



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



A Celebration Fit

For A King!

Friday's weather could not dampen the spirits of pupils who came together in our Gym to celebrate a moment in history and share friendship, food and fun for the Coronation Big Lunch, part of the official Coronation celebrations.

The national event was organised by Eden Project Communities — an educational charity and social enterprise which creates opportunities for people to work together towards a better future. Inspired by the belief that people are capable of changing things for the better, the Eden Project story is one of transformation and hope.

“Events such as The Coronation Big Lunch help to ensure everyone can feel like they belong in their community – they bring people together.”

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In 2009 Eden Project Communities decided to experiment by organising The Big Lunch to see what the transformative effect of neighbours getting to know each other might be.

Mr Rogers, who led the organisation of Longcroft's Big Lunch, said: "We recognise the many benefits of working together and the value of a strong, resilient community. At a time when societies are becoming increasingly fragmented, we believe we are better equipped to tackle challenges when we face them together."

He added, "Events such as the Coronation Big Lunch help to ensure everyone can feel like they belong in their community – they bring people together. We live in a digital age where we can connect with friends, family and colleagues all over the world in a heartbeat. But what do we know about the people who live right next door to us, or across the street? The relationships we have where we live and work have a major impact on our health and happiness – people actually live longer if they have more frequent social contact. It's not just health that improves as a result. Connected communities are good for everyone."

Year 7 pupils Evie and Sophia enjoyed the lunch, saying it had been nice to spend the time with their friends.

Grace said, "The Big Lunch was good - the atmosphere was very nice. Everyone was talking and sitting with their friends." She added, "I watched some of the Coronation. My friend had a street party and I went, and I enjoyed the concert. I like Prince William and Kate - they're very dedicated and they come to everything. I think it was good Prince William made a speech - it showed he cared."

Despite Friday's weather our Coronation Big Lunch proved an enjoyable start to such a historic weekend.





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	77,690
THOUGHT	348,095
VISION	300,819

GRAND
TOTAL:
726,604



Headteacher's Welcome

As we enter the heart of the examination season, our focus is inevitably drawn to the significance of these influential moments for our young people. We have been thoroughly impressed by the hard work and commitment that so many of those in Year 11 and 13 have demonstrated; embracing the range of support that has been made available throughout the year.

It was fabulous this morning to see our young people enjoying a 'Good Luck Breakfast' with tutors, the care and achievement team and staff from across the school wishing them well ahead of next week. Cards from parents, carers and the senior leadership team were shared with pupils and it was genuinely moving to see and hear the reactions elicited by the messages they contained.

Over the coming weeks lessons and school continue as normal, but there will be a hybrid of targeted revision and examination support sessions designed precisely around the exam timetable. We will publish the schedule to parents each week so that you are informed about exactly what is happening around lessons in school each day. Every morning during form time, pupils will be reminded about any relevant sessions they need to attend.

Elsewhere across the school I have enjoyed seeing pupils engaged in their learning throughout the curriculum. Pupils in Year 8 History were impressive in articulating their knowledge of the Great War this week, and it has been wonderful to see extended projects coming together across Design and Food Technology as rotations come to an end. It is always a joy to see and hear the performances of pupils in our performing arts spaces, exploring different musical genres and a range of stimulus material in drama.

I wish all of our pupils and students embarking on examinations next week the very best of luck. Whilst the outcome will not define you, this is an opportunity to realise your hard work and commitment, to celebrate your progress, and we are all with you every step of the way.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

It is vital that pupils attend school every day as far as possible to ensure they are in lessons and making progress in their learning. Good attendance is proven to have a significant impact on a child's progress and GCSE results, and it also helps to develop a child's confidence and social skills. Current government guidance states that attendance at school is mandatory, and the usual rules and expectations on attendance apply, including parents' and carers' duty to ensure that their child attends school regularly.

This week, we are celebrating with pupils who have achieved high attendance this academic year. We acknowledge that it is not always possible for a child to achieve 100% for various different reasons, but we are keen to encourage that the children attend every day possible. We are in the process of finalising our Lower School Rewards Trip at the end of the school year, and I look forward to writing to you about this in the coming weeks.

Well done to all Lower School pupils with 100% attendance. On a weekly basis there is a £5 Amazon Voucher competition for those with 100% attendance in the previous week.

Pupils enjoy their Coronation Big Lunch

The coronation of the new Sovereign is an occasion for pageantry and celebration that has remained essentially the same over a thousand years. It was a delight last week to see our Lower School pupils get involved in our very own celebrations of the Coronation of King Charles III. On Saturday, the nation paused and people across the Commonwealth recognised the event in many different ways. We celebrated on Friday with a Big Lunch. In typical British fashion, the weather was not kind to us on the day, but in an indoor picnic area, with many blankets brought in from home, we united as a community to acknowledge part of our national heritage in the Coronation of our new King.

Finally, congratulations to all the Lower School pupils who have played in the various Hull and District Football Association cup finals over the last fortnight. Participating in sport has many benefits and I always enjoy hearing about pupils' experiences.

The AFC Tickton team, which includes a number of boys in Year 8, is pictured above before their cup final.

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

Ben J
Amy T
Daisy S
Evie S
Amelie W
Lily C
Lydia C
Holly R
Scarlett W
Sasha H

Year 8

Lexie B
Sean R
Ava B
Lily-Mae T
Sam A-B
Olivia H
Lewis P
Aidan C
Ben S
Gracie F

Year 9

Charlotte S
Mathilda S
Luke H
Gracie-Mae J
Connie B
Evelyn D
George T
Oliver G
Grace C

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: Grace H
Year 8: Ava B
Year 9: Anna B



UPPER SCHOOL



Mr Henderson writes:

On Friday we held a Year 11 Good Luck Breakfast during form time. Staff who have worked closely with Year 11 wished the year group well in their upcoming exams as well as handing out good luck cards from parents and staff. Pupils were then taken to the canteen to enjoy breakfast together.

Mr Martin invited pupils studying GCSE PE to enjoy a Domino's pizza tea while taking part in an online GCSE PE Paper 1 live revision session in preparation for their exam on May 17th. He said, "Everyone enjoyed the session and felt it was extremely beneficial to their preparations."

Well done to Year 11 pupils involved in their Art exams this week. Mrs Barry and Mrs Shepherd led the Oral exams in French and Spanish respectively, and both were very happy with pupils who did their best and saw preparation pay off.

As we get ever closer to the Year 11 exams, it is important to recognise that these exams can cause feelings of anxiety, not only for our Year 11 pupils but, for the whole family. Therefore, as our families navigate revision and the commencement of exams we wanted to share some hints and tips that parents of pupils in previous year groups have found useful:

- » It is really easy for conversations regarding revision to focus on how much time pupils have spent revising. Try to ensure that conversations also encourage breaks and help pupils to find the balance between work and relaxation.
- » Pupils' anxiety can often be worse at night and this means that it is useful to encourage good bedtime routines.
- » Offer reassurance – reinforce that you are and will be proud of them regardless of their exam outcomes.



- » Help with exam preparation practicalities – check your child's exam days and try to avoid planning any significant family activities around these dates. Promote a sense of perspective – it is normal to want your child to do well, however, it is important to try and avoid adding to their exam pressure. If necessary remind them that we aren't defined by our exam results.
- » Most importantly, try to remain calm and stay positive.

If you have any concerns regarding your child please don't hesitate to get in touch with either myself, Mr Thomson or Mrs Ellis – we will be pleased to help.

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

Lewis K	Katie M
Ella T	Lydia F
Adam C	Megan U
Summer M	Ella H-S
Travis C	Alissia D
Hazel J	

Year 11

Poppy S	Alice C
Sally F	Ash W
Emily W	Penny-Lane B-B
Edward S	Will S
Peter B	Maisey J

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

This week's Year 10 winner is Grace W – congratulations Grace!

This week's Year 11 winner is Karla B - congratulations Karla!

Year 10 Over and Above Celebrations

Each week Year 10 pupils who have been identified by their teachers for outstanding performances are invited to celebrate with Mr Cassidy on Hot Chocolate Friday.

Mary A: Achieved a Distinction at Grade 4 (85%) at singing for her Musical Theatre exam. **Mrs Wilson**

Samantha M: Wins the QI Award for the most interesting personal anecdote of the week, demonstrating active interest in the value of studying History. **Mr Charlesworth**

Rhys H: He is such a polite pupil, always making time to say hello/goodbye to me and telling me to have a nice evening. It's pupils like this who bring a smile to my face after a long and stressful day. **Mrs Shepherd**

Ruby H: Put in huge effort with her English last week. **Mrs Foster**

Ella B: Really trying with answers on questions from her group. **Mrs Foster**

Ella T and Eleanor B: Persistent effort in improving their analytical Language responses. **Mr Deer**

Lydia F: Great determination and enthusiasm every lesson. Superb willingness to model answers to the group last week too. **Mr Pearson**

Well done to all of you!

SIXTH FORM



Mr Chapman writes:

Actions Have Consequences

On Friday we welcomed Actions Have Consequences who presented to our Year 12 students as part of our programme of personal, social and health education. Targeting students aged 16 upwards, the company aims to challenge young driver behaviour and ultimately keep this group of young adults safe on our roads.

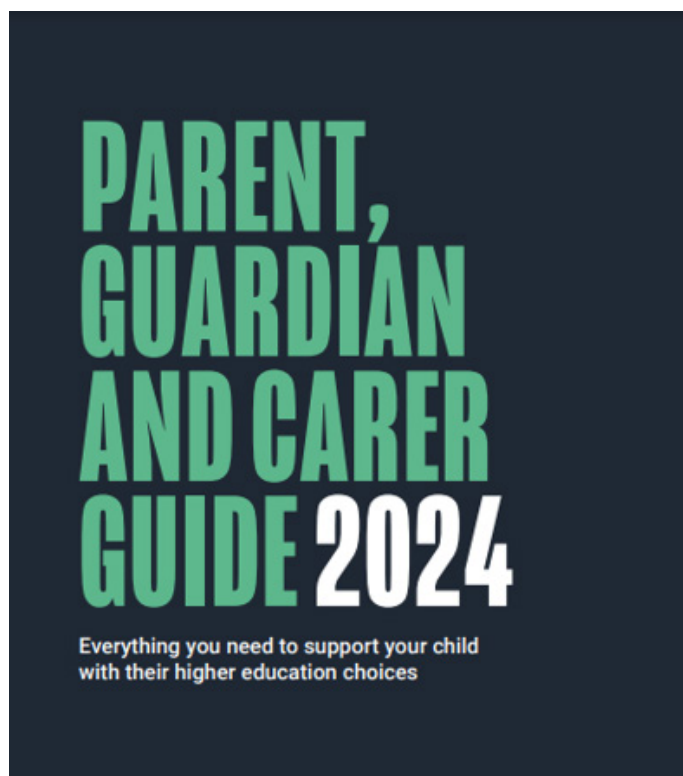


Statistically, 16 – 24-year olds are disproportionately represented in Humberside's KSI casualty statistics. They make up 11% of the Humberside population and only 7% of full driving license holders nationally but account for 23% of all killed or seriously injured casualties. 26% of all KSI collision on Humberside's roads involved a young driver or rider, regardless of fault or injury and one in four car occupants killed or seriously injured were young adults.

The presentation, delivered by representatives of the emergency services and a bereaved mother, showed the students the consequences of reckless and dangerous driving, focusing on young drivers, and the impact their actions can have on emergency service personnel, their families and the lives of others. The students were shocked by some of the things they learnt and were very touched by the stories told. Several commented that they didn't realise how many people can be affected by a collision.

This was the company's first presentation and they were impressed with their audience.

"The behaviour of the students today was exemplary.
It was a pleasure to engage with such a good group of students."



UCAS

It has been a pleasure to support and advise our Year 13 students through the UCAS process, and I very much look forward to celebrating with them later in the summer while offering any additional guidance necessary.

It is now time to start the process with Year 12. We will work with the year group as a whole, students as individuals and with families to ensure students can be proud of their application and ultimately enjoy success.

The link below takes parents to a guide which I am sure will be of use. A parent, guardian or someone with caring responsibilities is likely to be one of the most important and trusted sources of information and advice to a student. With that in mind, UCAS has produced this guide.

<https://www.longcroftschooll.co.uk/attachments/download.asp?file=441&type=pdf>

It's designed to provide the tools to guide and support a young person applying to study at university or college

in 2024, through their decision-making and the UCAS application process.

The guide includes information such as:

- » Key dates
- » How to fill in the UCAS application
- » Help with writing the personal statement
- » The journey of an application

Mr Chapman
Head of Sixth Form



PERSONAL DEVELOPMENT



Mr Coupe writes:

Welcome to this week's Personal Development Update. Following the recent success of our Green Team in the Active Travel Ambassadors competition, I wanted to share with you some careers information I recently discovered regarding the future of green employment and how our government's commitment to reach net zero will shape future employment patterns.

Reaching the government's target of achieving net zero in our CO2 emissions by 2050 will help limit worldwide temperature increases to 1.5c as agreed by governments in the 2015 Paris Agreement. This will be achieved by reducing existing emissions as far as possible and removing or offsetting the remainder. This will require significant investment in the green economy – in wind, solar, hydrogen, carbon capture, electric vehicles and more. The government has outlined plans for £12bn of investment to fund its vision for a new green industrial revolution.

Job creation in the green economy will happen all over the country, but particularly in regions such as the Humber, the Midlands, Scotland and Wales. The low-carbon and renewable energy sector already employs 225,000 people. It is estimated the number of people working in green jobs by 2030 will be 1-2 million. The Offshore Wind Industry Council has announced it will hire at least 3,000 new apprentices by the end of the decade. A retrofit army of almost half a million new builders, electricians and plumbers will be needed to make existing homes and business premises more sustainable.

A 2018 government survey found almost two thirds of young people are interested in pursuing a career in the green economy. In addition, a 2020 report from KPMG found attitudes towards oil and gas among younger generations are already posing challenges for recruitment in the fossil fuels sector. Renewables could support a drive for a more diverse workforce in the future energy sector. According to the International Renewable Energy Agency (IRENA), women currently hold about a third (32%) of the world's renewable energy jobs.

By 2035 it is estimated that 40% of today's professions will have disappeared. Taking their place will be new and exciting jobs based on rapidly developing technology. No one can predict all the jobs young people will be able to choose from in the second half of the 21st Century but here are just a few of the more unusual jobs that are likely to be in demand.



AI Trainer:

Machines can think and learn for themselves with AI. Trainers will train the machines to improve the way they respond to problems in original and creative ways, just like, or even better than, the human mind.

E-sports Coach:

Competitive online gaming is getting more and more popular. With some big prizes to be won, players need to make sure they have that competitive edge. An e-sports coach can help with strategy, motivation and fair play.

Antibiotic Engineer:

Bacteria are starting to build up a resistance to the antibiotics we use to fight them. Antibiotic Engineers are needed to create new antibiotics so that we can continue to fight illness and disease.

Climate Engineer:

Climate Engineers deliberately change the Earth's climate system. This may be done to reduce the negative effects of climate change or to improve crop yields and grow more food. Methods of climate engineering could include putting mirrors in space, cloud seeding or carbon capture.

Desert Greeners:

The amount of the world's land covered by desert is growing each year. Desert Greeners will plant trees and plants to make them more hospitable. They will also divert rivers through regions experiencing drought or regions needing to be adapted to sustain animal and plant life.

Meat Grower:

A Meat Grower would create synthetic substances that taste exactly like meat but contain no meat at all. This would allow us to have meat in our diet without killing animals to produce it. It would also remove the need for mass farming which can damage the environment.

Some areas of work may be growing fast but there will always be a need for people to replace those who leave. In addition, jobs such as those above and others that haven't yet been thought up will emerge. Our young people will have to make sure they develop their employability skills and keep learning new ones to help them to jump into these exciting new roles as we strive for a greener future.

Take this quiz to discover more about the future of green employment:

<https://100jobsofthefuture.com/quiz/>

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.



NOS
National
Online
Safety®
#WakeUpWednesday

Sources: Status of Mind Social media and young people's mental health | Life in the UK – Children's Commissioners Report | <https://support.snapchat.com/en-US> | <https://natsocialmedia.com/snapchat-power-review/> | <https://www.independent.co.uk> | <https://natsocialmedia.com/articles/snapchat-status-snap-maps/europe-trustworthy-commissioner>, (2021). Young People and Sexting – Attitudes and Behaviours Research Findings from the United Kingdom, New Zealand and Australia.



TEACHING & LEARNING

*Mr Taylor writes:*

So you've come all the way and next week is finally the moment of truth; the week of the exams starting. At this stage you have studied almost all that you can to be 100% ready for the big day. You have been planning, revising and studying and so there is little more you can do, right?

However hard you studied in the run up to exams, the most important work is yet to be done. What to do before an exam? Regardless of how much you have studied, it is possible that your exam performance may not reflect your hard work — studying for hours on end. That is why we want to give you a few night before exam tips to maximise your performance on the day of the exam.

15 Tips for Succeeding on the Day of the Exam:

1. Wake up early so that you do not need to rush through having breakfast and getting ready.
2. Check the venue and time of the exam to make sure that you have not confused the day/time/venue.
3. Have a balanced breakfast and eat nothing risky. Bananas are always a good option.
4. Before leaving home, check that you have everything that you will need – water, stationery, etc.
5. Head to the exam with plenty of time. A lot of unexpected events can happen on your way there and you do not want to be late!
6. If there are people around who are panicking, avoid them. They are not doing you any favours!
7. Go to the toilet before the exam starts. Exams can be quite long and there is no time to waste.
8. Remember to write your name on the exam paper. You would not believe how many people have forgotten to do it!
9. Read all the questions carefully before starting and quickly plan how much time to allocate to each.
10. Start answering the questions that you feel most confident about. There is no need to answer the questions in order.
11. If your brain freezes, just start writing anything and you will soon start remembering more details.
12. Don't spend more time than you planned on a particular section/question or you might run out of time to answer other questions and gain those extra marks! Also, leave any questions that you are unsure about for the end.
13. Don't be afraid to ask the examiner if you are not clear on a question.
14. Use every minute of the exam and if you have time left, review your answers.
15. Stay calm, you have done your homework and have nothing to fear!

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week in our Memory Lane feature we take a trip back to 2011 and feature Science teacher Mr Sands' tutor group – 11T.



Back row:

Tom Brown; Mr Sands;
Bobby Howdle; James
Wilson; Peter Wilson and
Edward Young.

Middle row:

Niall Ringrose; Craig
Muirhead; Megan
Berridge; Natasha
Bellamy; Olivia Bucknall;
Richard Tomlinson; Will
Smith; Sam Walby; Rory
Wall.

Front row:

Kia Clancy; Samantha
Huxley; Vikki Coen; Sally
Dearing; Ciara Felix;
Jamie Russell; Lewis
Cheston; Ryan Lamb



Sporting Opportunities

We are always pleased to support and promote the work of members of our community who, mainly working as volunteers, create fantastic opportunities for young people to enjoy.

Beverley & East Riding Lawn Tennis Club offers coaching all year round for all ages and abilities. The club's coaching program is run by Head Coach and former Longcroft pupil Tom Davies, a LTA Licensed Level 3 coach.

Tom has a vast experience of working with all ages and abilities, from 3 year olds first picking up a racket, to working closely with former world number 14, British number 1 and Davis Cup Winner Kyle Edmund.



BEVERLEY BRAVES RUGBY LEAGUE

COME JOIN US & HAVE A GO!

ALL AGES WELCOME FROM RECEPTION UP TO YEAR 11 (AGE 4 UP TO 16 YEARS OLD)

BOYS AND GIRLS WELCOME

PLAY THE ... GAME

**All coaches are RFL qualified and DBS checked.
All helpers are also DBS checked.**

When: Saturday morning's • Where: Molescroft Carr Playing Fields, Thurlow Avenue, Beverley, HU17 7QJ • Time: 10am until 11.30am

**For more information please contact:
Neil on 07460 898724 or Michala on 07900 391027**

More details can be found on our website: www.beverleybraves.com

Please note - The car park next to the playing fields has limited spaces, when possible please cycle or walk to the pitches.

The club aims to provide social and competitive tennis for people of all ages and abilities in a friendly and enjoyable environment and novice players of any age and non-members are always welcome.

Beverley Braves offer boys and girls the opportunity to enjoy activity, socialise and build long-lasting friendships through playing rugby league.

Based on Thurlow Avenue, the club welcomes new or experienced players for their teams from Under 6 to Under 16. Former players include Jack Charles and Hayden Todd who are currently playing Academy rugby with Hull FC and Hull KR while Luke Foreman and Harrison Adams are combining playing for Beverley Braves with turning out for Hull KR's Scholarship team.

Mr Baker said, "The young people of Beverley and the surrounding area are fortunate to have so many opportunities to enjoy a range of sports. Many of the adults involved have links to Longcroft, several being former pupils, and both these clubs along with others in the area have enjoyed considerable success. Young people can aspire to play at a high level or just enjoy the many physical, emotional and social benefits that come from playing sport in a friendly, supportive club environment."

**BEVERLEY & EAST RIDING LAWN
TENNIS CLUB**



OPEN DAY

20 MAY 2023

Junior Sessions | 9am - 12pm
Reception - Year 11

Adult Social Tennis | 2pm - 4pm

All groups free of charge for all
Members and Non-Members

FREE JUNIOR COACHING

12 MAY - 21 JULY 2023

Free for 10 weeks for all Junior
Members on Friday evenings

Junior membership starts from as
little as £25 per year

**SEVEN CORNERS LANE,
BEVERLEY, HU17 7AJ**

**FOR MORE INFORMATION, PLEASE CONTACT
TOM DAVIES ON 07976 189671 OR MESSAGE
@TOMDAVIESTENNISSCHOOL ON FACEBOOK**





LIBRARY NEWS



Ms Carvill writes:

Marking Maths in the Library

National Numeracy was established as an independent charity in 2012 to help improve numeracy among adults and children and to highlight the benefits of having good maths skills.

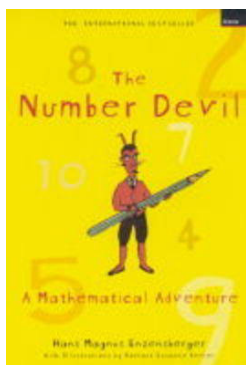


This year National Numeracy Day is celebrated on 17 May and the charity has a series of events, resources, activities, and fun challenges to help raise its profile. Over the last 10 years has supported thousands of people across the country to improve their skills and confidence.

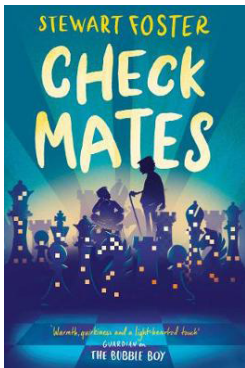
At Longcroft we understand the importance of good numeracy and its impact on pupils and students. It creates brighter futures for all.

In the Library we are marking National Numeracy Day with a fabulous display of books relating to maths — fiction, and non-fiction. Do encourage your children to read them. Below are some favourites.

You can find further information at www.nationalnumeracy.org.uk

**The Number Devil – A Mathematical Adventure by Hans Magnus Enzensberger**

This eye-opening international best-seller makes mathematics a thrilling exploration. In twelve dreams, Robert, a boy who hates maths, meets a Number Devil, who leads him to discover the amazing world of numbers: infinite numbers, prime numbers, Fibonacci numbers, numbers that magically appear in triangles, and numbers that expand without. As we dream with him, we are taken further and further into mathematical theory, where ideas eventually take flight. An exciting adventure for children and adults.



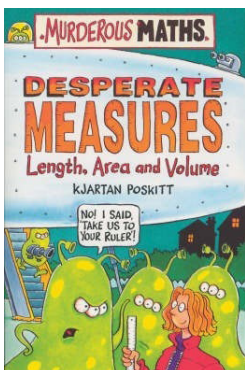
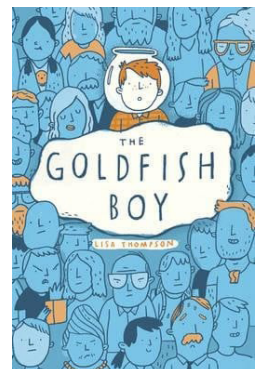
Checkmate by Ross Welford

Felix is struggling at school. His ADHD makes it hard for him to concentrate and his grades are slipping. Everyone keeps telling him to try harder, but no one seems to understand just how hard he finds it. When Mum suggests Felix spends time with his grandfather, Felix can't think of anything worse. Granddad hasn't been the same since Grandma died. Moreover, he's always trying to teach Felix boring chess. But sometimes the best lessons come in the most unexpected of places, and Granddad soon shows Felix that there's everything to play for. A warm, funny, sensitive nook. Totally inspirational.

The Goldfish Boy by Lisa Thompson

12-year-old Matthew Corbin hasn't been to school for weeks. He passes much of his time observing the goings-on of the local neighbourhood from his bedroom window. He even makes little notes about neighbours' movements. Until, that is, a toddler goes missing, and Matthew realises he may be one of the few people who can help shed some light on the disappearance. However, Matthew has obsessive compulsive disorder, and everyday life has become increasingly challenging. Can he possibly play a major role in an investigation into the abduction of a child, perhaps without even leaving his house?

This captivating read questions what has triggered Mathew's OCD, and convincingly portrays the struggle he faces. Echoes of *A Curious Incident of the Dog in the Night-time* by Mark Haddon. Compelling.

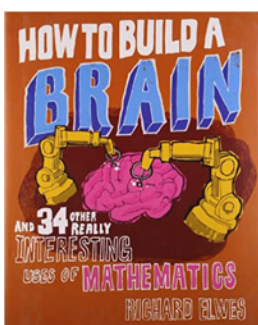
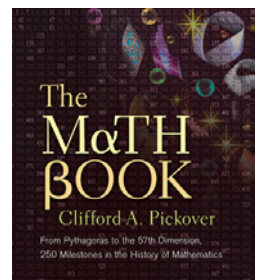


Desperate Measures by KJartan Poskitt (Murderous Maths series)

Is maths making you miserable? Do you ever feel you're one gram short of a kilo? Find out why a horse needs hands and how measurements can defeat an alien invasion from the Planet Zog. Meanwhile, Dolly Snowlips despairs as the gangsters get their maths wrong yet again. Fun and educative.

The Math Book by Clifford A Pickover

Math's infinite mysteries and beauty unfold in *The Math Book*. Beginning millions of years ago with ancient ant odometers and moving through time to our modern-day quest for new dimensions, prolific polymath Clifford Pickover covers 250 milestones in mathematical history. Fascinating facts.



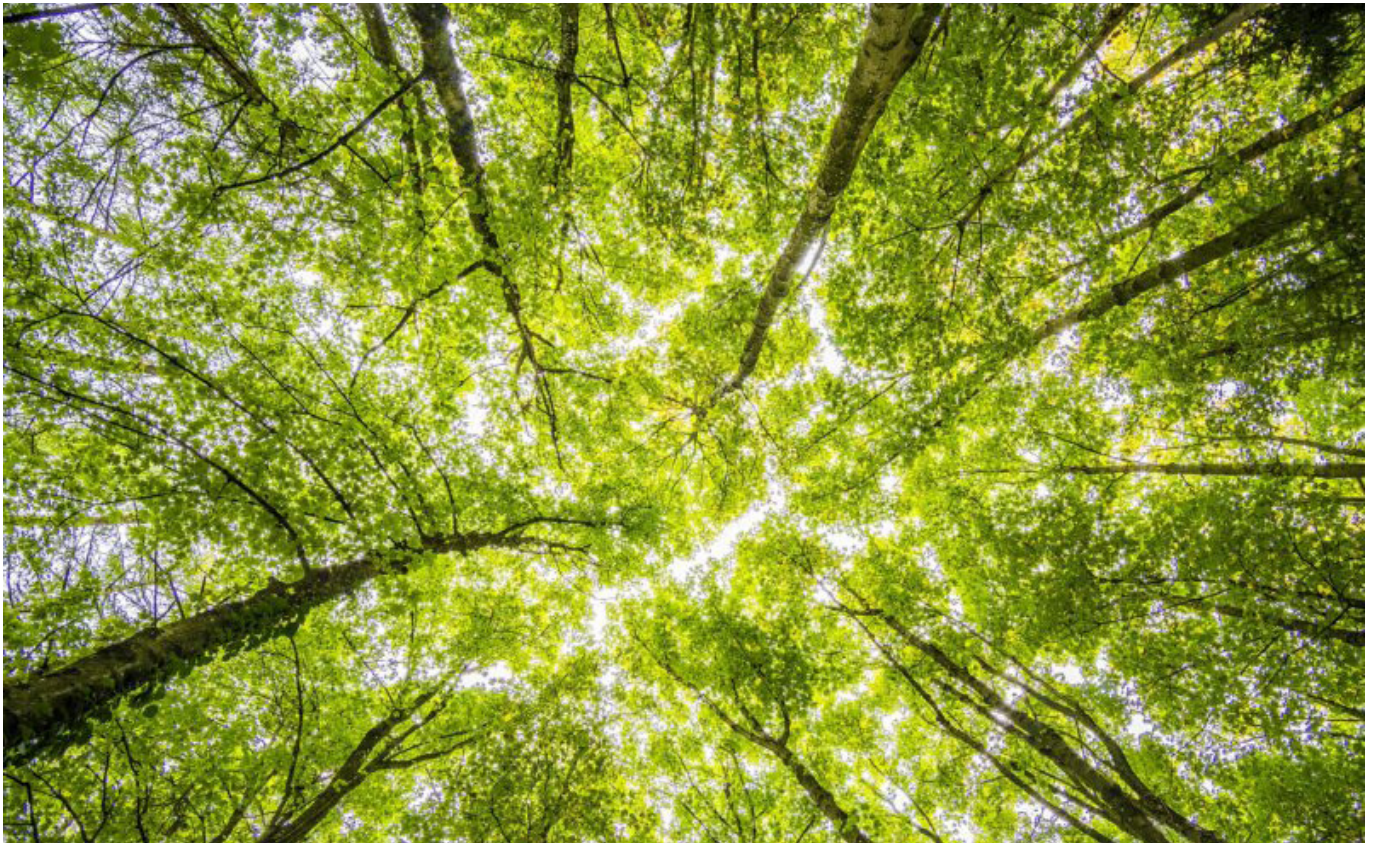
How to Build a Brain and 34 Other Really Interesting uses of Mathematics by Richard Elwes

Can you outrun a bullet? How do you build an electronic brain? Is it possible to create an unbreakable code? Could you slow down time? How do you unleash chaos?

If you thought mathematics was all about measuring angles in a triangle or factorizing equations, think again... This book demystifies the astonishing world of maths in a series of intriguing, entertaining and often extraordinary scenarios - that explain key concepts in plain and simple language. Fun and fascinating.



First Story Eco-Poetry Competition 2023



Could you write a winning poem about the natural world?

Our Eco-Poetry Competition is now open to all pupils and students. Fabulous prizes will be awarded to our three winning entries which will be forwarded to the national competition.

Submissions close at 5pm on Thursday 25th May 2023, so get writing!

Poems can be written in any style and form and do not have to rhyme. Please give your entries to your English teacher or Ms Carvill.



Care and Achievement Co-ordinators

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

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

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



Year 7

Miss Fox

07342 342858

vicky.fox@longcroft.eriding.net



Years 8 and 9

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 10

Miss Harsley

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katie.harsley@longcroft.eriding.net



Year 11

Mrs Ellis

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Sixth Form

Miss Taylor

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