



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS LETTER

"It's amazing – you can use your imagination to make your own story!"  
—Xavier



### Imaginations Running Wild!

Each Tuesday at 3.30pm our Library is transformed into an exhilarating hive of creativity as heroes search for treasure, battle deadly foes and even carry out daring rescues. In Dungeons & Dragons, the only limits are the imaginations of players around the table.

D&D is a structured yet open-ended role-playing game with storytelling at its core. Typically, one player takes on the role of Dungeon Master while the others each control

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a single character, representing an individual in a fictional setting. Whether forging a spell-slinger, a sword-swinging, or something entirely unique, characters make friends and enemies, fight monsters, discover loot and complete quests.

D&D is the world's most popular table-top roleplaying game. While the goal of many games is to score the most points or win, the ultimate goal of D&D is to cooperatively tell a story.



Miss Sinclair, who has led the club for several years, explained: "We've had a burst of new players who have joined and it is fantastic to see friends come together to create characters and immerse themselves in a world of creativity and imagination. In D&D you are actively living a story. Players aren't bound by anything except their imagination. D&D promotes creative thinking - there is never just one way to accomplish something. Players can devise any solution they choose to overcome obstacles."

Year 7 pupil Ben joined the club recently. He said: "I like how you can escape to your own world – it's very cool. I started a few weeks ago because a friend suggested I try it. I really like it!"

Year 9 pupil Sonny said: "It's good because you have to use your imagination and it's creative." Eddie, who is in Year 10, added: "I like the magic – the fact it's not real."

Sebastian, who is in Year 8, explained: "I enjoy my games and D&D is fun and engaging. You get to do lots of things and it's very creative." Caleb, who is also in Year 8, added: "You can immerse yourself in the adventure."

Year 11 pupil Xavier joined the club after a friend recommended it. He said: "It's amazing - you can use your imagination to make your own story!"

Robert, who is in Year 9, said: "It's extremely fun. It's imaginative and you can do anything you want. The campaigns are fun. I've been playing since I was in Year 7 and I still enjoy it!"

D&D offers a fantastic opportunity for pupils, Sixth Form students and staff to work together and enjoy using their

imagination – the club is a popular and highly valued aspect of our impressive programme of enrichment opportunities.



Miss Sinclair, who also coordinates our careers programme as Curriculum Leader for Personal Development, concluded: "The cooperative nature of D&D helps foster teamwork and communication skills, and it encourages problem-solving and creative thinking in group settings. D&D is more than just a game. It's a dynamic experience that brings people together, sparks creativity, and strengthens friendships. With its endless possibilities and focus on teamwork, it offers something for everyone and develops a range of invaluable skills."



## Arbor:

### Important reminder for parents who have not yet logged in

As part of our ongoing work to modernise and streamline school systems, we have now fully moved to **Arbor** as our internal platform. This includes the **Arbor Parent App**, which has replaced **ClassCharts** and is now the main way we share information with families.

We still have a number of parents who have not yet logged into the **Arbor Parent App**. If you have not activated your account, please do so as soon as possible to ensure you don't miss important updates from school.

### WHY ARBOR?

Arbor brings key information together in one place, helping parents and carers stay better connected to their child's school experience. It supports clearer communication, consistent information, and gives you access to everything you need in a single app.

#### Once logged in, you can:

- » View your child's daily and weekly attendance
- » Receive school messages and notifications
- » View behaviour information over time
- » Access reports and key documents
- » Make payments (as features are enabled)
- » Over time, access a wider range of live information as we expand our use of Arbor

### Reporting Absences

All same day absences must now be reported **directly through the Arbor App**. This helps us keep attendance records accurate and up to date.

### How to Get Started

#### 1. Download the Arbor Parent App

- » Android: Search 'Arbor' in the Google Play Store
- » iOS: Search 'Arbor' in the App Store

#### 2. Log in for the first time

- » Use the email address registered with school
- » Follow the link in your Arbor welcome email to set a password
- » If needed, use 'Forgot your password?' to reset
- » Enter one of your child's dates of birth if prompted

#### 3. Enable notifications

To avoid missing messages, please ensure app notifications are switched on in your phone settings.

#### Having trouble logging in?

Before contacting school, please check:

- » You are using the email we hold on record
- » You have tried the password reset process
- » You have checked your spam/junk folder for Arbor emails

**If you still need help, please contact the school office and we will be happy to support you.**



## 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** 107,210

**THOUGHT** 260,755

**VISION** 308,689

**GRAND**

**TOTAL:**

**676,654**





# LOWER SCHOOL



## *Mr Worthington writes:*

**I would like to extend my heartfelt thanks to all of you who attended our Year 9 Options Evening on Thursday. It was wonderful to see so many families engaged in the evening's discussions, as we navigated the exciting yet important journey ahead for our Year 9 pupils.**

The Options Process is a significant milestone in their pupils' educational experience, and parental involvement plays a crucial role in ensuring they make informed, thoughtful choices.

The transition from Key Stage 3 to Key Stage 4 marks a period of greater academic autonomy for our pupils. The subjects they select will shape their learning experience over the next two years and, whilst we keep our options broad and balanced to keep as many doors open as possible, could have a lasting impact on their future academic and career pathways. With so many options available, we understand that this can sometimes feel overwhelming, both for pupils and for families.

Choosing their GCSE subjects is one of the first significant decisions your child will make in shaping their future. The options they select will not only provide them with essential academic knowledge but also offer them opportunities to discover new interests and develop skills in areas they may wish to pursue in further education or careers. It's a time for pupils to explore their passions while considering their strengths and future aspirations.

It's important for pupils to maintain a balance between subjects they enjoy and subjects that will challenge them. A well-rounded selection of options ensures that pupils gain a broad range of skills and knowledge. Consider choosing a mix of subjects, including those from different fields, to provide a varied and enriching curriculum.

We are here to support you every step of the way. If you or your child are unsure about which options to select, please don't hesitate to contact me or speak to our dedicated subject teachers. They can provide insights into the content and assessment structure of the various courses to help guide your decisions.



We recommend that pupils look ahead to the assessment aspects of the GCSE courses. Ensure that your child fully understands the content and requirements of each subject they're considering. It can be helpful to review the curriculum details and think about how each subject might be assessed, such as through exams or coursework. This understanding will help set realistic expectations for the next two years.

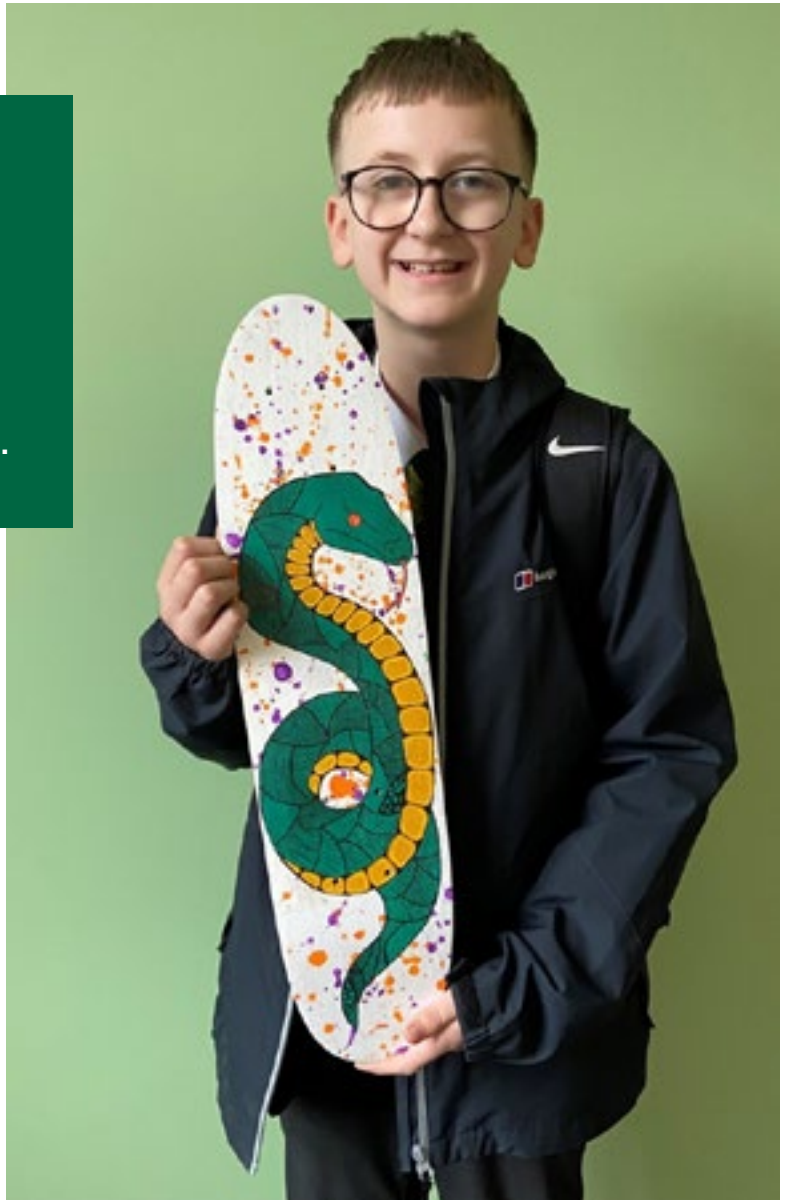
## NEXT STEPS

The Options Process will continue over the next few weeks, and we will be providing additional resources to assist pupils in making their final choices. We encourage families to have open conversations about these decisions and use the information we've provided to make informed choices together. The deadline for completing the online form is Thursday 26th March.

Once again, thank you for your active participation in Options Evening. I look forward to continuing to work together in support during this exciting time of their academic journey.

**Mr Worthington**  
Head of Lower School

**Congratulations to Year 8 pupil Freddie who completed a fabulous response to a skateboard design homework in Art. Mrs Holmes said, "Freddie sanded an old skateboard, painted it white and then designed and painted a wonderful curling snake design which was further embellished with intricate line work. Well done Freddie!"**





*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

Eloise McIntosh  
Lewis Kemp  
Bradley Took  
Evie Ellis  
Evie Williamson  
Rafe Atkinson  
Leo Thompson  
Evie Page  
Oscar Hunt  
Louie Welburn

## Year 8

Caleb Harrison  
Zak Robinson  
Oscar Jowsey  
Faith Thompson  
George Lancaster  
Finley Charlton  
Evelyn Moxon  
Theo Baldwin  
Evelyn Rumford  
Isabella da Silva

## Year 9

Sam Cowell  
Beth Dawson  
Charlie Innes  
Oscar Purchon  
Amelia High  
Alexander Waterson  
George Hogg  
Imogen Trolle  
Tymofii Merkulov

## 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: Oscar Hunt

Year 8: Ruby Reilly

Year 9: Sabah Madina




# UPPER SCHOOL



*Mr Henderson writes:*

**The half-term holiday saw over half of our Year 11 pupils booking at least one revision session in school. Staff running the sessions were really impressed with the hard work pupils were putting in. The revision sessions, which will also be taking place during the Easter holiday, are an excellent supplement to home revision that also allows teacher input and access to different resources such as practice exam papers.**

The Easter Year 11 revision timetable will have many more sessions running over the two weeks in most subjects – look out for more information soon.

This week has seen Year 11 pupils complete their final set of mocks in Maths, English, Science, History and Geography. Pupils met in the Theatre before each exam and were then given a five-minute instructional and motivational presentation by subject specialists. This included a reminder of which questions in each section to answer in the English paper, how to use the acronym CIDER to answer practical questions in Science and details in Maths such as always putting units with the answer. Meeting in the Theatre allowed the pupils time to compose themselves, ensuring they entered the exams focused on the job at hand.

The next fortnight will see a number of pupils in Year 11 completing aspects of their examinations in subjects including Drama, Food and Nutrition and Music, where they will be recording ensemble performances.

Next month, Year 10 pupils will enjoy focused drop-down days where they will spend a full day with their teacher concentrating on key aspects of subjects they study in Option Blocks C and D. The first of these days is on Tuesday 10th March and focuses on Block D. Block C is the focus on Friday 20th March. Looking ahead, parents will have the opportunity to discuss the progress of their child at the upcoming Parents' Consultation Evening on Wednesday 29th April.

More information will be published shortly regarding the University of Hull Year 11 Revision Conference. Previous years' events have been hugely successful with pupils being able to understand the revision process and new ideas to focus on while being inspired by looking around the University campus.

**Mr Henderson | Head of Upper School**

## **CAREER OF THE WEEK: Ecologist**

### **What does an ecologist do?**

An ecologist studies how living things (like animals, plants, and fungi) interact with each other and their environment. Their work often involves protecting wildlife and natural habitats, especially when humans are building things like houses, roads, or wind farms. The work of an ecologist might include:

**Surveying Wildlife and Habitats:** Ecologists often go out into the countryside, forests, wetlands, or urban areas to record what species are living there, check if there are protected species like bats, badgers, newts, or rare plants, and assess the quality of a habitat.

**Helping with Planning and Development:** Before a construction project happens (like building homes or roads), developers must check if it will harm wildlife. Ecologists will write ecological reports for planning applications, suggest how to avoid or reduce damage to nature, and sometimes help design green spaces or create wildlife corridors.

**Conservation and Restoration:** Ecologists may work on projects that protect endangered species, restore habitats (like turning farmland back into wetlands), and improve biodiversity in parks, nature reserves, or farmland.

**Desk Work and Reporting:** Back in the office, ecologists will analyse survey data, write Environmental Impact Assessments (EIAs) or Ecological Impact Assessments (EclAs), and use mapping software (GIS) to show where species and habitats are.

Ecologists work for a range of organisations, including environmental consultancies, government bodies (like Natural England or the Environment Agency), wildlife charities (e.g. The Wildlife Trust or RSPB), universities, or research institutions.

### **What can I expect to earn as an ecologist?**

In England, ecologists typically earn between £20,000 and £55,000 per year, depending on experience and role. Graduate ecologists start around £20k–£25k, while mid-level professionals earn £30k–£40k, and senior or principal ecologists can make £40k–£55k+. Salaries are generally higher in the private sector and in London or the South East, while public sector or charity roles may pay less. Freelance ecologists can earn £200–£400 per day, especially with specialist skills or licences. Experience, qualifications, and project responsibility all influence pay progression.

### **What subjects should I study to become an ecologist?**

Useful subjects to study include biology, chemistry, geography, and maths.

### **How can I start my career as an ecologist?**

Typically, ecologists have studied a relevant degree in ecology or an environmental management related subject. Some employers may also look for individuals to hold a relevant postgraduate qualification, such as a Masters. To search for relevant courses, visit the UCAS website - <https://www.ucas.com/>.

Other potential ways to start your career as an ecologist include, completing an apprenticeship, a vocational college course, or by working and studying at the same time. The websites listed at the bottom, provide some great additional links and information on how to start your career as an ecologist.

To research local education and training opportunities that could lead to a career as an ecologist, visit our partner website [www.logonmoveon.co.uk](http://www.logonmoveon.co.uk)

### **Other useful websites to find out more about a career as an ecologist:**

Chartered Institute of Ecology and Environmental Management, I Want to be an Ecologist  
<https://cieem.net/i-want-to-be/>

Green Careers Hub, Ecologist <https://www.greencareershub.com/find-your-green-role/job-profiles/ecologist/>

Lantra, Ecologist <https://www.lantra.co.uk/careers/JobProfile/JobProfileDetails/50>

National Careers Service, Ecologist <https://nationalcareers.service.gov.uk/job-profiles/ecologist>

Prospects, Ecologist <https://www.prospects.ac.uk/job-profiles/ecologist>





*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

Sophia Brown  
Martha Beaumont  
Annabel Shepherd  
Neve Meagher  
Lewis Henderson  
Isla Addinall  
Alyscia Leach  
Max Pollard  
Jack Ayre



## 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: Skylah Nary

Year 11: Ethan McLoughlin



*Mr Chapman writes:*



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

**Welcome back to a new half term! There is always something quietly uplifting about this point in the academic year. The mornings are a little lighter, the evenings stretch a little further, and there is the faint but unmistakable sense that spring is just around the corner. After the darker months of winter, it feels as though we can breathe a little more deeply and make just that bit more of each day. There is a renewed energy around the Sixth Form Centre at this time of year — purposeful, focused, and forward-looking.**

For our Year 13 students in particular, this half term marks a significant milestone. They returned from the break and went straight into their final mock examinations. That in itself deserves recognition. To come back after a week away and immediately rise to that level of academic challenge requires maturity, resilience and commitment. Well done to every Year 13 student for completing those mock examinations with such determination.

The mock period is an incredibly important part of the journey towards A levels. It allows students and teachers to assess areas of strength and identify any remaining gaps in knowledge. For many subjects, the course content is now complete or very close to completion. This means that we are entering the final 10-week run-up to the start of the A-level examinations. Teaching now shifts into a different phase: consolidation, refinement and depth.

Across subjects, lessons will increasingly focus on retrieval practice, structured exam questions, timed responses, and revisiting the most challenging topics. Students should expect regular low-stakes testing, practice questions, and opportunities to refine exam technique. This is not repetition for repetition's sake; it is deliberate practice. It is about embedding knowledge so securely that it can be accessed confidently and accurately under exam conditions.

In the coming weeks, I will be writing to parents with the final progress update of our Year 13 students' time at Longcroft. After seven years with us, this will be their final formal progress communication before they leave to embark on the next stage of their journey. That in itself is a poignant moment. We want these final grades to truly reflect the totality of the 13 years of education our students have experienced. They will sit their A levels once. There is no dress rehearsal. That is why this final stretch matters so much.



## There are several key messages for Year 13 at this stage:

Attendance is crucial. Every lesson now carries significant weight. Even one missed session can mean missing exam technique guidance, model answers, or clarification of a tricky concept. Being present — physically and mentally — is essential.

Have a clear plan for every subject. Students should now have a written list of every topic in each subject. Against each topic, they should be able to answer three questions:

- Do I fully understand this?
- Have I practised exam questions on it?
- Can I explain it confidently without notes?

## If the answer to any of these is no, that topic becomes a priority.

Know the assessment methodology. Students must be clear about which exam board they are following, the structure of each paper, the weighting of sections, and the command words that are frequently used. Understanding how marks are awarded is just as important as understanding the content itself.

Use past papers and exemplar materials. There is no substitute for practising under timed conditions. Students should work through past papers methodically, marking their work against official mark schemes and, where possible, asking teachers for feedback on longer responses.

Make use of wider resources. There are excellent online revision platforms, tutorial videos and subject-specific resources available. Used wisely, these can supplement classroom learning and offer alternative explanations that may help unlock difficult concepts.

In terms of revision technique, quality matters far more than quantity. Some approaches that we strongly recommend include:

- **Active recall:** Testing yourself without notes before checking answers.
- **Spaced repetition:** Revisiting topics at intervals rather than cramming.
- **Interleaving:** Mixing topics within a revision session to improve retention.
- **Blurting:** Writing down everything you know about a topic from memory and then filling in gaps.
- **Timed essays and exam questions:** Building fluency under pressure.

Parents can support enormously at this stage. Encouraging structured study time, providing a calm and consistent environment, checking in about revision plans, and helping students maintain healthy routines — including sleep and nutrition — all make a tangible difference. Sometimes, simply asking, “What is your focus this week?” can prompt useful reflection.

We are also just four weeks away from the Easter holidays — a very short half term indeed. Teachers will be offering additional sessions over Easter, and students should speak to their subject teachers before making holiday plans. It is important that Easter includes some genuine downtime. Rest is not a luxury; it is part of effective preparation. However, momentum must remain high. The Easter period represents a significant opportunity to consolidate learning before the final push.





I have been particularly pleased to hear that many Year 13 students are making thoughtful decisions about prioritising their studies over the coming weeks. Some are reducing hours in part-time employment to ensure that their A levels remain their primary focus. This is a mature and sensible decision. There will be ample opportunity after examinations finish in late June to increase working hours throughout July and August. The balance now should firmly favour academic preparation.

Turning to Year 12, I want to say how impressed I continue to be with their progress and attitude.

This stage of Year 12 can sometimes be deceptively calm. The initial excitement of starting Sixth Form has passed, and the urgency of final exams can feel distant. It is precisely at this time that students can become slightly passive if they are not careful. My message to Year 12 is simple: do not drift.

I do not want to stand at the start of Year 13 asking, "Could I have worked harder in Year 12?" The foundation built this year determines so much of what follows. The stronger the understanding now, the less pressure there will be next year.

## Year 12 students should be asking themselves:

- Are my folders organised and up to date?
- Do I fully understand the topics covered so far?
- Have I acted on feedback from teachers?
- If there is something I do not understand, have I asked for help?

Neat, well-organised notes are not about presentation for its own sake. They are about clarity of thinking. An orderly folder reflects an orderly approach to study. If any student feels unsure about how to organise their materials effectively, we are here to help.

Equally, if there are gaps in understanding, now is the time to address them. A small misunderstanding left uncorrected can grow over time. Teachers are always willing to provide clarification, additional practice, or guidance. Seeking help is not a weakness; it is a strength.

As we move towards the latter part of the academic year, both year groups should take a moment to recognise how far they have already come. Sixth Form is demanding. It requires independence, resilience and intellectual curiosity. Our students continue to rise to that challenge.

The lighter mornings and longer evenings remind us that progress is constant, even when it feels gradual. Each lesson attended, each page revised, each question attempted contributes to something much larger. These small, consistent efforts accumulate into outcomes that shape futures.

Let us use this half term wisely. Let us be deliberate in our actions, ambitious in our goals, and supportive of one another along the way. The weeks ahead are important, but they are also full of opportunity.

As always, my door is open.

**Mr Chapman**  
Head of Sixth Form



# What Parents & Educators Need to Know about ADULT ANIMATED CONTENT

Bright, bold, and widely shared, adult animated content is more popular than ever, but not always what it seems. These videos, which may appear cartoonish and harmless, often contain strong language, explicit themes, graphic violence, or dark humour. Many are accessible through platforms like YouTube, TikTok or streaming services, where filters may not catch them in time.

## WHAT ARE THE RISKS?

### MISLEADING VISUAL STYLE

Many adult animations mimic the colourful, exaggerated look of children's cartoons. This can easily mislead not just children, but also adults, into thinking they're suitable for younger viewers. Without watching the content fully, parents or educators might approve a show or video that contains explicit jokes, graphic imagery, or highly inappropriate language, all disguised beneath a playful and fun visual style.

### EXPOSURE TO HARMFUL THEMES

A number of adult animated shows and online videos explore mature or disturbing themes, such as addiction, trauma, abuse, self-harm, or violence, and often do so in a stylised or humorous way. Younger viewers may not have the emotional maturity to process this content, leading to confusion, distress, or the normalisation of very serious issues that should be discussed in a supportive context.

### RISK OF DISTRESS AND FEAR

Some adult animations, especially horror-based content or 'creepypasta' style stories, include disturbing imagery, unsettling music, and sudden scares. These videos sometimes feature distorted versions of well-known children's characters, such as Sonic the Hedgehog or Peppa Pig, in frightening or violent scenarios. Children can be negatively affected if they come across this unexpectedly, leading to sleep disturbances, anxiety, or long-lasting fears, especially if children have existing worries or sensitive personalities.

### INFLUENCE OF EDGY HUMOUR

Dark, edgy humour is common in adult animation and often includes jokes about topics like sexism, racism, mental illness, or abuse. When children hear these jokes, they may repeat them without fully understanding their meaning. This can lead to inappropriate behaviour in school or online spaces, and in some cases, it can reinforce harmful stereotypes or desensitise children to real-world injustice and discrimination.

### ALGORITHMIC RECOMMENDATIONS

Video platforms are designed to keep users watching by suggesting similar content. If a child watches one mature animation, they may quickly be shown more, including even darker or more extreme videos. These recommendations are based on viewing patterns, not age-appropriateness. Without strict settings in place, this can lead to a rapid spiral into unsuitable, upsetting, or even harmful content online.

### DESENSITISATION TO VIOLENCE

Stylised violence in animation is often exaggerated and constant. Repeated exposure to it can reduce a child's emotional response to harm, making aggression or cruelty appear entertaining or acceptable. Over time, children may become less empathetic or more tolerant of harmful behaviours in real life, especially if they see others online reacting with humour, memes, or praise for violent characters or scenes.

## Advice for Parents & Educators

### LEARN WHAT CHILDREN ARE WATCHING

Take time to ask children what they're watching and who their favourite creators are. Sit down and watch a few videos to get a full understanding. This helps you spot inappropriate content early and shows children that you're interested and engaged in their online world, not just policing it.

### USE PLATFORM SETTINGS WISELY

Make use of built-in safety tools like content filters, restricted mode, and age settings on platforms such as YouTube, Netflix or TikTok. Turn off auto-play where possible and regularly review what children are being recommended. Although these settings aren't foolproof, they add an important layer of protection and help reduce the risk of children encountering disturbing or adult content accidentally.

### TALK ABOUT WHAT'S APPROPRIATE

Keep communication open and non-judgemental. Talk about why certain themes or jokes are not appropriate for children, even if they appear in animated form. Help children understand that just because something is popular or shared widely, it does not mean it's suitable or safe. If they've seen something upsetting, respond calmly, offer reassurance, and explain things in an age-appropriate way.

### ENCOURAGE CRITICAL THINKING

Help children think carefully about what they watch. Talk about the difference between fictional exaggeration and reality, while helping them question why certain content is made. Is it informative, entertaining, or meant to shock? This builds digital resilience and encourages them to make safer choices in future, rather than simply following viral trends or peer pressure to watch mature content.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. We offer memberships and packages to help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website



## Pupils Going Nuts for Languages!



Pupils study either French or Spanish throughout Key Stage 3, with many going on to study their foreign language at GCSE and beyond. Languagenut is designed to support and empower pupils in their study of French and Spanish.

Each week we have published the names of the ten pupils who have earned the most points. This week, Ms Shepherd will be rewarding those pupils who have earned the most points during 2025. Ms Shepherd said, "Languagenut is proving extremely popular and is making a difference to pupils' ability and confidence in their French and Spanish."

## Congratulations to this week's top scoring Nutter – Holly Artley-Tolson!

**Holly Artley Tolson** – 70,400

**Seth Donnelly** – 67,200

**Edward O'Neill** – 35,000

**Isabelle Johnson** – 33,200

**Emilia Hopkin** – 32,500

**Charlie Innes** – 30,900

**George Kelly** – 30,600

**Sofia Caulfield** – 29,900

**Mia Spruce-Wan** – 29,200

**Olivia Radley** – 27,400





## Mathematicians

## are Bright Sparx!

# Sparx Maths

**With a mission to improve lives and the world through learning and building maths confidence through personalised learning, Sparx Maths supports pupils aged 11-16 with challenging, attainable homework. Each pupil has a clear, unambiguous target to answer 100% of their homework correctly each week and external research conducted by RAND Europe and the University of Cambridge found that using Sparx Maths for 1 hour a week significantly improves grades.**

The team at Sparx Maths, made up of 90 experts, including outstanding teachers, academics, data-scientists, researchers and technologists, uses over 200 million data points to personalise every homework for every child. This ensures pupils always receive homework that is both achievable and challenging, meaning they experience success as well as being stretched by harder questions.

Mrs Low, our Head of Maths, explained: "Sparx Maths is both popular and effective – we are going to be celebrating pupils weekly in our Newsletter and presenting pupils with certificates to recognise their hard work but also their perseverance and resilience when faced with some extremely challenging questions!"

### Congratulations to this week's Sparxy Maths Champion Kay!

#### The top 10 pupils this week are:

**Kay Chong** – 2,620XP

**Ethan Ball** – 2,005XP

**Caleb Carrison** – 1,809XP

**Evie Woad** – 1,190XP

**Evelyn Rumford** – 1,190XP

**Rupert Atkinson** – 1,190XP

**Imogen Logan** – 1,190XP

**Gracie Pawson** – 1,190XP

**Rafe Atkinson** – 1,180XP

**Freddie Peacock** – 1,170XP



## Primary Sport

**This half term we held two events for local primary schools to increase participation and allow children to experience different sports.**

Mrs Henderson explained, "We held a Zoneball event to progress catching and throwing skills within a team. The children really enjoyed the event, showing progression in their skills throughout the evening. We had six teams take part on the evening. We also held a Boccia event, again to build participation and experience of the activity. We had ten teams take part and skills developed through the evening. All pupils thoroughly enjoyed the occasion. Well done to all the Longcroft Leaders who volunteer their time to officiate; without them these events are not possible."



# Memory Lane

This week we return to 2013 and feature two Year 11 tutor groups, 11R and 11T.





# The Friends' Corner



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

Charity Reg No. 515674

It's Donation Day,  
let's celebrate!

Thousands of good  
causes are receiving a  
share of a record £2.1  
million!

Friends of Longcroft School -  
Beverley has received

**£115.47**





## LIBRARY NEWS



*Ms Carvill writes:*



## Marking Mental Health Week 2026

**A huge thank you to everyone who made Mental Health Week at Longcroft so worthwhile; especially staff who led activities and pupils who received them so enthusiastically.**

This year's theme for CMHW was 'This is My Place' with an emphasis on belonging and feeling appreciated by friends, family, and community. As we all know, how we relate to others and are treated by them impacts on our sense of self-worth and wellbeing. Celebrating one's environment, being physically active, creative, and feeling part of a community are also incredibly significant. School, of course, can play a huge part in this by helping its young feel safe and valued, and empowering them to lead fulfilling lives.

It's always a joy to see pupils and students engaging in extra-curricular activities that can exercise their minds and bodies and encourage them to chat openly about how they feel. The latter was definitely evident in our annual walk and talk, this year led by our amazing Head of PE Mr Nicholls. Despite the atrocious weather Mr Nicholls and others set forth across the field and embraced the wind and rain with fervour. There were some deep and meaningful conversations, friendships were forged, and returning to school everyone felt invigorated by being in the open air.

Other highlights in the week included yoga and basketball sessions led by Miss Judge and Mr Cassidy, and street dance with Mrs De Luca, a professionally trained dancer. Pupils had great fun trying to keep up with her! We also had additional lunchtime board and card game sessions. Thanks so much to Mrs Alexakis who has encouraged so many pupils to take up chess in the Library at lunchtimes.

The week also included a creative writing workshop led by our First Story writer-in residence Maureen Lennon, attended by a very eager class of Year 8 pupils. Maureen began by asking pupils to write down a place where they felt happy and safe. For many this was their own room or home, for others it was going on a run, listening to music, or being with their pets. Pupils explored objects associated with their safe place, items they carried with them, and through sensory language created

“

“What mental health needs is more sunlight, more candour, more unashamed conversation about illnesses that affect not only individuals, but their families as well.”

—Glenn Close



a full picture of scents, sound, and memories. Rhys wrote a particularly memorable poem:

*I carry a planner in my pocket,  
I carry air pods without a socket.  
I carry a bag on my back,  
My packed lunch is in my rucksack.  
I carry my hair on my head,  
If not wearing a jumper, a blazer instead.  
I carry the memory of my collie.  
Todd Thompson RIP.  
I carry my happy place,  
My bed, the pillow is soft on my face.  
I carry the hope of my dreams,  
So friends and family see me on the big screen.  
I carry a really bad fear,  
That you didn't like this poem!!!*

The session with Maureen was really enjoyed by our pupils  
As Olivia said:

*"Maureen was really nice and told us to get everything stuck in our head down on the page. Somehow she made it easier to write."*

Fearn agreed:

*"The writing workshop helped me express my feelings and I felt better for it."*



The Library also hosted two art and craft sessions experimenting with different materials and textures to create images exploring identity and belonging. Thank you to Mrs Hughes for her support.

Watching pictures take form and pupils playing with colour to reflect their mood was really exciting, as was the satisfaction they derived from being creative. A number of them requested permanent art sessions in the Library at lunchtime. Watch this space!

Once again, thank you to everyone involved with Mental Health Week. Raising awareness about mental health, talking openly about it, and encouraging and guiding our children to value and understand their own mental health and wellbeing are vital skills that will help them journey through life more easily.

In the Library we have a permanent display of books and leaflets relating to mental health and staff across school are always available to discuss any concerns pupils might have.

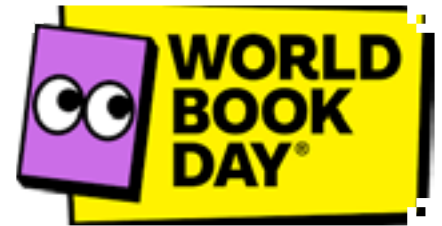
*"Art washes away from the soul the dust of everyday life."*

—Pablo Picasso



# World Book Day 2026

## is Coming Soon!



“We lose ourselves in books. We find ourselves there too”.

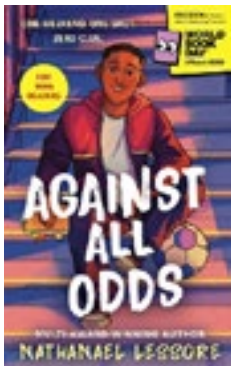
—Anonymous

**World Book Day is fast approaching, and we've got lots planned for Thursday 5th March to celebrate. In the meantime pupils can collect their book tokens from the school library, where they'll find a large display of all the free books available.**

Tokens can be exchanged at local retailers and supermarkets: Tesco in Beverley, The Works in Kingswood and Whitefriargate, ASDA and TG Jones in Hull. Books can be redeemed until March 15th.

As well as all the books selected for fluent and independent pupils we also have samples of those for younger children. We want to encourage our pupils and students to read to their younger siblings and share the pleasure of reading with their families.

Below you can read some brief descriptions of the fabulous books available for secondary school pupils.



### Against All Odds by Nathaniel Lessore

Of all the fabulous World Book Day books this was my favourite. Noranto is cool, a gifted footballer with good mates, and a kind heart. He's even planning a surprise birthday party for his mum. But Poetry? Well, that's a private talent. When his English teacher suggests he has a special flair for words, and wants him to enter a writing competition, Noranto's not too sure. What will his mates think?

A great short novel about not being afraid to be the true you and learning you don't have to box yourself in. Touching, relevant, and with lots of humour. Excellent.

### Bear Rescue by Hannah Gold

This thrilling adventure, set in the freezing Arctic, sees April go on a perilous search to find her missing baby brother, August. She's accompanied by her husky Blaze, and Bear, the polar bear she once famously rescued. Facing plummeting temperatures, it's a race against time for the brave trio.

This fast-paced read will delight those who care about the environment, enjoy a spectacular setting, and a page-turner. Brilliant description.





## Bunny Monkey – Total Chaos by Jamie Smart

This hilarious comic strip provides a great introduction to the crazy world of Bunny vs Monkey, Jamie Smart's million-selling and award-winning comic book sensation!

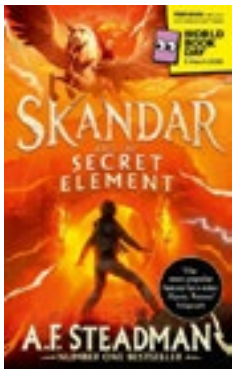
Mayhem and mischief rule the roost in this laugh a minute read. Will monkey find his thermal underwear, fire up the Flan Cannon or will disaster strike? You are guaranteed lots of laughs. Great for reluctant readers, comic strip and graphic novel fans.

## Chaos at the Chocolate Factory by Sibéal Pounder

What an absolute thrill to see the venomous Veruca Salt in print again, she of the 'I want, I want, I want' mantra,

Charlie Bucket is having a wonderful time assisting Mr Willy Wonka, and delighting in delicious new confectionery creations. Everyone needs a holiday though, and it's time for Mr Wonka and the Oompa Loompas to have one.

Unfortunately, things soon go a little amiss for our valiant hero. Never mind, help is at hand, and a certain garbage chute is still in action. Great fun!



## Skandar and The Secret Element by A.F. Steadman

A terrifying wild unicorn, elemental battles, dangerous secrets, and unlikely heroes come to the fore in this gripping fantasy adventure.

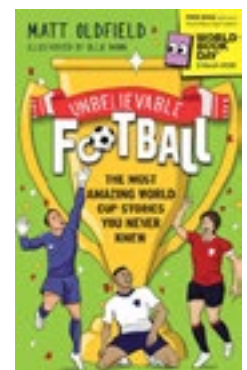
Albert never expected to become a unicorn rider, but now he's been flown to a mysterious island, together with a boy called Skandar, and feels completely out of his depth.

A great introduction to the Skandar series; includes bonus content and activities.

## Unbelievable Football by Matt Oldfield

Did you know that the first ever World Cup took place in 1930 in Uruguay and was won by Uruguay? The host country was so delighted they declared a national holiday and gave all the players a free house!

Unbelievable Football is a non-fiction factual frenzy, awash with fascinating stories, stats and information. Learn about amazing matches, like the France vs Argentina World Cup in 2022, women's World Cup winners, the greatest players ever, and so much more. Fabulous.



'Books crowbar the world open for you.'

—Rooftoppers, Katherine Rundell

# THE YOUNG MATHEMATICAL STORY AUTHORS

## COMPETITION - 2026



[www.MathsThroughStories.org/competitions](http://www.MathsThroughStories.org/competitions)



The Young Mathematical Story Authors (YMSA) competition is the world's first annual international competition set up to encourage young mathematics learners (4-16 years old) globally to creatively embed their mathematics learning in a meaningful and engaging context through creating short mathematical story picture books.

This competition is organised by the non-profit research-based international initiative, called **MathsThroughStories.org**. Since its launch in 2019, the competition has received entries from more than 5,000 students across over 30 countries around the world.

### Awards

The Oxford University Press Award (4-7 years old entry category), the Stuart J. Murphy Award (the 8-11 years old entry category) and the Cindy Neuschwander Award (the 12-16 years old entry category) are generously sponsored by Oxford University Press, HarperCollins and Charlesbridge respectively. The winner in each of the three entry categories will receive an award of £100, and their school will also receive £100.

### Key Dates

- Entries open – Monday 5<sup>th</sup> January 2026
- Submission deadline – Friday 20<sup>th</sup> March 2026



### SPONSORED BY



### JUDGED BY



Helen Stacey



Stuart J. Murphy



Cindy Neuschwander



Dr. Natthapoj V. Trakulphadetkrai



## Care and Achievement Co-ordinators

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

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

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



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**Years 9 and 10**

**Mrs Newsam**

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**Year 11**

**Mrs Ellis**

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