



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



Former Student Honoured!

"I feel fortunate and honoured to have received this award." —Lt Col David Groce

We are proud to begin 2025 by congratulating and celebrating significant recognition for former student Lt Col David Groce, who was awarded the OBE in the King's New Year's Honours.

The Most Excellent Order of the British Empire is a British order of chivalry, rewarding contributions to the arts and sciences, work with charitable and welfare organisations, and public service.

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Lt Col Groce has been recognised for his military service, having joined the Royal Logistic Corps in 2003.

Having served in Iraq, his more recent responsibilities as Commanding Officer of 7 Regiment have included a lengthy stint in Poland linked to the war in Ukraine, in addition to supporting the arrangements for Operation London Bridge encompassing the Queen's funeral and the King's coronation.

David joined Longcroft as a Year 7 pupil in 1990. A keen sportsman, he played in a successful rugby team – an on-going interest as he is the current Chair of Armed Forces RL, representing them at the RFL Council. After graduating from the University of Leeds with a BA in Accounting and Management, he joined the British Army and began a career that has taken him to over 50 countries including Australia where he studied at Canberra's world-leading Australian National University and Nigeria, where he spent time training 40 Nigerian Majors. David was awarded Membership of the Order of the British Empire (MBE) in the 2019 Queen's Birthday Honours.

Speaking in 2023, when we featured his career and perspective on Remembrance, David recalled: "I have extremely fond memories of Longcroft School, it is where I met my wife in Mr Prescott's Form G! Over 30 years later, as a military spouse, Sally has endured the challenges and highs alongside me."



Growing up in Leconfield, David became a Hull FC supporter after playing in a junior match at The Boulevard for Beverley Panthers. He has since made an outstanding contribution to Rugby League in a variety of roles – representing the Armed Forces on the RFL's Community Board as well as the RFL Council, and driving the development of the Soldiers League charity which supports former servicemen and women in attending major Rugby League fixtures such as the Challenge Cup Final.

Simon Johnson, the Chair of the Rugby Football League, said: "On behalf of all in Rugby League, our congratulations to Lt Col David Groce for the award of the OBE. The development of Rugby League in the Armed Forces has been one of the success stories of the sport since the longstanding ban was lifted in 1994, and David has played a leading role in that for the last decade."

Hull FC posted their congratulations: "A huge congratulations to friend of the club and Hull FC supporter Lt Col David Groce, Chair of Armed Forces Rugby League, who has been awarded an OBE in the King's New Year's Honours."

Inspirational former professional player Jimmy Gittins said: "Absolutely made up to see David Groce MBE on the new year honours list. His career in the military but also his commitment to The Rugby Football League Army Rugby League - British Army and the development of services rugby league and his support of State of Mind Sport - thank you and congratulations mate." David is pictured alongside Jimmy and former Great Britain captain Paul Sculthorpe.

Emma Hardy MP added her congratulations: "Congratulations to local man Dave Groce on your OBE. Well deserved!"

Lt Col David Groce OBE said: "I feel fortunate and honoured to have received this award. It's been a challenging couple of years for various reasons, but as I said when I was asked to write something for my old school, I think I've now travelled to six of the seven continents and more than 50 countries – it's staggering the opportunities that the Army can give you."

He added: "From 2021-2024 I was privileged to lead an exceptional group of people during a challenging period of history! I was supported by my amazing wife Sally and family. I'm humbled to get to receive an OBE on behalf of my family and 7 Regiment Royal Logistic Corps."

Mr Baker said: "It was a pleasure to catch up with David in November 2023 when he offered a fascinating insight into Remembrance and I am delighted to see his work honoured by the King. He is undoubtedly an inspirational former student everyone at Longcroft can be extremely proud of."



Headteacher's Welcome

Happy New Year to all in our Longcroft community and welcome to our first Newsletter of 2025.

Whenever we return to school after a break it is always a joy to see our pupils and students making their way along the school drive and into our corridors and classrooms. There is nothing like a busy school and I have really enjoyed talking to young people this week about their time over the Christmas holidays and all that we have to look forward to together this term.

Longcroft is a community school and so many of our ex pupils retain close links with ourselves and the local area. Over the last term alone, we have had visits and opportunities provided by alumni who have gone to run successful businesses, play elite sport or become published novelists. It was wonderful over the Christmas break to hear that another of our ex pupils was being celebrated; this time in the New Year's Honours List with an OBE. Lt Col David Groce has been recognised for his tremendous work with charity and sport within the armed forces, having fulfilled a number of senior roles. This latest award follows an MBE already received in 2019 and a long and decorated career in the military. As a community we are inspired by David's achievements and incredibly proud of his association with our school. I encourage you to read more in our headline article this week.

Over the course of the next 12 weeks of the Spring term there is a lot to fit in. We have various trips, visits and events scheduled to look forward to, our Options Process with Year 9, and of course we will be working hard with Year 11 and 13 to prepare them for the summer exams. Year 7 parents should look out for our Transition Newsletter which is published termly and captures just some of what our young people have been up to since arriving in September. There will be lots more for them to enjoy this term so do encourage them to get involved!

We also have a number of Parental Engagement events over the coming weeks and I urge you to attend and get involved with all that is relevant for your child(ren). There is extensive evidence of the impact of such engagement on successful outcomes for our young people. We recognise and value the important partnership between home and school, and if there are any barriers to accessing events then please contact your child(ren)'s Care and Achievement Coordinator who will be happy to help and support.

Finally, 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 cannot be underestimated; of ourselves and of each other. This includes behaviour, appearance and attendance. Currently our excellent whole school attendance is to be lauded with figures well above national comparisons. Remember that our Jump in to January campaign launches with 'Attendance Streaks' beginning from Monday so let's make sure we start 2025 as we mean to go on! We are here to offer support with any challenges to success in school so please don't hesitate to get in touch with your 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 a part of our Longcroft community and this week has been no exception. Enjoy reading all about them.

Mr D 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

HEART

51,837

THOUGHT

213,350

VISION

204,082

GRAND

TOTAL:

469,269



Miles For Smiles

We're raising money for Health Stars.

Every penny you raise will allow our staff to enhance healthcare experiences and outcomes for thousands of young people and their families across Hull and East Yorkshire.

What: 7 mile sponsored walk visiting various primary and secondary schools on the route.

When: Friday 7 February 2025,
09:15-13:00.

Where: Beverley, East Yorkshire.



*Help reach
our target!*

connect.humber.nhs.uk/mymhst
@mymhst @healthstars





LOWER SCHOOL



Mr Worthington writes:

Happy New Year to all, I hope that all of you have enjoyed the festive period; it's great to see our children back focused on learning and making progress. As we welcome in a new year, it's easy to get swept up in the tradition of making New Year's resolutions. From promises to get fitter to aiming for better grades, the start of January often brings a sense of renewal. However, it's worth considering whether resolutions are really the best way to approach the months ahead. In fact, there's a strong case to be made that New Year's resolutions aren't as significant as we may believe.

New Year's resolutions often come with a lot of pressure. There's an expectation that, once the clock strikes midnight, we should instantly become a better version of ourselves. Yet, real change doesn't happen overnight. Building lasting habits takes time, effort, and consistency—not a sudden decision made at the start of the year. When we don't see immediate results, it's easy to feel discouraged and give up, reinforcing the idea that change is impossible. At Longcroft, we focus on the importance of consistency over big changes, having high expectations of ourselves and bringing Great Heart, Great Thought and Great Vision to everything we do.

New Year's resolutions can sometimes set us up for failure because they tend to be broad, ambitious, and, in many cases, unrealistic. Saying you'll "get fit" or "study harder" are admirable goals, but without a clear plan or smaller, achievable steps, it's hard to measure success. Instead of aiming for a sweeping transformation, it's more effective to set small, specific, and manageable goals that are easier to track and build upon. For example, instead of committing to "getting fit", you could start by scheduling a 15-minute workout three times a week. This approach is more likely to lead to sustained progress. We encourage our Lower School pupils to get into similar habits academically, to prepare them for the future; examples include completing homework on time to a good standard and revising for assessments in a similar way.



Rather than focusing on resolutions that are tied to the calendar, it's more important to focus on the idea of continuous improvement throughout the year. Each day is an opportunity to make small changes, build better habits, and learn new things. By focusing on consistency — whether that's working on homework regularly, improving time management, or learning something new each week — we create a steady, ongoing process of growth that doesn't rely on the pressure of a new calendar year.

Another reason a New Year's resolution can be problematic is that it can feel rigid. Life is unpredictable, and circumstances change. What may have seemed like a great goal on January 1st could no longer feel relevant by March. The key to growth is flexibility; being willing to reassess your goals and adjust them as you go along. Rather than locking yourself into a specific resolution, think about the bigger picture of what you want to achieve and stay open to the process.



Rather than pinning all your hopes on a New Year's resolution, we encourage pupils to consider adopting a mindset of mindful growth. This means focusing on the present moment, appreciating where you are, and setting intentions based on what feels right for you—not just what's expected. Whether it's developing better study habits, improving relationships with friends, or learning a new skill, this approach encourages you to grow at your own pace, without the pressure of a yearly deadline.

So, what should you do instead?

- » Set smaller, achievable goals: Instead of sweeping resolutions, break things down into specific, manageable steps.
- » Be consistent: It's not about making big changes in one go; it's about making steady progress.
- » Stay flexible: Revisit and adjust your goals as you go—life changes, and so should your approach.
- » Focus on the process, not just the outcome: Growth is about small, daily actions, not grand achievements.

In conclusion, while New Year's resolutions can be well-meaning, they're not necessarily the best way to create meaningful, lasting change. Embrace the idea that personal growth is a continuous journey, not something to be achieved by ticking off a list on January 1st. By setting realistic goals, staying consistent, and being flexible with your approach, you can set yourself up for a year of positive, sustainable progress.

Let's make 2025 the year of thoughtful, ongoing growth—not the year of unrealistic resolutions.



Congratulations Annmaria!

Congratulations to Year 8 pupil Annmaria who produced an outstanding piece of work in History. Annmaria said: "I did the work as part of a project and I'm very pleased with it. History is one of my favourite subjects."

Annmaria appreciated the support she received from Mrs Hughes, who said: "Annmaria always puts a great deal of effort into her work and I am very proud of her."



Olivia's Reward!

Congratulations to Year 9 pupil Olivia who was awarded the Sportsmanship Award at her dance school, NEON Dance, for 2024.

Olivia's teacher Miss Shannon Nelson explained: "At NEON, we teach sportsmanship before we teach anything else. This is so important as a dancer. Both in and out of classes Olivia is always so helpful to others, brilliant with our up and coming dancers. Olivia is always the first to be stood at the side of the floor cheering for her peers, whether it's her section or someone else's. She always makes an effort to stay and watch the older girls too. Olivia supports everybody and is always pleased for everybody else. I think every school needs someone as special and kind hearted as this lovely young lady is. She really brings something special to the studio!"

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 2025 will bring. As the Spring Term begins, Year 10 pupils have made an excellent start and I am looking forward to celebrating their future successes as the term progresses. This week has also seen our Year 11 pupils back into normal lessons after the December 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 their Year Leaders Mr Cassidy and Mr Thomson, Care and Achievement Coordinators Mrs Ellis and Mrs Newsam, and their Form Tutors.

By constantly challenging our pupils to excel, we nurture aspirations and strive to cultivate a lifelong love of learning in our young people. In the last two weeks of term, the Year 11's completed their Mock exams. Pupils in Year 11 will be receiving their Mock Results over the next few weeks in lessons and then finally as a whole collection of results so they can reflect on their total progress so far. 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 then set themselves SMART targets on how to further improve. Our experienced Form Tutors are on hand to offer support and advice. We will also be informing families about upcoming events, like the Year 11 Revision Evening and Option Subject Walking Talking Mocks as well as the Period 6 offer. We look forward to seeing you all at these events.

December also saw the first of a number of where Year 10 pupils could spend the entire day focusing on an integral part of their GCSE course. It was fantastic to see the focus and enthusiasm for the subjects shown by our pupils. I was fortunate enough to pop into all of the lessons throughout the day, which included Food and Nutrition, where I was able to sample some fantastic food.





Congratulations to Darcie ,Holly, Scarlett, Luci, Liam, Marie, Cherry and Xavier!

On the last day of term, we celebrated the commitment and dedication to classwork, homework and revision from our Year 11 pupils. The pupils were a credit to the school with respectful and calm behaviours as we went to Flemingate's Parkway Cinema. The year group watched Moana 2 and were delighted with the experience pleased the long 15-week term had come to an end and ready for the Christmas break. Well done to these pupils.

Mr Henderson
Head of Upper School



CAREER OF THE WEEK: Marine Biologist

What does a marine biologist do?

A marine biologist is someone who studies life in the ocean and other salty environments. They investigate all kinds of marine creatures, from tiny microscopic organisms to massive whales, and how these creatures interact with their surroundings. Marine biologists have a cool and important job that helps us understand the ocean and protect it for the future. Whether they're diving with sharks or studying tiny plankton under a microscope, they're always learning new things about life underwater.



Here's a breakdown of some of the things they do:

1. Studying different kinds of ocean life, whether it's fish, sharks, sea turtles, coral reefs, plants, or tiny plankton. They look at how these creatures live, what they eat, how they behave, and how they adapt to their environments. They get out into the ocean collecting samples and observing animals in their natural habitat.
2. Analysing the samples they collect from the ocean in a laboratory. This could mean studying the water for pollution levels, looking at animals under a microscope, or examining the DNA of different species to learn more about them.
3. Finding ways to protect endangered species and keep marine ecosystems healthy. They study how things like pollution, overfishing, and climate change are affecting the oceans and come up with solutions to help.
4. Sharing their research to help others understand the ocean better. They may write papers, give presentations, or talk to students and communities about how to protect marine life and why it matters.

What can I expect to earn as a marine biologist?

In the UK, the starting salary for a marine biologist tends to be around £18,000 to £24,000 per year. As you gain experience, the salary can increase to between £25,000 and £35,000. Experienced marine biologists, especially those in research, academia, or high-level roles, can earn between £40,000 and £60,000 per year, or even more in specialised positions. These figures can vary depending on experience, education, and the type of employer - government agencies, conservation groups, private companies, or universities - and the specific role within marine biology.

How can I start my career as a marine biologist?

If you want to become a marine biologist, here's a simple guide to get started:

1. Get the right qualifications - focus on biology, chemistry, and maths at GCSE and A-level, geography can help too. At university aim for a degree in marine biology, biological sciences, or environmental science. A Master's or PhD isn't essential but can help you to stand out for research roles.
2. Gain experience – volunteer with marine conservation groups, aquariums, or wildlife organisations. Apply for internships to get hands-on experience and build connections. Get involved in research projects or field trips during university.
3. Develop key skills - many marine biologists are certified divers. Look into getting a diving qualification like PADI. Also, learn how to analyse data and use research software like R or Python, and attend marine biology events to meet professionals and grow your contacts.
4. Stay informed - keep up with marine biology news and research by reading journals, following organisations like the Marine Conservation Society, and attending workshops.
5. Apply for jobs - after university, look for jobs with government agencies like CEFAS, non-governmental organisations (NGOs), aquariums like the National Marine Aquarium, and universities as a researcher or lecturer.

To research local education and training opportunities that could lead to a career as a marine biologist, visit our partner website >log on | move on> www.logonmoveon.co.uk

Useful websites to find out more about a career as a marine biologist:

National Marine Aquarium – So you want to be a marine biologist <https://www.national-aquarium.co.uk/learning-at-the-aquarium/marine-biologist/>

Prospects – Marine Biologist <https://www.prospects.ac.uk/job-profiles/marine-biologist>

What do marine biologists do? <https://www.ucl.ac.uk/culture-online/case-studies/2021/apr/what-do-marine-biologists-do>



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



Year 9

Brenton McKie
Neve Meagher
Lily Curtis
Lydia Chapman
Jasmine Stephenson
Alfie Robinson
Holly Gray
James Shiels
Bradley Elvidge
Nathan Steele

Year 10

Emily Gillett
Evie Woad
Cody Keenan
Ellie Eaton
Maisie Foster
Aidan Clayton
Ebonie Boddy
Maisie Monaghan
Harry Rogers
Hayden Lax





Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

This week we feature Year 13 student Katy Brown's stunning artwork.

Mrs Holmes explained: "This dress was designed and created by Katy in response to her A level Art assignment "Inside and Outside". Focussing on how things change and distort through decay, Katy distressed and rusted materials to form this magnificent dress. She has incorporated elements of anatomy into the dress by painting and quilting a heart structure which forms a focal point of the bodice. Katy also painted and emulsion printed flowers, which are delicately hung alongside actual natural forms to add a natural feature to the design."

Mr Chapman | Head of Sixth Form







SAFEGUARDING



Mr Rogers writes:

Jump into January!

A New Initiative to Support Great Attendance

We're excited to launch '**Jump into January**,' a fantastic initiative designed to reward our pupils' dedication to being in school.

Starting **Monday January 13th** pupils who maintain strong attendance for 50 school days will have the chance to win some amazing rewards!

How it Works

- » Attend school every day and keep their streak going.
- » Every **Monday**, your child will record their attendance streak with their tutor.
- » Once they hit key milestones, the achievement will be recorded on **ClassCharts**.

The Rewards

- » **25-Day Streak:** Enjoy a *free tray bake* as a reward for consistent attendance!
- » **50-Day Streak:** Earn **100 ClassCharts points** AND an entry into a huge prize draw for an amazing reward!

This is a fantastic opportunity for pupils to stay motivated, set goals, and be rewarded for their hard work. Let's make January the start of excellent attendance habits – together, we can make a difference!

Let's 'Jump into January' and aim high!

Mr Rodgers
 Deputy Headteacher



Once again, a huge congratulations to our latest Golden Buzzer winners!

Aidan Clayton 10AHO

Leon Hardy 10AHO

Liam Hill 10AHO

Charlie Wyeth 10JHL

Harriet Carden-Howe 11ASC

Emilia Fisher 11PDR

Gracie-Mae Jan 11SWL

Annie Mason 11SWL

James Nicholas 7EDN

Luke Horsley 7JDY

Lottie Johnston 7JDY

Sebastian Tomlin 7JPO

Jake Redmond 8ACR

Henry Konieczko-Hansom 8EFX

Josh Flockton 8LWO

Dominic Crawford 9EMN

Lily Curtis 9GTA

Brenton McKie 9GTA

Matilda Reed 9PDV

Holly Gray 9SGE

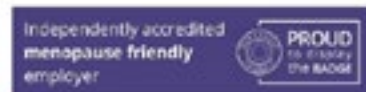


NHS
Humber Teaching
NHS Foundation Trust

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Caring, Learning, Growing.



10 Top Tips for Parents and Educators

SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

1 REDUCE DOOMSCROLLING

It's concerning how common for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screen time; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

5 FILL THE VOID

Monitoring and reducing screen time can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screen time, rather than temporarily doing so while they know it's being monitored.

6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screen time and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or it it turns out that you're also overusing social media, it can turn screen time reduction into a joint mission, which you and the child can work on together.

10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screen time is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

Meet Our Expert

John Inley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>



Memory Lane

This week we return to 1965 and feature two Second Year, or Year 8, tutor groups.

Our first picture shows 2AS with their form tutor Miss Higgs.

The second picture shows 2AN with Mrs Race.





The Friends' Corner



The Friends of Longcroft School are looking forward to another successful year of fundraising!

fols@longcroft.eriding.net

Charity Reg No. 515674

Please remember to keep supporting the FOLS when you shop in Tesco. Please place a blue coin in the box for the FOLS when you are in the Beverley Store. We would like to help Longcroft School provide a reading room for all the pupils to use.





LIBRARY NEWS



Ms Carvill writes:

Celebrating Dystopian Fiction

Dystopian novels have become increasingly popular with teenagers in recent years. A form of speculative fiction, they generally present a dark and frightening vision of the future, where societies are populated by diverse characters operating in challenging situations. Oppression is a frequent theme, alongside government control, environmental ruin, anarchism, and 'end of the world' scenarios.

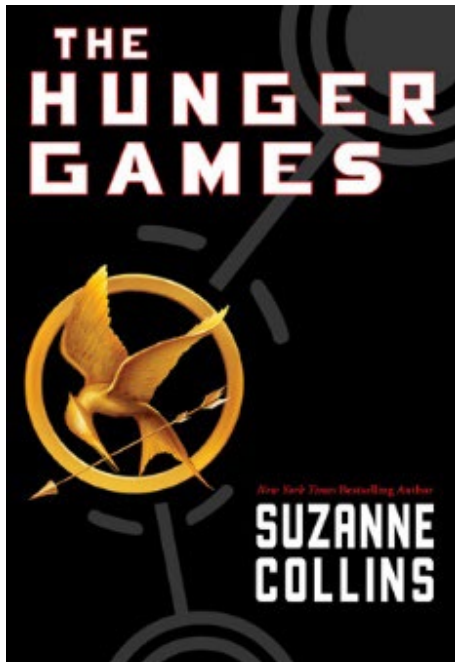
Such themes appeal to those suffering teenage angst, exploring their identity, and facing fears about the future. This all might sound a little gloomy, but dystopian fiction also provides our young with the chance to learn more about humankind and survival, and encourage them to reach out for alternative and better futures.

Last term Year 9 pupils began reading two fabulous dystopian novels in their reciprocal reading sessions, Noughts & Crosses, and CALM. This term they are exploring dystopian descriptive writing in their English classes and will be learning how to create a more effective description of a panoramic view of a dystopian setting, enrich their vocabulary, and structure their writing more powerfully.

Reading regularly is one of the best ways of improving your writing skills. Below are a few favourite dystopian reads. Please encourage your children to visit the display in the library.

"Our problem right now is that we're so specialized that if the lights go out, there are a huge number of people who are not going to know what to do. But within every dystopia there's a little utopia."

—Margaret Atwood

**The Hunger Games by Suzanne Collins****AR Colour Code – Red**

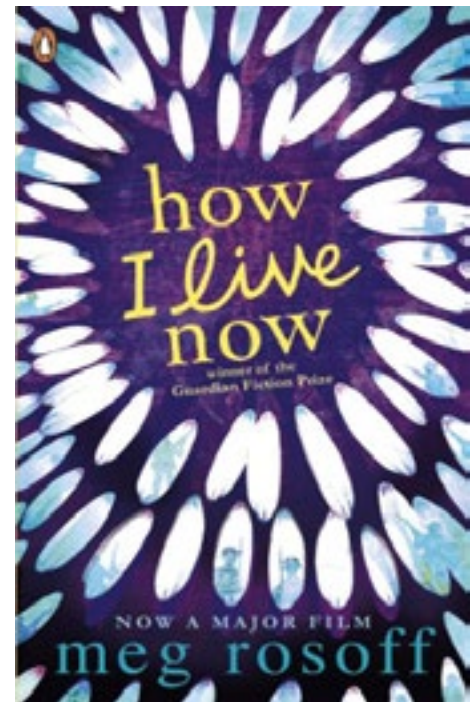
Set in the ruins of a place once called North America lies Panem, a nation ruled by cruelty; where all are kept in line, and one boy and one girl must participate in the annual Hunger Games, a fight to the death on TV.

Enter Katniss Everdeen, 16 years of age and a heroine extraordinaire. So begins her fight for survival. Action-packed, tense, and thrilling. Some violence.

How I Live Now by Meg Rosoff**AR Colour Code – Yellow**

This former winner of the Guardian Children's Fiction Prize was transferred to the big screen in 2013. Daisy is a precocious 15-year-old American forced to move to England and live with her cousins because the third world war has been declared. Bombs are exploding and an unnamed enemy threatens. She's not happy until her heart is pulled by Edmond.

A great adventure. Frightening, funny, and riveting.

**The Knife of Never Letting Go by Patrick Ness****AR Colour Code – Blue**

Science fiction meets dystopic thriller in this powerful allegory; the first instalment of an enthralling trilogy. Prentisstown, is a town like no other. Privacy is non-existent, everyone can hear everyone else's thoughts.

The novel is narrated by Todd Hewitt, the only boy in a town of men. When Todd stumbles on a girl he's amazed. Why isn't she dead, like all the other females killed by the germ?

Gritty. Superb.



Brave New World by Aldous Huxley
AR Colour Code- Purple

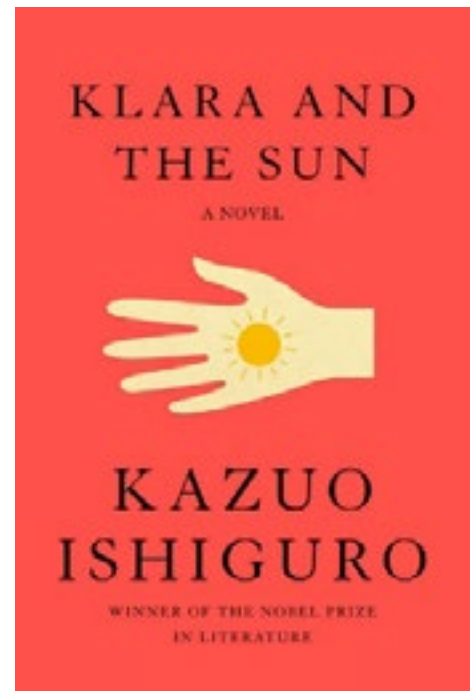
This superb classic novel is as shocking today as when it was published in 1932. Everybody is happy in New London. There is no privacy, money, family, or history, only peace and stability, pleasure and surveillance. All you need to do is consume Soma pills to be part of this sinister society.

A prophetic masterpiece. Brilliant.

Kiara and the Sun by Kazuo Ishiguro
No AR

Set in dystopian America this breathtaking novel tells the story of Kiara, an intelligent robot with superb observational skills, who moves in with a family to become an 'artificial friend'.

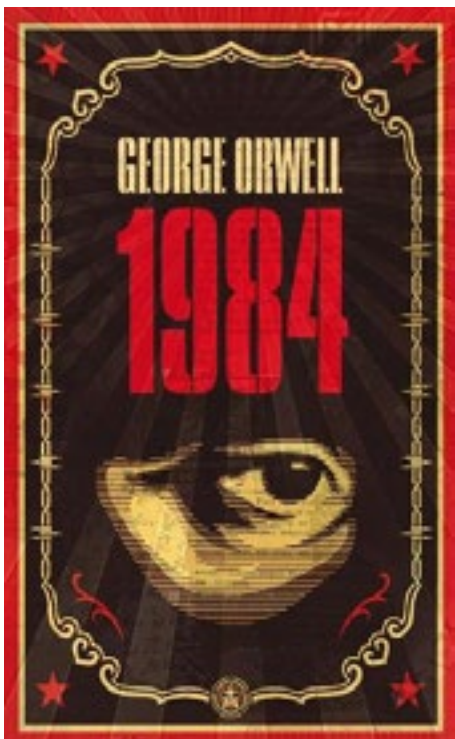
Beautifully written, touching and emotive, this book explores what it means to love and will appeal to those with an interest in artificial intelligence. Superb.



Nineteen Eighty-Four by George Orwell
AR Colour Code – Gold

One of the finest dystopian novels ever written, Orwell's classic masterpiece imagines a terrifying world. Big Brother is watching all the time; information, thought and memory are all controlled by a terrifying state.

Prophetic, haunting, and disturbing. This brilliant novel journeys into the destruction of truth and freedom. As relevant today as when published in 1949.





Care and Achievement Co-ordinators

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

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

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



Year 7

Miss Fox

07342 342858

vicky.fox@longcroft.eriding.net



Year 8

Mrs Thwaites

07444 847881

gemma.thwaites@longcroft.eriding.net



Years 9 and 10

Mrs Newsam

07827 587483

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Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net