



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS

## LETTER



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

## Sixth Form Enrolment is Now Open!

As we enter the new year, we are pleased to announce that applications to continue your Longcroft journey in our 6th Form are now open.

You can apply via this QR code or

[CLICK HERE](#)

This link will take you to our Enrolment Form where you can express your interest in subjects that you might like to study in our 6th Form.



## Happy New Year!

We wish all members of our community well for 2023.

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# Headteacher's Welcome

**Happy New Year to all in our Longcroft community and welcome to our first Newsletter of 2023.**

When we return from a break, it is always a joy to see our pupils and students making their way up the school drive and into our buildings. There is nothing like a busy school and I have really enjoyed talking to young people this week and looking forward together to an exciting term ahead.

Over the course of the next 12 weeks, our first trips abroad take place since the pandemic with pupils and students visiting Iceland, New York and Italy. This is an important milestone as we strive to broaden our enrichment offer in various ways, remaining committed to a holistic education that prepares our young people exceptionally well for life beyond school. You will see in Mr Coupe's article this week the wonderful scale of opportunities and experiences currently on offer, but also our recognition of the barriers that can sometimes exist to accessing them. Over the coming months we will introduce our plan to respond to that challenge and ensure that all pupils are provided a suite of experiences that support not only their academic progress but their confidence, social and cultural capital and their readiness for the future.

Much of this week's Newsletter focuses on a critical period for our examination cohorts. For those families with children in Year 11, please do take some time to consider the information and application details for our East Yorkshire Sixth Form – the most rapidly growing provision in the region. We welcome conversations if you have any questions or would like to arrange a visit to discuss a place for September. Simply contact Miss Taylor, our recently appointed Care and Achievement Coordinator in the Sixth Form whose details are on the last page, or Mr Chapman our Head of Sixth Form.

As we begin the new year and new term, thank you in anticipation for your support with our Longcroft Standard – our commitment to the highest of expectations for all in our community. The power of high expectations can not be underestimated, of ourselves and of each other. This includes in terms of behaviour, appearance and importantly attendance to school. We are here to offer support with any barriers to success in school so please don't hesitate to get in touch with a Care and Achievement Coordinator if you require any support at any time.

My interactions with our young people make me exceptionally proud every day to be associated with Longcroft School and Sixth Form and this week has been no exception. Enjoy reading all about them and have a great week.

**Mr Perry**  
**Headteacher**



# Reward Totals

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



Acts of Great

<b>HEART</b>	<b>39,068</b>
<b>THOUGHT</b>	<b>165,091</b>
<b>VISION</b>	<b>168,466</b>

**GRAND  
TOTAL:  
372,625**





## LOWER SCHOOL



### Mr Worthington writes:

**I hope that everyone had an enjoyable and happy Christmas with family and friends and that our Lower School pupils are rested and ready for the new term ahead. I am so impressed with the warmth and care our pupils share with one another, and it was great to see so many pupils involved volunteering and supporting in events in and around Beverley over the festive period.**

Community means a lot to us and our pupils at Longcroft. We finished last term on such a high and I want to say a huge thank you for all the many donations that were brought in for our Foodbank Appeal co-ordinated by our Sixth Form students. I was simply astounded at the generosity of our Lower School pupils and their families.

It has been a wonderful week, returning from the festive period and seeing how our children have settled back into school so quickly. As ever, the school is focused, calm and purposeful, with our pupils giving their all in each lesson, making sure that every second counts.

It is a great privilege to spend time in our classrooms, witnessing the excellent teaching that takes place and seeing our children learn and develop over time. I look forward to sharing examples of pupils' efforts in lessons in the coming weeks.

This is a great time for our pupils to reflect upon the past year and all their achievements, highlights and best moments. It is also a great time for pupils to think about the opportunities and challenges in the year ahead, and how they can meet these with determination, resilience and ingenuity. At Longcroft we encourage our pupils to constantly assess their own wellbeing and performance, and to set themselves new targets and challenges. At all times, form tutors, teachers and Care & Achievement Coordinators offer their support and advice to ensure our pupils succeed.

This is an exciting term, as our Year 9 children begin the process of choosing their option subjects for GCSE, and begin the transition to Upper School. We will be providing an update about the option selection process in the near future, outlining the process as well as the support available.

I am looking forward to celebrating all our pupils' successes and achievements with you over the next two terms. Happy New Year!

**Mr Worthington**  
Head of Lower School

UPPER  
SCHOOL**Mr Henderson writes:**

**Firstly, I hope you all had a lovely festive period and are looking forward to what 2023 may bring. Year 10 pupils have made an excellent start this week and I am looking forward to celebrating their future successes as the term progresses. This week has also seen our Year 11 pupils reflecting on their Mock GCSE exams. I was extremely impressed with the way they approached the mocks and the invigilators commented on how calm and focused they were under exam conditions. This is an extremely busy term for all our Upper School pupils and I'm looking forward to supporting them alongside Year Leaders Mr Cassidy and Mr Thomson, their Care and Achievement Co-ordinator Mrs Ellis, and their Form Tutors.**

By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. In the last two weeks of term, Year 11 completed their Mock exams. Pupils in Year 11 will be receiving their results in the week beginning January 16th. In school, they will have time during registration to reflect on their progress. It is important that they take pride in what they have achieved and to set themselves SMART targets on how to further improve. These will be in their Planners so you will be able to discuss them with your child. Our experienced Form Tutors are on hand to offer support and advice. We will also be informing families on upcoming events, like the Year 11 Parents' Evenings in February and the continuing Period 6 offer. We look forward to working together to support your child.

In assemblies this week, we have discussed with the Upper School pupils about the New Year and Resolutions. Many had not made any, which is probably a good thing as we almost always break them. They have been asked to continue to do the simple things that matter. They will therefore continue to show acts of Great Heart, Thought and Vision including getting homework done on the night

that it is set, and spending less time on devices, so that they can spend time with their families and ultimately aim to get a better night's sleep. We look forward to an exciting term and we are thankful, as always, for the support that you give to the school in order for us to provide your child with the best opportunities for a successful and happy time in school.

We also celebrated with our pupils who have used GCSEPod as a revision tool in preparation for the Mock Exams. Please note that pupils in Year 10 can access GCSEPod – they have had time in Form Periods to log on and look through the site. We have less than 16 school weeks to prepare for the exams in the Summer. Between now and then, internal assessments will show progress made in each area of study and support us in finding and closing gaps in knowledge. Our message to pupils is, "We will be here with you every step of the way so be present and give of your best each day."

**Mr Henderson**  
**Head of Upper School**



# SIXTH FORM



*Mr Chapman writes:*

## Sixth Form Enrolment Now Open!

We're excited to announce that applications to continue your Longcroft journey and enter our 6th Form are now open.

You can apply via this QR code or following this link:

[CLICK HERE](#)



This link will take you to our Enrolment Form where you can express your interest in subjects that you might like to study when you're in our 6th Form.

If you're still undecided about what you might then please use the form to express your interest.

Our Sixth Form team will also be delighted to discuss your options in person and to offer advice to support your decision making – our Sixth Form Ambassadors are another excellent source of advice.

We're expecting a large number of pupils from Year 11 to stay with us for Post-16 studies and so completing the form quickly would be recommended.

### Our Subject Offer:

- » Art
- » Biology
- » BTEC Business Studies
- » Chemistry
- » Criminology
- » English Literature
- » French
- » Geography
- » Government & Politics
- » History
- » Law
- » Maths
- » Media Studies
- » Music
- » PE
- » Physics
- » Psychology
- » Sociology
- » Spanish
- » Theatre Studies

The subjects we are offering at Longcroft in September are as follows:





There are many more subjects that we will consider running should enough Year 11 pupils express interest—these can be found in our prospectus here: <https://www.longcroftschoo.co.uk/attachments/download.asp?file=390&type=pdf>

At this stage in your educational journey it is important to consider five key factors.

## Make the decision for the right reasons.

As you start to consider your future options you will have discussions with your parents, teaching staff and fellow pupils. You will be offered a wealth of advice and guidance and at times it can easily become confusing. It is therefore important to remember your parents/guardians will know you well and be acutely aware of your strengths. Your teaching staff will know you through your previous studies and of course can offer a wealth of information about particular courses. It is vital you take time to discuss and listen to the guidance given. Your friends will also be offering advice and of course sharing their preferred options and may even try to persuade you to study subjects alongside them. This is, from my experience, not the right reason for selecting a subject as you are committing to a further two years of intense study to develop your knowledge and skills, and it needs to be right for you as an individual.



## Planning for the future

You are about to start the last and arguably most important part of your educational journey through to employment or university and ultimately onto a career. It is my experience that students at this point can either have a number of future plans, with some able to name a particular career, and others still very uncertain. At this moment in your education either of these two scenarios are completely normal. You should not worry. If you have a clear end point, then do speak to the staff concerned, the Sixth Form staff and of course research employers and university websites for potential opportunities and entry requirements. If you are uncertain then you need to keep your options broad and balanced, to keep as many routes open as possible for your study in the Sixth Form. The key to success here is to seek advice, guidance and speak to as many teachers as possible in the subjects that may interest you or form part of your balanced suite of qualifications.

## Success builds on success

As you start to narrow down your options you will of course consider particular subjects. Do review the areas of study within subjects where you have achieved strong outcomes and those you have found more difficult. Often a subject has a particular examination board and they will specify the areas of study in the Sixth Form. I would therefore read the course guidelines with care and do once again speak to the subject teachers. Understand the course content for each subject and it will help you to make a more informed decision.





## Enjoy what you are learning

To be a successful Sixth Form student you will need to be motivated, hard-working, diligent and dedicated to your studies. It is important that you enjoy the subjects that you choose and you are interested in studying them in greater depth. This also needs to be weighed up against any future career aspirations and long-term goals, as well as considering how to achieve a balanced curriculum



## Build a strong foundation

Sixth Form studies are important. Your outcomes will ultimately provide a foundation upon which to continue study. Universities and employers will look at your GCSE grades, A Levels, BTECs and enrichment studies and may use them as part of the entry criteria. It is therefore important you are in the driving seat when making these decisions and do become actively involved in asking the questions, seeking advice and of course searching the appropriate websites. You will be committing to these studies for two years and potentially even longer so, as I know you will, take your time and make an informed decision. When September does arrive your determination, dedication, hard work, and enthusiasm will be critical to your success.



## What do Ofsted say about us?

The most able pupils make much better progress than similar pupils. Pupils' good work ethic and the high expectations of their teachers supports the good progress of these pupils.

I do wish you the very best in making these decisions. It is an exciting opportunity to start thinking about the future and to start planning your route through education. Miss Taylor and I are more than happy to see you at any time to discuss your thoughts or plans and I know my fellow teachers will give of their very best to ensure you are in a strong position to make the right choices.

**Mr Chapman**  
Head of Sixth Form

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## PERSONAL DEVELOPMENT



### Mr Coupe writes:

**Over recent weeks, I have had the pleasure of working with our various curriculum areas to pull together a picture of the range of extra-curricular activities that we are offering as a school.**

As a school, we are committed to holistic education and believe that a child's education should be enriched through opportunities beyond the classroom. Through such provision, we further enhance the education of our young people, helping them to build confidence, develop a greater understanding of wider society, experience culturally significant places and events and develop a readiness for the next phase of their lives after they leave Longcroft. This importance of this provision, and its contribution to the personal development of our young people should not be underestimated.

Therefore, I was very pleased to see the extraordinary breadth of what we offer as a school. Across the various Curriculum Teams, supplementing, enhancing and building upon the learning that occurs in lessons, as a school we offer over 50 different extra-curricular activities to our pupils. From day visits to churches, museums, and higher education institutions to overseas trips to Paris, from sports clubs to performing arts clubs, from musical performances to debating competitions, from Cooking for Pupils to the Duke of Edinburgh scheme, the range available to our young people is impressive.

What I was also keen to do was to look at how these extra-curricular activities promote our school values of Great Heart, Thought and Vision. As you might expect, with the outward-facing nature of these activities, many of them promote Great Vision. Part of this value is the nurturing of a sense of ambition in our pupils, whether through visits and presentations related to careers education or through our sports clubs with their focus on personal challenge and the drive to succeed that sport engenders. Great Vision also encompasses an openness to new experiences, and the deepening of cultural knowledge and understanding that comes from seeing plays, musicals, and performances. Finally, Great Vision is also about creating confident young people, and our extra-curricular activities seek to give our pupils experiences of work places, further and higher education and put them into challenging situations such as drama and musical performances, to help to build that confidence.

In addition, many of the experiences we offer reflect our value of Great Thought, focusing on developing the rigour that comes from academic knowledge. These include experiences such as field trips in Geography and Science, and museum



visits in History. Trips, visits, presentations and experiences that are out of the ordinary also create engagement in our young people, another aspect of Great Thought. By seeing how their classroom learning connects to the real-world young people are better motivated and return to the classroom enthused and passionate about their learning. We also recognise that our value of Great Thought includes the development of resilience in our young people. Central to this is our Bronze Duke of Edinburgh award that we are helping our first group of pupils to complete at the moment. I will soon be writing to parents of pupils in Years 9 and 10 as Mr Davies and I start a second cohort of pupils on the Duke of Edinburgh journey – look out for that letter in the coming weeks!

And of course, not forgetting the contribution that such experiences make to the development of Great Heart, where visits to culturally significant places build that tolerance and inclusivity that comes from meeting people different to ourselves, and events such as our Sixth Form Wellbeing days build collaboration and teamwork to create that kind and welcoming environment central to our school's ethos.

We want to develop this provision further, ensuring that it is fully focused on further developing these values in our pupils. We also want to encourage all our young people to take advantage of the range of activities on offer. However, we are mindful that barriers, be they financial, social, or logistical, do exist, and therefore over coming months we will be looking in more detail at such barriers, and considering what more we can do to help ensure that all pupils have the opportunity to experience such rewarding experiences. Schools have a vital role to play in this regard and all pupils should have access to this.

**Mr A Coupe**

**Head of PSHE and Careers Education**





# SAFEGUARDING



**Mr Rogers writes:**

## Online Safety – a Parents' Guide

**Many parents are unsure about the best advice to give their child. With this in mind, I have prepared the tips below which parents may find helpful.**

1. Be careful about talking to people you don't know and trust in real life – anyone can pretend to be a child online. If you do talk to people you don't know, don't give away personal information – such as what street you live on or where you go to school, or share your location with them. Say no to any requests they send you for images or videos of yourself, and stop talking to them.
2. Set your profiles to private, to limit what others can see.
3. Think carefully about what you share and with who. Once you've shared an image, you've no control over what the other person does with it. Remember, it's illegal to take, share or view sexual images of under-18s, full stop.
4. Be mindful of your digital footprint. What you post online now could come back to bite you later, like when applying for jobs, college or university.
5. If you see something upsetting, or someone bullies you, tell an adult you trust. Report it too.
6. When reading news online, ask yourself what the source is, when it was published, and whether it could be a hoax or made up. Read beyond the headline too.
7. Remember, people try to make their lives look more exciting and interesting online. There's a lot people can do with photo editing to make their photos look better. So don't assume everything you see is a true-to-life representation.



8. Watch out for hoaxes and scams, like messages you're meant to forward on or that ask you for payment details or your password.
9. Take any content that seems to glamorise gang lifestyles with a very large pinch of salt – it's not as glamorous as it looks. Be wary of schemes promising easy cash for receiving and transferring money too, they're almost definitely criminal activity.
10. Watch out for loot boxes or other parts of games where you pay money to take a chance on getting a reward – you can get sucked into spending lots of money on them.

If you don't feel confident starting a conversation with your child about what they're up to online I hope you will find this advice from the NSPCC helpful: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety>

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





## TEACHING &amp; LEARNING

*Mr Taylor writes:*

**Hello again. Part of our ethos in school is "Great Vision". Our Year 11 pupils and Year 13 students are now entering a critical phase of their education, the run up to GCSE and A Level examinations. Having the vision to understand the importance of thorough preparation for these exams, and the role they will play in their future life choices is key for all our pupils now as the weeks tick down to the start of the exam season.**

You are all too aware of how important the next few months are and the pressure your son/daughter is under. You may feel that you are worrying more than he or she is! You may feel anxious that your son/daughter is working too hard, or you may feel they are simply not doing enough. Whatever stage you are at, my newsletter articles over the next few weeks are designed to give you some practical tips to support your child through the next few months. Clearly, you know your son or daughter best, and these articles will set out some suggestions for you to work alongside him or her. It does not offer a quick solution to the problem of revision because there is no quick fix. I hope you will find something of value for you and your own situation. Helping your child to manage their time can create problems. Parents must remember that calmness and encouragement are the key issues for these discussions. There is a cost associated with spending too much time out with friends or watching television, which will only be recognised too late. However difficult it may feel, always try to keep calm and smile a lot - it is important not to add to the pressure. Tell your son/daughter when they have done well, but also be determined where time management is concerned.

## Productive revision

### 1. Focus

Under no circumstances should a pupil revise in front of the TV or when streaming videos on a device. The only exception is if they are watching a revision video.



## 2. Distractions

Revising whilst at the same time checking social media, texting, instant messaging or watching video clips are not compatible activities. When revising, your child needs to find a way of avoiding constantly checking their phone.

## 3. The Sound of Silence

Attempting to memorise facts and information or working through exam papers under exam conditions should be done in silence. If occasionally pupils are going to listen to music, it should be played at low volume and they should choose something that doesn't distract them.

Pupils need to get used to working in silence - their exams will range from 45 minutes to over 2 hours long so working for extended periods of time in silence is essential.

## 4. Healthy Body and Healthy Mind

Having a good night's sleep is vital when studying hard, so having a regular time when they switch off lights and sleep is important.

It is also important that they do something when they have finished studying for the evening to help them relax such as catching up with friends on social media, watching videos/TV, reading, listening to music, gaming etc.

Eating well reduces overall stress on the body and can also make a person feel good about themselves. Exercising helps to clear the mind and provides a way of releasing a great deal of the muscle tension which stress produces.

## 5. Friends

Pupils can help each other revise but this is only useful at certain points in the revision process. Effective ways that pupils can help each other are:

- Testing each other verbally, but only once pupils have spent time alone memorising the content.
- Swapping tests, based upon the content they have learnt and marking each other's answers. This way they are having to re-visit the material in order to be able to do this effectively.
- Friends also can also help pupils keep exam stress to a minimum by arranging their social arrangements around their revision...let's revise Saturday morning and meet up to play football at 12.00 etc.

## 6. Working Environment

Ideally, when they are studying at home, they need a permanent, quiet, well-lit place to study with very few interruptions or distractions. The best set-up is probably to have a flat surface such as a desk or table in their bedroom. The problem with using other spaces, such as the living room or kitchen, is that they are more likely to be interrupted from their studies.

However, pupils like to work in different places, in different ways and working at a desk or table isn't always possible, practical or even preferable. Instead, some pupils do like to work in the kitchen or living room or if they do study in their bedroom, prefer to lie on their bed rather than sit at a desk.

When studying, they should make sure that the desk or table they are working at is clear of everything except for relevant material and equipment and free from anything that might distract them. It is a good idea for them to get into the habit of tidying up their workspace at the end of each revision session so that it is clear when they start again.

I hope these tips offer some thoughts around revision you might discuss with your child. Over the next few weeks I will be sharing specific methods you might use for revision.

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



# Memory Lane

This week we take a trip back to 1969 and feature Miss Bisby's tutor group – 2AS.



**Back row:**

Stephen Oldfield; David Gamble; Neil Horsman; Martin Wilson; Lesley Caddy; Christopher Standing; Graham Forrester; Michael Foster and Keith Watson.

**Middle row:**

Gillian Hooper; Janette Williams; Pauline Hewson; Joy Bell; Tina Binks; Graham Teal; Jill Thornton; Lesley Stephenson; Rita Sealy and Julia Spetch.

**Front row:**

Lynn Verity; Roslyn Frow; Karen Meredith; Lynda Hunter; Miss Bisby; Lynn Marritt; Christine Noble; Gillian Biggs and Mandy Ruddock.



Follow us on Twitter to see more pictures from Memory Lane  
@SchoolLongcroft



Find us on Facebook  
Longcroft School & Sixth Form College



# Lily's Photography Skills Recognised

**Last term we celebrated Year 8 pupil Lily Logan's achievement in being shortlisted as a finalist in the prestigious RSPCA Young Photographer Competition.**

Every year, the RSPCA Young Photographer Awards invites young people aged 18 years and under to capture the animal kingdom on a camera or a mobile device.

Lily was invited to an awards ceremony hosted by Chris Packham at the Tower of London where her portrait of Angus the cat was judged as runner-up in the 12-15 mobile category. The judges were looking for photos that tell an animal's story and reveal their character and behaviour and Lily's photograph, 'Angus – not your average cat', certainly impressed.



Lily said, "When I walked into the ceremony all the pictures were on display which was really nice because I got to see everyone else's work. Previous years' competition winners were there as well. It was nice to get an award because I spoke to Chris Packham and he gave me ideas and inspiration."

Lily added, "I've got a framed copy of the picture I took and I'm very proud of it."

Lily plans to enter the competition again this year. She explained, "I was one of the youngest in the category." She also hopes to visit the RSPCA in Hull to take photos of some of the animals there.

Judge and awards host Chris Packham said: "This year's contest was difficult to judge as we received so many superb photographs. We've seen a fantastic array of animals featured in this year's competition. Every year I'm impressed by the level and skill in the photographs that are submitted. This year's entries were magnificent - top work everyone!"

Chris, an English naturalist, nature photographer, television presenter and author is possibly best known for his television work including BBC's BAFTA Award winning Springwatch, Autumnwatch and Winterwatch series and the CBBC children's nature series The Really Wild Show. He added: "The RSPCA Young Photographer Awards is a real celebration of animals and the natural world and I love taking part every year. I hope everyone who entered continues with their love of animals and photography and they should all be proud of their achievements."

Award winning Wildlife Photographer Catriona Parfitt has spent six years as a judge for the RSPCA Young Photographer Awards. She said, "This was an extremely strong year for the competition and all the finalists should be very proud of their achievements. It's fantastic to see the originality in approach to these images, and to recognise such a celebration of both British and global wildlife."

Congratulations on your fantastic achievement Lily! We look forward to seeing more of your stunning photographs in the future.



## 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**

**Mrs Brady**

**07342 342858**

[kay.brady@longcroft.eriding.net](mailto:kay.brady@longcroft.eriding.net)



**Years 8 and 9**

**Mrs Newsam**

**07827 587483**

[zoe.newsam@longcroft.eriding.net](mailto:zoe.newsam@longcroft.eriding.net)



**Year 10**

**Miss Harsley**

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**Year 11**

**Mrs Ellis**

**07900 394085**

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**Sixth Form**

**Miss Taylor**

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