

*As free make I thee,
as heart may think,
or eye may see.*



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

PROSPECTUS



*As free make I thee,
as heart may think,
or eye may see.*

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a caring, safe and inclusive environment where every child is known and valued. Every member of our community has high expectations of each other and recognises the important part they play in ensuring we live out our mission together. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

We believe we provide a unique education for our young people. As a school at the heart of the community it serves, we work in partnership to ensure our children not only receive a broad and balanced education, but also have the opportunity to enjoy the local area and make a wider contribution to the place in which they live.

Contents

Welcome by the Headteacher	3
Serving our community since 1951	6
Welcome to our School and Community	9
Teaching	10
Care	11
Learning Support	12
Literacy & Numeracy	13
Care and Achievement	14
Rewarding Personal & Academic Success	16
Holistic Education	17
School Life	25
Uniform	26
Facilities	29
Transport	30
Home Learning	30
The Newsletter	31
The School Library	31
Friends of Longcroft School	32
The Wonder Learning Partnership	33

Subjects

Art	35
Computer Science & ICT	37
Design Technology	39
Drama	41
English	45
Food Preparation and Nutrition	47
Geography	49
History	51
Maths	53
Modern Foreign Languages	55
Music	57
Religious Studies	59
Physical Education	61
PSHE	63
Science	65
Admissions	68

Welcome by the Headteacher



Welcome by the Headteacher

I am delighted to welcome you to this prospectus and introduce you to our school.

Longcroft has a long tradition of being at the heart of the local community, and we are proud to serve the market town of Beverley and its surrounding areas. Our location and facilities are truly exceptional. Many millions of pounds have been invested over recent years in our state-of-the-art learning spaces and with extensive grounds boasting fabulous views across the Westwood and Beverley Racecourse, this really is a stunning place to learn.

Our school has a clear vision for exceptional education founded on shared values and an absolute ambition for each and every child. We are a positive, welcoming and inclusive school, where every child is known and cared for as an individual, and where pupils take pride in their achievements.

Founded in 1951 Longcroft's school motto celebrated the distinct education the school sought to provide. This motto remains an integral part of school life today and has helped to define who we are as a community.

As free make I thee, as heart may think, or eye may see.

In working to re-vision the school, more recently we have distilled the meaning of these original words in to the following core values:

Great Heart

The human qualities that define an individual. For example, demonstrating kindness, offering support or actively caring for the wider community and the environment we live in; acting with integrity and demonstrating character in serving the common good.

Great Thought

Academic success or excellence. For example, the production of a superb piece of classwork, homework, outstanding assessment and examination outcomes, or an impressive piece of thinking in class.

Great Vision

Showing our readiness for the future by developing the skills and qualities that will lead to success in life beyond school. For example, critical thinking, acting with initiative, good team work, personal discipline, and understanding how to be safe and healthy as individuals, and through our relationships with others.

Welcome by the Headteacher





Through these core values we seek to articulate our commitment to educating the whole child and to preparing our young people for the challenges and opportunities that life beyond school will present. We work hard to provide an enriched and holistic school experience, which values the opportunities we are able to provide beyond what is taught in our classrooms. We seek to promote learning and personal development in many and varied ways including our extensive range of clubs, trips, visits and performances, charity and community work, our Duke of Edinburgh Scheme, or representing the school competitively through sport, the arts or literature. There really is something for everyone to get involved with here at Longcroft.

This is an incredible time to be joining our school and demand for places continues to grow rapidly. Alongside reading this prospectus, I would encourage you to speak to our current parents and of course, visit our school to meet our fabulous staff and pupils. We believe in the capacity for ordinary people to achieve extraordinary things, and welcome applications to our school from those who wish to join us in reimagining what is possible as individuals and as a community.

Serving our community since 1951



In his 'History of the Anglo-Saxons', Sir Francis Palgrave (1788–1861) wrote that King Athelstan, who had prayed at the tomb of St John of Beverley before success in a battle (937 AD), showed his gratitude by giving privileges to the town of Beverley, saying: "As free make I thee, as heart may think, or eye may see". The quote was adopted as Longcroft's motto.

Beverley Longcroft County Secondary School, now known as Longcroft School and Sixth Form College, was officially opened on Wednesday 9th May 1951. What follows are extracts from documents published at the time of the opening:

'The building of the first of two new secondary schools began in 1948. It was originally hoped to bring the residence, Longcroft Hall, into use as an interim school for the 14-15 age group which could not be housed in the local schools, but events determined otherwise. The St. Mary's Boy's School was destroyed overnight by fire, and the pupils had to be hurriedly transferred into Longcroft Hall.

This meant that an instalment of the new secondary school had to be completed as quickly as possible, and in September 1949, this part of the very incomplete Beverley Longcroft County Secondary School was occupied by boys and girls for their last year of school life. This doubtless caused considerable inconvenience to the architect and builders, but it gave the boys and girls from Beverley and surrounding villages a taste of modern secondary education which they would otherwise never have enjoyed.

This school which is being officially opened to-day is the first of the two new secondary schools which are needed to provide boys and girls from Beverley and the surrounding villages with opportunities for enjoying the forms of secondary education for which they are suited.

All children will have the opportunity of a general education according to a common curriculum up to the age of thirteen or fourteen years, after which more specialist technical courses will develop. It is expected that children taking the technical courses, together with a minority of the others, will continue at school long enough for a sound sixth form to be developed.

In this first of the two Beverley Longcroft County Secondary Schools, where most of the pupils will come from the town itself, the technical courses will be related particularly to industry and commerce. The second secondary school, which is to be built at some future date, will provide more for the needs of pupils whose future occupations are likely to be those of the country side. As, however, a proportion of the pupils at this first school are likely to enter agricultural and allied occupations, rural science will also occupy an important place in the curriculum.'

These key principles still continue to enrich the lives of our young people today, as we continue to provide a holistic education. We are, therefore, as a community, building on our many strengths, successes and our original foundation.



Welcome to our School and Community



Welcome to our School & Community

At Longcroft we believe that every child should be known and cared for as an individual. We are an inclusive, welcoming community which, with the support of parents, provides a caring, safe and welcoming environment in which to learn and grow. As a coeducational setting, we are the only school in the community offering an education to both boys and girls, who come to us from a wide geographical area. Whether joining us with their entire class from many of our local primaries, or as an individual from a school perhaps further away, we are a community where great friendships are quickly established and where your child's individual gifts and talents are valued, celebrated and can flourish.

Our partnership with parents is at the heart of our success as a school. We believe good communication is essential to ensure you are kept informed. As a parent we want you to feel part of our community and able to effectively support your child and our school. We will, therefore, work hard to establish a positive partnership that will support your child and you as a parent. Through our weekly newsletter we will also share the many successes, opportunities and events that are available throughout the school year. You will also be welcome to join our Friends of Longcroft School Association, run by parents on behalf of our children and the school.

We are, as a school, true to our values, offering a rich and varied range of enrichment opportunities, outside the formal curriculum. From our drama productions, music and sport our young people have a vast array of choice. In addition, our Careers programme provides our children with those skills that are highly sought by employers and universities, for instance, leadership, communication, organisation and teamwork.

Longcroft is located on the outskirts of the market town of Beverley. As a school, our warm, friendly community provides a welcoming environment where each child is known and cared for as an individual and where our values are lived into being through the care and teaching we provide as a school.

We are fortunate to be able to educate in a beautiful setting, to serve our local community and to ensure your child can enjoy the many benefits of a school situated in such surroundings, rather than an urban city environment.

Teaching & Curriculum



Our ambitious curriculum aims to inform, empower, and enable our young people to thrive not only intellectually but emotionally, and physically.

Through a robust academic core, we seek to engage our students with the best of what has been thought and said, to secure in them a confident sense of self and place, and to engender a global perspective. We place high value on the creative and performing arts, sport and providing opportunities for students to pursue their own talents and interests; as well as on developing a sense of wonder, celebrating curiosity, and fostering a lifelong love of learning.

As a school of around 850 pupils we are large enough to offer a broad and enriched curriculum while at the same time ensuring your child is known and cared for as an individual.

Our teachers use the Longcroft Learning Cycle to plan each and every lesson. We make research informed, high quality teaching a priority and rigorously evaluate our approaches to ensure our children enjoy the very best possible experiences in their classrooms.

The cycle provides an instructional framework within which our teachers can draw upon their expertise and extensive experience to ensure lessons have pace, rigour, a broad range of activities, are exciting, relevant and have the appropriate levels of challenge and support.

Teachers also use assessment data to ensure their practice is responsive and adaptive to the needs of individuals and groups, making sure that every pupil is on-track and is making the very best academic progress. Our rewards system is embedded to every lesson so that young people receive the recognition they deserve for making positive choices and engaging productively in their learning.

Personal Development

We are committed to equipping our young people with the knowledge and skills necessary to make safe and informed decisions, to be independent and critical thinkers with the character to consistently represent the best of themselves, and to make a positive contribution to our community and society.

Our personal development programme has been curated to support growth of the whole child, reflect shared values, and effectively prepare our young people for life beyond Longcroft.

Key features include our comprehensive and responsive PSHE curriculum, an impressive careers programme that begins immediately in Year 7 and a region leading enrichment entitlement that ensures every child enjoys a range of experiences that enhance their learning, and develop their social and cultural capital.

Our foundation curriculum provides the platform for students, regardless of starting points or background to flourish, addressing barriers to learning and ensuring no child is left behind. An extensive extra-curricular offer ensures that all students are exposed to key experiences, places and events that will serve to contextualise their learning, allow them to test their ideas and further enhance their enjoyment of school.

THE HOME SCHOOL PARTNERSHIP

Communication is central to our relationship with you as a parent. We will always be available to discuss the education and personal development of your child.

Our combined focus on Care and Achievement ensures that in caring for and supporting your child, we provide the very best environment for them to thrive academically.

At Longcroft School we aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. Each year group has a dedicated Care and Achievement Coordinator – a first point of contact for parent or child. The Care and Achievement Coordinator, working alongside a teaching Year Leader, has oversight of your child's school experience, and is committed to ensuring every individual fulfils their potential and achieves their target. They know each and every child by name and ensure we provide the very best education and experience for them.

Learning Support



We have a whole-school approach to meeting Special Educational Needs and Disabilities (SEND); every teacher at Longcroft School is a teacher of pupils with SEND, and is responsible for the progress and development of all pupils in their classes. In addition, our Learning Hub team are available to support pupils, their teachers and parents/carers.

We offer support in the following ways:

- Accurately identify pupils with special educational needs and disabilities and ensure that their needs are met as early as possible.
- Advise the teaching staff on a graduated response to pupil need.
- Provide in class support and access to other interventions.
- Specialist assessments and mentoring.
- Ensure exam access arrangements are in place for pupils with additional needs.
- Referral to and liaison with external agencies and parents/carers.
- Transition support for pupils going on to College, Sixth Form or other places of Further Education.

Literacy & Numeracy



We recognise the importance of literacy and numeracy in enabling our children to effectively access their curriculum, acquire new learning and be prepared for the world beyond school.

Numeracy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

Literacy is an individual's capacity to use their skills in language in order to communicate effectively with others in a range of situations, understand written information and meet the needs of that individual's life within the wider society.

Being literate and numerate also provides opportunities for strategic thinking and reflection such as planning, organising and revising; building and negotiating meaning; and working out what new situations expect.

As a school, we use a range of methods to ensure children are developing their literacy and numeracy and are able to engage with the full range of experiences we provide them, within and beyond the curriculum. Where necessary we have a comprehensive suite of interventions and support to address any gaps and build confidence whatever the starting point.

Care & Achievement



Our Year 7 Head of Year and Care and Achievement Coordinator will get to know every single child as an individual. They support your son or daughter through their transition to Longcroft School and will then remain with them throughout this period. As your child progresses through the school, our year team colleagues will act as mentors, providing the guidance your child needs each day, while also ensuring they take advantage of the many opportunities available to them. They will ensure your son or daughter makes the most of their studies, the numerous enrichment opportunities and, of course, is challenged to excel, so they meet or exceed their academic targets.

CARE AND ACHIEVEMENT COORDINATOR

Our non-teaching, Care and Achievement Coordinators work closely with our Teachers, Heads of Department and the Head of School. They are highly experienced colleagues who will either aim to resolve any queries promptly or will liaise with colleagues in school on your behalf. They will also support your child individually and liaise should you wish to communicate with your son or daughter directly in the school day. We have Care and Achievement Coordinators for each Year Group in Lower School and Upper School.

We believe effective communication is essential if the home/school partnership is to be successful; therefore, you can be reassured that with a direct telephone number, e-mail address or through the use of texting, from 8:30am until 4:30pm every school day, you can always receive a prompt response from your Coordinator should you have a pastoral or academic query you would like answering.



Rewarding Personal & Academic Success

We aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning and community mindedness, our pupils will be successful in later life.

In order to promote this aim and to create a positive school community, the whole school rewards system is in place to achieve the following purpose and principles:

- To promote a positive ethos through a culture of praise.
- To motivate and encourage pupils.
- To develop self-confidence, self-esteem, leading to further personal development.
- To recognise pupils' effort and achievement.
- To recognise and reward pupils' contribution and commitment to the school.
- To develop and foster positive working relationships between pupils, staff and parents.

DAILY RECOGNITION FOR ACTS OF GREAT HEART, THOUGHT AND VISION

Our School ethos that everything we do should demonstrate great heart, thought and vision permeates through all aspects of school life.

Pupils receive rewards based on this ethos, and all staff are able to reward pupils through our online rewards system, 'Arbor'. During the last academic year our pupils and Sixth Form students earned over 120,000,000 positive comments – a staggering achievement!

The purpose of our rewards system is to encourage and celebrate the positive attitudes and resilience that lead to success in all aspects of school life and beyond. The rewards encourage pupils to develop their sense of personal responsibility, and to reward positive contributions they make to the school community. Furthermore, the rewards system promotes a positive learning environment within each classroom and around the school.

Rewards are logged on our Arbor system and create credit for our fabulously stocked 'Rewards Shop'. This allows pupils to exchange their rewards for a wide arrange of items of their choice and which can be collected in school. Pupils with a high number of rewards also receive various other recognition, including through certificates, assemblies and our Awards Evening. Each week, pupils are highlighted by staff to be celebrated for acts of Great Heart, Thought and Vision through our 'Good News' and 'Hot Chocolate Friday' initiatives for example.

Parents can view their child's rewards and behaviour summary through the Arbor website and free App, which can be downloaded on all standard devices and platforms.

Holistic Education



We believe that a child's education should be enriched through opportunities beyond the classroom. We aim, therefore, as a school, to provide a broad range of activities, visits and opportunities through our extensive programme. Pupils can access a wide range of local and international trips and visits that play a vital part in enriching the curriculum and giving our pupils valuable life experiences that they are sure to recall fondly in future years.

PUPIL COUNCIL

Pupils have a range of opportunities to involve themselves in school life. Pupils can volunteer to represent their form in regular meetings with their Year Leader. They can also stand for election as one of two School Counsellors to represent their year group in regular meetings with the Headteacher and Senior Leadership Team.

ENRICHMENT ACTIVITIES AND EVENTS

- Intra and inter-school Sporting Competitions
- Performing Arts Termly Showcase events including the 'Summer Soiree'
- Whole School Production
- Visiting Speakers, Professional Artists, Musicians, Orchestras and Ensembles
- Day trips across the curriculum and for rewards (such as Flamingo Land each year)
- Field work and extended study opportunities
- Residential trips within the UK
- International trips
- First Story Author in Residence
- Christmas Concert in St Mary's Church
- Charity Fundraising
- Whole School Games Day – Sports
- Maths 'UKMT Challenge'
- Pupil and Student Leadership opportunities
- Careers programme and work experience
- University visits
- Comprehensive revision, intervention and study skills programme

- Art Club
- Chess Club
- Choir
- Debate Society
- Drama Club
- Dungeons and Dragons Club
- Games Club
- Homework Club
- Library / reading groups and clubs
- Orchestra
- Production Rehearsals
- Subject Support, Intervention and Revision Sessions

- Athletics
- Badminton
- Cricket
- Cross Country
- Fitness Club
- Football
- Hockey
- Netball
- Rounders
- Rugby League
- Rugby Union
- Tennis



Our enriching Holistic Education Programme is a strength of the school.

We place huge value on the impact this programme can have on the achievement and personal growth of our pupils.

The Performing Arts

We are proud of our reputation for excellence in the Performing Arts. We provide extensive facilities and opportunities for our children to develop new skills, grow in confidence and, as people, develop qualities in an environment where their talents are nurtured and then celebrated. Be it learning an instrument, acting in a play, dancing, singing or being involved in a production as part of a company, our pupils' education is enriched in a variety of ways.

With a school choir, every pupil studying Drama from Year 7, a school production, concerts, orchestra, ensembles and our Summer Soiree, events run throughout the year for all of our pupils.

Our events, due to the specialist staff and teaching available at Longcroft, are of the highest standard and equal to many professional theatre and musical productions. We also attract pupils with a specific aptitude for the arts and have some exceptional young people who have left the school to study music, act or perform in national productions. Our school hosts a wide range of performing arts opportunities beyond the school day, including our region's Stagecoach Performing Arts School who make use of our fabulous facilities.





Sports

Sports programmes are extensive and the school runs a large range of extra-curricular clubs and teams. Pupils are actively encouraged to take part in a sporting activity and to use the facilities, for example the Fitness Suite.

Pupils can take part in a range of sports including football, rugby, hockey, netball, badminton, basketball, table tennis, cricket, rounders, gymnastics, and athletics. Sports competitions and clubs operate during lunchtime and after school.

Longcroft has a long history of sporting excellence. Our teams compete in both local and national competitions while we have pupils competing at national level in a range of sports including athletics, boxing and swimming.







School Life

THE SCHOOL DAY

Tutor period:	8.45am to 9.15am
---------------	------------------

Lesson 1:	9.15am to 10.15am
-----------	-------------------

Break:	10.15am to 10.30am
--------	--------------------

Lesson 2:	10.30am to 11.30am
-----------	--------------------

Lesson 3:	11.30am to 12.30pm
-----------	--------------------

Lunch:	12.30pm to 1.10pm
--------	-------------------

Lesson 4:	1.10pm to 2.10pm
-----------	------------------

Lesson 5:	2.10pm to 3.10pm
-----------	------------------

BASIC EQUIPMENT

It is very important that you bring the following items with you every day:

- Writing pens: black or blue, red and purple
- A pencil
- A pencil sharpener
- A ruler
- A rubber
- A calculator
- A protractor
- A pair of compasses
- A glue stick
- Felt tips/coloured pencils
- Exercise books for that day's lessons
- Text books for that day's lessons
- Pupil planner
- Hair bobble (to tie back long hair for practical lessons eg: Science/Technology/PE)

Uniform



Uniform is an important part of school life and reflects the equality and value we place on each and every individual. It is intended to remove any unnecessary social pressures associated with appearance, prepare pupils for the discipline of professional environments, and give us a shared sense of pride in our school.

Our commitment to ensuring the highest of expectations and standards in all aspects of school life, including uniform, reflects our ambition for our pupils. We will always challenge our young people to represent themselves and our community in the very best possible way at all times.

OUR SCHOOL UNIFORM

Longcroft School Blazer: Black with the Longcroft School badge and green piping on the pockets.

V-neck School Jumper: Grey with single bottle-green stripe on collar.

School Tie: Lower School - thin coloured stripes representing the appropriate School House - worn at all times.

Items available from other suppliers as well as through the uniform shop online:

Grey Skirt: Mid-grey, knee-length with box pleats.

Grey Trousers: Mid-grey trousers should be formal, classic, smart trousers. They should be loose fitting (not skin tight) and plain (without brass zips, logos or studs on the pockets for instance). They should be waist height, so not to expose underwear. (Not leggings/treggings/jeans/cargo/chino in style). They can be worn with a thin back belt if necessary (no fashion belts/large buckles).

Shirt: Standard white, loose fitting shirt with stiff pointed collar (not open necked) to take tie; shirt must be long enough to be tucked in and wide enough at the neck to fasten the top button. Fashion shirts or blouses that include embroidery, logos, or slim collars that are not designed for a tie should not be worn.

Shoes: Plain (no decoration), professional, black, low-heeled, sensible, full leather shoes with a plain black sole and stitching are appropriate for school. Trainers (including black trainers), plimsolls or a converse style are not permitted – as they are fashion items and/or do not protect the feet across the curriculum. Plain black, low heeled boots can be worn under trousers only. UGG-style boots are also a fashion item and should not be worn. A visual guide to school shoes is enclosed (and on our website).

Socks: Plain white or black only. Socks must not be worn over tights and must cover ankles.

Tights: Plain (not patterned) and black in colour. Leggings are not permitted.

OUR PE UNIFORM

At Longcroft, we recognise the important role physical education and regular physical activity have in promoting health and well-being, and we are incredibly proud of our sporting heritage. To this end we aim to provide a wide range of experiences for our young people to engage with, both through the curriculum and a wide range of extracurricular clubs and opportunities.

Our PE Uniform enables pupils to enjoy these opportunities safely and with the appropriate clothing, taking pride in our appearance and our school.



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—



Upper Body (available through our uniform shop online)

Sports Shirt: Green and Black Longcroft PE training shirt.

Outer Layer: Black and Green Longcroft PE quarter zip/all-weather.

Lower Body/Accessories (available from any supplier)

Black shorts: Loose fitting and standard length (no tight fitting / hot pant style shorts). Shorts should be plain (no excessive branding). Full length sports leggings are permitted as an alternative, but must be completely plain black and of athletic design (no excessive branding).

Black socks: Plain black football/rugby socks (no branding).

White socks: Plain white full-length socks – (above the ankle) only.

Footwear: Sports trainers with laces (not converse / pumps etc). Football boots, moulded preferred rather than screw in studs.

Shin pads: (recommended)

Gum shields: (recommended)

Base layers: (optional) – Plain black base layers are permitted during winter but must be worn underneath Longcroft PE uniform (t-shirt/loose fitting shorts).

Every effort has been made to limit the number of items that are school branded or available from a single supplier to ensure costs to our families are minimised. However, if you are experiencing any challenges in accessing school wear please do get in touch so that we can provide you with the appropriate guidance and support.



Facilities

Our location, sports fields and views ensure that our pupils are fortunate and enjoy the wonderful countryside that surrounds the school. Our facilities are impressive and are some of the very best in the region, including a Sports Hall, 3G floodlit pitch, dedicated dance, drama and music areas and a recording studio. Our new Science labs are state of the art, while each teacher has their own classroom and will create a warm and welcoming space for your child to learn. This also ensures your son or daughter can always go to see their teacher should they require additional support or guidance.

SCHOOL DINER

In the School Diner we pride ourselves on providing great tasting, healthy food that encourages a well-balanced diet that is good for both body and mind.

We aim to feed the imagination of pupils and staff alike, and believe that serving fresh, healthy food that tastes great can positively affect the wellbeing of our school community. The right nutrients can positively affect everyone's mood, behaviour, health, growth and even the ability to concentrate.

Encouraging a well-balanced diet establishes healthy eating now and for the future.

The School Diner is open at break and at lunchtimes.

We operate a totally secure cashless system that makes it quick and easy to pay and top-up. This promotes the purchase of healthy food in school and allows parents to monitor your child's purchases.

PACKED LUNCHES

Your child is welcome to bring a packed lunch to school. At lunchtime, pupils can eat snacks and lunch on the many benches in each area of the school. Alternatively, pupils can eat their packed lunches in the School Diner.

FREE SCHOOL MEALS INFORMATION

There is funding available for any parent/carer, if you are receiving certain types of benefit. The application form is available on our website or from Reception.

Transport

A large proportion of our pupils live in Beverley and we encourage these pupils to walk or cycle to school whenever possible.

We provide cycle shelters where pupils can lock their bicycles securely. Pupils should wear cycling helmets for their safety.

Many of our pupils are brought to school each day via school bus from surrounding areas and villages, and these pupils disembark in the school driveway, where they are welcomed by school staff.

If you bring your child to school by car, please note that the school car park is allocated for staff parking and school buses. School buses arrive from 8:20am.

East Riding of Yorkshire Council and Longcroft School both provide transportation from different points within the locality. Please do contact the school for further information.



Home Learning

Home Learning is an essential part of learning. Homework helps pupils to further consolidate the learning they have done in school, and to further develop their knowledge and skills.

Home Learning also helps pupils to develop their organisation and good study habits; these are vital as pupils move to Upper School and begin studying for GCSEs.

Pupils can access resources to help with homework, including computers, printers and staff support in the Library.

We also offer a Home Learning Club after school where staff are available to help with the completion and organisation of homework.

The School Library

THE LIBRARY STATIONERY SHOP

Pupils can buy items from the Library Stationery Shop, which is open from 8.15am to 4.00pm.

The shop stocks revision guides, calculators, art sketch books and all stationery items needed by pupils throughout the school day.

Our well-stocked school library, run by our fantastic librarian Ms Carvill, provides a warm, friendly environment where our pupils can read or borrow a wide range of books, complete homework or research individual projects. The library is often the venue for poetry readings, creative writing workshops and hosts regular competitions too. It has computers and copier/ printer, as well as a large workspace where pupils can concentrate. The library is open each day at break and lunchtimes as well as after school.



The Newsletter

Each week we are proud to celebrate all the achievements of current and former Longcroft School pupils and share with the community the many events and activities that are a key part of life at Longcroft.

This Newsletter is the main means of communication for school and is sent to parents electronically every week in term time.



Friends of Longcroft School



The Friends of Longcroft School (FOLS) are a group of staff and parents whose aim it is to raise funds to support events and activities that make a difference to our pupils and students.

In addition to fundraising they also act as support at school events; such as by providing tea and coffee at Open Evenings, running a bar and refreshments at the School Musical, Production or Summer Concert or being an additional supporting adult on school trips.

The Friends of Longcroft Committee meet during the year to develop fundraising ideas and decide on fund allocations, as they also hope to be able to support a range of departments through donations for events or specialist equipment. They also finance the Bookbuzz event, giving free books to Year 7 pupils to encourage a love of reading.

If you are interested in being part of the Friends of Longcroft please email: school@longcroft.eriding.net







Art

"I like drawing best – especially realistic drawing and shading."

Pippa (Year 7)

LOWER SCHOOL

Pupils study a range of projects that introduce and develop skills and knowledge.

Mark Making

This project is based on exploring how to apply materials in different ways, while doing this we look at the work of several artists, but the main artist we focus on is Picasso, concentrating on his drawings and prints, this project touches on colour theory which is explored in detail in project two.

Colour Theory

Within this project we explore colour theory, blending and mixing of colours and look at the main areas of colour theory, to help here we choose an artist who is known for use of colour and design project work around the artists style of working, final works for this project are usually larger paintings or Mosaics.

Multicultural 1

Within this project we look at the work of another culture for example Aboriginal Art or the Egyptians, students study the art work from this culture and produce work in response, in the past pupils have made Mummy sculptures or Masks or paintings or prints.

Skateboard

During this project pupils examine in detail the artistic designs of the Artist Andreas Preis. Pupils explore Preis' style of working while developing their skills and over the duration of the project they produce designs for their own skateboard, going on to complete a final skateboard design painted on large card.

Multicultural 2

We mostly concentrate on African Art with pupils exploring many aspects of this art. The final work could be masks, shields or fabrics.

Bugs and Insects

During this project we look at actual insects, also examining the detailed work of the artist Poul Beckman. During this time pupils will produce a series of drawings and paintings and will develop the work to a larger final piece of work which might be a large painting or sculpture.

The Local Environment

We concentrate on either figurative work where we look at the work of the artist Picasso, or Architectural work where we look at the work of the artist Hundertwasser. Pupils will examine their chosen artist in detail then develop their work further by personalising it and considering their own images. The final outcome from this project is usually a painting, collage or smaller sculpture.

"It's my favourite subject because you get to do a whole range of things like painting, drawing, tracing, shading and toning."

Ruby (Year 8)

UPPER SCHOOL

In GCSE Art pupils continue to develop their ability to analyse the work of other artists.

Pupils experiment with different materials and equipment while developing their skills and preparing exciting portfolios of work.

We are sure you will be impressed by the standard of our pupils' work!

HOW FAMILIES CAN SUPPORT

Families can support by encouraging their child to complete the home learning tasks and by regularly reviewing their sketchbook. Gathering resources for the projects is also invaluable. These would include taking photographs, researching artists, visiting inspirational locations and watching relevant programmes and discussing the outcomes. Our pupils are creative and great problem-solvers and thrive on challenges in a competitive environment. They enjoy talking about their art work so please help to engage them by listening and discussing their progress.

Computer Science & ICT

"Computer Science is fascinating. I like creating codes and using my maths skills."

James (Year 8)

LOWER SCHOOL

In Lower School, pupils study a range of topics relating to Information and Communication Technology and Computer Science. Many of the skills covered will be useful in other areas of the curriculum and in pupils' working lives.

Despite secondary school pupils' constant exposure to technology, there is a gap between their knowledge upon finishing their studies and the skills employers are looking for. The need for a foundation in Information Technology skills has never been greater. Consequently we cover topics such as word-processing, spreadsheets and the use of Power Point.

Pupils gain knowledge and understanding as well as having the opportunity to practise their skills in a safe environment.

The range of topics pupils study includes:

- The safe use of email
- Online safety including viruses, password security and digital footprints
- Cyberbullying
- Word-processing
- Spreadsheets and using these to create graphs,
- Presentation skills
- Programming using 'Scratch'.

Pupils will learn key algorithms that reflect computational thinking, for example ones for sorting and use programming languages to solve computational problems.

Pupils will also learn to understand simple Boolean logic, for example, AND, OR and NOT, and some of its uses in circuits and programming, and how to carry out operations on binary numbers.

We cover the hardware and software components that make up computer systems, how they communicate with one another and with other systems and how instructions are stored and executed within a computer system.

UPPER SCHOOL

At Upper School we offer two courses – **GCSE COMPUTER SCIENCE** and the **BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY**.

In **GCSE COMPUTER SCIENCE** pupils learn how computers function, how to make computers do what you want and what actually happens inside the machine.

Pupils explore modern network layouts and how they function building skills in the realm of cyber security, learn how to code in a programming language and develop valuable thinking and programming skills that are extremely attractive in the modern workplace.

The **BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY** is a practical vocational qualification that not only provides a broad overview of the IT skills learners need to progress to Key Stage 5/Level 3 but will also help them decide on the avenues they'd like to explore once they start to think about their future career.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

HOW FAMILIES CAN SUPPORT

Parents and carers can support pupils by ensuring that all pupils complete their home learning in time for each lesson and checking it. Parents and carers can support their child by asking them what they have done in Computer Science and discussing it with them.

Design Technology

"I'm always really proud of the things I make. I especially like using the machines because I use smaller tools at home. I definitely want to choose Technology as one of my GCSEs and I can't wait to make something like the Year 11s do."

Harry (Year 8)

LOWER SCHOOL

The Lower School curriculum comprises a mixture of both practical outcomes, covering a range of material areas, and theory booklets which complement the practical tasks whilst giving an insight into the materials, machinery and processes used during Upper School.

Design Technology helps to develop pupils' skills and knowledge in designing and making functional products across a broad range of material areas. Design and Technology applies aspects of Maths, English and Science in an accessible, practical manner. It encourages children's creativity and allows them to think about current issues – learning about the designed and made world.

Pupils work individually and collaboratively as they study a range of topics and gain knowledge and understanding of materials, mechanisms, systems, structures and existing products while having the opportunity to practise their skills in a safe environment.

In Lower School Design Technology, pupils study a number of projects that explore the different material areas:

Fashion & Textiles

YEAR 7

Pupils will learn about the Day of the Dead festival whilst developing their understanding of using basic sewing equipment to help design and make a 3D sugar skull. Practical skills taught: hand embroidery, applique, 3D hand sewn decorations (beads and sequins).

YEAR 8

The project will teach pupils how to design and make a safety armband that incorporates e-textiles with the use of a basic circuit to light sewable LEDs using conductive thread. These electronic armbands will be designed for a specific user and end use of which pupils will need to research themselves.

Design Technology

YEAR 9

Pupils will learn about various printing and fabric dyeing techniques to produce a pod pillow – a 3D textiles stand to rest phones and/or tablets on. Pupils will also learn key textile theory which will provide a good base of knowledge and understanding in preparation for the GCSE Textiles course.

Product Design

YEAR 7

Pupils will learn basic technical drawing skills. They will learn how to effectively communicate their individual design ideas, including the use of rendering to make a product look more realistic.

YEAR 8

Pupils will learn how to design for a specific client. They will be making a night light, using a range of basic hand tools and CAD/ CAM tools including the laser cutter.

YEAR 9

Pupils will learn more in depth processes and theory that will give them a greater insight into what to expect at Upper School. Perspective drawings will form a large part of their Bug House designs including the rendering of designs to look like specific material options. Pupils will look in greater detail the intricacies of marking out material, securing material and the tools used to cut and finish different types of joints. Finally appropriate surface finishes will be chosen.

UPPER SCHOOL

GCSE DESIGN AND TECHNOLOGY prepares pupils to participate in an ever increasingly technological world. You will become more aware of and learn from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. Courses in Product Design and Textiles provide pupils with the opportunity to explore both technical and creative aspects of the technological world we live in.

HOW FAMILIES CAN SUPPORT

Pupils of Design & Technology will benefit from discussing developments in design, technology and products around the home and out on shopping trips. Visits to design exhibitions or exploring the websites of The Design Museum, The V&A and established designers eg Ettore Sottsass, Philippe Starck will provide a wealth of inspiration. Good quality colouring crayons are by far the best way of communicating design ideas.

Drama

"Performing Drama has given me lots more confidence and I like it when we work in a small group."

Evie (Year 9)

LOWER SCHOOL

Through the study of Drama there is a focus on people and their spiritual, moral, social and cultural development. Every task or project within the department expects pupils to consider their own thoughts or responses or consider other people's thoughts in relation to different situations.

Much of the work in the department focuses on the personal development of pupils, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of work within lessons or extra-curricular activities, or can involve projects outside of the classroom including outside workshops, visits or external master-classes.

Pupils also learn to identify what makes an interesting script and how characterisation, set, props and costume can enhance a scripted performance.

We encourage pupils to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.

UPPER SCHOOL

GCSE DRAMA is an exciting, creative and challenging course. Throughout the course you will study Set Texts, review Live Theatre performances and devise your own performances from a given stimuli. The balance between the controlled assessment tasks and the written examination gives pupils the best opportunity to succeed. Assessment for the performance elements considers the pupils' physical and vocal skills in creating their character for the final performance. The written examination is structured to enable them to demonstrate their knowledge and understanding of drama skills through a sequence of written tasks under examination conditions.

Pupils opting for GCSE DANCE will have some previous experience of dance which could be gained through our popular extra-curricular activities. This course aims to value that experience and help pupils to build on it.



Pupils gain an understanding of dance concepts through the study of a variety of set works and use these as a basis for choreography both as an individual and in groups. Pupils create pieces which respond to a stimulus/starting point of their choice. As choreographers, pupils employ the skills of problem-solving and creativity. Effective choreography requires imagination, and in directing others, pupils develop their interpersonal and communication skills.

HOW FAMILIES CAN SUPPORT

Families can support pupils by helping them learn lines for assessments, encouraging pupils to read scripts and theatre reviews, watch plays and encourage pupils to attend extra-curricular activities.

SUGGESTED WEBSITES

BBC Bitesize

KS3 Drama

www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/

The National Theatre Learning

www.nationaltheatre.org.uk/learning

Digital Theatre

Recorded plays to stream

www.digitaltheatre.com

The Stage Newspaper

www.thestage.co.uk



English

"English is my favourite lesson. I love the books we've read and the opportunities we get to write creatively."

Ella (Year 7)

LOWER SCHOOL

In Years 7 and 8 pupils study a range of novels, poetry and plays. There will be frequent opportunities to visit our school library and choose books that you will love. We hope to have more writers coming into school this year to share their wonderful stories with us. We run poetry and writing competitions with prizes. Some of our current students have won fantastic prizes including working with a writer and becoming published authors!

In Year 7 we are very excited by our new schemes of learning. This includes learning about archetypes, stereotypes and countertypes. This is all about learning key features of stories and story-telling. You will be reading a variety of intriguing tales in 'Overcoming the Monster' and 'Rags to Riches' and then writing in a range of styles, which I am sure you will find absolutely amazing.

In addition, our Year 7's will be studying a range of Gothic Fiction to understanding a genre that both excites and intrigues the reader. Pupils consider concepts such as difference, friendship, ability and bullying as they enjoy this murder mystery. There will be extracts from classic authors who refer to lives in a workhouse in Victorian London, such as Oliver Twist.

'Growing Up' introduces our pupils to relatable stories that reflect their own story of growing up and joining Longcroft; considering life's paths and where it may lead. In addition, Year 7 pupils are introduced to Shakespeare and through reading 'Boy in the Striped Pyjamas' write from different perspectives.

In Year 8 pupils study the novel 'Of Mice and Men' and a selection of stories from around the world, while building on their introduction to Shakespeare through the study of 'Romeo and Juliet'. The subject of War in Modern Drama is studied through 'Game of Soldiers'; 'Blackadder' and 'Journey's End', leading to a piece of drama.

In Year 9 pupils study Orwell's 'Animal Farm' or Dickens' 'Great Expectations', 'Heroes' by Robert Cormier and War Poetry including classics such as 'Who's for the Game?' and 'Dulce et Decorum Est'. In all cases work and assessments build towards Upper School, when all pupils study GCSEs in English Language and English Literature.

UPPER SCHOOL

We study the

- AQA 8700 in English Language course at GCSE
- AQA 8702 English Literature course at GCSE.

English Language

PAPER 1

In Years 10 and 11, the study of English Language focuses on two distinct areas; exploring creative reading and writing is the Paper 1. It focuses on one unseen fiction text. The reading is assessed through the answering of four questions. The skills required include information retrieval, analysing language and structure and critically exploring what the writer intended. It is a challenge. The writing task is either a piece of narrative or descriptive writing.

PAPER 2

The reading section of paper 2 covers some fascinating topics such as animal cruelty, the impact of snow on a community and many more. Two non-fiction sources are given to read and ultimately compare. The four questions that follow test the same assessment objectives as paper 1. The writing tasks include speeches, letters and articles.

English Literature

At Longcroft we are promoting a lifelong love of reading.

In English Literature pupils study a range of novels, poetry and plays and build on skills taught in Lower School.

There are two papers at GCSE:

PAPER 1

Shakespeare's 'Macbeth' and Dickens' classic 'A Christmas Carol'. Pupils will learn the concepts of Capitalism v Socialism (business versus helping others) and Poverty in the Victorian era. We read the whole of each text but also watch the film versions and take pupils to the theatre to see real life performances.

PAPER 2

J.B. Priestley's play, 'An Inspector Calls' is about a family who are suddenly questioned about their role in death. Pupils receive a copy of AQA's 'Power and Conflict' poetry anthology and learn about 15 poems from a range of poets across time. The theme is power and conflict which links from previous teaching of 'Boy in The Striped Pyjamas', 'Heroes' and war poetry.

HOW FAMILIES CAN SUPPORT

One of the most important methods of increasing confidence and ability in English is reading a wide range of materials regularly. When we read we absorb vocabulary and grammatical aspects of language that hugely benefit our ability to write and also understand challenging aspects of the written word. Encouraging the young ones within your care to read is a vital aspect of being successful in English. Another useful method of support is through conversation and discussion. Regular reflective discussions about learning that has taken place, in English lessons, during the day is a critical way of embedding learning at a deeper level. Add to this challenging questions and pupils will begin to broaden their perspectives on the learning that they have engaged with.

Food Preparation and Nutrition

LOWER SCHOOL

All pupils study Food as part of their Technology programme in Lower School.

In Year 7 pupils develop their knowledge of food safety and the Eatwell Guide to cook a range of dishes safely and hygienically and apply healthy eating guidelines. In addition, they consider the provenance of ingredients and adapt a recipe to suit different needs. Practical lessons include fruit fusion, couscous salad, potato wedges and salsa, 'five-a-day' pizza, crumble, oat cookies and breakfast muffins.

In Year 8 pupils extend their practical skills to use a broader range of ingredients and equipment with increasing accuracy and independence. They will deepen their knowledge of nutrition and learn the factors that affect people's food choices and adapt a recipe accordingly. Dishes pupils cook in Year 8 include savoury rice, bolognese sauce, quesadillas, scones, chow mein and curry.

In Year 9 pupils cook a wider range of more complex dishes with increasing confidence. They apply their knowledge of nutrition to look at diet and good health, consider consumer issues and adapt and modify a recipe to meet individual needs. Practical lessons include pasta bake, kofta, shaped bread, calzone and cheesecake.

UPPER SCHOOL

GCSE FOOD PREPARATION AND NUTRITION

This course equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages pupils to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

In Year 10 pupils study the preparation and practical cooking, provenance, processing, classification, nutritional values, dietary considerations and food science of a variety of commodity groups including: Fruit and vegetables; Dairy; Soya, beans, nuts and seeds; Meat, fish, poultry, eggs; Cereals; Butter, oils, margarine, sugar and syrup.

In Year 11 pupils carry out two non-exam assessments, with briefs set by the exam board (Eduqas), and a full revision programme ahead of the written exam paper at the end of the course. NEA1 is a food science investigation worth 15% of the GCSE and NEA2 is a food preparation task worth 35%. The written exam which tests the theory knowledge learned throughout the course is 50% of the GCSE. A qualification in Food Preparation and Nutrition can lead to further study and careers including hospitality and catering, dietician, food technologist, event planner, marketing, sports nutrition etc.



Geography

"I enjoyed learning about climate change and how much we are damaging the world we live in. It would be so easy to do something about it if we all worked together."

Ellie (Year 8)

LOWER SCHOOL

YEAR 7

Unit 1: What is geography? Pupils are introduced to Geography and develop a range of map skills.

Unit 2: 'It's your planet' covers topics such as 'How Earth began'; 'Life on Earth' and 'Geological timescales'.

Unit 3: 'About the UK' sees pupils learn about our weather and climate and a little about the people of the UK.

Unit 4: 'Rocks, weathering, and soils' looks at the different types of rock, the rock cycle and how rocks influence the landscape and the importance of soil.

Unit 5: 'Water' covers the water cycle and the features of a river basin while pupils consider how rivers and the sea shape the land and causes of flooding.

YEAR 8

Unit 1: 'Restless Earth' covers earthquakes and volcanoes, and pupils study where and why they occur as well as their impact on people and how their impact can be reduced.

Unit 2: 'Africa' sees pupils study this vast, diverse continent as they learn about natural Africa and human Africa.

Unit 3: 'Glaciers' studies what glaciers are, when and how they have shaped the landscape including the Lake District as an example.

Unit 4: 'Russia' provides a chance to find out more about this huge, politically important country which is often in the news, including some of its physical and human geography.

Unit 5: 'Weather and climate' builds on some of the ideas looked at in unit 3 of Year 7 but focuses on the microclimate of the school and provides an opportunity for some small-scale fieldwork.

Unit 6: 'Climate change' follows on from the previous topic and looks at some of the main aspects of this vital issue: What are the causes? What are the impacts? What can be done to reduce climate change and its impacts?

YEAR 9

The Year 9 curriculum represents the transition from Key Stage 3 to GCSE and as such aims to provide pupils with a taster of the GCSE to help them make an informed decision in their options as well as examining some important global issues in what, for some pupils, will be their last year of Geography in school.

Unit 1: 'Global development' looks at what development is, how we can measure it, global differences and the reasons behind them as well as how to reduce the development gap. We look at the case study of India.

Unit 2: 'People and cities' examines global trends in urbanisation, differences in urban economies, land use change in urban areas and different processes of urban change.

Unit 3: 'Life on earth' covers the global distribution of major biomes, local factors affecting biomes, the biosphere as a resource and service provider, global trends in resource use and the relationship between population and resources, including the theories of Malthus and Boserup.

Unit 4: 'Global forests' looks at the structure, functioning and adaptations of the equatorial rainforest and the taiga, a comparison of the two forest ecosystems, the threats to them and the conservation and sustainable management of these two forest biomes.

Unit 5: 'Global energy' studies different types of energy resource, the environmental impact of mining and drilling, the unequal patterns of energy resources and energy use, trends in energy use and its supply and price, the environmental pressures of continued fossil fuel use, energy conservation and alternative forms of sustainable energy and conflicting viewpoints on the future of energy and likely future trends.

UPPER SCHOOL

YEAR 10

GCSE Geography builds on the skills and knowledge developed during Lower School. The course prepares pupils for the 3 exam papers: Global Geographical Issues, UK Geographical Issues and People and Environment Issues.

'Fieldwork investigation 1 – Urban' prepares pupils for their first piece of GCSE fieldwork, culminating in a local fieldtrip around Beverley.

YEAR 11

'Fieldwork investigation 2 – Rivers' prepares students for their second piece of GCSE fieldwork centred around a river study in Dalby Forest.

HOW FAMILIES CAN SUPPORT

One of the most important traits for geographers to have is an inquisitive mind; encouraging pupils to question the world around them and seek answers can help foster this trait. This could be something as simple as 'why do trees lose their leaves in winter?' or the more complex, 'If driving cars is so bad for the environment, why do so many people do it?'

History

"History is my favourite subject. I enjoyed learning about the Normans best. I'm looking forward to GCSE History."

Ellie (Year 8)

LOWER SCHOOL

In Year 7 and Year 8, pupils study six thematic units about Britain covering the time period 1066 to the early C20th. The thematic units are:

1. Society and Culture (Year 7)
2. Power and Control (Year 7)
3. Protest and Revolt (Year 7)
4. War and Conflict (Year 8)
5. Revolution and Change (Year 8)
6. Money and Exploitation (Year 8)

These thematic units, when combined, provide pupils with both breadth and depth of British history and allow pupils to acquire, develop and enhance the following six knowledge, understanding and skills aspects:

- Chronology
- Enquiry
- Continuity and Change
- Significance
- Making Connections
- Drawing Contrasts

In Year 9, pupils study three units; two are based on World History and one is based on Ancient World History. Pupils begin by undertaking a Modern World Depth Study combining Nazi Germany, 1933 – 1939 with a study of Jewish Persecution and the Holocaust, 1933 – 1945. This unit links seamlessly into the second unit of study, a World Depth and Thematic study on WWII and its impact on the local area. The third and final unit of study is a World Thematic Study focused on Ancient Civilisations and their various approaches to illnesses and treatment of them. This unit starts from pre-historic times and transcends the Ancient Egyptians, the Ancient Greeks the Romans and the Anglo-Saxons and Vikings. As with Year 7 and Year 8, the same six knowledge, understanding and skills aspects underpin the Year 9 areas of study.

History

Lower School finishes in 1066 where Year 7 starts meaning that the Curriculum travels full-circle giving pupils variety, breadth and depth in both British and World History. The end of Lower School also provides a springboard to the start of Upper School and GCSE study which starts with a thematic and breadth study on Britain, Health and the People from 1000 to the Present Day. This provides a continuous journey from where Year 9 ended on the theme of approaches to illnesses and treatment but on an incrementally more modern journey over time.

UPPER SCHOOL

GCSE History enables pupils to build on the knowledge, understanding and skills that they have acquired, developed and enhanced at Lower School, as the Lower School Curriculum deliberately spirals into the start of the Upper School Curriculum. As at Lower School, History at Upper School offers a balance between British and World History and largely covers the 1000 – C20th time period too. At Upper School, pupils cover four units; two based on British History which are covered in Year 10:

Britain: Health and the people: c1000 to the present day (British Thematic and Breadth Study)

Elizabethan England, c1568–1603 (British Depth Study) and two based on Modern World History which are covered in Year 11:

America, 1920–1973: Opportunity and Inequality (World Breadth Study)

Conflict and tension between East and West, 1945–1972 (Wider World Depth Study)

HOW FAMILIES CAN SUPPORT

Encourage your child to discuss some of the issues they have learned about in history. Many are very pertinent to the world we live in today!

Ensure that homework is completed on time and to a good standard.

Watch history documentaries on TV.

Look out for news about archaeology and history in the local area.

Maths

"I think Maths is very interesting. It tests my ability. My favourite work is when we use our times tables."

Jake (Year 7)

LOWER SCHOOL

Mathematics helps our pupils improve their problem-solving skills, analytical thinking, critical view of the world around them, reasoning and logical thinking. Mathematics is not just an important subject but a very good exercise for the brain. It stimulates the brain into responding to things quicker and making the mind sharper.

Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems. Furthermore, mathematics can be used to consider the idea of infinity. There are countless examples of mathematics in nature. The way Snails make their shells, spiders design their webs and bees build hexagonal hives.

Pupils in Lower School use flexible and powerful activities that encourage and develop their ability and confidence to interpret and analyse mathematics, work collaboratively and communicate decisions.

Key areas covered in Lower School, which are subsequently developed in Upper School, are:

- Number
- Algebra
- Geometry
- Statistics
- Ratio and Proportion

Progression is integral in our planning, with pupils in Year 7 developing their understanding of the use of place value to order and compare numbers while in Year 9 pupils use powers and roots.

All Lower School pupils are tested regularly on GCSE style questions, ensuring appropriate challenge, progression and effective preparation for their GCSE course.

UPPER SCHOOL

All pupils study GCSE Mathematics and are challenged to achieve their potential. As appropriate, pupils either cover the Higher GCSE course along with the IGCSE Further Maths (a bridging unit between GCSE and AS Maths), the Higher or Foundation GCSE course.

The course is split into: Number, Algebra, Geometry and Measures, Ratio and Proportion, and Probability and Statistics.

GCSE Statistics is an increasingly popular option, offering pupils the opportunity to further develop their skills in this versatile areas of mathematics.

HOW FAMILIES CAN SUPPORT

Ensure your child has the correct equipment, including a scientific calculator which they should bring to every lesson

Encourage the use of Maths websites to consolidate pupils' learning in lessons, and to support homework where necessary. A useful website is www.mymaths.co.uk

All pupils will be informed of how to logon to this website when they join the school.

Checking homework is completed on time by encouraging your child to attempt homework on the night it is set.

Encourage your child to seek help from their class teacher if they do not understand the class work or homework.

Encourage them to use maths in daily life.

Modern Foreign Languages

"It's exciting to learn how to say things in a different language and I am proud that I can understand what someone is saying in Spanish."

James (Year 7)

"French is my favourite subject. It's interesting to learn about another language and to learn to speak it."

Amelia (Year 8)

LOWER SCHOOL

"A different language is a different vision of life."

Federico Fellini, Italian film director

At Longcroft pupils in Lower School study either French or Spanish.

YEAR 7

Pupils learn to describe themselves their family and other people. They also learn to talk about their pets, what they do in their free time, to describe school and their studies, and other aspects of their daily routine. They learn to talk about where they live and part of this module looks at food and drink. We look at cultural similarities and differences as we look at the different topics.

YEAR 8

In Year 8 pupils begin with the topic of holidays, which allows us to revisit and develop the future and past tenses introduced in Year 7. Pupils then move on to talking about mobile phone use, musical tastes and more past tense practice. A module on food gives us the opportunity to look again at cultural aspects of life. Pupils learn to talk about going out, arranging a meeting and shopping for clothes. We end the year looking at holidays and French and Spanish speaking destinations.

YEAR 9

In Year 9 pupils begin to build up to GCSE. They study the following modules: Me, family and friends; Home, town neighbourhood and region; My studies; Free time activities (music, cinema, sports and eating out) and Customs and Festivals in French and Spanish speaking countries.

UPPER SCHOOL

Both French and Spanish are popular GCSE options. Pupils study three key themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

The four key skills of speaking, listening, reading and writing are examined at the end of Year 11.

HOW FAMILIES CAN SUPPORT

In order to support pupils with their language learning at home, we suggest the little and often approach. It is important for pupils to keep practising their language between lessons. Pupils are expected to learn new vocabulary from their lessons each week. We suggest that they take 8-10 key words each week and learn them off by heart, using look, cover, write, check, by making cards, , and perhaps getting a family member to test them.

Music

"Music is my favourite subject. It brings joy to everybody when you're there."

Amy (Year 7)

"Music is a really fun subject!"

Freya (Year 7)

LOWER SCHOOL

At Lower School pupils develop their musicality through a variety of styles of music. They have the opportunity to perform, compose and listen to music from a wide range of genres. All pupils learn how to play the keyboard, develop their rhythmic skills through performing on African drums and have access to music technology.

Through the study of Music there is a focus on people and their spiritual, moral, social and cultural development. Every task or project within the department expects pupils to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. Much of the work in the department focuses on the personal development of pupils, looking at how they can develop as mature, young adults being confident within themselves. We encourage young people to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.

Beyond timetabled lessons, the extra-curricular activities within Music are substantial. Pupils have many more performing opportunities than is the norm. Our school calendar is flooded with Concerts, Musicals, Theatre visits and other opportunities.

UPPER SCHOOL

Pupils who opt to study Music at GCSE Level follow the Edexcel Specification. The requirements for this are that pupils' study 8 set works across four different areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. Their knowledge of these set works is examined through a listening exam in the Summer of Year 11 and is 40% of the total course. The practical element of the course is divided equally between Composition and Performance, each worth 30%. Pupils are required to compose two contrasting pieces and these are completed under controlled examination conditions. For performance, pupils have to perform on an instrument of their choice one solo piece and one within an ensemble.

HOW FAMILIES CAN SUPPORT

Music is more accessible than ever and listening to music is enjoyable for most young people. Encouraging your child to listen to a wide variety of music and engaging them in conversations about music of the past and present can be a positive means of communication. Similarly, taking an interest in what music your child listens to can be a positive experience for all. Most young people will listen to a surprisingly wide variety of music as they are continually exposed to it in films, television and other media.



Religious Studies

"Our RE lessons give us a chance to discuss our thoughts."

Charlie (Year 8)

"I think RE is interesting because you learn why other people believe what they do and about things that are happening in the world."

Anna (Year 8)

LOWER SCHOOL

In Lower School, pupils study the difference between prejudice and discrimination including terrorism, religion in film, diversity and democracy.

Pupils study racism as a specific example of prejudice and discrimination.

We cover extremism and consider why people become extremists, and look at events through history to decide they are examples of terrorism or not. Pupils learn about different types of jihad and the concept of stereotypes.

Through familiar examples of age-appropriate films, we examine how religion, philosophy and ethics are used in films and consider opinions on topics such as life after death, governance, the meaning of life and decision making in life.

Pupils consider the difference between minority and majority, and learn about Sikhism, discovering Sikh symbols learning about the Ten Gurus and the significance of the 5Ks.

Pupils learn about homosexuality and religion and consider the use of the term 'Gay' and how it has changed through the years. Covering Democracy, pupils learn about elections and voting and Parliament and Government.

During Year 9 pupils study a mixture of religion, philosophy and ethics using skills they've developed in Years 7 and 8.

Throughout Lower School, pupils gain knowledge and develop skills that prepare them for further study generally, and specifically for the GCSE in Religious Studies.

UPPER SCHOOL

Through GCSE Religious Studies, pupils develop their knowledge and understanding of religions and non-religious beliefs while constructing well-argued, well-informed, balanced and structured written arguments – valuable skills for both their GCSE courses and the future.

Pupils consider questions of belief, value, meaning, purpose, truth, and their influence on human life through the study of Beliefs, marriage and the family, living the religious life, matters of life and death, crime and punishment and peace and conflict.

HOW FAMILIES CAN SUPPORT

Encourage pupils to be aware of key events and issues that happen in the world. Watching the news, documentaries and reading newspapers will support pupils' learning. Discussing some of the topics covered in class and talking about what pupils have learnt at home will also help pupils to make good progress.

Physical Education

"Basketball is my favourite because you can work as a team and everyone gets involved."

Samantha (Year 8)

"It's fun! I like sports and keeping fit."

Charlie (Year 8)

"I like everything about PE – the exercise and activities. My favourite is rugby."

Tom (Year 8)

LOWER SCHOOL

At Longcroft School, Physical Education is a fundamental part of our pupils' everyday experience. Pupils receive a minimum of two hours high quality Physical Education per week plus access to a range of extracurricular activities that will enrich their time dedicated to physical activity.

Pupils in Lower School are given opportunities to gain the skills necessary to develop a healthy lifestyle. Further opportunities to develop skills are provided at a range of extra-curricular clubs. Pupils will experience a wide range of activities and content during their PE lessons including athletic activities, fitness, gymnastics, invasion games, net and ball games and striking and fielding games.

The following sports are currently offered as extra-curricular clubs with various competitions in each: football, rugby league and union, cricket, hockey, badminton, cross country, netball, fitness, dodgeball, table tennis, athletics and rounders.

Several current pupils are supported in balancing their studies with high-level competition in sports such as football, swimming and tennis, while are proud of the on-going achievements of former pupils who compete professionally and internationally in a range of sports including rugby, tennis, badminton and athletics.

Upper School

All Upper School pupils, regardless of option choice, will take part in at least one hour of PE per week.

The **GCSE PE** course is 60% examination based, 30% practical and 10% controlled assessment. Pupils must be assessed in three practical activities (1 team, 1 individual and 1 choice). The examination is split into 2 units: 1) Applied Anatomy & Physiology 2) Social-Cultural Issues in Sport.

CAMBRIDGE NATIONAL SPORTS STUDIES is 25% exam based while 75% of the course is internally assessed and externally verified. Pupils complete units covering leadership, sport and the media and developing practical skills in two sports.

GCSE PE and Cambridge National pupils all have access to theeverlearner.com to further their PE experience with independent study.



PSHE stands for Personal, Social, Health and Economic Education. At Longcroft School, PSHE Education gives us the skills, understanding and values we need to develop and grow as individuals. Through the work we do in this lesson, we learn more about what it means to have the values of Great Heart, Great Thought & Great Vision. We learn how to stay safe and healthy and to have respectful, enjoyable relationships. Together, we build a school culture that is truly inclusive and that celebrates diversity & equality. PSHE Education helps us build a stronger school community based on our core values and gives us the foundation we need to thrive in the world outside school.

At Longcroft, PSHE is delivered using a spiral curriculum model, where topics are taught in increasing depth as pupils move through the school. In Years 7 and 8 it is taught in full lessons, whilst in Years 9, 10 and 11 it is taught during form time.

YEAR 7

Year 7 units include:

NEW SCHOOL, NEW START – which covers transition to secondary school and personal safety.

AN INTRODUCTION TO CAREERS – which introduces pupils to the world of work.

HUMAN VALUES, BRITISH VALUES, LONGCROFT VALUES – which looks at how we can put our values into action.

Value In Diversity – where pupils learn about diversity, prejudice and bullying.

GROWING UP HEALTHY – where pupils study how to stay healthy as they grow up.

POSITIVE RELATIONSHIPS – in which we look at self-worth, romance and friendships.

MANAGING MY MONEY – covers financial decision making, saving, borrowing and budgeting.

DEMOCRACY IN THE UK – in which pupils study the development of UK Democracy.

YEAR 8

Year 8 units include:

STAYING SAFE IN A DIFFICULT WORLD – covers the dangers of alcohol and drug misuse.

EQUALITY AT WORK – where pupils learn more about careers and equality in the workplace.

GOVERNMENT AND PARLIAMENT – in which pupils study the role of parliament and the government.

IDENTITY, EQUALITY AND DIVERSITY – where pupils look at discrimination in all its forms.

MENTAL WELLBEING – where our young people learn more about emotional and mental wellbeing.

IDENTITY AND RELATIONSHIPS – which teaches our pupils about different identities and relationships.

STAYING SAFE ONLINE – in which pupils learn about some of the dangers of the online world.

LAWS IN THE UK – which introduces pupils to UK Laws, courts, the judiciary and the police.

YEAR 9

Year 9 topics include:

RELATIONSHIPS & INFLUENCES – where pupils learn about healthy and unhealthy friendships.

CAREER CHOICES – a topic that allows pupils to consider their life goals, learning strengths and career options.

RIGHTS AND RESPONSIBILITIES – which covers human rights and how to be a responsible citizen.

FAMILIES – in which pupils study families, relationships and conflict resolution.

STAYING HEALTHY – which looks at how we can maintain a healthy lifestyle.

SEXUAL HEALTH – where pupils learn about intimate relationships and sexually transmitted infections.

EMPLOYABILITY SKILLS – where pupils consider the skills they have that make them employable.

EXTREMISM AND RADICALISATION – where we look at the process of radicalisation and how it can be countered.

YEAR 10

Year topics include:

MANAGING MY MENTAL HEALTH – where pupils consider the nature of mental health and how they can nurture their own.

MONEY MATTERS – covers financial decision making and the impact of financial decision making.

WORLD ISSUES – which looks at global challenges and opportunities in the 21st Century.

SEX AND RELATIONSHIPS – in which pupils consider relationships and sex.

GANGS, DRUGS & CRIME – where pupils learn more about role models, influences, drugs and gangs.

INCLUSION, EQUALITY AND DIVERSITY – which addresses extremism and radicalisation and the importance of strong communities.

WORKING SMART – which further prepares pupils for the world of work.

BEING A GOOD CITIZEN – which looks at the concept of social responsibility.

YEAR 11

Year 11 topics include:

MANAGING STRESS – in which pupils study the causes and effects of stress as well as how to combat this.

NEXT STEPS – where pupils study career progression and the application processes for post-16 courses.

RELATIONSHIP VALUES & BOUNDARIES – which looks at communication and assertiveness in relationships.

ACCESSING HEALTHCARE – where pupils look at responsible health choices.

PREGNANCY AND PARENTING – which covers different family structures and parental responsibilities.

Science

*"I think it's
interesting to learn
about everything
that is around us."*

Amy (Year 7)

LOWER SCHOOL

Our Year 7 Scheme of Learning, developed in consultation with colleagues teaching Year 6, builds on the foundations laid during Key Stage 2.

Cells for Biology is a key topic, referred to in all subsequent topics in Biology as part of the subject's natural progression. Cross-curricular links include the study of the eye in Physics and energy as food. Other topics are: reproduction; 'fit and healthy'; and ecosystems.

Rocks is the first Chemistry topic, building on content taught in Year 6. Pupils also study particles; atoms, elements and compounds; and acids and alkalis. Our Chemistry topics emphasise the teaching of chemical equations, ensuring pupils can build on a strong foundation throughout their studies at Longcroft.

Space introduces key mathematical concepts such as algebraic rearrangements and standard form, which is a key skill in Maths and Science. In Year 7 pupils also study electricity and the energy industry.

Other Lower School topics include:

- Respiration
- Genetics and Variations
- Evolution
- Photosynthesis
- Separating Mixtures
- The Periodic Table
- Chemical Reactions
- Climate and the Environment
- Physics in Sports
- Thermodynamics
- Engineering
- Physics in the Music Industry.

All topics are designed to give our pupils a wider understanding of the world around us.



"I like knowing new things, seeing how things work and doing experiments. Seeing cells was really cool! I like it when you mix liquids together and seeing how things change."

Lydia (Year 7)

UPPER SCHOOL

In Year 9, all pupils are taught content from the Separate Sciences course to enable pupils to see what the content from the three GCSEs, rather than the two, entails. At the end of Year 9 and again at the end of Year 10, a review takes place to determine which course is the most suitable for a pupil. Some students will complete separate GCSE courses in Biology, Chemistry and Physics and receive three GCSEs at the end of their examinations in Year 11.

Where it is determined that a student would be better suited to completing the Combined Science course, these students will focus on key content from Biology, Chemistry and Physics that only applies to the specific Combined Science Exam. Our Schemes of Learning are well structured to promote progress and the content is taught in an engaging way to open the door to the various careers that are available from pursuing Science beyond Upper School.

HOW FAMILIES CAN SUPPORT

Families are encouraged to support their child's scientific development in a variety of ways.

In particular pupils are encouraged to discuss their work at home and to attempt to explain their newly learned knowledge and skills to their parents.

Families can help develop their child's scientific development through:

Visits to Museum and Exhibitions whenever possible.

Encouraging pupils to explore their own scientific investigations in a safe and controlled environment.

Encouraging their children to explore the Internet to find quality information and presentations from a vast resource.

Admissions



Please do contact the school on 01482 862171 if you need any further information.

Applications for a place at Longcroft School should be made directly to East Riding of Yorkshire Council Schools Admissions Team, for East Riding residents. They can be contacted on 01482 392100 or at schooladmissions@eastriding.gov.uk

Applications for Hull residents should be made using the Hull City Council admissions portal, but does not effect your ability to select Longcroft as your preferred school. They can be contacted on 01482 300300 or at lsadmissions@hullcc.gov.uk





GREAT HEART, THOUGHT AND VISION

LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

*As free make I thee,
as heart may think,
or eye may see.*



PROSPECTUS

Longcroft School and Sixth Form College
Burton Road
Beverley
East Yorkshire
HU17 7EJ

TEL
EMAIL
WEBSITE

01482 862171
school@longcroft.eriding.net
www.longcroftschoo.co.uk