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING AND LEARNING



Mr Taylor writes:

This week I thought I would share some information with you on creating Mind Maps to aid the revision process, giving you another strategy to use when encouraging your child to revise beyond the classroom.

Mind Maps

Make mind maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain—creative and logical.

How to mind map:

1. Start with the theme in the middle of the page.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written along the branches.
6. Printing your key words makes them more memorable.
7. Use highlighters and coloured markers to colour code branches.

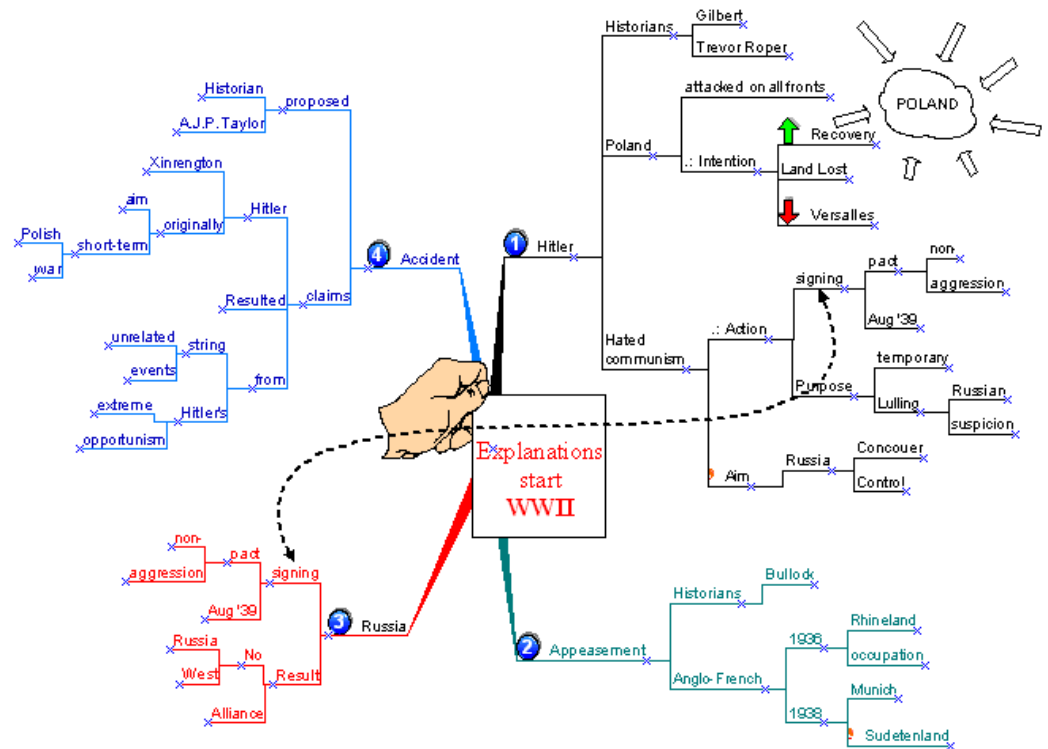


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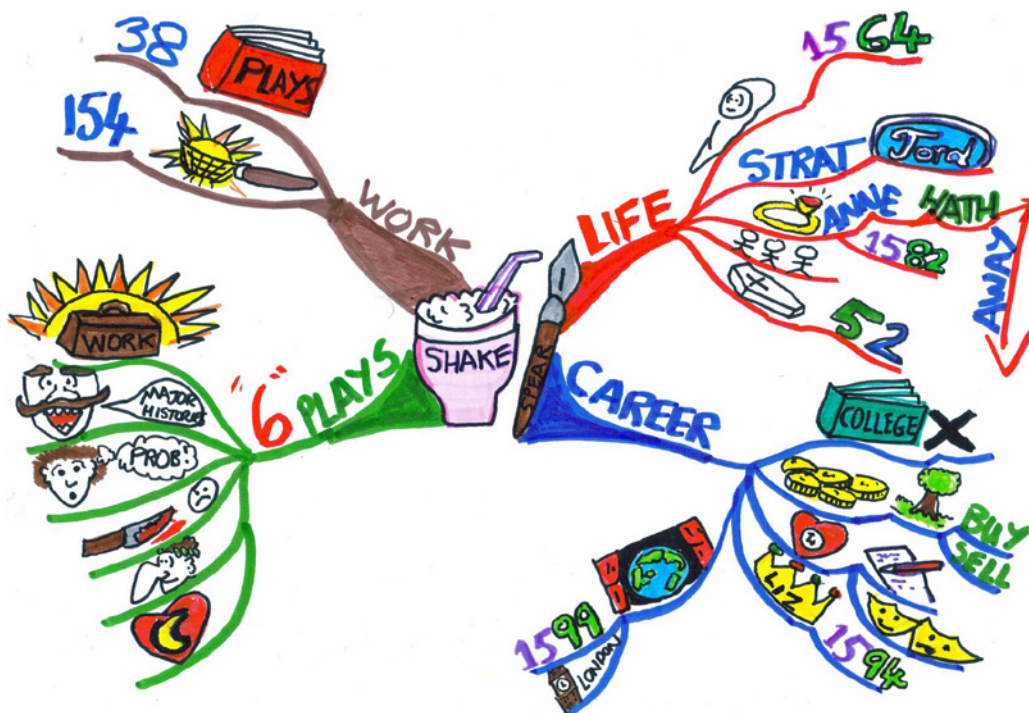
8. Make things stand out on the page so they stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub-branches)
9. Brainstorm ideas. Be creative.
10. Design images you can relate to which will help you remember key information.

Mind maps can be mostly text...



Or they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's life.....

Mr Taylor
Head of Teaching
and Practitioner
Development





Memory Lane

This week we take a trip back to November 1979 and feature English teacher Mr Gardham's tutor group 1BS.



Back row:

Mark Watts; Michael Crouch; Steven Willey;
Jason Bugg; Simon Coates; Darren Long.

Middle row:

Julie Sissons; Andrew Meek; David
Southwick; Steven Drax; Andrew Wilson;
Tina Tasker.

Front row:

Clare Tomlinson; Kerry Gray; Louise
Sygrove; Mr Gardham; Tracy Major;
Deborah Railton; Anne Wood.

Absent:

Peter Leeming and Tracie Crawford.



Children's Mental Health Week

6th - 12th February

Charity Place2Be's annual Children's Mental Health Week takes place next week. The theme this year is 'Let's Connect'.

We are looking forward to a variety of activities. Pupils will consider the theme in their tutor groups and we are delighted that Clare Greaves from Mental Health Mates will once again visit Longcroft on Tuesday to lead her annual lunchtime walk. Our writer-in-residence, Vicky Foster, will lead an additional writing workshop on Monday.



A PLACE TO
WALK AND TALK
WITHOUT FEAR
OF JUDGEMENT

Longcroft School & MHM Beverley
Tuesday 7th February 12:45pm
Once again, we will walk together
to raise awareness for
Children's Mental Health Week

PROUD TO BE
SUPPORTING





LONGCROFT
—SCHOOL AND SIXTH FORM COLLEGE—

Place2Be's

**CHILDREN'S
MENTAL HEALTH
WEEK**

**6-12
FEBRUARY
2023**

**LET'S
CONNECT**

**WE'RE TAKING PART IN
CHILDREN'S MENTAL
HEALTH WEEK**

childrensmentalhealthweek.org.uk

#ChildrensMentalHealthWeek



LIBRARY NEWS



Ms Carvill writes:

6 Word Story National Finals

A huge well done to Blake Noble in 11EFO. Blake got a special mention for their fabulous 6 Word Story, *'Dad's home. Quick, call the police!'*, which has been published on the First Story website. Blake will shortly receive a certificate from London. Congratulations!

Longcroft was also praised by the First Story team for having the highest in-house submission rate among every single First Story School across the country.

'This is a great testament to your support for the First Story programme in school. Thanks for being such great champions for these opportunities and promoting this opportunity to so many students.'

—Ali Johnson, Programme 7 Partnership Manager (Yorkshire).

We look forward to lots of entries for the 100 Word Story Competition and continued success. The deadline is Friday 3rd March. For further information or tips please visit the library or speak to your English teacher.



Calling All Historians – The First Harry Gration History Prize

The Yorkshire Society has relaunched its History Prize Competition after a three year break due to the covid pandemic.

The History Prize was previously aimed at academics but is now open to anyone. There are two categories – one for under 18s and one for 18 and over.

Longcroft pupils and students are invited to submit an essay of 1,000 words based on original research that contributes to the record of Yorkshire's past. This might relate to family history or perhaps a building or area you are interested in, or a local tradition. The choice is yours. Essays focused on original research on under-appreciated topics are particularly welcome.

Shortlisted entries will be judged by a panel of experts, and winners will be invited to a prestigious presentation ceremony at the Yorkshire Heritage Summit. Winners will see their work published, receive a certificate, and get a cash prize of £250.

The first Harry Gration History Prize competition is now open and the deadline for entries is 1st March 2023. Full Terms & Conditions and details on how to enter can be found at: <https://theyorkshiresociety.org/history-prize/>

“A people without knowledge of their past history, origin, and culture is like a tree without roots.”

—Marcus Garvey



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

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Years 8 and 9

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Year 10

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Year 11

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