



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



### OUR SPORTING STARS!

This week we celebrate the sporting achievements of three current pupils, athlete Freya Vidal and ice hockey players Ethan Daintith and Owen Bruton. All three are performing at an elite level in their respective sports. Also pictured is former student Carys Marsh, who in making her debut for Wales against England last weekend joined an elite group of Longcroft pupils and Sixth Form students who have competed at international level.







# Head of School's Welcome



**Hello everyone, I must firstly say a big well done to many pupils this week for their accomplishments in various spheres both in and out of school!**

On the cover, it is wonderful to see the excellence that can be achieved by dedication to sport. The determination, conscientiousness and commitment seen in these outstanding sportspeople, as they develop their skills, strength and speed, is truly impressive and we wish them all the very best as they pursue success at the highest level in their individual sports. We look forward to hearing more about their achievements in the future.

We have also received news this week that one of our Sixth Formers has had his work selected for nationwide-use later this year as a resource for National Poetry Day! This is also a remarkable accomplishment which we will certainly be reporting on in more detail in the future. The thought

that children throughout the country will be studying his poem as part of celebrating the joy of poetry is certainly something for him to be very proud of.

On a wider level, we are so pleased to see that our ClassCharts points have passed the 500,000 mark this week. As you know, each point marks a fine piece of work, or the demonstration of a skill, or the practising of a commendable action. To reach half a million of these acts within this Covid-disrupted year is real credit to the pupils, students, teachers and parents who continually look to perform and reward positive behaviour across the three values of Great Heart, Thought and Vision. Really well done to every pupil or student who has played a part in reaching this significant landmark on ClassCharts!

Have a good weekend,

**Ms I Grant**  
**Head of School**





## Executive Headteacher's Welcome



**This week, I have had the joy of seeing some lovely lessons. Children thoroughly engaged in their learning and colleagues who have clearly invested significant time in their planning and resources, to ensure that real pace and challenge are throughout the lesson.**

This term, as well as preparing their lessons, colleagues have also been working on our curriculum and we will see numerous subject areas adopting this new planning from September. It was also a pleasure to meet with an HMI (Her Majesty's Inspector of Schools) to look through the planning together and to share the hard work and excitement of colleagues. Curriculum is fundamental to good teaching – it defines the content to be taught and the order in which teachers will deliver key skills, concepts and knowledge. When thought through carefully and planned with great care, it can make the difference between a child understanding new learning or not.

Learning new knowledge at secondary is initially dependent upon what has been taught at primary and then, as children progress, the knowledge and skills they have been taught in previous years. I like the analogy of building the house, as you need solid ground, a good foundation and then we build brick upon brick, each resting and dependent upon what lies below. Of course, if the foundation is not solid, a few bricks are missed here and there, then the overall structure will be weakened.

Part of the challenge for schools comes not only from having a systematic approach to building knowledge, but to knowing where there are gaps, as we cannot 'see the wall' and can only find the gaps through assessment. Unfortunately, assessment is often seen as a negative – I remember from my own school days the formality and how it caused me to worry. Ultimately though, done correctly and sensitively, it can become part of our normal lesson routine, helping us to feel that testing is less of an event, the norm and hopefully helpful. Other forms of assessment are treated as such – I know how fast (or slow depending on your perspective) I can run 5K. My personal best is a driver for me, a benchmark I use and try to improve upon and it motivates me. I am frustrated, as I know it could be better, but in watching my technique and learning, I know what I need to do to improve.

Parents also note from time to time the issuing of lates – even when they have phoned school to explain why their child is going to be late. The code simply records for us when learning has been missed. Clearly if frequent, we start to see those gaps appearing – but the information is extremely helpful in knowing when children are absent and what content by default, they would have missed.

CONT. OVER >





Those missing 'bricks' if you like, as well as building the wall, provide context to understand concepts taught later. I wonder if you can decipher the following and link to a specific task - you are only missing the title...

'The procedure is actually quite simple. First you arrange items into different groups. Of course one pile may be sufficient depending on how much else there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than one many.'

As with the example provided, you don't need to miss much for the meaning to be lost. Part of our challenge, as we all continue to battle Covid-19 and manage periods of remote learning, is to know and address where gaps in learning have occurred.

Parents can play a vitally important role in this process, as we reviewed last half-term, helping to talk through their children's books and by asking those questions to help children identify where gaps in knowledge have occurred, but also to move that knowledge from their short-term to long-term memory.

Do have a great weekend.

Mr J Britton  
Executive Headteacher



GREAT HEART, THOUGHT AND VISION

## Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

**HEART**

**46,184**

**THOUGHT**

**288,240**

**VISION**

**175,041**

**GRAND**

**TOTAL:**

**509,465**



# LOWER SCHOOL



## Mr Worthington writes:

**One of my main sources of pride in our pupil population as a school is our children's awareness of social justice and knowledge on ethical issues. Our pupils are courteous, kind and show great heart in terms of their day to day interactions with their peers.**

Across the curriculum, opportunities are taken to discuss wider societal issues. We mirror the British Values of democracy, individual liberty, rule of law and mutual respect for those of other faiths and beliefs as well as a having a commitment to promote the Equality Duty.

Geography is one of the many subjects where this commitment is evident. Geography helps us to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. It's a fascinating field of study, and important too.

It has been wonderful to see our Lower School pupils enjoying work on Energy and Sustainability. In lessons, pupils reflect on their own ideas and make improvements based on interactions with their teachers and peers. I was proud to sit with our pupils, listening to their thoughts and ideas about the planet and how we move forward to create a better future for our children. From discussing the viability of Nuclear Energy, to reflecting on how biomass generators and solar panels can contribute to a greener future, it's great to see our pupils' awareness of global issues increase via engagement in a truly amazing and interesting subject. I felt a real sense of passion from the pupils, which was lovely to see.

Take care,

**Mr Worthington**  
**Head of Lower School**



## UPPER SCHOOL



**Mr Colepio writes:**

### Mock Exam Results

Hello everyone and hope you are all well. By the time you read this all pupils should have received their GCSE Mock Examination results. We know, as with all mock exams, that some pupils will be delighted with results and others disappointed – this has always been the case. The purpose, as previously stated, was to identify gaps in knowledge and skills through a formal process and look, together to address these.

It is important that pupils use the summer holidays to do some work and next week I will be giving more detailed information about our 1 to 1 interviews with all Year 10 pupils as we help them identify areas and resources to achieve this. We believe this personalised approach is important. I will outline more about this in next week's newsletter.

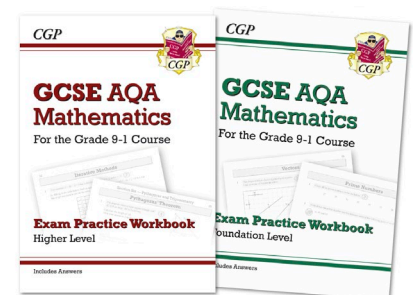
### Maths Revision tips for GCSE pupils

In my next series of revision guidance I have focused on Maths. I hope that parents and pupils alike find the guidance useful as prepared by our specialist staff.

#### Revision Tips Maths

1. Make a list of topics to revise and highlight those that you are unsure of, giving them more time.
2. Spend about 20 minutes revising a maths technique. Use the TEACH section in your exercise book or a maths video from [www.corbett.maths.com](http://www.corbett.maths.com)

3. Once you have revised the maths technique you need to practice using the technique
4. The best way to practice is by answering maths questions and again spend approximately 20 minutes for each technique. Start by using the ones in your exercise book that you have recorded in the DO section. If there are none suitable then use [www.corbett.maths.com](http://www.corbett.maths.com), BBC Bitesize or GCSE Maths pod.
5. When you have built up your confidence and particularly if you are in KS4 you need to practice Exam questions. For exam practice questions, you need to use the AQA Exam practice workbooks available to purchase from the library. Make sure you use/request the correct tier.



6. Review the topics that have been revised by attempting key questions the next day, in a week and in a month. Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.

CONT. OVER >





## GCSEPod

GCSEPod continues to be a proven resource that improves grades. Many pupils have enjoyed the interactive nature of the videos and practice tests and GCSEPod continues to develop resources and support. Some of you enjoyed the series of support videos earlier this year and please see below to sign up for more advice and guidance.

**Mr Colepio**

**Head of Upper School**

### While you rest; let GCSEPod engage your learners!

An exciting and inspiring new **FREE** student programme designed to save teachers time and support students/parents with learning this summer!

From the 26th July and over the course of 3 weeks, students and parents are invited to participate in engaging and interactive webinars, and gain access to interviews with subject specialists, resources, task sheets, podcasts and more.

We want to help make sure you have a well-earned break and prepare your students for September!

Education on demand

Any student or parent from your school can take part but they must register at [gcsepod.com/summerpod](https://www.gcsepod.com/summerpod) to get involved!

**JOIN GCSEPOD THIS SUMMER  
FOR SUMMERPOD. A FUN  
PROGRAMME TO HELP YOU  
PREPARE AND GET AHEAD FOR  
NEXT ACADEMIC YEAR!**

Visit [www.gcsepod.com/summerpod](https://www.gcsepod.com/summerpod)  
and register today!

[info@gcsepod.com](mailto:info@gcsepod.com) | +44 191 338 7830



## SIXTH FORM



### *Mr Henderson writes:*

**Year 12 students received their Mock Exam results this week. This provided an opportunity for students to reflect on how they have approached their qualifications so far and to make plans as they go forward. Over the coming weeks we will be mentoring students and providing additional support where required. Those students who didn't do as well as they would have hoped and require another attempt at a full paper will be looking back at their revision plans and making changes.**

This half-term we will also be focusing on progression and students are now beginning to make their long-term plans, be that university, apprenticeships or employment. This is an important time for Year 12 students as they consider their plans for the future. The progress they have made this year along with their Year 12 exam results will help to form the basis of the predicted grades that are submitted to their chosen universities. Students are also now attending university Open Days and Careers Days and these events will increase in frequency as we move through the summer and into the autumn term. Most universities schedule their Open Days over weekends to allow students to travel and arrange overnight accommodation and we encourage our students to attend wherever possible, either in-person or by joining online events. Students are allocated up to three days during school time for visiting university or careers events but should aim to avoid missing any key assessment dates when planning their trip.

In order to help our students with their applications and to narrow down their choices, we are holding a Post-Sixth Form Progression tutorial, looking at UCAS and career pathways. Students have the dates in the L6 Bulletin which our students receive each week. Please can I ask that families now take

some time to discuss the next steps with their daughters and sons, this additional perspective will help as part of the guidance and support they all require?

### Staff V Students Challenge

At The East Yorkshire Sixth Form we are always up for a challenge and after our students declared that Friday would be 'Hat Day', Mr Wilson was challenged by Adam to a best-of-three, hat-off. After a close fought battle, the audience voted Adam the winner, by 2 rounds to 1 and the students were presented with the challenge trophy which they proudly displayed.

**Mr Henderson**  
Head of Sixth Form



**Sixth Form**

**Mrs Winter**

**07423 568558**

joanne.winter@longcroft.eriding.net





## INCLUSION



### Mrs Reilly writes:

#### Our testing programme is well underway and is continuing to progress through the year groups this week.

Before the end of term, if your child is on our SEN register, you will receive an updated copy of their additional needs plan with their targets for the autumn term. Each pupil's targets are informed by our testing process, individual conversations we have had with each pupil and your parental voice surveys. Subject teachers have also provided their specialist comments to support this process. It is this collaboration that will enable our pupils to fulfil their academic potential, as we consider the needs of the 'whole' pupil and consider all viewpoints in order to support their ongoing needs.

#### This week I have the pleasure of introducing Mrs Mills.

Mrs Mills is a qualified Level 2 Teaching Assistant and works across all subject areas in school. She is particularly fond of the practical subjects (such as Textiles, Drama and Performing Arts) as she states she can *"really get stuck into those!"* Mrs Mills has also supported pupils that took part in our fantastic school productions in recent years such as Guys and Dolls and the Longcroft Showcase.

Mrs Mills is currently completing a course in 'Understanding Behaviour that Challenges' at Level 2 and hopes to have completed this by the end of this term in order that she might support our pupils in the coming academic year, through mentoring and additional support.

Mrs Mills has much to offer our pupils. She has previously worked with pupils with many differing needs such as ASD and attachment disorder and has been trained accordingly. Furthermore, her support for pupils with physical disabilities has been invaluable; what drives and motivates her is the firm belief that pupils of all backgrounds and abilities should get the same chances in life and be treated fairly and equally.

Mrs Mills' passion lies in meeting the social, emotional and mental health needs of pupils. She states *"I absolutely love my job. Working around pupils to build successful working relationships that enable them to grow in confidence, let them know we are interested in who they are and that we care about them, is key to them fulfilling their potential."*

Mrs Mills is known by many of our pupils as their 'football mum' as outside school she works with Beverley Town football team as administration and welfare officer. She attended Longcroft as a pupil, finishing her education in 2000, and has three sons, all of whom have either attended Longcroft or are still in school today!

In her free time, Mrs Mills likes to spend time with family and friends, take long walks with her dog and whenever possible get away in her campervan to explore our beautiful English countryside. Waterfall walks are her favourite find!

**Mrs Reilly**  
**Head of Inclusion**



## SAFEGUARDING



## Mr Rogers writes:

**From September we are expecting that any pupil who wishes to cycle to school will wear a cycle helmet.**

The benefit of wearing a helmet requires almost no explanation. As a school we value pupils' safety above anything and to watch a large number of our pupils arrive and leave our school not wearing a helmet, provides an opportunity to encourage.

There is no British law to compel cyclists, of any age, to wear helmets when cycling, even though the Highway Code suggests that cyclists should wear a cycle helmet ***"which conforms to current regulations, is the correct size and securely fastened."***

I appreciate for a number of pupils this will be a barrier, but I think it is obvious why as a school we are moving to this new expectation.

We have teamed up with a number of charities who have offered to support families who may need financial support to purchase a helmet. As a school we will also purchase a number of helmets to ensure that every pupil cycling to school is able to meet our expectation and benefit from the safety measure.

From September, if your child wishes to cycle to school they will be expected to have a helmet with them, and this will be written into our behaviour expectations.

If you need more information regarding whether you should encourage the wearing of a helmet I can suggest you watch this video: [https://www.youtube.com/watch?v=b6r3f7M\\_XOY](https://www.youtube.com/watch?v=b6r3f7M_XOY)

**Mr Rogers**  
**Deputy Headteacher**  
**Head of Care and Achievement**



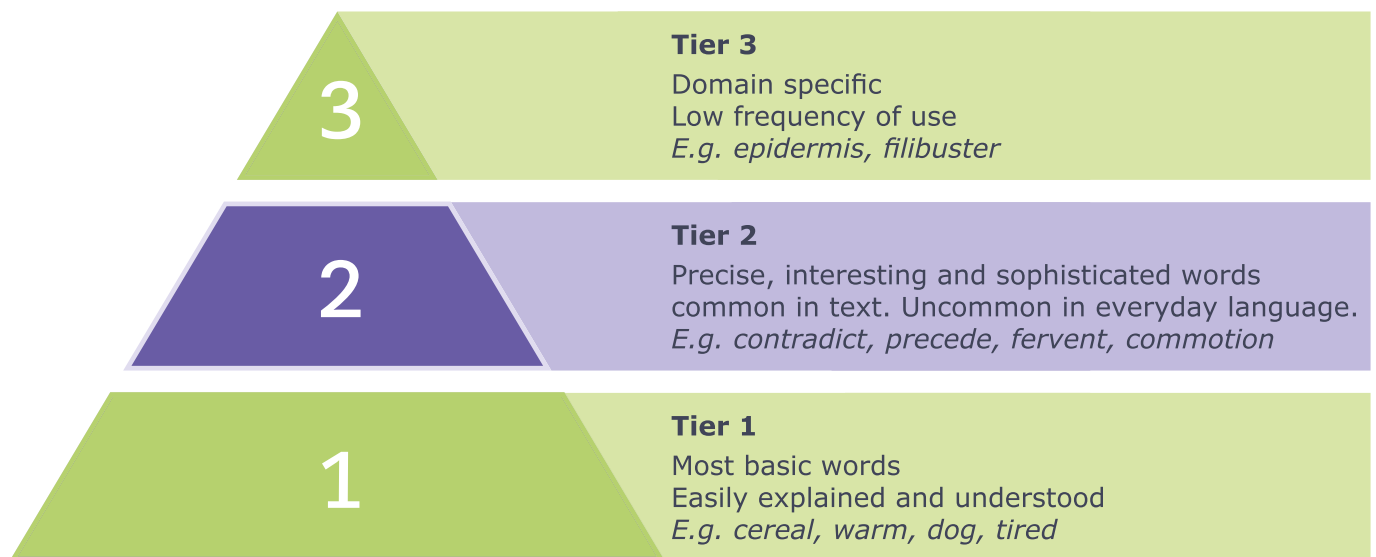
## TEACHING AND LEARNING



*Mr Taylor writes:*



Hello again. In 'Bringing Words to Life', Beck, McKeown & Kucan talk about three tiers of words that pupils will be exposed to during school:



Most pupils come to school with a good tier 1 vocabulary. Those pupils who come from a 'word-rich' family, where they have been encouraged to read and have discussions about the world around them, will have a good tier 2 vocabulary. At school, they will be exposed to a growing number of tier 3 words, from the subject specialists that teach them. What about the pupils who come from a 'word-poor' background, where they haven't been encouraged to read and so haven't developed that more sophisticated tier 2 vocabulary? The classroom may be a daunting place for them.

Fortunately, we see teachers using a number of strategies in lessons to help their pupils understand this new vocabulary:

- Deliberate multiple exposure to the new words during the lesson
- Asking pupils to explain the definition of these words, in their own words.

- As well as explicitly teaching the definition of the new word, following this up by questioning pupils about the correct use of the word in a sentence.
- Discussing words that have a different meaning, that pupils might think have the same meaning e.g. heat and temperature.
- Discussing the derivation of words e.g. pupils had studied electrolysis before and knew that 'lysis' meant 'breaking down' so electrolysis effectively means using electricity to break down compounds

This practice can be tried at home also, and will lead hopefully to many more of our pupils becoming fluent in Tier 3 language.

Have a good weekend.

**Mr Taylor**  
Head of Teaching and Practitioner Development





## Memory Lane

This week we revisit the 1960s and feature two of our sporting teams from 1965.

The Junior Netball Team is pictured.

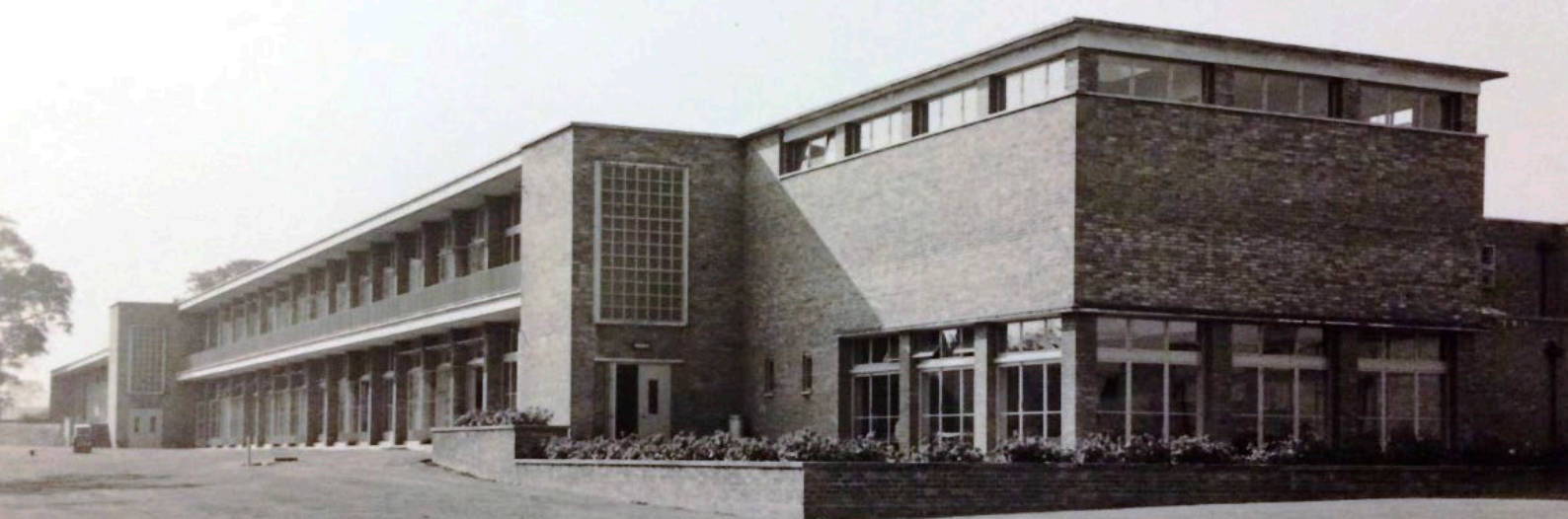


**Back Row:**

G Garforth; A Berry and A Clark.

**Front Row:**

V Smales; A Banks; K Glenton;  
A Simpson and B Gibson.





The First Year, or Year 7, Football Team is pictured.



**Back Row:**

*S Watson; I Roberts; A Megson;  
S Shields and P Barnett.*

**Front Row:**

*A Hodgson; W Ezard; M Brittain;  
P Rushworth; K Clark; G Jackson  
and I Anholme.*



Follow us on Twitter to  
see more pictures from  
Memory Lane

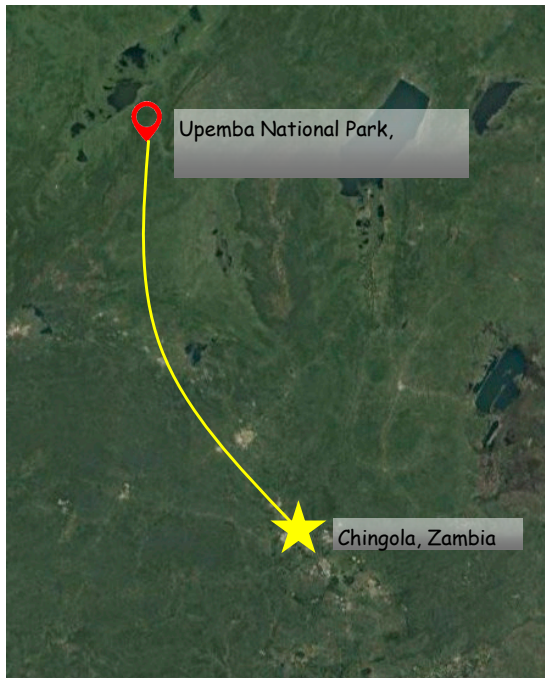
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## Longcroft Travels the World

### Chingola, Zambia

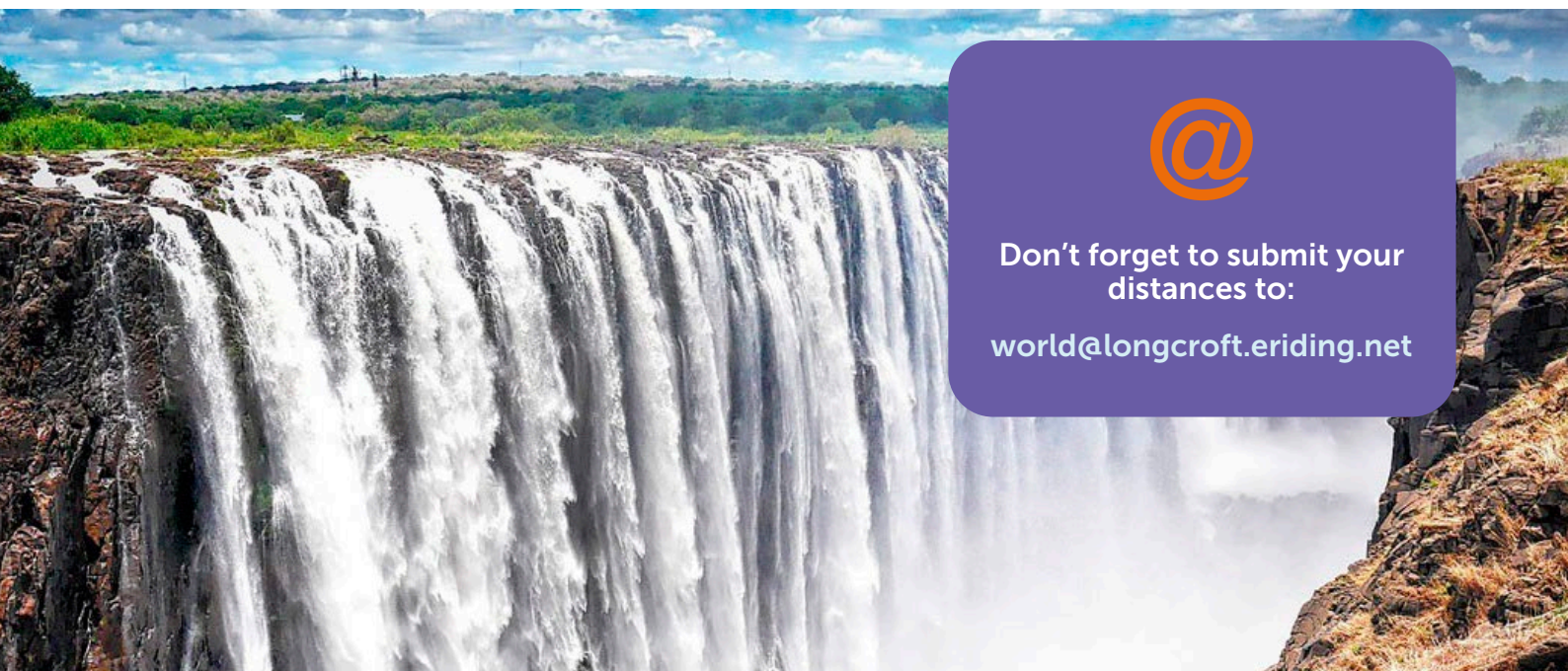
With your continued resilience to keep exercising and stay active, we have made it to our next important stop which is Chingola! It has taken a while, but it was worth every step of the journey. We were able to see some amazing features whilst travelling through Africa. Our next major stop after Chingola is to Saudi Arabia in the Middle East! For now, let's learn a little bit about Chingola.

Chingola is located in northern Zambia. Its city is well known in the area for its widespread copper mines. Although the city has the same population as Kingston upon Hull, its copper industry has been important to help improve trade and the economy of Zambia.

Zambia is an amazing country, full of stunning physical features and diverse wildlife. One of the most famous physical features in Zambia is Victoria Falls. The timeline of this stunning waterfall started 15 million years ago. It is thought that earth movement in an earlier geological period diverted the south-easterly flowing upper Zambezi River to a general easterly direction and so initiated the development of a waterfall in an area occupied by a massive bed of basalt which is about 305 metres thick. The basalt, through which the Zambezi runs for 209 km's in the Livingstone area is characterised by very marked joints or cracks, which may have developed as the molten lava cooled. One dominant series of joints running in an east-west direction is associated with zones of soft material within the basalt.

Since the Zambezi is flowing due south in the Livingstone area, these softer materials are very easily eroded to form the great east-west gorges.

You can submit your steps to our travels! Most phones automatically track steps, so please submit them! Keep up the hard work and do not forget to submit your distances to [world@longcroft.eriding.net](mailto:world@longcroft.eriding.net).



Don't forget to submit your  
distances to:

[world@longcroft.eriding.net](mailto:world@longcroft.eriding.net)





# IN FOCUS

## MEDIA STUDIES

Media Studies is a popular option for students in our Sixth Form. An exciting and constantly developing A Level subject, media plays a central role in contemporary culture, society and politics. It shapes our perceptions of the world through the representations, ideas and points of view they offer. Media Studies has real relevance and importance in our everyday lives, providing us with ways to communicate with forms of cultural expression and the ability to participate in key aspects of society.

Appreciation of the economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, on-going technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.

Students study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. Study, research and assessment is formed through the analysis of newspapers, magazines, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

A level in Media Studies offers a broad, engaging and stimulating course of study which enables learners to demonstrate and develop skills of enquiry, critical thinking, decision-making and analysis, a critical approach to media issues, appreciation and critical understanding of the media and an understanding of the dynamic and changing relationships between media forms, products, industries and audiences

Students develop their knowledge and understanding of the global nature of the media and apply theoretical

**TEACH** **DO** Integrity - Creativity - Respect

### Planning your own music video

- pick ANY song you want
- ideally **DONT WATCH** THE OFFICIAL VIDEO already made for the single

you will need to.....

- listen to the single
- download the lyrics
- analyse the lyrics for possible content to portray
- research your genre and the artist
- plan your storyboard to include as much detail as possible (camera angles / lighting / pace / content / setting / movement)

Slide number	Brief outline of current narrative
1	Basic drawing of shot
2	Camera angle stating any directional movement
3	Lighting / colour palette / direction of lighting/shots
4	Sound effects / change in music
5	Text / footnotes / overlays

Looking forward to seeing your ideas :o)

**TEACH** **DO** Integrity - Creativity - Respect

### Compare the following

From your research..... Is this what you expected of each paper? Why?

LINK TO 2 THEORIES IN YOUR RESPONSE

**THINK...**

- Has it met the expectations of the type of newspaper? (tabloid/broad sheet)
- Has it met the expectations of the target audience?
- Has it met the expectations of the political affiliations?
- What WASN'T what you expected? Why?

Use media codes/language in your response

Compare the following

- Page number of similar articles
- Size of articles
- Features of the articles
- Content of the paper as a whole
- Depth / content of articles
- Language use / headlines
- Order of articles
- Types of adverts
- Sports coverage
- Back page

Comparison of.....

1 - ..... The Mirror - 20th March 2021.....

2 - ..... The Times - 20th March 2021.....

**TEACH** **DO** Integrity - Creativity - Respect

### Representation ..... Dizze Rascals other music videos

- Dizze Rascal - Bassline Junkie (jan2013) - <https://www.youtube.com/watch?v=D1gl46hh3sQ>
- Dizze Rascal - Love This Town ft. Teddy Sky (Oct2013) - <https://www.youtube.com/watch?v=OrCPEqDiXik>
- Dizze Rascal - Dance Wiv Me (june2008) - <https://www.youtube.com/watch?v=GibLntdLjIA>
- Dizze Rascal - Bop N Keep It Dippin (oct2017) - <https://www.youtube.com/watch?v=NKlyifshErE>

For each of the music videos....

- What do you believe the message is?
- How is Dizze portrayed?
- What other imagery has been represented?

Which theorist/s could you use to support your answer? (for or against)

Does 'Dream' (2004) meet the expected codes for a Dizze Rascal music video?

Dizze Rascal - Dream (2004)

**TEACH** **DO** Integrity - Creativity - Respect

### Nicola Adams as a brand

<https://nicola-adams.com/>

How is she represented on her website?

How does this support theorist Stuart Hall's theory of representation?

DO



knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed.

The subject offers opportunities to make informed arguments, reach substantiated judgements and draw conclusions about media issues as students engage in critical debate about academic theories used in media studies.

The possibilities of applying such gained skills within the modern workplace are endless, and Media Studies students typically enter careers in the media, cultural and creative industries. Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice. Television celebrity and former student Ben Shires earned an A grade at A Level in Media Studies.

Current Year 12 student Lucy Blackburn said, *"I initially chose Media Studies because I wanted to be a professional photographer, so having greater knowledge and understanding of the industry would really help me. We are currently analysing film trailers and how and why they are successful. I am really enjoying the course."*

Leah Glover added, *"I'm hoping to go into marketing for my future career so Media Studies is extremely useful for me."* Brandon Clayton reflected, *"I have really enjoyed Media Studies thus far. I have particularly enjoyed the analysis of film production and the advertising of films. I am looking forward to learning about the economics behind social media."*

Eva Brown said, *"I chose Media Studies because I want to go into a career in acting and thought it would give me inside information. I like the similarities with English. We've looked at adverts including those from the 1950's and you could see stereotypes as well as social developments."* Natasha Shields added, *"I chose Media Studies because I'd like a job in the field in the future and I thought it would be interesting to do. I like analysing the music videos and seeing the stories behind the lyrics such as the hidden messages."*

Brad Willoughby-Parker said, *"I never expected it to be as interesting as it is. I am thoroughly enjoying the subject and hope to use my gained knowledge in my future career."*

Students learned about styles of journalism, comparing articles from The Times with the Daily Mirror. Natasha pointed out key differences including the size of font and images, the complexity of language and style of headline – The Times using detailed, factual headlines while the Mirror's were shorter and utilised puns. She highlighted the papers' differing audience as a reason.

Recently the students have been learning about music videos, considering the work of artists such as Beyonce and rapper Dizzee Rascal and comparing genres such as commercial R and B, hip-hop and indie.

Ms Thomas has certainly enthused and inspired the students in a subject none have studied previously, and we are sure current Year 11 pupils looking to continue their studies with us in September will give the course serious consideration.





# Freya Joins the Elite

**Next weekend Year 9 pupil Freya Vidal will join an elite group of Longcroft athletes who have earned the honour of competing at the prestigious English Schools' Athletics Championships.**

The fourth largest athletics event in the world, the track and field championships have been held every year since 1925 excepting the period of the Second World War. Many competitors at the English Schools' Athletics Championships have gone on to win individual Olympic and World Championship medals including multiple gold medallists Mo Farah, Jessica Ennis-Hill, Kelly Holmes and Dina Asher-Smith.

Former pupils who have competed include Jane O'Malley, Paul Grant, Allison English, Steven Charlton, Danny Brandwood, Lisa Kenney, Richard Herdsman, Laura Curtis, Robert Emmerson and the Owbridge sisters Joanne and Catherine. In 2006 three Longcroft pupils qualified to compete – Kerrie Harris, Robert Hodges and Klachen Cheshire.

While athletics has long been a strength of Longcroft's PE Department with many pupils and Sixth Form students competing locally and earning county honours, these athletes are indeed elite as they not only have to be the best in Humberside – they must also meet a challenging qualification standard to earn the right to join the nation's best on the start line.

Becky Briggs, who competed in 2018's event in Birmingham, is now a Team GB athlete competing internationally in events from 5,000 metres to the Marathon.

In 2010 Longcroft's Alex Stimpson competed in the 200 metres, and while her sporting career has taken a different direction she continues to excel in polo and both codes of rugby. Her event was won by Dina Asher-Smith who in 2019 became World Champion, winning the 200 metres gold medal in the IAAF World Championships in Doha.

Freya will also compete in the 200 metres, having chosen this event after earning the qualifying standard of 26.2 seconds in May with a run of 26.1 seconds. She travels to Manchester ranked third in England and fifth in the UK, having recorded a fantastic 25.8 seconds on 13th June.

Remarkably Freya, who competes for City of York Athletics Club, also achieved the qualifying standard for 100 metres and 300 metres but athletes are only able to compete in one event at the Championships.

This year's event takes place in Manchester over the weekend 9th to 11th July. Freya will compete on the final day of what is sure to be a championships packed with talent. Undoubtedly several Team GB athletes of the future will be competing, and we wish Freya well for this exciting chapter in her promising athletics career.







# Ice Hockey Players Aim High

**Year 10 pupils Owen Bruton and Ethan Daintith are on the verge of representing Great Britain's Under 16 Ice Hockey team following recent trials in Sheffield. The boys, who play at both Under 15 and 18 level for Hull's Kingston Sharks, took part in two days of trials which involved drills and games under the watchful eye of Great Britain coaches including Ryan Aldridge.**



A second trial will take place in Dundee in July, which will see the 44 players reduced to 22 who will make up an 18 player team with four reserves. Ethan explained that part of the trials involved a game on the Saturday which saw both boys chosen in the first line. Consequently, both are hopeful of getting into the final 22 player squad. Ethan continued, "If we get into the Under 16's and play well there's more chance of getting into the Under 18's because the coaches talk to each other."

As was the case when the boys earned representative honours in Year 8, Ethan and Owen still hope to play professionally in the future.

Owen aspires to go to university in America or Canada, as does Ethan due to the standard of ice hockey in those countries. Both boys are aware of the need to balance their sport and studies as the standards required by universities in North America are high.

The top 18 Under 16 players will travel to Riga in the Baltic state of Latvia. Ethan explained how the senior

Great Britain team inspire him. "The adult team have just competed in the World Championships. Great Britain forward Liam Kirk was the highest points scorer in the whole tournament and he's been picked to play in the NHL which is the highest level for the Arizona Coyotes."

We are delighted that Ethan and Owen have been able to return to their sport after the impact Covid-19 has had. Both boys are excellent representatives of our school's values and we look forward to hearing about their progress both this summer and beyond.





# LIBRARY NEWS

## Learning to Listen



“When people talk, listen completely. Most people never listen.”

Ernest Hemingway - Writer

When it comes to literacy, listening nestles nicely alongside its siblings: speaking, reading and writing. Unfortunately, it tends to get a lot less attention. Odd, when you consider that most people learn to listen before they speak, read or write, and to a large extent their ability to do the latter three is determined by their skill with the former.

People who grow up in a family of talkers are often good listeners out of necessity. Having to fight to be heard can make you much more measured about what you say. Listen less, you won't impress; listen more, and you'll develop a rapport.

Listening is at the heart of communication and education. Pupils and students who are good listeners are likely to:

- Retain more knowledge and information
- Have better comprehension skills
- Be better communicators
- Have faster second language acquisition
- Show more empathy
- Have lower levels of anxiety or anger
- Be more confident



Developing good listening skills is important for everyone and something that is increasingly being recognised by employers. We can all improve our listening ability by being more active listeners.

Audio books are a marvellous way to advance listening. If your child is struggling with their reading or is dyslexic, an audio book allows them the option to listen to content rather than read it or listen whilst also reading a transcript. Audio creates far fairer access and improves inclusion.



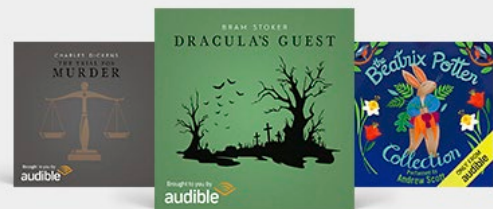


The RNIB service offers huge support to learners who cannot read standard print, including those with dyslexia. Their Talking Books service is absolutely free, giving access to over 32,000 fiction and non-fiction books for adults and children.

Even if your child is a strong reader they can still develop their listening skills by enjoying an audio book. Car journeys are a great time to share the listening experience as a family. Below are a list of free audio book sites:

[www.rnib.org.uk/talking-books-service](http://www.rnib.org.uk/talking-books-service)  
[www.storynory.com](http://www.storynory.com)  
[www.bookshare.org/cms/country/UK](http://www.bookshare.org/cms/country/UK)  
[www.gutenberg.org/browse/categories/1](http://www.gutenberg.org/browse/categories/1)  
[www.spotify.com/us/](http://www.spotify.com/us/)  
[www.audiofilemagazine.com/sync/](http://www.audiofilemagazine.com/sync/)

## "Alexa, open Audible Stories"



If you have Alexa at home, you can also listen to a selection of brilliant audiobooks for free, as well as free short stories by iconic narrators.

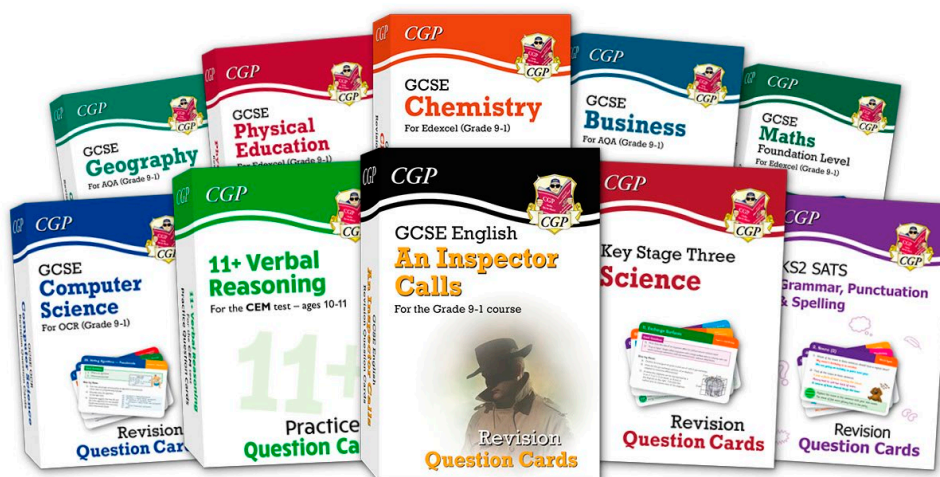
"One who listens learns, and one who learns listens."

Matshona Dhlwayo – Canadian philosopher

## Revision Resources

The Library still has a stock of revision guides and question cards to purchase before the end of term. The summer holidays provide a great opportunity to revise in advance and avoid the stress of feeling unprepared. Just a few hours revision every week can really make a difference to outcomes.

A full list of resources is available on ParentPay. All materials are sold at cost price and will be delivered to pupils and students once payment has been made. If you need any advice about what your child needs please contact Ms Carvill







## Care and Achievement Co-ordinators

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

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

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



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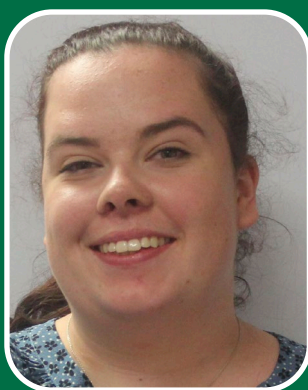


**Year 9**

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**Year 10**

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