



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



### Dancers prepare to take on the World!

Four Longcroft pupils who are members of Beverley's Base Dance Company were among the BDC Royals team which competed in the United Dance Organisation British Dance Festival at Blackpool's Winter Gardens over the weekend.

“  
*It's like  
a family*”

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Ava, Ella, Hailey and Poppy, along with their teammates, won first place in their Under 16 Team Street Dance. They are now the British Street Dance Champions and have qualified for the World Championships which are in August.

The girls dance at Base Dance Company in Beverley, and have trained long and hard over the past few months, showing great dedication and team work.

Established in 2002, UDO is the world's largest International Street Dance Organisation, and fastest growing street, hip hop and commercial dance brand globally. UDO's mission is to provide dancers of all ages, levels, backgrounds, abilities and disabilities, a positive and supportive platform to unleash their creativity and passion. The organisation's philosophy is to help dancers achieve their goals, empowering and inspiring young people by nurturing skills, confidence, and talent in a safe and encouraging environment.

The youngest of the Longcroft pupils involved, Poppy said: "I've been dancing since I was 10. It's fun and my friends do it so it's enjoyable." Base Dance Company is run by former Longcroft student Clare Moran. Poppy added, "Clare is really good and I've known her for a long time."

Ava is in Year 8. She has been dancing for several years but doing street dance for a year and a half. She said, "It's like a family." Hailey, who is in Year 9, agreed: "I particularly enjoy the environment – it's really friendly."

Hailey explained, "I did ballet when I was younger and I started dancing at Base Dance Company when I was 8. If you show potential Clare invites you to join the Royals." She added, "We've been practising for a while. We started the routine before Christmas and did it in a smaller competition then in the British Championships which was really big. Next is the World Championships in August."

Hailey added, "To be British Champions is really exciting and I can't wait to get into it again. I like street dance because it's all about personality. In the future I'd like to become a coach. I might like to judge, but definitely coaching."

Ella is the oldest of the Longcroft pupils involved. She said, "It's a lot of hard work but it's definitely worth it."

Mr Baker said, "I'm really pleased to see that Clare's Base Dance Company continues to be successful. She provides a fantastic range of opportunities for young people in the area and it is clear they enjoy their dancing. I'm looking forward to hearing about their performance in the World Championships!"





## 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**

**64,129**

**THOUGHT**

**288,104**

**VISION**

**258,303**

**GRAND**

**TOTAL:**

**610,536**





# Headteacher's Welcome

**The Spring sunshine has provided a welcome boost this week, and our stunning site is bursting back in to life as we emerge from the winter period. Whilst this time of year brings many positive associations, what has been truly uplifting has been the many pupils and students engaging in the range of wider enrichment available across the school.**

With sports fixtures and events beginning to ramp up, seeing our young people representing Longcroft at local, regional and national levels makes us incredibly proud. Equally as fulfilling are the high levels of attendance at school clubs and activities covering the span of the curriculum and ranging from performing arts to textiles, games to Duke of Edinburgh, and a raft of academic support and interventions that our young people engage with every day. In this week's Newsletter you will see some of the work completed by our Modeshift Travel Ambassadors and opportunities advertised for this year's National Citizenship Service (NCS) which give a taste of the many other ways young people are engaging with our enrichment programme.

This Thursday 23rd March marked the three-year anniversary of the first nationwide Covid-19 lockdown in the UK, and the legacy of the pandemic continues to cast a shadow in many ways on our society and our young people. It is encouraging however, that despite the many challenges, so much in our school is flourishing; not least the array of trips, visits and experiences. Next week alone our A-Level Geography students will enjoy their residential fieldwork at the highly regarded Cranedale Centre, a large group of Key Stage 3 pupils are heading to Cambridge University for a literary event, we have our Year 11 Revision Conference at Hull University, and our first ever Longcroft trip to New York sets off! These will be closely followed by the school Ski Trip to Italy in the first week of the Easter holidays.

It will be a busy but hugely exciting end to the term with plenty happening in school as well. Notably we will have our end of term charity drive led by pupils, which will this time focus on the humanitarian effort following the Turkey/Syria Earthquake, The Teenage Cancer Trust and Comic Relief, following applications for each through our student council. Later in the Newsletter, you will find guidance on items that we will be looking to collect and we also welcome pupils and students to bring a small amount of money to treat themselves at the bake sales planned for Friday 31st March or to donate to these great causes. For our exam cohorts, we also have the most comprehensive Revision Programme in the school's history taking place over the Easter break and again you will find further details enclosed.

Engaging with wider enrichment in school, including charitable work, reflects our values and is integral to a great education. We remain committed as a school to a holistic curriculum that offers not only a core entitlement for every young person, but as many opportunities as possible beyond. Please continue to encourage your child to take advantage of that commitment, to get involved and try new things.

Have a great week.

**Mr Perry**  
**Headteacher**



# The East Riding Youth Orchestra and Senior Wind Band



**Sunday  
26 March**

**7pm**

**Longcroft School**

The East Riding Youth Orchestra and Senior Wind Band will be presenting their Spring concert at Longcroft School, Burton Road, Beverley on Sunday 26th March 2023 at 7:00pm.

The programme will include:

- » French Military March
- » Wall of Sound
- » Movements from Le Cid

The programme has a varied flavour and will offer music to suit everyone's taste.

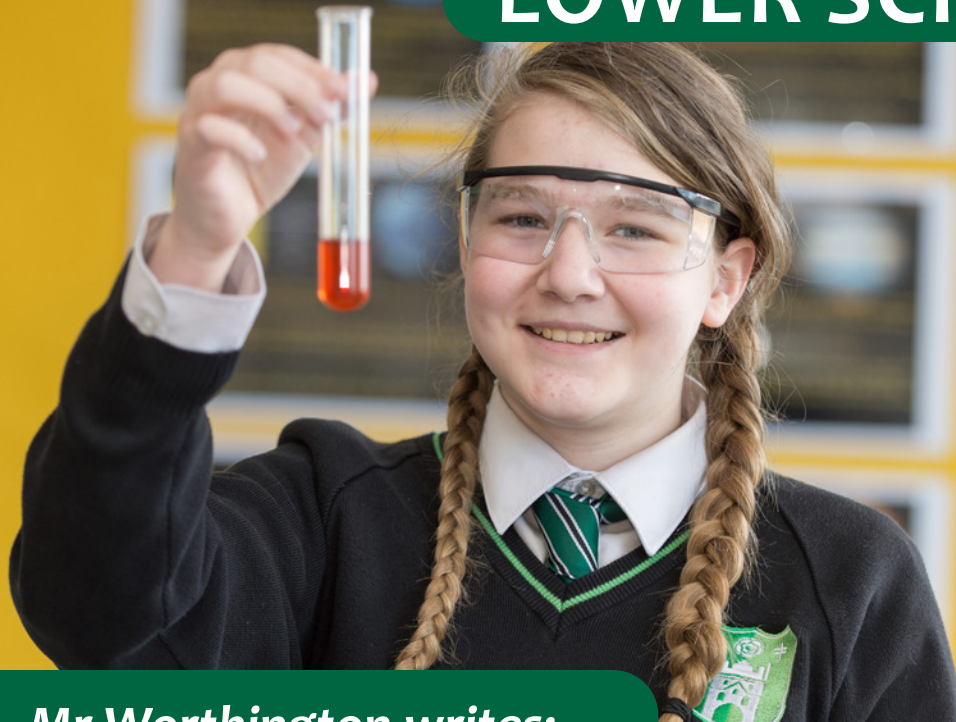
If you wish to purchase tickets please purchase tickets via the link below:

**Buy ([bridspa.com](https://bridspa.com))**





## LOWER SCHOOL



### Mr Worthington writes:

At Longcroft we encourage resilience and organisational skills through rewarding Great Vision. We do this by encouraging our pupils to demonstrate readiness for the future by developing the skills and qualities that will lead to success in life beyond school.



In a classroom, this looks like good organisation and a willingness to work independently. Around school we actively promote careers pathways beyond education and this week in assembly we are talking to the children about employability skills.

Currently, Year 7 are exploring aspects of Science through project work. 7SP3 have been discovering what it is to be a good scientist through enquiry-based learning. As part of the Science curriculum there are many opportunities for the children to engage in practical tasks. Not only is this important for their education from an academic perspective, as the children will eventually complete exams at GCSE and A-Level where their knowledge of practical procedures is required, but it also encourages the wonder of discovery and fosters a curiosity and love for finding out new information by experimental means.

This week we have been celebrating British Science Week. As part of our lessons we have been celebrating feats of engineering and construction locally by looking

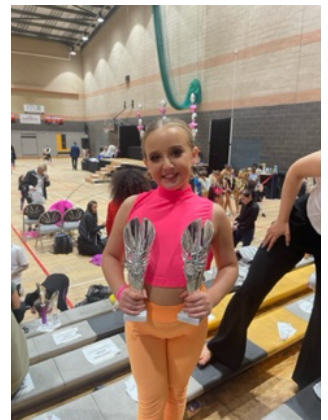


at the Humber Bridge. Pupils have been constructing their own bridges and seeing how much mass they can withstand before breaking. Pupils have also been extracting DNA from fruit as part of their Biology themed lesson and, in Chemistry, have looked at Forensics and Toxicology in solving crimes.

At Longcroft we delve into the realms of careers, apprenticeships and job opportunities on a weekly basis as part of our tutor time programme. A form tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging success, aspiration, participation and the highest possible standards of work and behaviour. Our Lower School children have enjoyed exploring different options available to them in the future, and have learned new aspects of career paths that they may not have considered before.

This week I wanted to reserve a special mention for one of Year 7 children Olivia who has done fantastically well in a dance competition. Olivia participates in Freestyle dancing, which is about self-expression and improvisation. It is a type of dance where the order of moves the dancer makes are neither choreographed nor rehearsed. For her first competition, Olivia did amazingly and participated in the Under 14's competition. With the support of her dance teacher Shannon Nelson, she is making great strides. Well done Olivia!

**Mr Worthington**  
Head of Lower 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

Grace Helyard  
Lewis Henderson  
Eddie Pickering  
Olivia Walker  
Alex Matta  
Marcus Lawley  
Madilyn Duff  
Evie Sugdon  
Alysicia Lynch  
Charlotte Sutcliffe

## Year 8

Lily-Mae Tierney  
Lexie Orr  
Xavier Jenney  
Daisy Kelly  
Olivia Helyard  
Lily Logan  
Lexie Burke  
Evie Woad  
Dylan Noble  
Molly Rawson

## Year 9

Sam Smedley  
Freya Kelly  
Ellie Stevens  
Florence Norrison  
Luke Suggitt  
George Chambers  
Millie Berry  
Anna Bruton  
Amelia Dale  
Megan Drage  
Kieran Parker

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.

## Last week's winners were:

Year 7: Sam Collin

Year 8: Gracie Pawson



UPPER  
SCHOOL**Mr Henderson writes:**

**Tuesday evening saw well over a hundred of our pupils and parents join us for the Parental Revision Evening. It was wonderful to see so many of you and your positive feedback has been gratefully received.**

For those that were unable to join us, we sent out the presentations delivered during the three sessions. Our aim has been to ensure all families have the necessary information to most effectively support their child in preparation for the summer exams in around 7 weeks' time.

Alongside the PowerPoints, all parents and carers have been sent a zip wallet containing all the documents handed out on the evening which include:

**Revision Calendar** – This is sent via ClassCharts every weekend for the following week. It contains what is being taught in lessons, revision expected and subject specific online resources.

**Supporting Effective Revision and Exam Preparation** – this booklet is designed for parents and pupils to work through together. It includes understanding and managing exam related stress and ensuring wellbeing, as well as guidance on evidence informed approaches to revision and exam success.

**Revision Guidance** – This includes a range of evidence-based revision strategies and is designed to support the revision pack of resources that every child in Year 11 has now received.

**An example of a weekly revision timetable** – These are available for pupils in school and an electronic copy is also attached.

**GCSEPod Practice Sheet** – With over 12,000 PODS watched, we know this has been commonly accessed by Year 11. This exercise will allow you and your child to ensure you understand and can make the most of this fabulous online resource.

**Good Luck cards** – Prior to the exams we will be holding a 'good luck' breakfast. Everyone has been invited to assist us with this.

This week also saw the sitting of mocks in English, Maths, History and Geography by our Year 11 pupils. These papers are being externally marked by subject examiners and will provide us with an Examiner's and pupils' report. These will be invaluable tools to enable the most effective teaching and revision in these final weeks of preparation.



## Year 10 Girls Enjoy Rugby Victory

Congratulations to Lily Gray, Summer Mulvana and Samantha Thorpe who are all in Year 10 on playing their part in the Hull FC Under 16 Girls' victory over Heworth on Saturday.

Following the postponement of the derby against local rivals Hull KR the previous weekend the team started their season with a 50-0 victory.

Summer said, "The team played well. We were nervous for the first game of the season but it turned out well."

Well done girls!

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





*Congratulations to our Upper 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 10

Louis Lakey	Seth Hamson
Isabelle Horner	Zara Fell
Lydia Curley	George Steele
Heidi Jackson	Imogen Capes
Hannah Woodhouse	Summer Mulvana
Samantha Thorpe	

## Year 11

Sally Foster	Angus Beaton
Edward Smedley	James Suggitt
Sam Drew	Emily Winter
Alex Skinner	Lucy Bishop
Charlotte Godber	Adam Hancock

Congratulations also to Sally who again managed to top the ClassChart points this week in Year 11.

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.

*This week's Year 10 winner is Dominic Freeman – congratulations Dominic!*

*This week's Year 11 winner is Jack Robinson – congratulations Jack!*

## Year 10 Over and Above Celebrations

Congratulations to the following pupils who have been identified by their teachers for outstanding performances. We will celebrate with them on Hot Chocolate Friday!

**Lydia Curley, Imogen Capes** and **Heidi Jackson** who all did the best revision in the class for their science test – **Miss Rushby**

**Harry Dawson** He has done a fantastic job writing word and symbol equations in Chemistry – **Mrs Scott**

**Erin Fell** – High level consistent performer who is always engaged and constantly looking to improve. – **Mr Pearson**

**Amelia Newsam** – Vision – work and dedication to improve English progress with extra tasks and work done. – **Mr Deer**

**James Gresswell** – Heart – for our conversations which keep me sane! **Mr Deer**

**Libby Wood** wins the 'Spot On, On The Spot' Award for attentiveness and thoroughness and for clear, concise and specific verbal responses when put on the spot. – **Mr Charlesworth**

**Isla Woad, Seth Hamson, Liv Langdon, Hazel Jones, Eloise McNamara, Tasha Sharpe** – Achieving an A grade on a triple content task in science; fantastic work! **Miss Sinclair**





## 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.



*Our Year 11 Star of the Week is an opportunity to recognize the hard work and efforts of one of the year group. This week our winner is Nathaniel Cooper.*

This week our winner is Nathaniel Cooper.

Nathaniel said, "I am very proud to have been named Star of the Week. I enjoy helping out and offering advice when people need it – helping them."

Mr Thomson said, "Nathaniel is a kind, thoughtful pupil and a popular member of our year group. He always works hard and thoroughly deserves to be our Star of the Week."

Mrs Ellis said, "I am really proud of the way Nathaniel approaches all aspects of school life. He is a wonderful role model."

Congratulations Nathaniel!

### Easter Revision Sessions

We are very pleased to be able to share our schedule of Easter revision sessions. Parents have been sent a Microsoft form to book pupils onto sessions.

Easter								
Session 1: 9:30-12:00	Monday	Tuesday	Wednesday	Thursday	Tuesday	Wednesday	Thursday	Friday
	3rd April	4th April	5th April	6th April	11th April	12th April	13th April	14th April
	Science Mr Worthinton Physics	Food & Nutrition Ms George NEA Catch Up	Art Mrs Holmes	Product Design Mr Dyson	Higher Spanish Mrs Shepherd	Further Maths Mrs Low Level 2 Cert	GCSE PE Mrs Holt	Geography Mr Davies Paper 2 - Section C - Fieldwork questions
	Geography Mr Davies 4, 8 & 12 mark exam questions	Art Mrs Gibson	Product Design Mr Dyson	Maths Foundation Mrs Woolner	RE Mr Fox	Foundation Maths Mrs Wilson		
	English Mrs Clegg Paper 1 Lit - section A Macbeth	English Mrs Clegg Paper 1 Lit - Section B A Christmas Carol	History Mr Pearson Unit 1 and Unit 2		Chemistry Triple Miss Rushby			
Session 2: 12:30-3:00	English Mrs Clegg Paper 1 Lit - section A Macbeth	English Mrs Clegg Paper 1 Lit - Section B A Christmas Carol	Art Mrs Holmes	Science Mr Henderson Biology	History Mr Charlesworth Unit 1 and Unit 2 Mr Charlesworth	Higher Maths Mrs Low		
		Food & Nutrition Ms George NEA Catch Up	Product Design Mr Dyson	Product Design Mr Dyson	Chemistry Combined Miss Rushby			
		Art Mrs Gibson			Foundation Spanish Mrs Shepherd			



## TURKEY-SYRIA EARTHQUAKE APPEAL



*Mr Chapman writes:*

## SIXTH FORM

Next week will be an exciting one for many members of Year 12 as students visit New York. This incredible opportunity will see students visit the Empire State Building, the 9/11 Memorial, the Museum of Modern Art and a Broadway show. I can't wait to hear about their trip!

Our Year 12 Geography students will visit Cranedale – a residential field studies centre where they will work on fieldwork techniques.

During next week we will be collecting donations towards an appeal that will help those affected by the devastating earthquakes in Turkey and Syria. Donations of the following items can be brought into school during the week and will contribute to the wider appeal launched by Beverley businessman Ali Tekce – the East Yorkshire to East Turkey Emergency Earthquake Appeal.

### Donations of the following items are most welcome:

- Blankets
- Pillows
- Clothes
- Baby clothes
- Tents
- Sleeping bags
- Winter coats and boots
- Dry food
- Sanitation and hygiene products
- New and unused are preferred, however, used items will be accepted.



**Finally we are excited to launching this year's NCS programme for students.**

The National Citizen Service is an opportunity that helps 15–17-year-olds (Years 11 and 12) to build skills for work and life, take on new challenges, meet new people and make a difference in their local community. 750,000 young people have already completed the programme and are out there reaping the benefits of taking part. Many former Longcroft students have taken part in NCS opportunities in previous years.

There are many benefits of NCS, including:

- Enhancing their CVs;
- NCS enhances college applications;
- NCS is recognised by UCAS and will benefit their personal statements;
- NCS improves confidence and offers skills essential for starting work;
- Your teen can gain new skills and start to become more independent;
- NCS allows your teen to volunteer to help their local community;
- Allowing students the chance to stay away from home.



**We are looking forward to supporting our students through their NCS applications and experience.**

**Mr Chapman**  
**Head of Sixth Form**







## PERSONAL DEVELOPMENT



### Mr Coupe writes:

**This week I want to give an update on some of the Personal Development opportunities that are happening at the moment. One project I've been working on recently is the Modeshift Active Travel Ambassadors Programme. This long-term programme, which I wrote about in December, centres around the promotion of more active and sustainable methods of travel to and from school. Whilst we recognise that not everybody is able to get into school by cycling, walking or similar, we also note the various benefits of these.**

Active travel has been shown to have environmental benefits, mental health benefits, physical benefits and social benefits. The small team of Year 7 and 8 pupils have been busy working on the presentation that they will take down to a Dragons' Den event at County Hall on 26th April, where they will pitch for funding to help their project come to fruition. It is hoped that we will be able to encourage more pupils to travel to school in an active way and the ambassadors will build vital organisational and leadership skills along the way.

Another exciting initiative is our Duke of Edinburgh Bronze Award. In addition to the expedition training that our first cohort of pupils have been doing, we now have a second group of 30 new pupils ready to embark on this adventure. To gain the award, pupils have to complete three to six months of volunteering, physical training and learning a skill. In addition, pupils have to complete an expedition over two days and one night. This expedition, which is planned by the pupils themselves, will be held in the summer term. Immediately after Easter, Mr Davies and I will meet the second group of pupils to get them started on their Duke of Edinburgh journey. Exciting times!

It is vital to pupils' personal development that they experience a wide range of trips and visits. In recent years, these have been a challenge for schools, but over the last year we have begun to see the number of trips and visits grow again. In the next few weeks, a number of our pupils will be out of school gaining valuable first-hand experience of the wider world. Next week, 12 of our Sixth Form students will be visiting New York. There they will experience all that this amazing city has to offer, including the Empire State Building, the 9/11 Memorial, the Museum of Modern Art and a Broadway show. This promises to be a really exceptional opportunity for our students! On Thursday next week, a number of pupils will be visiting



the University of Cambridge for the Young Writers' Festival where they will have the opportunity to participate in a series of creative writing workshops, listen to writers talk about their work and answer questions. In addition, our Sixth Form geographers will be visiting Cranedale next week to complete research for their coursework, and in the Easter holiday Mr Martin will be taking a group of pupils to Italy for a skiing trip. This illustrates just some of the opportunities that pupils are gaining through our enrichment programme here at Longcroft.



As part of our Careers

Programme, we think it is vital that pupils have access to good quality labour market information, so this term, in their weekly Careers Corner, pupils have been looking at employment in Hull and East Yorkshire. Therefore, I'd like to finish with some more labour market information about East Yorkshire for you, gleaned from the LMI Humber website which can be found here: <https://lmihumber.co.uk/> , and from the Skills East Riding website that can be found here: <https://skillseastriding.co.uk/>

The East Riding offers a wealth of opportunities for young people with almost 14,000 businesses and over 22,000 job postings in the area between March 2019 and March 2020. The East Riding has a very diverse economy and is not heavily reliant on one main sector for employment. Sectors that have seen the largest job growth in the East Riding are Manufacturing and Engineering, Agri-food and Bio-renewables, Creative and Digital and Energy. Most businesses in the area are small, with over 90% employing fewer than 10 staff. The largest employer in the region is the public sector followed by distribution, hotels and restaurants. Although agriculture dominates the East Yorkshire landscape, it is only the eighth largest employment sector. To find out more about employment in the area, please do visit the websites above.

**Mr A Coupe**

**Head of PSHE and Careers Education**



# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivalling platforms such as TikTok and Instagram.

## CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

## EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily, Spotlight Challenges give users to the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

## SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshotted first – users have found alternative methods to save images, such as taking pictures with a separate device.

## DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beautify' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

## VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking into locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

### CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.

### TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

### CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMaps, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in. Additionally, it's important to be cautious about Shared Stories as this allows people who are not on your contact list access to the post.

### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National  
Online  
Safety®

#WakeUpWednesday

Sources: Status of Mind. Social media and young people's mental health | Life in Likes – Children's Commissioners Report | <https://support.snapchat.com/en-US> | <https://natsafety.net/snapchat-parent-review> | <https://www.independent.co.uk> | <https://mashable.com/article/snapchat-status-snap-maps/Europe=true>, eSafety Commissioner, (2017). Young People and Sexting – Attitudes and Behaviours: Research Findings from the United Kingdom, New Zealand and Australia.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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Users of this guide do so at their own discretion. No liability is entered into. Amended: 04.07.2022





## IN FOCUS GEOGRAPHY

This week we feature work from Year 7 pupils who are learning about 'Water'. Within this topic pupils study the water cycle and the features of a river basin. They consider how rivers shape the land and the causes of flooding as well as how we can protect ourselves from floods.

Mr Henderson's class used plasticine to make their landscape before using pipettes to release water and flood the land.

Mr Henderson said, "Making models and creating their own rivers enabled pupils to learn and demonstrate their understanding." He added, "I was very pleased with the way they approached the activity and they certainly seemed to enjoy the lesson."









## Memory Lane

This week we take a trip back to 2012 and feature two Year 13 tutor groups.

Mrs Lear is pictured with 13.3.



### **Back row:**

Steve Howe; Jack Howard; Michael Gray; Jonny Gatenby; Mrs Lear; Dominic Harrison; Jack Howdle; Brandon Fuller and Alex Galbraith.

### **Front row:**

Ike Howard-Moses; Charlotte Huxley; Alice Howell; Leanne Greenfield; Rebecca Elvidge; Jess Holey; Josh Jackson and Aled Hopkins.



Follow us on Twitter to  
see more pictures from  
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &  
Sixth Form College





Mr Bull is pictured with 13.4.



**Back row:**

Bethany Marshall; Lucy Johns;  
Amy Littlefield; Mr Bull; Emerald Marsh;  
Annie Middleton and Eva Lawrence.

**Front row:**

Tom Jackson; Rob Langthorp;  
George Mason and Oliver Roe.







## LIBRARY NEWS



*Ms Carvill writes:*

## Celebrating Women's History Month March 2023

"As women achieve power, the barriers will fall. As society sees what women can do, as women see what women can do, there will be more women out there doing things, and we'll all be better off for it."

— Ruth Bader Ginsburg

## WOMEN'S HISTORY MONTH March 2023



March marks Women's History Month, a time to celebrate and highlight the contribution women have made to society throughout the world and empower women and girls today.

This year the theme is "**Celebrating Women Who Tell Stories.**" It recognizes women, past, and present, who have been active in all forms of media and storytelling including print, radio, TV, stage, screen, blogs, podcasts, news, and social media."

Pupils and students will find a large display of books in the Library relating to Women's History. Below are some favourite books, fiction, and non-fiction, that celebrate women's achievements. Do encourage your children to read them.

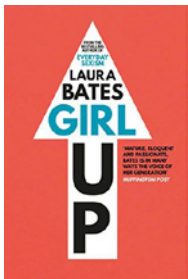


## A Vindication of the Rights of Woman by Mary Wollstonecraft 1792

In this pioneering work, Mary Wollstonecraft, the 18th Century writer, philosopher, and feminist argues that women are not naturally inferior to men, but appear to be only because they lack education. She suggests that both men and women should be treated as rational beings and imagines a social order founded on reason. A ground-breaking historic work by a pioneering feminist.

## Women in Science by Rachel Ignatofsky 2016

A gloriously illustrated celebration of trailblazing women. Women in Science highlights the contributions of fifty notable women to the STEM fields of science, technology, engineering, and mathematics, from both the ancient and modern worlds. The book also contains fascinating infographics and an illustrated scientific glossary.

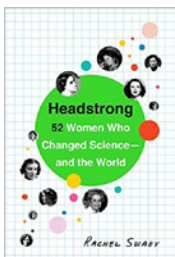
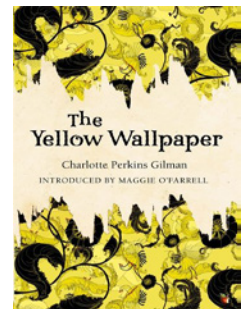


## Girls Up by Laura Bates 2016

Described as essential reading for young women and girls, Girl Up is set to become a key guiding text for the next generation like The Beauty Myth and The Feminine Mystique have for preceding generations. Hilarious, jaunty, and bold, GIRL UP exposes the truth about the pressures surrounding body image, the false representations in media, the complexities relationships.

## The Yellow Wallpaper by Charlotte Perkins Gillman 1982

The Yellow Wallpaper by Charlotte Gilman – is a much celebrated and classic short story by one of the worlds most loved authors. This work is considered an important early work in feminist literature and one which explored issues about women's health, both physical and mental. A deeply disturbing, but brilliant read.

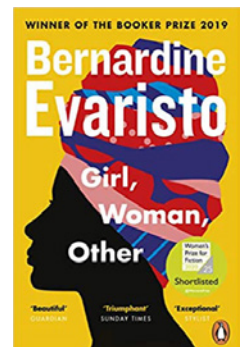


## Headstrong by Rachel Swaby 2015

Nobel Prize winners and major innovators, as well as lesser known but hugely significant scientists who influence our every day, these engaging profiles span centuries of courageous thinkers and illustrate how each subject's ideas developed. Finally, it gives these 52 lives the attention and respect they deserve – with the aim to encourage and inspire a new generation of girls to put on their lab coats.

## Girl. Woman, Other by Bernadine Evaristo 2019

This Booker Prize winner relates the lives and struggles of twelve very different characters across the country and through the years. A vibrant, contemporary novel it delights in a gloriously new kind of history; celebratory and dynamic. A wonderful book.



"Each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women."

— Maya Angelou





## 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.



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