



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Celebrated Poet Inspires!



“Michelle really challenged our thinking – she offered a fascinating insight into a style of writing I hope to emulate.”

Poet Michelle Diaz, whose new book *Raising Ghosts* was published in July, visited Longcroft Library on Tuesday to talk to Sixth Form students about her work and enjoy a lively Q & A.

Michelle, who grew up in the East Riding of Yorkshire, also read from her collection and discussed her inspirations. *Raising Ghosts* has had some excellent reviews. Poet Julia Webb praised its ‘refreshing originality’. Judging by the interest of our students it was an opinion they shared.

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"I found out that there was a whole other side to poetry." —Elias.

Michelle has a passion for poetry and words. She's also honest and courageous. Let's be frank, it takes guts to stand up and read a poem you've written in public, to have your innermost thoughts published in print.

But then poetry is all about reaching out; making connections and Michelle certainly does that. When she visited on Tuesday she quickly established a rapport.

Michelle, who grew up in Yorkshire, began performing her poetry in 1998 at The Poetry Café in Covent Garden, and over the years her words have been published online, in print, and also accepted for several anthologies. Our students were keen to know what poets had inspired her.

"Sylvia Plath really resonated with me when I was young, and I love the poems of Tomas Tranströmer,

Louise Glück, and Tom Gunn. There are so many good poets around; you can really immerse yourself in them. Just Google modern poets and see who you like. As a writer it's so important to read a lot. Read other poets. Read, read, read."

Mrs Clake and Noah wanted to know about the process of writing. When you write do you feel the poems almost force themselves out? Is it hard to edit?

"Yes, things come up in life and have to be written. You write what you know; what's authentic to you.

It's fine to free flow write, but then put it down, and look at what you've written a week later or even a month. That's something I'm working on, because I'm quite impatient, but it helps to just distance yourself for a time, and then edit. Editing is so important; sometimes it might take 16 edits to complete a poem."

Evelyn asked Michelle how she knew when a poem was finished:

"It's difficult. You have to be meticulous and you have to leave space for the reader. There's a brilliant book called How to be a Poet, by Jo Bell, and it talks about when you write a poem, say it's five stanzas, just ditch the first and last. Come in late and leave early. You don't want to present a reader with a poem that's all tied up with a bow.

Again, put the poem away for a time; especially if the emotion you're conveying is raw and you've poured your heart and soul into it. You'll see it differently. Freshly. It's good to show your poetry to other people too. You might have a friend who writes, and you can give each other feedback."



Noah wanted to know if Michelle went through writing droughts, when she just couldn't write:

"Yes, I call them fallow periods. I had one from January to May this year. Nothing. You begin questioning yourself, asking if you're ever going to write again, but that's the time you're gathering, and when the words come back, they come back with a fury."

Raising Ghosts, published by Atomic Bohemian this July, has been praised by a number of poets, including Julia Webb:

"There is a refreshing originality to Diaz's writing that I love – a beautifully odd mixture of concrete detail, forensic observation of family life coupled with surreal imagery."

The collection explores family life, the loss of loved ones, grief, and how one endures the ghosts of the past and survives. It's deep, but also uplifting. Michelle is a master of word play and there is humour as well as sadness in the poems. Miss Meek was moved after reading the book in advance of Michelle's visit:

"I felt really privileged that she let me in, sharing such personal feelings. When she spoke about her work and read her poems you just connected. She was so natural."

Evelyn wanted to know if it was hard to write about your family and childhood, navigate and share those feelings and if Michelle's poems changed over time:

"When I was in my 20s I wrote a lot of angry poems, but this book is built on time and reflection. I couldn't write about my mum before she died, and it was only after 4 years when all the anger and feelings came out I felt able. When you become a parent and mature your understanding changes; you realise how difficult being a parent can be, and there is forgiveness."

Cal asked about the cover for Raising Ghosts. Was Michelle consulted?

"Yes, very much so. The publisher wanted me to choose my own cover. With my previous publication, Dancing Boy, I only got to pick the colour. The cover for Raising Ghosts came from a timeline of one of the poems in the book. There's a picture of my Mum as a 1960s chick and other family photos, and the cream netting fabric has a kind of ghostly presence; the idea of bringing things up from the past."

Ellis asked how aware you have to be of your readers, when you write.

"It's important to make a connection, and it's something I've worked at. Initially, I think my poetry was very confessional, but as you develop and mature things change. I've been told my poetry is quite easy to access. Very rhyming poetry is not to my taste, but you can't be too obscure. It's all a balance."

Orlaith was interested in the difference between reading poetry from a book and performing a poem aloud and Leah asked if Michelle performed her poems much.

"I think you need to hear poems. If you write a poem, read it out aloud on your own. I do that myself. It's a great tip."

I used to do a lot of performance poetry and go to lots of venues when I lived in London, like the Poetry Café. Now I mainly do readings, like today. Over the next few months, I'm going to different towns and cities to read from my book."



After doing her A Levels Michelle studied English Language and Literature at Manchester University and then did a PGCE at Goldsmiths, working as a teacher in South London for a number of years. Noah asked if Michelle wrote a lot when she was at university.

"I spent all my time reading. There wasn't much time for writing. There were so many clubs and associations I joined, and lots of socialising too! Of course, I was gathering evidence, lots about university life went into my memory bank. University was an amazing experience."

In 2017 Michelle was the inaugural winner of the Glastonbury Bardic Silver Pen award. She also won the 2018 Christabel Hopesmith NHS Competition judged by Wendy Cope and Lachlan Mackinnon. Her debut pamphlet *The Dancing Boy* was published by Against the Grain Press in 2019, and *Raising Ghosts* in 2026 by Atomic Bohemian. Elias wondered what have been highlights in her work.

"Being published. When I was 13 I won a poetry competition; then when I was 30 two of my poems were accepted by Live Canon, and performed onstage in Greenwich. That really built my confidence. When Dancing Boy was published, my first book, and people said it touched them; resonated with their own experiences, that really meant so much to me."

Becoming a poet is not a career choice many people make. It's not that lucrative as Michelle explained:

"There's not a lot of money in being a poet, unless you're Simon Armitage or someone like that. Let's just say it's not my day job. I also teach and work as an editor, but that's a positive too. Living life gives you lots of material. Poetry is not so much a career, as a vocation."

Just before the end of the session Michelle read three of her poems from *Raising Ghosts*. As her words floated around the library there was a feeling of stillness in the air, our students and staff had a heightened sense of focus. It was a profound experience, and when the bell rang a bit later to signal the end of the school day nobody was in a hurry to leave.

As they eventually left the library you could feel the positivity. To quote Noah:

"I love poetry."

A huge thank you to Michelle Diaz for visiting Longcroft and engaging so well with our students, and also her kind and positive words about them and the school. We are immensely grateful.

A copy of *Raising Ghosts* is available in the library. It comes highly recommended. Copies can also be bought online.



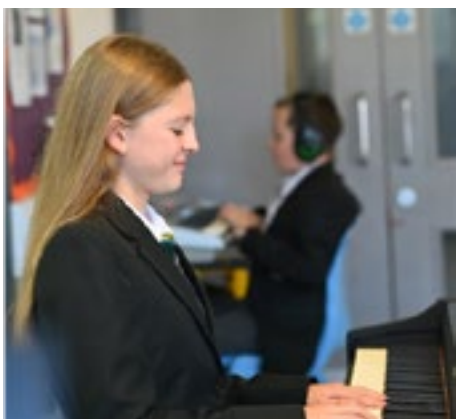


Headteacher's Welcome

Another busy week at Longcroft, and it has been amazing to see our children engaging with opportunities both within and beyond their classrooms. We have enjoyed visits from celebrated poet Michelle Diaz that you can read about in our headline article as well as from the RAF who have been talking to our children about opportunities in the cadets, and our NHS nursing team who have been delivering a key part of our personal development curriculum to Year 11. Our Year 13 pupils have been in Morcambe all week conducting their annual fieldwork and this year the weather has been really kind. Both in school or beyond, we have again received wonderful feedback about our school and our children who continue to do us and themselves proud.

Clubs and fixtures are now building pace, and the number of children engaging in the range of activities available within our enrichment entitlement is just brilliant! We have had to create extra sessions to accommodate interest. Please continue to encourage your child to get involved, try something new and enjoy all that our extra curricular programme has to offer.

Throughout this week I've enjoyed visiting lessons and talking to pupils and students about their experiences over these early weeks of the new academic year. I have been thoroughly impressed by the quality of presentation both with respect to uniform and through work in books, as well as by the level of focus and commitment demonstrated in lessons. It has also been fabulous to see pupils involved in their practical work across many areas of the curriculum and I have included some photos that Mrs Ellis has been taking as we've toured the site this week. They give just a small snapshot of what our children have been up to and they've really been making us smile!



Our performing arts clubs are again bulging at the seams and we have our first external performance of the year next Friday evening at Leconfield Church. Do come and support if you are able from 7pm to see a range of ensembles and solo performances from our exceptionally talented children. All funds raised will support the Friends of St Catherine's to keep what is now a valued community hub available to local residents.

We have also been planning this week for our SEND parental engagement programme 2026/27. Following the success of recent years, this will continue to bring together expert practitioners and a range of local services to support families and promote the help and support available to our young people, including through valued expert partners. Senior leaders will be meeting with



parents in the coming weeks to individually discuss the support currently in place for their children and consider any further opportunities to develop their provision. We received some wonderful feedback again last year and it was great to hear many of our staff specifically acknowledged for the work they have done with particular children, as well as being able to celebrate some of the amazing progress that has been made through a range of targeted intervention and support programmes. Further information will follow soon.

At Longcroft we believe passionately in the importance of knowing and valuing each and every young person, and spending time with families helps us to learn even more about them. Every member of our community is unique and brings something special and different to our community. Events like those captured here and in our Newsletter are a great opportunity to celebrate just that.



Next Wednesday, we have our annual Open Evening with record numbers again having booked spaces to attend. We have been overwhelmed with volunteers to support the event from tour guides to subject ambassadors and our young people always represent us so well. I look forward sharing some pictures and reflections on the event next week and please do share the good news of Longcroft, encouraging anyone considering transition to secondary school to come and find out more. Remember, we are now amongst the highest performing schools anywhere in the region and are the best attended secondary school in the East Riding of Yorkshire, as well as being ranked number one in the country for similar schools!

I hope you enjoy reading more about what our young people have been getting involved with in this edition of our Newsletter. Have a great week.

Mr D Perry
Headteacher





Competition Celebrates

our British Values!

In our school we promote the fundamental British values of:

- » Democracy
- » The rule of law
- » Individual liberty
- » Mutual respect and tolerance of those with different faiths and beliefs.

We believe that these fundamental British Values are already implicitly and explicitly embedded in our practices and beliefs. We stimulate discussion, reflection and action about these values via daily interactions, spiritual, moral, social and cultural (SMSC) education, charitable work, visits and other means.

Congratulations to the winners of our 'British Values' Art competition which has seen a huge number of fabulous entries from across year groups. Shanice and Leona in Year 10, Harriet in Year 9 and Leo in Year 8 have been shortlisted as winners across the four categories and their artwork will be professionally enlarged, printed, framed and placed in our new gallery space at Longcroft dedicated to our British Values. Well done to all!





LOWER SCHOOL



Mr Chapman writes:

Firstly, it was wonderful to see such a wonderful turnout at netball club on Tuesday evening – all four courts were full as 56 pupils of all age groups enjoyed playing and competing together! Thank you to Miss Judge for making the opportunity possible.

This week our rugby players are in action. By the time you read this, our Year 9 rugby team will have played Hessle while on Friday evening our Year 7 players start their season with a home fixture against Sirius West – a traditionally strong rugby-playing school from west Hull. Mr Cassidy is excited by the boys' potential and I look forward to reporting on both these and other fixtures throughout the season.



It has been another really positive week across Lower School, and I have been particularly pleased to see how well our pupils are continuing to settle into the routines and expectations of the new academic year. September is always a time of adjustment, particularly for our younger pupils, but as the weeks progress it is lovely to see increasing confidence, purpose and independence across Years 7, 8 and 9.

For our Year 7 pupils in particular, those first few weeks can feel like a whirlwind of new experiences. New classrooms, new teachers, new subjects, new routines and, of course, the challenge of remembering where they are supposed to be at exactly the right time! It is therefore fantastic to see how quickly those routines are becoming established. Increasingly, our Year 7 pupils are finding their feet, moving around school with greater confidence and beginning to demonstrate the independence that is such an important part of secondary education.



With those routines now becoming well established, our focus turns increasingly towards maintaining standards. We want every pupil to understand that the high expectations we have set from the very beginning are there for a reason. Uniform, punctuality, organisation, behaviour, effort and attitude all contribute to creating the very best environment in which our pupils can learn. Developing positive habits now will pay dividends not only this year, but throughout their time at Longcroft.

Alongside this, we are also beginning to see pupils develop their attitudes towards learning. Becoming a successful learner is about much more than simply completing work and achieving good marks. It is about resilience, curiosity, perseverance, being prepared to make mistakes and having the confidence to ask for help when it is needed. These are qualities that we want to develop throughout Lower School, and I have been encouraged by the progress I have seen already.

One area where parents and families can play a particularly important role is through our communication system, **Arbor**. I am aware that not every family has yet been able to log into Arbor, so I would encourage anyone who is experiencing difficulties to contact our school reception, who will be very happy to provide assistance.

Arbor is an increasingly important part of the way in which we communicate with families. Through the student and parent apps, we are able to provide real-time feedback about how pupils are getting on in lessons. This allows us to celebrate when things are going particularly well, but also to communicate when there are areas where a pupil may need to improve.

Perhaps most importantly, Arbor will be an important means of communicating homework and deadlines. We want our pupils to become increasingly independent young learners, and developing that independence is a key part of the Lower School experience. However, independence does not mean doing everything alone. The support and encouragement that pupils receive at home remains invaluable. Being able to check Arbor, understand what homework has been set and know when work is due provides families with a really useful way of supporting their child's developing independence without doing the work for them.

I would therefore encourage all parents and carers to make sure that they have access to Arbor and to get in touch with us if they need any help.

Moving into Year 8, I have been hugely impressed by the pupils I have encountered so far. My interactions with Year 8 have consistently demonstrated a really positive attitude towards school, with pupils showing good levels of effort and engagement. Year 8 is an important year. Having completed their first year of secondary school, pupils are no longer the new children in the building, and we expect them to build on the foundations they established in Year 7.

This means continuing to maintain high standards, continuing to challenge themselves and continuing to take responsibility for their learning. There should be no sense of resting on our laurels simply because the transition to secondary school has been successfully negotiated. Instead, Year 8 should be a year in which pupils consolidate their knowledge, address any gaps or misconceptions and continue to develop the habits that will serve them well in Year 9 and beyond.





It has also been particularly pleasing to see so many pupils across Years 7, 8 and 9 getting involved in the wider life of the school. I have seen increasing numbers of pupils participating in performing arts, attending extracurricular clubs, representing the school in sporting fixtures and throwing themselves into activities beyond the classroom.

That is exactly what we want to see.

One of the great advantages of being part of a school community is the opportunity to discover interests and talents that may not necessarily emerge in a traditional classroom environment. Whether it is performing on stage, playing for a school team, joining a club, learning a new skill or simply trying something that is outside a pupil's comfort zone, these experiences help young people to develop confidence, teamwork, communication, resilience and a sense of belonging.

I would encourage every pupil in Lower School to find something that they enjoy and get involved. Roll up your sleeves, have a go and get stuck in! You never know where a particular activity might lead, and some of the most memorable and rewarding experiences of school life happen outside the classroom.

A particular congratulations also goes to our Year 9 pupils, who continue to demonstrate a calm and purposeful approach. There is a real sense that Year 9 understand the importance of the year ahead. As I have mentioned previously, Year 9 is an important stage in a pupil's journey through school, particularly as pupils begin to consider their GCSE options.

For that reason, the calm and purposeful attitude we are seeing is exactly what we want. There is still plenty of time for pupils to explore their interests and consider the subjects they enjoy and the areas in which they excel, but the foundations for those decisions are being laid now. Hard work, good attendance, positive attitudes and engagement in lessons will all help pupils to put themselves in the strongest possible position when those choices arrive.

Finally, I would like to say something about attendance. I have been extremely pleased with the strong attendance we continue to see across Lower School. Attendance

really does matter. Every lesson is an opportunity to learn something new, to develop understanding, to practise skills and to make progress. Missing lessons can mean missing important pieces of the learning puzzle, and the impact can accumulate over time.

We are incredibly proud that Longcroft has been the highest-attending school in the region for the last two years running. That is a fantastic achievement and one that reflects the commitment of our pupils, families and staff. We are determined to maintain those high standards.

Parents and carers should therefore expect to receive a telephone call from school on the day if their child is absent. This is part of our commitment to safeguarding, but it is also part of our wider commitment to ensuring that every pupil attends school regularly and is able to benefit fully from the education we provide.

There is a clear relationship between attendance, engagement and educational outcomes. Regular attendance gives pupils the consistency they need to build knowledge and understanding, develop positive relationships and take advantage of the wider opportunities available to them. Education is not simply about what happens in an individual lesson; it is about being present, being part of the community and taking advantage of the opportunities that school provides.

Ultimately, that is what I want Lower School to be about: **high expectations, positive attitudes, strong relationships and a willingness to get involved.**

As we move further into the term, I would like to congratulate all of our pupils for the way in which they have started the academic year. Year 7 are settling beautifully and becoming more confident every day; Year 8 have impressed me enormously with their attitude and effort; and Year 9 are demonstrating the calm, purposeful approach that we expect at this important stage of their education.

There is a great deal to be proud of already, but there is also plenty still to achieve. Let us continue to maintain our standards, support one another, make the most of every opportunity and, most importantly, enjoy being part of the Longcroft community.

Well done, Lower School, and thank you to our parents and carers for your continued support.



Arbor

REWARDS

Congratulations to our Lower School pupils on the number of Arbor rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.

Year 7

Seth Lindsey
Riley Bullamore
Hollie Harrison
Iyla Hearne
Ella Gutkowski
James Linley
Olivia Gunby
Florence Clarke
Milla Fard
Zoey Harman

Year 8

Fiona Turner
Florence Clark
Ollie Goodare
Pola Czerwony
Kayden McKie
Andorra Atkinson
Archie Bell
Eibhlin Grimes
Layla Evans
Charlotte Jagger

Year 9

Leon Zielinski
Cobie Hancock
Theo Baldwin
Evie Pardoe
Charlotte Wray
Amy Charge
Madison Key
Ella-Grace Curson
Oscar Jowsey
Faith Thompson
Delilah Williams

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving 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: Poppy Pryderi

Year 8: Lottie Jones

Year 9: Oscar Jowsey



UPPER SCHOOL



Mr Worthington writes:

Firstly, congratulations to Year 11 pupils studying GCSE Food and Nutrition on some outstanding practical work. Ms George explained, "For their first practical of the year pupils were given the task to make a product of their own choice with puff pastry with an emphasis on considering shaping, interesting fillings and presentation." Pictured are some of the results including fruit and cream puffs, salmon tartlets, Fruit Croissant, blueberry pie and jam tarts. Ms George added, "All the pupils approached the task enthusiastically and created some very pleasing results."

As we begin another important year for our Year 11 pupils, we are pleased to launch Intervention Cycle A, a key part of our strategy to support every young person in achieving their very best GCSE outcomes. Cycle A begins on Thursday 1st October, with sessions then taking place every Wednesday and Thursday.





Intervention is far more than an additional lesson. It provides targeted support, focused teaching and valuable opportunities for pupils to strengthen their understanding, close knowledge gaps and build confidence ahead of their GCSE examinations. Research and our own experience consistently show that regular attendance in school and sustained effort at intervention can make a significant difference to outcomes. Every session provides an opportunity to gain marks, improve understanding and move one step closer to achieving ambitious goals.

This first cycle will focus on English, Mathematics and Science, subjects that unlock opportunities across the rest of a pupil's qualifications and future educational pathways. Strong passes in these areas open doors to further study, apprenticeships and employment, making them a key priority as pupils approach the final stages of their secondary education.

Staff have dedicated considerable time to carefully planning intervention groups so that support is targeted where it will have the greatest impact. Allocations have been made based on what will best support individual needs, and groups have been balanced to maximise progress for all involved. Following the mock examinations, intervention groups will be reviewed and Cycle B will be adapted to ensure support continues to meet the needs of each pupil.

We encourage parents and carers to support this process by emphasising the importance of attendance, punctuality and positive engagement. The message to our Year 11 pupils is simple: attend every session, make the most of every opportunity and trust the process. The effort invested now can make all the difference next summer.

A reminder to our current Year 10 pupils and their families that our **Welcome to GCSE launch event** will take place on **Thursday 8th October**. This important evening will provide guidance on GCSE study, expectations for Key Stage 4 and how families can support success over the next two years.

Science Assessments

This year in Science, Year 10 pupils will sit three cumulative assessments with a Biology, Chemistry and Physics section.

Pupils' first assessment will be on the topics below during the week commencing 12th October – there are revision resources and questions on Arbor and pupils who would like support or need anything printing can speak to Mrs Scott in B7.

Biology: B1 Cell Biology; B2 Organisation

Chemistry: C1 Atomic Structure

Physics: P2 Electricity



Year 11 pupils will sit one cumulative assessment with a Biology, Chemistry and Physics section in addition to their mock exams.

Pupils' first assessment will be on the topics below during the week commencing 12th October – there are revision resources and questions on Arbor and pupils who would like support or need anything printing can speak to Mrs Scott in B7.

Biology: B7 Ecology

Chemistry: C5 Energy Changes

Physics: P3 Particle Model

Pupils must provide evidence of revision – this could be:

- » BBC Bitesize quizzes
- » SENECA questions
- » Exam questions – all of these are on Arbor.

Physics and Maths Tutor has fantastic summary notes that will save pupils time: <https://www.physicsandmathstutor.com/>

Maths Support Sessions

Mrs Low, our Curriculum Leader, is available each Monday and Tuesday lunchtime for Year 11 pupils who have questions about any aspect of their studies in Maths. Pupils can find her in A6 or A7.

Year 11 Recognition Award

Finally, Mr Thomson and Mrs Ellis have introduced a new weekly award to reward and celebrate Year 11 pupils' improvement, proactivity, commitment to their studies and achievements.

The first winners are Isla Addinall and Harry Wilson – congratulations!



Arbor

REWARDS

Congratulations to our Uppert School pupils on the number of Arbor rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.

Year 10

Leonid Vaskov
Ashley Griffin
Oscar Purchon
Oscar Lawson
Amelia High
Lottie Moy
Pennie Sonley Kilkenny
Imogen Trolle
Elias Chapman
Rosie Fitton
Toby Buckle

Year 11

Lily Curtis
Sam Cai
Brenton McKie
Hermione Read
James Shiels
Harry Dixon
Charlotte Sutcliffe
Ava Curley
Jenson Blakey
Charli Drage

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving 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: Emilia Hopkin

Year 11: Lila Garniss



Mr Haworth writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

Celebrating our Artists!

I am delighted to feature incredible work by our A Level students – last year's Year 13 who received outstanding results this summer. Students' results placed them among the top performing students nationally in A Level Art and we are proud to share a selection of their work here.

Year 13 UCAS Information Evening

On Thursday 17th September, Longcroft Sixth Form welcomed a fantastic turnout of Year 13 students and their parents/carers for our annual UCAS Information Evening.





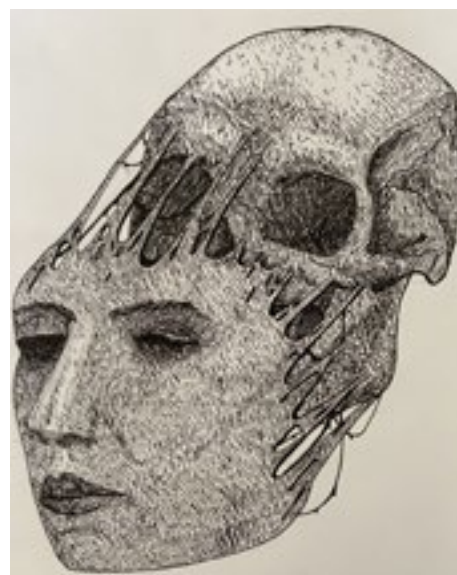
The evening provided an overview of the UCAS application process, helping students and families understand the key steps involved in applying to university and other post-18 courses. Attendees were also introduced to a range of valuable resources to support their applications, including Unifrog, The Guardian's university guidance, and Unistats, all of which can help students research courses and make informed decisions about their futures.

Alongside the practical advice, I shared some personal experiences and anecdotes, encouraging students to choose courses that genuinely interest and inspire them, rather than focusing solely on future earning potential. After all, the best university experience often begins with studying something you are passionate about!

With the application season now well underway, Year 13 students are encouraged to begin work on their applications immediately, ahead of the Sixth Form's internal deadline of 27th November (with separate arrangements for Oxbridge applicants). Monday morning's Careers lesson with Mrs Ellis will focus on supporting students with this important next step.

I am looking forward to reading a wide range of thoughtful and engaging personal statements over the coming weeks and, hopefully, celebrating the first university offers as they begin to arrive for Longcroft Sixth Form students later in the year.

We wish all of our Year 13 students the very best as they embark on the next stage of their journey, whether this involves university or not!





SAFEGUARDING



Mr Rogers writes:

Celebrating Success at Longcroft: Over 2,500 Golden Buzzer Winners!

At Longcroft, recognising pupils' hard work, positive choices and kindness is an important part of our school culture. We want our young people to know that their effort matters and that the positive contribution they make to our community is noticed.

Since launching our **Golden Buzzer Award** two years ago, we have celebrated more than **2,500 Golden Buzzer winners**—a fantastic milestone that reflects the many achievements taking place across our school every day.

Each week, every member of staff can award a Golden Buzzer to a pupil who has stood out for a special reason. This might be for:

- » producing exceptional work;
- » demonstrating outstanding effort or resilience;
- » making significant progress;
- » showing kindness or supporting another person;
- » displaying excellent conduct and leadership; or
- » consistently demonstrating our school values.

Golden Buzzers are not reserved solely for the highest academic achievement. They recognise the different ways in which pupils contribute positively to school life and show **Great Heart, Great Thought and Great Vision**.

Every winner is invited to our popular **Hot Chocolate Friday**, held during tutor time. This provides an opportunity for pupils to celebrate their success with others in a relaxed and positive setting. It remains one of the highlights of our weekly rewards programme and is always a pleasure for staff to share with pupils.

Reaching more than 2,500 awards is something of which our entire school community can be proud. Behind every Golden Buzzer is a moment when a pupil made a positive choice, persevered with something difficult, helped someone else or went



above and beyond what was expected. Together, these moments help create the calm, purposeful and caring culture we value at Longcroft.

Thank you for continuing to support reading, effort and positive behaviour at home. By working together, we can ensure that pupils' achievements, whether large or small, are recognised and celebrated.

We look forward to awarding many more Golden Buzzers and celebrating the next milestone with our pupils and families.



A huge congratulations to our latest Golden Buzzer winners!

Archie Bell
Anna Bruton
James Charge
Ella-Grace Curson
Lily Fowler
Joshua Hall
Billy Kenny

Seth Lindsay
Sofia Lunn
Ebonie Middleton
Shanice Munaku
Fearn Nicholson
Naya Ramsey-Taylor
Callum Rippingale

Kingsley Roberts
Alice Scott
Edward Stork
Charlotte Sutcliffe
Amy Thornton



IN FOCUS HISTORY

Here in the History Department at Longcroft we strive to serve our community to the very best of our abilities, aiming to provide each and every pupil and family with all the tools available to help ensure potential is met.

Curriculum

Under the leadership of Mr Pearson, teachers of History deliver lessons following a wonderfully-designed seven-year KS3 to AQA GCSE and AQA A-Level curriculum which offers so many topic and concept links to aid understanding throughout the courses – links to previous and future studies, and also to current affairs as pupils build their understanding of the world around them.

In Years 7 and 8, pupils begin with a brief introductory course looking at Romans, Saxons and Vikings before we take them on a journey through the last thousand years on six occasions across the six school terms, on each occasion examining the time period through a different prism or theme.

Year 9 sees a very different approach to History lessons, with a depth study of the period post-First World War (taking up where Y8 War & Conflict left off), covering the rise of the Nazis, and then a chronological examination of the events of World War Two.

Term 3 of Year 9 takes the statutory, and fascinating, look at Ancient Civilisations. The focus of our course additionally serves the purpose of providing a reassuring introduction to the GCSE Health & the People course for those pupils who, by that point, will have opted to continue into Key Stage 4.

Pupils choosing GCSE History have the opportunity to attend two educational trips which relate to their AQA Paper 2 courses – Thackray Medical Museum in Leeds ('Health & the People') in the February of Year 10 and Hardwick Hall in Derbyshire ('Elizabethan England') in the summer prior to Year 11.

CONTEXT	The KS3 Year - Y7 and Y8				CHALLENGE
Y7 & Y8 Thematic Course	MEDIEVAL PERIOD	EARLY MODERN PERIOD	INDUSTRIAL PERIOD	MODERN PERIOD	
1 - Society & Culture					
2 - Power & Control					
3 - Protest & Revolt					
4 - War & Conflict					
5 - Money & Exploitation					
6 - Change & Revolution					
At what stage of our History course are we?					

CONTEXT	The KS3 Year - Year 9						CHALLENGE
Y9 Modern Depth Study + Y9 Ancient Civilisations	CHALLENGE NUMBER 1 OF 6	CHALLENGE NUMBER 2 OF 6	CHALLENGE NUMBER 3 OF 6	CHALLENGE NUMBER 4 OF 6	CHALLENGE NUMBER 5 OF 6	CHALLENGE NUMBER 6 OF 6	
1. Germany and The Holocaust, 1933 - 1945							
2. WWII and Hull, 1939 - 1945							
3. Ancient pre-3066 Civilisations and Medicine							
At what stage of our History course are we?							

AQA GCSE History - Y10 and Y11	COURSE	Part one:	Part two:	Part three:	Part four:
1. Britain: Health and the people: c1000 to the present day		Medicine stands still	The beginnings of change	A revolution in medicine	Modern medicine
2. Elizabethan England, c1548-1603		Elizabeth's court and Parliament	Life in Elizabethan times	Troubles at home and abroad	The historic environment of Elizabethan England
3. America, 1930-1973: Opportunity and inequality		American people and the 'Boom'	But - Americans' experiences of the Depression and New Deal	Post-war America	N/A
4. Conflict and tension between East and West, 1945-1972		The origins of the Cold War	The development of the Cold War	Transformation of the Cold War	N/A
At what stage of our History course are we?					



Resources

The PowerPoint materials used in History lessons are available for pupils and families to use outside of lessons in support of the classroom learning, either at home or within the school's staffed study sessions in A7 and at the Library.

At Key Stage 3, the Year 7 course has a teacher-narrated video of the lesson PowerPoint for each and every lesson, and in Years 8 and 9 there are plenty of narrations available to support the topics studied. Examples of Homework materials are at the same location for ease of access.

All History resources can be accessed at Longcroft SharePoint via the usual pupil login details.

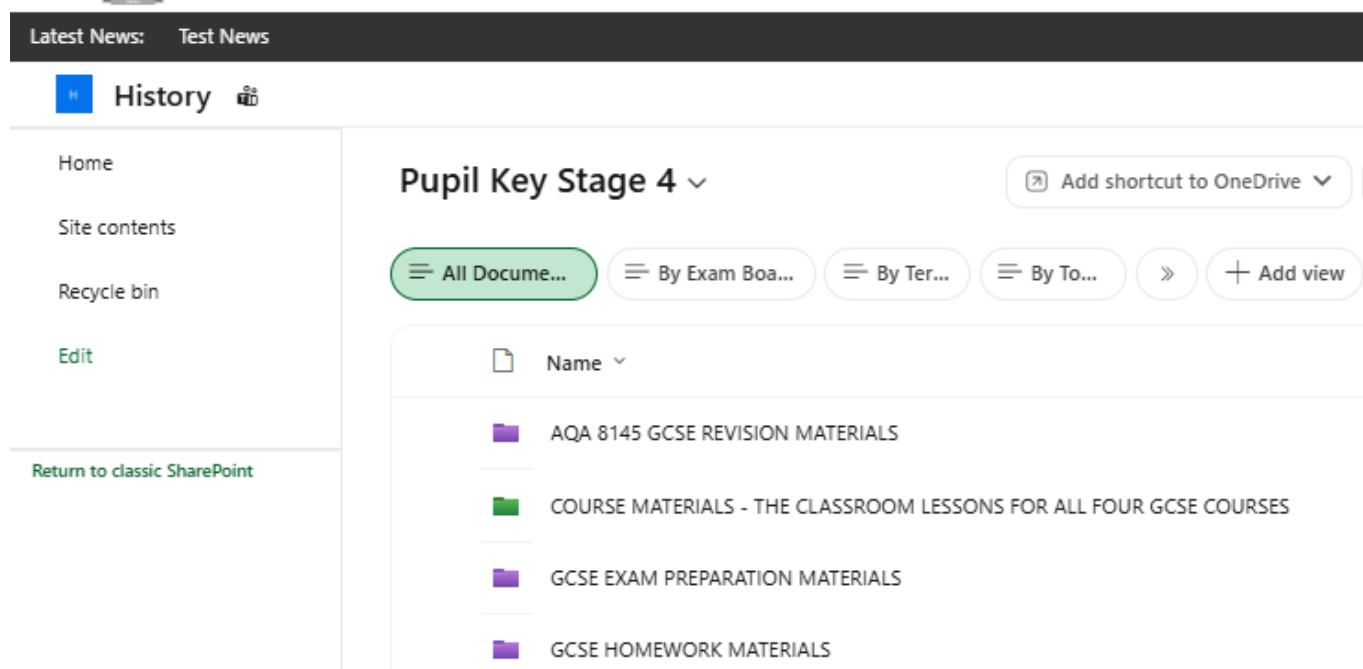
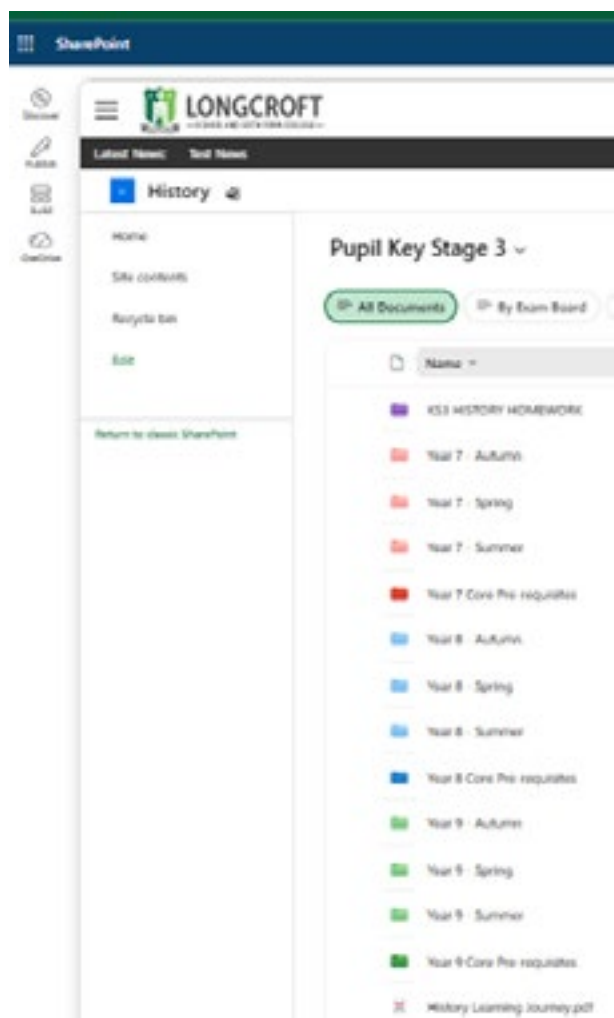
Key Stage 3

https://woldslearningpartnership.sharepoint.com/sites/LONG_Subjects_HI/Key%20Stage%203/Forms/AllItems.aspx

Key Stage 4

https://woldslearningpartnership.sharepoint.com/sites/LONG_Subjects_HI/Key%20Stage%204/Forms/AllItems.aspx

For KS4 History pupils, plenty of suggested activities and resources for further independent studies are provided.





Chess Club

Wednesday Lunchtime – The Library



Do you enjoy playing chess?

Sessions are held in the library every Wednesday lunchtime, led by chess expert Mrs Alexakis.

Come along and develop your thinking skills and make new friends.

"When you see a good move, look for a better one." - Emanuel Lasker

After School Clubs

TUESDAY

Choir (all year groups)

Dungeons & Dragons (all year groups)

Boys' Football (all year groups)

Netball (all year groups)

WEDNESDAY

Girls' Football (Years 7-9)

Orchestra (all year groups)
– starting 7th October

Rugby (Years 7-9)

THURSDAY

Girls' Football (Years 7-9)

Musical Theatre (all year groups)

Table Tennis (all year groups)

FRIDAY

Badminton (all year groups)



**ARMY
WELFARE
SERVICE**



DANDELIONS

Service Students drop in club every **Wednesday** from
12.30 – 1pm



If you are a student with parents/guardians who are in the military, or have ever been in the military, come along with your lunch, meet new friends and take part in activities.

Lynette Nelson from Army Welfare Service.

For more information see Mrs Thwaites – Service Students Champion.





Memory Lane

This week we take a trip back to 2006 and feature two Year 13 tutor groups. Members of 13.4 and 13.5 are pictured with their tutors Mr Wyles and Mr Oxtoby.





LIBRARY NEWS



Ms Carvill writes:

The Bookbuzz Books Continued...

This week we continue our reviews of the Bookbuzz books. It's been an absolute delight to read all 16 books over the last few weeks, and I'm sure your child will enjoy picking their very own free book soon. A number of the books discussed this week are aimed at attracting reluctant readers.

"Reading fiction is important. It is a vital means of imagining a life other than our own, which in turn makes us more empathetic beings. Following complex story lines stretches our brains beyond the 140 characters of sound-bite thinking, and staying within the world of a novel gives us the ability to be quiet and alone, two skills that are disappearing faster than the polar icecaps."

—Ann Patchett, American author

They're lighter on text than traditional books, for example Cringe Club is written as a series of text messages. The idea is to make the story as accessible as possible. Some of the books are also the first in a new series, the hope being that if your child likes the first book they'll be encouraged to read the next.

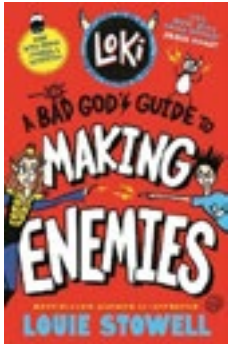
After pupils have made their selections we'll send off for the new books which will be distributed in a few weeks. All 16 books will also be available to borrow from the library. Don't forget to remind your child to visit the library display. Let's keep the Bookbuzz buzz buzzing!



Avalanche by Simon Fox

Tom thought a holiday with his mum in a luxury ski resort was a dream come true, but when kidnappers take over their chalet, and trigger an avalanche, it rapidly becomes a nightmare. Can Tom save the day?

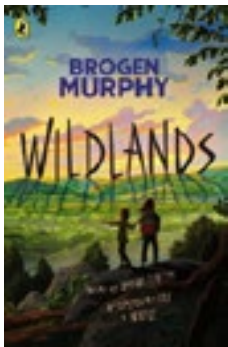
This action-packed thriller will delight Alex Rider and Artemis Fowl fans. It will have you on the edge of your seat!



Loki: A Bad God's Guide to Making Enemies by Louie Stowell

Fans of Tom Gates, the Wimpy Kid, and a diary format with funny illustrations, will enjoy this hysterical read about Loki, the mischievous Norse god. Banished to Earth in the form of an eleven-year boy, Loki is supposed to be learning "moral improvement", but so far all he is learning is how to make enemies!

Stowell's Loki book series is hugely popular with young readers. Great fun; especially good for reluctant readers.



Wildlands by Brogen Murphy

This atmospheric debut novel is set 25 years into the future. Part of Britain has been rewilded, now home to wolves, lynx, bison, and untold dangers. As 13-year old Astrid and her younger sister, travel through the area on a high speed train something very unexpected occurs and they suddenly find themselves stranded.

An exciting tale of survival, and a compelling eco-adventure. Will Astrid and Indie find their way home?



Dragonborn by Struan Murray

Since her dad's death Alex's mother has bombarded her daughter with so many rules and fears that Alex can't contain herself anymore; the fire spills from her mouth.

This electrifying fantasy tells the tale of dragon-children, forced to hide their real identities, and live alongside humans. Alex must train to unlock her powers on the legendary island of Skralla, but some of the dragons are rising, intent on waging a war against the human world. Can Alex win the fight?

A thrilling fantasy.

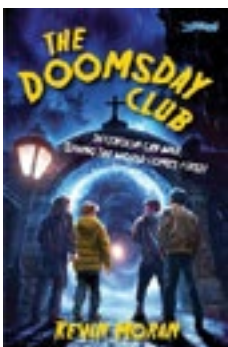


Cringe Club by Emily-Jane Clark and Wotto

Fans of Lottie Brooks and Dork Diaries will enjoy this amusing read, written in the form of a group chat with fun illustrations.

Kennedy King has just moved to London and a new school and it's totally cringeworthy! Can she fit in; make new friends and navigate the frenemies?

Part of a bestselling new series, this is a great read for reluctant readers!



The Doomsday Club by Kevin Moran

Conan, Jack, Yash, and Jerry are in detention when they see a hideous beast emerge from a portal and wander into Mr Kilroe's mansion. Evil forces are at play and the boys must overcome their differences and investigate the creature despite the risks.

This supernatural fantasy adventure is a real page-turner. Great for fans of Jennifer Killick's Dread Wood series!



Lessons in Death Volume 1 – Murder Academy by Sophie McKenzie

Georgia discovers her drama teacher's dead body in the school library and runs to get help, but on her return the body has vanished. Where is it? Everyone, apart from her best friend and new girl Wren, don't believe her, so it's left to the trio to investigate.

This brilliant thriller, the first in a new series by bestselling author Sophie McKenzie, will have you on the edge of your seat. Perfect for fans of mystery and crime.

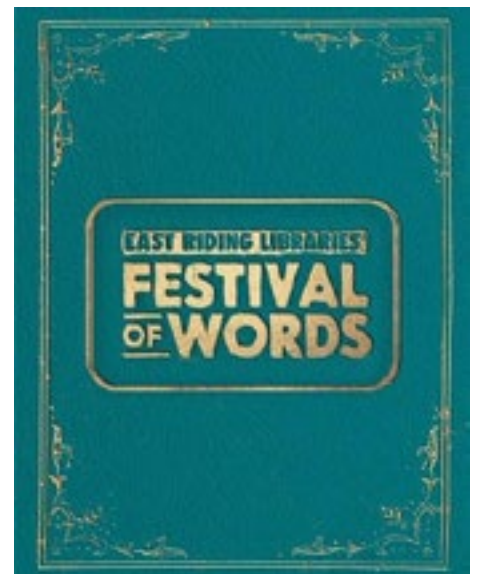
"Books and doors are the same thing. You open them, and you go through into another world."

—Jeanette Winterson

East Riding Libraries Festival of Words is Back!

East Riding Libraries Festival of Words is back for 2026, and runs from 2nd to 10th October. You can find a host of events across the region, including talks and workshops celebrating poetry, literature, and the spoken word; including The Art of the Thriller, Murder on Location, Classic Retellings, and a special Romantasy Day dedicated to duelling dragons, witches, villainess, and worlds shaped by ancient legends.

Among the attractions in Beverley are a mask making workshop and talk about the dazzling masquerade balls of the Georgian period, and a thrilling celebration of crime fiction exploring setting and character, and how an atmospheric location can shape a plot. Venues include Beverley Library, Beverley Registry Office, Toll Gavel Church, Beverley Guildhall, with other events at Bridlington Spa, Driffield Centre and Goole Library.



The Festival of Words is a great opportunity to meet some exceptional writers and indulge and extend your love of literature. You can find more information about the Festival of Words on the website and tickets can be booked at: www.eryc.link/festivalofwords or Tel 01482 392699.

Brochures are available in the What's On area of the school library.



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



Year 8

Miss Harsley

07444 847881

katie.harsley@longcroft.eriding.net



Years 9 and 10

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net

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