



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



Netballers Enjoy Impressive Victories!

"I hope we'll all carry on playing together and supporting each other."

Congratulations to our Year 7 and 8 netball players who enjoyed victories in their matches against Driffield School.

The Year 7 team won 6 - 4. Mrs Holt said: "The Year 7 players have worked really hard to improve as a team."

Year 8 won their match convincingly, demonstrating outstanding skills and teamwork. Year 8 pupil Olivia's fantastic ten goals earned her the player of the match award. Olivia,

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who plays Goal Attack, said: "Playing netball is fun – I play for White Cross as well." Fellow attacking player, Goal Shooter Olivia scored four goals. She said: "We won easily. I enjoy playing netball as I get to see my friends. I also play for Allus."

Chloe, who is also in Year 8, plays Centre or Wing Attack. She said: "I started playing at the beginning of Year 7 because my friends were doing it and it looked like a good game. I enjoy spending time practising and getting better. I think I'm improving. I hope we'll all carry on playing together and supporting each other."

Mrs Holt said: "The Year 8 team combine impressive individual talent with excellent teamwork. I am delighted by their progress."

Well done to all the girls involved! We look forward to reporting on their progress throughout the remainder of this season and beyond.





Headteacher's Welcome

This week as a Longcroft community we have reflected with many around the world on Holocaust Memorial Day, which this year marks the 80th anniversary of the liberation of Auschwitz-Birkenau on 27th January 1945, the largest Nazi death camp. The theme for 2025 is 'For a better future' and will draw attention to the critical importance of education and learning from the many horrific events of genocide around the world throughout history.

Lessons from genocides such as those brought back to our conscious through Holocaust Memorial Day are critical for us to explore with our young people. On a simple but significant level, how easily people can be influenced in their thinking and how this can lead to actions, behaviours and attitudes that are in direct contravention of our values, of humanity and of all that we are proud to celebrate as a community - our tolerance, respect and kindness.

With the current challenges associated with the online world, including a proliferation of misinformation and fake news, it has never been more important to support our young people to think critically and have a conscious awareness to the risks of pervasive narratives leading to division, discontent and disharmony. Education plays a critical role in this regard.

You can read many accounts of genocide survivors on the Holocaust Memorial Website. Helen Aronson for example was only 12 years old when the German army arrived at her home. She would later become one of around only 750 people to be liberated from the Łódź Ghetto, out of 250,000 and her story is compelling. Today she is one of the ever decreasing number of survivors who share their experiences with school children to ensure as many people as possible can learn from the past, **for a better future: 'I hope by sharing my experiences people can better understand how inflicting suffering on one another benefits nobody, and instead find ways to reach out and open our hearts. I believe education, especially for our children, is key to renouncing hate and prejudice whenever we encounter it and to break down the barriers that may exist between us.'**

Having had the incredible privilege of hearing a holocaust survivor speak, I can testify to power of the stories and messages their experiences provide. There are so many examples of ordinary people, doing extraordinary things to protect, support and save others – even in the most devastating situations. The key however, is that they really are **ordinary people**. What we can achieve as individuals and as a community is for us to determine, and as we seek to remind every one of our young people each and every day, is truly impossible to imagine.

Whilst Holocaust Memorial Day will be a sombre occasion, a time for reflection, it is also a reason for great hope for the future. We encourage you to talk to your children about their assemblies and discussions this week and the many events that will be recorded through the news and wider media over the weekend. We will continue to celebrate the great capacity of our young people to make a positive contribution to the world and do all we can to promote, support and prepare them to do just that.

As ever, there has been lots happening in school this week and plenty to celebrate, so do enjoy reading all about our children throughout this edition of our Newsletter. It was great to see Year 12 and 13 families on Wednesday, and we are really looking forward to welcoming Year 11 families to school next Thursday (30th January) for our final and most important Exam Preparation event. Have a great week.

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 56,540

THOUGHT 244,182

VISION 229,288

GRAND

TOTAL:

530,010





LOWER SCHOOL



Mr Worthington writes:

This week I enjoyed working with pupils on their circuitry skills, teaching the basic skills of how to re-wire a plug to our Year 9 pupils in Physics. It made me reflect on the different career path our pupils may choose; will we have a budding electrician in our midst? Might it spark consideration for taking electrical engineering as a career path? With our Year 9 Option selection process approaching, maybe it is timely to discuss careers.

As pupils begin to think about life after school, one of the most exciting, and sometimes overwhelming, challenges they face is thinking about career path. In today's rapidly changing world, at Longcroft we encourage our young people to start considering their futures, while also understanding the diversity and breadth of career opportunities available to them. Of course, it is okay to be unsure what you want to do long-term at an early stage, but we still value the importance of exploring what careers are available.





At our school, we believe that open discussions about careers are vital for helping pupils explore their interests, understand their strengths, and make informed decisions about their next steps. Whether it's through our lessons, our annual Careers Fair, guest speakers, or one-on-one guidance, we create an environment where pupils feel encouraged to ask questions, explore different paths, and take ownership of their future.

The UK jobs market is evolving, with traditional roles being reshaped and entirely new industries emerging. For example, sectors like technology, sustainability, and digital media are growing rapidly, while more traditional fields such as manufacturing and retail are also undergoing significant transformation. In this dynamic landscape, pupils need to be equipped with skills that will not only help them adapt but also thrive. Our task is to highlight the wide array of professions that exist, from roles in creative industries like animation and game design, to careers in science, engineering, healthcare, and law. There are also numerous opportunities in emerging sectors such as renewable energy, artificial intelligence, and digital marketing.

The key is for pupils to see that there is no 'one-size-fits-all' when it comes to career success. By talking openly about the wide range of options, we can help young people realise that their skills, passions, and values can lead them to fulfilling and rewarding careers, regardless of the industry they choose.

Careers in the arts offer exciting and creative opportunities for those with a passion for self-expression, imagination, and design. Whether you're interested in becoming an artist, musician, actor, animator, or designer, the arts world is vast and full of possibilities. It's not just about performing or creating art—it also includes jobs in marketing, stage management, and even technology. If you enjoy thinking outside the box and bringing ideas to life, a career in the arts could be perfect for you. There are many pathways to explore, and every role plays an important part in shaping our culture and society.

Another crucial aspect of career discussion is the importance of diversity—both in terms of career paths and the people within those careers. Traditionally, many professions have been dominated by a narrow demographic, but today's job market is more inclusive than ever. This diversity is not only reflected in gender and ethnicity but also in the types of roles available.

For example, careers in technology were once seen as the domain of a select few, but now we see a growing number of young people from all walks of life entering STEM (Science, Technology, Engineering, and Mathematics) fields. Similarly, industries like finance, law, and healthcare are now more open to different perspectives, allowing for greater representation and innovation.

It's important for pupils to understand that their background, identity, or socioeconomic status does not limit their career prospects. What matters most are their aspirations, hard work, and willingness to learn. Career diversity is essential in reflecting the society we live in, and it's critical that young people recognise that they too can contribute to the diverse workforce of the future.





As a school, we are committed to supporting our pupils through this important phase. Throughout the academic year, we will continue to host visitors, inviting professionals from various industries to share their experiences, and provide pupils with access to career guidance and resources. Our aim is to create a space where every child feels supported and empowered to explore a variety of career options, ask questions, and make decisions based on their own interests and goals.

We encourage parents and guardians to get involved in these discussions at home. By talking openly about careers, the changing jobs market, and the value of diversity, we can all play a part in helping young people make informed decisions about their futures.

The world of work is full of possibilities; at Longcroft, we ensure our young people are prepared for the opportunities that lie ahead. Let's continue to foster a culture of curiosity, exploration, and diversity, helping all pupils to reach their full potential in the careers that await them.

Finally, congratulations to several Year 9 pupils who earned their teacher's Golden Buzzer last week. Mr Cassidy said: "I think it's really important to celebrate the achievement of pupils who earn their invitation to Hot Chocolate Friday. Staff are only able to choose one pupil or Sixth Form student each week, so the reward definitely means something.

Harvey Bleasby - Providing inspiration for a 'Starter' activity through extra work done at home which he discussed with me. The activity elicited great debate amongst the class and was very well received. Thank you and appreciated! Mr Pearson.

Dominic Crawford - Dominic had a great lesson – he showed excellent retrieval from previous weeks and helped a lot of pupils to complete work when they were struggling. Mr Dyson

Brenton McKie - Producing detailed written work without prompt. Mrs Barry

Neve Meagher - Motivating team members in her PE lesson, encouraging and developing her peers. Well done. Mrs Henderson

Charlotte Sutcliffe – Charlotte is always keen to contribute and is a highly valued member of the class. Mr Rogers

Charlotte was actually nominated by two of her teachers! Her Art teacher Mrs Holmes said: "You always give 100% to your work Charlotte. Your tonal bird drawing completed in today's lesson is stunning. Well done."

Mr Worthington
Head of Lower School



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



Year 7

Archie Peacock
Holly Artley Tolson
James Swan
Imogen Logan
Oscar Jowsey
Florence Crabtree
Alisa McKay
Evie Cunningham
Lottie Johnston
Reuben Todd

Year 8

Jake Redmond
Ben Muralee
Hunter Montgomery
Rosie Fitton
Sam Cowell
Amalie Wade
Owen Harper
Elias Chapman
George Hogg
Oscar Purchon

Year 9

Neve Meagher
Brenton McKie
Charlotte Sutcliffe
Lydia Chapman
Luke Hiles
Bradley Elvidge
Nathan Steele
Sophia Brown
Lily Curtis
Aaron Davies

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 7: Charlotte Wray

Year 8: Finley Staples

Year 9: Amy Thornton

UPPER
SCHOOL*Mr Henderson writes:*

Please note: The Year 11 Exam Preparation and Revision Evening for the mock subjects is Thursday the 30th January from 6-8pm. Please see the letter sent and the link to book your place.

This week has seen Year 11 pupils receive their 'Subject Revision Target Booklet'. Pupils complete the booklet throughout the week, writing two specific targets based on gaps in their learning for each subject. These learning gaps have been identified through their mocks, class assessments and teacher feedback. These booklets will also play a part in the academic reviews this coming week and the revision conference trip to the University of Hull for Year 11 – details to follow in a follow.

With half term rapidly approaching, our Year 11 pupils are getting ever closer to their final exams. Before this though, they have their final set of mocks in English, Maths, Science, Geography and History. We are now at a point, with question level analysis of exam papers, to be able, as a teacher and pupil team, to be able to start pinpointing areas of learning that need to be revisited and revised. To get ready for the half term break, Year 11 have been completing a Subject Revision Booklet with their teachers which highlights the main targets they need to be working on. It also outlines the ways to make their revision effective and targeted and potentially valuable resources. This level of analysis is also used to plan for the Period 6 timetable of lessons each week and pupils know the topic for the sessions. Half term revision and coursework sessions will be available at half term – details will be available next week.

Every pupil in Year 11 will be attending an academic review with a school leader, in the next week, to reflect on current academic progress and exam readiness. Targets will then be agreed - they will then be reviewed at the University revision conference nearer Easter.

This coming week is the last **Year 11 'Exam Preparation Evening' on Thursday the 30th January from 6-8pm**. This evening's aim is to explain how the school and parents will be able to help create the progress and success we all strive for. It will outline the ways in which research has shown how it is best for pupils to revise, and the environment required for this. Presentations from each of the mock subjects will then be on a rota for parents to understand how best to prepare pupils for the exams after half term.

Mr Henderson
Head of Upper School

CAREER OF THE WEEK: Orthoptist

What does an orthoptist do?

Orthoptists diagnose and treat defects in eye movement, problems with how the eyes work together and problems with how the eyes interact with the brain. They work with every age group including, babies, children, adults and the elderly. Their work with children generally involves vision screening and the correction of misaligned or lazy eyes. Orthoptists' work with adults is usually around eye muscle or nerve weakness because of brain injury, stroke, diabetes, Parkinson's disease, or similar.



Orthoptists usually work in a hospital but can also work in schools or community healthcare. They work as part of a multi-disciplinary care team including doctors, nurses, health visitors and other allied healthcare professionals.

What can I expect to earn as an orthoptist?

As an orthoptist working for the NHS, you will be paid on the [Agenda for Change \(AFC\) pay system](#), typically starting on band 5, with salaries currently ranging from £29,970 to £36,483. Upon completion of the preceptorship programme, you can apply for a specialist clinical role at Band 6, paying between £37,338 and £44,962. Experienced orthoptists who reach Band 7 can expect to be paid between £46,148 and £52,809. Salaries for head orthoptists can reach up to £101,677 (Band 8d). You will also receive a generous pension and 35 days holiday per year (including bank holidays).

What subjects should I study to become an orthoptist?

The entry requirements for an orthoptist undergraduate degree course are generally five GCSEs (grades 9-4), including English language, maths, and science, and two or three A levels, including one science, or equivalent.

How can I start my career as an orthoptist?

Orthoptist is a title that is protected by law. This means that to work as an orthoptist, you will need to have completed an undergraduate or postgraduate degree in orthoptics, which has been approved by the [Health and Care Professions Council \(HCPC\)](#). Currently, three universities offer undergraduate courses in orthoptics: [Glasgow Caledonian University](#), the [University of Liverpool](#) and the [University of Sheffield](#). [University College London](#) offers a 2-year postgraduate option.

All pre-registration orthoptic students on an eligible undergraduate or postgraduate course in England could receive non-repayable funding support of at least £6,000 per year to help fund your studies. For more details, see the [NHS Learning Support Fund](#) (<https://www.nhsbsa.nhs.uk/nhs-learning-support-fund-lsf>).

If you already have a 2:2 undergraduate degree or above in a relevant subject, you could apply to study a pre-registration Masters course in orthoptics. It is a full-time, two-year course, which offers an accelerated route to registration as an orthoptist.

If you are interested in applying to study orthoptics at university, you can visit the British and Irish Orthoptic Society website to arrange a work shadowing opportunity <https://www.orthoptics.org.uk/become-an-orthoptist/work-shadowing/>

To research local education and training opportunities that could lead to a career as an orthoptist, visit our partner website www.logonmoveon.co.uk

Useful websites to find out more about a career as an orthoptist:

What is an Orthoptist? <https://www.orthoptics.org.uk/patients-and-public/what-is-an-orthoptist/>

Health Careers, Orthoptist <https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/roles-allied-health-professions/orthoptist/orthoptist>

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

Prospects, Orthoptist <https://www.prospects.ac.uk/job-profiles/orthoptist>

Find an approved orthoptics course <https://www.hcpc-uk.org/education/approved-programmes/>





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 10

Ellie Eaton
Sam Al Budri
Ben Smedley
Millie Wisher
Poppy Cooper
Luke Hodges
Lexie Burke
Ben Carlyle Smith
Lily Mae Tierney
Phoebe Haw

Year 11

Matthew Harris
Oliver Sysum
Sam Smedley
Harry Lee
Megan Drage
Dan Parkinson
Luke Hancock
Freya Kelly
Grace Murden
Poppy Robinson

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winner was:

Year 10: Maisie Monaghan
Year 11: Callum Tuke



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

It's been very significant week for our Year 13 students. On Monday our students opened their Mock result envelopes from their first (of two) mocks that happened just before Christmas. Their teachers worked really hard to return their scripts to them along with key feedback and there was, of course, food for thought for everyone. Their final set of mocks are in February...

Recently, our Criminologists undertook 3 hours of their controlled assessments – which are worth 25% of their Level 3 Diploma. This was a very challenging time where students were given questions on a brief and had to respond to them with essay-style answers.

There were several questions and the assessment took place under invigilated examination conditions. I met with every student and saw their preparation - this was a very positive experience and I'm looking forward to seeing their results come through.

Also (as you saw a fortnight ago with Katy's feature), our Year 13 Art students completed their design ideas for their 15-hour mock exam. Locked away in the Art Department for 3, 5 hour days, this presented a significant opportunity for creativity and artists' flair to thrive. Students said that it was "tough, challenging but very rewarding and it gave us experience that will help in our A Level Art exam".

Libby, who completed her Criminology exam said that it was "very intense" but that she had "prepared well for it".

Mr Chapman
Head of Sixth Form





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

Oliver Albrow 8CMT
Harvey Bleasby 9PDV
George Buckle 7EDN
Dominic Crawford 9EMN
Emilia Czerwony 13JCA
Joel Davidson 10JHL
Jack Denyer 8EFX
Josh Flockton 8LWO
Owen Harper 8ACR

Matthew Harris 11PDR
Naomi Jack 7ESH
Leahanna Jennison 11EFO
Oscar Jowsey 7JPO
Harry Lee 11PDR
Brenton McKie 9GTA
Neve Meagher 9EMN
Hunter Montgomery 8NFO
Jacob Rodgers 7JDY

Gemma Schraivesande 11SWL
James Sharpe 7EDN
Alina Shpak 7GRU
Chloe-Mae Simson 8EFX
Luci Stewart 10DPE
Charlotte Sutcliffe 9PDV
Oliver Sysum 11RLO
Freya Vidal 13JCA





Memory Lane

This week we return to 1961/62 and feature two
Third Year, or Year 9, tutor groups.

Our first picture shows 3C1 and their form tutor Mr Packer
and the second picture is of 3A4 with Mr Allison.





Forest School Update

The weather was kinder than expected during the weeks running up to Christmas for the Forest School group. It was chilly but dry. The ground was softer underfoot, but thankfully, progress wasn't impeded.

The fire circle has been moved to a level patch of grass away from the cleared area. There, it catches what little winter sun is on offer, whilst benefiting from the shelter given by the mature trees which border the Forest School area. It's still an important part of the sessions, where all the pupils gather to refuel on hot chocolate and snacks. It's where they reflect on what they have done and ponder what comes next. The pupils take it in turns to light the fire using a flint tool, balls of cotton wool and gathered kindling.

One of the larger tasks has been to clear a fallen tree laying across the area. Several enthusiastic volunteers jumped at the chance, picked up their saws and dived in. Blades flashed back and forth in a blur and sawdust fell like snow all around, but what to do with the pile of branches? This being Forest School, nothing is wasted, so they built a shelter. The roof could do with a little work and I'm not sure they've sought the correct planning permission, but for a first attempt it's pretty impressive. Who knows? We may have the next Bear Grylls on our hands. Meanwhile, others tackled a more festive and slightly more sedate project, making Christmas reindeer from wood-cookies and fallen twigs.

The return after Christmas coincided with a bitter cold snap. Sub-zero temperatures required all the extra layers the intrepid team could manage. Still, they proved to be a hardy bunch, donning woolly hats and thick gloves, and working all the harder to get through the frozen ground as they made a path linking the cleared area with the new fire circle. As a grinning Ollie said, "It's always better to be outside, even when it's really cold."



February is less than a couple of weeks away, so thoughts are turning towards the approaching Spring. There are plans to fence off the area around the pond to see if any wildlife will move in and bird boxes have been screwed to the fence.

As the days begin to brighten, the current team are sure to enjoy their last few weeks in the great outdoors. They should be proud of the groundworks they are laying, before the next gallant group pick up the baton and run with it.



Scott on the Road to Wembley!

Former Longcroft student Scott Taylor knows all about success in the Challenge Cup, having lifted the trophy three times at Wembley Stadium during his glittering playing career – once while at Wigan and twice with Hull FC.



Now, in his debut season as Head Coach of Goole Vikings, Scott is finalising preparations for his side's first ever professional match this weekend.

Goole head to the capital to face former Super League side London Broncos on Saturday, for a match that will see the competition's highest ranked club coming up against the sport's newest team.

While the Vikings are clear underdogs, the magic of the cup means any result is possible.

Scott said:

"We know it is a huge task in front of us and we go into the game as the underdogs, but that is what is special about the Challenge Cup - anything can happen and we'll give it everything we've got."

He added:

"The cup is very special. I have been fortunate to win it three times as a player and they are some of the best memories of my playing career. There is so much history and prestige in the cup and we are just really excited that we can be a part of that again as the Vikings, and give the town a taste of what that is all about."

"The fact it is also our first competitive game together and we'll be travelling down to London where the Cup final is held, gives it even more of a buzz feel for the boys and they have all had a spring in their step this week. The whole club is ready for it, so many people have worked very hard over the last few months to get us to this point."



The Vikings prepared for the match with a pre-season friendly against Featherstone Rovers. Scott said: "It was just what we needed. The Featherstone game was arguably the hardest game we'll play all year in testing conditions, so it was good for us. The lads had a real dig for each other. I thought our shape looked good and showed we were putting into practice some of the things we have been working on."

Saturday's historic fixture kicks off this Saturday lunchtime, 12.30pm, and is being covered live on BBC Sport (iPlayer, Red Button and website). The victors will play Super League's Wakefield Trinity at home in the next round.

The Vikings' next fixture will depend on their result in London, but they will undoubtedly be looking forward to the start of the league season on 23rd February when Midlands Hurricanes visit the Victoria Pleasure Ground. The match has extra significance as the Hurricanes will feature Scott's former Longcroft teammate, Welsh international Sam Bowring, in their front row.

Sam will also be looking forward to this weekend's Challenge Cup fixture – his Hurricanes face a home tie against Halifax amateurs Siddal. Should they be successful, Super League side Salford will visit the midlands in the next round.

Best wishes to both Scott and Sam as they set off on the road to Wembley this weekend!





HOLOCAUST MEMORIAL

DAY

27 JANUARY



Ms Carvill writes:

LIBRARY NEWS

Marking Holocaust Memorial Day

– 27th January 2025

The theme for Holocaust Memorial Day 2025 is '**For a better future**'. The hope of many is that world leaders and the global populace, whatever their race, religion, or ethnicity, can come together, talk, learn from past mistakes, and build a better future for our young.

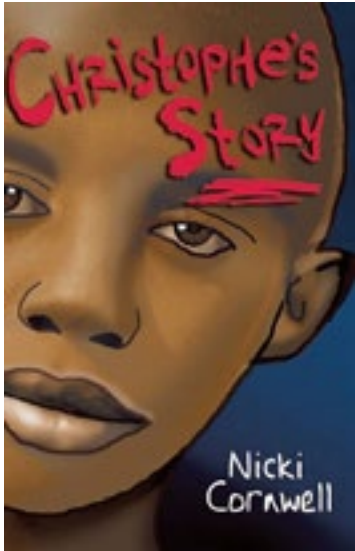
"To forget would be not only dangerous but offensive; to forget the dead would be akin to killing them a second time."

— Elie Wiesel - Romanian-born American writer, professor, political activist, Nobel laureate, and Holocaust survivor

HMD 2025 is a day to remember the millions who died in the Holocaust and subsequent genocides in Cambodia, Rwanda, Bosnia, and Darfur. This year is the 30th anniversary of the genocide in Bosnia, and the 80th anniversary of the liberation of Auschwitz-Birkenau. As well as Jewish people, 23,000 Roma and Sinti men, women, and children were imprisoned in Auschwitz. On 2nd August 1944 the so-called 'Gypsy Camp' was liquidated. Despite the genocide of so many Roma and Sinti by the Nazis, their experiences were not fully acknowledged by the West German Government until 1981.

The term genocide was coined by Raphael Lemkin, a Polish jurist, who worked as an advisor to the U.S. Department of War in WWII. His remarkable story is told in Philippe Sand's family memoir, **East West Street**, one of the book recommendations below. Although the word **genocide** is a relatively modern term, genocides have occurred throughout history. Some, like that committed against Europe's Roma and Sinti, are only now becoming more widely known.

This week pupils and students will be learning about HMD in their assemblies, and can find a large display of fiction and non-fiction books in the library relating to the holocaust and genocide. Below are a few suggestions. Please encourage your children to visit the library, read, and discuss their thoughts.



Year 7

Christophe's Story by Nicki Cornwall**AR BL 3.0 – Colour Code - Green**

Christophe, a Rwandan refugee, is struggling to settle into his English primary school, learn a new language, and understand a completely different way of life. He's being bullied, is lonely, and desperately misses his grandfather.

When Christophe gathers the courage to stand up in front of his classmates and speak his story aloud things change. But can Christophe write his story down? The tradition of storytelling versus that of writing stories down are sensitively explored in this 74 page quick read.

A sympathetic introduction to the issue of child persecution and a good choice for developing readers.

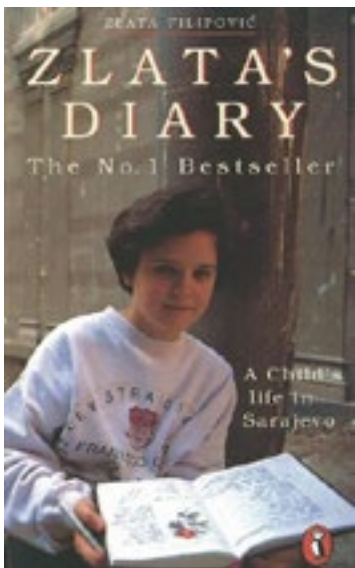
Year 8

White Bird : A Wonder Story by R.J. Palacio**AR BL 3.5 – Colour Code – Green**

Young Julian appears in Palacio's multi-million selling wonder; he's best known as the bully who torments Auggie Pullman.

In this superbly illustrated graphic novel, great for reluctant readers, we learn about Julian's family history and how his Jewish grandmother was forced into hiding in Nazi occupied France during WWII.

A story about building bridges, courage, and kindness. A real gem.

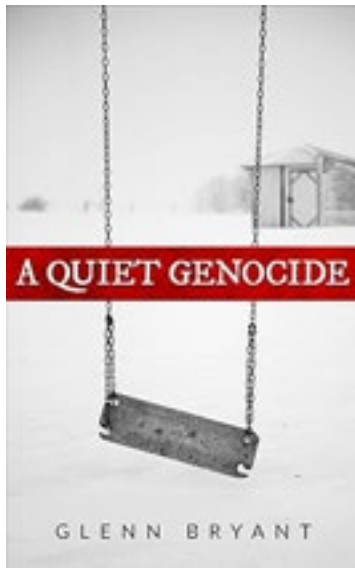


Year 9

Zlata's Diary: A Child's Life in Wartime Sarajevo by Zlata Filipovic**AR BL 4.3 – Colour Code - Red (Non-Fiction)**

This memoir became an international bestseller when first published at the height of the Bosnian War, and was compared to Anne Frank's Diary of A Young Girl.

As war engulfs Sarajevo, Zlata's once sunny life plummets into darkness. People are dying, bombs are dropping, mortal shell is fired, and there is hardly any food. Despite everything, Zlata remains strong and courageous. Her fresh voice is incredibly moving and you can't help but feel for her. A powerful read.



Year 10

A Quiet Genocide: The Untold Holocaust of Disabled Children in WW2 Germany by Glenn Bryant

No AR

This harrowing story is set in Germany, 1954. Jozef appears a happy child, but his father still holds National Socialism beliefs, and his mother, deeply discontented, finds love and companionship elsewhere. Suddenly Jozef feels totally alone. Who are his parents? Are they really his parents?

A dark mystery about a subject fiction rarely explores. Unescapable truths are confronted. Disturbing, but exceptional.

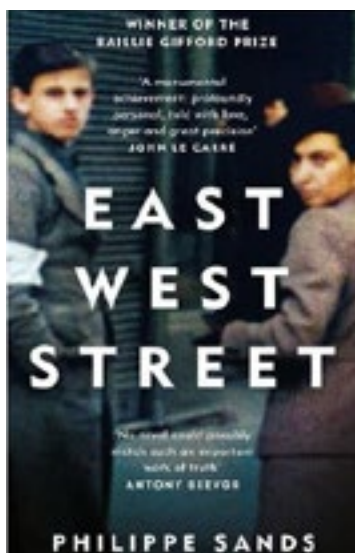
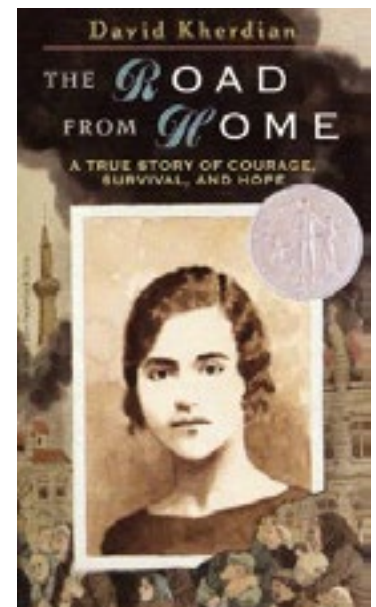
Year 11

The Road From Home: The Story of an Armenian Girl by David Kherdian

No AR

Vernon Dumehjian Kherdian was born into a loving and wealthy family in 1915. When the Turkish government launched the Armenian genocide her life changed.

Kherdian tells the story of his mother's survival with immense sensitivity. A moving biography and deeply compassionate exploration of a life that experienced a genocide that is often overlooked.



Year 12

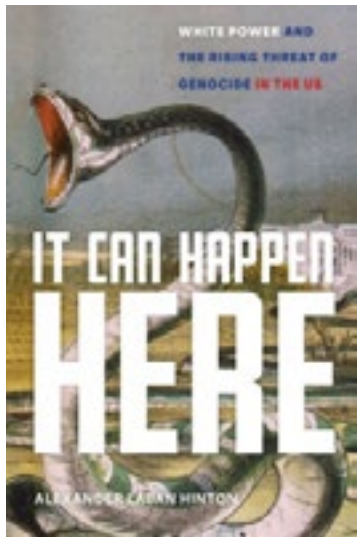
East West Street by Philippe Sands

No AR

This impeccably researched work of non-fiction is a family memoir, legal thriller, and detective story all at the same time. It was Non-Fiction Book of the Year 2017 and won the Baillie Gifford Prize.

Among the remarkable characters included are two prosecutors, Hersch Lauternacht and Rafael Lenkin, who argued for the terms 'crimes against humanity' and 'genocide' to be included in the judgement at Nuremberg after WWII.

A fascinating true story about the devastating impact of war on family life, international law, and human rights. A superb and serious read.



Year 13

It Can Happen Here: White Power and the Rising Threat of Genocide in the US by Alexander Laban Hinton (Non-Fiction)

No AR

White power, extremism, and the violent acts linked to them are part of American history, according to Hinton, a renowned expert on genocide. He describes the dangers of such forces in the United States today, and the threat of genocide they pose.

The book also suggests possible preventative measures for a nation in crisis. Relevant and thought-provoking.

“You have to understand what caused genocide to happen. Or it will happen again.”

—Tim Walz – American politician





Care and Achievement Co-ordinators

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

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

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



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Year 8

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