



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Room 64 help Beverley get into the Christmas Spirit

Our band, Room 64, helped the people of Beverley get into the Festive spirit when they performed at Flemingate's Christmas lights switch-on on Friday.

The special guest at the celebration was Irish singer and former Girls Aloud star Nadine Coyle while Adam Lacey who has performed in West End shows including Evita, Joseph and the Amazing Technicolor Dreamcoat and Les Misérables also featured. A breath-taking fireworks display brought the curtain down on a memorable evening.

Joe, Rose, Soleman and Ryan won last year's East Riding Music Education Hub 'Battle of the Bands' which saw them perform at Bridlington's Spa Theatre. Drummer Liam has replaced Ryan who has begun his career in the armed forces.

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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

30,912

THOUGHT

162,939

VISION

116,667

GRAND

TOTAL:

310,518

The band, who performed "Moving to New York" by the Wombats and "Live Forever" by Oasis have been growing from strength to strength. In September they contributed to a fantastic night of music at the Virtual Schools' Celebration Event at Lazaat in Cottingham, and next week they will perform at South Cave's Cave Castle Hotel with more gigs to follow.

Liam said, "I've been in the band since September. I get along with everyone in the band, and I like playing the drums. Friday's gig was the biggest I've done - it was good fun." Joe sings and plays guitar. He explained, "The songs we chose are crowd pleasers. It was brilliant - a lot of my friends came to watch me and it was a really good experience."

Joe added, "I love music and I really enjoy getting to perform. I'm friends with everyone in the band and it's good to play with them." Mr Perry was proud to see the band perform at such a significant event for Beverley. He said, "Room 64 put in a fabulous performance on the Flemingate stage and were brilliantly received by the crowd. They were an absolute credit to themselves and our school. A huge well done!"



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Longcroft School &
Sixth Form College



Headteacher's Welcome

Talking to pupils this week about their experience of school, their ambitions, and their emerging plans for the future has filled me with admiration, pride and joy. It is such a wonderful privilege to work with our children; they are a great credit to themselves and our community.

We spend a lot of time talking to pupils and students about their learning and experience at Longcroft, but this week there has been a particular theme around next steps. Our Year 11 pupils have begun their Independent Advice and Guidance interviews for this academic year and have enjoyed considering the myriad options available to them for the future. We are now in full swing with assemblies, visiting speakers and trips to introduce and explore a range of opportunities for pupils who will be making the transition post 16 or post 18, in the coming years.

We continue to consult pupils around our Sixth Form offer, recently celebrated by external visitors, and remain committed to building it firmly around our young people. Interest is continuing to grow both internally and externally and I encourage anyone with any questions to contact Mr Chapman any time.

A large number of pupils and students visited the region's flagship apprenticeship show this week, hosted at Bishop Burton and with careers a standing feature of our pastoral curriculum right from Year 7, there has been lots to discuss with children at all ages and stages. Yet again, the conduct and maturity demonstrated by all involved in the visit was praised by those leading the event, who were at pains to recognise our children. Mr Coupe was incredibly proud to once again see our Longcroft Standard setting our young people apart and they took a huge amount from the experience.

With thoughts on the future, we have been invited to be a part of the 'The Big Conversation' as a valued member of the Wonder Learning Partnership (WLP). Whilst we are not currently part of the WLP Trust of schools, they have now been overseeing Longcroft on behalf of the Local Authority for several years. The Trust are asking stakeholders from all of their family of schools across the East Riding of Yorkshire and North Yorkshire, to help shape their future and bring about a truly world-class education for all of the children in our collective care.

In response to this opportunity, we will be running a series of 'conversations' – consultation events - allowing all in our community to get involved. WLP are committed to bringing ideas that emerge from these discussions to fruition and to bring about change, so that all in the family of schools, for generations to come, can create truly inspirational communities and exceptional educational experiences. If you would like to be involved in the parent conversation then please register your interest here and we will provide further details over the coming weeks.

In the meantime, do enjoy reading about our fabulous pupils and students, and seeing some examples of their work.

Have a great week.

Mr D Perry
Headteacher

THE Elves AND THE SHOEMAKER Save Christmas

Adapted by
Elizabeth Godber

Directed by
Jane Thornton



Magical,
musical fun
for all the
family!

7-16 December

£12 Adult | £9 Under 25/Concession | £35 Family
(2 Adults, 2 Children)



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centre.co.uk/elves

POCKLINGTON
ARTS
CENTRE





Mr Worthington writes:

Year 7 Pupils Enjoy a Riot Act!

We were delighted to welcome drama group The Riot Act back to Longcroft. Originally founded in 2009, the team of dynamic and experienced education providers deliver innovative and memorable learning experiences on a range of topics including road safety, promoting active travel and mental and physical health.

'What Went Down...' is a powerful, engaging drama which demonstrates safe behaviour around roads. The performance highlighting the importance of recognising and understanding how peer influence effects our choices and behaviour and how to deal with it.

Our Year 7 pupils enjoyed the performance. Ava said, "I thought it was amazing. If I was a judge, I would give that a ten out of ten!" George added, "I thought it was awesome; it explained it all really well."

Gabrielle explained, "The Riot Act was very good - entertaining and educating." George said, "I thought Riot Act was a really good performance that teaches you a lot about road safety." Oscar added, "I thought it was good and a fun way to educate us on road safety."

Josh said, "I thought the Riot Act was good and I would love to see it again." Sam added, "I thought the performance was good and it was funny and entertaining."

Elsbeth concluded, "I LOVED it! It was so good, and didn't lose character once!"

The Riot Act's performances are a key feature of our PSHE programme and we look forward to welcoming them back to Longcroft in the future.



Science

Our Year 9 pupils, in their final year of Key Stage 3, are now getting to grips with learning in Science designed to set them up for success at GCSE. Pupils have built on their past learning of Cell Biology, now looking at concepts in greater depth, such as electron microscopes and active transport in exchange surfaces. Currently, Year 9 pupils are delving deep into Atomic Structure and the concepts around elements and compounds in their Chemistry topic.

This week, the children have gained a greater appreciation of the history of the atomic model and how our ideas about nuclear chemistry has developed over time. This greater depth of understanding is key to mastering a subject; every lesson we set high expectations and the children rise to the challenge. Pupils have recently completed assessments, being exposed to higher grade work designed to stretch and challenge.

At the end of this academic year, our Year 9 pupils will know which Option subjects they will be pursuing into Year 10. In addition to this, they will know whether they are completing the three separate GCSEs, in Biology, Chemistry and Physics, or completing the two GCSE dual award known as Trilogy Science. The dual award still contains content from the three sciences, but at a reduced amount, counting towards two qualifications rather than three.

The children will need to be working at a high grade in order to gain access to what is called Triple Science, the three separate GCSEs, and will need to have discussed their preferences with the teacher. More information about this process will be released from the Science Department in the Summer term and content related to this is included in the Option Booklet released next term. Triple Science does not count as an option choice, the additional content is completed alongside core timetabled lessons.

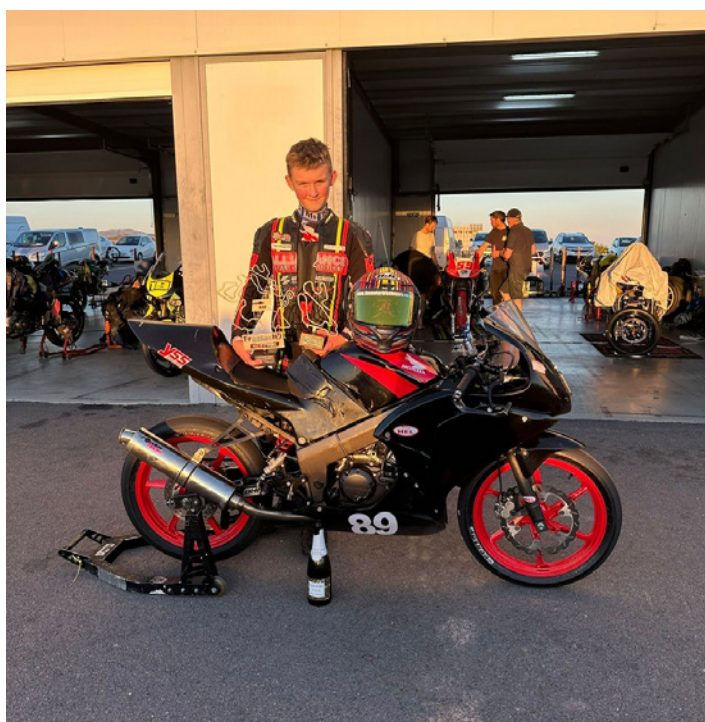
Arnie's Andalusian Adventure

Recently, I reported on the exploits of Arnie, a fantastic motorbike racer in our current Year 7. This week I caught up with Arnie and asked him what it is that he enjoys about racing and how he came into the sport. This last weekend, Arnie competed in his first 8 hour endurance race, out in Andalucía in Spain. He admitted it was very tiring but enjoyed the experience, managing to get up to seventh position in the first session. "I was competing against people from different countries, some people from England and others for Europe. It was a really thrilling experience. In the Saturday race, it was great to be tested against International opposition". Arnie's team did really well, finishing the Streetstock Class P1 and Honda Cup P1.

The day before, Arnie competed in three sprint races and managed to finish fourth from the back of the grid which is really impressive. Arnie has now managed to get to second position in the championship. "I've been riding since I was six, following up on my dad's interest who also is into superbikes. My role model is Brad Binder, the South African Moto GP star. One day, I want to be professional in British Superbikes and I really like the idea of appearing on television doing the hobby I really enjoy".

As a school, we really look forward to following Arnie's progress and are behind him all the way! As part of Arnie's races at the weekend, he took the chequered flag in one of them and long may that continue.

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

Harry Gee
Ashley Griffin
Owen Harper
Leonid Vaskov
Ryan Russell
Elliot Bennett
Chloe Turner
Spencer Uzzell
Angel Butler-Shorrocks
Sonny Marriott

Year 8

Neve Meagher
Charlotte Sutcliffe
Scarlett Wood
Amy Thornton
Kamila Canniffe
Evie Sugdon
Bella Stoney
Lily Thornton
Hermione Read
Rhys Cargill

Year 9

Ben Carlyle-Smith
Emily Moon
Levi Petherbridge
Sadie Colclough
Sienna Robinson
Libby West
Joel Dyason
Ellie Mulvana
Alicia Hicks
Charlie Wyeth

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 7: Ashley Griffin

Year 8: Zachary Denton

Year 9: Charlie Moses

UPPER
SCHOOL*Mr Henderson writes:***Year 11 Pledge**

Next week will see the launch of our Year 11 Pledge. A statement of intent for our pupils and how we as a school are completely committed to ensuring their success. Every member of staff, teaching and non-teaching, from classrooms to canteens are fully behind our young people. We are incredibly proud of each of them and recognise their potential. Our promise remains that we will do all we can to help them to realise it.

Our Pledge is a way of communicating the wide array of support and care we will make available to pupils this year and where it can be accessed.

We have organised our offer into four main areas:

We promise to:

- » Provide you with **academic support and intervention** to ensure you achieve
- » **Care for you** and **promote your well-being**
- » **Celebrate** you and your **achievements**
- » **Guide you** in preparing for your **next steps**

Academic support and intervention takes many forms and currently there are lots of opportunities both targeted and open to all. These include our lunchtime and period 6 revision and intervention sessions, tutoring programme, online systems that



can be accessed at home or on the move such as GCSE Pod, SENECA and SPARX, and soon to be launched - form time tutorials.

We recognise that this can be a challenging and stressful time so we also have a programme of education around staying healthy and managing well-being delivered through our pastoral curriculum. In addition to our pastoral teams which are available every day, there are also a host of resources and sign posts made accessible to pupils online. This will enable them to gain information, guidance and support on demand at any time.

Our routines around rewards and celebration will continue, but in addition we have lots of exciting developments for Year 11 to enjoy. We have our end of term cinema rewards trip for those meeting our challenge of engagement with school and support, pizza prizes for attendance, and of course we have our Prom to look forward to later in the year if pupils are able to complete their 'Passport' to access it.

This is a time when next steps are brought in to a sharper relief for our young people and their families, and our

careers programme will continue to provide support. Every Year 11 pupil will receive Independent Advice and Guidance from our external team, as well as access to local employers, apprenticeship providers and colleges. We are also committed to building our Sixth Form offer around our pupils and ensuring it is designed to provide an excellent platform to further and higher education, employment, apprenticeships and on the job training programmes.

Please continue to encourage and support your child in taking advantage of these opportunities. The Pledge works both ways and we are seeking the commitment from every one of our Year 11 to bring the best of themselves this year, in school and at home. If you require any support at any time don't hesitate to contact us and we will do all we can to help.

GCSEPod News

We have already completed 2336 PODS, that is on average 15 each. Pupils are making great progress against the criteria for attending our end of term rewards trip so keep it up!

Congratulations Harry!

Year 11 pupil Harry Dawson has continued to make excellent progress on his construction course at East Riding College. His tutor said, "Harry made a fantastic start to his second year with us. The wall he has just built is the most complex he has built and also gained the best mark since he started last year. I am so pleased with the distance travelled on his course and he is a pleasure to have in the group."

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**

Anika Matta	Lily Pepper
Lydia Spratt	Elise Jenkinson
Emilia Fisher	Grace Murden
Daniel Parkinson	Megan Drage
Charlotte Skilbeck	Jasmine Lambert

Year 11

Erin Fell	Rhys Simson
Seth Hamson	Summer Mulvana
Tilly Midgley	Zara Fell
Leo Gamble	George Steele
Natasha Sharpe	Lydia Curley

Each week Year 11 pupils who have been nominated by their teachers for going over and above expectations are invited to celebrate with Mr Cassidy on **Hot Chocolate Friday!**

Congratulations to this week's nominations:

Megan Ulph for an outstanding piece of homework for English Language ('A Thousand Splendid Suns') - **Miss Meek**

Our Year 11 Badminton team: **Maisie Turner, Eleanor Foster, Mia Bayliss, Hannah Woodhouse, Charlie Haw, Alex Goldberg, Alfie Smalley, Henry Vickerman** and **Max Murphy**.

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 10: Charlotte Britt

Year 11: Mary Anderson



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

Once up-pawn a time...

Enrichment is a key aspect of our Sixth Form offer, and as Year 12 student Maddy highlighted in my article last week there are many, varied opportunities for our students to develop and demonstrate their skills and characteristics.

One 'knight' last week, our chess team took on some of the Sixth Formers from Hornsea School and Language College, in Hornsea.

After a kind invitation from their Head of 6th Form, our group of budding 'Grand Masters' Alex, Edward, Tyler and Xavier visited the 6th Form centre at HSLC to play several rounds of chess.

Our players declared themselves as 'elite' and they did not disappoint! After the boards were cleared away and the timers were re-set, the gentlemen from the quietest corner of our Sixth Form study area had delivered a victory over their rivals (who were all really decent young men that were genuinely pleased to be playing chess with us) with the final tournament score being 9.5 to Longcroft and 6.5 to Hornsea. Longcroft were 'kings' of the 'castle'.

Our team invited the group from Hornsea for a return match in January. Watch this space or should that be 'rook' no further.

Mr Chapman
Head of Sixth Form





SAFEGUARDING



Mr Rogers writes:

Embracing Diversity in Schools: Fostering Inclusion, Learning, and Growth

At Longcroft we pride ourselves on being a diverse and inclusive educational community. Diversity in schools is not just a buzzword; it's a fundamental aspect of our identity and a cornerstone of our mission. In this article, we will explore the importance of diversity in schools, the benefits it brings, and the ways we actively foster an inclusive environment where every member of our community can thrive.

The Beauty of Diversity

Diversity in schools encompasses a wide range of characteristics, including race, ethnicity, nationality, socioeconomic status, gender, religion, language, abilities, and more. Our student body reflects a rich tapestry of backgrounds, experiences, and perspectives, and this diversity is something we celebrate daily.

Why Diversity Matters

1. Preparation for the real world: The world outside our school gates is diverse. Inclusion in a diverse educational environment prepares students for a global society where they will interact with individuals from various backgrounds. It teaches them to appreciate differences, communicate effectively, and work collaboratively.

2. Fosters Empathy: Exposure to diverse perspectives helps students develop empathy and compassion. When they

understand the experiences of others, they become more compassionate individuals who can make a positive impact on the world.

3. Enhances Learning: Diverse classrooms offer a wealth of knowledge and experiences. Students learn not only from their teachers but also from their peers. Different viewpoints enrich discussions, challenge assumptions, and stimulate critical thinking.

4. Reduces Stereotyping: In diverse environments, students have the opportunity to break down stereotypes and dispel prejudices. When they interact with people from different backgrounds, they see that these stereotypes don't hold up to reality.

5. Promotes Creativity: Diversity fosters creativity. Exposure to different ways of thinking and problem-solving encourages students to approach challenges with fresh perspectives and innovative solutions.



Fostering Inclusion in Our School

1. Culturally Responsive Curriculum: Our curriculum is designed to be culturally responsive, incorporating diverse voices, histories, and experiences. This ensures that all students see themselves reflected in their education and gain a well-rounded perspective on the world.

2. Inclusive Extracurricular Activities: We offer a wide range of extracurricular activities that cater to diverse interests and talents. These activities promote inclusivity, teamwork, and personal growth.

3. Diverse Staff: Our teaching and administrative staff represent a variety of backgrounds and experiences. This diversity among our educators allows students to connect with role models who share their experiences and understand their unique needs.

4. Professional Development: We provide ongoing professional development opportunities for our teachers to enhance their cultural competency and teaching practices. This ensures that our educators are equipped to meet the needs of all students effectively.

5. Open Dialogue: We encourage open and respectful dialogue about diversity and inclusion. Classroom discussions and school-wide initiatives promote understanding and celebrate our differences.

Benefits of a Diverse School Community

1. Academic Excellence: Research consistently shows that diverse classrooms lead to better academic outcomes. Students exposed to diverse perspectives tend to perform better academically.

2. Cultural Competency: Our students develop a strong sense of cultural competency, which is a valuable skill in an increasingly interconnected world. They learn to navigate different cultures, adapt to various situations, and communicate effectively.

3. Global Citizenship: Through exposure to different cultures, languages, and worldviews, our students become global citizens who are prepared to engage with and contribute to a diverse global society.

4. Empowered Voices: Diverse schools empower students to find their voices and advocate for themselves and others. They learn the importance of equity and social justice.

5. Stronger Communities: Diverse schools strengthen the fabric of our communities. They promote understanding, reduce prejudice, and create a sense of unity among people from various backgrounds.

What Parents Can Do

As parents, you play a crucial role in fostering diversity and inclusion:

1. Support Your Child's Friendships: Encourage your child to make friends from different backgrounds. These friendships can be incredibly enriching and help break down barriers.

2. Learn About Other Cultures: Take the opportunity to learn about the cultures and backgrounds of your child's friends. Attend cultural events, try different foods, and engage in respectful conversations.

3. Be an Ally: Teach your child to be an ally to their peers. Encourage them to stand up against bullying, discrimination, or exclusion and to support classmates who may be facing challenges.

4. Promote Open Conversations: Create an environment at home where your child feels comfortable discussing diversity and inclusion. Encourage them to ask questions, express their feelings, and share their experiences.

5. Lead by Example: Model inclusive behaviour and attitudes for your child. Show them that you value diversity and respect all individuals.

Diversity in schools is not just a policy or a statistic; it's a vibrant, living reality. It's about creating an environment where every student feels seen, valued, and empowered to reach their full potential. At Longcroft we are committed to fostering diversity and inclusion because we believe it's the foundation for a brighter, more harmonious future.

Together, as a community, we can continue to celebrate our differences and build a more inclusive world where all students can thrive and become the best versions of themselves.

Thank you for your ongoing support and partnership in this important journey.

Mr Rogers
Deputy Headteacher | Head of Care and Achievement



IN FOCUS BIOLOGY

This week we feature work from our Year 12 students in Biology. Head of Science Mrs Scott said, "We were looking at the structure of DNA and the double helix so students modelled the structure using sweets to form the sugar phosphate backbone of the DNA helix and using fruit pastilles to make the nitrogenous base pairs with hydrogen bonding."

Mrs Scott added, "This is an engaging way to ensure A-level students have the confidence to draw and label basic DNA structure and links to a lesson where we look at the history of the discovery of DNA and the scientists involved."

Year 12 student, Edward Brown said, "One of the biggest things that A-level biologists must do is think three dimensionally. 2d images are often too simple to accurately represent the structure that you are seeing. So, by making a model, we can view what we are investigating, in this case a strand of DNA, in a complex and physical manor. Our teacher for this event Mrs Scott did a similar exercise when she was doing A-level, and said it was one of the fondest memories of her experience. Plus, they actually keep a surprisingly long time, so mould isn't a problem!"

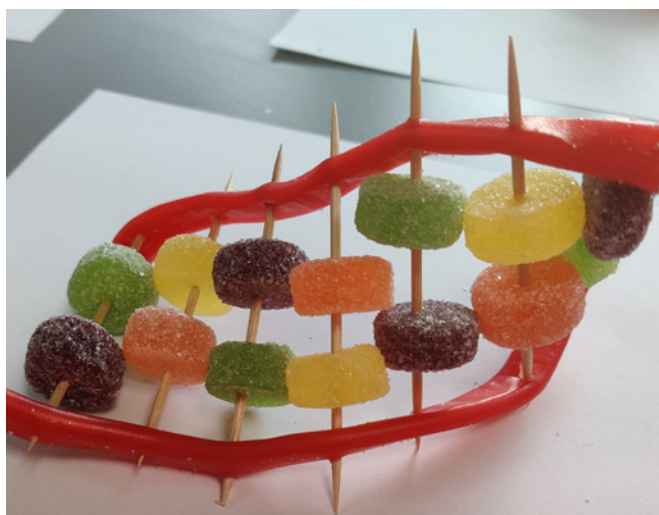
Edward explained, "We used 2 strawberry pencils as the rows of sugar-phosphate backbones (the side bits), then we selected fruit pastilles of 4 different colours, pairing one with another, to represent the bases (adenine paired with thymine, and cytosine paired with guanine). We then skewered the pairs with toothpicks before fitting them in place between the strawberry pencils. Finally, we could then bend them slightly to emulate the double helix shape that typical DNA is found in."

He added, "DNA can be quite complex, and especially if you haven't got anything to view in 3d. So, by making something like this model, we can visualise how they actually look, rather than simply going off of diagrams that cannot be viewed at different angles."

Edward concluded, "Personally, this was a great activity, as it made us think logically about the structure of DNA and their features and base pairs. It will surely stick in my memory and I can safely say it was a helpful activity, especially on a Friday Period 5!"

Thank you to Mrs Scott for sharing this engaging learning opportunity, and to Edward for his insightful perspective.







Extra-curricular Opportunities

We are proud to offer an extensive range of extra-curricular opportunities, a selection of which are listed here.

In addition, our **Homework Club** in A7 is open to all pupils each morning (8.15 – 8.40am) and after school until 4.15pm.

Monday

Film Society – Year 11 pupils and Sixth Form students meet to watch, discuss and explore different genres of film.

Tuesday

Dungeons & Dragons – an opportunity for pupils of all ages, Sixth Form students and staff to enjoy this fantasy table-top role-playing game.

Rugby – all year groups

Orchestra – open to all instrumentalists of all abilities

Wednesday

Netball – all year groups

Choir – an opportunity to prepare for Christmas performances.

Drama Club – in Room 65

Thursday

Girls' Football – all year groups

Hockey – all year groups

Production Rehearsals – opportunities for our cast and crew to rehearse for this year's production

Friday

Badminton – all year groups

Table Tennis – all year groups





Memory Lane

This week we feature two Lower School tutor groups from 1984. Miss Wlodarczyk and Mr Heathershaw are pictured with their tutor groups.





LIBRARY NEWS



Ms Carvill writes:



Accelerated™
Reader

Accelerated Reader Update

“There are many little ways to enlarge your world. Love of books is the best of all.”

— Jacqueline Kennedy

The Battle of the Forms in Year 7, 8, and 9 is heating up and we can't wait to see which of our reading stars complete the most Accelerated Reader Quizzes and win a prize at the end of term. So far Year 7s are doing very well, 7ASC particularly. Henry Coates, Amelia High, and Christopher McGlone are especially avid and attentive readers. Well done to them for passing so many quizzes already!

The purpose of the competition is to encourage everyone to read a little bit more. It's also about fostering a team spirit and supporting your form. Everyone needs to try their best!

Parents and carers can also play an active part by signing planners, and supporting pupils with their reading by checking that they read regularly.

If pupils are reading a book from home, they can check if it's on AR by typing its title into the AR book finder at the link below.

<https://www.arbookfind.co.uk/>

We have a huge selection of books in the library for children to choose from. Please encourage them to visit. If you have any concerns about your child's reading, please contact the library or speak to their English teacher.

“If you are going to get anywhere in life you have to read a lot of books.”

— Roald Dahl



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

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Year 11

Miss Harsley

07810 416081

katie.harsley@longcroft.eriding.net



Sixth Form

Miss Taylor

01482 862171 ext. 1338

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