



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Pupils meet the DofE challenge!

Each year, hundreds of thousands of young people take part in a DofE programme. More than 323,000 young people started their DofE in 2022/23 and participants gave 3.5 million hours of volunteering in their local communities. The record-breaking numbers show that 537,759 young people are currently working towards their Award across the UK – up more than 10% on 2021/22.

33 Longcroft pupils participated in and successfully passed the Expedition section of their Bronze Award, and having already completed the other sections Year 11 pupil Layla Robinson became the first pupil to achieve the DofE award through Longcroft School.

Mr Coupe, Longcroft's DofE Manager, said: I'm so proud of all the pupils who have completed their Duke of Edinburgh Expedition Section over the last few

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days. They've all faced and overcome many personal challenges and displayed great resilience and strength of character, which is what the D of E is all about!"

He explained, "Out on their own, relying only on themselves and each other, finding themselves in unfamiliar surroundings and situations they've built lasting memories. For myself, stand out memories are watching the Summer Solstice Rounders Match on the first expedition, with happy, tired children relaxing and enjoying their time away from their phones and the pressures of being teenagers, and of course, using noisy pots and pans to rescue Mrs Scott from

some enormous semi-aggressive cows!"

He added, "The greatest memory is the happy, relieved faces of the pupils during their Assessor's Debrief at the end of the expedition, where they share the troubles and traumas they had, the mistakes they made, the successes along the way and what they will take away from the whole experience having grown immensely from taking part. An amazing experience!"

Millie, who is in Year 9, said: "I enjoyed the camping part of it. We got lost on the first day. We were supposed to be sharing the map, but we did an extra 7k which took us two hours! I liked being with my mates – because my friends were there it was enjoyable. We had pesto pasta – I cooked that and I was very proud. We also had marshmallows, and then muffins for breakfast."

Millie added, "Putting the tent up was quite easy then we had a massive game of rounders which was really good. The sunset was really pretty – the sky was orange and red."

The second day involved a six and a half hour walk. Millie explained, "It was really warm and we were supposed to be sharing the tent, but I carried it for six hours!" Despite this, she added: "We worked as a team really well!"





Finn, who is also in Year 9, is a member of 1st Molescroft Scouts and has some experience of expeditions. He said, "I thought it would be fun to do DofE and that it would look good on my CV."

Finn added, "I enjoyed working on the tent and our food on the evening. I was the only one in our group who got a decent sleep." He was, however, less impressed when he woke up for breakfast. "We brought bacon and eggs – the eggs were burned and the bacon was burned and raw! I didn't eat it."



He explained, "Some parts were challenging, like going up and down hills, but Day 2 was a lot easier than Day 1. We worked well together as a team."

Having successfully completed their expedition most of the pupils are now working on other aspects of the Bronze Award and Millie, who has represented Humberside in the English Schools' Cross Country Championships, is going to volunteer at the Park Run. Finn has started volunteering at local radio station Beverley FM. He explained, "I have my own mini-segment every Saturday."

There are four sections of the Bronze DofE programme. As well as the expedition pupils spend time volunteering with a charity or not-for-profit organisation, broadening their understanding and increasing their expertise in a chosen skill and taking part in physical activity.

The essence of DofE is personal challenge – to help young people build confidence and resilience by testing themselves, often in unfamiliar environments. DofE aims to empower young people – to support them as they learn new skills, overcome obstacles, and build confidence and resilience.

Our first cohort are certainly demonstrating these qualities in abundance and we look forward to reporting on both their further progress as they aim to emulate Layla by earning the Bronze Award and the growth of DofE in our school.



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

89,279

THOUGHT

397,179

VISION

340,739

GRAND

TOTAL:

827,197



Headteacher's Welcome

In a week of transitions, it has been great to see our community come together, to celebrate all that has been achieved by so many, and look forward to an exciting future ahead.

As we move beyond final examinations for, it was time to celebrate with our Year 11 Prom and Year 13 Leavers' Dinner. Both year groups enjoyed great nights with fabulous attendance from pupils, students and staff. These are celebratory moments, a chance to look back together on shared journeys; and for these groups of young people it has been quite the extraordinary time. As the community has reflected on recent years, it has reminded us of the tremendous resilience, courage and commitment our young people have demonstrated, and we know that they will take all they have learned and become in to the next stage of their lives. Our pupils represented our school incredibly well with venue leaders effusive in their praise of their conduct and behaviour – a true representation of our Longcroft Standard and we were tremendously proud.

Ever more pupils in Year 11 are now planning to return to Longcroft as part of the East Yorkshire Sixth Form, so it is exciting to consider how our journey in that regard is set to continue. Today saw the first of our Year 12 induction days and an opportunity to get prepared for advanced level study, including through important bridging work that will enable a platform for accelerated academic progress in the Autumn term. We also have further increased in Year 7, with more families each week coming forward to adjust their plans for September and to come and be a part of our community.

Around 170 families joined us on Thursday 29th June for our Year 6 Induction Evening. This was an opportunity for our new cohort to meet their tutors, hear from some of the key leaders and pastoral staff that will be working with them in September, and to get prepared for all of the exciting opportunities that will be available to them when they arrive at Longcroft. It was great to spend time listening to children talk about what they were most excited about, seeing broad smiles everywhere and understanding from families why they had chosen the school and how supportive they are of what we stand for, our culture of high expectations and an absolute focus on every child being known and valued.

This week's Newsletter brings in to focus a number of examples of current work and activity in school including projects taking place with our local primary schools. Our Duke of Edinburgh pupils feature in our lead article and have been brilliant in completing their expeditions and achieving their challenging Awards. It is a privilege to publish our Newsletter each week with so many examples of how those past and present in our community, demonstrate the values that we are proud to advocate each and every day. Have a great week.

Mr D Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

This week we were delighted to welcome Year 6 pupils and their parents to Longcroft to gather important information for the important next stage in their education — starting Year 7.

Our Induction Evening event is one of the most important in the school calendar, introducing new pupils to their tutors for the next academic year. The tutor has a key role to play in providing the support and care needed for what is an important time in a young person's school life. Miss Woodhead, one of our Year 7 tutors in the next academic year, commented "I'm really looking forward to spending time with my new tutor group on the full induction day and helping them to progress throughout their Longcroft journey."



As part of the evening, we also offered a stationery stall, making sure all pupils had an opportunity to see which pieces of equipment are required as part of the school day. For all year groups, these are available from Ms Carvill in our Library throughout the school year.

As part of my role as Head of Lower School, I have visited Molescroft, Swinemoor and Tickton Primary Schools this week. Children are looking forward to our Induction Day on Tuesday 4th July. All of the children will get to participate in various different lessons including English, History, Science and Geography. All pupils will need to arrive at school for 08:35 wearing their primary school PE kit, as they will be participating in a PE session during the day!

We ensure that all our new pupils receive the same level of support, whether they are from one of our local catchment primary schools, or from a school outside our catchment area. For pupils outside of our catchment, we are aware that they



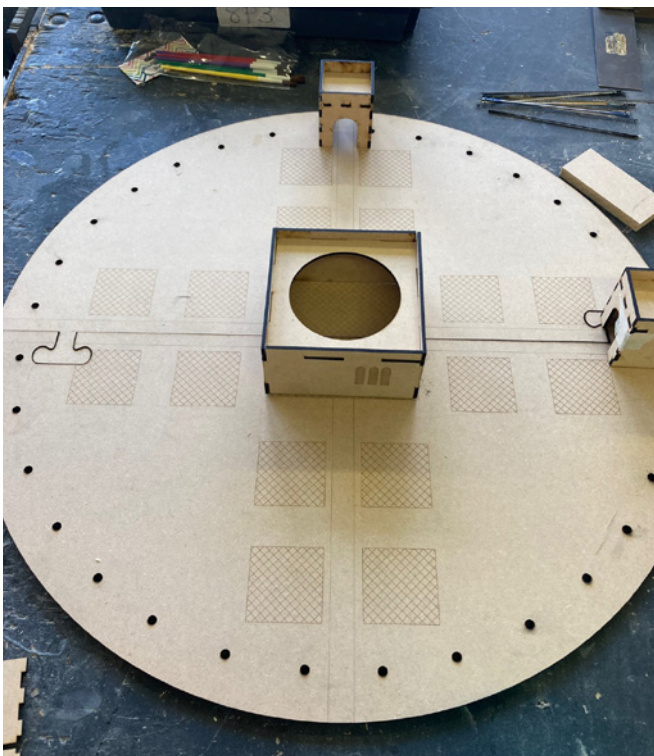
may not know as many children, and we ensure that they have plenty of opportunities to get to know other pupils and to make friends in September. Each summer, we visit primary schools to meet pupils and to get to know them, and to give them a chance to ask us questions they may have, as well as to learn more about why life at Longcroft is so special.

Last week, children from St Mary's C of E Primary School visited our Design Technology department to build a model version of Baghdad as part of their studies in Technology and Religious Education. The pupils enjoyed getting to grips with using our tools to make shapes to contribute towards a large model of the city. I look forward to sharing the finished version in a future newsletter.

Whatever stage they may be on in their Longcroft journey we absolutely want what is best for our pupils. As a school, we are aware that every interaction is important and every conversation an opportunity to help our children to grow and develop into well-rounded young people with enhanced futures beyond schooling. At Longcroft School, we are unfailing in our commitment to high expectations and high standards for our children. We are a community that rewards pupils for making the right decisions, living out our journey through acts of Great Heart, Great Thought and Great Vision.

For all parents, irrespective of their child's year group, we continue to offer a high level of support through our Care and Achievement Coordinators. If you have any questions, or if there are any ways we can support your child, please contact the school via the lines of communication at the end of the newsletter. We pride ourselves on our individual care for each and every pupil at Longcroft School.

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

Daisy Stokes
Isabelle Chant
Will Balmforth
Scarlett Wood
Sam Collin
Neve Meagher
Lily Curtis
Lily Hardman
Brenton McKie
Zachary Denton

Year 8

Millie Wisher
Lexie Burke
Hayden Lax
Alicia Harris
Xavier Jenney
Jack Allport
Tyler East
Ava Moore
Lana Sheikh Debes
Maisie Foster
Lily Logan

Year 9

Sam Garrett
Rebecca Lewin
Harry Hart
Harry Drake
Oliver Sysum
Jack Daniel
Oliver Garth
Luke Hancock
Joe Dawson
Freya Dolan

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: Harry Dixon

Year 8: Xavier Jenney

Year 9: Toby Robertson



UPPER SCHOOL



Mr Henderson writes:

Year 10 Mock Examinations

There has been a discernible focus this week as pupils recognise the importance of the mock examinations in Year 10. These exams provide both the pupils and us with valuable information.

Pupils can test their ability to recall information and ideas taught and apply them to questions never seen before. These examinations also support the process of understanding how much and what form their revision will take. Pupils will be able to consider strategies they find most effective, such as flashcards, GCSEPod, mind maps or Seneca. As teachers, we can see if pupils can demonstrate and prove their classroom progress in an exam style setting. From this we can look at our forward planning to address any knowledge or skills areas where pupils have struggled to meet expectations. Formal exams, such as these, are so important for pupils to get used to and understand the strict requirements of The Joint Council for Qualifications (JCQ). As an examination centre we must ensure all pupils and procedures follow exacting expectations. Mock exams allow us to prepare the pupils for the future.

Year 11 demonstrate effective preparation

Year 11 pupils have provided excellent role models in their exam preparation. Several attended a revision day with Ms George ahead of their GCSE Food Preparation and Nutrition exam. They took part in a range of activities including revising key food science terms by making a cooked breakfast.





Year 10 Work experience

After a week of exams, our Year 10 pupils head out for work experience placements. A massive well-done to all pupils for the vast majority have secured relevant and interesting to try. It is fantastic that we have returned to doing work experience as it allows pupils to see the real-world application and relevance of learning. Pupils can then start to map out their futures with more clarity ready for the autumn term when they will be starting to apply for A-level and vocational apprenticeships. All pupils in Year 11 will be given time in school to take on careers advice to ensure the next steps are the correct ones for them. It is with this focus pupils can then really motivate themselves towards their aspirational targets in next year's GCSE examinations.

Year 11 Prom

Pupils, their parents and our staff were understandably extremely excited for the Year 11 Prom at Lazaat. Year 11 pupils shared stories of preparations they had made for the night with staff before they left. From suits to dresses, hair and nail appointments to luxury vehicles, all will make the night one to remember. We will publish lots of pictures from the evening on our social media and of course in next week's Newsletter!

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

Jake Curtis

Megan Ulph

Imogen Capes

Alissia d'Andilly

Lewis Kitchen

James Gresswell

Rhys Simson

Tristan Carlo Pineda

Rhys Attwood

Eleanor Foster

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 winner is Connor Baker - congratulations Connor!



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

Mr Chapman writes:

Year 13 Leavers' Meal

Beverley's popular Italian restaurant Figaro provided a lovely setting for our farewell to Year 13 – a wonderful group of students I have very much enjoyed getting to know and supporting this year.

Miss Taylor said, "Everybody looked amazing. It was lovely to see everyone together again and to spend the evening together in such lovely surroundings."

Mrs Ellis added, "It was a lovely evening and a wonderful opportunity to share memories of students' years at Longcroft. It has been a pleasure to get to know them during their time in the Sixth Form."

Year 13 have been great role models as our senior students – their work ethic and engagement with our expectations have impressed me and I have enjoyed their humour and sense of fun. I wish them well, both for the summer's results and their futures beyond Longcroft.





Open Days – a student's perspective

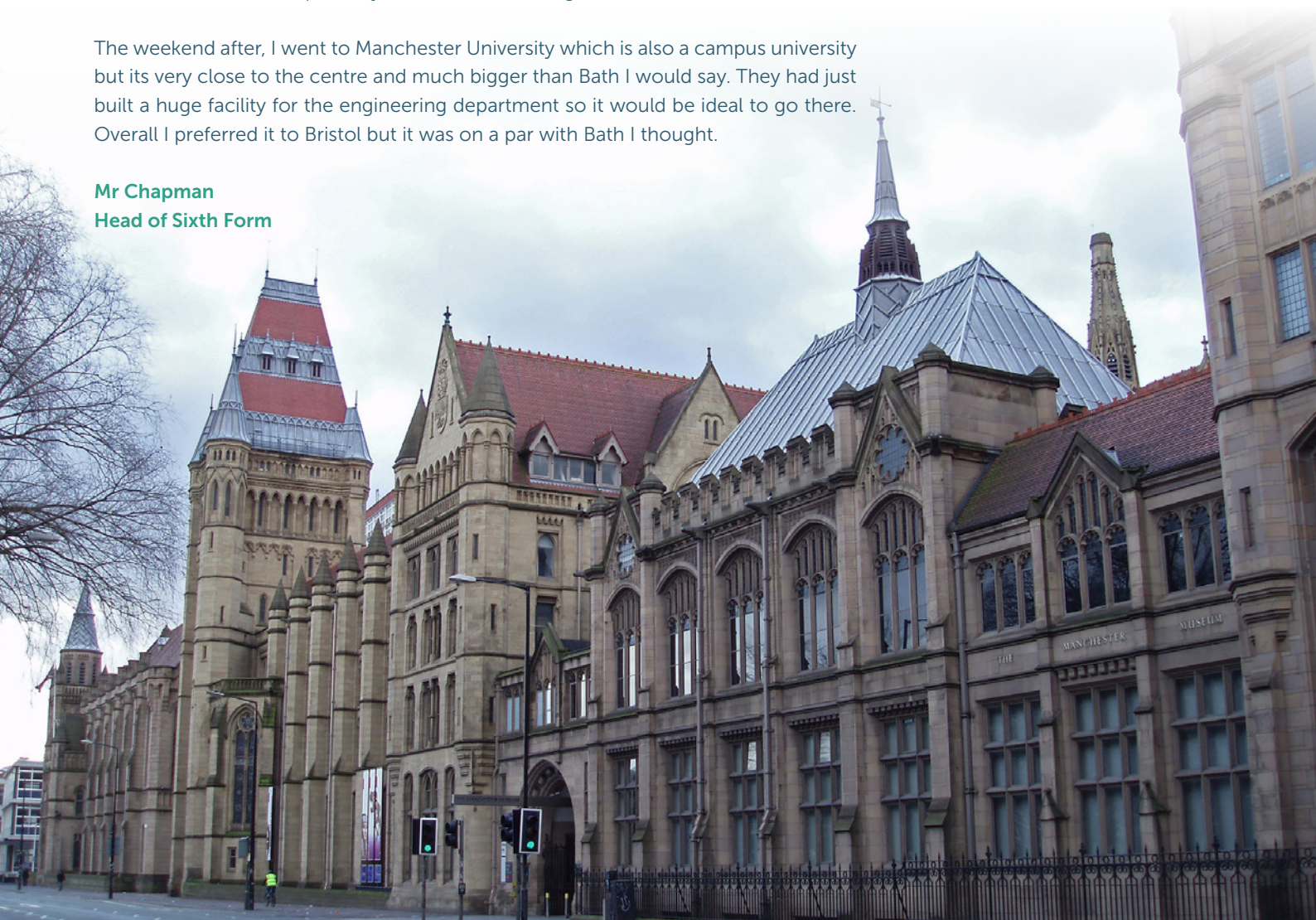
As Year 12 take the opportunity to attend open days at universities up and down the country, I am grateful to Andrew Woodhouse for offering his perspective.

On the 16th and 17th of June I went to Open Days at both Bristol and Bath with another at Manchester on the 24th of June. These really give me a good view on what University life may be like in the future when I go in 2024. On Monday morning we drove down to Bristol (which took 4 painful hours) and got the park and ride into the centre of the town where the university is based. Bristol is a city university so all the accommodation and lecture theatres are dotted around the city in various buildings. I went to look at Physics and Engineering mainly and attended talks on both of them. It provides great insight into what sort of content we would learn about when we are there. I came out of it deciding that Engineering would be more my subject as its more hands on and I get to build lots of stuff.

The next day we went to Bath Open Day, this was a campus university so that means that all the buildings and accommodation are on a campus just outside the city centre. I much preferred this sort of university life as everything is fairly close together and I preferred the talks they did on the courses I want to do. They also offered more opportunities to enter into competitions against other Universities. But what you prefer depends on what you really want from the university as if you want to be right in the centre, then campus may not be the best thing.

The weekend after, I went to Manchester University which is also a campus university but its very close to the centre and much bigger than Bath I would say. They had just built a huge facility for the engineering department so it would be ideal to go there. Overall I preferred it to Bristol but it was on a par with Bath I thought.

Mr Chapman
Head of Sixth Form



EAST YORKSHIRE SIXTH FORM



ABOUT US WHAT YOU NEED TO KNOW

- Beverley and Pocklington campuses
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SAFEGUARDING



Mr Rogers writes:

I am delighted to feature the work of our Green Team – our Active Travel Ambassadors, who have introduced a school-wide competition aimed at encouraging active travel to school.

The competition, which will run during the final two weeks of term, was part of their successful pitch at County Hall which saw the team earn £500 towards promoting and supporting safe, active travel.

The first competition, 'Wheels to Win!', is based on cycling safely. Each day during the week beginning 10th July, any pupil who cycles into school will be given a raffle ticket. There will be a daily prize draw at lunchtime, with £200 worth of prizes up for grabs! Prizes will include equipment to support safe cycling, such as helmets, lights, cycling gloves, and hi-viz vests.

'Walk to Win!' will run during the week beginning 17th July, and any pupil who walks into school with a note from home to confirm that they have walked at least 1km will be given a raffle ticket. Again, there will be a daily prize draw at lunchtime with £200 worth of prizes available including hats, gloves, sun cream, umbrellas and socks which make walking safer and more comfortable.

The Green Team's work will culminate on the final day of the summer term with the Super Prize Draw! Any pupil who has 10 raffle tickets on the last day of term (5 from Wheels to Win! and 5 from Walk to Win!) can enter the Super Prize Draw. The winners will receive gift card vouchers for Go Outdoors, where they will be able to buy equipment to help them walk or cycle more!

First prize = £50 voucher, second place = £30 voucher and third place = £20!

Congratulations to the fantastic Green Team on their efforts to encourage safe, sustainable, active travel. I look forward to congratulating the winners!





Attendance Matters!

Our Attendance League continues with tutor groups competing in either the Pizza League or the Sweet League.

On the final day of the Summer Term, the winning form in the Pizza League will get pizzas delivered for lunch! The winning form of the Sweet League will get sweets for the whole form!

Tutor groups receive points each week as follows:

100% attendance = 4 points

<97% = 3 points

<96% = 2 points

<95% = 1 point

Pizza League



Last week, 10ESH topped the Pizza League, followed closely by 7RTO with 7PDV in third place.

10LSI and 9JPO also picked up what could prove to be a valuable three points.

10LSI, 8DPE and 7RTO are our current leaders, with 10ESH, 9JPO, 7PDV and 7SGE close behind!

Sweet League



Last week 10CMT, 10SWL, 10EFX and 8ARU all earned a valuable 3 points..

10CMT have the lead from 8ARU.

I look forward to seeing other tutor groups challenge these leaders!

Mr Rogers
 Deputy Headteacher
 Head of Care and Achievement



TEACHING & LEARNING



Mr Taylor writes:

Hello again. Continuing our Literacy theme this week we will look at reading for pleasure. Reading for pleasure has been defined by the National Literacy Trust as:

“Reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading.”

Reading for Pleasure is the entitlement of every child, yet how can we foster readers’ desire and engagement?

Benefits of reading for pleasure:

- » There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development
- » Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment
- » Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status
- » There is a positive link between positive attitudes towards reading and scoring well on reading assessments
- » Regularly reading stories or novels outside of school is associated with higher scores in reading assessments
- » International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement
- » Evidence suggests that reading for pleasure is an activity that has emotional and social benefits.
- » Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life and increased general knowledge



What works in promoting reading for pleasure?

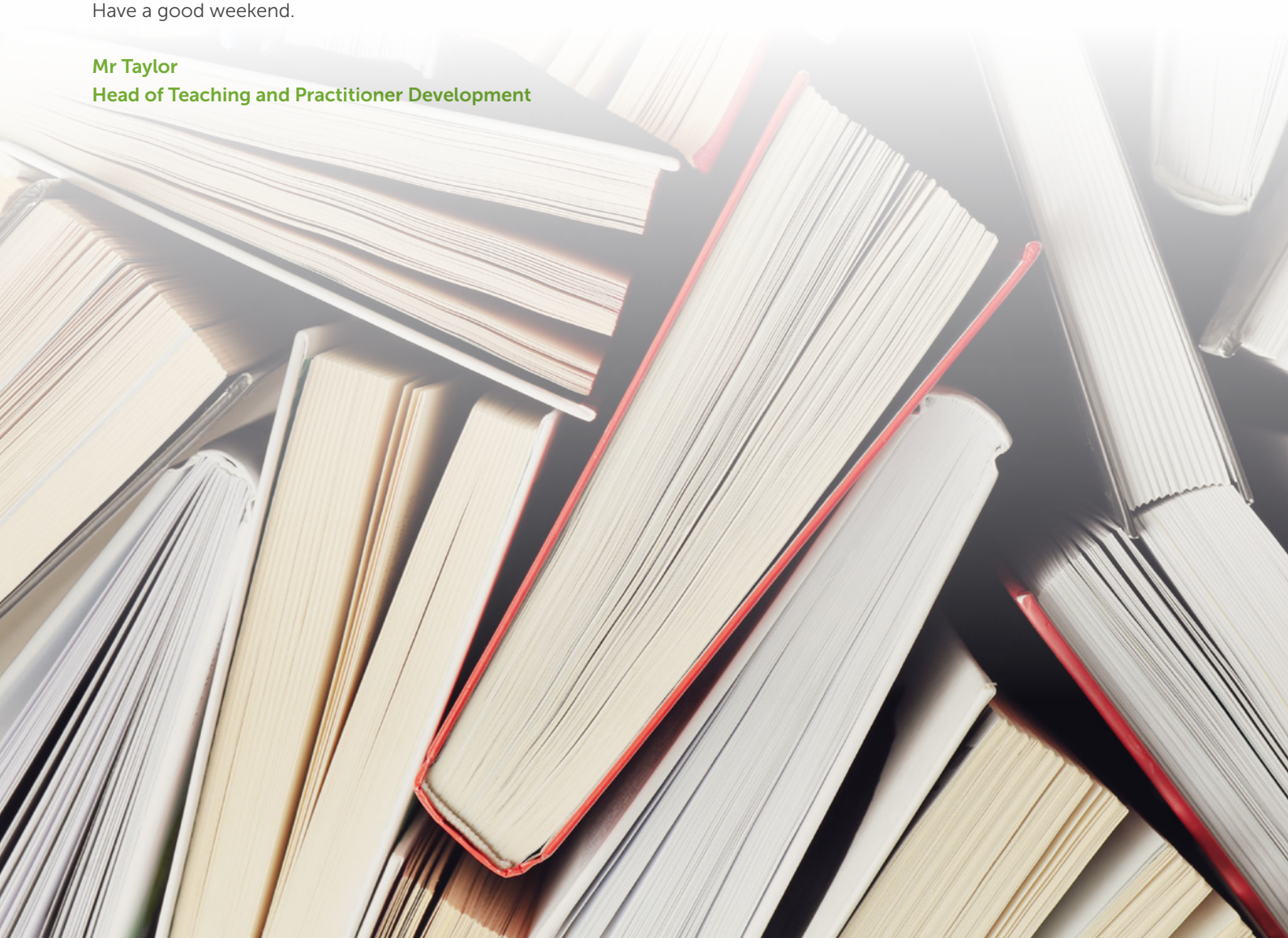
Strategies to improve independent reading:

- » Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment
- » Children who have books of their own enjoy reading more and read more frequently
- » An important factor in developing reading for pleasure is choice; choice and interest are highly related
- » Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity
- » Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued
- » Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development





IN FOCUS

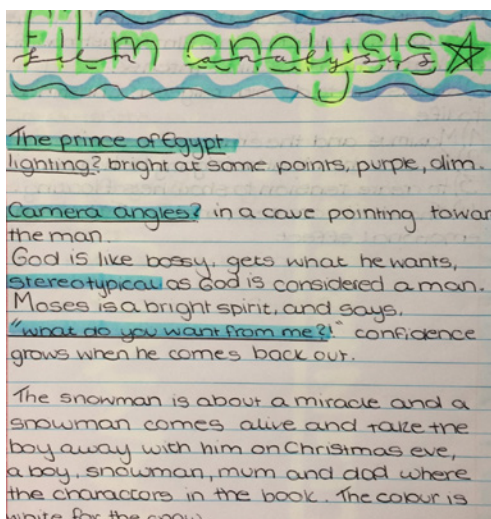
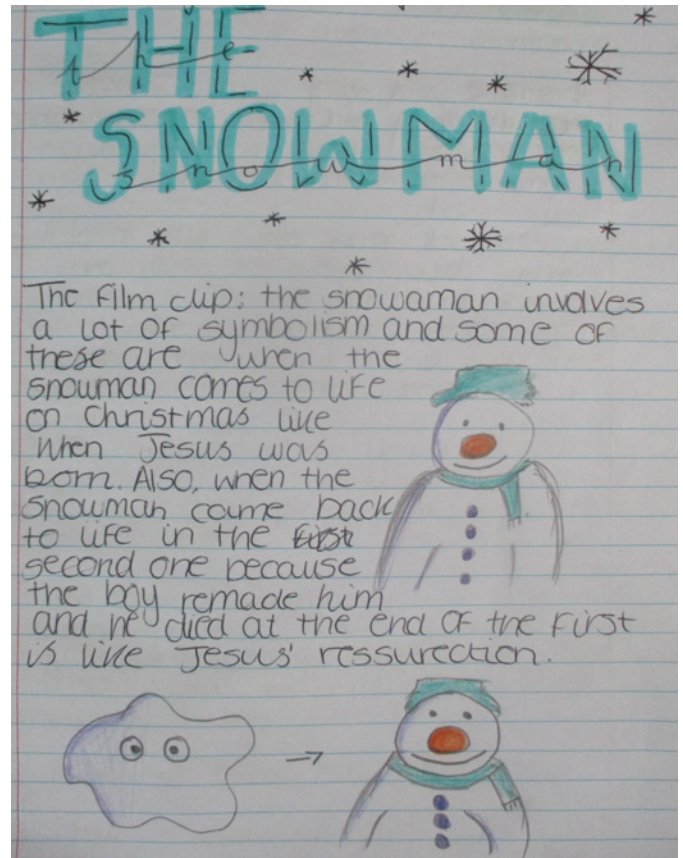
RELIGIOUS EDUCATION

This week we feature Year 7 pupils' work in Religious Education.

Pupils have been analysing a range of films and considering links to religious concepts. Annabel Shepherd, who is in 7PDV, wrote: "On the surface, Toy Story is just a kid's film but in reality it shows a lot of symbolism." She considered the relationship between characters Woody and Lotso in terms of good versus evil, and the depiction of life after death in Andy getting rid of his toys and them going to Summerside.

Sarah Shrimpton wrote: "It symbolises Jesus accepting his death. When they go to the day care, that symbolises a new life."

Isabelle Chant drew comparisons to politics when she wrote: "Lotso was a dictator. If a toy didn't follow his rules they were put in a 'prison'. A better alternative to this would be a democratic government where people could vote on what they wanted to do and have free will." Isabelle also used the character of Lotso to demonstrate her understanding of the concept of good and evil. Furthermore, she considered Karma when she wrote about the end of the film: "Lotso selfishly saved himself and left the other toys to burn. Lotso then thought he'd escaped but at the rubbish site a person took him back home and he didn't want this to happen. Woody and the other toys escaped the fire pit and lived a happy life."



Sophie Battye chose to analyse the film 'The Snowman'. She drew comparisons with Christianity, writing: "The snowman comes to life just like Jesus did. This was also happening during Christmas which is when Jesus was born." Sophie added that the story's moral is 'everything is possible'.

In her analysis of Toy Story 3 Sophie wrote: "Toys are not just trash that is waiting to be thrown away because just like Jesus you need to have some hope. This is linked to Christianity because if you are a bad toy/ selfish toy (like Lotso) you will be thrown away (like Hell). However if you are a good lovable toy then you will be donated when your owner gets older – this is like Heaven."

Mr Fox said, "I've been impressed with the pupils' ability to draw comparisons between stories they know well and some of the challenging religious concepts covered in Year 7. The work supports pupils in developing their ability to analyse and to pick out religious symbolism which will be important when they are required to evaluate at GCSE and A Level."



Our First Year at Longcroft

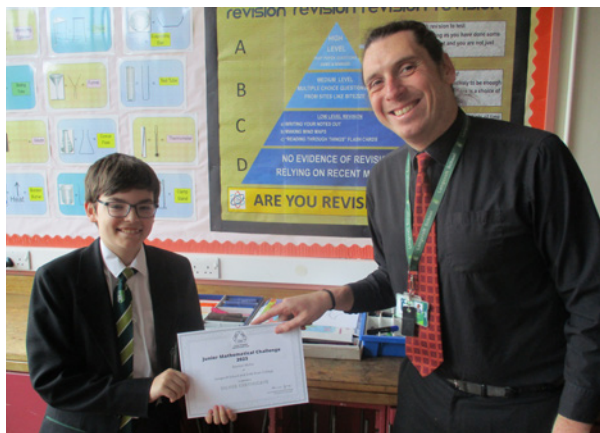
Two of our Year 7 pupils, Sarah and Brenton, shared their thoughts on their first year at Longcroft.

Sarah, who went to St Mary's Primary School, said: "I've really enjoyed making friends." She added, "I really like PE, RE and Maths. I also enjoy Drama, English, Music, History and Geography."

Last week Sarah attended the School Sport Partnership Awards Evening where she was recognised in the category 'Outstanding Commitment to Extra Curricular Clubs in School'. She said, "The highlight of the year has been the Awards Ceremony – I really liked it. Mrs Holt nominated me." Sarah explained, "I've done football, netball, rounders and athletics clubs this year." She added, "I've played sport for most of my life and I was excited for the clubs I could join at Longcroft."



Looking ahead to Year 8, Sarah said: "Next year I'm looking forward to Drama – to doing new and harder pieces. In PE I'm excited to join more clubs." Sarah is pictured with the Year 7 netball team.



Brenton also joined Longcroft from St Mary's Primary School. He said, "The thing I've enjoyed most has been making new friends. In secondary school you meet lots of different people."

Brenton added, "Design Technology, Music and Drama are my favourite subjects – I like the more creative side of things." He explained, "I'm happy with Science. In secondary school we've done lots of it and I've actually done quite well. I like doing practicals with the Bunsen burners, heating up chemicals and seeing what reactions they have."

"Next year, I'm looking forward to getting to know new teachers."

Brenton, who earned a Silver Certificate in the UK Mathematics Trust Junior Challenge and also won our Eco Poetry Competition, summed up his first year at Longcroft by saying: "It's been probably one of the greatest moments in my life. A big change for me – a big jump, but I've really enjoyed it." Brenton is pictured receiving his UKMT Silver Certificate from his Science teacher and Head of Lower School Mr Worthington.

Congratulations to Sarah and Brenton on everything they have achieved during Year 7. We look forward to many more years of success in all aspects of their school lives.



Performing Arts Evening

Last week a capacity audience enjoyed a range of wonderful performances from our performing artists.

The evening began with an Ensemble performance of Soul Bossa Nova, the popular instrumental composed and first performed by musician and record producer Quincy Jones which has been used by numerous producers in films including as the theme tune for the Austin Powers series of movies.

Year 8 pupils performed 'The Story of Little Red' before the audience were treated to a solo performance of 'City of Stars' by Year 11 pupil Sam Drew.

Musical Theatre featured throughout the evening, with renditions of 'Say My Name' from Beetlejuice, 'Candy Store', 'Rock of Ages' and 'Naughty' from Matilda.

Solo performances included 'Listen Beyonce' by Year 10 pupil Rhys Hodgson, 'Fly Me to the Moon' by Lydia Spratt, 'Smells Like Teen Spirit' by Liam Roberts, 'Frozen' by Mary Anderson and a rendition of Harry Styles' 'Falling' by Mae Read who also performed Taylor Swift's 'Cardigan' with her sister Erin.

Year 9 pupils Anika Matta and Amelia Purchon performed solos on the violin. Anika performed a rendition of 'The New Round O' and Amelia 'Tico-Tico no fuba'.

Year 7 pupils performed two pieces of drama – a scripted piece, 'The Long Walk Home', and a devised piece titled 'The Restaurant Disaster'. Other pieces of drama included Year 8 pupils' performances of 'Everybody's Changing' and extracts from 'Blood Brothers'.

Year 11 pupils who have studied GCSE Drama treated the audience to extracts from 'Bouncers' A Level Theatre Studies students performed a piece of Physical Theatre – 'Frantic Assembly Blue Monday'. Josh said, "It was great to see all the years come together and participate as one big group and to see all the dedication paying off."

Josh added, "As a Sixth Form student at Longcroft, performing arts is extremely important to me. It helps with confidence and builds teamwork and presentation skills."

Kasey added, "I've really enjoyed studying physical theatre for the first time in Year 12. It's a good way of telling the story without actually using dialogue."

Following ensemble performances of the Arctic Monkeys' classic 'Bet You Look Good on the Dancefloor' and Bryan Adams' timeless 'Summer of 69', the cast came together for an unforgettable finale of 'Sweet Caroline'.

Miss Taylor, who herself performed in many Performing Arts Evenings during her years as a pupil and Sixth Form student at Longcroft, said: "The students were absolutely fantastic. They all put in so much hard work and produced a great show!"

Thank you to Mrs Harris, Mr Chapman, Mr Thomson and Miss Taylor who put together such a fabulous evening of varied, high quality performances which showcased the breadth of performing arts opportunities and talent at Longcroft.





Memory Lane



This week we take a trip back to 1986/87 and feature a group photo showing members of our Sixth Form.



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



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**



**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

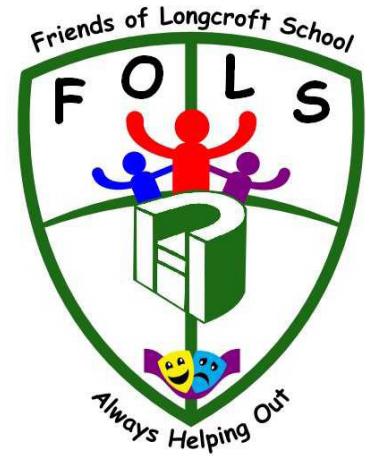
**For more information please contact:
Neil on 07460 898724 or Michala on 07900 391027**

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 Friends' Corner



Can you help?

fols@longcroft.eriding.net

Charity Reg No. 515674

The Friends of Longcroft School (FOLS) are a small team of volunteers, who only meet once a term, and get together when the school put on their performance evenings to provide refreshments and raise money. This money will be used to fund projects and purchases that benefit the children of Longcroft School. If you have a little time spare and would like to get involved, we would love to invite you to join us.

We understand that not everyone wants to make a long-term commitment to be a member of the committee, so we are creating an auxiliary team of helpers, who would like to lend a hand but can only manage the odd occasion.

If you feel you could help, please contact us on fols@longcroft.eriding.net

**Raise Money,
With
Easyfundraising.
com**



Prime Day is coming! So if you are an Amazon Prime Member, you have exclusive access to two days of deals, on Electronics, Home, Kitchen and more! If you aren't a member but you plan to make a purchase, you could sign up for the 30 day free trial to benefit from the discounts.

Either way, if you log in through [Easyfundraising.com](https://www.easypfundraising.com) or using their free app, you can support FOLS as they donate a small percentage of each purchase you make to our fund. Don't forget that if you are booking a holiday or renewing your insurances online that you can support us too.



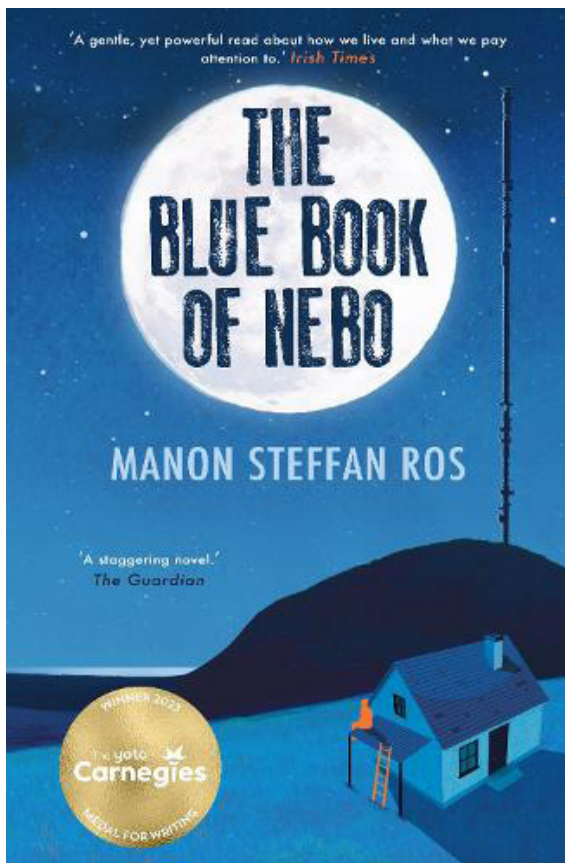
LIBRARY NEWS



Ms Carvill writes:

Yoto Carnegie Winners 2023 Announced

The winners of the UK's most prestigious book awards for children have just been announced at a live-streamed ceremony at the Barbican in London.



First prize goes to **The Blue Book of Nebo** by Manon Steffan Ros, originally written in Welsh and titled **Llyfr Glas Nebo**. This is the first time in the awards' history, that the Yoto Carnegie Medal for Writing has been awarded to a book in translation. Manon Steffan Ros's original Welsh publication won multiple awards too, including the 2019 Wales Book of the Year.

This sensitive, beautifully written YA novel is set in post-apocalyptic Wales, on a remote hillside near Nebo, and explores Welsh identity, culture, and language. The story is told through the dual narrative of mother and son, and explores their thoughts, memories, and secrets. Dylan was six when 'The End' came in 2018 and is now 14 and a teenager, forced to take on adult responsibilities.

The novel examines the human capacity for survival, even when faced with huge practical and emotional challenges, and questions the contemporary world, our structures, and norms. It features some discussion about death, including the loss of a young child, and has a reading age of 12+. Copies are available in the library along with the shortlisted books previously discussed in the Newsletter. A wonderful must read!

AR Quiz No 24331, B L 5.4 (Red), RA: 12+



This year's Yoto Carnegie Medal for Illustration, **Saving Sorya: Chang and the Sun Bear**, was won by Jeet Zdung. It's the second consecutive year that a graphic novel has won this illustrious prize.

The book, written by Trang Nguyen, is based on a true story about a young wildlife conservationist who bonds with a small sun bear, Sorya, who was captured by poachers as a cub and has been rescued recently.

The illustrations are breathtaking and capture the rich variety of Vietnamese vegetation and wildlife.

This story is most suitable for primary school children and great for parents and guardians to read aloud, but it can also be enjoyed by KS3 pupils and has an interest age of 9 to 13 years. It is not on AR yet but hopefully will be soon.

Accelerated Reader Competition Update

As we approach the final weeks of term the AR competition between form groups is really intensifying. Years 7, 8, and 9 are all vying to see who can pass the most Accelerated Reader quizzes, and currently it's looking quite close!



**Accelerated
Reader**

In order to pass, a score of 70% must be achieved. This means reading carefully, ensuring everything is understood, and researching any new vocabulary. It's important that quizzes are completed as soon as possible after finishing a book, so that details are still fresh in the mind. Books can be short or long; the main thing is that they engage the reader and are enjoyed.

Prizes will be given out in the final week of term to the winning form group in each year, and to individuals who have shown themselves to have made an outstanding effort.

Do encourage your children to read as many books as possible. It will help them immensely in their school career.

Library Overdues

Please remind pupils and students to return books promptly. We have several pupils, who despite reminders, still have not returned their books.

Library books can be left at the library desk, given to staff directly, or be put in the large wooden box in the foyer next to the attendance desk. Thank you for your support.

“The only thing that you absolutely have to know, is the location of the library.”

—Albert Einstein (1879-1955. Theoretical physicist)



Care and Achievement Co-ordinators

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

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

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



Year 7

Miss Fox

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vicky.fox@longcroft.eriding.net



Years 8 and 9

Mrs Newsam

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Year 10

Miss Harsley

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Year 11

Mrs Ellis

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Sixth Form

Miss Taylor

01482 862171 ext. 1338

emily.taylor@longcroft.eriding.net