



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Terrific Textiles!

Miss Wigglesworth's Year 10 Textiles group are halfway through manufacturing their Charles Rennie Mackintosh inspired footstools.

Pupils have demonstrated a range of skills and tremendous creativity to make the wooden box and also design and create a range of beautiful designs for their fabric.

Ruby said, *"We've been measuring and cutting out the fabric and while we are all using the same fabric we've chosen our own designs. I've enjoyed doing it. I've learned how to measure out sizes and how to work safely."*

Gracie added, *"I'm doing some purple and some pink flowers. I like those colours and I'll enjoy it more if I pick the colours I like."*

Miss Wigglesworth said, *"Pupils have learned how to create a wooden box using finger joints, finished their boxes using various wood stains and even created their own feet. We are now preparing printing blocks and screen-printing stencils; some students have chosen to freehand paint their own Mackintosh-inspired prints."*

Miss Wigglesworth was full of praise for the pupils' fantastic effort!





LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

JOIN US

Our Sixth Form is firmly rooted in its community, and has a strong community identity shaped by the students who study here. Encompassing beautiful countryside and coastline, with its historic buildings, nature reserves and Beverley Westwood, the East Riding of Yorkshire is a fantastic place to live and to study. Our Sixth Form is designed to serve this unique area, which we are incredibly proud to be a part of. As a Sixth Form, our warm friendly community provides a welcoming environment where each student is known and cared for as an individual, where our values are lived into being through the care and teaching we provide as a Sixth Form.

Charitable Fundraising

Sixth Form students are passionate about contributing to their community through charitable fundraising activities. Sixth Formers lead the school in our annual Charity Week, organising whole-school fundraising events and raising huge amounts of money for their chosen charities. In addition, students participate in charitable fundraising throughout the school year, and Sixth Form students also work directly with local charities through volunteering and community projects. These opportunities make Longcroft a fantastic, fun and rewarding place to study, enabling our students to give something back to their local community while achieving excellent qualifications.



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A place to
**ENJOY
LEARNING**

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

APPLY HERE

Sixth Form Prospectus - Click Here



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English Language involves studying the use, varieties and development of language as well as improving your own writing skills. It often takes the form of studying extracts of texts, rather than extended pieces, and places equal emphasis on spoken, written, literary, non-fiction and media texts. It will give you the opportunity to explore how language functions in different social contexts and to become more skilful and sophisticated in your writing in different genres.

Language Paper 1 covers the individual and society. This unit will introduce you to methods of language analysis to explore concepts of audience, purpose, mode and representation. You will then have the opportunity to apply these methods to a variety of texts. You will also study children's language development, exploring how children learn language and how they are able to understand and express themselves through language. Assessment is by examination, in which you will analyse and compare texts, and write a discursive essay on children's language development.

English Language

Language Paper 2 concentrates on diversity and change. The focus of this unit is the exploration of language in its wider social, geographical and temporal contexts. You will explore the processes of language change, as well as studying and debating social attitudes to language diversity and change. Your exploration will include finding out why language varies and changes, how identity is constructed and how audiences are addressed and positioned. Research skills and effective use of data will be developed, too. Assessment is by examination, which will involve the analysis of how texts are used to present ideas, and an evaluative essay on either language change or diversity. The final unit is assessed through coursework. You will have the opportunity to carry out your own language investigation and produce a piece of linked original writing.

Many English Language students go on to study English at degree level at a range of universities. The subject is useful for those wanting to go into many professions, including journalism, law and teaching, and many consider positions in broadcasting.



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If you enjoy really getting your teeth into whole texts, arguing over the issues and themes, debating the characters, admiring the writers' use of language and developing your own personal interpretations, then A Level English Literature should be just what you're looking for. Obviously, it involves a lot of reading, but there's much more scope to develop your own tastes and talents at A Level than at GCSE. It combines logical analysis with plenty of emotional involvement and can be a valuable asset for many kinds of degree course or career.

In Year 12, "Love Through the Ages" is the overarching theme, which includes Shakespeare's magnificent "Othello", F. Scott Fitzgerald's compelling love story "The Great Gatsby" and the AQA Anthology of Pre-1900 Love Poetry. In addition to these iconic texts, we will also enable our students to evaluate and undertake detailed analysis of Unseen Love Poetry, which is an excellent challenge, especially if considering the study of Literature at University.

Following internally set Year 12 examinations in the summer, students will commence the fantastic Year

English Literature

13 course, "World War 1 and its Aftermath". Texts will include the incomparable "Regeneration" by Pat Barker, the heart-breaking drama "My Boy Jack" by David Haig and the heritage collection of War Poetry in "The Oxford Book of War Poetry", edited by John Stallworthy. We will also prepare our students to analyse Unseen Prose texts, written about or during World War 1.

The course also includes one NEA, a coursework essay comparing two texts of your own choice, one of which must have been written pre-1900. This offers the chance for exciting independent study and one-to-one mentoring sessions, in which students bring to the discussions their own critical perspectives, plus the results of their independent research. These are necessary skills to undertake an Undergraduate course and University. We will prepare our students thoroughly for the next steps in their academic journey.

Every year, several of our English Literature students go on to study English at degree level at a range of universities. Others follow Literature-related courses such as American Studies, Cultural Studies or Communication Studies. The subject is useful for those wanting to go into many professions, including law, teaching and journalism.



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



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Achieve your
**FULL
POTENTIAL**



Head of School's Welcome



Hello everyone. As we are now moving well into the month of May, it has been so refreshing to have enjoyed some better weather of late and to see the cherry blossom in full bloom around the school

site. With this week also marking Mental Health Awareness Week, it seems fitting that the week's theme for this year has been Nature and that its aim has been to inspire more people to connect with nature in new ways, noticing the impact that this connection can have for their mental health.

During lockdown many people have found that walking or spending time noticing nature has been of a real benefit to their well-being. At Longcroft, we are very fortunate to have a wonderfully green and natural school site. In addition to the vast playing fields we have on site (enough space for 19 football pitches, I am told!) and our fantastic position on the outskirts of town overlooking the racecourse, the Westwood and the black mill, this must be one of the loveliest school sites I have ever seen. The work of the site staff in keeping it looking so green and well maintained is greatly appreciated by all.

Inside school, meanwhile, this continues to be a very busy time. Year 9 are currently completing the last months of their Key Stage 3 studies and are in the Options process, whereby they will select their specialist courses to supplement the core subjects for their GCSE years. Years 10 and 12 are in the process of preparing for mock examination weeks later this term. Both years now have programmes of revision to support them in preparing effectively to demonstrate their skills and knowledge fully in these summer exams. For Years 11 and 13, the final assessment period is well underway, and pupils and staff are working together to take each opportunity to secure evidence of their attainment ready for standardising and exam body scrutiny. We wish all our pupils and Sixth Form students well over the coming weeks.

Face Coverings

Parents and carers will be aware that face coverings were made compulsory in corridors and communal areas by East Riding for all but children who are exempt from wearing them – and that the government's position was that mask use in classrooms was strongly recommended.

You will also be aware of the government's announcement this week regarding mask use in school. I would like to confirm that **children will not be sanctioned if they do not wear a face covering in lessons** – and we will not ask children to wear one – **however, if children do wish to wear one, we will support them in doing so.**

Nevertheless, East Riding's position, based on local public health advice, is that **face coverings are still recommended for pupils in corridors and communal areas.** Face coverings will also still be available if children forget or lose theirs during the day. We have other control measures in place within school – such as one way systems and staggered starts to lessons and breaks – that remain important in keeping our community safe. The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern

Ms I Grant
Head of School





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 effective in using our time and energies to the best effect.

How to work with someone who can support you.

As technology has advanced we have seen a dramatic change in how our children socialise and also work together. For most adults, the pandemic has transformed how we meet to discuss work, with many moving to online meetings for collaboration. For most of our children, technology depending, this is not new – as they grow older, children often use social media and video calls to speak to each other, especially when revising. It can, therefore, with safeguards managed by us as parents, help extend collaborative working beyond the end of the school day and by default, allow your child to 'buddy' up with another so they can support each other.

As with any technology we do need to be careful. Social media platforms, I believe, are not appropriate for children in Lower School, but other options are available and if we seek to carefully supervise those opportunities for younger children, then they can provide huge benefits. Standard video calling is one option – not through an app, or social media site, but using the functionality of a phone, can establish the 'study buddy' routine. Parents agreeing that their children – calling each other while parents cook tea and the child completes work at the kitchen table supervised, can help establish good habits through 'peer learning', that allow pupils to talk through the work from the lesson and complete homework collaboratively.

The term 'peer learning', however, remains abstract. The sense in which we use it here suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988).

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Pupils learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organising and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. For younger children the need for the parent to provide purpose is important, if children are to remain focused on the goal. It does, though, with families working together, provide a unique opportunity for your child. As children grow older, these learning habits will become more established and although the individual 'buddy' may change, the benefits of working together will grow.

Parents can also collaborate on the areas of study. As mentioned in previous articles - simply asking your child to review previous topics together - as they will, like us all, forget key concepts as time passes if they don't practise. As part of this process, for those in examination years, colleagues have created schedules showing the topics to be covered, to help to provide a framework and, in September, we will be doing the same for all years, so you can see the curriculum being taught and help your child study, alone or with a buddy.

Do have a good weekend.

Mr J Britton

Executive Headteacher



GREAT HEART, THOUGHT AND VISION

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

39,924

THOUGHT

242,465

VISION

150,349

GRAND

TOTAL:

432,738



Careers Update

1. *Medicine Experience Week*

Between 7-10th June, Hull York Medical School are running a virtual Medicine Experience Week. The week will include a Q&A session with a variety of doctors, academic sessions, and the opportunity to speak to current medical pupils and staff.

The Medicine Experience Week is intended for pupils in Year 9 upwards who are interested in a career in medicine.

Interested parties should register on the Hull York Medical School website. The session will be run via Zoom and joining links will be sent prior to the event

2. *National Citizen Service (NCS)*

Recruitment for the summer 2021 has begun. NCS is a summer programme that gives pupils and students an opportunity to take part in a once in a life time project. Pupils and students aged 16-17 can take part in the 2- or 3-week project. For the project they will participate in a community project for a cause close to their heart. Whilst on the project, pupils and students will meet new people, take on new challenges and create life long memories. This maximum cost for this whole experience is £50.

Please go to www.wearencs.com for further information and registration.

3. *Local Market Information*

Local Market Information or LMI refers to data about the local jobs situation. LMI data typically includes:

- Where jobs are located
- The current size of industrial sectors and anticipated changes in the near future
- Where there are shortages/ oversupply of workers
- The skills local employers are looking for
- Entry routes into jobs and career sectors.

This information can be very useful to pupils and students as they are deciding which careers they might want to pursue as well as what opportunities there are within those careers in the local area. Therefore, pupils and students may find it useful to visit <https://lmihumber.co.uk/lmi/> to research the availability of careers in their chosen field or to look at things like entry requirements as pupils and students in Years 11 and 13 consider their next steps.



LOWER SCHOOL



Mr Worthington writes:

Parent Consultation Evenings are always a great time for our pupils to take stock of our aims, habits and routines and to try to improve them where possible. It is really pleasing that we have started our Lower School PCEs this month, interacting with our young people's families and helping them to strive and make marked progress.

At Longcroft School and Sixth Form College, we encourage our pupils to regularly review their own academic performance and organisation, and to identify where and how they can make improvements. Care and Achievement Coordinators, Curriculum Leaders and subject teachers can assist by suggesting good approaches, habits and routines to ensure pupils maintain the improvements over weeks and months.

Parents too play a vital role in helping pupils to develop and maintain excellent habits and routines. The pupils who make the most progress are invariably those that regularly discuss their lessons and learning with parents each evening. They are also explaining and showing their homework to their parents, which helps them develop and consolidate their understanding. Successful pupils have somewhere at home where they can complete their homework with plenty of space for books and equipment, and free from distractions.

The most organised pupils ask their parents to help them pack their bags each evening, using the Pupil Planner to decide which books, homework and equipment will be needed for the following day.

Successful, embedded routines are essential for pupils to develop the skills and confidence to thrive and make the most of their potential. Thank you for continuing to work with us to ensure your child develops these essential skills over the coming months.

Mr Worthington
Head of Lower School

UPPER
SCHOOL**Mr Colepio writes:****Year 11 Final Assessment Activities**

A big well done firstly to all our Year 11 pupils as they negotiate the first two weeks of their assessments. They have shown themselves to be resilient and determined at this challenging time. Feedback from pupils has been positive thus far and reflects not only their hard work but the preparation by staff and parents to best prepare them for these assessments. Keep going, by the time you read this there will be one week left of assessments before staff mark and standardise all the Centre Assessed Grades.

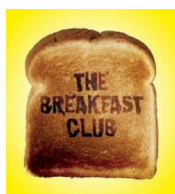
Parents – how can I support my child? Year 11 and Year 10 Mocks

There is much research into the how pupils study best. Pupils will often play music, have their phones at hand and eat sporadically. The following advice is all evidence based. Eating well and avoiding distractions are essential to good revision. Last week we highlighted the pitfalls of thinking you are revising when you are not. Along the same lines, 30 minutes intense revision without distractions is worth hours with distractions such as music, mobile phones and TV.

There is no one way to revise and get the best out of your son and daughter. It's about what works for them and again, I cannot stress the importance of routines and planning.

Please see some tips below (research based) that may help parents in their discussions with their son or daughter – I have been there so am aware of these overly familiar conversations!

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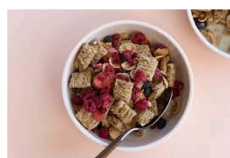
**Eat a good breakfast and avoid energy drinks**

Students were tested having a different breakfast every day and computerised tests were conducted 30, 90, 150 and 210 minutes later.

Those who had no breakfast or glucose drinks showed a decline in attention and memory

The study provides clear evidence that a typical cereal breakfast rich in complex carbohydrates helps maintain mental performance

Wesnes (research)





Put your phone away

“The mere presence of a mobile phone may be distracting” (Thornton - research).

Results of 2 studies provide strong evidence that even having the phone within reach distracts and diminishes attention, especially where greater attention is demanded eg revision



Avoid listening to music and other distractions

Music harms revision due to a “conflict in processing” between the music and the work being done.

It makes no difference if the music is liked or not- you cannot read and listen. Music with lyrics are significantly worse than non- lyrical music and no music.

(Perham and Currie - research source)



Year 10 Mock Revision Booklet

By the time you read this we hope to have published our revision booklet for Year 10. In the meantime, please see the exemplar below (Science) following on from last week's Geography model.

As you will see, there are top tips about what actually constitutes good revision practice and suggested strategies for the most effective techniques.

Mr Colepio
Head of Upper School



Science

Mock - What will the mock consist of?

Paper 1 Content

Triple = Biology Paper 1 (2h), Chemistry Paper 1 (2h), Physics Paper 1 (2h).

Combined = Biology Paper 1 (1h 30m), Chemistry Paper 1 (1h 30m), Physics Paper 1 (1h 30m).

What do I need to revise?

Biology

1. Cells,
2. Organisation,
3. Infection and Response,
4. Bioenergetics

Physics

1. Energy,
2. Electricity,
3. Particles,
4. Atomic Structure

Chemistry

1. Atomic Structure (Chem)
2. Bonding and Structure,
3. Quantitative Chemistry,
4. Reactions,
5. Energy Changes



SCIENCE

Date w/c	Homework Topic	Activity and suggested strategy	Revision guide pages / My Learning / other specified resource	Additional revision (optional) GCSE Pod	Parent / Carer Signature
<i>You will need to show evidence of revision to your teacher in the first 5 minutes of the lesson</i>					
May 3rd	Biology 1 and 2	Effort D - No Revision Done Effort C - Mind Maps, Flash Cards etc Effort B - Multiple Choice Qs (e.g. Bitesize) Effort A - Past Paper Qs, red and purple pen done (e.g. PhysicsAndMathsTutor)	GCSE Bitesize PhysicsAndMathsTutor.com	N/A	
May 10th	Chemistry 1 and 2	Effort D - No Revision Done Effort C - Mind Maps, Flash Cards etc Effort B - Multiple Choice Qs (e.g. Bitesize) Effort A - Past Paper Qs, red and purple pen done (e.g. PhysicsAndMathsTutor)	GCSE Bitesize PhysicsAndMathsTutor.com	N/A	
May 17th	Physics 1 and 2	Effort D - No Revision Done Effort C - Mind Maps, Flash Cards etc Effort B - Multiple Choice Qs (e.g. Bitesize) Effort A - Past Paper Qs, red and purple pen done (e.g. PhysicsAndMathsTutor)	GCSE Bitesize PhysicsAndMathsTutor.com	N/A	
May 24th	Biology 3 and 4	Effort D - No Revision Done Effort C - Mind Maps, Flash Cards etc Effort B - Multiple Choice Qs (e.g. Bitesize) Effort A - Past Paper Qs, red and purple pen done (e.g. PhysicsAndMathsTutor)	GCSE Bitesize PhysicsAndMathsTutor.com	N/A	
May 31st	Chemistry 3 and 4	Effort D - No Revision Done Effort C - Mind Maps, Flash Cards etc Effort B - Multiple Choice Qs (e.g. Bitesize) Effort A - Past Paper Qs, red and purple pen done (e.g. PhysicsAndMathsTutor)	GCSE Bitesize PhysicsAndMathsTutor.com	N/A	
June 7th	Physics 3 and 4	Effort D - No Revision Done Effort C - Mind Maps, Flash Cards etc Effort B - Multiple Choice Qs (e.g. Bitesize) Effort A - Past Paper Qs, red and purple pen done (e.g. PhysicsAndMathsTutor)	GCSE Bitesize PhysicsAndMathsTutor.com	N/A	



SIXTH FORM



Mr Henderson writes:

It has been fantastic to see our Year 11's taking part in the first of the A Level taster sessions organised. Pupils have been looking at what is involved in Health & Social Care, Law and Sociology studies. Next week on Tuesday and Thursday during Period 5 are taster sessions on Psychology, Business and Government and Politics. There will be more of these taster sessions at the end of the half term so look out for more information.

We also now have the A Level Transition plan; this is where students are invited in for 3 lessons for each A Level subject over 3 weeks. Any student taking these courses next year in any Post-16 setting is invited. The transition lessons will involve taught material and a plan for preparation for the course. This will be invaluable for this cohort of students after missing so much lesson time in the last year. Can students or parents please contact a member of the Sixth Form Team to book a place on these sessions? The students will not be required to wear school uniform and will be welcomed into the Sixth Form areas.

With Year 13 working so hard for their final assessments and Year 12 students revising for their mocks, the Sixth Form Study area is a hive of learning. Each subject has written a plan for the mocks and many can be seen below. I asked Abi and Liam how they are finding the preparation for the Year 12 mocks:

"We think that the revision for our upcoming mocks is going very smoothly due to the revision plans and resources that our teachers are providing us with. We are finding the plans straight forward to follow to ensure that we can be fully equipped and organised, ready for the exams. Revision time in the Sixth Form area is a great atmosphere to be in, with staff around to help and support us whenever we need it and provide us with additional help if necessary."

Mr Henderson
Head of Sixth Form

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Sixth Form

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net



Year 12 Mock Examination Preparation: MATHS

Date w/c	Topic	Exam Practice Workbook suggested page number	Exam paper
April 26th	Solving trigonometric Equations Binomial Expansion Differentiation from first Principle Standard Deviation	Page 21-22 Page 16-17 Page 30 Page 39-40	Statistics June 18 Paper 2 CGP Practice exam Paper 1- Section A
May 3rd	Factor Theorem Transformation of graphs Equation of the tangent Sampling Methods Statistical Distributions	Page 11-12 Page 15-16 Page 29 Page 53 Page 50-51	CGP practice Exam Paper 2 – Section
May 10th	Differentiating the exponential function Area of a triangle proof Exponential graph, problem solving Probability with no replacement Significance	Page 26-27 Page 47-48 Page 55	Mechanics June 18 Paper 1
May 17th	Second derivative Solving trig equations with trig identities Binomial Suvat equations	Page 31 Page 23 Page 16-17 Page 57-60	Statistics June 19 Paper 2 Pure June 18
May 24th	Equation of a tangent to a circle Exponential growth Indices and logarithms Vector forces	Page 20 Page 26 Page 24-25 Page 61-62	Pure June 19 Paper 1 Mechanics June 19 Paper 1
May 31st	Integration Turning points Connected Objects/Pulleys	Page 33 -35 Page 63-64	Pure June 19 Paper 2 CGP Practice exam Paper 1 and 2 section B



SOCIOLOGY

This half term, 1 out of every 4 of the lessons will be dedicated to preparation for the mock examination, to include revision of key topics and exam technique.

Date w/c	Topic
Easter Holidays	Gender differences and ethnic differences in education <ul style="list-style-type: none"> Revision homework given ahead of assessment first week back after the Easter break Lesson after assessment devoted to feedback, in particular exam technique for 30 mark question
April 19th	Theories in education <ul style="list-style-type: none"> Quiz booklet given to students to complete and revise from ahead of quiz of selected questions from booklet to be given on 27.04 Lesson on practising how to answer 10 mark item question, including opportunity to complete 10 mark question
April 26th	Class differences in achievement <ul style="list-style-type: none"> Quiz booklet to complete and revise from ahead of test Lesson on practising how to answer 30 mark item question with homework to complete as part of their revision
May 3rd	Educational policies <ul style="list-style-type: none"> Quiz booklet to complete and revise from ahead of test Lesson on practising how to answer 30 mark item question with homework to complete as part of their revision
May 10th	Primary research methods <ul style="list-style-type: none"> Quiz booklet to complete and revise from ahead of test Lesson on practising how to answer 10 mark 'outline and explain' question with opportunity to complete the question
May 17th	Secondary Research Methods <ul style="list-style-type: none"> Quiz booklet to complete and revise from ahead of test Lesson on practising how to answer 20 mark item question with homework to complete as part of their revision
May 24th	Secondary Research Methods <ul style="list-style-type: none"> Quiz booklet to complete and revise from ahead of test - Lesson on practising how to answer 20 mark item question with homework to complete as part of their revision.
May 31st	Theories relating to Families and Households <ul style="list-style-type: none"> Quiz booklet to complete and revise from ahead of test Lesson on practising how to answer 20 mark item question with homework to complete as part of their revision

Students also directed to the following sites: Seneca and Tutor2U video clips/sessions.



ENGLISH LITERATURE

MAY	CME	SCL
Monday 10th Two lessons		"Othello" Act One. Key characters and themes with close language analysis on focused speeches. AO1/2 Plus, "Elsewhere in the play" Revise Act 3 and 5. Critics-How to make a debate.
Wednesday 12th	"Gatsby": Critical perspectives AO1/5. Analysis of a variety of critics. Learning how to make a debate.	
Friday 14th	Poetry Speed Dating! Revision of AQA Anthology poetry set on lockdown. Thematic linking of poems. Focus on Wyatt, Shakespeare and Donne. AO1/3/4	
Monday 17th Two lessons		Unseen Love Poetry: Practice poems. Revise terminology and evaluate exemplar AQA essays. Skills of independent poetry analysis to be refined. AO1/2/4
Wednesday 19th	AQA Anthology of Love Poetry continued: Marvell, Lovelace, Rochester, Blake. AO1/3/4/5	
Friday 21st	Continued: Burns, Byron and Rossetti.	
Monday 24th Two lessons		LAST LESSON: Unseen Love Poetry Continued: ALESIP/ Time periods/Figure of 8 essay structure, how to introduce and conclude. Mini Practice question in controlled conditions. AO1/2/4/5 <i>Bring any questions to class to be answered in discussion; everyone benefits!</i>
Wednesday 26th	Completion of AQA Anthology: Hardy, Keats and Dowson.	
Friday 28th	LAST LESSON: Exemplar essay analysis, AO revision, Critics, Terminology. <i>Bring any questions to class to be answered in discussion; everyone benefits!</i>	

Please speak to Mrs Clegg or Miss Meek with any specific, revision-related questions.

Your Mock Paper is Paper One: "Love Through the Ages".

- 3 hours duration.
- One hour per question.
- Section A: "Othello"
- Section B: Unseen Love Poetry
- Section C: "Gatsby" compared with the AQA Anthology of Love Poetry.
- 25 marks per question.
- 75 marks in total for Paper One.



INCLUSION



Mrs Reilly writes:

Having recently been appointed as Head of Inclusion at Longcroft, it is with great pride that I write to inform you of the progress we have made in recent months. Those of you whose children I have taught, in my thirteen years at Longcroft, will be well aware of my relentless efforts to improve the outcomes for our pupils and Sixth Form students. As a former student myself, Longcroft really does hold a very special place in my heart, therefore it is imperative to me that every pupil leaves education equipped with the skills they need to be successful in the near and distant future.

Each of our pupils that have been identified as having special educational needs now has an Additional Needs Plan (ANP) in place and staff are able to access this information readily, through ClassCharts. No matter what challenges your child faces, we are working incredibly hard to meet their needs through quality first teaching and co-ordinated additional interventions.

Furthermore, each ANP will be reviewed on a termly basis with pupil and parental views sought in order to ensure the targets set are personalised and tailored to the ongoing needs of each pupil with SEN. We're looking forward to increasing contact with parents accordingly in the weeks to come.

We are in the process of introducing new software and IT facilities that will enable assessment of additional needs to become more detailed and effective, thus providing us with

the information required to best support your child and enable their academic progress.

Over the coming weeks we will also be finalising plans for provision in the academic year to come. Our experienced teaching assistants will be offering evidence-based interventions in our suite of Inclusion rooms. We are also looking to offer breakfast, lunchtime and after school clubs to those pupils who will benefit from social and emotional or mental health support in addition to academic intervention.

I look forward to working closely with our SEN pupils in the months to come and please do contact us at sen@longcroft.eriding.net should you require any support or assistance for your child.

Mrs Reilly
Head of Inclusion



Mr Rogers writes:



During the week we have worked with our pupils to highlight Mental Health Awareness Week, hosted by the Mental Health Foundation. This year's theme is of Nature. Pupils were provided with resources to help focus on the aims of the week and learn some valuable skills that can help us to look after our own mental health.

There's a lot of good research to support the role nature can play in protecting and supporting our mental health. While we are close to Beverley's stunning Westwood and many other areas of natural beauty including nature reserves, for many of us 'being in nature' may not be as easy as it sounds. The good news is there are lots of simple ways to bring nature into your everyday.

Here are some top tips on how you can build your own connection with nature:

1. Find nature wherever you are

Nature is all around us. It might be a garden, a local park, a nearby beach or open countryside. Even in a town or city where nature can be harder to find, there are community gardens or courtyards to discover and explore. Look out for the unexpected – an urban fox, changes in the weather or birdsong. Try to notice nature wherever you are, in whatever way is meaningful for you.

2. Connect with nature using all of your senses.

Taking some quiet time to reflect in natural surroundings using all your senses can be a real boost to your mental health. Whether you're relaxing in the garden or on your way to school or work, try listening out for birdsong, look for bees and butterflies, or notice the movement of the clouds. All of these good things in nature can help you to find a sense of calm and joy.

CONT. OVER >



3. Get out into nature

If you can, try to spend time visiting natural places – green spaces like parks, gardens or forests or blue spaces like the beach, rivers and wetlands. This can help you reduce your risk of mental health problems, lift your mood and help you feel better about things. If it feels daunting try going with a friend or relative or pick somewhere familiar.

4. Bring nature to you

Sometimes it's hard to access natural places because of where you live, how busy you are, how safe you feel or your health. Why not try bringing nature into your home? Having plants in the house is a great way to have something natural to see, touch and smell – pots of herbs from the supermarket are a good start.



If you have a garden think about how you can make the most of it. Grow flowers, plants or vegetables, get a bird feeder and take in the sights and sounds around you.

If planting isn't your thing, you can also connect to nature through stories, art and sound recordings. Watching films or TV programmes about nature are also great way to connect with and reflect on nature.

5. Exercise in nature

If you're physically able to exercise, try to do it outside – whether it's a run, cycle or a short walk. Walking or running outdoors in nature may help to prevent or reduce feelings of anger, tiredness and sadness. Try leaving the headphones at home – unless you're listening to nature sounds of course! Or why not try new routes that bring you closer to green spaces or water?

6. Combine nature with creativity

Try combining creativity with your natural environment. This could involve taking part in creative activities outside, like dance, music, or art. All of these things can help reduce stress and improve your mood. You could also increase your sense of connection by taking photos, writing, drawing or painting pictures of the landscape, plants or animals. Noticing the beauty of nature and expressing this creatively can help you find meaning and an emotional connection to nature that will stay with you for a lifetime.

7. Protect nature

Taking care of something can be a really great way to feel good. What better thing to take care of than nature? Nature is truly amazing – do what you can to look after nature – in your actions and choices. This can be as simple as recycling, to walking instead of driving, or even joining community conservation or clean-up groups. Taking care of nature can help you feel that you're doing your part, and that can make you feel more positive all round.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



Mental Health
Foundation



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. In recent weeks pupils in Year 7 and 8 have taken STAR Assessments for the second time this academic year. These tests give us valuable insights into the progress of our pupils. The results are also informing our Accelerated Reader programme.

Q: What are STAR Assessments?

A: STAR Assessments are short tests that provide teachers with learning data. These tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).

Your child may take a STAR test for early literacy, math, reading, or other subjects of their teacher's choice.

Q: What do teachers do with STAR Assessments?

A: Teachers analyse the data they get from STAR Assessments to learn what pupils already know and what they are ready to learn next, to monitor pupil growth, and to determine which pupils may need additional help. STAR Assessments are heavily researched and scientifically proven to help teachers guide each pupil on his or her unique path to mastery.

We are using the results of the STAR Reader Tests to enrol our pupils onto the Accelerated Reader Programme. I have explained this programme to you in a previous issue. Hopefully you now have an understanding of what this entails but I thought it would be useful to outline some benefits. So why use it you may well ask? Some of the benefits to our pupils are listed below:



Goal setting

We can create personalized goals around comprehension, engaged reading time, and pupils' reading levels to keep them on the path to future success.

Choice and motivation

It helps to motivate pupils with tailored reading recommendations and endless choice. Accelerated Reader matches pupils with books and articles aligned to their unique interests and reading levels.

How does Accelerated Reader work?

1. Choose

Encourage pupils to find something to read! Accelerated Reader has quizzes on more than 200,000 books, ensuring pupils never run out of choices.

2. Read

This is the best part! Pupils get to read a book of their choosing. Pupils can read in class, at home, or out and about in the community.

3. Quiz

Once they finish a book, pupils take a short quiz on what they've read. Each quiz is written to ensure pupils have read the entire book.

Hopefully the programme will have the desired effect with the improvements we hope it will make in the reading skills of our pupils.

Have a good weekend

Mr Taylor

Head of Teaching and Practitioner Development

Memory Lane

This week we feature two of our First Year, now known as Year Seven, tutor groups from October 1980.

Mr Stephenson's tutor group, 1AY, is pictured:



Back Row:

Matthew Hall; Arthur Jessop; John Billany; Michael Proudlove and Leigh Hall.

Third Row:

Philip Leech; Deborah Bray; Stephen Dixon; Colin Weston; Thomas Barwick; Andrew Johnson;
Neil Brown; Clare Metcalf and Colin Anderson.

Second Row:

Paul Sutton; Jane Finch; Brian Sharkie; Claire Watson; Amanda Beal; Mark Roberts;
Victoria Cook and Richard Scaife.

Front Row:

Karen Hughes; Wendy Storey; Annette Craggs; Jeanette Hughes; Mr Stephenson;
Julie Higgins; Anna Railton; Carol Rodriguez and Glorya Cook.



Members of 1AN are pictured with their form tutor Mrs Watson:



Back Row:

Simon Shaw; Daniel Messingham; Andrew Porter; Lee Moran; Robert Worrell; Mark Frankish;
Stephen Draper; Simon Walker; Mark Exley; Tim Alsop and Paul Beckett.

Middle Row:

Marie-Louise Hodgson; Susan Jones; Sarah Sharp; Ian Foote; Sharon Nicholson; Alexandra Dewick;
Kate Andrew; Robert Brooke; Sharon Mullaney; Anna Jordan and Neil Townend.

Front Row

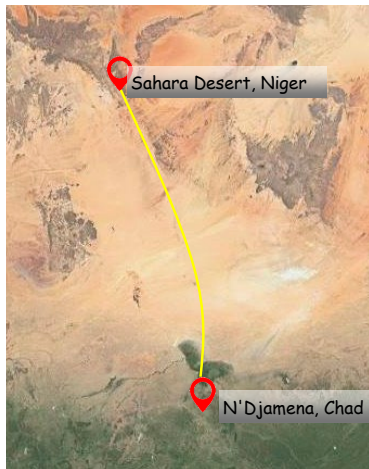
Ruby Saluja; Amanda Wood; Rebecca Steele; Sarah Holliday; Mrs Watson; Caroline Ludlow;
Rhea Logan; Karen Lobley and Dawn Thackray.



Follow us on Twitter to
see more pictures from
Memory Lane
[@SchoolLongcroft](https://twitter.com/SchoolLongcroft)



Find us on Facebook
Longcroft School &
Sixth Form College



Longcroft Travels the World

N'Djamena, Chad

We are now moving into more hospitable climates as we have stopped in the next country on our way to Zambia - Chad!

As we move further south into Central Africa, the ecosystem here is changing. The hot, arid deserts are now becoming grasslands. This transition area is known as the Sahel.

The Sahel is semiarid region of western and north-central Africa extending from Senegal eastward to Sudan. It forms a transitional zone between the arid Sahara (desert) to the north and the belt of humid savannahs to the south. The Sahel stretches from the Atlantic Ocean eastward through northern Senegal, southern Mauritania, the great bend of the Niger River in Mali, Burkina Faso, southern Niger, north-eastern Nigeria, south-central Chad, and into Sudan. It is these lifeless landscapes that allow for a range of unique adaptations to develop in both animals and plants!

Historically the Sahel has been characterized by strong climatic variations and irregular rainfalls, which pose two of the biggest obstacles to food security and poverty reduction in the region. Things have gotten worse in recent decades, experts say. Between 1970 and 1993, the region recorded 20 years of severe drought. The frequency and severity of droughts and floods has increased over this period. With the threat of climate change, temperatures will be warmer by 3 to 5 degrees Celsius and extreme weather events will have become more common.

In order to slow the impact of climate change, the people of the Sahel have worked together to build The Giant Green Wall, an African-led movement with an epic ambition to grow an 8,000km long wall of trees across the entire width of Africa. Trees will help restore barren and dry land, making it easier for people to farm crops and feed their communities. Trees are the most important factor in our attempt to reduce the impact of climate change as they remove carbon dioxide from the atmosphere. It's so amazing to see so many countries work towards the same goal.

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

Reminder – Eco Poetry Competition

Do you care about the environment? Many pupils across the world are demanding greater action from governments to fight climate change. Can you put your concerns into words and write a poem on this theme? If so, now is the time to enter our Eco Poetry Competition. If you are in need of inspiration visit the Library and view our Environment Awareness book display.

The THEME: The Environment

DEADLINE TO ENTER: Please submit your entries by hand to Ms Carvill (Librarian) or email her on sonia.carvill@longcroft.eriding.net or give your teacher your entry by **Wednesday 19th May 2021**.

WHAT WE'RE LOOKING FOR: A poem in any form, but no more than 40 lines in length. Poems do not have to rhyme.

COMPETITION PROCESS: School level: pupils submit their poem and our Writer-in-Residence, Lee Harrison, will select winners from each year. The best pieces will be put forward for national judging.

NATIONAL LEVEL: First Story will shortlist from these entries and pick an overall winner.

THE PRIZES: In-house school winners will receive books and eco-friendly treats. The national winners will receive a sustainability goodie bag.



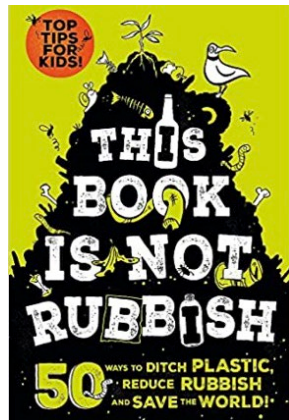
Fabulous books to read about saving the planet



100 Things To Know About Saving The Planet

How could plastic-eating bacteria help reduce waste? Can a river be given human rights? Could we generate all the power we need from the sun and the wind? How do woolly sweaters help penguins in peril?

This fabulously illustrated book is packed pull of answers, and full of ways we can save our planet.



This Book Is Not Rubbish – 50 Ways to Ditch Plastic, Reduce Rubbish And Save The World

Covering issues like plastics, pollution, global warming and endangered animals, this book is full of top tips for kids and families. Discover how to ditch the plastic, reduce your rubbish and start making everyday steps that will make all the difference.

This inspiring and fun book reminds us it's time to take control of our future and help clear the world of all this rubbish!





Reading at Home – The Top Ten Tips for Struggling Readers

When you are naturally good at something, it is easier to progress; especially if everyone recognises your skill and encourages you. Most of us enjoy praise and encouragement; it spurs us on. Some people are brilliant artists or exceptional football players but not many people are wonderful at everything.

When something we need to learn is more of a struggle it can be a challenge, and we may feel deterred. This is certainly true of reading. Not everyone is a born reader. However, the ability to read is so important in life it is essential that we try our hardest to overcome any difficulties we face.

Here are a few tips to help you at home if your child struggles with reading:

1. **Avoid anxiety** (make sure your child is comfortable and relaxed before they read, avoid any pressure, re-assure them)
2. **Share reading** (take it in turns to read with them, a paragraph or a page each from a book, or words from a shopping list or recipe)
3. **Go Graphic** (use graphic novels or comics where there is less text and ask them to describe the images first)
4. **Build Confidence** (begin with a book they have already read, take things slowly, read in short bursts, small steps create big improvements, praise them)
5. **Help with difficult words** (give them time to work it out, if they are stuck sound out the word with them or say a word that rhymes and ask them to guess)
6. **Discuss as you read** (ask them about characters or the storyline to check their comprehension/their likes and dislikes, empower them)
7. **Use synonyms** (pick random words and ask them to think of a word that means the same, make it a game and expand their vocabulary at the same time)
8. **Read to your child** (be a good role model. Let them see you read a range of formats: a newspaper, magazine, letter, book, bill, work document etc.)
9. **Choose books that appeal** (Tap into their interests and hobbies, brochures, pamphlets and leaflets are a great start, ask them to look up someone on their phone they admire and read their biography, read non-fiction as well as fiction)
10. **Have fun** (keep things light and share a joke, act out characters, make reading a shared pleasure)



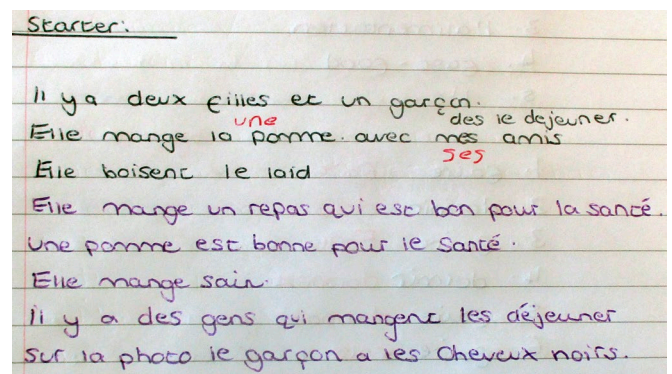
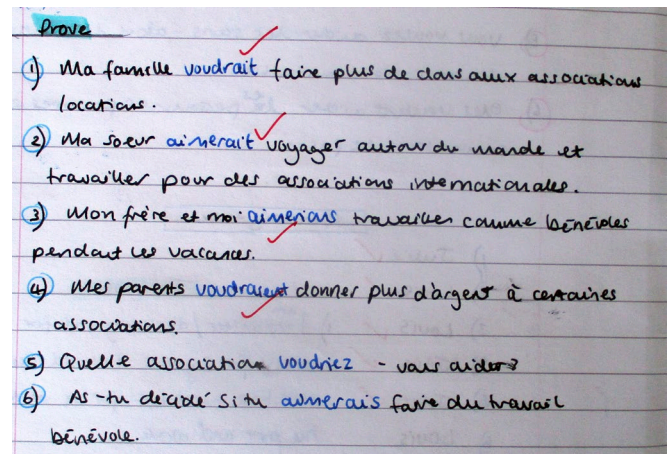
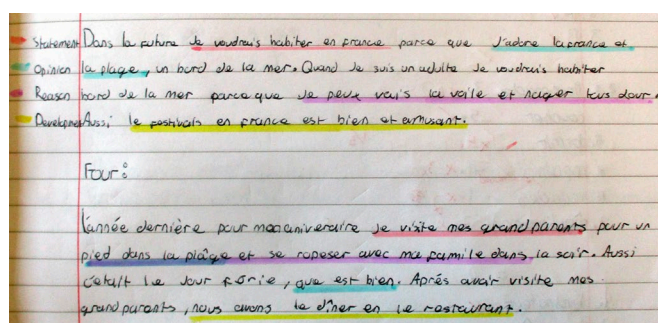
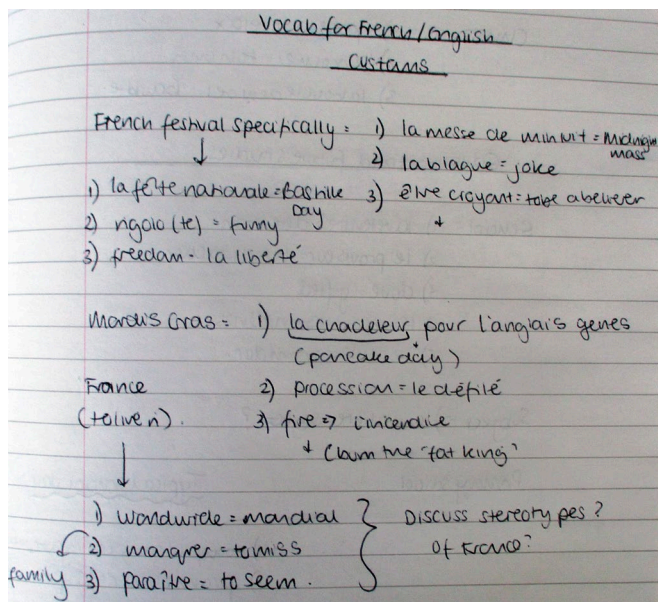
IN FOCUS FRENCH

Having featured the work and progress of pupils and Sixth Form students in Spanish, this week we focus on the other Modern Foreign Language offered at Longcroft – French.

The advantages of learning foreign languages are mushrooming as the world becomes increasingly globalised and bilingualism is now perhaps the most useful real world skill to ever exist. Foreign language study is all about learning how to truly communicate and connect with others—an incredibly important life skill that can only be cultivated by interacting with people.

It's no secret that learning a foreign language can improve your employment prospects. More companies than ever are doing business in several, often dozens, of countries around the world, but they can't do it without hiring people who have a grasp on at least one foreign language. Even in small, local companies, chances are that the ability to speak a second language will set someone apart from other applicants. With globalization in full swing, being able to communicate in other languages makes someone much more valuable to an employer.

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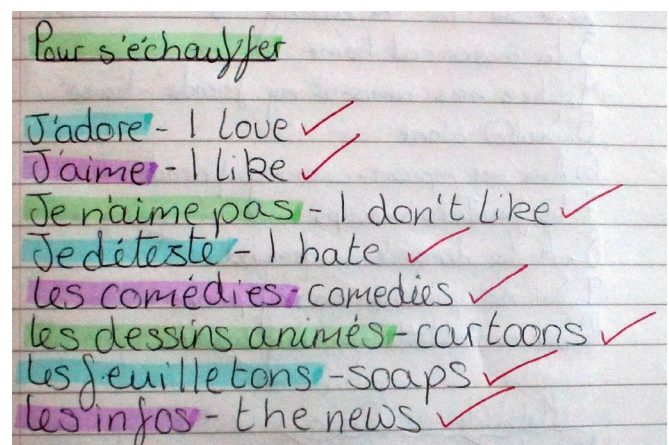
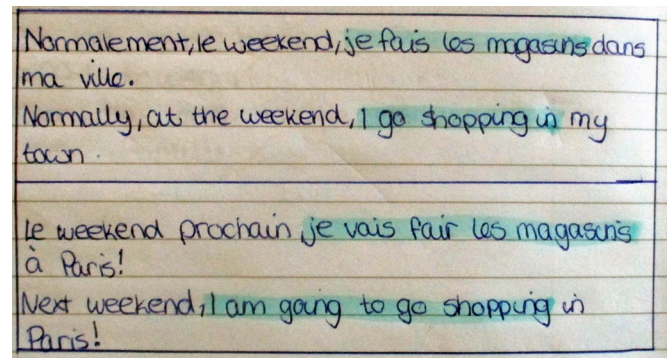
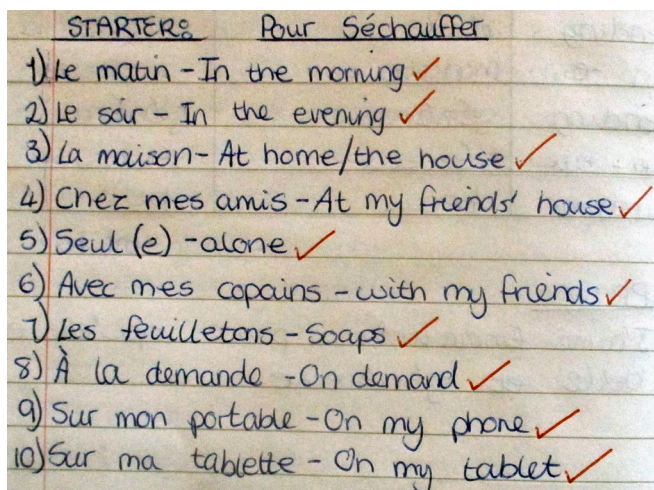
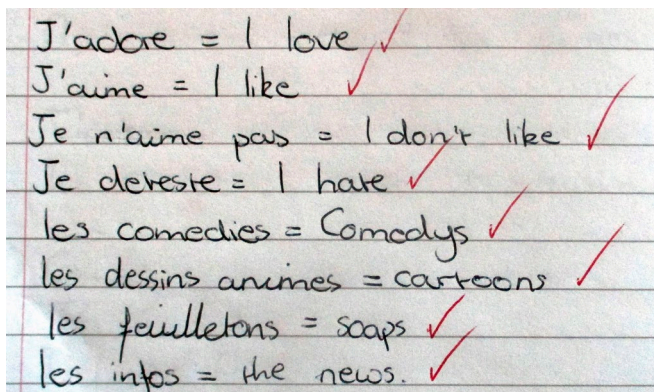
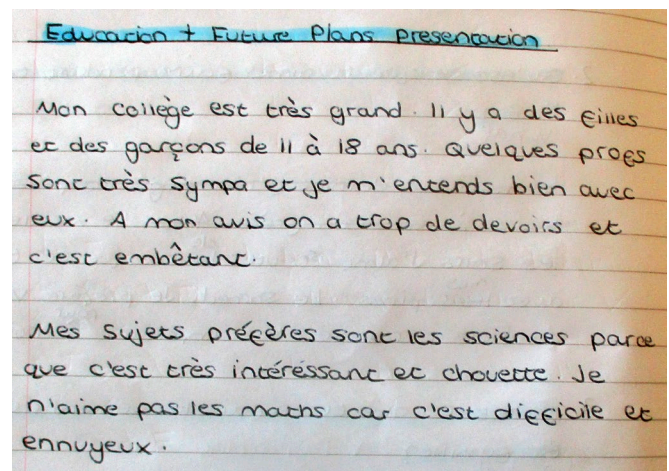
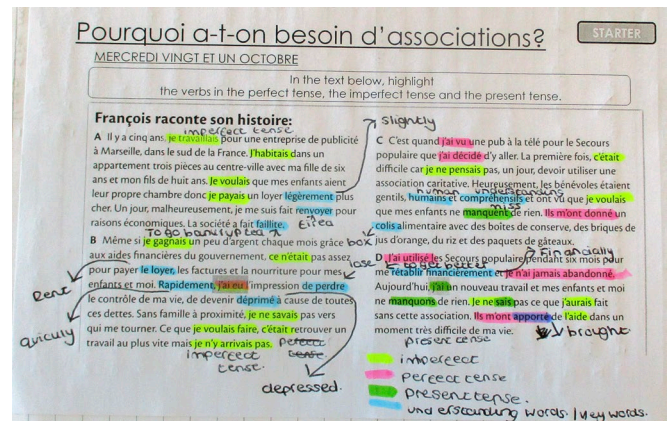


While some pupils join us with significant experience of languages other than English, possibly even having lived in another country, for many their first opportunity to learn a foreign language is at Longcroft.

Pupils in Years 7 and 8 have been learning important vocabulary and phrases. Their impressive work, examples of which are pictured, demonstrates the enthusiasm with which pupils approach the subject and Mrs Shepherd and Mrs Drew certainly enjoy teaching them.

Mrs Barry is delighted with the progress pupils make as they continue their studies into Upper School. Year 11 are preparing for their final assessments and have studied topics such as 'Technology in Everyday Life', 'Free Time Activities', 'Global Issues' and 'Travel and Tourism'. They can reflect with pride on their progress.

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Year 11 pupil Malo explained that someone should study French if they want to learn a new language, culture and understand the meaning behind festivals such as Bastille Day or Madi Gras. Phoebe, who is also in Year 11, added: "I enjoy learning about different cultures and how they differ from our own. Learning about other people's culture gives you an interesting insight into your own country."

Having graduated from the University of Cambridge in 2016 with a Bachelor's and Master's Degree in Modern Languages (French and German), former student Eva Lawrence now lives in Paris where her job as a Marketing Manager at Worldline Global certainly allows her to utilise her language skills. Eva earned A* grades at A Level in French and German while at Longcroft. Between 2016 and 2018 Eva continued her studies, earning a Master's Degree in Marketing and Strategy from the prestigious Université Paris Dauphine. An exceptional student and linguist, Eva clearly demonstrates the opportunities afforded by studying a modern foreign language.

Teach

à + le = au le parc → Je vais **au** parc.
à + la = à la la plage → Il va **à la** plage.
à + l' = à l' l'église → Vous allez **à l'**église.
à + les = aux les magasins → Elles vont **aux** magasins.

the perfect tense is a past tense. use it to say what you **did** or **have done**.

to form the perfect tense of most verbs, you need **3 things**:

1. a subject pronoun (je, tu, il, etc.)
2. part of the verb avoir (to have)
3. a past participle (e.g. visité)

to form the past participle of regular -er verbs take the -er ending off the infinitive and replace it with **-é**.

Qu'est-ce que tu aimes à la
j'aime les comédies
j'adore - I love ✓
j'aime - I like ✓
je n'aime pas - I don't like ✓
je déteste - I hate ✓
les comédies - comedies ✓
les dessins animés - cartoons ✓
les feuilletons - soaps ✓
les infos - the news ✓

D'abord, j'ai visité un parc d'attractions et mange un glace. Puis, je visité le lac avec ma famille. J'ai pris des photos. Après, je visité la chocolaterie parce que j'adore chocolat!

Pour Finir

- ① En été, il fait beau et je porte un short.
- ② En hiver, il neige et je porte un sweat.
- ③ Au printemps, il y a du soleil et je porte un jean.
- ④ En automne, il pleut et je porte un veste.
- ⑤ En été, il fait chaud et je porte un tee-shirt.
- ⑥ En hiver, il fait froid et je porte un chapeau.

Prone

Le samedi je vais à la plage parce j'aime la plage mais le samedi soir je vais au cinéma. Le dimanche après midi se rest à la maison et le dimanche soir je vais au centre commercial.



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

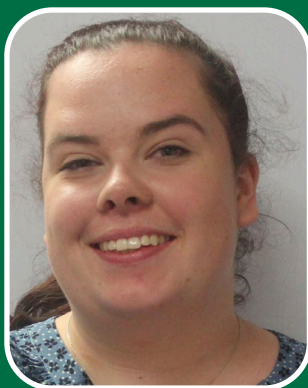


Year 9

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Year 10

Miss Bridgwater

07342 342858

bethany.bridgwater@longcroft.eriding.net



Year 10

Mr Devall

07827 587483

john.devall@longcroft.eriding.net



Year 11

Mrs Brady

07388 722751

kay.brady@longcroft.eriding.net